



Evaluation of Red Sea Programme Basic Education Project in Sudan

Full Report

Oxfam GB Programme Evaluation

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Executive Summary

Beside that; the project has managed to address livelihood from the angle of education, through improving teacher's salaries, increase in number of, adult and literacy classes. The sustainability of the project, depends not only on increase in numbers of permanent teachers, and improves their salaries, but it requires provision of other necessary education needs from the Ministry of Education, NGOs, PTCs, Local community, and the family. The approach of accomplishment the project used is seen as well-established, participative and transparent. All schools sampled have PTC with average numbers of members "11-15" each, with minor representation of female (their average numbers range between "0-4", i.e. less than 25%. The PTC members selected by general assembly to play a complementary role to the schools teachers. Community participation is very obvious but, sometimes encountered by people engagement gaining their living. The project provides capacity building training to parent teacher's councils, community development committees and teachers in the areas of lobby, advocacy, networking, organizational management and strategic planning. The main problems and constrains stand against the project activities are shortages in numbers of teachers, shortages of education inputs, lack of sufficient funds, poor participation and follow up from PTC (engaged in daily living) and education authorities part, difficulties that encounter the night schools graduates to continue their study at higher secondary schools.

The main suggested recommendations include;

- * Education authorities at Ministry of Education., Locality, and administrative units levels have to organize and plan teachers transfer, the best way to do that is to follow the education standards (provide the minimum numbers of teachers "16" to each basic school"), the implications of that; the Ministry of Education need to make teaching career more attractive and encouraging through provision of improved salaries, and conducive schools environments.
- * Education authorities at Ministry of Education., Locality, and administrative units levels have to provide basic schools with more specialized teachers in mathematics, Arabic and English languages.
- * Keep on organizing capacity training sessions and start organizing training courses and community awareness raising campaigns in the areas of education, gender, and women empowerment for both teachers and PTC.
- * Expand in literacy classes for both males and females
- * Education authorities, PTC, CDCs and the community leaders have to organize advocacy, lobby, and networking campaigns to push the state government and other funding agencies to provide basic services such as (electricity services, water, and pit latrines) to basic schools in the outskirts areas.
- * Provide special support (e.g., food, light, private revision classes) for those children sitting for grade 8 (basic certificate) exams, this could be done through organizing special "exams camp".
- * Utilize advocacy, lobby, and networking to facilitate the continuity of night schools graduates in higher secondary schools, (this point is crucial because, some head teachers and PTC members mentioned that; there are some night schools graduates face difficulties of studying in higher secondary schools, because they fail to strike the balance between their daily work and the higher secondary schools timetable, which

is during the day and at night as was in the basic schools), increase teacher's incentives, and community awareness.

* Awareness raising campaigns for the PTC and the community to make them know and understand the importance of women roles and their participation in schools, PTCs and community.

1- Introduction

Band Aid Trust and Oxfam GB have supported basic education project in the Red Sea State to increase access for the internal displaced and urban poor children to quality education. Project duration is three years (Oct. 2005- Sept. 2008) in three administrative units: central, southern, and eastern covering eight slum areas at Port Sudan Locality, Red Sea State. The project focused to increase access for good quality education for the urban and IDPs children, and adult to literacy opportunity through rehabilitation, construction of permanent classes, provision of text books, benches and desks, office furniture, organizing ten private classes, running two night schools, support eight adult literacy classes, support thirty volunteer teachers, provision of scholastic material, stationeries and training programs for teachers and the parent teachers councils (PTC) and community development committees members. It also supported mobilization and capacity promotion of the parent teachers' councils (PTCs), organizational management and leadership, action plans, lobby, advocacy and networking to advocate and lobby decision makers for their right and support. Beside that, the project also addressed livelihood program from the angle of education with the aim of supporting the poor families to increase children's access to education and improve their living conditions to ensure retention, good performance and completion of children to the basic education. Based on the project documents and the TORs, this evaluation is meant to review and assess the level of project impact on beneficiaries, progress against project objectives and its competency in achieving Oxfam mandate and Donor requirements.

2- Evaluation Aims and Objectives

The main aim of the evaluation is to review and assess the level of achievement of the project and its impact on the beneficiaries and potential sustainability and whether the project achieved the objectives and the requirement of Donors and make recommendations.

The evaluation specific objectives include:-

- Assess the effectiveness of the approach used in the accomplishment of the project objective (provision, capacity and advocacy).
- Review planning and implementation of the project in terms of relevance, efficiency and effectiveness to date.
- Assess the level of community involvement, participation, monitoring and follow up.
- Assess and reflect performance level in achievement of project objectives and outcomes.
- Assess the impact of the project on beneficiaries' lives, performance and how far it met their required needs.
- Assess the level of commitment to the global agenda on access to quality education and gender equity and Oxfam Mandate in making the change happen.
- Identify the major problems and constrains.
- Draw lessons learnt and challenges.
- Come out with recommendations for further improvement and development of the education project.

3- Evaluation Methodology

Evaluation Methodology involves intensive meetings, interviews and discussions with local authorities from education and admin sectors, head teachers, teachers, Parent Teachers Councils (PTCs), selected sample from the local communities, project staff and project partners. The evaluation process also involves comparative analysis for the project with emphasis on the project cycle adopted.

4- Evaluation Findings

4-1- The Project Support

The evaluation launched based on samples of ten schools in the three administrative units where the project work. These administrative units include; the Central Admin Unit from which three schools were selected, namely: Dim/Ongwab for Boys, Dim/Ongwab for Girls, and Wihda East; from Southern Admin Unit five schools were selected, namely; Engaz A, Engaz B, Habila for Boys, Habila for Girls, and Sadaga South" and the Eastern Admin Unit, where two schools were selected, Gadisyia A, and AlKhansa. The selection was made in coordination with the project staff in Oxfam GB and the focus was on covering the entire fields with which the project deal (see, appendix 5). From the findings, it is found that; there is general consensus among all of the people we met (see appendix 6: head teachers and their deputies, teachers and the parent teacher's councils), education authorities at Port Sudan Locality level that; the project provides: many kind of supports for the urban and IDPs children, and adult. These supports include; school materials and supplies, incentives to volunteer teachers, support to adult literacy classes, private classes, night schools, textbooks and support construction and rehabilitation of classrooms, and capacity building. But this entire package is not provided equally for all schools sampled; it varies from school to another. For example, there are four schools (Habila for Boys, Sadaga South, Dim/Ongwab for Girls, and Engaz B) receiving the whole package except construction; Gadisyia A receives the whole package except private classes and so forth (see appendix 5).

4-2- The Project and Children's Access to Education

There is also general consensus among the interviewees that; the project contributed in increasing the children's access to education, this in fact refer to the incentives support provided to teachers and that provided to children which leads to more settlement at school teaching and studying in a very comfort calm safe classrooms with low overcrowds. Beside the construction of new classrooms, offices and sometimes schools which encouraged children enrolments and sometimes children transfer from the neighbouring schools to Oxfam supported schools (see appendices 10 and 11), because these improvements make schools environment more attractive, and hence this reduce the dropout and eventually improve children performance (see appendices 12).

4-3- The Project, Livelihood, and Education

It is clear from the evaluation findings that; the project has managed to address livelihood from the angle of education, and this could be seen through the

improvements in teacher's salaries which in turn improve their living condition and hence encourage them to work at these school on permanent and/or voluntary basis, see appendices (7, 8, and 9). Also the project contribution appears in a wider sense at family livelihood levels because; it leads indirectly to an increase in children's access to education. The evidence is that; most of the interviewees assured that the project has improved the living condition of the poor families, and hence ensures retention, good performance and completion of children to the basic education. They attributed this to the reduction occurred in economic pressure on these families that resulted from schools fees and needs, cost of transport and meals, and time waste in search for support.

One of the parents stated that:

"... now the school is nearby and the child can go early to school and then come back to have his breakfast at home ... thanks to Oxfam, we managed to have a time to follow our children education affairs easily ..."

4-4- The Impact of the Project on Urban IDPs Children and Adult

According to the interviewees, the impact of the project on the urban and IDPs Children and adult education appears in the dramatic increase in the numbers of people engaged in regular, adult and literacy classes, which resulted in improvement of community awareness towards importance of education and hence accelerate their participation in schools and families members follow up to children schools affairs. The project has also contributed in increasing access for good quality education for the Urban and IDPs children and adult through; improvement in education skills, success of considerable number of night schools graduates, link families with schools through adult and literacy classes, increase in numbers of students, especially girls. For example, in table 10 the number of boys in the schools sampled is 8837, and that of girls is 9043; and in table 12 the total number of boys who pass grade 8 exams "basic education certificate" in the schools sampled is 282, and that of girls is 439.

4-5- The Sustainability of the Project

According the evaluation findings, there is a reasonable opportunity for the sustainability of the project, the interviewees mentioned that; although the project is connected with Oxfam support, there are considerable developments that have taken place between 2005-2008, see appendices (13 and 14), and to grant the sustainability of that; there is serious crucial decision has to be made by Ministry of Education for what is concerning employment of volunteer teachers (of course, after checking their relevance to education career), increase the numbers of qualified teachers, and improve teacher's salaries; in addition to that, there is real need for activation of training workshops recommendations (i. e., each participant has to activate the point lie on his part), establishment of strong relation between partners in education sector (M.o.E, education authorities at Locality, admin unit and schools levels); Oxfam provide strategic support (support has to cover the private classes for all grades "grade1 through 8"), teacher and PTCs training, and support monthly exams (typing and printing processes). In spite of the importance of inspections as quality assurance mechanism for education process, the inspections visits adopted in the sampled school according to the findings are irregular "range between one to three times a years". Although there is inspection allotted only for the two night schools and paid by

Oxfam which is taken regularly, and in spite of the fact that; the normal inspection should be three times a year, some interviewees mentioned that; the prevalent inspections in regular schools sampled is ineffective and of poor quality, and hence affect negatively the sustainability of the project, because it is seen as quality assurance mechanism for education process, and hence its absence and/ or weakness will threaten the sustainability, because even if incentives or education inputs are provided, we can't grant the achievement of quality education output. Finally, the PTCs roles in the sustainability of the night schools and adult literacy classes involve advocacy and lobbying of more funding and training agencies "mobilize more financial and technical support"; activation of community participation, increase support for schools, raise community awareness towards importance of education, adopt women development, empowerment, and awareness raising approaches.

4-6- The Project Approach

Based on the evaluation findings, there is a clear appreciation for the approach that Oxfam used in the accomplishment of the project, and it perceived as well-established, participative, and transparent because it involves education authorities at Ministry of Education, Locality and administrative units levels, PTCs, and Local Community), and the project activities are implemented on the basis of signed agreement between Oxfam and the Locality. In addition to that; the project provide the PTCs and community members with the opportunity of joint participation whether by organizing daily follow up, provide teacher accommodation and transportation or sometimes by giving incentives to teachers, provide free labour force for school construction and rehabilitation and activate the tribal leaders roles in education.

5- The Project and the PTC

All schools sampled have PTCs with average numbers of members that range between "11-15" each, but the most effective members of those are on average between "1-5". There is minor representation of female in these PTCs, the average numbers of those females members involved in the PTCs range between "0-4", i.e. less than 25%. The female's roles in the PTC involve some activities such as; invitation of women for general assembly meetings, activation of women roles in schools, contribution in solving schools problems related to children mothers but they normally record poor attendance and participation in the PTC meetings. The members of the PTC were selected in general assembly meetings through elections and their main roles in the schools are complementary to those of teachers and it includes:

- Meeting schools needs (e.g., buildings).
- Follow up the PTC decisions and solution of the poor child and schools problems in coordination with education authorities.
- Mobilize support from other agencies (NGOs).
- Serve as a bridge between the community and the schools.
- Facilitate the processes of implementation of schools activities on the basis of division of roles and responsibilities.

Some of the PTCs have regular meetings (monthly) with minutes recording, distributed and decision follow up (in some schools on daily basis). But in general,

especially in poor school; it is hardly difficult to find such kind of regularity (most of the members are poor and busy). The meetings usually attended by the most active members (poor attendance and participation) of the PTCs. The decisions making process within the PTCs depend generally on member's consensus (after reasonable discussions) and in very few cases voting procedures are adopted. Community participation is very obvious in; provision of fund and free labour force for rehabilitation and construction, support to teachers, set the fees to paid by parents, exempt the poor from paying fees. But, sometimes community participation appeared to be very limited, because the people are busy to gain their living, poor awareness of education importance.

6- The Capacity Building Component in the Project

The project has organized capacity building activities to teachers and the PTCs in order for building their capacity in lobby, advocacy, networking, organizational management/ leadership and strategic planning. These sessions provided in collaboration with consultancy firms: Ministry of Education offers technical training for teachers and Excellence Centre for Training and Researches that facilitate training sessions to the PTCs, CDCs, and teachers, see appendices 15 and 16.

According to the interviewees the impacts of the training sessions on the participants include:

- Raise the PTCs and the community awareness towards education importance.
- PTCs become aware of their roles and responsibilities in basic education in general and particularly in their involvement in schools management.
- Change the wrong ideas and views towards education.
- Participants (PTCs, CDCs and schools admin advocate decisions makers to acquire resources for schools.
- PTCs and CDCs lobby and advocate decisions makers at different levels for the children right and more investment in their schools.
- Strong interaction and communication between participants.
- PTCs to some how solved some problems faced by schools.

Also, the impact of the training is clear, because most of the PTCs and community members become able to understand the process of contacts with Oxfam, education authorities at the administrative unit, locality and the M.o.E levels. And they also become well acquainted by how to get involved and use the formal channels in the work, e. g., formal letters, hold meetings, exchange visits and so forth. In fact, the head teachers are stand here as the main focal points for the process of contacts through their schools to education authorities at the admin unit, locality or M.o.E levels. Base on that; Oxfam responds immediately to schools needs as long as there is previously agreed upon action plan with any school involved in the project.

7- The Schools Benefits from Oxfam Support

All schools related members involved in the evaluation review explained that; their schools have benefited a lot from Oxfam support, this include:-

- Improvement in school environment.

- Provision Support for teachers' incentives and provision of school materials.
- Improvement in school performance.
- Running of private, adult education, and night schools.
- Classrooms rehabilitation and construction.
- Increase in the numbers of enrolled and graduated students among the urban and IDPs children and adults.

8- The Problems and Constrains Stand Against the Project Activities

On the light of the evaluation findings, there are many problems and constrains that stand against the project activities, these include:

- In spite of huge shortages in numbers of permanent teachers, there is continuous unplanned teachers transfer, organized by education authorities,' reluctance to employ volunteer teachers and/or to not involve them in teaching process.
- Shortages of education inputs
- Lack of sufficient funds, school petty cash, and transport facilities for both pupils and teachers
- Fluctuation in numbers of pupils (IDPs) at schools. This will affect the school education performance because it can't compete well with irregular pupils.
- Difficulties facing night schools graduates who need to proceed studying at higher secondary schools, but unable to strike the balance between schooling and their daily work.

One of the PTC members stated that:

"... we have some graduates from night schools need to continue studying at higher secondary schools, but face some difficulties, because they it is hardly difficult for them to attend the school day timetable and leave their daily work ..."

- Poor participation and follow up of most of PTCs members, and community to school affairs because of poor living conditions and their fulltime engagement to gain their living.
- Ministry of Education new direction to have NGOs education funds into its bank account and financial management, which is against NGOs policies and procedures.
- Poor community awareness of education importance, especially among those who don't follow up their children education and those who don't even enrol or draw them from schools.
- Project complete reliance on Oxfam funding, (this threaten the possibility of sustainability) Oxfam might fail one day to fund and/or quit from the project.
- Lack of basic services (electricity, water, transport, and latrines, see appendix (14).

- Women marginalization which reduces their understanding and awareness to their roles and responsibilities in the PTCs and hence their participation. This clearly observed in women discussions during the interviews and meetings held with some PTCs where women hardly represented.
- Poor monitoring and coordination between some PTCs and schools. Some of the teachers and PTCs members mentioned that:

"....we lack transparency in this school ... we don't hear about training course until it ends ... we need all to be open, cooperative, well-coordinated and more transparent ..."

- Low numbers of permanent teachers compared to volunteer (the total number of permanent teacher in the schools sampled is 344 whereas the total number of volunteer teachers 96, i.e., almost 28%, see appendices 7 and 8). In the normal situations the total number of teacher in any school should be 100% permanent. The problem will a rise here if one day the volunteer teachers decide to leave this transitional education career or if Oxfam stops providing incentives to them and/or the Ministry of Education decides seriously to stop them. All in fact will threaten the education process in theses schools.

9- Recommendations

In order for improving and developing the education in the project zone in the future, there are some roles and responsibilities has to considered at the levels of schools, education authorities, Oxfam, PTCs and community. Based on that; the following recommendations were proposed:-

9- 1- Recommendations for Schools and Education Authorities

These recommendations are for the education authorities at Ministry of Education., Locality, and administrative units levels, they involve the following:

- Organize and plan teachers transfer, the best way to do that is to follow the education standards (provide the minimum numbers of teachers "16" to each basic school"), the implications of that; the Ministry of Education need to make teaching career more attractive and encouraging through provision of improved salaries, and conducive schools environments.
- Provide basic schools with more specialized teachers in mathematics, Arabic and English languages subjects.
- Allow involvement of volunteer teachers in teaching process.
- Activate and implement education inspections guides for what is concerning the minimum number of permanent teachers in a school.
- Open new school to enrol the dropout (e.g., Gadisia A registered 200 child on grade 1 and there is another 150 child fail to get the chance).
- Provide basic schools with sufficient teaching materials
- Design relevant plan to employ the volunteer teachers (e.g., arranging some sort of familiarization training and upgrading courses), this because those teachers have the will to work at basic education schools.
- Increase the numbers of qualified teachers (involve teacher training)

- Improve teacher's salaries
- Provide separate offices for both male and female teachers.
- Adopt and implement proper monitoring and coordination approaches
- Activation of training workshops recommendations
- Provide education activities inputs (loud speakers, footballs, volley balls, basket balls, sport uniforms, and nets).
- Establish school library
- Schools have to prepare their budgets proposals and/or action plans of the New Year as early as possible; because the schools calendar year starts usually at April and Oxfam budget ends at April each year).
- Provide permanent, active, and flexible education schools supervisors.

9-2- Recommendations for Oxfam

- Provide education activities inputs (loud speakers, footballs, volley balls, basket balls, sport uniforms, and nets).
- Keep on organizing capacity training sessions and start organizing training courses and community awareness raising campaigns in the areas of education, gender, and women empowerment for both teachers and PTC.
- Generalize teachers training to include all permanent and volunteer teachers.
- Generalize support to all classes to involve all grades 1 through 8.
- Generalize teacher's incentives to all teacher participating in teaching in grades 1 through 8, because some teachers stated that:
- Expand literacy classes for both males and females in the three all Administrative Units.
- Follow up and activation of training workshops recommendations.
- Provide special support (e.g., food, light, private revision classes) for those children sitting for grade 8 (basic certificate) exams, this could be done through organizing special "exams camp".
- Keep on organizing exchange visit between, within and outside the State.
- Activate and generalize teacher training courses.

9-3- Recommendations for PTC and Community

- Activate training workshops recommendations
- Activate community participation
- Education authorities, PTC, CDCs and the community leaders have to organize advocacy, lobby, and networking campaigns to push the state government and other funding agencies to provide basic services (electricity services, water, and pit latrines) to basic schools in the outskirts areas.
- advocate and lobby decision makers at the State to employ volunteer teachers, increase and generalize teacher's incentives
- Raise community awareness through organizing awareness sessions and campaign at community level.
- Activate women roles and participation in the PTC and community-wise.
- advocate and lobby, to facilitate admission of night schools graduates to continue their study at higher secondary schools, (this point is crucial

because, some head teachers and PTC members mentioned that; the night schools graduates face difficulties to continue their study at higher secondary schools).

- Search for other funding agencies beside Oxfam to grant the possibility of the project sustainability), because Oxfam might fail one day to fund and/or quit from the project. This means the PTCs have to think of ways and means to develop their own funding mechanisms to ensure sustainability.
- Adopt and implement proper monitoring and coordination approaches.
- Awareness raising is highly needed to PTC to understand and then activate women roles and participation.
- Establishment of CDCs within or attached to PTCs so as to provide targeted livelihood support to the poor pupils families.

Appendix (1): Terms of Reference for the Evaluation of Education Project Funded by Band Aid and Oxfam GB, April 2008

Background

Band Aid Trust and Oxfam GB have supported a project in the Red Sea State to increase access for the Internal displaced and urban poor children to education. Project duration is three years (Oct 2005- September 2008) in which it covered three administrative units Southern, Central and Eastern within Port Sudan locality and covering 8 Slum areas at Port Sudan, Red Sea state.

The project focused to increase access for good quality education for the urban and IDPs children, and adult through rehabilitation, construction of permanent classes, provision of text books, benches and desks, office furniture, organizing 10 private classes, running 2 night schools, support 8 adult literacy classes, support 30 volunteer teachers, provision of scholastic material, stationeries and training programs for teachers and the community structures.

The project also addressed livelihood program from the angle of education. The aim was to support the poor families to increase children's access to education and improve their living condition so as to ensure retention, good performance and completion of children to the basic education.

The project therefore has come to its end. Oxfam GB will conduct an evaluation to review and assess the level of impact on beneficiaries, progress against project objectives and its competency in achieving Oxfam mandate and Donor requirements.

Aim of the Evaluation

To review and assess the level of achievement of the project and its impact on beneficiaries and potential sustainability and whether the project achieved the objectives and the requirement of Donors and make recommendations.

Objectives

Assess the effectiveness of the approach used in the accomplishment of the project objective. (Provision, capacity and advocacy).

Review planning and implementation of the project in terms of relevance, efficiency and effectiveness to date.

Assess the level of community involvement, participation, monitoring and follow up.

Assess and reflect performance level in achievement of project objectives and outcomes.

Impact of the project on beneficiaries' lives, performance and how far it met their required needs.

Assess the level of commitment to the global agenda on access to quality education and gender equity and Oxfam Mandate in making the change happen.

What are the major problems and constraints.

Draw lessons learnt and challenges.

Come out with recommendations for further improvement and development of the education project.

Responsibilities

Shared responsibilities

Publish and complete report of the project to be shared with the Donor.

Discuss findings and come out with clear strategic recommendations for the changes

Consultant responsibilities

Develop mechanism/ methods for the evaluation.

Develop the draft report

Share the report with Oxfam GB staff.

Submit the final report within 3 weeks.

Oxfam responsibilities

Facilitate the logistical movement of the consultant.

Link the consultant with the reliable schools for evaluation.

Link the consultant with any government institutions needed.

Facilitate permits for interview and taking Photos

Avail relevant information needed for the consultant (proposal, logical frame, reports and annual action plan).

Time frame Duration two weeks

Time: 20th April to 4th May 2008.

Appendix (2): Education Authorities Questionnaire

Evaluation of Education Project Funded by Band Aid and Oxfam GB - Red Sea

School Name:

Date:

School Type (Govt./Private/ Night Class/ Adult):

Admin Unit:

1- Name (s) of People Met: 1- 2-

3- 4-

Do you think the project provides any kind of support? For whom?

To what extent the project contributes in increasing the children's access to education?

Explain the improvements that occurred in the poor families living condition after the project intervention?

Can you tell us about the impact of the project on the children education?

Can you tell us about the impact of the project on the adult education?

What is the possibility of the sustainability of the project?

What is your opinion about the approach used in the accomplishment of the project?

Do you believe that the community involved, participate, monitor and follow up the project?

Is there any regular inspection visits to the school?

Explain how the project contributed in increasing access for good quality education for the Urban and IDPs children and adult?

Is there any problems and constrains that stand against the project activities?

What should be done (by you, education officials, and Oxfam) to improve and develop the education project in the future?

Can you say that the project addresses livelihood aspects from the angle of education?

Appendix (3): PTC Questionnaire

Education Project Funded by Band Aid and Oxfam GB - Red Sea Program

School Name:

Date:

School Type (Govt./Private/ Night Class/ adult):

Admin Unit:

Name(s) of People Met: 1- 2-

3-

Is there PTC in the school?

How many members involved in the PTC?

How many of them are females?

What are the roles of the females in the PTC?

How do members PTC selected?

What are the roles of PTC in the school?

Has the PTC regular in meetings organization, minutes recording and minutes distribution, decision follow up?

Explain the process of decision making within the PTC?

Is there any genuine community participation in the school?

Has the PTC received any kind of training)? When? By whom Where? For What?

What is the impact of the training on the participants?

Has the PTC received any other kind of support)?

How PTC contact Oxfam, education people in the admin unit, locality and the M.o.E?

Explain the process of involvement between Oxfam education officials and the PTC?

To what extent Oxfam is responsive to school needs?

Explain how do you and your school benefit from Oxfam support?

What is your opinion about the approach used in the accomplishment of the project?

Explain how the project contributed in increasing access for good quality education for the Urban and IDPs children and adult?

Is there any problems and constrains you fall in with the project activities?

What should be done (by you, education authorities, and Oxfam) to improve and develop the education project in the future?

What is the possibility of the sustainability of the project?

Appendix (4): Education Project Funded by Band Aid and Oxfam GB - Red Sea Program: School Administration Statistical Table

School Name:

School Type (Govt./Private/ Night Class):

Admin Unit:

Name(s) of People Met: 1-

2-

3-

4-

Calendar Year	No. of Classrooms	No. of Offices	No. of Shelters	No. Teachers				No. of Pupils		
				M		F		M	F	
2005/2006										
2006/2007										
2007/2008										
	Electricity Services	Water Points	Latrines	No. of Teachers				No. of Pupils Enrolled in Grade 1		
				Govt.		Volunteer		M	F	
				M	F	M	F			
2005/2006										
2006/2007										
2007/2008										
	School Materials and Supplies									
	Text Books	Stationeries	Benches, Desks, Blackboards	Office Furniture				No. of Pupils Enrolled Passed Grade 8 Exam		
2005/2006								M	F	
2006/2007										
2007/2008										
	No. of Beneficiaries from the Capacity Building Programs									
	Govt. Officials		Teachers		CDCs		PTC		Parents	
	M	F	M	F	M	F	M	F	M	F
2005/2006										
2006/2007										
2007/2008										

Appendix (5): Sampled Schools for Evaluation

School Name	Area to be covered								
Habila	School Admin	PTC	CDC	Capacity Building	School Material and Supplies	Volunteer Teachers	Private Classes	Adult Classes	Night school
Habila	School Admin	PTC	CDC	Capacity Building	School Material and Supplies	Volunteer Teachers	Private Classes	Adult Classes	-
Sdaga South School	School Admin	PTC	CDC	Capacity Building	School Material and Supplies	Volunteer Teachers	Private Classes	Construction	-
Engaz (A)	School Admin	PTC	CDC	Capacity Building	School Material and Supplies	-	-	Construction	-
Engaz (B)	School Admin	PTC	CDC	Capacity Building	School Material and Supplies	Volunteer Teachers	Private Classes	Construction	-
Dim for Boys	School Admin	PTC	CDC	Capacity Building	-	Volunteer Teachers	Private Classes	-	-
Dim for Girls	School Admin	PTC	CDC	Capacity Building	School Material and Supplies	Volunteer Teachers	Private Classes	Construction	-
Wihda East for Boys	School Admin	PTC	CDC	Capacity Building	School Material and Supplies	Volunteer Teachers	Private Classes	-	-
Gadisyia (A)	School Admin	PTC	CDC	Capacity Building	School Material and Supplies	Volunteer Teachers	-	Construction	Rehabilitation
Alkhansa for Girls	School Admin	PTC	CDC	Capacity Building	School Material and Supplies	Volunteer Teachers	Private Classes	-	

Appendix (6): List of People Met**(Appendix Removed)****Appendix (7): Total Numbers of Qualified Teachers in the Schools Sampled**

Calendar Year	Number Teachers by Sex		Total
	Males	Females	
2005/2006	26	76	102
2006/2007	30	90	120
2007/2008	29	93	122
Total	85	259	344

Appendix (8): Total Numbers of Volunteer Teachers in the Schools Sampled

Calendar Year	Number Teachers by Sex		Total
	Males	Females	
2005/2006	12	16	28
2006/2007	14	18	32
2007/2008	11	25	36
Total	37	59	96

Appendix (9): Total Numbers of (Qualified + Volunteer) Teachers in the Schools Sampled

Calendar Year	Number Teachers by Sex		Total
	Males	Females	
2005/2006	38	92	130
2006/2007	44	108	152
2007/2008	40	118	158
Total	122	318	440

Appendix (10): Total Numbers of Pupils in the Schools Sampled

Calendar Year	Number Teachers by Sex		Total
	Boys	Girls	
2005/2006	2760	2975	5735
2006/2007	2919	2993	5912
2007/2008	3158	3075	6233

Total	8837	9043	17880
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Appendix (11): Total Numbers of Pupils Enrolled in Grade (1) in the Schools Sampled

Calendar Year	Number Teachers by Sex		Total
	Boys	Girls	
2005/2006	439	421	860
2006/2007	540	505	1045
2007/2008	487	471	958
Total	1466	1397	2863

Appendix (12): Total Numbers of Pupils who Pass Grade (8) Exams (Basic Education Certificate) in the Schools Sampled

Calendar Year	Number Teachers by Sex		Total
	Males Boys	Girls	
2005/2006	80	124	204
2006/2007	98	152	250
2007/2008	104	163	267
Total	282	439	721

Appendix (13): Total Numbers of Offices, Classrooms and Shelters in the Schools Sampled

Calendar Year	Numbers of Offices	Numbers of Classrooms	Numbers of Shelters
2005/2006	17	79	22
2006/2007	19	82	22
2007/2008	20	82	22
Total	56	243	66

Appendix (14): Availability of Basic Services in the Schools Sampled

Calendar Year	Electricity	Water	Pit Latrines
2005/2006	0	0	28
2006/2007	0	0	39
2007/2008	0	0	52

Total	0	0	119
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Appendix (15): Total Numbers of Teachers Participated in the Training Activities in the Schools Sampled

Calendar Year	Males	Females	Total
2005/2006	10	9	19
2006/2007	10	8	18
2007/2008	10	24	34
Total	30	41	71

Appendix (16): Total Numbers of PTC Participated in the Training Activities in the Schools Sampled

Calendar Year	Males	Females	Total
2005/2006	10	1	11
2006/2007	12	1	13
2007/2008	15	1	16
Total	37	3	40

Appendix (17): School Materials Distribution to 10 Schools between "2005-2008"

S. No.	School	Tables	Chairs	Cupboard	D/cupboard	Drum	Water Cool	Foot Ball	Basket Ball	Volley Ball	Desks and Benches	Mobile Blackboard	Books & Exercise	Books grade 8	Chalk Boxes	Postal Paper
1	Gadisyia (A)	5	12	1	1	2	1	-	-	-	25	1	90 Books & 12 Dozen exercise	19 A + 15 Q + 14 M + 16 R	17	20
2	Alkhansa for Girls	2	12	1	-	-	-	-	-	-	-	1	90 Books & 12 Dozen exercise	19 A + 15 Q + 14 M + 16 R		
3	Dim/Ongwab for Girls	1	12	1	1	2	1	-	-	-	15	1	90 Books & 12 Dozen exercise	16 A + 16 Q + 16 M + 16 R		
4	Dim/Ongwab for Boys	2	12	1	1	2	1	-	-	-	10	1	90 Books & 12 Dozen exercise	11 A + 11 Q + 11 M + 11 R	18	20
5	Engaz (A)	3	12	1	-	-	1	-	-	-	25	1	90 Books & 12 Dozen exercise	28 A + 17 Q + 28 R	18	20
6	Engaz (B)	3	12	1	1	-		-	-	-	30	1	90 Books & 12 Dozen exercise	17A+17Q +17M+17R		

7	Habila for Girls	4	12	1	1	2	1	-	-	-	-	1	90 Books & 12 Dozen exercise	25 A + 30 Q + 30 M + 30 R		
8	Habila for Boys	2	12	1	1	2	4	2	1	1	33	1	90 Books & 12 Dozen exercise	41 A + 41 Q + 41 M + 41 R		
9	Sdaga South	4	12	-	-	2	1	2	-	-	15	-				
10	Wihda East for Boys	2	12	1	-	2	1	-	-	-	-	-	90 Books & 12 Dozen exercise	23 A + 19 Q + 13 M + 23 R		
	Total	28	120	9	6	14	11	4	1	1	153	8			53	60

A: Arabic Q: Quran M: Mathematics R: Religious

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