

**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

Figure 1: Photo of Aweil Prison classroom structure



findings of a monitoring and verification visit to Aweil Alternative Education System (AES) Prison Primary School implemented through United Methodist Committee on Relief (UMCOR) in Aweil Centre County, Northern Bahr el Ghazal on 19 May 2017.

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

Facility Name	Aweil AES Prison Primary School
Type of Facility	Primary School
Grades	Primary grades 1 - 8 <sup>3</sup>
Location	Aweil Centre County, Northern Bahr el Ghazal
Hours of Operation	Morning Session: 8:00-12:00 Evening Session: None
Infrastructure	3 temporary classrooms <sup>4</sup>
Staffing	10 teachers in total (8 government, 2 volunteer) Teachers in Aweil Centre County are paid based on their level of education <sup>5</sup> : <ul style="list-style-type: none"><li>Govenrment Grade 12: 450 South Sudanese Pounds (SSP)<sup>6</sup>/month</li><li>Government Grade 14: 350 SSP/month</li></ul> Volunteer teacher stipend: 200 SSP/month
Enrollment	<ul style="list-style-type: none"><li>323 students enrolled in total</li></ul>
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 (KIIs) with UMCOR County Liaison Officer (CLO) and Aweil Prison 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

The site visit at Aweil AES Prison Primary School revealed a rudimentary facility where basic education was provided to prisoners of all ages, from young girls to elderly women. Students were not eligible for cash transfers under the GESS programme. However, the school received a capitation grant which, according to the school administration, was lower than that of other schools in the county. The school administration reportedly used the capitation grant to purchase a blackboard, chalkboards, mats and plastic sheeting. The Key Informant (KI) reported that delays in the disbursement of funds prevented the school from improving access to quality education in time for the start of the 2016 school year. In addition to the reported barriers to school attendance in Aweil Centre County (see below) such as economic difficulties and lack of Water, Sanitation and Hygiene (WASH) facilities adapted to the needs of menstruating girls, attendance and enrollment in Aweil AES Prison Primary School was disrupted by release from prison. However, school staff reportedly wrote recommendation letters to allow pupils to continue their education. A KI from the school administration reported that the capitation grant had allowed an increase in the quality of teaching through a larger budgetary allocation to teacher incentives.

Table 1: Reported Barriers to Girls' School Attendance in Aweil Centre County

Factors	Barriers identified by KIs
Economic	<ul style="list-style-type: none"><li>KI reported that girls in Aweil Centre County were sometimes kept from school to work or to look after younger children while their parents went to work.</li><li>Some girls in Aweil Centre County reportedly skipped school because their families were unable to purchase school materials and supplies.</li></ul>
Cultural	<ul style="list-style-type: none"><li>Families in the area tended to believe that girls were better able to fulfill their social role by getting married and attending to household chores than pursuing an education.</li></ul>
Security	<ul style="list-style-type: none"><li>Long travel distance from home to school exposed girls to insecurity and sexual violence.</li></ul>
Infrastructure	<ul style="list-style-type: none"><li>CLO reported that girls missed school each month due to the lack of WASH facilities adapted to the needs of menstruating women.</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). The school reportedly had the resources to provide for P1-P8, but at the time of the site visit the school only had students in

grades P1-P3.

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.

6. As of site visit date (19 May 2017), exchange rate was 148 SSP to 1 US Dollar (USD) based on REACH SSD daily exchange

Cash Transfers

The cash transfer component of GESS aimed to reduce economic barriers to girls’ school enrollment and attendance. Aweil AES Prison Primary School was not eligible for the cash transfer component of the GESS programme.

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:** 32,600 SSP
- **Tranches Received:** August 2016

Strengths	Challenges
<ul style="list-style-type: none"><li>▪ HT reported that the capitation grant had helped the school meet basic requirements to allow for service provision such as simple renovations, provision of desks and purchase of school materials.</li></ul>	<p><b>External</b></p> <ul style="list-style-type: none"><li>▪ HT reported delays in the disbursement of funds once the grant had been approved.</li><li>▪ In addition to the disbursement delays, the KI reported that the school experienced two challenges with the bank transferring funds to the school account: 1) the bank delayed in transferring funds to the school bank account following authorisation from GESS and 2) there were some challenges with the bank transferring funds to incorrect schools with similar names.</li></ul> <p><b>Internal</b></p> <ul style="list-style-type: none"><li>▪ KI reported that a late application submission for the capitation grant further exacerbated delays in the receipt of funding.</li><li>▪ The site visit revealed that the school was not keeping all required records on site (see Key Documents Verification Checklist below)</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<sup>7</sup>

✓ Physically verified items or receipts of purchase during site visit

Verified	Items Reportedly Purchased	Quantity	Total Amount (SSP)
✓	Poles	14	32,580 (cumulative for poles, bamboo mats, grass mats and plastic sheets)
✓	Bamboo mats	6	See above
✓	Grass mats	21	See above
✓	Plastic sheets	4	See above
✓	Blackboard	2	2400

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

7. As the amount reported for the purchase of these items exceeded the total amount of the capitation grant reportedly received, the items purchased include funding from the school's regular budget.