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THIS ACTION IS FUNDED BY THE EUROPEAN UNION

ANNEX 2

of the Commission Implementing Decision on the financing of the multiannual action plan in favour of the Republic of South Sudan for 2021 - 2022

Action Document for Integrated support to education in South Sudan in a context of people's displacements and returns

MULTIANNUAL PLAN

This document constitutes the annual work programme in the sense of Article 110(2) of the Financial Regulation, and action plan in the sense of Article 23(2) of NDICI-Global Europe Regulation.

1 SYNOPSIS

1.1 Action Summary Table

<p>1. Title CRIS/OPSYS business reference Basic Act</p>	<p>Integrated support to education in South Sudan in a context of people's displacements and returns CRIS: NDICI AFRICA / 2021 / 043-177 Financed under the Neighbourhood, Development and International Cooperation Instrument (NDICI-Global Europe)</p>
<p>2. Team Europe Initiative</p>	<p>No</p>
<p>3. Zone benefiting from the action</p>	<p>The action shall be carried out in South Sudan</p>
<p>4. Programming document</p>	<p>Republic of South Sudan Multi-annual Indicative Program (MIP) 2021-2027</p>
<p>5. Link with relevant MIP(s) objectives/expected results</p>	<p>Increase inclusive availability, efficiency and effectiveness of basic services / Increased inclusive access to primary education, more qualitative education including increased availability of qualified teachers, in particular female teachers; improved institutional/governmental responsiveness for basic services (education)</p> <p>Increase basic service support – education– to host communities taking into account reintegration of international displaced persons (IDP) and returning refugees and IDPs / Increased availability of and access to education for IDP and returning refugees and IDPs.</p> <p>Increase capacity of host communities for reintegration of IDP and returning refugees and IDPs/ Improved social cohesion including conflict prevention mechanisms in host communities</p> <p>Increase inclusive public participation, in particular of women and youth / Strengthened women and youths empowerment and opportunities to participate in decision making</p> <p>Improve/increase public sector institution’s capacity, transparency and accountability/ Enhanced transparent, accountable and efficient Public Finance Management (PFM) and improved public service delivery</p>
<p>PRIORITY AREAS AND SECTOR INFORMATION</p>	
<p>6. Priority Area(s), sectors</p>	<p>Human development: Education and health / sector: education (112)</p>

	<p>Green and resilient economy / sectors: food and nutrition security; sustainable agriculture /livestock development (311)</p> <p>Good governance, peace and rule of law for a fairer society (152, 151)</p>
7. Sustainable Development Goals (SDGs)	<p>Main SDG: SDG 4 “Quality education”, targets 4.1 “By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes”; 4.3. “By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university”; 4.5 “By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations; 4.c “By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States”</p> <p>Other significant SDGs:</p> <p>SDG 2 "zero hunger", target 2.1 “By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round”</p> <p>SDG 5 "gender equality", target 5.1 “End all forms of discrimination against all women and girls everywhere”</p> <p>SDG 6 "clean water and sanitation", target 6.2 “By 2020, achieve universal and equitable sanitation and hygiene for all and end open defecation, paying special attention to the need of women and girls and those in vulnerable situations”</p> <p>SDG 10 "reducing inequality", target 10.2 “By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status”</p> <p>SDG 16 “peace, justice and strong institutions”, target 16.1 “Significantly reduce all forms of violence and related death rates everywhere”</p>
8 a) DAC code(s)	<p>111 - Education – 65 %</p> <p> 11110 - Education policy and administrative management</p> <p> 11120 - Education facilities and training</p> <p> 11130 - Teacher training</p> <p> 11220 - Primary education</p> <p> 11320 - Secondary education</p> <p> 11250 - School feeding</p> <p>152 - Conflict, Peace & Security – 10 %</p> <p> 15220 - Civilian peace-building, conflict prevention and resolution</p> <p>151 - Government & Civil Society-general – 5 %</p> <p> 15111 - Public finance management (PFM)</p> <p> 15150 - Democratic participation and civil society</p> <p>311 - Agriculture -20 %</p> <p> 31120 - Agricultural development</p>
8 b) Main Delivery Channel @	<p>Channel 1 - 130000 Third Country Government - Delegated co-operation</p> <p>Channel 2- 41000 UN</p>

9. Targets	<input checked="" type="checkbox"/> Migration <input type="checkbox"/> Climate <input checked="" type="checkbox"/> Social inclusion and Human Development <input checked="" type="checkbox"/> Gender <input type="checkbox"/> Biodiversity <input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Human Rights, Democracy and Governance			
10. Markers (from DAC form)	General policy objective @	Not targeted	Significant objective	Principal objective
	Participation development/good governance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Aid to environment @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Gender equality and women's and girl's empowerment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Trade development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reproductive, maternal, new-born and child health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Disaster Risk Reduction @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inclusion of persons with Disabilities @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Nutrition @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	RIO Convention markers	Not targeted	Significant objective	Principal objective
	Biological diversity @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Internal markers and Tags:	Policy objectives	Not targeted	Significant objective	Principal objective
	Digitalisation @ Tags: digital connectivity digital governance digital entrepreneurship job creation digital skills/literacy digital services	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Connectivity @ Tags: transport people2people energy digital connectivity	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Migration @	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	(methodology for tagging under development)			
	Reduction of Inequalities (methodology for marker and tagging under development)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Covid-19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGET INFORMATION				
12. Amounts concerned	<p>Budget line: BGUE-B2021-14.020121-C1-INTPA</p> <p>Total estimated cost: EUR 144 937 061</p> <p>Total amount of EU budget contribution EUR 38 000 000</p> <p>The contribution is for an amount of EUR 38 000 000 from the general budget of the European Union for 2021.</p> <p>This action is co-financed in joint co-financing by:</p> <ul style="list-style-type: none"> - United Kingdom (UK) for an amount of EUR 80 978 217 (GBP 70 000 000) - Canada for an amount of EUR 12 378 099 (GBP 10 700 000) - United States of America (USA) for an amount of EUR 8 580 745 (USD 10 000 000) - International Organisation for Migration (IOM)/UNICEF/World Food Program (WFP) for an amount of EUR 5 000 000 			
MANAGEMENT AND IMPLEMENTATION				
13. Type of financing¹	Indirect management with the entity(ies) to be selected in accordance with the criteria set out in sections 4.4.1 and 4.4.2			

¹ Art. 27 NDICI

1.2 Summary of the Action

Ten years after independence (2011) of South Sudan, the situation in the country remains structurally fragile. Protracted conflicts, climate-related shocks, inadequate public finance management, unemployment and limited government capacities and responsiveness have eroded livelihoods and coping strategies in South Sudan.

The objective of this action is to increase literacy among the most vulnerable with a focus on girls, host communities, displaced and returnees and to enhance equal opportunities.

The EU will continue its support to ensure access to basic services for people living in the most vulnerable situations across South Sudan. Particularly, access to education nation-wide with a focus on girls and children with disabilities and access to education for displaced and returnees (IDP, refugees) in host communities, will be at the core of this action. The intervention will include support to livelihood and food security (food insecurity is one of the causes of low school enrolment). Conflict sensitivity tools (from EU and implementing partners) and conflict reduction mechanisms will mitigate risks of doing harm. The action will also address public finance management in order to ensure improved national budget allocations followed by actual disbursements for education.

The action is fully in line with the priority area on ‘Human Development’ as defined in the Multi-annual indicative program for South Sudan 2021-2027. The action contributes to the EU Gender Action Plan III (GAP III)² and particularly to its specific objective 2 “Reduce gender disparities in attainment, progression and enrolment for girls”. The action will directly contribute to achieving several targets of SDG 4 “quality education”, and will have an impact on all other SDG, mainly on food security (SDG 2), SDG 5 “gender equality”, SDG 10 “reducing inequality and social cohesion/conflict reduction mechanisms” (SDG 16).

2 RATIONALE

2.1 Context

South Sudan ranks globally amongst the top 3 most fragile states. The 2020 UNDP Human Development Index ranks South Sudan at 185th place out of 189 countries. Decades of war and conflicts have created massive social and economic instability, caused trauma, and entrenched grievances. Conflict, displacement, the centralisation of investment and powers, and wartime destruction have left many communities impoverished. Civilians, in particular the most vulnerable, bear the brunt of widespread subnational conflicts and violence.

The civil war 2013 - 2015 caused the displacement of an estimated one third of the population (2.27 million South Sudanese refugees in neighbouring countries and 1.71 million internally displaced persons (IDP)³. Approximately 8.3 million people are estimated in need of humanitarian assistance in 2021, including 1.6 million internally displaced people (IDP). Severe food insecurity affects 7.2 million people.

While return/displacement trends remain erratic and difficult to predict, the on-going dynamic of voluntary and spontaneous returns needs to be factored in development cooperation action in South Sudan. IDPs and refugees do not always come back to their place of origin, and issues regarding land, housing and property often create tensions between returnees and host communities which in addition lack the capacity (basic services) to ensure adequate reintegration. Due to the compounding effects of insecurity, vulnerability to natural disasters, scarce livelihood opportunities, limited infrastructure, scarce economic resources, and lack of basic services many of these host communities and IDPs, returnees are in need of humanitarian assistance

The state institutions do not respond to the dire humanitarian situation (basic needs, human rights, human development) and needs of its citizens. The public financial management system is opaque and overly depends on oil revenue. South Sudan has been ranked by Transparency International as the most corrupt country in 2020. 95% of the country’s revenues are coming from oil and the economy is badly exposed to oil prices fluctuation inflation is very high. Most of the budget will be spent on repaying debt, and much of the rest on security, with only around 1% left to spend on social services (education, health): most of the basic services are provided through international aid. The quality of the education system needs to be improved. Teachers’ salaries are very low (average USD 3 per month) and paid unreliably. This lack of sustainable revenue prevents them from continuing to teach as they need to find

² EU Gender Action Plan (GAP) III - An Ambitious Agenda for Gender Equality and Women’s Empowerment in EU External Action, https://ec.europa.eu/international-partnerships/system/files/join-2020-17-final_en.pdf

³ <https://www.unrefugees.org/emergencies/south-sudan/>

other sources of incomes (e.g. selling charcoal) to live. Therefore, the education system relies more and more on voluntary teachers lacking training and impacting on the quality of education.

The population is very young (over 70 % is below the age of 30⁴). The humanitarian situation is very dire with 8.3 million people in need of assistance with negative coping mechanisms impedes access to education. Literacy rate stands only at 34.5 % (40 % for the male residents and 28 % of female residents)⁵. More than 2.8 million children, or almost 70 %, are estimated out of school⁶ in 2021. The largest group out-of-school children are girls. Forced and early marriage is commonplace throughout much of the country with more than half (52 %)⁷ of girls in South Sudan getting married before age 18. COVID-19, violence and school closure exacerbates school drop-out.

The deprivation of education for many children has immediate, medium and long-term consequences for the stability and development of South Sudan. Children deprived from education lack the structure and stimulation for healthy cognitive and psychosocial development and decent opportunities in the labour market. Furthermore, out-of-school boys and girls risk being recruited by armed forces or turning to violence as a means of survival. Lack of education impedes progress towards peace and stability. Girls face an increased protection risk of being forced into early marriage. Furthermore, violations of International Humanitarian Law (attacks on education and military use of education infrastructure) impact access to education and women and girls are disproportionately impacted by human rights violations in South Sudan. Women and girls in South Sudan face some of the highest rates of physical and sexual violence in the world (65 % experiencing it in their lifetime)⁸, often, but not only, conflict related.

2.2 Problem Analysis

Priority area: “Human development education and health” / education

Short problem analysis: South Sudan is the newest country in the world and lacks the capacity and willingness to respond to the huge education needs. Since the eruption of civil war in December 2013, South Sudanese public authorities tend to prioritise security over the provision of basic services. A prosperous and stable South Sudan can only be built starting from a better educated population. Drop-out rates and the number out-of-school children must be reduced, while equal access for all children to quality education (including in marginalised regions) must be increased. In particular, the enrolment and attainment of girls needs to be addressed. Spontaneous small-scale returns (IDPs and refugees) are being reported and there are 1,71 million people internally displaced following man-made and natural disasters. Access to education for children from IDPs and returnees (IDP, refugees) in host communities therefore needs to be strengthened.

Identification of main stakeholders and corresponding institutional and/or organisational issues (mandates, potential roles, and capacities) to be covered by the action:

A) Right holders

- **The South Sudan's population:** parents, compelled by immediate needs (food, livelihoods), can rarely afford investing in the long term education of their children. The action will contribute to uphold the role of education and remove barriers, such as the lack of livelihood among pupils' **parents**.
- **Teachers'** salary structure and career paths have not changed since 2007, despite hyperinflation. Low salaries and delayed salary payments make the teaching profession unattractive and jeopardize the delivery of quality education. In 2015, only 41 % of the teaching force was qualified.
- **Girls** are the most affected by the lack of education opportunities. Only 7 % of girls finish primary school and 2 % go on to high school. Girls can expect an average of 3.8 years of schooling, whereas boys can expect 6.3 years⁹. Lack of education is an obstacle for women to reach positions of influence, or mere respect in the society. The action includes targeted interventions on gender disparities (gender-awareness of teachers, gender-awareness of families, promotion of girls' education, ensuring safety and security for girls and women in and on the way to the school, ensuring sanitary measures for girls). Education is a prime entry point in enhancing behavioural change, in particular by addressing both girls and boys.

⁴ 2008, Sudan Housing and Population Census

⁵ <https://data.worldbank.org/indicator/SE.ADT.LITR.ZS?locations=SS>

⁶ <https://www.unicef.org/southsudan/stories/what-about-right-education>

⁷ https://www.unicef.org/southsudan/press-releases/some-things-are-not-fit-forchildren?mc_cid=df23736a5b&mc_eid=edad860b3

⁸ https://www.unicef.org/southsudan/media/2071/file/UNICEF-South-Sudan-GBV-Briefing-Note-Aug-2019.pdf?mc_cid=df23736a5b&mc_eid=edad8600b3

⁹ https://www.afdb.org/fileadmin/uploads/afdb/Documents/Generic-Documents/country_notes/South_Sudan_country_note.pdf

- **Youth:** 70 % of the population is below 30 years old. Youth have limited access to education and 2.2 children are out of school. Unemployment due to lack of education and opportunities for skills development and trainings forces youth to use negative coping strategies (e.g. get involved in criminal activities).
- **Civil Society Organization (CSO)** in particular those representing girls, IDP, people with disabilities, play an important role and contribute for the most vulnerable to have a voice.

B) Duty bearers

- **South Sudanese State** is not investing sufficiently in the education sector. The action will assert the need for the government to increase spending on education. The **Ministry of General Education And Instruction's** influence is limited by poor leverage on the government budgetary decisions, the fragmentation of state education ministries, lack of resources and insufficient capacities. The action will address these deficiencies as much as possible.
- **Host communities of IDPs and returnees** lack the capacity to ensure adequate reintegration (basic services, including education) of IDPs and returnees (IDP, refugees) and social cohesion.

Priority area: Green and resilient economy

Short problem analysis:

Conflict, resilience, and livelihoods are intricately interwoven in the South Sudan context. Violence is both driven by rising food insecurity and competition over diminishing natural resources in a context of high vulnerability to climate change¹⁰, causing widespread loss of livestock and disruption to agricultural and pastoral livelihoods. Criminality and violence as a means of economic survival are increasingly common in the absence of decent r viable livelihood opportunities. A big majority of the population faces acute food insecurity each year and is in need of humanitarian assistance. South Sudanese youth have found themselves trapped at the centre of violent political competition as unemployed. Youth education/employment are critical mechanisms to build up stronger and more viable society. A holistic approach is needed linking livelihood recovery and education in combination with conflict reduction mechanisms. In that context, it is e.g. important to support school feeding for children at school and secure livelihoods of their parents.

Identification of main stakeholders and corresponding institutional and/or organisational issues (mandates, potential roles, and capacities) to be covered by the action:

- Civil society, women, youth and international community (see above priority area)
- National stakeholders at relevant Ministerial level (e.g. Ministries of Agricultural and Forestry, of Environment, of Gender, Social Welfare and Religious Affairs)
- Authorities at subnational level (state, communities) in particular in marginalised regions

Priority area: Good governance, peace and rule of law for a fairer society

Short problem analysis: At least three generations of people in South Sudan experience chronic insecurity as a result of repeated wars and conflict at multi-level. Reconciliation, respect for IHL, human rights and conflict reduction are key for the country to resolve past and ongoing grievances. State capacity remains weak to respond to the population's basic needs (education and health) making the country dependent on external aid for its education system. The public financial management system is opaque and overly depends on oil revenue. There is a need for structural reforms and wider (non-oil) revenue mobilisation. Increased budgetary allocations (followed up by actual disbursements) are needed for basic services (in particular for education).

Identification of main stakeholders and corresponding institutional and/or organisational issues (mandates, potential roles, and capacities) to be covered by the action:

Representatives of segments of South Sudanese society

- **Civil society:** to give voice to the most vulnerable (girls, IDPs, returnees and marginalised regions) and to voice concerns in the context of PFM reforms and IHL violations.
- **Youth:** will be at the centre of the action

¹⁰ Sudan is ranked 176 out of 182 countries in the ND Global Adaptation INdex (GAIN). Sudan is referred to as South Sudan is not listed in the GAIN index.

- Women: The considerable gender disparities need to be addressed. Girls and women in vulnerable situations need to be protected.
- Key entities on public finance management, such as the National Revenue Authority, Fiscal and Financial Allocation Monitoring Commission, oversight institutions and mechanism.

3 DESCRIPTION OF THE ACTION

3.1 Objectives and Expected Outputs

The Overall Objective (Impact) of this action is to increase literacy among the most vulnerable with a focus on girls host communities, IDPs and returnees, and to enhance equal access to quality education.

The Specific(s) Objective(s) (Outcomes) of this action are to

1. Improve access to quality education and learning nationwide with a focus for girls, host communities, IDPs and returnees
2. Reduce gender disparities in attainment, progression and enrolment for girls
3. Improve institutional responsiveness for education
4. Increase participation of citizens (particularly women and youth) in policy making and decision making processes on education

The Outputs to be delivered by this action contributing to the corresponding Specific Objectives (Outcomes) are

Contributing to outcome 1:

- 1.1 Conducive environment for schooling (children and adult learners attendance) created
- 1.2 Resilience of households and communities to food insecurity strengthened
- 1.3 Social cohesion, reconciliation and peaceful co-existence among and between IDPs, returnees and host communities enhanced

Contributing to outcome 2:

- 2.1 Gender sensitive education improved
- 2.2 Enrolment and retainment of girls and vulnerable groups increased

Contributing to outcome 3:

- 3.1 Increased capacities of public authorities involved in policy based public financial management for education.

Contributing to outcome 4:

- 4.1 Civil society representatives (focus on women and youth) equipped to conduct public advocacy on education

3.2 Indicative Activities

Activities related to Output 1.1: Collect data to improve knowledge and understanding of the education sector (e.g. school attendance monitoring System); rehabilitate and/or construct permanent and/or temporary education infrastructure (eg mobile schools) and adequate learning spaces, gender segregated WASH facilities taking into account the need to impede attacks on and military use of education infrastructure; provide teaching and learning materials and supplementary teaching aids (including gender sensitive learning materials); provide training to certified and volunteer teachers; school management committees and teachers and parents associations and state and county officials; engage adults (females being prioritised) without formal education in functional adult literacy; create incentives for certified and volunteer teachers; prepare and distribute food ration at school to encourage children to attend class;

Activities related to Output 1.2: Provide tailored livelihood (skills and business training; value chain and market analysis, climate smart agriculture); provide climate resilient public infrastructures (WASH, schools, roads) through community work.

Activities related to Output 1.3: Support reconciliation and cohesion activities (e.g. sports for peace, culture, theatre, peace dialogues, peace sensitisation campaigns, leadership consultative fora); psychosocial support; conduct conflict - gender – youth analysis and identify prevention measures and resolution mechanisms; support peace committees and community projects (e.g. to link conflict mitigation and early warning and early response mechanisms), engage in dialogues around gender norms and use of violence including civil society representatives.

Activities related to Output 2.1: Conduct dialogue between public authorities and local organisations on education issues and in particular on education for girls and students related to vulnerable groups; conduct gender analyses and gender equality awareness (e.g. benefits of girls' education) targeting community (households and schools); engage in dialogues with the community around gender norms and use of violence, organize girls learning groups.

Activities related to Output 2.2: Create incentives for girls and vulnerable students' enrolment, retention and completion of education; improve infrastructure (including sanitation and hygiene); provide learning materials and better access for children with disabilities; provide access to integrated accelerated learning and livelihood training for adolescent girls previously excluded from education; train female teacher.

Activities related to Output 3.1: Provide technical assistance on critical dimensions (credibility, transparency, policy-based, predictability, accounting and audit) to public authorities involved in policy based public financial management for education.

Activities related to Output 4.1: Provide support to civil society on advocacy for awareness and empowerment on education policies.

3.3 Mainstreaming

Environmental Protection & Climate Change

Outcomes of the SEA (Strategic Environmental Assessment) screening :
The SEA screening concluded that no further action was required.

Outcomes of the EIA (Environmental Impact Assessment) screening:
The EIA screening classified the action as Category C (no need for further assessment).

Outcome of the CRA (Climate Risk Assessment) screening:
The CRA screening concluded that this action no or low risk (no need for further assessment)

Gender equality and empowerment of women and girls

As per OECD Gender DAC codes identified in section 1.1, this action is labelled as G2. This implies that gender equality is the main objective of the action and it is fundamental in its design and expected results. Gender equality is a central component of this action and contribute to girl's and women's empowerment particularly within outcome 2 - Reduce gender disparities in attainment, progression and enrolment for girls and female teachers

Human Rights

Women and girls are disproportionately impacted by human rights violations in South Sudan. The action will mainstream human rights, e.g. in trainings of teachers, and parents groups.

Disability

As per OECD Disability DAC codes identified in section 1.1, this action is labelled as D1. This implies that the intervention contributes to promote, protect and ensure the full and equal enjoyment of all human and fundamental freedoms of all persons with disabilities and promote respect for their inherent dignity.

Democracy

Democratic principles will be addressed throughout the action.

Conflict sensitivity, peace and resilience

The action is conflict sensitive and peace-oriented, based on a conflict and risk analysis and addresses drivers of conflict that preclude sustainable returns and recovery, such as unequal access to education and livelihood opportunities which increases the likelihood of some groups resorting to violence.

Disaster Risk Reduction

Effects of climate change (flooding and droughts) can create conflict. The action will promote climate smart solutions (e.g. solar-powered technologies or flood resilient infrastructure) that makes the action resilient to the current and expected impacts of climate change.

Other considerations if relevant

The actions targets the most vulnerable groups including girls, host communities, IDPs and returnees to have an equitable access to education and hence, include the most marginalized to leave no one behind.

While the Climate Risk Assessment (CRA) screening concluded that this action is at no or low risk (no need for further assessment), the action will consider conflict risks related to climate change induced migration.

3.4 Risks and Lessons Learnt

Category	Risks	Likelihood (High/ Medium/ Low)	Impact (High/ Medium/ Low)	Mitigating measures
3-to people and the organisation	Conflict and/or increased insecurity hinders programme implementation	Medium	High	Conflict analyses to be conducted prior to the start of the implementation of the project. Close monitoring of the security situation at all stage of the programme.
2-to planning, processes and systems	Restrictions on gatherings due to the COVID-19 pandemic and accessibility due to border closures and movement restrictions	Medium	High	Limit participants at events and use radio during events. Respect social distancing and wear protection equipment (masks)
1. to the external environment	Bureaucratic impediments hinder activity implementation	Low	Medium	Close consultation with authorities at all stages of programming
2. to planning, processes and systems	Limited investment in the education sector by the Government of South Sudan.	High	Medium	Donor engagement to influence prioritisation of education spending
3-to people and the organisation	Climatic shocks impact upon crop production and displacement leading to conflict among communities	High	High	Promote climate resilient crops and promote appropriate Natural resource Management (NRM) Prepositioning of materials during dry season

Category	Risks	Likelihood (High/Medium/Low)	Impact (High/Medium/Low)	Mitigating measures
3-to people and the organisation	Lack of cooperation between communities	Medium	Medium	Increase sensitisation of communities about peaceful co-existence
3-to people and the organisation	Conflict and crisis will exacerbate gender inequality in broader society	Medium	Medium	Engagement with organisations and networks that specialise in education in conflict and crisis to ensure increase awareness of risks and to access tools and strategies developed for conflict-affected settings and stakeholders
3-to people and the organisation	Continuation and escalation of conflicts, access constraints	High	Medium	Continuous conflict analysis, follow-up of the situations and do-no-harm approach by implementers with all stakeholders. The action will integrate IHL and human rights-based approach principles of participation, non-discrimination, accountability and transparency.

Lessons Learnt:

General:

To respond to the volatile situation in South Sudan, the EU addresses all three dimensions of the humanitarian, development, peace nexus and need to further strengthen it in order to address the root causes of conflicts.

The operating environment remains particularly challenging (local insecurity, lack of infrastructure, lack of ownership and capacities). Therefore, it is important to have solid conflict and fragility analysis in programmes.

Education:

From 2017 to 2019 the EU paid incentives to almost all primary school teachers in South Sudan. This was crowding out the obligation for the government to pay salaries. Since 2019 the EU has stopped paying teachers nationwide. This action will work in parallel with an intervention on public financial management to support increased government investment in education.

Child protection, child development and the children's environment are strictly linked and must be addressed in an integrated approach in the South Sudanese context, in particular for education. This action has been designed keeping in mind key variables of child protection, child development and their environment. On the one hand, the action will provide an integrated package of education, protection and food assistance in schools. On the other hand, it will contribute to reducing the negative effects of displacement and returns (e.g. violence and lack of livelihood), which hamper the development of the education sector.

3.5 The Intervention Logic

The underlying intervention logic for this action is that education contributes to a population less prone to resort to migration and negative coping mechanism. Although a prosperous and stable South Sudan can be built only starting from a better educated population, an intervention merely limited to education would not trigger a significant impact. In particular, among the many variables of education, displacement and gender equality are key. IDPs and returnees (IDPs and Refugees) face an uncertain future and lack of livelihood opportunities exacerbated by the lack of access to education. Women and girls in particular are at risk in an unstable environment where early marriage is common reducing their opportunities to access education.

In response, the action will contribute to increase literacy among the most vulnerable with a focus on girls, host communities, IDPs, and returnees, and to enhance equal opportunities

Theory of change:

-) IF a conducive environment is created at school for children and adult learners (IDPs, returnees and host communities),

IF livelihood opportunities are given to returnees, IDPs and host communities and if food security is strengthened,

And IF social cohesion is enhanced leading to a peaceful co-existence between the different communities ensuring a sustainable return for displaced population,

THEN the action will contribute to improve access to quality education and learning nationwide focusing on IDPs and returnees in host communities and hence will contribute to strengthen the sustainable reintegration for the most vulnerable, particularly IDPs and returnees in host communities.

-) IF communities and key stakeholders' awareness on gender equality is strengthened,

And IF girls and vulnerable groups' access to education increases,

THEN the action will contribute to reduce gender disparities in attainment, progression and enrolment and retainment for girls and will contribute to strengthen gender equal opportunities and behavioural change in currently prevailing gender stereotypes.

-) IF technical assistance is provided to public authorities involved in public financial management for education improving public authorities' capacities,

THEN, the action will contribute to improve institutional responsiveness for education and hence, strengthen education services.

-) IF civil society representatives (particularly focusing on women and youth) are equipped to conduct public advocacy on education,

THEN the action will contribute to increase participation of citizens in policy making and decision making processes on education, which will contribute to strengthen education services.

-) BECAUSE obstacles preventing children to access education will have been addressed, peaceful co-existence between host, displaced, and returning populations, will have improved and gender disparity reduced and civil society will be equipped to advocate on education whilst transparent, accountable and efficient budget allocation and disbursement for education will be enhanced.

3.6 Logical Framework Matrix

Results	Results chain (e): Main expected results	Indicators (e):	Baselines (values and years)	Targets (values and years)	Sources of data	Assumptions
Impact	To increase literacy among the most vulnerable with a focus on girls, host communities, IDPs and returnees, and to enhance equal opportunities	1. Gender parity in school enrolment and primary and secondary completion rates (GAP III) 2. Youth literacy rate (disaggregated by age, sex and status)	1: 0.87 (primary), 0.65 (secondary), March 2019 2: 34.5 (2018)	1: 1 (March 2024) 2: TBD	1. Schools' Attendance Monitoring System (SAMS). 2. World Bank, intervention monitoring and evaluation report	<i>Not applicable</i>
Outcome 1	1. Improved access to quality education and learning nationwide with a focus on girls, host communities, IDPs and for returnees in host communities	1.1 Completion rate (primary education, lower secondary education, upper secondary education), by sex and status (GAP III) 1.2 Proportion of returnees children enrolled in the national education system (primary and secondary), by sex and level of education, migration status 1.3 Proportion of IDPs children enrolled in the national education system (primary and secondary), by sex and level of education, migration status 1.4. Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex and migration status	1.1: 0 1.2: TBD 1.3: TBD 1.4: TBD	1.1: TBD 1.2: TBD 1.3: TBD 1.4: TBD	1.1; 1.2; 1.3: Ministry of General Education and Instruction (MoGEI) Reports Intervention M&E reports Schools' Attendance Monitoring System (SAMS).	Government takes credible steps on PFM reform Revitalised Agreement on the Resolution of the Conflict in the Republic of South Sudan (R-ARCSS) is implemented and Ceasefire holds nationwide
Outcome 2	2. Reduced gender disparities in attainment, progression and enrolment for girls	2.1 % of girls enrolled passing Primary Learning Examination (PLE) and South Sudan Certificate of Secondary Education SSCSE 2.2 % of representation of women and men in teaching profession 2.3 % increase in enrolment in school of students related to vulnerable group, by sex	2.1: 76.3 % (primary and secondary) 2.2: TBD 2.3: 0	2.1: TBD 2.2: TBD 2.3: TBD	2.1; 2.2; 2.3: Ministry of General Education and Instruction (MoGEI) Reports Intervention M&E reports Schools' Attendance Monitoring System (SAMS).	
Outcome 3	3 Improved institutional responsiveness for education	3.1 % of national budget expenditure for education	3.1 8.5 % 3.2 2 %	3.1 between 15 % and 20 % 3.2 10 %	3.1; 3.2: Budget formulation, execution (including treasury/cash	

Results	Results chain (a): Main expected results	Indicators (a):	Baselines (values and years)	Targets (values and years)	Sources of data	Assumptions
		3.2 % of actual disbursements for education			management) accounting, and reporting data Integrated Financial Management Systems (IFMIS – integrated financial management information systems).	
Outcome 4	4.Increased participation of citizens (women and youth) in policy making and decision making processes on education	4.1 # of civil society organisations directly benefiting from EU support **	4.1 TBD	4.1 TBD	4.1: Progress reports for the EU-funded intervention	
Output 1 related to Outcome 1	1.1 Conducive environment for schooling (children and adult learners attendance) created)	1.1.1 # of schools provided with teaching and learning materials (# free of gender stereotypes) with EU support 1.1.2 # of School Management Committees and State and Country Officials trained with EU support 1.1.3 # of children that benefit from school feeding by sex and status with EU support 1.1.4 # of beneficiaries completing Functional Adult Literacy (FAL) program disaggregated by sex and status with EU support 1.1.5 Number of students enrolled in education with EU support: a) primary education, b) secondary education, (disaggregate by sex and status) **	1.1.1: 0 1.1.2: 0 1.1.3: 0 1.1.4: 0 1.1.5: 0	1.1.1: TBD 1.1.2: TBD 1.1.3: TBD 1.1.4: TBD 1.1.5: TBD	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5: Intervention M&E reports Schools' Attendance Monitoring System (SAMS).	Project / activity implementers can access targeted locations and interlocutors
Output 2 related to Outcome 1	1.2. Resilience of households and communities to food insecurity strengthened	1.2.1 Number of beneficiaries receiving skills and business training, with increased knowledge and/or skills, disaggregated by sex, age group, migration status, sector, with EU support 1.2.2 Number of climate resilient community infrastructure built or rehabilitated, with EU support	1.2.1: 0 1.2.2: 0	1.2.1: TBD 1.2.2: TBD	1.2.1, Training reports / knowledge questionnaire completed by participants before and after training session 1.2.2: Intervention M&E reports	
Output 3 related to Outcome 1	1.3. Social cohesion, reconciliation and peaceful co-existence among and between	1.3.1 Number of community based initiative promoting social cohesion and conflict prevention between host/resident	1.3.1: 0 1.3.2: 0	1.3.1: TBD 1.3.2: TBD	1.3.1, 1.3.2: Intervention M&E reports	

Results	Results chain (a): Main expected results	Indicators (a):	Baselines (values and years)	Targets (values and years)	Sources of data	Assumptions
	IDPs, returnees and host communities enhanced	communities and displaced/returnees, with EU support 1.3.2 Number of persons involved in local reconciliation initiatives, (e.g. local peace committees, public debates, forums, cross-community activities and others), disaggregated by sex, migration status, with EU support				
Output 1 related to Outcome 2	2.1 Gender sensitive education improved	2.1.1 # of school communities' reached with the community mobilisation, with EU support 2.1.2 # of girls learning group organised with EU support	2.1.1: 0 2.1.2: 0	2.1.1 TBD 2.1.2 TBD	2.1.1, 2.1.2: Intervention M&E reports	
Output 2 related to Outcome 2	2.2 Enrolment of girls and vulnerable group increased	2.2.1 # of girls who receive incentives with EU support 2.2.2 # of adolescent girls receiving Integrated Accelerated Learning and Livelihood training with EU support 2.2.3 # of people with disabilities supported by EU fund, disaggregated by sex 2.2.4. Number of new girls enrolled in primary and secondary education with EU support*	2.2.1: 0 2.2.2: 0 2.2.3: 0 2.2.4: 0	2.2.1 TBD 2.2.2 TBD 2.2.3: TBD 2.2.4: TBD	2.2.1, 2.2.2, 2.2.3, 2.2.4: Intervention M&E reports	
Output 1 related to outcome 3	3.1 Increased capacities of public authorities involved in policy based public financial management for education	3.1 1. Number of people within PFM stakeholders involved in education policies, trained and getting new knowledge on policy based public financial management for education with EU support, disaggregated by sex	3.1.1 0	3.1.1 TBD	3.1.1 Intervention M&E reports, attendance list	
Output 1 related to outcome 4	4.1 Civil society representatives (focus on women and youth) equipped to conduct public advocacy on education	4.1.1 Number of civil society representatives trained and equipped to conduct public advocacy on education disaggregated by sex and age with EU support	4.1.1 0	4.1.1 TBD	4.1.1 Progress report on EU intervention	

4 IMPLEMENTATION ARRANGEMENTS

4.1 Financing Agreement

In order to implement this action, it is not envisaged to conclude a financing agreement with the partner country.

4.2 Indicative Implementation Period

The indicative operational implementation period of this action, during which the activities described in section 3 will be carried out and the corresponding contracts and agreements implemented, is 48 months from the date of the adoption by the Commission of this Financing Decision.

Extensions of the implementation period may be agreed by the Commission's responsible authorising officer by amending this Financing Decision and the relevant contracts and agreements.

4.3 Implementation of the Budget Support Component

N/A

4.4 Implementation Modalities

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures¹¹.

4.4.1 Indirect Management with a third donor country

This action may be implemented in indirect management with an entity which will be selected by the Commission's services 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.

The implementation by the third country entails the projected outcomes 2 "Reduced gender disparities in attainment, progression and enrolment for girls", 3 "Improved institutional responsiveness for education" and 4 "Increased participation of citizens (women and youth) in policy making and decision making processes on education".

4.4.2 Indirect management with an international organisation

This action may be implemented in indirect management with an entity which will be selected by the Commission's services 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, in particular of host communities affected by returns;

¹¹ www.sanctionsmap.eu. Please note that the sanctions map is an IT tool for identifying the sanctions regimes. The source of the sanctions stems from legal acts published in the Official Journal (OJ). In case of discrepancy between the published legal acts and the updates on the website it is the OJ version that prevails.

- 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.

The implementation by the international organisation entails the projected outcomes 1 “Improved access to quality education and learning nationwide with a focus for returnees in host communities” and 4 “Increased participation of citizens (women and youth) in policy making and decision making processes on education”.

4.5 Scope of geographical eligibility for procurement and grants

N.A.

4.6 Indicative Budget

Indicative Budget components¹²	EU contribution (amount in EUR)	Third-party contribution, in currency identified
Implementation modalities – cf. section 4.4		
Objective 1: Improve access to quality education learning nationwide with a focus for girls, host communities, IDPs and returnees in host communities composed of	19 000 000	EUR 5 000 000
Indirect management with international organisation 4.4.1	<i>19 000 000</i>	
Objective 2: Reduce gender disparities in attainment, progression and enrolment for girls composed of	15 500 000	EUR 101 937 061
Indirect management with 3 rd donor country - cf. section 4.4.11	<i>15 500 000</i>	
Objective 3: Improve institutional responsiveness for education composed of	1 500 000	
Indirect management with 3 rd donor country – cf. section 4.4.1	<i>1 500 000</i>	
Objective 4: Increase participation of citizens (particularly women and youth) in policy making and decision making processes on education composed of	2 000 000	
Indirect management with 3 rd donor country – cf. section 4.4.1	<i>1 000 000</i>	
Indirect management with international organisation – cf. section 4.3.1	<i>1 000 000</i>	
Evaluation – cf. section 5.2	N/A	
Audit – cf. section 5.3		
Communication and visibility – cf. section 6	N/A	
Totals	38 000 000	EUR 106 937 061

¹² N.B: The final text on audit/verification depends on the outcome of ongoing discussions on pooling of funding in (one or a limited number of) Decision(s) and the subsequent financial management, i.e. for the conclusion of audit contracts and payments.

4.7 Organisational Set-up and Responsibilities

Donor and development partners' coordination will continue to be carried at the technical level through a programme steering committee for the Objective 1 and through an already established donors' forum for Objective 2.

The EU will continue participating to South Sudan's fora for the coordination of the education sector, including the Education Donors Group, the Education Cluster Group, the Ministry's School Reopening Working Group. When called to participate, the EU will ensure collaboration under the Local Education Group of the Global Partnership for Education and the coordination group of Education Cannot Wait.

Gender equality, human rights, IHL, and rights-based approach expertise will be ensured during the implementation of the Action as possible. They will also be integrated in relevant capacity building activities and documents (i.e. Terms of reference etc.), as minimum requirements of expertise.

As part of its prerogative of budget implementation and to safeguard the financial interests of the Union, the Commission will participate and have a decisive role (co-chair) in the governance structures set up for governing the implementation of the action.

4.8 Pre-conditions

Not applicable

5 PERFORMANCE MEASUREMENT

5.1 Monitoring and Reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (Outputs and direct Outcomes) as measured by corresponding indicators, using as reference the logframe matrix.

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).

Roles and responsibilities for data collection, analysis and monitoring:

All monitoring and reporting shall assess how the action is taking into account the rights-based approach working principles (i.e participation, non-discrimination, accountability and transparency) as well as how it contributes to gender equality and women's empowerment.

Although the EU has funded several education projects in the past years, this action has new objectives and is mainly targeting new beneficiaries and hence, most of the **baseline** data are 0 at the beginning of the project. Baseline data will be collected by the implementation partner when needed. Most of the targets are yet to be determined and this will be done in coordination with the implementation partners before signing the contract. In order to ensure the quality of the data collected and due to lack of data available, some data might have to be triangulate with several sources.

Data will be collected by the implementation partner who will adopt a mixed-method approach to monitor the action, including the utilization of structured focus group discussions, perception surveys, community-based monitoring, and post-distribution monitoring to enable an in-depth understanding of the impact of activities on community members. Assessments will also capture the knowledge gained by those in target communities who are provided training through pre- and post-test assessment. In addition, monitoring mechanism in partnership with Ministry of General Education and Instruction (MoGEI) was set up and enable to engage MoGEI on key issues. Monthly, quarterly and annual report will enable to monitor the progress of this action on a regular basis.

All result indicators will be disaggregated by **gender**, and specific indicator to measure girl's and women's access to quality education and empowerment will be measure.

5.2 Evaluation

Having regard to the nature of the action, final evaluations will be carried out for this action or its components via independent consultants contracted by the Commission

It will be carried out for accountability and learning purposes at various levels (including for policy assessment), taking into account in particular the fact that the component on education and migration is an innovative approach in the sensitive area regarding displacement and returns (refugees, IDPs). In addition the component on education and girls touches the dire situation of gender disparity in South Sudan.

Evaluations shall assess to what extent the rights-based approach working principles (respect of all rights, participation, non-discrimination, accountability and transparency) as well as gender equality and women's empowerment have been applied. In this regard, expertise on human rights and gender equality will be ensured in the evaluation teams.

The Commission shall inform the implementing partner at least 30 days in advance of the dates envisaged for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

The evaluation reports shall be shared with the partner country and other key stakeholders following the best practice of evaluation dissemination¹³. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, in agreement with the partner country, jointly decide on the follow-up actions to be taken and any adjustments necessary, including, if indicated, the reorientation of the project.

The financing of the evaluation shall be covered by another measure constituting a Financing Decision.

5.3 Audit and Verifications

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audit or verification assignments for one or several contracts or agreements.

6 STRATEGY COMMUNICATION AND PUBLIC DIPLOMACY

The 2021-2027 programming cycle will adopt a new approach to pooling, programming and deploying strategic communication and public diplomacy resources.

It will remain a contractual obligation for all entities implementing EU-funded external actions to inform the relevant audiences of the Union's support for their work by displaying the EU emblem and a short funding statement as appropriate on all communication materials related to the actions concerned. This obligation will continue to apply equally, regardless of whether the actions concerned are implemented by the Commission, partner countries, service providers, grant beneficiaries or entrusted or delegated entities such as UN agencies, international financial institutions and agencies of EU member states.

However, action documents for specific sector programmes are no longer required to include a provision for communication and visibility actions promoting the programmes concerned. These resources will instead be consolidated in Cooperation Facilities established by support measure action documents, allowing Delegations to plan and execute multiannual strategic communication and public diplomacy actions with sufficient critical mass to be effective on a national scale.

¹³ See best [practice of evaluation dissemination](#)

APPENDIX 1 REPORTING IN OPSYS

An Intervention¹⁴ (also generally called project/programme) is the operational entity associated to a coherent set of activities and results structured in a logical framework aiming at delivering development change or progress. Interventions are the most effective (hence optimal) entities for the operational follow-up by the Commission of its external development operations. As such, Interventions constitute the base unit for managing operational implementations, assessing performance, monitoring, evaluation, internal and external communication, reporting and aggregation.

Primary Interventions are those contracts or groups of contracts bearing reportable results and respecting the following business rule: ‘a given contract can only contribute to one primary intervention and not more than one’. An individual contract that does not produce direct reportable results and cannot be logically grouped with other result reportable contracts is considered a ‘support entities’. The addition of all primary interventions and support entities is equivalent to the full development portfolio of the Institution.

Action level		
<input type="checkbox"/>	Single action	Present action: all contracts in the present action
Group of actions level		
<input type="checkbox"/>	Group of actions	Actions reference (CRIS#/OPSYS#):
Contract level		
<input checked="" type="checkbox"/>	Contract 1	<p>Improve access to quality education and learning nationwide with a focus for returnees in host communities</p> <p>Increase participation of citizens (particularly women and youth) in policy making and decision making processes on education</p> <p>Indirect management with international organisation (section 4.4.1)</p>
	Contract 2	<p>Reduce gender disparities in attainment, progression and enrolment for girls</p> <p>Improve institutional responsiveness for education</p> <p>Increase participation of citizens (particularly women and youth) in policy making and decision making processes on education</p> <p>Indirect management with third countries (section 4.4.1)</p>

¹⁴ [ARES \(2021\)4204912](#) - For the purpose of consistency between terms in OPSYS, DG INTPA, DG NEAR and FPI have harmonised 5 key terms, including ‘action’ and ‘Intervention’ where an ‘action’ is the content (or part of the content) of a Commission Financing Decision and ‘Intervention’ is a coherent set of activities and results which constitutes an effective level for the operational follow-up by the EC of its operations on the ground. See more on the [concept of intervention](#).