

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 key

Figure 1: Photo of Nyal Mixed Primary School



findings of a monitoring and verification visit to Nyal Mixed Primary School implemented through Windle Trust International in Panyijiar County, Unity, 28 May 2017.

School Overview for 2016²

Facility Name	Nyal Mixed Primary School
Type of Facility	Primary School
Grades	Primary Grades 1 - 8 ³
Location	Nyal Payam, Panyijiar County, Unity
Hours of Operation	Morning Session: 7:30-13:30 Evening Session: None
Infrastructure	13 permanent classrooms
Staffing	27 total teachers in total (0 government, 27 volunteers)
Enrollment	500 girls enrolled in total
Test Scores	Not available

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 (KIs) with Nyal Mixed Primary School Head Teacher (HT) and the County Liaison Officer (CLO) for Panyijiar County
 - 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

HT reported that the 2016 capitation grant had a positive impact on girls’ motivation because of improvements to the learning environment funded through the grant. However, the 2016 cash transfers had not arrived to Nyal because the money was reportedly not cleared for transport to Unity, which had reduced girls’ attendance. Nyal was a key destination for Internally Displaced Persons (IDPs) from central Unity and the school saw a high influx of new students in 2016. Many of the children arrived lacking spare clothes and other essential items. However, these items were hard to access in Nyal, and the HT emphasized that the effectiveness of cash transfers was limited by the lack of availability of key Non-Food Items (NFIs) in the market. A KI also reported that girls had requested greater access to textbooks and workbooks, which were scarce in Nyal. As a result of the general climate of insecurity in the area and despite girls’ motivation, girls’ attendance was reportedly decreasing. Additionally, one KI reported that increased need for domestic help at home in difficult times led girls not to attend school.

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

Factors	Barriers identified by KIs
Economic	<ul style="list-style-type: none">▪ Many students were reportedly unable to purchase school materials because the market did not carry these items.▪ Low levels of food security prevented students from packing a lunch for school and because there was no feeding programme, pupils tended to skip meals.▪ HT reported that delayed disbursement of cash transfers dissuaded households from sending girls to school.
Cultural	<ul style="list-style-type: none">▪ Girls were reportedly often expected to help out with domestic work and were thus removed from school.
Security	<ul style="list-style-type: none">▪ Many of the IDPs lived in areas far from the town and were concerned about safety when walking to school. Parents were therefore reluctant to send their girls to school.▪ Sexual violence along the route to school was cited as a protection concern for girls.
Infrastructure	<ul style="list-style-type: none">▪ The school structures were in poor condition and were relatively small for the number of students enrolled.▪ Students had to walk to a nearby borehole to access potable water because there was no source of clean water within the school compound.▪ The lack of functioning and appropriate Water, Sanitation and Hygiene (WASH) facilities within the school prevented girls from attending classes 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).

GESS5 Project Factsheet: Nyal Mixed 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:** Cash transfers for the 2016 academic year had not been received as of site visit date (284 girls planned).
- **Attendance Reporting:** HTreported that the classroom teacher took attendance before the start of lessons. An absence list was reportedly submitted to the CLO.

Strengths	Challenges
<ul style="list-style-type: none">▪ If received, cash transfers could reportedly alleviate the economic burden on parents for girls’ school attendance.	<p>External</p> <ul style="list-style-type: none">▪ Given heavy displacement trends in the area, IDPs continuously arrived in Nyal throughout the year and were thus not included in the cash transfer programme because they enrolled in school after the lists of students eligible for cash transfers had been finalised.▪ Absence reporting by SMS was not possible due to lack of mobile network in Nyal.▪ Limited availability of NFIs in Nyal would have restricted the girls’ ability to purchase necessary items with the cash transfers. <p>Internal</p> <ul style="list-style-type: none">▪ CLO reported that cash transfer funds had not been delivered for the 2016 academic year.▪ Cash transfers would reportedly not have been enough to cover all school expenses and remove all economic barriers to enrollment and attendance.

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:** 110,842 SSP⁴
- **Tranches Received:** first tranche on 6 August 2016; second tranche on 1 December 2016

Strengths	Challenges
<ul style="list-style-type: none">▪ HT reported that the capitation grant had helped the school meet basic needs for service provision, such as simple renovations and purchase of school materials.▪ Capitation grant had reportedly provided incentives to teachers who had not been paid since December 2013.▪ Capitation grant had reportedly helped keep the school operational and had increased enrollment and attendance.	<p>External</p> <ul style="list-style-type: none">▪ Inflation had increased the price of school materials, decreasing the purchasing power of the capitation grant.▪ Nyal had limited resources available in nearby markets and the school was often faced with challenges when it came to acquiring the material they most needed, as opposed to the material that was physically available. <p>Internal</p> <ul style="list-style-type: none">▪ The first tranche of the capitation grant in 2016 was reportedly paid late and prevented the school from making improvements in time for the school year.

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)
✓	Preparation books	Not available	Not available
✓	Supplies for security fence	Not available	Not available
✓	Supplies to improve building structure	Not available	Not available

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

4. As of site visit date (28 May 2017), exchange rate was 135 SSP to 1 US Dollar (USD) based on REACH SSD daily exchange rate monitoring.