



Africa
Education
Trust

*Education is the key
to development*



EVE

Empowering village education

**Improving Enrolment and
Retention of Girls in Primary
Schools in South Sudan**



Empowering Village Education

Contents:

EXECUTIVE SUMMARY	2
1. INTRODUCTION	4
1.1 SELECTION OF EVE SCHOOLS	4
1.2 DATA COLLECTION AND ANALYSIS	4
2. ACTIVITIES AIMED AT IMPROVING THE ENROLMENT, RETENTION AND PARTICIPATION OF GIRLS	6
2.1 SCHOOL MOTHERS	6
2.2 ADVOCACY TRAINING	8
2.3 SOCIAL ISSUES KITS	8
2.4 COMMUNITY MANAGED SCHOOL DEVELOPMENT GRANTS	8
3. RESULTS	9
3.1 OVERALL TREND IN ENROLMENT IN EVE SCHOOLS 2008 - 2010	9
3.2 ENROLMENT AND RETENTION OF GIRLS IN EVE SCHOOLS, 2008 - 2010	12
3.3 OVERVIEW OF ENROLMENT AND GENDER BY STATE	16
Central Equatoria	
Jonglei	
Lakes	
Western Equatoria	
4. CONCLUSION	20
ANNEX 1: DATA COLLECTED BY AET OUTREACH OFFICERS AND SCHOOL PTAs	21
ANNEX 2: SUMMARY OF EVE DATA	22
ANNEX 3: SUMMARY OF EMIS STATE DATA	23

Acronyms:

AET	Africa Educational Trust
EMIS	Education Management Information System
EVE	Empowering Village Education
LRA	Lords Resistance Army
MoE	Ministry of Education
GoSS	Government of South Sudan
PTA	Parent Teacher Association

Executive Summary

Enrolment of girls in primary schools in South Sudan is particularly low. In 2006, only 34% of students enrolled were girls and less than 1% of those that enrol go on to complete primary education¹.

In response, the Africa Educational Trust (AET) in cooperation with the Government of South Sudan (GoSS) and state Ministries of Education introduced the Empowering Village Education (EVE) project in 2008, which adopted a community-based approach to provide support for 100 of the most disadvantaged primary schools and communities in four of the ten states of South Sudan (Lakes, Central Equatoria, Western Equatoria and Jonglei). One key objective of the project was to improve the enrolment and retention of girls in the project schools. A number of project activities were designed to help achieve this objective including advocacy training, the development of relevant teaching and learning materials, community managed school development grants and an innovative “School Mother” scheme.

The project also included a large element of data collection. The purpose of the data collection was to monitor project impact over the duration of the programme and to build up a more comprehensive understanding of the state of education within marginalised communities across the four states of South Sudan.

School PTAs and Outreach Officers (AET South Sudan staff based within the communities who help implement and monitor projects at the community level) were trained to collect data from the 100 EVE community primary schools. Data was collected on numerous aspects, including: enrolment of girls and boys, number of teachers and availability of facilities, resources and equipment. Data was collected at various points throughout the project including baseline data in 2008 and end of project data in 2010.

By the end of the project complete data sets were available from 64 of the EVE schools. The data from these 64 schools was then analysed to assess progress and evaluate the outcomes and impact of the project. Comparisons were made with information obtained for all schools (government, community and private) in the four states using data compiled by the Education Management Information System (EMIS) Unit of GoSS. The majority of EVE schools were included in the EMIS data. This report focuses specifically on information obtained about the enrolment and retention of girls.

¹ UNICEF, 2006, Rapid Assessment of Learning Spaces in Southern Sudan

The schools supported through the EVE project were selected by the state Ministries of Education (MoEs) who prioritised some of the most disadvantaged and least accessible schools in their state. So, for example, in 2008 at the start of the project girls made up only 33.6% of the pupils in the selected (EVE) schools as compared with 38.5% in the schools generally. The average pupil-teacher ratio was 61 in the EVE schools but only 51 in the state schools overall. The EVE schools selected were the more disadvantaged and one aim of the project was to help them overcome this disadvantage.

Between 2008 and 2010, the percentage of girls in EVE schools increased from 33.6 to 36.4%, an increase of 2.8% in the proportion of girls in school. In comparison, MoE data for non-EVE schools² in the four states showed only a 0.8% increase in the proportion of girls in school. The increase in the proportion of girls enrolling into EVE schools was significantly greater than that seen enrolling in non-EVE schools. There were 1,060 (13%) more girls than expected in the EVE schools (based on non-EVE school enrolment rates) and 253 (1.6%) more boys than expected. This is significant at $p < 0.0001$ using Chi-squared. If this rate of improvement was maintained then EVE schools would be on a par with other schools in the states within 1.5 years.

The other trend emerging from the enrolment data for EVE schools is a decline in the number of primary 1 pupils but increases over all other grades, particularly in the number of girls. This indicates greater retention rates. Data for the distribution of girls across primary schools shows that in 2008 only 20.8% of girls in EVE schools were enrolled in primary 4 and beyond. This increased to 27.8% in 2010, an increase of 7%. In comparison, EMIS data for non-EVE schools in the four states shows that the percentage of girls in the upper grades (4 – 8) increased from 27.4 to 31.0%, an increase of 3.6%, again reflecting better progress in the EVE schools compared to other schools in the states.

Progress towards girls reaching the upper grades (4 – 8) of primary school has significantly improved in EVE schools compared to non-EVE schools. In 2010, we would have expected 2,272 girls in grades 4 - 8 in the EVE schools if the trend was the same as that seen in the non-EVE schools. We observed 2476 girls or 204 extra girls (9% more than expected). This is significant at $p < 0.001$ using Chi-squared.

These findings support the conclusions of the EVE final evaluation, which highlighted the value of the EVE project including the School Mothers' role in improving the enrolment and retention of girls. The effect of the project activities on improving the enrolment and retention of girls in primary schools, although moderate in numbers was significant.

² Data for non-EVE schools was obtained using EMIS data for the four states and subtracting the EVE data.

1. Introduction

The overall aim of EVE was to develop, pilot and evaluate a model for the active involvement of local communities in improving access to and the quality of learning and teaching in disadvantaged local primary schools. Amongst the specific objectives for the project, was one to improve the enrolment and retention of girls.

1.1 Selection of EVE Schools

EVE schools were selected by the state MoEs who prioritised schools which were amongst the most disadvantaged and least accessible in their state. For example, in 2008 at the start of the EVE project:

- 33.6% of pupils in EVE schools were girls compared to 38.5% for all schools in the states
- The average pupil-teacher ratio in EVE schools was 61 compared to 51 for all schools in the states
- Only 10% of classrooms in EVE schools were permanent and 41% were outdoors, compared to 22% permanent and 36% outdoor classrooms for all schools in the states

1.2 Data collection and analysis

In order to measure progress and the enrolment and retention of girls, PTAs and AET South Sudan Outreach Officers were trained to collect school baseline data, and conduct monthly and quarterly data collection and monitoring. Baseline data

was collected from the EVE schools in four states of South Sudan in 2008 and 2010 and included information on enrolment, teacher numbers and performance, and availability of facilities and resources. Information was gathered through monitoring visits, registers, interviews with teachers, heads and pupils and observations. A detailed methodology can be found in Annex 1.

A number of challenges arose in the management of data resulting from inconsistencies in data collection and data entry errors for some schools. In addition, a significant number of the schools were

A typical EVE school classroom

in Western Equatorial State



affected by conflict over the duration of the project and as a result schools closed, merged or moved to safer locations. For example, whole schools and communities were evacuated both in Western Equatoria due to Lords Resistance Army (LRA) activities and in Lakes as a result of internal fighting and cattle raiding. Further, the education system has been downsized in some states partly to reduce the salary budget, thus forcing a number of smaller schools to close. In some cases alternative schools were able to replace those unable to continue with the project. This has meant that complete data sets were not available for all EVE schools.

By the end of the project, complete data sets with both 2008 and 2010 data were available for 64 of the 100 EVE schools. This represents 16 of the EVE schools for each state. Partial data sets were also obtained from 45 other schools. The results in this report are based on the 64 complete sets.

The purpose of this study was to measure the effect of the EVE project in promoting the enrolment and retention of girls. The various approaches adopted by EVE to achieve this are outlined in section 2. The analysis first looks at the overall trend in enrolment in the EVE schools (section 3.1) and then focuses on the enrolment and retention of girls (section 3.2). Finally in section 3.3, the enrolment and retention of girls is broken down by state and comparisons are made with GoSS data from the Education Management Information System (EMIS) representing schools across the state as a whole.

2. Activities aimed at improving the enrolment, retention and participation of girls

2.1 School Mothers

In South Sudan there are very few female teachers and at the start of the project only 23 of the EVE schools had one or more female teachers. This meant that there was a lack of female role models and mentors for girls in school. The School Mother scheme was developed to help fill this gap. 100 women from the EVE communities were selected to be trained as School Mothers. The main aim of this approach was to get more girls enrolled and remaining in school through providing a more supportive school environment. School Mothers support and encourage girls with their education both in and out of school by providing advice, assistance and information on issues such as health and sanitation. They represent girls' views and needs to head teachers, PTAs and MoEs, undertake advocacy work within the community, conduct home visits, and raise awareness of the importance and right to education for girls.

According to the final external evaluation School Mothers were the best executed component of EVE and provided inspiration to children, parents and the wider community. They brought:

“phenomenal improvements in the learning environment, particularly in making schools attractive to girls by providing a trustworthy and reliable voice that not only provided necessary information on how to manage their adolescent transitions, but provided important skills in making sanitary protection materials and gave the girls a major voice for advocacy and emotional support.”

There were also unexpected achievements, with School Mothers also commended for their attention to the needs of boys and their efforts to get girls back into school after pregnancy.

School Mother giving training



Case Study

Teresa is a School Mother in Mayom Primary School, Lakes State. Through EVE she received training to support girls and other disadvantaged children in school. Teresa holds weekly meetings with a group of the school girls, through which she has identified a number of problems the girls are facing in the process of their schooling, both problems from their homes and within the school. Through her efforts, recognised by the parents and village elders, Mayom Primary School has increased enrolment and retention of girls. Not only that but the girls have performed very well in school, for example, for the first time there are 2 to 3 girls among the top ten in each and every class.

Teresa meeting with school girls



The girls now report feeling more protected. For example, one school girl was expelled due to some reasons the school authorities termed as misconduct, but Teresa struggled to resolve the problem and brought her back to school. The community is so appreciative of the role that Teresa is playing, that some baby girls were this year baptized with the name Teresa.

2.2 Advocacy training

PTAs received community level training on advocating for girls' education as well as in monitoring enrolment and retention of pupils in schools. State level education meetings were organised involving a range of stakeholders including head teachers, PTAs, School Mothers, government, local education authorities and NGOs. These provided opportunities for PTAs to work with the School Mothers and represent their communities in raising awareness of the importance of girls' education and also the need to strengthen primary education in rural areas.

2.3 Social Issues Kits

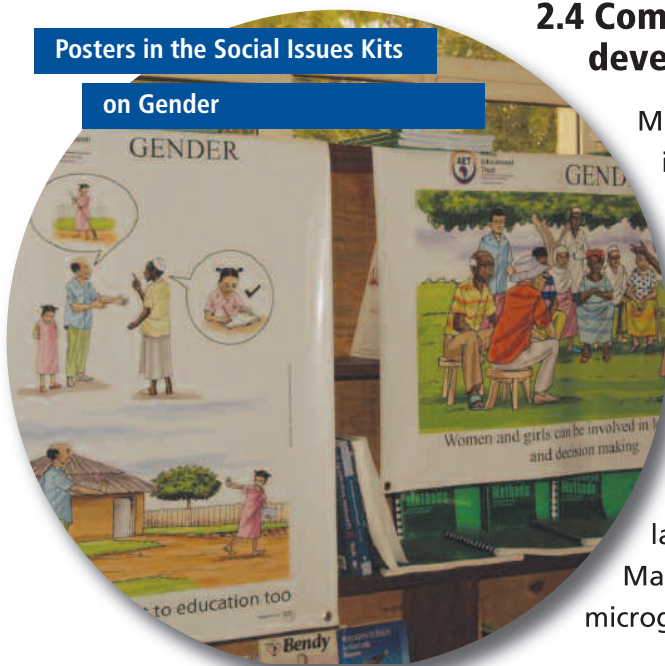
Social Issues Kits are sets of teaching and learning materials relating to relevant social and development issues. During EVE, AET supported the local development and distribution of Social Issues Kits on Gender, HIV/AIDS, Human Rights, Disability, and Water and Sanitation. The Kits consist of a teaching manual, lesson plans, supplementary readers, booklets, audio materials on CDs, and posters. At least three teachers from each school were trained on the content of the Social Issues Kits and on how to plan and deliver lessons on these topics. National and state MoEs were also provided with the Kits and in Central Equatoria, the MoE requested that EVE schools include the lessons in their timetables so that the Kits would be used each week.

2.4 Community managed school development grants

Microgrants were provided for primary schools to implement school improvement projects, especially those related to gender. PTAs were trained in identifying problems within their schools and simple proposal writing and project design. To be considered for a microgrant, PTAs submitted a proposal to AET South Sudan for improving school facilities. Microgrants included the provision of school uniforms for girls and the construction of latrines, classrooms, kitchens and school gardens. Many of the school communities topped up the microgrants with their own resources, money or labour.

Posters in the Social Issues Kits

on Gender



3. Results

3.1 Overall trend in enrolment in EVE schools 2008 - 2010

Between 2008 and 2010, the total enrolment in the 64 EVE schools increased by 1,256 pupils (Table 1). There was a decrease in primary 1 enrolment but an increase of 2,492 pupils across all other grades suggesting fewer drop outs. The external project evaluation attributed increased enrolment to children joining EVE schools from neighbouring schools, enrolment of out of school children and reduced drop out and absenteeism.

The consistent feature of the EVE primary schools across all four states remains that the vast majority of pupils are in the lower classes. The higher the grade, the smaller the number of pupils enrolled. This trend is consistent with that for primary education in the states as a whole. For example, in 2010 EMIS data shows that there are 155,944 fewer pupils in grade 8 compared to the number enrolled in grade 1, implying that less than 5% of pupils enrolling in grade 1 reach grade 8, (although other factors may be involved).

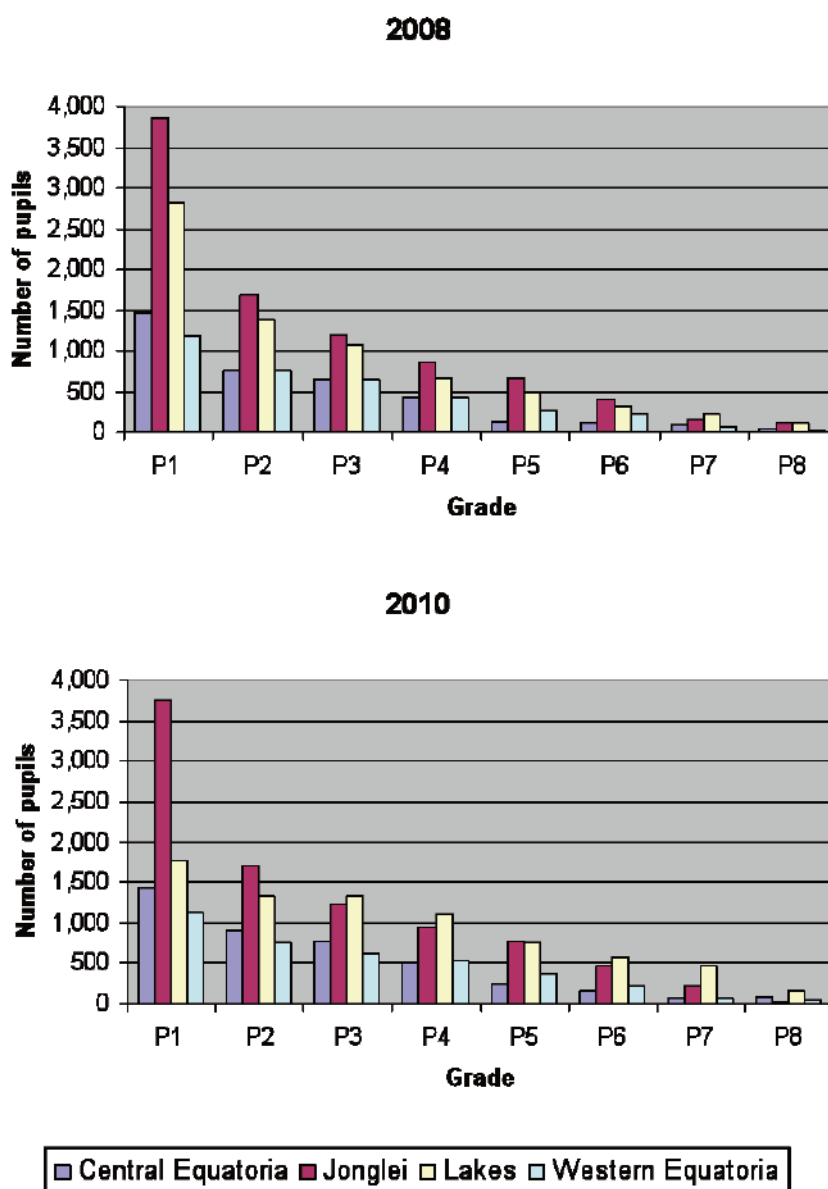
However, in the EVE schools, the gap between grades has reduced especially between primary 1 and 2, implying that more students are progressing through primary school. In 2008, approximately 49% of students progressed to primary 2. This figure increased to 58% in 2010³.

TABLE 1: Change in total enrolment in EVE schools from 2008 to 2010

Total enrolment	P1	P2	P3	P4	P5	P6	P7	P8	Total
2008	9,330	4,588	3,563	2,388	1,555	1,029	513	279	23,245
2010	8,094	4,699	3,958	3,093	2,118	1,385	848	306	24,501
Change	- 1,236	+ 111	+ 395	+ 705	+ 563	+ 356	+ 335	+ 27	+ 1,256

³ Note that this is only an indication of retention as the figures do not account for other factors such as the number of students repeating a grade

Figure 1: Total Enrolment in EVE schools by state and grade in 2008 and 2010



As Figure 1 shows, the trend for higher enrolment in the lower grades is most pronounced for Jonglei, which had more than double the number of primary 1 pupils in 2010 than any other state. Jonglei is the largest of the four states, with the highest population of school aged children in South Sudan, as well as the highest Net Enrolment Rate ⁴ of the four states at 46.7%. However, there are relatively fewer schools per school aged population so classes tend to be some of the most overcrowded. EMIS data shows that Jonglei has roughly the same

⁴ The Net Enrolment Rate is the number of children of official primary school age that are enrolled in primary school as a percentage of the total school age population.

number of schools as Central Equatoria but almost double the number of pupils enrolled. The average school size was therefore much higher, with 608 pupils per school in 2010 including 187 pupils per school in grade 1. In comparison, the average school size in Central Equatoria in 2010 was 310 pupils.

The biggest change in EVE schools, from 2008 to 2010, appears to have occurred in Lakes, where there was a decrease of 1,058 pupils in primary 1 pupils but an increase of 1,469 across other grades. This appears to reflect major changes within individual EVE schools for example between 2008 and 2010 some schools saw up to 600 fewer pupils attending as a result of communities being evacuated due to insecurity. Other EVE schools took on over 500 additional pupils as other nearby schools closed or merged with the EVE schools. The school closures partly result from the State Ministry in Lakes closing a number of primary schools in 2007 and 2008 in part to reduce the teaching budget. This has had an impact across the state as a whole, as EMIS data shows that there were 10,500 fewer new pupils enrolled into grade 1 in 2010 compared to 2008.

On average, EVE schools in Central and Western Equatoria are smaller than those in Jonglei and Lakes. This is consistent for schools across the states as whole as shown by EMIS data. Central and Western Equatoria also have the highest proportions of school aged children out of school. In Central Equatoria they are often sent to search for income generating activities in the fast developing capital city, Juba. While high levels of insecurity in Western Equatoria as a result of LRA fighting has led to communities and schools being evacuated and the fragility of the situation has left communities reluctant to settle and send their children back to school.

Table 2 and Figure 2 show that while the majority of pupils in EVE schools are still in the lower grades, indicators of retention rates have improved from 2008 to 2010. In 2008, only 24% of pupils in EVE schools were in grades 4 to 8. In 2010 this proportion has increased to 32%, an increase of 8%. In comparison, indicators for non-EVE schools⁵ in the four states showed that the percentage of pupils in the upper grades increased from 29 - 32%, an increase of 3% (Table 3).

TABLE 2: Enrolment in EVE schools by grade as a percentage of total enrolment

	P1	P2	P3	P4	P5	P6	P7	P8
2008	41 %	20 %	15 %	10 %	7 %	4 %	2 %	1 %
2010	33 %	19 %	16 %	13 %	9 %	6 %	3 %	1 %

⁵ Data for non-EVE schools was obtained using EMIS data for the four states and subtracting the EVE data.

FIGURE 2: Enrolment in EVE schools by grade as a percentage of total enrolment

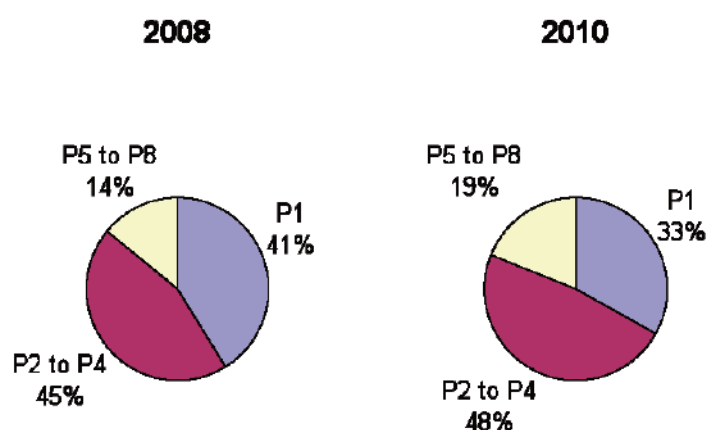


TABLE 3: Enrolment in non-EVE schools in the states as a percentage of total enrolment

	P1	P2	P3	P4	P5	P6	P7	P8
2008	34%	21%	16%	12%	8%	5%	3%	1%
2010	29%	21%	18%	14%	9%	5%	3%	1%

3.2: Enrolment and retention of girls in EVE schools, 2008 – 2010

Comparing Tables 4 and 5 shows that the increase in the number of girls enrolled in the EVE schools over the course of the project is greater than the increase in the number of boys enrolled. In 2010, there were an additional 1,122 girls enrolled (across the 8 years of primary school) compared to an increase of just 134 boys. This difference reflects the decrease in enrolment in primary 1. In 2010, 17% fewer boys were enrolled in primary 1 in EVE schools compared to 7% fewer girls.

Increases in total enrolment across grades 2 - 8 indicates better rates of retention in primary school. As a result, the percentage of girls enrolled in EVE schools has increased across all grades and overall from 33.6% to 36.4% showing progress towards gender equity. Compared to EMIS data (Table 6), this increase is 2% higher overall than for non-EVE schools in the states. Despite this progress, in the four states, a further 6,659 girls would still need to be enrolled in the EVE schools to achieve gender equity.

TABLE 4: Total enrolment in EVE schools by grade and gender in 2008

2008	P1	P2	P3	P4	P5	P6	P7	P8	Total
Boys	5,806	3,043	2,456	1,580	1,118	760	435	248	15,446
Girls	3,524	1,545	1,107	808	437	269	78	31	7,799
Total	9,330	4,588	3,563	2,388	1,555	1,029	513	279	23,245
% Girls	37.8 %	33.7 %	31.1 %	33.8 %	28.1 %	26.1 %	15.2 %	11.1 %	33.6 %

TABLE 5: Total enrolment in EVE schools by grade and gender in 2010

2010	P1	P2	P3	P4	P5	P6	P7	P8	Total
Boys	4,824	2,929	2,553	2,038	1,414	969	638	215	15,580
Girls	3,270	1,770	1,405	1,055	704	416	210	91	8,921
Total	8,094	4,699	3,958	3,093	2,118	1,385	848	306	24,501
% Girls	40.4 %	37.7 %	35.5 %	34.1 %	33.2 %	30.0%	24.8 %	29.7%	36.4 %

TABLE 6: Progress towards gender equity in EVE schools compared to schools in the states as a whole

Girls enrolment as a percentage of total enrolment	EVE Schools	EMIS school data	Non-EVE schools
2008	33.6 %	38.5 %	38.7 %
2010	36.4 %	39.4 %	39.5 %
Change 2008 – 2010	+ 2.8 %	+ 0.9 %	+ 0.8 %

The schools selected for EVE were some of the more disadvantaged in the states and as such the gender gap was significantly higher in the EVE schools at the start of the project than for the states as a whole. However, between 2008 and 2010, EVE schools made better progress towards gender equity showing a clear increase in the percentage of girls enrolled, while gender parity has changed little for the states as a whole.

TABLE 7: Enrolment of girls in EVE schools by grade as a percentage of total girls' enrolment

	P1	P2	P3	P4	P5	P6	P7	P8
2008	45.2 %	19.8 %	14.2 %	10.4 %	5.6 %	3.4 %	1.0 %	0.4 %
2010	36.7 %	19.8 %	15.7 %	11.8 %	7.9 %	4.7 %	2.4 %	1.0 %

The increase in the proportion of girls enrolling into EVE schools was significantly greater than that seen enrolling in non-EVE schools. Over the course of the project EVE schools enrolled 1,060 (13%) more girls than expected and 253 (1.6%) more boys than expected. This is significant with a p value <0.0001 using Chi-squared.

Improved retention of girls is further illustrated in Table 7, which shows the distribution of girls across the primary school grades. The proportion of girls reaching higher grades has improved. In 2008 only 20.8% of girls enrolled in EVE primary schools were in primary 4 and beyond, this increased to 27.8% in 2010. Further the proportion of girls in primary 7 and primary 8 has more than doubled. In comparison, EMIS data (Table 8) for non-EVE schools in the four states showed that the percentage of girls in the upper grades increased from 27.4 to 31.0%. While the percentage of girls in the upper grades is still higher in non-EVE schools, there was better progress in the EVE schools.

There has been significantly better progress towards girls reaching the upper grades (4 – 8) of primary education in EVE schools compared to non-EVE schools. In 2010, we would have expected 2,272 girls in grades 4 - 8 in the EVE schools if the trend was the same as that seen in the non-EVE schools. We observed 2476 girls or 204 extra girls (9% more than expected). This is significant at p<0.001 using Chi-squared.

TABLE 8: Enrolment of girls in EVE schools as a percentage of total girls' enrolment

	P1	P2	P3	P4	P5	P6	P7	P8
2008	34.7%	21.9%	16.0%	12.1%	7.7%	4.5%	2.3%	0.8%
2010	29.3%	21.5%	18.2%	13.6%	8.7%	5.0%	2.6%	1.1%

In a 2010 survey of 207 boys and 189 girls, 46% thought that boys were more likely to finish school (Table 9) because boys faced fewer obstacles to prevent them completing school such as early marriage, pregnancy and discrimination by parents.

38% thought both had a chance of finishing school because both girls and boys were seen to be interested in succeeding, both work hard and want to go on to secondary school.

Only 16% felt girls were more likely to complete school than boys, although this was provided they could be protected from early marriage and had support from their parents. A number of students suggested that boys were more interested in earning money than studying.

TABLE 9: Opinion of primary school pupils on who is more likely to complete school

Most likely to finish school (%)			
	Both	Boys	Girls
Boys asked	36 %	59 %	5 %
Girls asked	41 %	31 %	28 %
Total Boys and Girls	38 %	46 %	16 %

Case Study

Jane is 15 years old and in standard 7 at Rajaf East Basic School in Juba County. She says:

"I have been in this school for the last six years. I stay with my father and mother and I have 3 brothers and 2 sisters. I enjoy singing and English at school but our school does not have a library and so we have no access to text books.

I travel to school daily by foot. We don't play at school because we do not have any games equipment at our school; we have seven classrooms only and some old latrines. I like my school very much but I dislike the classrooms because they are dusty and there was no classroom for P.8; but with the help of AET, a new classroom was constructed for P.8 (pictured).

I don't miss classes except when I am sick and I think it is very important to go to school because that is my future and I want to become a teacher if I complete school. The School Mother also visits us at our home and tells the importance of sending girls to school to my parents and now my parents don't talk about marriage to us. The School Mother has helped us to understand the dangers of early marriages, and the importance of staying together with disabled children, the importance of schooling for girls and of keeping one's self clean."

A new classroom under construction

at Rejaf East Basic School



3.3 Overview of enrolment and gender by state

The next section looks at each state in turn and compares EVE schools firstly with the state as a whole and then with data for the counties in which EVE schools were based. As shown the EVE schools have made better progress towards gender equity than schools as a whole within their respective counties and states.

Central Equatoria

For EVE schools in Central Equatoria the percentage of girls as a proportion of total enrolment increased from 38.7 to 42.9% an increase of 4.2% (Table 10). In comparison, state data indicates that the percentage of girls in primary schools in Central Equatoria increased from 43.9 to 46.1%, an increase of just 2.2%.

The EVE schools in Central Equatoria were all located in Juba County. EMIS data for Juba County shows that the percentage of girls in the county increased by 3.5% still below the increase in EVE schools.

TABLE 10: Changes in total enrolment by gender for EVE schools in Central Equatoria from 2008 to 2010

	2008	2010	Change
EVE Schools	38.7 %	42.9 %	+ 4.2 %
EMIS school data for Central Equatoria State	43.9 %	46.1 %	+ 2.2 %
EMIS school data for Juba County	44.1 %	47.6 %	+ 3.5 %

Case Study

Mary is the School Mother at Kworijik Luri Basic Education School, Central Equatoria and was first trained as a School Mother in 2008. She has been working with parents and the general community to raise awareness and support for girls' education. Mary says the biggest challenge she faces in getting girls into school is financial difficulties faced by the girls' parents/guardians. She says that many of the girls are not attending school because their families do not have money to pay for school uniforms and fees required for things such as printing and examinations.

Mary never attended school herself. She can not read nor write and she does not speak or understand any English. Despite this, she is successfully supporting 87 girls in the school. She has been able to provide training to the girls on how to make sanitary towels out of local materials and basic health education, including HIV/AIDS and hygiene. She provides support and counseling for the girls when she visits the school.

The male students have noted the impact that Mary has had on the girls she works with, and often request Mary to also work with them and support them at school too. She says whenever she is working with the girls the boys crowd around to see what is happening, wanting to join in.

In 2008, the school was issued with a microgrant for a school improvement project. It was used to construct two latrines. One side is used for teachers and the other side for students. Before this, the school did not have any form of sanitation facilities.



Latrine built from the microgrant

Jonglei

In Jonglei, there was a 2.3% increase in the percentage of girls in EVE schools compared to 2.5% for schools in the state as a whole (Table 11). The increase in the percentage of girls for the state as a whole appears to be concentrated in four counties of the state: Akobo, Old Fangak, Pibor and Porchalla. EVE schools, however, were located in different counties: Bor, Twic East and Duk counties (counties that face some of the greatest challenges in education provision and hence why they were appointed to the EVE project). In these counties, there was an increase of just 1.1% in the percentage of girls in primary schools, compared to the 2.3% increase in EVE schools.

TABLE 11: Change in total enrolment by gender for EVE schools in Jonglei from 2008 to 2010

	2008	2010	Change
EVE Schools	38.3 %	40.6 %	+ 2.3 %
EMIS school data for Jonglei State	36.1 %	38.6 %	+ 2.5 %
EMIS school data for Bor, Twic East and Duk Counties	40.2 %	41.3 %	+ 1.1 %

Lakes

In Lakes State, the percentage of girls in EVE schools increased from 22.2 to 25.5 % (Table 12) an increase of 3.3%. In comparison, state data shows that the proportion of girls enrolled within the state as a whole decreased by 1.3% between 2008 and 2010. EVE schools in Lakes State were based in five counties: Rumbek East, Rumbek Central, Wulu, Yirol West and Yirol East. Overall, the percentage of girls in primary schools in these counties decreased by 1.5%.

TABLE 12: Change in total enrolment by gender for EVE schools in Lakes from 2008 to 2010

	2008	2010	Change
EVE Schools	22.2 %	25.5 %	+ 3.3 %
EMIS school data for Lakes State	32.0 %	30.7 %	- 1.3 %
EMIS school data for Rumbek East, Rumbek Central, Wulu, Yirol West and Yirol East Counties	35.0 %	33.5 %	- 1.5 %

Western Equatoria

The percentage of girls enrolled in EVE schools in Western Equatoria increased from 38.7 % to 40.7% (Table 13). In comparison, state data showed the percentage of girls decreased by 0.2% between 2008 and 2010 for schools in the state as a whole. EVE schools were based in Yambio and Nzara counties. According to EMIS data, there was an increase of just 0.2% in the proportion of girls in primary schools in these two counties. In contrast, in EVE schools the proportion of girls has increased by 2%.

EMIS data shows that Western Equatoria was the only one of the four states to record a decrease in total enrolment between 2008 and 2010. 14% fewer pupils were enrolled in the state in 2010 compared to 2008.

TABLE 13: Change in total enrolment by gender for EVE schools in Western Equatoria from 2008 to 2010

	2008	2010	Change
EVE Schools	38.7 %	40.7 %	+ 2.0 %
EMIS school data for Western Equatoria State	44.3 %	44.1 %	- 0.2 %
EMIS school data for Yambio and Nzara Counties	45.7 %	45.9 %	+ 0.2 %



A School Mother with girls she

supports at Kworijik Luri Basic

School, Juba County

4. Conclusion

Although the EVE schools were more disadvantaged, data collected from the 64 EVE schools shows that substantial progress has been made towards improving the enrolment and retention of girls in these schools. The percentage of girls has increased from 33.6 to 36.4%, representing an additional 1,122 girls in school⁶. In comparison, EMIS data for non-EVE schools in the four states shows an overall increase in the percentage of girls in school of just 0.8%. In 2008 the enrolment of girls was significantly lower in the EVE schools than in the state schools generally. Between 2008 and 2010, the rate of improvement towards gender equity was significantly greater in EVE schools compared to non-EVE schools. In addition, progress towards girls reaching the upper grades (4 – 8) of primary school has significantly improved in EVE schools compared to non-EVE schools. We suggest that this reflects the positive impact of the EVE project, including the School Mothers scheme.

The EVE project undertook a number of activities to improve access to and the quality of learning and teaching in primary schools. These included training teachers to develop low cost teaching aids, distribution of teaching and learning materials, PTA involvement in school monitoring and community led school improvement projects. The final external evaluation acknowledged the different possible factors for the improved enrolment and retention figures in EVE schools. However, further research would be needed to get a clearer understanding of the relative contribution of the different factors towards the improvements.

Several of the project activities may have impacted on improved enrolment and retention of girls. These could include the school improvement projects including building of latrines, classrooms and provision of uniforms for girls and the use of Social Issues Kits in lessons to increase understanding on cross cutting issues including gender, human rights, HIV/AIDS, disability and health. However the external final evaluation noted that the School Mothers scheme was the 'best executed component of EVE'. This was specifically aimed at addressing gender inequality with School Mothers acting as role models providing guidance to girls and advocating on their behalf while addressing obstacles that prevent girls completing school such as early marriage and pregnancy.

In conclusion we feel that the data collected by the PTAs and Outreach Officers does indicate that a range of focused interventions such as those supported by the EVE project can help to improve enrolment and retention of girls in primary schools in South Sudan.

⁶ In reality the increase in the number of girls attending schools participating in the EVE project is significantly higher as data here accounts for only 64 out of more than 100 schools supported during the lifetime of the project.

Annex 1:

Data collected by AET Outreach Officers and School TPAs

Name	Period	Person responsible	Type of data collected
Baseline Data	Start of 2008	AET Sudan Outreach Officers	<ul style="list-style-type: none"> ● Pupil enrolment per year disaggregated by gender ● Number of disabled students ● School Facilities ● Learning and teaching resources ● Number of teachers – Gender and training ● Teaching ability ● PTA composition
Monthly Data	Start 2008 – End 2010	School PTAs and verified by Outreach Officers during monthly monitoring visits	<ul style="list-style-type: none"> ● Pupil enrolment per year disaggregated by gender ● Number of disabled children
Quarterly Data	Every quarter from 2008 – 2010	Outreach Officers with assistance from School PTAs	<ul style="list-style-type: none"> ● Pupil enrolment per year disaggregated by gender; registered versus attendance ● Number of disabled children ● Teacher information ● Subjects taught ● Reasons for absence ● Teaching resources
Tracer studies	Throughout duration of project	Outreach Officers	<ul style="list-style-type: none"> ● Information related to their situation within school and family ● Views on education
End of Project Data	End of 2010	Outreach Officers	<ul style="list-style-type: none"> ● Same as Baseline data

Annex 2:

Summary of EVE data

	Central Equatoria	Jonglei	Lakes	Western Equatoria	Total
No of schools surveyed	16	16	16	16	64
2008 data					
Number of pupils	3,671	8,951	7,050	3,573	23,245
Number of boys	2,249	5,523	5,482	2,192	15,446
Number of girls	1,422	3,428	1,568	1,381	7,799
Percentage girls	38.7 %	38.3 %	22.2 %	38.7 %	33.6 %
Average school size	229	559	441	223	363
Smallest school	47	218	65	62	47
Largest school	430	1048	1020	490	1048
2010 data					
Number of pupils	4,178	9,105	7,461	3,757	24,501
Number of boys	2,385	5,407	5,561	2,227	15,580
Number of girls	1,793	3,698	1,900	1,530	8,921
Percentage girls	42.9 %	40.6 %	25.5 %	40.7 %	36.4 %
Average school size	261	569	466	235	383
Smallest school	33	254	140	57	33
Largest school	716	982	1423	561	1423

Annex 3:

Summary of EMIS state data

	Central Equatoria	Jonglei	Lakes	Western Equatoria	Total
2008 data (weighted)					
Number of schools	410	366	285	350	1,411
Number of pupils	113,446	184,223	96,290	79,749	473,708
Number of boys	63,685	117,808	65,469	44,422	291,384
Number of girls	49,761	66,415	30,821	35,327	182,324
Percentage girls	43.9 %	36.1%	32.0 %	44.3 %	38.5 %
P1 new entrants	29,827	53,802	32,318	20,489	136,436
Average school size	277	503	338	228	336
2010 data					
Number of schools	420	419	300	301	1,440
Number of pupils	130,225	254,750	115,984	68,374	569,333
Number of boys	70,233	156,422	80,404	38,211	345,270
Number of girls	59,992	98,328	35,580	30,163	224,063
Percentage girls	46.1 %	38.6 %	30.7 %	44.1 %	39.4 %
Net enrolment rate	36.7 %	46.7 %	42.9 %	35.0 %	
New P1 entrants	25,412	50,898	21,773	13,839	111,922
Average school size	310	608	387	227	395



Acknowledgements

AET wishes to gratefully acknowledge the support of Comic Relief for the EVE project

Contributors to the research:

Jackson Okello
James Reng Deng
Toroyo Baptist
Philip Mapour Madit
Yodita Yepeta
Simon Zaria
Wilson Noti
Enea Jada
Alfred Lake Elia
John Soka Bruno
Isaac Kon Mabor
Simon Meen Macuei
Jibril Chol Maker
Ajak Deng Aguin
Gabriel Deng Mayen
Emmanuel Mabut Ajith
Moses M Thiga

The report was written by **Lesley Waller**, Project Officer at Africa Educational Trust





Africa
Educational
Trust

*Education is the key
to development*

Africa Educational Trust
18 Hand Court
London WC1V 6JF
info@africaeducationaltrust.org
www.africaeducationaltrust.org

Registered Charity 313139
© Africa Educational Trust 2011