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South Sudan MYRP Proposal

EDUCATION CANNOT WAIT FACILITATED
Multi-Year Resilience Programme
South Sudan
2020 - 2022

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ACRONYMS

AES	Alternative Education Service
ALP	Accelerated Learning Program
ASER	Annual Status of Education Report
BOG	Board of Governors
CEC	County Education Centre
CGS	Community Girls' School
CP	Child Protection
CTFMR	Country Task Force for Monitoring and Reporting
CWD	Children living with disabilities
DFID	UK Department for International Development
ECD	Early Childhood Development
ECW	Education Cannot Wait
EGRA/EGMA	Early Grade Reading Assessment/Early Grade Mathematics Assessment
EMIS	Educational Management Informational Service
ESPIG	Education Sector Plan Implementation Grant
EU	European Union
FTR	Family Tracing and Reunification
GESP	General Education Sector Plan
GESS	Girls' Education in South Sudan Programme
GOSS	Government of South Sudan
GPE	Global Partnership for Education
GPI	Gender Parity Index
HACT	Harmonized Approach to Cash Transfers
HRP	Humanitarian Response Plan
IDP	Internally Displaced Person

INEE	Inter-Agency Network for Education in Emergencies
INGO	International Non-governmental Organization
IPC	Integrated Food Security Phase Classification
MHPSS	Mental Health and Psycho-Social Support
MOGEI	Ministry of General Education and Instruction
MOHEST	Ministry of Higher Education, Science and Technology
MOU	Memorandum of Understanding
MRE	Mine Risk Education
MYRP	Multi-Year Resilience Program
NEC	National Education Coalition
OCHA	UN Office for the Coordination of Humanitarian Affairs
OOSC	Out of School Children
PCR	Pupil Classroom Ratio
POC	United Nations Protection of Civilians
PSEA	Prevention of or Protection against Sexual Exploitation and Abuse
PTA	Parent Teacher Association
PTR	Pupil Teacher Ratio
SEA	Sexual Exploitation and Abuse
SEL	Social and Emotional Learning
SMC	School Management Committee
TGoNU	Transitional Government of National Unity
TLM	Teaching and Learning Materials
TLS	Temporary Learning Space
TOR	Terms of Reference
TTI	Teacher Training Institute
TVET	Technical and Vocational Education and Training
UASC	Unaccompanied and Separated Children
UN	United Nations

UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
USAID	US Agency for International Development
USD	United States Dollar
WASH	Water, Sanitation and Hygiene
WFP	World Food Program

PROGRAMME SUMMARY

Programme Title: South Sudan Multi-Year Resilience Programme

Start Date: January 2020

End Date: December 2022

Brief Description

The South Sudan MYRP is grounded in the reality of South Sudan, where **systemic change** in the education sector will be needed to drive results for all children, with a focus on girls and children with disabilities, while also supporting recovery and the return of refugees and IDPs and the transition from emergency to development. Additionally, given the impact of displacement, conflicts and crises, and extreme levels of poverty, learners and teachers will require **well-rounded and holistic support** to ensure that they can learn and teach and that children can progress in education.

To that end, the MYRP Theory of Change focuses on conflict-sensitive interventions, that move communities from emergency to recovery and towards development. The ECW will ensure that out of school children (OOSC) in priority areas have flexible, responsive routes into learning opportunities, that support their transition into further levels of education and that support their holistic wellbeing and development. A large portion of the out of school children, especially IDPs and refugee returnees, face multiple intersecting exclusionary factors, for example, young mothers, children recruited into armed conflict, and children living with disabilities require targeted responses to ensure their access. A holist package of support that enables access, quality, inclusive practices, wellbeing, safety and a wider range of support will be needed for steps towards all children’s equal participation to be taken.

Program Outcomes

Program Outcomes	
Outcome 1	Access to learning opportunities for 500,000 IDP, returnee and host community girls and boys is increased through addressing gender and exclusion barriers
Outcome 2	Improve quality and gender equity of teaching and leadership to provide quality learning for at least 500,000 IDP, returnee and host community children and increase learning outcomes
Outcome 3	Retain at least 30% more of the newly enrolled IDP, returnee and host community boys and girls for a full three years of education and support them to transition successfully to further education or training.
Outcome 4	Ensure that 540 MYRP-supported learning spaces are safe, protective and enable all children and teachers to thrive with a focus on CWD and girls.
Outcome 5	Increase opportunities, through and gender and inclusion sensitive lens, for 60,000 IDP or returnee children who are highly educationally marginalized to access education and learn.
Outcome 6	Financial resources mobilized to bridge the financing gap to support increased investment in a system that can deliver quality education for IDP returnee boys and girls.

Financial Resources		
Total resources required		\$219,829,046
Total resources (pledged or committed):	ECW	\$30,000,000
Total:		\$30,000,000
Unfunded:		\$189,829,046

SITUATION & NEEDS ANALYSIS

1.1 Country Context

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 after years of political, ethnic, religious and tribal conflict. Soon after independence, civil war in South Sudan broke out in December 2013 between the forces of the government and the opposition. In 2015, South Sudan's 10 legacy States were divided into 28 new States, which were further divided into the present 32 + 1 (Abyei Administrative Area – AA). In April 2016, the Transitional Government of National Unity (TGoNU) was formed. However, in July 2016, conflict erupted again and, in many areas of the country, persists until today. All parties to the conflict committed serious abuses, including indiscriminate attacks against civilians including aid workers, unlawful killings, beatings, arbitrary detentions, torture, sexual violence, recruitment and use of child soldiers, looting and destruction of civilian property¹.

Chart 1: Chronology of the main politico-security events in South Sudan



A combination of violent conflict, widespread severe hunger, and poverty have led to the displacement of over 4 million people – about 2 million are internally displaced (IDPs) and more than 2.2 million have fled to neighbouring countries (mainly Uganda, Ethiopia and Sudan)². Of the 2 million IDPs, approximately 400,000 are living in United Nations Protection of Civilians (POC) sites and informal settlements, while the rest are living in host communities. Living conditions in over-congested POCs are deplorable, with women and girls particularly vulnerable to sexual assault and other forms of violence.³ Nearly half of the IDPs are children and more than half are 5 years of age or younger, which poses challenges for children's well-being and access to basic services such as education and health. Demand for basic services in POCs is growing with many humanitarian donors and actors playing a key role to support the ever-growing needs. However, the resources to meet the needs of all remain insufficient. Mass displacement has had a devastating impact on the social fabric of communities and cohesion of families.

South Sudan is in a state of humanitarian crisis with an estimated 7.2 million people, out of the estimated total population of 12.7 million, requiring humanitarian assistance.⁴ This situation is exacerbated by the climate in the region; South Sudan has a hot climate with two main seasons, wet and dry. During the wet season, large expanses of the country are impassable for up to six months of the year due to flooding. In addition, a lack of basic infrastructure across much of the

¹ Human Rights Watch World Report 2019 – South Sudan [<https://www.hrw.org/world-report/2019/country-chapters/south-sudan>]

² UN OCHA South Sudan Humanitarian Response Plan: January-December 2019

³ UNMISS 2018 Country Profile

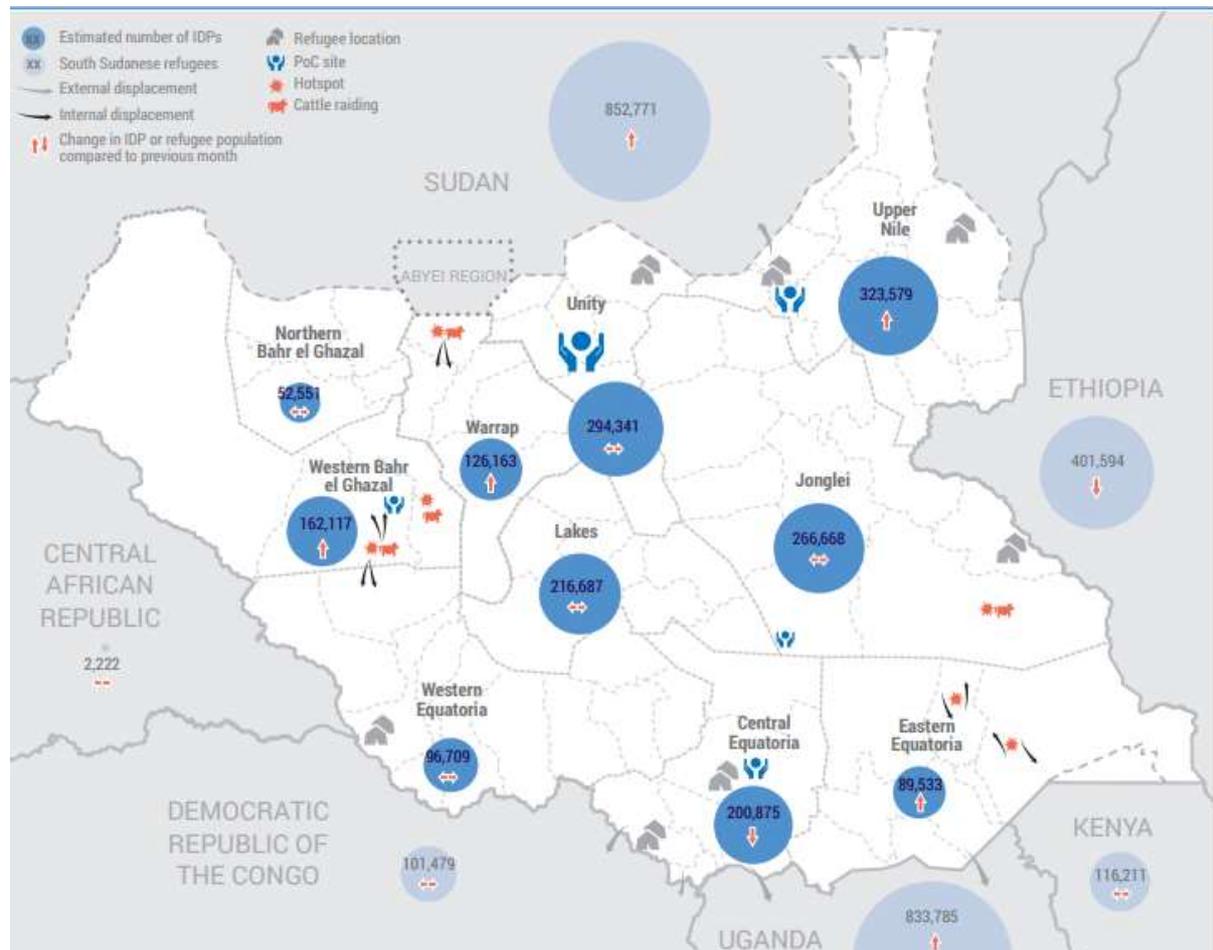
⁴ USAID South Sudan Crisis Fact Sheet #8, July 2019

country, such as an electrical grid, paved roads, and insecurity, impedes development progress and the provision of humanitarian assistance and heightens the impact of the wet season.

The failing provision of education in the Republic of South Sudan today takes place against this complex backdrop of political instability, a struggling economy, extreme poverty, food insecurity, climate extremes, and armed conflict, all of which have persisted for many years.

Map 1: South Sudan Humanitarian Snapshot

KEY FIGURES



Source: OCHA, June 2019

1.2 Strategies, Plans and Data

In developing the situation and needs analysis of education in the emergency and protracted crises zones in Section 1.3 below, the following strategies, plans and data sources were reviewed:

1. End Child Marriage in South Sudan, Strategic National Action Plan 2017-2030
2. General Education Sector Plan 2017 – 2021
3. South Sudan National Development Strategy 2018 - 2021
4. National Girls' Education Strategy 2018 - 2022
5. National Education Policy Framework
6. General Education Sector Coordination Framework (draft)
7. Education Cluster Needs Overview 2019
8. Education Cluster Strategy 2019
9. Education Cluster 5W data August 2019
10. South Sudan Humanitarian Response Plan 2019
11. IOM Displacement Tracking Matrix data set and Report July 2019
12. UNHCR Intention-Perception Surveys April 2019
13. EGRA EMGA Baseline Report draft June 2019
14. Pre-Primary Education in South Sudan, World Bank & UNICEF 2019 (draft)
15. South Sudan National Budget Brief 2019
16. Youth Education in South Sudan, World Bank 2019 (draft)
17. Education Management Information System (EMIS) 2018 – data set and draft report
18. Global Initiative on Out of School Children, South Sudan Country Study, May 2018
19. Education Cluster Assessment 2018
20. National Gender Policy 2012
21. National Budget Brief South Sudan 2019 (UNICEF)
22. Education Budget Brief South Sudan 2019 (UNICEF)

There are several challenges with regards to availability and quality of data in South Sudan –

- Programmes and NGOs collect data specific to their own needs that do not always align with other data and are at a small scale;
- A country wide census is very difficult as some areas cannot be reached due to conflict. The last time a population census was conducted was in 2008, before independence;
- Large data gaps exist on the needs of learners especially out of school children, children with disability (CWDs), internally displaced people (IDPs), refugees, etc.;
- Gender gaps in data are widespread, and there is a lack of data on key issues for girls such as early/forced marriages of girls and early pregnancies;
- There is a lack of data on the mental health needs of children facing trauma; and,
- Given the volatile and fluid context in the face of conflict and other crises, data have a very short shelf-life.

1.3 Situation Analysis of Education in Emergencies and Protracted Crisis Areas

The provision of education in South Sudan was already extremely low prior to the outbreak of the current civil war. According to the South Sudan 2011 Statistical Yearbook and 2013 Education and Management Information System (EMIS) of the MOGEL, 73% of men and 84% of women above 15 years old were illiterate, 60% of the teachers were untrained or their qualifications were not known, and three out of five school-aged children were not enrolled in the primary school. While those in school faced numerous challenges to learning, not least a pupil classroom ratio of over 100:1.

Today, South Sudan continues to have the lowest schooling coverage in all sub-sectors (pre-primary, primary, alternative, secondary and technical and vocational education and training) in the region. By comparison, South Sudan lags 1.5 times behind CAR and 2.5 times behind Rwanda for access to primary education.⁵

1.3.1 Access to Education

There are a number of key issues hindering access to education for all children in South Sudan. Available assessments and data paint a dire picture, and these assessments contain some gaps which may mask deeper exclusion, for example, for disabled children, pastoralist children and in areas that have been most recently affected by conflict. We know, for example, that girls across the country face specific challenges due to lack of WASH facilities, distances to schools and poor accommodation in classrooms, but we know much less about the extent or impact of barriers such as discriminatory social norms, violence, early and forced marriage, pregnancy and lack of mental health and psycho-social support. Educational infrastructure that is not disability, gender or conflict sensitive also plays an important role in deterring children's access, retention and learning, and the data here limit our understanding of the full extent of the issues.

The profiles of excluded children cut across region and characteristic; UNESCO (2019) found that children facing multiple factors of exclusion, such as disabled girls, face the highest risks of exclusion. A recent situational analysis conducted in South Sudan states, "The brutality and volatility of the conflict are having an enduring impact on the lives of children"⁶. In another recent study, young girls highlighted the levels of fear and apprehension that they experience daily.⁷ In particular, boys and girls both indicated that fear of being attacked prevented them from walking to school. Girls also mentioned that they fear abduction, sexual and physical violence by soldiers living in the bush, looting, and being killed when having to travel long distances. Boys highlighted their fears in relation to forced recruitment, robbery, arbitrary arrest and physical violence committed by soldiers.

While rates of access for all children are very low in South Sudan, the rates are even lower for certain groups of children, such as girls, children affected by conflict, pastoralist children, and children with disabilities. Nationally, there are more male students than female students in all school types in 2018. One of the biggest gender gaps is in secondary schools where only 35% of the enrolled students are female.

⁵ UNESCO IIEP database. Prepared using the latest 2014-2016 EMIS data available for South Sudan Joint Education Sector Review.

⁶ Plan International (2018), Adolescent Girls in Crisis: Voices from South Sudan, May 2018, <https://plan-international.org/publications/girls-crisis-south-sudan>, (accessed 22 January 2019), p.14.

⁷ Amnesty International (2016), 'Our Hearts Have Gone Dark': The Mental Health Impact of South Sudan's Conflict, (London: Amnesty International), <https://www.amnesty.org/download/Documents/AFR6532032016ENGLISH.PDF>

Table 1: Gender Parity Index (GPI) by state and school type - EMIS 2018

NAME OF STATE	AES	PPR	PRI	SEC	TTI	TVET	UNI
Central Equatoria	0.88	0.94	0.95	0.64	-	0.54	0.30
Eastern Equatoria	0.85	0.86	0.84	0.49	0.25	0.81	-
Jonglei	0.89	0.68	0.59	0.31	-	-	-
Lakes	0.59	0.72	0.68	0.35	0.14	0.94	-
Northern Bahr El Ghazal	0.96	0.88	0.86	0.62	-	-	-
Unity	0.84	0.72	0.71	0.38	-	-	-
Upper Nile	0.83	0.73	0.69	0.33	-	-	-
Warrap	0.70	0.85	0.71	0.42	-	0.81	0.07
Western Bahr El Ghazal	0.70	0.92	0.81	0.77	-	-	-
Western Equatoria	1.11	0.98	0.89	0.74	0.28	0.28	0.46
Overall	0.83	0.86	0.75	0.54	0.25	0.64	0.29

In addition to regional variations, gender disparity is also different at different levels of education and for girls at different ages. As such, the disparity between male and female students increases from lower to upper levels of education, with a GPI of 0.86 in pre-primary schools that lowers to a GPI of 0.54 in secondary schools, and further lowered substantially at university level. Jonglei, Lakes and Upper Nile states have the lowest GPI in primary and secondary schools.

Other reasons affecting girls disproportionately, include 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 protection and menstrual hygiene management for adolescent girls. Girls also have a high burden to household and care duties and priority is usually given to boys' education in families.

Children with disabilities face even greater exclusion. In 2015, roughly 21,300 children, or only 1.7% of the total primary school enrolment were children with disabilities (GESP 2017 – 2022). The three main barriers that were found to be 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 cases. Development Partners indicated that they are not systematically supporting children with disabilities as they lack the resources.⁸ It is likely that the number of children with disabilities might have increased due to years of conflict. MoGEI 2015 data indicates 18,000 children demonstrated a wide range of cognitive, emotional and physical impairments such as behavioural challenges, learning difficulties, hearing loss, and blindness.

This section summarises some of the main causes of low access to education according to the assessments data.

Seasonal access/distance to schools: The geography of South Sudan is dynamic; the country has some very remote and sparsely populated regions. Seasonal changes impact access to basic needs and services, with access constraints become more challenging during the rainy seasons. Even during the dry season, only 63% schools are accessible by motorbike or car; this falls to 43% during rainy seasons (Cluster assessment 2016). The long distances children have to walk to get to school is also a key contributor to irregular attendance of learners. Only 2% schools reported full attendance (Education Cluster Assessment 2017). Oxfam has found that in the rainy season

⁸ After Action Review- Emergency School Meals: SSHF SA1 2017; pg # 12

lack of road infrastructure makes it impossible for many students and teachers to access schools at all (Oxfam, Education Focused gender analysis case studies, Pibor and Juba, 2019).

These conditions also pose challenges for the ability of authorities and development partners to respond to and monitor the quality of education services, including delivery of materials, construction of learning spaces, attendance of students and teachers, quality of teaching, etc.

Infrastructure: According to EMIS 2018, 31% schools have a permanent structure, 21% are semi-permanent, and 39% of schools are open air or under the trees. Apart from secondary schools and TVET institutions, all the other types of schools have less than 50% of their classrooms as permanent structures. The worst situation is at the primary level, where only 27% of primary school classrooms are permanent classrooms and 43% of them are open air.

Much of the school infrastructure in the country has been damaged during the crises and conflicts or occupied by the armed actors. Approximately 70% of primary schools and 47% of secondary schools are either partially or completely damaged. Further, many classrooms have been found to lack basic learning infrastructure, such as blackboards, desks, and chairs. Data on the extent of access to these crucial supplies is limited.

MoGEI has set national targets to mitigate these issues and reduce congestion in the classroom, including a GESP goal of not more than 70 students in one primary schoolroom or 53 students in one secondary classroom. However, these GESP targets are yet to be realized: EMIS 2018 data shows that the average PCR for primary schools exceeds 75:1 with Lakes, Western Equatoria and Unity registering PCRs above 100:1 and Jonglei above 200:1.

Infrastructure is a barrier to access and to continuity of education with few primary schools offering classes through Primary 8 or accessible facilities to support children living with disabilities, though detailed data on the scale of this issue are limited.

As a result, any student studying in an incomplete or inaccessible school, a school with poor infrastructure, a school that was damaged by conflict, and/or in an area with high PCRs – which could mean roughly every enrolled student in South Sudan – is at serious risk of not being able to enrol in or to continue their education uninterrupted or to receive a quality education if they do enrol and attend.

WASH facilities: Fewer than half of schools visited during the 2018 Cluster Assessment were found to have access to a functioning water source within or near the school compound. Access to safe water was found to be lowest in Western Equatoria (24% of schools) and Upper Nile (40% of schools). Even where they existed, the water sources are often non-functioning and require rehabilitation; around 30% of these sources are non-functional in Western Equatoria, Eastern Equatoria and Warrap. Further, 67% of the schools assessed did not have any toilets. In schools with latrines, 37.3% of toilets do not function; 44.5% of toilets are not separate for boys and girls; and 80.4% do not have hand-washing or other menstruation management and hygiene facilities near their toilets. Oxfam found that girls do not feel safe going to latrines in schools as many lack doors and are not gender-segregated. This impacts therefore on their attendance. (Oxfam, 2019).

Functionality: According to the nation-wide cluster assessment 2018, 19.6 % schools were non-functional. Insecurity in and around schools were the main reasons behind the non-functionality of the schools, followed by departures of teachers and students, the inconsistency in payment of teachers and the lack of teaching learning materials.

Some positive trends in girls' access and retention has been observed recently: for example, the 2018 Education Cluster Assessment reported an increase in enrolment of girls by more than 10% over the 2017 Cluster Education Assessment. In part, this is seen as an outcome of the girls' cash-

transfers programme, supported by DFID through Girls' Education South Sudan (2012 - 2019). The program has been renewed in August 2019 for another 5 years.

1.3.2 Quality of education

Quality of education is driven by a number of factors. These include safe and accessible infrastructure, protection, and wellbeing as well as quality of instruction. In this analysis, we deal primarily with quality of teaching and learning in this section. Quality of infrastructure was addressed under Access (above) and wellbeing and protection are covered under safety (below), but of course all of these factors work together to limit children's learning. Too few teachers and too few schools drive high PCRs; poorly trained and ill-equipped teachers contribute to unsafe and unfriendly classrooms, which disproportionately drive out children with disabilities and girls.

Learning outcomes: Students sit national leaving examinations at the end of both primary and secondary levels and show quite good results. These results need to be seen through the lens of very low access, even lower transition and high repetition rates. As such the pass rates mask high numbers of children who are not making it to exams in the first place.

In 2014, the average primary pass rate was 81% (similar value in 2009), with variations across states. Boys passed at higher rates than girls (83% compared to 75%); though it should also be noted that girls accounted for only 34 per cent of the candidates sitting the examination. In 2018, 76% of the students who took the primary leaving exams passed⁹; approximately half the number of children enrolled in P8 actually registered for the primary leaving exams. Since primary examinations are developed and administered at the State level, cross-state comparisons are challenging as it is not clear that the standards are the same.

For the secondary leaving examination, 74% of students passed in 2014, an increase of 14 percentage points compared to 2009; though it is noted that only 30% of students sitting the examination were girls. Again, pass rates vary across States and are not necessarily comparable; boys also have higher pass rates (75%) than girls (72%), although the disparities have narrowed since 2009. In 2018, 77% of the students passed the secondary leaving examination.

Learning outcome assessments of literacy and numeracy in early grades indicates,¹⁰ 99% of the learners across the five dominant ethnic groups were able to recognize at least one of the 20 vocabulary/instruction words in English, while 91% of the learners could identify at least one letter name in the English alphabet. However, 92% of the learners could not correctly sound out any of the letters in the English alphabet, and 40% could not read any of the fifty familiar English words presented to them.

Teachers: A total of 52,693 teachers of whom 13% women teach at all levels of pre-university education. There are several reasons why so few women are part of the teaching workforce. In a country where conflict has been rife throughout much of its history, many teachers enter the profession with no other option or prospects; teachers rank at the bottom of the career hierarchy as it is deemed to be one of the least paying jobs and the figures support this¹¹. Families tend to get more money by having their daughters married at a younger age. To be a qualified teacher one must possess a secondary school diploma and have undergone the two-year pre-service training provided by the national Teacher Training Institutes (TTIs). This too presents a barrier for women as secondary school enrolment and completion rates for girls are much lower than those of boys – only 31.9% girls enrolled in secondary schools in 2013 compared to 35.3% in

⁹ South Sudan National Examination Council

¹⁰ South Sudan Early Grade Reading and Mathematics Assessment Report – Montrose: September 2016 – survey in 25 GPE schools across Warrap, Lakes, EE, WE and NBG

¹¹ <https://www.unicef.org/southsudan/stories/incentives-keep-teachers-classroom>

2018 (EMIS 2018). In addition, there are only 7 TTIs in the entire country (with only 2 functioning at the moment). Women have to travel long distances and at times stay in boarding facilities at these TTIs while undergoing training, which severely discourages family members to send women to these trainings as they are deemed to be unsafe.

Greater Upper Nile region has the lowest percentage of women teachers in education work-force, at below 10%, which has been a consistent challenge in the region.

A lack of women teachers, teacher trained in inclusive teaching practices and on gender contributes to the exclusion of girls.

A significant number of teachers in South Sudan have not received any training as Table 1 indicates. **Teacher training and qualification** suffers from two main challenges. First, according to the Rapid Education Risk Analysis (Year), the existing pre-service and in-service training options available in South Sudan cannot meet the high level of need to increase the number of qualified teachers in the country. Only two Teacher Training Institutes are functional in the country (RERA 2017 Preliminary Findings).¹² One in three teachers in South Sudan have not received any training and of those who have been trained, only 7.3% received a diploma, 14.5% received pre-service training, and 16.6% have received some in-service training respectively. So while it appears that two thirds of teachers have received some training, it is not clear what the quality or content of this training is and whether it is driven by INEE guidance or linked to the new curriculum.

The education cluster survey (2018) found that teacher training approaches in South Sudan are fragmented and project-driven. Different organisations and different projects use different materials and approaches and timelines. Better resourced partners use a wide range of content, but this content is often not contextualized to address the specific needs and aptitudes of different teachers. Much of the training available also still focuses on the old knowledge-based curriculum and, while some plans are in place and the government is investing in new training, training to meet the needs of the new competency-based curriculum is still lacking.

According to EMIS 2018 data, only 17% of teachers currently teaching in primary schools have actually been trained in recognised trainings, and 52% of secondary school teachers have received training.

Table 1: Male and female teachers and percentage trained across school type

Type of School	No. of Teachers	Male	Female	% trained
AES	4,801	4,323	478	19%
Pre-Primary	2,911	1,558	1,353	21%
Primary	40,850	36,037	4,813	17%
Secondary	4,012	3,792	220	52%
TVET	119	109	10	48%
TOTAL	52,693	45,819	6,974	13%

EMIS 2018

Teacher remuneration: Due to South Sudan’s economic shocks, payment of teacher salaries has been a challenge for the education sector. On average, government and non-government teachers reported having received only three months’ salaries at the time of the 2018 assessment, rather than the nine months of salary payments they were due from the beginning of the year. The majority of respondents in the 2018 Education Cluster assessment reported that paying teachers

¹² Ministry of Education, Science and Technology. (2015). National Education Statistical Booklet of the Republic of South Sudan. Juba. p.62

was critical to aid non-functioning schools to operate. The IMPACT programme funded by EU will support incentives for teachers in the country at the total value of US\$35 million for 30,000 teachers, for 23 months, until December 2019. These incentives have offered some benefit to teachers; yet their value has fallen while cost of living has increased. Teacher absenteeism remains high as teachers are forced to pursue other income generating opportunities.

A complex set of issues bedevil teacher supply, quality and attendance that are at the core of the challenge of delivering quality education in South Sudan. These include lack of regular or adequate remuneration, lack of access to support and wellbeing services, inadequate supervision and mentorship, poor pedagogical skills, lack of teaching materials,

1.3.3 Safe, Secure and Child-Friendly Learning Environments

Safety of children in schools and other educational facilities or centres is critical for the healthy functioning of the education sector. Schools in South Sudan face a number of threats to children's safety and protection in and around schools. For example, the Greater Upper Nile region (includes former Unity, Jonglei and Upper Nile States) has been among the most conflict-affected regions of the country. In 2016, 63% schools in the region suffered more than one kind of attack or were occupied by armed actors; by the 2017 assessment, this had fallen to 18%. Across the region, 36% schools were closed in 2016 (Cluster assessment 2016), with this rising to 49% in 2017. As many learning spaces in the region are in temporary structures or have no structures, they are particularly vulnerable to attack or to the impacts of conflict in the area. Since 2013, Protection of Civilian (PoC) sites hosting IDPs emerged in Central Equatoria and Greater Upper Nile States. IDPs have also occupied schools in the region rendering them unusable for education purposes. Since 2013, the Country Task force for Monitoring and Reporting (CTFMR) has documented incidents of grave child rights violations in schools affected by conflict, which shows the range of impacts of conflict can have on safety and security in and around schools and therefore on children's education.

In these conflict-affected areas, mine risk education is also crucial across South Sudan as children playing or walking to and from school are often the victims of unexploded ordinance.

The protection of children from all forms of exploitation is enshrined in the Transitional Constitution of the Republic of South Sudan (2011) and in the 2008 Child Act. Article 17(1) of the Constitution seeks to protect children from involvement in the army, and according to the section on the Rights of the Child, children are "not to be subjected to exploitative practices or abuse, nor to be required to serve in the army nor permitted to perform work which may be hazardous or harmful to his or her education, health or well-being." In addition, Article 17(1), section (h) stipulates that children must be shielded from human trafficking and abduction.

During fighting and displacement, women and children face particular protection risks as a result of the loss, or weakening, of key protective and supportive structures such as primary caregivers and family structures. Because of the security situation, more and more families are afraid of sending their children to school and children are also anxious about being separated from parents to go to school. Due to these factors, teachers need to be equipped with the specific skills to create schools/ temporary learning spaces (TLSs) that are emotionally and physically safe and protective environments for children to learn in.

At the end of 2015, UNICEF estimated that over one million children were affected by psychosocial distress. The failure to meet critical safety and basic needs of children, and their own experiences of conflict and displacement, overstretches caregivers' coping skills, ultimately affecting the capacity of adults (parents and community members, as well as teachers) to protect and take care of children. To promote education, peacebuilding and resilience against conflict among South Sudanese, particularly among children and young people, there is a need to work with partners on advocacy for education, capacity building, service delivery, community outreach

and engaging with children and youth and offering support in all areas to both children and adults. This will include support to strengthen MHPSS services for learners and students and review of the teacher training curriculum to this end as well as to ensure that social and emotional learning opportunities exist in all schools.

Apart from, but linked to the conflicts around them, children face other forms of violence as well. For example, over 140 cases of sexual violence against girls were verified in 2016, including girls who were attacked outside the vicinity of UN POC sites; it is highly likely that the actual number of incidences is much higher.

SRGBV is not well documented but case studies (Oxfam 2019) indicate that girls face high levels of sexual harassment in schools from boys and sexual exploitation by teachers. Further, within classrooms, corporal punishment remains a serious concern, despite government policies condemning it. Complaint, reporting and referral mechanisms for SRGBV are weak or non-existent and no national level data exists about this.

1.3.4 Gender and inclusion

There are several socio-economic and political reasons why girls are underrepresented in South Sudan's education system. A Plan International report (Plan International, Adolescent girls in Crisis: Voices from South Sudan, 2018) found that the three main root causes that girls aged 10-15 cited for low enrolment, attendance and retention in schools were (a) cost of education, (b) marriage and (c) the conflict. Girls aged 15-19 years old cited (a) marriage, (b) being too old for school, and (c) a lack of schools as their top three reasons. The report goes on to explore the social norms and values that lead to girls not getting the same education opportunities as boys. For instance, boys are valued more than girls and women as they are considered as the continuation of the family lineage, girls and women are not given rights to inheritance of family resources and are rarely given equal opportunities to participate in public affairs. Where families have limited resources, boys are sent to school instead of girls. Some cattle keeping communities consider girls and women as source of wealth through payment of bride price which leads to girls getting married at a very young age and dropping out of school before completing their education.

Although the MoGEI is committed to inclusive education through the Child-Friendly School approach, standards remain low, very few teachers are trained to address special needs, and few schools provide a safe and accessible learning environment or adequate infrastructure and accessibility aids for children with special needs. There is a stigma attached to disability in most communities; people with disabilities and their families are often outcasts, treated differently and not accepted as equal or respected members of the community. The protracted conflict has left large number of children and adults physically disabled and psychologically scarred. The compounding effects of displacement and disability makes people and families even more isolated and socially disadvantaged in the communities they have relocated to.

Children with special needs need support and role models. Parents and teachers need to see successful role models with similar special needs to see the potential of educating CWDs. Without significant action, children with special needs will remain marginalized throughout the education system.

While there are a few legislations and policies that protect young girls from forced marriage and gender-based violence (Penal code section 247, 274, 256 and 273), as well as the Child Act and the Gender Policy, there is limited budget allocated to government departments at central and decentralized levels. In addition, there is no clear allocation or ringfencing of the budget to address gender related issues. There is also limited capacity within the government at all levels to enforce legislations and policies for education and child protection.

1.3.5 Continuity

In 2018, at least 2.2 million children (of whom the majority are girls, with over 75% of OOSC in primary education being girls) in South Sudan are estimated to be missing the opportunity for education.¹³ This number represents on average 70% of children under 18 eligible to receive education, further complicated by significant numbers of children overage in each level and low levels of transition from year to year. The number of OOSC could easily increase to 2.4 million in 2020 (reference) unless the South Sudanese government and development partners implement innovative programs to effectively reach the population of out-of-school children (OOSC). According to UNESCO 2018 study, the vast majority of children in South Sudan are excluded from education because they have been displaced by conflict; the majority are girls, or child soldiers, or living with disabilities; they are too hungry; too busy working to help their families; too afraid of the journey to school or what might happen to them while they are there; or they have no school to go to because their school has been demolished in the conflict. The issue of OOSC is compounded by high repetition rates, drop-out rates and low transition from year to year and level to level. One key reason for low continuity in education is late entry to primary school. Nearly 75%¹⁴ of six-year-olds and 59% of seven-year-olds were not attending school. OOSC rates then steadily increase as children reach adolescence, aged 12-17 years old, with more girls than boys out of school. The majority of secondary school-aged children who were in school were therefore 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. This situation limits a child's ability transition to higher levels of education or to complete.

Table 2: Number of primary dropout learners by state and grade, 2018

Name of state	P1	P2	P3	P4	P5	P6	P7	P8	Total
Central Equatoria	952	635	555	631	612	531	485	209	4,610
Eastern Equatoria	3,158	688	594	557	475	354	213	129	6,168
Jonglei	1,782	1,043	977	855	673	431	244	87	6,092
Lakes	1,022	753	696	911	580	420	359	198	4,939
Northern Bahr el Ghazal	2,910	1,595	1,235	1,034	1,156	824	534	364	9,652
Unity	1,699	1,264	1,062	779	590	447	201	101	6,143
Upper Nile	1,739	859	664	527	310	168	140	115	4,522
Warrap	2,082	1,374	1,297	1,169	829	731	552	289	8,323
Western Bahr el Ghazal	670	421	478	425	371	357	379	228	3,329
Western Equatoria	1,248	1,001	939	748	752	573	451	312	6,024
Total	17,262	9,633	8,497	7,636	6,348	4,836	3,558	2,032	59,802

According to the students surveyed in the state of Eastern Equatoria, 40% of the female students identified long distances to school as their reason for drop out, while another 40% stated 'displacement' as their reason from dropping out of primary school.

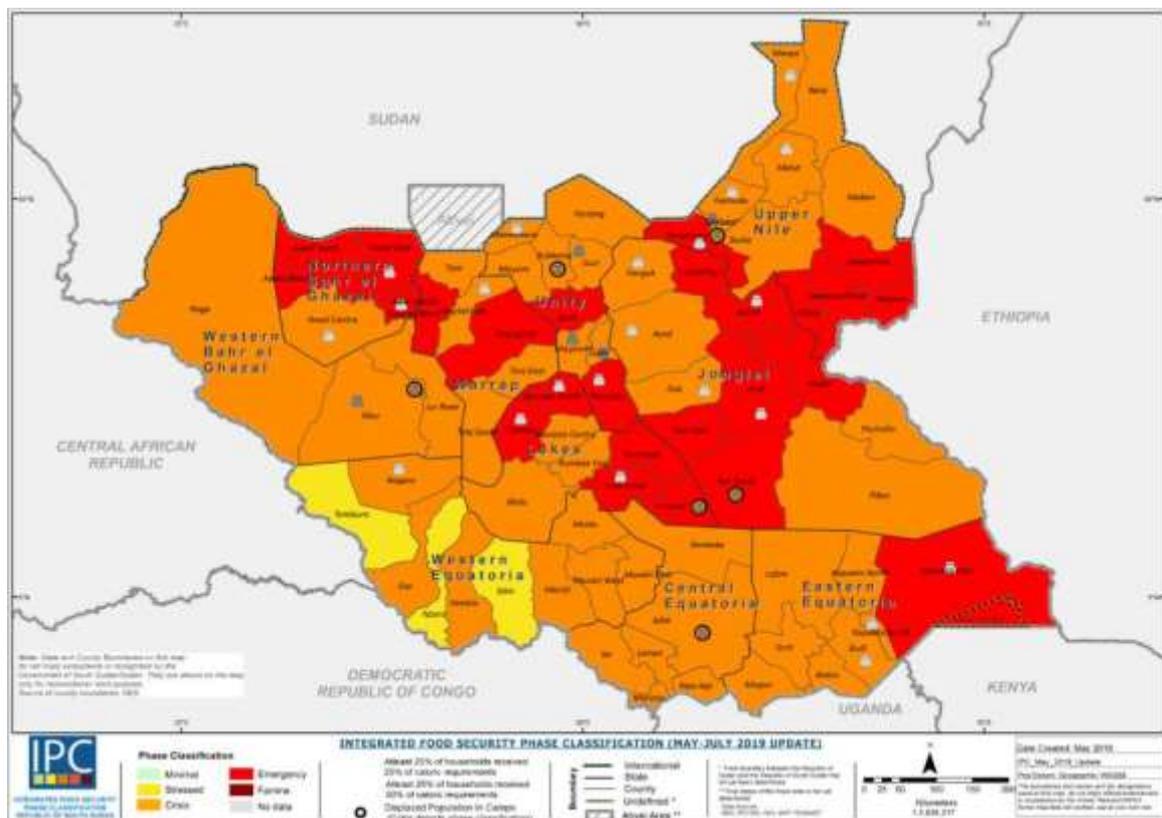
By the age of 18, 45.1% of boys and girls were not attending school, while 52.3% were still in primary school. Only 2.3% of 18-year-old students were in secondary school, and a mere 0.2% were in tertiary education. Additionally, regardless of age, inequality between boys' and girls'

¹³ UNESCO Global Initiative on Out of School Children, Country Study, May 2018

¹⁴ 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,

chances to attend school persist at every level, with more boys attending school than girls across all age groups (and most pronounced at ages 16-17). Girls tend to reach secondary school later than boys: while 10.6% of boys were in secondary school at age 16, only 1.3% 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).

According to the May 2019 update of Integrated Food Security Phase Classification (IPC) analysis, around 6.96 million people (61% of population) are estimated to be severely food insecure.¹⁵ This figure includes 3.3 million children aged 3-18 (48% of population expected to be at risk of food insecurity); these children are at risk of cognitive under-development, death, and diseases due to chronic shortage of food. According to the Education Cluster Assessment (November 2018¹⁶), lack of food is the biggest reason for school dropout and non-attendance across all ten former states. Close to 72% of primary schools in South Sudan do not have school feeding programs. Close to 68% of schools in South Sudan lack proper wash, hygiene and sanitation (WaSH) facilities.¹⁷ Lack of proper water, sanitation and hygiene interventions at schools exposes learners to risk of diseases; coupled with high levels of malnutrition, and weak immune systems. 22 percent of all cholera cases recorded were in children under five, while 25% were in children ages 5 to 14 years.¹⁸



IPC, July 2019

The main reasons identified in the 2018 Education Cluster assessment for girls dropping out of school are early and forced marriage and early pregnancy. A 2015 study by the International

¹⁵ <http://www.ipcinfo.org/ipc-country-analysis/details-map/en/c/1151633/>

¹⁶ A sample of 400 primary schools was surveyed

¹⁷ South Sudan Education Cluster Needs Overview 2019

¹⁸ <https://www.acaps.org/country/south-sudan/crisis-analysis>

Rescue Committee, Global Women’s Institute, and Care International assessed the number of child marriages using a household survey among a representative sample of 2,728 people (of which 2,244 were women), aged 15 to 64 years old, in three sites in South Sudan.¹⁹ The survey results revealed that rape and early and forced marriages are common. In a sample of 615 women and girls who were married in Rumbek, 78% were married between the ages of 15 and 19, while 7% were under the age of 15 at the time of their first marriage. In Juba’s POC site, in the sample of 604 married women and girls, 10% of girls were under the age of 15 at the time of their first marriage; amongst 360 women and girls targeted in Juba, 7% were married before the age of 15.

In South Sudan, where 40% of girls are married before age 18, the Government has demonstrated its commitment to ending child marriage by prioritizing child protection and providing for gender equality and women’s empowerment in the 2011 Transitional Constitution, Child Act (2008) and ratifying related international and regional human rights instruments. There is also an End Child Marriage in South Sudan, Strategic National Action Plan 2017-2030 and a National Gender Strategy. These instruments, while not implemented, show a keen interest to act on this issue. The Child Act (2008) accords every child the right to be protected from child marriage and stipulates that “every female child has a right to be protected from sexual abuse, exploitation and gender-based violence including rape, incest, early and forced marriage, female circumcision and FGM,” which are all criminalized in the Penal Code (2008). Despite these commitments, child marriage and other violations of children’s rights continue unabated in the country.

Since the eruption and resurgence of conflict in South Sudan, at least 19,000 South Sudanese children have been conscripted or recruited by armed actors within the various factions; this includes at least 3,200 children who have been forcibly abducted into armed groups since 2015.²⁰ Since 2013, more than 19,000 children have been registered as Unaccompanied and Separated Children (UASC) in the National CPIMS database and at more than 12,000 children are waiting for Family Tracing and Reunification services (FTR). Children recruited by armed actors or in other roles, such as army ‘wives’/sex slaves, have virtually no access to education and face significant impacts from this experience afterwards, not least stigma and trauma.

1.3.6 National Policies and Systems

The Government of South Sudan is committed to building the human capital of its citizenry through the provision of accessible, free, quality education to all children, as well as further their education and training. Upon independence, South Sudan resolved to support the development of a national education policy and regulatory framework. The right to education is enshrined in the Transitional Constitution of the Republic of South Sudan 2011, including in Article 17 on the rights of the child and Article 29 on the right to education. The General Education Act 2012 outlines a regulatory framework and structure for education in the country; providing guidance on general education principles and goals as well as associated structures, systems, standards, financing and accountability for the sector.

The General Education Strategic Plan (GESP) 2017–2022 is a national roadmap for implementation of the General Education Act and outlines strategies, monitoring and evaluation frameworks and financing of the sector. The GESP also includes education in emergencies and humanitarian activities that link to the medium-term development objectives.

Education in South Sudan is organized into two ministries – the Ministry of General Education and Instruction (MoGEI) and the Ministry of Higher Education, Science and Technology (MoHEST). The overall objective of MoGEI is to provide quality education through to the secondary level for all children; the objective of MoHEST is to produce highly skilled human

¹⁹ The sites included Juba City and Juba Protection of Civilians sites (former Central Equatoria) and Rumbek Centre (former Lakes state)

²⁰ UNICEF (2017). *Childhood Under Attack: The staggering impact of South Sudan’s crisis on children.*

capital that meets national and international standards, transforming the country into a competitive knowledge-based economy.

Private sector, non-governmental organizations and religious institutions also provide educational services across the country. These non-governmental schools provide ECD, primary, secondary, technical and vocational education. The below table shows the number and type of schools owned by the government and non-government actors.

Table 3: Number and percentage of school per type and ownership (EMIS 2018)

Type of school	Total	Gov	Non-gov	Gov %	Non-gov %
AES	646	476	170	73.7%	26.3%
PPR	591	189	402	32.0%	68.0%
PRI	3,848	2,581	1,267	67.1%	32.9%
SEC	297	139	158	46.8%	53.2%
TTI	3	1	2	33.3%	66.7%
TVET	13	5	8	38.5%	61.5%
UNI	9	3	6	33.3%	66.7%
Total	5,407	3,394	2,013	62.8%	37.2%

1.3.7 Financing of Education in Emergencies and Protracted Crises

Table 1: Select macroeconomic indicators, 2018 (or latest available)

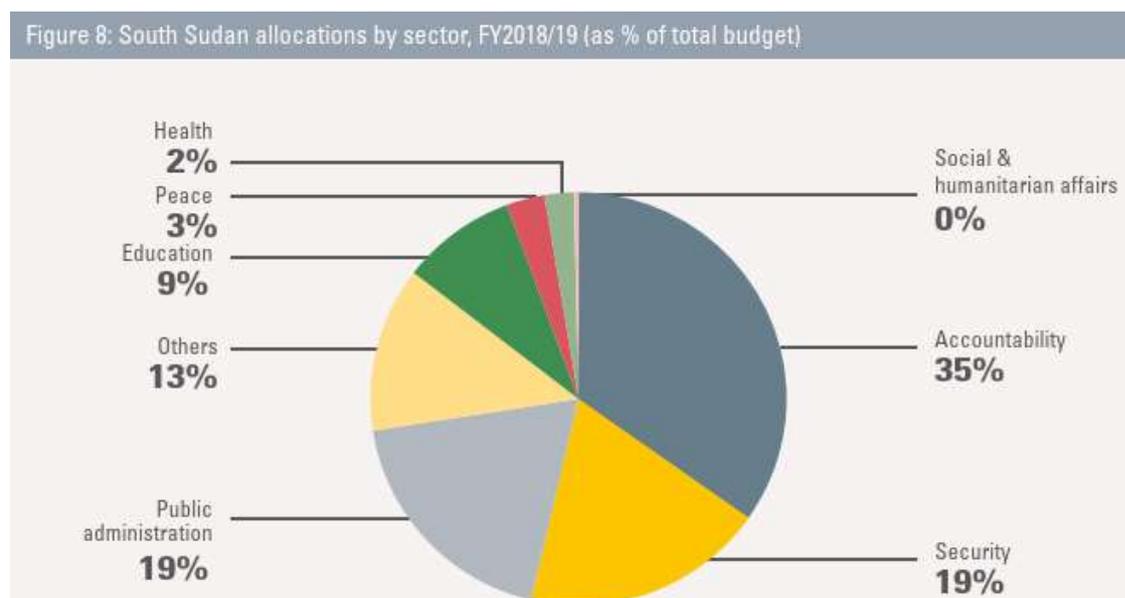
INDICATOR	VALUE	SOURCE
GDP per capita (in local currency)	631.5	IMF World Economic Outlook Database, October 2018
GDP per capita (in US\$)	306.7	IMF World Economic Outlook Database, October 2018
Real GDP per capita growth rate	-13.8	IMF World Economic Outlook Database, October 2018
Inflation rate	106.4	IMF World Economic Outlook Database, October 2018
Food inflation rate (actual)	51	Trading Economics, October 2018
Revenue (% of GDP)	46.2	IMF World Economic Outlook Database, October 2018
Expenditure (% of GDP)	28.5	IMF World Economic Outlook Database, October 2018
Debt (% of GDP)	43.7	IMF World Economic Outlook Database, October 2018
Foreign aid (% of government budget)	672%*	National: pre-budget statement, budget speech. World Bank, World Development Indicators database, January 2019
Unemployment, total (% of total labour force)	11.5	World Bank, World Development Indicators database 2018

* Foreign aid to South Sudan was 2.18 billion US dollars (US\$) in 2017; FY2017/2018 budget was 46 billion South Sudanese pounds (SSP) which equates to approximately US\$324.5 million (average of US\$299 million conversion rate US\$1 = SSP 130.26) <<https://ssp.currencyrate.today/usd>> and US\$350 million conversation rate US\$1 = SSP 153.96 <<https://tradingeconomics.com/currencies>> as of 21 February 2019).

South Sudan's economy continues to contract steeply and be unbalanced by shocks such as oil prices and inflation. The near-term economic growth outlook remains worrisome. The IMF

projects that real per capita GDP will decline by 23% in 2019 to -7.5%.²¹ Changing price levels continue to affect the size of the national budget, thereby limiting its ability to support the most vulnerable children and families across the country. Alarming levels of poverty and deprivation require massive increases in social sector support for the most vulnerable.

Investing priorities in the FY2018/2019 include the security, public administration and accountability sectors, which combined account for 73% of the approved budget. The three main social sectors that do receive funding include education, health, and social and humanitarian affairs, which account for just 12% of the FY2018/19 budget. While still low the budget allocation to these sectors has improved by 5% from the FY2017/18 budget.



Since independence in 2011, the South Sudan Government has been consistent in funding the education sector, albeit minimally. The sector receives the bulk of its recurrent budget from domestic resources in support of Government policies to achieve its education targets as captured in the General Education Sector Plan (GESP) 2017 – 2021, to which the MYRP is aligned.

Government funds to the education sector have remained low for the past five years. The budget allocation to the sector hovered between 4 and 6 percent of the national budget during 2013/14 – 2017/18 but in 2018/19 fiscal year rose to 9.4%. However, the corresponding expenditure on the education sector ranged from a high of 5% in 2014/15 to a low 3% in 2016/17. Funding for the education sector remains limited, particularly in real terms, due to hyperinflation. This has necessitated heavy off-budget reliance on donors and the private sector for basic service delivery and has burdened communities with additional costs to support their children’s education.²²

The bulk of sector funds are currently used for recurrent costs such as wages, salaries and transfers. Capital or development budget has almost been non-existent in recent years due to competing Government priorities. There are also clear imbalances in spending across levels of education. There is an urgent need for disaggregated expenditure in the sector to shed light on spending patterns and potential spending inefficiencies. Budgetary support to and prioritization of critical education areas such as ECD sub-sector and education in emergencies is insufficient.

Detailed analysis on budget execution is constrained. Data on funds received as compared to actual expenditure particularly at the subnational level remains limited. Such an analysis could

²¹ South Sudan National Budget Brief 2019

²² UNICEF South Sudan Education Budget Brief August 2019

provide insight into the observed spending variances, which may potentially be a result of poor sector planning across the various levels or weak absorptive capacity to spend the released funds.

All education donors and partners have committed to support the GESP and aligning their programmes to both the transitional and development objectives of the GESP. Collectively, both the recurrent and capital donor funds reported in 2017/18 amounted to over \$93 million, roughly eight times the sector's domestic budget in the same fiscal year (Education Budget Brief 2019).

The Global Partnership for Education (GPE) is supporting core activities for improving equitable access, quality and efficiency through a second Education Sector Plan Implementation Grant (ESPIG). The second phase of DFID funded GESS (GESS II) continues to focus on cash grants to girls, capitation grants to secondary schools, and will also support students with disabilities. The EU funded IMPACT programme, which provides cash incentives to teachers across the country is also considering an extension to ensure stability and functionality of the teaching force over the medium term. USAID and the Government of Norway continue to generously finance flexible, multi-year programmes administered through UNICEF in support of education in emergencies. These interventions provide child-friendly spaces, teacher training, and learning and teaching materials to children affected by conflict. WFP has continued to expand its support with school meals to attract children to school and retain them so as to improve their learning. The Girls' Incentive component of the school feeding programme targets girls with Take Home Rations as a motivation for parents to allow their girl children to attend school

Refer to section 2.1 for a break down in Off-budget donor commitments to the education sector.

1.4 Stakeholder Analysis

Stakeholder	Impact <i>How much does the MYRP impact them? (Low, Medium, High)</i>	Influence <i>How much influence do they have over the MYRP? (Low, Medium, High)</i>	What and how could the stakeholder contribute to the MYRP?
Ministry of Education - MoGEI	High	High	Decision makers/ government funding
Other line-Ministries - Ministry of Gender, Child and Social Welfare, Ministry of Finance, Ministry of Health	High	Medium	Implementation/oversight coordination
Regional Administrations – District Education Offices (DEO), County Education Officer (CEO)	Low	Low	Monitoring/oversight
Targeted Communities	High	Medium	Decision makers/participants/beneficiaries
International Civil-Society Organisation (including international NGOs)	High	High	Implementation/management/ Advocacy/funding/partnerships Monitoring/reporting
Local Civil-Society Organisations including local NGOs	Medium	High	Implementation/participants/ Community advocacy
Donors – DFID, USAID, EU, AfDB, Norway, Canada, GPE, Norway, Finland, Italy	Medium	High	Funding/strategic oversight/ Decision making/advocacy
UN and other international organisations – UNICEF, UNESCO, UNHCR, WFP, OCHA	High	Medium	Implementation/funding/ Management/monitoring/capacity strengthening

2

TARGET POPULATION

2.1 Targeting and Prioritisation Strategy

The ECW Task Team in South Sudan, which includes representatives from the Education Donors Group, the MOGEI Director Generals, and members of the Education Cluster as well as local non-governmental organisations and is chaired by the Under Secretary, in consultation with the Minister of Education agreed a methodology for selection of priority areas for the MYRP that was driven by a number of key factors. These factors include an analysis of the historical trends in the country, especially with regards to the nature and intensity of conflicts in different areas, analysis of movements of IDPs and refugees, including an understanding of returnee patterns, an overall assessment of need, based on current challenges with access and quality of education, numbers of OOSC children, and flows of IDPs and returnees, and finally a need to work in each of the three major regions of the country to demonstrate applicability of MYRP models to different settings and to ensure conflict sensitivity of all interventions.

As a result, the full MYRP will seek to reach over half of the country geographically where the majority of the population of children in need are located, focusing on 6 States: the three States of the Greater Upper Nile (Jonglei, Upper Nile, and Unity States), one State in the Greater Equatoria Region (Eastern Equatoria) and two States in the Greater Bahr el Ghazal Region (Lakes and Warrap). These 6 States that have been selected allow for the MYRP to work in areas affected by different types of conflict and by different trends in terms of displacement. Within these 6 States, using a range of credible data, priority counties will be selected that show the highest need and the greatest potential to demonstrate results that shift work from emergency to development.

Table 5: Regional profiles

Region	Former 10 States	Current 32 States	Regional Profile	Some Education Indicators	Selected states for MYRP
Greater Equatoria	Eastern Equatoria, Western Equatoria and Central Equatoria	9 states: Jubek, Terekeka, Yei River, Tambura, Gbudwe, Amadi, Maridi, Imatong and	<ul style="list-style-type: none"> • Eastern Equatoria has the largest pastoralist communities in the country with traditionally the lowest school enrolment rates in areas such as Kapoeta. • Eastern Equatoria is prone to major conflict. 	<ul style="list-style-type: none"> • Primary school intake and access (66% - 98%) • Primary school completion rate (15 -33%) 	Eastern Equatoria

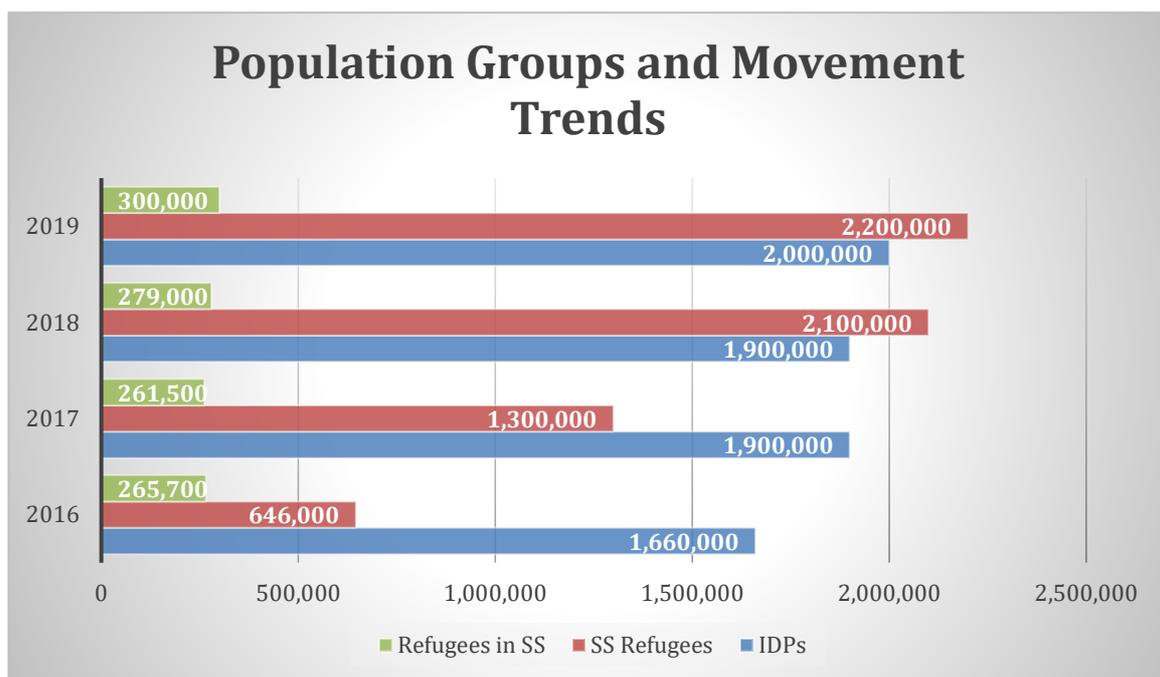
		Kapoeta	<ul style="list-style-type: none"> • Western Equatoria is made up of mostly farming communities with remote and sparsely populated areas. The area has limited education resources and services outside of main towns. • Central Equatoria includes two counties (Terekeka and Lainya) that have consistently low enrolment particularly in the more remote payams. 	<ul style="list-style-type: none"> • Eastern Equatoria is the poorest state in South Sudan and has the worst education indicators in the Greater Equatoria region 	
Greater Bahr el Ghazal	Lakes, Warrap, Western Bahr el Ghazal, and Northern Bahr el Ghazal	10 states: Gogrial, Twic, Tonj, Gok, Western Lake, Eastern Lake, Aweil East, Lol, Aweil and Wau	<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 a high prevalence of child marriage, child abduction and cattle raiding for income generation • The region has the highest school intake and completion rate 	<ul style="list-style-type: none"> • Primary school intake and access (119 – 173%) • Primary school completion rate (17 – 40%) 	Lakes, and Warrap
Greater Upper Nile	Jonglei, Upper Nile and Unity	13 states: Jonglei, Fangak, Bieh, Akobo, Maiwut, Latior, Boma, Central Upper Nile, Northern Upper Nile, Fashoda, Ruweng, Southern Liech	<ul style="list-style-type: none"> • This region is the most conflict affected in the country and prone to violent eruptions • Few public services including education. • There is a high prevalence of child marriage, child abduction and cattle raiding for income generation • Region with the worst education indicators in South Sudan 	<ul style="list-style-type: none"> • Primary school intake and access (38%) • Primary school completion rate (2 – 7%) 	Jonglei, Upper Nile, and Unity

		and Northern Liech			
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Historical trends have impacted the various regions of the country differently. There has been an upward trend in education needs since 2015 (HNO analysis 2015-2019) across the country. The Greater Upper Nile region had been most severely affected by crises over this period, which has resulted in this region having the lowest enrolment in primary education (HNO-2016). Education infrastructure in the region was largely either occupied or destroyed. In areas where education continued, the quality of teaching deteriorated due to missed opportunities i.e. teacher training, delays or cessations in payment of teacher salaries, inadequate capacities of teachers to address the issues of complex mental trauma and distress.

These challenges were then amplified with the spread of conflict beyond the Greater Upper Nile Region in 2017 to new locations (HNO-2017), including the regions of Greater Equatoria and Western Bahr el Ghazal. Education cluster representative survey taken during 2016 indicated 25% of primary schools were closed in these areas at this time and, since 2015-16, the education in emergencies targets for Education Cluster and children in need of education increased from 1.09 million in 2016 to 2.9 million in 2019.

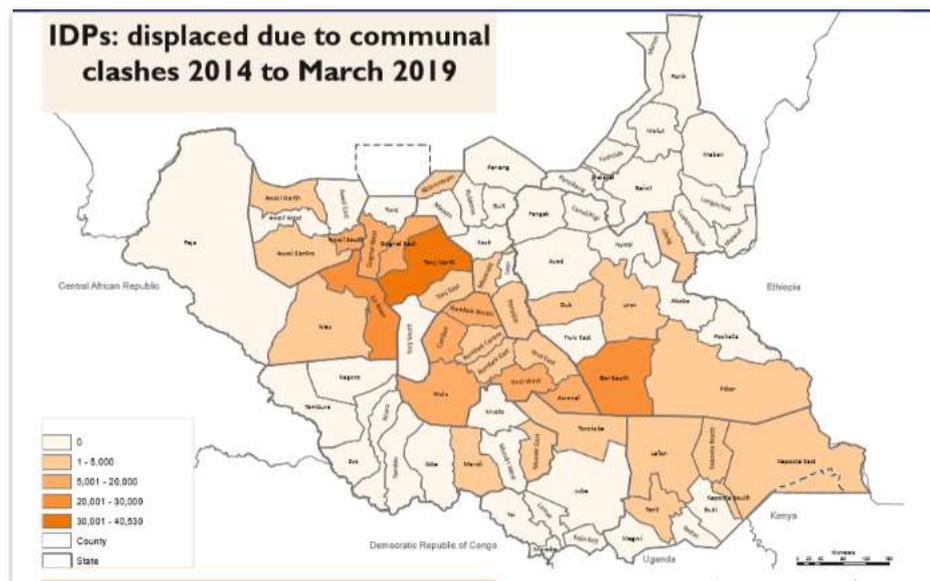
The flow of IDPs and Returnees in South Sudan has also had an impact on different regions in different ways. South Sudan had 1.66 million²³ internally displaced people across the country, with Greater Upper Nile region hosting 1.3 million of these. The number of IDPs increased in 2017 to 1.9 million, with consistently higher number of IDPs in Greater Upper Nile Region at 1.2 million.



²³ <https://reliefweb.int/report/south-sudan/2016-south-sudan-humanitarian-needs-overview>

This population movement trend changed during 2017, with a significant increase in internally displaced people in the Equatoria region from 155,999 to 1.5 million, and then in 2018 the country witnessed a downward trend, with more people taking refuge in neighboring countries, from 221,121 during 2016 to 1.1 million in 2018 (with Uganda hosting 1.037 million). These fluctuations in population movement resulted from changes in the security situation in the region (Humanitarian Needs Overview (HNO) 2016-2018 analysis), including fighting, and a high level of food insecurity that interrupted children’s education. The situation was further exacerbated by a cholera outbreak in 2017-18 (2018 Education Cluster HNO).

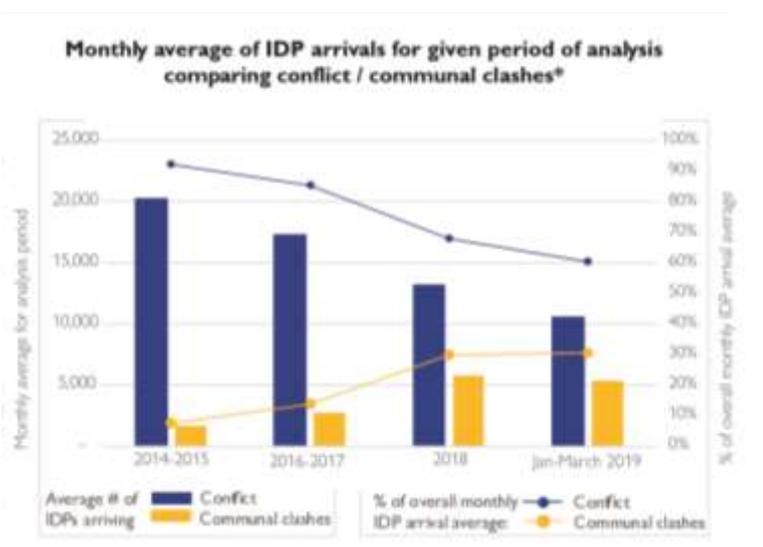
IoM DTM²⁴ population movement and tracking data indicates a reduction in displacement caused by conflict but a commensurate increase in displacement caused by communal violence. Among



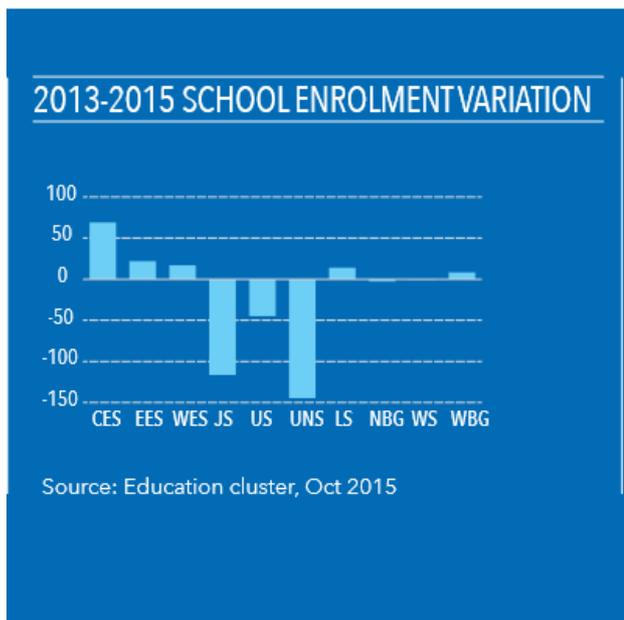
the prioritized 6 states for the MYRP, Eastern Equatoria, Lakes, Warrap and parts of Jonglei and Unity states have been most affected by this most recent displacement. This is a significant evolving risk, and it is likely these States will continue to be affected.

²⁴ <https://www.globaldtm.info/south-sudan/>

In terms of the average numbers of IDP arrivals per month, there is also a downward trend in the number of individuals displaced due to conflict and an increase in the number of individuals displaced due to communal clashes – both in totals and proportionally to the overall average number of displaced individuals per month for a given period. In 2018, Lakes and Jonglei saw especially high numbers of individuals having moved due to communal violence with over 22,000 and 21,000 IDPs respectively.



Apart from the trends in conflict and displacement, the 6 prioritized states have distinct characteristics in terms of population groups they host and educational indicators. Greater Upper Nile States of Jonglei, Unity and Upper Nile had some of the lowest enrolment rates during 2013-2015²⁵. This is in part as a result of the history of the conflicts, as mentioned above, and the influx of IDPs and refugees, which has stretched existing resources and infrastructure.



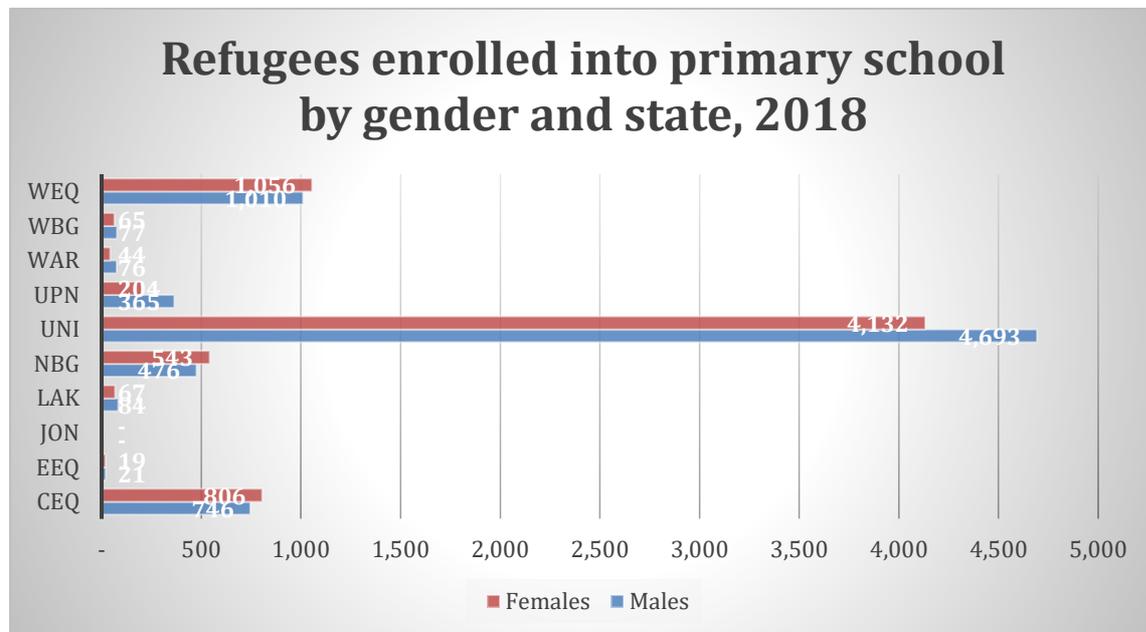
Outside of this region, Eastern Equatoria, Warrap and Lakes are more prone to communal violence, cattle raiding, and seasonal flooding; as a result, counties in these States fall under IPC phase 3 and 4. In these areas in particular girls' enrolment has historically been low across these states, with high levels of gender disparity at all levels of education, especially in enrolment. All these factors combined in these States have impacted on education attainment and exacerbated supply and demand barriers.

The UNESCO OOSC study profiles children at risk of exclusion from education according to the following factors: incomplete education cycles, overage students, child laborers, internally displaced children, girls facing early marriage, child soldiers, street children, pastoralist, and children with disabilities. The study geographically finds high levels of

²⁵ <https://reliefweb.int/report/south-sudan/2016-south-sudan-humanitarian-needs-overview> and EMIS 2013-2015 (pg 17)

OOSC at risk under different profiles in all of the six priority states. The main barriers include the large number of schools that have been destroyed and damaged due to conflict or that have not been upgraded to the full cycle, the loss of teaching personnel to other professions due to economic hardships, and the impact of early and child marriage.

Enrolment and progression, especially for refugee and IDP children and especially for girls amongst these populations, are a significant issue in all 6 States. Out of six targeted



states, Upper Nile hosts the highest number of refugees, some of whom are enrolled in P1-4, but few of whom progress to higher grades. Figure 1 and 2 (from 2018 EMIS) illustrates this discrepancy. Most refugee and IDP children remain out of school.

Fig 1 Refugees enrolled in primary – EMIS 2018

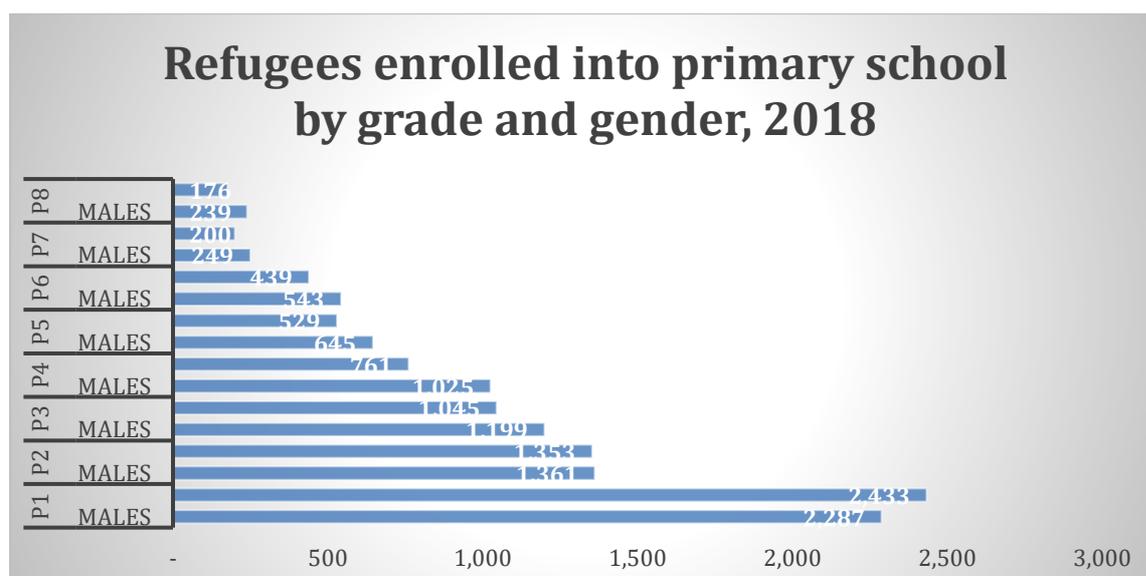


Fig 2- Refugees enrolled in primary by grade and gender- EMIS 2018

EMIS 2018 data indicates that only **8,287** (40% girls) children living with disabilities (CWD) are enrolled in primary schools in the six targeted states. The range of identified disabilities includes complete and partial blindness, deafness, physical impairment, and poor visibility. This number is likely to be greatly undercounted as disability is often perceived as a taboo, many CWDs are still not able to access the schools, and capacity to identify disabilities is low in the States.

There are **6,054** (29 % girls) demobilized child soldiers enrolled in primary education. Moreover, the statistics for secondary education indicate fluctuations across the targeted states as per EMIS data from 2012-2018; Jonglei indicating lowest female enrolment percentage for girls in 2018 i.e. 23.90 %. In Eastern Equatoria, Unity, Upper Nile, and Warrap states, a total of 5,562 (25.1 % girls) refugee learners are enrolled in secondary schools (EMIS 2018). 708 demobilized child soldiers are enrolled in secondary school, and female learners' only makeup **19 %** of these (EMIS 2018). Similarly, representation of female teachers is lowest in Jonglei state with 1.30 % (EMIS 2018) for secondary. Whereas, for primary the national percentage stands at 11.80 % for female representation in teaching workforce, with lowest percentage of female teachers in Warrap 8.30% (EMIS 2019).

Prioritisation of the 6 States is therefore driven by data as shown in the table below as well as by the analysis above.

Prioritisation of States for MYRP							
Rankings of States by numbers of 3-17 year olds affected in each category of PIN							
		OOSC in Host Community	IDPs	DTM IDP Returnees	Spont. Refugee Returns	Spont. Refugee Returns in IDP situations	Total PIN
1	Jonglei	1 st	4 th	1 st	4 th	2 nd	1 st
2	Lakes	4 th	1 st	6 th	5 th	5 th	2 nd
3	Eastern Equatoria	3 rd	8 th	8 th	1 st	1 st	3 rd
4	Warrap	2 nd	5 th	10 th	10 th	10 th	4 th
5	Central Equatoria	5 th	6 th	5 th	6 th	4 th	5 th
6	Upper Nile	6 th	2 nd	7 th	3 rd	6 th	6 th
7	Unity	8 th	3 rd	4 th	2 nd	3 rd	7 th
8	Northern Bahr el Ghazal	7 th	10 th	9 th	9 th	9 th	8 th
9	Western Bahr el Ghazal	9 th	7 th	3 rd	8 th	8 th	9 th
10	Western Equatorial	10 th	9 th	2 nd	7 th	7 th	10 th

Within these 6 States, the MYRP will further prioritise and phase in Counties based on number of PIN, % of PIN in total county population, and % of PIN who are IDPs and returnees. These issues are ranked and weighted to reveal priority counties, which are then select to allow for some even distribution amongst the 6 States so that the MYRP can demonstrate relevant outcomes in different contexts.

It is noted that these rankings are preliminary and based on best available and current data. As the situation in South Sudan is constantly in flux, during implementation, partners will need to review these rankings with the most up to date data and ensure that they further undertake analyses to select Payams and schools where there is no duplication of efforts with other programs and projects.

Ranking of Counties within 6 Priority States ²⁶						
Priority States	Counties	MYRP Phase	Final Education Cluster PIN 3-17yrs	PIN as a % of Population	IDPs and Refugees as % of Total PIN	Weighting (10 pts for red, 5 for amber and 0 for yellow)
Lakes	Awerial	1 and 2	64,316	48%	93%	30
Unity	Guit	1 and 2	21,741	33%	47%	25
Jonglei	Duk	1 and 2	47,824	25%	50%	25
Eastern Equatoria	Magwi	1 and 2	62,242	25%	56%	25
Warrap	Tonj East	1 and 2	52,316	36%	2%	20
Upper Nile	Baliet	1 and 2	17,702	33%	40%	20
Lakes	Yirol East	3 and 4	48,594	32%	32%	25
Unity	Panyijiar	3 and 4	33,545	31%	63%	25
Eastern Equatoria	Kapoeta North	3 and 4	60,596	40%	19%	20
Jonglei	Nyirol	3 and 4	39,245	30%	33%	20
Warrap	Tonj North	3 and 4	76,115	29%	30%	20
Warrap	Gogrial West	3 and 4	92,392	29%	13%	15
Unity	Rubkona	5	82,999	26%	53%	25
Lakes	Rumbek North	5	29,432	42%	39%	20
Eastern Equatoria	Kapoeta East	5	59,238	37%	12%	20
Eastern Equatoria	Lafon	5	47,379	32%	11%	20
Lakes	Yirol West	5	48,987	31%	15%	20
Lakes	Wulu	5	25,045	30%	31%	20
Upper Nile	Fashoda	5	20,980	29%	60%	20
Jonglei	Pibor	5	58,012	28%	34%	20
Upper Nile	Luakpiny/Nasir	5	71,238	27%	37%	20
Unity	Leer	5	15,999	27%	38%	20
Jonglei	Fangak	5	51,343	27%	28%	20
Upper Nile	Maiwut	5	30,768	25%	41%	20
Jonglei	Akobo	5	53,283	24%	29%	20
Unity	Pariang	5	29,659	23%	48%	20
Jonglei	Bor South	5	75,466	23%	33%	20
Eastern Equatoria	Kapoeta South	5	39,727	41%	16%	15
Eastern Equatoria	Budi	5	34,965	35%	3%	15
Warrap	Tonj South	5	34,244	31%	1%	15
Eastern Equatoria	Ikotos	5	30,586	30%	5%	15

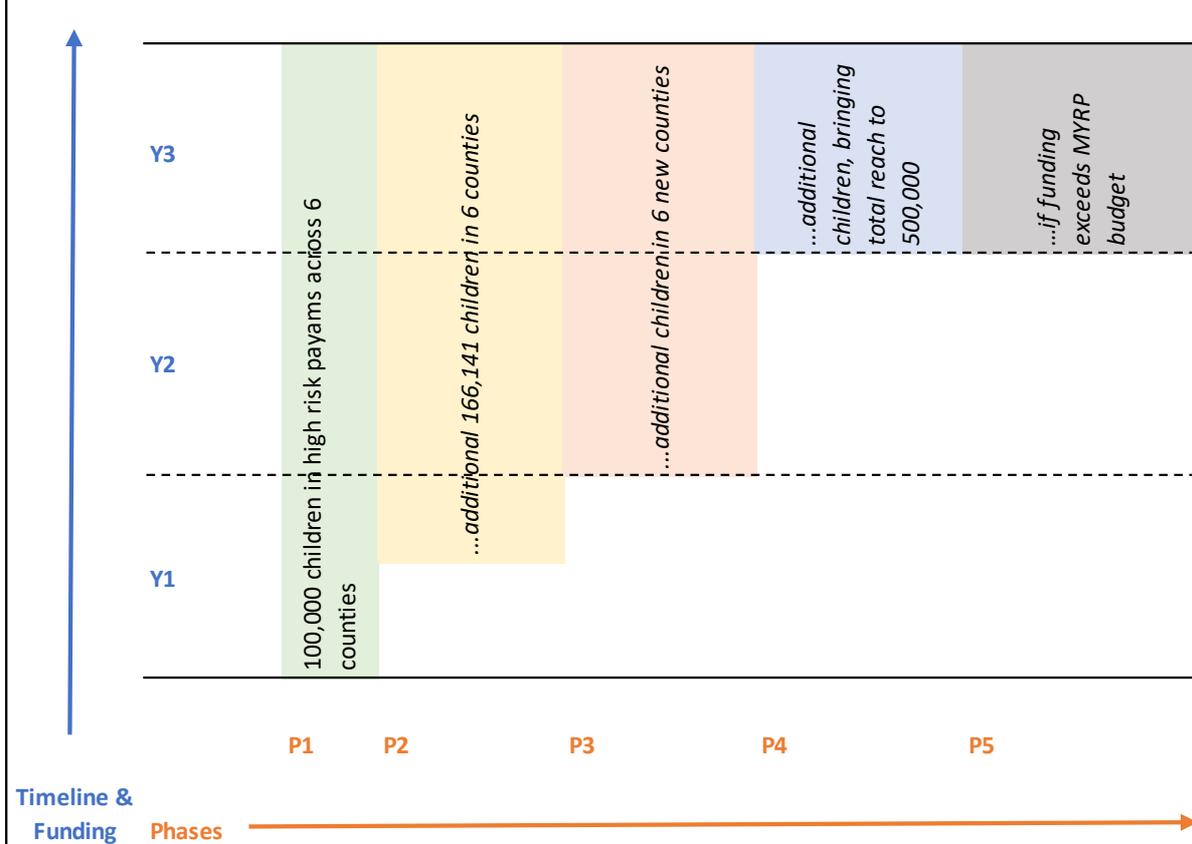
²⁶ Sex disaggregated data for the figures in the table is available and will be used during inception phase; the large excel data set can be requested from the South Sudan Education Cluster if need be.

Ranking of Counties within 6 Priority States ²⁶						
Priority States	Counties	MYRP Phase	Final Education Cluster PIN 3-17yrs	PIN as a % of Population	IDPs and Refugees as % of Total PIN	Weighting (10 pts for red, 5 for amber and 0 for yellow)
Upper Nile	Melut	5	36,895	29%	26%	15
Lakes	Cueibet	5	50,101	29%	18%	15
Lakes	Rumbek Centre	5	57,290	28%	15%	15
Unity	Koch	5	29,263	28%	29%	15
Unity	Mayendit	5	17,730	27%	43%	15
Unity	Mayom	5	40,359	27%	24%	15
Jonglei	Uror	5	48,311	27%	12%	15
Lakes	Rumbek East	5	43,849	26%	6%	15
Upper Nile	Ulang	5	28,669	25%	31%	15
Jonglei	Ayod	5	44,024	24%	23%	15
Warrap	Twic	5	57,368	22%	18%	15
Upper Nile	Renk	5	37,148	20%	32%	15
Upper Nile	Maban	5	16,318	30%	24%	10
Eastern Equatoria	Torit	5	16,720	29%	31%	10
Warrap	Gogrial East	5	29,895	24%	25%	10
Jonglei	Canal/Pigi	5	21,341	21%	11%	10
Upper Nile	Manyo	5	12,456	16%	40%	10
Unity	Abiemnhom	5	8,088	15%	86%	10
Upper Nile	Malakal	5	21,523	12%	31%	10
Upper Nile	Longochuk	5	15,156	26%	9%	5
Jonglei	Pochalla	5	19,332	26%	5%	5
Jonglei	Twic East	5	20,379	17%	23%	5
Upper Nile	Panyikang	5	7,552	12%	30%	5
Warrap	Abyei Region	5	-			0

The phasing of the MYRP will be based on need and identification of synergies in key priority counties. As such, Phase 1 will reach up to 100,000 children across 6 priority Counties receiving support for a full three years. As additional resources are secured, MYRP activities will be extended to Phase 2, 3 and 4 counties and schools, reaching a total of 500,000 children in need across 12 counties. Should additional funding be found, the ultimate goal of the MYRP will be to reach all areas of the 6 priority States, as shown in the table above.

Seed Money will be targeted to reach 35,000 children in the Phase 1 Counties, and within those at priority payams, that enable the full Theory of Change to be tested and modelled.

Figure 3. Phases of the MYRP



The map below shows where Education Cluster members are working across the country. The selection of counties and payams will need to take this distribution into account. In some cases, the MYRP will want to work in close coordination with EiE work to ensure that it is picking up of schools and centers that are able to move towards greater resilience and recovery and, in other cases, to avoid duplicating efforts, it may be that some areas are best avoided. This determination will need to be carefully made by implementing partners based on the best available information about who is doing what where.

The Table below also lists major donor funded work in the education sector in South Sudan. Most of this work is at the national level and MYRP will mostly want to coordinate with these partners and seek synergies, but efforts will also need to be made to ensure there is no duplication of efforts, in particular with the new AfDB program.

The map and table below indicate current information, but all information will need to be reviewed when implementation plans are being finalized.

		<p>Education in Emergencies through UNICEF and WFP 2018-2021 (\$25m)</p> <p>Approved grant for 2019 – 2021 (\$16m)</p> <p>ECHO: education in emergencies 2019 – 2020 (\$2.2m)</p> <p>ECHO: education in emergency 2020-2021 (\$2.2m)</p> <p>Pastoralist education 2019 – 2021 through FAO (\$3m)</p> <p>TVET 2016 – 2020 (\$2m)</p> <p>TVET 2016 – 2020 (\$8m)</p> <p>Registration services for children formerly associated with combatants, through UNICEF (\$1.5m)</p>	<p>School feeding, teacher training, child protection</p> <p>Teacher incentives, training of volunteer teachers (TBD)</p> <p>Child protection</p>	<p>WBeG, Warrap, NBeG and WES</p> <p>“hard to reach areas” TBD</p> <p>National</p> <p>National</p> <p>Lakes, Central Equatoria</p> <p>WBeG, Warrap</p> <p>Warrap, WBeG, NBeG, CE, Lakes</p> <p>National</p>
DFID	70	<p>GESS 2 Project 2019-2024</p> <p>Humanitarian Assistance Programme</p>	<p>Girls Education South Sudan II: Will provide cash incentives to girls, capitation grants to schools, ALPs and AES, teacher development and governance training and support for children with disabilities.</p> <p>TBD</p>	<p>National</p>
AfDB	13	<p>Project (through UNICEF) 2019 - 2023</p>	<p>Access and quality of basic education – infrastructure, school governance and teacher training</p>	<p>Upper Nile, Jonglei, Unity and Eastern Equatoria</p>

Norwegian Embassy	7	Project/humanitarian grant through UNICEF and NGOs 2018 – 2020	Primary, Back to Learning, ECD, ALP and non-formal	National
UNESCO	5	Project implementation for other agencies -2015-2020	Capacity for TVET development, Pastoral education and SDG4	National
WFP	25	Humanitarian Project	School meals to primary level on-site hot meals Take home rations Deworming medicine, school gardens	National
Canadian Embassy	31	Project support to GESS 2 (through DFID) – 2019 – 2022 (\$15m) Project – Healthy Bodies, Healthy Minds, through Canadian Red Cross, 2019 – 2022 (\$7.5m) Project – Community Based Education in SS – through BRAC 2019 – 2022 (\$8.5m)	Access and quality Primary education for Girls SRHR, SGBV and WASH training to 9,000 girls in 40 schools Education for 10,350 for marginalized and OOSC by establishing 300 non formal schools	National West Gogrial WE, CE, EE and NBeG
36 active cluster partners	8.5	Individual agency reports and humanitarian support 2018 - 2019	Classroom rehabilitation, learning materials, teachers' incentives, ALP, WASH	National

3

PROGRAMME RESULTS

3.1 Theory of Change & Strategy

The MYRP Theory of Change is grounded in the reality of South Sudan, where **systemic change** in the education sector will be needed to drive results for all children, while also supporting recovery and the return of refugees and IDPs and the transition from emergency to development. Additionally, given the impact of displacement, conflicts and crises, and extreme levels of poverty, learners and teachers will require **well-rounded and holistic support** to ensure that they can learn and teach and that children can progress in education.

While South Sudan has been described as a high demand, low supply challenge for education – and the data support this view – the issue is more complex for many of the most vulnerable children. For some groups of highly marginalised returnee, IDP and host community children, including girls, pastoralists and CWDs, whose lives have been affected by multiple facets of deprivation, conflict and displacement, supply of education is the first critical hurdle. Additionally, conflicts in the country have been various and punctuated, with different regions affected by different issues, including communal conflicts and localised issues. As such, while the Greater Upper Nile has been the focus of humanitarian actors and relief, almost all of the country has been affected in some way and educational outcomes and provision are very low outside of this region as well (see Targeting Section 2.1 for details).

To that end, the Theory of Change focuses on conflict-sensitive interventions, that move communities from emergency to recovery and towards development. Where possible, ECW will pick up where humanitarian actors have undertaken education in emergencies programming or where conflicts flared a few years ago but are moving towards recovery. In these areas, the ECW will give priority to areas where schools exist, but need to be upgraded, expanded or repaired such that they can properly function and serve the needs of large out of school populations, and where IDP and Refugee populations intend to return or are returning in significant numbers. The Section on Targeting (2.1) demonstrates how the 6 priority States have been selected and how priority areas within those States will be selected for Phase 1 of the programme and, within those, for Seed Money allocation.

The ECW will ensure that out of school children (OOSC) in priority areas have flexible, responsive routes into learning opportunities, that support their transition into further levels of education and that support their holistic wellbeing and development. A large portion of the out of school children, especially IDPs and refugee returnees, face multiple intersecting exclusionary factors, for example, young mothers, children recruited into armed conflict, and children living with disabilities require targeted responses to ensure their access. A holistic package of support that enables access, quality, inclusive practices, wellbeing, safety and a wider range of support will be needed for steps towards all children's equal participation to be taken.

As such, the MYRP Theory of Change responds to the problem statements:

1. A severe gap in the **supply of relevant learning experiences** – driven by a lack of schools and alternative learning opportunities, schools being destroyed due to the conflict or where opportunities do exist challenges that limit their functioning such as compromised infrastructure and too few options that meet the needs of all children – means that South Sudan has the highest proportion of OOSC of any country in the world;
2. Poor **quality of education** – with too few teachers, especially female teachers, ill-equipped and poorly trained or untrained teachers (especially in matters of MHPSS), a lack of teaching and learning materials and supplies, lack of support for teachers, and high absenteeism amongst teachers due to low or no regular pay – has resulted in high levels of drop out and repetition and low levels of learning;
3. **Inability to meet the needs** of many OOSC, such as young mothers or pregnant girls, CWDs, children who were recruited into armed conflict, pastoralist children and others. The challenges to access and learning for these children include supply and demand issues, such as discriminatory attitudes towards girls and children with disabilities, lack of accessible or gender inclusive school infrastructure, lack of services to ensure the welfare and wellbeing of these children, etc.;
4. **Low levels of engagement and education amongst parents** and communities, pervasive discriminatory social and gender norms and the impacts of poverty and conflict, all of which result in low commitment to education, especially for girls and CWDs; and,
5. **Lack of oversight and accountability** since government systems are weak and government and communities lack the resilience, capacity and resources to establish, manage, oversee and sustain the education of children.
6. **Persistent hunger, poor health and poverty** as a result of conflict causing displacement and de-prioritization of education act as barriers to children’s access to education.
7. **Gender norms as a barrier to access and quality of education.** The analysis has identified that girls are most negatively impacted by gender norms, and face subsequently inequality and inequity. **Multiple forms of discrimination** especially for CWD contribute to further marginalization of specific groups of children. While efforts have been made to close the GPI through targeted interventions, the education indicators for girls remain low; they are even lower for CDWs. Furthermore, norms associated with masculinity and coming of age make specific groups of boys vulnerable due to their former engagement with armed groups or economic uncertainty.

To that end, this MYRP will work to deliver safe and continuous learning opportunities for out of school IDP, returnee and host community children in 6 States of South Sudan. This will include:

- **Unlocking barriers to entry into, progression through, and results** in education through a comprehensive set of responses that will ensure excluded children, particularly conflict-affected children, girls and CWDs, can participate in education, transition and learn.
- **Ensuring pupils and teachers receive the support they need** so they can learn effectively and teach effectively, such as support towards their psycho-social wellbeing, their financial security, and their protection and safety.
- **Working with parents and communities** to engage them in education and secure their support for enrolling all children in education.

- **Investing in the resilience and responsiveness of the system** so it can develop and scale up interventions that can deliver results in the particular contexts in South Sudan where the challenges are greatest and provide greater accountability to and results for communities.

To achieve the overall impact of safe and continuous education for out of school returnee, IDP and host community children in South Sudan, the MYRP will deliver six outcomes:

1. **Provide access** to a range of safe, inclusive, and relevant learning opportunities for boys and girls, including CWDs, who are at different levels and ages between 3 and 17 and with differing needs, especially in rural and remote areas where returnees are resettling and where IDPs have fled.
2. **Deliver higher quality** and more consistent learning opportunities, including accessible and relevant teaching and learning materials, that are child-centred and competency-based, with male and female teachers qualified through holistic and conflict-sensitive training²⁷ to deliver them.
3. **Ensure all children can progress through education**, removing barriers to transition, with attention to the higher barriers faced by certain children, including girls, CWDs and others.
4. **Challenge widespread discriminatory gender and social norms** that limit access and progress of girls, CWDs and other groups of children.
5. **Meet the wellbeing, nutritional and mental health needs of all children and teachers**, so learning can take place and the impact of poverty and conflict can be mitigated.
6. **Demonstrate results and resilience and accountability** to attract greater and longer-term funding to recovery and resilience work and extend results.

The Theory of Change is built on the assumptions that:

- Progress towards peace and reconciliation of the GOSS meets its timelines and donors will agree to support development in the country;
- The impact of external factors, such as extremes in seasonal weather patterns, periodic escalations of conflicts, and other crises, can be mitigated and managed and do not present long-term threats to work;
- The GOSS will continue and increase its commitment to education, including increasing its spending as the system is strengthened, for example ensuring regular payment of teachers' salaries and raising teacher salaries as of July 2020; and,
- Coordination and collaboration between education in emergencies and development partners and other humanitarian actors can be maintained and extended.

MYRP Strategy

It is envisioned that the high-level impact on children's education can only be achieved if **all** of the supporting medium-level outcomes above can be achieved. This means that the MYRP will

²⁷ See INEE Training for Primary School Teachers in Crisis Contexts for an [example](#) of the type of training that MYRP will seek to offer for all teachers.

seek to deliver a **holistic package of support** in each school, learning space or center and in each location in which it works to create impact.

As such for Phase 1 priority areas, partners will work to **demonstrate models of holistic packages of support** that can run for three years offering continuity of support and progression for children. These locations will be selected to offer synergies with the work of other partners and programmes, such as GPE, GESS, AfDB, Canada, USAID, and WFP, wherever possible and so as to avoid duplication of efforts with any other work. The MYRP will also work to scale-up existing programs to increase coverage and reduce the inequalities in geographical access and in access for girls, CWDs and other vulnerable groups of children. The priority locations will be selected based on a set of criteria that are explored in the Targeting Section (2.1), which include high levels of out of school children, high levels of returnees and IDPs, high educational needs, gender disparity, and stable enough to benefit from three years of educational support moving from recovery to development. The priority locations will represent different challenges and contexts within South Sudan, so that the tested packages can be extended by future funding as models for the recovery of the country.

One key goal of the Phase 1 focus areas will be to generate evidence of what works to encourage greater donor engagement so that models can be tested in new locations or scaled up where they are working over the later years of the MYRP and beyond.

Risk Management

The Risk Matrix (Annex 3) highlights a number of important risks that the program will need to manage. Here we highlight two in particular that have been taken into consideration when framing the MYRP.

The first is the critical risk of teacher remuneration. The GOSS has struggled to ensure that teachers are all paid regularly and receive an adequate salary to be able to carry out their work. While there are other reasons as well, this is seen as the main risk to regular teacher attendance and the adequate functioning of schools.

A number of mitigation strategies are being implemented to manage this risk. These include: negotiations by MOGEI to ensure that teacher salaries will be increased from June 2020; donor partners reviewing the needs and the ability to pay some incentives to teachers in hard to reach and high-risk areas, as well as to non-government teachers; and, commitments from MOGEI to clear all backlogs in teachers' pay in early 2020.

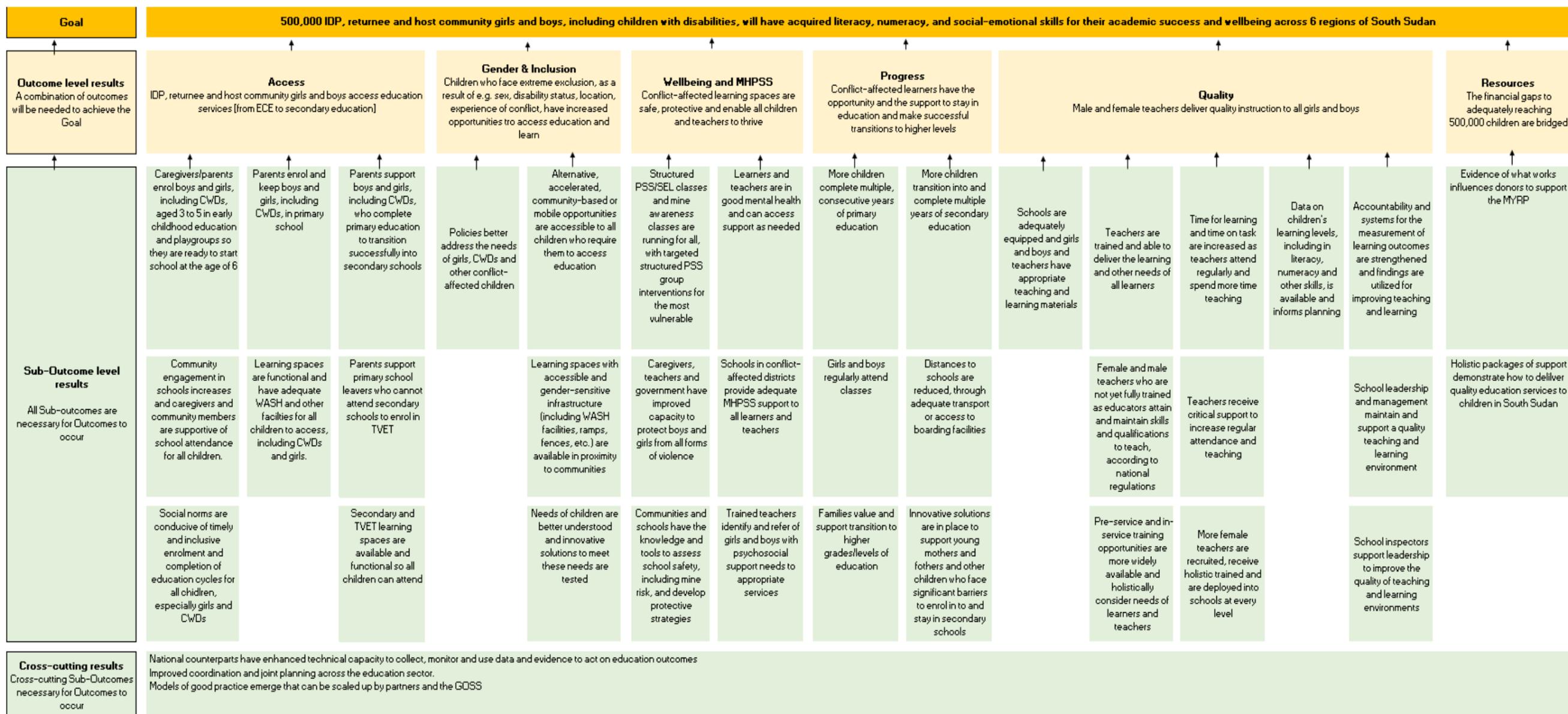
While none of these strategies alone will entirely manage the risk of teachers' striking or refusing to come to schools as a result of no pay, they are seen as part of the solution. Furthermore, with support from GPE, MOGEI is producing regular budget briefs and reviewing public expenditure to better understand and meet its budgetary obligations.

Given this, the MYRP will work closely with MOGEI, GPE and educational donors through its Steering Committee to ensure that any teacher incentives that are paid through the program do no harm, are aligned to other efforts to ensure all teachers are adequately paid, and to support MOGEI to meet its obligations to teachers first and foremost. Further, the MYRP will work to

ensure teachers gain skills and qualifications and, in MYRP supported schools, all teachers receive MHPSS and other support to their wellbeing. Wherever possible MYRP will seek to establish links with pathways for teachers to gain greater skills and professionalisation to ensure that they can be included in the cadre of formal teachers who are regularly paid and supported in all ways to deliver quality education for all children.

A second critical risk that the MYRP has been tracking during its development and which will be critical in its first year is progress towards peace accords. In November 2019, a further 100-days were agreed before parties agree a way forward. The MYRP will track developments to this end closely. The outcomes of these negotiations – whether positive or negative – will have profound impacts on the make up of the GOSS, its priorities and strategies, and on the movement of people into and out of and within the country.

Close coordination with the Education Cluster and OCHA will be maintained at all times to track progress and any impacts that will affect MYRP priorities.



3.2 Programme Results

OUTCOME 1: Access to learning opportunities for 500,000 IDP, returnee and host community girls and boys is increased through addressing gender and exclusion barriers

Output 1.1: at least 100,000 children (at least 50% of whom will be girls) aged 3 to 5 gain access to pre-primary educational opportunities to prepare them to start Primary Education on time.

Access to Early Child Education and Development (ECD) has important protective, developmental and educational impacts on children, as demonstrated by UNICEF's Nurturing Care Framework. Within conflict-affected context, such as South Sudan, these protective, developmental and educational impacts are magnified and are all that much more vital for the recovery and development of the country and for the wellbeing and development of its children. As such, ECD is a key goal articulated by the Government of South Sudan (GOSS) and the Ministry of General Education and Instruction (MOGEI). In the General Education Strategic Plan (2017-2022) (GESP), the MOGEI has set a goal of increasing GER in pre-primary from 10% in 2017 to 15% in 2021, providing a 2-year cycle of ECD for children aged 3-5.

As such, the MYRP will support access to ECD or playgroups for IDP, returnee or host community children in the six key States, with a focus on those places with high numbers of returnees and lowest provision. The goal is to ensure that as many children aged 3 to 5 as possible enter ECD and go on to enrol in primary school at six years of age, prepared to learn and ready to go to school, having positive knock-on effects across the education system.

In each priority location, the MYRP intervention will include access to ECD, including qualified ECD instructors who can deliver inclusive and gender sensitive opportunities for children to learn through play and adequate supplies for the learners to fully participate in ECD.

Output 1.2: At least 200,000 (50% girls) IDP, returnee and host community children of primary school age access primary level learning opportunities.

According to the UNESCO OOSC report 2019, South Sudan has the largest proportion of children of school going age who are out of school. The key issues for access include lack of schools, non-functioning schools, and schools that only cover half the primary education cycle.

Coordination with other programmes and partners, including through the MYRP Steering Committee, the Education Cluster, and with support from other programs and donors such as GPE, will ensure that WFP is able provide school feeding in all ECW-supported primary learning spaces; that ECW supported teachers benefit from GPE-supported teacher training; and other partners can link to support girls or children with disabilities to take advantage of ECW opportunities. Additionally, synergies across the outputs will ensure that children can complete ECD and enrol in primary education on time, that primary completers can transition to secondary or TVET, and that overage and excluded children get the support they need to catch up and re-enter primary education at the right level.

In response, the MYRP will invest in:

- Upgrading, renovating or repairing existing primary schools and learning spaces, in accordance with INEE standards.
- Ensure that all supported schools will operate in double shifts to rapidly increase enrolment and decrease overcrowding. Given the low number of teachers, the same teacher will in most cases be supported to facilitate both shifts, but additional voluntary and trainee teachers will be recruited to support them as needed.
- Each of the renovated spaces will be outfitted with adequate infrastructure, functioning teaching and learning facilities, such as blackboards and desks, and be able to accommodate children up to P8.
- Each space will also have accessible, safe and separate toilet blocks for boys and girls, including adequate WASH facilities and MHM kits for girls.
- Needs will be assessed, and support will be delivered to CWDs who enrol in primary education, including assistive devices, accessible learning materials (braille, etc.), transportation and support to families to ensure access for CWDs at Primary Schools (assuming about 15% of newly enrolled children have disabilities).
- Education officials, SMC and PTA members, teachers and community members will be trained to identify CWDs and other at risk OOSC in communities and to encourage them to enrol.
- Provide school meals to up to 160,000 children in IPC level 3 And 4 areas and work to transition towards school gardens and food resilience wherever possible.

Output 1.3: Alternative, mobile and community-based education alternatives supported to ensure that at least 60,000 over-age, out of school and hard to reach boys and girls enroll at the right level.

With the scale of the impact of the protracted crisis, a large proportion of the children who are out of school cannot be reached by formal primary or secondary education, especially girls facing multiple barriers including early marriage and pregnancy and CWDs. Additionally, a large number of children currently enrolled in primary schools are overage; the UNESCO OOSC report estimates up to 70-90% of enrolled children are overage in some schools and some areas. These children are at highest risk of never enrolling or of dropping out without completing.

For these children, alternative, accelerated, community-based or mobile solutions will ensure that they can enrol at the right level, or catch up and re-integrate into formal educational settings as appropriate. This will include supporting Temporary Learning Spaces (TLSs), or upgrading existing TLSs, training and equipping adequate numbers of instructors, especially in delivering SEL and gender sensitive and inclusive pedagogies. Contextual needs will be assessed to see what form of alternate, accelerated or community-based response will be best suited to the needs of children in each location.

Output 1.4: Increased access to secondary education and TVET for up to 140,000 IDP, returnee and host community children between the ages of 14 and 18 who have completed primary education.

For children in this age range, there are **two critical pathways** in the transition to adulthood. The first, and preferred, option is secondary education, but it is unrealistic to assume that this route will be accessible or appropriate for all. As such, a second pathway that ensures children gain life-skills and vocational skills will also be necessary.

To increase access to secondary education for at least 90,000 children, at least 40% of whom will be girls and at least 15% of whom will be CWDs, the MYRP will seek to repair or rehabilitate educational spaces or seek existing spaces that can be used for this purpose, such as primary schools that can be used for secondary schools in the afternoon shift. The spaces will be upgraded and rehabilitated to ensure adequate learning space and equipment as well as adequate, gender sensitive and accessible WASH facilities and other accessible infrastructure. 150,000 hygiene and comfort kits will be distributed to secondary school girls, along with awareness raising and demonstrations on their use.

To support TVET activities, vocational and life-skills courses will be extended to reach 50,000 returnee, IDP and host community children aged 14 to 18, 50% female and at least 15% CW. This will include renovating and rehabilitating low-cost vocational training centres, with a focus on remote areas without access to secondary schools or other training opportunities. Additionally, the MYRP will equip centres with new training materials and tools and provide a trained teacher for each of TVET centres. MYRP will also support research and development of training for low cost and sustainable income generating opportunities that are accessible to, appropriate for and of interest to girls, boys, and children with disabilities.

Output 1.5: Community and parental engagement in education to increase enrolment of girls and CWDs and retention of all children strengthened.

As a result of displacement and conflict, many families are struggling to survive and need the help of every family member, including children, to work or support them in the home. As such, while demand for education is generally high in South Sudan, for some groups of children and for some families, education is still not a priority. As demonstrated in the situation analysis, entrenched gender norms, stigma, beliefs and harmful traditional practices, such as early and forced marriage, and stigma associated with disability, for example, continue to contribute to lower attainment levels for girls and children living with disabilities. Investment in access to and quality of education, especially investment in making schools more accessible and safer, will help shift some of these attitudes, but it is crucial that stronger links between communities and schools be built to ensure certain children do not fall behind further as the MYRP accelerates progress in education.

Wherever possible, the value of education and the importance of enrolment and attendance will be promoted among returnee and host communities, especially for girls and CWDs. Community and caregiver led, and designed messaging and campaigns will be crucial to ensure the increase of enrolment.

- Develop and undertake school-based campaigns and events targeting areas with high numbers of returnees or OOSC to promote enrolment of OOSC, with a specific focus on increasing enrolment of CWDs, girls, older children who have never attended, or have dropped out. This will include, for example, running radio programmes to share importance and impact of education with parents and caregivers with a focus on ECD and

on-time primary enrolment. Some key strategies that will be explored will include highlighting role models and showcasing successes of educated girls and CWDs.

- Strengthen community ownership of new schools, by encouraging caregivers and communities to contribute to construction and repair of structures, join PTAs and SMCs, and gain literacy and numeracy skills.
- Work with community leaders and women in the community to design campaigns and develop local solutions to OOSC, especially girls, overage children, and CWDs.
- Create 100 caregivers' groups in the 6 States, who will work alongside educators in each Payam to promote school enrolment, focus on getting 3- to 5-year olds into ECD and 6 year olds into primary education. Each caregivers' group will include a caregiver of a child living with a disability to ensure their voice is represented.
- Create Child Welfare groups and train 3,600 school mentors (600 per States), linking education officials with CP and Health actors to ensure there is improved support for CWDs and referral pathways for children who experience violence. Groups will also gain skills in identifying CWDs in the community and encouraging their caregivers to enrol them in education.
- Establish peer-to-peer mentor groups or clubs led by older children to encourage enrolment in primary schools and to act as a pull factor for OOSC into education.

OUTCOME 2: Improve quality and gender equity of teaching and leadership to provide quality learning in ECD, AES, Primary, TVET and Secondary schools to at least 500,000 IDP, returnee and host community children and increase learning outcomes

Supporting and upskilling teachers to deliver valuable learning opportunities to all children will be the main focus of the MYRP. The current needs analysis, as shown above, demonstrates that there are a number of issues that need to be tackled urgently. These include: too few female and local teachers; too many uneducated and untrained teachers; too few teachers at every level; and a teaching force that is itself conflict-affected and demoralised. To tackle this fundamental issue for the delivery of quality education, the MYRP will invest in: recruiting new teachers; training existing and new teachers; and supporting teachers to succeed and stay in the profession. All of this requires supporting more educated people, especially young women, to enter into teaching and creating a pipeline of future teachers; contributing to strengthening a system that can train and support current teachers; and ensure that, for the short term and to ensure no gaps in the provision of education, current teachers receive peer mentoring and other support, including MHPSS, so they can keep working.

Output 2.1: Recruit and train 5,000 new female teachers while ensuring the continuous professional development of 10,000 existing teachers (at least 50% women) in South Sudan.

The MYRP will work with the existing pool of teachers, knowing that most do not meet the MOGEI requirements, to ensure they can qualify to meet these standards. Plans will be in place to target current female learners in upper Primary and Secondary to encourage them to complete education and enrol in pre-service teacher training to increase the number of female teachers in the workforce.

- Identify 10,000 current primary school teachers, at least 50% female, (AES, pre-primary, primary, secondary and TVET) who can enter fast track in-service training building on packages being developed by UNICEF and MOGEI with support from GPE, including, if necessary, opportunities to complete their primary and secondary school certifications, and deploy to schools in areas with high numbers of returnees, especially those targeted in Outcome 1. Of these 10,000 teachers, up to 3,000 will be primary school teachers who have themselves not completed secondary education and are therefore not eligible for any teacher training schemes. These 3,000 (at least 50% of whom will be female) will receive fast track secondary school education to S4 level so they can qualify for teacher training and to be registered formally as teachers.
- Identify and support 5,000 female secondary school students to complete S4 and enrol in pre-service teacher training in TTIs. Offer scholarships and other incentives to keep them in school and support their training.
- Review and enhance the teacher training curriculum to ensure the needs of IDPs, returnees and host community children, particularly girls, children recruited into armed conflict and CWDs are covered and liaise with partners to strengthen training to meet INEE standards. MYRP will support this through advocacy with partners, using evidence gathered from its own demonstration activities. Key skills the MYRP will look to ensure are adequately addressed include use of summative and formative assessment tools, inclusive education (including anti-stigma), gender sensitivity, the new Code of Conduct, MHPSS (adversity informed teaching), Child Protection, how to identify children with social and emotional needs, and how to facilitate a SEL curriculum.
- Ensure at least 70% of teachers in 33 clusters have access to peer to peer support to promote their well-being and self-care practices, improve pedagogical skills, and continuous development.
- Provide day care and creche facilities and feeding at all teacher trainings to encourage participation of female teachers.
- Support short-term pedagogical training of 2,000 volunteer teachers/teaching assistants (at least 50% female) recruited by MoGEI before they are deployed to schools to reduce the high pupil-teacher ratio (PTR).

A critical issue for teachers is delayed payments of salaries and very low pay. The MOGEI are working to rectify this issue, but it is likely that the issue will remain a concern for the full three years of the MYRP. (Please see risks annex.)

The MYRP will not pay teacher salaries or teacher incentives as a routine intervention. A key reason for this is because MYRP is not a National program, to do so would risk not being conflict sensitive. That said, considering the high risk posed to the whole programme if teachers strike or stop attending schools because of a lack of pay, it is agreed that in the event of the conflict situation deteriorating to a point that the GOSS is unable to pay teacher salaries, teacher incentives may be paid on an emergency basis to teachers in MYRP schools. Any payment of teacher incentives on such an emergency basis would need to go through the Steering Committee for approval and additional donor money will be committed above seed money for this purpose on an emergency basis. Additionally, it may be justifiable for ECW to initiate incentive payments (again, outside of seed funding) to create equity among teachers in the case of a new incentive program being created or to ensure some non-government teachers can gain skills to become

registered teachers. In these cases as well, discussions will be held with the Steering Committee to assess need, scope and actions. Data on teachers may also need to be strengthened to enable good targeting of incentives.

As a result, a limited number of teacher incentives are costed into the MYRP budget, but not into the seed money budget.

Output 2.2: Strengthened school leadership, management and inspection in 5 States for TVET, AES, secondary and primary schools, thereby seeking gender equity in all levels of management.

Maintaining good quality education requires a system of oversight and inspection that will quality assure schools and manage delivery of good quality of education. In the past inspectors have focused on fault finding, new training would refocus them on supervision, mentoring and encouraging improvements in schools. In South Sudan, the system has fallen into disuse and while there are 800 trained MOGEI inspectors in the country, it is not clear what their current engagement or level of work is. As such, the MYRP will invest in revitalising the inspection service and building leadership and accountability mechanisms from the grassroots up. This will include:

- Organise and deliver training for 500 head teachers (HTs) (25% women) in the targeted schools/States. The training components should include among others; school leadership & administration, data management & decision making, financial management, accountability and reporting, community engagement & partnership building, support supervision and mentorship, etc.
- Strengthen the system of school leadership and inspection by supporting and training:
 - 600 education managers (50% female) at State and local level,
 - Up to 1,200 members of PTAs, SMCs and BOGs (50% female and at least 10% PWDs).

Training should cover the demands of the new curriculum, including learning assessments, ensuring teacher and student wellbeing, child protection, MHPSS (adversity informed training), tackling teacher and student absenteeism, managing resources and materials, reducing violence in schools, inclusion, and knowledge of relevant MOGEI policies, practices and codes of conduct. A focus on transformative leadership skills will also be sought, including more inclusive and gender sensitive management practices. This will also include ensuring that inspectors have adequate tools to conduct inspection and the ability to travel to schools across their regions to conduct the inspections regularly.

- Strengthen capacity of the MOGEI through a national summit in Year 3 to share good practice and learning from MYRP activities.

Output 2.3: Critical learning and teaching materials for learning spaces at every level delivered, and proper use ensured.

MOGEI has developed a new National Curriculum to ensure proper instruction across all schools in the country. For this curriculum to be adequately rolled out, TLMs will need to be procured or printed and distributed.

- All MYRP supported learning spaces will receive adequate teaching and learning materials. Support will particularly target schools where TLMs have been destroyed due to conflict.

- Support the printing and distribution of specialized Teaching and Learning Materials for CWDs based on assessed needs.
- Develop training to test with teachers on the development of locally made instructional teaching and learning materials. This can be facilitated by the core national ToTs.
- Distribution and printing of MRE curriculum, GBV guidelines, for prevention activities.
- Creation and distribution of MHPSS tools and training packages

Output 2.4: Improved data on literacy, numeracy and social emotional learning of children enrolled in MYRP schools increased by Year 3.

Data on learning levels is inconsistent and fragmented across the country. Some projects and programmes have collected data on learning, but it is on small samples and not National or consistent or comparable. To strengthen understanding of the learning needs in the country, the MYRP will support the development of a National tool for collecting literacy and numeracy and SEL data of all children and a system for regularly collecting this data to assess progress.

- 1) Develop a low-cost scalable tool, tied to the National Curriculum, for assessing literacy and numeracy levels of children at grade 2, at the end of primary and at the end of secondary. Review appropriateness of existing tools in use in the country and the region, including EGRA/EGMA and UWEZO.
- 2) Collect a sample of survey data to test the tool and establish a baseline from which the MYRP can track progress in learning levels of target children.
- 3) Support teachers to develop and use formative assessments tools to assess regular progress of students and ensure progress.
- 4) Support to examination candidates, 10,000 primary school leavers and 5,000 secondary school leavers, in protection of civilians sites (POCs), at least 50% female and at least 15% CWDs.

Output 2.5: Increased mental health literacy and capacity among 540 teachers and educators by conducting supportive trainings and supervision that are practical and culturally relevant.

Teachers/educators will receive training as part of the standard teacher training curriculum and ongoing supportive supervision on adversity informed teaching practices and effective classroom management. Supervisors will be identified during the training and supervision process and provided with in person or remote mentorship in their leadership role. Training on adversity informed teaching practices will include:

- Teacher selfcare and healing
- Adversity-informed teaching practices and classroom management
- Ongoing supportive supervision/mentorship (it is important that supervisors are identified to ensure continuity)

OUTCOME 3: Retain at least 30% more of the newly enrolled IDP, returnee and host community boys and girls for a full three years of education and support them to transition successfully to further education or training.

Output 3.1: 30% of newly enrolled children successfully complete 3 years of Primary Education

A large majority of children, particularly girls, repeat classes or drop out without completing primary school. For returnee and IDP children, the issues will be manifold, including being ill-prepared to start and being overage with they finally do enrol and continuing to confront the impact of displacement and experiences of violence. To support them to stay in school and learn, the MYRP will support a number of pilot activities that will help the MOGEI to develop a scalable package of support for returnee and IDP and host community children to progress and complete primary school, which will include SEL and PSS support. One such activity will be age specific school feeding in the form of take-home rations to act as an incentive for parents to keep children in school longer. This ration will target locations where there is high gender and other inequalities to promote continuity and progression. Tracking of attendance and transition from year to year will ensure that drop out and repetition are reduced by at least 30% from the baseline. A particular focus will be on the needs of girls within these groups of children to achieve parity with boys.

First, a **rapid home-based assessment of literacy and numeracy levels** will be used to assess what level children should be enrolled in. If children are significantly overage for the grade level their learning assessment indicates, they will be enrolled in **ALP courses** to fast track them up the appropriate level in 2 or 3 years and support them to enrol at a more appropriate level. For children who are assessed to be only one or two years behind their expected level, they will be enrolled in the appropriate level and supported with **remedial literacy and numeracy support**, using low cost and innovative distance learning, home-based and community-based techniques to help them catch up. Of the children who are assessed to be reading at the right grade level, cash transfers **and other targeted support** will be used to ensure that children at highest risk of not enrolling, e.g. young mothers, demobilised child soldiers and CWDs, attend regularly.

Second, primary schools receiving many IDP and returnee children will be supported to assess the child protection and psycho-social and mental health needs of children enrolling to develop a support plan and so that these children can be **fast tracked to receive MHPSS interventions**.. This support will target at least 10,000 returnee and IDP children in Primary Schools who are at greatest risk and offer them critical support to stay in school and succeed. A particular focus will be on identifying children with multiple intersecting needs, such as girls living with disabilities, young mothers, children who were conscripted or recruited by armed forces, etc. These schools will also be given priority for receiving **school feeding**.

Output 3.2: Transition to secondary school improved and drop out reduced by at least 30% so more children complete three full years of Secondary during the MYRP.

Transition to secondary education is low and incentives to complete to S4 are low. Yet, without significant investment in this area South Sudan will struggle to build capacity across the education sector, let alone in other sectors. For example, a chronic shortage of teachers, especially qualified teachers and female teachers, can only be addressed if there is a significant increase in enrolment, retention and completion in Secondary Education.

The MYRP is proposing investment in a holistic package of interventions to target access and quality at this level, which will all support this goal. Here, we highlight particular interventions that will ensure a greater number of returnees, particularly girls, transition to and are retained at this level and incentivised to complete a full cycle of secondary education.

To that end, first, MYRP will invest in **one boys' and one girls' secondary boarding school or boarding facility attached to an existing secondary school in each of its six target States**, reaching at least 6,000 children over 3 years. This will include adequate support to ensure boarding facilities are well equipped, maintained and safe and that additional MHPSS and SEL support is available in these facilities. The MYRP will also invest in testing second shift secondary schools in existing Primary schools to also increase secondary school places closer to learners' communities. These options will help address the issue of long distances between homes and secondary schools.

Second, the MYRP will support the testing of 1- and 2-year accelerated programmes and remedial courses for returnee and IDP children of Secondary School age who need a short boost to ensure they can mainstream into Secondary Schools at the right level, reaching at least 20,000 learners. These pilots will test short, transitional options just to accelerate enrolment in secondary education and not to serve as an alternative pathway through secondary education. Being at the right age for the grade is an important predictor of completion and retention.

Third, the MYRP will support creches, school feeding, parenting courses and tailored MHPSS and life skills training for at least 1,000 young mothers in secondary schools so they can attend school while gaining important parenting skills and getting care for their children. Their children will also receive play-based learning or ECD support depending on their age.

To ensure that the transition to secondary school process is in-line with global minimum standards of education and child protection guidelines for boarding schools, a Teacher Code of Conduct and training will be developed for boarding schools including PSEA.

OUTCOME 4: Ensure that 540 MYRP-supported learning spaces are safe, protective and enable all children and teachers to thrive, with a focus on CWD and girls

Output 4.1: School and learning spaces are physically secure and children are protected while in, to or from school.

Many children, particularly the youngest children, children with disabilities, and girls, will be held out of school if there is a threat of violence in the school or on the way to school. To address these concerns, MYRP will support learning spaces to undertake participatory and gender inclusive **school safety planning**, working with learners, PTAs, SMC, BOGs, community leaders, and community-based groups to assess risks and develop solutions. Guidance and support will be given to school to ensure that in School Safety Planning adequate attention is paid to the needs of children with disabilities, girls, children who live further away, and other groups of particularly marginalised children. This will include promoting the Safe School Declaration (endorsed in 2015 by GOSS).

School safety grants will supplement MOGEI and community funds and in-kind support to ensure that these plans can be actioned. The plans may include work to manage disaster risks, erect school fencing, hire guards, implement safe solutions for transportation to and from school, mine risk education, etc. as needed.

GBV risk mitigation including safety audits: A safety audit tool, will be designed to support the Education sector and its implementing partners in South Sudan to identify potential GBV-related safety risks at and around education facilities to identify whether the way education programme services are delivered (including physical layout of education facilities) could potentially create or increase GBV-related risks. It includes data points such as the overall layout, the location of the school, water and sanitation points, CP help desks and presence of actors that could potentially pose a threat. It is important to note that the Safety Audit exercise is about improving service delivery for the education sector as a whole.

Protection from Sexual Exploitation and Abuse (PSEA).

The insertion of clear provisions prohibiting Sexual Exploitation and Abuse (SEA) in teacher's code of conduct, the set-up of Complaint, reporting and referral mechanisms for SRGBV, the roll-out of mandatory training of teachers and school personnel on PSEA and Child Safeguarding and the awareness raising of children on this issue could significantly prevent the occurrence of sexual exploitation and abuse of children by teachers and school personnel.

Mine Risk assessments and implementation of Mine Risk Education in schools in areas with high mine risks: Education sector and implementing partners who are operating in high mine risk areas will operate an integrated MRE and Community Liaison approach in MYRP. This will ensure that there are complimentary activities to achieve the overall goal of increasing the overall education outcome by reduction of mortality and morbidity from mines and UXO. Mine Risk Education will be carried out through a set of education activities with the broad objectives of imparting knowledge, skills, attitudes and practices that will reduce the threat and impact of mines and the threat of ERW. The MRE school curriculum will be implemented in selected schools as a supplementary reading. Community liaison will specifically ensure that there is an exchange of information with different stakeholders regarding the presence and impact of mines/UXO. This approach will also ensure that there are clear mine/UXO reporting systems and links with stakeholders and that there will be joint efforts to develop effective and high impact risk reduction strategies.

Output 4.2: 540 primary and secondary schools offer Child Protection, mental health and psychosocial support services for children and communities.

MYRP will support a MHPSS needs assessment at the outset of the project to better understand the MHPSS needs of children, families and teachers. The assessment will look at the attitudes and beliefs surrounding MHPSS and inclusive education, determine what services are currently being provided and where there are gaps. Teachers, children and caregivers will be interviewed to better understand how they perceive their own, their learners and their communities' MHPSS needs and what they think is feasible to address these needs. School MHPSS checklist can be used as part of the need assessment package. The needs assessment will serve as a baseline to report against during the MYPR process. In addition, the needs assessment will inform programming and support the development of interventions and mental health prevention campaigns.

The UNICEF checklist can be used as part of the need assessment package. The needs assessment will serve as a baseline to report against during further programming. MYRP will support MOGEI and UNICEF, using inspectors' Child Friendly Scoring Index or the UNICEF PSS checklist, to assess 540 schools that serve returnee and IDP populations. Based on the findings of these reviews, recommendations will be made to Head Teachers and MOGEI as to investments needed to strengthen protection mechanisms and MHPSS services and considerations at schools. This will also encourage greater access to schools by OOSC.

Additionally, the MYRP will invest in the roll out of a structured, goal oriented, evidence informed MHPSS package for schools, in addition to training on adversity informed teaching practices that will be developed as part of the MYRP. These packages will include in each of 540 schools' access to:

- A well thought out and well communicated referral system will be mapped out to inform teachers and school community where/when and how to report child abuse/child protection issues. This may include a CP reporting desk at each school manned by a teacher or community incentive staff. Staff or teachers will rotate, to increase ownership of reporting CP issues and,
- After/before school activities will be provided in each school that follow a curriculum of activities on well-being and Peace Education.
- Through the adversity-informed training activities (outcome 2.5), identify a cadre of "master teachers" who can help facilitate basic MHPSS interventions including components of evidence-based practices. This may include adapting an existing MHPSS package from a different context (e.g. Lebanon, Gaza, etc.).

In addition, MYRP will invest in community- and learner-led support groups, e.g. Peace Clubs, Girls' Clubs, Boys' Clubs, Mother's Groups, Fathers' Groups and Champions for Change, in each school. These clubs will enable greater peer to peer support and greater engagement by and support from parents to learners and encourage parents to enrol OOSC.

In addition to a comprehensive MHPSS assessment and school-based CP help desks, this program targets to reach at least 10,000 extremely vulnerable children through comprehensive case management services. The program will be linked to other available services through existing referral pathways and where necessary through new referral pathways. Tailored awareness raising and sensitization campaigns among children and adults will be conducted separately to increase the understanding among communities and children about prevention from violence, abuse, neglect and exploitation. This also includes tailored child marriage prevention messaging and increasing girl participation in schools, prevention of family separation and recruitment as well.

Returnee and IDP communities and other communities affected by displacement and conflict will have disjointed, eroded or non-functioning child protection systems and mechanisms. MYRP will therefore **map what services and mechanisms exist in the community and their current capacity**. It will review the extent to which conflict has impacted on the community, including what support children have in their homes and in their communities.

This mapping will reveal where the education system will need to supplement or support synergies with social welfare and other departments to ensure children have the support they need outside of school.

OUTCOME 5: Increase opportunities, through a gender and inclusion sensitive lens, for at least 60,000 IDP or returnee children who are highly educationally marginalized to access education and learn

Some children in South Sudan face multiple intersecting barriers to educational attainment. For example, young mothers living in remote rural areas may have missed out on years of education or never enrolled due to displacement and conflict, will have care duties and household duties that limit their time, and may also face stigma from their communities. For these young women and girls to enrol in schools, attend regularly and learn, targeted support will need to be in place that may not be covered in other general efforts to boost access or continuity. Similarly, the needs of demobilised child soldiers, children with disabilities and children in mobile pastoralist communities will be complex and will require careful assessment and response for these children to benefit and thrive.

Some of these children's needs will be addressed by work that will be done under other Outcomes, including Protection and Access. Here, we include only specific activities that target these groups of children.

Output 5.1: Research on the needs of young mothers, child conscripted or recruited by armed groups CWDs and pastoralist children conducted, and pilot test solutions implemented.

There are significant gaps in data on the needs of children in these particularly marginalised groups. As part of strengthening interventions that can contribute to their educational attainment, the MYRP will support needs assessments and scoping of existing interventions that can be replicated, such as work UNICEF is currently doing with children associated with armed forces, that will determine the needs of these groups of children and assess what services they need in order to enrol in and stay in appropriate levels of education. If funding is available, these studies might include:

- Assess data gaps such as level of exclusion;
- Assessing needs of those in school and OOS;
- Mapping services and facilities in local schools;
- Assessing teachers' training levels and attitudes towards these groups;
- develop and test tools for regular data collection;
- Assess wider social norms, attitudes and practices that are contributing to exclusion;
- Assessing nature and severity of disabilities using the Washington Group Questions; and,
- Mapping available services and interventions.

Based on these studies, MYRP will invest in at least **5 targeted pilot projects** reaching up to 20,000 children each that can demonstrate scalable models for increasing access, learning and continuity and include adequate attention to SEL, MHPSS and child protection for highly marginalised children.

Output 5.2: Review mapping document on the policy landscape to reveal gaps or where policies will have unintended negative impacts on groups of IDP and returnee OOSC.

Given the extreme restrictions and challenges highly marginalised children face policies can be blind to their needs and sometimes militate against their inclusion. This can include barriers to entry such as demands for identification, registrations of births, fees and levies, uniforms, school supplies, language of instruction, access to assistive devices or accessible infrastructure, etc. These policy barriers can prove insurmountable for some and make the difference between a child achieving literacy or remaining out of school.

As such, the MYRP will support a **gender- and inclusion-sensitive review of educational policies and guidelines** that will make recommendations of changes or additions to policies, codes of conduct or other guidelines that could unlock enrolment for highly marginalised children. The study will look not only at how policies are formulated, but also at how they are implemented in practice and undertake wide consultation with the Teachers' Union, local community-based groups, local communities themselves and INGOs to understand the impact of policy on the lives of excluded groups. Some gaps the review will consider include inclusive education policies and frameworks and guidelines and codes that are meant to support prevention, reporting and investigation of SRGBV.

The project will also involve advocacy and revision of the current code of conduct for teachers, PSEA guidelines, and the development of action plans for schools.

OUTCOME 6: Financial resources mobilized to bridge the financing gap to support increased investment in a system that can deliver quality education for IDP returnee boys and girls.

The MYRP strategy relies on demonstrating the impact and ability of focused, holistic programmes to deliver lasting learning and change for children in South Sudan. As such, the programme is structured to start with a few locations, and offer a wide range of support in each location.

Key to this strategy is to have a well-developed monitoring and evaluation strategy linked to the demonstration projects. This will generate evidence of what is working, of the nature and complexity of the needs and the effectiveness of different approaches in different settings. This evidence will enable donors to review their funding plans and see how they can support the expansion and development of the MYRP over time.

The use of the Seed Money is critical for this strategy, and it will be used over three years to demonstrate these focused but holistic packages of support over time.

The goal therefore is to increase funding year on year until the full MYRP is funded by the end of Year 2 and reach into all 6 States can be achieved in Year 3.

3.3 Results Framework

Result statement	Indicators (with disaggregation)	Baseline	Target	Measures of verification	Comments
Outcome 1: ACCESS					
<i>By 2022, equitable access to inclusive education in target areas will increase, especially among returnee, IDPs and host community girls and boys.</i>	# of girls and boys enrolled at the right learning level	0	500,000 (disaggregated by sex, disability and IDP vs refugee status)	EMIS School enrollment data	
Output 1.1: Increased access to Early Childhood Education for 100,000 children (at least 50% girls) aged 3-5 years, with a focus on IDPs, returnees and host communities					
<i>Children aged 2 -5 years gain access to ECD opportunities to prepare them to start Primary education</i>	# of ECD classrooms refurbished/established for under 6 years old children		180	Project data	180 new classrooms
Output 1.2: At least 200,000 (50% girls) OOSC, with a focus on returnee, IDPs and host community children accessed primary level learning opportunities					
<i>OOSC in target area – IDPs, returnees and host communities, have access to quality and inclusive primary schools</i>	# of OOSC enrolled in primary schools		200,000	EMIS	
	# of primary schools renovated		60	Project data	10 schools in each of the states

	# of learners reached through school feeding programme		160,000	WFP data	School meals will be scaled up to cover the 160,000 new enrolment in Primary Schools -
	# of schools with gender separate toilets and WASH facilities are built/provided		60	Project data	
	# of assistive devices and accessible learning materials for CWD distributed		30,000	Project data	
	Survey on the needs of CWD		1	Project data	
Output 1.3: Ensured access to Alternative Education for 60,000 over-age OOSC and hard to reach boys and girl					
<i>Alternative, mobile and community-based education alternatives supported to ensure over-age, out of school and hard to reach boys and girls enrolled at the right level.</i>	# of children with access to AES		60,000	EMIS	
	# of low-cost temporary learning spaces constructed for AES – CGS, ALP		120	Project data	20 per state with an aim of starting simple and upgrading over 3 years

	# of mobile schools established for PEP		250	Project data	
	# of innovative models tested		5	Project data	
Output: 1.4:Increased access to Secondary Education and TVET for 140,000 children aged 14 to 18					
<i>Increased access to secondary education and TVET for IDP, returnee and host community children ages 14 - 18 who have completed primary education</i>	# of secondary schools renovated, expanded or constructed		20	Project data	Locations based on EMIS and project data
	# of TVET centers renovated, expanded or repaired		12	Project data	
	# of schools with adequate WASH facilities		32	Project data	
	# of girls provided with hygiene kits		150,000	Project data	
	# of mobile TVET centers established		50	Project data	
	# of students reached through vocational training centers		50,000	Project data	

Output 1.5: Strengthened community engagement to increase enrolment					
<i>Community and parental engagement strengthened to increase enrolment and retention of learners, especially girls and CWD</i>	# school-based campaigns delivered to promote enrolment of OOSC		50	Project data	
	# of caregiver groups created to promote enrolment into ECD		100	Project data	
	# school mentors		3600	Project data	
Outcome 2: QUALITY					
<i>By 2022, SS education system will be strengthened to deliver quality education and increase learning outcomes</i>	# of teachers delivering quality education		15,000		Across the country
Output 2.1: Teacher training					
<i>Recruit and train 5,000 new female teachers while ensuring continuous professional development of 10,000 existing teachers (at least 50% women) in South Sudan, with a focus on increasing the percentage of women teachers.</i>	# of teachers reached through in-service teacher training (AES, PPR, PRI, SEC)		10,000	Project data	

	# of new teachers given pre-service teacher training (AES, PPR, PRI, SEC)		5,000	Project data	
	# of TAs and volunteers teachers trained and deployed		2,000	Project data	
	Review existing teacher training curriculum to ensure inclusion, Code of Conduct, MHPSS and Child Protection; and ensure system wide roll out of training		1	Project data	
	% of targeted teachers have peer to peer support to promote their well-being		70%	Project data	
	# of teachers receiving incentives		5,000	Project data	
	% of supported teacher trainings that provide day care (creche) facilities		100%	Project data	To encourage female teachers
Output 2.2: School Leadership and Management					
<i>Strengthened school leadership, management and inspection for TVET, AES, secondary and primary</i>	# of people trained on school leadership and inspection		1100 state and county education officers 240 HTs	Project data	

<i>schools, thereby seeking gender equity in all levels of management</i>			1,200 PTAs/SMCs/BOG members		
Output 2.3: Teaching Learning Materials					
<i>Critical learning and teaching materials for learning spaces delivered, and proper use ensured</i>	# printing and distribution of teaching and learning materials		85,000	Project data	See budget for breakdown of type
Output 2.4: Learning Outcomes					
Improved data on literacy, numeracy and social emotional learning of children enrolled in MYRP schools increased by Year 3	Develop low-cost scalable assessment tool for basic reading and math of OOSC		1	Project data	
	Conduct fast and low-cost assessment survey of basic reading and math of OOSC		2,500 children	Project data	Sample of 500 children per 5 states
Output 2.5: MHPSS for Teachers					
<i>Increased mental health literacy, well-being and capacity among 540 teachers and educators by conducting supportive trainings and supervision that are practical and culturally relevant</i>	# of teachers trained in MHPSS and well-being		540	Project data	
Outcome 3: CONTINUITY					

<i>Retain at least 30% more of the newly enrolled IDP, returnee and host community children for a full three years of education and support them to transition successfully to further education or training</i>	% of children retained		30%	Project data	
Output 3.1: Retention of primary school going children					
<i>newly enrolled children successfully complete 3 years of Primary Education</i>	# of children receiving remedial support based on target assessment		20,000	Project data	Young mothers, older children, demobilized children soldiers and CWD attend regularly
	# of children receiving cash transfers and fast tracked MHPSS to prevent drop out and other key interventions		10,000	Project data	
Output 3.2: Transition to secondary					
<i>Transition to secondary school improved and drop-out reduced by at least 30% so more children complete three full years of Secondary during the MYRP.</i>	# of children reached through boarding school facilities		6000	Project data	1000 X 6 over 3 years
	# of pilots testing accelerated secondary programme		1	Project data	

	# of young mothers receiving support to stay in schools		1000	Project data	
Outcome 4: PROTECTION					
<i>MYRP supported learning spaces are safe, protective and enable all children to thrive</i>	# of learning spaces		540	Project data	
Output 4.1: School safety					
<i>Ensure schools and learning spaces are physically secure and children are protected while in or on their way to schools</i>	# of schools provided with school safety planning training		540	Project data	PTAs/SMC/BOGs receive school safety planning training in target schools; including guidance on how to deal with CWD, GBV issues etc.
	# of schools receiving school safety grants		540	Project data	
	# of schools with GBV risk mitigation audits		540	Project data	
	# of school with mine risk education		540	Project data	
Output 4.2: MHPSS					

<i>primary and secondary schools offer child protection, mental health and psychosocial support services for children and communities</i>	# of schools assessed on MHPSS needs and recommendations		540	Project data	Use Child Friendly Scoring Index or other tool to assess the needs of children in the 10,000 schools and make recommendations
	# of schools with Help desks		540	Project data	
	# of schools that provide structured, goal-oriented evidence-informed PSS activities		540	Project data	
	# of schools with teachers trained on how to deliver MHPSS support		540	Project data	
	Mapping of existing support services for people affected by conflict which can further support the needs of children and their families		1	Project data	
	Establishing community support groups to provide wellbeing support children in need and their parents		500	Project data	

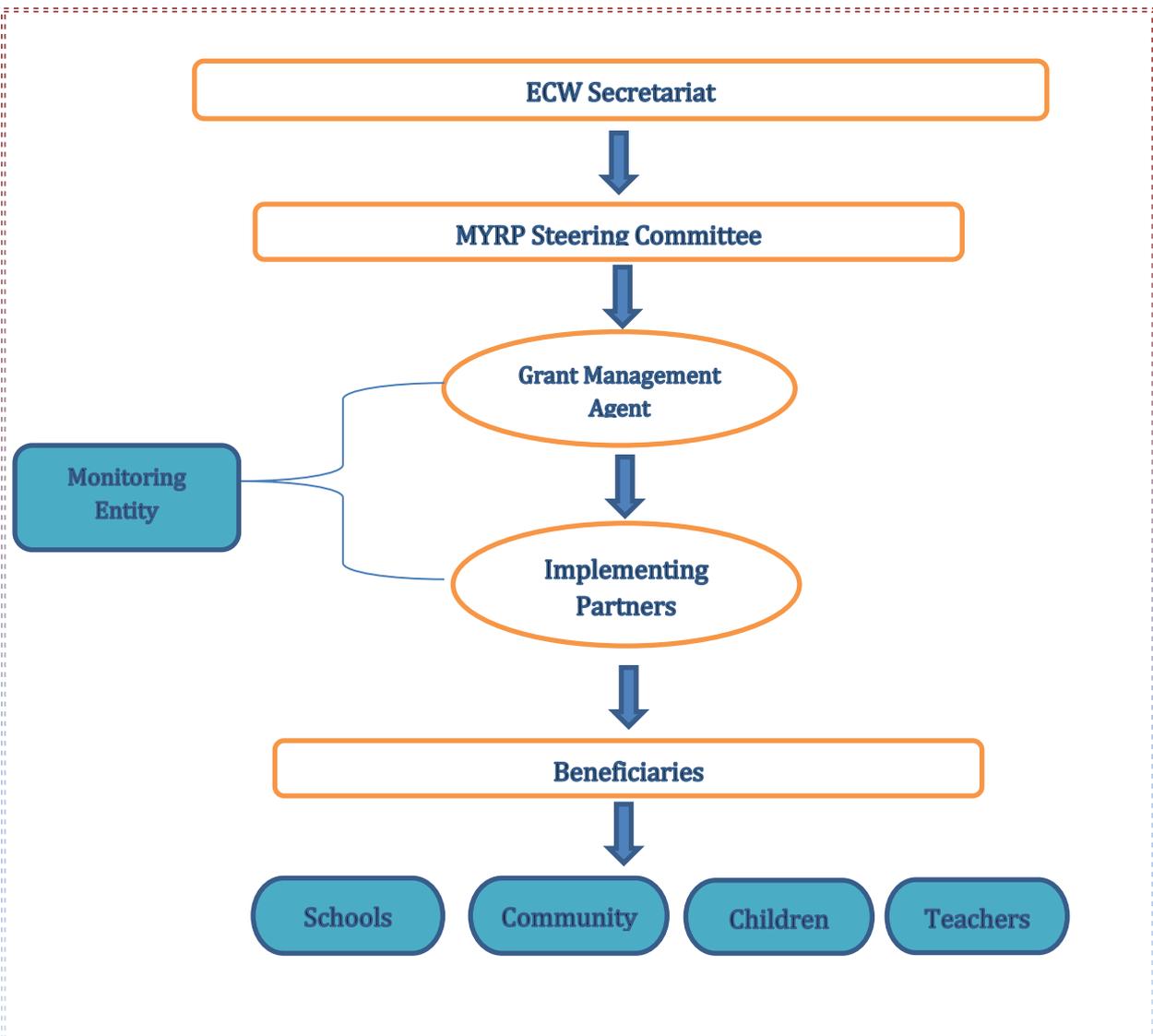
Outcome 5: GENDER & INCLUSION					
<i>Ensuring delivery of education services to the most marginalized children</i>	# of children reached		60,000	Project data	Ex: young mothers in remote rural areas, demobilized child soldiers, CWD, pastoralists etc. Some of their needs are covered in other outcomes
Output 5.1: Mapping of needs					
<i>Understanding needs and existing services of the most marginalized children</i>	Needs assessments completed in communities around schools		540	Project data	Assess data gaps, needs of those in and out of school, mapping of existing services etc.
Output 5.2: Strengthening Policy					
<i>Policy review</i>	Policy reviews completed		2	Project data	

4

IMPLEMENTATION

4.1 Governance Structure

The established governance structure of MYRP, comprising the following parties, provides a comprehensive framework for accountability to stakeholders, ensures timely implementation of activities and maintains high standards of transparency and integrity. The below table and section outline a summary of governance and management arrangements and specific description of each body to ensure an orderly, informed decision and ensuring risks are managed prudently, while pursuing multi-year funding objectives;



Education Cannot Wait (ECW) Secretariat - HQ: The ECW Secretariat and other donors provide the initial seed funds and will play a critical role in advocating for further resource contributions from other donors to reach the funding target of the multi-year programme. During the implementation phase, ECW will provide political advocacy, strategic oversight and technical guidance in order to produce agreed results of the multi-year programme. The ECW Secretariat also provides technical assistance and knowledge sharing; and oversight and quality assurance role with regards to programmatic implementation. Additionally, ECW approves of any major changes /adjustments to the programme that are proposed by the Steering Committee; reviews high level reports on progress of the programme; and approves utilisation of additional donor funding.

MYRP Steering Committee – National: The MYRP Steering Committee is an in-country high-level oversight entity at the policy level chaired by the MoGEI. The membership is composed of high-level Members of MoGEI, Donors, National Education Coalition (NEC), Education Cluster and one representative from civil society and UN agency each. The primary responsibility of the Steering Committee is the provision of overall strategic guidance with a view to promoting coherence and effectiveness within the multi-year programme. Based on the recommendation and technical advice of Education Cluster, the Steering Committee endorses the allocation of funds and selection of the Implementing Partners.

The Steering Committee also leads the policy advocacy and resource mobilization efforts for the multi-year programme in the country. MYRP Steering Committee will report to the ECW Secretariat on a quarterly or bi-annual basis to ensure accountability for the results and money spent. In the case of conducting programme evaluations, the Steering Committee will serve as the Evaluation Management Team to endorse the evaluation design, results and management response as advised by the Technical Team.

Grant Management Agent: The Grant Management Agent is accountable for overall effective and efficient financial disbursement, fiduciary management, programmatic oversight and reporting, including on child safeguarding. It is responsible for administrative management of the multi-year programme; receives and records donor contributions beyond the seed funding; disbursement of funds to implementing partner in line with accountability and risk management requirements using the UN Harmonized Approach to Cash Transfers (HACT); consolidation of periodic and final financial reports and statements; and conducting external audits. The Agent will ensure accountability using its own rules and regulations.

In close collaboration with the MoGEI's Development Partner Coordination Section the Agent will undertake coordination efforts of implementing partners; compilation of annual work plans, and consolidation of programmatic reports; monitoring of implementing partners and reporting back to the Steering Committee. This will also include costing for undertaking cross programme activities related to advocacy, capacity and systems development, information management, monitoring and coordination and accountability.

Implementing Partners: The selected implementing partners - INGO, NGOs and UN agencies - assume full programmatic and financial accountability for funds disbursed by the Grant Management Agent. They will directly implement the activities spelled out in the Partnership Agreements (PA) signed with the Grant Management Agent and contribute to the achievement of common targets within the multi-year programme.

The Implementing Partners will conduct field-level monitoring and provide reports as stipulated by the respective cooperation agreements and based on the agreed project-specific results and M&E frameworks.

Monitoring Entity: In consultation between the Steering Committee, Education Cluster and Grant management Agency a third party will be engaged to monitor the progress and quality of the actual programme implementation.

4.2 Programme Management

MYRP 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 groups and agencies involved. Terms of Reference (ToRs), member selection, and arrangements for each entity under the governance structure will be completed and validated within a month of the approval of this proposal.

For the seed and any additional funding from donors in year one, Grant Management Agent/s, will receive and disburse funds as per its financial modalities and implementation models. The funds will be dispersed to implementing partners through Partnership Agreements (PA). This is to ensure expediency of implementation and delivery of results whilst the formal setting up of a pool fund arrangement are put in place. It has been recommended from ECW Secretariat to allow for a period of maximum 6 months for the 'pooled-funding mechanism' and associated structures of Management Agent to be established (however, this would be accelerated during the inception stage of the programme upon firm commitment of funding from donors)

The ECW has committed to provide the initial seed funds of USD 10 million per annum for three years and will continue to play a critical role in advocating for additional contributions from other donors to reach the funding target of the multi-year programme.

The programme recognizes the importance of efficient implementation but also the importance of having an open and transparent process for implementation and specifically related to the selection of partners. To adequately balance these priorities and acknowledging the strain on partners during an emergency the following modalities have been proposed. These can be

Ensuring Transparent Governance

- The MYRP was developed through a highly consultative process. The MoGEI is represented under the governance structure through membership on the steering committee and Education Cluster to ensure full alignment to MoGEI priorities.
- All programme agreements will outline commitment to the results framework and budget allocations
- Only the Steering Committee has the authority to approve changes to the results framework, budget allocations, and any changes related to payment of incentives to teachers. If the changes to allocations go beyond 15%, ECW approval will be sought.
- The Education Cluster representation will support the steering committee and make recommendations to aid decision-making.
- Implementing partners will be selected through a transparent and competitive process guided by the grantee. Terms of reference will be approved by the steering committee. The contracting of implementing partners will then be approved and funds disbursed a minimum of twice a year.
- A transparent communication strategy will ensure public availability of key documents including web-based materials

updated depending on the nature of the response, funding received and upon endorsement from the Steering Committee.

Implementing Partner selection

- Request for proposals (RFPs) and expressions of interest (EOIs) will be coordinated by the grant management agency through the Education Cluster for approval by the Steering Committee
- The details, and corresponding partnership selection processes, for the EOIs and or RFPs and proposal stage will be discussed and agreed upon at forthcoming Steering Committee meetings.
- The management agent for the ECW Seed funding will use its internal contracting and procurement procedures to disburse the funds.

Role of Grant Management Agent

The Grant Management Agent will manage and coordinate programme finances, fiduciary and programme implementation and monitoring, and to undertake other key cross-program activities for any future receipt of funds. Contributing donors, including the ECW Secretariat will sign contracts with the Grant Management Agent and deposit their financial contributions into the pooled account.

Fiduciary Management and Financial Disbursement and Reporting for the MYRP:

- Receiving donor contributions;
- Contracting Implementing Partners and disbursement of funds to implementing partner in line with the UN Harmonized Approach to Cash Transfers (HACT), and approval for funds release by the Steering Committee;
- Ensuring that Grant implementation complies with: (i) the MYRP proposal; (ii) the applicable ECW & Donor policies and guidelines for the specific grant; (iii) the grant agent organisation's or agency's own policies and procedures;
- Undertaking Fiduciary and child safeguarding oversight and independent programmatic oversight and audit processes, responsibilities to be defined in TOR;
- Monitoring the implementation at both the entity and sub-recipient levels and reviewing entity and sub-recipients' financial and programme reports for completeness and technical soundness;
- Reviewing and consolidation of periodic and final financial reports and statements;
- Conducting external audits.

Programme coordination:

The Grant Management Agent is responsible for coordinating and following up on implementation of the programme in close coordination and consultation with and the Education Cluster, as well as undertaking cross cutting programme activities – including leading on advocacy and information and knowledge management and capacity development components of the programme.

Specific roles include:

- Facilitating competitive selection process for the allocation of grants to implementing partners – in conjunction with the MYRP Steering Committee (where final decisions will lay).

- Monitoring progress of projects with implementing partners (including annual targets), and coordinating evaluation (in coordination with independent Monitoring Entity)
- Ensuring that implementing partners follow the agreed reporting process, (semi-annual and annual progress reports, and final reporting), and consolidating reported results for the MYRP Steering Committee with donors and ECW Secretariat,
- Monitoring programme level risks and ensuring appropriate risk management measures by implementing partners – including child safeguarding risks and risks related to payment of teacher salaries.
- Coordinating programme scale-up with existing or new partners based on funding received
- Organising meetings and reporting to the MYRP Steering Committee, ECW and other Donors.
- Organising annual and mid-year programme reviews and preparing programmatic evidence papers for decision-making at steering committee level.

Mitigation of Conflict of Interest

The Grant Management Agent is initially committing to a role of management and coordination and as such will not take on a direct programmatic implementation role through receipt of Multi Year Resilience Programme funds. Any conflict of interest that may arise from this role will be mitigated by putting in place a clear control mechanism and firewall between the different roles.

Any agency undertaking the role of the MYRP Grant Management Agent (including the fiduciary and programme coordination sub-roles) will not at the same time be an agency implementing a project under the MYRP. Similarly, the Agent and IPs will not be part of decision making at Steering Committee level.

Implementing Partners (IPs)

Implementation will be undertaken by “implementing partners” who will design projects meeting defined criteria and requirements of the programme and will obtain grant funding through a competitive bidding process. A partnership or consortium approach will be encouraged, with weight being given in the assessment of proposals to strong partnerships arrangements that maximise coordination and complementarity between agencies, with multiple partners bringing their respective strengths to larger implementing partnerships. This will help ensure a strong role for a wide range of partners in implementation, including local and international NGOs, and Civil Society Organisations.

Suggested criteria for IP selection

- Partners must adhere to HACT rules and regulations
- Government registered Agency
- Proven Education in Emergencies and education development experience in South Sudan, with experience implementing projects having a budget of US\$1 million or more.
- Align with Education Cluster priorities for crisis affected children and youth with regular membership and reporting into 5Ws reporting framework.
- Priority will be given to partners who are operational on the ground and those who have received any one-year emergency funding through SSHF or active project status in Humanitarian Response Plan (HRP).

- Weighting on partnership or consortium approach – annual overall budget of more than 1 Million USD\$ per year; lead agency can sub-contract to as many partners as necessary as long as cost-effective and covering expertise needed to achieve deliverables as outlined in umbrella proposal. Agreeing to submit MoU between lead agencies and sub-contracting partners.
- Proven programme and financial management - this will require submission of financial and monitoring records.
- Geographic presence to cover at least 2 former states.
- Able to report against ECW core indicators (please refer to ECW's MYP Results Framework and Indicators for additional information).
- Able to demonstrate appropriate and sufficient expertise related to gender, MHPSS and disability inclusion within partnership grouping.
- Experience delivering programmes in insecure environments and demonstrable ability to manage significant security and conflict related risks.
- Agree to report within the hierarchy designed in the Multi Year proposal and expected to take an active role as needed on policy and advocacy role with the MYP Grant Management Agency. Need and ability to coordinate and consult with existing government structures where applicable and based work based on national education policies and standards.
- Proposals will ensure that projects are not duplicating target beneficiaries or activities in specific locations under other national projects or programmes
- Proposals will target beneficiaries identified through a detailed assessment process undertaken by implementing partners, ensuring that beneficiary selection and targeting is in line with the MYRP programme design, including a specific targeting of conflict and emergency affected children.
- Partner to define what innovative approaches will be undertaken in respect to distance learning for pastoralists children and in case of sudden displacement of pupils.

PROGRAMME BUDGET

No.		Unit	Quantity	Unit Cost	Total Cost	Year 1		Year 2		Year 3	
						2020-21		2021-22		2022-23	
						Quantity	Total Cost	Quantity	Total Cost	Quantity	Total Cost
Outcome 1	Increased access to early childhood education				\$54,453,900.00		\$15,761,083.33		\$21,672,133.33		\$17,019,633.33
Output 1.1	Increasing learning spaces										
1.1.1	Construction/rehabilitation/expansion - low cost classrooms for ECD and play groups	Classrooms	180	\$10,000	\$1,800,000	60	\$600,000	60	\$600,000	60	\$600,000
1.1.1.1	Technical construction support	Month/trip	6	\$1,050	\$6,300	3	\$3,150	3	\$3,150	0	\$0
1.1.1.2	Technical construction support (international travel & DSA)- Return trips	Persons	2	\$3,150	\$6,300	1	\$2,100	1	\$3,150		\$0
1.1.1.3	MoGEI in-country supervision and inspection	Years	3	\$10,500	\$31,500	1	\$10,500	1	\$10,500	1	\$10,500
Sub total					\$1,844,100		\$615,750		\$616,800		\$610,500
Output 1.2	Increased access to primary education										
1.2.1	Assessment of school infrastructure (1 Person*6 states for 2 weeks) [\$2000- vehicle rent +550 airfare+2750 Fee/DSA= 5,300]	Persons	6	\$5,300	\$31,800	3	\$15,900	3.00	\$15,900		
1.2.2	Renovation/expansion/repair of primary schools	Schools	60	\$150,000	\$9,000,000	20	\$3,000,000.00	30	\$4,500,000	10	\$1,500,000
1.2.3	Provision of WASH facilities for primary schools	Schools	60	\$10,000	\$600,000	20	\$200,000.00	30	\$300,000	10	\$100,000
1.2.4	Identification of needs and support for assistive devices, accessible learning materials etc. for CWDs	Learners	30,000	\$50	\$1,500,000	5000	\$250,000	15000.00	\$750,000	10000	\$500,000
1.2.5	Needs survey for CWD	Survey	1	\$200,000	\$200,000	1	\$200,000				
1.2.6	School feeding programme for learners	Learners	160,000	\$53	\$8,448,000	53333	\$2,816,000	53333	\$2,816,000	53333	\$2,816,000
Sub total					\$19,779,800		\$6,481,900		\$8,381,900		\$4,916,000
Output 1.3	Increased access to AES										
1.3.1	Assessment of construction site (same engineer of primary schools site assessment will be mobilised.)										
1.3.2	Expansion/repair/construction of low-cost temporary learning spaces for CGS and ALP	Classrooms	120	\$20,000	\$2,400,000	40	\$800,000	50	\$1,000,000	30	\$600,000
1.3.3	Mobile schools for Pastrolists Education Programme (PEP) - tent	Schools	250	\$1,000	\$250,000	83	\$83,333	83	\$83,333	83	\$83,333
1.3.4	Innovative models for AES piloted	Lump sum	5	\$50,000	\$250,000	3	\$150,000	2.00	\$100,000		
Sub total					\$2,900,000		\$1,033,333		\$1,183,333		\$683,333
Output 1.4	Increased access to secondary and TVET										

1.4.1	Assessment of school infrastructure (linked to PS assessment)											
1.4.2	renovation/expansion of 20 secondary schools	Schools	20	\$678,000	\$13,560,000	7	\$4,746,000	7	\$4,746,000	6	\$4,068,000	
1.4.3	Renovation/expansion of 12 TVET schools	Schools	12	\$450,000	\$5,400,000			6	\$2,700,000	6	\$2,700,000	
1.4.4	Equipment and tools for the 12 TVET Schools	schools	12	\$100,000	\$1,200,000			6	\$600,000	6	\$600,000	
1.4.5	Provision of WASH facilities for secondary schools and TVET	Schools	32	\$10,000	\$320,000	7	\$70,000	13	\$130,000	12	\$120,000	
1.4.6	Provision of hygiene kits for girls	Kits	150,000	\$15	\$2,250,000	50,000.00	\$750,000	50000	\$750,000	50000	\$750,000	
1.4.7	Mobile TVET centres targeting rural areas	Centers	50	\$20,000	\$1,000,000			25	\$500,000	25	\$500,000	
Sub total					\$23,730,000		\$5,566,000		\$9,426,000		\$8,738,000	
Output 1.5	Strengthened community engagement for increased enrolment											
1.5.1	Community mobilization, awareness and advocacy in targeted areas											
1.5.1.1	Targeted enrolment campaigns to involve orientation of teachers, facilitators and PTA for enrolment into basic education	Schools	50	\$1,500	\$75,000	16	\$24,000	16	\$24,000	18	\$27,000	
1.5.1.2	Printing and distribution of flyers/info booklets for distribution	Units	100,000	\$1	\$100,000	32000	\$32,000	32000	\$32,000	36000	\$36,000	
1.5.1.3	Local message dissemination through community mobilizers	year	3	\$50,000	\$150,000	1	\$50,000	1	\$50,000	1	\$50,000	
1.5.1.4	Radio time	Programs	55	\$300	\$16,500	18	\$5,400	18	\$5,400	19	\$5,700	
1.5.1.5	Training and suport to development of campaigns	month	12	\$3,000	\$36,000	4	\$12,000	4	\$12,000	4	\$12,000	
1.5.1.6	Regional messaging workshops with implementing partners (1 day)	Workshops	15	\$1,500	\$22,500	5	\$7,500	5	\$7,500	5	\$7,500	
1.5.2	Establishment of caregiver groups	Groups	100	\$400	\$40,000	33	\$13,200	33	\$13,200	34	\$13,600	
1.5.3	Establishment and Training of school mentors	Mentors	3,600	\$1,600	\$5,760,000	1200	\$1,920,000	1200	\$1,920,000	1200	\$1,920,000	
Sub total					\$6,200,000		\$2,064,100		\$2,064,100		\$2,071,800	
Outcome 2	Improve Quality of Education				\$79,991,360		\$23,825,070		\$29,170,360		\$26,595,930	
Output 2.1	Teacher Training											
2.1.1	Accelerated secondary education pilot for 3000 primary school teachers	teachers	3,000	\$200	\$600,000	1000	\$200,000	1000	\$200,000	1000	\$200,000	
2.1.2	Fast Track In-service training for 10,000 teachers (AES, PPR, PRI, SEC, TVET)											
2.1.2.1	Food (10,000 teachers * 10 training days/year=100,000)	teacher/day	100,000	\$30	\$3,000,000	33,333.33	\$1,000,000	33333	\$1,000,000	33333	\$1,000,000	
2.1.2.2	Transportation support (10000 teachers x 10 training days/year)	teacher/day	100,000	\$20	\$2,000,000	33,333.33	\$666,667	33333	\$666,666.67	33333	\$666,666.67	
2.1.2.3	Creche facilities for female teachers	teacher/day	100,000	\$10	\$1,000,000	33,333.33	\$333,333	33333	\$333,333	33333	\$333,333	
2.1.2.4	Hall hire (200 events x 10 days) -50 teachers per event	Event/day	1,000	\$100	\$100,000	333.33	\$33,333	333	\$33,333	333	\$33,333	
2.1.2.5	Stationery (200 events@50 teachers)	event	200	\$500	\$100,000	66.67	\$33,333	67	\$33,333	67	\$33,333	
2.1.3	Pre-service teacher training for 5,000 new teachers (need to breakdown the cost)	Teachers	5,000	\$2,000	\$10,000,000	-	\$0	3000	\$6,000,000	2000	\$4,000,000	
2.1.4	cash transfers for female secondary school students to complete S4	Students	5,000	\$120	\$600,000	5,000	\$600,000	0	\$0		\$0.00	

2.1.5	Train and Deploy 2000 TAs and volunteer teachers	Students	2,000	\$500	\$1,000,000	666.67	\$333,333	666.67	\$333,333	666.67	\$333,333
2.1.6	Peer to peer support for teachers	Clusters	33.00	\$3,000	\$99,000	11	\$33,000	11	\$33,000	11	\$33,000
2.1.7	Incentives for 5,000 ECD, primary and secondary schools' teachers (monthly, for up to 2 years)	Teacher/month	1,440,000	\$40	\$57,600,000	480,000	\$19,200,000	480000	\$19,200,000	480000	\$19,200,000
2.1.8	Management and delivery of teacher incentives (7.5% of & g)	lumpsum	1.00	\$691,200	\$691,200	0.3	\$207,360	0.3	\$207,360	0.4	\$276,480
2.1.9	Review of existing teacher training curriculum to include inclusion, code of conduct, MHPSS etc - 5-day workshop x 2 events										
2.1.9.1	Hall hire	Days	10	\$500	\$5,000	10	\$5,000				
2.1.9.2	Contribution fee (50 participants*5 days*2 events)	Participant/Day	500	\$50	\$25,000	500	\$25,000				
2.1.9.3	Food	Meals	500	\$30	\$15,000	500	\$15,000				
2.1.9.4	Assorted stationery (2 events)	event	2	\$500	\$1,000	2	\$1,000				
2.1.9.5	Technical/consultant support (2 national@100*30 days = \$6,000) + {(2 international @\$400*2 perason * 30 days =\$24,000) + 4000 airfare + (\$120*15 days DSA * 4 day = 3600)} = \$37,600	person	4	\$9,400	\$37,600	4	\$37,600				
Sub total					\$76,873,800		\$22,523,960		\$28,040,360		\$25,909,480
Output 2.2	School leadership and management										
2.2.1	Training 1100 School Leaders and Managers (CEOs, Supervisors, Inspectors, Head Teachers (PS, CGS, ALP, & ECD) for 6 states for (5 days *3 terms*3years)	Teachers	1100	\$1,350	\$1,485,000	367	\$495,000	367	\$495,000	367	\$495,000
2.2.1.1	Hiring Training Venue (5 days*3 terms* 3 years*6 states)	Days	270	\$200	\$54,000	90	\$18,000	90	\$18,000	90	\$18,000
2.2.1.2	Transport Reimbursement (Two ways) 1100 managers *3 terms * 3 years	Teacher Days	9900	\$20	\$198,000	3300	\$66,000	3300	\$66,000	3300	\$66,000
2.2.1.3	Stationery		3	\$1,000	\$3,000	1.00	\$1,000	1.00	\$1,000	1.00	\$1,000
2.2.1.4	Technical / Consultant support	Persons	3	\$13,250	\$39,750	1	\$13,250	1	\$13,250	1	\$13,250
2.2.2	Training of PTAs/SMC/BOGs (1200)				\$0						
2.2.2.1	Workshop venue (50 participants * 24 events * 2 days)	Event/day	48	\$150	\$7,200	16	\$2,400	16	\$2,400	16	\$2,400
2.2.2.2	Food (1200 participant * 2 days)	Meals	2400	\$20	\$48,000	800	\$16,000	800	\$16,000	800	\$16,000
2.2.2.3	Travel allowance (1200 participants)	persons /day	2400	\$20	\$48,000	800	\$16,000	800	\$16,000	800	\$16,000
2.2.2.4	stationery	Event	24	\$300	\$7,200	8	\$2,400	8	\$2,400	8	\$2,400
2.2.2.5	Technical/consultant support (2 person * 24 event * 4 day)	person/ day	192	\$100	\$19,200	64	\$6,400	64	\$6,400	64	\$6,400
Sub total					\$1,909,350		\$636,450		\$636,450		\$636,450
Output 2.3	Teaching and Learning Materials										
2.3.1	Printing of teaching and learning materials (TLMs)- Texts Book for ECD, Primary, Secondary and TVET										
2.3.1.1	ECD Text-books	Textbook	3900	\$1	\$3,900	1950	\$1,950	1950	\$1,950		
2.3.1.2	Primary level text books	Textbook	25000	\$2	\$50,000	12500	\$25,000	12500	\$25,000		
2.3.1.3	Teachers guide	Textbook	8000	\$1	\$8,000	4000	\$4,000	4000	\$4,000		
2.3.1.4	Secondary level text books	Textbook	44000	\$3	\$132,000	22000	\$66,000	22000	\$66,000		

2.3.1.5	Teachers guide	Textbook	4400	\$3	\$13,200	2200	\$6,600	2200	\$6,600		
2.3.1.6	AES & TVET text books	Textbook	60000	\$3	\$180,000	30000	\$90,000	30000	\$90,000		
2.3.2	Distribution of teaching and learning materials to schools (75 ECD, 50 primary, AES, 40 secondary and TVET)	Lump sum	1	\$500,000	\$500,000	1	\$250,000	1	\$250,000		
Sub total					\$887,100		\$443,550		\$443,550		
Output 2.4	Learning outcomes										
2.4.1	Low-cost and fast learning assessment survey of basic reading and math of OOSC (like ASER/uwezo survey)										
2.4.1.1	Development of assessment tools										
2.4.1.2	Meals for 30 participants (30 persons*5 days*2 events)	Person/day	300	\$25	\$7,500	300	\$7,500				
2.4.1.3	Contribution fees (30 persons*5 days*2 events)	Person/day	300	\$50	\$15,000	300	\$15,000				
2.4.1.4	Hall Hire in Juba	Day/Events	10	\$500	\$5,000	10	\$5,000				
2.4.1.5	International Consultant (1 Person*10 days)	Person/day	10	\$400	\$4,000	10	\$4,000				
2.4.1.6	Printing of the assessment tools (20 schools@ 25 students)	Kits	500	\$2	\$1,000	500	\$1,000				
2.4.1.7	Stationaries including pretesting of toolkit	Lumpsum	1	\$2,000	\$2,000	1	\$2,000				
2.4.1.8	Two ways international air tickets for the consultants	Person	1	\$2,000	\$2,000	1	\$2,000				
2.4.1.9	Accommodation (30 persons*5 days* 2 events)	Person/day	300	\$200	\$60,000	300	\$60,000				
2.4.1.10	Internal transport (local transport)	Person/day	300	\$20	\$6,000	300	\$6,000				
2.4.1.11	Interstate airfare reimbursement Plus local Transport to reach airport	Person/Trip	25	\$600	\$15,000	25	\$15,000				
2.4.2	Training of enumerators of the survey										
2.4.2.1	Training of the assessors and enumerators for out of school survey										
2.4.2.2	Accommodation and feeding (40 persons*2 days*2 events)	person/day	160	\$200	\$32,000	160	\$32,000				
2.4.2.3	Hall hire for the workshop	day/event	4	\$500	\$2,000	4	\$2,000				
2.4.2.4	stationaries and survey materials	person	80	\$50	\$4,000	80	\$4,000				
2.4.3	piloting of the survey tools in the sample 50 primary and secondary schools										
2.4.3.1	Renumeration for assessors/enumerators (20 schools*2 assessors*2 days)	school/days	80	\$100	\$8,000	80	\$8,000				
2.4.3.2	internal transport	person/day	50	\$20	\$1,000	50	\$1,000				
2.4.3.3	State supervisor (1 person*6 states*3 days)	person/day	18	\$20	\$360	18	\$360				
2.4.3.4	Data entry, analysis, reporting and presentation of findings (3 persons*15 days)	person/day	45	\$100	\$4,500	45	\$4,500				
2.4.3.5	Review of the findings (workshop of 15 persons)	person/day	15	\$50	\$750	15	\$750				
2.4.3.6	Publication and dissemination of survey Reports	Pieces	50	\$10	\$500	50	\$500				
2.4.3.7	Communication	Lumpsum	1	\$500	\$500	1	\$500				
Sub-Total					\$171,110		\$171,110				
Output 2.5	MHPSS literacy amongst teachers										
2.5.1	training of teachers	Lumpsum	3	\$50,000	\$150,000	1.00	\$50,000	1.00	\$50,000	1.00	\$50,000
Sub-Total					\$150,000		\$50,000		\$50,000		\$50,000
Outcome 3	Retention and Transition of Education				\$42,700,000		\$9,233,333		\$19,233,333		\$14,233,333

Output 3.1	Retention of primary/secondary/AES/TVET schools going children											
3.1.1	Remedial programme for 20,000 learners	Learners	20000	\$100	\$2,000,000		6667	\$666,666.67	6667	\$666,666.67	6667	\$666,667
3.1.2	Cash transfer for 10,000 learners	Learners	10000	\$40	\$400,000		3333	\$133,333.33	3333	\$133,333.33	3333	\$133,333
3.1.3	MHPSS for 10,000 learners	Learners	10000	\$1,000	\$10,000,000		3333	\$3,333,333.33	3333	\$3,333,333.33	3333	\$3,333,333
Sub total					\$12,400,000			\$4,133,333		\$4,133,333		\$4,133,333
Output 3.2	Transition to secondary											
3.2.1	Boarding school facilities for 6000 children	children	6000	\$5,000	\$30,000,000		1000	\$5,000,000	3000	\$15,000,000	2000	\$10,000,000
3.2.2	Tailored support to keep young mothers in secondary schools	Learners	1000	\$300	\$300,000		333	\$100,000	333	\$100,000	333	\$100,000
Sub-Total					\$30,300,000			\$5,100,000		\$15,100,000		\$10,100,000
Outcome 4	Protection				\$773,960			\$773,960				
Output 4.1	School Safety											
4.1.1	School safety planning and grants	Schools	540	500	\$270,000							
4.1.2	GBV risk mitigation audits	Schools	540	100	\$54,000							
4.1.3	Mine risk education	Schools	540	500	\$270,000							
Output 4.2	MHPSS											
4.2.1	MHPSS needs and recommendations assessment of schools	Schools	540	\$224	\$120,960		540	\$120,960				
4.2.2	Help desks established at schools	Schools	540	\$200	\$108,000		540	\$108,000				
4.2.3	establishment of child friendly spaces at schools through grants	Schools	540	\$500	\$270,000		540	\$270,000				
4.2.4	Teacher training on how to deliver MHPSS support	Schools	540	\$500	\$270,000		540	\$270,000				
4.2.5	Establishment of community support groups	Communities	500	\$10	\$5,000		500	\$5,000				
Sub total					\$773,960			\$773,960				
Outcome 5	Gender and Inclusion				\$700,960			\$140,320		\$420,320		\$140,320
Output 5.1	Gender and inclusion mapping of needs											
5.1.1	Conduct needs assessment of identified most marginalized children (CWD)	Schools	540	\$224	\$120,960		180	\$40,320	180	\$40,320	180	\$40,320
5.1.2	5 pilots to test inclusive practices and interventions	Pilot	5	\$100,000	\$500,000		1	\$100,000	3	\$300,000	1	\$100,000
Sub total					\$620,960			\$140,320		\$340,320		\$140,320
Output 5.2	Strengthening policy											
5.2.1	Review and develop policy to support gender and inclusion; gaps and impact on OOSC	lumpsum	2	\$40,000	\$80,000				2	\$80,000		
					\$80,000					\$80,000		
Outcome 6	Bridging the Financial Gap				\$30,000			\$10,000		\$10,000		\$10,000
	Data management and learning	Lumpsum	3	10,000	\$30,000		1.00	\$10,000	1.00	\$10,000	1.00	\$10,000
Program Cost					\$178,650,180			\$49,743,767		\$70,506,147		\$57,999,217
Operational Costs					\$26,797,527.00			\$7,461,565.00		\$10,575,922.00		\$8,699,882.50

M&E	\$8,932,509.00		\$2,487,188.33		\$3,525,307.33		\$2,899,960.83
Programme management and Coordination	\$17,865,018.00		\$4,974,376.67		\$7,050,614.67		\$5,799,921.67
Total Program Cost	\$205,447,707.00		\$57,205,331.67		\$81,082,068.67		\$66,699,099.17
Indirect Cost (7%)	\$14,381,339.49		\$4,004,373.22		\$5,675,744.81		\$4,668,936.94
GRAND TOTAL	\$219,829,046		\$61,209,705		\$86,757,813		\$71,368,036

6

MONITORING, EVALUATION AND LEARNING

7.1 Monitoring and Evaluation approach

Progress towards results will be closely monitored through a detailed monitoring plan, which will clearly state who will be responsible for which activity at what time. Progress towards improvement of access to education and holistic learning achievements of children will be measured against the indicators in the result matrix within a set schedule. To measure holistic learning outcome (literacy, numeracy and SEL) a baseline and end-line are taking place in targeted areas. To track enrolment and retention of OOSC, partners will be working closely with MOGEI, strengthening their overall capacity in collection, analysis and use of OOSC data.

Midline and endline evaluations will be carried out through a multi-stakeholder process to assess adherence to the project agreement and assess whether the project has delivered within the agreed framework respectively, and whether the project has achieved positive impact on children rights and wellbeing. Additionally, baseline data (where not already available) will be collected during program inception stages, and budget has been allocated to this. This includes a baseline on current learning levels (literacy, numeracy, social emotional well-being). For evaluations, ECW evaluation policy will be guiding

The monitoring and evaluation plan as well as the evaluation design will be developed in close collaboration with stakeholders, including the MOGEI and State-level authorities. Joint field visits with national education officials as well as with local education and authorities, NGOs and community representatives will be on a needs basis. The process of working with all partners to design and carry out monitoring activities will be an important capacity development exercise. It will also strengthen the partnership and provide a basis for analysis and identification of corrective action required and the role of each partner in these future actions. The aim is to promote a shared stake in both the process and outcome of the partnership. The monitoring plan will be overseen by the country-level ECW Steering Committee and updated regularly.

Semi-annual and annual progress reports will be submitted highlighting the progress of project implementation towards results, best practices and lessons learned, and the course corrections needed to address problems and plans for the next six months. The schedule and the template of the programmatic and financial reporting requirements to ECW will be as per standard reporting agreed with ECW. Third party monitoring could be part of the M&E approach, particularly in hard-to-reach areas. Evaluations are done by external agencies.

Furthermore, partners will explore innovative community-based monitoring and evaluation system to enable them and beneficiaries to better collect, analyze and act on OOSC data in real-time and in a more cost-effective manner. The introduction of innovative data collection methods will enable efficient and effective tracking of OOSC at school/community levels.

For the monitoring of activities where movements are restricted for security or any other reasons, a mechanism of Third-Party Monitoring will be established. This mechanism will allow to access hard to reach areas and get real time information and data from communities and local actors on the ground.

Monitoring Plan

Monitoring Activity	Purpose	Frequency	Expected Actions
Track Progress	Track progress towards outputs and outcomes	Quarterly, or as needed by indicators	Delays and slow progress will trigger review and adaptation
Baseline and end-line of holistic learning outcomes	Track literacy, numeracy and SEL outcomes	Beginning and end	Analyse existing data that can be used. Design and conducted study.
Monitor Risks	Key risks that threaten outcomes will be identified and tracked as appropriate.	Quarterly	Changes in risk profile will require review and adaptation of implementing approaches
Share Learning	Document emerging good practice and learning and share within country and beyond	Annually	Relevant lessons will be shared especially with donors as part of the MYRP fundraising
Regular Quality Assurance	More in-depth reviews of quality of delivery and design will be undertaken by peer-led monitoring teams	Annually	Promote joint planning and coordination and learning; lessons will be fed into review and adaptation
Review and Adapt	Implementation partners will meet bi-annually to review progress and suggestion course correction	Bi-annually	Course correction; revise workplans
Report	Progress reports will be delivered to the Steering Committee summarising progress, emerging outcomes and results and any course corrections and changes in risk profile	Bi-annually and at midterm and end of program	
Program Review	Steering Committee will review progress and meet to review the whole MYRP annually	Annually	Raise quality concerns, review risks and promote new funding

Evaluation Plan

Evaluation	Partners	Outcome(s)	Timeline	Stakeholders
Midline	Steering Committee	All outcomes	2021	Implementing partners,

				MOGEI, and Donors
Endline	Steering Committee	All outcomes	2022	Implementing Partners, Donors, and MOGEI

ANNEX 1 – MYRP Development Process

The MYRP application was developed through a highly participatory and consultative process and ensured that the framework responds to South Sudan’s national Education Sector Plan, Humanitarian Response Plan and United Nations Development Framework.

The ECW and Education Cluster began the process of developing the MYRP in late 2018. Initial steps included a high-level scoping mission from ECW secretariat in October 2018, which build the consensus and buy-in for the development of comprehensive response plan for the education needs in South Sudan. The mission had successful consultation with all key stakeholders including Minister of Education, Resident Coordinator, Donors, Cluster Lead Agencies and Education partners (both humanitarian and development). Initial discussions had paved the way for focused in-country dialogue and planning to address immediate and long-term education needs under one framework.

Based on initial steps, MoGEI in consultation with Education Cluster, established a task team to provide oversight and guidance for the development of multi-year education programme. The Task Team members were drawn from the MoGEI, UN agencies, Education Donor Group (EDoG), International Non-Governmental Organizations (INGOs), National Education Coalition (NEC), Ministry of Finance and Planning (MoF&P) and Ministry of Gender, Child and Social Welfare (MGC&SW). The Task Team was coordinated by the Education Cluster and hired two international consultants from Mott MacDonald (June 2019) to draft the ECW MYRP application, who worked very closely with the Task Team and ECW to review key documents and data, facilitate in country workshops, lead bilateral discussions with key stakeholders, provide technical inputs and write the proposal document and budget.

Task Team composition (May 29, 2019):

S. N	Name	Institution	Position
1	Undersecretary	MoGEI	Chairperson
2	Director for Partners	MoGEI	Secretary
3	Education Cluster Coordinator	UNICEF	Coordinator
4	Education Cluster Coordinator	Save the Children	Coordinator
5	All Director Generals	MoGEI	Members (10)
6	Representatives of EDoG	USAID/DFID	Members (2)
7	Save the Children	INGO	Member
8	Norwegian Refugee Council	INGO	Member
9	Christian Mission for Development	NNGO	Member
10	UNICEF	UN Agency	Member
11	UNESCO	UN Agency	Member
12	WFP	UN Agency	Member

13	UNHCR	UN Agency	Member
14	Nile Hope	NNGO	Member
15	BRAC	INGO	Member
16	Oxfam	INGO	Member
17	Stromme Foundation	INGO	Member
18	Finn Church Aid	INGO	Member
19	National Education Coalition (NEC)	NNGO	Member (2)
20	Plan International	INGO	Member
21	Representative of MoFP	MoFP	Advisory Member
22	Representative of MGC&SW	MGC&SW	Advisory Member

In line with the terms of reference for the international consultants, the following activities were undertaken by them.

Activity	Timeframe
Phase 1: Inception	
Desk review of key documents	
Inception Report submitted	June 2019
Phase 2: Concept Note	
Reviewed all MoGEI and donor supported programmes	
Consultations with government, donors, UN agencies and NGOs	
Organized and facilitated concept note workshop with Task Team	
Drafted concept note	July 2019
Phase 3: ECW Proposal Draft 1	
Plan and conducted MYRP design workshops with Task Team members	
Supported the costing of MYRP	
Drafted 1 st MYRP application package for review and feedback from Task Team and ECW	September 2019
Drafted a note for the Minister of Education for UNGA	
Phase 4: ECW Proposal Draft 2	
Consolidated feedback from ECW and revised the proposal	
Conducted further data analysis for the targeting section	
Draft 2 submitted to Task Team and ECW external panel	November 2019
Phase 5: Final MYRP Package	
Consolidate and revise proposal based on feedback from ECW external panel review	
Submit final MYRP package to ECW Executive Board	November 2019

Activities and consultations undertaken by Task Team in country:

- Plan International held consultations with two women led organizations – Women Aid Vision (WAV) and Women for Change – to gather their inputs into the development of the programme approach.
- Other members of the Education Donor Group, GPE section of UNICEF, Humanity and Inclusion and Light of the World were instrumental to the process to ensure that the programme would lead to the achievement of the education for all goals.
- Each version of the draft application package was developed after extensive consultations, brainstorming and workshops with the Task Team and other key stakeholders; it was then reviewed and approved by the Task Team before being submitted to ECW.

ANNEX 2 – ECW Seed Funding Proposal

A2.1 ECW Funding Priorities

The ECW Seed Money will be targeted to reach up to 35,000 children over three years in priority Counties and Payams of the MYRP.

The Seed Money will offer scalable models of work that represents all six outcomes of the MYRP but with a greater focus on certain areas. As such about 10% to 20% of the targets for almost every intervention have been captured with the key exceptions of:

- Teacher incentives – which will only be paid out with further donor support to the MYRP and with prior agreement with the Steering Committee.
- School feeding – which will be supported with additional funding from WFP and in coordination with the Implementing Partners and the Steering Committee.
- Certain other activities, such as TVET and school campaigns, which are too costly to include but which it is hoped will be added in Phase 1 of the MYRP with additional funding.

In the selection of activities for the Seed Funding, particular attention has been paid to ensuring that a holistic set of interventions are represented to ensure that each child gets access to a relevant, safe and supportive learning environment, with a teacher who is gaining skills to teach and support that child fully, a home and community environment that is safe and enabling and access to skills and support that will ensure she is able to learn and thrive.

The selection of locations for the Seed Money activities will be based on the prioritisation criteria of the MYRP, updated with the latest data, and supported by needs analyses and further evidence gathered by IPs.

A2.2 ECW Results Framework

Result statement	Indicators (with disaggregation)	Baseline	Target	Measures of verification	Comments	Costs
Outcome 1: ACCESS						
<i>By 2022, equitable access to inclusive education in target areas will increase, especially among returnee, IDPs and host community girls and boys.</i>	# of girls and boys enrolled at the right learning level	0	35,000 (disaggregated by sex, disability and IDP vs refugee status)	EMIS School enrollment data		
Output 1.1: Increased access to Early Childhood Education for 3,000 children (50% girls) aged 3-5 years, with a focus on IDPs, returnees and host communities						
<i>Children aged 3 to 5 gain access to pre-primary educational opportunities to prepare them to start Primary Education on time.</i>	# of ECD classrooms refurbished/established for under 6 years old children		18		18 new classrooms	
Output 1.2: Ensure access to Primary Schools for 15,000 (50% girls) OOSC, with a focus on returnee, IDPs and host community children						
<i>IDP, returnee and host community children of primary school age accessed primary level learning opportunities</i>	# of OOSC enrolled in primary schools		15,000			
	# of primary schools renovated		15		15 schools across the 6 states	
	# of schools with gender separate toilets and WASH facilities are built/provided		15			
	# of assistive devices and accessible learning materials for CWD distributed		18,500			
	Survey on the needs of CWD		1			
Output 1.3: Ensure access to Alternative Education for 12,000 OOSC, with a focus on returnee and host community children						
<i>Alternative, mobile and community-based education alternatives supported to ensure that over-age, out of school and hard to reach boys and girls enrolled at the right level</i>	# of children with access to AES		12,000			
	# of low-cost temporary learning spaces constructed for AES – CGS, ALP		24		3 per state with an aim of starting simple and upgrading over 3 years	
	# of mobile schools established for PEP		48			

	# of innovative models tested		3			
Output: 1.4: Ensure access to Secondary Education and TVET for 5,000 children aged 14 to 18						
<i>Increased access to secondary education and TVET for IIDP, returnee and host community children between the ages of 14 and 18 who have completed primary education.</i>	# of secondary schools renovated, expanded or constructed		3			
	# of schools with adequate WASH facilities		6			
	# of girls provided with hygiene kits		3,500			
Output 1.5: Strengthened community engagement to increase enrolment						
	# of caregiver groups created to promote enrolment into ECD		21			
	# school mentors		300			
Outcome 2: QUALITY						
Output 2.1: Teacher training						
<i>Recruit and train 5,000 new female teachers while ensuring continuous professional development of 10,000 existing teachers (at least 50% women) in South Sudan, with a focus on increasing the percentage of women teachers.</i>	# of teachers reached through in-service teacher training (AES, PPR, PRI, SEC)		2,500			
	# of new teachers given pre-service teacher training (AES, PPR, PRI, SEC)		600			
	# of TAs and volunteers teachers trained and deployed		150			
	Review existing teacher training curriculum to ensure inclusion, Code of Conduct, MHPSS and Child Protection; and ensure system wide roll out of training		1			
	% of targeted teachers have peer to peer support to promote their well-being		70%			

	% of supported teacher trainings that provide day care (creche) facilities		100%		To encourage female teachers	
Output 2.2: School Leadership and Management						
<i>Strengthen school leadership and management for primary and secondary schools</i>	# of people trained on school leadership and inspection		200 state and county education officers & HTs 100 PTAs/SMCs/BOG members			
Output 2.3: Teaching Learning Materials						
<i>Critical learning and teaching materials for learning spaces delivered, and proper use ensured.</i>	# printing and distribution of teaching and learning materials		3,000		See budget for breakdown of type	
Output 2.4: Learning Outcomes						
<i>Improved data on literacy, numeracy and social emotional learning of children enrolled in MYRP schools increased by Year 3.</i>	Develop low-cost scalable assessment tool for basic reading and math of OOSC		1			
	Conduct fast and low-cost assessment survey of basic reading and math of OOSC		2,500 children		Sample of 500 children per 5 states	
Output 2.5: MHPSS for Teachers						
<i>Increased mental health literacy, well-being and capacity among 540 teachers and educators by conducting supportive trainings and supervision that are practical and culturally relevant.</i>	# of teachers trained in MHPSS and well-being		180			
Outcome 3: CONTINUITY						
<i>Retain at least 30% more of the newly enrolled IDP, returnee and host community children for a full three years of education and support them to transition successfully to further education or training.</i>	% of children retained		30%			
Output 3.1: Retention of primary school going children						
<i>newly enrolled children successfully complete 3 years of Primary Education</i>	# of children receiving remedial support based on target assessment		5,750		Young mothers, older children, demobilized children soldiers and CWD attend regularly	
	# of children receiving cash transfers and fast tracked MHPSS to prevent drop out and other key interventions		6,000			
Output 3.2: Transition to secondary						

<i>Transition to secondary school improved and drop-out reduced so more children complete three full years of Secondary during the MYRP.</i>	# of children reached through boarding school facilities		1,800		100 X 6 over 3 years	
	# of young mothers receiving support to stay in schools		200			
Outcome 4: PROTECTION						
<i>MYRP supported learning spaces are safe, protective and enable all children to thrive</i>	# of learning spaces		27			
Output 4.1: School safety						
<i>Ensure schools are physically secure and children are protected while in or on their way to schools</i>	# of schools provided with school safety planning training		27		PTAs/SMC/BOGs receive school safety planning training in target schools; including guidance on how to deal with CWD, GBV issues etc.	
	# of schools receiving school safety grants		27			
	# of schools with GBV risk mitigation audits		27			
	# of school with mine risk education		27			
Output 4.2: MHPSS						
<i>primary and secondary schools offer Child Protection, mental health and psychosocial support services for children and communities</i>	# of schools assessed on MHPSS needs and recommendations		27		Use Child Friendly Scoring Index or other tool to assess the needs of children in the 10,000 schools and make recommendations	
	# of schools with Help desks		27			
	# of schools that provide structured, goal-oriented evidence-informed PSS activities		27			
	# of schools with teachers trained on how to deliver MHPSS support		54			
	Mapping of existing support services for people affected by conflict which can further support the needs of children and their families		1			
Outcome 5: Gender and Inclusion						

<i>Ensuring delivery of education services to the most marginalized children</i>	# of children reached		6,000		Ex: young mothers in remote rural areas, demobilized child soldiers, CWD, pastoralists etc. Some of their needs are covered in other outcomes	
Output 5.1: Mapping of needs						
<i>Understanding needs and existing services of the most marginalized children</i>	Needs assessments completed		54		Assess data gaps, needs of those in and out of school, mapping of existing services etc.	
Output 5.2: Strengthening Policy						
<i>Policy review</i>	Policy reviews completed		0			

A2.3 ECW Seed Funding Budget

No.		Unit	Quantity	Unit Cost	Total Cost	SEED Budget		SEED Budget		SEED Budget	
						Y1: 2020-21		Y3: 2021-22		Y3: 2021-22	
						Quantity	Total Cost	Quantity	Total Cost	Quantity	Total Cost
Outcome 1	Increased access to early childhood education				\$54,453,900.00		\$2,481,840.00		\$2,274,340.00		\$2,326,720.00
Output 1.1	Increasing learning spaces										
1.1.1	Construction/rehabilitation/expansion - low cost classrooms for ECD and play groups	Classrooms	180	\$10,000	\$1,800,000	9	\$90,000.00	9	\$90,000.00	-	-
1.1.1.1	Technical construction support	Month/trip	6	\$1,050	\$6,300	3	\$3,150.00	3	\$3,150.00	-	-
1.1.1.2	Technical construction support (international travel & DSA)- Return trips	Persons	2	\$3,150	\$6,300	1	\$3,150.00	1	\$3,150.00	-	-
1.1.1.3	MoGEI in-country supervision and inspection	Years	3	\$10,500	\$31,500	1	\$10,500.00	1	\$10,500.00	-	-
Sub total					\$1,844,100		\$106,800.00		\$106,800.00		\$0.00
Output 1.2	Increased access to primary education										
1.2.1	Assessment of school infrastructure (1 Person*6 states for 2 weeks) [\$2000- vehicle rent +550 airfare+2750 Fee/DSA= 5,300]	Persons	6	\$5,300	\$31,800	3	\$15,900.00	3	\$15,900.00	-	\$0.00
1.2.2	Renovation/expansion/repair of primary schools	Schools	60	\$150,000	\$9,000,000	5	\$750,000.00	5	\$750,000.00	5	\$750,000.00
1.2.3	Provision of WASH facilities for primary schools	Schools	60	\$10,000	\$600,000	5	\$50,000.00	5	\$50,000.00	5	\$50,000.00
1.2.4	Identification of needs and support for assistive devices, accessible learning materials etc. for CWDs	Learners	30,000	\$50	\$1,500,000	5,000	\$250,000.00	5,000	\$250,000.00	8,500	\$425,000.00
1.2.5	Needs survey for CWD	Survey	1	\$200,000	\$200,000	1	\$200,000.00	-	\$0.00	-	\$0.00
1.2.6	School feeding programme for learners	Learners	160,000	\$53	\$8,448,000	-	\$0.00	-	\$0.00	-	\$0.00
Sub total					\$19,779,800		\$1,265,900.00		\$1,065,900.00		\$1,225,000.00
Output 1.3	Increased access to AES										
1.3.1	Assessment of construction site (same engineer of primary schools site assessment will be mobilised.)										
1.3.2	Expansion/repair/construction of low-cost temporary learning spaces for CGS and ALP	Classrooms	120	\$20,000	\$2,400,000	8	\$160,000.00	8	\$160,000.00	8	\$160,000.00
1.3.3	Mobile schools for Pastoralists Education Programme (PEP) - tent	Schools	250	\$1,000	\$250,000	16	\$16,000.00	16	\$16,000.00	16	\$16,000.00
1.3.4	Innovative models for AES piloted	Lump sum	5	\$50,000	\$250,000	1	\$50,000.00	1	\$50,000.00	1	\$50,000.00
Sub total					\$2,900,000		\$226,000.00		\$226,000.00		\$226,000.00
Output 1.4	Increased access to secondary and TVET										
1.4.1	Assessment of school infrastructure (linked to PS assessment)										

1.4.2	renovation/expansion of 20 secondary schools	Schools	20	\$678,000	\$13,560,000		1	\$678,000.00	1	\$678,000.00	1	\$678,000.00
1.4.3	Renovation/expansion of 12 TVET schools	Schools	12	\$450,000	\$5,400,000		-					
1.4.4	Equipment and tools for the 12 TVET Schools	schools	12	\$100,000	\$1,200,000		-					
1.4.5	Provision of WASH facilities for secondary schools and TVET	Schools	32	\$10,000	\$320,000		2	\$20,000.00	2	\$20,000.00	2	\$20,000.00
1.4.6	Provision of hygiene kits for girls	Kits	150,000	\$15	\$2,250,000		1,500	\$22,500.00	1,000	\$15,000.00	1,000	\$15,000.00
1.4.7	Mobile TVET centres targeting rural areas	Centers	50	\$20,000	\$1,000,000		-					
Sub total					\$23,730,000			\$720,500.00		\$713,000.00		\$713,000.00
Output 1.5	Strengthened community engagement for increased enrolment											
1.5.1	Community mobilization, awareness and advocacy in targeted areas											
1.5.1.1	Targeted enrolment campaigns to involve orientation of teachers, facilitators and PTA for enrolment into basic education	Schools	50	\$1,500	\$75,000		-					
1.5.1.2	Printing and distribution of flyers/info booklets for distribution	Units	100,000	\$1	\$100,000		-					
1.5.1.3	Local message dissemination through community mobilizers	year	3	\$50,000	\$150,000		-					
1.5.1.4	Radio time	Programs	55	\$300	\$16,500		-					
1.5.1.5	Training and support to development of campaigns	month	12	\$3,000	\$36,000		-					
1.5.1.6	Regional messaging workshops with implementing partners (1 day)	Workshops	15	\$1,500	\$22,500		-					
1.5.2	Establishment of caregiver groups	Groups	100	\$400	\$40,000		7	\$2,640.00	7	\$2,640.00	7	\$2,720.00
1.5.3	Establishment and Training of school mentors	Mentors	3,600	\$1,600	\$5,760,000		100	\$160,000.00	100	\$160,000.00	100	\$160,000.00
Sub total					\$6,200,000			\$162,640.00		\$162,640.00		\$162,720.00
Outcome 2	Improve Quality of Education				\$79,991,360			\$1,107,350		\$1,786,684		\$1,430,834
Output 2.1	Teacher Training											
2.1.1	Accelerated secondary education pilot for 3000 primary school teachers	teachers	3,000	\$200	\$600,000		-	\$0.00	-	\$0.00	-	\$0.00
2.1.2	Fast Track In-service training for 10,000 teachers (AES, PPR, PRI, SEC, TVET)											
2.1.2.1	Food (10,000 teachers * 10 training days/year= 100,000)	teacher/day	100,000	\$30	\$3,000,000		5,000	\$150,000.00	10,000	\$300,000.00	10,000	\$300,000.00
2.1.2.2	Transportation support (10000 teachers x 10 training days/year)	teacher/day	100,000	\$20	\$2,000,000		5,000	\$100,000.00	10,000	\$200,000.00	10,000	\$200,000.00
2.1.2.3	Creche facilities for female teachers	teacher/day	100,000	\$10	\$1,000,000		5,000	\$50,000.00	10,000	\$100,000.00	10,000	\$100,000.00
2.1.2.4	Hall hire (200 events x 10 days) -50 teachers per event	Event/day	1,000	\$100	\$100,000		50	\$5,000.00	100	\$10,000.00	100	\$10,000.00
2.1.2.5	Stationery (200 events@50 teachers)	event	200	\$500	\$100,000		10	\$5,000.00	20	\$10,000.00	20	\$10,000.00

2.1.3	Pre-service teacher training for 5,000 new teachers (need to breakdown the cost)	Teachers	5,000	\$2,000	\$10,000,000	100	\$200,000.00	250	\$500,000.00	250	\$500,000.00
2.1.4	cash transfers for female secondary school students to complete S4	Students	5,000	\$120	\$600,000	100	\$12,000.00	250	\$30,000.00	250	\$30,000.00
2.1.5	Train and Deploy 2000 TAs and volunteer teachers	Students	2,000	\$500	\$1,000,000	50	\$25,000.00	50	\$25,000.00	50	\$25,000.00
2.1.6	Peer to peer support for teachers	Clusters	33.00	\$3,000	\$99,000	5	\$15,000.00	5	\$15,000.00	5	\$15,000.00
2.1.7	Incentives for 5,000 ECD, primary and secondary schools teachers (monthly, for up to 2 years)	Teacher/month	1,440,000	\$40	\$57,600,000	-	\$0.00		\$0.00		\$0.00
2.1.8	Management and delivery of teacher incentives (7.5% of & g)	lumpsum	1.00	\$691,200	\$691,200	0.20	\$138,240.00	0.20	\$138,240.00	0.20	\$138,240.00
2.1.9	Review of existing teacher training curriculum to include inclusion, code of conduct, MHPSS etc - 5 day workshop x 2 events										
2.1.9.1	Hall hire	Days	10	\$500	\$5,000	10	\$5,000.00				
2.1.9.2	Contribution fee (50 participants*5 days*2 events)	Participant/Day	500	\$50	\$25,000	500	\$25,000.00				
2.1.9.3	Food	Meals	500	\$30	\$15,000	500	\$15,000.00				
2.1.9.4	Assorted stationery (2 events)	event	2	\$500	\$1,000	2	\$1,000.00				
2.1.9.5	Technical/consultant support (2 national@100*30 days = \$6,000) + {(2 international @\$400*2 perason * 30 days = \$24,000) + 4000 airfare + (\$120*15 days DSA * 4 day = 3600)} = \$37,600	person	4	\$9,400	\$37,600	4	\$37,600.00				
Sub total					\$76,873,800		\$783,840.00		\$1,328,240.00		\$1,328,240.00
Output 2.2	School leadership and management										
2.2.1	Training 1100 School Leaders and Managers (CEOs, Supervisors, Inspectors, Head Teachers (PS, CGS, ALP, & ECD) for 6 states for (5 days *3 terms*3years)	Teachers	1100	\$1,350	\$1,485,000		\$0.00	200	\$270,000.00		\$0.00
2.2.1.1	Hiring Training Venue (5 days*3 terms* 3 years*6 states)	Days	270	\$200	\$54,000		\$0.00	54	\$10,800.00		\$0.00
2.2.1.2	Transport Reimbursement (Two ways) 1100 managers *3 terms * 3 years	Teacher Days	9900	\$20	\$198,000		\$0.00	1,000	\$20,000.00		\$0.00
2.2.1.3	Stationery		3	\$1,000	\$3,000		\$0.00	1	\$600.00		\$0.00
2.2.1.4	Technical / Consultant support	Persons	3	\$13,250	\$39,750		\$0.00	1	\$13,250.00		\$0.00
2.2.2	Training of PTAs/SMC/BOGs (1200)				\$0						
2.2.2.1	Workshop venue (50 participants * 24 events * 2 days)	Event/day	48	\$150	\$7,200		\$0.00	4	\$600.00		\$0.00
2.2.2.2	Food (1200 participant * 2 days)	Meals	2400	\$20	\$48,000		\$0.00	800	\$16,000.00		\$0.00
2.2.2.3	Travel allowance (1200 participants)	persons /day	2400	\$20	\$48,000		\$0.00	800	\$16,000.00		\$0.00
2.2.2.4	stationery	Event	24	\$300	\$7,200		\$0.00	8	\$2,400.00		\$0.00
2.2.2.5	Technical/consultant support (2 person * 24 event * 4 day)	person/ day	192	\$100	\$19,200		\$0.00	64	\$6,400.00		\$0.00

Sub total					\$1,909,350		\$0.00		\$356,050.00		\$0.00
Output 2.3	Teaching and Learning Materials										
2.3.1	Printing of teaching and learning materials (TLMs)-Texts Book for ECD, Primary, Secondary and TVET										
2.3.1.1	ECD Text-books	Textbook	3900	\$1	\$3,900	200	\$200.00	200	\$200.00	200	\$200.00
2.3.1.2	Primary level text books	Textbook	25000	\$2	\$50,000	400	\$800.00	400	\$800.00	500	\$1,000.00
2.3.1.3	Teachers guide	Textbook	8000	\$1	\$8,000	50	\$50.00	50	\$50.00	50	\$50.00
2.3.1.4	Secondary level text books	Textbook	44000	\$3	\$132,000	400	\$1,200.00	400	\$1,200.00	400	\$1,200.00
2.3.1.5	Teachers guide	Textbook	4400	\$3	\$13,200	50	\$150.00	48	\$144.00	48	\$144.00
2.3.1.6	AES &TVET text books	Textbook	60000	\$3	\$180,000	0	\$0.00	0	\$0.00	0	\$0.00
2.3.2	Distribution of teaching and learning materials to schools (75 ECD, 50 primary, AES, 40 secondary and TVET)										
		Lump sum	1	\$500,000	\$500,000	0.20	\$100,000.00	0.20	\$100,000.00	0.20	\$100,000.00
Sub total					\$887,100		\$102,400.00		\$102,394.00		\$102,594.00
Output 2.4	Learning outcomes										
2.4.1	Low-cost and fast learning assessment survey of basic reading and math of OOSC (like ASER/uwezo survey)										
2.4.1.1	Development of assessment tools										
2.4.1.2	Meals for 30 participants (30 persons*5 days*2 events)	Person/day	300	\$25	\$7,500	300	\$7,500.00				
2.4.1.3	Contribution fees (30 persons*5 days*2 events)	Person/day	300	\$50	\$15,000	300	\$15,000.00				
2.4.1.4	Hall Hire in Juba	Day/Events	10	\$500	\$5,000	10	\$5,000.00				
2.4.1.5	International Consultant (1 Person*10 days)	Person/day	10	\$400	\$4,000	10	\$4,000.00				
2.4.1.6	Printing of the assessment tools (20 schools@ 25 students)	Kits	500	\$2	\$1,000	500	\$1,000.00				
2.4.1.7	Stationaries including pretesting of toolkit	Lumpsum	1	\$2,000	\$2,000	1	\$2,000.00				
2.4.1.8	Two ways international air tickets for the consultants	Person	1	\$2,000	\$2,000	1	\$2,000.00				
2.4.1.9	Accommodation (30 persons*5 days* 2 events)	Person/day	300	\$200	\$60,000	300	\$60,000.00				
2.4.1.10	Internal transport (local transport)	Person/day	300	\$20	\$6,000	300	\$6,000.00				
2.4.1.11	Interstate airfare reimbursement Plus local Transport to reach airport	Person/Trip	25	\$600	\$15,000	25	\$15,000.00				
2.4.2	Training of enumerators of the survey										
2.4.2.1	Training of the assessors and enumerators for out of school survey										
2.4.2.2	Accommodation and feeding (40 persons*2 days*2 events)	person/day	160	\$200	\$32,000	160	\$32,000.00				
2.4.2.3	Hall hire for the workshop	day/event	4	\$500	\$2,000	4	\$2,000.00				
2.4.2.4	stationaries and survey materials	person	80	\$50	\$4,000	80	\$4,000.00				
2.4.3	piloting of the survey tools in the sample 50 primary and secondary schools										
2.4.3.1	Renumeration for assessors/enumerators (20 schools*2 assessors*2 days)	school/days	80	\$100	\$8,000	80	\$8,000.00				
2.4.3.2	internal transport	person/day	50	\$20	\$1,000	50	\$1,000.00				
2.4.3.3	State supervisor (1 person*6 states*3 days)	person/day	18	\$20	\$360	18	\$360.00				
2.4.3.4	Data entry, analysis, reporting and presentation of findings (3 persons*15 days)	person/day	45	\$100	\$4,500	45	\$4,500.00				

2.4.3.5	Review of the findings (workshop of 15 persons)	person/day	15	\$50	\$750	15	\$750.00				
2.4.3.6	Publication and dissemination of survey Reports	Pieces	50	\$10	\$500	50	\$500.00				
2.4.3.7	Communication	Lumpsum	1	\$500	\$500	1	\$500.00				
Sub-Total					\$171,110		\$171,110.00				
Output 2.5	MHPSS literacy amongst teachers										
2.5.1	training of teachers	Lumpsum	3	\$50,000	\$150,000	1	\$50,000.00	0	\$0.00	0	\$0.00
Sub-Total					\$150,000		\$50,000		\$0		\$0
Outcome 3	Retention and Transition of Education				\$42,700,000		\$4,250,000.00		\$4,259,100.00		\$4,349,800.00
Output 3.1	Retention of primary/secondary/AES/TVET schools going children										
3.1.1	Remedial programme for 20,000 learners	Learners	20000	\$100	\$2,000,000	1500	\$150,000.00	1750	\$175,000.00	2500	\$250,000.00
3.1.2	Cash transfer for 10,000 learners	Learners	10000	\$40	\$400,000	2000	\$80,000.00	1600	\$64,000.00	2000	\$80,000.00
3.1.3	MHPSS for 10,000 learners	Learners	10000	\$1,000	\$10,000,000	1000	\$1,000,000.00	1000	\$1,000,000.00	1000	\$1,000,000.00
Sub total					\$12,400,000		\$1,230,000.00		\$1,239,000.00		\$1,330,000.00
Output 3.2	Transition to secondary										
3.2.1	Boarding school facilities for 6000 children	children	6000	\$5,000	\$30,000,000	600	\$3,000,000.00	600	\$3,000,000.00	600	\$3,000,000.00
3.2.2	Tailored support to keep young mothers in secondary schools	Learners	1000	\$300	\$300,000	67	\$20,000.00	67	\$20,100.00	66	\$19,800.00
Sub-Total					\$30,300,000		\$3,020,000.00		\$3,020,100.00		\$3,019,800.00
Outcome 4	Protection				\$773,960		\$38,448.00		\$0.00		\$0.00
Output 4.1	School Safety										
4.1.1	School safety planning and grants	Schools	540	500	\$270,000	27	\$13,500.00				
4.1.2	GBV risk mitigation audits	Schools	540	100	\$54,000	27	\$2,700.00				
4.1.3	Mine risk education	Schools	540	500	\$270,000	27	\$13,500.00				
Output 4.2	MHPSS										
4.2.1	MHPSS needs and recommendations assessment of schools	Schools	540	\$224	\$120,960	27	\$6,048.00				
4.2.2	Help desks established at schools	Schools	540	\$200	\$108,000	27	\$5,400.00				
4.2.3	establishment of child friendly spaces at schools through grants	Schools	540	\$500	\$270,000	27	\$13,500.00				
4.2.4	Teacher training on how to deliver MHPSS support	Schools	540	\$500	\$270,000	27	\$13,500.00				
4.2.5	Establishment of community support groups	Communities	500	\$10	\$5,000	0	\$0.00				
Sub total					\$773,960		\$38,448.00				
Outcome 5	Gender and Inclusion				\$700,960		\$8,064.00		\$28,064.00		\$8,064.00
Output 5.1	Gender and inclusion mapping of needs										
5.1.1	Conduct needs assessment of identified most marginalized children (CWD)	Schools	540	\$224	\$120,960	36	\$8,064.00	36.00	\$8,064.00	36.00	\$8,064.00
5.1.2	5 pilots to test inclusive practices and interventions	Pilot	5	\$100,000	\$500,000			0.00	\$0.00	0.00	\$0.00
Sub total					\$620,960		\$8,064.00		\$8,064.00		\$8,064.00

Output 5.2	Strengthening policy											
5.2.1	Review and develop policy to support gender and inclusion; gaps and impact on OOSC	lumpsum	2	\$40,000	\$80,000			0.50	\$20,000.00			
					\$80,000				\$20,000			
Outcome 6	Bridging the Financial Gap				\$30,000				\$10,000.00		\$10,000.00	
	Data management and learning	Lumpsum	3	10,000	\$30,000		1.00	\$10,000.00	1.00	\$10,000	1.00	
Program Cost					\$178,650,180			\$7,895,702.00		\$8,358,188.00		\$8,125,418.00
Operational Costs					\$26,797,527.00			\$1,184,355.30		\$1,253,339.40		\$1,220,380.90
					M&E	\$8,932,509.00		\$394,785.10		\$417,909.40		\$406,270.90
					Programme management and Coordination	\$17,865,018.00		\$789,570.20		\$835,430.00		\$814,110.00
Total Program Cost					\$205,447,707.00			\$9,080,057.30		\$9,611,527.40		\$9,345,798.90
Indirect Cost (7%)					\$14,381,339.49			\$635,604.01		\$672,806.92		\$654,205.92
GRAND TOTAL					\$219,829,046			\$9,715,661.31		\$10,284,334.32		\$10,000,004.82

ANNEX 3 – Risk Matrix

Part 1: Risk Matrix

Recognizing the complex high-risk programming environment, the ECW Programme for South Sudan combines sustainable development programming that is conflict sensitive and led by risk-informed planning, emergency preparedness and humanitarian response, including contingency planning. The political climate, the low level of economic opportunity and extremes in climate, all of which contribute to security risks and conflict in different ways, are significant risks to programme implementation and will affect the implementation of interventions and access to certain areas of the country. Risk management has been integrated into planning, implementation and monitoring for partners to better understand and reduce all risks. Localized community acceptance strategies will also support access to program areas in difficult-to-reach communities.

In addition, close collaboration between the key stakeholders in the country, including GOSS, donors, UN agencies and implementing partners will improve access to basic services and ensure greater stability.

In an effort to mitigate risks related to particular interventions such as teacher incentives and cash transfers, the partners will rely on good practice and harmonised rules and procedures among agencies, such as the Harmonised Approach to Cash Transfers (HACT), for the common operational framework for transferring cash to government and non-government implementing partners, which is a requirement set by the ECW Secretariat for the Implementation of this Programme. Cash transfer and incentive modalities, the size and frequency of disbursements, and the scope and frequency of assurance activities will be adapted in the course of programme implementation based on the findings of programme and expenditure monitoring and reporting, and audits.

Other risky interventions, such as school feeding and construction, will also be delivered with reference to learning from partners, international best practice and standards and with strong oversight and coordination amongst partners to mitigate risks.

Risk management tool - Guidelines

1. The risk matrix allows risks to be clearly identified, how they will be managed and who is responsible to monitor and report on them. The risks should be discussed and updated quarterly to reflect the changing context and maturity of the programme. The Grant Agent is responsible to ensure the risk matrix is updated following discussions and for monitoring the mitigation actions that are agreed.

2. The risk assessment should include the following content, at minimum:

- An assessment of inherent / gross risks on an impact-likelihood scale;
- Key risk mitigation actions (treat, transfer, tolerate, take more, terminate) and controls;
- An assessment of the residual risk after the mitigation actions and controls are in place;
- Assigned risk owners and risk managers

3. Risks are considered through five categories:

- **Context:** The operating context can affect the implementation of programmes. Risks to consider include political developments, the economic situation and environmental factors.
 - **Delivery:** Risks relate to delivery of the programme of work including those associated with the partner and its supply chain, to beneficiaries as well as the performance of the programme.
 - **Operational:** These relate to the capacity and capability to manage the programme.
 - **Safeguarding:** An important aspect of delivery risk is to ‘avoid doing harm’. Risks to consider can include those potentially impacting on social exclusion.
 - **Fiduciary:** Fiduciary risks relate to the funds not being used for the intended purposes and/or not being properly accounted for
- Overall, risk is assessed as:

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
<i>Context</i>						
Delays in project implementation due to conflict escalation	Medium-high	Major	MYRP will work closely with humanitarian actors to identify areas of work that are less likely to be affected Close coordination will allow for early warning	Low	Low	Grantee(s); Implementing Partners
Action by teachers as a result of low/no pay	High	Major	Close coordination with Donors and GOSS to offset short term impact	Medium	High	Steering Committee; MOGEI
Funding remains dedicated to EiE and does not flow to development interventions in education	Medium-low	Moderate	Close coordination with donors; Strong monitoring and evaluation to demonstrate impact	Low	Medium	Steering Committee
<i>Delivery & Operational</i>						
Joint planning and coordination mechanisms are weak at outset and delay interventions	Medium-high	Moderate	Most partners have experience working in reliance and recovery towards development, even if not in all of South Sudan	Medium-low	Low	IPs
Communities resist new areas of work, particularly	Medium-low	Moderate	Partners will invest in social norm and gender norm change and carefully	Low	Moderate	IPs

work with marginalised groups and on MHPSS			coordinate with communities and build ownership; new interventions will be tested before they are rolled out more widely			
Low sustainability of interventions	High	Moderate	Long term coordination with donors and GOSS will be core to the MYRP	Medium	Low	IPs; Steering Committee; ECW
<i>Safeguarding</i>						
Violence against vulnerable learners in MYRP schools	High	Major	Strong safeguarding systems assured; monitoring in place to track children's experiences; investment to strengthen MHPSS and support and response systems	Medium	Low	IPs
Violations of child safeguarding by IP staff and partners	Medium-high	Moderate	Strong safeguarding checks and systems in place; monitoring of implementation of CSG	Low	Medium	IPs; Grantee
<i>Fiduciary</i>						
Funds are not used for the intended purpose, do not achieve value for money, and/or are not properly accounted for; leading to delays, additional costs and potential damage to the MYRP	Medium-high	Major	Strict controls put in place Oversight from Steering Committee and ECW Regular monitoring and spot checks	medium	low	Steering Committee, Grantee(s)

Definitions – Impact

Minor

Risk/issue with a minor effect on the achievement of programme objectives

Moderate	Risk/issue with a moderate effect on the achievement of programme objectives
Major	Risk/issue with a major effect on the achievement of programme objectives
Severe	Risk/issue with a severe effect on the achievement of programme objectives

Definitions – Probability

Low	Low probability of failure to achieve outcomes. Overall losses in outcomes and impacts are likely to be small.
Medium-Low	Modest probability of failure to achieve outcomes and/or modest losses in outcomes and impacts when failure occurs.
Medium-High	Higher probability of failure to achieve outcomes and significant losses in outcomes and impacts when failure occurs.
High	Substantial probability of failure with very significant losses in outcomes and impacts when failure occurs.

Part 2: Child Safeguarding Risk Assessment

Activity/Factor (e.g. children will be travelling to and from project activity)	Child Safeguarding Risk(s) Identified (e.g. children are unaccompanied)	Level (Extreme/High/ Medium/Low)	Mitigation Strategy/Action(s)	Person(s) responsible & Timeline / Frequency for monitoring risk
Training, M&E and other staff will have direct contact with children, possibly with limited supervision.	<p>Staff and others associated with MYRP projects could act inappropriately towards children (verbally, physically, emotionally, neglect) and abuse their position of trust.</p> <p>Program staff may not always give appropriate oversight/ supervision based on trust to teachers and other with direct access to children</p>	<p>Likelihood – Possible</p> <p>Consequence – Major/Extreme</p> <p>Level = Medium</p>	<ul style="list-style-type: none"> ○ It will be a requirement for all implementing agencies to provide all staff or volunteers having direct contact with children with child safeguarding training (part of inductions and ongoing training). ○ Schools will provide group (rather than individual) spaces for all interactions between project staff and other adults and learners. ○ Program requirements will include staff being vetted appropriately, and responsible for child safe guarding reporting. This will include them being recruited using Child Safe organisation guidelines and steps (including questions in interviews to respond to a safeguarding scenario and signing code of conduct). ○ Program teams at all levels will include representation of women and of people representative of the areas where the projects are working. 	<p>The senior management of the implementing organisation.</p> <p>At the beginning of the programme and thereafter quarterly</p>

Activity/Factor (e.g. children will be travelling to and from project activity)	Child Safeguarding Risk(s) Identified (e.g. children are unaccompanied)	Level (Extreme/High/Medium/Low)	Mitigation Strategy/Action(s)	Person(s) responsible & Timeline / Frequency for monitoring risk
Children (especially girls and children with disabilities) will travel to and from school in often insecure environments	The children will be discriminated against. The children may be prone to more violations.	Likelihood – Likely Consequence – Major Level = Major	<ul style="list-style-type: none"> ○ The program will focus seek learning solutions that require limited travel and exposure for all children, but especially CWDs and highly vulnerable groups of girls. ○ Where distances are long, implementing partners will design, develop and implement appropriate interventions to address safe travel (e.g. community transport, safe boarding facilities, establishment of community safety net measures etc.) ○ Design special measures to ensure protection of disabled children; which may include being accompanied to school, where distances are long. ○ Build community awareness on how to provide care and support to disabled children in and on the way to schools. 	Project Staff During design and context analysis.
Programme will involve some children and families with little experience of education and long history of	Parental oversight of schools and program staff will be low; children and parents will be easily intimidated by and potentially abused by staff and others associated with the	Likelihood – Possible Consequence – Moderate Level = Medium	<ul style="list-style-type: none"> ○ It will be required that project staff be trained on child safeguarding, do no harm and working with at risk populations ○ reporting procedures will need to be relevant and context specific for areas with low literacy, few protections and community conflict ○ Ensure that all staff connected are made aware of child protection issues, including how to identify signs of different forms of abuse and respond to allegations. 	Project staff.

Activity/Factor (e.g. children will be travelling to and from project activity)	Child Safeguarding Risk(s) Identified (e.g. children are unaccompanied)	Level (Extreme/High/ Medium/Low)	Mitigation Strategy/Action(s)	Person(s) responsible & Timeline / Frequency for monitoring risk
trauma and displacement	programme; MHPSS and SEL activities will encourage learners and teachers to disclose concerns and demand action		<ul style="list-style-type: none"> ○ Ensure close collaboration with local leaders and community members to ensure a wide base of oversight and support 	At the beginning of the programme and continuously during the project implementation.
There is likely to be documentation and promotion of activities using media, reports, and social media associated with the programme.	Risk of inappropriate use of children’s images, lack of consent from parents and insensitive messaging of campaigns that creates tensions in and with communities	Likelihood – Unlikely Consequence – Moderate Level = Low/likely	<ul style="list-style-type: none"> ○ Establish criteria for all implementing partners relating to the use of the collection and use of images of children (to be included in contract agreements, and covered under project monitoring activities) ○ Ensure all programme, and implementing partner, staff are aware of policies on using images of children – including all media and social media materials ○ It will be a requirement that all parents/caregivers will be asked for informed consent for images of children to be used in material. ○ All partners involved in implementation, who may be involved in promoting the progress of the programme and related projects, will be assessed for CP policies and standards. ○ Training of the media houses on child media reporting and conflict sensitivity. 	Project Staff. At the start of the project and regular monitoring.

Activity/Factor (e.g. children will be travelling to and from project activity)	Child Safeguarding Risk(s) Identified (e.g. children are unaccompanied)	Level (Extreme/High/ Medium/Low)	Mitigation Strategy/Action(s)	Person(s) responsible & Timeline / Frequency for monitoring risk
Projects will often work in areas that are remote or conflict affected and with communities affected by displacement, where local child protection mechanisms and systems may not be strong or clear.	Children, parents and teaching staff (and others involved in the programme) in the target areas may not be aware of how to report incidents, may not have access to any support or services, and some incidents may not be properly reported.	Likelihood – Likely Consequence – Moderate Level = Medium	<ul style="list-style-type: none"> ○ Teachers, other staff will be made aware of programme reporting methods and access to these communication methods will be promoted in the programme. ○ Reporting mechanisms / methods will be required to be established by implementing partners. ○ Children will be made aware that they can raise concerns about their safety with project staff or others. ○ Community mechanisms will be established to report safety concerns about children 	Project Staff In design of projects and reviewed regularly
Protection risks for children posed by insecurity and armed conflict, disasters and epidemics.	Learners will be at risk from armed conflict, disasters and epidemics		<ul style="list-style-type: none"> ○ Outcome 5 of the programme is: Safe and protective learning environments for emergency-affected girls and boys, especially the most marginalised, are established. As part of this, implementing partners will design projects that address protection risks related to conflict and violence, strengthen safety and resilience of students, teachers, communities and education facilities; provide referral support for children in need of psychosocial support; and provide life skills education for adolescents and youth. 	Implementing partners

Activity/Factor <i>(e.g. children will be travelling to and from project activity)</i>	Child Safeguarding Risk(s) Identified <i>(e.g. children are unaccompanied)</i>	Level (Extreme/High/Medium/Low)	Mitigation Strategy/Action(s)	Person(s) responsible & Timeline / Frequency for monitoring risk
			<ul style="list-style-type: none"> ○ Mine risk education and other safety education will be part of every project under MYRP ○ Community-based solutions will be designed to protect children, especially in areas prone to conflict and insecurity. 	

Annex 4 – Child Safeguarding Measures

Part 1: Child safeguarding checklist

The safeguarding measures that our organisation [insert name] has in place are identified and described below.

Safeguarding measure	In place?	Description	Status
Child safeguarding policy – contains a clear commitment to protect children from harm.	Y	Policy safeguards children from abuse, exploitation and neglect. Applies to xxxxx	E.g. adopted in 2017
Code of conduct for staff, volunteers, interns, associates / others.			
Safe recruitment practices (e.g. background checks, verbal reference checks, targeted behaviour-based interview questions for child-focused roles).			
Established reporting mechanism.			
Case management protocols, including on survivor-centred responses and investigation practices.			
Training / briefings for staff, volunteers, interns, associates / others on safeguarding requirements.			
Methods for communicating reporting mechanisms with beneficiaries and community members.			
Risk identification and management tools.			
Monitoring indicators, tools and plans.			
HR disciplinary sanctions and termination rights for code of conduct breaches.			
Audit and termination rights under grant agreements and supplier / vendor contracts for child safeguarding breaches.			
Communications and advocacy – requirements / guidelines to safeguard children.			
Capacity building plan to ensure implementing partners / sub-grantees have the capacity to apply adequate child safeguarding measures.			
Implementation plan to ensure risks to children are managed by implementing partners / sub-grantees.			

Part 2: Implementing Partners: due diligence and capacity building

The grantee(s) shall be responsible for initial trainings in Child Safeguarding (CSG). All implementing partners (IPs), regardless of capacity, will be required to participate in, contributing to and disseminate knowledge/good practices. Senior Child Safeguarding staff at the Grantee(s) will conduct the workshop and ensure participants understand their responsibility and the correct courses of action for ensuring that Child Safeguarding risks are mitigated through awareness and prevention and cases are addressed appropriately through reporting, investigation and follow-up.

All Grantee and IP CSG policies will be collectively reviewed prior to this workshop during which time each will be discussed.

All ECW Implementing Partners will ensure:

- a) Staff associated with the Project attend training on their Child Safeguarding Policy provided by the IP; and
- b) Any concerns about possible breaches of the Child Safeguarding Policy are brought immediately to the attention of the appropriate person at the Grantee. The parties will agree how such concerns will be investigated safely, confidentially and in a timely manner. Any investigation in relation to violations of the IPs Child Safeguarding Policy must take into consideration the best interests and safety of the child(ren) involved.

Since the project is education focused, it will have substantial engagement with children identified under different age groups and vulnerabilities i.e. age, sex, disability, ethnicity etc. Grantee (s) will take steps to ensure that children are safe from any impact of the programme interventions i.e. through staff, contractors, volunteers etc. The checklist below, outlines critical child safe-guarding steps to ensure children are not exposed to any potential harm.

Checklist	Status	Details	Ranking
<i>This column provides a description of what is needed</i>	<i>Yes or no</i>	<i>This section provides details on what measures an IP has introduced to ensure its programmes are child safe and do not pose any risk</i>	<i>This column should be used to weigh Implementing partner scoring for child safeguarding measures</i>
The implementing partners have child safe guarding policies embedded within their policies (HR, procurement etc.)			
The policy is approved by the board of directors/ management body			
Policy is disseminated and staff have awareness on child			

safeguarding protocols i.e. their accountability, reporting procedures in case of violation			
Partner organisation has identified <i>Child Safe Guarding</i> focal points; with clear roles and responsibilities and action protocols in case of a violation by a staff member			
Implementing partners have identified the risks and provided mitigation measures against any potential risk as a result of programme activities i.e. activities requiring direct interaction with children i.e. distributions of learning materials, monitoring, teacher and PTAs engagement with children, advocacy and campaigns etc.			
The organization review and monitors its child safe guarding measures.			
Implementing partner agency staff are trained on “child safe guarding” and reporting procedures. The trainings should not be more than 2 years old.			

Implementing organizations will submit relevant policy and supporting documentation when submitting their proposals.

Scoring Grid

The score grid below will help to quantify the checklist above and to determine the capacity building needs of the potential implementing partner. If a partner scores highest, Grantee (s) will ensure that partner remains compliant; low and medium score would help to determine areas of need and must be supported by Grantee (s) so that risks to child safeguarding are minimized. Grantee (s) will use their standard tools to monitor partner compliance

Score	Description
3	The implementing partner organization fulfils all requirements outline lined against the descriptor and have submitted supporting documents as an evidence of child safeguarding measures, within organization’s structure and policies, and programme strategy
2	The implementing partner organization fulfils the requirements against the descriptor. However, the supporting documents do not clearly outline organizational level measures i.e. clear incorporation of child safeguarding in policies and IP country strategy

1	The implementing partner does not fulfil the required child safeguarding protocols i.e. organization's policies do not indicate child safe approaches towards programmatic activities
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