

Annual Review - Summary Sheet

Title: Girls' Education South Sudan (GESS)		
Programme Value: £61.4m	Review Date: 9-20 November 2015 (Light touch review)	
Programme Code: 202511	Start Date: 28/02/2013	End Date: 31/12/2018

Summary of Programme Performance

Year	2013	2014	2015 (i) March	2015 (ii) Nov'ber				
Programme Score	A	A	A	A				
Risk Rating	M	M/H	M/H	H				

Summary of progress and lessons learnt since last review

This was a light touch review to change future annual review dates to post-September to ensure synergy with milestone target dates. The review indicates that there has been substantial progress in 6 months.

Programme progress:

Outcome : Two indicators have exceeded milestone targets for 2015, except at secondary level

- Promotion¹ rate for girls : **Primary 5 to Secondary 4 - 2015 Target : 78.8% ; Achieved : 84.0 % ;**
- Enrolment of girls: **Primary 5 to Primary 8 - 2015 Target : 103,000 ; Achieved : 124,118**
- Enrolment of girls: **Secondary 1-4 - 2015 Target : 25,000 ; Achieved : 20,284**

Output 1 targets are either on track or have been exceeded for 2015

- No. of adults reached with girls' education radio outputs : **Target Sept 2016 : 1,400,000 ; Achieved Sept 2015 : 946,000**
- No. of school communities reached with community mobilisation ; **Target 2015 629 ; Achieved: 667**

Output 2 targets were generally exceeded or reached for 2015, except for 2.3 (see page v)

- Number of girls receiving cash transfers: **2015 Target : 53,000 ; Achieved : 60.000**
- No. of schools receiving GESS Capitation Grants: **2015 Target : 215 Secondary ; Achieved : 226**
- No. of schools receiving GRSS capitation grants : **2015 Target : 2885 Primary ; Achieved : 3169**

Output 3 targets were on track for research studies and learning assessment which are assessed every two years. But percentage of schools reporting attendance did not achieve its 2015 target : **Target 60% report 6 times a year ; Achieved 42% reported 5 times by end of September.**

This progress comes at a time of extended conflict in some States, and new flare-ups in others. Greater Upper Nile, Jonglei, Unity and Western Equatoria States are experiencing conflict, but girls, schools and communities have continued to benefit from GESS' provision of support. The partnership on capitation grants with Government of Republic of South Sudan (GRSS) has created a platform for sustainability of support to school communities. Lessons learnt since last review include the need and value of attendance data reporting, and use of South Sudan Student Attendance Monitoring System (SSSAMS). to provide essential evidence for assessing progress in widening access to all children, particularly girls.

Summary of recommendations for the next six months :

1. GESS should begin to document its unique context, work and success – use reports, data, radio, film – and feed into Output 3 in Research and Knowledge
2. Look for opportunities within East Africa, in South Sudan, or externally to share the learning and experience of a nation-wide education programme in a new, fragile, conflict-affected country
3. Monitor activities as regularly as possible, in order to share operational lessons learned formally across the programme and feed into Research and Knowledge – coordinated by GESS Team Leader
4. Emphasise the importance of Attendance data (and its reporting) at all levels and opportunities.

¹ Promotion rate shows how well children are moving through the system without excessive repetition

A. Introduction and Context (1 page)

DevTracker Link to Business Case:	
DevTracker Link to Log frame:	

Introduction

The UK is providing £60 million over 6 years (2013-2018) to transform opportunities for a generation of girls in South Sudan through education. UK support will provide incentives to households to offset the cost of keeping girls in schools and cash grants to schools to improve the learning environment, impacting on the quality of learning for both girls and boys. UK support will also create an enabling environment for girls' education by extensive community engagement and delivering behaviour change in collaboration with government, non-state and private sector actors. The *impact* of the programme will be to transform the life chances of a generation of children in South Sudan, especially girls, through education, in particular through improved girls' enrolment, retention and learning outcomes at primary and secondary levels of education. It is hoped that increased support to government systems can result in greater utilisation of government service delivery mechanisms by end of the programme.

Three anticipated *outputs* are: 1: Enhanced household awareness of, and support for, girls' education; 2: Effective partnerships between Government and local organisations to deliver a community based school improvement programme; 3: Increased knowledge and evidence available to policy makers of what works to promote girls' education in South Sudan. Specific targets include:

- 2,000,000 adults reached with girls' education radio outputs
- 1,325 school communities reached by the community mobilisation activities
- 200,000 girls in primary and secondary directly supported by the programme through receiving a cash transfer
- At least 3,125 primary schools and 275 secondary schools directly supported by the programme through receiving a capitation grant from either Government of the Republic of South Sudan (GRSS) or DFID funds
- 2,600 schools benefitting from a wider package of community-based school improvement activities
- At least 9 major research and evaluation studies conducted and disseminated to policy makers
- Maths and English Learning Assessment administered to a sample of schools across the five years of programme implementation
- 80% of all schools regularly reporting pupil and teacher attendance through the South Sudan School Attendance Monitoring System (SSAMS)

Context

South Sudan is the newest country in the world, and also one of the poorest, with some of the lowest educational indicators for girls in the world: there are only seven girls for every 10 boys in primary school and five girls for every 10 in secondary. In 2012 there were only five hundred girls in the last grade of secondary school and just 12% of teachers are female. Literacy rates for girls are 40% compared to 60% for boys. These problems occur within a fragile state, where education provision, which was extremely limited during the civil war, continues to be disrupted by internal political and ethnic conflict within South Sudan since 15 December 2013.

Greater Upper Nile, Jonglei, Unity and Western Equatoria States in particular are experiencing conflict and displacement of persons, but the State Anchors for these States (Food for the Hungry, and Windle Trust) have continued their work and achieved some successes, particularly with the registration of girls for cash transfers. The level of disruption caused by or in conflict areas is evidenced by data gathered by the State Anchor for Western Equatoria State. In Greater Nyal payams, just sixteen schools have been faced with the arrival of numerous displaced children from other areas: the total number of IDP pupils registering at these schools is 11,399, of whom 7,791 are boys and 3,606 are girls.

However the programme has succeeded in leveraging resources from GRSS. The Ministry of Education, Science and Technology together with Ministry of Finance, is disbursing capitation grants to primary schools through states and counties, while GESS sends capitation grants direct to secondary schools. So the bulk of the financing for school improvement is already carried out by GRSS. Based on the same model, government grants are now being sent to teacher training institutes and pre-schools in 2015/16.

B: PERFORMANCE AND CONCLUSIONS (1-2 pages)

Annual outcome assessment

The overall outcome: Improved girls' enrolment, retention and learning at primary and secondary school is being partially achieved at this point. For example, the 2015 target for promotion rates in upper primary and secondary (P5 - S4) – Indicator 1 – has been achieved:

Indicator 1 Promotion Rates

2015 Target	Achieved	2018 Target
M: 78.4%	M:85.1%	M:85.5%
F: 78.8%	F:84.0%	F:88.5%
T: 78.6%	T:84.0%	T: 87.0%

If this progress is sustained, the programme will be on track to achieve the 2018 milestone.

Indicator 2 Number of Girls enrolled in upper primary and secondary schools (P5-S4),

2015 Target	Achieved	2018 Target
P5-P8 = 103,000	P5-P8 = 124,118	P5 -P8 = 186,000
S1-S4 = 25,000	S1-S4 = 20,284	S1-S4 = 72,000

Partial progress is noted for Indicator 2: Number of Girls enrolled in upper primary and secondary schools (P5-S4). However girls' enrolments in primary schools show a substantial increase, in contrast to secondary girls' enrolments. The end-of-programme outcome still remains significantly higher than 2015 figures for both levels, and therefore very challenging.

Note: enrolment projections were based on data collected before the December crisis and do not reflect the impact of the crisis on enrolment.

Indicator 3 Average Girls Attendance at primary/secondary schools

Attendance reporting increased in 2015 but still remained too inconsistent to set a baseline and targets. Following this review, baseline and milestone targets will be set from end of 2015.

Indicator 4 - Percentage of adults in the sample study who place importance on sending girls to school Overall, reported positive attitudes to girls' education are relatively high, but in-depth understanding of benefits and value of girls' education are much lower (baseline - 22% of adults). This indicator will be assessed in 2016.

Programme assessment: **A**.

Overall output score and description

The scores for the different output indicators range from A+ to B. Output 2 scored A+ in two indicators, but there is insufficient evidence for an overall score of A+ as a number of indicators will only be assessed in 2016. Therefore, the overall output score is assessed at this point to be : **A**.

Key lessons

The GESS programme benefits from three key elements interacting together:

- Committed and motivated in-country staff (particularly as State Anchors)
- Highly skilled technical staff at GESS team leadership and consortia level
- Excellent support by contract management in Netherlands

The result is that the programme is able to continue to work in difficult areas, with in-country staff successfully navigating the conflict and rebel-held regions to meet the needs of children. In addition it is producing significant, good quality outputs, such as radio programmes, visual material, data sets/maps, and other media.

Recommendations

1. GESS should begin to document its unique context, work and success – use reports, data, radio, film – and feed into Output 3 in Research and Knowledge
2. Look for opportunities within East Africa, in South Sudan, or externally to share the learning and experience of a nation-wide education programme in a new, fragile, conflict-affected country
3. Monitor activities as regularly as possible, in order to share operational lessons learned formally across the programme and feed into Research and Knowledge – coordinated by GESS Team Leader
4. Emphasise the importance of Attendance data (and its reporting) at all levels and opportunities.

Has the log frame been updated since the last review?

Yes: owing to the pause on disbursement to girls to assess banking institutions and also renegotiate an interim rate of exchange for girls' cash transfers to reduce the negative impact of the falling value of the South Sudanese Pound (SSP), it was agreed to change the log frame target milestone for *Cumulative number of unique, individual girls receiving cash transfer by end of September* from 75,000 to 53,000.

C: DETAILED OUTPUT SCORING (1 page per output)

Output Title	Enhanced household and community awareness of and support for girls' education		
Output number per LF	1	Output Score	A
Risk:	<i>Medium/High</i>	Impact weighting (%):	25
Risk revised since last AR?	<i>N</i>	Impact weighting % revised since last AR?	<i>N</i>

Indicator(s)	Milestones	Progress
1.1 Number of adults (15 Years+) reached with girls' education radio outputs	Baseline: 2014 : 0 (none set for 2015) Target 2016 : 1,400,000	946,000 (Based 8 th Quarterly Progress Report,, March 2015 review, BBC MA briefing Nov 2015) (A)
1.2 Number of school communities reached with the community mobilisation activities	Sept 2015: 629 (129 additional for Oct 2014-Sept 2015)	667 school communities reached (BBC MA briefing Nov 2015) (A+)
1.3 Percentage of people in the sample study who demonstrate awareness and understanding of elements of the school system that support girls' education	Baseline 2014: 22% (none set for 2015) Target 2016: 27% (= Baseline + 5%)	To be re-assessed in 2016 through a survey.

Key Points

Achievement of 946,000 adults reached with girls' education radio outputs (1.1) means that the programme is on track to achieve the 2016 milestone of 1.4m. This has been achieved through the production and broadcasting of 275 'Our School' programmes in eight languages (with two more in process). The broadcasters comprise one national and 14 partner radio stations. This will be assessed by public survey every 2 years.

Community mobilisation (1.2) reached 230 school communities in October 2014-September 2015) exceeding the 192 target for 2014-15, and has reached the cumulative total of 667 since implementation began. Visual story-telling materials have also been designed, to accompany, complement (or if necessary substitute for) radio broadcasts. Output 1.3 is being addressed through relevant topics of the radio programmes: e.g. Benefits of education, Cash Transfers, Journey to school, Young mothers. It is assessed every two years.

DETAILED OUTPUT SCORING (1 page per output)

Output Title	Effective partnerships between Government and local organisations to deliver a community based school improvement programme		
Output number per LF	2	Output Score	A
Risk:	<i>High</i>	Impact weighting (%):	60
Risk revised since last AR?	<i>Y</i>	Impact weighting % revised since last AR?	<i>N</i>

Indicator(s)	Milestones	Progress
2.1 Cumulative number of (unique, individual) girls receiving cash transfers	2015: 53,000 (revised down from 75,000 as explained in logframe update on page Iv)	Confirmed received: >60,000 (Cumulative, unique girls – CGA briefing Nov 2015) (A+)
2.2 Cumulative number of schools receiving capitation grants	2015 (i) GESS: 215 Secondary Schools (ii) GRSS: 2885 Primary Schools	2015 (i) GESS: 226 Secondary schools (ii) GRSS: 3169 Primary Schools ² (A+)
2.3 Cumulative number of schools receiving full package of community-based school improvement programme	2015 (i) Effective school governance = 1000 (ii) Supportive School Supervision = 1000 (iii) Teacher Professional Development Programme = 100 (iv) School-based mentoring for girls = 100 (v) Low cost teaching and learning materials = 100	2015 (i) Effective school governance = 965 (ii) Supportive School Supervision = 965 (iii) Teacher Professional Development Programme = 187 (iv) School-based mentoring for girls = 247 (v) Low cost teaching and learning materials = 34 (B)

Key Points: The Cash Transfers for girls have reached more than 60,000 girls in 2015 (2.1), providing them with funds to buy education-related items, and raising the profile and importance of girls' education. The government has taken up the approach of funding capitation grants (2.2) mostly to primary schools, which demonstrates the importance it places on improvements in the sector.

GESS capitation grants go directly to schools; GRSS sends money via State governments, which has led to some delay, in sending it to schools in certain States. This issue has been taken up by MOEST and Ministry of Finance, notably in the Joint Annual Sector Review, 10-12 November 2015. In Unity State, 58 primary schools in both government and opposition areas were paid exceptionally by GESS in cash, by hand, through the State Anchor, because of inability of GRSS to pay due to conflict.

The establishment of systems and channels of funding for Cash Transfers and Capitation Grants has proved seminal in South Sudan - the health and water sectors have 'borrowed' the model. This may prove to be the beginning of Public Finance Management reform in the country.

Effective school governance and supportive school supervision programmes were affected earlier in the year by levels of staffing. Following increased staffing, there is now confidence in achieving the end-of-programme milestones of 2,600 schools.

² GESS also provided capitation grants in cash to 58 primary schools in Unity State that government could not pay due to loss of funds caused by the conflict. GRSS also supported 234 pre-schools in the 2015/16 budget.

C: DETAILED OUTPUT SCORING (1 page per output)

Output Title	Increased knowledge and evidence available to policymakers of what works to promote girls' education in South Sudan		
Output number per LF	3	Output Score	A
Risk:	<i>Medium/High</i>	Impact weighting (%):	15
Risk revised since last AR?	<i>N</i>	Impact weighting % revised since last AR?	<i>N</i>

Indicator(s)	Milestones	Progress
3.1 Cumulative number of relevant research and evaluation studies conducted and disseminated to policy makers	2014: 3 2015: No milestone 2016: 6	4 studies completed in 2014 2 studies implemented in 2015: School sample survey, and Longitudinal survey (A+)
3.2 Mathematics and English Learning Assessment administered to representative sample of schools	2014: 1 2015: No milestone 2016: 2	1 learning assessment carried out (A)
3.3 Percentage of primary and secondary schools with SSSAMS reporting attendance of pupils and teachers regularly	2015: 60% report 6 times per year; 5 times by end-Sept	Not achieved: 42% of schools reported 5 times by end-September (B)

Key Points : The School Sample Survey (results lodged on website) demonstrates that Capitation Grants are providing schools with opportunities to obtain real value for the SSPs. All receipts are scanned and show that small funding amounts open opportunities for improving quality (e.g. by employing volunteer teachers). Enrolment is estimated to have increased over the life of the programme by 200,000 students (although this not yet all attributable to GESS).

A key point of difficulty is the still-poor response to Attendance reporting. This means that data is not available to establish baselines and trends over time in students' attendance, nor to assess the success of GESS in improving enrolment and retention of girls.

VALUE FOR MONEY & FINANCIAL PERFORMANCE (1 page)

VfM report

With the South Sudan Student Attendance Monitoring System (SSSAMS) it is possible to review performance on an ongoing basis from national to state to county right down to the level of individual schools. This review builds on the project's quarterly reporting on the VFM framework that was established in its Business Case and Design Report and covers data to 30 September 2015.

Overall Findings

The project has continued to deliver effectively at national scale in a complex, conflict-affected environment where many other programmes have greatly struggled. The partnership formed with government has ensured significant leverage of resources, and has also created a context in which many GESS interventions may achieve impact long after the project has finished. The project's network of State Anchor organisations is also increasingly proving a cost-effective means of implementation at local levels while ensuring close partnerships across all levels of government.

The main areas where the project needs to improve on VFM are:

- **Greater monitoring of the effectiveness of all components**, particularly community mobilisation, school quality improvement activities and the impact of attendance monitoring on attendance management.

- Exploring options to **leverage increased government or donor resources** for community mobilisation (greater roll-out using GESS materials), cash transfers (CT) (increased coverage and/or transfer size), capitation grants (CG) (increased transfer sizes) and school quality improvement (greater roll-out of pilots if effective).
- **Improving take-up rates of capitation grants**, particularly second tranches.
- **Resolving the exchange rate issue** through high level advocacy, transitioning of funding from project to government (cash transfers and secondary capitation grants); negotiating improved rates through commercial banks; and exploring alternative options for CT and CG delivery.
- **Ensuring national roll-out of the School Quality Improvement national pillars** to fully complement the project and government's investment in capitation grants.

VfM highlights recorded in the March Annual review are still relevant :

- Free broadcast of programmes by Radio Miraya
- Distribution of materials by NGO partners
- Government financing of Capitation Grants – 90% in 2014, 100% in 2015
- Lower cost procurement by schools
- School based training to minimise transport costs
- Partnership with other donors – e.g. Global Partnership for Education
- Managing to obtain student enrolment data across South Sudan after return to conflict

VfM performance compared to the original VfM proposition in the business case

As this is a 'light-touch' review, six months after an Annual Review, reference is made to the March Annual Review, 22 March 2015, for this section. There have been no VfM issues raised during the review, except for the ongoing risk area associated with the deteriorating exchange rate. An amended and improved exchange value for Cash Transfers has been agreed with Co-operative Bank of South Sudan.

The table below demonstrated the VfM of GESS programme management, in March 2015. It is assessed as continuing to represent value for money.

Project Management Costs: above target	12.6% of total spend
The target rate of 9% assumed in the Business Case has not been met due to Initial set up costs incurred during the inception phase. The percentage is expected to decrease to 8.8% by the end of the project in 2018.	
State Anchor indirect costs :below target	24% of total spend
Costs are below the target set in the business case estimate of 30% and the State Anchor negotiated rate of no greater than 25% and this represents good value for money.	
Percentage of Cash Transfer unit cost which is not disbursement	35% of total spend
Percentage of Capitation Grant unit cost which is not disbursement	18% of total spend
Unit costs for both Cash Transfers and Capitation Grants expected to decrease as the number of girls and schools registered on the scheme increases after inclusion of P5 girls and the unpausing of payments.	

Date of last narrative financial report	N/A
Date of last audited annual statement	N/A

E: RISK (½ page)

Overview of programme risk

Overall risk rating

Overall risk rating is Medium to High, with several outputs now closer to High risk.

Since the last review in March 2015, the main risks are now as follows :

- Impact of poor exchange rates for the £ and US\$, and low buying value of the SSP on capitation grants and cash transfers
- Danger / threats to State Anchors or other programme personnel visiting areas of conflict, particularly new areas of conflict such as Western Equatoria.
- Possible division of states (into 28 in total) which would be impossible to manage in terms of current implementation capacity
- Loss of project assets due to crime and conflict

To mitigate these risks, DFID, GESS and MOEST have agreed on the following actions :

- a) Negotiating a special exchange rate with Co-operative Bank for cash transfers until exchange rates improve.
- b) Increasing the capitation grant amount for schools in hard-to-reach areas
- c) Monthly and quarterly assessment of risks to State Anchors personnel and assets in all 10 states to ensure measures in place to prevent injury or damage.
- d) Ensuring personnel and project assets are protected and if necessary, and where possible, moved from new zones of conflict.
- e) Monitoring the political situation in terms of peace agreement implementation and the possible creation of new states.

F: COMMERCIAL CONSIDERATIONS (½ page)

Delivery against planned timeframe

Overall the project is considered to be on track to achieve its planned spending targets. At 30th September 2015 the project had spent 38% of its budget after 45% of elapsed time (which includes the project's inception period where spending is naturally below average while systems are set up). In October 2015 there will be significant disbursements of cash transfers which were delayed given the need to protect project resources from excessive losses through the official exchange rate.

The academic year 2016 will see a major acceleration in project spending, with the full national roll-out of the School Quality Improvement component's school governance and supportive school supervision pillars. This will accompany the continued full national roll-out of cash transfers and capitation grants. The expected total spend by 30th September 2016 is £38m, which would represent 63% of the total budget after 64% of elapsed time.

Spending	GBP
Approved spending 1 Apr 2013 – 30 Sep 2018	£60,059,425
Actual spend in most recent year 1 Oct 14- 30 Sep 15	£10,991,142
Proposed spend in next year 1 Oct 15-30 Sep 16	£15,221,110
Cumulative spend to date 30 Sep 15	£22,794,833
Cumulative balance to date 30 Sep 15	£37,264,592

Performance of partnership

One of the major achievements of the GESS programme has been the productive and collegial partnership between the programme and MOEST. This is evidenced by MOEST taking responsibility for the primary school and national secondary capitation grants, and by the close relationship between GESS and DFID personnel, and Government of South Sudan officials.

Asset monitoring and control

This appears to be working well, certainly in respect to use of motor vehicles (logging journeys) and security arrangements. Nothing to add to March review. Special precautions are put in place (e.g. improved compound security) for operations taking place in conflict-affected areas.

G: CONDITIONALITY (½ page)

Update on partnership principles (if relevant)

Not relevant to the GESS programme as sector budget support (or pooled funding) is not the modality used. However, as noted above, stronger partnership is becoming evident as Government of South Sudan commits resources to primary school capitation grants. These have now been extended to national secondary schools, teacher training institutions, pre-schools, and accelerated learning centres.

H: MONITORING & EVALUATION (½ page)

Evidence and evaluation

Two new studies, the School Sample Survey and Longitudinal Qualitative Study have been implemented during 2015. They will provide both real-time and longer-term evidence about the programme as they are repeated. All data is now specifically disaggregated by gender.

Monitoring progress throughout the review period

As this was a light touch review, monitoring was restricted to visits to primary schools in Juba County, and meetings with two State Anchors in Juba. However, the October 2015 GESS Quarterly Progress Reviews fulfilled the monitoring and reporting requirement in great detail. Other monitoring opportunities were presented to the review during a detailed briefing with GESS staff, and discussions with the Team Leader and Manager, Output Leads, officials from Ministry of Education, Science and Technology and DFID. All answered specific questions readily and informatively.

DFID South Sudan has carried out extensive field visits in Juba County, Western Equatoria, and recently Warrap State. A Mid-Term Evaluation is planned for July 2016. In addition, members of the DFID South Sudan Humanitarian and Livelihoods team have been reporting regularly on GESS activities they encounter in their field trips.