



# Evaluation of Red Sea Programme Basic Education Project in Sudan

Executive Summary

Oxfam GB Programme Evaluation

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Evaluators: Dr. Mohamed Idries Nur

## **Executive Summary**

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.

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.

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For further information on the issues raised in this document email [phd@oxfam.org.uk](mailto:phd@oxfam.org.uk)

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