

THE EUROPEAN UNION EMERGENCY TRUST FUND FOR STABILITY AND ADDRESSING THE ROOT CAUSES OF IRREGULAR MIGRATION AND DISPLACED PERSONS IN AFRICA

1. IDENTIFICATION

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|---|--|--------------------------|------------------------------|----------------------------|
| Title | Reference : T05-EUTF-HOA-SS-75 OutReach – Support to education of children and young people in South Sudan, in particular in hard to reach areas | | | |
| Zone benefitting from the action / Localisation | South Sudan countrywide | | | |
| Total cost | Total estimated cost: 15 000 000 EUR Total amount drawn from the Trust Fund: 15 000 000 EUR | | | |
| Aid modality(ies) and implementation modality(ies) | Direct Management through procurement of services, grants Indirect Management through a Contribution Agreement | | | |
| DAC – codes | 11110 Education policy and administrative management / 11120 Education facilities and training / 11130 Teacher training / 11220 Primary education / 11182 Educational research / 11320 Secondary education | | | |
| Main delivery channels | Non-governmental organisations (NGOs) and civil society – 20000 / International NGOs – 21000 / Donor-country-based NGO – 22000 / Developing country-based NGO – 23000 / UN – 41000 / Private sector institution – 60000 / Private sector in provider country - 61000 | | | |
| Markers | Policy objectives | Not targeted | Significant objective | Principal objective |
| | Participatory development / good governance | X | <input type="checkbox"/> | <input type="checkbox"/> |
| | Aid to environment | X | <input type="checkbox"/> | <input type="checkbox"/> |
| | Gender equality and empowerment of women and girls | <input type="checkbox"/> | X | <input type="checkbox"/> |
| | Trade development | X | <input type="checkbox"/> | <input type="checkbox"/> |
| | Reproductive, maternal , newborn and child health | X | <input type="checkbox"/> | <input type="checkbox"/> |
| | Disaster risk reduction | X | <input type="checkbox"/> | <input type="checkbox"/> |
| | Nutrition | X | <input type="checkbox"/> | <input type="checkbox"/> |
| | Disability | X | <input type="checkbox"/> | <input type="checkbox"/> |
| | Rio Markers | Not targeted | Significant objective | Principal objective |
| | Biological diversity | X | <input type="checkbox"/> | <input type="checkbox"/> |
| | Combat desertification | X | <input type="checkbox"/> | <input type="checkbox"/> |
| | Climate change mitigation | X | <input type="checkbox"/> | <input type="checkbox"/> |
| | Climate change adaptation | X | <input type="checkbox"/> | <input type="checkbox"/> |
| | Migration marker | X | <input type="checkbox"/> | <input type="checkbox"/> |
| SDG | Goal 4: Quality Education | | | |
| Valetta Action | 1. Development benefits of migration and root causes of irregular migration | | | |

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|---|---|
| Plan Domains | |
| Strategic objectives of the Trust Fund | 2. Strengthening resilience of communities and in particular the most vulnerable, as well as refugees and displaced people (IDPs) |
| Beneficiaries of the action | <p>Target groups: approximately:</p> <ul style="list-style-type: none"> • 1,750 qualified teachers who will be deployed in hard to reach areas of South Sudan; approximately • 5,500 local volunteer/non and underqualified teachers in hard to reach areas; • staff in the Ministry of General Education and Instruction; • 30,000 primary school teachers countrywide (exceptional and <i>una tantum</i> provision of incentives previously disbursed under EUTF project ‘IMPACT’ to teachers country-wide in South Sudan) <p>Final beneficiaries: approximately:</p> <ul style="list-style-type: none"> • 87,500 girls and boys, including displaced youth, in hard to reach areas of South Sudan whose right to primary and secondary education is at risk; • 1,500,000 primary school students countrywide (exceptional and <i>una tantum</i> provision of incentives previously disbursed under EUTF project ‘IMPACT’ to teachers country-wide in South Sudan) |
| Derogations, authorized exceptions, prior agreements | Event to be reported 20.b and 21 |

2. RATIONALE AND CONTEXT

2.1. Summary of the action and its objectives

In support of the September 2018 revitalised peace agreement, the Action aims at strengthening the education sector in South Sudan, in particular in hard to reach areas. This project will increase the primary and secondary education opportunities for 87,500 children in hard to reach areas of South Sudan. To achieve the objective, the action will

- motivate and assist teachers through training and incentives;
- strengthen public education governance, policy development and human resources information management.
- encourage the teachers receiving incentives under the EUTF education project's 'IMPACT' to return to school after re-opening (schools closed down as response to the corona virus)

The EU's support is envisaged to cover the school years 2020 and 2021 and will be aligned to the Government's General Education Strategic Plan (2017-2022), contributing directly to the education program funded by the Global Partnership of Education (2019-2022).

In line with a rights based approach, the action will be implemented in an inclusive and equitable manner, thus the selection of sites and of the teachers will be conflict-sensitive and will reflect a balanced gender, geographical and ethnical distribution.

The **intervention logic** is that a prosperous and stable South Sudan can be built only starting from a better educated population. By reducing the drop-out rates and the number out-of-school children and increasing equal access for all children to quality education, the action will contribute to a population less prone to resort to migration and violent coping strategies.

The **geographic scope** of the action is countrywide, with a particular focus on hard to reach areas with high concentrations of out-of-school children, as identified in the Global Partnership for Education II program.

South Sudan does not have access to programmable bilateral resources from the 11th European Development Fund and hence relies on other sources of funding such as the EUTF. This action is justified under the EUTF as it aligns with one of the key priority criteria (Essential stabilisation efforts in Somalia, Sudan and South Sudan) set for the EUTF Horn of Africa window by the EUTF Strategic Board in April 2018 and due to the allowance of needed swift and adaptable response and implementation.

2.2. Context

2.2.1. National context

At least three generations of people in South Sudan experience chronic insecurity as a result of repeated wars and conflicts at multi levels. Almost 4 million people – nearly one in three – are displaced. This includes 1.9 million who are internally displaced and 2 million South Sudanese who sought refuge in neighbouring countries. Half the population, 6.1 million people, are severely food insecure and 7 million are in need of humanitarian assistance.

On 12 September 2018, the parties signed the Revitalised Agreement on the resolution of Conflict in South Sudan (R-ARCSS). This marked the end of a process to revitalise the 2015 Agreement on the Resolution of Conflict in South Sudan (ARCSS), led by the Intergovernmental Authority on Development (IGAD). There is broad acknowledgement that this is the only deal on the table and that there is a need to engage constructively in encouraging implementation. There has been some progress in term of implementation, most notably the ceasefire is being largely respected, some high profile political prisoners have been released, some members of the opposition have returned to Juba and, regular meetings of the peace process various institutions and mechanisms are taking place and some key appointments have been made in the transitional government of national unity (established on 22 February 2020). That said, there has been limited progress on challenging issues, including security sector reform, and most notably in the area of cantonment, ~~state boundaries~~ and transparency and accountability on the management of the country's economy and resources. Security issues continue to make South Sudan a challenging operating environment.

2.2.2. Sector context: policies and challenges

South Sudan is a signatory to the 2030 Agenda for Sustainable Development and is hence committed to achieving the Sustainable Development Goal 4 "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". It has also ratified (2015) the Convention on the Rights of the Child, which recognizes education as a legal right

to every child on the basis of equal opportunity. At regional level, South Sudan signed the Djibouti Declaration¹ (14 December 2017), which commits IGAD member States to integrating refugees and IDPs into national education systems with support from the international community. Girls' and women's right to education is a central obligation of the Convention on the Elimination of All Forms of Discrimination against Women that South Sudan has ratified (2015).

The Government formulated a new General Education Sector Plan (GESP 2017-2022), which provides for a national roadmap to implement the National General Education Policy 2017-2027 and the General Education Act 2012. The sector plan aims at achieving four priorities: increase equitable access to general education, improve the quality of general education, enhance the management capacity of the education administration and ensure access to Technical and Vocational Education and Training opportunities (TVET). Education is also mentioned as part of the basic services key outcome within the National Development Strategy 2018-2021.

While highly ambitious, the implementation of the GESP is hampered by insufficient financial resources, even though the budget allocation has doubled in 2018/19². Its implementation is also hindered by weak capacity of the former Ministry of General Education and Instruction to coordinate effectively the partners in the education sector and make sure that different education interventions contribute to the targets of the General Education Sector Plan, which is critical to improve aid effectiveness. Security challenges also hinder the plan's implementation at especially local level.

In addition, the Corona virus threat (with cases recently confirmed in South Sudan) puts additional pressure on available resources of the recently formed new unity government, the latter being already confronted with the following ongoing challenges:

- the unresolved issues related to its conflictual past
- the recent substantial fall of the oil price (amongst others Corona-related) that will channel substantially less funds to the national budget (the latter almost completely dependent on oil reserves)
- the provision of peace dividends of the fragile peace in South Sudan

In the current context, it is highly unlikely that education will be prioritised in the short term at South Sudanese Government level.

Access to education remains a significant challenge in South Sudan in the context of protracted conflicts.

In 2018, at least 2.2 million children in South Sudan were estimated to be out of school³. Based on projections, this number could easily increase to 2.4 million by 2020, if no action is taken. South Sudan has one of the highest rates of out of school children (OOSC) in the world, an issue which is compounded by the late entry to primary school. Nearly 75 % of six-year-olds and 59 % of seven-year-olds were not attending school⁴. OOSC rates steadily increase as children reached adolescence, ages 12-17. There are multiple barriers that exclude

¹ <https://igad.int/attachments/article/1725/Djibouti%20Declaration%20on%20Refugee%20Education.pdf>

² <http://documents.worldbank.org/curated/en/928961533737855697/South-Sudan-economic-update>.

³ UNESCO Global Initiative on Out of School Children, Country Study, May 2018

⁴ According to the World Bank's High Frequency Survey (HFS) in 2015 that captured attendance rates by level and sex based on data from the six former states,

children from education, such as lack of qualified teachers and schools in remote areas, destruction of school infrastructure, socio-cultural belief and practices, including those that devalue education for girls or put children to work at a young age. South Sudan's OOSC are being excluded from education due to complex, inter-connected environmental, supply and demand-side, and quality related factors.

In addition, regardless of age, boys and girls have an unequal chance to attend school with the proportion of boys attending school being higher above that of the girls across all age groups (and most pronounced at ages 16-17). Girls also tend to reach secondary school later than boys (while 10.6% of boys were in secondary school at age 16, only 1.3% of sixteen-year-old girls were in secondary school; at age 17, 8.7% of boys were enrolled in secondary and 2.6% of girls). According to the UNICEF, at greater risk of being out of school in addition to girls are IDPs, children with special needs or disabilities and pastoralists⁵. A large number of students leave school without a minimum mastery of literacy and numeracy skills.

The system is marked by important disparities between and within states in the provision of schools and enrolment coverage. Whilst the whole of the country has been affected by the previous conflicts the situation is particularly critical in the northern states, which have witnessed significant disruptions in service delivery, due to conflicts, rapid economic deterioration in 2016 and severe droughts. Access to primary varies from 38% in Jonglei to 17% in Northern Bahr el Ghazal. While disparities prevail throughout the cycles, they tend to narrow from access to P1 through to secondary completion. The gap (i.e.: the difference between the lowest and highest) reaches 38 percentage points in primary completion, compared to 24 percentage points in access to secondary and 14 percentage points in the completion of the secondary cycle. Here again, central-southern and western states tend to perform better. The northern states display particularly low values as far as secondary completion is concerned.

Only 25% of primary classrooms are in permanent structures, 30% in semi-permanent structures (mud, thatch, or grass), 10% under a roof, 2% in tents and 33% are held in the open air⁶. 32% of the primary schools have access to water and 9% to a health centre and only 58% have a playground. At the secondary level, access to facilities is better: 83% of schools have access to water and 88% have toilets.

In 2015, according to EMIS, the education system in South Sudan consisted of 37,500 teachers, of which 26,400 (64%) were working in government schools. Sixty percent of teachers held a permanent appointment, ranging from 59% in primary to 73% in secondary. Females account for a very small share of teachers, occupying only 14% of teachers in primary and 11% in secondary. These proportions have barely changed since 2009.

The current teacher salary structure, cessation of promotion and pay increases since 2007, low salaries and delayed salary payments make the teaching profession unattractive and are jeopardizing the delivery of quality education. Teacher salaries are lower than police, military personnel, and security guards after these latter professions have recently received large pay increases. Teacher attrition (14%) is high and mainly driven by low wages and poor motivation.

⁵ https://www.unicef.org/southsudan/education_action.html

⁶ General Education Strategic Plan 2017-2022, data for year 2017

In terms of **quality of education**, South Sudan's first national curriculum was developed in October 2015, and started to be implemented in the 2018 school year.

Teachers' capacity to address issues in early grade literacy and numeracy is limited. Teachers are not taught how to teach literacy and numeracy in either mother tongue or English, the official language of instruction. Therefore, teachers' capacity to address issues in early grade literacy and numeracy is limited.

The use of English as the language of instruction continues to be problematic in terms of finding qualified teachers, especially in the North, where the majority of teachers are of Arabic background. Unfortunately, the current teacher training system, both in- and pre-service, cannot meet the needs. The lowest shares of qualified primary teachers are in Unity (18%) and Upper Nile (22%) while in Western and Central Equatoria half of primary teachers are qualified (GESP).

Furthermore, there is a tendency to assign the least qualified teachers to lower grades, where foundations are being built, further harming early learning. In 2015, only 41 % of the teaching force was qualified.

Currently, the government has two programmes that lead to official certification of primary teachers: pre-service training for primary teachers, which takes place at teachers training institutes, and a three/ four-years in-service training, in which teachers participate in three to four weeks of face-to-face training during school holiday periods.

For secondary teachers, pre-service training is provided by universities through a four-year programme leading to a Bachelor's degree. A post-graduate diploma course will also be established to cater for professionals who wish to undertake teaching as a career. This will be a nine-month course and will be implemented by the Universities.

The combination of existing pre-service and in-service training options is not sufficient to meet the needs to improve the qualifications of teachers. Currently only two (of seven) TTIs are operating in the country. The Ministry plans to have 10 operational TTIs by the end of the plan period.

In general, many qualified teachers have left the profession since the onset of the crises due to the low and irregular payment of the salary but also because school structures have been destroyed and communities displaced. While it is easier to draw teachers back into the profession in urban and semi-urban areas, deploying them to hard to reach areas has been a challenge. Little data is available, which is why a mapping exercise is currently ongoing funded under Global Partnership for Education – Second Phase (GPEII), which will identify target areas for potential deployment of teachers to hard to reach areas.

While the new curriculum has been revised and addresses critical issues including safety and social cohesion, its implementation remains a challenge. The new curriculum uses English as the language of instruction from Primary 4 onwards. This has made implementation more difficult in the northern states, which are primarily Arabic-speaking and where there is a shortage of teachers who are fluent in English.

There is lack of capacity to better plan, implement and monitor the General Education Sector Plan. Due to the on-going conflict and insecurity, both the 2015 and 2016 Annual Education Census (AEC) were only partially conducted across the country, with the 2015 AEC covering only seven out of ten former states and 2016 AEC covering only six states. In 2017, the security situation deteriorated even further with more areas becoming inaccessible: as a result, no AEC was conducted and no systematic and comprehensive information on the education

system was produced. A new nation-wide AEC is being conducted in 2019 and will provide for better quality data to analyse and use for more efficient planning purposes⁷.

On 30 January 2020, WHO declared the COVID-19 outbreak a Public Health Emergency of International Concern and a pandemic on 11 March 2020. Accordingly, WHO has requested that all countries (including South Sudan), enhance preparedness for containment of the disease. The Government reacted by gradually imposing social distancing among individuals.

On 19 March 2020, the Minister of General Education and Instruction appealed the EU to extend the IMPACT project under the pressure of a possible economic meltdown caused by the additional costs arising from the formation of the government of national unity and the response to Covid-19.

On 20 March 2020 the Office of the Vice President for Service Cluster, on behalf of the President, announced the "immediate closure of all institutions of education" "for a period of 20 days", among other measures.

On 5 April 2020 South Sudan confirmed its first case of Covid-19. On 7 April, the High level Taskforce on Corona in South Sudan confirmed a second case of the pandemic in South Sudan. This is likely to prompt reinforcing the application of the measures, or introducing new measures. Indeed, the opening of schools could be postponed. In the meantime, the financial resilience of the people is being eroded by the restrictions in circulation of people and, consequently, good.

Under these circumstances, during the period of schools closure many teachers may leave the profession, seek alternative livelihood and never come back to the profession.

2.2.3. *Justification for use of EUTF Africa funds for this action*

South Sudan does not have access to programmable bilateral resources from the 11th European Development Fund, and hence there is reliance on other sources of funding, such as the EUTF Africa. Under the EUTF significant funds are allocated to South Sudan and aligns with its strategic objectives. Specifically relevant for the education sector are: the 2015 Decision 'IMPACT South Sudan' (T05-EUTF-HoA-SS-06), the 2016 Decision 'Livelihoods Resilience of Pastoral and Agro-Pastoral Communities in South Sudan's cross-border areas with Sudan, Ethiopia, Kenya and Uganda (T05-EUTF-HoA-SS-21), and the 2017 Decision 'Education in Emergencies in four former States of South Sudan' (T05-EUTF-HoA-SS-48) which are all addressing access to education.

In particular, 'IMPACT South Sudan' was contracted in 2017 and fits within the framework of the Government's Transitional Education Plan (2018-2019). It is running until the end of the school year 2019. IMPACT is contributing, through the incentive payments to primary school teachers nation-wide, to a substantial increase in school enrolment figures. A strategic review (January 2019) of the EU's support to the education sector in South Sudan recommends to gradually move towards a more development-oriented approach and start investing in quality aspects of education. The review also concluded that a careful exit strategy is necessary when finalizing the current incentive payment scheme under IMPACT

⁷ South Sudan Education Sector Analysis 2016 (UNESCO, 2017. pp. 101).

and that it is important for future EU programmes to increase alignment and coordination with interventions of other stakeholders such as GPEII.

The proposed action will continue the payment of incentives, but on a much smaller scale and following a more targeted approach, allowing for a transition phase from donors incentives to regular salary payments. Given the current context and as an exceptional measure, the proposed action includes a final follow up of the project 'IMPACT South Sudan' through the payment of incentives to nation-wide teachers for a 3 month's period.

The technical assistance component will address issues of system strengthening, including the wider teacher management system and prepare the ground for EU support to quality education. It will also build the capacity of Ministry of General Education and Instruction (MoGEI) to engage efficiently in the annual budget preparation process with the Ministry of Finance, with a particular focus on the payment of teacher salaries.

In a larger sense, the action also contributes to the stabilisation of South Sudan and to address migration caused by the need of seeking elsewhere education services not available in the targeted areas of South Sudan, and it therefore aligns with one of the key priority criteria (Essential stabilisation efforts in Somalia, Sudan and South Sudan) set for the EUTF Horn of Africa window by the EUTF Strategic Board in April 2018.

2.3. Lessons learnt

The mid-term evaluation (December 2018) of the EU funded IMPACT program (EUR 25.9 million, 2017-2020) concluded that the incentives scheme for primary school teachers is working efficiently and the risk of fraud or abuse of funds is negligible. While suffering from a slow start, the programme has managed a regular payment circuit reaching 30,000 primary school teachers, both qualified and non-qualified. IMPACT was always conceptualised as a "gap filler" measure, which is why it was limited to 18 months of incentive payments, while the proposed action provides for a transition towards more sustainable settlement.

The original design of IMPACT was amended in the course of implementation, because it was found too complex for the context. In particular, the indicators related to quality of teaching were not taken sufficiently into consideration and the only focus of the project remained the payment of incentives, thus being instrumental to increasing the overall number of pupils served.

As part of IMPACT, a Human Resource Information System (HRIS) has been developed (it has to date registered over 43000 active primary school teachers) and the programme review states that there is currently no need to consider alternative delivery mechanisms to improve efficiency: the present action will therefore build on the experience acquired through IMPACT. A review of the EU's support to education (January 2019) concluded that the capacity of MoGEI needs to be strengthened to lead sector coordination and that the roles and responsibilities of all stakeholders need to be clearly clarified.

Notwithstanding, at the end of the "IMPACT South Sudan" project (the last payment of incentives is expected in April 2020) conditions might even deteriorate under the effects of the Covid-19 pandemic. Therefore, the transition to the more developmental approach of OutReach should be postponed to avoid the concomitant Corona virus crisis.

2.4. Complementary actions and synergies

This action will foremost contribute directly to the **Global Partnership for Education** programme (GPE II, 2019-2020, USD 35.7 million) which is implemented by UNICEF in

partnership with MoGEI and is aligned to the General Education Sector Plan 2017-2022. The proposed action will provide incentives to teachers that will be deployed in hard to reach areas as identified as part of GPE II in coordination with MoGEI. In line with a human rights based approach, the selection of sites and of the teachers will be conflict-sensitive and will reflect a balanced gender, geographical and ethnical distribution.

The GPE II program focuses on 3 areas: equitable access, quality of education and efficient management of the education system. The overall goal is to ensure quality education, to enrol and retain 15% of the total out-of-school children (OOSC). Activities will include 1) creating and supporting an ecosystem of new textbooks, trained teachers, classroom inspection, teacher performance feedback, and learning assessment, 2) support schools and communities to bring out of school children back to school, mapping out of school children, construction and rehabilitation of 2000 learning spaces, community mobilization, and advocacy for enrolling girls are the key activities (the mapping will be complemented by a school infrastructure audit conducted under the Accelerated Funding program and will give a complete picture of where more learning spaces are required to increase enrolment), 3) strengthen education data management, resource planning, expenditure tracking, and coordination among stakeholders.

The Action will aim to build synergies with the UK funded **Girls Education South Sudan** (GESS-II, 2018-2023, 60m GBP) programme, which is focused on supporting girl's education in hard to reach areas.

Synergies will also be built with the US financed program **Integrated Essential Emergency Education Services** (2017-2020, USD 60 million), implemented by UNICEF, which focuses on education in emergencies and resilience.

Education cannot Wait (ECW, 2019, 10m USD) is the global initiative for education in emergencies and protracted crisis is developing a multi-year resilience program in coordination with the Ministry of Education. This multi-year programme will focus on crisis affected children (mainly IDPS and refugees) and involve both humanitarian and development actors to ensure a longer term response. The EU will participate in the consultations that will be facilitated by the South Sudan Education Cluster in order to ensure alignment to its bilateral programs and humanitarian interventions.

The action will also build synergies with on-going EU funded interventions:

- The **Education in Emergency** programme (2018-2021, 22.4m EUR) is implemented by UNICEF and the World Food Programme (WFP) in Western Bahr El Ghazal, Northern Bahr El Ghazal, Warrap and Eastern Equatoria; 75,000 pupils benefit from improved quality of education and a daily school meals.
- **Education in Emergencies** projects funded under ECHO's Humanitarian Implementation Plan for 2018-2020, which mainstreams, protection and, in some contexts, livelihood needs in hard-to-reach areas affected by conflict and high concentrations of forcibly displaced people.
- **Resilient Pastoral Livelihoods and Education** (2019-2021, 3m EUR) project implemented by FAO, is aiming to develop capacities to deliver sustainable and accountable livelihood skills transfer, and continue to improve the provision of learning services in remote pastoral communities.
- **Education services for children formerly associated with armed forces and groups in South Sudan** (2018-2021, 1.4m EUR), implemented by UNICEF.

2.5. Donor coordination

Donor and development partners' coordination will continue to be carried at the technical level through a programme steering committee for the action and through an already established donor forum (Education Donors Group) and government-led fora (Education Partners working group and local services support working group on human resources and public financial management). Coordination will be ensured with the work under the Humanitarian Education Cluster, led by Save the Children and UNICEF. The Education Cluster is central in the elaboration and coordination of the Multi-Year Resilience Program financed by Education cannot Wait.

In particular, synergies will be sought with the UK, as its (GESS-II) is the largest single education program in South Sudan. Other donors include the US, Norway, Canada and Sweden. Among the UN agencies, the United Nations' Children Fund (UNICEF), the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the World Food Program (WFP), and the Food and Agriculture Organization (FAO) are active in the sector.

3. DETAILED DESCRIPTION

3.1. Objectives and expected outputs

The **overall objective** of this action is to contribute to improving equal access for girls and boys to quality primary and secondary education in safe learning environments in South Sudan.

The specific objectives are the following:

1. To increase the number of qualified teachers, in particular in hard to reach areas;
2. To increase efficiency and effectiveness of public education delivery.

SO1 - increased number of qualified teachers, in particular in hard to reach areas

Expected result 1.1: Qualified male and female teachers recruited, deployed and retained to serve in South Sudan, in particular in hard to reach areas.

Expected result 1.2: Non-qualified, or under-qualified voluntary teachers trained, through mentoring and knowledge transfer, to be able to teach at lower primary and secondary level.

SO2 – increased efficiency and effectiveness of public education delivery

Expected result 2.1: Rights-based policy and strategic documents formulated and disseminated;

Expected result 2.2: Systematic use and analyse of disaggregated data collected through the teachers human resources information systems;

Expected result 2.3: Better use and analysis of data (EMIS, SSSAMS) for education planning and monitoring;

Expected result 2.4: Increased awareness of communities on the Right to Education and in particular on girls' education and increased participation in school management.

3.2. Main activities

3.2.1. Activities associated with each result

Activities for SO1, results 1.1 and 1.2

- Deploy, train and provide qualified teachers, in particular in hard to reach areas, with financial incentives based on the school mapping exercise by UNICEF under GPE;
- Identify concrete placements of qualified teachers; advocate for the OutReach hardship allowance package targeting qualified teachers; encourage involvement of females in school management;
- Identify and train non-qualified teachers using standard training material aligned to the national curriculum. Clear criteria for deployment of teachers will be established through the project and certified qualified teachers will be identified by the MoGEI. Teachers' capacity will be assessed to define eligibility;
- Provide 30,000 primary school teachers with salary incentives for up to 3 months, thus providing a smooth transition from, and phasing out of the IMPACT project to a more developmental approach and in particular encouraging the return to the profession of teachers that might be tempted to abandon the profession during the schools closure caused by the Covid-19 pandemic.

Activities for SO1, results 2.1-2.4:

- Carry out a baseline surveys on capacity needs for MoGEI and development of a Capacity Building Plan; policy development and information management;
- strengthen the use of data drawn from information systems such as HRIS, EMIS, SSSAMS for improved planning systems and planning capacity;
- ensure a regular donor coordination mechanism to review and monitor progress in the implementation of the General Education Sector Plan 2017-2022;
- raise awareness on the right to education with a particular focus on girls' education. Attention will be also paid on equal access to education for children with special needs or disabilities and to other children in the most vulnerable situations.

3.2.2. Target groups and final beneficiaries

Target groups: approximately:

- 1,750 qualified teachers who will be deployed in hard to reach areas of South Sudan;
- approximately 5,500 local volunteer/non-qualified teachers in hard to reach areas; approximately 30,000 primary school teachers across South Sudan;
- staff in the Ministry of General Education and Instruction.

Final beneficiaries: approximately:

- 87,500 girls and boys, including displaced youth, in hard to reach areas of South Sudan whose right to basic education is at risk;
- 1,500,000 primary school students countrywide.

Attention will be paid to inclusion of girls and children living in the most vulnerable situations such as IDPs, children with special needs or disabilities, pastoralists etc.

3.3. Risks and assumptions

| Risk | Level of risk | Mitigating measures |
|--|---------------|---|
| The health situation, especially linked to the Covid-19 pandemic, does not allow reopening the schools by mid 2020, or the | High | Increased EU's support to the health sector in South Sudan. |

| | | |
|---|--------|--|
| Government does not timely order the re-opening of the schools. | | Factual information provided to the government in relation to the consequences of the schools closure. |
| The Government's commitment to further increase the resources available for the education sector is hindered by economic constraints | High | A permanent policy dialogue at the level of MoGEI and Ministry of Finance Planning and Economic Development (MoFPED) (technical and political) |
| The implementation of the peace agreement breaks down, leading to a resumption of hostilities and further instability | Medium | A permanent policy dialogue at all levels (technical and political) |
| Not enough qualified teachers accept deployment in hard to reach areas | Medium | Conducting advocacy and information campaigns at local, national, regional level (i.e. Uganda and Kenya) |
| Parents may not see the benefit of sending the children to school | Medium | Conducting advocacy and information campaigns both at national and local level to sensitise communities (including those at greater risk such as IDPs and pastoralists) on the importance of education, including the need for girls and children with disabilities to be educated. |
| Children from certain ethnic groups may be left behind due to conflict related matters, discrimination, language used in teaching and materials etc, which may trigger local conflicts. | Medium | Conflict-sensitivity and gender-responsive rights-based approach working principles (participation, non-discrimination, accountability and transparency) will be carefully applied during the planning and implementation of the project. |
| Female teachers may not deploy in hard to reach areas due to security and other concerns | Medium | Conducting advocacy and information campaigns and identify role models of female teachers already teaching in hard to reach locations. Establish a self-support and information-exchange network among female teachers and create gender-sensitive safety and other workplace policies to encourage female applicants. |

The **assumptions** for the success of the project and its implementation include:

- The economic crisis does not further deteriorate and does not prompt to a deterioration of the purchasing power of the incentives;
- The government prioritises social sector spending and disburses funds for ensuring the current viability and the future sustainability of the action;
- The security situation does not deteriorate till the point of triggering further displacements.

3.4. Mainstreaming

Conflict sensitivity: Considering the context and reality of South Sudan, a conflict sensitive and non-discriminatory approach to planning and implementation is crucial. The action will adhere to the principles of non-discrimination and 'do-no-harm' and the International Network for Education in Emergencies (INEE) Standards for Conflict Sensitive Education. In order to obtain a balanced geographical and ethnical distribution, the action will adopt a conflict sensitive approach when selecting the teachers and their locations for deployment.

The preliminary identification of "hard-to-reach-areas" will be based on the provisions set by the MoGEI. MoGEI's General Education Strategy 2017-2022 refers, often interchangeably, to "hard to reach areas", "hard to reach children" (explicitly including pastoralist and low

population density areas), "zones of peace" (including schools in conflict affected areas requiring awareness on peace and safety, clearance from unexploded ordinance, relinquishment from fighters that occupied the school) and "hardship areas" (i.e.: locations that are for multiple reasons unattractive to teachers).

These areas are poorly served by the larger initiatives mentioned above. The proposed action will therefore be an important contribution to MoGEI's ambitious target of increasing by 60% the number of teachers deployed in hard to reach areas by 2021.

However, the sole identification of the areas by the MoGEI might not be sufficiently accurate; therefore the MoGEI's data will be interpolated with data collected through the school mapping exercise conducted as part of the Global Partnership for Education program– Second Phase (GPEII).

Eventually, the geographical focus of the project will be screened against equity and impartiality criteria, taking into consideration that intervening in hard to reach areas aims on the one hand at reaching out to marginalised population and on the other hand at defusing inequalities that fuel mistrust and violence.

Gender: The Action will keep gender at the centre of all activities. The importance of women's participation in education will be emphasized through awareness raising campaigns in communities and female teachers will benefit from adequate and gender sensitive hardship allowance packages. It will in particular promote equitable access to education. The widespread insecurity in the country, combined with certain socio-cultural belief and practices, has debilitated access to educational opportunities, particularly for girls and for children with disabilities. Girls face serious disadvantages in education as the country has the worst indicators for girls' education in the world. The share of female students decreases from lower to upper levels of education, from 48 % in pre-school to 22 % at the university level. The lower levels of female schooling are mainly generated at the beginning of entry into upper primary (grade 5). The Action contributes to the EU Gender Action Plan II (2016-2020), particularly its' objectives 13 "Equal access for girls and women to all levels of quality education and vocational education and training (VET) free from discrimination" and 5 "Results for women and girls measured and resources allocated to systematically track progress".

The Action shall constantly monitor transparency and accountability through anti-corruption practices and a whistle-blowing policy. Special attention should be paid to the selection of the teachers promoting gender balance and ethnic diversity.

3.5. Stakeholder analysis

The experiences learnt in the course of the IMPACT project have been largely applied in the design of this action. In particular, as the IMPACT project had to be simplified in the course of implementation, this action leaves behind non-essential objectives that would be obvious in other contexts, but would undermine effectiveness in South Sudan.

On the same note, the roles/responsibilities indicated below are reduced to the bare essential and are similar to those of the revised IMPACT project.

Qualified primary and secondary school teachers will be selected and redeployed to the target areas of intervention. They will be trained by the project if synergies with other education initiatives are not sufficient. In order to make the deployment happen, the qualified teachers will receive a hardship allowance package, as also envisaged in the ministry's General Education Strategic Plan.

These qualified teachers will train and mentor **non-qualified, or under-qualified voluntary teachers for primary and secondary schools**. Volunteer teachers won't receive financial

incentives from the action, but will benefit from support/incentives within the wider framework of the GPE II, including possible certification pathways allowing them to become qualified teachers in the future.

All teachers are dealt with as both duty bearers (mainly towards the students) and rights holders (mainly in terms of the conditions in which they provide the community with services).

Primary and secondary school children and communities/parent teacher associations will benefit from higher enrolment and better quality education. Enrolment in school also provides for more safety and protection of children. Community leaders, parents and guardians may need to be sensitised on the importance of education, including education of children with disabilities and girls, as children are often expected to contribute to the family income.

State/County/Payam Education Officials will play a key role in supervision of the teachers and will receive support within the wider framework of GPE II. They will also be crucial in advocating communities regarding care of schools infrastructures.

School Management Committees (SMC) play an important role in managing schools, with participation of the community. Interested community members will need to be trained on function and role of SMC and they are expected to have a multiplier effect on the community in terms of mobilising the same to support the basic school infrastructure.

Public education system: The Ministry of General Education and Instruction will be assisted in using, for effective policy planning, the data generated by EMIS, HRIS and SSSAMS. The action responds to constraints identified in the General Education Strategic Plan 2017-2020 by MoGEI (ref.: "*the current teacher salary structure, cessation of promotion and pay increases since 2007, low salaries and delayed salary payments make the teaching profession unattractive and are jeopardizing the delivery of quality education*"⁸). In line with its own Plan, the MoGEI shall play an active role in calling for an increase of the financial disbursements from the country budget and in ensuring that government policies/actions affecting education are based on equality.

4. IMPLEMENTATION ISSUES

4.1. Financing agreement, if relevant

Not applicable.

4.2. Indicative operational implementation period

The implementation period will begin from the date of signature by the last party of the first contract implementing this Action, or from the earliest starting date of implementation period at contract level in case of retroactive financing, whichever occurs first, and will last until the 31/12/2025.

This operational implementation period will be followed by a liquidation period of 18 months which will end on the 30/06/2027

⁸ <https://www.globalpartnership.org/content/general-education-strategic-plan-2017-2022-south-sudan>

4.3. Implementation modalities

This action will in principle be implemented in **direct management** through the procurement of services and the award of grants according to established EC rules and procedures.

Following the renewal of the declaration of crises situation in South Sudan, the application of flexible procedures in South Sudan remains possible. Event to be reported 20.b (Use of direct award for grants without call for proposals) “for the purpose of humanitarian aid and civil protection operations, emergency assistance (EDF) or crisis situation (following declaration of crisis situation by the DG)” is applicable, along with event to be reported 21 (full financing of grant contract) being considered, as per section 8.5.1 of the DEVCO Companion.

Some of the activities under Specific Objective 1 might be implemented in **indirect management** through a contribution agreement with a pillar assessed entity which will be selected by using the following criteria:

- a. familiarity with the country context;
- b. established presence, which also reaches out (directly or through implementing partners) to remote and challenging regions of the country;
- c. technical competence in the sector and leverage for policy dialogue, including technical expertise in teacher management and teacher training and sound experience in rights-based programs and gender equality. ;
- d. administrative capability and the experience to implement this type of intervention due to its mandate and expertise;
- e. extensive network of national and international partners, which can be drawn on;
- f. demonstrated capacity to coordinate with various stakeholders.

4.4. Indicative budget

| Component | Amount in EUR |
|---|-------------------|
| SO 1: To increase the number of qualified teachers, in particular in hard to reach areas | 13 850 000 |
| SO 2: To increase efficiency and effectiveness of public education delivery | 850 000 |
| Communications and visibility | 50 000 |
| Monitoring, audit and evaluation | 250 000 |
| Total | 15 000 000 |

4.5. Monitoring and reporting

The implementing partner must establish a permanent internal, technical and financial monitoring system for the action and prepare regular progress reports and final reports.

In the initial phase, the indicative logical framework agreed in contract and / or the agreement signed with the implementing partner must be complemented with baselines, milestones and targets for each indicator. Progress reports provided by the implementing partner should contain the most recent version of the logical framework agreed by the parties and showing

the current values for each indicator. The final report should complete the logical framework with initial and final values for each indicator.

The final report, financial and descriptive, will cover the entire period of the implementation of the action.

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

The implementing partner(s) will report on a number of common EUTF indicators of the selected results for this Action.⁹

Project Implementing Partners will be required to provide regular data, including the evolution of the actual values of the indicators (at least every three months) to the contracting authority, in a format which is to be indicated during the contract negotiation phase. The evolution of the indicators will be accessible to the public through the EUTF website (<https://ec.europa.eu/trustfundforafrica/>) and the Akvo RSR platform (<https://eutf.akvoapp.org/en/projects/>).

4.6. Evaluation and audit

Evaluation will be gender-sensitive and assess implementation of rights-based approach principles in terms of implementation of the project and project outcomes.

If necessary, ad hoc audits or expenditure verification assignments could be contracted by the European Commission for one or several contracts or agreements.

Audits and expenditure verification assignments will be carried out in conformity with the risk analysis in the frame of the yearly Audit Plan exercise conducted by the European Commission. The amount allocated for external evaluation and audit purposes should be shown in EUR. Evaluation and audit assignments will be implemented through service contracts; making use of one of the Commission's dedicated framework contracts or alternatively through the competitive negotiated procedure or the single tender procedure.

⁹ EN : https://ec.europa.eu/trustfundforafrica/sites/euetfa/files/eutf_results_indicators_41.pdf
FR : https://ec.europa.eu/trustfundforafrica/sites/euetfa/files/eutf_results_indicators_41_fr.pdf

4.7. Communication and visibility

Communication and visibility of the EU is a legal obligation for all external actions funded by the EU. This action shall contain communication and visibility measures which shall be based on a specific Communication and Visibility Plan of the Action, which will be developed early in the implementation. The measures are implemented by the Commission, the partner country, the contractors, the beneficiaries and / or the entities responsible in terms of legal obligations regarding communication and visibility. Appropriate contractual obligations will be included in the financing agreement, purchase and grant agreements and delegation agreements.

Communication and visibility requirements for the European Union are used to establish the communication and visibility plan for the action and the relevant contractual obligations.

List of acronyms

| | |
|---------|--|
| AEC | Annual Education Census |
| ARCSS | Agreement on the resolution of Conflict in South Sudan |
| DAC | Development Assistance Committee |
| ECW | Education Cannot Wait |
| EMIS | Education Management Information System |
| EUTF | European Union Trust Fund |
| FAO | Food and Agriculture Organization of the United Nations |
| GESP | General Education Sector Plan 2017-2022 |
| GESS | Girls Education South Sudan |
| GPE | Global Partnership for Education |
| HRIS | Human Resources Information System |
| IDP | Internally Displaced People |
| IGAD | Intergovernmental Authority on Development |
| INEE | International Network for Education in Emergency |
| MoFPED | Ministry of Finance Planning and Economic Development |
| MoGEI | Ministry of General Education and Instruction |
| OECD | Organisation for Economic Co-operation and Development |
| OOSC | Out Of School Children |
| PTA | Parents Teachers Association |
| R-ACRSS | Revitalised Agreement on the Resolution of the Conflict in South Sudan |
| SDG | Sustainable Development Goals |
| SMC | School Management Committee |
| SSSAMS | South Sudan School Attendance Monitoring System |
| TVET | Technical and Vocational Education and Training |
| UK | United Kingdom |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations International Children Emergency Fund |
| WFP | World Food Program |

Annex: Indicative Logical Framework Matrix

Additional notes: The term "results" refers to the outputs, outcome(s) and impact of the Action. Assumptions should reflect risks and related management strategies identified in the Risk analysis.

| | Results chain: Main expected results (maximum 10) | Indicators (at least one indicator per expected result) | Sources and means of verification | Assumptions |
|---|---|---|---|--|
| Impact (Overall objective) | Contribute to improving equal access for girls and boys to quality primary and secondary education in safe learning environments in South Sudan. | | | |
| Outcome(s) (Specific Objective(s)) | <p>1. To increase the number of qualified teachers in hard to reach areas</p> <p>2. To increase efficiency and effectiveness of public education delivery</p> | <p># of qualified teachers (disaggregated by sex) receiving regular hardship package, and providing necessary accountability requirements <i>Baseline: 0; Target: 1,750</i></p> <p># of non-qualified and under-qualified teachers (disaggregated by sex) supported by the programme who provide education services <i>Baseline: 0; Target: 5,500</i></p> <p># of qualified, non-qualified and under-qualified teachers supported <i>una tantum</i> by the programme who provide education services countrywide <i>Baseline: 30,000; Target: 30,000</i></p> <p>Policy and strategic documents made available to the ministry by the programme</p> | <p>Regular progress reports</p> <p>HRIS database</p> <p>National Budget</p> | <p>The economic crisis does not further deteriorate and does not prompt a deterioration of the purchasing power of the incentives;</p> <p>The government prioritises social sector spending and disburses funds for ensuring the viability and the future sustainability of the action;</p> <p>The security situation does not deteriorate and does not prompt to further displacements.</p> <p>The health situation, especially linked to the Covid-19 pandemic, does allow reopening the schools.</p> <p>The schools reopen after the closure imposed by the Government in relation to Covid-19.</p> |

| | Results chain: Main expected results (maximum 10) | Indicators (at least one indicator per expected result) | Sources and means of verification | Assumptions |
|---|--|---|---|--------------------|
| Other Results (Outputs and/or Short-term Outcomes) | <p>SO 1 R 1: Qualified male and female teachers recruited, deployed and retained to serve, in particular in hard to reach areas in South Sudan.</p> <p>SO 1 R 2: Non-qualified, or under-qualified voluntary teachers trained, through mentoring and knowledge transfer, to be able to teach at lower primary and secondary level.</p> <p>SO 2 R1: Rights based policy and strategic documents formulated and disseminated.</p> <p>SO2 R2: Systematic use and analyse of disaggregated data collected through the teachers human resources information systems.</p> <p>SO2 R3: Better use and analysis of data (e.g.: EMIS, SSAMS) for education planning and monitoring.</p> <p>SO 2 R4: Increased awareness of communities on the Right to Education and in particular on girls' education</p> | <p># of qualified teachers teaching regularly (at least 75% attendance/week), disaggregated by sex. <i>Baseline: TBD; Target: 1,750</i></p> <p>: # of non-qualified and voluntary teachers identified and trained, disaggregated by sex. <i>Baseline: 0; Target: 5,500</i></p> <p>: # of primary school teachers receiving <i>una tantum</i> salary incentives countrywide <i>Baseline: 30,000; Target: 30,000</i></p> <p># of pupils enrolled in P1-P8 and S1-S4 disaggregated by sex, age, migratory status, ethnicity and disability <i>Baseline: TBD; Target: 87,500 in hard to reach areas, 1,500,000 countrywide</i></p> <p>% of pupils enrolled in primary and secondary schools having access to drinking water, adequate sanitation, and adequate hygiene services (SDG 6.4)</p> <p># of policies and strategic documents with gender-responsive rights-based approach formulated and disseminated <i>Baseline: TBD; Target: TBD</i></p> <p># of regular reports based on disaggregated data produced and shared with stakeholders <i>Baseline: TBD; Target:TBD</i></p> <p># of key gender-responsive and rights-based approach planning document produced by MoGEI with support from the action <i>Baseline: TBD; Target: TBD</i></p> <p># of communities sensitised on Right to Education and Girl's</p> | <p>Regular progress reports</p> <p>Formulated policies</p> <p>Ministerial orders</p> <p>Monitoring reports</p> <p>Analytical reports .</p> <p>EMIS</p> <p>HRIS</p> <p>SSAMS</p> | |

| | Results chain: Main expected results (maximum 10) | Indicators (at least one indicator per expected result) | Sources and means of verification | Assumptions |
|--|--|---|--|--------------------|
| | and increased participation in school management. | education and children with special needs or disabilities education. # SMC and Parents Teachers Association (PTA) established <i>Both indicators under SO1 R4: Baseline: 0; Target: 1,750</i> | | |