



The global fund for education in emergencies



ECW Multi-Year Resilience Programme (MYRP)

South Sudan

2023 - 2026

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ECW Multi-Year Resilience Programme for South Sudan

Programme Title	Multi-Year Resilience Programme for South Sudan	
Duration	2023 - 2026 (36 months)	
Girls and Boys to be Reached	135,000, including 60% girls and adolescent girls and 10% children with disabilities	
Funding Overview	MYRP Total Requirement	US\$ 75 million
	ECW Seed Funding Investment	US\$ 40 million
	GPE Accelerated Funding Investment	US\$ 10 million
	Required Resources	US\$ 25 million

Programme Summary

The 2023-2026 Multi-Year Resilience Programme for South Sudan builds on the successes and lessons learned of the 2019 MYRP. Led by Save the Children and the additional grantees of Norwegian Refugee Council (NRC) and Finn Church Aid (FCA), the 2023 MYRP aims to reach at least 135,000 of the most in-need girls and boys across fourteen prioritized counties, with a special focus IDPs and returnees. The grantees, along with their technical and implementing partners, will leverage their complementary strengths to implement a holistic programme across five priority outcomes. These work together to ensure safe and equitable access, improved quality of teaching and learning, increased inclusivity, and a more resilient education system. Working closely with the Ministry of General Education and Instruction (MoGEI), the Education Cluster, and other flagship education programmes in the country, the MYRP will seek to reach the most in-need learners and improve the overall capacity to reach even more children and adolescents in the years to come.

The programme has a robust gender approach, aiming to reach at least sixty percent girls and engaging both girls and boys in comprehensive sexuality education. The objective will be to ensure girls have equal access to education while boys and men become advocates for, not obstacles to, equitable education for all. The programme will also work to engage, enrol, and support the education of children with disabilities. South Sudan presents a challenge in identifying and enrolling girls and boys with disabilities, so the MYRP partners will work to improve data alongside activities to increase the capacity to support those with disabilities. The MYRP aims to ensure at least ten percent of those to be reached are girls and boys with disabilities.

An innovative feature of this new MYRP is the inclusion of an emergency contingency of US\$ 5.3 million. This reflects the fact that South Sudan is subject to recurring emergencies – the current crisis in Sudan is one example – and thus the need to immediately access emergency funding is a regular occurrence.

The MYRP will be initially funded through US\$ 40 million of ECW seed funding and, in a global first, US\$ 10 million from the Global Partnership for Education's (GPE) accelerated funding window. This means that already two-thirds of the US\$ 75 million requirement are committed. Throughout the programme, the grantees, led by Save the Children, will continue to pursue resource mobilization to further scale up the programme.

Programme Outcomes	
Outcome 1	Safe, equitable, gender transformative, and uninterrupted access to protective and quality learning opportunities increase for crisis-affected girls and boys including those with disabilities
Outcome 2	The quality of teaching and learning is improved in crisis-affected communities through inclusive and gender transformative approaches
Outcome 3	Education becomes more inclusive through comprehensive, gender transformative and disability inclusive strategies
Outcome 4	The education system becomes more responsive and resilient to the impacts of crisis through improved data for decision-making, strengthened coordination, and meaningful engagement of local actors
Outcome 5	Sufficient resources are mobilized to scale the implementation of the multi-year programme, respond to cyclical and new crises, build sector capacities, and monitor programme quality

1. Situational and Institutional Analysis

1.1. Country Context

The confluence of conflict, poverty, climate-related crises, and youthful institutions makes South Sudan an extremely challenging country for women and children, ranking last (191/191) in the 2021/2022 Human Development Index.¹ Part of this can be explained by the fact that South Sudan is the youngest country in the world, achieving independence only in 2011. Shortly after this largely peaceful secession from Sudan, civil war broke out in South Sudan, killing an estimated 400,000 people between 2013 and 2018.² While a peace agreement was reached in 2018, sporadic intercommunal violence continues to spur displacement. The Displacement Tracking Matrix for South Sudan indicates that more than 2.2 million people are internally displaced with more than 2.3 million living abroad as refugees.³ Over the years, more than 625,000 refugees have returned to South Sudan and the country also hosts more than 300,000 refugees, mainly from Sudan.

While flooding and drought have long been a feature of life in South Sudan, climate change is increasing the frequency, suddenness, and strength of these hazards.⁴ While the Government of South Sudan (GoSS) has been proactive in preparing for the impacts of climate change, the socio-economic situation and the high number of IDPs, returnees and refugees make the country particularly vulnerable. In 2017, a consultancy ranked South Sudan as the fifth most vulnerable country to the impacts of climate change.⁵

The impact of COVID-19 on South Sudan was felt largely in economic terms.⁶ While the economy was experiencing strong growth prior to the pandemic with GDP growth estimated at 9.3% in FY 2019/20, it was projected to contract by 3.4% in FY 2020/2021. At the household level, one in eight reported having lost all income from their main form of employment at some point since the onset of the pandemic. Closed borders and travel restrictions further disrupted markets and the supply of essential goods.⁷

The overwhelming mixture of conflict and climate-related crisis results in widespread loss of crops, pasture, and water sources, disrupting livelihoods and creating dire impacts on households. Of a population of 12 million, the World Food Programme estimates that 7.7 million are facing severe food insecurity. Of those, two million children under five and women face acute malnutrition.⁸

¹ UNDP, Human Development Reports: South Sudan, <https://hdr.undp.org/data-center/specific-country-data#/countries/SSD>.

² Global Conflict Tracker: Civil War in South Sudan, update 12 May 2022: <https://www.cfr.org/global-conflict-tracker/conflict/civil-war-south-sudan>.

³ Displacement Tracking Matrix: *South Sudan — Mobility Tracking Round 12 Initial Data Release*, <https://displacement.iom.int/reports/south-sudan-mobility-tracking-round-12-initial-data-release>

⁴ First National Adaptation for Climate Change Republic of South Sudan: <https://unfccc.int/sites/default/files/resource/South-Sudan-First-NAP%20.pdf>.

⁵ 2017 Verisk Maplecroft Climate Change Vulnerability Index Summary: <https://reliefweb.int/report/world/climate-change-vulnerability-index-2017>.

⁶ The World Health Organization attributes 138 deaths to COVID-19 in South Sudan, <https://covid19.who.int/region/afro/country/ss>.

⁷ World Bank: South Sudan Economic Update: Socioeconomic Impacts of COVID-19, February 2022. <https://reliefweb.int/report/south-sudan/south-sudan-economic-update-socioeconomic-impacts-covid-19>

⁸ World Food Programme: South Sudan, <https://www.wfp.org/countries/south-sudan>.

The situation for women and girls in South Sudan is also extremely difficult. South Sudan ranks 163rd out of 167 countries in gender inequality.⁹ A 2021 Oxfam Gender and Protection Analysis reinforced the continued gendered differences in behavioural expectations based on traditional gender roles and harmful cultural practices. These differences affect health, access to education, and access to water, sanitation and hygiene (WASH), while also contributing to acute food insecurity, sexual and gender-based violence, and armed conflict. Deeply rooted customs and patriarchal tendencies make it challenging to empower women and young people to make important decisions and play representative roles in society. Oxfam's 2020 Gender Review of the Akobo and its Gender and Protection Analysis of its flood response revealed that participation of women in public affairs (excluding agricultural work) is severely restricted, with women and girls generally responsible for 69% of the domestic chores. Just 21% of women report being able to contribute to basic decisions such as procurement of household items, number of children, marriage, or school attendance. According to the UNICEF Report on the Situation of Children and Women in South Sudan, 2018-2020, child marriage is deeply rooted into cultural norms and is a widely accepted practice in most communities. Over half of women (51.5 per cent) between the age 20-24 years are married before age eighteen.¹⁰

Sexual and gender-based violence (SGBV) is one of the most critical threats to the protection and wellbeing of women and children. Most girls and women experience sexual violence for the first time under the age of 18. Children comprise around 25% of all reported cases of conflict-related sexual violence, though there are concerns numbers may be much higher as gender-based violence remains underreported for various reasons. Women and girls who assume caregiving roles are also exposed to sexual harassment and exploitation. Most IDP, returnee and refugee households have no household sanitation facilities, which further increases protection risks for women and girls. Political instability and localized intercommunal violence present additional protection risks to women and girls, resulting in negative coping strategies such as forced/early marriage. The complex humanitarian crisis and COVID-19 have aggravated these existing vulnerabilities, exacerbated poverty, and reinforced gender inequalities.

The ongoing crisis in South Sudan is having a profound impact on the mental health and wellbeing of girls and boys. Children can experience stress – and distress – as a result of a variety of factors: lack of access to basic needs, lack of access to fundamental human rights and violations of those rights, and repeated or prolonged exposure to adverse events, among others. For children, severe and prolonged stress such as that experienced in complex and protracted crises can alter brain architecture at a young age and can have serious long-term consequences. This includes the disruption of children's development and learning and increasing the risk of physical health problems such as diabetes, heart disorders and mental health conditions in adulthood.¹¹ Research shows the burden of mental health conditions increases substantially in displaced populations – the same populations where often the least amount of skilled capacity and infrastructure exist for responding to mental health and psychosocial needs. According to prevalence studies, it is estimated that 2.5 million people in South Sudan are living with mental health conditions (disorders).¹² Despite the estimated scale of need, access to, and investment in, the development of mental health and psychosocial support (MHPSS) services in South Sudan remains inadequate. What MHPSS services are available is being provided in a haphazard manner and is dependent upon availability of (short-term) humanitarian financing.¹³

From an operational perspective, South Sudan presents an enormous challenge for education authorities and partners alike. The scale of the country, with few tarmacked roads, make logistics difficult and expensive. This is exacerbated by environmental factors that make unpaved roads impassable for months at a time, and conflict that makes some locations inaccessible altogether. South Sudan remains one of the most dangerous countries in the world for aid workers: the relief community faced more than 590 access incidents in 2021, 54% of which involved violence, and at least five aid workers were killed during the year.¹⁴

⁹ Women, Peace and Security Index, Georgetown Institute for Women, Peace & Security, 2019/20.

¹⁰ UNICEF, Situation of Women and Children in South Sudan, 2018-2020, <https://www.unicef.org/southsudan/reports/situation-children-and-women-south-sudan>.

¹¹ Save the Children (2019). Mental Health and Psychosocial Support (MHPSS) Cross-Sectoral Strategic Framework in Humanitarian Settings.

<https://resourcecentre.savethechildren.net/document/mental-health-and-psychosocial-support-mhpss-cross-sectoral-strategic-framework-humanitarian/>

¹² Charlson, et al. (2019). New WHO prevalence estimates of mental disorders in conflict settings: a systematic review and meta-analysis.

[https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(19\)30934-1/fulltext#:~:text=We%20estimated%20that%20more%20than,at%20any%20point%20in%20time.](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(19)30934-1/fulltext#:~:text=We%20estimated%20that%20more%20than,at%20any%20point%20in%20time.)

¹³ OCHA (2022). South Sudan Humanitarian Needs Overview.

¹⁴ OCHA, South Sudan: 2021 Humanitarian Access Overview, <https://www.unocha.org/south-sudan>.

1.2. Education Needs Overview

The context of South Sudan presents a tremendously challenging environment for girls and boys to pursue their education. Displacement, conflict, economic disruption and entrenched social norms combine to create multifaceted barriers to education. They also create enormous risks in the form of food insecurity, physical and mental health threats, and danger of recruitment, abuse, exploitation, and gender-based violence. While improvements have been seen under the leadership of the MoGEI, and the efforts of humanitarian and development actors, massive gaps remain in education provision, learning outcomes, and the wellbeing of girls and boys.

Even after years of crisis, the education sector in South Sudan faces institutional challenges. The EiE space has lacked consolidated, adequate, and reliable data to inform the response. Weak data systems and unmatched indicators among partners have resulted in inconsistent reporting and planning. National actors continue to struggle to develop the institutional capacity necessary to respond effectively on the frontline, operating with internal systems that are inadequate or weakened by year over year financial instability. Poor coordination between national actors, including the MoGEI, and state/county-level actors has contributed to unsynchronized EiE responses. Some more remote geographical locations do not have EiE focal points to effectively coordinate the emergency response.

The challenges of education in South Sudan are apparent in enrolment, retention, and transition data. While there has been success in enrolling learners in the earliest grades of education, the dropout rate thereafter is steep, particularly among IDP and returnee children. As of 2021, 57% of children were enrolled in pre-primary education, 63% were enrolled in primary education, and just 13% were accessing secondary education. While enrolment has increased year on year, the legacy of poor access to education means that the vast majority of enrolled learners are overage. Fees associated with education, such as *ad hoc* school contributions, volunteer teacher payments, uniforms, and examination fees, were cited as the most significant barriers to regular attendance and drop-out. Distance to school, inadequate learning spaces, lack of school supplies and untrained teachers are other barriers to learners accessing education.¹⁵ The 2022 Humanitarian Needs Overview indicated that lack of and delayed salaries and incentives result in teacher absenteeism, apathy, high turnover, and poor-quality teaching. Teachers' salaries in South Sudan have not been adjusted for high inflation—salaries that were around \$100 per month in 2011 are worth less than \$5 in 2021.¹⁶ The findings of the assessment indicate that lack of or delayed salaries was the main reason teachers were absent on the day of the assessment.¹⁷ A recent Education Cluster assessment indicated that over 89% of primary learners and 93% of secondary learners are overage. This is even the case at the pre-primary level with 74% of the youngest learner's overage, indicating late entry to education as a serious challenge.¹⁸

As of 2018, an estimated 2.8 million children were out of school in South Sudan. This was prior to COVID-19 induced school closures that interrupted access to an additional two million and has likely pushed the out-of-school number even higher. Based on the COVID-19 Impact Assessment Report, the negative impact of the pandemic on the economy also impacted education. Households and communities are now more unlikely to invest in education due to low household income.¹⁹

Gender parity at the national level in South Sudan has improved year over year, rising from .657 in 2013 to .885 in 2021, while still demonstrating the challenges girls and especially adolescent girls are facing. The ratio varies considerably from geography to geography, from just .389 in Pibor to 1.059 in Northern Bahr el Ghazal.

Girls and adolescent girls face extreme barriers to pursuing their education. Girls represent just 40% of primary school learners, dropping to 31% at the secondary level.²⁰ A 2022 Oxfam study revealed that the rate with which girls drop out from education has a significant relationship with existing cultural norms and traditional practices. These engrained factors include early and forced marriage, the 'booking' of girls for marriage as young as eight, the abduction of girls, the

¹⁵ Ministry of General Education and Instruction's 2021 National Education Census Report.

¹⁶ OCHA (2022). South Sudan Humanitarian Needs Overview.

¹⁷ Ministry of General Education and Instruction's 2021 National Education Census Report.

¹⁸ Ministry of General Education and Instruction's 2021 National Education Census Report.

¹⁹ 2021 South Sudan Education Cluster Assessment, <https://reliefweb.int/report/south-sudan/south-sudan-national-education-assessment-report-2021>.

²⁰ The General Education Strategic Plan, 2017-2022, Ministry of General Education and Instruction, Juba, Republic of South Sudan, May 2017. https://www.globalpartnership.org/sites/default/files/general_education_strategic_plan_south_sudan_2017-2022.pdf.

community perception that girls' education delays marriage, and the rejection of educated girls by potential husbands.²¹ According to the Education Cluster Needs Assessment, girls themselves list pregnancy, marriage, and domestic duties alongside the inability to pay school fees as the main barriers to education. The fact that boys list school fees, cattle rearing, labour, and lack of food as their top barriers demonstrates just how gendered the obstacles to learning are in South Sudan.²²

Children with disabilities also face numerous and oftentimes layered barriers to accessing quality education. Social stigma around disability, along with inaccessibility of learning spaces prevent girls and boys with disabilities from attending school. According to the 2021 Cluster Assessment, just 18% of headteachers surveyed indicated that they had children with disabilities in their schools. Of those that did, 71% said those learners do not have access to mobility or assistive devices. A total of 41% of surveyed schools reported that their schools are not accessible for those with disabilities. Over half of schools also report that their latrines are inaccessible for those with disabilities. Just 2% of schools surveyed reported having enough mobility or assistive devices. Further, teachers who are undertrained in general, are not trained to foster or deliver inclusive education while school communities are not sensitized on the need to create enabling environments for girls and boys with disabilities.²³ The summative evaluation of the 2019 MYRP found that focus and emphasis tends to be on visible types of disabilities, with less focus on cognitive and intellectual disability that may be harder to identify. The evaluation also highlighted that the skills to identify and support learners with disabilities is inadequate and not included in the pre-service or in-service training curriculum.²⁴

South Sudan has an inadequate and underqualified teaching force. The rate of turnover of teachers is high, in large part, due to insecurity and fear for safety and female teachers may leave the teaching profession due to concerns over menstrual hygiene, and safety in the workplace. Around 70% of the teaching force are volunteers and the proportion of non-government teachers to government teachers is greater than 100%. This indicates a teaching cohort that is largely unqualified by MoGEI standards. The teaching force is also largely male. While figures have increased slightly year over year, women make up just 23% of the teachers nationwide. Teachers themselves struggle to make ends meet and as a result, are often absent. The 2021 Cluster Assessment asked why teachers who were present to begin the academic year were now absent and 39% indicated a lack or delay of salaries as the top reason. Prolonged illness (13%) and a lack of food (6%) were also listed as reasons for teacher absenteeism. Even when salaries are paid, teaching remains an underpaid profession. Salaries have not been adjusted for inflation meaning that some salaries are now worth less than US\$ 5 per month. This pushes teachers to take on additional employment which decreases classroom presence and teaching quality.²⁵

Insecurity is a significant challenge to school functionality while attacks on education persist as a critical threat to continuity of education in South Sudan. Active conflict and regular communal violence continue to lead to school closures. Learners in the Cluster Assessment cited insecurity in and around schools as a major reason for learner absenteeism and dropout. As of June 2022, seven attacks on education were reported to the Education Cluster, six of which were related to violence or direct attacks on schools. A total of 24 schools were reported to be occupied by armed groups in Central Equatoria as of April 2022. According to the same, theft and looting are the most common, followed by direct attacks on education staff, with schools in Warrap and Unity reporting the most attacks.²⁶ Attacks on education often result in closure of schools due to displacement of teachers and learners or insecurity in or around the school.

Schools lack capacity to mitigate and respond to protection risks for learners and educators. Available data shows that schools are not well equipped to provide safe, protective learning environments for children, particularly girls. Whilst 82% of head teachers reported having a code of conduct in their school, only 62% said that all their teachers had been trained on it. Less than 25% reported having a referral mechanism in place. The available evidence points to a gap in systematic child safeguarding and PSEA training for all education personnel and active use of referral mechanisms.²⁷

Most schools lack adequate facilities to safely accommodate girls and boys in a conducive learning space. A lack of WASH facilities is particularly challenging. According to Girls' Education South Sudan (GESS), 40% of schools they

²¹ Oxfam study of girls dropping out of school in Juba, Rumbek and Pibor Counties, South Sudan.

²² Education Cluster Assessment, <https://reliefweb.int/report/south-sudan/south-sudan-national-education-assessment-report-2021>.

²³ Education Cluster, 2021.

²⁴ 2019-2022 ECW MYRP Final Evaluation, 11 November 2022.

²⁵ Education Cluster, 2021.

²⁶ Education Cluster, 2021.

²⁷ Education Cluster, 2021.

assessed had no toilets at all. Where there were toilets, just 40% of those were accessible to learners with disabilities. Further, only 45% of schools had boreholes to provide direct access to clean water in the vicinity of the school. Other schools may have had access to water, but it may have been poor quality, or outside the control of the school. Just 33% of schools assessed had handwashing facilities, dropping to 23% in rural areas. The lack of WASH facilities contributes to discomfort especially for girls and may ultimately lead to lost learning time. In a worst-case scenario, a lack of accessible WASH facilities may create protection risks as children must go outside of school bounds to seek such facilities.²⁸

Wellbeing of learners has also been impacted by the rising food security crisis, as well as exposure to violence and instability. A culture of violence has contributed to extreme exposure to adversity and traumatic events across the population, and children have borne the scars of the conflict, physically and emotionally. At the same time, MHPSS has been identified as a major gap for learners and teachers, many of whom have been exposed to violence, displacement, and instability. Under the previous MYRP, the partners were able to train a large cohort of schoolteachers in basic MHPSS knowledge and skills, and the social emotional learning (SEL) approach. Further, it established a cohort of MHPSS focal points (teachers, school administrators and education stakeholders) across the education sector. These initiatives created an intersection with child protection actors and enabled the introduction of child friendly activities and case management into the learning environment. The majority of teacher's trained on MHPSS and SEL self-reported an increase in knowledge, confidence, and ability to recognize and respond to learner's mental health and psychosocial needs with basic support. However, when more specialized support is required, a gap remains as trained and qualified providers are still scarce. The psychosocial support survey carried-out under the previous MYRP showed of twelve schools surveyed, under half had mentors and counsellors available. Only 34% of head teachers reported that teachers in their schools had been provided with PSS training.²⁹ Despite successes at the programme level, there remains a critical need for systematic and standardized monitoring and evaluation of MHPSS needs, competencies and practices. There is also substantial need for coordination and the systematic integration of MHPSS into the education sector if learners' mental health and psychosocial needs are to be met within the learning environment.

1.3. Aligned Strategies and Plans

Relevant Plans and Strategies	How the MYRP aligns
MYRP 2019 and MYRP Evaluation	The 2023-2026 MYRP is built on the lessons learned from the 2019 MYRP. The summative evaluation results were used to build a more responsive phase two MYRP, both programmatically and in terms of implementation arrangements. The 2023-2026 MYRP also aims to build continuity with the 2019 MYRP by targeting the same priority counties.
The General Education Strategic Plan, 2017-2022	The 2023-2026 MYRP was developed with strong participation from the MoGEI to help ensure that it would align with and support the General Education Strategic Plan. The MYRP Steering Group will work to ensure the MYRP is supportive of any subsequent education sector plan developed during the programme.
Education Strategic Plan, 2023-2027	The MYRP grantees are all members of the ESP 2023-2027 technical working group led by IIEP (UNESCO). As part of an effort to operationalise the ESP, the MYRP partners will support the MoGEI in the development of the new Girls Education Strategy 2023-2027. The MYRP will also support the MoGEI in the dissemination of the National Inclusive Policy in the targeted counties.
Humanitarian Response Plan	The MYRP will address immediate humanitarian education needs in targeted counties using the same data as that used in the Humanitarian Needs Overview. The MYRP will be guided by a Steering Group comprising the Cluster and several humanitarian partners to ensure this initial prioritization remains true to the objectives of the HRP.

²⁸ Girls Education South Sudan (GESS), Water, Sanitation & Hygiene (WASH) Research Brief No.23, 2021, <https://girlseducationsouthsudan.org/wp-content/uploads/2021/04/WASH-Research-Brief-FINAL.pdf>.

²⁹ Education Cluster, 2021.

The MYRP's Added-Value

The MYRP represents a comprehensive framework that bridges the humanitarian focus of the annual Humanitarian Response Plans with the long-term efforts and objectives of other flagship education programmes. South Sudan has received longstanding and committed support from the likes of Girls' Education South Sudan (GESS) and the Global Partnership for Education (GPE). Even so, the vast educational needs in the country demand additional efforts. Thus, the MYRP provides a framework on the basis of which additional support can be mobilized, building on the seed funding investments made by ECW and also GPE.

Coming on the back of the 2019 MYRP, the 2023-2026 MYRP offers new opportunities. This second phase will provide continuity for the twelve priority counties supported in the original MYRP across Warrap, Unity, Upper Nile, Jonglei, Eastern Equatoria, and Lakes states. At the same time, the MYRP will extend its coverage with the additional funding available, reaching learners and their teachers in Abyei and Pibor, two administrative areas that have been particularly hard hit by crisis in recent years. This allows the MYRP to ensure continuity while also responding to new and exacerbated need elsewhere.

The EiE response has been hampered by a lack of systems and capacity at the state and national levels. Hence, the MYRP Secretariat will focus efforts on further developing the capacity of the MoGEI to coordinate education responses at state and county level. Through UNESCO, as a technical partner, the MYRP will support the Ministry in strengthening its EiE data management system. Further, the education sector has not had a mid-term National Disasters Preparedness Plan, something the MYRP and MYRP Secretariat will support the Ministry in developing.

The 2023-2026 MYRP also has the advantage of building off lessons learned in the evaluation of the 2019 MYRP. These include the following important recommendations:

Enhanced comprehensive support to learners with living with disability: Additional support with learning materials for learners living with disability (covering all learners with specialized needs).

Enhancing community engagement in prioritizing education: across a range of communities, the perception towards education has improved greatly. However, this has not translated into increased access to education across many of those communities. Therefore, a comprehensive approach to community engagement that increases collaboration between the community and school management structures is required to address the underlying barriers, and negative attitudes.

Comprehensive menstrual hygiene management: menstrual hygiene, perceptions of menstruation and inadequate support and skills among girls on menstrual hygiene management are among the key barriers to girls' access to education. Enhancing support through skills training, facilitation through kits and raising awareness among communities in a holistic way would address the barriers and enhance access to education for girls.

Capacity strengthening of systems at the school level: Training and refresher capacity strengthening of SMCs, PTAs, education officials and communities requires enhancement to safeguard gains made through the 2019 MYRP. Their role in enhancing the quality of education and participating in education development would enhance sustainability.

Increase support with learning materials: Focus on enhancing the management of learning materials, storage and DRR in schools would facilitate longer-term solutions to the management of the learning materials.

Out-of-school children (OOSC) and young mothers: Not all OOSC and young adolescent mothers were reached and the programme covering 12 counties in South Sudan implies that many other OOSC, and young adolescent mothers were not reached nor supported to access and continue with education. Approximately 2.8 million children and adolescents are out of school with a significant number of young mothers included.

Enhancing protection and MHPSS systems across school-based systems: Through the first phase, the programme enhanced safety in schools, including through safety assessments and school improvements. 86% of the learners indicated "feeling very safe" while in school. However, cases of abuse, corporal punishment etc. are still

reported across schools. School protection systems are still weak and reporting mechanisms need strengthening through continued investment in capacity building, reporting and referral mechanisms.

MHPSS training and capacity building among teachers: Sustainable approaches through mainstreaming MHPSS and SEL within the education system would enhance ownership and services to learners. This also includes working with education stakeholders, the SMCs/PTAs, and community-based structures for a more holistic approach to well-being for teachers and learners.

Strengthening Ministry of General Education and Instruction's coordination capacity: Building on the original MYRP's national level support to the Ministry of General Education and Instruction, the programme will support the strengthening of the Ministry of General Education and Instruction's coordination capacity at state and county level. This will include providing technical support to state and county level government focal points to better mobilise and streamline EiE coordination, preparedness, and response planning in crisis prone counties.

Broadening resource mobilisation: During the original MYRP, significant focus was invested in international high-level funding opportunities. Though this will be sustained, the MoGEI and MYRP Secretariat will further explore domestic financing initiatives, building on the domestic financing conference conducted in the first phase. Together they will focus on public financing and other domestic sources to increase education sector funding. Further, they will follow-up on commitments towards General Education Strategic Plan as aligned to MYRP objectives.

1.4 Ensuring Humanitarian-Development Coherence

The MYRP is uniquely placed as a multi-year framework for both humanitarian and development funding. As such, it creates the opportunity for alignment with the development priorities of flagship education programmes in South Sudan such as Girls' Education South Sudan (GESS) and the Global Partnership for Education. Together, these partners have committed funding that supports a wide range of education components across the humanitarian-development continuum including access to and quality of education, improved education infrastructure, strengthened education systems and coordination, and specific supports to help girls access safe and protective learning. However, with 2.8 million out-of-school children, large IDP and returnee populations, vast protection challenges, and poor gender equity and inclusion indicators, there remains significant space for additional support. The MYRP will help support some of these excluded girls and boys through an initial US\$ 40 million of ECW seed funding and an additional US\$ 10 million of GPE accelerated funding. The MYRP also acts as a framework against which to mobilize additional resources.

The 2023-2026 MYRP will ensure continuity in the counties originally targeted by the 2019 MYRP, helping to bridge what was a purely humanitarian intervention to more sustained support. The MYRP partners will work with other flagship programmes to ensure that activities in these counties are well-aligned. For instance, MYRP partners will seek opportunity to provide secondary education support where other programmes may be focused on primary education, and vice versa. At the same time, the new 2023-2026 MYRP will reach learners in Abyei and Pibor, contexts that have experienced significant crisis in recent years and require humanitarian education interventions. With the MYRP seeking to move communities from emergencies through recovery and ultimately into development, the MYRP Secretariat will ensure that all levels of MoGEI – particularly state and county level in hard-to-reach areas – are effectively engaged and contributing to the outcomes of the MYRP through robust coordination as well as several capacity development support initiatives.

The MYRP Secretariat will continue to work with MoGEI to sustain and improve coordination with other education programmes. In addition to national level coordination, the Secretariat will have a more pronounced role at state and county level, ensuring timely cascading of information across all structures of MoGEI for prompt decision-making. The MYRP Secretariat will focus on further strengthening coordination and response capacity of county and state governments to effectively respond to crises and sustain continued access to education for affected communities. The roles and responsibilities of the MYRP Secretariat positions it strategically between emergency response and longer-term development programmes within the MoGEI. This facilitates stronger linkages and prepares the ground for long-term transitioning of the MYRP, protecting investments of prior years while building on the efforts of other flagship education programmes.

1.5 Funding Context and Funding Gaps for Education

A donor mapping was conducted in November 2022 to highlight opportunities for alignment and coordination with other funds and programmes. This identified several significant donors for education including the African Development Bank, Canada, the European Union, GPE, Norway, Sweden, the UK Foreign, Commonwealth and Development Office, and USAID.

Importantly, the initial ECW supported MYRP has contributed US\$ 30 million to safe and inclusive, quality education until now. This next iteration of the MYRP figures to increase the funding around a new programming framework, starting with US\$ 40 million of seed funding, and aiming to mobilize up to US\$ 35 million of aligned funding. Already, GPE has committed US\$ 10 million of accelerated funding, helping to advance that resource mobilization target. Even with this support, the funding gap for education in South Sudan remains significant. The UNOCHA Financial Tracking System indicates that of the US\$ 53.9 million required for emergency education in South Sudan in 2022, just US\$ 4.6 million in new funding had been committed by December, equalling around 8.5% of the total amount. This follows a trend as in 2021 just US\$ 9.2 million in new funding was received against US\$ 53.7 million of requirements.

1.6 Stakeholder Consultation Process

The MYRP consultation process was an open process with a broad and inclusive MYRP Development Committee leading the development of the programmatic approach. Consultations began with the MYRP scoping mission, conducted in September 2022. Meetings with MoGEI, the Education Cluster, and other important education stakeholders helped to identify some early priorities which fed into the first draft of the theory of change. The mission also identified the right agencies and individuals to participate in the MYRP Development Committee and Grantee Selection Committee. The MYRP Development Committee was comprised of representatives from the Education Cluster Strategic Advisory Group (SAG), key education donors, MoGEI, at Undersecretary level, and technical experts from thematic areas including gender, child protection, MHPSS, and disability inclusion. Participants included several South Sudanese civil society and non-governmental organizations, multiple directorates of the Ministry of General Education and Instruction, international NGOs, and UN organizations including UNESCO, UNHCR and UNICEF.

Following the scoping mission, a penholder was engaged, and programmatic consultations began remotely. Two remote consultations built and validated the theory of change, and then began to construct the more detailed programmatic approach. From 6-9 December, ECW Secretariat staff and the penholder travelled to Juba for additional consultations. These included meetings with the Grantee Selection Committee, the Ministry of General Education and Instruction, and the Education Cluster leads. On 7-8 December the MYRP Development Committee met in person with ECW staff and the penholder to conduct two days of MYRP development workshops. These workshops included a presentation and review of the evaluation of the 2019 MYRP, detailed discussion on geographic targeting, and intensive focus on ensuring the MYRP is a gender transformative programme.

All consultations, including the in-person workshops were open and inclusive. They included implementing partners and gender leads from the 2019 MYRP, South Sudanese organizations, the Education Cluster, multiple Ministry of General Education and Instruction directorates, and disability and gender focused organizations. This MYRP has been built on the evidence presented in the evaluation of the 2019 MYRP. It responds to lessons learned, assessment reports that include the voices of communities, teachers, learners, and feedback, all with a view to strengthen the education in emergency sector's accountability to affected populations.

2. Programme Description

2.1 Theory of Change

The most vulnerable crisis-affected girls and boys, including adolescents and those with disabilities, have equitable and uninterrupted access to safe and protective, quality learning opportunities			
<p>1. Safe, equitable, gender transformative, and uninterrupted access to protective and quality learning opportunities increase for crisis-affected girls and boys including those with disabilities</p>	<p>2. The quality of teaching and learning is improved in crisis-affected communities through inclusive and gender transformative approaches</p>	<p>3. Education becomes more inclusive through comprehensive, gender transformative and disability inclusive strategies</p>	<p>4. The education system becomes more responsive and resilient to the impacts of crisis through improved data for decision-making, strengthened coordination, and meaningful engagement of local actors</p>
<p>1.1. Rehabilitation, improvement, and protection of learning spaces with gender responsive WASH facilities including space for changing and breastfeeding, MHM, and physical access support for girls and boys with disabilities</p>	<p>2.1. Gender-responsive and disability-inclusive teacher professional development including training on MHPSS, protection, and climate readiness, as well as wellbeing support for teachers</p>	<p>3.1. Dignity kits distributed and awareness on MHM for adolescent girls strengthened, so to implement the Ministry of General Education and Instruction MHM Strategy</p>	<p>4.1. Flexible funding is available, and partners conduct preparedness and repositioning exercises to respond rapidly to the new and cyclical impacts of climate change, conflict, and insecurity.</p>
<p>1.2. Provision of formal education with attention given to strategies for retention and transition to secondary education focusing on girls</p>	<p>2.2. Distribution of teaching and learning materials, including textbooks, and adaptive learning materials for girls and boys with disabilities</p>	<p>3.2. Inclusive GBV risk mitigation strategy implemented through capacity strengthening for educators, PTAs/SMCs, and education partners</p>	<p>4.2. Support for coordinated data production, analysis, and dissemination among education actors to build a shared understanding of education needs for crisis-affected children</p>
<p>1.3. Out of school children are enrolled in the Alternative Education System and transition into formal education</p>	<p>2.3. Life-skills and SEL for adolescent girls, young mothers, and pregnant girls, and comprehensive sexuality education for all</p>	<p>3.3. Comprehensive community mobilization campaigns to improve awareness of education pathways for out-of-school girls and boys, and acceptance of the right to education for girls, including married and pregnant girls, and young mothers, those with disabilities, and other marginalized populations</p>	<p>4.3. Human, technical, and financial support to improve emergency coordination and response capacity among education actors, authorities, and flagship programmes at the Payam, county, state, and national levels</p>
<p>1.4. Strategic support to enrol pregnant girls and young mothers in the Alternative Education System, and to support their transition to formal education</p>	<p>2.4. Learning outcome measurement addressing the gaps identified, and using the tools and lessons learned of the 2019 MYRP</p>	<p>3.4. Interim supports to encourage the recruitment and retention of female teachers</p>	<p>4.4. Institutional and technical capacity strengthening for local actors with special attention to women-led and disability focused organizations to ensure their sustainability, accountability, and leadership in humanitarian response</p>
<p>1.5. Establishment and strengthening of multi-sectoral referral pathways, including with protection, GBV, and health actors, to prevent and respond to protection, health and MHPSS risks and incidents</p>			<p>4.5. Emergency preparedness at schools improved via enhanced governance and community engagement</p>
<p>1.6. Distribution of mobility and assistive devices for girls and boys with disabilities</p>			
<p>5. Sufficient resources are mobilized to scale the implementation of the multi-year programme, respond to cyclical and new crises, build sector capacities, and monitor programme quality</p>			

2.2 Programmatic Outcomes

The MYRP will seek the improvement of *holistic* learning outcomes. This means ensuring that learning is accessible to all girls and boys including those who are displaced and those who are living with a disability; supporting and monitoring improved academic and skill-based outcomes; and increasing the availability of MHPSS and SEL. Together these interventions help to form a ‘whole of child’ approach that goes beyond traditional academic outcomes.

The new MYRP has been designed as a gender transformative strategy. Across the theory of change are outputs that not only respond to gender inequities but seek to transform the underlying conditions that create them. There are outputs across the theory of change and the different programmatic outcomes that contribute directly to this transformative approach. There will be particular attention given to reintegration of pregnant girls and young mothers in learning, as well as to the prevention of SGBV.

The MYRP takes a similar approach to disability inclusion. As opposed to having singular outputs, there is a strategy woven across the outcomes with outputs that contribute to a more inclusive approach. This includes initiatives to help girls and boys living with disability to overcome physical access constraints, to improve teachers’ ability to identify and provide learning for those living with disability, and to build the data, evidence, and institutional capacity to continue improving learning.

The context of South Sudan represents significant protection risks for schools, educators, and learners. Protection will be mainstreamed throughout the programme to protect schools, educators, and learners. For learners and educators, the MYRP takes a holistic approach to protection, seeking to improve the physical, mental, and psychosocial wellbeing of girls, boys, and their teachers. Protection is integrated across the outcomes as well as through implementation arrangements.

Climate change is increasingly impacting the provision of education in South Sudan. At the same time, education is a powerful agent in addressing the climate crisis and mitigating its impacts. The MYRP therefore includes a climate change strategy with elements across each of the outcomes designed to mitigate the impact of climate change on education, and to do so, in part, through education.

As highlighted in the programme summary above, a unique feature of the new MYRP is the built-in emergency response facility, which allows consortium partners to quickly respond to the new and cyclical impacts of climate change, conflict and insecurity. Totalling US\$ 5.3 million over three years, the funding could for instance be used to provide additional support to returnees and others who have been coming in from Sudan in recent weeks.

Outcome 1: Safe, equitable, gender transformative, and uninterrupted access to protective and quality learning opportunities increase for crisis-affected girls and boys including those with disabilities

ECW Thematic Priorities: Access, Gender Equality

MYRP partners will work to ensure that girls and boys, including IDPs and returnees, have equitable and uninterrupted access to safe, gender and disability inclusive learning spaces. This will be accomplished in two primary ways: through the construction or establishment of semi-permanent learning spaces, and through improvements to existing structures. Both approaches will be done with close attention to potential climate-related risks, both through the infrastructure itself and to the siting of the infrastructure. All infrastructure work will be targeted for communities hardest hit by crisis, including those lacking schools, with overcrowded classrooms, or where learning spaces have been damaged or destroyed. This focus on the most crisis-affected communities will also help to ensure alignment with other flagship education programmes. Partners will engage with GESS, GPE and others to identify locations where sufficient classrooms do not exist, or need additional support, to help improve rates of transition from primary to secondary learning, especially for girls. The identification and determination of the actual construction and rehabilitation will be based on assessments of floods-affected schools, jointly undertaken with the MoGEI.

When constructing learning spaces, partners will prioritize semi-permanent structures based on the latest TLS design and guidelines by the MoGEI. This will ensure that quality spaces are built that can provide sustained access to learning and that they can be upgraded later to permanent structures. Adhering to the new standards will improve the overall quality and equity of spaces available to girls and boys. Temporary spaces will only be used in times of acute crisis, when they may be required to return children to learning immediately, or when a permanent space is under construction or refurbishment. Every infrastructure action will be aligned with Ministry of General Education

and Instruction guidelines on the construction of semi-permanent spaces and latrines, and the [INEE Minimum Standard 3: Facilities and Services](#).

Improvements to existing structures will be made based on school improvement and safety plans. According to MoGEI, these plans should be developed by head teachers in cooperation with SMCs and PTAs. They should ensure that facilities are safe and prepared for threats from conflict or natural hazards including heavy rain, wind, and flooding.³⁰ Therefore, improvements may mean reinforcement of walls, roofing, painting, relocation to locations with less environmental hazard, addition of fencing, and drainage improvement, among others. Importantly, it may also mean the addition of ramps, the levelling of entrance ways, the addition of railings, and other assistive devices to ensure access for those living with physical disability.

All improvements and rehabilitation work will be coordinated with the WASH and shelter sectors to ensure that adequate water, sanitation, and hygiene facilities are accessible for all learners. This includes latrines, hand washing stations, and changing rooms for girls. Changing spaces will also be designed as a place for breastfeeding for young mothers and teachers. All infrastructure will be completed in compliance with SPHERE standards. This requires one sex-segregated toilet be constructed for every thirty girls, and one for every sixty boys enrolled in the learning space. WASH facilities should have hooks and shelving for menstrual hygiene products. Learning spaces should also have handwashing and drinking facilities enough to provide three litres of water per pupil per day.³¹

Enrolment and retention in formal learning: while enrolment rates have improved at primary level, it still remains very low at secondary level, and there still are an estimated 2.8 million out-of-school children in the country. Only one of twenty children who enters the first grade will survive in education to the senior 4 level. The inability to transition to higher grades is particularly challenging for girls.³²

The MYRP will look to identify key barriers and address the root causes of this discrepancy, especially for girls, and to apply responses that help enrol and retain girls in education. The MYRP will support the Ministry of General Education and Instruction's efforts to enrol and retain learners in the formal system. This starts with addressing the bias that accompanies negative cultural or social norms. This requires community engagement and awareness raising around the right to education for girls of all ages, and especially at the secondary level. Through the community action cycle (CAC) model, the consortium will develop messages and community engagement plans will be developed to encourage the enrolment and retention of girls, to reduce early and forced marriage, and to help girls assert their right to education. Messages will therefore be designed to engage communities, as well as girls themselves.

To track progress and identify challenges, UNESCO will work with the Ministry of General Education and Instruction to see that girls' attendance and retention are linked to the EMIS and Student Attendance Monitoring System (SAMS). Where required, specific monitoring and analyses are conducted. The MYRP will also help to ensure that girls, and boys, are registered for national examinations so that they can pursue the next level of education. MYRP implementing partners will also work closely with GESS to help identify and refer the best performing but vulnerable or needy girls for scholarships and cash transfers. This will include a focus on girls with disabilities.

The Alternative Education Systems (AES) is a critical system through which out-of-school girls and boys can improve their literacy levels and gain a second chance to continue their education. The programmes include relevant learning including SEL. The AES is made up of three different programmes:

<i>Accelerated Learning Programme (ALP)</i>	Condenses eight years of primary school into four, designed for children aged 13 through 17.
<i>Community Girls' Schools (CGS)</i>	Designed to locate schools closer to communities so that parents feel safer sending their girls to school. CGS condenses the first four years of primary into three years, after which girls should enrol in grade five of their closest primary school.
<i>Pastoralist Education Programme (PEP)</i>	Designed to reach children and adults in pastoral areas.

³⁰ *The General Education Strategic Plan, 2017-2022*, Ministry of General Education and Instruction, Juba, Republic of South Sudan, May 2017. https://www.globalpartnership.org/sites/default/files/general_education_strategic_plan_south_sudan_2017-2022.pdf

³¹ <https://handbook.spherestandards.org/en/sphere/#ch006>.

³² Education Census 2021 shows that while about 437,000 learners were recorded in P1 in 2021, the numbers in P8 were about 80,000 and those in S4 about 24,000.

Depending on the needs in each targeted location, the MYRP implementing partners will seek to implement and support the most appropriate AES programmes to enrol out-of-school children and to support their transition to formal education. Partners together with community stakeholders and the Ministry of General Education and Instruction will consider the benefits and risks of each approach before implementation. ALP centres will be established in MYRP-supported schools to ensure young mothers and pregnant girls can complete their education. CGS will also be used where possible to help overcome family and/or community concerns over girls having to travel long distances to school. In selected locations, PEP schools will be established to improve access to education for pastoral communities. As the AES is a government system, in all cases this will be done using the approved curriculum and will be coordinated with the efforts of GESS, GPE and other education programmes. Approved and conducive teaching and learning materials will be provided, including materials that consider the needs of girls and boys with disabilities.

Along with the support for ALPs and community girls' schools, the MYRP aims to develop and provide additional strategic support to enrol pregnant girls and young mothers in these AES offerings. This will require firstly that the school infrastructure can accommodate pregnant girls and breastfeeding mothers especially within the child-friendly spaces in school. Then, partners will work to overcome the normalization of excluding these girls from education. This means working with local authorities and communities to ensure broad acceptance that the right to education extends to pregnant girls and young mothers. At the same time, MYRP implementing partners will support referral pathways to health centres for prenatal and postnatal care. MYRP implementing partners will collaborate to align this support with GESS' cash transfer and capitation grant programming to help further overcome financial barriers.

The MYRP seeks to address the needs of girls and boys in South Sudan holistically, which requires both an educational focus, and attention to learner well-being. The school, or learning space, provides an important space for the identification of children with physical health and nutritional concerns, those struggling with mental and psychosocial challenges, and girls and boys with identifiable protection risks. Therefore, the MYRP will work to establish and strengthen referral pathways with service providers in the health, MHPSS and protection sectors. The MYRP will ensure appropriate tools and data capturing systems are developed and in place to initiate and follow up on health, MHPSS and protection referrals originating from the school setting to ensure children receive the right support and to enable a better understanding of the comprehensive needs of learners in the learning environment.

Through the development of referral pathways, awareness of how to access services and support for adults will also increase enabling adults (e.g., teachers, school administrators, parents, caregivers) to seek or be referred to services as and when needed. Schools and learning spaces are also essential entry points for the interventions that address learning, and teacher, wellbeing. Therefore, further coordination across sectors may allow for mass screening, treatment, and vaccination of learners, while public health messaging can be delivered around diseases like malaria, COVID-19, HIV/Aids, sexually transmitted diseases, and Ebola. Further coordination with child protection and health actors will lead to the development and dissemination of MHPSS and protection messages through school-level awareness campaigns.

For referral mechanisms to be effective, they must operate in schools with a defined child safeguarding code of conduct in place. This will create awareness and clear accountabilities among educators and administrators for PSEA. MYRP partners will help to identify existing codes of conduct that can be implemented, or to help education officials to design and roll out new codes of conduct. All such codes of conduct will be in line with Save the Children's guidelines on child safeguarding, protection, and code of conduct. To ensure that the code of conduct is implemented, safe, confidential, and child-friendly feedback mechanisms will also be established at the school level.

The MYRP aims to reach the most vulnerable and in-need girls and boys through targeted mobility support and protection for girls and boys with disabilities, a strategy that will be guided by ECW's Policy and Accountability Framework on Disability Inclusion. This begins through MYRP partners establishing and strengthening linkages with organizations for people with disabilities. Then, to provide the most appropriate and relevant support, MYRP partners with technical leadership from Light for the World (LFTW) will conduct a mapping and a comprehensive assessment on the status of children with disabilities in their areas of response. This responds to a finding from the MYRP evaluation and will help define the support needs for those living with disabilities based on the types of disabilities present. Not only will this help partners to better procure and distribute mobility and assistive devices, but it will also create a clear opportunity for targeted resource mobilization. Moreover, the mapping will help identify specialized services for learners with disabilities and establish referral pathways. At the school and community level, Disability Inclusion Facilitators will be identified, trained, and utilized to address certain barriers to inclusion.

The distribution of assistive devices will be accompanied by training for teachers on their usage. LFTW will lead on utilizing the 2019 MYRP evaluation and partner feedback to develop operational guidelines where they do not yet

exist. These will be designed to support educators in utilizing assistive devices and other resources to better support girls and boys living with disability. Finally, all relevant guidance will be integrated into the teacher helpdesk, and referral mechanisms will be designed to provide tailored services for those with disabilities.

Outcome 2: The quality of teaching and learning is improved in crisis-affected communities through inclusive and gender transformative approaches

ECW Thematic Priorities: Gender Equality Quality

Teachers are the keystone to all education delivery. As such, they are also key to overcoming significant educational barriers like the exclusion of girls and children with disabilities. The MYRP therefore aims to keep the teacher at the core of its approach. Significant focus will be given to raise the overall capacity of educators through a comprehensive, yet flexible package of teacher professional development activities led by Windle Trust International (WTI). Volunteer teachers, who make up more than 70% of the teacher workforce and usually have fewer qualifications will be the primary target of this effort. To ensure the right capacities are built requires an understanding of what teachers require to provide higher quality teaching. Thus, the MYRP partners will initiate programming with a capacity assessment for teachers in targeted locations. This will help to inform the resulting capacity strengthening strategy under the MYRP.

Even though assessment results and analysis may take some time, there are known capacities that must be strengthened across the teaching cohort. The core of teaching training will be based on the MoGEI's approved new competency-based curriculum. Whether newly recruited teachers or existing education staff, MYRP implementing partners in coordination with WTI will work to ensure that teachers in targeted locations have a high level of knowledge and training to deliver this curriculum and know where to turn for support. WTI will work with the Ministry and other education programmes to identify relevant trainings including the Continuous Professional Development Qualified Teacher Status (CPD QTS) in-service programme for existing teachers.

Improving educators' ability to provide gender-responsive teaching will also be a primary focus and universal across MYRP supported learning spaces. Existing training materials will be sourced or adapted by Plan International as the gender lead organization (GLO). Plan will also support implementing partners as they assist teachers provide gender-equitable teaching, ensuring that girls and boys receive the individualized support they need. This will be especially important to incentivizing the enrolment and retention of girls. Similarly, teachers across MYRP targeted learning spaces will receive capacity strengthening on disability inclusion. Such training will focus firstly on how to provide disability inclusive teaching. Then, headteachers and administrators will receive training that focus on the development of school policy that promotes gender equality and disability inclusion.

In addressing the wellbeing and protection of learners, teachers require a multi-faceted toolkit. To create an environment that optimizes the opportunity for children to learn, teachers must be able to understand the multiple factors that contribute to (promotive and protective) and hinder (risk) learning. They must be able to understand that learners facing issues of physical and or emotional safety and security in or outside the learning environment, or who are experiencing nutritional deficits and health problems are in situations that compromise physical, cognitive, social, and emotional learning and these experiences will impact their performance and results in the learning environment.

As in Outcome 1, teachers and administrators will be trained in child developmental milestones, recognizing stress and distress in children, psychological first aid, lay counselling skills and the referral pathways and mechanisms to link children with appropriate additional support when health, nutrition, mental health, psychosocial support, or protection needs are recognized. Any such training will be accompanied by training on the school's teacher code of conduct.

Considering the impact of climate change in South Sudan, teachers and administrators will receive relevant training on climate change readiness, helping to prepare themselves, their schools and their learners for related emergencies. The DRR component will be led by a Disaster Risk Reduction & Climate Change Specialist.

The Ministry of General Education and Instruction has recognized the imperative to increase the female proportion of the teaching cadre in South Sudan. The General Education Strategic Plan 2017-2022 aimed to grow the cadre to 40% for primary school and 25% for secondary school. As part of this, the goal is also to increase the proportion of qualified female teachers to 94% in primary school and 100% of secondary school. In alignment with the Strategic Plan, the MYRP implementing partners aim to recruit and support more female teachers across the 14 counties. Other opportunities will be explored for teachers, and especially female teachers, to participate in learning visits. This will encourage learning exchange between schools and improve teaching morale through a better understanding of the similarities of challenges faced.

As in all crises, education stakeholders in South Sudan recognize that teachers are as impacted by emergencies as their learners. Further, the MYRP evaluation highlighted teacher motivation as the main challenge that has contributed to poor quality teaching and high rates of teacher absenteeism and turn-over in schools.³³ This in mind, the MYRP will work to ensure teacher wellbeing alongside professional development. This begins with advocacy efforts to see that teachers are paid a commensurate wage to their training and qualifications, and importantly, that they are paid on time.

Specific support to individual teachers or groups of teachers will be provided on a contextual basis, but common approaches will be applied to ensure consistency and quality of service delivery. For example, peer-to-peer support for teachers will be introduced through teacher learning circles. This will create regularized opportunities to exchange learning among colleagues and ultimately, to strengthen teaching capacity and the ability to manage the classroom. Learning circles create outlets for teachers to express their challenges in and out of the classroom, and to share ideas on how to cope with their shared experience. Wellbeing sessions will also provide no or low cost and regularized opportunities for teachers to receive peer support. Teaching learning visits and leadership training, especially for female teachers may have the added benefit of increasing overall teacher morale and motivation. As teacher payment is a significant issue affecting teacher wellbeing in South Sudan, the MYRP partners will dedicate resources towards advocating for hardship allowances and on-time payment.

The digital divide between developed nations and emergency-hit countries is growing, curtailing the opportunities of children and adolescents to access information. This includes limited access to technology devices such as laptops and internet, and inability to use such technology and software. On the other hand, access to technology poses vital opportunities for students to accelerate their learning and catch up with their global peers through access to real-time information. To leverage this high potential that technology can provide, a number of students in higher grades and relatively secure locations will have access to hardware, software, and data to access quality e-learning that is appropriate to their level and needs. This component of the programme aims piloting the use of information technology to address the digital education gap, with the lessons learned to be used to improve the intervention and potentially scale it up.

Effective, relevant, and comprehensive teaching and learning materials have been developed and produced for South Sudan by the Ministry of General Education and Instruction, with support from education actors such as GESS and GPE. MYRP partners will work with all actors to adapt, reproduce, and distribute such materials in MYRP supported learning spaces in collaboration with the County Education Directors. As part of this, MYRP partners will support MoGEI to produce and translate more materials into national and local languages to increase learning equity, with a focus on IDP and returnee children. Additionally, MYRP partners will work with the Ministry to ensure that all learning materials include language that is inclusive of gender, of all religious and cultural groups in South Sudan, and of disability. This will mean working with disability focused organizations to ensure that adaptive learning materials are available and distributed. Along with textbooks and other curriculum-based materials, partners will work to distribute supplemental reading materials so that girls and boys can improve literacy skills and enjoy reading outside of the curriculum.

Adolescent girls, young mothers, and pregnant girls face various challenges in pursuing their education, and in exercising their rights. The MYRP will therefore deliver life skills and social-emotional learning for these girls through the training of teachers. These will help girls to better understand their rights, advocate for those rights – including the right to education – and build their confidence and their skills to make important decisions for themselves, their families, and their communities.

Importantly, the barriers facing girls stems from engrained attitudes in the community and largely among men. Therefore, the MYRP implementing partners, supported by Plan International, will also deliver comprehensive sexuality education for both girls and boys in all the targeted schools in the fourteen priority areas. This will help create and understanding of the differentiated challenges that face girls and boys, building empathy among boys and men. Positive lessons around masculinity will also help turn boys and men into advocates for girls rather than obstacles.

As part of the strategy to improve learning outcome measurement across the sector, the MYRP will support Ministry of General Education and Instruction in the development of a proficiency framework. This will be based on the learning outcome assessment report which was developed with support from phase one of the MYRP. The proficiency framework will provide a methodology and tools for conducting subsequent learning outcome assessments in South Sudan.

³³ 2019 MYRP summative evaluation.

Outcome 3: Education becomes more inclusive through comprehensive, gender transformative and disability inclusive strategies

ECW Thematic Priorities: Access, Continuity, Gender Equality

Girls and adolescent girls face significant burdens and obstacles in pursuing their education. This is apparent in the low representation of girls across the levels of education, and the gendered barriers that prevent them from attending to their education. The MYRP will therefore work to address these barriers. Firstly, the MYRP will work to ensure that girls feel comfortable to attend to their education through the provision of menstrual hygiene management (MHM) and dignity kits. This will help to increase access and to retain girls in learning as they feel they can more comfortably, healthily, and safely attend learning spaces.

The MYRP partners, led by Plan International as the gender lead organization, will work with the MoGEI, the Directorate-General in the Ministry of Gender and Social Welfare, and the MHM technical working group to roll out MoGEI's MHM strategy through training and awareness raising activities. Through the guidance of the GLO and other women-led organizations, MYRP partners will prioritize recommendations from the strategy that directly improve girls' access to and retention in learning. Through girls' clubs, the MYRP partners will conduct training on MHM alongside the distribution of dignity kits will help girls learn to manage their menstrual health including instruction on how to wash and re-use pads to prevent infection. This, in combination with the infrastructure work in Outcome 1 and the comprehensive sexuality education provided under Outcome 2 will help girls to feel more comfortable in their places of learning. This should lead to more girls enrolling and staying in education, while also missing fewer days in the classroom.

MYRP partners will coordinate with the Gender-Based Violence Area of Responsibility (AOR) on menstrual hygiene management to ensure MHM services are available for adolescent girls and for female teachers. Dignity kits will be provided for adolescent girls along with tailored MHM training. Special attention will be given to girls with disabilities to help overcome a potential double barrier. The inclusion of female teachers will also help reduce teacher absenteeism by providing them with self-care supports, thereby also keeping important role models in the classroom.

Gender-based violence and sexual and gender-based violence (SGBV) are prominent risks for girls and women in South Sudan. The incidence of gender-based violence and sexual and gender-based violence also increased during COVID-19 school closures, demonstrating how critical it is to use education as a means of addressing these risks. The MYRP partners will therefore work with protection and child protection actors, including the gender-based violence sub-cluster to strengthen or, where they do not already exist, to establish robust and confidential reporting mechanisms. Critical to this effort will be to provide training on gender-based violence mitigation, reporting and PSEA to educators, PTAs and SMCs, and education partners themselves. This training will help participants to understand the risks, and to know how to refer learners and colleagues should they become victims. Particular attention will be to reaching boys and education personnel, to work towards a reduction of stigma and, in combination with comprehensive sexuality education, to promote positive masculinity.

Underlying the poor education indicators in South Sudan are stigmas that act as barriers to education, and a lack of awareness of what education can do for families and communities. Families and children themselves, especially those who are displaced, may also simply be unaware of the educational pathways available to them. Comprehensive community mobilization campaigns will therefore be critical to all MYRP efforts, and those of aligned programmes. MYRP partners will work closely with GESS and BBC Media Action to coordinate campaigns that seek to break down barriers and open educational pathways. The MYRP approach to community mobilization will have two main components: awareness raising and informational.

Awareness raising campaigns will seek to break down stigmas in the community, especially around girls and children living with disabilities. They will seek to ensure that the right to education is known by girls and by those living with disabilities so that they can exercise their rights. At the same time, family and community members will be made aware of the right to education, and the benefits that come with enrolling their girls and boys. Campaigns will target stigmas around menstrual health and hygiene so that girls do not feel ostracized in school or in their community. Awareness campaigns may also be used to help breakdown biases that may create barriers to learning including early or forced marriage, early pregnancy, and child labour. As the right to education becomes better known, informational campaigns will also seek to share information on the availability of educational pathways. This will help families and children themselves to know how to access education in their locality.

Children living with disabilities face additional barriers. These include social stigma, a lack of appropriate learning materials, inaccessible learning spaces, and educators who lack the training to properly engage them in learning. In addition, planning as to how to create equitable inclusion strategies for girls and boys with different types of disabilities

is lacking in South Sudan. MYRP partners, with disability and inclusion leadership from LFTW will therefore work with the Education Cluster to support the MoGEI as they implement their Inclusive Education Strategy as well as the Ministerial order 2017 to support children living with a disability. Disseminating these pieces of policies through a defined rollout strategy will help guide MYRP partners and broader education sector efforts.

The MYRP partners recognize that the absence of a strong cohort of female teachers is a potential barrier to learning in and of itself. When girls in already vulnerable circumstances do not have a role model, or an educator that they feel comfortable with, they may be more likely to drop out, or to not enrol in the first place. Therefore, partners will work with the Ministry to identify interim supports that encourage the recruitment and retention of female teachers. This begins with a recruitment campaign that targets women for volunteer roles. Incentives, both financial and in-kind, will then be considered as means to motivate them to take on teaching positions. Women will be prioritized for professional development opportunities including learning visits that can help connect them to role models and peers. Female teacher circles will also help create a basis of support and encouragement, where important learning can be had for managing the classroom and a teacher's own wellbeing.

The MYRP will support MoGEI in the development of the Girls' Education Strategy 2023-2027. This is a follow-on activity from the evaluation of the Girls' Education Strategy 2018-2022 conducted under phase one of the MYRP. The new strategy will be instrumental in supporting the education sector in operationalising the Education Sector Plan 2023-2027 which has the objective of promoting gender equity across the sector. The MYRP partners, led by Plan as the GLO, will also support MoGEI in conducting the National Gender Analysis.

Outcome 4: The education system becomes more responsive and resilient to the impacts of crisis through improved data for decision-making, strengthened coordination, and meaningful engagement of local actors

**ECW Thematic Priorities:
Continuity, Quality**

As the fifth most vulnerable country to the impacts of climate change, and a country impacted by communal violence and conflict, South Sudan faces frequent and increasing crises. This makes it critical that partners have the resources on-hand to respond when emergency strikes, to ensure that education is as uninterrupted as possible. The MYRP will therefore reserve US\$ 5.3 million in flexible funding as a crisis modifier that can be deployed as necessary during times of crisis. This will limit the delay in response and reduce the days girls and boys miss out on learning.

The MYRP Secretariat, housed within the Ministry, will play a key role in providing direct capacity support to national, state and county level education officials. At the national level, the Secretariat will support coordination of the MYRP with other flagship education programmes as well as with the Education Cluster and the Local Education Group (LEG). This includes implementation of the government coordination framework and support for the General Annual Education Review meetings which bring together all education stakeholders (State Ministers and DGs) from the different states and administrative areas to review the implementation of the Education Sector Plan.

The Secretariat will equally support MoGEI as chair of the MYRP Steering Committee in its oversight and coordination role. Secretariat staff will ensure that steering committee decisions and actions are documented and disseminated appropriately among education stakeholders. The establishment of the emergency response facility makes it essential that MoGEI structures are adequately prepared to activate and lead emergency responses at the state and county levels, ensuring that support to displaced or otherwise affected communities is made available as quickly as possible. As rapid responses are short-term in nature, it is important that the Ministry is well-capacitated to take over programmes that Cluster partners would have been implementing during emergency phases. The MYRP Secretariat will therefore provide technical guidance to MoGEI at the state and county levels. This will focus on developing capacity to plan, coordinate, and lead an emergency response.

Similarly, partners must have the know-how to respond quickly, both in terms of skillset and coordinated effort. When emergencies happen, there must be clear plans through which partners can understand their respective responsibilities. Part of this is having supplies prepositioned to reduce procurement times. Led by the DRR and Climate Change specialist, MYRP partners will come together with the relevant authorities to develop national and regional contingency plans that determine who is doing what, where, and when, as well as how prepositioned materials will be used. At the national level, this will include the mapping of areas prone to conflict or flooding and identifying triggers for response. At the regional level, partners will make use of school improvement plans to understand common risks and likely needs should an emergency occur. Should it be determined that additional capacity support is necessary to conduct these plans, the MYRP partners will dedicate additional resources towards relevant trainings.

While great strides have been made in understanding the needs of girls and boys in South Sudan, the context remains vast and dynamic. Leveraging the data and systems strengthening expertise of UNESCO, MYRP partners will work closely with MoGEI to identify data collection, analysis, and dissemination opportunities that are complementary to those of the EMIS. This will include support for joint needs assessments that build an interoperable evidence base for all education stakeholders. The MYRP partners will also support the Education Cluster in harmonising data collection tools and establishing data sharing protocols that help to increase the amount of data collected jointly and without duplication. Through this effort, from the identification of complementary components to those of the EMIS to the harmonisation of data collection tools, MYRP partners will look to increase the evidence available on educational barriers for girls and adolescent girls, children with disabilities, and IDP and returnee children.

The sheer size of South Sudan demands strong coordination structures to be in place at the national and regional levels. The MYRP makes financial support available to shore up coordination positions at the sub-national level, based on prioritization done by the Education Cluster. The MYRP will also support the capacity strengthening of Cluster leadership across the country. Depending on gaps, this may mean support for information management, coordination, or other specialized skills. An important focus will be on ensuring that local actors take on leadership roles in coordination. Capacity strengthening efforts will also engage MoGEI officials at the national and local levels with the MYRP Secretariat ensuring that subnational structures are meaningfully and adequately engaged for them to contribute effectively to their coordination roles at the local level.

With a strong and engaged civil society in South Sudan, it is important to invest in developing both technical and institutional capacities of local actors so that they play ever-more meaningful roles in the delivery of education programmes. Hence, a key objective is to build local capacities so that South Sudanese partners can play leadership roles and compete for funding. This means building capacity in such critical areas as risk and financial management, data, and analysis, gender-based violence and sexual and gender-based violence prevention, and child protection and child safeguarding. Some of the most important means of doing so will be through knowledge exchange between different actors in the consortium. This also allows local actors to build contextual understanding among international stakeholders, while large international organizations can help grow local actors' systems and protocols. Should significant gaps be identified across the partnership, resources may also be used to build these capacities directly through training and learning visits.

The MYRP intends to strengthen capacities across the education sector, from authorities, to local actors, to teachers and administrators. This also means building the strength of those best placed to support learners and their teachers: parents and community members. Engaging parents and other community members will help to speed up local response to crisis, ensuring children and educators received the support they need quickly, and that interruption to learning is minimized. The MYRP partners will therefore support PTAs and SMCs to improve school level preparedness. This requires firstly to ensure that all MYRP supported schools have an active PTAs and SMCs in place. Then, capacity development support will the committees and associations to work with school administrators on school improvement plans and to map risks in and around learning spaces. This may help mitigate the impact of emergency, and to plan for localized response. Further, together with school administrators, PTAs and SMCs can play a role in mobilizing national level support. Schools will be supported to form school environmental clubs to spearhead child-led environment initiatives through Save the Children child-led DRR strategy.

While South Sudan faces significant challenges in delivering equitable education for all girls and boys, strong partnerships already form a strong support network for girls and boys. Flagship education programmes including GESS and GPE deliver enormous educational assistance across the country. ECW and the MYRP partners recognize this and aim to align fully with these partners' efforts. Already the engagement of GESS and GPE in the development of this MYRP has helped build a complementary programme. Further, the addition of GPE accelerated funding in the MYRP will help generate joined-up approaches between implementers. In addition, the MYRP partners will work with the MoGEI to map activities and conduct joint planning. Resources will be set aside by the MYRP partners to support these efforts through a series of retreats that will help to build programmatic alignment and joint planning.

Outcome 5: Sufficient resources are mobilized to scale the implementation of the multi-year programme, respond to cyclical and new crises, build sector capacities, and monitor programme quality

***ECW Thematic Priorities:
Continuity, Resource Mobilization***

The four education outcomes listed above will be underpinned by Outcome 5, which focuses on ensuring the full extent of the programme approach is resourced and can be implemented. The MYRP resource mobilization strategy can be found in [Section 3.1](#).

Integral to short and long-term resource mobilization successes is support for the Ministry of General Education and Instruction's own financing efforts. The MYRP Secretariat will support the Ministry to work effectively with the Education Cluster and the Local Education Group, and to continuously adapt fundraising strategies. Foremost within the Secretariat's objectives will be to support efforts to finance the outstanding MYRP requirements. The Secretariat will facilitate strategy sessions with the GoSS, provide technical support, and organise activities that feed into the resource mobilisation strategy. In addition, they will support advocacy to increase domestic financing and to support the Ministry in mapping donor funding streams for the education sector.

2.3 Gender Equity and Inclusion

The 2023-2026 MYRP is designed as a gender transformative programme, going beyond responding to the gender barriers and working to address the underlying causes of those concerns. This direction was set during the MYRP development process with multiple gender leads involved in the MYRP Development Committee, and a gender lead in the grantee selection process. ECW's gender lead also participated closely in the process, including by facilitating the MYRP development workshop in Juba.

The result is a programme that seeks to expand access to education for girls, to ensure their retention in learning, and to directly confront the social norms and stigmas that threaten their education. This strategy cuts across all the MYRP's outcomes, with gender specific outputs for the access, quality, equity and systems supports and with Plan International as the GLO to help guide their implementation.

Girls and adolescent girls will be reached directly through education specific, and adjacent wellbeing supports. They will be supported further through community mobilization campaigns that aim to break down stigma and build understanding of their right to education. Boys also play an important role in breaking down barriers for girls. They too will be targeted through comprehensive sexuality education to ensure they can play positive roles for girls, becoming allies as opposed to obstacles.

2.4 Prioritizing the Most Disadvantaged

For the MYRP to be effective in reaching some of the most disadvantaged children and adolescents, it has been built off the lessons learned in the 2019 MYRP and a firm foundation of data and evidence. This includes the 2019 MYRP summative evaluation, the 2021 Education Cluster Assessment, and up-to-date data from the 2022 Humanitarian Needs Overview. Through the analysis of this information, the 2023-2026 MYRP has identified the locations and populations that are most in need of educational support. The programme will work to reach the most marginalised girls and boys based upon clear evidence of need. Grantees will select schools for implementation through needs-based criteria. This will include the presence of IDPs and returnees, particularly in Abyei, Upper Nile, Unity, and Warrap.

First and foremost, the MYRP includes a cross-cutting strategy that aims to make it a gender transformative programme. Data and lessons learned identify girls, and especially adolescent girls, pregnant girls, and young mothers as among the most disadvantaged in South Sudan. They will be reached through outputs and activities across the MYRP theory of change, with continued analysis led by the GLO to continuously refine targeting and approaches. Similarly, girls and boys with disabilities were prioritized in the 2019 MYRP, but lessons learned through the evaluation demonstrate that even greater concentration on reaching those with disabilities is required. Overall, the MYRP partners aim to ensure that 60% of those reached are girls and adolescent girls.

As with gender, a strategy to reach girls and boys living with a disability will cut across the outcomes, and many of the outputs. MYRP partners will seek opportunities with the MoGEI to systematically identify girls and boys with disabilities in schools and communities, to register them in school and provide the support necessary for them to enrol and remain in education. Through these approaches, the MYRP intends for girls and boys with disabilities to make up at least 10% of those reached through the programme.

3. Leveraging Resources to Scale-Up MYRP Results

3.1 Resource Mobilization and Advocacy

Even considering the efforts of the MoGEI, the commitments of other flagship education programmes, the GPE accelerated funding and the ECW seed funding, the scale of need in South Sudan will continue to require additional resources. The MYRP will therefore seek to expand its overall impact through a concerted resource mobilization strategy. This strategy will be led by the grantees while relying on the comparative advantages of all of the MYRP partners, and the strength of ECW's reach globally. The focus will be on advocating for additional resources to scale up the programme approach in the prioritized counties and areas.

Resource Mobilization Approach

The 2023-2026 MYRP for South Sudan will utilise the US\$ 40 million in ECW seed funding and the US\$ 10 million from GPE's accelerated funding window to respond to the most urgent and immediate educational needs of girls and boys in 14 prioritized counties and areas across the country. The MYRP will focus its implementation on reaching the most disadvantaged including pregnant girls, young mothers, and children with disabilities. This includes investments across the four outcomes that together work to create sustainable access to quality, relevant and accessible learning opportunities for the most marginalised.

The MYRP will also make catalytic investments that underpin and support further resource mobilization efforts. These include investments in data and evidence generation that can be used for advocacy and strategic decision-making, investments in capacity strengthening that will build a more capable education sector, and systems-strengthening activities that make current and future investments more efficient. Evidence generation will be shared with the Education Cluster at national and sub-national levels to strengthen their advocacy efforts and to ensure alignment in messaging.

The grantees and subgrantees recognize that resource mobilisation goes beyond financing. As the MYRP is implemented it will become clear which institutional and human resources may be lacking. For instance, should there be a gap in capacity around gender or disability, the grantees, with the support of ECW, will seek out experts and expert organizations to boost those capacities. Further, the MYRP will seek to expand and improve the engagement of local organizations by identifying institutional capacity gaps and strengthening opportunities.

Resource Mobilization Methodology

The MYRP provides the framework around which resource mobilisation will be conducted for the sector in South Sudan. The fundraising and advocacy efforts to make up the difference between the seed funding and the full requirement of the MYRP will be led by the grantees and the MoGEI, with the MYRP Secretariat playing a crucial role supporting the MoGEI in organising and facilitating resource mobilisation activities). They will be supported in their efforts by the ECW Secretariat and ExCom who can raise advocacy points at the global level. The messaging behind these efforts will be first and foremost around the need to extend access to protect, and invest in, girls' education. As the context evolves, the MYRP Steering Committee with support of the MYRP Secretariat will react with updated resource mobilisation objectives and messages. The grantees will also work directly with the GoSS to mobilize additional resources. Incorporating Phase 1 learnings, this will be done through implementation of the resource mobilization strategy leveraging their expertise implementing education programmes and their roles in the wider education sector. All partners will take active and complementary roles in mobilizing additional resources as part of the fundraising strategy.

Each grantee shall have business development and partnership teams in South Sudan, and at the regional and global levels, that will take the lead in fund mobilization. They will seek direct advocacy opportunities with funding agencies, donors, the private sector, and private foundations with an interest in supporting education in South Sudan. These teams, in liaison with the MYRP Steering Committee, will also seek new opportunities through international conferences, donor events, and other forums where the work of the MYRP partners may be presented. The grantees will leverage their global convening powers and platforms to raise the profile of the MYRP to mobilize global partners and leverage additional resources to achieve the full MYRP requirement.

The grantees and subgrantees will work with each other to identify their individual comparative value towards the collective resource mobilisation effort. As resources are mobilised, the MYRP Steering Committee will determine how

funds are used based on consensus around priorities. Grantees and consortium partners have a proven capacity to mobilise resources with governmental and private sector donors, foundations, and competitive international funding programmes, including funding for education-focused development and humanitarian programmes in South Sudan.

All grantees, technical and implementing partners commit to designing all education programmes over the next three years in alignment with the broader MYRP theory of change, to the extent possible considering differing donor priorities. All partners will be required to report on funds raised and the alignment of new programmes to the specific MYRP theory of change components. All grantees will use their globally recognized expertise and strong relationships with institutional donors, private foundations, and individual donors to leverage additional resources to expand the seed funding for the MYRP. The MYRP Secretariat will support implementation of the resource mobilisation strategy. As a sustainability measure, the MYRP Secretariat will work closely with government to mobilise co-funding towards Secretariat activities and to fully resource its personnel requirements.

Advocacy

The advocacy strategy for the MYRP will be aligned with the messaging of the Education Cluster, and other flagship education programmes, to support resource mobilisation and the scale-up strategy. Considering the vast number of out-of-school children in South Sudan, advocacy will begin behind the right to education for all, starting with pregnant girls and young mothers, and children with disability. As needs evolve or emerge through the course of the MYRP, the grantees will work with the MYRP Steering Committee to establish messaging and identify entry points for advocacy. ECW will be called upon to raise these messages at a global level through the Secretariat and through ExCom. Coordination between the MYRP Steering Committee and the Education Cluster will help to ensure that advocacy consists of aligned priorities and amplifies both humanitarian and development messages.

The MYRP Steering Committee and the Education Cluster will work together to design collective campaign approaches that best utilise their comparative strengths, advantages, and reach. Advocacy events will be conducted virtually and in South Sudan where possible while global events will be identified for participation of South Sudan MYRP stakeholders. Mixed-media dissemination strategies will be designed, utilising relevant, cost-effective technology to ensure messages reach decision-makers domestically and internationally. Specific advocacy points and policy priorities will be identified through the ongoing work of partners in and with communities, through specific data collection and needs assessment activities, and through the MYRP-supported holistic learning outcome measurement. The primary objective of advocacy will be in support of resource mobilisation to fully fund the MYRP.

3.2 ECW Seed Fund Scale-up Strategy

The ECW seed funding (US\$ 40 million) and GPE accelerated funding (US\$ 10million) together cover two-thirds of the overall budget of US\$ 75 million. This will help to ensure continuity in the states and counties originally prioritized in 2019, as well as new responses for girls and boys in Abyei and Pibor.

The scale-up strategy will focus primarily on expanding these initial investments, but depending on the evolution of needs, will also address complementary actions in the counties and areas where the MYRP is already supporting education. As additional resources are mobilized, more girls and boys will be reached in those 14 counties prioritized under the 2023-2026 MYRP. This may mean supporting more schools in adjacent communities or extending coverage within already supported communities. Should priorities shift, along with the context, the MYRP Steering Committee, relevant donors, and the grantees will determine whether the 14 counties remain the priority, or if additional counties should be reached.

A unique feature of the South Sudan MYRP is Output 4.1 which allows for the setting aside of funding for emergency response. This will help partners to respond quickly and efficiently, without the need to advocate for additional funding. The scale-up strategy may also ensure continuity of learning in communities where this flexible funding has been utilized for emergency response.

4. Monitoring, Evaluation and Learning

4.1 Monitoring, Evaluation and Joint Reporting

A robust, results-based monitoring, evaluation, accountability and learning (MEAL) framework is critical to ensure that: MYRP interventions are of high-quality; there are systematic and on-going data collection processes to inform programme management decisions; programme activities remain on track; and to measure contribution to programme outcomes and overall impact. The MEAL framework will provide feedback on the quality and relevance of the interventions to achieve intended programme outcomes while also providing information for evaluation, adaptation, and improvement. The MEAL approach will also be critical to the scale-up and resource mobilisation approach, providing the evidence needed to design and advocate for subsequent programming.

The MYRP results framework provides the foundation for all MEAL efforts. This was developed in a consultative manner through the MYRP Development Committee in South Sudan, then validated and refined by the grantees to ensure compatibility with their respective ways of working. Each grantee will collect data from their respective implementing partners, verify information through field visits and other sources, and report progress under each output indicator. Save the Children will be responsible for the overall MEAL approach and consolidate data from each of the partners to feed joint reporting. Depending on the programme requirements and availability of tools, specific tools will be designed to facilitate data collection, analysis, and reporting. The results framework is responsive to IASC Gender and Age Marker standards (GAM) and will be reviewed periodically to ensure results are meeting those objectives. Plan International, as the GLO, will work on building capacity to ensure that gender is considered across the entire programme cycle. It will also support data driven gender responsiveness to ensure that course correction is taken as needed to further improve programming and reporting.³⁴

The MEAL plan and data collection procedures and tools will be updated during the inception phase by the grantees and implementing partners, and in-line with the agreed upon results framework. The MEAL plan will then be revisited periodically by the MYRP Steering Committee (See: [5.1 Governance Structure of the MYRP](#)) to ensure its continued effectiveness and relevance. The grantees, along with other relevant stakeholders, will conduct lessons learned exercises to ensure good practices are shared between the grantees and other Education Cluster members, and that challenges are met through collaboration and consultation.

Monitoring and evaluation will be conducted through regular tracking by implementing partners using their own internal systems. Save the Children will participate in periodic monitoring and evaluation through the following collective means:

- Six-monthly review of progress against output-level indicators to track MYRP progress. This will include systematic collection of quantitative data to track progress on activities, ensuring disaggregation by sex, disability, and migratory status (IDP, refugee and host community).
- Regular programme monitoring will inform relevant stakeholders of progress and challenges and will systematically identify opportunities for improvements. They will include joint site monitoring visits with implementing partners and other relevant stakeholders including beneficiaries. These visits will help identify issues at an early stage along with information received through feedback mechanisms.
- Mid-term evaluation will evaluate the progress towards achieving MYRP outcomes, identify issues in the MYRP design and in implementation methods, and identify good practices that can be shared and scaled up.

Data collection will rely on 1) the existing data systems present at national, state, county, and organisational levels; 2) specific data collected through assessments and evaluations; and 3) individualised partner reporting. To supplement the existing data collection initiatives/mechanisms, participatory and child-centred data collection methods will be utilised along with structured focus group discussions, standardized surveys, and key informant interviews. To ensure the quality of the programme delivery as well as data management, the grantees will ensure data quality based on USAID's quality standards of validity, integrity, precision, reliability, and timeliness.³⁵ To this end, the Data Quality Assessment (DQA)³⁶ approach will be integrated into all MEAL activities to better understand the strengths and weaknesses of the different data collection tools and the extent to which the data integrity can be trusted.

³⁴ IASC Gender with Age Marker <https://www.iascgenderwithagemarker.com/en/home/>.

³⁵ USAID Improve Data Quality and Program Monitoring - ADS 203.3.5.1 - ADS 203.3.5.3.b.

³⁶ USAID Recommended Data Quality Assessment (DQA) Checklist: <https://usaidlearninglab.org/library/data-quality-assessment-checklist-dqa>.

Accountability and Learning

Effective accountability mechanisms will be another crucial pillar of the MYRP, including transparent and effective ways of sharing information about MYRP objectives and results with stakeholders and beneficiaries. These mechanisms, developed at the community level by the grantees and subgrantees, who will manage feedback and complaints from the communities to ensure corrective action is taken with the feedback received.

All MEAL activities will be aligned with the IASC's Commitments to Accountability to Affected Populations (AAP),³⁷ the Core Humanitarian Standard on Quality and Accountability,³⁸ as well as the IASC Best Practice Guide Inter-Agency Community Based Complaint Mechanism Protection against Sexual Exploitation and Abuse,³⁹ and the IASC Six Core Principles Relating to Sexual Exploitation and Abuse.⁴⁰

Implementing partners will formally commit to ensuring accountability to the communities and the individuals they serve, using their positions and powers responsibly. To this end, implementing partners will need to ensure that there is continuous dialogue with the communities at all stages of delivery and implementation, and that activities reflect the needs and the priorities of the communities. Implementing partners will consider communities' preferred ways of communication, offering them different inclusive, gender-sensitive, child-friendly, and culturally appropriate means that allow engagement without fear of retaliation. It will be important to diversify communication methods to ensure all girls and boys, including minorities and those living with disability, can participate and share feedback related to their specific needs. For example, to ensure children and parents and those with low literacy skills can understand the information provided, a simple language with visuals will be used. For those that are hard of hearing or deaf, printed materials will be used, and for visually impaired children and parents, audio messaging and printed materials with larger fonts and braille (where possible) will be used.

Focus group discussions will ensure the equal representation of girls, boys, men and women, displaced and host communities, and minorities. Separate groups will be held so that girls feel comfortable talking about their interests and needs. Different forms of communication and dialogue will be used in consideration of distancing measures taken to limit the spread of COVID.

Accountability and learning activities will include:

- The establishment of feedback mechanisms starting with kick-off meetings with communities to identify their preferred method of communication. Ongoing feedback mechanisms such as hotlines, comment boxes, focus group discussions with children and other beneficiaries will use participatory, gender-sensitive and child-centred methods.
- Yearly dissemination of best practices will be conducted through workshops and lessons learned webinars to promote continuous improvement and learning opportunities for all stakeholders. This will include organising yearly workshops, webinars and production of lessons learned documents based on case studies.

Lead Grantee for reporting: Save the Children

4.2 Learning Outcome Measurement

The MYRP learning outcome measurement will be determined through an inclusive multi-stakeholder process, with representation from local civil society, educators themselves, the Ministry of General Education and Instruction, and data and research organizations like UNESCO. A group of experts from these areas will be brought together to discuss the *purpose* of the learning outcome measurement. All discussion of the tools to be used will only occur once the purpose of the measurement is well-defined. This will ensure that those learning outcome measurement tools can be selected or developed based on the best fit for purpose.

The process will begin with a mapping of the existing learning outcome measurements in South Sudan. This will be conducted to determine what drives learning in South Sudan and what gaps in understanding the MYRP can help to

³⁷ IASC Task Force on Accountability to Affected People: <https://interagencystandingcommittee.org/iasc-task-force-on-accountability-to-affected-people-closed>.

³⁸ [The Core Humanitarian Standard on Quality and Accountability](#).

³⁹ IASC Best Practice Guide Inter-Agency Community-Based Complaints Mechanisms (2016):

<https://interagencystandingcommittee.org/accountability-affected-populations-including-protection-sexual-exploitation-and-abuse/documents-50>.

⁴⁰ IASC Six Core Principles Relating to Sexual Exploitation and Abuse (2019): <https://interagencystandingcommittee.org/inter-agency-standing-committee/iasc-six-core-principles-relating-sexual-exploitation-and-abuse>.

fill. Teachers, as the keystone to learning, will be engaged directly in this design process through the engagement of the Forum for African Women Educationalists (FAWE) and LFTW. The learning outcome measurement, in whatever form it takes, will help education actors in South Sudan to better understand achievement in literacy and numeracy, as well as particularly important SEL outcomes. The process, including the consultations with the expert committee and the mapping itself, will be funded through the learning outcome measurement output (2.4) alongside the tools and the measurement itself.

5. Implementation Arrangements

5.1 Governance Structure of the MYRP

The South Sudan Education Cluster, an open forum for education and education in emergencies practitioners, will continue to monitor and guide the implementation of the MYRP. The Cluster played a critical role in the development of the programme and will continue to do so during its implementation. However, for purposes of decision-making, a MYRP Steering Committee has been formed to guide implementation from a strategic level.

Importantly, considering the involvement of GPE in the development of the MYRP, and their contribution to its implementation through accelerated funding, MYRP grantee will coordinate closely with the GPE grant agent alongside the GPE coordinating agencies, FCDO and USAID.

Building off the lessons learned in the 2019 MYRP, the MYRP Steering Committee will act as the in-country strategic leadership and consultative decision-making body for the MYRP in South Sudan. The Committee will ensure transparency and rigor of decision-making throughout the implementation and delivery of the programme. As such, the Committee will work closely with the grantees and subgrantees to ensure that programming adheres to agreed standards including those of ECW, the SPHERE Core Humanitarian Standards, and the International Network for Education in Emergency (INEE) minimum standards. The Committee will also be responsible for providing timely feedback for remedial actions, lessons learned or best practices to support MYRP resource mobilisation.

The MYRP Steering Committee will be chaired by the Ministry of General Education and Instruction, comprised of:

- Grantees (Save the Children, NRC and FCA) (3)
- The Education Cluster leads (2)
- OCHA (1)
- National Education Coalition (1)
- The World Bank (1)
- NGO Forum (1)
- Donors (3): FCDO, EU, USAID
- GLO (Plan International) (1)

Each member will have an independent vote to validate or approve decisions on the direction of the MYRP implementation. The Committee will attempt to have an equal number of men and women representatives.

As the GLO, Plan International is responsible for strengthening capacity around gender and advising all partners on how to implement gender responsive and, where possible, gender transformative programming. In the context of the MYRP Steering Committee, Plan International will ensure that all reviews, evaluations, and programming discussions include proper gender insight. Similarly, it will play an important role in mobilizing and improving partner capacity on providing an equitable response for girls and boys with disabilities.

Along with continued collaboration with the Education Cluster, the Committee will coordinate closely with the GPE coordinating agencies and GESS. Coordination with these flagship programmes represents a crucial link between humanitarian and development priorities. The engagement of partners who sit in both humanitarian and development coordination structures will establish further coherence between humanitarian action and development imperatives.

The MYRP Steering Committee will meet at least every six months under the leadership of Ministry of General Education and Instruction to discuss progress and challenges related to all aspects of the programme. When relevant, the Committee may invite additional actors from Education Donor Group and other sectors to ensure continuous dialogue and better coordination between grantees, implementing partners, other education actors, and across sectors in South Sudan. Further details on the specific roles and accountabilities of grantees and implementing partners can be found here: <https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:7c7d6a42-7cbf-3508-b94b-5f2f3293b211>

5.2 Grantee Selection Process

The grantee selection process in South Sudan was an open and transparent process, guided by a strong and representative in-country Grantee Selection Committee. The Grantee Selection Committee was chaired by the Ministry of General Education and Instruction and included the National Education Coalition, the South Sudan NGO Forum, FCDO, and UN Women. MoGEI set the course for the group, defining priorities based largely on experience with the 2019 MYRP. The National Education Coalition, along with the South Sudan NGO Forum, provided strong and constituent representation for civil society. FCDO was valuable for their insight as a key donor with significant interest and experience in South Sudan, including the original MYRP, while UN Women acted as the gender lead to ensure that the selected grantees would bring strong gender approaches.

The Expression of Interest (Eol) phase of the selection process was used to determine eligibility and to ensure that only the most likely, qualified, and capable organizations moved to the application stage. This initial phase was used to keep the process focused while respecting the time of partners who would be unlikely to succeed in the full application phase.

The Eol phase was launched on 2 November as an [online survey](#). The primary focus of the survey was to determine the ability for partners to implement the MYRP (i.e., legal status, access, presence), technical experience (i.e., education in emergencies, participation in coordination), and institutional capacity (i.e., management of subgrantees, capacity to receive and disburse large amounts of funding). 38 Eols were received, all of which were reviewed and scored by the GSC. The GSC determined that partners receiving an average score higher than 3 out of 5 would be the most likely to be successful and were therefore eligible to pass into the full application phase. Eight partners were deemed eligible by the GSC to move on to the full application phase.

Organizations that were deemed eligible to apply were informed and simultaneously provided the application materials for the full application on 14 December. Included in the package shared with partners were the scoring requirements that informed the partners of exactly how many points were available for each question. Detailed information on how to form a consortium was provided in the application materials. It was further shared that the intent of the application process was to find one to a maximum of three grantees. The application materials added to the information shared in the Eol with further details requested on how the applicant intended to carry out the role of grantee. The application included sections on the proposed education approach, the consortium approach, and information on M&E, scale-up and child safeguarding. Five full applications were received by the GSC who then scored the applications based upon the agreed scoring criteria. Based on this scoring, Save the Children, NRC and FCA were selected as grantees.

5.3 Child Safeguarding & PSEA/PSH

The MYRP has been designed with respect to children, vulnerable adults and staff safeguarding concerns. As such, the MYRP Steering Committee is fully committed to child and adult safe programming, ensuring that children and vulnerable adults are not deliberately or inadvertently harmed. The protection and provision of safe and equitable services/solutions for girls, adolescent girls, children, vulnerable adults, and communities living with disabilities with particular attention and enhanced safeguarding function as part of MYRP implementation.

A. Child Safeguarding (including PSEAH)

As per the applicable child safeguarding policy, the MYRP Steering Committee will ensure that specific measures on awareness, risk management plan and accountability mechanisms are in place to prevent, report, and respond to any child and adult safeguarding concerns. It is the grantees' individual and collective responsibility to ensure all children are protected from deliberate or unintentional acts that lead to the risk of, or actual harm caused by staff, partners, representatives, volunteers, and contractors.

All programme components have been designed with incorporated child and adult safeguarding measures. Each of the grantees has robust safeguarding policies, codes of conduct and procedures in place, which apply to all their staff and associates. These requirements are also included in their respective agreements with implementing partners and contracts with consultants, vendors, and suppliers. Where necessary, contracts include translated versions of the relevant safeguarding policies, and must be signed to acknowledge their requirements. Both grantees and subgrantees are responsible to protect all persons, both children and adults, from any harm as a result of programming or operations. As grantees, Save the Children, NRC and FCA are also responsible for ensuring that their implementing partners have the capacity and mechanisms in place to implement applicable safeguarding

measures. This means ensuring that all staff or volunteers, as well as anyone associated or involved with implementation of MYRP programming, completes child and adult safeguarding mandatory training. Each grantee will maintain full responsibility and accountability for ensuring that its implementing partners have and implement robust safeguarding policies and procedures through the course of the programme. Each grantee will also be charged with assuring that their partners have adequate human capacity to ensure child and adult safeguarding, and to provide further capacity development support should gaps be identified.

As part of the MYRP development process, the grantees each established risk matrices that lay out individual risk mitigation measures. An overall risk matrix has also been established to ensure a harmonised approach to, and understanding of, the child and adult safeguarding demands of the MYRP and its funders. As part of these mitigation measures, grantees are required to request evidence of safeguarding policies and procedures from their subgrantees before signing grant agreements. These policies must include safe recruitment practices, codes of conduct for child safeguarding and PSEA/PSH, and comprehensive reporting, referral and disciplinary procedures. The grantees will also ensure that specific risk mitigation measures are used by implementing partners to safeguard children, vulnerable adults, and communities living with disabilities, including through activity and site-specific protocol as necessary.

Each grantee and subgrantee will establish a safeguarding referral policy with focal points identified within each agency for safe, ethical and accessible referrals and follow-ups. Safe, accessible and alternate reporting mechanisms will be established by the consortium leads in each state. Children and communities will be involved in the design of the mechanisms and informed as to how they can share their concerns/feedback. It will be made clear to children and communities exactly what their rights are, what measures will be taken to ensure their protection and what type of behaviour they can expect from the staff of grantees and implementing partners.

Safeguarding concerns will be investigated in a timely, confidential, and safe manner. All reports will be recorded in accordance with data privacy best practices and monitored to track trends and identify opportunities to improve the organisational practices. All information will be used to strengthen programme implementation to ensure that children, youth, and vulnerable adults are safeguarded.

B. Adult Safeguarding: Safeguarding Adults from Vulnerable Communities (Protection from Sexual Exploitation, Abuse and Sexual Harassment)

Each grantee has robust strategies, policies, and procedures in place to ensure protection from sexual exploitation and abuse, and sexual harassment of girls and boys of all ages (under CSG policy), as well as adults (separately under PSEAH). The grantees will follow the same approach as with child safeguarding, ensuring that all implementing partners have and implement similarly strong strategies, policies, and procedures to protect against sexual exploitation, abuse, and harassment. Grantees will work with implementing partners to address any capacity gaps in implementing these procedures, and to put in place mitigation measures. This includes ensuring mechanisms are in place so that they can safely refer victims to specialised services including MHPSS and health services.

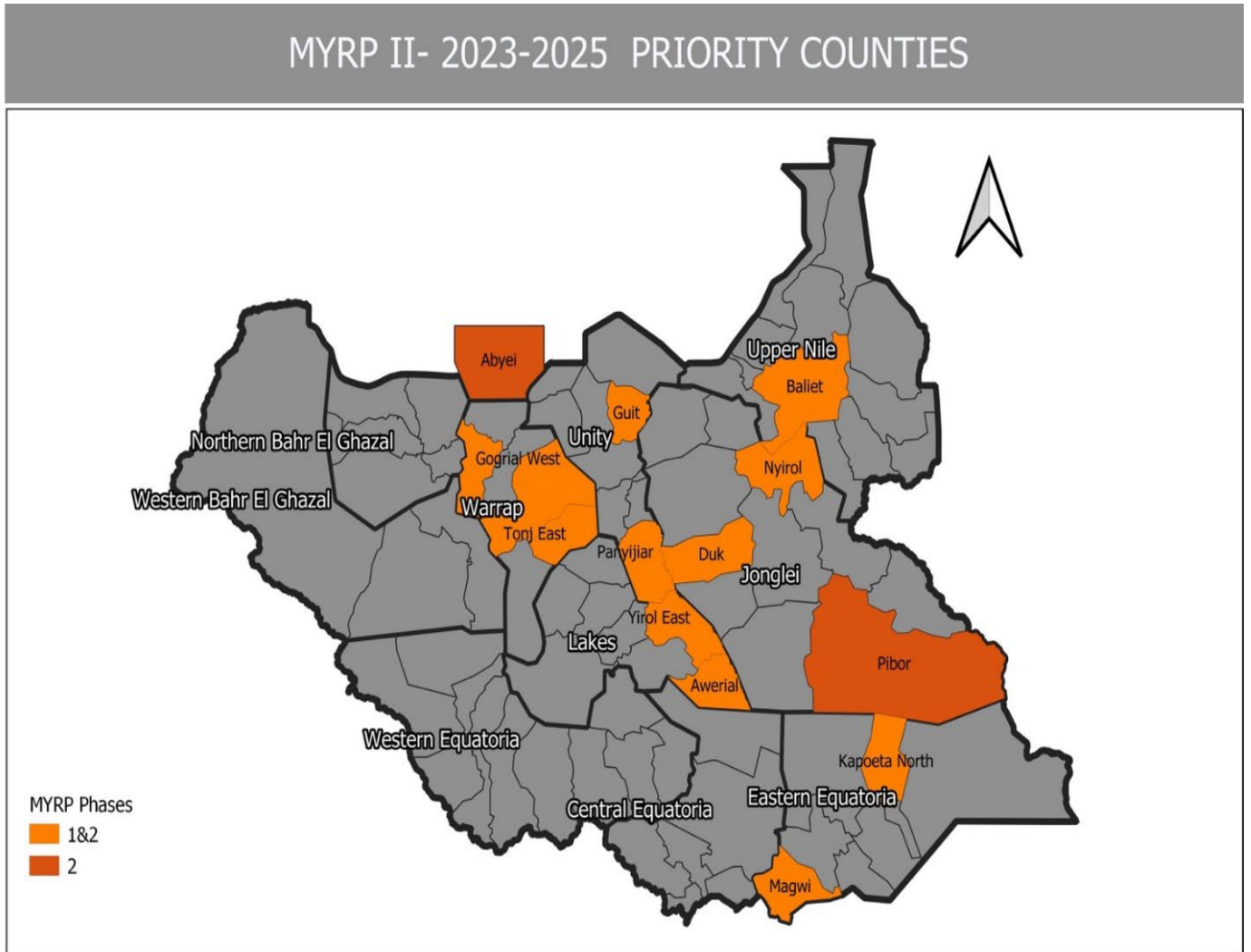
The grantees are aware that employees and other representatives working for or on behalf of the organisation frequently work in situations where they are in positions of power and where they are granted high levels of trust (in relation to the people we are trying to reach, vulnerable adults, vulnerable communities, as well as non-vulnerable individuals, other organisations, and one another). This power and trust must never be abused and everyone in the programme has an obligation and responsibility to maintain the highest professional and ethical standards in their day-to-day conduct. Additional care will be taken to protect communities, especially vulnerable adults, from unnecessary exposure via programme communications. All external communications will be vetted to ensure that beneficiaries and their communities are not unnecessarily exposed. Further, each implementing partner will be required to implement strict data security measures that backs up critical information in safe storage locations and encrypts any information that may put beneficiaries or their communities at risk.

C. Staff Safeguarding: Anti-Harassment, Intimidation and Bullying

Each grantee and its implementing partners must reinforce key messages and expectations to ensure a safe and trusted working environment for all staff and volunteers by explicitly stating that any form of harassment, intimidation, bullying, physical and sexual violence, and exploitation is not to be tolerated. Indeed, all forms of harassment, sexual harassment, bullying, and intimidation are deemed disciplinary offences and, depending on the seriousness of the incident, may result in summary dismissal. Certain behaviours may also constitute unlawful discrimination or a criminal or civil offence under applicable law. Each grantee must ensure that its implementing partners have relevant codes of conduct and policies in place protecting their staff and volunteers.

6. Annexes

Annex A: Map



The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by the UN

Production date: 16-December-2022
Data sources: SSEC Partners

Annex B: MYRP and Seed Funding Budget

MYRP OVERALL BUDGET				
South Sudan				
	Year 1	Year 2	Year 3	TOTAL
PROGRAMME COSTS				
Outcome 1: Safe, equitable, gender transformative, and uninterrupted access to protective and quality learning opportunities increase for crisis-affected girls and boys including those with disabilities	\$ 5,800,000	\$ 4,000,000	\$ 3,500,000	\$13,300,000.00
Outcome 2: The quality of teaching and learning is improved in crisis-affected communities through inclusive and gender transformative approaches	\$ 6,400,000	\$ 4,500,000	\$ 4,050,000	\$14,950,000.00
Outcome 3: Education becomes more inclusive through comprehensive, gender transformative and disability inclusive strategies	\$ 4,800,000	\$ 3,300,000	\$ 3,000,000	\$11,100,000.00
Outcome 4: The education system becomes more responsive and resilient to the impacts of crisis through improved data for decision-making, strengthened coordination, and meaningful engagement of local actors	\$ 7,080,000	\$ 4,950,000	\$ 4,460,000	\$16,490,000.00
Outcome 5: Sufficient resources are mobilized to scale the implementation of the multi-year programme, respond to cyclical and new crises, build sector capacities, and monitor programme quality	\$ 325,000	\$ 225,000	\$ 203,000	\$753,000.00
Sub-total for Programme Costs	\$ 24,405,000	\$ 16,975,000	\$ 15,213,000	\$56,593,000.00
OPERATIONAL COSTS				
Sub-total for Operational Costs	\$ 4,500,000	\$ 4,500,000	\$ 4,499,500	\$ 13,499,500
Total for Programme and Operational Costs	\$ 28,905,000	\$ 21,475,000	\$ 19,712,500	\$ 70,092,500
Programme Support Costs (@7%)	\$ 2,024,000	\$ 1,504,000	\$ 1,379,500	\$ 4,907,500
GRAND TOTAL	\$ 30,929,000	\$ 22,979,000	\$ 21,092,000	\$ 75,000,000

ECW SEED FUNDING BUDGET

South Sudan

	Year 1	Year 2	Year 3	Total
PROGRAMME COSTS				
Outcome 1: Safe, equitable, gender transformative, and uninterrupted access to protective and quality learning opportunities increase for crisis-affected girls and boys including those with disabilities	\$ 3,153,381	\$ 2,573,810	\$ 1,650,517	\$ 7,377,707
Output 1.1: Rehabilitation, improvement, and protection of learning spaces with gender responsive WASH facilities including space for changing and breastfeeding, MHM, and physical access support for girls and boys with disabilities	\$ 1,112,864	\$ 573,293	\$ -	\$ 1,686,157
Output 1.2: Provision of formal education with attention given to strategies for retention and transition to secondary education focusing on girls	\$ 657,200	\$ 657,200	\$ 307,200	\$ 1,621,600
Output 1.3: Support to enroll out of school children in the Alternative Education System and to support their transition to formal education	\$ 119,000	\$ 119,000	\$ 119,000	\$ 357,000
Output 1.4: Strategic support to enroll pregnant girls and young mothers in the Alternative Education System, and to support their transition to formal education	\$ 233,917	\$ 233,917	\$ 233,917	\$ 701,750
Output 1.5: Establishment and strengthening of multi-sectoral referral pathways, including with protection, GBV, and health actors, to prevent and respond to protection, health and MHPSS risks and incidents	\$ 536,200	\$ 496,200	\$ 496,200	\$ 1,528,600
Output 1.6: Distribution of mobility and assistive devices for girls and boys with disabilities	\$ 494,200	\$ 494,200	\$ 494,200	\$ 1,482,600
Outcome 2: The quality of teaching and learning is improved in crisis-affected communities through inclusive and gender transformative approaches	\$ 4,872,540	\$ 1,532,540	\$ 1,517,540	\$ 7,922,620
Output 2.1: Gender-responsive and disability-inclusive teacher professional development including training on MHPSS, protection, and climate readiness, as well as wellbeing	\$ 1,040,740	\$ 990,740	\$ 990,740	\$ 3,022,220
Output 2.2: Distribution of teaching and learning materials, including textbooks, and adaptive learning materials for girls and boys with disabilities	\$ 3,455,000	\$ 185,000	\$ 110,000	\$ 3,750,000
Output 2.3: Life-skills and SEL for adolescent girls, young mothers, and pregnant girls, and comprehensive sexuality education for all	\$ 298,800	\$ 298,800	\$ 298,800	\$ 896,400
Output 2.4: Learning outcome measurement addressing the gaps identified, and using the tools and lessons learned of the 2019 MYRP	\$ 78,000	\$ 58,000	\$ 118,000	\$ 254,000
Outcome 3: Education becomes more inclusive through comprehensive, gender transformative and disability inclusive strategies	\$ 1,994,863	\$ 1,944,863	\$ 1,881,863	\$ 5,821,590
Output 3.1: Support the rollout of the MoGEI MHM Strategy including the replenishment and distribution of dignity kits, training on MHM for adolescent girls	\$ 1,216,000	\$ 1,191,000	\$ 1,181,000	\$ 3,588,000
Output 3.2: Inclusive GBV risk mitigation strategy implemented through capacity strengthening for educators, PTAs/SMCs, and education partners	\$ 134,000	\$ 134,000	\$ 76,000	\$ 344,000
Output 3.3: Comprehensive community mobilization campaigns to improve awareness of education pathways for out-of-school girls and boys, and acceptance of the right to education for girls, including married and pregnant girls, and young mothers, those with disabilities, and other marginalized populations	\$ 522,863	\$ 497,863	\$ 502,863	\$ 1,523,590
Output 3.4: Interim supports to encourage the recruitment and retention of female teachers	\$ 122,000	\$ 122,000	\$ 122,000	\$ 366,000
Outcome 4: The education system becomes more responsive and resilient to the impacts of crisis through improved data for decision-making, strengthened coordination, and meaningful engagement of local actors	\$ 2,922,932	\$ 2,954,932	\$ 2,938,932	\$ 8,816,797
Output 4.1: Flexible funding is available, and partners conduct preparedness and prepositioning exercises to respond rapidly to the new and cyclical impacts of climate change, conflict, and insecurity	\$ 1,760,667	\$ 1,792,667	\$ 1,776,667	\$ 5,330,000
Output 4.2: Support for coordinated data production, analysis, and dissemination among education actors to build a shared understanding of education needs for crisis-affected children	\$ 472,133	\$ 472,133	\$ 472,133	\$ 1,416,400
Output 4.3: Human, technical, and financial support to improve emergency coordination and response capacity among education actors, authorities, and flagship programmes at the Payam, county, state, and national levels	\$ 58,333	\$ 58,333	\$ 58,333	\$ 175,000
Output 4.4: Institutional and technical capacity strengthening for local actors with special attention to women-led and disability focused organizations to ensure their sustainability, accountability, and leadership in humanitarian response	\$ 631,799	\$ 631,799	\$ 631,799	\$ 1,895,397
Outcome 5: Sufficient resources are mobilized to scale the implementation of the multi-year programme, respond to cyclical and new crises, build sector capacities, and monitor programme quality	\$ 146,000	\$ 146,000	\$ 146,000	\$ 438,000
Output 5.1: Resources Mobilization	\$ 146,000	\$ 146,000	\$ 146,000	\$ 438,000
Sub-total for Programme Costs	\$ 13,089,716	\$ 9,152,146	\$ 8,134,852	\$ 30,376,715
OPERATIONAL COSTS				
Sub-total for Operational Costs	\$ 2,335,488	\$ 2,335,488	\$ 2,335,488	\$ 7,006,463
Total for Programme and Operational Costs	\$ 15,425,204	\$ 11,487,634	\$ 10,470,340	\$ 37,383,178
Programme Support Costs (@7%)	\$ 1,079,764	\$ 804,134	\$ 732,924	\$ 2,616,822
GRAND TOTAL	\$ 16,504,968	\$ 12,291,768	\$ 11,203,264	\$ 40,000,000

Children and adolescents to be reached

CHILDREN AND ADOLESCENTS REACHED JOINTLY <input type="checkbox"/>													
TOTALS		135,000 TARGET		AUTO				AUTO				MANUAL	
		CHILDREN AND ADOLESCENTS REACHED		Grant reference number: AUTO (for individual reporting only)		GRN Pending		Grantee organization: (auto)		Multiple Grantees		Date of reporting update: (dd-mmm-yy)	
LEVEL OF EDUCATION AND SEX BREAKDOWN													
				Pre-Primary		Primary		Secondary		Unknown level of education		Total	
				F	M	F	M	F	M	F	M	Total	
FORMAL EDUCATION													
Number of girls, boys, and adolescents (3-18 years old) reached with ECW assistance through formal education	Refugee	Target										-	
		Reached										-	
	IDP	Target	2,159	1,351	4,859	3,240	1,215	676			8,233 (61%)	5,267	13,500
		Reached											
	Other affected populations (including Host populations)	Target	12,151	9,451	37,125	23,625	12,151	8,095			61,427 (60%)	41,171	102,598
		Reached											
	Type of beneficiary unknown (choose only if you don't know the category of beneficiaries)	Target											-
		Reached											-
	TOTAL	Target	14,310	10,802	41,984	26,865	13,366	8,771	-	-	69,660 (60%)	46,438	116,098
		Reached	-	-	-	-	-	-	-	-	-	-	-
	Children with disabilities (cross-cutting: for all type of beneficiaries)	Target	1,418	1,080	4,199	2,687	1,337	891			6,954 (60%)	4,658	11,612
		Reached											
NONFORMAL EDUCATION													
Number of girls, boys, and adolescents (3-18 years old) reached with ECW assistance through non formal education	Refugee	Target										-	
		Reached										-	
	IDP	Target			1,080	676	541	405			1,621 (60%)	1,081	2,702
		Reached											
	Other affected populations (including Host populations)	Target			6,480	4,320	3,241	2,159			9,721 (60%)	6,479	16,200
		Reached											
	Type of beneficiary unknown (choose only if you don't know the category of beneficiaries)	Target											-
		Reached											-
	TOTAL	Target	-	-	7,560	4,996	3,782	2,564	-	-	11,342 (60%)	7,560	18,902
		Reached	-	-	-	-	-	-	-	-	-	-	-
	Children with disabilities (cross-cutting: for all type of beneficiaries)	Target			756	500	378	257			1,134 (60%)	757	1,891
		Reached											

Annex D: IASC Gender and Age Marker (GAM)

To access the IASC Gender and Age Marker, please click on the following link:
<https://shared-assets.adobe.com/link/aefa9698-ee3c-45b3-43eb-56758fd21240>

Annex E: Risk assessment matrix

To access the MYRP and individual grantee risk assessment matrices, please click here. Please note that each risk assessment matrix will be updated prior to the start of implementation

MYRP

<https://shared-assets.adobe.com/link/b58ba640-f34b-4b28-685f-de17ce90f42d>

Save the Children

<https://shared-assets.adobe.com/link/f4e1e865-7b34-4ca8-7205-da68f134c187>

Finn Church Aid

<https://shared-assets.adobe.com/link/b41bf7bd-768a-4387-7cd4-5cb760b07732>

Norwegian Refugee Council

<https://shared-assets.adobe.com/link/28368ee1-38d6-40db-4136-5d901c2f364e>