



# RESEARCH BRIEF

No. 18 - 2018

## SOCIAL AND BEHAVIOURAL CHANGE QUANTITATIVE SURVEY: ENDLINE



### Knowledge, Evidence and Research

The **Knowledge, Evidence and Research (KER)** component of the **Girls' Education South Sudan (GESS)** programme aims to generate increased knowledge and evidence for policymakers of what works to promote girls' education in South Sudan, about programmatic causality and impact, and to provide lessons learned to inform future programmes and other contexts. The KER develops an evidence base for the project interventions, linking inputs to outcomes and impacts, and gathers broader information about what works in girls' education. The Programme gathers data continuously through the South Sudan School's Attendance Monitoring System (SSAMS), twice yearly through Longitudinal Qualitative Survey, yearly through School Sample Survey, and then has set piece Baseline (2014), Midline (2016), and Endline (2018) survey waves.

activities, including listening clubs and community dialogue sessions through solar-powered wind-up radios.

The Endline survey aimed to collect data on the reach of 'Our School' and its impact on the knowledge, attitudes, and behaviours related to girls' education in South Sudan. It also gathered data on the media landscape in South Sudan and the media consumption of 'Our School's' audiences.

This survey's findings were compared with the indicators collected at Midline in 2016 and Baseline in 2014. Given the return of conflict in 2016 and its subsequent rapid escalation, and the resulting displacement of a large proportion of the population, the Endline survey included questions to allow us to understand how displacement may have affected education outcomes.



### Quantitative Survey Objectives

This social and behavioural change component of GESS aimed to create a supportive socio-cultural environment for girls' education through social and behavioural change communication (SBCC) using radio programming and community mobilisation and outreach.

We produced 'Our School', a 15-minute magazine-style radio programme targeted at girls, their parents, community leaders and teachers. 'Our School' episodes aired on national and local radio stations, as well as during community mobilisation



### Methodology

The Endline research methodology was based on a nationwide quantitative survey with 3,040 adults (aged 15+). The survey used a nationally representative random probability sampling approach. Data was collected using face-to-face interviews and took place between May and July 2018. The Endline research also included focus groups with participants in community mobilisation activities as well as a review of the key qualitative studies completed over the life of the Programme.



## Key Findings

Despite the challenging context in South Sudan, particularly over the last two years of the Programme, Our School reached a significant proportion of the population and has continued to make a positive impact on education outcomes.

Our School contributed to people being more informed about and engaged in education in South Sudan. Regular audiences were more knowledgeable about the education system; discussed education more with their daughters, as well as family and community members; and took a more active interest in their child's education by, for instance, talking to them about the importance of education and helping them with their homework.

### The 'Our School' audience

Our School reached nearly a third (31%) of the adult population (people aged 15 years and over); an estimated 1.9 million people. Although more than 1.5 million people left to seek refuge in neighbouring countries between July 2016 and August 2018, Our School has retained a loyal and engaged audience: 93% of listeners tuned into every other episode in 2018.



### Community mobilisation activities extended 'Our School's' impact

The number of school communities reached with listening groups, interactive drama and community dialogues increased from 437 in 2014 to 1,763 in 2018, surpassing its final target of 1,325. These activities give people a chance to listen to the programme and discuss it in groups, extending the Our School listenership and impact to those who may not have access to radio, and to those who speak a different language to that of the programme.

### Prompting discussion about education

Overall, levels of discussion about education issues has remained relatively consistent throughout the lifetime of the project. Those who reported discussing education did so largely within their immediate family. Regular Our School listeners who had children were significantly more likely to talk with their daughters about their education than non-listeners who had children. Regression analysis showed that regular listeners of Our School were 1.3 times as likely to

discuss education with daughters as non-listeners, even when other factors were taken into account, such as age, gender and education level.

### Building knowledge around the school system and the laws governing education in South Sudan

Overall, levels of knowledge and understanding about education issues in South Sudan have increased since Baseline in 2014. Regular listeners to Our School have consistently demonstrated higher levels of knowledge about education compared with non-listeners. Regression analysis showed that regular Our School listeners were 1.4 times as likely to have higher knowledge of the school system as non-listeners (such as on term dates, registration procedures and exam dates) and 1.6 times as likely to have high knowledge on laws (for instance, the teacher's code of conduct, mandatory school attendance, laws that prohibit abuse).

Building awareness of initiatives that support girls' education Over the course of the Programme, general awareness of initiatives supporting girls' education increased (including GESS Cash Transfers, Capitation Grants, training for Head Teachers and teachers, school mentors and School Management Committees). In 2018, 65% of respondents were aware of three or more initiatives, compared to 22% in 2014 and 57% at Midline. Regular Our School listeners were significantly more likely than non-listeners to be able to identify three or more initiatives at Midline and Endline, reaching 83% in 2018.

### Improving understanding of the benefits of girls' education

Understanding of the benefits of girls' education increased over the project period, from a low level at Baseline, where only 27% of respondents were able to identify four or more benefits, to 49% at Endline. Regular Our School listeners were significantly more likely to mention four or more benefits, compared with non-listeners, increasing from 42% at Midline to 57% at Endline. Regression analysis also showed that regular listeners of Our School were on average 1.2 times as likely to mention four or more benefits of educating a girl. The benefits mentioned ranged from improving a girl's chance of getting a job in the future, to being able to take care of her family.

*"I have learned from the programme that I should not give much work to my daughters and I have started doing that and I will make sure they go to school."*

- Our School listener, Yambio

## Fostering supportive attitudes towards the right of girls to education

Supportive attitudes towards the right of girls to an education continued to be generally positive, with 66% of respondents at Endline strongly agreeing that ‘girls and boys in South Sudan should have the same right to an education’, and over half reporting that ‘it was absolutely essential to send girls to school.’

While Our School regular audiences were consistently more likely than non-listeners to hold positive attitudes around gender equality in education, 42% agreed with the statement ‘if there is a limited amount of money, it should be spent on boys first’. This suggests that in circumstances of economic hardship, deeply entrenched attitudes around prioritising boys’ education over girls remain prevalent.

## Encouraging participation in education

Participation in education related activities was significantly higher throughout the Programme among regular audiences of Our School compared to those who did not listen. For example, at Endline, 62% of those who listened to Our School reported having visited a local school compared to 42% of non-listeners. Similarly, 68% of regular listeners said they travelled to school with children to ensure their safety compared to 48% of those who did not listen. Regression analysis showed that regular listeners of Our School were on average 1.6 times as likely to have been involved in an education activity than non-listeners.

## Addressing financial barriers to education

“Lack of money for fees” continued to be the main reason for boys and girls dropping out of school, rising to 72% of respondents from 66% at Midline. Regular Our School listeners were more likely to take actions related to budgeting to keep their children at school. For instance, 72% of regular listeners reported having saved money or sold something to pay for school fees, compared to 56% of non-listeners. Regression analysis found that regular listeners were 1.4 times as likely to have done this compared to non-listeners, even after controlling for other factors such as education and income levels.

## School attendance among girls is increasing

School attendance figures from the South Sudan School Attendance Monitoring System (SSSAMS) indicate that while more boys are still enrolled in school than girls, in 2018 the latter make up 46% of the school population compared with 40% in 2014. Regular Our School listeners with a daughter were significantly more likely to say she was in school compared to non-listeners, even after controlling for a number

of other factors, such as levels of income and education.

## Impact of Our School in a context of displacement

Notably, the impact of Our School did not decline following the outbreak of conflict in July 2016 and the resulting large-scale displacement. Regression analysis on Endline data shows that listeners who had been forced to leave their homes in the last two years were just as likely to know more about education, discuss and participate in education-related activities as listeners who had not been displaced.

## Recommendations

- Research to identify social norms, attitudes and barriers to educating girls in certain parts of the country where attendance of girls is lower would support the development of targeted programming to foster supportive attitudes towards sending girls to school.
- It is vital that future programming continues to be engaging and informative, so that it prompts wide discussion and gives people the confidence to make their opinions heard. Discussion plays a major role in gradually breaking down the social norms that hold behaviours in place. Programmes and activities should continue to question traditional belief systems, and showcase ordinary people and influencers challenging them too.
- Programming should continue to address some knowledge gaps. For instance, knowledge about the cost of enrolment and about whether or not teachers were allowed to beat a child is still limited.
- Attention to gender differences in levels of knowledge and participation in education activities should be the focus of any future programming. Men were more likely to answer questions correctly about the school system and consistently reported higher levels of participation – they were more likely to say they had travelled to school with their child or to be a member of School Management Committees or Parent Teacher Associations.

**Full reports are available on our website:**

[www.girlseducationsouthsudan.org](http://www.girlseducationsouthsudan.org)

# INSPIRE

# EDUCATE

# TRANSFORM



## AIM

Girls' Education South Sudan (GESS) is a programme that will transform the lives of a generation of children in South Sudan – especially girls – through education. South Sudan, the newest country in the world, has some of the lowest educational indicators, with education of girls being among the lowest. Very few girls who begin Primary education continue to Secondary school; in 2017, 138,578 girls started Primary school, but only 3,816 completed Secondary school. GESS is determined to change this, so that all girls can go to school, stay in school and achieve in school.

## MANAGEMENT

Girls' Education South Sudan (GESS) is an initiative of the Ministry of General Education and Instruction (MoGEI), Government of the Republic of South Sudan, funded by UK aid from the UK government, and the Government of the Republic of South Sudan. In order to realise its strategic objectives of eliminating barriers to girls' education and promoting gender equality throughout the education system, MoGEI is supported by a consortium, led by Cambridge Education, and including BBC Media Action, Charlie Goldsmith Associates and Winrock International.

The Programme began in April 2013, and will last until September 2018.



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