

Girls' Education South Sudan (GESS)

Quarterly Progress Report
QPR Q4 - 2013

January 2014

Government of the Republic of
South Sudan (GRSS) /
UK Department for
International Development
(DFID)

Girls' Education South Sudan (GESS)

Quarterly Progress Report for Quarter 4, 2013
1 October – 31 December 2013

Government of the Republic of South Sudan /
UK Department for International Development (DFID)

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List of Abbreviations

AET	African Educational Trust
ADRA	Adventist Development and Relief Agency
ACROSS	Association of Christian Resource Organisations Serving Sudan
AY	Academic Year
BBC MA	British Broadcasting Corporation Media Action
BCC	Behaviour Change Communication
BoG	Board of Governors
BMB MM	BMB Mott MacDonald
BRAC	Building Resources Across Communities
BSI	Budget Strengthening Initiative
Caritas CH	Caritas Switzerland/Luxembourg
CBoSS	Central Bank of South Sudan
CED	County Education Department
CGA	Charlie Goldsmith Associates
CM	Community Mobilisation
CY	Calendar Year
DFID	Department for International Development
ECSSS	Episcopal Church of South Sudan and Sudan
EMIS	Education Management Information System
EU	European Union
FHSS	Food for the Hungry South Sudan
FY	Financial Year
GEE	Gender Equity Through Education
GESP	General Education Strategic Plan
GESS	Girls' Education South Sudan
GPEP	Global Partnership for Education Programme
GRSS	Government of the Republic South Sudan
GRS	Government of the Republic of Sudan
HARD	Hope Agency for Relief and Development
HE	His Excellency
IMED	Improved Management of Education Delivery
JICA	Japan International Cooperation Agency
KER	Knowledge Evidence & Research
LSS AI	Local Services Support Aid Instrument
MNO	Mobile Network Operator
MoEST	Ministry of Education, Science and Technology (from August 2013)
MoFCIEP	Ministry of Finance, Commerce, Investment and Economic Planning (from August 2013)
MoFEP	Ministry of Finance and Economic Planning (to July 2013)
MoGEI	Ministry of General Education and Instruction (to July 2013)
MoLPSHRD	Ministry of Labour, Public Service & Human Resource Development (from August 2013)
MoTPS	Ministry of Telecommunications and Postal Services

NEF	National Education Forum
NNGO	National Non-Governmental Organisation
ODI	Overseas Development Institute
PFM	Public Financial Management
PTA	Parent Teacher Association
QPR	Quarterly Progress Report
RDF	Resource Development Foundation for Africa
RSS	Republic of South Sudan
RS	Republic of Sudan
SA(s)	State Anchor NGO(s)
SALF	Standard Action Liaison Focus
SSNLA	South Sudan National Legislative Assembly
SSSAMS	South Sudan School Attendance Monitoring System
SSP	South Sudanese Pounds
SSUDA	South Sudan Development Agency
TA	Technical Assistance
UMCOR	United Methodist Committee On Relief
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific & Cultural Organisation
UNICEF	United Nations Children's Fund
U/S	Undersecretary
USAID	United States Agency for International Development
VfM	Value for Money
VSO	Voluntary Service Overseas
WB	World Bank
WFP	World Food Programme
WI	Winrock International

1. Programme Identity and Overview

1.1 General information

Project name	Girls' Education South Sudan
Design Phase	1 May – 31 December 2012 (8 months)
Inception Phase	1 April – 30 September 2013 (6 months)
Implementation Phase	1 October 2013 – 30 September 2018 (60 months)
Project Authority	Government of South Sudan, Ministry of Education Science and Technology (MoEST)
Donor	Department for International Development (DFID)
Budget (GBP)	Sixty Million Pounds Sterling (GBP 60 million)
Location	All ten states of South Sudan
Management Agent/Lead	BMB Mott MacDonald (BMB MM)
Consortium Partners	BBC Media Action, Charlie Goldsmiths Associates (CGA), Winrock International (WI)
GRSS Financial Year	1 July – 30 June
DFID Financial Year	1 April – 31 March

BMB Mott MacDonald was contracted by DFID on 7 May 2012 as management agent and lead consultant to implement the Girls' Education South Sudan (GESS) Programme in partnership with BBC Media Action (BBC MA), Charlie Goldsmith Associates (CGA) and Winrock International (WI).

GESS supports the priority of the Government of the Republic of South Sudan (GRSS) Vision 2040 - "to build an educated and informed nation by 2040" and the South Sudan General Education Strategic Plan 2012/17 (GESP) "to increase access to general education and promote equity specifically to eliminate barriers to girls' education and promote gender equality throughout the education system". At impact level GESS will contribute to transform, through education, the life chances of a generation of children, especially girls. To this effect the corresponding outcome is to accelerate girls' enrolment, retention and improve learning outcomes at primary and secondary school (see Annex 1, Logical Framework).

GESS was officially launched on 14 June 2013 by the Undersecretary of the then Ministry of General Education & Instruction in a public meeting attended by close to three hundred officials from MoGEI, DFID, donors, members of the South Sudan National Legislative Assembly (SSNLA), students, school children and the media.

This report covers the first quarter of full implementation following the inception phase. This report has been compiled by the GESS Secretariat with contributions of staff from all the consortium partners. Its structure relates directly to the logframe outputs (see Annex 1).

1.2 Key Contextual Developments

1.2.1 Education Sector Developments

Since its reorganisation in August 2013, MoEST has been focussing on better contextual awareness of the education situation in all ten states, and a stronger results focus that flows from that awareness. The ministerial team that was appointed in August toured the country in Q4 2013, new emphasis has been put on quality as well as access, and monitoring of progress by politicians has increased.

Part of the education quality drive is the allocation of SSP 60m in the education budget for GRSS FY2013-14 for capitation grants to primary schools. Throughout Q4 2013 the Ministry of Finance, Commerce, Investment and Economic Planning (MoFCIEP) continued to state publicly that these funds would flow in early 2014, and in a series of meetings in late 2013 a system for approvals and disbursement of capitation grants was agreed between MoEST and MoFCIEP, to be activated in early 2014. A set of budgeting, planning and reporting guidelines for sub-national governments (i.e. states and counties) have been produced by MoFCIEP and contain important provisions to improve the use of, and reporting on, decentralised funds by state and county levels of MoEST. Support to continued roll-out of these and to county budgeting processes is due to be given by EU and WB funding in 2014. These developments are key to GESS progress as GESS is set to pay counterpart capitation grants to secondary schools, and the confirmation of GRSS funding represents a significant development for progress in the sector and both government-donor collaboration and GESS institutionalisation, particularly as the agreed systems of approval for both primary and secondary school grants will be identical for both GRSS and DFID funds. Respectively capitation grants are a means to empower schools at the community level enabling them to in part be in charge of their own destiny with the ability to determine school development according to local need¹, and are already a highly owned and internalised policy of MoEST, and GESS is now merely providing additional funding and disbursement services to what is a government-led activity.

UNICEF shared drafts of the South Sudan Girls' Education Strategy and both MoEST and GESS staff have had the chance to provide comments. There were questions over the rigour of the research and policy suggestions, so GESS will continue to collaborate with UNICEF and government in developing this.

The Global Partnership for Education Programme (GPEP) has also been in planning stages in the second half of 2013, and GESS has closely collaborated with GPEP in order that designed support complements rather than duplicates. As a result it has been agreed that GESS will train school supervisors whilst GPEP will train head teachers and inspectors. MoEST with support from Voluntary Service Overseas (VSO) has also been key to this agreement. USAID's Room to Learn (R2L) programme has also been in early stages of inception and the beginnings of similar collaboration have been sown by GESS. The EU's IMED programme has not yet started. However, given the security situation from mid-December 2013, it is at present unclear how all three of these major sector interventions will proceed with implementation in 2014. GESS will monitor their progress and continue to collaborate for maximum value, especially in support to the humanitarian effort.

Following the events of 15-18 December 2013 in Juba and the deterioration of the security situation in three of South Sudan's ten states, heavy emphasis is being put by development partners in the sector on humanitarian provision through the Education Cluster and Education in Emergencies. GESS will collaborate with this effort from early 2014 onwards. MoEST's commitment is that schools will reopen on 6 February 2014 in line with the planned term dates, and that all partners should assist in getting children, especially teenage boys, back into school wherever possible. Education is therefore being used to promote a sense of normalcy and to act as a peaceful and productive alternative to conflict.

¹ This is more relevant than ever given the instability engendered at the local level since the events of December 2013. Indeed it was an important element of the GESS design to invest significantly in capitation grants to provide a flexible funding instrument that could be used accordingly in the event of such a "crisis".

GESS will aim to support this drive and MoEST's call for on-going development against the General Education Sector Plan (GESP).

1.2.2 Macro-Economic Developments

GRSS has been operating on an austerity budget since the 2012 decision to halt the production of oil, which cut up to 98% of government revenue and forced GRSS to finance service delivery through loans taken out against future oil revenues. In the first half of 2013 GRSS and the Government of Sudan took reconciliatory steps towards resolving this issue, and by Q4 2013 the President of GRSS announced that 'austerity would end in early 2014', with MoFCIEP confirming that once loans had been paid off, service delivery budgets would be back to their previous levels. Part of the 'end of austerity' politics is a public re-commitment to pay out up to SSP 60m in capitation grants to primary schools in the first six months of 2014, in which GESS is a co-implementer (see 1.2.1).

There are still no changes to the levels of government staff wages, though MoLPSHRD and MoEST did begin conversations in early December 2013 around the re-grading of teachers with primary teaching certificates from G14 or G12 to G9 – a move that would triple basic teacher earnings and bring them back into line in real terms with the 2007 pay levels. This would be excellent news for teacher motivation and recruitment, which are key assumptions of GESS' support to teacher professional development and school quality in general.

1.2.3 Political and Security Developments

Throughout Q4 2013 there was noticeable heightened tension within the SPLM and between leading GRSS officials following the sacking of former Vice President Dr Riek Machar in July 2013. There were disagreements in the press surrounding the convening of the National Liberation Council of the SPLM, and an increase in criticism of the President of GRSS and various key members of his administration. However, for the majority of Q4 2013 up to 15 December, there were no major security issues that affected GESS, bar the usual heightened risk of cattle raiding related violence in Jonglei, Unity, Lakes and Warrap with the onset of the dry season.

However, on the night of 15 December an internal SPLA dispute resulted in shooting and an eruption of violence on the streets of Juba on 16 and 17 December. Violence quickly spread to Jonglei and Unity states after the President publicly gave the official cause of the Juba violence as an attempted coup by supporters of Dr Machar, and arrested eleven leading figures including former state governors and ministers who were accused of planning the said coup. Former militia leaders in the SPLA, Peter Gadet in Jonglei and James Koang in Unity, reacted against these claims and the fact that the Juba violence appeared to be Nuer-targeted, by mutinying with their divisions and claiming loyalty to Dr Machar as rebels. This situation led to heavy fighting around Bor in Jonglei, Bentiu in Unity and later Malakal in Upper Nile.

Therefore from 16 December to the end of the year, most GESS activity in the greater Upper Nile region as a whole, and in Juba, was disrupted, as the consortium organisations and state anchor NGOs (SAs) attempted to relocate personnel from these areas. One of the GESS Secretariat staff, Yolanda Ille, was in Bentiu at the time the violence broke out, and was finally evacuated to Juba and on to Uganda on 23 December. All other GESS Secretariat staff in Juba had left by 20 December, whilst others were already out of South Sudan for Christmas holidays. However, many SA personnel based at state level remained in South Sudan throughout this period, with some having to flee to safer counties to escape violence. Many BBC Media Action national staff had to flee their homes with a number not returning to their homes until the end of January. Media Action has lost contact with two staff for over a month and remain concerned for their safety. No GESS-funded employees are known to have died in the events.

These events therefore had minimal effect of GESS progress in Q4 2013, but are expected to effect the timings and geographical coverage of some activities in Q1 2014 (see GESS Interim Strategy Jan-Jun 2014).

1.3 Major Achievements

1.3.1 Crosscutting

1.3.1.1 Steering Committee (SC) and Technical Committee (TC)

Two meetings of the TC and one of the SC took place in Q4 2013. The lack of a TC meeting in November was due to time pressures on MoEST membership due to the national curriculum review workshop. The TC meeting of 4 December covered all pending issues from November, as well as discussing the path towards approval of capitation grants in detail. A follow-up meeting of a sub-group convened the following week on 10 December to agree on the communications messages for capitation grants.

Table 1 GESS governance meetings in Q4 2013

SC and TC	Date	Agenda
5 th TC	1 Oct 2013	Update on Inception Phase achievements, beginning review of strategic papers
3 rd SC	1 Nov 2013	Inception Phase and implementation preparation update; management and financial update; approval of process for proceeding with capitation grants
6 th TC	4 Dec 2013	Updates plus in-depth discussion of capitation grants communications, approval and payment processes
TC sub-meeting	10 Dec 2013	Specific meeting to approve the text of capitation grants communications

1.3.1.2 Inception Phase strategy papers

As part of the deliverables of the Inception Phase, the GESS consortium was mandated to produce a series of strategy papers in collaboration with MoEST on the core activity areas of the programme. These papers are to serve as reference documents going forward, and were intended to provide additional details to what was produced during the Design Phase. Due to the nature of the papers needing to be co-developed with MoEST counterparts, and the time that this requirement was taking up by the end of the Inception Phase, DFID waived strict requirement for these papers to be submitted by the end of September, instead opting for a slower process of reading and commenting on the papers in Q4 2013, simultaneously with relevant MoEST staff.

The TC organised sub-groups of its membership to review the strategy papers as and when they were completed by the authors, and the process got some way in Q4. The DFID Senior and National Education Advisers have also been reviewing a number of the papers and gave comments to the GESS team, who in most cases had revised documents accordingly by the end of the quarter.

The following table gives an overview of the strategy papers, and progress on each:

Table 2 Inception Phase strategy papers review progress

	Document title	First draft submitted to the TC	First draft submitted to DFID	Comments received from the TC and incorporated	Comments received from DFID and incorporated
1	KER Strategy	X	X	X	X
2	Cash Transfers Strategy	X	X	X	X
3	Capitation Grants Strategy	X	X	X	X
4	Social and Behavioural Change Strategy	X	X	X	X
5	Log frame	X	X		X
6	KER Literature Review	X	X		
7	Quality Education Improvement Overview Strategy (Output 2c)	X	X	X	X
8	Operational approach to supporting School Governing Bodies (under 2c)	X	X	X	X
9	Inception Report (incl. work plan)	X	X		X
10	Communication Strategy	X	X		
11	Risk Management Strategy	X	X		
12	M&E Strategy				
13	State Partnership Strategy				

1.3.1.3 Operationalising the strategies

Core achievements of GESS in Q4 2013 mostly concerned ‘operationalising’ the strategy papers – in other words moving from the further design activities of the Inception Phase to preparing for full scale implementation, which is on track to start in early 2014. To do this, work plans and budgets have been worked on by the three Output Leads, in collaboration with the SA teams who will largely be the implementing organisations in each of the ten states. Some strategies, such as the Community Mobilisation (CM, part of Social and Behavioural Change) and Quality Education strategies will be developed further through meetings with the SAs, as the timing and nature of exact activities in these areas relies on what is culturally, geographically and politically possible in each county and state. Meetings with SA representatives were held in Juba in early December for both the KER and CM components, with similar meetings planned for early 2014.

However, due to the violence that began on 15 December, the timing of the roll-out of some major activity areas will be affected in terms of where SAs can safely operate in early 2014.

1.3.1.4 GESS management and programme coordination

GESS is a complex programme with a large portfolio of activity areas to be carried out by a number of quite different organisations with differing levels of in-country track-record and expertise. Coordination was therefore never going to be easy, and due to various staffing shortages in the second half of 2013 caused by either illness/unavailability of key staff, it has been difficult at times to keep the team together and progress in each Output synchronised.

From late October a revised team structure and team meeting schedule was introduced to tackle the situation. In order to maintain clarity between the educational/programmatic and operational sides of

the management it is envisaged that the GESS Secretariat will have two Deputy Team Leaders (DTLs), one for Education and one for Management, each managing teams dedicated to policy, implementation and monitoring, and reporting, logistics and finance respectively. Restructuring has already brought clarity to the roles of various team members, and how the core Secretariat interacts with the other consortium partner organisations, two of which, BBC Media Action and CGA, are heading up defined outputs and sub-outputs in their own right, and who must therefore be able to direct implementation under these outputs independently, whilst keeping the GESS programme leadership well informed.

The following figures illustrate the revised GESS Secretariat staffing structure with the two DTLs, the consortium management structure with the three Output Leads channelling information from the three regional monitors, BBC Media Action and CGA staff, and the composition of newly introduced Weekly and Output Management Meetings.

Figure 1 GESS Secretariat staffing organogram

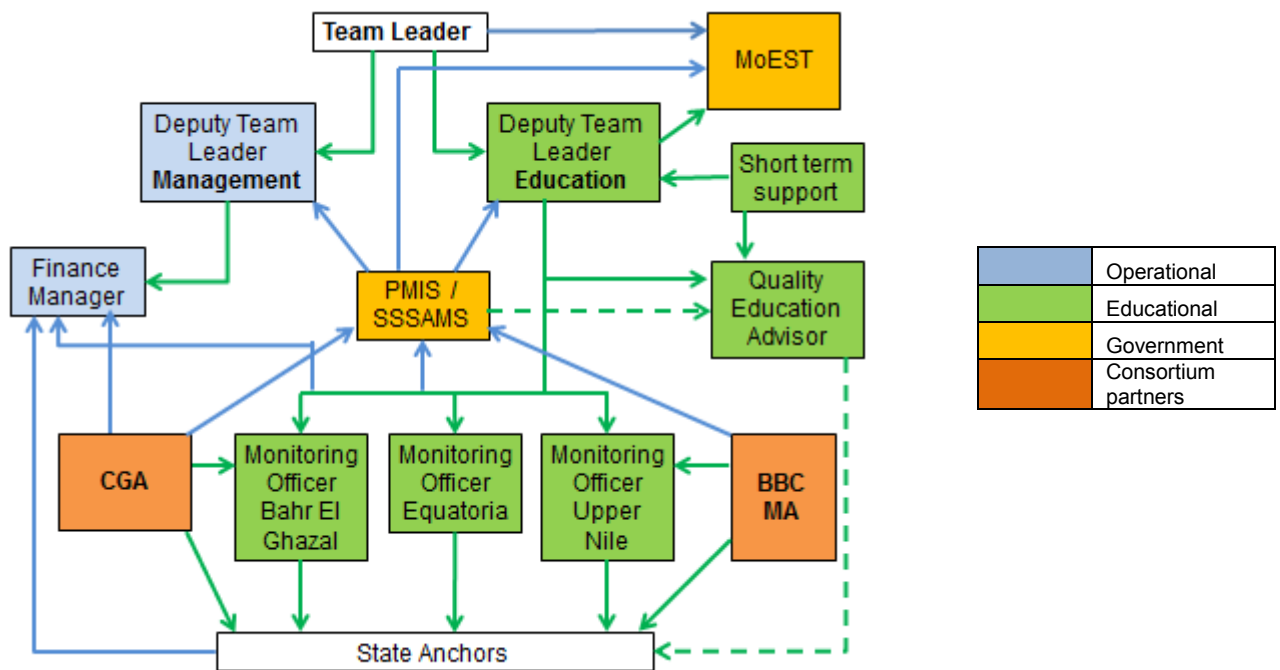


Figure 2 GESS consortium management and reporting organogram

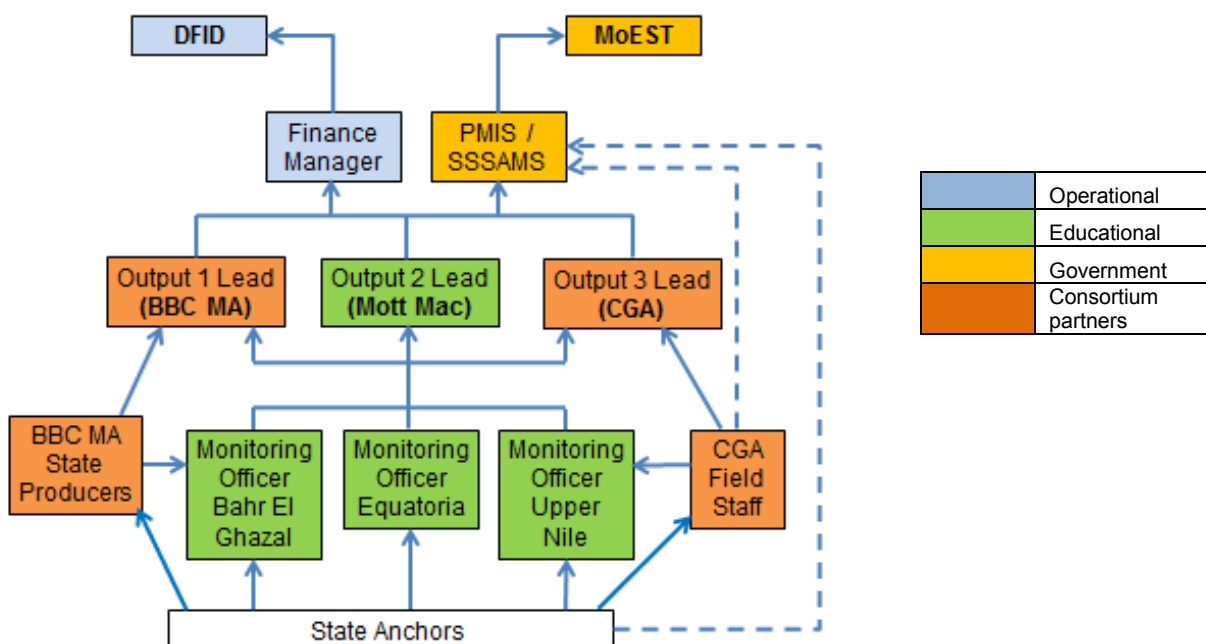
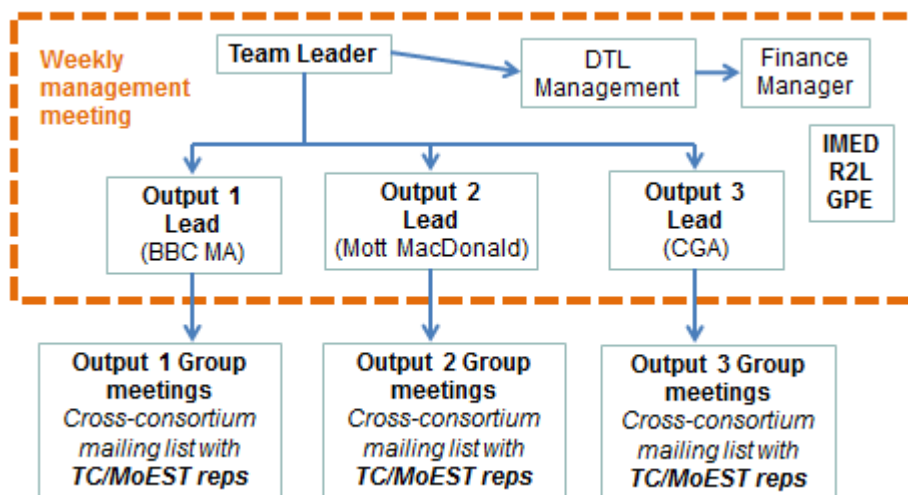


Figure 3 GESS team meeting composition



Output 1 is led by the BBC Media Action GESS Senior Project Manager, Output 2 is in theory led by the DTL Education (though this position is currently not yet filled), and Output 3 is led by the CGA Country Coordinator. There are three national education advisers who also double as regional monitors for the greater Equatoria, Bahr el Ghazal and Upper Nile regions, each having responsibility for the management and monitoring of the SAs in each state of their region. The monitors feed information to the Output Leads on an ad hoc basis, though at least once a quarter through the QPR (see Annex 6), whilst the Output Leads meet weekly with the Team Leader, DTL Management and Finance Manager so that all Outputs are coordinated regularly, information is shared and decisions can be made.

See 3.1.2 below on staffing challenges in Q4 2013 – whilst the organograms are now agreed and in place, not all the positions in them are filled at present.

1.3.2 Output 1: Enhanced household and community awareness and empowerment for supporting girls' education

1.3.2.1 Output 1a: Behaviour Change through radio programmes

In Quarter 4, the ten state producers were trained by members of the BBC Media Action editorial development team; senior trainer, senior production adviser and Head of Editorial Development. This training included a training schedule of workshops delivered against previously agreed terms of reference. As part of our delivery of the capacity building component of the project design, the training prepared the production team to return to their states and begin work. The following areas were covered: the process of identifying appropriate contributors, and collecting and producing the programme content, as detailed in the Social and Behavioural Change Strategy. In this process each producer is adhering to strict ethical and editorial guidelines, upholding the BBC's values of impartiality and fairness, as well as considering the implications for conflict and child protection. The child protection training they received from BBC Media Action's lead on Child Protection included managing the risk of broadcasts, or even the identification of a child, causing further conflict in their homes or villages.

This was the initial stage of a professional development component which includes on the job training from Media Action's editorial development team to instigate and adapt the good practices developed in BBC's work in a development and post-conflict environment. In this way a base of journalists who will be reporting for girls' education after the project ends is being established.

In this quarter, each producer was tasked with five productions (to make a total of fifty), to be created for broadcast in February 2014, to coincide with the run up to, and start of, the new academic year. At the time of reporting, an exhaustive quality review process has led to further modifications being required to the content before it is broadcast ready. Although additional production expertise is being deployed to support programme making, the disruption caused by the conflict and the impact on our staff means it is taking longer to complete this process.

The content in production is based on issues identified through robust formative research conducted by BBC Media Action in August 2013 which built on the research carried out in the project design phase. This formative research, on the barriers and motivators to girls going to school, comprised in-depth interviews and consultations with national and international NGOs, state and national ministries of education, girls and their families, GESS partners and other stakeholders.

The issues addressed in the YR 1 programme schedule were confirmed through discussions with the leading national stakeholder, the Social Change Directorate of MoEST, alongside important influencers on education from the international development community including UNICEF, Plan and AET. In these discussions this formative research and the research undertaken in the project design phase were presented. This process helped engage the MoEST in the subjects to be covered in the programmes. The issues chosen by BBC Media Action for the first phase of broadcasts have been deliberately selected to build audience loyalty and trust. Once trust is established, more culturally sensitive issues can be included.

Year 1 programmes will feature characters modelling the positive change which GESS intends to achieve. Audiences will hear from girls and boys. An example format might be families who have overcome the barriers and have for example succeeded in finding the money to educate a daughter, with the resulting economic and social benefits they have achieved. This is key to BBC Media Action's approach which aims to encourage and inspire the community at large to take steps to support girls' education.

The format – which combines personal testimony from, and interviews with, mainly GESS target audiences – has been designed by BBC Media Action's Editorial Development team with contributions from the South Sudanese production team, who ensure its appropriateness for a South Sudanese audience. Producers come from the states in which they work, and are therefore familiar with the local dynamics.

In keeping with BBC's intention to build audience interest and trust, the first five issues in production are:

1. An overview of the different challenges girls face in going to and staying in school, through the eyes of a girl at school, and one woman who has completed her education, and an education official to talk about the importance of education for girls and boys: This topic will introduce to the audiences the economic and other significant barriers to girls education;
2. The Journey to School; the dangers, the challenges and how this impacts on a girls' performance at school. This topic will introduce the audiences to the insecurities such as GBV and physical dangers girls experience on their way to school;
3. The Journey to School; the solutions, a look at how some communities, schools, families have tackled the issue: This topic introduces a range of solutions which have been successful;
4. Corporal Punishment, Girls and boys tell us what it's like to be beaten at school, and how this has turned several away from education and damaged relationships between teachers and students. One school in each state tells us why it decided to stop using corporal punishment, and what impact this has had on education performance. This topic introduces the audiences to the abuse and misuse of corporeal punishment;
5. Female Teachers, Girls tell us how important having a female role model at school is, how without them, they are more likely to miss out on school. Schools and female teachers talk about the challenges in recruiting female teachers. This topic introduces the audience to the importance of female role models in schools.

At the time of reporting, seven states had produced five stories, with three others producing four. Producers in Jonglei, Upper Nile and Unity were forced to flee to safety and so production of the fifth story in these three states stalled prior to Christmas 2013.

Quality review process

Each producer follows the production process outlined below. This enables the international senior project manager and South Sudanese editor in Juba to review and feedback on the content.

At time of reporting, this is now being bolstered by additional UK led support. The role of the additional UK support includes capacity building of the South Sudanese production team. This has proved necessary due to the low skills base available in the media sector in South Sudan.

Our intended production cycle works on an assumption of two weeks to identify contributors through to review of material produced in the states. The process is as follows:

Stage 1

1. Identify potential contributors.
2. Write a storyboard, which anticipates a range of responses the contributor would give to a range of questions intended to provide our audience with the knowledge and inspiration to make different decisions. The storyboard is written in English.
3. A pre-recording interview (not recorded) takes place between producers and a number of contributors in which the questions are explored in more detail to identify the best contributor.

Stage 2

1. A second storyboard is written in which the actual questions and the answers from the 'pre-interview' are written out and reviewed by the Juba team.
2. Producers fill out a risk assessment, which assesses the risks to the producer and contributor of carrying out the interview, taking into consideration the security, situation, and the implication of broadcasting a personal story.
3. Consent is taken from contributors and from the contributor's guardians if she/he is under 18.

Stage 3

1. Recordings are sent back to Juba, technically QAed by the senior editors, translated into English and QAed for content and appropriateness by Senior Project Manager and South Sudanese production team in Juba. In this phase there is an additional review with London Editorial Development.
2. Recordings are reviewed by the Social and Behavioural Change subcommittee at the MoEST. While the BBC values and welcomes crucial technical advice, this stage of the process does not signal a departure from the BBC's requirement for editorial independence.

BBC Media Action consulted broadly in the inception phase and is acting on the advice of the national languages department within the MoEST in its selection of broadcast languages. Additionally we are using the knowledge of one of our key broadcast partners, the Catholic Radio Network who have been broadcasting in national languages in South Sudan for seven years as part of their efforts to promote peace and reconciliation.

Productions are now in a critical review stage with BBC Media Action editorial development, which are looking at the content, the messages and the technical quality.

Public Service Announcements

Due to a delay in the details of capitation grants being agreed by both DFID and MoEST, public service announcements planned for this part of the programme were delayed. The scripts have been written, and QAed by the Editorial Development team in London.

Research and Learning

Baseline

BBC Media Action initiated a discussion with EfC (the organisation tasked with evaluating impact of all the outputs) in Q4 2014 which exposed limitations in their ability to measure impact of a social and behaviour change radio programme. Further conversations held in September and October 2013 between Output 3 Lead and BMB MM management resulted in additional funds being agreed for BBC Media Action to manage a nationally representative quantitative survey that would provide us with the baseline of attitudes and supportive behaviours around girls' education.

Pre-testing

At the end of November, BBC Media Action's Research and Learning team completed eleven focus group discussions, covering three target audiences – fathers of girls in school, mothers of girls in school and the girls themselves, as part of a pre-testing exercise for 'Our School'. Fieldwork was completed in three locations in Juba, Gudele West, Gumbo and Jondaru. Groups were played one of two programmes, 'Journey to School' or 'Female Teachers'. The group discussion explored participants' comprehension of the content, the appeal of the programme (in general and its various elements), how relevant the output was to the various target audiences and the extent to which the programmes might influence the knowledge, attitudes and behaviours of the different audiences. Development of the discussion guide was based Research and Learning pre-testing good practices, went through a quality review by Research and Learning, London, as well as the in-country team. The subjects were representative of our target audiences. The following questions are below:

1. Do target audiences **understand** the programmes' content?
2. How **appealing** do target audiences find the programmes (incl. format)?
3. How **relevant** are the programmes to the target audiences/ to what extent do audiences feel these programmes are 'for them'.
4. To what extent might the programmes **influence** the knowledge, attitudes and behaviours of different audiences?

Findings and recommendations from the research will be shared with state producers during the Q1 2014 production and skills workshop, and with GESS consortium members to inform other project activities.

1.3.2.2 Output 1b: Behaviour Change through Community Mobilisation

BBC Media Action took the lead on community mobilisation in Q4 2013, after discussions with BMB Sub-Divisional Manager, John Shotton, and GESS Project Director, Patricia Schwerzel. The discussions made clear that the community mobilisation would make extensive use of the radio content.

As agreed BBC Media Action are working with the state anchors to strategize how to use the radio content as part of a broader community mobilisation strategy. In this way the media content will be brought to media dark areas and the capacity and knowledge of state anchors incorporated into the community mobilisation component.

To achieve this aim and initiate the building of shared approach to CM, two community outreach experts from the BBC Media Action office, India were commissioned to design a workshop to share the good practices developed in a community outreach project in a remote part of India. The Indian model showed how media content is combined with other community mobilisation activities and the transferability of approaches used in India to the South Sudan context.

A key concept presented was the 'listener village' where community facilitators organise multiple listening groups within a village, and facilitate other CM activities. State Anchors were then asked to discuss successful and not so successful outreach campaigns in their states, and present these to the rest of the group in order to ensure good practices were shared. Additionally a 'menu' of other possible CM techniques and activities were presented.

The state anchors will propose appropriate CM activities based on their knowledge of what works in their operating contexts in their state CM strategies. The strategies will consider in which bomas they would be able to carry out listening groups, and in which bomas they would be doing a different type of activity.

Importantly, state anchors were briefed on their log frame targets (20% of bomas in first year) and asked to put together the first draft of a Gantt chart of how they would move forward with community mobilisation.

Strategies were originally planned to have been completed during December, but because of the conflict, many state anchors were not able to finish this on time. A new deadline has been set for Q1 2014 for individual state anchor strategies, with a final strategy paper drawing on all the state strategies completed by the end of the quarter. These strategies will be shared with all consortium members to make sure that they are making use of synergies across the outputs.

1.3.3 Output 2: Effective partnerships between GRSS and local organisations to deliver a community-based school improvement programme

1.3.3.1 Output 2a: Cash transfers to girls and families to support the direct/indirect costs of their education

Cash transfers direct to families of girls in upper primary and secondary are key to achieving the wide coverage and transformation of a generation that GESS is intended to deliver: cash transfers are the principal intervention targeted to reach the project's 200,000 individual girl target and address the critical poverty barrier to enrolling and keeping girls in school. Effective national delivery of transfers, with acceptable transaction costs, and mitigation of fiduciary risk on both enrolment and payment execution, is one of the project's biggest delivery tasks.

The South Sudan Schools' Attendance Monitoring System (SSSAMS) is the means by which eligible girls are identified to receive transfers and how their progress through the schooling cycle can be monitored. SSSAMS was rolled out in pilot counties in ten the states during the inception period, and is now in live operation in all States, with, at the time of writing, data on 300,000 individual pupils enrolled in 1400 schools in 2013, entered, and at least as much again in the pipeline. Full details are given in the section on Output 3b below.

An integrated team from GESS, provided by CGA, supports SSSAMS, and Cash Transfers (and Capitation Grants), to support SAs, SMOEs, CEDs and schools in delivering a streamlined and joined up process from enrolment to disbursement.

Work specifically for Output 2a in the last quarter was focused on two areas:

- Progressing payment execution options;
- Piloting the registration and disbursement system for cash transfers to eligible girls. These inputs and other policy considerations were included in the cash transfers strategy paper which was developed by the GESS team during the inception period and subsequently signed off by DFID and MoEST in this quarter.

Progressing payment execution options: GRSS is hiring consultants and expects to have regulations ready for Mobile Money in the next two months; a successful Request for Quotations was run to scope the prices available

Progressing payment execution options has involved both supporting progress towards Mobile Money (M-Money) systems, which have the potential to provide a leap-over to provide national low-transaction-cost, highly-accountable payment execution wherever there is mobile network coverage, and working with the market on a range of other payment execution options, as a back-up for the scenario that regulatory hurdles for M-Money are not cleared in time.

Support to progress of M-Money has taken two forms:

1. Bringing together regulatory actors and clarifying positions: we have had a series of senior level meetings with Ministry of Finance Commerce Investment and Economic Planning (MoFCIEP), Ministry of Telecommunications and Postal Services (MoTPS), World Bank Group (WBG), and Central Bank of South Sudan (CBoSS), and coordinated with DFID's cross-sectoral push on M-Money. The headline result of this is that MoFCIEP took steps to hire a consultant (funded by the World Bank) to develop mobile money regulations for RSS. This consultant was expected to be in place by the end of the year. Three out of four of South Sudan's mobile networks now have credible M-Money offerings ready to roll out.
2. Getting the market ready: In June 2013 we supported MoEST (then, MoGEI) in running a "Technology Parade" at which Mobile Network Operators (MNOs) and banks presented their capabilities to government. The headline outcome was that both MTN and Zain gave detailed presentations of how they would go about implementation, and were confident of being able to get M-Money live nationwide within six months if they received a prompt regulatory green light.

Subsequently in September 2013, in preparation for the cash transfer pilot, GESS sent out a Request for Quotations (RFQ) to all MNOs and banks authorised to operate in South Sudan to participate in the cash transfer pilot in Lainya County, seeking detailed information on costing and service offering, in particular, Know Your Customer functions. Six firms responded, two were subsequently asked to present their strategy and costing to GESS and MoEST for consideration to take part in the pilot cash transfer disbursements, and two interim solutions were identified and successfully rolled out in the Lainya cash transfers pilot. The RFQ process demonstrated that M-Money could deliver transaction costs an order of magnitude lower (<1% of value) than other payment execution methods.

The RFQ specifically targeted companies that could offer electronic methods of sending cash transfers. Six companies submitted bids, of which two met all the technical specifications. One proposed to employ mobile money while another proposed to use biometric and smart card technology to disburse cash through select, trained vendors (e.g. market stall owners) who would be equipped and contracted by the banking institution. As mentioned above, mobile money regulations are in the pipeline so although the procedure could not be engaged immediately in time for the pilot, it was a definite option for the full roll out. Although the biometric and smart card option was attractive, it proved too expensive to implement within the budget constraints and a sufficient value for money argument could not be made at the rates quoted for the pilot by the potential service provider. A further negotiated process was therefore used to identify a service provider for the Lainya Pilot, as described below.

A Cash transfer's pilot to 144 girls in six schools in Lainya County successfully tested registration and disbursement mechanisms

In this quarter, a cash transfer's pilot was conducted in selected schools in Lainya, the national pilot County, building on the successful piloting of SSSAMS and capitation grants.

The cash transfer pilot began with a pupil and school data validation process which confirmed the SSSAMS enrolment data, and followed up with more detailed "Know Your Customer" (KYC) procedure to register individual girls in eligible year groups in 6 pilot schools, and, as required, the relative who was to receive on their behalf.

In Lainya, the KYC approach trialled was one designed for a scenario where M-Money was not yet operational: it therefore constitutes more of a 'backstop' option than a preferred option for series roll-out. The KYC process used firstly required eligible girls and their guardians to provide a letter from the local chief confirming that they belong to that Payam, and that the girl was a pupil in the stated school. Secondly, the girl and the guardian were required to complete a Cash Transfer Enrolment Form, capturing personal details including: age, Payam of residence, gender and other details about the guardian (if the girl was under 18 years old). The form was then signed by the guardian, and the girl. Again, if the girl was 18 years old or over, the guardian was not required to sign. This paperwork was completed on self-carbonated triplicate forms (one for the recipient, one for GESS, one for the County Education Department), so that an original document could be produced by the guardian/girl at the time of receiving cash.

Following on from the RFQ, in order to execute pilot payments, further discussions were held with banking institutions and money transfer institutions were already operational in Lainya. Two methods were piloted, that could be used immediately and also be used go to scale during the full roll out, and which offered acceptable transaction costs – one using a money transfer service through Eden Bank, a South Sudanese bank with strong coverage beyond the State capitals, a rapidly expanding network, and a specialism in low-value money transfers on which transaction pricing is key, the other using the school bank accounts.

In total, 144 girls received transfers of 125 SSP each. 29 girls in 3 schools received through the Eden transfers; 115 girls in 3 other schools received funds through the school's bank account.

1. Eden Bank's Western Union type money transfer was the method used for transferring cash in Lainya Payam. In this method, CGA, for GESS, sent pilot funds to the Eden Bank head office in Juba with specific instructions and a list of the girls eligible for cash transfers. Eden Headquarters then executed the payment transfers to the individual girls or their beneficiaries to receive the money through Eden Bank's money transfer vendors in Lainya. GESS instructions stated that the vendors should only disburse funds to girls or guardians who produced their copy of their cash transfer registration form, as well as the letter from the Chief or other document that confirms their identity, and we followed up to confirm that this had indeed been done correctly.
2. The other method used to deliver the transfers, in two other more remote Payams, was paying through the school bank accounts and subsequently disbursed through the school, at a community event where members of the school governance body were present.

SSSAMS registration is mandatory for any girl to qualify for cash transfer. In addition, the girl must be reported present over a period of time through the daily attendance checks. In Lainya, SSSAMS registration was done 3 months prior to girls receiving money. This ensured that the girls' school attendance was monitored. A small number of girls who were initially registered but not consistently attending did not receive their cash transfer at the time of disbursement.

The pilot could not test all aspects of the cash transfers design, and was focused on registration and disbursement process. Since they were paid out towards the end of the year, the grants do not provide evidence on the effects. However, reports from CED, schools and individual recipients are positive: a number of the girls who received the cash were interviewed over the Christmas season by the County Inspector about how they intended to use the money, and indicated that they were keeping the money safely so that they could use it when schools open, on enabling items. The County Inspector also reported strong interest in the cash transfer mechanism and expected that there will be higher enrolment in school in Lainya when the schools reopen in February as a result of having seen it in action, reporting specifically that some pupils who had dropped out are also expected to return to school."

1.3.3.2 Output 2b: Capitation grants to schools with female students

In this quarter, principal activities for this sub-output were:

- Finalisation of strategy and policy;
- Operationalisation of national systems, ahead of beginning of series approval and disbursement of capitation grants from January 2014;
- A successful pilot of disbursement and use of capitation grants in 14 schools in Lainya County;
- National roll-out of trainings on school management structures, and production of school development plans and school budgets, to support schools in complying with the hurdles;
- Development of capitation grants communications materials.

Capitation Grants Strategy and Policy: single document provides GESS Capitation Grants Strategy and GRSS operational manual for capitation grants

Capitation grants to schools to support fee reduction and improve quantity and quality of education service delivery are a key element of the GRSS Local Services Strategy, of MoEST's strategic plans, and of GRSS budget 2013/14, which commits 60m SSP to capitation grants to primary schools, with MoFCIEP also publicly setting out its intention to increase this allocation in future budget cycles.

In the inception phase and during the past quarter, GESS team worked with MoEST, MoFCIEP, GESS implementing partners as well as GRSS' advisers from the Budget Strengthening Initiative (BSI) on a process of detailed design discussions on strategy and operationalisation for capitation grants, the results of which were documented in the Capitation Grants Strategy that is both a GRSS operational document and serves as the GESS inception phase deliverable of the same description.

The process to develop the Strategy was through a cycle of meetings of a capitation grants sub-committee of the Local Services Support (LSS) Education Thematic Working Group. A complete first draft of the Capitation Grants Strategy and operations guide was completed early July 2013, which was reviewed by partners in MoEST, GESS and DFID. Revisions and updates were completed in last quarter, incorporating comments from all partners.

Capitation Grants operationalisation: National systems for disbursement agreed and operationalised by GRSS

The GESS team worked extensively with senior government counterparts at MoEST and MoFCIEP to establish the correct legal and public accounting mechanisms for capitation grants funded by GRSS to be directed to schools, and be compatible with all applicable laws and regulations, including the Public Financial Management and Accountability Act 2011 provisions. The agreed method was that upon MoEST's request for funds from MoFCIEP, Treasury would disburse funds to State Ministries of Finance, who then would disburse the funds directly to school bank accounts. Mechanisms to expedite processing at the National and State level were also agreed (sending electronic payment lists as well as hard copies, setting up accounting codes and summarising total transfers by County), so that in coordination with MoFCIEP advisors at national and state level, support would be provided to ensure the accuracy and timeliness of funds sent.

GESS and MoEST have also worked closely on the SBRT (school budgeting and reporting tool) system for submitting, reviewing and reporting on school budgets – see next two sections for details.

GESS has worked closely with the commercial banks to develop the market for low cost and easily accessible and affordable banking services to counties and schools – highlighting to the banks the significant new volumes of funds due to flow to schools. In December, a mapping was produced to identify which Counties had accessible banks, and which would require using other options. These lists were provided to banks who were interested to establish/expand 'outreach services' whereby they were willing to travel to County capitals and support the set-up of bank accounts, and the three commercial banks with substantial national operations, KCB, Equity and Eden, are now putting out travelling teams to move to Counties and schools to enable schools to open accounts with minimum travel cost or administrative difficulties.

Capitation Grants operationalisation: successful pilot disbursement and use in 14 schools in Lainya County

A capitation grants pilot was implemented in Lainya County, with grants disbursed in September 2013 to 12 primary and 2 secondary schools in 3 Payams (Lainya, Wuji and Mukaya).

Preparations involved the GESS team working with MoEST colleagues to develop an offline capitation grants reporting tool (referred to as the School Budget Reporting Tool- SBRT) which includes standard budget and cash ledger forms (final versions printed in triplicate), summary reports and an email submission function. The suite of forms was designed to encompass both paper budgeting reporting at school level and links to a secure website and database (www.sssams.org/sbrt) for collating and analysing budgets and reports. After the pilot, functionality was added to the website, for example, it was developed to collate all budget submissions as well as include an 'upload' area for each school to upload pictures or scans of their supporting documents. The website is linked to the data within SSSAMS such that the number of pupils per school and other essential school information is cross-referenced. The SBRT system as refined in the pilot is being rolled out nationally – see below.

Just as data was verified on a pupil level for cash transfers registration, a similar verification of schools' data was conducted by the County Education Department. This process allowed the CED to cross-check the number of students per school, the school type and other indicators that confirmed the schools' eligibility for the capitation grant.

Training materials were developed for, and refined through the pilot that involved both Output 2c inputs, on school governance and school development planning guidelines, and work from Output 2b, on guidance on school budget development. These training were delivered simultaneously in a 2-day training at the Payam level for the cluster of schools in the area. Trainings also included County and Payam education officers who were then key in follow up and support to the school governance bodies.

Six “hurdles” were clearly established so that the roll out would focus on the key tasks to support school activities. The required steps for eligible schools to be approved for a capitation grant are: 1. Register on SSSAMS, 2. Report attendance on the system, 3. Establish a school governance committee, 4. Draft an annual school development plan, 5. Develop a school budget, 6. Open a bank account. Thus, training and support was focused on these elements.

All pilot schools met these requirements, and the pilot capitation grant disbursements were then sent to school bank accounts in late September 2013. The schools had three months until the end of the school year to spend the money they had budgeted for. GESS and MoEST teams travelled to see the use being made of the funds by the schools, including, in November 2013, with DFID and UK NAO officials, and could see practical and responsible use being made of funds, and that the mandated proportions of spend were being correctly followed.

Ledgers reporting how the schools had spent the money were also submitted to the CED by the end of the year, and are now being collated up into www.sssams.org/sbrt.

Capitation Grants Roll-Out: trainings on school governance, school development planning and budgeting successfully cascaded out nationally, most by end December 2013, balance to be completed in early 2014

State Anchor State teams and County Liaison Officers, SMOEs and CEDs were trained in October by joint MoEST-GESS teams, each team spending a week in each State training on SSSAMS, school governance, school development planning and budgeting. The SAs, with the SMOEs and CEDs, then trained CED and Payam staff and schools, with GESS and MoEST roving support, in November and December.

By the end of December 2013, schools in most Counties had received the full suite of trainings, as shown in the table below. In some locations, the disturbances in South Sudan from 15 December onwards delayed scheduled trainings. By the end of the year, schools in Central Equatoria and Western Bahr el Ghazal were starting to submit budgets for data entry, and schools in several other States were making good progress towards meeting the capitation grants hurdles for the early February set of releases.

Table 3 Progress of training cascade by State

State	Pupil Attendance - AFI	School Governance						School Budget/Cap Grant Preparations						
		SGB establishment			Annual Plan			Annual Budget				School Budget Reporting		
		State PARs	County/ Payam	School	State Anchor	County/ Payam	School	State Anchor	County/ Payam	School	Budgets uploaded	State Anchor	County/ Payam	School
CES	262	√	√	√	√	√	√	√	√	√	√	√	√	√
EEQ	142	√	√	x	√	√	x	√	√	x	x	x	x	X
WEQ	174	√	√	√	√	√	√	√	√	√	x	X	X	X
LS	68	√	√	√	√	√	√	√	√	√	x	√	√	X
WS	74	√	√	√	√	√	√	√	√	√	X	X	X	X
US	101	√	√	√	√	√	√	√	√	√	X	√	√	X
JS	71	√	√	√	√	√	X	√	√	X	X	√	√	X
UNS	12	√	√	X	√	√	X	√	√	X	X	√	√	X
WBEG	96	√	√	√	√	√	√	√	√	√	√	√	√	√
NBEG	87	√	√	√	√	√	√	√	√	√	X	X	X	X

At the GESS technical committee meeting held in December 2013, it was decided that first tranche payments of capitation grant funds would be approved in January, February, and March 2014, as schools passed the hurdles. This streamlined the cash flow burden on GRSS and GESS, and allowed for a 'flighted' training of schools on cash management, as close as possible to when they receive funds, and for support to be targeted as schools were approved to receive funds.

Capitation grant communications: communication materials prepared, but could not be launched

In November and December 2013, a capitation grants communication strategy was drafted by the GESS short term capitation grant communications expert, with components including: short news piece, key messages, press release, frequently asked questions, talking points. The drafting of these documents provided a concrete platform to have government and implementing partners come together to ensure that messages and processes were clear, and also provide confirmation that funds for capitation grants were secured.

In early December 2013, the GESS technical committee reviewed the documents and had a subsequent special meeting to confirm the messaging once again. The documents were ready to be disseminated as of the end of December but MoEST and GESS have agreed to wait until the current situation in South Sudan improves to launch the communications materials.

1.3.3.3 Output 2c: Practical support to education managers and teachers to improve the quality of education

In this section, the activities are reported against the headings of the work plan for the implementation phase (see the Output 2c Implementation Strategy. Practical support to schools, education managers and teachers to improve the quality of education, October 2013).

Government-initiated and donor funded educational support and improvement programme

In Q4 of 2013, GESS operated in a context of increased donor activity in the education sector. In addition to GESS, two major interventions in education sector have started: Global Partnership for Education Programme (GPEP) and Room to Learn (RTL, or R2L). In addition to that, a third major intervention in education sector: the contract for the Improved Management of Education Delivery (IMED) programme has been awarded. The GESS consortium has close organisational links with R2L (GESS consortium member Winrock manages the R2L programme) and IMED (GESS Programme Manager – BMB Mott MacDonald has been awarded the IMED programme). The possibilities for the

enhancement of coordination in the education sector are thus considerable, and certainly BMB Mott MacDonald is committed to this.

In Q4 of 2013, GESS has developed a strong relationship with the GPEP implementation team and continued joint programme planning and implementation in the areas of school governance and school supervision. A similar approach has been applied to working with Room to Learn. The programme implementation teams met and continued correspondence to ensure that programmes are informed about its developments and progress. Close links between GESS and R2L were identified especially in the areas of school mentoring, radio programmes, school governance and teacher training. Agreement on the need for coordination of efforts was reached in the area of teacher training. Collaboration with VSO was also successful, especially in the areas of quality assurance of schools (school inspection and school supervision) and child friendly schools. GESS has been involved in discussions on the design of the revised school inspection framework, school inspection handbook and school inspection chain of command, as well as provided technical advice and performed quality assurance tasks during the process of finalising a guidebook/manual for child friendly schools. This allowed GESS to mainstream its approaches and coordinate messages in non GESS publications (MoEST, 2013) and align its work with the changing policy framework. GESS also provided technical assistance to the UNICEF team elaborating National Girls' Education Strategy (MoEST/UNICEF, 2013), and participated in a number of events in education sector including the National Education Forum, the Curriculum Review, presentation on the low-cost private schools in Juba and validation of the Draft South Sudan Female Teachers' Affirmative Action Policy.

Most importantly GESS continued a positive collaborative implementation with MoEST and ensured that it is the MoEST that drives the GESS programme, putting the MoEST priorities at the forefront and prompting MoEST to establish even stronger links with and amongst its partners.

(i) Enhanced and effective school governance

GESS has been tasked to assist in the creation and operation of empowered and fully functional school governing bodies leading the school development process. During the inception GESS has prepared instructions for schools on how to conduct elections for school governing bodies, has developed a school development planning template for 2013/2014, and prepared a school development planning guide. The documents were made available to schools as part of the capitation grants preparation training conducted by the GESS SA.

In Q4 of 2013, GESS was tasked to prepare school governing bodies to receive the first tranche of capitation grants. As part of that preparation process the GESS team has briefed 933 schools on how to set up school governing body, and how to plan school development process (see more detailed report in section on the 2b component: Capitation Grants).

To date 933 schools have reported the existence of school governing bodies, and 862 schools have elaborated school development plan for 2013/2014.

Schools (participating in Lainya pilot programme) have reported in November 2013 that the 2013/2014 School Development Plan template (with pre-suggested school development targets) was seen as easier to fill, if compared with the pilot planning template (which did not include pre-suggested school development targets). A VSO Adviser and CLO in Lainya County also confirmed that the 2013/2014 template was easier to fill. This suggests that schools might not be ready to set development targets on their own and that they will need additional support during the school development planning process. This is in line with GESS strategy for empowering the Payam Education Supervisors and providing one-to-one support to school governing bodies during the planning process; however it also flags up the fact that schools might need more time to move on from following recommendations to taking decisions on the school development direction. A quick review of the 2013/2014 school development plans has revealed that schools do experience problems

in filling the forms. On the one hand schools report that they find pre-suggested targets for school development easier to follow, on the other hand including those targets on a school development planning template makes the template look more complex, and schools experience problems following those templates. Those lessons have been shared with the MoEST and the GESS team will continue discussions on the way forward to ensure that the 2014/2015 school development planning kit for schools is easier to follow by schools.

The planned activity of designing tools for inventory of school governing bodies has been delayed to Q1 of 2014, so that the team can design the tools and compile the inventory using an existing SSSAMS data from Pupil Admission Registers. This delay is not major, and will not affect milestones for Q1 of 2014.

(ii) Effective and supportive supervision at school and Payam level

GESS work in the area of “Effective and supportive supervision at school and Payam level” is closely aligned with the work of VSO and GPEP, and falls within a wider context of reform of the Quality Assurance Strategy for Schools. It is the MoEST priority to raise the quality of schools through improved inspection and school supervision system. MoEST has mobilised partners’ support for development of that system. VSO has deployed an inspection specialist who has been based in MoEST to support MoEST work on the school inspection system. GPEP has committed funds for an award bearing course for school inspectors, and another for school supervisors, and GESS committed funds for on the job support for school supervisors.

In Q4 of 2014, GESS has worked closely with the MoEST Department for Quality Assurance and Standards, the VSO Adviser and the GPEP M&E Adviser (acting as Team Leader) to initiate work on the Quality Assurance Strategy for Schools. A number of meetings and discussions were held at MoEST, which resulted in division of labour between the partners supporting development of Quality Assurance Strategy for Schools. An initial assessment of the feasibility of conducting training courses for school inspectors and school supervisors, to which development GESS committed Technical Assistance, has been carried out jointly by GPEP and GESS advisers. An Inspection Framework, Handbook for Primary School Inspectors, and job descriptions for School Inspectors were developed by MoEST and VSO, and GESS has been closely involved in discussions on those documents. GESS jointly with MoEST has defined the school supervision and developed a job description of Payam Education Supervisor (aligned closely with the school inspection framework, and clarifying the responsibilities of School Inspectors and Payam Education Supervisors). GESS has developed tools for the School Inspectors’ and Education Supervisors’ mapping exercise. The tools for School Inspectors’ and Education Supervisors’ mapping exercise have been then coordinated with the GESS baseline studies developed by GESS subcontractor: Education for Change, and will be carried out jointly as one research exercise. The School Inspectors’ and School Supervisors’ mapping exercise will be carried out in Q1 of 2014, a month later than per original work plan. This delay will not result in a delay of other exercises planned for Q1 of 2014 within the “Effective and supportive supervision at school and Payam level” component, and will allow coordination of research efforts between different GESS components.

(iii) Appropriate school-based Teacher Professional Development

GESS is tasked to support teachers at school level to deliver quality lessons and effective learning processes. In Q4 of 2014, GESS was tasked to develop a Teacher Needs Assessment instrument. Initially it was meant that the TNA would be designed jointly by GESS and MoEST, however the workload of the MoEST as well as GESS team proved that this approach would not be feasible. Instead the GESS consultant conducted a number of interviews with a selection of stakeholders including head teachers, teachers, children, academics, professionals working with teachers, development partners and MoEST officials, and drafted the instrument taking into account findings from conducted interviews. It was decided that since the instrument elaboration approach was

changed, the instrument should be circulated within the MoEST and development partners for a review. Review of the instrument has been planned for Q1 of 2014.

It is important to note that strong links and opportunities for collaboration in the “Appropriate school-based Teacher Professional Development” area have been identified with the British Council, UNICEF/War Child Holland and Room to Learn. In Q4 of 2013, GESS has initiated a number of meetings with the above partners to share the progress on TNA design and keep partners informed about latest developments in the sector. It was agreed that GESS would share TNA instruments with UNICEF/War Child Holland which in Q3 of 2013 has started its work on a pilot in-service school-based teacher training programme (ConnectTeaching). UNICEF/War Child Holland will consider using TNA for assessing the needs of teachers in ConnectTeaching focus schools, and for tracking results. It was also agreed that partners will make their teacher professional development materials available to each-other, so that materials are not duplicated and they are made available to more teachers.

Initially it was planned that the TNA would be piloted in December 2013, however this exercise has been delayed to early February of 2014, due to school holidays schedule. This delay might have an impact on the TNA schedule and might cause a slight delay in conducting TNA, which may result in a delayed availability of the TNA report. This delay should not be longer than four weeks.

(iv) School-based mentoring for girls

GESS, building on Winrock's experience of introducing mentors at secondary school level, has been tasked to support MoEST in establishing a mentoring programme in all upper-primary and secondary schools.

In Q4 of 2013, GESS was tasked to conduct series of meetings with the MoEST to collect literature and relevant documents related to mentoring programme in South Sudanese schools, as well as initiate work on mentoring strategy for schools. The team was tasked to review “A Guide for Secondary School Mentors” and develop “A Guide for Primary School Mentors”. It was aimed that the guide would be printed by the end of Q4 of 2013 and made available to schools in Q1 of 2014.

The GESS team together with MoEST has reviewed the content of guidebook for secondary school mentors, as well as developed the content of guidebook for primary school mentors. The content of both guides was approved by MoEST in Q4 of 2013, and the guidebooks were made ready for translation into Arabic. The guidebooks have not been sent for printing, to allow time for even wider consultations on the content (the mentoring guide has not been consulted / piloted in schools and with potential mentors at upper-primary level). By late December of 2013, GESS team has realised that mentoring guide will need further revision to accommodate content related to providing support to students in an emergency setting.

A revised work-plan has been prepared.

(v) Use of appropriate teaching and learning materials

Activities under this component are planned for Q1 and Q2 of 2014.

1.3.3.4 Output 2d: Community-based construction in 10 pilot schools

Little progress was made on the community school construction pilot in Q4 2013. This was partly due to the originally intended timeline for this Output only having activities starting in 2014 in order that construction itself would take place in the later 2014 beginning of the dry season. However, it was also because of continuing questions surrounding this Output from both MoEST and DFID, a lack of time for full discussion with MoEST in between capitation grants preparation and their other activities such as the national curriculum review, and, by the end of the quarter in the new context of the ensuing violence, a feeling that resources allocated to 2d would be better spent elsewhere in the short

run to assist the humanitarian effort. This option will be discussed further in early 2014 before concrete decisions are made to go ahead or not with 2d. These decisions will be those of the SC.

1.3.4 Output 3: Increased knowledge and evidence of what works to promote girls' education in South Sudan

1.3.4.1 Output 3a: Knowledge, Evidence and Research

Output 3a is led by the KER sub-committee of the GESS Technical Committee.

Principal activities in this period were:

- Development of research tools, led by MoEST teams, with GESS support;
- Successful pilot of school survey across ten States, which will be completed for the April 2014 baseline deadline;
- Pilot of learning assessment – but baseline learning assessment will be deferred to Autumn 2014 to maintain consistency of comparison through the years of the project;
- PFM baseline initial sample survey in WES and report;
- Household survey piloting of tools.

Developing research tools, led by MoEST teams

To maximise the opportunities for utilising and developing national research capacity, the sub-committee identified working teams, composed of persons with relevant expertise within the MoEST. Three teams, a learning assessment team, a quantitative survey team and a qualitative survey team, have worked on developing the tools for the baseline, supported by the GESS consultant team.

Successful pilot of school survey across ten States

The pilot school survey tools were finalised in September by the school survey team in the MoEST, with inputs from relevant members of the consortium. They were piloted in three schools in each of the ten States in October, including primary and secondary schools in both urban and rural locations.

The team leader and one CLO from each State Anchor NGO were trained for one day on conducting the research. The team leader is responsible for training and managing the CLOs for the baseline, so their full understanding of the tools and the process was important. The pilot tools were paper-based to minimise the variables and risks tested (but the series tools use direct data entry onto a smartphone). Tools included questionnaires to be administered to teachers, head teachers, pupils and school management bodies, lesson observations and building assessments.

The pilot was successful, data from 30 schools was collected and positive feedback received from State Anchor NGOs on the processes submitted. This data was entered by the EMIS department of the MoEST, overseen by Directorate of Planning and Budgeting. Working with members of the School Survey Team, an analysis of the data was done and final questions for the baseline were agreed.

Smartphones were procured, after running tests with a sample phone, and the survey questions uploaded to an online survey software programme. The smartphone surveys were tested extensively by GESS and MoEST teams.

The sample of schools to be surveyed was selected according to the sampling framework outlined in the KER strategy.

In December, team leaders and M&E experts from four State Anchor NGOs were trained in Juba - Eastern Equatoria, Western Equatoria, Northern Bahr el Ghazal, and Western Bahr el Ghazal. These States were selected because they were likely to be able to get into schools sooner than other States, and because training in two groups would be more effective in terms of the practical elements of smartphone management, maintenance and use. The training of trainers took three and a half days

and emphasised the importance of effective training and management for research to generate robust data. By the end of the training, participants were confident on training for the research, planning and managing the logistics, keeping State, County and Payam education officials informed and using and maintaining the smartphones. They were provided with sufficient smartphones to meet the number of CLO teams in their State, according to selected schools, and hard and soft copies of training and guidance materials. The teams created plans for this work based on school timetables and their own capacities: consultation with government officials was to start in December, followed by the training of their CLO teams. These States will be able to start baseline school visits when schools reopen in February. The remaining SAs will be trained in Juba as soon as possible. Education for Change (EfC), GESS's specialist KER consultants, are currently not able to travel to Juba on account of the recent disturbances; EfC and GESS are working to find an alternative way to resource the training of the remaining SAs.

Pilot of learning assessment – but baseline learning assessment will be deferred to autumn 2014 to maintain consistency of comparison through the years of the project

Learning assessments were developed by the MoEST learning assessment team, with support from the international learning assessment expert. The pilot tests included maths and English tests for primary 5, primary 8 and secondary 2. Each subject and grade level had two tests (e.g. there were two English primary 5 tests) to maximise the number of test items piloted and minimise opportunities for cheating in crowded classrooms.

The assessments were piloted in three States – Northern Bahr el Ghazal, Western Bahr el Ghazal and Warrap. State Anchor NGOs in these States conducted the tests alongside the other school survey research work to minimise logistical costs.

Learning assessment papers were delivered back to Juba and data was entered in the EMIS department of the MOEST. Final quality assurance processes are ongoing; once this is completed a statistical analysis of the results will be conducted.

Due to the time taken to get the learning assessment tools ready, the earlier than anticipated end to the school term in a number of locations (as early as 30th November in primaries in some places), and the importance of conducting the learning assessments at the same point in the school year in baseline, midpoint and endpoint assessments, the baseline learning assessment will be conducted in the third term of the 2014 academic year: it will thus be the one part of the baseline that will not be available in April 2014 as planned.

PFM baseline pilot survey in WES and report

Johan Verhaghe, a world expert on PFM in education, was asked to devise a baseline survey of subnational PFM practice in the education sector in South Sudan, and to test methods in the Counties of Western Equatoria State, with a view to then training the State Anchors to roll the same survey out nationally.

The PFM baseline pilot survey was taken up with particular interest by MoEST, MoFCIEP and DFID because it gave an opportunity to reflect on the capacity at local level to manage the new grants to be made to SMOEs, CEDs and schools from January 2014. The results of the survey were presented at a GESS TC in early December 2013, which DFID and MoFCIEP attended, and were praised for adding breadth and depth to understanding of local PFM capacities and needs.

Household survey piloting of tools

The household research will use mixed methods to generate largely qualitative data on household educational and spending priorities. The household survey team has developed a set of tools for qualitative research with young children, older children and guardians, drawing on experiences and tools from studies such as Young Lives. The sampling strategy and methods for carrying out the work

has been agreed. Due to the skill-set needed for carrying out this kind of research, suitable personnel are currently being identified which meet a specific set of criteria.

The household research is due to be piloted in February 2014, with roll out to all states in early March.

1.3.4.2 Output 3b: South Sudan Attendance Monitoring System (SSSAMS)

Principal activities in this quarter have been:

- National Cascade of SSSAMS roll-out training September onwards, and SSSAMS resources distributed;
- Successful verification of SSSAMS data and reporting in Lainya County Pilot;
- Free SMS communication to database expanded – Zain and MTN;
- State Anchors for nine States establish data entry teams;
- SSSAMS progress: 3500 PARs reached schools, estimated 2500 returned, 1400 entered, >300 began reporting;
- Preparation for SSSAMS 2014: PARs finalised and sent to printers, smartphones for CEDs, SAs to be briefed.

National cascade of SSSAMS roll-out training conducted September onwards, and SSSAMS resources distributed

State Anchor State TLs and CLOs, alongside key State Ministry of Education (SMoE) and County Education Department (CED) officials were fully trained or given refresher training in September and October 2013 on SSSAMS in their respective States, as part of an integrated package with Output 2b and 2c. The 'cascade' training of trainers (ToT) approach focused on ensuring that State Anchor County Liaison Officers (CLOs) worked alongside CED and SMoE officials in rolling out SSSAMS to schools nationwide.

From mid-October onwards, State Anchor CLOs, working closely with the CED or Payam offices and with CGA technical support, then trained school teachers, community members and Payam staff either by visiting schools individually or by 'clustering' trainees at Payam offices. This ensured that local education officials are able to take ownership of the SSSAMS process and uphold their inspection duties. Trainees from each school included the same representatives as present in the pilot phase (head teacher, female teacher if possible, PTA member and senior female student) as well as local officials and higher numbers of PTA/SMC members where possible.

Training of trainer materials were improved based on comments received during the pilot phase and hard copies distributed to State Anchors and education officials. Meanwhile SSSAMS quick-reference hand-outs used in Lainya County were designed for use in schools were updated before soft copies were printed and distributed by State Anchors.

The Pupil Admission Register template was revised based on the pilot experience, with some fields simplified. Enough PARs and Daily Attendance Registers (DARs) were printed to be used by the approximately 4000 primary and secondary schools nationwide. State Anchors in coordination with the SMoE and CED, assessed the actual number required for their state according to the projected size and number of its schools. CLOs then distributed these throughout September, October and November 2013, ensuring at the school and Payam-level trainings that the PARs were correctly completed before retrieving the completed registers.

SSSAMS database functionality and data entry system upgraded

The functionality of the SSSAMS database was further upgraded to include more detailed summary reports of attendance data as well as to increase its level of automation and accessibility. Similarly, a new data entry tool was produced and rolled out to State Anchors shortly after SSSAMS training. It automatically uploads pupil and school records to the online database once entered and approved

and, because it only needs to access the internet once each day if uploading is taking place, can be used in a field setting with inconsistent internet access.

State Anchors for nine States establish data entry teams

State Anchors for nine States established data entry teams and after one week of hands-on training and follow-up support from GESS data entry experts all are functioning independently in addition to the GESS data entry team at the CGA office. This team continued to provide on-the-ground as well as remote support to other 'satellite' teams and, with the help of a tool created to monitor progress, was able to track PAR data being received, entered and uploaded by State Anchors throughout the country. It is expected that the tenth State Anchor in Unity State can establish their team in 2014 once security allows.

In 2014, a key transition task will be to build on the successful transition of data entry from the CGA data entry 'factory' to the State Anchors, and support SMoEs and CEDs to take up more of this burden.

Successful verification of SSSAMS data and reporting in Lainya County Pilot

Lainya County's pilot schools' SSSAMS data was verified after the process for this was established in the previous quarter. This involved printing pupil data for each school from the online database which GESS staff and CED officials checked for accuracy with the school and county or Payam inspectors. Minor inconsistencies were picked up through the process which led to both minor technical changes in the original data entry system and increased confidence in data used for capitation grant preparation. This exercise provided a valuable assurance, based on a sample, about the reliability of SSSAMS enrolment data. Further sampling will be conducted to confirm the accuracy of daily reporting, as part of the 'school visit template' being rolled out in 2014.

Free SMS communication to database expanded – Zain and MTN

The freephone number for SMS attendance reporting (6464) which had already been established on the MTN network was expanded to include Zain so that any teacher reporting on either of these networks needed no reimbursement. The system has been generally reliable and it is hoped that Vivacell will also enable the 6464 freephone number to be carried on their network in the New Year. Monthly reimbursement by credit transfer for reporters on other networks continues.

The SSSAMS system has provided GESS staff and CLOs with up to date records of the contact numbers used by schools, increasing staff's ability to support teachers in this process or to make other enquiries, and providing a resource for rapid communication and polling with the schools.

SSSAMS progress: 3500 PARs reached schools, estimated 2500 returned, 1400 entered, >300 began reporting

At the time of writing, our best estimates based on reports from SAs are that 3500 or more PARs reached schools, an estimated 2500 have been completed and returned, and 1400 have been entered.

As schools began to close across the country for their long Christmas break in late November/early December 2013, at least 300 had submitted at least one pupil attendance report via SMS.

Preparation for SSSAMS 2014: PARs finalised and sent to printers, smartphones for CEDs, SAs to be briefed

The revised PAR template for 2014, which provides for 'roll-over' of returning pupils (thus significantly reducing data entry burden, has been finalised and sent to the printers.

100 smartphones have been purchased to allow SMOEs' and CED staff reliable access to the www.sssams.org site, so as to be able to make use of SSSAMS reporting effectively in real time.

SAs were informed to expect a briefing on SSSAMS2014 in early January. Most States have been indicating that school will start in the first week of February: this is excellent news in terms of increasing the number of taught days in the year, and the number of days in the dry season (important for both schools that are open-air and because of impact of weather on access to schools), and reducing time lost to registration days, but puts pressure on the project in terms of getting PARs in place for the start of registration, because it is earlier than in previous years, and earlier than generally expected.

2. Summary of Progress

This section reports progress against the work plan for Q4 2013. Activities that were planned to take place between 1 Oct and 31 Dec 2013 are listed on the left, and updates given in the other columns.

2.1 Cross-cutting

No.	Planned activity	Progress in Q4-2013	Action in Q1-2014
0.1	Quarterly Progress Reporting	QPR drafting and submission will happen in the month following the end of each quarter	Will be completed by 31 January 2014
0.2	Quarterly Steering Committee meeting	3 rd SC meeting was held on 1 November 2013	Possibility for two SC meetings next quarter for (i) approval of capitation grants process, and (ii) for implementation update before the DFID Annual Review in March 2014
0.3	Monthly Technical Committee meetings	TC meetings were held in October and December, but not in November owing to pressures on MoEST officials' time	TC meetings in early 2014 may be disrupted due to the security situation and availability of GESS team in country
0.4	Completion of the Inception Phase strategic papers	11 out of 13 papers were submitted to the TC and DFID for their comments, delays to the remaining 2 papers due to GESS staff availability and emphasis on starting implementation in Q4 2013	Remaining papers to be finalised and all papers commented on before the DFID Annual Review in March
0.5	Activity-based budgeting of each Output based on strategy papers and SA carrying capacity	Revisions to the SA budget template were made to better capture SA costs against Output strategies	Outputs need to make activity-based budget projections to be married with SA projections before DFID Annual Review in March – crucial for evidencing VfM and the achievability of the strategies
0.6	Education sector coordination	Split of work agreed with GPEP, R2L team met, collaboration with UNICEF and MoEST on national girls' education strategy, coordination with WPF on production of school registers	Crucial for GESS to be fully engaged with a joined-up sector approach to the humanitarian situation following December's violence; partnership with the Education Cluster, etc.

2.2 Output 1: Enhanced Household and Community Awareness and Empowerment for Supporting Girls' Education

No.	Planned activity	Progress in Q4-2013	Action in Q1-2014
1.1	Training of Field Producers, scripting storyboards	Storyboards for five stories completed	Storyboards to be reviewed to ensure contextually appropriate
1.2	Contract music for programmes	Music commissioned	Music produced and used to segment and identify the programme.
1.3	Producers file radio programmes	47 out of 50 in production	Some programmes may be adapted to suit audience needs post-conflict in some states. Three states will see suspended operations until security situation improves. Further reviews will take place in early Q1, with broadcast expected early March.
1.4	BBC MA review programmes	Review in progress	TC to review programmes
1.5	Pre-testing of programmes	Completed and results disseminated to state anchors/GESS partners	Results to be shared with producers in next round of training
1.6	Identification of key PSA priorities	Completed (identified as Capitation Grants; and back to school campaigns)	PSAs to be produced and broadcast
1.7	Create ToR for international CM consultant	ToR complete	The ToR to be shared with BMB MM
1.8	Recruit international CM consultant	Two BC MA community and outreach experts were brought in to develop CM strategies, based on good practice, with the State Anchors	A national consultant is to be recruited (ToR shared with BMB MM already) to provide ongoing support to the state anchors
1.9	Review meeting with the state anchors	State anchors have yet to finish their strategies	State Anchors will finalise their strategies in Q1 2014
1.10	Delivery of CM strategy paper	CM strategy paper delayed until state anchors deliver their papers	CM strategy to be delivered end of Q1 2014

2.3 Output 2: Effective Partnerships between GRSS and Local Organisations to deliver a Community-based School Improvement Programme

2.3.1 Output 2a: Cash transfers to girls and families to support the direct/indirect costs of their education

No.	Planned activity	Progress in Q4-2013	Action in Q1-2014
2.1.1	Development of cash transfers strategy paper (incl. operations manual)	Cash Transfer Strategy and Operationalization Paper was completed in Q3 by the Output team, and then circulated widely to GESS, MoEST and DFID. Comments were incorporated and a final version submitted in October.	Further work on detailed cash transfers operational arrangements will be done once payment execution method confirmed.
2.1.2	Increase acceptance of cash transfers as social protection/education promotion strategy	Engagement with Ministries like the Ministry of Gender, Child, and Social Welfare, Humanitarian Affairs and Disaster Management and cross-sectoral work on cash transfers helps GRSS achieve its social development goals, and keeps the Government well informed on what GESS and MoEST are doing. GESS is now part of the technical working group at the national level in this Ministry and the Under Secretary MoGCSWHADM received a detailed briefing about the GESS cash transfers strategy.	Continued engagement with MoGCSWHA&DM on cash transfers progress and broader social protection RSS strategies.
2.1.3	Confirm cash transfers enrolment and disbursement mechanisms	Request for quotations conducted for pilot and series cash transfers payment execution; responses and negotiations developed the market and gave concrete prices to options. Pilot cash transfers' recipients successfully identified, and transfers disbursed. Continued high-level advocacy work with	MoFCIEP will have M-Money regulations consultant in early 2014. GESS is continuing its advocacy to ensure that the mobile money regulation for RSS can move forward promptly so the mobile money disbursement will be a feasible option in mid-2014.

No.	Planned activity	Progress in Q4-2013	Action in Q1-2014
		MoFCIEP, CBoSS and WBG.	Timeline articulated in SA briefing for SSSAMS returns, verification/KPC and then disbursement.

2.3.2 Output 2b: Capitation grants to schools with female students

No.	Planned activity	Progress in Q4-2013	Action in Q1-2014
2.2.1	Development of capitation grants strategy paper (incl. operations manual)	Capitation Grants Strategy and Operationalization Paper was finalised and circulated to all partners (MoEST, GESS, DFID). All edits and comments were incorporated into the final version in October.	
2.2.2	Set-up systems for processing payments	<p>Processes for planning, reporting, approving and disbursing payments were included in the capitation grants strategy and executed as a pilot for 14 schools.</p> <p>School budget reporting tool was developed, including standard forms for budget reporting and funds tracking, with both electronic (website and database) and paper processes: see www.sssams.org/sbrt for full materials.</p> <p>An inventory of bank accessibility by County was prepared. We worked with banks (Eden and Equity, notably) to facilitate opening school accounts in areas with less ready access to banks.</p> <p>Early December GESS Technical Committee and LSS Education TWG approved processes for reviewing, releasing and disbursing capitation grants payments in the first six</p>	Continue working to support banks to reach schools, and to build market knowledge of the funds being put down to local level, and to support wider financial inclusion gains.

No.	Planned activity	Progress in Q4-2013	Action in Q1-2014
		months of 2014.	
2.2.3	Pilot capitation grants disbursement processes to approved schools	Successfully disbursed pilot funds to 14 schools in Lainya County. Schools were supported to spend and account for grants, and all were able to spend according to recommended categories based on e.g. teaching and learning materials, physical inputs, volunteer incentives, etc.	Follow-up and process accountability for funds released. Final report on pilot will be prepared.
2.2.4	Provide training and support to MoEST and schools to roll out capitation grants to all schools	<p>Pilot materials were finalised and prepared (printing, final functions on electronic tools and website) for national roll out.</p> <p>Roll out of national training and support to schools commenced. Schools in two States, CES and WBGs, began submitting school budgets-- making them eligible to receive capitation grants in the first part of 2014.</p> <p>Supported national Treasury and MoEST: clear processes and procedures put in place for national roll-out of capitation grants in 2014.</p>	<p>Roll out of national training on remaining topics, including cash management, prioritising schools which will be receiving funds in the first quarter.</p> <p>Disbursements of the first tranche of capitation grants will begin in January 2014, with payments in January, February and March for schools which have met all pre-requisites.</p> <p>Support MoEST and Treasury/MoFCIEP to ensure processes are followed for disbursement, including, if necessary at SMoF.</p>

2.3.3 Output 2c: Practical support to education managers and teachers to improve the quality of education

No.	Planned Activity	Progress in Q4-2013	Action in Q1-2014
	Map school inspectors and school supervisors	Tools developed and coordinated with baseline tools.	Mapping exercise will be conducted as one research effort within the research for baseline study in Q1 of 2014.
	Conduct inventory of school governing bodies	Activity rescheduled to Q1 of 2014.	The research will be conducted in Q1 2014, after all Pupil Admission Registers are uploaded to SSSAMS

No.	Planned Activity	Progress in Q4-2013	Action in Q1-2014
			system.
	Design Teacher Needs Assessment tools	Tool designed, awaiting review by partners and final approval by MoEST. Pilot scheduled for February, and assessment scheduled between February and March.	Activity might be delayed due to delayed pilot. Report writing likely to be delayed by up to 4 weeks. This delay will not have impact on the milestones for TPDP.
	Define school supervision and propose revised job description for Payam Education Supervisor (PES)	Definition of school supervision discussed with MoEST, VSO and GPEP. Job description elaborated. Accountability framework for PES to be discussed.	Delays might be caused in some activities should VSO adviser and GPEP team is not mobilised back to Juba after the December violence.
	Review guide for secondary school mentors	Activity completed, however will need further review in light of changed mentoring needs caused by the security deterioration.	SA and Africa Education Trust must be strongly involved in the review process.
	Develop guide for upper-primary school mentors	Activity completed, however will need review in light of changed mentoring needs caused by the security deterioration.	SA and Africa Education Trust must be strongly involved in the review process.
	Elaborate monitoring tools for Q1 and Q2 for SA	Activity completed	

2.3.4 Output 2d: Community-based construction in 10 pilot schools

No activities were planned for this quarter and this Output is still under discussion – see 1.3.3.4 above.

2.4 Output 3: Increased Knowledge and Evidence of What Works to Promote Girls' Education in South Sudan

2.4.1 Output 3a: Knowledge, Evidence and Research

No.	Planned Activity	Progress in Q4-2013	Action in Q1-2014
3.1.1	Secondary data analysis	Data sourcing has started; ongoing into next quarter, as per work plan; learning assessments delayed to Q4 2014 due to school time table	Collation and analysis ongoing; to be completed by March; learning assessment pilot to be analysed
3.1.2	School, Payam and County surveys + PFM survey	School survey pilot complete; training for baseline started; Payam/county tool development ongoing. Successful pilot PFM	Baseline school visits to be completed by end February; Payam/county tools to be piloted and rolled out

No.	Planned Activity	Progress in Q4-2013	Action in Q1-2014
		survey, with strong take-up of findings at senior level	
3.1.3	State level enquiry	Tool development started	Tools to be finalised and rolled out
3.1.4	Household based research	Tool development close to completion	Tools to be piloted and rolled out

2.4.2 Output 3b: Attendance Monitoring System (SSSAMS)

No.	Planned Activity	Progress in Q4-2013	Action in Q1-2014
3.2.1	SSSAMS roll-out	3500 schools received PARS, at time of writing 2500 PARs returned, 1400 entered. >300 schools had begun reporting before the end of term.	SSSAMS2013 was an attempt to do a year's work in three months: SAs are familiar with the process, CGA team will continue to support.
3.2.2	SAs to take over data entry	9/10 SAs running data entry operations, and 10 th expected to as soon as location accessible again. CGA data entry team continues to provide backstop/surge.	Tools further enhanced and streamlined as tracking of PARs integrated in 'panoptic' reporting tool online within www.sssams.org (improving on previous offline/online synchronising excel tool).
3.2.3	Preparation for SSSAMS 2014	Revised PAR template prepared and to print, SA briefing scheduled	SAs are familiar with the process, and have clear timetable against which to support schools. CGA team will continue to support.

3. Main Challenges and Lessons Learnt

3.1 Cross-cutting

3.1.1 Lessons Learnt

Consortium coordination

- Daily communication is required within the consortium for effective coordination of all sub-outputs, and at a minimum weekly meetings/discussions.
- File sharing and work plan calendar synchronising through google docs, google calendar and dropbox is essential.
- Appreciation of the variety of corporate ethos and experience within the consortium and greater SA team is needed, and the need for each organisation's strengths to be played to.
- All long-term staff positions need to be filled as soon as possible: short-term support is no substitute for long-term staff with good country knowledge and experience on the ground.

State Anchor management

- This is both an operational/contract monitoring role and an educational/programme management role (see 3.1.2 below).
- Both GESS Secretariat monitors and consortium partner staff need to be able to discuss educational/programme issues with the SAs, which sometimes requires 'pushing' them to meet expectations and targets.
- However, if such 'pushing' has contract or budget implications, these areas need to be left to BMB Mott MacDonald as contracting authority to deal with.
- BMB Mott MacDonald needs to ensure that staff is available and willing to fulfil this role quickly and efficiently, in collaboration with the relevant consortium partner staff.
- GESS central planning is weaker when it does not take state-specificities into account. SA communication therefore needs to be two-way; GESS must be informed by the state-specific expertise of the SAs; timings of activities in each state need to be suggested by the respective SAs at appropriate times for the seasons and term dates of each state. Focussing more on 'bottom-up' solutions is necessary.

Collaboration with MoEST

- Planned timelines for activities that require a lot of collaboration with MoEST need to be conservative to account for demands on MoEST officials' time (see 3.1.2 below).
- As a MoEST programme intending to be fully integrated with MoEST systems by 2018, GESS has set good precedent in the first quarter of implementation in consulting and collaborating with key MoEST officials on all aspects of activity definition and implementation, as highlighted by the TC's ongoing review of the strategy papers, full ownership of the capitation grants process, and MoEST team heavily engaged in KER.
- However, GESS' direct government counterpart, the MoEST Planning and Budgeting team, has multiple requests for its time and is not always able to work in detail with GESS consultants according to GESS-targeted timescale. This lack of availability was especially acute in Q4 2013 due to MoEST officials being heavily involved in the national curriculum review process, and as a result decisions on capitation grants ran a bit behind schedule and KER base lining work has been delayed.

3.1.2 Main Challenges

Consortium staffing

- As at 31 December the positions of DTL Management and DTL Education have not been filled on a long-term basis.
- The resulting gaps in staffing mean significant additional work for the existing GESS team, with financial and programmatic implications.
- Due to the need for tight programme and education sector coordination and management of the wider SA team, there is need for additional staff time in all these areas, which has not been available during Q4 2013.

State Anchor management

- The SAs are all different organisations with different backgrounds, corporate ethos and in-country experience. Most have not directly implemented government systems support activities before, and may take time to adjust to this core element of the GESS programme.
- They therefore require diplomatic and sensitive treatment by all GESS consortium staff, whilst simultaneously not being left 'unmanaged' or 'unmonitored'.
- Clear lines of communication with SAs have therefore been difficult to establish, as those with both educational/programmatic and operational/financial remits in the GESS Secretariat and consortium partners need to communicate with the SAs on different areas
- SAs have therefore sometimes received differing messages from Output Leads, Monitors, the Finance Manager and the Team Leader.

Education sector coordination

- GESS is one of four large planned donor interventions in the education sector over the next few years, each having a slightly different remit in different geographical areas. The potential for duplication is great unless tightly coordinated by dedicated members of staff of each programme.
- GESS has kept up good coordination with GPEP and R2L, as well as with their respective and other donor agencies including UNICEF, UNESCO, USAID, EU and JICA. However, the work load for being a sector leader in such coordination is a significant draw on GESS staff time, with implications in terms of time spent on GESS activity implementation.
- However, DFID, and the Senior Education Adviser in particular, is highly supportive of such coordination efforts, and GESS has enjoyed good strategic support in this area in Q4 2013.

Security situation going forward

- Following the eruption of violence in Juba and the greater Upper Nile region in mid-December 2013, various areas of South Sudan may be difficult to operate in for Q1 2014 and beyond.
- GESS is monitoring the situation closely, will continue to sustain operations wherever possible, and is proposing various design adjustments to assist with the humanitarian effort.
- For further information see '*GESS Interim Strategy, January-June 2014*', sent to DFID on 23 January 2014.

3.2 Output 1: Enhanced household and community awareness and empowerment for supporting girls' education

3.2.1 Lessons Learnt

- A new interim team leader came on board in Q4 2013, providing more focus for GESS and greater coordination and management. New measures were put in place to encourage more information sharing, especially face to face, between consortium partners. This has had a very positive impact on the project's momentum and morale.
- State anchors gained a much better understanding of what they were expected to do within the community mobilization component, and were pleased they could effectively design their own programme. This showed how important it is to provide state anchors with the flexibility to create their own programme based on local knowledge, rather than trying to impose a top-down approach.

3.2.2 Main Challenges

- Recruiting for a project officer to manage the CM side of the BBC MA component and a local community mobilization consultant was not completed due to violence and evacuation in December 2013, and will need to be followed up in Q1 2014.
- Recruiting international staff to South Sudan will become harder if the current situation continues and may have budget implications as staff will need rotating in and out for increased security.
- Both the radio programme and community mobilization could be affected by the insecurity, as producers will find it harder to travel to some areas of their state, and
- Families might be less inclined to have their daughters speak on intimate issues.

3.3 Output 2a: Cash transfers to girls and families to support the direct/indirect costs of their education

3.3.1 Lessons Learnt

The political and regulatory environment around banking and domestic money transfer is relatively complex, and high level engagement in GRSS is likely to be required to make M-Money, the preferred payment execution method for cash transfers, a reality. As a mitigation against the risk of delays in approval, we explored a range of payment execution options, and paying increased attention to options, involving smartcards and/or biometrics for Know Your Customer, that would not require any new regulatory developments; however, the proposed cost of these services is not currently affordable to GESS at a national scale, but it has been considered to pilot the smartcard option with a cheaper biometric technology. For our initial pilot, we chose to execute two payment options: (1) using Eden Bank transfers, which is similar to "Western Union" payments, and (2) using school bank accounts (which were initially set up for capitation grants) with payments made through school administration.

A number of positive lessons learnt from the cash transfers pilot include:

- Validation of identifies amongst the eligible recipients (through KYC) required more technical support than originally expected. Many of the recipients, unless followed up, did not gather the necessary documents to receive the cash transfers. Clear communication on what is expected in terms of identification and KYC (and thus for GESS to minimise fiduciary risk) will initially require more support and longer lead time than was available in the pilot; both which are possible in 2014, prior to the national roll out.
- Clear communications around cash transfers both in terms of the process involved (from eligibility to receipt) and also the dates when the actual transfers will take place are critical to reduce confusion and uncertainty amongst the eligible participants.
- Ownership by the County and Payam Education Officers made the cash transfer process and disbursement run smoothly during the Pilot and this should be encouraged in all counties.
- We observed that the recipients of the cash transfers did direct their funds to education related activities. There was great awareness in the Pilot area that the funds were intended for girls' education promotion and not for other activities. Communication efforts, through GESS staff but also government colleagues were instrumental in this.
- Engagement with Ministries like the Ministry of Gender, Child, Social Welfare, Humanitarian Affairs and Disaster Management helps the Government achieve its social development goals, and keeps the Government well informed on what GESS and MoEST are doing. Since October, GESS has increased its engagement with cross-GRSS work on cash transfers, and is now part of the technical working group at the national level in this Ministry and the Under Secretary was briefed about the GESS cash transfers strategy.
- Ensuring there is a proper payment execution method has required GESS to play an active role to engage government more broadly, as well as participate in supporting policies and operations that will be beneficial to GESS, like mobile money. Moving beyond the traditional core of the education sector and working with the private sector such as with mobile-money operators and banking

services has been extremely important to encourage their cooperation with schools and enable better services for them.

3.3.2 Main Challenges

The main challenge to delivering cash transfers to plan in 2014 is to have a reliable, safe, and affordable payment execution option available nationally. Currently M-Money is our most preferred scenario and there is high-level back-up from donors and relevant GRSS institutions to see regulation move forward. At the end of 2013, a consultant was identified who would be contracted by the World Bank to draft the RSS regulation on M-Money. Once the regulations are drafted and passed, the m-money operators can begin to implement rolling out the services. We have been told that this stage could take approximately 6 months, so we remain on track to deliver capitation grants through M-Money in 2014, but any substantial further delays would require us either to move to less-preferred KYC and payment execution methods, to make transfers later in the school year than is desirable – since we want to influence choices early in the school year, or to make fewer transfers in 2014 to preserve better VfM options for future years when M-Money is in operation.

3.4 Output 2b: Capitation grants to schools with female students

3.4.1 Lessons Learnt

The pilot capitation grants disbursement provided helpful lessons learnt which have already been fed into the processes for national roll out:

- The SMOE, CED and Payam Education Officers are of utmost importance in order to ensure that schools receive the proper support, and also to ensure the administrative authorities are “on-board” with not only the capitation grants, but all areas of the GESS programme.
- The importance of the State Anchor institutions and their County Liaison Officers were also highlighted - messages and training need to be sufficiently passed on, and verified as such, for the ‘cascade’ of training to work. In this regard, for most State Anchors, their starting knowledge and experience of the context is an asset to be built upon.
- Communications are extremely important. Developing the separate communications strategy for capitation grants showed the different understandings that organisations and individuals had had around the capitation grants initiative.

In South Sudan, done is usually better than perfect: capitation grants communications were held up over six weeks to try and get all GESS and MoEST partners entirely joined up on messages. By the time they were, the context was no longer appropriate for the messages. Thus, capitation grants will be rolled out in early 2014 with far less public communication than would have been ideal to ensure the optimum use of them, and to have the desired impact on enrolment: an uncontrolled insistence on coordination and ‘Do No Harm’ has resulted in a significantly sub-optimal outcome as compared to a ‘Done is Better than Perfect’ approach.

3.4.2 Main Challenges

The GESS team worked with senior government counterparts, at MoEST and MoFCIEP, and their technical advisers, to ensure there would be means for schools to receive capitation grants funded by GRSS by direct transfer from the centre, rather than through a cascade via States and Counties. However, some parts of MoFCIEP pushed back on this, with a different interpretation of certain legal provisions. A compromise was reached that MoFCIEP/Treasury could, disburse funds from the centre to the State Ministry of Finance, who then would transfer funds directly to school bank accounts. This would be the most direct option possible at this time, but is clearly not as desirable as a ‘straight-through’ transfer from MoFCIEP to schools, on the model of the ‘straight-through’ processing of equivalent transfers in Uganda. Funds provided by the DFID-supported GESS programme will go directly to the secondary schools as was planned.

Another challenge was to maintain a contingency plan for a downside budget scenario in which, if GRSS' income position did not improve as it was expected to, GRSS' resources for covering primary school capitation grants might be less, and GESS might be asked to support some primary school grants. This uncertainty also delayed public communications around capitation grants which proved difficult to ensure messages were clearly being disseminated to schools. However, by early December, it was confirmed by MoFCIEP that funds would be available at the start of 2014, and thus the communication strategy was planned to go forward.

3.5 Output 2c: Practical support to education managers and teachers to improve the quality of education

3.5.1 Lessons Learnt and main challenges

Relations with MoEST

These continue to be very positive and based on professional trust. MoEST officials continue their support for the project, are actively involved in project development and in using the project to achieve MoEST strategic goals for education. MoEST officials are very approachable and eager to be involved in the GESS work. Communication between different MoEST Departments continues to be a challenge. While MoEST officials underline the importance of inclusiveness and keeping all informed, information flow proves to be challenging. MoEST officials continue working without corporate email, without a central information board, bulletin or even MoEST staff meeting. Most of the information is passed orally, which is both time consuming and not always effective, as MoEST officials are working in a very busy setting. Understanding of relations between different Departments and individuals at MoEST proved very important in improving inclusiveness and collegiality at MoEST. In the past there were situations at MoEST when individuals were not included by development partners in meetings, which in some cases resulted in lack of support for the programmes, and broken relationships between colleagues in MoEST team. From the beginning of implementation GESS has made sure that meetings are inclusive and that professional relations between different individuals and Departments is strengthened, which in Q4 resulted in very good participation of MoEST in working groups and meetings, as well as strong support and respect for the GESS programme. Though GESS ensured good representation and inclusion of different departments in working groups, it was somehow challenging to include the Office for Development Partners in technical work and in ensuring that the Office for Development Partners is at the forefront of coordination efforts between GESS and other development partners. In Q1 of 2014 the Output 2c staff will ensure that more time is dedicated to working with Office for Development Partners and keeping the Office informed about the coordination efforts between GESS and partners and different MoEST Departments.

Relations with Development Partners

These (namely with VSO, GPEP, R2L, BC, EU, and UNICEF) continue to be excellent. In Q4 of 2013 GESS has been at the forefront of coordination efforts between the partners ensuring that different development partners are informed about each-other's efforts. This resulted in very positive and supportive relations with implementation teams of development partners and mainstreaming GESS messages in different initiatives. The relationship with JICA still has not been established due to the workload, and this should become a focus in Q1 of 2014. GESS also identified the need to put the MoEST Office for Development Partners at the forefront of the coordination efforts, which at times might be challenging as a lot of coordination efforts are being initiated informally and out of the officials working hours.

Coordination across GESS outputs

This is crucial in ensuring that GESS is implemented most efficiently, that there is no duplication of effort and that GESS sends consistent messages and uses communication opportunities most effectively. Good lessons are learnt from coordination between capitation grants, research, as well as radio programme components. For example it became apparent that coordination of research efforts

is extremely important in ensuring efficient use of the time of the SAs and saving logistical cost. Debate areas crucial to the mentoring programme, when included in the radio programmes (for example corporate punishment) can potentially strengthen and widen the discussion. Coordination between the school governance and capitation grants component is extremely important, as the two components are strongly linked. At the school level it will be important that the two components are delivered as one so that the schools are well prepared for applying financial resources to areas strengthening learning outcomes.

Lessons from schools

All pilot schools have stressed the need for training and practice opportunities for staff. Schools cope well with practical planning examples when prompted, given assistance and support. Written guides can become an effective form of communication with schools if supported by consultations and opportunities for asking questions and working on practical examples. Guides, planning formats and all instructions sent to schools must be prepared in a format suitable for struggling readers and speakers of other languages, and should be supported by examples, case studies and pictograms. Pilot schools seemed to expect to be told what to do (what targets to include in their school development plans) rather than to have a clear picture on what they want to achieve. Schools have little access to recent knowledge and findings from schools across South Sudan. Administrators and teachers have virtually no access to professional literature or debate on school quality. Communication to schools on school minimum standards is crucial as schools do not always have knowledge on what makes a good school. Pilot schools also proved that they go out of their way to access learning resources and invest their capitation grants into learning quality, when given financial support and clear direction on how to invest money to improve learning outcomes. Pilot schools have also proven that they are very successful in mobilising resources from parents, which might mean that cost sharing might be possible, and that parents are eager to support school when they see a positive effect. Pilot schools also seemed to be very good in involving parents in support schools financially, but not as great in mobilising parental support in non-financial school development. Schools also did not seem particularly strong in engaging parents in taking pride in students' work and outcome. Those lessons will be strongly taken into account in designing guides and training sessions for schools.

3.6 Output 2d: Community-based construction in 10 pilot schools

No activities were planned for this quarter and this Output is still under discussion – see 1.3.3.4 above.

3.7 Output 3a: Knowledge, Evidence and Research

3.7.1 Lessons Learnt

The KER activities have been led by the Directorate of Planning and Budgeting; the KER sub-committee and working teams for tool development are made up of specialists from throughout the MOEST. All have applied themselves enthusiastically to these tasks, however, in recent meetings there has been some frustration and confusion about the potential for remuneration for such tasks from personnel from wider departments. The Directorate of Planning and Budgeting have expressed their regret that they do not currently have budget to support tasks additional to job descriptions. Moving forward, this has to be managed with care: it is expected that as the baseline results emerge, teams will start to understand the value of the work they put in. Ongoing capacity development – that is, workshops and trainings based on specific skills demanded by MOEST departments – should also help to ease this tension.

3.7.2 Main Challenges

The MOEST commitment to the KER activities has been highly productive, but due to the competing priorities of MOEST personnel – a small team in Directorate of Planning and Budgeting, reduced by the sad loss of Senior Inspector Data Joseph Archippus, has responsibilities on this and several other

programmes - there were some delays in the final completion of pilot tools. The plans for the roll out of the school survey baseline were very tight; the relatively minor delays - the school survey and learning assessment tools were piloted in October, rather than September - had knock-on effects to the finalisation of the baseline tools, and left the goal of completing baseline data collection by December unrealistic.

For the school survey tools, school visit tools have been delayed to the new term in February 2014. For the learning assessments, however, this presents more challenges. Learning assessment must be done at the same time in every school across the country to be a fair test; there is a risk of schools starting the 2014 term at different times as has been the case in previous years - pupils are likely to have been away from school for different times or exposed to more or less teaching time. Further, the tests were designed and piloted for the end of P5, P8 and S2, so moving this to the beginning of the year would require substantial redesign and retesting. These grades were specifically selected to provide a range of ages which are included in GESS interventions, and capturing ability at the end of primary is an important part of that.

The KER sub-committee has agreed that it would be logical to delay the learning assessment exercise until the end of the school year 2014, overcoming the problems outlined above. Though GESS interventions begin before this date, it is highly unlikely that change on pupil learning achievement will take effect within this period. Other changes - such as improved infrastructure or resources - will be measured by the school survey instruments. The delay to base lining the learning assessments will also provide enhanced opportunities for capacity development activities in the MOEST. Training on the statistical package for analysing the pilot assessments, for example, will provide personnel with a specific skill set to be carried into future work, whilst ensuring their ongoing ownership of the KER baseline tools. The findings from the learning assessment baseline, given its scale and robustness, should become an important data source for work throughout the MOEST, above and beyond those activities related to GESS. Ongoing engagement is therefore paramount.

The security situation will have an impact on the KER work, as much of the critical baseline inputs were due to take place January-April. The team will seek to adhere to the original baseline as closely as possible given the circumstances.

3.8 Output 3b: Attendance Monitoring System (SSSAMS)

3.8.1 Lessons Learnt

Planning and operational timelines need to adhere closely to each State's term calendar. As described above, school calendars have been changing, and the academic year in 2014 starts much earlier in most States than in previous years. Additionally, some State Anchors expressed the need for greater clarity in regards to what materials they need and how to meet program outcomes. As several states, and even counties within states, close at different times, it will be important to take this into consideration to ensure all State Anchors are able to achieve similar success. Given this, the timeline of deliverables has been distributed with clear expectations and a sensitivity to differing term dates.

Some fields in the first versions of the Pupil Admission Registers proved unnecessary/difficult to fill in. Additionally, the accompanying School Questionnaire was often misplaced, or the wrong version was returned. To address these issues, the 2014 Pupil Admission Register removes redundant/potentially confusing fields and the School Questionnaire and Teacher List is now integrated within, minimizing the possibility of misplaced forms. We are already seeing improved data quality and uptake as users tackle PARs and SSSAMS for the second time.

3.8.2 Main Challenges

Several schools have limited network coverage and therefore limited phone ownership in their areas. There is also a lack of widespread use of SMS in some school communities. In addition to the need to train communities that do not know how to send text messages, a more sustainable solution than the interim hard copy attendance form system will also need to be developed for schools in areas lacking

mobile network coverage. State Anchor as well as local government expertise in these regions will be a valuable resource, and this will be a focus for 2014.

The delivery of Pupil Admission Registers was met with several planning and logistical challenges, including schools that existed but were not represented in EMIS data and finding reliable, timely transport for the registers. This problem clearly eases as the process is re-run in 2014, with a less compressed timetable.

As the task of decentralizing the data entry process began in November from Charlie Goldsmith Associates' office in Juba to the State Anchors' offices in state capitals, it became clear that the State Anchors varied in their technological capital. Some had yet to purchase computers or obtain internet access but after expectations for onward planning were clearly expressed by the GESS Secretariat to State Anchors in early December, all expressed a clear understanding of the needs for 2014.

Different states have different term times, which proved especially problematic at the end of 2013, as schools in some states closed before they were able to return their completed Pupil Admission Register, school budget, or begin reporting attendance via SMS, three requirements for receiving capitation grants in the first tranche in 2014. These schools will still be eligible for the second and third tranches, provided that they submit the necessary materials and begin reporting attendance when schools reopen. Additionally, functioning schools should have plenty of time to meet the deadlines for 2014 material submission given this year's more extended schedule.

There was a lag in data entry of Pupil Admission Registers at the close of 2013. Many factors played a role in this including different term closing dates, delayed distribution of Pupil Admission Registers and State Anchor delays in establishing data entry teams until late in the year. This is not expected to be an issue in 2014 as nine out of ten State Anchors had established data entry teams at the end of 2013 and CGA continues to offer central data entry support. A timeline for 2014 data entry has been clearly communicated to all State Anchors.

4. Expenditure versus budget

4.1 Overview

Table 4 Overall Financial Overview

Spending	GBP
Approved spending 1 Apr 2013 – 30 Sep 2018	50,050,000
Actual spend 1 Apr 2013 – 31 Dec 2013	3,257,209
Proposed spending 1 Jan 2014 – 31 Mar 2014	1,590,675
Cumulative spend to date	3,257,209
Cumulative balance to date	46,792,791

For a detailed financial forecast for the lifetime of the project, reference is made to Annex 3. The overview also includes information of spending against forecast during this quarter.

Table 5 Financial overview split per sub-output

GBP	Output 1	Output 2a	Output 2b	Output 2c	Output 2d	Output 3	Total
Approved spending 2013-2018	6,999,278	14,379,750	11,406,680	9,092,998	2,211,306	5,959,988	50,050,000
Actual spend to 31 Dec 2013	631,759	408,951	490,027	207,951	30,455	1,488,066	3,257,209
Proposed spending Q1-2014	222,449	166,632	652,905	288,991	70,279	189,419	1,590,675
Cumulative spend to date	631,759	408,951	490,027	207,951	30,455	1,488,066	3,257,209
Cumulative balance to date	6,367,519	13,970,799	10,916,653	8,885,047	2,180,851	4,471,922	46,792,791

5. Annexes

- Annex 1: Logical Framework
- Annex 2: Work plan as at 31 Dec 2013
- Annex 3: Financial forecast and overview
- Annex 4: Technical and Steering Committee Terms of Reference
- Annex 5: Overview of Technical Assistance Days
- Annex 6: State-by-state progress update on State Anchor NGO activity
- Annex 7: Summary tables on progress against logframe indicators as at 31 Dec 2013

Annex 1: Logical Framework

PROJECT NAME	Girls' Education South Sudan (GESS) v 10 October 2013							Assumption	
Transformed life chances of a generation of children in South Sudan, especially girls, through education	Impact Indicator 1 Gender Parity Index (GPI) for primary and secondary schools	Planned	Baseline 2012 Primary GPI = 0.64 Secondary GPI = 0.42	Milestone (2014) Primary GPI = 0.68 Secondary GPI = 0.46	Milestone (2015) Primary GPI = 0.70 Secondary GPI = 0.50	Milestone (2016) Primary GPI = 0.72 Secondary GPI = 0.54	Milestone (2017) Primary GPI = 0.76 Secondary GPI = 0.58	Target (2018) Primary GPI = 0.80 Secondary GPI = 0.60	The government will provide a conducive atmosphere that will support the donor operation in contributing to the achievement of MOEST's strategic goal and the overall development goal of the nation.
		Achieved							
		Source							
		MoEST EMIS and SSSAMS							
	Impact Indicator 2 Girls' pass rate at Primary Leaving Examination and South Sudan Certificate of Secondary Education	Planned	Baseline 2012 PLE = 56.5% SSCSE = 56.3%	Milestone (2014) PLE = 58.5% SSCSE = 58.5%	Milestone (2015) PLE = 60% SSCSE = 60%	Milestone (2016) PLE = 65% SSCSE = 65%	Milestone (2017) PLE = 75.0% SSCSE = 70%	Target (2018) PLE = 80% SSCSE = 75%	
		Achieved							
		Source							
		MoEST Exams Secretariat and S-MoE Examination Department							
	Impact Indicator 3 Average scores on learning achievements in Mathematics and English	Planned	Baseline 2013 TBD after Maths and English baseline data on standardised test reports released	Milestone (2014)	Milestone (2015) Maths: +0.1 SD English +0.1 SD	Milestone (2016)	Milestone (2017)	Target (2018) Maths: +0.25 SD English: +0.25 SD	
		Achieved							
		Source							
		EiC reports on learning assessment scores							

Abbreviations	
MoEST:	Ministry of Education Science and Technology
S-MoE:	State Ministry of Education
GESS	Girls' Education South Sudan
GPI	Gender Parity Index
PLE	Primary Leaving Examination
SSCSE	South Sudan Certificate of Secondary Education
EMIS	Education Management Information System
EiC	Education for Change

PROJECT NAME	Girls' Education South Sudan (GESS) v 10 October 2013								
OUTCOME	Outcome Indicator 1		Baseline 2012	Milestone (2014)	Milestone (2015)	Milestone (2016)	Milestone (2017)	Target (2018)	Assumption
Improved girls' enrolment, retention and learning at primary and secondary school	Weighted average promotion rate for upper primary and secondary (P5 - S4)	Planned	M: 64.3% F: 62.8% T: 63.6%	M: 75.8% F: 75.2% T: 75.5%	M: 78.4% F: 78.8% T: 78.6%	M: 80.8% F: 81.7% T: 81.2%	M: 83.1% F: 85.2% T: 84.1%	M: 85.5% F: 88.5% T: 87.0%	The austerity measure will not hinder MOEST efforts to sustain gains made in the education sector by using its budget to pay salary for teachers and education managers, and providing funds for school operation and capital investment.
		Achieved							
			Source MoEST - EMIS and SSSAMS						
	Outcome Indicator 2		Baseline 2012	Milestone (2014)	Milestone (2015)	Milestone (2016)	Target (2017)	Target (2018)	
	Number of girls enrolled in upper primary and secondary schools (P5-S4)	Planned	P5-P8 = 83,000 S1-S4 = 13,000	P5-P8 = 87,000 S1-S4 = 18,000	P5-P8 = 103,000 S1-S4 = 25,000	P5-P8 = 130,000 S1-S4 = 36,000	P5-P8 = 154,000 S1-S4 = 52,000	P5-P8 = 186,000 S1-S4 = 72,000	
		Achieved							
			Source SSSAMS. (Note: Baseline and projections are based on preliminary SSSAMS data which suggests that EMIS enrolment data is overstated).						
	Outcome Indicator 3		Baseline 2013	Milestone (2014)	Milestone (2015)	Milestone (2016)	Target (2017)	Target (2018)	
	Average girls' attendance rates at upper primary and secondary schools (P5-S4)	Planned	TBD after 2013 SSSAMS enrolment reports released					Primary: TBD Secondary: TBD	
		Achieved							
			Source SSSAMS						
	Outcome Indicator 4		Baseline 2014		Milestone (2015)	Milestone (2016)	Milestone (2017)	Target (2018)	
Percentage of adults in the sample study who place importance on sending girls to school	Planned	Baseline to be determined in February 2014			Baseline +5%		Baseline +10%		
	Achieved								
		Source BBC survey reports							
INPUTS (£)	DFID (£)		Govt (£)	Other (£)	Total (£)	DFID SHARE (%)			
	60m		78.9m		138.9m	43%			
INPUTS (HR)	DFID (FTEs)								

Abbreviations	
MoEST:	Ministry of Education Science and Technology
GESS	Girls' Education South Sudan
SSSAMS	South Sudan School Attendance Monitoring System
EMIS	Education Management Information System
BBC	British Broadcasting Cooperation
EIC	Education for Change

PROJECT NAME		Girls' Education South Sudan (GESS) v 10 October 2013								
OUTPUT 1 Enhanced household and community awareness of and support for girls' education	Output Indicator 1.1 Number of adults (15 years +) reached with girls' education radio outputs	Planned	Baseline 2013	Milestone (2014)	Milestone (2015)	Milestone (2016)	Milestone (2017)	Target (2018)	Assumption The community environment is supportive of girls' education radio output and outreach community mobilisation activities.	
		Achieved	0			1,400,000		2,000,000		
			Source BBC survey report							
	Output Indicator 1.2 Number of bomas reached with community mobilisation activities	Planned	Baseline 2013	Milestone (2014)	Milestone (2015)	Milestone (2016)	Milestone (2017)	Target (2018)		
		Achieved	0	20%	40%	60%	75%	80%		
			Source GESS monitoring report							
	Output Indicator 1.3 Percentage of people in the sample study who demonstrate awareness and understanding of elements of the school system that support girls' education	Planned	Baseline 2014		Milestone (2015)	Milestone (2016)	Milestone (2017)	Target (2018)		
		Achieved	TBD			Baseline +5%		Baseline +10%		
			Source BBC survey report							
	INPUTS (£)	DFID (£)		Govt (£)	Other (£)	Total (£)	DFID SHARE (%)			
		7.0m				7.0m	100%			
	INPUTS (HR)	DFID (FTEs)								

Abbreviations	
GESS	Girls' Education South Sudan
BBC	British Broadcasting Cooperation
TBD	To be determined

PROJECT NAME		Girls' Education South Sudan (GESS) v 10 October 2013							Assumption
Effective partnerships between Government and local organisations to deliver a community based school improvement programme	Output Indicator 2.1		Baseline 2013	Milestone (2014)	Milestone (2015)	Milestone (2016)	Milestone (2017)	Target (2018)	National pop. census (2014) and general election (2015) will not interrupt the operation of GESS. The financial institutions and their technology support the execution of cash transfers to girls and school capitation grants (direct cap. transfers are compliant with MoFCIEP rules and regulations). Mobile money is compliant with GoSS/BSS regulations.
	Cumulative number of (unique, individual) girls receiving cash transfers	Planned	Total = 0 GESS = 0 GRSS = 0	Total = 50,000 GESS = 50,000 GRSS = 0	Total = 75,000 GESS = 75,000 GRSS = 0	Total = 105,000 GESS = 105,000 GRSS = 0	Total = 150,000 GESS = 105,000 GRSS = 45,000	Total = 200,000 GESS = 105,000 GRSS = 95,000	
		Achieved							
	Source								
	GESS monitoring reports from www.ssams.org and associated tables. Note: A girl may receive cash transfers throughout the life of the programme, but is only counted once.								
	Output Indicator 2.2		Baseline + Pilot 2013	Milestone (2014)	Milestone (2015)	Milestone (2016)	Milestone (2017)	Target (2018)	
	Cumulative number of schools receiving capitation grants	Planned	GESS - 16 (pilot)	GRSS = 2,800 GESS = 200	GRSS = 2,885 GESS = 215	GRSS = 2,965 GESS = 235	GRSS = 3,045 GESS = 255	GRSS = 3,125 GESS = 275	
		Achieved							
	Source								
	GESS monitoring reports on capitation grants disbursed. CGA capitation grants database.								
	Output Indicator 2.3		Baseline 2013	Milestone (2014)	Milestone (2015)	Milestone (2016)	Milestone (2017)	Target (2018)	
	Cumulative number of schools receiving full package of community-based school improvement programme	Planned	0	0	1,000	1,500	2,000	2,600	
		Achieved							
	Source								
	GESS monitoring reports on community-based school improvement activities								
	Output Indicator 2.4		Baseline 2013	Milestone (2014)	Milestone (2015)	Milestone (2016)	Milestone (2017)	Target (2018)	
Cumulative number of classrooms constructed using community pilot construction model	Planned	0	0	20	20	40	40		
	Achieved								
Source									
GESS monitoring reports on pilot construction									
INPUTS (£)	DFID (£)		Govt (£)	Other (£)	Total (£)	DFID Share (%)			
	37.1m		78.9m		116.0m	32%			
INPUTS (HR)	DFID (FTEs)								

Abbreviations	
GESS	Girls' Education South Sudan
CGA	Charlie Goldsmith Associate
SSSAMS	South Sudan School Attendance Monitoring System

PROJECT NAME		Girls' Education South Sudan (GESS) v 10 October 2013								
OUTPUT 3 Increased knowledge and evidence available to policy makers of what works to promote girls' education in South Sudan	Output Indicator 3.1 Cumulative number of relevant research and evaluation studies conducted and disseminated to policy makers	Planned	Baseline 2013	Milestone (2014)	Milestone (2015)	Milestone (2016)	Milestone (2017)	Target (2018)	Assumption The general condition in the community favours data collection for research and evaluation studies as well as administering learning assessments in sample schools.	
		Achieved	0	3		6		9		
	Source									
	GESS M&E systems and evaluation reports									
	Output Indicator 3.2 Mathematics and English Learning Assessment administered to representative sample of schools	Planned	Baseline 2013	Milestone (2014)	Milestone (2015)	Milestone (2016)	Milestone (2017)	Target (2018)		
		Achieved	0	1		2		3		
	Source									
	EFC research reports and learning assessment records									
	WEIGHTING (%)	Output Indicator 3.3 Percentage of primary and secondary schools with SSSAMS reporting attendance of pupils and teachers regularly	Planned	Baseline 2013	Milestone (2014)	Milestone (2015)	Milestone (2016)	Milestone (2017)		Target (2018)
			Achieved	0	50%	60%	70%	75%		80%
Source										
GESS monitoring reports on attendance monitoring systems. www.ssams.org										
INPUTS (£)	DFID (£)	Govt (£)	Other (£)	Total (£)	DFID SHARE (%)					
	6.0m			6.0m	100%					
INPUTS (HR)	DFID (FTEs)									

Abbreviations	
GESS	Girls' Education South Sudan
M&E	Monitoring and Evaluation
EFC	Education for Change
SSSAMS	South Sudan School Attendance Monitoring Systems

Annex 2: Work plan as at 31 Dec 2013

Annex 3: Financial forecast and overview

Financial Forecast for 2013/14

Version January 2014 v2

Produced by:

BMB Mott McDonald

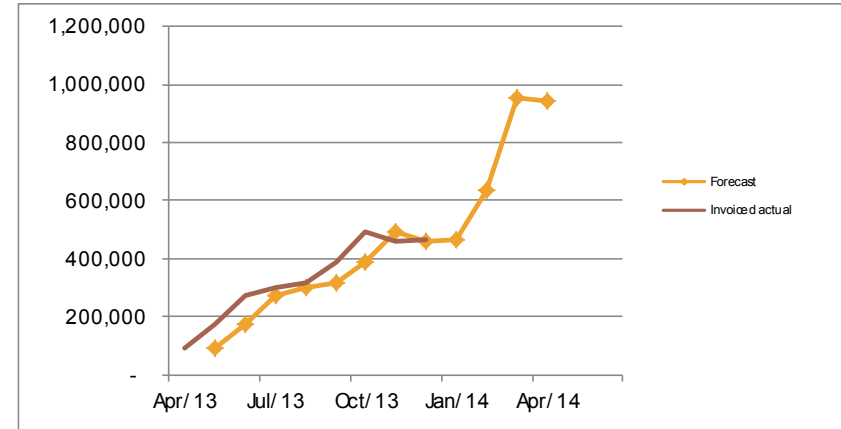
PO number:

302782 GESS

DFID PO #

5662

MANAGED FUNDS					
[GBP]			[GBP]		
Quarter	Month	Forecast	Invoiced actual	Note	
Q2	Apr-13				
	May-13	89,572	89,572.33		
	Jun-13	176,168	176,168.10		
Q3	Jul-13	274,250	274,250.13		
	Aug-13	298,239	298,239.40		
	Sep-13	319,519	319,518.67		
Q4	Oct-13	386,031	386,031.00		
	Nov-13	494,876	494,876.29		
	Dec-13	461,084	461,083.67		
Q1_1	Jan-14	467,853	467,852.94		
	Feb-14	637,923			
	Mar-14	952,752			
Q1_2	Apr-14	945,310			
	May-14				
	Jun-14				
		5,503,577	2,967,593		



Annex 4: Technical and Steering Committee Terms of Reference

Annex 5: Overview of Technical Assistance Days

Support to Girl's Education in South Sudan
 PO no.: 5662

Description	Name	Unit	Days Incept. Phase	Scale up & Instit. Ph.	Total day allocation	Inception Phase						QPR 1 for Q4-2013			Total	Remaining Balance
			month 1-6	month 7-66	01.04.13 - 30.09.18	Apr-13	May-13	Jun-13	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	up to and including Dec 2013	as per 31 December 2013
Fees																
Key-staff																
Programme Director	John Shotton	Day	26	130	156	3.0	2.5	1.0	2.0	7.0	2.0	9.0	1.5	1.0	29.00	127.00
Joint Programme Director	Patricia Schwerzel	Day	52	156	208	17.8	3.6	7.6	7.9	3.0	19.8	18.0	17.8	11.3	106.63	101.38
Team Leader	Akuja Degarang/ Nic Ramsden	Day	156	1,222	1,378	19.0	26.0	25.0	10.0	22.0					116.50	1,261.50
	Nic Ramsden	Day										12.0	20.5	14.3	46.75	-46.75
Quality Education Advisor	Agnieszka Mikulska	Day	156	650	806	4.0	21.0	20.0	21.0	26.0	21.0	23.0	21.0	19.0	176.00	630.00
Sr Education Adviser	Anthony Davison	Day	104	260	364	20.0	15.5	3.0			2.5				41.00	323.00
DTL/ Operations Manager	Kate Louwes	Day	156	1,222	1,378	16.0	20.0	21.0	26.0	27.0	21.0	20.0	19.0	18.0	188.00	1,190.00
DTL/Man Support	Maryam Said	Day												26.0	26.00	-26.00
Finance Manager	Allard Jansen	Day	156	1,222	1,378	15.0	27.0	25.0	14.0	27.0	25.0	27.0	26.0	18.0	204.00	1,174.00
SA procurement/ M&E	Nic Ramsden	Day	78	260	338	15.0	18.4	18.3	1.8	8.0	1.8	3.5			66.63	271.38
Education Expert (JIF)	Yolanda Ille Felix	Day	130	1,222	1,352		22.0	24.0	22.0	25.0	17.0	25.0	26.0	20.0	181.00	1,171.00
Support Staff																
Construction Specialist	P.K Das	Day	40	179	219											219.00
Economist	Hamish Colquhoun	Day	52	260	312	4.0	16.0	4.0	4.0	16.0	16.0	2.0	4.0	1.0	67.00	245.00
Knowledge man./Project mngt	Ketie Peters/ William Leonard	Day	78	520	598	17.9	6.8	20.0	4.5	12.0	6.8	10.8	5.9	2.4	87.06	510.94
Knowledge management	Emma vd Meulen	Day	26	260	286											286.00
Regional Advisor	Dirk Doorn	Day	26	104	130	3.0	3.0		4.5	2.5	1.0				14.00	116.00
Financial Controller	Ron Verleg/ Erik Holtus	Day	25	140	165	5.1	5.9	7.1	7.9	6.3	3.9	6.1	5.9	5.9	53.88	111.13
International Pool	nn	Day	61	1,140	1,201											1,200.50
	Lauren Hutton	Day	13	20	33					21.0	3.0	9.0				33.00
	Sergij Gabrscek	Day	30	41	71					7.0	23.0	12.0	14.0	15.0	71.00	
	Sue Martin	Day		22.5	22.5							15.0	7.5		22.50	
	Jason Pennells	Day		19	19							19.0			19.00	
	Robin Todd	Day		6	6							6.0			6.00	
National Pool	Various	Day	104	1,248	1,352											1,352.00
TOTAL			1,469	10,303	11,772	139.8	187.6	176.0	125.5	209.8	163.6	217.4	179.5	155.8	1,554.94	10,217.06

Annex 6: State-by-state progress update on State Anchor NGO activity