

AGENCY FOR COOPERATION AND RESEARCH IN DEVELOPMENT (ACORD)

GAP IMPACT AND ORGANIZATIONAL CAPACITY EVALUATION

FINAL REPORT

Prepared by:

PRECISE
P.O. BOX 59004
00200 CITY SQUARE
NAIROBI Kenya
Tel. 254-20-2721284
Fax 254-20-2716086
info@precise.co.ke

Contact Person: Joyce N. Musuvi

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iiii
LIST OF ACRONYMS	iiv
OPERATIONAL DEFINITION OF TERMS	v
1. BACKGROUND	vi
i) Overview	vi
ii) Partnership between STROMME Foundation and ACORD	vi
2. CONTEXT OF EDUCATION PROGRAMS IN SOUTHERN SUDAN	vi
3. ANALYSIS OF MAIN FINDINGS	vii
i) Planned Objectives versus Outputs	viii
ii) Program Inception and Development Queried	vii
iii) Strategies and Methods in Project Implementation	viii
iv) Program Approaches	viiviii
v) Relevance of Interventions	iix
vi) Challenges facing Program Implementation	iix
vii) Impact of the Project as Perceived by the Stakeholders	iix
viii) Programme Sustainability Queried	x
4. ORGANIZATIONAL CAPACITY REVIEW	x
4.1 Planning, Budgeting, Organizing and Coordination	x
4.2 Review of Financial Management Capacity	x
4.3 Human Resource Capacity	x
5. RECOMMENDATIONS	xi
MAIN REPORT	1
1.0 BACKGROUND	1
1.1 STROMME Foundation Education Programme in Southern Sudan	1
1.2 Purpose	1
1.3 Broad Objectives	1
1.4 Methodology of the evaluation Process	2
1.5 Key Areas of the Evaluation	2
1.6 Key Outputs of the Programme	2
1.7 Partnership between STROMME Foundation and ACORD	2
2.0 CONTEXT OF EDUCATION PROGRAMMES IN SOUTHERN SUDAN	3
2.1 Introduction to the Context	3
2.2 Agency for Cooperation and Research Development	3
3.0 ANALYSIS OF MAIN FINDINGS	4
3.1 Planned Activities versus Implemented Activities	4
3.2 Programme Inception and Development Queried	6
3.3 Strategies and Methods in Project Implementation	6
3.4 Programme Approaches	6
3.5 Relevance of Interventions	8
3.6 Status of the Partnership	8
3.7 Challenges facing Programme Implementation	8
3.8 Impact of the Project as Perceived by the Stakeholders	9
3.9 Programme Sustainability Queried	9
4 ORGANIZATIONAL CAPACITY REVIEW	10
4.1 Planning, Budgeting, Organizing and Coordination	10
4.2 Review of Financial Management Capacity	10
4.3 Review of Financial Documents	11
4.4 Application of the Finance Policy	11
4.5 Application of Other Guidelines	12
4.6 Current Human Resource Capacity	12
5.0 CONCLUSION	13
APPENDIX 1	14
APPENDIX 2	15

ACKNOWLEDGEMENTS

The Evaluation could not have been possible without the support and cooperation of a number of key stakeholders and respondents without whom the evaluation would not have been possible. First I would like to acknowledge the financial support from STROMME Foundation, which facilitated the entire evaluation process.

I am indebted to Mr. Ezra Waleya for taking time to go through the evaluation data collection instruments and for helping in fining tuning of the same. Special recognition to Norma Fodul and Augustine Amanda for providing useful highlights on the programme in preparation for the Field work.

I also wish to appreciate the warm reception particularly from Julius Tabaan and all the other ACORD field staff in Tali for hosting the evaluation team and preparing the respondents well in advance.

Last but not the least special acknowledgment to the entire PRECISE staff, for the logistical support accorded during the process.

Ahsante

Joyce Musuvi
Evaluation Consultant

LIST OF ACRONYMS

ACORD	-	Agency for Cooperation and Research in Development
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
ZOA	-	ZOA Refugee Care

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 selection criteria include organization's focus towards addressing community needs. Priority is given to programmes that are based in marginalized localities, and which clearly address children at risk including the girl-child education and programs that utilize participatory approaches and methods.

The findings presented in this report originate from a participatory impact and organizational performance evaluation of GAP supported education programme of ACORD in Tali Southern Sudan. The findings relate to the types of education initiatives implemented under the partnership. The evaluation looks into the 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 ACORD's organizational capacity, relevance and efficacy. This leads to an analysis of issues so as 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, community opinion leaders, parents, members of PTAs, ACORD staff, primary school teachers and pupils.

ii) Partnership between STROMME Foundation and Agency for Cooperation and Research (ACORD)

The partnership between STROMME Foundation and ACORD began in 2001. Under the partnership, STROMME Foundation supported ACORD to implement a community-based education and capacity building programs in Tali Payam in Terereka County. The focus of this evaluation was community based education programme with a focus to Teacher Training and Construction of Schools.

ACORD's education program is geared towards increasing access to and levels of education amongst the population (adults and children) of Terekeka County. More specific the program was geared towards improvement of the quality of teaching and learning as well as community participation in school management. The program gave special attention to the girl child disadvantaged by existing traditions and customs.

2. CONTEXT OF EDUCATION PROGRAMS IN SOUTHERN SUDAN

Southern Sudan has been at war for nearly 50 years. This has challenged the provision of basic services including education. With the war destroying most if not all-schooling infrastructure, the need for education is enormous. Children born 12-15 years ago were forced to terminate their education prematurely¹.

Several NGOs and the local communities have been providing education in southern Sudan. However, operation and management of these schools has been challenged by a number of factors among them lack of unified and examinable education and certification, lack of a universal curriculum, syllabus and training policies. In addition established schools lack amenities for proper health and sanitation hygiene as well as extra curricula activities. There has been low school enrolment, poor motivation for teachers, poor learning materials and environment, high drop out rate and or sometimes no school attendance by girls.

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

¹ The Education Sector Plan of New Sudan; SoE, Nov, 2004

3. ANALYSIS OF MAIN FINDINGS

i) Planned Objectives versus Outputs

The evaluation sought to assess and document the program achievements for the period 2003-2005 based on the planned program objectives. A review of the existing program documents and interviews with key respondents and stakeholders revealed that program objectives for the period 2003-2005 were consistently implemented despite a number of challenges.

Given the low literacy levels within Tali, ACORD made awareness and sensitization campaigns part and parcel of the program activity through out the evaluation period. Each year the program reached more community members who in turn responded by participating in school activities and by sending their children to schools. The target schools continued to get learning and teaching material. In total materials were delivered to 10 schools within Terekeka County while 6 primary schools and 3 nursery schools were supplied with uniforms.

Implementation of three phases of the teacher-training program was implemented within the evaluation period (2003-2005). A total of 66 teachers were trained through the phase program while another 15 underwent on the job training. Other related capacity building initiatives successfully implemented included workshops for Head teachers/deputy head teachers attended by 14 members. A teachers' methodology workshop was implemented for 13 teachers drawn from all the 4 model schools. In addition the program undertook a five-day workshop for 34 teachers, 28 PTA members and 6 agricultural teachers to trained with the aim of establishing an education committee at village (Boma) levels to provide community support and guidance to schools. Existing statistics revealed that a total of 47 teachers, 43 men and 4 women had been trained through the phase programme.

The evaluation noted various achievements associated with the strategy on community mobilization and training of leaders and the PTAs. The achievements included enhanced community participation in construction work, improved enrolment due to more awareness among the parents on the importance of education. As a result of PTA workshops, the PTAs supported ACORD and the construction team with mobilization of local construction materials. In addition, PTAs had helped raise funds locally to support the teachers through cost sharing.

Construction of the classrooms in the model schools continued through out the evaluation period. At the time of the evaluation, construction was complete in two of the schools (Mokido and Pagara) while classrooms at Mijiki, and Tali model were awaiting roofing.

A notable program achievement for 2004 was the sitting of eleven candidates for mock exams and primary leaving certificate. Children had not completed their primary education in this area in the recent past and this was of great encouragement to the community and the programme staff. Moreover, through out the three years, ACORD continued to collaborate through regular meetings with counterparts within and outside Tali to coordinate activities. Monitoring and supervision of activities especially in school construction contributed to improvement particularly in areas of brick molding, sand and stone collection as well as class attendance by teachers and pupils. Three schools have been built.

Existing project documents for the period 2003-2005 revealed that the programme had been in harmony with the original project objectives and plans. However, some approaches would need to be re-engineered to make the program more sustainable, more community based and more responsive to the targeted priorities.

ii) Program Inception and Development Queried

The evaluation sought to know how programmes were conceived and developed at ACORD. It was found that project design and development was informed by needs identification. Programme proposals formed the main tools for resource development and mobilization. ACORD mobilized resources from STORMME Foundation and other sources as well. The programme focused on four-(4) schools in Tali Payam, Terekeka County Southern Sudan.

The evaluation found that there was need to update the baseline data and coordinate the field programme more systematically without relying only on information passed on by word of mouth about the condition of schools at the community level. The systematic planning of the education programme from a mid-term and long-term perspective needs to be introduced based on verified statistics so that classrooms and availability of teachers are planned for ahead of time.

iii) Strategies and Methods in Project Implementation

The evaluation examined the strategies and methods ACORD used in for the program implementation. The creation of awareness and community sensitization on the importance of education approach was found to be relevant. The evaluation established that ACORD still faced major challenges of reducing and eventually reversing gender biases at community level due to non participation of girls in school. There is need to rethink the awareness campaign approach and develop one that is more participatory, inclusive and community based yet challenging enough to the local culture of the people.

In relation to the teacher-training and provision of learning material, the program was geared towards improving the performance of teachers and the quality of teaching in schools within the project area. Whereas the availability of trained teachers was expected to effect increase enrolment in the schools, the assessment established that this had been partly achieved. On the one hand majority of trained teachers left for other jobs.

Capacity building for school heads was an intervention aimed at improving school management and the learning environment. To enhance effectiveness, future workshops would need to be based on identified needs of the teachers. Findings from the evaluation revealed that performance of both teachers and learners improved as a result of the supplies of scholastic to the schools. School enrolment was found to have increased in model schools as opposed to those without scholastic materials.

ACORD had a strategy on community mobilization and training of leaders and the PTAs. The program had continuous refresher workshops for PTAs and local leaders as a strategy adopted to build the capacity of the leaders towards effective community mobilization and participation in the education program.

iv) Program Approaches

An assessment of the approaches used by ACORD to implement its education program was undertaken. Awareness and sensitization campaigns were found to be an integral component of the program through out the review period. The evaluation revealed that majority of the people in Tali had never gone to school. This led to high levels of illiteracy. On the other hand cultural beliefs and practices continue to marginalize the girls and women by confining them to the homes and viewing their value in terms of bride price. As a result ACORD's awareness and sensitization campaigns were geared towards promoting the importance of education within the community. To penetrate into the community, influential persons, among them chiefs, headmen, PTAs and church leaders were involved. The activity was implemented through meetings, community gatherings, congregations and workshops. The campaigns led to the passing of resolutions in favour of the girl child's education and rights in the community.

The Teacher-Training program was launched with the aim of improving t4aching skills among teachers. The evaluation noted that there were hardly any trained teachers in Tali Payam. Given the low literacy level even among those recruited, ACORD adopted a three phased teacher-training strategy (three months per phase) focusing on lesson preparation (lesson plans, scheme of work) delivery methods (presentation), class control and management. In addition to the phase training, the program further offered on job training as an addition to capacity building for the teachers. This was meant to help the teachers improve their teaching skills. The phase training offered only basic rather than professional training.

The construction of schools entailed building of two permanent classes in 4 sampled schools. The four schools namely Tali model school, Mokido, Pagara and Mijiki. By the time of the evaluation two (2) of the schools were already completed thus Mokido and Pagara. Tali model school needed materials for renovation while and Mijiki primary school was still under construction. PTAs' were actively involved in the mobilization of local materials and provision of labor. Integrated in the program was the training of local people as masons. These were expected to continue with the rehabilitation of more schools in the area.

Lack of learning and teaching materials was found to be a major problem in many of the schools in Tali Payam. In the target schools ACORD was providing these materials. Such materials included supply of teachers' guides, textbooks, and exercise books to schools within the project area.

A workshop aimed at equipping untrained teachers with better skills for teaching was undertaken. It also sought to enhance their knowledge on the professional code of conduct. Some of the topics covered during the workshops were the Teachers' Professional Code of Conduct, general methodology and how to prepare schemes of work and lesson plans for teaching.

There exists a correlation between quality learning and school administration. Given this ACORD acknowledges the important role-played by the Head teachers and Deputy Head teachers in the management of the schools. To enhance their capacity the project included workshops that aimed at improving the administrative skills of the school heads. At the end of the workshop the school heads were expected to differentiate essential and non-essential needs of the schools and how to finance their schools.

ACORD recognizes the importance of involving parents to work in partnership with the teachers in running and managing the schools. Formation of PTAs was followed by capacity building workshops. This was envisaged to enable them participate and manage the schools when ACORD phased out. Capacity building of the PTAs was done with a focus on the roles and responsibilities for effective community participation.

v) Relevance of Interventions

The needs addressed by ACORD were explored and found realistic. The need for school learning and teaching materials was found to be enormous. Given the increment in enrolment due to the newly completed schools including the resettlement of returnees in the area, this will be a challenge. The schools also need local management organs such as the PTAs to link the community and the school.

The approaches used to address the needs were appropriate and relevant. Schools in Tali Payam and Terekeka as a whole need more trained teachers, teaching and learning materials. The learning environment at the school level needs to be appropriate. School construction was found to be relevant. Some of the communities were pastoral hence they had not build schools even before the war. Most communities had not addressed this need before to establish permanent classrooms and sanitation facilities for schools was therefore anew experience to many of them.

vi) Challenges facing Program Implementation

Implementation of ACORD community education program has not been without challenges. Notable ones include lack of needed construction materials locally. Transport and logistics of cement, timber and iron sheets from Uganda was difficult and took time given the poor road access route. This become more difficult during wet weather and in addition to the rough terrain experienced during the dry season. Some of the schools are located in areas with no access routs but rather bush tracks. Heavy vehicles are hardly able to reach such localities.

Delay of transfer of funds from Head Office leading to delay in implementation of activities was another challenge. This was more a difficulty arising distance management of field coordination. It was reported that during the drought period, school attendance declined as communities went further away from localities with schools in search of waster and food.

The increase of returnees and opening up of access routes to Terekeka County as a whole presents scope of new challenges with many returnees resettling in their homelands.

vii) Impact of the Project as Perceived by the Stakeholders

Despite the challenges, the program registered some impact among the beneficiary communities. Notable ones were said to be improvement on enrolment in schools as a result of awareness creation and sensitization. In particular, more parents were said to be supporting the education of children and particularly girls' enrolment. Increased community participation in the education program as the target communities as the community became self-organized and self monitored in relation to community work. There was notable behavioral change in personal hygiene practice, and attitude within the target communities while local artisans in masonry were able to make and use bricks for school construction.

Teacher-training was beneficial in that it improved teaching skills among the teachers². When local untrained teachers were introduced improved teaching approaches and methods many began to take education more seriously. As a result the local authority began to support the mobilization of volunteer teachers.

² STROMME Foundation: *Ray of Hope; Video on Education Programme in Sudan 2005, PRECISE*

viii) Programme Sustainability Queried

The Education programme had put in place various mechanisms to ensure that the program continues even in the event of ACORD's exit. Such mechanisms included capacity building for PTAs and local leaders to enable them own and manage the schools. Paying of incentives to teachers backed by the County and community through the provision of food and non-food items as a way of retaining teachers hence increasing the annual enrollment of pupils³. The evaluation however noted the need for ACORD to strive to build the capacity of teachers from Tali to replace those from neighboring Counties currently teaching in the schools.

ACORD had an exist strategy in place. As part of the strategy ACORD viewed the 2005 candidates as the pioneers of secondary school in the area. Within a period of five years, ACORD anticipates that some of the candidates would become trained as teachers to take over leadership roles as soon as ACORD phased out. Other plans included identification and monitoring of local teacher trainers and supervisors through capacity building component, both internally and externally to prepare them sufficiently to take over by 2008.

Collaboration with the local authority had begun more vigorously with a view to handing over the role of coordination the education programmes when the Ministry of Education sets the administrative systems in place.

4. ORGANIZATIONAL CAPACITY REVIEW

4.1 Planning, Budgeting, Organizing and Coordination

The evaluation examined the existing management practices within ACORD. It was established that, the necessary practices for planning, organizing and coordinating activities to facilitate processes within the organization were found in place. A bottom up planning approach informed by identified and prioritized needs was adopted. Program implementation plans were developed through consultation and feedback between the headquarters and field offices.

Communication to support decision-making and guidance between Tali and Nairobi in liaison with Arua was found adequate. Transportation was challenging due to the road conditions. ACORD had however created a support system by setting up a logistic base in Arua and collaboration with agencies based in Mundri for support. In addition, the coming of peace had facilitated the linkage between Tali and Juba thus more support for the programme.

4.2 Review of Financial Management Capacity

The evaluation sought to find out whether ACORD had systems, procedures, and records in place for financial management and transparent accounting. The evaluation established existence of a participatory budgeting procedure in ACORD. The agency was in harmony with the necessary procurement procedures as stipulated under the partnership. Necessary documents accompanied the procured goods e.g. waybills. ACORD had a store in place with evidence of relevant store records. The team leader authorized requisition of store materials. The available vehicles were shared between different programs to enable movement. Specific programme budget would be charged accordingly.

The Nairobi office managed and kept the books of accounts. The books of accounts were computerized and the officer in accounts had back-up documents to support all entries in the ledgers. At Nairobi ACORD maintained local and foreign currency bank accounts. External Auditors were engaged at the end of every financial year for Programme audit.

4.3 Human Resource Capacity

An assessment of the current human resources capacity revealed that ACORD did not have adequate number of staff to implement the programme at the field. At the time of the evaluation, the programme had only two teacher-trainers. Their scope of engagement with other programme work was found to be large and overwhelming. Initially the programme had five (5) trainers including the Field Coordinator. Respondents confirmed that on certain occasions lack of qualified staff had forced ACORD to collaborate with other agencies such as ZOA for support. Though ACORD and the County Education Office worked jointly in monitoring the schools, the capacity of the County Education staff to undertake these roles was found weak. There is need for ACORD to undertake a capacity-building workshop for the County Education officers to equip them with relevant skills for monitoring and supervision of the programmes.

³ Community Based Education & Capacity Building Programme, 4th Quarter Report, October –December 2005

5. RECOMMENDATIONS

The evaluation generated the following observations and recommendations:

i) Re-strategizing the Awareness Creation Approach

Awareness creation was a core intervention and objective in the ACORD education program. However it was observed that much more needed to be done to achieve gender parity, retention and completion of primary education among. Cultural practices remained a major blockade to the achievement of girl-child education thus challenging the program success.

Recommendation 1:

It is recommended that ACORD re-strategize the education awareness campaign approach and develop one that is participatory, independent and yet not conflicting but responsive to the culture of the people.

ii) Training and learning Materials Needs Against ACORD's Phase Out Strategy

ACORD was found to have had developed an exit strategy for the program running 2002-2007. Given the post-conflict setting, more returnees are expected to join the schools. This presents ACORD with a new challenge to respond to emerging community needs.

Recommendation 2:

It is recommended that ACORD revise the phase out strategy in light of the emerging changes in Terekeka given the advent of peace and the enormous community needs for education.

iii) Reviewing the Teacher Training Programme

Although project documents indicated that the phase training had come to an end in 2005, ACORD might need to think through that decision. The demand for trained teachers and especially female teachers was still far from being met. The other alternative places where teachers from Tali could access training was said to be in Maridi and or Yei. Already, there is a trend that trained teachers continue to take up jobs in other sectors thus a large turnover reducing the numbers of teacher available at schools. This would leave the schools with unskilled teachers. Given these scenarios the continuous training of teachers remains imperative.

Recommendation 3:

It is recommended that ACORD rethink through the need and strategy for teacher training within the Terekeka County. This would attract more teachers and especially female teachers to join the education sector.

iv) Enhancing the Roles and Responsibilities of PTA's/local leaders through Refresher Courses

The program had continuous refresher workshops for PTAs and local leaders as a strategy adopted to build the capacity of the leaders towards effective community participation in the education program. The evaluation noted various achievements associated with the strategy. These were mobilization of the community to participate in schools construction as well as awareness campaigns that had influenced parents to send their children schools etc. The strategy is seen as the right tool in the context of southern Sudan towards awareness creation on the importance of education as well as creation of a sense of responsibility and ownership of the schools.

Recommendation 4:

It is recommended that ACORD continues with these courses until the local leadership is strong enough to operate on its own.

V) Capacity building for Head teachers

Capacity building for school heads was an intervention to improve school management and the learning environment. The evaluation found that a total of 14 heads and deputy heads had been trained. Interviews with a number of them revealed an improvement in the administrative skills of the school as well as in record management.

Recommendation 5:

It is recommended that training needs assessment be used to inform the head teachers' capacity building strategy. This way ACORD would be able to develop a demand driven training module that is more relevant and responsive to the entry levels of the school Heads.

VI) Capacity building for Field Level Staff

The evaluation established that ACORD and the County Education staff worked jointly in monitoring the schools. Monitoring involved follow up of the teachers' performance after training. Monitoring also checked to ensure that the schools were being run and managed effectively. Findings of the evaluation revealed that the capacity to undertake these roles was limited especially on tools for assessing the performance of teachers as well as management skills. In addition the skill for baseline assessment necessary for effective planning was limited.

Recommendation 6:

It is recommended that ACORD undertake a capacity building for the County Education Officers to equip them with relevant skills for monitoring and supervision of the programs. Specifically the capacity building should target aspects of baseline assessment, data analysis and planning, as well as school management, administration and finance.

MAIN REPORT

1.0 BACKGROUND

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 included:

- Across –Boma and Yei teacher training programme.
- ACORD- School Project
- Sudan Women in Development and Peace- Education projects in Upper Nile.
- Southern Sudan Persons Disabled Association – Education projects in Upper Nile.
- Diocese of Torit- St. Bakhita Secondary School.
- Nuba Relief 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 assessment 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 Representative. Several participatory and interactive methods were used for data collection, review and analysis. These included:

- ❑ Literature review of relevant documents among them assessment 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, ACORD staff, primary school teachers and pupils, graduates and trainees the Teacher Training programme, 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 ACORD implements.
- ❑ Quality of approaches, methods and techniques used in Programme planning, implementation, monitoring and reporting.
- ❑ Programme achievement and effects, impact on the programme beneficiary target reports.
- ❑ Organization capacity relevance and efficacy to understand interpret and address emerging changes in the Programme context.

1.6 Key Outputs of the Programme

The evaluation is expected to generate the following outputs:

- ❑ A documented analysis of partner's level of achievement, effect and impact 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 on the partners' projects.
- ❑ Documentation potential recommendation to both STROMME Foundation and local partners in relation to programme quality and improvement in programme implementation.

1.7 Partnership between STROMME Foundation and ACORD

ACORD is an international Agency implementing development programmes in different countries. The agency has its Head office in the UK, a Regional office for the Eastern Africa Region in Nairobi and a Southern Sudan Program, coordinated from Nairobi, but with the coming of peace, moving to Juba in Southern Sudan. ACORD has a Country Office for Sudan in Khartoum.

The partnership between STROMME Foundation and ACORD began in 2001 with two components thus community based education and capacity building. This evaluation will focus on the education component.

2.0 CONTEXT OF EDUCATION PROGRAMMES IN SOUTHERN SUDAN

2.1 Introduction to the Context

There has been no consistent peace for nearly 50 years in southern Sudan. This has challenged the provision of basic services including education. With the war destroying most if not all-schooling infrastructure, majority of children born over the last 20 years have never been to school; while those born earlier than 20 years ago were forced to terminate their education prematurely⁴.

Over the years several NGOs and local communities have through joint initiatives opened schools across Southern Sudan. Operation and management of these schools has been challenged by factors among them lack of unified and examinable education and certification, and lack of a universally used curriculum, syllabus and training policies. Established schools lack amenities for proper health and sanitation hygiene as well as extra curricula activities and laboratories facilities. There has been low school enrolment, poor motivation for teachers, poor learning materials and environment, high drop out rate and or sometimes no school attendance by girls.

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

2.2 Agency for Cooperation and Research Development

ACORD Southern Sudan Program in partnership with SRRC, local authorities and communities in Tali Payam started implementing an Integrated Community Based Programme since 1999. Initially the programme mainly focused on food security and water. ACORD implemented an education programme in Tali Payam, Terekeka County from 2001. A baseline survey carried out in the area in 2000 revealed challenges in programme implementation emanating from high illiteracy levels⁵. The area had no formal school system partly due to lack of buildings as well as qualified teachers. In essence volunteer teachers occasionally taught those who were interested in learning⁶.

The partnership between STROMME Foundation and ACORD began in 2001. It has two components thus community based education and capacity building. The focus of this evaluation was community based education programme with a focus to Teacher Training and Construction of Schools. The programme envisaged increasing access to and levels of education amongst the population (adults and children) of Terekeka County. More specifically the programme sought to achieve the following prime objectives:

- Increasing access to school-based education for children and adults, girls and boys, and women and men.
- Improving the quality of teaching and learning.
- Increasing community participation in school management.

In line with the above objectives the education support programme was tailored towards improving the education standards amongst the population.⁷ Emphasis was on improved primary education for all regardless of sex, age and race. The programme gave special attention to the girl-child disadvantaged by existing traditions and customary practices of the communities.

⁴ *The Education Sector Plan of New Sudan; SoE, Nov, 2004*

⁵ *Tali Integrated Community Programme Baseline Survey, 2001*

⁶ *Tali Integrated Community Programme Evaluation Report, Nov, 2003*

⁷ *Capacity Building & Community Based Education Programme, 3rd Quarter Report, July –September, 2005*

3.0 ANALYSIS OF MAIN FINDINGS

3.1 Planned Activities versus Implemented Activities

The evaluation sought to assess and document the programme achievements for the period 2003-2005 based on the planned programme objective. A review of existing program documents and interviews with key respondents and stakeholders revealed that program objectives for the period 2003-2005 were consistently implemented despite a number of challenges. The table below tabulates the achievements of the programme against the set objectives.

Year Under Review 2003

Goal: Increased access to and levels of Education amongst the population (adults and children) of Terekeka County, Equatoria Region, Southern Sudan.

Specific objectives:

- Increased access to school-based education for men, women, boys and girls in Terekeka County.
- Improved quality of teaching and school administration.
- Establish community school support management structures.

Planned Activities	Achievements	Impact
Delivery of school materials to schools in Terekeka County.	10 schools supplied with school materials & agric inputs -6 primary schools and 3 nursery schools supplied with uniforms.	Teachers able to teach better
Support to teacher training	21 teachers (1 female & 20 female) trained -15 teachers (male) underwent on the job training -26 teachers trained (21 primary, 2 nursery, 1 a female and 1 male, 3 adult literacy 1 female, 2 males	Teachers able to keep record, plan lessons, improved teaching method & time management Improved the teaching qualities of the teachers who have basic rather than professional teaching skills
Establishment of education committees at Boma levels to provide community support and guidance to schools.	5-day workshop for 34 teachers: 28 PTA members (7 female and 21 male) and 6 primary schools agriculture teachers (all male) held.	

Year under review 2004		
Goal: Increase access to school-based education by supporting primary and secondary school education in Tali Payam Terekeka County in South Sudan		
Specific objective <ul style="list-style-type: none"> ▪ Build capacity of the local structures to enable the community assess, plan and manage their educational needs with special focus on girl Child education ▪ Eradicate female marginalization in education sector ▪ Participate in future development interventions. 		
Planned Activities	Achievements	Impact
Creation of awareness and sensitization of the community on education needs	18 campaigns were successfully conducted in 5 Payams namely Dari, Makido, Jabur, Bari and Tindilo	More pupils sent to school as a result of the campaigns
Phase II training of teachers	20 teachers attended (18 male and 2 female) The New Sudan Education Mode textbooks were used for the training	Quality and role of teachers within the schools and the community improved
Construction of classrooms	Block of two-classrooms at beam level awaiting roofing in Makido. All roofing materials purchased and transported to Tali Construction at Pagara at window level	-
Collaboration and networking	Regular meetings with counterparts within and outside Tali to coordinate activities	
Monitoring and supervision of activities	Improvement particularly in areas of brick molding, sand and stone collection as well as class attendance by teachers and pupils	
PTA executive committee workshop	25 members of PTA; 23 men and 2 women attended a five day from four (4) schools in Tali Payam Management Committee set up by-laws to govern the schools	The PTAs supported ACORD construction team with mobilization of local available construction materials; they locally raised funds to support the teachers through cost sharing
Delivery of stationeries to schools and CED	School stationary consisting of text and exercise books, pens, rulers, chalk, blackboards assort equipment etc were delivered and distributed to all the schools in Tali	

Intensive English course	21 teachers 20men and 2 women attended a five day workshop	Improved standards of teacher written and spoken English.
Support in teaching Primary 7 candidates	11 candidates (all boys) sat for mock and P.L.E (Primary Leaving Examination	Prompted some low level workers to join school to enable them upgrade their standards. The completion of primary seven has made it possible for CANS to think of opening secondary education in the county it is already at pipe line
Head teacher and deputies workshops	7 headmasters and 7 deputies 13 men and 1 woman from two Bomas (Mijiki and Dari)	
Exposure visit		
Workshop for CED/PED		

Year under Review 2005		
Goal; improved primary and secondary education for both the capable males and females regardless of sex, age and race		
Specific objective <ul style="list-style-type: none"> To increase access to school based education for boys and girls and Adults regardless of age and race. Increase quality of teaching/ learning and school management. Establish community based education management structures to manage schools 		
Planned Activities	Achievements	Impact
Creation of Awareness and Sensitization	13 campaigns were carried out on education in three Bomas (Dari, Makido and Jabur)	<p>Increase in enrolment of the pupils for both girls and boys from 339(271males and 6 females) in 2001 to 1450 pupils (1200 males and 250 females in 2005 for Ten schools.</p> <p>Positive participation of the community in making bricks, baking, ferrying and provision of food to construction team at sites of Makido, Pagara and Mijiki.</p>
Phase III Teacher's Training	Twenty Six (25 male & 01 female) teachers attended the training	Improved performance Pupils are able to recite poems, drama and communicate fairly fluent in the public/ occasions
Teacher's Methodology Workshops	Thirteen teachers (12 male and 1 female) were drawn from all the schools.	Teachers equipped with skills of teaching and enabled to know and follow their professional code of conduct effectively
Construction of Schools	<p>Two permanent classroom blocks (Pagara & Mokido) completed and Commissioned on the 13th, Nov., 2005 by Mr. Ezra Remo Weleya the Education Coordinator STROMME Foundation</p> <p>Classroom at Mijiki, was awaiting roofing by the time of the evaluation.</p>	<p>Community evidently involved in school activities</p> <p>Distance to nearest school reduced</p> <p>sanitary facilities like latrines and shelters are made in five schools; Apiu, Mokido, Akenwel, Dari and Pagara</p>

Stationery	Adequate stationery delivered to schools It is also meant to encourage enrolment of pupils and improve performance of both the teachers and pupils in schools	Teachers use relevant resources with clear presentation of lessons, which resulted to encouraging pupil's performance
Parent's and Teacher's Association (PTA) Refresher Workshop	105 participants (80 male and 25 female) attended the workshop successfully	Increased level of community participation in the education program. Instilling a sense of responsibility and programme ownership at the community level
Girl child education campaign w/shop	131 (40 female and 91 male attended the workshop	Improvement in enrolment of girls in schools.
Head teachers and Deputies refresher workshop	17 participants (16 male, 1 female attended workshop	Head teachers able to manage their schools better

3.2 Programme Inception and Development Queried

The evaluation sought to know how programmes were conceived and developed at ACORD. It was found that project design and development was informed by needs identification. Program proposals formed the main tools for resource development and mobilization. ACORD mobilized resources from STORMME Foundation and other sources as well. The programme focused on four (4) schools in Tali Payam in Terekeka County.

Interaction with the existing Program documents and program beneficiaries indicated that the implementation of ACORD Community Education Support program in Tali was in line with the project proposals and objectives for the period 2003-2005. Despite the achievement some of the implementation approaches would need to be revised if the program is to realize impact in relation to the target communities. Details of the findings are discussed below.

3.3 Strategies and Methods in Project Implementation

The evaluation examined the strategies and methods ACORD used to implement and manage the programme. The creation of community awareness and sensitization on the importance of education approach was used as a basis to mobilize the communities on the basis of increasing their knowledge on the importance of education for their children.

The teacher-training intervention and provision of learning material strategy was geared towards improving the performance of teachers and the quality of teaching in schools within the project area. Whereas the availability of trained teachers was expected to effect increased enrolment in the schools, the assessment established that these had been partly achieved. Improved performance of the pupils was linked to accessibility and use relevant learning resources, enhancing the training and learning processes.

Capacity building for school heads was an intervention to improve school management and the learning environment. The continuous capacity building for school heads and deputy schoolteachers was highly commended given the fact that most of the teachers received only basic training as opposed to professional training. Such workshops would be needed to refresh the teachers and enhance effectiveness.

The programme had continuous refresher workshops for PTAs and local leaders as a strategy adopted to build the capacity of the leaders towards effective community participation in the education program. The evaluation noted various achievements associated with the strategy. Respondents confirmed that during the construction of the schools the PTAs and local leaders mobilized the community in mobilizing local construction resources and labour.

3.4 Programme Approaches

Existing literature reveals that southern Sudan has the lowest access to primary education in the world. The gross enrolment ratio (20 percent) is the worlds lowest, as is the female to male enrolment (35 percent). Only 2 percent of the population completes primary education and the adult literacy rate is 24 percent.⁸ The awareness and sensitization campaigns were geared towards promoting the importance of education within the community. Given the fact that an entire generation has missed out education during the two decades of war, awareness creation as an activity in the programme was needed. Methods used to undertake the campaigns included meetings, community gatherings and addressing congregations. During the campaigns influential persons, among them chiefs, headmen, PTAs and church leaders involved.

In Tali and Terekeka as a whole there are no local teachers. Majority of the educated person left during the period of war and have not come back. The Teacher Training programme was launched with the aim of upgrading the teachers. The initial project plan was to train (10) teachers at diploma level. However, the general lack of trainable teachers in the County led to the implementation of a phased teacher training. This was an in-service training of three phases (three months per phase) focusing on lesson preparation (lesson plans, scheme of work) delivery methods (presentation), class control and management. At the time of the evaluation, a total of 67 teachers (43 male, 4 female) had gone through the phase training in Tali.

⁸ JAM Sudan Joint Assessment Mission, Volume III Cluster Report, March 2005

A teacher's methodology workshop undertaken by ACORD under the STROMME Foundation support was meant to cater for the untrained employed teachers in the County. The general aim of the workshop was to equip the teachers with skills of teaching and to enable them know and follow their professional code of conduct effectively. Some of the topics covered during the workshops were the Teachers' Professional Code of Conduct, general methodology and specific schemes of work and lesson plans for all the teaching subjects.

The evaluation further established that apart from the phase training, on job training formed part of the capacity building approaches for the teachers. This was geared towards improving the teaching skills of the teachers given that the phase training offers only basic rather than professional training. Part of the on the job training was Intensive English Course. Interviews with ACORD staff indicated that the year 2005 marked the end of the phase trainings. An indication was given that more focus would go to refresher workshops for community leaders and teachers.

ACORD provided the Head teachers and Deputy Head teachers support in the management of the schools. To enhance their capacity the project plans included workshops that aimed at improving the administrative skills of the school heads. This focused record management and teachers' professional code of conduct. At the end of the workshop the school heads were expected to differentiate essential and non-essential needs of the schools and how to finance their schools.

Available literature reveals that of the few schools that exist in southern Sudan only 10% are under permanent buildings, out of which 80% have no desks while 62% have no sanitary facilities⁹. The construction of schools under STROMME Foundation support entailed building of two permanent classes in 3 schools and renovation of one old school. ACORD addressed this by supporting construction of three schools namely, Mokido, Pagara and Mijiki. Tali model school still needed renovation and equipping with desks.

The provision of learning materials involved supply of teachers' guides, textbooks, and exercise books to schools within the project area. Findings from the evaluation revealed that the materials supplied had improved performance of both teachers and learners. School enrolments was found to have had increased. The quantities and types of materials supplied are attached as an annex.

Capacity building workshops for PTAs was envisaged to enable them manage the schools once ACORD phased out. At the time of the evaluation, most of the schools within the project area had Parents and Teachers Association in Place. The PTAs had a membership of 15, 7 of whom formed the executive committee. Capacity building of the executive committees had been done with a focus to the roles and responsibilities for effective community participation. As a result of the workshops the PTAs supported ACORD and the construction team with mobilization of local construction materials. In addition, PTAs had helped raise funds locally to support the teachers through cost sharing.

In the Mundari community like other parts of southern Sudan, girls are highly valued as a source of wealth (dowry) in terms of earning livestock (cattle). Existing literature reveal that by both girls and women continue to suffer from community marginalization. The enrolment and retention of girls in schools was greatly undermined given the cultural context. To promote gender parity in the schools within the project area, ACORD in collaboration with the local leaders undertook campaign workshops in various parts of Tali. The campaigns led to the passing of resolutions in favour of the girl-child's education and rights in the community. The Civil Authority of the New Sudan, the local traditional Chiefs and commanders were reportedly approved the resolutions requesting that the participants put them in to practice before legislative procedures were done.

⁹ JAM Sudan Joint Assessment Mission, Volume III Cluster Report, March 2005

3.5 Relevance of Interventions

The needs addressed by ACORD were explored and found relevant. The creation of awareness and community sensitization on the importance of education approach was found to be relevant. The need for learning and training materials is enormous given the increment in enrolment as more returnees continue to stream in the area.

The schools also need organs such as the PTAs to link the community and the school. The approaches used to address the needs were appropriate and relevant. Schools in Southern Sudan need more trained teachers, as there are hardly enough to undertake the role. Respondents confirmed that there was need to increase the material support, as current supplies were not enough compared to the number of pupils. A scheme of service and salary structure for teachers would be deemed prerequisite if the programme is to realize its objectives. This would facilitate the retention of teachers in schools and address the high turnover rates.

The need for permanent classrooms remains great. For a long time schools have operated outside or in makeshift structures thus exposing the pupils to harsh weather conditions unfavorable for learning. The evaluation established that during rain seasons some schools had to be closed or some classes terminated until the rains were over. As ACORD seeks for support towards this noble idea, there is need for communities to be involved in more actively in the construction of schools.

3.6 Status of the Partnership

The partnership between STORMME Foundation and ACORD has contributed to addressing the needs of the community in Tali Payam. The construction of schools has motivated that community and in particular k, the local County Authorities to give value to education. Many children will be expected to join school due to this partnership.

As an international agency, ACORD has the potential do integrate into the programme elements that compliment and support communities to become self-reliant. With its experience in Ethiopia and other Countries it has the potential to bring into the partnership valued lessons that improve the programme.

3.7 Challenges facing Programme Implementation

The evaluation established that ACORD still faced major challenges of reducing and eventually reversing the gender gap in education. Cultural responsiveness and practices continued to block girls, and to some extent boys' access schools enrolment since 2003. The 2004 community awareness campaign led to an improved enrolment of the pupils for both girls and boys from 339 (271 males and 6 females) in 2001 to 1450 pupils (1200 males and 250 females) in 2005 an aggregate figure for ten schools. For ACORD to achieve greater impact there is need to rethink the awareness campaign approach and develop one that is more participatory, inclusive and community based yet not conflicting with the culture of the people. Other aspects cited as some of the challenges contributing to programme quality and service delivery include: -

- Inadequate transport and logistical facilities at the field level: includes inaccessibility during wet weather and the rough terrain.
- Delay in transfer of funds
- Drought leading to famine and thus hindering teacher pupil school attendance.
- Increase of returnees and opening of access to Terekeka County as a whole presents scope of education needs.

3.8 Impact of the Project as Perceived by the Stakeholders

The awareness campaigns had influenced parents to send their children to school. Respondents confirmed that the strategy had realized communities' awareness on the importance of education as well as creation of a sense of responsibility and ownership of the schools. The evaluator observed three schools constructed under the programme. It was noted that communities participated through provision of local labor (Molding and baking of bricks), as well as supervision of the construction work. At the time of the evaluation the local chief was found at the site supervising the construction work.

By the time of the evaluation three (2) of the schools were already completed thus Mokido and Pagara. Mijiki primary school was still under construction with the remaining work being roofing, installation of windows and doors as well as plastering and painting as indicated in the project proposal. Tali model school still needed renovation and equipping with desks. It was reported that Transport challenges delayed the programme work. During construction communities were actively involved in the mobilization of local materials and provision of labour.

The evaluation found that a total of 14 heads and deputy heads had been trained in workshops set up. Interviews with a number of them revealed an improvement in the administrative skills of the school as well as in record management.

Although project documents indicated that the phase training had come to an end in 2005, ACORD would be challenged to think through that decision. The demand for trained teachers and especially female teachers was still far from being achieved. It would be worthwhile for ACORD and the local authority to consider the establishment of a training center within the County to attract more teachers and especially female. Existing statistics revealed that a total of 47 teachers (43 men and 4 women) had been trained through the phase programme. Other aspects of impact were summarized thus:

- Awareness creation and sensitization has contributed to improvement on enrolment in schools.
- More parents encouraging education of children and particularly girls' enrolment.
- Performance of the pupils improved as evident by pupils' ability to recite poems and ability communicate fairly fluent in the public/ occasions.
- Increased community participation in the education program. Communities are now said to be self organized and self monitored in relation to community work.
- Evidence of behavioral change in personal hygiene practice, and attitude.
- The changing of life style by the children has impacted on their parents. Many parents abandoning some traditional practices too.
- Completion of primary seven has made it possible for CANS to open secondary education in the county. This is already at pipeline.
- Local artisans in masonry taken on apprenticeship skills for 2 months.

3.9 Programme Sustainability Queried

The Education programme had put in place various mechanisms to ensure that the programme continues even in the event of ACORD's exit. The capacity building for PTAs and local leaders was envisaged to enable them own and manage the schools. Once accomplished the PTAs in collaboration with the local leaders will be responsible for maintaining and developing the schools.

The initiative of paying incentives to teachers backed by the County and provision of food and non-food items had helped retain teachers hence increasing the annual enrollment of pupils¹⁰. Whereas this is a commendable initiative, there is need for ACORD to strive to build the capacity of teachers from Tali to replace those from neighboring Counties currently teaching in the area. This could be achieved by introducing a bridging academic course aimed at upgrading some local people who would then be trained as teachers.

The evaluation examined the existence of an exit strategy. It was found that ACORD had already formulated an exit strategy. However given the lack of teachers in the area the programme will continue to seek support towards training of local teachers to replace the ones from the neighboring Counties. ACORD views the 2005 candidates as the pioneers of secondary school in the area. Within a period of five years ACORD anticipates that candidates will become trained as teachers to take over leadership roles as soon as ACORD phases out.

¹⁰ Community Based Education & Capacity Building Programme, 4th Quarter Report, October –December 2005

In order to move the programme towards sustainability and self-reliance, the following measures have been put in place⁵:

- Purchase and delivery of stationery, agriculture inputs and textbooks will cease by the end of year 2007.
- Phase trainings ended by the end of 2005. ACORD Education Department will concentrate on refresher workshops for community leaders and teachers.
- Local teacher trainers and supervisors will be identified and monitored through capacity building component, both internally and externally to prepare them sufficiently to take over by 2008 where the current students would have finished secondary education.

4 ORGANIZATIONAL CAPACITY REVIEW

4.1 Planning, Budgeting, Organizing and Coordination

The evaluation examined the existing management practices within ACORD. It was established that, the necessary practices for planning, organizing and coordinating activities to facilitate processes within the organization were found in place. A bottom up planning approach informed by identified and prioritized needs was adopted. Program implementation plans were developed through consultation and feedback between the headquarters and field offices.

The assessment sought to establish how funds were transferred from Nairobi to the field office. It was established that due lack of a banking system, ACORD had made arrangement for safe and secure transfers to meet the different needs of the programme in Tali. As most of the time it was necessary to establish safety and security before transfers, this method of transfer was said to cause delays hence slowing down of implementation of activities.

Planning and organizing for implementation included developing implementation plans and reporting on-going work. This included the use of financial reporting guides as well as monitoring and evaluation frameworks at project level. Existing literature revealed adherence to the STROMME Foundation requirements through out the evaluation period. Projects records were kept in an easy to retrieve manner.

Communication between Tali and Nairobi was found adequate to support decision-making and guidance. Transportation was challenging due to roads conditions. The role of Arua as a support base in procurement was of great benefit to the programme in Tali. In addition the coming of peace had facilitated the linkage between Tali and Juba thus more support for the programme. Collaboration with other agencies the field level benefited the staff as well.

4.2 Review of Financial Management Capacity

The evaluation sought to find out whether ACORD had systems, procedures and records in place for financial management and transparent accounting. The evaluation established existence of a participatory budgeting procedure in ACORD. Once developed budgets were shared with Executive Director, Finance Officer and the Education Coordinator for review. Reviewed proposals were then be forwarded to STROMME Foundation and other donors for fund raising.

Procurement was done by a logistician based in Arua, Uganda. Air transportation was coordinated from Lokichoggio. Programme inputs were transported by road. While on transit, waybills were used to confirm the goods. ACORD had a store in place where the goods were kept upon receipt. Relevant store record was e.g. inventories and bin cards were in place. The team leader authorized requisition of store materials. The available vehicles were shared between different programs to enable movement. Specific programme budget would be charged accordingly.

The Nairobi office managed and kept the books of account. Accounting and financial transactions were minimal at the field level. All field financial transactions were accounted for and emanating records returned to the Nairobi office for reporting, safekeeping and donor reporting.

The books of accounts were computerized and the officer in accounts had back-up documents to support all entries in the ledgers. At Nairobi ACORD maintained local and foreign currency bank accounts. External Auditors were engaged at the end of every financial year for Programme audit.

4.3 Review of Financial Documents

Available Financial Reports and Audit Reports were reviewed for the period under evaluation. It was noted that in the financial year ending December 31st 2003 there was:

Under –expenditure

- Support to schools Ushs 4,408,000
- Support to teacher training Ushs 1,199,600
- Other educational activities Ushs. 1,134,432
- Education Equipment Ushs 1,237,180
- Program delivery and administration Ushs 8,677,171

Over expenditure

- Capacity building Ushs 11, 960,162
- Program co-coordinators salary and allowances Ushs 2,213,782

In the financial year ending December 31st 2004, the following was noted:

Under expenditure

- Capacity building Ushs 927,054,099
- Support to teacher training Ushs 3,157,210
- Education equipment Ushs 2,180,690

There were no major issues noted in the analysis the financial documents of year 2004.

ACORD might wish to reflect on what this financial scenario entails in the context of the needs at the community level.

4.4 Application of the Finance Policy

- ❑ In the financial year 2002 there was an unexplained opening balance of Ushs 337,090.00
- ❑ There was also unexplained difference of the closing balance amounting to Ushs 304, 549.00.
- ❑ There was an expenditure of Ushs 9,115,884.00 that was not supported by documents.
- ❑ There was cash balance of Ushs of 760,370 that was not supported by the cashier's certificate.
- ❑ Some payment vouchers were not signed by the recipients. This created a loophole and potential re-use of vouchers.
- ❑ Advances for November and December were not accounted for immediately after the accomplishment of the tasks.
- ❑ In the financial year ending December 31st 2003, there was an unexplained difference of Ushs 5,938,202.
- ❑ According to the audit report, Monthly payment of Ushs 170,000 to the County Education Department was not signed for as received.
- ❑ Expenditure amounting to Ushs 2,289,650 was not supported by adequate original documents.
- ❑ In the financial year ending December 31st 2004, the unexplained difference was Ushs 8,053.
- ❑ There were unsupported payroll liabilities of Ushs 1,586,371.
- ❑ A separate general ledger was not maintained for the programme.

This reflects a situation where ACORD seems to have had not controls in its financial systems to help monitor, control and report, based on sound financial management policy. The field level needs to be strengthened to deal with these lapses.

4.5 Application of Other Guidelines

Transparency

In the financial year ending December 2002, there was unavailability of documents, which made review difficult. These were:

- ❑ Supporting documents for payments.
- ❑ Lists of employees details of their salaries and employment contracts for the project staff.
- ❑ Records for accounting of advances.
- ❑ There were no records confirming attendance of participants to seminars and workshops as for payment of Per Diem allowances.
- ❑ There was no register to denote how procured materials were distributed.

ACORD might wish to ensure that records are kept not only kept built that they as also retrievable as per laid accounting principles.

Adherence to accounting policy

In the financial year ending December 31st 2002, the management acknowledged the system's weaknesses and promised to implement the recommendations from the Auditors. This was noted in the audit reports for subsequent years as follows.

- Cash counts were done on regular basis and standardized forms used for that purpose.
- Payment vouchers reviewed were signed and approved by authorized persons.
- Payment vouchers were pre-numbered and coded to identify the specific project expenditure.
- All expenses related to activities specified in the partnership agreement and approved budgets.
- Payment vouchers and invoices were stamped paid.
- All expenses related to activities specified in the partnership agreement/approved budgets.
- Receipts were issued for all money received.
- All deviations from the normal remuneration were explained.
- Training costs were supported by approved names of participants, no. of days, names of resource persons
- Advances to staff for official travel/procurement are settled immediately on accomplishment of the task.

This was in line with STROMME Foundation's accounting policy.

Budget management

In the financial year 2002 there was no of budget document to compare with the actual expenditure. In the period under review, the partner did not seek approval from STROMME Foundation for over/under expenditure in the above-mentioned items. This contravened the financial policy. There were several cases of underutilization of the budget; this would mean that some programme activities were not implemented as budgeted.

4.6 Current Human Resource Capacity

An assessment of the current human resources capacity revealed that ACORD did not have adequate number of staff to implement the programme at the field. At the time of the evaluation the programme had only three teacher trainers. Their level of engagement was found large and overwhelming. Initially the programme had five (5) trainers including the coordinator. Respondents confirmed that on certain occasions lack of qualified staff had forced ACORD to collaborate with other agencies such as ZOA for certain skills.

ACORD and the county education staff worked jointly in monitoring the schools. Specifically, monitoring involved follow up of the teachers after training. Follow up also ensured that the schools were being run and managed effectively. The capacity of the staff in the County Education Office to undertake these roles was found weak given that, they had neither been trained on how to assess the performance of teachers nor had they been trained on school management. There is need for ACORD to undertake a capacity building for the County Education officers to equip them with relevant skills for monitoring and supervision of the programmes.

5.0 CONCLUSION

The evaluation established that ACORD implemented the programme according to the requirements of Partnership. There was evidence of baseline data to guide project inception. ACORD maintained timely reporting on work progress (quarterly and annually) to STROMME Foundation. Financial reports revealed that resources provided were used and accounted in a transparent and accountable manner.

The approaches used by ACORD were found to be relevant and responsive to the needs of the people. As a result physical observation and comparison between proposal/plans for the period (2003-2005) and narrative reports revealed achievement of most of the programme activities. In case where achievements were not registered an explanation was noted in the reports.

APPENDIX 1

List of Respondents

ACORD Staff

1. Quiriko Tombe
2. Lillian Dudu
3. Simon Wani
4. Kulang Magok Quard
5. Charles Hakim
6. Julius Taaban
7. Michael Modi

County Education Officers

1. Ezekiel Eli Malo
2. Commissioner Colonel Wani Nyarumbar
3. Commissioner of Police – William Adyang
4. Mr. Andrato Lorumbe Yanle
5. Mr. Macello Ginaba Lokule

Masons and Potters

1. Kukunsuk Emmanuel
2. Ladu Scopus
3. Wani Cosmas
5. Malish Moses
6. John Garang
7. James Mokoto
8. Sebbit Emmanuel
9. Paul Kulan

APPENDIX 2

List of References

Author	Title	Date of Publication
SSDPA	Annual Report, Community Education Support Programme, Western Upper Nile	2004
Kisuke Ndiku	Position Paper on Sudan	Dec, 2003
Samirr El-sabagh	Sudan Basic Education Programme, Model for Community Mobilization Model/Design for Improving Education	August 2003
Secretariat of Education	Teacher Education Programme, History, Philosophy of Education and Curriculum, Module Phase Two	1996
Secretariat of Education	Teacher Education Programme, History, Philosophy of Education and Curriculum, Module Phase Three	1998
Steven Kavindah	Progressive Report on the Teachers Training Phase One	September 2003
ACORD	Annual Report on Capacity building	2002
ACORD	Annual Report on Education Support Programme	2003
ACORD	Annual Report, Education Support programme and capacity building	2004
ACORD	Tali Project Education and Capacity Annual Report	2005
ACORD	Financial Report on Education and Capacity Building	2005
STROMME Foundation	Eastern Regional Strategic Plan (2005/2008) Draft Copy	April 2004
SoE	The Education Sector Plan of New Sudan, for the Pre-Interim Period and January 2005 to December 2010	November 2004
UNICEF	School Baseline Assessment Report Southern Sudan	March
SoE	New Sudan Standards and Quality Control Benchmarks	January 2005
JAM Sudan,	Joint Assessment Mission, Volume III, Cluster Reports	March 2005
SoE	Report of the Education Reconstruction and Development Forum (ERDF)	May, 2005