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Room to Learn South Sudan

FY 2016 QUARTERLY PROGRESS 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	Activities Idea Template
ALP	Accelerated Learning Program
ANCEFA	Africa Network Campaign on Education For All
AOR	Agreement Officer's Representative
BoG	Board of Governors
CAA	Community Assets Appraisal
CED	County Education Director
CEI	County Education Inspector
CEO	County Education Officers
CES	County Education Supervisor
CGS	Community Girls School
ECE	Education and Community Engagement
ECEG	Education through Community Empowerment Grants
DAP	Digital Audio Player
DEC	Development Experience Clearinghouse
DFID	Department for International Development
ECSSS	Episcopal Church of South Sudan and Sudan
EGRA	Early Grade Reading Assessment
EQSIC	Education Quality and Social Inclusion Coordinator
ESP	Education Sector Plan
FAO	Food and Agriculture Organization for the United Nations
FHI360	Family Health International 360
FGD	Focus Group Discussion
FY	Fiscal Year
GESS	Girls' Education South Sudan
GPE	Global Partnership for Education
GSI	Gender and Social Inclusion
IDP	Internally Displaced Persons
IMED	Improved Management of Education Delivery
IMP	Instructional Material Package
INGO	International Non-Governmental Organization
ISP	Infrastructure Support Package
KPI	Key Participant Interview
LoP	Life of Project
M&E	Monitoring and Evaluation
MoGEI	Ministry of General Education and Instruction
MOU	Memorandum of Understanding
MT	Master Trainers
NGO	Non-Governmental Organization
NRC	Norwegian Refugee Council
OCAT	Organizational Capacity Assessment Tool
PBTT	Payam-based Teacher Training
PCO	Peace Corps Organization
PEG	Partners for Education Group
PEP	Pastoralist Education Program
PES	Payam Education Supervisor

Plan	Plan International USA
PMP	Performance Monitoring Plan
PSS	Psychosocial Support Specialist
PTA	Parent Teacher Association
RSS	Republic of South Sudan
RtL	Room to Learn
SDMSC	School Disaster Management Sub-Committee
SDP	School Development Plan
SGTWG	School Governance Technical Working Group
SIL	Summer Institute of Linguistics
SMC	School Management Committee
SMoE	State Ministry of Education
SoW	Scope of Work
SRGBV	School-Related Gender-Based Violence
SSP	South Sudanese Pounds
SSRRC	South Sudan Relief & Rehabilitation Commission
TBC	To Be Confirmed
TCoC	Teacher Code of Conduct
ToT	Training of Trainers
TPD	Teacher Professional Development
TTC	Teacher Training College
TTI	Teacher Training Institute
TWG	Technical Working Group
UNESCO	United Nations Educational, Social and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
UNMISS	United Nations Mission in the Republic of South Sudan
UNOCHA	United Nations Office for the Coordination of Humanitarian Affairs
USAID	United States Agency for International Development
WTI	Windle Trust International

I. ROOM TO LEARN SOUTH SUDAN EXECUTIVE SUMMARY

Qualitative Impact

During this quarter, RtL completed the bulk of the scheduled five-day-long payam-based teacher training (PBTT) workshops for teachers and the RtL three-day-long intervention sustainability workshops for county and payam education administrators. The one remaining PBTT workshop and the two remaining sustainability workshops will be completed in July of Quarter 4 as scheduled. All capacity building workshops for Parent Teacher Association executive committee members have been completed. For most of the attendees, this was the first time they participated in a workshop focused on school governance and specifically on the role and responsibilities of PTAs. RtL also planned and trained personnel to carry out two structured monitoring exercises to collect data to help inform the analysis of the impact of teacher professional development workshops and PTA capacity development workshops. The participation of females in workshops and the recruitment and hiring of females by RtL and other sub-contracted organizations remained problematic during this quarter. Out of all individuals participating in workshops, only 916 (27%) were female. This number, however, is within the South Sudan interim constitutional requirements which emphasize that at a minimum 25% of women should be included in any programming.

RtL continued its collaboration with Republic of South Sudan (RSS) entities and other education partners including contractors implementing other USAID projects. A key aspect of the collaboration is ensuring the sustainability of RtL interventions and products. The focus this quarter was on finalizing specific RtL technical products including the: 1) Handbook for School Governance and School Governance Training Manuals volume with the DFID-funded Girls' Education South Sudan (GESS) project and the School Governance Technical Working Group. Plan International has taken the lead in this collaboration on behalf of RtL; 2) Gender and Social Inclusion Training Manual and Learning Tool with the Gender Equity, Peacebuilding and Inclusive Education Department; 3) Early Grade Reading Assessment products and Teaching Kits and a Training of Trainers Manual for five (two funded through RtL) national languages with the Teachers Education Department, the Curriculum and Assessment Department, the National Languages Department and UNICEF/GPE. RtL sub-contracted Montrose International to carry out this work on its behalf; 4) Report on the Scope and Sequence for five national languages with the National Languages Department. RtL sub-contracted the Summer Institute for Linguistics to carry out this work; and 5) Pastoralist Education Research Study Report with the Alternative Education Systems Department. RtL sub-contracted Forcier to conduct this study on its behalf and preparations are underway in collaboration with UNESCO and FAO to conduct a seminar and launch the report.

Quantitative Impact

RtL currently reports against nine indicators. During this quarter, RtL's efforts resulted in the project exceeding the life of project numerical targets for five of the nine indicators:

- Number of administrators and officials successfully trained with USG support – RtL has exceeded the LoP target of 232 by 129 individuals, totalling 361. This quarter a total of 308 (256 male and 52 female) education administrators attended three different types of professional development workshops: 115 (37.3%) individuals attended the RtL Interventions Sustainability Workshops; 126 (40.9%) attended the Teacher Professional Development/Payam-Based Teacher Training

Workshops; and 67 (21.8%) attended the Parent Teacher Association (PTA) Capacity Development Workshops.

- Number of learners enrolled in primary school and/or equivalent non-school-based settings with USG support – RtL has exceeded the LoP target of 292,089 by 37,370 learners, totalling 329,459 learners. During this quarter, a total of 96,433 learners (54,247 males and 42,186 females) benefitted from USG support including 31,162 learners in the 20 school communities selected for the impact evaluation study and 19,409 Alternative Education System learners in Alternative Learning Programs and Community Girls Schools.
- Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support – RtL has exceeded the LoP target of 1,472 by 101 individuals, totalling 1,573 individuals.
- Number of learners in primary or equivalent non-school-based settings receiving reading interventions with USG support – RtL has exceeded the LoP target of 92,374 by nearly 107,000 learners, totalling 199,374 learners. This quarter a total of 92,041 (52,147 male and 39,894 female) learners are counted. Out of the 92,041 learners, 16,616 (9,104 males and 7,512 females) are indirect beneficiaries from schools supported by the Department for International Development (DFID) Girls' Education South Sudan (GESS) project whose teachers joined RtL teacher professional development workshops.
- Number of PTA or similar school governance body members trained with USG support – RtL has exceeded the LoP target of 2,208 by 162 individuals, totalling 2,370 individuals. A total of 2,247 (66.8% males and 33.2% female) PTA executive committee members participated in the workshops.

RtL also met the LoP target for one of the nine indicators:

- Number of PTAs or similar school governance structures supported by USG (LOP equals 388).

RtL has not yet achieved the LoP numerical targets for three of the nine indicators:

- Number of textbooks and other teaching and learning materials (TLM) provided with USG support – RtL is behind the LoP target of 200,917 by 59,007, at 141,910. A total of 23,900 supplementary reading materials were distributed to 64 school communities through the Instructional Materials Package grants in Q3.
- Number of person hours of teachers trained – RtL is behind the LoP target of 70,656 by 1,784 hours. This difference is due to the reduction in the number of training days from six to five days. (See Subcomponent 1.5 – 'Teacher Training Intervention Manual' for additional details.)
- Number of person hours of administrators and officials successfully trained with USG support – RtL is behind the LoP target 12,992 by 504 hours. This difference is also due to the reduction in the number of training days from six to five mentioned in the above indicator. During this quarter, the total number of person hours of administrators trained equalled 8,368 hours.

RtL manages nine different grant types that include agreements with local school communities, development organizations, and a teacher training college. To date, RtL has distributed materials to local school communities for approved in-kind grant agreements totalling an amount of USD816,983. RtL made a significant push during this quarter to procure and distribute a large number of materials remaining to

be delivered for the four types of grant agreements (IMP, PBTT, ECEG and ALP) – see section 2.4) established with school communities in a concentrated effort to ensure that the school communities receive as much support in the form of physical materials as possible prior to project closure. These materials are closely aligned to the professional development workshops for teachers and for education administrators described above and to RtL’s community engagement approach. Print materials, specifically 7,514 RtL products used during teacher and education administrator professional development workshops and PTA capacity development workshops were produced and over 162,000 supplementary reading materials for learners were printed. In addition, RtL pushed forward on the procurement and provision of nearly 8,000 student desks that will be provided to all schools. During this quarter, 1,529 desks were delivered to 22 schools.

Project Administration

RtL worked closely with its consortium partners, FHI360 and Plan International, and its sub-contracted organizations including Montrose International, SIL, and five NGOs (Adventist Development and Relief Agency - ADRA, Peace Corps Organization - PCO, Episcopal Church of South Sudan and Sudan – ECSSS & African Education Trust - AET), and Windle Trust International - WTI) who are providing the majority of the PTA capacity development workshops in order to ensure all scheduled close-out activities for this quarter were on track. RtL and these organizations have retained key personnel for closing out the project, and RtL has also extended the contracts of other key personnel based on the need for additional assistance to close out the grants and for distribution of procured materials. RtL also hired a Project Advisor to assist in the technical aspects of project close-out from May through September 30. Several short-term external consultants were contacted for further assistance. One individual was contracted and began to work with the Grants Department this quarter; the others were contacted to complete technical reflection papers and their consultancies would take place in Q4.

Subsequent Quarter’s Work Plan.

RtL continued to implement the close-out plan activities designated for this quarter with no significant deviations from the original plan approved by USAID in March, 2016. By the start of Quarter 4 (July 1, 2016), the main emphases will be on closing down all project offices, finalizing distribution of grants materials and completing grants documentation, and gaining USAID approval for and uploading RtL technical products to the USAID Development Experience Clearinghouse (DEC). By late August, most personnel will have completed their contracts and will have left the project.

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 this quarter, RtL entered all the data from the 388 SDPs, the 388 Community Assets Appraisals (CAAs) and the 388 Activity Idea Templates (AITs) into a database. It is anticipated that the analysis of these data will be completed early in Quarter 4 and will focus on the:

- School community contributions (nominated and actual)
- RtL material resource support (nominated by school communities and actual provided by RtL)
- SDP activities (nominated by school communities and actual conducted).

Sub-component 1.2: Increase community engagement in school improvement, promoting safer schools, disaster risk reduction and conflict

A key aspect of the PTA training as outlined in the PTA Training Manual is the formation of sub-committees and their role to effectively implement aspects of the PTA mandate. Sub-committees initiated by RtL include the: School Disaster Management Sub-Committee (SDM-SC), the Gender and Social Inclusion Sub-Committee and School Monitoring Committee. These sub-committees are discussed in more detail in Section 3.1 PTA Capacity Development.

Sub-component 1.3: Improve school conditions and infrastructure

The original goal of this component was to assist school communities to provide a safer, healthier, more secure learning environment through small-scale infrastructure development such as minor renovations to community-based classrooms, latrines, and concrete classroom blocks, and provision of hardware such as garden tools. The delivery modality was to be in the form of demand-driven infrastructure support ECE grant. The bulk of the assistance under this sub-component was suspended following notification of RtL project closure. During Quarter 1 FY16, RtL prepared an assessment report on school infrastructure and on the grants package mapping exercise, including suggestions and recommendations. It is anticipated that this report will be reviewed during Q4 and lessons learned identified.

Sub-component 1.4: Increase gender equality and social inclusion

Professional Development for MoGEI Decision-Makers and Gender and Social Inclusion (GSI) Trainers

In previous quarters, several drafts of a GSI Training Manual were produced. The manual is intended to be used by facilitators at the community level with community members interested in promoting and advocating for gender and social inclusion in schools. During this quarter, the current draft of the manual was provided to two external consultants based in the U.S. who edited the manual. The edited version was then reviewed by RtL/Juba which determined that the manual was set at too advanced a level for local community members. In consultation with the MoGEI Gender Equity, Peacebuilding and Inclusive Education Department, it was agreed that the manual would be used for capacity building with a range of MoGEI personnel, especially those in decision-making positions where some understanding of gender and

social inclusion was important for informing decisions and a ‘learning tool’ would be developed out of the manual content that is geared toward local community members. Winrock has used similar learning tools to great effect in previous projects in South Sudan and this learning tool builds on those initiatives. These learning tools are especially effective with participants who have limited formal education and literacy levels and who are also new to a given topic, in this case, gender and social inclusion. The penultimate drafts of the manual and learning tool will be available in early July (Q4 FY 2016) and will be used during the national level GSI workshop.

Preparation for the national level GSI workshop commenced in May and the dates of July 25-29 have been agreed with MoGEI. MoGEI has identified three co-facilitators as well as 30 participants. The workshop duration has been increased from three to five days. The first three days will include all participants and cover the content in the manual and the last two days will only be for MoGEI GSI facilitators – those individuals who are most likely to undertake workshops at the community level – in order to prepare them to use the learning tool and conduct the workshops. RtL has contacted a short-term expert on gender in conflict- and crisis-affected contexts, Ms. Sue Emmott, for a consultancy related to her expertise. Ms. Emmott and the RtL Gender and Social Inclusion Specialist will be the lead trainers of the national level GSI workshop. It is anticipated that Ms. Emmott will arrive in Juba during Quarter 4 (July 19) and will have one week of preparation time with the co-facilitators prior to the workshop. It is anticipated that in Quarter 4, following the workshop, the manual and learning tool will be revised by Ms. Emmott and the RtL GSI Specialist and provided to Winrock’s home office for final formatting and copy editing during August. The documents will be submitted to USAID for approval and subsequent signing by the Undersecretary of MoGEI prior to the end of August.

Promoting Gender Equality

Most of those who have participated in RtL workshops are male. For example, during this quarter, only 18 female CEOs and PESs of the 115 total from nine counties participated in the professional development workshops for education administrators. In prior quarters, RtL encouraged the development of GSI sub-committees within PTAs in order to focus on increasing the enrolment, retention and completion of primary education for girls and other vulnerable children and youth. In addition, the committee is expected to fill gaps especially in schools which do not have female teachers. During the last quarter, 83 GSI-SC received orientation. However, this activity was discontinued due to realignment of gender activities. If RtL had been able to continue with further professional development workshops for teachers and for PTA members and school-level mentoring, RtL would have worked with stakeholders to develop and monitor a strategic approach to increasing the participation of females in education in general and specifically in decision-making positions. Succession planning, gender-sensitive recruitment and retention strategies would have been potential directions.

For a discussion of the GSI aspects of teacher mentoring and monitoring, please see Section 2.1 and 2.3.

Table 1: Summary of beneficiaries by sex and RtL interventions

Indirect/Direct Beneficiary	Female	Male	Total
P1-P3 Student	39894	52147	92041
P4-P8 Student	2100	2292	4392

TPD – PBTT Workshop Participant (include CEOs/PEOs)	139	757	896
EAPD – Interventions Sustainability Workshop Participant	18	97	115
PTA Capacity Development Workshop Participant (include CEOs/PEOs)	769	1604	2373
TOTAL	42920	56897	99702

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

Pastoralist Education Research Study

To increase access to learners in pastoralist communities, RtL intended to train cattle camp community members and teachers on peace-building, education, and life skills. The language medium would have been the language used by the respective pastoralist community with delivery through Digital Audio Players (DAPs) and radio broadcasts, specifically targeting untrained teachers. Content for teachers was to be developed largely by experienced educators, particularly those working in Yei County, on a volunteer basis. Due to project close-out, RtL was not able to proceed with this initiative. RtL instead shifted its focus to supporting non-formal education Alternative Learning Programs (ALPs) by working with ALP centers within regular (formal education) primary schools and supporting MoGEI to strengthen pastoralist education programming. During this quarter, RtL distributed 200 copies of the Pastoralist Education Research Study Report. RtL also laid the groundwork to launch the study as a way of supporting the MoGEI AES Department to enhance the pastoralist education programming framework.

RtL began to collaborate closely with UNESCO and FAO, two organizations that have also been providing support to the MoGEI AES Department to improve pastoralist education programming. It was agreed that RtL, UNESCO and FAO would jointly support the MoGEI to host a three-day seminar (scheduled for the first week in August (FY 2016 Q4) to launch the RtL study as well as the report on the UNESCO/FAO-sponsored pastoralist education programming study visit to Kenya. The RtL and the UNESCO/FAO reports will be the centerpiece of the seminar and discussion. Possible decisions regarding improving pastoralist education programming will be informed by the findings, conclusions, and recommendations from the two reports. UNESCO/FAO will also present the revised AES curriculum that has been contextualized for pastoralist community settings and the design of a pilot pastoralist education project in 10 Dinka pastoralist communities. Montrose International, the organization contracted by both RtL and UNICEF through USAID funding to undertake a standardized student assessment activity and to produce teaching and learning materials for five national languages will likely be invited to present the findings from the early grade reading assessments for the national languages and their work on teaching and learning materials for national languages.

During this quarter, RtL also contracted a consultant, Mr. Abel Natukunda, who has expertise in pastoralist communities and in pastoralist education programming to provide technical assistance for the seminar and to draft a seminar report. Mr. Natukunda has produced a draft seminar agenda and has worked with the RtL to develop an analytical framework to guide the discussion around pastoralist education programming.

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

During this quarter, RtL led the development of a school governance handbook: *Essentials of School Governing Bodies in South Sudan, Guide for School Management Committees, Boards of Governors, and Parent Teacher Associations*, building on the Technical School Governance meeting in February, in partnership with GESS (see Section 3.2).

As part of the handbook, RtL continued drafting: 1) a supplementary section on Ensuring Safe Schools and Disaster Preparedness that provides details for school governing bodies on specific actions to put into place to promote safe learning environments at all times, and 2) a separate stand-alone section, a School Governance in Emergencies Toolkit, which provides a practical checklist for communities to utilize when they need to set up a safe learning environment in times of emergency, including the most basic roles of school governing bodies and tactics for mobilizing the community and promoting life-saving messaging. This section will also be shared widely in Quarter 4 with members of the Education Cluster, for use of their member organizations in times of crisis throughout South Sudan

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

Learners' Well-Being

The professional development workshops for teachers (described in Section 2.3) and those for education administrators (described in Section 3.1) both include content and exercises designed to enhance participants' knowledge and skills and to help change attitudes and behaviours regarding learners' well-being, particularly related to psycho-social support and gender and social inclusion.

Psycho-Social Support Sessions

During both the professional development workshops for teachers and education administrators, approximately 7 hours were devoted to the psycho-social support sessions in each. The sessions aimed to: 1) address the psychological, social, and emotional needs of learners in general, and 2) promote the use of positive discipline in the classroom and school. The psychosocial support sessions were jointly facilitated by RtL technical staff in the field who were supported by the RtL Psychosocial Support Specialist (PSS) and other Juba-based specialists. The PSS demonstrated different play therapy techniques using skits, games, case studies, and artwork to address the emotional needs of children with different behavioural symptoms. Teachers then practiced these techniques.



Children participating in a group drawing activity aimed at countering withdrawal behaviours.

None of the participants had been involved in previous workshops that focused on psycho-social health through education. Anecdotal evidence shows that participants feel that they now have a clearer

understanding about how a positive school climate helps learners to feel safe, supported, and engaged and that they now feel capable of using skits and games to address learners' psychosocial distress and of using positive discipline techniques. It is anticipated that on return to their classrooms, teachers will use these techniques regularly. The Psychosocial Support Specialist continued to mentor the teachers trained and provided support to education administrators through follow up visits in those schools.

Gender and Social Inclusion Support Sessions

During both the professional development workshops for teachers and education administrators, approximately four hours in each were devoted to gender and social inclusion. The sessions aimed to promote gender sensitivity and social inclusion and eliminate school-related gender-based violence (SRGBV). The GSI sessions were jointly facilitated by RtL technical staff in the field who were supported by the RtL GSI Specialist (GSIS) and other Juba-based specialists. As in workshops conducted in prior quarters, GSI sessions took participants through the guidelines included in the TTI Manual and TTI Key Information Cards booklet on how to analyse barriers to education, identify vulnerable children in the community, and promote gender equality and inclusive education during supervisory visits to schools.

Anecdotal evidence shows that across the various workshops there has been a high level of interest among participants in understanding gender and social inclusion. For example, the Kapoeta South County Education Director asked if he could facilitate part of the gender session. This leadership impressed other participants who indicated a willingness to promote gender and social inclusion in their respective school communities.

See Section 1.4 for additional information on gender and social inclusion.

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

RtL has produced and disseminated a number of learner-focused instructional materials to be used directly by or with students as well as materials to support teachers in their efforts to improve the quality of the teaching and learning in their classrooms. Upon the announcement of the early closure of the RtL project, the specific grant types under the ECE Grant category was reviewed by the ECE Technical Team. A decision was made to provide items that could have an immediate impact and that could be closely tied to RtL's ongoing activities in order to positively affect their use for the remainder of the project. Consequently, during this quarter, a Teacher's Code of Conduct (TCoC) package was proposed under the existing Payam-Based Teacher Training Grants and approved by USAID, and the procurement of the non-print items (e.g., games and sports) to promote recreational activities in order to extend the psychosocial support and to help bridge ethnic, gender and other social divides was finalized. Provision of the print items (the MoGEI Teacher Code of Conduct document and two message posters) was put on hold. It is anticipated that the TCoC Kits (minus the print materials) will be assembled and distributed in quarter 4.

Sub-component 2.3: Improve reading outcomes in primary grades

Strengthening teacher capacity to improve reading outcomes in the primary grades, specifically P1 to P3, is addressed by RtL through three initiatives: 1) professional development for classroom teachers and

head teachers through payam-based teacher training workshops as well as ongoing mentoring of teachers and monitoring the application of knowledge and skills gained during workshops; 2) professional development for targeted local education administrators at the county and payam levels – in particular, County Education Directors (CEDs), County Education Inspectors (CEIs), County Education Supervisors (CESs) and Payam Education Supervisors (PESs) (for more information on trainings for local level education administrators, see Section 3.1); and 3) provision of children’s reading materials.

Payam-Based Teacher Training (PBTT) Workshops

The teacher professional development workshops continued this quarter in six counties: Aweil West, Bagari, Gogrial West, Jur River, Wau Municipality and Yambio. Workshops were held from April 4 to June 30, and it is expected that PBTT workshops for all 388 RtL schools will be completed by July 8, 2016 (FY 2016, Q4). This is a slight deviation from the original finishing date of July 1, 2016, due to the addition of the 20 impact evaluation schools. Participants totalled 896 individuals: 829 teachers from 194 schools entered between June to October, 2015; and 67 education administrators (CEIs and PESs) from the six participating counties. The teachers came from 184 primary schools (which included 10 ‘impact schools’), plus an additional 10 ALP centres. Of the 829 teachers, 20 came from pilot schools in the DFID-funded Girls’ Education South Sudan (GESS) program and are considered to be indirect beneficiaries of RtL as their inclusion was directly funded by GESS. The total number of hours of teachers trained this quarter stands at 33,160 hours.¹ Table 2 demonstrates the number of participants disaggregated by job title, sex, and county location.

Table 2: PBTT participants disaggregated by job title, sex and county location

No.	Location	State	No. Schools	No. Clusters	No. Teachers & Head Teachers			No. Education Administrators		
					F	M	Total	F	M	Total
1	Aweil West	NBG	31	6	6	133	139	1	13	14
2	Bagari	WBG	21	4	21	75	96	1	3	4
3	Gogrial West	Warrap	51	11	16	209	225	0	12	12
4	Jur River	WBG	22	4	5	92	97	0	13	13
5	Wau Municipality	WBG	36	7	51	91	142	4	3	7
6	Yambio	WES	33	7	29	101	130	5	12	17
Total			194	39	128	701	829	11	56	67

The workshops during this quarter were facilitated by 18 individuals – eight Master Trainers (MTs) and 10 Education Quality and Social Inclusion Coordinators (EQSICs) – who were trained during an orientation workshop in Quarter 2. Each workshop was facilitated by two facilitators who were mentored by at least one ECE specialist. All facilitators used a range of teaching and learning strategies such as demonstrations, role plays, presentations, and structured group work. Each participant received a copy of

¹ Total person hours for administrators trained is reported in Section 3.1.

the two Key Information Cards booklets out of the following products used by facilitators during the workshops:

- Teacher Professional Development for Basic Literacy Skills Trainers' Manual
- Teacher Training Intervention Manual (revised approved version)
- Key Information Cards – Basic Literacy Skills
- Key Information Cards – Core Information for Teaching
- Republic of South Sudan Teachers' Professional and Personal Code of Conduct
- South Sudan Teachers' Code of Conduct for Emergency Situations.

The PBTT workshops during this quarter focused on teaching literacy in the early grades (Primary 1 to 3) and in Alternative Learning Program (ALP) Levels 1 and 2. Content on gender and psychosocial support was also addressed and is covered in Section 2.1. A key focus of the workshops was the development of no- and low-cost teaching aids by participants, who then used their newly created materials along with the teaching and learning materials in the RtL IMPs during two or three micro-teaching sessions.² Observers used a simplified lesson observation tool from the Teacher Training Interventions Manual.

Special Sessions for Head Teachers and Payam Education Supervisors

The workshops included sessions specifically for head teachers and Payam Education Supervisors (PESs) to prepare head teachers and PESs to provide school-level support to teachers after the workshops. Session topics were:

- Instructional coaching and mentoring for teachers
- Integration of the pocket library and teaching and learning games into teaching
- Storage and care of IMPs.

Addressing the 'Book Famine' in Classrooms and Schools

School communities in South Sudan including those in urban areas and families of school-aged children continue to experience a book famine.³ In addition, learners may not have the time or even space to practice reading as often as they need. Effective reading instruction and a wide range of reading materials for extensive and intensive reading in schools is essential in such contexts to ensure children learn to read. To address the book famine in RtL's school communities, RtL provides schools with one "pocket library" per school. A pocket library consists of a robust cloth and plastic hanging library with pockets for children's reading materials. The reading materials provided are described below.

² Micro-teaching is a scaled down teaching encounter in which a teacher teaches one lesson to a small group (5 to 8) of participants for a short period of time (5-20) minutes. Micro-teaching provides an opportunity for an inexperienced teacher to practice new skills and receive feedback from peers and mentors. babiam3ck.blogspot.com

³ The term "book famine" is a global term used to describe the severe dearth of reading materials for children in school and in communities and families.



School Representatives Hold Up Pocket Library

EDC Levelled Readers

Through an MOU with EDC, RtL was given permission to reproduce copyrighted levelled readers originally developed by EDC for use in South Sudan. There are 80 titles across five levels that are based on the parameters specified by Fountas-Pinnell. To date, RtL has supplied to all RtL schools seven different titles (or 210 levelled readers) in each pocket library. During this quarter, RtL began procurement for printing and distribution of the remaining 72 levelled readers. It is anticipated that these titles will be printed and distributed during July and August, 2016.

In addition, RtL signed an MOU with the DFID-funded

GEDSS project to procure and provide all 220 GEDSS schools with one pocket library per school as well as 60 copies of each of the original 14 levelled EDC supplementary readers based on what RtL schools received. However, after discussions with RtL & GEDSS, RtL revised the MOU to increase provisions to three (3) pocket libraries and 30 copies of each of the 80 levelled readers to all 220 GEDSS schools in the next quarter. A total of 660 pocket libraries and 528,000 supplementary readers will thus be provided to GEDSS schools. To ensure effective use of the pocket library, RtL will provide a pocket library guideline to GEDSS and will train GEDSS TOTs during the first week of August, 2016 on use of the pocket library and the TPD manual. GEDSS's contribution to the project is the cost of distributing the materials.

Books for Africa

During this quarter, over 27,000 copies of children's literature titles donated by Books for Africa to RtL arrived in Juba. They were sorted and packed for distribution to the 388 schools, each of which will receive 70 books to be used by all classes.

Utilization of Children's Reading Materials

Please refer to Section 2.3 Teacher Professional Development and Section 3.1 Education Administrators Professional Development for information on the manner in which teachers and education administrators have been introduced to these materials and the way these materials are intended to be used in classrooms and schools.



RtL Sort Books Received from Books for Africa ready for Distribution to Schools



RtL Project Staff Demonstrate Reader to Pupils

Literacy Development in National Languages

National Languages - Scope and Sequence for Literacy Skills Development

RtL contracted Summer Institute of Linguistics (SIL) in December, 2015 to undertake a linguistic analysis of four indigenous⁴ languages (Bari, Dinka, Nuer, and Na'Taposa) and to undertake a comparative analysis of each respective language and English. UNICEF/GPE provided funding for similar work on a fifth language, Zande. During this quarter, RtL submitted a revision of the SIL Report on the Scope and Sequence for Four National Languages to USAID for approval on June 3, 2016. RtL anticipates that USAID will provide comments in early in July (FY 2016 Q4) and a final version of the Report will be submitted to USAID by mid-August and uploaded to the USAID DEC.

Early Grades Reading Assessments and Teaching and Learning in National Languages

RtL contracted Montrose International on January 20, 2016 to undertake work in the area of national languages. During this quarter, RtL undertook a thorough review of the Montrose contract against the deliverables provided to date and yet to be provided and produced a report on the status of all deliverables. This report was provided to and discussed with Montrose.⁵ A brief summary of the status of Montrose milestones and deliverables and next steps is provided below. Collaboration between RtL and UNICEF with Montrose is described in Section V. Progress on Links to Other USAID Programs.

Milestone 1: Development of Early Grade Reading Assessment instruments and protocols (EGRAs) for Bari and Na'Taposa and development of classroom observation and teacher interview instruments and protocols.

Deliverables include a workshop report on EGRA development. All deliverables were submitted by Montrose and accepted by RtL as of March, 2016. No further consideration of this milestone is needed.

⁴ In South Sudan, indigenous languages are referred to as "national languages."

⁵ The original contract end date was September 30, 2016. The new end date was agreed and an amendment was executed on April 11, 2016.

Milestone 2: Administration of Milestone 1 instruments, data analysis and development of comprehensive report on EGRA administration.

Montrose administered the EGRAs for Bari and Na'Taposa, analysed the data sets from February 24 to March 4, 2016. A Comprehensive Report on EGRA for Bari and Na'Taposa was submitted on May 25. RtL undertook an initial review of the report and provided comments to Montrose. RtL will submit the draft report and related materials to USAID for a technical appraisal and provide the appraisal comments to Montrose to address in order to finalize the report.

Milestone 3: Development of Primary Classes 1 to 4 Literacy Standards and Benchmarks for Bari and Na'Taposa.

Montrose submitted a draft of one of the National Languages Literacy Standards and Benchmarking Reference Report. RtL will submit the Report to USAID for technical appraisal. RtL requested Montrose provide a report on the workshop that was undertaken to develop the draft Report and will submit that as supplementary information for the technical appraisal, rather than a report on the June 4-5 workshop described below.

Montrose held a workshop in Juba on June 4-5, 2016 with five MoGEI personnel (including the Director of Teacher Training, Director of Curriculum Development and three senior staff from the two departments) and two RtL technical personnel (Materials and Curriculum Development Specialist, Project Advisor). UNICEF personnel were unable to attend. During the workshop, attendees were given a draft literacy standards and benchmarks product for English and mathematics (specifically, numeracy) and provided *ad hoc* feedback. There was no draft product provided for national languages. Montrose also presented some information and materials related to the Milestone 4 National Languages Teaching Kits.

Milestone 4: Development of literacy teaching and learning materials. Deliverables include two National Languages Teaching Kits for Bari and Na'Taposa.

The National Languages Literacy Kits are meant to address gaps in the teaching of basic literacy skills in the five pilot national languages: Bari and Na'Toposa (contracted by RtL) and Dinka, Nuer, and Zande (contracted by UNICEF and also funded by USAID). The Kits will be informed by the SIL National Languages Scope and Sequence Reference Report and the findings of the EGRAs for the five national languages. Montrose will use the Kits during the Training of Trainers Workshop on National Languages Teaching Kits to be held in Juba in collaboration with UNICEF and the MoGEI National Languages Department, Teacher Education Department and Curriculum and Assessment Department. RtL has also proposed that representatives from the AES Department be included in the workshop, given the potential use of the Kits in alternative education programming (particularly, pastoralist education and other non-formal education programs). The draft Kits are due in Quarter 4 on July 25.

Milestone 5: Undertake a Training of Trainers Workshop for the National Languages Kits

RtL and Montrose discussed the viability of a training of trainers' workshop for 25 individuals, given the fact that the MoGEI currently has no plan or funding for rolling out any of the Kits by the individuals who

will be trained as trainers. RtL has confirmed with Montrose that the TOT workshop manual will include content and instructions for facilitators of a TOT and content and instructions for those trained in the TOT who would potentially be undertaking direct training with teachers who will use the Kits. Montrose and UNICEF drafted a list of approximately 25 participants and RtL will review and finalize the list with the MoGEI in early July (FY 2016 Q4). The workshop will be held in Juba in Quarter 4 from July 25-29, 2016.

Sub-component 2.4: Core education materials and education through community engagement grants (ECEGs)

Through a flexible grant mechanism, RtL provides in-kind and fixed award amount, small and large, competitive and non-competitive (including sole-source) grants to school communities and NGOs eligible to receive RtL funding to support the implementation of RtL project activities.

Grants to School Communities

RtL uses different in-kind grants to help address the needs identified and prioritized by the school communities that they have outlined in their SDPs during community entry. These grants are administered in a phased approach, allowing school communities and the PTAs to successfully address their needs and build their capacity to manage school resources. RtL’s county teams collaborate with the community monitoring committee to make sure that the resources and activities under the grant are implemented in compliance with the agreement conditions. The RtL Grants are summarized in Table 3 below:

Table 3: Summary of RtL Grants by Type and Category

Grant Type	Grant Name	Grant Category		Description of Grant	Dollar Value per School/ALP Center or Payam per Grant Type	Additional Narrative (See sub-component)
		Demand Driven	Supply Driven			
	1. Instructional Materials Package (IMP)		X	Pocket Library, Blackboard/Slates , Consumables	USD6,344	See Below.
In-Kind ECE Grant	2. Payam-based Teacher Training (PBTT)		X	Training Costs	USD15,000 (5 schools x 2,883)	2.1: Promote student and teacher well-being through strengthened teacher capacity
	Incl. Teachers Code of Conduct (TCOC)		X	Games and Teacher Aids	USD271	2.2: Develop and provide relevant conflict-sensitive and child friendly instructional material for learners
	Accelerated Learning Program (ALP)		X	Textbooks, Teacher Guides,	USD6,222	See Below.

	Institutional Support (IS)	X		Physical Non-Consumables	USD16,852	
	School Desks		X		USD10,747	See Below.
NGO Grant	Yei TTC 1 –TOT for 12 Master Trainers for PBTT		X		USD136,695	2.1 – closed last quarter
	Yei TTC 2 – Monitoring of Master Trainers in PBTT Workshops		X		USD63,000	2.1 – closed last quarter
	Montrose		X		USD596,805	1.5: Increase access to education for underserved and conflict-affected children and youth
	PTA Grants with Adra, ECSS&S, Windle Trust, Peace Corps Organisation, and Africa Education Trust (AET)		X		USD1,268,201 (for all 5 awards)	3.1: Enhance accountability of local government and school communities in education

Instructional Materials Package (IMP)

The first in-kind grant agreement awarded to school communities is the Instructional Materials Package (IMP). This is a standardized package valued at approximately \$7,000 per grant that provides over 30 items including: a pocket library, steel file cabinet, portable chalkboards for learners in grades P 1-3, flash boards for teachers, and chalk, as well as a selected group of supplementary readers, transportation, and insurance costs associated with grant delivery. During the reporting period, 64 schools received an IMP. Beneficiary schools have expressed appreciation for the IMPs. It is anticipated that the rest of the IMPs (20 impact schools) will be delivered to schools in July.

ECEG - School Desks

School desks help improve the learning environment. Primary grades 1 to 3 will receive 70% and primary grades 4 to 8 will receive 30% of the desks. Specifications comply with MoGEI standards for school desks. During this quarter, RtL received approvals on grants to procure and distribute more than 8,000 wooden student desks - capable of seating three students each - to 99 of the 388 RtL schools. During this quarter, RtL delivered 1,529 student desks to 20 primary schools total in Nimule (8 schools), Magwi (10 schools) and Juba (2 schools). RtL also undertook procurement processes for more than 7,800 desks that will be delivered to the remaining schools throughout the next reporting period. Additionally, the RtL team conducted an assessment to ensure that the desks requested by each school fit the available space within the school structures to avoid overcrowding.

Accelerated Learning Program (ALP) Grant

During this quarter, USAID approved the Accelerated Learning Program Support Grant. 106 ALP centers attached to RtL-supported primary schools will receive one ALP package each. The revised package of materials includes: student textbooks (Levels 1 to 4) and facilitator guides (Levels 1-4), bags for facilitators, a metal cabinet and consumable materials. During this quarter, 60% of the ALP materials were procured and are being stored in a Juba facility. It is anticipated that all procurement and distribution will be completed within Q4.

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

RtL's primary mechanism for improving the quality of the management of education systems through local structures is through the professional development of county and payam education administrators and the capacity development of office-bearing members of the PTA executive committees in RtL target school communities. Interventions are described below. In addition, RtL engages with other education partners to implement existing policies to promote access to equitable quality education. For further information, see Sub-component 3.2. A specific intervention that will have national exposure and should contribute to this component is the Handbook for School Governance Bodies and the School Governance Bodies Training Manuals volume. See Section 3.2, Collaboration with Education Partners, for more details.

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

Professional Development of Education Administrators

During this quarter, 308 (256 males or 83.1% and 52 females or 16.9%) payam and county education administrators from 13 county education offices participated in three different streams of professional development for a total of 8,368 hours. The involvement of these key sub-national education administrators is a core dimension of RtL and supports the sustainability of these interventions after close-out.

Stream 1 - RtL Interventions Sustainability Workshops (Round 1)

Three County Education Officers (CEOs) from each county and two Payam Education Supervisors (PESs) from each payam were nominated by their respective County Education Director to participate in one round of the three-day Sustainability of RtL Interventions workshops. During the quarter, 115 individuals (18 females and 97 males) from nine counties participated in the Sustainability workshops. Table 4 below breaks down the participants by sex and county, and includes workshop dates, those individuals already trained and the remaining individuals (40) who will be trained in July (FY 2016 Q4). All workshops were residential and four of the six workshops combined participants from two counties (i.e., Nimule and Magwi, Juba and Terekeka, Kajo-Kaji and Yei, and Bagari, Jur River and Wau Municipality).

Table 4: RtL Interventions Sustainability Workshop participants disaggregated by sex and county

County	No. of Participants			Dates	Workshop Location
	Total	F	M		
Kapoeta South	11	1	10	2-4 May	Kapoeta
Nimule	12	2	10	17-19 May	

Magwi	13	1	12		Nimule
Terekeka	10	1	9	6-8 May	Juba
Juba	12	3	9		
Yambio	13	3	10	27-29 May	Yambio
Yei	13	4	9	14-16 June	Yei
Kajo-Keji	12	3	9		
Gogrial West	19	0	19	23-25 June	Kuajok
Total Trained (As of June 30)	115	18	97		
Wau Municipality, Bagari, Jur River	40	TBD	TBD	July 26-28	Wau Municipality
Aweil West				July 12-14	Aweil West
TOTAL NUMBER ANTICIPATED	172	TBD	TBD		

The Sustainability workshops focused on familiarizing participants with four of the RtL products (mentioned below), providing hands-on experience, and understanding learners' well-being. They addressed the following themes:

- Instructional coaching and mentoring procedures to provide professional feedback to teachers who are observed on school supervision visits
- Effective use of the supplementary teaching and learning materials in the Instructional Materials Packages (IMPs)
- Instructional methods specific to literacy development, including reading aloud (commonly called “read alouds”), guided reading, independent reading and buddy reading.

The Sustainability workshops were conducted by three Juba-based specialists (the Curriculum & Materials Development Specialist, Psychosocial Support Specialist, and Gender and Social Inclusion Specialist) with support from one Master Trainer and one Education Quality and Social Inclusion Co-ordinator. Facilitators demonstrated how to teach new vocabulary and English language syntax through use of real objects, picture and word flash cards, actions, songs, rhymes and situational games and emphasize that these teaching aids and methods can be applied to other subjects. Participants practiced these teaching methods during micro-teaching sessions, which serve as demonstration lessons.

Each participant, as well as the education administrators, received a full set of the following RtL products:

- Teacher Professional Development for Basic Literacy Skills Trainers' Manual

- Teacher Training Intervention Manual⁶
- Basic Literacy Skills Key Information Cards Booklet for Teachers
- General Key Information Cards Booklet for Teachers
- PTA Training Manual



Participants and RtL staff at the Yambio RtL Interventions Sustainability Workshop



USAID personnel visiting an RtL Interventions Sustainability Workshop

Participant Perceptions about Workshops

Comments from participants indicate that overall they felt that the workshops were very useful. They noted that the workshops had empowered them and enhanced their capacity to provide support to teachers to sustain the implementation of RtL basic literacy techniques, psychosocial support strategies for learner well-being and gender and social inclusion approaches in schools. An analysis of pre and post-tests of workshop participants indicates improved understanding of a majority of the aspects of course content. Participants showed the highest gains regarding psycho-social domains and barriers to girls' education. Limited gains were made in lesson planning and knowledge specific to reading skills. The analysis indicates that the education administrators need more support to deepen their knowledge and skills overall, but particularly regarding reading.

Table 5: Pre- and Post-Test Scores for Payam and County Education Officers

Item	Average Score	
	Pre-test	Post-test
What are the key messages in the Teachers' Code of Conduct? Write three.	1.45	1.66
Give two examples of positive discipline and practices that can be used in a classroom.	0.92	1.38
How can you promote equal participation of all learners in lessons – girls, boys and learners with special learning needs? Give two examples.	1.11	1.58

⁶ The Teacher Training Interventions Manual and the General Key Information Cards Booklet for Teachers both include content on psychosocial support, inclusive education and gender-sensitive approaches to promote learner well-being.

How should teachers teach reading in P1-P3?	1.42	1.51
Is there a difference between a letter name and a letter sound?	0.87	0.96
Is it important to read aloud to children? Why or why not?	0.68	1.00
What are the components of a good lesson plan? (circle the best answer)	0.83	0.85
What are the barriers to girls' education?	1.36	2.42
What are the different domains of psychosocial well-being?	0.62	2.15
TOTAL (Composite Measure)	9.27	13.51

Anecdotal evidence indicates that participants are eager to roll out the things they learned during the workshop in order to build the capacity of teachers through their school clusters and school-based teacher training using the RtL professional development products. Without exception, all participants in all workshops expressed their thanks RtL for providing the pocket libraries to schools. A comment by the Yei County Education Director sums up the views and enthusiasm expressed by other participants: “I will do my best to make sure schools in my County integrate use of these supplementary readers in the school week activities!”

Participants expressed concern that their respective county education offices may not be able to provide basic logistical support to undertake TPD workshops with other (non-RtL-supported) schools in their catchment area. Participants brainstormed solutions to this problem and agreed with the Terekeka Payam Education Supervisors who stated: “Now that we have been trained, with the tools in our hands, and schools have already received the IMPs, we should be able to start training of teachers in schools which are close to (our) payam and county education offices where we don’t need logistical facilitation such as transport.”

Stream 2 – Payam-Based Teacher Training - Teacher Professional Development Workshops

The CEOs and PESs also participated in a second stream of professional development, the Payam-Based Teacher Training (PBTT) workshops along with PI-3 classroom teachers and head teachers described in detail in Section 2.3 above.

Stream 3 - PTA Capacity Development Workshops

Local level education administrators also participated in a third stream of professional development, the PTA Capacity Development workshops. RtL specifically targeted Payam Education Inspectors to participate in the PTA training, as they are generally responsible for supporting PTAs at the school level. The participation of CEOs and PESs was found to be very important, not only because they benefited from the training, but they also helped to explain some policy issues. The facilitators made an effort to encourage CEOs and PESs to consider how they would utilize the content to support PTA members in the future. For additional information on the PTA Capacity Development Workshops, see below.

Capacity Development of PTA Members

Capacity Development Workshops for PTA Executive Committee Members

According to the MoGEI School Governance Policy,⁷ primary and secondary schools are required to establish Parent Teacher Associations consisting of 11 executive committee members (five office bearers and six non-office bearers). During this quarter, 2,247 PTA executive committee members participated in three-day workshops held in 13 different counties.

The five NGOs - Adventist Development and Relief Agency (ADRA), Peace Corps Organization (PCO), Episcopal Church of South Sudan and Sudan (ECSS&S), African Education Trust (AET), and Windle Trust International (WTI) - sub-contracted by RtL delivered 339 PTA workshops while RtL personnel delivered 49 workshops. The NGOs met and even exceeded the target number of participants. Two PTA workshops were not delivered because of the closure of two RtL-supported schools; one was closed due to flooding, the other due to being vandalized. The NGOs worked closely with RtL Juba and field staff to plan for the trainings, which included mobilizing school heads to connect with and identify participants, identifying venues, and providing training materials. RtL field staff also provided support to the NGO facilitators during the workshops. In a few instances, RtL staff facilitated specific sessions.

The aim of the workshops was to familiarize PTA executive members with their roles and responsibilities at the schools and within the school communities including: mobilization of out of school children back to school, advocacy on the importance of education of girls and children with disabilities especially marginalized children, resource mobilization within the community to support the implementation of school development plans, and ensuring that quality of education is improved by holding the teachers accountable to their commitment. Facilitators used adult learning methods during most workshops including role plays and debates on roles and responsibilities and gender.

From remarks made by both the participants and education officials who came to open or close the trainings, participants and the officials greatly appreciated the content. Many participants said that they now better understand their roles in school and would make every effort to implement what they had learned. They pointed out that it was the first time they had received training focused on PTA members, which was practical and explained the key differences between PTAs and SMCs and the roles of each of these bodies. A structured monitoring exercise is planned for Quarter 4. Preparation for the exercise occurred during this current quarter. See 'Monitoring Uptake of Interventions from PTA Workshops' under section IV. Performance Monitoring for further information.

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

RtL participates in several national and sub-national fora and collaborates on targeted interventions with diverse education partners.

“Big 3” Education Donors’ Forum

⁷ The MoGEI school governance policy was submitted to the Council of Ministers two years ago. The MoGEI is waiting for approval from this body. Once the policy has been approved, it can be considered final.

On behalf of the RtL Project Director, RtL's Program Advisor attended the 'Big 3' (USAID and the RtL project, DFID and the GESS project and GPE) quarterly meeting hosted by UNICEF/GPE and provided an overview of the project and an update on the status of project initiatives and close-out.

Education Cluster for Education in Emergencies Forum

During this quarter, RtL gave a presentation on RtL and displayed and explained key products, including the training manuals and key information cards, the Pastoralist Education Research Study Report and the pocket library including the levelled readers. Approximately 50 members attended the meeting.

RtL was rescheduled to present at the Cluster Meeting of May 31 which was held at UNICEF offices. All published materials including the Pocket Libraries were described, copies were distributed for members to see, and the process for getting copies was explained. At the time, RtL was proposing to make additional prints depending on requests from members. RtL also encouraged Education Cluster for Education in Emergencies members to use the materials since they have been developed with full approval of the MoGEI. Following the meeting, many partners - including INGOs and national NGOs - requested print copies of the various materials. However, a decision was later made to provide electronic versions instead of printing. Electronic copies will be uploaded to various approved websites and members informed of how to access.

Partners on Education Group (PEG)

RtL technical personnel participated in the PEG meeting on June 5. The meeting agenda included presentations on Declaration 2030, the current status of the development of the MoGEI Education Sector Plan (ESP), the Africa Network Campaign on Education For All (ANCEFA) proposal, regional updates and presentations by the NGO Light for the World and by the Save the Children South Sudan representative who will be participating in the Global Partnership for Education global forum. This representative sought opinions from PEG members regarding the GPE in South Sudan and will share these opinions at the global forum. RtL gave an update on project close-out and requested to be put on the July meeting agenda to talk RtL's accomplishments and to display and explain RtL products that might be of interest to the members.

UNESCO and FAO

Please see Sub-Component 1.5: Increase access to education for underserved and conflict-affected children and youth for further details.

DFID Girl's Education South Sudan (GESS)

RtL and GESS collaboration covers two interventions and is a key aspect of RtL's sustainability strategy. During this quarter, collaboration with GESS continued.

RtL Technical Products

During this quarter, RtL finalized and provided a revised draft of a Memorandum of Understanding (MOU) to GESS, implemented by Mott MacDonald. The MOU includes a work plan and specifies roles and responsibilities and cost share arrangements. Under the terms of the MOU, RtL will deliver 660 pocket libraries and 2,400 levelled readers (consisting of 80 different titles x 30 copies per title) to GESS. The MoU will be signed by GESS during the first week of July. RtL also moved forward with procurement processes to produce the libraries. 220 of the pocket libraries have been produced. It is anticipated that

the MOU will be signed in early July (FY16 Q4) and the remaining production of the pocket libraries and the 2,400 readers will be completed prior to the end of July (FY16 Q4). By the end of Q4, it is expected that GESS will have completed the distribution and provided RtL with figures regarding direct and indirect beneficiaries.

Teacher Professional Development

During this quarter, RtL began preparations for conducting a training of trainers workshop to train GESS ToTs during the first week of August on the use of the pocket library and the TPD manual. To ensure effective use of the pocket library, RtL will provide the Teacher Training Intervention Manual and corresponding Key Information Card booklet which provide guidance on the use of the pocket library.

RtL also included 20 PI to P3 teachers from GESS schools located within RtL clusters in its PBTT workshops conducted this quarter. The associated costs for including the teachers in the RtL training were covered by GESS. See Section 2.3 Professional Development for Teachers for further information on this intervention.

School Governance Products

RtL and GESS agreed to partner on the production and distribution of the handbook to over 3,000 schools across South Sudan. RtL agreed to cover the production costs of 5,000 handbooks, which include copies for County and Payam Education Offices and NGOs. GESS will undertake the distribution of the handbook and will support the utilization of the handbook in all its schools nationwide, beyond the life of Room to Learn. The product will be finalized and printed in August (FY 2016, Q4).

RtL is a member of the School Governance Technical Working Group (SGTWG), which also includes implementing partner Plan International and representatives from various departments of the MoGEI: Primary and General Education, Early Childhood and Secondary Education. Following the Technical School Governance meeting in February 2016, work commenced on the development of a School Governance Handbook using materials from the DFID-funded Girls' Education South Sudan (GESS) program and RtL. The proposed handbook would merge the key elements of the Room to Learn-developed PTA manual and GESS-developed SMC manual to create one unified document as the standard tool on school governance bodies available for all primary schools across South Sudan.

As a result, the handbook, *Essentials of School Governing Bodies in South Sudan: A Handbook for School Management Committees, Boards of Governors, and Parent Teacher Associations*, was conceptualized to be a user-friendly reference document for CEOs, PESs, Head teachers, NGO Facilitators and local community members involved in school governance bodies (SMCs, BoGs, PTAs) at their local schools. The handbook features three clearly separated sections: 1) School Governance – Core, 2) School Governance – Supplementary, and 3) School Governance in Emergencies. The document presents the information in an easily digestible way, with concise text and locally-produced illustrations, to appeal to readers from diverse literacy levels in South Sudan.

During this quarter, RtL continued to develop the content for the handbook and the supplementary training materials on education in emergencies and emergency preparedness. RtL also contracted a short-

term consultant, Ms. Shari Bernstein, an expert in instructional materials design and in school governance. Ms. Bernstein revised the source documents from GESS and RtL to finalize the content. In addition, a graphic designer, Mr. Eric Alves, has been contracted to ensure that the handbook is as user-friendly and polished as possible for users at the local community level. It is anticipated that the handbook will be available in final draft form and shared with MoGEI for approval through a consultation session in mid-August. USAID and DFID will be provided the final drafts for comments in mid-August (FY 2016, Q4).

Episcopal Church of South Sudan & Sudan (ECSS&S)

During this quarter, one RtL technical staff member attended a two-day workshop conducted by ECSS&S in Yei town from June 20-21 to produce a Bari translation of the RtL PTA Training Manual with the approval of the MoGEI Department of National Languages. After completion of the first translated draft, the document will be shared with additional translators and further revised during a workshop scheduled for Q4 (July 25-26, 2016). A final draft will be produced and shared with SIL for a final linguistic appraisal. It is anticipated that the final version of the Bari PTA Training Manual will be available in early 2017. RtL has suggested to ECSS&S personnel that they document the development process and share this document with other interested parties including the National Languages Department in the event other organizations would like to undertake translations in additional languages.

LESSONS LEARNED

Lesson 1: The language of professional development workshops and availability of materials in local languages impact participants' ability to engage fully and develop their technical capacity.

The language used during teacher professional development workshops and PTA workshops, and the availability of materials in languages other than English, remain key factors in participants' ability to actively take part in discussions and in enhancing participants' knowledge and skills. In the PTA workshops, RtL made a concerted effort to ensure that workshop facilitators were fluent in the respective local languages of the PTA executive committee members in their catchment area and were fluent in (Juba) Arabic which is a *lingua franca* in much of South Sudan. As mentioned in Section 2.3, RtL has been collaborating with ECSS&S to produce a Bari translation of the manual. In the teacher professional development workshops, RtL also made an effort to engage Master Trainers and Education Quality and Social Inclusion Coordinators who are fluent in Arabic. RtL has also considered translating the training manuals and Key Information Cards booklets into Arabic, as it will be some time before Arabic-speaking teachers across South Sudan will have sufficient proficiency in English.

Lesson 2: Credible research studies show that teacher training workshops alone will not lead to positive change in teaching practices and improvements in learner outcomes.

RtL carried out an initial round of mentoring visits with a subset of the teachers who had participated in one round of professional development workshops. During the mentoring and follow up visits, Yei County teachers noted that they were reluctant to allow learners to use chalk for writing on slates. They are afraid that with limited support from the government, their stock of chalk would be exhausted within a short time and the school would continue to face difficulties getting more supplies. In addition, and despite assurances otherwise during the workshops, some teachers are still afraid of being observed in class and

mentored by the RtL staff and education personnel. This is partly due to the fact that the teachers have not fully internalised the concepts and skills in the RtL methodology. They often believe they are expected to perform near perfectly after the workshop and, if they do not, that there will be negative repercussions. To address these concerns, RtL introduced “RtL Interventions Sustainability Workshops” for county education directors and inspectors and payam education supervisors to help them support the teachers who were trained and to learn how to expand the interventions beyond the RtL sites.

Lesson 3: Without a well-defined strategy for addressing entrenched gender norms and roles, it is difficult to engage females in project interventions and as project personnel.

Cultural norms, particularly in places such as Aweil West, Bagari, Gogrial West, Jur River, and Wau Municipality, and the lack of a targeted recruitment and hiring approach have led to limited representation of women in project interventions and among local staff. A specific, well-articulated strategy to enhance women’s participation across all aspects of the project from the beginning could contribute to redressing the low levels of female participation and representation.

III. PROGRAM PROGRESS (QUANTITATIVE IMPACT)

During this quarter, RtL’s efforts resulted in the project exceeding the life of project numerical targets for five of the project’s nine indicators (four standard and one custom indicator). See Table 6 below:

- Number of administrators and officials successfully trained with USG support – LoP target of 232 was exceeded by 129 individuals
- Number of learners enrolled in primary school and/or equivalent non-school-based settings with USG support – LoP target 292,089 was exceeded by 37,370 learners
- Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support – LoP target of 1,472 was exceeded by 101 individuals
- Number of learners in primary or equivalent non-school-based settings receiving reading interventions with USG support - LoP target 92,374 was exceeded by nearly 107,000 learners
- Number of PTA or similar school governance body members trained with USG support - LoP target 2,208 was exceeded by 162 individuals.

RtL also met the LoP target for one of the nine indicators:

- Number of PTAs or similar school governance structures supported by USG (LoP equals 388).

RtL has not yet met the LoP numerical targets for three of the nine indicators:

- Number of textbooks and other teaching and learning materials (TLM) provided with USG support – project lags behind LoP target of 200,917 by 59,007.
- Number of person hours of teachers trained – project lags behind LoP target of 70,656 by 1,784 hours. This lag is due to the reduction in the number of training days from six to five days (See Subcomponent 1.5 – ‘Teacher Training Intervention Manual’ for more details).

- Number of person hours of administrators and officials successfully trained with USG support – project lags behind LoP target 12,992 by 504 hours. This lag is due to the reduction in the number of training days from six to five days mentioned above.

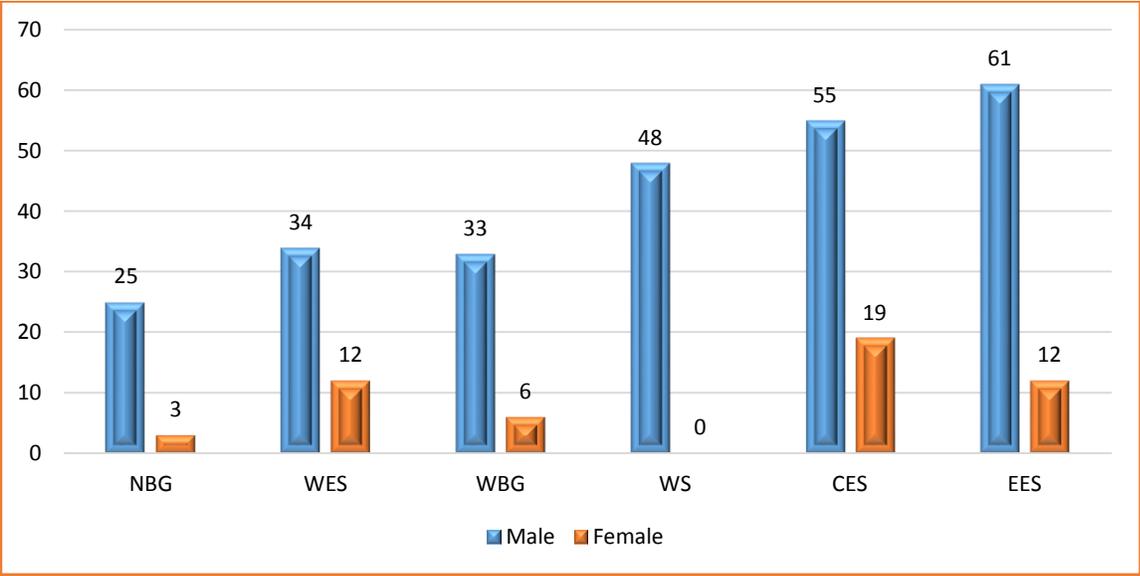
Table 6: Summary of status RtL indicators

Indicators	Number Achieved as of Q3	Status against LoP Numerical Target
3.2.1-3: Number of administrators and officials successfully trained with USG support	385	Exceeded (+155)
3.2.1-14: Number of learners enrolled in primary school and/or equivalent non-school-based settings with USG support	329,459	Exceeded (+37,370)
3.2.1-18: Number of PTAs or similar school governance structures supported by USG	388	Met
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	1,573	Exceeded (+101)
3.2.1.33: Number of textbooks and other teaching and learning materials (TLM) provided with USG support	141,910	Not Met (-59,007)
3.2.1.35: Number of learners in primary or equivalent non-school-based settings receiving reading interventions with USG support	199,348	Exceeded (+106,974)
3.2.1-41: 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	68,872	Not Met (-1,784)
3.2.1-43: Total number of person hours of administrators and officials successfully trained with USG support	12,488	Not Met (-504)
Custom 1: Number of PTA or similar school governance body members trained with USG support	2,370	Exceeded (+162)

I. Number of administrators and officials successfully trained with USG support

A total of 308 (256 males and 52) education administrators attended training this quarter. Out of the 308 administrators trained, 115 individuals (37.3%) attended training exclusively organized for Payam and County Education officials, 67 individuals (21.8%) were trained alongside the teachers and 126 individuals (40.9%) were trained with the Parent Teacher Association (PTA) executive committee members. The total number of person-hours of administrators trained were 8,368 hours. The purpose of the training was to build their supervisory skills and knowledge to support teachers and the PTAs in their work. The detail distribution of administrators trained by states in quarter 2 is as presented the Figure 1.

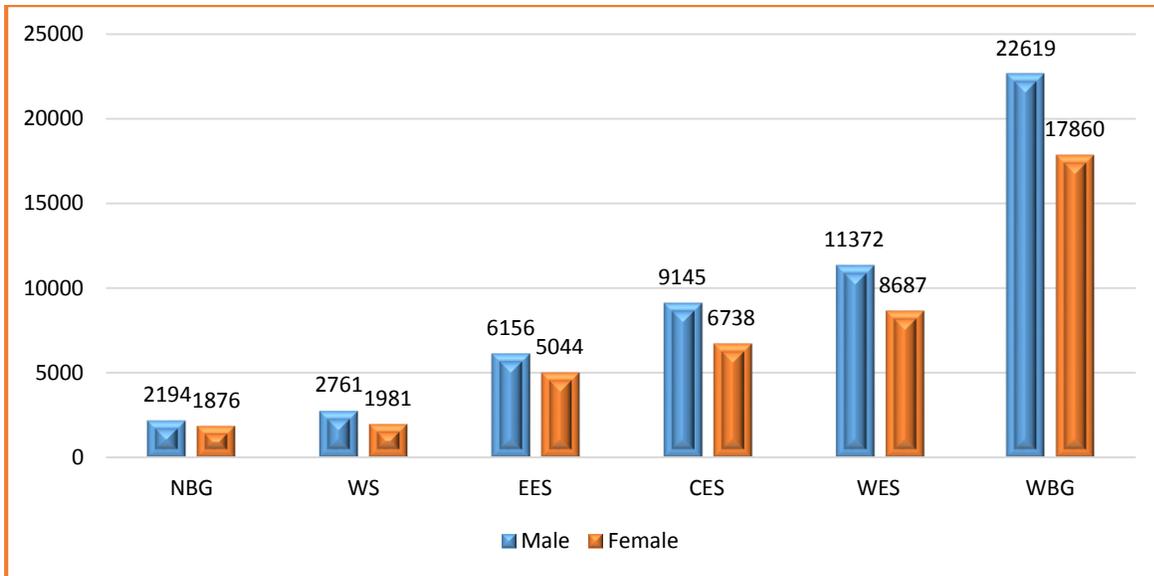
Figure 1: Number of administrators trained in quarter 3 by sex and state



2. Number of learners enrolled in primary school and/or equivalent non-school-based settings with USG support

A total of 96,433 learners (54,247 males and 42,186 females) benefitted from USG support during this quarter. Out of the 96,432 learners, 31,162 are pupils from the 20 school communities that were selected for the USAID impact evaluation study and 19,409 are AES learners (ALP and CGS). The support includes textbooks and supplementary materials intended to improve their academic knowledge and skills, but also sports items and desks that enhance their psychosocial well-being. Figure 2 presents the number of learners enrolled with USG support disaggregated by sex and state.

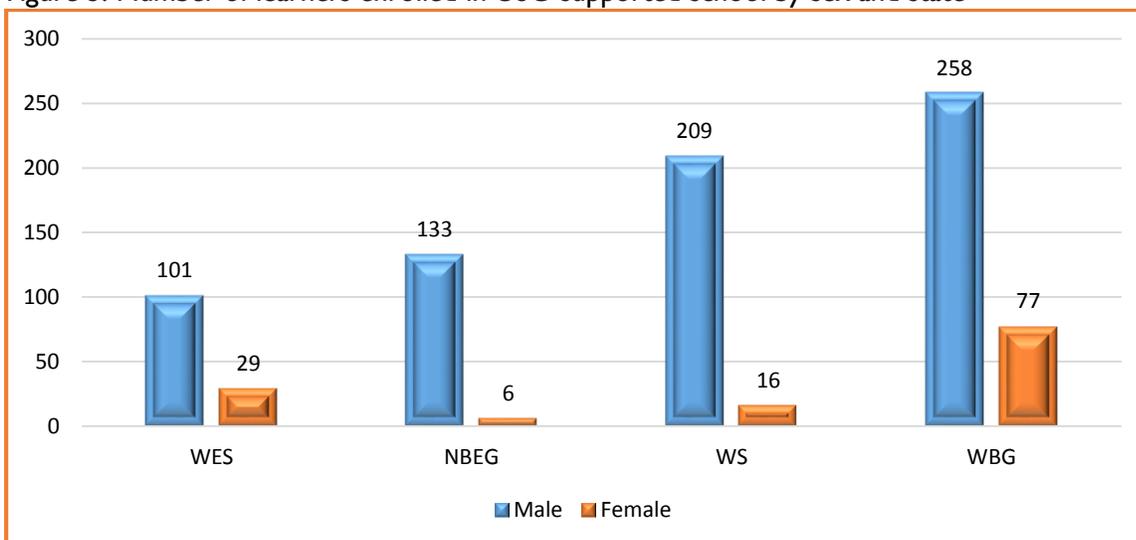
Figure 2: Number of learners enrolled with USG support disaggregated by sex and state



3. Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support.

This quarter, a total of 829 teachers (84.6% male and 15.4% female) were trained on how to teach literacy with attention to psychosocial and gender issues in lower primary (grades 1-3) and ALP classes (levels 1-2). The teachers were selected from 194 school communities which were entered between June and October, 2015, including 10 out of the 20 school communities that were earmarked by USAID for the impact evaluation study. Out of the 829 teachers trained, 20 are indirect beneficiaries from Girls Education South Sudan (GESS) supported pilot schools. The five days training was organized in 42 clusters based on their proximity. This brings the total number of person hours of teachers trained this quarter to 33,160. See Figure 3 for the number of teachers trained in quarter 3 by sex and state.

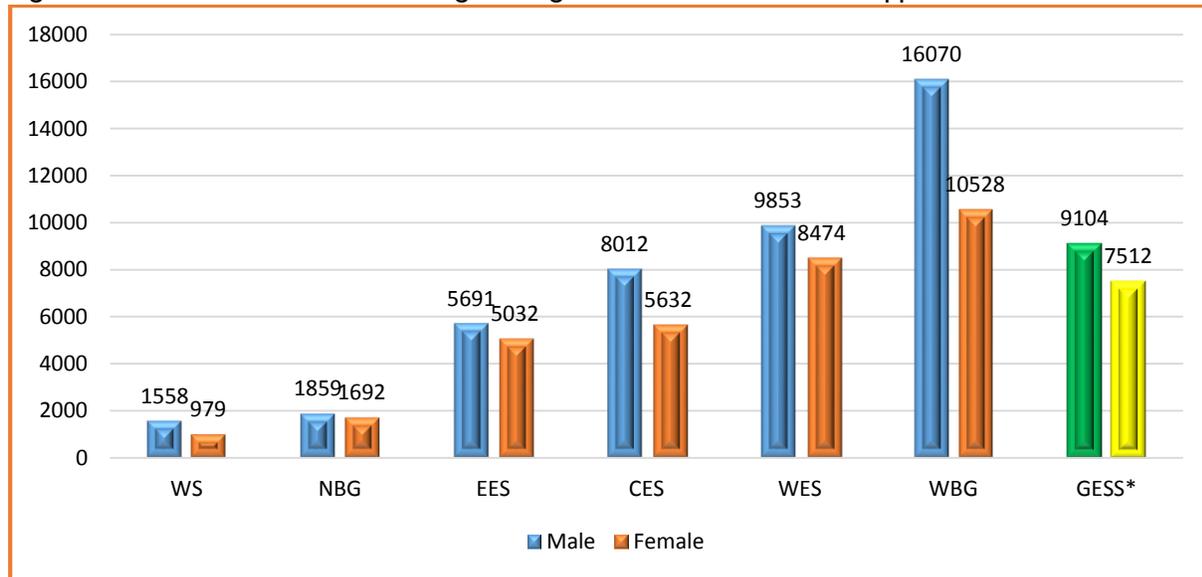
Figure 3: Number of learners enrolled in USG-supported school by sex and state



4. Number of learners in primary or equivalent non-school-based settings receiving reading interventions with USG support

Learners in this category were counted as those receiving reading interventions with USG support based on their enrollment in lower primary classes whose teachers were trained through the payam-based teacher training and their school's having received leveled readers. This quarter a total of 92,041 (52,147 males and 39,894 females) are counted. Out of the 92,041 learners 16,616 (9,104 males and 7,512 females) are indirect beneficiaries from GESS-supported schools whose teachers were trained by RtL. See Figure 4 for detailed distribution of learners by sex and state.

Figure 4: Number of learners receiving reading interventions with USG support

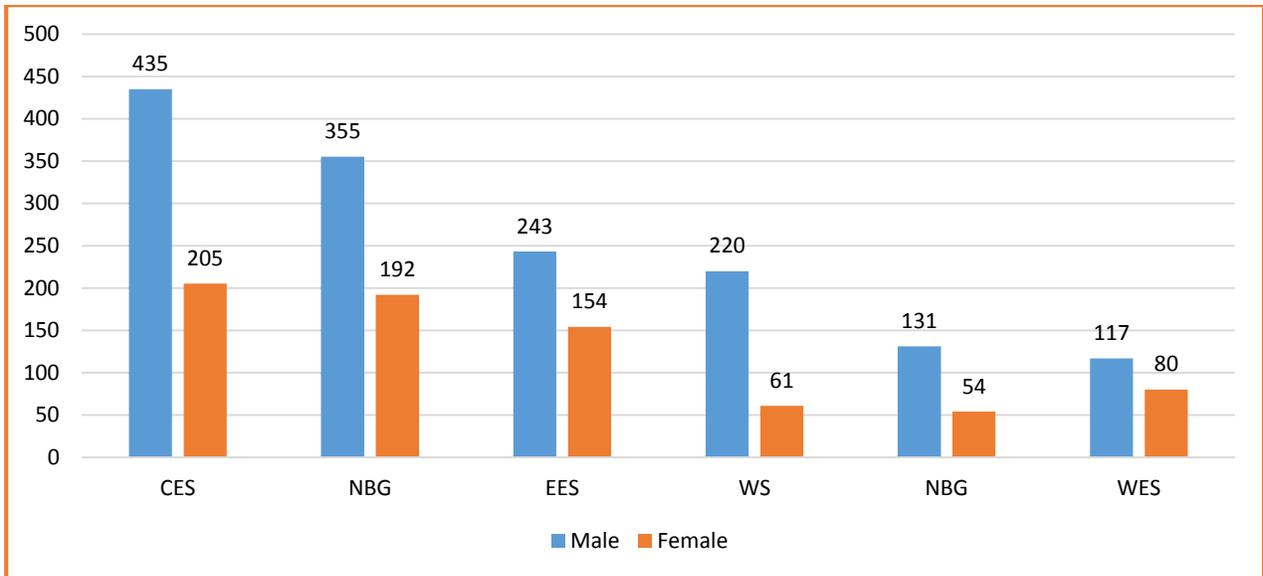


* Learners benefitting from P1-P3 teachers from GESS supported schools trained by RtL

5. Number of PTA executive committee members trained with USG support

This quarter a total of 2,247 (66.8% male and 33.2% female) PTA executive committee members were trained for three days in 13 locations. The focus of the training was to ground the PTA executive committee members in their roles and responsibilities at the schools and within the school communities. The roles included mobilization of out-of-school children to come back to school, advocacy on the importance of education of girls and children with disabilities, including marginalized children, resource mobilization within the community to support the implementation of school development plans, and ensuring that quality of education is improved by holding the schools accountable to their educational commitments. Trainings were conducted by five NGO grantees for PTA executive committee members in 339 school communities, while RtL trained directly the PTA executive committee members in 48 school communities. See Figure 5 for the detailed distribution of PTA trained in quarter 3 by sex and state.

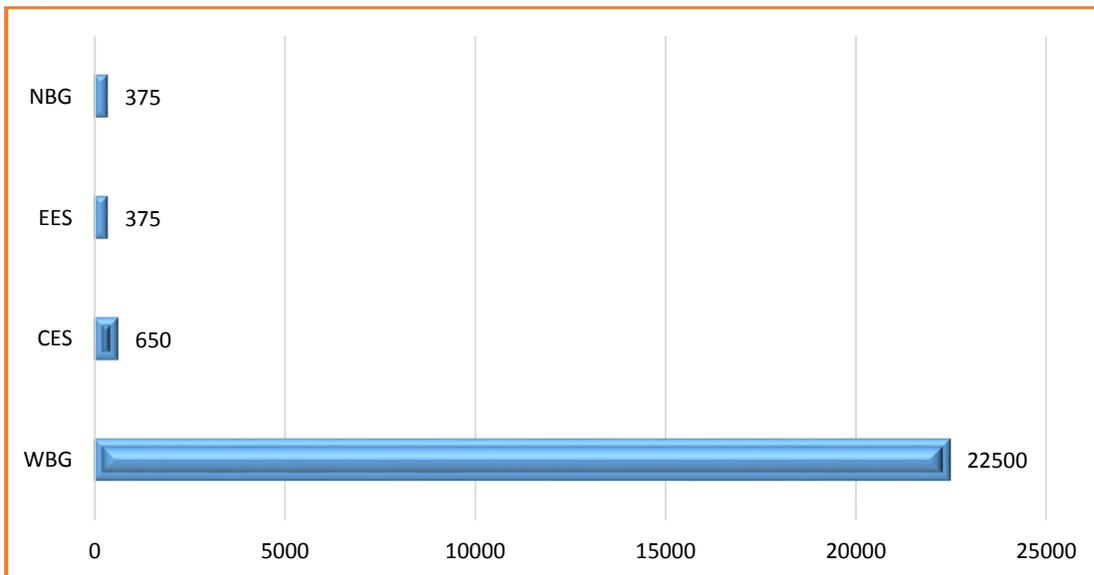
Figure 5: Number of PTA executive members trained with USG support by sex



6. Number of textbooks and other teaching and learning materials (TLM) provided

This quarter a total of 23,900 supplementary reading materials were distributed to 64 school communities as part of their IMP grants. The materials consisted of 13,440 levelled readers for lower primary grades (P1 to P3) and the remainder were books suitable for all primary grades (P1 to P8). See Figure 6 for the detailed distribution of textbooks and supplementary readers by states.

Figure 6: Number of textbooks and supplementary readers distributed with USG-support during quarter 3 by state



IV. PERFORMANCE MONITORING

M&E Instruments

Existing RtL tools aim to capture data on: the utilization of instructional material grants by teachers and learners, teaching and learning effectiveness under trained teachers, how gender is being mainstreamed, and how teachers are supporting learners' well-being through psychosocial support. However, feedback from the users of these tools showed a need to examine M&E processes and tools. Consequently, during this quarter, RtL reviewed key project monitoring tools and subsequently eliminated some tools and rationalized or improved other tools. Three tools that rationalized data being collected through other less focused tools were produced to gather information on the overall effectiveness of RtL's teacher professional development workshops and PTA capacity development workshops. These tools are described below. In addition, RtL collected, consolidated and deposited all available completed tools into a data repository and began a systematic review of the data captured in the various tools. A data cleaning and analysis has begun and will be continued in July of Q4. These analyses will inform the RtL final report.

School-Level Mentoring and Monitoring⁸

Monitoring Uptake of Interventions from Payam-Based Teacher Training Workshops

During this quarter, two types of monitoring the effects of the PBTT workshops were initiated. In the first instance, RtL Juba-based specialists began a first round of school-level monitoring that was intended to be carried out across all schools. During this quarter, 111 teacher participants from 25 schools in all 11 RtL-supported counties were mentored by CEIs and PESs with support from RtL technical personnel as part of the school-level follow-up visits. During the follow-up visits, classroom observations of literacy lessons were carried out with each of the 111 teachers.⁹ It is anticipated that the data from a monitoring tool used during these 111 visits will be analysed during quarter 4.¹⁰

Given time constraints due to project close-out, the approach described above was replaced during this quarter with a concentrated mentoring and monitoring exercise to be conducted with 25% of the teachers who participated in the RtL PBTT workshops. 39 RtL technical personnel participated in a workshop in

⁸ Although RtL uses the term, "mentoring", the follow-up work at the school level with teachers is what would more commonly be called, "instructional coaching". We will continue to use "mentoring" rather than changing the term at this point.

⁹ According to RtL's original plan, teachers who participated in the TPD workshops were to be mentored and monitored on a regular basis in three ways: 1) mentoring of each teacher by the head teacher at least once a month using an instructional coaching of approach; 2) mentoring of RtL-trained teachers and head teachers by the County Education Inspectors, Payam Education Supervisors and RtL field personnel (Education Quality and Social Inclusion Coordinators) three times per academic year (once per term) to help these individuals continue to reflect on and apply their new knowledge and skills and to continue to improve their teaching; and 3) utilization of a mentoring and monitoring tool to collect data from the field on the ways in which teachers were applying the knowledge and skills they gained during the workshops. In this approach, mentoring and monitoring in the field are intertwined and interdependent.

¹⁰ Mentoring by the head teacher through instructional coaching with the teachers who participated in RtL workshops has not yet been undertaken with RtL support and is unlikely to occur due to time constraints and consequently no data will be available.

Juba from June 8-10 to prepare them to conduct a clinical observation process (pre-observation discussion; classroom observation; post-observation discussion) and an interview of head teachers using two tools. It is anticipated that this monitoring exercise will be completed by the end of July and data cleaning, entry and analysis will be completed by mid-August Q4.

Monitoring Uptake of Interventions from PTA Workshops

During this quarter, RtL developed and revised a monitoring tool and developed and conducted a workshop to prepare personnel to undertake a structured monitoring activity with a sample of 25% of the RtL PTAs to determine the effects of the PTA workshops. Unfortunately, given the insecurity in Wau, focus group discussions (FGDs) and key participant interviews (KPIs) with PTA members in the identified Wau school communities will not be included. Hence, the sample size is reduced from 77 PTAs and PTA chairpersons to 59 PTAs and PTA chairpersons. While the reduction in the sample size is not desirable, the effects of the reduction should not be problematic. The qualitative data will reveal patterns and trends.

A workshop was held in Juba on June 28-29 for 35 PTA trainers from four of the five NGOs sub-contracted by RtL to provide capacity development workshops for PTA executive committee members. Insecurity in Wau prevented the eight nominated trainers from PCO from attending the workshop. The NGO trainers were trained on a qualitative research method, the focus group discussions (FGD), and the PTA Monitoring Tool, which consists of an FGD template as well as instructions. The personnel were also trained on how to conduct a key participant interview (KPI) with PTA chairpersons. The personnel produced field work schedules in order to conduct the FGDs and KPIs in a subset of RtL school communities. It is anticipated that the monitoring exercise will be undertaken and completed by the end of July (FY 2016 Q3) and data cleaning, entry and analysis will take place during August.

V. PROGRESS ON LINKS TO OTHER USAID PROGRAMS

UNICEF, on behalf of the Global Partnership for Education, received USAID funding for sub-contracts with two organizations that are also undertaking work for RtL, namely the Summer Institute for Linguistics and Montrose International. During this quarter, RtL met with UNICEF to discuss possible ways of presenting the MoGEI with harmonized products, specifically the National Languages Scope and Sequence Reports (SIL) and the National Languages Teaching Kits, Training of Trainers Manual for Use of the National Language Kits, and the Early Grade Reading products and EGRA Comprehensive Report for five national languages (Montrose International). It was agreed that RtL would take the lead in pulling harmonized documents together, determining the front cover design and ensuring the correct branding and marking. The harmonization is dependent on UNICEF providing its products in a timely manner. The SIL and Montrose activities are described in Component 2.3 “Literacy Development in National Languages”.

VI. PROGRESS ON LINKS WITH RSS AGENCIES

During this quarter, RtL continued to collaborate with several MoGEI departments at the national level including the Teacher Education Department, Curriculum and Assessment Department, National Languages Department, Alternative Education Systems Department and Gender, Disabilities and Peace-

building Department. In most instances, collaboration with MoGEL at the national level also involved other development partners. Please refer to Sub-component 3.2: Collaborate with other education partners to support implementation of existing policies that promote equitable access to education for further details.

RtL also collaborated at the state, county and payam sub-national levels. At the state level, Juba-based technical personnel visited several State Ministries of Education and RtL County Team Leads from Juba, Kajo-Keji, Kapoeta South, Kuajok, Magwi, Nimule, Terekeka, Wau, Yambio, and Yei participated in the quarterly Development Partners Coordination meetings chaired by the SMoE Director Generals and hosted by locally-based NGOs. The meetings aim to strengthen coordination and networking by sharing plans, achievements, challenges and lessons learned. Partners are also briefed on conflict and crisis-related information, such as the updating of NGO staff on security-related issues across the state. RtL personnel used the meetings to inform and update stakeholders about the status of the RtL close-out.

In addition, RtL teams from Kuajok, Yambio and Wau attended 3 state-level Back to Learning campaign events organized by the individual State Ministries of Education, with UNICEF support. This campaign was initiated to create awareness of the importance of education, especially girls, and particularly as a means of combatting the significant drop in school enrolment due to the mass displacement of civilians over the past year. The RtL Yambio team participated in a workshop on conflict resolution and peace-building organized by the State Ministry of Education with UNICEF. RtL continues to collaborate with the 11 county education offices to implement RtL interventions.

VII. PROGRESS ON USAID FORWARD

RtL continued to support and monitor the performance of the five NGOs with grant agreements to deliver training to 339 PTAs. Specifically, RtL began to hold monthly coordination meetings that enable NGOs to share their successes, challenges and questions and to problem-solve collectively. These meetings also enable RtL to understand and respond to the challenges faced by the NGOs. Typically, the NGO coordinator for the RtL grant and one PTA trainer attend the meetings and each NGO presents a PowerPoint presentation on progress of work completed so far, successes, challenges, lessons learnt and success stories. The second coordination meeting was held during this quarter on June 30. It is anticipated that during Q4, RtL will follow-up on the Organizational Capacity Assessment Tool (OCAT) exercise conducted in 2015 to determine whether the NGOs have gained any additional capacity through RtL's support.

VIII. SUSTAINABILITY AND EXIT STRATEGY

Due to important shifts in USAID's strategy for long-term development investments in South Sudan, from one of sustaining development work to emergency response, USAID made the decision to advance the closing date of the RtL project to September 30, 2016. Subsequently, RtL has had limited opportunity to conduct longer-term sustainability activities as originally planned. However, despite these limitations, RtL has prioritized efforts this quarter to increase RtL's sustainability in preparation for the close of the project. RtL undertook the following efforts.

RtL made a concerted effort to ensure that all levels of the education sector from the local school community, including the head teachers and the PTA chairpersons, the county and payam education administrators and the leadership at the State Ministries of Education have been informed of the project closure using the talking points provided by the Juba Office.

RtL conferred with the Winrock Home Office regarding uploading project products to the USAID Development Experience Clearinghouse (DEC) in Quarter 3 and publicizing the Internet links. RtL personnel have begun to develop three technical reflection papers on RtL's community engagement approach, PTA capacity development approach and teacher professional development approach. These papers will describe the approaches and articulate lessons that can be shared with stakeholders to inform future efforts to improve education in South Sudan. With USAID's permission, these reflection papers would also be uploaded to the DEC.

RtL contacted INGOs running large education programmes across South Sudan to inform them of the available resources. NRC, Save the Children, INTERSOS, Jesuit Refugee Services, Plan International, BRAC, World Vision, Lutheran World Federation, Mercy Corps and UNESCO have all expressed interest in the RtL resources. NRC has already conducted a ToT training in Leer using the RtL PTA Manual in May 2016 which was rolled out to 21 PTAs. Additionally, Plan International an RtL partner, has plans to train PTA members in additional areas not reached by RtL, though in similar communities. Plan will bring the RtL materials to an additional 15 schools in Lainya, Juba, and Yei Counties (Tore), reaching approximately 228 additional PTA members.

Plan International, an RtL consortium partner, will continue to support the utilization of RtL approaches, tools and resources, and lessons learned through its Juba office in its ongoing programs around access to basic education, child protection and participation, disaster risk reduction and humanitarian response.

IX. SUBSEQUENT QUARTER'S WORK PLAN

The list of RtL Activities per the approved RtL Closeout Work Plan schedule:

- 1.1.1 Review school development plans (SDP) in coordination with GESS
- 1.4.3 Include GSI Advocacy Group representative in PTA trainings
- 1.5.2 Enhance Pastoral Education Program framework
- 1.5.4 Develop PEP teaching and learning kits jointly funded by GPE and RtL
- 2.1.3 Conduct Payam-based teacher training
- 2.3.2 Pilot and refine Na'Taposa and Bari EGRA tools
- 2.4.1 Provide ALP grant packages
- 2.4.2 Award IMPs and ECEGs grant packages
- 2.4.3 Provide RtL Pocket Libraries to GESS to deliver to non-RTL supported schools
- 3.1.3 Train PTAs on roles and responsibilities by Grantee NGOs
- 3.1.4 Mentor contracted NGOs and PTAs
- 3.1.5 Develop emergency preparedness section for national school governance manual
- 3.2.1 Support MoGEI in the planning and implementation of key education events
- 3.2.2 Participate in education networking and coordination with Technical Working Groups (TWG)

- 3.2.3 Collaborate with MoGEI, GPE, GESS & IMED in the development/adaptation and sharing of training materials (SDPs, school governance materials) and training implementation strategies for Head Teachers
- 3.2.4 Conduct quarterly meetings of the Technical Task Force

Table 7: Planned Activities Tracker

Planned Activities from Previous Quarter	Status of Planned Activities as of June 30	Additional Comments and Explanations for Deviations
1.1.1 Review school development plans (SDP) in coordination with GESS	Eliminated	GESS is not interested in the RtL SDPs. GESS is using a MoGEI-approved SDP format and has already utilized this format in RtL schools
1.2.1 Prepare County Teams for implementation of RtL activities	Completed	Completed FY16 Q2
1.2.2 Continued support for school communities	Ongoing – TBC into Q4	RtL will continue to conduct follow up visits and monitor schools
1.4.1 Finalize and print revised Gender and Social Inclusion manual	Ongoing – TBC into Q4	The GSI manual is being reviewed and will be finalized in August
1.4.2 Conduct Gender and Social Inclusion Training	Ongoing – TBC into Q4	The first GSI training was conducted in May, a second round will be conducted in July
1.4.3 Include GSI Advocacy Group representative in PTA meetings	Ongoing – TBC into Q4	
1.4.6 Mentor GSI advocacy groups by County Teams during their quarterly follow up visits	Eliminated	GSI Advocacy Sub-Committees under the PTA structure are not established. However, RtL has integrated GSI messages into the PTA and CEO/PES trainings.
1.5.1 Present Pastoralist Education Research Study	Ongoing – TBC into Q4	To be undertaken in July FY 16
1.5.2 Enhance Pastoral Education Program framework	Ongoing – TBC into Q4	To be undertaken in July FY 16
1.5.3 Create National Languages Scope and Sequence	Completed	Completed FY16 Q3
1.5.4 Develop National Language Teaching and Learning kits funded jointly by USAID through UNICEF/GPE and RtL	Ongoing – TBC into Q4	To be presented in July FY 16
2.1.1 Review and finalize the Teacher Training Materials (integration of psychosocial support, gender and social inclusion, and literacy)	Completed	

2.1.2 Print, package, and distribute Teacher Training Materials	Ongoing – TBC into Q4	Trainings are ongoing into next quarter.
2.1.3 Conduct payam-based teacher training	Completed	
2.1.4 Conduct county-based CEO and PEO sustainability trainings	Ongoing – TBC into Q4	
2.3.1 Collaborate with GPE on the development of the EGRA tool	Completed	
2.3.2 Collaborate with the Montrose on the development of the EGRA tool	Completed	This activity started in February and will be ongoing through July 2016.
2.3.3 Finalize and launch the pilot Na’Na’Toposa and Bari EGRA tools and literacy kits	Ongoing – TBC into Q4	Finalizing the EGRA tools and literacy kits will take place in FY 16 Q4.
2.4.1 Provide ALP grant packages	Ongoing – TBC into Q4	ALP grant packages will be delivered through July.
2.4.2 Award IMPs and ECEGs	Ongoing – TBC into Q4	Final delivery of IMPs ECEG – School Desks will continue in Q4.
3.1.1 Develop PTA monitoring tools	Completed	
3.1.2 Conduct Orientation on PTA Training Manual for NGOs	Completed	
3.1.3 Train PTAs on roles and responsibilities by Grantee NGOs	Ongoing – TBC into Q4	PTA trainings will be completed in early July.
3.1.4 Mentor contracted NGOs and PTAs	Ongoing – TBC into Q4	NGO PTA Grants SOW runs to August 31, 2016. NGOs will be mentored in completing their SOW through July and August.
3.1.5 Develop emergency preparedness section for national school governance manual	Ongoing – TBC into Q4	
3.2.1 Support MoGEI in the planning and implementation of key education events	Ongoing – TBC into Q4	
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	Ongoing – TBC into Q4	RtL staff will continue to engage with the TWG on an ongoing basis through the life of the project.

3.2.3 Collaborate with MoGEI, GPE, GESS & IMED in the development/adaptation and sharing of training materials (SDPs, school governance materials) and training implementation strategies for Head Teachers	Ongoing – TBC into Q4	RtL is finalizing the School Governance Manual with GESS and is looking for other meaningful ways to continue collaborating with MoGEI and other education programs.
3.2.4 Conduct quarterly meetings of the Technical Task Force	Ongoing – TBC into Q4?	The final quarterly meeting will be conducted in September – security allowing.
Disburse and monitor the new IMP Grants	Ongoing – TBC into Q4	All grants have been awarded, disbursement and monitoring is ongoing.
Award and monitor the new Payam Based Teacher Grants	Ongoing – TBC into Q4	293 Payam-Based Teacher Training Grants were approved and awarded last quarter. Implementation and monitoring is ongoing. See 2.1.3
Award and monitor Montrose Grant	Ongoing – TBC into Q4	Montrose’s agreement has been awarded through August 31. Monitoring is ongoing.
Award and monitor PTA Grants through NGOs	Ongoing – TBC into Q4	All 5 PTA Grants have been awarded through August 31. Monitoring is ongoing
Award and monitor ECEG I & ALP Support Grants	Ongoing – TBC into Q4	All grants have been awarded, monitoring is ongoing.

X. PROJECT ADMINISTRATION

Project Changes and Cooperative Agreement Modifications and Amendments

RtL submitted the project closeout plan to USAID on March 1, 2016. The plan was approved by USAID during this quarter on May 18, 2016 and by the South Sudan Relief and Rehabilitation Commission (SSRRC) on May 10, 2016. RtL received USAID approval for the assets disposition plan on May 25th, 2016. Assets are now being transferred to partner organizations according to the approved assets disposition plan. Notable changes during the reporting period are summarized in Table 9 below.

Table 11: Summary of Notable Changes

Change	Change Approved by USAID
Adjustment of Project End Date	February 29, 2016
Project Closeout Plan	May 18, 2016
PMP Revision from 18 Indicators to 9 Indicators	May 18, 2016
Project Assets Disposition Plan	May 25, 2016

Personnel

The first phase of the personnel close-out plan began this quarter, in accordance with the approved project close-out plan. Magwi, Nimule, Yambio, Yei, Aweil West, Wau and Kajo-Keji. Terekeka County Office staff were relocated to the Juba Office and will work from there until August 31, 2016. Additionally, RtL have issued consultancy contracts for Winrock Material Planning Coordinator, Community Mobilization Coordinator, County Team Leads and drivers up to August 31, 2016. The FHI360 Education Quality and Social Inclusive Coordinator was not extended.

Winrock International established a short-term Project Advisor position to assist RtL's Project Director to provide oversight of and technical guidance to the Education and Community Engagement Department, Field Implementation, M&E and Communications Units and to assist in the close-out process. Dr. Valerie Haugen was employed as Program Advisor on May 9, 2016 and began her assignment in Juba on May 11. Her employment finishes on September 30, 2016.

Two FHI360 Home Office personnel from the Global Education Department; Technical Officer for Literacy and Teacher Education (May 9 – 22) and a Senior Technical Advisor for Research, Evaluation and Teacher Education (May 8 – 28) arrived in Juba on May 8 and 9 respectively to provide technical support to the ECE Department and the M&E Unit.

Ms. Louise Leak, Plan International Education in Emergencies Specialist, left Juba on May 20 for extended sick leave. Ms. Leak returned to Juba on June 28. During her absence, her tasks were being managed by Ms. Harriet Tino, RtL Psycho-Social Specialist, and Ms. Katie Appel, Plan International Program Manager for RtL.

As part of the close-out plan, several key personnel took their home leave during this quarter. Mr. Iftikhar Ahmad, RtL Project Director, is on home leave from June 20 to July 11. Mr. Wilson Wani Samuel is on leave from June 30 to July 12, 2016. Mr. Njuru Nganga, RtL Director of Finance and Administration, took over as Acting Project Director as of June 20 until July 11.

During Quarter 4, it is expected that 46 personnel will leave the project no later than September 30 due to termination of their contracts as part of the closeout processes. All county offices will be closed by August 31, 2016 and the Juba Office will be closed by September 30, 2016

Constraints and Critical Issues

Constraints

Since March, 2016, RtL has simultaneously been closing down and continuing to implement activities. This dual role has put a great deal of strain on project personnel at all levels and across the project offices as well as put strain on project counterparts in school communities and county and payam education offices due to intensified demands for engagement and information. As a result, RtL has extended the contracts of key field personnel to oversee remaining grant delivery and project disposition.

Disposition of assets has presented a challenge. State authorities have continued to request project assets, particularly non-expendable equipment that has already been approved by USAID to be provided to other entities. RtL has dealt with, on a case by case basis, sometimes in consultation with the USAID and in close consultation with the South Sudan Relief and Rehabilitation Commission (SSRRC) which has been instrumental in resolving issues.

It is likely that these constraints will continue into Quarter 4 and will need to be mitigated to the extent possible.

Critical Issues

The most critical issues this quarter concern peace and security and several crises. Overall, the security situation in South Sudan remained tense during this quarter, despite the return of First Vice President Riek Machar on April 26, 2016, following his removal from office in July 2013. Insecurity and violent conflict in various parts of the country where RtL implementation has been affected include:

Violent Conflict

Escalation of the longstanding conflict between Government security forces and groups of ethnic Balanda in Wau town and its environs took place in the last half of June. The violence has resulted in the displacement of more than 50,000 people from their homes. People have sought refuge in schools, churches and the UNMISS compound. Due to the conflict, RtL closed the Wau County Office on June 23 and it was still closed as of June 30. The office will be re-opened potentially in early July (FY 2016, Q4) if conditions stabilize, when and once an RtL assessment team is able to re-assess the situation. RtL staff based in Wau were affected in various ways, including the displacement of family members, and psychological trauma, which in turn impacted morale within the work space.

Crime

As per the NGO security forum, this quarter has also seen an increase over previous quarters in crime against foreign individuals and foreign organizations. Criminality in Juba continues to be an issue of concern for the NGO community as the month of June saw an increase in compound break-ins and robberies, in comparison to the months of April and May. For example, two RtL project staff were ambushed, and their automobile fired upon with automatic weapons, whilst on their way back to Kapoeta. No injuries were reported. There have been at least three instances in which RtL offices (specifically Kuajok County Office) or personnel's homes were invaded and items (one motorbike, two laptops, and three bags) were stolen.

There has been numerous daylight compound attacks and reports of traffic police and security forces in Juba town extorting money from foreigners at checkpoints.

Crises

South Sudan continues to suffer from several different crises: economic crisis, humanitarian crisis, and natural disasters (drought). The financial/economic crisis has continued to worsen during this quarter. Inflation increased to 300% and the continuing devaluation of the South Sudanese Pound (SSP) has resulted in high costs for goods (including fuel and food) and services. The continued devaluation of the South Sudanese Pound (SSP) continues to have an adverse effect on the procurement of goods and services. There is a risk that the country's foreign currency reserves may be completely depleted. If this occurs, the already extreme level of inflation will increase and goods and services will become even less affordable and available due in part to the high cost of fuel to transport goods. The government continues to face challenges in paying salaries in general and at a rate that can compensate for inflation. During this quarter, the lack of payment of salaries has triggered several strikes by teachers and judges. Further strike action is increasingly likely, bringing sections of civil society into conflict with the Government. Media reports about hardships being experienced by citizens (e.g., a teacher who collapsed from hunger and a soldier who committed suicide because of the starvation of his children) exacerbate the public's anger.

According to UNOCHA reporting, there are 1.6 million internally displaced people and 170,000 internally displaced in protection of civilian sites across South Sudan. In June, displacement of civilians due to conflict continued in the Greater Bahr El Ghazal and Greater Equatoria regions. In Western Bahr El Ghazal, heavy fighting in Raja town on 15 June, reportedly caused civilians to flee in multiple directions, including to nearby counties, across the border to Sudan, and to Aweil West, where local authorities reported the arrival of more than 3,700 displaced people. Fresh fighting erupted in and around Wau town on 24 June, forcing tens of thousands of people from their homes and communities who sought shelter at the Catholic Church, South Sudan Red Cross compound, St Joseph's, Nazarieth, Lokoloko, and UNMISS protected site. An additional 35,000 to 50,000 people were estimated to be displaced in the Greater Bagari Area, including in Bringi, Ngo Halima, Tadu, and Ngisa. In Central Equatoria, fighting in Kajo-Keji displaced more than 9,700 people, according to local authorities. The IDPs mainly sheltered in churches and schools, while some reportedly hid in the bushes or crossed to Uganda. In Western Equatoria, thousands of people remained displaced in Gangura and Yambio payams, although several hundred had returned following a relative improvement in the security situation.

These critical issues will continue to affect project implementation during Quarter 4 and will need to be mitigated to the extent possible and within the control of the project.

Annex I: Schedule of Future Events

Events and Deliverable Products	USAID Submission Date
FY2016 Q4 Progress Report and FY2016 Annual Report	October 30, 2016
LoP Final Report	December 30, 2016
National Languages Scope and Sequence Reference Report (Final)	August 31, 2016
Early Grade Reading Assessment (EGRA) for Bari and Na-Taposa Comprehensive Report (Final) (Including all datasets and instruments)	August 31, 2016
National Languages Teaching Kits Document (RtL-sponsored languages plus UNICEF/GPE-sponsored languages)	August 31, 2016
Training of Trainers Manual for National Languages Teaching Kits	August 31, 2016
Handbook for School Governing Bodies	August 31, 2016
School Governing Bodies Training Manuals Volume	August 31, 2016

Annex 2: Success Stories

Annex 3: List of Deliverable Products

**LIST DELIVERABLE PRODUCTS FOR FY 2016 QUARTER 3
PROGRESS REPORT**

(APRIL 1 – JUNE 30, 2016)

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

Deliverable Products	Submission Date
FY2016 Q2 Progress Report	May 1, 2016
SIL Report	June 13, 2016

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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

