

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 Kirwa Primary School



findings of a monitoring and verification visit to Kerwa Primary School implemented through Stromme Foundation in Kajo Keji County, Eastern Equatoria on 5 May 2017.

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

Facility Name	Kerwa Primary School
Type of Facility	Primary School
Grades	Nursery, Primary Grades 1-8 <sup>3</sup>
Location	Liwolo Payam, Kajo Keji County, Central Equatoria
Hours of Operation	Morning Session: 8:30-13:00 Evening Session: Discontinued after July 2016 due to insecurity
Infrastructure	8 permanent and 1 temporary classrooms <sup>4</sup>
Staffing	11 teachers in total (7 government, 4 volunteer <sup>5</sup> ) Government teachers in Kajo Keji were paid based on their level of education <sup>6</sup> : <ul style="list-style-type: none"><li>Government Grade 10: 850 South Sudanese Pounds (SSP)<sup>7</sup>/month</li><li>Government Grade 12: 375 SSP/month</li><li>Government Grade 14: 280 SSP/month</li><li>Government Grade 15: 245 SSP/month</li></ul> Volunteer teacher stipend: 150 SSP/month
Enrollment	<ul style="list-style-type: none"><li>378 girls enrolled in total</li></ul>
Test Scores	8 girls reportedly passed the Primary Leave Exam (Grade 8) in 2016

Summary of Findings

Most Key Informants (KIs) reported a positive impact of cash transfers on girls’ enrollment in school. However, delays in cash transfer payments reportedly resulted in recipients being unable to purchase the school materials they needed in time for the academic year, which began in February 2016. Additionally, the continued devaluation of the SSP reduced the purchasing power of both the cash transfer and capitation grant, particularly if a payment was delayed. As a result, both the HT and caregivers requested that payments be made in USD in the future so that school materials could be purchased in Uganda at a cheaper price. Finally, the ongoing insecurity in Kajo Keji prevented most Grade 8 students from sitting their Primary Leaving Exam. The HT requested additional funding for 2017.

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

Factors	Barriers identified by KIs
Economic	<ul style="list-style-type: none"><li>Food insecurity prevented families from providing lunch for girls and contributed to absenteeism.</li><li>Some students were reportedly unable to purchase school materials despite the cash transfer programme due to the devaluation of the SSP.</li></ul>
Cultural	<ul style="list-style-type: none"><li>HT reported that child marriage remained a problem in the county although sensitisation through the GESS programme was helping alleviate this challenge.</li></ul>
Security	<ul style="list-style-type: none"><li>Insecurity had caused some families to move to areas too far from the school.</li><li>Distance to school was cited as a protection concern for girls who feared sexual violence on the walk from home to school.</li><li>Insecurity had reportedly forced families to stop cultivating, resulting in a lack of food for all students.</li><li>The routes connecting Kajo-Keji, Yei and Juba were reportedly unsafe due to the presence of armed groups, leading heads of household to travel to Uganda to access resources necessary for school. Due to the devaluation of the SSP, these resources were largely unaffordable, leaving girls unable to attend school.</li></ul>
Infrastructure	<ul style="list-style-type: none"><li>CLO reported that county schools typically lacked gender-segregated latrines, leading girls to miss school during menstruation because they did not feel comfortable using the common latrines.</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. Since the July 2016 crisis, govrenment teachers from neighbouring schools that had closed down had moved to Kerwa Primary School, bringing the total number of teachers to 17.

6. Government teacher pay grades as reported by HT of Kerwa Primary School.

7. As of site visit date (5 May 2017), exchange rate was 141 SSP to 1US Dollar (USD) based on REACH SSD daily exchange rate monitoring.

# GESS3 Project Factsheet: Kerwa 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:** 100 girls received cash transfers for the 2016 academic year.
- **Attendance Reporting:** HT reported that the Class Master took class attendance before the start of lessons. An absence list was reportedly submitted daily to the CLO and Stromme Foundation head office in Juba.

Strengths	Challenges
<ul style="list-style-type: none"><li>▪ Cash transfers reportedly alleviated the economic burdens on parents for girls' school attendance.</li><li>▪ Cash transfers reportedly strengthened the relationship between the school and the community.</li><li>▪ Cash transfers reportedly motivated girls to attend school.</li></ul>	<p><b>External</b></p> <ul style="list-style-type: none"><li>▪ HT reported that, following the disbursement of funds, some caregivers feared being robbed of the funds on the walk home.</li><li>▪ A number of students reportedly enrolled in school late and were thus not included in the cash transfer programme.</li><li>▪ The relationship between the bank officials who disbursed funds and the girls was poor. Officials were reportedly verbally aggressive towards beneficiaries during disbursement of funds.</li><li>▪ Absence reporting by the school to GESS by SMS was challenging due to lack of phone network in Liwolo payam.</li><li>▪ Insecurity along roads between Juba, Yei and Kajo Keji reportedly forced families to purchase school materials in Uganda, where prices were too high for the devalued SSP.</li></ul> <p><b>Internal</b></p> <ul style="list-style-type: none"><li>▪ CLO reported that cash transfer funds were disbursed late (November 2016) near the end of the academic year (December 2016), thus funds were likely not used for intended purposes.</li><li>▪ In prior years, Stromme Foundation briefed caregivers on how cash transfer money should be spent, but this did not occur in 2016.</li><li>▪ Occasionally, serial numbers provided by the bank for cash transfers did not match the serial numbers of recipients, resulting in payment not being made.</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:** 29,937 SSP
- **Tranches Received:** first tranche on 6 August 2016, second tranche not yet received as of site visit date

Strengths	Challenges
<ul style="list-style-type: none"><li>▪ HT reported that the first tranche of the capitation grant had helped the school meet basic needs 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>▪ Inflation had increased the price of school materials, thus reducing the purchasing power of the first tranche of the capitation grant.</li></ul> <p><b>Internal</b></p> <ul style="list-style-type: none"><li>▪ The first tranche of the capitation grant in 2016 was reportedly paid late and the second tranche had not yet been received at the time of the site visit.</li><li>▪ HT reported that the cost of collecting funds from the bank for school officials imposed a financial burden on the school.</li><li>▪ At Kerwa Primary School, the School Management Committee (SMC)/Parent Teacher Association (PTA) members reportedly stored the capitation grant funds in their homes, thereby increasing the risk of theft.</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 Purchased	Quantity	Total Amount (SSP)
✓	Preparation books	24 pcs	6000
✓	Math sets	24 pcs	1800
	Calculators		
	Wall clock		
✓	Pens, markers	2 boxes	1000
✓	Chalk	2 boxes	348
	Box files		
	Slashers		
	Brooms		
	Buckets for WASH		
	Document printing		

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