

Global Partnership for Education

Programme Document

South Sudan Additional Maximum
Country Allocation

South Sudan

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ABBREVIATIONS

AES	Alternative Education System
ALP	Accelerated Learning Programme
BALP	Basic Adult Literacy Programme
CECs	County Education Centres
CGS	Community Girls School
CPD	Continuous Professional Development
CSOs	Civil Society Organizations
DG	Director General
DFID	Department for International Development
ECD	Early Childhood Development
ECDE	Education Childhood Development Education
EDoG	Education Donor Group
EGRA	Early Grade Reading Assessment
EiE	Education in Emergencies
EMIS	Education Management Information System
ETMC	Education Transfer Management Committee
ESA	Education Sector Analysis
ESPIG	Education Sector Plan Implementation Grant
GDP	Gross Domestic Product
GEAR	General Education Annual Review
GES	Girls' Education Strategy
GESP	General Education Sector Plan
GoRSS	Government of the Republic of South Sudan
GPE	Global Partnership for Education
GPEP	Global Partnership for Education Programme
GPEP 2	Global Partnership for Education Programme 2
HRIS	Human Resource Information System
ICT	Information Communication Technology
IDP	Internally Displaced Persons
LEG	Local Education Group
MoFEP	Ministry of Finance and Economic Planning
MoGEI	Ministry of General Education & Instruction
MoHEST	Ministry of Higher Education Science & Technology
MoU	Memorandum of Understanding
NEC	National Education Coalition
NEF	National Education Forum
OOSC	Out of School Children
PEP	Pastoralist Education Programme
SDG	Sustainable Development Goals
SMC	School Management Committee
TTI	Teacher Training Institutes
TVET	Technical Vocational Education Training
TWG	Technical Working Groups

1 INTRODUCTION

The recent decrease in the large scale and protracted conflict in early 2020 has provided an opportunity to pursue longer-term development interventions in the provision of quality education in South Sudan. The education system in South Sudan remains seriously impacted from decades of conflict and faces significant challenges due to limited resources and limited institutional, system, human and infrastructure capacities. Across the entire country, poor quality of teaching and learning continues to be a challenge. The Education Sector Analysis (ESA, 2016) reported that the teaching force in the country contains only a small number of permanent or qualified staff. The deployment of teachers is not optimal or equitable. The General Education Annual Review (GEAR) reiterated the importance of teacher professional development and availability of textbooks as a principal strategy to improve the quality of education in South Sudan.

The Republic of South Sudan in 2018 was allocated a maximum country allocation of USD 35.7 million as Education Sector Plan Implementation Grant (ESPIG) by Global Partnership for Education (GPE), for the implementation of the Global Partnership for Education programme, 2019-2022 (GPEP 2). The GPE Board during its December 2019 Board Meeting allocated 6 million USD as an additional Maximum Country Allocation (MCA) to the Republic of South Sudan to support and expand the implementation of GPEP 2. GPE has in total allocated 41.7 million USD to support the implementation of the South Sudan General Education Sector Plan 2017-2022 (35.7 million USD for GPEP and 6 million USD for the additional MCA)

The additional 6 million USD grant is intended to maximize, expand, and accelerate the programme results of the current GPEP 2, with a focus on the following three components:

- Access and equity
- Quality and relevance, and
- Efficiency.

The priorities for the additional grant were discussed between UNICEF, as the Grant Agent, and the Ministry of General Education and Instruction (MoGEI). The discussion resulted in the development and submission of a concept note to the GPE Secretariat. The current Programme Document addresses the recommendations of the GPE Secretariat on the concept note and includes an early review of the GPEP2 programme implementation. This programme document outlines the allocation and utilization of the additional USD 6 million grant and entails the expansion of identified programme elements within the overall framework of the GPEP 2.

2 EDUCATION SECTOR CONTEXT

2.1 Structure of the Education System

The following education policies and documents form the legal basis for the South Sudanese education system:

- General Education Act of 2012
- General Education Strategic Plan (2012-2017)
- Draft General Education Policy Framework (2015)
- New Transformation Agenda (2015-2025)

The following two ministries are responsible for the education sector.

- Ministry of General Education and Instruction (MoGEI). The overall objective of MoGEI is to provide quality education through to the secondary level of all children.
- The Ministry of Higher Education, Science and Technology (MoHEST) is responsible to develop a highly skilled human capital that meets national and international standards, to transform the country into a competitive knowledge-based economy.

The table below provides an overview of the different education levels in the South Sudanese education system.

Table 1. Education Structure in South Sudan

Sub-sectors	Description
Pre-primary education	Three years of Early Childhood Development, starting at age three
Primary education	Eight years of primary education, starting from age five or six. At the end of the cycle, pupils are required to pass the Primary Leaving Exam (PLE) to proceed to secondary education. According to the General Education Act of 2012, 'primary education shall be free and accessible to all citizens in South Sudan, without discrimination on the basis of sex, race, and ethnicity, health status including HIV/AIDS, gender and disability
Secondary education	Under the new South Sudanese curriculum, secondary education lasts for four years. It is validated by the secondary School Certificate Exam (SCE), which is required to enter tertiary education.
Tertiary education	Consists of universities courses, leading to either a diploma or a bachelor's or master's degree; and teacher training institutes (TTIs), which lead to a teacher training certificate.

The Alternative Education System (AES)	Offers a non-formal and fast-track basic education programme. It targets children and adults who have either never attended formal education or dropped out before finalising basic education. AES flagship programmes include the Accelerated Learning Program (ALP) and the Community-based Girls Schools (CGS), aiming to encourage young people to re-enter education. Other programmes include the Basic Adult Literacy Program (BALP) aimed at youth and adults; the Intensive English Course (IEC), which facilitates the transition from Arabic to English instruction; and the Pastoralist Education Program (PEP), which is based on flexible mobile schools.
Technical and Vocational Education and Training (TVET)	Offers a variety of programmes and certificates at post-primary level, usually targeting older youth. While MoHEST is responsible for technical education, vocational aspects are shared among a variety of ministries, including MoGEL, the Ministry of Culture, Youth, and Sport (MoCYS), and the Ministry of Labour and Public Service (MoLPS).

2.2 Education Sector Challenges

2.2.1. Out-of-School Children

According to a UNESCO study, several reasons contribute to the large group of out of school children in South Sudan. Among the out of school children are learners in areas affected by conflicts, girls who have less opportunities to access education, children with disabilities, children from socio-economic poor families and children who do not feel safe to travel to school.

The number of out-of-school girls appears to be higher than that of boys which may be due to the lack of awareness, cultural and financial constraints leading to limited enrolment and retention of girls in school.

In 2018, it was estimated that at least 2.2 million children in South Sudan missed out on education. UNESCO reported in 2018 that the percentage of out-of-school children increased by age. Children between 12 and 17 years old were more likely not to be in school than younger children. The majority of the 18-year olds were either not attending school or were still in primary school. Only 2.3% of the 18-year olds were enrolled in secondary education.

In 2018, at least 2.2 million children in South Sudan are estimated to be missing the opportunity for education unless the government and development partners are able to implement innovative programs to effectively reach the out-of-school children population (OOSC).

2.2.2. Gender Disparities

There are several reasons why girls are underrepresented in the education system of South Sudan.

- Cultural practice of child marriage and early pregnancy.
- Child protection issues due to insecurity or armed conflict
- Long distances to school
- Schools without sanitary facilities and lack of sanitary accessories for adolescent girls
- Poverty and economic challenges

There has been some observed progress in female schooling, although, female students remain underrepresented. There has been a slight improvement at primary and secondary levels, where the share of female students enrolled has increased by three and two percentage points. It has been reported that this increased can be attributed to the cash transfers programme, supported by the UK and Canada through the Girls' Education South Sudan project.

Despite this progress, the share of female students has remained stable at the pre-primary level and has decreased in AES by one percentage point over this period. The share of female students decreases from lower to upper levels of education, from 48% in ECDE to 22% at the university level. However, lower female schooling levels are mainly generated at primary school entry – female access to primary Grade 1 is 34 percentage points lower than that of boys, with disparities weakening thereafter. Once girls have reached secondary education, they tend to drop out at a relatively lower rate than boys.¹

2.2.3. Geographical Disparities

Distance to school and school closures are limiting the access of children to education. As primary schools do not always offer all the grade, children often have to travel far to complete their education. In 2015, three-quarters of primary schools did not offer all 8 grades. Secondary schools are often in urban centres. In addition, not all counties have a secondary school, which seriously impacts the accessibility of secondary education.

2.2.4. Poor School Facilities and Infrastructure

Overcrowded classrooms, poor school facilities, and the lack of basic learning equipment pose serious challenges in terms of quality of education. More than one-third of the primary classrooms

¹ UNESCO South Sudan. (2017). *South Sudan Education Sector Analysis 2016: Planning for Resilience*.

are in the open air, tent, or have no roof. In 2015, only 36% of primary classrooms were in permanent structures, and 27% in semi-permanent structures (mud, thatch, or grass).

In emergency situations, classrooms are also used as shelters for returnees and IDPs. This disrupts schooling and puts a strain on classroom space, teachers, and learning materials. The figure below shows the distribution of basic facilities in the primary and secondary schools such as toilets, health centre, and playground.

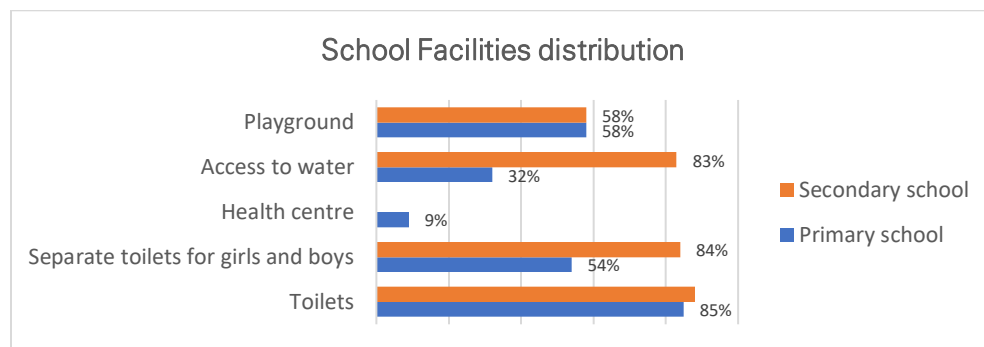


Figure 1. Availability of school facilities in Primary and Secondary schools

A recent study commissioned by the Ministry of General Education and Instruction (MoGEI, 2020) indicated that 91% of the schools involved in the study had access to a water source. For 67% of the schools, the water source was located outside the school, with a maximum of 500m distance. In 65% of the schools, a borehole was the main source of water. Only 33% of the schools in the study have handwashing facilities. This was more common in urban schools (53%) than in rural schools (23%). Of those schools with handwashing facilities, 85% was functional, 81% had water available and only 49% had soap available (MoGEI, 2020). In the context of school re-opening in the COVID-19 pandemic. It is crucial that schools have functioning handwashing facilities.

The MoGEI study furthermore showed that 60% of the schools in the study have sanitation facilities. This was more in urban schools (82%) than in rural schools (49%). Only 40% of the schools have toilets that are accessible for learners with disabilities and only 19% of the schools have functional toilets that incorporated menstrual hygiene components (MoGEI, 2020).

2.2.5. Children with Disabilities

MoGEI is committed to inclusive education through a Child-Friendly School approach. However, the implementation and quality of inclusive education remain low. Very few teachers are trained to teach in inclusive settings and very few schools provide safe and accessible learning environments for children who experience difficulties in learning.

In 2015, roughly 21,300 children, or only 1.7% of the total primary school enrolment were identified as children with disabilities. In pre-primary 2.2% (2,386 pupils) of the students, in AES 2.7% (3,870 pupils) and in secondary education 3% (1,972 students) had a disability.

The three main barriers preventing children with disabilities from accessing education are shown in the table below. Without significant action, children with disabilities will remain marginalized at primary level and throughout the entire system.

2.2.6. Limited Teacher Capacity

The teacher capacity to address issues in early grade literacy and numeracy in South Sudan is limited. Teachers are not taught how to teach literacy and numeracy in either mother tongue or English. This poses challenges in the implementation of the new curriculum since it uses English as the language of instruction from P4 onwards. There is also a tendency to assign the least qualified teachers to lower grades where foundations are being built. In 2015, only 41% of the teaching force was qualified and the current teacher training system cannot meet the needs for teacher training and upgrading.

2.2.1. COVID-19

In response to the COVID-19 pandemic, MoGEI decided to close all schools from March 2020. As a result, 2 million children were out of school, in addition to the 2.2 million children who were already out of school prior to the pandemic. School closure makes children more vulnerable to abuse, exploitation, child marriage and early pregnancy. The longer schools remain closed, the higher the risk for students not to return. MoGEI and UNESCO collaborated during the school closure to develop 'Education on Air', a radio programme aimed at providing continuous access to education for primary and secondary school students.

MoGEI decided on a phased approach to re-open schools. Phase 1 started in October 2020, with the re-opening of candidate classes, Primary 8 and Senior 4. In Phase 2, all schools and classes are expected to re-open on 5th of April, 2021. MoGEI developed a plan for safe school return, including the provision of improved water resource, repair of water infrastructure, soap distribution, provision of handwashing stations, sanitary kits and washable face masks. Awareness raising campaigns will be implemented to encourage parents to send their children back to school after re-opening.

3 GPEP 2 (2019-2022)

3.1 Overview

The Global Partnership for Education Programme 2 (GPEP 2) is the second round of support from the Global Partnership for Education (GPE) to South Sudan. It originally covered the period from 2019 to 2021, and recently received an extension until December 2022. The programme is aligned with the Government of the Republic South Sudan's (GoRSS) Education Act (2012), Education Policy (2017 – 2027) and the Ministry of General Education and Instruction's (MoGEI) General Education Strategic Plan (GESP), 2017-2022. GPEP 2, as with its predecessor GPEP 1, is aligned specifically with the following GoRSS priorities:

- i. **Access and Equity:** the provision of equitable and safe access to inclusive quality education for all children, youth and adults.
- ii. **Quality:** the provision of quality education that focuses upon the knowledge, skills and values required to produce productive, innovative, responsible citizens and life-long learners.
- iii. **Efficiency:** to improve the management of education to achieve quality and equity and establish a robust system of education in South Sudan.

GPEP 2 covers three years and has a budget of US\$ 35.7 million from January 2019 to December 2022. It has been designed to provide maximum impact on the system as a whole. It aims to enhance all major GESp programmes, including other donor-supported interventions under the Education in Emergencies (EiE) umbrella.

GPEP 2 has been developed through an intensive consultative process led by the MoGEI, including stakeholders from the Ministry of Finance and Economic Planning (MoFEP), donors, development partners and civil society organizations. The Local Education Group (LEG) has played a major role in the management and coordination of the process. The three coordination forums mandated to support the implementation of GEP supported ESPIG programme in South include the following:

- **Teacher Development and Management Services (TDMS)** TDMS aims to streamline teacher education programmes, bringing together the key stakeholders including the MoGEI officials, development partners and civil society organizations.
- **National Education Forum (NEF) or Local Education Group (LEG)** is the key forum mandated to bring together MoGEI officials and development and humanitarian partners.

NEF is expected to meet at least quarterly. Chaired by the Undersecretary, NEF's members include key officials from the ministry, development partners and donors.

- **Education Donors Group (EDoG)** is another coordination forum and it mainly comprises major donors and the UN agencies. At times, a MoGEI representative, mainly the Undersecretary, attends the EDoG meetings by invitation.

GEAR is also functioning as the principle joint sector review (JSR) platform in South Sudan. The multi-day event is meant to provide the education sector stakeholders a forum to discuss the performance of the sector, examine policies, set priorities, and define monitoring and accountability guidelines in support of the GESP implementation for the following year. GEAR is conducted once in a year. Further, GEAR, arranged under GPE-supported programme, bring together all the key stakeholders to discuss long-standing challenges and options to address them. GEAR, over the years, has proven to be a key vehicle to ensure greater coordination within the education sector.

The overall goal of GPEP 2 is to reduce the number of out of school children (OOSC) by 15 per cent by increasing equitable access to quality education. South Sudan has the highest proportion of out of school children in the world. Conflict, displacement, economic crisis, food insecurity and cultural traditions are among the reasons why so many children do not attend school. The number of out-of-school children is particularly high among pastoralist communities and girls. The situation is compounded by the inadequate school-based interventions, inconsistent quality, and limited efficiency of education across the country. These issues are becoming more persistent and widespread - both in and out of active conflict areas - as public funding allocations are increasingly consumed for security purposes. GPEP 2 is designed to significantly deal with issues of access, quality and efficiency within the education sector that play a major role in addressing a large number of out of school children in the long term. GPEP 2 will coordinate with other major donor-funded education programmes under GESP to achieve an overall decrease in the number of out of school children in South Sudan.

3.2 GPEP 2 Strategic Focus

The key focus of GPEP 2 is to support the education of 2.2 million school-aged children across South Sudan, including marginalized children with limited access to quality education, children out of school or at risk to drop out before completing basic education. Due to the ongoing conflict, the majority of children in South Sudan can currently be considered marginalized and at-risk to lack education and other basic services. Large numbers of children have no access to school, are too hungry and too busy working to help their families survive to attend school. They are at risk to further deprivation and abuse which has emanated from the conflict, and this is especially the case for girls and young women.

However, since South Sudan's independence, significant developments have taken place in the education sector, which benefitted most urban centres and geographical areas that are easier to reach.

GPEP 2 has the following outcomes and key activities:

Equitable Access: This outcome focuses on the development and strengthening of community-based local education service delivery with specific attention to including out of school children. Learning spaces for mainstream schooling and alternative education will be constructed and rehabilitated in the target areas to accommodate the intake of OOSC. The expansion of learning spaces will be coordinated with the underlying principle of equitable access taking into consideration the locations covered by the other programmes such as Education Cannot Wait (ECW) and African Development Bank (AfDB). Awareness-raising campaign aiming to mobilize communities and advocacy efforts will be undertaken with local authorities and leaders to increase the enrolment of out-of-school and marginalized children into existing and new learning spaces.

Quality Education: This outcome aims to improve the quality of education through capacity building of teachers, provision of relevant materials and strengthen school management, through three sub-components.

- Training – training of in-service teachers to equip them with materials for the implementation of the new curriculum, and training of pre-service teachers at Teacher Training Institutes (TTIs) and Community Education Centres (CECs);
- Textbooks and materials development to support the implementation of the new curriculum – ensuring that students have the new textbooks, teachers have the new teacher guides and related teaching materials and examiners have the appropriate assessment materials;
- School management and supervision – ensuring that the County Inspectors and Payam Supervisors have the capacity and tools to monitor and support the implementation of the new curriculum.

Systems Efficiency: This outcome aims to streamline and strengthen policy, administrative systems and donor coordination at all levels to meet the demands of the anticipated increase in enrolment through three sub-components

- Education Management Information System (EMIS) – enhancing the capacity of government officials and systems to improve data collection and sharing to inform the planning of the education sector
- Monitoring and Evaluation – providing tools, training and improved systems to monitor the implementation of services at the school, state and central level in addition to conducting external studies through the civil society to assess the impact of government policies

- Sector Coordination – improving coordination of the education sector within the central ministry, state ministries, donor communities as well as between state and central ministries, and the ministry and donor community to align all efforts towards the same goal; while simultaneously strengthening the institutional development of MoGEL to equip them with the capacity to lead the sector in a transparent and accountable manner.

It is expected, that, together, these three outcomes will result in enrolling 330,000 Out of School Children into the education system and retaining the existing children as schools will be equipped with better-trained teachers, new teaching and learning materials, and supported by active Inspectors and Supervisors. This ecosystem will have at its base an empowered Ministry of Education that will work closely with the development partners to manage and plan the sector. Through the three outcomes of the proposed GPEP 2, GESB activities will be supplemented in those areas of convergence. It is intended that GPE will be central in ensuring synergy and coordination with existing and future educational initiatives and complement the current interventions.

4 ESPIG RAPID ASSESSMENT

A rapid review of GPEP 2 2019-2022 implementation was undertaken in October 2020. A questionnaire was sent to GPEP 2 management and implementation partners, including The Ministry of General Education and Instruction (MoGEI) representatives; Local Education Group (LEG) members; and UNICEF via email to collect basic data on the GPEP 2 implementation and progress so far. The questionnaires received were from the following offices/organizations:

- MoGEI, Director General
- MoGEI, Inspection & Supervision
- MoGEI, National & Foreign Languages Centre
- MoGEI, Planning and Budgeting
- MoGEI, Directorate of Gender Equity and Inclusive Education
- National Examinations Council (NEC), Research and Evaluation
- British Embassy Juba
- USAID

Given the urgency of the data collection, the review used a rapid data collection approach. Statements and data cited are from the respondents and need to be validated through a systematic monitoring and evaluation process. Where there are different opinions or figures cited, they are noted side by side. Any findings in this section are based on the data made available during the review process.

Outcome 1: Equitable Access

By end 2021, equitable access to education of boys and girls in target areas will increase, especially among out of school children

This outcome is aligned with GPE financing that is used to improve equity and access in national education systems. Focus of this outcome is on providing equitable access through the mapping of OOSC, increasing learning spaces with community support, and community mobilization and advocacy/awareness.

Output 1.1.1 Up-to-date and comprehensive information on the profiles of OOSC in targeted areas available.

A. PROGRESS

As the GPEP 2 is only in its initial phase of implementation as it was started in early 2019 and then the global pandemic of COVID 19 has posed challenges for 2020, it is premature to determine whether the programme is on track in its goal of reducing the number of OOSC. There is no study to determine the results from Year 1 of the implementation; nevertheless, below are the identified progress based on interviews:

i. **Anecdotal evidences indicate some decrease in the number of out-of-school children.**

At the start of GPEP 2, 51.2% of children were out of school, this was reduced to 48.1% in data referred to by government interviewees. However, it is difficult to be precise; some OOSC are now in refugee camps and are therefore more likely to be attending schools in the camp. The peace process may also encourage enrolment. However, other data provided indicate that the number of OOSC has increased from the start of the programme from 1.2 million, to 2.2 million and possibly as high as 2.8 Million. The MoGEI recently did an OOSC mapping, the results are not yet published. The 2019 reporting indicated that moderate progress had been made, however school closures due to COVID19 have resulted in a lack of available data on OOSC.

ii. **Areas without schools were mapped and identified.**

Government responses indicate that the areas without schools have been identified and officially published. The children in cattle camps or mobile communities, in remote and sparsely populated areas without schools, in areas devastated by conflicts and street children in towns have been identified. OOSC profiles are available and a strategy for intervention has been developed.

iii. **County Education Centres (CECs) were operationalized.**

The 'go-back-to-school' campaign has been launched and the feeding program in schools was initiated; there is also free education for street children. An orphanage and vocational centre near a school were also built to attract street children to return to school. Establishing sites for rehabilitation and expansion is also ongoing. Construction of boarding schools in both primary and secondary schools is ongoing, too. There is a program of relocation of schools to safe areas. Sanitary kits are being provided to girls to encourage them to come to school.

iv. **Funds were mobilized in areas with high numbers of returnees.**

Mobilization of funds and cash transfers are being implemented to respond in areas with high numbers of returnees.

v. **Learning materials were provided to children experiencing learning difficulties**

Materials have been provided in local languages and school buildings are being made inclusive to accommodate all learners. The development and printing of new textbooks for children in odd classes has been undertaken. An update on the scale of the rollout and when textbooks of even classes will be printed is required.

B. CHALLENGES

GPEP 2 is expected to reduce the number of OOSC and increase equitable access but, meeting the target may not be possible. While the GPE support is substantial, a lot depends on the national government's intent in increasing investment in education. It was also noted that, under normal circumstances, the target could be attainable, however with the COVID-19 pandemic, conflict in the country, and heavy floods that devastated most parts of the country in 2020, GPEP 2 is unlikely to meet its goal of reducing the number of out-of-school children by 15%. From the survey, the following challenges in achieving Outcome 1 were identified:

i. **Low government budget to implement programs and activities.**

There is a low government budget for funding the initiatives and activities and this becomes more problematic by hyperinflation and untimely release of funds. With the lack of funding and maintenance, education infrastructure is abysmally poor. There is a lack of targeted schools for street children, rehabilitation programs for OOSCs and continuing school feeding programs. The lack of schools for street children where they can get free education becomes a concern and most of the children drop out.

ii. **Unavailability of updated data on OOSCs due to lack of systematic process for tracking**

A systematic process for tracking out of school children and ensuring that they are able to resume learning after displacement does not seem to be in place. Efforts have been made but these efforts are stymied by the lack of household data to come up with profiling of out-of-school children and to determine their exact number.

iii. **Displacement and insecurity continue to exist in some areas.**

Parents and children are forced to move from one place to another. Some parents do not want to send their children to schools and prefer to keep them in cattle camps. UNHCR and other partners are implementing various interventions to cater to the needs of displaced children, but these interventions do not adequately respond to their growing needs. The key issue of the availability of teachers and relevant instructional materials remain unaddressed. Continuous conflict also causes displacement of parents and children. Finally, children returning in an ad hoc manner is a challenge in terms of providing education for them.

iv. **Attitudinal and systemic barriers toward inclusive education are not being addressed.**

While there were reports that policy and strategies are all within the lens of inclusivity, there are also reports that there is no Inclusive Education policy that guides them. The lack of accurate data for children with disabilities in school communities, counties and states also pose difficulties in the implementation, monitoring, evaluation and assessment.

There are no supportive assistive devices to support learning and a lack of teaching and learning materials. The majority of teachers are not trained to support children with disabilities. Learners with disabilities, especially those in rural areas, need to travel long distances to access schools. It was also reported that there have been additional learning hours in specific areas, increase of homework for learners to practice, and some reduction of the learning load of learner. Evidence of negative attitudes and cultural norms affecting access for children with disabilities also still exist.

C. RECOMMENDATIONS

For OOSC

- i. The Ministry to share the results of its latest OOSC mapping
- ii. Update the data on out of school children once schools have reopened given that COVID19 exacerbated the barriers to education driven by an extended period of school closures and economic instability.
- iii. Intensive operations to reduce the number of OOSC across the country

For Inclusive Education of boys and girls

- i. Support in the dissemination of the National Girls Education Strategy
- ii. Development of training materials for the State Gender Department's and Country Officials
- iii. Awareness creation on the importance of girl's education
- iv. Formation of GEM clubs in schools where these are not formed
- v. Review of the materials and Community by-laws on the child protection for the formation of GEM Clubs
- vi. Review of the Female Teacher Affirmative Action Policy
- vii. Monitoring and evaluation of the progress in the implementation of the policy

Implications for the Additional MCA Programming

Prior to the renovation or construction of 400 additional learning spaces for ECD, primary, upper primary, AES and CECs/TTIs level, it is important to remap the out-of-school children to determine the most affected areas. The COVID-19 pandemic, recent flooding and the ongoing conflict are likely to have impacted the number and specific situation of out of school children.

Outcome 2: Quality Education

By end 2021, quality of education will improve through increased provision of trained teachers, relevant curriculum and active school management committees.

This outcome is aligned with GPE financing that is used to improve the teaching and learning in national education systems. Focus of this outcome revolves on quality education through training, development of textbooks and materials for the new curriculum, and school management, supervision, and inspection.

Output 2.1.4 Increased skills of the tutors and staff of County Education Centres (CECs)

A. PROGRESS

i. **CEC tutors and staffs were being trained.**

Training of CEC Tutors and CEC staff is ongoing although impacted by the protracted closure of learning institutions. Monitoring of CECs to identify and disseminate good practices is being done as well.

ii. **Courses and models were developed for tutors and trainees.**

ECD, lower and upper primary courses and in-service models for tutors and trainees have been developed.

B. CHALLENGES

i. **Unavailability of training centres that are operational**

A few teacher training institutes are operational and only a few county training centres for teachers will be made operational.

Output 2.1.5 Increased capacity of teachers to provide quality classroom instruction and prepare for certified in-service professional development.

Efforts are underway to develop a teacher education policy. The CECs and TTIs will constitute key decentralized bodies for teacher education courses. The following identified progress were reported during the interview.

A. PROGRESS

i. Majority of the teachers were provided training on the new curriculum and textbook use.

The alignment of the new national curriculum with the pre-service and in-service teacher training has been accomplished and various activities have commenced including the development of training materials, and training of teachers. Orientation and training of 24,000 teachers on new curriculum and the use of textbooks in the classroom has been done, and 370 workshops were conducted in five states of South Sudan.

The Human Resource Information System (HRIS) has developed a way to follow up on teaching activities.

ii. Review and development of modules, courses, and CPD materials

Work is underway to revise teacher training materials for both in-service and pre-service teacher training courses. In-service CPD materials, modules, and courses has been reviewed, and pre-primary and lower primary courses and sample modules have been developed.

B. CHALLENGES

Sporadic incidences of insecurity in some areas across the country and the COVID-19 pandemic have negatively impacted the implementation of planned training activities. In the conducted survey, the following challenges were identified.

i. Teacher training was impeded due to COVID-19

COVID-19 has limited the programmes' ability to train teachers in person. Some teachers were trained on the new curriculum by implementing partners, but the training stopped before completion and is yet to resume.

ii. **Limited support services for teachers and their professional development.**

Headteachers and other education managers have received various professional development opportunities, but most of these opportunities come on an ad hoc basis. There is also no financial support to run the TTIs, and teachers who need to continue their professional development in universities are not provided with financial assistance. There are also concerns related to the systematic teacher development programme, certification and accreditation of teacher training courses.

iii. **Teachers are not prioritized in the national budget.**

There is a wide concern on teachers' low salary and sometimes delayed payments. Many of the few trained teachers have left the profession because of poor and irregular pay with no inflation corrections. There are limited financial incentives for teachers, such as meal provision during the workday or transport allowances for schools in remote locations that require travel.

iv. **There is no existing teacher education policy.**

There is no teacher education policy in place that guides the recruitment, selection and placement of the headteachers which has proven to be a major stumbling block. Recruitment of teachers is not based on ethical processes. Although the framework for supervision and inspection has just been developed, this has not yet been tried out.

Output 2.2.1 New teaching learning materials are available

A. PROGRESS

The following progress in the development of teaching and learning materials were identified.

i. **New syllabi and teaching learning materials were developed, printed, and distributed.**

Subject overviews for ECD, P1-S4, Accelerated Learning Programme (ALP), and Community Girls School (CGS) and subject units (syllabi) have been developed.

1.9 million textbooks and teacher guides both for primary and secondary schools have been developed, printed, and distributed at the ratio of 1:3, three children sharing one book (for odd number classes, P1, P3, P5, P7, S1 and S3). Textbooks in Science, Mathematics, Social Studies, and Religion for P1 (Primer) and teachers' guides have been produced in five national languages.

Additional learning and teaching materials have been developed, including learning and teaching materials for all subjects from P1-S4. With the support of the GPE and AfDB, more

grade books are going to be printed and distributed in the second round (2020-21). Again 1:3 ratio is likely to be maintained.

ii. **Guidelines for developing learning materials were developed.**

ECD storybook guidelines, as well as guidelines for art, CGS, ALP were developed; and the development of Arabic language textbooks is ongoing.

B. CHALLENGES

i. **Insufficient funding for production and distribution of learning materials.**

While 1.9 million textbooks were printed and distributed, the funding is not enough to meet the 1:1 (one is to one) ratio and there are insufficient funds to develop the remaining elective subjects. The development and production of learning materials for P1 to P3 in another five national languages is yet to be achieved which may be due to the insufficient funds to purchase supplementary materials to promote culture of reading; and develop the remaining elective subjects.

ii. **Development and printing of textbooks for children with disability**

The development and printing of textbooks and learning materials for children with disabilities have been challenging especially during the COVID-19.

C. RECOMMENDATIONS

The following are the recommendations to achieve Outcome 2.

A. For Output 2.1.4 Increased skills of CEC staff and tutors

- i. All trainings should be undertaken in line with government standards and to support teachers' capacity to a level where they qualify for government payment.
- ii. There is a great need to create conditions to motivate teachers, without which development work is not likely to produce worthwhile results.

B. For Output 2.1.5 Increased capacity of teachers

- iii. There is a need for establishing policy guidelines, coupled with a strategy for the selection deployment and transfer of teachers and other education leaders.
- iv. More funding for continuous training of teachers on the implementation of new curriculum
- v. There is a need for teachers to be supported in terms of their professional development, their salaries, and allowances for transportation and school materials. The non-payment of salaries needs to be resolved.

C. For Output 2.2.1 New Materials

- vi. There is a need to provide textbooks with the ratio of 1:1 as the first important step towards the implementation of the new National Curriculum.
- vii. More funding to print more textbooks
- viii. More devices (computers) are needed to capture the characters of the different national languages and more support is needed to complete the development of learning materials for P2 to P3 in the five national languages.

Implications for the Additional MCA Programming

The upgrading of CECs/Teacher Training Institutes (TTIs) is important as it will contribute to the development of modular and on-the-job training courses for 60 tutors, provision of equipment and training material (mini libraries), improvement of the existing infrastructure; and delivery of customized training courses for 600 teachers through the newly trained tutors.

The resources requested will be mainly for the printing and provision of textbooks for the even grades (second round), as well as the additional printing of textbooks to bring the learner-textbook ratio to 1:1 or one set of books for one student to complete the development of learning materials for P2 to P3 in the 5 national languages. Before the printing and distribution of the second round of textbooks, stakeholders and partners need to be updated on the following: a) the status/scale of the rollout of the first round and b) when the second round (or printing of textbooks for even classes) starts.

Outcome 3: Efficiency

By end 2022, effective policy, efficient administrative systems and donor coordination at all levels will improve to meeting the increase in the enrolment of boys and girls in target areas.

This outcome is aligned with GPE financing that is used to improve national monitoring of outcomes including learning. Focus of this outcome includes efficiency in EMIS, monitoring and evaluation, sector coordination.

Output 3.1 Support for Public Financial Management

A. PROGRESS

i. **The sector coordination has improved.**

The three coordination fora that includes the National Education Forum, Education Donors Group, and the Teacher Development and Management Services conducts regular meetings.

There is a regular monthly meeting of the Education Development Group (EDoG). Discussions of EDoG around key issues and support from the partners to address and advance the sector reform agenda. The monthly meetings mainly focus on key education development issues to ensure that there is no duplication of investment and efforts.

TDMS holds meetings on need basis to address the existing and emerging issues, challenges and opportunities related to teacher education in South Sudan.

To ensure external oversight on behalf of the Global Partnership, NEF holds regular meetings and support the Joint Education Sector Reviews and for programme implementation.

B. CHALLENGES

i. **Outdated EMIS report**

There has been a gradual improvement in the EMIS. However, the 2018 EMIS report needs to be updated regularly to ensure adequately informed sector planning and coordination can be done.

ii. **Lack of regular budgetary allocation**

The lack of funding and how available funds are not sufficient to accomplish all activities. It was also noted that the proposed new EU funding is limited and focused on hard-to-reach areas and no longer covered the entire country.

iii. **Donor-driven approach of coordination**

Most of the activities are heavily donor dependent, and yet, the number of donors and programmes across the country remains small.

C. RECOMMENDATIONS

- i. M&E system is in place, but it needs to be significantly strengthened. In order for the planning, monitoring and evaluation system to be revamped, sustained investment through public sector funding will be required.
- ii. Advocacy for the allocation of regular resources for the planning, monitoring and evaluation and for other critical services needs to be at the forefront of the GPE supported programme.
- iii. Steps are required to institutionalize and sustain coordination mechanisms.
- iv. There has been a gradual improvement in the EMIS, however, further improvements are still required to enable the EMIS system function as expected to organize information for the management of education development

Implications for the Additional MCA Programming

The limited historical data and the fragile context in South Sudan makes baseline setting challenging. Gathering data is often quickly made redundant and access to data from hard-to-reach areas are not often captured. As planning, monitoring and evaluation needs to be strengthened, it is recommended to strengthen the coordination, monitoring and evaluation systems, both in terms of programme implementation and in respect to overall education finance management. The additional grant will be used to support the development of an online budget transparency tool, to strengthen the capacities of the members of the national a state legislative assembly to perform public finance management oversight functions and to increase transparency and advocacy by developing citizen's budget briefs.

Summary of Recommendations

There have been varying factors that have impacted the implementation of the programme including the contextual factors, such as the COVID-19, flooding, poor road exacerbated by rains and other natural disasters, military conflicts in most areas, and instability. There are also issues on non-availability of essential services to implement the development programme as planned. For example, services from other countries are procured even for the printing of textbooks, also, other technical services are hard to find.

Thus, the Ministry and its education partners provided the following recommendations to address the challenges and ensure that the programme remains on-track.

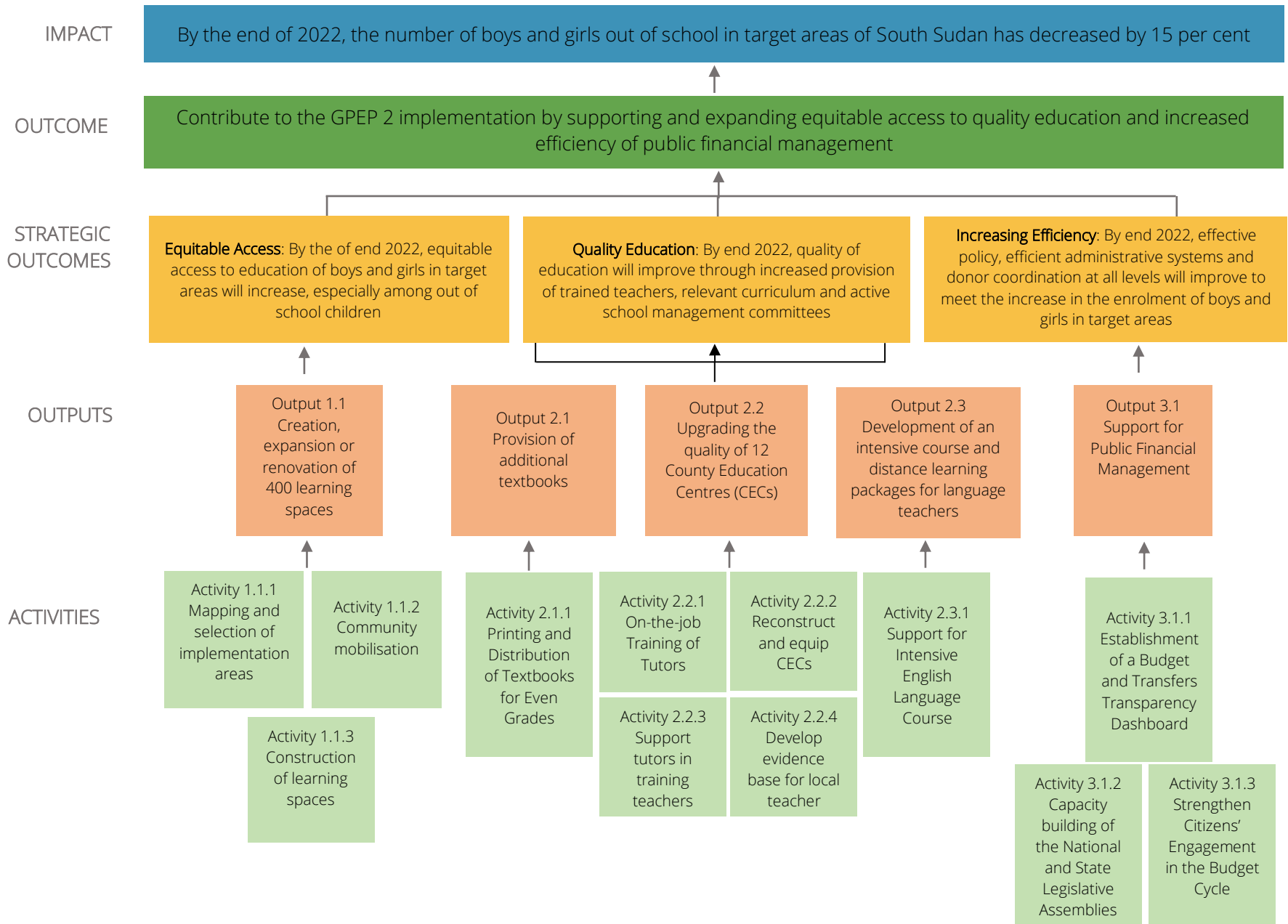
- i. There is a need for **extension of the GPE program from the given period to 2025** to meet access targets. This recommendation was a specific suggestion from the ministry of general education and instruction.
- ii. Support for the **fast tracking of some of the activities especially in the area of procurement** since movement within the country resumed.
- iii. The **release of funds should also be directed to directorate** concerned for easy accountability purposes.
- iv. Direct coordination between GPE and the Ministry during implementation, with communication to donors on status.
- v. **Frequent reporting and additional communication** on achieved and planned activities.
- vi. More proactive engagement with the education sector, donors, and major programmes on policy positions linked to education to shape programmatic activities in a fluid context and to enable the sector to speak with one voice.
- vii. More frequent communication with other programs that are implementing similar or overlapping activities.
- viii. There is a critical need to move from the existing project approach to more sustainable programme approach, — a reform agenda, supported by government, to which the GPE

supported programme contributes. But there is little buy-in of the key stakeholders to trigger the required change process.

5 ADDITIONAL MAXIMUM COUNTRY ALLOCATION

The South Sudan Ministry of General Education and Instruction (MoGEI) South Sudan and UNICEF, as Grant Agent, have submitted a concept note to the Global Partnership for Education to request an Additional Maximum Country Allocation Grant of 6 million USD. This Programme Document was developed in consultation with MoGEI and the members of the Local Education Group (LEG) and addresses the feedback and guided comments provided by the GPE Secretariat. It is also developed against the background that the recent decrease in large scale and protracted conflict has provided an opportunity to pursue longer-term development interventions in the provision of quality education for children in South Sudan. The programme will attempt to address a combination of enormous emerging needs including limited resources and weak institutional, system, human and infrastructure capacities. It will also support the expansion of the response to inequitable distribution of available educational resources, especially classrooms, teachers, textbooks and teaching/learning materials at primary level among and within the states. This will allow the government of South Sudan to identify and use innovative methods to create learning space for marginalized OOSC, with approximately 21,250 OOSC beneficiaries.

5.1 Theory of Change



5.2 Programme Impact

The overall goal of this programmes is to support and expand the implementation of the South Sudan Global Partnership for Education Programme 2 (GPEP 2) 2019-2022, which has the objective to ensure that by the end of 2022, the number of boys and girls out of school in target areas of South Sudan decreases by 15 per cent²; while ensuring increased equitable access to quality education through working closely with other development partner-funded programmes.

The education stakeholders have identified some critical emerging needs of the education system during the initial planning and implementation phase of some key education interventions in South Sudan including the GPEP 2 and the African Development Bank's (AfDB) Improving Access and Quality of Basic Education Programme. This programme seeks to address these challenges to support the implementation of GPEP 2.

5.3 Strategic Outcomes

The additional investment will contribute to the following three outcomes of GPEP 2:

1. Equitable Access: By the of end 2022, equitable access to education of boys and girls in target areas will increase, especially among out of school children (OOSC).
2. Quality Education: By end 2022, quality of education will improve through increased provision of trained teachers, relevant curriculum and active school management committees.
3. Efficiency: By end 2022, effective policy, efficient administrative systems and donor coordination at all levels will improve to meet the increase in the enrolment of boys and girls in target areas.

5.4 Specific Objectives

Within the overall programme, the additional investment will contribute to:

1. Increased access to education opportunities, enabling out-of-school children to benefit from additional learning spaces.
2. Improved effectiveness and learning outcomes of the students, through improved teacher development and instructional materials, strengthening the teacher education system in 12 states.
3. Enhanced transparency, accountability and coordination in the education sector by providing support to public financial management.

² The School Attendance Monitoring System (SAMS) 2017 enrolment figures compared to the National Bureau of Statistics (NBS) Population Projections for South Sudan 2015-2020, and the UNESCO Study 2018 which suggest that 2.2 million children of all children between the ages of 6 and 17 years are out of school.

5.5 Key Activities

STRATEGIC OUTCOME 1: EQUITABLE ACCESS

By the of end 2022, equitable access to education of boys and girls in target areas will increase, especially among out of school children (OOSC).

The enormity of the challenge related to access to education varies across the different states of the country. The Greater Upper Nile region, for example, has remained most affected during the conflict period. This region represents the historically lowest enrolment at the primary level with education infrastructure largely occupied or destroyed. The eventual spread of conflict beyond the Greater Upper Nile Region to Greater Equatoria and Western Bahr el Ghazal also had an impact on primary level enrolment, completion and infrastructure in these regions³. The ongoing challenge of inequitable access to education opportunities in these specific regions will be addressed, through rehabilitation and renovation of classrooms.

The rapid review of the GPEP 2 implementation did not provide clear evidence of the progress towards increasing access to education, as there was not enough time to collect reliable data. While one respondent claimed the percentage of Out of School Children has been reduced from 51.2% at the start of the programme, to 48.1% currently, others indicated the number of Out of School Children in the same period of time nearly doubled from 1.2 million at the start of GPEP 2 implementation to 2.2 million currently. UNICEF South Sudan uses the data set from the UNESCO study on out of school children (UNESCO, 2018) as basis for planning and monitoring. This study estimated 2.2 million children were out of in South Sudan in 2018. In 2020, MoGEI has conducted an out of school children mapping, which indicated 2.8 million children were out of school. This would mean an increase in the number of out of school children. However, the mapping exercise from MoGEI is still in a draft stage and questions have been raised with the accuracy of the collected data. Therefore, UNICEF South Sudan continues to use the UNESCO 2018 data, with 2.2 million out of school children as baseline.

Output 1.1 Creation, expansion or renovation of 400 learning spaces

In addition to the 2,000 learning spaces planned under GPEP 2, an additional 400 learning spaces will be created, renovated or expanded in the areas most in need. Target areas are

³ The most recent Annual Education Census data (2018) suggests that the overall trend in primary education is diminishing enrolments as learners move through the system from 1st (P1) to the 8th (P8) grade of primary school.

pastoralist areas, areas affected by conflicts, areas without schools at all, schools without upper primary and areas without teachers for CEC.

It is proposed that the additional learning spaces will be allocated as following:

- 70 at ECD level,
- 180 at primary school and ALP level,
- 120 at upper primary, and
- 30 CECs.

Target areas are pastoralist areas, areas affected by conflicts, areas without schools at all, schools without upper primary and areas without teachers for CEC. These areas exclude those benefiting for AfDB and ECW support, which will avoid overlap with other programmes.

The GPE mainly focus on capacity building and the provision of reading materials and, in limited cases, furniture and other items such as computers and printers. The GPE support is meant for all states and administrative areas.

Activity 1.1.1 Mapping and Selection of Implementation Areas

An initial mapping of Out of School Children has been conducted under the GPEP 2 programme implementation to identify where to create the initially planned 2,000 learning spaces. The rapid review of GPEP 2 however indicated the need to update the mapping and profiling of Out of School Children. The areas without schools have been identified and officially published. The children in cattle camps or mobile communities, in remote and sparsely populated areas without schools at all, in areas devastated by conflicts and street children in towns have been identified.

The recent COVID-19 pandemic exacerbated barriers to education for specific groups of learners, due to extended periods of school closure and economic instability. In addition, recent floods and ongoing conflicts have impacted the number of Out of School Children and available infrastructure. It is important to update the existing review, including updated EMIS data, to ensure the 400 additional learning spaces are built in the most relevant areas.

Based on the updated mapping, the following selection criteria will be used to identify the areas for the additional learning spaces:

- The number of functioning schools destroyed during the conflict or floods, leaving no options for children to continue their education. Priority will be given to schools that can be renovated with relatively fewer resources.

- The number of Out of School Children in the area as reflected in the updated Out of School Children mapping and EMIS reports, including the impact of COVID-19 on educational access
- Non-availability of any other option of a school for children.
- The number of returnee/IDP populations in some host communities.
- The willingness of the local community or a partner to contribute to the construction or renovation work, based on their comparative advantages.

Once it is decided in which areas the 400 additional learning spaces will be created, the location of these spaces will be decided based on the same criteria defined in GPEP 2 which includes:

- Distance from community housing
- Distance from main roads, wetlands, rivers, UXO, other hazards
- Level of community support and engagement
- Availability of teachers (registered/volunteer)
- Accessibility to potable water
- Sourcing of local construction materials.

Activity 1.1.2 Community Mobilization

Like the 2,000 learning spaces for GPEP 2, the additional 400 learning spaces will be developed based on a 'community-based' and 'fit-for-purpose' approach. To increase community participation and local ownership, regular community dialogue meetings will be organised to:

- Identify available resources in the selected areas
- Develop construction plans, which take local knowledge and experience into account
- Develop action plans for the construction and maintenance of the learning spaces, including community engagement in school enrolment drives especially at the beginning of each school term

Community mobilization is a critical part of the GPE supported programme. It supports effectiveness, cost savings, and is likely to lead to longer term sustainability of the programme. Through effective community mobilization, MoGEI aims to work closely to develop schools as 'zones of peace' and bolster 'back to learning initiatives' at the grassroots level.

The objective of reducing costs through community mobilization offers a challenge but it needs to be initiated. Community mobilization will need to be approached in a holistic manner, by creating synergies. To this purpose, partnerships with other stakeholders and development partners/action, including GESS, will continue to be a priority. Under the leadership of MoGEI, UNICEF and GESS team will develop a joint plan for community mobilization, to avoid duplication of efforts at the state and county levels.

Activity 1.1.3 Construction of Learning Spaces

The programme will utilize MoGEI construction standards and guidelines developed under GPEP 1 which provide for simple, yet specific design options based on the use of locally sourced material and labour. This activity will continue to draw upon UNICEF's small-scale construction experience gained through its Education in Emergencies Program that realistically leverages community capacity combined with assistance from local CSOs on the ground where necessary and required. The 400 learning spaces will be constructed in close collaboration with the local community, local government authorities and UNICEF and supported by the hands-on guidance of the MoGEI and state level construction Units where applicable.

WASH facilities are critical in the prevention of diarrhoea and worm infestations (with their implications for malnutrition), malaria, and respiratory tract infections, all of which are top causes of childhood illness and death in South Sudan. In addition, functioning and accessible WASH facilities are essential in the school re-opening strategy in the context of COVID-19. This activity will therefore include the construction of accessible WASH facilities in the selected schools.

STRATEGIC OUTCOME 2: QUALITY EDUCATION

By end 2022, quality of education will improve through increased provision of trained teachers, relevant curriculum and active school management committees

Student learning achievement in South Sudan, unfortunately, remains low because of poor-quality teaching. Children do not get appropriate opportunities to nurture their basic literacy, numeracy and life skills in the early years of schooling.

The current GPE and AfDB financial support to South Sudan aims to improve the quality of education, through trained teachers, relevant materials and strong school management. The trained teacher will be equipped with skills and materials for the new curriculum implementation.

MoGEI, with the support of Development Partners and other stakeholders, is currently pursuing an education development programme under GESP 2017- 2022. To this end, the GPEP 2 provides substantial support for instructional materials and teacher professional development, tailored to materialize GESP 2017- 2022 quality education targets and priorities. In pursuance of this clearly

stated priority of improving quality of education, the additional resources will be utilized to bolster the teacher professional and instruction material development focusing on:

- Provision of additional textbooks.
- Building capacities of teachers and teacher educators at the field level.
- Intensive courses for language teachers.

Output 2.1 - Provision of additional textbooks

GPEP 1 provided support to develop the National Curriculum in 2018, which marks a landmark achievement for education in South Sudan. This was followed by developing, printing and distribution of textbooks to schools, another important step towards quality learning. The distribution of textbooks to schools, through GPEP 2 support, is currently underway. The printing of textbooks for the odd grades (P1, P3, P5, P7, P9, S1, S3) in phase one rollout has been completed, at a significant cost. The rollout of the phase one primary grade alone entailed printing and distribution of approximately 4,000,000 textbooks for the primary subjects – Mathematics, English, Science, Social Studies, Religious Education, and literacy primers. The textbooks for P1 have been developed and produced in five national languages. The textbooks for P2 and P3 are yet to be translated in the five national languages. An estimated 80,000 teachers' guides will be printed to accompany these textbooks. GPEP 2 contributed to the printing of 1,758,280 textbooks and 220,700 teacher guides. Teaching and learning materials for all subjects from P1 to S4, ECD storybooks and guidelines for arts, and condensed textbooks for the Community Girls Schools (CGS) and Accelerated Learning Programmes (ALP) have been developed.

Under the current arrangement, one textbook is shared by three students, and therefore students are deprived of engaged learning opportunities, using textbooks. Therefore, there has been a growing demand from the stakeholders for greater resource investment in the provision of textbooks and that one student can have one set of textbooks. In addition, ensuring each student has a textbook is important to ensure physical distance when schools re-open after the COVID-19 pandemic.

Activity 2.1.1 Printing and Distribution of Textbooks

Following from GPEP 2 activity on development of new teaching learning materials for the new curriculum, the additional grant will provide for the printing and distribution of additional textbooks for both odd and even grades covering all primary education (P1- P8) for 100 schools. The content of the textbooks is already developed. Efforts will be made to negotiate with the stakeholders, mainly the MoGEI, to increase the number of textbooks to bring it to an appropriate ratio, one set of books for one student. This is also heightened by the need to

maintain social distancing among students hence, the focus on printing additional students' textbooks.

An estimated 386,200 textbooks will be printed and distributed. In addition, textbooks for elective subject areas that were not covered in GPEP 2, but are essential for and inclusive to South Sudan will be printed. The additional funding will support MoGEL in the finalization and printing of teaching and learning materials for more elective subjects.

Output 2.2 Upgrading the quality of 12 County Education Centres (CECs)

Teachers in South Sudan need a lot of support to provide effective learning environments for all children. Providing contextualised support within the own school community is important for any teacher. This is even more pertinent for South Sudanese teachers, for whom travelling to urban centres to access teacher training is very challenging. Even when they do make it to central training venues, necessary training follow-up is difficult due to long distances, infrastructural deficits and limited human and logistic resources. In addition, the existing Teacher Training Institutes do not have the capacity to respond to the enormous support need for untrained teachers and teacher trainees.

The plan is to revamp and functionalize the National Teacher Training Institutes (NTTIs) and County Education Centres (CECs) to ensure continuing and sustained professional support for teachers. It is expected that under this support, within four years, 12 County Education Centres (CECs) will be strengthened and functionalized.

The established County Education Centres (CECs) has the potential to provide teachers ongoing, school-based and contextualized support. The conflict, however, derailed the establishment and expansion of the CECs. COVID-19 has furthermore disrupted face-to-face teacher support. The additional grant will be used to re-install and upgrade 12 CECs. The CECs aim to support local school cultures in increasing students' outcomes through enhancing teacher capacities. Through this focus the additional funding will improve the in-service and pre-service teacher training and increase the number of trained teachers who in turn will support the improvement of learning achievements contributing to the decrease of dropout and repetition rates.

Activity 2.2.1 On-the-job Training of Tutors

The additional grant will be used to provide 1 on-the-job training for 60 tutors from 12 CECs, per year. The training aims to increase the knowledge and skills of teacher tutors to provide ongoing support for teachers within their community.

A set of practical training modules will be developed to build the capacity of tutors. The training modules will be based on current evidence and international examples of good practices on what works in terms of teacher development. Where possible, existing training course will be adjusted to the specific context of South Sudan. The focus will be on school-based support and collaborative reflection to encourage peer support and enhance the overall quality of teaching. The modules will leave space for practice, processing and reflection.

Once the training modules have been developed, a one-week face-to-face training course will be conducted to introduce the training modules to 60 CEC tutors. The CEC tutors will be encouraged to immediately implement what they learn in the training module and keep reflective journal with their experiences. This will be followed up in activity 2.2.3, through which the CEC tutors will be supported in delivering in-service training to the teachers in their community. This will create opportunities to learn through experiences, receive feedback from the training facilitators and start to make sense of the training content within the context of their community.

Activity 2.2.2 Reconstruct and Equip County Education Centres (CECs)

County Education Centres have been damaged in the conflict and need to be reconstructed to provide an adequate and safe learning space for teachers. Through the AfDB funded project 10 CECs and 2 NTTIs will be rehabilitated/renovated Eastern Equatoria, Jonglei, Upper Nile, Unity states. The additional funding will be used to rehabilitate selected CECs in the remaining six states. In addition, funding is necessary to ensure these CECs are functional as teacher training institutions. The additional grant will be used to support the reconstruction efforts. 12 County Education Centres (CECs) will be strengthened and functionalized. The additional grant will specifically support the equipping of CECs with models for teacher training materials related to the new curriculum content and methodology as well as modules for teacher training on English as a medium of instruction.

The reconstructed CECs will be equipped with 'mini libraries' with teaching and training resources. Existing teacher training materials will be evaluated for their suitability in the South Sudanese context, translated and distributed among the CECs. In addition, a set of ready-to-use teacher training packages will be distributed among the CECs. The packages will consist of teacher guidelines which are already developed through GPEP 2 and additional materials as necessary. The packages will be approached as short and practical modules, which can be implemented without a lot of outside or expert support. The content will focus on ensuring teachers have the skills and knowledge to implement the new national curriculum, using the provided textbooks. There will be attention for child-centred pedagogy and Universal Design for Learning, an approach to teaching which focusses on designing learning opportunities which are accessible and motivating for all learners. Given the current climate and COVID-19 pandemic, the teacher training packages will also include tips and guidelines on how to continue teaching and learning during school closures, in a way which takes local challenges

and resources into account. The packages will also include observation guidelines, matrices and feedback activities, which will enable teacher tutors to monitor the progress of the trained teachers and provide on-the-job support as will be required.

Activity 2.2.3 Support Tutors in Training Teachers

The rapid review of GPEP 2 indicated that several teacher training initiatives have been implemented already; however, these efforts have been disrupted due to conflict and COVID-19 and are yet to be re-installed.

There is a continuous need to provide ongoing support for teachers and coordinate the efforts of various implementing partners. The additional grant will be used to support CEC tutors in delivering customized training courses for 600 teachers. Providing CEC tutors with opportunities to practice training skills and offering on-the-job training fits within the overall strategy to decentralize in-service teacher training in order to develop school-based and context-specific training course. To this end, CEC teachers need to develop skills to design and implement training courses. It is necessary to provide additional support following the initial training course (activity 2.2.1).

The experts will be encouraged to coordinate with the existing CECs in their target areas and draw upon its resources (trainers, materials, space, etc) to align their training with that government directions and guidelines. The content of the training course under this activity will therefore be decided based on a training needs analysis conducted by the trained CEC tutors in collaboration with various stakeholders. If necessary, this can be linked to topics to support school re-opening after the COVID-19 pandemic, for example providing identifying and addressing local barriers in returning to school after the long period of closure, socio-emotional support for students when returning to school, formative assessment of learning progress and gaps and Universal Design for Learning to accommodate different levels of learning progress as a result of the school closure. Given the context and potential continuous restrictions due to COVID-19, distance learning components will continue to be used when face-to-face teacher training is not possible. Under GPEP 2, booklets have already been developed to support CEC tutors in training teachers. This can develop into a distance learning platform if necessary.

Activity 2.2.4 Develop Evidence-Base for Local Teacher Support

The coordination and delivery of ongoing and school-based teacher support through the County Education Centres will potentially lead to a model of how teacher development can be approached and contextualized in a complex and challenging context. The additional grant will therefore be used to closely monitoring the process of support and capacity building of the

CEC and tutors. A monitoring system will be designed to track achievements and challenges. With the support of CEC Directors, School Supervisors and Inspectors, examples of good practices will be identified. Videos and booklets with case studies will be developed to share the experiences more widely.

Output 2.3 Development of an Intensive Course and Distance Learning Packages for Language Teachers

With the introduction of English as a language of instruction from P4, the need to upgrade teachers' English language competence becomes very urgent. Approximately 60 per cent of South Sudan's teachers are not competent to teach comfortably in English. A further 20 per cent demonstrate a bare minimum comfort level. Short language courses are a good start but not enough to enable the teachers to face the growing challenge. It is necessary to develop sustained interest and higher levels of communication and competence in teachers along with the provision of necessary reading materials. An issue of vital importance, therefore, in the years up to 2025 will be the need to ensure that all teachers in schools are equipped with the ability and confidence to teach in English.

Activity 2.3.1 Support for Intensive English Language Course

GPEP 2 focused on developing teaching materials in national languages. To expand the teaching of languages from P4 upwards, it is observed that the teaching of English as a subject and as a language of instruction will need to be emphasized and supported. The grant will be used to develop and deliver a 2-week, high-intensity English Language course for 600 teachers from grades 4 to 8. The focus of the course will be on the adoption of a bilingual-based communication-oriented approach to instruction. The training will include two basic elements of language teaching including:

- Skills for supporting learning through understanding of language related barriers, and
- Teacher fluency in the critical language skills of questioning and explaining.

These courses will be delivered through the newly functionalized CECs. The CEC officials, along with the State Education Directorates, will select teachers to participate in the English courses. The selection of participants will be based on a basic training needs analysis. Teachers with an Arabic background who are currently required to teach subjects in English language will be primary beneficiary of these courses. These courses will be modular courses, with an intensive face-to-face interaction followed by engaged learning through the provision of learning packages.

The intensive residential courses will be backed up by distance learning (print and audio) between modules and as ongoing support opportunity. The distance learning programme will

consist of a newsletter and audio materials. Ready-made English teaching programmes (e.g., BBC) could be “topped and tailored” locally or adapted.

The upgraded CECs will undertake the responsibility to provide input for improving English language and teaching methodology of teachers and to build the capacity of teachers on an ongoing basis.

STRATEGIC OUTCOME 3: INCREASED EFFICIENCY

By end 2022, effective policy, efficient administrative systems and donor coordination at all levels will improve to meet the increase in the enrolment of boys and girls in target areas.

Outcome 3 and related outputs and activities were discussed with the Ministry of Finance and Planning (MoFP) Under-Secretary of Planning and the Directorate of Planning and Budgeting within the MoFP. Since 2019, UNICEF has a signed multi-year work plan with the Ministry of Finance and Planning (MoFP). The work plan was developed based on a needs assessment in 2018, carried out by Oxford Policy Management (OPM), under a UNICEF global Long-Term Agreement on Public Financial Management (PFM). The workplan was developed based on a needs assessment in 2018, carried out by Oxford Policy Management (OPM), under a UNICEF global Long-Term Agreement on Public Financial Management (PFM). Drawing on the foundational work done through the collaboration between UNICEF and MoFP through which the PFM training modules have been updated coupled with the training of a cadre of 300 state MoFP officials in 2019. The Additional MCA grant will be used to further strengthen the PFM and capacities of relevant stakeholders at national, state and local level. MoFP expects this will strengthen the transfer system.

Output 3.1 Support for Public Financial Management

Support for Public Financial Management falls under the mandate of the Revitalized Transitional Government of National Unity (R-TGoNU) PFM Oversight Committee. It aims to improve fiscal governance, transparency and PFM controls. The coordination and collaboration between the MoGEI, the Ministry of Finance aims to:

- Initiate a collaborative approach to develop and manage all education budgets, including the setting of ceilings and improved transfer systems
- Ensure more effective monitoring of the government’s education allocation and expenditure

- Facilitate the integration of inter-agency PFM systems at national, state and local government.

Moreover, through the strategic membership of UNICEF as an active member of the PFM Donor Working Group together with World Bank, IMF, AfDB, DFID, Norway, US, Canada, UNDP, UNMISS there are a coordinated efforts to support PFM activities in South Sudan. In addition, UNICEF has a joint programme with UNDP on PFM under the UN SDG Fund for Finance to support the MoFP and National Revenue Authority, which was launched late 2020. The GPE MCA PFM component will complement these efforts.

The additional MCA grant will be used to further strengthen the ongoing collaboration among the MoGEI, the Ministry of Finance and Planning (MoFP) and UNICEF's Social Policy Unit to improve transparency, accountability, coordination and partnership for the education sector. The additional investment is envisaged to ensure more effective monitoring of the government's education allocation and expenditure. The quality of the planned Public Expenditure Review (PER) reports for 2020 will be further strengthened and an additional PER report will be produced by 2022. Along with the completion of the Public Expenditure Tracking Survey (PETS) planned between 2020 to 2021, support will be provided for subsequent PETS in 2022. Based on the PER and PETS reports, customized policy briefs will be prepared for ongoing evidence-based advocacy, aimed at greater allocative efficiencies and more effective utilization of available resources.

The activities under this output have been developed in close collaboration with MoGEI and the Ministry of Finance. Further efforts will be made to streamline PFM activities of potential partners. The GPE platform offers an opportunity for further alignment of PFM activities in the education sector. This will be a key focus of the remainder of the GPEP 2 programme as well.

Activity 3.1.1 Establishment of a Budget and Transfers Transparency Dashboard

The PFM dashboard will aim to track state performance in terms of implementation and compliance with PFM requirements. Activities that will be tracked include State Budget Workshops, submitted plans, budget and in-year monitoring (execution) reports. In particular, the dashboard will track the status of budget documentation highlighted under the Open Budget Index (OBI) of the Open Budget Survey (OBS). It is expected this will increase the oversight of MoFP national level over the state level implementation of key steps in relation the national budgeting process. This is in line with the national budget transparency agenda of the MoFP 2019-2021 workplan, supported by UNICEF South Sudan.

Some initial work on the PFM dashboard is already being conducted in 2020, funded by another UNICEF grant. The Additional MCA grant will be used to strengthen the initial activities and support the inclusion of education sector PFM activities in the Budget and Transfer Transparency Dashboard. State MoFPs' performance will be tracked in terms of their

submission of draft budget plans and budget (execution) reports, including those capturing the MoGEI inputs, as pre-conditions to participation in State Budget Workshops. This will build on UNICEF's efforts in 2019, where 300 MoFP officials covering 32+1 states were trained on budget preparation processes.

Activity 3.1.2 Capacity Building of the National and State Legislative Assemblies

There will be a series of capacity building efforts for the members of the National and State Legislative Assemblies to perform PFM oversight functions, with a spotlight on the education sector. Key activities will include annual advocacy sessions and capacity building of parliamentarians on budget transparency. There will be a focus on the national and state level education budget allocations to improve skills and provide tools for engaging with budgets and financial reports, particularly around the SDGs/social services sector on Education and Health. There has been initial engagement with the National Legislative Assembly. However, due to insufficient funding, advocacy and capacity building on PFM could not be prioritized in 2019/2020. There is a continued need to strengthen the PFM oversight role of the National Legislative Assembly, as well as to advocate for increased national allocation for social services sectors including, education with parliamentarians.

These capacity building efforts are important to attract and manage donor funding. Recently for example, IMF channelled an initial 52 million USD. There is however skepticism from IMF and the donor community in general about the capacity of the GRSS to manage these funds in a transparent manner. Therefore, any efforts, including improving the legislator's understanding of PFM and building a more transparent budget system, is likely to show the donor community the willingness and efforts of the GRSS towards a more credible use of government funds.

Activity 3.1.3 Strengthen Citizens' Engagement in the Budget Cycle

It is envisaged that the Citizen's Budget will help on 2 levels. At the first level, immediate level, it will help Members of the National and State Legislative Assemblies to understand the proposed budget. In 2018/19 the Citizen's Budget was used by Members of the National and State Legislative. Anecdotal feedback included that it assisted many national members to gain a better understanding of the budget. The issue of sub-national accountability and reporting has been raised a number of times by the IMF and other partners in previous years. This is a major concern to the GRSS MoFP. To compliment improved accountability at an executive and implementation level, it is important that state legislators are better equipped to engage with financial reports, which are submitted to them.

At the second level, it is expected that the Citizen's Budget will impacts is public access to PFM. This impact will only be observable in the longer term. Parents, teachers and the general

community will have an increased ability to understand and engage with the budget, and what this means for funding education, due to the Citizen's Budgets.

Citizens Budgets will be produced based on the Draft and Enacted state level education budgets for three to five priority States per year. Advocacy efforts will be made using various entry points such as dedicated advocacy sessions as well as radio shows. Key analysis products such as the National Education Sector Budget Briefs will continue to complement these efforts. The target groups for the budget briefs include civil societies, development partners, and the community at large.

Output 3.2 Support for Monitoring and Coordination

The rapid review of GPEP 2 indicated that monitoring of education access in general and of the programme results in particular remains challenging. Output 3.2 was added to increase frequency and accuracy of the monitoring efforts in order to gather stronger evidence on the programme progress. It is furthermore expected that involving MoGEI more closely in the monitoring efforts will increase government ownership and eventually sustainability of the programme outcomes.

Activity 3.2.1 - Support the establishment or activation and oversight of Education Transfer Monitoring Committees (ETMC)

Education Transfer Monitoring Committees (ETMC) will be re-established in the 10 States and 3 administrative areas. The primary function of the ETCMs will be to report on a monthly basis on whether states have submitted accountabilities for their previous education transfers to ensure the releases of transfers by the MoFEP Directorate of Accounts. Each of the re-established ETMCs will be supported to develop clear Terms of References and build capacity of its members.

5.6 Programme Management Arrangements

The programme management arrangements for the Additional MCA grant are the same as for GPEP 2 and are summarized in this section.

5.6.1. Programme Management

The proposed Additional MCA programme will follow and build on systems and approaches adopted in the current GPEP 2. However, for the purpose of increasing the efficiency and focus of the new programme, some changes will be made to the implementation arrangements. A joint

GPE steering committee comprising MoGEl and donor partners' representatives will continue to provide oversight of the programme. A smaller, more focused technical working group (TWG) committee will be established to provide advice and guidance to the four technical working group clusters that are currently in place. As in the past, technical working groups can be created as need demands. The technical working group will synthesize and analyse reports and findings from these sub-groups and make recommendations to the joint steering committee. Four technical working group clusters will be created by bringing together related activities in the four main intervention areas. They will report to the Director of Planning and Budgeting, MoGEl. The structure is given in Figure 8 below:

The clusters are designed to ensure greater internal coherence, synthesis and harmonisation between the activities of the individual areas constituting each cluster. They are also designed to provide a more acute focus on the components of the programme and its distinctive emphasis on OOSC. Another reason for clustering focus areas in this way and limiting the number of clusters to four is to flawlessly enhance the existing arrangement and reduce MCA transaction and management costs; thereby introducing greater cost effectiveness.

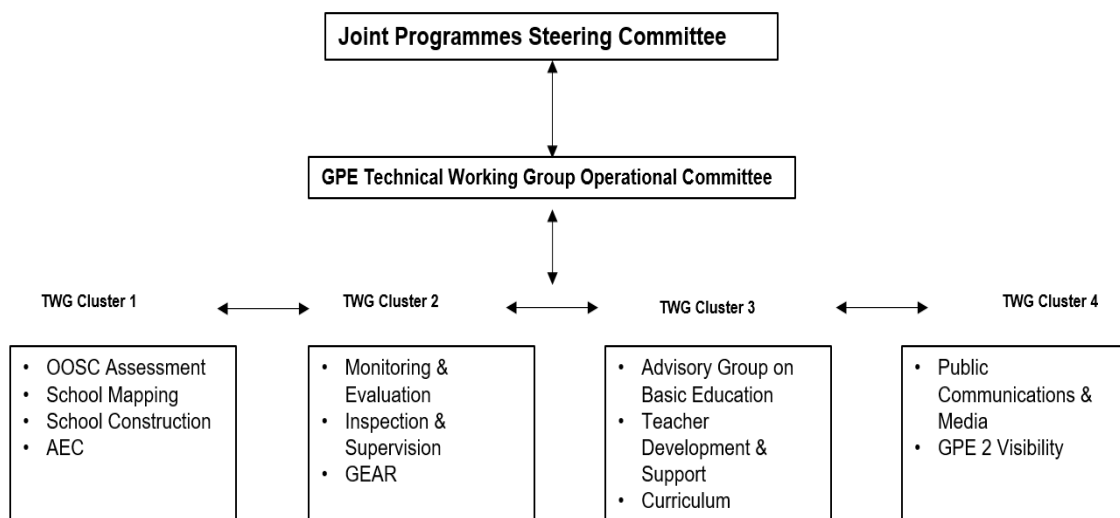


Figure 8: GPE Operational and Management Structure

5.6.2. Roles and Responsibilities

Ministry of General Education and Instruction

The Ministry will continue to provide staff dedicated to managing the GPEP 2 and Additional MCA Grant programme. It is anticipated that current divisions/departments within the Ministry will

delegate persons to undertake this work and establish clear reporting lines to the Director of Planning and Budgeting.

Local Education Group

GPE guidance notes on the LEG refer to the mandate, organisation, leadership and specific roles and responsibilities of the LEG. The National Education Forum (NEF) is the principal joint education sector forum of the Ministry and development and humanitarian partners. One of its key responsibilities is to plan for and organise the Annual Plan and Budget Preview and General Education Annual Review (GEAR). In view of the decentralised delivery system, all states participate in these monitoring events. The NEF is mandated to meet at least quarterly. It generally includes the annual plan and budget preview and General Education Annual Review as two of its four meetings. Additional meetings may be called where necessary. The annual plan and budget preview will normally take place around April, while the GEAR will usually take place in November.

Grant Agent

UNICEF as Grant Agent for both the current and forthcoming grant is tasked with a number of specific responsibilities:

- a. Ensure that the GPE grant is appropriately managed and fully aligned with broader Education sector developments and adds value to the country level processes and results
- b. Utilize and align its activities with country procedures and systems
- c. Adjust planned activities and budget after consultation with the LEG, if needed during implementation
- d. Report at least three times a year to the LEG

5.6.3. Collaboration

Some of the activities in this programme document are similar to programmes from other organizations. Education Cannot Wait is, for example, also providing textbooks, and GESS works on behaviour change communication and cash transfers. Close collaboration is important to avoid overlap. The Additional MCA grant will use the same collaboration mechanisms as GPEP 2. These include:

- Teacher Development and Management Services (TDMS)
- National Education Forum (NEF) or Local Education Group (LEG)
- Education Donors Group (EDoG)

GEAR is furthermore functioning as the principle joint sector review platform in South Sudan. One of the major objectives of the coordination mechanisms and joint review is to ensure more coherent and aligned education planning and programming and to avoid duplication and overlapping. The progress of existing programmes and potential investments in the education

sector, including the Additional MCA grant, are regularly discussed through the planned meetings of the coordination groups and other channels such as emails or specific events.

5.7 Risk Assessment

5.7.1. Conflict and Insecurity

The on-going conflict in South Sudan poses the biggest risk to all development efforts in the country. This will be a challenge more so for MCA as its target areas will be those suffering most due to high insecurity. The conflict is likely to obstruct access to these areas and can therefore challenge the implementation of the project activities, monitoring of the programme and data collection. The conflict may also make it difficult to deploy teachers to the targeted areas; prevent children from dropping out if their families migrate to other areas; and difficulty in transferring funds due to weak or risky banking infrastructure.

While these concerns are pertinent, there is optimism about the Peace Agreement signed in September 2020. However, it is yet to be seen how this will play out in reality. It is hoped that efforts towards peace will make it easier to access currently hard to reach areas. In the meantime, coordination with local partners in the targeted areas will continue as they are already well established and continue to deliver education services.

In addition, the government is committed to paying 'hardship incentives' to teachers to encourage them to work in difficult areas. MoGEI will also conduct community mobilization activities to promote schools as 'zones of peace' and continue to support the Ministry on the 'Back to Learning initiative' campaign and

5.7.2. Community Support

Community support is a critical factor in ensuring the success of the Additional MCA Grant programme. Community buy-in and active participation are needed to increase learning spaces; enrol out of school children into schools; assist with school supervision and management; demand improved quality of education and holding the government accountable. A lack of community support could hamper all these efforts and is a major risk to the project.

For this purpose, community mobilization, advocacy and awareness activities are already planned in the GPEP 2 design. Various means of communication and incentives will be used to engage with communities and encourage them to take ownership of the programme at the local level.

5.7.3. Capacity of MoGEI

It is essential that MoGEI takes ownership of the implementation, management and impact of the program. The GPEP I evaluation brought to light issues around sector coordination – within the government, and between the government and development partners and visibility of MoGEI in association with GPEP I. Limited capacity of MoGEI officials and systems poses a risk to the program. Acknowledging this, the MCA programme design has its third outcome dedicated to improving the efficiency of MoGEI systems and its officials through various means. While efforts will be made to train, orient and prepare officials with enhanced skills and equipment to help deliver on their responsibilities (in part based on the institutional development framework), specific activities will be undertaken to move MoGEI functioning towards being more transparent and accountable in coordination with MoF, such as policy reviews, public finance tracking surveys and budget briefs.

5.7.4. Planned Levels of Domestic Spending

There is also a risk that the government is not able to maintain the planned levels of domestic spending on education. In addition, given how COVID 19 has affected economies, the fiscal / macroeconomic environment may deteriorate further, negatively impacting on the program, and it may also be that the Government and other development partners are not able to continue paying teacher salaries and incentives across the country. Finally, there is also the risk of misuse of funds. The activities under outcome 3 in the Additional MCA Programme aims to increase accountability and transparency of public education funding and spending.

5.7.5. Equity and Safety Considerations

There is a continuing risk of ensuring equitable distribution of resources and promoting fairness in all related interactions during the programme implementation. All possible efforts will be made to ensure equity in the allocation of resources and to maintain an exploitation-free environment, following UNICEF's policy on Sexual Exploitation.

6 RESULTS FRAMEWORK

Overall goal of the MCA programme is to support and expand the implementation of GPEP 2: By the end of 2022, the number of boys and girls out of school in target areas of South Sudan decreases by 15 per cent; while ensuring an increased equitable access to quality education through working closely with other development partner-funded programmes.

#	Results Statement	Indicator	Baseline	Milestone 2021	Target 2022	Measurement
<p>Strategic Outcome 1 EQUITABLE ACCESS: By end 2022, equitable access to education of boys and girls in target areas will increase, especially among the out of school children</p> <p>Indicator: 15% decrease in the number of out of school children in the targeted areas</p>						
Output 1.1	Creation, expansion or renovation of 400 learning spaces	# of learning spaces created or renovated	0	200	400	Cumulative
Activity 1.1.1	Mapping and selection of implementation areas	An updated mapping of OOSC in place	No	Y	Y	Yearly
Activity 1.1.2	Increased local ownership of the learning spaces through active community involvement in the planning, construction and maintenance of the learning spaces	# of community dialogue meetings on construction and school management	0	100	200	Cumulative
Activity 1.1.3	Increased availability of learning spaces	# of learning spaces rehabilitated and constructed	0	200	400	Cumulative
<p>Strategic Outcome 2 QUALITY EDUCATION: By end 2022, quality of education will improve through increased provision of trained teachers, relevant curriculum and active school management committees</p> <p>Indicator: % improvement above the pass rate in examinations at P8</p>						

Output 2.1	Provision of additional textbooks	# of schools receiving additional textbooks	0	50	100	Cumulative
Activity 2.1.1	Primary school students (P1 to P9) received textbooks supporting the implementation of the new curriculum, with a ratio of one book per student	# of textbooks printed and distributed to P1 to P9	0	180,000	386,200	Cumulative
Output 2.2	Upgrading the quality of 12 County Education Centres (CECs)	# of Community Education Centers CECs upgraded	0	6	12	Cumulative
Activity 2.2.1	60 teacher trainers from 12 CECs increased their capacity to support teachers in their community	# of tutors trained, disaggregated by sex	0	60	60	Yearly
Activity 2.2.2	Renovation and equipping of existing CECs in terms of infrastructure and resources	# of County Education Centers functional	0	6	12	Cumulative
		# of resource packages (mini library and teacher training packages) available in the CECs	0	6	12	Cumulative
Activity 2.2.3	Teacher tutors from 12 CEC are supported to train 600 teachers	# of on-the-job training support for teacher tutors, disaggregated by sex	0	30	60	Cumulative
		# of trained teachers, disaggregated by sex	0	200	600	Cumulative
Activity 2.2.4	Good practices and challenges on localized teacher support are documented	# of success stories on good teacher training practice documented	0	1	3	Yearly

Output 2.3	Development of an Intensive Course and Distance Learning Packages for Language Teachers	A tailor-made English learning package available	0	Draft	Validated	First Year of the project
Activity 2.3.1	Teachers have improved English language skills to switch to English as language of instruction	# of teachers trained on the intensive English learning package, disaggregated by sex	0	390	600	Cumulative
<p>Strategic Outcome 3</p> <p>EFFICIENCY – By end 2022, effective policy, efficient administrative systems and donor coordination at all levels will improve to meet the increase in the enrolment of boys and girls in target areas.</p> <p>Indicator: % increase in Ministry, state, payam and donor perception on sector coordination and management</p>						
Output 3.1	Support for Public Financial Management					
Activity 3.1.1	A Budget and Transfers Transparency Dashboard is available on the MoFP's website	# of draft budget plans and budget (execution) reports tracked by the MoFP's website	0	1	1	Yearly
Activity 3.1.2	The members of the National and State Legislative Assemblies have increased capacities to perform PFM oversight functions	# and type of capacity-building efforts for the members of the National and State Legislative Assemblies to improve public financial management in the education sector	0	1	1	Yearly
		# of advocacy sessions for Parliamentarians on budget transparency focusing on the national and state level education budget allocations	0	1	1	Yearly

Activity 3.1.3	Citizens' engagement in the budget cycle is strengthened	# of state-level citizens' budgets produced on the draft and enacted budgets	0	1	1	Yearly
		# and types of advocacy efforts	0	1	1	Yearly
		# of National Education Sector Budget Briefs	0	1	1	Yearly
Output 3.2	Support for Monitoring and Coordination					
Activity 3.2.1	Support the establishment or activation and oversight of Education Transfer Monitoring Committees (ETMC)	# of capacity-building events to launch the reactivation process	0	1	1	Yearly

7 MONITORING AND EVALUATION FRAMEWORK

#	Indicator	Indicator Definition	Disaggregate	Data Source	Responsible office for data collection	Frequency	Means of Verification	Responsible office for data evaluation & circulation to stakeholders
STRATEGIC OUTCOME 1: EQUITABLE ACCESS								
By end 2022, equitable access to education of boys and girls in target areas will increase, especially among the out of school children								
Output 1.1 Creation, expansion or renovation of 400 learning spaces								

1.1.1	Updated overview of out of school children and available facilities, considering the impact of Covid-19, recent floods and ongoing conflict	Survey to update OOSC mapping and available education facilities and infrastructure	Gender payam/state Urban/rural UNESCO 5 dimensions	Survey report EMIS	GPE TWG 1 - Community-based learning space coordinating with -GPE TWG 2	Annual	Survey report review by MoGEI & UNICEF	TWG 1
1.1.2	Increased local ownership of the learning spaces through active community involvement in the planning, construction and maintenance of the learning spaces	# of community dialogue meetings on construction and school management	Workshop, media, face to face meetings	Report	TWG 4 - communications & media	Continuous	Report reviewed by GPE Operational Committee	TWG 4

1.1.3	Increased availability of learning spaces	# of classrooms constructed, rehabilitated or expanded based on MoGEI construction standards and guidelines and local knowledge	School type - ECD, primary, lower secondary, AES or CEC	EMIS Inspectors' reports	GPE TWG 2 - community based learning spaces EMIS	Inspector's Report - 3 times a year	Sample school visits by State officials and TWG 2 Checks by implementing partners Education cluster	TWG 2 GPE Operational Committee (through GEAR)
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STRATEGIC OUTCOME 2: QUALITY EDUCATION

By end 2022, quality of education will improve through increased provision of trained teachers, relevant curriculum and active school management committees

Output 2.1 Provision of additional textbooks

2.1.1	Primary school students (P1 to P9) received textbooks supporting the implementation of the new curriculum,	# of textbooks printed and distributed to P1 to P9	Grade subject	Report by the printing company	TWG 3	At completion of each batch of printing	Textbooks received by MoGEI; checked by TWG 3	TWG 3
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	with a ratio of one book per student							
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Output 2.2 Building capacities of teachers and teacher educators at field level

2.2.1	60 teacher tutors from 12 CECs increased their capacity to support teachers in their community	# of tutors trained, disaggregated by sex	Location/state of CECs Gender	Training reports by CECs	TWG 3	At completion of training	Reports reviewed by TWG 3	TWG 3
2.2.2	Renovation and equipping of existing CECs in terms of infrastructure and resources	# of County Education Centers functional # of resource packages (mini library and teacher training packages)	Location/state of CECs	EMIS Inspectors' reports	GPE TWG 2 - community based learning spaces EMIS	Inspector's Report - 3 times a year	Sample school visits by State officials and TWG 2 Checks by implementing partners Education cluster	TWG 2 GPE Operational Committee (through GEAR)

2.2.3	teacher tutors from 12 CEC are supported to train 600 teachers	# of on-the-job training support for teacher tutors # of trained teachers, disaggregated by sex	Location/state of CECs Gender	Training reports by CECs	TWG 3	At the completion of training	Reviewed by TWG 3	TWG 3
2.2.4	Good practices and challenges on localized teacher support are documented	# of success stories on good teacher training practice documented	NA	Reports	GPE TWG 2 - EMIS	Continuously	Reviewed by TWG 3	TWG 3
Output 2.3 Development of an Intensive Course and Distance Learning Packages for Language Teachers								
2.3.1	Teachers have improved	# of teachers trained,	Type of training	Training reports	TDMS	At completion (2020/2021)	Sample trainings attended by	TWG 3

	English language skills to switch to English as language of instruction	disaggregated by sex	Gender Location types of modules	Report by consultant	TWG 3 - teacher development		(DDTD) Training reports review (TWG 3)	
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STRATEGIC OUTCOME 3: INCREASING EFFICIENCY

By end 2022, effective policy, efficient administrative systems and donor coordination at all levels will improve to meet the increase in the enrolment of boys and girls in target areas.

Output 3.1 Support for Public Financial Management

3.1.1	A Budget and Transfers Transparency Dashboard is available on the MoFP's website	# of draft budget plans and budget reports tracked by the MoFP's website	NA	NA	Data & Statistics	once	data platform available and functional	EMIS
3.1.2	The members of the National and State Legislative Assemblies have increased	# and type of capacity-building efforts for the members of the National and State	Types of training	Institutional Framework capacity building reports by trainers Bi-annual evaluation	GPE Operational Committee	Bi-annually	Framework and progress reports endorsed by GPE Operational Committee	UNICEF

	capacities to perform PFM oversight functions	Legislative Assemblies to improve public financial management in the education sector		report of progress against the Framework				
		# of advocacy sessions for Parliamentarians on budget transparency focusing on the national and state level education budget allocations	NA	NA	Report	Annual	TWG 4	UNICEF

3.1.3	Citizens' engagement in the budget cycle is strengthened	# of state-level citizens' budgets produced on the draft and enacted budgets # and types of advocacy efforts # of National Education Sector Budget Briefs	Workshop, media, face to face meetings Published budget briefs	Report	TWG 4 - communications & media	Continuously	Report reviewed by GPE Operational Committee	TWG 4
Output 3.2 Support for Monitoring and Coordination								
3.2.1	Education Transfer Monitoring Committees (ETMC) are re-established to support accountability of	# of capacity-building events to launch the reactivation process	Monthly meetings Capacity building events	Reports	GPE Operational Committee	Annually	Meeting and workshop reports	UNICEF

	education transfers							
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8 BUDGET ALLOCATION

Notes:

- A domestic financing matrix of the past 3 years, 2018-2020, to show the spending on education, including the budget and spending on primary education, is attached as well.
- The unit cost for some activities (for example learning spaces, teacher training and teacher orientation), is significantly higher in the Additional MCA budget proposal compared to the GPEP 2 budget proposal. This discrepancy is due to the following reasons:
 - The GPEP 2 budget was developed based on previous experiences and did not take market forces into consideration. The recent hyperinflation which resulted in scarcity of commodities, including hard currency, significantly increased the unit costs of some budget items.
 - When developing the GPEP 2 budget, the partners did not yet have a clear understanding of the level of destruction in school infrastructure. After one year of implementation and analysis of the findings of out of school children mapping, the partners can make a more realistic estimation of the necessary budget to develop or reconstruct learning spaces.
- A summary of the budget plan is provided below. A detailed budget breakdown is available in the attached excel sheet

8.1 Summary Budget Allocation

<p>Overall goal of the MCA programme is to support and expand the implementation of GPEP 2: By the end of 2022, the number of boys and girls out of school in target areas of South Sudan decreases by 15 percent; while ensuring an increased equitable access to quality education through working closely with other development partner-funded programmes</p>				
	Outputs	Description of activities	Indicators	Planned Budget (USD)
<p>Strategic Outcome 1 EQUITABLE ACCESS: By end 2022, equitable access to education of boys and girls in target areas will increase, especially among the out of school children</p>				
1.1	Creation, expansion or renovation of 400 learning spaces	Activity 1.1.1 - Mapping and Selection of Implementation Areas	An updated mapping of OOSC in place	74,000 USD
		Activity 1.1.2 - Community Mobilisation	# of community dialogue meetings on construction and school management	331,500 USD
		Activity 1.1.3 - Construction of Learning Spaces and Water point	# of learning spaces rehabilitated and constructed with water point provided	1,716,000 USD
			TOTAL	2,121,500 USD
<p>Strategic Outcome 2 QUALITY EDUCATION: By end 2022, quality of education will improve through increased provision of trained teachers, relevant curriculum and active school management committees</p>				
2.1	Provision of additional textbooks	Activity 2.1.1 - Printing and Distribution of Textbooks	# of textbooks printed and distributed to P1 to P9	626,200 USD
2.2	Upgrading the quality of 12	Activity 2.2.2 - On-the-job Training of Teacher Tutors	# of tutors trained, disaggregated by sex	216,800 USD

	County Education Centres (CECs)	Activity 2.2.2 - Reconstruct and Equip County Education Centres (CECs)	# of County Education Centers functional # of resource packages (mini library and teacher training packages) available in the CECs	920,800 USD
		Activity 2.2.3 - Support Tutors in Training Teacher	# of on-the-job training support for teacher tutors, disaggregated by sex # of trained teachers, disaggregated by sex	237,000 USD
		Activity 2.2.4 - Develop evidence-base for local teacher support	# of success stories on good teacher training practice documented	392,000 USD
2.3	Development of an Intensive Course and Distance Learning Packages for Language Teachers	Activity 2.3.1 - Support for Intensive English Language Course	# of teachers trained on the intensive English learning package, disaggregated by sex.	516,974 USD
			TOTAL	2,909,774 USD
Strategic Outcome 3				
EFFICIENCY – By end 2022, effective policy, efficient administrative systems and donor coordination at all levels will improve to meet the increase in the enrolment of boys and girls in target areas.				
3.1	Support for Public Financial Management	Activity 3.1.1 Establishment of a Budget and Transfers Transparency Dashboard	# of draft budget plans and budget (execution) reports tracked by the MoFP's website	30,000 USD
		Activity 3.1.2 - Capacity Building of the National and State Legislative Assemblies	# and type of capacity-building efforts for the members of the National and State Legislative Assemblies to	100,000 USD

			improve public financial management in the education sector	
			# of advocacy sessions for Parliamentarians on budget transparency focusing on the national and state level education budget allocations	
		Activity 3.1.3 - Strengthen Citizens' Engagement in the Budget Cycle	# of state-level citizens' budgets produced on the draft and enacted budgets # and types of advocacy efforts # of National Education Sector Budget Briefs	120,000 USD
3.2	Support for Monitoring and Coordination	Activity 3.2.1 - Support the establishment or activation and oversight of Education Transfer Monitoring Committees (ETMC)	# of capacity-building events to launch the reactivation process	100,800 USD
			TOTAL	350,800 USD
	Programme management			617,926 USD
TOTAL OVERALL BUDGET				6,000,000 USD