

Introduction

School enrollment rates for girls in South Sudan are alarmingly low: in 2012, an average of seven girls for every 10 boys were enrolled in primary school, while an average of five girls for every 10 boys were enrolled in secondary school¹. Girls' Education South Sudan (GESS) is a six-year programme by DFID that initiated in 2013 with the aim to increase access to quality education for girls in South Sudan. GESS provides cash transfers for girls in schools to overcome economic barriers to education, and capitation grants for schools to improve the learning environment. GESS is implemented through a consortium structure composed of a fund manager (Mott McDonald), three consortium partners each responsible for a specific programme output (BBC Media Action Group, Charlie Goldsmith Associates (CGA) and Winrock International) and 13 implementing partners working directly with schools.

Upon request from DFID, IMPACT Initiatives provided short-term monitoring and verification from January 2017 through May 2017 of the cash transfer and capitation grant components of GESS implemented by CGA. This factsheet summarises the

Figure 1: Photo of Tonj Secondary School



key findings of a monitoring and verification visit to Tonj Secondary School of Tonj implemented through Adventist Development and Relief Agency (ADRA) in Tonj South County, Warrap on 17 May 2017.

School Overview for 2016²

Facility Name	Tonj Secondary School
Type of Facility	Secondary School
Grades	Senior grades 1 - 4 ³
Location	Tonj South County, Warrap
Hours of Operation	Morning Session: 8:30-13:00 Evening Session: None
Infrastructure	8 permanent classrooms
Staffing	32 teachers in total (27 government, 5 volunteer) <ul style="list-style-type: none"> ▪ Government teacher salary⁴: 810 South Sudanese Pounds (SSP)⁵/month ▪ Volunteer teacher stipend: 500 SSP/month
Enrollment	<ul style="list-style-type: none"> ▪ 375 girls enrolled in total ▪ 430 boys enrolled in total
Test Scores	99 girls reportedly passed the South Sudan Certificate of Secondary Education (Grade 4)

Monitoring Methodology

IMPACT utilised the following methodologies to assess this project:

- Review of CGA project documents (i.e. proposal, logframe and midline data collection tools) to build understanding of programme structure
- Two Key Informant Interviews (KIIs) with Tonj South County Liaison Officer (CLO) and Secondary School Former Head Teacher (HT)
- GPS mapping and physical observation of key GESS documents (e.g. School Development Plan, 2016 School Budget) and items purchased with capitation grant at the school site

Summary of Findings

The school representative reported that all eligible girls had received cash transfers in 2016. The capitation grant reportedly increased both enrollment and attendance of girls, in addition to allowing the school to hire more teachers. The money was also reportedly spent on procuring textbooks and exercise books and on various renovations. However, the school reportedly received both the cash transfers and the capitation grant late and was not notified that the money had been transferred, causing further delays. The amount of cash transfers was reportedly sufficient to cover basic school supply requirements in 2015, but soaring market prices rendered the 2016 cash transfers insufficient. The development of the budget for the year reportedly involved the school's Parent-Teacher Association (PTA) and a School Management Committee (SMC). One Key Informant (KI) recommended that instead of providing money to shop for supplies, the programme should provide uniforms and shoes directly. The head of the PTA also recommended raising community awareness of the importance of girls' education through radio talk shows and through state government programmes that highlight examples of women success stories in government, such as the former governor of Warrap state. The CLO, HT and caregivers requested that all funds be disbursed in hard currency (USD) to ensure the purchase of school materials given the devaluation of SSP.

Table 1: Reported Barriers to Girls' School Attendance in Tonj South County

Factors	Barriers identified by KIIs
Economic	<ul style="list-style-type: none"> ▪ Working at home was cited as the second most common reason for girls dropping out, as girls were expected to care for family members at home. ▪ Students were reportedly unable to purchase school materials due to inflation of market prices. In 2016, cash transfer recipients reportedly received 2,300 SSP annually, but KIIs cited 5,500 SSP annually as the required amount given current market prices. ▪ HT reported that delayed disbursement of cash transfers resulted in students not purchasing school supplies in time. Additionally, cash transfer recipients expected similar delays to cash distributions in 2017, leading families to save 2016 funds in anticipation of school registration fees in 2017. ▪ HT reported that families were not able to afford lunches, leading girls to be hungry during the day and therefore stop attending school.
Cultural	<ul style="list-style-type: none"> ▪ Parents reported that child marriage remained a problem in the community, leading girls to stop attending school after marriage. ▪ KIIs reported a prevalent expectation that girls should stay home to care for family members. ▪ KIIs reported that the community was not fully aware of the benefits of educating young women.
Security	<ul style="list-style-type: none"> ▪ Long travel distance from home to school exposed girls to insecurity and sexual violence.
Infrastructure	<ul style="list-style-type: none"> ▪ Parents reported that the school lacked appropriate Water, Sanitation and Hygiene (WASH) facilities, leading girls to miss school during menstruation.

1. Education in the Republic of South Sudan – Status and Challenges for a New System – World Bank 2012.

2. As site visits took place mid-way through the school year, at which point many schools had not yet received GESS funding, the findings presented here relate to the 2016 school year.

3. Primary school grades are labeled 1 through 8 (P1-P8) and secondary school grades are labeled Senior 1 through 4 (S1-S4).

4. Key Informants (KIIs) only reported one pay grade for Tonj Secondary School.

5. As of site visit date (2 May 2017), exchange rate was 155.50 SSP to 1 US Dollar (USD) based on REACH SSD daily exchange rate monitoring.

GESS7 Project Factsheet: Tonj Secondary School

Third Party Monitoring for DFID Essential Services Team

Cash Transfers

The cash transfer component of GESS aimed to reduce economic barriers to girls' school enrollment and attendance.

- Recipients: 375 girls received cash transfers for the 2016 academic year.
- Attendance: HT reported that each teacher takes attendance during the start of morning lessons.

Strengths	Challenges
<ul style="list-style-type: none"> ▪ Cash transfers alleviated economic burdens on parents for girls' school attendance. ▪ Cash transfers reportedly motivated girls to attend school and increased competition in attendance. 	<p>External</p> <ul style="list-style-type: none"> ▪ In 2015, the amount given to girls was reportedly adequate to meet their needs. In 2016, market prices sharply inflated and continue to increase, making school items less affordable. <p>Internal</p> <ul style="list-style-type: none"> ▪ CLO reported that cash transfer funds were disbursed late (December 2016) near school holiday, thus in some cases funds were likely not used for intended purposes. ▪ The school was reportedly not notified when the cash transfers were made available, which led to further delays.

Capitation Grant

The capitation grant component of GESS aimed to reduce supply-side barriers to girls' school enrollment and attendance (e.g. inadequate WASH facilities) and equip schools with the resources to deliver quality education (e.g. improving learning environment).

- **Amount:** Information not available
- **Tranches Received:** one in December 2016

Strengths	Challenges
<ul style="list-style-type: none"> ▪ CLO reported that the capitation grant had helped the school meet their basic needs for service provision, such as purchasing of latrine supplies, construction of benches and payment of volunteer teachers. 	<p>External</p> <ul style="list-style-type: none"> ▪ Inflation has increased the price of school materials, reportedly sharply decreasing the purchasing power of the capitation grant, and canceling planned projects such as latrine construction. <p>Internal</p> <ul style="list-style-type: none"> ▪ Although GESS reportedly deposited capitation grant funds to the bank on time, these funds were not released to the school account in a timely manner, causing delays to the school in accessing the grant in 2016. ▪ In order to collect the capitation grant funds, school officials had to travel to Wau, thus incurring transportation and accommodation costs for a total of 1,600 SSP.

Physical verification of GESS activities

An important part of this monitoring exercise was verifying that schools had the documents in place to receive the capitation grant and that funds were spent as reported to CGA. To this effect, IMPACT physically verified programme documentation, receipts of purchase and physical items purchased under the 2016 capitation grant.

Table 2: Items Purchased with Capitation Grant in 2016

✓ Physically verified items or receipts of purchase during site visit

Verified	Items Reportedly Purchased	Quantity	Total Amount (SSP)
✓	Benches	15	35,000
✓	Chalkboard paint	4	11,000
✓	Fencing (local bamboo, hard pole)	3 bundles	1,800
✓	Latrine construction materials	3 bags cement, 1 truck each of gravel/stones/sand, 5 water tanks	30,200
✓	Safe box	1	6,000
✓	Poster paper, fuliscrap	10 rolls, 2 rolls fuliscrap	2,200
✓	Textbooks	25	8,250
✓	Exercise books	168	8,400
✓	Volunteer teacher stipend	5	22,500

Table 3: Key Document Verification Checklist for 2016

✓ Physically verified during site visit

Verified	Document
✓	School Development Plan
✓	School Governance Body (SMC/PTA) Meeting Minutes
✓	Pupil Registry
✓	School Budget
✓	Cash Transfer Enrollment Forms
✓	Cash Transfer Payment List