



ROOM TO LEARN SOUTH SUDAN

Implemented in partnership with FHI360 Plan International USA



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ROOM TO LEARN SOUTH SUDAN

PROGRAM GOALS & OBJECTIVES

ROOM TO LEARN (RtL) SOUTH SUDAN was a three-year Cooperative Agreement between the United States Agency for International Development (USAID) and Winrock International (Winrock). FHI360 was a major subgrantee, leading work on education and monitoring and evaluation. Subgrantee Plan International USA spearhead work focused on disaster risk reduction and emergency preparedness of school communities.

RtL reached hundreds of thousands of children, directly improving the retention of children in schools by addressing the quality, safety, and relevance of their instruction. The program emphasized early grade literacy, gender equity, conflict mitigation, and engaging marginalized populations, and used a community-based approach to reach out-of-school and marginalized children and youth. RtL was implemented primarily through grants made directly to school communities via Parent Teacher Associations (PTAs) and through grants to Non-Government Organizations (NGOs) that were able to deliver support to school communities. In-kind grants consisting of essential educational materials have enabled school communities to

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carry out their individualized School Development Plans (SDP), while a set of core education activities built the capacity of the teaching staff and PTAs.

RtL aimed to **expand education opportunities** that were **inclusive** and **promoted social cohesion**. To accomplish this objective, three program components: **improve and expand safer education services for children and youth; enhance relevance of education and promotion of learner well-being and social cohesion; and improve quality of management of education systems through local structures** were implemented in six states across the country.

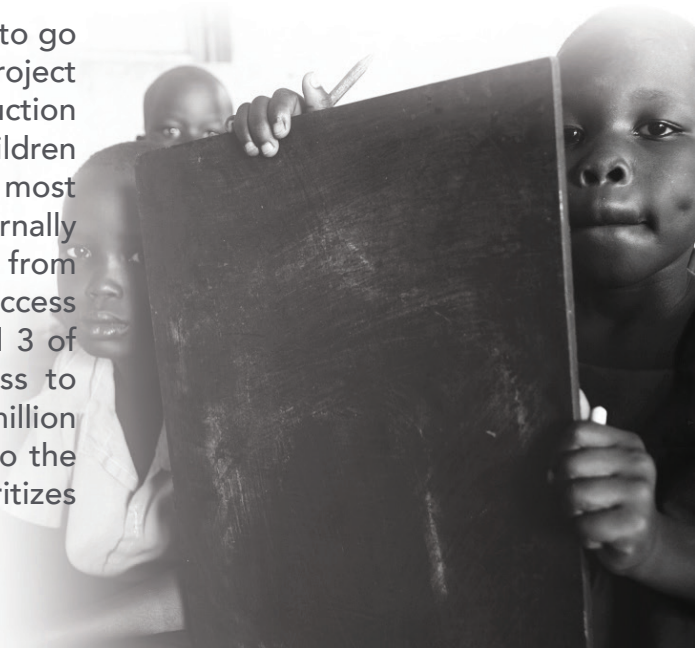
ENVIRONMENTAL CONTEXT

HISTORY OF SOUTH SUDAN AND ENVIRONMENT OVERVIEW

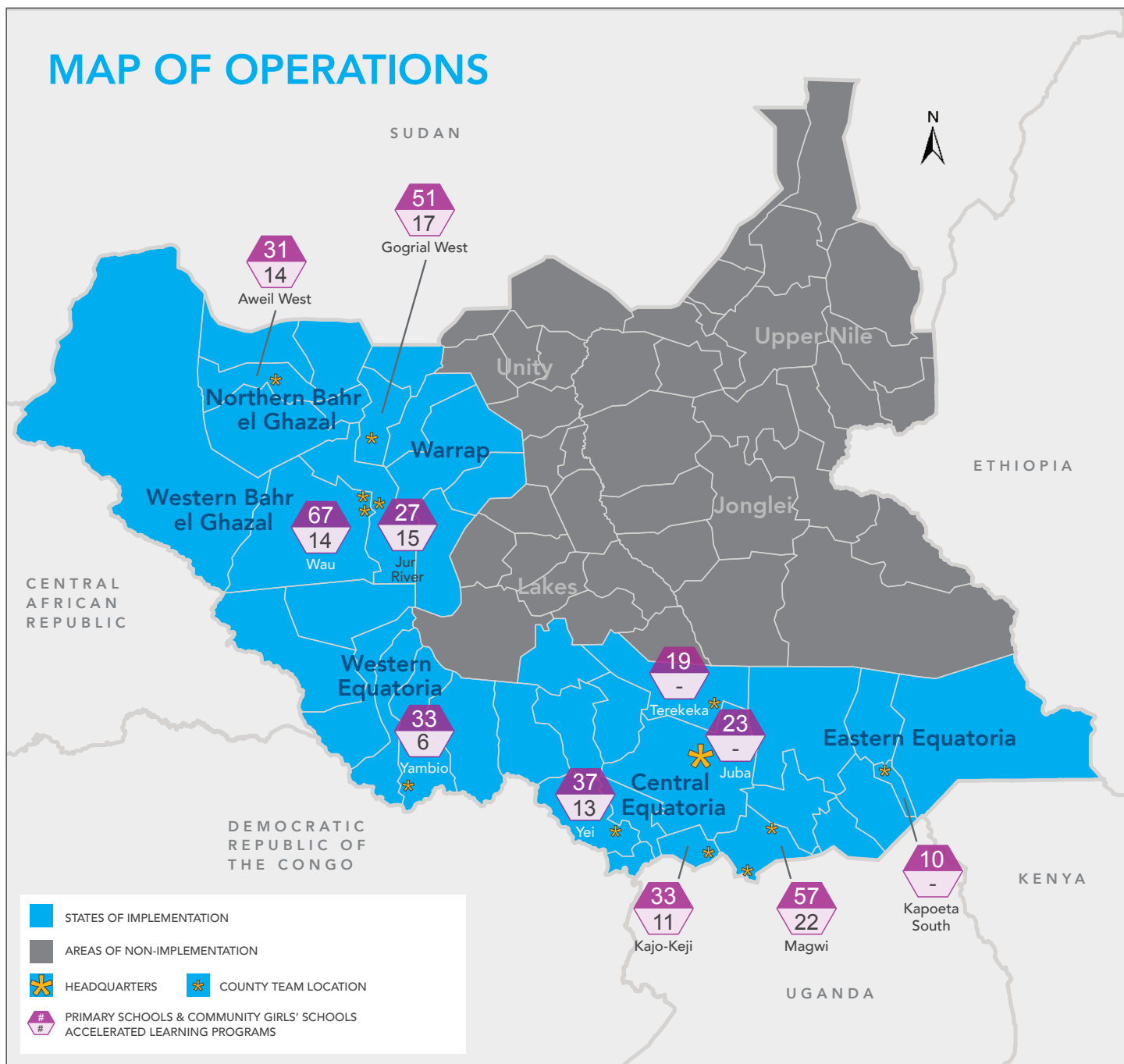
Decades of destruction and neglect, and years of civil war and inter-communal violence have left South Sudan with a devastated education infrastructure. Generations of children and youth have never had the opportunity to attend school as a result of insecurity and lack of access. Although South Sudan had increased primary school enrollment from only 300,000 in 2000 to 1.4 million in 2011, as of 2013, and at the start of RtL, there were still more than one million children in the country without access to school. As a result of the December 2013 violence, which had a national impact, more than one and a half million people were displaced, including many children who lag behind in their education.

APPROACH

To combat the many challenges facing children who want to go to primary school, the USAID-funded Room to Learn project worked with the Ministry of General Education and Instruction (MoGEI) to offer safe access to quality education for children and youth, with a special focus on increasing access for the most disadvantaged groups: girls, pastoralists, returnees, internally displaced individuals, the disabled, and others suffering from poor quality, disrupted, unsafe, and/or total lack of access to education. The project was designed to address Goal 3 of USAID's Education Strategy to increase equitable access to education in crises and conflict environments for 15 million learners by 2015. This program also responded directly to the MoGEI's General Education Strategy (2012–2017) that prioritizes improving access to and quality of education.



MAP OF OPERATIONS







COMMUNITY ENGAGEMENT

Creating sustainable access to education that is inclusive for all requires the engagement and participation of the community. Room to Learn (RtL) South Sudan's community entry process began with a 3-day comprehensive workshop in each school that brought together the school officials, community members, parent teacher association (PTA) (if already established), and county and sub-county ("payam") education officers. During these workshops, the attendees discussed the needs of the school, reviewed the importance of maintaining or creating a PTA, completed a community asset appraisal, and developed a school development plan (SDP) with clear priorities for their community to work towards. Communities utilized the SDP to formally apply for a grant with RtL to address one of their priority needs. Communities will be able to continue to use and update their SDPs to prioritize tasks they can address and solicit support from other projects and donors now that RtL has closed.

Communities' appetite to engage and learn more about the roles and responsibilities of their PTAs resulted in the development of an additional 5-day training and the publication of the RtL Parent Teacher Association Roles and Responsibilities training manual that was validated by Ministry of General Education and Instruction (MoGEI) for future use. PTA trainings emphasized not only the role of a PTA in supporting safe and equitable access to education and in ensuring complete implementation of the SDP, but also their responsibility to inform other parents of key challenges to education as well as encourage enrollment and retention. Trainings and manuals included special sections on key issues like gender and social inclusion.

SUCCESS STORY

OVER 370 PRIMARY-LEVEL SCHOOLS IN SOUTH SUDAN HAVE PREPARED SCHOOL DEVELOPMENT PLANS, HELPING TO GUIDE THE FUTURE OF EDUCATION

Eastern Equatoria State, South Sudan – Mr. Kenyi Martin Albino, the Head Teacher of Nyongwa Primary School, along with members of the PTA, stand admiring the recently constructed school buildings. The school is quiet now, but in three weeks, when the school term resumes, the pupils will return to a new and improved learning environment.

Nyongwa Primary School, in Nimule County, lies near the Ugandan border of South Sudan. The school provides primary level education to over 300 pupils from the surrounding 12 villages. The school's infrastructure—the original classrooms and a small store—were inadequate and poorly maintained. Mr. Kenyi Martin commented, "The classrooms we had were insufficient for the number of pupils we have, plus the thatch roofing was beginning to leak and it was insecure."

As part of the USAID funded Room to Learn (RtL) South Sudan project, RtL staff conducted training for school communities and PTA members on the development and implementation of School



Development Plans (SDPs). These SDPs provide a framework for analyzing problems, identifying underlying causes, and developing a strategy for addressing prioritized issues in a school that may not have made sufficient progress in student achievement.

The process of developing the SDPs, in partnership with PTAs and community members, enables the school's vision to be shared and understood by the whole community, working and learning together. The SDP provides everyone with an understanding of where the school is going and what actions will be taken. RtL encouraged schools to set clear timetables and budgets for implementation and helped determine how to effectively use both human and material resources to support specific goals.

This process had an immediate positive effect on school communities. School staff and PTA members reported an increased understanding of how to identify and utilize available local resources and how to communicate with the community to rally support and donations. Ms. Regina Mania, a member of the school PTA, said, "Before RtL we didn't really know how to plan ahead. Now we can work with the school and mobilize the community for support. Many of the local women harvested grass for the thatch roofing and we were able to raise around 3,000 SSP (150 USD) from parents from the community, which we used to pay for skilled builders to ensure quality structures. Community members helped with the roofing and some parents even came and provided meals for the workers." Mr. Kenyi Martin confirmed, "We had done some small projects with the community in the past, but nothing like to this scale." The Nyongwa community constructed three new classrooms, a teachers' room, kitchen area and a new store room. Mr. Kenyi Martin continued, "When RtL came and started to support our school we became motivated. They helped us to understand the School Development Plan process and they provided teacher training sessions as well. We would not have achieved as much, as fast as we did, if it had not been for RtL."

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Mr. Amoli Joseph Pompeo, the Payam Inspector for Schools, added, "This initiative is so important. Room to Learn helped teachers and the community gain new essential skills. The support given by Room to Learn has greatly accelerated the rate at which things are being done in this school and builds a stronger relationship between the school and the community. I know that we will see a big change in the attitude of the children when they see the positive changes to this environment."

RtL continued to work with local-level school communities, throughout the duration of the project, to identify and address priority issues and to ensure the development of secure and hospitable learning environments for the children of South Sudan.

“This process can be applied not only to the school. It can be applied in our houses so we appreciate the resources we have and use them properly,” said one community member.



SUCCESS STORY

CAPACITY BUILDING ENABLES PTAS TO ACHIEVE GREATER IMPACT IN SOUTH SUDAN COMMUNITIES

As a member of the Terekeka Primary School PTA in Central Equatoria State in South Sudan, Mrs. Joice Jremeiha Luguma had long felt that the community and local parents should be making greater efforts to ensure that more primary-level children attend classes regularly.

For years, Mrs. Luguma, 35, had watched as many of the young children of Terekeka had not been allowed the opportunity to attend primary classes, often restricted by parents who believed that school held no value and was an extra, unaffordable expense. As a widow and mother of eight, Mrs. Luguma understood the complexities of educating the young, especially girls, in South Sudan and felt that their PTA group had long been ill-equipped to address or resolve these issues.

"As a member of the PTA and of this community, I would often see young children loitering around the village. As a PTA group, we didn't



really know how to mobilize ourselves, how to work together to lobby parents, tribal leaders, or government to start to address these fundamental problems.”

USAID’s Room to Learn (RtL) South Sudan project provided the Terekeka Primary School PTA with training on how to organize themselves and their school. The training also included content on how to work together, with teachers, parents, and with government structures, toward the benefit of their communities, beyond the school itself.

The project has changed Mrs. Luguma and her fellow PTA members’ entire attitude. They have come to understand the magnitude of the responsibility they hold within the community and they now know that they have the capacity to ensure positive change. Mrs. Luguma actively seeks out parents and local tribal leaders to talk about the importance of education for the future of the community and for South Sudan.

“If I see a child in the street, I will immediately find out who the parents are and ensure that they are taken to the tribal chief to explain why their child is not in school,” she says. “So many parents did not even know that the government schools are free! We are now working closely with the tribal leaders, parents, and the school to ensure the local children have access to the education they need and deserve.”



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INCREASED ACCESS & INCLUSION

All activities conducted under Room to Learn (RtL) South Sudan were designed with the imperative goal that education be inclusive, with all children having an equal opportunity to learn. As female student enrollment in primary schools is only 50.9% (compared to 71.7% for male students)¹, facilitating communities' understanding of the importance of girls' education was essential and integrated into the Parent Teacher Association (PTA) trainings. RtL also worked to ensure educational materials and teaching methods were gender-sensitive and appropriate for all students and conducted sessions during teacher trainings to emphasize the benefits of inclusive education within a classroom setting. One of the key resources that emerged from this initiative was the Gender and Social Inclusion Manual and Handbook, which will allow schools, PTAs, and government offices to maintain an understanding of gender and social inclusion and continue training new teachers and community members on how to take action and to enable all children gain access to education.

Another barrier to inclusive education is differences in language. RtL worked with partners Summer Institute of Linguistics (SIL) and Montrose International to develop resources in 4 local languages – Bari, Dinka, Nuer, and Toposa – to help children of pastoralist communities learn in their native tongues. These tools in turn will support teachers' and education offices' efforts to reach all members of their community regardless of language spoken, which is especially impactful in areas that host a large number of displaced individuals from other regions or ethnic groups.

¹ United Nations Educational, Scientific and Cultural Organization (UNESCO) South Sudan Press Release, February 23, 2015.

Lastly, RtL addressed a barrier that affects all students, having a safe space to learn through the provision of grants to address inadequate school facilities, such as desks that met government standard requirements. Inappropriate provision for sitting has negative impact on learning as it has a negative impact on learning and student health. Some teachers reported to RtL that these inadequacies are the cause of absenteeism and drop out in affected schools, and addressing this barrier was a priority highlighted in the SDPs developed by schools.

SUCCESS STORY

ONE MAN'S FIGHT FOR GIRLS' EDUCATION IN SOUTH SUDAN

To Mr. Wilson Mbage of Yambio town, South Sudan, taking care of his six daughters was about securing better marriage arrangements for them — not getting them an education. He often kept them home from school so they could help him with the farm and household chores. “To be honest, I used to lie to the head teacher of their school. I used to tell him that it wasn’t me preventing them from school — they were choosing to avoid coming,” Mr. Mbage said.

Poverty, violence, underfunded schools and unqualified teachers make it difficult for all of South Sudan’s children to get an education, but the country’s girls fare especially poorly. They often drop out of school due to early marriage and pregnancy, and the bride price associated with marriage can be a lucrative incentive for parents to marry their daughters at an early age.

Room to Learn (RtL) South Sudan sought to remedy that by educating over 2,000 Parent Teacher Association



(PTA) members — including Mr. Mbage — on the importance of sending girls to school. “After the training, I realized that it was a very grave sin that I was making,” Mr. Mbage said. “Now I realize that every girl should have better access to education.”

Mr. Mbage promptly called a family meeting to discuss the future of his six daughters. It was decided that his three sons would help with household cooking and cleaning, even fetching water, to allow the daughters more time to attend school and complete homework.

This was not without problems. “We have had negative reactions within the community,” Mr. Mbage said. “People have said things like, ‘Your girls are becoming spoiled and they will decide not to marry. Your family is ending!’ But because of the confidence I have from the training, I have decided not to listen to these negative comments from the community. I want to continue and see the fruits of this for my daughters.”

Mr. Mbage has not only made changes in his own family, but he’s encouraged others to make changes, too, hosting community gatherings where he extols the benefits of educating girls. “Wilson is a role model for encouraging his children to go to school. This has opened my mind and that of other women to practice and follow his example,” says Mrs. Roda Isaya Basa, who sent her daughter Cecila back to school after listening to Mr. Mbage speak.

Mr. Mbage’s newfound enthusiasm for gender equality has meant great changes for his family. His youngest daughters are attending school every day and earning praise from their head teacher. His oldest daughter got a good job with a security company and earns enough to send money to her family for her younger siblings’ school fees. Mr. Mbage is seeking scholarships for overseas medical schools for his second oldest daughter, who has long wanted to become a doctor but was previously denied family support. Even his youngest son is thriving in school, despite the added responsibilities at home.

The new regimen is not easy — school fees are still a stretch — but the struggle is worth it. “I have some coffee trees,” he said. “I have been thinking lately that I can sell this produce to raise the funds to support my daughter’s education.”

Which means that the future has suddenly opened wide for Mr. Mbage’s 11-year-old daughter, Aniri Nyamuse. “I’d like to be able to work hard and to be able to pass well from school,” she said. “When I am older, I’d like to be like my older sister and become a doctor.”

“This is the first time I am hearing this!” Mr. Mbage exclaimed. His smile is nervous — but it is joyous, too.

SUCCESS STORY

WINROCK HELPS SOUTH SUDAN'S CHILDREN SWAP ROCKS AND TIN CANS FOR A BETTER SEAT IN CLASS

Eleven-year-old Anna Adyero, a student at Magwi Central Primary School in South Sudan, likes coming to school. But until recently, she struggled to learn. Not because she lacked a teacher, though teachers are scarce in the world's newest country. But because she lacked what many assume is standard in classrooms around the world—a desk.

Before the USAID-funded Room to Learn (RtL) South Sudan project, the 1,000 enrolled students of Magwi Central Primary School would often sit on the ground or, if they were lucky, on a pile of rocks or an old tin can (if they could find these and bring them to school). Many children injure themselves on the unstable stacks of sharp rocks and stones.

Adyero was one of them. "Sitting on the stones is not good, it hurts," she says, pointing to a cut on her ankle. "I get injured on the stones all the time."

Mrs. Achiro Grace, Magwi Central Primary's PTA chairperson, agrees: "Pupils sitting on the floor and on rocks is a major problem. It often harms the children. Recently, a young girl fell when a heap of rocks she was sitting on toppled, and she seriously injured her leg."

Inappropriate seating has a negative impact on learning and teaching. It affects students' health, hygiene and cognition. Poor posture can hamper blood supply to the brain and impede attention.

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a good place to work, the learning will improve,” says Mr. Onex James Peter, the head teacher at the school.

Now, for the first time, they do. RtL, implemented by Winrock International, built and distributed over 5,000 desk and chair sets to 67 primary-level schools across 11 counties, providing seating for up to 15,000 children, to help schools create effective learning environments that promote discussion, interaction and attentiveness.

The desk and chair sets were designed in collaboration with South Sudan’s Ministry of General Education and Instruction (MoGEI), and were produced in two different sizes for the different age groups within the target schools. Crafted by local carpenters, the desks also helped to support local businesses.

Says Mrs. Achiro Grace: “Children struggle to work when sitting on the stones. The new desks will help them to work better and learn better.”

Adyero knows this first-hand. “I like coming to school, and I feel very happy to have a new desk,” she says. “I will be able to write better, and my handwriting will definitely improve.”







TEACHER CAPACITY

Teacher capacity is essential to expanding quality education. With barely a majority of primary and alternative education system teachers having received training,² Room to Learn (RtL) South Sudan developed several resources to improve teacher capacity to increase literacy, including a teacher training manual and a follow on profession development manual. Additional teacher tools included national language literacy kits—developed by Winrock in partnership with Montrose—as well as a supplementary training manual that included sections focused on literacy, specifically on oral language vocabulary, phonemic awareness, phonics, and fluency as well as literacy assessment.

To make it possible for teachers in remote communities to benefit, RtL brought the training to teachers organized in local clusters. The content of the trainings and manuals included key components of equitable access to education such as psychosocial support and gender and social inclusion. During the trainings, teachers explored new teaching and learning methods, such as integrating therapy sessions using skits or games to address psychosocial wellbeing, as well as training on lesson preparation using RtL-provided generic materials, and use of appropriate (non-corporal) discipline. The training manuals were distributed at clustered trainings that local government officials also attended. These government officials received orientation on how to continue supporting teacher training after the closure of RtL through professional development opportunities, trainings for new teachers, and facilitation of mentoring both within schools and the school system.

²United Nations Educational, Scientific and Cultural Organization (UNESCO) South Sudan Press Release, February 23, 2015.

SUCCESS STORY

TRAINING ENABLES
TEACHERS OF SOUTH
SUDAN TO LEAD THE
WAY TO A BRIGHTER
FUTURE

RTL TRAINED A
TOTAL OF 1,612
TEACHERS AND
ADMINISTRATORS
FROM OVER 388
SCHOOLS IN 2016
ALONE

Great teachers create great students. An inspiring and informed teacher is the most important school-related factor influencing student achievement. Now, the primary-level teachers of South Sudan are proving, with the right support and training, they can educate and inspire future generations of South Sudan's children.

Today, according to UNESCO, barely a majority of the 28,000 registered teachers in South Sudan have received professional training to provide them with the necessary tools, technical knowledge, and experience to learn how to modify or accommodate the diverse needs that would be found in any one classroom. Pupils' enrollment, retention, and learning continues to drop as teachers are unable to plan lessons, provide an engaging learning environment, and ensure the necessary psychosocial support is available.

With support from USAID's RtL project, Winrock International – in partnership with FHI360 and Plan International – trained Master Trainers to train teachers in five components of reading instruction, plus English language acquisition. The training content also focused on the use of educational materials supplied by RtL, plus skills training for the creation of teacher-made and learner-made materials. The content of the training, aimed at head teachers and teachers in primary schools, targeted literacy, materials management and care, and psychosocial strategies aimed at positive classroom management. Head teachers and mentor teachers also received training on mentorship to enable them to provide adequate support to teachers post-training. Developing systems that support teachers in sustained professional learning and refinement of teaching practice is perhaps the single most important way to promote student learning and educational opportunity.

Mr. Makpwe Richard, a 29-year-old school officer, and Mr. Guma Michael, a head teacher, both attended the same training session in Nimule town, Eastern Equatoria State in December, 2015. After the training, Mr. Makpwe commented, "For me personally, I have I learnt a lot of new things, and as a teacher it is very important in my

life because this is a training that I didn't get before and I feel very happy for that because I think it will help me to educate the children that I teach in my school very well."

Mr. Guma said, "We have looked at the psychosocial wellbeing of a child and we've talked about social behavior in the school... the training here is trying to reinforce teachers with the knowledge of how to identify and manage different personality characteristics in the schools so it will be easier for them to identify children with problems and it will be easier for them to provide guidance to those children with problems—it is very necessary, it helps them a lot."

The RtL program has trained a total of 1,612 teacher and administrators from over 388 schools in 2016.







LEARNERS' MATERIALS

ONLY 29% OF
SOUTHERN
SUDAN WAS
LITERATE IN
2008 WITH
THE NUMBER
REACHING 2.4%
IN RURAL AREAS

According to the 2008 Census, in Southern Sudan, "only 29% of the population was literate, with rural communities at only 2.4%." Access to reading guides and materials remains a challenge to improving literacy in South Sudan. Room to Learn (RtL) South Sudan provided all approved schools with an instructional materials package for the trained teachers to utilize in their classrooms to improve literacy outcomes. Each package included a pocket library that contained the leveled readers developed by Education Development Center (EDC) for South Sudan Teacher Education Program (SSTEP) in South Sudan, 2014. RtL reproduced and provided approximately 145,000 readers to 388 schools in South Sudan.

RtL worked with Montrose International to produce literacy toolkits for teaching in local national languages (Toposa and Bari) that included teacher guides and teaching and learning materials.

Montrose also developed Early Grade Reading Assessments (EGRA) in Bari, Dinka, Nuer and Toposa in order to promote a national literacy baseline and improve literacy across ethnic groups and especially among pastoralist children and youth to ensure equity and inclusion in literacy teaching. The EGRA and toolkits were produced in collaboration from the Global Partnership for Education (GPE) and the United Nations International Children's Emergency Fund (UNICEF) who managed the production of materials in certain languages.

SUCCESS STORY

WORKING TO
STRENGTHEN
LITERACY THROUGH
IMPROVED ACCESS
TO EDUCATIONAL
MATERIALS

Literacy is accepted as one of the most important skills contributing to academic achievement and lifelong learning. However, in South Sudan, literacy performance in the primary-level education system continues to be hindered by limited access to essential educational resources, under-qualified teachers, and a lack of adequate school funding. Through the wide-spread allocation of reading materials and continued training of teachers, Room to Learn (RtL) South Sudan has contributed toward increasing literacy levels of primary-level children.

Over the last few years, the number of primary school students in South Sudan has more than doubled, from 700,000 to over 1.5 million. However, the completion rate in primary schools remains less than 10 percent, one of the lowest in the world. Additionally, with independence from the North, South Sudan changed from offering instruction in Arabic to teaching in English. As a result, the country's school system lacks the resources to keep up with the demand for English language materials and to ensure teachers are adequately prepared to teach in English.

As a result of RtL's theoretical and practical training on early-grade literacy, children are learning to read and write successfully through regular engagement with innovative and enjoyable reading and writing activities. The RtL teacher training content and methodology, and basic teaching learning aids that were supplied to target schools and learning centers, have transformed the way young children are taught to read and write and have increased teachers' capacity and confidence to deliver curriculum in ways that gradually increase students' learning outcomes. In addition, the training has developed teacher capacity to establish a rapport with students in order to motivate them to stay in school.

RtL program has distributed approximately 145,000 books, including leveled readers, textbooks and other reading materials, to primary-level schools across South Sudan, while training over 1,600 teachers, helping to contribute towards the promotion of critical knowledge, skills and qualifications for sustainable development for both the pupils and the teachers.

RTL HAS
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TO PRIMARY-
LEVEL SCHOOLS
ACROSS SOUTH
SUDAN



ENSURING SUSTAINABILITY

Direct community involvement is only one of the ways in which Room to Learn (RtL) South Sudan aimed to achieve sustainability. RtL also trained Ministry of General Education and Instruction (MoGEI) staff on RtL's methods to enable them to continue supporting communities after RtL's planned closure. Government officials attended teacher trainings and Parent Teacher Association (PTA) workshops to gain an understanding of the specific methods and tools promoted by the project and to affirm the expectations of accountability for schools, PTAs, and for government officials themselves.

Local and national MoGEI officials support RtL sustainability by continuing to rollout key tools such as the Teacher Training and PTA manuals, and by conducting follow-up mentoring with RtL schools, teacher and school administrators. They also distribute the joint RtL/United Nations International Children's Emergency Fund (UNICEF) Early Grade Reading Assessment (EGRA) which enable South Sudan to use one uniform tool to measure literacy competencies among students in lower primary classes, literacy kits for students and teachers' use, and a cadre of trainers to roll out teacher preparation in pre-service and in-service teacher training program with MoGEI funding. The work with Summer Institute of Linguistics (SIL) and Montrose was coordinated with the UNICEF on their Global Partnership for Education (GPE) project, which focused on developing the same tools in other local languages. RtL also worked with Mott MacDonald and the Girls' Education South Sudan (GESS) project funded by the United Kingdom's Department for International Development (DFID) to develop a national School Governance Manual that includes RtL's PTA Training Manual as a key component.

SUCCESS STORY

SALUTING SOUTH
SUDAN'S SCHOOL
INSPECTORS: THE
ROOM TO LEARN
PROJECT LEAVES A
LEGACY OF LEARNING

The students rise when Ms. Sarah Muja Longa enters the classroom. Ms. Longa is dressed in bold yellows and reds and commands an easy respect. Though she sits in the back of the classroom, she makes her presence known, working one-on-one with children who are struggling. It takes 30 minutes or more before she begins to teach, though. That's because Ms. Longa isn't there to educate the children; she's there to train the teachers.

Five decades of war and upheaval in South Sudan have had an inevitable impact on its education system. Barely half of the new nation's teachers are properly trained, and it falls to civil servants, many of them under-qualified, to ensure the direct transfer of relevant skills and structured, pedagogical knowledge to teachers.

Ms. Longa, 28, a primary school inspector in Juba, South Sudan, is an exception. She's been trained to bring about change in the classroom, thanks to Room to Learn (RtL) South Sudan, which worked with more than 230 county and community-level education officials. As she employs her newfound skills, she's become an inspiration to teachers, colleagues and students.

"School inspectors are expected to be role models. Teachers look up to them and depend on them for support. It is so important that inspectors such as myself receive training to be better able to support teachers in South Sudan," says Ms. Longa.

The RtL project ensured that Ms. Longa and other officials are better able to provide adequate, ongoing assistance to teachers — including the 1,600 teachers already trained by RtL — while also ensuring they are able to participate actively, transparently and without discrimination in the monitoring and evaluation of the education processes.

RtL provided a number of technical resources to education officials, such as teacher training manuals, key information cards, and a continuous professional development manual. "I'm already using the manuals that I received to help me conduct my observations and follow-on trainings," Ms. Longa says. "They are very useful and will certainly help me to be better at my job."

Mr. Benaiah Duku Enoch, 42, an English teacher at Merkolong Primary School, is one of the educators Ms. Longa has worked with. "Enoch was strong and engaging with the children and kept them

interested”, Ms. Longa said. “But his class control was poor and he didn’t emphasize the importance of reading aloud.” Later, Ms. Longa will conduct a training on reading aloud for Mr. Enoch and other teachers.

Mr. Enoch appreciates Ms. Longa’s guidance. “When you are able to go to work, when you are able to do what is expected of you, you can go home feeling proud and happy,” he says.

The strategy Ms. Longa employs goes beyond enhancing individual skills; it creates an environment where school inspection can be effectively implemented, independent of continuous outside support. And it will continue now that RtL has ended, creating a ripple effect of change that will last for years to come.

“These workshops by RtL are critical; they build up the capacity of both the teachers and officials together, which is essential,” says Mr. John Gowon, the acting director of administration at the Central Equatoria State Ministry of Education.

“The training I received from RtL has given me confidence,” Ms. Longa says. “I realize now the importance of my work, my role within the school system, and just how influential my new skills can be.”

“
THE TRAINING
I RECEIVED
FROM RTL
HAS GIVEN ME
CONFIDENCE.”





READ ALOUDS

IMPACT IN NUMBERS

Room to Learn (RtL) South Sudan's progress was measured through a Performance Management Plan (PMP), as a road map, for monitoring the program performance throughout implementation.

RtL's efforts resulted in the project exceeding the life of project numerical targets in most of the project's nine indicators.

NATURE OF INDICATOR	INDICATOR	TARGET	TOTAL ACHIEVED
Standard: 3.2.1-14	Number of learners enrolled in primary school and/or equivalent non-school-based settings with USG support	292,089	329,529 (191,127M+138,402F)
Standard 3.2.1-18	Number of PTAs or similar school governance structures supported by USG	368	388
Custom	Number of PTA or similar school governance body members trained with USG support	2,208	2268 (1514M+754F)
Standard 3.2.1-31	Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	1,472	1,612 (1272M+340F)
Standard 3.2.1-41	Total number of person hours of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	70,656	66,992
Standard 3.2.1.33	Number of textbooks and other teaching and learning materials (TLM) provided with USG support	200,917	479,220
Standard 3.2.1.35	Number of learners in primary or equivalent non-school-based settings receiving reading interventions with USG support	92,374	199,374 (114,164M+85,210F)
Standard 3.2.1-3	Number of administrators and officials successfully trained with USG support	232	372 (308M+64F)
Standard 3.2.1-43	Total number of person hours of administrators and officials successfully trained with USG support	12,992	13,072

8,404
DESKS
DISTRIBUTED

RTL DONATED OVER
67,000
ALP TEXTBOOKS

235,080
SUPPLEMENTARY
READERS

9,500
RECREATIONAL
SCHOOL MATERIALS
AND OTHER SUPPLIES TO EXTEND ITS
REACH AN ADDITIONAL 400 SCHOOLS
AND ALP PROGRAMS

388
PRIMARY & COMMUNITY
GIRLS' SCHOOLS
SUPPORTED

112
ACCELERATED LEARNING
PROGRAMS SUPPORTED

11
INSTRUCTIONAL
RESOURCES
CREATED

\$2
MILLION
PROVIDED TO
NGO PARTNERS
THROUGH 8
GRANT AGREEMENTS

\$2.5
MILLION
PROVIDED TO
RTL SCHOOL
COMMUNITIES
THROUGH 824
IN-KIND GRANTS
AGREEMENTS



WINROCK'S MISSION IS TO EMPOWER THE DISADVANTAGED, INCREASE ECONOMIC OPPORTUNITY AND SUSTAIN NATURAL RESOURCES ACROSS THE GLOBE.

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