

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 school<sup>1</sup>. 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 key findings of a monitoring

Figure 1: Photo of Mingkaman Primary School



and verification visit to Mingkaman Primary School implemented through Windle Trust International in Awerial County, Lakes on 24 May 2017.

School Overview for 2016<sup>2</sup>

Facility Name	Mingkaman Primary School
Type of Facility	Primary School
Grades	Nursery, Primary Grades 1-8 <sup>3</sup>
Location	Puluk Payam, Awerial County, Lakes
Hours of Operation	Morning Session: 8:00-14:30 Evening Session: None
Infrastructure	6 permanent and 6 temporary classrooms <sup>4</sup>
Staffing	22 teachers in total (4 government, 18 volunteer) Government teachers in Awerial County were paid based on their level of education <sup>5</sup> : <ul style="list-style-type: none"><li>Government Grade 8: 960 South Sudanese Pounds (SSP)<sup>6</sup>/month</li><li>Govenrment Grade 10: 780 SSP/month</li><li>Government Grade 12: 400 SSP/month</li><li>Government Grade 14: 300 SSP/month</li></ul> Volunteer teacher’s stipend: 900 SSP/month
Enrollment	<ul style="list-style-type: none"><li>281 girls enrolled</li></ul>
Test Scores	3 girls reportedly passed the Primary Leave Exam (Grade 8) in 2016

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 Windle Trust International County Liaison Officer (CLO) and Mingkaman Primary School Head Teacher (HT)
  - One Focus Group Discussion (FGD) with caregivers of recipients of cash transfer
  - 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

Overall, all respondents acknowledged the positive role of cash transfers and the capitation grant in overcoming the economic barriers to education and improving the learning environment respectively. However, both grants suffered from delays in payments, which, coupled with the continuing devaluation of the SSP, had reduced the purchasing power of both the cash transfers and the capitation grant. Furthermore, physical collection of funds from banks remained a major challenge due to long distances. To mitigate against these two factors, both the HT and CLO requested that payments be made in USD and at field-level. Moreover, the CLO and HT noted that the time of disbursement of cash transfers (i.e. at the end of the school year in December) may have contributed to their not being used for intended purposes. This could be remedied by earlier disbursement of funds. All respondents expressed a need for more regular provision of cash transfers to improve their effectiveness and keep girls motivated to attend school. With regards to the capitation grant, both the HT and CLO noted that given the low teacher salaries for both government teachers and volunteers, the percentage of the grant allotted to teacher incentives should be reconsidered.

Despite the overall positive contribution of both the cash transfers and the capitation grant, all respondents reported that their overall effectiveness remained limited in light of other factors such as the lack of school feeding programmes and boarding schools, as well as a lack of hygiene items for girls during menstruation. All respondents noted that improvements in these areas would be crucial to increase girls’ access to education.

Table 1: Reported Barriers to Girls’ School Attendance in Awerial County

Factors	Barriers identified by Key Informants (KIs)
Economic	<ul style="list-style-type: none"><li>HT, CLO and FGD respondents reported that a lack of financial means to purchase hygiene items for menstruating girls regularly led to absenteeism due to perceptions of shame amongst girls without access to hygiene items.</li><li>Some students were reportedly unable to purchase school materials and supplies, as inflation reduced the purchasing power of cash transfers.</li><li>While child marriage existed before the current crisis, FGD respondents noted that the deteriorating economic situation of many households had led to more families depending on dowry payments to cover basic needs, with girls who were married at an early age often unlikely to attend school.</li><li>Food insecurity prevented families from providing lunch for girls and contributed to absenteeism.</li></ul>
Cultural	<ul style="list-style-type: none"><li>HT, CLO and FGD respondents reported that despite increased sensitisation through the GESS programme, child marriage as well as girls often being responsible for household and caretaker work remained prevalent in the community, in particular amongst cattle keeping communities.</li></ul>
Security	<ul style="list-style-type: none"><li>Insecurity was overall not a major issue in the county; however, in the southern part of Awerial, inter-community clashes at times led to school closures.</li></ul>
Infrastructure	<ul style="list-style-type: none"><li>CLO reported that some schools in the county did not have appropriate latrine facilities, leading girls to miss school for considerations of privacy and safety.</li><li>While not an issue in Mingkaman, CLO reported that distance to school in other parts of the county (on average 1.5 hours one-way) may discourage some girls from attending due to protection concerns and lack of time.</li><li>In Mingkaman, FGD respondents reported that at times they do not send their girls to school during heavy rains for fears that classrooms, which have visible cracks, may collapse.</li></ul>

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. A temporary classroom is a shelter made of temporary materials such as bamboo, plastic sheeting or grass.

5. Government teacher pay grades as reported by HT of Mingkaman Primary School.

6. As of site visit date (24 May 2017), exchange rate was 155 SSP to 1US Dollar (USD) based on REACH SSD daily exchange rate monitoring.

# GESS4 Project Factsheet: Mingkaman Primary 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:** 29 girls received cash transfers for the 2016 academic year.
- **Attendance Reporting:** HT reported that each class teacher took class attendance before the start of lessons as well as at the end of school sessions. Attendance figures were reportedly submitted daily via SMS to the South Sudan School Attendance Monitoring System and regularly shared with the CLO.

Strengths	Challenges
<ul style="list-style-type: none"><li>▪ Cash transfers reportedly alleviated economic burdens on parents for girls' school attendance.</li><li>▪ Cash transfers reportedly motivated girls to attend school and increased competition in attendance.</li></ul>	<p><b>External</b></p> <ul style="list-style-type: none"><li>▪ Inflation had increased the price of common goods, decreasing the purchasing power of cash transfers.</li><li>▪ HT reported that the long distance to the bank (located in the state capital Rumbek) imposed additional financial costs to accessing cash transfer funds.</li><li>▪ Attendance reporting by SMS was challenging due to intermittent network access in Puluk payam.</li><li>▪ A number of internally displaced students who had been enrolled in school and may have been eligible had moved back to neighbouring Jonglei during the school year.</li><li>▪ CLO reported that, following disbursement of funds, there were some complaints from girls not included in the programme.</li></ul> <p><b>Internal</b></p> <ul style="list-style-type: none"><li>▪ 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.</li><li>▪ CLO reported that during the form submission period, some teachers in other schools either did not fill in the forms or completed them poorly. Those schools did not receive funds.</li></ul>

### Capitation Grant

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

- **Amount:** 84,000 SSP
- **Tranches Received:** first tranche of 45,000 SSP in September 2016, second tranche of 39,000 SSP in December 2016

Strengths	Challenges
<ul style="list-style-type: none"><li>▪ HT reported that the capitation grant helped the school meet basic needs for service provision. For example, repairs of latrine doors increased the girls' use of latrines by enhancing privacy, safety and cleanliness. This reportedly improved attendance rates. Additionally, repairs to the existing water point improved relations with the community.</li><li>▪ HT and CLO reported that the provision of teacher incentives to both government and volunteer teachers had reduced teacher absenteeism.</li></ul>	<p><b>External</b></p> <ul style="list-style-type: none"><li>▪ Inflation has increased the price of school materials, decreasing the purchasing power of the capitation grant.</li><li>▪ The long distance to the bank (located in the state capital Rumbek) imposed additional financial costs to accessing capitation grant funds.</li></ul> <p><b>Internal</b></p> <ul style="list-style-type: none"><li>▪ KIs reported delays in the disbursement of the two tranches.</li><li>▪ HT and CLO noted that motivation of teachers remained limited as capitation grant policies restricted the amount that could be used for teacher incentives.</li><li>▪ CLO reported that a few schools did not apply for capitation grants as school administrations' reportedly lacked the confidence that the grant would come through, after having applied in the previous year without receiving funding.</li></ul>

### 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 Pur-chased	Quantity	Total Amount (SSP)
✓	Plastic chairs/transport	10	8,300
✓	For temporary classroom doors: white iron sheets, hinges, nails, padlocks, timber, labour cost, transport	5 white iron sheets, 10 hinges, 5 kg nails, 10 padlocks, 42 timber, labour cost, transport	26,350
✓	For latrine door repairs: green and white iron sheets, timber, labor, transport, nails	1 green iron sheet, 2 white iron sheet, 16 timber, labor, transport, 4 kg nails	7,710
✓	For waterpoint repairs and installation of door: Labor technician, hinges, tower bolts, padlocks, green iron sheets, timber	Labour technician, 10 hinges, 10 tower bolts, 16 padlocks, 2 green iron sheets, 14 timber	10,300
✓	Soda for parent-teacher meeting	2 crades	1,860
✓	Teacher incentives	22 teachers	26,400

Table 3: Key Document Verification Checklist for 2016

✓ Physically verified during site visit

Verified	Document
✓	School Development Plan
✓	School Governance Body (School Management Committee/Parent Teacher Association) Meeting Minutes
✓	Pupil Registry
✓	School Budget
	Cash Transfer Enrollment Forms
✓	Cash Transfer Payment List