

Evaluation of Oxfam's Accelerated Education Programme in Greater Ganyliel, South Sudan 2014-2018' Against Global Best Practice



ALP learners arriving for classes in Pachuck, Greater Ganyliel

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*By Sue Nicholson
Education consultant*

Contents

Acronyms	3
1. Purpose.....	4
2. Programme background and context.....	5
2.1 Description of the programme	5
2.2 Description of the context.....	6
3. Methodology and approach to fieldwork.....	8
3.1 Data Collection Tools	8
3.2 Analysis	10
3.3 Limitations	11
4. Current programme alignment to the AE Principles	11
4.1 Learners	11
4.2 Teachers.....	18
4.3 Programme management.....	22
4.4 Alignment to government education system or humanitarian architecture	26
5. Links to programme outcomes	28
5.1. Description of the current programme outcomes.....	28
5.2 Impact of the ALP on the community and learners	30
6. What impact has the change of context (development to humanitarian) and organisational structure had on the ALP?.....	32
6.1 Change in context.....	32
6.2 Change in organisational structure.....	35
6.3 Sustainability	37
7. Conclusions	37
8. Specific Recommendations	38
Appendices	41

Acronyms

AEP	Accelerated Education Programme
AES	Alternative Education Systems
AEWG	Accelerated Education Working Group
ALP	Accelerated Learning Programme
CES	Central Equatoria State
EAs	Education actors (teachers)
ECD	Early Childhood Development
EGRA	Early Grade Reading Assessments
EiE	Education in Emergency
FGD	Focus group discussions
GESS	Girls' Education South Sudan
GPE	Global Partnership for Education
IDP	Internally displaced people
INEE	Inter-Agency Network for Education in Emergencies
LEA	Local Education Authority
MEAL	Monitoring, evaluation, accountability, and learning
M&E	Monitoring & Evaluation
MoGEI	Ministry of General Education and Instruction
NGO	Non Government Organisation
PCA	Programme Cooperation Agreement
PLC	Primary Leavers Certificate
POCs	Protection of Civilians
PTAs	Parent teacher association
SMoGEI	State Ministry of General Education and Instruction
SoW	Scheme of Work
SSP	South Sudanese Pound
TLM	Teaching Learning Materials
TLS	Temporary Learning Spaces
WHH	WelHungeHilfe

1. Purpose

The purpose of this evaluation is twofold:

1. To find out how effective the accelerated learning programme (ALP) implemented by Oxfam in Greater Ganyiel, Panyijar County in former Unity State from 2014 - 2018 is at meeting the ten Accelerated Education Working Group (AEWG) Principals for Effective Practice.
2. To find out what impact the change of context (development to humanitarian) and organisational structure (from IBIS to Oxfam) had on the ALP.

Specific research questions relating to effectiveness, impact/sustainability, relevance, and efficiency were addressed within these two evaluation areas¹.

The AEWG 10 Principals of Effective Practice are not designed as an evaluation tool but to clarify the essential components of an effective accelerated education programme (AEP) and suggest key actions (in the form of action points) to inform the action of different stakeholders. As the AEWG point out, the principals are aspirational and not minimum standards of practice; must be contextualised and that there are inherent tensions between principals and action points. However it is possible to measure how well the Oxfam ALP is at meeting each action point and principal and this is outlined in the methodology section. The AEWG principals were developed in 2016 and were only formally introduced to South Sudan in October 2018, weeks before this evaluation took place.

AEWG 10 Principles of Effective Practice

Learners

Principal 1:

AEP is flexible and for over-age learners

Principal 2:

Curriculum, materials and pedagogy are genuinely accelerated, AE suitable and use relevant language of instruction

Principal 3:

AE learning environment is inclusive, safe and learning-ready

Teachers

Principal 4:

Teachers are recruited, supervised and remunerated

Principal 5:

Teachers participate in continuous professional development

Programme management

Principal 6:

Goals, monitoring and funding align

Principal 7:

¹ For terms of reference see appendix 1.

AE centre is effectively managed

Principal 8:

Community is engaged and accountable

Alignment to government education system or humanitarian architecture

Principal 9:

AEP is a legitimate, credible education option that results in learner certification in primary education

Principal 10:

AEP is aligned with the national education system and relevant humanitarian architecture

2. Programme background and context

2.1 Description of the programme

IBIS has worked in South Sudan since 2007 promoting and supporting partners in education and implementing education projects. From 2007-2013 IBIS implemented the Accelerated Learning Programme (ALP) for adolescent students in former Central Equatoria State (CES) to provide an alternative way for adolescent girls and boys in South Sudan who are out of school to access education. The ALP is a recognised component of the Alternative Education Directorate (AES) of the Ministry of General Education and Instruction (MoGEI) in South Sudan. IBIS supported 45 ALP centres with approximately 2,000 learners and 150 teachers. Capacity building of Parent Teacher Associations (PTAs), communities and Education Authorities were other programme components. In 2012 IBIS exited the ALP programme and handed the ALP centres over to the MoGEI in CES. What IBIS learnt during the course of the ALP project as well as the emergency response to the crisis, led to the development of a core set of best practices². These were:

- Capacity –building of local government officials and ALP teachers through the spiral methodology
- Practical skills development of ALP teachers through continuous formative supervision in key pedagogical areas.
- Secondment and training of government counterparts
- Formulation of an education advocacy and school governance package with PTAs and communities through cluster-based stakeholder’s meetings and dialogues.
- Promotion of gender equality in education through gender-sensitive pedagogy, life skills education
- Performance based financing of government action plans

A review of the ALP in 2013 found that the programme was very relevant for the target group and fitted with government education policies and strategies. Its strengths lay in cooperation with the education authorities; continuous professional development of teachers using technically sound manuals; intensive focus on building literacy skills (reading and writing); building links between the community and local education authorities; and performance based financing for communities and MoGEI at payam and county level. However the ALP lacked a clear gender strategy, had high levels of learner drop out with few learners taking the Primary Leavers Certificate (PLC); did not involve the PTAs fully enough; and could not provide accurate learners statistics.

² A Journey to Empowerment, IBIS Republic Of South Sudan, Results & Best Practices in ALP, December 2007 to August 2012

In 2015 IBIS established a four year ALP in Panyijar County in former Unity State in the administrative district of Greater Ganyliel in four payams³ starting with 10 ALP centres. This was expanded in 2017 to 20 ALP centres in greater Ganyliel with an additional 10 ALP centres in neighbouring Nyal District. The four year program has been funded through 6-10 months projects subjected to annual negotiations and approval from UNICEF South Sudan, co-funded by Danida.

In 2016 IBIS joined the Oxfam Confederation. The country level transition into One Oxfam in South Sudan was fully completed by the end of 2017 and all education activities are currently an integral part of the Oxfam country programme in South Sudan. Oxfam focuses on the interrelated challenges of access to relevant quality education, strengthened capacity of education actors and good educational governance in South Sudan.

South Sudan MoGEI Accelerated Education Programme

The project implements the MoGEI ALP which targets children and youth aged 12-18⁴ who have enrolled in lower primary classes, dropped out or could not access education. It uses a condensed form of the primary curriculum so learners can complete the primary cycle in four years instead of eight. Learners can join their age appropriate grade or complete up to level 4 (L4) and take the South Sudan Primary Leavers Certificate examination and go on to secondary school. ALP centres are established in the afternoon shift of primary schools for three hours/day with one teacher per level. The MoGEI ALP is supported with ALP textbooks for levels 1-4 in six subjects (mother tongue, English, maths, science, social studies, and religious education - Christian). To aid implementation there is an AES policy, AES Implementation Guide, ALP Handbook and ALP Initial Teacher Training Manual. At National level there is an AES Directorate with a Director for ALP, plus AES Directors in each State Ministry of Education (SMoGEI).

Components of Oxfam ALP in Greater Ganyliel

- Establish ALP centres in primary schools
- Recruit, pay incentives and build the capacity of four ALP teachers per centre
- Build the capacity of Head Teachers and Deputy Head Teachers
- Establish and build the capacity of the PTA to support ALP
- Provide basic furniture, office supplies and teaching aids for ALP staff
- Provide textbooks, and learning materials for learners
- Construct and rehabilitate temporary learning spaces in ALP centres
- Construct/rehabilitate latrines and handwashing facilities
- Build the capacity of local education authority (LEA) supervisors
- Provide recreational equipment for ALP centres

2.2 Description of the context

The world's youngest nation, South Sudan gained independence from Sudan in 2011. The optimism and hope of new nationhood, however, was short-lived as political conflict broke out in 2013 and South Sudan descended into civil war. The humanitarian crisis has continued to intensify and expand due to the compounding effects of widespread violence and the deteriorating economic situation. Fighting has raged along ethnic lines, between forces loyal to the mainly ethnic Dinka government and the opposition fighters, most of whom are ethnic Nuer, forcing people to flee their homes, many of them multiple times. The number of people uprooted since the start of the conflict in 2013 has reached more than 4 million, including 1.9 million internally displaced people (IDPs), with up to 85 per

³ Ganyliel, Thoanhom, Pachar and Pachijjak.

⁴ Up to 25 for organised forces e.g. army, fire service, police

cent estimated to be children and women. More than 2 million people have departed to neighbouring countries— up 1.3 million since the violence in July 2016.

The ongoing conflict has historical inter-communal dimensions as well – in particular, along the symbolic role of cattle raiding, and repeated cycles of revenge. Poor access to justice and the use of customary laws to resolve conflict have tended to exacerbate the conflict. The political climate and ongoing conflict in South Sudan has led to a serious food crisis and has left much of the population vulnerable, struggling with the psycho-social, health, and economic effects of exposure to ongoing cycles of violence. At 73% South Sudan has one of the highest illiteracy rates in the world with 1.8 million school-going children currently out of school due to conflict⁵.



Surrounded by swamps and accessible only by plane or boat, Greater Ganyiel, a rebel-held county in the former Unity State, has grown as a peaceful ethnically mixed area. Despite its well defended location however, war and cattle raiding remain a constant threat. Disputes over cattle, land and water, can escalate into feuds between clans. With the prevalence of guns even among civilians, killings and revenge killings are common. Greater Ganyiel, a county reliant on cattle rearing, fishing and sorghum, is regularly hit by floods destroying harvests leaving the population dependant on World Food Program distributions. Since the crisis, a large number of IDPs have fled to Greater Ganyiel putting pressure of the scarce resources including schools. The needs assessment conducted by the education cluster with key non-government organisations (NGOs)⁶ including IBIS, found only seven of the 15 schools had any structures and only one had latrines. Classes were filled with overage learners due to the community keeping children until age eight before sending them to school and the lack of teaching and learning materials resulted in high dropout rates of 48-62%.



⁵ MoGEI data

⁶ IBIS, WeltHungerHilfe (WHH), Mercy Corps and UNIDO

3. Methodology and approach to fieldwork

3.1 Data Collection Tools

Building on the AEWG case studies looking at the application of the AEWG principals in four different contexts⁷ many of the same methodologies and tools (adapted to fit the context) were used for this evaluation with a greater focus on student participation. These included:

Programme documentation

Prior to departure for the field visit, the evaluator conducted a comprehensive desk review of programme documents provided by Oxfam. This review included project proposals and donor reports, annual monitoring, evaluation, accountability, and learning (MEAL) frameworks, monitoring and evaluation (M&E) baseline and end line survey in 2017, some monthly and end of year organisation reports, evaluations from the previous ALP programme in CES⁸, MoGEI ALP Policy, Implementation Guide and Teachers Handbook, training materials and key AEWG documents: AE Principals, Guide and Case Studies.

Key informant interviews

Key informant interviews (KII) were conducted with five individuals in Juba using an interview protocol that was broad in scope covering the needs, strategy, funding, implementation and challenges of education and ALP programming in South Sudan. Interviews were conducted with the Oxfam Deputy Director, Oxfam Education Coordinator, Oxfam focal point at UNICEF, Co Education Cluster Coordinator (SCI) and the MoGEI Director of AES.

In Greater Ganyiel, KII were conducted with two Head Teachers, two Deputy Head Teachers and the ALP representative of schools visited for the evaluation.

Workshop with field staff

A workshop was conducted with staff responsible for ALP in Greater Ganyiel. This included the Programme Officer, Field Supervisor and MEAL Officer. Activities and discussions were conducted on the role of ALP in Ganyiel, challenges, successes, and their ideas for future programming.

Focus group discussions

Focus group discussions (FGD) were held with two LEA supervisors, and with the PTA/parents and teachers at each of the five schools visited. In two schools, FGD were held with L4 students. In total 23 PTA members (18 female), eight parents (5 female) 22 teachers (5 females) and 24 learners (7 female) took part in FGD. Translation assistance was provided for PTA FGD by an experienced translator who was also a freelance PTA trainer used by Oxfam. The teachers' FGD looked at their employment, professional development, pedagogy and classroom management, successes and challenges faced in their classroom, centre and community including any safeguarding issues. The PTA FGD's explored the role and knowledge of communities, the responsibilities of PTA members, their views on the value of ALP and concerns regarding the implementation and management of ALP in their community in Greater Ganyiel. The student FGD concentrated on student experiences in the ALP, their responsibilities, learning and future goals.

⁷ These can be found at <https://eccnetwork.net/events/aewg/>

⁸ A Journey to Empowerment, IBIS Republic Of South Sudan, Results & Best Practices in ALP, December 2007 to August 2012; Review of IBIS' Accelerated Learning Programme in South Sudan 2013 Else Østergaard

Participatory activities with ALP learners

In each of the 5 schools visited, all the ALP learners took part in learner centred activities to provide their perceptions on the impact of the ALP, their primary needs and to find out how the ALP meets their goals and home life commitments. An agree/disagree activity was conducted for learners on a range of statements with the opportunity to state the reasons for their choice of response. This activity was expanded with more choices for questions on their age, their favourite subject, reason for attending ALP and distance to walk to school. In total, 299 learners (83 female) took part.

ALP centre observations

At each ALP centre, the Head Teachers office, classrooms, latrines, grounds and stores were inspected to establish the quality of the facility construction, classroom learning environments, teaching and learning materials, gender-specific latrines and security.

Review of M&E data

During the preliminary document review, significant gaps in M&E data were highlighted. Therefore during the evaluation, data was requested (hard or soft) from Oxfam staff in Juba and Ganyliel and collected by the MEAL officer accompanying the evaluator in the first week in the field. Data gathered was reviewed and despite severe limitations was used for some findings.

ALP Centre sampling

The evaluation was based on the findings from five of the 10 ALP centres operating in Greater Ganyliel (see table 1 below). As the ALP classes operated in the afternoon, FGD and KII interviews took place in the morning up to the point ALP classes began, with activities with learners taking place in the afternoon during ALP classes.

Table 1: ALP centres selected

	ALP Centre	Location	Distance from Oxfam field office
1	Ganyliel Mixed	Ganyliel town	
2	Thoanhom	Across river	20 min canoe journey and 30 min walk to school
3	Pajarial	Across river	20 min walk, 30 minute canoe journey and 45 min walk
4	Pachijjak	Cattle camp area	30 vehicle or 2 hour walk
5	Pachuck	Cattle camp area	45 min in vehicle or 2 hours 30 min walk.

The second part of the evaluation looked at the question: What impact has the change of context (development to humanitarian) and organisational structure (from IBIS to Oxfam) had on the ALP?

3.3 Limitations

- Public holidays and weather reduced the number of days available to visit schools however all school activities were managed within one day rather than the two days expected.
- Key interviewees were not at the school e.g. Head Teacher, teachers.
- ALP students arrived late.
- Low education levels and poor knowledge of the world outside their community led to short answers.
- Lack of data for the project period 2014-2018 and data that is inaccurate, not validated or inconsistent
- One school selected was not visited as it involved a 20 minute canoe ride and 2 hours on foot to reach. The reduction in time and late start of ALP classes would mean that the evaluator would leave before ALP classes began.

4. Current programme alignment to the AE Principles

4.1 Learners⁹

Principal 1:

AEP is flexible and for over-age learners

Overall score: 2.5

Principal 2:

Curriculum, materials and pedagogy are genuinely accelerated, AE suitable and use relevant language of instruction

Overall score: 2.1

Principal 3:

AE learning environment is inclusive, safe and learning-ready

Overall score: 2.6

The Oxfam ALP in Greater Ganyliel implements the MoGEI ALP and follows its implementation guidelines including the target age for learners. The age range has been clearly communicated and all key stakeholders (PTA, Head Teacher, teachers, LEA education supervisors) were fully aware and communicated it on their mobilisation campaigns. In the first two years of the project 100% of learners fell within the target age range of 12-18. 74% of enrolled learners in 2017 and 85% in 2018 were of the correct age. In the five ALP centres visited the learner ages ranged from 10-50 with 13.7% of learners below 12 and 7.7% above 24. Oxfam verifies the age of learners and checks they are not attending primary school however in the five ALP centres visited, 76 learners (25%) participating in the evaluation also attend formal school. Teachers reported that younger children attend to benefit from the free classes and to gain learning materials whilst for many of the older learners this is their only chance to gain an education and to learn to read and write. The majority of enrolled learners are in the Level 1 (L1) class which has a drop out of approximately 75% to level 2 (L2). Reasons for this drop out were varied but included the lack of learning materials and that Nuer (mother tongue) classes were not taught in L2.

ALP in the afternoon is the best time for ALP. If aged 12 they can come in the morning but over 15 – they don't want to come in the morning they feel ashamed – they don't want to be with young children. Youth do many activities in the morning and are free in the afternoon to attend.

Ganyliel Mixed PTA member

⁹ For detailed scoring of the actions for each AEWG principal of effective practice see appendix 2

Following the MoGEI ALP guidelines, all Oxfam ALP centres are in primary schools in the afternoon shift and follow the primary school academic calendar. Whilst the location and timing is already prescribed, the three hour ALP shift is shorter than the morning primary shift. All teachers, PTA members and learners found the afternoons appropriate and the best time for ALP. In the morning the learners had domestic or other work to complete such as caring for children, fetching water/firewood, fishing, and tending cattle. Rebecca Nyadak, ALP teacher in Ganyliel Mixed stated that the ALP in the afternoon was “good for females – one attends in the morning and another in the afternoon and they can share the work and responsibilities”.

Within the communities the only suitable structures for classes are the primary schools, some of which were established and started classes the same time as the ALP. The provision of temporary learning spaces (TLS) by Mercy Corp in primary schools and by Oxfam for ALP provided both primary and ALP learners with classrooms although they were insufficient and classes for some levels are still held under trees. The major constraint on learners was the distance to the ALP centres. In the 5 centres visited, 26% of learners lived nearby, 18% within one hour of the centre, with 55% living between 1-3 hours walk away and in some cases needed to cross rivers or swamps. The distances involved meant late arrivals, inconsistent attendance and classes only able to begin at 3 pm when sufficient learners had arrived. One centre used a school bell to call learners but only those learners close to the ALP centre could hear it. Teachers also faced long distances on foot to get to the ALP centre. As the majority of ALP teachers also taught in the morning primary shift it was difficult for them to return home for lunch and be back in the ALP centre on time to teach. To overcome this in three of the ALP centres visited¹⁰, the PTA cooked lunches for the teachers so they did not have to go home for lunch and return late for ALP classes.

The MoGEI ALP is fully developed with an AES policy which includes ALP, an AES Implementation Guide, ALP Teacher Handbook and ALP Initial Teacher Training Manual. It also has ALP textbooks for each level for six subjects: mother tongue, English, mathematics, science, social science and (Christian) religious education. Oxfam follows these guidelines, has used the ALP Hand book as the basis for its teacher training modules though does not provide them to teachers, and provides the ALP textbooks to learners. Prior to 2013 the ALP textbooks were condensed however with a change in primary curriculum in 2013, the ALP curriculum was not condensed and the ALP textbook for each level were 2 grades of textbook bound together and not adapted for older learners. ALP learners in Greater Ganyliel liked the textbooks and did not think the illustrations or content inappropriate. L4 learners did point out they needed a “summary” for ALP as they felt they could not cover the content of the textbook in the time available. As one student in Ganyliel Mixed ALP centre said “The books are OK but very thick – we want thinner (condensed) books”. Oxfam provided training for teachers on creating a scheme of work (SoW) to enable them to cover the content in the textbooks but few teachers did this and many felt they needed more training.

Oxfam basic teacher training included methodologies appropriate for older learners such as brainstorming, class discussion, pair work, group work, debate, and role play. It also included gender sensitive practices such as how to respect females, how to give them choice in where to sit and to ask questions equally to both females and males. Both teachers and learners reported the use of group work, discussion and brainstorming in class and all females felt they were treated equally by the teachers. A female student interviewed stated that “Boys and girls are treated the same. Old or young we are treated the same.” The use of group work, discussions and equality in answering questions was regularly highlighted on the Teacher Observation forms as an aspect that teachers practiced and scored well on.

¹⁰ Thoanhom, Pajarial and Pachijjak

In 2016, enrolment data indicated that 32% of learners in L1 were absolute beginners. The MoGEI ALP programme does not provide any readiness course and neither does Oxfam. However, Oxfam has invested in training teachers more comprehensively in mother tongue (Nuer) and providing additional teaching aids (with the support of SIL, an organisation specialising in mother tongue teaching). In 2017, Oxfam conducted a study on the uptake of Nuer in ALP level 1 using tools based on the Early Grade Reading Assessments (EGRA) and found its intervention has improved skills in reading and writing in Nuer by 28%.

Psychosocial wellbeing and life skills do not form part of the MoGEI ALP. In the first year of the project, Oxfam did roll out the training of the UNESCO Skills for Life programme for Youth which includes psychosocial wellbeing. The teaching materials were still evident in Head Teacher's offices and some teachers were still using some of the teaching techniques (storytelling, role plays, singing messages, brainstorming on a picture) however it seems that they were only used as part of the ALP in 2015. In 2017 as part of a base/end line study, the Education Cluster psychosocial check list was applied to the ALP looking at conducive classroom environments. The end line study in 2017 stated that the project had contributed 15% to the psychosocial wellbeing of the learners.

The biggest constraint on the learners covering the ALP curriculum is the time available in class. Over the 4 year project there has been considerable periods when the ALP centres have been closed due to gaps in project funding. The ALP should have 203 instructional days per year. However days lost¹¹ due to project funding, teacher absences to collect incentives, food distribution and additional holidays (peace celebrations and harvesting) have had a serious impact on the ability of learners to cover the curriculum, led to large scale drop out from the ALP, and loss of teachers to other organisations paying incentives to teach only one primary shift. Whilst some teachers volunteer without payment, it was clear from all the teachers interviewed that they would not teach without an incentive. Many PTAs and learners referred to the many times the ALP was "on" or "off".

ALP classes are free and one of the main reason for learners joining ALP. As the PTA in Thoanhom stated "ALP is free - somebody who has nothing has a chance to learn – this is most important for poor people". All primary schools have fees ranging from 700 SSP/term in Ganyliel Mixed to 100 SSP/term in Pachuck, the most distant ALP centre visited. The facilities and learning environment at the ALP centres are basic. Most primary school outside Ganyliel town started at the same time as ALP and as the Pachijiak PTA explained "Before ALP, students were using wall as blackboard with charcoal and children used sticks on the floor. When ALP came it provided all the teaching materials." Oxfam worked with a partner, WelHungeHilfe (WHH) to construct TLS and latrines in the first year of the project with a budget for rehabilitation in subsequent years. The logistical difficulty in reaching Ganyliel (air only), inadequate transport budgets in South Sudanese pounds and rapid inflation led to delays in delivering nonlocal construction materials (tin sheets nails etc) with a consequent delay in TLS construction. In addition, the TLS constructed with branches, twigs and mud walls, a mud packed floor with a tin roof rapidly deteriorate in the wet season and need annual renovation. The project relied on the PTA transporting materials to the ALP centres by canoe and foot, annual renovation involving branch/twig collection and requiring large quantities of water for "mudding" the walls. During the evaluation, only one primary school had sufficient classrooms and concrete classroom blocks (Ganyliel Mixed). The remaining four ALP centres/primary schools had only a few classrooms in extremely bad repair with no doors, poor light and ventilation. Some classrooms had collapsed walls, in one school the roof had blown off the TLS and many classes were held under trees. Only one school, Pachuck which had a very active PTA, had renovated the 5 available classrooms though the door-less classrooms were regularly visited by cows.

Access to safe water for drinking was a major constraint in all ALP centres. Only one centre visited had a bore hole nearby. The female PTA members were active in collecting safe drinking water for

¹¹ See table 11 for details on instructional days lost.

teachers and learners but needed to walk a considerable distance to collect it. The lack of drinking water was seen as a major factor in drop out particularly in the dry season when learners had to walk long distances in the sun.



Typical classroom in Pachijjak ALP centre

All schools had latrines constructed either by Oxfam or Mercy Corp which met basic Oxfam/INEE standards. In two centres the latrines were unused because they were full, lacked doors or were dirty. In 2017, a monitoring report¹² found that many latrines barely lasted a year due to the soil type and heavy rains and wind has ripped many doors off latrines. 53% of children asked stated the latrines were not good. Girls were not using the latrines due to lack of water, soap, and for cultural reasons. Only one school had and used handwashing facilities with soap provided. Both teachers and female learners raised the issue of dignity kits, which other agencies had distributed to primary school adolescent girls, but which they felt were more appropriate for the older girls attending ALP. As the female teacher in Thoanhom ALP centre stated “The ALP female learners don’t have dignity kits, and don’t have recreation equipment. It is brought for morning school but not afternoon classes. So now females feel they are not important in ALP”. The female teacher in Pajariel ALP centre also emphasised the “need for female latrines, and dignity kits as the ALP programme has many adults”. Another factor was the control of the latrines. Latrines for female teachers and in some cases female students tend to be padlocked and were only available for use during the morning primary shift. The PTA and teachers all felt dignity kits would increase female enrolment and attendance. The female deputy PTA chairperson for Ganyliel Mixed ALP centre stated that “Female adolescents need dignity kits otherwise they have problems and don’t come to school for 5-7 days.” Oxfam included a budget line for 1000 dignity kits for ALP learners in the 2017 UNICEF proposal. UNICEF changed this to “in kind” provision with a dignity kit they were developing, procuring locally and piloting in South Sudan. UNICEF did not complete this process in 2017 so failed to distribute any to Oxfam.

Whilst the classrooms are inadequate, 50% of learners felt they were a good place to be. One student commented that “the classrooms provide protection from the sun, wind and rain”. Yet the classrooms contained no furniture or learning materials. Learners needed to bring their own seating materials – plastic chairs, tins, old jerry cans, or stones on a daily basis. Oxfam had provided two plastic tables and seven chairs for teacher use in 2015 and this was the only furniture in schools. In the first 2 years of the project, Oxfam distributed sufficient textbooks, learning supplies and recreation equipment for the teachers and learners including UNICEF School in a Box, South Sudan Teacher Kit and

¹² TLSs post construction/Renovation Monitoring Report UNICEF EiE, Ganyliel –November 2017.

Recreation Kits within two months of the academic year starting. However the gaps in funding and reduced budget led to significantly fewer textbooks and learning materials distributed in the second half of the four year project. PTA, teachers and learners all brought up the lack of textbooks, stationary and bags. Whereas each ALP centre received sufficient textbooks for 1 between 3 learners in 2015, in 2018 this was reduced to on average 3 sets per level, not sufficient for teacher use let alone for learners. See table 2.

Table 2: Textbook provision per centre from 2015-2018

	Level 1	Level 2	Level 3	Level 4
2015	Mother tongue 50 English 30 Maths 30 Social studies 50 Science 2 CRE* 37	Mother tongue 0 English 67 Maths 69 Social studies 60 Science 53 CRE 83	n/a	n/a
2016	Mother tongue 30 English 15 Maths 15 Social studies 15 Science 15 CRE 15 Teacher Guide for each subject	Mother tongue 30 English 15 Maths 15 Social studies 15 Science 15 CRE 15 Teacher Guide for each subject	Mother tongue 10 English 10 Maths 10 Social studies 10 Science 10 CRE 10	
2017	3-4 sets No Mother tongue	8 sets (no English)	0	0
2018	1 math, 1 English, 10 Science 9, CRE, 9 Social studies	1 math, 3 English, 0 Science, 1 CRE, 0 Social studies	3 sets	7 sets

*CRE – Christian Religious Education

The PTA and teachers have been responsible for distributing the textbooks. In 2015 and 2016 textbooks were distributed between both the primary and ALP learners as there were no textbooks provided by the LEA or other NGOs for primary students. In 2015 over 6,000 primary students and 1543 ALP learners benefited from the textbooks as did both primary and ALP teachers. Whilst some ALP centres have collected the textbooks to reuse the following year, two of the ALP centres visited lacked any form of secure storage facilities and stored textbooks in PTA members' homes. ALP centres visited reported severe lack of textbooks for both learners and teachers. Often only teachers have access to textbooks. When teachers leave ALP or are transferred they reportedly take the textbooks with them. This problem was compounded by the late arrival of textbooks and stationary in 2017/2018 which were distributed in October, two months from the end of the academic year. Many learners complained that it is hard to cover all the ALP content in the short time available when the textbooks arrive late. Learners in L4 wanted to have textbooks to taken home and study. One L4 learner stated that "I prefer textbooks to a teacher – so I can practice and read alone". Learners felt that textbooks were more important for their future education than anything else, including teachers. The PTA, teachers and learners all raised the issue of lack of learning materials for learners. Whilst 2-3 UNICEF School in Boxes had been supplied per ALP centre, the contents were insufficient for the large numbers of ALP learners enrolled especially when supplies were also distributed to primary students. Teachers raised the lack of bags for their use as they needed to walk long distances often in the rain and they didn't want teaching materials to get wet.

MoGEI ALP guidelines state a teacher learner ratio of 1:50 is acceptable. During mobilisation campaigns communities are advised that only a certain number of learners can be enrolled yet enrolment numbers suggest the class size for L1 and L2 are very large and the guidelines are not met (see table 3). In the first two years of the project, L1 was subdivided into three or four classes to reduce numbers. Enrolment class sizes for L3 and L4 are much smaller yet enrolment records suggest many classes have one teacher for 70-90 learners or more. Attendance records and more

realistically spot checks in 2017 and 2018 on attendance suggest smaller classes of 4-37. ALP classes visited during the evaluation contained between five to 53 learners which are within MoGEI guidelines.

Table 3: Student enrolment 2015-2018

Enrolment	Teacher (40) : learner ratio	Total	Female	Male	L1	L2	L3	L4
2015	38	1543	465	667	1270	273		
2016	42	1677	734	943	1317	238	122	
2017	37	1494	598	896	897	334	231	32
2018	33	1316	504	812	(140) ¹³	790	455	71

Safeguarding and protection of ALP learners has been a key concern. All teaching staff had signed a code of conduct and were aware of its contents. Whilst Oxfam does not have child protection/safeguarding in the training offered to teachers, other organisations (IRC, Mercy Corp) have provided it. Oxfam does include soft classroom management skills and positive discipline in its teacher training. Any incidents of violence/learners fighting/domestic violence are sorted out by the teacher or PTA who report to the Head Teacher. If the issue cannot be resolved in the ALP centre, the PTA will talk with the parents and advise them on the correct behaviour. All 299 learners taking part in the evaluation stated that there was no punishment and teachers were kind. The PTA is also active in maintaining safety by checking the recreation area for sharp objects building and maintaining fences and classrooms and where possible providing water for latrines and handwashing.

The PTA is active in encouraging girls to attend ALP and to delay marriage or have fiancés/husband give permission for girls to continue to attend. Many girls are still reported to drop out because of early marriage, however the ALP has many young mothers and pregnant women attending. The PTA are also active in providing protection for learners. Greater Ganyliel has experienced frequent incidents of cattle raiding and some army occupation of school premises impacting the local communities. Schools/centres send learners home and close during such incidents. To protect learners from involvement in cattle raiding and revenge attacks, PTA members in the concerned communities will stay in the ALP centre for the duration of classes.

Inclusion

Project proposals focused on ensuring “access to safe, inclusive, protective, learner-friendly and quality education to children, adolescents and young people affected by conflict” with a target of 40% female enrolment from 2015-2017 and 30% enrolment in 2018. Both these targets have been met. Female participation in the 10 ALP centres in Greater Ganyliel has however dropped over the 4 years from 45% to 38% (see table 4)

Table 4: Female participation from 2015 - 2018

	2015	2016	2017	2018	Evaluation
Female learner enrolment	45%	43.7%	40%	38%	32%
Female teachers	3	2	1	9	

¹³ In 2018, Oxfam did not support L1 but some communities continued these classes themselves.

Female PTA members	46%	57%	60%	63%	
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The female ALP teachers interviewed felt that female ALP learners should be motivated and received the same benefits as female students in primary school. This included provision of dignity kits; recreational equipment for girls (volleyball nets and balls as it was difficult to use the ones provided to the primary school) and monetary incentives such as given by the Girls' Education South Sudan (GESS) project funded by UKAid. The GESS cash transfer of 2,900 SSP is given to girls regularly attending Primary 5 to Senior 4 to encourage them to continue their education and finish secondary level. In 2017 over 215,000 girls received this grant¹⁴. Rebecca, a L3 ALP graduate, now studying in P7 and receiving the GESS cash transfer felt the GESS grants would motivate female ALP learners a lot.

There have been few female teachers with no strategies or positive discrimination to increase their numbers. In 2018, 9/40 (22%) teachers were female. Those female teachers working for ALP were strong advocates for female enrolment and for activities to help females stay in education such as providing dignity kits, functional segregated latrines and more equipment for female recreation activities such as volley balls, nets and reading materials.

The performance of females is the same as males. In teaching, we only asked boys questions. Before females were not allowed to join education but now parents accept ALP. Pachuck ALP teacher

From the start of the project, female representation in the PTA has grown to 63% in 2018 (see table 3) and their contribution and support to ALP much higher. The female PTA deputy Chairpersons and members were committed to education for their children – especially their daughters. A female PTA member from Pachuck ALP centre said “When I was young, I didn’t have the privilege of education. Girls were not allowed. Now my daughter can join ALP. Now my daughter is not like me and gone without knowledge. My daughter is educated. We can’t sign but now our children know how to sign and have acquired something more compared to us PTA adults”.

Data collected in 2016 on vulnerable learners indicated there were 5.6% child mothers, 8.8% orphans, 10.4% IDPs, 1.4% child soldier, 16.8 returnees, 23% primary school drop outs, 2% young fathers and 32% absolute beginners. Such detailed data was not collected in other years however in 2017, 17 disabled learners were enrolled and in 2018, 12 learners were reported disabled (deaf, short sighted, polio).

Youth don't have time to come to school. ALP is real success as it is an opportunity for education in the afternoon. Students become happy, they improve, use it as tool of life. They change habits and leave traditional ways. They reduce revenge killings, and early and forced marriage. Now girls aged 17-18 are in school and can continue school with ALP.

James Luk ganyiel Mixed ALP centre

Despite the programme having a focus on conflict affected children and youth and a gender focus, findings show that a large number of youth are not accessing learning opportunities. The enrolment data seems to function more as a needs analysis than true enrolment as significantly fewer youth attend classes if they do not receive materials/bags etc. Some of the other reasons given for non-enrolment across the ALP included: participation in cattle camps, husbands refusing their wives to join; long distance to the ALP centre, lack of interest (mainly males), insecurity due to cattle raiding and clan conflicts.

¹⁴ <http://www.gurtong.net/ECM/Editorial/tabid/124/ctl/ArticleView/mid/519/articleId/20940/Over-215000-Girls-To-Receive-Cash-Transfer-From-GESS.aspx>

Key Findings: Learners

Strengths

- Programme identifies, targets and enrolls learners 12-18
- Afternoon shift suits older learners with domestic responsibilities
- Life skills topics were added in the early stages and health (cholera) later on.
- Classes are truly free for learners
- Textbooks, teaching and learning materials are provided
- Teaching methods include learner participation, group discussion, equity in questions and answers.
- Teachers are gender aware and have some gender responsive teaching practices
- Code of conduct in place and supportive “soft” management skills used.
- All centres have recreational areas and some equipment
- Provision of a TLS for most ALP centres, with latrines.
- Provision of tables, chairs and office supplies to each ALP centre

Challenges/considerations

- Whilst MoGEI ALP textbooks are provided they are not condensed
- Lack of functional gender segregated latrines or hygiene provisions (dignity kits) for females
- Delays in textbook provision mean more academic content has to be covered in less time.
- Little flexibility in terms of location and time as it is an MoGEI ALP. However it suits learners
- Lower level classes overcrowded with inadequate learning materials in second half of project.
- Lack of textbooks, domestic responsibilities and no light at night makes self-directed learning difficult
- Lack of safe water for drinking, handwashing and female hygiene
- Learner: teacher ration varies greatly from the lower to higher levels
- TLS need annual renovation and PTA involvement
- Learner attendance doesn't reflect the high enrolment levels.

4.2 Teachers

Principal 4:

Teachers are recruited, supervised and remunerated

Overall score: 3.25

Principal 5:

Teachers participate in continuous professional development

Overall score: 2.1

Following MoGEI guidelines, Oxfam has recruited four teachers per ALP centre – a total of 40 each year. The process involves the LEA education supervisors and head teachers selecting the most active teachers to take the ALP classes. As few teachers in the primary schools received incentives this was significant as Oxfam was supporting teachers to teach in both the morning primary and afternoon ALP classes.

In Panyijar County, there are few qualified teachers. From the available data collected on ALP teachers from 2015-2018, 86% of ALP teachers selected had completed primary school of which 20% had completed secondary education. See table 5. However each year there are still teachers selected that have only upper primary education.

Table 5: Qualifications of ALP teachers 2015-2018

Year	Number of	P6-P7	P8	S1-3	S4	Dip	Unknown
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	teachers with data						
2015	0	0	0	0	0	0	0
2016	30	3	12	7	7	1	10
2017	35	5	9	15	6	0	5
2018	16	3	10	1	2	0	24
Total	81	11	31	23	15	1	
Percentage		13.6%	38%	28%	18%	1%	

The project has struggled to recruit female teachers with between 1-3 female ALP teachers from 2015-2017. ALP teachers are selected by the LEA supervisors and Head Teachers and receive an incentive. In the early years of the project when few teachers were receiving an incentive, male teachers may have been prioritized. Female teachers may not have been selected or wanted to teach ALP classes due to their many domestic responsibilities. However in 2018 there are 9 female teachers a significant increase. Many ALP teachers selected in 2018 and interviewed were much younger than primary school teachers and two were ALP graduates. The change in selection of ALP teachers may be the result of the older more experienced teachers all receiving an incentive already with the only remaining teachers those not currently receiving an incentive.



Peter Kam is a primary school teacher in Makung, 25 minutes from Ganyliel Mixed ALP centre in which he also teaches. Peter doesn't object to the walk between school at lunch time as he attended the Ganyliel Mixed ALP centre for 2 years. When ALP began he transferred from primary 2 into level 2. He joined ALP because it was free but also he could complete L2 and L3 much faster. Attending ALP classes, Peter gained in confidence and felt empowered. This confidence helped him complete L3 in only 5 months when textbooks and note books came late. As there was no Level 4, Peter transferred into primary 8 and took his Primary Leavers Certificate examinations at the end of 2017. In 2018 Peter started working in Makung primary school and when they were selecting teacher for ALP, his old Head Teacher selected him. Peter is proud of being a teacher and says that he is an example of what hard work and studying can bring – paid work as a teacher.

Over the course of the project there has been high teacher turnover due to school transfer, short contracts and late incentive payments resulting in the movement of ALP teachers to other NGOs paying incentives. New teachers have been recruited each year resulting in more than 102 teachers having taught in the ALP centres over the four year project (see table 6). All ALP teachers have received 3-5 days of basic training with more training courses offered in the first year of the project.

Table 6: ALP teacher turnover

Year	New teacher	Retained teachers
2015	40	X
2016	40	?
2017	26	14
2018	36	4 (2 in 3 rd year)

After the crisis in 2014, the MoGEI was not paying teachers in opposition areas. Following Education Cluster guidance, Oxfam put in place teacher contracts with signed code of conducts to pay ALP teachers a monthly stipend. Over the project period with the steep increases in inflation, the level of

stipend has increased in line with Education Cluster guidance from 300 SSP in 2015, 2500 SSP in May 2016 to 5530 SSP in Aug 2017. Regardless of the increases, many teachers feel the incentive is insufficient to live on, and stated they could not buy any clothes for their children or themselves. In 2016-2017 delays in incentive payment of 3-4 months occurred due to poor and/or delayed Oxfam procedures transferring cash to the field. With the lack of phone or radio communication, teachers leave the schools to collect their incentive at the end of the month. The delays in transferring cash to the field mean ALP teachers are “footing” to the office several times a month just to receive their incentive, losing many more instructional days for ALP classes. Many teachers complained about the late payment of incentives and it has created distrust towards project staff. This is compounded by the fact that other education actors paying incentives on time. Female teachers in particular face pressure from their husbands to stay at home and not be teachers when incentives are delayed. The team in Ganyliel have always convened meetings with teachers and local authorities to explain the delay in payments and expressing Oxfam commitment to paying all incentives as per grant agreements.

Gaps in UNICEF grants have resulted in short contracts with much of the academic year not covered with incentives payment at all. This has resulted in closure of the ALP classes and ALP teachers leaving to work in primary schools shifts only, with incentives paid by Mercy Corps, IMPACT¹⁵ and IRC. The ALP Director at MoGEI stated there was a new policy for ALP teachers – they would be graded level 18 and would teach only the ALP shift in the afternoon. Whilst this is a positive move, most ALP teachers do not have the required academic qualifications to get onto the MoGEI salary scale. Until peace is fully restored and MoGEI can work in opposition areas the current situation regarding incentive payment is unlikely to change.

Supervision of teachers is primarily conducted by the Head Teacher, ALP representative (most senior ALP teacher) and PTA with regular visits made by the project staff. Teachers reported that Oxfam staff visit 2-3 times a month dependant on the season. In the wet season, many ALP centres are difficult to access requiring wading through swamps, canoe journeys and walking long distances in mud and rain. Attendance spot checks are undertaken but not recorded unless teacher observation takes place and it is recorded on the form. Teacher attendance was not monitored in 2016 but following recommendations by M&E staff now have a note books dedicated as a sign in register. However, during the evaluation, many ALP teachers were absent and M&E reports state there teacher attendance is subject to falsification. The evaluator observed lack of teacher punctuality, and frequent absenteeism resulting in a shorter time for lesson delivery (2 hours per day) which is inadequate to cover the ALP curriculum. The PTA is responsible for checking teacher attendance but do not seem to enforce it.

Oxfam has provided regular basic and refresher training based on the MoGEI ALP Teacher Handbook and ALP Initial Teacher Training Manual and provide an Oxfam certificate. Training content include methodologies appropriate for older learners such as brainstorming, class discussion, pair work, group work, debate, and role play. It also included lesson plans, SoW, soft classroom management and discipline, gender sensitive practices and teaching and using mother tongue in class. The number of training days offered teachers has decreased over the project due to the impact that inflation on the training budget disbursed by UNICEF in South Sudanese pounds (SSP) and LEA rules changing allowances for trainees. The number of teacher training days has decreased from 15 day in 2015 to 3 days in 2018. With the turnover of teachers Oxfam is unable to build the capacity of ALP teachers’ year on year. The short

I was an ALP learner. I joined Level 1 and it made me go faster. After Level 3 I moved to Primary 7. If I had followed primary school in the morning I wouldn't be able to reach P7, the level I am now. At the same time I get money to help my education. In primary school I get some incentive from GESS. The Head Teacher also selected me as an ALP teacher this year so I get a teacher incentive. As a teacher I can learn from the training and twice a month Kitebe (Oxfam teacher supervisor) visits and if I did a mistake, he gives advice when the lesson finishes. ALP has made me go faster in my education.

Rebecca Chol. Pajarial ALP centre

¹⁵ IMPACT is an EU funding programme to pay teacher incentives. It may close at the end of 2018.

training periods reduce the content covered and teachers complain that they cannot internalize it or put into practice what they have learnt. In each centre visited the teachers requested more training, preferably on a monthly basis. Oxfam includes in its proposals regular continuous formative supervision, classroom support and monitoring. In 2015 its goal was to conduct formative supervision for each teacher 6 times. This has dropped to 2-3 times a year in 2017. Continuous formative supervision involves the use of a teacher observation form (see appendix 3) that has been the same throughout the project, which is easy to use and contains the key teachers practices that Oxfam want to see in ALP classrooms. These are grouped into seven areas: Lesson preparation & planning; Application of learner centred methods in teaching; Teaching and learning aids; Assessment of learners' progress; Classroom management and organization; Teacher -learner Relationships; and Subject knowledge.

The formative supervision process as one teacher from Thoanhom ALP centres described it consists of the teacher supervisor "conducting classroom observation, he checks how the teacher is teaching, corrects teacher, gives a paper (copy of observation form) and discusses it outside the classroom." The teacher observation form pad which has carbon copies enables data to be stored and analysed on teacher performance. In 2017, as part of the end line survey, teacher performance data was analysed. Results indicated the project had contributed to an increase in teachers' performance of 42% in teaching pedagogy, and at least 50% towards teacher capacity building. Analysis of the data by the evaluator suggests that of 36 teachers in 2017, only 1 prepared lesson plans/SoW. Of the 7 key areas assessed 16 teachers met the requirements for 5 or more areas and 6 met the requirements for 6 areas. Classroom teaching practice has responded to the key learning areas in the Teacher observation form contributing to more equitable learner participation in lessons. Oxfam staff commented that there was reluctance in preparing a SoW and lesson plans and teachers brought up several times that they did not fully understand what to do. Teachers commented on the supportive supervision and observations received on a regular basis from Oxfam and education supervisors. They found the visits helpful and also motivating. However when incentive payments were late, some teachers boycotted formative supervision. Over the four year project duration, staff numbers have been cut quite severely from nine in 2015 to two in 2018. This has put immense pressure on the project officer and teacher supervisor to complete all office and field roles and formative supervision has suffered. To mitigate the impact, Oxfam pays the LEA supervisors a daily incentive to supervise ALP teachers and conduct observations. Teacher observation is subjective, and comparisons of observations forms indicate that LEA supervisors are more lenient giving higher scores than Oxfam staff. Taking on the LEA supervisors has strengthened their knowledge of the ALP project, increased both supervision of the morning primary shift as well as ALP in the afternoon, and given the supervisors a sense of commitment to the ALP centre teachers and learners.

Head teacher and deputy head teachers also receive training but as with teachers, the number of days has decreased from 10 days in 2015 to 4 days in 2018. Unlike with teachers, the turnover of head teachers has not been as high so training courses can build capacity year on year. Whilst the Head Teacher leads both the primary school and ALP centre, they are often not present in the afternoon. The senior ALP teacher designated the ALP Representative is responsible for the administration and management of ALP. Oxfam has tried to give full responsibility to the ALP Representative but this has resulted in clashes over sharing the resources. Making the Head Teacher responsible for assets, supplies and teachers has led to better overall implementation of the project and joint access to resources. Anomalies still remain such as the lack of access to female teacher latrines for female ALP teachers and the use of recreational equipment which the Head Teacher could resolve.

Key Findings: Teachers

Strengths

- ALP teachers are paid an incentive identical to primary teachers
- Active primary school teachers are selected for ALP by the Head Teacher
- Teachers and head teachers receive basic and refresher training plus continuous formative supervision/teacher observation and mentoring on classroom practice
- Teacher training contains relevant methodologies in mother tongue teaching and for adolescents taking ALP.
- Teachers sign a code of conduct and follow its contents
- Teacher observation tool used regularly and professionally, discussed with teachers with the results analysed to inform training
- Local authority education supervisors paid to provide continuous formative supervision

Challenges/considerations

- Teacher training courses reduced to 3 days
- Gaps in project funding and delays to incentive payments lead to teacher absenteeism, resignation and movement to other NGOs for payment.
- Teacher transfer/turnover means structured capacity building cannot take place
- Few female teachers and no strategies in place to increase their number
- No certification process for teachers
- ALP teachers teach both in primary and ALP shift
- Training is insufficient to support teachers in lesson plans, SoW and teaching in classrooms which have few teaching learning materials.
- Difficulty to reach ALP centres especially in the wet season reduces teacher supervision and support

4.3 Programme management

Principal 6:

Goals, monitoring and funding align

Overall score: 2.1

Principal 7:

AE centre is effectively managed

Overall score: 1.6-1.8

Principal 8:

Community is engaged and accountable

Overall score: 3.75

The project in Greater Ganyliel was conceived as a four year project to complete four ALP levels and this was outlined in the first Programme Cooperation Agreement (PCA) agreement with UNICEF. The goal of the project was “To ensure access to safe, inclusive, protective, learner-friendly and quality education to children, adolescents and young people affected by conflict”. Subsequent PCA agreements also focused on “access for conflict affected children and youth” but were written using the objectives in the Education Cluster Annual Strategic Objectives. Oxfam designed the project based on the learning from the successful ALP in Central Equatoria State (CES) and included TLS, teacher incentives and training, textbooks, teaching learning materials, capacity building of PTA, LEA officials and Head Teachers. However UNICEF funding was short term, based on 6 month projects (extended by NCE to 9 months in 2017). UNICEF bureaucracy and the short term nature of humanitarian funding meant 4-5 month gaps between PCA agreements. Without teacher incentive payments, teachers failed to attend the ALP centres and they effectively closed though there may have been some voluntary teaching in the first year. ALP centre closure reduced the number of instructional days for learners. Many younger learners transferred to the primary school classes if they could pay the fees but there were high levels of drop-out. It was also difficult to bring ALP learners back to class after they had been away for some months and only the very committed continued to the next levels. As one ALP learner in L4 in Ganyliel Mixed put it “We had no class in June July and

before. We started August 2018. Learners left L4 because it did not start at the correct time – before 59 learners now 20. If teacher gives exams we will finish L4 – we will work hard.”

In the first two years of the project, the ALP activities were well funded but after the 2016 crisis in South Sudan, funding for activities was reduced, and combined with rapid and high inflation, the number of ALP centres was cut from 20 to 10, training days were cut from 15, to 3. In addition, Oxfam field staff were reduced from 9 in 2015 to 2 in 2018 yet expected to cover all office and field roles. Field supervision has suffered as a consequence. An exit strategy for ALP learners in L3 and L4 was only included in the 2018 UNICEF proposal (yet to be approved) to enable them to register and sit the Primary Leavers Certificate in 2019. Whilst the Oxfam ALP approach used in CES focused on building local capacities with the aim to leave behind solid structures, facility maintenance plans, community ownership and local government capacity and oversight the reduction in project activities in the Greater Ganyliel ALP are unlikely to lead to any sustainability. PTA, teachers and Oxfam staff were all realistic in stating that without the payment of teacher incentives, no teachers would continue teaching ALP classes¹⁶. As the Ganyliel Mixed PTA stated “The PTA can’t support ALP when it leaves – if we don’t have benches, pens, textbooks the ALP will stop. People are still in crisis, teachers have not salary, no support so it is not possible for ALP to continue.” ALP learners in L3 and L4 have already and will voluntarily transfer to P7 or P8 to continue their education if they can afford the fees. It is their personal motivation rather than Oxfam planning that will enable them to complete primary education.

Oxfam has developed a MEAL framework for each year of the project for internal and donor reporting and has its own monthly, quarterly and annual reporting incorporating both quantitative and qualitative indicators. Oxfam reports to UNICEF and the Education Cluster with biweekly/monthly 5W reporting and shares key data in monthly community forums in Ganyliel but has not shared data with the MoGEI on a regular basis. In August 2017 MEAL staff reported that the Education Programme Manager and Education Officers had too many reports to submit by the end of the month to donors and internally i.e. drafting the 5Ws education cluster report, monthly UNICEF narrative and finance report, monthly programme reports and the monthly output tracker for Oxfam PQ. This was at a time when the Oxfam office had a base in Ganyliel and 8 staff in 2016¹⁷ and 6 in 2017, unlike the two staff in 2018.

Fiscal, supervisory, security monitoring and evaluation systems are in place to support the ALP in Greater Ganyliel though their ability to perform effectively has been hampered by the short term nature of project funding, transition of IBIS into Oxfam in 2017 and the closure of the Oxfam base in Ganyliel at the end of 2017. Planning, especially for logistics, has not taken fully into account the context in Greater Ganyliel which during the conflict could only be accessed by air and not by river, suffers extensive flooding in the wet season or the need for advance planning for procurement and delivery of construction and educational materials like textbooks or the administration required to transfer cash to opposition areas. After the crisis in June 2016, the ALP suffered significant delays in incentives payment to teachers, and delays in transporting and distributing textbooks, supplies for learners and “in kind” kits from UNICEF (School in a Box, South Sudan Teacher Kit, Recreation Kits). Delays in payments resulted in additional instructional day lost whilst teachers travelled to the office multiple times with the aim to receive their incentives and noncompliance with supervision. Textbooks and learner supplies were distributed 2 ½ months after ALP classes began in 2015. Delays in 2017 resulted in textbooks and UNICEF kits arriving nine months after classes began in the last month of

¹⁶ The incentives paid by Mercy Corp, IMPACT and IRC are for the primary school shift and teachers are unwilling to do an extra shift on a regular basis.

¹⁷ 2016 staff in Ganyliel – 3 project staff (manager, officer and trainer) 2 community mobilisers, finance assistance, logistics assistant and social worker

project funding. PTA member reported learners writing on cartons, and ALP learners, especially in L3 and L4 had only two months to fully cover the textbooks contents.

Throughout the ALP there has been ongoing monitoring by specialist staff with some quality assurance undertaken such as the base-line and end-line assessments in 2017 (which included mother tongue literacy assessments and the Education Cluster Psychosocial Checklist), assessment of TLS and latrine construction and analysis of data collected on PTA and teacher assessments presented in annual reports. However, the project has struggled to keep accurate enrolment and more importantly attendance records for ALP centres and no data is collected on drop out, transition to formal school, teacher attendance or promotion to the next ALP level. Efforts have been made to collect accurate attendance but there appears to be much falsification of records when compared to spot checks undertaken during the teacher observation visits. Reports indicate that students attendance in terms of enrolment was 76% in 2015, 34% in 2016 (spot checks), 16-31% in 2017 (spot checks) whilst learner attendance ranged from 15% to 94% during the evaluation.

Enrolment data in soft or hard copies has been available with the name, age, gender and level recorded each year with the status of learners e.g. young mother, orphan only collected in 2016. Data collection and input into data bases is incredibly time consuming and enrolment data bases are incomplete and inaccurate yet there is an over-reliance on enrolment data for reporting purposes. No data has been collected on out of school children/youth during the project though the enrolment lists probably represents this.



PTA members at Pajariel ALP centre

There is strong community engagement with the project and one great strength of the ALP in Ganyliel has been the establishment, training and activities of the PTA. PTAs that work for both the primary and ALP centres are representative and selected by their communities with over 50% female representation (in 2018 it was 63%). Oxfam has conducted 5 days training on an annual basis to PTA members on school management, roles and responsibilities by local Nuer speaking trainers. Community mobilisation for ALP has been conducted by programme staff, teachers and PTAs on an ongoing basis. After the crisis in June 2015 and in 2016, the community took part in re-enrolment of ALP learners. PTA members have been able to increase enrolment above project targets and bring dropouts back to school. PTA members will visit cattle camps to collect learners to enrol or return to ALP classes when the project is “on” and is active in encouraging girls to attend ALP and to delay marriage or have fiancés/husband give permission for girls to continue to attend. When parents

prevent students going to school, the PTA in Ganyiel Mixed will intervene especially in cases of females wanting to go to school/ALP classes. They will also talk to parents about underage marriage.

PTA members contribute by transporting construction materials from the Oxfam office to the ALP centre for construction or maintenance of TLS then on an annual basis renovate the classrooms. This involves collecting sticks, branches and water to make mud to repair walls after the wet season at the end of the school year.

Other PTA activities include checking teacher and student attendance, follow up of absentee learners, and visiting the classrooms to check on how the teaching is performing and encouraging the teachers. The PTA provides protection for the ALP centre by building and maintaining the school fence, cleaning the centre compound of dangerous objects, intervening when the government wants learners for child soldiers, and providing protection by staying at the ALP centre during times of clan violence. In Pachejiek, the PTA, both male and female members stay until end of classes because of insecurity to give protection from revenge killings.

We observe the way the teacher teaches, count students for absence, look to see if the teacher abuses learners or not, and the way he talks to learners. We are happy with ALP teachers – we like them as they are giving knowledge to our children. The learners are doing well and have willingness to reach the level of the teacher.

Thoanhom PTA

The female PTA members provide the school with safe drinking water from boreholes for teachers and learners, water for handwashing and provided cooked lunches for teachers in three of the ALP centres visited. The PTA takes responsibility for textbooks and teaching/learning materials (TLM) distribution, and resolving conflicts between learners, and teachers and learners. If any incidents cannot be resolved in the ALP centre, the PTA will talk with the parents and advise them on the correct behaviour. As the female PTA members in Pajarial explained “We make an assessment of damage, write a project for an NGO to fund. If the fence is damaged, we bring sticks to repair it. We observe enrolment, the teachers and students, bring water, and if students are ill, carry them to the clinic as it is far. If some learners are absent, we ask the teacher or Head teacher why? If they don’t know the reason, we go to learners home.”

During the evaluation in the schools visited it was the female PTA members that visited on a daily basis, made food for teachers, brought water for learners and teachers, resolved conflicts between learners, brought construction materials to the school, and helped in renovating the TLS. Yet little support to help the women in their work for the school has been provided. Female PTA members wanted access to safe water close to their schools and homes and a uniform to identify them as the PTA by the community to give them more visibility. As the PTA members of Pachuck explained “The PTA choose to work voluntarily and formed this group for the school. The problem is we move with our own clothes. We need a uniform to show we are the PTA and are tasked to do our job, we need the recognition and visibility.”

“Females are still the core volunteers in school development, transporting timbers, iron sheet, mudding and smearing of TLS and planting of trees while men are just sitting to oversee the working process of the development. However, male teachers and women’s groups work together to facilitate the school materials to reach the centre”.

Monthly report Oct 2017

Key Findings: Programme Management

Strengths

- PTA support for ALP is the projects biggest

Challenges/considerations

- Gaps in funding mean ALP closes and

<p>success</p> <ul style="list-style-type: none"> • Project goal clearly focused on providing access • Strong PTA involved and invested in community engagement, sensitization and accountability. • PTA particularly female PTA members provide huge support to the ALP in terms of renovation of facilities, water and food provision, monitoring and follow up of learner attendance, and protection. • Community very positive about ALP and recognise benefits • MEAL framework based on donor indicators (both quantitative and qualitative) • Base line and end-line assessment in 2017 	<p>learners drop out</p> <ul style="list-style-type: none"> • Limited funding and provision of teaching learning materials in second half of project • Organisational delays in cash transfers and delayed incentives are demotivating teachers • TLS barely last one year and need annual renovation which demands much of the PTA • Poor record keeping related to attendance drop-out, and promotion. • No exit strategy or provision to continue ALP • No sharing of data at national level
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4.4 Alignment to government education system or humanitarian architecture

Principal 9:

AEP is a legitimate, credible education option that results in learner certification in primary education

Overall score: 2

Principal 10:

AEP is aligned with the national education system and relevant humanitarian architecture

Overall score: 3.25

The MoGEI ALP is a well-established and well known programme with community and PTA members familiar with it from implementation in refugee camps, IDP camps and other areas of South Sudan. The Ganyiel Mixed ALLP centre PTA chairman knew of ALP graduates that had continued their education, entered universities and politics. As many ALP centres are conducted in primary schools there is a strong link to aid transition and many ALP learners moved into lower primary classes when ALP centres were “off” or closed until ALP centres reopened but there are no M&E documents to record this. As most primary schools do not have P7 or P8 this is a disadvantage for ALP learners finishing L3 who wish to continue their education. In addition the ALP does not provide report cards, which makes moving to another centre or Primary school more difficult as they nothing to show their progress. As in primary schools, ALP teachers write end of year exams. Oxfam has made no checks for quality but during the evaluation interviews with L3 and 4 learners it was obvious that learners had lower English attainment the further you got from Ganyiel town.

Whilst ALP learners could transfer to primary classes, the project did not articulate or develop any clear pathways for youth after their time in ALP. Ganyiel itself has a secondary school that is only in its second year and no opportunities for vocational or other training. Whilst ALP learners in L1 and L2 and even L3 could transfer to the primary school if they could pay the fees, only Ganyiel Mixed Primary school offered classes for Primary 8 and was the only registered centre to sit the Primary Leavers Certificate (PLC). Fees for the PLC were beyond the reach of L4 learners at 700 SSP though anecdotal reports indicate that three L3 learners completed P8, took the PLC in 2017 and passed. In 2018, due to the gap in funding the window for PLC registration was missed for all 43¹⁸ L4 learners (11 female) currently enrolled in two ALP centres. In the current UNICEF proposal yet to be approved,

¹⁸ Enrolment figures suggest 71 learners

Oxfam has included the registration fees for 100 learners currently in L4 and for L3 learners progressing to L4 in 2019.

Nearly all ALP learners have domestic responsibilities or are involved in fishing, farming or looking after cattle. In Ganyiel town, for example two L4 learners run small enterprises such as selling sweets to support their family. Paid employment opportunities only exist in private enterprise and NGOs. Already, several ALP learners had been employed as Hygiene Promoters for their communities by Mercy Corp, and several had been taken on by WHH for its food distribution operation and two ALP graduates were ALP teachers for Oxfam.

During the participatory activity with 299 learners, the goal of 58% was to go onto secondary education, 14% to complete primary education and 21% wanted to read and write. In South Sudan, for any employment in the organised forces, to gain training or employment, the minimum requirement is the PLC. When learners were asked where they would attend secondary school, the replies varied from Ganyiel town, to schools in Nyal, the Juba Protection of Civilians (POCs) camps or refugee camps in Uganda and other neighbouring countries. However only a few felt their families would fund them. Female PTA members in Pachuck were willing to sell the only assets they had, sorghum, to pay for school fees but many ALP learners stated their male relatives were unwilling to sell goats or cattle to fund further education.

The Oxfam ALP is totally aligned with the MoGEI ALP and uses and enhances its teaching learning materials particularly in the area of mother tongue teaching. During the course of the project it has included Education Cluster and UNICEF priorities and objectives in its proposals. After an influx of IDPs in 2016 to Panyijar County, and based on needs assessments and the Education Cluster/UNICEFs suggestion, Oxfam expanded the number of ALP centres in Ganyiel from 10-20 and its ALP to Nyal County. Many of these have since closed due to high inflation and lack of funding. In Greater Ganyiel, Oxfam is well coordinated with the LEA department and other NGOs supporting education with collective supervision and monitoring. Together they have standardised costs, created uniformity in the payment of training allowance (for food) ensured no double payment of incentives, and reduced the number of repeated or overlapping training courses conducted. Oxfam attends monthly community forums in Ganyiel to report on progress and respond to community questions on education.

Key Findings: Alignment	
<p>Strengths</p> <ul style="list-style-type: none"> • Implement MoGEI ALP (policy, Implementation Guide, Teacher Handbook, ALP Initial Teacher Training Manual and textbooks) • MoGEI ALP has certification after L4 and pathways into primary/secondary school • Works closely with LEA and education supervisors • Oxfam works closely with other education providers in Ganyiel to reduce overlap • Works closely with Education Cluster objectives 	<p>Challenges/considerations</p> <ul style="list-style-type: none"> • L4 learners missed PLC registration due to funding constraints and delays • Transfer to primary classes not monitored and record cards not provided • Quality checks for promotion not in place • Limited opportunities for vocational education, employment or secondary education.

5. Links to programme outcomes

5.1. Description of the current programme outcomes

Oxfam have completed 3 funded phases of the ALP project with the first phase from December 2014 to 31st July 2014, the second phase from Dec 2015 to 30 Sept 2016 and the third phase from 1 Feb 2017-31 Oct 2017. The fourth and current phase has yet to report on results. Looking at the results framework (see appendix 4), Oxfam has been able to meet almost all output and outcome indicators and in cases it did not meet them in 2015, they were close e.g. (86%) teachers deliver learner centred teaching and 105/110 PTA members trained. This is quite an achievement in the context of Greater Ganyiel.

The ALP project has reported on high learner numbers consistently throughout the project. The project has collected enrolment data but has not always collected attendance data and when it has been collected it is not reliable. Project staff conduct attendance spot checks on supervision and teacher observation visits but this is not always recorded. A lot of data and reports (including most for 2015) are missing, and those available have inconsistent data and which could not be verified in many cases. Oxfam has no repository or staff member responsible for storing project data and reports. For the evaluation a dropbox of available reports was provided but many project reports do not disaggregate the different locations (Greater Ganyiel, Nyal, Juba) or education programmes (Early Childhood Development (ECD), ALP or primary) so finding data pertinent to this evaluation was a challenge. Locating data in the field was another challenge due to staff turnover, the transition of IBIS to Oxfam, movement of office locations (including closure of Oxfam base in Ganyiel), poor storage of hard copies and storage of reports/date on laptops which are now dysfunctional with no backups.

The following analysis is based on the data available.

Learner enrolment

Over the four years of the ALP project enrolment was consistently high, higher than the target of 1000 set in the proposals (see table 7). It also met the target for female enrolment set at 40% in 2015-201 and 30 % for 2018.

Table 7: ALP learner enrolment 2015-2018

Enrolment	Total	Female	Male	L1	L2	L3	L4
2015	1543	695 (45%)	848	1543			
2016	1677	734 (43.7%)	943	1317	238	122	
2017	1494	598 (40%)	896	897	334	231	32
2018	1316	504 (38%)	812	(140)	790	455	71

However the enrolment data is not representative of attendance. Spot checks in 2015, 2017 and 2018 reveal that between 21-34% attendance was recorded. If the attendance spot checks were applied to enrolment data the numbers of learners regularly attending drops to a between one third and a half of the targets set. See table 8. This suggests that not all those who are enrolled actually attend, and not all those who attend come all day or all year.

Table 8: Probable learner attendance

	Spot check attendance	Enrolment	Probable attendance
2015	34%	1543	525
2016	34%*	1677	570
2017	21%	1494	314
2018	28%	1316	368

* 2015 attendance rate applied to 2016 as no data available

During the evaluation data was collected on both primary and ALP enrolment for the years 2015-2017. Using the figures collected in four schools, of the total learners attending primary or ALP, between 24-35% attended ALP in three schools (see table 9). One school had significantly more primary school students and ALP made up only 5-15% in total. Regarding female enrolment in all cases the proportion of females enrolled was higher in three ALP centre whilst in one it was lower. Whilst these enrolment figures were not verified, they do suggest that ALP is making a real difference in reaching female learners. It also suggests there are local factors at work regarding enrolment numbers and female enrolment which should be investigated further.

Table 9: Comparison of primary school and ALP enrolment 2015-2018

	Year	Primary enrolment			ALP enrolment			Total PS & ALP	% ALP learner	Total female PS & ALP learners	% ALP female
		M	F	Total	M	F	Total				
Ganyliel	2015	573	323	917	203	154	357	1274	28.0	477	32.3
	2016	534	333	882	246	146	392	1274	30.8	479	30.5
	2017	573	386	959	192	117	309	1268	24.4	503	23.3
Thoanhom	2015	821	410	1231	79	72	151	1382	10.9	482	14.9
	2016	818	512	1330	40	35	75	1405	5.3	547	6.4
	2017	726	471	1197	144	88	222	1419	15.6	559	15.7
Pachuck	2015	453	269	713	175	135	310	1023	30.3	404	33.4
	2016	296	176	472	156	113	269	741	36.3	289	39.1
	2017	231	100	331	173	112	285	616	46.3	212	52.8
Pajariel	2015	325	253	578	154	72	226	804	28.1	325	22.2
	2016	296	270	566	142	50	192	758	25.3	320	15.6
	2017	276	231	507	211	73	284	791	35.9	304	24.0

No data was collected on learner dropout, transfers to primary school grades or promotion to the next level. As an approximation of what was reported anecdotally, using enrolment data for the different levels over the four years, there are high levels of dropout between L1 and L2 in 2015 and 2016 when the project was able to provide many of its inputs such as textbooks (see table 10). Dropout was also high after L3 and may be the result of the gaps in provision with a few learners known to transfer to P8 in Ganyliel Mixed Primary School, the only school offering P8 classes. Between L2 and L3 dropout is low or shows an increase in enrolment numbers. This may reflect a transfer from P4 into ALP L3 for two possible reasons. Several of the schools visited only have primary classes from P1-5 and in 2016 and 2017 would not have had any primary 5 classes at all so ALP would provide an opportunity for further education. In addition ALP is free. Generally there seems to be a low retention rate of approximately 30%.

Table 10: Learner drop out

Year	Total enrolment	Level 1	Dropout	Level 2	Dropout	Level 3	Dropout	Level 4
2015	1543	1270	81%	273	55%			
2016	1677	1317	75%	238	3%	122	74%	
2017	1494	897	12%	334	Increase in enrolment	231	69%	32
2018	1316	140		790		455		71

Learning outcomes

In 2017, Oxfam conducted a study to look at the learning outcomes for Mother tongue (Nuer) when it expanded its programme. Testing tools were developed for Nuer based on the EGRA testing tools and used to assess the literacy of learners in L1. The end line assessment found significant improvements in Nuer language with ALP contributing 28%. At the end of L1, the majority of the learners were able to read statements with ease. The study recommended that more support be given to learners to help them transition from mother tongue literacy to English literacy in future interventions.

5.2 Impact of the ALP on the community and learners

The Oxfam ALP in Greater Ganyliel has had a major impact on communities especially outside Ganyliel town in areas that had little access to any form of education other than lower primary. PTA members, parents, teacher and learners all said that ALP provided access to free education for children and youth over 12, and had given many the first chance they had ever had for education. The teaching learning materials had been very motivating for the learners as suggested by the high enrolment rates.

“Before ALP, the community didn’t know much about education, children used to play. Parents used sorghum to pay Primary School fees. ALP doesn’t need fees so we don’t need to sell anything but just send children – ALP is free education”.
Pachuk female PTA member

ALP also gave a second chance for those who had dropped out due to early marriage and particularly for IDPs who had moved to Greater Ganyliel in large numbers since the crisis began. Learners themselves not only valued the free access to education but the fact that they could go “faster” and cover the grades in a shorter time period. They were much happier P7-8 students were adolescents/youth of a similar age¹⁹.

¹⁹ In South Sudan it is common for families to send children to start school aged 8-10 years old, so many students in P5 are 12-14 and in P7 are 14-16.

The PTA members, many of whom had also attended L1 classes, stated a key benefit of ALP was that community members could now read and write. They could read dates on medicine bottles, check money in the market, calculate family budgets, and read the bible at church. Many PTA members and parents wanted to attend more Nuer language classes but lessons in mother tongue were not part of L2 so they had left. The PTA, teachers and parents also valued the change in behaviour that attending ALP had brought in the learners. There was a noticeable reduction in violence in both males and females, a reduction in bad manners and negative activities such as hanging around markets or the river in groups 'up to no good'. Parents and teachers focused on the change in 'violence' (interpreted as psychosocial problems) related to the crisis with better learner well-being. Children and youth were now attending classes after they had finished their domestic responsibilities rather than wasting their time. In the ALP centres visited close to large cattle camps, the PTA commented that youth who attended classes were not undergoing scarification rituals and cattle raiding and revenge killing had reduced. However cattle raiding and revenge attacks have impacted ALP centres with closures and loss of teaching staff throughout the project²⁰.

"Many youth were interested in scarification before, now with ALP they are not interested. Our community like this, as scars and removing teeth is backwardness. It is linked to participation in other activities like cattle raiding."
Pachuck PTA member

The female PTA members were very active in encouraging young girls to attend ALP with messages to prevent early and forced marriage. As evidence of their success, the learners in Pachuck ALP centre had composed a song about the benefits of education as opposed to early marriage or cattle raiding. All these learners wanted to go onto secondary schools.

"Those who married and dropped out, when ALP came, they returned to education. Their husbands allowed. The PTA persuades the husbands to let their wives attend. That is the reason for the female PTA. Now females can attend freely".
Female Deputy Chairperson Ganyliel Mixed PTA

The PTA and teachers also commented on how ALP had changed hygiene behaviours, children were cleaner, they would use latrines and certainly the areas around ALP centres were faeces free.

Whilst in previous years the communities in Panyijar County had been cut off, with the influx of IDPs and humanitarian workers, they were becoming much more aware of employment and other opportunities they did not have when they were younger.

Already they could see that some learners who had attended L3 and L4 were now hygiene promoters, working with NGOs, becoming teachers and able to take up short term vocational training places outside Ganyliel. As one parent in Ganyliel explained, "If the ALP learner goes to Senior 1 you can work in an NGO or government office." The community have full knowledge of this because they have seen that without education no-one can work or get money, or work with NGOs. Education is a tool for a job."

"Before ALP came to village, most children moved to the cattle camps. ALP has reduced cattle camp activity and now the male adults and male PTA members are with the cattle and the female PTA are responsible for the school"
Thoanhom Female PTA member

The PTA at the ALP centre furthest from Ganyliel town also felt pride in that ALP classes gave them a link to the town. They felt there was "no difference between the town and us".

²⁰ A cattle raiding incident took place in the first week of the evaluation close to one of the Oxfam ALP centres in which 4 children were involved. One child is still missing presumed dead. In July 2017 one teacher in Pachuck was killed as the result of a revenge attack after cattle raiding incidents. In 2018, the Head Teacher of Pachijeik was in prison due to failure to pay his part of the compensation for a murder committed by a relative.

Key Findings: Programme outcomes

Strengths

- Oxfam has met almost all of its project outcome and output targets
- Project has high enrolment
- Study on Nuer language attainment in L1 shows significant improvements due to ALP
- Large demand for Nuer language classes
- Increase in L3 enrolment suggests primary students with no access to P5-6 join ALP
- Communities like, support and see the impact of ALP for over age children and youth
- Major behaviour changes in learners cited related to reduction in violence, early marriage, and cattle camp activities, and better hygiene

Challenges/considerations

- Large gaps in data and reports
- Data not consistent or reliable
- Attendance is significantly lower than enrolment with 33-50% dropout

6. What impact has the change of context (development to humanitarian) and organisational structure had on the ALP?

6.1 Change in context

In 2014 when Oxfam (then IBIS) had applied for funding for Greater Ganyiel, the situation in South Sudan was relatively stable, IBIS had implemented a successful MoGEI ALP in Central Equatoria State (CES) and it had developed an approach to ALP based on its experience and best practice. Many of these elements it included in the ALP for Greater Ganyiel which was targeting the large influxes of IDPs as well as the host population. It had perhaps underestimated the difficulties in working in an isolated swampy opposition area particularly for logistics. However the first six month PCA agreement with UNICEF which had 30% funding from Danida, went well with high levels of enrolment, and all training, supply provision and construction activities implemented in an acceptable time frame. The crisis in June 2015 whilst it had a short term impact did not derail the project and a no cost extension enabled it to implement up to July 2015. However the crisis in 2015 led to wide scale conflict in South Sudan which impacted funding and the ability of UNICEF to process new PCAs despite early submission of proposals. This impact was felt by all NGOs working in humanitarian environments and funding by UNICEF. From this point, the long bureaucratic delays in PCA approvals resulted in gaps in funding and the closure of the programme in Greater Ganyiel. Initially some ALP teachers continued on a voluntary basis as the TLM had been provided but this was ad hoc and not sustainable. After the 2016 crisis in which Oxfam staff were evacuated and the project closed for two months, delays in agreements, procurement, transport and distribution of TLM and incentives was common place. As Ganyiel was in an opposition area there was more bureaucracy and administration to undertake to send supplies and cash to Ganyiel. Whilst initially there was adequate funding, the delays in project funding meant that before any project activities could start there were

already budget reviews. The Project Officer in Ganyiel found that UNICEF had unrealistic expectations and expected “the backlog of work to be done magically”.

However Panyijar County was a relatively stable area apart from cattle raiding, and experienced large scale influxes of IDPs. At the request of the Education Cluster/UNICEF Oxfam scaled up its ALP intervention in Ganyiel and into the neighbouring county Nyal in 2017 and many primary schools thought they would be targeted to become part of the project in the future. Whilst the UNICEF PCA was in place in February 2017, inflation, high air transport costs and the delays in “in kind” provision of TLM by UNICEF and textbooks combined with limited mobility during the wet season reduced the ability of Oxfam to implement any form of quality ALP project. With the failure in funding in 2018, 15 ALP centres, and 20 ECD centres have closed. Even though some ALP centres have been supported since August 2018 by Danida, the community feel let down and that Oxfam is a ‘bad’ organisation. Many ALP centres that closed have left L2 and L3 learners stranded and without hope.

The gaps between PCA agreements led to ALP centre closure as most teachers would not continue without incentives, and subsequent demotivation and dropout of learners. ALP teachers were reluctant to take on short contracts with Oxfam and the irregularity in incentive payment led to a high turnover of teachers over the four years of ALP implementation. The loss of instructional days in a programme that covers two academic years in one, has had a serious impact on the ability of learners to cover the curriculum. As can be seen in table 11, the number of ALP instructional days ranges from 57 in 2015 to 156 in 2017 or between 28% to 77% of what learners should have to cover the curriculum. Compounded by delays in textbooks and UNICEF “in kind” TLM, learners struggled to cover the curriculum. The disbursement of funds by UNICEF to the field in local currency (SSP) was also heavily impacted by the economic crisis and high inflation, which hugely affected the ability of the project to procure local materials and services necessary to conduct full training courses for teachers and PTA members. The reduction in funding in 2018 has not only impacted the procurement of education supplies but resulted in only 2 staff to manage the implementation of the ALP, including all administrative, financial, logistical and supervision roles.

Table 11: ALP centre instructional days

Year	ALP classes open (MoGEI Primary section states there are 203 instruction days in 2018)	Instructional days possible	Minimum days lost	Total possible ALP instruction days
2015	16 Mar-12 May 2015 Crisis- 1 month closure 15 June – 31 July 2015	62	5 days to collect monthly incentive	57
2016	1 st Feb - 30 th Sept 2016 Project closed for 2 months (June/July)	105	8 days to collect monthly incentive	97
2017	Feb 16-31 Oct 2017	166	8 days to collect monthly incentive 1 day July 26 food drop 1 day Measles campaign (6 Nov)	156
2018	Aug to Dec 2018	102	5 days to collect monthly incentive 1 day Food drop in Sept 5 days Sorghum harvest 2 days Peace holidays	89

In humanitarian contexts, UNICEF places great importance on the cost per learner as it wishes to reach as many children and youth as possible. In this evaluation it has been extremely difficult to find out the actual cost of the project for the 10 ALP centres in Greater Ganyliel as the ALP forms part of a larger education programme including Juba, ECD learners and changing numbers of ALP centres over the project timeframe. Whilst the cost per enrolled learner per year may seem reasonable for the ALP project, the cost per learner attending the ALP is much greater. When the number of instructional days is considered, the cost per learner attending per day is very high. Table 12 gives a hypothetical example using the statistics from 2016 and a project fund of \$250,000 which demonstrates the rapid increase in cost per learner when attendance and instructional days are taken into consideration. Projects that cover the full ALP cycle (four years in South Sudan) would also calculate the cost per completed learner. To date, the project has only three known ALP learners that took and passed the PLC due mainly to their own motivation.

Table 12: Cost per learner attending ALP per instructional day 2017 example

	Enrolment	Probably attendance	Total possible ALP instruction days funded by UNICEF	Completed Primary Leavers Certificate
2015	1543	525	57	
2016	1677	570	97	
2017	1494 (\$167/learner)	314 (\$796/ learner)	156 (\$103321/ learner)	3 (\$83,333/learner)
2018	1316	368	89	

Key Findings: Change in context

Strengths

- Humanitarian funding for IDPs benefited host population who had little prior access to education
- Ganyliel was relatively stable, so short term crisis did not derail the project
- Oxfam was able to quickly scale up its ALP operation in 2017 at the request of the Education Cluster/UNICEF

Challenges/considerations

- Long bureaucratic delays in PCA approvals resulted in gaps in funding and the closure of the ALP centres in Greater Ganyliel.
- In 2018 Danida funded 10 ALP centres from August whilst UNICEF 2018 PCA was in process. 10 ALP centres established in 2017 closed leaving L2-3 learners stranded and without hope and their communities feeling let down
- The loss of instructional days in a programme that covers two academic years in one, has had a serious impact on the ability of learners to cover the curriculum.
- The cost per learner attending per day is extremely high.
- Working in opposition areas demanded more bureaucracy and administration
- Delays in providing in kind supplies has reduced instructional days and demotivated teachers and learners

²¹ Calculated as cost per learner attendance /0.77 (% of full instructional days)

	<ul style="list-style-type: none"> • At field level, disbursement of funds in local currency (SSP) was heavily impacted by high inflation, leading to cuts and reductions in teacher training days. • Reduced funding in 2018 has cut field staff to 2 responsible for all project activities.
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6.2 Change in organisational structure

During the period 2014 to 2018 the organisational structure implementing the ALP in Greater Ganyliel has changed. In 2014 IBIS, a medium sized NGO specialising in education in development and post conflict settings started implementing the ALP. In 2016, IBIS joined the Oxfam confederation as its 18th member and began to synergise its education in emergency interventions with the key thematic areas and expertise of Oxfam GB. This process has taken time and was impacted not only by the escalation of violence in South Sudan but also the issues that beset Oxfam GB regarding safeguarding. The transformation from IBIS to Oxfam appears to have been beneficial for both organisations however. In the early stages, IBIS benefited from the systems for evacuation in 2016 and the larger operational systems and processes. Whilst IBIS was a small targeted education NGO, its systems were stretched managing the logistics for Greater Ganyliel. Operating as Oxfam it benefitted from a base in Ganyliel until the end of 2017, the ability as Oxfam to attract more funding, improved security systems, a larger logistics operation, an advocacy unit and the ability to propose more integrated programming i.e. offering more in terms of WASH. Whilst it has taken until the end of 2017, IBIS has brought to Oxfam comprehensive technical expertise in education and both organisations have worked together to fully integrate education into the Oxfam South Sudan strategy. Transitions are never easy and the change from a small committed education team able to act quickly in project implementation to a larger organisation will take time. Oxfam management is not very familiar with the needs and planning for education programming such as alignment to the academic year. The current education team is also concerned that as a small unit in a much larger organisation education is not highlighted and traditional Oxfam areas of interest will dominate such as working only with community empowerment rather than the school community (PTA, school staff, learners, LEA supervisors) as a whole.

In terms of the impact on the ALP in Ganyliel of the change in organisational structure, Oxfam closed its base and withdrew at the end of 2017. This has impacted on the workload of the two staff in Ganyliel, the communication systems (no Oxfam server, so Oxfam emails systems do not function) and their security. With the closure of the ALP in Ganyliel from Jan to August 2018, and the closure of the Oxfam base, Ganyliel does not seem to register in day to day Oxfam operations as any form of priority with delays in incentive payments and repairs to vital communication equipment evident during the evaluation.

Organisational accountability

Throughout the four years of the ALP, Oxfam has been accountable to donors and sent in all required narrative and financial reports and drafted the 5Ws education cluster report, monthly UNICEF narrative and finance report, monthly programme reports and the monthly output tracker for Oxfam PQ. In terms of accountability to the MoGEI at national and state level, Oxfam staff in Ganyliel led the education cluster at state level until 2017, attend the monthly community forums and provide updates and answers to community questions. There is a good relationship with the Payam and County education officials. At national level, there has been much less interaction with AES Directorate and staff.

At field level, Oxfam has trained the PTA to take on the responsibility of receiving and storing construction materials. It gives them ownership of the TLM and empowers them to make decisions on

textbook and learner stationery distribution to ensure fairness. In turn, the PTA is accountable to the community and undertakes teacher and learner attendance checks and follows up absentees and cases of conflict between learners. Oxfam has put in a place a complaints mechanism and it is monitored and reported on. However this complaints mechanism only appears to report to the organisation rather than to the beneficiaries. At Pachuck ALP centre, the very active PTA stated that they had brought up their concerns many times with Oxfam staff but had received little response. From discussions with the PTA, it seemed they needed to know the rationale for some decisions (e.g. not to provide gum boots to PTA members) and felt that their need for visibility in the community was important with the activities they were expected to do. During the evaluation it became more and more obvious that the driving force to support the ALP centres were the female PTA members and mothers. Whilst the female PTA members were self-motivated, the activities they were undertaking were insufficiently recognised and unnecessary heavy workloads like carrying water for the ALP centre over long distances had not been addressed by the project.

Organisational accountability also includes safeguarding. In South Sudan Oxfam had addressed the issue of safeguarding and put in place procedures before the safeguarding scandal in Oxfam Haiti arose. The safe guarding system includes a focal point at each base and at senior level in Juba. The majority of education staff have been trained on safeguarding though national field staff in Ganyliel had yet to receive formal training. Within the ALP all teachers had signed a code of conduct with their contract and were well aware of its contents. Teachers received training on positive ways to manage and discipline learners though there appear to be few problems teaching the older learners in ALP. The learners stated no teacher punished them physically and discipline involved cleaning classrooms. Teachers and the PTA dealt well with conflicts between learners, between learners and teachers and between learners and parents. The PTA and teachers are well aware of the issues of early and forced marriage and female PTA members are strong advocates for education for girls and young mothers.

Key Findings: Change in organisational structure and accountability

Strengths

- The transformation from IBIS to Oxfam appears to have been beneficial for both organisations
- IBIS has brought to Oxfam comprehensive technical expertise in education
- IBIS has benefitted from Oxfam's larger operational systems and processes for example security, logistics and advocacy, and its ability to propose integrated programming and attract more funding
- Education is fully integrated into the Oxfam South Sudan strategy
- Oxfam South Sudan has comprehensive safeguarding procedures in place
- Oxfam is accountable to donors and MoGEI at state level,
- Trained PTA empowered to make decisions and take ownership of key activities
- PTA is accountable to the community regarding follow up of learner absentees and cases of conflict between learners.

Challenges/considerations

- Oxfam management and systems are not familiar with the needs and planning for education programming
- Concern that traditional Oxfam areas of interest will dominate
- Since the Oxfam base closed in Ganyliel, the ALP does not seem to register in day to day Oxfam operations as any form of priority
- Complaints mechanism appears to report to the organisation only rather than to the beneficiaries.
- Extremely active female PTA members are not recognised for their support of the ALP and their issues regarding water haulage are not addressed

6.3 Sustainability

Generally a project implementing a full cycle of ALP (four years) would have targeted all the over age, out of school children and never been to school youth, given them the opportunity to complete primary education then would close. The ALP project in Greater Ganyiel has only the goal of access for conflict affected children and youth. Whilst the project has been “off and on” over four years it has offered L4 classes and learners have completed L3, transferred to Primary 8 and taken and passed the PLC. Proposals throughout the project did not include plans for exiting or sustainability until 2018. The gaps in funding meant that the period for L4 registration for PLC examinations was missed. The new proposal with Danida and UNICEF includes support for learners to complete L4, and register and sit the PLC in 2019.

In the ALP centres visited both PTA members and teachers recognised that when the project closed and no teacher incentives were paid for ALP classes, then the ALP centre would close. Two of the ALP centres visited did have L1 classes in operation (in 2018, only L2, L3 and L4 classes are supported by the project) and were using the TLM provided, with the ALP teachers taking the classes voluntarily. As there are only three ALP classes with four teachers this is possible. In both cases, the L1 classes were started by the community for the children from the ECD classes that had closed in 2017 with a few older females attending as well.

Elements of the ALP that will continue to have an impact will be the capacity built in the PTA and in the teachers. The PTA will continue to use their skills in support of the primary school and now have more confidence and voice to join other projects. One aspect that will continue is the awareness of the importance of education and the new desire in these communities to become educated.

7. Conclusions

The Oxfam ALP implemented in Panyijar County in former Unity State in South Sudan is very relevant according to the needs and rights of the target group both IDP and host, many of which never had opportunities to access education in their county before due to lack of facilities, and the prolonged conflict. ALP is very relevant for and aimed at the age group 12 – 18 years old and a great opportunity as it offers eight years of primary education in four years.

There has been high enrolment in ALP as it provides free classes, textbooks and TLM which has increased motivation to attend. 58% of ALP learners attend ALP with the goal to complete Primary Education and go to Secondary School whilst 21% want to learn to read and write.

Oxfam implements the ALP according to the MoGEI policy, Implementation Guidelines, ALP Handbook and ALP Initial Teacher Training Manual. Oxfam activities have strengthened existing structures and the capacities of PTA, Head teachers and teachers already in the system. It has built a good working relationship and collaboration at County and Payam level with the education department and other education NGOs based in Ganyiel.

The Oxfam implemented ALP is strongly aligned with the AEWG principals of effective practice.

The PTA and teachers see the wider benefit of ALP in changes in learner behaviour, including the reduction in violence, awareness of early marriage, and better hygiene.

Oxfam have put in place enhanced mother tongue (Nuer) literacy for level 1 provide books, charts and teaching aids and training to teachers to improve teaching methodology and outcomes. Assessments using adapted EGRA tools showed ALP contributed to a 28% improvement in Nuer literacy.

Learner enrolment is high at the start of the academic year particularly for level 1 but much lower for the other levels indicating high levels of dropout (75%). Actual attendance is significantly lower between 30-50% of enrolment levels.

Community involvement in supporting the ALP is very strong and the PTAs, particularly the female PTA members, are very active. PTA activities include mobilisation campaigns to raise awareness and enrolment for ALP, checking teacher and learner attendance, follow up of absentees, rehabilitating classrooms, digging latrines, providing protection, carrying water for drinking and hygiene and providing lunch for teachers so they attend classes on time. However there is little support and recognition to help the women in their PTA activities or meet their requests for access to safe water close to their schools and homes.

Short term funding (6-9 months) with long gaps in between have led to ALP closure, large scale learner drop out (some have transferred to primary classes), high levels of ALP teacher turnover and reduced trust in the organisation. Both Oxfam and UNICEF are signed up to the humanitarian principals of “do no harm”. Short term funding with gaps and delays are perhaps doing more harm to the very vulnerable communities who want education but are receiving it “piece meal”. Many 100’s of potential ALP primary education completers have been demotivated and are leaving ALP classes and entering a cycle of drop out and re-entry to education.

Females are well represented on the PTA (63%) but the percentage of female learners has dropped over the project period from 45% to 38%. The number of female teachers has increased in 2018 to 9, but they are still underrepresented in the ALP.

ALP classroom learning environments are not conducive to learning. The temporary learning spaces need annual renovation and “mudding” of walls, lack any furniture or teaching displays. ALP centres lack stores for teaching-learning materials.

Over the 4 years that ALP has been implemented in Ganyiel, the ALP approach used by IBIS in Central Equatoria State between 2009-2012 for quality ALP provision has been seriously diluted and denuded due to gaps in funding, reductions in budgets, inflation, delays in textbook/TLM provision and teacher incentives. Reduced funding combined with high inflation and transport costs led to the closure of 10 ALP centres established in 2017 and 10 ECD classes established in 2015 with no exit strategy.

Establishing education for out-of-school children and youth in an isolated county in South Sudan, experiencing conflict is costly. Oxfam put in place activities to support a four year programme of ALP in the best way it could but short term funding and gaps in funding made it difficult to plan long term and led to large scale dropout. Cost per learner is likely to be extremely high as enrolment is not representative of the number of learners attending or completing a level and the number of instructional days has been severely reduced.

8. Specific Recommendations

1. With the recent signing of the peace Agreement in October 2018, potential stability and the push from donors to have multi-year programmes (UNICEF is looking at 2 year PCAs), consider a return to the Equatorias and re-establishing an ALP. Incorporate ALP best practices e.g. spiral teacher training and supportive supervision learnt from previous ALP experiences and the learning gained on PTA support in Greater Ganyiel to provide a quality programme. The MoGEI

and education cluster see ALP as an important programme for many years to come. However ensure there is continuous funding for the academic year for the duration of the project.

2. Currently the ALP in Ganyiel is inefficient with large scale drop out in the lower levels. Improve programme efficiency by offering high quality L1 and L2 ALP classes with enhanced mother tongue and English literacy. Provide pathways to transfer ALP learners to primary classes for the higher primary grades (P5-8). Work with GESS to take on female ALP graduates for support in higher primary classes and consider providing male and female ALP graduates with incentives such as textbooks, stationary provision or examination registration fees to complete P8.
3. Focus on providing a quality education programme whether ALP or another form, with continuous teacher training and formative supervision, early provision of textbooks and teaching and learning supplies, regular on-time teacher incentives and put in place strategies to increase instructional days, learner attendance and promotion to the next level. Ultimately with more instructional days, higher retention and completion, the cost per learner will decrease despite the higher input costs.
4. Look into other alternative short term programmes of education that may provide more appropriate pathways for over age learners than ALP. The AES Directorate has a 3-6 month programme for Functional Adult literacy, a pastoralist education programme with some life skills components, a community girls' education programme for lower primary grades and English courses.
5. Where possible plan to support the whole primary school/ALP centre rather than work with other education partners on separate shifts to reduce overlapping activities and ensure consistency in approach with both primary and ALP classes.
6. Provide all teachers with textbooks and review the teacher training materials to focus on methodologies that do not rely on learners having individual textbooks.
7. During community sensitisation campaigns for education ensure that the community are aware of the different forms of education, implementation styles and different pathways to reach their goals. Focus efforts on the male caregivers who, as the main asset holders in the community, could provide for their children's education if they were to sell some livestock.
8. Put in place a gender strategy to increase the number of female learners and ALP teachers and make sure that the ALP centres and schools promote and carry them out. These would include gender segregated latrines, provision of dignity spaces in schools and dignity kits for female learners and teachers. It could include sponsorship for female learners in higher primary grades or referral to GESS for school grants. It could also include enhanced incentives or in kind supplies for female teachers, providing female teaching assistants for large classes, and recruiting ALP/P7-8 students as ALP teachers for lower levels²².
9. Build the capacity of the PTA to take on the responsibility for ALP or other education programmes. Provide plentiful feedback for motivation and T shirts to recognise PTA efforts and raise their visibility in the community. As female PTA members provide the majority of daily support including water provision, ensure there are safe water supplies in reasonable distance of the ALP centre/school to reduce their daily workload.
10. In areas that lack education facilities include in project design the provision of concrete classrooms which have a life span of 4-5 years, segregated latrines and if there are no safe water supplies nearby, bore holes for water provision. Include hygiene promotion activities.

²² See Rebecca's story

11. Review the amount of tools used for monitoring and evaluation and focus on the essential data – enrolment, attendance, retention (dropout) and completion. With accurate data on the number of learners starting and finishing a level, costs per learner per level can be calculated. Ensure all data is stored in one place including all monthly/quarterly/annual donor and organisation reports for ease of access. In the field, store all hard copies in one place and employ data assistants to input into the data base. Make sure key data is compatible with the MoGEI EMIS systems.
12. Within Oxfam, employ an education expert to inform all systems planning and processes and review M&E data. Oxfam staff members will then be made aware of the needs for education and the implications of delays, for example in cash transfers for teacher incentive payments result in lost instructional days.
13. Consider providing accelerated secondary education for teachers within the education programme to improve their qualifications so they can attend further education/teacher training, and/or be placed on the MoGEI salary scale for teachers. The AES Directorate has an accelerated secondary school curriculum which the Global Partnership for Education (GPE) fund and GESS are believed to be supporting in the coming years. Where feasible, provide the classes at weekends for ALP teachers so they can continue teaching ALP during the week but attend Secondary education when they are free. The teachers of accelerated secondary education should be role models and use accelerated methodology that ALP teachers can copy and use in their own classes.

Appendices

Appendix 1: Terms of Reference: Evaluation of Oxfam Support to Accelerated Learning Programme (ALP)

Summary

Context

South Sudan has been marred by conflict and failed development for many generations. Violent practices within and between communities, clans, and tribes across pastoralist areas, which comprise 7 of the 10 states in the country, are barriers to sustainable development, humanitarian access, and positive peaceful coexistence.

As the conflict in South Sudan enters its fifth year in 2018, the humanitarian crisis has continued to intensify and expand due to the compounding effects of widespread violence and the deteriorating economic situation. Ongoing fighting and surges of violence in new areas have forced people to flee their homes, many of them multiple times. The number of people uprooted since the start of the conflict in 2013 has reached more than 4 million, including 1.9 million internally displaced people (IDPs), with up to 85 per cent estimated to be children and women. More than 2 million people have departed to neighbouring countries— up 1.3 million since the violence in July 2016.

ALP is considered a particular strategy to provide an alternative way for adolescent girls (and boys) in South Sudan for not missing out on their education. Oxfam intended to contribute to targeting the interrelated challenges of access to relevant quality education, strengthened capacity of education actors and good educational governance in South Sudan.

Background

Oxfam IBIS has worked in South Sudan since 2007 promoting and supporting partners in education and implementing education projects. In 2016 IBIS joined the Oxfam Confederation. The country level transition into One Oxfam in South Sudan was fully completed by end of 2017 and all education activities are currently an integral part of the Oxfam country programme in South Sudan.

Oxfam and Accelerated Learning Programme (ALP)

In late 2007 IBIS commenced implementation of an ALP for adolescent students in South Sudan in former Central Equatoria State (CES). The programme was finalized in 2013. In 2015 ALP was started in former Unity State. This programme continued under Oxfam and was expanded from solely focusing on Ganyiel county to also include Nyal county. The programme will be finalised in former Unity State in 2018. The 4 year program has been funded through 6-12 months projects subjected to annual negotiations and approval from UNICEF South Sudan and co-funded by Oxfam IBIS/Danida.

The objective of the program is:

To support accelerated learning and empowering initiatives for over-aged, out-of-school children, adolescent and young people, with special focus on girls.

The programme focuses on the teaching, learning and empowerment of the targeted adolescent and youth (with focus on inclusion of girls/young women) as well as on improving the capacity of the communities and local educational authorities to administer and manage education programmes. It has taken place in a highly complex and volatile environment.

The program builds on the learning of a previous phase (2007-13) including an external evaluation (2013).

Responsibilities

Objective of the assignment:

The objective is to evaluate the Oxfam ALP programme in Ganyiel. The evaluation should both document the results of the program, the learnings and provide recommendations for accelerated learning programming and learning opportunities for youth in South Sudan

2. Key issues to be addressed in the Review

2.1 Relevance and Strategic approach

Assess the relevance of the project in light of the needs, priorities and rights of the target group and the educational policy framework in the country

Assess the adequacy of the project methods and strategy according to the 10 principles and action points for Accelerated Education Program:

1. The programme is flexible and for over-age learners
2. Curriculum, materials and pedagogy are genuinely accelerated, ALP-suitable and use relevant language of instruction
3. ALP learning environment is inclusive, safe and learning-ready
4. Teachers are recruited, supervised and remunerated
5. Teachers participate in continuous professional development
6. Goals, monitoring and funding align
7. ALP centers are effectively managed
8. Communities are engaged and accountable
9. ALP is a legitimate, credible education option that results in learners certification in primary education
10. ALP is aligned with the national education system and relevant humanitarian architecture

2.2 Outcome and Impact

Assess the extent to which the project has reached the specific objectives

Increased literacy levels of targeted students

Number of students completing fully, partly and/or integrated into formal education

Students with improved coping mechanisms

Students report ALP centers as secure and safe learning environments

Strengthened local structures in particular Parents Teachers Associations (PTAs) for education/ALP interventions

Effective coordination and collaboration with education actors

Assess any unexpected negative and positive outcomes of the programme

The assessment should include gender segregated data and gender analysis of the findings including a specific focus on girls.

Cost Efficiency

Assess the intervention in terms of cost efficiency

2.4 Sustainability

Assess the sustainability of the project outcome.

2.5 Partnership and Participation

Assess the contribution of the programme to the involvement and organisational development/capacity building of local community based and/or civil society partners, and government partners.

2.6 Oxfam Accountability and Monitoring

Assess the strengths and weaknesses of IBIS' and later Oxfam's programme management.

Assess integration of and adherence to accountability (CAMSA/CHS) and safeguarding mechanisms.

2.7 Recommendations

Based on the findings provide recommendations to future accelerated learning programs in South Sudan

Based on the findings provide recommendations to increasing youth learning opportunities linked to Oxfam South Sudan country program.

3. Key Outputs and Obligations

The Evaluation team is expected to undertake the following tasks and deliver according to the timeline specified in paragraph 5:

Desk study of the relevant documents (documents will be identified and handed over in soft copy by Oxfam IBIS) and skype interviews with relevant Oxfam IBIS staff and others

Data collection in Ganyliel including

A small quantitative survey

FGD including discussions with students (also at least two groups with girls only), teachers (including at least one discussion with only female teachers), parents, community leaders, authorities, Oxfam staff

ebriefing session in Juba, where the preliminary analysis and recommendations is presented and discussed

Produce a draft report to be shared with Oxfam in South Sudan and Oxfam IBIS and incorporate relevant feedback into the final evaluation

Final evaluation report of max 30 pages (excluding summary and annexes).

4. Timeframe

The evaluation should take place no later than November 2018.

Desk study and preparation of data collection	5 days
Field visit (including 2 days in Juba and debriefing)	14 days
Analysis and report	7 days

Oxfam will facilitate logistics and support the consultant in the field. Accommodation will also be arranged by Oxfam.

Requirements

5. Qualification Requirements

Education:

Advanced university degree in one or more of following areas: International Development, Education, Social Science or other relevant discipline

Work Experience:

Minimum of 7 years field experience in emergencies and humanitarian responses.

Work experience from South Sudan/Horn of Africa

Demonstration of previous involvement in evaluations in protracted crisis

Technical Competencies:

Excellent knowledge and skills in humanitarian programming and standards included Core Humanitarian Standards

Knowledge of education in emergency programming and youth

Comprehensive knowledge about participatory data collection methodology and digital data collection

Knowledge and understanding of community involvement in programming and planning

Appendix 2: Detailed scoring for the AEWG 10 Principal of Effective Practice

Accelerated Education: 10 Principles for Effective Practice: Learners

Principle 1: AEP is flexible and for over-age learners		2.5
Action points	Comments	Score
a. Target over-age, out-of-school learners. AEPs are typically for children and youth aged approximately 10-18.	<ul style="list-style-type: none"> The project focused on children and youth aged 12-18 which is in line with the AES implementation guidelines for ALP: 12-18 years for civil society and 18-25 for organised forces. The actual age range in ALP centres is 10- 50. The older learners (over 25) join to become literate as there are no alternate form of education available. Oxfam has some underage learners as communities take the opportunities to access free education and learning resources. In 2016 100% learners were between 12-18, in 2017 5.9% were underage and 20% overage whilst in 2018 enrolment data have 4% underage an 11% overage. In the 5 ALP centres visited during the evaluation 13.7% of learners were below 12 years whilst 7.7% were above 24 years. In the 5 ALP centres visited, 76 learners (25%) also attend formal school. They are the younger learners in L1/2 The target in proposals for female participation was 40% up till 2018 when it dropped to 30%. Female participation in the 10 ALP centres in Ganyiel has dropped over the 4 years: 45% in 2015, 43.7%, 2016, 40% in 2017, 38% in 2018 (enrolment data) with 32% learner participation in the 5 ALP centres visited. Currently no age restrictions for the Primary 8 School Leavers Examination. 	3
b. In collaboration with the Ministry of Education (MoE)I or relevant education authority, define, communicate and regulate the age range for student enrolment in AEP.	<ul style="list-style-type: none"> Age range is clearly communicated and known by key stakeholders: PTA, Head teacher, teachers, LEA education supervisors. However, many older youth attend. Those under 25 to access primary education and more. Those over 25 for literacy and numeracy. Oxfam verifies the age of learners and checks they are not attending primary school but some learners don't know their age and teachers allow older learners to join. 	3
c. Make AEP class time and location flexible as required by the community, teacher, and above all, the specific needs of both male and female learners in order to ensure consistent attendance and completion.	<ul style="list-style-type: none"> Oxfam ALP centres are in primary schools in the afternoon shift and follow the primary school academic calendar as outlined in MoGEI ALP Handbook. All interviewees and ALP learners stated afternoon time was appropriate. In the morning they had domestic or other work to complete such as caring for children, fetching water/firewood, fishing, tending cattle. The distance to ALP centres in formal schools was a major constraint for both genders. 26% of learners lived nearby, 18% within one hour of the centre, but 55% lived between 1-3 hours walk away. The closure of 10 ALP centres in 2018 meant some learners had to join another ALP centre increasing the distance to reach the centre. Teachers also faced long distances to access the ALP centre. The PTA in 3 ALP centres visited (Thoanhom, Pajarial and Pachijjak) cooked lunches for teacher so they did not have to return home for lunch and arrive late for ALP classes. Note attendance was not consistent – in all school visited, learners arrived generally at 3, with the exception 	3

	of Pachuck. Teacher reported they sometimes continued to 5:30 or 6 pm.	
d. Provide age-appropriate, introductory-level courses for learners who have never been to school in order to improve readiness skills	<ul style="list-style-type: none"> • None provided • Teachers provide advice for learners who had never attended classes before and help them to master writing letters. <p>Oxfam have focused on providing quality mother tongue teaching in level 1 providing additional teaching aids and books to help learners gain reading and writing skills.</p>	1
Principle 2: Curriculum, materials and pedagogy are genuinely accelerated, AE-suitable and use relevant language of instruction		2.1
Action points	Comments	Score
a. Develop and provide condensed, levelled, age-appropriate, competency-based curricula.	<ul style="list-style-type: none"> • MoGEI AEP curriculum in place • ALP books for 6 subjects (Mother tongue English, Maths, Science, Social Studies, Christian Religious Education) were produced in 2013 however they were 2 grade of primary books bound together. The curriculum was not condensed, and the texts, illustrations and methods were not appropriate for youth. The MoGEI report that with the introduction of the new primary curriculum and textbooks in 2018, that the ALP textbooks have been condensed. • Some learners pointed out they needed a summary for ALP so that they could cover the content within the time frame. • Learners interviewed liked the books. No one thought the illustrations inappropriate. • MoGEI ALP has support materials: AES policy, AES Implementation guide, ALP Teachers Handbook 	3
b. Prioritise the acquisition of literacy and numeracy skills as the foundation for learning.	<ul style="list-style-type: none"> • No introductory course to help ALP learners who have never been to school with basic literacy and numeracy skills. • Oxfam has produced its own materials to support mother tongue literacy in Level 1 based on the SIL materials. Literacy assessments in 2017 indicate significant improvements in mother tongue literacy with the ALP contributing 28% improvement to the mother tongue literacy level of the learners. 	3
c. Integrate Accelerated Learning Principles, pedagogy and practices throughout the curriculum and teacher training.	<ul style="list-style-type: none"> • The OXFAM model of training includes some accelerated learning principles i.e. collaborative learning. These were incorporated into the teacher training for Ganyiel. 	2
d. Adapt the AEP curriculum, learning materials, language of instruction and teaching methods to suit over-age children and reflect gender-sensitive and inclusive education practices.	<ul style="list-style-type: none"> • MoGEI AEP curriculum in place • MoGEI ALP has support materials: AES policy, AES Implementation guide, ALP Handbook, ALP Initial Teacher Training. • Methods for youth and gender sensitive practices incorporated into teacher training i.e. group discussion, respect for older learners and females, equal questions for male and female and equity of questioning forms part of the education actor (teacher) observation form. • No methods to support disabled learners. • Supervision looks for gender and inclusive practices after teacher training. The 2017 end line study indicated that 100% of teachers pay equal attention to females and males. 	3

e. Integrate psychosocial well-being and life skills' acquisition in the curriculum to address young people's experiences in conflict-affected and fragile contexts.	<ul style="list-style-type: none"> • Not part of the MoGEI ALP • In 2015 – UNESCO Skills for Life training given to teachers and materials provided to ALP centres to use. Materials still evident in primary schools/ ALP centres but are no longer being used. • Some hygiene and cholera training provided 2017. • M&E tools in 2017 include the Education Cluster psychosocial check list looking at conducive classroom environments. The end line study in 2017 stated that the project had contributed 15% to the PSS/wellbeing of the learners • No formal training given to teachers for their own wellbeing or for learner wellbeing. 	1.5
f. Ensure AEP timetable allows for adequate time to cover curriculum.	<ul style="list-style-type: none"> • ALP learners can't cover the content in ALP textbooks in the time available as the ALP textbooks are not condensed. • Gaps in donor provision has resulted in an "on-off" programme reducing the time available to cover the curriculum e.g. instead of 203 instructional days in 2015 there were 57, 2016 – 140 days, 2017- 156 days and 2018 will have a possible 89 instructional days. • Learners arrive late reducing the time to cover the curriculum by an hour a day. 	1
g. Develop and provide teacher guides.	<ul style="list-style-type: none"> • MoGEI Teacher Handbook developed but not provide to Oxfam ALP teachers. • Training provided on preparing Schemes of Work and lesson plans. Teachers still struggle with this and request more training. • The assessment of teachers indicates XX% meet the basic standard to prepare lesson plans and SOW. • No/late provision of necessary materials for teachers to prepare SOW and Lesson plans. 	1.5
h. When funding AE curriculum development, allow sufficient time (1-2 years) and budget, and provide long-term technical expertise.	<ul style="list-style-type: none"> • n/a 	n/a

Principle 3: AE learning environment is inclusive, safe and learning-ready		2.6
Action points	Comments	Score
a. AEP classes are free, and there are no fees for uniforms or materials.	<ul style="list-style-type: none"> • Classes are free and are one of the main reason for learners joining ALP. Some learners bring their own chairs. Lack of enough TLM means some parents provide notebooks and pens. • Primary schools have fees e.g. 100 SSP in Packuck per term, 700 SSP in Ganyliel per term. 	4
b. Apply (inter)national standards or guidelines to ensure that relevant specifications for safety and quality for the learning environment are met.	<ul style="list-style-type: none"> • Education cluster PSS check list used in 2017 to check safety and quality of learning environment. • Oxfam applied its own and INEE standards to temporary learning spaces and latrines • New TLS meet basic requirements 	3
c. Ensure access to water and separate latrines for girls and boys, and provision of sanitary materials when	<ul style="list-style-type: none"> • Only a few schools have access to safe water near the school compound (Ganyliel). The PTAs provide safe water for drinking. • Between Oxfam and Mercy Corp, latrines have been constructed for Primary school/ALP use. 	2

<p>relevant.</p>	<ul style="list-style-type: none"> • Few schools enforce separate latrines for girls and boys. Exceptions: Ganyliel and Thoanhom. • Latrines meet basic requirements but hand washing facilities/soap are lacking • Only a few schools have clean latrines. 3 of the ALP centres visited had clean latrines (pajarial, Pachuck, Pachijiek). 53% of children say the latrines are not good. Girls are not using the latrines due to lack of water, soap, and for cultural reasons. • Dignity kits for ALP learners were included in 2017 proposal, but UNICEF removed this budget line to provide 1000 sets “in-kind”. UNICEF failed to deliver. • Both teachers and female learners raised the issue of dignity kits and their provision which would increase enrolment and attendance. Note – dignity kits are distributed to females in the primary school. • In 2017, monitoring found that many latrines barely lasted a year due to the soil type and heavy rains. In addition the wind has ripped many doors off latrines. 	
<p>d. Budget for maintenance and upkeep of facilities.</p>	<ul style="list-style-type: none"> • OXFAM had the refurbishment of classrooms in its project design and budget. • The project included the construction of 10 Temporary Learning (TLS) Spaces and both male and female latrines. • Budgets for transport of materials were seriously underfunded. All non-local materials (tin sheet, nails etc) had to be flown in by private charter and approvals and charter led to delays. In 2016, the holes dug by the PTA for pit latrines in 5 schools had collapsed due to heavy rain before construction materials were delivered and required re-digging. • The PTA is expected to provide small sticks and mud and labour to maintain the walls of classrooms which need annual maintenance. This activity is conducted after the wet season in November at the end of the school year. • The PTA collects materials for construction or maintenance from Oxfam office which involves considerable time especially if transported by canoe. Budget lines for canoe hire are not sufficient. 	<p>2</p>
<p>e. Resource AEPs with a safe shelter, classroom furniture and teaching and learning supplies and equipment.</p>	<ul style="list-style-type: none"> • Revenge attacks and cattle raiding delayed some construction activities in 2017. During insecurity, ALP centres send learners home and close. • PTA/teachers help to maintain safety – check playground for sharp objects, build/maintain fence, keep children away from water bodies, repair (mud) classroom walls, provide water for teachers and learners to drink from local bore holes (if available). • Oxfam constructed 1 TLS in the ALP centres for use by morning and afternoon shifts. Only 1 ALP centre visited had enough classrooms and some still held classes under trees. Whilst many TLS deteriorate in the rainy season and require annual renovation learners comment that they provide protection from rain, sun and wind. • The post construction monitoring report in 2017 recommended that TLS be constructed with bricks with adequate ventilation that could last at least 4-5 years. • Safe storage in the schools is lacking and many teaching learning materials (TLM) are kept at the PTA or teachers homes. • Construction and textbook procurement/delivery was beset by delays. • In the first 2 years of the project adequate textbooks and learners kits were received and within weeks of the classes starting. 	<p>2</p>

	<ul style="list-style-type: none"> • Textbooks and stationery provided to ALP classes were frequently distributed to both Primary and ALP learners especially in the first 2 years of the project. In 2015 – 6,172 primary children (1652 girls, 4520 boys) benefitted from the textbooks. • Note – from 2015-2017, the only textbooks provided in primary or ALP classes for teachers were provided by Oxfam. Only in 2018 did Mercy Corp provide some textbooks for primary schools in October. • PTA and Head teachers distributed textbooks to both ALP and primary school teachers/learners in 2015-2017. • In 2015, L1 and L2 textbooks requested and supplied from MoGEI stores. They arrived and were distributed in April (2 ½ months after ALP classes began. Ex books etc distributed in February. • 2016, UNICEF school in box, Sudan teachers kits, and recreation kits supplied in Feb 2016. 1 box insufficient for 4 levels e.g. only 1 bag between 4 teacher. • In 2017 the office in Juba sent ALP textbooks for L1 and L2 in October. No L3 textbooks received. • In 2018, 334 textbooks remaining from 2017 were distributed in August. Oxfam printed and distributed ALP books for L2, L3 and L4 in October. • ALP centres visited reported severe lack of textbooks for both learners and teachers. Often only teachers have access to textbooks. When teachers leave ALP or are transferred they reportedly take the textbooks with them. • Many learners complain that it is hard to cover all the ALP content in the short time available when the textbooks arrive late. • 1-2 centre store textbooks for reuse the following year. Ganyliel Mixed ALP centre suggested that 70% were reused. • Some schools allow some learners to sign out textbooks to read at home and collect them later. • ALP classes in the formal primary school have access to a blackboard (often carried in from the office) only. The office contained flip chart and manilla paper and some stationery but was not observed used in the classrooms. • The project has provided 2 plastic tables and 7 plastic chairs for teachers in ALP/ECD classes which are also used by primary teachers. • The project provided many “in kind” kits from UNICEF. In March 2015 – 37 bags/Centre; Feb 2016 i.e. 2-3 school in a box, 1 South Sudan teacher kit, and Recreational kit/Centre; October 2017 1 South Sudan teacher kit, 2 Recreational kit, 2 student kits 2 bags/Centre • UNICEF kits do not provide enough notebooks for learner, The South Sudan teacher kit has only one bag between 4 teachers and a recreational kit provides only 2 balls per centre. • UNICEF kits have been delivered late arriving 8 months after the PCA agreement/classes started in Feb 2017. • 1000 Unicef in kind dignity kits were not supplied in 2017. • All interviewees stressed the need for more textbooks particularly for the higher levels. For L4 learners textbooks were seen as more important than teachers. 	
f. Provide information to learners and teachers on reporting mechanisms and follow-up of exposure to violence and gender-based violence.	<ul style="list-style-type: none"> • Some Head teacher and teacher training has included child safeguarding and training provided by other organisations (IRC and Mercy Corp) include child protection. • All Head teachers and ALP teachers have signed a code of conduct and were aware of its contents 	3

	<ul style="list-style-type: none"> • Some Oxfam staff in the field have received child safeguarding/protection training but not all. • Learners report that teachers do not punish ALP learners. • Any incidents of violence/learners fighting/domestic violence are sorted out by the teacher or PTA who report to the Head teacher. If it cannot be resolved in the ALP centre, the PTA will talk with the parents and advise them on the correct behaviour. • The PTA is active in encouraging girls to attend ALP and to delay marriage or have fiancés/husband give permission for girls to continue to attend. Many girls are still reported to drop out because of early marriage. However the ALP has many young mothers and pregnant women attending. 	
g. Follow recommended relevant education authority guidelines for teacher–pupil ratio, but not greater than 40 pupils per teacher.	<ul style="list-style-type: none"> • Many ALP centres lack teachers to meet the MoGEL rules of teacher pupil ration of 1:50. Many classes have 1 teacher for 70-90 learners or more. In the first year of the project, Level 1 was subdivided into 3 classes to reduce numbers. • Attendance in 2015 was reported at 1179 (76%) (701 males, 478 females). • During enrolment communities are advised that only a certain number can be enrolled. Enrolment numbers suggest the class size for L1 and L2 are very large and the guidelines are not met. Enrolment class sizes for L3 and 4 are much smaller. Attendance records and more realistically spot checks in 2017 and 2018 on attendance suggest smaller classes of between 4-37. Classes visited contained between 5 to 53 which are within MoGEL guidelines, • Schools requested an increase in teacher numbers to cover all the subjects despite in 2018 having 4 teachers for 2 levels. The teachers rationale was that they needed more teachers to over all the subjects. 	2
h. Other Inclusion practices	<ul style="list-style-type: none"> • The proposal focused on ensuring “access to safe, inclusive, protective, learner-friendly and quality education to children, adolescents and young people affected by conflict” • Data on learners was collected in 2016 indicating there were 5.6% child mothers, 8.8% orphans, 10.4% IDPs, 1.4% child soldier, 16.8 returnees, 23%primary school drop outs, 2% young fathers and 32% absolute beginners. In 2017, 17 disabled learners were enrolled and in 2018, 12 learners were reported disabled (deaf, short sighted, polio) • The project targeted 40% female enrolment from 2015-2017 and 30% enrolment in 2018. This has been met. However actual attendance suggests it may be significantly lower. • There are currently 9 female ALP teachers but no strategies or positive discrimination to increase their numbers. However in Pajarial, one L3 female graduate who attends P7 was taken on as an ALP teacher. This has helped to prevent her early marriage but she also lives next to the school and is committed to helping the school. She also received GESS funding. • There is a target of 50% females for PTAs which has been met and exceeded. • Community mobilisation campaigns do target females. The provision of dignity kits to support female attendance was include in 2017 but “in kind” provision by UNICEF failed to materialise. The evaluation found 32% ALP learners in the 5 school visited were female. • Despite the programme having a focus on conflict affected children and youth and a gender focus, findings show that a large number of youth are not accessing learning opportunities. The enrolment data functions more as a needs analysis as significantly fewer youth attend classes if they do not receive materials/bags etc. Some of the reasons given for non-enrolment across the ALP included: participation in cattle camps, husbands refusing their wives to join; long distance, not interested (mainly males), insecurity with cattle 	3

	<p>raiding and clan conflicts.</p> <ul style="list-style-type: none"> • Anecdotal evidence suggest parents were unwilling to send disabled children/youth to school as they considered them weak and not fit for education. However some learners with sight or hearing problems attend ALP as do some learners and teachers with Polio. • OXFAM did have 2 staff with disabilities (polio) on staff in 2015 and the translator (also PTA trainer) had polio. • At national level in Juba, there is only 1 female staff for education. No strategies have been articulated or appear to have been put in place to increase the number of female staff working on the project like mentoring, female assistants, job sharing, or incentives for female staff. <p>Note: in the schools visited it was the female PTA members that were ensuring daily school visits were made, make food for teachers, brought water for learners and teachers, resolved conflicts between learners, brought construction materials to the school, helped in renovating the TLS. Yet little support to help the women in their work is provided. Women want access to safe water close to their schools and homes.</p>	
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TEACHERS		
Principle 4: Teachers are recruited, supervised and remunerated		3.25
Action points	Comments	Score
a. Recruit teachers from target geographic areas, build on learners' culture, language and experience and ensure gender balance.	<ul style="list-style-type: none"> • Oxfam ALP teachers are generally recruited from primary schools. The Education supervisors and Head teachers select the teachers who they consider active (and do not receive an incentive from other education partners (Mercy Corp, Impact, IRC) • Throughout the project teacher quality has been an issue due to lack of qualified teachers, delays in payment and the closure of the ALP, short contracts, teacher transfer and teachers leaving for better paid opportunities. • Many ALP teachers teach for only 1 year. Only 2 teachers have been with ALP for all 4 years. • Most teachers only have Primary 8 qualifications (38%) with 28% having some secondary education. Only 19% have completed secondary education or more. Of the 16 teachers interviewed, 11 had completed primary education and 2 completed Secondary education. • There are few female teachers and no strategies in place to recruit more. In 2018, 9/40 (22%) of teachers were female • The County Education Department will transfer/promote head teachers/teachers to other schools This means providing training for new teachers that take ALP classes. 	3
b. Ensure teachers are guided by – and, where appropriate, sign – a code of conduct.	<ul style="list-style-type: none"> • All teachers sign a code of conduct and are aware of its contents. 	4

<p>c. Provide regular supervision that ensures and supports teachers' attendance and performance of job responsibilities.</p>	<ul style="list-style-type: none"> • ALP centres report Oxfam visits 2-3 times a month but not all for formal supervision. Attendance spot checks are not taken or recorded unless there is teacher observation • Teacher attendance was not monitored in 2016 but has a sign in register. However, during the evaluation, many ALP teachers were absent. The PTA is responsible for checking teacher attendance but do not seem to enforce it. • There is lack of teacher punctuality and frequent absenteeism, and reluctance in preparing scheme of work and lesson plans. Some teachers object to supervision. • Note: Poor teacher attendance and punctuality results in a shorter time for lesson delivery (2 hours per day) which is inadequate to cover the ALP curriculum. • Staff numbers have been cut in Ganyliel over the 4 year project duration from 9 to 2 to cover all office and field roles. Field supervision has suffered. 	<p>2</p>
<p>d. Ensure teachers receive fair and consistent payment on a regular basis, in line with the MoE or other implementers, and is commensurate with the hours they teach.</p>	<ul style="list-style-type: none"> • After the crisis in 2014, the MoGEI was not paying teachers in opposition areas. Following Education cluster guidance, Oxfam put in place teacher contracts to pay 40 ALP teachers a monthly stipend. Over the project period, the level of stipend has increased with education cluster guidance from 300 SSP in 2015, May 2016 2500 SSP in my 2016 to 5530 SSP in Aug 2017. Teachers noted their incentives could not buy 50kg bag of maize flour as such many of them do not deliver quality teaching and often resign. • Most Oxfam IBIS former teachers have left to work with other partner organization such as Mercy corps and IRC since they did not know if the Oxfam ALP project would resume • The team in Ganyliel have always convened meetings with teachers and local authorities to explain the delay in payments and expressing Oxfam commitment to paying all incentives as per grant agreements • Delays in UNICEF grants have left ALP teachers with no incentives. The ALP classes have then closed. • In 2016-2017 delays in incentive payment of 3-4 months occurred due to poor Oxfam procedures transferring cash to the field. Many teachers have complained and it has created distrust towards project staff. This is compounded by other education actors (Mercy Corp) paying incentives on time. • The Female teachers face pressure from their husbands to stay at home when incentives are delayed. • Teachers take advantage of other NGO opportunities to make money and are absent from classes e.g. becoming immunisation officer for a measles campaign. • Note – ALP teachers are expected to teach in both the morning and afternoon shifts for one incentive. Incentives for primary school teachers paid by Mercy Corp and Impact are only for teaching in the morning shift. • The ALP Director at MoGEI stated there was a new policy for ALP teachers – they would be graded level 18 and would teach only the ALP shift in the afternoon. 	<p>4</p>

<p>Principle 5: Teachers participate in continuous professional development</p>		<p>2.1</p>
<p>Action points</p>	<p>Comments</p>	<p>Score</p>
<p>a. Provide pre-service and continuous in-service teacher professional</p>	<ul style="list-style-type: none"> • Oxfam have provided initial and refresher teacher training based on the MoGEI ALP Teacher Handbook • Due to the high ALP teacher turnover, at least 102 teachers have received 4-5 days initial training on Scheme 	<p>2.5</p>

<p>development courses on subject knowledge and Accelerated Learning pedagogy.</p>	<p>of work, lesson plans, and teacher methodology. In 2018, 16 teachers received basic and refresher training totalling 10 days. 1 day cholera training was offered in 2017.</p> <ul style="list-style-type: none"> • Some AL pedagogy is included in the teacher training: group work, pair work. • The number of training days offered teachers has decreased over the project due to lack of budget from 15 to 4 days (15 days in 2015, 10 in 2016 to 5 in 2017 and 3 in 2018). Teachers receive refresher training if they are teachers in their second/third year. • Head teacher and deputy head teachers training days have also decreased from 10 days to 4 days in 2018. • Teachers requested more training and on a monthly basis, particularly on scheme of work and lesson planning. • Teacher state that the training period is very short and the content covered could not be internalized within 4-5 days thus it becomes hard to put into practice what they have learnt. • Oxfam basic teacher training included methodologies appropriate for older learners such as brainstorming, class discussion, pair work, group work, debate, and role play. It also included lesson plans, SoW, soft classroom management and discipline, gender sensitive practices and teaching and using mother tongue in class. • Inflation has resulted in the LEA setting new refreshment allowance in trainings e.g. from 400 SSP or 500 SSP to meet the market prices for breakfast, lunch and dinner. The budget (given in SSP) means that the number of training days is reduced from 4 to 3 in 2018 	
<p>b. Build inclusion, gender-sensitivity and protection practices into the AEP teacher training.</p>	<ul style="list-style-type: none"> • OXFAM in-service teacher training includes gender sensitive practice in the classroom. In 2015 this included Skills for Life which included protection elements. • Head teachers/deputy head teachers, PTA, and teachers have received training on gender inclusion and code of conduct. 	2
<p>c. Ensure teachers are provided with regular support and coaching to help improve the quality of classroom instruction.</p>	<ul style="list-style-type: none"> • Regular classroom support and follow up 3 times a year. • The teacher observation process includes support and mentoring after the observation. • There is a reluctance in preparing scheme of work and lesson plans. Some teachers object to supervision. • Teacher observation form developed and used extensively, and analysed in 2017. This indicated an increase in teachers performance of 42% in teaching pedagogy, and contributed at least 50% towards teacher capacity building. • In 2018, County Education Supervisors were paid 1500 SSP on a daily basis by Oxfam to supervise teachers and conduct observations. However teacher observation is subjective – Education supervisors tend to give scores of 3-4 whilst Oxfam staff give 1-2. • Consultant evaluation of the data suggests that of 36 teacher in 2017, only 1 prepared lesson plans/SoW. Of the 7 key aspects assessed 16 teachers met the requirements for 5 or more aspects and 6 met the requirements for 6 aspects. • Staff numbers have been cut in Ganyiel over the 4 year project duration from 9 to 2 to cover all office and field roles. Field supervision has suffered. 	3
<p>d. Work directly with teacher training institutes and national structures for AEP teacher training in order to provide certified professional</p>	<ul style="list-style-type: none"> • Teacher training is not certified but Oxfam does provide its own training certificates. • Teacher training does follow the MoGEI AES ALP Handbook. 	1

development for AEP teachers.	
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PROGRAMME MANAGEMENT		
Principle 6: Goals, monitoring and funding align		2.1
Action points	Comments	Score
a. Centre the overarching programme goal on increasing access, improving skills and ensuring certification.	<ul style="list-style-type: none"> The goal over the 4 year project has slightly changed but is focused on access for conflict affected children and youth. It does not clearly state the project is for completion of ALP learners yet does go up to L4. Key Oxfam ALP implementing staff could easily articulate the goal of access. Many ALP centres are conducted in primary schools so there is a strong link to aid transition to higher Primary grades for L3. In 2018, the UNICEF proposal included paying registration fees of L4 learners to take the Primary Certificate of Education. However registration was in Feb-April 2018 so no L4 learners were registered. In 2017 3 ALP learners transferred to P8 and registered for PCE paying the fees themselves. All 3 passed. Communities within the project site understood the relevancy of education to their children as reflected by high enrolment and regular attendance across the centres in the project area. 	2.5
b. Develop, apply, and regularly report using a monitoring and evaluation framework linked to programme goals and plans.	<ul style="list-style-type: none"> A MEAL framework for each year of the ALP project is in place with regular monitoring and reporting. All UNICEF reports (5W, monthly, quarterly and end of grant) are completed. Lack of regular internet access and failure of Oxfam email addresses to connect with other internet sources in Ganyliel in 2018 make it difficult to send report and other communication in 2017-18 	4
c. Make monitoring and evaluation systems for data compilation and analysis compatible with the MoE.	<ul style="list-style-type: none"> The Oxfam ALP uses its own M&E system and MEAL framework which has changed over the years with the transition from IBIS to Oxfam. Oxfam has its own M&E data bases set up by the MEAL staff. Education Cluster 5W are completed and shared. M&E systems are not compatible with local authority systems or MoGEI. Some reporting of M&E data takes place in Monthly forums in Ganyliel. 	2
d. Ensure the programme is adequately funded to assure sustained minimum standards for infrastructure, staffing, supplies, supervision and management.	<ul style="list-style-type: none"> Construction of schools and textbook procurement was beset by delays. One complete ALP cycle is 4 years and Oxfam proposed a 4 year project. The project began in Dec 2014 and assuming the 2018 UNICEF proposal is approve will finish in August 2019 – a duration of 57 months but funded for only 38 month (including NCE). Some ALP centres began teaching immediately in Feb 2015 but textbooks and TLM arrived in March and April. There were 4-5 month delays in securing/signing UNICEF PCA agreements which in 2016, 2017 resulted in project closure and large numbers of ALP learners dropping out. 	1

	<ul style="list-style-type: none"> • A monthly sitrep for UNICEF in Nov 2017 reported that “Supervisory visits to schools yielded very poor results, few children were present at school with either one teacher or no teacher at all.” This was after the PCA had closed. • The flexibility of the Danida grant helped to fill some gaps – e.g. Danida funding started the ALP in 2018 in August (still 6 months late). • UNICEF took 4-5 months to approve the PCA in 2015, 5 months to approve the PCA 2016/17 and has still not approved the PCA for 2018/19 at the time of writing (3 months delay) • “In kind” provision by UNICEF in 2017 has been seriously delayed (school, teacher and learner kits) or non-existent (dignity kits) leaving a huge impact on the learning, leading to increased dropout particular of female learners. • UNICEF rules on budgets provided in SSP for local purchases have constricted some activities with the high inflation rate experienced at that time e.g. teacher training days reduced, supplies reduced, ALP centres cut from 20 to 10 in 2018 • Humanitarian grants are short term and have focused only on the key humanitarian elements, denuding the Oxfam approach to ALP and reducing quality. • The project especially at field level was adequately staffed in 2015 and 2016. But in 2018, 2 staff are expected to take on all the roles – financial, administration, M&E and support ALP centre teachers and learners. • Budget allocated for transportation in the PCA was inadequate for supplies from Juba to Ganyliel • The cost of transporting supplies to ALP centres in Panyijar is high due to the swamps. PTAs, and teachers spend a lot of money on canoes that carry small quantities at a time. 	
e. Include exit strategies and/or a sustainability plan in the AEP design.	<ul style="list-style-type: none"> • The OXFAM ALP approach focuses on building local capacities with the aim to leave behind solid structures, facility maintenance plans, community ownership and local government capacity and oversight. However the reduced activities in the Ganyliel ALP are unlikely to lead to any sustainability. • No explicit exit or sustainability strategies have been articulated or incorporated into the ALP design. • The lack of funding has meant 10 out of 20 ALP centres closed having only completed L1 and L2. • In 2018, L4 learners do not know if they will have their PCE registration fees paid. • Head teachers, teachers, PTA and education supervisors all agree that without teacher incentives, no ALP classes will take place. • ALP learners in level 3 and L4 prioritise textbook provision over anything else as they can read them themselves. These learners voluntarily transfer to P7 or P8 to continue their education. It is their personal motivation rather than Oxfam planning. • When the ALP project was “off” or closed for long periods, learners moved to the Primary school classes then back to ALP when it was “on”. Many ALP learners dropped out. 	1

Principle 7: AE centre is effectively managed		1.6/1.8
Action points	Comments	Score

<p>a. Ensure fiscal, supervisory, monitoring and evaluation systems are in place.</p>	<ul style="list-style-type: none"> • Oxfam closed its base in Ganyliel in 2017 leaving 2 staff to complete the education project. • In 2018, Oxfam staff have not taken full ownership of Ganyliel with poor security and line supervision. Ganyliel and its staff have been to all purposes, forgotten. Thuriaya maintenance has been delayed by months leaving staff without reliable security communications. • The project did not think through the logistical challenges of working in Ganyliel. • When IBIS became Oxfam the change in financial systems impacted and delayed payment of incentives to teachers. <p>a. In 2018 there are insufficient staff in Ganyliel dedicated to the project to over all the fiscal, supervisory, and monitoring activities. Over the 4 year project staff have been cut from 6 in 2017 to 2 in 2018. In 2016 in Ganyliel there were 3 project staff (manager, officer and trainer) 2 community mobilisers, finance assitant , logistics assistant and social worker</p> <ul style="list-style-type: none"> • The high staff turnover and short contracts means project knowledge is lost. Data has been kept on personal work laptops and left with staff and paper work lost. • An M&E plan was in place at the start of the project including some key M&E tools however conflicts between M&E staff and the Education programme manager led to confusion in the first year. • The M&E system has qualitative and quantitative indicators. • Oxfam maintains a focus on quality assurance not just outputs. • Staff feel overwhelmed by M&E because of the number of forms, repeated revision of formats, shortage of staff and huge amount of data entry. This has resulted in incomplete data bases, loss of data and reduced support to ALP centres and teachers to improve learning. 	<p>2014-17 2 2018 1</p>
<p>b. Set up systems for student record keeping and documentation with data to monitor progress on student enrolment, attendance, dropout, retention, completion, and learning, disaggregated by gender and age group.</p>	<ul style="list-style-type: none"> • The data collected (enrolment, attendance, teacher observation) is not accurate and cannot be verified. • The project has an over reliance on enrolment data for reporting purposes • The project cannot report on teacher attendance – in 2016 teachers signed their attendance but staff report much falsification. • Textbook ratio is not reported on. Actual textbook numbers are few in 2017 and 2018 and reports give a misleading picture of textbook provision. • Student attendance is collected but not accurate with teachers marking many learners present when they are not. The method for marking student attendance for Oxfam involves writing the names of learners monthly which is time consuming. • Reports indicate that students attendance in terms of enrolment was 76% in 2015, 34% in 2016 (spot checks), 16-31% in 2017 spot checks, The evaluation found that in the ALP centres visited learner attendance ranged from 15% to 94%. • No data on drop out documented • Transfer of learners to formal schools – not recorded • A Baseline and end line Assessment was conducted in 2017 when 10 new ALP centres were established. • No data collected on out of school children/youth though the enrolment lists probably represents this. • Oxfam provides enrolment forms for ALP centres but no record cards. • Individual records on student enrolment are kept at field level and on a data base with student name, ALP 	<p>2</p>

	<p>level, age, sex</p> <ul style="list-style-type: none"> • Oxfam collects gender disaggregated data • Data was collected on the enrolment of disabled learners, ex combatants, young mothers, married women etc. in 2016 • The project has conducted: <ul style="list-style-type: none"> – Education Cluster PSS and wellbeing assessment – TLSs post construction/Renovation Monitoring Report UNICEF EiE, Ganyiel –November 2017. – Baseline and end line assessment in 2017 – End of project evaluation: In process – End of year progress reports for Oxfam in 2016, 2017 • The ALP has many tools that duplicate monitoring e.g. latrine use features on 3 tools • There are too many M&E tools looking at quality assurance (Mother tongue and English Literacy assessment, Education cluster PSS checklist) which take time to complete. There is little focus on key education data – accurate attendance, transition to formal school, teacher attendance, promotion to next level. • The M&E tools require data entry which is both time consuming and of no significant education benefit if time is taken away from education support. In addition you cannot measure a teachers’ improvement with only 2 observations. • Analysis of data collected needs to be conducted by education specialists. Recommendations made by M&E staff are not always appropriate or realistic e.g. the focus of measuring a teachers performance on SOW and lesson plans when teachers have no textbooks or note books. • Enrolment forms completed reflect need not actual attendance. After 1 month attendance needs to be checked against enrolment to provide more realistic numbers. • In August 2017 MEAL staff reported that there were too many reports to be submitted by the end of the month to donors and internally which seems to affect performance of PMs and education Officers. For example drafting the 5Ws education cluster report, SITREP (Narrative and quantitative) report, monthly PM reports and the monthly output tracker for Oxfam PQ. 	
c. Set up systems to track AEP learners who have completed in regard to their transition/integration to formal education, vocational training and/or employment.	Only anecdotal reports.	0
d. Ensure the community education committee (CEC) is representative of the community, and is trained and equipped to support AE management.	<ul style="list-style-type: none"> • The PTA is representative of the community, has 11 members (including head teacher), of which at least 50% are female. In 2018, 63% of the PTA were female. • PTA acts for primary school and ALP centre • PTA receives training from OXFAM and also Mercy Corp (2-3) on its role and responsibilities including monitoring teachers and learner attendance • PTA receives no incentives or equipment other than construction items for renovation. 	4
e. Planning	<ul style="list-style-type: none"> • Realistic planning in place for ALP but it was reliant on Oxfam systems for HR, procurement and logistics. These systems struggled to deliver with long delays for textbook and construction materials delivery. 	1

	<ul style="list-style-type: none"> • Lack of education experience has affected timely planning and delivery of textbooks in 2018. Delays in procurement, logistics and construction contracts meant many supplies missed the dry season window for distribution. • Delay in release of project budget affected implementation of project activities particularly in relation to construction in Ganyliel • The project did not think through the logistical challenges of Ganyliel. • Plans for no-cost extensions were had early on with UNICEF so they were in place. • UNICEF proposals were submitted in a timely fashion however, UNICEF took time to process and agree with over 5 months delay in 2017, resulting in project closure and loss of learners. • Plans in Ganyliel for school visits are subject to weather conditions, decisions taken by LEA e.g. school closure for sorghum harvesting and workload. • Weather: Flooding during rainy season affects transportation of construction materials from Juba to the field site since the flood does not allow the air craft's landing as well as transportation of the of the construction • Prices for local materials has risen and the amount allocated in SSP per item is less compared to the time it was budgeted (UNICEF PCA give SSP for local costs) 	
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Principle 8: Community is engaged and accountable		3.75
Action points	Comments	Score
a. Ensure the AEP is located within a community that supports and contributes to the programme.	<ul style="list-style-type: none"> • There is strong community engagement with the project. Community sensitisation has been conducted by programme staff, teachers and Parent teacher Associations (PTAs) • Ownership of the ALP by PTAs is strong with some PTA members also attending ALP classes. • PTA activities include checking teacher and student attendance, follow up of absentee learners, collecting learners from cattle camps, providing cooked lunch for teachers, providing the school with drinking water for teachers and learners, renovation of TLS (collecting sticks, branches and mud to renovate walls), transporting construction materials to the school, taking responsibility for textbooks and TLM distribution, building and maintaining the school fence, resolving conflicts between learners and teachers and learners. • “Female are still the core volunteers in schools development like transporting timbers, iron sheet, mudding and smearing of TLS and planting of trees while men are just setting to oversee the working process of the development. However, male teachers and women group work together to facilitated the school materials to reach the Centre”. Oct 2017 • The PTA /Mother Groups and Education Actors requested T-shirts for visibility from Oxfam for the project. 	4
b. Ensure the AEP is locally led and, when necessary, technical expertise is provided externally.	<ul style="list-style-type: none"> • The ALP is a long established programme of the MoGEL. It is well known within the communities that have returned from Khartoum and other states. • PTAs were given training on school management, roles and responsibilities by local Nuer speaking trainers. Other training conducted by National and local staff. M&E assessments provided by staff from Juba. 	4
c. Provide comprehensive community sensitisation on the benefits of AEPs.	<ul style="list-style-type: none"> • There is strong community engagement with the project. Community sensitisation has been conducted by programme staff, teachers and Parent teacher Associations (PTAs) on an ongoing basis. • Enrolment levels increased due to campaigns, and involvement of PTA and Chiefs. PTA members had been able to increase enrolment and bring dropouts back to school. • PTA, teachers and learners are all aware of the benefits of ALP 	4
d. In areas with frequent movements of internally displaced persons and/or refugees, conduct continuous needs assessments and community sensitisation on education.	<ul style="list-style-type: none"> • The project experienced a lot of IDP movement to Ganyliel and some schools have IDP learners. • In response to increased numbers of IDPS in 2016 and on UNICEF/Education cluster request, Oxfam established ALP in Nyal for 2 years and increased the ALP centres in Ganyliel from 10-20 in 2017. • Community campaigns were ongoing for the duration of the project particularly before and during the school enrolment period and when the project was “open”. • In 2015, after the crisis in June the community took part in re-enrolment of ALP learners. • Oxfam conducts a needs assessment and observes teachers before basic training. 	3
e. Other		

ALIGNMENT WITH MOE AND POLICY FRAMEWORKS	
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Principle 9: AEP is a legitimate, credible education option that results in learner certification in primary education		2
Action points	Comments	Score
a. Include strategies and resources that ensure AEP learners can register for and sit examinations that provide a nationally recognised certificate.	<ul style="list-style-type: none"> The MoGEI ALP currently has certification in the form of the Primary School Leavers Examination. ALP learners can register and sit for this exam The 2018 UNICEF PCA includes a line to pay for PCE registration for L4 learners. Forty-three L4 ALP learners (11 female & 32 male) currently enrolled in Ganyliel mixed and Tharnourm ALP Centers could not be registered for the p.8 examination in 2018 due to financial challenges. 	3
b. Develop clear pathways that enable children and youth to reintegrate at a corresponding level in the formal system, vocational education or employment.	<ul style="list-style-type: none"> The 4 year programme did not develop any clear pathways for learners to transition, or access vocational education or employment. Many ALP centres are conducted in primary schools so there is a strong link to aid transition but there are no M&E documents to record this. After ALP enrolment, when the ALP project was “off” or closed many younger learners moved into primary classes until ALP reopened. Learners that fail the level repeat the level if it is offered again. No provision for pathways into vocational education as there are no vocational options available in Ganyliel. 3 ALP learners were selected for vocational courses in Juba in 2017 by an NGO. Ganyliel has only one secondary school operating only S1 and S2. There are few employment opportunities outside private enterprise or NGO work. 	1
c. If national and annual examinations do not exist, develop assessment systems with the MoE that enable children to be tested and reintegrated at an appropriate level in the formal system.	<ul style="list-style-type: none"> End of year exams are written by teachers. No quality checks are made. ALP programs do not provide report cards, learners worry of their progress to the next level. Very likely ALP learners lose interest as they have nothing to show progress 	2
d. Other	<ul style="list-style-type: none"> The evaluation found very low levels of retention e.g. only 25% of learner moving to the next level. Some of the reasons for learners dropping out include the need to provide for ones livelihood, distance from school, marriage and pregnancy, husbands not allowing wives to enrol, insecurity and teacher absenteeism and poor quality of teaching To encourage enrolment and retention, project strategies included providing free ALP classes, providing textbooks and stationery and improving the quality of the school environment and teachers. Most primary schools do not have P7 or P8 which is a disadvantage for ALP learners finishing L3 who wish to continue education. Note: 58% of ALP learners attend classes with the aim of going into secondary education. 	2

Principle 10: AEP is aligned with the national education system and relevant humanitarian architecture		3.25
Action points	Comments	Score
a. Integrate research on out-of-school and over-age children within education sector assessments so that supply and demand issues related to AEP are explored, analysed and prioritised.	<ul style="list-style-type: none"> Needs assessment to establish areas of project implementation was done by Education Cluster and established Ganyliel as a priority area. 	3
b. Develop strategies and processes to engender political will, identify resources and integrate AEP into the national education system.	<ul style="list-style-type: none"> The ALP is integrated and owned by the MoGEI, included in their policy framework and has an institutional structure and assigned budget. The ALP structure, curriculum, teacher training and certification are developed by/with the MoGEI to ensure integration of ALP learners and long term implementation. 	4
c. Develop clear competency-based frameworks for monitoring progress and achievement by level, based on national education system or relevant humanitarian architecture curricula.	<ul style="list-style-type: none"> Oxfam MEAL staff develop own data bases but these do not include learner competency Progress of English and Mother tongue (Nuer) assessed in 2016 using an adapted Egra test. Assessment of teacher progress completed by M&E but based on too few observations and by staff who were not educationalists. Promotion to next level not recorded. 	3
d. Use certified MoE material where available.	<ul style="list-style-type: none"> Project used the MoGEI ALP programme (ALP textbooks, ALP Teacher Handbook, AES Implementation Guide). 	4
e. Seek provision for financial support for AEPs within national or sub-national education budgets.	<ul style="list-style-type: none"> ALP already integrated with MoGEI with designated structure and small assigned budget for government areas. ROSS provides no support in opposition areas. 	n/a
f. In a humanitarian context, work with the Education Cluster or appropriate sector/donor coordination group to ensure the AEP is part of a coordinated sector response.	<ul style="list-style-type: none"> Oxfam follows education cluster priorities and includes key objectives in proposals. Within Ganyliel, Oxfam coordinates with Mercy Corp and Impact on education in primary schools to ensure no double payment of teacher incentives, and no overlapping training for teachers. Oxfam attends monthly community forums Ganyliel to report on progress and respond to community questions. Engaged in coordination meetings with County Education Director and other local authorities and other partners regarding costs and training allowance and advocating for community contribution to the project. This has created uniformity in the payment of training allowance (for food) among all the organizations operating in Ganyliel and Nyal. Collective supervision and monitoring of schools, teachers and Education Actors with Mercy Corps and Local authorities. 	3
g. Other		

Appendix 3: Oxfam teacher (education actor) observation form

EAs' performance observation form

Name of the TLS/CFLS:		Date:			Time:	Topic:
Class/levels:	No. of pupils/learners	M:	F:	T:	Subject:	Sub-topic:

Areas to observe/Key indicators	Scores				Education Officer's Comments			
	4	3	2	1	Areas to retain	Areas to improve on		
1. Lesson Preparation & Planning								
<ul style="list-style-type: none"> • Prepared and uses detailed scheme of work with SMART objectives and clear teaching/learning activities • Prepared and uses detailed lesson plan with SMART objectives and clear teaching/learning activities 								
2. Application of Learner Centred Methods in teaching								
<ul style="list-style-type: none"> • Uses participatory methods such as; pair work, group work, experimentation, story-telling, role play, dramatization • Interaction time: Teacher and Learner interaction time • Pays equal attention to learners with individual differences; Gender, learning abilities, physical abilities • Gives appropriate feedbacks in the course classroom interaction 								
3. Teaching and learning aids								
<ul style="list-style-type: none"> • Prepared and uses variety of appropriate teaching and learning aids; Charts, Real objects, Pictures, Models, Maps, Textbooks 								
4. Assessment of Learners' Progress								
<ul style="list-style-type: none"> • Asks close-ended questions to check levels understanding • Asks open -ended questions to check levels understanding • Gives learners appropriate class exercise • Keeps records of learners' progress 								
5. Classroom Management and Organization								
<ul style="list-style-type: none"> • Moves around the classrooms to support every learner during the lesson • Ensures appropriate sitting arrangement of the class based on the class activities • Provides clear instruction before activities 								
6. Teacher -Learner Relationships								
<ul style="list-style-type: none"> • Knows and uses the learner's name 								
7. Subject Knowledge								
<ul style="list-style-type: none"> • Demonstrates correct knowledge of the subject being taught • Links lesson content to real-life situations and experiences 								

Agreed actions for improvement

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Education Officer's name:

_____ **Sign:** _____ **Date:** _____

Teaching Facilitator's name:

_____ **Sign:** _____ **Date:** _____

Next date for follow-up observation:

Appendix 4: Oxfam ALP project donor indicators and results 2015-2017

Results of the Oxfam ALP project from December 2014 to 31 October 2017		
Project objectives and outcomes in proposals	Indicators relating to ALP Ganyiel Targets	Results
First Phase Dec 2014- May 2015 NCE to end July UNICEF /Danida	First Phase Dec 2014- May 2015 NCE to end July	First Phase Dec 2014- May 2015 NCE to end July
<p>Overall Objective: To ensure access to safe, inclusive, protective, learner-friendly and quality education to children, adolescents and young people affected by conflict in 20 communities of 4 payams in Panyijar County, Unity State and in 8 existing CFLS in and out of of Juba's POCs, Central Equatoria State.</p> <p>Outcome 1 Children have access to learning opportunities and functioning facilities in safe, protective, healthy and nurturing spaces</p> <p>Outcome 2 Relevant and adequate teaching, learning and recreational materials, ECD kits and textbooks, inspire teaching and contribute to children's learning growth</p> <p>Outcome 3 Engaged adolescents and young people are empowered to cope with daily challenges, such as forced recruitment, child labor and exploitation, and able to pursue healthy and productive lives Trained teachers deliver quality education activities contributing to children's, adolescents' and young people's learning growth and psychosocial wellbeing Sensitized communities and trained PTAs enhance community involvement and support for education</p> <p>Outcome 4 Trained teachers/education actors, ECD facilitators, Social Workers and PTA members are aware of their roles and responsibilities which will contribute to the psycho social well-being of children and their development of strong foundational competencies for further learning Parents and caregivers with increased knowledge on Child-Development and education activities feel confident and capable of supporting the learning process of their children, ensuring their psycho-social well-being</p>	<p>Greater Ganyleil ALP project relevant indicators</p> <p>Specific Objective 2 Output 2.1 3300 students textbooks, 1000 ALP (textbooks, TLM, recreational materials) Outcome 2.3 40 ALP teachers</p> <p>Specific Objective 3 Output 3.1.1. 1000 (40%F) regularly attend ALP L1&L2 Outcome 3.1.2 40 teachers deliver learner centred teaching Outcome 4.1.3 70% of 1000 learners find teachers supportive Outcome 3.1.4 70% of 1000 learners improved Nuer literacy Outcome 3.2.1 110 PTA trained, on roles and responsibilities Outcome 3.2.2 110 PTA active</p>	<p>Greater Ganyleil ALP project relevant indicators</p> <p>Specific Objective 2 6172 students (1652 F, 4520 M) textbooks 1543 ALP (848 M, 695 F) textbooks etc</p> <p>40 ALP teachers recruited, trained</p> <p>Specific Objective 3 1543 ALP (848 M, 695 F) regularly attend ALP L1&L2 35/40 (86%) teachers deliver learner centred teaching 70% of XXXX learners find teachers supportive 1105/1543 (72%) (465F 42%, 640M 58%) learners improved Nuer literacy 105 PTA trained x2, on roles and responsibilities All PTA active</p>
Second phase – Dec 2015- May 2016 +3 m NCE + 2 m NCE to 30 Sept 2016 UNICEF /Danida	Second phase – Dec 2015- May 2016 +3 m NCE + 2 m NCE to 30 Sept 2016	Second phase – Dec 2015- May 2016 +3 m NCE + 2 m NCE to 30 Sept 2016
<p>Cluster objective 1: Ensure uninterrupted access to critical and quality learning that is inclusive of Life-kills in protective spaces for conflict-affected children and young people Cluster objective 2: Ensure protection of learners and learning spaces so as to generate positive psychosocial impact for children, young people, teachers and families Cluster objective 3: Enable conflict-affected children and young people to pursue healthy, productive lives through age and gender appropriate alternatives to recruitment, child labor and exploitation</p>	<p>10 TLS in Panyijar 2550 ECD/ALP learners</p> <p>40 ALP teachers trained 40 teachers receive incentives 2980 ECD/ALP learners supervised</p> <p>2980 ECD/ALP learners receive TLM</p> <p>1800 adolescents engage in Adolescent kit</p>	<p>10 TLS in Panyijar 2,980: ALP 1677 (941m, 736f) ECD 1,303 (747m, 556f) 40 ALP teachers trained 40 teachers receive incentives 2,980: ALP 1677 (941m, 736f) ECD 1,303 (747m, 556f) 2,980: ALP 1677 (941m, 736f) ECD 1,303 (747m, 556f) 0 removed from PCA – no kits supplied by UNICEF</p>

Third Phase- 1 Feb 2017-31 Oct 2017 UNICEF /Danida	Third Phase- 1 Feb 2017-31 Oct 2017	Third Phase- 1 Feb 2017-31 Oct 2017
<p>Cluster objective 1: Ensure uninterrupted access to critical and quality learning that is inclusive of Life-kills in protective spaces for conflict-affected children and young people</p> <p>Cluster objective 2: Ensure protection of learners and learning spaces so as to generate positive psychosocial impact for children, young people, teachers and families</p> <p>Cluster objective 3: Enable conflict-affected children and young people to pursue healthy, productive lives through age and gender appropriate alternatives to recruitment, child labor and exploitation</p>	<p>20 ALP & ECD Ganyiel, 10 Nyal</p> <p>Cluster objective 1: 10 TLSs maintained in Ganyiel, 10 TLSs established in Ganyiel, 20 latrine sets setup/renovated in Ganyiel, 40 handwashing facilities provided in Ganyiel, 4,480 ECD children and primary-school age children and adolescents enrolled in TLSs (ECD centers, ALP centers and Primary schools) in Ganyiel,</p> <p>Cluster objective 2: 6000 ECD and school-age children and adolescent that receive school materials in Ganyiel, 6000 adolescents engaged in Adolescents Kit activities in Ganyiel, 80 of Education Actors (80 ALP and 40 ECD), Headteachers and Deputy headteachers, 220 PTAs, 2 Social Workers 10 CEOs and Mother Group members trained in Ganyiel, 20 Headteachers and Deputy Head Teachers trained in Ganyiel and Nyal 40 Education Actors (ALP), 60 Education Actors (ECD) and 4 Social Workers receiving monthly incentives in Ganyiel and Nyal 15 cholera awareness/hygiene campaigns conducted covering PTAs, Education Actors, learners and local authorities in Ganyiel and Nyal. 2 Mobilization campaigns /Advocacy conducted during the launch of UNICEF-EiE Project in Ganyiel and Nyal</p> <p>Cluster objective 3: 1 field supervision and monitoring visits to schools conducted in Unity and CES 8 qualified staff recruited to implement EiE in both Unity and CES</p>	<p>Cluster objective 1: 9 TLSs maintained in Ganyiel, Unity state 9 TLSs established in Ganyiel, Unity state 15 latrine sets setup (5)/renovated (10) in Ganyiel 20 handwashing facilities provided in Ganyiel, 6000 / 7697 (3046M 4651 F) of ECD children and primary-school age children and adolescents enrolled in TLSs (ECD centers, ALP centers and Primary schools) in Ganyiel,</p> <p>Cluster objective 2: 6494 (3766M 2728F) ECD and school-age children and adolescents that receive school materials in Ganyiel, 6494 (3766M 2728F) adolescents engaged in Adolescents Kit activities in Ganyiel, Constrained as no kits delivered 72 Education Actors (72 ALP and 40 ECD), Headteachers and Deputy headteachers, 213 PTAs, 2 Social Workers 20 CEOs and Mother Group members trained in Ganyiel, 20 Headteachers and Deputy Head Teachers trained in Ganyiel and Nyal 120 Education Actors (ALP), 60 Education Actors (ECD) and 4 Social Workers receiving monthly incentives in Ganyiel and Nyal 20 cholera awareness/hygiene campaigns conducted covering PTAs, Education Actors, learners and local authorities in Ganyiel and Nyal. 2 Mobilization campaigns /Advocacy conducted during the launch of UNICEF-EiE Project in Ganyiel and Nyal</p> <p>Cluster objective 3: 3 (10 in Juba, Ganyiel and Nyal) of field supervision and monitoring visits to schools conducted in Unity and CES 8 (2F) qualified staff recruited to implement EiE in both Unity and CES</p>