GPE Monthly Progress Report: 31 December 2015

		GPE Global	USAID	Total Received to Date	Expenditure as of 31/12/2015	Progress report (to 31 Dec 2015) against approved outputs & activities
A	**National Systems Strengthening**	**$8,282,331**	**$6,778,731**	**$15,061,062**	**9,242,337.73**	
A1	Strengthening Literacy and Numeracy learning in primary schools	0	2,440,343	2,440,343	**600,845.38**	Outputs/Activities Approved • National learning outcomes and assessment tools in literacy and numeracy • National literacy and numeracy strategies developed and disseminated to all 3,700 primary schools and other key stakeholders • Literacy and numeracy 'kits' for P 1-8 a • re designed in line with the strategy • Literacy/numeracy-focused teacher development interventions designed • National literacy and numeracy strategy reviewed and strengthened **Progress:** **Montrose – contract value $592,032 till May 2016** ✓ **Improving Learning Outcomes --Reference Group includes Planning, Exams, Curric, Teacher Educ, RTL, USAID, GPEP:** ✓ **Learning Assessments to be conducted in early grades for diagnostic purposes and to build capacity within MoEST to initiate assessment system.** ✓ **Recognising that GPEP school sites are in "non-conflict States" and in cognizance of conflict sensitive programming, 5 languages selected used by more than 80% of South Sudan's population - (Dinka, Nuer, Zande, Toposa & Bari) with 3 funded by GPE and 2 by RTL;**

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						✓ **Literacy and Numeracy assessments adapted into Dinka and Nuer (14 to 21 Sept); security concerns constrained travel from Yambio by the Zande team** ✓ **Assessors trained and assessments Pilot assessments in Oct P3 (in NBG for Dinka and English) and in learning sites in the Juba POC (Protection of Civilians) for Nuer and English; in English (to identify learning gaps to inform literacy and numeracy strategies and learning materials)** o **Zande, Toposa and Bari – translation, adaptation and data collection planned for February 2016 – (RTL and GPEP synergy required)** ✓ **Findings on Assessments presented to Reference Group on 7 Nov 2015; draft report for the two languages being finalized. Agreed that Nuer sample from POCs needs to be extended to 5 schools in Unity, Malakal or Jonglei (as security permits) in Feb 2016.** ✓ **Literacy and Numeracy Teaching and Learning "Kits" development initiated ---refer also to new curriculum & Learning and Teaching Materials policy (Potential Links to TDM)**
A2	Strengthening primary school leadership	5,383,515	1,559,108	6,942,623	**5,940,079**	Outputs/Activities Approved • National school leadership policy and professionalization strategy developed • National school leadership standards established • Primary School Leadership Professional Programme (PSLPP) designed • School leadership teams in all primary schools have undertaken the PSLPP

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						• Primary school leadership manual developed and distributed to all 3,700 primary schools **<u>Progress:</u>** ✓ **Contract value ($5.9 million)** ✓ **Reference Group (Prim Educ, Qual Promotion, Partnerships, Procurement, GESS, USAID, GPEP)** ✓ **Five Inception meetings with Reference Group; Inception Report and Budget is being reviewed by Undersecretary for way forward** ✓ **Inception report finalsied and approved.** ✓ **Presentation on the proposed way forward presented to Planning Directorate** ✓ **Planned programme approach presented to all 10 State DGs and Directors of Planning at JSR.** ✓ **Preparations for situation analysis on school leadership, supervision and inspection underway – sample 3 schools in 10 States – findings will feed into basic courses for school leadership teams, supervisors and inspectors**
A3	Strengthening school inspection and supportive supervision	0	2,779,280	2,779,280	0	<u>Outputs/Activities Approved</u> • National school inspection / supervision mapping exercise undertaken • Strategy for strengthening school inspection and supportive supervision • School Supervisor Professional Programme (SSPP) designed and accredited • All ± 800 school inspectors / supervisors have completed the SSPP **<u>Progress:</u>** **<u>See A2 above</u>**

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A4	Support to sector policy development, strategic planning and review	2,898,816	0	2,898,816	**2,801,413.35**	Outputs/Activities Approved • The MoEST Planning Directorate is strengthened (**IMED)** • Up to 4 annual sector reviews are undertaken • The ongoing national education policy development process is strengthened • Emerging needs regarding policy development and strategic planning met **Progress:** ✓ **Basic education curriculum completed and launched on 8 Sept. Key missing component is Secondary TVET** ✓ **Sec TVET overviews and syllabi developed in collaboration with UNESCO Consultant in Oct 2015.** ✓ **Piloting of curriculum – workshop for development of sample teachers and learners support materials conducted in Dec 2015. Materials to be used during pilot in Feb to Apr 2016.** ✓ **Accelerated English for Teachers: (Windle Trust) Research in 5 states conducted to understand current practice in English as medium of instruction from P4 upwards; thereafter produced Accelerated English Language Policy Framework and Action Plan, i.e.** (how to strategically and systematically enhance English language proficiency among teachers in South Sudan). Policy Framework validated and approved at end of July. **(Potential Links to TDM)** ○ **Joint Sector Review:** ✓ **JSR Planning Committee established in Sept 2015.**

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						✓ **2015 JSR was conducted on 10 to 12 November 2015, attended by National Ministry of Education and Ministry of Finance and Economic Planning, Parliamentary Committee on Education, 10 State Ministers of Education, DGs and Directors of Planning; State Ministry of Finance DGs and State Ministry of Local Government DGs; Donors, UN agencies, NGOs and CSOs…about 130 participants** ✓ **Ministers of Education signed off key action points for 2016 (shared with GPE Secretariat)** ✓ **JSR Report being finalized for distribution including to GPE Secretariat in Jan 2016.**
B	**Community and School-based Education Delivery**	**$11,358,626** *15 schools*	**$8,328,156** *10 schools*	**[2] 19,686,781** *25 schools*	**9,154,613.96**	
B1	Support to Literacy and Numeracy learning	908,690	666,252	1,574,942	0	Outputs/Activities Approved • Literacy and numeracy testing is conducted in at least 25 GPEP-supported schools, and they are each aware of their status against the national standards • At least 25 schools each receive 16 literacy and numeracy kits, for piloting • At least 200 teachers in 25 schools have benefited from training that strengthens the way they support literacy and numeracy learning • Any other actions recommended in the National Literacy & Numeracy Strategy are tried and tested in at least 25 schools **Progress** ○ **Montrose Consultants engaged for A1 will develop support T/L materials that will be in line with new curriculum with a strong focus on**

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						developing literacy & numeracy from P1 to P4; and support to effective use of DFID supported textbooks for P5 to P8. ○ **"Kits" will be procured for all primary schools**
B2	Support to School Management Committees	340,759	249,845	590,603	172,882.64	Outputs/Activities Approved • Technical contribution made to developing policy, strategy, training etc in relation to strengthening community engagement • All non-literate SMC members in at least 40 schools have had the opportunity to pursue literacy classes **Progress:** ✓ **Contributed to School Governance Toolkit** ✓ **65 Master Trainers trained (7 female) in 5 States to build capacities of PTAs and SMCs in these states.**
B3	Support to School Supervision	340,759	249,845	590,603	0	Outputs/Activities Approved • 25 schools (or more) receive at least three supportive supervisory visits from inspectors / supervisors each year • At least 25 schools successfully prepare and submit school performance reports **Progress:** **Not yet initiated – part of the roll out of A3**
B4	Procurement in Support of Learning	681,518	499,689	1,181,207	199,693	Outputs/Activities Approved • A 'Teaching & Learning School Support Package' is designed collaboratively • A strategy for community-led furniture building is articulated • At least 25 schools receive Teaching and Learning School Support Packages

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						• At least 25 schools are furnished in line with the strategy **Progress:** **School furniture: Local (within the State) procurement of School Furniture for the first Five Schools in Eastern Equatoria State.**
B5	Improvements to school infrastructure	6,928,761	5,080,175	[3] 12,008,937	**8,782,038.32**	Outputs/Activities Approved ✓ At least 25 schools are constructed or rehabilitated according to need ✓ Maintenance training provided to small teams (as determined by SMC) in at least 25 schools **Progress:** Aim: Construct model full primary schools with WASH facilities (accessible for children with disabilities and girl friendly) ✓ **Construction started on 5th March 2015 for 5 EES schools. Substantial Completion date is 30th September, 2015. (Construction cost for the five schools is $2.84 mill). …$1.23 for Ayii and Dereto and $1.61 for Torit One, Torit Model, and Ikwoto P.S. Hence average cost per school is $568,000.** ✓ **Solicitation process for the five boreholes for the five Eastern Equatoria schools finalized with support from the WASH team. Drilling of the five Boreholes on-going and due for completion by the 30th Dec., 2015.** ✓ **UNICEF Supply Division (Copenhagen) undertook external review of school construction processes conducted from 23 to 27 March 2015 involved field visit to Ayii and Dereto school sites** ✓ **Contractor prequalification exercise finalised for remaining 20 GPEP schools to be constructed.**

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						✓ **76 companies submitted their Expressions of Interest which were assessed by MoEST (2 – Engineer and Procurement Officer) and UNICEF (1 GPE Engineer & 1 WASH Specialist) – 34 companies were pre-qualified.** ✓ **Solicitation process for the 5 schools in Western Equatoria completed and awards to 4 contractors finalized in September 2015. Construction works commenced on 01st October for all the Five WES schools and due for completion by the 30th April. 2015.** o **Solicitation process for the 10 schools on-going for Lakes and Warrap and the bids receipt closes on 30th Dec., 2015; bid evaluations in Jan and contracts issued at beginning of Feb 2016. Final 5 schools for NBG bids will follow…..site specification processes underway.**
B6	Support to out-of-school children and youth	454,345	333,126	787,471	0	Outputs/Activities Approved • Staff in up to 5 CECs are able to support schools in undertaking an OOSC needs assessment • Out-of-school children and youth in 25 school catchment areas are engaged in educational activities appropriate to their needs **Progress:** **Not yet initiated**
B7	Strengthening of CECs to provide a learning support service	1,703,794	1,249,223	2,953,017	0	Outputs/Activities Approved • Up to 5 CECs are rehabilitated, furnished and equipped • A core team is established in each of (up to) 5 CECs, consisting of (at least) one

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						• GRSS-appointed manager and one experienced co-manager • Up to 5 CECs have undertaken vision-crafting, strategic planning and are practicing • cyclical action planning – implementation – review • Up to 5 CECs are able to support the achievement of GPEP outputs in their • catchment area on an ongoing basis • A sustainability strategy is in place **Progress:** **Scoping to be undertaken by GPEP, MoEST and SMoE**
	Grand Total for Component B (excluding infrastructure)	*4,429,864*	*3,247,981*	[4] *7,677,845*		
C	**Lesson learning and sharing**	**$946,552**	**$581,034**	**$1,527,586**	**370,207.17**	
C1	Research project				**285,207.17**	Outputs/Activities Approved • A programme baseline is established, challenges are identified and findings are disseminated to schools, their communities and other stakeholders • Progress at the halfway point is measured and programme adjustments are made • Programme impact is measured and lessons are learned from the GPE experience • Other emerging questions are answered through smaller research projects **Progress:** ✓ **M&E Reference Group formed.** ✓ **GPEP M&E Framework revised** ✓ **Baseline study completed and disseminated.**

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						✓ **Sector wide M&E strategy draft received for finalization after ESP review in April 2016** ✓ **Minimum School Construction standards – range of acceptable child friendly school standards and WASH in schools standards consultancy finalised** ✓ **Annual Data Collection planned for January and February 2016 to update GPEP indicators, , School FACT Sheets under development**

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C2	Communication				***85,000***	Outputs/Activities Approved • A (joint?) communication strategy is in place • Success stories are shared • Lessons learned are shared **Progress:** ✓ **Communication Strategy ToR advertised twice due to lack of responses. Responses received in December for review in January 2016** **Key objectives of Consultancy:** • Increased and strategic visibility and understanding of Education priorities in South Sudan • Effective dissemination of good practice initiatives at national, state, county, payam and school levels. • Effective advocacy to identified audiences including donors, government, politicians, partners, communities and children (girls and boys). • Support mobilization of target groups with special focus on Out of School Children. • Develop an implementation mechanism of the Communication Strategy • Build capacity of the Ministry of Education, Science and Technology to implement the Communication Strategy.
D	**Inception**	**$473,276**	**$387,356**	**$860,632**	**275,705.19**	

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D1	*A priori* decision-making					Outputs/Activities Approved • Schools to be supported by GPEP are identified based on the agreed criteria; for the purposes of facilitating implementation, the recommended configuration is 5 clusters of ± 8 schools in the catchment areas of 5 CECs • Principles of engagement are agreed by all collaborating partners (MOU) • The idea of an overarching Steering Committee for GESS, GPE and Room to Learn (and the EU-funded IMED) is considered and agreed, and the TOR developed **Progress:** ✓ **Joint Steering Committee constituted and functioning;** ✓ **GPE Manager regularly meeting with GESS, IMED and RTL;** ✓ **Joint M&E Working Group constituted.** ✓ **Reference Groups formed to provide oversight to specific components.** ✓ **GPE TWG constituted and functioning**
D2	Implementation re-planning					Outputs/Activities Approved • GPE technical team is briefed fully by UNICEF Education Team, GESS Team and USAID • Implementation plan and budgets are revisited in the light of the above decisions • Implementation plan is agreed by GRSS, programme funders, other DPs providing dovetailed support, and UNICEF • Implementation partners are identified and contracted

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						Activities reported in First Progress Report • Implementation plan and budgets drafted and agreed to by GRSS, program funders • Government leadership has been secured: MoEST has endorsed the GPEP implementation plan and implementation partnerships. • Formulating and securing collaboration and partnership modalities with donor partners, notably DFID (Girls Education South Sudan –GESS Project) and USAID (Room to Learn).
D3	Building local GPEP ownership				**98,460.96**	Outputs/Activities Approved • Stakeholders at national, state, and relevant county and payam levels are fully aware of and buy into the programme Activities reported in Frist Progress Report • Ownership-building exercises with pertinent national, state, county and payam level actors – government, civil society, parents, teachers and learners- on the GPE programme has been initiated and will continue throughout the second year of the programme. **Progress:** ✓ **GPEP orientation and school selection was conducted in Eastern Equatoria in April 2014; Western Equatoria in Sept; NBG in Oct & Nov 2014; Lakes in Nov 2014 and Warrap in Feb 2015 by GPEP together with MoEST – Directorates of Partnerships, Physical Infrastructure and Planning.**
D4	Establishing an M&E framework				**177,244.23**	Outputs/Activities Approved • M & E framework developed

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						Activities Reported in First Progress Report • The GPEP M&E Framework has been developed. The Framework sets out in detail the main programme components, sub-components, indicators, baselines and targets. • The Terms of Reference to carry out the Baseline Assessment in GPEP and few selected non-GPEP schools has been developed and advertised accordingly **Progress:** ✓ **Consultative revision undertaken in mid2014.** ✓ **2nd draft GPEP M&E Framework informed by Baseline Report completed in April 2015** • **GPE Secratariat Mission planned for Janaury 2016 to facilitate joint review and finalization of the Results Framework**
D5	Establishing programme management structures, systems, procedures					Outputs/Activities Approved • Structures, systems and procedures in place for inter alia: • Financial management, reporting, security, health and safety, risk management, • environmental assessment, document management **Progress:** ✓ **Joint Steering Committee meeting held on Nov 7, 2014. Approval for moving USD 900,000 from A2 to A4 to complete Curriculum work and JSR expenses for 2014.** ✓ **GPE Steering Committee has met four times in 2015 and has approved no-cost extension to 2017 and programme realignment. This**

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						communicated to GPE Secretariat and technical support to prepare documents for official review will be provided in January 2016.
	Total Direct Support to Programme Implementation	**21,060,785**	**16,075,277**	**37,136,062**	**19,142,864.05**	