



<b>Monitoring Report</b>	
Country Name:	Republic of South Sudan
Report Date:	22/12/2017
Project Title:	Enhanced Knowledge and Education for Resilient Pastoral Livelihoods in South Sudan
<b>I. INTERVENTION DATA</b>	
Status:	3 <sup>rd</sup> Interim Narrative Report expected January 2018
Monitoring Report Type:	On-going
Aid Modality:	Project Approach
Project:	Zonal Effort for Agricultural Transformation – Bahr el-Ghazal Effort for Agricultural Development (ZEAT-BEAD)
Report:	
Project Management:	Technical Assistance (TA) for increased agriculture production of smallholders in South Sudan
Financed via a thematic budget line	EDF
CRIS Number:	
Project Title according to Financing Agreement/Financing Decision/Contract:	Enhanced Knowledge and Education for Resilient Pastoral Livelihoods in South Sudan
Domain:	EDF - Rural Development Programme
DAC-CRS Sector:	Agriculture
Additional DAC-CRS Code:	
Geographical Zone:	Counties of Wulu, Rumbek Central, Yirol East, Yirol West, and Awerial in Lakes State
Keyword:	
Date Financing Agreement/Financing Decision/Contract signed:	GCP/SSD/008/EC FED/2014/349916
Responsible at Headquarter:	Stefano Ellero (Head of Cooperation)
Responsible at EUD:	GIRLANDO PAOLO
ROM Expert:	Constantine Bitwayiki
Project Authority:	DEVCO D
Start Date – planned:	13/12/2014
End Date – planned:	12/12/2017
Start Date – actual:	01/02/2015
End Date – likely:	12/06/2018
Monitoring visit date:	11 <sup>th</sup> – 15 <sup>th</sup> December 2017
<b>II. FINANCIAL DATA</b>	
Primary Commitment (EC funding):	EURO 5,000,000
Budget allocated for TA:	
Secondary Commitment (funds contracted of EC contribution):	EURO 5,000,000
Other Funding (government and / or other donors: NILE HOPE	
Total Budget of Operation:	EURO 5,000,000
Total EU budget disbursed:	
Financial data as at:	



## **1. Project Background:**

The Food and Agriculture Organization of the United Nations (FAO) project entitled “Enhanced knowledge and education for resilient pastoral livelihoods in South Sudan” falls under the Zonal Effort for Agricultural Transformation – Bahr el-Ghazal Effort for Agricultural Development (ZEAT-BEAD) initiatives. The purpose of the project is to contribute to; improved pastoral livelihoods, food and nutrition security in South Sudan. The expected results (outcomes) of the project are (1) improved livelihood security and empowerment of pastoralist households and communities, and (2) strengthened institutional capacity to provide sustainable and accountable skills transfer, strategy and education services to pastoralist communities.

### **Result Areas (Outcomes) and Outputs:**

#### **Result Area 1: Improved livelihood security and empowerment of pastoralist households**

**Output 1.1:** Household and community capacity for Disaster Risk Reduction (DRR) is enhanced

**Output 1.2:** Livelihoods and income sources among the target communities are diversified and enhanced

**Output 1.3:** Skills, strategies and education essential for resilient pastoral livelihoods acquired by target communities

#### **Result Area 2: Strengthened institutional capacity to provide sustainable and accountable skills transfer, strategy and education services to pastoralists communities**

**Output 2.1:** A replicable model for enhancing skills, strategies and education for resilient pastoral livelihoods is jointly developed with the relevant institutions

**Output 2.2:** Ability of relevant institutions to effectively coordinate service delivery system is enhanced

### **Project Beneficiaries**

The number of direct beneficiaries on the different components of the project is estimated at 86,130. Of these, 36,000 persons are expected to benefit through PFS, 50,000 through the literacy and community engagement in Community Managed Disaster Risk Reduction (CMDRR) process, and 130 persons through leaderships and awareness forum activities.

### **Project Baseline Study Summary Findings**

The baseline survey was carried out with an aim to set benchmarks and establish the status of project indicators to enable FAO and UNESCO to monitor progress at activity, output and outcome levels during the implementation of the project.

Before the commencement of the project, the percentage of households that were engaged in off-farm economic activities was found to be 8.3% and that of people perceived to influence decisions in their locality was 32%. All communities surveyed did not have any Disaster Risk Reduction Community Action Plan. In addition, there were no Pastoral Field Schools (PFS) groups enabling members to engage in income-generating activities (IGAs) and business activities, and no Village Community Banks (VICOBA) in the project target area. There were no skills for hygienic milk processing, handling and marketing, quality honey processing packaging and marketing and animal health products. The adult literacy level rates were



found at 24.5% male and 12% female. None of the pastoralist children and youth had access to any type of education in the cattle camps.

In regards to the availability of institutional capacity to provide sustainable skills transfer, strategy and education services to pastoralist communities, there were neither facilitators (government staff, animal health service providers, educators, etc.) nor any delivery model among institutional and non-institutional stakeholders.

## 2. Project Intervention Logic (Results Chain):

The FAO developed a results matrix stipulating the result chain, indicators, indicator baseline, indicator target, indicator means of verification and assumptions for the impact, outcome (results) and outputs (Refer to Annex 1).

The performance monitoring and evaluation is being carried out by the FAO field offices within the project area. A Project Monitoring and Evaluation (PM&E) tool kit developed in 2013 under an earlier FAO project is being used for this project.

## III. GRADINGS

1. Relevance and quality of design	A
2. Efficiency of implementation	A
3. Effectiveness	A
4. Impact prospects	B
5. Potential sustainability	B

**Note:** **a** = Very Good; **b** = Good; **c** = Problems; and **d** = Serious deficiencies

## IV. SUMMARY OF CONCLUSIONS

1. Relevance and Quality of Design	<p>The project results as reported and observed to date directly contribute to the South Sudan Development Plan (SSDP) specific objective of increasing crop and livestock production, education and disaster management.</p> <p>The project is in line with the Zonal Effort for Agricultural Transformation – Bahr el-Ghazal Effort for Agricultural Development (ZEAT-BEAD) initiatives in South Sudan.</p> <p>Strengthening of institutional capacity for Ministry of Agriculture, Cooperatives and Rural Development, Ministry of Livestock and Fisheries and Ministry of Education, Science and Technology at national and state levels by training key technical staff on the integrated PFS approach, including the new and adapted materials and their integration into AES / ALP.</p> <p>FAO and UNESCO providing combined support for the review of the current regulatory framework to improve policy regarding both livelihood and educational needs of pastoral communities.</p> <p>The project addresses food security concerns by improving the livelihoods of vulnerable pastoralist populations and strengthening crop and livestock</p>
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	<p>extension services.</p> <p>The interventions are in line with FAO's Country Programming Framework (CPF) supporting Outcome 1- "sustainable increases in production, productivity and nutrition security realized" by increasing availability and access to productive assets among farmers, livestock keepers and fishers, promoting improved practices and technologies for increasing production and productivity of livestock, enhancing capacity of national and state level extension services and creating an enabling environment for sustainably increasing production, productivity and nutrition.</p> <p>The project also supports the CPF Outcome 2- Resilience of households to food and nutrition insecurity by diversifying, strengthening and securing the livelihood resource bases.</p> <p>At global level, the project is supporting 2 of FAO's 5 Strategic Objectives (SOs) in particular SO 3- "reduce rural poverty" and SO 5 "increase the resilience of livelihoods to threats and crises" by providing target communities with access to new livelihood opportunities and institutional stakeholders with enhanced capacity to ensure service delivery.</p> <p>The project design takes cognisance of cross-cutting issues of gender, environment, donor coordination and collaboration and governance, amongst others. It was observed that females (women and girls) are freely mixing up with males (men and boys) during learning and business ventures.</p> <p>From the interactions with the pastoralists, it is evident that they have been supported to undertake food production and access agricultural inputs supplied by FAO. The ongoing provision of inputs to PFS for use to train and demonstrate to the extension workers and farmers is commendable.</p> <p>The project supports management of natural resources and land at community level through the Pastoralist Livelihood and Education Field School (PLEFS) approach addressing resilience to environmental management, and climatic change was a good innovation in the project.</p> <p>Inclusion of religious and peace building lessons in the pastoral education curriculum is highly commendable for it has reduced the rate of tribal and clan conflicts and attacks.</p> <p>The project design emphasised a close working relationship between FAO, UNESCO, the National and</p>
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	<p>State Governments, and international community based organisations (IIRR and NPA) with clear roles and responsibilities during project implementation.</p> <p>Alignment and joint programming of the project activities implementation with other projects implemented under the EU, FAO and UNESCO support, and other donors to bridge the unfunded gaps is commendable.</p>
2. Efficiency in implementation	<p>A bigger percentage of the project funds budget (more than 50%) has been allocated to the implementation of the identified project activities.</p> <p>A requisite baseline study for the project was conducted at the start of the project to facilitate the assessment of performance over the implementation period.</p> <p>There is full participation of the National and State Governments and international community-based organisations officials in the project planning process and development of the learning materials with the Ministry tutors (teacher trainers and master trainers) participating in master Training of Trainers (ToTs) and in the end carrying out the trainings themselves.</p> <p>There is a robust M&amp;E system used in the internal monitoring and evaluation of the project outcomes, outputs and attendant activities. The periodic monitoring and evaluation is carried out by regional FAO PM&amp;E officers supported by the FAO/UNESCO Project team, National and State Government project management committee, and the implementing partners comprised of the International Institute for Rural Reconstruction (IIRR) and Norwegian People's Aid (NPA).</p> <p>By reviewing the annual reports and interaction with the project team, it is evident that periodic reporting on the project activities is taking place. This demonstrates a good practice in project implementation, monitoring, evaluation and reporting. FAO and UNESCO have shared reports widely including meetings with partners, other donors, and beneficiaries promoting vertical and horizontal communication on the project performance.</p> <p>Market linkage opportunities for pastoralists to the neighbouring trading centres and towns have been established with the income from the milk sales strengthening the VICOBA's within the pastoral communities.</p> <p>The education programme has improved the writing, numeracy and counting skills within the pastoral communities reducing the rate at which they were being cheated while selling their livestock products to other</p>



	communities and even among themselves.
3. Effectiveness	<p>The review of internal project implementation progress reports and meetings held with the various stakeholders show that an impressive implementation of the project activities has been made. Below is the summary of the achievements to date for each of the result area (outcome) indicators.</p> <p><b>Result Area 1: Improved livelihood security and empowerment of pastoralist households</b></p> <ul style="list-style-type: none"> <li>- The percentage of households that were engaged in off-farm economic activities has increased from 8.3% to 10% and that of people perceived to influence decisions in their locality was 32% to 56%. There was no pastoralist households that promoted PLEFS best practices but to date 74% of the participating pastoralist households are engaged in the PLEFS best practices. All communities surveyed did not have previous Disaster Risk Reduction Community Action Plans and to-date 11 (55%) communities have DRR plans out of the targeted 20 by the end of the project.</li> <li>- At the start of the project there were no skills training programmes; to-date, 5 (83%) programmes out of 6 including hygienic milk processing, handling and marketing; quality honey processing packaging and marketing and animal health product are ongoing. The adult literacy level rates were at 24.5% and now stand at 82% (137%) of the targeted 60%. None of the pastoralists' children and youth were accessing flexible education (PLEFS) programmes and to-date 1,179 (197%) of the targeted 600 are enrolled [429 children - 340 boys, 89 girls, and 753 youth - 592 boys, 161 girls].</li> <li>- Performance data on income generating activities was still under analysis. However, from the personal observations and discussions with the beneficiaries, there is vibrancy in small businesses selling livestock products, and farm produce especially vegetables and honey. The sale proceeds are being used by members to promote and participate in the VICOBA activities.</li> </ul> <p><b>Result Area 2: Strengthened institutional capacity to provide sustainable and accountable skills transfer, strategy and education services to pastoralists communities</b></p> <ul style="list-style-type: none"> <li>- At the beginning of the project, there were no integrated PLEFS skills locally available, currently, out of the 10 targeted pastoral communities, 11 (110%) have trained community facilitators supporting</li> </ul>



	<p>PLEFS activities and to continue when the project ends. There was no skills and education services delivery model among institutional and non-institutional stakeholders, to-date, an efficient and effective skills and education services delivery model comprised of the 5 (100%) targeted stakeholders including 2 NGO (IIRR and NPA) partners and 3 line ministries (Education, Agriculture and Livestock) working closely with FAO and UNESCO is in place.</p> <ul style="list-style-type: none"><li>- Under the delivery model, comprehensive PLEFS curricula with the requisite implementation manuals for children, youth and adults have been developed and fully owned by the Ministry of Education, Science and Technology. Out of the 10 visibility actions aimed at increasing awareness and visibility of new delivery model, 6 (60%) notably a video documentary, curriculum launch, radio programme and project materials branding, among others, have been carried out and others are ongoing. Of the targeted 45 community facilitators, 56 (124%) with an additional 4 NGO partner staff have been trained in the delivery model (PLEFS curriculum).</li></ul>
4. Impact Prospects	<ul style="list-style-type: none"><li>- Within the 3 years of implementation, the project seems to motivate the pastoralist communities to improve their livelihoods by diversifying livestock production with agriculture production, fisheries and business. They are now engaged in vegetable production, buying and selling various livestock products, inculcating religious values through religious education, and participating in VICOBA groups for economic and social empowerment.</li><li>- The project has observable improved livelihoods aspects within the cattle camp visited and individual testimonies during the meetings including reading, counting and writing, speaking about vegetable growing for improving their diets and generating income, detesting warrior way of life and promoting peaceful co-existence by the youth, supporting girl-child education acquisition of adult literacy skills, value addition to the livestock products, among others.</li><li>- In the FDGs with the youth, it was vivid there is improved understanding about the bad habits of the youth engaging in acts of attacking fellow youth other than participating in self and community empowering initiatives. The youth who are enrolled in the PLEFS detested their previous bad habits of drinking alcohol and preoccupied with plans of attacking other areas to kill and still cattle. Some of the youth gave testimonies</li></ul>



	<p>how they were already convincing their friends to abandon the bad groups and join developmental groups like growing of vegetables, engaging in small businesses, joining the PLEFS programmes, etc. The mothers testified that boys had changed their bad behaviours and were able to listen to their advice which was not the case before the project.</p> <ul style="list-style-type: none"> <li>- In separate FDGs with women and girls, they testified that social cohesion among the men and women had greatly improved. They said currently the two sex freely interact and discuss development ideas, something that was not possible before the project. There existed high level gender discrimination within the communities which has now reduced considerably.</li> <li>- The PLEFS training and supporting pastoralists in crop husbandry, pest and disease control, business development, animal community healthcare, literacy and numeracy and VICOBAAs has raised awareness to improve their livelihoods and education.</li> <li>- Testimonies by the beneficiaries about the reduction of mother mortality rate, children malnutrition and mortality rates, and animal mortality rates arising from the food security, education and animal health initiatives is a sign of a perspective impact.</li> <li>- Existence of more than 56 individuals under a pool of trained community facilitators, community animal health workers on the PLEFS in the project area who never existed before is a positive effect.</li> </ul>
5. Potential Sustainability	<p><i>Technical Capacity</i></p> <ul style="list-style-type: none"> <li>- FAO is strengthening agricultural extension service provision by supporting traditional state government extension staff and community lead farmers as UNESCO implements the education programmes. This presents an opportunity for project sustainability within the pastoral communities under the project.</li> <li>- Under the delivery model, comprehensive PLEFS curricula with the requisite implementation manuals for children, youth and adults have been developed in a participatory manner involving all key stakeholders and are now fully owned by the Ministry of Education, Science and Technology.</li> <li>- The teaching and learning materials are co-owned by the MAFCRD, MLFI and MoEST and widely shared with partners via web-based tools, tablets, teaching and learning material databases currently in use in South Sudan.</li> </ul>



	<ul style="list-style-type: none"> <li>- The planned National and State levels technical working groups (TWGs) to coordinate the PLEFS programmes were formed and fully functional.</li> <li>- Relevant line ministries have benefitted from working closely with FAO and UNESCO in the design and roll-out of the PLEFS. The Ministry tutors have also benefitted from improved training skills and knowledge regarding the relevant components of the PLEFS.</li> <li>- A total of 11 pastoral communities have qualified community facilitators, facilitating PLEFS activities and are to continue even when the project ends.</li> <li>- There has been full participation of the National and State Governments, and international community-based organisations in the PLEFS whereby the ministry tutors (teacher trainers and master trainers) have participated in master Training of Trainers (ToTs).</li> </ul> <p><i>Social Cohesion and Resilience to Natural Disasters</i></p> <ul style="list-style-type: none"> <li>- Community members (children, youth and adults) benefiting from the roll-out of the PLEFS are improving their functional literacy skills, life skills (health, HIV, gender, climate change and conflict mitigation), ecosystem processes, livestock and fisheries management, health, soil and water conservation, range and water management and pastoral livestock production.</li> </ul> <p><i>Access of Agriculture Inputs/Financial Capacity</i></p> <ul style="list-style-type: none"> <li>- Accessibility of agricultural inputs using loans from the VICOBA is leading to the culture of self-reliance and personal savings. Some members of the pastoralist community testified increase in incomes by growing and selling vegetables, selling added value livestock products, modern bee keeping, among others. This presents an opportunity for future sustainability of the project results.</li> </ul>
<b>V. KEY OBSERVATIONS AND RECOMMENDATIONS</b>	
Key Observations (successes)	<ul style="list-style-type: none"> <li>- The project is bringing socio- and economic self-esteem among the members of pastoralist communities.</li> <li>- There is high level of optimism among the beneficiaries to diversify food production for improved livelihoods and incomes of the pastoralists.</li> <li>- The National and State Government senior officials are happy with the project interventions, evidenced by</li> </ul>



	<p>the support to the extension staff and pastoralist communities to improve their standards of living and the overall wellbeing.</p> <ul style="list-style-type: none"> <li>- Promotion of VICOBAAs is providing financial capacity to the pastoral communities and non-pastoralists vulnerable households to pay school fees, hospital expenses, buy food and other necessities for their wellbeing.</li> <li>- Promotion of social cohesion and gender in the project is creating an enabling environment for the empowerment and self-reliance of the girl-child and women in the communities</li> <li>- The inclusion of religious and peace building lessons in the pastoral education curriculum is fostering peace within the communities.</li> </ul>
<p>Key Observations (not worked well)</p>	<ul style="list-style-type: none"> <li>- Community based participatory monitoring approach is not yet fully entrenched in the overall project monitoring and evaluation.</li> <li>- Training VICOBAAs members on leadership, group dynamics and management, record keeping and simple bookkeeping is inadequate.</li> <li>- EU visibility actions are still inadequate.</li> <li>- Inadequate delivery skills by the community PLEFS facilitators</li> <li>- Implementation of fish harvest improvement activity not yet accomplished.</li> <li>- Performance data on income generating activities was still being compiled for analysis hence not adequately reported.</li> </ul>
<p>Recommendations</p>	<ul style="list-style-type: none"> <li>- There is a need for the National and State Governments to market to other donors to adopt the ongoing FAO's PLEFS approach that incorporates literacy, numeracy life and basic skills training and learning in most parts of South Sudan.</li> <li>- There is need to promote community based participatory monitoring approach in the overall project monitoring and evaluation.</li> <li>- There is need to undertake additional EU visibility activities</li> <li>- Additional training for members of the VICOBAAs in the areas of leadership, record keeping and simple bookkeeping need to be carried out.</li> <li>- The fish activity component needs to be fast tracked</li> <li>- A refresher training programme for the community</li> </ul>



	<p>PLEFS facilitators is needed</p> <ul style="list-style-type: none"><li>- The FAO's identified project exit strategies need to be documented as a best practice and shared widely with other EU supported implementing partners for strengthening the sustainability element of projects.</li></ul>
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