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**Support to implementing partners
of SORUDEV, ZEAT-BEAD and
FSTP**

**Grant Project Monitoring Report:
Enhanced Knowledge, Education
and Capacity Building for Resilient
Pastoral Livelihoods in South
Sudan (FAO)**

**Period covered:
7 to 9 December 2015**

Prepared by Angus Graham
and Omotayo Alabi
on behalf of

**Cardno Emerging Markets (UK) Ltd
Lead Member of Cardno Consortium**



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TA implemented by
CARDNO

KEY DATA

Name of Project: Enhanced Knowledge and Education for Resilience
Pastoralist Livelihoods in South Sudan

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Beneficiary: Government of the Republic of South Sudan.

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Report Quality Controlled by
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Signature: _____

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The views expressed herein are those of the consultants and therefore in no way
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Abbreviations and acronyms

AES	Alternative Education System
CAD	County Agricultural Department
CAHW	Community Animal Health Worker
CBO	Community-Based Organisation
CMDRR	Community-Managed Disaster Risk Reduction
DRR	Disaster Risk Reduction
EU	European Union
EUD	Delegation of the European Union
EUR	Euro
FAO	Food and Agricultural Organisation
FFS	Farmer Field School
FSTP	Food Security Thematic Programme
GIS	Geographical Information System
GoSS	Government of the Republic of South Sudan
HH	Households
IDPs	Internally Displaced Persons
IGAs	Income-Generating Activities
IPs	Implementing Partners
M&E	Monitoring and Evaluation
MoU	Memorandum of Understanding
MTE	Mid-Term Evaluation
NALEP	National Agricultural and Livestock Extension Programme
NGO	Non-Governmental Organisation
NRM	Natural Resource Management
PEP	Pastoralist Education Programme
PLEFS	Pastoral Livelihoods and Education Field Schools
PSC	Project Steering Committee
RCC	Relief Coordination Commission
SMAFCRD	State Ministry of Agriculture, Forestry, Cooperatives and Rural Development
SMARF	State Ministry of Animal Resources and Fisheries
SMoEST	State Ministry of Education, Science and Technology
SORUDEV	South Sudan Rural Development Programme
SSP	South Sudanese pound
TA	Technical Assistant
ToT	Training of Trainers
TWG	Technical Working Group
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VSLA	Village Savings and Loan Association
VICOPA	Village Community Bank
ZEAT-BEAD	Zonal Effort for Agricultural Transformation/Bahr-el-Ghazal Agricultural Development

Project data

General Data

Contract beneficiary	United Nations Food and Agricultural Organisation
Project Title	“Enhanced Knowledge and Education for Resilience Pastoralist Livelihoods in South Sudan (Pastoralist Education Project)”
Project ref. CRIS	GCP/SSD/008/EC
Date of visit	7 to 9 December 2015
Location	Rumbek
Monitoring Officer	Tayo Alabi and Angus Graham
Start date	1 February 2014
End date	30 June 2017

Financial data

Total EC contribution	€ 5 million
Total spent by Project to date (EUR)	€ 560,343
Balance of funds released to date	€ 2,061,298 (1 st instalment)
Anticipated date of next request/release of funds	June 2016 (estimated)
Anticipated amount of next request/release of funds	€ 1,700,468 (2 nd instalment)

1 Summary of Field Visits

Background

Lakes State is one of the four States that make up the Greater Bahr-el-Ghazal region of South Sudan. Lakes State occupies approximately 40,235 km within the Greater Bahr-el-Ghazal region and is bordered by Unity, Warrap, Jonglei, Western Bahr-el-Ghazal, Western Equatoria and Central Equatoria States. It is composed of eight Counties (Cuiebet, Rumbek North, Rumbek Centre, Rumbek East, Yirol West, Yirol East, Awerial and Wulu) and its capital is Rumbek town. The estimated population of the State is 695,730 people, of which 365,999 are men and 329,731 women. Most of the State's citizens are members of the dominant Dinka ethnic group although the Jur tribe also occupies Wulu County.

The main livelihood activity of the people is livestock keeping (along with some beekeeping in Wulu County). On average, a livestock-owning household in Lakes possesses 13 heads of cattle, 6 sheep, 15 goats and 13 poultry. Sorghum, milk and meat make up the majority of the diet, complemented with traditional vegetables and to some extent, forest-based sources of food during the wet season. The rains are mono-modal, commencing in April/May and ending in September/October, following which a hot dry period arrives. Lakes State has no international borders and while it is not among the States in the Greater Upper Nile region that are most severely affected by the current conflict which started in December 2013, it is nonetheless very dangerous (recording and still counting over 600 deaths between January and December 2015 alone).

The majority of the inhabitants of Lakes are rural dwellers and pastoralists. The sustenance of their assets is the root cause of the various inter-tribal and inter-clan disputes that have resulted in widespread revenge killings among communities. According to a report by the United Nations Development Programme (UNDP), inter- and intra-tribal fighting are the main drivers of conflict in Lakes State. Disputes arise when land historically belonging to one tribe is declared as the territory of another. Unclear demarcation of borders between Counties or between Counties and States cause further tension since communities equate ownership of more land with increased wealth and social status. Cross-border disputes are also caused by competition for water or pastureland, particularly during the dry season when pastoralists move their herds in search of these scarce resources. For these reasons, security is at the top of the priority lists of most people in the State. Insecurity is affecting service delivery, increasing the population of internally displaced persons (IDPs) and making planning and project site visitation very difficult for the implementers of this programme (i.e. the Food and Agricultural Organisation (FAO) and the UN Educational, Scientific and Cultural Organisation (UNESCO)).

Introduction

The two-person Technical Assistance (TA) monitoring team for the mission to this EU-funded project and implemented by FAO in Rumbek, Lakes State comprised Angus Graham and Tayo Alabi. The mission was undertaken from 7 to 9 December 2015.

The target group of the Project are pastoralists living in the cattle camps and communities in 5 Counties in Lakes State. Support will be provided to young children (aged 8-12), youth (aged 13-18) and adults (aged over 18). The overall objective of the Project, which is being implemented by FAO and UNESCO, is to contribute to improved pastoralist livelihoods and food and nutrition security in South Sudan. The aim of its approach is to create synergies with FAO's on-going Pastoralist Field School (PFS) approach and the literacy, numeracy and life skills programming being conducted by UNESCO in order to develop a Pastoralist Livelihood and Education Field School (PLEFS) model that modifies the existing PFS to introduce skills, strategies and education that are essential to building resilient pastoral livelihoods.

Resolving the root cause of the conflict in Lakes State is crucial. By the end of November 2015, the UN reported that over 600 people had been killed as a result of the inter-tribal fighting and revenge killings that are prevalent across the State. There appears to be a strong link between the raging conflict, food insecurity and the people in the cattle camps, which further underscores the relevance of the project.

The objectives of the monitoring mission are:

- To provide extension and hands-on support to staff to implement the integrated programme activities;
- To assess progress made with implementing the Project;
- To assess the level of collaboration and coordination with key stakeholders;
- To provide relevant technical and advisory support to the Project based on the findings during the mission and on requests deemed appropriate by the Project team;
- To monitor and analyse expenditure (to date) by implementing partners (IPs) under the main budget lines; and.
- To make note of any projects or partners operating outside the EU-funded projects in the area and their main activities.

2 Key findings/Notes on Project development

Meeting with the Project management team in Rumbek

The TA team (Tayo and Angus) met with three members of the Project management team: Ezana Kassa (the new Project Manager), James Swokiri (the National Project Coordinator) and Jasper Okodi (the UNESCO Education Specialist) to brief them on the monitoring mission. The Project management team provided a general update on the implementation of the Project since the inception period, during which time it has introduced new stakeholders in the form of representatives of the 3 relevant ministries: the Ministry of Education, Science and Technology (MoEST), the Ministry of Animal Resources and Fisheries (MARF) and the Ministry of Agriculture, Forestry, Cooperatives and Rural Development (MAFCRD).

In June/July 2015, the Bassiouni Group (TBG) conducted a geographical and demographic survey of Lakes and Aweil (capital of Northern Bahr-el-Ghazal State) which included visits to 16 cattle camps of which 10 were proposed for coverage by the intervention. Meetings were held in all Counties to further the consultation and the findings of the survey were used to review the design of the Project.

Beneficiaries were selected to participate in County-level orientation workshops in Wulu and Rumbek Centre. (These were originally planned for more locations but could ultimately take place in only two due to insecurity.) The orientation workshops covered the design, concept, approach, implementation plan and the criteria to be used in the selection of cattle camps and facilitators. At State level, the Project held an induction workshop in November at which issues pertaining to the selection, training and roles of facilitators to work in the 10 camps and group formation were discussed in detail.

At this point in the implementation phase, the curriculum needs to be finalised. There are two types of curricula already in use: the curriculum developed by the Alternative Education System (AES) of the MoEST and the Pastoralist Field School curriculum developed by FAO. Curriculum adaptation should be accelerated, standardised and piloted and the identification of a consultant to undertake this task is already in progress. The Project will work on the development of the curricula between January and March 2016, following which a round of refresher training will be provided to facilitators. The presence of 2 UN agencies required the

signature of joint Memoranda of Understanding (MoU) between FAO and UNESCO, which (due to lengthy procedures) could not be signed until June 2015. A meeting of the National Technical Working Group (TWG) was held on 15 November at which the following members were present:

- Samuel Dem Marier, Acting Director of Alternative Education, MEST (Chair);
- Abdal Monium Osman, Head of Programme (FAO);
- Joseph Akim, Director of Extension at the MAFCRD;
- Dr Louise Kayanga, Director of Extension and Pastoral Development at the MARF;
- James Swokiri, National Project Coordinator (FAO);
- Jasper Okidi, Education Specialist (UNESCO);
- Ezana Kassa, Project Manager (FAO); and
- Gabriel Nuul, Deputy Director of Alternative Education, MEST.

Some activities will be carried out by IPs, for which a Call for Proposals (CfP) will be issued in the third week of December 2015. Potential partners include Oxfam, Norwegian People's Aid (NPA), the Diar for Relief and Development Association (DRDA) and the International Institute of Rural Reconstruction (IIRR). Vétérinaires sans Frontières (VSF) Germany is also working in Rumbek (on the Water for Lakes Project) and may also be interested. FAO would also like to better understand the conditions for potential synergy with partners under the South Sudan Rural Development (SORUDEV) Programme-funded ZEAT-BEAD initiative.

Livelihood, disaster risk reduction (DRR) and Village Cooperative Bank (VICOBA) activities will be undertaken by non-Governmental organisations (NGOs) and will include fisheries, milk processing, vegetable and honey production and behavioural change communication (BCC) for improved hygiene. Groups should select their activity based on their capacity and the deficiencies they need to meet. Youth and adults will be involved in income-generating activities (IGAs) and accelerated learning will be provided to youth.

The FAO project is also the coordinator of the Food Security and Livelihoods (FSL) cluster meetings, although better targeting of groups is required to capitalise on efforts.

Meeting with the Director of Alternative Education Systems of the MEST in Rumbek

During the mission, the TA team and Project staff met with Mr Abel Mayuen, the Director of Alternative Education Systems (AES) at his rather isolated office in Rumbek. The Directorate of AES at the State Ministry of Education, Science and Technology (SMoEST) is responsible for adult literacy and provides the important function of bridging the gap for children who missed the opportunity to receive formal education as a result of the protracted war or time in the cattle camps. Six different adult literacy projects are on-going across the 10 Counties.

The Pastoralist Education Programme (PEP) is funded by the Government of South Sudan (GoSS) as one of the regular projects of the MoEST. It started in 2009 with the opening of 10 centres, each staffed by 2 teachers, which used the curricula and implementation guide produced by the MoEST. The teachers are selected by the chiefs who are themselves initially trained by the Ministry, sensitised to the objectives of pastoralist education and consulted to agree on criteria for the selection of teachers. When selected, the teachers are sent on a 3- month training course at the Yei Teacher Training Centre. On their return, they are provided with bicycles, gumboots, First Aid kits, solar lanterns, tents, boxes (in which to keep their teaching materials) and moveable blackboards. This is a very positive and well-documented experience which the FAO should build on through working with this Government institution to strengthen cooperation and capitalise on the strength of this GoSS programme. This will enable the learning of essential lessons to facilitate a vibrant and effective programme.

Meeting with the Acting Director General of the State Ministry of Animal Resources and Fisheries, Lakes State

This meeting covered the following;

- Finalisation of the survey report and revisions;
- Mobilisation and engagement with selected cattle camps;
- Identification of key IPs to be sent Letters of Agreement;
- Formation of Technical Working Groups (TWGs) at national and State level;
- Identification of PLEFS manuals and of curriculum integration and training materials; and
- Identification and training of facilitators.

3 Overall level of progress on implementation

During the inception period, the Project team introduced planned activities to stakeholders and used the findings of the TBG study to review the design of the project. Cattle camps were identified and a joint approach to education (along with an M&E framework) was drawn up as a direct result of the survey.

While all of the activities planned for the inception period were implemented, some major decisions were not taken because the final report of the geographical survey had not been submitted. The final report was received a few days into this mission and it is expected that the M&E framework will now be reviewed accordingly.

It is still early to measure real Project progress at this stage of implementation. There is currently no direct implementation of the project activity at the time of visit, as a result no field visit or discussions with the direct beneficiaries were conducted.

4 On the recommendations of the previous TA Monitoring Report

Not applicable since this is the first TA field monitoring mission to this Project. However, in the 4th quarterly review meeting, the steering committee noted that the project will need to explain how it will address the issues of peace building and conflict mediation (cattle raiding and land disputes) within a framework for risk reduction.

5 Main strengths

The main strengths of the FAO Project are:

- It integrates formal education with the PLEFS approach through the partnership with UNESCO; the project is not new in the State as the government is already implementing a similar project in the cattle camps, therefore there is an ample knowledge base and concrete lessons that the project can build upon.
- It focuses intensively on the development of livelihoods in the cattle camps (including the provision of education to a generation of children who might otherwise miss out on school) based on good understanding of the nomadic nature of the cattle keepers;
- FAO is known for its use of the PFS approach and its expertise in Field Schools;
- This is the first attempt in the region to integrate formal education and PFS;
- Since these are UN organisations, the Project is always updated as regards security;
- Willingness is expressed to work with and through partners; and

- Project implementation is steered by a Technical Working Group, thus ensuring Government inclusion in State-level operations. County-level facilitators are drawn from the GoSS to provide training in community-level extension.

6 Main weaknesses

These include the poor sequencing of the implementation activities and the need to observe lengthy procedures by the UN agencies, which slowed down Project launch.

7 Challenges identified since the start of the Project

These include:

- Insecurity due to cattle raiding, revenge killings and banditry, which spreads fear and interferes with movement to project implementation sites;
- The need to develop a VICOBA approach and strategy;
- The fact that the cattle rearers who originally visited the Wulu camp to graze their cattle are now settling permanently. The community are not happy to see the Project support the new settlers, who are unwelcome;
- The unpredictability of nomadic pastoralist movement, meaning that cattle camps can move, dissolve or split up to go in different directions;
- Poor road conditions during rainy season, which impede the movement of staff to Project areas;
- Fluctuation in the USD/EUR/SSP exchange rate, leading to the need for a budgetary review; and
- Delayed implementation of the geographical and demographic survey by TBG, which had a knock-on effect on the other activities to be implemented (e.g. the identification of cattle camps and PLEFS groups).

8 Further actions required

FAO should:

- Consider whether the Farmer Field School and PFS models are really different (and whether the crop and livestock farmers are really mutually exclusive);
- Strengthen the peace-building, conflict resolution, livelihood and literacy components of the Project;
- Provide GIS information on the location of cattle camps and their respective Bomas;
- Strengthen the capacity of GoSS Ministry staff through PLEFS training and longer-term training. This should be considered within the available budget and supported where feasible;
- Work with Norwegian People's Aid (NPA) to strengthen linkage with other EU-funded food security projects in Lakes State. This was agreed at the 4th Quarterly Review Meeting (QRM) in September in Wau and should start with an agreement to meet on a monthly basis to strengthen coordination;
- Develop and think through the village banking model. The Project management team should develop a strategy for this activity as it is neither as clear nor as easy as currently described in the Project documents. The Project should also consider using the Village Savings and Loan Association (VSLA) model and other rural financing mechanisms;

- Review the monitoring framework based on the content of the final report of the TBG geographical and demographic survey;
- Revise the frameworks for the M&E of implementation and impact, which currently have no baseline values at outcome level. The existing study carried out by TBG is an essential activity, but cannot substitute for a baseline study;
- Carry out a baseline study of the cattle camps to provide values at the start of the Project against which progress and achievement can be measured;
- Continue to strengthen the working relationship with the GoSS, especially given the involvement of the three Ministries. Issues and misunderstandings with the MARF should be addressed in particular. This is an essential ingredient to the success of the Project;
- Develop mapping of the movement of the cattle keepers in order to monitor them throughout the season; and
- Ensure that the Call for Proposals for implementing partners is issued sufficiently early. This should involve proper discussion and consultation with IPs, including the issue of simple and clear Letters of Agreement.

9 Changes to Project context

Lakes State has always been volatile due to insecurity and inter-clan fighting, but the killings witnessed in 2015 are unprecedented. This makes planning difficult as working in the field requires additional resources and clearance from the stringent security arm of the UN. In addition, fluctuations in the exchange rate of the USD/EUR against the South Sudanese pound (SSP) necessitated a budgetary review during the inception period.

10 Summary of progress toward achieving Project objectives

The inception period went as planned with a report already submitted to the Delegation of the European Union (EUD). There is a full-time Project Manager on board, along with two Project Officers who are specialised in PLEFs and work with the Education Specialist from UNESCO. The study based on which to formulate activities was conducted by TBG and the report is currently being reviewed. TWG induction workshops were held at both National and State level. All of this should lead to the achievement of the overall objective of the Project: “To contribute to improved pastoralist livelihoods and food and nutrition security in South Sudan” and its specific expected results:

- Improved livelihood security and the empowerment of pastoralist households and communities; and
- Strengthened institutional capacity to provide sustainable and accountable skills transfer, strategy and education services to pastoralist communities.

These shall be achieved through the following outputs:

Specific Result 1

- Output 1: Household and community capacity for disaster risk reduction is enhanced;
- Output 2: Livelihoods and sources of income among the target communities are diversified and enhanced;
- Output 3: Skills, strategies and education essential to resilient pastoral livelihoods are acquired by target communities.

Specific Result 2

- Output 1: A replicable model for the enhancement of skills, strategies and education for resilient pastoral livelihoods is jointly developed with relevant institutions;
- Output 2: The ability of relevant institutions to effectively coordinate service delivery systems is enhanced.

11 On achievements against each specific result

The six-month Inception Period for this Project started in January 2015 and ended in June 2015. Within this period, an MoU was developed with UNESCO for the co-implementation of the Project and an official launch was done in March 2015 for which the Project Support Unit (based in Rumbek) held awareness meetings with State and County stakeholders. The core stakeholders of the Project are the SMAFCRD, SMARF, SMOEST, UN agencies and NGOs. The Bassiouni Group was also commissioned to carry out a geographical and demographic survey in Lakes and Northern Bahr-el-Ghazal States in June and July 2015.

The draft survey report was submitted on 23 September and the final report received on 6 December 2015. The survey provides a basis for the revision of the selection of cattle camps and implementing partners, revisions to the implementation plan and M&E framework to include gender-disaggregated indicators and the planning of a national workshop on the promotion of pastoral livelihoods and education. Draft ToR for the National and State TWGs on PLEFS were also prepared and shared and revisions made to the Project approach and methodology based on the survey report.

12 Sustainability of the Action

One year on, the Project is still mostly in its formative stage. However, the institutional capacity building of the relevant Ministries and the integration of curricula (when developed) should help ensure the sustainability of the Action (since they will be used beyond this Project). It is intended to ensure that the Government plays an active part in the Project at County level and the State and National TWGs are currently consulting with the MoEST on the possibility of incorporating teachers into the GoSS payroll. The long-term strategy however is for the beneficiaries in the cattle camps to pay the community facilitators and teachers for their services. So far this is going according to plan.

Cross-cutting and other issues

- *EU visibility:* At the moment very little is being done about visibility, partly because this is a new project and the communication and visibility strategy is only just being developed;
- *Gender issues:* Women could be better represented by the Project since the Project staff are all men. The teachers and community facilitators undergoing training include 2 women and 21 men, while the members of the Technical Working Groups are all men at both National and State level.

13 Summary of key lessons learnt (as per discussions with the Project team)

- The Project is highly focused on its work with communities and cattle camps and as such has a very well defined target group. There is widely documented knowledge on the movement of cattle in the State but little is specific to the 10 target communities. There is thus need to consider how FAO will monitor the movement of the cattle camp beneficiaries. Mapping of movement will be very important for this;

- The introduction of formal education to children into pastoral cattle camps is historic and the only new innovation implemented by this Project is the integration of functional literacy in to the pastoral field school approach. This Project should serve as a reference for future programme planning and implementation and documentation of processes and lessons learnt is vital;
- This Project should recognise the fact that a similar project by the GoSS (i.e. the PEP) started in 2009 and is on-going in 10 cattle camps in Lakes State. The PEP has recorded varying degrees of success, with cattle camp children enrolled in secondary schools and a few about to graduate from the University of Bahr-el-Ghazal. Building on the Alternative Education System (AES) implemented by the MoEST is essential to the success of the FAO project. Since the two projects are going to run side by side, FAO should endeavour to provide additional training to the PEP teachers recruited and paid by the MoEST. Similarly, in order for the MoEST to be able to absorb the new teachers into the Government payroll, their salaries must fall within GoSS financial capacity (as mentioned during meetings with the TA team). There must be no rivalry or unnecessary competition between the two sets of teachers and the welfare of both sets should be equally ensured;
- Efforts should be made to ensure that Project activities are implemented on time. In the case of a serious breakdown in security that requires suspension of activities, the Project managers should immediately inform the EUD due to possible contractual implications;
- As emphasised by the DG of the SMAFCRD, good understanding of the nomadic nature of the cattle camp beneficiaries is crucial and must inform the programme plan. Currently the cattle camps are big because of the on-going conflict, but when peace is re-established there will be fewer cattle keepers congregating in one place. Children are mainly present in the camps during the milking period (April to July) and tend to move from the camp back to the village in August-November. By December, people will return to the cattle camp with their children as the cattle keepers will be moving close to the rivers to fish and graze their cattle; and
- Access to information should be enhanced through the provision of Project briefs and summary sheets, particularly to the TWGs. There is presently a gap between what the TWGs know and what they are told at the induction workshop.

14 Programme Schedule

Day	Event
7 December 2015	Briefing meeting with Project management staff
8 December 2015	Meeting with key stakeholders: State Minister of Animal Resources and Fisheries, Technical Working Group
	Visit to Cattle Camp
	Further meeting with Project staff to discuss synergy
9 December 2015	Debriefing and depart Rumbek

15 People met and activities visited

Staff at the Briefing Meeting			
Names	Position	Telephone	Email
Jasper Okodi	Education Specialist	0928004904	j.okadi@unesco.org
James Swokiri	National Project Coordinator	0922001693	james.swokiri@fao.org
Ezana Kassa	Project Manager	0922001698	Ezana.kassa@fao.org

Staff at the Debriefing Session			
Names	Position	Telephone	Organisation
Abraham Mading	Senior Project Officer	0955206047	NPA
Angus Graham	Technical Assistant	0928788780	CARDNO-EU
Barnabas Chol Makoi	Animal Traction Supervisor	0955250828	NPA
Daniel Thon Makue	SORUDEV focal person	0956024200	SMAFCRD
Dawa Rose	Acting Agri Business Senior Project Officer	0954461353	NPA
Ezana Kassa	Project Manager	0922001698	FAO
Ezekiel Makgok Thial	Acting Director General	0923063274	SMAFCRD
Jasper Okodi	Education Specialist	0928004904	UNESCO
John Makur Garang	Senior Project Officer	0955465828	NPA
Maker Buong	Livestock Health Officer	0927205556	NPA
Samuel Deng	Coordinator	0955571483	NPA
Tayo Alabi	Technical Assistant	0954889725	CARDNO-EU

16 Picture Gallery



Meeting with the Director of Alternative Education Systems, MEST



Meeting with State-Level Technical Working Group

Annex 1 Project Summary

Project description

- Duration of 3.5 years
- Project components cover pastoralist livelihoods and learning in Lakes State
- Implemented by FAO and UNESCO
- Funded by the European Union (total 5 million EUR)

Counties of operation

- Yirol East, Yirol West, Awerial, Rumbek Centre and Wulu

Target beneficiaries

- Pastoralists in cattle camps, including young children (8-12), youth (13-18) and adults (>18)
- Ministry staff and community facilitators/teachers

Project partners

- National level: MAFCRD, MARF and MoEST
- State level: SMAFCRD, SMARF, SMOEST and NGOs

Annex 2 Project Staff

Name	Gender	Position	Telephone	Email
Jasper Okodi	M	Education Specialist (UNESCO)	0928004904	j.okadi@unesco.org
James Swokiri	M	National Project Coordinator	0922001693	james.swokiri @fao.org
Ezana Kassa	M	Project Manager	0922001698	Ezana.Kassa@fao.org
Marco Makur	M	Livestock Health Officer	0955281970	Marco.Nyariel@fao.org

NB the project has additional cost shared staff (based in the FAO head office) that contribute to the implementation of various activities of the project.

Annex 3 Work Plan since last Monitoring Report

Description	2015			
	Sept	Oct	Nov	Dec
Project Management				
Recruitment of key Project staff				
Project asset procurement and delivery				
State-based Project orientation				
Submission and approval of the Inception Report and Rider				
Formation of State and National Technical Working Groups (TWGs)				
Identification and contracting of IPs				
Quarterly project meetings with the State TWG				
Biannual National TWG meetings				
Annual Work Planning/Review				
Monitoring and Evaluation				
M&E framework				
Interim report/Financial request				
Mid-term assessment				
Dissemination of Project results				
Handover of Project assets				
Specific Result 1: Improved livelihood security and the empowerment of pastoralist households and communities				
Output 1: Household and community capacity for disaster risk reduction is enhanced				
Activity 1.1: Identify target communities for project implementation (PLEFS group formation)				
Activity 1.2: Identify community members to be trained in the development of community-managed disaster risk reduction (CMDRR) and as PLEFS facilitators				
Activity 1.3: Mobilise communities through a CMDRR approach				
Activity 1.4: Develop CMDRR action plans with target communities				
Activity 1.5: Support the community to respond to identified disaster risk reduction priorities as per the action plan illustrated above				
Output 2: Livelihoods and sources of income among the target communities are diversified and enhanced				
Activity 2.1: Select members of PLEFS groups through a participatory process to be trained in income-generating activities (IGAs)				
Activity 2.2: Train selected group members in various IGAs				
Activity 2.3: Support the improvement of local production sites, market infrastructures and collection points along the production chains (e.g. equipment, seeds and stocks)				
Activity 2.4: Train Village Cooperative Bank (VICOBA) facilitators				
Activity 2.5: Establish VICOBA savings groups in each of the target communities				
Activity 2.6: Train groups in marketing and business skills				
Output 3: Skills, strategies and education essential to resilient pastoral livelihoods are acquired by target communities				
Activity 3.1: Develop learning curricula, materials and resources in consultation with Project partners and incorporating the action points from the CMDRR plan (developed under Output 1)				
Activity 3.2: Carry out a three-week training course for teachers and facilitators				
Activity 3.3: Initiate and implement new PLEFS groups with regular training sessions over an 18-month period				
Activity 3.4: Train PLEFS group members in various issues				
Activity 3.5: Carry out regular national PLEFS partner refresher training and meetings				
Activity 3.6: Ensure periodical mentoring support by regional PLEFS master trainers from neighbouring countries				
Activity 3.7: Carry out training in literacy, numeracy and life skills for the three different age groups				
Activity 3.8: Develop and adapt teaching and learning materials to address cross-cutting issues through the PLEFS curriculum				

Description	2015			
	Sept	Oct	Nov	Dec
Activity 3.9: Identify and document the PLEFS lessons learnt and best practices				
Activity 3.10: Carry out a baseline and impact survey of a sample of PLEFS participants				
Specific Result 2: Strengthened institutional capacity to provide sustainable and accountable skills transfer, strategy and education services to pastoralist communities				
Output 1: A replicable model for the enhancement of skills, strategies and education for resilient pastoral livelihoods is jointly developed with relevant institutions				
Activity 1.1: Carry out a geographical and demographic survey of the four States in Greater Bahr el-Ghazal				
Activity 1.2: Identify key technical Ministry staff to be trained in the pastoralist education approach				
Activity 1.3: Train PLEFS facilitators using an integrated approach (ToT)				
Activity 1.4: Organise a workshop to review the current regulatory framework				
Activity 1.5: Raise community awareness and appreciation of the new model				
Sub-Activity 1.5.1: Organise open days and fairs (including the sale of produce from PLEFS, children's storytelling by newly literate older children, etc.)				
Activity 1.6: Promote the model at institutional level with the engagement of national Government counterparts				
Activity 1.7: Develop a standardised PLEFS curriculum				
Activity 1.8: Distribute available tablets to teachers				
Activity 1.9: Promote the new model among traditional PLEFS actors in South Sudan and within the regional network of PLEFS actors				
Activity 1.10: Carry out radio awareness and mobile cinema activities				
Output 2: The ability of relevant institutions to effectively coordinate service delivery systems is enhanced				
Activity 2.1: Establish pastoralist education and livelihood coordination bodies at National and State level				
Activity 2.2: Support the establishment of a formalised agreement between the MEST and MAFCRD for the implementation of the PLEFS approach at national and State level				
Activity 2.3: Identify opportunities for study tours to countries where successful pastoralist education programmes are well established and functional				
Activity 2.4: Establish Government capacity for M&E of the future implementation of the PLEFS approach, including the development of standardised indicators of success				
Activity 2.5: Establish a pool of trainers, including those trained at State level, to be deployed to train other state extension workers at the request of the national coordination body				

Key	
Date of implementation as per the initial work plan	
Original date of implementation as per the initial work plan	
Revised date of implementation	

Annex 4 Progress toward achieving Project objectives

Project outputs	Key activities carried out to date
Household and community capacity for disaster risk reduction (DRR) is enhanced	<ul style="list-style-type: none"> potential cattle camps have been visited to create awareness of the new Project Cattle camps and communities to be covered by Project implementation have been validated through County awareness workshops in Rumbek East and Wulu Counties
Livelihoods and sources of income among the target communities are diversified and enhanced	<ul style="list-style-type: none"> A draft Call for Proposals for the selection of Implementation partners has been completed Key Project assets have been procured and a procurement plan for PLEFS inputs and equipment has been prepared and is being processed
Skills, strategies and education essential to resilient pastoral livelihoods are acquired by target communities	<ul style="list-style-type: none"> Identification of a consultant for curriculum adaptation has been completed Criteria for the selection of community facilitators at cattle camp has been level discussed and agreed with key Ministries
A replicable model for the enhancement of skills, strategies and education for resilient pastoral livelihoods is jointly developed with relevant institutions	<ul style="list-style-type: none"> Demographic and geographical surveys have been done in Lakes State and Northern Bahr-el-Ghazal Identification of key technical staff to act as County PLEFS facilitators has been completed at County level A day-long State induction workshop has been conducted in Rumbek with County facilitators and members of the State-level TWG The 3-week training of County PLEFS facilitators is on-going (with 22 in attendance, including 2 women)
The ability of relevant institutions to effectively coordinate service delivery systems is enhanced	<ul style="list-style-type: none"> A national TWG on Pastoral Livelihoods and Education has been formed and held a first meeting to revise its ToR and develop a work plan for 2016 The State TWG met to revise its ToR, develop a work plan for 2016 and revise the Project implementation plan

Annex 5 Challenges and follow-up actions

Not Applicable. This should be tracked during subsequent monitoring visits.

Annex 6 Work Plan for the Next 12 Months

Description	2016											
	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Project Management												
Recruitment of key Project staff												
Project asset procurement and delivery												
State-based Project orientation												
Submission and approval of the Inception Report and Rider												
Formation of State and National Technical Working Groups (TWGs)												
Identification and contracting of IPs												
Quarterly Project meetings with the State TWG												
Biannual National TWG meetings												
Annual Work Planning/Review												
Monitoring and Evaluation												
M&E framework												
Interim report/Financial request												
Mid-term assessment												
Dissemination of Project results												
Handover of Project assets												
Specific Result 1: Improved livelihood security and the empowerment of pastoralist households and communities												
<i>Output 1: Household and community capacity for disaster risk reduction is enhanced</i>												
Activity 1.1: Identify target communities for Project implementation (PLEFS group formation)												

Description	2016											
	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Activity 1.2: Identify community members to be trained in the development of Community-Managed Disaster Risk Reduction (CMDRR) and as PLEFS facilitators												
Activity 1.3: Mobilise communities through a CMDRR approach												
Activity 1.4: Develop CMDRR action plans with the target communities												
Activity 1.5: Support the community to respond to identified disaster risk reduction priorities as per the action plan illustrated above												
Output 2: Livelihoods and sources of income among the target communities are diversified and enhanced												
Activity 2.1: Select members of PLEFS groups through a participatory process to be trained in income-generating activities (IGAs)												
Activity 2.2: Train selected group members in various IGAs												
Activity 2.3: Support the improvement of local production sites, market infrastructures and collection points along the production chains (e.g. equipment, seeds and stocks)												
Activity 2.4: Train Village Cooperative Bank (VICOBA) facilitators												
Activity 2.5: Establish VICOBA savings groups in each of the target communities												
Activity 2.6: Train groups in marketing and business skills												
Output 3: Skills, strategies and education essential to resilient pastoral livelihoods are acquired by target communities												
Activity 3.1: Develop learning curricula, materials and resources in consultation with Project partners and incorporating the action points from the CMDRR plan (developed under Output 1)												
Activity 3.2: Carry out a three-week training course for teachers and facilitators												

Description	2016											
	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Activity 3.3: Initiate and implement new PLEFS groups with regular training sessions over an 18-month period												
Activity 3.4: Train PLEFS group members in various issues												
Activity 3.5: Carry out regular national PLEFS partner refresher training and meetings												
Activity 3.6: Ensure periodical mentoring support by regional PLEFS master trainers from neighbouring countries												
Activity 3.7: Carry out training in literacy, numeracy and basic life skills for the three different age groups												
Activity 3.8: Develop and adapt teaching and learning materials to address cross-cutting issues through the PLEFS curriculum												
Activity 3.9: Identify and document the PLEFS lessons learnt and best practices												
Activity 3.10: Carry out a baseline and impact survey of a sample of PLEFS participants												
Specific Result 2: Strengthened institutional capacity to provide sustainable and accountable skills transfer, strategy and education services to pastoralist communities												
Output 1: A replicable model for the enhancement of skills, strategies and education for resilient pastoral livelihoods is jointly developed with relevant institutions												
Activity 1.1: Carry out a geographical and demographic survey of the four States in Greater Bahr el-Ghazal												
Activity 1.2: Identify key technical Ministry staff to be trained in the pastoralist education approach												
Activity 1.3: Train PLEFS facilitators using an integrated approach (ToT)												
Activity 1.4: Organise a workshop to review the current regulatory framework												
Activity 1.5: Raise community awareness and appreciation of the new model												
Sub-Activity 1.5.1: Organise open days and fairs (including the sale of produce from PLEFS, children's storytelling by newly literate older children, etc.)												
Activity 1.6: Promote the model at institutional level with the engagement of national Government counterparts												
Activity 1.7: Develop a standardised PLEFS curriculum												
Activity 1.8: Distribute available tablets to teachers												

Description	2016											
	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Activity 19: Promote the new model among traditional PLEFS actors in South Sudan and within the regional network of PLEFS actors												
Activity 1.10: Carry out radio awareness and mobile cinema activities												
Output 2: The ability of relevant institutions to effectively coordinate service delivery systems is enhanced												
Activity 2.1: Establish pastoralist education and livelihood coordination bodies at National and State level												
Activity 2.2: Support the establishment of a formalised agreement between the MEST and MAFCRD for the implementation of the PLEFS approach at national and State level												
Activity 2.3: Identify opportunities for study tours to countries where successful pastoralist education programmes are well established and functional												
Activity 2.4: Establish Government capacity for M&E of the future implementation of the PLEFS approach, including the development of standardised indicators of success												
Activity 2.5: Establish a pool of trainers, including those trained at State level, to be deployed to train other State extension workers at the request of the national coordination body												

Annex 7 Operational Payam and Boma GPS Information

While detailed information on the precise location of the 10 cattle camps is not available, it can be confirmed that they will be among the 18 camps (Ayen, L/Chok, War/Ab, Rual Bod, Agoj, Alou, Manyiel, Jokpel, A/Kar, Agaar, M/Malou, Nykok, Tn/Gau, Majok, Tirit, Kantok, Yiel and Wulu) visited in five Counties of Lakes State (Rumbek Centre, Wulu, Yirol East, Yirol West and Awerial).