2004

Annual Report: October 2003 - September 2004

CARE International

Follow this and additional works at: https://scholarworks.umass.edu/cie_sbep

Part of the Teacher Education and Professional Development Commons

Retrieved from https://scholarworks.umass.edu/cie_sbep/1

This Article is brought to you for free and open access by the Center for International Education at ScholarWorks@UMass Amherst. It has been accepted for inclusion in Sudan Basic Education Program (SBEP) by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.
Sudan Basic Education Program (SBEP)

Annual Report
October 2003 – September 2004

Submitted to:
USAID Sudan Field Office
Secretariat of Education, South Sudan

Prepared by:
CARE International

In consortium with:
American Institutes for Research
University of Massachusetts

Cooperative Agreement Number: 623-A-002-0068

Nairobi, 7 November 2004
Table of Contents

Executive Summary .......................................................................................................................... 1

Education Support Network (ESN) ................................................................................................. 1

Support to the Secretariat of Education ........................................................................................ 2

IR 1: Improved teacher education program .................................................................................. 2

IR 2: Increased Capacity of Primary and Secondary Schools to Deliver Quality Education,
Especially for Girls ...................................................................................................................... 4

IR 3: Improved Non-Formal Education for Out-of-School Youth and Adult Learners ............. 5

I. Introduction ................................................................................................................................. 6

II. Summary of Achievements ......................................................................................................... 9

Education Support Network Accomplishments ........................................................................... 10

Activities planned but not accomplished ....................................................................................... 15

Secretariat of Education Accomplishments ................................................................................ 16

Activities planned but not accomplished ....................................................................................... 16

IR 1: Improved Teacher Education Programs ........................................................................... 17

Summary of Accomplishments ...................................................................................................... 17

IR 1.1 Rehabilitation and Development of Regional Teacher Training Institutes (RTTIs) and Teacher Training Centers ........................................................................................................... 18

IR 1.2 Identification and Development of Effective In-Service Teacher Education Programs .... 20

IR 1.3 Establishment of Competency-Based Teacher Certification and professional development program ...................................................................................................................... 24

IR 1.4 Establishment of Local Teacher Support Systems ................................................................ 25

Activities planned but not accomplished ....................................................................................... 25

IR 2: Increased Capacity of Primary and Secondary Schools to Deliver Quality Education,
Especially for Girls ...................................................................................................................... 27

Summary of Accomplishments ...................................................................................................... 27

IR 2.1 Rehabilitation of Primary and Secondary Schools .............................................................. 28

Status of Physical Rehabilitation of SBEP supported schools ...................................................... 31

IR 2.2 Increased Availability of Appropriate Instructional Materials .......................................... 32

IR 2.3 Strengthened School, Local and County Administration, Supervision and Financial Systems ........................................................................................................................................... 32

IR 2.4 Development and Implementation of Strategies to Improve Girls’ Access, Retention and Learning in Primary and Secondary Schools .................................................................................. 33

IR 2.5 Development of Institutional Capacity ................................................................................ 34

Activities planned but not accomplished ....................................................................................... 35

IR 3: Improved Non-Formal Education for Out-of-School Youth and Adult Learners ............. 37

Summary of Accomplishments ...................................................................................................... 37

IR 3.1 Develop Community-Based Literacy Program .................................................................. 38

IR 3.2 Utilize Low-Cost Appropriate Technologies to Support Non-Formal Education ............... 44

Activities planned but not accomplished ....................................................................................... 44

III. Challenges and Issues .............................................................................................................. 45

Tension Between Building Systems and Delivering Services ...................................................... 45

Difficulty in Locating Qualified NGOs ....................................................................................... 46

Greater Demand for SBEP Structures and Services than SBEP Can Meet ............................... 46
Slower Than Ideal Development of SoE Structures, Roles and Responsibilities .............................................. 47
Community Acceptance of Their Roles in Establishing Educational Structures ........................................... 48

IV. Success Stories ........................................................................................................................................... 48
1. Now I can talk and contribute .................................................................................................................... 48
2. Grateful for NFE opportunities .................................................................................................................. 49
3. Theme: Improving girls’ attendance through provision of Comfort Kits ............................................ 49
4. “It Can Be Done” ...................................................................................................................................... 50
5. “Our increasing participation ensures a brighter future for our children” ........................................... 51
6. Rehabilitation of Mundubai Primary School, Maridi County ................................................................. 52

ANNEX I – Summary of Indicators from the Performance Monitoring Plan FY 2004 .......................... 53

ANNEX II - Reports by IR .............................................................................................................................. 57
<table>
<thead>
<tr>
<th>Acronyms</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAH</td>
<td>Action Africa for Health</td>
</tr>
<tr>
<td>AES</td>
<td>Alternative Education Systems</td>
</tr>
<tr>
<td>AIP</td>
<td>Annual Implementation Plan</td>
</tr>
<tr>
<td>AIR</td>
<td>American Institutes for Research</td>
</tr>
<tr>
<td>ALP</td>
<td>Accelerated Learning Programs</td>
</tr>
<tr>
<td>BoG</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>CARE</td>
<td>Cooperative for Assistance and Relief Everywhere</td>
</tr>
<tr>
<td>CDC</td>
<td>Curriculum Development Center</td>
</tr>
<tr>
<td>CEAP</td>
<td>Community Education Action Plan</td>
</tr>
<tr>
<td>CEC</td>
<td>County Education Center</td>
</tr>
<tr>
<td>CEO</td>
<td>County Education Officer</td>
</tr>
<tr>
<td>CGS</td>
<td>Community Girls’ School</td>
</tr>
<tr>
<td>EDC</td>
<td>Education Development Center</td>
</tr>
<tr>
<td>EMTK</td>
<td>Education Management Tool Kit</td>
</tr>
<tr>
<td>ERDF</td>
<td>Education, Reconstruction and Development Forum</td>
</tr>
<tr>
<td>ESN</td>
<td>Education Support Network</td>
</tr>
<tr>
<td>GER</td>
<td>Gross Enrollment Rate</td>
</tr>
<tr>
<td>GESP</td>
<td>Gender Equity Support Program</td>
</tr>
<tr>
<td>IASP</td>
<td>Introductory Assessment and Selection Program</td>
</tr>
<tr>
<td>IDEAS</td>
<td>Institute for Development Environment and Agricultural Studies</td>
</tr>
<tr>
<td>IELC</td>
<td>Intensive English Language Course</td>
</tr>
<tr>
<td>IPTP</td>
<td>Intensive Pre-Training for Female Teachers Program</td>
</tr>
<tr>
<td>IR</td>
<td>Intermediate Result</td>
</tr>
<tr>
<td>IRI</td>
<td>Interactive Radio Instruction</td>
</tr>
</tbody>
</table>

CA No. 623-A-00-00068-00: SBEP Annual Report, October 2003 - September 2004
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISP</td>
<td>Interim Strategy Plan (USAID Sudan)</td>
</tr>
<tr>
<td>NCA</td>
<td>Norwegian Church Aid</td>
</tr>
<tr>
<td>NFE</td>
<td>Non-Formal Education</td>
</tr>
<tr>
<td>NTTI</td>
<td>National Teacher Training Institute</td>
</tr>
<tr>
<td>PAGE</td>
<td>Promotion and Advocacy for Girls' Education</td>
</tr>
<tr>
<td>PCI</td>
<td>Population Communication International</td>
</tr>
<tr>
<td>PLA</td>
<td>Participatory Learning and Action</td>
</tr>
<tr>
<td>PMP</td>
<td>Performance Monitoring Plan</td>
</tr>
<tr>
<td>PSDP</td>
<td>Professional Skills Development Program</td>
</tr>
<tr>
<td>REO</td>
<td>Regional Education Office</td>
</tr>
<tr>
<td>RTTI</td>
<td>Regional Teacher Training Institute</td>
</tr>
<tr>
<td>SBEP</td>
<td>Sudan Basic Education Program</td>
</tr>
<tr>
<td>SEM</td>
<td>Sudan Evangelical Mission</td>
</tr>
<tr>
<td>SoE</td>
<td>Secretariat of Education (SPLM)</td>
</tr>
<tr>
<td>SMC</td>
<td>School Management Committee</td>
</tr>
<tr>
<td>SINGOs</td>
<td>Sudanese Indigenous Non-Government Organizations</td>
</tr>
<tr>
<td>SPLM</td>
<td>Sudan Peoples' Liberation Movement</td>
</tr>
<tr>
<td>TACTET</td>
<td>Technical Advisory Committee on Teacher Education and Training</td>
</tr>
<tr>
<td>UMASS/CIE</td>
<td>University of Massachusetts/Center for International Education</td>
</tr>
</tbody>
</table>
Executive Summary

The Annual Report consists of the following three documents:

1. Narrative description (this document)
2. Annual Implementation Plan (AIP) matrix - attached
3. Report on the Performance Monitoring Plan (PMP) - attached

FY 2004 marked a turning point for the Sudan Basic Education Program (SBEP) with substantial progress being made across all Intermediate Results (IRs). An amendment to the cooperative agreement addressed some important staffing, consortium, and programmatic issues, and laid the groundwork for significant advances in implementing SBEP. While considerable progress has been made, we also recognize that much more needs to be done in the remaining three years of the cooperative agreement in order to reach our objectives for the program.

Education Support Network (ESN)

There was much progress in developing ESN, which is the new framework for the delivery of services and programs for the Secretariat of Education (SoE). ESN is an implementation and training structure encompassing all SoE operational levels from the SoE central office to the regions, counties and payams with the provision of education and management programs. Regional Teacher Training Institutes (RTTIs) provide pre-service teacher education courses with Program Trainers based at these institutes who are responsible for providing guidance and support to Tutors based at the County Education Centers (CECs). These Tutors, in turn, organize and implement a range of training programs such as In-service Teacher Education, Education Management, Alternative Education System/Non-Formal Education (AES/NFE), and Gender Equity Support Programs.

To support the Program Trainers and key RTTI staff with their own professional development, SBEP/SoE developed a Professional Skills Development Program (PSDP).

The initial ESN orientation workshop was conducted in January-February 2004, and 16 counties across four regions were selected for the first rollout. Subsequently, planning and facilitation meetings were held in 4 regions and 12 counties.

SBEP also assisted the SoE in recruiting Program Trainers, Tutors and other staff to be based at the RTTIs and CEC. Forty-six candidates for Program Trainers and CEC Tutors received training at ESN Program Trainers Workshop in August on the following topics: pre-enrollment activities for in-service and pre-service teacher education, Alternative Education System/Non-

---

1 When a peace agreement is signed between the SPLM and Government of Sudan, the South Sudan plans to reorganize the governance structure into states. When that happens, ESN structure will be adapted accordingly.
Formal Education (AES/NFE) courses, Professional Skills Development Program (PSDP), Education Management, and the Gender Equity Support Program (GESP).

These trainees were divided into groups and assigned to seven counties in Equatoria and Bahr el Ghazal and two counties in Nuba Mountains. Pending formal appointments by SoE by January 2005, SBEP provided support to these individuals so they could begin working in September. Each group is providing orientation at all levels in their county; they are giving special attention to identifying individuals to join the new in-service teacher training program. They are also preparing to begin programs in the following areas – Accelerated Learning Program (ALP), Intensive English Language Course (IELC), and education management.

In addition, the RTTI/CEC modules and manuals for the Professional Skills Development Program (PSDP) were completed. A draft was also written on quality standards for institutions – structure, programs, staff, etc. This will be used as a set of guidelines to assess the quality of the CECs and TTIs.

Support to the Secretariat of Education

With the formal inclusion of funding to SBEP to support the Secretariat of Education (SoE), SBEP worked with key SoE staff members including the Commissioner and the Under Secretary to review the organizational skills of SoE, design a structure, and define the roles and responsibilities of SoE. Most importantly, SBEP worked with SoE to develop a structure for SoE including six departments, an organogram, and scopes of work for personnel.

The organizational structure sets the education agenda, defines plans and programs, allows SoE to administer and manage human resources, and to plan for financial expenditures in the near future. By organizing SoE in this manner, it is able to use its central level structure to foster autonomy of education programming within the regions down to the most important level – the community.

With the signing of the six protocols, the SPLM Chairman scheduled a discussion with traditional chiefs to disseminate the contents of the agreements. The presence of chiefs from virtually every region presented a unique opportunity to disseminate the SoE’s Gender policy, especially girl’s access to education. SoE took advantage of the large number of chiefs attending the activity at New Site, and organized a National Dialogue on Girls’ Education. The National Dialogue was aimed at raising awareness of local leaders on SoE gender policies and sensitizing a critical mass of local chiefs on the importance of girls’ education. In order to coordinate this activity at New Site, SBEP worked closely with SoE and other education partners to expedite the planning and realization of this opportunity. As well as its active participation, SBEP also made substantial financial and in-kind contributions to ensure successful implementation of the Girl’s Dialogue.

IR 1: Improved teacher education program

The rehabilitation of the Maridi National Teacher Training Institute is almost complete, but SBEP still needs to provide furniture and basic equipment. The obligations of SBEP will be completed by early 2005 in time for the NTII to open; however, there are many other requirements that must be met before the Institute can open including water and electricity,
general supplies, funds to support student costs, and salaries of support staff. SBEP and SoE will schedule a meeting of the Teacher Education and Training Advisory Committee in October 2004 to develop plans for opening the NTTI. SBEP and USAID will need to decide if extra resources should be allocated to the NTTI to enable the institute to open by March 2005.

Reconstruction of Aramweer RTTI is delayed because the winning contractor declined the contract and problems of insecurity. Negotiations with Norwegian Church Aid (NCA), which supports the Arapi RTTI, are continuing to determine rehabilitation priorities. The sites for the remaining two RTTIs in Nuba Mountains and Upper Nile are still undecided by SoE.

The Gender Equity Support Program (GESP) was refined and piloted in Equatoria and Bahr el Ghazal regions. This program, which evolved from the original Girls’ Scholarship Program, supports girls directly and indirectly through programs designed by participating institutions, especially secondary schools. To receive a grant from SBEP, an institution must prepare a proposal describing two programs that would directly support girls, and a third program that would benefit the school as a whole. Most institutions included a fee subsidy for girls. Examples of other programs include a latrine, soap and other materials for girls, supplies, mosquito nets for girls, sports equipment, etc. Implementation tools including a Program Manual, Institutional Gender Assessment, and Institutional Gender Action Plan were piloted. Fourteen institutions including two offering short courses, developed gender action plans and received SBEP funding which is benefiting 946 scholarships for girls and women. One of the cost-share components of GESP is a “comfort kit” that provides sanitary supplies to help ensure that girls can attend school during menstruation. Seven hundred kits were produced and 343 have been distributed to date.

As part of a planning exercise for teacher education, SBEP developed a preliminary model for teacher supply and demand. This model projected the number of teachers required to attain the SoE target of 52% GER in six years, and the likely output of new teachers from pre-service and in-service teacher education programs. The model shows a deficit of about 12,000 teachers. SBEP will continue to assist SoE to identify ways to increase the supply of quality teachers and narrow the supply and demand gap.

A major SBEP component is assisting SoE in developing a unified teacher education curriculum for pre-service and in-service programs. During the year, SBEP assessed the various teacher education programs and made recommendations on how to relate these programs to the new SoE teacher education program based on a unified curriculum. A major accomplishment is the agreement to re-establish a Curriculum Development Center in Maridi with a core group of curriculum writers and support personnel. The Unit should be established in the first quarter of the next fiscal year. The first task of the group will be to complete new instructional materials for both the pre-service and in-service teacher education programs. There was much progress in the development of these materials in early FY 2004. SBEP collaborated with SoE, UNICEF, and Batchelor Institute of Indigenous Tertiary Education in Australia in developing tutor guides, student teacher workbooks and resource books, unit outlines, and other instructional materials.
With the help of a consultant, SoE/SBEP designed a formative evaluation process to assess teacher education curricula. The first formative evaluation report was prepared at the end of FY 2004. This report will be important in providing curriculum developers with a guide for further development of teacher education curricula.

At ESN Program Trainer’s Workshop, the participants were trained on the entry requirements and procedures for enrolling student teachers into in-service and pre-service programs including the delivery of the Introductory Assessment and Selection Program (IASP). In-service applicants will be required to attend a two-week IASP workshop in October-November for the purpose of assessment and final selection into the in-service program.

SBEP also conducted a survey of teacher pedagogical skills. The outcomes of the survey show that the majority of the teacher educators surveyed are of low academic background and require further training in methodology.

Based on two workshops, SoE /SBEP developed a proposal for a competency-based certification and registration framework for primary teacher education.

To address the enormous need for reference books and reading materials in South Sudan, the American Institutes for Research (AIR), as part of its cost share, collaborated with the International Book Bank (IBB) to donate more than 25,000 books to South Sudan schools and institutions. SBEP then trained 9 librarians from Equatoria and Bahr el Ghazal as part of the distribution and capacity building process.

**IR 2: Increased Capacity of Primary and Secondary Schools to Deliver Quality Education, Especially for Girls**

In FY 2004, SBEP conducted many community awareness activities reaching 7,078 people. A positive trend was the increase of women community members attending activities from just 6% in the first quarter to 32% in the last quarter of the year. Eighty-five communities developed action plans and 102 PTAs were formed or reactivated.

There was progress on school rehabilitation with 22 schools including one secondary school completed. Another 21 schools are over 50% complete. Forty-four schools are from 25%-50% complete, and construction has not yet commenced on 35 schools. School rehabilitation has been delayed for many reasons including difficulty of identifying experienced NGOs, civil strife, transportation problems, and the onset of the rainy season.

On the positive side, new school specifications have been developed and a prefabricated steel structure has been designed for locations without adequate local construction materials or with difficult physical environments. The cost of the four-room steel school (2 classrooms, office, and storeroom) will be approximately $48,000 compared to about $28,000 for schools build out of mainly local materials.²

² The estimated cost of $48,000 for the steel structure includes $15,000 for air transportation. The current design for the structure is for a complete steel structure including the ends of the building, but local materials for siding.
SBEP has printed 147,000 New Sudan primary textbooks and delivered them to Maridi and Rumbek for distribution by SOE. The books have not yet been distributed to schools pending reaction to the SoE plans to charge NGOs for the books in order to generate funds for the printing of more books.

Based on a needs assessment, SBEP identified priority areas for capacity building at the county and payam levels and developed a three-stage strategy for management training. The first stage consists of a short induction course of basic management skills. A total of 720 individuals HIV/AIDS participated in the stage 1 program. The second stage is the new Education Management Tool Kit (EMTK) consisting of many units that participants can cover over several workshops – topics include education planning, reporting, data collection, basic resources management, roles of PTAs, team building, curriculum implementation, girls’ education, and record keeping. The 720 people from the stage 1 program also partook in the EMTK program, along with an additional 308 education officials for a total of 1028 officials. ??For the more advanced third stage, SBEP drafted five education management course modules.

The SBEP Gender Program aims to increase equitable access to quality basic education in South Sudan to reduce barriers to enrollment, retention, attendance and performance by girls. SoE and SBEP focus on gender awareness, sensitization, and advocacy to influence policy change and mobilize community support. SBEP has developed a gender and HIV/AIDS strategy to support an integrated and coordinated approach to the implementation and mainstreaming of gender program activities. Key activities implemented during the year include: production of comfort kits, production and distribution of advocacy materials, provision of support to SoE and capacity building to South Sudanese women and men on the SoE/SBEP Role Model Initiative.

Finally, SBEP provided several training sessions to NGOs the are implementing SBEP activities, mostly school rehabilitation. A total of 122 staff received training on basic financial management, internal controls, and financial reporting; 72 NGO managers had training on organizational management, project management, program reporting, and monitoring and evaluation; and another 45 staff had training on community mobilization.

IR 3: Improved Non-Formal Education for Out-of-School Youth and Adult Learners

The Community Girls' Schools (CGS) are designed to provide an opportunity for girls to attend primary school where there is no nearby formal school. There are thirteen Community Girls’ Schools operating with 645 girls enrolled and another thirteen school sites have been identified and 455 students enrolled. Of the total 1100 students, all but 35 are girls. CGS teacher training materials have been developed.

Also, note that the estimated cost of $28,000 for schools built largely from local materials excludes all local labor and materials that are contributed by the community. The estimated costs are what SBEP will have to cover.
The Accelerated Learning Program (ALP) condenses eight years of primary school into a four-year accelerated program with the option for students to enter at any level depending on an assessment test. The ALP began this past year with 21 centers established in Bahr el Ghazal. Forty-five ALP teachers were trained from Bahr el Ghazal, Nuba Mountains and Upper Nile. There are 1,223 learners including 345 women enrolled in ALP classes.

ALP draft learner materials for Levels 1-4 in four subject areas have been developed and are being piloted. ALP teacher training draft materials have been developed.

The Intensive English Language Course (IELC) is a key element to support the transition to English in South Sudan. IELC will meet the needs of Arabic-speaking teachers who need English to teach in schools, and other individuals who need English to enter training programs such as ALP and the in-service course. The IELC curriculum framework, syllabus, and scheme of work have been developed, piloted and revised. Fifteen IELC instructors have been trained. A total of 344 women have completed this course. Finally, standardized ALP and IELC learner intake and placement assessment tools and implementation procedures have been developed and piloted.

Regarding the program, SBEP subcontracted for the development and delivery of the Literacy Program with the Sudan Evangelical Mission (SEM), an organization with considerable experience in adult education in South Sudan and capable of developing secular materials for this program. Also, SBEP developed a tool on literacy levels and indicators for measuring literacy outcomes.

Finally, SBEP produced radio programs for NFE activities in South Sudan prior to this activity being transferred to the Education Development Center (EDC). The completed products include radio programs on classroom management, HIV/AIDS, and Peace Education. Subsequently, SBEP has collaborated with EDC on start-up activities for the Interactive Radio Instruction (IRI) Project for South Sudan.

I. Introduction

The Sudan Basic Education Program (SBEP) is a five-year program from 2002-2007 funded by USAID Sudan Field Office to support the development of basic education in South Sudan. This Annual Report is for the period October 2003 – September 2004. The program is being implemented through a cooperative agreement with CARE International, which leads a consortium including the American Institutes for Research (AIR) and the University of Massachusetts/Center for International Education (UMASS/CIE). SBEP works in close partnership with the Secretariat of Education (SoE), which is beginning to develop and implement a new education system in South Sudan following twenty years of conflict.

The SBEP falls under Strategic Objective No. 6 of the USAID Sudan Interim Strategic Plan (ISP), which integrates all of the USAID assistance programs into a single strategy. The ISP goal is “Foundation established for a just and durable peace with broad participation of the Sudanese people.” SO 6 is “Improved equitable access to quality education.” There are three Intermediate Results (IRs) that focus on the key elements of teacher education, quality education for primary and secondary schools, and non-formal education.
**IR 1. Improved teacher education programs:**
This IR recognizes that good teachers are the key to a strong education system. In South Sudan only 7% of teachers have had a single year of training, and about half of all teachers have not received any professional training. Many teachers have not even completed grade 8. An estimated 7% of teachers are female. With a gross enrollment rate of only 23%, SoE is planning for a major expansion of the school system. To meet this demand, SBEP is working with SoE to develop and implement programs to greatly expand the number of teachers to be trained in both pre-service and in-service programs and to strengthen the quality of those programs.

**IR 2. Increased capacity of primary and secondary schools to deliver quality education, especially for girls:**
There are approximately 1,800 primary schools in South Sudan, but only 10% of them have permanent buildings and 80% of the children have no benches to sit on. There are few textbooks for children, and only 35% of the 400,000 children in school are girls. In a country of about 7.5 million people, only 2,500 children complete primary school each year and, of this number, only 500 are girls. Most, if not all, of the education officers and head teachers do not have minimum academic and professional qualifications or experience. Thus, there are major challenges to expand and improve the quality of primary and secondary education. SBEP has several initiatives to help meet these challenges.

**IR 3. Improved non-formal education for out-of-school youth and adult learners:**
Because the formal school system is so limited, and the war for over twenty years has deprived so many citizens of a basic education, there is a great need to offer educational opportunities through a non-formal system. SBEP is developing several integrated alternative education programs for reaching people who need basic education, skills development, or English language training.

These three Intermediate Results are broken down into the following sub-IRs. Each sub-IR focuses on specific programs within the overall Intermediate Result.

**IR 1. Improved teacher education programs**

IR 1.1 Rehabilitation and Development of Regional Teacher Training Institutes (RTTIs) and Teacher Training Centers

IR 1.2 Identification and Development of Effective In-Service Teacher Education Programs

IR 1.3 Establishment of Competency-Based Teacher Certification

IR 1.4 Establishment of Local Teacher Support Systems (This sub-IR was dropped in the amendment in FY 2004.)

**IR 2. Increased capacity of primary and secondary schools to deliver quality education, especially for girls**

IR 2.1 Rehabilitation of Primary and Secondary Schools
IR2.2 Increased Availability of Appropriate Instructional Materials

IR2.3 Strengthened School, Local and County Administration, Supervision and Financial Systems

IR2.4 Development and Implementation of Strategies to Improve Girls' Access, Retention and Learning in Primary and Secondary Schools

IR2.5 Development of Institutional Capacity

**IR 3. Improved non-formal education for out-of-school youth and adult learners**

IR 3.1 Develop Community-Based Literacy Program

IR 3.2 Utilize Low-Cost Appropriate Technologies to Support Non-Formal Education (transferred to EDC during the year)

In addition to the three IRs and sub-IRs listed above, SBEP has initiated an implementation framework known as the Education Support Network (ESN). ESN provides a structure and processes for SoE to implement programs. At its core, ESN uses a model with the RTTIs at the hub or center and the County Education Centers (CECs) as the spokes or outreach centers. Thus, the RTTIs will not only provide pre-service teacher education, but under the direction of the Program Trainers based at the RTTIs, will guide and support training activities at the CECs. Each CEC will have up to five tutors and an Administrator to support in-service teacher training, education management courses, and several non-formal programs under the Alternative Education Systems (AES).

A prerequisite to the training of teachers and facilitators in AES/NFE and education management programs is the preparation of Program Trainers and Tutors, which was not specifically anticipated in the COAG. SBEP introduced the Professional Skills Development Program (PSDP) to develop their training and supervision skills in the delivery of RTTI, CEC and community level activities

Another area that deserves special mention is the integration of gender into each of the IRs. Gender activities include Community Girls' Schools, the Gender Equity Support Program (formally known as the Girl's Scholarship Program), and other advocacy efforts to ensure a larger number of girls in school and female teachers.

During the year, there were some important administrative changes including an amendment to the cooperative agreement that addressed a number of problems, expanded the activities into the Nuba Mountains, and added $5 million to the agreement, principally for activities in the Nuba Mountains and for school rehabilitation. Additional staff were added to help meet the expanding activities including two senior staff with Cathy Beacham as the new Deputy Chief of Party/Program Manager-Administration and, most recently, Thomas Tilson as the new Deputy Chief of Party/Education Support Manager. In addition, Save the Children/USA was dropped from the consortium and its activities transferred to UMASS. SBEP will now give more direct
attention to strengthening SoE, but has given up other responsibilities such as further work with radio and income generation activities. In summary, the work of SBEP is more focused, management has been strengthened through changes of personnel and consortium members, and a first step has been taken to increase the number of staff required to carry out the activities.

As a result of these changes, SBEP is beginning to make significant progress in implementing the program after a slow start. Some of the basic systems have been established such as ESN, the rehabilitation of schools is gaining momentum, many instructional materials and training manuals have been developed, and many training activities have been completed.

As part of its cost share activities for the past FY, SBEP has done the following:

1. Improved the availability of learning and teaching resources in primary schools in northern Bahr El Ghazal that have not previously received UNICEF assistance. Uniforms, (SoE) textbooks and other educational materials are benefiting 925 children and 16 teachers in four targeted schools in Kuajina, Udici, Marial Wau and Barmayen payams.

2. The capacity of a south Sudanese NGO has been developed in the use of interactive multimedia (puppetry) for raising awareness on HIV/AIDS among school students and teachers. Over the past six months 10 NGO staff have been trained in puppetry performance theatre, life size puppets were made, scripts developed and a mobile stage built. Pilot performances at schools in south Sudan will commence early next FY. Work has also commenced on furnishing SBEP rehabilitated classrooms with student desks and chairs.

3. Through a cost share sub-grant 1,296 desks and chairs are being made for 28 classrooms and offices at primary schools in Aleru and Limbe (Yei) and in Lire and Mogiri (Kajokeji). Furniture making will be completed early next FY and will contribute to an enhanced learning environment within the recipient schools.

This report is divided into four sections – an Introduction, Summary of Achievements, Challenges and Issues, and Success Stories. In addition, Annex I is a summary of progress relating to the nine PMP indicators for USAID. Annex II includes a list of all consultant reports and all other documents such as training materials that were produced during the year.

II. Summary of Achievements

This section presents the major accomplishments for the last year and summarizes the activities that were not completed as expected. The section begins with ESN and then summarizes SBEP support to the Secretariat of Education. The main part of this section is a presentation on each of the IRs and sub-IRs. Each IR begins with list of objectives for the “life of programs results.” Then a summary of accomplishments is presented followed by details of the activities during the year. The final section is a list of the activities not completed according to the Annual Implementation Plan.
Education Support Network Accomplishments

During FY 2004, the following key results have been achieved:

- Planning and facilitation of a three-week Education Support Network (ESN) Orientation Workshop for 63 participants (Jan.-Feb. 2004)
- Selection and SoE approval of 16 counties across all 4 regions of South Sudan for SBEP support in the first phase of ESN delivery of education and management programs
- Planning and facilitation of 4 regional briefings, a separate Maridi briefing, and 12 county workshops across all regions of South Sudan
- Support to SoE recruitment process for Regional Teacher Training Institute (RTTI) and County Education Center (CEC) staffing for over 100 positions
- Planning and facilitation of a three-week ESN Program Trainers Workshop for 81 persons including 46 candidates for CEC Tutors and Program Trainers at RTTIs (Aug. 2004)
- Orientation and training of the above participants for immediate delivery of SoE courses including pre-enrollment activities for in-service and pre-service teacher education, Alternative Education System/Non-Formal Education (AES/NFE) courses, core Education Management units, and the Gender Equity Support Program (GESP)
- County teams from the above attendees were created and they commenced activities in 7 counties in Equatoria and Bahr el Ghazal and in 2 counties in Nuba Mountains in September 2004
- Completion of RTTI/CEC modules and manuals for Professional Skills Development Program (PSDP) and Teacher Education, and orientation to the Program Trainers and CEC Tutors during the Program Trainers’ Workshop.
- Ongoing discussions with potential NGOs to enter into sub-contract agreements to support RTTIs/ CECs including development of detailed draft CEC sub-grant documents
- Development of draft institutional quality standards for RTTI/CEC use

ESN Overview

The design and development of ESN has been a consultative and iterative process. In the early development stages, a consultant collaborated extensively with SoE, SBEP, NGOs, and other stakeholders to propose an education system that would best suit the complexities and context of South Sudan in terms of educational need, human resource capacity, geography, climate, and available physical resources. ESN continues to be an evolving strategy for delivering education and management programs as South Sudan moves from a relief to a developmental approach to education and wider systems building.

ESN is the delivery mechanism of many of SoE programs at the national level. In brief, ESN provides a framework and management structure for implementing a coordinated education system by the Secretariat of Education (SoE) to: (i) provide capacity building for education and management personnel, (ii) deliver relevant programs and courses in education and management areas that meet the needs of communities, and (iii) provide a system where future stakeholders can be incorporated to strengthen an overall collaborative and coordinated approach to the education sector in South Sudan.
SBEP has collaborated extensively with SoE to incorporate ESN in the revised SoE structural organogram, which supports autonomy at the regional, county and payam levels to define, administer and manage education and human resources and programs. ESN will be the delivery mode for capacity building including training programs and courses that allow communities to assess and prioritize their educational requirements, and that can be reinforced by regular follow-up and support. Such programs include: Professional Skills Development Program (PSDP), Teacher Education, Education Management, Alternative Education Systems/Non-Formal Education (AES/NFE), Gender Equity Support Program (GESP), Community Mobilization, etc.

In essence, ESN is an implementation network that is centered at a Regional Teacher Training Institute (RTTI) that supports a number of County Education Centers (CECs) within that region. Another level of ESN exists at the National Teacher Training Institute (NTTI) that will provide flexible training and instructional support services to the RTTIs. The RTTIs are managed directly by the Regional Education Office with the CECs being managed through the Education Office at the county level.

ESN will initially operate at the NTTI (Maridi) and four RTTIs: Arapi in Equatoria, Aramweer in Bahr el Ghazal, Upper Nile, and Nuba Mountains. The role and delivery of services will differ according to the circumstances and needs in each region and county. In the first phase, each RTTI will start programs in one to four counties in its respective region, adding further counties in subsequent years depending on needs, support, resources available, security, etc.

The NTTI will support the RTTIs with technical support, such as the development of programs to train county education officers that will be required. The RTTIs, in turn, will support the CECs in terms of training the CEC Tutors in the programs and courses they will deliver at the county and payam/community level. The provision of services will be closely linked between counties and across regions to enable a uniform and standard approach to programs and courses implemented by SoE. ESN opens up the opportunity for access to different educational services across all regions of South Sudan. ESN will be sufficiently flexible to allow for variations in local demand and circumstances.

**Conduct ESN Orientation Workshop**

This three-week workshop from 27 January to 16 February 2004 launched a revised SoE structure and the development of the Education Support Network for the delivery of SoE education and management programs and packages. The workshop was attended by 63 SoE representatives from all regions of South Sudan plus participants from local and international NGOs, USAID and SBEP. The workshop provided a forum to develop a shared understanding and vision of the structure and linkages of ESN and the support to the delivery of education and management programs developed by SoE. Several other key outputs achieved during the workshop included:

- The selection and approval by SoE of 16 counties for phase one establishment of CECs

---

3 Education and Management refers to the range of programs currently being developed by SoE and SBEP: Teacher Education, Alternative Education System/Non-Formal Education (AES/NFE), Professional Skills Development Program (PSDP), Gender Equity Support Program (GESP), and Education Management.
• Approval by SoE of a recruitment process and immediate advertisement of RTTI and CEC positions
• Discussions with key NGOs regarding potential sub-grants to RTTIs and technical support required

The participants worked in teams to prepare a plan with activities and budgets to orient and train key representatives in their respective regions after the conclusion of the workshop.

Selection of counties for phase one ESN implementation

Counties selected through a participatory process and approved by SoE during the ESN Orientation workshop are presented in the following table:

<table>
<thead>
<tr>
<th>Region/Institution</th>
<th>Equatoria</th>
<th>Bahr el Ghazal</th>
<th>Nuba Mtns</th>
<th>Upper Nile</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTTI</td>
<td>Maridi TTIs National TTI</td>
<td>Arapi RTTI</td>
<td>Aramweer RTTI</td>
<td>tbd⁴</td>
</tr>
<tr>
<td>CEC</td>
<td>Maridi, Mvolo</td>
<td>Magwi, Torit, Kajokeji, Yambio</td>
<td>Rumbek, Cuibet, Gogrial, Yirol</td>
<td>Rashad, Lagowa, Ayod, Pochalla, Fashoda</td>
</tr>
</tbody>
</table>

Conduct Regional Briefings and County Workshops

The regional teams that were formed at ESN Orientation Workshop conducted ESN briefings for key representatives in each of the 4 regions and a separate briefing for Maridi. SBEP supported the regional teams with finance, facilitation skills, and technical input. An average of 15 representatives in each region was trained to plan, budget, and conduct county workshops on SoE policies and ESN delivery of programs.

The regional representatives trained above then conducted county level ESN workshops in the following 12 counties:

• Equatoria: Maridi, Mvolo, Magwi
• Bahr El Ghazal: Rumbek, Cuibet, Gogrial, Yirol
• Upper Nile: N.Bor, Pochalla, Ayod
• Nuba Mtns: Rashad, Lagowa

Approximately 600 (average 50 representatives in each county) were, in turn, oriented to the ESN structure and delivery of SoE education and management programs. The counties also identified CEC locations and recommended an NGO to support the CEC.

Assist SoE to recruit RTTI deputy principals, Program Trainers and tutors

SBEP supported SoE in the development of a recruitment process for personnel to support the RTTIs and CECs in the delivery of education and management programs. With the support of

⁴ tbd = to be determined
SBEP, over 100 academic and administrative positions were advertised in March. Applications were short-listed in May with interviews being conducted and completed in 6 locations by mid-July. The supporting process included the appointment of an SoE approved consultant to collaborate with the Deputy Director of Teacher Education and Training to coordinate the interview process including development of a standard interview criteria, training of the interview panels, logistics, finance and reporting. A list of 57 recommended applicants was submitted for SoE management approval.

Conduct Program Trainers Workshop, orient and train RTTI Program Trainers and CEC Tutors

Thirty-two academic applicants from the 57 people on the recommended list (academic and administrative) were contacted, transported and attended a three-week Program Trainers workshop from 3-24 August, 2004. The workshop was attended by 81 personnel and co-facilitated by SoE and SBEP staff. The participants comprised the 32 interviewed applicants for RTTI/CEC positions, 6 Nuba tutors, 8 current teaching staff from Maridi or Arapi TTIs, 5 NGO staff, 5 other invited people from locations throughout South Sudan (a total of 56 participants), plus 25 SoE and SBEP facilitators and staff. One of the key aims of the workshop was to orient and train participants on ESN and SoE structures, policies and guidelines, as well as to provide detailed information and steps in delivery of the following programs: Gender Equity Support Program (GESP), Teacher Education, Alternative/Non-Formal Education (AES/NFE), Professional Development Skills Program (PSDP), and Education and Institutional Management. A substantial component of the workshop sessions also focused on developing participants’ own professional and institutional management skills.

Role Play during ESN workshop
August 2004

5 Positions: Academics, Deputy Principal/Administration, Program Trainers, Heads of Departments, County Education Center/Tutors, County Education Center/Administrators, Subject Specialists/Tutors, Logisticians/Administrators, Deans, Registrars and Bursars.
Key documents have been developed to support the training of RTTI and CEC staff including PSDP Modules and Core Tutors and Teacher Education Manuals. SoE and SBEP curriculum writers collaborated to develop 5 PSDP Modules focusing on Adult Education Methods; Student and Staff Support Strategies; Organization and Management of Training, Resource Centers and Records; Monitoring and Evaluation in ESN; and Supervision of Instruction. These modules, together with the drafted Core Tutors Manual and Teacher Education Manual, were introduced and used to support the training sessions for the Program Trainers Workshop participants.

Until SoE appointments of RTTI and CEC positions are finalized in January 2005, an interim strategy to commence the start-up of activities immediately was discussed and agreed upon by SoE, SBEP implementers, and participants. To this effect, all participants worked in county groups as potential teams of CEC Tutors. The teams focused on the detailed steps needed in order to undertake specific activities in 7 selected counties: Rumbek, Cuibet, Gogrial, Maridi, Magwi, Torit, Kajo-keji; as well as in the Nuba Mountains region and Upper Nile. The plans focused on the next 4 months: September to December 2004, with teams concentrating on the immediate delivery of SoE programs and courses including:

- Pre-enrollment activities for in-service and pre-service Teacher Education
- Intensive English Language Course
- Accelerated Learning Program
- Core Education Management units
- Gender Equity Support Program (GESP)

SoE and SBEP facilitators supported county teams in developing detailed plans and budgets to undertake these activities. As a result of this intensive planning, participants have developed team approaches and a shared understanding of roles and responsibilities, linkages between RTTI and CEC staffing, and the support that can be utilized through ESN and SoE structures.

**RTTI training and CEC training support visits**

To date, RTTIs are still under development. Arapi RTTI is currently conducting a pre-service teacher education program with 43 student-teachers, but is not yet fully connected with the in-service or other ESN programs. This institute is supported by Norwegian Church Aid (NCA) through an agreement with SoE. To build and develop on this current support, SBEP has continued to collaborate with Arapi RTTI, NCA and SoE. Four key visits in the last 6 months have focused on:

- Discussions and information sharing about ESN workshops, SoE and ESN management structure, plans and implementation opportunities for RTTIs and supported CECs

---

6 Due to heavy rains and inaccessibility to northern Bahr el Ghazal, county activities in Gogrial will not commence until the 2nd quarter of FY 05.

7 No short-listed applicants for SoE positions were recommended from Upper Nile, therefore, representatives from that region will focus their activities on advocacy and sharing of information and knowledge gained during the workshop.
• Available (additional) support to the institute in both technical and structural terms
• Overview of GESP program and institutional support for 9 women attending the pre-service teacher education course including $50 for a half a year and the comfort kits.
• Development of formative evaluation procedures

Ten staff from Arapi, Maridi, and Aramweer RTTIs also participated in ESN workshops and were involved in planning and support to regional, county and other ESN briefing forums. Their experience as RTTI staff has contributed to the knowledge and understanding of the potential Program Trainers and Tutors who SoE will appoint in the coming months.

**Partner selection to support ESN**

Ongoing discussions in individual and/or group forums with prospective NGOs to enter into sub-contract agreements have continued at different levels. To support this process, two documents have been developed and discussed in depth with NGO senior management staff: a draft scope of work (SOW) for CEC sub-grant documents detailing proposal outlines and stages envisaged in the delivery of CEC education and management programs; and, a draft document outlining institutional quality standards that includes indicators on physical facilities, administration and management, transport, equipment and materials, faculty staff, program delivery, equity, community participation, linkages and coordination.

**Activities planned but not accomplished**

1. Four of the 12 planned county workshops were not completed: Kajokeji, Torit, Yambio and Fashoda. Delays were caused by insecurity in some locations, an Ebola outbreak, and subsequent activity scheduling conflicts with SoE activities. The training will be provided for the remaining counties prior to ESN implementation next year or, possible, later.

2. Partner selection for implementation period Oct. 04 – Sept. 05 was not completed. Sub-grant agreements between NGOs and SBEP to support RTTIs and/or CECs have not been entered into because (i) the constraints facing SBEP and SoE in developing (in parallel) both an education system and a system for delivering programs, and (ii) the challenges facing NGOs in terms of current human resource and technical capacity and current.

3. County training support visits could not take place because the Program Trainers workshop was delayed due to the extended time required for the recruitment, appointment and deployment process.

4. CEC selection for implementation period Oct. 03 – Sept. 04 has not been completed because some counties have not completed workshop orientations, some reports are incomplete, and some recommended CEC sites may be inappropriate. Also, there is need to assess the capacity of the recommended NGO for each county.  

---

8 Some sites are considered inappropriate due to lack of adherence to CEC site selection.
5. SoE approval of CECs for the above period (Oct. 03 – Sept. 04) has not been given for the same reasons stated in the item above, and the fact that CEC locations have not been finalized. CEC selection for Oct. 04 – Sept. 05 also was not completed by the SoE.

Secretariat of Education Accomplishments

During FY 2004, the following key results have been achieved:

- SoE organization system developed
- Capacity development plan developed
- Technical and logistical support to SoE initiated activities including the National Dialogues on Girls' Education

The major accomplishment of the year was an organizational system for SoE prepared by SoE with SBEP consultants Joan Sullivan-Owomoyela and Suzanne Hinsz and input from SBEP staff. The proposed SoE structure has the following departments:

1. Planning 4. Gender and Social Change
2. Administration and Finance 5. General Education

With the finalization of the contractual modification in June and inclusion of SoE capacity building activities, SBEP has sourced and seconded to the SoE an experienced Sudanese professional to assist senior managers. The first priority will be to work with staff members to develop clear job descriptions and an understanding of staff members exact roles and responsibilities within the Secretariat of Education.

Activities planned but not accomplished

1. A capacity strengthening plan was developed, but was not costed. The completed capacity building report is inclusive of the SoE’s own budget on capacity building. During the year USAID began a process to examine more thoroughly the capacity building of the SPLM and develop a more comprehensive cost analysis.
IR 1: Improved Teacher Education Programs

IR 1 Life of Program Results

- Rehabilitation of teacher training institutes (RTTIs) and development of County Education Centers (CECs)
- Developed South Sudan teacher education curriculum framework
- Adapted core curriculum materials for different modes of delivery
- Developed teacher accreditation system; and
- Established resource mobilization activities to finance education and/or community infrastructure necessary for the sustainability of a quality learning environment

Summary of Accomplishments

1.1 Rehabilitation of RTTIs and CECs
- Rehabilitation assessment completed for Arapi
- Maridi RTTI renovation of phase 1 and 2 completed
- Survey of 55 teacher educators' skills completed
- Pilot phase of Gender Equity Support Program designed, implemented and completed
- 946 girls and women supported by institutional scholarships in 12 institutions plus two for short courses

1.2 Expanded and Effective In-service Teacher Education
- Report on Phase Training complete
- Agreement with SoE and UNICEF to re-establish Maridi Curriculum Development Center
- Draft curriculum materials for in-service and pre-service developed
- CEC Tutor manual drafted
- Draft Formative Evaluation Procedures and Manual developed
- First formative evaluation of teacher education curriculum complete
- 56 tutors oriented to teacher education programs and enrollment procedures
- 17 tutors trained on in-service entry course (IASP)

1.3 Establish Competency Based Certification and Professional Development Program
- Co-sponsored with UNICEF development of draft accreditation policy for New Sudan
- Draft framework for teacher certification and registration developed with SoE
- External Linkages were developed through study tours and collaborative undertakings:
  - Study tours included: 3 SoE/PAGE women sponsored by CIDA to Montreal for global gender conference; 5 SoE staff to Ethiopia for exchange of ideas on teacher education, non-formal education, and community mobilization; and 1 SoE staff member participated in IIEP summer course on education in post conflict settings
  - Draft continuous assessment manual for teacher education developed
  - First meeting of Technical Advisory Committee on Teacher Education and Training

1.4 Establish local teacher support systems
- Delivery of 25,000 library books to South Sudan
- 9 librarians trained
- 10,000 books delivered to 25 schools and training centers

IR 1.1 Rehabilitation and Development of Regional Teacher Training Institutes (RTTIs) and Teacher Training Centers

During FY 2004, the following key results have been achieved:

Maridi National Teacher Training Institute: The Maridi National Teacher Training Institute has been rehabilitated (administration block, library, meeting room, dining room, kitchen, 3 dorms). The repair of three RTTI residential quarters is in progress in Maridi. No other RTTIs have been rehabilitated, however, a contract for the rehabilitation of Aramweer RTTI (administration and classroom blocks) has been prepared, but was not signed by the designated contractor. SBEP is currently negotiating with the second contractor. We are negotiating with NCA regarding rehabilitation priorities for the Arapi RTTI.

Gender Equity Support Program (GESP): GESP, formerly known as the Girls’ Education Support Program, and referred to in the program document as the Girls’ Scholarship Program, was refined and piloted in two regions – Equatoria and Bahr el Ghazal – from July to August 2004. The aim of the GESP is to increase the pool of women who qualify to enter teaching. Tools for implementation (Program Manual, Institutional Gender Assessment, and Institutional Gender Action Plan) were piloted, and monitoring and reporting tools were developed. SBEP gave an orientation on GESP to education managers, teachers, and potential tutors during several forums during the year. During the piloting phase, specific orientation was given to 14
eligible institutions, which enabled them to do participatory action planning involving the Board of Governors (BoGs) and male and female students, and to apply for the funding.

During piloting the following results were achieved, a significant accomplishment beyond our target:

- Number of scholarships given to women and girls: 946
- Number of secondary school scholarships for girls: 774
- Number of scholarship for female student teachers: 84
- Number of scholarship for female English learners: 88

Over $16,000 was disbursed to 12 institutions, plus two others for short courses. SBEP and SoE assisted the institutions to develop actions plans to utilize the funds in the support of girls and women. Some of the actions designed by the institutions include:

- Hiring of mentors for girls
- Building separate latrines for girls and boys
- Purchase of educational materials (exercise books, pens etc)
- Mosquito nets and wash basins for boarders

A consultant spent four weeks in South Sudan in August 2004 to review GESP pilot phase and to make recommendations for further implementation. Among the recommendations were 1) support Accelerated Learning Program women students only in 3 and 4th years only because it is more likely that those women will become teachers, 2) develop supporting materials for schools and institutions to help them support girls and women more fully, 3) develop a strategy to promote teaching as a career among secondary school girls (and boys) and 4) hold a national conference for secondary school principals and head female teachers on improving the participation and achievement of girls.

Comfort Kits: An important component of GESP is the purchase as cost share and distribution of ‘comfort kits’ to female scholarship recipients. Each kit contains: soap, underwear, and washable sanitary pads. The comfort kits aim to ensure that girls can attend school during menstruation, thereby improving attendance and learning achievement. A total number of 700 comfort kits were produced and 343 distributed to date.

---

Aware of the importance of the comfort kits, SBEP advocated and succeeded for the inclusion of comfort kits in the Minimum Standards on Emergency Education currently being developed by the International Network on Emergency Education (INEE).

**IR 1.2 Identification and Development of Effective In-Service Teacher Education Programs**

*Phase Training Report*: A report on Phase Training and other teacher education programs in South Sudan was completed by SBEP. As SBEP assists SoE in developing a unified curriculum for a certified teacher education program, it has been important to identify alternative teacher education programs running in South Sudan, discuss the future of these programs as they relate to a new teacher education program, and make recommendations for meeting the demand for teachers. As part of this study, SBEP made preliminary analyses of the supply and demand for teachers in South Sudan primary schools during the next 6 years. Based on SoE’s Sector Plan and ESN projections, the analysis examined the supply of teachers through the Education Support Network in-service and pre-service teacher education programs.

The analysis shows there is and will continue to be a significant gap between the demand for trained teachers and the supply over the next 6 years and longer. Even when considering a fully functioning ESN (8 RTTIs and more than 50 CECs offering pre- and in-service teacher education) in South Sudan the system will not be able to meet the demand for qualified teachers. It is expected, for example, that with an increase of GER to 52% in 2010 there will be a gap in the supply of teachers for primary schools in the range of 12,000 teachers. The graph on the following page illustrates the projected supply and demand for trained primary teachers.

The Phase Training report makes recommendations on how existing NGO-supported teacher education programs that are outside of the new teacher education program can be utilized, adapted or integrated in order to increase the pool of qualified teachers for South Sudan’s primary schools. Many of these NGO programs should continue. Also, there may be an opportunity to develop some fast-track programs for teacher education using a modified version of the Phase modules. SBEP will continue to play a leading role in assisting SoE to identify ways to increase the supply of quality teachers and narrow the supply and demand gap.

---

10 Phase Training was developed as an emergency response to teacher training. It consists of 3 month courses to be delivered in three phases.
#### Teacher Demand Vs Supply in South Sudan

<table>
<thead>
<tr>
<th>Years</th>
<th>Teachers Needed</th>
<th>Pre-service graduates (cumulative)</th>
<th>In-service Teachers (cumulative)</th>
<th>Total ESN-trained Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>2500</td>
<td>0</td>
<td>2000</td>
<td>4500</td>
</tr>
<tr>
<td>2005</td>
<td>3000</td>
<td>0</td>
<td>2000</td>
<td>6500</td>
</tr>
<tr>
<td>2006</td>
<td>3500</td>
<td>0</td>
<td>2000</td>
<td>9500</td>
</tr>
<tr>
<td>2007</td>
<td>4000</td>
<td>0</td>
<td>2000</td>
<td>12500</td>
</tr>
<tr>
<td>2008</td>
<td>4500</td>
<td>0</td>
<td>2000</td>
<td>15500</td>
</tr>
<tr>
<td>2009</td>
<td>5000</td>
<td>0</td>
<td>2000</td>
<td>18500</td>
</tr>
<tr>
<td>2010</td>
<td>5500</td>
<td>0</td>
<td>2000</td>
<td>21500</td>
</tr>
</tbody>
</table>

*Curriculum development.* One of the major accomplishments of FY 2004 is an agreement among SoE, SBEP and UNICEF (with interest from other donors) to re-establish the Curriculum Development Center (CDC) in Maridi. After years of neglect and destruction during the war, SoE plans to re-establish the CDC in Maridi with a core group of curriculum developers continuing the work on the teacher education curriculum. It is expected that SBEP, UNICEF, and other donors will support the training of writers, the development of the center as well as the writing and production of the teacher education materials until the end of 2005 when approximately three-quarters of the teacher education materials will be drafted.

The Curriculum Development Center will be an important step in capacity building and institutional development. The Center will obviate the need for ad hoc and costly curriculum development workshops use in the past, and will solidify a core group of curriculum experts. SBEP, in collaboration with SoE, has developed terms of reference for teacher education curriculum developer positions as well as for desktop publishers and other support staff, a draft timetable of materials development, and identified expertise in some of the subject areas to assist in the development of the teacher education curriculum. UNICEF will collaborate with SBEP and SoE in this process, and there is increasing interest by other donors to participate in the re-establishment of the Curriculum Development Center. In this regard, SBEP has held meetings with the Advisors of the Education Development Center's Sudan Interactive Radio Instruction program to locate their program writers and experts in Maridi and integrate their activities into those of the Maridi Curriculum Development Center.

There was much progress in the development of both pre- and in-service teacher education curriculum materials in early FY 2004. In preparation for expected enrollment in in-service and pre-service teacher education programs in early 2005, SBEP collaborated with SoE, UNICEF and Batchelor Institute of Indigenous Tertiary Education in Australia in developing tutor guides, student teacher workbooks and resource books, unit outlines and other instructional materials. These materials were based on the previous year's work on scope and

---

CA No. 623-A-00-00068-00: SBEP Annual Report, October 2003 - September 2004
sequence and syllabus development. It was expected that the first cohorts of teachers would enter pre-service and in-service in March 2004. During the period October – December 2003 draft materials were developed for the first term of stages one and two of in-service teacher education and year one in pre-service for the following subjects:

- Science
- Mathematics
- English
- Social Studies
- Professional Studies
- Physical Education

SBEP assisted SoE in drafting a manual to train curriculum developers on the principles of material design with an emphasis on developing quality distance-learning materials, principles and practices of democratic pedagogy, and concrete and participatory learning methodologies. The manual was used in curriculum workshops in Yambio and Maridi to integrate training topics on quality material development with the actual production as well as piloting of the materials.

In early 2004, SBEP assisted SoE in a curriculum workshop in Rumbek by providing an overview of the teacher education curriculum developed to date. One of the objectives of the workshop was to review the materials developed in Maridi and Yambio. The review, however, did not take place. Additionally, SBEP recommended a process for continuing the development of curriculum. However, SoE decided to take an alternative route with the outcome of the workshop being syllabi for the following subjects:

- English
- Mathematics
- Science
- Social Studies
- Professional Studies
- Agriculture
- Christian Religious Education

A review of the syllabi by SBEP, as requested by the Commissioner of SoE, was submitted to the Commissioner in May. In August the Commissioner reported that the findings of the review would be used to develop guidelines for future curriculum development activities.

The development of these syllabi demonstrates clear SoE ownership of the process of curriculum development. The next steps will be to situate all the various curriculum elements (scope and sequences, syllabi, supporting materials, teachers guides, etc.) into a unified curriculum.

Formative evaluation: A SBEP consultant worked with a team of 8 SoE personnel to develop a formative evaluation plan and a set of procedures for evaluating teacher education curricula.

---

SoE participants were trained in formative evaluation methods and participated in the development of a manual that can be applied to any curriculum materials (e.g., primary and secondary curriculum, non-formal education etc.). The first formative evaluation report of the teacher education curriculum was prepared at the end of FY 2004. This report will play a key role in the articulation of the different materials in the program and provide curriculum developers with a guide for reviewing and the further development of teacher education curricula.

Teacher education program orientation and training: Participants at the initial ESN workshop were given an orientation to the Teacher Education curriculum, along with pre-service and in-service structure. An agreement was reached to form a Technical Advisory Committee on Teacher Education and Training for the purpose of making policy and program recommendations to SoE about teacher education. The Advisory Committee met in Maridi in late April and produced a series of recommendations including the following – suggestions regarding the opening of Arapi RTTI, entry requirements into the in-service programs, testing requirements for entry into the pre-service programs, the development of a special course on Sudan Cultural Studies, the eventual phasing out of teacher education that are not accredited, development of continuous assessment, the creation of a formative evaluation plan for the teacher education curriculum, and further investigation in the teacher projection model.

Orientation to the in-service and pre-service Teacher Education Program and delivery structure continued at the Program Trainers workshop in August 2004. Forty-six current and potential CEC Tutors and RTTI Program Trainers were also trained on the entry requirements and procedures for enrolling student teachers into in-service and pre-service programs.

Seventeen participants representing the 7 selected counties were trained in the delivery of the Introductory Assessment and Selection Program (IASP). In-service applicants will be required to attend a 2-week IASP workshop for the purpose of assessment and final selection into the in-service program. Training of the tutors consisted of preparation and delivery of the IASP. It is expected that enrollment for the in-service program will reach 280 student teachers in early 2005. Teams from 7 counties developed plans and budgets for pre-enrollment activities (including the IASP) with an emphasis on enrolling women for the period September – December 2004.

Teacher Educators’ Skills Survey: SBEP carried out a survey of teacher educators’ pedagogical skills in late 2003 and early 2004 using a short questionnaire. The participants were asked to demonstrate their knowledge of current teaching and learning concepts and knowledge. The aim of survey was to:

- Gauge the capacity of teachers/educators who are currently engaged in conducting teacher education
- Determine the type and the content of future training program required for development of teacher educators’ capacity.

Fifty-five educators participated from the five regions of Nuba, Bahr el Ghazal, Equatoria, Upper Nile, and Southern Blue Nile (Funj). The result of the survey has helped SBEP in
advising SoE in recruitment of RTTI Program Trainers and CECs Tutors. The outcomes of the survey show that the majority of the teacher educators surveyed are of low academic background and require further training in methodology specifically participatory, active learning strategies and concrete learning.

**IR 1.3 Establishment of Competency-Based Teacher Certification and professional development program**

*Establish partnerships for support of RTTIs:* SBEP explored and benefited from two modes of professional partnerships:

a) Education tours were conducted for the primary benefit of Sudanese educators; and

b) Collaboration was established and maintained with professionals from institutions in the region and abroad to support the development of relevant education materials and policies for South Sudan.

The following study tours were competed:

- Three SoE/PAGE women involved in GESP were sponsored by CIDA to make a presentation at the global gender conference in Montreal in November 19-24, 2003
- Five SoE staff members formed part of the delegation that visited Ethiopia in May 2004. They toured institutions related to teacher education, capacity building, decentralization, curriculum development, distance learning and interactive radio instruction, non-formal education, girls’ education and community support to schools
- In August 2004, SBEP sponsored two Sudanese professionals, one a SoE staff member, to the IIEP summer course in Paris on ‘Educational reconstruction in post-conflict situations’.

The following collaborative activities were accomplished:

- SBEP worked closely with UNICEF, Batchelor Institute of Indigenous Tertiary Education (BIITE) in Australia, and with professionals from the Kenya Institute of Education, Kenya National Commission for Higher Education, UNESCO, UNICEF, and Kyambogo University in Uganda who provided pertinent insights from the jurisdictions of Kenya, Uganda, and Tanzania. The key outcomes of these collaborative activities were a draft teacher education curriculum, in-service teacher education materials, and a draft national accreditation and certification policy for South Sudanese tertiary institutions.

*Develop draft certification framework:* In March 2004, UNICEF and SBEP jointly supported the workshop in Nairobi that produced the proposal on accreditation and certification for tertiary education in South Sudan. In a follow-on workshop in June, SBEP and SoE developed the proposal for a competency-based certification and registration framework for primary teacher education. The final report has been presented to SoE and SBEP. The SoE has taken under consideration the establishment of a special examination committee for teacher education institutions.
Continuous Assessment: A recommendation was made in the Technical Advisory Committee on Teacher Education and Training that a manual should be developed to train curriculum developers, CEC Tutors and Program Trainers on continuous assessment in the new teacher education curriculum. The draft certification policy for teacher education also recommended that continuous assessment count for 40% of a student teacher’s final marks. An SBEP consultant worked with a group of teacher educators and high school and primary teachers in Maridi in July 2004 to develop a draft manual for continuous assessment that includes sample assessment tasks in five subjects. It is expected that with the establishment of the Curriculum Development Center in Maridi in early FY 2005, training on continuous assessment development within the curriculum will commence.

IR 1.4 Establishment of Local Teacher Support Systems

Library Books: Although this sub-IR was removed from the cooperative agreement in the last amendment, one important activity was completed. To address the high demand for reference books and reading material in South Sudan, the American Institutes for Research (AIR), as part of its cost share, collaborated with the International Book Bank (IBB) to donate more than 25,000 books to South Sudan schools and institutions. The books reached Maridi in April 2004.

As part of local improvement of education institutions, SBEP trained 9 librarians from Equatoria and Bahr el Ghazal regions in May 2004. The librarian training aimed to:

- Discuss the need and importance of establishing resource centers/libraries
- Provide participants with basic knowledge and skills of establishing and managing a library
- Provide participants with skills of training other community members in library management and establishment
- Encourage maximum use of the libraries in the schools by the students, teachers, communities members and especially girls and women

From June-September 2004, more than 10,000 books were delivered to 20 institutions (RTTIs, CECs, secondary schools and primary schools) in Nuba, Equatoria and Bahr el Ghazal regions. The remaining books will be delivered in October and November 2004.

Activities planned but not accomplished

1. Furnishing and equipping of Maridi NTTI is not completed. Rehabilitation of Maridi NTTI is virtually complete, with only some minor final activities in one dormitory. However, furniture and equipment still needs to be agreed upon in collaboration with the Principal, and will be delivered well before the planned opening of the NTTI in March 2005.
2. Construction of Aramweer School of Education (RTTI) has not yet commenced. The site has been selected and a tender bid was awarded to a contractor who then declined the award. Two other contractors have now been requested to re-submit their quotations and negotiations are underway.

3. An assessment of a potential site for Upper Nile RTTI was conducted as planned but SBEP awaits a final decision from SoE. The site originally selected for the Upper Nile RTTI was rejected by SoE. A delegation of SoE and SBEP staff subsequently assessed two Upper Nile locations and a report was submitted to SoE. The RTTI site is pending approval from SoE.

4. No SoE personnel attended the Harvard Policy Institute as planned as no appropriate SoE personnel were available to attend the institute in June.

5. The planned regional and southern Africa visits for vocational education did not take place because it was decided that the vocational advisor from SoE would piggy-back on other tours that would be more focused on teacher education and non-formal education. This is due to the lower priority given to vocational activities since the vocational component was dropped from the cooperative agreement. Hence, the vocational advisor from SoE participated in the Ethiopian educational tour which incorporated visits to vocational education sites.

6. A Teacher Certification committee was not established as SoE has not yet determined the need for such a committee and assessment tasks for teacher education curriculum were not developed.

7. No pre-service student teachers were enrolled in Maridi NTTI for reasons beyond SBEP control - i) SoE has not appointed staff to positions; ii) no students were selected, and iii) no NGO partner has been selected to support the NTTI.

8. No in-service student teachers were enrolled: In-service enrollment has been dependent on the operationalization of ESN. As a result of the delay in the start up of the CECs, enrollment of in-service students has been delayed until the next fiscal year.

9. Terms 2 and 3 in-service and pre-service materials were not drafted. Although many in-service and pre-service curriculum materials have been drafted, the curriculum development activities for teacher education are one year behind schedule. This delay is due, in part, to ongoing discussions with SoE on the following issues:
   - Building on existing curriculum materials developed in Sudan including the IDEAS teacher education curriculum and the Phase Training
   - How to structure the pre- and in-service teacher education curriculum
   - The length of time needed to develop a quality curriculum for teacher education
   - Definitions of quality curriculum materials for teacher education
   - The processes for developing a unified teacher education curriculum
   - The strategy for capacity building of curriculum development
IR 2: Increased Capacity of Primary and Secondary Schools to Deliver Quality Education, Especially for Girls

IR 2 Life of Program Results

- Rehabilitation of 290 primary and 10 secondary
- Utilization of an Action Planning (participatory) process for community ownership and Development Plans for education
- Strengthened management and supervision structures – PTAs, Board of Governors and payam/county officials
- Improved production and distribution of learning materials that are cost-efficient and suitable for South Sudan classrooms
- Developed basic reliable monitoring and assessment systems to provide stakeholders – teachers, parents, students - with information in an open and transparent manner; and
- Enhanced teacher development and education management capacity to be inclusive and gender-sensitive

Summary of Accomplishments

R 2.1 Rehabilitation of Primary and Secondary Schools

IR 2.1.1 Increase Communities’ Awareness to support their schools:
- 7,078 community members participated in SBEP sensitization, orientation and training programs
- Female community participation increased from 6% in the first quarter to 26% in the fourth quarter
- Community mobilization and facilitation manuals/handbooks developed
- 18 NGOs awarded sub-grants to work in 118 communities in 34 counties of 4 regions
- 85 communities developed Community Education Action Plans (CEAP)
- 102 Parent Teacher Associations (PTAs) were formed and/or activated

IR 2.1.2 Improve School Infrastructure:
- A simple building plan for new school construction designed and distributed to all partner NGOs
- Specifications and costing for regional requirements developed
- Supervision and monitoring mechanism and plans developed
- Prefabricated (steel structures) structures designed for locations where construction materials are not available
- A more aggressive capacity building program for NGOs designed
- Renovation of 20 primary schools and 1 secondary school 100% completed
IR 2.2 Increased Availability of Appropriate Instructional Materials
- 147,000 New Sudan primary textbooks delivered to SoE in Maridi and Rumbek for distribution
- Workshop for the development of upper primary textbooks in Rumbek completed

IR 2.3 Strengthened School, Local and County Administration, Supervision and Financial Systems
- Concept paper developed on capacity building in the context of SBEP’s mandate
- Needs Assessment of Capacity Building conducted at county and payam levels
- Priority areas of capacity building identified
- A three-stage capacity building program developed
  - 720 officials participated in the Stage 1 induction
  - An Education Management Tool Kit (EMTK) produced (Stage 2) and used to train 302 officials
  - Five education management course modules drafted (Stage 3)
- Proposal for a Department of Education Management and Planning in the Maridi National Teacher Education Institute prepared

IR 2.4 Development and Implementation of Strategies to Improve Girls’ Access, Retention and Learning in Primary and Secondary Schools
- 700 comfort kits produced
- 600 posters, 500 T-shirts and caps with 12 different messages for promoting girls’ education produced and distributed
- 35 draft role model stories produced – 10 of which are ready for publishing into Role Model storybooks for use in schools and institutions
- Gender bulletin “Gender Equity News” and brochure “The SBEP Gender Program” drafted
- 4 radio programs recorded with Sudan Radio Service in English and Arabic: two on barriers to girls’ education, one on language issues in South Sudan, and one on the Girls’ Empowerment Conference in Canada
- 55 South Sudanese trained on HIV/AIDS awareness creation

IR 2.5 Development of Institutional Capacity
- 13 Sudanese Non-Governmental Organizations trained by CARE Sub-Grant Unit on financial systems
- 122 NGO staff trained on basic financial management, internal control and financial reporting
- 72 NGO managers and education program coordinators trained on organizational development, project management, program reporting and monitoring and evaluation
- 45 NGO staff trained in skills of facilitating community mobilization
- Organizational capacity needs assessment conducted and analyzed for all 13 Sudanese NGO Partners and appropriate capacity building activities identified

IR 2.1 Rehabilitation of Primary and Secondary Schools

IR 2.1.1 Increase Communities’ Awareness to support their schools:
Increasing awareness of Sudanese communities on the importance of education (particularly for girls) is key to the success of SBEP. Research shows that meaningful community involvement
can be particularly useful in increasing the educational participation of under-served populations and the promotion of quality education. SBEP’s approach to community participation, therefore, involves efforts to sensitize communities and raise their awareness on the importance of primary education, particularly for girls, and to increase parent/community participation in the school improvement process, not only in fundraising and construction, but also in performance monitoring, educational decision-making, program planning, and management. This level of involvement leads to more transparency and accountability in school leadership, management and performance.

During this year, SBEP supported community involvement in school affairs through a variety of education and non-education structures including parent teacher associations, community based organizations, local education officers, county development committees, etc. with support from international and Sudanese NGOs.

For the purpose of supporting community capacity building and improving school infrastructure, 18 NGOs (5 international and 13 Sudanese) have been financed by SBEP. These partner NGOs and the SBEP team conducted 125 community meetings in 121 communities and discussed education development priorities. During community meetings and orientation workshops, 7,078 community members, PTAs, education officials and community leaders were sensitized on key education topics including SBEP’s approach, importance of education, school improvement process, roles of communities in education development, and ownership of schools. Through SBEP’s community mobilization process, a significant achievement has been recorded in the increase of female participants in community meetings and training programs. Female participation in the community mobilization activities increased from 6% during the first quarter to 32% in the last quarter (see table below).

### SBEP Orientation and Community Mobilization Participants

<table>
<thead>
<tr>
<th>No.</th>
<th>Time frame</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>% female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>October - December 2003</td>
<td>603</td>
<td>37</td>
<td>640</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>January- March 2004</td>
<td>1234</td>
<td>254</td>
<td>1488</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>April - June 2004</td>
<td>1563</td>
<td>731</td>
<td>2294</td>
<td>32</td>
</tr>
<tr>
<td>4</td>
<td>July -September 2004</td>
<td>1803</td>
<td>853</td>
<td>2656</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>5203</td>
<td>1875</td>
<td>7078</td>
<td>26</td>
</tr>
</tbody>
</table>

Out of these 121 communities supported by SBEP, 85 communities developed Community Education Action Plans. The remaining communities are in the process of developing their education action plans while they are continuing to mobilize resources for school rehabilitation. The education action plans clarify the roles of SBEP and the communities, and set a timeframe for accomplishing targets. The table on page 31 shows the distribution of partner NGOs and communities engaged in implementing SBEP.

*Various manuals and handbooks produced to facilitate community mobilization:* Over the last 12 months, a number of key manuals and handbooks were developed and pilot tested to facilitate community mobilization, management training, PTA development and school rehabilitation. These include a Community Mobilization Model, PLA Manual, and a
Community Facilitation Handbook. NGO partners have piloted the documents. Moreover, guidelines for selection of SBEP partners and sites were developed and are in use.

**102 PTAs formed (activated) and trained:** Within the 121 communities where SBEP is currently working through implementing NGOs, 102 PTAs have been formed. All the PTA groups have received training in their roles and responsibilities, the development of CEAPs, and school management. In the formation of PTAs, communities are sensitized to help ensure that at least 30 percent of the PTA members are female.

**IR 2.1.2 Improve School Infrastructure:**

Improvement in school infrastructure is expected to occur as the result of increased community involvement and support to schools. Education action plans developed by communities include either rehabilitation of existing school buildings or construction of new classrooms. As stated above, 121 communities initiated school improvement processes in their respective locations. (This excludes the rehabilitation of the secondary school in Maridi with a contractor.) SBEP conducted a separate survey of 72 sites including a field visit to 32 schools, meeting with the heads of 3 more schools, and reports from implementing NGOs for the remaining 37 schools. Progress on rehabilitation varies substantially from community to community. In summary, 21 communities (or 17% of the 122 schools) completed the school renovation work. Another 17% of the schools are over 50% completed, and 65% are less than 50% completed. Further details are presented in the table presented on page 31.

The rehabilitation of the first 122 schools has had problems resulting in the completion of just 22 schools including 1 secondary school. Work has yet to begin on 35 schools with the remaining schools in various stages of completion.

The rehabilitation of schools has turned out to be more expensive and complex than initially anticipated. The average cost has doubled to about $28,000 per school consisting of four rooms – 2 classrooms, an office, and storeroom. The increase in cost is a result of several factors including higher than anticipated cost for transport of materials, the need for more NGO technical staff to oversee construction, improved specifications including a latrine and a heat resistant barrier in the ceiling to reduce the temperature in the classrooms, and increased cost of materials. Note that the projected cost for a two-classroom steel structure is about $48,000.

In order to try to keep the rehabilitation costs within budget, there was an agreement with USAID and SoE to reduce the number of classrooms from four to two. However, there is much resistance to this reduction because a two-classroom school is not adequate in most locations. Should additional funds be available, it would be preferable to increase the number of classroom to four, making a total of six rooms (including 1 office and 1 storeroom) rather than...
four. This might increase the average cost per school to $50,000. The increase in classrooms could be done with little additional administrative attention because the selection and orientation of the implementing NGOs would be the same; also, the community mobilization and PTA activities would not need to change.

Rehabilitation of schools has been considerably slower than expected for many reasons. In approximately 20 sites, there was fighting in the area making it impossible for the teams to begin work. In a substantial number of other sites where mobilization had begun, activities had to be stopped because of the onset of the rainy season, which made transportation of materials impossible. Other problems including the following:

- Difficulty in identifying qualified NGOs to conduct the rehabilitation
- Challenges in local transport of materials
- Unwillingness of communities to conduct their activities without payment or food for work
- Difficulty of communication between the NGOs in the field and SBEP

SBEP has identified some strategies that will help to expedite the rehabilitation work. SBEP plans to improve coordination and responsive in all areas by creating a few sub-regional offices staffed by administrative and technical personnel. By having local SBEP contacts, NGOs may be able to contact SBEP more easily regarding problems with rehabilitation, SBEP also plans to add technical staff to work with and support the NGOs and communities. In addition, SBEP has developed improved technical specifications that will facilitate the school construction. SBEP will also look for more opportunities to involve contractors. Finally, for communities without adequate local construction materials, SBEP has designed a school using a prefabricated steel structure. The specifications include an all-steel building including steel sheets for the end of the building, but allowing for use of local materials for the siding. The use of local materials for the siding will reduce costs and lower the temperature in the classrooms.

### Status of Physical Rehabilitation of SBEP supported schools

<table>
<thead>
<tr>
<th>Region</th>
<th>NGO* Partners(*)</th>
<th>Status of Accomplishment</th>
<th>Total Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>100%</td>
<td>75%</td>
</tr>
<tr>
<td>Equatoria</td>
<td>5</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Upper Nile</td>
<td>11</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Bahr El Ghazal</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Nuba Mountains</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals (Primary schools)</strong></td>
<td></td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>Secondary Schools</td>
<td>-</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>22</td>
<td>9</td>
</tr>
</tbody>
</table>

(*) Some partners work in more than one region.

12 The table excludes the recent sub-grant to an NGO partner for literacy activities.
During this reporting period SBEP planned to renovate four secondary schools. SoE presented three secondary schools to be rehabilitated, and SBEP conducted an assessment for these schools. As the result of the assessment, Nyamlel secondary school in Aweil West of Northern Bahr el Ghazal was found to be a church owned school and Leer secondary school in Leer County of Upper Nile as being non-existent. The result of the assessment was communicated to SoE with a request to change locations. As we are waiting for response to the request, SBEP has recently submitted a new request to SoE to identify all remaining 9 secondary schools to be rehabilitated by SBEP. SBEP hired a Ugandan contractor to construct the Gbutala secondary school in Maridi.

IR 2.2 Increased Availability of Appropriate Instructional Materials

School and/or classroom quality involves a variety of educational elements including interactive instructional methodology, qualified and effective teachers, parental involvement, effective instructional leadership from the head teacher, adequate teaching and learning materials, and a supportive school environment and infrastructure. With regard to the provision of textbooks, more than 147,000 primary textbooks, which were procured by SBEP during the previous reporting year, were transported and delivered to Maridi and Rumbek for distribution. The SoE is planning to distribute the books by selling them to NGOs in order to generate funds for the printing of more books.

An assessment of the production and distribution of textbooks was scheduled for 2nd and 3rd quarters. The activity, however, was delayed to avoid a duplication of efforts with a similar activity carried out by a UNICEF consultant who conducted an assessment of the textbook and print material needs of the education sector in South Sudan in early 2004. The report of the assessment was not released until recently. Depending on the review of the report, SBEP will provide appropriate support in consultation with SoE and UNICEF.

IR 2.3 Strengthened School, Local and County Administration, Supervision and Financial Systems

IR 2.3.1 Improve the technical, managerial and leadership skills of education managers and teachers on effective teaching and education management

South Sudan institutions and their staff need the required technical knowledge, managerial skills, and resources to plan and implement educational activities effectively and efficiently. As part of its responsibility to build the institutional and human resources of the education sector in South Sudan, SBEP and SoE completed an important phase of the capacity building package for payam and county education officers as well as for head teachers.

A Three-Stage Education Management Training Program: SBEP conducted an assessment of education managers training needs and then recommended to SoE a three-stage training program that includes – an immediate program of training integrated into ESN skills development; a basic one-year training program comprising ten basic management training units; and a more elaborate management course to be studied over a period of 12-18 months. SoE has accepted this training strategy.
720 Education Managers Received Basic Management Training: During this reporting period, 720 education managers received training on ESN skills development topics. This is Stage 1 of the management training program.

302 (259 males and 43 females) received training on the Education Management Tool Kit Units: In these workshops, essential topics that education officers need to perform their duties efficiently were presented including – the importance of girls’ education, report writing, record keeping, planning, and data collection, conducting meeting, and school visits. This is Stage 2 of the management training program.

The Education Management Toolkit (EMTK) was developed, edited, and piloted in seven counties in Equatoria, Bahr el Ghazal, Nuba Mountains and Upper Nile by SoE and SBEP staff and assisted by a consultant. The EMTK equips education officers with basic skills required to perform daily official duties efficiently and to manage the education system.

Five Basic Education Management Course Modules Drafted: A first draft of the Basic Education Management Course, which comprises five modules, has been completed. This is Stage 3. The modules were developed by experienced SoE staff and assisted technically by SBEP staff and a consultant. This course will provide education managers with the opportunity to upgrade their knowledge and apply these skills in education management and administration. The five modules include introduction to education management and administration, school management, management of teaching and learning resources, management of human resources, and education governance.

IR 2.4 Development and Implementation of Strategies to Improve Girls’ Access, Retention and Learning in Primary and Secondary Schools

The SBEP Gender Program aims to increase equitable access to quality basic education in South Sudan. The focus of the program is to reduce barriers to enrollment, retention, attendance and performance by girls through gender awareness creation, sensitization, and advocacy to influence policy change and mobilize community support. To realize this aim, the program developed a gender and HIV/AIDS strategy to support an integrated and coordinated approach to the implementation and mainstreaming of gender program activities. Key activities implemented during the year included the production of comfort kits, production and distribution of advocacy materials, provision of support to SoE, and capacity building to South Sudanese women and men on SoE/SBEP Role Model Initiative.
The Gender Program designed and produced comfort kits comprising washable sanitary towels, soap, Vaseline, a comb, and underwear so that girls can continue to attend school during menstruation. Without these kits, girls would typically miss four days of school a month. Seven hundred comfort kits were produced, of which 31 were used for piloting and 343 distributed to girls in secondary schools, women in Intensive English Language Courses, and Teacher Training and Vocational Institutes. SBEP lobbied the International Network for Emergency Education (INEE) to include comfort kits in their minimum standards.

Lack of role models is another barrier to girls’ education. Role models provide the girls with a sense of belonging, security, motivation to remain in school, and the ambition to excel. To address this barrier, the program identified South Sudanese Role Models as a key initiative for promoting girls’ education. Twelve Role Model training meetings were held between September 2003 and March 2004 during which 15 South Sudanese men and women were trained on the concept of Role Models. This was followed by a workshop in March 2004 for 29 women and 14 men on how to write stories about Role Models. The workshop produced 35 draft role model stories, 10 of which are ready for publishing into Role Model storybooks for use in schools and institutions in South Sudan.

In October 2003, the program trained 55 South Sudanese on HIV/AIDS awareness creation, 45 from SoE/PAGE, 5 from the Secretariat of Health HIV/AIDS taskforce, and 5 from other organizations to enable them to approach advocacy campaigns on girls’ education from a holistic and rights-based approach. In April 2004, the program contributed to USAID’s review of its draft HIV/AIDS strategy.

The program produced 600 posters (6 messages), 500 T-shirts (5 messages) and caps (1 message) for promoting girls’ education, and distributed these at education workshops, community mobilization meetings and schools in South Sudan. A gender bulletin “Gender Equity News” and brochure “The SBEP Gender Program” have been designed and drafted for information sharing with partners and stakeholders. The program also recorded 4 radio programs with Sudan Radio Service: two to create awareness about barriers to girls’ education, one on language issues in South Sudan and one to share experiences from the Girls’ Empowerment Conference in Canada.

A booklet on SoE gender policies and a draft handbook designed on children’s rights with emphasis on the girl child have been developed and are awaiting approval by SoE. In May 2004, sensitization meetings were held between the gender team and members of various women organizations in Kauda, Nuba Mountains to learn from them issues about the situation of women and girls in regards to education and how best to implement programs of advocacy, awareness creation and the creation of youth advocacy groups within the region.

**IR 2.5 Development of Institutional Capacity**

A total of 18 partner NGOs have been identified and sub-granted (5 international and 13 Sudanese NGOs). Seventeen of the NGO partners are working on community mobilization and community-based school rehabilitation/construction in 121 communities covering 34 counties.
One of the NGO partners Sudan Evangelical Mission (SEM) has been sub-granted to implement the Literacy Program in two locations in Upper Nile and two in Western Equatoria.

All 13 sub-granted Sudanese NGOs have received continuous mentoring support from CARE’s sub-grant unit in financial management and internal control. The sub-grant unit administered a quarterly financial system capacity assessment and shared the information with partners upon completion of the assessments. In total 122 NGO Staff (31 females and 91 male) received financial training during this reporting period.

Capacity building assessment tools that were developed last fiscal year were used to assess the organizational capacity of the sub-granted NGOs. Based on the assessment, initial organizational development training was conducted on topics such as organizational structure, communication, governance, networking, accountability, reporting and program/project management. A total of 72 (18 females and 54 males) NGO executive managers, program managers, and education program coordinators participated in the training sessions. The purpose of the training program was to create a common understanding among the different NGOs on SBEP’s approach and program management and to increase the level of knowledge and competencies of NGO managers to manage development programs.

As part of the capacity building effort for partner NGOs, a national training of community facilitators was organized and successfully conducted for 45 (42 males and 3 females) NGO staff for two weeks in Maridi. The participants were drawn from NGOs field staff and their counterparts (county and payam education officers). The training, which was conducted in March 2004, provided NGO staff with increased skills in facilitating community mobilization. The SBEP team presented issues regarding rehabilitation of schools, community contribution and documentation of cost-share, standards for school construction, monitoring and evaluation (baseline data from each school/community), reporting requirements, strategies for promoting girls education, and topics for PTA development. The outcome of the training included workshop proceedings and a handbook for community facilitators.

**Activities planned but not accomplished**

1. The physical rehabilitation of schools both for primary and secondary schools is behind schedule. The rehabilitation of primary schools was delayed for several reasons. First, the primary school construction and renovation work assumed that communities should contribute and support the process through cash, in-kind, labor contributions, and management. This has proven more difficult than anticipated. As communities have been in a state of relief and emergency for the last two decades, the time and effort to change attitudes and relations with NGOs has taken more work than expected. In some locations, communities could not support schools due to poverty. Also, many communities expect incentives as they have received before in order to carry out activities. And in some locations, there is a lack of available construction materials.

2. Second, the lack of capacity of sub-granted NGOs has hindered implementation. NGOs under-estimated the workload and were unable to implement activities as they planned. There was also lack of technical expertise in the NGOs. Local transportation of construction materials was a common problem for all partners.
3. Third, insecurity remains a major constraint in many locations of Upper Nile region and Lakes area including Mundri County in Equatoria region. The most tragic event of the year was when two staff member’s of a Sudanese partner were killed in a plane crash in South Sudan.

4. The assessment of textbook production, distribution and financing was postponed because UNICEF conducted a similar study. We are waiting for SoE to review this study to determine what, if any, further study should be conducted by SBEP in consultation with SoE and UNICEF.
IR 3: Improved Non-Formal Education for Out-of-School Youth and Adult Learners

IR 3 Life of Program Results

- Established Community Based Schools in all regions to increase knowledge base of out-of-school children;
- Developed training program for Non-formal Education teachers (Community Based Schools and Youth/Adult literacy program) in collaboration with Unified Teacher Professional Development Framework;
- Conducted Accelerated Learning Programs in all regions
- Designed and implemented Accelerated Learning Programs for 2,400 women

Summary of Accomplishments

- NFE strategic planning workshop and subsequent meetings with SoE have been held to identify strategies and specific activities to move NFE programs forward.

- Community Girls’ Schools (CGS)
  - 26 communities mobilized for CGS - 13 schools operating (Cohort 1); 13 additional schools are identified for start-up (Cohort 2)
  - 48 CGS teachers (including 28 women), and 4 Field Education Officers trained
  - 645 pupils enrolled (615 girls and 30 boys) and attending classes (Cohort 1)
  - 455 pupils enrolled (650 girls and 5 boys) for Cohort 2 to begin in 1st quarter FY 2005
  - CGS teacher training materials developed

- Accelerated Learning Program (ALP)
  - 21 centers for ALP selected and running in Bahr El Ghazal
  - 45 ALP teachers (including 4 women) from Bahr el Ghazal, Upper Nile and Nuba have been trained
  - 1,223 learners including 250 women are enrolled and attending ALP classes
  - ALP draft learner materials for Levels 1-4 in four subject areas have been completed, edited, produced, distributed, and are in the process of being piloted
  - ALP teacher training draft materials have been developed

- Intensive English Language Course (IELC)
  - 344 women have completed IELC beginners’ course
  - 12 IELC teachers have been trained
  - IELC ToT draft manual has been completed
  - IELC curriculum framework, syllabus, and scheme of work has been developed and piloted
  - Standardized ALP and IELC learner intake and placement assessment tools and implementation procedures have been developed and piloted
• Literacy Program
  - SBEP partner Sudan Evangelical Mission (SEM) has been subcontracted for the development and delivery of the Literacy Program.
  - A tool on literacy levels and indicators for measuring literacy outcomes has been developed

IR 3.1 Develop Community-Based Literacy Program

This component of SBEP includes the Accelerated Learning Program, Community Girls’ Schools, the Intensive English Language Program, and the Literacy Program. During the year FY 2004, the following key results have been achieved:

Accelerated Learning Program (ALP)

The Accelerated Learning Program is a key component of SBEP for reaching adults who have missed out on an education or have not completed primary school. The ALP is a four year program, with each year covering two years of primary school. Thus, a person can complete a grade 1-8 education in four years. In particular, this program will cater to women who have had some primary education, but need 1-2 years of the ALP program to complete primary school. At this point, the persons can begin teaching and enter the in-service teacher training program. The purpose of the program can be summarized as:

• For the lost generation focusing particularly on women
• Preparation of learners for the world of work, focusing on teaching
• Providing overage girls and women with alternative basic education in a system that allows them to complete the primary education cycle in 4 years, each year covering the equivalent of two years of primary education.

ALP Enrollment: ALP classes started in July 2004. Forty-five teachers were trained: 33 in Bahr el Ghazal, 7 in Upper Nile and 5 in Nuba Mountains. These teachers opened 21 classes in Bahr el Ghazal with 1,223 students currently enrolled in and attending ALP classes.

ALP Locations: Accelerated Learning Programs are closely linked to formal education programs within the institutional infrastructure provided by PTAs, payam officials, and County Education Offices. This structure assists in the selection of teachers from the available pool, provides support and follow-up activities with the teachers and tutors, and works closely with SBEP staff. ALP classes are located in communities that have schools in order to take advantage of the community support mechanisms that already exist there. ALP classes run within existing formal primary schools, under trees or in spare rooms, although they may meet at different times of day to facilitate the attendance of girls and women. For now, ALP classes are running on the same calendar as the schools to which they are attached.

Delivery: Given the delays in the rollout of ESN, the SBEP team has had to pursue strategies for the delivery of NFE/ALP services outside of ESN. The counties identified for current ALP implementation have indicated a high level of motivation, independence and willingness to begin courses. The CEO has demonstrated willingness to fit ALP delivery into county education plans. SBEP staff have followed up to provide technical support, planning, organization and financial administration and accountability. For operations outside of ESN,
careful coordination and planning of NFE activities is necessary to make effective use of SBEP personnel and to ensure future linkage to ESN.

Learner Materials: The ALP classes are using the learner materials produced with SoE in curriculum development workshops. SBEP’s strategy has been to identify a printer in Nairobi, do an initial edit of the learner book drafts, produce, and distribute a limited number of books to meet the needs of current ALP classes. Recognizing that there are shortcomings with the existing curriculum materials, SBEP’s strategy has been to build in comprehensive ongoing materials assessment. Based on the information collected in the field tests, SBEP is preparing recommendations to be reviewed with SoE staff. Through this process, it is expected that SoE will take appropriate action in conjunction with SBEP for improving the quality of the materials.

Enrichment of existing teacher training materials: Recognizing that the teacher manuals produced in SoE workshops have some weaknesses, SBEP in collaboration with SoE is developing a supplementary Resource Kit for teachers that can be delivered in initial teacher training sessions and follow-up refresher courses. The Kit contains user-friendly approaches, methods, and procedures for teaching the ALP curriculum, and includes life skills modules such as HIV/AIDS awareness. These supplementary enrichment materials for teachers are going through a review/approval process with SoE prior to distribution in November. Progress in materials development has been achieved with technical input from an external NFE consultant.

Assessment: SBEP has developed standardized assessment instruments and implementation procedures for initial learner placement. ALP trainers and teachers were trained in using the standardized ALP learner intake and placement assessment tool and implementation procedures. These trainers and teachers successfully piloted the tool with 800 students prior to the start-up of ALP classes in July.

The standardized ALP learner intake and placement assessment tool evaluates ALP candidates skills in using basic English and math, collects information on their educational background, and places them into the appropriate ALP level. The tool simplifies data collection for tracking and accountability purposes

Intensive English Language Course (IELC)

The SBEP team made it a priority to develop a 7-week beginning level IELC. This course is intended to give learners a basic introduction to English that will allow them to transition into a variety of other education activities. The main purpose is to provide English language training for:

- Persons, especially women, who intend to be primary school teachers
- In-service teachers who need to upgrade their language skills
- Learners, primarily women, entering the upper levels of ALP
- Women who wish to enter the Intensive Pre-Training for Female Teachers Program (IPTP)
In 2002 the Secretariat of Education adapted a comprehensive national strategy policy on girl’s education. Its major focus is increasing girl’s enrollment, retention and completion rates at the primary school level. As an emergency national strategy aimed at increasing the number of female teachers in all primary schools, SoE developed the Intensive Pre-Training for Female Teachers Program (IPTP). The IPTP is a combination of a pre-training and in-service program. The course is nine months in duration and covers English language starting at the pre-intermediate level and teaching methods. Practicing female teachers and females aspiring to join the profession who have not had a secondary school education will be considered. The current curriculum for IPTP requires more advanced English than many have, hence, the SBEP beginners’ course can provide a needed prerequisite for the IPTP course.

**Enrollment:** In July and August 2004, the beginners’ English course was offered in Bahr el Ghazal and Nuba, with a total enrollment of 344 women. In some locations a second cycle will be offered, particularly where the dry season is longer to provide opportunities for more people before schools and ALP classes begin.

**Linkage Activities:** IELC is a priority activity for SBEP, in part, because it opens the door to a variety of subsequent learning and teaching opportunities. Given the options available to learners who enroll in English classes, we expect to include counseling/career guidance in the curriculum of IELC. Likely linkages include:

- Individuals who have attained a minimum Primary Level 8, upon successfully passing the beginning level IELC, would be eligible to go directly into the IPTP or other in-service or pre-service teacher training
- Learners who have attained lower levels of primary school can use the beginning level IELC to place into the appropriate level of ALP according to their learning needs
- In-service teachers can utilize the IELC to upgrade their language skills to improve their teaching performance.

**Assessment:** SBEP has developed and piloted standardized assessment instruments and implementation procedures for initial learner placement, ongoing program evaluation, and final achievement tests for each level that will measure to what extent learners have met the instructional objectives.

**Scheduling:** In order to accommodate the time constraints of in-service teachers and other target learner populations linked to activities based on the standard school year schedule, IELC activities are primarily scheduled to take place during vacation time.

**Expanded Levels:** The SBEP team recognizes that a 7-week IELC may not be sufficient preparation to successfully transition all basic level learners to subsequent linkage activities. To meet the needs of these learners, a beginner II course may be developed that will reinforce and expand upon the skills learned in beginner I IELC.

**Delivery System:** Given the delays in the rollout of ESN, the SBEP team has had to pursue other strategies for the delivery of NFE/IELC services outside of ESN. In the interim, IELC programs are being directly implemented by SBEP staff. For operations outside of ESN, careful
coordination and planning of NFE activities is necessary to make effective use of scarce SBEP personnel and to ensure future linkages into ESN.

**Materials:** In April, SBEP staff collaborated with SoE in a series of workshops to develop the IELC curriculum framework, syllabus and scheme of work. In June and August an IELC consultant worked with NFE staff to review current materials used in IELC and to develop a structured training manual for IELC.

**Community Girls' Schools (CGS)**

CGS is a means for providing basic education to girls who would otherwise be excluded from the education system and who are given the opportunity, at least in theory, to join formal education at primary five. Community Girls' Schools have the following characteristics. They

- Are targeted at girls somewhat above primary school entry age who are constrained by culture and/or distance from attending regular primary school
- Are to be sited at least four kilometers from existing primary schools
- Have two teachers
- Take their mainly female pupils through a three-year instructional cycle starting at the level of primary one and ending with primary four equivalence

The CGS is closely modeled on the BRAC model from Bangladesh and has been developed for South Sudan with extensive support from UNICEF using BRAC personnel. UNICEF has focused on developing materials for the teachers and field officers, and the training of the field officers. They have not focused on developing materials for students.

The secret of the BRAC model's success, both within its native environment and various emulations in other countries including Egypt, has been intensive support and supervision of the learning centers and elaborate learner instructional materials. The result of the extensive support of teachers and the elaborate learner materials is a high unit cost. UNICEF's current program in South Sudan estimates an annual cost per center of US$ 2,500 or US$ 83 per student compared with current cost per pupil in primary schools of US$ 26 (UNICEF estimate). It should be noted that this estimate is based on using primary school texts from SoE instead of the more elaborate and supportive learner materials that are the core of a successful BRAC school.

The supervision structure required to implement CGS may be feasible for SoE once ESN is established and reaches down effectively from the County Education Centers to the payam offices. Only then will the system be capable of the intensive school-level supervision (at least weekly, and better twice weekly) required to support the CGS teachers who typically have a poor academic background. These visits are particularly important since there are no detailed support materials for the teachers, which are a key part of the BRAC model.

The development of appropriate materials is a major investment unless a strategy of adaptation is found acceptable and effective. There is a need to integrate already developed materials in key areas such as life skills, peace building, and HIV/AIDS.
• **Expansion:** SBEP plans to expand modestly the number of CGS in FY 2005. In addition to the 13 operating schools and the newly identify 13 schools, SBEP will add 14 schools in FY 2005 for a total of 40 schools.

These first 26 centers will be used to gain experience in developing the support system and to test the suitability and ease of adapting materials already available in the region for similar initiatives (COPE, UNICEF Uganda; ABEK, SCF Karamoja; Sarah Initiative (East Africa & Horn), the continued use of primary texts supplemented by additional learner support materials, or adaptation of ALP materials for use in CGS depending on which piloting strategies are acceptable to SoE.

An expansion of CGS should only be considered once ESN is in place and functioning at a level capable of supporting CGS. At that point, given cost and impact considerations, SBEP in collaboration with SoE and USAID will develop new CGS where they can be justified by:

- Very low girls enrollment in formal school
- Sufficient community interest to provide a critical mass of centers
- Viability of the support network

Thus, SBEP will help SoE to move CGS forward as a pro girl-child intervention in marginal communities as well as assembling and testing appropriate learner materials that are currently unavailable in South Sudan. It should be possible by the end of the SBEP piloting to assess whether it is cost effective for SBEP/SoE to adapt or develop its own learner materials.

**Enrollment:** The current 13 CGS centers have an enrollment of 645 learners. A number of the centers run double-shift classes. Currently enrolled learners will begin their second year of classes in FY 2005. The new 13 centers will begin in October-November 2004, adding approximately 455 more learners to the total. On the total of 1100, all but 35 of the pupils are girls. In FY 2005 an additional 14 centers will be started to make a total of 40 CGS.

**Literacy Program**

SBEP has had difficulty identifying secular organizations with experience and sufficient capacity to develop and implement the Literacy Program. SBEP focused on identifying organizations with appropriate vernacular materials and experience in South Sudan. Unfortunately, SBEP found only two organizations with the capacity to develop the necessary material. Only one of the two agencies was willing and able to deliver literacy through a secular approach. For the coming year, several additional organizations have been identified that can deliver literacy through their church networks and are willing to deliver sectarian literacy programs. SBEP noted a new and impressive adult literacy program in Nuba Mountains developed by the Youth Association, but is unsure if similar organizations exist in other regions that would be interested and capably of initiating literacy programs.

SBEP-supported literacy is principally targeted at adult women who need mother tongue literacy to enable them to play a greater role in the governance of their communities. There are generally two approaches to vernacular literacy. One is closely linked to community development, is based upon complex participatory methodologies, is intensive in both trainer
Literacy in mother tongue is a very desirable skill. It greatly increases the learners’ sense of self-worth and empowerment and enables graduates to play a more active role in community affairs. However, countless literacy programs around the world have shown how difficult it is to maintain the skills of neo-literates in societies where reading materials are in short supply and opportunities for regular practice of skills are few. Also, vernacular literacy in South Sudan provides no direct channel into the education system for instructors, since all teachers are expected to have an advanced level of basic education together with English language skills.

However, there are two opportunities in South Sudan to use the vernacular. The first is the church where most services as well as pastoral work are conducted in vernacular and the Bible is available in all major and many secondary languages. The second situation is in the conduct and recording of local council affairs and other community-based organizations such as water committees, PTAs, and road management teams.

Cost effective, rapid implementation of literacy programs requires an extensive network of trainers familiar with working in the local languages. The churches are the only organizations with extensive personnel networks that are literate and regularly use written vernacular materials. Primary school teachers, in contrast, have almost no exposure to mother tongue materials and methods. Because religious observance, pastoral work and ancillary organizations such as the women’s union all operate in vernacular they have a direct interest in its promotion. For this reason SBEP sees no feasible alternative for rapid rollout of the Literacy Program than to make use of church networks. SBEP has focused its identification of potential partners in this area to dioceses that already have a proven track record in nonsectarian development work.

Partner Collaboration: SBEP’s first major partner in literacy work is the Sudan Evangelical Mission (SEM), a faith-based organization that is responsible for developing the program and the learning materials in three languages (Nuer, Dinka and Moru), as well as piloting the program in Cuibet, Payim Jiar and Mvolo. Negotiations with SEM have been finalized with a projected enrollment of up to 800 in four counties located in Bahr el Ghazal, Upper Nile and Equatoria – counties where SEM has an existing support structure. Literacy activities are planned to start in October 2004. SEM will also develop a literacy test that will be used to determine which students have attained literacy.

The Literacy Program will be secular in nature and will focus on local governance and other major issues within the community such as health and education. A tool on literacy levels and indicators for measuring literacy outcomes has been developed.

As part of the curriculum for the literacy programs in the vernacular, SEM will include an English language component, as they believe there is high demand for English training. The English language component will provide a basis for additional opportunities for study or work.
SBEP plans to continue a strategy of implementation through faith-based organizations that have both the commitment to vernacular as well as pre-existing networks to facilitate rapid, low-cost expansion of literacy programs. SBEP will assist in providing funds for necessary translation and instructor training. Potential partners in this strategy are the major dioceses such as Torit (active in Eastern Equatoria and Upper Nile), El Obeid (Nuba) Bor and Rumbek. Relationships will be explored and developed with these and other implementing partners. Once ESN is established, SoE will have increased capacity to support and service such partners at multiple levels.

**IR 3.2 Utilize Low-Cost Appropriate Technologies to Support Non-Formal Education**

The development of appropriate technologies under IR3 was removed by USAID from the SBEP cooperative agreement. However, this sub-IR is included in the Annual Report to described the work done by SBEP in developing educational materials utilizing radio technology for NFE activities in South Sudan. SBEP, in collaboration with SoE, supported the development of materials for media education on HIV/AIDS and peace education through a consultancy arrangement with Population Communication Information (PCI). Radio script content and sound recordings were completed by March. The products include ten teacher education radio programs on classroom management; five radio programs on HIV/AIDS awareness, with accompanying posters, comic books and information booklets; and five radio programs on Peace Education activities.

Subsequently, SBEP has collaborated with the Education Development Center’s (EDC) Interactive Radio Instruction (IRI) Project for South Sudan. EDC has plans to develop IRI in South Sudan focusing on English and mathematics for the early primary grades. These programs may also be able to support the ALP curriculum developed by SoE/SBEP. As EDC’s IRI project develops, EDC and SBEP will continue to collaborate to ensure that the two projects complement, support and enrich each other.

**Activities planned but not accomplished**

1. As discussed in the narrative, SBEP developed just 26 CGS schools last year (instead of 36) and trained 48 CGS teachers (instead of 75). This was partly the result of delays, but also recognition that there remain important questions regarding the cost-effectiveness of this model for South Sudan. SBEP will expand the number of schools to 40 in FY 2005, and work with UNICEF and SoE to further assess the strategy for this program in South Sudan.

2. The start-up of the Literacy Program was delayed because of the difficulty of finding NGOs with experience in literacy programs, and interest in developing and implementing secular literacy programs.

---

13 “Strides into the Future” (Radio Teacher Education Programs for South Sudan)
III. Challenges and Issues

SBEP experienced five major challenges during Year 2, each of which crossed IRs. The first four of these challenges have major implications for future SBEP work:

- The tension between building systems and delivering services
- Difficulty in locating qualified NGOs
- Greater demand for SBEP structures and services than SBEP can meet
- Slower than ideal development of SoE structures, roles and responsibilities

A further albeit minor challenge that continues to detract from SBEP’s ability to fulfill its responsibilities in a timely manner is community acceptance of their roles in establishing educational structures.

**Tension Between Building Systems and Delivering Services**

SBEP is tasked with establishing a teaching training system that includes regional teacher training institutes (RTTIs) and county education centers (CECs) that deliver in-service, pre-service, non-formal education, and education management training. Thus, SBEP is expected to establish systems while, at the same time, to deliver training programs, instructional materials, and even rehabilitate schools. These dual expectations create two related types of tensions. First, there is tension between our commitment to establish new systems and to work through those systems, on the one hand, and the pressure to develop materials and to implement programs as quickly as possible on the other. Second, there is a tension between the need to produce and distribute materials as quickly as possible, while also ensuring that those materials are of high quality.

One example regarding ESN can help to illustrate these tensions. ESN is one of the most important areas of SBEP support and is a key implementation structure integral to SoE and regional and county institutions. ESN gives special attention to the RTTIs and CECs for the delivery of a range of services including pre-service and in-service teacher education, ALP, IELC, PSDP, and educational management programs. The tension occurs because this structure is only beginning to be established, yet SBEP and SoE are ready to implement many of the services. In no area of the country do we yet have a functional “network.” We have one RTTI (Arapi) and no operating CECs. We have some draft curriculum materials, but no institutions through which to offer the courses. In their place, we are trying out the courses without the support of an existing physical structure, on-site staff, clear procedures for advertising courses and selecting participants, and easy logistics for setting up the course. This allows us to test certain aspects of ESN (e.g., specific course materials), but slows our progress of building ESN system. That is, questions remain regarding the relationship between ESN and RTTIs such as staffing and interactions with their CECs. In addition, we need to learn more about how, within this “system,” a CEC can manage effectively both the in-service training and the non-formal education courses, how a tutor works with teachers in multiple schools, and how well a program trainer or tutor can deliver the course materials.
The tension was also illustrated at the Program Trainer’s Workshop in Maridi in August 2004, where 46 people were trained to implement ESN programs, either as CEC Tutors or as Program Trainers at the RTTIs. Many were ready to begin their jobs, but SoE needed more time to formally appoint these people. In order not to lose them, SBEP arranged to support them for an interim period until January 2005. Of course, the more resources we spend in this manner, the less we have for the tasks that our agreement directly calls upon us to do. Even with these individuals at work, it will be a while before many counties have a functioning CEC with all five tutors. In the meantime, SBEP will need to find alternative means of implementing programs in those counties.

It is not clear how long it will take to achieve a fully functioning ESN. It could take longer than the five years of SBEP. Staff believe that it is important to spend time to develop a “transition plan” that can guide us over the next three years as we move from these individual pieces of an educational system to a fully integrated and fully functioning ESN.

**Difficulty in Locating Qualified NGOs**

The implementation of SBEP assumes that there are existing NGOs with the technical and management capacity to rehabilitate schools and implement programs, or that we can develop the necessary capacity of existing NGOs. We are finding that the capacity of many NGOs is not as high as expected, and that working with them is far more resource-intensive than we had anticipated. For example, sometimes we train all staff in an NGO, only to find when we return in a month that several staff have turned over and we need to repeat the training. Even some of the international NGOs are months behind in their school construction, largely due to a lack of staff working on the SBEP sub-grant.

Although we will need to continue to rehabilitate schools through NGOs, we need to reassess our work with NGOs in implementing other parts of our program, especially the CECs. It may be necessary for SBEP to provide more direct technical and administrative/financial support in the regions until SoE is able to take over the management of these institutions.

**Greater Demand for SBEP Structures and Services than SBEP Can Meet**

In several areas, SBEP is receiving requests to fund activities that are beyond the scope of work in the cooperative agreement. Our work at the RTTIs focuses on rehabilitation, curriculum, and staff training under ESN. However, our plans for the RTTIs do not include working with SoE and RTTIs regarding the many other requirements for opening and operating an RTTI, such as the establishment of internal management systems including payroll and other administrative and financial matters, selection of candidates, and support of student teachers once enrolled. Yet the RTTI staff need such systems and support. In October 2004, SoE and SBEP will hold a meeting of the Technical Advisory Committee for Teacher Education and Training, at which time the needs, costs, and source of funds will be assessed for the RTTIs.

Regarding CECs, the SBEP agreement calls for locating existing buildings to serve as the physical CECs; however, such structures do not exist in many areas, and local staff are looking to SBEP to fund the construction of new buildings. After a training session (e.g., ESN Program Trainer Workshop), participants need considerable assistance to develop and implement their county plans, which is not currently manageable using existing SBEP staff.
As another example, SoE would like to expand the teacher education curriculum to include another 11 subjects beyond the core subjects already identified. We have also received requests to assist SoE in the development of its infrastructure, such as the provision of equipment and supplies including laptops. In addition, the demand for non-formal education courses far exceeds our estimates. Although it seems predictable that the great need that exists should be expressed in these sorts of requests for expansion of SBEP’s work, it is important for the project to set and maintain boundaries so that we can accomplish the tasks in our agreement at a high level of quality.

Finally, SBEP needs to balance the requests to provide support to many counties against our ability to implement and support our programs well. For example, SBEP’s NFE program should focus its attention on counties where it can develop ten or so NFE learning centers of a particular type rather than scattering its efforts across counties with one or two initiatives in each. Where possible, the scale of work in counties already active at a viable level will be increased to improve training, supervision, and supervision efficiency ratios; and ensure that models being developed are ready to scale up. This strategy will maximize impact within available resources during the interim period until ESN structure is operational and expansion of activities can take place.

Slower Than Ideal Development of SoE Structures, Roles and Responsibilities

The slowness with which SoE has appointed its own staff, assigned them roles and responsibilities, and delegated authority for decision-making has delayed the ability of SBEP to move forward. The relatively small number of SoE staff who can approve activities has slowed our ability to act. For example, the delay in a decision to regularize the salaries and per diem rates across NGOs and counties has made it difficult for SBEP to involve the most qualified staff and has built resentment among participants earning less than others for the same jobs. At times the lack of SoE counterparts has made the process of seeking approval for SBEP actions confusing and slow. On some occasions, decisions at the highest level of SoE have not been communicated with lower-level SoE staff, and SBEP staff have met with resistance as they attempt to organize activities or gain local cooperation. In addition, SoE’s delays in formally appointing other field personnel (e.g., RTTI and CEC staff) has slowed implementation of ESN.

At times, the slowness of SoE generation or approval of lists of workshop participants has delayed the start of workshops, limited the number of participants, chosen participants without adequate qualifications, and significantly increased SBEP expenditures for transportation. When SBEP has organized a second workshop in a series, SoE has sometimes rejected participants from the first workshop and appointed new individuals, who then have to be informed of what happened in the first workshop. This, too, contributes to delays in making forward progress.

In addition, SoE support for the engagement of a substantial number of women has been weak. Lists of participants, when reviewed by SoE, return to SBEP with few women. Although SBEP has set a guideline of 30% female participation in education activities and provided SoE with a
list of potential Sudanese women participants, SoE not appear to have a strategy in place to ensure the participation of a significant percentage of women. SoE also might consider designing programs to support women so that they can continue to work in SoE and continue to participate in ESN activities.

Community Acceptance of Their Roles in Establishing Educational Structures

Largely because other NGOs have paid community members for their contributions, it has been difficult for SBEP to convince communities to agree to the in-kind contributions expected by our program. Perhaps this is an issue of shifting from dependence on humanitarian efforts to a more assertive role required of communities for development work. In any case, SBEP has had to spend considerable time working with communities to get them to understand and accept their roles in the rehabilitation of schools and in the full development of Community Girls’ Schools.

IV. Success Stories

1. Now I can talk and contribute

The war in Sudan, which started in 1983, forced me to become a refugee in the Congo and Uganda. During the war from 1987 to 1989, I worked as a teacher trainer at Maridi Intermediate Teacher Training Institute (MITTI). In 1989 the situation became impossible for me, my wife and family to stay in Maridi. So, 7 months pregnant, my wife and our 2 children walked to Zaire, now known as the Democratic Republic of Congo. In Zaire, I initiated the Exiled Sudanese Teachers Association in the refugee camp. Our aim was to provide teacher training to those teachers in exile and new exiles who wished to teach in order to provide a good education for the children in the camp. Later I also worked with an NGO in Uganda to train Sudanese teachers in Uganda and Sudan. I was fortunate to have the opportunity to study in the UK where I received a masters degree in education. This experience exposed me to many global issues. It has helped me to compare the education system in the Sudan before the war with the other systems.

What I learned was that until recently, with the coming of the Secretariat of Education, most of the instructions about education were coming from Khartoum. Regional involvement in education was mostly administrative and logistical. South Sudanese teachers and educators had no voice in the curriculum being developed and little freedom to implement it in a way that was relevant to the context of South Sudan. Although English was the official medium of instruction in most parts of the south in general, and in teacher training in particular, the syllabus and curriculum as well as most of the books in the libraries were in the Arabic language. Teachers had to translate their notes from Arabic to English. Reports and exams results, which were produced in English, had to be translated into Arabic before being sent to Bahkt el Rhuda Teachers’ College in Khartoum. We South Sudanese had virtually no voice in the development of our own education system.

Thanks to SBEP/SoE intervention, I am able to have an important voice in the development of our curriculum and the training of teachers. I am happy to have a say in most of the education
activities because I am able to share my experiences with others and bring a South Sudanese perspective that has long been lacking to our new education programs.

2. Grateful for NFE opportunities

Mary and Rhoda are from Kotobi-Mundri county in South Sudan. Due to the war in Sudan, they were forced to drop out of lower secondary school in the early 1980’s. With their relatively high level of education, they have been able to help their community by working as volunteer teachers in the local primary school. In recognition of their willingness to teach in challenging circumstances, they were recently selected to teach in the Community Girls’ School that opened this year. Due to their previous orientation in Arabic, their English language skills were very weak. With the dream of getting into a teacher education program, they enrolled in the Intensive English Language course (IELC). Mary and Rhoda are very grateful that their access to SBEP alternative education programs. Not only will they be able to teach in the CGS, but they feel prepared to take the entrance exam for the in-service teacher training program.

3. Theme: Improving girls’ attendance through provision of Comfort Kits

On August 5 2004 the SBEP Gender team began a two-day journey from Maridi to Kajokeji to disburse funds and distribute comfort kits to girls in secondary schools and women in Teacher Training Institutions. The trip was very challenging. Parts of the road were flooded and giant trees had blown across other sections. A bridge was out, and the car could only cross after SBEP staff helped teachers rebuild the structure.

Having overcome travel difficulties, the team arrived at Comboni Comprehensive College in Kajokeji to distribute 83 comfort kits to secondary school girls. The girls could not hide their excitement when we gave them the comfort kits. They sang and danced with joy, rejoicing and ululating. One cried with joy and said: “Now we do not have to miss classes anymore due to menstruation. The boys will no longer bully us and say nasty things about us publicly as they are in the habit of doing… We used to get embarrassed by their teasing; the only way to avoid the embarrassment was to stay away from school during menstruation”.

Some of them unpacked the contents of the kit to express their excitement. Others were anxious to take the comfort kits home and show to their mothers. It was indeed difficult to contain the girls! They all wanted to speak at the same time, and those who did not have the opportunity to speak scribbled notes and tucked them into the hands of the team to show their appreciation.
4. "It Can Be Done"

When there is a strong commitment, communities find alternative ways to achieve their program goals. Attitudinal change plays a pivotal role in many developmental programs. At the initial stages of SBEP partnership with NGOs and communities, literally all communities expressed fear that they would not manage to accomplish their assignments mainly because of lack of transport and unlikely community contribution. They therefore expected SBEP to provide them with pick-up vehicles to transport materials and pay for community/unskilled labor.

A significant and commendable change, however, has been observed within this reporting period. Communities working closely with PTAs, and implementing sub-grantee NGOs have recently applied alternative ways to mobilize resources. For example, that have mobilized community members to hand-carry small loads of the materials anytime they moved towards the construction sites. Some communities constructed makeshift hand carts using 2 long poles
tied to a gunny bag to be carried by either 2 or 4 people (depending on amount being transported to the site. Some communities have gone further to use any transportation mode available in the locality including boats, donkey carts and so forth. In many communities, community members have contributed direct labor, and those unable to physically work on site have devised strategies to contribute either in kind or cash. These contributions have enabled the PTAs to hire labor to accomplish tasks outlined in their Community Education Action Plans (CEAPs). The pictures above show community members of Pagak Primary School in Upper Nile transporting gravel to their school site while on their way to attend a community meeting - a case where communities' attitudes have been positively changed from an emergency and relief perspective to a rehabilitation and development perspective. The “cannot be done” is slowly becoming “it can be done.”

5. “Our increasing participation ensures a brighter future for our children ”

The following story was narrated by the Pagak Women Association Chairperson: “On many occasions, we had approached NGOs implementing education programs in our county to support our school by either providing construction or scholastic materials without much success – we gave up on expecting any support from NGOs. Then one day a community meeting was organized by the SBEP-implementing NGO through the local authority of Pagak payam, and we were all invited. At first we thought that there was no point of attending the meeting because initially, NGOs had visited our location, collected information about our situation and finally disappeared with the information without sharing it with us. However, on second thought, we asked ourselves, “If we do not participate, who will participate and what will be the future of our children be?”

To our surprise, we were informed that our school, Pagak Primary School, had been identified as one among 5 schools/communities to benefit from the SBEP school rehabilitation and education improvement program. We saw this as a dream come true. As women, we sat down and decided to take the lead in ensuring an active participation by contributing materials, labor and our time towards the program. That is why today, you can see out of these close to 300 people attending this meeting, the biggest number (more than 250) are women. It took a lot of time for community mobilizers from the implementing NGO to convince us that it was going to be different this time round.”
6. Rehabilitation of Mundubai Primary School, Maridi County

The construction of the four classrooms at Mundubai Primary School was started on August 13, 2004. The contractor had acquired the imported materials that would be needed – cement, timber, roof sheets, nails, paint, etc. and had hired skilled labor. The local community was responsible for the supply of local materials such as sand, stones, and bricks.

The construction progressed well up to the window level, when the local supply of bricks ran out. After some delay and negotiation with the local community, the County Commissioner agreed to supply the remaining 17,000 bricks, and SBEP agreed to transport them to the site. After a delay of three months, the school will be completed in October 2004. The cooperation shown by the local authorities in helping the PTA is an example of the good results that can be achieved by a community when all of the members work together.
### ANNEX I – Summary of Indicators from the Performance Monitoring Plan FY 2004

#### Strategic Objective Indicators

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Indicator</th>
<th>Year 2004 Target</th>
<th>Year 2004 Actual</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SO - Level</td>
<td>Increased Access to Quality education in South Sudan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SO 1</td>
<td>Primary school enrollment in targeted schools</td>
<td></td>
<td>24,747</td>
<td>17,979 Boys and 6,768 Girls, 72 schools reported. There is not an adequate baseline for last year's enrollment in these schools and, thus, the 24,747 students for FY 2004 should serve as the baseline for future years in these schools.</td>
</tr>
<tr>
<td>SO 2</td>
<td># of trained teachers in the classroom</td>
<td>70</td>
<td>92</td>
<td>45 instructors were trained to teach ALP classes in Bahr El Ghazal, Upper Nile and Equatoria, and 47 teachers were trained to teach CGS classes in Equatoria. 68 male and 24 female.</td>
</tr>
<tr>
<td>SO 3</td>
<td># of people attaining literacy from SBEP NFE programs</td>
<td>1390</td>
<td>0</td>
<td>The results of this indicator are a disappointment with a target of 1,390 for 2004 and no students having attained literacy under any SBEP activity. Most of the anticipated newly literate individuals are expected from the Literacy Program, which is now being developed by the Sudan</td>
</tr>
</tbody>
</table>
Evangelical Mission (SEM) with an initial target of 800 learners in four local languages.
<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Indicator</th>
<th>Year 2004 Target</th>
<th>Year 2004 Actual</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>IR 1</td>
<td>Improved Teacher Education programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IR 1.1</td>
<td># of RTTIs meeting and maintaining quality standards</td>
<td>1</td>
<td>0</td>
<td>The Maridi NTTI has been largely rehabilitated, but will not open until 2005. Thus, no measure of quality could be determined beyond the physical rehabilitation.</td>
</tr>
<tr>
<td>IR 1.2</td>
<td># of teachers enrolled in RTTIs and CECs</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>IR 2</td>
<td>Increased capacity of primary and secondary schools to deliver quality education, especially for girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IR 2.1</td>
<td># of targeted primary and secondary schools meeting quality standards</td>
<td>103</td>
<td>22</td>
<td>“Quality” is defined as rehabilitation completed. SBEP initiated rehabilitation activities in 118 schools.</td>
</tr>
<tr>
<td>IR 2.2</td>
<td># of females participating in the SBEP scholarship program</td>
<td>200</td>
<td>946</td>
<td>The target was surpassed by a large margin. The scholarship program is now implemented through Gender Equity Support Program (GESP) grants to institutions.</td>
</tr>
<tr>
<td>IR 2.3</td>
<td># of education officials trained in education management</td>
<td>300</td>
<td>720 (1028)</td>
<td>The “actual” was more than double the number of people in the “target.” All of the 700 participants participated in the short (0.5 – 2.0 days) ESN development skills program. 302 of these people subsequently took part in the EMTK training.</td>
</tr>
</tbody>
</table>
Thus, including people who participated in both training programs, 1002 have been trained.

<table>
<thead>
<tr>
<th>IR 3</th>
<th>Improved non-formal education for out of school youth and adult learners</th>
</tr>
</thead>
</table>

| IR 3.1 | # of people completing NFE programs | 800 | 344 |

344 women completed the beginners Intensive English Language Course. Although there are 1,220 students enrolled in ALP classes, the first year of the program is not yet completed. The Literacy Program has not yet begun.
ANNEX II - Reports by IR

Education Support Network (ESN)

ESN Reports:
1. ESN Orientation Workshop Report
2. ESN Program Trainers Workshop Report

ESN Documents:
1. ESN overview document 2004
2. CEC sub-contract Scope of Work draft
3. Institutional quality standards matrix draft
4. SoE job descriptions for RTTI and CEC staffing positions

PSDP Modules:
1. Adult Education Methods and Practices in the Education Support Network,
2. Student and Staff Support Strategies in the Education Support Network,
3. Organization and Management of Training, Resource Centers and Records,
4. Monitoring and Evaluation in the Education Support Network,
5. Supervision of Instruction

PSDP and Teacher Education Manuals:
1. PSDP Core Tutor’s Manual
2. Teacher Education Tutors Manual

IR 1: Improved teacher education program

1. Rehabilitation of RTTIs and CECs
   1.1. Maridi NTTI assessment report
   1.2. Work progress report (on Rehabilitation of RTTIs)
   1.3. Gender Equity Support Manual
   1.4. GESP Brochure
   1.5. Report on the GES Pilot (Consultancy Trip Report)

2. Expanded and Effective In-service Teacher Education
   2.1 Contributing to the Future: A survey of teacher educators’ skills in South Sudan
   2.2 Quality Materials for Quality Education: A Manual for Developing Quality Education Materials for South Sudan
   2.3 Excel documents outline of the following:
      - Academic and professional studies subjects and units
      - In-service and Pre-service Structure
   2.4 Meeting the Demand for Qualified Teachers in South Sudan
   2.5 Draft Materials for In-service and Pre-service Teacher Education
      - Curricula
      - Supporting materials
   2.6 CEC Teacher Education Tutor’s Manual
2.7 Manual for the Formative Evaluation of the Teacher Education Curriculum in New Sudan
2.8 Introductory Assessment and Selection Program (IASP)
   - Program Curriculum
   - Resource Manual for Tutors
   - Preparation and Planning Forms
   - Sample Journal format
2.9 Topic Information and Teaching Ideas (In-service Program and Materials, Study Strategies, Study Support)
2.10 In My Classroom A Guide to Reflective Practice (Reprinted for practitioners in South Sudan by SBEP)

3. Establish Competency Based Certification and Professional Development Program
3.1 Continuous Assessment for Teacher Education in South Sudan: A Manual for Teacher Educators
3.2 Report on the Conference For “Transforming Spaces: Girlhood, Agency and Power”; Montreal – Quebec, Canada
3.3 Girls in Conflict in Southern Sudan (article in Girls and Young Women in Violent Conflicts Newsletter, Montreal, Canada)
3.4 My Daughter (poem in Girls and Young Women in Violent Conflicts Newsletter, Montreal, Canada)
3.5 Education Tour to Ethiopia Report
3.6 Report of a Project to Design a System of Accreditation and Certification in Tertiary Education and Training in Southern Sudan
3.7 Advance Report on the Proceedings of the Workshop on the Certification and Registration of Primary School Teachers
3.8 Consultancy Report on Primary Teacher Certification and Registration

4. Establish local teacher support systems
4.1 Library Training Report
4.2 Knowledge for All: A manual for setting up and managing libraries in South Sudan

IR 2: Increased capacity of primary and secondary schools to deliver quality education, especially for girls

2. Participatory Learning in Action Manual
4. Organizational Capacity Assessment Tools
5. Capacity Building Needs Assessment for Education Managers
6. A Three-Stage Capacity Building Training Program Structure
7. Education Management Tool Kit (EMTK)
8. Facilitation Guide for EMTK

9. Basic Education Management Course Modules
9.1. Introduction to Education Management and Administration
9.2. School Management and Leadership
9.3. Management of Teaching and Learning Resources

CA No. 623-A-00-00068-00; SBEP Annual Report, October 2003 - September 2004
9.4. Human Resources Management in Education
9.5. Governance of Education

10. Building plan for new school construction
11. Specifications and costing for each regional requirements

12. Gender
12.1 Brochure for the Gender Program
12.2 GESP Manual
12.3 Report on GESP Pilot
12.4 Writers Manual
12.5 Child Right Booklet
12.6 Draft Gender Equity News
12.7 Role Model workshop report

IR 3: Improved Non-Formal Education for Out-of-School Youth and Adult Learners

1. Textbooks in four subject areas for ALP levels 1 to 4

2. ALP training materials on teaching/learning issues
2.1. What ALP is and its approach to the education of the child
2.2. The skills and knowledge the learners should acquire
2.3. Child-centered, activity based participatory teaching methods
2.4. How to deal with learners from different age groups
2.5. How to discipline your class
2.6. How you will be helped in your work
2.7. How to make the timetable
2.8. How to use a lesson plan
2.9. How to assess the learners’ progress in a continuous way
2.10 How to use a classroom display

3. NFE training workshop materials for refresher courses with trainers and teachers
3.1. Guided lesson planning
3.2. Learner styles
3.3. Learning objectives
3.4. The education of girls

4. Sample lessons in one subject area for ALP Level 1, Unit 1. Each lesson has the following:
4.1. Corresponding pages in the ALP Student Book
4.2. What you, the teacher, need to know
4.3. Lesson Plan:
4.4. Lesson objectives
4.5. Length of lesson
4.6. What you need to teach the lesson
4.7. How to teach the lesson
4.8. Summary/Learning Points
4.9. Evaluation / Assessment

5. Guidelines for using the ALP Sample Lesson Plans
5.1. How to use the timetable
5.2. How to interpret and use the Sample Lesson Plans
5.3. How to assess the students in a continuous way
5.4. How to assess yourself (for teachers)
5.5. How to assess the ALP materials

6. CGS School Management Training Manual draft
7. Community Process on the Establishment of CGS (document) for FEO training

8. CSG training materials that focus on teaching/learning issues
8.1. About what CSG is and its approach to the education of the child
8.2. The skills and knowledge the learners should acquire
8.3. Child-centered, activity based participatory teaching methods
8.4. How to deal with learners from different age groups
8.5. How to discipline your class
8.6. How you will be helped in your work
8.7. How to make the timetable
8.8. How to use a lesson plan
8.9. How to assess the learners’ progress in a continuous way
8.10 How to use a classroom display

9. ALP Life Skills module on HIV/AIDS including a 24 page student booklet and accompanying syllabus, lessons, and explicit implementation guidelines for teachers and trainers
10. NFE sector strategic plan, based on the outcomes of the strategy seminar, including the coordination of NFE activities with the Education Support Network (ESN) rollout plan
11. ALP intake and placement assessment tool
12. NFE external consultancy report (Jon Phillips)