System Capacity Grant Annual Progress Report Template

Status: Accepted

Country	Grant ID	Grant Agent	Grant Effectiveness/Start Date
South Sudan	GPE0016573	SCG	03/01/2025

Grant Amount	Timeframe Examined in this Report		Date of Report Submission
	From Date	To Date	
2,011,335 (USD)	02/28/2025	02/27/2026	05/29/2026

Area(s) and activity group(s) covered by grant

Window 1: Strengthen gender-responsive planning and policy development for system-wide impact

- Gender-responsive sector planning, including operational planning and budgeting

Window 2: Mobilize coordinated action and financing to enable transformative change

- Establishing and operating pooled funding mechanisms

Window 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale

- Training and support for government staff and central and decentralized levels, including on the uptake and use of data and evidence
- Support for implementation capacity, including sector plan implementation monitoring, gender responsiveness of the sector and evaluation of sector plans and policies/programs in priority areas; assess monitoring, evaluation and learning capacity, including use of evidence in policy process

Implementation Progress

Overall Project Progress this Reporting Period

Overall progress this reporting period [1]	Previous Rating
Satisfactory (S)	NA

Detailed Description including factors that lead to an upgrade/downgrade in the rating

During the reporting period, the System Capacity Grant has significantly improved coordination and communication at both national and sub-national levels. Ten (10) out of the thirteen (13) states and administrative areas now have reliable internet connectivity which has enabled stronger engagement with partners and other government agencies at state and the national level. Cost-effective internet systems have been installed with annual data subscriptions to ensure sustained connectivity. Capacity building engagements for State ministry officials have been conducted on the use of internet for communication and coordination, and this included training on the use of virtual meeting platforms, promoting more efficient and lower-cost coordination and engagement mechanisms. Pre and Post training assessment analysis revealed that 80% of the participants demonstrated increased knowledge on the use of virtual communication and coordination platforms such as emails, zoom meetings among others. This has improved coordination and communication between national and sub-national levels, improved information sharing and roll out of key guidelines with various actors. In the subsequent year, similar interventions are planned for two additional states and one administrative area.

At national level, coordination capacity building efforts included training sessions for coordination personnel and focal points, refinement of the Terms of Reference (ToR) for the Local Education Group (LEG)

and development of ToRs for the three thematic working groups on access, quality, and efficiency. However, active engagement of the groups has been delayed due to the slow consensus-building process in assigning personnel to the various thematic areas and working groups. When these thematic areas and groups are fully constituted, it is expected that most technical discussions and engagements will be done at Working group level which will then share updates and strategic focus at Local Education Group for decision making or support needs. Follow-up with the designated focal points is ongoing to expedite the finalization of group membership, which is expected to pave the way for more vibrant and effective coordination engagements in the next reporting period.

Grant Implementation Progress, by Grant Window

Grant Window	Level of Progress this Reporting Period [2]	Previous Rating
Window 1: Strengthen gender-responsive planning and policy development for system-wide impact	Satisfactory (S)	NA

Detailed Description:

For the first time, the Ministry of General Education and Instruction has initiated a sector wide education monitoring and reporting process. A sector plan implementation, monitoring and reporting task team has been constituted with clear terms of reference and work plan to guide implementation. A desk review and consultation process has also been conducted to map all ongoing education projects and partner supported activities aligned with the General Education Sector Plan (GESP). This process is intended to strengthen coordination and provide a foundation for systemic sector monitoring and reporting. In addition, monitoring tools and the Monitoring, Evaluation and Learning (MEL) framework are currently being finalized with sector wide monitoring scheduled to commence in the third quarter of 2026. By consolidating information on existing education programs, activities and funding investments, the sector will be better positioned to identify areas that are adequately covered, pinpoint remaining gaps and underserved populations and make evidence-based decision making on future sector priorities. This analysis will inform the development of the next Education Sector Plan ensuring that resources are allocated strategically to address unmet needs, strengthen system performance and maximize impact of education investments.

As part of the long- term institutional capacity strengthening, SCG grant agent and implementing partner have engaged MoGEI leadership in the selection of three staff members from Directorate of Planning and budgeting with due consideration to gender balance. The selected staff have been enrolled in long term training programs with two candidates studying data science while one candidate will be studying Software engineering. Both training programs are scheduled to commence in June 2026 with two levels (Basic and Advanced levels) which will run for 8 months. The basic level will take two months ending in August 2026 and upon successful completion by participants they will then be enrolled in Advanced level. This training will build the capacity of the three MoGEI staff in data collection and management including analysis and use for education sector planning.

Grant Window	Level of Progress this Reporting Period [2]	Previous Rating
Window 2: Mobilize coordinated action and financing to enable transformative change	Satisfactory (S)	NA

Detailed Description:

An operational review of the General Education Coordination Framework has been undertaken to improve functionality of the different coordination structures and ensure strategic focus on key sector issues. Between May and August 2025, the Coordination Secretariat worked with a selected 17-member task team (13 male and 4 female) to review specific sections of the General Education Coordination Framework. The decision to undertake the review stemmed from the Local Education Group (LEG) meeting held on 9 May 2025, during which the Chairperson, the Undersecretary of the Ministry of General Education and Instruction (MoGEI), directed the Director General for Planning and Budgeting to lead the review process and provide actionable recommendations. The task team comprised senior MoGEI staff, donor representatives, the Education Cluster, UN agencies, representatives of flagship programs, international organizations, and the MYRP Secretariat. Through a series of face-to-face sessions and consultations, the task team consolidated its recommendations into four distinct terms of reference, including:

1. The local Education Group
2. Quality Thematic area Group
3. Access Thematic area Group
4. Efficiency and Effectiveness Thematic area Group

The revised Terms of Reference for the Local Education Group (LEG) have strengthened the strategic focus of the LEG towards implementation and oversight of the General Education Sector Plan, with greater emphasis on prioritizing cross-cutting sector issues. The revised framework clearly defines membership, frequency of meetings, and mechanisms for engagement with lower levels of coordination. For each thematic area group, the task team recommended the introduction of a rotational co-chair arrangement among members, with a two-year tenure. The co-chair position is designated for a development partner that demonstrates commitment, technical interest, and willingness to support the leadership and coordination of the group. In line with the Terms of Reference, all thematic area groups will continue to be chaired by the respective Directors General.

Additional considerations include strengthened oversight of the fourteen Technical Working Groups (TWGs) distributed across the three thematic area groups. Each thematic area group will progressively assume responsibility for overseeing the relevant TWGs to ensure stronger coordination, accountability, and alignment with sector priorities. The TWGs are expected to remain functional and actively generate technical recommendations and actions for consideration at higher coordination levels. The Coordination Secretariat will continue to work closely with the Executive Support Office in supporting the Department of Partners' Coordination to follow up on agreed actions and implementation of the revised coordination arrangements. Copies of the revised Terms of Reference are attached.

In September 2025, the task team presented the review report and revised Terms of Reference, which were subsequently endorsed by the Local Education Group (LEG). As part of the follow-up action plan, a coordination capacity-building training was organized in October 2025 to strengthen the capacities of staff within the Department of Partners' Coordination, as well as focal persons from the various Technical Working Groups. The training focused on improving coordination processes, roles and responsibilities, reporting mechanisms, and effective engagement across the different levels of sector coordination. An analysis of the pre and post training assessment revealed that participants had gained new knowledge on how to manage work priorities within their respective directorates.

System Capacity Grant has enhanced the capacity of MoGEI staff in different areas of their work. In October 2025, the Coordination Secretariat organized a Capacity Building Training Workshop for focal persons of the MoGEI Technical Working Groups and staff from the Department of Partners' Coordination. The workshop aimed to strengthen institutional coordination, partnership management, and governance within the education sector. It focused on equipping participants with practical tools and skills in leadership, communication, coordination, and accountability to enhance collaboration among directorates, education partners, and other stakeholders, thereby contributing to a more resilient and inclusive education system. The workshop adopted a blended methodology combining presentations, group discussions, role-play simulations, and action-planning exercises. Key thematic areas included coordination frameworks, stakeholder engagement, accountability mechanisms, and digital transformation for partner mapping and reporting. Feedback from the participants at the end of the training revealed that most officials had gained more confidence and mechanisms to steer discussions within the working groups and other high level coordination meetings.

Participants identified several systemic challenges affecting effective coordination, including weak accountability mechanisms, poor data integrity, duplication of programs, and limited collaboration across directorates. To address these gaps, participants proposed a number of actions, including the development of a leadership charter, review of coordination structures and roles to align with current sector needs, digitization of partner mapping tools, establishment of a national stakeholder database, and creation of a MoGEI coordination dashboard to strengthen information sharing, monitoring, and decision-making.

A total of 27 participants (18 male and 9 female) drawn from various MoGEI directorates took part in the workshop and contributed to a number of actionable outputs. These included the development of a draft action plan, review of the stakeholder mapping tool, and formation of a coordination focal points group to accelerate follow-up and implementation of agreed actions. Immediate next steps identified by participants included refining and operationalizing the action plan, updating the partner mapping database, and developing a coordination dashboard to improve information management and coordination. Participants also recommended replicating similar capacity-building initiatives at state level and institutionalizing bi-monthly review meetings to monitor progress, strengthen accountability, and sustain improvements in coordination and service delivery across the education sector.

The SCG has contributed to improved institutional documentation and communication within the Ministry of General Education and Instruction (MoGEI). Between July and August 2025, the Coordination Secretariat utilized its in-house technical capacity to develop a structured filing system to address the Ministry's internal documentation and information management needs. The system incorporates different levels of access and user controls to manage various categories of files within MoGEI. The initiative was prompted by the absence of a clear and centralized filing system, which had limited access to key documents needed for timely decision-making. Ministry departments and directorates have continued to face challenges in consolidating reports due to misplaced or inaccessible records of past activities. The filing system has facilitated efficient archiving, retrieval, and sharing of documents among Ministry staff at all levels. Simulation sessions have already been conducted to test the functionality and usability of the system, and the platform has since been approved by the Government. Following the official online launch of the application, the Secretariat will roll out training sessions to support implementation and ensure effective utilization across the Ministry.

Technical support has also been provided to sub- national levels such as State Ministries of General Education and Instruction. In September 2025, the Coordination Secretariat collaborated with the national Ministry of General Education and Instruction (MoGEI) to strengthen the capacity of education officials in Western Equatoria State. The support included training 15 ministry staff (10 male, 5 female) in data collection, management, analysis, and reporting. In addition, 35 participants (28 male, 7 female), comprising ministry staff and partner representatives at state level, received training and mentorship on education coordination.

Coordination activities further included joint monitoring visits to three schools, during which dialogue sessions were conducted both at school level and in the state capital to identify and address bottlenecks affecting education delivery through strengthened local institutional leadership. As a result, the state developed a school oversight plan prioritizing less-performing schools and educational institutions for support over one annual cycle.

To strengthen information sharing and coordination, the state compiled and analysed education data as a first step towards developing its inaugural State Education Profile. The Ministry and the MYRP Secretariat will undertake further reviews of the draft before publication of the final profile. This initiative forms part of broader efforts to strengthen state-level coordination of education initiatives and enhance state leadership in education service delivery despite limited resources.

Internet and Communications Support has been provided to States and Administrative Areas working with the ICT Unit of MoGEI which deployed ICT staff to eight states and administrative areas to install internet connectivity and provide training on the use of virtual meeting platforms and internet system maintenance. This intervention followed an earlier assessment of the communication and coordination capacities of states and administrative areas, which revealed that only a few had access to reliable internet services, while most lacked the capacity to effectively use virtual platforms for coordination purposes. To address these gaps, the Coordination Secretariat installed eight Starlink internet systems across eight states and administrative areas. In addition, two states that already possessed Starlink equipment received support for annual data subscriptions. To date, all ten supported states and administrative areas have received training and orientation on internet system maintenance, the use of virtual communication and coordination tools, and one year of internet subscription support. Installation, training, and subscription support for the remaining three states and administrative areas will be completed during the next reporting period. As a result of this investment, some state Ministries are now participating in virtual coordination and management meetings at national level.

Grant Window	**Level of Progress this Reporting Period** [2]	**Previous Rating**
Window 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale	Satisfactory (S)	NA

Detailed Description:

During the reporting period, UNESCO South Sudan Country Office, with technical support from UNESCO International Institute for Educational Planning Dakar, collaborated with the Ministry of General Education and Instruction (MoGEI), Directorate of Planning and Budgeting, to establish a national task team to support the development of the National Learning Outcome Assessment Framework. The task team was constituted to guide the framework development process and ensure strong government leadership and ownership throughout the exercise. UNESCO-IIEP Dakar further supported the development

of the terms of reference for the National Learning Outcome Assessment Framework task team, including the criteria for selection of team members. To support the diagnostic analysis phase, the process of gathering and reviewing existing literature and relevant documentation commenced during the reporting period and remains ongoing. In the next reporting period, comprehensive desk reviews and stakeholder consultations will be conducted to inform the development of the framework.

Lessons, innovative/promising practices

Use of Peer Support to Strengthen Capacity Development

During the reporting period, the Coordination Secretariat identified and engaged individual government personnel to facilitate training sessions and develop software applications aimed at addressing operational challenges, particularly in documentation and information management.

This approach has proven to be both cost-effective and sustainable, as the personnel involved continue to serve within government structures in their respective roles, thereby ensuring continuity of skills transfer and institutional knowledge retention.

The model presents a promising mechanism for strengthening capacity development within the Ministry and will continue to be reinforced under the project. In the forthcoming reporting period, the Secretariat will further leverage this peer-support approach to expand and enhance capacity-building support to the Ministry of General Education and Instruction (MoGEI).

Impact stories

As this was the first year of grant implementation and given the prevailing context at both national and sub-national levels, the interventions primarily focused on establishing foundational systems, strengthening coordination structures, and building institutional capacity. Consequently, more tangible and measurable impacts of the interventions are expected to become evident in the next reporting period.

Tangible Outputs, Knowledge Products, Results Framework and other Supporting Documentation

#	File Name	Document Type	Description
1	Endorsed Terms of Reference LEG Sept 2025.pdf	Knowledge Product	Endorsed ToR for the LEG in South Sudan
2	Final Terms of Reference for Thematic Groups Sept 2025.pdf	Knowledge Product	Final ToR for the Access Thematic Area Group
2	Annual financial report_GPE SCG SSD_20May2026.pdf	Knowledge Product	SCG Annual financial report
2	Harmonised programme results framework_Report01072026.xlsm	Results Framework	SCG Results framework

The documents listed were submitted with the progress report. If you'd like access to them, please contact the grant operations officer for your country.

Financial Reporting & Grant Management

Financial Reporting on GPE Grant

Cumulative Financial Absorption Rate

Approved Budget to Date	Cumulative Expenditure	Cumulative Financial Absorption Rate	Level of Financial Absorption
637,435	637,435	100	On Track

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period
631,434.9

Total Expenditure for the Current Reporting Period
637,435

Management Performance

Level of management performance
Satisfactory (S)

Detailed Description
The grant was implemented through close collaboration with the Ministry of General Education and Instruction (MoGEI), while adhering to the risk mitigation measures established by Norwegian Refugee Council and Save the Children International. Relevant ministry personnel were assigned key responsibilities, including installation of internet facilities, training of state-level officials, and facilitation of national-level training for coordination focal points.

Decisions regarding implementation activities were made through joint planning meetings involving government officials and the Coordination Secretariat, in the presence of focal persons from NRC and SCI to promote transparency, accountability, and shared oversight throughout the implementation process.

Revisions to the grant

This period, have there been any revisions to the grant other than those submitted to the Secretariat for their approval?
No

How likely is that the grant agent will submit a request for revision to the Secretariat in the next 12 months for their approval?
Unlikely

Annexes

Annex 1: List of Acronyms

Acronym	Description
GESP	General Education Sector Plan

MEL	Monitoring, Evaluation and Learning
MoGEI	Ministry of General Education and Instruction
LEG	Local Education Group
MYRP	Multi Year Resilience Programme
ESO	Executive Support Office
CPD	Continuous Professional Development
TESS	Transforming Education South Sudan
ToR	Terms of Reference
TWG	Technical Working Group
BRACE	Building the Climate Resilience of Children and Communities through the Education Sector
ICT	Information Communication and Technology

[1] Highly Unsatisfactory- The grant has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory - The grant has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory - The grant has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs but a resolution is likely. Moderately Satisfactory - The grant is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory – The grant is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory - The grant is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

[2] Highly Unsatisfactory – The window has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory – The window has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory – The window has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs but a resolution is likely. Moderately Satisfactory – The window is expected to achieve most of its major outputs efficiently with moderate shortcomings. Satisfactory – The window is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory – The window is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

[3] tooltip