



South Sudan ESPIG Program Document 2019 – 2021



AUGUST 2018

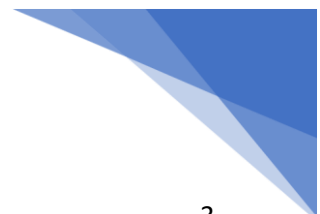



Table of Contents

1. Introduction.....	3
2. National Context.....	4
2.1 Conflict.....	4
2.2 Economy.....	5
2.3 Social and Political.....	6
3. Sector Analysis.....	7
3.1 Structure of the Education System.....	7
3.2 Education Sector Challenges.....	8
3.2.1 Out of School Children.....	8
3.2.2 Gender Disparities.....	9
3.2.3 Geographical Disparities.....	9
3.2.4 Poor Infrastructure.....	10
3.2.5 Children with Disabilities.....	11
3.2.6 Learning Outcomes.....	11
3.2.7 Teachers.....	10
3.3 General Education Strategic Plan, 2017 – 2022.....	13
4. GPE I 2012 – 2018 Analysis.....	13
4.1 Overview.....	13
4.2 Achievements and Lessons Learned from GPE I.....	14
4.3 Recommendations.....	16
5. GPE II 2019 – 2021: Rationale and Strategic Focus.....	17
5.1 GPE II strategic focus.....	18
6. GPE II 2019 – 2021: The Programme.....	20
6.1 Programme Development Goal.....	20
6.2 Outcomes.....	20
6.3 Theory of Change.....	21
6.3.1 The Problem.....	21
6.3.2 Desired Impact.....	21
6.4 Programme Specific Outcomes, Outputs and Key Activities.....	23
6.5 Link between AFF implementation and GPE II results.....	43
7. GPE II 2019 – 2021: Programme Management Arrangements.....	44
7.1 Programme Management.....	40
7.2 Roles and Responsibilities.....	45
8. Development Partners.....	48
9. Risks.....	52
10. Results Framework.....	58
11. Monitoring and Evaluation.....	62
12. Budget.....	69

Abbreviations

AEC	Annual Education Census
AES	Alternative Education System
ALP	Accelerated Learning Programme
BALP	Basic Adult Literacy Programme
BTL	Back to Learning
CECs	County Education Centres
CES	Central Equatoria State
CGS	Community Girls School
CPs	Coordinating Partners
CPD	Continuous Professional Development
CSOs	Civil Society Organizations
DG	Director General
DFID	Department for International Development
DSA	Daily Sustenance Allowance
ECD	Early Childhood Development
ECDE	Education Childhood Development Education
EDoG	Education Donor Group
EES	Eastern Equatoria State
EGMA	Early Grade Mathematics Assessment
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
EU	European Union
GA	Grant Agent
GDP	Gross Domestic Product
GEAR	General Education Annual Review
GER	Gross Enrolment Rate
GES	Girls' Education Strategy
GESS	Girls Education South Sudan
GESP	General Education Sector Plan
GoRSS	Government of the Republic of South Sudan
GPE	Global Partnership for Education
GPEP	Global Partnership for Education Programme
GPI	Gender Parity Index
GUN	Greater Upper Nile
HFS	High Frequency Survey
HRIS	Human Resource Information System
HT	Head Teacher
ICT	Information Communication Technology
IDP	Internally Displaced Persons
INGO	International Non-Governmental Organization
LEG	Local Education Group
M&E	Monitoring & Evaluation
MoFEP	Ministry of Finance and Economic Planning
MoGEI	Ministry of General Education & Instruction



MoHEST	Ministry of Higher Education Science & Technology
MoU	Memorandum of Understanding
NGB	Northern Bahr-El-Ghazal
NEC	National Education Coalition
NER	Net Enrolment Rate
NEF	National Education Forum
NGO	Non-Governmental Organization
OOSC	Out of School Children
PEP	Pastoralist Education Programme
PER	Public Expenditure Review
PETS	Public Expenditure Tracking Survey
POC	Protection of Civilian Camps
PSLP	Primary School Leadership Programme
PTA	Parent Teacher Association
SAMS	School Attendance Monitoring System
SDG	Sustainable Development Goals
SMC	School Management Committee
SSP	South Sudan Pounds
TOR	Terms of Reference
TGoNU	Transitional Government of National Unity
TTI	Teacher Training Institutes
TVET	Technical Vocational Education Training
TWG	Technical Working Groups
UNOCHA	United Nations Office of Humanitarian Coordination
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
USD	United States Dollar
UTY	Unity State
VFM	Value for Money
WBG	Western Bahr-El-Ghazal
WES	Western Equatoria State
WRP	Warrap State
WTI	Windle Trust International

1. Introduction

This document outlines the programme to be supported by the GPE grant (now commonly termed GPE II to distinguish it from the earlier GPE I) for the period 2018 to 2021. The programme is aligned with the Government of South Sudan's (GoRSS) Education Act (2012), Policy (2017 – 2027) and the Ministry of General Education and Instruction's (MoGEI) General Education Strategic Plan (GESp), 2017-2022. The GPE II project represents the second generation of GPE support to South Sudan and covers the period from 2019 to 2021.

The GPE II, as with its predecessor GPE I, is aligned specifically with the following GoRSS priorities. These are:

- **Access and Equity:** the provision of equitable and safe access to inclusive quality education for all children, youth and adults.
- **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.
- **Efficiency:** to improve the management of education to achieve quality and equity and establish a robust system of education in South Sudan.

The GPE II Programme covers three years and has a budget of US\$ 35.7 million from January 2019 to December 2021. It has been designed to provide maximum impact on the system as a whole, and to enhance all major GESp programmes, including other donor-supported interventions under the Education in Emergencies (EiE) umbrella the GoRSS has also received an approval for the application for the Accelerated Funding Framework to fund key activities of the GESp Transitional Plan for nine months from July 2018 to March 2019 for a total of US\$6.42 million.

The GPE II Programme has been developed through an intensive consultative process led by the MoGEI. It has involved stakeholders from the MoGEI, 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. With this as a backdrop, the enhancement of coordination between all stakeholders will be essential to the success of the programme and to aid effectiveness per se and the structure which has been built into the programme has been designed as such to enable this.

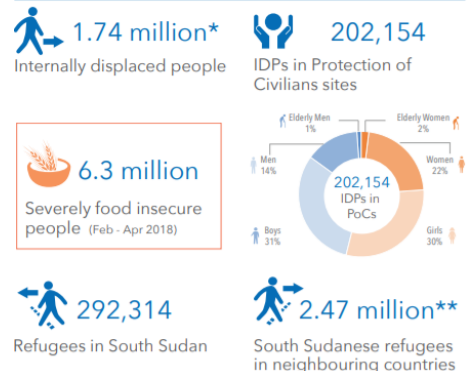
The goal of the GPE II programme is to reduce the number of out of school children (OOSC) by 15 per cent by increasing equitable access to quality education. This will be done by identifying, profiling and enrolling OOSC in target areas that have a high number of children who have been displaced due to conflict, and children of pastoralist communities. The education needs of these children are enormous, but so too, the initiatives at the heart of this programme can be drivers for helping to build the necessary peace from the grassroots. The initiatives themselves demand reconciliation and schools can be centres for peace building, something which is being recognised by the development of peace clubs in all schools across South Sudan.

It will be critical that the inputs made, and outcomes achieved by GP II can be institutionalised and sustained respectively. For a long time to come basic education in South Sudan will need a mix of emergency, development and national budget support, but it is essential that the sector is built and GPE II will do that.

2. National Context

South Sudan is in a state of humanitarian crisis with an estimated 7 million people, out of the estimated total population of 12.23 million, requiring humanitarian assistance¹. The provision of education opportunities in the Republic of South Sudan today takes place against a backdrop of political instability, a struggling economy, extreme poverty, food insecurity and armed conflict. In addition, a lack of basic infrastructure across much of the country, such as an electrical grid, paved roads, and insecurity, impedes development progress and the provision of humanitarian assistance.

KEY FIGURES



2.1 Conflict

South Sudan is the newest nation in the world, born out of a referendum on 9 July 2011 in which it seceded from a unified Sudan. The renewed conflict which broke out in December 2013 exacerbated the challenges facing education in South Sudan. In April 2016, the Transitional Government of National Unity (TGoNU) was formed. In July 2016, conflict erupted again and, in some areas of the country, persists until today. The protracted conflict in the Greater Upper Nile (GUN) states particularly – Jonglei, Upper Nile and Unity - and the economic consequences thereof, has had a profound impact on educational development in South Sudan. Millions of people have been internally displaced or fled to neighbouring countries since the violence began. According to the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) figures, there are 1.74 million internally displaced people in South Sudan².

Attacks against schools are a major cause of concern and create significant barriers to the education development agenda. Schools have also been occupied by both fighting forces and internally displaced persons (IDPs) with most of these occupied schools located in the GUN states. Despite this development, South Sudan is committed to ensuring its education system remains protected as evidenced by the Safe Schools Declaration (endorsed in June 2015) that has been integrated within the draft General Education Policy Framework of 2015. Yet, the Ministry faces major challenges with implementation of the directives, including on-going conflict in many parts of the country (which may adversely increase the number of schools under occupation both by fighting forces or IDPs), inaccessibility to remote areas, insufficient funding and limited awareness of legal instruments/policies. The direct impact of the conflict has been a rapid increase in the number of OOSC.

¹ USAID South Sudan Crisis Fact Sheet #6, April 2018

² OCHA Humanitarian Bulletin, April & May 2018

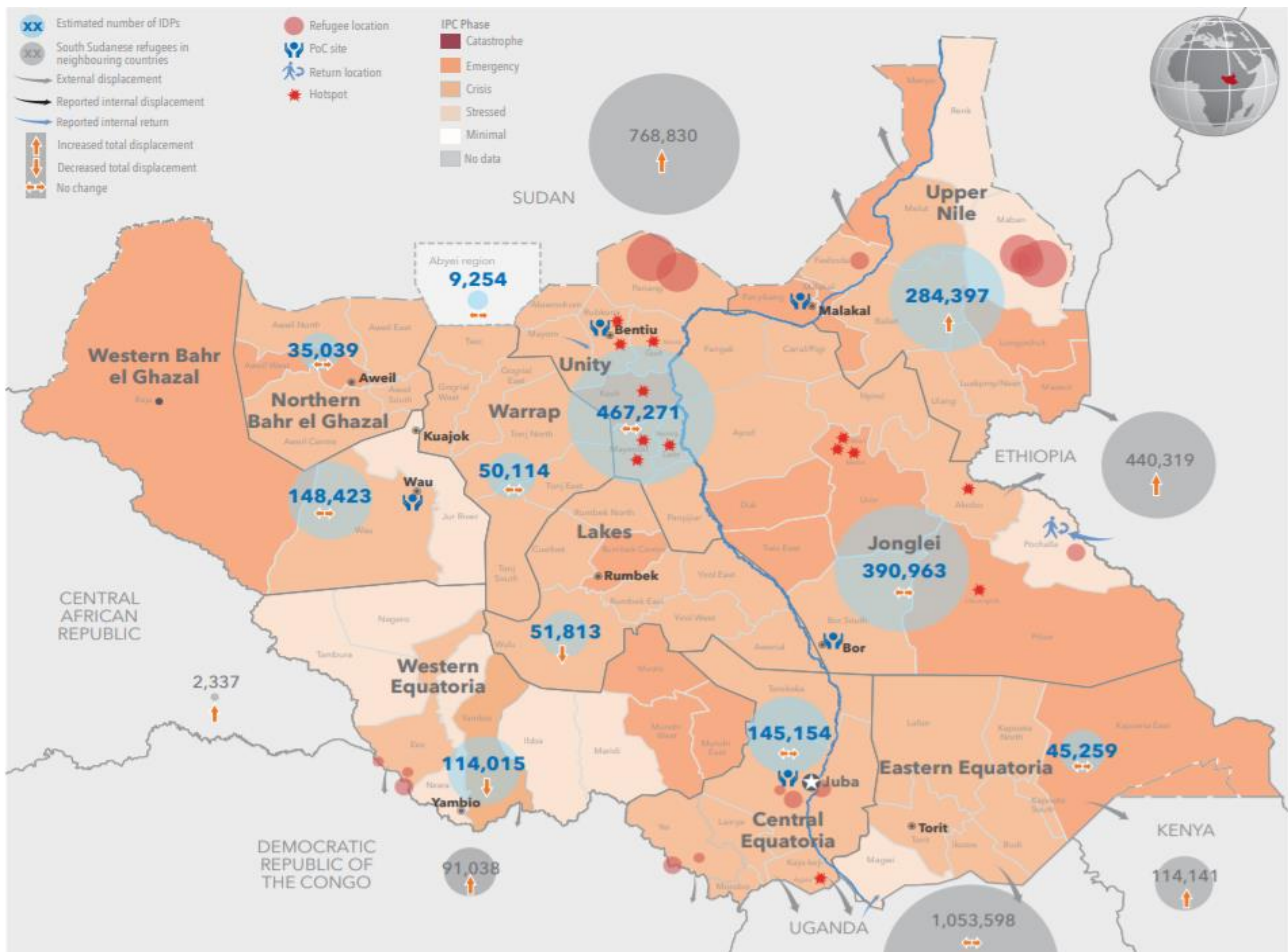


Figure 1: Snapshot of the mapping of conflict and internal displacement of people, OCHA April 2018

2.2 Economy

South Sudan is the most oil-dependent country in the world, with oil accounting for almost the totality of exports, and around 60 per cent of its gross domestic product (GDP). On current reserve estimates, oil production is expected to reduce steadily in future years and to become negligible by 2035. The country's GDP per capita in 2014 was US\$1,111 dropping to less than US\$200 in 2017. Outside the oil sector, livelihoods are concentrated in low productive, unpaid agriculture and pastoralists work³.

At the launch of the GPE Programme (GPEP) in 2012, education financing was perceived to be stable and it was assumed that domestic financing would steadily increase over time. However, the reality since 2013 has been a dwindling education allocation, initially due to austerity measures brought about by the decline in the price of oil, and increasingly compounded by the conflict and more than 50 per cent of the national domestic budget being allocated to security and defence⁴. Furthermore, during this period the South Sudanese Pound (SSP) depreciated rapidly against the US Dollar. The Bank of South Sudan subsequently imposed limitations on US Dollar transactions affecting cash flows for field trainings, school construction, and procurement resulting in significant delays in programme implementation. The rampant hyper-inflation meant that salaries of teachers and education officials significantly declined, and in many cases, teachers went unpaid. This severely impacted teachers' motivation and led to teachers' absenteeism and an increasing number of

³ 2018 African Economic Outlook Country Note, African Development Bank

⁴GPEP Progress Report January – June 2017

trained teachers leaving the profession for better remuneration opportunities. This development has shifted the responsibility of classroom instruction onto untrained, and less experienced volunteers.

2.3 Social and Political

South Sudan is a multi-ethnic and multi-linguistic society, with a history of ethnic conflicts. Many states are still flooded with weapons, and the memory of crimes committed during the war still provokes resentment. In South Sudan, there is a strong and active tradition of dependence on cattle as the source of livelihood. Within the pastoralist communities, extreme poverty has encouraged the increase in cattle rustling which is a recurrent activity in South Sudan. The widespread use of small arms has now turned this into a far more lethal activity. The social and political aspects related to the general competition for scarce resources within South Sudan has been exacerbated by environmental issues (e.g. weather extremes that cut off various regions), social issues (e.g. population movements between regions and from rural to urban areas; tensions over ethnics and returnees; tensions between community versus government ownership of land), political issues (e.g. lack of clear laws; border challenges in northern states and also at the payam level), and economic issues (e.g. unequal distribution of wealth). These inequities have had an impact on the education system in terms of the unequal distribution of educational resources; for example, the current inequitable distribution of classrooms and teachers among states. With extremely high levels of food insecurity (see sub-section 2.6), UNICEF estimates that 250,000 children will be affected by severe acute malnutrition in 2018.⁵

There are also significant health consequences to the ongoing conflict; according to UNICEF (2017), more than 2,300 children have been killed or hurt in the conflict, and an estimated 900,000 suffer from psychological distress, in need psychosocial support and resilience building. The country has the following 3 regions:

Table 1: Regional Profiles

Region	Former 10 States	Region Profile
Greater Equatoria	Eastern Equatoria, Western Equatoria, and Central Equatoria	<ul style="list-style-type: none"> ▪ Largest pastoralist communities in the country with traditionally the lowest school enrolment rates in areas such as Kapoeta area of Eastern Equatoria. Region also prone to major conflict. ▪ Western Equatoria is made up of mostly farming communities with remote and sparsely populated areas. The area has limited education resources and services outside of main towns. ▪ Central Equatoria includes two counties (Terekeka and Lainya) that have consistently low enrolment particularly in the more remote payams.
Greater Bahr el Ghazal	Lakes, Warrap, Western Behr El Ghazal and Northern Bahr El Ghazal	<ul style="list-style-type: none"> ▪ Mostly remote and sparsely populated moving outside of Rumbek, Kuajok, Wau and Aweil with limited education resources and services outside of main towns. ▪ Lakes state has received many IDPs. There is not a strong culture of child marriage, child abduction, girls' education and cattle raiding for income generation is a concern.
Greater Upper Nile	Jonglei, Upper Nile and Unity	<ul style="list-style-type: none"> ▪ This region is prone to conflict. ▪ Few public services including education. There is not a strong culture of child marriage, child abduction, girls' education and cattle raiding for income generation is a concern.

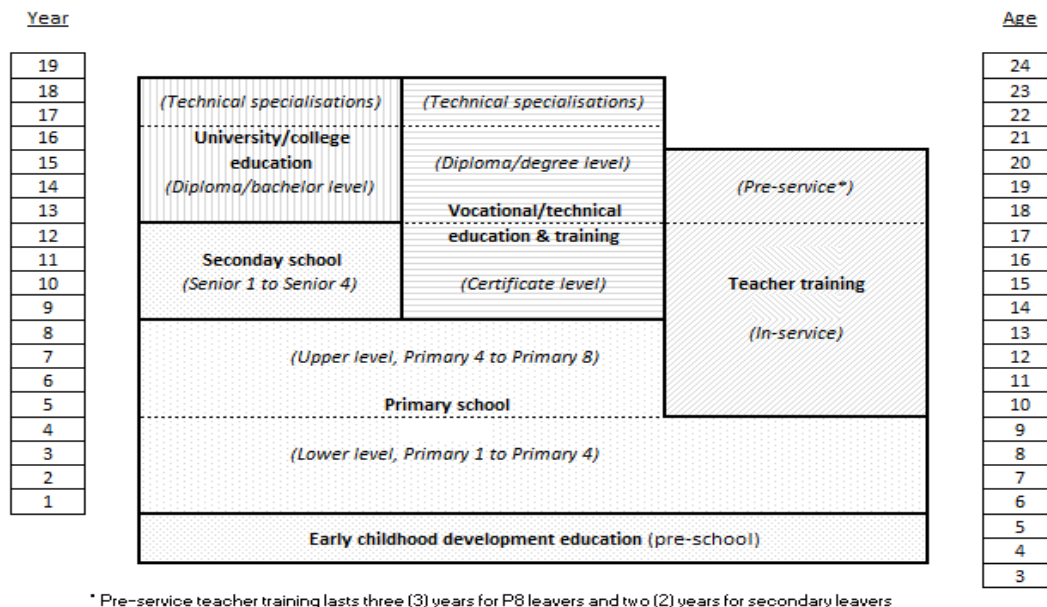
⁵ UNICEF estimate based on figures from OCHA. Retrieved from https://www.unicef.org/appeals/south_sudan.html

3. Sector Analysis

3.1 Structure of the Education System

Education in South Sudan is organized into two ministries, the MoGEI and the Ministry of Higher Education, Science and Technology (MoHEST). The MoGEI is responsible for the sub-sectors displayed in Figure 2 below.

Figure 2: South Sudan's National Education Ladder, UNESCO, 2018.



- **Pre-primary education** is characterized by a theoretical entrance age of 3 and a duration of three years in Early Childhood Development classes.
- **Primary education** generally starts at age 6 and lasts for eight years. 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** lasts four years under the new South Sudanese curriculum. It is validated by the secondary School Certificate Exam (SCE), which is required to enter tertiary education.
- **Tertiary education** consists of: (i) universities leading to either a diploma or a bachelor's or master's degree; and (ii) teacher training institutes (TTIs), which lead to a teacher training certificate.
- **The alternative education system (AES)** offers a variety of learning programmes targeted at children and adults who have either never attended formal education or who attended school but dropped out early. AES flagship programmes include the Accelerated Learning Program (ALP) and the Community-based Girls Schools (CGS). They consist of non-formal, fast-track, basic education programmes aimed at bringing teenagers and young adults back to school.⁶ Other programmes include the Basic Adult Literacy Program (BALP) aimed at youth and adults; the Intensive English Course (IEC), which facilitates transition from Arabic to English instruction; and the Pastoralist Education Program (PEP), which is based on flexible mobile schools.

⁶ The ALP consists of a condensed primary four-year programme that allows students to sit the primary school leaving examination, while the CGS programme consists of a three-year programme that allows students to enrol in primary Grade 5.

- **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 MoGEI, the Ministry of Culture, Youth, and Sport (MoCYS), and the Ministry of Labour and Public Service (MoLPS).

English is the official language of instruction in South Sudan from primary grade 4 (P4), although Arabic and mother-tongue languages are also used in some schools. In northern areas of the country, Arabic is primarily spoken, and there is a shortage of teachers who are fluent in English.

3.2 Education Sector Challenges

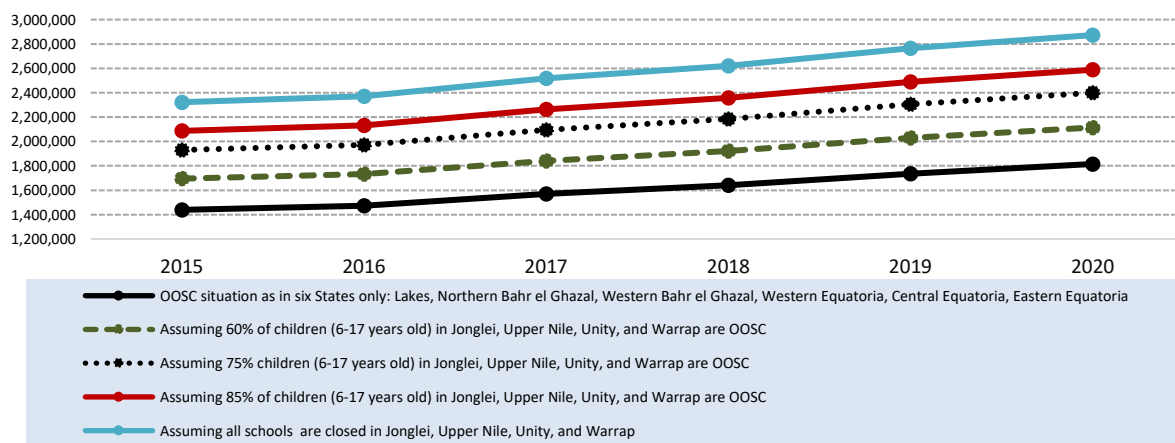
To build a truly fair and just education system, resources must be distributed in such a way as to achieve similar learning outcomes across the nation and to bring all regions and groups to the same level of student success. Gender and geographical disparities are the biggest equity challenges preventing this from being achieved.

Access and Equity

3.2.1 Out of School Children

In 2018, at least 2.2 million children in South Sudan are estimated to be missing the opportunity for education⁷. This number could easily increase to 2.4 million in 2020 as shown in Figure 3 unless the South Sudanese government and development partners are able to implement innovative programs to effectively reach the OOSC population. According to a UNESCO study, the vast majority of children in South Sudan are excluded from education because they have been displaced by conflict; they are girls, or child soldiers, or disabled; they are too hungry; too busy working to help their families; too afraid of the journey to school or what might happen while they are there; or because their school has been demolished due to the conflict.

Figure 3: Projected scenarios of OOSC in South Sudan– number of OOSC by year (UNESCO, 2018)



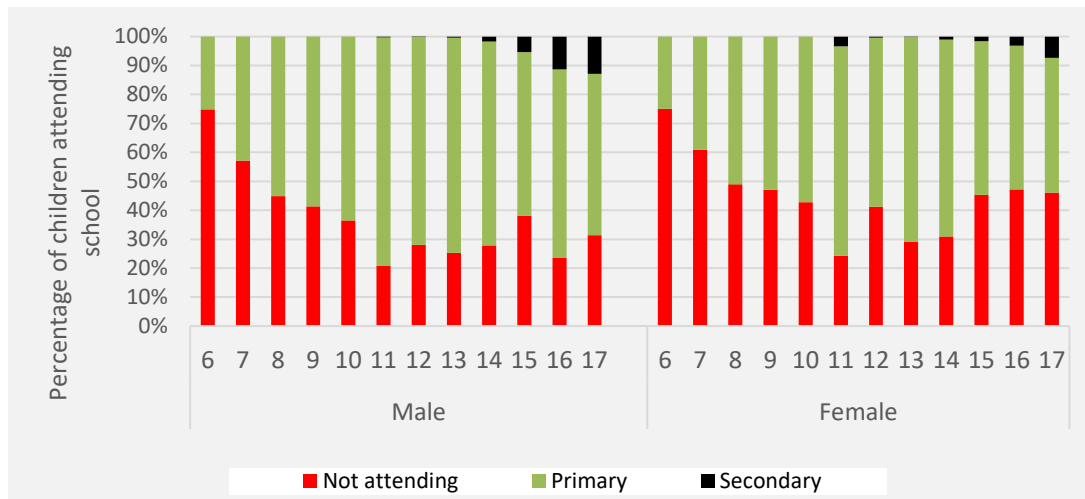
The issue of OOSC is compounded by the common phenomenon of late entry to primary school. Nearly 75⁸ per cent of six-year-olds and 59 per cent of seven-year-olds were not attending school. As depicted in Figure 4 below, OOSC rates steadily increased as children reached adolescence, ages 12-17, with more girls than boys out of school. If in school, the majority of these secondary school-aged children were, however, still in primary school with only 1.4 per cent of 14-year-olds and 3.6 per cent of 15-year-olds in secondary school.

⁷ UNESCO Global Initiative on Out of School Children, Country Study, May 2018

⁸ According to the World Bank's High Frequency Survey (HFS) in 2015 that captured attendance rates by level and sex based on data from the six former states,

At age 18, 45.1 per cent of boys and girls were not attending school, while 52.3 per cent were still in primary school. Only 2.3 per cent of 18-year-old students were in secondary school, and 0.2 per cent were in tertiary education. In addition, regardless of age, boys and girls have an unequal chance to attend school with the proportion of boys attending school above that of the girls across all age groups (and most pronounced at ages 16-17). Girls also tend to reach secondary school later than boys; while 10.6 per cent of boys were in secondary school at age 16, only 1.3 per cent of sixteen-year-old girls were in secondary school (at age 17, 8.7 per cent of boys were enrolled in secondary and 2.6 per cent of girls).

Figure 4: School attendance by education level, age, and sex (UNESCO, 2018)



3.2.2 Gender Disparities

While some progress in female schooling has been observed, female students remain under-represented. Although there has been significant improvement in female representation at primary and secondary levels, which could be related to the girl's cash-transfers programme supported by DFID, the share of female Education Childhood Development Education (ECDE) students has stagnated (parity nearly achieved) and the share of female AES has decreased by a percentage point over this period.

The share of female students decreases from lower to upper levels of education, from 48 per cent in ECDE to 22 per cent at the university level. The lower levels of female schooling are mainly generated at the beginning of entry into upper primary (grade 5). However, once girls have reached secondary school, they tend to drop out relatively less often than boys.

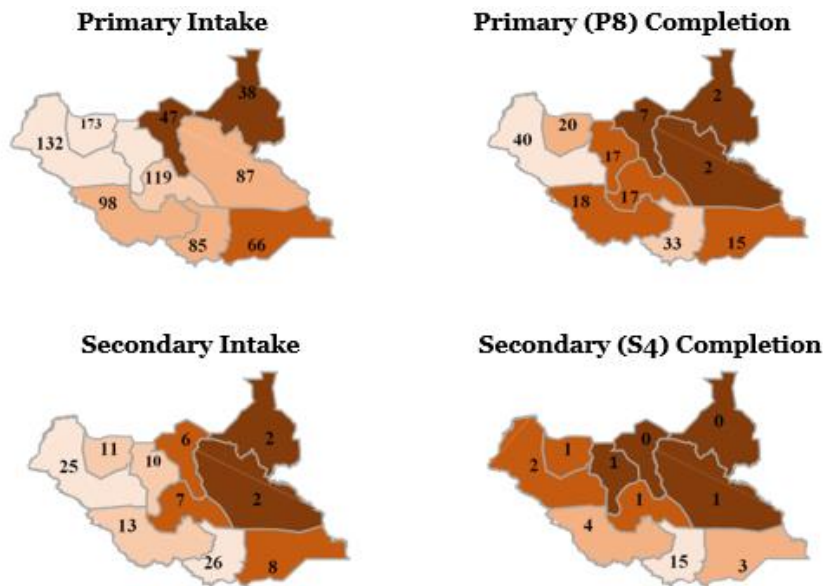
There may be several reasons why girls are underrepresented in South Sudan's education system. One, identified in a youth consultation, is the cultural practice of child marriage and early pregnancy. Other reasons affecting girls disproportionately include child protection issues of insecurity or armed conflict, combined with long distances to school, or schools without classroom structures or sanitary facilities and lack of sanitary accessories such as sanitary pads made available for adolescent girls when they have their menses.

3.2.3 Geographical Disparities

The system is marked by important disparities between and within states in the provision of schools and enrolment coverage. The situation is particularly critical in the northern states and risk-affected areas. These states have witnessed significant disruptions in service delivery, which have been further aggravated by the rapid economic deterioration in 2016 and severe drought in the northern part of the country. Access to primary education varies from 38 per cent in Jonglei to 73 per cent in Northern Bahr el Ghazal. While

disparities prevail throughout the cycles, they tend to narrow from access to P1 through to secondary completion. As displayed in Figure 5, the gap (i.e. the difference between the lowest and highest) reaches 38 percentage points in primary completion, compared to 24 percentage points in access to secondary and 14 percentage points in the completion of the secondary cycle. Here again, central-southern and western states tend to perform better. The northern states display particularly low values as far as secondary completion is concerned.

Educational resources are distributed very inequitably between and within states, especially classrooms,



teachers and textbooks at primary level. The situation is aggravated by the numbers of returnees in Unity and Jonglei States. Disparities are also high within states, with vast resource disparities among counties. In part, this can be explained by issues of insecurity, localized returnee/IDP populations, administrative and financial gaps. What seems clear, however, is that future redistribution of educational resources, both at intra-state/county level and at inter-state level, will have to take

into account individual state and county-based needs.

Figure 5: Intake and completion rates, primary and secondary by state 2015⁹

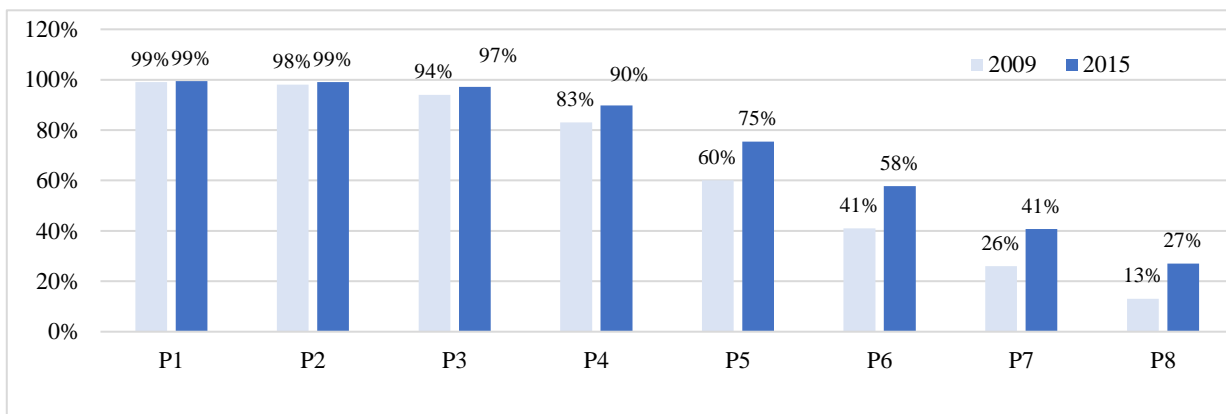


Figure 6: Share of schools offering a given grade in primary, South Sudan 2009 and 2015

3.2.4 Poor Infrastructure

Only 25 per cent of primary classrooms are in permanent structures, 30 per cent in semi-permanent structures (mud, thatch, or grass), 10 per cent under a roof, 2 per cent in tents and 33 per cent are held in the open air.¹⁰ In addition, not all schools offer the full eight years of primary schooling. In 2015, only 27 per

⁹ Source: EMIS 2015 database, smoothed NBS population projection for 2015. ESA 2017.

¹⁰ GESP 2017

cent of the schools offered P1-P8 grades¹¹. Classrooms are overcrowded due to over age children and the continuous arrival of returnees and IDPs who may use schools as emergency shelters. This disrupts schooling, increases tensions within the community¹¹ and puts a strain on limited resources of classroom space, teachers and learning materials. The consequence is a serious lowering of quality education.

The MoGEl is committed to providing secondary education, yet in most states, less than 5 per cent (and in some cases less than one per cent) of the children of secondary school age attend school. Many secondary schools do not offer a full secondary cycle (S1 to S4). Most of the student population aged 14-17 years are at primary level or are out-of-school. Classroom over-crowding and poor facilities are also a problem across secondary schools. In addition, a large number of schools also lack basic learning equipment like desks and chairs, chalk and blackboards (GESP, 2017).

As seen in the table below, schools severely lack basic facilities and equipment. The distribution of these basic facilities has no clear correlation with risk levels (GESP, 2017).

Table 2: Percentage of schools (primary and secondary) by facilities

Facilities	Primary (%)	Secondary (%)
Separate toilets for girls	54	84
Access to water	32	83
Health center	9	NA
Playground	58	58

3.2.5 Children with Disabilities

In 2015, roughly 21,300 children, or only 1.7 per cent of the total primary school enrolment, were children with disabilities. The prevalence is 2.2 per cent in pre-primary (2,386 pupils), 2.7 per cent in AES (3,870 pupils) and 3 per cent in secondary (1,972 students). The three main barriers preventing children with disabilities from accessing education are: long distances to school (84 per cent); negative attitudes toward disability (52 per cent); and lack of teacher experience (42 per cent). Teasing and bullying were also mentioned in 24 per cent of the cases¹².

Although the MoGEl is committed to inclusive education through a Child-Friendly School approach, standards remain low, very few teachers are trained to address special needs, and very few schools, thus far, provide a safe and accessible learning environment for children with special needs. As with girls who need female adult role models, so do children with special needs. Parents and teachers need to see successful role models with similar special needs. Without significant action, children with special needs will remain marginalized at primary level and throughout the entire system.

Quality

3.2.6 Learning Outcomes¹³

National leaving examinations occur at the end of both primary and secondary levels and show quite good results. In 2014, the average primary pass rate was 81 per cent (similar value in 2009), with variations across states. Boys passed at higher rates than girls (83 per cent compared to 75 per cent), and girls accounted for only 34 per cent of the candidates sitting the examination. Since primary examinations are developed and administered at the state level, however, valid cross-state comparisons are not possible. For the secondary leaving examination, 74 per cent of students passed in 2014, an increase of 14 percentage points compared

¹¹ World Bank 2012 for 2009 and EMIS 2015 database. ESA 2017 (GESP 2017)

¹² GESP 2017

¹³ GESP 2017

to 2009, with only 30 per cent students sitting the examination being female. Again, pass rates vary across states; and boys have higher pass rates (75 per cent) than girls (72 per cent), although the disparities have narrowed since 2009.

3.2.7 Teachers

Teachers are not taught how to teach literacy and numeracy in either mother tongue or English. Therefore, teacher capacity to address issues in early grade literacy and numeracy is limited. In addition, there is a tendency to assign the least qualified teachers to lower grades, where foundations are being built, further harming early learning. Since the dropout rate also is very high, this indicates that a large number of students leave school without a minimum mastery of literacy and numeracy skills. In 2015, only 41 per cent of the teaching force was qualified. Unfortunately, the current teacher training system cannot meet the needs for teacher training and upgrading.

While the new curriculum has been revised and addresses critical issues including safety and social cohesion, its implementation remains a challenge. The new curriculum uses English as the language of instruction from P4 onwards. This has made implementation more difficult in the northern states, which are primarily Arabic-speaking and where there is a shortage of teachers who are fluent in English.

Efficiency

Management of the education system is the pillar that holds all the other education system policies and practices together. However, to effectively manage the education system reliable data is needed to plan and monitor. Due to the ongoing conflict and insecurity, both the 2015 and 2016 Annual Education Census (AEC) were only partially conducted across the country, with the 2015 AEC covering only seven out of ten former states and 2016 AEC covering only six states. In 2017, the security situation deteriorated even further with more areas becoming inaccessible; as a result, no AEC was conducted and no systematic and comprehensive information on the education system was produced. This has made it increasingly difficult for the education sector to comprehensively address the underlying factors responsible for the fragility and inefficiency of the education system.

The decentralized education system in South Sudan also has implications for the efficient functioning of the system. Distinct responsibilities are assigned across the national, state, county, and community levels of government. Numerous tools for school inspection exist, including teacher observation forms, lesson assessment tools, school environment and sanitation checklists, and school administration records; however, inspectors do not always have access to these tools. According to the South Sudan Education Sector Analysis 2016, teacher codes of conduct, job descriptions, and the General Education Act of 2012 were the most common types of policy documents available to County Education Officers, while the least available documents were those relating to teacher standards, school guides, and school inspection frameworks. Likewise, job descriptions for supervisors and inspectors already exist, but have not yet been disseminated. While access to documents is important, being able to utilize them correctly is another matter, with many inspectors not receiving guidance on how to use these documents in their work. The ability of Head Teachers, Supervisors, and School Inspectors to collect core classroom and school data is essential to tracking and benchmarking the implementation of the new curriculum and related school-based activities.¹⁴

All these barriers to equitable access, quality and well managed education places additional strain on the AES, which must absorb overage primary as well as secondary drop-outs, in addition to those who have never been to school.

¹⁴ South Sudan Education Sector Analysis 2016 (UNESCO, 2017. pp. 101).

3.3 General Education Strategic Plan, 2017 – 2022

The General Education Strategic Plan (GESP), 2017-2022 is a national roadmap for the implementation of the National General Education Policy 2017-2027 and the General Education Act 2012. This is the second strategy plan following GESP 2017-2017. A full Education Sector Analysis (ESA) was conducted prior to the development of this plan and guided the drafting of GESP. Given that South Sudan faces severe conflict and stability challenges, GESP has tried to address these by including education in emergencies/humanitarian activities within all the priority programmes. The intention is to address both humanitarian and development needs in the Plan.

The key priorities for 2017-2018 cover access and equity, quality and management for MoGEI which includes early childhood development, primary, secondary, AES and TVET. The costing plan (as of June 2017) for GESP has two different scenarios – “modest” and “high” – based on differing levels of ambition.

As the GESP will be the key guiding document for the ESPIG application, a critical review of the plan and its costing scenarios was undertaken in the early stages of the process of the application. The appraisal found that the GESP represents a good start but that a closer look at the Plan is needed to include *inter alia* a phased and costed implementation plan. Further, it is suggested that coherence can be achieved in two possible ways:

- Converting the Strategic Plan into an Annual Work Plan and Budget (at both central and state levels) thereby costing all components to obtain a prioritised spend.
- Drawing out cross-cutting issues and areas (such as capacity building) so that these are not addressed in sub-sector silos, thereby reducing possible duplication in the development of skills and competencies.

4. GPE I 2012 – 2018 Analysis

4.1 Overview

The GoRSS and development partners designed the GPE I programme (GPEP) in 2012 to support the implementation of the GESP 2012-2017 as the first strategic multi-year plan for education after South Sudan’s independence.

The overall aim of the programme was to increase learning achievements in primary schools and out of school learning spaces in particular in literacy and numeracy. The GPEP had three main project specific objectives articulated in three interdependent components to provide a holistic approach to support government priorities and improve pupil’s learning outcomes in South Sudan.

Table 3: Objectives and geographic coverage of GPE I 2012 – 2018

Programme components	Objectives	Geographic coverage
(A) National Systems Strengthening	Strengthen national systems that are fundamental to providing equitable access to quality education;	All ten former states ¹⁵

¹⁵ A presidential decree in 2015 divided South Sudan in 28 states, out of the former 10. Subsequent decrees created a total of 32+1 states. For the purpose of this report, the names of the former 10 states are used to refer to these geographic areas, consistent with UNICEF’s reporting.

(B) Community and School-based Education Service Delivery;	Improve school performance, and in the process, generate model approaches for improving quality	Five former states: Warrap (WRP), Lakes (LKS), Western Equatoria (WES), Eastern Equatoria (EES) Northern Bahr El Ghazal (NBEG).
(C) Learning and Sharing Lessons	Attract additional support to the education sector in South Sudan by demonstrating sustainable successes	All ten former states

With an envelope of US\$ 66.1 million funded both by GPE (US\$ 36.1million), and USAID (US\$ 30.1million from December 2013 to December 2016), GPE I 2012 – 2018 was implemented from December 2013 to November 2017 and extended at no-cost until May 2018. UNICEF has been appointed as GPEP Grant Agent and worked closely with the MoGEI on GPEP implementation.¹⁶

While GPE I was conceptualised as a development programme when South Sudan was relatively peaceful, it was implemented over the period 2013-2018 in extremely challenging operating context created by (i) the outbreak of violence in Juba in December 2013 followed by a protracted conflict in the Greater Upper Nile states; (ii) an economic crisis and hyperinflation of the SSP against the USD since mid-2015; (iii) Presidential decrees creating 28, and now 32 states out of the previous 10; and (iv) the new outbreak of violence in Juba in July 2016 followed by an intensifying conflict in Greater Equatoria and other previously more stable areas.

This volatile context affected education sector planning and coordination as MoGEI adapted continuously its sector priorities and the GPE programme approach to improve access, equity and quality and most donor funding shifted to humanitarian relief since 2014. GPE I was designed as a development programme and did not shift focus to EiE over the course of implementation.

4.2 Achievements and Lessons Learned from GPE I

As the importance of longer term planning for EiE and protracted crises is increasingly evidenced, evaluating the GPE I experience in South Sudan presented an opportunity to learn from the implementation of an education development programme in a fragile context.

UNICEF commissioned an independent evaluation of GPE I conducted from November 2017 to February 2018¹⁷. This evaluation had three objectives:

1. Document the present status of the GPEP with regard to primary areas of programme focus.
2. Capture quantitative and qualitative data which provides a comprehensive picture of the status of GPEP implementation against the results framework.
3. Document achievements, constraints and lessons learnt over the implementation period and provide solid recommendations to inform future programming or related interventions and the next South Sudan GPE programme.

According to the final evaluation report the GPE I programme has delivered results at national, state and school levels in South Sudan and, to date, has met the majority of its intended output and outcome targets.

¹⁶ GPE Terms of Reference for Grant Agents defines this as an operational role to disburse the GPE transferred funds to the implementing partners, and provide fiduciary oversight and technical support as appropriate (December 2017)

¹⁷ *Delivering Results in South Sudan: Findings from interviews and relevant literature.* Mott MacDonald, 2018.

Whether these changes have improved learning outcomes is not yet clearly known. Some of the GPE I key achievements are as follows:

Achievements

- National Curriculum Development: development of the subject wise competency-based and gender-responsive curriculum for all subjects from Early Childhood Development Education (ECDE) through the end of secondary education.
- Strengthening sector policy development, strategic planning and monitoring:
 - ❖ Development of the Monitoring and Evaluation Strategy that is gender sensitive;
 - ❖ Approval of five official national languages of instruction;
 - ❖ Development of English Language Policy Framework; and
 - ❖ Development of the Girls' Education Strategy;
- Development of the Literacy and Numeracy Strategy, learning outcomes, assessments, and kits.
- Strengthening primary school leadership, school inspection and supportive supervision: Primary School Leadership Programme (PSLP) designed both basic and accredited courses accredited by the University of Juba and endorsed by MoGEI.
- Playing a key role in the development of GESP II and the organization of the General Education Annual Review (GEAR), both of which strengthened the education sector.
- Finalization of the Pastoralist Education Strategic Framework.
- Conducting an OOSC study¹⁸ to identify the profiles of children who were 'left behind.'

GPE I interventions have been integrated into the South Sudan education policy and strategies, and it is evident that programme management, risks, adaptations and governance decisions have been documented and disseminated. Nonetheless, it is unclear whether changes at national level can be built upon and sustained at state and school levels.

Reframing the programme interventions through a conflict-sensitive lens enabled the GPE I programme to begin reconceptualising and reconfiguring interventions to more equitably meet the emerging demands for training and support. It is estimated that whilst more children are presently (2018) accessing schools than has ever occurred in the history of South Sudan, the number of OOSC has risen to more than 2 million largely caused by displacement through conflict of large swathes of the population.

The evaluation findings further show that elements of a gender-responsive approach in system strengthening, materials development and school management have been effective. Specific activities and relevant indicators have been developed to increase attendance and learning levels of girls. Initiatives for increasing female participation in education leadership has also been developed. It was also identified that GPE had helped bring a gender focus to MoGEI at the national level; and also supported the Community Girls School through GPE's OOSC component in 2017.

Lessons Learned

School construction: A significant part of the GPE evaluation focused on the USAID funded school construction – a sub-component of Component B. A combination of an underdeveloped local construction industry; lack of local building materials production; limited local technical capacity; and cost of construction significantly increasing in the context of conflict and inflation reduced the scope from constructing 40 to 25

¹⁸ Implementing partners noted that the study is limited by a lack of credible data on OOSC.

schools. The report states that school construction lost relevance and strongly recommends a more equitable approach to improving access in the next phase of GPE.

Planning and delays: While applying the conflict-sensitive principles to project design and consensus building in project implementation is important, it takes significant time. This was unforeseen in project planning of GPE I and therefore led to delays in implementation. It was recognized by all that the timeline for implementation had been too short to achieve lasting change. More time was needed to provide follow-up support on certain activities. Action Research and behavioural change related to girls' education and gender issues also required more time. Allowing for more time to ensure a lasting impact will be crucial for the planning of other education projects.

Programme implementation: Evidence collected suggests that teachers lack remedial training and basic language skills. This means that longer trainings for teachers, school management committees (SMCs), PTAs would be more effective to build new skills and practices.

Funding the education sector: GPE alone cannot support and sustain the desired effects of GESP, and even the education sector partners recognized that external support to the education sector is crucial to build on the achievements of GPE I.

4.3 Recommendations

The final report of the evaluation clearly states 5 key, over-arching recommendations to inform future programming in South Sudan. These are as follows:

Recommendation 1: Maintain long-term development focus to avoid fragmentation in the education sector which is a risk of short-term emergency programming. Carefully consider which activities have greatest chance of success in the protracted crisis context of South Sudan.

Recommendation 2: Focus on fewer core components to make the programme more coherent and allow longer timeframes for the implementation of these components.

Recommendation 3: Support the MoGEI to lead sector coordination. To do so effectively requires: 1) clarification of roles and responsibilities of all stakeholders (Grant Agent and Coordinating Agency in particular), and 2) reconsideration of the team size and expertise required to manage GPEP.

Recommendation 4: Implementation model should be considered at design stage to achieve more coherence between national-level activities and roll out to schools and avoid ad hoc contracting and short timeframes for implementation. The design of GPE II should consider how implementation at state, county, payam and school-level will be managed at scale.

Recommendation 5: The implementation model should strengthen education structures to deliver results in schools. The implementation model needs to be flexible and able to respond to the unpredictable operating environment. This will require the ability to manage a temporary scale-down or scale-up of activities in response to localised insecurity. The implementation model should consider ways in which education officials can be more involved in the implementation and oversight of activities.

There were also **sub-recommendations**:

- Focus on greater inclusion: greater targeted support for children with Special Needs as well as children from pastoralist communities. It is recommended that GPE II could consider how to support the implementation of the Pastoralist Education Framework that was developed under GPE I. Tackle the issue of large number of displaced and out of school children as a result of on-going conflict.

- Displaced students are a major issue for the design of education programmes in the current context in South Sudan. GPE I accommodated on average 61 displaced students per school. “The next phase of GPE should carefully consider how to meet their education needs.”
- PSLP training was too short and needed in-service mentoring and follow-up.
- The next phase needs to build capacity on gender within MoGEI and ensure implementation of the new Girls’ Education Strategy, 2018-2022.
- Increase size of the GPE team to match the size and complexity of the programme and that a GPE staff member can be embedded in MoGEI to improve coordination.
- GPE to be more visible and active in sharing information at the sub-national level.

5. GPE II 2019 – 2021: Rationale and Strategic Focus

South Sudan is at a critical moment in time where it must carefully balance its humanitarian needs along with its development ambitions. The GESP 2017-2022, submitted as part of the ESPIG application package, details exactly how this balance will be met within the education sector over the next five years. The GPE II programme which includes accelerated funding framework (AFF), July 2018- March 2019 will play a significant and strategic role, in a number of ways, by creating and enabling development opportunities that fulfil the objectives of GESP. Not only will the GPE funding assist directly implementing key interventions and activities that will contribute to meeting the GESP targets, it also has the potential to catalyse additional funding, especially from international sources, thereby increasing the overall resource envelope. GPE II programme can be the glue which ties individual development partner interventions to the Ministry’s education priorities, something which is critical to improve aid effectiveness. This in turn could create a wider awareness of where bilateral government arrangements and private enterprise can engage. In addition, GPE II offers the opportunity to continue and scale up the achievements already made under GPE I and further invest to sustain these achievements and further build the sector which is critical to help drive peace, maintain the same and offer the kind of opportunities that young people in South Sudan deserve and which the economy needs. Hence, the application for further GPE funding by the Republic of South Sudan will build on and develop the Government institutional and donor partner architecture of the previous GPE I grant.

South Sudan has the highest proportion of OOSC in the world. Conflict, displacement, the economic crisis, food insecurity and cultural traditions are amongst the reasons why so many children do not attend school¹⁹. The number of out-of-school children is particularly high amongst the pastoralist communities and amongst girls. The OOSC 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. GPE II programme is designed to significantly deal with issues of access, quality and efficiency within the education sector that play a major role in contributing to the large number of OOSC, in the longer term. GPE II will collaborate with other major donor funded education programmes under GESP to achieve an overall decrease in the number of OOSC in South Sudan.

¹⁹ The UNESCO report has identified 9 profiles of children at risk of exclusion including: i) attendance at schools with an incomplete education cycle, ii) being overage due to late entrance to primary education, iii) being married young, iv) recruitment into armed forces, v) internal displacement, vi) engagement in child labour, vii) disabilities, viii) life on the streets and ix) being part of a pastoralist community.

5.1 GPE II strategic focus

The problem which GPE II intends to address is the large number of 2.2 million school aged children across South Sudan, boys and girls, including the marginalized and at-risk children with limited access to quality education and out of school. Here it is important to be clear what is meant by children who are “marginalized and at risk”. The majority of children in South Sudan currently marginalized in relation to education and other basic services are so because they have been displaced by conflict. They have no access to school, are too hungry and too busy working to help their families survive. 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.

There is, however, an equally significant backdrop which informs the definition. The development that has taken place in the education sector since independence has benefitted most in urban centres and geographical areas that are easier to reach. The margins of educational provision are geographical. They are, in addition ethnic, and this is where GPE II has to and will be a totally nationally inclusive programme.

So too the provision for children with disabilities, and there are high numbers of children in South Sudan who are challenged thus, is paltry and these children make up a significant segment of those who are marginalized and at risk.

With this problem at the centre, GPE II design has been guided by the GESP priorities, recommendations of GPE I and extensive consultations with key stakeholders of the education sector. It is the most urgent needs of the large number of children defined above in conflict affected areas, pastoralist communities and sparsely populated, cut-off communities which will be addressed through the revival and expansion of quality education service delivery and management across the country, where it will be the quality of education proved that will be critical to keeping them in school and transforming their lives.

Equitable Access: This outcome will realize the development and strengthening of community-based local education service delivery with a focus on OOSC. Learning spaces for mainstream schooling and alternative education will be increased and rehabilitated in the target areas to accommodate the in-take of OOSC. Communities will be mobilised through campaigns and advocacy will be undertaken with local authorities and leaders to increase the enrolment of out-of-school and marginalized children, boys and girls into existing and new learning spaces.

Quality Education: This outcome realizes the improvement of the quality of education through trained teachers, relevant materials and strong school management through three sub-components; i) Training – training of teachers equipped with materials for the new curriculum implementation, and training of Teacher Training Institutes (TTIs) and County Education Centres (CECs) on how to support teachers; ii) Textbooks and materials development for the new curriculum – ensuring that students have the new textbooks, teachers have the new related teaching materials and examiners have the appropriate assessment materials; iii) School management and supervision – ensuring that the County Inspectors and Payam Supervisors have the right training and tools to monitor and support the implementation of the new curriculum.

Systems Efficiency: This outcome will realize the streamlining and strengthening of policy, administrative systems and donor coordination at all levels to meet the demands of the anticipated increase in enrolment through three sub-components; i) Education Management Information System (EMIS) – enhancing the capacity of government officials and systems for better data collection and sharing to inform the planning of the education sector; ii) Monitoring and Evaluation – providing tools, trainings and better 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; and iii) 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 MoGEI to equip them with the capacity to lead the sector in a transparent and accountable manner.

It is expected, that together, outputs under these three outcomes will result in attracting 330,000 OOSC 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 GPE II Programme, GESP 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.

GPE II will focus on implementing the following UNESCO recommendations that are in line with GESP priorities, objectives and related targets.

Table 4: GPE II Alignment with GESP and UNESCO Study on OOSC (2018)

Barriers for OOSC	UNESCO Recommendations adopted by GPE II	GPE II Alignment with GESP Priorities
Creating an enabling environment	Strengthen EMIS and the use of data for decision-making	Strengthen transparency and accountability mechanisms for efficient, effective and equitable utilization of education financial resources at all levels
	Facilitate a multi-sectoral response to the OOSC crisis	Conduct community mobilization campaigns to raise awareness on the importance of enrolling children in schools and at the right age
	Organize advocacy campaigns through teachers, communities and PTAs	
	Advocate for an increase in the 2019 budget allocation for education	
Supply-side barriers	Conduct a comprehensive assessment of the status of education facilities to guide the construction & rehabilitation of classrooms	Increase equitable access to inclusive education by 2021
	Strengthen the Pastoralist Education Programme (PEP) and other AES	Reduce illiteracy and provide second chance to education to the underserved adult, youth and OOSC from disadvantaged communities through the alternative education system
	Translate P1 – P3 textbooks into 5 approved national languages	By 2021 all schools will be implementing the new curriculum nationwide
	Print and distribute the new curriculum textbooks	To increase the percentage of qualified teachers at all levels
	Increase the number of trained and qualified teachers	The teaching force is diversified and teachers are deployed in an equitable manner throughout the country
	Review and update teacher deployment process and procedures	
	Draft, validate and disseminate an ECD policy	
Demand-side barriers	Coordinate between development partners to ensure synergies	Improve communication, coordination & quality of education information at all levels of the education system
	Promote inclusive education	Reduce disparities in access according to gender, disability and other groups in schools by 2021

	Identify multiple pathways for transition between formal and non-formal learning opportunities	
Quality education	Begin implementation of revised competency-based curriculum	By 2021, national, state, country and payam inspectors and supervisors use effective tools to carry out their duties
	Roll-out teacher training on the revised curriculum	A centralized, standardized and comprehensive national assessment system exists to monitor learner performance against standards
	Induction/in-service training and support services for volunteer teachers	Upgrade teacher qualifications and revise in-service teacher training programme
	Strengthen M&E systems	

6. GPE II 2019 – 2021: The Programme

6.1 Programme Development Goal

The overall goal of the GPE II programme is to ensure that by end 2021, the number of boys and girls out of school in target areas of South Sudan decreases by 15 per cent²⁰; while ensuring an increased equitable access to quality education through working closely with other development partner-funded programmes.

6.2 Outcomes

Table 5: Alignment of GPE II Outcomes with GPE 2020 Results Framework

Global GPE 2020 Strategic Goals²¹:	
Goal 2: Increased equity, gender equality, and inclusion for all in a full cycle of quality education, targeting the poorest and most marginalized, including by gender, disability, ethnicity, and conflict or fragility.	
Goal 3: Effective and efficient education systems delivering equitable, quality educational services for all.	
Global GPE 2020 Strategic Objective 3: GPE financing efficiently and effectively supports the implementation of sector plans focused on improved equity, efficiency and learning	
South Sudan GPE II 2019 – 2021 Goal: By end 2021, the number of boys and girls out of school in target areas of South Sudan decreases by 15 per cent in an educational system providing increased equitable access to quality education.	
Global Country level objectives	South Sudan GPE II 2019 – 2021 Outcomes
GPE financing is used to improve equity and access in national education systems (Strategic Objective 3c)	Outcome 1(Equitable Access): By end 2021, equitable access to education of boys and girls in target areas will increase, especially among OSCC.
GPE financing is used to improve teaching and learning in national education systems (Strategic Objective 3b)	Outcome 2 (Quality Education): By end 2021, quality of education for boys and girls will improve through increased provision of trained teachers, relevant curriculum and active school management committees.

²⁰The 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.

²¹ Source: <https://www.globalpartnership.org/content/gpe-results-framework-2016-2020>

<p>GPE financing is used to improve national monitoring of outcomes, including learning (<i>Strategic Objective 3a</i>)</p>	<p>Outcome 3 (System efficiency): By end 2021, 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.</p>
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6.3 Theory of Change

6.3.1 The Problem

Currently South Sudan's education system is failing to provide access to a quality education that serves the needs of marginalized and at-risk children. This is a critical constraint in South Sudan's ability to meet its aspiration of moving towards a diversified economy which can drive it towards enhanced economic and income status. The need is to raise the quality of education and to turn access to schooling into meaningful education, and to increase the opportunities open to all children. There is an urgent requirement to address the needs of the large number of children in conflict affected areas, pastoralist communities and sparsely populated areas by improving quality education service delivery and management across the country.

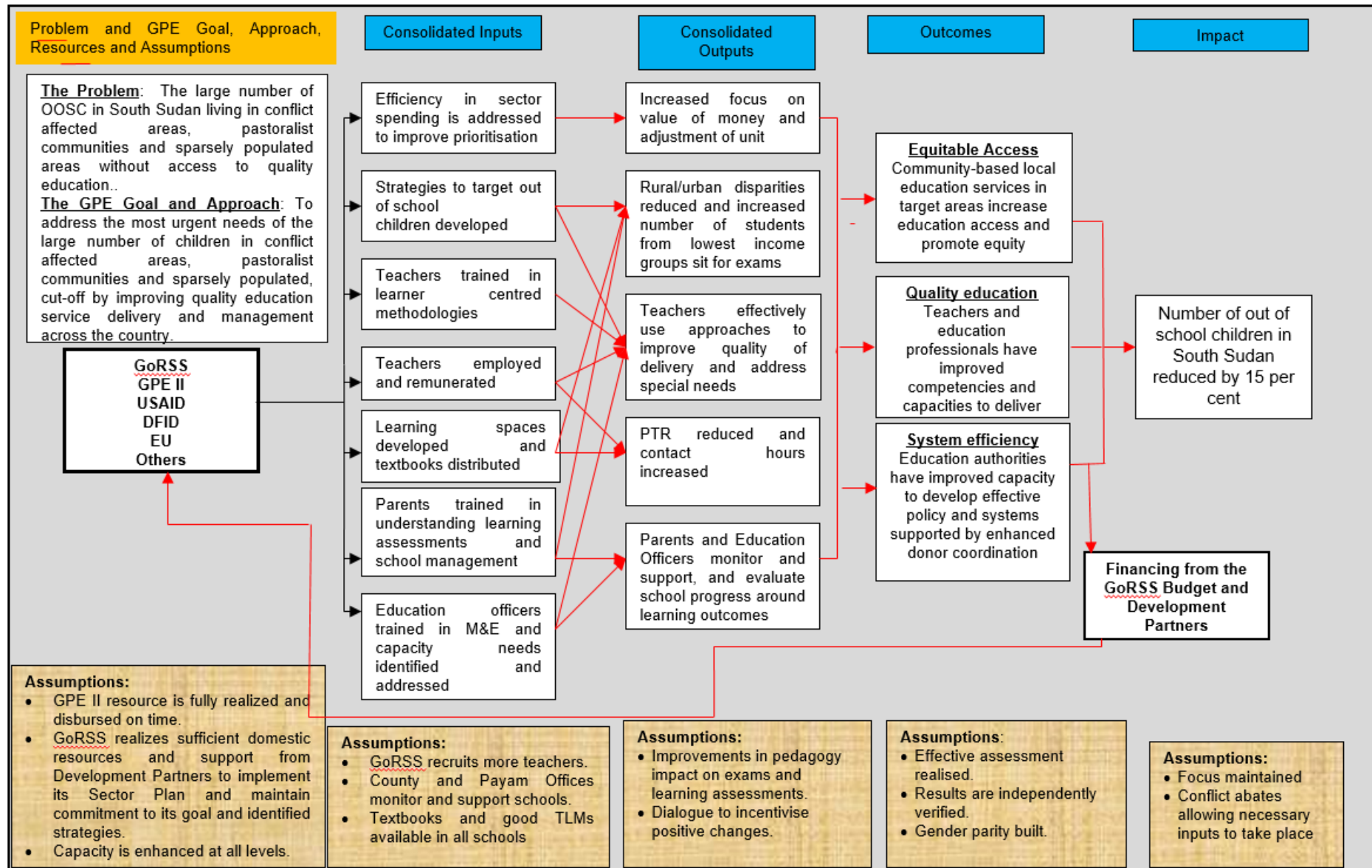
6.3.2 Desired Impact

The proposed GPE support to education in South Sudan is aligned with the Sector Plan and will use the Theory of Change below to underpin it. The diagram identifies all linkages and anticipated flows and is all wrapped within the necessary resource behind its influencing and incentivising effect on both policy dialogue and MOGEI policy making and implementation. The anticipated and required outcomes will enhance access, quality and efficiency to realize the impact where overall coordination between all stakeholders will be improved. Within this, simultaneously unit costs will be reduced, and efficiency gains made as the system expands, it being clear that for aid effectiveness, project modality is the best way to do business in South Sudan at the moment and as the peace is built.

Overall, the evidence-base to support the assumptions which underpin the Theory of Change has been limited. All available evidence has been used and MOGEI will incorporate the lessons of research and evaluation as they become available, but it is acknowledged that the GPE support anticipates a package of inputs to address the identified gaps in provision in relation to out-of-school children across the system. The lack of systematic evidence – which is not unique to South Sudan and reflects gaps in education research – is reflected in our evaluation plan; in particular, our ambition to learn 'what works'.

The GoRSS is committed to achieving quality education for all, as demonstrated in the GESP, 2017-2022, and its recent record in increasing access and supporting girls' education and achievement. However, the scale of ambition is high, and successful delivery will depend on a range of factors, including: macro-economic stability and economic growth, allowing for adequate levels of investment in education; the allocation of resources judiciously to actions that yield best results; and developing the institutional capacity of providers at all levels to drive continuous improvement. Furthermore, it is assumed that there will be improvements in infrastructure in South Sudan and that private investment will begin to flourish in a number of sectors.

Figure 7: Theory of Change



6.4 Programme Specific Outcomes, Outputs and Key Activities

Table 6: GPE 2 Programme Outline

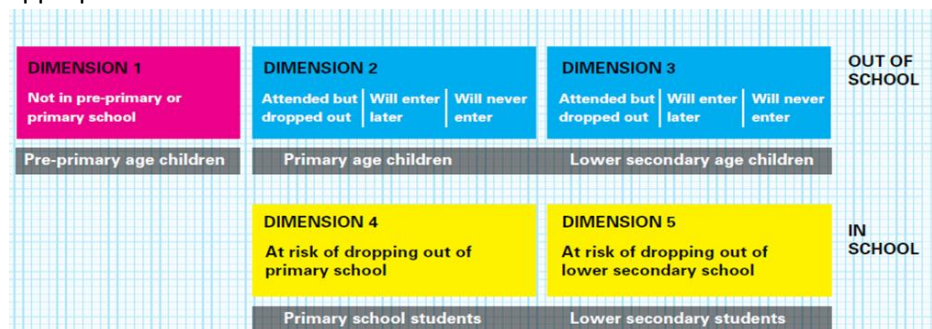
Programme component	Sub-component
Component 1: Equitable Access Indicative funding: US\$8,629,700	1.1 Up to date mapping of OOSC 1.2 Increasing learning spaces with community support 1.3 Community mobilisation and advocacy/ awareness
Component 2: Quality Education Indicative funding: US\$15,325,880	2.1 Training 2.2 Development of textbooks and material for new curriculum 2.3 School management, supervision and inspection
Component 3: Efficiency Indicative funding: US\$6,511,950	3.1 EMIS 3.2 Monitoring and Evaluation 3.3 Sector Coordination
Component 4: Program Management and Supervision	4.1 4.2 4.3

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.

While the recent OOSC study (UNESCO, 2018) gives us an overview of the number of children and barriers to accessing quality education, the recommendations highlighted the common consensus and the need to further profile OOSC in the country. Specifically, the study identified various groups at-risk and/or already out of school including but not limited to street children, girls, IDPs, and others. There is limited or no data on the number of children for these specific profiles and limited data on the needs/challenges facing these groups. The data sources used in the study were not representative of the entire country and did not cover all ten former states. The areas with high conflict and greatest needs were also not captured in the EMIS 2015, 2016 or the World Bank High Frequency survey – Jonglei, Upper Nile, Unity, Western Bahr-El-Ghazal and Warrap.

Therefore, the first activity proposed in the South Sudan's Accelerated Funding Framework (AFF) for GPE II is to conduct the infrastructure mapping in all former ten states in 2018. The mapping will identify areas that have no schools, or schools that have been destroyed due to conflict or areas with permanent school structures but high numbers of out of school children. The mapping will also provide recommendations for cost-effective, fit-for-purpose, community-based school construction, local solutions, and appropriate interventions for vulnerable school children within the 5 dimensions²² of exclusion:

Figure 8:
OOSC
Dimensions



²² The GPE II programme will focus mainly on pre-primary age and primary age children – Dimension 1 & 2.

Sub-component 1.1: Increased access in most marginalized areas

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

Activity 1.1.1.1: Conduct OOSC mapping by drawing on existing data.

Based upon the infrastructure mapping in 2018 as part of the GPE II- AFF, a nationwide (all ten former states) mapping of OOSC will be conducted in 2019. This mapping will locate learners in all areas, including displaced sites, conflict areas, cattle camps etc. and profile their backgrounds learning levels and education needs. This mapping exercise will produce the most recent, comprehensive and reliable data on OOSC in South Sudan disaggregated by gender. The latter is critical to allow planning which can target provision to address the overall gender inequalities which afflict the education sector. It will also be important to begin to gather data on children with disabilities and here convergence with other initiatives in the sector will be crucial, it being clear that other development partners are looking to target this area with both analysis, data collection and support.

The OOSC Assessment and School Mapping Thematic Working Groups (TWG 1) will take the lead on developing the strategy and assessment tools. The mapping exercise will be led by the MoGEI who will decide on the modalities, methodology and coordination with the Thematic Working Groups.

Output 1.1.2: Increased availability of learning spaces with community participation.

Activity 1.1.2.1: Set up and rehabilitate/renovate 2,000 learning spaces for ECD, primary, upper primary, AES and CECs.

Based on the Infrastructure and OOSC mapping exercises the plan is to create, renovate or expand 2,000 learning spaces (for ECD, primary, upper primary, AES and CECs) with community support in the following four ways:

- a) Creating temporary learning spaces in areas where schools have been destroyed due to conflict and hosting a large population of OOSC, with support from the community. The partnership between the government and the community will be useful to provide inputs and construction supplies to build temporary, semi-permanent or permanent learning spaces.
- b) Areas that have permanent standing school buildings but due to a large number of OOSC will require to extend the number of classrooms and to build new ones. This will also be through a government and community partnership.
- c) Areas with high number of OOSC but without schools or partnership with the community will require the synergy between the government and development partners to put up temporary buildings.
- d) Use any available space for learning purpose if construction of temporary or permanent structures/ buildings is not possible in the near future.

Since the outbreak of the conflict in December 2013, a significant proportion of the general population has been displaced to areas of South Sudan or neighbouring countries. The fluidity of population movements coupled with the dearth of reliable data has necessitated a battery of assessments under both the Accelerated Funding Framework (Annual Education Census 2018/Infrastructure Study) and ESPIG (Activity 1.1.1.1: comprehensive mapping) to grasp the exact magnitude and location of out-of-school children and the specific infrastructure requirements to accommodate them. While it is very challenging to define definite targets for each county/payam within the country it has been possible to develop a general targeting strategy through extrapolation of existing data from the OOSC Study, Education Cluster Assessment and limited AEC data.

In general, the proportionate distribution of the 2,000 classrooms/learning spaces is based on the estimated number of out-of-school children across the following three regions (PD p. 6 regional profiles):

- Eastern Equatoria (200), Western Equatoria (250), and Central Equatoria (350): total of 800 learning spaces;
- Lakes (150), Warrap (50), Western Behr El Ghazal (120) and Northern Bahr El Ghazal (80): total of 400 learning spaces;
- Jonglei (300), Upper Nile (250) and Unity (250): total of 800 learning spaces.

Although this regional disaggregation is based on a general profile (see PD pp. 6: Regional Profiles) more precise targeting will require more detailed information. The Annual Education Census, AFF Infrastructure Study, 2018 Education Cluster Assessment, and the comprehensive ESPIG mapping will further inform targeting criteria as well as learning space quantity, distribution, costing, type, and distribution. The criteria used for GPEP 1, the Back to Learning (BTL) initiative/campaign, and the Emergency Education Program/Integrated Essential Emergency Education Services project (IEEES) will constitute the core targeting criteria and includes:

- Number of out-of-school children;
- Density of OOSC in catchment area;
- Profile of out-of-school children (e.g. pastoralists, girls, predominantly overage, etc.);
- Existence/status of current structures;
- Availability of full cycle primary.

These assessments will also provide more extensive site selection information upon which targeting criteria are based:

- 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.

The intention of community based, fit-for-purpose learning space construction is to optimize community participation and ownership. UNICEF has gained extensive small scale construction experience through its Education in Emergencies Program that realistically leverages community capacity combined with assistance from local CSOs on the ground where necessary and required. Also, MoGEI construction standards and guidelines developed under GPE 1 provide for simple yet specific design options based on use of locally sourced material and labor.

Regarding public provision of ECDE, the government plans to co-locate early childhood classes at existing primary schools. Even though these facilities will be co-located, there will be physical separation between the ECDE classes and the other primary classes to provide a safe and protective learning environment for the younger children. The new learning spaces, that will be established with community support as stated above, will also include ECDE.

Administration of the ECDE programme will be the responsibility of the head teacher in small schools or the deputy head teacher in larger schools (that is, schools that include P4 and above). Every new primary school established should have learning spaces, teachers and textbooks for ECD. For the new ECD classes established, trained teachers will be recruited, teachers from areas of surplus to areas of need will be deployed, and secondary school leavers will be recruited to teach ECD classes (monitored by a trained teacher or the HT). These efforts will be supported through the government budget.

As described in the situation analysis, the AES consists of multiple programmes. Three of these programmes – accelerated learning programme (ALP), community girls’ schools (CGS) and the pastoralist education programme (PEP) are essential for the government’s commitment to providing (formal or non-formal) primary education for all children in the country. These programmes are especially important in order to reach the large number of OOSC and youth who have so far been denied their right to education, including IDPs. Community Girls’ Schools also play a vital role in remote, conflict-affected or insecure areas because these schools are located closer to the children’s homes. Parents feel safe to send their young children to these schools.

These alternative programmes provide a pathway to enter (or re-enter) the formal system. In addition, enrolling older children and youth in the ALP will free up spaces in the primary system for children to be able to enter and progress at a more appropriate age for their grade.

Additional classrooms are needed in order to implement these alternative education programmes. An increase in learning spaces will be achieved in the following ways:

- a) Where classrooms exist in a community, they can be used by ALP during the afternoon after the primary shift has ended.
- b) In some instances, partners operating ALP programmes also rent rooms from community members in which to deliver the ALP classes.
- c) Where existing facilities are not available or not sufficient, semi-permanent classrooms are also preferred for ALP classes. These can be co-located with primary schools. As with the other sub-sectors, communities will be encouraged to take an active role in building classrooms, i.e. they can give their labour for building schools or fences or establishing school gardens.
- d) In 2016, the government extended capitation grants to ALP, CGS and PEP. These capitation grants can also be used to support the construction of additional accessible semi-permanent AES classrooms.
- e) Community learning centres will also be used to implement AES activities where available.

Although it is difficult to provide exact numbers for each AES subgroup, once a community OOSC profile is mapped out, the exact design specifications and location can be determined. For example, in locations where girls constitute the OOSC, majority CGS would predominate while in areas where the OOSC majority are adolescents/youth who have little or no schooling, the ALP would be preferred.

Output 1.1.3: Community mobilization, awareness and advocacy conducted in the targeted areas.

Activity 1.1.3.1: Conduct enrolment campaign at the targeted out of schoolchildren identified area.

Activity 1.1.3.2: Orient teachers, facilitators and PTAs on enrolment drive and mobilize out of schoolchildren to schools.

Once the target areas with high population of OOSC are identified, enrolment campaigns will be conducted to mobilize these children back to school and enrol them in appropriate programmes. 2,000 head teachers and school management committees (SMCs) associated with the new learning spaces created will be trained to mobilize the enrolment of OOSC. They will be provided with strict guidelines on how to engage with parents, community leaders and children, and record the enrolment of OOSC. These enrolment efforts will be monitored by payam supervisors and county inspectors.

Activity 1.1.3.3: Raise awareness and conduct advocacy campaigns on the importance of education.

The UNESCO OOSC Study identified the largest portion of OOSC in the cattle camps of the pastoralist communities, girls and displaced children. With these communities, efforts need to be made to bring about behavioural change and challenge the norms that holds children back from enrolling in schools

and getting relevant quality education. Hence, advocacy campaigns need to be conducted to bring about awareness of the importance of education. Community mobilization and advocacy campaigns through the radio, newspapers, social media and other platforms will be conducted, at least once a year, throughout the GPE II programme to complement other efforts to reduce the number of OOSC in the targeted areas.

In addition, public support for the new curriculum, related textbooks, materials and other systemic changes needs to be ensured for its successful roll out in 2019. As this is a big change for the education system, effective communication needs to be undertaken with parents, schools, local government, and other agencies. For example, booklets and leaflets about the new curriculum and its implications will be produced; local meetings will be arranged; and media platforms will also be used to get the public excited and in support of the improved quality of education the new curriculum will bring. This is also expected to attract OOSC to enrol or re-enrol in schools with the hope of better learning.

Government of South Sudan commitment towards Outcome 1

While the GPE II programme will support the establishment of 2,000 classrooms through the above-mentioned methods, the infrastructure and OOSC mapping will also assist MoGEI to identify and prioritise areas of need. The Government of South Sudan is committed to spending US\$7,380,000 to construct/renovate or expand learning spaces throughout all levels of the education system, including CECs. The increase in learning spaces also requires an increase in the number of teachers. Hence, US\$2,098,616 has been allocated for teachers' deployment and retention incentives (excluding primary school teachers which are covered by the EU IMPACT project), as well as US\$2,982,575 for teacher deployment and retention in hard to reach areas. Strategies to attract and retain new teachers will be developed by MoGEI and related campaigns will be run in coordination with the development partners.

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.

The highest priority for MoGEI is to improve the quality of teaching at all levels. Quality teachers are perhaps the most important school level input for ensuring students learn, yet South Sudan has very few qualified teachers at all levels of the school system. According to the GESP 2017-2022, none of the 3,148 ECD teachers in the country have participated in specialized training, and 62 per cent of primary teachers and 44 per cent of secondary teachers are not qualified to the expected standard. The EMIS data (2016) show that just 16 per cent of all teachers have completed two years of pre-service training and 9 per cent of teachers possess a diploma. Improving the in-service and pre-service training and increasing the number of trained teachers will help improve learning achievements and the efficiency of the system through contributing to a decrease in dropout and repetition rates. Improved teaching will lead to an increased percentage of learners who successfully complete primary education and transition into secondary education, which is critical to the country's longer-term development objectives.

A major achievement under the first GPE programme was the finalization of a new unified curriculum framework and the development of contemporary textbooks for all primary and secondary subjects for the whole of South Sudan that will provide:

- A culture of excellence that supports innovation, creativity, continuous improvement and effectiveness;
- An environment of empowerment that promotes independence, individual learning, critical thinking, problem solving and emotional intelligence;

- A context of South Sudanese heritage and culture that builds national pride and identity within an understanding of global citizenship; and
- A spirit of hope, respect, peace, reconciliation, unity and national pride, democracy and global understanding.

In addition, the government approved five national languages of instruction for P1-P3 grades. It is a well-established and acknowledged fact that children learn a second language faster and better once they are fluent in their first language. Hence, the Ministry has chosen five ethnic languages of instruction, namely, Bari, Dinka, Nuer, Toposa and Zande which are widely spoken by 80 per cent of the population. While over 30 languages are spoken in South Sudan, the Ministry will roll out five to begin with in 2019 and upon successful implementation plan to roll out the others in phases.

Under GPE II, this achievement will be taken forward through the printing, and distribution of the new curriculum textbooks, and the development of teaching and learning materials in the 5 chosen national languages for P1-P3.

Another key component of ensuring the provision of quality education is strong school management and supervision. Decentralized supervision and inspection needs to be strengthened in order to ensure that the new curriculum is being implemented in accordance to the trainings and teaching-learning materials provided.

To improve the quality of education in the Republic of South Sudan, GPE II will prioritise the following three components in line with the GESP:

- Training: Teacher professional development, with a focus on upgrading the skills of existing teachers.
- Provision of the textbooks and related materials development.
- Inspection, supervision and school management of the implementation of the new curriculum.

The Curriculum Foundation has been working with the Ministry of Education for several years and provided technical support for the three components listed above. They will continue to play a central role in supporting MoGEI implement the activities under GPE II, as many of them are a continuation of Curriculum Foundation's work under GPE I as well.

It is expected that through GPE II, 440,000 children in the targeted areas will have gained access to quality education.

Sub-component 2.1: Training

The new curriculum will pose some significant challenges to teachers, and they will require training. This cannot be provided solely by the Ministry, so all development partners will need to work together to ensure there is a full and coherent programme of training. This training needs to include:

- Teaching within a competency-based curriculum (and play based pedagogy for ECD)
- Using textbooks;
- Teaching in a national language;
- Classroom-based assessment and recording; and
- Leading, managing and supporting the new curriculum.

Also, the majority of South Sudanese teachers lack certification and have received very little sustained training targeted towards overcoming this shortcoming. The overall sector strategy is to retain many of these teachers providing them the necessary sustained support to develop their current teaching practice while concurrently preparing them for an in-service teacher certification program. Based on

this strategy a Continuous Professional Development (CPD) course has already been developed and a complementary General Education Diploma (secondary school certificate) policy, framework, and course is being planned through the Alternative Education Systems (AES) Directorate.

Since late 2017, UNICEF has been working closely with the Ministry of General Education and Instruction and key implementing partners – particularly those who have worked under the Emergency Education Program (EEP), IEEES, and BTL - to finalize the Continuous Professional Development Program (CPD) for implementation beginning early next year. The genesis of this course was the recognized need to align sector teacher development activities and ensure all interventions are contributing towards the quality education objectives of the General Education Strategic Plan (GESP) 2017-21.

Output 2.1.1 Conducted orientation of teachers on the new curriculum and textbooks.

Activity 2.1.1.1: Conduct orientation for teachers on the new curriculum

Activity 2.1.1.2: Orient teachers on the new textbooks

Activity 2.1.1.3: Conduct refresher training on the new curriculum and textbooks

A curriculum orientation module and training of trainers was completed in 2017 and over 16,000 teachers – from ECD, primary, upper primary and AES benefitted from it under GPE I. These teachers, as well as the remaining teachers, need to be oriented on the new textbooks and how to utilize them. Under the AFF, trainers will be trained on how to deliver the textbook orientation and 12,000 teachers will be oriented on the new curriculum and textbooks.

The GPE II will continue to train these cohorts of teachers annually on the new curriculum and textbooks until they are completely rolled out by the 2021 academic year.

The textbook orientation for teachers will complement the teachers' continuing professional development (CPD) course (Activity 2.1.5.1) being implemented with other sector partners. This cooperation will bring the necessary stability and quality control to continuing teacher professional development to ensure consistency and quality of trainings in both the short and long-term. It is imperative that all donor-led programmes also align their work to the new curriculum and work together with the ministry. Hence, a one-day conference with the development partners will also be organized in 2019. Although secondary textbooks for the new curriculum will not be printed under this program, the limited number of secondary teachers will receive annual orientation training on textbooks, along with ECD and primary cohorts. This approach will ensure consistency, integrity, and continuity of textbook rollout training over the three-year period.

A further two-day course will be needed in January 2020 to orient teachers of the new year-groups, built on the lessons learned during the first year. Preparatory work prior to the 2020 trainings will be as follows – two workshops will be conducted to develop exemplar training materials based on the lessons learned from the 2019 trainings; this will feed into the two-day workshop needed to develop the training course 2020 and finally a workshop to develop the course for the training of trainers.

Output 2.1.2: Increased skills of examiners in alignment with the new curriculum.

Activity 2.1.2.1: Training of examiners on tests related to the new curriculum

The present examinations reflect the emphasis on the recall of knowledge in the present curriculum. The new curriculum shifts the emphasis to competencies, subject skills and deeper understanding. These require very different sorts of examination questions. The Examination Regulations have been amended and a workshop is planned to develop Test Specifications and Blueprints for every S4 subject. These will need to be developed for Primary 8, and there is need for further training for setters and moderators which will be undertaken in 2019 as part of GPE II. The Examinations Council uses school teachers to supplement the item-writing teams and changes of personnel within these means that the

pool of trained and experienced people can be diluted. Ideally the item-writing teams would not change from year to year, but where there have been changes, there is a need for extra training. The minimum training for a new item-writer is usually two weeks.

The Curriculum Foundation will support MoGEI in designing and delivering these trainings. In conjunction with the activities listed in 2.2.3 for the development of the examination materials, the following trainings will be conducted for the examiners.

In 2019, a one-week training for examiners for P8 will be conducted. There are five examiners for each of the Primary 8 subjects – English, Math, Science, SST, CRE, IRE, National Languages and Arabic. In addition, 10 officials from the Curriculum Department will also be involved, making it a total of 50 participants.

In 2020, several trainings will be conducted prior to the first examinations on the new curriculum - i) Two weeks intense training for the 50, P8 participants who attended the first training in 2019 (as stated above); ii) two weeks training for the 45, S4 examiners – there will be three examiners per 15 S4 subjects (5 compulsory and 10 Elective); and one week training, each for P8 and S4 moderators and markers of the examinations.

Output 2.1.3: Availability of new in-service and pre-service teacher training materials.

Activity 2.1.3.1: Develop teacher training modules for ECD – P3, and P4 – P8;

Activity 2.1.3.2: Train staff in Teacher Training Institutes (TTI) on the new modules.

Currently, no certification exists for ECD facilitators. The Curriculum Foundation has been working with the Ministry and The University of Juba to revise the pre-service training modules for teachers. The Curriculum Foundation ran workshops in 2017 on revising the certification of trained teachers by combining the training modules for pre-primary (ECD) and lower primary (P1-P3) teachers and providing a separate training for P4-P8 teachers. The outline of the scope and sequencing of the course has already been completed by the Curriculum Foundation. The rationale behind combining teacher training for ECD up to P3 is that these children are of a similar, younger, age group, they all will learn in their national language (English is the mode of instruction P4 onwards) and the teachers of these grades teach all subjects to one class (while teachers are subject specific P4 onwards)²³. In addition, the Ministry is working towards equalizing the status of all teachers by providing the same salary to all primary teachers (pre-primary through P8). This will encourage an even distribution of qualified teachers across all level; where as in the past teachers preferred teaching in upper primary due to a higher salary.

In 2019, The Curriculum Foundation will conduct several workshops to fully develop the teacher training modules for i) ECD – P3 and ii) P4 – P8, and train TTI staff on how to deliver these courses and make them available to run from 2020 onwards through TTIs for pre-service, and CECs for in-service teachers.

Output 2.1.4: Increased skills of the tutors and staff of Community Education Centres (CECs).

Activity 2.1.4.1: Train tutors and staff from 50 CECs and enhance capacity of CECs to be local anchors.

While teacher trainings are usually conducted via the TTIs, the strengthened CECs will train and support teachers as, at present, TTIs do not have the capacity to train the high number of existing

²³ A recent global meta-analysis highlights that participation in in-service training (or professional development) is the most consistent factor of quality staff-child interactions, and also has direct links to child development and learning (OECD (2018) - Engaging Young Children: Lessons from Research about Quality in Early Childhood Education and Care, Starting Strong, OECD Publishing, Paris

untrained teachers and new teachers. It is envisioned that the TTIs and CECs will form a hub and spoke model of delivering teacher training and support. The existing and functional TTIs will act at the hub while the CECs will be the decentralized spokes. Seven such CECs were piloted successfully in GPE I and will be scaled up through GPE and government support.

In order for the CECs to fulfil their ‘spoke’ responsibilities, CEC tutors and staff from 50 CECs will be provided with relevant training. They will be invited to the curriculum and textbook orientations and to the national master training for the revised in-service and pre-service training modules that will be developed. The Curriculum Foundation will conduct a workshop to develop a framework and training module for the CEC Directors. This will include encouraging CEC Directors to create networks of school clusters around the Pilot Schools as “Centres of Expertise” and arrange cluster meetings to provide ongoing support to schools and teachers. Videos and booklets of good practices will be produced based on examples identified and collected by CEC Directors, School Supervisors and Inspectors.

CECs will act as local anchors to harmonize and standardize teacher training activities undertaken by various providers (NGOs, donor projects, private sector). Training providers 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 of the government.

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

[Activity 2.1.5.1: Implementation of Continuous Professional Development course.](#)

[Activity 2.1.5.2 Development of secondary General Equivalency Diploma \(GED\) course for primary teachers](#)

The Teacher Development and Management Services (TDMS), chaired by the MoGEI, has taken responsibility for Continuous Professional Development (CPD) and has developed, with full implementing partner participation, a two-year, 80-day training course for unqualified teachers which will be implemented during the three annual school breaks (January/20 days; May/10 days; August/10 days). The curriculum, and modules have been developed and are built around the following priority content areas:

- Intensive English language;
- Literacy and numeracy;
- National language;
- Strengthening of subject contents – Science, Social Studies, Mathematics;
- Professional studies -classroom management, TLM, etc.
- Cross-cutting training – MRE, gender sensitivity, environment, peacebuilding, etc.

The CPD course is specifically targeting those teachers who lack the required teaching certificate to remain in the system over the longer-term and who have demonstrated the capacity and interest in pursuing the course and, eventually, teacher certification. Teachers will be assessed for suitability prior to participation with females given priority when possible.

These trainings may be offered at Country Education Centers where functional and feasible, but may be offered at anchor schools within a school cluster configuration. Training teams will consist of partner trainers and MoGEI tutors whenever possible to ensure consistency and sustainability of the intervention. UNICEF support also brings together the resources of the GPE and other donor-funded UNICEF Emergency Education programs to ensure consistency across the humanitarian and development nexus. A partner conference is planned for end of August 2018 to finalize training locations, schedules, logistics planning, and rollout.

The Teacher Development and Management Services has thus far provided a strong and inclusive platform for CPD program development. The TDMS system will continue to provide guidance on monitoring as well to ensure that pre- and post-test assessments of CPD candidates are regularly and rigorously administered, recorded, analyzed, and reviewed.

UNICEF will also support monitoring of implementation and results through its Implementing Partner (IP) Monitoring and Reporting Dashboard. UNICEF currently works with 25 partners across the country and the IP Monitoring and Reporting provides summary results for each partner. An action tracker also allows UNICEF focal points to record action taken with the partners and progress reached, per indicator. This platform has been piloted across the ten states with support of UNICEF field offices and can be easily adapted to incorporate additional indicators. Summary monthly dashboard reports are submitted from each state focal point to the UNICEF Country Office in Juba.

The MoGEI will also work with partners to review and modify, as necessary, the classroom observation and school performance tools, initially developed under GPE 1. Head teachers, supervisors, inspectors, partners and CEC tutors will receive targeted training on these tools to align post training support and monitoring within schools. A mentoring approach developed in collaboration with partners and within a clustered system of schools will further reinforce training and strengthen classroom practice. The Teacher Development and Management Services will provide continuous guidance on the process specific to the CPD intervention and will regularly collaborate with the functioning Teacher Training Institutes, County Education Centers, and partners to ensure adherence a standard set of program implementation and monitoring guidelines. Consultants who will be engaged to assist in implementation of tutor, head teacher, inspector and supervisor training will also provide quality assurance measures are incorporated to support the components of CPD for which they are responsible.

Since all in-service teacher certification program candidates are required to hold a secondary school diploma, the MoGEI is planning to research policy options and frameworks that could inform a possible equivalency course and/or examination. If feasible, an option may be developed as a legitimate pathway for current teachers to earn a secondary school equivalency certificate. The opportunity to do so will give greater significance to CPD as a readiness intervention for matriculation into the in-service teacher certification program.

Sub-component 2.2: Development of textbooks and materials for new curriculum.

Output 2.2.1: New teaching learning materials are available.

Activity 2.2.1.1: Provide translation of P2 and P3 subjects into national languages;

Activity 2.2.1.2: Develop P2 and P3 literacy primers and teacher guides;

Activity 2.2.1.3: Develop ECD story books.

Activities have been ongoing in preparation for the new South Sudan competency-based curriculum rollout scheduled for the next academic year (2019). Textbooks have been developed for all primary and secondary subjects under the first GPEP.²⁴ Children in the early grades will learn in their mother tongue during the early primary grades (P1–P3) through literacy primers and corresponding teacher guides being developed for the five principal national languages.²⁵

Under the AFF project 2018-2019 funded by GPE II, a priority activity is to translate the four P1 subjects (Mathematics, Social Studies, Science, Christian Religious Education) into five national languages and

²⁴ Arabic language and Islamic Religious Education textbooks are being developed and printed separately by the MoGEI in a potential collaboration with the Egyptian Government.

²⁵ Other languages will be phased in over time, but many languages currently lack the orthography to teach reading and writing.

also complete development of P1 literacy primers and teacher guides in these same national languages. This will be undertaken by SIL International which has a global reputation for this type of work and has been working in the country for decades developing orthography for local languages and producing literacy learning materials. This extended presence allows SIL to quickly mobilize local and regional expertise to rapidly produce quality materials through a workshop methodology.

Following up from the AFF project activity, translation of P2 and P3 subjects into the five national languages, along with the development of teachers' guides will be undertaken in 2019 by the SIL Foundation, also through a workshop methodology, in the GPE II programme.

The two-year ECD classes also have a new curriculum taught in the national languages, which will be implemented from 2019 onwards. It is a big change from the structured and mechanical way of instructing children, to a play-form method of teaching. Out of a total of 2,735 teachers, 1,313 have attended the orientation under GPE I, and the remaining will be reached under GPE II.

There is need for some written materials to be developed for year 2 of ECD, in the form of story picture books which the teacher can read out loud to the children. These will be developed under GPE II.

Output 2.2.2: New textbooks (with new curriculum) are available in schools.

Activity 2.2.2.1: Print and distribute phase 2 textbooks in 2019.

Activity 2.2.2.2: Print and distribute phase 3 textbooks in 2020.

Printing and distribution of textbooks is scheduled to begin in 2018. Textbooks will be gradually phased in over a three-year period (2019-2021) to ensure mother tongue instruction follows a deliberate sequence with cohorts beginning P1 in 2019 and completing P3 in 2021 as displayed in the table below. The phased rollout will also accommodate the necessary revisions to competency-based P8 and S4 leaving exams scheduled for 2020 so that these students will have had two years of exposure to the new curriculum prior to taking the exams. This three-year rollout will allow for benchmarking of processes and students' performance upon which to base future assessments of learning outcomes and efficiency.

The procurement of textbooks and distribution services will be tendered through the UNICEF South Sudan Country Office Supply Section. Both processes will be jointly planned however to take advantage of UNICEF's lengthy experience, best practices and stringent standards yet, where appropriate, adhere to the guidelines articulated in the Ministry of Education Science and Technology (MoEST)²⁶ National Learning and Teaching Material (LTM) policy published in August 2015. The policy document, supported by DFID and UNICEF, was informed by legal documents under the Transitional Constitution and Education Act and provides clear guidance on LTM supply, publishing, procurement, distribution, textbook management and financing. Both the established UNICEF processes and MoGEI guidelines are based on and adhere to recognized principles of fair and transparent public procurement.

Phase 1: The AFF project will fund the printing and distribution of 1,250,000 textbooks and teachers' guides for Phase 1 primary grades (P1, P4, P7) beginning the 2019 academic year. It is hoped that the government will attract further funding from different sources to fund the printing and distribution of the remaining primary and secondary school textbooks and guides.

Phase 2: The ESPIG GPE II funding for 2019/2020 will support printing of 675,000 Phase 2 textbooks and guides for distribution for primary grades (P2, P5, P8) to use in the academic year beginning

²⁶ Ministry of Education Science and Technology (MoEST) changed its new name to become the Ministry of General Education and Instruction (MoGEI) in 2015.

February 2020. The government will continue to advocate with different sources to fund the remaining primary and secondary school textbooks and guides. As it is more value for money to print and distribute larger quantities of textbooks and guides, a national distribution plan will be developed by the ministry to ensure fast and efficient delivery of books to the schools.

Phase 3: In 2021, 150,00 textbooks and teachers' guides for P3 and P6 will be printed and distributed and the master distribution plan reviewed and revised for successive years.

Table 7: Textbooks with new curriculum: three-year phase period, 2019- 2021

Year	Grades
2019	P1, P4, P7, S1 and S3
2020	P2, P5, P8, S2 and S4
2021	P3 and P6

Output 2.2.3: New materials in line with the new curriculum for P8 examination are available.

Activity 2.2.3.1: Develop test specifications and blueprints for P8 subjects.

Activity 2.2.3.2: Develop exam guidance for schools, students and parents.

Activity 2.2.3.3: Develop school-based unit standards and recording systems.

The present examinations reflect the emphasis on the recall of knowledge in the present curriculum. The new curriculum shifts the emphasis to competencies, subject skills and deeper understanding. These require very different sorts of examination questions. The new guidance for school-based teacher assessment suggests that teachers should not be making up their own end-of-unit or end-of-term or year tests but should focus on using the triangulation methods of observation, conversation product to make judgements based on the Learning Outcomes. They will use the assessment recording system that has been developed.

The Examination Regulations have been amended and a workshop is planned to develop Test Specifications and Blueprints for every S4 subject. These will need to be developed for Primary 8, and the Report of the Setters and Moderators Workshops indicated the need for further training for setters and moderators. Further work is required on establishing school-based unit standards and recording systems, building on the Assessment Guidance. All of the above will be undertaken by the Curriculum Foundation that is already working with the Exams Council.

In 2019, two workshops will be held to develop Test Specifications and Blueprints for each of the Primary 8 subjects – English, Math, Science, SST, CRE, IRE, National Languages and Arabic. Five examiners per subject along with 10 officials from the Curriculum Department will participate in these workshops; making it a total of 50 participants.

In 2020, a workshop will be conducted to develop the exam guidance for schools, students and parents; approximately 20 officials from the Examination Council and Curriculum Department will participate in this workshop. Two workshops will be conducted to develop the school-based unit standards and recording; approximately 30 officials from the Curriculum Department will participate in this workshop.

Sub-Component 2.3: School Management, Supervision and Inspection

The purpose of inspection (at all levels of the education system) is to monitor and identify gaps for improvement in schools in the following focus areas: curriculum implementation, school management, facilities and learning environment, teacher attendance, verification of documents

(school plans and records), teaching methods, teacher conduct, etc. The ability of head teachers, supervisors, and school Inspectors to collect core classroom and school data is essential to tracking and benchmarking the implementation of the new curriculum and related school-based activities.²⁷

Output 2.3.1: A new ECD Inspection Framework is available.

Under GPE I a national ECD strategy was developed with a related Action Plan for implementation. Objective 4 states “Ensure that ECD centres have an appropriate system of management and support.” Under this, GPE II intends to take up Strategy 4d – ensure that the national Inspection Service has the expertise and methodology for inspecting ECD, and Strategy 4e – work with the TTIs and University of Juba to develop a training module for people involved in management. GPE II, with the support of the Curriculum Foundation, will conduct workshops to develop the ECD Inspection Framework and also to develop the training course for school leaders and inspectors. The framework will address service quality standards, key indicators, monitoring/inspection tools and procedures and compliance and enforcement mechanisms.

Output 2.3.2: Manuals, guides and tools for school supervision and inspection are available.

Activity 2.3.2.1: Print and distribute tools for inspectors and supervisors.

Activity 2.3.2.2: Train supervisors and inspectors on tools.

Activity 2.3.2.3: EGRA/EGMA tools and benchmarks established.

At the school level, school inspectors and supervisors need to be trained on the implementation of the three tools that have been developed and printed under GPE I – a) School Performance Reporting Template; b) Teacher Classroom Observation Scoring tool; and c) Child Friendly School Index Scoring Tool. The AFF project will begin the roll out of the M&E orientation workshops where these tools will be distributed, and participants trained in 2018 in specific areas. In 2019, GPE II will train over 900 County inspectors and Payam supervisors on the correct use of these 3 tools and their importance in ensuring quality education.

The GPEP 1 worked closely with the UNICEF Emergency Education Program (EEP) to develop and utilize Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) tools to assess young learners in these fundamental skill areas. The focus of this early work was to test competency in national language, English language, and Mathematics. As the GPEP 1 was winding down, the UNICEF EEP commissioned a study to conduct EGRA and EGMA baseline assessments in 128 primary schools. The study aimed to provide impartial, analytical comparisons of information on (i) P3 learners’ outcomes in English, Mathematics and national language (Dinka, Bari, Nuer, Toposa and Zande) and (ii) look at the potential factors influencing learners’ outcomes through the baseline and end line studies. The study data was enriched by educator interviews and classroom observation and will be repeated every other year under the Integrated Essential Emergency Education Services program.

Although the first study was limited to six states, it will be expanded to all ten states in 2019 with the requisite sample size. The annual results will inform the correlation between assessment results and selected variables to determine:

- The improvement of learning outcomes for P3 pupils in terms of literacy and numeracy proficiency;
- If a change has been detected, whether a positive or negative correlation exists with any factors that might be influencing pupil outcomes;
- The extent to which selected interventions are aligned to pupils’ learning needs;

²⁷ South Sudan Education Sector Analysis 2016 (UNESCO, 2017. pp. 101).

- Whether additional opportunities or strategies could be leveraged to improve pupils' outcomes.

This EGRA/EGMA exercise will provide a valuable learning and advocacy platform that can be expanded at the school level in the longer term. The next GPEP, through implementation of the M&E strategy, will provide training on a variety of tools, including EGRA and EGMA, to measure learner and school performance. The longer-term goal will be to further build school level capacity to identify variables and investigate their correlation to the achievement of positive learning outcomes.

During the final year of the next GPEP (2021) a final EGMA/EGRA will be administered to set a benchmark for literacy and numeracy outcomes among a purposive sampling of P3 students. This cohort of students will be the first cohort to have completed the first three primary grades (P1-P3) with mother tongue textbooks and their EGRA/EGMA scores will provide the baseline for a potential ESPIG during the 2022-2024 period.

Government of South Sudan commitment towards Outcome 2

At present MoGEI has allocated US\$140,000 to establish avenues for pre-service teacher training and screening of teachers. MoGEI will leverage the progress made under the Training component of GPE II to attract funding for teacher training from the development partners. While there is grave need to supply the South Sudan education system with well qualified teachers, trainings must be conducted in the most realistic, efficient, conflict sensitive and timely manner.

The Ministry has also allocated US\$200,000 from their budget for the printing of MoGEI documents such as the tools, manuals and plans mentioned above; and US\$166,352 for orientation workshops of supervisors and inspectors.

Outcome 3: Efficiency – By end 2021, 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.

Strong management and administration of an education system are needed in order for the system to function well in pursuit of its access and quality goals to improve learning outcomes at all levels. Management and administrative processes need to be clear and applied in a fair, equitable way at all levels of the system. In addition, it outlines strategies to strengthen communication, coordination and information-sharing among all stakeholders.

Due to the ongoing conflict and insecurity, both the 2015 and 2016 AEC were only partially conducted across the country, with the 2015 AEC covering only seven out of ten former states and 2016 AEC covering only six states. In 2017, the security situation deteriorated even further with more areas becoming inaccessible; as a result, no AEC was conducted and no systematic and comprehensive information on the education system was produced. This has made it increasingly difficult for the education sector to comprehensively address the underlying factors responsible for the fragility and inefficiency of the education system.

The MoGEI, with support from UNICEF and implementing partners as necessary, will support the strengthening and the decentralisation of EMIS and the M&E system to better understand and address sector issues particularly those of out-of-school children and the deteriorating quality of education. These two issues will broadly define the 2018 Joint Sector Review agenda and the availability of more current data will facilitate more informed and productive discussions as well as more realistic and targeted solutions.

Sub-component 3.1: EMIS

Output 3.1.1: Annual Education Census (AEC) produced.

The MoGEI, with support from UNICEF and implementing partners has already begun preparing for a more comprehensive AEC in 2018. Questionnaires have been validated, baseline schools established, consultant ToRs developed and data collection budgets developed. The objective under the AFF project will be to continue AEC support for limited hardware procurement, head teacher trainings, and field enumeration exercises to complete data collection by the end of 2018 in all 10 former states. The product(s) of this exercise combined with ongoing data collection through the Human Resource Information System (HRIS), South Sudan School Attendance Monitoring System (SSSAMS), South Sudan Education Cluster assessment, and other data collection platforms will strengthen the EMIS for more effective and efficient systems and services. A more decentralized, comprehensive and up-to-date EMIS will be the first critical step in reducing the number of out-of-school children and the cost of education while building up capacity to reliably capture learning achievement.

Similar support will be provided for the AEC in 2020 through GPE II - support for limited hardware procurement, head teacher trainings, and field enumeration exercises to complete data collection in all 10 former states. This will allow for comparisons to be made with the AEC of 2018 and assess the progress made over the two-year period.

For 2019 and 2021, data collection will be through other existing platforms such as the HRIS, SAMS, and Education Cluster Assessment.

Output 3.1.2: Increased capacity of state officials on data collection and analysis.

While substantial efforts are being made to improve the monitoring, evaluation and data generation within the education sector with support from GPE, a crucial ingredient in all of this is the capacity of the people who will be associated with all of this. Hence, it is planned that by 2021 officials from 20 states will be trained on data collection and analysis with the support of GPE II. The target will be the training of the M&E focal person, as well as the Director of Planning from each state to be trained at a central location; and for them to return to their states and cascade the skills training down to other officials.

Output 3.1.3: Data bank is established and functional.

As stated before, a major hurdle for the GoRSS is the availability of accurate, reliable and timely data. Limited access to certain regions due to insecurity, multiple data collection sources from donors, NGOs and the government, and weak capacity of the Ministry to collect and analyse data, has all led to fragmented information generation. Currently four major data platforms exist in the education sector – EMIS, Human Resource Information System (HRIS), South Sudan School Attendance Monitoring System (SSSAMS) and the Education Cluster Assessment. MoGEI intends to consolidate the information from these four sources, in addition to others, into one data bank under an EMIS umbrella. This will pave the way for a unified platform that will allow stakeholders access to all the information in one place, with the ability to cross reference and triangulate data if need be. The aim of this activity is to provide the government with an efficient tool for sector planning, coordination and budgeting. This data bank is expected to be made available, through technical support, by 2021.

Output 3.1.4: Improved efficiency of the MoGEI offices through strengthened facilities.

Activity 3.1.4.1: Purchase equipment for the MoGEI offices.

Activity 3.1.4.2: Upgrade office buildings for MoGEI offices.

The Ministry of General Education and Instruction has greatly benefited from the investment in hardware and equipment under GPE I. The provision of laptops, internet and furniture has allowed

the Ministry to function more smoothly and more efficiently; this has enhanced the ability of the government to deliver and monitor the GPE programme in a timely manner. Similarly, the GPE II programme will invest in hardware and equipment to specifically strengthen the GPE offices of EMIS, curriculum, national language and resource centre. In addition, the GPE office in Juba are currently in semi-permanent structures with limited infrastructure to cope with the demands of the project. Similar investments will be made to provide for better space for the GPE implementation management team to carry out their daily responsibilities in an encouraging environment.

Sub-component 3.2: Monitoring and Evaluation

Output 3.2.1: Strengthened Ministry's capacities in the sector management and planning environment through the conducting General Education Annual Reviews.

GEARs will be conducted on an annual basis, led by the MoGEI, to assess how the education sector is progressing across all interventions, against the GESP priorities and targets. Under GPE II State Joint Sector Reviews will be initiated, where states conduct their own sector review (mirroring that of the central review) and share the results at the GEAR. This will better inform the state officials on what works and does not work in their respective states and also increase their participation at the national level. It is expected that by 2021, a total of 20 states would have conducted their State's Joint Sector Reviews prior to the GEAR and will present their state reports at GEAR to make the process more participatory and efficient.

Output 3.2.2: Increased capabilities in using technology to improve information sharing.

Activity 3.2.2.1: Strengthen pilot website and e-learning in former 10 states.

The MoGEI website will be the platform used by the government to disseminate soft copies of all government policies, frameworks, tools and other key information across the country to whoever wishes to access this. The website will be piloted in two states in 2019 and six states in 2020 to test its demand, user-friendliness, and accessibility and rolled out to at least former 10 states by 2021 based on the learning and experience of the previous two years.

Under the GPE II programme meetings will be conducted to orient state partners and ministries on the MoGEI website and increase awareness of the existence and benefits of using the website. These meetings and the website itself will be used to increase the visibility on the Ministry in relation to the work it is doing under the GPE II programme.

Output 3.2.3: Strengthened accountability mechanisms through active engagement of civil society.

The civil society organizations as part of the National Education Coalition (NEC) play an important role to deliver education services throughout the country, and critically look at the efforts made by government. Under GPE II, the NEC will be contracted to conduct a study on one national policy per year to analyse its relevance, effectiveness, and gauge whether the policies in place by the government are the right ones, and how they can be improved. The study can be presented as part of the GEAR. Reflecting on what works and what does not work is critical to establishing an efficient sector.

Output 3.2.4: Realigned M&E tools with the new curriculum.

MoGEI developed four reporting formats to monitor the implementation of the curriculum in school – a) School Self Evaluation; b) School Supervisor Report; c) School Inspection Report; and d) School Performance Report. As these reporting tools cascade upwards to payam, county, state and national level consolidation, targeted state ministries will submit consolidated school performance reports for their states. Based on these reports, County Education Departments will be encouraged to conduct

feedback meetings with targeted schools. However, these tools now need to be re-aligned to the new national curriculum before they can be printed and rolled out across the country. This will happen in 2019 with GPE II support.

Output 3.2.5: Increased skills of head teachers, inspectors and supervisors on the revised M&E tools.

A key driver in the success of the new curriculum will be the focus of school inspection. There is a new inspection schedule that is in line with the new curriculum. It is essential that school inspectors focus on the new requirements, to ensure that lessons involve the student competencies of critical thinking, co-operation and communication and that textbooks are being used effectively to promote active learning. This requires further training of county inspectors and payam supervisors on the tools that will be re-aligned above, under Output 3.2.4 in 2019. These inspectors and supervisors will then train head teachers on the same in 2020 and 2021.

Sub-component 3.3: Sector Coordination

In September 2017 development partners in South Sudan conducted a review of the sector coordination structures. The report concluded that the coordination in financing, planning and delivering of services across sectors was extremely weak and requires greater ability among development partners to account for the significant volume of development assistance and use it strategically²⁸. However, a requirement for greater sector coordination is a political context that allows for meaningful participation by partners in national planning processes and systematic alignment of development assistance with the national framework. Within the education sector, improvements need to be made at all levels – between central and state ministries, between different sector ministries, between ministries and donors, as well as amongst donors themselves.

While both the education partners and MoGEI have been motivated to improve coordination and planning, limited resources have been committed to this²⁹. Hence, GPE II will focus strongly on improving the education sector coordination structures and practices to efficiently plan and deliver services by working together. This will lead to the identification of gaps in the sector, avoiding duplication of work and increasing value for money by enhancing linkages. It is hoped that the education sector will lead the way for other sectors in South Sudan and be able to coordinate with other sectors as well, such as Health, Finance, Gender etc.

Output 3.3.1: Strengthened sector coordination framework.

During implementation of GESP 2012-2017, the Department of Development Partners Coordination took steps to improve coordination and the flow of information at all levels, including through the development of a coordination framework. The Ministry along with development partners such as EDoG and LEG will conduct a workshop to assess the current coordination and information structures to determine how these can be strengthened to improve information sharing – from the Ministry to partners and from partners to the Ministry; and revise the coordination manual if necessary. The Ministry might also procure technical assistance for such a review.

Output 3.3.2: Increased capacities of state and Ministry officials on effective coordination.

Sector coordination strengthening must take place at all levels – national as well as at a decentralized level. States must also coordinate the planning and implementation of education service delivery

²⁸ Laura Marconnet, Structure Review of Sector Working Groups, December 2017

²⁹ UNESCO, Supporting Education Sector Coordination and Planning; A Proposal from the Ministry of Education, Science & Technology and UNESCO

amongst civil society, development partners, private providers and others to ensure efficiency. Two state government officials in addition to Ministry officials will be trained on various aspects contributing to effective coordination guided by the coordination framework. In addition, coordination and communication must also be strengthened between the central and state offices, for which state coordination branches will act as the point of contact. For this purpose, coordination offices will be established in those states that do not currently have them.

Output 3.3.3: Developed public budget tracking mechanism to increase transparency.

Activity 3.3.3.1: Publish budget briefs annually.

Activity 3.3.3.2: Conduct Public Expenditure Reviews.

Activity 3.3.3.3: Conduct Public Expenditure Tracking Survey.

The MoGEI, along with the Ministry of Finance and UNICEF's Social Policy Unit will work together to monitor the government's education budget. A budget brief will be published every year highlighting what is on the budget, off budget and what funding is being provided by the donors, leading to more transparency in the financial side of the education sector.

A Public Expenditure Review (PER) is a key diagnostic instrument used to evaluate the effectiveness of public finances. A PER typically analyses government expenditures over a period of years to assess their consistency with policy priorities, and what results were achieved. This is a review of service delivery, its effects and the demand for and perceptions of the quality of services. PERs will be conducted in 2020 and 2021, after certain achievements have been made during the first year of ESPIG implementation that will be crucial for setting the scene.

A Public Expenditure Tracking Survey (PETS) seeks to document the service delivery on the supply side. PETS, is a tool used to track the follow of public resources from the highest levels of government to frontline service providers and beneficiaries in order to identify differences between the official and actual allocations and to determine the extent to which resources reach services providers and users.³⁰ PETS approach focuses on the provider's – in this case the GoRSS – behaviour in general, including issues of incentives, oversight, accountability and multiple-principal and multiple-agent dynamics in the public sector³¹. PETS serves as a diagnostic tool on service delivery, enabling the analysis of public expenditure priorities to consider the implementation capacity of the government and better identify the bottlenecks, barriers, inefficiencies and leakages in service delivery. GPE II will invest in undertaking the first ever PETS for the education sector in South Sudan in 2021. It is hoped that the education sector and the ministry will both be in a stronger position to pilot such a survey of their sector financing and prepare the government for subsequent PETS on a regular basis in the next phase of GPE.

Output 3.3.4: Strengthened performance monitoring of GPE implementation.

Annual Progress reports will be drafted and submitted to the GPE secretariat with details on the achievement and challenges of the GPE II programme. The main purpose of this monitoring and reporting system will be to track the progress against the logical framework indicators and annual workplans, as well as report on the fiduciary management – financial utilization against the budget of GPE II. As part of this, a baseline and endline survey will also be conducted to evaluate the impact of the project at various levels.

Output 3.3.5: Institutional development framework of MoGEI is available.

³⁰ UNICEF Public Expenditure Tracking Survey Manual

³¹ World Bank, Tools and Practices 18 – Public Expenditure Tracking Surveys

- Activity 3.3.5.1: Draft the institutional development framework;
 Activity 3.3.5.2: Provide ongoing capacity building of MoGEI officials;
 Activity 3.3.5.3: Conduct bi-annual evaluation of the progress against the framework targets.

For any sector programme to be successful it requires the support of strong government institutions. Institutional development of MoGEI is not only one of the pillars for delivering GPE II programme but will also be a pillar for the sustainability of the impacts of the GPE II. The aim of this will be to strengthen the ability of MoGEI to generate, allocate and use human and financial resources effectively. To this end, an Institutional Development Framework will be drafted to identify key areas of development such as preparing budgets, partner relations, contract management, set targets for improving their skills in those identified areas and create a plan to enhance the capacity of MoGEI officials. Based on this framework officials will undergo specific trainings on an ongoing basis throughout GPE II. Simultaneously, there will be a bi-annual evaluation of the progress made by MoGEI against the target set in the Institutional Development Framework to assess the levels of improvement. This assessment of capabilities will also allow for reflecting on the delivery and progress of GPE II activities.

Government of the Republic of South Sudan commitment to Outcome 3

GoRSS has allocated US\$500,000 for the operationalization of GPE by constructing office space for EMIS, curriculum, national language and resource centre teams.

US\$80,000 has been allocated to assist the decentralization of EMIS, MoGEI website and piloting e-learning.

US\$240,000 has been allocated for general monitoring and evaluation of the sector, which can also include partly funding some or all of the above outputs under sub-component 3.2.

Table 8: Summary of Programme

Programme component	Sub-component
Component 1: Equitable Access Indicative funding: US\$8,629,700	1.1 Increased access in most marginalised areas: mapping a) Conduct out of schoolchildren mapping by drawing on existing data. 1.2 Increasing learning spaces with community support a) Set up and rehabilitate/renovate classrooms for ECD, primary, upper primary, AES and CECs. 1.3 Community mobilisation and awareness/advocacy a) Conduct enrolment campaign at the targeted out of schoolchildren identified area. b) Orient teachers, facilitators and PTAs on enrolment drive and mobilize out of schoolchildren to schools. c) Raise awareness and conduct advocacy campaigns on the importance of education.
Component 2: Quality Education Indicative funding: US\$15,641,380	2.1 Training a) Orientation of teachers on the new curriculum and textbooks. b) Training of examiners in alignment with the new curriculum. c) Develop and training of in-service and pre-service teacher training material. d) Training of tutors and staff of community education centres. e) Increased capacity of teachers to provide quality classroom instruction and prepare for certified in-service professional development.

Programme component	Sub-component
	<p>2.2 Development of Textbooks and material for new curriculum</p> <p>a) Develop new teaching learning material, translation, teacher guides, ECD story books.</p> <p>b) Procure, print and distribute new textbooks.</p> <p>c) Develop new material for examination.</p> <p>2.3 School management, supervision and inspection</p> <p>a) Develop new ECD inspection framework.</p> <p>b) Print and distribute tools for inspection and supervision.</p> <p>c) Training of supervisors and inspectors on new tools.</p>
<p>Component 3: Efficiency Indicative funding: US\$6,196,450</p>	<p>3.1 EMIS</p> <p>a) Produce Annual Education Census.</p> <p>b) Capacity building of state officials in data collection and analysis.</p> <p>c) Establish database.</p> <p>d) Improve MoGEI facilities.</p> <p>3.2 Monitoring and Evaluation</p> <p>a) Education Sector annual review.</p> <p>b) Pilot website and increase capacity for use of tech in MoGEI.</p> <p>c) Engage with civil society and conduct a study.</p> <p>d) Align all MoGEI M&E tools to new curriculum and conduct trainings.</p> <p>3.3 Sector Coordination</p> <p>a) Review current coordination framework to strengthen it.</p> <p>b) Training and capacity building on sector coordination also at subnational level.</p> <p>c) Develop public budget tracking mechanisms.</p> <p>d) Conduct baseline for GPE to monitor progress and prepare annual reports.</p> <p>e) Develop the MoGEI institutional development framework and conduct training.</p>
<p>Component 4: Program Management and Supervision: US\$5,232,470</p>	<p>4.1 Staff Costs (Country Office Only)</p> <p>4.2 Cross-sectoral</p> <p>4.3 Program Assistance</p>

Component 4: Program Management and Supervision

Program implementation costs in South Sudan remain high as the economy remains volatile, service capacity limited, and systems undeveloped and non-competitive. Despite these limitations, UNICEF remains relatively well-positioned to take advantage of economies of scale and enjoy available cost savings. These advantages are realized through the organization's ability to leverage its purchasing power, mobilize partner networks and services, and leverage significant field presence.

UNICEF global procurement reach and long term agreements (LTAs) allows it to get the most competitive pricing on ICT, transportation, and technical products and services for program support and administration. The multi-sectoral UNICEF country program also works through an extensive network of partners representing a significant pool of talent, experience, and expertise upon which to draw. Also, as Education Cluster co-lead, UNICEF is uniquely positioned to rapidly mobilize sector partners and leverage resources to effectively support priority initiatives. The majority share of funding to cluster partners is committed by donors through UNICEF.

Additionally, all UNICEF managed programs enjoy the advantages of a strong field presence and regional support structure that allows for efficient and cost effective monitoring and quality assurance. In recognition of this capacity DFID is currently negotiating a Memorandum of Understanding with UNICEF to support strengthening quality delivery of education through existing field monitoring mechanism of its Girls Education South Sudan (GESS II) program. As Grant Agent of the proposed ESPIG, UNICEF can bring all these significant advantages to bear in implanting the next GPE II program. A brief breakdown for each subcomponent follows:

4.1 Staff costs (see budget)

4.2 Cross-sectoral

- **Field Operation costs:** Commercial accommodation options such as hotels do not exist in most field locations. Guest houses are maintained for adequate accommodation of staff monitoring programmes in the field.
- **Office supplies and materials:** Approximately 17 per cent of office needs.
- **Fuel for vehicles and field offices:** Annual fuel cost is US\$2,630,008. The project will contribute to approximately 11 per cent of these costs to provide transportation needs for staff (including the education team) in Juba and field offices for meetings, project monitoring and other office activities.
- **VSAT costs:** Annual VSAT costs is US\$1,258,322 which is half the costs of telecommunication costs.

4.3 Program Assistance

- **Monitoring, spot checks, reporting:** Percentage based on annual costs for Education assurance activities at US\$348,948. The office assurance activities cost US\$1.5 million.

6.5 Link between AFF implementation and GPE II results

The GPE Accelerated Fund Framework has helped to develop the fast track support for the GESP's Transitional Plan, 2018-2019 for a period of nine months (from July 2018 until March 2019) with a budget of US\$ 6,480,000 to cover the funding gap between completion of the previous GPE Program (May 2018) and commencement of the GPE-2 Program (February 2019).

The focus of inputs is on school based interventions mapping as a preparatory ground work to ensure improvement opportunities for access and equity; development and distribution of national languages primers textbooks; teacher orientation training based on the new textbooks; new curriculum public awareness to improve quality; and, support for the Annual Education Census/strengthening EMIS to enhance efficiency. Rollout of the new South Sudan curriculum will constitute the point of convergence for these interventions and will inform the focus of teacher training, nature of inspection and supervision, scope of printing and distribution of new textbooks, design of learning spaces, and the M&E systems. The fast-tracking support serves an immediate injection and continuity of services to children and help complement ongoing humanitarian support; while ensuring previous GPE program gains are stabilized and new GPE priorities under the next ESPIG are established.

Thus, the outcomes and outputs delivered by fast track support for the GESP's Transitional Plan developed under the GPE AFF provide a pathway to the longer term GPE II results in terms of improved school based interventions for access and equity; competency-based curriculum, more relevant textbooks and more competent teachers for quality; and improved Education Management Information System (EMIS) including strengthened M&E system for education system efficiency.

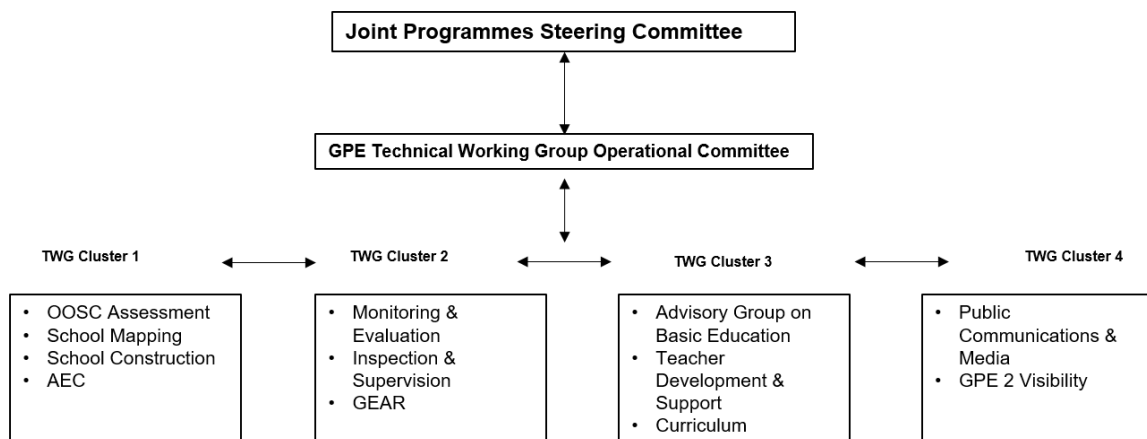
7. GPE II 2019 – 2021: Programme Management Arrangements

7.1 Programme Management

The GPE I evaluation highlighted the lack of clarity around programme ownership. It is found that, “Education sector partners perceived GPEP as government-owned, whereas respondents from the MoGEI said they would like to be more involved in the next phase, especially around decision-making on resource allocations. At school-level, respondents said the GPE programme was perceived as donor- or NGO-led.”³² Hence, its recommendation to increase MoGEI’s visibility as the education service provider at the sub-national level has been taken into consideration for the management and implementation of GPE II.

The proposed GPE programme will build on systems and approaches adopted in the current GPE programme. 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 MoGEI and donor partners’ representatives will continue to provide oversight of the GPE programme. A smaller, more focused GPE technical working group (TWG) committee will be established to provide advice and guidance to the four technical working group clusters that are envisaged. As in the past, technical working groups can be created as need demands. The GPE 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. The structure is given in Figure 8 below:

Figure 9: GPE Operational and Management Structure



All key GPE II interventions will create the need for detailed planning, resource allocation and budgeting. In turn, this will require a detailed breakdown of tasks and responsibilities by the sector, subsector, groups and individuals involved. Each will use the device of developing work plans and budgets by task and area of activity. To these plans will be added details of monitoring, supervision and evaluation of the intended outputs by individuals, group and division responsible. To ensure coordination of these plans and budgets, as well as to provide the coordination, management and

³² Evaluation of Global Partnership for Education Programme in South Sudan, Final Report. April 2018

leadership required, a GPE II operational group will be created under the leadership of the Director of Planning and Budgeting, MoGEI.

The GPE II operational group will comprise of four sub-groups or clusters (Figure 8, Clusters 1 to 4), which will report to the Director of Planning and Budgeting, MoGEI.

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 GPE II 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 reduce GPE II transaction and management costs; thereby introducing greater cost effectiveness.

In arriving at this structure, it is recognizing the need to harmonise the operation of the GPE II with that of the MoGEI's major function, which is to deliver the Ministry's GESP. Simultaneously, it also avoids turning either or both into separate operations. However, because of the manner in which GPE II is funded, with funding being managed through a grant agent, a challenge will exist to achieve full harmonisation between the GESP and the GPE II. A separate GPE II performance framework has been created. In essence, therefore, one has a programme within a programme with key interventions of the GPE II aligned with those of the GESP³³. Certain economies of scale will also be created, especially in the area of data collection and storage in the EMIS which is to be up dated and improved, and in the area of research. A separate GPE II data bank will be established to enable baseline, mid-line and end-line data to be stored for reporting and on-going research and analysis purposes. Findings will be disseminated on an annual basis. This will be especially critical given GPE II's focus on OOSC young people. Findings from studies will enable the MoGEI to make research-informed strategic decisions and changes far more quickly than is possible at present. The added value of this work is that both the GPE II and the GESP will benefit mutually from the GPE II investment.

The sub-groups comprising each operational group have an intuitive affinity. So, for example, in group one, the mapping of the OOSC, the assessment thereof and using EMIS as a data storage facility are all interrelated. This is similar in each of the other groups. Each operational group will develop a timed and costed operational plan which will include timed and measurable targets, an outline of the means for monitoring and measuring progress, a reporting/communications strategy and a list of risks which could be encountered, together with a risk mitigation strategy. The task of coordinating this work will be the responsibility of the Chairperson of the GPE Technical working group (Director General of Planning and Budgeting) who will ensure appropriate systems are created to provide open and transparent visibility and public accountability. Enhancing systems development is an objective of both the GESP and the GPE II.

7.2 Roles and Responsibilities

Various statutory GPE responsibilities exist for the MoGEI, LEG, Grant Agent, and development partners.

Ministry of General Education and Instruction

In implementing the GPE II, the Ministry will provide staff dedicated to managing it. 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. It is expected that the

³³ One of the conditions of the GPE grant is that Government should be able to fund the GESP.

benefits of close collaboration between the GPE II and the GESP programmes will spin-off into the MoGEI and result in possible re-organisation efficiency gains.

Local Education Group

GPE guidance notes on the LEG make reference to the mandate, organisation, leadership and specific roles and responsibilities of the LEG (GPE note undated). 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:

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.

Since the inception of the South Sudan General Education Strategic Plan (2012-2017), the current UNICEF supported GPEP has made significant progress in building education systems around which the previously fragmented, donor-led initiatives can begin to coalesce and build critical mass. The GPEP has helped to bring forward key initiatives within the GESP including: revision of the national curriculum (P1 – S4); support for mother tongue literacy and numeracy; development of a national monitoring and evaluation policy and strategy; development of policies on girls' education; strengthening of alternative education systems; development of courses for school leadership and inspection; and, rehabilitation of schools and the development of national school construction standards. UNICEF has also significantly contributed to the improvement of the EMIS to enhance equity in service provision and improve effective and efficient policy decision-making processes.

In addition, strong UNICEF support to planning and funds management has ensured improved programme delivery efficiency and cost-effectiveness in implementing education sector plans. UNICEF's continuous investments on the ground, increasing security and safety systems, for staff, partners and protective learning environment in schools have also helped to ensure cost-effective programme delivery even in such a high-risk environment.

Utilise and align its activities with country procedures and systems.

The fragile context in South Sudan has not been conducive to a pooled funding model or direct transfers to the MoGEI. All funds are managed directly by the Grant Agent as direct cash transfers (DCT) to government remain a high-risk option. Therefore, UNICEF has drawn on its vast experience in such environments and manages program activities through direct implementation as well as through partnership agreements. These partnerships are either directly initiated and managed by UNICEF or are initiated through the MoGEI and supervised by UNICEF. All UNICEF contracts and partnership agreements are based on competence and ability to deliver results on the ground; while respecting strict financial regulations and reporting requirements. Prior to entering any agreement, partners undergo a financial risk assessment, which informs decision-making processes on partners'

engagement. Procurement procedures also demand that all proposed contracts for products and services undergo a rigorous examination by a Contract Review Committee (CRC) before final approval at the UNICEF Representative level. Contracts that are procured through the MoGEI undergo a similar procedure whereby a technical review and procurement panel reviews prospective contractors with full participation of UNICEF staff. These recommendations are then sent to the office of the MoGEI Undersecretary for approval and then forwarded to UNICEF for endorsement.

The allocation of contracts to MoGEI or UNICEF is not pre-determined, but large scale procurement of goods and services is usually done through UNICEF (e.g. textbook development, printing, construction). Smaller scale and shorter duration activities are sometimes procured through the MoGEI with participation and oversight of UNICEF. All financial transactions done under MoGEI contracts are concluded directly between UNICEF and the contracted vendor with no funds going through MoGEI accounts. Even activities that involve the direct technical support and participation of MoGEI staff are done through financial administrator contracts to ensure liquidity of and accountability for funds.

Funds are only released to partners supplying goods and services supporting program activities or, in cases where MoGEI personnel are carrying out activities directly (e.g. curriculum orientation training), funds are disbursed and accounted for by contracted financial administrators. The contracting of financial administrators is done through a competitive bidding process and selection is based on UNICEF procedures and guidelines. Organized transport and catering services are quite limited outside of the capital, Juba, and the main towns. Therefore, where regular transport and food catering/supply services are limited, workshop participants are usually provided with a modest daily stipend in local currency to cover daily food and transportation costs. Under the GPE these funds are not directly released to the Ministry authority, but are released to a partnering NGO or an organization acting as financial administrator to ensure funds are efficiently and transparently disbursed. This modality has worked well under GPE 1 and significantly reduces fiduciary risk currently associated with DCT to government.

In all cases, UNICEF disburses GPE funds in accordance with the Harmonized Approach to Cash Transfers (HACT). UNICEF South Sudan applies the HACT framework to all implementing partners, including the Ministry of General Education and Instruction and includes various assurance activities, including financial spot checks of partners. The spot check system ensures, at periodic points throughout the year, that cash resources are being used for the intended purposes, and that receipts, vouchers, contracts and other financial supporting documents are available, and consistent with programmatic implementation. The spot check is not only an opportunity to obtain assurance, but indeed, also a supportive exercise in which the partner can benefit from on-site tailored guidance, and to make necessary internal control improvements to better prepare for future audits and being financial compliant.

In overall terms, these control frameworks aim to simplify procedures; reduce transaction costs; assess financial and programmatic management capacity; and identify the most appropriate cash transfer procedures. Beyond these objectives, UNICEF control systems further support capacity development of national partners to effectively manage aid and implement education programming. The AFF project will continue under this same modality and will be designed to assist the MoGEI in strengthening its own internal systems for eventual direct financial management of education sector activities.

Also, in the aftermath of renewed conflict (July 2016) and the delay of programme activities UNICEF made adjustments to ensure programme momentum was not lost and core strategic principles were maintained.

Strategic principles governing the structure of the programme include:

- Making the community the entry point for the programme and striving for local solutions modality;
- Improving teaching and learning in the classrooms in particular improving basic literacy and numeracy standards at lower primary levels;
- Addressing key national level systems (in particular establishing key learning outcomes, and establishing a national schools' supervisory system) to ensure some kind of sustainability of the whole programme;
- Addressing gender considerations at all levels and in all programmes; and
- An Action Research component to explore determining factors in successful education programme delivery.

Adjust planned activities and budget after consultation with the LEG, if needed during implementation.

The GPEP program continues to collaborate with other major education programs and participate actively in the Education Donor Group and LEG forums. Although the latter body is not optimally functional, it readily accommodates discussion of current and future GPEP initiatives within the context of the greater education sector landscape.

During implementation of the current GPE Program, surplus construction funds were reallocated to principally support textbook development and large-scale curriculum orientation training for ECD, primary, and secondary teachers during the first half of 2018. These initiatives constituted the major changes in the programme and formed the basis for the no-cost extension request to the GPE through the LEG in October 2017.

Reports at least three times a year to the LEG.

UNICEF values continuous dialogue and exchange with partners encouraging information sharing and coordinated interventions. UNICEF is well positioned to advocate for this approach as co-lead of the Education Cluster, a regular and active member of the Education Donor Group (EDoG) as well as the LEG, more commonly referred to as the National Education Forum (NEF). As Grant Agent, UNICEF has regularly discussed with LEG members GPE achievements and challenges, programme modifications and extensions as well as grant application processes and progress. However, the NEF has still not fulfilled its potential as the principal education sector forum and reporting is often done through the EDoG or through small group or individual consultations with NEF members. However, The NEF is in the process of taking a more visible role in guiding the ESPIG (2018-22) and encouraging NEF members to coalesce around this catalytic initiative.

8. Development Partners

All education donors and partners have committed towards supporting the GESP and aligning their programs to both the transitional and development objectives as deemed appropriate. The second phase of Girls Education South Sudan (GESS II) is scheduled to begin in the fourth quarter of 2018 with a continued focus on cash grants to girls, capitation grants to schools, and will also introduce support to students with disabilities. The EU-IMPACT programme which is largely responsible for providing cash incentives for teachers throughout the country is also considering an extension to ensure a stable teaching force remains functional and in place over the medium term. USAID and Norway continue to generously finance flexible, multi-year programmes administered through UNICEF in support of education. These interventions provide child-friendly spaces, teacher training, and learning and

teaching materials to children affected by conflict. A summary of donor and institutional support is summarized in the following table:

Table 9: Projects implementations by donors

Development Partner	Focus area/ Key Activities	Estimated Funding	Time frame
USAID (through UNICEF)	<ul style="list-style-type: none"> Integrated Essential Emergency Education Services (IEEES) Project: Provides continued services - e.g. provision of learning spaces, teaching learning materials and textbooks to 600,000 children (including 228,000 girls). This includes 5,000 children (1,900 girls) in secondary schools in protection of civilian sites (PoCs) and other IDP locations. Support Education in Emergency interventions and activities of Education Cluster. 	US\$ 60 million	Sept 2017 – Sept 2020.
European Union	<ul style="list-style-type: none"> IMPACT: Provides teachers with cash incentives to the value of US\$ 40 per month to 30,000 primary school teachers. The Human Resource Information System provides data base system that covers all ECDE, Primary and Secondary teachers. 	US\$ 26 million	2017- 2018
European Union (through UNICEF and WFP)	The Emergency Programme is to improve stability and resilience in the four former South Sudanese states of NBeG, WBeG, Warrap and Eastern Equatoria, through improved child protection, better nutrition and equitable access to 75,000 children/ adolescents contributing to improved access to quality learning and school feeding.	EUR 24.4 million	24 months from the start date (yet to start).
DFID (UK Aid)	Girls Education South Sudan II: Will provide cash incentives to girls, capitation grants to schools and support inclusion per se including support for children with disabilities.	GB£ 70 million	TBD
Norwegian Embassy (through UNICEF)	Support Back to Learning initiatives in South Sudan: aim to reach more than 90,000 children/ adolescents in schools and out of school adolescents through Adolescents/Youth Centres, children formerly associated with armed groups, ALP, ECD, basic education, and other non-formal vocational training programmes.	NOK 60 million	Jan 1, 2018 – Dec. 31, 2020.
UNESCO	<ul style="list-style-type: none"> The Pastoral Education Programme (with the Food and Agricultural Organization). Capacity for Education Development (TVET). Support for Sustainable Development (SDG 4). 	EUR 5.0 million TBD Varied	2015-2018. 2018-2019. Ongoing.
WFP	<p>School Meals programme</p> <ul style="list-style-type: none"> Providing daily meals prepared at the schools to 340,000 primary school children over 900 schools across South Sudan. Providing take-home rations to 15,000 primary school students under the Vulnerability Incentive programme 	US\$ 25 million	Annual

Development Partner	Focus area/ Key Activities	Estimated Funding	Time frame
	<p>to encourage parents to send and keep girls in schools and for vulnerable boys.</p> <ul style="list-style-type: none"> • Providing deworming tablets twice a year to all school supported under the school meals programme. • Supporting school gardens and piloting home-grown school meals in selected areas. 		
54 active cluster partners (based on 5Ws) [37 NNGO and 17 INGO] through: a) ECHO b) Government of Italy c) Government of Norway d) Government of Finland	a) ECHO: Rehabilitation of classrooms, hygiene materials, learning materials, training of teachers, school clubs, school feeding, teachers' incentives, PTA training, life skills and curriculum materials, WASH in schools, etc.	736,196	2018
	b) Government of Italy: Learning and recreational materials, PTA/ SMCs training of SGBV, teachers' incentives, WASH in schools, etc.	4,907,975	2018
	c) Government of Norway: Rehabilitation/ establishment of classrooms, community mobilization, Primary Leaving exams, and learning materials, ALP, pre-primary, teachers' training, hygiene, peace school clubs, teachers' incentives, PTA, life skills and curriculum materials, pedagogy, WASH in schools etc.	2,186,855	2018
	d) Government of Finland (activities not indicated in the 5Ws matrix).	641,975	2018

Figure 10: Donor Intervention map in Education in South Sudan, 2018



The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by the United Nations. Final boundary between the Republic of South Sudan and Republic of Sudan has not yet been determined. Final status of Abyei area is not yet determined.

9. Risks

The risk assessment on the following page endeavours to identify risks at the critical outcome level. This is rooted in, and expands on the assumptions which have been identified in the ToC. The three main high-level risks, and their respective mitigation measures are identified and elaborated upon respectively. In the first instance, however, this is backdropped by outlining three essential overall high-level risks.

9.1 Conflict and insecurity

As has been widely stressed in this document and realized during the implementation of GPE I, the on-going conflict in South Sudan poses the biggest risk to all development efforts in country. This will be a challenge more so for GPE II as its target areas will be those suffering most due to high insecurity. The conflict will obstruct access to these areas to implement the project activities, monitor the programme and collect data. 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 transferring funds due to weak or non-existent banking infrastructure.

While these concerns are pertinent, there is optimism about the Peace Agreement signed on 06 August 2018 aimed at ending the brutal five-year civil war. 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, GPE II will coordinate with local partners in the targeted areas, who are already well established and continue to deliver education services. Activities such as trainings and capacity building workshops will be conducted in a more accessible and central location, and participants will be given travel allowance. Synergies with donor intervention map in Education in South Sudan, 2018 development partners and their programmes will be sought to capitalize on their supply chains and coordinate delivery efforts. 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 other forms of peace campaigns.

9.2 Community support

Community support is a critical factor in ensuring the success of GPE II. Community buy in and active participation is needed to increase learning spaces; enrol OOSC into schools; assist with school supervision and management; demand better education and holding the government accountable; and supporting their children's education in general (especially girls and disabled children). Lack of community support will 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 GPE II programme 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.

9.3 Weak capacity of MoGEI

As GPE II is expected to deliver on certain GESP priorities with a focus on out of school children, it is essential that MoGEI takes ownership of the implementation, management and impact of the program. GPE 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 GPE I. Weak capacity of MoGEI officials and systems poses a risk to the program.

Acknowledging this, the GPE II 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.

9.4 Planned levels of domestic spending

Linked to 9.3 above, there is also a risk that the government is not able to maintain the planned levels of domestic spending on education. In addition, 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.

Table 10: Risk Assessment – outcome level

Outcome Level	Potential Risks Identified	Severity of Risk (L/M/H)	Mitigation Strategy
A: By end 2021, equitable access to education of boys and girls in target areas will increase, especially among the out of school children	Community support for education does not result in improved learning achievement leading to employment.	H	<ul style="list-style-type: none"> Develop strategy to deploy and retain competent teachers by reviewing teacher remuneration every three years. Using the media, create community awareness on the availability of resources within their localities and impart knowledge and skills for their sustainable use.
	Local customs, attitudes and conditions reduce confidence in reform and fail to generate local demand.	M	<ul style="list-style-type: none"> Regular interaction with community leaders, chiefs and local governments for the purpose of building collaboration and confidence.
	There is insufficient confidence in the GPE reform process to generate local demand for education and for greater accountability and transparency.	L	<ul style="list-style-type: none"> Develop media and public relations strategies to ensure that GPE is highly visible and understood to belong to the Government and the people.
	Engagement of local communities is seen as a form of central government revenue collection.	L	<ul style="list-style-type: none"> Develop strategies to ensure that communities understand that education is not only the responsibility of the government and development partners.
	The security situation in parts of the country negatively affects the current service delivery model e.g. OOSC mapping, construction/rehabilitation of learning spaces).	H	<ul style="list-style-type: none"> Use public relations/media to point out security situation impact. Endeavour to make the provision of education service delivery to be seen as an incentive. Targeted programming in stable areas in coordination with UNICEF Integrated Rapid Response Mechanism (IRRM) in other areas. Explore possibilities of maximizing UNICEF C4D ground capacities through the integrated community mobilization network (ICMN) in unstable areas. At present ICMN covers all 10 states. Seventy-seven out of 80 counties are covered; however, planning is ongoing to cover the remaining

Outcome Level	Potential Risks Identified	Severity of Risk (L/M/H)	Mitigation Strategy
			three counties. At the Boma level the network covers 2,063 Bomas out of 2,916 Bomas in the country.
B: By end 2021, quality of education will improve through increased provision of trained teachers, relevant curriculum and active school management committees	The professional quality of teachers is not raised by the support and training offered and does not improve student achievement.	H	<ul style="list-style-type: none"> • Improvement of teachers' remunerations and conditions of service including the current performance-based incentives. • Review teachers' deployment policy and ensure the implementation of the findings. • Undertake an in-depth study of teacher training. • Ensure that CPD mentors from partners under the Emergency Education Programme are continuing to collaborate with tutors and head teachers under the GPE programme.
	The training of educators fails to translate into more effective teaching and learning.	H	<ul style="list-style-type: none"> • Review teacher training programmes to ensure training is fit for purpose and develops necessary skills and competences. • Review and address teachers' conditions of service, including issues of remuneration and allowances. • Address issues of teacher professionalism. • Improve work environment conditions (facilities, work hours, benefits) and providing ongoing support/mentoring.
	It is not possible to ensure an objective, reliable and easily manageable learning assessment system under current school and political conditions.	M	<ul style="list-style-type: none"> • Accelerate capacity building in areas affected. • Seek action at a political level.
	School head teachers do not effectively implement the new leadership and community mobilisation roles expected of them, and Inspectors are not able to conduct visits to schools to monitor implementation of the curriculum, due to insecurity, cost of travel.	L	<ul style="list-style-type: none"> • Accelerate capacity building in areas affected. • Work with partners on the ground or through the education cluster to mobilise resources and capacity.

Outcome Level	Potential Risks Identified	Severity of Risk (L/M/H)	Mitigation Strategy
	The level of support offered by the MoGEI in support of AES learners is insufficient to enable them to function effectively.	M	<ul style="list-style-type: none"> Assess level and effectiveness of support. Review level of funding and staffing levels and apply findings.
	Security and geographical factors increase the risk of low distribution and utilisation of TLM.	H	<ul style="list-style-type: none"> Review distribution plan and mobilise resources and capacity through the education and logistics clusters. Establish reasons with a view to improving pupil textbook ratio if necessary. Review procurement, distribution and storage procedures and act on findings.
	National language learning materials other resources are not used appropriately to improve learning quality.	H	<ul style="list-style-type: none"> Currently the mentioned resources are almost nil, but attempts are being made to procure and supply them to schools. Proper guidelines for their use will be developed and compliance monitored
	Where there are sequenced dependent activities a delay in the first will delay the successive activities.	H	<ul style="list-style-type: none"> Develop a critical path analysis for dependent sequence activities and develop contingency plans to mitigate dependencies and avoid significant delays.
C: By end 2021, effective policy, efficient administrative systems and donor coordination at all levels will improve to meeting the	Schools and learning centres do not receive sufficient support to establish appropriately safe and conducive standards for learning.	M	<ul style="list-style-type: none"> Review strategy and plans to provide such support and take appropriate action. Establish why local authorities are failing to provide such support. Take appropriate action.
	The level of support offered by MoGEI is insufficient to attract female teachers to increase the number of girls in schools/centres.	H	<ul style="list-style-type: none"> Institute a regular review of teachers' remuneration and conditions of service, including the current performance-based incentives. Review teachers' deployment policy with particular focus on female teacher needs and ensure the implementation of the findings.
	Bureaucratic reforms fail to translate into improved service delivery in schools.	M	<ul style="list-style-type: none"> Engage state and county anchors on the need to implement the M&E policy strategy.

Outcome Level	Potential Risks Identified	Severity of Risk (L/M/H)	Mitigation Strategy
increase in the enrolment of boys and girls in target areas.	Data collected by MoGEI is regarded as unreliable by DPs.	M	<ul style="list-style-type: none"> Developing the capacity of state anchors and clusters to obtain full coverage of the nation in the coming AEC. Triangulating AEC with School Attendance Monitoring information to improve reliability of data. Enhancing the training of enumerators. Boosting the capacity and reach of EMIS.
	The collection of data for submission to central authority is regarded as a time-consuming task which brings little local benefit.	L	<ul style="list-style-type: none"> State and county anchors will be reminded to publicise the link between the improvement on data collection is linked to capitation grants, cash transfer, the operation of transfer teacher incentives any other services intended for lower levels of governance. There is a process to build the capacity at all levels so that data is collected easily and timely. There is a plan to strengthen the verification process.
	The data bank housing different education data is developed but is not functional.	L	<ul style="list-style-type: none"> Develop regular benchmarks and provide trainings to focal points to ensure progress towards functionality.
General programme operational level	<p>Payment of incentives by development partners.</p> <p>Visibility issues and advertising.</p>	H	<ul style="list-style-type: none"> Require all development partners to abide by the agreement signed between the GoRSS and the GPE secretariat which stipulates that all travel allowances paid under GPE II will comply with MoGEI rates. Require that all activities associated with GPE II to operate under the MoGEI logo.

10. Results Framework

S.N	Results Statement	Indicator	Baseline	Milestone 2019	Milestone 2020	Target 2021	Measurement
Component 1: Equitable Access							
Outcome 1	<i>By end 2021, equitable access to education of boys and girls in target areas will increase, especially among the out of school children</i>	<i>% decrease in the number of out of school children in the targeted areas</i>	0	5% (110,000)	10% (220,000)	15% (330,000)	
Expected Outputs							
Sub-component 1.1: Increased access in most marginalized areas							
1.1.1	Up-to-date and comprehensive information on the profiles of OOSC in targeted areas available	OOSC mapping conducted	N/A	Yes	N/A	Yes	Yearly
1.1.2	Increased availability of learning spaces with community participation	# of classrooms that are constructed, rehabilitated or expanded for ECD, primary, upper primary, AES and CECs	0	500	1,250	2,000	Cumulative
1.1.3	Community mobilization, advocacy and awareness in targeted areas	Enrolment campaign targeted towards OOSC conducted	N/A	Yes	Yes	Yes	Yearly
		# teachers, facilitators & PTAs received orientation/guidelines on enrolment of OOSC	0	500	1,000	2,000	Cumulative
		# periodic advocacy and awareness campaigns	0	1	2	3	Cumulative
Component 2: Quality Education							
Outcome 2	<i>By end 2021, quality of education will improve through increased provision of trained teachers, relevant curriculum and active school management committees</i>	<i>% improvement above the pass rate in examinations at p8 ³⁴</i>	TBD	N/A	N/A	4%	Cumulative
Expected Output							
Sub-component 2.1: Training							
2.1.1	Conducted orientation of teachers on the new curriculum and textbooks	# of ECD, primary, upper primary and AES teachers oriented on the new textbooks	0	12,000 (AFF)	N/A	12,000	Cumulative

³⁴ The implementation of the new curriculum, which will include introduction of new text books, revised new methodology and new examination, will be phased over three years. Therefore, the most reliable metric to demonstrate improvement will be in 2021.

S.N	Results Statement	Indicator	Baseline	Milestone 2019	Milestone 2020	Target 2021	Measurement
		# of teachers received refresher training on new curriculum and textbooks ³⁵	0	N/A	12,000	24,000	Cumulative
2.1.2	Increased skills of examiners in alignment with the new curriculum	% of examiners successfully performing in tests related to the new curriculum	0	50%	95%	95%	Yearly
2.1.3	Availability of new in-service and pre-service teacher training materials	teacher training modules for ECD - P3 developed	N/A	Yes	N/A	Yes	Yearly
		teacher training modules for P4 - P8 developed	N/A	Yes	N/A	Yes	Yearly
		% of TTI staff mastering the new modules	0	50%	N/A	50%	Yearly
2.1.4	Increased skills of the tutors and staff of Community Education Centres (CECs)	# CECs whose tutors and staff have been trained	0	50	100	150	Cumulative
		% of staff successfully performing in assessments	N/A	65%	75%	85%	Yearly
2.1.5	Increased capacity of teachers to provide quality classroom instruction and prepare for certified in-service professional development.	# of teachers completing two-year CPD course ³⁶	N/A	0	2,100	4,200	Cumulative
Sub-component 2.2: Development of textbooks and materials for new curriculum							
2.2.1	New teaching learning materials are available	P2 and P3 subjects translated into the 5 national languages	N/A	Yes	N/A	Yes	Yearly
		P2 and P3 literacy primers developed in 5 languages	N/A	Yes	N/A	Yes	Yearly
		P2 and P3 teacher guides developed in 5 languages	N/A	Yes	N/A	Yes	Yearly
		ECD story books developed	N/A	N/A	Yes	Yes	Yearly
2.2.2	New textbooks with new curriculum are available in (for) schools	# of phase 2 (P2, P5 & P8) textbooks & guides printed	0	N/A ³⁷	625,000	N/A	Yearly
		Distribution plan developed for phase 2	N/A	Yes	N/A	Yes	Yearly
		# of phase 3 (P3 & P6) textbooks and guides printed	0	N/A	N/A	150,000	Yearly
		Distribution plan developed for phase 3	N/A	Yes	N/A	Yes	Yearly

³⁵ Reporting against target will be disaggregated by gender

³⁶ Reporting against target will be disaggregated by gender

³⁷ 1,250,000 Phase 1 (P1, P4, P7) textbooks will be printed for distribution in 2019 under the Accelerated Funding Framework (AFF)

S.N	Results Statement	Indicator	Baseline	Milestone 2019	Milestone 2020	Target 2021	Measurement
2.2.3	New materials in line with the new curriculum for P8 examination are available	Test specifications and blueprints for P8 subjects developed	N/A	Yes	N/A	Yes	Yearly
		Exam guidance for schools, students and parents developed	N/A	N/A	Yes	Yes	Yearly
		School-based unit standards and recording systems developed	N/A	N/A	Yes	Yes	Yearly
Sub-component 2.3: School Management, Supervision and Inspection							
2.3.1	Development of ECD inspection framework	ECD inspection framework developed	N/A	Yes	N/A	Yes	Yearly
2.3.2	Manuals, guides and tools for school supervision and inspection are available	% of inspection manuals, frameworks, guides and tools printed	0	100%	N/A	100%	Yearly
		Distribution plan for school supervision developed	N/A	Yes	N/A	Yes	Yearly
		# of supervisors and inspectors trained	0	912	N/A	912	Cumulative
Component 3: Systems Efficiency							
Outcome 3:	<i>By end 2021, 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</i>	<i>% increase in Ministry, state, payam and donor perception on sector coordination and management</i>	to be conducted			40%	
Expected Outputs							
Sub-component 3.1: EMIS							
3.1.1	Annual Education Census (AEC) produced in 2020	Supporting the AEC through limited hardware; head teacher training and field enumeration exercises to complete data collection	N/A	N/A	Yes	Yes	Yearly
3.1.2	Increased capacity of state officials on data collection and analysis	# of officials involved in data collection and analysis and using data for planning	0	66	66	66	Yearly
3.1.3	Data bank is established and functional	Integrated Data bank housing all the different data platforms – (EMIS/SAMS/HRIS) is used for annual JSR reporting	N/A	N/A	Yes	Yes	Yearly
3.1.4	Improved efficiency of the MoGEI offices through strengthened facilities	Purchasing equipment for the GPE offices - EMIS, curriculum, national language and resource centre	N/A	N/A	Yes	Yes	Yearly
		Upgrading of GPE office buildings	N/A	Yes	N/A	Yes	Yearly

S.N	Results Statement	Indicator	Baseline	Milestone 2019	Milestone 2020	Target 2021	Measurement
Sub-component 3.2: Monitoring & Evaluation							
3.2.1	Strengthened Ministry's capacities in the sector management and planning environment through the conducting General Education Annual Reviews	GEAR conducted every year	N/A	Yes	Yes	Yes	Yearly
		# of States conducted Joint Sector Reviews to feed into the GEAR	0	10	15	20	Cumulative
3.2.2	Increased capabilities in using technology to improve information sharing	Pilot website and e-learning in 10 states	0	2	6	10	Cumulative
3.2.3	Strengthened accountability mechanisms through active engagement of civil society	# of research papers presented on the critical analysis on the effectiveness of national policies by the National Education Coalition	0	N/A	1	2	Cumulative
3.2.4	Realignment of M&E tools with the new curriculum	Revised M&E tools developed	N/A	Yes	N/A	Yes	Yearly
3.2.5	Increased skills of head teachers, inspectors and supervisors on the revised M&E tools	# of HTs, inspectors & supervisors trained	0	912	5,376	7,840	Cumulative
Sub-component 3.3: Sector Coordination							
3.3.1	Strengthened sector coordination framework	Revised sector coordination framework based on an assessment of the coordination bodes	N/A	N/A	Yes	Yes	Yearly
3.3.2	Increased capacities of state and ministry officials on effective coordination	# of state and ministry officials successfully trained and evidenced in assessment of the same	N/A	68	N/A	68	Cumulative
3.3.3	Developed public budget tracking mechanism to increase transparency	# of budget briefs published	0	1	2	3	
		Public Expenditure Review conducted	0	N/A	Yes	Yes	Yearly
		Public Expenditure Tracking Survey conducted	0	N/A	N/A	Yes	Yearly
3.3.4	Strengthened performance monitoring of GPE implementation	# of Annual Progress Reports drafted	0	1	2	3	Cumulative
3.3.5	Institutional development framework of MoGEI is available	Institutional Development Framework drafted	0	1	2	3	Cumulative
		Ongoing capacity building of MoGEI officials to effectively coordinate and manage the sector	N/A	Yes	Yes	Yes	Yearly
		Bi-annual evaluation of progress against the framework targets conducted.	N/A	Yes	Yes	Yes	Yearly

11. Monitoring and Evaluation

M&E Plan for GPE II

S.N	Indicator	Indicator Definition	Disaggregate	Data Source	Responsible office for data collection	Frequency	Means of Verification	Responsible office for data evaluation & circulation to stakeholders
Component 1: Equitable Access								
<i>Outcome 1: Develop & Strengthen community-based local education service delivery with a focus to include out of school children</i>								
Expected Outputs								
Sub-component 1.1: Increased access in most marginalized areas								
1.1.1	Up-to-date and comprehensive information on the profiles of OOSC in targeted areas available	Survey to map where OOSC are located and their education needs	Sex payam/state Urban/rural UNESCO 5 dimensions	Survey report EMIS	GPE TWG 1 - Community based learning space coordinating with -GPE TWG 2	Once	Survey report review by MoGEI & UNICEF	TWG 1
1.1.2	Increased availability of learning spaces with community participation	# of classrooms that are constructed, rehabilitated or expanded in existing or new schools	School type - ECD, primary, lower secondary, AES or CEC	EMIS Inspectors' reports School Performance Report	GPE TWG 3 - community based learning spaces EMIS	Inspector's Report - 3 times a year School Performance Report - 2 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)
1.1.3	Community mobilization, awareness & advocacy in targeted areas	# of campaigns conducted and population reached	Workshop, media, face to face meetings	Report	TWG 4 - communications & media	Continuously	Report reviewed by GPE Operational Committee	TWG 4
		# teachers, facilitators and PTAs received orientation/guidel						

S.N	Indicator	Indicator Definition	Disaggregate	Data Source	Responsible office for data collection	Frequency	Means of Verification	Responsible office for data evaluation & circulation to stakeholders
		ines on enrolment of OOSC						
Component 2: Quality Education								
Outcome 2: Improve the quality of education through trained teachers, relevant materials and strong school management								
Expected Outputs								
Sub-component 2.1: Training								
2.1.1	Conducted orientation of teachers on the new curriculum and textbooks	# of teachers oriented on the new curriculum and textbooks	types of teachers - ECD/P1-P3; P4-P8; secondary Sex	Training reports by TWG 3 - Curriculum CECs/Implementing partner reports	TWG 3- Curriculum Group	At completion of training	GPE Operational Committee	TWG 3
2.1.2	Training of examiners in alignment with the new curriculum	# of examiners trained	State Sex	Training report	Examination Council	Annually	Reports reviewed by TWG 3	TWG 3
2.1.3	Availability of new in-service and pre-service teacher training materials	# of teacher training modules completed # of modules endorsed by Directorate of Teacher Training and Development # of TTI staff trained on the new modules	types of modules Name of TTI	Report by consultant Modules endorsed by Directorate of Teacher Training & Development	TWG 3 - teacher development	3 times a year	Reports reviewed by TWG 3	TWG 3
2.1.4	Increased skills of the tutors and staff of Community	# of CEC tutors and staff trained	Location/state of CECs	Training reports by CECs	TWG 3	At completion of training	Sample trainings attended by Directorate of Teacher Training &	TWG 3

S.N	Indicator	Indicator Definition	Disaggregate	Data Source	Responsible office for data collection	Frequency	Means of Verification	Responsible office for data evaluation & circulation to stakeholders
	Education Centres (CECs)						Development Training reports reviewed by TWG 3	
2.1.5	Increased teacher capacity to provide quality instruction	# of teachers completing two-year CPD course	Location/state Gender	Training reports (CEC & partner)	TDMS	At completion (2020/2021)	Sample trainings attended by (DDTD) Training reports review (TWG 3)	TWG 3
Sub-component 2.2: Textbooks & Materials Development								
2.2.1	New teaching learning materials are available	# P2/P3 subjects translated #P2/P3 literacy primers developed	Subjects languages grades	SIL's report Commission of National Languages report	Commission of National Languages	At completion in 2019	Reports reviewed by TWG 3 UNICEF	TWG 3
2.2.2	New textbooks with new curriculum are available in (for) schools	# of textbooks printed	Grade subject	Report by printing company	TWG 3	At completion of each batch of printing	Textbooks received by MoGEI; checked by TWG 3	TWG 3
2.2.3	New materials in line with the new curriculum for P8 examination are available	Test specifications & blueprints for P8 developed Exam guidance for schools and parents developed School based unit standards and recording systems developed	N/A	Report by consultant	Examination Council	At completion	Consultant reports and materials reviewed by Examination Council and endorsed by GPE Operational Committee	TWG 3
Sub-component 2.3: school management & supervision								

S.N	Indicator	Indicator Definition	Disaggregate	Data Source	Responsible office for data collection	Frequency	Means of Verification	Responsible office for data evaluation & circulation to stakeholders
2.3.1	Development of ECD inspection framework	ECD inspection framework developed	N/A	Report by consultant	TWG 3 - ECD	At completion	Consultant report and framework reviewed by TWG 3 & 2 - ECD and endorsed by GPE Operational Committee	TWG 2
2.3.2	Manuals, guides and tools for school supervision and inspection are available	# manuals, guides and tools printed	types of documents printed	Report by printing company	TWG 2	at completion of each batch of printing	Documents received by MoGEI; checked by TWG 2	TWG 2
		# supervisors and inspectors trained on the manuals, guides and tools	official position state/state/county	Training report	TWG 2	at completion of each batch of training	Sample trainings attended by state ministry officials Training report reviewed by TWG 2	TWG 2
Component 3: Systems Efficiency								
Outcome 3: Strengthen country systems and capacity to deliver quality education to meet the demands of the anticipated increase in enrolment								
Expected Outputs								
Sub-component 3.1: EMIS								
3.1.1	Annual Education Census (AEC) produced in 2020	# targeted states where AEC is conducted	States	AEC report EMIS	TWG 1	Once a year	Report validated by EMIS	EMIS
3.1.2	Increased capacity of state officials on data collection and analysis	# states whose officials are trained	States Designation of officials	Training report	State Ministries TWG 2	upon completion of training batches	Reports reviewed by TWG 2	TWG 2
3.1.3	Data bank is established and functional	data bank platform developed	types of data systems integrated	N/A	Data & Statistics	once	data platform available and functional	EMIS

S.N	Indicator	Indicator Definition	Disaggregate	Data Source	Responsible office for data collection	Frequency	Means of Verification	Responsible office for data evaluation & circulation to stakeholders
3.1.4	Improved efficiency of the MoGEI offices through strengthened facilities	# of equipment purchased	types of equipment types of offices equipped	equipment purchase invoices	GPE Operational Committee	upon purchase	MoGEI and UNCIEF approval/verification of equipment	N/A
Sub-component 3.2: Monitoring & Evaluation								
3.2.1	Strengthened Ministry's capacities in the sector management and planning environment through the conducting General Education Annual Reviews	#state/partner reports published before the GEAR GEAR is conducted	State	State/partner reports	Planning & Budgeting	Annually	Report is presented at the national GEAR Final National GEAR report	GPE Operational Committee
3.2.2	Increased capabilities in using technology to improve information sharing	#states accessing the ministry website #states uploading their state GEAR reports #states using the website to share information	States	Survey report	TWG 2 + 4	Annually	Checking website footfall	TWG 4
3.2.3	Strengthened accountability mechanisms through active engagement of civil society	# research conducted on the effectiveness of national policies by the NEC	N/A	research papers submitted	NEC implementing partner	annually	Research presented at a workshop for MoGEI & development partners	TWG 2 GPE Operational Committee

S.N	Indicator	Indicator Definition	Disaggregate	Data Source	Responsible office for data collection	Frequency	Means of Verification	Responsible office for data evaluation & circulation to stakeholders
3.2.4	Realignment of M&E tools with the new curriculum	# of tools aligned to the new curriculum	types of tools	TWG 2 + consultant report	TWG 2 + 3	Annually	Tools & report reviewed by TWG 2	TWG 2
3.2.5	Increased skills of head teachers, inspectors and supervisors on the revised M&E tools	# of HTs, inspectors & supervisors trained	HT, inspectors, supervisors per State	Training report	TWG 2	Annually	Report reviewed by TWG 2	TWG 2
Sub-component 3.3: Sector Coordination								
3.3.1	Strengthened sector coordination framework	revised sector coordination framework	N/A	Framework	consultant	once	Framework developed by consultant endorsed by GPE Operational Committee review	GPE Operational Committee
3.3.2	Increased capacities of state and ministry officials on effective coordination	# of officials trained	State Ministry	Training report	State Ministries	Annually	Reports reviewed by TWG 2	TWG 2
3.3.3	Developed public budget tracking mechanism to increase transparency	# budget briefs prepared # Public Expenditure Reviews conducted # Public Expenditure Tracking Surveys conducted	N/A	Final briefs and survey reports produced by consultants	Director of Budget & Planning Consultant UNICEF	Annually	Brief endorsed by Director of Budget & Planning	GPE Operational Committee UNICEF
3.3.4	Strengthened performance	GPE progress report	N/A	Progress report	GPE Operational Committee	Quarterly	Reports endorsed by UNICEF and accepted by GPE	UNICEF

S.N	Indicator	Indicator Definition	Disaggregate	Data Source	Responsible office for data collection	Frequency	Means of Verification	Responsible office for data evaluation & circulation to stakeholders
	monitoring of GPE implementation							
3.3.6	Institutional development framework of MoGEI is available	Institutional framework development # of MoGEI officials whose capacity has been increased	Types of training of MoGEI officials Designation of officials	Institutional Framework capacity building reports by trainers Bi-annual evaluation report of progress against the Framework	GPE Operational Committee	Bi-annually	Framework and progress reports endorsed by GPE Operational Committee	UNICEF

12. Budget

Attached separately for easy reference.