

The Dendor School Project

Wec Chakuen, Dendor, Nyirol County, Jonglei State, South Sudan



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BACKGROUND

This document is a project description and proposal for the establishment of a school in Dendor Village, Nyirol County, Jonglei State, South Sudan. It is intended that this document be used as a planning guide for participants in the project and also as a means of informing others who may wish to contribute to or support the project in some way. As elements of the project are realized and details emerge it will be necessary to modify and update the project status, direction and requirements. This will be done by the issuance of update reports rather than the modification of this report.

INTRODUCTION

The Government of South Sudan welcomes the efforts of Diaspora to help establish institutions and infrastructure as the government is not yet well enough established or funded to do so independently*. The Dendor School Project was conceived by John Jal Chol a South Sudanese (Dendor) - born Canadian citizen living in St. John's Newfoundland, Canada. Informal discussions about the school concept have been ongoing for five years with some high level concept planning between friends and supporters in St John's. However, during a return trip to South Sudan in July 2011 John Chol initiated the discussion amongst elders and stakeholders in his home district – a discussion which has led to the development of this plan and a number of other positive steps towards the realization of the goal - the establishment of a primary education school in a rural village where a school has never before existed. In this way an important social model is followed, one that is important to South Sudanese and embodied in the words of its pioneering leader John Garang “We will take the town to the village, not the village to the town”.



Figure 1 Republic of South Sudan Showing Jonglei State (Red), in the Great Upper Nile Region

South Sudan (pop. 10.4 million) is one of the newest and poorest nations in the world. It is comprised of 10 states of which Jongelei is the most populous and largest in landmass - 20% larger than the Island of Newfoundland (Figure 1). Nyirol County in the north of the State is one of 11 counties and measures roughly 80 by 60 km – with its head town *Lankien* just a few kilometers from the rural village of Dendor. Lankien Payam (Payam meaning district within a county) is serviced by a dirt airstrip, and has an MSF (Doctors without Borders) clinic which is said to service a total of 127,000 persons in the surrounding region. Dendor Boma (Boma meaning local center) comprised of Dendor and many other villages in the surrounding countryside are not serviced by electricity, phone/cell, paved roads, shops waste management or other permanent infrastructure. One operating pump and clean water well is situated in Dendor village.

South Sudan has a climate similar to an Equatorial or tropical climate, characterized by a rainy season of high humidity and large amounts of rainfall followed by a drier season. The temperature on average is always high with July being the coolest month with an average temperatures falling between 68 and 86 °F (20 and 30 °C) and March being the warmest month with average temperatures ranging from 73 to 98 °F (23 to 37 °C). The most rainfall is seen between May and October, but the rainy season can commence in April and extend until November. On average May is the wettest month. The season is "influenced by the annual shift of the Inter-Tropical Zone" and the shift to southerly and southwesterly winds leading to slightly lower temperatures, higher humidity, and more cloud coverage. (ref. Wikipedia)

Colonization, tribal conflicts and ethno-religious strife have essentially left portions of the country without any infrastructure or institutions. The recent declaration of independence (July 9th, 2011) and the relative calm since have opened a window of opportunity to build capacity in the health and education areas as well as the fostering of many other activities key to economic growth and the establishment of institutions. The people of the immediate region surrounding the Dendor school project are from the Nuer tribe, who until recent times and in many ways continue to live a rural neolithic lifestyle (Figure 2). The old culture is patriarchic and polygamist with the male village elders essentially governing the peoples against a backdrop of traditional beliefs. The famous British anthropologist E.E. Evans-Pritchard had this to say about the Nuer,

"A people whose material culture is as simple as that of the Nuer are highly dependent on their environment. They are pre-eminently pastoral, though they grow more millet and maize than is commonly supposed. Some tribes cultivate more and some less, according to conditions of soil and surface water and their wealth in cattle, but all alike regard horticulture (agriculture) as toil forced on them by poverty of stock, for at heart they are herdsman, and the only labor in which they delight is care of cattle. They not only depend on cattle for many of life's necessities but they have the herdsman's outlook on the world. Cattle are their dearest possessions and they gladly risk their lives to defend their herds or to pillage those of their neighbors. Most of the social activities concern cattle and *cherchez la vache* is the best advice that can be given to those who desire to understand Nuer behavior." "The Nuer" — E.E. Evans-Pritchard (1902-1973).

Recent times have seen some who were displaced by conflict or economic hardship return from refugee camps and elsewhere with a western-style education, particularly reading and writing in English and in some cases a newly adopted Christian tradition. The government of South Sudan has adopted English as the official language of the Republic and welcomes continued involvement of NGOs, missionary support and western-educated Diaspora in the servicing of its people and the establishment of institutions.

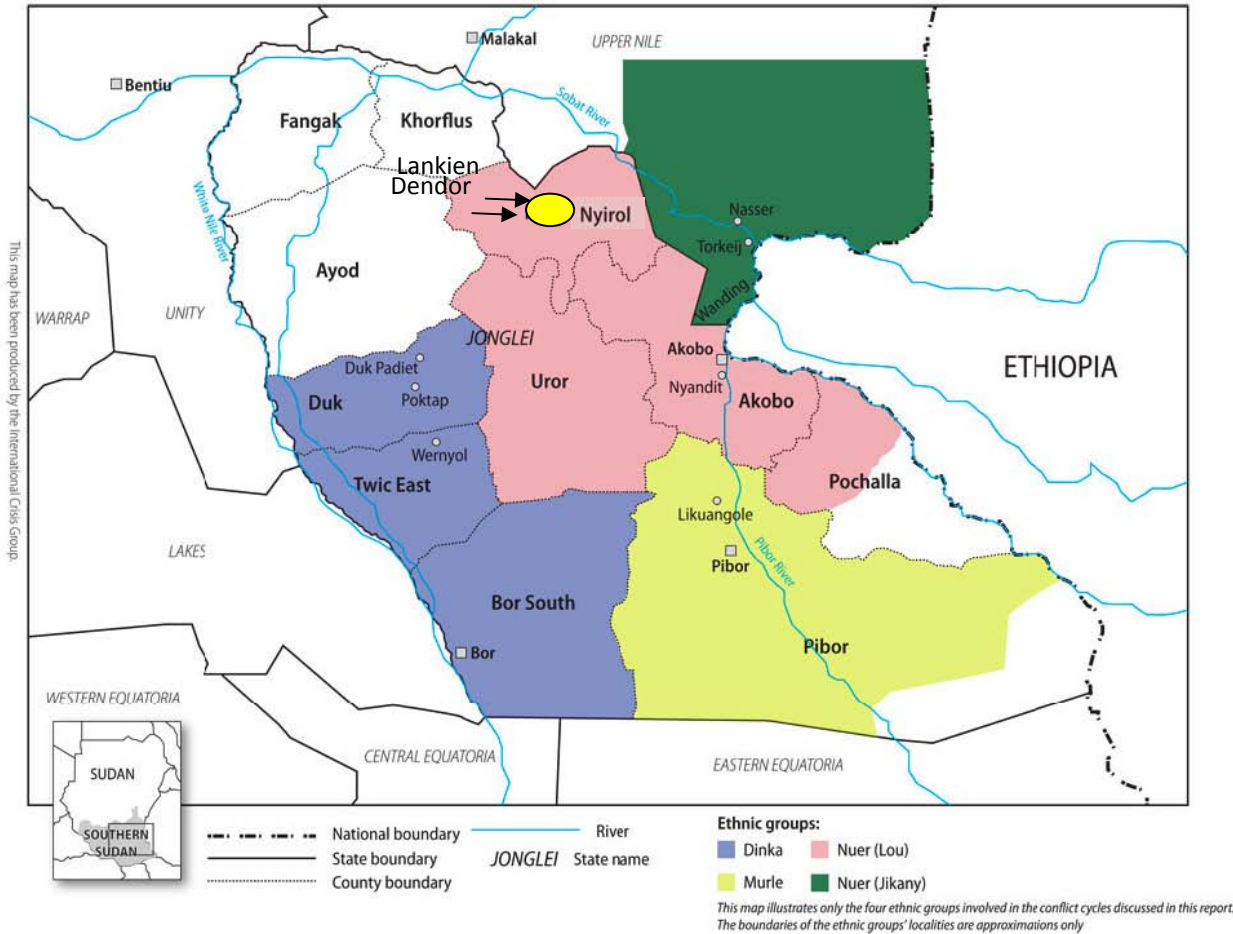


FIGURE 2 JONGLEI STATE (ETHNIC GROUPS) SHOWING NYIROL COUNTY AND THE APPROXIMATE LOCATIONS OF LANKIEN AND DENDOR

Thus the setting, location, tradition and status of the peoples living in the project region are briefly described. As a result of these conditions and realities the project to establish a school has been envisioned to be comprised of the following fundamental steps and elements:

1. Establishment of needs, objectives and goals of the school project
2. Development of an organizational structure and the identification of key people to maximize project success.
3. Establishment of communication links and pathways with key people and the community.
4. The education of local elders and citizens so as to foster an environment that welcomes and supports the concept of formal education and the establishment of a school. This may be

facilitated through dialog and demonstration of the positive outcomes from doing this so as to clearly identify the need while reconciling the constraints of money and the general lack of formal economic activity or industry.

5. Identify and secure, if need be train or reserve a person or persons that will be responsible for the various aspects of the school: teaching, oversight/official or governmental contact or administration, security, maintenance, construction, community or village/parent liaison/volunteer.
6. Establish the guiding principles and policies of the school.
7. Develop a plan for the construction of the school, purchase of permanent materials and furnishings, and a plan for operations which including cost estimates for various elements and budgets for initial and ongoing expenses.
8. Raise funds, launch website and establish other social media communication tools, and, to assist with getting the critical resource base needed to launch the project.
9. Track the construction and start-up progress via telephone, letters, photos and update donors and other participants. Establish protocol for dealing with problems and complaints, use best practices for solving problems and maintaining progress towards goals.
10. Maintain steady communications and monitor outcomes before and after opening of school.
11. Evaluate the level of success by some objective means and through survey of all parties connected to the project in some way and make decision to continue, grow, change or other.
12. Look toward the long term adoption of the school by government institutions so as to maintain employee funding, upkeep of facilities and leveling of the curriculum in the entire region.

At the time of the writing of this proposal the first six (6) steps listed above have largely been realized and the seventh step is now in progress. Details associated with these steps and project elements are now discussed.

NEEDS, OBJECTIVES AND GOALS

The Republic of South Sudan has adopted the schooling standard used in Kenya which consists of eight years of primary education, followed by four years of secondary education, and then four years of university instruction (8-4-4). Thus children who begin school at age 5 would in theory carry on until age 17 at which time university instruction may begin. Estimates are that approximately 2000-2500 children from the ages of 5 to 17 live in the following villages within walking distance of the centrally located village of Dendor – none of which have a school:

1. Karak
2. Wec-Both
3. Wec-Guandak
4. Kernyang
5. Luoch
6. Nyamach
7. Thowliet
8. Wec-Jutni
9. Kuertiang
10. Wec-Dhil Gol
11. Kuemdhol
12. Dendor Yat
13. Thoarwal
14. Mathdengpaat
15. Kotjutbuony
16. Dhony-Nyatonywuol
17. Kiirmanchiok

As the country tries to transition its people from a primitive and vulnerable society to a modern resilient one where the rule of law prevails allowing people to live safe, healthy and productive lives – it is imperative that people become more literate and knowledgeable. Fundamental education in reading writing and arithmetic are key platforms upon which all members of society may make choices of how to participate in the economy and in society. Further education will enable a diversity of economic activities which will protect the people from social transitions and climatic shifts that will come in time.

It is the goal of this project to establish a sustainable and vibrant school where one has never before existed in this small rural region. The goal is to be welcomed by all and to be helpful to the local people as well as the county, state and country as a whole. The objective is to educate youth and perhaps adults in the fundamentals and to establish this project as a franchise-like model for success that may be transferred free by request to other areas similarly lacking in basic educational institutions.

ORGANIZATION

The organization of the school project is illustrated in the Figure 3. This structure may transition or change in some ways over time but it is the following key attributes that are central to success in the opinion of the project organizers:

- The school will have operating policies and guiding principles which are paramount to all personal views and are embedded in the sworn principles of the trustees.
- The school is directed at the highest levels by a group of trustees comprised of village men and women that are representative of the beneficiaries and stakeholders in the project. They must carry out the express terms of their duties and are to be guided by the policies, terms and principles of the school project above all else. The trustees may not profit from the venture, except through the societal success of the project. The trustees must operate with best interests of the beneficiaries at heart at all times, must be impartial among all beneficiaries, they must be loyal to the project, defend it and may not delegate their own responsibilities as a trustee except to another trustee. Term of service for trustees is maximum four years and minimum two. Reappointment after four years is possible by majority vote in a private ballot.
- The project will also strive to obtain the formal blessing of local and regional leaders and officials so as to be granted the support and protection of the state.
- All peoples of the villages to be served by the project must be allowed, enabled and encouraged to participate in the project through some means, perhaps through volunteer support of school functions, assistance with maintenance or other application of skill of abilities.
- Employees including teachers and support workers will have clearly defined responsibilities, codes of conduct and authoritative rank while receiving instruction and supervision from a straightforward hierarchical structure avoiding redundant and conflicting supervision.
- The advisory group (the authors of this report and proponents of the project) are to remain in an advisory role without profit or conflict of interest - and are entitled to forthright and honest reporting from the trustees in a timely manner so as to continue providing needed resources with confidence and security.

Formal organization and registration may be desired or required in both South Sudan and in Canada perhaps separately. Discussion of suitable structures for fundraising in Canada is discussed later in this document. In South Sudan, it may be desirable to formally register the school project with the National, State and County governments so that funding and resources earmarked for education may be applied for. NGOs such as UNICEF and MSF may also require formal registration of an undertaking before their respective organizations are permitted to provide support. At the time of the writing of this report no

formal registration has taken place but enquiries have begun via email contact with the government of South Sudan and through social media communications between JJ Chol and other interested parties.

Organizational Structure and Communication Pathways

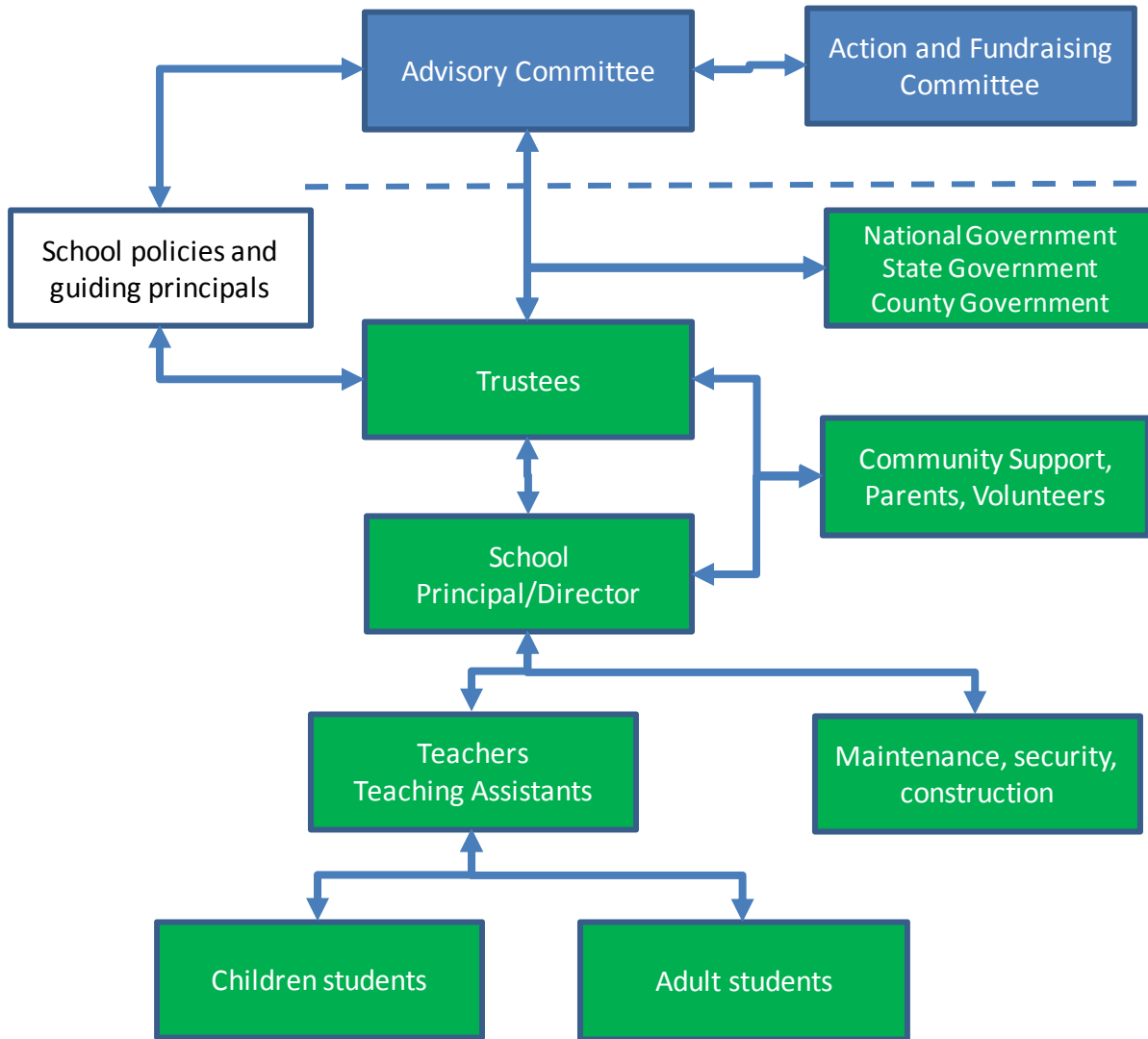


FIGURE 3 ORGANIZATIONAL STRUCTURE FOR THE DENDOR SCHOOL PROJECT

COMMUNICATION PLAN

Communication between the advisory committee and the village has been established through a satellite phone owned by a friend of JJ Chol in Lankien Village. Email and facebook have been used to communicate with others with internet access in Ethiopia however there is no publicly available internet or cellular service in the Lankien area. It is known that the local MSF clinic has internet service as this can be validated by the posting of blogs by some employees stationed there in Lankien (ref:

<http://blogs.msf.org/ruperta/category/blogger-profile/logistician/>). It is proposed that a linkage be established with the MSF office there and that an agreement for telecommunications be sought. Ideally the advisory committee would like to use email and facebook for ongoing contact but to also have teleconference capability through the use of skype or other similar connection. The advisory committee would like to receive digital images of the work and operations of the school project in Dendor and as such would propose setting up a laptop within the MSF operational compound and provide a digital camera for the school trustees. In addition to MSF some other NGOs operate in Lankien and so contact with them will also be sought as there is no assurance that MSF policies will be permit our cooperative use of their communication link or facilities.

LOCAL ELDERS AND SUPPORT FOR THE PROJECT

Evidently there is widespread support for the proposed project. In July 2011 a community meeting was held to discuss the merits of schooling and the readiness for a school in the village (Figure 4). The people of Dendor have since enthusiastically and optimistically embraced the plan and have recently reported great joy in the surrounding district with word of the commencement of the school project albeit in minor ways thus far.



FIGURE 4 ELDERS AND VILLAGERS MEET TO DISCUSS SCHOOL PROJECT

The selection of Trustees from amongst the elders and representative persons of Dendor and the surrounding region has begun through the personal involvement project leader John Chol in Newfoundland and his brother Chakuen Chol in Dendor Village. The following persons have thus far been identified and have accepted a role in the school project (Figure 5):

1. James Puok Gal Lueng: Trustee, Chair
2. George Tut Riech: Trustee
3. James Chakuen Chuol : Trustee
4. Nyuon Mut Guer: Trustee

5. Nyapar Deng Yaka Trustee
6. Chol Deng Kuet, Trustee

It has been decided by the Advisory Committee that these people constitute the inaugural board of trustees and that a chair, secretary and camera person be identified amongst them, or through the addition of one or more new members. The limit size of the group is to be approximately 7 or 8 and there must always be both women and men represented. This group will monitor and regulate all activities between the project and the Advisory Committee and the community during the start up period. It is proposed that the term of office for this first Trustee group be 1 year.



FIGURE 5 TRUSTEES AND COMMUNITY LEADERS

TEACHERS, ASSISTANTS AND OPERATORS

The school in Lankien Town may supply a teacher and/or teaching assistant(s) for the purposes of supporting the project in the near term. In the longer term one of the options for school teacher is the Nephew of Project Leader John Chol – Tut Jock Chol (Figure 6). Tut is entering his last year of college in Addis Ababa and will be qualified to administer the school enterprise as well as provide teaching and guidance to teaching assistants. Other options for instructional leadership and assistance include drawing from the community an educated and literate person with skills and interests in teaching, drawing from local NGO support for filling the position or appealing to the government of South Sudan for the appointment of a teacher.

The present plan and preferred outcome is for Tut Jock Chol to be the primary school teacher and administrative head for the duration of the school development (approx four years). This would require one of the other options for the first year while Tut finishes his college education. These interim arrangements have not yet been made.



FIGURE 6 PROJECT LEADER JOHN CHOL (RIGHT) WITH NEPHEWS TUT CHOL (CENTER) AND KONG CHOL (LEFT) IN ADDIS ABABA, ETHIOPIA, JUNE 2011

SCHOOL POLICIES, TERMS AND GUIDING PRINCIPLES

It is intended that the project be a model for success. Sustainable, equitable practices are intended and thus it is important to state the mission and key policies that we the Advisory Committee believe to be the cornerstone of the school foundation.

Mission

To teach and create a desire to learn in an inviting and healthy environment. To nurture positive self-esteem through learning which is challenging, rewarding, relevant to everyday living and respectful of the culture and environment in which the school exists.

Terms and Policies

- No person who wishes to attend, work for, or volunteer for the school will be discriminated against on the basis of their gender, physical abilities or disabilities, race, tribe, ethnicity, religion, sexual orientation, political persuasion, wealth or influence. In other words, the school is to be a place where all children have an opportunity to succeed and where all adults have an opportunity to contribute.
- Children may begin attending school in the year (Jan1 – Dec 31st) in which they turn 5 years old.
- All children within the villages and properties around Dendor up to and including the age of 16 are eligible to attend the school. At the outset of the project limited resources may require restrictions based on age or distance to the school, in order to limit enrolment. However, if resources permit all will be welcomed and efforts will be made to have adult school lessons also at a time that does not impede the education of the children.

- The school will not demand fees for attendance nor will any child be refused admission on the basis of inability to pay a fee even if money or goods are accepted from others as offerings for the benefit of the school mission.
- Children are expected to attend school on a regular basis and children or a parent of a child should inform the teacher if the child is unable to attend for some legitimate reason.
- If a child is sick with an illness that can be spread to other children then the child is expected to stay at home until the illness passes.
- While in school children must behave in a manner that is conducive to healthy learning and does not interfere with the education of any other people. Violations that are serious can result in temporary or permanent expulsion from the class and school.
- In the absence of guidelines to the contrary, all school practices will follow the Kenyan model.
- Any changes to the policies, mission, organization or operation of the school must be majority (preferably consensus) approved by the Trustees and the Advisory Committee prior to implementation.

SCHOOL DEVELOPMENT PLAN: SHORT TERM

Owing to the great need and limited resources and experience of those involved it is envisioned that the school project be advanced in modest stages that may be monitored for ongoing improvement or changes. It is proposed that the first step will be comprised of the following elements:

- An advisory committee comprised of JJ Chol and S. Bruneau in St. John's NL.
- A group of trustees to help guide the project in Dendor, reporting by phone to the Advisory Committee monthly.
- A single person who is at once principal, administrator, teacher and facility manager. Answering to the Trustees in monthly meetings and supported by volunteers and teaching assistants.
- Four classrooms each a separate Tukul (hut) which may house students of four differing age groups (approximately): ages 5-7, 8-10, 11-13, 14-17 (regardless of any prior schooling).
- Possibility of arranging for two shifts in one day so more students can be accommodated.
- Instruction in reading writing and arithmetic – following the curriculum of the first four grades in Kenya. Also including health and social studies, sports and games, song and music, other skills.
- Formal registration, including parent or guardian consent and agreements, formal evaluation and other related forms.
- Toilets/facilities for boys and girls
- Books, chairs, tables, teacher desks and chalkboards. Assigned books will be given and must be returned in good condition or penalties will apply.
- School uniforms, provision of sewing machine and materials for the production of these by local hands. This in itself may be a local project carried out as outreach and community involvement in the school.

- Soccer balls and other game equipment.
- Consumables: pencils, papers, chalk, paper.
- Establishment of a school stamp, slogan, anthem, flag etc
- Flag pole and raising ceremony for school start each day.

At the earliest stages of school development, prior to the initiation of classes and teaching but after sufficient funds have been secured, it is proposed that a community workshop be held. The purpose of the workshop is to draw as many of the adult population of the village as can be gathered and to inform them of the rules and operations of the proposed school. Concepts that need reinforcing include basic rules of behavior, conduct at meetings, responsibilities for material goods and ongoing operational support, punctuality and other. The information session is directed at the parents and adults and it is their conduct and view towards the school policies and guidelines that is in focus. That of the students will follow naturally from this.

Community elders and leaders have granted land to be used for the school and associated facilities. It is well situated with respect to the local fresh water pump, a large gathering area with a large central tree. Apparently it is reasonably well drained and not prone to flooding during the wet season.



Figure 7 School Location Near large tree and water well - central meeting area

It is realistic that 100 children (maximum) be the limit in this first stage owing to the sensible school room capacity of 25 pupils and the necessity for the teacher to gain experience and to connect with the children. In the first year of operation some instruction outside under a tree may be necessary before facilities are complete. The practice may continue regardless if and when conditions are favorable to do so. The establishment of a playground and latrines may not be possible until the second year and delivery of proper supplies may not be guaranteed until routes and facilitators are established. Further, it is proposed that more permanent structures for classrooms be developed once the initial trial period demonstrates the need. Thus it is proposed that a period of four (4) years be allowed for the school to become established and demonstrate operational success. It is anticipated that funding and advisory requirements will be met by outside sources for this four year period and thus the capital costs and operating costs sought for the Dendor School Project are for the full operation for four years.



FIGURE 8 SCHOOL INSTRUCTION OUTSIDE WHEN CONDITIONS ARE SUITABLE



FIGURE 9 STOCK IMAGE OF LATRINE LIKE THE KIND NECESSARY FOR A SUCCESSFUL SCHOOL

The construction of four traditional Tukuls (huts) to serve as classrooms has already begun. This activity has been community-driven and is seen by the organizing committee as a significant contribution as it has been undertaken without any external funding, largely through support in kind (materials and labor). The act is very encouraging as it is a primary goal to have the project embraced and supported by the village. Figures 11 and 12 below are representative of the building techniques and structures now underway for Dendor School project.



FIGURE 10 TOKUL (TRADITIONAL HUTS) UNDER CONSTRUCTION IN LANKIEN – SIMILAR TO THOSE PROPOSED



FIGURE 11 SAME HUTS NOW COMPLETE (COURTESY OF MSF LANKIEN)

The Dendor School Project

COSTS

The costs associated with the establishment and operation of the school for one year are listed in the table below. The estimates are first-order and subject to change as plans progress. Significantly, contributions that may arise from other NGOs, the GOSS or as support from the community – are not assumed in this list and may considerably reduce the cash requirement from outside sources.

First year only Budget - 100 students, 1 teacher, 3 teaching assistants - one school year June - Jan (8 months)

| | Item | Description | Source | Number # | Item cost CAD \$ | Subtotal cost CAD \$ | Village Contrib. | Gov of S.S. Contrib. | NGO/other Contrib. |
|---------------------------------------|-----------------------------|--------------------------|------------------|-----------------|------------------|----------------------|------------------|----------------------|--------------------|
| Teaching/Admin | Communication with Advisory | One call per month | Lankien | 8 | 30 | \$240.00 | | | |
| | Teacher | | Addis or Lankien | 1 | | \$800.00 | | possible | possible |
| | Teaching assistants | Volunteers | | | | | | | |
| | Resource Books | | | | | | | | |
| | curriculum | | Kenya | 4 | \$100.00 | \$400.00 | | possible | |
| | recreational reading | | n/a | | | | | | |
| | Atlases | | n/a | | | | | | |
| | Encyclopedia | | n/a | | | | | | |
| Consumables | Pencils | | Juba/Malakal | 500 | \$0.20 | \$100.00 | | | possible |
| | Erasers | | Juba/Malakal | 200 | \$0.10 | \$20.00 | | | possible |
| | Pens | | Juba/Malakal | 200 | \$0.20 | \$40.00 | | | possible |
| | Paper | | Juba/Malakal | 5000 | \$0.02 | \$100.00 | | | possible |
| | Booklets | | Juba/Malakal | 200 | \$1.00 | \$200.00 | | | possible |
| | Uniforms | sewing machine+fabric | Juba/Malakal | 100 | \$5.00 | \$500.00 | | | |
| | Reading glasses | | Juba/Malakal | misc | | | | | |
| | Chalk | | Juba/Malakal | 4 boxes | \$5.00 | \$20.00 | | | possible |
| Furnishing | Chalk Board | | Juba/Malakal | 4 boards | \$50.00 | \$200.00 | | | |
| | Chairs | Sizes for 5 yrs to 15yrs | Juba/Malakal | 100 | \$10.00 | \$1,000.00 | | | |
| | Tables | Sizes for 5 yrs to 15yrs | Juba/Malakal | 32 | \$30.00 | \$960.00 | | | |
| | Desk | | Juba/Malakal | 4 | \$50.00 | \$200.00 | | | |
| Building | Tokul (hut) classrooms* | | | 4 | | | | | |
| | Wall structure/parging | | Dendor | " | | \$400.00 | \$400.00 | | |
| | Roof framing/thatching | | Dendor | " | | \$450.00 | | | |
| | Doors and locks | | Juba/Malakal | " | | \$100.00 | | | |
| Property** | Land | | Dendor | approx. 4 hect. | ? | | yes | | |
| | Cattle fence | | Dendor | 120 m | \$50.00 | \$60.00 | | \$60.00 | |
| | Temporary Toilets | | Dendor | 2b, 2g | \$50.00 | \$200.00 | \$200.00 | | |
| | Privacy walls | | Dendor | 2 | \$100.00 | \$200.00 | \$200.00 | | |
| | Playground | | Dendor | 1 | \$50.00 | \$50.00 | \$50.00 | | |
| | Balls | | Dendor | 12 | \$5.00 | \$60.00 | | | |
| | Soccer Pitch | | Dendor | 1 | \$100.00 | \$100.00 | \$50.00 | | |
| Total | | | | | | \$6,400.00 | \$960.00 | \$1,200.00 | \$1,220.00 |
| Total - village contributions | | | | | | \$5,440.00 | | | |
| Total - all potential contrib. | | | | | | \$3,020.00 | | | |

* Note that local volunteers have now constructed the walls by their own labor and materials

** The land upon which the school is located is traditional land controlled by elders and granted to the school project.

SCHEDULE

The tentative schedule for the Dendor school project is shown in the table below. The schedule roughly identifies the early construction phase, the subsequent school cycles and the general reporting scheme. Of significant note is the early need for fundraising and NGO solicitation to enable the commencement of some teaching activities in this calendar year (2013). The schedule also illustrates the expectation of formal reporting by the school administrator/principal – twice per year, once for readiness, the other for outcomes. The construction of a permanent school building for offices and classrooms is not within the scope of this plan as far as year one is concerned. However, if funding and support for this activity were to be found, and if operations succeed with some degree of confidence in its continuation, then the drive to build permanent infrastructure will be undertaken. The schedule includes reference to the possible timing of this.

The Dendor School Project

- Proposed schedule including holidays and celebrations.
- Accident, safety and emergency plan
- List of people involved in school teaching, administration, building, etc
- Signatures, receipts, photos

Outcome report: (Feb.)

- Produced at the end of the school year (approx January- February)
- Includes list of students (names, birthdate, grade level) attending at end of school year
- Includes list of student achievements, skill level or grade evaluation
- Includes Incident reports of student illness, absences, injuries, dropouts or expulsions
- Includes list of parent and volunteer contributions to school life
- List of greatest accomplishments and high points
- List of problems, shortcomings, issues,
- Discussion of how to improve facilities, operations, administration, reporting, other
- Signatures and receipts, photos.

The trustees, for their part, are to provide in addition to these reports a letter report referred to above. They should forward this with the main report to the advisory committee and can expect to receive in return a letter from the advisory committee within a month of their receiving the school reports indicating their advice and planned actions.

FUNDRAISING

Goal: Raise and donate sufficient funds, approximately \$5000, in a four month window of time that would cover the costs of start-up, operation and maintenance of a primary school for grades 1-4 for the first of a four-year cycle for 100 children – the cost for each successive year being approximately \$2000 for the following three years. If the project is a success the viability of transferring the school formally to the government of South Sudan will be assessed and implemented if continued success can be assured.

Funds for the school project may be raised and handled in a number of ways and through various structures. Vehicle(s) through which funds may be raised, held, accounted for and distributed within a legal and tax exempt framework is preferred however this may not be possible in the first instance, nor in the longer term for unknown reasons. An incomplete listing of the vehicle options for fund management by the advisory committee in NL include:

- 1 Creation of a Dendor School Project charitable organization adopting rules and regulations of the Province of Newfoundland and Labrador, or the establishment of a similar entity elsewhere.
- 2 Adoption or use of an existing charitable or not-for-profit organization. The options for this include
 - a) St David's Church
 - b) St David's Group Home Limited
 - c) Other known charity or not-for-profit in our St. John's community (local)
 - d) An International organization with goals and operations suitable to the needs of the Dendor School Project (DSP).
- 3 The use of an existing or newly created non-charitable organization or corporation.
- 4 No formal organization; unaffiliated and unregistered.

The present status is option 4 – no formal organization. However, this written plan and forthcoming documented evidence of progress and results will be used to solicit for, or assist in, the movement to a more formal organizational structure for raising and managing funds.

Fundraising may find success through the organization of a few different kinds of activities and efforts. These may take the form of:

- Church organization raising funds through socials or sales
- School classrooms, grades or school entities may take on sponsorships.
- Special appeals to groups, companies or organizations
- Individual sponsorships through personal or public appeal
- Draw from corporate, private or public donor organizations that have allocated money for activities like the D.S.P.

The appeal for funds may be organized around the sponsorship of an individual child, a component of the school, the materials and consumables required, or, the cost of the entire school capex and opex umbrella fund. It may be possible to have some things shipped to the site from Newfoundland but this is much less efficient and less desirable from an economic, security and scheduling perspective. It would, however, serve the spirit of the effort well to have some tangible means of contact in both directions and so communication linkages and some form of special shipment may be arranged – such as personal packages from sponsoring children, classrooms etc.

Conceptual programs for fundraising

Scenario 1

- *Formal presentation to a school assembly by JJ Chol and S Bruneau showing the life and environment of the children in need.*
- *Plan for each grade to raise funds by a method of their own choosing – could be donating coins, recyclables, cash, baked goods, coffee sales, etc) with a specific target like uniforms, desks, books etc. for the Dendor School. Possibly arrange to buy them directly in Addis or Juba.*
- *Possibly, to arrange for the school to package up and send paper, pencils, books, greetings pictures, etc that will be shipped all the way to dendor.*
- *Arrange for school to make website, facebook page etc for the project and also arrange for a school picture to send.*
- *Project to run till May-June 2013.*

Scenario 2

- *Appeal to a local service organization such as Rotary or K.ofC. to adopt the project as a major funding goal for their club or to establish a matching fund challenge for other donors.*

Scenario 3

- *Seek government funding through application to CIDA (Canadian International Development Agency), G.O.S.S.*
- *Approach UNICEF for support of school supplies*
- *Cover all additional expenses through private solicitation*

SCHOOL OUTCOME AND FINAL DECISION

The advisory committee will evaluate the success or failure of the project on an ongoing basis but propose to continue supporting the project until at least the end of the fourth school year. In this way the school concept will have had a chance to become established in the customs and lifestyle of the villagers, and the facilities and personnel will have had an opportunity to mature and demonstrate suitability for achieving the goal. Prior to the end of the fourth year the project will be earnestly evaluated by the Advisory Committee and in communication with the trustees will consider the following options:

- Hand over school administration to the local authorities and conclude the advisory committee role.
- Discontinue the school project entirely
- Continue seeking funds for school support and maintenance and continue providing guidance from abroad (Status quo)
- Expand the school
- Develop another school based on the success from Dendor
- Other actions as may become apparent through the project duration

In the event that success is more rapid and widespread than indicated on the schedule some outcomes such as the expansion, handover or duplication of the school project will be welcomed events prior to the end of the four-year project duration – the Advisory Committee and Trustees must agree in majority and preferably in consensus to any specified action that substantially changes the project or school in its goals, principles, schedule, structure an proposed outcomes.

PROJECT RISKS

The project has the following vulnerabilities which may limit success or obstruct it from reaching the desired goals:

- Fatigue and disinterest on behalf of the volunteers, advisors, trustees or other persons key to the success of the school.
- Community, regional or national conflict or crises including war, drought, famine or other scourge that prevents attendance, destroys facilities removes key people or in other ways obstructs the project.
- Local or regional authority dissatisfaction with some or various elements of the project preventing it, or, over-taxing it from meeting its goals.
- Inability to raise sufficient funds to build, maintain and/or operate the school.
- Inability to initiate or maintain the employ of a good and trusted teacher, administrator or principal.

REFERENCES:

<http://reliefweb.int/report/south-sudan-republic/msf-projects-south-sudan-2011%E2%80%9312>

http://en.wikipedia.org/wiki/South_Sudan

<http://blogs.msf.org/ruperta/nuer-building-techniques/>

APPENDIX 1: SCHOOL PLAN: LONG TERM

The longer term plan may include:

1. Building school with Brick and zinc on the top
2. Clear water especially water wells for students and teachers
3. School uniform
4. School offices
5. Fences to prevent cattle to enter inside school compound
6. computers
7. Small library for both teachers and students
8. Clinic for students and teachers
9. Agriculture for school and the local community

APPENDIX 2: SCHOOLS AND LANDMARKS IN REGION



The Dendor School Project



MSF Compound in Lankien



Lankien Infrastructure



The Dendor School Project



APPENDIX 3 "MOOSE ON A MISSION" St. David's Church Project, Easter 2011 Newsletter

See youtube video of the project's successful completion! <http://www.youtube.com/watch?v=MkGD0cy1etw>

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ACTIVITIES



Moose on a mission ... to South Sudan

St. David's Church and Church recently held a fund-raising event with more than 50 staff and friends for a mission to South Sudan. The event, featuring a musical and other performances, was very well attended and the funds raised offering considerable support for the project. The committee to get the project started was chaired by St. David's church member, and friend to many, Mrs. Jane. Mrs. Jane, a retired professional secretary and active church member, and the Rev. John Chol, who will be returning to South Sudan in a short time to his native land, meeting of the church and the great work of the church in the war-torn country. The church will also provide financial assistance for the project and support.

The mission project is to provide financial assistance for the church in the village of Dendor-Tiang in South Sudan. The Rev. John Chol will be returning to South Sudan in a short time to his native land, meeting of the church and the great work of the church in the war-torn country. The church will also provide financial assistance for the project and support.








THUK YECU TI GOU TI CA GQR E

JONN

Cak Ruac Puzny

1 Ruac tee wano a /kan you ni cak, ka Ruac tee keel ke Kuoth, ka Ruac e jen Kuoth. 2 Jen tee keel ke Kuoth a /kan you ni cak. 3 Ijoak dial ca ke cak ke Je, dun thil i Jen, thile mi de cak ka tin ca cak. 4 Tek tee ke Je, ka tek eme e jen buai nath. 5 Buai eme la muth a riaue, ka /ci muth e kum. 6 Te ke wut me ca jak e Kuoth me coal i Jonn. 7 Ram eme bee a la neen, ke yoo be nen buoka ben lar, ke yoo bi neidial nath ke je. 8 /Ci e jen Jonn la buai eme, ka bee ke yoo be nen buoka eme ben lar.

* Buai in thuk eme in bee rei yaaa mere neidial. Ten tee rei yaaa, ka ca you cak ke Je, ka /ken you

For over a year now we have been trying to find a way to send bibles to south Sudan. This is a project dear to the heart of John Chol, who will shortly be returning to Sudan to visit his home, the village of Dendor-Tiang. After several false starts and a lot of patient searching, John located a publisher in Kenya which produces bibles in the Nuer language. The next challenge was to find a way to get the bibles from Kenya to South Sudan. This has been made possible with the help of a pastor, Rev. Stephen Gach in Lokichokio, Kenya and an organization called Christian Mission Aid Canada, who work in the area of Dendor-Tiang. It has been arranged that, during the time of John's visit, CMAC will fly in to a nearby airstrip with approximately 75 bibles. Please pray for safe travels for John and safe delivery of the bibles!

Catherine Whitehead

APPENDIX 4 "OBAMA SHIRTS" PROJECT, St. David's Church, Fall 2009 Newsletter article



Obama Shirts

S. Bruneau

Last year I learned that John Chol supports quite a few people in his ancestral home in Southern Sudan. He does so by sending money for food and other absolute essentials for "his kids" – essentially all children associated with his close family, and particularly those of his deceased brother. It was thought that it might be a fitting family Christmas gift last year to pass on some extra money for John to put to use through his connection there. He told me that it would take a while but that he pledged to use the money as I had wished.

No further discussion about the matter until 7 months later . . . when I received an envelope from Ethiopia! It had arrived through John with a few pictures, one of which is shown above. The story is one that John communicated to me in person. . . . The money had been sent to his nephew who is in grade 10 in Addis Ababa Ethiopia. He, along with many of John's family are refugees some of whom are in camps in Ethiopia where at least schooling is available and peace prevails. It turns out that this young man (John's nephew) is the one that dispenses the money according to John's directions because he lives in a large population centre where goods can be purchased. This fellow then travels for several hours to the refugee camp so that he can distribute the items accordingly. And so it was that John had sent this fellow the money I gave him and told him to use it wisely for the children.

Well, apparently this young man purchased new clothes for five kids, borrowed a camera, purchased film and made the trip. The amount of money that wouldn't have bought a single pair of fancy sneakers here, put in motion an entire series of events that lead to us receiving the envelope above. Remarkably, the fellow had the inclination to purchase "Obama" shirts for the children. John explained that Obama symbolizes hope and inspiration for these youth that his young nephew felt that Obama himself must have had something to do with the unexpected gift.

APPENDIX 5 TUT JOCK CHOL, Credentials for assuming role as teacher and administrator

TBA