



Global Partnership for Education Programme

Republic of South Sudan

Reporting Period: January 2017 – June 2017



GPEP is managed by UNICEF



GPEP is co-funded by USAID

ACRONYMS

AET	-	Africa Education Trust
CEC	-	County Education Centre
CEO	-	County Education Office
DFID	-	Department for International Development
ECD	-	Early Childhood and Development
EDoG	-	Education Donor Group
ESPIG	-	Education Sector Programme Implementation Grants
EMIS	-	Education Management Information System
GESP	-	General Education Strategic Plan
GESS	-	Girls Education in South Sudan
GPE	-	Global Partnership for Education
GPEP	-	Global Partnership for Education Programme
IMED	-	Improved Management for Education Delivery
JSR	-	Joint Sector Review
LEG	-	Local Education Group
LTM	-	Learning and Teaching Materials
MoEST	-	Ministry of Education, Science and Technology
MoGEI	-	Ministry of General Education and Instruction
PEG	-	Partners in Education Group
PEO	-	Payam Education Office
PTA	-	Parent Teacher Association
RTL	-	Room to Learn
SAMS	-	Student Attendance Monitoring System
SMC	-	School Management Committee
SMOE	-	State Ministry of Education
USD	-	US Dollars
SSP	-	South Sudanese Pounds
SSPP	-	School Supervisor Professional Programme
UNICEF	-	United Nations Children's Fund
USAID	-	United States Agency for International Development
WTI	-	Windle Trust International

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1.0 GENERAL CHARACTERISTIC

1.1 Programme Information

Program Name :	South Sudan's Global Partnership for Education Programme (GPEP)
Developing Country Partner:	UNICEF
Grant Agent:	UNICEF
Program Amount :	US\$ 59,544,602

1.2 Programme Financing Resources

This Program is financed by GPE (ESPIG) as well as other financing resources: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If Yes, indicate all financing resources and their amount : GPE (ESPIG) Amount (USD): US\$ 38,627,000 Name of financing resource 2: USAID Amount (USD): US\$ 20,917,602
If No, indicate the amount financed by GPE (ESPIG): N/A. Amount (US\$): N/A

1.3 Duration

Start date of Program:	November 2012
End date of Program:	December 2017
Start date of ESPIG:	November 2012
Original end date of ESPIG:	April 2016
Revised end date of ESPIG:	November 2017

2.0 PROGRAMME IMPLEMENTATION

2.1 Programme Implementation Overview

In support of the General Education Strategic Plan (GESP) 2012-2017 for South Sudan, the GPEP aims to contribute to improvements in the education sector through three main strategies:

1. Strengthened national systems that are fundamental to providing equitable access to quality education;
2. Improved school performance, and in the process generate model approaches for improving quality;
3. Attract additional support to the education sector in South Sudan by demonstrating sustainable successes.

The South Sudan GPEP is currently in a no cost extension period implying that most of the outputs and outcomes were not achieved by the original expected date. Table 1 below provides an overview of progress made since last reporting period, showing a slight improvement of current period compared to last one, but overall the achievement of the program objectives continues to be challenging due to the fragile and unpredictable socio-economic and political context in South Sudan. Indeed, based on the GPEP Risk Profile Monitoring Tool (see Annex 1) all risks with high likelihood of occurrence have actually occurred either prior to or during the reporting period making it extremely challenging to realise outcomes of the GPEP program. Despite this, there were reasonable achievements across outputs as illustrated in section 2.2.

Table 1: Program Progress rating per objective

Objective	Progress rating		Comments
	Previous Reporting Period	Current Reporting period	
1. Strengthened national systems that are fundamental to providing equitable access to quality education;	Moderately Unsatisfactory (MU)	Moderately Satisfactory (MS)	Inconsistent payment of salaries for teachers and education personnel persist and access to and reliable education data collection countrywide remains difficult. Despite these challenges the M&E strategy and policy documents have been finalized and approved and training courses on school leadership, inspection and supervision

Objective	Progress rating		Comments
	Previous Reporting Period	Current Reporting period	
			have been completed. In addition, the new national curriculum has been completed and the writing of textbooks is currently under consideration.
2. Improved school performance, and in the process generate model approaches for improving quality;	Unsatisfactory (U)	Moderately Satisfactory (MS)	Overall school attendance and performance continues to be impeded by poor service conditions for teachers and irregular attendance of students. However, as schools' construction are almost completed and teaching and learning materials are made available, attendance at GPEP supported schools have continued to improve. Also, training of teachers on literacy and numeracy, pedagogy, interactive techniques has continued during the reporting period.
3. Attract additional support to the education sector in South Sudan by demonstrating sustainable successes.	Highly Unsatisfactory (HU)	Moderately Unsatisfactory (U)	The Action Research has been successful in identifying several areas of concern that could undermine success: continuous school-based assessment remains weak; TLMs are not always

Objective	Progress rating		Comments
	Previous Reporting Period	Current Reporting period	
			delivered by the payam offices to GPEP schools in a timely manner; higher attendance at GPEP schools has led to overcrowding in some classrooms. Although donors remain supportive, progress against this objective remains critical to attract future support

The table 2 below shows the status of the outcome indicators as per the approved restructured package of the GPEP.

Table 2: Status of Outcome Indicators for South Sudan GPEP

	Source	Baseline		Current reporting period			Next reporting period		End target	
		Data	Month /Year	Target	Data		Indicator target for the next reporting period ¹ - Initial target set in the Program Document	Indicator target for the next reporting period - Revised target if applicable	Indicator target at the end of Program (cumulative) - Initial target set in the Program Document	Indicator target at the end of Program (cumulative) - Revised target if applicable
					Actual	Month/Year for actual data				
1. Proportion of students who, by the end of third grades of primary schooling, demonstrate that they can read	Baseline Assessment Report	43%	Oct 2014- March 2015	-	-	-	Target Next Reporting Period: 45%; Initial Target: 45%	Target Next Reporting Period: 45%; Revised Target: 45%	Cumulative Target: 48% Initial Set Target: 48%	Cumulative Target: 48% Initial Set Target: 48% (Cumulative)

¹ This usually refers to the target set in the Program document. However, if the Program went through “non-minor revisions” as defined in the GPE Policy on Education Sector Program Implementation Grants, including any changes in the results framework, the new target should be reported.

	Source	Baseline		Current reporting period			Next reporting period		End target	
		Data		Target	Actual	Month/Year for actual data	Indicator target for the next reporting period ¹ - Initial target set in the Program Document	Indicator target for the next reporting period - Revised target if applicable	Indicator target at the end of Program (cumulative) - Initial target set in the Program Document	Indicator target at the end of Program (cumulative) - Revised target if applicable
		Data	Month /Year							
and understand the meaning of grade level text										
2. Perception index for Teachers and Head Teachers on School Leadership, School Inspection and Supervision in the GPEP supported school	Baseline Assessment Report	70%	Oct 2014- March 2015	-	-	-	Cumulative Target: 80% Initial Set Target: 80%	Cumulative Target: 80% Initial Set Target: 80%	Cumulative Target: 80% Initial Set Target: 80%	Cumulative Target: 80% Initial Set Target: 80% (Cumulative)
3. Total Enrolment in GPEP supported school (Note: 3 All-Girls School enrolment is 2,826 at baseline)	Baseline Assessment Report, Field Monitoring Visit Reports, SAMS Reports	13,686 (M=7,032; F=6,654)	Oct 2014- March 2015	14,436	16,877 (M=7,902; F=8,975)	May - June 2017	Target Next Reporting Period: 14,436; Initial Target: 14,436	Target Next Reporting Period: 14,436; Revised Target: N/A	Cumulative Target: 14,436 Initial Set Target: 14,436	Cumulative Target: 14,436 Initial Set Target: 14,436 (Cumulative)
4. Number of children that dropped out in GPEP supported schools	Baseline Assessment Report, Field Monitoring	1,442 (M=682; F=760)	Oct 2014- March 2015	1,500	2,461 ²	June 2017	Cumulative Target: 1,200 Initial Set Target: 960		Cumulative Target: 1,200 Initial Set Target: 960	

² Overall attendance in GPEP schools has increased from 15,600 students in December 2016 to 16,877 students in June 2017. Two schools (Ayii and Dereto Primary Schools) in Eastern Equatoria have been closed due to schools being occupied by the armed groups. Students from these schools contributed to the significant number of dropouts in the overall enrolment of the GPEP schools.

	Source	Baseline		Current reporting period			Next reporting period		End target	
		Data		Target	Actual	Month/Year for actual data	Indicator target for the next reporting period ¹ - Initial target set in the Program Document	Indicator target for the next reporting period - Revised target if applicable	Indicator target at the end of Program (cumulative) - Initial target set in the Program Document	Indicator target at the end of Program (cumulative) - Revised target if applicable
		Data	Month/Year							
	Visit Reports									
5. Models arising from GPEP implementation disseminated and influenced Education Planning and Management approaches identified.	GPEP Progress Report	No Model	Oct 2014-March 2015	(1) School Construction, (2) Action Research as means for school improvement; (3) Proof of concept for M&E Strategy	(1) School construction standards approved and to print (2) Action Research mid-term review completed (3) Proof of Concept for M&E strategy compl	Jan – June 2017	-	At least 2 Models identified and showcased.	-	At least 2 Models identified and showcased.

	Source	Baseline		Current reporting period			Next reporting period		End target	
		Data					Indicator target for the next reporting period ¹ - Initial target set in the Program Document	Indicator target for the next reporting period - Revised target if applicable	Indicator target at the end of Program (cumulative) - Initial target set in the Program Document	Indicator target at the end of Program (cumulative) - Revised target if applicable
		Data	Month /Year	Target	Actual	Month/Year for actual data				
					eted in one state					

The Outcome indicators will be critically assessed through the End of Programme Evaluation, which will commence September 2017. The increased number of GPEP school dropouts is mainly due to conflict related displacement of two communities and schools remain occupied by the armed groups; hence non-functional and remain non-accessible by students of GPEP schools (Ayii and Dereto Primary Schools).

2.2 Progress in Program implementation: overall progress and progress by components.

In terms of individual program components, the progress rating is moderately satisfactory with Table 3 showing the individual component scoring during the period under review. The National Systems Strengthening components were completed in terms of producing finalized documents, materials, and tools related to Literacy and Numeracy, Curriculum, School Leadership, Inspection and Supervision Programmes, and an approved M&E Policy and Strategy. The component on Community and School Based Education Service Delivery was moderately satisfactory with completed construction of an additional 5 schools bringing the total to 23 of 25 planned schools. Also, distribution of Literacy and Numeracy materials continues and is complemented by training of 980 teachers on literacy, numeracy, pedagogy and interactive techniques. The Action Research undertaken by African Education Trust (AET) has provided useful information on the performance of GPEP schools and teachers. Based on the AET Action Research Mid-term Review, increased use of literacy and numeracy materials, strengthened continuous assessment mechanisms, and prolonged teacher professional development opportunities are areas for renewed attention and action.

Table 3: Progress rating for each of the programme components

Objective	Progress rating		Comments
	Previous Reporting Period	Current Reporting period	
1. Programme Components – National Systems Strengthening – Literacy and Numeracy;	Moderately Unsatisfactory (MU)	Satisfactory (S)	Embedded in Literacy and Numeracy Strategy (and aligned to new curriculum)

Objective	Progress rating		Comments
	Previous Reporting Period	Current Reporting period	
			Literacy and Numeracy tools approved, P3 literacy and numeracy assessments conducted in 5 national languages (Bari, Dinka, Nuer, Toposa and Zande) & English, Literacy and numeracy strategy developed. Literacy and numeracy kits in 5 languages and English developed and approved by MoGEI, these have been distributed to 2,611 schools, 30 Master Trainers have been trained (3 women) (980 early grade teachers trained in 2017).
2. Programme Components – National Systems Strengthening – Curriculum;	Satisfactory (S)	Satisfactory (S)	Curriculum is completed for all grades (ECD; P1 – P8; S1 – S4) and piloting undertaken in 5 States. Textbook development contracts are currently being negotiated with multiple publishers to write textbooks over the next four months with initial training under a phased implementation plan scheduled for January 2018. Funding for textbook writing

Objective	Progress rating		Comments
	Previous Reporting Period	Current Reporting period	
			could be drawn from other sources or from within underspent budget lines such as schools' construction savings.
3. Programme Components – National Systems Strengthening – School Leadership, Inspection and Supervision Programme;	Moderately Unsatisfactory (MU)	Satisfactory (S)	<p>Training materials completed and cohorts trained for both Basic and Accredited courses. Final editions of materials are scheduled for printing and general distribution in August/September.</p> <p>9,666 education personnel were trained under the Leadership, Inspection and Supervision courses which was 93 per cent of the target of 10,400.</p>
4. Programme Components – National Systems Strengthening – Sector policy development, strategic planning, monitoring and mainstreaming gender responsiveness;	Satisfactory	Satisfactory	<p>General Education Annual Review (GEAR) successfully held in 2016 and next GEAR scheduled for October 2017; M&E policy and strategy finalized for print and Proof of Concept exercise implemented at 104 schools in Jubek State. Gender mainstreaming checklist has been developed and state-level consultative workshops</p>

Objective	Progress rating		Comments
	Previous Reporting Period	Current Reporting period	
			to revise 2015-17 Girls Education Strategy is ongoing.
5. Programme Components – Community and School Based Education Service Delivery - Learning Support Services to Primary Schools	Highly Unsatisfactory	Moderately Unsatisfactory	Last mile distribution remains a concern. A reliable process for last-mile distribution needs to be utilized particularly during the rainy season. Also, UNICEF contracted an external review of its education and health procurement to improve supply chain processes.
6. Programme Components – Community and School Based Education Service Delivery - Improvements to physical infrastructure to enhance learning	Moderately Unsatisfactory	Satisfactory	A total of 23 schools (184 classrooms) out of 25 schools (200 classrooms) have been completed. The final 2 schools are expected to be completed by October 2017. However, manufacture and delivery of school furniture has fallen behind due to transaction restrictions of Kenya Commercial Bank and resultant cash flow (liquidity) limitations for contractors. Other option that was explored by opening a new

Objective	Progress rating		Comments
	Previous Reporting Period	Current Reporting period	
			contractor accounts at Eco Bank.
7. Programme Components – Community and School Based Education Service Delivery - Support to out-of-school children and young people	Highly Unsatisfactory	Moderately Satisfactory	Support to out-of-school children (OOSC) component was significantly delayed due to non-availability of expert support throughout the reporting period. However, as of late May all interventions including support to Community Girls' Schools (CGS), skills centers for youth, and updating of OOSC study are on course for completion.
8. Programme Components – Learning and Sharing Lessons - Research: Tracking the GPE experience	Moderately Satisfactory	Moderately Satisfactory	Action Research Implementation has progressed and a mid-year review has been completed and brought out critical issues for actions. An external end of program evaluation is expected to begin in late August/ early September.
9. Implementation Arrangement	Satisfactory	Moderately Satisfactory	GPEP Technical Working Groups have been active, but MoGEI communication and decision making processes often yield conflicting signals (e.g.

Objective	Progress rating		Comments
	Previous Reporting Period	Current Reporting period	
			construction of schools in Juba area). There is also room to improve the MoGEI-Grant Agent communication and decision-making processes to ensure transparency, accountability and greater ownership. A GPE retreat to specifically address these issues has been scheduled for September 2017. Service providers (for example the printing of the school leadership modules, renegotiation of mentoring component of action research initiative have resulted in implementation delays and frequent contingency planning.
10. Rate of actual disbursement compared with planned disbursement	Moderately Unsatisfactory	Moderately Satisfactory	Timely disbursement of funds remains challenging although it is still expected that funds can be disbursed completely by November 2013. Capacity building of MoGEI and partners to improve financial and programmatic documentation/reporting would streamline future disbursement. Also, delayed

Objective	Progress rating		Comments
	Previous Reporting Period	Current Reporting period	
			MoGEI decision making has challenged timely disbursement of funds (e.g. re-tendering of textbooks' production and recent changes in school construction sites).
11. Financial reporting requirements including submissions of audit.	Moderately Satisfactory	Moderately Satisfactory	Financial Reports have been produced. Audit is yet to be conducted.

2.2.1 Component A: National Systems Strengthening

The objective of this component is to support National Systems Strengthening by: building foundation blocks for Early Grade Literacy and Numeracy; developing basic and accredited training programmes for School Leaders, Inspectors and Supervisors; supporting curriculum development processes and sectoral policy and planning processes. Major achievements during this period was finalization of M&E Policy and Strategy including a Proof of Concept exercise in Jubek State; final revision of Basic and Accredited Leadership, Inspection and Supervision course materials for final printing and general distribution; developing guidance for Alternative Education System (AES) programmes and syllabus and guidance for TVET; drafting of ECD pre-service teacher training course; initiation of revision process for Assessment and Examinations under the new curriculum.

2.2.2 Component B: Community and School Based Education Service Delivery

The objective of this component is to provide learning support services to schools, improve their physical infrastructure, ensure needs of out of school children and young people in the catchment areas primarily in GPEP supported schools. During the current reporting period, 5 more schools have been completed bringing the total to 23 out of 25 planned schools under the program. Action Research under the Africa Education Trust has been successful and is still ongoing. The mid-term review discussion and feedback exercise has yielded valuable information and identified critical issues for actions. Two Teacher Training Institutes and five County Education Centers have received equipment and training. In addition, 980 teachers were trained in the seven locations on early grade literacy and numeracy as well as pedagogy and interactive techniques. Supplementary materials for teaching and learning as well as furniture for 10 schools has been challenging, but strategies have been developed to ensure implementation in the next quarter. Finally, although support to Out-of-School Children through a sub-contract with UNESCO had been significantly delayed, over 6,500

learners are enrolled in 210 CGS and 4 Youth Centers and the UNESCO Institute of Statistics has been contracted to begin the OOSC Study in July 2017.

2.2.3 Component C: Learning and Sharing Lessons

The objective of this component is to generate evidence from GPEP implementation using the 25 schools as model/demonstration schools. In so doing the successful evidences may attract additional support to the Education Sector in South Sudan by demonstrating sustainable successes. In addition the component aims to develop sector wide communication strategy for effective dissemination of information to different stakeholders/audiences in the Education Sector. During this reporting period, Action Research results in the 25 schools (with capacity development component) was shared and response strategies formulated. Also, Terms of Reference were developed for an external end-of-program evaluation and advertised with an anticipated start date in late August. Development and incorporation of a GPEP web portal and rejuvenation of the MoGEI website is planned for the next quarter to share GPEP related products.

2.3 Program Results

In this section, the output indicators per sub-components are assessed to demonstrate progress achieved in the reporting period against the baseline and end targets. It should be noted that targets for the next reporting period and the end target are identical as the program is due to end in November 2017. The National Systems Strengthening components were completed in terms of producing finalized documents related to Literacy and Numeracy, Curriculum, School Leadership, Inspection and Supervision, and Monitoring and Evaluation strategy, policy and tools. The component on Community and School Based Education Service Delivery was moderately unsatisfactory owing the fact that a substantial savings from previous construction projects has remained largely unutilized. This is due to the highly politicized decision making environment within the MoGEI in considering sites for school construction projects. Within the limited timeframe, the remaining funds are unlikely be utilized in a timely manner unless reprogrammed under another component (i.e. textbook writing for the new curriculum under Component A). Also, completion of the 25th GPEP school construction project has been significantly delayed due to an underperforming contractor. UNICEF has outlined several options, with MoGEI participation, to complete this school by the November 2017's deadline including, if necessary, termination of the current contractor and completion of the project with an alternate contractor. The action research under Africa Education Trust has yielded useful information on the strengths and weaknesses in the management and teaching within GPEP schools. Continuing work of the mentors under this Action Research program are intended to address the more critical issues that emerged from the Mid-Term Review in May 2017.

2.3.1 Program Results – National Systems Strengthening

Component 1 : National Systems Strengthening										
	Source	Baseline		Current reporting period			Next reporting period		End target	
		Data	Month / Year	Target	Data		Indicator target for the next reporting period ³ - Initial target set in the Program Document	Indicator target for the next reporting period - Revised target if applicable	Indicator target at the end of Program (cumulative) - Initial target set in the Program Document	Indicator target at the end of Program (cumulative) - Revised target if applicable
					Actual	Month/year for actual data				
Sub-component 1.1: Strengthening literacy and numeracy learning in primary schools (in technical collaboration with GESS and Room to Learn)										
1. Curriculum Framework, Subject Overviews and Syllabi approved, printed and disseminated to National and State Ministry officials and piloted.	GPEP Subcomponent Progress Report	No Curriculum Framework Document	January 2016	Curriculum piloted	Pilot Completed	December 2016	Curriculum piloted	Curriculum piloted	Curriculum piloted	Curriculum piloted
2. Nationally approved Curriculum and Learning Outcomes for Early Grades in Literacy and Numeracy (L & N) developed, approved, printed and disseminated.	GPEP Subcomponent Progress Report	Revised Curriculum Learning Outcomes	2014	Approved Literacy & Numeracy Learning Outcomes printed and disseminated	Approved Literacy & Numeracy Learning Outcomes printed and disseminated	June 2017	Approved Literacy & Numeracy Learning Outcomes printed and disseminated	Approved Literacy & Numeracy Learning Outcomes printed and disseminated	Approved Literacy & Numeracy Learning Outcomes printed and disseminated	Approved Literacy & Numeracy Learning Outcomes printed and disseminated
3. Literacy and Numeracy	GPEP Subcomponent	No Early Grade	October 2013	L&N assessment	L&N assessment	December 2016	L&N tools approved	L&N tools approved	L&N tools approved	L&N tools approved

³ This usually refers to the target which was set in the Program document. However, if the Program went through “non-minor revisions” as defined in the Policy on Education Sector Program Implementation Grants, including any changes in the results framework, the new target should be reported.

Assessment System developed, approved and piloted.	ent Progress Report	assessment system		tools developed, approved and piloted in selected schools and results used to inform kit development	t tools' development finalised and used to inform kits development					
4. Number of schools where Early Grade Literacy and Numeracy Assessments have been carried out.	GPEP Progress Report Subcomponent	0	January 2013	25	25 ⁴	June 2017	25 (GPEP and non GPE schools)	25 (GPEP and non GPE schools)	25 (GPEP and non GPE schools)	25 (GPEP and non GPE schools)
5. Basic Literacy and Numeracy Strategy for early grades prepared and approved.	GPEP Progress Report Subcomponent	No strategy	January 2013	3,600 Primary Schools receive the developed L&N Tools and use in classrooms	2,611 Primary Schools receive developed L&N Tools and use in classrooms	June 2017	3,600 Primary Schools receive the developed L&N Tools and use in classrooms	2,611 Primary Schools receive developed L&N Tools and use in classrooms	3,600 Primary Schools receive the developed L&N Tools and use in classrooms	2,611 Primary Schools receive developed L&N Tools and use in classrooms
6. Number of schools and TTIs receiving the developed and printed Basic Literacy and Numeracy Strategy, through dissemination.	GPEP Progress Report Subcomponent	0		3,600 schools and TTIs	2,611 ⁵ schools and TTIs	June 2017	3,600 schools and TTIs	2,611 schools and TTIs	3,600 schools and TTIs	2,611 schools and TTIs

⁴ 7 schools were assessed in the 4th quarter of 2015 and 18 schools were assessed in the first quarter of 2016 for a total of 25 schools.

⁵ Literacy (English language) and Mathematics teaching and learning materials were distributed to 2,611 schools. Distribution also included mother tongue teaching and learning materials based on the language profile of particular schools.

7. Literacy and numeracy kits for P1-P4 prepared and approved.	GPEP Progress Report Subcomponent	No kits	January 2013	Kits in use in at least 1,000 schools	Kits in use in at least 1,000 schools	June 2017	Kits in use in at least 1,000 schools	Kits in use in at least 1,000 schools	Kits in use in at least 1,000 schools	Kits in use in at least 1,000 schools
8. Literacy/numeracy-focused teacher development interventions are prepared, tested and approved.	GPEP Progress Report Subcomponent	No specific interventions	November 2012	200 early grade teachers trained	980 early grade teachers trained	June 2017	200 early grade teachers trained	980 early grade teachers trained	200 early grade teachers trained	980 early grade teachers trained
9. ECDE facilitators training manual produced and approved, Master trainers for ECDE facilitator training trained, selected Institutions providing training and ECDE	ECDE Progress Report	No standardized teacher training curriculum	January 2016	Number of TTIs providing ECDE facilitator training & number of trainees	Pre-service course for ECD teachers drafted	June 2017	Number of TTIs providing ECDE facilitator training & number of trainees	ECD master trainers trained; ECD training strategy developed for 2018; ECD pre-service course curriculum finalised	Number of TTIs providing ECDE facilitator training & number of trainees	ECD master trainers trained; ECD training strategy developed for 2018; ECD pre-service course curriculum finalised
Sub-component 1.2. Strengthening primary school leadership										
1. National Primary School Leadership Standards, Policy and Strategy developed and approved	Reference Group minutes	Draft standards, policy and strategy	January 2013	Standards, Policy and Strategy finalised and approved	Target Achieved	June 2017	Standards, Policy, Strategy in use	Standards, Policy, Strategy in use		
2. National Primary School Leadership Standards, Policy and Strategy document printed and disseminated to stakeholders	Reference Group minutes	Draft standards, policy and strategy	January 2013	3,000 primary school managers have access to workplace documents and use them	Target Achieved	June 2017	3,000 primary school managers have access to workplace documents and use them	3,000 primary school managers have access to workplace documents and use them		

3. Primary School Leaders trained	Consortium Progress Report	No standardized training	January 2016	9,600 school leaders from all primary schools trained (minimum 20% female)	8,970 school leaders trained (13% female)	June 2017	9,600 school leaders from all primary schools trained (minimum 20% female)	8,970 school leaders trained (13% female)	9,600 school leaders from all primary schools trained (minimum 20% female)	8,970 school leaders trained (13% female)
4. Advanced primary school leadership programme developed for accreditation	Consortium Progress Report	No Advanced Leadership Training Programme	January 2016	Number institutions offering programme & at least 50 head teachers enrolled and undergoing advanced training	269 head teachers trained through one institution ⁶	June 2017	Number institutions offering programme & at least 50 head teachers enrolled and undergoing advanced training	269 head teachers trained through one institution	Number institutions offering programme & at least 50 head teachers enrolled and undergoing advanced training	269 head teachers trained through one institution
5. Primary school leadership manual developed, approved and distributed to primary schools	Consortium Progress Report	No standardized workplace tools	January 2016	Primary school leadership manual used for school management	Not achieved- Final Revision completed and ready for mass printing and dissemination	June 2017	Primary school leadership manual used for school management		Primary school leadership manual used for school management	
Sub-component 1.3. Strengthening school inspection and supportive supervision										
1. Primary School Supervision and Inspection Strategy approved	Consortium Progress Report	Draft strategy	2013	Approved Primary School Supervision and Inspection Strategy operationalised	Target achieved	June 2017	Approved Primary School Supervision and Inspection Strategy operationalised		Approved Primary School Supervision and Inspection Strategy operationalised	

⁶ Juba University is the sole institution responsible for offering this Accredited Training Course.

2.School Supervisors/Inspectors trained	Consortium Progress Report	No standardized programme	2013	274 supervisors/inspectors trained (# remaining out of original target of 800)	170 school inspectors and supervisors trained for a total of 696 trained during the program ⁷	June 2017	800 supervisors/inspectors trained	696 supervisors/inspectors trained	800 supervisors/inspectors trained	696 supervisors/inspectors trained
3. Advanced Supervision and Inspection programme developed for accreditation.	Consortium Progress Report	No accredited programme	2013	Advanced supervision and inspection programme developed for accreditation	Target Achieved	June 2017	Number institutions offering training & number of inspectors enrolled and undergoing training	696 Inspectors and Supervisors trained through one institution ⁸	Number institutions offering training & number of inspectors enrolled and undergoing training	696 Inspectors and Supervisors trained through one institution
Sub-component 1.4. Strengthening sector policy development, strategic planning, monitoring and mainstreaming gender responsiveness.										
1.2016 EMIS statistical booklet produced, printed and disseminated	EMIS Progress Report	No Annual Education Census conducted and no EMIS report produced	January 2016	AEC Conducted, EMIS Statistical Booklet produced with localised data analysis	AEC conducted, EMIS booklet produced with localised data analysis ⁹	June 2017	National and Subnational Directorates of Planning and Budgeting use EMIS Statistical Booklet for planning purposes		National and Subnational Directorates of Planning and Budgeting use EMIS Statistical Booklet for planning purposes	
Approved Minimum School Construction Standards disseminate to National	Document on School Construction Standards	Informal standards applied	October 2013	Standards Disseminated at State level	Standards for state level currently being printed for	June 2017	Standards Disseminated at State level		Government and stakeholders use standards for school construction decision making	

⁷ The total number of Inspectors and Supervisors trained under the GPEP is 696 out of an original target of 800. The total of 696 includes 617 male and 79 female (11 per cent)

⁸ Juba University is the sole institution responsible for offering this Accredited Training Course

⁹ EMIS Booklet 2016 has been printed, but not yet disseminated.

Stakeholders and State Ministries					dissemination					
M&E Strategy developed, approved and implemented	Sector M&E Working Group minutes	Draft Sector M&E Strategy	May 2015	M&E Strategy developed and approved and Functional M&E System Established within the P&B Directorate	M&E Strategy developed and approved with Proof of Concept piloted in Jubek State in May 2017	June 2017	M&E Strategy developed and approved, Functional M&E System established within the P&B Directorate		M&E Strategy developed and approved, Functional M&E System established within the P&B Directorate	
Mainstreaming of Gender responsiveness at school level piloted in selected schools and states.	GPEP Progress Report	No checklist	January 2016	Checklist of Gender Mainstreaming in GPEP components developed and utilised	Gender Checklist developed and consultative workshops ongoing to revise 2015-17 Gender strategy	June 2017	Increased proportion of women involved in school governance (20 per cent women trained)	Increased proportion of women involved in school governance (5 per cent women trained)	Increased proportion of women involved in school governance (20 per cent women trained)	Increased proportion of women involved in school governance (5 per cent women trained)
Annual Joint Sector Review (JSR) conducted based on sector reporting and report produced with actions points.	Annual Joint Sector Review Report	2 JSR conducted	November 2015	Annual JSR conducted, Actions Points agreed to by MoGEI Senior Management and monitored	Not completed ¹⁰	June 2017	Annual JSR conducted, Actions Points agreed to by MoGEI Senior Management and monitored		Annual JSR conducted, Actions Points agreed to by MoGEI Senior Management and monitored	
English Language Policy Framework developed and approved.	GPEP Progress Report	None	January 2013	Accelerated English Language Policy	Target Achieved	2015	-	Materials developed and piloted for implementation	-	Materials developed and piloted for

¹⁰ The Joint Sector Review 2017 is planned for first half of October 2017

				Framework approved.				n of English Language Policy11		implementation of English Language Policy
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2.3.2 Program Results – Community and School based Education Service Delivery

Component 2 : Community and School Based Education Service Delivery										
	Source	Baseline		Current reporting period			Next reporting period		End target	
		Data	Month / Year	Target	Data		Indicator target for the next reporting period ¹² - Initial target set in the Program Document	Indicator target for the next reporting period - Revised target if applicable	Indicator target at the end of Program (cumulative) - Initial target set in the Program Document	Indicator target at the end of Program (cumulative) - Revised target if applicable
					Actual	Month/year for actual data				
Sub-component 2.1: Providing Learning Support Services to Primary Schools (Combine B1, B3, B7 in the refreshed version)										
1. School Supervision reporting observed Focused L&N Teaching in GPEP schools	GPEP Baseline Assessment Report	No	2014	Yes	Yes	April 2016	Yes		Yes	
2. Proportion of GPEP supported schools receiving at least 2 supervision visits per year.	GPEP Assessment Report	0%	2014	40%	88% (22 of 25 schools received one visit in 2017; second visit	April 2017	80%		80%	

¹¹ MoGEL, with support from Windle Trust International (WTI), will develop materials for teaching and learning of the English Language for use in Alternative Education Systems (AES) programs and for use by Arabic speaking teachers who are teaching English.

¹² This usually refers to the target which was set in the Program document. However, if the Program went through “non-minor revisions” as defined in the Policy on Education Sector Program Implementation Grants, including any changes in the results framework, the new target should be reported.

Component 2 : Community and School Based Education Service Delivery										
	Source	Baseline		Current reporting period			Next reporting period		End target	
		Data	Month / Year	Target	Data		Indicator target for the next reporting period ¹² - Initial target set in the Program Document	Indicator target for the next reporting period - Revised target if applicable	Indicator target at the end of Program (cumulative) - Initial target set in the Program Document	Indicator target at the end of Program (cumulative) - Revised target if applicable
					Actual	Month/year for actual data				
					later in 2017) ¹³					
3. CEC personnel trained in CEC/TTIs at state level in close proximity to GPEP selected.	CEC Taskforce Team Reports	0	2014	At least 2 personnel trained from 8 CEC/TTIs	Not Achieved	June 2017	At least 2 personnel trained from 8 CEC/TTIs	At least 2 personnel trained from 7 CEC/TTIs (only 2 TTIs functional – 5 CEC + 2 TTI)	At least 2 personnel trained from 8 CEC/TTIs	At least 2 personnel trained from 7 CEC/TTIs (only 2 TTIs functional – 5 CEC + 2 TTI)
4. Basic set of materials to conduct training in CEC defined, developed, printed and disseminated.	CEC Taskforce Team Reports	No	2014	Basic materials defined	Not yet Defined	June 2017	Basic set of materials to conduct training in CEC defined, developed, printed and disseminated.		Basic set of materials to conduct training in CEC defined, developed, printed and disseminated.	
5. Teacher Training on L&N, and SMC members Training on School leadership delivered by CEC	GPEP Progress Report	No	2014	Yes	No	June 2017	Yes, training to be delivered through CEC		Yes, training to be delivered through CEC	
Sub-component 2.2: Support to School Management Committees (SMCs)										
1. SDP plans prepared and Progress Reports	GPEP Field Visit	No Comprehensive reporting	June 2016	Comprehensive reporting	32% of GPE schools	April 2017	Comprehensive reporting in 100% GPEP	Comprehensive reporting in 60% GPEP	Comprehensive reporting in 100% GPEP	Comprehensive reporting in 60% GPEP

¹³ Two schools in Eastern Equatoria were inaccessible due to conflict and insecurity.

Component 2 : Community and School Based Education Service Delivery										
	Source	Baseline		Current reporting period			Next reporting period		End target	
		Data	Month / Year	Target	Data		Indicator target for the next reporting period ¹² - Initial target set in the Program Document	Indicator target for the next reporting period - Revised target if applicable	Indicator target at the end of Program (cumulative) - Initial target set in the Program Document	Indicator target at the end of Program (cumulative) - Revised target if applicable
					Actual	Month/year for actual data				
on their implementation reported in GPEP supported schools	Monitoring Reports			in 60% GPEP supported schools	reported on functional SDPs		supported schools	supported schools	supported schools	supported schools
2.SMC members undergo a training in GPEP supported schools	SMC Training Report	No SMC comprehensive training conducted	June 2016	Training completed for SMC members in GPEP supported schools	Training completed for 325 SMC members in GPEP supported schools	December 2016	SMC members undergo a training in GPEP supported schools	325 members trained (any additional SMC training will be through CEC under subcomponent 2.1.4)	SMC members undergo a training in GPEP supported schools	325 members trained (any additional SMC training will be through CEC under subcomponent 2.1.4)
Sub-component 2.3: Improvements to physical infrastructure to enhance learning										
3. 25 Primary Schools Constructed that meet CFS criteria and are inclusive, and provided full primary scale (P1-P8)	GPEP Baseline Assessment Report	Schools under trees, in temporary structures	2013	25 schools completed in 5 States and in use	23 (cumulative) of 25 schools completed in five states	June 2017	Report on School Mapping exercise produced, 25 schools constructed offering full primary cycle, 200 Classroom constructed, 25 Office blocks, 25 Kitchen constructed.		Report on School Mapping exercise produced, 25 schools constructed offering full primary cycle, 200 Classroom constructed, 25 Office blocks, 25 Kitchen constructed.	
4. Developed L&N Tools delivered in schools	GPEP Baseline Assessment	No	2013	3,600 schools	2,611 schools	June 2017	All Primary Schools receive the developed	2,611 schools received L&N Tools and use in classrooms	All Primary Schools receive the developed	2,611 schools received L&N Tools and use in classrooms

Component 2 : Community and School Based Education Service Delivery										
	Source	Baseline		Current reporting period			Next reporting period		End target	
		Data	Month / Year	Target	Data		Indicator target for the next reporting period ¹² - Initial target set in the Program Document	Indicator target for the next reporting period - Revised target if applicable	Indicator target at the end of Program (cumulative) - Initial target set in the Program Document	Indicator target at the end of Program (cumulative) - Revised target if applicable
					Actual	Month/year for actual data				
							L&N Tools and use in classrooms		L&N Tools and use in classrooms	
5. Local manufactured school furniture delivered in 25 GPEP supported schools	GPEP Baseline Assessment	No furniture in Schools	2014	Furniture delivered to all 25 completed schools	Furniture delivered to 12 schools	June 2017	Furniture delivered to all 25 completed schools		Furniture delivered to all 25 completed schools	
Sub-component 2.4: Support to Out of School Children and young people.										
1. Estimate of OOSC in the GPEP school catchment areas that needs to go back to school or access AES services determined	GPEP Progress Report	None	2014	Assessment Results Reported	Not done.	June 2017	Assessment Results Reported -		Assessment Results Reported	
2. AES Teaching materials in GPEP supported schools provided	GPEP Progress Report	No	2014	No	No	June 2017	AES materials provided		AES materials provided	

2.3.1 Program Results – Learning and Sharing Lessons.

Component 3: Learning and Sharing Lessons										
	Source	Baseline		Current reporting period			Next reporting period		End target	
		Data	Month / Year	Target	Data		Indicator target for the next reporting period ¹⁴ - Initial target set in the Program Document	Indicator target for the next reporting period - Revised target if applicable	Indicator target at the end of Program (cumulative) - Initial target set in the Program Document	Indicator target at the end of Program (cumulative) - Revised target if applicable
					Actual	Month/year for actual data				
Sub-component 3.1: Research: Tracking the GPE experience										
1. Baseline study in GPEP-supported schools and End of Programme Evaluation conducted,	Baseline Assessment Report	None	2013	ToRs for End of Programme Evaluation reports developed	Completed	June 2017	Baseline Study completed, End of Programme Evaluation reports		Baseline Study completed, End of Programme Evaluation reports	
2. Action Research on Evidence Based School Management undertaken	Action Research Report	None	2014	Action Research starts in the 25 GPEP supported schools.	Action Research ongoing with mid-term report completed and disseminated	May 2017	Action Research Report Produced and Disseminated		Action Research Report Produced and Disseminated	
3. Joint Communication Strategy document produced	GPEP Progress Report	No	2014	Yes	No	June 2017	Yes		Yes	

¹⁴ This usually refers to the target which was set in the Program document. However, if the Program went through “non-minor revisions” as defined in the Policy on Education Sector Program Implementation Grants, including any changes in the results framework, the new target should be reported.

2.4 Program Disbursement.

The table below shows the performance of the program disbursement.

	Current reporting period		Cumulative		Next reporting period	
	Planned Disbursement (US\$)	Actual Disbursement ¹⁵ (US\$)	Planned disbursement (US\$)	Actual Disbursement (US\$)	Reporting period	Future planned disbursement (US\$)
GPE (ESPIG)	0	1,871,754	31,313,360	17,084,984	January 2017 – June 2017	12,519,831
USAID	0		20,917,602	20,917,602	January 2017 – June 2017	0
Total	0	1,871,754	52,230,962	38,002,586		12,519,831

2.5 Technical, policy, or knowledge products (if any)

The knowledge products produced in the period under review are: Approved Monitoring and Evaluation Strategy, Policy documents, and related tools are now being printed for distribution; finalized School Leadership Programme and Supervision and Inspection Program; School Construction Standards completed and distributed; and Action Research Mid-term Report completed. These and all past and future knowledge products will be made available through a GPEP knowledge portal to be set up under the existing MoGEI website.

2.6 Lessons learned and/or best practices and/or innovations (optional)

- Flexibility in programming for fragile states must be a critical feature of ESPIG.
- Staff turnover in fragile states is inevitable therefore ESPIG should always have a section in Grant Proposal with details on Business Continuity Strategies in case of unforeseen circumstances.
- Appropriate procurement strategies in school construction projects can result in savings that can be used to achieve expanded results at outcome and output level.
- In fragile and highly politicized environments such as South Sudan, transparent, reliable, and functional mechanisms for communication and decision making must be in place to support more predictable implementation.

¹⁵ Disbursements reflect actual funds disbursed from Grant Agent to implementing partners, contractors and other direct costs. However, UNICEF has entered into commitments with contractors for school construction and supplies/services under which substantial disbursement of funds are due for disbursement in the third quarter 2017.

3.0 GPE Corporate Results Framework

3.1 Global Numbers

See attached annex for teachers trained and classrooms constructed.

3.1.1 Textbooks purchased and distributed

Not applicable.

3.1.2 Teachers trained

Subsector	Source	Baseline reporting period ¹⁶ Current reporting period minus one year				Current reporting period				Next reporting period		End target	
		Data				Data				Indicator target for the next reporting period ¹⁷ - Initial target set in the Program Document	Indicator or target for the next reporting period - Revised target if applicable	Indicator target at the end of Program (cumulative) - Initial target set in the Program Document	Indicator target at the end of Program (cumulative) - Revised target if applicable
		Target	Actual	% (actual/target)	Month/Year for actual data ¹⁸	Target	Actual	% (actual/target)	Month/Year for actual data				
Teachers on Literacy and Numeracy		-	-	-	December 2016	200	980	490%	June 2017	No additional target		200	
Head teachers on Primary School Leadership course		9,600	8,853	92%	December 2016	747	117	16%	June 2017	No additional target		9,600	
Overall		9,600	8,853	92%	December 2016	947	1,097	115%	June 2017	No additional target		9,800	

¹⁶ As the template is requesting the annual target and actual, this may not necessarily reflect the past achievements of the Program made vis-à-vis this indicator.

¹⁷ This usually refers to the target which was set in the Program document. However, if the Program went through “non-minor revisions” as defined in the Policy on Education Sector Program Implementation Grants, including any changes in the results framework, the new target should be reported.

3.1.3 Classrooms built and/or rehabilitated

Subsector	Source	Baseline reporting period ¹⁹ Current reporting period minus one year				Current reporting period				Next reporting period	End target		
		Data				Data				Indicator target for the next reporting period ²⁰ - Initial target set in the Program Document	Indicator or target for the next reporting period - Revised target if applicable	Indicator target at the end of Program (cumulative) - Initial target set in the Program Document	Indicator target at the end of Program (cumulative) - Revised target if applicable
		Target	Actual	% (actual /target)	Month/Year for actual data ²¹	Target	Actual	% (actual /target)	Month/Year for actual data				
ECD (ISCED 0)	Not Applicable												
Primary (ISCED1)		20	18	90%	December 2016	25	23	92%	June 2017	25		25	
Lower Secondary (ISCED 2)	Not Applicable												
Overall		25	18	90%	December 2016	25	23	92%	June 2017	25		25	

3.2 ESPIG support to the development or improvement of an Education Management Information System (EMIS)

Baseline reporting period Current reporting period minus one year	Current reporting period	Next reporting period
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¹⁹ As the template is requesting the annual target and actual, this may not necessarily reflect the past achievements of the Program made vis-à-vis this indicator.

²⁰ This usually refers to the target which was set in the Program document. However, if the Program went through “non-minor revisions” as defined in the Policy on Education Sector Program Implementation Grants, including any changes in the results framework, the new target should be reported.

<p>a. Did the ESPIG plan to support the development or improvement of an <u>EMIS</u> during the reporting period?</p> <p><input checked="" type="checkbox"/> No</p> <p>b. Did the ESPIG support the development or improvement of an <u>EMIS</u> during the reporting period?</p> <p><input checked="" type="checkbox"/> No</p>	<p>a. Did the ESPIG plan to support the development or improvement of an <u>EMIS</u> during the reporting period?</p> <p><input checked="" type="checkbox"/> Yes</p> <p>b. Did the ESPIG support the development or improvement of an <u>EMIS</u> during the reporting period?</p> <p><input checked="" type="checkbox"/> Yes (ECD, Primary , Lower Secondary, TTIs, TVET)</p>	<p>Does the ESPIG plan to support the development or improvement of an <u>EMIS</u> during the next reporting period?</p> <p><input checked="" type="checkbox"/> Yes</p>
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3.3 ESPIG support to the development or improvement of a learning assessment system

3.3.1 Learning assessment system

Baseline reporting period Current reporting period minus one year	Current reporting period	Next reporting period
<p>(a) Did the ESPIG plan to support the development or improvement of a <u>learning assessment system</u> during the reporting period? <input checked="" type="checkbox"/> Yes</p> <p>(b) Did the ESPIG support the development or improvement of a <u>learning assessment system</u> during the reporting period?</p> <p><input checked="" type="checkbox"/> Yes (Primary Early Grades(p1-p4))</p>	<p>(a) Did the ESPIG plan to support the development or improvement of a <u>learning assessment system</u> during the reporting period? <input checked="" type="checkbox"/> Yes</p> <p>(b) Did the ESPIG support the development or improvement of a <u>learning assessment system</u> during the reporting period?</p> <p><input checked="" type="checkbox"/> Yes (Primary Early Grades(p1-p4))</p> <p>(c) If Yes to (b), was the learning assessment system implemented during the reporting period?</p> <p><input checked="" type="checkbox"/> No</p>	<p>Does the ESPIG plan to support the development or improvement of a <u>learning assessment system</u> during the next reporting period?</p> <p><input checked="" type="checkbox"/> Yes (Primary Early Grade Assessment (Grades P1-P4))</p>

	<p>(d) If Yes to (c), is the updated data on learning available this reporting period?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(e) If Yes to (d), please attach to Annex 3 the updated data on learning.</p>	
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3-4. GPE Corporate Results Framework – ESPIG Variable Part Indicators (N/A under current South Sudan ESPIG)

Type of indicator	Indicator title	Source	Baseline		<i>(insert the year and the month of target attainment verification)</i>				<i>(insert the year and the month of target attainment verification)</i>				<i>(insert the year and the month of target attainment verification)</i>			
			Data	Month / Year	Indicators		Disbursement (US \$m)		Indicators		Disbursement (US\$ m)		Indicators		Disbursement (US \$m)	
					Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Indicator(s) on <u>Learning Outcomes</u>	<i>Proportion of students who, by the end of third grades of primary schooling, demonstrate that they can read and understand the meaning</i>	Literacy and Numeracy Diagnostic Assessments by Montrorse	43%	May 2015	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

	<i>of grade level text</i>															
Indicator(s) on <u>Equity</u>	<i>Gender parity index for primary schools enrolment</i>	EMIS 2015 Report	0.67	2015	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Indicator(s) on <u>Efficiency</u>	<i>Transition rate from primary to secondary</i>	EMIS 2015 Report	14%	2015	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Annexes

Annex 1: South Sudan GPEP Risk Profile Monitoring Tool

No	Risk Identification		Risk Consequence	Risk Analysis			Risk Planning		Risk Status	
	Date Risk Identified	Risk Description <i>(originally phrased risk /evolved risk in brackets)</i>		Probability of Occurrence <i>(1.0=Probable; 0.7=Highly Likely; 0.5=Likely; 0.1=Highly unlikely)</i>	Impact <i>(100:Catastrophic; 70=High; 50=Medium; 25=Low)</i>	Risk Event Number <i>(E*F)</i>	Risk Response/Mitigation Plan	Risk Owner	Flag <i>(Open/Closed)</i>	Narrative Progress
1	Beginning of Programme to date (2013-2017)	Delays in payment of salaries for teachers and education officials due to high inflation. <i>(Teacher salaries would be paid regularly and payment received by teachers on time. Since 2015 the economic situation continues to deteriorate with the devaluation of the South Sudan pound while the teachers' basic salary remained unchanged. The motivational levels are decreasing and an increasing number of trained teachers are leaving the profession for better remuneration opportunities, leaving untrained, less experienced volunteer teachers in the system).</i>	High turnover of trained teachers, sporadic teachers' attendance and high teacher absenteeism; Learning not taking place or inconsistent due to low teachers' morale. The consequence of teachers' absenteeism will likely lead to high pupil- teacher ratio, reduced in quality learning outcomes, and eventual children dropping out.	1.0	70	70	Continued advocacy by Education Donors and partners for continued timely teacher salary disbursements by MoGEI and any available support through donor resources.	MoGEI	Open	Currently UNICEF is supporting 3,800 teachers with salary payments. The EU-supported IMPACT project is phasing in salary payments for all 30,000 teachers for a period of 18 months.

No	Risk Identification		Risk Consequence	Risk Analysis			Risk Planning		Risk Status	
	Date Risk Identified	Risk Description <i>(originally phrased risk /evolved risk in brackets)</i>		Probability of Occurrence <i>(1.0=Probable; 0.7=Highly Likely; 0.5=Likely; 0.1=Highly unlikely)</i>	Impact <i>(100:Catastrophic; 70=High; 50=Medium; 25=Low)</i>	Risk Event Number <i>(E*F)</i>	Risk Response/Mitigation Plan	Risk Owner	Flag <i>(Open/Closed)</i>	Narrative Progress
2	Beginning of Programme to date (2013 – 2017)	Declined of education budget of less than 5 per cent. <i>(Education financing was perceived to be stable and it was assumed that domestic financing would steadily increase over time, however the reality since 2013 has been dwindling allocation initially due to austerity measures and then exacerbated by the conflict wherein more than 50% of the domestic budget went towards security/defense. In addition, donor funding to the sector is increasingly unpredictable).</i>	Entrenched MoGEI dependency on donors to fund the Education Sector and possible long-term donors' fatigue to continue high levels of funding in the long term.	1.0	70	70	Continued effort by the MoGEI to increase Education Sector fund allocation in the national budget. Advocacy support from donors to increase education sector funding	MoGEI	Open	Indicative Government of South Sudan fund allocation to the education sector as detailed in the draft General Education Sector Plan (2018-22) remains low below 5 per cent. Education Donor Group (EDoG) is advocating for an increased allocation of funds to complement their planned support for 2018 and beyond.

No	Risk Identification		Risk Consequence	Risk Analysis			Risk Planning		Risk Status	
	Date Risk Identified	Risk Description <i>(originally phrased risk /evolved risk in brackets)</i>		Probability of Occurrence <i>(1.0=Probable; 0.7=Highly Likely; 0.5=Likely; 0.1=Highly unlikely)</i>	Impact <i>(100:Catastrophic; 70=High; 50=Medium; 25=Low)</i>	Risk Event Number <i>(E*F)</i>	Risk Response/Mitigation Plan	Risk Owner	Flag <i>(Open/Closed)</i>	Narrative Progress
3	Beginning of Programme to date (2013 - 2017)	Escalating delays of construction related activities due to hard currency restrictions. <i>(The bulk of building materials are sourced from neighbouring countries and contractors require hard currency. The decreased value of the SSP and increasingly strict bank regulations for hard currency transactions have reduced ready access to hard currency.</i>	Delayed construction of final school under GPEP program. Also, the manufacture and delivery of school furniture has been significantly delayed.	1.0	70	70	All institutional contracts are paid in US Dollars. Implementing partners have been encouraged to open hard currency accounts at banks with less stringent internal regulatory policies (e.g. ECO Bank as opposed to Kenya Commercial Bank).	MoGEI, Grant Agent (UNICEF)	Open	24 of 25 schools have been completed. Negotiations are ongoing with the contractor of the final school to complete the construction by October 2017. Delivery of furniture under Don Bosco has been delayed due to severe hard currency restrictions of Kenya Commercial Bank (KCB). Don Bosco is planning to open an ECO Bank account to ease their cash flow to allow them to pay the local vendors and transportation to reach the end-users.

No	Risk Identification		Risk Consequence	Risk Analysis			Risk Planning		Risk Status	
	Date Risk Identified	Risk Description <i>(originally phrased risk /evolved risk in brackets)</i>		Probability of Occurrence <i>(1.0=Probable; 0.7=Highly Likely; 0.5=Likely; 0.1=Highly unlikely)</i>	Impact <i>(100:Catastrophic; 70=High; 50=Medium; 25=Low)</i>	Risk Event Number <i>(E*F)</i>	Risk Response/Mitigation Plan	Risk Owner	Flag <i>(Open/Closed)</i>	Narrative Progress
4	Beginning of Programme to date (2013 - 2017)	The rainy season impacting timely delivery of supplies. <i>(The Prolonged rainy season may result in delayed delivery of school furniture and other supplies)</i>	Schools will not meet Child Friendly School (CFS) Standards, which may eventually have a negative impact on attendance.	0.5	50	25	School supplies have been pre-positioned whenever possible to mitigate weather related delays. In the case of school furniture, the use of local contractors shortened delivery times, but, last mile delivery can still be a challenge. UNICEF field staffs are closely tasked with closely monitoring last mile delivery in higher risk areas.	Grant Agent (UNICEF) and service providers	Open	24 of 25 schools have been completed with only one contractor delayed in Northern Bahr El Ghazal. Although some construction supplies have been pre-positioned on site, the contractor has submitted a plan for shipment of remaining supplies to site and scheduled construction works for completion by October 2017. Field staff focal points are being appointed to ensure delivery of remaining furniture for GPEP schools. Also, an external supply chain analysis for Education and health was conducted in June 2017 to provide long-term guidance on improving supply chains processes.

No	Risk Identification		Risk Consequence	Risk Analysis			Risk Planning		Risk Status	
	Date Risk Identified	Risk Description <i>(originally phrased risk /evolved risk in brackets)</i>		Probability of Occurrence <i>(1.0=Probable; 0.7=Highly Likely; 0.5=Likely; 0.1=Highly unlikely)</i>	Impact <i>(100:Catastrophic; 70=High; 50=Medium; 25=Low)</i>	Risk Event Number <i>(E*F)</i>	Risk Response/Mitigation Plan	Risk Owner	Flag <i>(Open/Closed)</i>	Narrative Progress
5	Beginning of Programme to date (2014-2017)	Limited accessibility even during the dry season due to insecurity. <i>(The deplorable condition of roads and general difficult terrain even during the dry season may limit accessibility for the contractors, hence impeding timely implementation).</i>	Delayed construction of schools.	0.5	50	25	Contractors were either held liable for delays and assessed liquidated damages or were granted non-penalty extensions where deemed appropriate.	Grant Agent (UNICEF) and service providers	Open	Since July 2016, only 4 of 25 contractors experienced delays due to road accessibility. To date all school construction has been completed except for one remaining school in Northern Bahr El Ghazal.
6	Beginning of Programme to date (2013 - 2017)	Continued conflict and political changes that disturbs or cancels programme activities. <i>(At the outset of the programme, there were only periodic minor intercommunal conflicts. However, full-fledged conflict emerged at the end of 2013 and again in July 2016. This has contributed to a highly politicized decision</i>	Delayed programme implementation and disruption to sequencing of program interventions and activities.	1.0	100	100	GPEP governance structures (Steering Committee, Technical Working Groups, Reference Groups) provide guidance and facilitate decision-making on program	MoGEI; Grant Agent (UNICEF)	Open	Continued conflict-sensitive programming, including conflict analysis and risk mitigation; working through GPEP governance structures to address immediate concerns regarding implementation of further construction and curriculum development activities. Scheduling of a proposed GPE

No	Risk Identification		Risk Consequence	Risk Analysis			Risk Planning		Risk Status	
	Date Risk Identified	Risk Description (originally phrased risk /evolved risk in brackets)		Probability of Occurrence (1.0=Probable; 0.7=Highly Likely; 0.5=Likely; 0.1=Highly unlikely)	Impact (100:Catastrophic; 70=High; 50=Medium; 25=Low)	Risk Event Number (E*F)	Risk Response/Mitigation Plan	Risk Owner	Flag (Open/ Closed)	Narrative Progress
		<i>making environment within government ministries and institutions</i>					adjustments. Keeping the 'do no harm' and conflict sensitivity principles at the forefront of decision making. Regular and direct communication with the MoGEI to reduce bottlenecks.			retreat in September 2017 to address long-term issues of communication, decision making between MoGEI and future Grant Agent.
7	Beginning of Programme to date (2013 - 2017)	Insufficient local capacity to deliver programme components (<i>Difficulty to secure good consultants - many are not eager to engage in long term activities due to unpredictability of programming environment</i>).	Poor quality deliverables with less value on intended beneficiaries. Delays due to improper filing of documents for funds transfer approval and expenditure liquidation.	0.5	50	25	UNICEF maintains a preference for institutional contracts which have less risks than individual consultants.	MoGEI, Grant Agent (UNICEF)	Open	Approximately 90 per cent of all the target institutional contracts have been issued in accordance with the committed deliverables. The improvement of financial procedures among implementing partners and MoGEI counterparts identified

No	Risk Identification		Risk Consequence	Risk Analysis			Risk Planning		Risk Status	
	Date Risk Identified	Risk Description <i>(originally phrased risk /evolved risk in brackets)</i>		Probability of Occurrence <i>(1.0=Probable; 0.7=Highly Likely; 0.5=Likely; 0.1=Highly unlikely)</i>	Impact <i>(100:Catastrophic; 70=High; 50=Medium; 25=Low)</i>	Risk Event Number <i>(E*F)</i>	Risk Response/Mitigation Plan	Risk Owner	Flag <i>(Open/Closed)</i>	Narrative Progress
										for future capacity building.
8	April/May 2017	Inability of the MoGEI to identify schools for construction or rehabilitation with funds savings realized during school construction intervention (2014 – 2017) under Component B.	Approximately US\$ 1.9 million will not be allocated and expended by the end of program deadline 30 November 2017. Funds are at risk of remaining unutilized unless reallocated.	1.0	100	100	Grant Agent has drawn up four spending scenarios for MoGEI's consideration. Three scenarios assume completion of activities by 30 November 2017 and one scenario considers a 90 day no cost extension to focus on continuing curriculum development activities.	MoGEI, Grant Agent (UNICEF)	Open	Discussions with relevant reference groups (construction and curriculum development), Director General of Planning & Budgeting, and Director for Development Partner Coordination are in progress. Recommendations to be brought to MoGEI's Steering Committee for final decision.

No	Risk Identification		Risk Consequence	Risk Analysis			Risk Planning		Risk Status	
	Date Risk Identified	Risk Description (originally phrased risk /evolved risk in brackets)		Probability of Occurrence (1.0=Probable; 0.7=Highly Likely; 0.5=Likely; 0.1=Highly unlikely)	Impact (100:Catastrophic; 70=High; 50=Medium; 25=Low)	Risk Event Number (E*F)	Risk Response/Mitigation Plan	Risk Owner	Flag (Open/Closed)	Narrative Progress
9	April 2017	Slow progress of finalizing the GESP and Multi-year Action plan for submission to GPE Secretariat.	The current delay in submission of the ESP package to the GPE Secretariat has delayed the next ESPIG application to 01 November 2017 at the earliest. Under the circumstances, there will be a GPE funding gap of at least three months until February 2018.	1.0	100	100	The Grant Agent (UNICEF) has raised this issue several times with the Education Donor Group (EDoG), the MoGEI, UNESCO, and also informed the GPE Secretariat. Where appropriate, the Grant Agent has provided technical support to move the process forward.	MoGEI	Open	The Grant Agent has been supporting MoGEI and UNESCO as appropriate to facilitate completion of the ESP package submission to the GPE Secretariat. At the same time, the Grant Agent has been working with the MoGEI to develop contingency scenarios to overcome the funding gap through a limited no cost extension (maximum 90 days) of the current GPE funding.