

## Cover Note for COVID-19 Accelerated Funding Request

<b>OVERVIEW</b>	
<b>Country:</b>	The Republic of South Sudan
<b>Grant agent(s):</b>	UNICEF
<b>Coordinating agency(ies):</b>	DFID and USAID
<b>Program name:</b>	Responding to COVID19's adverse impact on education in the Republic of South Sudan
<b>COVID-19 Accelerated Funding amount requested:</b>	USD 7,000,000
<b>Agency fees amount (additional to COVID-19 Accelerated Funding amount requested):<sup>1</sup></b>	USD 490,000
<b>Agency fees as % of total COVID-19 Accelerated Funding requested:</b>	7%
<b>COVID-19 Accelerated Funding application date (revised):</b>	8/17/2020
<b>Estimated COVID-19 Accelerated Funding program start date:</b>	7/1/2020
<b>Estimated COVID-19 Accelerated Funding program closing date (must be last day of the month, e.g. June <u>30</u>, 2021):</b>	11/30/2021
<b>Expected submission date of completion report (At the latest 6 months after program closing date):</b>	7/1/2022
<b>Grant modality - (please enter 'X')</b>	<input type="checkbox"/> Sector Pooled
	<input type="checkbox"/> Project Pooled/ Co-financed
	<input checked="" type="checkbox"/> Project/ Stand-alone

<sup>1</sup> General agency fees are additional to the Accelerated Funding amount requested and determined by the grant agent's own internal regulations. They are paid to the agency's headquarters and relate to overhead costs and are typically used to assist in the defrayment of administrative and other costs incurred in connection with the management and administration of grant funds. These fees are pre-determined in the Financial Procedure Agreement (FPA) between the grant agent and the GPE Trustee.

## Responding to COVID-19's adverse impact on education in the Republic of South Sudan

Proposal to the Global Partnership for Education (GPE)  
COVID-19 Accelerated Funding Window



August 2020 (revised)

<b>Proposal Summary</b>	
<b>Country</b>	Republic of South Sudan
<b>Title</b>	Responding to COVID-19's adverse impact on education for children in the Republic of South Sudan.
<b>Budget</b>	USD \$7 million (readjusted from USD \$10 million to
<b>Geographic area</b>	Country-wide
<b>Funding source</b>	COVID-19 Accelerated Funding Window of the Global Partnership for Education (GPE).
<b>Recipient</b>	Ministry of General Education and Instruction (MoGEI) of the Republic of South Sudan.
<b>Grant Agent and Implementing Agency</b>	UNICEF
<b>Intervention focus</b>	<ol style="list-style-type: none"> <li>1) Support continuity of learning during the closure of schools;</li> <li>2) Support reopening of schools and prepare schools to address the learning gaps resulting from school closures and other disruptions; and</li> <li>3) Support for effective monitoring and implementation.</li> </ol>
<b>Purpose</b>	To support the education system to effectively respond to the adverse effects of COVID-19 on the education of children especially the most marginalized groups, including girls and children with disabilities, in the Republic of South Sudan.
<b>Project duration</b>	18 Months

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## 1) Introduction

The unfolding crisis of the outbreak of Coronavirus disease (COVID-19) is likely to affect the education of children in South Sudan in an unprecedented manner. The Ministry of General Education and Instruction (MoGEI) with the technical assistance of UNICEF, as Grant Agent, and other donors and development partners, seeks to obtain financial assistance from the Global Partnership for Education (GPE) under the COVID-19 Accelerated Funding Window to mitigate the negative implications of the pandemic on the education sector. Building on the South Sudan COVID-19 Preparedness and Response Plan 2020<sup>2</sup>, this intervention aims to bring all key partners together for more coordinated, aligned and synergized actions during the response and recovery phases of the crisis.

## 2) Background

Despite the limited (but growing) number of confirmed COVID-19 cases in South Sudan, the COVID-19 pandemic has already affected the nascent national education system in a significant way. Since 20 March 2020, all education institutions in South Sudan have remained closed, leaving children with no prospects of maintaining any form of learning at home. The crisis is likely to further deepen the education challenges, inherited from a civil war, protracted armed conflict, displacements, and coupled with chronically fragile human and infrastructural capacities. The COVID-19 outbreak and the resultant massive disruptions in terms of learning and education will further deepen the existing gender inequalities and general low value for girls' education and will increase dropouts, adding to the already alarming number of 2.2 million<sup>3</sup>, out-of-school children.

Prior to the COVID-19 outbreak in South Sudan, the education system was grappling with the challenge of improving extremely low quality of learning outcomes. Due to the COVID-19 outbreak and the consequent closure of schools for an indefinite time, there is a real risk of regression of student learning in core subjects (such as science, math, literacy/numeracy), further corroding stakeholders' confidence in education. Along with the closure of schools and movement restrictions, the COVID-19 outbreak has exposed South Sudanese children, particularly girls, to health and well-being challenges, including psychosocial and physical risks.

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<sup>2</sup> The South Sudan COVID-19 Preparedness and Response Plan 2020 represents national strategic actions against the negative implications of the Pandemic on education. MoGEI, with the support of key partners, has developed the plan.

<sup>3</sup> Out-of-school Children study, MoGEI and UNESCO, 2018

While the COVID-19 pandemic affects the education and learning of all children in the country, marginalized and vulnerable groups are likely to be more seriously affected. Girls, returnees, displaced children and children with disabilities remain more vulnerable and unprotected. The imminent shocks are likely to aggravate the well-being and education of these vulnerable groups and further increase inequities, including gender inequities. In addition, student grade progression, graduation from primary and transition to secondary education is likely to be impacted by the COVID-19 outbreak.

These challenges are going to further impact the education sector of South Sudan that was already facing endemic issues of weak institutions, low capacity, relatively unfriendly security environments and inadequate investment in education.

Already existing learning deficits across the different states of South Sudan are likely to be exacerbated by the COVID-19 pandemic. Further loss of learning will deprive a vast majority of children of any prospective gains from education and consequently from their full participation in economic, political and socio-cultural development. Therefore, it is imperative to create an enabling environment for children to access some form of learning opportunities even when schools are closed, putting in place context-specific measures to address immediate needs, ensure speedy recovery and build preparedness and resilience.

The financial support from GPE, under the COVID-19 Accelerated Funding Window, offers a critical opportunity to deliver this much-needed support to safeguard education to ensure that children in South Sudan continue learning and are protected together with their teachers and communities.

### 3) The overall objective

The overall objective of this intervention is to minimize the negative effects of COVID-19 on education for children in South Sudan with a focus on:

- Maintaining access to learning opportunities;
- Prepare schools to reopen and addressing learning gaps.

### 4) Specific objectives

The specific objectives of this intervention are to:

- 1) Provide opportunities for children to continue their learning through various means including remote learning and alternative distance learning programmes;

- 2) Support reopening of schools and prepare schools to address the learning gaps resulting from school closures and other disruptions;
- 3) Build strong partnerships and coordination mechanisms for effective monitoring and implementation of the intervention.

## 5) Strategic approaches

The strategic approaches to this intervention include:

- **Effective coordination:** MoGEI will play a leading role in synthesizing and streamlining the implementation of other support interventions to assure quality, avoid duplication and overlapping and ascertaining coverage and reach to all states. This will involve integration of similar interventions from other development partners and other stakeholders to ensure greater synergies and convergence building on South Sudan COVID-19 Response Plan 2020.
- **Being innovative:** Innovative approaches, cross-sectoral linkages and creativity in the implementation of remote and distance learning to reach the unreached will be encouraged.
- **Promoting equity:** Sustained efforts will be made to address gender bottlenecks and equity barriers, with a focus on girls, children from the poorest families, remote and most affected states/counties and children with disabilities.
- **Reflecting, evaluating and improving from learning:** All aspects of implementation will be critically examined on an ongoing basis. Continuous reflection and regular monitoring will ensure stakeholders' understanding of the intricacies on ground, leading to necessary course corrections.
- **Enhancing partnerships:** Multiple stakeholders and key players, including civil society organizations (CSOs), and formal and non-formal education institutions, will be effectively engaged and brought together for joint actions.
- **Building and improving capacities:** Stakeholders' capacities will be built to enable them to become more aware, skilled, knowledgeable and resilient about contingency planning and managing crises and shocks as well as planning for recovery.



## 6) Key features

The key features to this intervention include:

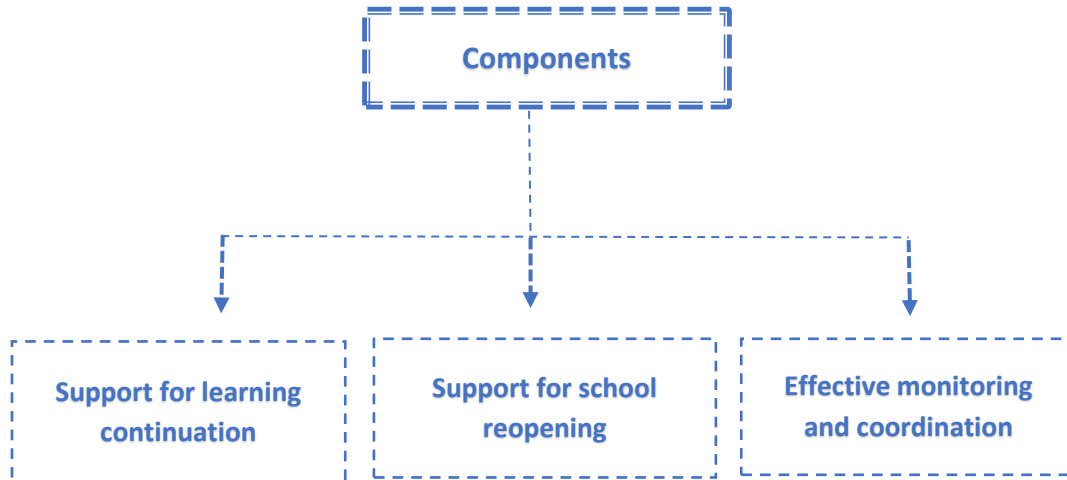
- The intervention will have two components and it will be implemented in all the 10 states and three administrative areas (AAs) of South Sudan.
- Implementation of the two components will capitalize on the South Sudan COVID-19 Response Plan 2020, which is led by MoGEI with technical and financial support from donors, UN Agencies, International Non-Governmental Organizations (INGOs) and National Non-Governmental Organizations (NNGOs).
- The first component will have a short-term focus and will provide learning opportunities to 70,000<sup>4</sup> children during the crisis period. This component will also include learning opportunities through radio programmes and distribution of Information, Education and Communication (IEC) materials as safety and prevention measures.
- The second component will have a medium-term focus to support reopening of schools and prepare schools to address learning gaps resulting from the closure of schools.
- Nearly one million children (approximately 50 per cent girls) out of the 1.9 million school going children will directly and indirectly benefit from this intervention (70,000 through reading material, 800,000 from wash facilities and school disinfection; and 200,000 children reached through radio programmes, community mobilization and awareness sessions); whereas system strengthening will encompass a broader range of current and future beneficiaries.
- MoGEI will play a leading role in bringing all the key partners together through the Local Education Group (LEG), the Education Cluster and other relevant forums.

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<sup>4</sup> 70,000 children from 10 states and 3 AAs (with a focus on the most marginalized children)



## 7) Programme components



### 7.1 Supporting learning continuation

School closures and other disruptions will, in the first place, cause discontinuation in student learning, seriously undermining their growth in knowledge, skills and attitudes. Children in South Sudan are faced with an inherent challenge of the non-availability of learning materials and necessary parental support and guidance to continue home-based learning in one way or another. Unlike other countries, the non-existence of on-line learning facilities and technology assisted learning opportunities deprive children of being constructively engaged at home.

Support, under this component, will aim to provide learning opportunities for children as much as possible during the school closures. The main purpose is to ensure that children do not stay disconnected from learning. To this end, remote and alternative distance learning options will be pursued. Curriculum aligned learning packages, will be provided to students at their homes with user-friendly instructions and guidance. Certain parts of the textbooks coupled with carefully selected exercises, including self-assessment learning milestones, will be chosen for the learning packages. Reading packages will also include graded materials, including stories, math and science materials suitable for self-directed learning. The carefully selected materials will also cater for the needs of differently abled children and children with specific needs.

Given the time sensitivity, these materials will be adapted from available resources, preferably from similar contexts in the region and aligned to the curriculum. MoGEI technical teams will be involved in the preparation, selection and adaptation of the learning materials based on the new competency based curriculum of South Sudan; whereas the state ministries, education officials

and CSOs will be expected to play a supportive role in delivering the learning packages to children and providing guidance for home learning schedules, appropriately flexible to accommodate the alternative learning options.

The key is to act promptly to ensure timely provision of materials and other learning opportunities and create communication links between education service providers and children and their parents. To this end, immediate support will be provided to upgrade the scope and quality of the existing radio programmes. Technical and financial support will aim to undergird the radio programmes, including more variety of subjects and greater depth and quality in the content of the programmes. The radio programmes will provide necessary information and guidance to children vis-à-vis the distance learning material, distributed under this intervention. To ensure equitable access, in some cases radio sets will also be provided to the most marginalized families. The radio programmes will be underpinned by focused community mobilization and communication efforts. The purpose is to create awareness amongst children and their parents about the radio programmes and children know how to tune in to the programmes to benefit from learning opportunities.

Staff from the functioning National Teacher Training Institutes (NTTIs) and County Education Centres (CECs) will also be expected to engage and support children in accessible villages. The NTTIs and CECs will support children and their families to adopt new learning platforms including the use of digital learning materials to engage groups of students.

During this phase of the intervention, along with learning materials, appropriate IEC print materials (i.e. posters, leaflets) on COVID-19 will also be distributed to children and their families. The purpose of the IEC materials is to ensure maximum prevention of the outbreak, providing useful and practical information about safety, prevention and mitigation.

UNICEF and MOGEI will create more awareness amongst communities and parents about safety measures and the need for all possible parental support to children at home during the crisis period and beyond. By working closely with School Management Committees (SMCs) and Parent Teacher Associations (PTAs), it is expected that the intervention will develop an increased level of awareness and appreciation of the importance of parental and family support for education.

Active communication will be established with the Ministry of Health and World Health Organization (WHO) to ensure uniform messaging during crisis communication.

## 7.2 Preparing schools for reopening

Recognizing the complex challenges associated with the reopening of schools, substantial support will be provided to manage this critical transition. The school reopening support will encompass three stages, i.e. before opening, during opening and after schools are opened.

**Before:** Prior to opening schools, clear and easy-to-understand guidelines, policies and Standard Operating Procedures (SOPs) will be established and communicated to schools, communities and parents. This will entail an objective analysis of the situation on the ground before offering implementable policies and guidelines. Depending on the prevalent situation, a phased approach can be followed to open schools, starting from less affected areas. In collaboration with SMCs, intensive back-to-school campaigns will feature as a significant part of the intervention to positively influence parents and communities to support and encourage children to continue and focus on their education. Alongside the awareness drives, support will be provided to SMCs to disinfect school buildings and premises to ensure children and teachers' safety and their confidence to return to school.

**During:** At this stage, communication will be further strengthened with the local communities to help them adhere to the safety commitments and agreed SOPs. Schools will be provided handwashing stations and materials coupled with ongoing guidance to abide by the approved safety measures in the utilization of the wash materials taking specific measures to ensure the most vulnerable children, including the poorest and adolescent girls, attend school. Efforts will be made to generate a viable local dialogue at each school as to the implementation of safety measures and the need for vigilance of the stakeholders (parents, teachers, state and national education authorities and partners) to respond to the unfolding situation in a proactive manner. Links will be established with the local health authorities for their prompt support in the case of emergencies.

**After:** At this stage, support will comprise vigilance and continued communication. SMCs will be supported to play the critical role of making decisions vis-à-vis reopening and reclosing schools on a case-by-case basis. Support at this stage will also include ongoing Social and Behavioural Change Communication (SBCC). In the operationalization of the entire intervention, the needs of vulnerable children will be accorded distinct attention. To provide Menstrual Hygiene Management (MHM) support, re-usable sanitary pads will be provided to young adolescent girls. Furthermore, at school level MHM groups will be formed to materialize contextualized support and this will continue well beyond the duration of this intervention.

Significant learning gaps are likely to emerge due to the prolonged school closures. Unattended learning gaps will not only aggravate inequalities but also have adverse implications on the attainment of desired learning levels in the longer term. This may have a negative impact on the preferences of students to attend, stay and learn in schools and on the willingness of parents to provide education opportunities for children. Therefore, it is critical to prepare teachers to provide increased support to students, in order to address the learning deficiencies and gaps, emanating from these unprecedented disruptions in learning, aggravated by the absence of access to digital connectivity for teachers and children.

Intensive orientation sessions will be arranged for teachers and facilitators to develop shared understanding and to highlight the need for additional support to schools to address learning gaps resulting from school closures. MoGEI's Technical Working Group 3 and Teacher Development, Management and Support (TDMS) teams, in collaboration with key staff from NTTIs and CECs will lead the orientation programme.

As a part of preparing schools for reopening, wash facilities will be provided to schools based on acute need. Boreholes will be constructed to make water available in schools where no other options exist. Furthermore, school disinfection programme will aim to attract children to school, providing clean environment for children and confidence for parents to send their children to school.

### 7.3 Effective monitoring and coordination

Officials from MoGEI and state education ministries/departments will be fully engaged in the monitoring and implementation of the intervention. Along with the focus on effective monitoring and implementation, attention will also be accorded to assessment of learning outcomes and orientation on education in emergency for the new state level personnel.

Recognizing the catalytic nature of GPE funding all possible efforts will be made to attract additional partners and resources to further deepen the quality and expand the scope of the Covid-19 response programme.

The COVID-19 crisis has demonstrated the need for engaging stakeholders at grassroots levels and therefore schools (principals, teachers, SMCs and PTAs) will be approached to play a role in the programme implementation and also to build sustainable resilience including psychosocial support skills to deal with future crises. They will also be encouraged to build and strengthen effective coordination and communication with other sectors like health, social welfare and security.

## 8) Implementation, Monitoring, Reporting and Procurement

UNICEF, as Grant Agent, will implement this initiative in close collaboration with MoGEI. MoGEI and UNICEF will work closely with all the development partners and donors as members of the LEG. The LEG will oversee the overall direction for the intervention and will provide support, guidance and technical advice on a regular basis. There will be ongoing monitoring to assure quality and general alignment to the planned results, and where necessary to trigger course corrections. Input from the stakeholders (i.e. communities and implementing partners) will be used for identifying bottlenecks and programme adjustments. Efforts will be made to utilize technology (e.g. SMS) for monitoring purposes and for knowledge and innovation exchange. The third-party monitors will also be used as field monitors for quality assurance on programme implementation. Furthermore, joint monitoring by UNICEF and MoGEI teams will also be encouraged with a purpose to strengthen the monitoring capacity of the ministry at both national and state levels.

Under this intervention, efforts will be made to functionalize remote M&E system, with a focus on strengthening monitoring in fragile contexts and hard-to-reach areas. The functional M&E system, strengthened during the crisis, will go beyond the COVID-19 response.

Procurement and funds disbursement for this intervention will be in accordance with the existing agreed practices that have been adopted for the GPE Programme 2. All contracts, partnerships and procurement will follow UNICEF's standard procedures, which are based on competence and ability to deliver results with due consideration for proper financial regulations and reporting requirements. UNICEF's procurement procedures will involve various safety measures including a rigorous scrutiny by the Contract Review Committee (CRC) before final approvals for procuring goods and services at larger scale. Procurement of smaller scale goods and services, at times, will be managed through MoGEI with the participation and oversight of UNICEF. Funds will be disbursed and accounted for by strategically placed financial administrators, contracted through a competitive bidding process. However, it is noteworthy that given the nature of the unfolding emergency and the corresponding need for swift actions, attention will be paid to fast-track procurement and other approval processes aligned with UNICEF's Level 3 emergency procedures activated globally for COVID-19 response.

## 9) Assumptions

Achievement of the intended results will depend on the following assumptions:

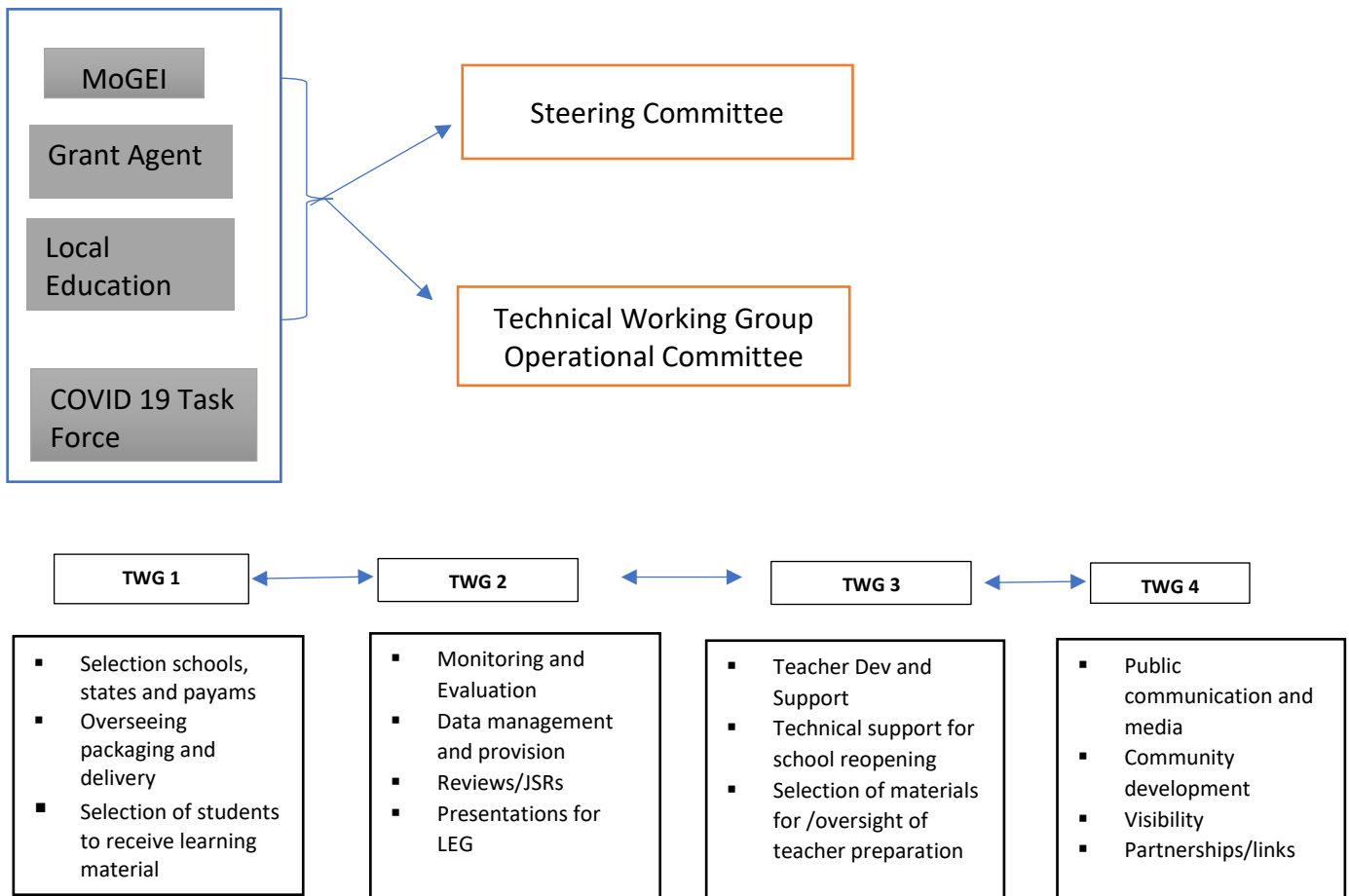
- In the context of South Sudan, COVID-19 pandemic will remain reasonably under control and it will be possible to engage with the stakeholders highlighted in the proposal.

- The overall financial conditions will remain stable and will not receive major shocks that cannot be managed during this period.
- All stakeholders, including the political leadership, will continue supporting education as a national priority.
- The overall security, political and socio-economic situations will remain stable to advance implementation at the state and county levels, as planned.

## 10) Programme Management Arrangements

The implementation arrangements for COVID-19 Accelerated Funding Window project will be aligned with those of the GPE Education Sector Plan Implementation grant (ESPIG II). Given the complementary nature of both interventions, efforts will be made to leverage the already functioning bodies, with an emphasis on greater coherence, alignment and effectiveness. This will provide an opportunity to further bolster the existing capacities and their mutual coordination to deliver the overall GPE-supported programme more effectively. Linkages within the institutions as well as with other stakeholders will be an overriding priority to achieve the intended results. The following section presents the structure of programme management arrangements, along with existing or changed/modified responsibilities at each level.

Figure 1: Management and Support Structure.



## National level

### Roles and Responsibilities

**MoGEI:** The MoGEI will remain at the fore-front of the entire programme design and delivery process, encompassing conceptualization, implementation, monitoring and course corrections. Whilst leading the overall programme implementation, MoGEI will form Technical Working Groups (TWGs), and convene and chair the technical meetings. MoGEI will work closely with the LEG, seeking its guidance, advice and support on a regular basis. As secretariat for the TWGs, MoGEI will also convene review meetings, including the annual Joint Sector Review (JSRs). It will establish priorities, manage partner support and provide updated data, and other information vis-à-vis political and social changes and emerging priorities. MoGEI will undertake the responsibility to stimulate and strengthen partnerships at the national and provisional levels. It will also establish communication with officials and other stakeholders in states and oversee the day-to-day programme management at the states and payam levels and engage with the state officials for support and accountability.

**Grant Agent:** UNICEF, as a Grant Agent, will provide the overall technical and coordination support for implementation in close coordination the LEG and other relevant stakeholders. UNICEF and MoGEI will work hand in hand in the entire implementation process and mutually establish priorities to manage technical and logistical support arrangements. The Grant Agent will communicate with the GPE secretariat about matters related to the implementation including funds utilization and necessary course corrections based on emerging needs and priorities. The Grant Agent will also be responsible to furnish regular reports, as agreed with the GPE Secretariat. Following the ongoing agreed programme implementation procedures, the Grant Agent will take the overall responsibility for funds management and will disburse the funds in accordance with the Harmonized Approach to Cash Transfers (HACT).

**Coordinating Agencies:** USAID and DFID, as Coordinating Agencies, will maintain the critical communication link between the GPE Secretariat and stakeholders in the country by providing updated information. This communication will be based on timely garnering and analysis of all relevant information vis-à-vis investment in education, partnership opportunities, political and social developments, and security situations likely to impact education programmes, particularly the GPE supported intervention. The Coordinating Agencies will convene and participate in LEG meetings and document key actions that will be intended to provide guidance for programme implementation. In addition to the LEG meetings, the Coordinating Agencies will also contribute



to the arrangement of reviews and annual JSRs, strengthening mutual accountability, transparency, stakeholders' ownership and ongoing policy dialogue.

**LEG:** The donors, development partners and civil society organizations extend major supportive roles in delivering education programmes in South Sudan. The GPE supported intervention provides an opportunity for the key actors to come together for more collaborative actions. From the platform of LEG, these partners will play a guiding role to steer the implementation process for this intervention under the unfolding situation. Following the ongoing practices, the LEG will provide external oversight as well as guidance on cultural and political matters of sensitive nature. LEG will also be expected to harmonize other DP-financed activities to ensure more alignment. To ensure external oversight on behalf of the Global Partnership, LEG will continue to hold regular meetings and will support the Joint Education Sector Reviews, to garner joint support for programme implementation.

**Steering Committee:** Chaired by the Undersecretary of the MoGEI, the Steering Committee will provide the overall oversight, strategic guidance and support. The Steering Committee will determine whether the programme activities are aligned with the endorsed outcomes, programme design and strategies. The Steering Committee will analyse political, cultural and other context-specific issues related to the intervention and will provide guidance to offset undesirable consequences in a timely fashion. It will provide ongoing support and advice for effective use of available resources and step up measures to assuage adverse effects of the crisis on programme implementation.

**TWG Operational Committee:** In tandem with the existing arrangement, the TWG Operational Committee will be more directly involved in the implementation of the programme. The committee will be led by a Convenor, who will be selected by the Undersecretary, particularly for this period. The Convenor of the Committee will be responsible for the management and coordination of the four TWGs that will have specific responsibilities to perform and results to achieve. It needs to be noted that the existing four TWGs, responsible for the implementation of the GPE ESPIG II, will remain the same, with additional responsibilities.

**TWG One:** Given the resource constraints, it will not be possible to cover all children in South Sudan and therefore it will entail selection of beneficiaries based on clearly defined criteria. TWG One will undertake the key responsibility for the selection of schools, states, payams, clusters and beneficiaries for the intervention. In addition to the selection, TWG one will also be responsible for the oversight of material packaging and delivery of reading packages and other items to the states and schools.

**TWG Two:** Monitoring and Evaluation of the programme activities will constitute the major responsibility of TWG two. It will analyse the effectiveness of the programme delivery and provide guidance and support to restructure the programme components or any part of the components for necessary course corrections and quality improvement. TWG two will also provide data to be used for programming and reporting purposes. Furthermore, TWG two will prepare briefs, concept notes and presentations for the Steering Committee and LEG for deliberations, discussions and further guidance.

**TWG Three:** TWG three will be responsible for technical matters related to selection of materials, and selection and preparation of teachers for accelerated teaching/learning when schools reopen. TWG three will be required to identify and select materials for distance learning packages, well-suited for learning appropriate for socio-cultural considerations. This technical group will also provide guidance for preparing teachers to address learning gaps resulting from school closures and other disruptions.

**TWG Four:** TWG four will provide support to advance communication, partnerships and linkages at all levels. It will engage with media to ensure quality and appropriateness of messages regarding the GPE-supported intervention. TWG four will also oversee programmes designed for communities, SMCs and PTAs. TWG four will play a role in strengthening existing partnerships and explore opportunities for new partnerships, geared towards more alignment and coherence.

## State level

### Roles and Responsibilities

Programme implementation at the state, payam and school levels will remain the key priority to maximize the achievement of the intended results. To this end, the role of the state education officials and other stakeholders will be critical. At each state level, a Project Oversight Committee will be established to support and monitor progress on the planned activities. The committee will work closely with counterparts at MoGEI to seek guidance and support. At the same time, the committee will mobilize human resources from the NTTIs and CECs to extend technical assistance as needed.

## 11) Donor/ Development Partner support activities in South Sudan

Donor	Name of Project/Support	Amount (USD)	Implementation period	Funding modality and implementation arrangement	Area of support	Type of support (TA, budget support, etc.)	Geographic focus	
GPE	Education Sector Plan (ESP) Implementation	41.7 million	2018 – 2022	Off budget  UNICEF and MoGEI	Access and equity, quality of education, and system efficiency	Grant	National  With work in 25 schools, including 15 in MYRP States - Warrap, Lakes and Eastern Equatoria (EE)	
EU	IMPACT	34 million	2017- 2019	Off budget	Financial incentives to teacher	Grants	National	
	Education in Emergency (UNICEF)	15 million	2018-2021		Access to education			WBeG, Warrap, NBeG and WES
	Education in Emergency (WFP)	9 million	2018-2021		School feeding			WBeG, Warrap, NBeG and WES
	Outreach	16 million	2020-2022		financial incentives to teachers			National (3.2 million), limited to “hard to reach areas” (12.8 million)
	TVET/Pastoral education		2017-2020		TVET			

Donor	Name of Project/Support	Amount (USD)	Implementation period	Funding modality and implementation arrangement	Area of support	Type of support (TA, budget support, etc.)	Geographic focus
	Reintegration	16 million 1.5 million	2019-2020		reintegration for children associated with armed groups		National
DFID	Girls Education South Sudan (GESS) II	70 M (GBP)	2019-2024	Off budget	Cash incentives to girls, capitation grants to schools, ALPs and AES, teacher development and governance training and support for children with disabilities	Grant	National
USAID	Project support (through UNICEF)	60 million	2017-2020	Off budget	Primary education – integrated essential emergency education services	Grant	National
AfDB	South Sudan Improving Access and Quality of Basic Education	17.7 million	2019 - 2023	Off budget	Access and equity, quality of education and system efficiency	Grant	Upper Nile, Jonglei, Unity, EE, NBeG

Donor	Name of Project/Support	Amount (USD)	Implementation period	Funding modality and implementation arrangement	Area of support	Type of support (TA, budget support, etc.)	Geographic focus	
WFP	School feeding/deworming programme	25 million		Off budget	School meals to primary level on-site hot meals Take home rations Deworming medicine, school gardens	Grant	National	
Norway	Back to Learning	7 million	2018 – 2020	Off budget  Project/Grant through UNICEF and NGOs	Primary, Back to Learning, Early Childhood Education, ALP and non-formal	Grant	National	
UNESCO	Education Support	5 million	2015-2020	Off budget – various projects	Capacity for TVET development, pastoral education and SDG4	Grant	National	
Canada	Project support to GESS 2	15 M (CAD)	2019 – 2023	Project support to GESS 2 (through DFID)	Girls Education	Grants	National	
	Project – Healthy Bodies, Healthy Minds,	7.5 M (CAD)	2019 – 2023	Project - through Canadian Red Cross	WASH, menstrual hygiene management and protection			West Gogrial
			2019 – 2023	Project - through BRAC	Community-based education			

Donor	Name of Project/Support	Amount (USD)	Implementation period	Funding modality and implementation arrangement	Area of support	Type of support (TA, budget support, etc.)	Geographic focus
	Community Based Education	8.5 M (CAD)					WE,S Central Equatoria (CE), EE and NBeG
36 active cluster partners	Coordinated emergency response	8.5 million	On-going	Individual agency intervention and coordinated humanitarian support	Education in Emergencies	Grants	National

## 12) Risk Mitigation Plan

Level	Potential Risks	Severity of Risks (L/M/H)	Mitigation Measures
Country situation arising from COVID-19	COVID-19 infections spread widely and treatment measures absorb the available resources, further exacerbating the inadequate provision of basic social services, including education.	H	Continue sustained advocacy with the government and other relevant stakeholders, highlighting evidence-supported risks of deprioritizing education.
	The looming public health and socio-economic crisis of COVID-19 affects community priorities about their children's education.	M	Intensify advocacy and awareness raising amongst communities, using electronic and print media and face-to-face interactions.  Use UNICEF Communication for Development ground capacities through the integrated community mobilization network (ICMN).
	Schools are turned into shelters and response centres and that can cause delays in school reopening.	L	Maintain high-level advocacy with education planners and policy makers not to use education institutions for emergency-response.
Programme Implementation	Travel bans and associated difficulties preclude staff and partners to effectively engage in programme implementation.	M	Explore multiple options to advance programme implementation, including teleworking and engaging staff and partners based on comparative availability.
	Options to procure the required materials and equipment from outside the country remain limited.	M	Engage various partners, present and working in South Sudan, and their regional offices for procurement of priority items. Explore and prioritize local procurement options.
	Mobility challenges constrain the collection of data required to gauge the effectiveness of the intervention.	M	Fast-track data collection measures with the support of the Ministry and other partners.



Level	Potential Risks	Severity of Risks (L/M/H)	Mitigation Measures
	Travel restrictions lead to compromising necessary interactions with stakeholders at the state and county levels.	H	Plan programme implementation and monitoring activities in a manner that staff from zonal offices are more actively engaged.  Leverage modern technologies for virtual engagement and monitoring [zoom, Kobo, etc.]
	The implementation of COVID-19 Accelerated Funding Window intervention and other related programmes derail the implementation of the agreed workplan for 2020.	M	Revisit and reorganize GPE II workplan for 2020 to prioritize complementary activities to facilitate implementation of COVID-19 AFW intervention where possible.
	Technical partners and staff continue to remain unavailable to support programme implementation.	L	Consider alternative arrangements and optimal use of locally available resources.
	Focusing on COVID-19 related emergency may undermine the existing collaborative environment and divert attention of the development partners away from the longer-term development priorities.	L	Ensure frequent interaction of key forums such as the LEG and Education Donor Group (EDoG) to sustain parallel focus on the agreed longer-term development priorities.
Security and accessibility	The security situation in South Sudan further deteriorates due to COVID-19 related factors and impede programme implementation.	M	Continue high-level advocacy highlighting education as a vital investment to obtain ongoing security cover and support.  Initiate programming from more stable areas and in coordination with UNICEF Integrated Rapid Response Mechanism (IRRM) in other areas.
Student learning and future of education	School closures and other disruptions result in severe learning deficiencies that may be difficult to repair.	M	Explore more collaborative actions to address the issue with the support of all partners.

Level	Potential Risks	Severity of Risks (L/M/H)	Mitigation Measures
			Demonstrate effective implementation of the learning support initiative, for it to serve as a reference point for other partners.
	The COVID-19's adverse effect on students exponentially increases dropouts, further undermining emergent positive results, achieved by the Ministry and partners, on student enrolment.	M	Endeavour to obtain possible financial support from other sources to expand access to education in hard to reach areas targeting the most deprived children
General/operational	The disruptions and associated challenges generate stronger demotivation amongst teachers, adversely affecting desired gains from education support interventions.	L	Continue evidence-based advocacy, aimed at creating attraction for quality teachers in the education system.

### 13) Monitoring Plan

S.#	Indicator	Indicator Definition	Disaggregate	Data source	Responsible office for data collection	Frequency	Means of verification	Responsible office for data evaluation & circulation to stakeholders
<b>Output 1: Children (5-18) have access to continued learning opportunities through various means including remote learning and alternative distance learning programmes during the closure of schools.</b>								
Expected outputs								
Sub-components: 1.1: Opportunities to continue learning								
1.1.1	Availability of reading materials for children in 10 states and three administrative areas	# of material packages available	Grade and subjects	Vendor	TWG 1 and TWG 3	Once at the completion of the packaging	MoGEI reports	TWG 1, TWG 3 /GA
		Availability of a distribution plan	N/A	Report by consultant	Department of Planning MoGEI	Once at the completion of the distribution plan	Department of Planning MoGEI reports	TWG 1 /GA
		# of children receiving reading packages	Sex, grade, state, payam and school	State education department	MoGEI and state education departments	Once the materials are distributed to children	Sample school visits by State officials/TWG /development partners	TWG 1 /GA
1.1.4	Community mobilization and awareness-raising in the targeted	# of sensitization sessions targeted towards precautions	State, county and payam	Implementing partner reports	MoGEI and state education departments	Upon the completion of the sessions	Reports/ validation visits to sample villages	TWG 4/GA

S.#	Indicator	Indicator Definition	Disaggregate	Data source	Responsible office for data collection	Frequency	Means of verification	Responsible office for data evaluation & circulation to stakeholders
	programme areas	about COVID-19.						
		# of awareness sessions for parents about importance of parental support at home and girls' education	State, county and payam	Implementing partner report	MoGEI and state education departments	Upon the completion of the sessions	Reports/ validation visits to sample villages	TWG 4/GA
1.1.5	Customized radio programmes	Availability of continuous radio programme for children in pre-primary, primary and lower secondary level	N/A	Implementing partner report	MoGEI and state education departments	Once the radio programmes are relayed	Validation reports	TWG 2/GA
<b>Output 2: Children (aged 5-18) benefit from classroom teaching after schools reopen to address the learning gaps resulting from school closures and other disruptions.</b>								
Sub-components 2.1: Preparing schools for reopening								

S.#	Indicator	Indicator Definition	Disaggregate	Data source	Responsible office for data collection	Frequency	Means of verification	Responsible office for data evaluation & circulation to stakeholders
2.1.1	Back-to-school campaigns to motivate parents to send their children to school	# of campaigns	N/A	Implementing partner report	MoGEI and state education departments	Upon the completion of the campaigns	Reports/ validation visits to sample villages	TWG 4/GA
2.1.2	Safety and hygiene facilities at schools	# of schools disinfected and washing stands provided	Sex disaggregated data of beneficiaries	Implementing partner report	MoGEI and state education departments	Upon the provision of facilitates	Reports/ validation visits to sample schools	TWG 2/GA
2.1.3	Sanitary kits provided to adolescent girls	# of adolescent girls accessing sanitary kits	States and clusters	Implementing partner report	MoGEI and state education departments	Upon the provision of the kits	Reports/ validation visits to sample schools	TWG 4/GA
2.1.4	Boreholes at schools with acute water shortages	# of schools with boreholes	States and clusters	Implementing partner report	MoGEI and state education departments	Upon construction of boreholes	Reports/ Validation visits to sample schools	TWGA 4/GA
<b>Output 3: The Education Ministry and State Ministries are supported to carry out effective programme monitoring and implementation</b>								
Sub-component 3.1: Effective monitoring and implementation								

S.#	Indicator	Indicator Definition	Disaggregate	Data source	Responsible office for data collection	Frequency	Means of verification	Responsible office for data evaluation & circulation to stakeholders
3.1.1	Effective programme monitoring and implementation	# of monitoring visits by MoGEI official to the states	N/A	Consultant's report	MoGEI Planning department	Quarterly	Field monitoring reports Third-party monitoring reports	TWG2, MoGEI Planning department/GA
		# of monitoring visits of the state officials	N/A	Equipment and purchase invoices	MoGEI Planning department	Quarterly	Field monitoring reports Third-party monitoring reports	TWG2, MoGEI Planning department/GA

## 14) Results Framework

**Outcome:** Children (5-18), especially the most disadvantaged children, including girls, refugees and IDP children, children with disabilities and from hard-to-reach areas, affected by COVID-19 in South Sudan, benefit from equitable learning opportunities, continuing their learning at home and in a safe school environment after schools reopen.

#	Results Statement	Indicator	Baseline	Target	Timeline and Unit of Measurement
Outcome level indicators					
1.	Children (5-18) including the most marginalized groups are able to continue learning during school closures due to COVID-19 and after schools reopen	Number of children (5-18) participating/reached through distance learning programmes	0	200,000	End of the project and Absolute number (disaggregated by gender and level of education)

<b>Output 1 Children (5-18) have access to continued learning opportunities through various means including remote learning and alternative distance learning programmes during the closure of schools through radio programmes.</b>					
<b>R.1</b>	During the closure of schools, 70,000 children in targeted areas affected by COVID-19 access opportunities to continue their learning	# of children accessing remote learning and alternative distance learning opportunities in targeted areas	0	70,000 (gender disaggregate)	End of project Absolute number (disaggregated by gender and level of education)
1.1.1	Provide self-learning materials for children in 10 states and three administrative areas	# of material packages are provided	0	70,000 children	After 45 days of start of the project Absolute number
		Distribution plan is in place	No	Yes	After 2 months Yes or no
		# of children receiving reading packages	0	70,000 children	After 3 months Absolute number
1.1.4	Conduct community mobilization and awareness-raising in the targeted programme areas on COVID 19 prevention and mitigation measures	# of campaigns targeting teachers, parents, children, and other community members towards precautions about COVID-19	0	One session in each county	End of project, Absolute number per county
		# of awareness sessions for parents about importance of parental support for children at home and girls' education	0	Two sessions in each county	End of project Absolute number per county
1.1.5	Offer customized radio programmes for children of pre-primary, primary and lower secondary level	Availability of continuous radio programme for children pre-primary,	Current radio programs	More customized radio programmes for learning of	End of the project Number of radio programmes for each subject



		primary and lower secondary level		relevant subjects, level of education	
		# of teachers trained to deliver radio lessons	0	45 teachers (15 for each level- pre-primary, primary, secondary)	End of the project Absolute number
<b>Output 2: Children (aged 5-18) benefit from classroom teaching after schools reopen to address the learning gaps resulting from school closures and other disruptions.</b>					
<b>R. 2.1</b>	By the end of November 2021, 800,000 children in the targeted areas affected by COVID-19 benefit from safety and hygiene measures	# of children benefitting from classroom teaching and safety and hygiene measures	0	800,000 (gender disaggregated)	End of project Absolute number (disaggregated by gender and level of education)
2.1.1	Provide guidelines, policies and safety measure to reopen schools	# of children benefitting from policies and guidelines and safety SOPs	0	800,000 (gender disaggregated)	End of project Absolute number (disaggregated by gender and level of education)
2.1.2	Provide wash/facilities, including handwashing stands, and safety/hygiene facilities for the protection and wellbeing of children during COVID-19 period and after reopening of schools	# of schools with handwashing stands,	0	300 schools	End of project Absolute number (disaggregated by gender and level of education)
2.1.3	Disinfection of school building/premises	# of school building disinfected	0	2000 schools	End of project Absolute number
2.1.4	Provide water to schools with acute need	# of schools benefitting from water provision through boreholes	0	80 schools	End of project Absolute number

<b>Output 3: The Education Ministry and State Ministries are supported to carry out effective programme monitoring and implementation</b>					
<b>R.3</b>	Throughout the implementation period, National and State Ministries are optimally engaged in programme monitoring and implementation	Programme effectively implemented, all targets achieved by the end of the project period	0	All project target achieved	End of project Yes or No
3.1.1	Officials from MoGEI and State Education Ministries/Departments undertake responsibilities for effective programme monitoring and implementation	# of monitoring visits by MoGEI officials	0	90 visits (3 visits each by 30 officials)	End of project Absolute number
		# of monitoring visits by officials from state education ministries	0	270 visits (3 visits each by 90 officials)	End of project
3.1.2	Support schools to build resilience to deal with chronic crises	# schools with disaster preparedness plans	0	3300 (100 in each state or AAs)	End of project Absolute number per state

15) Revised budget (attached)

16) Revised Implementation Timeline (attached)