

**Response to Basic Services Fund
Second Call for Proposals:
Child-Centred Education Project**

**Submitted by:
World Relief Southern Sudan**

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SECTION 1: SUMMARY INFORMATION

This proposal is for a **Child-Centred Education Project**, implemented by World Relief (WR) as lead agency in partnership with the Episcopal Church of Sudan (ECS).

The purpose of the Child-Centred Education Project is in-service training of classroom teachers, headteachers, and education managers, in order to afford greater access to the Millennium Development Goals, specifically concerning Goal 2: universal primary education.

Ten teacher training sessions, in eight local centres, will equip teachers to utilize child-centred approaches, to engage pupils through dialogue, games, and creative methods. The project will also pilot community-based child development clubs to reinforce child-centred learning methods in a nonformal education context, complementing efforts in schools while mobilizing the broader community to reach in- and out-of-school children with participatory learning, covering topics in preventative health education, life skills and peace building. A resource centre for primary teachers will be established in Juba while an intensive training for headteachers will enable them to effectively manage school systems. Together, these efforts will improve the quality of formal and nonformal educational opportunities available to children.

The table below summarises key information about the programmes this project will offer. Beneficiary numbers have been calculated on the basis of ECS school enrolment data.

Item	Staff trained	Children benefiting	Locations benefiting (BSF priority counties in bold)
Training teachers in child-centred teaching methods; 10 three-month inservice training sessions; non-residential trainings	400	16,800	Renk, Rumbek & Cueibet, Gogrial East, Lainya, Ibba, Ezo, Pochalla, Terekeka, Juba
Headteachers' school management course: 1 month intensive residential training conducted during school holiday	40		Same as above, with additional schools in WEQ, Jonglei and EEQ states
Resource Centre for primary teachers: In-service, non-residential training/support to enable teachers to create classroom aids etc. in regular afternoon sessions	80	3,360	Juba and environs
REACH pilot: Nonformal education programmes at 5 sites centred on holistic health education. Local volunteers trained on child-centered curriculum and learning methods.	20	200	Juba IDP communities, Gogrial East
Total	580	20,360	10,000*

* *Members of community and school leaders reached through community awareness/sensitization*

Total beneficiaries: 30,940

Cost per child beneficiary: 12 GBP

Total Amount Requested: 254,290 GBP

Project duration: Activities will begin January 2007 and conclude June 2008 (18 months).

SECTION 2: PROJECT CONTEXT AND PROBLEM ANALYSIS

The protracted civil war in Sudan has devastated the Southern Sudanese educational system—destroying schools, displacing families, driving skilled teachers and facilitators to safer places, and leaving children with few formal or non-formal educational opportunities. The Comprehensive Peace Agreement has opened new opportunities to create channels for learning. The Government of South Sudan's Ministry of Education, Science and Technology (GOSS/MoEST) is joining the international community to achieve Millennium Development Goal 2, towards universal primary education. The Go To School Initiative is aimed at increasing school enrolment from 0.35m in the South at the beginning of 2006, to 1.6 million by the end of 2007. At the same time, peace also intensifies the need for educational opportunities. Class sizes in rural and urban centres are swelling as more children seek to return to school, and refugees and IDPs return home.

The most comprehensive report of basic service delivery in education is UNICEF's draft Rapid Assessment of Learning Spaces Report (RALS), released November 2006. This report found that 768,207 children were attending 2,922 learning spaces in the 10 states of Southern Sudan. Of these

students, 34 percent were girls. These students were served by 17,920 teachers. Of these teachers, only 14 percent were women and nearly half had not accessed some sort of teacher training the last two years—the majority lacked adequate educational preparation themselves, much less formal teacher training. The RALS report found that “*teacher training and access to training opportunities were the most consistent priority at the community, county, and state level.*”

Particular needs of the areas served: This proposal focuses on areas known to be particularly underserved. In particular, counties identified as BSF priority counties, and underprivileged communities which ECS and WR have access. WR and ECS are currently operational in all proposed areas. Both have strong community relationships and an excellent understanding of the political and socio-economic situation in each area. This project will respond to context-specific needs by improving the quality of educational systems and thus impact the promotion of promoting peace and stability in Southern Sudan. It will increase the awareness of the need for education, especially for girls, and provide safe, child-friendly learning spaces.

The following table outlines the areas and populations that will be reached through this project’s trained teachers.

State	County	Principal groups served	Enrolment (RALS)	Learning Spaces (RALS)	Teachers to benefit from EYCP and PHY courses	Pupils to benefit*	Beneficiary pupils as % of existing enrolment
Lakes	Rumbek Center	Dinka	9,930	57	20	840	8%
Lakes	Wulu	Juru/Dinka	5,500	29	20	840	15%
CEQ	Juba	Bari/mixed	29,804	130	40	1680	6%
CEQ	Terekeka	Bari/mixed	5,143	30	40	1680	33%
CEQ	Lainya	Mixed Equatorial	5,532	48	40	1680	30%
WEQ	Ibba	Zande	2,060	18	40	1680	82%
WEQ	Ezo	Zande	6,317	41	40	1680	27%
Jonglei	Pochalla	Bor Dinka/Anuak	4,658	12	80	3360	72%
UNS	Renk	Bor Dinka IDP	16,514	41	40	1680	10%
Warrap	Gogrial East	Bor Dinka IDP	9,610	39	40	1680	17%

*Assumes national average of 42:1 student/teacher ratio; excludes children in REACH and students that benefit from teachers utilizing resource centre.

The project also bases the selection of these areas on the following specific context factors:

- Renk, Upper Nile State, has limited schooling, particularly in outlying regions (e.g. Wunukur, Latbior, Geiger), where it is mostly provided by the non-state sector, including ECS, Catholic and Presbyterian churches; with limited resources, the schools rely heavily on parental contributions; the county has various areas with high food insecurity, and has been on the “front line” of fighting during the war.
- Juba and Terekeka, in Central Equatoria State, are pressured by increased population, as returnee children join schools and the operation of the GOSS has shifted back to Juba. The concentration of schools presents an opportunity to develop teachers who are potential future leaders in all areas of Southern Sudan. Improved transport links allow teachers to be brought from Terekeka to central Juba for training for this project. ECS has particular strength in Juba and Terekeka and provides around 15% to 20% of learning spaces in these two counties.
- Lainya, Central Equatoria State, has only 48 learning spaces according to RALS; ECS is reported to run 22 of these schools; the county is in an area of high insecurity, and currently under a heavy military presence; in the event of unsustainable insecurity, training for these teachers would be delivered in ECS’ facilities in neighbouring Yei;

- In Ibba and Ezo, Western Equatoria, there is a strong tradition of educational achievement, but progress has been disrupted by insecurity, particularly associated with the activities of the LRA; ECS schools make up as much as one third of educational opportunities in these areas, and enjoy an especially constructive relationship with the Western Equatoria State Government;
- Rumbek & Wulu, Lakes State, have seen recent insecurity through inter-tribal raiding; disruption in the Government of Lakes State has resulted in long periods in which teachers' pay has been unreliable, and some schools in the area have been forced to close; the faith-based sector in this area has been particularly important in maintaining continuity, through community support for teachers and volunteer teaching activity; much school infrastructure in these areas has been destroyed, and, despite the efforts of groups including ACROSS, CEAS and Save the Children, not yet reconstructed;
- Pochalla, Jonglei state, has seen repeated insecurity in the past year, associated with other armed groups operating in the area; WR has been evacuated from the county since March 06 and plans to re-enter in 07 after a recent assessment and discussions with the new county leadership; Pochalla's position near the Ethiopian border has made it a major post for IDPs and returnees; in addition, Pochalla hosts a population of Ethiopian refugees from across the border; World Relief operates the only INGO base in Pochalla, with strong links to local schools;
- Gogrial East, Warrap State, has most recently seen conflict between Gogrial East and Gogrial West creating instability and disrupting access to basic services for the population. Support to teachers and community sensitization to value education is greatly needed. ECS schools have a particular role serving these communities, and an established relationship with WR at the field level.

Capabilities of ECS and WR: ECS and WR are positioned to respond to the needs of this context, by training teachers and volunteers with child-centred teaching methods, increasing the quality of formal and nonformal education children receive. ECS is engaged in education service delivery, operating around 260 schools in Southern Sudan, the majority being primary schools. Compared against RALS findings, ECS provides *nearly 10% of all learning spaces in Southern Sudan.*

ECS schools serve children of all religion or none, and does not discriminate service delivery based on religion. Roughly 40% of their nearly 80,000 students in Southern Sudan are girls, and it is estimated that as many as 30% of teachers are female, significantly above the Southern Sudanese average, and including a good number in leadership positions. These women are great role models for future female teachers as well as an encouragement to girl students. Teachers range from seconded GoSS/MoEST teachers, to fully salaried, to partial or whole volunteers. ECS's nature as a faith-based organization fosters close connections between schools and communities, which provide critical support for those teachers working on a voluntary basis. ECS already carries out a number of additional projects besides basic education; these include preschool teacher training, adult literacy classes, including the Mothers' Union Women's Literacy Circles, education awareness training for IDP families, and school construction. The Anglican Church (and some ECS schools) has been present in Southern Sudan for nearly a century; an estimated 5 million Sudanese identify themselves as members of the denomination.

WR began operations in Southern Sudan in 1998, responding to the civil war with relief goods and services; since then programming has evolved into community-based service delivery with an emphasis on capacity building and local ownership. WR was the first Nairobi-based INGO to relocate completely to Sudan after the war, basing all management in Juba since 2005. WR currently works in 8 counties delivering primary health care services through USAID/OFDA as well as the Global Fund ATM project. WR's primary health care services benefit over 300,000 people, or 4% of the total estimated population of South Sudan. The Child-Centred Education project will be implemented in three areas in which WR is currently operational, of which two were served by WR under the Sudan Basic Education Project (SBEP) focusing on school reconstruction and formation of PTAs.

All project activities will be implemented in coordination with support from the local, county and state civil society and government leadership. As ECS and WR are both based in Southern Sudan, both participate in coordination meetings held by relevant government ministries and key partners (MoEST, UNICEF, etc). In addition, WR is a member of the NGO steering committee, which represents all NGOs operating in Southern Sudan on issues surrounding policy and operation. ECS is particularly active in following the development of the fast-track teacher training curriculum being developed by the MoEST. WR and ECS have coordinated with CARE, World Vision, ICCO and other operational agencies to prevent duplication. The partners fully expect other teachers, such as GoSS teachers and others in the areas targeted will benefit and take part in this project's trainings.

The analysis of WR and ECS draws not only on their long-term engagement in the target areas but also coordination with community. The analysis was informed by a variety of sources, namely from consultations with the communities and local leadership – particularly ECS Bishops and Diocesan Education Coordinators, discussions with other local and INGOs in education, field and management staff of both agencies, and data from the RALS report. This has enabled WR and ECS to determine the need, feasibility, and security in each location.

SECTION 3: PROJECT INTERVENTION LOGIC AND APPROACH

The Child-Centred Education Project will provide:

- Eight 3-month teacher in-service trainings on “Early Years of Childhood and Primary,” serving 9 counties around Southern Sudan
- Two 3-month teacher trainings on “Higher Years of Primary,” at locations around Southern Sudan
- Five child development clubs at 2 sites (Juba and Gogrial East)
- One resource training centre in Juba
- One 1-month intensive training session for school leaders/headteachers in Yei

Item	Location	Training Team	Q1	Q2	Q3	Q4	Q5	Q6
			3 -mo. trainings may overlap between Qtrs					
TOT, Mid/Final Review	Juba	All	x			x		x
EYCP	lbba	1	x	x				
EYCP	Juba/Terekeka/Rokon	2	x	x				
EYCP	Rumbek	1		x	x			
EYCP	Lainya	2			x			
EYCP	Pochalla	1				x	x	
EYCP	Gogrial East	2					x	
EYCP	Renk	1						x
EYCP	Ezo	2						x
HYP	Juba/Terekeka/Rokon	3				x		
HYP	Pochalla	3					x	x
Resource Centre	Juba		x	x	x	x	x	x
REACH	Juba/Gogrial East		x	x	x	x	x	x
Headteachers' Training	Yei					x		

Teacher training: All 3-month in-service training programmes are designed to provide teachers with basic professional skills. They are intended to be compatible with the early years of the new Southern Sudanese primary curriculum and to mirror the GOSS Fast Track Teacher Training Curriculum that is under development. It will cover similar topics and outlined time-frame, in a form tailored respectively by location to younger and older primary children which reflects the distribution of age groups currently in school in these areas.

The “Early Years of Childhood and Primary School” course uses an existing curriculum, *A Handbook for Pre-Schools*, which was developed by the ECS trainers and the Kenya Institute for Education. The curriculum will be adapted towards the needs of the lower years of primary school. Its core contents are children's needs; stages of child development; how children learn; teaching methods (dialogue, theme teaching, and other child-centred techniques), planning and administration (simple

school management/class administration); and successions of example themes and activities. The vast majority of the “Early Years of Childhood and Primary School” course is applicable for any teacher.

The core trainers are highly experienced Sudanese primary teachers, with a combination of experience in primary and pre-schools in Southern Sudan that understand the situation of teachers working with restricted resources. These trainers helped develop the curriculum mentioned above, and the same group has executed this course for about 5 years in ECS schools; they have also led similar programmes for Sudan Council of Churches for the last three years.

For areas where there are a substantial number of primaries with higher year classes, ECS is developing a training programme focused on the needs specific to older primary children. It is also being designed to follow the new Southern Sudanese curriculum, including the draft materials for higher years of primary and the Fast Track Teacher Training Curriculum.

A training of trainers (ToT), planning and preparation time will take place for all trainers at the beginning of the project, as well as a progress review period at the middle of the project. WR will provide technical input in these ToTs, based on its expertise, including alternative learning methods (such as learning through games, drama, song and story), holistic child development (especially in preventative health), and engaging children in planning and monitoring through Participatory Learning and Action (PLA) methodologies. All of these methodologies require few materials or outside inputs and will give teachers creative options for coping with restricted resources/learning materials. Trainers will spend three month training cycles on-site at training locations in the South. All teachers will emphasize the importance of education, especially for girls, through community awareness and sensitization sessions.

Each in-service training will have 200 contact hours, on the basis of 4 hrs per day, 5 days a week for 10 weeks. Teachers will gather at a central training location after the school day is over, in order to minimise disruption to school activities. Training sessions over the long school holidays may compress the delivery period. In a limited number of cases (notably the training sessions in Juba) provision has been made for teachers to come in from remote locations, in this case, from Terekeka and Rokon, to a central location.

Headteachers’ Training: The headteachers’ training session covers key elements of operational and school management. The programme focuses on giving headteachers tools to develop its teachers in the use of child-centred methods, and to create child-friendly school environments for all children, especially girls and other vulnerables. Topics covered are: school leadership; management of teacher and pupil performance (including helping teachers use child-centred methods); operational financial planning and management; financial sustainability and development through partnership with GoSS, and sector partners; project management, including school facilities development (classrooms, latrines, etc) involving community labour; complementary education activities (including alternative basic education); community mobilization and sensitization.

ECS has executed the headteachers’ training programme previously, and has a cadre of experienced Sudanese educationalists who will lead the training. These trainers are complemented by a member of expatriate staff, and a number of guest academic and professional speakers.

REACH: 5 children’s clubs called Research, Education, and Child Health (REACH) will be piloted, offering weekly club sessions in vulnerable communities around World Relief’s Juba and Gogrial East bases. REACH will focus on reaching children ages 5-12, targeting girls and other out-of-school children. These community-based clubs will emphasize participatory non-formal education, including “learning-by-doing,” such as games, drama, song and story. These techniques require very few materials or supplies, promoting learning strategies and methods which communities can implement and own. Club content will focus on health, but holistically address child development by fostering appropriate growth of children’s physical (preventative health focusing on hygiene/sanitation, malaria, nutrition, HIV/AIDS), psychosocial (communication and relationship-building skills enabling children to share health messages), cognitive (concentration and problem-solving abilities to apply health lessons and overcome barriers to behaviour change), and spiritual development

(peacebuilding, sense of compassion and service to encourage sharing of health lessons with others, respect for people regardless of ethnicity or tribe).

From the outset, WR will mobilize and equip local adult volunteers to implement REACH. These volunteers are majority women, able to engage due to the use of non-written materials and adjusted to their busy schedules. These volunteer experiences increase their potential to join a more formal teacher training program in the future. ECS ties to the community through churches, schools and other programs will be a key network for mobilizing volunteers. WR will develop culturally appropriate curriculum and training for volunteers as well as on-going mentorship and support, particularly in using child participation and active learning. WR promoters will initially implement clubs alongside volunteers—together they will ensure clubs meet a minimum of once a week in the same communities throughout the life of the grant so that children receive repeated training and support in all lessons learned. As volunteers' capacity grows, they will gradually assume more responsibility until volunteers are implementing clubs themselves with WR providing supervision. WR will liaise with community authorities, PTAs, church leaders, and traditional leaders in the formation and implementation of the clubs. WR will also consult directly with children served to gather their ideas, feedback and concerns on the children's clubs—this will further model the use of PLA methods in child-centred monitoring and evaluation.

Resource Centre: The resource centre will offer two weekly sessions at which teachers can make resources, including visual aids, worksheets, and practical activities, for use in their teaching in the ensuing work. The resource centre offers a way of putting into practice of techniques learnt in the three-month course, and it also offers a strong community of professionalism, where teachers can exchange ideas and experiences. The resource centre will be supervised by an experienced Sudanese teacher trainer who will also observe how these materials are practically being used and/or duplicated in the classroom. The resource centre is modelled on a successful similar project that operated in Juba in previous years, and a currently operative centre in Omdurman, supporting teachers working in IDP camps.

Beneficiaries: It is planned that each teacher training session will serve around 45 students, in order to graduate 40; therefore, 400 teachers should graduate from the training activities. At the national average of 42 children per teacher, this would mean that, within a single year, 16,800 children would benefit from teachers with improved professional skills. A further 40 headteachers will benefit with training on school management. Finally, 50 children will attend each REACH site, reaching a total of 200 vulnerable children through 20 trained volunteers. An estimated 10,000 community members will indirectly benefit as parents, family, local leaders and community members. They will be sensitized to the value of education for children in their communities, especially girls, while the channel for communication to this group will be varied, as multiple channels reinforces the message. Education promotion messages will be given at community workshops, announced at churches, incorporated into health information sessions (in WR existing primary health programming) as well as through public channels such as newspaper adverts and radio spots. These beneficiaries will have retained the value of the child-centred education even after the life of the 18-month project.

Logic of Intervention: The purpose of the services package is to provide students with effective education by creating a culture of child-centred learning in the class, in the school and in the community. As teachers are the “frontline” service providers in schools, the bulk of programming focuses on equipping them to understand and effectively respond to children's needs in a way best suited to each child. Creating greater engagement between teachers and pupils helps teachers genuinely ascertain whether students of understood and assimilated material—it also helps teachers with little training or education move beyond rote memorization or note take exercises that keep students in a passive role.

By reaching headteachers, the project takes a culture of child-centred learning to the next level of the school—enabling headteachers to give, and teachers to receive, management that has students' learning as the foremost priority. This will reinforce trained teachers and expand the impact of the project through the school.

Finally, the REACH and resource centre model two low-cost and effective ways of child-centred learning. REACH engages the community to engage children in active learning methods, as local volunteers use child participation to teach key topics like health. It also makes child-centred learning more visible to parents, community leaders and other influencers, involving them in their children's learning in new, interactive and sustainable ways.

There is a huge need to improve the ability of teachers and communities to put children at the centre of the education system, particularly by improving the quality of teaching. It is an essential means to achieving the MDG towards universal primary education. At present, Southern Sudan has an estimated total of 18,000 teachers in service, supporting an enrolment, of a little under 800,000 children. The capacity of the Regional Teacher Training institutes is around 80 trainees per year, many of whom leave to take NGO and Government jobs. The Government of Southern Sudan has acknowledged the need to provide rapid basic training in professional skills to teachers, through three-month in-service training – on which further training programmes can then build. The Central Government only presently has funding for the training of an initial 1,000 teachers, under the “200 Day Plan”.

This project follows the same approach yet seeks to accelerate the process and reach more teachers in need. Furthermore, it focuses on practical approaches to improve the quality of education—equipping teachers with skills immediately applicable rather overly dwelling on theory. The curricula is intended to cover similar topics as the draft GoSS MoEST Fast Track Teacher Training curriculum, but targeted to particular year groups.

Combined services: While rooted in the education sector, this project also integrates health education, protection and governance/peace building. Many of the themes cover health education in the teacher training work, such as care of oneself, care of one's environment, health and the body. Older children in REACH will learn about their government, the CPA and what it means to be a citizen—all with a child centred approach. Furthermore, REACH will focus on preventative health education, with WR giving input from its experience in primary health care education and behaviour change communication in Southern Sudan into the curriculum. This is complemented by headteachers' training which includes components on developing school facilities to provide basic sanitation and also helps facilitate opportunities to access assistance from other partners for these purposes.

Local Involvement: Since the major implementation channel will be through ECS schools, the development of this proposal has predominantly been through the civil society links that bind these schools in addition to discussion with officials in the GOSS MoEST.

ECS' Education Coordination Board has given input based on their own school assessment visits, and the success of previous such activities. Individual Education Coordinators' desire for this programme was reaffirmed at their annual meeting in Yei in November. The choice of locations for training reflects demand from the Education Coordinators and the support of State Ministries of Education for these activities – particularly in Western Equatoria, Central Equatoria and Warrap States. WR, in its work in education through SBEP, is informed of the current needs in the community through PTA meetings and the close relationships with County Education Officers. WR also involves the local community health committee the health education initiatives within REACH in the areas of operation.

Sensitivity to particular communities' and groups needs: WR and ECS have proven track records of implementing successful programs in the complicated context of South Sudan. The long-term relationships partners have with communities and key stakeholders helps ensure that they respond sensitively to community and group needs, including tribal and post-conflict issues. Neither agency discriminates on the basis of beneficiaries' religion, gender, ethnicity, or tribe, and focuses on the GOSS as a unifying factor above these differences. WR and ECS consult with communities to identify those elements of the population most in need and strategies to respond to those needs.

Inclusion of Service Provision for vulnerables: Many of the communities served by ECS and WR tend to be IDP communities with whom government provision has not touched. Particular examples are the Ethiopian Anyuak refugees in Pochalla County and IDPs in Renk. In the Equatorias, a number

of the populations served have increasing numbers of returnees, and/or have been affected by the LRA.

Risks and Operational Assumptions:

- Implementation of the Comprehensive Peace Agreement will proceed and the security situation will remain stable enough for program staff to implement planned activities while local populations carry out their normal lives.
- National, state, and local authorities will continue to support humanitarian program implementation.
- The successful identification of potential trainees, in particular in those areas where patterns of settlement are dispersed, and quite long distances need to be travelled on foot to reach the training sessions.
- Exchange rates remain relatively stable and current banking systems continue to function.
- Sustainability of the schools from which teachers are drawn – particularly in areas where state governments have been irregular or inconsistent in paying teacher salaries in all schools.
- Retention of trained teachers in their original schools once training is completed

The established network of relationships between the partners and communities—particularly connections with local churches—greatly helps mitigate risks. ECS and WR are dedicated to work at the local, state or national level to advocate against these risks coming to fruition. In the event of severe insecurity, unwillingness on the part of local leaders in the area, or unreasonable costs impedes the operational capacity in an area, WR/ECS would either transfer the course to a more secure location, to which teachers from the target area would be gathered, or would agree a location for a substitute course, in consultation with Arcadis/DFID.

Monitoring and Evaluation: Program output and impact indicators will be measured with both quantitative and qualitative methods. Teacher training attendance and completion levels will be tracked and reported on; trainees will provide information on enrolment by class in the schools involved, facilities available, level of teacher training. This will supplement and cross-check data already gathered by the Diocesan Education Coordinators as part of ECS’ rolling “census”—this will help the Child Centred Education Project track the number of students benefiting from trained teachers.

A fluid evaluation method is expected where trainers evaluate teachers, teachers evaluate trainers, students evaluate teachers, and teachers evaluate students. Trainers will make follow-up site visits to teachers at their schools to monitor the impact of training on teachers’ actions with students. Trainers will assess teachers’ use of active learning methods, lesson planning, use of thematic teaching, etc. The feedback will be immediate and constructive, working with teachers to identify strengths and weaknesses in their techniques as well as how to work around specific challenges to their context. The mid-project review session will allow all trainers to come together to share experiences, challenges and creative solutions practical to the challenging context.

WR will build ECS’ capacity to use qualitative methods that engage children in M&E, while ECS will build capacity of WR’s education officers to conduct trainings. WR will enable ECS teachers to incorporate training on using child-centred, low-cost PLA methods to gather students’ feedback and ideas regarding the strengths, needs and priorities of the education they are receiving. This promotes accountability between the service provider and the chief clients—children in this case. Furthermore, many of these methods can be adapted for use not only with children but also adults—giving ECS tools to engage parents/caregivers, community leaders and other stakeholders in giving input on the effectiveness of education.

Quantitative and qualitative M&E will be used in the REACH community-based clubs. Club attendance and volunteer retention rates will be tracked on a monthly basis. Since this pilot project is limited in scope, REACH can gather qualitative data on baseline health behaviours and then evaluate changes in health practices at the end of project. Throughout the project, REACH staff and local volunteers will also use child-centred PLA methods as tools for listening to children’s own perspectives on the quality and effectiveness of training.

It is notoriously difficult to collect baseline data or even output data in the Sudan context for many reasons, such as lack of access, low levels of literacy and numeracy, and poor communication systems. Previous experiences in WR's South Sudan programs bring lessons learned to facilitate this process. Information will be collected on a quarterly basis, for example in the course of ECS and WR staff's visits to various locations or at the end of each training session.

SECTION 4: PROJECT SUSTAINABILITY

Sustainable service delivery: Service delivery of the project is sustainable once project funding ends. This is primarily due to the project's strategy of teacher empowerment, ECS and WR's own organizational strengths, and the integration of low-material teaching methodologies.

Skills invested in teachers through the training will not be lost after project end. Follow-up visits and training of headteachers' helps ensure that teachers sustain and practice their new knowledge. Teacher retention also heavily impacts the return received on the investment of training. In the context of South Sudan, ECS experiences good retention of teachers —this is largely due to the strong connection between schools and local communities, especially local churches. Among teachers, funding ranges from government secondment, overseas support to partial or complete volunteerism. For example, in areas where some ECS teacher staff salaries are partially funded by the government – or the teachers are formally seconded, communities supplement these wages with incentive payments. In other areas, communities support voluntary teachers through payments in kind – bags of cereal, animals, etc. The community support helps ensure that trained teachers will remain in their positions. For most of the areas served by this programme, teachers in ECS schools receive support from government.

REACH is designed to be a non-formal education program that communities can start and sustain over the long-term. Implementation will rely on volunteers, mobilized and trained by WR staff. Over time, responsibility for club implementation will shift to volunteers, with support from local families and community leaders. Clubs will not require registration, fees or supplies on the part of children, further reducing barriers to children unable to access other learning opportunities due to need.

Finally, this project will enable ECS teachers and community-based volunteers to use low-cost alternative learning techniques. These methods generally require no materials or only those that are available locally. This will enable teachers to sustain the teaching methods without on-going outside inputs, and it will enable them to cope with teaching in environments where material access is very limited. Training volunteers and involving the community in children's clubs will also disseminate child-centred learning more broadly, so families and the entire community are involved.

Handover: Handover of the project is already anticipated. REACH volunteers will assume gradual responsibility in leading club activities. This will be supported by on-going WR training and mentorship. At the same time, intensive effort will be put into cultivating local networks of support from volunteers. Local community leaders—such as village chiefs, religious leaders, and existing community health committees and PTAs—will assume supervision of volunteers; with parents/caregivers, they will also provide encouragement and on-going support to volunteers.

ECS will manage all the training sessions from the project outset. Where WR is providing technical assistance, such as alternative learning techniques and monitoring and evaluation, the two agencies will coordinate to ensure key ECS personnel develop the expertise required to continue on-going training. Furthermore, WR will share curriculum and resources from its programs in other child education programs in post-conflict countries, particularly Sierra Leone.

Building Local Community Capacity: The project will build the capacity of the community as they assume greater management and oversight of ECS schools as well as children's clubs. In particular, the project will build the ability to gather feedback directly from children themselves. While education is a vital concern of the entire community, children are the chief "consumers" of education; in addition, the UN Convention of the Rights of the Child also holds as a guiding principle that children have the right to participate in decisions affecting them, according to their age and ability. Therefore, the project will enable ECS and local volunteers to increase the community's participation, especially children, in all phases of education delivery and oversight through use of appropriate PLA

methods. Ultimately, implementing PLA with all stakeholders will provide headmasters, education coordinators and teachers with a way to create on-going cycles of delivery, feedback and improvement.

Finally, REACH clubs will build local capacity for ownership by sensitizing and training local leaders on holistic child development, their role in supporting children's education, and opportunities for them to give feedback and take leadership in the process. ECS and WR will maximize their existing relationships with the community, such as through other programs (WR health programming, ECS adult literacy programs, etc) and through community relationships, such as with local churches.

Building Local Partner Organization Capacity: WR will invest in building ECS capacity to sustain programming. As an established institution, ECS already has many strengths—WR's role will be to supplement its existing training modules (primarily through alternative learning techniques, PLA methodologies and other forms of child participation). WR will also introduce ECS teachers and communities to nonformal education through the children's clubs, providing yet another avenue to practice child-centred learning. Finally, this partnership will also build ECS financial systems, with support from WR Sudan finance staff, so ECS gains experience in managing technical grants.

SECTION 5: PROJECT MANAGEMENT ARRANGEMENTS

The project will be overseen by the WR Sudan Program Office in Juba with direct management from the relevant WR and ECS program departments. WR will lead on the implementation of the children's clubs and the streamlining of child-centred principles into all training curriculum. WR will oversee monitoring and evaluation, project management, and financial monitoring for the project. ECS's qualified Sudanese staff will deliver the teacher training and resource centre; they will be supported in management by expatriate volunteers in the beginning stages of capacity-building, with a view to eventual hand-over to the Sudanese staff. Project scope is informed by input of Sudanese Diocesan Bishops, education coordinators, headteachers and community representatives, in particular through the annual meetings of the ECS Education Commission (a supervising board).

ECS has a small number of expatriate volunteer staff in accompanying/technical assistance roles. Sudanese headteachers and teachers who have been involved in earlier versions of this programme will add their expertise and experience to deliver culturally relevant training methods and techniques. An ECS Training Coordinator, a highly experienced teacher and teacher trainer, recently recruited from a similar programme in Afghanistan will assist in trainings and development of the training program alongside the ECS Education Coordinator, an educationalist with five years' experience managing training programmes in Sudan. The program manager from WR has two years experience in program implementation in Southern Sudan and will be supported by WR's Sudanese field education officer (an experienced primary school teacher from Juba), the WR headquarters-based child development technical unit and ECS' volunteer Education Projects Manager, who has worked in Southern Sudan for one year. Additional engagement from a Sierra Leone child development consultant with non-formal and formal emergency education experience will guide development of children's clubs start-up and curriculum development.

WR will require receipts of expenditures and documentation of all project costs be submitted on a quarterly basis while cash disbursement will occur on a quarterly basis to the partner agency after disbursements are received from the donor. If funding is awarded for this grant, WR and ECS will agree on specific terms within a Memorandum of Understanding (MOU) based on the total monetary amount and grant agreement with the donor.

An external auditor will be contracted to evaluate the financial status of the grant after project end. In addition, an annual internal financial audit, part of WR's international standard operating procedures, would include this project in its evaluation.

Annex 1: Logical Framework Matrix

Project Summary	Measurable indicators	Means of verification	Important assumptions
<p>GOAL: Provide greater access and quality of children's learning to progress Southern Sudan towards Millennium Development Goal 2: to achieve universal primary education</p>	<p>All three major project components (teacher/headteacher training, community-based children's clubs, and resource centre) are completed and meet targets.</p> <p>Project actively and effectively engages participation of multiple stakeholders in each component—schools, community members and leaders (parents, local authorities, GoSS/MoEST, local churches, volunteers), and children.</p>	<p>Project records of quantitative and qualitative evaluations.</p> <p>Records of community meetings, preparatory meetings and sensitization, attendance records from each project component.</p>	<p>GoSS continues granting permission and access for WR and ECS to operate.</p> <p>Insecurity does not disrupt project.</p>
<p>PURPOSE: Improve quality of formal and nonformal educational opportunities experienced by children.</p>	<p>16,800 students per year taught by teachers trained through project.</p> <p>At least 30% of students taught by trained teachers are girl children.</p> <p>200 children reached with nonformal education delivered by trained volunteers in community-based children's clubs.</p> <p>Children in clubs improve health practices, life skills and promote peace-building, as measured by qualitative and quantitative evaluation.</p> <p>At least 50% of children reached by volunteers in children's clubs are girl children.</p> <p>At least 3,360 children per year taught by teachers making resources for</p>	<p>ECS school attendance registers (rolling census) provided on a quarterly basis, disaggregated by gender.</p> <p>Reports from trainees on number of students they teach.</p> <p>Children's clubs monthly attendance records, disaggregated by gender.</p> <p>Assessment of children's performance in primary school during site visits by trainers.</p> <p>PLA monitoring and evaluation in clubs qualitatively assesses children's growth and development—including PLA exercises with children,</p>	<p>Retention of trained teachers and their continued activity in the schools for which they have been trained.</p> <p>Overall sustainability of each school sending teachers to be trained.</p>

	classroom use at ECS/WR resource centre.	parents and other community stakeholders; PLA results documented.	
<p>OUTPUTS: Primary school teachers trained in and utilize child-centred education methods .</p> <p>Headteachers trained on effective school management and teacher development.</p> <p>Volunteers implement child-centred learning/child participation to foster holistic child development in children's clubs.</p> <p>Parents, leaders and other stakeholders will better understand and engage in child-centred education. .</p>	<p>320 teachers trained in Early Years of Childhood and Primary.</p> <p>80 teachers trained in Higher Years of Primary.</p> <p>80 teachers receiving continuing support from resource centre.</p> <p>Teachers use new skills in the classroom, as measured by qualitative evaluation.</p> <p>40 headteachers trained in school management and child-centred learning for developing teachers.</p> <p>20 volunteers trained in alternative learning techniques to teach health ed., life skills and peace ed.</p> <p>Volunteers understand and appropriately respond to holistic child dev't needs in clubs, as measured by qualitative evaluations.</p> <p>10,000 parents, leaders, community members are reached with child-centred education promotion messages</p>	<p>Attendance records of training sessions.</p> <p>Completion rates/records of training sessions.</p> <p>On-site, follow-up visits by trainers made to qualitatively assess teachers' use of child-centred methods; findings documented in site visit reports.</p> <p>Records of volunteer training sessions.</p> <p>Monthly reports on volunteer activity/retention rates.</p> <p>Focus groups and PLA methods—both with volunteers and children—used to qualitatively assess volunteers; PLA results documented.</p> <p>Attendance records of community meetings and engagements; approximate target audience of radio spots and newspaper</p>	<p>Road conditions remain passable so teachers can attend sessions.</p> <p>Insecurity does not disrupt training sessions or children's clubs.</p> <p>GOSS/MoEST continue sharing updates/coordinating with agencies in development of Fast Track Curriculum.</p> <p>Transport systems (MAF flights, etc) continue to enable trainers and management to access project sites.</p> <p>Partners (i.e. UN radio) continue providing free commercial services accessible to NGOs</p>
<p>ACTIVITIES: 8 three-month teacher trainings on Early Years of Childhood and Primary</p> <p>2 three-month training sessions on Higher</p>	<p>INPUTS: 12 training personnel (8 for EYCP; 4 for HYP) to lead sessions</p> <p>Appropriate use and adaptation of training curriculum, including</p>	<p>Candidates to be identified pre-training in coordination with ECS, local schools, etc.</p> <p>Copies of training curriculum and material handouts for</p>	<p>Stable currency exchange rates.</p> <p>Insecurity does not disrupt training sessions or children's clubs meetings.</p>

<p>Years of Primary</p> <p>1 one-month residential training for headteachers/school leaders</p> <p>5 REACH clubs meet at least once a week</p> <p>1 resource centre accessed by 80 teachers per month.</p>	<p>technical assistance.</p> <p>Training materials and supplies, transport, food.</p> <p>4 training personnel for headteachers training as well as guest trainers/speakers</p> <p>1 child dev't program officers and 4 program animators equip and support volunteers in running clubs.</p> <p>5 sets of basic materials to equip clubs, one small incentive/year/volunteer, Transport.</p> <p>Creation/adaptation of culturally- and age-appropriate curriculum, including technical assistance.</p> <p>1 resource centre manager and 1 assistant.</p>	<p>EYCP, HYP and Headteachers' training.</p> <p>Copies of training materials and curriculum for child development clubs.</p> <p>Documentation and examples of teaching aids/resources made by teachers at resource centre.</p> <p>Follow-up qualitative reports on use of materials and observed duplication of resources in the classroom.</p>	<p>Timely project funding disbursements enable activities to take place according to schedule.</p>
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Annex 2: References

Anthony Akoen Esq,
Director General,
State Ministry of Education, Science & Technology,
Kwajok,
Warrap State

Charlie Goldsmith,
Education Projects Manager,
Episcopal Church of the Sudan,
c/o Juba Diocese Compound,
Bari Parish Lands,
Juba


7th November

Dear Mr Goldsmith

Thank you for showing me the Expression of Interest that World Relief and the Episcopal Church of the Sudan recently submitted to the UK DfID "Basic Services Fund", for support for a range of teacher and headteacher training activities. The teacher training is planned to operate at a number of centres, including World Relief's base in Lietnhom, Gogrial East county, which is within Warrap State. I understand that WR/ECS envisage providing a three month non-residential training programme for of the order of 75 teachers, to come from a mixture of local church and government schools. It is likely that the programme would be conducted during the long holidays - but timings remain to be confirmed, if your bid is successful.

This note is to state that I would welcome the involvement of WR/ECS in training teachers in Warrap State, and hope that we will have the opportunity to work together to help the children of this State.

Yours sincerely


Anthony Akoen
Director General

Edward Legge Ngwanki,
 Director General,
 Ministry of Education, Science & Technology,
 Central Equatoria State,
 Juba

Charlie Goldsmith,
 Education Projects Manager,
 Episcopal Church of the Sudan,
 c/o Juba Diocese Compound,
 Bari Parish Lands,
 Juba

22nd November


Dear Mr Goldsmith

Thank you for showing me the Expression of Interest that World Relief and the Episcopal Church of the Sudan recently submitted to the UK DfID "Basic Services Fund", for support for a range of teacher and headteacher training activities, and informing me about your plans to submit a full bid in time for next week's deadline.

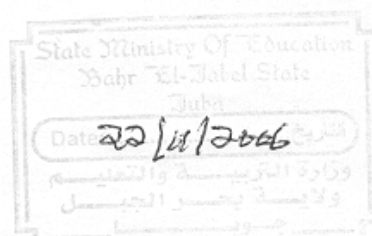
The teacher training is planned to operate at a number of bases across Southern Sudan, including, within Central Equatoria, three month teacher training courses at Lainya and Juba (also to serve teachers from Rokon and Terekeka). A training session for headteachers would be conducted in Yei. A resource centre, where teachers would be able to make resources for classroom use, would be opened, and a number of after school children's clubs would be established, in and around Juba. The trainees will be primarily, but not by any means exclusively, drawn from ECS schools.

This note is to state that I would welcome the involvement of WR/ECS in training teachers in Central Equatoria, and hope that we will have the opportunity to work together more and more to help the children of this State.

Yours sincerely


 Edward Legge Ngwanki

Director General of Education, Science &
 Technology, Central Equatoria
 State, Juba.



Annex 3: ECS References

Richard Dean,
Salisbury Diocese
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[see letter of recommendation]

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93 Lyes Green, Corsley,
WARMINSTER, Wiltshire. BA12 &PA

27 November 2006

To whom it may concern,

The Episcopal Church of the Sudan.

The Diocese of Salisbury, England has had a close Link with the Episcopal Church of the Sudan (ECS) for the past 32 years. There exists a very trusted relationship between the Archbishop and Bishops of the ECS and the Bishop of Salisbury, the Bishop of Sherborne and other Church leaders within the Salisbury Diocese (SD).

As part of this Link SD provides financial aid to the ECS in three particular areas, medical, educational and administration. In addition individual parishes within the Salisbury Diocese contribute to small development and relief projects. All of this aid is accounted for by the SD Board of Finance and watched over by the Salisbury Sudan Committee, (Chairman the Bishop of Sherborne.)

A recent example of a parish project has been a donation of GBP25,000 towards the building of Juba Secondary School. A small Assessment Team went out from Salisbury to Juba in March 2006 and, working closely with the Juba Diocesan Board of Education, confirmed the viability of the project. An individual donor from SD contributed a further GBP10,000. Building of the school started in October 2006.

From long-standing, as well as our more recent knowledge and experience, I confirm that the Episcopal Church of the Sudan is highly respected in its work, including in the field of education, and has a good track record in managing all the grants made to it by the Diocese of Salisbury.

Richard Dean

Youth Projects and Education Officer

Salisbury Diocese Sudan Committee



Annex 4: Financial Disclaimer

29 November 2006

To: Arcadis BMB Management Consultants

RE: Financial Declaration- Response to Basic Service Fund, Second Call for Proposals

To whom it may concern:

Thank you for reviewing World Relief and the Episcopal Church of Sudan's joint proposal for a Child-Centred Education Project for Southern Sudan.

This letter is to confirm that no other funds have been secured or will be accepted for the same work in the same locations as identified in this proposal.

Sincerely,

A handwritten signature in blue ink, appearing to read "Rebecca", is placed above the typed name.

Rebecca Javier

Finance/Admin Manager

World Relief Sudan

South Sudan Program Office

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