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A teacher trainee conducts a lesson in a school in Torit State

**Mid Term Evaluation Report of Community Based Teachers Training (CBTT)**

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## Abbreviations and Acronyms

'A' level	Advance level (or Senior/Secondary 6 graduate) High school
ALP	Accelerated Learning Programme
CANS	Civil Administration of New Sudan
CBTT	Community Based Teachers Training
CEC	County Education Centre
CED	County Education Department
CRC	Community Resource Centre
DAC	Development Assistance Committee
D/H/T	Deputy Head teacher
EES	Eastern Equatoria State
EMIS	Education Management Information System
FBG	Focus Group Discussion
H/T	Head teacher
ICT	Information and communication technologies
J2	Junior 2
MoGEI	Ministry of General Education and Instruction
MoEST	Ministry of Education, Science and Technology
MoU	Memorandum of Understanding
MTE	Mid-Term Evaluation
NCA	Norwegian Church AID
OECD	Organisation for Economic Cooperation
'O'level	Ordinary level, Senior /Secondary 4 graduate
P 5	Primary 5

PLE	Primary Leaving Examination
PMER	Programme Monitoring, Evaluation & Reporting
SF	Strømme Foundation
RoSS	Republic of South Sudan
S1-3	Senior/Secondary 1-3
S6	Senior /Secondary 6
SMoE	State Ministry of Education
SPSS	<b>Statistical Package for the Social Sciences</b>
SSTEP	South Sudan Education Programme
SSSCE	South Sudan Secondary Certificate of Education

## Executive Summary

This Mid Term Evaluation of the CBTT was undertaken from 21 May – 30 June 2018. During the MTE, assessment visits were made to **Torit State**, in Torit CEC, Torit County and Imehejek CEC in Lopa County - the CBTT pilot area, as well as former Warrap State – the possible CBTT expansion areas. NCA has been implementing a four-year Community Based Teachers Training (CBTT) programme since 2016. The programme is funded by NORAD through the Strømme Foundation and aims at improving quality and access of Teacher Education in South Sudan. ***The overall goal of the programme is increased quality of untrained teachers in primary schools in former Eastern Equatoria and former Warrap States.***

The Mid-term Evaluation's main objectives have been:

1. Assess the performance of the CBTT against intended objectives and outcomes.
2. Assess the appropriateness of different models of implementation of the CBTT and relevance in South Sudan.
3. Determine relevance, efficiency and effectiveness of the CBTT Programme including the content of learning, the curriculum, syllabus, textbooks, and pedagogical models being used
4. Establish aspects of the CBTT that are sustainable beyond the implementation period of the programme.
5. Determine the extent to which gender, conflict sensitivity, environment and protection issues are being addressed in the CBTT programme.

The objectives stated above have been essential in enabling the consultants to;

1. Provide clear best practices and recommendations on how to continue with the CBTT through the end of the programme and strategy including proposing additional or revised indicators.
2. Assess the potential and opportunities for expansion of CBTT to other states and sampled counties in South Sudan.

The MTE report has been put in main sections that include; a) The introduction and background, b) the Conceptual (Rationale), c) Methodology, d) Key findings, e) Lessons learned and f) recommendations.

**Methodology:** The MTE used both quantitative and qualitative methods. Purposive sampling was used for selection of 99 key informants in the CBTT pilot areas and 32 informants in areas of possible CBTT expansion. Further details are included in chapter two of the report.

## Key findings and recommendations of MTE

The below section is a snap shot of the key findings and recommendations. Details are found in key findings and recommendations chapters.

### Key Findings

1. Torit CEC and Imehejek CEC are functional and conducting the CBTT Programme
2. The intake for the two CECs totalled 100 but dropped to 95 during the MTE due to insecurity. However, the teacher trainees are of various education levels ranging from drop

outs Primary five (P5) to High School Advance level graduates (i.e. Secondary six [S6]). This varied education levels present a challenge in learning of the trainees.

3. The CBTT Curriculum has gaps and is inadequate for the two identified groups below 'O'level
4. MoU for Partnership with the MoGEI and SMOE was done but needs revisiting for comprehensiveness and pragmatism.
5. Sustainability was mentioned in the programme plan but needs further comprehensive review
6. NCA Staffing: the uncertainty of the conflict situation in South Sudan impacted on NCA not to employ a well-qualified educationist with a thorough knowledge on pedagogy – especially teacher training in the context of South Sudan.

## Recommendations

### Short Term

- a) In addition to Torit and Imehejek CECs, two more CECs in Majak Aher and Kur Lueth in Twic and Tonj States respectively should be established to bring the total to four CBTT centres by the end of current programme period in 2019
- b) Categorise the trainees into three separate classes for teaching: (1) Those who do not have PLE; (2) Those with PLE but without 'O'level; and (3) & those with 'O'level and above. Change to period of resonance for three months face to face and three months community based formative learning. Introduce cluster learning of schools for the Community based formative sessions
- c) Review the current CBTT Curriculum to address identified gaps and include ALP for upgrading Group 1 to obtain PLE and condense Secondary School Curriculum to be completed in two years and sit for 'O'level.
- d) Group 1 needs four years to upgrade to 'O'level plus one year of professional training to make a total of five years training. Group 2 needs two years for upgrading plus one year of professional training to make a total of three years
- e) Group 3 continues with two years training using the three-month resonance.
- f) Standardize and modernise learning assessment mode to encourage continuous learning and professional self-upgrading
- g) Sign MoU with MoGEI and SMOE indicating clear contribution of each stakeholder and ensure that each fulfils the due obligations
- h) The sustainability should involve a clear phase out period and the contribution of all the stakeholders including the community in the programme areas. The community aspect is important to ensure community ownership of the programme
- i) Running a successful Community Based Teacher Training Programme is complicated. NCA should initially identify a person to manage the project who is a well-qualified educationist with a thorough knowledge of education, especially teacher training in the context of South Sudan. This is an urgent need.

## Long term

- More CECs need to be established (in similarly underserved areas) and planned to run the CBTT programme after 2019. This is to increase to two centres annually until 10 CECs are established.
- Increase and double intake to 120 per CEC. Each category /class will have 20 teacher trainees. Carry out the resonance of three months face to face and three months community based formative sessions
- Rehabilitate the CECs to have the missing infrastructures such as students' dormitories (male, female), tutors' accommodations, library (both book and e-library), Science laboratory and Computer Laboratory. Equip and stock the Science Laboratory, Library/e-Library and Computer Lab. Equip the classrooms and the offices. Provide power and internet to enhance ICT and general learning facilities and environment.
- Carry out continuous review of the implementation of the Memorandum of Understandings (MoUs). Ensure each partner fulfils her obligation
- The sustainability must include sensitisation for awareness of all the stakeholders in the partnership to be able to contribute effectively. This may also include cost sharing by the teacher trainees as the programme becomes popular.
- Introduce aspects such as Community Resource Centres (CRC) near to the CBTT run by the CBTT to add value to community ownership and sustainability of the CECs.
- Visualise in a strategic plan detailing how the CEC can be upgraded to diplomas and even degrees in primary teacher education in future.
- Budget and implement engagement of three professional staff for the programme as it expands. One each for Torit State and Greater Warrap States. As the programme expands a third staff for professional coordination may be necessary.

## CHAPTER ONE

### 1.0: Introduction and Background

#### 1.1 General Introduction.

The Community Based Teachers Training (CBTT) programme was introduced by Norwegian Church Aid in 2016. The programme (CBTT) aims at improving quality and access to Teacher Education in South Sudan. NCA is piloting this programme in the former Eastern Equatoria State with specific focus in the Torit and Imehejek CECs.

The Mid-Term Evaluation covered two years of the CBTT programme implementation period beginning January 2016 to December 2017. The MTE was conducted in Torit, Imehejek and Greater Warrap in South Sudan. The consultants worked closely with NCA's Senior Programme Officer-CBTT, the Head of Programmes and the Programme Advisor during execution of the assignment. The relevance, effectiveness, efficiency and sustainability of the Community-Based Teachers Training Programme in Torit and Imehejek CECs was analysed against overall the goal and outcomes of the programme.

The consultant assessed the extent to which the stated objectives remain valid and relevant within the operational context and to the right holder's needs. On effectiveness, the consultant assessed the extent to which the programme has achieved the stated outcomes, outputs and planned results. Lastly, the data collected helped the consultants provide recommendations for NCA to consolidate lessons learned and best practices for future planning and programme management.

#### 1.2 Background

##### 1.2.1 Conceptual and theoretical background of the programme

NCA started operations in South Sudan in 1972 and developed into a large multi-sectorial operational programme in Eastern Equatoria. Over the years, NCA has expanded its presence in South Sudan to cover former Warrap. Currently NCA programmes in South Sudan focus on Peace building, Water and Sanitation (WASH), Reproductive Health/Gender Based Violence, Education (Community Based Teachers Training) and Emergency Preparedness and Response. NCA has field offices in Torit and Kuajok.

The CBTT is a four-year programme which began in 2016. The programme is funded by the Strømme Foundation and aims at improving quality and access to Teacher Education in South Sudan. The overall goal of the programme is to increase the quality of teachers in primary schools. This goal is drawn from NCA's strategy 2016-2020 and is premised on a theory of change which states *'If a community based short term training for teachers who do not qualify for formal pre-service and in-service teachers training is established then more students would complete primary education because trained and motivated teachers educated at the community based teachers training will help to meet the critical need for more qualified teachers until the longer term formal teacher training institutes have the capacity to meet required needs.'*

The concept "short-term training" in the theory of change requires revision. This is because short-term training is inadequate to address the low education level of the targeted group. Therefore, we suggest that it may be proper if the CBTT theory of change is revised to read:

*'If the existing teachers without qualifications for pre-service or in-service training are professionally trained at community level and if Government Policy is altered to give accreditation<sup>1</sup> to the cadre of such teachers that have received the training, the quality of education in early primary schools will improve and more children will complete their primary education, because more teachers will be professionally qualified, motivated and retained.'*

Access to quality education is a priority in the development agenda of South Sudan. For instance, the Government of South Sudan (GOSS) in its General Education Strategic Plan 2012 - 2017 has identified five priority areas for education: a) improve the quality; b) increase access; c) reduce adult illiteracy; d) build institutional and human capacity in the Ministry of Education, Science and Technology (MoEST) at all three levels (Country, State and County) to facilitate education reforms; and e) increase funding for the implementation of the Strategic Plan. In addition to the strategic plan, the MoGEI has now reviewed the education curriculum which is grounded in the following learning competencies: Critical and creative thinking; Communication; Cooperation; Culture and identity. The CBTT training must incorporate this in the training because these are the requirements of South Sudan Education policy, curriculum and the entire learning methodology is based on these competencies.

### **1.2.2 Historical Background of the CBTT Programme.**

The programme piloting started as early as 2012 by the Multi-Donor Trust Fund and aimed to train Civil Administration of New Sudan (CANS) teachers with low education levels within their locality. In 2013-2014, the South Sudan Teacher Education Programme (SSTEP) took over and ran the programme. When SSTEP left in 2014, the programme stopped due to their withdrawal. The CBTT programme trains teachers at community level to support education and sensitise people on education. It aims at improving quality of education at community level. As the teachers are being trained they should put their knowledge and skills immediately into action.

The current form of the CBTT programme was introduced by NCA in 2016. The objective of the programme remained the same and continued to focus on training long serving untrained teachers with a low level of education. The CBTT programme has improved the teaching in South Sudan schools. However, the period of three weeks imposed by the national school calendar is too short to cover the academic upgrading and professional training for the teacher trainees.

### **1.2.3 Contextual background of in-service teacher training in Torit and Imehejek CECs**

Following a needs assessment conducted by NCA in October of 2015, NCA began implementation of the CBTT in September 2016 for the term 1 stage 1 group of teachers at the Torit CEC. Twenty-five (25) teachers were initially targeted for the training. The assessment report recommended an urgent need to support and assist the Ministry of General Education and Instruction to supplement the teacher training program in the country. However, only nineteen (19) teachers were eligible and enrolled for stage 1 training in 2016 after pre-

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<sup>1</sup> Accreditation means that after CBTT, graduated teachers are appointed in the primary teachers' grade and their remuneration and benefits adjusted to professional primary school teacher level

test and oral interviews<sup>2</sup>. By the time of stage 2 term 1 the training was expanded to both Torit CEC and Imehejek, with a total number of ninety (90) teachers of which six (6.7%) were female. Gender consideration during the selection of the candidates was also a priority as per government and NCA policies.

The location for the training was selected in collaboration with the Ministry of Education. Imotong State was selected because it contained a high number of badly affected counties unable to meet state educational standards. The selection took into consideration the unequal distribution of the resources in the Imotong State's newly approved counties and need for in-service teacher training.

In 2017, the enrolment has improved in both locations of Torit and Imehejek and the number of student teachers increased by ten (10) more, meeting the target of accumulated number of 99 teachers after losing one of them due to a security incident in Lopa County.

### **1.2.4 The purpose of the Mid Term Evaluation**

The purpose of this CBTT Mid Term Evaluation has been to assess the relevance, efficiency and sustainability of Community Based Teacher Training against overall goal and outcomes. It has assessed the extent to which the stated objectives remained relevant and valid within the operational context and rights holder's needs. On effectiveness, the evaluation has assessed the extent to which the programmes have achieved the stated outcomes, outputs and planned results. This is intended to enable NCA to consolidate lessons learnt and best practices as well as provide recommendations for future planning and programme steer.

### **1.2.5 Specific Objectives of the Mid Term Evaluation**

1. To assess performance of the Community Based Teachers Training against intended objectives and outcomes
2. To assess the potential and opportunities for expansion of the Community Based Teachers Training to other states and counties in South Sudan.
3. To assess the appropriateness of different models of implementation of CBTT and relevance in South Sudan.
4. To document clear learnings/best practices on how to expand the Community Based Teachers Training to other states and counties in South Sudan
5. To identify contributing factors to achievement or non-achievement of intended outcomes and results
6. To determine relevance, efficiency and effectiveness of the CBTT programme
7. To establish aspects of Community Based Teachers Training that are sustainable beyond the implementation period of the programme
8. To determine the extent to which gender, conflict sensitivity, environment and protection issues are being addressed in Community Teachers Based Training Programme.
9. Provide clear best practices and recommendations on how to continue with CBTT through the end of the programme and strategy including proposing additional or revised indicators

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<sup>2</sup> The consultants could not get the used tools for both oral or/and written selection. However, we were told both oral and written interviews were conducted

### **1.2.6. Outputs of CBTT based on the logical framework.**

1. Output 1.1: Efficient ways have been identified to conduct community-based teacher training (CBTT) for teachers that have not completed secondary school and that are teaching the lowest grades of primary school have been identified.
2. Output 1.2: Untrained female and male teachers have received CBTT training
3. Output 2.1: NCA and partners have advocated towards accreditation of CBTT

### **1.2.7. Activities of CBTT based on logical framework**

1. To train male and female untrained teachers of low grade who cannot be accepted into the existing Primary Teacher training programmes in the country.
2. To carry out assessments to find efficient ways to conduct community-based teachers training
3. To conduct pre-tests and post-tests for the identified 100 untrained teachers for 9 sessions over 3 years CBTT
4. Discuss with the Ministry of Education in Juba and Torit about accreditation of CBTT teacher trainees
5. Discuss with the Ministry of Education in Juba and Torit about inclusion of CBTT teachers on government payroll.

## **CHAPTER TWO**

### **2.0: Evaluation Methodology**

#### **2.1. Introduction**

This chapter details the evaluation methods and design, evaluation population, sampling size and techniques, data collection methods and instruments, data analysis and the ethical considerations observed in the evaluation and limitations that are addressed in the findings. The evaluation was based on consultative and participatory approach that employs both quantitative and qualitative methods. Purposive sampling was used for selection of the informants. A total of 131 informants were met. See details in section 2.4, Table 1 below. Field data collection was carried out by the two consultants accompanied and facilitated by NCA programme staff.

#### **2.2 Evaluation Methods and Design**

The evaluation was conducted using both quantitative and qualitative methods. The consultant carried out intensive, descriptive and holistic analysis of the Torit and Imehejek CECs for in-depth evaluation of the CBTT programme to gain insight into larger cases. As said earlier, a consultative and participatory approach was used that employed both quantitative and qualitative methods. A qualitative approach was used where data cannot be measured numerically while a quantitative approach was used to measure data mathematically or statistically using advanced excel analysis and where necessary SPSS was used. To gauge the data collection tools and the interpretation of the data analysis report for implication/outcome, a baseline survey was done at the onset of the CBTT Project, which formed part of the desk review. The baseline report provided a log frame extensively used in determining progress and success of the project.

#### **2.3 Data collection methods and procedure**

The consultants employed relevant data collection methods including literacy and numeracy tests, lesson observations, interviews, questionnaires, focus group discussion, and review of baseline survey report, CBTT assessment reports and observation. The modes included; Focus group discussion (FGD) with Board of Governors (BoG)/SMC of the CECs, Teacher Trainees (3 females & 3 males), Parents and Teachers Association members from selected Schools (were not available), Pupils - girls & boys selected from Upper Primary Classes (P4-8) of the selected schools (5-7) and Tutors (3-5) per CBTT Centre.

Face to face interviews were conducted with key informants. These included the Principals and Deputy Principals of Community Based Teacher Training Centers; Director Teacher Education, Director of Curriculum Development and a Curriculum Expert of Ministry of General Education & Instruction. Under State Ministry of Education (SMoE) key informants included Director General and Director Quality Assurance and Standards. Inspector Teacher Education was not available. Under County Education Office (CEO) the consultant interviewed a County Education Director (CED).

The consultant used semi-structured questionnaires composed of open and close ended questions addressing the specific objective of the Midterm Evaluation. Questionnaires are chosen because the respondents are literate and do not have problems in reading and answering the questions.

The consultant also used observations for the Midterm Evaluation data collection. The data collectors and the consultant observed many aspects during the evaluation, such as the conduciveness of the environment for teaching/learning, discipline, time keeping and punctuality, talking classrooms and talking school compounds, all of which are indicators of quality education. Pictures and some discussions were also recorded with the permission of the informants.

## Limitations:

Due to delayed scheduling of the assignment, the team had limited opportunity to test research tools and review project documentation ahead of time. The documents reviewed include programme reports, M&E Results Framework, project proposals, previous evaluations (baseline report) and analysis.

Lesson observations were only done in Torit town schools due to time factor and security. The student teachers selected for lesson observation by the Principal were supposed to be 50% males and 50% females, but majority observed turned to be females (7) and only (2) males. This was because many of the student teachers were attending training on the Reviewed National Curriculum (ECD, Primary & Secondary). Therefore, to maintain required number of the lesson observations the consultant was compelled to observe any student teacher available. This coincidentally has also an advantage of confirming the claimed-on preparation of lessons & schemes being done by the student teachers. Due to time constraints a visit to Kur Lueth was not done.

## 2.4 Evaluation Population

The evaluation population was 165 people. It consisted of key informants - the Principals and Deputy Principals of Imehejek and Torit CBTT CECs, Torit and Imehejek CECs Tutors, Head teachers Torit East Primary School, AIC Primary School, Torit One Primary School and Deputy Head Teacher of Our Lady of Assumption. Student teachers, staff of State Ministry of Education and Ministry of General Education and Instructions.

## 2.5 Determination of the sample size

- a) The consultants used Krejcie and Morgan's table, (1970) to determine the sample size of the midterm evaluation. The table is scientifically proven, (Sekaran, 2003). Refer to References.

**Table 1: Determining the midterm evaluation sample size from the population size described above**

Key informants	Population size (N)	Sample size (S)
Teacher Trainees	99	60
Tutors	18	11
Principals/Deputy principals of Torit & Imehejek CECs	4	4
BOG Torit & Imehejek	10	1
Head/Deputy Teacher of Primary Schools	10	9
Pupils	10	3
SMoE & MoGEI	8	6
SF Program staff	2	2
NCA Program staff	3	3
	165	99

**Figure 1: Table: Showing the selected Midterm Evaluation sample size developed by the consultants and adopted from Krejcie & Morgan table, (1970).**

## 2.6 Sampling Techniques and Procedure

The consultants used the purposive sampling technique to access the informants who were willing to respond to the midterm evaluation and had CBTT Programme knowledge. Since the numbers of CBTT Centre are few, all were included. But the informants particularly required for the focus group discussions were purposively sampled to ensure equity and gender balance where possible.

The advantage of purposive sampling is fair coverage and ensuring that all the categories are represented. However, such sampling may be difficult to implement if the logistic and security situation is not favourable throughout the target area, for instance, rains and floods. It could also be misused by evaluators to only pick the areas they simply prefer. However, all these weaknesses were controlled by discussions with NCA and consultants together.

## 2.7 Midterm Evaluation Data Analysis

The consultant coded the collected data and analysed using excel spread sheet and where necessary SPSS. The analysis has helped the consultant to come up with descriptive statistic like standard deviation and frequency as well as inferential statistic like correlation. The consultant presented all quantitative data in form of percentages and frequencies in tables. To come up with the quantitative analysis, desk review of various documents was conducted including: CBTT Training Centre statistics at the onset and at the end of year two to indicate the changes in the enrolment, attendance and dropout. Formal education levels of the trainees, pre-tests and post-tests results of face to face sessions and phase one examination results examined and analyzed to determine progress. Study of attendance records throughout the period was a potent area examined using the class registers of the Training centers and the classes. The changes in teaching force number and their qualifications were also examined.

Qualitative data was analysed using the descriptive method in accordance with the Midterm Evaluation Objectives. The data was grounded on the four elements of learning competencies of: critical and creative thinking, communication, cooperation, culture and identity. The data collected was grouped basing on similarities and differences. The descriptive method is preferred because qualitative data is a larger component of a smaller quantitative analysis. While relevance demands examination of the curriculum content, critical observation of the methodology of teaching to achieve the content objectives was administered. Effectiveness and efficiency as per the education policy of South Sudan is gauged on competencies as outlined by the four elements above. Further, relevance, efficiency and effectiveness were evaluated by gauging with the objectives of the CBTT project as per the proposal. However, efficiency element was also assessed by the quantitative tools. For instance, the increase in number of pre-test passing indicates better learning and thus quality of the learning should be good. Other factors outside the intervention of the project which influence the quantitative and qualitative assessments were isolated and the effects analyzed. The typical aspects include: security/conflicts, hunger, floods and seasonal migration. Review of the continuous assessment records (outside pre-tests, post-tests and summative examinations) are not available, which if there, could have shed additional light on both aspects of quality and quantity. Data is presented using a combination of tables and narration. Tables have columns whereby each column indicating the number of respondents, the number of similar responses, and rows indicating each variable analysed.

## CHAPTER THREE

### 3.0: Presentation, Analysis and Interpretation of Results

#### 3.1.1 Response rate

The consultants managed to access ninety-nine (99) respondents out of 103 selected sample sizes in the pilot area. These respondents are categorised as; Teacher trainees (60), Tutors (11), Principals and Deputy Principals of CEC (4), Board of Governors Torit and Imehejek (1), Head teachers (4), and Deputy Head teachers (5), Pupils (3), SMoE (3), MoGEI (3), NCA (3) and SF (2). In the envisioned expansion area of Greater Warrap thirty-two (32) informants were accessed. The categories are: State Ministers of Education 3; Director Generals 3; Directors 8; primary teachers 18

#### 3.2 Results on the background characteristics of the respondents

The assessment team first met with NCA staff for a briefing on the key issues to be explored. Thereafter, the team travelled to the field where they conducted interviews, administered questionnaires and conducted focus group discussions with different informants. The key informants interviewed included Principals and Deputy Principals of Imehejek and Torit CBTT CEC, Tutors Torit CEC-CBTT and Imehejek CEC-CBTT, Head teachers Torit East Primary School, AIC Primary School and Torit One Primary School Deputy Head teacher from Our Lady of Assumption. The Director General – SMoE, Director Quality Assurance and Standard, County Education-Director Lopa County under SMoE and Director Teacher Education & Training, Director Curriculum Development and Curriculum Expert under Ministry of General Education and Instructions.

The consultants further categorised the key informants according to data collection method used in the field. Whereby eleven (11) Tutors from the two CBTT centres were conducted using focus group discussion, student teachers are classified accordingly; Student teachers Literacy test (12); Student teachers Numeracy test (12); Student teachers' questionnaires (12) and Student teachers FGD (12). SMoE Torit State: DG (1), Director of Quality Assurance & Standards (1), Principals and Deputy Principals from the two CBTT centres (4), Lopa County Education Office: County Education Director (1).

Torit East Primary school: H/T (1), D/HT (1); Trainee teachers (3) in lesson observation; Pupils (3 – 2 girls & 1 boy). Torit West Primary school: H/T (1), D/HT (1); Trainee teachers (4) in lesson observations. AIC Primary School: H/T (1); D/HT (1); Trainee teachers (1) in lesson observation. Our Lady of Assumption Primary School: D/HT (1); Trainee teachers (1) in lesson observation. Torit One Primary School: H/T (1); Trainee teachers (3) in lesson observations. MoGEI: Director of Teacher Education and Training (1); Director of Curriculum (1); Curriculum Expert (1). Strømme Foundation & NCA: SF Programme Staff (2); NCA Programme Staff (2). In Greater Warrap the MTE team met the State Ministers of Education, interviewed the DGs and had FDGs with Directors and untrained primary school teachers as per the details in 3.1.1 above.

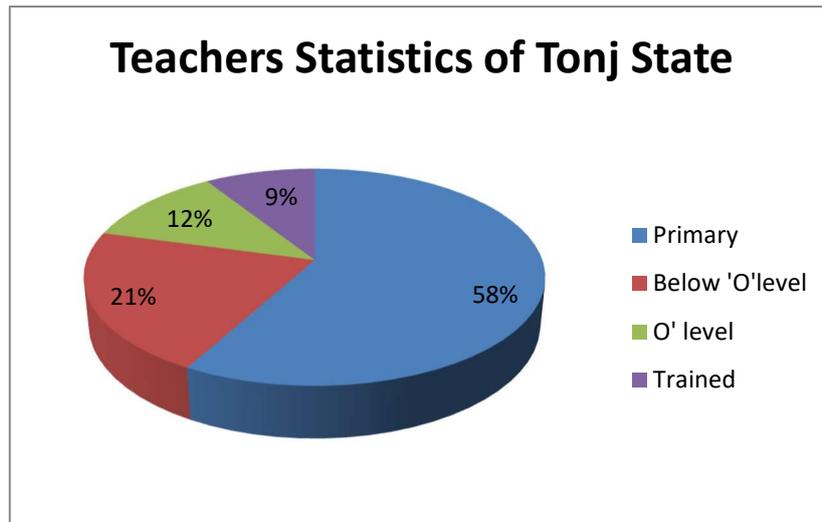
#### 3.3 The five evaluation criteria.

In line with the project proposal, the UN Evaluation Group Evaluation Criteria and Organisation for Economic Cooperation-Development Assistance Committee (OECD – DAC), the MTE has focused on five evaluation criteria: **relevance, effectiveness, efficiency, sustainability and**

**impact.** Each is associated with a few key evaluation questions that are to be addressed and explored.

### 3.4 Results on the substantive outputs

According to EMIS (2013) the proportion of untrained teachers is uniform across the former 10 states, ranging from 54% in Warrap to 58 % in EES. However, the scenario seems to have worsened in many areas since 2013 as demonstrated by the statistics from Tonj State where 988 teachers are untrained and only 89 are trained in the entire state. As illustrated by the below pie chart



**Figure 2: Tonj State teachers' statistics**

Further, based on statistics we found out that a large proportion (60%) of the current teachers in the pilot area have not completed high school ("O-level"). In Tonj State 79% the teachers are below "O'level. That means they will not be admitted to the official teacher education trajectories (neither pre-service nor in-service). In theory, MoEST aims to replace as fast as possible all unqualified teachers by qualified graduates from TTIs. In practice, the current (and projected) capacity of the TTIs is very low, meaning that this replacement process will take a very long time, probably at least two decades.

NCA commissioned an assessment to establish efficient ways for implementation of CBTT. According to the findings of this assessment, there were not specific or preferred ways of conducting teachers training by MoEST, ref. MOEST Strategy (2012-1017). Therefore, the CBTT project is on track with 87 out of the total 99 student teachers in the pilot. The CBTT Programme teachers are already included in the government pay sheet/roll. This was a result of the dialogue with the Ministry and County Education Departments. Six (6) meetings with both National and State Ministries of Education were held. A seminar was also held for the CBTT Curriculum Development at the MoGEI. Further, a three days curriculum review also happened in Torit CEC during MTE period.

### 3.5 Results on the substantive objectives

#### 3.5.1 Relevance of CBTT in Torit and Imehejek CECs in Eastern Equatoria State, South Sudan

The importance of the CBTT programme was unanimously acknowledged by the key informants that included CEC Principals and Deputy Principals, CEC Tutors, Primary School Head Teachers/Deputy Head Teachers; State Ministry of Education Authority and Ministry of General Education and Instructions who provided important and significant contributions to the CBTT which goes beyond the valuable funding envelope.

The CBTT project is widely considered by key informants to be contributing to the acceleration of progress towards the national targets and quality of education. The CBTT project target is ambitious with an aim of improving quality and access to Teacher Education in South Sudan. The overall goal of the programme is increased quality of untrained teachers in primary schools.

Most of the informants (80%) of the 99-total considered that the CBTT model is meeting its objectives. According to the informants interviewed the fact that the programme introduced the untrained teachers to academic and professional upgrading (though not sufficient due to the short time provision for face to face session) is an indicator of the project's relevance. Therefore, the relevance of the project comes from the training being offered to untrained teachers who cannot get admission for the existing teacher training institutes. CBTT offers the only professional training to this group.

There is enormous need for trained teachers in South Sudan. The CBTT programme is addressing this problem very well through enrolment of the untrained teachers for teacher training. Thus, the CBTT is relevant in meeting its objective of training untrained teachers and improving quality of untrained teachers in the state.

#### Statistical analysis showing the student teacher enrolment under CBTT programme

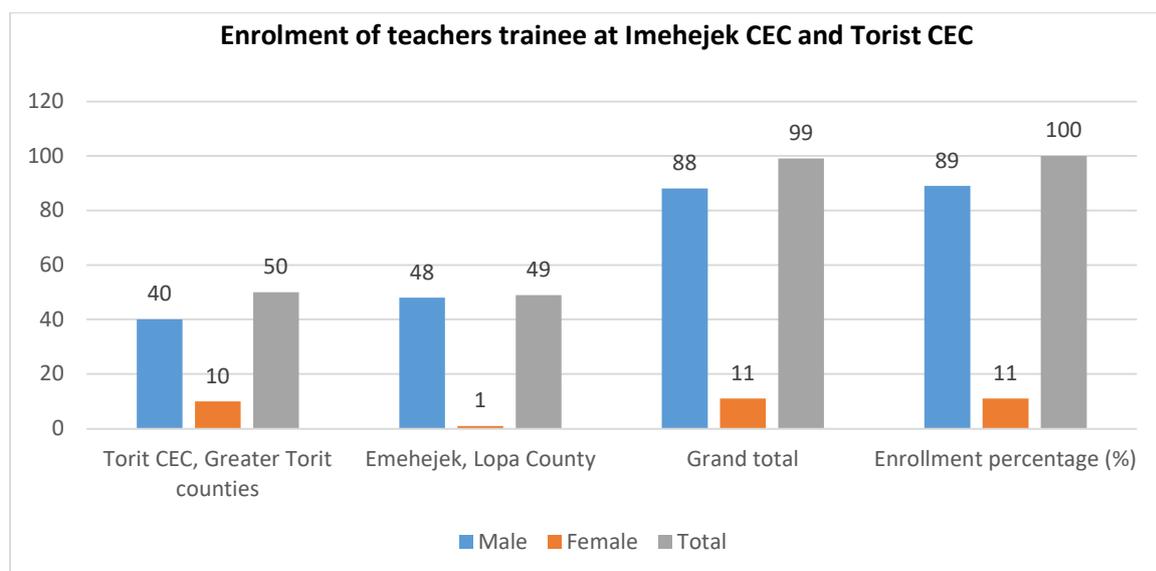
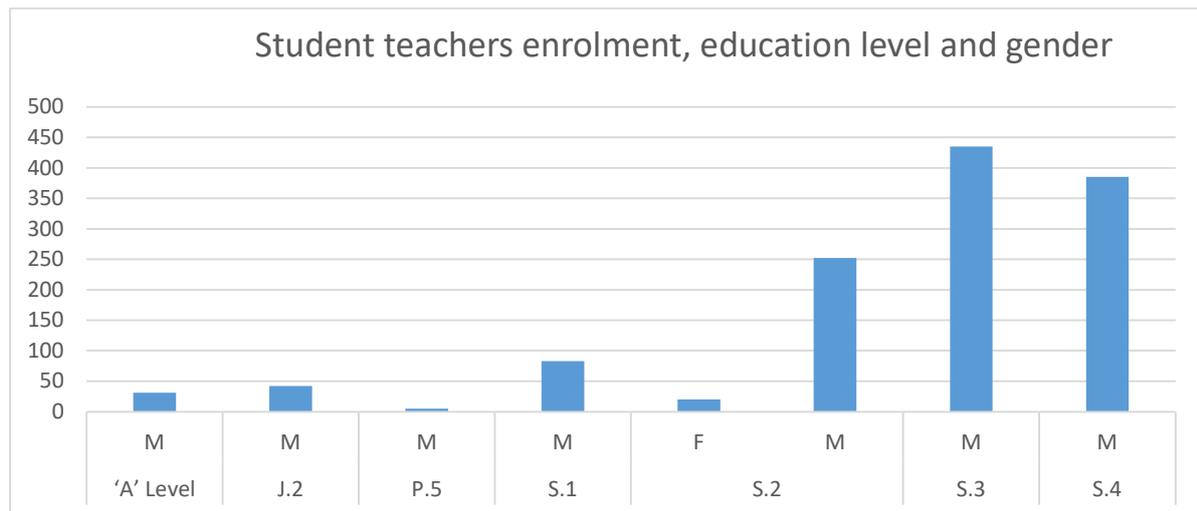


Figure 3: Teacher trainees' enrolment statistics for Torit and Imehejek CECs

The target number of untrained teachers who attended training in 2017 in the two locations of Torit CEC and Imehejek CEC is 100 teachers; 50 teachers at each training centre. There are 50 (49 males and 1 female) teacher trainees enrolled at Imehejek CEC and 50 teachers trainee at Torit CEC (10 females and 40 males). Very few female teachers enrolled in the CBTT trainings at both locations in Imehejek CEC (1) and Torit CEC (10). Motivation of the teachers in-terms of upgrading their teaching skills, salary increment and promotion by the Ministry of Education are lacking/inadequate. This also affected the high competition of the school enrolment and recruitment of primary school teachers.



**Figure 4: Student teachers enrolment, education levels and gender**

The majority of the teacher trainees are S.3 level. In general, different academic levels have been enrolled at the CECs to be trained as teachers. 'A' level, J.2 and as low as primary five (P.5) level is among the participants as teacher trainees at Imehejek CEC. All the trainees are in the same class taught together without differentiation.

### 3.5.2 To determine the effectiveness of CBTT– Delivery of outputs and outcome.

The consultants interviewed key informants and analysed evaluation documents like logical framework to come up with the findings on effectiveness. The key indicators discussed here include: the student teacher enrolment, CEC establishment and number of untrained male and female teacher trainees received training. Table illustrations and statistical analysis are used to explain the findings.

## Project Output 1.2: Untrained female and male teachers have received CBTT training.

Intervention Logic	Progress
Improved quality of low group grade teachers in former Eastern Equatoria state	Community Based Teachers Training (CBTT) in-service teacher training targeted 100 untrained teachers which progressed well with 99 teachers undergoing the training in both Torit and Imehejek in Torit State. The female teachers enrolled in the two CECs who completed term 1 stage 2 and 3 increased to eleven 11 (11.1 %). The implementation of the CBTT teacher training is as planned, thus the teacher training is on track.
Dialogue with MoGEI has recognised the Community Based Teacher Training (CBTT).	Dialogue was conducted with the Ministry of Education and Instruction and Torit State Ministry of Education to include the CBTT trained teachers in government payroll and accreditation of their certificates after completion of CBTT courses. The activity supported by NCA under this outcome is the development of CBTT Curriculum for training Primary School teacher, grade 1 – 3 jointly with the consultancy group from University of Juba, College of Education. The CBTT Curriculum was finally developed and approved by the national Ministry of General Education and Instruction, RoSS. The sixteen (16), CEC tutors who have been recruited by the State Ministry of Education for the two CECs of Torit and Imehejek contributed effectively in the smooth running of the teacher training. They helped in assessing every student teacher during the training sessions, by administering pre and post-test assessments in addition to termly examinations.
However, the nomination of the female student teachers in the project area is still difficult due to few enrolments of girl-child in schools and low education for girls. This has been attributed to shortage of local community schools, trained teachers, school administrators, school supervisors and the low campaign to the parents for the girl-child education. It was reported by the Ministry of Education that, only 13 % of primary school teachers are female in the country and this is becoming a big challenge for the whole nation, in the Republic of South Sudan (RoSS). The recruitment of female teachers has been reported very low in most of the counties.	

### 3.5.2.1 Logical Analysis – A summary of how many output level indicators are on-track and off-track.

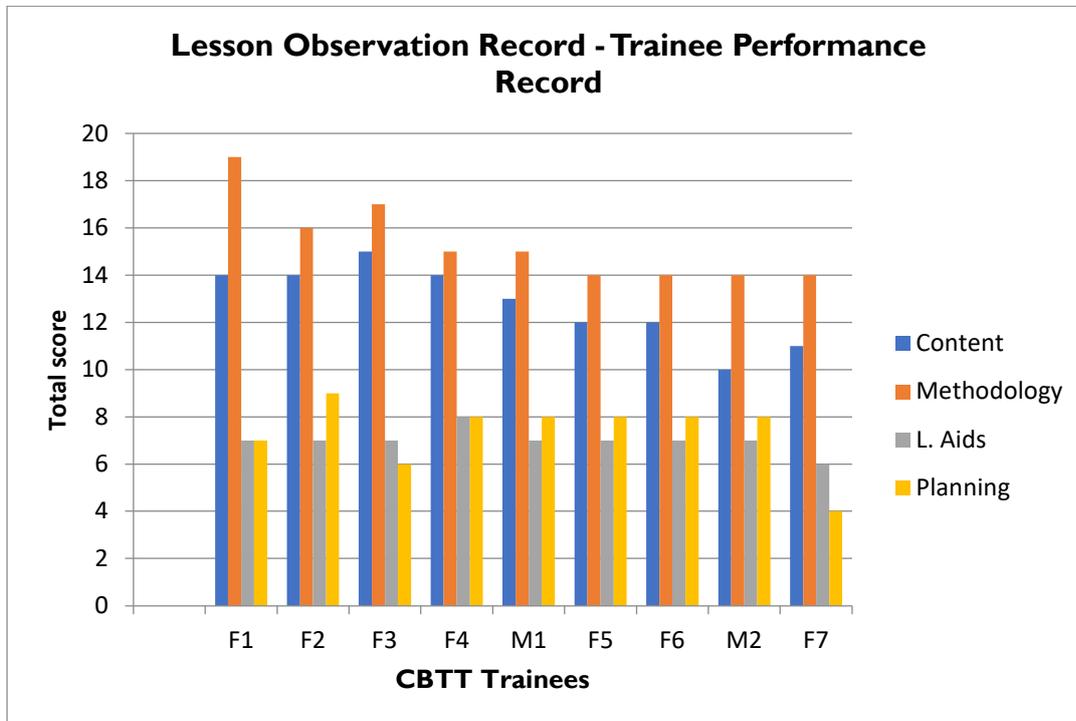
### 3.5.2.2 Delivery of outputs

Description	Unit	3 years target	Total to date		% achievement at 1.5 years	% achievement at 3 years
			1.5yrs. targets	1.5yrs achievement		
Tutors enrolment and training	Number of tutors	20	20	16	80%	-%
	Training of tutors	20	20	0	0%	-%
Establishment of 2 CECs	Number of CECs	4	2	2	50%	-%
Untrained teachers (male and female) received training.	88 male teachers	75	75	88	117%	-%
	11 female teachers	25 females	25	11	44%	-%

### 3.5.3 Evidence from the field

The MTE team developed a questionnaire and interview guides and collected primary data at the CECs and primary schools visited. The questionnaires, interviews and focus group were administered to tutors, teacher trainees, pupils and ministry authority.

#### 3.5.3.1 Lesson Observation Record-Trainee Performance Record



**Figure 5: Teacher trainees lesson observation records**

The trainees' lesson supervision/observation score results above showed retrospectively above average performance in the key indicators of planning skills, methodology, and learning aids and content.



**Figure 6: A CBTT Teacher trainee conducts a lesson at Torit East Primary school, P.1 class**

Informants interviewed also noted that after the one-year training, 50% of the current 95 trainees have been assigned management responsibilities in the schools regardless of their academic qualifications. Despite the fact that 20% of the 99 informants acknowledged that the 3 weeks CBTT face to face training framework has noticeable impact, there is need for follow up in the schools by community based formative training.

All the trainee teachers observed by the consultants prepare schemes and lesson plans for teaching instead of teaching directly from textbooks. The trainees also guide other teachers in their schools. All these contribute to improved learning in the schools. The informants (head teachers and deputy head teachers) have also noted that after the training good numbers of the student teachers are able to prepare schemes of work and plan their lessons. This has changed the way of teaching and learning take place in the schools because the teachers are able to use teaching and learning aids which help the understanding of the learners.

During informal follow up it was apparent the teachers who are not in the training list are learning from the trainees of CBTT more especially making schemes and planning lessons. Corporal punishments have reduced in many schools as a pupil informant said, *"All of the teachers who went for the training do not beat children."* There is marked changes in the method of teaching. "The trainee teachers are now better, before the training, they were not using teaching /learning materials, but now they make and use teaching /learning materials. The interaction with the learners is much better. Now the trainees are more gender balanced in involving learners in the class and call learners by names. Teachers now set much better tests and examinations to the levels of the learners. Before English language was a bottleneck for the trainee teachers but this has greatly improved, and pupils are now learning better" (A Head teacher). Based on the indicators discussed above, the informal formative training in the primary schools is of relevant importance and effective.

95% of the 99 respondents have acknowledged the improvement in teacher's performances. They said improvement in the teacher's performance has been realized within the two years of the CBTT implementation. In the primary examination results, it was found out that Lopa County which was always last in PLE with no student passing for several past years became the first and best in PLE in the State. In addition, all the 43 candidates that sat for PLE in that year (2017) passed and Lopa got the highest percentage in Imotong State. Lopa County is one of the pilot areas of the project.

However, the stakeholders interviewed noted that the teacher trainees are of various academic levels, ranging from primary 5 to secondary 6 levels. The lower levels find it difficult to cope with the level of the content and speed of the learning. This is also demonstrated by the results of Literacy and Numeracy tests administered by the MTE team.

#### **3.5.4 The Community Based Formative Training in schools.**

The new curriculum advocates for the implementation of Community Based Formative Training sessions in the schools. The consistency of teacher's supervision, availability of teaching modules for face to face and community-based training is designed to determine the importance of the model, its capability of producing the desired result/output and the ability to avoid wastage of materials, energy, efforts, money and time in producing the desired result.

100% of the 99 respondents said that Community Based Formative Training in schools is not being done and it is not clearly planned as part of the programme. The design of the

programme during the pilot period has not included this aspect hence the programme did not direct tutors for the formative training as it was not budgeted for and therefore the project design is not relevant enough to achieve the objective. A detailed proposal budget and work plan was prepared by the principal of Torit CEC for the same purpose and submitted to NCA last December. However, they are yet to receive the feedback. Stakeholders have listed few challenges they face in the execution of the training, including insecurity, poor road network, lack of proper administrative plan, logistical support and lack or insufficient formative training by tutors.

However, formative training was done during EDC SSTEP period and not during NCA period. Stakeholders have come up with suggestions to improve formative training and these include the need to develop clear mode and detailed activity plan for the follow-up by tutors, trainees should be put in clusters to enhance proper follow-up, support and assessment and copies of modules for face to face and community-based training made available for the exercise to realise the effectiveness. However, due to the training, to some extent the trainee teachers can teach, set exams and assess the learners.

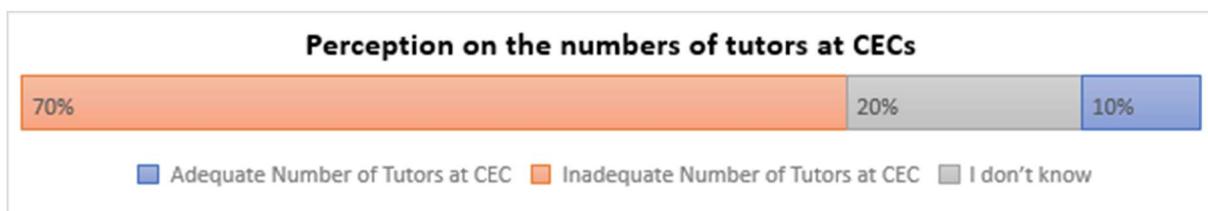
### 3.5.5 Materials used by the tutors for the CBTT

The training is provided with stationery, workshop/face to face modules/activity books and community-based training modules/activity books for the tutors. However, trainees do not receive the supplied modules hence no learning for the trainees during the community-based period. The supplied materials on use include but are not limited to chalk, manila papers, markers, flip charts, modules and others. The tutors also get local materials such as palm leaves whichever appropriate for the teaching and learning. Books from the neighbouring countries namely Uganda and Kenya have also been used. However, these materials are obtained by individual tutors. Tutors use reference materials of MoGEI Pre-service Unified Curriculum, EDC-SSTEP Curriculum and NCA-Juba University Curriculum.

However, tutors will be using the NCA-Juba University curriculum both for workshop based and community-based training because Juba University gives the certificate. The training subjects include Maths, English Language, General Science, Social Studies, Curriculum and Professional Studies. Cultural subjects like PE, CRE, Arts & Crafts, and Music have no syllabuses in the CBTT curriculum and have no modules. The first six subjects are core subjects and are designed by the government and the rest are from the tutor’s notes meanwhile NCA provides the materials. The teaching content is through workshop-based modules and community-based modules.

### 3.5.6 Perspectives about the tutors at CEC.

#### 3.5.6.1 Perception on the numbers of tutors at CECs



70% of the 99 respondents acknowledged that the numbers of tutors are few and inadequate. The two CECs have only seven to eight (7-8) tutors instead of the planned ten (10). Out of the

planned ten (10) tutors per centre, at least seven (7) per centre are supposed to be permanent but today only the Centre Administrators (Principals) are the permanently employed. The rest are borrowed from primary schools during school holidays. The tutors have more workload and are overstretched because they are doubling or teaching more subjects, and this does not allow one to adequately prepare to the best expectation of the learners, teaching and learning.

The tutors are very few compared to curriculum content demand to cover all the subject areas. Therefore, the few tutors cover two or more subjects and some subjects do not still have tutors, for instance PE, Music and Art & Craft

### 3.5.7 Qualification of the tutors

Tutors qualifications vary from centre to centre. In Imehejek CBTT there is 1 Grade three holder, 4 Diploma holders in Primary Education and 3 Degree holders in Primary Education. In Torit CEC there are 2 tutors with degree in education and 6 tutors with diploma in primary education. Based on the above feedback on qualification, there is adequate evidence that the tutors are qualified teachers and are performing well in the teacher training. The tutors are trained and qualified primary schools teachers

Based on the above feedback on qualification, there is adequate evidence that the tutors are qualified teachers and are performing well in the teacher training. The tutors are trained and qualified primary schools teachers.

### 3.5.8 Training attended by the tutors to become tutors

Key informant's result indicated that all the tutors did not go for training to be tutors so none of them are a trained tutor. However, they are all willing to be trained as tutors because they have expressed the need for a refreshers course to be able to effectively handle the student teachers.

### 3.5.9 Commitment of the tutors to profession

From the student teachers' focus group discussion, participants reported that the tutors are committed and professional. Student teachers have also reported that the tutors are punctual, and they are teaching well. Through their commitment they often finish topics during face-to-face tutoring. The training of the trainees has made a big professional and performance change in such a short period and this also is an evidence of their commitment. The fact that all the tutors are professionally committed to their training centres despite the current crisis in the country points positively to their professional commitment.

In Imehejek, tutors who did not attend classes regularly were replaced, but still two have problem in teaching regarding subject matter and methodology

### 3.6.0: To determine efficiency of CBTT in Eastern Equatoria - Way to conduct teachers training by MoEST, ref. MOEST strategy

**Project Output 1.1:** Efficient ways have been identified to conduct Community-Based Teacher Training (CBTT) for teachers that have not completed secondary school and that are teaching the lowest grades of primary school have been identified.

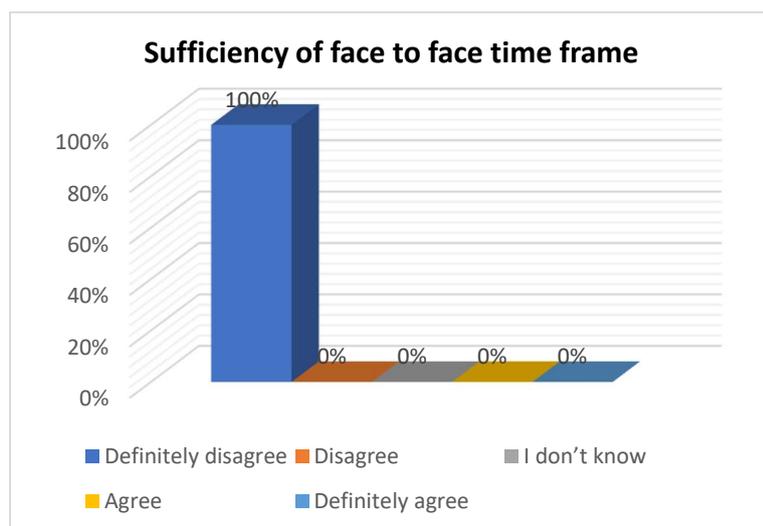
NCA conducted an assessment to find out efficient ways of conducting CBTT and found out that there is no preferred way to conduct teachers training by MoEST, ref. MOEST strategy (2012-2017). Therefore, the project is efficient and on track. Tutors who are capable to run the CBTT are available in the both centres, eight (8) tutors in Torit CEC and Seven (7) in Imehejek CEC. Training materials/modules are available. There are premises for learning, equipment like computers and printers and the student teachers who are willing to learn. The fact that the committed tutors managed to positively change the teachers' professional practice in a short period demonstrates the effectiveness of the training. The batch of 2016 intake who are currently now on training demonstrated the CBTT programme to be efficient.

### 3.6.1 Mode of Assessment CECs use for the CBTT.

The current CBTT is designed to run for three weeks whereby two weeks is for lectures and the other one week is for examinations during the short holidays, but the January /February training goes for about a month.

The face to face training is the major model used to administer CBTT Programme. The model design encourages interaction between teacher trainees and tutors and builds participation that enhances subject based improvement. The majority (90%) of the 99 informants acknowledged that the face to face CBTT learning mode is effective and relevant approach for achieving the desired objectives of the project.

The assessment modes conducted include tests, classwork & end of workshop/face to face session tests, group work and individual exercises. Tutors keep the record of all the individuals involved. They also conduct end of face to face session examinations, tests, pre-tests and post-tests, and summative exams but the implementation of these have been constrained due to limited time (3 weeks) during face to face sessions. The tutors record class work/exercises achievements as part of continuous assessment records (despite the consultants were not availed with the records).



The data collection indicates that 100% of the respondents stated that the 2-3 weeks period for face to face is too short to cover the CBTT content of the curriculum. The limited period forces the tutors to rush the teaching giving no time for brainstorming, group work, active participation and other learner- centred modes as all the trainees are untrained. Therefore, the limited period design leads to under-use of materials, energy, efforts,

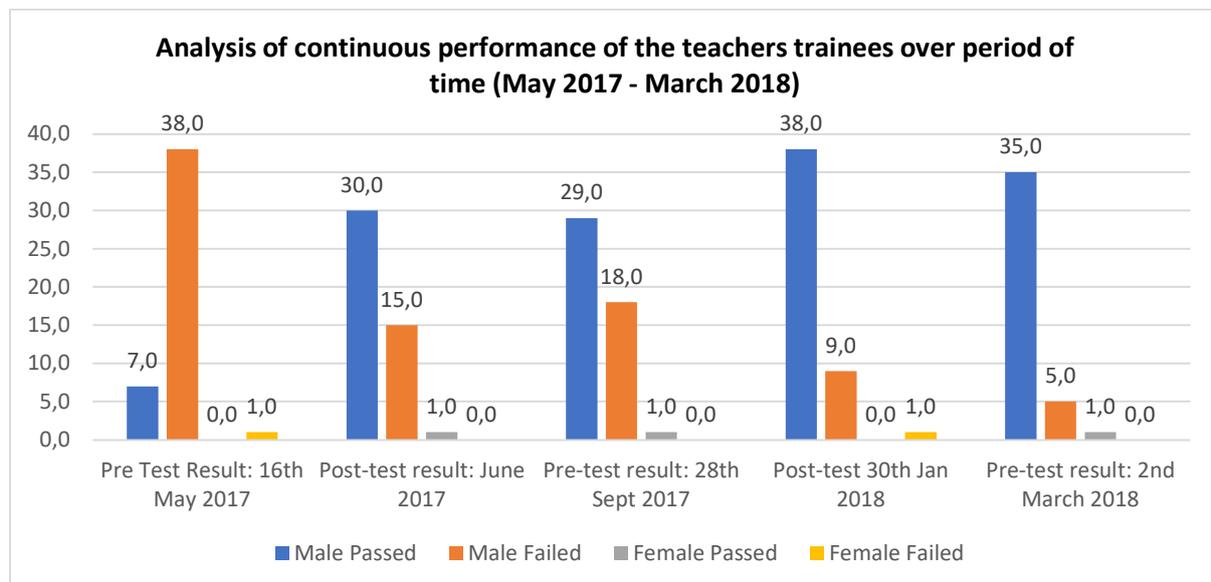
money and time since it cannot produce entirely the desired output.

Further, 80% of the 99 respondents have suggested that four to six (4-6) weeks would be appropriate for face to face whereas 20% of the respondents are okay with the current three-week period which is dictated by the national school calendar.

### 3.6.2 Findings on the performance and understanding of the curriculum by the student teachers base on their qualification

The Teacher Training Project has it clearly written that the entry requirement for the CBTT is for unqualified teachers who cannot join the Pre-service/In-Service. However, the two-year covered pilot project used the MoGEI Unified In-service Curriculum for training. The curriculum clearly spelt out that the trainees should be graduates of secondary schools which is contrary to the CBTT project demand. The intake was also of mixed education levels - from Primary 5 to Secondary 6. Therefore, some of the CBTT trainees obviously are encountering difficulties as their academic levels are too low for the learning. This came out clearly not only from the assessment tests conducted in the areas of literacy and numeracy (see Appendix 2), but also the examination and test results from the CBTT training demonstrate very clearly. Most of the teacher trainees are of primary and below 'O'level and their grasp of the CBTT learning programme is too low as shown by the statistical analysis of the examination and test results below and referred to appendix 2.

#### Statistical analysis of the student teachers' performance for Torit and Imehejek CECs from May 2017 to March 2018



**Figure 7: Teacher trainees' performance analysis (May 2017-March 2018)**

The performance of the teacher trainees is relative to the skills and knowledge received from CBTT. The graphic illustration shows continuous reduction of number of both males and females failing continuous test assessments. In May 2017, a majority 84.4% (38 of 45) male and 100% (1 of 1) female failed the assessment. While in March 2018, 12.5% (5 of 40) males failed the continuous assessment. There is an increased number of teacher trainees passing the assessment tests. In May 2017, only 7 (15.2%) of males passed and in March 2018, 35 (85.4%) of males passed the assessment tests. The majority of those who failed were recruits with the lowest education levels. The test results illustrate that trainees with lower education levels, non-graduates from secondary schools take long or/ and are unable to catch up with training

The NCA/Juba University CBTT Curriculum was just brought to the CECs and was under review during this evaluation period. Although it has yet to be implemented, like the MoGEI

Unified In-service Curriculum it has some gaps, which were also clearly brought out during the three days review workshop carried out during the MTE period. The following are the observations of the CBTT Curriculum:

1. The content is appropriate for trainees who are graduates of secondary schools
2. However, the missing subject areas like Arts & Crafts, Music & Drama, Physical Education and Religious Education should be added to make it complete like that of MoGEI in-service.

### **3.6.3 Human Resources Deployment within CBTT Centres**

As stated by the principals, the sheer scale of the project puts considerable pressure on the Education Department to provide appropriate levels of support and supervision at the different levels of implementation within Torit area. As would be expected, it is reported that facilitation (training) at the CECs with their dedicated tutors/ facilitators progress is genuinely “accelerated”. The demands of gender equality and the variation within men and woman trainees is a challenge as opposed to the project strategy. This in the future may challenge human resource deployment within education sector. These factors are important inhibitors of the stated “added value” of NCA in providing CBTT training, supervision and monitoring.

Informants’ view about the multiplier effect of the CBTT project is that, within a short period of time the trainee teachers became fairly good teachers and act as trainers to other untrained teachers who are not attending the CBTT programme. The limited time for the training is being used efficiently to make a noticeable change in the trainee teachers according to the respondents. But in terms of efficiency only one out of 22 untrained teachers are enrolled in the CBTT. The number of enrolment is better doubled to meet the need for training of untrained teachers much efficiently.

Whilst, the lack of follow up for community based formative training during the school functioning period reduces the efficiency and impact in schools, the materials are there and how efficient they are being made use of for the training is difficult to determine because the community-based training phase of the CBTT is not being implemented. Lack of supervision on the ground is a big gap. In terms of using the human and material resources provided, the programme is efficient, but is inadequate in terms of number and quality to achieve the objective of training the low level untrained teachers. The intake is too small, and the quality is compromised by the different academic levels of the trainees in the same class.

### **3.7.0 Cross cutting issues and Community Teachers Based Training Programme**

#### **3.7.1 Gender sensitivity**

90% of the 99 respondents said that the CBTT project has addressed the gender disparity issues in the states. The CBTT project is gender sensitive because the centres have both male and females attending the CBTT training. However, community sensitization on education of girl-child is important to ensure more girls are sent to school and therefore provides more candidates for teacher education. Topics of human rights have substantially addressed the gender concerns in the curriculum. CRE also has a unit on women emancipation.

In Imehejek CBTT, there is only one female out of 42 trainees during MTE. This is because there are few girls attending schools due to negative cultural practice. This reflects badly even though it is not caused by CBTT project. In CBTT Torit CEC, currently 10 out of 43 trainees present are female. The mode of selection might have been one factor i.e. people select friends or people they know. Perhaps also insecurity contributed to the low number of female trainees as families would not like their wives or daughters to be far from home. 100% of respondents said that all tutors are male and thus gender equality is not addressed. Thus, gender equality is a big problem for the CBTT programme. There are few girls in schools and they have low interest to join teaching profession.

### 3.7.2 Conflict sensitivity

100% of the 99 respondents said that the CBTT project is conflict sensitive because trainees from different areas work together during face to face period to realize good cooperation and brotherhood/sisterhood. This is achieved through trainees' activities during learning such as group work that contributes to peace education. The course content of SST has conflict resolution that is taught during the face to face period. Hopefully the trainees are putting the learning into practice in their schools and communities because learnings are expected to seep back to their villages to dissolve state of local enmity.

### 3.7.3 Environmental concerns

80% of the 99 respondents said that the environmental concerns are addressed as units on environmental and resource management found in SST. Student teachers do general cleanliness in the compound during the face to face period. Environmental concerns are not taught as a subject but as cross cutting units in other subject areas such as SST and Science. It is hoped the learnings are being put into action by the trainees. 20% of the respondents said that they don't contribute much to environmental concerns apart from keeping the compound clean.

### 3.7.4 Learners' rights and protection

100% of the 99 respondents said that learners' rights and protection is covered under CBTT project. In Imehejek CBTT, the face to face programme has units on human rights that also address child rights and protection and that children should not be intimidated. For instance, *"corporal punishment is drastically reduced in schools where our trainees are teaching although still parents want children to be beaten when they misbehave"* said a Deputy Head teacher. This is part of peace education in SST. It addresses areas such as child abuse, child rights and protection. In CBTT Torit CEC- *"Yes, in SST, Political Education, child and women rights are being taught. Learners' rights and protection is reflected in Peace Education as part of SST,"* said a tutor.

### 3.7.5 Effect of current conflict on the implementation of the CBTT project.

The national and local conflicts have profound effects on the CBTT programme. Some student teachers from SPLM –IO areas have challenges in accessing the training centres during crossing to and from the government and/or IO controlled areas. For instance, one trainee from Ifotu was badly beaten and treated by the unknown people in army uniform on his way to Torit CEC for the training. This created fear among other participants.

The conflict also makes it difficult to follow the trainees to school for formative training, prevents learners for daily face to face training and caused temporary schools closers. Torit CEC was looted and destroyed with all the buildings and materials. The CEC is relocated to Torit Technical School premises and still the unknown gunmen broke in and stole over 100 mattresses for the accommodation of the trainee teachers. Among other looted items were solar equipment, desks and chairs.

On the other hand, the economic crisis (volatile exchange rate and market prices fluctuation) due to the conflict make it difficult to plan objectively. This affects costs of materials and value of tutors' payments. Absence of public transport makes it difficult for trainees to travel to training centres. Lack of payment of salaries to education cadre (and civil servants in general) has affected delivery and moral of teachers.

### **3.8.0 To identify contributing factors to achievement or non-achievement of intended outcomes and results**

#### **3.8.1 Findings on appropriate technology and the management of CECs sustainability**

The approach to CBTT in general is characterized by a commitment to establishing simple, low cost and community managed; operated and maintained systems. The appropriateness of technology is assessed based on the scheme's continuation to function and produce the intended benefits and offer the desired service factors. Benefits and service factors considered in evaluating sustainability of CBTT are in terms of quality (improved performance) of teachers trained, tutors, accessibility and functionality of CECs.

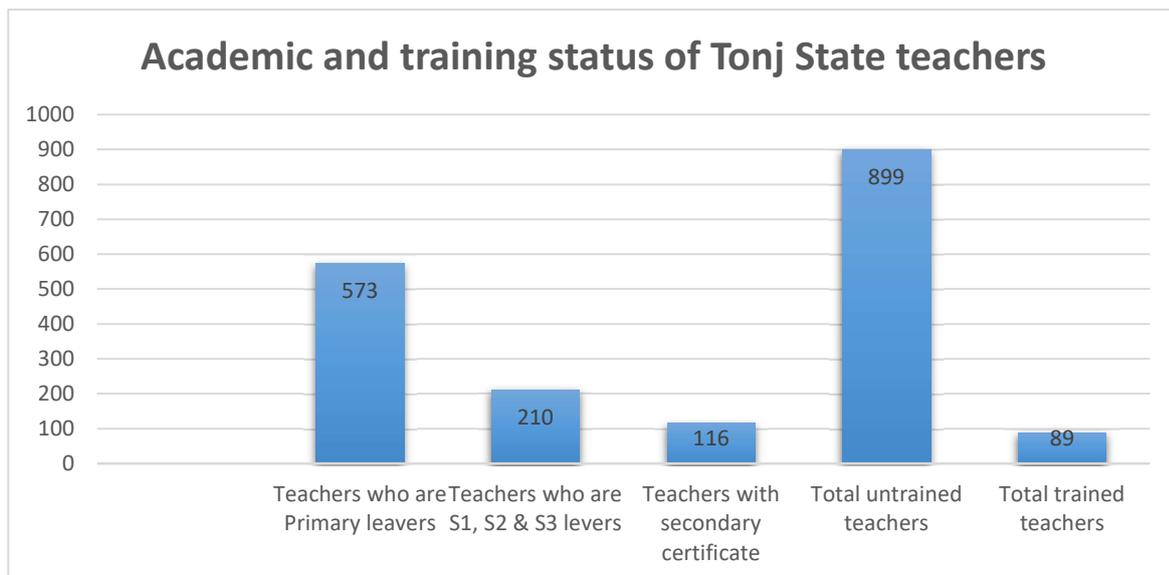
#### **3.8.2 The School Practice (formative support) tutors provide to the teacher trainees.**

As stated by the teacher trainees and State Ministry of Education Authority, they are not aware of the practicability of the Community Based formative support provided by the tutors to the teacher trainees because they don't follow the trainees to their schools. This is a big gap. NCA does not provide financial and logistic support for this Community Based Formative Training. Currently no formative follow-up is being conducted for the CBTT. Formative training in schools should be put into action because face to face period is insufficient. This will have more effect in professional growth.

## CHAPTER FOUR

### 4 .0 The Potential and Opportunity for Expansion of CBTT to other States and Counties

This chapter summarises the findings and potential of expansion of the CBTT programme to underserved areas as per the CBTT theory of change explained in the previous chapter. The findings assessed the potential and opportunities for expansion of the CBTT in the three states, Gogrial, Twic and Tonj.



**Figure 8: Tonj State teachers' academic and training status**

For proper data collection we structured our data collection instrument to record the academic levels of the teachers in Gogrial, Twic and Tonj States. We were also interested to know the total number of trained and untrained teachers in the states. This is for decision making purposes on the potential and opportunities for expansion of CBTT to other states and counties in South Sudan. Therefore, based on our findings as illustrated by Tonj State above, the roll out of the CBTT project to Tonj and Greater Warrap State would be of paramount

importance because in Tonj State scenario alone, 988 teachers are untrained and only 89 are trained. The other two States have similar scenarios. The levels of education are similar in the pilot project areas and this meets the project's objective of intervention. Both Gogrial and Twic States have similar status as demonstrated by the below statistic graphs

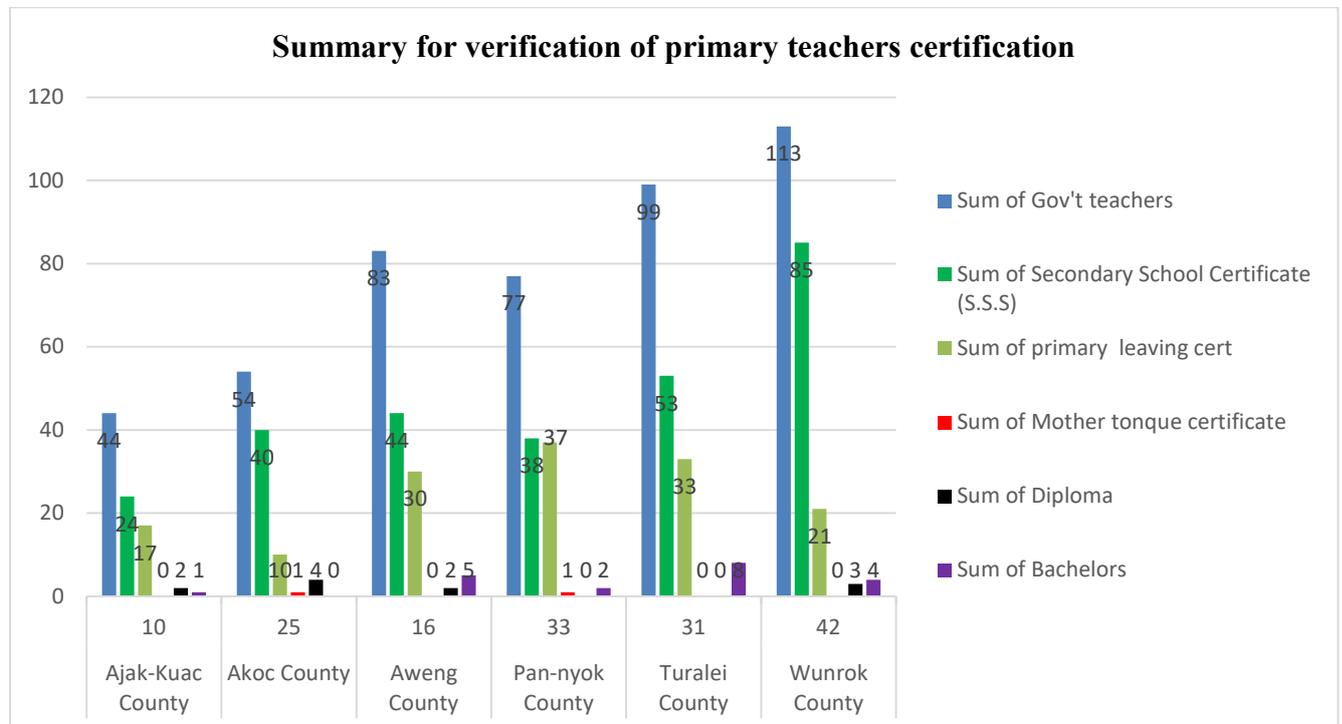


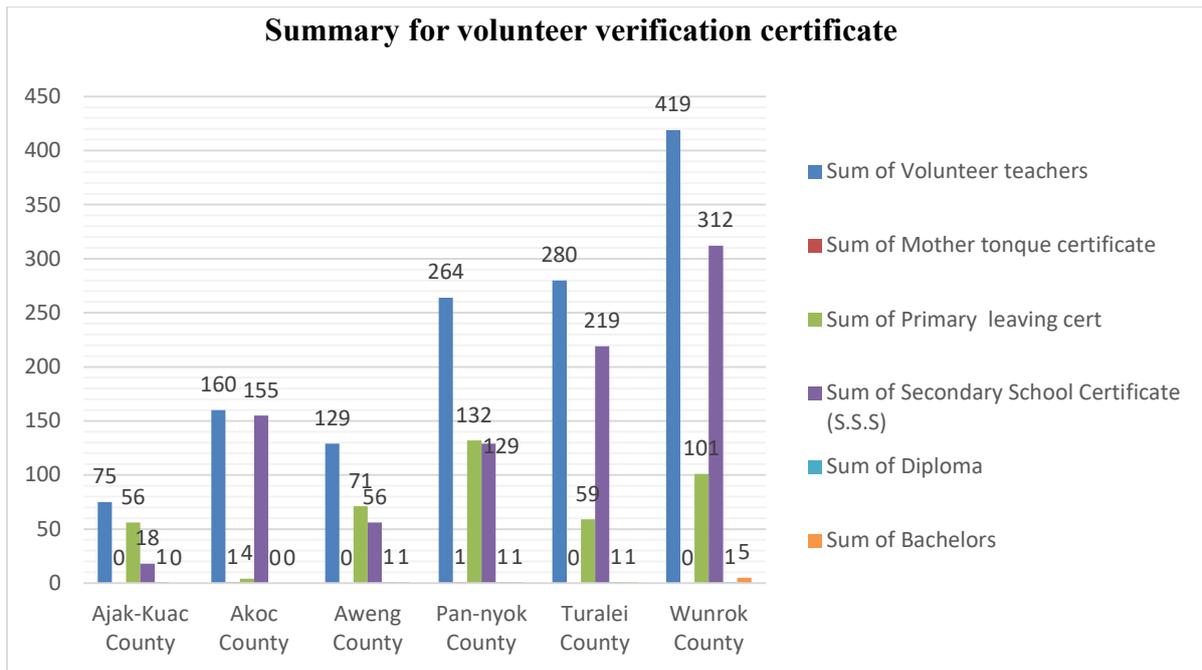
Figure 9: Summary for verification of primary teachers' certification

Ajok-Kuac County where there are 10 schools, 44 teachers are government employees, of which 24 (54.5%) are of secondary school certificate (SSS), 2 (4.5%) are of diploma level and 1 (2.3%) is of bachelors' level. There is no teacher with mother tongue certificate.

Akoc County has 25 schools with total of 54 teachers; 40 (%) of which are with secondary certificates, 30 (%) are with primary certificate, only 1(%) with mother tongue certificate, 4 (%) with diploma and no teacher has bachelors in Akoc County.

Overall, as illustrated by the above table, a high number of primary school teachers in the six counties have secondary school (61%) and primary school (32%) education levels. The two levels make 93% of primary school teachers. Definitely the 32% primary levels are untrained and if not all, the majority of secondary school education level teachers are untrained. Meanwhile, all the volunteer teachers who made the bulk of teaching force are all untrained (ref figure 10 below).

**Implication and opportunities** for CBTT is that there is a high need for CBTT training as many of the teachers cannot join formal primary school teacher training in the existing institutes in South Sudan.



**Figure 10: Volunteer teachers' statistic and descriptive analysis**

Wunrok County with the highest number of schools (44) and volunteer teachers has a total of 532 teachers<sup>3</sup>; the majority (78.6%) are volunteer teachers and 25% (113) are government employees. Wunrok County displays a typical scenario found in other counties in greater Warrap states in terms of number of volunteer teachers, number of untrained teachers in primary schools. This therefore justifies the need to CBTT.

After visiting the three states and comparing the available CECs the most central with infrastructure and environment that meet the basic needs of establishing CBTT are the following two:

- Majak Aher in Twic State
- Kur Lueth in Tonj State

The two centres will serve the three States of Gogrial, Twic and Tonj.



**Figure 11: Majak Aher CEC - Twic County**

<sup>3</sup> 113 government employees and 419 volunteer teachers in Wunrok County.

## CHAPTER FIVE

### 5.0 Suggestions for Making the CBTT Project More Sustainable

This chapter translates the MTE findings into recommendations for continuing and expanding the CBTT Programme in South Sudan. It suggests way forward and roles of the various stakeholders to ensure quality and sustainability of the programme.

#### 5.1 Sustainability of CBTT Expansion

On the initial expansion of the pilot project into a full programme, the Consultants for the Mid Term Evaluation recommend four CECs for the CBTT Programme as follows:

In Torit State the project should continue with **Imehejek CBTT** and **Torit CBTT**. In Gogrial, Twic and Tonj States based on the assessment report, two centres shall remain in Majak Aher CBTT and Kur Lueth CBTT. Further expansion of the programme shall be expedited when the four centres are seen stabilised; doing very well and further needs assessed.

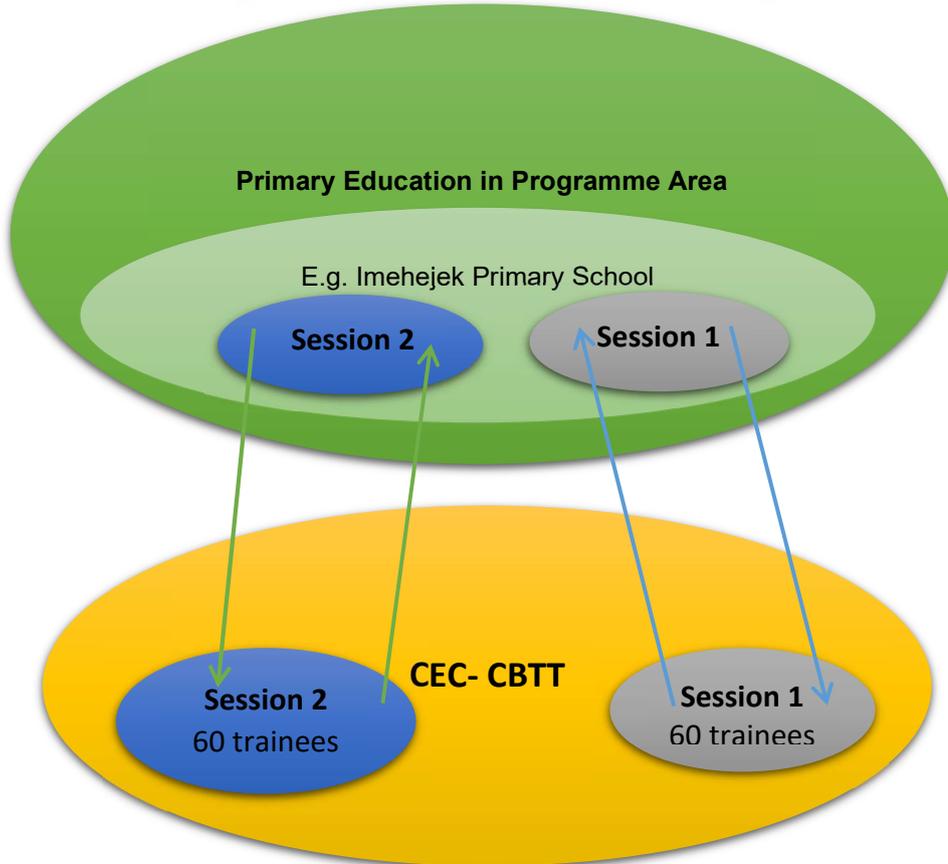
In the two areas of Torit State, the pilot through Imehejek CBTT and Torit CBTT programmes, the impact in the primary education is apparent as witnessed by the lesson supervision results in the sample schools and the improved learning echoed by 90% of the 99 respondents. However, various gaps are identified and need to be addressed including: the short time for face to face, CBTT Curriculum with gaps and suitable only for 'O'level graduate teacher trainees, wide range of education levels of the teacher trainees that make it difficult for some of the trainees to cope with learning and no formative follow-up.

Therefore, the consultants recommend radical change in the training approach to accommodate both the academic upgrading to 'O' level Certificate and professional training as primary school teachers as there is wide range of education levels of the teacher trainees that make it difficult for some of the trainees to cope with learning.

The MTE team recommends termly resonance for face to face and community-based formative follow-up with the components of cluster learning sessions. For this to be possible the intake should be increased and doubled (to 120) and the tutors per CEC should be increased to 20. The increase in the number of tutors should include recruiting those who could teach secondary school subjects. Proper and adequate budget should be put in place by various stakeholders (MoGEI/SMoE and supporting partners- NCA/SF) to address bottlenecks like no formative follow-up, inadequate infrastructures since in both Torit and Imehejek CECs are functioning in temporary premises of other schools.

The total number of teacher trainees per session contributed by the various Basic Schools amounts to 120 per intake but 60 per session. The resonance is three months face to face in CEC and three months Community Based Formative sessions that include also academic upgrading and cluster encounter every fortnight with tutors (See further details in appendix)

The Diagram below shows the flow of the training sessions



### 5.1.2 Collaboration with the government for stronger alignment and harmonisation with the National Education Programme to strengthen sustainability

The Head teachers and Deputy Head teachers recognise the importance of stronger alignment and harmonisation with the national education programme. They expressed the benefit to be realised through cooperation and greater collaboration by expanded partnerships. The key areas identified at CECs level remain the operation and maintenance issues for CEC supply with enhanced community ownership, the key imperative. The case for on-going supportive supervision with monitoring and incentives is identified as the key priority if gains are to be sustained

### 5.2.0 Ministry of General Education and Instruction (MoGEI)

#### 5.2.1 Categorisation of teacher trainees and course period

The ministry should categorize the trainees into the following groups and adjust the course duration for each category to include academic upgrading and professional training as below:

- Category 1: P5 – 8 with no PLE certificates (5 years i.e. 2yrs upgrading to PLE, 2yrs upgrading to SSCE & 1 yr. professional training)
- Category 2: Good PLE Certificates, S1 - S3 (3 years i.e. 2yrs upgrading SSCE & 1 yr. professional training)
- Category 3: 'O'level Certificates (2 years professional training as per reviews MoGEI In-service curriculum). Wherever possible, it is recommended this group preferably be taken to pre-service programme in the Primary School Teacher Training Programme.

## 5.2.2 Review of the curriculum

In close collaboration with the NCA, review the CBTT Curriculum to include academic upgrading to South Sudan School Certificate level as follows:

- 1) Trainees who did not complete primary to obtain PLE and further upgrade them to obtain 'O'level certificates
- 2) Trainees with PLE but did not complete secondary schools to obtain 'O'level certificates
- 3) Standardize and modernize learning assessment mode to encourage continuous learning and professional self-upgrading.
- 4) Develop the teaching/learning materials to accompany the curriculum.

## 5.2.3 Financial Planning and budget preparation and implementation:

MoGEI should plan the budget adequately to strengthen and support the CBTT programme. Attention is needed in the formulation of the budget items like salaries, development and running costs, sustainability aspects and capacity building of the tutors. To make the profession attractive and avoid turnover, salaries and other benefits of the tutors be increased. Regularise the monthly salary payment to be on time as per employment regulations. Plan adequate running and development budget lines that will eventually enhance phase out of the partner support. In collaboration with SMoE put in place Strategic Plan that incorporates strong and realistic programmes for sustainability and eventual phase out of the partners' support and ensure the autonomy of developing the CEC to incorporate emerging national and community educational and development needs. Tutors capacity building needs should be of paramount importance of the budget.

## 5.2.4 State Ministry of General Education and Instruction (SMoE)

- 1) SMoE should take full responsibility of the tutors and assign them fully for the CECs, appoint them permanently and full-time for the CEC to run the CBTT Programme.
- 2) Each CEC should be staffed by 20 tutors to enhance double intake and enable alternating shift for both face to face session and community-based formative follow up.
- 3) Ensure the CECs are operational throughout the year and tutors are fully involved during both face to face and community based formative training periods.
- 4) Ensure security of the CECs
- 5) Carry out close supervision of the CECs and render quarterly, annual any other necessary reports to the MoGEI, partners and other stakeholders.
- 6) Increase the number of teachers in the host primary schools to ensure no gap in teaching during the face to face sessions of the trainees
- 7) Decree formation of Teachers Clusters and rigorously supervise their function in cooperation with education partners.
- 8) Carry out and strengthen awareness programme to the people of the counties to own education and contribute to it.
- 9) *Sustainability*: In collaboration with MoGEI put in place Strategic Plan that incorporates strong and realistic programmes for sustainability and eventual phase out of the partners' support and ensure the autonomy of developing the CEC to incorporate emerging national and community educational and development needs

## 5.2.5 County Education Centre-CBTT

- 1) Ensure the learning environment is conducive for effective Teacher Education & Training

- 2) Have functional and active Board of Governors (BoG)
- 3) Plan and budget realistically for both face to face and community based formative sessions including the budgets to be submitted to the stakeholders for funding
- 4) Ensure proper Community Based Formative sessions are implemented
- 5) Supervise the cluster sessions that should include all the teachers in the host primary schools where the student teachers come from.

### **5.3.0 Recommendation for CBTT Partners:**

*Plan adequately for support and sustainability* of the CBTT Programme with clear eventual takeover of support areas by the government.

Make clear and realistic MoU with the government and other stakeholders and ensure each party meets her obligation.

Renovation and development of CEC infrastructures to enhance quality upgrading and professional training of quality primary school teachers

In Imehejek CBTT, if the government can ensure security, NCA should renovate Iboni CEC and increase the missing infrastructure namely students' dormitories (male, female), tutors' accommodations, library (both book and e-library), Science laboratory, Computer Laboratory. Equip and stock the Science Laboratory, Library/e-Library and Computer Lab. Equip the classrooms and the offices. Provide power and internet to enhance ICT.

If security cannot be achieved in Iboni but is possible in Imehejek, then Renovate the CRS constructed Vocational Training School and add the missing infrastructures as for Iboni above.

In Torit CBTT, temporarily provide Science Equipment/Kits and turn one of the classrooms into a laboratory for Science and make one of the classrooms into a library, stock it with the necessary books including facilities for e-library. However, as soon as there is resolution for conflict in the country and peace is restored, then in collaboration with MoGEI & SMoE, renovate and equip the Torit CEC at Tutumore and relocate the CBTT to it. Ensure the mentioned facilities as for Iboni above are in place.

For Gogrial, Twic and Tonj States CBTTs, two CECs namely Majak Aher and Kur Lueth are recommended.

*Renovate Majak Aher CEC* and increase the missing infrastructure namely students' dormitories (male, female), tutors' accommodations, library (both book and e-library), Science laboratory, Computer laboratory. Equip and stock the Science Laboratory, Library/e-Library and Computer Lab. Equip the classrooms and the offices.

Kur Lueth CEC (Thiet – 20 miles outside Tonj town) has temporary structures except the toilets. Partner may plan gradual replacement of the temporary structures with permanent ones and implement the plan systematically while the CEC functions. Priority should be given to library (both book and e-library), Science laboratory, and Computer laboratory. Equip and stock the Science Laboratory, Library/e-Library and computer lab. Equip the classrooms and the offices. The current classrooms and accommodations for students and tutors should be maintained and eventually replaced as the constructions progresses.

In collaboration with MoGEI and SMoE identify areas of running cost to be supported by each stakeholder. For instance, employment and salaries of the staff are government prerogative. Therefore, MoGEI and SMoE have to plan adequately. Aspects such as feeding, school

supply, electricity/power, field upkeep and incentives for tutors could be supported by partners with clear phase out period in the sustainability plan.

In close collaboration with the MoGEI and SMoE, review the CBTT curriculum to include academic up grading to South Sudan School Certificate level. Whereby, trainees who did not complete primary to obtain PLE and further upgrade them to obtain 'O'level certificates, trainees with PLE but did not complete secondary schools to obtain 'O'level certificates, include the gaps identified in the current content to enhance it in line with the reviewed national and international teacher education requirements and develop the teaching/learning materials to accompany the curriculum.

In collaboration with MoGEI/SMoE carry out and strengthen awareness programme for the people of the programme areas to own education and contribute to it.

### **5.3.1 Recommendation for stronger focus on community empowerment.**

The Community should be sensitized to contribute to sustainability of the CBTT. The involvement of the community must start with the expressed demand for CEC activities in their locality and must continue through every stage of the project cycle including their contribution in cash and in-kind. For instance, they can provide human resource/power to collect stones, sand, and make bricks for the renovation. The Community management creates a strong sense of ownership and this is further enhanced when the community effectively manage or at least closely supervise the CEC activities and development.

The community currently provides security for the CEC, personnel, trainees, properties and avails members for CBTT Board of Governors (BoG) and this should be strengthened.

### **5.3.2 To assess the quality of performance of Community Based Teacher Training against intended objectives and outcomes**

#### **5.3.2.1 Curriculum content**

A majority (60%) of the key informants<sup>4</sup> stated that the curriculum content is good, and the units are consistent. However, there are two curriculums in use; the MoGEI unified teacher training curriculum and that developed by NCA. The content of NCA developed curriculum left out many important areas, e.g. Arts & Crafts, Music & Drama, Physical Education and Religious education. Therefore, the consistent modules supplied are for the MoGEI Unified Curriculum.

### **5.4.0 Methodology**

The informants stated that the methodology in the modules is good because it recommended both learners centred, and teacher centred depending on the teaching mode which is

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<sup>4</sup> Principle CBTT Imehejek, D/ Principle CBYTT Imehejek, Principle CBTT Torit CEC, D/ Principle CBTT Torit CEC, Torit CEC-CBTT tutors, Imehejek CEC-CBTT tutors, Head Teacher/Deputy Head Teachers, State Ministry of Education Authority-Director General – SMoE, Director Quality Assurance and Standard, County Education-Director Lopa County and Principles and Deputy principles of CEC.

appropriate. Other respondents who do not have access to CBTT training session also said that the trainee teachers teaching methodology is now much better than before going to training. This is because each tutor would like to cover a lot of the subject content in the short-limited period available and thus have no alternative but resort to use of lectures and note giving.

#### **5.4.1 Provide clear best practices and recommendations on how to continue with CBTT through the end of the programme and strategy including proposing additional or revised indicators**

#### **5.4.2 Relevance Recommendations**

There was consensus among key stakeholders interviewed that with such strong good will from national leadership and genuine donor alignment behind the development of CBTT, it is essential that the NCA CBTT project continues:

- To work in line with national education policy framework.
- To build consensus on the national education curriculum manual used to support the reviewed CBTT curriculum.

#### **5.4.3 Effectiveness Recommendations**

Establish a minimum CBTT package (not less than three weeks) giving adequate time for face to face.

- Maximise women's enrolment as teacher trainees and women empowerment.
- Strengthen collaboration, coordination with the ministry of education.
- Adopt single suitable CBTT guidelines and or curriculum/ manual.

#### **5.4.4 Efficiency Recommendations**

Place emphasis on improved, harmonised, integrated planning at CEC and primary school curriculum:

- Ensure integration of cross-sectoral activities at all periods of the project cycle at school level and CEC.
- Ensure greater integration of all education actors at CEC level by strengthening CEC teams' capacity to plan and implement together within a common framework.
- Devise continuous means of the ignition effects of CBTT approach.

#### **5.4.5 Impact Recommendation**

CBTT is clearly inextricably linked with the national aim of providing education to all children and the rights of the child to education. Therefore, training teachers remain a key priority to the government improving the human development index of South Sudan.

Convergent planning and implementation for a more integrated, comprehensive CBTT package must be strengthened to build the potential government, CECs, primary school and community synergies.

### 5.5.0 Conclusion

The pilot phase proved the potency of the CBTT programme. The programme is relevant and effective to upgrade the CANS and other untrained primary school teachers whose education levels are below 'O'level. While the project proposal advocates upgrading the teachers to teach in lower primary (P1-3), the national education policy demands a well-trained primary school must be able to teach P1-8. Therefore, the CBTT curriculum should aim to academically and professionally upgrade the untrained teachers to full primary school teachers. If implemented as recommended by the MTE consultants, the programme will solve the problem of untrained teachers and simultaneously improve teaching /learning in the underserved primary schools. The cluster aspect will also introduce the trained teachers who are obsolete to the content and methodology of the reviewed primary school curriculum of South Sudan. The community-based component needs more content and assignment to the trainees in the area of Community involvement in education. This aspect will enhance community participation and ownership for education. For the programme to be effective and efficient the recommended three months resonance of face to face and community based is very important especially for the academic upgrading of the teacher trainees' academic education levels.

The programme expansion should be done sustainably. Forward plan to endure upgrading the teachers to certificate and eventually to diploma and degree levels should be a long-term objective for the CBTT. All these need authentic Strategic Plan that incorporated realistic sustainability programme.

The CBTT has a strong multiplier potency to produce qualified teachers at faster rate while simultaneously improving the teaching/learning environment in the host schools. It is our hope the programme will be eventually adopted and improved to solve the problem of untrained teachers in the entire of the Republic of South Sudan.

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## Appendix 1: Making the CBTT project more sustainable

### CBTT Expansion:

As an initial expansion of the pilot into a full programme, the consultants for the Mid Term Evaluation recommend four CECs for the CBTT programmes as follows:

#### Torit State

- 1) Imehejek CBTT
- 2) Torit CBTT

#### Gogrial, Twic and Tonj States

- 1) Majak Aher CBTT
- 2) Kur Lueth CBTT

Further expansion of the programme shall be expedited once the four centres are fully established and functional.

### Curriculum:

The two years pilot project used the MoGEI Unified In-service Curriculum for training. As spelt out in the curriculum, teacher trainees should be holders of secondary schools (O- level) Certificate. Therefore, some of the CBTT trainees obviously are facing difficulties as their academic levels are too low for learning. This came out clearly not only from the assessment tests conducted in the areas of literacy and numeracy, but also from the examination results of the CBTT training.

The NCA/Juba University CBTT Curriculum was brought to CECs and was under review during evaluation period. Although CBTT has not yet been taught, like the MoGEI Unified In-service curriculum it has some gaps.

The following are the observations of CBTT Curriculum:

1. The content is appropriate for trainees who are graduates of secondary schools
2. However, the missing subject areas should be added to make it complete like that of MoGEI in-service. The missing subjects are:
  - Arts & Crafts
  - Music & Drama,
  - Physical Education
  - Religious Education
3. The methodology aspect is appropriate for secondary school graduate trainees. However, the methodology is not appropriate for primary leavers and those who did not complete primary and secondary education.
4. Needs for upgrading:
  - Trainees who did not complete primary to obtain PLE should be upgraded to obtain 'O'level certificates
  - Trainees with PLE who dropped out from S1 to S4 and did not obtain 'O'level certificates should be upgraded to obtain 'O'level certificates. This implies dividing the trainees into 3 groups:
    - a) Trainees who did not complete primary
    - b) PLE certificate holders and secondary drop-outs without 'O'level certificates
    - c) Those with 'O'level certificates

The curriculum for each group shall be developed to incorporate the needs of the group for upgrading and professional development.

## **Training periods**

### **1. Trainees who did not complete primary school education**

While methodology is necessary at initial stages, the emphasis should be on academic upgrading to obtain PLE Certificate. Content of reviewed (new curriculum) Accelerated Learning Programme (ALP) shall be used as per baseline assessment to be done to determine the exact level of starting. It is envisaged that the upgrading to sit PLE shall take a maximum of 2 years.

Trainees who are successful in the PLE will be further upgraded to sit for 'O'level certificate. The upgrading will take two years to cover the four years secondary school content. Thus, the total academic upgrading period for this group is 4 years. Thereafter, the trainees will be subjected to rigorous one-year professional training. At the end, the trainees will sit for final Teacher Certificate Examinations to qualify as grade three primary school teachers.

Successful teachers will be encouraged to continue with diploma and degree studies in primary education.

### **2. PLE Certificate and Secondary Education holders without 'O'level certificates**

The emphasis for this group should be on upgrading their academic levels to sit for secondary leaving examination to obtain 'O'level Certificate. At the end of the two years upgrading, the successful trainees will be subjected to rigorous professional training before they sit for the final Teacher Certificate Examinations to qualify as primary school teachers.

### **3. Those with 'O'level Certificates**

Given the scenario of education in the Republic of South Sudan, an appropriate baseline assessment tests on all 'O'Level subjects should be conducted to grade the trainees who produce secondary school certificates. Those who fail the tests should join a group of secondary leavers without 'O'level certificate. This is necessary because of poor teaching/learning in some of our secondary schools as well as incidents of rampant examination leakages and cheating occurring in the country.

Hours required for covering the curriculum content:

- Current CBTT Curriculum (Ref to the printed copy)
- Reviewed CBTT Curriculum (to be determined)
  - Upgrading
  - Professional

## **Approach**

It is to be noted that upgrading of untrained teachers cannot be done privately by individual trainees. The upgrading should be integrated into CBTT. If untrained teachers are asked to enrol privately for upgrading courses, it is unlikely they would enrol. This is because they will not have sufficient time for teaching in schools and at the same time attend upgrading lessons in Accelerated Learning Programme (ALP) Centres or/and Secondary Schools due to poor facilities and living environment. For instance, lack of space and lighting for studies especially in rural areas are major constraints for conducive learning.

Further, for the certificates awarded after (5 years, 3 years and 2 years) of training to be recognized for the number of hours for learning, face to face presence time must meet requirements of higher institutions of learning/universities. Thus, the 3 weeks face to face periods during the school holidays are inadequate. But most importantly, the three weeks holiday period is not adequate for learning all academic subjects required to sit PLE and SSSCE especially sciences subjects which require practical learning. Therefore, another mode needs to be adopted.

See further details in the following sections for roles to be executed by government and partners.

### **Suggestion for the training**

The scenario of learning in the programme area is a typical one in most primary schools in the Republic of South Sudan. Most teachers in the schools are either untrained professionally or below expected academic standard for the work or/and out of date for modern quality teaching ([Evidence-Statistics from Greater Warrap & Torit States](#)). In the two project areas of Torit State and Greater Warrap most of the teachers are untrained and of low academic levels. Further, the majority in Warrap teachers are volunteer teachers ([Evidence- EMIS 2015 Statistics and statistics got by MTE team](#)). In short the basic education (the primary & ECD) in the project areas face the following challenges that demand for appropriate approach to quality Teacher Education & Training:

1. Lack of professional and academically qualified, committed teachers in primary schools ([evidence- see in report](#))
2. Poor infrastructure/ teaching and learning environment.([evidence- many schools are under trees](#) )
3. High turn-over ( attrition) of teachers to better paid jobs ([evidence –see report](#))

In the two areas of Torit State, the pilot through Imehejek CBTT and Torit CBTT programmes, the impact in the primary education is apparent as evidenced by the lesson supervision results in the sample schools and the improved learning echoed by almost all the various respondents ([Over 90%](#)).

Therefore, the expansion of the pilot project and adjustment to rectify the gaps identified by the MTE Consultants are highly recommended.

The areas of concern are the following;

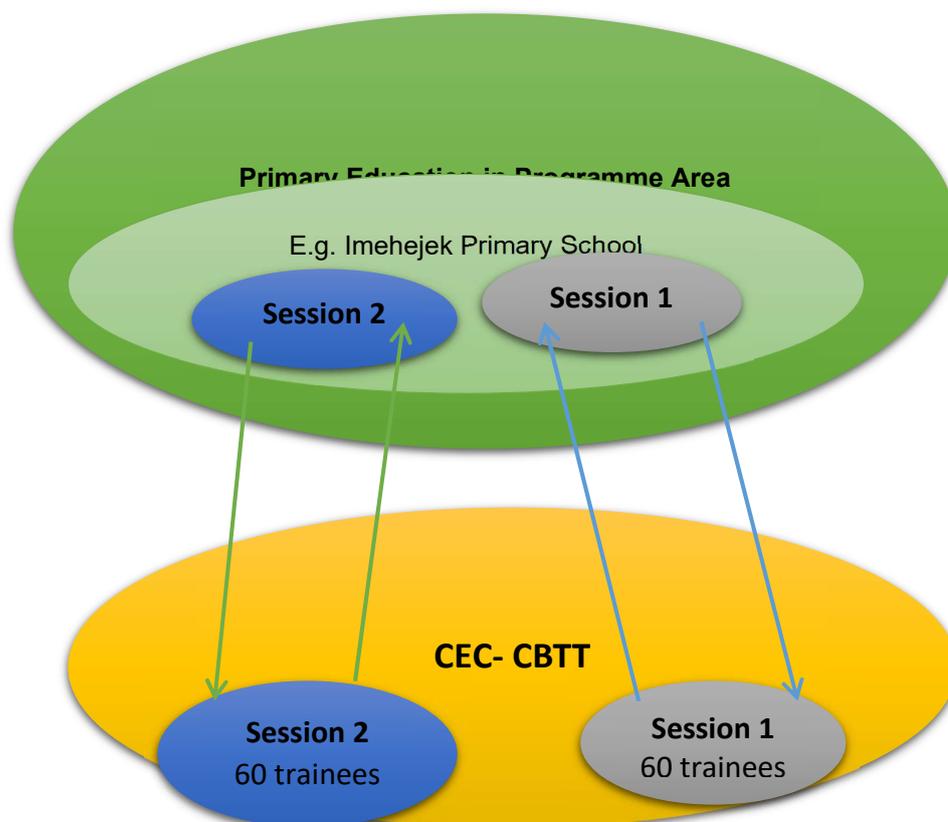
- Wide range of education levels of teacher trainees that make it difficult for some of the trainees to cope with learning
- Short time for face to face sessions
- No Formative follow-up in schools
- CBTT Curriculum with gaps and suitable only for 'O'level graduate teacher trainees
- Inadequate infrastructures e.g. both Torit and Imehejek CECs are functioning in temporary premises of other schools.

The training approach needs radical change to accommodate both the academic upgrading to 'O'level Certificate and professional training as primary school teachers. The MTE recommends termly resonance for face to face and community-based formative follow-up with the components of cluster learning sessions. For this to be possible the intake should be

doubled (to 120) and the tutors per CEC should be increased to 20. The increase in the number of tutors should include recruiting those who could teach secondary school subjects. Proper and adequate budget should be put in place by various stakeholders (MoGEI/SMoE and supporting partners- NCA/SF).

The total number of teacher trainees per session contributed by the various Basic Schools amounts to 120 per intake but 60 per session. The resonance is three months face to face in CEC and three months Community Based Formative sessions that include also academic upgrading and cluster encounter every fortnight with tutors.

The Diagram below shows the flow of the training sessions



The following are additional roles for various stakeholders;

### 1. Government:

#### a. MoGEI

- i. *Categorisation & Course period:* Categorize the trainees into the following groups and adjust the course duration per category to include academic upgrading and professional training as highlighted below:
  - a) Category 1: P5 – 8 with no PLE Certificates (5 years i.e. 2 years upgrading to PLE, 2 years upgrading to SSSCE & 1 year. professional training)
  - b) Category 2: Good PLE Certificates, S1 - S3 (3 years i.e. 2 years upgrading SSCE & 1 year. professional training)
  - c) Category 3: 'O'level Certificate holders (2 years professional training as per reviews MoGEI In-service curriculum. Wherever possible, it is recommended this group preferably be taken to pre-service programme in the Primary School Teacher Training Programme.

- ii. *Curriculum*: In close collaboration with the NCA, review the CBTT curriculum to include academic upgrading to South Sudan School Certificate level as follows:
  - a) Trainees who did not complete primary to obtain PLE and further upgrade them to obtain 'O'level certificates
  - b) Trainees with PLE but did not complete secondary schools to obtain 'O'level certificates
  - c) Standardize and modernize learning assessment mode to encourage continuous learning and professional self-upgrading.

N.B.: Develop the teaching/learning materials to accompany the curriculum.

- iii. *Budget*: Plan the Budget adequately to strengthen and support the CBTT programme. The areas include:
  - a) *Salaries*: Increase the salaries to make the profession attractive to stop attrition/leaving the profession for better pay
  - b) *Benefits*: Include professional benefits to enhance attraction for the teaching cadre
  - c) *Regularize* the monthly salary payment to be on time as per regulations of employment
  - d) *Development and running cost*: Include adequate running and development budget lines that eventually after some years will enhance phase out of the partners support.
  - e) *Sustainability*: In collaboration with SMoE put develop Strategic Plan that incorporates strong and realistic programmes for sustainability and eventual phase out of the partners' support and autonomy of developing CEC to incorporate emerging national, international and community educational and development needs
- iv. *Capacity Building of Tutors*: Professional and academic capacity development of committed tutors with clear MoU signed by each to serve the CBTT for at least 5 years after upgrading.

#### **b. SMoE**

- i. SMoE should take full responsibility of the tutors and assign them fully for the CECs, appoint them permanently and on full-time basis to enable CEC to run CBTT programme effectively.
- ii. Each CEC should be staffed with 20 tutors to accommodate double intake and enable alternating shifts for both face to face session and formative follow up. The increase in the number of tutors should include recruiting qualified tutors to teach secondary school subjects.
- iii. Ensure the CECs are operational throughout the year and tutors are fully involved during both face to face and community based/formative training periods.

- iv. Ensure security of the CECs
- v. Carry out close supervision of the CECs and share quarterly, annual and other progress reports with MoGEI, partners and other stakeholders.
- vi. Increase the number of teachers in host primary schools to ensure no gap in teaching during the face to face sessions of the trainees
- vii. Decree formation of Teachers Clusters and rigorously supervise their function in cooperation with education partners.
- viii. Ensure that State, County and Payam Education Departments/Offices have trained personnel to actively participate in formative supervision of schools including the cluster groups.
- ix. Carry out community awareness programme to sensitise counties to own education and contribute to it.
- x. *Sustainability*: In collaboration with MoGEI put in place Strategic Plan that incorporates strong and realistic programmes for sustainability and eventual phase out of the partners' support and ensure autonomy of developing the CEC to incorporate emerging national, international and community educational and development needs

**c. CEC - CBTT**

- i. Ensure that learning environment is conducive for effective Teacher Education & Training
- ii. Have functional and active Board of Governors (BoG)
- iii. Plan and budget realistically for both face to face and community based formative sessions including budgets to be submitted to the stakeholders for funding
- iv. Ensure proper formative sessions are implemented
- v. Supervise the cluster sessions that should include all the teachers in the host primary schools where the student teachers come from.

**2. Partners:**

Plan adequately for support and sustainability of the CBTT Programme with clear eventual takeover of support areas by the government

Make clear and realistic MoU with the government Stakeholders and ensure each party meets their obligations

*a. Renovation & Development:*

Renovation and development of CEC infrastructures to enhance quality upgrading and professional training of quality primary school teachers

**Imehejek CBTT:**

- i. If the government can ensure security, renovate Iboni CEC and increase the missing infrastructure namely: students' dormitories (male, female), tutors' accommodations, library (both book and e-library), Science laboratory, Computer Laboratory. Equip and stock the Science Laboratory, Library/e-Library and Computer Lab. Equip the classrooms and the offices. Provide internet to enhance ICT
- ii. If security cannot be achieved in Iboni, but is possible in Imehejek, then renovate the CRS constructed Vocational Training School and add the missing infrastructures as for Iboni above.

**Torit CBTT:**

- i. Temporarily provide Science Equipment/Kits and convert one of the classrooms to a Science Laboratory.
- ii. Make one of the classrooms a library, stock it with necessary books including facilities for e-library
- iii. Once resolution for conflict in the country and peace is restored, in collaboration with MoGEI & SMOE, renovate and equip the Torit CEC and relocate CBTT. Ensure the mentioned facilities as for Iboni above are in place.

**Gogrial, Twic and Tonj States CBTTs****Majak Aher:**

- i. *Renovate* Majak Aher CEC and provide missing infrastructures namely students' dormitories (male, female), tutors' accommodations, library (both book and e-library), Science laboratory, Computer laboratory. Equip and stock the Science Laboratory, Library/e-Library and Computer Lab. Equip the classrooms and the offices. Upgrade and maintain the existing power sources.

**Kur Lueth CEC (Thiet – 20 miles outside Tonj town)**

- ii. This CEC is having temporary infrastructures except the toilets. Plan gradual replacement of the temporary infrastructures with permanent ones and implement the plan systematically while the CEC functions. Priorities should be given to library (both book and e-library), Science laboratory, and Computer laboratory. Equip and stock the Science Laboratory, Library/e-Library and computer lab. Equip the classrooms and the offices. The current classrooms and accommodation for students and tutors should be maintained and eventually replaced as the constructions progress.

Ensure all the four CECs have adequate power supply.

*b. Running Cost:*

In collaboration with MoGEI and SMOE identify areas of running cost to be supported by each stakeholder. For instance, employment and salaries of the staff are government prerogative. Therefore, MoGEI and SMOE must plan adequately for these areas. Aspects such as feeding, school supply, field upkeep and incentives for tutors could be supported by partners with clear phase out period in the sustainability plan.

*c. Curriculum:*

In close collaboration with the MoGEI and SMOE, review the CBTT curriculum to include academic up grading to South Sudan School Certificate level as follows:

- Trainees who did not complete primary to obtain PLE and further upgrade them to obtain 'O'level certificates
- Trainees with PLE but did not complete secondary schools to obtain 'O'level certificates
- Include the gaps identified in the current content to enhance it to be in line with the international and reviewed national teacher education requirements

N.B.: Develop the teaching/learning materials to accompany the curriculum.

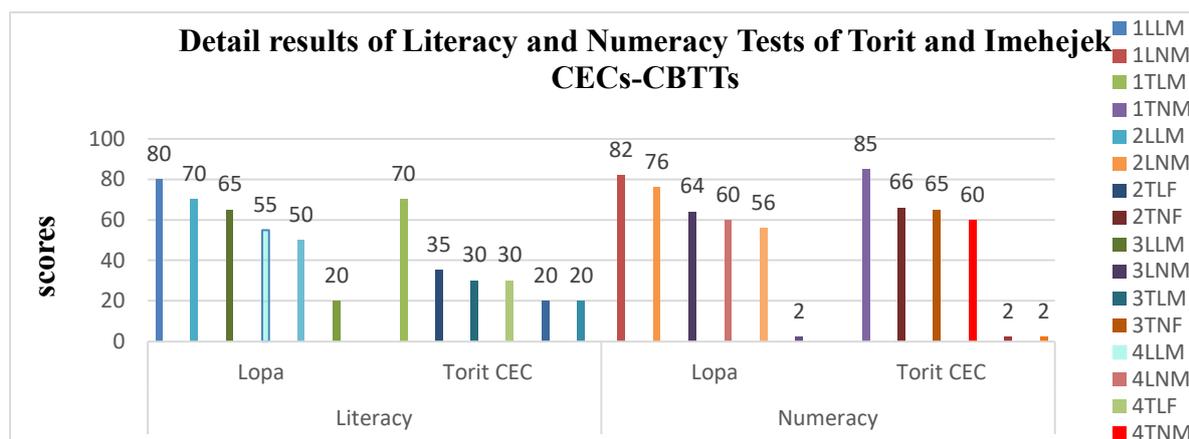
*d. Awareness Programme*

In collaboration with MoGEI/SMoE carry out and strengthen awareness programme for the people of the programme areas to own education and contribute to it.

*3. Community Contribution:*

- i. Community should be sensitized to contribute to sustainability of the CBTT. For instance, they can provide human resource/power to collect stones, sand, and make bricks for the renovation.
- ii. The community currently provides security for the CEC, personnel, trainees and properties and this should be strengthened.
- iii. The community avails members for CBTT Board of Governors (BoG)

## Appendix 2: Literacy and Numeracy Tests



# of student teachers	Key:
1 to 6 e.g. 1LLM, 2LLM	LLM = Lopa Literacy Male
1 to 6 e.g. 1LLF, 2LLF	LLF = Lopa Literacy Female
1 to 6 e.g. 1LNM, 2LNM	LNM = Lopa Numeracy Male
1 to 6 e.g. 1LNF, 2LNF	LNF = Lopa Numeracy Female
1 to 6 e.g. 1TLM	TLM = Torit Literacy Male
1 to 6 e.g. 1TLF	TLF = Torit Literacy Female
1 to 6 e.g. 1TNM	TNM = Torit Numeracy Male
1 to 6 e.g. 1TNF	TNF = Torit Numeracy Female

The above graph represents the performance scores of the trainees in both literacy and numeracy tests in the two project pilot centres of Lopa CEC and Torit CEC in former Eastern Equatoria State. In the analysis we have used LLM to represent Lopa Literacy Male (Male Lopa trainees who sat for literature subject) and LLF to represent Lopa Literacy Female (Female Lopa trainees who sat for literature subject), LNM to represent Male trainees in Lopa who sat for numeracy test and LNF to represent Lopa Female trainees who sat for numeracy test. Again, we have assigned numbers from one to six (1-6) to the code to represent the trainees according to their scores. Refer to the graph key above for guidance.

For Torit teacher trainees, we have used TLM to represent Torit literacy male (Males in Torit CEC who sat for literacy test), TLF represent female trainees in Torit CEC who sat for literacy test and TNM represent the male trainees in Torit CEC who sat for the numeracy test and TNF represent the female trainees who sat for numeracy test. Refer to the key above for guidance.

In the analysis above, the performance scores of trainees in Lopa in literacy test started from 80%, 70%, 65%, 55%, 50% and 20%. However, the performance scores are assigned to each trainee by use of code 1LLM, 2LLM, 3LLM, 4LLM, 5LLM, 6LLF. The numbers assigned to the code represent the hierarchy of each trainee performance where 1LLM represent the Male trainee with the best performance score of 80% in literacy test, 2LLM represent the second best male trainee in literacy test with 70%, 3 LLM represent the third best male trainee in literacy test 65%, 4LLM represent fourth best male trainee in literacy test 55%, 5LLM represent the fifth best trainee in literacy test 50% and 6LLF represent the Female trainee with the least score in literacy test is 20%.

In Torit CEC, the performance scores of the trainees in literacy test started from 70%, 35%, 30%, 30%, 20% and 20%. The performance scores of the individual trainees are reflected in the graph by use of codes 1TLM, 2TLF, 3TLM, 4TLF, 5TLF and 6TLM in a sequential manner. On average, literacy test was poorly performed in Torit centre as compared to that in Lopa.

Numeracy is the best performed subject in the two centres. However, there are more than two trainees in both Lopa and Torit CEC who scored only 2% out of 100%. In Lopa CEC the numeracy scores are 1LNM 82%, 2LNM 76%, 3LNM 64%, 4LNM 60%, 5LNM 56%, 6LNF 2% and in Torit it includes 1TNM 85%, 2TNF 66%, 3TNF 65%, 4TNM 60%, 5TNF 2% and 6TNM 2%. Refer to the graph key above for guidance.

In the two pilot centres in total twenty-four teacher trainees sat for literacy and numeracy test. Twelve out of the total trainees sat for literacy test (six trainees from Lopa and six from Torit CEC). The other twelve (six trainees from Lopa and six from Torit CEC) sat for numeracy test respectively.

The scores indicted clearly that the teacher trainees with low level of education scored poorly.

**Implication:** The CBTT target is the low level untrained teachers which the study revealed to be of various education levels ranging from P5 to S3 (below 'O'level). The same situation is also in Greater Warrap States. Being taught in the same class will not be appropriate for the upgrading of the academic levels of the trainees. The recommendation of dividing the trainees into three classes with different content of upgrading curricula is very necessary.



### NCA SOUTH SUDAN PROGRAMME

#### Terms of Reference for a Mid Term Review of Community Based Teachers Training

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##### 1. Background and Context

Norwegian Church Aid (NCA) is an ecumenical, diaconal, humanitarian and non-profit Non-Governmental Organization (NGO) mandated by churches and Christian organizations in Norway to work for global justice, by empowering the poor and challenging the wealthy and powerful. Together with our constituency and our partners, NCA commits to the vision: Together for a Just World. Based on the Christian faith, NCA works for the benefit of the poor, destitute and oppressed – regardless of gender, race, political opinion or religion. To achieve long-term results NCA cooperates with local and church organizations working with crisis intervention, long-term development programs and advocacy.

NCA started operations in South Sudan in 1972, with a large multi-sectorial, operational program in Eastern Equatoria. Over the years, NCA has expanded its presence in South Sudan to cover, former Warrap state and Greater Pibor Administrative Area. NCA programmes in South Sudan are focussing in thematic sectors of Peace building, Water and Sanitation (WASH), Reproductive/Gender Based Violence, Education (Community Based Teachers Training) and Emergency Preparedness and Response. NCA has field offices in Torit and Kuajok.

NCA has been implementing a four-year programme Community Based Teachers Training (CBTT) since 2016. The programme is funded by Stromme Foundation and aims at improving quality and access of Teacher Education in South Sudan. The overall goal of the programme is increased *quality of untrained teachers in primary schools*. This goal is drawn from NCA's strategy 2016-2020 and is premised on a theory of change which states that ***if a community based short term training for teachers who do not qualify for formal pre-service and in-service teachers training are established, Then more students would complete primary education, Because trained and motivated teachers educated at the community based teachers training will help to meet the critical need for more qualified teachers until the longer term formal teacher training institutes have the capacity to meet required needs.***

Access to quality education is a priority in the development agenda of South Sudan. For instance, the Government of South Sudan (GOSS) in its General Education Strategic Plan 2012- 2017 has identified 5 priority areas for education: a) improve the quality, b) increase access, c) reduce adult illiteracy, d) build institutional and human capacity in the Ministry of Education, Science and Technology (MoEST) at all three levels (country, state and county levels) to facilitate education reforms, and e) increase funding for the implementation of the Strategic Plan.

## **2. Purpose**

The purpose of midterm evaluation is to assess the relevance, effectiveness, efficiency and sustainability of community-based teachers training programme against overall goal and outcomes.

On relevance, it will assess the extent to which the stated objectives remain valid and relevant within the operational context and to right holder's needs. On effectiveness, the evaluation will assess the extent to which the programs have achieved the stated outcomes, outputs and planned results. Lastly, it will enable NCA to consolidate lessons and best practices as well as provide recommendations for future planning and programme steer.

## **3. Objectives**

The main objectives of this consultancy are the following;

10. To assess the quality of performance of Community Based Teachers Training against intended objectives and outcomes
11. To assess the potential and opportunities for expansion of Community Based Teachers Training to other states and counties in South Sudan.
12. To assess the appropriateness of different models of implementation of CBTT and relevance in South Sudan.
13. To document clear learnings, best practices on how to expand Community Based Teachers Training to other states and counties in South Sudan
14. To identify contributing factors to achievement or non-achievement of intended outcomes and results
15. To determine relevance, efficiency and effectiveness of CBTT programme
16. To establish aspects of Community Based Teachers Training which are sustainable beyond the implementation period of the programme
17. To determine the extent to which gender, conflict sensitivity, environment and protection issues are being addressed in Community Teachers Based Training Programme.

18. Provide clear best practices and recommendations on how to continue with CBTT through the end of the programme and strategy including proposing additional or revised indicators

#### **4. Scope**

The Consultant/Consultancy firm will conduct the evaluation in Torit and other sampled counties in South Sudan including Kuajok. The mid-term evaluation will cover two years of CBTT programme implementation period beginning January 2016 to December 2017. The consultant will work closely with NCA Senior Programme Officer –CBTT, Head of Programmes and Programme Advisor.

The scope of work for this evaluation is summarised as follows;

- Develop an inception report outlining the process and methodologies and submit to NCA for review and feedback
- Conduct a desk review of the relevant project documents that include the proposals, NCA 2016-2020 strategy, results framework, implementation plans, progress reports and any other relevant document.
- Carry out individual/group informal/formal discussions with Government of South Sudan Ministry of Education Science and Technology, partners, rights holders,
- Produce a concise, clearly written and clearly presented evaluation report (max 25-pages) with needed annexes that address all the objectives in full; produce a 2-page summary of the report with focus on main findings and recommendations and provide NCA with a copy of the dataset
- Hold meetings with NCA Evaluation Steering Committee and programme teams
- Conduct debriefing/validation meeting with NCA and Stromme programme teams

#### **5. Methodology**

The consultant/consultancy firm will be required to develop and share a detailed methodology that employs both quantitative and qualitative techniques clearly indicating how he/she will carry out the evaluation.

- The consultant is required to develop a detailed methodology, all necessary tools, and propose the outlines/structure of the report
- The consultant will conduct a desk review with documents provided by NCA and documents from consultant's own references. All references should be listed in the final report.
- The draft report will be submitted to NCA Evaluation steering committee for review and feedback. The consultant will make the necessary changes as directed by NCA evaluation steering committee.

- All evaluation supporting staff such as enumerators will be selected and managed by the consultant

## **6. Key outputs/deliverables**

- An inception report and presentation of the methodology that will be used (approach, criteria, tools including primary Data collection tools / Forms) by the evaluator at the start of the evaluation. The inception report must be approved by the evaluation steering group of NCA, before the evaluation can go on.
- Detailed budget.
- Summary slides for preliminary data and findings presented from the key objectives of the evaluation.
- Four (4) bound hard copies of the final report.
- Soft copy of the final report.
- Study materials including soft copies of all data sets both quantitative and qualitative.
- List of key informants/interviewees (to be agreed with NCA Emergency Programme Manager);
- List of key meetings held (date and place and attendees) list to be annexed to the report
- Draft Report; maximum 25 pages excluding annexes
- The Final Evaluation Report should be written in English and follow the 1-3-25 rule of thumb in accordance with NCA's evaluation policy– One page: Key recommendations; three pages: Executive Summary; and 25 pages: detailed presentation of findings. Plus, annexes as relevant Executive Summary (Maximum 3 pages)
- Background Information: Brief on the programme and context, evaluation purpose and objectives.
- Methodology: design, sampling technique and sample size and limitations.
- Key challenges
- Summary analysis based on review objectives
- Summary of Findings: (referring to Key objectives 1-4)
- Summary of recommendations (not more than 4)
- Lesson learnt best practices and opportunities for improvement.
- Conclusion
- Annexes. In annexes, the report will include: the Terms of reference, data collection tools (maintenance records, etc.), the sources of information used (primary and secondary).

## 7. Timeframe

The timeframe for this consultancy is 30 days, from the time the contract is signed. The successful bidder must commit to finish the consultancy and submit in deliverables before or on 30 May 2018.

## 8. Desired Profile of reviewer/ Qualifications

- ❖ Post-graduate degree in Education, Social Sciences and humanitarian related subjects
- ❖ At least five years of experience in conducting evaluations with international NGOs/INGOs
- ❖ Previous experience of evaluating Education programmes in South Sudan or eastern Africa region.
- ❖ Good understanding of Arabic or local languages would be an added advantage
- ❖ Excellent research and analysis skills
- ❖ Excellent interpersonal skills
- ❖ Excellent written and spoken English
- ❖ Excellent report writing, data collection, data analysis skills
- ❖ Familiarity with community-based and participatory approaches
- ❖ Knowledge and experience in conducting evaluations in South Sudan
- ❖ Prior experience in conducting evaluations using different emergency preparedness and response assessment tools.
- ❖ High level, up-to-date knowledge and understanding of education in conflict and humanitarian context

## 9.0. Contact details

Interested candidates or companies are required to submit a technical and financial proposal with a detailed CV, copies of academic documents and samples of similar studies conducted with a proper interpretation and understanding of the TORs, description of methodology, stakeholders that will be interacted with, schedule of activities and budget to undertake the evaluation, to [vacancies.ncass@nca.no](mailto:vacancies.ncass@nca.no) with a copy to [azima.arkanjelorockson@nca.no](mailto:azima.arkanjelorockson@nca.no) and [AyenAleu.Yel@nca.no](mailto:AyenAleu.Yel@nca.no) before **5pm on the 17<sup>th</sup> of March, 2018** Or NCA Office in Juba, Buluk near UNDP Office.