



Girls' Education South Sudan (GESS)

Quarterly Progress Report (QPR) 7 – Q2-2015

July 2015

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



Issue and revision record

Revision	Date	Originator	Checker	Approver	Description
1.	23.07.2015	Emma van der Meulen	Akuja de Garang	John Shotton	First draft
2.					
2.	31.07.2015	Emma van der Meulen	Akuja de Garang	John Shotton	Final draft

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List of Abbreviations

AET	African Education Trust
ADRA	Adventist Development and Relief Agency
ACROSS	Association of Christian Resource Organisations Serving
AY	Academic Year
BBC MA	British Broadcasting Cooperation Media Action
BCC	Behaviour Change Communication
BoG	Board of Governors
BOSS	Bank of South Sudan
BMB MM	BMB Mott MacDonald
BRAC	Building Resources Across Communities
BSI	Budget Strengthening Initiative
CARITAS CH	CARITAS Switzerland
CBoSS	Central Bank of South Sudan
CED	County Education Department
CGA	Charlie Goldsmith Associates
CHF	Common Humanitarian Fund
CM	Community Mobilisation
CY	Calendar Year
DAR	Daily Attendance Register
DFID	Department for International Development
DG	Director General
ECS	Episcopal Church Sudan
EfC	Education for Change
EiE	Education in Emergency
EMIS	Education Management Information System
EU	European Union
FHSS	Food for the Hungry South Sudan
FY	Financial Year
GBP	Great Britain Pound
GEE	Gender Equity Through Education
GESP	General Education Strategic Plan
GESS	Girls' Education South Sudan
GPE(P)	Global Partnership for Education (Programme)
GRSS	Government of the Republic South Sudan
GRS	Government of the Republic of Sudan
GUN	Greater Upper Nile
HARD	Hope Agency for Relief and Development
HE	His Excellency
IDP	Internally Displaced Person
IDI	In-depth Interview
IMED	Improved Management of Education Delivery
ISCED	International Standards for the Classification of Education
JICA	Japan International Cooperation Agency
KER	Knowledge Evidence & Research
LG	Listening group
LSS AI	Local Services Support Aid Instrument

MNO	Mobile (phone) Network Organization
MoEST	Ministry of Education, Science and Technology
MoFCEP	Ministry of Finance, Commerce and Economic Planning
MoFCIEP	Ministry of Finance, Commerce, Investment and Economic Planning
MoLPSHRD	Ministry of Labour, Public Service & Human Resource Development
MoTPS	Ministry of Telecommunications and Postal Services
NEF	National Education Forum
NNGO	National Non-Governmental Organisation
ODI	Overseas Development Institute
PAR	Pupils Attendance Register
PES	Payam Education Supervisor
PFM	Public Finance Management
PoC	Protection of Civilians
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
SDP	School Development Plan
SGB	School Governing Body
SMC	School Management Committee
SMoE	State Ministry of Education
SMoF	State Ministry of Finance
SSNLA	South Sudan National Legislative Assembly
SSSAMS	South Sudan School Attendance Monitoring System
SSEPS	South Sudan Electronic Payroll System
SSP	South Sudanese Pounds
TA	Technical Assistance
TNA	Teacher Needs Assessment
ToT	Trainer of Trainers
TTI	Teacher Training Institute
TWG	Technical Working Group
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	Volunteer Service Overseas
WB	World Bank
WFP	World Food Programme
WI	Winrock International

1. Executive Summary of Progress on Logframe Indicators

Logframe Indicator	Next milestone target 30 Sep 2015	Current level of progress against milestone target at end of quarter reported on 30 June 2015	Brief explanation of current level of progress	Activities planned in the next quarter to continue progress
Impact 1: Gender parity index for primary and secondary schools	Pri = 0.70 Sec = 0.50	Preliminary results, based on SSSAMS enrolment: Pri = 0.69 Sec = 0.49 (as of 22 July: https://www.sssams.org/ams/indicators.php)	Preliminary 2015 GPI figures update in real time on the www.sssams.org website as pupil enrolment progresses. NB: these figures are estimates based on enrolment on SSSAMS. They do not follow the method of computation specified by UNESCO because of unavailability of accurate data on Gross Enrolment Ratios for primary and secondary education.	Return and uploading of enrolment data continues past 1m pupils (as at mid-July: www.sssams.org). Our current estimate of total national enrolment is 1.2m pupils.
Impact 2: Girls pass rate at Primary Leaving Examinations and South Sudan Certificate of Secondary Education	PLE = 60% SSCSE = 60%	Refer to Annex 4 for pass rates for SSCSE (all states) and PLE (4 states)	As of the end of June, material had been received from a number of States, and analysis is ongoing. PLE data to the level of individuals received from six States by end June (WBGs, CES, Lakes, EES, Warrap, Unity) and being analysed. MoEST Exams Secretariat shared the results analysis of 78 secondary schools who sat for the SSCSE in 2014 (see Annex 4). We are following up to obtain SSCSE data to the level of individuals as well.	Work to improve retrospective data holdings continues, as well as analysis of data received from States. Upgrades to SSSAMS suite are making provision for recording exam entry and result data by individual student on SSSAMS from PLE2015.

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Logframe Indicator	Next milestone target 30 Sep 2015	Current level of progress against milestone target at end of quarter reported on 30 June 2015	Brief explanation of current level of progress	Activities planned in the next quarter to continue progress
<p>Impact 3: Average scores on learning achievements in Maths and English</p>	<p>2014: Baseline</p> <p>There is no milestone target for 2015.</p> <p>2016: Maths: +0.1 SD English +0.1 SD</p>	<p>Literacy: P5 F: 51.4% , M: 56.9% P8 F: 61.5% , M: 61.9% S2 F: 52.8%, M: 53.6%</p> <p>Numeracy: P5 F: 40.1% , M: 43.1% P8 F: 40.2% , M: 40.2% S2 F: 30.1% , M: 30.8%</p>	<p>Major study conducted to assess learning quality which took into account a sample of 6673 papers across all tests. Analysis of Learning Assessment completed in 2015 Q1. In numeracy tests girls are under performing in relation to boys in terms of mean marks, particularly in P5. At P8 and S2 mean scores are low overall. The literacy tests are showing a similar gap between boys' and girls' performance, but we are more cautious about placing reliance on them.</p>	<p>Discussion of learning assessment findings with MoEST technical colleagues.</p> <p>Next pass of learning assessment will be in 2016; however, some of the further trials for the literacy testing proposed in the LA report will occur in Q3/Q4 2015.</p>
<p>Outcome 1: Weighted average promotion rate for upper primary and secondary (P5-S4)</p>	<p>2014: M = 75.8% F = 75.2% T = 75.5%</p> <p>2015: M: 78.4% F: 78.8% T: 78.6%</p>	<p>Analysis carried out at the start of Q2 2015, comparing 2013 EMIS data and 2014 SSSAMS data, the weighted average promotion rate for P5 to S4 was 67.76%. 2014-15 analysis, with gender disaggregation, by end July.</p>	<p>Analysis carried out at the start of Q2 2015, comparing 2013 EMIS data and 2014 SSSAMS data, the weighted average promotion rate for P5 to S4 was 67.76%, well short of the milestones, which were based on previous EMIS data.</p> <p>Drop-out is, following the crisis in the country, an increasingly, not decreasingly, critical element of the issues in the sector: the great majority of South Sudanese children start school (if every year group in school were the size of the P1 year group, that would be almost 3.2m pupils, roundly 75% of the school-age population), but very few finish – 266,000 P1 pupils in 2015 is to be compared with just 7,000 S4 pupils.</p> <p>Schools that have enrolment 2013, 2014, and 2015 are showing striking year-on-year enrolment gains. The key driver of the lower-than-milestone Weighted Average Promotion Rate is the closure of many schools in GUN States, and the displacement of pupils from these States and beyond.</p>	<p>Work is almost complete to automate calculation of weighted average promotion rates on SSSAMS, and the fruits of this work will be available on the site by end July.</p>

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<p>Outcome 2: Number of girls enrolled in upper primary and secondary (P5-S4)</p>	<p>P5-P8 = 103,000 S1-S4 = 25,000</p>	<p>P5–P8: 112,417 S1-S4: 19,086</p> <p>Primary 1 - 8: 403,098 out of a total of 988,759 pupils.</p> <p>Secondary 1 - 4: 19,086 out of a total of 58,212 students.</p> <p>(All numbers as of 22 July 2015: https://www.sssams.org/ams/indicators.php)</p>	<p>2015 enrolment has exceeded 1 million pupils in total across primary and secondary, reaching over 1,046,971 by 22 July. Enrolment of girls between P5 and P8 (112,417) already exceeds the milestone of 103,000, while girls' enrolment at secondary level (19,086) continues to approach the milestone target (25,000) with some enrolment data still being uploaded, particularly in conflict-affected states.</p> <table border="1" data-bbox="1064 550 1579 885"> <thead> <tr> <th colspan="4">Total 2015 Enrolment – Q2</th> </tr> <tr> <th>Education</th> <th>Female</th> <th>Male</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Primary</td> <td>403,098</td> <td>585,661</td> <td>988,759</td> </tr> <tr> <td>Secondary</td> <td>19,086</td> <td>39,126</td> <td>58,212</td> </tr> <tr> <th colspan="4">2014 (final figures) Total Enrolment</th> </tr> <tr> <th>Education</th> <th>Female</th> <th>Male</th> <th>Total</th> </tr> <tr> <td>Primary</td> <td>351,820</td> <td>521,354</td> <td>873,174</td> </tr> <tr> <td>Secondary</td> <td>17,837</td> <td>34,534</td> <td>52,371</td> </tr> </tbody> </table> <p>Enrolment in SSSAMS increased significantly from 2014 to 2015. Estimated total national enrolment in 2014 was 1m, and in 2015, 1.2m.</p> <p>(All numbers as of 22 July 2015: https://www.sssams.org/ams/indicators.php)</p>	Total 2015 Enrolment – Q2				Education	Female	Male	Total	Primary	403,098	585,661	988,759	Secondary	19,086	39,126	58,212	2014 (final figures) Total Enrolment				Education	Female	Male	Total	Primary	351,820	521,354	873,174	Secondary	17,837	34,534	52,371	<p>As schools continue to upload the last of the enrolment data, support is focusing on regular attendance reporting, and on validation of enrolment data, ahead of cash transfer payment.</p>
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<p>Outcome 3: Average girls' attendance rates at upper primary and secondary (P5-S4)</p>	<p>Milestone TBD once baseline established.</p>	<p>As of 22 July 2015, the average girls' attendance rates at upper primary and secondary for the preceding seven days was 96.82% (https://www.sssams.org/ams/indicators.php), for a total number of 13,099 girls whose attendance was reported on during that period.</p> <p>1540 schools have made an attendance report to SSSAMS in 2015, of which 1016 in the last 30 days, and 674 in the last seven.</p>	<p>As of 22 July 2015, the average girls' attendance rates at upper primary and secondary for the preceding seven days was 96.82% (https://www.sssams.org/ams/indicators.php), for a total number of 13,099 girls whose attendance was reported on during that period. As this only reflects those schools that have reported on SSSAMS during the period in question, there is a clear selection bias – it is often the best-managed schools that both have high attendance and report regularly - that needs to be offset in the setting of a national milestone.</p> <p>Attendance reporting is a requirement to receive 2015 CGs and CTs and this has acted as a major incentive to increased reporting levels this quarter.</p>	<p>Increasing the reporting sample, by incentives to report attendance – see Output 3.3 below for details.</p> <p>Baseline will be proposed, either on the basis of an offset from average (e.g. nth centile), or an exponential function that controls for sample size.</p>

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<p>Outcome 4: Percentage of adults in the sample study who place importance on sending girls to school</p>	<p>No target for 2014; Baseline +5% by September 2016</p>	<p>Baseline: 27%</p>	<p>In this quarter, the Research team has completed the baseline for the final two communities in the longitudinal qualitative study. These two communities represented areas that are (so far) targeted by community mobilisation activities only, or receive none of the interventions at present (the study was completed with communities exposed to <i>Our School</i>, and both <i>Our School</i> and community mobilisation activities in the previous quarter). The rationale behind this is that we are able to explore and better understand the different factors influencing the importance placed on sending girls to school in different types of community and the role that <i>Our School</i> and community mobilisation activities play in influencing this.</p> <p>BBC Media Action’s editorial team built on initial planning to decide on eight further <i>Our School</i> programme topics, additionally informed in this quarter by further analysis of the 2014 baseline data. This analysis was finalised and presented by BBC Media Action researchers to the editorial team in April.</p> <p>Topics were identified based on key insights from the research that can cumulatively affect the level of importance placed on sending girls to school</p> <p>For example a programme on ‘Discussing School at Home’ was informed by findings that parental discussion about school is typically limited to encouragement of boys and girls to ‘study hard’ as opposed to engaging in the child’s substantive experience at school e.g. what they are learning, how they are being treated by teachers and their peers etc. The programme on ‘Making Money for Education’ demonstrates how the programme is continuing to give attention to financial barriers in a way that is useful to audiences; the programme provides motivation as well as practical, realistic ideas to grow income while emphasising to importance of directing revenues towards materials for girls’ education .</p> <p>In this quarter some of the <i>Our School</i> Producers also found new ‘Stories of Change’ demonstrating changes in knowledge, attitudes and practices resulting from exposure to Output 1 components.</p>	<p>The Research team will continue to analyse the data we have gathered from the longitudinal qualitative study and share insights with the <i>Our School</i> production team, community mobilisation officers and wider consortium.</p>

Logframe Indicator	Next milestone target 30 Sep 2015	Current level of progress against milestone target at end of quarter reported on 30 June 2015	Brief explanation of current level of progress	Activities planned in the next quarter to continue progress
			<p>Benjamin Bernard from a village in Yambio has been listening to the <i>Our School</i> programme for some time, and also participates in a GESS listening club. He says that the <i>Our School</i> programme and discussions at the listening clubs have helped him to learn a lot and changed the way he thinks. <i>“I have learnt that even if a girl conceives she should go to school because education is key and such are the future leaders, in those days girls used to be kept at home and given in marriage when she conceives but nowadays things have changed.”</i> Although his eldest daughter fell pregnant he plans to send her back to school after the baby is born. In addition he has supported his 35 year old wife to go back to school. He also illustrates how the impacts of the radio programmes and community mobilisation work are catalysed beyond those who directly interact with GESS activities. He mentioned that when he <i>“learns things from Our School programme I come home and call my neighbours especially the girls around in my neighbourhood and share with them things I learnt.”</i></p>	

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Output 1.1: Number of adults reached with girls' education radio outputs	No target for 2014; 1.4m by 30 Sep 2016	946,000 (as per the previous quarter)	<p>In this quarter, call-in discussion programmes for <i>Our School</i> have been introduced on NTC, Jonglei FM and Voice of Kajo Keji, as well as on Voice of Hope to allow a feedback platform and deeper engagement for audiences. While most are relatively new partnerships, Voice of Hope is a CRN partner that was previously unable to run call-ins because of the broadcast slot. Consequently the broadcast slot was changed to integrate call-ins. Considering the positive reaction from stations like VoH and NTC on how audiences are responding during call-ins, the supplementary programme is likely to help increase reach and sustain regular listenership.</p> <p>Support to <i>Our School</i> from an experienced Senior BBC Producer, continued until the end of April. Her support to the editorial and production work is further enhancing the quality of content, which will continue to increase and maintain listenership of <i>Our School</i>. Whilst embedding herself as part of the senior Editorial team in Juba to mentor the Senior and Deputy Editor, she also played a key technical advisory role. This included focused observation on, and subsequent adjustments to the <i>Our School</i> production system and programme distribution process to radio stations. This has helped to improve workflow efficiency and enhance the quality of key areas in the production cycle including selection of contributors, and reviewing of scripts. She also worked with the Project Director to develop a methodology to assess the progress and development needs of individual, and to then create Producer Development Plans (PDP) for <i>Our School</i> Producers, she used this analysis to plan the next Producer training workshop. The training was led by the same Senior Producer in June and the workshop combined common areas of need in gender sensitivity, editorial and production with bespoke surgery sessions for individuals to improve their weaker skills.</p> <p>The number of adults reached will also be influenced by the quality of management and technical capacity of personnel within broadcast partner stations playing <i>Our School</i>, and producing associated programming. Recognising this, BBC Media Action is delivering intensive training to 7 partner stations in the Catholic Radio Network,</p>	<p>The team will be preparing the RFP for the midline survey, further work on which will commence in September 2015.</p> <p>Embedded training for CRN radio stations will continue beginning with Anisa FM in Yambio, Western Equatoria in July.</p> <p>Additional Nuer language emergency programmes will be produced alongside Dinka language programmes. State Anchors in Greater Upper Nile have been provided with existing emergency programmes to begin using them in the POCs in their states.</p> <p>Visual storytelling materials will be used by CMOs, particularly in those areas where there are still linguistic barriers.</p>

Logframe Indicator	Next milestone target 30 Sep 2015	Current level of progress against milestone target at end of quarter reported on 30 June 2015	Brief explanation of current level of progress	Activities planned in the next quarter to continue progress
			<p>imparting editorial, production and management skills resourced by multiple projects across the South Sudan portfolio. In this quarter CRN Station Managers and journalists each received a week of training in Juba followed by embedded training and support at individual stations. By the end of the quarter such training had been completed at Tonj FM in Warrap and Radio Emmanuel in Torit, Eastern Equatoria.</p> <p>Throughout the quarter, reach of the programmes has been extending to people displaced by conflict through the <i>Our School</i> Emergency Nuer programme. The programme has been playing regularly in existing, weekly listening groups, delivered through TDH, a humanitarian partner in the UN House POC sites in Juba. In additions, a second Simple Arabic language programme was produced and preparations were finalised to produce Dinka emergency programmes in Aweriel with relationships and logistics established on the ground. However, as these initial Dinka programmes are being produced by the <i>Our School</i> Deputy Editor, ring-fencing time without compromising the core programme has been difficult. Time has been identified in July where he will be able to travel.</p> <p>In April, Community Mobilisers and Team Leaders or Team Leader representatives from the four states that did not receive CM training in March (WBG, NBG, Warrap and Lakes) were trained in Wau. They received training which included interactive activities on how to use Visual Storytelling materials. The Visual Storytelling prints have been directly informed by the <i>Our School</i> radio programmes, and because the prints are an alternative to the radio programme in areas where communities do not comprehend languages in which <i>Our School</i> is produced, the visual materials will extend reach.</p>	

Logframe Indicator	Next milestone target 30 Sep 2015	Current level of progress against milestone target at end of quarter reported on 30 June 2015	Brief explanation of current level of progress	Activities planned in the next quarter to continue progress
Output 1.2: Number of school communities reached with the community mobilisation activities	192 school communities reached	106 School Communities reached out of potential 120, totalling 221 school communities reached by CM activities by the end of June 2015. This has so far exceeded the annual logframe target by 26 school communities.	<p>A new cycle of Community Mobilisation began in April 2015. State Anchors were contacted in early March to identify new school communities in alignment with 2C priority schools so activities could commence in April. State Anchors were also guided by BBC Media Action in Juba to update their state level CM strategic plans, which are being treated as 'working documents'.</p> <p>The activities between April to June were made up of at least 402 listening club sessions, 237 community dialogues and 42 music dance and drama activities. Apart from Upper Nile and Western Equatoria, all States reached target school communities for CM Cycle 2. In Western Equatoria no school communities in Mundri West were reached due to the conflicts in the area and personnel challenges. Consequently, in Western Equatoria 8 out of 12 School Communities were reached by the middle of the cycle. In Greater Upper Nile, spikes in violence amidst ongoing insecurity, particularly in April and May was the major constraint on activities in this region. In Upper Nile it was only possible to reach 5 out of 12 school communities, but in Unity, despite the intense fighting, 8 out of 12 school communities were reached.</p> <p>Design and production of the visual storytelling materials to support CMOs were completed. Each Visual Storytelling batch covers 13 different topics inspired by real stories from the Our School programme. The materials come with written descriptions of the pictures to avoid misinterpretation. The prints will improve the effectiveness of CM activities as an engaging visual aid for CMOs. Approval was also granted for State Anchors to purchase motorbikes for the CMOs. This will resolve a critical logistical issue and with less travel time required, CMOs will be able to increase time spent on planning and delivering activities.</p> <p>Mobile smartphones were distributed to all 30 CMOs. The KoboCollect mobile data collection system went live this quarter with an aim to improve the regularity and depth of information with which CMOs report on their activities.</p>	<p>Visual storytelling materials will be distributed to all CMOs through the State Anchor and motorbikes for all relevant CMOs will be purchased.</p> <p>Edits to the 'key learning points' document for the Our School programmes, that were needed for a CMO audience, will be finalised and the document will be rolled out in the next quarter.</p> <p>The National Community Mobilisation Coordinator will be leading a series of CM monitoring visits across States to assess how the CMOs are performing. This will be with particular reference to areas covered in the CM training including facilitation and moderation skills, recognising, exploring and challenging gender insensitive attitudes and norms that act as barriers to girls' education, and encouraging positive actions amongst the communities.</p>

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<p>Output 1.3: Percentage of people in the sample study who demonstrate awareness and understanding of elements of the school system that support girls' education</p>	<p>no target for 2014; +5% from baseline by 30 Sep 2016</p>	<p>Baseline: 22%</p>	<p>Our School programmes in this quarter addressing or linked to elements of the school system included a programme on School Fees. This programme focused particularly on schools giving parents enough notice to prepare fees and raised aware that the Education Act states that no one can be denied education due to lack of fees. The programme on parents visiting school also highlighted the importance of household connection with the schools, including keeping track of whether girls are attending school, whether teachers are present and what the students are being taught.</p> <p>Abraham Makere a teacher from Western Bahr El Ghazal said he has learned a number of things from Our School. He said one of the topics he learnt about is how to deal with bad classroom behaviour. Previously he beat pupils who abuse and fight each other and who laugh at each other while teaching and other bad classroom behaviour. But in Our School, it illustrated how it can be dealt with without beating. Mr. Makerere said giving pupils a small piece of land to clear away, water flowers, pick the rubbish and doing other minor things are new techniques in how bad classroom behaviours can be dealt with an he says he does not beat children anymore. "After listening to this story of classroom behaviour, if I was the teacher of Adau (the girl in the story who went to another School because of classroom behaviours) I would already feel I can convince her not to leave School."</p> <p>As well as Our School a Quarterly studio discussion programme looking at the role of parents and community in use of school funds (including capitation grants) sparked lively feedback from audiences. Nelson from Ifuyanyak in Eastern Equatoria said that he was pleased because the panel explained clearly what capitation grants should be used for, but was worried that even if money is spent as intended, it might not improve performance in schools. He wanted the panellists to ensure that academic improvement matches improvement to the school.</p> <p>While QDP recordings from Weerbei in NBG and Radio Good News in Lakes were remitted there have been delays at other key stations</p>	<p>Another Quarterly Discussion programme will be produced which is likely to touch on elements of the school system.</p> <p>In addition some of the new Our School programme topics will address elements of school system following consultations with GESS Consortium partners.</p>

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			<p>tasked with producing QDPs in producing/sending the programmes. The Juba team has been following up intently. The intention was to broadcast them together, hence a decision to hold back the ones for Weebei and Lakes, but preparation for broadcast will now continue as the other recordings are pursued.</p> <p>In call-in programme after the episode on School Fees there were mixed responses from listeners about how they had seen capitation grants being used. In Eastern Equatoria, James, a student from a school in Torit said he had seen the capitation grant used to mend a school fence and repair a window. Oteka from Obo in Magwi county said his local primary school bought new desks and constructed three additional class rooms. However Titus in Hai Matara said he felt funds were being misused. He said that he and other parents had been assessing the use of funds in the schools where their children are studying and had seen no improvement. The latter's story demonstrates parents using knowledge of the school system and working together.</p>	

Logframe Indicator	Next milestone target 30 Sep 2015	Current level of progress against milestone target at end of quarter reported on 30 June 2015	Brief explanation of current level of progress	Activities planned in the next quarter to continue progress
<p>Output 2.1: Cumulative number of unique, individual girls receiving one cash transfer</p>	<p>Total = 75,000 GESS = 75,000 GRSS = 0</p>	<p>CT payments for 3,864 girls had been approved in the June ETMC (first approvals thus running a month ahead of 2014). Due to the compressed GRSS Budget process for 2015-16, the July ETMC has been delayed.</p> <p>132,179 girls were listed in the system as being eligible to receive Cash Transfers (as of 22 July: https://www.sssams.org/ams/reports.php), subject to data validation. The indicator relates to a cumulative number of individuals: 64,480 individual girls were sent 2014 cash transfers, and as of 22 July, 45,317 girls are registered on SSSAMS as being in P5, i.e. they are guaranteed new individuals eligible for cash transfers. Assuming these girls pass through the validation process, this indicates a likely cumulative total of ~110,000 individuals receiving at least one cash transfer by the end of 2015.</p>	<p>Eligible girls are currently undergoing the data validation process at schools. First 2015 Cash Transfer payment execution is expected in August after more efficient payment execution methods have been selected in consultation with MoEST.</p> <p>CGA has provided technical support to ensure the prioritised registration, validation and cash transfer enrolment of new intake of (promoted) P5 girls due to receive CTs for the first time. 3,864 girls were approved in June.</p> <p>The July ETMC was postponed from 10 July due to the accelerated 2015-16 Budget process.</p> <p>As of 22 July, Arthur Dimas, the Mobile Money consultant who drafted the Mobile Money guidelines has returned to Juba to conduct interactive sessions with all stakeholders (including Mobile Network Operators, banks and GRSS). If M-Money is authorised, GESS is looking into piloting the use of M-Money as payment execution method of CTs.</p> <p>Continuing engagement with GRSS re possible transition of funding burden – report to follow GRSS Budget 2015-16, but more likely that some secondary CGs will move onto Budget this year than CTs.</p>	<p>Work is ongoing to engage with financial services providers to mitigate the Value for Money threats posed to cash transfers by the increasing divergence between official and effective exchange rates SSP:USD (3.1 and 12.5 respectively, as at 22 July).</p> <p>CT payment execution methods for 2015 are due to be selected within the coming weeks. The issues of exchange and payment execution potentially interrelate.</p> <p>We continue to closely follow the development of Mobile Money in South Sudan as an option for payment execution: indications from consultant Arthur Dimas are that the guidelines will be signed off by CBOSS by the end of September; Mr Dimas is discussing with CBoSS, at the request of GESS and the Banks, the possibility of GESS piloting the use of Mobile Money ahead of the guidelines coming into force.</p>

Logframe Indicator	Next milestone target 30 Sep 2015	Current level of progress against milestone target at end of quarter reported on 30 June 2015	Brief explanation of current level of progress	Activities planned in the next quarter to continue progress
<p>Output 2.2: Cumulative number of schools receiving one capitation grant</p>	<p>2,885 primaries (GRSS-funded) 215 secondaries (GESS-funded)</p>	<p>2759 individual primary schools approved to receive CGs and their money sent by MoEST by June 30th. A further 270 were due for approval at July ETMC.</p> <p>By June 30th, a further 202 individual secondary schools' capitation grants were approved by MoEST and paid by GESS. A further 14 were due to be approved at July ETMC.</p> <p>Roughly 200 individual primary schools' CGs are known to remain stuck with SMOFs, in contravention of the instructions they were given.</p> <p>On this basis, we expect the Sept 30th Milestone to be exceeded in July or August 2015.</p> <p>See www.sssams.org and ETMC papers for the (materially higher) total numbers of CGs paid across 2014 and 2015 (well over 5000 CG tranches).</p>	<p>In Q2, MoEST approved the introduction of capitation grants for Early Childhood Development centres (ECDs) and Teacher Training Institutes/Colleges (TTIs/TTCs). While some TTIs/TTCs have already been trained and completed the required tools, in Q3 there will be a workshop inviting all institutes/colleges throughout the country so that they may be supported in applying. GESS will support the facilitation of this workshop.</p> <p>The 'frontloading' of capitation grants in 2015, whereby the school is paid 70% up front and 30% in their second tranche allows schools to implement their plans early in the school year, while the incentive to account for the money is retained. This also provides greater support to schools, including in the conflict-affected states where they may face long logistical and operational delays which may also result in delays in having their CG approved.</p> <p>Accountability: By 16/07/15, 35 primary schools had accounted for at least 80% of their 2015 Tranche 1 capitation grants, while 1961 out of the 2670 primaries approved to be sent Tranche 1 by MoFEP-GRSS in 2014 have returned their accountability ledgers. Of the 455 primary schools paid under Tranche 2 in 2014, 269 schools had accounted for their capitation grants. As mentioned left, around 200 primary schools had not received funds sent them, because of delays or worse by a few SMOFs after ETMC approved funds and MoFEP transferred money to states.</p> <p>By 16/07/2015, 167 secondary schools had accounted for at least 80% of 2014 capitation grants out of 184 schools that received Tranche 1 payments. Of the 15 secondary schools that received Tranche 2 payments, all had accounted for them.</p> <p>Refresher trainings on cash management, planning and budgeting were conducted in Q2 to ensure that more schools were equipped to apply for and manage a capitation grant. Additionally, schools that had completed most but not all hurdles for capitation grants were given targeted support to ensure that they were able to qualify.</p>	<p>Work with the Joint Accountability Strategy team to ensure a wider public understanding of the purpose of Capitation Grants and an emphasis on the need to provide accountability for grants received. In Q3, preparations will be made for a nationwide workshop on accountability hosted by MoEST, with a particular emphasis on transfer and use of primary school capitation grants.</p> <p>Monitor, follow-up and support schools who are not reporting attendance. Will reiterate in messaging the reporting requirement to ensure that all schools are aware they must report attendance in order to receive payment.</p>

Girls' Education South Sudan (GESS) – Quarterly Progress Report (QPR) 7 – Q2-2015

Logframe Indicator	Next milestone target 30 Sep 2015	Current level of progress against milestone target at end of quarter reported on 30 June 2015	Brief explanation of current level of progress	Activities planned in the next quarter to continue progress
			Progress has been made on transition of some secondary CGs funding burdens from GRSS to GESS in GRSS Budget 2015-16, and details will be confirmed at the conclusion of that process.	

Logframe Indicator	Next milestone target 30 Sep 2015	Current level of progress against milestone target at end of quarter reported on 30 June 2015	Brief explanation of current level of progress	Activities planned in the next quarter to continue progress
<p>Output 2.3: Cumulative number of schools receiving full package of community-based school improvement programme</p>	<p>1,000 schools</p>	<p>3234 schools established school governing body.</p> <p>3043 schools elaborated the school development plan for academic year 2014.</p> <p>2093 schools elaborated the school development plan for academic year 2015.</p> <p>113 CLOs, SA TL, SA Education Officers and government representatives were trained on school governance</p> <p>8374 SMC/BoG representatives from 3141 schools were briefed on School Development Plan and School Budget writing.</p> <p>718 school-based sessions were organised for SMC/BoG in priority schools.</p> <p>473 schools received practical advice from 298 Payam Education Supervisors.</p> <p>0 schools organise school-based teacher professional development programme.</p> <p>94 CLOs, SA TL, SA Education Officers and government representatives were trained as trainers of mentors.</p> <p>492 mentors were trained from 236 schools across 9 States.</p> <p>104 schools established regular mentoring programme.</p> <p>0 schools developed low-cost learning</p>	<p>Representatives of 3034 SMC/BoG were briefed on how to write 2015 school development plan and school budget. Additionally 473 SMC/BoG received more in-depth training on school governance covering topics such as setting school governing bodies, conducting effective meetings, forming effective partnerships for school development, involving communities in school development, planning school development, managing school funds, supporting cash transfers and conducting effective monitoring.</p> <p>Data on Teachers' Needs was analysed and recommendations for the TPD design were elaborated in the form of "An Assessment of Teachers' Performance and Needs in South Sudanese Classrooms" report. The report was presented to the government and the development partners on 16 March 2015. Short term technical assistance to support the design of training programme to SA on rolling out the TPD and learning materials components was deployed. Based on the report findings, a GESS pilot TPD programme was designed for 200 schools. The programme includes training for head teachers, training for teachers, and professional development sessions for teachers incorporated in staff meetings. Training for newly recruited SA Education Specialists who are tasked to train head teachers and teachers in GESS pilot schools was designed with all associated teacher training materials.</p> <p>Recruitment of new SA staff (County Education Advisers/Officers and Education Specialists) to work on quality education component was completed.</p> <p>Education Specialists were prepared for part 1 GESS teacher professional development training workshop for Education Specialists.</p> <p>Restructure of the GESS quality education component took place, with a new quality education lead appointed. The GESS quality education strategy was revised.</p>	<p>Train 10 Education Specialists for delivering GESS pilot TPD programme and equip them with all necessary training materials.</p> <p>Continue to set up and build capacity of school governing bodies to undertake school development activities linked to improved learning outcomes.</p> <p>Organize 1-day briefing for all schools on School Development Plan and School Budget preparation.</p> <p>Train 400 SMCs on school governance.</p> <p>Work closely with at least 200 Payam Education Supervisors to jointly deliver school governance training for SMCs.</p> <p>Finalize school development planning pack for Academic Year 2016.</p> <p>Initiate recruitment of a short term technical advisor for conducting an operational review of the mentoring programme.</p> <p>Initiate recruitment of a short term technical advisor on School Supervision to develop training content for the training for Payam</p>

Girls' Education South Sudan (GESS) – Quarterly Progress Report (QPR) 7 – Q2-2015

Logframe Indicator	Next milestone target 30 Sep 2015	Current level of progress against milestone target at end of quarter reported on 30 June 2015	Brief explanation of current level of progress	Activities planned in the next quarter to continue progress
		materials.		Education Supervisors.
Output 3.1: Cumulative number of relevant research and evaluation studies conducted and disseminated to policy makers	No milestone target for 30 Sep 2015. Next milestone: 6 studies by 30 Sep 2016	4 national studies (Subnational PFM survey, School Survey, household Survey, County and Payam Survey) completed in 2014. A drill-down study on Leadership and Education Senior Management was finalised in Q2, 2015 and the CTs/CGs School Sample Survey began in Q2 and is currently ongoing across 7 states.	School Sample Surveys assessing the use of CGs and CTs is in progress as of 30/06/2015. Initial pass of 50 schools across the states to look at accountability for and impact of CGs and CTs (especially 2014 CGs and CTs), to be followed by pass of >200 schools in Sept/Oct looking at accountability for and impact of 2015 CGs and CTs. Survey both summative – what happened – and formative – positively driving accountability and showing schools and officials that funds are being followed up. Leadership and management and school fees drill-down studies also occurring during 2015.	The 4 national studies (Subnational PFM survey, School Survey, household Survey, County and Payam Survey) will be repeated in 2016. Full CGs and CTs School Sample Survey for 250 schools will be prepared for next roll-out in autumn (August-September 2015). Longitudinal Qualitative Survey will be conducted in Q3, to deliver deep qualitative knowledge about what works in girls' education in South Sudan, as well as contributing towards the broader KER aims, forming the basis of wider dissemination materials, and offering increased accountability.
Output 3.2: Maths and English Learning Assessment administered to representative sample of schools	No milestone target for 30 Sep 2015. Next learning assessment will be conducted in 2016.	1 learning assessment conducted	Major study conducted in Q3 2014 to assess learning quality which took into account a sample of 6673 papers across all tests. Report finalised in Q1 2015.	Next pass of learning assessment will be in 2016; however, some of the further trials for the literacy testing proposed in the LA report will occur in Q3/Q4 2015.

Logframe Indicator	Next milestone target 30 Sep 2015	Current level of progress against milestone target at end of quarter reported on 30 June 2015	Brief explanation of current level of progress	Activities planned in the next quarter to continue progress
<p>Output 3.3: Percentage of primary and secondary schools with SSSAMS reporting attendance of pupils and teachers regularly (at least twice in the previous month)</p>	<p>60% of schools where SSSAMS is established</p>	<p>37.39% of schools (1149 of 3073 with 2015 enrolment) have reported regularly this year (five or more reports before 30/9/15). We expect to meet or exceed the 60% target.</p>		<p>Monitor, follow-up and support schools who have not reported attendance regularly, using conditionality of CG and CT releases on SSSAMS reporting to incentivise.</p> <p>Make targeted use of incentivisation of reporting through 'bounties' of mobile phone credit transferred to those reporting</p>

2. Financial Summary

Financial Overview

Spending	GBP
Approved spending 1 Apr 2013 – 30 Sep 2018	£60,059,426
Actual spend in previous quarter (1 Apr 2015 – 30 June 2015)	£2,561,673
Proposed spending in next quarter (1 July 2015 - 30 Sept 2015)	£5,583,990
Cumulative spend to date 30 June 2015	£19,692,361
Cumulative balance to date 30 June 2015	£40,367,065

Financial overview split per sub-output

GBP	BMB TA	Output 1	Output 2a	Output 2b	Output 2c	Output 3	Total
Approved spending 2013-2018	£9,709,425	£7,080,000	£14,500,000	£12,800,000	£9,270,000	£6,700,000	£60,059,426
Projected spend in previous quarter (01Apr–30Jun 2015)	£480,000	£317,037	£2,197,436	£1,452,612	£405,587	£225,459	£5,078,131
Actual spend in previous quarter (01Apr–30Jun 2015)	£474,671	£359,372	£223,980	£794,507	£248,510	£460,632	£2,561,673
Proposed spending in next quarter (01Jul–30Sep 2015)	£488,533	£390,000	£3,101,331	£833,081	£495,587	£275,459	£5,583,990
Cumulative spend to date	£4,074,256	£2,532,921	£3,492,551	£3,682,334	£1,676,929	£4,230,668	£19,692,361
Cumulative balance to date	£5,635,169	£4,547,079	£11,004,749	£9,117,666	£7,593,068	£2,469,333	£40,367,065

Notes: The allocation of approved spending between the Outputs is in process of being updated through a contract amendment in line with the finalised strategies for each sub-component post-inception. Provisionally approved split shown here.

Projections for the previous quarter were: majorly overestimated for Output 2a because the decision was taken to hold back on cash transfer payments until a favourable exchange rate solution could be found for buying SSP; overestimated for Output 2b because of over-optimism in the proportion of schools that would return required accountabilities in time to receive grants before the end of June; overestimated for Output 2c because roll-out has continued to be slower than planned (although note that late submission of Winrock invoices means that actual spend was higher than can be reported here); underestimated for Output 3 because the cost for State Anchors to support SSSAMS was again higher than expected. Overall the projection was very significantly different from actual spend, mainly because of the delay in cash transfer disbursement. Without Outputs 2a and 2b, the projection was within 7% of actual spend.

3. GESS Programme Coordination

3.1 Governance

Three Education Transfers Monitoring Committee (ETCM) meetings took place this quarter.

3.2 Staffing changes

In June, Roland Hodson ceased to be Team Leader for GESS. He was replaced by Akuja de Garang, who was previously the Deputy Team Leader.

3.3 GESS communications

GESS commissioned a media team comprised of an experienced journalist, photographer and videographer to develop a GESS documentary and other (video) materials. The team also accompanied DFID field visits led by Richard Arden to schools around Juba County. The team will visit Greater Upper Nile in July to include images on GESS delivery in these states in the final product.

A short-term Communications Expert will join the Secretariat for one month in July 2015 to produce written communications products, in particular a briefing pack on GESS for State Ministries, and review the communications strategy.

The GESS Twitter account grew from 260 to 323 followers this quarter.

3.4 State Anchor Management

Overview of states visited in Q2, 2015, on regular monitoring visits:

State	State Anchor	Dates	Monitoring team
Northern Bahr el Ghazal	UMCOR	7-10 April 2015	Emma van der Meulen and Tim Monybuny
Eastern Equatoria	Caritas	13-18 April 2015	Yolanda Ille

GESS organised a budget workshop for all State Anchors (Team Leaders and Financial Managers) in Juba from 17-19 June 2015. All State Anchors had in-depth sessions with output leads to discuss the budget requirements for activities in the year ahead. Staffing lists were also reviewed. At the end of the workshop, all State Anchors presented a draft annual budget.

Preparations were made for the annual State Anchor performance review to take place in August.

3.5 Coordination with other development actors

- Room to Learn (RtL) has started their community engagement process and will soon start to work in selected schools. There will be an overlap with RtL and GESS intervention schools. Meetings are ongoing between RtL and GESS management to ensure this is coordinated well. RtL is considering a TOR drafted by BBC Media Action on collaboration on GESS Community Mobilisation that would expand the reach of CM activities further.
- Coordination meetings were held with UNICEF on a common advocacy and communication strategy including discussions on how GESS State Anchors can support 'Back to Learning'.

4. Challenges and Achievements per Output

4.1 Output 1 –‘Our School’ Radio and Community Mobilisation - Achievements

Applying ‘gender sensitivity’ and behaviour change

In planning for scheduled GESS Radio Producer and Community Mobilisation Officer training this quarter, and on the back of Annual Review recommendations, gender sensitivity and behaviour change was set as a cross-cutting theme for training. Consequently, additional attention was given to finding accessible ways during training sessions to explore how and why attitudes and behaviours are shaped. This was especially in relation to gender norms. BBC Media Action’s thematic Advisory team provided support to research gender sensitivity approaches and to help the Juba team translate them into bespoke training sessions, while providing guidance on the structure and framing of the training. Technical input from the GESS Secretariat Gender Adviser was also sought.

The approach taken was to explore the drivers influencing changes in attitudes and behaviour through tangible examples related to participants’ *own work* and *life experiences*. This was followed by interactive exercises and simulations to practice techniques to recognise and appropriately challenge attitudes and norms, while shaping supportive attitudes and practices in their respective radio programmes and CM activities. Such exercises were followed by constructive critiques to provide participants with clear guidance. While training CMOs on the visual storytelling materials for example, topics on cultural norms related to girls were used in exercises. Similarly, in interview skills sessions during the Producer training, Producers were tested and provided with guidance on how to challenge attitudes to women and girls that obstruct girls going to and staying in school, in an impartial, independent way. Examples of Producers already doing this in their programmes and examples of where there is room for improvement were used.

Research

The baseline for the qualitative longitudinal study was completed this quarter. This explores the attitudes, motivators and barriers to sending girls to school in four different types of community. The data is now being transcribed / translated and analysed with full reporting due for delivery throughout the remainder of the year. We have introduced regular fieldwork debriefs so that the research team are able to feedback their insights and impressions from the field to our production team in a timely and usable way.

Use of mobile technology

We successfully set up the community mobilisation data collection platform on KoboCollect and received three months of data for April, May and June 2015 via the system. This is allowing us to track the progress of the community mobilisation activities in each state and follow up on any inconsistencies or variation in performance. However, our ability to collect data is being hampered by insecurity in certain regions, problems with the telephone network and a low level of user familiarity with the software. Throughout the quarter the National CM Coordinator has been providing continuous remote tutelage to CMOs on an individual basis to help them improve their ability to fill in the forms. Whilst the mobile data collection system was being rolled out with Community Mobilisation Officers, a similar smartphone data collection system was introduced to the CRN partner radio stations to improve the frequency of feedback from stations. Feedback from the stations was extremely positive and they talked of the system alleviating the

administrative pressure of lengthy report writing. The efficacy of the system in producing satisfactory reports will be observed.

Capacity strengthening and Support to partners

Radio stations

As part of imperatives to strengthen the capacity of media partners to produce quality content focused on social and behaviour change, BBC Media Action projects including GESS are working to strengthen and support the CRN network. In this quarter the implementation phase began. Intensive training and mentoring for the CRN stations followed in-depth needs assessments in the previous quarter that provide critical insights for a training plan. Led by an experienced BBC Editor/Trainer and a South Sudanese Trainer, editorial and management training was provided to CRN Station Managers, followed by editorial training for CRN journalists. The subsequent phase involves the trainers embedding with CRN stations for two weeks to support the application of training. The international trainer has been mentoring the national Trainer who now takes over the training and delivers. The BBC Media Action GESS team fed into the TOR for the needs assessment and training plan with benefits to GESS output in mind. For example, when training stations on how to produce different formats, the GESS team requested that studio debate programmes akin to the quarterly discussion programmes be included alongside call-in discussions. In addition the GESS team worked with the trainers to develop a training session to bringing CRN together with NGOs to improve the way that local media and the development /humanitarian sector work together for positive social change. The GESS State Anchor in Eastern Equatoria, Caritas, attended the training.

State Anchors

Throughout the quarter State Anchors have received trainings and support from Output 1. The April CM training in Wau included a refresher in facilitation and moderation skills, and exercises to understand how and why people change behaviours and to unpack practical ways for CMOs to use that to challenge prevailing norms, particularly around gender. SAs also received tutorials to use the Mobile Data Collection system on Smartphones. They were also trained in how to use Visual Storytelling prints which have been finalised and will be sent to CMOs in July. In consultation with the GESS Secretariat, BBC Media Action was also able to give authorisation to State Anchors to purchase motorbikes for CMOs, thereby solving a long-standing logistical challenge. The State Anchor budget workshop also allowed the space for BBC Media Action to clarify the workplan for the remainder of year 2 and year 3. Follow-up surgeries with individual State Anchors worked to translate those workplans into line-by-line costs. Though intensive, the individual interactions with the SAs allowed for significant clarifications on both sides. Informal feedback from the State Anchors was that they felt output 1 had been presented and explained clearly.

4.2 Output 1 - Challenges

Insecurity across Greater Upper Nile and other areas

Insecurity had a destabilising effect on Community Mobilisation work in some states between April and June. In Upper Nile, a continuous ebb and flow of fighting resulted in displacement of local communities including Community Mobilisation Officers. Such a context paralysed the majority of community mobilisation activities, particularly in Melut and Fashoda counties. Work was possible in Maban during part of the quarter. Insecurity in Mundri West also created conditions that prevented CM activities from taking place in one of the three focal counties in Western Equatoria. While this has not affected the achievement of the output 1.2 target, the Juba team is considering how the CM work can be agile to offset constraints such as these during insecurity by delivering activities in a different way, or a different area in that State.

Use of mobile technology for reporting

Although a key achievement in the quarter was rolling out the mobile technology, a major challenge was the breakdown of all the mobile network and fighting between the Opposition and the government forces. As a result, in the month of June, the use of MDC became impossible in the whole of Upper Nile State. The National Community Mobilisation Coordinator was not able to contact any of the CMO in the State due to the mobile network breakdown and the conflict. Nevertheless, despite acute insecurity in parts of Unity State, the State Anchor confirmed that CMOs in Abiemnom and Pariang County were able to conduct their

community mobilisation activities. As they were unable to use the mobile phones to send their reports, they kept paper versions. The key lesson learned is that while the mobile data collection has in many ways alleviated the administrative and logistical burden, in the context of South Sudan, it is not a panacea. As such, we need to persevere with troubleshooting the Community Mobilisation Officers' challenges in using this type of technology, led by the Community Mobilisation Coordinator and be flexible to receiving the data in low tech formats at particular times.

Extending reach of radio programmes to people displaced by conflict

The *Our School* Nuer emergency programme has been used to positive effect in the Protection of Civilian (POC) site in UN House. Listening groups have been delivered through Terre Des Hommes, a partner already running education in emergency work in the POC. The programmes focus on motivating and inspiring displaced young people, particularly girls, to find ways of continuing learning and to build active support for their education amongst adult decision makers and influencers in their communities. Participants at these groups have included parents, girls and boys and have ranged in number between 15-62 participants. The programmes have been used to stimulate discussion, for participants to record their own related stories and they have also motivated participants to seek out and report back on barriers for girls in the POC. A key issue reported is the notion that if girls go to school they will become 'spoiled' and will be able to command less dowry and that they should stay at home, do domestic work and receive informal learning from family members. Such issues will be explored in future *Our School* emergency programmes. The programme has also spurred the group to put forward their own recommendations including a suggestion for the programme to be extended to other IDPs across the country, for other groups in the Juba POC to be created to engage with the programme, for a specific children's forum to be created, and for awareness raising events to take place – all with the intention of parents and children exploring and overcoming cultural barriers and allow girls to go to school.

Through this work we are learning that there is still motivation to learn during times of displacement, that schools and learning environments are operating (although with limited capacity) in the POCs and that it may be possible for the Nuer programme to move beyond motivational and inspiring stories for people without to address more topics aligned to the core *Our School* programme. Learning from the Nuer programme was used to inform the Arabic and Dinka emergency programmes.

Collaboration with wider GESS partners

Positive collaboration was achieved with GESS consortium partners on the design and production of the CM Visual Storytelling materials. Gender considerations played an important role in the design iterations and after prototype designs were produced in time for CM training, some pictures seemed to present situations and interactions that were not challenging gender stereotypes adequately. BBC Media Action consulted the GESS Secretariat and Consortium Partners, particularly the Output 2C and 2a/b/3 leads and Secretariat Gender Adviser with the full iteration of prints on issues related to accuracy and gender sensitivity. After receiving comments, these were considered by BBC Media Action while ensuring the stories still presented situations that communities would be able to relate to. These were presented back to the Consortium with a rationale for decisions made.

4.3 Output 2.1 – Cash Transfers - Achievements

- As of 22 July, 132,179 girls between P5 and S4 were enrolled on SSSAMS. Of these, 45,317 are in P5, and can therefore be assumed to be newly eligible. Combined with the 60,665 individual girls receiving cash transfer in 2014, a total of ~105,000 individual girls are expected to have received cash transfers by the end of 2015.
- Cash Transfer Enrolment Forms were printed and distributed, and validation of enrolment data for girls in schools, upon which cash transfers are calculated, began. The quality of validation at school level has greatly improved: the quality of data completed in CTEFs is high, with each girl being identified by her automatically generated pupil ID and unique CTEF serial number.

- 3,864 girls approved in June by ETMC to receive payments – an advance of a month on timings achieved in 2014. These payments will be executed in Q3, as soon as payment execution methods for 2015 are finalised by MoEST.
- A further 16 schools in Greater Upper Nile States were approved to receive cash transfers during Q2, bringing the running total for 2015 to 46.
- Of the 64,480 girls to whom cash transfers were sent in 2014, positive confirmation has been received for 46,310 girls receiving cash transfers, through returned pay lists of recipients. The balance of pay lists are being chased up from school.
- Early results from the School Sample Survey (50 schools) show that almost all CT recipient girls interviewed to date had been able to spend their money themselves, and that cash transfers were principally used on education-supporting items, such as uniforms, learning materials, shoes and sanitary items. A high proportion of AY2014 CT recipient girls were found in school in 2015 on the day that the School Sample Survey enumerators visited.
- RFQ was issued in June for payment execution services consistent with DOD2015. Five bids were received and will be evaluated in the next quarter.

4.4 Output 2.1 –Challenges

- Though there has been an improvement in the quality of the validation process and the data it collects and verifies, the logistical capacity of State Anchors and the County and Payam officials to check and sign off remains a challenge.
- The paylists from 2014 cash transfers and 2015 CTEFs are slow to be returned, delaying validation of girls for 2015; a lack of reliable transport and shipping methods is a factor in many areas.
- The increasing divergence between official and unofficial exchange USD:SSP exchange rates (1:3.1 and 1:12.5 respectively as of 22 July) poses a severe Value for Money risk to cash transfers. Work is ongoing with financial services providers on options to mitigate this risk.
- State Anchors and CLOs, who comprise the main point of contact with the schools, have a heavy workload and therefore do not always give sufficient time to the assurance of quality within the CT process. GESS has approved State Anchor employment of additional and designated CLOs to ensure that they have sufficient time and clear responsibilities for quality assurance of CTs.

4.5 Output 2b – Capitation Grants - Achievements

- 1717 primary schools and 160 secondary schools have been approved to receive 2015 CGs as of the end of Q2, including during the final ETMC of the quarter on 19 June. 360 primary schools and 17 secondary schools will be presented to the July ETMC.
- A total of 2095 primary school ledgers for 2014 had been received by 5 June 2015, compared to 2670 schools for whom funds were released by MoFEP (of this 2670, an estimated 200 schools did not receive all or part of their 2014 CGs), with 1847 Tranche 1s and 248 out of 455 Tranche 2 accounted for by 5 June 2015.
- MoEST introduced capitation grants for Early Child Development centres (ECDs) and communicated to all schools that have ECDs detailing the process required to qualify for a capitation grant. The letter was signed and sent to all State Ministries of Education on 3 June. 35 ECD schools were approved for payment.
- MoEST approved the introduction of capitation grants for Teacher Training Institutes and Teacher Training Colleges (TTIs/TTCs). Three TTIs have already provided the necessary information to qualify but GESS will facilitate a national workshop for TTIs/TTCs in Juba in early Q3 to ensure that all TTIs/TTCs have an opportunity to benefit.
- A high level ministerial trip to Lakes, Western Bahr el Ghazal and Northern Bahr el Ghazal States took place in Q2 following the development 'Joint Accountability Strategy' to address cases where State Ministries of Finance (SMoFs) had not transferred Capitation Grant funding sent by MoFEP on to schools. The resulting report was presented to the State Transfers Monitoring Committee recommended that funds not be passed on to intended recipients through SMoFs in these states. It also recommended that discrepancies in funds be recovered from the States' block grants and

sanctions be taken against defaulting SMoFs. MoFEP has promised to implement these recommendations during Q3. Implementation of the recommendation will take place during Q3.

- 'Hard to Reach' primary schools, which are generally considered to have a higher level of need and less access to goods and services, benefited from the introduction of higher CG rates, now receiving double the amount per pupil (78SSP rather than 39SSP). Hard to reach schools are defined as schools not within 20km of a State capital or within 10km of a County town, as well as all schools in Greater Upper Nile States.
- 47 million SSP out of the 60 million SSP budgeted for Capitation Grants had been utilised by the end of the GRSS financial year (aligning with the end of Q2); at the same time in 2014 only 35 million SSP had been spent.

4.6 Challenges

- Despite the high level Joint Accountability visit by MoEST officials and clear information to State Ministries of Finance them about the purpose of the funds and their duties, funds released by MoFEP to some schools in Northern Bahr Ghazal, Western Bahr Ghazal and Lakes States are still held up by the State Ministries of Finance. An estimated 300 tranches have been delayed, affecting an estimated 200 schools. MoFEP needs to implement promptly the recommendations from the report following the trip, including that discrepancies in funds be recovered through block grants, that no more capitation grant funds should be passed through the SMoFs in those States, and that MoFEP should impose sanctions on institutions not transferring funds received to the correct recipients.
- State Anchor workload is high, and there is a great deal to be done to get T1 2015 ledgers back to ensure that many more schools receive T2s than in 2014.
- The declining value of the SSP, combined with high inflation (61.2% between June 2014 and June 2015, according to the South Sudan National Bureau of Statistics) has meant that the effective value of funds sent to schools has decreased, and it may be more of a challenge to achieve key goals laid out in their School Development Plans.
- Capacity of County and Payam officials required additional support, particularly with regard to supporting school budgeting and the completion, checking and return of accountability documents.
- Logistical challenges as well as ongoing conflict in the Greater Upper Nile region continue to impede operations, but the introduction of capitation grants paid through State Anchors is improving access to funds by schools in opposition-held areas.

4.7 Output 2.3 – Quality Education - Achievements

- Recruitment of County Education Officers and Education Specialists was completed in 9 states. This will allow the quality education team to strengthen the roll-out of the school governance training, improve support to Payam Education Supervisors and roll-out GESS pilot Teacher Professional Development Programme.
- Training for newly appointed Education Specialists was designed and prepared for roll-out, which will allow Education Specialists to prepare for rolling out the GESS pilot TPD training on time.
- Over 230 SMC were trained on school governance aspects including setting school governing bodies, conducting effective school governance meetings, forming effective partnerships for school development, involving communities in school development, planning school development managing school funds, supporting cash transfers, conducting effective monitoring of school development activities.

4.8 Challenges

- Rolling out training on school governance in Upper Nile and Jonglei states remains challenging due to the security and access constraints. Attempts to reduce number of targeted schools have been made to enable the team to implement the training successfully.
- Recruitment of new County Education Officers necessitates induction training for the newly recruited staff. The initial training was scheduled to be implemented by the SA TL, and materials

for additional and an in-depth training was prepared. The induction and an in-depth training for County Education Officers will be conducted early in Q3.

4.9 Output 3a – Knowledge, Evidence and Research - Achievements

- Following the successful completion of the 4 national studies in 2014/2015, work began on the first round of 50 schools for the School Sample Survey. The School Sample Survey will be carried out annually in a sample of 250 schools, gathering data on the utilisation and impact of CGs and CTs. Data collection for the first wave will be completed by the end of July 2015.
- Preparations are underway to begin the Longitudinal Qualitative Survey in Q3, which will look at the outcomes and impact of capitation grants and cash transfers at the school level through the development of case studies, taking a strongly qualitative approach. The LQS aims to follow a schools' development over time, looking at school development, education quality, education impact and their relationship to resources, and to follow a cohort of girls, examining their motivations to stay – or not to stay – in education, and the impact of economic and social factors.
- Information received through the SSS and the LQS will feed into broader KER objectives, give early indications of impact, and feed into dissemination materials.

4.10 Challenges

- Accessibility, particularly in the GUN State, remains an obstacle to survey coverage.

4.11 Output 3b - South Sudan Attendance Monitoring System (SSSAMS) - Achievements

- SSSAMS enrolment has exceeded the 1 million mark, with pupil enrolment throughout the country standing at 1,048,160 (as of 22 July) pupils enrolled in the system, from 3073 schools with 2015 enrolment data on SSSAMS.
- Attendance reporting has continued to increase significantly since this was made an approval requirement for schools to receive CGs, with 1540 schools having reported so far this year (and over 1800, at least once ever), and 66% of the 1540 (1016 schools) reporting in the last 30 days (as of 22 July).
- Major upgrades have been made to the SSSAMS website, giving richer real-time reports, and real-time logframe progress information.

4.12 Challenges

- In certain areas of the country, lack of mobile telephone network is a challenge that is slowing down SSSAMS reporting, requiring schools to work closely with SAs in submitting hard-copy attendance reports, which are necessarily more time consuming. A map collating information received from schools on what networks they can access is at https://www.sssams.org/rpt_map.php
- Improving the data entry quality level, while good for value and sustainability, has in some cases slowed progress of data entry and upload as they better learn the system. However, with CGA technical support, SAs are making progress in speed and accuracy of data entry and uploading as well as in their storage and management of hard-copy PARs.
- Insecurity in WES, Lakes, and Greater Upper Nile States interrupted school operation and so affected daily attendance of both teachers and pupils in SSSAMS during the months of May and June in particular.
- Continued failure of SMoFs to pay some 2014 CGs sent by MoFEP for some schools in Lakes, Northern Bahr el-Ghazal and Western Bahr el-Ghazal states has resulted in a lack of motivation among these schools' managers, leading to low daily attendance reporting to SSSAMS. There is also a risk of 'contagion' of this reprehensible practice, and that it will be used as an excuse by other schools that in fact did receive their funds. The implementation of recommendations outlined

in the report which followed the high-level ministerial joint accountability visit to these States is urgently needed if schools in these States are to remain engaged with the systems.

- The tendency of some SMOEs and CEDs to make frequent transfers of head teachers and other school managers has in some cases disrupted continuity of knowledge, or institutional memory, of PARs, SSSAMS and associated systems.

Annex 1. Logical Framework

Girls' Education South Sudan v 30 April 2015										
PROJECT NAME									Assumption	
IMPACT	Impact Indicator 1		Baseline 2012	Milestone (2014)	Milestone (2015)	Milestone (2016)	Milestone (2017)	Target (2018)		
Transformed life chances of a generation of children in South Sudan especially girls through education	Gender Parity Index (GPI) for primary and secondary schools	Planned	Primary GPI =0.64 Secondary GPI = 0.42	Primary GPI =0.68 Secondary GPI = 0.46	Primary GPI = 0.70 Secondary GPI = 0.50	Primary GPI =0.72 Secondary GPI = 0.54	Primary GPI =0.76 Secondary GPI = 0.58	Primary GPI = 0.80 Secondary GPI = 0.60	The government will provide conducive atmosphere that will support the donor operation in contributing to the achievement of MOEST strategic goal and the overall development goal of the nation.	
		Achieved		Primary GPI =0.68** Secondary GPI = 0.51**						
	Source									
	MoEST EMIS and SSSAMS. **NB: these figures are estimates based on enrolment on SSSAMS. They do not follow the method of computation specified by UNESCO because of unavailability of accurate data on Gross Enrolment Ratios for primary and secondary education.									
		Impact Indicator 2		Baseline 2012	Milestone (2014)	Milestone (2015)	Milestone (2016)	Milestone (2017)		Target (2018)
	Girls' pass rate at Primary Leaving Examination and South Sudan Certificate of Secondary Education	Planned	PLE = 56.5% SSCSE = 56.3%	PLE = 58.5% SSCSE = 58.5%	PLE = 60% SSCSE = 60%	PLE = 65% SSCSE = 65%	PLE = 75.0% SSCSE = 70%	PLE = 80% SSCSE = 75%		
		Achieved		Source data not yet fully available.						
	Source									
	MoEST Exams secretariat and SMoE examination Department									
		Impact Indicator 3		Baseline 2013	Milestone (2014)	Milestone (2015)	Milestone (2016)	Milestone (2017)		Target (2018)
	Average scores on learning achievements in Mathematics and English	Planned	TBD after Maths and English baseline data on standardized test reports released	Gender disaggregated findings available per subject and class/form in this QPR.	Maths: +0.1 SD English +0.1 SD			Maths: +0.25 SD English: +0.25 SD		
		Achieved		Baseline set in 2014.						
Source										
Reports on learning assessment scores										

Girls' Education South Sudan (GESS) – Quarterly Progress Report (QPR) 7 – Q2-2015

Girls' Education South Sudan v 30 April 2015									
PROJECT NAME									
OUTCOME	Outcome Indicator 1		Baseline 2012	Milestone (2014)	Milestone (2015)	Milestone (2016)	Milestone (2017)	Target (2018)	
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 education sector by using its budget to pay salary for teachers and education managers, providing funds for school operation and capital investment. Note: enrolment projections (indicator 2) were based on data collected before the December crisis and do not reflect the impact of the crisis on enrolment.
		Achieved		T: 61.8% F: 58.8% M: 63.4% (EMIS 2013)					
		Source	MoEST - EMIS and SSSAMS. Note: data for 2014 will be recalculated in Q4-2014, based on final SSSAMS enrolment for 2014.						
	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 1-S4 = 36,000	P5-P8 = 154,000 S1-S4 = 52,000	P5 -P8 = 186,000 S1-S4 = 72,000	
		Achieved		P5-P8 = 82,491 S1-S4 = 15,436					
		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		See note below.					
		Source	SSSAMS. Note: As at 30/9, 876 schools out of 3001 schools on SSSAMS have made at least one attendance report. Enrolment and reporting have increased, but still remain insufficiently consistent to set a baseline.						
	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	27%			Baseline +5%		Baseline +10%	
		Achieved							
		Source	BBC Media Action survey reports						
INPUTS (£)	DFID (£)		Govt (£)	Other (£)	Total (£)	DFID SHARE (%)			
	60m		78.9m		138.9m	43%			
INPUTS (HR)	DFID (FTEs)								

Girls' Education South Sudan (GESS) – Quarterly Progress Report (QPR) 7 – Q2-2015

PROJECT NAME		Girls' Education South Sudan v 30 April 2015							
OUTPUT 1	Output Indicator 1.1		Baseline 2013	Milestone (2014)	Milestone (2015)	Milestone (2016)	Milestone (2017)	Target (2018)	Assumption
Enhanced household and community awareness of and support for girls' education	Number of adults (15 Years +) reached with girls' education radio outputs	Planned	0			1,400,000		2,000,000	The community environment is supportive of girls' education radio output and outreach community mobilization activities.
		Achieved		946,000					
	Source								
	BBC survey report								
	Output Indicator 1.2		Baseline 2013	Milestone (2014)	Milestone (2015)	Milestone (2016)	Milestone (2017)	Target (2018)	
	Number of school communities' reached with the community mobilisation activities.	Planned	0	437	629	845	1085	1325	
		Achieved		437					
	Source								
	GESS monitoring report								
	Output Indicator 1.3		Baseline 2014		Milestone (2015)	Milestone (2016)	Milestone (2017)	Target (2018)	
Percentage of people in the sample study who demonstrate awareness and understanding of elements of the school system that support girls' education	Planned	22%			Baseline +5%		Baseline +10%		
	Achieved								
Source									
BBC survey report									
INPUTS (£)	DFID (£)		Govt. (£)	Other (£)	Total (£)	DFID SHARE (%)			
	7.0m				7.0m	100%			
INPUTS (HR)	DFID (FTEs)								

Girls' Education South Sudan (GESS) – Quarterly Progress Report (QPR) 7 – Q2-2015

Girls' Education South Sudan v 30 April 2015									
PROJECT NAME									
OUTPUT 2	Output Indicator 2.1		Baseline 2013	Milestone (2014)	Milestone (2015)	Milestone (2016)	Milestone (2017)	Target (2018)	Assumption
Effective partnerships between Government and local organisations to deliver a community based school improvement programme	Cumulative number of (unique, individual) girls receiving cash transfers	Planned	Total =0 GESS = 0 GRSS = 0	Total = 13,500 GESS = 13,500 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	National pop. census (2014) and general election (2015) will not interrupt the operation of Girls' Education South Sudan project. The financial institutions and its technology supports the execution of cash transfer to girls and school capitation grants (direct cap. transfers are compliant with MoFCEP rules and regulations). Mobile money is compliant with GoSS/BSS regulations.
		Achieved		Total = 4,000 GESS = 4,000 GRSS = 0					
			Source GESS monitoring reports from www.sssams.org and associated tables. Note: A girl may receive cash transfers throughout life of project, 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		First Tranche: GRSS = 2,641 GESS = 183 Second Tranche: GRSS = 397 GESS = 22					
			Source GESS monitoring reports on capitation grants disbursed. CGA capitation grant 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		0					
			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 Note: this output is now de-programmed and will be formally removed from the logframe.							
INPUTS (£)	DFID (£)		Govt (£)	Other (£)	Total (£)	DFID Share (%)			
	37.1m		78.9m		116.0m	32%			
INPUTS (HR)	DFID (FTEs)								

Girls' Education South Sudan (GESS) – Quarterly Progress Report (QPR) 7 – Q2-2015

PROJECT NAME		Girls' Education South Sudan v 30 April 2015								
OUTPUT 3	Output Indicator 3.1		Baseline 2013	Milestone (2014)	Milestone (2015)	Milestone (2016)	Milestone (2017)	Target (2018)	Assumption	
Increased knowledge and evidence available to policymakers of what works to promote girls' education in South Sudan	Cumulative number of relevant research and evaluation studies conducted and disseminated to policy makers	Planned	0	3		6		9	The general condition in the community favours data collection for research and evaluation studies as well as administering learnings assessment in sample schools.	
		Achieved		4						
		Source GESS M&E systems and evaluation reports								
	Output Indicator 3.2	Mathematics and English Learning Assessment administered to representative sample of schools	Planned	0	1		2			3
			Achieved		1					
			Source Research reports and learning assessment records (Note: data collection completed by 30th September 2014, results will be released in Q4-2014.)							
WEIGHTING (%)	Output Indicator 3.3		Baseline 2013	Milestone (2014)	Milestone (2015)	Milestone (2016)	Milestone (2017)	Target (2018)		
	Percentage of primary and secondary schools with SSSAMS reporting attendance of pupils and teachers regularly	Planned	0	50%	60%	70%	75%	80%		
		Achieved		29% of 3001 schools on SSSAMS have made at least one report.						
		Source GESS Monitoring reports on attendance monitoring systems. www.sssams.org								
INPUTS (£)	DFID (£)		Govt (£)	Other (£)	Total (£)	DFID SHARE (%)				
	6.0m				6.0m	100%				
INPUTS (HR)	DFID (FTEs)									

Annex 2. Quarterly Risk Monitoring Report

State	Conflict/Insecurity (Impact on programme)	Accessibility/Logistics/Communication (Floods, roads conditions etc. impact on programme)	Institutional (schools open, salaries paid etc. impact on programme)	Risk of Capitation (fiduciary, power dynamics SMC impact on programme)	Risk of Cash (on girls, families, power dynamics, GBV etc. impact on programme)	How are risks being Mitigated?	Update on risks reported in The last quarter
EES	Relatively peaceful – Localized clashes, usually related to cattle raiding. Some crossborder insecurity at Nadapal on South Sudan – Kenya border involving both a Kenya – South Sudan border dispute and Toposa – Turkana raiding. Politically linked insecurity near Nimule (Nimule – Juba road) but access road remained open Risk L ¹	Mountainous terrain in parts of the state (Budi, Lopa/Lafon etc.) constrains access to schools, and GESS network. Telephone network coverage is poor in some Counties (Kapoeta E., Budi etc.) Risk H.	Schools are open, and functioning in general have opened Teachers' salaries being paid. by SMOE Risk M	Accountability of capitation grants is weak as most schools provide unreliable receipts or no receipts at all. In addition those purchasing items across the border e.g. in Kenya or Uganda often have no proper documentation of exchange rates. Risk of theft of grants in the transport from bank to school. Risk H	Strong cultural barriers by many Households about girls receiving and owning “cash” – perception of girls getting “spoiled”. Risk of girls being robbed when taking CTs home. Long distances, also due to limited banking structure, and high costs of transport resulted in some cash transfers not being collected. Risk H	Community mobilisation. Stringent scrutiny of lists. Advice girls (above 18) to collect CTs in groups and/or parental protection to prevent robbery. Advice schools on the safe transport of cash (of CGs).	
Lakes	Ongoing clashes between clans in most Counties, due to deep-seated revenge cycles. This restricted movement of staff;	Rain season prevented motorized access by road. The economic downturn continues to impact operations	Salaries to teachers were generally paid but County operational grants (by SMOFEP) continued not to be	Missing capitation grants of many schools remained unresolved. This has caused tension between the SA, and state ministries of	Many girls did not receive CTs insecurity on the roads leading to/from Rumbek Town. The cost of transport is also becoming	Better information and training to SMCs. Enhanced Community Mobilisation.	

¹ Likelihood of risks' on impact on the programme ranked: High (H), Medium (M), Low (L)

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	<p>CLOs, CMOs etc. and monitoring by the SA. A considerable number of schools (temporary) closed due to inter-clan clashes and/or teachers not reporting for work (linked also to their clan). Inter-State insecurity on the border between Unity and Lakes. Risk H.</p>	<p>– fuel and daily commodities cost continue to rise. Risk H</p>	<p>paid. Risk M</p>	<p>finance and education. Risk H</p>	<p>prohibitive to CT's collection for many parents or girls. Risk of girls (over 18) or parents being robbed in the CT collection process. Risk H</p>		
CES	<p>Increasing security on main roads; Juba – Lainya, Juba – Kajo-Keji etc. Insecurity and temporary closure of Juba – Terekeka road. Increased risk of violent robbery in Juba. Risk M</p>	<p>With the onset of the rainy season, accessibility to schools is more difficult. Insecurity necessitated air transport in some cases, reducing efficiency. Risk L</p>	<p>Schools opened, except temporary closure during insecurity (e.g. parts of Terekeka). Teachers' salaries were generally paid. Risk L</p>	<p>A few cases of misappropriation of CGs followed up closely with SMOE, CEDs etc. Risk H.</p>	<p>Some delays in bank-transfers and anomalies in beneficiary lists, to be resolved. Insecurity made collection of CTs more difficult for parents and girls. Increasing transport costs challenges also collection of CTs. Risk H</p>	<p>State Anchor is following up with banks and CGA team on transfer bottlenecks. Advice CMTs, parents and girls on safe collection of grants. .</p>	

NBEG	Some insecurity, mainly in Aweil N. and Aweil W. related to opposition to SPLM/A. Few cases of aerial bombardments by SAF (Aweil W. / N.) Risk M	All project areas basically accessible, although with rainy season progressively more difficult. High cost of transport and difficulty to access fuel, challenges operations and limits outreach to schools. Poor telephone network in some areas hampered communication, reporting Risk M	Schools generally are operating and teachers' salaries paid. Reduced purchasing power of salaries has a negative impact on teachers' performance. Bottlenecks in the transfer of Operational Grants to Counties by MoFEP. Risk M	Problems in transfer of CGs to schools; many CGs not paid due to problems at SMOFEP and SMOEST level. Risk H	Collection of grants by girls (>18) and parents is increasingly costly (transport cost) and on some cases risky. (theft)	Joint Accountability Team visited State but high level imposition of accountability (County Operation Grants, CGs) is still required. Good coordination with SMOEST due to new State Minister of Education.	
WBeG	Increasing risk of violent robbery in Wau town. Some insecurity on WBeG / Warrap border, due to pastoralist/ agriculturalist tensions and inter-clan fighting. Risk M	Most project sites accessible but with onset of rainy season becoming more difficult. Poor telephone network in some areas has hampered communication and reporting. Risk M	Schools generally open. Teachers' salaries are being paid. Persistent language barrier; most teachers and government officials are Arabic pattern while all of GESS' documents, and teaching methods are in English. Risk M	Capitation grants generally were delivered. Previous diversion of CGs (by SMOEST is addressed). Risk L	The collection of CTs becomes more difficult due to increasing transport costs. Risk L	Ongoing discussion to translate GESS material into Arabic. Joint Accountability Team visited the State to follow up on County Operation Grants and CGs to schools.	Diversion of CGs to construct girls' boarding schools by SMOEST discussed, but ongoing issue.

<p>Warrap</p>	<p>Some insecurity on WBeG / Warrap border, due to pastoralist/ agriculturalist tensions and inter-clan fighting. Ongoing insecurity due to inter-clan fighting between Gogrial West and Gogrial East clans, caused closure of some schools. Risk M</p>	<p>With the onset of rainy season, road access becomes more difficult (especially; Tonj N., Tonj E., Tonj S. Gogrial East). Scarcity of fuel and high cost, limited also outreach by SA. Risk M</p>	<p>Schools generally open, apart from some in conflict zones. Teachers' salaries generally paid, but blockages in Operational Grants to Counties and CGs to schools persisted. The State Minister of Education resigned over this issue. Risk M</p>	<p>Blockage of CG transfer at SMOFEP / SMOEST level. Risk H</p>	<p>No risks reported this quarter, but physical access to CTs by beneficiaries (parents, girls) is increasingly difficult due to transport costs. Risk M</p>	<p>Continued engagement with SMOEST and SMOFEP to ensure transfer of CGs.</p>	
<p>WES</p>	<p>Increasing localised insecurity in Mundri East and Maridi (towns with surrounding country side) due to SPLA / local population tensions, related also to farmers / pastoralists tensions. Closure of some schools due to these tensions. Risk M</p>	<p>No major accessibility concerns, apart from insecurity related challenges. Risk L.</p>	<p>Schools open (except where temporarily closed due to insecurity) - and teachers' salaries paid. Risk L</p>	<p>High costs for collecting capitation grants for distant schools are a burden on the schools and reduces the grants' impact as transport cost are deducted from the CGs. Risk M.</p>	<p>High cost of collecting cash transfers for pupils, and security risks to girls / parents collecting cash. High bank charges reduces also grants impact. Risk M</p>	<p>Lobby with banks on issue of charges. Information to SMC on budgeting transport in CGs and on safe transport. Ongoing awareness of CMTs on purpose and management of CGs.</p>	

<p>Unity</p>	<p>Extreme insecurity and armed incursions in April – May in most Counties south of Bentiu. Widespread destruction – also of educational facilities. Only Abiemnom, Pariang, and some parts of Mayom relatively stable. Risk H</p>	<p>Abiemnom is accessible from Agok; Pariang accessible from Yida. Most of the opposition controlled only accessible by air from Juba, if at all. Access by SA was limited to a few safe centres. Risk H</p>	<p>Schools are open in GRoSS controlled areas and teachers were paid. In opposition held areas and also 4 schools in Rubkona PoC, some teachers received incentives from NGOs. Widespread destruction of school facilities, school materials etc. due to conflict raises large needs for rehabilitation. Risk H</p>	<p>No access to financial/banking facilities in the State. High risk of funds being detained by authorities; and of unregulated taxes. CGs to schools in opposition held areas are in principle paid with GESS back-funding (as opposed to schools in GoSS controlled areas) through the CA. Risk H</p>	<p>Very limited transfers of CTs due to inaccessibility of many areas and schools. Where CTs are paid, careful protection is required to mitigate the risk to girls or parents of carrying money. Risk H.</p>	<p>SA follows all required procedures for clearance to carry and pay cash (in particular in opposition controlled zones), a tedious process.</p>	<p>Ongoing follow up of unpaid capitation grants of 2014. To ensure equity and DNH, and as an interim solution, GESS Secretariat will pay the unpaid funds while the process to recover funds from SMOF is on going</p>
<p>Jonglei</p>	<p>Localised insecurity; Duk – Uror borders, parts of Ayod, Pigi, Fangak Counties. Risk of increasing conflict again. Risk H</p>	<p>Most counties remain accessible only by air. Only Bor and Twic East were accessed by road. Risk H</p>	<p>Teachers in GRSS areas received salaries. Teaching and learning materials have largely been destroyed and schools have high rehabilitation needs. Risk H</p>	<p>Only schools in and around Bor Town have access to banking facilities. In all other others, transfer of CGs is facilitated by SA. Access to opposition areas with cash poses clearance (by both sides in the conflict) challenges Risk H</p>	<p>Only schools in and around Bor Town have access to banking facilities. Very limited transfer of CTs through bank, others facilitated by SA; costly and difficult to operate. Risk H</p>	<p>Implementation of the Greater Upper Nile Strategy by GESS. Balance access to GRoSS and opposition areas – Do No Harm.</p>	

<p>Upper Nile</p>	<p>Continued conflict, dominated by the defection of Johnson Olony loyal forces from SPLA to SPLA/IO. Malakal changed hands and is largely deserted. Conflict concentrated on Fashoda, Makal, Melut Akoka Counties. Risk H</p>	<p>Limited accessibility by air to all Counties. GRoSS moved State Ministry officials (also SmOEST) from Malakal to Melut to Renk. Risk H</p>	<p>Most schools remain closed in the State. Only teachers in GRoSS areas (mainly Renk) receiving salaries. Teaching and learning material are largely destroyed causing massive rehabilitation needs. Risk H</p>	<p>Only Ivory Bank in Renk is operational; other banks closed and often looted. Only 5 out of 27 supported CGs are transferred by bank, others by (high risk) cash transport to schools. Limited phone networks. Risk H</p>	<p>Only Ivory Bank in Renk is operational; other banks closed and often looted. Only a limited number of CTs to girls' could therefore be paid through bank, some others by cash delivery. Risk H</p>	<p>Implementation of the Greater Upper Nile Strategy by GESS. Balance access to GRoSS and opposition areas – Do No Harm.</p>	
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Annex 3. State-by-State Progress Update on Activities per Output

Table 1 School Communities reached by end of June 2015 – by State

State	April to June (Q2)	School community reached from (October 2014 to March, 2015)	Total number of school communities reached to date
EES	12	12	24
CES	12	12	24
WES	8	12	20
NBEG	12	12	24
WRP	12	11	23
WBEG	16	12	28
LKS	12	12	24
JGL	6	12	18
UTY	4	12	16
UNS	12	8	20
Total	106	115	221

Table 2 Primary Capitation Grants Paid - Progress by State

PRIMARY SCHOOLS PAID BETWEEN JANUARY AND JUNE 2015										
State	Jan	Feb	March	Total Q1	April	May	June 10th	June 19th	Total Q2	Total 2015
CES	5	14	25	44	155	203	20	2	380	424
EES	1	1	0	2	15	140	50	12	217	219
JGL	0	1	0	1		8	5		13	14
NBG	0	0	0	0	10	56	111	32	209	209
LKS	34	1	1	36	20	84	7	9	120	156
UNS	0	0	0	0			1		1	1
UTY	0	30	0	30			5		5	35
WBG	0	3	3	6	7	24	12	16	59	65
WES	0	0	0	0	36	123	96	31	286	286
WRP	1	1	1	3	55	237	9	4	305	308
Total	41	51	30	122	298	875	316	106	1,595	1,717

Table 3 Secondary Capitation Grants - Progress by State

SECONDARY SCHOOLS PAID BETWEEN JANUARY AND JULY										
State	Jan	Feb	March	Total Q1	April	May	June 10th	June 19th	Total Q2	Total 2015
CES	9	4	4	17	13	8	16	4	41	58
EES	0	2	0	2	4	3	17	1	25	27
JGL	0	0	0	0	1	0		0	1	1
LKS	3	0	0	3	1	0	3	0	4	7
UNS				0					-	-
UTY				0					-	-
NBG	0	0	0	0	1	1	4	1	7	7
WBG	4	0	1	5		4	6	0	10	15
WES	0	0	0	0	4	7	11	3	25	25
WRP	0	0	0	0	2	5	13	0	20	20
Total	16	6	5	27	26	28	70	9	133	160

Table 4 Cash Transfer - Number of Approved Girls by State

Cash Transfer – Girls approved in Q2		
	Number of schools	Sum of eligible girls approved in June
CES	40	3508
Juba	26	2211
Kajo-Keji	9	941
Yei River	5	356
Grand Total	40	3508

NB: All girls approved in Q2 were from CES. First 2015 Cash Transfer payment execution is expected in Q3 after more efficient payment execution methods have been selected in consultation with MoEST.

Table 5 Quality Education Activities - Progress by State

State	Cumulative no. of schools reached with 1 day briefing on School Development Plan and School Budget by June 2015 (total no. of schools reached with 1 day briefing)	Cumulative no. of SMC/BoG representatives briefed on School Development Plan and Budget by the end of June 2015 (total number of participants in the 1-day briefing)	No. of priority schools reached with school-based training on school governance by the end of June 2015 (number of SMCs trained in Q2)		No. of school based training sessions organised for priority schools * (no. of priority schools * no. of school-based sessions in Q4 and Q1 and in Q2)		No. of PES actively involved in the school-based sessions on school governance by the end of June 2015	No. of priority schools reached with mentoring programme by the end of June 2015	No. of school mentors trained by the end of June 2015
			In Q2	Total to date	In Q2	Total to date			
CES	640	731	38	71	78	136	20	33	99
EES	183	597	24	48	144	288	16	23	48
JGL	102	677	6	15	51	87	4	0	0
LKS	346	3460	24	48		90	52	21	42
NBG	490	490	30	60	86	156	15	30	60
UTY	120	351	27	51	50	77	30	24	34
UNS	70	234	6	15	42	76	4	27	71
WRP	473	713		27		64		27	36
WBG	219	450	27	45	60	90	17	18	36
WES	376	671	50	93	207	632	19	33	66
Total	3019	8374	232	473	718	1696	177	236	492

Table 6 Attendance Reporting - Progress by State

Attendance Reporting -- number of schools that made at least one attendance report in a reporting quarter

State	Jan-Mar 2015 (Q1)	Apr-Jun 2015 (Q2)
CES	105	481
EES	12	95
JGL	10	51
LKS	4	114
NBG	3	165
UNS	6	13
UTY	0	10
WBG	5	68
WES	27	179
WRP	18	244
Total	190	1420

Annex 4. Exam Results (Impact Indicator 1.2)

Overview of South Sudan Curriculum Secondary Examination Results for 2012, 2013 and 2014/2015												
Number of candidates enrolled			Actual number of candidates sat			Number of Candidates passed						
Gender	Girls	Boys	Total	Girls	Boy	Total	Girls	boys	Total	Girls %	Boys %	Total %
Year 2012	378	1,081	1,459	362	1,010	1,372	204	594	798	56%	59%	58%
Year 2013	617	1,313	1,930	604	1,247	1,851	333	865	1198	55%	69%	65%
Year 2014/15			4,127	1181	2851	4,032	484	1,557	2,041	41%	54.6%	51%

Source: MoEST Examinations Secretariat's results analysis.

NB: These results are for 78 examination centres across seven states. Not all secondary schools in South Sudan have transitioned to the South Sudan curriculum yet. GESS is engaging with the MoEST Exam's Secretariat to obtain access to disaggregate result data. We will update these results figures in subsequent QPRs after analysis of disaggregate results per pupil. Upgrades to SSSAMS suite are making provision for recording exam entry and result data by individual student on SSSAMS from SSCSE/PLE for academic year 2015.

Overview of Primary Eight Leaving Examination Results 2014-2015, by state														
State	Academic Year	Number of candidates sat			Number of Candidates passed			Number of candidates failed			Pass rate (%)			Notes
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys%	Girls%	Total %	
Northern Bahr el Ghazal	2014/15 (exam held Dec14)	3505	939	4444	2650	574	3224	855	365	1220	76%	61%	73%	Source: SMOE NBEG results analysis
Jonglei	2014	290	65	355	157	20	177	130	45	175	54%	31%	50%	Source: SMOE Jonglei results analysis
Jonglei (administered in Ugandan refugee settlements)	2014	234	30	264	98	10	108	136	20	156	42%	33%	41%	Source: SMOE Jonglei results analysis
Western Bahr el Ghazal	2014 (exam held Jan 2015)	1895	1004	2899	1396	665	2061	499	339	838	74%	66%	71%	Source: SMOE WBEG results analysis
Central Equatoria	2014	6202	4067	10269	4,558	2,423	6,981	1,644	1,644	3,288	73%	60%	68%	Source: public records. GESS obtained individuals pupils' results and analysis is ongoing. Figures will be updated in Q3.

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Upper Nile	2013/14 and 2014/15 combined													PLE exam for 2013/14 and 2014/15 combined held in March 2015. Papers are not yet marked. 4,851 pupils sat.
Unity	2014													Results have been submitted. Analysis to be completed in Q3.
Western Equatoria														Awaiting exam results from SMOE WES.
Eastern Equatoria	2014													Exam results have been submitted by SMOE EES. Analysis to be completed in Q3.
Warrap	2014													Individual pupils' results have been shared by SMOE Warrap. Analysis to be completed in Q3.
Lakes														Awaiting results from SMOE Lakes State.

NB: SMOE have responded to a request by MoEST to share PLE results to GESS through State Anchors in Q2. PLE pass rates are not centrally set or collected. Upgrades to SSSAMS suite are making provision for recording exam entry and result data by individual student on SSSAMS from PLE2015.