

GAP IMPACT AND ORGANIZATIONAL CAPACITY EVALUATION

FINAL REPORT

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LIST OF ACRONYMS

ALP	-	Accelerated Learning Programme
IDPs	-	Internally Displaced Persons
NCA	-	Norwegian Church Aid,
NGOs	-	Non-Governmental Organizations
NORAD	-	Norwegian Agency for Development
PTA	-	Parents Teachers Association
SF	-	STROMME Foundation
SoE	-	Secretariat of Education
SP	-	Samaritan Purse
SPLM	-	Sudan Peoples' Liberation Movement
UNICEF	-	United Nations Children's' Fund

OPERATIONAL DEFINITION OF TERMS

Enrolment:	Enlisting children to enter school for the first time, depicted on the admission register
Retention:	Essence of ensuring children who enlist into schools do not leave whether in one school or when transferred. Calculated as a "rate" against the attendance
Drop out:	Leave school and not attend again to stay at home or work. It is calculated as a rate against number enlisted for specific class at a given point in the school session.
Wastage:	Leave school permanently due to migration or death. It is calculated as a rate against enrolment.
Continuation:	Progression in school through appropriate stages from the lowest to the highest stage. This is calculated as a "rate" against continuation from lower to upper classes.
Absenteeism:	Status of temporary absence from set classes due to normal eventualities. Calculated as a "rate" as well as numerical percent based on regularly marked class register
General Enrolment Ratio:	Overall estimation of number of persons enrolled in a given cohort of the population vis-a vis number eligible for school. It is calculated as a ratio between eligible school-going-age versus number enrolled.
Completion:	Overall finishing of a set phase of education from lowest level to end level based a set syllabus, and curriculum. It is the basis on which certification is granted to signify attainment of the learner at that phase of education. This is calculated as a ratio bearing from enrolment, retention and continuation.

EXECUTIVE SUMMARY

1. BACKGROUND

i) Overview

STROMME Foundation has its Headquarters in Kristiansand Norway. In Eastern Africa it has a regional office in Kampala which coordinates activities in five countries among them Uganda, Kenya, Tanzania, Rwanda and southern Sudan. Broadly STROMME Foundation focuses on two thematic areas namely Education and Micro finance. STROMME Foundation is not an implementing agency but works with partners who are directly involved in the target communities. Local community Based Organizations or established NGOs meeting STROMME Foundation's selection criteria may qualify to engage as partners. Key components of the criteria include organization's demonstrations towards addressing community needs, programs that are based in marginalized localities, programs that clearly address children at risk including the girl child and programs that utilize participatory approaches and methods.

The findings presented in this report originate from a participatory impact evaluation and organizational assessment of GAP supported education of NRRDO's projects in southern Sudan. The findings relate to the type of education initiatives implemented under the partnership, quality of approaches, methods and techniques used in programme planning, implementation, monitoring and reporting, programme achievements, effects, and impact to the target groups. In addition, the report raises issues of organization's capacity relevance and efficacy to understand, interpret and address emerging changes in the program context.

The evaluation utilized participatory techniques in data collection. Moreover review of program documents provided the evaluator with more insights regarding the program. Several stakeholders and respondents participated in the evaluation process among them, parents and members of PTAs, community, NRDO staff, primary school teachers and pupils as well as community opinion leaders.

ii) Partnership between STROMME Foundation and NRRDO

The partnership between STROMME Foundation and NRRDO began in 2002. Under the partnership, STROMME Foundation facilitates NRRDO to implement education programme in eight model schools in Rashad and Kadugli counties in Eastern Jebels.

2. CONTEXT OF EDUCATION NUBA MOUNTAINS

The effects of war and conflict in Nuba Mountains continue to be felt even today. However, despite the destruction education remains the number one priority need for the people of Nuba. In response to these needs some humanitarian and development agencies in partnership with local communities have opened schools in Nuba Mountains. Agencies implementing education programme with STROMME Foundation's support include NRRDO, SSDPA, SWIDAP, ACORD, DOT and ACROSS. The Secretariat of Education (Ministry of Education) has also been involved largely in provision of education with support from various donors. The distribution of learning institutions in Nuba mountains were reported as comprising of 54 community schools, 40 model schools, 2 women adult schools, 5 teacher-training centers and 2 secondary schools in the region¹.

As a region, the Nuba Mountains was a marginalized area even after UNCEF OLS was allowed to operate from Kenya to serve the Southern Sudan in 1983. Part of the marginalization was due to war while lack of safe access routes also made a big contribution. The local authority in Nuba Mountains organized the community and some safe airstrips were created by 2000. This began to open Nuba Mountains to humanitarian organizations. NRRDO undertook a needs assessment exercise in 1999 that led to the creation of its development oriented programme. NRRDO was mandated by the community to address the needs for education in the Nuba Mountains Regions. With support from a variety of partners and donors it started to implement a programme but with great challenges for lack of teachers and scholastic materials for schools.

¹ NRRDO Annual Report for STROMME Foundation 2004

3 SUMMARY OF THE MAIN FINDINGS

i. Planned Objectives versus Outputs

A review of existing program documents and interviews with key respondents and stakeholders revealed that program activities planned for the period 2002-2005 were consistently implemented. These were integrated with school construction work funded by CARE. Existing statistics informed by interviews with key informants revealed that STROMME Foundation's support had contributed to an increment in school enrolment in the model schools. However, the programme continued to face challenges in retention of such enrolments as the rate of drop out increased every year with girls being the hardest hit.

Despite the challenges, NRRDO's education programme was found to be on track and in line with the project proposals and implementation plans for the period 2002-2005. There were however, a number of issues that needed to be resolved for programme effectiveness as discussed below...

ii. Programme Inception, and Development Queried

A mechanism for programme inception and development was found to be in existence within NRRDO. A bottom up approach entailing a participatory baseline needs assessment in the target area would be undertaken. Findings from the survey would then be used to develop a proposal. Details of the proposal included well-defined targets, programme activities, budget, and indicators for measuring progress; these were then submitted to STROMME Foundation for funding.

iii. Analysis of NRRDO Strategies and Approaches in Project Implementation

The strategy of recruitment of expatriate teachers to mentor the local teachers to skills levels that would allow for phasing out was working well for the time being. However, there was need for NRRDO to work out an exit strategy for the expatriate teachers to pave way for the mentored local teachers.

Provision of teaching and learning material was a strategy towards achievement of quality basic education among the pupils. Results of the evaluation however noted a mismatch between the number of pupils in class and the number of textbooks, exercise books, and other learning materials provided.

Supervision of teachers and the overall management of the schools is an important aspect of any education system. The evaluation examined the capacities among the supervisory team and established that those concerned had limited knowledge of the programme and the factors of a quality education system. As such, NRRDO would need to address this issue by appointing a more qualified person or specifically providing intensive training for the staff. In addition, a monitoring tool for use by PTAs, Head teachers, and NRRDO staff denoting aspects of quality in education could revamp this gap.

iv. Programme Approaches

Given the context of Nuba Mountains, NRRDO implements its education program using a number of approaches. It involves the process of recruitment of expatriate teachers involved contracting teachers from neighboring countries (Kenya, Uganda, and even southern Sudan) to work for one year as classroom teachers in a number of model schools. Through mentoring process, the expatriate teachers would provide relevant teaching skills and methods to the local teachers.

Apart from providing support for the payment and transportation of the expatriate teachers from their respective countries, STROMME Foundation also supported NRRDO to purchase and transport learning materials and the teacher. The materials support included exercise books, textbooks, and teachers' kits consisting of different housing and kitchen equipment. Other activities supported under the partnership include supervision and monitoring of the schools activities.

v. Relevance of Interventions

The needs addressed by NRRDO and the approaches used to address the needs were assessed relevant. Until the necessary government structures are in place to assume the responsibility of training and paying teachers as well as providing learning and teaching materials in Nuba Mountains NRRDO will continue to play this vital role. With the advent of peace the need for quality education is expected to increase dramatically as more returnees stream in the area. The support with motorbikes for school supervision is crucial given the distances between the schools and lack of access roads in the area. However, NRRDO would need to include a maintenance budget in its plans for which it had not made provisions.

vi. Challenges to Programme Implementation

Given the context of southern Sudan, the evaluation sought to document some of the challenges that had hindered programme quality and service delivery. Major challenges noted included increased schools enrolment unaccompanied by increase in the number of teachers, lack of proper schools inspection mechanisms as well as in adequate teaching and learning materials.

vii. Impact of the Programme

Despite the challenges, the program recorded considerable impact as reported by the beneficiaries interviewed. Such impact was noted in the area of internally displaced persons (IDPs), returnees and residents of Nuba who reported that the program had made it possible for them to send their children to school. The migration of families and children in search of better education opportunities had been curtailed. As a programme component, awareness creation on the need for education especially in the area of girl-child education had promoted a greater desire by parents to send children to schools.

viii. Sustainability of Programme

The future of NRRDO's project was found dependent on the partnership success with STROMME Foundation. It is anticipated that as soon as the necessary government structures are in place the responsibility of education solely lie on the Government. But owing to the context and background of conflict this has not yet been realized in the Nuba Mountains. The government structures are not fully set up and where they exist the government has no resources (human, financial and material) to run the education system.

In the mean time it was found that the beneficiary communities were the ones actively involved in the running and management of the schools. Although majority of the schools were developing, the Parents Teachers Association (PTAs), were not guided by standardized regulations. For this reason, the schools varied in terms of quality of structures, number of local teachers, supply of teaching and learning material, school management capacity and support to teachers.

On the basis of the prevailing context the sustainability of schools under this programme was doubtful as local teachers and structures were inadequate to take over in the even to phase out.

4. ORGANIZATIONAL CAPACITY REVIEW

i. Review of Financial Management Capacity

The evaluation sought to find out whether NRRDO had systems, procedures for supporting programme development, implementation, monitoring, reporting including financial management and transparent accounting. The evaluation established the existence of the necessary systems, procedures and accounting systems in place within NRRDO in Nairobi. It was also noted that there are no banking services and all transactions and cash transfers from Nairobi to all the locations in the field are on cash basis placing a big demand and challenge for trustworthiness of all the persons involved in finance

The evaluation found that financial and narrative reports were submitted to STROMME Foundation Regional Office within the laid procedures albeit with delays. At the current growth stage of NRRDO, the existing system of financial transactions and reporting seemed to be adequate. A recent internal capacity assessment has also raised issues that need to be addressed in all aspects of financial and management policy, systems, procedures and records. It is anticipated that the area of functions, roles and responsibilities in relation to management and financial accounting would be addressed as well.

ii. Planning, Budgeting, Organizing and Coordination

The evaluation sought to assess the existing mechanisms for planning, organizing and coordinating activities to facilitate processes within NRRDO. It was noted that NRRDO used only annual plans for guiding the programme. Long-term planning were not put into perspective and this undermined the scope of addressing longer-term needs in the programme. Although NRRDO had developed a management structure running from the head office to the field, staffing had been a challenge. There are very few qualified persons especially for the field work in education. Other challenges emanated from internal wrangles among field staff. Arising from these two elements, the structure of NRRDO in the field remained weak and this created inadequacies in the implementation of planned activities.

Factors such as inadequate guidelines inside NRRDO for defining quality of education, the large distances to reach the model schools and high cost of operating programmes due to heavy transportation costs inhibited the programme. The challenging working environment for expatriate teachers, distant management for lack of effective on-going management at the field level, inadequate professional support to teachers and workforce mobility undermined the management structure and efficacy in implementing the programme as qualitatively as had been planned and as well as would have been expected.

These aspects notwithstanding, the evaluation observed that NRRDO remained committed to improving its management and implementation processes at all level. Moreover, NRRDO remained the only local agency in Nuba Mountains that had capacity to operate at the scale and level in place. The achievements attained in the last three years would always need to be seen in context under which the programme is implemented.

iii. Review of Resource Management

The use of available resources was examined. In regard to use most resources observed and examined in storage were stored for longer than would be necessary or were underutilized. Even though transportation cost was high (*air lifting for lack of access roads to most localities*) the supply of learning materials was irregular and inadequate. There is need to increase access and adequacy, supply of all types of scholastic materials.

In regard to stores and storage, it was found that the stores at schools and at the main field office in NRRDO had many items. The evaluation of stores revealed inadequate stores system in the field. The existing storage facilities were not managed and maintained in a systematic way.

Communication as a resource in the operating context was explored. It was noted that between the Nairobi level and the field level communication of all types was inadequate as to support decision-making and direction setting. There were gaps for instance in terms of communication utilities in the field. NRRDO might need to invest in strategy setting, training and developing capacity in the area of resource management.

iv. Current Human Resource Capacity and Quality Management

The evaluation sought to understand the inherent human resource capacities at NRRDO for effective implementation of the education programme. It was found that apart from the teachers in the model schools; NRRDO did not have adequately qualified staff to implement the education programme. By the time of the evaluation, many key staff had left for assignments with the government. It was also noted that NRRDO has had a high turnover of field management cadre. This status negatively impacted programme implementation. There is need for NRRDO to respond to the challenges of workforce mobility.

There was no evidence that NRRDO had set up adequate standards at organizational and programme level for quality management to monitor its organizational performance as a programme implementer. Only project indicators were used and these related to outputs. Aspects of quality did not feature in performance management. Many of the qualitative indicators related to the quality of programme output not quality of planning, organization or coordination necessary to produce the programme outputs. Job descriptions and performance appraisal systems were said to exist but these were not made available to the evaluator. There is need to address this aspect and strengthen capacity development in NRRDO.

5.0 RECOMMENDATIONS

Recommendation 1 Developing an exit strategy

The recruitment and placement of expatriate teachers has been going on for the past three years. Whereas commendable gains had been realized in terms of increment in enrolment and improvement in performance of pupils' NRRDO did not seem to have an exit strategy in relation to the mentoring approach.

It is recommended that NRRDO formulate an exit strategy to pave way for local teachers to assume greater roles in the education system. In addition the strategy be linked to the government system more closely in ways that address the challenge of workforce mobility already affecting the education system.

Recommendation 2 Revising Teacher Contracts for Retention of Teachers

The expatriate teachers were employed on a 9 months contract basis. A review of the contracts revealed lack of provision for maternity leave for women. The special needs women have at the time of pregnancy need to be taken on board in such a contract. This would go a long way in attracting more women teachers who would be role models to the community for women and girls. The second matter is on the salary structure. NRRDO was found to be paying the same amount to teachers since 2002. Even teachers who were recruited in 2002 still earn the same amount to date.

It is recommended that a review of the contracts be undertaken with a view to including the two components. Provisions for maternity leave for women in the interest of articulating and acknowledging gender strategic gender needs and in line with accepted standards of labour laws internationally. This would protect NRRDO from legal suits. Salary review targeting long serving teachers will encourage them to continue serving in NRRDOs Education programme.

Recommendation 3 Training and Learning materials

The pupils in the schools outnumbered the quantity of learning materials provided for by NRRDO. In many classes, the teacher to pupil ratio was low. In some classes, one teacher had 102 pupils, with an average of 80 pupils per teacher. Sharing of textbooks was high, reported at a 1:8 pupil book ratio. Inadequate learning materials meant long sessions to deliver content. This also shortened the lifespan of textbooks.

To alleviate this problem, it is recommended that NRRDO begin to explore modalities of increasing resources to fill the gap left by STROMME Foundation. Such resources would be needed to increase learning materials and more teachers in the schools. Parents should also be encouraged to raise resources towards buying exercise books for their children as a contribution to facilitate learning in the community based education concept.

Recommendation 4 Management Structure

The existing field management structure, systems and procedures for the education program was found weak in the area of professional support to teachers, storage and stores management, financial management, including factors and elements for quality performance management.

It is recommended that NRRDO put in place a functional management structure for the education programme including capacity building on roles and responsibilities of the staff for better quality work in education.

Recommendation 5 Resource Management Strategy

Under the review of resource management it was found that not all resources were fully utilized. The effort to take care, repair, maintenance and replacement of resources and supplies was weak. There was evidently an inadequate stores and storage management system. These factors point to the need for NRRDO to review its resource management strategy.

It is recommended that NRRDO develop a resource management strategy with specific detail procedure on how to respond to care, repair, maintenance and replacement of resources and supplies in a timely fashion.

Recommendation 6 Human Resource Capacity and Quality Management

NRRDO did not have adequate staff to implement the education programme. Workforce mobility continued to undermine program implementation. NRRDO would need to monitor quality in its performance to address the quality or efficacy with which the organization is performing its functions. For this it needs to develop the means and system to monitor organizational performance on the basis of objective performance standards of quality.

It is recommended that NRRDO take up the challenge of improving its organizational capacity in human resource management and organizational performance management.

MAIN REPORT

1.0 INTRODUCTION

1.1 STROMME Foundation Education Programme in Southern Sudan

STROMME Foundation is an international Norwegian Development Funding Organization based on Christian values. It has Regional offices in Eastern Africa, West Africa, Asia and South America. STROMME Foundation work in Eastern Africa started in 1989 with the Regional office being established in Kampala in 1994. STROMME Foundation's Vision is **"People living in Freedom of Poverty"**. Its Mission statement is **"To Eradicate Poverty"**.

STROMME Foundation Eastern Africa Region's areas of operation include Uganda, Kenya, Tanzania, Rwanda and southern Sudan. Work in South Sudan started in 2001/2002 with implementing partners being selected on the basis of STROMME Foundation's partner selection criteria and procedure. By 2002, STROMME Foundation had 8 local partners in southern Sudan. The evaluation covered seven of the 8 southern Sudan partners. These include:

- Across –Boma and Yei teacher training programme.
- ACORD- School Project
- Sudan Women in Development and Peace- Education projects in Upper Nile.
- Southern Sudan Disabled Persons Association – Education projects in Upper Nile.
- Diocese of Torit- St. Bakhita Secondary School.
- Nuba Relief Rehabilitation Development Organization-Community Model School.
- Secretariat of Education- Printing and distribution of School materials.

STROMME Foundation works through implementing partners that share common values. The agency has two thematic areas of focus namely Education (with special emphasis on children at risk), facilitating and supplementing community based education and micro finance (with special emphasis on women).

STROMME Foundation Eastern Africa had a three-year GAP Fund from NORAD for education in Southern Sudan. As a result the assignment is geared towards carrying out a participatory impact and organizational performance evaluation of GAP supported education partner's projects in southern Sudan.

1.2 Purpose

To assess the impact, relevance of the approaches used, organizational policies regarding finance, human resources, logistics, benefit to the target groups and future interventions and their effectiveness in relation to community prioritized needs and make recommendations on future direction.

1.3 Broad Objectives

The key objectives of this evaluation were:

- To assess and evaluate the overall qualities, approaches, effectiveness and efficiency of each education partner accurately based on implemented projects.
- To identify and analyze current and anticipated consequences and effects of the above at the grass root, community, partner and local government levels and identify strengths and gaps for new direction of action.
- To identify common and different community needs not met by the funded projects and required partner approaches for the best intervention approaches.
- Assess the level of beneficiary /community involvement and participation in the project cycle management and establish the level of project ownership towards sustainability.
- Give recommendations helpful to both STROMME Foundation and local partners.

1.4 Methodology of the Evaluation Process

The evaluation process was guided by a framework developed to suit each of the target stakeholders. Before commencement of the process the framework was shared with STROMME Foundation Regional Education Coordinator. Several participatory and interactive methods were used for data collection, review and analysis. These included:

- Literature review of relevant documents among them assessment reports, audit reports, project proposals and implementation reports, curricula documents as well as progress reports (monthly, quarterly & annually)
- Focus Group Discussions with stakeholders drawn from the program partners, program staff and beneficiaries of the programme.
- Semi structured interviews consisting of open ended questions
- In-depth interviews with key people including programme coordinators, finance and administration personnel, county officers, etc
- Observations for data that could not be collected verbally.

Several stakeholders participated among them, NRRDO staff, primary school teachers and pupils, community opinion leaders and PTAs.

1.5 Key Areas of the Evaluation

The evaluation was tied to the following areas of enquiry:

- Type of education initiatives implemented by NRRDO
- Quality of approaches, methods and techniques used in programme planning, implementation, monitoring and reporting
- Programme achievement and effects, impact on the beneficiary target groups
- NRRDO's Organisational capacity, relevance and efficacy to understand, interpret and address emerging changes in the programme context

1.6. Key Outputs of the Programme

The evaluation was expected to generate the following outputs:

- A documented analysis of partner's level of achievement, effect and impact of the programme on the target population
- Empirical indication of the level of beneficiary/ community participation
- A profile of challenges / constraints inhibiting the programme implementation
- Specific documentation of the capacity of the partner organization in aspects of performance, quality, effectiveness, efficiency, targeting, mobilization, participatory skills in community work, and clarity on factors of sustainability
- Documentation of potential recommendation to both STROMME Foundation and local partners in relation to program quality and improvement in program implementation

1.7 Partnership between STROMME Foundation and NRRDO

NRRDO was founded in 1993 and became operational in 1995. In addition to relief and development role, NRRDO supported capacity-building programs for the staff and the people within the region. The partnership between STROMME Foundation and NRRDO began in 2002. Under the partnership, STROMME Foundation facilitates NRRDO to implement education programme in eight model schools in Rashad and Kadugli counties in Eastern Jebels. Specifically STROMME supports NRRDO to recruit expatriate teachers, purchase, and supply of school materials as well as transportation of school materials and the expatriate teachers between Nairobi and Nuba.

Under the partnership STROMME Foundation supports NRRDO to implement the following:

- Recruitment of expatriate teachers
- Provision of school materials
- Transportation of school materials and expatriate teachers between Nairobi and Nuba
- Purchase of Kits and food for the teachers
- Supervising construction of 3 model schools (one in Rashad County and two in Kadugli Count) supported by STROMME Foundation and funded by CARE International

2.0 CONTEXT OF EDUCATION NUBA MOUNTAINS

2.1 Introduction to the Context

Education is a priority need for the people of Nuba Mountains. The long civil war and ethnic conflict led to destruction of education infrastructure. As a result majority of children born over the last 20 years have never been to school.

In response to this enormous need, some humanitarian and development agencies in partnership with local communities have opened schools in Nuba Mountains. These schools operate under various challenges among them lack of unified and examinable education system, syllabus, training policies and certification. Moreover the available schools lack facilities for proper sanitation, health, clean drinking water, extra-curricula activities and libraries. There is low school enrolment, unmotivated teachers, inadequate teaching and learning materials while the learning environment is poor. High drop out rates and sometimes zero attendance by the girl child remains a big challenge to education initiatives in the Nuba Mountains.

Apart from NRRDO, other agencies that have been running schools in Southern Sudan with STROMME Foundation's support include NRRDO, SSDPA, SWIDAP, ACORD, DOT and ACROSS. The Secretariat of Education (Ministry of Education) has also been involved to a greater extent in provision of education with support from various donors.

2.2 Nuba Relief, Rehabilitation and Development Organization (NRRDO)

Nuba Relief, Rehabilitation and Development Organization (NRRDO) was founded in 1993 and became fully operational in 1995. Beside relief and development role, NRRDO solicits and supports capacity building programs for the staff and the people within the region. NRRDO assumes an advocacy role through awareness campaigns, which aim at sensitizing and drawing the attention of the international community to the plight of the Nuba people. The principal objectives of NRRDO are:

- Facilitation and management of humanitarian and development assistance.
- Coordination and management of materials and technical assistance for relief, rehabilitation and development in the region.
- Facilitation and capacity building for NRRDO staff.
- Advocacy for justice and human rights for Nuba people.

NRRDO's mission is to promote and defend human rights and interests of the Nuba People through fostering the culture of self-reliance and self-determination. NRRDO has a vision of liberating the Nuba people from social, political and economic injustices by creating a just equitable society in which all people lead a dignified life.

2.3 Primary Schools in Nuba Mountains

Existing literature reveal that there are 54 community schools, 40 model schools, 2 women adult schools, 5 teacher-training centers and 2 secondary schools in the region². The term community school refers to schools run by an individual or group of individuals who have volunteered to teach children with little or no resources. Such schools are constructed with local materials and lack basic teaching and learning materials. Models schools on the other hand refers to a school that is well established, better managed and organized with relatively better teachers competent in English. The schools have more teaching resources.

STROMME Foundation has been supporting NRRDO to facilitate implementation of education in eight model schools in Rashad and Kadugli counties in Eastern Jebels of Nuba Mountains. These schools include Kudi primary, Badura primary, Kobang primary, Ard-canan primary school, Nyigir primary school, Lumon primary school, Jekheba primary school and Kadora primary.

² NRRDO Annual Report for STROMME Foundation 2004

2.4 Objectives of the Education Programme

NRRDO education program is tailored towards addressing the following objectives:

- Support access to quality basic education and promote equal opportunity for community-based education for both males and females.
- Support basic education (primary level) in Rashad and Kadugli counties.
- Help Nuba enhance quality of social, cultural and economic life.
- Foster and promote the principle of self-reliance among the Nuba people.

2.5 Target of the Programme

Interviews with NRRDO staff revealed that about 4,045 pupils and 32 teachers in 8 schools benefited directly from the program. The community on the other hand envisaged benefiting from the programme in terms of access to quality schools.

2.6 Programme Approaches

The evaluation sought to review NRRDO's approaches in implementation of the education program objectives. It was revealed that in Nuba Mountains, the idea of recruiting expatriate teachers was introduced by the regional authority. Lack of trained teachers within the country necessitated this invention. The process involved contracting teachers from neighboring countries (Kenya, Uganda and even southern Sudan) to work for one year as classroom teachers in a number of model schools. The local teachers were either trained in institutions within Nuba Mountains or untrained and working in the model schools. The expatriate teachers were envisaged to mentor local teachers. For every four expatriate teachers there were two local teachers for mentoring. At the time of the evaluation the programme had a total of 32 expatriate teachers and 16 local teachers. The expatriate teachers were to be phased out once the local teachers had gained relevant teaching skills and methods.

NRRDO had a systematic procedure of selecting and recruiting the expatriate teachers. This process involved advertisement of the posts in the local dailies, selection of potential candidates, interviewing and contract signing for those who qualified. Once recruited with the support of STROMME Foundation NRRDO transports them to Nuba Mountains to take up their roles. Orientation for the new teachers was done at both the Nairobi office and on the ground. An induction process would be initiated once they were in Nuba.

Apart from providing support for the payment and transportation of the expatriate teachers from their respective countries, STROMME Foundation also supported the purchase and transportation of learning materials and teachers' kits. The materials support included exercise books, textbooks and teachers' kits consisting of different housing and kitchen equipment.

The evaluation further established that in three of the schools (Kudi, Kobang and Nyigir) supported by STROMME Foundation, CARE was funding construction of classrooms. Community participation in the construction involved mobilization of local resources and provision of labour. Supervision of all the activities in the Model schools was undertaken by NRRDO through the field Education Coordinator in collaboration with the Regional Director for education. The focus was to assess teachers' performance as well as monitor the construction activities in the three schools. To facilitate programme monitoring and supervision, STROMME Foundation supported NRRDO in the purchase of three motorcycles.

3.0 SUMMARY OF MAIN FINDINGS

3.1 Planned objectives versus Outputs

The evaluation sought to assess and document the programme achievements for the period 2002-2005 based on the planned programme objectives. A review of existing program documents and interviews with key respondents and stakeholders revealed that program activities planned for the period 2002-2005 were consistently implemented. These were integrated with school construction work funded by CARE.

Findings of the evaluation revealed notable achievements vis a vis program objectives. By the time of the evaluation the programme had recruited and brought in 32 expatriate teachers. Schools continued to receive learning materials though reported inadequate compared to the number of pupils. At the program inception the community rehabilitated some model schools before the arrival of the expatriate teachers and materials.

In 2005 CARE funded the construction of three models schools supported by STROMME Foundation namely Kudi, Kobang and Nyigir primary. NRRDO's Education Coordinator and the Assistant Education Coordinator supervised the construction work. The communities were reported to have been actively involved through laying and baking of bricks for construction.

Available statistics supported by interviews with key informants revealed that STROMME Foundation's support had contributed to an increment in school enrolments as shown in the table below. However retention of such enrolment and eventual completion was found challenged with girls being the worst hit. The high drop out rate among the girls was associated with early marriages and the burden of domestic chores vested on the girl child.

Name of primary School	2003				2004				2005			
			Teachers				Teachers				Teachers	
	Boys	Girls	Male	Female	Boys	Girls	Male	Female	Boys	Girls	Male	Female
Kudi	328	184	4	-	347	218	3	1	318	212	10	1
Badura	269	100	4	-	206	92	3	1	172	59	5	-
Kobang	308	194	3	-	399	206	3	1	329	238	7	1
Ard-canan					399	206	3	1	278	101	6	-
Nyigir	254	184	4	-	386	287	3	1	322	213	6	1
Lumon	355	69	3	1	379	96	3	1	352	97	6	1
Jekheba	388	96	4	-	394	118	3	1	411	164	6	1
Kadora	495	163	4	-	379	135	3	1	225	108	6	1

Despite a numbers of challenges NRRDO's education programme was found to be on track and in line with the project proposals and implementation plans for the period 2002-2005. There were however a number of issues that would need to be resolved for programme effectiveness. Details of the findings are discussed below:

3.2 Programme Inception, and Development Queried

The evaluation sought to understand the concept of program inception and development at NRRDO. It was found that NRRDO adopted a bottom up mechanism towards programme inception. This was informed by a participatory baseline needs assessment in the target area. Findings from the survey would then be used to develop a proposal. Details of the proposal included well-defined targets, programme activities, budget and indicators for measuring progress; these were then submitted to STROMME Foundation for funding.

3.3 Strategies and Approaches in Project Implementation

In line with the objectives of the assignment the evaluation sought to assess and evaluate the overall qualities, approaches, effectiveness and efficiency of NRRDO based on implemented projects. The findings indicated that NRRDO education program had since 2002 embarked on implementing three objectives. These were recruitment and placement of expatriate teachers, purchase and supply of learning materials to Nuba Mountains as well as transportation of the expatriate teachers and the materials. The support targeted 8 model schools. Factors being modeled in these schools include trained teachers, school management, PTA involvement, learning materials and teachers support.

The strategy of recruitment of expatriate teachers to mentor the local teachers to skills levels that would allow for phasing out was assessed noble, given the lack of qualified teachers in the whole of Nuba Mountains. Moreover as the Government of southern Sudan continues to put in place the necessary institutions to take up the responsibility of the teachers,' continual support for the teachers is highly needed. The presence of the trained teachers was found to have contributed to continuity in learning hence improved performance. Such schools had attracted high enrolment levels. The local teachers (mentored) were reported to have gained skills from their mentors (expatriate teachers).

Support access to quality basic education and. The evaluation looked into the aspect of provision of teaching and learning material as a programme intervention aimed at supporting access to quality basic education in addition to promoting equal opportunity for community-based education to both males and female. The evaluation revealed that though the target schools continued to receive scholastic materials, there was a mismatch between the number of pupils in class and the number of textbooks, exercise books and other learning materials. The high number of pupils in the schools outdid the learning material provided by the programme.

Teachers decried of the situation reporting that many times they had to write down the learning text from the textbook first on the chalkboard. Sharing of textbooks was high, reported at a 1:8 pupil book ratio. Inadequate learning materials meant long sessions to deliver content. This compromised the efficiency of time use in class by the teacher. Given that schools operate on half-day basis this limited the extent of coverage as only two at most three subject sessions were practical under these conditions.

Factors contributing to material inadequacy in the schools were linked to the fact that there was no local source of supplies while school stationery was not an item in the emerging commercial trade. As a result such materials were imported from Kenya hence high freight costs as transportation was only possible by air. Supply was also found to be irregular even where some materials were available from UNICEF. As a result the number of pupils was found higher than available learning material while replacement of old and worn out books was not addressed.

The gap created by lack of learning material is critical and undermines the quality of learning and the education process as a whole. Pupils and teacher alike were found to be discouraged and might easily become demotivated. These issues present a need for NRRDO to begin exploring the means to address access to learning materials. For example parents could also be encouraged to participate in the process for providing learning materials innovatively.

Supervision is an important aspect in any education system. The evaluation examined the capacities among the supervisory team. The acting Coordinator and the County Education Director displayed limited knowledge of the programme and the factors of a quality education system. The Coordinator for example tended to concentrate more on administrative issues as opposed to academic and professional needs of the teachers. NRRDO would need to address this issue by appointing a more qualified person or specifically providing intensive training for the Coordinator. In addition, a monitoring tool for use by PTAs, Head teachers, and the Coordinator denoting aspects of quality in education could revamp this gap.

Given the vast distances between the model schools, STORMME Foundation's support towards purchase of motorbikes for school supervision made an impact as it made monitoring and supervision of the model schools easier. However, by the time of the evaluation majority of the motorbikes were off road awaiting repair or lacked fuel. Only the accessible schools were visited. The programme seemed to have ignored the motorbike operation and maintenance component during the planning. NRRDO would need to address this issue as a priority.

School construction was an intervention funded by CARE. NRRDO supervised the construction works. Consequently, with better classroom the model schools would become attractive hence motivate the communities, teachers and pupils to continue learning. At the time of the evaluation the rehabilitation of the schools in Kauda and Kadugli had been accomplished partially. Once completed, the classrooms would require furniture. NRRDO and the communities should set up strategies and plans to address the issue of furniture in the schools.

3.4 Relevance of Interventions

The needs addressed by NRRDO and the approaches used to address the needs were assessed relevant. In this aspect it was found that NRRDO was addressing relevant needs using appropriate approaches. There was a dire need for schools, trained teachers and learning and teaching materials in Nuba Mountains. Since the programme was initiated the introduction of English as a subject and the official language was put in place. As a result it was acknowledged that schools in Nuba Mountains experienced an influx of returnee children who enrolled into the schools motivated by the continuity of teaching in the schools. With the advent of peace this is expected to increase dramatically. Although NRRDO and other organizations have been supporting schools, the need remains enormous.

Given the geographic vastness of Nuba and the lack of access roads between the schools, the support with motorbikes for school supervision has facilitated monitoring. However, NRRDO would need to develop a maintenance budget for which it had not made provisions. In the absence of such budget such breakdowns would have to wait when NRRDO is able to raise funds for this purpose hence delay in implementation of activities.

3.5 Challenges to Programme Implementation

The following were cited as challenges that have hindered programme quality and service delivery:

- Increased school enrolment unaccompanied by increase in the number of teachers. The result being a challenge in lesson planning as more time is put in marking assignment.
- Very low entry levels challenging teacher content delivery and thus the schooling pace
- Lack of proper schools inspection mechanisms.
- Challenged teachers' in terms of housing, professional and informed support, infrequent disbursements of living allowances to some schools and cultural adaptation.
- In adequate teaching and learning materials.
- Lack of a clear policy on salary structure for teachers.
- Lack of a clear policy on maternity leave for female teachers.
- High transportation costs for the distribution of school materials.
- Lack of water in the schools forcing pupils to walk far in search of the commodity.

3.6 Impact of the Programme

A review of existing reports and interviews with the programme beneficiaries identified the following as the achievements of the education programme:

- The programme has provided an opportunity to the internally displaced persons (IDPs), returnees and residents to send their children to the schools.
- The migration of families and children in search for better education opportunities has been curtailed.
- The regional education directorate has become well structured, active and more effective in the delivery of education service.
- Awareness creation as a programme component had achieved a greater desire by parents to send children to schools.
- Community members are more ready to contribute in the rehabilitation and construction of schools.

3.7 Sustainability of the Education Programme

The future of NRRDO's project was found dependent on the partnership success with STROMME Foundation. It is anticipated that as soon as the necessary government structures are in place the responsibility of education solely lie on the Government. But owing to the context and background of conflict this has not yet been realized in the Nuba Mountains. The government structures are not fully set up and where they exist the government has no resources (human, financial and material) to run the education system. Also the system for resource mobilization and government funding are not in place and would be expected to take a long time before they become functional or operational at the local level. It is not clear when this might be done as government structures are not created yet.

There is need therefore for NRRDO and the beneficiary communities to be actively involved in the running and management of the schools. The findings of the evaluation revealed a positive and encouraging response by the communities, there was need for the school administration to define the role of the community vis-à-vis other stakeholders. Although majority of the schools were developing Parents Teachers Association (PTAs), there were no standard regulations to guide them. For this reason, the schools varied in terms of quality of structures, number of local teachers, supply of teaching and learning material, school management capacity and support to teachers. There is a need to define the roles of PTAs beyond local resource mobilization on behalf of the school administration to one of genuine partnership in management.

In relation to mentoring of teacher, since the inception of the programme in 2003, there was little evidence in terms of numbers of teachers mentored by the expatriate teachers. NRRDO would need to devise an exit strategy with a focus to phasing out the mentorship approach. This would involve developing frameworks for monitoring the progress of the mentoring process to determine levels of skills achievement for the mentored teachers to assume full responsibility.

Many of the local teachers worked as volunteers, while their peers who were expatriates had a salary and a living allowance. Many of the local teachers had left teaching by the time of the evaluation. Majority of teachers had taken up roles in the government either going back to the army or taking up civil service appointments. Others had been given jobs in other humanitarian agencies apparently due to better remuneration.

Due to this state of affairs there was little evidence during the evaluation in terms of numbers of teachers mentored by the expatriate teachers. There is need for NRRDO to devise a strategy on how to address the mobility of teachers and also other staff dedicated to the education programme. Moreover, there is need for NRRDO to devise a phase out and exit strategy in the area of depending on expatriate teachers.

The field staff were asked to use the parameter of sustainability to rate the education programme. During the discussions they pointed out that the current situation of the NRRDO programme was not sustainable. They pointed to the need for a functioning education system from the government side. They felt this was going to take a long time to be established. They also pointed to low incomes at community level that inhibited that ability of communities from supporting education adequately. In regard to sustainability the, NRRDO would need support to generate strategies that bring about sustainability in the education programme.

4.0 ORGANIZATIONAL CAPACITY REVIEW

4.1 External Relations, Networking and Critical Collaboration

NRRDO was found to have had effective and productive external relations with the county authorities, other agencies, and communities. The Regional SPLM Secretary and the Chairman of the Regional Liberation Council were said to have closely worked together during the project period. It also had working relationships with other organizations focusing education such as the, Catholic Church, Norwegian Church Aid, Save the Children's Fund and CARE International among others.

In all these networks NRRDO had some functioning programmes and so its cohort of schools is much larger (420 than the 8 schools STROMME Foundation supports in the community based education programme.

4.2 Review of Financial Management Capacity

A review of existing financial records and programme progress reports revealed adherence to the reporting requirement by STROMME Foundation. The evaluation found that there is not banking system in Nuba Mountains. Money transfers have to be done by use of trusted people who could deliver the money to the field accountant for programme needs. The means of travel to Nuba Mountains was by air only and not always were there trusted people on the flights with whom to send program e funds. As a result the field went for long periods of time without any money for the procurement of local resource, inputs and incentives and allowances for staff and teachers. This phenomenon affected other NRRDO programmes as well. Clearly there is need to address this matter in a more dynamic and effective way to offset delays.

The evaluation sought to find out whether NRRDO had systems, procedures financial management and transparent accounting. NRRDO used Quick books in its accounting functions. Financial transactions and records were minimal as the field level. The Nairobi finance office managed and kept the books of accounts. Financial and narrative reports were submitted to STROMME Foundation Regional office within the laid procedure albeit with delays.

At the field level, receipts cannot be obtained given the context business in the local level. This inhibits the record keeping as handling of cash remained exposed due to lack of the system and procedures where signatures are obtained for more than just two persons in a transaction. NRRDO has therefore not adequately addressed that aspect by creating a system where vouchers are signed by more than two persons in a transaction.

At the current growth stage of NRRDO, the existing system of financial transactions and reporting seemed to be adequate. A recent internal capacity assessment has also raised issues that need to be addressed in all aspects of policy, systems, procedures and records. It is anticipated that the area of functions, roles and responsibilities will be addressed as well.

4.3 Analysis of available Financial Documents

Available Financial Reports and Audited Reports were reviewed for the period under evaluation (2003-2005). The following observations were made.

Available Financial Reports and Audit Reports were reviewed for the period under evaluation. It was noted that

Over expenditure

In the financial year ending May 30th 2003 and December 31st 2004, there was over expenditure on the following items

• Civic education module	US\$ 1,371.00
• Coordinators incentives.....	US\$ 840.00
• Administration.....	US\$ 1,720.00
• Land transport Nairobi—Loki	US\$ 1,837.50
• Land transport Kampala—Loki.....	US\$ 1,437.50
• Flights.....	US\$ 6,631.50
• Accommodation Loki.....	US\$ 687.68
• Immigration.....	US\$ 320.00

Under expenditure

In the financial year ending December 31st 2003, there was under expenditure on the following items

- Teachers incentives.....US\$ 11,270

Application of the finance policy

Overall the audit and financial reports were silent on the following areas.

- There was no mention as to whether bank reconciliation are done
- There were no copies of bank statements provided.
- There was also no mention of how suppliers were sourced
- There were also no quarterly financial reports showing the amounts of money received from the donor on each quarter.
- In the year ending December 31st 2004, NRRDO prepared Income and Expenditure statement by combining income from various donors. This contravened S.F policy, which requires its partners to prepare a separate Income and Expenditure, account for its funds.

This reflects a situation where NRRDO seems to have had not controls in its financial systems to help monitor, control and report, based on sound financial management policy

4.4 Budget Management

STROMME Foundation financial policy stipulates that any deviation from budget of up to 20% needs a written approval from the regional office. There seemed to have been no approval sought for the deviations realized in that financial year.

4.5 Planning, Budgeting, Organizing and Coordination

The evaluation sought to assess the existing mechanisms for planning, organizing and coordinating activities to facilitate processes within NRRDO. Though NRRDO had developed a management structure running from the head office to the field, this was found to be weak. In addition internal infractions in human resource management as observed and reported in the field had seriously threatened implementation of planned activities.

The evaluation looked into the NRRDO system of education in relation to the local authority system for linkage towards quality. It was noted that availability of qualified teachers and access to some learning materials has greatly enhanced learning in the model schools. The model schools have provided impetus for improved community schools. There was adequate continuity of teaching and learning in the model schools through out the school year due to availability of the teachers.

The evaluation also established some weaknesses in the education system in Kadugli and Kauda model schools of NRRDO. The current organizational structure in NRRDO was not fully functional to support education programmes in the field adequately. Other factors include distances to reach the model schools, inadequate guidelines inside NRRDO system for defining quality of education far and beyond access, enrollment and availability of teachers undermined the management structure.

Inadequate knowledge, skills, information and weak education system within the local authority undermine the growth and development of consistent education processes in Kauda and Kadugli. Workforce turnover within NRRDO and among local teachers had challenged programme implementation. Some key NRRDO staff and local teachers have left taking up jobs with the government or humanitarian agencies. Infighting and internal politicking had contributed to staff turnover thus impeding programme implementation. Programme planning and reporting had as a result been challenged. There is need for NRRDO to re-think its programme management approach.

Other challenges faced by the program had to do with workforce turnover within NRRDO especially at the school level local teachers. In the Nuba Mountains the local authority did not have a strong government structure and this meant that education was not adequately supported with school supervisors and education coordinators. The Local authority looked up to the NRRDO to fulfill this role. NRRDO had activities in other sectors as well and as a result programme planning, implementation; monitoring and reporting were under a great challenge. There is need for NRRDO to re-think its programme management approach.

4.6. Review of Resource Management

The use of available resources was examined. The evaluation looked into stores and storage of commodities, scholastic materials and other inputs for programme. The aspect of maintenance and repairs of items, vehicles and equipment was examined. The use of office space and other utilities of NRRDO as well as at school level were looked into. In regard to schools it was noted that the classrooms were too small and did not allow adequate light into the class for clear view. Pupils had difficulties seeing what was written by the teachers on the chalkboard. On the other hand the teacher had difficulties seeing pupils at the back of the classroom. Most classrooms did not have adequate seating facilities for pupils. The chalkboards were too small and the number of text books for use too few.

In regard to use most resources observed and examined in storage were stored for longer than would be necessary or were underutilized. Even though transportation cost was high (*air lifting for lack of access roads to most localities*) the supply of learning materials was irregular and inadequate. There is need to increase access and adequacy, supply of all types of scholastic materials.

NRRDO had adequate office space although sparingly used for lack of adequate staff. In regard to maintenance and repairs of items, vehicles and equipment, it was noted that this aspect was inadequately done. The evaluation established that a number of factors contributed to this state of affairs. First there was no system for managing this aspect within NRRDO. Hence items fell into disrepair.

Secondly the budget for repairs and maintenance was very small for the area of operation where spares and replacement parts were sourced from Kenya and few from Khartoum. It was noted that some of the items such as computers, generators and motor cycles required specialized technicians who were not available in the Nuba Mountains. It was also noted that the users were not always coached on use of some of the equipment and learnt as they used them. With an improved management system these elements could have been addressed more effectively.

In regard to stores and storage, it was found that the stores at schools and at the main field office in NRRDO had many items. The evaluation of stores revealed inadequate stores system in the field. The existing storage facilities were not managed and maintained in a systematic way. Store records like bin cards and other store management systems were lacking. A number of equipment and utilities lay unprotected from natural elements in the Kauda compound. The evaluation established that the systems in place were too weak to facilitate effective management of stores and storage of all types of commodities, scholastic materials and other inputs for programme. Moreover, there was evidence that skills were limited in this aspect of resource management. All these factors pointed to the need for NRRDO to review its resource management strategy. NRRDO might need to invest in strategy setting, training and developing capacity in this area.

Communication as a resource in the operating context was explored. It was noted that between the Nairobi level and the field level communication of all types was inadequate as to support decision-making and direction setting. There were gaps for instance in terms of communication utilities in the field. The top management was said to be in state of disconnect with the field. There is need for NRRDO to review its communication strategy and systems to take advantage of the resources it has.

4.7. Current Human Resource Capacity and Quality Management

The evaluation sought to understand the inherent human resource capacities at NRRDO for effective implementation of the education programme. It was found that apart from the teachers in the model schools; NRRDO did not have adequately qualified staff to implement the education programme. By the time of the evaluation, many key staff had left for assignments with the government. It was also noted that NRRDO has had a high turnover of field management cadre. This status negatively impacted programme implementation. There is need for NRRDO to respond to the challenges of workforce mobility.

There is need for NRRDO to respond to the challenge of workforce mobility. A revised comprehensive human resource management approach addressing issues of compensation, succession planning, staff retention grievance management, and performance management and would be necessary. This would enhance programme service delivery and help minimize internal conflicts.

There were no clear principles guiding the day-to-day programme management to support the defined plans. The programme management team spent more time away from the field and could not always be relied upon to respond to issues and concerns in the field in a relevant and time manner. There is need for NRRDO to review its internal communication strategy for effectiveness.

There was no evidence that NRRDO had set up adequate standards at organizational and programme level for quality management to monitor its organizational performance as a programme implementer. Only project indicators were used and these related to outputs. Aspects of quality did not feature in performance management. Many of the qualitative indicators related to the quality of programme output not quality of planning, organization or coordination necessary to produce the programme outputs. Job descriptions and performance appraisal systems were said to exist but these were not made available to the evaluator. There is need to address this aspect and strengthen capacity development in NRRDO.

Although job descriptions and performance appraisal systems were said to exist they were not made available to the evaluator. Assumingly job descriptions and the performance appraisal relate to the objectives and performance indicators of the staff at their job and again this does not address the quality or efficacy with which the organization is performing its functions. As a result this gap might greatly contribute to low quality work without anyone realizing it for lack of the means to monitor organizational performance on the basis of objective performance standards of quality. There is need to address this aspect and strengthen capacity development in NRRDO.

5.0 OBSERVATIONS BY EVALUATORS

The context of working in the Nuba Mountains requires strenuous effort particularly for expatriate teachers. The teachers work for nine months non-stop then they get a three-month holiday. This does not guarantee them a return to Nuba Mountains as they are on one-year contract of service. From a human resource management point of view whereas the contract is an acceptable arrangement the terms of service would need to be reviewed with reference to teacher who wish to take a second and third contract. This way NRRDO would have a bigger cohort of returning teachers who understand the context.

In terms of capacity, NRRDO has had several organizational capacity assessments in the period under evaluation. It would appear that a number of factors inhibit its capacity to implement the recommendations provided in the assessments. Evidently the lack of skilled people willing to work in the context of Nuba Mountains is one. The other is the need for clear quality performance factors to guide both programme and organizational quality elements. These would need to be developed so as to embrace change and quality.

Other factors are based on the scope and capacity of the senior management. It might be necessary to increase the functional support to the top management team so as to free more of their time to provide quality leadership to the field. A function responsible for donor reporting and a resource mobilization officer might be useful functions to think about on this line. At the same time two functions at field management level might be needed. One function on quality programme implementation while the other would focus quality professional teacher support. These aspects need to be considered if quality in education and organizational performance will be realized.

The emergence of peace time brings in with it new challenges. The influx of returnees, the need for disarmament, the establishing of government and local governance structures, systems and policies for implementing education. Moreover with these aspects the issue of workforce mobility continues to challenge NRRDO's programme at all levels. It would be useful for new strategies to be put in place to address these challenges in the education programme.

STROMME Foundation would need to look at the outputs of this assessment from a new perspective on its future role in Nuba Mountains and the specific niche the region offers to both education and other aspects of focus in development work.

6.0 CONCLUSION

The evaluation established that despite many drawbacks generated by the context of operation, the implementation of the education programme was in line with the requirements of STROMME Foundation. There was enough evidence that the programme had adhered to transparency and accountable principles in matters of finance management. Adequate records and necessary reports had been prepared on a timely basis. Majority of the objectives of the programme had been effectively and efficiently met.

Given the context of southern Sudan NRRDO's interventions that were assessed were found to be relevant and focusing the needs of the communities of the Nuba Mountains. However several observations were made that need to be addressed if the program is to continue maintaining its relevance. These were documented and recommendations made on them in this report.

APPENDIX

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