

THE DIOCESE OF TORIT (DOT)

GAP IMPACT AND ORGANIZATIONAL CAPACITY EVALUATION

FINAL REPORT

Prepared by

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Ahsante

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LIST OF ACRONYMS

ALP	-	Accelerated Learning Programme
BOG	-	Board of Governors
DOT	-	Diocese of Torit
IDPs	-	Internally Displaced Parsons
NPA	-	Norwegian Peoples' Aid
NCA	-	Norwegian Church Aid,
NGOs	-	Non-Governmental Organizations
NORAD	-	Norwegian Agency for Development
NRRDO	-	Nuba Relief, Rehabilitation and Development Organization
PTA	-	Parents Teachers Association
SF	-	STROMME Foundation
SoE	-	Secretariat of Education
SP	-	Samaritan Purse
SPLM	-	Sudan Peoples' Liberation Movement
UNICEF	-	United Nations Children's' Fund

OPERATIONAL DEFINITION OF TERMS

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

EXECUTIVE SUMMARY

1 BACKGROUND

i) Overview

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

The findings presented in this report originate from a participatory impact and organizational performance evaluation of GAP supported education programme of Diocese of Torit (DOT) in Eastern Equatoria. The findings relate to the types of education initiatives implemented under the partnership. The evaluation looks into the quality of approaches, methods and techniques used in programme planning, implementation, monitoring and reporting, programme achievements, effects, and impact to the target groups. In addition the report raises issues of DOT's organizational capacity, relevance and efficacy. This leads to an analysis of issues so as to understand, interpret and address emerging changes in the program context.

The evaluation utilized participatory techniques in data collection. Moreover, review of program documents provided the evaluator with more insights regarding the program. Several stakeholders participated among them, DOT staff, St. Bakhita Girl's Secondary school students and teachers, community opinion leaders and PTAs/BOG members.

ii) Partnership between STROMME Foundation and the Diocese of Torit (DOT)

Partnership between STROMME Foundation and the Diocese of Torit (DOT)

The partnership between STROMME Foundation and the Diocese of Torit (DOT) began in 2002. The partnership entails support towards teachers' salaries as well as provision of learning and teaching materials for the secondary school. From time to time it support to the primary school is also provided on need basis.

2 CONTEXT OF EDUCATION PROGRAMMES IN SOUTHERN SUDAN

The conflict in Southern Sudan which has taken over 50 years has come to an end at last. The conflict inflicted a great challenge to the provision of basic services including education. During the war most if not all-schooling infrastructure and other needed facilities were destroyed. The need for social services and in particular education especially for girls and women is enormous. In southern Sudan, most children born especially during the recent conflict (1983 -2002) have never been to a school. Those born in born between 1983 and 1993 were forced to terminate their education prematurely .

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

Some of these NGOs that have been running schools in Southern Sudan with STROMME Foundation's support include SSDPA, SWIDAP, NRRDO, ACORD, DOT and ACROSS. The Secretariat of Education (turned Ministry of Education) has also been involved by providing school textbooks for primary school level. There is no curriculum for secondary education and secondary schools ruin on the Kenyan or Ugandan curriculum. As a result books and teacher from these countries are more relevant to the secondary education in Southern Sudan context. At the end of the secondary education, students sit for the national examinations offered in either Kenya ore Uganda depended on the curriculum they undertook. The newly created Ministry of Education has a task of ensuring that a curriculum and textbooks including teachers' guides are developed. A national examinations body for southern Sudan has been created and in the future it would be responsible for setting examinations for schools on southern Sudan.

3 SUMMARY OF THE MAIN FINDINGS

i) Planned Objectives versus Outputs

Project documents (proposals, quarterly and annual reports) and interviews with key respondents revealed that the program has been on track with the objectives within the evaluation period (2003-2005). Between 2003 – 2005 the programme set to achieve three major objectives namely, continuation of normal learning, registration of new students and provision of learning and teaching materials.

In regard to ensuring the continuation of normal learning in the school, all went on well except in 2005, when implementation of the objective slowed down owing to a teachers' strike. The Dioceses ensured that the school had enough teachers, while parents' support to the school both in cash and kind guaranteed continuity. Other development partners that contributed to the smooth running of the schools included Caritas Belgium, who constructed building facilities in form of a classroom, accommodation, a library, and an administration block, and Catholic Relief Service provided the school with food items.

Through out the evaluation period, the school progressed to a full secondary school with all the four levels in place. There was also an increase in the school population, as new students joined from one (2003: 75 students, 2004: 101 students and 2005: 102 students). In spite of the increased population, the number of the girls in the school remained low even though the school targeted girls. This was attributed to the fact that the community does not value education for girls as yet. It's for this reason, that DOT included boys in the school.

Despite the numerous challenges encountered, the school managed to acquire the needed textbooks. A total of 13 candidates (8 boys and 5 girls) sat for the Kenya Certificate for Secondary Education in 2005 while 5 others were to sit for local qualifying tests (pre-testing of New Sudan Examination Board). Installation of Internet services in the Diocese contributed to improvement in the IT know-how of the students. The school buildings were completed and ten water tanks installed around the classrooms to harvest rainwater. In addition, the school acquired inputs for extra curricular activities such as games and farm equipment. The school held workshops on counselling courses on trauma and HIV/AIDS for the students.

ii) Programme Inception, and Development Queried

The evaluation sought to understand how the program inception and development evolved at the Diocese of Torit. This was explored specifically on what informed inception of St. Bakhita Girls Secondary School. The evaluation noted that the establishment of the school was in response to identified needs, based on the successful work by the Diocese in St. Bakhita Primary. The secondary school was using the primary school as its core-catchments for enrolment, then the wider community in Kapoeta and other parts of south Sudan.

iii) Strategies in Project Implementation

The evaluation sought to assess the strategies, approaches and methods used in project implementation. The findings revealed that the approaches used by DOT were relevant, and contributed to addressing the community needs. Lack of trained teachers in the country to take up positions, was found to be a major barrier to secondary school education. The few available teachers were trained in the, already obsolete, Arabic curriculum and yet the mode of instruction in the school is English. The only alternative for the Diocese was to recruit from the Kenya and Uganda.

The recruitment procedure was found transparent in that, the advertisements in the local dailies provided interested candidates an equal opportunity to apply. The same was also observed in all the other stages that followed up to recruitment and contract-signing. The one-week orientation was found necessary as a way of providing the teachers with first hand information about the context of the secondary school and Southern Sudan area as a whole. Class observation and interviews with the pupils attested to the quality of teachers recruited. Creativity in delivery of lessons was observed.

Apart from the teacher salaries, the partnership also involves provision of learning and teaching materials. At the time of the evaluation the school reported adequate supply of learning materials with the exception of a few subjects, and laboratory material whose supply needed to be improved. The Dioceses might consider liaising with the teachers to identify the existing material gap that need to be filled.

The evaluation noted that the application of the Kenyan curriculum was challenging, even though it linked students with opportunities for further education. There was hope that the curriculum for South Sudan would be addressed when the government structures are put in place.

iv) Programme Approaches

Lack of the necessary government structures to take up the role of providing the required teaching and learning materials has led to many of the schools face challenges in delivery of quality education. In response to these, the Diocese of Torit initiated St. Bakhita Girls' Secondary School. It identified different partners to undertake the development of the school.

The role of each of the partners is clear. STROMME Foundation provides support with salaries for the teachers, including purchase of the necessary learning materials. The curriculum in use in the school was the Kenyan one, meaning that any changes in the Kenyan education curriculum had an effect on St. Bakhita Girls Secondary School.

Lack of qualified teachers locally to offer quality teaching in St. Bakhita Girls Secondary school led to a decision by the Diocese to source for teachers from the neighbouring countries of Kenya and Uganda. The recruitment process involves advertisements in the local dailies in the countries, selection of the applicants, short listing, interviewing and then recruitment. Eligible teachers fall within four broad categories namely degree holders in education, degree holders in specialized subjects (e.g. chemistry, English etc), diploma holders in education or Diploma holders in specialized subjects. To encourage more girls' enrolment, retention and completion, the Dioceses has been recruiting more female teachers who are expected to be models for the girls.

Other partners have provided support of the physical development of the school infrastructure. It was noted one immediate challenge was with housing for teachers. Whereas the Diocese has sufficient arrangements for its internal staff who also work in the school to have accommodation and meals, this is not the case for the teachers.

v) Relevance of Interventions

The needs addressed by DOT and the approaches used to address the needs were assessed. In this aspect, it was found that DOT was addressing appropriate and relevant needs and using appropriate approaches. There is a dire need for trained teachers and learning materials in St. Bakhita Girls' Secondary School. Given the disadvantaged situation of the girl-child due to inherent culture, the presence of the school was found to be contributing to the creation of awareness among the community, on the importance of education for the girl.

vi) Impact of the School to the Community

Despite the difficult circumstances under which the program was being implemented, the stakeholders and the beneficiaries noted a number of tangible impacts emanating from the school. The presence of the school in the community had contributed to increased awareness on the importance of education in the community, as evident by yearly enrolments. The school was also providing a ready market for local materials such as firewood, hence generation of income for the locals. The school had created employment for the local people some of whom were either watchmen, cooks, etc hence improved livelihood.

STROMME Foundation's support had spread to benefit other people in other regions. For example, most of the students were from Nuba Mountains and other parts of Sudan. The presence of a boarding school in the community had not only facilitated enrolment of the girls in the school, but also contributed to their retention and completion. The school was said to provide them with protection from early marriages and domestic chores that were said to be factors contributing to girls dropping out of school. With qualified teachers in place, remarkable improvement in performance of the pupils was reported based on the end term examinations, and end of year results.

vii) Status of the Partnership

The partnership between STROMME Foundation and DOT contributed to addressing the needs of the girls who could not get a place for secondary education. The process spurred other partners to bring in resources for the physical structures of the school.

The cordial relations between the Diocese has with STROMME Foundation creates a bigger networks with other Norwegian agencies with whom DOT works. The support from STROMME Foundation for DOT to have teacher for the school has made a difference. However, there is need for a long-term view of the planning for future needs of the school in the repairs, maintenance of school buildings, future of expatriate teachers and accommodation for teachers. especially on the future of sourcing teachers with support from the local authorities has helped The model schools approach has uplifted that level of education as communities yearn to set up similar schools by improving the existing community schools. Many children are now is school due to this partnership. On its part, NRRDO would also need to address issues of workforce mobility among its own staff in the field to ensure continuity.

As the oldest and most stable local agency in Nuba Mountains, NRRDO benefited from the support of STOMME Foundation in changing the approach to education. However, as at the time of the evaluation, the sustainability of teachers with support from STOMME had not been resolved. NRRDO might need to liaise more with the local authority and other agencies to lobby for the establishment of a salary structure and terms of service for teacher so that local person could take up to teaching on the basis of formal employment as opposed to being volunteers.

viii) Challenges Faced by the Students

The evaluation sought to document some of the challenges that were faced by both the students and the teachers of St. Bakhita, and how these were affecting the implementation of the program. The students explained that lack of boarding facilities for boys challenged their learning effectiveness. Limited supply of some learning materials, including exercise books, insufficient laboratory apparatus, chemicals and materials made it hard for them to perform some experiments.

On the other hand, teachers reported a number of challenges among them, non-completion of syllabus due to last year's (2005) strike calling for extra hours to catch up with this year's (2006) work. Language barrier between the teachers and the students of Arabic background remained a limiting factor. Coping mechanisms employed by the teachers involved group teaching techniques and translation among the students. Lack of apparatus and teaching aids challenged both the teacher and the student. Teachers reported challenges in teaching things that the students had never seen. The teachers also reported the challenge of accommodation in that currently they are housed in containers which get very hot during the day.

ix) Challenges face by Teachers

The teachers reported the following as the challenges they faced in the school: -

- Non-completion of syllabus due to factors such as the strike by teachers. This required working for extra hours to catch up with school work.
- Language barrier between the teachers and the students of Arabic background remains a challenging factor. Coping mechanisms employed by the teachers involved, group seating and translation among the students.
- Lack of apparatus and teaching aids, challenging both the teacher and the student. Teachers reported challenges in teaching things that the students had never seen.
- Challenges in teaching Kiswahili among students who had no basic knowledge.
- Lack of a laboratory technician, adding the work load on the science teachers.
- High indiscipline cases, especially among the mature pupils (a number of the students were found to be older than the teachers).

4.0 ORGANIZATIONAL CAPACITY REVIEW

i) NGOs as Partners in Education

Apart from STOMME Foundation, a number of other partners were found to be contributing towards enhancement of the capacity of St. Bakhita by providing varied types of support. One of such partner was identified as Caritas Belgium, who supported in the construction of permanent classes and administration Block. Catholic Relief Services (CRS) was said to supply food to the school, as well as undertake capacity building of some selected students on store management. The Diocese has other friends and well wishers who support it in education as well as other programmes.

ii) Review of Financial Management Capacity

An assessment of the financial management capacity within the DOT was undertaken. It was found that the Diocese had been committed to ensuring the proper, efficient, effective and transparent utilization of resources allocated by STOMME Foundation. As stipulated in the STOMME Foundation Accounting Policy, the partner had an accounting policy in place and had continued to maintain books of accounts and records in accordance with the set guidelines and standards.

The education programme had a vehicle for its operation. Travel claims were paid only on actual costs. Through observations, the vehicle had a logbook clearly specifying destination, purpose, date and distance travelled (initial and closing mileage reading). At the end of each month a summary of the mileage was sent to Nairobi office for accounting purposes. Adherence to the proposed procurement procedure was evident. The management of the stores was under two students assisted by a teacher. The girls who had been trained by CRS showed store records, including bin cards to show requisition, issuance and balances in the stores. There was; however, no inventory observed for the programme assets.

iii) Planning, Organizing and Coordination for Implementation

The evaluation sought to understand the management practices in place and how they were contributing to improvement in quality of education in St. Bakhita Girls Secondary School. Interviews with both the Nairobi and field based staff revealed a bottom up approach to planning involving needs identification, and proposal development.

As required by STROMME Foundation, existing literature revealed adherence to the requirement throughout the Programme period. Co-ordination between the field office and the headquarters to support decision-making was found adequate. The availability of communication technology via satellite phones and Internet services within the Diocese had contributed to improvement in the co-ordination of activities between field office, Lokichoggio support office and the Nairobi headquarters.

iv) Human Resource Capacity

The evaluation sought to know what inherent human resource capacities were resident at the Diocese of Torit for the effective running of St. Bakhita Girls' Secondary school programme. At the school level, this aspect was found inadequately dealt with. At the time of the evaluation, both the head teacher and the deputy had already left. They had not been replaced. Though the Diocese had appointed one among its internal staff to take charge, with assistance from one of the teachers, the school administration remained challenged. The Diocese was making efforts to recruit a Head teacher and Deputy to oversee the day-to-day running of the school. The school was also faced with an inadequate number of teachers and laboratory technicians. To address the situation DOT might need to consider employing specific subject-based teachers. There is need also to recruit a laboratory technician.

v) Governance of St. Bakhita Girls' Secondary School

The evaluation sought to understand the governance structure of St. Bakhita Girls' Secondary School. Interviews with key respondents under the programme revealed that, the management of the school was under a Board of Governors (BOG). The school had also formed its Parents Teachers Association (PTA), whose main function was to over-see good relationship between the staff, students and parents. The PTA also acted as the link between the school and the community. Members in the two governance structures require capacity building, with a focus to their respective roles and responsibilities, as well as finance and administration of the school.

vi) The Structure of the St. Bakhita Girls' Secondary School

At the school level the governance structure was found to consist of the head teacher, deputy head teacher and dean of students, heads-of-subject teachers, student leaders and the other students. The school had other subordinates such as cooks and watchmen. All these echelons contributed to the effectiveness of the school activities.

RECOMMENDATIONS

The evaluation generated the following recommendations: -

Recommendation 1 Strategizing Support for Teacher Retention and Programme Quality

There was evidence that the support towards teachers' salaries had attracted and enhanced retention of quality teachers. There was also notable improvement in the pupils'/students' performance as observed in the examination grades. The need for teacher support remains imperative until the government structures for teacher support are fully established and functional.

It is recommended that STROMME Foundation continue to provide support for the teachers. Meanwhile DOT might need to explore other aspects for teacher support through enhancing community responsibility. The communities need to be sensitized on the payment of school fees as their direct contribution to school development and maintenance.

Recommendation 2 Developing a Performance Reward Structure while Strategizing for Teacher Grievance Redress

The terms of employment were found favourable, especially among the new teachers. The diploma holder teachers raised a few grievances. With the previous year's experiences (strikes and teacher turnover), there is need for DOT to i) develop a performance based compensation structure, ii) identify communication links between the teacher community and the Diocese and iii) address the issue of improved accommodation for teachers.

It is recommended that DOT establish a dialogue communication approach with the teacher community. This would enhance effective sharing of critical information on an open discussion and feedback on continual basis, focusing issues that directly affect the two parties beginning with improved housing need by the teachers. A participatory approach (where teachers as department heads plan and budget) to provide input to programme budget would enhance teacher awareness on the programme capacity. Developing a structured compensation system would form part of this strategy.

Recommendation 3 Learning and Material Support

Provision of essential learning materials to schools is still a major need in most classes in St. Bakhita Girls Secondary School. The evaluation established that with changes in the Kenyan curriculum that was in use there was need for additional books. Moreover, a plan for replacement of old and torn or lost books was needed as well as an increase in library and reference materials for teachers.

It is recommended that an identification process of the gap existing in learning and teaching materials be undertaken and DOT continue to facilitate learning through provision of needed learning and teaching materials and inputs. An awareness strategy would be needed to sensitize the parents on their responsibilities in education for development.

Recommendation 4 Curriculum

The school was found to be using the Kenyan curriculum. Respondents revealed that changes in the Kenyan curriculum led to the need for new and additional supply of textbooks and learning materials. This was further exuberated by the logistical challenges experienced in Southern Sudan due to a lack of local source for learning and teaching material and other educational inputs. The need for student counselling at educational, social and career levels was also recognized. With the government system in place, respondents were hopeful that the New Sudan Secondary Education Curriculum would soon be implemented, and will gradually phase out the Kenyan Curriculum.

It is recommended that DOT continue to collaborate with the government, and lobby for a curriculum for secondary schools in Southern Sudan that is more relevant to the needs. In addition, it is recommended that the counselling function at the school be enlarged to cater for all aspects in, educational, social and career needs among the students.

Recommendation 5***Developing the Human Resource Capacity for Programme Efficacy***

The current human resource capacity was found inadequate in terms of numbers as it was clearly overwhelmed by responsibilities. The strike by teachers in 2005 led to relieving both the Head and the Deputy schoolteachers of their duties. The school lacked science teachers e.g. Biology. The school was also found to be in need of a laboratory technician.

It is recommended that DOT in the recruitment process an assessment of other roles and responsibilities be done so as to hire adequate number of staff for effectively running the school as well as providing education in all aspects adequately.

Recommendation 6***Capacity Building for Board of Governors and PTA members***

The school was found to have a Board of Governors and a PTA in place. However, interviews with members from the two bodies revealed weaknesses in the execution of their duties. The evaluation found that they had limited knowledge of their roles and responsibilities and how they could support the teaching staff in the management and development aspects of the school. There was need for capacity building at the two levels, with a focus to introduce the members to their roles, functions and responsibilities, while developing prerequisite basic skills.

It is recommended that DOT plans for capacity building for the two groups to clarify roles and responsibilities of each on running and management of St. Bakhita Girls' Secondary School. Specific areas requiring capacity enhancement relate to leadership, management and school administration and conflict resolution and management techniques.

MAIN REPORT

1.0 BACKGROUND

1.1 STROMME Foundation Education Programme in Southern Sudan

STROMME Foundation is an international Norwegian Development Funding Organization based on Christian values. It has Regional offices in Eastern Africa, West Africa, Asia and South America. STROMME Foundation's work in Eastern Africa started in 1989 with the Regional office being established in Kampala in 1994. STROMME Foundation's Vision is " **People living in Freedom of Poverty** ". Its Mission statement is " **To Eradicate Poverty** ". STROMME Foundation's Eastern Africa Region areas of operation include Uganda, Kenya, Tanzania, Rwanda and Southern Sudan. Work in Southern Sudan started in 2001/2002 with implementing partners being selected on the basis of STROMME Foundation's partner selection criteria and procedure. By 2002, STROMME Foundation had 8 local partners in Southern Sudan. The evaluation covered seven of the 8 Southern Sudan partners. These included:

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

STROMME Foundation works through implementing partners that share common values. The agency has two thematic areas of focus namely, Education (with special emphasis on children at risk), facilitating and supplementing community based education and micro finance (with special emphasis on women). STROMME Foundation Eastern Africa had a three-year GAP Fund from NORAD for education in Southern Sudan. As a result the assignment is geared towards carrying out a participatory impact and organizational performance evaluation of GAP-supported education projects in Southern Sudan.

1.2 Purpose

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

1.3 Broad objectives

The key objectives of this evaluation were: -

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

1.4 Methodology of the Evaluation Process

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

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

1.5 Key Areas of the Evaluation

The evaluation was tied to the following areas of enquiry:

- Type of education initiatives each partner implemented by SWIDAP
- Quality of approaches, methods and techniques used in programme planning, implementation, monitoring and reporting
- Programme achievement and effects, impact on the beneficiary target groups
- DOT's and in particular, St. Bakhita's own organisational capacity relevance, and efficacy to understand, interpret and address emerging changes in the programme context

1.6 Key Outputs of the Programme

The evaluation was expected to generate the following outputs:

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

1.7 Partnership between STROMME Foundation and Diocese of Torit (DOT)

The partnership between STROMME Foundation and the Diocese of Torit (DOT) began in 2002. DOT had some experience with other Norwegian Organizations and still continues to engage these organizations in its development programmes outside of education. The first contact with STROMME Foundation involved a request by the then Bishop Paride Taban, for support with teachers' incentives. In the same year a review of DOT's education Programme was undertaken to specifically assess the viability of St. Bakhita Girls', as a viable project for girls' secondary school education.

Based on the results of the assessment, the development of a five-year plan for the school focusing on teachers' salaries and learning and teaching material was devised in 2003. This plan was put in place, as a tool to project the future needs of the school on the longer term - the output was used as the plan for 2003 with STROMME Foundation. The overall goal of the school is "to provide secondary education for the many children affected by the long periods of war in Southern Sudan". Specifically, the school is geared towards achieving the following objectives:

- Provision of knowledge and skills to the students.
- Provision of physical and spiritual development of the students.
- Creation of a mind and heart that will strive for peace and unity in the school community, the local community around the school and Southern Sudan at large.
- Preparation of the future leaders of this country.

2.0 CONTEXT OF EDUCATION PROGRAMS IN DIOCESE OF TORIT

2.1 Introduction to the Context

Relevant education and training is a primary factor to human and economic development in Southern Sudan. In line with this, the Education Master Plan of the Southern Sudan Government (2002-2007) states '*Increase Access*' and provide '*Quality and Relevant education*' in the first and second overall educational goals. This is in line with the Millennium Development Goals and also the effort for Universal Primary Education. To achieve these goals it is paramount to match the needs inherent in Southern Sudan with all efforts for resource mobilization, capacity building, effective management, sound policy and critical collaboration among all partners in the education sector. This includes pupils, teachers, parents and communities as well as local government and civil society involved in education. This evaluation selected its respondents with this in mind.

The development of human resources in Southern Sudan came to a standstill during the war period. The impact of prolonged conflict on all levels of society in Southern Sudan has been devastating. Institutions and centres where people could access knowledge were brought down, while people moved to safer avenues mostly in the neighbouring countries. The effects of the conflict, especially in the education sector, manifests itself in many forms among them, lack of qualified teachers to teach in both secondary and primary schools and lack of well developed schools for quality teaching, among others.

Many communities and especially pastoral communities such as those served by the Diocese of Torit were increasingly marginalized from basic social services. The basic education infrastructure was rendered weak and under-developed. The absence of human and financial resources, as well as lack of investment in education has contributed to low literacy levels, currently estimated at less than ten percent. Only 20 percent of the approximately 2 million school-age children are in schools. The percentage of girls enrolled is barely three percent. The same applies to the number of female teachers who are currently estimated at 6% percent .

2.2 Education for Girls

Apart from the effects of the conflict, the cultural practices of communities also affect access to education especially education among girls and women in general. In the Diocese of Torit, many of the communities, e.g. Toposa, Didin'ga and others are pastoral and have a strong tradition of keeping to their culture which views education as an evident factor that dilutes and destroys culture. Moreover, the place and role of a woman in society is strongly tied to family prestige, status and wealth creation. As a result, families are possessive of the girl-child and would tend to over-protect girls to the extent of prohibiting them from getting an education.

Within the Diocese, there are hardly any qualified secondary school teachers from within Southern Sudan. As such, teachers have to be sourced from the neighbouring countries. This is challenged by the fact that whereas secondary school teachers in general are not available, women teachers are harder to get. Another level of challenges is that there exists no Southern Sudanese secondary school curriculum. Teaching and learning materials are non-existent. The Diocese has to rely on the Kenyan and Ugandan secondary school curriculum and national examining bodies for students who complete secondary education.

Where schools have been put up targeting a particular section of the community, enrolment rates have been dismal. The evaluation established that cultural beliefs and practices in the community continue to form a stumbling block towards the provision of secondary education to the girl child. For instance since St. Bakhita Girls Secondary School was initiated, it had never admitted enough girls. That situation forced the Diocese to offer some of the places to 10 boys every year. The context factors described above denotes that the Diocese of Torit operates in a fairly marginalized community area.

Clearly the educational needs at the secondary school level are enormous and both parties in the partnership have identified what is most crucial for partnering. Other stakeholders in education do not pay salaries for teachers and where they provide any support it is in the form of incentives, just for sustenance of the teachers. Majority of teachers in southern Sudan volunteer their services.

2.3 Diocese of Torit

The Catholic Diocese of Torit is one of the largest of the Dioceses in southern Sudan. It is the, "Home of more than one million southerners and host to thousands of internally displaced persons, and spiritual caretaker to several refugee camps in northern Uganda and Kenya" . Its constituency comprises Eastern Equatoria in Southern Sudan. It is the eastern doorkeeper of the eastern flank of southern Sudan, with its borders with Ethiopia, Kenya and Uganda .

The Diocese of Torit has over fifteen years experience doing programme work in southern Sudan focusing Kapoeta, and Torit area as its constituency. Its networking capacity with partners was evident as it is endowed with many partners including Comboni Fathers, CRS, STROMME Foundation, CARITAS Swiss and CARITAS Belgium, Miserior, Sudan Solidarity, Malteser, CAFOD, NCA and CRS is one of the oldest partners in the Diocese.

The Diocese is a unique organization due to its background as a faith-based organization, with a large network of benefactors. It has access to faith-based agencies that provide support in kind, human resources and tangible financial resources. Its leadership presided over by a Bishop has been more stable over the years. It has a centralized finance system. The social development agenda of the DOT focuses five broad aspects thus, education, water, health, and sanitation, agriculture, community empowerment and the crosscutting initiatives such as HIV/AIDS, peace building, gender, DELTA training and relief. The education sector is headed by an Education Coordinator who oversees basic education mostly although there are two other secondary schools in the Diocese.

STROMME Foundation has partnered with the DOT to implement a programme in one Secondary school in Narus, St. Bakhita Girls' Secondary school. The rationale for working with DOT was based on the principle of working with marginalized communities. Such communities are empowered to be active in their own development. STROMME Foundation is not an implementer but rather works with and through partners, who have a credible track record working with the marginalized communities focusing community-based education. It is in this regard that STROMME Foundation and DOT got into a partnership.

2.4 Objectives of the Programme

- Provide quality education for girls in secondary school
- Enable DOT to attract and retain quality teachers
- Provide support towards effective teaching and learning at all levels in the school
- Provide a conducive learning environment for girls
-

2.5 Target of the Programme

The prime target for the programme was perceived to be a binary one. It addresses children at risk as well as the girl-child education. It targets girls in need of secondary school education from the immediate community who had completed that primary education at the St. Bakhita Primary School, were the initial target. Girls from within the Eastern Equatoria especially from among the Toposa community, including needy girls from other communities who could not otherwise secure secondary school education elsewhere were included thus addressing the children at risk. When it is too risky for girls to stay at the school due to the risk of early marriages the Diocese takes opportunity and has an initiative where it takes care of the problem through awareness campaigns and advocacy with the local authority and traditional leaders of the community. A school exchange programme exists between this school and two others that the Diocese operates elsewhere to which the most risky cases are transferred but only rarely.

2.6 Programme Approaches

The Diocese of Torit having taken account of the cultural context in which it operates and the challenges therein. It is on this basis that the idea for a girls' secondary school was borne. The DOT has set up a system of creating awareness and role models in schooling for the communities. The approach taken was similar to past experience that the Diocese had in running the St. Bakhita Primary school (home for 700 girls). It was envisaged that this vanguard school would promote education for girls above primary school level. It would increase the number of educated girls to take up leadership roles in the community. The school also provides a living example for the community to see and learn how a secondary school is managed.

In regard to teacher support, the Diocese has been sourcing for teachers from the neighbouring countries to teach in St. Bakhita Girls' Secondary School. An elaborate recruitment procedure for teachers exists within the Diocese that involves, advertisements in the local dailies in the countries, selection of the applicants, short listing, interviewing and then recruitment.

Eligible teachers fall within four broad categories namely degree holders in education, degree holders in specialized subjects (e.g. chemistry, English etc), diploma holders in education or Diploma holders in specialized subjects. At the time of the evaluation, the school had a total of 14 (8 male and 6 females) teachers out of which, 8 were trained graduates, four (4) diploma holders and (2) untrained Sudanese teachers. To encourage more girls' enrolment, retention up to completion, the Dioceses has been recruiting more female teachers who are expected to be models for the girls.

The component on provision of learning and teaching material is implemented for lack of government and community structures to take up the role. Without this it would mean that the school would face challenges in delivery of quality education. The school uses the Kenyan secondary school curriculum, as the Southern Sudan secondary school curriculum has not been developed yet. Moreover, even when completed there might be no secondary school books linked to the South Sudan curriculum for entry to higher institutions of learning as yet.

3.0 ANALYSIS OF MAIN FINDINGS

3.1 Planned Activities versus Implemented Activities

The initial request put forward to targeted salaries for the teaching staff to maintain them for continuity of the school teaching programme. This ensured smooth learning through out the final term of the school year in 2001. By then, the school had a population of 33 pupils in both form one and two. The partnership between STROMME Foundation and the DOT commenced in 2002, while 2003 was the first year of its implementation. In 2002 when the Programme was initiated, there were no major activities planned except for an assessment undertaken by STROMME Foundation that led to development of a five-year plan for the School. This was later to be used, as a tool for projecting future needs of the school on long-term basis.

Project documents (proposals, quarterly and annual reports) and interviews with key respondents revealed that, the program has been on track with the objectives within the evaluation period (2003-2005). Planned objectives for the year include continuing normal learning, registration of new students and provision of learning and teaching materials.

In the beginning of 2003, the school enrolled 12 girls in form one and 33 boys. Girls' enrolment was low even though the school targeted girls. This was attributed to the fact that, the immediate local community did not value education for girls. To run the school economically, DOT included boys from the community and from among children at risk who would otherwise have missed secondary school education. Despite the challenge in enrolment of girls, the school recorded a remarkable improvement in enrolment from 33 students in 2002 to 75 students in 2003. Some of the key achievements in the school included: -

- Assured salaries and availability for qualified teachers,
- Purchase of relevant and adequate text books for new classes each year,
- Establishment of a Parents Teachers Association (PTA) Committee and a Board of Governors,
- Interaction of the school with others in extra curricula activities.
- In addition, the school set up Internet services to facilitate communication with the outside world.
- In addition, the school managed to contribute a total of Kshs. 203,000 towards feeding, in both cash and kind.
- Networking with other stakeholders to facilitate school feeding (CRS and WFP), construction of school buildings (CARITAS Belgium)
- Improved learning environment and school development,
- Recognition and involvement in the school by the local governing authority

In 2004, the school attained the status of a full secondary school, with Form 1 - Form 4 in place. There was also an increased school population to 105 students. This comprised Form One, 30 students; 20 female & 10 males, Form Two, 40 students; 30 females & 10 male, Form Three, 20 students; 10 females & 10 males and Form Four, 15 students; 5 female and 10 male. This indicated 75% increment from the previous year. The school had 15 teaching staff, including the Head and Deputy at a male/female ratio of 13:2. Among the support staff were 3 cooks all female and 4 male watchmen, as well as 1 female Secretary.

The school faced a number of unforeseen challenges in 2005. The major problem was the teachers' strike that paralyzed school activities for over two weeks. Grievances leading to the strike were cited as low salaries and poor accommodation for teachers. In response, the Diocese addressed many of the grievances, and the teachers continued to teach, but with low morale. At the end of that year, the Diocese relieved the teachers of their duties especially the untrained staff and replaced them with better-qualified teachers. At the time of the evaluation, most of the grievances had been addressed among them, a review of the salary structure.

Although the Diocese improved on the teachers' salaries, accommodation was not addressed to their expectations. At the start of the year (2005) the dismissal of the Head Teacher and the departure of the Deputy to Australia on the repatriation and resettlement programme left a vacuum in the administration of the school. At the time of the evaluation, it was found that the head of the DOT, Bishop Johnson Akio Mutek, in consultation with the Diocesan Advisory Committee had appointed one of the priests Brother Emmanuel to re-organize and head the school in the interim. It was expected that a long-term solution would be developed in due course.

In 2005 a total of 13 candidates (8 boys and 5 girls) were able to sit for the Kenya Certificate for Secondary Education, while 5 others were to sit for local qualifying examinations (pre-testing of New Sudan Examination Board). With support from CARITAS Belgium, school buildings were completed. Additional facilities included installation of water tanks around the classrooms to harvest rainwater. The installation of Internet services in the Diocese contributed to improvement in the IT know-how of the students.

The school acquired inputs for extra curricular activities, such as games and farm equipment. The school held workshops on counselling courses, on trauma and HIV/AIDS for the students. Facilitators from Nairobi and parents from within were invited to talk to the students about the issues. Both teachers and students reported to have benefited, and requested for more and regular seminars.

At the time of the evaluation, the population of the school was 103 pupils. In form one the total number of students was 42 (24 females and 18 males). In form two there were 25 students (14 females and 11 males). In form three there were 21 students (9 females and 12 males) while in form four the class reported a total of 14 students (5 females and 9 males).

Interaction with the existing Program documents and program beneficiaries indicated that, the implementation of DOT education program was in line with the project proposals and objectives for the period 2003-2005.

3.2 Programme Inception, and Development Queried

The evaluation sought to understand how the program inception and development evolved at the Diocese of Torit. This was explored specifically on what informed inception of St. Bakhita Girls Secondary School. The evaluation noted that the establishment of the school was in response to identified needs, based on the successful work by the Diocese in St. Bakhita Primary, Narus. The need for continuity in the education for the girls was eminent, as many of them remained at home after their primary education. The secondary school had hoped to use the St. Bakhita primary school as its core catchment for students, then the wider community in Kapoeta and other parts of South Sudan.

Inception of the programme was based on the visionary approach the former Bishop (Bishop Paride Taban) had for the Diocese. The viability of DOT's education programme with a specific focus on the girls' secondary education was assessed. It was found that this locality had no other school focusing this aspect. With support from STROMME Foundation the positive results of the assessment led to the development of a five-year plan for the school focusing on teacher salaries, learning and teaching material. The output was used as the plan for 2003 with STROMME Foundation.

3.3 Strategies in Project Implementation

The evaluation found STROMME Foundation's support towards teachers' salaries as relevant. In the current situation, the local authority and Government of Southern Sudan did not have structures for the employment and retention of teachers at any level as yet. The government did not have capacity to provide educational services of any kind for the time being. There was no secondary school syllabus, curriculum teachers' guides and text books for secondary school level. In addition the lack of trained teachers for secondary schools was found to be a major barrier to secondary education. The few available teachers were trained in the already obsolete, Arabic curriculum, and yet the mode of instruction in the school is English. The only alternative for the Diocese was to recruit from the neighbouring countries. To sustain the teachers the Diocese had to offer salaries that could attract and retain them in St. Bakhita Secondary School.

The evaluation sought to assess the strategies, approaches and methods used in project implementation. Results of the evaluation revealed that the approaches used by DOT were relevant and contributed to addressing the community needs for girls' secondary school education. The support towards teachers' salaries from STROMME Foundation to the Dioceses of Torit was meant to attract and retain quality teachers with the ultimate goal of achieving quality education in the school. The teachers were and are still sourced from the neighbouring countries thus Kenya and Uganda.

The recruitment procedure for such teachers was found to be transparent in that, advertisements were placed in the local print media then a panel for selection was selected which included qualified persons in education from within the Diocese. This gave each and every interested candidate an opportunity to compete professionally for the available teaching positions. Selected candidates were offered a written contract stating the terms for the job salary and conditions of service. The Diocese had a one-week orientation for newly recruited teachers. This was found to be a useful and effective way of providing the teachers with first hand information about the locality and context they were to work in.

Class observation and interviews with the pupils attested to the quality of teachers recruited. During the evaluation, the students and teacher were observed in class. Creativity in delivery of lessons was observed. In a Form two class, where some students had difficulties in understanding lessons in English, the teacher grouped them with those familiar with the language for support. Students reported that this method of teaching had helped them to understand better. In the science subjects, students reported that they enjoyed the subjects because the teacher knew the subject matter especially in the biology class.

Terms of employment for the teachers were found favourable, especially among the degree holder teachers. However a few grievances among the diploma holders were noted: The bone of contention being, diploma holders specialized in education should not be paid the same amount with non-specialized ones. There is need for DOT to address these grievances early enough to prevent the school from falling back into the experience of 2005.

Apart from the teacher salaries, the partnership also involves provision of learning and teaching materials. At the time of the evaluation, the school reported adequate supply of learning materials, except for a few of the subjects, and laboratory material, whose supply needed to be improved. The shortage of certain textbooks, and especially for forms one and two, was caused by changes in the Kenyan curriculum, thus crating the delayed supply.

The supply of laboratory equipment and materials was a crucial area that DOT needed to address urgently. Teachers decried the shortage, arguing that it was challenging to demonstrate things that the students had never seen before. The Dioceses might consider liaising with the teachers to identify the existing material gap that need to be filled.

The evaluation noted that the application of the Kenyan curriculum was challenging. It led to the situation where all inputs had to be brought in from Kenya for learning to be effective. This included the teachers, teaching and learning material and eventually the end of school examination. There was hope that the curriculum for South Sudan would be addressed when the government structures are put in place.

3.4 Relevance of Interventions

During the evaluation the needs addressed by DOT and the approaches used to address the needs were assessed. It was found that DOT is addressing appropriate and relevant needs. Its interventions were appropriate given the circumstances and the context in the foreseeable future. There was a dire need for trained teachers and learning materials in St. Bakhita Girls' Secondary School. These were provided. Given the disadvantaged situation of the girl-child due to inherent culture, the presence of the school was found to be contributing to creating awareness among the community on the importance of education for the girl.

3.5 Impact of the School to the Community: *Stakeholders and Beneficiaries Perceptions*

The respondents and the beneficiaries perceived the following as the impact of the school to the community: -

- The presence of the school in the community had contributed to increased awareness on the importance of girls' education
- The school was providing a ready market for local materials such as firewood, hence generation of income for the local people.
- The school created employment for the local people, some of whom are watchmen, cooks; etc hence improved means of livelihood.
- Participation of the students from different ethnic communities in some local community activities e.g. games, church and school extra curricular initiatives enhanced preparation for lasting peace locally;
- The general development of the school because of its existing infrastructure will influence general development in Narus;
- The support from STROMME Foundation facilitated education at a time girls could not access secondary education.
- The presence of the school as a boarding school in the community has given girls an opportunity to learn. This has contributed to retention and completion rates. Many parents were said to be opposed to their girls going far from their homes.
- The presence of a boarding school in the community had not only facilitated enrolment of the girls in the school, the school was said to have also provided girls with protection from early marriages and domestic chores, that were said to be factors contributing to girls dropping out of school.
- Remarkable improvement in performance of the pupils was reported based on the end term examinations and end of year results.

3.6 Challenges Faced by the Students

The following were found to be some of the challenges faced by students: -

- Inadequate stationery especially exercise books for students.
- Insufficient laboratory apparatus and chemicals making it difficult to perform some experiments.
- Inadequate water supply for the growing number of students in the school.
- Lack of a matron to respond to emerging problems among the borders especially at night.
- Lack of a shop/canteen in the school for purchase some essential personal effects especially for girls to reduce students' movement to the shops.

3.7 Challenges faced by the Teachers

The teachers reported the following as the challenges they faced in the school: -

- Non-completion of syllabus due to factors such as the strike by teachers. This required working for extra hours to catch up with school work.
- Language barrier between the teachers and the students of Arabic background remains a challenging factor. Coping mechanisms employed by the teachers involved, group seating and translation among the students.
- Lack of apparatus and teaching aids, challenging both the teacher and the student. Teachers reported challenges in teaching things that the students had never seen.

- Challenges in teaching Kiswahili among students who had no basic knowledge.
- Lack of a laboratory technician, adding the work load on the science teachers.
- High indiscipline cases, especially among the mature pupils (a number of the students were found to be older than the teachers).

4.0 ORGANIZATIONAL CAPACITY REVIEW

4.1 DOT as a Partner in Education

STROMME Foundation had identified the DOT through the visits of the former Bishop to Norway. This partnership was based on goodwill and productive relations that the Diocese had with other Norwegian organizations operating in Southern Sudan. Due to the experience of the Regional Education Coordinator working in this particular region in the past, insights for guiding the partnership strengthened the relationships at personal and professional level. However, at the programme level, the DOT has had some challenges with the frequent turn-over of Programme Managers as well as School Heads.

The evaluation noted that during the life time of the partnership, the school has had three different head teachers and an equal number of Programme Managers. This aspect has affected continuity in programme focus and monitoring of its quality. Links to awareness creation at community level based on direct school efforts were minimal.

It would be expected that there would be some changes when the secondary school curriculum would be developed and initiated in the southern Sudan. The link to education overall through the Education Coordinator in the Diocese would need to be strengthened for this matter. Forward planning on transition into a local Southern Sudanese curriculum would need to be put in place by the Diocese.

Apart from STROMME Foundation, a few of other partners were found to be contributing towards enhancement of the capacity of St. Bakhita by providing varied support. One of such partner was identified as Caritas Belgium who supported in the construction of permanent classes and an administration Block. Catholic Relief Services (CRS) was said to supply food to the school, as well as undertake capacity building of some selected students on store management. As a result of the training provided, the two girls in charge of the store had proper track records of the supplies in place. Such partnership would need to be encouraged and elicit added interaction of STROMME Foundation with other stakeholders in education within the ambit of the Diocese.

4.2 Review of Financial Management Capacity

The evaluation examined financial documents, supported by interviews with the relevant staff. It was found that the Diocese had been committed to ensuring the proper, efficient, effective and transparent utilization of resources allocated by STROMME Foundation. As stipulated in the STROMME Foundation Accounting Policy, the partner had an accounting policy in place, and had continued to maintain books of accounts and records in accordance with the set guidelines and standards.

Audited books of accounts were availed to the evaluator. It was observed that the partner did not have a separate bank account as required by STROMME Foundation. This matter had been resolved in that, separate books of account for the STROMME Foundation funds would be adequate, if it was possible to track the funds separately from funds from other sources to the Diocese. Instead each project had an account code. Payment vouchers and their supporting documents for the various projects were analyzed.

The education programme had a vehicle for its operation. Travel claims were paid only on actual costs. Through observations the vehicle had a logbook clearly specifying destination, purpose, date and distance travelled (initial and closing meter reading). It was informed that at the end of each month, a summary of the mileage was sent to the Nairobi office for accounting purposes.

Adherence to procurement procedures that were accountable was evident. The management of the stores was under two students assisted by a teacher. The girls who had been trained by CRS showed store records including bin cards to show requisition, issuance and balances in the stores. There was; however, no inventory observed for the programme assets.

It was noted that major expense items were purchased by the Lokichoggio administrative support office for the school. Moreover, that the school did not have its own bank account apparently to comply with the Diocesan

policy of central pooling of financial resources to cut cost of bank accounts. Some procurement for the school also took place in Nairobi. This was due to the fact that not all needed items were available in Narus or Lokichoggio. At the school level it was not possible to track the procurement of needed items. It would be advisable to use a requisition mechanism tied to the delivery of items procedure to link up all purchases connected to the school. This way it would be possible to track school needs and how they are supported administratively and financially.

Although there was no separate bank account it was noted that the Diocese could extract accounting documents for the fund from STROMME Foundation. It was noted that the accounting office is in Nairobi yet the spending was inside of southern Sudan. Even though most of the expenditure was in the local Kenyan currency, at the school level only a voucher system existed to track expenditure and very limited level of accounting was in place. In future, a school based accounting system might be needed to help reconcile point of expense with the financial reporting at the central finance and accounting office. This is crucial given that the DOT operates a central pooling of all funds it generates from all its partners.

4.3 Financial Document Analysis

Financial Management

Available Financial Reports and Audit Reports were reviewed for the period under evaluation. The following observations were noted for the year ending December 31st 2003:

Under –expenditure

There was an under expenditure in the following items:

<input type="checkbox"/> Students' upkeep	US\$ 14,742
<input type="checkbox"/> Salaries	US\$ 23,614
<input type="checkbox"/> Investment costs	US\$ 9,880

Over – expenditure

The following items were over spent

<input type="checkbox"/> Stationery, Text books, Ref books, Library	US\$ 3,249
<input type="checkbox"/> Overhead costs	US\$ 1,040
<input type="checkbox"/> Transport expenses	US\$ 2,336

In the year ending December 2004, the following was noted:

Under –expenditure

<input type="checkbox"/> Personnel expenses	US\$ 14,086
<input type="checkbox"/> School maintenance	US\$ 9,794
<input type="checkbox"/> Overhead costs	US\$ 1,911

Application of the Financial Policy

- ☐ In the year ending December 2002, the audit report did not indicate the extent to which the financial policy was adhered to. This makes it difficult to know whether or not the financial policy was in force and whether it was complied with.
- ☐ The financial statement shows a credit opening balance US\$ 18,453.97, whereas the audit report shows a debit opening balance of US\$ 1,965.
- ☐ The financial statement seems to consolidate funds from various donors contrary to STROMME Foundation's financial policy that separate financial accounts and statements be prepared for funds from STROMME Foundation. Even this aspect has been resolved, that fact that most of the expenses are not incurred at the school level, complicates the tracking and connecting of spending to actual financial transactions.
- ☐ In the financial year 2003, the closing balance was US\$ 8,521 whereas the opening balance for the following year (2004) was US\$ 36,503. This was one bank account operated for all donors, as opposed to STROMME Foundation's financial policy that a separate bank account be maintained for the project.
- ☐ The total expenditure, according to the financial statement is US\$ 31,281.77, as opposed to the audit reports total expenditure of US\$ 29,514.

According to the audit report for the year ending December 31st 2004:

- ❑ There was no evidence of quarterly financial reports submitted again contrary to financial policy.
- ❑ Payment vouchers and supporting documents reviewed were not stamped as paid. This created loopholes for their reuse.
- ❑ Some purchases were not supported by delivery notes. It is understood that local Narus and Lokichoggio purchase would reflect this. However an internal voucher arrangement could remedy this anomaly
- ❑ The partner did not obtain three pro forma invoices for some significant purchases. This contravened the financial policy.
- ❑ It was noted that there were long outstanding advances. That had not been sorted out in time.
- ❑ Entries in the general ledger were not given prior approval by the chief accountant.

This reflected a situation where DOT seems to have had no controls in its financial systems to help monitor, control and report, based on a sound financial management policy.

Adherence to accounting policy

In the financial year ending December 31st 2002, the audit report was not explicit on any major audit findings but it was expressed that the financial statements reflected a true and fair view of the financial position of the DOT.

In the financial year ending December 31st 2003, it was shown that payments were adequately authorized and reasonable, and that the agreement between STROMME Foundation and DOT had been adhered to.

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

- Expenditure adhered to budget lines.
- Bank reconciliation's were prepared and reviewed on a weakly basis.
- Payment vouchers were adequately prepared and authorized.
- Receipts were issued for all monies received.
- Advances to staff for official travel/procurement were accounted for within a week of accomplishment of the task

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

It was noted that there is a need for STROMME Foundation and DOT to revisit the financial policy so as to forestall harmonize accounting and financial management policies and requirements.

4.4 Budget Management

In the financial year ending December 2002, the budget was not available hence, it was difficult to compare the actual expenditure with the amounts budgeted for each item. The partner did not seek approval from STROMME Foundation for over/under expenditure in the above-mentioned items. This contravened the financial policy.

It would be prudent to institute some budget and financial management procedure to link the school to the procurement centres that support it in Narus, Lokichoggio, and Nairobi. Such a procedure could be based on procurement requisition and supply system. The system could be linked to the budget lines hence it would be easier to track adequacy or inadequacy of the budget for the school.

4.5 Planning, Organizing and Coordination for Implementation

The evaluation sought to understand the management practices in place, and how they were contributing to improvement in quality of education in St. Bakhita Girls Secondary School. Interviews of both the Nairobi and field based staff revealed a bottom up approach to planning. It was revealed that the identified school needs informed programme design and development. These were also linked to the five-year plan. Proposals were developed on a consultative approach, involving the teachers, and the education coordinator, as well as the headquarter staff.

As stipulated in the partnership agreements, existing literature revealed adherence to the requirement throughout the programme period. Coordination between the field office and the headquarters to support decision-making was found adequate. The availability of modern technology, viz. satellite phones and Internet services within the Diocese, had contributed to improvement in the coordination of programmed activities between field office, Lokichoggio support office and the Nairobi headquarters.

The Diocese had a demonstrated capacity for documentation, storage and retrieval of information both in filing, reporting and in IT form. The evaluator was provided with all needed documentation on time and as needed both at the field level, Lokichoggio, and in the Nairobi Offices.

4.6 Human Resource Capacity

The evaluation sought to know, what inherent human resource capacities were resident at the Diocese of Torit for effective running of St. Bakhita Girls' Secondary school programme. At the school level, this aspect was found inadequately dealt with. At the time of the evaluation, both the head teacher and the deputy had already left. They had not been replaced. As a result, the Diocese appointed a religious Brother to take charge with assistance from one of the teachers, the school administration remained challenged. The Diocese was making efforts to recruit a Head teacher and Deputy to oversee the day-to-day running of the school.

The school was also faced with inadequate number of teachers for specific subjects. It was observed that there was only one Chemistry teacher for form one to form four. The same teacher doubled up as the laboratory technician. To address the situation DOT might need to consider employing specific subject-based teachers. There is need also to recruit a laboratory technician.

4.7 Governance of St. Bakhita Girls' Secondary School

The evaluation sought to understand the governance structure of St. Bakhita Girls' Secondary School. Interviews with key stakeholders under the programme revealed that, the management of the school was under a Board of Governors (BOG). Their roles included, over-seeing and ensuring the smooth running of the school, alongside its general growth and development.

The school had also formed its Parents Teachers Association (PTA), whose main function was to over-see good relationship between the staff, students and parents. The PTA also acted as the link between the school and the community.

Interviews with the members of the two bodies revealed the need for strengthening capacity with a focus to the respective roles and responsibilities of the members. Another area of capacity building identified by the members included finance and administration of the school level. There is need for DOT to consider including the element of capacity building of the BOG and PTA members, in the programme activities.

The immediate school structure was found to consist of the head teacher, deputy head teacher and dean of students, heads-of-subjects teachers, student leaders and the other students. The school had other subordinates such as cooks and watchmen. All these echelons contributed to the effectiveness of the school activities.

5.0 SUSTAINABILITY OF THE PROGRAMME

As noted in various sections of this report, the need for secondary education for girls is great. Invariably this need competes with the cultural values and practices where, many parents in Eastern Equatoria (and Southern Sudan as a whole) have not embraced the value of educating the girl-child. As a result enrolment of girls even in the most exposed communities has remained low. Due to this it would not be feasible to expect that parents would support a girls' school as strongly as they would a boys' school.

At another level, the government of Southern Sudan is in its formative stages. It has not set up systems for education (and other sectors as well) yet. The structures for supporting education at all levels are yet to be established in southern Sudan. This includes the overall delivery and management structure for education, the structures for recruitment, compensation, maintaining and developing secondary school teachers, including professional support through coordination, monitoring and supervision of secondary education.

Moreover, the syllabus, curriculum teaching and learning material for secondary education are not in place yet. Without these elements evolving and the local capacities developing for maintenance of a fully fledged secondary education, even the needs for girls in secondary education would be hard to meet. For the time being, even at the level of St. Bakhita, sustainability will be slow to realize. This presents an opportunity where STROMME Foundation could play a role based on its experience in Sudan and elsewhere in facilitating the process for the syllabus, curriculum and the development of teaching and learning materials.

However with SOT, the construction of the school buildings, provision of basic amenities and utilities for water, electricity and IT are contributions towards the sustainability of this one school. The issue of teachers' accommodation as well as maintenance to ensure continuity need to be adequately addressed. As for financial support, the DOT would need to develop a viable community-based approach that would lead the school to become sustainable. At the point of this evaluation the elements for sustainability were only just emerging at St. Bakhita Girls' Secondary school.

6.0 CONCLUSION

The secondary school education for girls programme implemented under the STROMME Foundation and DOT partnership was found to be relevant and responsive to the needs of the people of Kapoeta County. The need for support for teachers and the need for learning and teaching materials remain as high priorities to St. Bakhita Girls' Secondary School.

A review of the financial and narrative reports revealed that resources provided to the partners were adequately used. Throughout the evaluation process DOT was found to have adhered to the requirements of the partnerships by informing STROMME Foundation on the progress of the programme on both a quarterly and an annual basis. Observations made during the evaluation were used to derive recommendations as detailed above.

It would be noted that future changes are expected in regard to a Southern Sudanese syllabus and Curriculum. In this connection the DOT would need to keep abreast being able to plan a change over of the school curriculum currently in place.

The need for local secondary school teachers will be a long term one until such a time as when Southern Sudan National attain improved level of education or on the basis of returnees from the Diaspora who have an education and are willing to take up teaching jobs locally.

The fact that the school has some few places for boys was an interesting aspect of the school. It would be argued that the Diocese could liaise with other Dioceses and provide opportunities for girls to enrol from there as well so as to increase the number of girls in secondary school.

APPENDIX 1

List of Respondents

DOT Staff: -

1. Mr. Claudio Opwonya
2. Mr. Martin Kioko
3. Bro. Emmanuel, SMB

Students of St. Bakhita Girls' Secondary School: -

1. Okot James Omuyang
2. Lobanyet Isaac Cheche
3. Kodi Hussein Kuku
4. Mary Agotich Buols
5. Joyce Kaya
6. David Mbugua
7. Abuya Isaac Laki
8. Nyangeg Mary

APPENDIX 2

List of References

Author	Title	Date of Publication
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SOE	Report of the Education Reconstruction and Development Forum (ERDF) May	May 2005.
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