Programme Brief

South Sudan's Global Partnership for Education Programme

(GPEP)

Programme Objectives:

The GPEP is a US$66 million programme with dual-funding stream from GPE (US$ 33 million) and USAID (US$30 million) covering the period from 2013 to 2016/17. The Programme) contributes to implementation of the General Education Sector Plan (GESP) and seeks to achieve the following three main objectives:

1. Strengthen national systems fundamental to providing equitable access to quality education.
2. Assist a small number of schools and their support services in improving their performance, and offer models for school strengthening.
3. Attract other support to South Sudan's schools by evidencing success.

Programme Components:

1. **National Systems Strengthening** involves the Ministry of Education, Science and Technology at the national level and State Ministry of Education in all 10 state in capacity development and in the development of supportive policies and frameworks in order to achieve the following by end 2016:

   - Improve learning outcomes among primary school learners. In this regard, the GPEP has supported the development of a new competency-based curriculum for South Sudan from ECD through Secondary schools (Grade 12) which integrates peace education, lifeskills and environment across all subjects at all levels.
   - Strengthen the primary school management system through defined standards and development of a Primary School Leadership Programme to be offered by accredited Teacher Training Institutions where at least 3,700 headteachers will be trained.
   - Professionalise school inspection and supervision – develop standards and procedures, as well as a School Supervision and Inspection Programme to be offered by accredited Teacher Training Institutions where at least 800 inspectors will be trained.
   - Support to sector policy development, strategic planning and review

Progress to date:

- ✓ Subject Panels comprising of 141 curriculum developers, teachers, education experts and university lecturers (21 females) trained to write the new curricula.
- ✓ Curriculum Framework for South Sudan defined
- ✓ Learning outcomes for all levels and all subjects identified
- ✓ Subject overviews and Syllabi/units of work for ECD; Primary 1 – 8 and Secondary 1 – 4 produced
- ✓ Teachers, tutors and curriculum designers trained on classroom-based assessment (77 of which 9 were women) and provided inputs to Assessment Guides.
- ✓ Classroom "assessment for learning" guides under development.

- ✓ English Language Framework to guide teacher capacity development especially for those with Arabic background.
- ✓ 1st ever Joint Sector Review held on 4 to 7 Nov 2014 with all states, all partners (development & EiE) participating.
- ✓ Sector wide M&E consultancy initiated
- ✓ Terms of Reference developed jointly with MoEST to secure consultants to:
    - Facilitate development of systems for professionalization of school leadership and school inspection and ensure training all primary school headteachers and school inspectors by Dec 2016.
    - Develop suitable early grade literacy and numeracy assessments to monitor learning outcomes & deliver effective literacy and numeracy strategies for primary school learners.

2. **Community and School-based Education Service Delivery** which aims to model good practice in education service delivery benefiting at least 9,000 learners and 200 teachers which will serve as evidence of success to attract additional resources for scale up. The programme will contribute to:

    - Child friendly school construction/rehabilitation** (full primary school, gender disaggregated WASH accessible to children of varying physical ability) in at least 25 schools in 5 States. In these schools the following will be modelled:
        - Improved literacy and numeracy among early grades as a result of provision of innovative, low cost teaching and learning materials for Grades 1 to 8;
        - Establishment of in-service training for all teachers facilitated by County Education professionals.
        - To enhance sector programme synergy, the teaching and learning materials developed will also be utilised by complementary sector programmes (GESS, Room to Learn) in their implementation sites.
        - All school headteachers will undertake training for enhanced school management competencies and receive on-the-job support and mentoring by School Supervisors/Inspectors who are expected to provide at least 2 supervisory visits to schools each year.
        - County Education Centres will be capacitated to deliver effective in-service training and mentoring for teachers and school managers; and to conduct regular inspection and maintain reports of schools in their catchment.
        - County Education Centres will be capacitated to facilitate literacy initiatives for school governance committees.
        - Community-based and context-responsive alternative education activities for out-of-school children will be established to promote functional literacy and lifeskills.

Progress to date:

- ✓ School mapping undertaken and 15 schools in Eastern Equatoria, Western Equatoria and Northern Bahr el Ghazal.

- ✓ National school design prototype developed in collaboration with MoEST, EES MoE, UNICEF WASH, and approved by Ministry of Housing.
- ✓ School mapping in progress in Lakes and Warrap States.
- ✓ Bids for construction of 5 EES schools received for evaluation.

3. **Evidence generation** is integral to the programme design and specific studies as well as a baseline, periodic assessments and final evaluation to determine programme efficacy will be conducted.

Progress to date:
- ✓ GPEP M and E framework developed and reviewed with partners
- ✓ Baseline study underway – completed in EES, WES and NBG
- ✓ M&E Sector Working Group established (MoEST, UNICEF-GPEP, GESS, IMED, RTL, SC, UNESCO, WFP, AET, WTI)

4. Programme Oversight

The Joint Steering Committee provides programme oversight and is chaired by the MoEST Undersecretary and members are Director Generals, Sector Programmes (GESS, IMED, RTL)[1] and Donor Representatives.
UNICEF serves as Managing Entity whilst UNESCO and USAID serve as Supervising Agencies.

- GPEP Technical Task Force comprises of MoEST DGs & relevant directors
- Programme stakeholder orientation conducted – 109 participants (28 female) to date; by State-- EES – 36 participants (10 female); WES – 37 participants (7 female); NBG – 36 (1 female).

Annex

Criteria School Selection
Using 'do no harm' lens, focus on indicators to identify States where schools will be constructed/rehabilitated are:

a. Equity education indicators (e.g. Out of School Children Rates, Net Attendance Rate, ratio of School-aged Population by Permanent School Structures).
b. Accessibility: the Programme must be implementable within 3 years and therefore has to be implemented in areas where there is a reasonable expectation of success.
c. Probability of success: priority will be accorded to those States, and within them counties which offer a reasonable chance of completing the programme.
d. Clustering: schools should be clustered around a CEC to ensure supportive supervision
e. Full primary cycle: teachers and learners already exist for grades 1 to 8

Based on these selection criteria, the states that have been identified for the initial phase of implementation of 25 schools, where 5 schools per State will be constructed/rehabilitated are:

[1] GESS – Girls Education in South Sudan; RTL – Room to Learn; IMED – Improved Management of Education Delivery

1. Eastern Equatoria State
2. Lakes State
3. Northern Bahr El Ghazel State
4. Warrap State and
5. Western Equatoria State