



RESEARCH BRIEF

No. 16 - 2018

SCHOOL SAMPLE 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 (SSSAMS), 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.



Methodology

The sampling frame was based on the list of schools previously identified during the Midline School Sample Survey conducted in 2016. The list included all schools registered in SSSAMS, set up as part of GESS, excluding those privately owned. The sample was based on a random, stratified sample, where clusters included all learners within the relevant classes of selected schools. The sample is robust to schools rendered unavailable by insecurity or bad weather, which were replaced at random with another school drawn from the same stratum.

116 Primary schools and 39 Secondary schools were visited across all ten former States. Of these, 144 were found to be operational. Overall a total n=97 Primary schools and

n=34 Secondary schools were sampled. Proportionally, this is representative of the current ratio of Primary schools to Secondary schools in South Sudan and is comparable to Midline.



School Sample Survey Objectives

The purpose of the School Sample Survey was to gain an overall picture of the state of the Primary and Secondary schools in South Sudan, understand the education experiences of learners (particularly girls), teachers, and education managers, and assessing the impact of GESS.

Executive summary

- Since the 2014 Baseline, the wider context in which the South Sudanese education system operates has deteriorated, with 1.84 million IDPs and 2.47 million South Sudanese refugees in neighbouring countries, rising food insecurity and increasing financial pressure on households and schools¹.
- Insecurity and economic collapse have compounded the pre-existing barriers to education for girls and boys, of family poverty and unequal access to education.
- In spite of these barriers to education, not only has school enrolment risen from 928,000 in 2014 to over 1.7m in 2018 (www.sssams.org), but this survey provides evidence that schools have seen visible improvements in terms of infrastructure, number of teaching staff, attitudes towards girls' education, enrolment and the quality of education.
- The survey provides evidence that support by GESS initiatives has had a positive, tangible impact in terms of: notable differences in school facilities as a result

¹ South Sudan Humanitarian Bulletin Issue 6, 16 July 2018, UNOCHA

of Capitation Grants; Cash Transfers to girls reducing pressure on household spending on education related and non-related items; and the Our School radio programme has encouraged children regarding the importance of working hard and attending school.



Key findings

Capitation Grants continue to have an impact on improving the school environment, but their effective value has significantly reduced since the start of the Programme.

Unlike at the Midline, spending on voluntary teachers is no longer the most commonly reported use of the Capitation Grant, consistent with new regulations, and the introduction of IMPACT² incentives; only 14 schools reported using Capitation Grants for incentives, apparently showing that Ministry of General Education and Instruction's (MoGEI) regulations have been effective. The most commonly reported item was classroom maintenance or improvement, with semi-permanent classroom construction following closely behind. With the effective value of the school grant relatively small, the use of the grant on such large capital projects may indicate a process of leverage from other local budgets. Latrine maintenance, textbook and exercise purchase were among the remaining commonly reported uses of the Capitation Grant.

On average, 75% of projects completed with Capitation Grant money were verified by enumerators during the visit. Full accountability is required for schools to qualify for subsequent Capitation Grant tranches, and there are numerous reasons why the receipt might not be produced at the unannounced inspection, e.g. receipts may be stored offsite.

Cash Transfers continue to have an impact on girls' attendance; spending on uniforms and school shoes predominates, which are requirements for attendance.

The vast majority of Cash Transfer recipients reported receiving the correct amount of Cash Transfer (96%). Spending patterns have remained consistent since 2014, with uniforms, shoes and exercise books the most frequently purchased items (77%, 54% and 53% respectively). School bag, pens and pencils were also common purchases (44% and 32% respectively). Personal items, such as soap and sanitary pads, which play an important role in preventing female attrition from education were purchased by 39% and 32% of girls respectively. The proportion of girls who report having sole control over the spending of their Cash Transfer increased from the Midline (87%) to 94% at Endline. Where Cash Transfer spending was decided by the family, approximately half of respondents reported that the transfer was spent on sibling school fees or school equipment. Girls who received Cash Transfers were less likely to report

missing a day of school due to housework. Girls who received the Cash Transfer in 2017 reported having taken, on average, 4.6 days absent in the past year, compared to 6.9 days taken by girls who reportedly not received Cash Transfer. 85% of recipients who received Cash Transfer in both 2016 and 2017 reported they wished to further their education, compared to 82% of those who received it just in the past year. This compares to 89% of those who never received the transfer. The rate for boys was 83%.

Total number of teachers has increased broadly in line with increasing enrolment, but teachers continue to be under-qualified.

Overall, the number of teachers per school has risen since both the Baseline and Midline; on average, schools reported having 10.1 teachers. The vast majority of Head Teachers and teachers are still male (94% and 91% respectively), but average numbers of female teachers per school has improved to 2.5 female teachers, up from 1.1 at Baseline.

There has been a slight increase in the proportion of Head Teachers and teachers having Bachelor degrees - 16% up from 13% at Midline. Approximately 11% of teachers have a Bachelor's in education, up from 9% at Midline. The proportion of teachers having only Secondary education certificates has increased for both Head Teachers and teachers since Midline.

Consistent with the Baseline and Midline, sickness continues to be the main reason learners miss school.

Personal illness and illness of relatives remain first and second place reasons for learner absence, with over 50% of boys and girls reporting absence due to ill-health in 2018. Girls continue to report childcare as a reason for absence from school, though the proportion has fallen from 16% at Midline to 11% at Endline; in both time periods more girls than boys (8%) report childcare as an issue. Consistent with the Midline, fractionally more boys than girls report absence from school to perform domestic duties.

The impact of insecurity is marginally down since the Midline, but remains high compared to the Baseline.

Insecurity as a reason for absence has fallen since the Midline, with 20% of boys and 18% of girls affected at Endline; at Midline 27% of boys and 31% of girls reported absence due to insecurity. As in the Midline, insecurity affects Secondary-aged males the most. Figures for both Endline and Midline are enormous increases from Baseline, consistent with the deteriorating security situation in South Sudan.

Equipment shortages persist, especially for items which are basic requirements for teaching and learning.

Head Teachers reported that chalk, computers and teacher guides for textbooks are absent from the classroom. Chalk is reported as an issue by 59% of Head Teachers, 51%

report missing computers and 32% miss teacher guides for textbooks. 82% of Head Teachers reported that chairs were their priority concern, along with 80% reporting that desks were an issue. Given increased enrolment (from 928,000 in 2014 to over 1.7 million in 2018), it seems likely the reported shortages of desks and chairs is indicative of classes filling-up with learners.

Physical punishment remains widespread for both female and male learners, and is viewed by learners as a major barrier to education.

Clearing the compound remains the most common form of punishment, as reported by Head Teachers, teachers and learners alike. This is consistent with both the Baseline and Midline reports. Beatings were reported by just 20% of teachers – down from 31% at Midline, though were more commonly reported by learners; the proportion of learners reporting receiving a beating is over twice that of the proportion of Head Teachers and teachers reporting the same.

Attitudes towards girls' education amongst teachers have slightly improved since the Baseline.

74% of teachers and 70% of Head Teachers reported disagreeing or strongly disagreeing that boys are more suited to higher education than girls. This is a slight improvement, although there is a high proportion of educational professionals who have consistently disagreed with this statement.

Learners report high ambitions; the longer a learner is in school the more likely they are to want to complete education.

Overall, Primary learners show less aspiration to reach Secondary 4, across both genders. However, by Secondary school, the difference in aspiration between boys and girls almost disappears, and a near identical proportion of male and female learners reported aspiring to reach Secondary 4.

Cost of education continues to be seen as the major barrier to remain in school

Just as at Baseline and Midline, the cost of schooling remains the biggest perceived obstacle reported by learners. In the Endline, 58.5% of learners cited cost of school fees as a barrier to completing their studies. This is lower than at Baseline (66%) but up from 47% at Midline. This year, more boys (63%) cited this as a reason than girls (54%). Despite GESS interventions, it seems likely that the ongoing economic crisis and reduced value of both Cash Transfers and Capitation Grants mean that cost is still a significant barrier to education.

Fewer teachers reported receiving GESS training at Endline, but observable indications of improved teacher capacity.

12% of Head Teachers reported receiving GESS training in

2018, down from 54% in 2017³. The number of teachers self-reporting preparing a lesson plan for all lessons has increased from 65% at the Midline to 74% at Endline; these in turn are a dramatic improvement from just 15% at Baseline. This may indicate teacher capacity and productivity increasing as a result of GESS. The majority of schools (56%) reported participating in the mentor programme, though the majority of teachers in the sample were not teacher mentors. The majority of schools were reported to have established a girls' club at Endline.

Recommendations

- Basic needs for schools remain a critical concern. Capitation Grants funded by GRSS in 2018/2019 have been adjusted upwards, but remain well below original target levels. Continuing funding for basic school items, through Capitation Grants at sufficient rates, is crucial to continuing the positive trends in educational quality.
- Integrating government or NGO-provided health services to school, and joining up of education and health administration at County level, may help to reduce absence, and increase overall levels of learning.
- Cost of education is still reported as a major barrier to education. Consider expanding the Cash Transfer programme to include the most vulnerable children, regardless of gender. A full vulnerability analysis could be conducted to examine the vulnerability of learners.
- Cash Transfers are tangibly improving girls' access to education, but the declining effective value of the Cash Transfer in context of the economic crisis could weaken positive enrolment trend. If transfers are not adjusted to account for exchange rate depreciation inflation and worsening economic situation, learners may not be able to purchase essential learning materials.
- Corporal punishment remains a barrier to education, that could be addressed, at no cost, by regulation.
- IMPACT incentives have reduced Capitation Grant spending on teachers' incentives, but without reliable, consistent, and reasonable salary payments to attract and retain qualified teachers in the profession, these may not be translated into transformative education.
- The practical effectiveness of Capitation Grants and Cash Transfers is proven: it would now be logical to take advantage of diminishing marginal costs to scale.
- The Endline confirms that the longer a learner is in school the more likely they are to want to complete their education; policies should seek to reduce drop-out.
- Further guidance and training on accountability and record-keeping would be helpful for school management.
- If County and Payam officials are to supervise schools, they need to be paid a viable wage, and have operational funding to do so.

Full reports will soon be available on our website:

www.girlseducationsouthsudan.org

3 TPD phased out at the end of 2017

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.



www.girlseducationsouthsudan.org

For additional information, contact:

