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**Terms of Reference**

**Final Evaluation**

**Saving lives now and in future through education, inclusion and through enhancing local capacity in targeted areas of South Sudan**

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| --- | --- |
| Geographical coverage: global; region; country(ies)-please specify | **Jonglei state**: Pibor **Central Equatoria state**: Juba Country |
| Number of people targeted:  | 12,800 ALP learners8,400 Functional Adult Literacy young and adult women 1,150 skills development for youth |
| Program/project lifespan  | January 2018 to December 2021 |
| Program/project budget (TOC3 only): | 3,143,298 DKK  |
| Donour  | Danida  |
| Evaluation commissioning manager | Education Program Manager |
| Evaluation manager  | Programme quality Coordinator |

1. ***Background***

The political instability from December 2013 engulfing South Sudan have led to an unmitigated humanitarian crisis afflicting 7.3 million people, and severe food insecurity impacting an estimated 4.9 million people across the country. The protracted nature of the conflict has considerably curtailed the delivery of social services, agricultural production and destroyed key basic infrastructure; schools, roads, health facilities, leaving behind a trail of disrupted livelihoods, whilst eroding the coping abilities of local communities. Today at least 1 in 2 women live below the $1.25/$2 per day poverty line and only 27% aged 15 years are literate (40% male and 15% females). This is intensified by the volatile situation caused by the manmade crisis, where the abuse of rights such as gender-based violence (GBV) and child recruitment is widespread.

The education sector suffers from the prolonged crisis with an estimated 2.4 million children not receiving an education - the highest proportion of out of school children in the world[[1]](#footnote-1) and with approximately 75% girls not enrolled in primary school.[[2]](#footnote-2) Needs in the education sector were already high before the crisis intensified in 2016–in 2015 when only 41% of teachers were qualified and officially recognised, and 1/3 of primary classrooms were open air or not permanent structures.[[3]](#footnote-3) 90% of schools in South Sudan have active Parent Teacher Associations (PTAs) and/or School Management Committees (SMCs). Shortages of teachers are reported as a result of insecurity, and student attendance declining as a result of ongoing violence and consequent displacement, as well as lack of adequate infrastructure. The education context, analysed in a study by Plan, is marked by long distances to school, lack of funding for school fees, and lack of learning materials being top reasons mentioned for boys; and negative gender stereotypes (such as those minimising the value of education for girls and preferring boys), early marriage, household chores, inadequate Menstrual Hygiene Management (MHM), as well as long distance, being top reasons mentioned for girls.[[4]](#footnote-4) The gender disparity among teachers as well as the low number of teachers (156 in total) is another particularly worrying statistics with 13% (20) of the teachers being female and 87% (136) male.[[5]](#footnote-5) Adolescent girls face additional barriers to education such as: the fear of parents that schooling may expose their daughters to premarital sex or making them “strong headed” or less traditional, which would decrease their chances of getting married or fetching a high dowry upon marriage.[[6]](#footnote-6) It is even harder for adolescent girls already married and with children to access education - due to lack of child care and unavailability of adult classes, extra demand for domestic chores or not being allowed by their husbands.[[7]](#footnote-7)

Most education actors are involved in implementing formal education which include provision of support to Early childhood education, Primary and secondary school education. Others are involved in supporting construction of schools and long-term teachers training.

Oxfam in South Sudan has implemented a four-year project, titled, *“Saving lives now and in future through education, inclusion and through enhancing local capacity in targeted areas of South Sudan”.* This project is funded as part of the Strategic Partnership agreement between Oxfam IBIS and Danida, Danida Humanitarian Funding for South Sudan (TOC2) (Juba and Pibor). The project is being implemented with the following partners at different stages of implementation: SALT, HACT[[8]](#footnote-8), YWCA, CDI, and DARD.

**Specific objective:** Improved access to and utilization of quality education by conflict-affected children, youth and women in the targeted areas

**Outcome 1:** Children, youth and women with improved knowledge, skills and opportunities.

**Outcome 2:** Enhanced capacity of local civil society organizations and community alliances to ensure strengthened local leadership towards the delivery of education.

**Outcome 3:** Promoting the implementation of gender and conflict sensitive education to local authorities and other actors

Main project recipients/beneficiaries include: Marginalised children, youth and adults without access to quality education, including girls and women and internally displaced persons (IDPs). Other target groups include: Government officials, Community based organization (CBOs), Civil Society Organisations (CSOs), Learners, Teachers, Parent Teacher Associations (PTAs), and Community members.

For further information, the results framework for the project is attached (Annex I)

1. **Evaluation purpose and scope**

The purpose or intended use of the evaluation is to help Oxfam and its partners to conduct an end of project evaluation to assess progress of the project against its goal and objectives and to learn from what works well and less well. The evaluation will provide input to upcoming discussions concerning the preparation of a new strategic phase of Danida programming, as well as benefit other similar programmes.

The final evaluation will be looking mainly at the Danida Humanitarian project components implemented in both Juba and Pibor which includes: Accelerated Learning Program (ALP), Functional Adult Literacy (FAL), skills development, working with PTAs and CSOs; Teacher Education and Professional Development (TEPD), research and studies as well as advocacy on education issues in South Sudan. An additional small component will be added looking at the Danida CIV project in Rumbek including functional literacy and support/training of PTAs as well as civil society strengthening, including partnership with National Education Coalition (NEC).

If needed, the scope of the evaluation may be further elaborated by the evaluator in the inception report.

1. **Evaluation objectives and questions**

The evaluation shall conform to OECD/DAC’s Quality Standards for Development Evaluation.

The objective of this evaluation is to evaluate the relevance, effectiveness, efficiency, impact and sustainability of the project and formulate input to upcoming discussions around similar interventions.

1. **Relevance**
* To what extent were the project interventions responding to recipients/target beneficiaries and national needs and priorities, and have they continued to do so if/when circumstances have changed?
* How were the different needs of conflict-affected women and men and young people integrated into the design and implementation of the project and to what extent has gender been mainstreamed? What is the experience and views of youth of working with Oxfam (opportunities/challenges)?
* How compatible has the project been with other interventions in South Sudan, sector or within Oxfam where it is being implemented?
* Was the project design logically sound? Were the activities and outputs of the interventions consistent with the overall goal and the attainment of its objectives? Were they also consistent with the intended outcomes and impacts?
1. **Effectiveness**
* To what extent has the project achieved its objectives, and its results, including any differential results across different groups (IDPs/Host communities)? What factors have contributed to achieving or not achieving intended project outcomes and set objectives?
* To what extent have the interventions been gender and conflict sensitive?
* Have the M&E system delivered robust and useful information that could be used to assess progress towards outcomes and contribute to learning?
* Has the accountability system ensured participation, regular feedback/complaint from the community and provided a timely response?
* Assess how the partner portfolio and the mix of different types of partners have contributed to the objectives of the strategy.
1. **Efficiency**
* To what extent has the project delivered results in an economic and timely way?
* Was the project designed and/or amended throughout the implementation period to provide the best value for money?
* Was this project the most cost effective as compared to similar projects?
* Were the resources for running all the activities available, adequate and was this the best use of resources to achieve results?
* To what extent has effective coordination and collaboration with existing interventions and partners been addressed and achieved?
1. **Impact**
* To what extent has the project or programme generated, or is expected to generate, significant positive or negative, intended, or unintended changes in the lives of recipients and in their environment?
* How well did the project succeed in involving women and men, especially the most vulnerable?
* Assess to which extent the implementation (so far) of the program/project has achieved outcomes related to women’s empowerment? And the reasons behind the achievement (or not).
* To what extent did different groups, including conflict affected young people/children and other vulnerable groups, benefit in different ways from the intervention?
* What are the challenges and opportunities to strengthen or “scale up” “nexus” approaches at country level? What does this require in terms of financing, project design, technical support? (What are the implications for this in terms of how Oxfam IBIS is structured to be able to deliver on “nexus” approaches?)
1. **Sustainability**
* To what extent can the activities and the benefits of the project continue after external funding has ceased? To what extent do project recipients and/or partner country stakeholders have ownership, capacity and resources to maintain the activity results after external funding ceases?
* Are any areas of the project clearly unsustainable? What lessons can be learned from such areas?
* What were the major factors that influenced the achievement or non-achievement of sustainability of the intervention?
1. ***Evaluation approach and methods***

A gender responsive approach/methodology, methods, tools and data analysis techniques should be used. It is therefore expected that the evaluators, in their application, present a methodology and methods for data collection that create space for reflection, discussion and learning between the intended users of the evaluation. The evaluation methodology will be presented for approval to the Evaluation Reference Group.

The methodology should use a combination of quantitative and qualitative research methods and a desk review of project overview should be done. It should be utilisation focused, gender responsive and explore the possibility of utilising participatory methods for developing case studies. Data should be disaggregated by sex and according to other relevant project-specific parameters.

Some of the data collection tools expected to be used during the evaluation are:

**Desk review**: The evaluator will consult all available documentation in preparation for the review, including Programme documents, baseline report, minutes of meetings; quarterly reports, annual reports and programme implementation and research reports, implementing partners reports and documentation, technical training reports etc.

**Survey:** Design and implement a survey which includes participation of project primary stakeholders with ALP learners, FAL learners, and skills development learners, and partners. In addition, the methodology should spell out how stakeholders will participate at each level during the end line survey.

**Interviews with Key Informants**: The team are expected to conduct a range of interviews with key informants and stakeholders and will visit and interview relevant Ministries and government agencies, local partners, community leaders, teachers of ALP/FAL/Skills development Tutors, recipients/ beneficiaries, etc.

**Focus group discussions**: The team will conduct focus group discussions with direct and indirect beneficiaries of the project (including but not limited to schools SMCs, PTAs as well).

**Human Interest Stories**: During the interview, the evaluators will support beneficiaries of the project to document their stories on how the programme has impacted on their lives.

The evaluators shall specify how quality assurance will be handled by them during the evaluation process.

1. ***Evaluation deliverables and time schedule***

It is expected that a time and work plan is presented in the application and further detailed in the inception report. The evaluation shall be carried out between **3rd January and 18th March 2022**. The timing of any field visits, surveys and interviews will be agreed upon during the inception phase.

The **inception report** will form the basis for the continued evaluation process and shall be approved by Commissioning Manager before the evaluation proceeds to implementation. The inception report should be written in English and cover evaluability issues and interpretations of evaluation questions, present the evaluation approach/methodology, methods for data collection and analysis as well as the full evaluation design. The data collection tools will also be provided for approval. All limitations to the methodology and methods need to be made explicit and discussed. A specific work plan, including number of hours/working days for each team member, for the remainder of the evaluation should be presented.

The **final report** shall be provided in English and based on an agreed upon structure. The evaluation approach/methodology and methods for data collection used shall be clearly described and explained in detail, including all limitations to the methodology. Findings based on the data analysed and evidence presented will support the conclusions. Evaluation findings, conclusions and recommendations should reflect a gender analysis/an analysis of identified and relevant cross-cutting issues. Recommendations and lessons learned should flow logically from conclusions. Recommendations should be specific, directed to relevant stakeholders and categorised as a short-term, medium-term and long-term. The report should be no more than a maximum of 40 pages excluding annexes (including Terms of Reference and Inception Report).

The table below lists key deliverables for the evaluation process. Deadlines for deliverables may be suggested by the evaluator.

|  |  |  |
| --- | --- | --- |
| **Deadlines** | **Deliverables** | **Working days** |
| **3rd Feb 2022** | Start-up meeting | ½ working day |
| **4th – 10th Feb 2022** | Draft **inception report** and inception meeting | 5 working days  |
| **11th – 24th Feb 2022** | Data collection  | 10 working days  |
| **25th Feb 2022** | Debriefing after data collection  | 1 working day |
| **28th Feb – 11th Mar 2022** | Data analysis, report writing and quality assurance; deliverable **Draft** evaluation report | 10 working days |
| **14th March 2022** | Validation workshop  | ½ working day |
| **15-18th March 2022** | **Final** evaluation report based on comments received | 4 working days  |

**Payment schedules will be defined in the agreement**

1. 20% upon submission of an **inception report**, within two weeks (10 working days) after signing of the contract. This report will outline in detail the key scope of the work and detailed study methodology; a work plan/schedule of tasks designating a team member with the lead responsibility for each task and deliverable (output); sources of data; and a data reporting plan.
2. 30% A draft report will be presented to Oxfam by the research team during a stakeholder workshop at a date to be agreed. The evaluation team will facilitate the workshop, which will be aimed at discussing preliminary findings and conclusions of the study.
3. 50% upon submission of a **final evaluation report** in the agreed upon structure.

Note: Please take into account that South Sudan deducts 10% Withholding Tax on Consultancy Fees.

1. ***Evaluation management***

This evaluation is commissioned by Oxfam in South Sudan. The commissioning manager is the Education Program Manager from the Oxfam South Sudan Country Team. The consultancy will also be coordinated with Yasmine Wahba/Irene Fredriksson (Oxfam IBIS) and Oxfam South Sudan MEAL Team who will constitute part of the Evaluation Reference Group overseeing this consultancy. The reference group will approve the inception report and the final evaluation report and interaction with the committee will be at specific points such as the start-up meeting of the evaluation, as well as debriefing/validation workshop where preliminary findings and conclusions are discussed.

1. ***Confidentiality and data protection***

The consultant firm shall not produce these materials in part or whole and any form (electronic, hard copies, etc) to a third party without written permission from Oxfam South Sudan.

1. ***Roles and Responsibilities***

**The consultant should:**

* Lead on the evaluation process and submit all deliverables as per the agreed upon workplan
* Cover all out of country costs (flight, visa)

**Oxfam will:**

* Facilitate the work as per the specified activity and timeframe in the outline above
* Provide relevant documentation to the consultant
* Provide needed letters (invitation and facilitation letters)
* Provide costs of enumerators and translators as per agreed upon methodology at inception
* Effect payments according to the agreement. Apart from consultancy fee, Oxfam shall cover the in-country travel costs related to the field work (to cover accommodation, meals and local transportation during the duration of field travel) as per Oxfam procedures.
* Provide timely feedback on the evaluation report from all relevant staff members.
1. ***Evaluation Team Qualifications***

The consulting firm/team leader should have experience and conversant in conducting evaluations and leading evaluation teams, including communication and facilitation skills. The evaluation team must be independent from the evaluation object and evaluated activities and have no stake in the outcome of the evaluation. The evaluation team shall include the following competencies:

* Higher university degree in Humanitarian/Development studies, education, economics, statistics, social sciences, gender or any other related fields.
* Proven experience in conducting quality evaluations and leading evaluation teams
* Extensive experience working with international organizations globally and specifically in South Sudan.
* Knowledge/experience of education in emergencies projects/programmes
* Strong analytical and research skills
* Fluency in written and spoken English
* Good facilitation skills

***APPLICATION REQUIREMENTS***

Interested candidates in the position are expected to provide the following documentation:

* A technical proposal with detailed response to the TOR, with specific focus on addressing the scope of work and methodology to be used, as well as including a workplan
* A financial proposal: Submit a financial proposal that indicates all-inclusive costs for conducting the final evaluation detailing the daily rate expected[[9]](#footnote-9), transportation costs, accommodation costs, etc. The consulting firm/consultant shall bear all costs associated with the preparation and submission of the proposal. The consultant shall submit ONE (01) copy of technical and ONE (01) copy of financial proposal in electronic form or in a single envelope. The technical and financial proposals should be clearly marked and should include the name and detailed contact of the consultant/ firm. All costs should be quoted in USD and will remain valid up to sixty days (60) from the day of proposal submission
* Sample of previous evaluation conducted
* Consultancy firm profile or CV including a minimum of 3 traceable, recent and relevant references to this task
* A CV for each team member shall be included in the call-off response. It should contain a full description of relevant qualifications and professional work experience.
* Deadline for submission of applications is 26th January 2022. Interested Applicants should send soft copies of the requested application documents addressed to JubaQuotations@oxfam.org.uk.

**Annex 1. Results Framework (as of 2020)**

|  | **Indicator** | **Target** | **Target 2020** | **Baseline** | **Results obtained in the period: 1 Jan 2018 - 31 Dec 2018** | **Results obtained in the period: 1 Jan 2019 - 31 Dec 2019** | **Results obtained in the period: 1 Jan 2020-31 Dec 2020** | **Accumulated results obtained from project start till end of current reporting period** | **% of project total target completed at the end of current reporting period** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Overall Objective 1:** Percentage of children, youth and adults who have access to quality education in the target areas. (disaggregated by sex, age and other vulnerability groups) |
| **Indicators:**  | **Impact Indicator 1.** Percentage of children |
| **Impact Indicator 2.** % of targeted adolescents, youth and women completed cycles and passed exams (ALP, skills training and functional literacy) |
| **OUTCOME 1.1** Children, youth and women with improved knowledge, skills and opportunities.  | **Outcome Indicator 1.1.1** % of children and youth (40% female and disaggregated by sex) in ALP who are promoted to the next level.  | 2018: 70%/2019: 75%/ 2020:75%/2021: 65% | 85% | 57.6% | 40% | 22% | TBC | Of the 2,213 (1,069 male and 1144 female) ALP learners enrolled, 739 (542 male and 264 female)who sat for end of year exams (2019), and 494(388 males and 106 female) learners passed and transitioned to the next ALP class. **2020:**1183 (701 male and 482 female) ALP learners were enrolled and 161 (95 male and 66 female) sat for end of year exams (2020), number of ALP learners who transitioned to the next level will be measured once the Primary leaving Examination result will be out.  | 0% |
| **Outcome Indicator 1.1.2** % of targeted young and adult women (80% female) completed functional literacy programmes are engaged in business activity or get employed after 3 months from completion | 2018: n/a / 2019: 60% / 2020: 70%/2021: 60% | 60% | 37.80% | 65% | 77% | 83% | in 2018, 89 (90% female) completed and have business. A total of 136 (15 male and 121 female) FAL learners were assessed and only 89 received grants and have business. In 2019, A total of 734 (170 male & 564 female) representing 77% female completed FAL and have business. 234 (7 male & 227 female) were in Juba and 500 (163 male & 337 female) in Pibor. A total of 1065 (205 male & 860 female) FAL learners were assessed and only 734 completed, received grants and have business. In **2020**, 83% (76% male and 85% female) have started businesses or got employed within 3 months after the training completion.  | 100% |
| **Outcome Indicator 1.1.3** % of targeted youth (50% female), that benefitted from skill development, who have started sustainable Income Generating Activities or/and employed.  | 2019: 50% / 2020: 65%/ 2021; 85% | 85% | 43.40% | n/a | 9.30% | 81% | 2019: 28 (all female) skills development learners have already completed and have started their own business. **2020:** Findings from an assessment conducted established that 81% (85% men and 79% women) started businesses or got employed within 3 months after training completion  | at least 50% |
| **Outcome Indicator 1.1.4** % of teacher benefitting from continuous professional development who have improved the quality of their teaching  | 2019: 60% / 2020: 70%/2021: 60% | 60% | 100% | n/a | 42% | 57% | 2019: But in the narrative report, you inform that 16 of the 38 has been monitored and has improved learning, so I calculate it to 42%. 38 out of the 64 ALP teachers benefited from the continuous professional development and improved their quality of teaching. Of the 38 ALP teachers, 3 were female and 35 males. **2020;** 32 (27 Male, 5 Female) ALP and primary school teachers were trained out of a planned 56 teachers in 5 days training on teachers’ professional development training. Only Juba.  | at least 75% |
| **Outcome Indicator 1.1.5** % of female teachers in schools and ALP centres in the targeted areas trained as role models who are supporting female learners to improve retention and completion.  | 2019 : 10% / 2020: 30%/2021: 30% | 30% | 27.90% | 39% | 8% | 95% | 2019: 3 female teachers in both ALP and primary schools in the targeted project locations. 8 % of the female teachers from both primary school and ALP centres have participated in a capacity building - However, their capacity still needs to be built for them to become better role models. **2020:** 39 female teachers participated in a 2-day training conducted in Juba. The purpose of organizing the training is to equip the female teachers with skills and knowledge on how they will be able to support the female learners in the school in order to increase female learners’ enrolment and retention.  | 100% |
| OUTPUT 1.1.1 learners completed and transitioned to the next ALP level, equivalent public-school level or skills training | **Output Indicator 1.1.1.1** # of M/F learners completed and transitioned to the next ALP level, equivalent public-school level or skills training.  | 12800 (2018: 7,500/ 2019: 1,900 / 2020: 2,400/2021:1700) | 1700 | 44.00% | 1773 | 494 | 161 | 2,213 (1,069 male and 1144 female) ALP learners were enrolled. 739 (542 male and 264 female) sat for end of year exams (2019), and 494 (388 Male and 106 female) passed and transitioned to the next ALP level. **2020:**1183 (701 male and 482 female) ALP learners were enrolled and 161 (95 male and 66 female) sat for end of year exams (2020), number of ALP learners who transitioned to the next level will be measured once the Primary leaving Examination result will be out.  | at least 10% |
| OUTPUT 1.1.2 social events (girls’ child day, women’s day, literacy day, etc.) and activities for peace building (sports tournaments, etc.) provided.  | **Output Indicator 1.1.2.1** # of social events (girls child day, women’s day, literacy day, etc.) and activities for peace building (sports tournaments, etc.) provided | 11 (2018: 2/ 2019: 3 / 2020: 10/2021: 6) | 6 | 0 | 3 | 5 | 3 | 2018: 2 sports activity completed and 1 girl child day, 2019: Support was provided for ILD, Girls days, 16 days of activism were conducted within the project period. At least 5 social events were conducted in 2019. **2020:** A total of 3 social events in both Juba Pibor. this includes International Women Day celebration in South Sudan, International Day of literacy (IDL), and 16 days of activism against gender-based violence.  | 100% |
| OUTPUT 1.1.3 young and adult women enrolled in functional literacy training.  | **Output Indicator 1.1.3.1** # of young and adult women enrolled in functional literacy  | 8400 (2018: 2,000/ 2019: 2,000 / 2020: 2,500/ 2021: 2,200) | 2200 | 0 | 426 (375 female-51male) | 1223 (1012 female and 211 male) | 1698 | 2018; 426 learners benefited of which 375 females, 2019: 1223 (1012 female and 211 male enrolled for the literacy program; **2020:** A total of 1,698(305M, 1,393F) In Juba and Pibor were enrolled.  | at least 25% |
| OUTPUT 1.1.4 youth (male and female) provided with skills training and start-up capital  | **Output Indicator 1.1.4.1** # of youth (male and female) provided with skills training and start-up capital | 1150 (2018: N/A / 2019: 300 / 2020: 450/2021: 400) | 400 | 55.30% | 0 | 28 | 290 | 2019: 300 learners enrolled and benefited from the skills development courses. 28 finalised training received start-up kit and have started their own businesses. **2020:** A total of 290 (106 male &, 184 female) selected learners in Juba (under two centres) started and completed training on Apprenticeship. All the 290 students received start up tool kits.  | at least 25% |
| OUTPUT 1.1.5 teachers provided with skills and knowledge to implement ALP included gender and conflict sensitive education. | **Output Indicator 1.1.5.1** # of teachers provided with skills and knowledge to implement ALP included gender and conflict sensitive education | 176 (2019: 64 / 2020: 64/ 2021: 56) | 56 | 100% | 0 | 38 | 41 | 2019: 38 teachers were recruited and provided with skills and knowledge to implement ALP - 3 were female. **2020**; 32 (27 Male, 5 Female) ALP and primary school teachers were trained out of a planned 56 teachers. The teachers participated in 5 days training on teachers’ professional development training. Only Juba.  | at least 25% |
| OUTPUT 1.1.6 literacy facilitators provided with knowledge and skills to deliver literacy lessons including gender and conflict sensitive approaches.  | **Output Indicator 1.1.6.1** # of literacy facilitators provided with knowledge and skills to deliver literacy lessons including gender and conflict sensitive approaches | 104 (2019: 32 / 2020: 36/ 2021: 36) | 36 | 0 | 8 | 24 | 34 | 24 Literacy facilitators benefited from the action of which 5 were female. **2020:** A total of 34 FAL facilitators; 10 were trained in Pibor (all Males) and 24 in Juba (12 Male and 12 Female) | at least 50% |
| OUTPUT 1.1.7 Pedagogic mentoring and supervision events/visits conducted.  | **Output Indicator 1.1.7.1** # of pedagogic mentoring and supervision events/visits  | 2018: 36 ALP + 60 lit. / 2019: 256 ALP + 64 lit / 2020: 256 ALP + 64 lit. /2021: 320 | 320 | 0 | 7 | 41 | 19 | 2019: At least 41 sessions of mentoring visits were conducted. At least 41 teachers benefited from the mentoring sessions of which 3 of the teachers were female. **in 2020**, 19 pedagogic mentoring and supervision events were conducted targeting 19 ALP and primary school teachers. Of the 19 teachers mentored and supervised, (17 were male and 2 females).  | at least 10% |
| OUTPUT 1.1.8 awareness raising sessions in communities and radio sessions for enrolment of girls in education conducted. | **Output Indicator 1.1.8.1** # awareness raising sessions in communities and radio sessions for enrolment of girls in education | 18 (2018: 6 /2019: 3 / 2020: 3/ 2021: 6) | 6 | 0 | n/a | 5 | 13 | 2019: 5 radio talk shows were conducted. No specific estimated number of beneficiaries. **2020;** 7 awareness sessions and 6 radio talk show in Pibor and Juba.  | 100% |
| OUTPUT 1.1.9 female teachers trained as role models | **Output Indicator 1.1.9.1** # female teachers trained as role models | 250(2018: 100 /2019: 40+10 / 2020: 40+10/2021: 50) | 50 | 27.90% | n/a | 41 | 39 | 2019: At least 41 females out of the planned 40 benefited from the action. The remaining 10 teachers were supposed to start pre-service training (see comment). **2020:** 39 female teachers participated in a 2-day training conducted in Juba. The purpose of organizing the training is to equip the female teachers with skills and knowledge on how they will be able to support the female learners in the school in order to increase female learners’ enrolment and retention.  | at least 25% |
| OUTPUT 1.1.10 people participated in campaigns for girls’ education | **Output Indicator 1.1.10.1** # of people participated in campaigns for girl’s education  | 1002 (2018: 100 / 2019: 150 / 2020: 200/ 2021: 552) | 552 | 0 | n/a | 870 | 10,000 | 2019: 870 people participated in a campaign for girls' education of which 380 were females **2020:** Due to COVID19, there has been no celebration of girl child’s day in South Sudan. However, radio broadcasting and talk shows were used to disseminate information about girls’ education more especially when schools were closed. These talk shows reached an estimate of 10.000 people with messages on Sexual Gender Based issues, e.g. early pregnancies within households in the project locations.  | more than 100% |
| **OUTCOME 1.2** Enhanced capacity of local civil society organizations and community alliances to ensure strengthened local leadership towards the delivery of education. | **Outcome Indicator 1.2.1** # of PTAs (min. 40% women) increasingly taken on governance roles and responsibilities  | 50 (2018: 9 / 2019: 12 / 2020: 16/2021: 13) | 13 | 198 | 11 | 8 | 13 | 12 PTAs targeted in 2019 and 8 PTA (associations) were strengthened. **2020:** 13 PTA (associations) were strengthened | at least 50% |
| **Outcome Indicator 1.2.2** # of local civil society organizations and community groups with **improved capacity** to manage education projects and participating actively in education development | 16 (2018: 1 (Participating) / 2019: 3 / 2020: 6/2021: 6) | 6 | 5 | not measured in 2018 | 6 | 6 | 2019: At least one project partner and 5 skills development Centres were able to manage education activities in the project locations in business and life skills. **2020:** A total of 7 Oxfam Civil Society organizations (CSOs) received capacity building on financial management, logistics and procurement; safe programming, risks assessment and project risks assessment; advocacy and communication; human resources; resources mobilization; project cycle management; power analysis; accountability and feed back to stakeholders.  | at least 75% |
| **Outcome Indicator 1.2.3** # of schools in targeted areas that have developed and implemented school development plans, included conflict sensitive reflections | 42(2018: 6 / 2019: 10 / 2020: 14/2021: 13) | 13 | 147 | 11 | 13 | 9 | 2019: All the 13 schools instead of the 12 targeted in the project were reached, trained and guided in the process of developing their respective school development plans. **2020:** 9 PTA executive committee that were trained by the Partner HACT and SALT with support from OXFAM in Juba and Pibor were able to develop a detailed School Development plan and its corresponding budget using the knowledge and skills they acquired during the capacity building.  | at least 75% |
| **Outcome Indicator 1.2.4** # of targeted local Education Authorities members with improved capacity to participate in assessing, planning, implementing, monitoring and evaluating the targeted education centres.  | 135(2019: 45 / 2020: 65/2021: 45) | 22 | 0 | n/a | 23 | 22 | 2019: At least 23 targeted local education authorities were reached of which only 1 was a female. **2020:** At least 22 (17 male and 5 female) head teachers, deputy head teachers and other education officials trained on school management and administration, preparation and implementation of school development plan, budgeting and school financial management, school monitoring and support supervision, gender and conflict sensitive education. The project target for this output was 45 (i.e. 27 in Juba and 18 in Pibor), however, 22 was reached compared to 45 as targeted at the project period, representing 49%.  | at least 25% |
| OUTPUT 1.2.1 PTA members (female and male) trained | **Output Indicator 1.2.1.1** # of PTA members (Male and Female) trained | 660 (2018: 198 / 2019: 176 / 2020: 176/2021: 143) | 143 | 198 | 201 | 65 | 117 | 2018; 18 PTAs and 3 CBOs 2019;176 PTA members targeted of which 65 were reached with the action. **2020:** A total of 117 Parents Teachers Associations (PTAs) have been trained 71 Male, 46 Female; 54 Pibor and 63 Juba.  | at least 50% |
| OUTPUT 1.2.2 CSOs and community alliances provided with capacity building support. | **Output Indicator 1.2.2.1** # of CSOs and community alliances provided with capacity building support. | 32 (2018: 6 / 2019: 6 / 2020: 10/2021: 10) | 10 | 3 | 21 | 14 | 7 | 2019: 6 community alliances targeted of which 14 were reached. 14 community alliances = 13 PTAs and 1 union. **2020:** A total of 7 Oxfam Civil Society organizations (CSOs) received capacity building on financial management, logistics and procurement; safe programming, risks assessment and project risks assessment; advocacy and communication; human resources; resources mobilization; project cycle management; power analysis; accountability and feed back to stakeholders.  | more than 100% |
| OUTPUT 1.2.3 school development plans developed with support from communities | **Output Indicator 1.2.3.1** # of school development plans developed with support from communities | 36(2019: 10 / 2020: 14/ 2021: 13) | 13 | 0 | n/a | 13 | 9 | 2019: 13 school development plans were developed through Oxfam guidance and support. **2020:** 9 PTA executive committee that were trained by the Partner HACT and SALT with support from OXFAM in Juba and Pibor were able to develop a detailed School Development plan and its corresponding budget using the knowledge and skills they acquired during the capacity building.  | at least 50% |
| OUTPUT 1.2.4 Education Authorities members provided with skills and knowledge to supervise ALP included gender and conflict sensitive education | **Output Indicator 1.2.4.1** # of Education Authorities members provided with skills and knowledge to supervise ALP included gender and conflict sensitive education | 135 (2019: 27 Juba, 18 Pibor/ 2020: 27 Juba, 18 Pibor/2021: 45) | 45 | 0 | n/a | 23 | 22 | 2019: 23 Education authorities benefited from the action out of a target of 27 Juba , 18 Pibor = total target of 45. **2020:** At least 22 (17 male and 5 female) head teachers, deputy head teachers and other education officials trained on school management and administration, preparation and implementation of school development plan, budgeting and school financial management, school monitoring and support supervision, gender and conflict sensitive education.  | at least 25% |
| **OUTCOME 1.3** Promoting the implementation of gender and conflict sensitive education to local authorities and other actors.  | **Outcome Indicator 1.3.1** # of alternative education approaches (such as extended mother tongue in ALP, gender and conflict sensitive education, continuous professional development for teachers, formative supervision for teachers, peer support to teachers) documented and used for influencing Education Authorities (government) to fulfil their mandates  | 2(2018: manual adjusted / 2019: evaluation report / 2020: 1 replication by education authority, other organisation or Oxfam in new area/2021: 2) | 1 | 3 | Not executed in 2018 - replanned for 2019 | Not executed replanned for 2020 | 0 | 2019: Not executed replanned for 2020. **2020:** not executed, replanned for 2021 | 0% |
| OUTPUT 1.3.1 Education gender strategy developed | **Output Indicator 1.3.1.1** # of education gender strategy developed  | 2019: (1) | 0 | 0 | Not executed in 2018 - replanned for 2019 | 1 | 0 | 2019: 1 Education gender strategy has been developed and will be implemented in education activities.  | 100% |
| OUTPUT 1.3.2 contextualised guidance for conflict sensitive education at local and national level developed | Output Indicator **1.3.2.1** ´# of contextualised guidance for conflict sensitive education at local and national level developed | 3(2019: 1 national / 2020 : 2 local/2021:2) | 2 | 0 | n/a | 1 | 0 | 2019: 1 assessment report on Gender Conflict sensitive was written. **2020:** not achieved, replanned for 2021.  | at least 25% |
| OUTPUT 1.3.3 evaluations or analysis produced on education approaches implemented (e.g. functional literacy, continuous professional development, conflict sensitive education, gender sensitive education) | **Output Indicator 1.3.3.1** # of evaluations or analysis produced on education approaches implemented (e.g. functional literacy, continuous professional development, conflict sensitive education, gender sensitive education) | 4 (2019: 1 / 2020: 2/ 2021: 1) | 2 | 0 | n/a | 1 | 2 | 2019: Review on Oxfam literacy approach has been conducted - findings will be implemented in 2020. **2020:** Within the project period, two evaluations were conducted on; reframing literacy in crisis context in September 2020; research study on vocational and skills training but using other funding | at least 75% |
| OUTPUT 1.3.4 policy advocacy papers or analysis related to education approaches, included gender- and conflict sensitive education produced | **Output Indicator 1.3.4.1** # of produced policy advocacy papers or analysis related to education approaches, included gender- and conflict sensitive education | 6 ( 2018: 1 / 2019: 2 2020: 3/ 2021: 1) | 2 | 0 | Not executed in 2018 - replanned for 2019 | 1 | 1 | 2019: 1 policy paper was produced - in collaboration with other education projects (BRICE and CIV) **2020:** 1 policy paper was produced - in collaboration with other education projects (BRICE and CIV)  | at least 25% |
| OUTPUT 1.3.5 community and/or school governance advocacy sessions organized, included gender- and conflict sensitive education | **Output Indicator 1.3.5.1** # community and/or school governance advocacy sessions organized, included gender- and conflict sensitive education | 102 (2018: 18 / 2019: 32 / 2020: 64/ 2021: 26)  | 26 | 0 | 6 sessions | 4 sessions | 0 | 2019: 4 sessions of awareness meeting were planned were executed. **2020:** This activity has not been implemented; replanned in 2021.  | at least 10% |

**Annex 2: Recommended outline of the Final Evaluation (maximum 40 pages)**

1. **Title page and opening pages**
* Name of project being evaluated /affiliate identification code; Timeframe of evaluation and date of the report; Locations; Names and/or organizations of evaluators; Oxfam as the organization commissioning the evaluation
* Table of contents which also lists Tables, Graphs, Figures and Annexes
* List of acronyms
1. **Executive summary that can be used as a stand-alone document and can inform decision-making (maximum 3 pages)**
2. **Introduction**
* The intervention (project background and components, approach, strategy and
* Logical framework and expected results
* Context of key social, political, economic, demographic, and institutional factors that have a direct bearing on the project
1. **Evaluation purpose, objective, scope**
2. **Methodology, including an indication of any perceived limitations of the evaluation**
3. **Evaluation Findings (responding directly to the evaluation criteria and evaluation questions)**
* Relevance
* Effectiveness
* Efficiency
* Impact
* Sustainability
1. **Conclusions and lessons learned**
2. **Recommendations**
3. **Appendices:**
* Terms of reference
* Evaluation matrix; results framework
* List of persons interviewed, and sites visited
* List of documents consulted
* More details on the methodology (including data collection tools)
1. UNICEF report found at <https://www.unicef.org/southsudan/media_21715.html> [↑](#footnote-ref-1)
2. Global Initiative on Out of-School Children South Sudan Country Study UNICEF, May 2018, Global partnership for Education, UNESCO, Ministry of General Education and Instruction [↑](#footnote-ref-2)
3. South Sudan Crisis Sensitive Education Sector Analysis, 2015 [↑](#footnote-ref-3)
4. Needs Assessments Report, Education & Child Protection, Administrative areas of Pageri and Pibor. Plan International, November 2017 [↑](#footnote-ref-4)
5. ibid [↑](#footnote-ref-5)
6. “The Journey of Adolescent Girls” during and after Armed Conflict in South Sudan, Plan International [↑](#footnote-ref-6)
7. Needs Assessments Report, Education & Child Protection, Administrative areas of Pageri and Pibor. Plan International, November 2017 [↑](#footnote-ref-7)
8. HACT was a partner with Oxfam South Sudan 2020, however is no longer a partner [↑](#footnote-ref-8)
9. Please take into account that South Sudan deducts 10% Withholding Tax [↑](#footnote-ref-9)