ACROSS

YEI EDUCATION PROGRAMME EVALUATION REPORT

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On behalf of the evaluation team and my own behalf, I would like to thank and appreciate several people for their contribution towards the evaluation process.

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To all of you we say thank you very much and God bless you.

Joseph Kioko Ndolo
Consultant (Evaluation Team Leader)

ACRONYMS/ABBREVIATIONS

ECS	-	Episcopal Church of Sudan
GOS	-	Government of Sudan
HR	-	Human Resources
JD	-	Job Description
NGO	-	Non-Governmental Organisation
PLE	-	Primary Leaving Examination
PTA	-	Parent Teacher Association
SPLM	-	Sudan Peoples Liberation Movement
SOE	-	Secretariat of Education
TTC	-	Teacher Training College
YTTC	-	Yei Teacher Training College

EXECUTIVE SUMMARY

1.   Introduction

The Yei Education programme participatory evaluation was conducted in January 2005. It was done by an evaluation team comprised of 13 members drawn from different groups of stakeholders. The evaluation team visited the three newly constituted counties: Yei, Morobo and Lainya Counties. The team collected information from a cross-section of informants. The list of the key informants is attached.

2. Programme Goal

To improve the quality of primary education for the church of Christ and the community as a whole in Yei River County

3.   Programme Objectives

The comprehensive approach of the education programme is aimed at achieving the following objectives:
(a) To establish a consistent quality Teacher Education and Training Programme in Yei River County and develop local expertise to sustain it.
(b) To improve the performance of teachers and the quality of teaching in the primary schools in Yei River County.
(c) To decrease the lack of school materials in primary schools and help them to function better.
(d) To improve the performance of the primary school supervisors of the Yei River County and enable them to do a quality job, as well as assist in the monitoring process.
(e) To ensure Christian witness cuts across all the activities of YTTC.

4. Goal of the evaluation

To assess the results or factors leading to impact and sustainability in relation to the programme goal and objectives

5. Methodology

Participatory approach was used. Different stakeholders were involved in the evaluation. Methods used included document review, interviews, focus group discussions and stakeholders' workshop**.**

6.   Evaluation findings:

(a)   Effectiveness

Majority of the programme objectives have been met, namely:
- YTTC has been constructed
- 134 teachers have received in-service teacher training courses (134 have completed phase I, 90 have completed phase II and 46 have completed phase III)
- Teacher-train-teacher local workshops have been conducted and many teachers have benefited from them. (For example 531 teachers were trained after 1st phase II teacher training course)
- Up to 40 supervisors have been trained on supervision of schools, monitoring system and school management.
- 45 bicycles were distributed to the school supervisors on a cost-sharing basis.
- An Advisory Committee was formed to advise TTC on matters pertaining to its running.
- 5337 textbooks,814 charts and 3228 modules have been distributed
- YTTC has set up a monitoring system, which has enhanced their feedback system. This helps them to get feedback on how the teachers are performing after going through the phase courses.
- 41 Arabic pattern teachers have received intensive English course
- 81 teachers have received Bari vernacular course.

(b)   Relevance

The evaluation showed that the Yei Education programme interventions have been relevant to the communities and beneficiaries. They have been responding to real needs of the beneficiaries. The key informants confirmed this. Analysis of the current needs also confirmed that the same needs that the programme has been addressing are still there and remain relevant to the beneficiaries. Details on specific issues are contained in section 7.2 of this report.

(c)   Efficiency

To the best of their knowledge, the view of the evaluation team is that the programme resources have been utilised efficiently and for the purpose intended. There was no evidence of any misappropriation of funds or misuse of resources**.**

(d)   Impact

 The evaluation team noted that Yei Education Programme had made some positive impact in the area they were to cover by the local authorities. However given the vastness of the area covered and magnitude of the needs that the programme has been addressing, the impact would have been greater if the area of interventions more focused.

Details of specific areas where the impact has most been felt are presented in section 7.4 of the report.

Sustainability

The communities, church and other stakeholders have been involved and participated in some aspects of the running of the programme. There is a sense of ownership of YTTC by the stakeholders. These are good signs and this is likely to lead to sustainability. However, the issues of management & governance of YTTC and hand-over to the church will need to be looked into.

(e)   Ownership

The evaluation team established that the common understanding of the stakeholders on the YTTC ownership is that the ECS church legally owns it. It is built in ECS land, and so by implication it is owned by ECS. The machines and equipment are, however, owned by the program of ACROSS. The education office has a supervisory role. The stakeholders agreed that they would be included and involved through representation to the proposed Board of Governors.

(f)   Management and Governance of YTTC

In order for YTTC to run smoothly and achieve its goal and objectives, there is need to have an effective and efficient management team (secretariat) to deal with the day-to-day matters of the college and a governance body that would provide leadership (guidance, advice, vision and strategic direction) to the college. The stakeholders strongly felt that there was need to transform the current Advisory Committee to an Interim Board of Governors, which after handover could become a Board of Governors. Suggestions of its composition, selection criteria, mix of skills/competence roles and other conditions are contained in this report.

(g)   Hand-over of YTTC.

Based on discussions with different stakeholders, it was clear that the church was not ready for hand-over. They needed at least two years before the hand-over could be done. The following are some of the suggested steps that need to be taken before hand-over:
1) Transform and expand the present advisory committee into an Interim Board of Governors (IBOG) in line with the criteria for selection stated herein above.
2) Build the capacity of the Interim Board of Governors and the staff. This will involve identification of skills/competence gaps and ensuring adequate and competent tutors are in place.

3) Define the management structure, different roles and functions, reporting line and functional relationships, including having clear job descriptions for all the substantive positions.
4) Develop policies and systems and procedures (e.g. finance, logistics, recruitment etc)
5) Explore the possibilities of funding in the future (from existing or new donors and from within the community and stakeholders)

## 7.	Conclusion

It is the view of the evaluation team that the Yei Education programme has been implemented in a transparent and accountable manner. Adequate records have been maintained and necessary reports prepared on a time basis.   The interventions have been contributing towards the achievement of the overall goal and the majority of the programme objectives have been effectively and efficiently met. The interventions have been very relevant in the sense that they have been meeting real needs of the beneficiaries/communities.

The programme staff have done a commendable job despite the difficulties encountered due to the kind of environment they operate in.

The evaluation team strongly feel that the programme should continue into the next phase, but take into account the changed environment and priorities, due to the signed comprehensive peace agreement.

## 8.	Key Recommendations

The following is a summary of the key recommendations:

1. That YTTC conducts Organizational Development
   - ❑ Clearly define Management and Governance structures of YTTC in preparation for handover.
     - a.	Review the YTTC Organization Structure
     - b.	Define Roles and functions of different Organs, including that of Board of Governors
     - c.	Review staffing capacity and determine the optimum staffing levels and assess capacity of the current staff
     - d.	Review existing job descriptions and develop new ones for the new staff.
     - e.	Develop YTTC constitution
   - ❑ Develop a Vision, Mission and Core values of YTTC
   - ❑ Prepare a long-term plan, taking into account the rapidly changing environment
   - ❑ Develop clear policies and systems
   - ❑ Set up a functioning office separate from that of the base.

2. Transform the current Advisory committee into a full Board of Governors, which is more inclusive and build their capacity
3. Expand YTTC capacity in line with the agreed strategic direction
4. Review the staff terms and conditions of service to ensure good HR practice is maintained
5. Revise the current courses offered by YTTC in line with SOE policies and guidelines
   - Consider increasing the duration of teacher training from 9 months to two years.
   - Give priority to teachers who have completed Phase I & II to complete Phase III because its only then they are classified as trained
   - Consider starting teacher training diploma courses
   - Consider other possibilities (e.g. teaching of nursery school teachers, accelerated learning for teachers during holidays and Adult Literacy Education)
   - Continue to maintain Christian Identity in addition to other topics/subjects.

6. In order to have more impact, it may be necessary for YTTC to consider focusing on few selected schools and cover a manageable area. At the moment YTTC is a bit thinly spread.

7. That YTTC considers expanding networking and collaboration with other NGOs in the areas relating to Education Sector. YTTC may need to initiate a networking forum where they could share/discuss issues of common interest and benefit in Education Sector.

1.0   INTRODUCTION

The Yei Education programme participatory evaluation was conducted in January 2005. It was done by an evaluation team comprised of 13 members drawn from different groups of stakeholders. The evaluation team visited the three newly constituted counties: Yei, Morobo and Lainya. The team collected information from a cross-section of informants. The list of the key informants is attached.

Yei Education is one of the programmes of ACROSS.

2.0   BACKGROUND

2.1   ACROSS

Across is a Christian NGO operating exclusively in Southern Sudan. It first came into existence in 1972, and over the years, the organization has changed its approach, so that it now focuses on capacity building and training. The primary focus at present is various activities that empower the churches and communities and help encourage transformational development. What has remained unchanged over all of the past thirty plus years is a linkage with various evangelical churches in Sudan. The following are a few of the current programmes: Education, Community Health, Household Food Security, Radio, Publishing, Theological Education, Adult Literacy, and HIV/AIDS Awareness.

Across has implemented several projects in various locations, in the sector of education, including teacher training.

2.2   YEI EDUCATION PROGRAMME

Yei Education programme was started in 2001. This was preceded by an assessment that had been done in November 2000. The assessment had identified two main needs in the education sector: need for trained teachers and school materials like chalk, writing books, pencils, pens, black boards, textbooks for teachers and pupils, rulers, etc. According to the assessment, most of the teachers were volunteers who had very little or no training at all. The schools were under-staffed, especially in areas where teacher support was poor. The performance of pupils in primary leaving exams (PLE) was poor.   The average score for the schools was less than 50% then. This was attributed to the lack of trained teachers in schools.

Yei education programme was therefore started in response to the needs mentioned herein above with the following goal and objectives:

2.2.1 Programme Goal

The overall goal of the Across Yei Education Programme is to improve the quality of primary education for the church of Christ and the community as a whole in Yei River County.

2.2.2 Programme Objectives

The comprehensive approach of the education programme is aimed at achieving the following objectives:

1. To establish a consistent quality Teacher Education and Training Programme in Yei River County and develop local expertise to sustain it.
2. To improve the performance of teachers and the quality of teaching in the primary schools in Yei River County.
3. To decrease the lack of school materials in primary schools and help them to function better.
4. To improve the performance of the primary school supervisors of the Yei River County and enable them to do a quality job, as well as assist in the monitoring process.
5. To ensure Christian witness cuts across all the activities of YTTC.

3.0 PURPOSE OF THE EVALUATION

In the project design, there was a plan to have the programme evaluated after completing the first two phases in order to inform the future strategic direction. This evaluation is therefore in line with that plan. Moreover, with the signing of the comprehensive peace agreement between Government of Sudan and SPLM, the context/environment has changed. Therefore, in order to remain relevant in the rapidly changing environment, there was need for the programme to be dynamic and proactive in addressing the current needs in the education sector.

Goal of the evaluation:
The goal of the evaluation was to assess the results or factors leading to impact and sustainability in relation to the programme goal and objectives

4.0 EVALUATION KEY AREAS OF FOCUS

The evaluation focused on the following main areas among others:

Effectiveness: Assessing the extent to which the goal and objectives had been achieved and beneficiaries enjoying the benefits of the programme.

Relevance of the programme's interventions: This involved assessing the extent to which the interventions responded to the needs of the community/beneficiaries of Yei River County.

Efficiency in the use of resources (finances, HR, Machines & Equipment and Materials): Assessing how the resources had been utilised to realise the activities and expected results/outputs. This component also involved checking different aspects of transparency and accountability systems and the quality of inputs used in the implementation of the various interventions.

Impact: Assessing the results/factors leading to impact.

Sustainability: Assessing the results/factors likely to lead to sustainability. The team examined the extent to which the stakeholders/beneficiaries had actively participated and been involved in the planning, implementation, monitoring and evaluation of the programme. Other aspects, which were looked into, included ownership of the programme by the community and local Authorities and the extent to which their capacity had been built to take over the programme after the phase out.

Management and governance structures: Assessing whether the management and governance structures in place would facilitate achievement of sustainability. The evaluation team also examined the existing gaps and made appropriate recommendations for future planning.

5.0   METHODOLOGY

Participatory Approach:
The evaluation team applied a participatory approach in the sense that it involved selected representatives of the main stakeholders, who included: YTTC advisory committee members, head teachers, across staff, primary school teachers and pupils, graduate of various courses, county education officers, county civil authorities county SRRC officers, community opinion leaders, PTAs, and NGOs involved in education. A list of the key informants is attached as Appendix 4.

A team of eleven members drawn from the key stakeholders, carried out the evaluation in January 2005. An external Consultant led the team. The list of the evaluation team is attached as Appendix 1.

Methods
The evaluation team used several methods in carrying out the evaluation. The methods included:
❑ Review of relevant documents/literature, namely: Project proposals, assessments, reports (monthly, quarterly & annually), implementation plans, curricula of different courses, different programme records, policy documents, minutes, photos, textbooks, teachers' guides and other documents deemed necessary.
❑ Individual interviews with representative of key stakeholders

❑ Different focus group discussions
❑ Stakeholders' briefing meeting on the purpose of the evaluation and later a workshop to share the initial results of the evaluation.
❑ Observation during the field visits to different sites and at the YTTC.

6.0   CONSTRAINTS

Although most of the process went on without major difficulties, the team encountered two constraints: limited time to visit many schools and to interview more stakeholders and the schools not open, making it impossible to see the schools in operation.

7.0 EVALUATION FINDINGS

7.1 EFFECTIVENESS

The evaluation has shown that the results of the interventions of the Yei Education programme have been contributing towards the achievement of the goal, though the goal is not yet achieved. It was noted that majority of the programme planned objectives and activities had been achieved. Detailed explanations of what has been achieved are given here below:

(a) Construction of YTTC

YTTC has been constructed and is in the process of hand-over to the church/community. The YTTC has the following facilities: one classroom, four dormitory blocks with three rooms each, one tutors' office, one tutors' accommodation, one food store and general store, resource centre (which has 1370 resources) and two toilet facilities. The college can accommodate between 45 to 46 participants while the classroom can take 120 and also serves as a dining facility.

YTTC has a borehole in their compound, which was drilled by IAS in Aprils 2004. It was operational between April and October before it broke down. Although the borehole did cost US $ 5,300.00, there was no geological survey done to determine the level of water table. It was not quite clear as to whether the borehole was not functional due to normal breakdown or because of lack of underground water. Efforts are underway to identify the problem and resolve it, as the need for water is acute and urgent, especially when the courses are running.

There are certain gaps that need to be bridged: more permanent kitchen, additional accommodation facility for tutors, additional classrooms, and resource centre/library with enough room for teachers to sit in.

(b) Training of teachers

Since its inception, YTTC has implemented three-month in-service teacher training courses for untrained primary school teachers. The teachers were selected using agreed criteria, which made the exercise very objective.

The following are the numbers that completed and graduated in the specific phases:
Phase I   -   134 teachers graduated
Phase II   -   90 teachers graduated
Phase III   -   46 teachers graduated

The teachers who attended the in-service phase courses at YTTC represented 91 schools in Morobo, Lainya and Yei River Counties.

Definition of trained teachers:
According to the County Education office, the trained teacher are: those who were trained in the old Sudan, those trained in Uganda and those who have completed phase III of YTTC courses. The rest are still regarded as untrained as per the definition of trained teachers.

(c) Teacher-train-teacher workshops

Many teachers received training locally from the trained teachers. For example, 531 teachers received training after 1st phase II teacher training course.

(d) Building of the capacity of tutors

YTTC has built the capacity of the three tutors in several areas. The training they have received include: Training of trainers (TOT), Monitoring System, Supervisors training and computer course. They have also received on-the-job training on teaching, report writing and proposal writing.

(e) Training of Supervisors

YTTC has conducted three courses for the supervisors so far. The first course, which was attended by 39 supervisors, was held in October 2001 for one week and focused on supervision in general, particularly, teaching methods. The second one was for two weeks and was held in February 2003. It focused on the monitoring system and the tools that YTTC is using to assess the performance of teachers after receiving the teacher training phase courses. 36 supervisors attended it. 40 supervisors attended the third one, which took place in January 2005, the same time this evaluation was going on. It focused on Education Management.

YTTC has also distributed 45 bicycles to primary school supervisors to facilitate their movement when travelling to different schools for the purposes of supervision of the schools.

(f) Establishment of Advisory Committee

YTTC established an Advisory Committee to advice on matters pertaining to the running of YTTC and prepare the constitution for the time after the handover. The Bishop of the ECS is the chairman of the committee. However, the stakeholders pointed out that some of the committee members rarely attended meetings. This was interpreted as lack of commitment to YTTC. It was also felt that there was need to expand the membership to make it more inclusive.

(g) Distribution of textbooks and school materials

Since Yei education programme was started, it has managed to distribute 5337 textbooks, 814 charts and 3228 modules to the teachers who have been trained at YTTC. The evaluation team noted that there were clear guidelines for the distribution of the materials. The list of the books (titles) distributed is presented in Appendix 3.

(h)   Setting up of a participatory monitoring system

YTTC has set up a monitoring system that has helped them to get feedback on how the teachers are performing after going through the phase courses. This has proved to be very useful because it informs to the future plans of YTTC.

The monitoring system is participatory in the sense that it seeks to receive information from various sources: the head teachers, teachers, pupils and supervisors through observation. The principle of triangulation has worked well here. Information from different sources has been analysed before conclusions are made and decisions made on various issues. The participatory monitoring system was set up to achieve the following objectives:
❑   Measure the outcome and the impact of the teacher training courses
❑   Improve and adjust the teacher training courses in particular and the Yei Education Programme in general
❑   Encourage the teachers in their various locations and give them further and individual advise on how to improve their performance.
❑   Check if the books that were distributed to the schools by the participants of the teacher training courses were being used.

The monitoring system uses the existing structure of the primary school supervisors of Yei River County. The supervisors have been used to monitor the performance of teachers. This has been effective and also beneficial to the supervisors for the following reasons:
 (a) There was no need to set up another structure. This would have been duplication.
 (b) The training and the assignment given to the supervisors strengthen the structure of the local counterpart.
 (c) It is sustainable
 (d) It is cost effective.

Based on the monitoring system, the performance of the teachers in the classroom improved after the teachers attended the in-service teacher training phase courses. Using a rating scale of 1-4, where 1 is very Good, 2 Good, 3 Fair and 4 Not Good, majority of the teachers were rated Good and others very Good. The areas where the teachers were said to have improved as a result of the training included: preparation of schemes of work and lessons, presentation of

lessons, use of effective teaching aids, class management, time management and use of child centred methods.

It was noted that the monitoring tool used provided a good opportunity for feedback on the performance of teachers. The system seems to focus on quantitative data, but it would also be good to think of ways to collect qualitative data.

(h) Intensive English Course for Arabic Pattern teachers

41 teachers have attended the intensive English course for Arabic pattern teachers. The objectives of the course are:
- To provide an intensive English course for the Arabic pattern teachers in Yei, so that they can improve their English language skills so as to become effective primary school teachers in subjects where English is a medium of instruction
- To up-date the teachers trained in Arabic institutions with contemporary teaching skills.
- To motivate the Arabic teachers to remain in the teaching profession and cope up with the changes in South Sudan Education policies.

(j) Bari vernacular Course

81 teachers have received Bari vernacular course at YTTC.

The Education policy states that the first three years of primary school, pupils should be taught in their mother tongue. This is backed up by research, which has shown that pupils will learn reading and writing better if it is done in their mother tongue and English or another second language is introduced later.

(k) Christian witness

YTTC has been involved in Christian witness activities that have strengthened the Christian lives of the participants. Such activities include: devotions, bible studies and discipleship. Some of the teachers interviewed said it was very useful to them.

7.2 RELEVANCE

The evaluation showed that the Yei Education programme interventions have been relevant to the communities and beneficiaries. They have been responding to real needs of the beneficiaries.

(a)   Training of teachers

The need for trained teachers was there when the programme was started and is still there, although YTTC has contributed towards meeting this need. According to school statistics provided by the Yei county Education officer, the "larger Yei" has 129 schools and 992 teachers. Out this number of teachers, only 27 % (271) are trained. The fact that the need has not been fully met makes this intervention relevant. The detailed statistic is attached as Appendix 2.

YTTC has been using the modules developed by the SoE for the teacher education in South Sudan. This also confirms that what is being taught is relevant to the teachers of South Sudan. In order to provide quality training, they have supplemented this material with other relevant material, namely the subject of Art of teaching as well as teaching practice. In order to provide quality training, they have supplemented this material with other relevant material, namely in the subject of Art of Teaching as well as teaching practise.

(b)   Distribution of textbooks and school materials

The schools in Greater Yei desperately need school textbooks and school material. Although YTTC and other NGOs have participated in supplying such items, it has been like a drop in the sea. This was confirmed through interviews with key informants.

(c)   Training of school supervisors

The evaluation team interviewed forty supervisors who happened to be attending a supervisors' course at YTTC during the time of the evaluation. They all agreed that the supervisor's courses conducted by YTTC were very relevant to them. They said the courses had improved their skills and competence in schools supervision. They also said that:

❑ They appreciated the fact that the courses were conducted in Yei County. They did not have to travel to places like Juba, Meridi or Malakal.
❑ The courses were useful for they had acquired skills on how to supervise the teachers.
❑ They were able to encourage the teachers and head teachers not to give up despite the hardships they were facing.
❑ They had acquired skills on how to monitor the teachers' performance in the classroom and check whether the schools were running smoothly.
❑ They had competence to collect important school statistic and that they were able to keep required documents and organise their work better.

The distribution of bicycles to them enhanced their communication with and transportation to schools

(d)   Short Intensive English Courses for Arabic pattern teachers

Interviews with the beneficiaries of the courses showed that the courses were useful to them. They said they could communicate better in English. This improved their effectiveness in teaching subjects where English was supposed to be the medium of instruction.

(e)   Mother tongue courses

Mother tongue courses were essential for the teachers. The pupils need to start with mother tongue as language of instruction. Assistance to teachers to perform better in this area, was highly appreciated.

7.3   EFFICIENCY

The evaluation team examined the use of the Programmes resources and were convinced that the resources were utilised efficiently. There was no evidence of any misappropriation of funds or misuse of resources.   To the best of the knowledge of the evaluation team, the funds were used for the purposes intended.

YTTC benefited from the existing Across accountability system. The accounting system is centralised. Most of the accounting records are prepared and kept in Across Nairobi office. The main purchases are done in both Arua and Nairobi and all vouchers are filed in Nairobi office. The Yei Base operates a petty cash fund of Ush 2.5 million. The fund caters for the financial needs of YTTC and other programs. Petty cash payment vouchers are prepared at the field and sent to Arua, Uganda, where they are keyed in the computer using Sun-system accounting programme and sent to Nairobi office for incorporation in the main system. The Nairobi accounts office prepares monthly financial reports by 15th of the following month. The financial reports are then sent to the field and are expected to be there by 25th of the following month. However, Interviews with the programme staff indicated that the reports rarely reach them by that date.

Two main donors are currently funding Yei Education programme: Stromme Foundation from Norway and Hilfe Fur Brüder (HFB) from Germany. Stromme Foundation and HFB receive quarterly and half yearly financial reports respectively. The funds from the two donors are separately audited annually.

The Nairobi office maintains an asset inventory of items that cost US $ 200.00 and above. This is in accordance with ACROSS policy that only items of that value would be capitalised. While that may be reasonable in the Nairobi office, there is great need to keep an up-to-date list of programme capital assets and other items that belong to the programme at the programme level. Such an inventory will be useful for monitoring the items and for ensuring their safe

custody. The inventory will also be necessary during the hand-over of YTTC to the church/community.

7.4   IMPACT

The evaluation team noted that Yei Education Programme had made some positive impact, especially in the increased effectiveness of teachers who had received training. However, given the vastness of the area covered and the magnitude of the needs that the program has been addressing, the impact would have been greater if the areas of interventions were more focused.

Impact has been defined as the longer-term or ultimate result attributed to a development intervention (UNDP Handbook on Monitoring and Evaluation for Results, 2002). This comes as a result of efficient use of inputs that produce outputs, which lead to several outcomes and then impact. In the case of Yei programme, the inputs (HR, funds, Equipments & materials) have been efficiently utilised. This has led to the achievement of several outputs (teachers and supervisors trained, textbooks and materials supplied to school and distribution of bicycles to school supervisors). These outputs have resulted into several outcomes namely: Improved teaching skills, better supervision of teachers/head teachers by supervisors, improved transport system for the supervisors and the Arabic pattern teachers, who attended the intensive English course having ability to communicate well in English.

Based on the interviews with the key informants and the results of the monitoring system in place, the teachers trained at YTTC acquired good skills and knowledge that enabled them to perform better in the following areas: preparation of schemes of work, lesson planning, preparation and use of visual aids, class management, time management and use of child centred approach in teaching. This has contributed to better performance in exam by the pupils.

The teacher-train-teacher local workshops that have been facilitated by the teachers trained by YTTC have had a multiplier effect in the sense that the teachers have managed to transfer some of their acquired skills and knowledge to their fellow teachers who did not get the opportunity for training.

The pupils interviewed by the evaluation team said the teachers who had been trained performed better after the training. The head teachers interviewed also confirmed this.

As the teachers and school supervisor continue to use the acquired skills and knowledge, this will lead into great impact with time, as they continue to reach more pupils and teachers respectively.

7.5   SUSTAINABILITY

The evaluation process looked into some of the factors that are likely to lead into sustainability of the programme. It was noted that the community was initially involved in the design and planning of the project. They contributed some local materials for the construction of the YTTC. There was also evidence of ownership of the Interventions by the stakeholders. This was evidenced by the way they attended meetings and their willingness to contribute their ideas on what they thought was best for YTTC.

It was noted that YTTC had an Advisory Committee that provided guidance and advice on important matters on the running of the YTTC. However, the evaluation team noted that there was need to clearly define the roles and composition of the committee.

Other issues that contribute to sustainability that were examined included: Ownership of YTTC, Management and Governance, hand-over of YTTC. The same are discussed herein below.

7.5.1 OWNERSHIP OF YTTC

The YTTC facilities are constructed in the Episcopal Church of Sudan land. So, by implication ECS actually own them. The machines and equipment are currently owned by ACROSS.

This issue of ownership was discussed at length during the stakeholders meeting held on 22nd January 2005. In this meeting, the stakeholders seemed to have a common understanding that the Ownership of the YTTC belongs to the church and the education authority/government has a supervisory role and support. The church is the one to be handed-over the college when Across phases out. The Stakeholders also agreed that they should be involved in the running of the college through representation in the Board of Governors, whose roles, composition and mix of skills/competence should be re-defined.

7.5.2 MANAGEMENT & GOVERNANCE OF YTTC

In order for YTTC to run smoothly and achieve its goal and objectives, there is need to have an effective and efficient management team (secretariat) to deal with the day-to-day matters of the college and a governance body that would provide leadership (guidance, advice, vision and strategic direction) to the college.

Management/staffing
Currently YTTC has five key staff: one expatriate sector head, one expatriate education officer, and three national tutors. The workload is shared, each one doing teaching as well as some management, support or other work. In addition to that, there are three permanent watchmen. Five cooks are employed on a temporary basis, when the training courses are running. Occasionally other tutors are recruited to teach specific topics.

While this arrangement has worked well in the past, the situation is likely to change with the two expatiate staff leaving in May 2005. There is need to recruit for the two positions as a matter of urgency, so that the expatriates can give the new employees proper orientation before they leave the programme. This will ensure continuity of the programme. It is considered good practice to consider internal candidates when recruiting and only look from outside when the internal candidate do not have the required competence for the job.

Governance/Leadership
Currently YTTC has an advisory committee, which advises the management of YTTC on matters pertaining to the college. However, their roles are not clearly defined. The stakeholders felt that there was need to have a Board of Governors that was inclusive and whose roles where clearly articulated. After discussions, the stakeholders came up with the following recommendations:

Governing Body
It was recommended that the body responsible for governance after the handover be given the title of Board of Governors.

Composition (Membership)
The stakeholders recommended that the Board of Governors be comprised of seven (7) to eleven (11) people drawn from the following stakeholders**:**
a) Churches
b) Department of education
c) Civil authority
d) Community leaders
e) Beneficiaries
f) YTTC principal
g) Representative of the funding agencies

Selection criteria
That the following criteria be applied in selecting the Board
A. Sudanese values,
B. Personal commitment,
C. Gender balance

Mix of skills/competence
Selected members should add value to the Board. They should represent different professional/skill areas, and in particular education.

Roles and responsibilities
The stakeholders proposed the following roles of the Board of Governors:
a) Ensure formulation of the mission, vision and core values of the YTTC and implementation of the same.
b) Provide the strategic direction for the YTTC.

c) Formulate policy and systems including constitution and byelaws of YTTC.
d) Ensure transparency and accountability systems are in place (including approval of budgets, ensuring that proper records are kept, ensuring reports are prepared)
e) Oversee resource mobilisation (including ensuring proposals are written)
f) Responsible for recruitment of key staff in the institute, including the principal and other senior staff.
g) Ensure the delivery of quality training
h) Responsible for the management team

Terms of service
(a) That the members have two (2) years of service renewable up to a maximum of two (2) terms (four years)
(b) That a member who has served for 4 years can be re-elected after a one-year break.

Body that elects the Board of Governors
The Annual General Meeting elects the Board subject to endorsement/ratification by the ECS Diocesan Synod.

Note:
The constitution of the YTTC will decide who is called for the AGM (Annual General Meeting) and how often the AGM is to meet.

7.5.3 HAND-OVER OF YTTC

Based on discussions with different stakeholders, it was clear that the church was not ready for hand-over. They felt it was premature for they had just emerged from war. They said that they needed sufficient time before the hand-over was done. According to the church representative, the church needed not less than two years. This would give them enough time to prepare themselves, including identifying their donors. Moreover, it was the view of some informants that the YTTC staff were not prepared enough for the hand-over. There is, therefore, need for proper preparation for the hand-over. The following are suggested steps that need to be taken before hand-over:

1) Transform and expand the present advisory committee into an Interim Board of Governors (IBOG) in line with the criteria for selection stated herein above.
2) Build the capacity of the Board of Governors and the staff. This will involve identification of skills/competence gaps and ensuring adequate and competent tutors are in place.
3) Define the management structure, different roles and functions, reporting line and functional relationships, including having clear job descriptions for all the substantive positions.

4) Develop policies and systems and procedures (e.g. finance, logistics, recruitment etc)
5) Improve the resource centre/library by expanding the space and ensuring adequate textbooks, reference books, teachers' guides, etc.
6) Recruit adequate and competent staff in the following areas:
   a) Finance
   b) Management/administration
   c) Logistics
   d) Additional specialist staff for the subjects that lack tutors.
7) Explore the possibilities of funding in the future (from existing or new donors and from within the community and stakeholders)
8) Develop modalities for phase out i.e. detailed strategies for the hand over
9) Explore possibilities of networking e.g. with other church institutions in the area.

8.0   CURRENT NEEDS IN THE COMMUNITY

The following are the current main needs in the community as expressed by the key informants during the interviews with them:

Training of teachers-Primary and Nursery
The need for trained teachers is still an acute problem. According to data given by the County Education office in Yei, the total number of teachers was 992 as at December 2004. Out of that number, only 27% (271) are trained. The remaining 73% are not trained.

Provision of school materials
The informants explained that many schools lacked essential school material necessary for good learning environment. The evaluation team was informed that UNICEF, IAS, JRS and YTTC was involved in supplying school material to the schools. However, the informants said the school materials were not sufficient for all the schools in the County. JRS and IAS only supplied materials to selected schools.

Provision of textbooks
Interviews with the key informants showed that schools did not have adequate textbooks for the teachers and pupils. Out of the six schools visited, the pupils did not have any textbooks. Only the teachers had some of the textbooks. The teachers trained in the YTTC had sets of modules, which they had been given by YTTC after completion of their in-service phase teacher-trainings courses.

Construction and renovation of school infrastructure
The need for construction and renovation of school facilities was said to be great. Most of the school buildings are temporary, built with poles and mud and roofed

with grass. Most of them leak during rainy seasons. It was noted that in several schools, pupils studied under trees. A case in point is Morobo County primary school, where primary 1 to 3 classes learn under mango trees. When it starts raining, the pupils move to a nearby church building for shelter. The schools do not have staff rooms and stores. School textbooks and materials are kept in the teachers' and PTA members' houses. Many of the schools do not have pit latrines. Out of the six schools that were visited, five did not have staff rooms and toilets for either the teachers or pupils. This kind of situation calls for intensive sensitisation and mobilisation of community to address some of the urgent needs such as pit latrines.

Incentives/salaries for teachers/supervisors
The issue of incentives for teacher is of major concern to both the teachers and the communities. The teachers work as volunteers. They do not have salaries but are paid incentives, which vary from one school to the other. The incentives are paid on quarterly basis out of fees paid by the pupils. The amounts also depend on how much has been collected from the pupils' fees. If more is collected, they are paid more. The amounts paid range from Ush 10,000.00 to 30,000.00. The fees structure for most schools in Yei County is as follows: P1 to P3 pupils pay Ush 1,500.00 per term, while P4 to P7 pay Ush 2,000.00.

As a result of this problem, some teachers were said to have dropped out of school. Others do not attend school regularly because they have to go and fend for their families. Others are very de-motivated, which adversely affect their performance.

Unified curriculum and certification

Although South Sudan has a unified curriculum, it is not widely implemented and still under review. Currently, they do not have a system of certification. This issue is definitely one of the south Sudan Government priorities, following the signing of the comprehensive peace agreement. In Yei County, P1 to P4 classes use a mixture of New Sudan and Uganda curriculum, while P5 to P7 purely use Uganda curriculum. The New Sudan Books are mainly used as reference books, particularly for topic unique to Sudan, e.g. in Geography and History.

Girl child education
Girl child education was sighted as an area that needs emphasis. Out of 20071 pupils, 41% were girls. The boys were the majority. Some of the existing conditions in school discouraged girls' education. An example is lack of pit latrines in schools.

Safe drinking water for schools
Lack of safe drinking water for school children was said to be a big problem for many schools. The teachers, PTA and community members interviewed were of the view that provision of water near the schools could enhance the children's

learning. They recommended drilling of a borehole next to every school to serve the pupils and also the community members around the schools.

9.0   CONCLUSIONS/OBSERVATIONS

It is the view of the evaluation team that the Yei Education programme has been implemented in a transparent and accountable manner. Adequate records and necessary reports have been prepared on a time basis. The interventions have been contributing towards the achievement of the overall goal and the majority of the programme objectives have been effectively and efficiently met. The interventions have been very relevant in the sense that they have been meeting real needs of the beneficiaries/communities.

The programme staffs have done a commendable job despite the difficulties encountered due to the kind of environment they operate in.

The needs for which the programme was started to meet are still there, including additional ones that have been highlighted in this report. The evaluation team strongly feel that the programme should continues into the next phase, but take into consideration the changed environment and priorities, due to the signed comprehensive peace agreement.

10.0   RECOMMENDATIONS

The following is a summary of suggested future strategic options for YTTC by the key informants interviewed and stakeholders who attending the meeting of 22nd January, 2005:

Courses to be offered and supported
a) Consider Phase I and II teachers for Phase III
b) Continue with teacher training with duration of nine months to two-year certificate course. Consideration to be given to SOE policy and curriculum.
c) Training of PTAs
d) Training of School Supervisors
e) In-service courses during holidays (refresher courses) e.g. vernacular courses, Intensive English for Arabic teachers, subject courses such as maths
f) Provide scholarships to teachers (secondary school leavers)
g) Introduce training of nursery school teachers
h) Consider diploma courses for teachers
i) Use YTTC for accelerated learning for teachers during holidays. This should benefit the teachers with low level of education who wish to up-grade their level of Education

j) Introduce adult literacy and education. There are many people who would like to up-grade their standard of education.
k) Consider incorporation of Special needs (SEN) into the teacher training curriculum
l) Continue with intense English course for Arabic pattern teachers.

The YTTC facilities
a) Expand the YTTC facilities to enable it to enrol more teachers. There is need for more classrooms, more dormitories
b) Consider putting up tutors' quarters.
c) Develop the Library to ensure there is a bigger space and more books
d) Upgrade the roof from grass to iron sheet
e) Construct Office block and dining hall
f) Solve the problem of power and water.

Vehicle(s) and/or motorbikes
Plan to procure vehicles and/or motorbikes for:
a) Transport of teachers who are living far from the college
b) Logistics
c) Follow up and supervision of trained teachers (e.g. motor bike)

Other items
Plan to purchase of other items such as mobile phone, computers, printers, TV, photocopier, etc.

Develop current tutors
Tutors have been given opportunities for further teacher education development but funds are very limited for long term fulltime programmes.

Church involvement
Involve the church more fully in the phase out stage. There is need to prepare the church for the phase out. This could be not by building their capacity, helping them clearly understand their roles in the running of the YTTC and making the phase out a gradual process for them to fully take responsibility.

11.0   APPENDICES

APPENDIX 1:   LIST OF EVALUATION TEAM MEMBERS

1) Simon Loduru   -   Supervisor, Yei River County
2) Scopus Kenyi   -   Supervisor, Morobo County
3) Tito Benjamin Ben   -   Supervisor, Lainya County
4) Simon Modi   -   Morobo County
5) James Sebit   -   Head teacher / YTTC Advisory Committee
   member
6) Charles Lemi   -   Graduate of YTTC / teacher
7) Taban Samuel   -   Inspector of School, Yei River County
8) Samuel Salla Jabo   -   E. C. S. Education Training Coordinator
9) Markus Köker   -   Sector Head, Yei Education Programme
10) Elke Köker   -   Education Officer
11) James Youssif   -   Tutor
12) Ruth Wall   -   Across Education Advisor
13) Joseph Kioko   -   Consultant

APPENDIX 2: SCHOOL STATISTICS FOR GREATER YEI AS AT DECEMBER 2004

NUMBER OF SCHOOLS

Payam	Number
1. Yei	19
2. Otogo	30
3. Lasu	10
4. Tore	12
5. Lanya	23
6. Morobo	35
TOTAL SCHOOLS	**129**

NUMBER OF TEACHERS

Payam	Trained		Untrained		Total
	Male	**Female**	**Male**	**Female**	
1. Yei	34	10	112	14	170
2. Otogo	79	17	152	6	254
3. Lasu	27	4	30	8	69
4. Tore	30	4	31	5	70
5. Lanya	44	1	104	4	153
6. Morobo	18	3	246	9	276
TOTAL TEACHERS	**232**	**39**	**675**	**46**	**992**

NUMBER OF PUPILS

Payam	Male	Female	Total
1. Yei	3,051	2,389	**5,440**
2. Otogo	2,132	1,457	**3,589**
3. Lasu	605	426	**1,031**
4. Tore	631	440	**1,071**
5. Lanya	2,147	1,239	**3,386**
6. Morobo	3,296	2,258	**5,554**
TOTAL PUPILS	**11862**	**8209**	**20,071**

NOTE: *Information provided by the County Education Officer - Yei (January 2005).*

APPENDIX 3:   LIST OF BOOKS DISTRIBUTED

Distribution of books to schools through participants of the 1st Phase 1 Teacher Training Course in July 2002

☐ Maths for P1 (Pupils' Book)

☐ Maths for P1 (Teacher's Guide)

☐ Maths for P2 (Teacher's Guide)

☐ Maths for P3 (Teacher's Guide)

☐ English for P2 (Pupils' Book)

☐ English for P3 (Teacher's Guide)

☐ English for P3 (Pupils' Book)

☐ Social for P1 (Teacher's Guide)

☐ Social for P1 (Pupils' Book)

☐ Social for P2 (Teacher's Guide)

☐ Social for P3 (Teacher's Guide)

☐ Social for P3 (Pupils' Book)

☐ Science for P1 (Teacher's Guide)

☐ Science for P1 (Pupils' Book)

☐ Science for P2 (Teacher's Guide)

☐ Science for P2 (Pupils' Book)

☐ Science for P3 (Teacher's Guide)

☐ Science for P3 (Pupils' Book)

☐ CRE for P1 (Teacher's Guide)

☐ CRE for P1 (Pupils' Book)

☐ CRE for P2 (Pupils' Book)

☐ CRE for P3 (Teacher's Guide)

☐ CRE for P3 (Pupils' Book)

Total: 45 sets @ 23 various textbook titles

Distribution of books to schools through participants of the 2nd Phase 1 Teacher Training Course in November 2002

☐ Maths for P1 (Pupils' Book)

☐ Maths for P1 (Teacher's Guide)

☐ Maths for P2 (Teacher's Guide)

☐ Maths for P3 (Teacher's Guide)

☐ English for P2 (Pupils' Book)

☐ English for P2 (Teacher's Guide)

☐ English for P3 (Pupils' Book)

☐ English for P3 (Teacher's Guide)

☐ Simplified English Grammar

☐ Science for P1 (Pupils' Book)

☐ Science for P2 (Teacher's Guide)

☐ Science for P3 (Pupils' Book)

☐ Science for P3 (Teacher's Guide)

☐ CRE for P1 (Pupils' Book)

☐ CRE for P1 (Teacher's Guide)

☐ CRE for P2 (Pupils' Book)

Student's Book 1	☐ CRE for P3 (Teacher's Guide)
☐ Simplified English Grammar Student's Book 2	☐ Social for P1 (Teacher's Guide)
	☐ Social for P2 (Teacher's Guide)
☐ Dictionary	☐ Social for P3 (Pupils' Book)
☐ Bari Bible	☐ Social for P3 (Teacher's Guide)

Total: 45 sets @ 24 various textbook titles

Distribution after 3rd Phase 1 Teacher Training Course in June 2003

☐ Maths for P1 (Pupils' Book)	☐ Science for P1 (Pupils' Book)
☐ Maths for P1 (Teacher's Guide)	☐ Science for P3 (Teacher's Guide)
☐ Maths for P3 (Teacher's Guide)	☐ CRE for P3 (Teacher's Guide)
☐ English for P2 (Pupils' Book)	
☐ English for P2 (Teacher's Guide)	☐ Social for P1 (Teacher's Guide)
☐ English for P3 (Pupils' Book)	☐ Social for P2 (Teacher's Guide)
☐ Simplified English Grammar Trainer's Book 1	☐ Social for P3 (Teacher's Guide)
☐ Simplified English Grammar Trainer's Book 2	☐ Jujumbu Kendya Ko Bari (Teacher's Guide)
	☐ Jujumbu Kendya Ko Bari (Pupils' Book)
☐ Syllabus Volume 1: Primary 1-5	☐ Bari Alphabet Story Book
☐ Bari Bible	☐ Sukuri Kajamanit

Total: 45 sets @ 20 textbook titles

Distribution of Schoolbooks after 1st Phase II Teacher Training Course in November 2003

☐ One metal box	☐ Science for P4 (Teacher's Guide)
☐ Syllabus Volume 1	☐ Science for P5 (Teacher's Guide)
☐ Syllabus Volume 2	
☐ Dictionary	☐ Science for P6 (Teacher's Guide)
☐ Maths for P4 (Pupils' Book)	

☐ Maths for P4 (Teacher's Guide)	☐ CRE for P5 (Teacher's Guide)
	☐ CRE for P6 (Pupils' Book)
☐ English for P4 (Pupils' Book)	☐ CRE for P6 (Teacher's Guide)
☐ English for P4 (Teacher's Guide)	
☐ English for P5 (Teacher's Guide)	☐ Teacher's Guide Bari
☐ English for P6 (Teacher's Guide)	☐ Bari Alphabet Story Book
☐ Simplified English Grammar Trainer's Book 1	☐ Bari Story Book Part one
☐ Simplified English Grammar Trainer's Book 2	☐ Mathematics Chart
	☐ Leader Game
☐ Social for P4 (Pupil's Book)	☐ Map of Yei
☐ Social for P4 (Teacher's Guide)	☐ Map of Africa
☐ Social for P5 (Teacher's Guide)	☐ Map of the World
	☐ Parts of the Plans
	☐ Digestive System Chart
☐ Agriculture for P4 (Pupils' Book)	☐ Bari Alphabet Chart
☐ Agriculture for P4 (Teacher's Guide)	☐ Ludo

Books: 45 sets @ 26 textbook titles
Charts: 45 sets @ 9 charts of various themes
Box: 40 boxes

Distribution of Schoolbooks after 2nd Phase II Teacher Training Course in April 2004

☐ Simplified English Grammar Trainer's Book 1	CHARTS
☐ Simplified English Grammar Trainer's Book 2	☐ Mathematics Chart
	☐ Map of Africa
	☐ Map of the World
☐ Agriculture for P4 (Pupils' Book)	☐ Parts of a flower
☐ Agriculture for P4 (Teacher's Guide)	☐ Digestive System Chart
☐ Window of Hope	

Books: 45 sets @ 5 books
Charts: 45 sets @ 5 charts

Distribution of Schoolbooks after 1st Phase III Teacher Training Course in November 2004

BOOKS	
☐ Macmillan Primary Maths Pupil's Book 5	☐ Sharing our World Pupil's Book 6
☐ Macmillan Primary Maths Pupil's Book 6	☐ Sharing our World Pupil's Book 7
☐ Macmillan Primary Maths Pupil's Book 7	☐ Sharing our World Teacher's Book 6
☐ Macmillan Primary Maths Teacher's Book 5	☐ Sharing our World Teacher's

☐ Macmillan Primary Maths Teacher's Book 6	Book 7
☐ Macmillan Primary Maths Teacher's Book 7	☐ New Sudan Syllabus Volume 2
	CHARTS
☐ Macmillan Primary Science Pupil's Book 5	☐ Map of Africa
☐ Macmillan Primary Science Pupil's Book 6	☐ Map of Sudan
☐ Macmillan Primary Science Pupil's Book 7	☐ Human Eye
☐ Macmillan Primary Science Teacher's Book 5	☐ Human Ear
☐ Macmillan Primary Science Teacher's Book 6	
☐ Macmillan Primary Science Teacher's Book 7	

Books: 17 books @ to 39 schools
Charts: 46 sets of 4 charts

Distribution after Arabic Pattern English Course December 2003

☐ Simplified English Grammar Trainer's Book 1	☐ Speaking English Teacher's Guide
☐ Simplified English Grammar Trainer's Book 2	☐ English P3 Pupil's Book
	☐ The Big Fish (Simple Reader)
	☐ Advanced Dictionary
	☐ Essential Dictionary

Total: 80 sets @ 7 books

APPENDIX 4: LIST OF KEY INFORMANTS

ACROSS STAFF

1) Greg De Haan – Projects Director
2) Jenny Baba – Yei Base Team
3) Ruth Wall – Advisor. Education Advisor
4) Markus Köker – Yei Education Program Sector Head
5) Elke Köker – Yei Education Program Officer
6) James Youssif – YTCC tutor
7) Hassan Aburas – YTTC tutor
8) Elunai Juma – YTTC tutor
9) Peter Mbugua – Across Finance Manager

COUNTY EDUCATION OFFICE – YEI

1. Martin Luther - County Education Officer (Also IAS Education Officer)
2. Samuel Taban – Inspector of schools

JESUIT REFUGEES SERVICE

1) Father Eriku Sunday Sancte – JRS Education Coordinator
2) Ali Moga – JRS Teacher Trainer

EDUCATION OFFICE, MOROBO COUNTY

1) Ayume Elias Soro – Deputy Education Officer, Morobo County

SPLM YEI COUNTY OFFICE

1.   Aggrey Cyprus Kanyik – Executive Director (On behalf of SPLM County Secretary)

SPLM LAINYA COUNTY OFFICE

1. Vincent Kiyo – SPLM Secretary
2. Joseph Kwaje
3. Esther Awate

SPLM MOROBO COUNTY OFFICE

1. Richard Remo Soro – SPLM County Secretary, Morobo County.

SRRC OFFICE - YEI

1. Arkangelo Sebit

BISHOP'S OFFICE

1. Pastor Amule Andu

SCHOOL SUPERVISORS

1. Taban Leju Esibon
2. Emmanuel Towongo
3. James Lemi Samuel
4. Bernardino Wani Diago
5. Daniel Kwaje Alfred
6. Zacharia Mandimidiga
7. Joel Klilla Joseph
8. Justin Juma Lokolo
9. James Khamish N.
10. Aquila Lado Elia
11. Emmanuel Komba
12. Isaac Hakim Gordon
13. David Latio Antipas
14. Joseph Lumori Abe
15. Cicilia Ofowa
16. Joseph Taban Ali
17. Ezibon Lesuk James
18. Isaac Nigo Soro
19. Michael Kenyi Daniel
20. Emanuel Kindu
21. Nicolas Ibbe Luka
22. Martin Androwase
23. Festo Iaki Guate
24. Salatiel Lomeri
25. Goodwill Duku Alex
26. Cosmas Dikita Alfred
27. Keffas Bingos
28. Paul Gagamba Alberto
29. Jackson Pitya Ladu
30. Thomas Lomoro
31. Maringa Yusto
32. Susan Manoa

TEACHERS/HEAD TEACHERS

Kangara Primary School Moroso County

1. Rufas Asure – Deputy Head Teacher
2. Simon Sebit – Teacher
3. Joseph Simbe Manas – former head teacher Injili Primary School
4. Richard Taban Todu – teacher

Loka West Primary School

1. James Lumori Emmanuel
2. James Sebit

Kenyi Primary Schools

1. Mahish Stephen Teacher
2. Makaya hometa

Loka West Primary School

1. John Lumori Emanuel – Head Teacher
2. James Sebit Andrew – Teacher

Immanuel Model Primary School

1. Gama Diadone
2. Tabou Frances
3. Ayume John
4. Khamis Raza
5. Abarisi Eliasi
6. Amane Isaac

Morobo Primary School

1. Hillary Lubani – Head Teacher
2. Moro Moses – Deputy Head Teacher
3. Eric Kilo – Senior Officer
4. Nyarsu Simon – Teacher
5. Emanuel Abure – Teacher
6. Abeu Alex – Teacher
7. Johnson Bila – Teacher
8. Grace Sunday – Teacher
9. Simon Dala – Teacher
10. Babai Moses – Teacher
11. Moro John – Teacher

12. Alfred Khamis – Teacher

Kanyara Primary School

1. Richard Tabu – Teacher
2. Joseph Sinbe – Teacher

PUPILS

Jigomoni Primary School

Name	Class
1. Papa Deng	P.7
2. Isaac Ramadan	P.6
3. Esther Dawa	P.5
4. Viola Clara	P.6
5. Arkangelo Dens	P.7
6. Isaac Mawa	P.5
7. Daniel Matowr	P.7

Kenyi Primary School

Name	Class
1. Victoria Jocodo	P.6
2. Thomas Twongo	P.6
3. Josephine Tabu	P.7
4. Peter Wani	P.7
5. Gladies Salowa	P.7
6. Hariad Tomalo	P.4
7. Lodia Kadi	P.4
8. Loice Faya	P.3
9. Loice Sunday	P.2
10. Lili Gaba	P.3
11. Stephen Bida	P.3

Lainya County

Loka West Primary School

Name	Class
1. Smith Sakata Alex	P.7
2. Justin Lado	P.7
3. Emanuel Lomoro	P.6
4. Manase Lomude Simon	P.7

5. Patrick Twongo   P.4

Morobo County

Morobo Primary School

Name	Class
1. Ropani Alice	P.7
2. John Sebit	P.1
3. Isaac Somboa	P.3
4. Lika Moro	P.4
5. Amos Muto	P.3
6. David Dawo	P.4
7. Sam Bida	P.3
8. Santino Alayo	P.4
9. Festo Wani	P.4
10. Waeema Ajonyi	P.5
11. Ana Ajonyi	P.4
12. Justin Paloma	P.3
13. Simon Baraka	P.3

Kanyara Primary School

Name	Class
1. Justin Aloro	P.2
2. Moses Taban	P.6
3. Jakondo Mawa	P.6
4. Gibson Biga	P.1
5. Christine Comonite	P.3
6. Asio Awo	P.4
7. Clara Clever	P.6
8. Isaac Khamis	P.2
9. James Wila	Nursery 1
10. Moses Adowi	Nursery 1
11. Alex Mawa	P.1

Immanuel Model Primary School

Name	Class
1. Salina Maneno	P.4
2. Somuka Moses	P.4

THE LIST OF PTAS/OPINION LEADERS/COMMUNITY MEMBERS

Yei Opinion Leaders

1. Elioba Diko
2. Mikaya Hakim Samuel

Loka West Primary School

1. Justin Koroni Lukadi – Chief Loka West Boma
2. Benjamin Lujong – Elder
3. Zakayo Lujong – Elder
4. Samuel Luate – Youth
5. Yuseka Yatta – Church Representative
6. Obodia Lazu – PTA Member
7. Mikaya Lujang – PTA C/Person
8. Charles Hakim- PTA Member
9. Peter Lemi – Elder

Kenyi Primary School

1. Thomas Taban – Chief Kenyi Payam
2. Samuel Lozoro – Sub Chief Kenyi Payam
3. Matia Laku – Sub Chief Kenyi Boma
4. Mathew Kenyi – Boma Administrator Kenyi
5. Nimaya Lemi – Elder
6. Pannel Latio – Elder
7. Denecis Lemi – PTA Member
8. Rev Festo Ladu – Church pastor incharge Kenyi
9. Martin Lubang Church

Immunel Modle Primary School

1. Agele John – PTA Member

Community Members in Morobo Primary School

1. Joel Luate – Headman
2. Joseph Oko – Headman
3. Toropana Atai – MHO
4. Mikaya Muto – SRRC member
5. James Yino – ECS Member
6. Philip Taban – BCC
7. Dario Juma – Trader

PTA Members Kanyara Primary School

1. Yeka Isaac
2. Moro John
3. Peter Abe
4. Moses Bita
5. Oliver Luate
6. Peter Juma

PTA Members Morobo Primary School

1. Santo Alibe
2. Yone Lukudu
3. Cosmas Khamis
4. Alison Wani
5. Augustine Lomoro

APPENDIX 5:   INTERVIEW GUIDE

a. Across
   i)   Programme staff
   ii)   Other Across stakeholders

1.1 Across programme staff

Focus on:
   General:
   a. When was the education programme started?
   b. What was the main need/problem that prompted Across to start the programme?
   c. What was the goal and the key objectives of the programme?
   d. Have the initial goal/objectives changed?
   e. Where there clear impact indicators?
   f. In what ways were the communities and other stakeholders involved in the design and planning of the programme?
   g. How have they participated in the implementation of the programme?
   h. Who are the donors of the programme?
   i. What has been the contribution of the local community and the church to the?
   j. Is the need for why the YTTC was started still there?
   k. Who owns the YTTC buildings?
   l. How was the monitoring of the progress of the activities done?
   m. What evidence is there for the monitoring?
   n. What do you consider as the strengths and weaknesses of the programme?
   o. What are the main constraints and challenges that you have experienced in running this programme?
   p. What lessons have been learnt?
   q. How have you insured transparency and accountability?
   r. What system do you have in place to insure proper use of funds?
   s. To what extent have the goal and objectives been achieved? Answer under each objective and planned activity.
   Efficiency in the use of resources (in relation to time and budget):
   t. How have they ensured transparency and efficiency? What evidence is there for that?
   Effectiveness:
   u. To what extent has the goals and objectives been achieved?
   v. What has been observed by staff?
   Sustainability:
   w. What are the views about sustainability, present and future institutional capacity both the physical buildings and the staffing, funding and logistics.
   x. What are the views about phase out?

Management and governance structures:
- y. The role of the YTTC Advisory committee/Board.
- z. What management structure will you have for the day to day management of the YTTC?
- aa. What is in place now and what is proposed for the future?

Lessons learnt:
- bb. Key lessons

Way forward:
- cc. What are the views about the options for the future?

1.2 Other Across stakeholders

Focus on:
- a. What is your connection to the YTTC?
- b. What has been your contribution to the education programme?
- c. What do you think the strengths and weaknesses of the programme are?
- d. What are some of the challenges you have observed and/or experienced in dealing with the programme?

Efficiency-
- e. What is your view on how the resources (HR/finance/machines etc.) have been utilised?
- f. What system do you have in place to insure transparency and accountability?
- g. What system do you have in place to insure proper use of funds?

Sustainability- especially Phase out, funding and future partnership with donors
- h. What are your views about the sustainability of the YTTC?
- i. Do you think YTTC has the capacity –human resources, physical resources and structures -to continue to operate effectively? What are some of the capacity gaps that may need to be addressed before the Phase out is completed?
- j. In the light of the signing of the peace agreement what are your views on the future of the programme in a post war era?
- k. Do you think the programme can operate without financial support going through ACROSS? In what way?
- l. How do you envisage the Phasing out? Do you think the programme is ready for Phase out? What steps would be needed before Phase out?

Management and governance
- m. What is your view on the management structure and staffing of the YTTC?
- n. Is the present structure adequate for the present and future hand over?

Way forward

o. What would you recommend as some of the strategic options/key elements for future training?
p. Do you have specific activities/interventions in mind that could be implemented in the YTTC?
q. Do you think the present donors will continue to fund the programme over the next 3 years?
r. Do you think donors would fund YTTC directly, rather than through ACROSS? What conditions might need to be put in place?

Across education guidelines/policy and relevance to SOE/SPLM guidelines
s. What education guideline and policies does ACROSS have and how relevant are they to the SOE?
t. Does ACROSS has models from elsewhere of Phase out of programmes to the church and or community? Are there any written guidelines for this?
u. Is Across aware of the current SOE guidelines and policies for teacher training? If yes, can you tell us more about it?

b. Church
Focus on:
a. What is your connection to the YTTC?
b. What has been your contribution to the education programme?
c. What do you think the strengths and weaknesses of the programme are?
d. What have some of the challenges been in dealing with the programme?
e. Who do you feel should own the YTTC after Phase Out?

Relevance
f. Would you say that the YTTC has been responding to the real needs of the community and the church? (If yes) In what ways? (If no) What are your reasons for this?

Sustainability
g. What are your views about the sustainability of the YTTC?
h. Do you think YTTC has the capacity – human resources, physical resources and structures -to continue to operate effectively? What are some of the capacity gaps that may need to be addressed before the hand over is completed?
i. Do you think that the church could fill the gaps in capacity?

Management and governance
j. What is your view about future governance of the YTTC?

Way forward
k. What are your priorities in the church education sector for the next three years?

l. What would you recommend as some of the strategic options/key elements for future training?
m. Do you have specific activities/interventions in mind that could be implemented in the YTTC?
n. What kind of role should the County Education Office play and what relationship should the YTTC have to the Education authorities? What relationship should the YTTC have to the church?
o. How important is it to maintain a Christian identity and how could that be done?
p. If the YTTC can no longer be funded by the Across donors what do you see would be the options for funding?

c. County Education Office

Focus on:
    a. What are some of the current challenges and needs in the education sector that need to be addressed in this post war period?
    b. What are your priorities in the education sector in this area for the next three years?
    c. Do you have up to date school statistics? Number of schools/ teachers/ male: female teachers/ trained: untrained teachers?
    d. What is the policy on teacher training in the immediate future? What kind of training will be encouraged and hoped for?
    e. When and how will accreditation be introduced?
    f. What will be the status of teachers who have received in-service Phase training? Will there be a mechanism for giving them accreditation?
    g. What is your connection to the YTTC?
    h. What has been your contribution to the education programme?

Relevance
    i. Do you think that the ACROSS education programme is relevant? What kind of changes may be needed to fit in with future Secretariat of Education policies?
    j. How may the YTTC fit in with what other NGOs are doing in the area?

Effectiveness
    k. What is your assessment of the benefits to the teachers and the schools arising from the activities of the Education Programme?
    l. For example, how do you think the training of the teachers and the school supervisors in management have been beneficial to the pupils?

Impact
    m. How has the training of the teachers and supervisors contributed to the performance of the teachers and the supervisors?
    n. How has the supply of text-books to the schools contributed to the improvement of teaching and learning in the school?

Way forward
    o. What kind of curriculum is being followed by the schools in this area?

p. What kinds of exams are being done in the schools? How has the performance been? Is there any evidence that the performance has improved as a result of teacher training?
q. What are the plans for teacher training the future and how does this programme it in?
r. What plans does the government have for setting up teacher training colleges? What will be the criteria for selection?
s. Are there plans for a training centre in this area?
t. Do the teachers receive any salaries or incentives? What are the plans for the future? Who will pay the teachers?

d. School Supervisors
Focus on:
a. What are your views of the training that the teachers received? Was the training beneficial? How has it been helpful?
b. What are your views about the training that supervisors received? Was the training beneficial? How has it been helpful?
c. What have you found out through monitoring the teachers after the training?
d. What are the education needs in the county?
e. What do you think are the priorities for training in the future?
f. What suggestions would you give for the improvement of the supervisors training and support?

e. Schools
a. Trained Teachers,
b. Head Teachers,
c. PTAs,
d. Pupils

All schools:
Collect data on the following:
a. Number of classrooms
b. Number of pupils-girls and boys
c. Numbers of pupils in each class
d. Number of teachers/male and female/trained fully, in-service trained and untrained teachers
e. Ratio of teacher: pupil
f. School supplies
g. Text books used
h. What curriculum is being used
i. Performance of the pupils (exam results)
j. Do they have PLE (Primary Leaving Examinations)?
k. How have they performed in exams? What evidence is there?
l. Any evidence of schemes of work
m. Any evidence for lesson plans

n. Any evidence of visual aids
o. Who has been supplying school materials (stationary and text-books)
p. Do you have teachers' guides?
q. Ratio of textbooks to teacher and textbook to pupils
r. Are the teachers paid incentives?
s. How much school fees they charge? Do the parents pay? How is that collected?
t. Is there an active PTA? What is their key role?

5.1 Trained teachers and 5.ii. Head teachers

Focus on:
Relevance
a. What are the views of the teachers on the training? Was the training beneficial? How has it been helpful?
Effectiveness
b. Have grades of pupils improved? What evidence is there of improvement in understanding?
c. Ask the head teachers whether the training has contributed to improvement in the teaching.
Way forward
d. Based on their experience what could improved/changed? What kind of training should happen next? (e.g. Phase 2/3/short courses etc)

5.2 PTAs

Focus on:
a. What has their role been in the running of the school? How often does the PTA meet?
b. What are the biggest needs in the school?
c. Have they seen any evidence that the training of the teachers has been beneficial to the teaching?

5.3 Pupils

Focus on:
a. How do you find school?
b. What do you like in the lessons?
c. What is good in your lessons?
d. Have your results/grades improved?
e. Has your learning changed? Can you give examples of how the teachers are teaching?

f. SRRC and Civil authorities
Focus on:

a. What are some of the current challenges and needs in the education sector that need to be addressed in this post war period?

b. What are your priorities in the education sector in this area for the next three years?

Relevance

c. Has the ACROSS education programme been relevant to the schools and the community? How?

Way forward

d. What are the movement's plans for education in this area in the future? What are the plans for post war reconstruction and implementing the peace agreement as it relates to education?

e. Are there any new policies/legal frameworks that may affect the education programme and that the YTTC needs to be aware of?

g. Community/Opinion Leaders

Focus on:

a. What are the education needs in the area?

b. Which of these needs are the most urgent?

c. How important is the YTTC / primary school in the community? Are they well supported?

d. In what ways is the community contributing to the running of the primary school / YTTC?

e. What is being done to encourage girls to go to school?

h. Other NGOs

Focus on

a. What are your views on the education needs in the area?

b. What are priorities in the education sector in the post war era?

c. Have has your NGO been doing in the education sector?

d. What are their plans for education in the future?

e. What areas of networking and collaboration are there?

i. Women's union (in focus groups of 2-5)

Focus on:

a. What are the education needs in the area?

b. Which of these needs are the most urgent?

c. How important is the primary school / YTTC in the community? Is it well supported?

d. What is the importance of girl-child education in the area?

e. What is being done to encourage girls to go to primary school?

f. In what way do or could the women contribute towards the running of the primary school / YTTC?

j. Youth

Focus on:

a. What are the education needs in the area?

b. Which of these needs are the most urgent?
c. How important is YTTC to the youth in the area?
d. In what way do or could the youth contribute towards the running of the YTTC?