



**Global Partnership for Education Programme  
GPE Programme 2  
Annual Progress Report for 2019**

**South Sudan ESPIG Program Document  
2019 – 2022**

**Republic of South Sudan**

**Reporting Period: 1 April – 31 December 2019**



GPEP is managed by UNICEF

## MAP OF SOUTH SUDAN



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## ACRONYMS

<b>SDE</b>	Five Dimensions of Exclusion
<b>AEC</b>	Annual Education Census
<b>AES</b>	Alternative Education Systems
<b>AfDB</b>	African Development Bank
<b>AFF</b>	Accelerated Funding Framework
<b>CEC</b>	Community Education Centre
<b>CPD</b>	Continuous Professional Development
<b>CSO</b>	Civil Society Organisation
<b>DCP</b>	Development Country Partner
<b>DFID</b>	Department for International Development
<b>ECD</b>	Early Childhood and Development
<b>EDoG</b>	Education Donor Group
<b>EGMA</b>	Early Grade Mathematics Assessment
<b>EGRA</b>	Early Grade Reading Assessment
<b>EMIS</b>	Education Management Information System
<b>ESPIG</b>	Education Sector Programme Implementation Grant
<b>GEAR</b>	General Education Annual Review
<b>GESP</b>	General Education Strategic Plan
<b>GESS</b>	Girls Education in South Sudan
<b>GPE</b>	Global Partnership for Education
<b>GPEP 1</b>	Global Partnership for Education Programme (2012-18)
<b>GPEP 2</b>	Global Partnership for Education Programme (2019-22)
<b>JSR</b>	Joint Sector Review
<b>LEG</b>	Local Education Group
<b>LTM</b>	Learning and Teaching Materials
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MoEST</b>	Ministry of Education, Science and Technology
<b>MoGEI</b>	Ministry of General Education and Instruction
<b>NEC</b>	National Education Coalition
<b>OOSC</b>	Out-of-School Children
<b>PER</b>	Public Expenditure Review
<b>PP/LP</b>	Pre-Primary (PP)/Lower Primary (LP) Programme
<b>PTA</b>	Parent Teacher Association
<b>SSP</b>	South Sudanese Pound
<b>SSSAMS</b>	South Sudan Student Attendance Monitoring System
<b>SWOT</b>	Strengths, Weaknesses, Opportunities, and Threats
<b>ToT</b>	Training of Trainers
<b>TTI</b>	Teacher Training Institution
<b>TVET</b>	Technical and Vocational Education and Training
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children's Fund
<b>UP</b>	Upper Primary Programme
<b>USAID</b>	United States Agency for International Development
<b>USD</b>	US Dollar

## SUMMARY OF PROGRAMME

Name of DCP	South Sudan – Ministry of General Education and Instruction
Name of Grant Agent	UNICEF – South Sudan
Program Amount	US\$ 35.7 million
Reporting Period	1 April 2019 – 31 December 2019

### 1. EXECUTIVE SUMMARY

#### Background and Achievements

A peace agreement was brokered in South Sudan in September 2018 that resulted in the formation of a unity government in February 2020, a hopeful step in ushering in peace in the country. Ever since the eruption of the civil war and the evolving conflict, South Sudan has faced tremendous challenges of insecurity, economic instability and social and political fragility. The uncertain situation made survival the main priority for the local population. Due to the prevailing emergency, the attention of the development partners gradually shifted towards humanitarian response, which further weakened the nascent development structure of the country. Under these conditions, the Global Partnership for Education (GPE) support to the Government of South Sudan on education development and system strengthening remained timely and fit-for-purpose. GPE Accelerated Funding Framework provided the essential bridge from conflict-induced humanitarian response to a longer-term development engagement. This much-needed continuity of development programme was further bolstered with the inception of Global Partnership for Education Programme (GPEP) 2 (2018-2022) in April 2018. GPEP 2 interventions and priorities were identified based on the findings of the South Sudan Education Sector Analysis 2016 and the programme clearly aligned with the General Education Strategic Plan (GESP) 2017-22. Programme activities were principally informed by conclusions of the Education Cluster Assessment 2017 and the subsequent priorities identified under the Education Cluster Response Strategy paper (2018).

To reinstate the confidence of the stakeholders, support for the GESP implementation was critical in the evolving context of South Sudan. GPEP 1 laid essential foundations for education reform, most prominently supporting the development of the new National Curriculum coupled with corresponding instructional materials (textbooks). Given the ongoing civil war, the programme implementation was constrained and it was not possible to achieve the outcome and impact level results. Therefore, GPEP 2 is intended to build on the achievements of previous programme and to pursue agreed outcomes and system level priorities, geared towards improved access to better quality education in South Sudan.

The overall goal of the GPEP 2 is to ensure that by the end of 2022, the number of boys and girls out of school in target areas of South Sudan decreases by 15 per cent; while ensuring an increased equitable access to quality education through working closely with other development partner-funded programmes. GPEP 2's three distinct, yet mutually complementary, outcomes are:

**Outcome 1 - Equitable Access:** By end 2022, equitable access to education of boys and girls in target areas will increase, especially among out of school children.

**Outcome 2- Quality Education:** By end 2022, quality of education will improve through increased provision of trained teachers, relevant curriculum and active school management committees.

**Outcome 3 - Efficiency:** By end 2022, effective policy, efficient administrative systems and donor coordination at all levels will improve to meeting the increase in the enrolment of boys and girls in target areas.

### Major Achievements

During the reporting period, programme implementation witnessed a more rigorous focus on institution building and longer-term system strengthening. Given the prevailing fragile security, social and economic conditions that directly or indirectly affected the initial implementation phase, the programme progress may be regarded as moderately satisfactory. However, response from the government officials and leadership remained more proactive and result-oriented. Capitalizing on the critical foundational work delivered under the previous GPE supported programmes, GPEP 2 interventions were initiated with the overriding purpose of managing a gradual shift towards consolidation and expansion of innovation. This entailed a great deal of reflection and consultation to ensure the essential repositioning of the programme, based on the lessons learned, insights and experiences gained in the previous interventions.

Building on the pilot out-of-school mapping study report, progress was made on the national scale-up of the out-of-school mapping study. The national scale-up plan entailed an extensive engagement including pilot surveys in all the 32 + 1 states of the country. This established a basis for a comprehensive research plan, prepared following a participatory and inclusive approach. Study tools were refined and, in some cases, redesigned based on the feedback of survey teams and other relevant stakeholders. Training courses were conducted at three regional centres for 92 field managers /data enumerators on the process, tool operation and expectations of the planned extensive survey. Employing an Automated Analysis Procedure System, data was collected and currently the data is being processed and analysed for the final report to be completed by April 2020.

Under component two, in close collaboration with Ministry of General Education and Instruction (MoGEI), the printing of 1.7 million textbooks for the odd grades (P1, P3, P5, P7, S1, S3), and 220,000 teacher guides was completed. The textbook distribution process entailed a great deal of vigilant and detailed planning. To make the textbooks available to children at the start of the new academic year, 80 per cent of the textbooks have now been transported to the state delivery points, and distribution to schools will be completed in February 2020. With the support of the MoGEI and other partners, 6,000 primary and secondary teachers and 1,280 Early Childhood Development (ECD) teachers were supported to attend orientation sessions on the textbooks, bringing the cumulative number to 31,280 teachers. To backstop the implementation of the new curriculum, several measures were taken including the development of: syllabus for Lower Primary Teacher Training Institutions (TTIs), Upper Primary Courses for TTIs, formative Assessment Exemplification for Primary Science and Mathematics; Commercial Technical and Vocational Education and Training (TVET) electives and pilot inspection and ECD framework. A 40-day intensive course on effective pedagogy was undertaken by 2,173 teachers (493 female). The course is part of a two-year modular teacher development programme, essentially to upgrade teachers' competence and performance in classroom teaching. In addition, capacity gap assessment of Community Education Centres (CECs) and TTIs was initiated as a strategic step towards the institutionalization of teacher training, school supervision and sustained follow-up of teacher training graduates in the future.

Outcome three support concentrated on utilization of the Annual Education Census (AEC) data, strengthening Education Management and Information System (EMIS) and the General Education Annual Review (GEAR). Major focus remained on the data integration, validation and more effective utilization of the available data. Efforts were made to make the data available for planners, decision-makers and development practitioners for education planning programming at various levels. Dissemination of the findings of National Education Statistics Booklet 2018 was done through orientation sessions and using other communication channels. Continued support was provided to streamline MoGEI's monitoring and evaluation (M&E) system. Technical glitches in the data collection processes and mechanisms were

identified, putting in place necessary measures to pre-empt occurrence of similar issues in the future. Progress was made on planning MoGEI's research policy and the implementation of South Sudan Student Attendance Monitoring System (SSSAMS). The GEAR brought together more than 150 key stakeholders, including the senior ministry leadership and officials to gauge progress on planned interventions and to jointly plan next steps, ensuring more transparency, alignment and mutual accountability.

## 2. PROGRAMME IMPLEMENTATION PROGRESS

### 2.1 PROGRAMME OVERVIEW

In the face of the security and economic constraints and poor governance and systemic conditions, the programme implementation had to be approached with a careful analysis of the unfolding situation and potential partnership arrangements. Employing the principles of risk-informed planning and programming, efforts were made to roll out GEP 2, in an inclusive and transparent manner, ensuring ownership of the key stakeholders. Aligned with the GESP 2017-2022, GPEP 2 focuses on: 1) access and equity; 2) quality education; and 3) efficiency. The programme is structured around three programme outcomes along with associated outputs, activities and indicators:

#### Outcome 1: Equitable Access

By end 2022, equitable access to education of boys and girls in target areas will increase, especially among out of school children.	
<b>Indicator:</b> % decrease in the number of out of school children in the targeted areas	
<b>Outputs and activities</b>	<b>Indicators</b>
<p><b>Output 1.1.1: Up-to-date and comprehensive information on the profiles of OOSC in targeted areas available.</b></p> <p>Activity 1.1.1.1: Conduct OOSC mapping by drawing on existing data.</p>	# Out-of-School Children (OOSC) mapping conducted.
<p><b>Output 1.1.2: Increased availability of learning spaces with community participation.</b></p> <p>Activity 1.1.2.1: Set up and rehabilitate/renovate 2,000 learning spaces for ECD, primary, upper primary, AES and CECs.</p>	# of classrooms that are constructed, rehabilitated or expanded for ECD, primary, upper primary, alternative education system (AES) and CECs
<p><b>Output 1.1.3: Community mobilization, awareness and advocacy conducted in the targeted areas.</b></p> <p>Activity 1.1.3.1: Conduct enrolment campaign at the targeted out of schoolchildren identified area.</p> <p>Activity 1.1.3.2: Orient teachers, facilitators and PTAs on enrolment drive and mobilize out of schoolchildren to schools.</p> <p>Activity 1.1.3.3: Raise awareness and conduct advocacy campaigns on the importance of education.</p>	<p># Enrolment campaigns targeted towards OOSC conducted.</p> <p># of out-of-school children/youth accessing learning through community mobilization and/or Back-to-Learning campaign(s)</p> <p># periodic advocacy and awareness campaigns</p>

Under Outcome 1, the focus remained on the completion of South Sudan's out-of-school children mapping report. Following the conceptual framework of the Five Dimensions of Exclusion (5DE), the study was planned, and data collected from all the 32 + 1 states. The final part will be completed in early 2020. It is expected that the report, based on more comprehensive data, will be a major driver to solidify

education planning and management. The report is also meant to guide equitable resource allocation and utilization, which unfortunately perpetuates inequities at various levels.

## Outcome 2: Quality Education

By end 2022, quality of education will improve through increased provision of trained teachers, relevant curriculum and active school management committees. % improvement above the pass rate in examinations at p8 <sup>1</sup>	
<b>Sub-component 2.1: Training</b>	<b>Indicators</b>
<b>Output 2.1.1 Conducted orientation of teachers on the new curriculum and textbooks.</b>	# of ECD, primary, upper primary and AES teachers oriented on the new textbooks
Activity 2.1.1.1: Conduct orientation for teachers on the new curriculum	# of teachers received refresher training on new curriculum and textbooks <sup>2</sup>
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.	
<b>Output 2.1.2: Increased skills of examiners in alignment with the new curriculum.</b>	% of examiners successfully performing in tests related to the new curriculum
Activity 2.1.2.1: Training of examiners on tests related to the new curriculum.	
<b>Output 2.1.3: Availability of new in-service and pre-service teacher training materials.</b>	# of teacher training modules for ECD - P3 developed
Activity 2.1.3.1: Develop teacher training modules for ECD – P3, and P4 – P8;	# of teacher training modules for P4 - P8 developed
Activity 2.1.3.2: Train staff in Teacher Training Institutes (TTI) on the new modules.	% of TTI staff mastering the new modules
<b>Output 2.1.4: Increased skills of the tutors and staff of Community Education Centres (CECs).</b>	# CECs whose tutors and staff have been trained.
Activity 2.1.4.1: Train tutors and staff from 50 CECs and enhance capacity of CECs to be local anchors.	% of staff successfully performing in assessments.
<b>Output 2.1.5: Increased capacity of teachers to provide quality classroom instruction and prepare for certified in-service professional development.</b>	# of teachers completing Continuous Professional Development (CPD) courses. <sup>3</sup>
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.	
<b>Sub-component 2.2: Development of textbooks and materials for new curriculum.</b>	
<b>Output 2.2.1: New teaching learning materials are available.</b>	# P2 and P3 subjects translated into the 5 national languages.

<sup>1</sup> 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 at the end of their 2022 academic year.

<sup>2</sup> Reporting against target will be disaggregated by gender

<sup>3</sup>CPD course lengths may vary depending on CPD pathway agreed upon by stakeholders. Reporting against CPD target will be disaggregated by gender



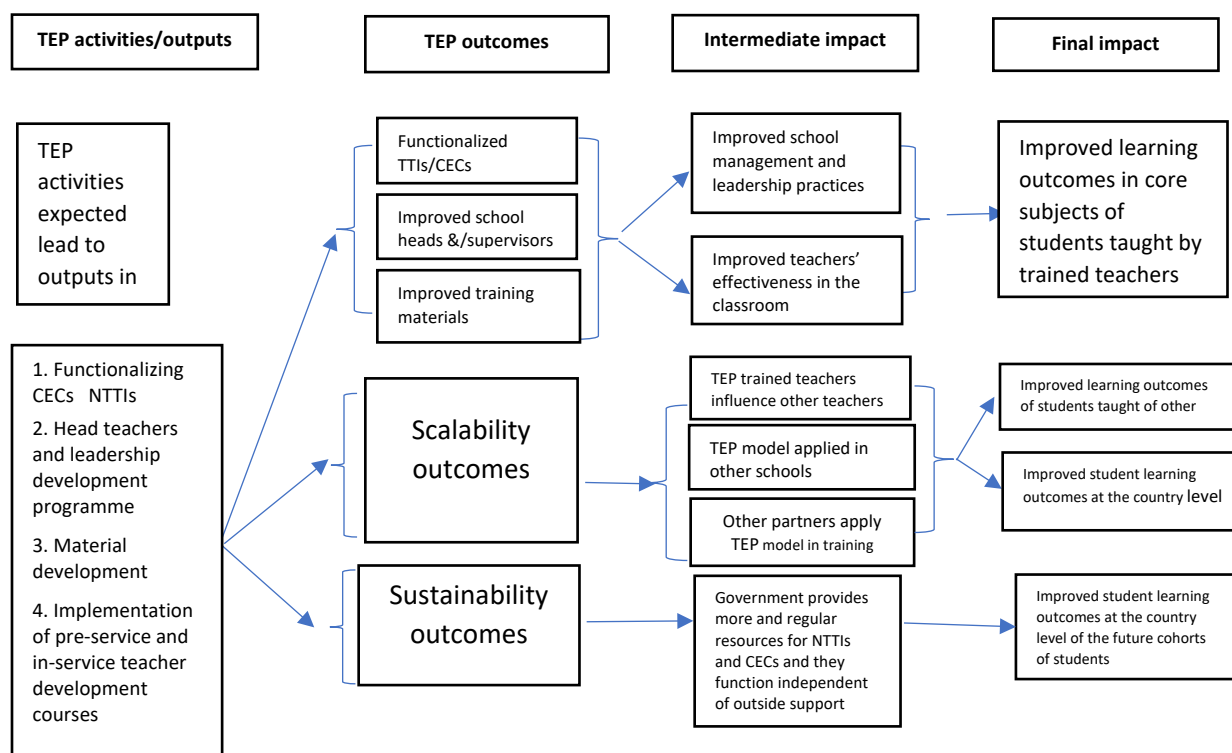
<p>Activity 2.2.1.1: Provide translation of P2 and P3 subjects into national languages;</p> <p>Activity 2.2.1.2: Develop P2 and P3 literacy primers and teacher guides;</p> <p>Activity 2.2.1.3: Develop ECD story books.</p>	<p># P2 and P3 literacy primers developed in 5 languages.</p> <p># P2 and P3 teacher guides developed in 5 languages.</p> <p># ECD story books developed.</p>
<p><b>Output 2.2.2: New textbooks (with new curriculum) are available in schools.</b></p> <p>Activity 2.2.2.1: Print and distribute phase 2 textbooks in 2019.</p> <p>Activity 2.2.2.2: Print and distribute phase 3 textbooks in 2020.</p>	<p># of phase 2 (even-grade) textbooks &amp; guides printed.</p> <p># of distribution plans developed for phase 2.</p> <p># of phase 3 (all grades) textbooks and guides printed.</p> <p># of distribution plans developed for phase 3.</p>
<p><b>Output 2.2.3: New materials in line with the new curriculum for P8 examination are available.</b></p> <p>Activity 2.2.3.1: Develop test specifications and blueprints for P8 subjects.</p> <p>Activity 2.2.3.2: Develop exam guidance for schools, students and parents.</p> <p>Activity 2.2.3.3: Develop school-based unit standards and recording systems.</p>	<p># of test specifications and blueprints for P8 subjects developed.</p> <p># of exam guidance for schools, students and parents developed.</p> <p># of school-based unit standards and recording systems developed.</p>
<p><b>Output 2.3.1: A new ECD Inspection Framework is available.</b></p>	<p># ECD inspection framework developed.</p>
<p><b>Output 2.3.2: Manuals, guides and tools for school supervision and inspection are available.</b></p> <p>Activity 2.3.2.1: Print and distribute tools for inspectors and supervisors.</p> <p>Activity 2.3.2.2: Train supervisors and inspectors on tools.</p> <p>Activity 2.3.2.3: Early Grade Mathematics Assessment (EGRA)/ Early Grade Reading Assessment (EGMA) tools and benchmarks established.</p>	<p>% of inspection manuals, frameworks, guides and tools printed.</p> <p># of distribution plan for school supervision developed.</p> <p># of supervisors and inspectors trained.</p>

Under Outcome 2, most of the programme activities were designed to lay foundations for quality improvement initiatives for the entire project period and beyond. Recognizing that quality teachers are critical for quality education, a framework for teacher education programme (Figure 1), was conceptualized and agreed. This framework will form a basis for teacher development initiatives under GPEP 2.

Furthermore, major programme activities, implemented in 2019, include: the distribution of textbooks; development of courses for TTIs; summative and formative assessment exemplars; and development of commercial TVET electives and Pilot Inspection and ECD Framework.

Teachers were supported to attend textbook orientation and continuous professional development courses. CEC/TTI gap assessment exercise was initiated with an objective to develop a CEC/TTI development plan – as a major step to building and strengthening the system of teacher education and accreditation in South Sudan.

Figure 1: Framework for teacher education programme.



### Outcome 3: Efficiency

By end 202, 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. Indicator: % increase in Ministry, state, payam and donor perception on sector coordination and management	
<b>Sub-component 3.1: EMIS</b>	<b>Indicators</b>
<b>Output 3.1.1: Annual Education Census (AEC) produced.</b>	Supporting the AEC through limited hardware; head teacher training and field enumeration exercises to complete data collection
<b>Output 3.1.2: Increased capacity of state officials on data collection and analysis.</b>	# of officials involved in data collection and analysis and using data for planning
<b>Output 3.1.3: Data bank is established and functional.</b>	Integrated Data bank housing all the different data platforms – (EMIS/SAMS/HRIS) is used for annual Joint Sector Review (JSR) reporting.
<b>Output 3.1.4: Improved efficiency of the MoGEI offices through strengthened facilities.</b>	Purchasing equipment for the GPE offices - EMIS, curriculum, national language and resource centre.
Activity 3.1.4.1: Purchase equipment for the MoGEI offices.	Upgrading of GPE office buildings.
Activity 3.1.4.2: Upgrade office buildings for MoGEI offices.	
<b>Sub-component 3.2: Monitoring and Evaluation</b>	
<b>Output 3.2.1: Strengthened Ministry's capacities in the sector management and planning environment through the conducting General Education Annual Reviews.</b>	# GEAR conducted every year.  # of States conducted Joint Sector Reviews to feed into the GEAR.
<b>Output 3.2.2: Increased capabilities in using technology to improve information sharing.</b>	Pilot website and e-learning in 10 states.
Activity 3.2.2.1: Strengthen pilot website and e-learning in former 10 states.	

<b>Output 3.2.3: Strengthened accountability mechanisms through active engagement of civil society.</b>	# of research papers presented on the critical analysis on the effectiveness of national policies by the National Education Coalition.
<b>Output 3.2.4: Realigned M&amp;E tools with the new curriculum.</b>	Revised M&E tools developed.
<b>Output 3.2.5: Increased skills of head teachers, inspectors and supervisors on the revised M&amp;E tools.</b>	# of HTs, inspectors & supervisors trained.
<b>Sub-component 3.3: Sector Coordination</b>	
<b>Output 3.3.1: Strengthened sector coordination framework.</b>	Revised sector coordination framework based on an assessment of the coordination bodies.
<b>Output 3.3.2: Increased capacities of state and Ministry officials on effective coordination.</b>	# of state and ministry officials successfully trained and evidenced in assessment of the same
<b>Output 3.3.3: Developed public budget tracking mechanism to increase transparency.</b>  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.	# of budget briefs published  Public Expenditure Tracking Survey conducted.
<b>Output 3.3.4: Strengthened performance monitoring of GPE implementation.</b>	# of Annual Progress Reports drafted.
<b>Output 3.3.5: Institutional development framework of MoGEI is available.</b>  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.	Institutional Development Framework drafted.  Ongoing capacity building of MoGEI officials to effectively coordinate and manage the sector.  Annual evaluation of progress against the framework targets conducted.

Under Outcome 3, the major focus remained on validation and more effective utilization of AEC data, including the dissemination of the census findings at a larger scale. Strengthening of the EMIS entailed effective utilization of the existing human resources in data cleaning and rectification of recurring errors and bottlenecks from the data collection processes and practices. The GEAR was planned, with necessary modifications in its the structure and content. The review exercise is expected to open an opportunity to streamline the ongoing sector dialogue and to sustain result-oriented interactions amongst the education stakeholders in 2020.

## 2.2 OVERALL PROGRESS

<b>Overall progress in Program implementation</b>	
<b>Rating from Previous Reporting Period (AFF)</b>	<b>Rating for Current Reporting Period (GPEP 2)</b>
<input type="checkbox"/> Highly Satisfactory (HS) <input type="checkbox"/> Satisfactory (S) <input checked="" type="checkbox"/> Moderately Satisfactory (MS) <input type="checkbox"/> Moderately Unsatisfactory (MU) <input type="checkbox"/> Unsatisfactory (U) <input type="checkbox"/> Highly Unsatisfactory (HU)	<input type="checkbox"/> Highly Satisfactory (HS) <input checked="" type="checkbox"/> Satisfactory (S) <input type="checkbox"/> Moderately Satisfactory (MS) <input type="checkbox"/> Moderately Unsatisfactory (MU) <input type="checkbox"/> Unsatisfactory (U) <input type="checkbox"/> Highly Unsatisfactory (HU)

During the reporting period, the overall programme implementation centred on preparing ground for effective planning and operationalization of GPEP 2 in 2019 and beyond. The general work environment remained relatively calm but uncertain, hence achievement of the program objectives continued to be a challenge throughout the implementation period. However, despite some of the well-known complex conditions, including fragility and emergency-prone work environment, the overall programme progress remained moderately satisfactory and some quality preparatory arrangements were put in place in all the three components.

## **2.3 PROGRESS PER COMPONENT**

This section presents achievements under the three outcomes. Progress on implementation, during this reporting period, relates to repositioning and realignment to achieve outcome and impact level priorities, emanating from the GESP 2017-2022. It is important to note that the main thrust of engagement was to lay foundations for the overall project implementation and to establish strategic directions, not just activity completion per se.

### **2.3.1 Component 1 – Access and Equity**

#### National scale-up of Out-Of-School Children (OOSC) mapping exercise:

South Sudan faces one of the most complex challenges of OOSC, rooted in long-standing and deeply complex structural inequalities and disparities. The OOSC Country Report (2018) revealed that an estimated 2.2 million children in South Sudan were deprived of opportunities to attend school. Of those who attend school, 89 per cent of primary students and 93 per cent of secondary school students were overage for their respective grades, which implies adverse implications for learning and the holistic growth of these children. The deprivation of being out-of-school is invariably linked to a myriad of factors including poverty, gender biases, inadequate supply of schools and teachers, weak accountability mechanisms, and insufficient and inequitable allocation and utilization of resources.

To respond to these complex challenges, it was considered appropriate to gather more reliable, comprehensive and in-depth data on OOSC across the country, conducting an OOSC mapping exercise. Under GPE's Accelerated Funding Framework (AFF), the MoGEI had completed the pilot catchment mapping of OOSC in February 2019. The pilot survey was intended to highlight technical and logistic feasibilities including data collection instruments, capacities of enumerators and administration of the survey at a larger scale.

During the reporting period, national scale-up of the OOSC mapping exercise was conducted. The key intent of this exercise was to investigate major reasons for the 2.2 million children missing out on education opportunities, as indicated in the United Nations Educational, Scientific and Cultural Organization (UNESCO OOSC country) report 2018. It was recognized that more nuanced data would drive meaningful interventions to address the multifarious challenges that children face in accessing and attending school.

The exercise followed the same conceptual framework of the 5DE, that the UNESCO study employed in producing the OOSC study report of 2018. Dimension one relates to pre-primary school-aged children, not attending pre-primary or primary education. Dimension two represents primary school aged OOSC, who do not attend primary or secondary education. Dimension three captures OOSC of lower school age not in primary or secondary education. Dimension four represents children in primary school but at the risk

of dropping out. Dimension five represents children in lower secondary school who are at the risk of dropping out.

Following the 5DE framework, the national scale-up plan was developed. The research plan included conducting the survey for the OOSC Mapping Project in 32 + 1 states of South Sudan. With the participation of the key stakeholders, a rigorous strengths, weaknesses, opportunities, and threats (SWOT) analysis was conducted. This provided a ground to prepare budgets, fieldwork plan, data collection tools for face-to-face interviews and focus group discussions. Along with this, a capacity building strategy for the field work was designed and based on the strategy a Training of Trainers (ToT) manual, fieldwork operational manual and training modules were developed. Three regional training courses were offered to 92 field managers/data enumerators on the process, tool operation and expectations of the planned survey. Semi-structured interviews were conducted using electronic and interactive questionnaires based on the OOSC mapping mobile data management system. Data was collected using an automated analysis procedure system, generated through the OOSC mapping mobile data management system. Currently, field data is being processed, and this will lead to the compilation of the National Scale Up report by April 2020.

### **2.3.2 Component 2 – Quality Education**

#### Textbook development and distribution:

After the seven years of independence, South Sudan, through GPE support, successfully developed a national curriculum and corresponding textbooks. In 2018, the MoGEI, under GPE support, developed the new national curriculum. This was followed by the development of textbooks and teacher guides. The printing and distribution of textbooks, initially planned over a three-year rollout period (2019-2021), was delayed and subsequently rephrased under a two-year period (2020-2021) due to logistical challenges of shipping and storing textbooks in the South Sudan context. The phased rollout was designed to deliver textbooks for the odd grades (P1, P3, P5, P7, S1, S3) in 2020 and the remaining even grades (P2, P4, P6, P8, S2, S4) in 2021. This phasing will accommodate the necessary revisions to competency-based P8 and S4 leaving examinations scheduled for 2021, enabling students to have two years of exposure to the new curriculum prior to taking the respective exit examinations. It was also intended to facilitate the benchmarking of the exam process and students' performance to plan future examinations and learning assessments.

UNICEF provided technical and logistic support to MoGEI for the printing and distribution of the new textbooks, based on a jointly planned and managed process, with the objective to maximize transparency and value for money as well as increased participation and ownership of national and state education ministry officials. The printing of 1,758,280 textbooks for the odd grades and 220,000 corresponding teacher guides was completed during the reporting period. The whole textbook distribution process was underpinned by legal documents under the Transitional Constitution and Education Act, providing clear guidance on learning and teaching materials (LTM) supply, publishing, procurement, distribution, textbook management and financing. The plan is to provide the textbooks to children in the beginning of the new academic year. To date, 80 per cent of textbooks and teacher guides have been transported to the respective 32 + 1 states and ready to be delivered to schools in February 2020.

#### Textbook orientation training:

Of the 56,000 teachers in South Sudan, 24,000 teachers from across all 32 + 1 states and the Abyei administrative area, were supported under the GPE Accelerated Framework Funding (July 2018 – March 2019) to enhance their understanding of the new textbooks. In continuation of the process, with the support of the MoGEI and other partners, 6,000 primary and secondary teachers and 1,280 ECD teachers

were facilitated to attend the orientation sessions during the current GPE grant period. The content of the orientation courses was based on the four key aims of the National Curriculum: 1) Good citizens of South Sudan; 2) Successful life-long learning; 3) Creative and productive individuals; and 4) Environmentally responsible members of society. The purpose of the orientation sessions was to broaden the understanding of teachers, as principle change agents, in the implementation of the first learner-centred and competency-based National Curriculum of South Sudan.

#### Development of Upper Primary Courses for TTIs:

In 2017, the MoGEI decided to develop a course syllabus for Lower Primary TTI. and this work was reviewed in a workshop in October 2019. The four-day workshop in Juba was attended by 22 individuals representing the main TTIs including trainers and professors from universities in Juba and members of the Curriculum Department. The workshop was facilitated by two consultants from a UK-based Curriculum Foundation which provided technical support in the development of the National Curriculum Framework for South Sudan. The workshop explored different aspects of the current structure of the TTIs programme and considered what aspects needed to be changed to best reflect the pedagogy and content in the new curriculum. During the workshop, several decisions were made relating to the Upper Primary (UP) Programme as well as the Pre-Primary (PP)/Lower Primary (LP) Programme.

The PP/LP Programme and UP Programme for Year one will be the same. To ensure quality teaching across the primary age range, it is important that teachers develop a solid foundational understanding of how children learn and key features of the new national curriculum. In Year two, student teachers will be able to choose whether to specialise in teaching the PP/LP phase or the UP phase. The certified qualification will allow them to teach both phases but specializing in one of these areas will allow for a greater depth of knowledge and understanding in one of these phases.

A key workshop result is that a revised two-year programme outline for the PP/LP and UP certificate courses has been clearly defined. Modules developed in 2016 for the PP/LP can be 'inserted' seamlessly into this revised programme and several model modules have been developed for the UP Programme.

#### Development of Formative Assessment Exemplification for Primary Science & Mathematics:

The new national curriculum was introduced in all ECD, Primary and Secondary Schools in February 2019. Exemplification for formative assessment strategies builds upon Assessment Guidelines developed in 2016 as well as what was learnt during the text-book piloting and development phase where formative assessment activities and guidelines were incorporated into textbook Teacher Guides. The 2016 Assessment Guidance document explains that: *'The new curriculum sets new expectations for learning. There is a shift from Learning Outcomes that focus mainly on knowledge to those that focus on skills and deeper understanding. The new Learning Outcomes require a different approach to assessment.'* (p.3)

A four-day workshop in Juba in November 2019, set out to provide guidance to better support teachers to assess learning and progress thus enabling new curriculum learning outcomes to be realized. The workshop was attended by 24 participants representing the subject areas of Mathematics and Science. The participants included trainers, teachers and professors from universities in Juba and members of the Curriculum Department.

The workshop explored different aspects of the Assessment Guidance document to most effectively prepare some assessment exemplars. The workshop looked particularly at the use of triangulation to assess learning from different perspectives and the need for narrated examples of learner's work.

Workshop participants worked in small groups throughout the week to begin preparing examples of assessment exemplars. Groups worked to quality assure exemplars also to ensure a consistent approach to the structure and content of the exemplars.

#### Development of the Commercial TVET Electives:

The process of curriculum revision began in 2013 and both academic and TVET curricula have been reviewed and modified as necessary. However, it was important to ensure students not have their futures dictated by the type of school they attend from the end of primary school. During the curriculum development process, the understanding was that a 'common core' of academic subjects be taught in both academic and TVET schools that would provide a consistent grounding in key subjects and competencies. This will ensure students in both types of school will have the necessary preparation to go on to study in universities or to go from school into employment. Elective subjects will, however, allow students some flexibility regarding the subjects they study in secondary school.

During a four-day workshop in November 2019, participants, who were specialists in commercial TVET subjects, developed elective subject documentation so that the (already developed) commercial subjects can be offered as options in academic schools. The expected learning for these subjects will be consistent in both TVET and academic schools and students will sit the same examinations. The key difference relates to the balance of time across S1-S4 allocated for the subjects in TVET schools and the hours available for elective subjects in academic schools. The overviews and syllabuses had to be adapted accordingly, without making any overall changes relating to the expected learning.

During the development of the electives, there was a focus on the following:

- Evaluating the potential for each of the commercial subjects to be offered as academic electives
- Matching the expected learning in Commercial Schools to the available teaching time for academic electives
- Reviewing modules relating to each subject and renumbering according to the revised academic school elective overviews
- Revising Commercial School overviews and syllabuses to incorporate improvements identified in the process of developing academic school elective documentation
- Writing elective guidance for students for each of the new TVET electives to help students make informed choices

Four commercial TVET subjects were selected as elective subjects for academic schools. These are:

- a) Financial accounting to be offered as an 'all through' elective from S1 to S4
- b) Economics to be offered as an 'all through' elective from S1 to S4
- c) Financial Mathematics to be offered as an elective from S3 to S4
- d) Costing, Taxation and Government Accounts to be offered as an elective from S3 to S4

#### Development of Pilot Inspection and ECD Framework:

MoGEI, with the support of a technical partner, produced a new Inspection Schedule and Guidance document, in line with the new curriculum. Subsequently, new guidance was needed to extend inspection guidance into ECD settings. It is considered essential that School Inspectors focus on the new requirements of the curriculum; particularly, to ensure that lessons involve the student competencies of critical thinking, co-operation and communication and that textbooks and all other teaching and learning materials are being used effectively to promote active learning.

In September 2019, the required ECD Inspection Framework and Guidance handbook was developed. Each section of the ECD Inspection Framework is followed by guidance on how to carry out that section. The handbook outlines how inspectors should work through the whole process of inspection from preparation to the final written report.

### **Aims of ECD Inspection**

The Inspection Handbook outlines the following of inspection of ECD settings in South Sudan:

- To provide parents, caregivers and the community served by an ECD setting with information about the effectiveness of the ECD settings their children attend or may attend in the future.
- To keep the national government, state governments, local governments, the general public and others informed about the quality of ECD Settings and the standards of education.
- To systematically collect valid and reliable evidence to inform national policy development.
- To promote the continuous improvement of individual ECD settings and the national system, as a whole, through the identification of particularly good practices and ensuring this is made known to all ECD Settings.

### **Features of ECD Inspection**

The Inspection Guidance for ECD explains that there are three types of inspection:

- 1) A Full School Inspection carried out by a team of inspectors producing a comprehensive report on the performance of the setting in the seven areas of focus. Where the ECD setting is within a primary school, it will be inspected as part of the whole school inspection.
- 2) A Survey Inspection carried out by a single inspector or small teams to look at a particular aspect across a number of ECD settings. These inspections might last less than a day.
- 3) A Progress Inspection to check whether ECD settings needing support are making progress. These inspections might involve only one inspector and last a less than a day.

The ECD Inspection Guidance explains that there is a requirement for all settings/schools to comply with the 'Child Friendly School Index' (CFS) which is a key consideration for the inspection. The MoGEI has set out key features, focus areas and a grading system related to the CFS that should characterize ECD Settings in South Sudan which are then supported through the Inspection Schedule.

### Continuous Professional Development (CPD):

Under a co-funding arrangement with the United States Agency for International Development (USAID), support was provided to deliver Continuous Professional Development (CPD) training courses for primary and Accelerated Learning Programme (ALP) teachers in the 32 +1 states. In 2018, UNICEF, in collaboration with MoGEI, developed materials on literacy, numeracy, reading and multi-grade teaching approaches. MoGEI's Teachers Development Management System (TDMS) committee endorsed the materials and supported to identify four implementing partners, strategically placed to implement the CPD courses. A total of 2,173 teachers (493 female) received a 40-day intensive course on effective pedagogy and 2,357 teachers (684 female) on life skills, peacebuilding and social cohesion. Furthermore, orientation sessions were arranged for 881 ECD care givers from 180 ECD center on effective learning and stimulation.

In 2020, the CPD materials will be further refined to develop quality teacher development manuals. Feedback from the four implementing partners and course participants and other stakeholders, will inform the refinement of the training materials. The materials will be offered to other partners to use, providing an opportunity to stimulate more coherent and synergized actions for teacher development.

### Teacher Training Institutes (TTIs) and County Education Centres (CEC) Gap Assessment Exercise:



The current GPE support to South Sudan aims to improve the quality of education, through trained teachers, relevant materials and strong school management. The trained teachers will be equipped with skills and materials for the new National Curriculum implementation. The plan is to revamp and functionalize the TTIs and CECs to ensure continuing and sustained professional support for teachers. It is expected that under this support, within three years, TTIs and CECs and satellite CECs will be strengthened and functionalized. To this end, a team from the MoGEI and UNICEF, started the technical assessment of the existing TTIs and CECs. The team aims to complete the capacity gap assessment exercise by the end of February 2020 and prepare a TTI and CEC development plan in March 2020. The purpose of this exercise is to identify and document capacity and logistic gaps in the existing TTIs and CECs to function as viable teacher professional support bodies, as envisaged in the GESP (2017-2022). The findings of the capacity gap assessment exercise will inform the completion of a TTI and CEC development plan, supported and implemented under the current GPE grant and funding from other development partners, aimed at increased access to quality education in South Sudan.

### **2.3.3 Component 3 – Efficiency**

#### Annual Education Census (AEC):

In 2006, South Sudan initiated an AEC process to strengthen the EMIS and better inform policymakers. However, the unfolding security situation between 2014 and 2017, amongst other things, has adversely affected the administration of the AEC exercise. In 2015 and 2016 an AEC was conducted in only in some states and none in 2017. Due to these gaps reliable data was unavailable up until 2019, which, to a large extent, undermined the quality of the humanitarian response and development interventions and further added to the inefficiencies of the education system.

In 2018, under the Accelerated Funding Framework (AFF), partial financial support was provided to MoGEI to conduct the data collection exercise across the 32 + 1 states and Abyei administrative area, covering 98 per cent of schools. As a result, the National Education Statistics Booklet 2018 was produced, and it represented more comprehensive data than ever before, which was well-received by the education stakeholders. With the continued support from security personnel, the EMIS team managed to cover all areas of the country (32 and Abyei). The comprehensive coverage and successful data collection were also made possible through the effective coordination at the subnational levels (states, counties and payams).

The updated data was available for planning and programming, including for discussions and deliberations in GEAR 2018 (held in March 2019) and GEAR 2019 (held in January 2020). The data indicated a decrease in the number of schools as compared to the 2013 Education Census report. However, there is a significant improvement in student enrolment, the gender parity index, and the number of teachers, especially volunteer teachers.

In 2019, more effective utilization of the available data and its validation remained some of the key priorities. Evidence from the EMIS reports was frequently used to strengthen the quality of discussions, deliberations and education planning. The findings of National Education Statistics Booklet 2018 were disseminated, by conducting orientation sessions and using other communication channels. The validation exercise revealed some important sources of inconsistencies, which will be accorded attention in future data collection exercises. During this process, it was realized that inconsistencies existed in the data that teachers provided to EMIS and to their respective State Ministries of Education. For example, the EMIS baseline showed more schools than the lists available in the State Ministries of Education. The frequent turnover of the state officials may be a reason for inaccurate data records maintenance and the inability to consistently manage updated information from the counties, payams and bomas.

Overall, the availability of updated data has demonstrated to be a driver for more result-orientated discussions, reviews, planning and programming. Further GPEP 2 support will be critical to bring innovation in the data collection and reporting processes and mechanisms. Also, it is critical to build the capacities of local EMIS staff, both at national and state levels to upgrade their technical skills and ensure sustainability, self-reliance, and cost-effectiveness in the longer term.

#### Monitoring and Evaluation (M&E) systems strengthening:

Support was provided to further strengthen the M&E system at MoGEI. The EMIS team focused on data editing and verification. The team faced technical challenges, such as errors in questionnaires, which were printed without the EMIS Codes to identify each school in the system. The EMIS team rectified these errors to clean the data and identified necessary course correction measures in the data collection process.

The EMIS team also worked on the preparatory work related to formulation of a research policy and operationalization of the South Sudan Student Attendance Monitoring System (SSSAMS). The research policy will be completed in 2020. Efforts were also made to integrate all data including EMIS, AEC and the Human Resource Information Management System (HRIMS) and data integration will be accorded priority in 2020 and beyond.

#### General Education Annual Review (GEAR):

Since 2014, the GEAR has functioned as the principle joint sector review (JSR) platform in South Sudan. The multi-day event is meant to provide the education sector stakeholders a forum to discuss the performance of the sector, examine policies, set priorities, and define monitoring and accountability guidelines in support of the GESP implementation for the following year.

In 2017, MoGEI developed a 5-year GESP (2018-2022) as a roadmap for education in South Sudan. The plan, which was developed through a consultative process, formed a basis for the pursuit of widely shared sector priorities. While MoGEI monitors the sector throughout the year, all the key stakeholders come together annually in a formal review session to assess progress against the annual and cumulative targets set in the GESP. Therefore, the GEAR constitutes a critical part of the successful GESP implementation to strengthen systems and capacities and improve education in South Sudan.

The GEAR 2019 was organized at the Juba Grand Hotel from 13 -17 January 2020. The MoGEI, with the technical and financial support from GPE and other donors and development partners, organized the event. The National Minister of Education and Undersecretary of Education remained at the forefront in organizing the GEAR 2019. Ministers of the Legislative Assembly, state education ministers for all the 32 + 1 states, heads of departments, government officials, donors, development partners and civil society organisations (CSOs) participated in the joint review session.

The 2019-20 GEAR came at a time when the most significant development was the rolling out of the new curriculum. It is expected that the new curriculum will reinforce the primary and secondary education subsectors as the leading provider of quality education for socio-economic transformation. GEAR participants are to be divided into three groups for concurrent thematic presentations, group work and discussions. The groups include: a) Access to Education; b) Quality Education; and c) Management/Efficiency. Each thematic group was further divided into two sub-groups. A) Access to Education: i) Girls' Education; and ii) Education for IDPs, Returnees and Refugees; B) Quality Education: i) Teacher Professional Development and Accreditation; and ii) Improving Examinations and Assessments;

and C) Management/Efficiency: i) Teacher management (salary, recruitment, deployment); and ii) Data/information management and coordination.

After substantive discussions, the participants in each thematic group and focus sub-groups came up with prioritized recommendations. These recommendations were then distilled into a joint communique, signed by the members of Legislative Assembly (present in the review session), the Education Minister and all the State Education Ministers. The communique was then presented to the Vice President, who was the chief guest of the closing ceremony.

It is noteworthy that during the planning of the GEAR, the challenges that teachers face received strong recognition. It was emphasized that the heads of departments, donors, development partners and civil organizations ensured their support to implement the GEAR recommendations during 2020. The following GEAR (2020) will scrutinize the achievements during the coming year in the light of the anticipated GEAR 2019 recommendations defined in January 2020; particularly, in terms of the realization of mutual accountability and alignment.

#### Public Finance Management (PFM):

During 2019, the MoGEI and the Ministry of Finance and Planning (MoFP), in collaboration with UNICEF Education and Social Policy sections, developed and jointly launched 2018/19 annual Budget Briefs for each ministry. These joint budget briefs are planned for succeeding years and constitutes a foundational activity upon which to initiate other public finance activities within the ministries. These activities will be partially funded by and continue throughout the GPE 2 lifecycle and include the production of a citizen's budget, implementation of an education sector Public Expenditure Review (PER) and Public Expenditure Tracking Survey (PETS), national and state level PFM training, and advocacy and media campaigns supporting government budgets and finance transparency and accountability.

## **2.4 FACTORS DELAYING IMPLEMENTATION AND MITIGATION MEASURES (OR RISKS)**

The year of 2019 witnessed a decrease in the large-scale protracted conflict, offering hope to effectively implement education development programmes. However, despite the relative decrease in the intensity of the conflict, political and security uncertainties still prevailed, affecting the programme implementation. What follows is an account of key drivers for the delayed implementation and mitigation measures:

### Security

Despite some improvements, volatility in the overall security situation persisted. It was not possible to travel to all parts of the country to advance programme implementation as planned. For the government security arrangements remained a priority, which came at the cost of strengthening other institutions and provision of basic facilities.

### Systemic weaknesses

The recent decrease in the conflict has provided an opportunity to pursue longer-term development interventions in the provision of quality education for children in South Sudan. However, a combination of emerging needs, limited resources and weak institutional, system, human and infrastructure capacities continue to be a significant challenge.

### Equity

Equity remains a continuing challenge. The number of female teachers, particularly at the primary level, needs to be substantially increased. The education system is gradually addressing the equity issues with females still struggling to take full advantage of education opportunities. Furthermore, the available

educational resources, especially classrooms, teachers and textbooks at primary level remain inequitably distributed among and within the states. This invariably affects programme implementation processes.

### Governance

MoGEI and sector partners have established several important forums (i.e. National Education Forum, Education Donor Group (EdoG); National Education Coalition; Teacher Development Management Service; Teacher Development and Management Group; thematic Technical Working Groups, etc.). At times, within these forums and groups issues of coordination arise. Therefore, it is imperative to streamline what is expected from these forums. Further refinement of the Education Coordination Framework document is critical to ensure absolute clarity about the roles and responsibility of each forum so that they can function according to their defined mandates.

### Logistics

In 2019, textbook distribution involved extensive logistic support. Given the endemic challenges of accessibility, security, weather, and communication, the; textbook distribution process continues to be extremely difficult. Efforts were made to streamline communication with the state education ministries, which has minimised the challenge to a large extent. However, due to the longstanding challenges of communication and transportation the logistic-related issues will need to be addressed in a coordinated and pragmatic manner.

### Procurement

A dearth of quality vendors in South Sudan tends to cause serious delays in procuring services and goods. A case in point is the printing of textbooks which were initially printed in Kenya and Uganda. Similarly, there has been difficulty finding firms and individual consultants with the required skills to undertake most of the technical tasks. Renewed efforts are being made to identify and support locally available service providers to take on activities previously out-sourced within the region or further afield. For example, with the support of MoGEI, two local companies have now been identified for the printing of the second round of the textbooks. The build-up of a more competent and reliable vendor base will provide for more effective quality control and sustainability over the long-run.

## **2.5 MAJOR PROGRAMMATIC CHANGES**

The development of the Education Sector Plan Implementation Grant (ESPIG) for implementation of GPEP 2 was submitted for review and eventual approval later than originally planned – August 2018 rather than May 2018. This was a principal reason, at suggestion of the GPE, that South Sudan applied for funding under the Accelerated Funding Framework (AFF). At one point, both proposals were being developed simultaneously with the AFF designed as a nine-month programme (July 1, 2018 – March 31, 2019) frontloading key GPEP interventions under the ESPIG. Under this grant sequencing, the GPEP 2 was originally conceived as a three-year programme to continue AFF interventions while also introducing additional interventions. Therefore, the start-up of ESPIG activities was always predicated on two variables: (1) Any conditions the Secretariat may impose upon ESPIG programme implementation; and (2) The progress of AFF programme implementation as of January 2019.

The GPE Secretariat indeed recommended restructuring from a three-year to a four-year programme with a corresponding adjustment the GPEP 2 Results Framework (see Appendix 2) as well as clearer articulation of specific construction targets (see Appendix 3). These adjustments have required additional preliminary activities including discussions with MoGEI senior management and a series of restructuring exercises with various MoGEI directorates.

Also, during the first quarter of 2019, significant AFF activities were still in progress and, thus, this was not a favorable period in which to initiate significant ESPIG implementation. The delay in textbook production and distribution as detailed in this report and the final AFF report (September 2019) also has had implications for GPEP 2 activity implementation.

Under the circumstances, an additional result-year (2020) was added to the GPEP 2 Results Framework and most target sequencing was pushed forward one-year. A four-year strategic implementation map (see Appendix 4) was produced through a programme restructuring exercise in May 2019 and helped to identify key activity dependencies and prioritize textbook distribution, OOSC mapping, teacher development, and sector coordination.

### 3. REPORTING ON THE VARIABLE PART

(N/A)

### 4. PROGRAMME DISBURSEMENT

Details of disbursements within each component have been provided in the fund utilization report in Annex A. The following section provides a background and rationale to significant underspends and overspends.

1. **Component 1:** OOSC pilot mapping was implemented in all states across the country. Since most of the work GPE planned activities, particularly the construction of the learning spaces, required updated data from OOSC study, preparation of the report had to be fast-tracked. Also, it had been initially anticipated that data collection would be a protracted process due to significant logistical challenges in hard to reach areas. However, a strong partnership was forged between the MoGEI and the National Education Coalition in preparation for the OOSC mapping exercise that allowed for extensive geographical coverage in a foreshortened timeframe. This was the major reason for the overspend in this component.
2. **Component 2:** printing and distribution of textbooks constituted a major activity of Component 2. The reason for the underspend is because textbook printing and distribution was less expensive than originally envisaged. Furthermore, costs were also reduced as the national language pilot was significantly scaled down to a more manageable scope. Longstanding partnerships with implementing partners, responsible for textbook orientation training courses, also contributed towards lowered costs.
3. **Component 3:** The focus of this component remained on the dissemination of AEC data, which did not entail heavy costs. Also, since this was the first year of GPE 2 ESPIG implementation, time was required to explore relevant partners for the capacity building of the government officials and to determine the focus and scope of the Public Expenditure Review and Public Expenditure Tracking Survey. The underspend resulted from these factors.
4. **Component 4:** Funds utilized as planned. The slight overspend in staff-related costs was because all the budgeted staff were recruited in 2019, as a result of a fast-tracked recruitment process.

### 5. KEY PARTNERSHIP AND INTERAGENCY COLLABORATION

Building strategic and viable partnerships remains a key priority. For example, the partnership arrangement with the African Development Bank (AfDB), mobilizing significant investment for improving access and quality basic education in South Sudan, constitutes a significant step forward. Similarly, the EU

has also signalled a willingness to provide incentives around teacher professional development interventions and this can potentially fuel more energy and motivation for teacher development. GPEP 2 has played a central role to attract and channel these partnerships, which represent an important leap towards more alignment and coherence for education reform in South Sudan.

Furthermore, UNICEF, as Grant Agent, has presented the GPE programme at various donor and stakeholder forums to generate interest for building partnerships in the realization of optimally aligned, coherent and coordinated efforts from the key actors in the implementation of GESP 2017-2022.

## **6. LESSONS LEARNED**

Following are the lessons learned in the initial implementation phase of GPE Programme 2:

- Quality of data is a significant precondition for effective management of textbook distribution. Discrepancy in data, coming from a yet-to-be strengthened EMIS, remains a major challenge, particularly in reaching the unreached children and the effective utilization of resources.
- The availability of the national curriculum, as a reference document, proved a binding force for a coherent structuring of different, yet complementary, programme initiatives i.e. teacher professional development, material development, leadership and management programmes and examination/assessment development. Continued efforts will be required to put the national curriculum at the centre of all education development programmes.
- Strategic and sustained investment to address structural issues, i.e. teacher salaries, school infrastructure, public finance management is critical. Inadequate attention towards these deep-rooted issues can render the effects of development assistance ineffective and short-lived.
- The partnership arrangement for education in South Sudan needs to be revisited and strengthened. We need to aim for sustained and viable partnerships based upon clear roles and responsibilities, mutual accountability and transparency.
- Given the volatile and evolving situation, it is imperative to factor flexibility into programming along with transparent, reliable, and functional mechanisms for communication and decision making.
- In GEAR 2019, more focussed discussions, built around the three major components of GESP 2017-2022, resulted in shared understanding and clearer recommendations for 2020. The need for an implementation report remained prominent, which needs to be addressed in the next GEAR.

## **7. KNOWLEDGE PRODUCTS**

During this reporting period, knowledge products produced included: Final Report on Pilot Catchment Mapping OOSC Report for South Sudan; GEAR 2018 Report; TTI and CEC Gap Assessment Tools; Pilot Inspection and ECD Framework; Booklet on Formative Assessment Exemplification for Primary Science and Mathematics; and Budget Brief 2018/19.

## **8. FUTURE WORKPLAN**

With the completion of the first round of textbook distribution in February/March 2020, the second round for the even grade textbooks will be initiated. Efforts will be made to identify local vendors at least to print certain portions of the textbooks or teacher guides. This will ensure more effective monitoring of the printing process as well as cost savings.

The TTI and CEC gap assessment exercise will be completed in March 2020. Based on the finding of the gap assessment exercise, TTI and CEC development plan, along with minimum standards, will be prepared. In the later part of the year, the TTI and CEC development plan will be operationalized, utilizing resources co-funded by GEP and AfDB. The delivery of the TTI syllabuses will begin as soon as possible. The new curriculum will be implemented in schools in February 2020, therefore, the first cohort of teachers to use the new curriculum are included in the TTIs. The syllabuses will reflect the new school curriculum. TTIs will be supported to deliver the syllabuses and to adjust to their own new teaching methods. Without this support it is likely that new teachers will not have been adequately trained. Based on this support and guidance, TTIs need to consider how to prepare for the implementation of the new syllabus.

The MoGEI, with the support of UNICEF, has initiated CPD courses for teachers to upgrade their instructional understanding and skills. Four implementing partners are currently engaged to deliver the CPD courses across the country, using mainly old training materials. The quality of the training materials needs to be improved to ensure that they are aligned with new curriculum priorities. For this purpose, UNICEF, in agreement with Ministry officials, has planned to engage a specialized agency to improve the quality of the training material and to ensure their alignment with the new curriculum and textbooks. The purpose is to produce better quality training materials that can be used by stakeholders for teacher professional development courses. This will also be done for other training course materials to ensure more coherence amongst partners engaged in teacher professional development.

Final plans will be consolidated to initiate the creation, renovation and explanation of learning spaces based on the agreed criteria. The selection of the learning spaces (for ECD, primary, upper primary, AES and CECs) will be informed by data from OOSC mapping study and updated EMIS reports.