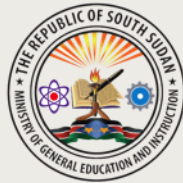




Girls' Education South Sudan (GESS)

Inspire. Educate. Transform.



Project Overview



Impact

Transformed life chances of a generation of children in South Sudan, especially girls, through education.

Outcome

Improved girls' enrolment, retention and learning at primary and secondary school.

Output 1

Enhanced household and community awareness of and support for girls' education.

Output 2

Effective partnerships between Government and local organisations to deliver a community based school improvement programme.

Output 3

Increased knowledge and evidence available to policymakers of what works to promote girls' education in South Sudan.

Expected Results

to be achieved by 2018:

- 1 150,000 individual girls in primary and 50,000 in secondary directly supported by the programme.
- 2 240,000 individual girls benefit from programme's broader package of support.
- 3 300,000 boys also benefit from programme's broader package of support to schools.
- 4 2,000,000 adults (15+) reached with girls' education radio outputs.
- 5 2,600 schools are being supported with community-based school improvement.
- 6 3,400 schools benefitting from Capitation Grants.
- 7 Learning outcomes improved, drop-out rate and repetition rates decreased in all States.



Key Achievements

- 'Our School' radio programme is broadcast on **32 national and local radio stations** across South Sudan, in **9 languages**. In 2016 Our School reached **2 million listeners**.
- **1,763 cumulative school communities** reached with Community Mobilization.
- A **cumulative total of 284,160 individual girls** had received at least one Cash Transfer
- **3,735 primary schools and 311 secondary schools** have received a Capitation Grant.
- GESS recorded highest ever enrolment in 2017: **1,6m named pupils** (44.4% girls; 55.6% boys), but insecurity has disrupted their education in many areas.
- **2,665 schools** reached with School Governance training.
- **2,587 teachers and Head Teachers** received teach professional development training
- **3,700** (15,200 school representatives) briefed on how to write School Development Plans and School Budgets.
- **3,000 schools** supported by the Payam Education Supervisors to writing school development plans & budgets.



Delivering Projects In South Sudan -Tips

Conflict Sensitivity-Adaptability-Flexibility

- GESS nationwide approach ensures DNH, conflict sensitivity.
- Effective remote/decentralised management model (State Anchors, SAMS, radio programmes) and strengthening of Duty of Care.
- A more conflict-sensitive approach and recognising emerging needs of conflict-affected communities is key e.g. motivational inspiring stories following December 2013 crisis.
- GESS interventions are adaptable, e.g. Capitation Grants and Cash Transfers funds follow the pupils; radio broadcasts continue as long as networks are on air.
- Qualification criteria for Capitation Grants were adjusted in conflict-affected areas.
- Multiple/hybrid approaches to get grants to schools and cash to girls, and to reduce risks to partners and schools.
- Use of agency banking model contributed to increased and timeliness reach of Cash Transfers.
- Quality Education training is school-based and implemented by locally-based staff who adapted work plans, training sequences and locations in areas affected by insecurity.
- Agile management of research, e.g. changing the design of LQS in Wau after fighting broke out in 2015 to focus on an education needs assessment during displacement and how *Our School* could help.



Delivering Projects In South Sudan: Lessons Learned

- Regionally specific/appropriate radio/BCC programmes engage audiences most effectively; Combination of radio and community mobilisation is complimentary, maximizes reach.
- Disaggregated and rich data instrumental in enabling the work of GESS and supporting synergies with the Ministry of Education budgeting and development partners
- Unrestricted, lightly conditioned, adaptable cash-led approaches have proved to be very successful in the most fragile and conflict affected areas
- School-based approaches more cost effective, reaches beneficiaries in their location & fosters participative supportive learning & ownership
- Ownership and political buy-in allows key in leveraging resources from the government and sustainability.



Delivering Projects In South Sudan: What gets in the way?

- Higher level political economy – the use of aid to drive trade deals, benefit the home base, exercise political influence
- The donor/recipient interest divide
- IDLA and so-called “development partner” unilateralism and appalling levels of actual donor coordination
- Polarisation in relation to the humanitarian/sector development debate
- Determined drives to access the dosh by those who have no right to it

