

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 school mural at Sika Hadid Girls School



findings of a pilot monitoring and verification visit to Sika Hadid Girls Primary School implemented through Hope Agency for Relief and Development (HARD) in Wau County, Western Bahr el Ghazal (WBEG) on 15 March 2017.

School Overview for 2016²

Facility Name	Sika Hadid Girls Primary School
Type of Facility	Primary School
Grades	Nursery, Primary Grades 1-8 ³
Location	Wau County, Western Bahr el Ghazal
Hours of Operation	Morning Session: 8:30-13:00 Afternoon Session: 13:00-17:30
Infrastructure	8 permanent and 1 temporary classrooms ⁴
Staffing	21 teachers in total (10 government, 11 volunteer) <ul style="list-style-type: none">Government teacher salary⁵: 300 South Sudanese Pounds (SSP)⁶/monthVolunteer teacher stipend: 200 SSP/month
Enrollment	<ul style="list-style-type: none">901 girls in total501 girl recipients of cash transfers in total³
Test Scores	31 of 52 girls reportedly passed the Primary Leave Exam (Grade 8) in 2016

Monitoring Methodology

- IMPACT utilised the following methodologies to assess this project:
- Review of project documents (including proposal, logframe and midline data collection tools) to build understanding of programme structure
 - Four Key Informant Interviews (KIIs) with HARD District Team Leader, Sikka Hadid Head Teacher (HT), Wau Payam Education Supervisor and Sikka Hadid Parent Teacher Association (PTA) member
 - 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

Sika Hadid Girls Primary School offered both morning and afternoon sessions to girls from nursery school to Grade 8 in Wau Town, WBEG. Insecurity in Wau County prompted the school to close for two months during the academic year and resulted in the permanent displacement of both students and teachers. When the school re-opened, a portion of both students and teachers did not return to classes. Moreover, confusion regarding the start date of the school year had an impact on attendance of girls eligible for cash transfers, as many pupils were not aware that the school year had begun. In the course of the 2016 school year, Sika Hadid Primary School was reportedly affected by national inflation, which reduced the purchasing power of cash transfers to girls and decreased the school's returns on capitation grants.

Key Informants (KIs) recommended monitoring how families used the cash transfers to encourage families to spend the money on school fees, as KIs believed that some families used the funds for other purposes, resulting in girls not attending school and nullifying the purpose of the cash transfer. Other KIs suggested that more incentives be provided for teachers as absenteeism was a barrier to quality education for girls in the area.

Direct observation of the school revealed that only four out of nine teachers were actively teaching during the site visit, with groups of students seated without supervision in five classrooms, including the nursery classroom for children under age three. The KIs reported that both the stipend for voluntary teachers (200 SSP/month) and the salary for government teachers (300 SSP/month) did not constitute a living wage.

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

Factors	Barriers identified by KIs
Economic	<ul style="list-style-type: none">Financial constraints for families often resulted in cash transfers being used to cover other basic needs (shelter, food, etc.), instead of consistently being used to pay school fees and other related costs. For example, the requirement for pupils to wear a school uniform reportedly prevented many of them from attending school, as their families had spent the cash transfers for other purposes.Given most families' inability to pay for sanitary kits, adolescent girls miss two to three school days on average per month.
Cultural	<ul style="list-style-type: none">None identified
Security	<ul style="list-style-type: none">Insecurity prompted the closure of the school for two months and the displacement of families in Wau County, preventing girls from attending school.
Infrastructure	<ul style="list-style-type: none">The school did not have appropriate Water, Sanitation and Hygiene (WASH) facilities to accomodate pupils during menstruation, which caused girls to stay home.

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. Key Informants (KIs) only reported one pay grade for government teachers in Wau County.

6. As of site visit date (15 May 2017), exchange rate was 155 SSP to 1 US Dollar (USD) based on REACH SSD daily exchange rate monitoring.

GESS1 Project Factsheet: Sika Hadid Girls 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:** 501 girls received cash transfers for the 2016 academic year.
- **Attendance Reporting:** Information not available.

Strengths	Challenges
<ul style="list-style-type: none">▪ CGA was reportedly flexible in responding to challenges in fund disbursement. Cash transfer disbursement had shifted since 2014 from school bank accounts to direct delivery to girls in 2016.	<p>External</p> <ul style="list-style-type: none">▪ Sustained inflation diminished the real value of cash transfers provided to girls, resulting in reduced purchasing power. As a result, the financial incentive to go to school also diminished. <p>Internal</p> <ul style="list-style-type: none">▪ Cash transfers were unconditional, reportedly leading some families to use the funds for items unrelated to school, resulting in girls not attending because they still could not afford school expenses.▪ Enrollment, not attendance, was the disbursement criteria for cash transfers. There was no system in place to correlate school attendance to cash transfer disbursement.▪ Reportedly, on some occasions, serial numbers provided by the bank for cash transfers did not match the serial numbers of recipients who did meet selection criteria, resulting in payments not being made.▪ Reported confusion within the Ministry of Education regarding the school year start date affected school attendance as pupils were not aware that school had begun.

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 to equip schools with the resources to deliver quality education (i.e. improving learning environment).

- **Amount:** Information not available
- **Tranches Received:** Information not available

Strengths	Challenges
<ul style="list-style-type: none">▪ CGA was reportedly flexible in responding to challenges in fund disbursement. Capitation grant disbursement shifted from funneling through the Ministry of Education to direct disbursements to school bank accounts in 2016.▪ Capitation grant structure expanded to include teacher incentives in 2015.	<p>External</p> <ul style="list-style-type: none">▪ Insecurity caused the school to close for two months in 2016, displacing both students and teachers. When the school re-opened, a portion of teachers and students did not return.▪ Sustained inflation diminished the real value of the capitation grant provided to schools and reduced the school’s ability to invest in renovation or procurement of material. <p>Internal</p> <ul style="list-style-type: none">▪ HT reported delays in receiving the capitation grant. Delays prevented putting the capitation grant to use 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)
✓	Tables	8	1,600
✓	Benches	20	5,600
✓	Wooden chairs	6	Not available
✓	Small foot benches	2	Not available
✓	Plastic chairs	10	Not available
✓	Mango trees	8	Not available
✓	Renovated latrines (using purchased cement, sandy soil, transpots and construction costs)	Not applicable	10,210
✓	Ink bottles	2	4,200
✓	Chalk and board	Not specified	5,780
✓	Stapler and calculator	Not specified	1,110
	Soap and bucket	Not specified	2,600
✓	Teacher incentives	22	22,000

Table 3: Key Document Verification Checklist for 2016

✓ Physically verified during site visit

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