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INTERNATIONAL DEVELOPMENT ASSOCIATION

PROJECT APPRAISAL DOCUMENT
ON A
PROPOSED GRANT

IN THE AMOUNT OF SDR33.9 MILLION
(US$45 MILLION EQUIVALENT)

OF WHICH
US$10 MILLION IS FROM THE WINDOW FOR HOST COMMUNITIES AND REFUGEES

AND A GRANT

IN THE AMOUNT OF US$11.43 MILLION
FROM GLOBAL PARTNERSHIP FOR EDUCATION

TO THE

REPUBLIC OF SOUTH SUDAN

FOR A

BUILDING SKILLS FOR HUMAN CAPITAL DEVELOPMENT IN SOUTH SUDAN PROJECT

April 21, 2023

Education Global Practice
Eastern and Southern Africa Region

CURRENCY EQUIVALENTS

Exchange Rate Effective February 28, 2023

Currency Unit =   South Sudanese Pound (SSP)

US$1 =   SSP 740

US$1 =   SDR 0.75256436

FISCAL YEAR
January 1 - December 31

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ABBREVIATIONS AND ACRONYMS

AFDB	African Development Bank
AM	Accountability Mechanism
BPS	Budgeting Preparatory System
CEN	Country Engagement Note
CERC	Contingency Emergency Response Component
CPD	Continuous Professional Development
CRA	Commission for Refugee Affairs
DA	Disbursement Account
DG	Director General
ECW	Education Cannot Wait
EMIS	Education Management Information System
ESF	Environmental and Social Framework
EU	European Union
FCDO	United Kingdom's Foreign, Commonwealth and Development Office
FCV	Fragility, Conflict and Violence
FM	Financial Management
FMS	Financial Management Specialist
GCRF	Global Crisis Response Framework
GDP	Gross Domestic Product
GEMS	Geo-Enabled Initiative for Monitoring and Supervision
GIMI	Galilee International Management Institute
GPE	Global Partnership for Education
GRS	Grievance Redress Services
HCI	Human Capital Index
HDI	Human Development Index
ICT	Information and Communication Technology
IDA	International Development Association
IDP	Internally Displaced Persons
IFR	Interim Unaudited Financial Reports
IGAD	Intergovernmental Authority on Development
IRR	Internal Rate of Return
IT	Information Technology
M&E	Monitoring and Evaluation
MDTF	Multi Donor Trust Fund
MoFP	Ministry of Finance and Planning
MoGEI	Ministry of General Education and Instruction
MoHEST	Ministry of Higher Education, Science and Technology
NAC	National Audit Chamber
NEC	National Education Coalition
NTTI	National Teacher Training Institutions
PBA	Performance Based Allocations
PDO	Project Development Objective
PFM	Public Financial Management
PFMA	Public Financial Management and Accountability Act

PIU	Project Implementation Unit
POM	Project Operations Manual
PPSD	Project Procurement Strategy for Development
PSC	Project Steering Committee
SEA	Sexual Exploitation and Abuse
SEP	Stakeholder Engagement Plan
SSPFMIS	South Sudan Public Financial Management and Institutional Strengthening
STEP	Systematic Tracking of Exchanges in Procurement
TA	Technical Assistance
TPM	Third-Party Monitoring
TVET	Technical and Vocational Education and Training
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Aid
WA	Withdrawal Application
WASH	Water, Sanitation and Hygiene
WHR	Window for Host Communities and Refugees

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DATASHEET

BASIC INFORMATION

Country(ies)	Project Name	
South Sudan	Building Skills for Human Capital Development in South Sudan	
Project ID	Financing Instrument	Environmental and Social Risk Classification
P178654	Investment Project Financing	Substantial

Financing & Implementation Modalities

[ ] Multiphase Programmatic Approach (MPA)	[✓] Contingent Emergency Response Component (CERC)
[ ] Series of Projects (SOP)	[✓] Fragile State(s)
[ ] Performance-Based Conditions (PBCs)	[ ] Small State(s)
[ ] Financial Intermediaries (FI)	[ ] Fragile within a non-fragile Country
[ ] Project-Based Guarantee	[✓] Conflict
[ ] Deferred Drawdown	[ ] Responding to Natural or Man-made Disaster
[ ] Alternate Procurement Arrangements (APA)	[ ] Hands-on Enhanced Implementation Support (HEIS)

Expected Approval Date	Expected Closing Date
12-May-2023	30-Jun-2028

Bank/IFC Collaboration

No

Proposed Development Objective(s)

The Project's Development Objective is to increase skills development opportunities in teaching and digital agriculture and strengthen capacity for management of the education system.

Components

Component Name	Cost (US$, millions)

Component 1: Teaching Skills to Strengthen Education Delivery	29.00
Component 2: Digital Skills for Agriculture	8.00
Component 3: Inclusion of Refugee and Host Communities	8.00
Component 4: System Building	11.43
Component 5: Contingency Emergency Response Component	0.00

Organizations

Borrower:	South Sudan
Implementing Agency:	Ministry of General Education and Instruction
	Ministry of Higher Education, Science and Technology

PROJECT FINANCING DATA (US$, Millions)

SUMMARY

Total Project Cost	56.43
Total Financing	56.43
of which IBRD/IDA	45.00
Financing Gap	0.00

DETAILS

World Bank Group Financing

International Development Association (IDA)	45.00
IDA Grant	45.00

Non-World Bank Group Financing

Trust Funds	11.43
Education for All Supervising Entity	11.43

IDA Resources (in US$, Millions)

	Credit Amount	Grant Amount	SML Amount	Guarantee Amount	Total Amount
South Sudan	0.00	45.00	0.00	0.00	45.00

National Performance-Based Allocations (PBA)	0.00	35.00	0.00	0.00	35.00
Window for Host Communities and Refugees (WHR)	0.00	10.00	0.00	0.00	10.00
Total	**0.00**	**45.00**	**0.00**	**0.00**	**45.00**

Expected Disbursements (in US$, Millions)

WB Fiscal Year	2023	2024	2025	2026	2027	2028	2029
Annual	0.15	7.50	10.00	10.18	10.00	11.10	7.50
Cumulative	0.15	7.65	17.65	27.83	37.83	48.93	56.43

INSTITUTIONAL DATA

Practice Area (Lead)

Education

Contributing Practice Areas

Climate Change and Disaster Screening

This operation has been screened for short and long-term climate change and disaster risks

SYSTEMATIC OPERATIONS RISK-RATING TOOL (SORT)

Risk Category	Rating
1. Political and Governance	● Substantial
2. Macroeconomic	● Substantial
3. Sector Strategies and Policies	● Substantial
4. Technical Design of Project or Program	● Moderate
5. Institutional Capacity for Implementation and Sustainability	● Substantial
6. Fiduciary	● High
7. Environment and Social	● Substantial
8. Stakeholders	● Moderate

| 9. Other | ● Moderate |
| 10. Overall | ● Substantial |

COMPLIANCE

Policy

Does the project depart from the CPF in content or in other significant respects?

[ ] Yes   [✓] No

Does the project require any waivers of Bank policies?

[ ] Yes   [✓] No

Environmental and Social Standards Relevance Given its Context at the Time of Appraisal

E & S Standards	Relevance
Assessment and Management of Environmental and Social Risks and Impacts	Relevant
Stakeholder Engagement and Information Disclosure	Relevant
Labor and Working Conditions	Relevant
Resource Efficiency and Pollution Prevention and Management	Relevant
Community Health and Safety	Relevant
Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	Not Currently Relevant
Biodiversity Conservation and Sustainable Management of Living Natural Resources	Relevant
Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	Relevant
Cultural Heritage	Relevant
Financial Intermediaries	Not Currently Relevant

NOTE: For further information regarding the World Bank's due diligence assessment of the Project's potential environmental and social risks and impacts, please refer to the Project's Appraisal Environmental and Social Review Summary (ESRS).

Legal Covenants

Sections and Description
Schedule 2 Section I.A.2: By no later than (1) month after the Effective Date, the Recipient shall establish and thereafter maintain during the implementation of the Project a Project Steering Committee (PSC), with the composition, functions, staffing and resources satisfactory to the Association, and responsible for providing oversight and policy guidance to the Project. The PSC shall be co-chaired by the Under Secretaries of MoGEI and MoHEST and comprised of representative of State Education Administration Bodies, Commission of Refugee Affairs (CRA), ministry in charge of Finance, UNHCR and the National Education Coalition (NEC).

Sections and Description
Schedule 2 Section I.B.1(a): by no later than one (1) month after the Effective Date prepare and adopt in accordance with terms of reference acceptable to the Association, a manual, which contains Project arrangements and procedures for: (i) institutional coordination and day-to-day implementation of the Project; (ii) monitoring, evaluation, reporting and communication; (iii) the performance indicators; (iv) the reporting requirements on Project progress implementation including the timeline for reporting on any significant incident/accident in accordance with the ESCP; (v) arrangements for preventing, detecting, reporting, investigation, remediation and otherwise addressing fraud and corruption, including compliance with the Anti-Corruption Guidelines (which shall be annexed thereto); (vi) criteria, procedures and for female Stipend under Part 2.2 (c) selection; (vii) eligibility criteria for the selection of Eligible Teachers under Part 3.4 the Project; (viii) verification protocols and procedures for payment of Salaries of Eligible Teachers; administration, procurement, financial management and accounting; (ix) the list of Excluded Activities and (x) rules and procedures for processing and collection of Personal Data in accordance with national law on Personal Data Protection if it is deemed adequate and good international practice.

Sections and Description
Schedule 2 Section I.H: The Recipient shall no later than two (2) months from the Effective Date establish and thereafter maintain at all times during the implementation of the Project, a grievance redress mechanism, under terms and structure satisfactory to the Association.

Conditions

Type	Financing source	Description
Effectiveness	IBRD/IDA	Article V.5.01(a) of the Financing Agreement: the Association is satisfied that the Recipient has an adequate refugee protection framework.
Effectiveness	IBRD/IDA	Article V.5.01(c) of the Financing Agreement: The Recipient shall have established the two Project Implementation Units (PIUs) within MoGEI and MoHEST, with a structure, functions and responsibilities acceptable to the Association, including, inter alia, to assist the Recipient in the day-to-day management of all Project activities, including technical supervision and coordination, overall Project planning, quality oversight, communication, reporting,

		procurement, financial management, environment and social risk management, and monitoring of Project activities.
Type Effectiveness	**Financing source** IBRD/IDA	**Description** Article V.5.01(d) of the Financing Agreement: The Recipient has recruited within each PIU: (i) the PIU Project coordinator, (ii) PIU administrative and financial manager, (iii) PIU accountant, (iv) PIU procurement specialist, (v) PIU environmental specialist, (vi) PIU social specialist, and (vii) Gender Based Violence specialist all with terms of reference, integrity, and qualifications acceptable to the Association.
Type Effectiveness	**Financing source** IBRD/IDA	**Description** Article V.5.01(e) of the Financing Agreement: The Recipient has adopted and disclosed a Security Risk Assessment in form and substance acceptable to the Association.
Type Disbursement	**Financing source** IBRD/IDA	**Description** Schedule 2, Section III.B1(b) No withdrawal shall be made under Category (1), unless and until the Recipient has adopted and published the ESMF, LMP in form and substance acceptable to the Association.
Type Disbursement	**Financing source** Trust Funds, IBRD/IDA	**Description** Schedule 2, Section III.B1(c): No withdrawal shall be made for Eligible Expenditures under Category (3), unless and until (i) the School Grant Manual has been adopted by the Recipient in form and substance acceptable to the Association, and (ii) the Recipient has recruited and appointed a third-party party verification entity with terms of reference and qualifications acceptable to the Association.
Type Disbursement	**Financing source** Trust Funds, IBRD/IDA	**Description** Schedule 2, Section III.B1(d): No withdrawal shall be made for Eligible Expenditures under Category (4), unless and until (i) the Scholarship Manual has been adopted by the Recipient in form and substance acceptable to the Association and (ii) the Recipient has recruited and appointed a third-party verification entity with terms of reference and qualifications acceptable to the Association.

I. STRATEGIC CONTEXT

A. Country Context

1. **South Sudan is poised to change its development trajectory following a history of conflict that has hindered growth.** The prolonged civil war with repeated cycles of violence has had disastrous impacts on the country's population. Between 2013 and 2018, 380,000 people are reported to have died as a result of armed conflict, with 2 million people internally displaced and an additional 2.3 million living as refugees abroad.[1] Conflict also affected virtually all economic activity, and household incomes are estimated to have declined by a staggering 70 percent between 2011 and 2018.[2] An estimated nine out of ten South Sudanese people live in poverty.[3] The signing of the Revitalized Agreement on the Resolution of the Conflict in the Republic of South Sudan in September 2018 and the subsequent formation of a unity government in February 2020 has provided a measure of hope for recovery, but implementation remains sluggish. While violence has declined overall since the signing of the peace agreement, it remains elevated in certain areas,[4] demonstrating the continued challenge that conflict presents in the post-peace agreement period. Although a slightly negative growth rate is expected in 2023, South Sudan's economic outlook is cautiously optimistic, with a projected growth rate above 2 percent in both 2024 and 2025.[5] The country has an opportunity to capitalize on this growth to consolidate peace and promote investments that create jobs to foster positive attitudes toward the peace process.[6]

2. **South Sudan is focusing on building the human capital foundations for a diversified economy and inclusive growth.** The country's Revised National Development Strategy (2021-2024) recognizes that investments in human capital can be a catalyst for economic diversification. There is mounting evidence that countries cannot achieve sustained and inclusive economic development unless human capital is strengthened. Given its young population, with an average age of 19 and 45 percent under the age of 15, South Sudan has an opportunity to access a demographic dividend and lay the foundation for future human capital accumulation. Providing this young population with opportunities for skills development in key sectors could increase income per capita and the country's economic productivity. However, limited access to quality education and training has constrained human capital accumulation for South Sudan during the period of conflict. South Sudan had a score of 0.31 on the World Bank's Human Capital Index (HCI) in 2020, which means that a South Sudanese child born in that year will only be 31 percent as productive by age 18 as she could have been if she had access to full health and complete education. The education component of the HCI shows that the average child in South Sudan completes only 4.7 of the 14 expected years of school by the age of 18, which, when adjusted for learning, reduces to only 2.5 years.

3. **Women face considerable challenges in building and utilizing their human capital.** Women face particularly difficult conditions due to the traditional patriarchal system and the consequences of the conflict, both of which contribute to gender-based violence levels that are among the highest in the world. South Sudan also ranks in the bottom third of countries for the life-course gender gap[7] and women's empowerment in the Human Development Index (HDI). Over 84 percent of women in South Sudan are illiterate, and 50 percent of girls under the legal age of 18

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[1] United Nations High Commissioner for Refugees (UNHCR) 2022. https://www.unhcr.org/en-us/south-sudan.html.
[2] International Monetary Fund 2019. "Republic of South Sudan. 2019 Article IV Consultation Report." IMF Country Report No. 19/153.
[3] United Nations Office for the Coordination of Humanitarian Affairs, 2022b Humanitarian Needs Overview: South Sudan.
[4] There have been recent upticks in violence in Upper Nile, Jonglei, Western Equatoria and Central Equatoria States, as well as high-conflict risk scenarios in Greater Tonj and the Warrap State/Abyei area (among others).
[5] Macro Poverty Outlook– Spring Meetings, World Bank, 2023.
[6] World Bank. 2022. South Sudan Economic Monitor, February 2022: Towards a Jobs Agenda. World Bank, Washington, DC.
[7] The UNDP's life-course gender gap dashboard contains 13 indicators that display gender gaps in choices and opportunities over the life course—childhood and youth, adulthood, and older age. Retrieved from https://hdr.undp.org/life-course-gender-gapint.

are married. Slightly more than one-quarter of all households are female-headed as a result of the conflict, but women are also less likely than men to be employed as waged and salaried workers. As a result of restrictive gender and social norms, women and girls in South Sudan have fewer choices and opportunities and less agency and options for self-determination.

4.   **Refugees and host communities experience significant service delivery gaps that affect their quality of life and ability to acquire and utilize their human capital.** The history of continued conflicts – both within South Sudan and in neighboring countries – has resulted in a significant number of refugees, asylum seekers, and internally displaced persons (IDPs) and created refugee camps and IDP settlements across the country. According to United Nations High Commissioner for Refugees (UNHCR) data as of December 31, 2022, South Sudan hosted 308,374 refugees and 64,225 refugee households, with the vast majority – over 90 percent – located in two locations: Jamjang in the Ruweng Administrative Area and Bunj Town in in Upper Nile State (see Figure 1).[8] The Sudanese refugee population is by far the largest, with 289,840 individuals, or 94 percent of the hosted population, followed by 10,944 refugees from the Democratic Republic of Congo (3.5 percent), with further populations from Ethiopia, Central African Republic, Burundi, and elsewhere. Just over half – 52 percent – of refugees are female, and women and children represent 81 percent of refugees. Most – 60 percent – of the refugees are under 18, with 38 percent between 18 and 59 and the remainder over 60. The prospect of these refugees returning to their countries of origin in the near term is limited, and the trauma endured, assets lost, and livelihoods destroyed in fleeing conflict in their host country has created unique development challenges for refugees in reestablishing their lives in South Sudan. Despite these challenges, refugees often have better access to basic services and support like health, education, and food rations in refugee camps administered by UNHCR than members of host communities,[9] which tend to live in isolated areas where government services and market-based opportunities are either highly lacking or non-existent. Indeed, due to these deprivations, UNHCR makes specific efforts to support host community members themselves, to the extent resources allow.
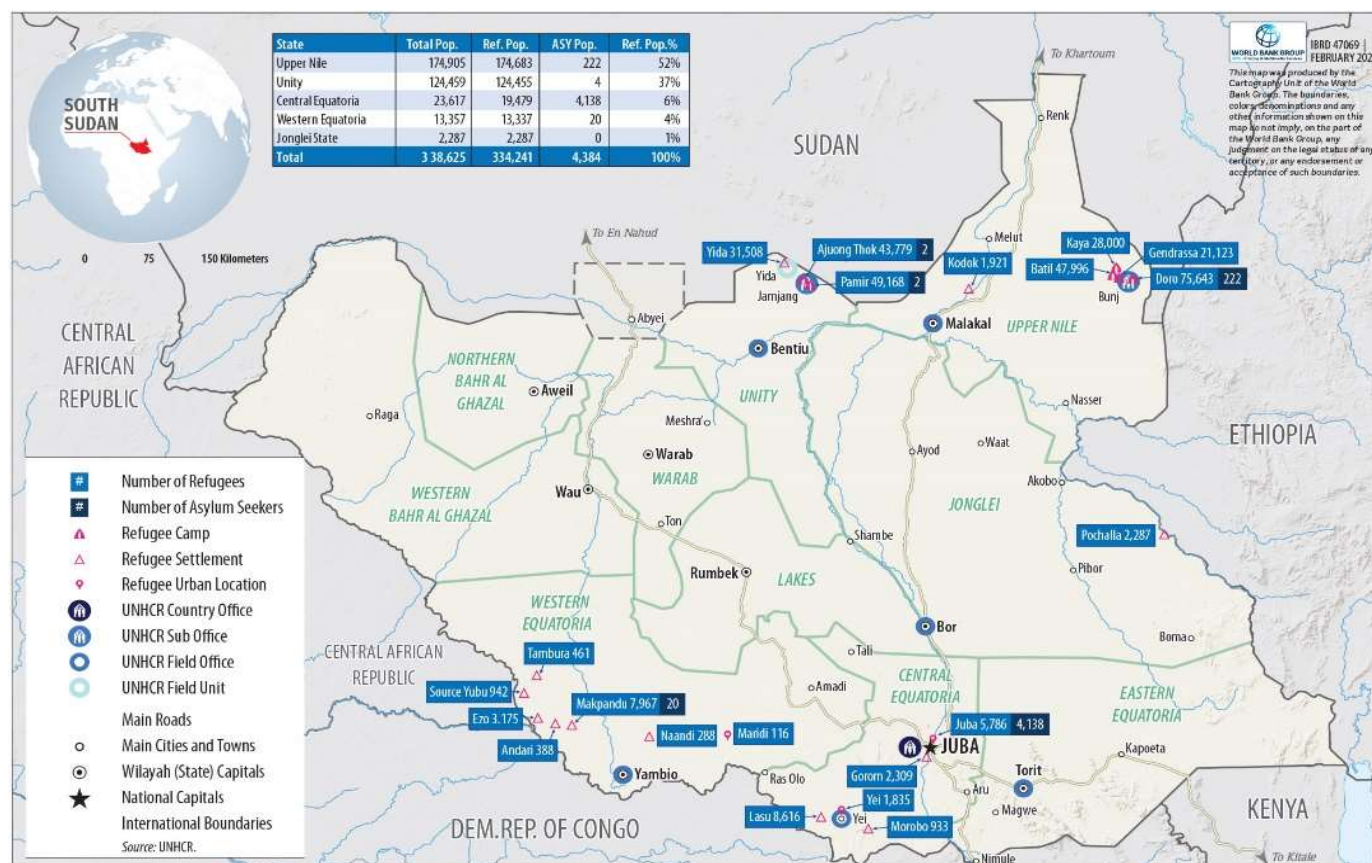
5.   **The Government of South Sudan has maintained an open-door policy and reaffirmed its commitment to address vulnerabilities and respond to shocks for both refugees and host communities.** South Sudan is recognized as having one of the most progressive refugee policy frameworks in East Africa. It has acceded to the 1951 Refugee Convention and its 1967 Protocol, as well as the 1969 OAU Convention Governing the Specific Aspects of Refugee Problems in Africa. South Sudan is also a state party to several other international and regional human rights instruments relevant to the protection of refugees and has adopted the draft East African Community Refugee Management Policy. The Refugee Act of 2012, which provides the central legal framework for refugee protection in South Sudan, incorporates provisions that are in line with international and regional treaties. The government has also maintained a policy of granting refugees access to its territory, land for cultivation and livelihoods, and practical arrangements for their initial reception and registration. Refugees are granted freedom of movement and in principle free to settle anywhere in the country. The Commission for Refugee Affairs (CRA) plays the leading role in developing government policy on refugee issues, including protection and coordinating government and external support for refugees. The CRA is present in all refugee-hosting areas, even as capacity limitations impede its ability to fully fulfill its designated responsibilities.

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[8] UNHCR. 2022. Operations Data Portal – Refugee Situations: South Sudan. https://data.unhcr.org/en/country/ssd.
[9] UNHCR defines a host community as "the local, regional, and national governmental, social and economic structures within which refugees live. In the context of refugee camps, the host community may encompass the camp, or may simply neighbor the camp but have interaction with, or otherwise be impacted by, the refugees residing in the camp".
https://www.unhcr.org/en-us/protection/resettlement/4cd7d1509/unhcr-ngo-toolkit-practical-cooperation-resettlement-community-outreach.html.

Figure 1: Refugee and Asylum Seeker Population in South Sudan, October 31, 2022

State	Total Pop.	Ref. Pop.	ASY Pop.	Ref. Pop.%
Upper Nile	174,905	174,683	222	52%
Unity	124,459	124,455	4	37%
Central Equatoria	23,617	19,479	4,138	6%
Western Equatoria	13,357	13,337	20	4%
Jonglei State	2,287	2,287	0	1%
Total	3 38,625	334,241	4,384	100%

Note: This map was created using data that is older than the more recent refugee number data that is included in the text of the PAD.

6.   **South Sudan is highly vulnerable to climate change and the risks of climate change are increasing.** The country is particularly prone to adverse climate hazards that include extreme temperatures, droughts, and extreme precipitation and flooding. Despite having one of the richest agricultural areas in Africa, with fertile soils and abundant water, frequent flooding, droughts, ongoing conflict, and the displacement of millions of persons has drastically reduced South Sudan's food production, resulting in an estimated 6.6 million people experiencing high levels of acute food insecurity. [10] Considering that 95 percent of the population depends on climate-sensitive natural resources —particularly rainfed subsistence agriculture— the importance of building a skills base and engaging girls and women in climate resilient agriculture is thus imperative. At the same time, mainstreaming climate change adaptation and mitigation skills in the education system is important and will help accelerate growth, create jobs, and prepare the country to combat the effects of climate change.

7.   **Investments in human capital are critical for South Sudan to leverage its natural endowments and grow a competitive economy.** As South Sudan rebuilds infrastructure and institutions in this new development phase, investing in the education and skills of its citizens and the large number of refugees and their host communities could yield rich dividends. The HCI suggests that in a scenario of complete education and full health, South Sudan could have a future Gross Domestic Product (GDP) per worker that is 3.34 times higher in the long run compared to the current scenario.

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[10] Integrated Food Security Phase Classification (IPC). 2022. South Sudan: Acute Food Insecurity Situation October - November 2022 and Projections for December 2022 - March 2023 and April - July 2023.

B. Sectoral and Institutional Context

8.   **South Sudan could reap rich dividends by investing in skills needed for strategic sectors, specifically the education and agriculture sectors.** Both these sectors are critical for human capital development of South Sudan which in turn could accelerate overall productivity growth of the country and promote economic inclusion. The education sector is severely constrained by the availability of skilled teachers to provide quality foundational learning to South Sudan's children. At the same time, the country is unable to benefit from its vast arable land due to a paucity of skills to lead transformation of agriculture practices in the country. Addressing critical skills gaps in these two strategic sectors of the country would not only help the country build foundational skills of its children to prepare for the future but also provide avenues for youth entering the job market now to build skills for productive employment while contributing to the country's growth.

9.   **The focus on foundational learning skills and building capacity for improved agricultural practices are also key to promoting resilience in South Sudan.** Promoting learning and the capacity to acquire skills through qualified teachers would enhance social cohesion and improve stability. Empirical evidence suggests that countries that invest in human capital create more engaged citizens that build the foundation for stable democracies. In Nigeria, for example, the cohort that benefitted from the introduction of universal primary education in the mid-1970s was found to be more engaged in political life, paying closer attention to the news, attending community meetings, and voting more often than those who did not go to primary school.[11] In addition, building the capacity of youth for effective agricultural practices would contribute to increasing the socioeconomic opportunities for youth and empowering women, accelerating economic dividends. This would help rebuild lost human capital in South Sudan and generate potential to break cycles of violence.

Skills for the education sector

10.   **The civil war impeded the development of South Sudan's education system and disrupted education provision.** Education infrastructure and education personnel were often attacked during the period of conflict, with the United Nations reporting 293 attacks on schools or military use of schools between December 2013 and October 2017.[12] During this period, government spending was directed towards humanitarian aid and, in 2017, South Sudan spent only 1 percent of its GDP on education, far lower than the averages for Sub-Saharan Africa (4 percent) and low-income countries (3.6 percent). This lack of investment in education over the last decade has affected the country's stock of human capital, and youth now entering the labor market have few employable skills. It has also degraded the quality of education institutions in the country, placing the human capital of future generations in jeopardy.

11.   **Rebuilding the country's education system requires addressing the significant shortfalls in skilled teachers.** According to the 2021 Education Census Report, 26 percent of schools across the country are non-operational due to lack of teachers. At the same time, the high pupil-qualified teacher ratio of 86:1 in primary schools significantly compromises the ability to provide quality education. There is also a large gap between male and female teachers. Of the 60,711 teachers in the country, only about 18 percent are female.[13] The difficulty in finding qualified teachers has led the education system to recruit volunteer teachers. For instance, 46 percent of primary education teachers are volunteers without training. The lack of qualified teachers has impacted student learning, with more than 94 percent of school children unable to read and understand a simple text by the age of 10.[14] To offer quality education

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[11] World Bank. (2018). The Human Capital Project. Washington, DC: World Bank.
[12] UNICEF. 2017. "South Sudan: The impact of the crisis on children-Briefing Note."
[13] Data based on Government of South Sudan National Education Census Report 2021.
[14] World Bank. 2022. Strategies for Addressing Stunting and Learning Poverty in South Sudan.

to those currently enrolled in schools, more than 30,000 volunteers teaching in South Sudanese schools need to be trained. At the same time, to meet the ambition of universal access to education, another 30,000 qualified teachers will be needed just at the primary level to offer quality basic education to South Sudanese children.

12.   **Effective teachers can jumpstart the education system in South Sudan.** Teachers' content knowledge and teaching skills significantly impact student learning. Even in resource-constrained settings where students lack access to basic infrastructure, qualified and effective teachers can change a child's learning trajectory. A review of interventions across low- and middle-income countries reveals that the most effective interventions to improve student learning rely upon teachers. For instance, teacher-driven interventions such as structured pedagogy programs raised student scores between 0.14 and 0.23 standard deviations, corresponding to approximately 6 to 9 months of learning, and the impact is even larger in settings of Fragility, Conflict, and Violence (FCV).[15] In addition to learning, effective teachers can significantly enhance students' long-term academic, socioemotional, and professional achievements. Teacher quality also affects student retention and could influence the demand for education. For teachers to perform effectively, they must be well prepared and equipped with traditional competencies, such as content knowledge and pedagogy skills, and non-traditional competencies such as socioemotional skills. Therefore, prioritizing teacher professional development is critical to strengthening school systems and improving human capital accumulation.

13.   **The lack of effective teacher training programs is a significant barrier to increasing access to quality education.** Recognizing that low and irregularly paid salaries pose a significant challenge to attracting and retaining teachers in the profession, the Ministry of General Education and Instruction (MoGEI) has increased teacher salaries and committed to regularize payments. An enduring concern, however, is the limited capacity of the existing educational institutions to offer teacher training programs to meet both current needs for qualified teachers to offer quality education and to expand schooling to achieve the country's goal of universal access to education. Only a few educational institutions providing pre-service and in-service training are operational. As of March 2023, only 3 public National Teacher Training Institutions (NTTIs), 3 private Teacher Training Institutions, and 6 County Education Centers were in operation.[16] The few operational institutions also lack financial resources and adequately equipped facilities. Most teacher training offered focuses on subject matter content and little time is devoted to learner-centered pedagogical approaches. Training is delivered by trainers who meet minimum educational qualifications (bachelor's degrees) but have received little training in instructing student teachers. There is little in-service training or professional development on offer – teachers received only two days of training on content and pedagogies appropriate for the newly introduced competency-based curriculum.[17] To fill this gap in teachers' training, development partners and faith-based organizations have financed and delivered several accredited and non-accredited teacher training programs.[18] However, the high reliance on non-governmental partners, coupled with the limited planning capacity of MoGEI, has led to fragmentation of teacher training, with programs of varying quality distributed unevenly across states.

14.   **A well-structured approach to improving teaching skills and competencies would build on and complement the existing programs of other development partners.** Several development partners have been investing in improving access to quality education in South Sudan. Among these development partners is the Global Partnership

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[15] World Bank. 2021. Successful Teachers, Successful Students: Recruiting and Supporting Society's Most Crucial Profession.

[16] TTIs offer residential pre-service and in-service teacher training.

[17] Adum, Peter and Christophe Morgan. (Forthcoming). National Teacher Training Institutes and Country Education Centers Tutors.

[18] Accredited programs such as simplified forms of pre-service programs and in-service or CPD programs. Non-accredited programs such as the Save the Children's Enabling Teachers CPD program for primary school teachers (Strategies for Addressing Stunting and Learning Poverty in South Sudan).

for Education (GPE), which is implementing a grant through the United Nations Children's Fund (UNICEF). The GPE's efforts focus on aspects such as strengthening the system's capacity, information management, and girls' education. Other development partners active in this arena in South Sudan include the European Union (EU) Delegation, which has provided cash incentives for 30,000 teachers,[19] and United Kingdom Agency for International Aid,[20] which is implementing a program covering areas such as teacher development, school system strengthening, and life skills. This is in addition to initiatives by the African Development Bank (AFDB), Education Cannot Wait (ECW), the United Nations Office for the Coordination of Humanitarian Affairs, and the World Food Programme. In general, development partners in South Sudan have focused on bringing children to schools and improving the quality of education through infrastructure development, school feeding, cash transfers, system capacity development, and teachers' development. Despite the significance of all these components, however, learning outcomes will not improve without a more focused effort to address the shortage in the supply of qualified teachers. Therefore, investing in a well-structured teacher training model is key to integrating partners' efforts in teacher development and building a cadre of qualified teachers.

15.   **Building a cadre of qualified teachers can improve schooling and human capital outcomes for generations to come.** An effective approach must reach individuals who are attracted by the teaching profession but face constraints in accessing training, like volunteer teachers. It must include pre-service training and continuous professional development opportunities for both qualified and unqualified teachers that have strong potential to improve their effectiveness. Offering these training opportunities to youth also creates avenues for them to be gainfully employed increasing the opportunity cost of violence and making them less susceptible to recruitment into armed groups.

Skills for the agriculture sector

16.   **South Sudan could also reap rich dividends by investing in skills needed for the agriculture sector.** The sector is estimated to account for 36 percent of the non-oil GDP. Most agriculture currently practiced in South Sudan consists of subsistence farming, but the country has the potential to feed itself and export food to neighboring countries. South Sudan has about five times the area of agricultural land per capita compared to Kenya, Uganda, or Ethiopia, but only about 1-2 percent is cultivated. Apart from the conflict, manual farming practices limit the cultivation of arable land, and World Bank[21] and AFDB[22] reports note South Sudan's weak capacity to provide extension services to farmers as a constraint to improving agricultural productivity. Addressing the complex challenge of increasing agricultural productivity requires building knowledge and skills in climate resilient agriculture, as well as harnessing new technology to unlock the agriculture sector's full economic potential. Digital agricultural technologies, in particular, can broaden the access to information even in the most remote rural areas and trigger change in all types of information systems, from market access to extension services.[23]

17.   **Investments in agricultural skills can have significant job-multiplier effects, with considerable welfare impacts.** Armed conflict, natural disasters, and the COVID-19 pandemic have profoundly disrupted livelihoods in South Sudan, and as the government looks to economic recovery, creating opportunities for productive employment is key.[24] Agriculture and food systems are the primary source of livelihood for around 88 percent of rural households

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[19] Through programs such as IMPACT and OUTREACH.
[20] Funded through the Foreign, Commonwealth, and Development Office (FCDO).
[21] World Bank. 2019. South Sudan Linking the Agriculture and Food Sector to the Job Creation Agenda.
[22]African Development Bank. 2013. South Sudan: An Infrastructure Action Plan - A Program for Sustained Strong Economic Growth.
[23] Food and Agriculture Organization and The World Bank. 2022. Transforming Agriculture in South Sudan.
[24] World Bank. 2022. South Sudan Economic Monitor, February 2022: Towards a Jobs Agenda. World Bank, Washington, DC.

and about half of urban households. Investments that make agriculture productive can have tremendous job-multiplier effects beyond primary production, including reviving market-oriented activities and market links, and the emergence of medium-sized farmers that are commercially oriented. In other Sub-Saharan African countries, this emerging segment of dynamic, small/medium-size farmers have been driving productivity growth and the jobs generation. Between 2008 and 2014, for example, medium-scale farms in the United Republic of Tanzania created 13 million days of additional work annually for hired workers. Improving the productivity of agricultural jobs also has the capacity for gender empowerment, with close to 80 percent of farm labor provided by women. The sector is also attractive to young workers who hold positive attitudes towards work in agriculture. Of urban youth currently employed in the sector, a larger share would rather do better in agriculture than shift to a different activity.[25]

18.   **Building local capacity in precision and climate resilient agriculture will also strengthen South Sudan's ability to withstand weather shocks and improve food security.** South Sudan is the fifth most vulnerable country to climate change, according to the Notre Dame Global Adaptation Initiative Country Index, and the eighth most affected country by weather-related loss events. In 2021 alone, recurrent flooding damaged more than 65,000 hectares dedicated to cereal production. Climate shocks, including flooding and droughts, have exacerbated food insecurity in certain areas, which can have particularly long-lasting effects on the human capital of young children. Studies from Sub-Saharan Africa show that household food insecurity is significantly associated with stunting, which in turn is linked to reductions in lifelong learning, cognition, educational attainment, and economic potential.

19.   **Building skills in teaching and agriculture is aligned with the national priorities identified by the Government of South Sudan in the Revised National Strategy (2021-2024).** The Revised National Strategy highlights supporting teacher training institutions and fast-track teacher training through pre-service and in-service programs as key strategic interventions to address the poor quality of education. The importance of teacher training is also highlighted in the Government's General Education Strategic Plan (2017-2022). The Strategic Plan identifies the setting of minimum requirements for all new teachers and revitalizing teacher training institutions to improve and expand pre-service and in-service training options as key strategies to improve the competency of its teachers.[26] The Revised National Strategy indicates that the MoGEI and the Ministry of Higher Education, Science and Technology (MoHEST) will lead teacher training interventions, but increasing institutional capacity and improving coordination between the two entities is essential to achieve these goals. In fact, the Revised National Strategy included strengthening the institutional capacity of the two ministries as part of the service cluster objectives. The Revised National Strategy also proclaims modernizing agriculture as a priority area. The strategy suggests that agriculture presents an opportunity for economic diversification in the short and medium term and will create job opportunities for the young population. The Strategy also highlights the importance of incorporating Information and Communications Technology (ICT) in the delivery of education and skills training.

20.   **South Sudan also emphasizes the inclusion of refugees in service delivery.** The country's generous approach to refugees is particularly notable in view of the severe extreme poverty and many other urgent development challenges it faces. The World Bank, following consultation with UNHCR, confirms that the protection framework for refugees continues to be adequate in South Sudan. Recent months have seen both further positive steps and continued challenges in South Sudan's progressive refugee protection framework. On the former, the CRA adopted a five-year Strategic Plan that provides a roadmap and institutional reforms that will help CRA mobilize Government ownership to strengthen coordination of services to refugees, asylum seekers, and host communities. Moreover, incidents of arbitrary arrest and detention of refugees and asylum seekers have slightly decreased, and CRA has made efforts to address these issues in coordination with relevant government bodies. Despite these positive signs, some

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[25] Ibid.
[26] The Government is currently assessing the implementation of the 2017-2022 Strategic Plan and preparing a new 5-year plan.

incidents of pushback of persons of concern at southern border points have been observed, children continue to face serious protection risks, Gender Based Violence risks and reported incidents facing refugees have not reduced, and implementation of the Government's pledges at the 2019 Global Refugee Forum remains low even as gains have been made. While further progress is needed, the World Bank, following consultation with UNHCR, confirms that the protection framework for refugees continues to be adequate in South Sudan.[27]

21. **Since gaining eligibility to the WHR under IDA19, the Government of South Sudan has made important progress in fostering longer-term benefits for refugee and host communities.** The primary challenge in promoting durable solutions in South Sudan centers less on fostering further policy reforms – even as that remains important – than on implementing policies that have already been set, which, inter alia, grant refugees the right to work, movement, and access to public services provided through national systems. In this regard, South Sudan has made important progress since WHR eligibility was established. First, the Government has allocated some 4,000 hectares of land to refugees for agricultural cultivation, a step taken in support of its Global Refugee Forum pledge of expanding equitable economic opportunities in refugee-hosting areas. Second, the Government has recently contributed a significant number of textbooks to schools serving refugees, a step taken in support of implementing its policy commitment to full integration of refugees into the national education system. Third, in late 2021, as part of the Intergovernmental Authority on Development (IGAD)-led Solutions Initiative for South Sudan and Sudan, the Government finalized its Durable Solutions Strategy and Plan of Action for Refugees, Internally Displaced Persons, Returnees and Host Communities. The plan is now being put forward for endorsement by heads of state of IGAD member countries, at which point the Government intends to allocate budgetary resources for its implementation. Fourth, in September 2022, the Government finalized discussions with the Government of Sudan on the 'Four Freedoms' agreement, which would guarantee people from both countries 'freedom of residence, freedom of movement, freedom to undertake economic activity and freedom to acquire and dispose property'. While these freedoms are not limited to refugees and hosts, their proximity to the border with Sudan means they would disproportionately benefit refugees and host communities in South Sudan by allowing them to capitalize on trade networks and broader economic opportunities on both sides of the border. Finally, but crucially, the country has continued to uphold in practice its strong policy commitment to refugee protection, granting refuge not only to the hundreds of thousands of Sudanese and other refugees who have been in South Sudan since its independence in 2011 but to new inflows of refugees from recent and ongoing conflicts in the Horn of Africa. To ensure South Sudan's refugee policy remains robust and continues to improve both de jure and de facto, the World Bank is working with UNHCR and the Government to prepare a baseline assessment for South Sudan under the Refugee Policy Review Framework that will promote and monitor the design and implementation of pro-refugee policy over time. Together, these actions constitute good progress in advancing the strategy South Sudan submitted as part of the IDA19 WHR eligibility process and in promoting durable solutions for refugees and host communities more broadly.

22. **For sustainable improvements in the education and skills sectors, investing in strengthening the institutional capacity of education governing entities will be critical**. Education governing-ministries, the MoGEI and the MoHEST, have limited capacity to plan, coordinate, and provide oversight essential to managing the education system effectively. This impedes these ministries from effectively addressing the systemic challenges, including attracting, preparing, and managing qualified teachers. This limited institutional and coordination capacity of the education governing ministries in an ecosystem that is characterized by high reliance on non-governmental partners has led to fragmented interventions and inefficient use of resources. As the government takes on a more prominent role in service delivery, it will be important to invest in its capacity for planning and implementing education reform to ensure sustained improvements in education outcomes of the country's children.

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[27] UNHCR Refugee Protection Assessment, August 31, 2022.

23.   **Functional mechanisms to support evidence-based decision-making and management of the sector are needed.** MoGEI has an Education Management Information System (EMIS), but its implementation has not been tackled comprehensively to date and the existing data essential for sector evaluation and development has significant gaps. The EMIS requires dissemination to all states and harmonization with other databases in the MoGEI, such as the examination results, South Sudan School Attendance and Monitoring System, Human Resources Management Information System, and Financial Management Information System. The existing data collection instruments also need revision to incorporate the required information for monitoring the implementation of key indicators. Quality, reliable data is fundamental to inform education decisions and policies and enhance transparency. Accordingly, strengthening the EMIS and the annual school survey process to provide quality education information, in a timely manner, at every administrative level is essential to support the functions of the education ministries.

24.   **The education governing ministries lack the policy tools and implementation capacity needed for education sector management**. The General Education system is characterized by inequitable allocation of teachers across the states, unclear deployment drivers, and outdated salary structure. The existing frameworks mainly operate at the national level and usually are not disseminated at the sub-national levels nor enforced at the national and sub-national levels. Improving and enforcing the policy framework to address the existing education challenges and guiding the sector activities is fundamental in enhancing individual and organizational performance, as well as maintaining it over time to achieve the required results. Strengthening the physical capacity, such as suitable physical infrastructure and equipment, is equally important to implement the introduced change and encourage individuals. Currently, the existing physical and Information Technology (IT) infrastructure and office equipment in the education ministries, mainly at the sub-national levels, are insufficient. The technology of some systems, such as the EMIS, requires updating to facilitate dissemination to states. Improving the physical infrastructure and upgrading equipment are necessary to address the capacity gap fully.

C. Relevance to Higher Level Objectives

25.   **The World Bank is re-engaging with South Sudan in the education sector after a gap of several years**. As South Sudan rebuilds its education sector to offer quality education to children across the country, the proposed Project will support its efforts by helping put in place the essential building blocks for a strong system. It also provides an opportunity for the government to build and test its capacity for implementation and demonstrate its ability to take on a more prominent role in service delivery. Successful implementation of the proposed Project will help set the stage for a coherent, government-led effort to rebuild the education sector in a sustainable manner, leveraging support from its development partners.

26.   **The proposed Project is aligned with the World Bank Group's Country Engagement Note (CEN) for South Sudan for the period FY2021-2023 (Report No. 158008-SS).** The proposed Project will contribute to all three of its focus areas. First, it contributes to Objective 1.1 "Building core institutional administrative capacity and transparency" of Focus Area 1: "Lay groundwork for institution building" by placing an emphasis on building strong foundations for the education system through strengthened capacity for policy making, coordination, and reliable data collection and analysis on system functioning. The Project would also contribute to Focus Area 2: "Continue support to basic service delivery" and its Objective 2.1 on "improving access to basic human development services." It would do this by supporting the availability and quality of teachers who are essential for provision of quality education for learning in South Sudan. Lastly, the proposed Project contributes to Focus Area 3: "Promote resilience and livelihood opportunities," both by contributing to food security in the longer term through provision of skills for improved agricultural practices, as well as by strengthening access to livelihood opportunities through training for employment in key sectors. Additionally, the proposed Project is in line with the IDA20 Special Theme: Fragility,

Conflict and Violence, which underscores the importance of investing in institution building and human capital development as a way of addressing drivers of FCV and building on sources of resilience. The Project is also well aligned with the World Bank's Africa Strategy for 2019–2023 and its Strategy for FCV 2020 – 2025.

27.   **The Project supports South Sudan's Revised National Development Strategy.** This strategy emphasizes increasing support for the social sectors for human capital development and protection of the vulnerable population, mainstreaming gender considerations, and empowering women and youth as drivers of growth and nation-building, in addition to tapping into the country's agricultural potential.

28.   **The activities under this Project are consistent with the pillars of the World Bank Group's Global Crisis Response Framework (GCRF), which is underpinned by the Green, Resilient, and Inclusive Development Agenda.** In line with Pillar 1 Responding to Food Insecurity, the Project would prioritize support for populations at highest risk of food insecurity, in addition to developing skills in the agriculture sector to improve food security in the medium and long term. The Project aims to improve teaching practices and learning environments, which are aligned with Pillar 2: Protecting People and Preserving Jobs by improving the availability and quality teachers. Its focus on building resilience in infrastructure, fostering disaster risk management, and developing climate resilience measures contribute toward Pillar 3: Strengthening Resilience, which is aligned with building resilient reconstruction, disaster risk management, and climate resilience measures. Efforts to build capacity and improve institutions within the country are also in line with Pillar 4: Strengthening Policies, as they address longer-term goals to improve systems for inclusive and sustained learning.

II.   PROJECT DESCRIPTION

A. Project Development Objective

PDO Statement

29.   The Project's Development Objective is to increase skills development opportunities in teaching and digital agriculture and strengthen capacity for management of the education system.

PDO Level Indicators

30.   The PDO will be measured by the following indicators:
  i.   Number of teachers certified on successful completion of teacher training programs, disaggregated by gender and refugee/host community status (Number).
  ii.   Number of youth certified on successful completion of digital agriculture training programs, disaggregated by gender and refugee/host community status (Number).
  iii.   Education Management Information System strengthened (yes/no).

B. Project Components

31.   **The Project will be financed by a US$45 million (equivalent) IDA grant using the Investment Project Financing Project Instrument.** The GPE has committed US$11.43 from its Multiplier facility to fund activities related to strengthening teacher training and management of the education system. The funds from GPE are expected to be approved by its Board by the end of May 2023 and available to the Project by effectiveness.

32.   **The Project will support South Sudan in establishing the minimum skills base needed to accelerate human capital formation by addressing skills constraints in key sectors that contribute to human capital—education and agriculture.** In both these sectors, a lack of critical skills is a binding constraint for improving sector performance, which will need to be addressed to enable complementary investments to produce returns. The Project interventions will focus on: (i) enhancing teachers' skills to strengthen education delivery through in-service and pre-service professional development; (ii) fostering the development of digital skills in youth through the piloting of a blended education model for a digital agriculture program; and (iii) strengthening the government's capacity to manage the education system by providing technical assistance (TA) and capacity building to the MoGEI and the MoHEST, strengthening information management systems, and establishing a PIU to manage Project activities. In addition, given the dire status of the large refugee population in South Sudan and the low education outcomes of its host communities, support will be provided to these communities to lift their education status.

33.   **The Project will prioritize skills development of women given their key role in both the education and agriculture sectors in South Sudan.** Evidence shows that female teachers positively impact girls' school enrollment and retention, as they contribute to creating a supportive environment and girl-friendly schools. Female teachers could also act as role models who motivate girls to learn and empower them to develop their skills. The Project will prioritize training for female teachers given the many benefits of female teachers and to correct the current low proportion of female teachers in South Sudan's teaching force. At the same time, inclusion of women in the agri-food sector would also have the potential to raise productivity.

34.   **The Project will also prioritize teaching and digital agriculture skills of other marginalized groups, particularly refugees and IDPs, given the disproportionate challenges in access to services and opportunities they face.** Evidence shows that education is a durable solution for refugee and internally displaced children. Training teachers from refugee and internally displaced communities will enhance their employment opportunities and increase the supply of pool of teachers who can teach in the native languages that refugees and IDPs speak. Thus, effective refugee and IDP teachers could support displaced children by providing them with fundamental learning in their native language, cognitive skills, and psychosocial support when they are most vulnerable. In addition, given that fewer than half of IDPs of working age are employed in South Sudan, improving their skills in agriculture would increase their opportunity to join the job market. This would reduce the devasting losses in their earnings, network, and connections to the labor market.

Component 1: Teaching Skills to Strengthen Education Delivery (US$29 million, of which US$20 million from National PBA, US$3 million from WHR and US$6 million from GPE)

35.   This component will build the foundations for a scalable and effective teacher professional development system tailored to the context of South Sudan. The component will establish/strengthen mechanisms for (i) preparing new teachers to meet future needs through formal pre-service teacher training; (ii) provide training to in-service teachers (particularly voluntary teachers) to improve their teaching practices; and (iii) provide accelerated secondary education to existing teachers so they may become qualified to teach.

36.   *Subcomponent 1.1: Strengthen pre-service teacher training and in-service teacher professional development* **(US$19 million).** This Subcomponent will support development and implementation of formal pre-service and continuous professional development programs for in-service teachers, particularly volunteer teachers. It will aim to train a total of 10,000 formal and volunteer teachers. The subcomponent will support improvements to and revision of teacher training modules, with a focus on strengthening the pedagogical approach (structured pedagogy), content knowledge, language skills, classroom management, awareness on climate change mitigation

and adaptation issues, ability to identify and adapt to special needs, and opportunities for guided practice. Activities will build on the lessons learned, training modalities, and materials developed by the Government and partners in South Sudan. Following best practices for FCV and low-capacity settings, special attention will be given to ensure that the training and teaching materials use structured pedagogy approaches that are properly tailored to the profile of local teachers, including step-by-step guidance on what to teach and how to teach, and the production of complete teacher guides for each teacher (in languages that teachers know) with structured lesson plans and scripted lessons for each topic that are adjusted to teachers' skill level.

37.   Specifically, this Subcomponent will finance comprehensive TA to support the development, adaptation, and implementation of key building blocks of the teacher professional development system, with a focus on strengthening the system's capacity and sustainability. For the different training modalities (pre-service and in-service) supported under the subcomponent, the TA will support: (i) curriculum design, quality assessment, and/or adaptation, including responsiveness to gender considerations, consideration of special needs, and growing climate change issues; (ii) assessments to determine materials development requirements (including teachers guides with detailed lessons plans, scripted lessons, and exercises); (iii) continuous support models for in-service teachers; (iv) support for the preparation, piloting, scale-up, and adaptation of key training models (including the preparation of materials); (v) design of scholarships for prospective and volunteer teachers; and (vi) development of scalable technology aided delivery models; among others.

38.   The teacher professional development will be implemented through NTTIs across the country. The Project will finance rehabilitation of NTTIs[28] based on need to ensure safe and learning conducive environments for trainees, specifically female trainees. It will also finance improvements to professional development opportunities for the trainers of the NTTIs and the design and acquisition of teaching learning materials. To increase the share of qualified female teachers, the Subcomponent will finance two-year scholarships for female volunteer teachers and nationwide communication campaign. Shorter in-service programs targeted to qualified teachers will also be financed, with a particular focus on improving language skills, pedagogic skills, and content knowledge.

39.   The activities under this Subcomponent aim to strengthen the education sector's capacity and enhance its sustainability by establishing the key building blocks of a teacher professional development system. As such, this Subcomponent is aligned with the GCRF's Pillar 4: Strengthening Policies, Institutions and Investments for Rebuilding Better.

40.   ***Subcomponent 1.2: Teacher professional development for refugee and host community teachers (US$3 million).*** This subcomponent will support training opportunities for refugee teachers by strengthening their integration into the national teacher professional development system and developing specific training modules targeted to the needs of refugee populations. It aims to train at least 1,000 teachers serving refugee hosting areas. Aligned with South Sudan's commitment to integrating refugee education into the national system, this Subcomponent will support the mainstreaming of refugee and host community teachers into the national professional development system by expanding access to quality pre-service and in-service training opportunities. Language of instruction also poses significant challenges for refugees, as many use Arabic and French languages in their countries of origin. To tackle this barrier, the Subcomponent will support English courses for teachers and the production of teaching materials in multiple languages. Moreover, refugee teachers and students are also particularly exposed to stress and trauma from displacement, conflict, and other challenges, which can severely affect their mental health, socioemotional well-being, and ultimately effective learning and teaching. To address these issues,

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[28] Infrastructure of several NTTIs was damaged during the war. They will be rehabilitated with support from the project which will include provision of WASH facilities, fixing any damage to structure, painting and electricity connections etc.

this Subcomponent will support the development, implementation, and testing of specific training modules and interventions aimed at improving the mental health and socioemotional well-being of refugee and host community teachers and students.

41.   This Subcomponent's focus on integrating refugee and host community teachers into the national teacher professional development system responds to Pillar 2: Protecting People and Preserving Jobs of the GCRF.

42.   ***Subcomponent 1.3: Accelerated secondary education (US$5 million)****.* This Subcomponent will support accelerated modalities for secondary education targeted to unqualified teachers receiving the in-service training. Building on the Accelerated Secondary Education Programme for Teachers (ASEP) introduced by MoGEI with the support of international partners, this subcomponent will support the quality assurance, adaptation, piloting, and/or scale-up of the ASEP to allow additional volunteers and other practicing teachers to complete secondary education and qualify to be certified as formal teachers. The Project will also build on the lessons learned during the implementation of ASEP, including aspects related to the curricular design, the profile of trainers, and the delivery models. Scholarships to support female teachers will also be financed. The ASEP will be implemented through the NTTIs and is expected to benefit at least 5,000 teachers out of the approximately 13,000 practicing teachers that have not completed secondary education.

43.   The support for the formal certification of teachers through alternative modalities is aligned with GCRF Pillar 2: Protecting People and Preserving Jobs.

44.   ***Subcomponent 1.4: Evaluation of teacher professional development program (US$2 million).*** Recognizing both the high technical complexity and the limited data on what are the most cost-effective delivery models, this Subcomponent will support rapid evaluations and multiple iterations to fine-tune the design of the teacher training programs. The high complexity of delivering teacher training across South Sudan, coupled with the limited development of the government systems and the lack of data on effective delivery approaches, require the use of flexible models and planning for multiple design iterations and rapid evaluations to shed light on what models are working better and maximize the Project's impact. In this sense, the design of the interventions and activities will have some flexibility to allow for adjustment during implementation. In the case of structured pedagogy, for instance, while the training models designed will include the standard core elements of structured pedagogy approaches for low-capacity settings described before—i.e., structured lessons plans, detailed scripted lessons, training and continuous support— the Project might also allow some flexibility in the design to test what works better in South Sudan, including aspects such as the content of teacher guides, the complexity and pace of teacher training, the use of alternative low-cost technology to support the delivery training, and the models for continuous teacher support. Rapid evaluations (such as rapid process evaluations and/or rapid randomized controlled trials) responding to relevant questions for successful program implementation and providing useful information on cost-effectiveness will be conducted.

45.   The use of evaluations to inform and improve teacher training in the medium to long term align with GCRF Pillar 4: Strengthening Policies, Institutions and Investments for Rebuilding Better.

Component 2: Digital Skills for Agriculture (US$8 million equivalent, of which US$6 million from PBA, US$2 million from WHR)

46.   **This component will support the development and implementation of an innovative digital agriculture skills program.** The program will be offered across the country through existing higher education institutions and will be implemented by MoHEST.

47.   *Subcomponent 2.1: Establishment of a digital agriculture skills program* **(US$2 million).** This Subcomponent will support development of diploma and certificate programs in digital skills for climate resilient agriculture, which will focus on equipping students with digital skills and technical knowledge in precision and climate resilient agriculture that have economic potential. The Subcomponent will support development and/or adaptation of the curriculum for the program which will be aligned with skills gaps in agriculture identified by potential employers in the public sector (Ministry of Agriculture and Food Security, agriculture departments of universities) and the private sector (commercial agricultural exporters, etc.). In particular, graduates of the program will be equipped to bridge critical knowledge gaps to increase productivity in the sector by developing agriculture policy and plans, providing extension services, technical instruction, etc. To support graduates who might be interested in entrepreneurial activities, the program will build partnerships with agri-business and entrepreneurship incubators in universities, supported by development partners, or in the private sector. Through these avenues, graduates of the program can contribute to ongoing national efforts to realize South Sudan's agricultural potential and improve food security even in the face of climate shocks.

48.   The program's focus on developing resilience in the agricultural sectors would support production and producers, and would help increase the country's food security in the medium-to-long-term, contributing to GCRF Pillar 1: Responding to Food Insecurity.

49.   *Subcomponent 2.2: Operationalization of a digital agriculture skills program* **(US$6 million). The delivery model for the program will combine remote training provided by international experts with face-to-face support for students provided by local tutors**. This blended training approach will allow the country to leverage international knowhow to build local expertise in climate resilient agriculture and mitigate the negative effects of climate change. The program is expected to train approximately 3,500 trainees from across the country. This Subcomponent will promote enrollment and retention of students from disadvantaged backgrounds, especially those from refugee and host communities. These students will receive additional support to enroll in and attend the training course in the form of stipends to meet housing and sustenance needs. The Project will target to benefit at least 500 refugee students under this component.

50.   This Subcomponent will finance activities needed to operationalize the training program in approximately 10 public universities and polytechnics throughout the country, which will be selected by MoHEST using transparent criteria that will consider both technical feasibility and equity. At least 1 polytechnic will be selected in areas that cater to refugee populations and their host communities. This will include renovations to ensure the institutions are conducive to learning, adopting climate-safe techniques and considerations for students with special needs, and paying special attention to ensuring adequate facilities for female students to safely attend the training courses. This Subcomponent will also support the recruitment of local trainers and other personnel, who will be trained by an international technical partner to offer the training. This is expected to promote sustainability of the program, which can eventually be run entirely by local trainers. Support to MoHEST will also be provided to develop and implement a monitoring and evaluation (M&E) plan for the program.

51.   **Female participation in the digital agriculture training program will be prioritized**. Informed by best practices from the region, this Subcomponent will test different approaches to encourage female students to enroll in the digital skills for agriculture program. This can include providing information on potential labor market returns and connecting potential participants with female graduates of the program or other mentors who can act as role models in the field. The Project will also support stipends for female students to increase their enrollment and set up peer groups to create safe spaces for female participants to have discussions, cultivate socioemotional skills, and build their networks. Since this is a new program, the Project derives the baseline share of female enrollment from Technical and Vocational Education and Training (TVET) institutions (26 percent). The Project will aim for female students to make up 35 percent of total enrollment in the digital skills for agriculture training program (i.e., an increase of 9 percentage points with respect to the baseline).

52.   The operationalization of a digital agriculture skills program would help build resilience in one of the country's key sectors, thus contributing to GCRF Pillar 3: Strengthening Resilience.

Component 3: Inclusion of Refugee and Host Communities (US$8 million of which US$5 million from WHR and US$3 million from GPE)

53.   **This component will support the re-operationalization of schools in refugee hosting areas in Ruweng Administrative Area, Upper Nile State, Western Equatoria, and Central Equatoria.** In line with its policy of mainstreaming education for refugee students and its pledges at the Global Refugee Forum to improve the quality of education in refugee-hosting areas, this component will support the Government of South Sudan to establish the functionality of select schools to offer quality education to refugee and host community students. It will coordinate closely with existing World Bank-financed projects in social protection (e.g., South Sudan Productive Safety Net for Socioeconomic Opportunities Project, P177663) to promote children's access to schooling opportunities in these areas. The Project will also collaborate with other development partners that provide support to refugees and their host communities to build on successful pilots, specifically UNHCR, which currently plays a leading role in coordinating education services for refugee and many host community students. This component will also provide an opportunity to test cost-effective models for expanding schooling opportunities in South Sudan that could eventually be replicated in other, non-refugee-hosting parts of the country.

54.   **The re-operationalized schools will receive a basic package of support to ensure their functionality.** The component will provide support to approximately 40 currently non-functional schools in Ruweng, Upper Nile, Western Equatoria, and Central Equatoria, prioritizing communities in refugee hosting areas that have large numbers of primary-aged children. Environmental and security factors and community support for the schools will be assessed to determine the package of support to be provided to the school. The re-operationalized schools are expected to enroll an additional 5,000 out-of-school children. Each of the supported schools will be (i) refurbished and equipped to provide safe, learning conducive environments for students; (ii) provided school grants to support operational meet operational expenditures related to provision of teaching learning material and school maintenance; (iii) receive support to establish a school management committee with parent participation to manage and support the school; and (iv) be provided teachers selected through a merit-based process. The basic package of support is described below.

55.   *Subcomponent 3.1: Refurbishment and equipment of school facilities* **(US$2 million).** This Subcomponent will finance refurbishment of existing school facilities in 40 refugee-hosting communities to make them more resilient to climate change by ensuring they are flood-resistant and learning-conducive, well-equipped, accessible for persons with special needs, and gender conscious. Furniture will be provided for students, teachers, and administrators, as

well as a core set of equipment for teaching and learning, as needed. A proportional allocation of gender-separated washrooms and water delivery points will be ensured for each school that is supported. Climate adaptation measures, such as water recycling and harvesting, will also be used to the extent possible to meet school needs. This is particularly important given that schools often close due to flooding,[29] leaving children unable to access education. South Sudan has suffered four years of historic flooding, during which numerous schools were affected, leaving students out of school and more vulnerable to abuse and exploitation, such as early pregnancies, recruitment into gangs, child labor, and gender-based violence.

56.   The Subcomponent's specialized support for refugees and host communities respond to Pillar 2: Protecting People and Preserving Jobs of the GCRF.

57.   *Subcomponent 3.2: Schools grants for operational expenditures* **(US$1 million).** The Subcomponent will finance school grants for the 40 selected schools to enable them to meet operational expenditures to ensure conducive learning environments. The school grants will help schools finance expenditures related to teaching and learning materials, school maintenance, and other goods and services. The grants will also be used to promote girls' enrollment and retention through measures that would enable greater female participation in education through provision of dignity kits and maintenance of Water, Sanitation and Hygiene (WASH) facilities. MoGEI will have the responsibility to support and facilitate the payment of school grants to the schools. Over the course of Project implementation, MoGEI will take over responsibility for financing the school grants to ensure sustainability.

58.   *Subcomponent 3.3: Strengthening school management* **(US$2 million)**. This Subcomponent will test a community partnership model for the management of the 40 supported schools in the refugee hosting areas. Involvement of communities has been demonstrated as an effective mechanism for introducing accountability and improving quality of service delivery in FCV contexts. Embedding a strong role for communities in monitoring of education delivery will also promote sustainability. Under this Subcomponent, communities will be mobilized in refugee hosting areas and supported to play a role in the placement, refurbishment, and management of the re-operationalized schools. They will also be involved in day-to-day supervision of the school, including monitoring teacher attendance, enrolling students, including meeting minimum targets for girls' enrollment, and following up on steps to reduce dropouts.

59.   Supporting school communities to improve school management would help enhance their preparedness to external shocks, thus responding to GCRP Pillar 3: Strengthening Resilience.

60.   *Subcomponent 3.4: Recruitment of qualified teachers* **(US$3 million).** Under this subcomponent, qualified teachers will be recruited for the 40 re-operationalized schools to provide instruction. Teachers will be recruited following a transparent, merit-based selection process. Special efforts will be made to ensure the recruitment of female teachers, especially those from within the local community. The Project will finance the salaries of these newly hired teachers for two to three years during project implementation from its designated account after which they will be transferred to government payroll. This is expected to ensure sustainability of this component. Several measures will be implemented to ensure accountability of teachers hired including monthly submission of attendance forms by the teachers, verification of their presence in schools by the third-party monitor and community oversight. Component 1 will support training and ongoing coaching and support for these new teachers.

61.   The recruitment of teachers, particularly of female teachers, under this Subcomponent respond to GCRF Pillar 2: Protecting People and Preserving Jobs.

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[29] UNHCR (October 2022). Devastation in South Sudan following fourth year of historic floods.

Component 4: System Building (US$11.43 million of which US$9 million from PBA and US$2.43 million from GPE)

62.   **This component will provide support to the Government to operationalize and strengthen fundamental elements of a functional education system.** Establishing functionality to manage and monitor the education system will be critical for the coherence and sustainability of sector investments. This will be supported through: (i) strengthening the capacity of the Government (both MoGEI and MoHEST) for better planning, implementation, management, and monitoring of the sector; and (ii) strengthening the capacity of the national and state ministries of education for regular and reliable monitoring of the sector and evaluation of key initiatives to generate data and evidence for future.

63.   *Subcomponent 4.1: Strengthening system governance and accountability (US$6 million).* Subcomponent 4.1 will support institutional capacity assessments and preparation of capacity development plans at the national (MoGEI and MoHEST) and sub-national levels (general education ministries of all states and selected counties). The assessments will identify the systematic constraints for quality education service delivery, particularly teachers' management and professional development. The assessment will inform the identification of the institutional capacity-strengthening priorities. The scope of the component will focus on three levels: individual, organizational, and enabling environment. First, the assessment will identify to what extent the skills of the existing staff, procedures, policy frameworks, technology, and physical infrastructure at the national and sub-national levels are conducive to quality education service delivery. The assessment will focus on the impediments to the operational roles in areas such as planning, coordination and communication, policy formulation and implementation, procurement management, and public finance management, including budget implementation, reporting requirements, internal and external audits, public information on school budgets, and oversight mechanisms. Second, the assessment will lay out the foundation for preparing capacity development plans, highlighting the priority areas to strengthen the capacity in the education ministries in medium- and long-term capacity development areas. At the national level, the subcomponent will support the development of teacher policies and standards and mechanisms to coordinate the fragmented pre-service and in-service teacher training systems. This is to ensure that all the training provided by the partners is aligned with these standards and teachers trained by different partners can follow a path to become formal teachers. In addition, the subcomponent will support providing a digital teacher management system. This system would store and update the teacher profile, including qualifications, experience, language proficiency, preferred service areas, recruitment process documentation, and performance assessment. This tool would be essential for organizing and tracking teacher activities, such as deployment and training, and enhancing accountability in the process.

64.   **The capacity development plan activities will be tailored to the needs of each entity**. For example, they could include (i) training and knowledge sharing in areas such as fiduciary management, strategic planning, communication, teacher management, teacher professional development, school inspection, vulnerability management, and diversity and inclusion; (ii) reviewing roles and responsibilities and optimizing work processes to enhance the management of education service delivery, mainly the functions related to teachers' management and professional development; (iii) developing a performance and reporting system, M&E system, and strengthening and decentralizing the existing data management systems (explained under subcomponent 4.2); (iv) preparing policy frameworks (i.e., the teachers' recruitment and retention strategy); and (v) provision of equipment and rehabilitation of the physical and IT infrastructure that could be needed to facilitate and sustain the implementation of the introduced capacity change. The detailed activities will be clearly listed upon concluding the capacity development plans. Subcomponent 4.1 will finance the implementation of the priority activities identified in the capacity development plans at the national and sub-national levels.

65.   Given its focus on building local capacity in the medium and long term, this Subcomponent is aligned with GCRF Pillar 4: Strengthening Policies, Institutions and Investments for Rebuilding Better.

66.   ***Subcomponent 4.2: Strengthening data for education system management (US$2 million).*** Strengthening the education system's management also entails supporting the education governing ministries in establishing a data system to deliver reliable data in line with international standards. This activity will build on the existing EMIS. TA will be provided to diagnose the existing system regarding data collection processes, standards and templates, personnel, and IT infrastructure. Potential areas to be addressed may include (i) improved templates and standards; (ii) improved data collection processes, such as phone-based data collection to enable the various education stakeholders, including the community and parents, to collect and submit real-time data into the EMIS; and (iii) an improved web-based EMIS system that has the capacity to integrate real-time data. Real-time data would include schools' condition, teacher registration, teacher and student attendance, and the availability of teaching and learning materials. This could be effectively utilized once synced across the web-based platform. Once the new EMIS system is ready, it will be piloted and finalized based on the pilot deployment. A training and communication strategy will be prepared targeting all stakeholders, including communities and parents. Workshops and hands-on training will be provided to the national and local staff on the new EMIS system. This component would also support the development and implementation of a plan to improve the information management system of MoHEST.

67.   Improving the sector's ability to collect data would enhance its ability to plan and implement future interventions, thus responding to GCRF Pillar 4: Strengthening Policies, Institutions and Investments for Rebuilding Better.

68.   ***Subcomponent 4.3: Project management (US$3.43 million).*** This subcomponent will support the establishment of PIUs at the MoGEI and MoHEST to coordinate and manage day-to-day project implementation. The Project will finance key project staff at the national PIU level, and refurbishment, office equipment, and furniture to adequately resource project staff to manage implementation. Project staff may also be hired at the state level to support implementation and monitoring.

69.   **Further, MoHEST and MoGEI staff will receive training on climate change adaptation and mitigation**. Environmental specialists will be responsible for the planning and delivery of such training,[30] which will include modules on climate change awareness, adaptation and mitigation measures, early warning, climate risk management, and in disaster preparedness and quick recovery, with a focus on flooding and droughts, given South Sudan's specific vulnerability context. It will support capacity building that enables MoHEST and MoGEI staff to serve as decision-makers and effective agents for community preparedness for flooding and other extreme events. Specifically, it will train them to prepare and carry out evacuation protocols at the onset of climate change-induced emergencies, such as flash floods, and to train teachers in their counties to do the same. This can improve their standing in their schools, counties, and in the public sphere as leaders, as well as reduce disproportionately high mortality rates among women in such disasters.

70.   This Subcomponent's focus on increasing preparedness in both education ministries to address future shocks is in line with GCRF Pillar 3: Strengthening Resilience.

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[30] This will be specified in their TORs in the POM.

Component 5: Contingency Emergency Response Component (US$0)

71.   A zero allocation Contingency Emergency Response Component (CERC) is included in the proposed Project given the political, social, and economic uncertainties the country is facing, and the possibility of natural disasters that may affect the delivery of basic services. If needed, the CERC can be activated and funded during implementation to allow the Government of South Sudan to rapidly reallocate uncommitted funds, as appropriate, to support emergency response in relevant sectors and/or parts of the country. The Project Operations Manual (POM) will include an annex with the procedures for triggering and implementing the CERC and the Financing Agreement will set out specific requirements, including the preparation and adoption of the CERC Manual, the Emergency Action Plan, and the environmental and social instruments required for the proper implementation of the CERC.

C. Project Beneficiaries

72.   **The Project is expected to benefit students, teachers, and communities across South Sudan with improved education system performance, improved quality of teaching and agriculture practices, and increased opportunities for skills development and employment for those who will receive training under the Project**. Over 400,000 of approximately 5 million school age children in South Sudan are expected to benefit from better quality teaching and improved learning as a result of better skilled teachers. In addition, about 6,000 refugees and people from refugee hosting areas are also expected to benefit directly from Project interventions. These beneficiaries include approximately 5,000 refugee and host community children who will be enrolled in re-operationalized schools in refugee hosting areas, and 1,000 teachers serving schools in refugee hosting areas who will receive professional development support. In addition, at least 500 refugee and host community youth will receive digital agriculture training that will allow them to access employment opportunities in the agriculture sector. Under Component 1, a total of 11,000 teachers out of a total of 31,000 unqualified teachers are expected to directly benefit from professional development through the teacher training programs. Component 2 will directly benefit 3,500 youth who will receive digital agriculture training. MoGEI and MoHEST officials at the national and state levels are also expected to benefit from capacity building efforts of the Project.

D. Results Chain

73.   **The Project provides a package of interventions aimed at addressing skills constraints in two key sectors** — education and agriculture — that contribute to human capital with a focus on ensuring capacity building and sustainability. South Sudan's education outcomes are among the lowest in the world and are a major constraint to building its human capital. To enable the country to increase access to quality education, it needs to have a critical mass of qualified teachers, which is currently unavailable due to the years of conflict that has deprived generations from accessing education opportunities. The Project will aim to increase the number of qualified teachers by improving the coverage and quality of teacher professional development programs, including both pre-service and in-service training.[31] The Project will expand the pool of new prospective teachers with different activities supporting pre-service teacher training, including the rehabilitation of the NTTIs, the revision of the pre-service curricula (to include a focus on climate change), the strengthening of the NTTIs' management, and the enhancement of the training of trainers. The Project also recognizes the critical importance of improving the teaching skills of the existing pool of teachers, most of which are volunteers who dropped out of secondary school and had limited access to quality training. The Project will aim to improve the pedagogical skills and content knowledge of these teachers by

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[31] Global evidence shows that well-designed teacher professional development programs are among the most cost-effective strategies to improve student learning outcomes, and there is also robust empirical evidence from FCV contexts showing that these programs can have a large impact even when targeting very low-qualified teachers.

supporting the design, adaptation, and scale-up of alternative accelerated flexible models such as accelerated secondary and continuing professional development programs.

74. **Agriculture is one of the most important sectors in South Sudan, accounting for 80 percent of employment**. The sector is also important for food security and improved nutrition and health, important components of human capital development. South Sudan's agri-food systems have the potential for boosting the economic growth and productivity of the country; however, severe skills shortages present a significant challenge to take the urgent action needed to transform agri-food systems in the country. The Project will aim to build agriculture skills for youth by implementing an innovative approach using technology to connect them directly with international experts in the field, overcoming the constraint of insufficient highly qualified experts who could train the youth of the country. The Project will not only develop and deliver training content, but also build the capacity of South Sudan's teachers and training system to offer these trainings sustainably.

75. **The Project also recognizes that sustainability of outcomes can only be achieved when underpinned by a functioning administrative education system**. The system should be able to collect and make decisions based on reliable data and formulates strong policies that can help it achieve its outcomes of interest. The Project will aim to build the skills of education sector policy makers and administrative staff in South Sudan who can lead the path to education sector development. The Project will also aim to strengthen the accountability mechanisms by strengthening data systems for timely, reliable information on system performance that can facilitate evidence-based decision making and resource allocation.

76. **This package of interventions is expected to directly lead to improved capacity of teachers, enhanced agriculture skills of youth, and a stronger education system**, and indirectly to improved human capital of the population to enable them to rise out of poverty. The results chain for the Project is depicted in Table 1.

Table 1: Results chain

Challenges	Activities	Outputs	Outcomes	Long-Term Impact
• Inadequate pipeline of qualified teachers to expand education access • Low quality of existing teachers leading to low learning • More qualified teachers required in refugee hosting areas with skills to provide socio-emotional support • High gender inequality in the teaching force	• Scaling up formal and accelerated pre-service teacher training • Reopening and equipping NTTIs) • In-service training for formal and volunteer teachers, including structured pedagogy and national language • Teach literacy courses on National Languages and English • Scholarships for female teachers • Outreach/communications programs to attract more female teachers	• Teacher professional development courses designed • TTIs upgraded • Scholarships provided to female teachers • Nationwide communication campaign to attract female teachers launched	• Increase in skills development opportunities in teaching: o New qualified teachers to increase access to quality education o In-service teachers certified to improve student learning o Increased share of female teachers o Increase in number of qualified teachers available in refugee hosting areas	Improved quality and access of education through increased availability of skilled teachers
• Shortage of agriculture training programs • Low investment to leverage South Sudan's agricultural potential • Low female participation in digital/agriculture education • Few opportunities available for refugee/host community youth	• Provision of connectivity to 10 universities and polytechnic institutes • Provision of equipment for remote learning • Post-secondary training on digital skills in climate resilient agriculture • Stipends to female students and refugee/host communities to increase their enrollment	• Digital agriculture skills training courses designed/implemented • Increased enrollment of females in digital agriculture programs • Increased participation of refugee/host communities in digital agriculture programs	•Increase in skills development opportunities in digital agriculture: o Youth with certified skills to improve agricultural practices, o Youth employed	Workforce possessing key skills to successfully transition into the labor market and increase productivity Enhanced resilience in the agriculture sector, including to climate-related events
• Low institutional capacity to deliver education services for human capital development • Lack of informed policymaking • Lack of data on students, budget, and other sector indicators	• Train government actors on key issues for education service delivery and coordination • Capacity building for data collection (i.e., on basic access statistics, supervision, learning outcomes, and audits) • Establish a cross-ministerial PIU	• Realtime sector monitoring system developed and launched • Training courses for Ministry staff delivered in fiduciary management, budgeting and planning, strategy development • Offices equipped • PIU fully staffed and trained	• Strengthened capacity for management of the education system	Better informed budgeting and sector planning. Increased local capacity to deliver education services.

E. Rationale for Bank Involvement and Role of Partners

77.   **The value added of the World Bank's support stems from several aspects.** (i) The World Bank is technically and operationally engaged in multiple sectors related to human capital development in South Sudan, allowing for a more holistic and coordinated approach for human capital formation. Some of the complementary projects under implementation include the South Sudan Productive Safety Net for Socioeconomic Opportunities Project (P177663) and the Emergency Response and Health Systems Preparedness Project (P176480). (ii) The World Bank's support to improve public financial management (PFM) in the public sectors also places the World Bank in a unique position to further strengthen the education administrative system. The South Sudan Public Financial Management and Institutional Strengthening (SSPFMIS) Project (P176764) provides support to introduce financial management reforms aimed at improving and building capacity for budget preparation and implementation at the national and local levels, with a particular focus on priority sectors such as education. In particular, the SSPFMIS Project supports the strengthening of the quality and transparency of the budget preparation and implementation, as well as better management and reporting of funds. All these activities will strengthen the foundations of the administrative system for delivery and management of education services. The proposed Project will build on and complement these activities to further improve the PFM capacity of the education sector. (iii) Robust technical engagement on capacity building in the education sector of South Sudan, including recent research on challenges, opportunities, and policy options to improve teachers' professional development, teaching materials, language of instruction, and M&E capacity of the education sector in South Sudan, which have provided a solid knowledge base to guide the design and implementation of the Project. (iv) Global knowledge and technical expertise in the relevant thematic areas of the Project—including system building in fragile contexts, teacher professional development, education technology, and digital skills—will enable the World Bank to provide significant contributions to South Sudan as it strengthens the system capacity to deliver quality education.

78.   **Role of Partners.** The proposed Project will complement and build on lessons learned from implementation of similar interventions by other development partners in the education sector in South Sudan. Several partners provide support to the education sector in South Sudan including ECW, EU, GPE, United Kingdom's Foreign, Commonwealth and Development Office (FCDO), United States Agency for International Development (USAID), and United Nations Agencies, among others. The Project's design is aligned with the support provided by these partners and applies lessons from their experience, such as in ensuring commitment for salary payments of teachers in parallel with building their capacity to ensure retention and involvement of communities to ensure implementation success. The Girls Education South Sudan program supported by Canada, USAID, EU and FCDO specifically provides important lessons for successful implementation of teacher support programs which have informed the design of the proposed Project. During implementation, efforts will be made to closely coordinate implementation with other active development partners to ensure complementarity of interventions.

F. Lessons Learned and Reflected in the Project Design

79.   **The World Bank's FCV strategy (2020-2025) provides several lessons that have informed project design.** An important lesson incorporated is the importance of strengthening the legitimacy and capacity of core institutions. The Project emphasizes building the capacity of government institutions to engage with subnational levels and a range of stakeholders to improve consultation between the different tiers of government. It also incorporates lessons around involvement of local stakeholders in implementation by supporting state and county authorities to collaborate.

80.   **Rigorous evidence on effective professional development programs globally and in FCV contexts also informed the design of pre-service and in-service teacher professional development activities.** Global evidence shows that teachers are critical drivers of student learning and success in schools, and they have an irreplaceable and multi-faceted role in facilitating and guiding learning, in supporting students' socioemotional development inside and outside the classroom, and in enabling a safe, healthy, and caring space for children to develop.[32] Teachers' roles become even more important in countries like South Sudan where learning outcomes are very low, and children are more exposed to stress and trauma. At the same time, unsurprisingly, teaching effectively in these settings is incredibly complex. Evidence from rigorous evaluations shows that well-designed teacher professional development programs are one of the most cost-effective strategies to improve student learning outcomes, which then translates into significantly increased lifetime income. In particular, the preliminary findings of an ongoing systematic review of the evidence from FCV countries point to the importance of using bundled structured pedagogy approaches to improve teaching quality, including the use of structured lesson plans for teachers and other teaching/learning materials, along with initial and ongoing training on these materials, for teachers and pedagogical leaders. The impact on learning outcomes from these programs is in line with or higher than averages from similar programs in non-FCV programs, with positive effects on students' learning outcomes ranging from 0.19 to 0.98 on different Early Grade Reading Assessment subtasks. In line with findings from non-FCV contexts, these interventions are effective when tailored to the linguistic context in which they are implemented. Based on this strong evidence, the Project will focus on strengthening the system professional development of teachers, particularly the use of bundled structured pedagogy approaches aligned to the linguistic context.

81.   **Best practices and lessons learned on programs and strategies that have been successful to close gender gaps in education, both from South Sudan and other similar fragile contexts, have informed the design of the activities of the Project.** South Sudan ranks in the bottom third of countries for the life-course gender gap and women's empowerment in the HDI, including large gender gaps in education outcomes.[33] Some of the evidence-based and promising strategies to tackle these gaps include the Secondary Education Development and Girls Access Project in Yemen's focus on the training and recruiting of female teachers, which encouraged parents to send their daughters to school. Evidence from Uganda and India shows that complementing skills training with peer groups and opportunities for networking and mentorship can be particularly beneficial for women who often have more limited and less diverse networks that disadvantage them in the labor market.

82.   **Lessons learned from low-capacity settings on scalable strategies to improve the qualifications of practicing teachers have also informed the design of the Project.** Accelerated secondary education has been used in low-capacity settings (including South Sudan) to deliver condensed curriculums to enable disadvantaged adult populations to complete their secondary education in a shorter amount of time. This approach can be cost-effective and scalable in low-capacity settings for several reasons. First, by condensing the secondary education curriculum, the cost per student is significantly reduced as fewer inputs (textbooks, teachers' time, etc.) are needed. Second, the shorter curriculum and flexible delivery models are better suited for adult populations (including practicing teachers), increasing their chances of successful completion. Third, both the lower cost and shorter duration make this a more scalable approach to rapidly upskill the teaching workforce as well as disadvantaged populations (e.g, volunteer teachers, young women that dropped out of formal school, etc.). In South Sudan, an accelerated Secondary Education program was designed by MoGEI in collaboration with Windle Trust International and other partners and has shown

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[32] Safe and Learning in the Midst of Fragility, Conflict, and Violence: A World Bank Group Approach Paper (English). Washington, D.C.: World Bank Group. http://documents.worldbank.org/curated/en/987751647358730492/Safe-and-Learning-in-the-Midst-of-Fragility-Conflict-and-Violence-A-World-Bank-Group-Approach-Paper.
[33] Empowering Girls and Women in South Sudan (World Bank, 2022).

to be a promising approach to increasing the education qualification of youth and adults. The Project will also build on the materials and the lessons learned from the implementation of this program, including the curriculum design and materials, the profile of trainers, and the delivery model.

83.   **Lessons learned from other World Bank-financed human development projects implemented in South Sudan were also considered.** The implementation of the South Sudan Safety Net Project (P169274) showed the importance of introducing flexibility both in the project design and its implementation in order to adjust to the volatile and rapidly changing context in South Sudan, to ensure that the Project remains agile and flexible to respond to shocks (e.g., lockdowns, floods, conflict). The Project will support alternative intervention models to ensure flexibility, as well as rapid evaluations of interventions and implementation to assess whether program objectives are being met. It will also identify operational and design aspects that need to be adapted and/or strengthened. Small scale pilots will be used to test key aspects of the design and implementation of programs, including teaching materials and training models.

III.   IMPLEMENTATION ARRANGEMENTS

A. Institutional and Implementation Arrangements

84.   **Overall project leadership will be provided by the Project Steering Committee (PSC).** The PSC will be co-chaired by the Under Secretaries of MoGEI and MoHEST and comprise of representatives of State Education Administration Bodies, CRA, Ministry of Finance, UNHCR, and the NEC. It will provide strategic direction and guidance on high-level risk management and decision-making on project objectives. This inclusive body will be crucial for promoting dialogue, consensus-building, and joint decision-making on key aspects of the education system.

85.   **MoGEI and MoHEST will be responsible for implementation of Project activities**. MoGEI and MoHEST will establish separate PIUs that will be responsible for implementation of their respective components and activities. The two PIUs will coordinate implementation, build capacity of Ministry teams for implementation, facilitate support for compliance with environment and social requirements for the Project, collect and compile data from the project results framework, and manage communications for the Project. Each PIU will comprise of (i) a Project coordinator; (ii) Financial Management Specialist, and (iii) Accountant, (iv) Procurement Specialist, (v) Environmental Specialist, (vi) Social Specialist, and (vii) Gender Based Violence specialist. Details of the implementation arrangements are provided in Annex 1.

B. Results Monitoring and Evaluation Arrangements

86.   **M&E arrangements.** The overall project monitoring responsibility will lie with the PIUs at MoGEI and MoHEST. An M&E officer will be hired as a core part of the respective PIU teams to manage monitoring, reporting, and evaluation planned under the Project. The M&E officer will work closely with the supported TTIs, polytechnics, and state-level administrations to support monitoring and reporting of Project outputs and outcomes. The Project's results framework (Section VII) provides details of the indicators for which data will be collected and reported and the overall responsibility for data collection for the various indicators.

87.   **The PIUs will regularly monitor and report on project activities.** Their responsibilities will include (a) regular supervision of project implementation sites; (b) preparing biannual implementation progress reports by compiling

implementation reports from various implementing units, which would include the progress toward PDOs through reporting of key performance indicators; (c) carrying out assessment and evaluation studies; and (d) conducting citizen engagement surveys to ensure beneficiaries' and communities' feedback in improving project performance. TA support will be available to the PIU for carrying out these M&E activities through component 4 of the Project.

88.   **Simple and low-cost ICT tools will be used for M&E and remote supervision of the Project given the highly fragile and conflict-affected operating environment, which may lead to constraints on access to project sites on the ground due to security-related and/or logistical reasons.** The Project will focus on building government capacity to use these tools for their day-to-day monitoring and supervision of the Project. The Geo-Enabled Initiative for Monitoring and Supervision (GEMS) will be utilized to build capacity of government counterparts to use open-source tools for in-field collection of structured digital data that automatically feeds into a centralized M&E system. The integrated data collected can include photos, audio, videos; time and date stamps; and Global Positioning System (GPS) coordinates that allow for automated geo-mapping of the information. This can also provide a platform for remote supervision and real-time risk monitoring of project activities.

89.   **Data verification will be built into the M&E arrangements.** Data will be verified on a sample basis by a third-party monitoring (TPM) agent. The TPM will be recruited to monitor progress of project activities and verify project data on a sample basis throughout implementation. The TPM will report directly to the PSC. The information collected by the TPM will help triangulate the data submitted by the various implementing arms including NTTIs and universities. Spending reported by participants will be verified through an independent audit of MoGEI and MoHEST accounts. Indicators that are reported will be cross-referenced with EMIS data. Effective verification will depend on the quality of EMIS data available, which will be strengthened with support from the Project.

90.   **The Project will invest in an integrated system for the management and analysis of data collected through various channels for effective monitoring.** The integrated monitoring system will be designed to capture the data needed to report across all the indicators outlined in the Results Framework. This system will incorporate capacities for data importing, either manually or directly via online survey and/or SMS survey platforms and EMIS data. Data collected on mobile devices by project monitoring officers or from the communities will also be uploaded to the system. The data protection policy of the government will guide management of beneficiary data and data protection. The Project will build government capacity related to hardware, software, regulatory framework, data management protocols, data protection guidelines, and organizational capacity to ensure protection of beneficiary data. Putting in place an integrated monitoring system will provide a strong basis for ongoing learning based on emerging findings and will also streamline processes of independent data verification by third parties, such as external evaluators.

C. Sustainability

91.   **The proposed Project promotes sustainability of its outcomes in several ways**. First, the Project objectives and activities are fully aligned with South Sudan's education sector strategy and directly support key pillars of the strategy, with a focus on building a pipeline of qualified teachers and strengthening capacity of in-service teachers. Second, the Project will support the training of local instructors and equipping of existing local institutions of higher education to deliver digital skills in agriculture training, building the country's capacity to deliver cutting-edge skills training in a priority sector. Third, the Project puts emphasis on building systems and institutions in all aspects of project implementation. The Project will support development and/or finalization of government policies followed by support for implementation of these policies. Specifically, the Project will support development of a

comprehensive teacher policy and parts of its implementation. Use of government policies is expected to promote their use beyond project interventions and contribute to building a coherent system to deliver education. Fourth, the Project puts emphasis on collaborative development of policies and systems with the various stakeholders, including development partners, to promote the use of unified policies and standards across the country. This is also expected to address the current fragmentation across the system and improve coordination among the different stakeholders, including development partners. Finally, channeling financing through the government budget system is expected to support sustainability of the investments and interventions introduced under the Project. Its design also goes further in including government contributions, which will help the government take recurrent expenses fully onto their budget, ensuring sustainability beyond the Project execution period.

IV.   PROJECT APPRAISAL SUMMARY

A. Technical, Economic and Financial Analysis (if applicable)

Technical Analysis

92.   **The Project aims to improve the skills of youth in two key sectors, education and agriculture, to enable the country to accelerate human capital formation and boost productivity both in the middle and longer term.** Its first component will focus on building the systems to produce a core teaching force to enable the country to increase access to quality education. Global evidence suggests that this will lead to higher teacher productivity and better learning outcomes for current and future cohorts of students. Rigorous research also shows that better learning outcomes will, in turn, have a causal impact on various adult outcomes when the students reach the labor market, including higher human capital, productivity, and income.[34] Component 2 will also aim to build key agriculture skills of youth that are expected to improve the performance of one of the largest sectors of the economy (representing close to 80 percent of total employment). In the short to middle term, the activities supported are expected to enhance young agriculture workers' human capital and productivity. This will also lead to enhanced food security and improved nutrition and health, important components of human capital development that could generate intergenerational effects on skills accumulation and productivity. The third component aims to strengthen South Sudan's recent efforts in primary education for host communities and refugees by increasing access to quality education focusing on the quality of teaching, strengthening school-based management activities with school grants, and improving the physical learning environments of schools. The fourth component seeks to enhance the sector efficiency and strengthen institutional capacity, project implementation, and the M&E system. Additional indirect long-term benefits from all components would include accelerated economic growth, higher resiliency, and improved social cohesion. The Project's total cost is expected to be around US$57 million, with U$45 million financed by IDA (of which US$10 million from WHR). Building skills in teaching and agriculture is aligned with the national priorities identified by the Government of South Sudan in the Revised National Development Strategy (2021-2024). The Project contributes to institutional building and supports the implementation using government systems.

93.   **Gender**. Women in South Sudan face particularly difficult conditions due to traditional norms and customs that constrain their agency and access to services and opportunities, which are exacerbated during conflict. While enrollment at the secondary level is low overall in South Sudan (Gross Enrollment Ratio is 13.4 percent), girls are worse off, making up only 44 percent of secondary school students. Fewer still transition to post-secondary education

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[34] Evans, D., & Yuan, F. (2017). The economic returns to interventions that increase learning. *Background Paper for World Development Report (2018). https://www. riseprogramme. org/sites/www. riseprogramme. org/files/inline-files/Evans% 20Returns% 20to% 20Learning*.

– only 26 percent of students enrolled in TVET and pre-or in-service training in TTIs are female. The lack of post-secondary educational opportunities translate into poor outcomes in the labor market and women are also less likely than men to be employed as waged and salaried workers. This is also true of the teaching profession, where only 18 percent of teachers (both trained and untrained) are female. The gender gap in teachers is of particular concern given evidence that female teachers could improve schooling outcomes for girls. The Project incorporates several activities to address this gender gap (see table 2 below).

94.   **This Project will strengthen the pipeline of trained female teachers in South Sudan.** Component 1 will place a particular focus on recruiting teachers to formal pre-service professional development by undertaking targeted information campaigns. The component will also strengthen the skills of female volunteer teachers and provide selected prospective and volunteer teachers with scholarships to enable them to complete training. The Project aims to increase the share of female teachers receiving teacher training from 26 to 35 percent.

95.   **The Project will also increase the share of females receiving post-secondary agriculture training.** Informed by best practices from the region, Subcomponent 2.2 will test different approaches to encourage female students to enrol in the digital skills for agriculture program. This can include providing information on potential labor market returns and connecting potential participants with female graduates of the program or other mentors who can act as role models in the field. The Project will also support stipends for female students to increase their enrollment and set up peer groups to create a safe space for female participants to have discussions, cultivate socioemotional skills, and build their networks. Since this is a new program, the Project derives baseline share of female enrollment from TVET institutions and will aim to increase this from 26 to 35 percent.

96.   Under the Project, all participating institutions will have a clearly defined, strongly worded, and readily accessible anti-sexual harassment policy and code of conduct; a fair, accessible, and transparent complaints mechanism that ensures confidentiality and security; training and awareness raising; and M&E of these systems. All enrolled students and trainers will receive anti-sexual harassment and gender sensitivity training and will be informed of mechanisms to make complaints.

Table 2: Addressing the Gender Gap in Education in South Sudan

Gap	Project Activities	Outcome
Only 26 percent of the teachers receiving training are female	• Conduct information campaigns to encourage women to enroll in pre-service training • Provide professional development to female volunteer teachers • Provide scholarships to selected prospective and volunteer female teachers • Institute a strong anti-sexual harassment policy and code of conduct • Provide anti-sexual harassment and gender sensitivity training to all enrolled students and trainers.	35 percent of teachers receiving pre-service or in-service training are female
The share of women enrolled in post-secondary training programs (TVET) is only 26 percent	• Test different approaches to encourage female enrollment in the program, that can include outreach in secondary schools, providing information on potential labor market returns • Provide stipends to selected female students • Set up peer groups for female students to develop networks and socioemotional skills	35 percent of students enrolled in digital skills for agriculture training course are female

| Low female participation in post-secondary education | • Institute a strong anti-sexual harassment policy and code of conduct
• Provide anti-sexual harassment and gender sensitivity training to all enrolled students and trainers. | |

97.   **Climate Change.** During preparation of the Project, climate change and necessary mitigation and adaptation measures and actions were discussed, identified, and incorporated throughout its various components. South Sudan is highly vulnerable to climate change and these risks are increasing over time. Investments in human capital are critical to building the country's ability to mitigate risks from extreme weather events and also increasing its capacity to adapt to changing climatic conditions. With its focus on women, refugees and individuals from host communities, the Project will deliver services to groups that are particularly vulnerable to climate change. In addition, components of the Project are designed to include mitigation and adaptation measures where relevant.

98.   **Component 1 of the Project will train teachers to deliver a climate-sensitive curriculum**. This will include content on water conservation methodologies (including water recycling) and local adaptation approaches in agriculture, including drought tolerant and disease resistant crop yields to grow the capacity needed to support communities in drought affected areas. It will also include the development of manuals and guidelines to ensure continuous support for staff capacity development and the updating of skills. Instituting mandatory continuous professional development on climate change for all teachers-in-training will be essential in ensuring continuity of the capacity development effort. This will be complemented by committed financing to this initiative.

99.   **Component 2 of the Project will make direct contributions towards building South Sudan's resilience to climate change in the key sector of agriculture**. Agricultural productivity in South Sudan has been adversely affected by extreme weather events, including droughts and resistant floods. The Digital Skills for Agriculture training program delivered under this component includes a focus on precision and climate-resilient agriculture. The course curriculum will be contextualized to address the specific challenges to agriculture in South Sudan and will integrate topics like the efficient use of water, sources of renewable energy, drought-resistant and high-yielding crop varieties and other agriculture inputs to increase agricultural productivity. Graduates from this program are expected to directly apply these skills in the agricultural sector, or potentially further disseminate this information as agricultural extension workers.

100.   Components 1 and 2 of the Project will also make investments in the country's remote learning systems to deliver blended instruction and professional development to teachers and students of the Digital Skills for Agriculture program. This will include building the capacity of local instructors in using these remote systems for instruction. As capacity for remote instruction builds over time, these systems can be used to reach groups that may be hard to access due to the frequency of extreme weather events.

101.   **To the extent possible, the Project will adopt energy efficient architectural designs for any building rehabilitation undertaken** (including rehabilitation of NTTIs under Component 1, rehabilitation of higher education institutions under Component 2, refurbishments of school under Component 3, and refurbishments of PIUs under Component 4). Energy efficient designs may include the installation of renewable energy sources like solar power systems for lighting, wind powered water systems where applicable, and energy smart appliances. These Project will also incorporate feasible adaptation strategies at these facilities, that might include rainwater harvesting and water recycling in water-scarce areas, drainage improvement for flood control where needed, and the use of weather-

resistant material.

102.   **Component 4 of the Project will build systems and staff capacity in climate change mitigation and adaptation measures.** It will establish M&E systems that backup EMIS data systems to ensure data safety at all times, civil works monitoring to ensure adherence to standards that reduce education facilities' exposure to climate change-induced natural disasters; and capacity strengthening of personnel, including skills development in climate change issues and how they affect Project activities. In particular, it will support capacity building that enables staff to serve as decision-makers and effective agents for community preparedness for extreme weather events, through training in evacuation protocols, and to train teachers in their districts to do the same.

103.   **Citizen Engagement.** The Project will engage with citizens throughout its life cycle to ensure that stakeholders and beneficiaries can provide feedback on design and implementation, and that feedback is integrated into project plans where feasible. During preparation, the Project undertook stakeholder consultations, including with vulnerable groups like women, refugees and host communities, to inform project design. The Project will ensure timely dissemination of project documents and information in English and key local languages using multiple platforms (mail, community radio, mobile public address systems) to reach its diverse stakeholders. A citizen engagement indicator has been included in the Results Framework: the Project will undertake participant satisfaction surveys to assess student satisfaction with the digital skills for agriculture program under Component 2. Feedback from these surveys will be used to fine-tune the training program and identify additional support required by students, with a particular focus on vulnerable students. The Stakeholder Engagement Plan also outlines the Project's grievance redress mechanisms, which will include a grievance redress committee co-chaired by PIU directors and including environment and social specialists, that will review and resolve citizen complaints.

104.   **Disability Inclusion**. The Project will support the inclusion of learners with disabilities and special educational needs. The Stakeholder Engagement Plan (SEP) disclosed on March 21, 2023, acknowledges the potential barriers that could prevent people with disabilities from effectively participating in project activities. Such barriers include social stigma, absence of accessibility accommodations, and cultural beliefs that they have limited productive societal roles. Accordingly, the Project will deploy viable measures to ensure that disabled people have equal opportunity to engage in project implementation and benefit from its activities. During implementation, accessibility arrangements will be put in place to ensure that people with disabilities are engaged and consulted. Such arrangements include diversifying the means of notification (e.g., word of mouth, radio, social media, live audio announcements), using assistive language tools as appropriate, and hosting the meetings in facilities that meet the accessibility requirements (e.g., ramps, rails, elevators, etc.). These arrangements are further described in the SEP. Component 1 will support the improvement of teacher training modules, which include considerations for learners with disabilities—for example, enhancing teachers' ability to identify and adapt to people with disabilities. In addition, this component will pilot specific training modules to improve the mental health and socioemotional well-being of teachers and learners in refugee host communities. Component 2 will finance the renovation of the selected institutions to meet accessibility requirements, and Component 3 will ensure that the schools to be constructed accommodate the needs of students with disabilities.

Economic analysis

105.   **The economic and efficiency analysis estimates an Internal Rate of Return (IRR) of 24 percent and a benefit-cost ratio of 8 with a discount rate of 8 percent.** The analysis is based on the estimated benefits from future earnings attributable to an improved and more efficient provision of public education and the agricultural digital skills training.

The model was estimated under the following assumptions: (i) students who benefited from the program enter the workforce at age 22 and retire at age 60 (after 38 years of work); (ii) an average population growth of 0 percent estimated from World Bank data; (iii) a discount rate of 8 percent is used for the estimation of the cost-benefit analysis; (iv) after project completion, the impact of the program is assumed to be for ten additional years, which is a conservative assumption as the literature suggests 15 to 20 years of impact for similar programs.

106.   **Sensitivity estimates indicate that the IRR and cost-benefit ratio are robust to changes in parameters and relaxing of the assumptions indicated above**. A sensitivity analysis was performed using two more scenarios with varying parameters of those used in the base case. In the first scenario (lower bound), a reduction in half of the return to education was assumed due to the Project, the benefit-cost ratio is reduced by half less than the base case, and the IRR is reduced by 4 percentage points. In the second scenario, a greater monetary return (of 1.5) was assumed as a consequence of the three components; the benefit-cost ratio was 50 percent greater than in the base scenario.

107.   **The results of all the scenarios are in line with literature and emphasize the idea that the earlier the investments in education, the higher the returns to society and the individuals**. Therefore, it makes sense that the IRR and the cost-benefit analysis results of all the scenarios of the sensitivity tests remain not only positive, but present the Project as an attractive investment.

108.   **The Project is expected to improve the human capital of refugees and host communities through four main channels.** First, at least 1,000 teachers from these areas are expected to benefit from the expanding access to quality pre-service and in-service training opportunities (including also specific modules and interventions targeted to their needs). Second, the digital agriculture skills program is expected to benefit about 500 youths from refugees and host communities. Third, the re-operationalization of primary schools, which will only target refugees and host communities, is expected to benefit approximately 5,000 out of school children. Fourth, the strengthened management capacity of the national education system is expected to lead to better education outcomes throughout the country, including these communities. Overall, this package of interventions is expected to significantly improve the skills development opportunities of these populations, their human capital, and ultimately their labor market outcomes (wages, employment opportunities, etc.). Furthermore, the relatively large share of beneficiaries from these communities coupled with interventions targeting exclusively refugees and host communities (e.g., component 3), suggests that these communities will benefit proportionally more than other beneficiaries from the project.

109.   **The rationale for public sector provision and financing is justified by the positive externalities derived from the different interventions supported by the program.** As discussed above, the proposed interventions are expected to have several positive externalities, including a higher rate of economic growth, higher resiliency, and stronger social cohesion. Additional positive externalities associated with improved education and human capital include better health outcomes, stronger political engagement, and more empowered girls and women.

B. Fiduciary

(i)   Financial Management

110.   A financial management (FM) assessment of MoGEI and MoHEST for the implementation of the Project was conducted in accordance with the Bank Directive: Financial Management Manual for World Bank Investment Project Financing Operations issued February 4, 2015 and effective from March 1, 2010; and the Bank Guidance: Financial Management in World Bank Investment Project Financing Operations Issued and Effective November 10, 2017. The

assessment covered the six key FM elements of planning and budgeting, accounting, internal control including internal auditing, funds flow, financial reporting, and external audit arrangements. The objective of the assessment was to determine whether the Ministries maintain adequate FM arrangements to ensure that: (i) project funds disbursed to the ministries will be used for the purposes intended in an efficient and economical manner; (ii) the Project's financial reports will be prepared in an accurate, reliable, and timely manner; and (iii) the Project's assets will be safeguarded from loss, abuse, or damage.

111.   The FM assessment identified significant capacity gaps within the MoGEI and MoHEST, which could materially affect the implementation of the Project. This includes inadequate budget monitoring systems, lack of adequate accounting capacity, failure to prepare annual financial statements, internal audit's failure to carry out internal audit reviews, and weak internal control arrangements. As a result, the FM arrangements for the proposed Project will be discharged from the PIUs set up within the ministries. The same PIUs will also be responsible for overseeing the implementation of the Project. To mitigate the risk of low staffing capacity, FM section at the PIUs will be headed by consultant FM Specialists, supported by project accountant(s) and designated Ministries accountants.

112.   The finding of the FM assessment is that basic FM systems and capacity exist in MoGEI and MoHEST, but the overall status is considered Weak. Based on these findings, the overall FM unmitigated risk rating for the ministries is considered High; upon implementation of mitigation measures, mitigated risk rating is reduced to Substantial.

(ii) Procurement

113.   **All project procurement will be carried out in accordance with the 'World Bank Procurement Regulations for Borrowers under Investment Project Financing,'** dated July 1, 2016, revised in November 2017 and August 2020, hereafter referred to as 'Procurement Regulations.' The Project will be subject to the World Bank's Anticorruption Guidelines, dated July 1, 2016. MoGEI and MoHEST will be responsible for procurement implementation. MoGEI and MoHEST will each recruit experienced Procurement consultants as part of their PIUs, including other technical experts that are necessary to implement the Project's activities. The PIUs will have operational, coordination, and technical management responsibility of the Project. The procurement decision making process will utilize the internal institutional structure of MoGEI and MoHEST, including the Procurement Committee.

114.   **Project Procurement Strategy for Development (PPSD and Procurement Plan):** MoGEI and MoHEST have prepared a PPSD, which sets out the selection methods and approach to be followed during implementation in the procurement of goods, works, and non-consulting and consulting services financed under the Project. The procurement plan for the first 18 months will also be prepared and reflected in the POM. The Procurement Plan will be updated every six months or as maybe required.

115.   **Procurement Capacity Assessment:** The procurement capacity assessment conducted for MoGEI and MoHEST found that they have limited experience carrying out public procurement given limited or no budget provision for service delivery. Limited and minor procurement activities such as purchases of fuel, vehicles etc. have been undertaken as administrative functions and there are no dedicated procurement staff. The implementing agencies have no experience in implementing World Bank-financed projects. As such, procurement capacity risks include the incomplete public procurement framework, lack of a functional procurement units, and oversight functions in the country, including general weak PFM governance. The World Bank's experience and assessment of key issues and risks concerning project procurement processes in South Sudan has also shown several challenges, which include: (i) the narrow window of opportunity (only about six months) in the dry season during which most of the country is

accessible; (ii) significant delays in procurement processing, with a significant part of the time spent on preparation of tender specifications, Terms of Reference (TOR) and evaluation; (iii) a nascent market and high costs for goods; and (iv) weak capacity of procurement staff, procurement planning, and procurement process administration, including award of contracts, contract management, contract oversight and procurement record keeping. Procurement risk mitigations include**:** (i) World Bank procurement standard documents shall apply for all procurement activities and a procurement manual will be developed and adopted by the Project; (ii) PIUs will be established and supported by experienced procurement consultants and technical experts; (iii) MoGEI and MoHEST will deploy dedicated civil servants to the PIUs as part of knowledge transfer arrangements, including continuous procurement trainings; (iv) timely hiring of a Third-Party Monitoring Agency; and (v) establishment of an enhanced contract management or M&E team. Based on the above procurement risks, the overall procurement risk rate of the Project is High, and given the country context, the risk remains High even with the procurement mitigation actions especially in light of infrastructure refurbishment.

C. Legal Operational Policies

	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Areas OP 7.60	No

D. Environmental and Social

(i)   Environmental Risk Management

116.   **The key environmental risks associated with the Project are rated as Moderate.** The environment and health and safety risks associated are anticipated to result from the rehabilitation of NTTIs including proportional allocation of gender-separated washrooms and water delivery points for each school, renovation of institutions/polytechnics and provision of teaching and learning equipment. Renovation of NTTIs may include refurbishment activities including painting of walls, replacing of light bulbs/minor electrical repairs, and repairing of plumping works, and could bring minor occupational health and safety, pollution, and waste generation-related risks. In addition, the procurement of IT equipment required for NTTIs and remote learning (projectors, servers, solar chargers, satellites, etc.) will also generate small quantities of electronic waste. Risks and impacts related to minor civil works such as noise, waste, construction dust, contamination of soil, generation of domestic waste, soil erosion, water effluents, potential health safety risks due to possible exposure to environmental liabilities such as asbestos, lead based paint and; poor water provision and quality will affect health. The cumulative impact of the works and presence of contractors and machinery at each targeted site is unknown at the moment, but careful supervision will be needed to avoid accidents. Other potential impacts at the sub-project area level are related to waste generated from minor construction activities (cement mixing areas, metal, wood and paint residues, diesel and other residues); open pits in the soil can cause accidents; cutting of trees to use as building material; and road accidents; among others. During operations, the Project will produce some amount of waste by-products, risk of provision of inadequate potable water, generation of wastewater, potential safety risks to students, teachers and facility administration staff due to man-made disasters (fire, explosions, inadequate structural or related safety of buildings, etc.), natural disasters (floods, droughts, health diseases, etc.) and poor ambient air quality within classrooms.

117.   Project activities will be undertaken in compliance with the World Bank's Advisory Note on TA and the Environmental and Social Framework (ESF). The Project has planned to undertake installation of energy saving teaching and learning equipment, including ICT infrastructure; however, challenges associated with the limited environmental and social management capacity of both the MoGEI and the MoHEST remain. In light of the limited institutional capacity of implementing partners, small, localized, and reversible nature of environmental, health and safety risks of the referenced activities, the overall risks and potential adverse environmental impacts are rated Moderate.

(ii)   Social Risk Management

118.   **The potential social benefits outweigh the risks associated with the proposed project activities.** The Project is expected to benefit students, teachers, and communities across South Sudan with improved education system performance, improved quality of teaching and agriculture practices, and increased opportunities for skills development and employment for those who will receive training under the Project. The Project aims to ensure

equity by using a targeted approach to generate a more equitable and beneficial development outcome, particularly for youth and women. These are achieved through 1) reducing constraints faced by women to enter the teaching profession, 2) prioritizing youth in disadvantaged areas, and 3) strengthening the institutional environment for education training.

119.   **The potential social risks can be classified as (i) contextual and (ii) project specific**. The overall contextual risks relate to conflict and fragility due to protracted civil war and delayed realization of the peace process. The potential security and safety risks to beneficiaries, workers and school communities. Further, due to prolonged conflict in South Sudan, the institutions and services are considerably weak, especially at the local level. The accessibility of some of the Project areas due to conflict or remoteness make the accessibility of project services a challenge. Security and sexual exploitation and abuse (SEA) and sexual harassment are other contextual risks in the country. Project-related potential risks include: (i) inadequate stakeholder consultation/engagement; (ii) selection biases and corrupt practices in selection of institutions and trainees/beneficiaries; (iii) lack of functional grievance redress mechanisms; (iv) discriminatory practices in accessing project services and benefits; (v) inadequate protection of labor and working conditions; (vi) labor influx risks; and (ix) gender-based violence /SEA risks. Another potential risk is conflict between hosts and refugees due to the perception that refugees are sharing resources that should go for South Sudanese. However, as the Project mainly focuses on urban areas where security risks may be relatively lower, the social risk of the Project is rated as substantial. Women in South Sudan are less likely to be employed in wage and salaried work and women constitute a small minority in education sector as educators due to the restrictive gender and social norms and protracted civil wars that left women with fewer choices and opportunities, less agency and options for self-determination. The unavailability of services such as childcare hamper women's participation in employment. The vulnerable and disadvantaged groups in South Sudan comprise, people affected by human-made social and economic shocks, refugees, IDPs, soldiers, demobilized soldiers (including those displaced), child soldiers, young girls, women headed households, child headed households, female ex-combatants, etc. The risk related to land acquisition is low. Project activities do not require land for implementation. Some maintenance and renovation activities that are necessary for re-opening and equipping of NTTIs, and availing connectivity to NTTIs and Public Universities; however, all will be done in the existing compound and no new land will be acquired. During preparation, it is confirmed that all of these construction activities will take place within the existing premises of institutions and there will not be any new land acquisition for the Project. Accessibility of internet labs and digital gadgets for persons with disability could result in exclusion of vulnerable groups. The low skills in the use of such gadgets may put vulnerable groups such as women at a disadvantage. Hence, the Project will identify such risks as part of the Environmental and Social Management Framework and include mitigation measures which ensures inclusion of vulnerable groups including people with disability. In particular, the rehabilitation work will take into consideration the accessibility of students with special needs. An Environment and Social Commitment Plan and SEP have been prepared and disclosed on the South Sudan Ministry of Finance and Planning website on March 21, 2023.

V.   GRIEVANCE REDRESS SERVICES

120.   **Grievance Redress.** Communities and individuals who believe that they are adversely affected by a project supported by the World Bank may submit complaints to existing project-level grievance mechanisms or the Bank's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project affected communities and individuals may submit their complaint to the Bank's independent Accountability Mechanism (AM). The AM houses the Inspection Panel, which determines whether harm occurred, or could occur, as a result of Bank non-compliance with its policies and procedures, and the

Dispute Resolution Service, which provides communities and borrowers with the opportunity to address complaints through dispute resolution. Complaints may be submitted to the AM at any time after concerns have been brought directly to the attention of Bank Management and after Management has been given an opportunity to respond. For information on how to submit complaints to the Bank's Grievance Redress Service (GRS), please visit *http://www.worldbank.org/GRS*. For information on how to submit complaints to the Bank's AM, please visit https://accountability.worldbank.org.

VI.   KEY RISKS

121.   **The proposed Project's Overall Risk is assessed as Substantial, driven largely by the South Sudanese context of political and economic fragility and weak institutional capacity**. As noted in the CEN for the period FY2021-2023, however, engagement in the country remains critical to avoid worsening conditions for the South Sudanese population.

122.   **Political and Governance risk is Substantial.** This risk is associated with the country's repeated cycles of conflict, which threaten the fragile peace agreement reached in 2018. The country's political landscape continues to be marked by shifting power dynamics that threaten the possibility of a resurgence in national-level political conflict and violence. To mitigate this risk, the Project design ensures access to training opportunities in all parts of the country and will support institutions in all 10 states. In addition, a thorough security risk assessment and management plan will be developed prior to effectiveness. At the same time, the Project's limited focus is not expected to generate additional political risks given its prioritization of key sectors and skills that create clear opportunities for improved human development outcomes for South Sudanese youth. Given South Sudan's generally welcome, progressive policy toward refugees, the Project's focus on supporting refugees and host communities is not expected to contribute to increased political and governance risk. In light of the mitigation measures, the residual political and governance risk is rated Substantial.

123.   **Macroeconomic risk is assessed as Substantial.** The South Sudanese economy is highly vulnerable to external shocks, as evidenced by the impact of a series of shocks in recent years on household welfare, including COVID-19, adverse climate events, increased food prices, and locust outbreak. The economy also remains at high risk of debt distress, the possibility of a further contraction due to declining oil production and lingering climate shocks, and stagnating poverty. Education and skills in South Sudan are mostly externally funded, mitigating the impact of the high macroeconomic risk on achievement of sector goals. The bulk of the Project's activities will be financed by the World Bank and partners, mitigating the potential macroeconomic risks on achievement of its objectives. Additionally, Project activities related to digital agriculture training have the potential to build resilience of the agriculture sector to natural disasters and the shocks that disruptions to agriculture can have on the economy.

124.   **Sector Strategies and Policies present Substantial risk.** The education sector has largely relied on external financing and humanitarian assistance for its service delivery, which has resulted in fragmented programs and a lack of coordination among key actors. The sector thus lacks a coherent implementation strategy to address the system's low quality and high inefficiency. The Project will mitigate this risk in two ways. First, it will incorporate both the MoGEI and the MoHEST in governance and implementation of the Project to ensure that there is shared ownership and accountability for the proposed programs. Second, it will focus on building capacity and leadership within the Government to implement key education programs, such as teacher training, in a coherent manner across the country. The World Bank will also leverage its convening ability to bring together development and humanitarian partners with Government authorities to foster greater coherence in the sector. Considering refugees, the

Government's Refugee Act, 2012 sets out an inclusive legal framework for the inclusion of refugees in national education systems, which has been reinforced through South Sudan's commitments in the Global Refugee Forum and other fora. Reversal of these policy positions is not expected during project implementation.

125. **Institutional Capacity for Implementation and Sustainability risk is Substantial.** The main factor driving this risk is the low institutional capacity in the country to achieve the desired national education goals. In particular, there are limited skilled human resources to execute and monitor planned education programs, to maintain and strengthen the different education systems, to coordinate with all relevant stakeholders, and to ensure technical and financial credibility in budget allocation for the sector. The Project would mitigate this risk by focusing on encouraging leadership and coordination, as well as by providing capacity building and TA for key Government authorities in the sector. The Project will support the creation of a cross-ministerial PSC, which would include authorities from both the MoGEI and the MoHEST to ensure coordination between the systems. The Project will provide TA and capacity building on key aspects of project implementation and system oversight, including on the collection of key sector data and on fiduciary management. The Project would also provide TA by sharing international experiences and best practices and by promoting joint activities between the different levels and actors involved in the activities of the Project. Notably, the Project's design has built in institutional capacity assessments at the national and subnational levels to clearly identify the key constraints in the sector, based on which the capacity building and TA will be designed. To further ensure the Project's sustainability, consultations, communication, and outreach will be carried out throughout Project implementation to ensure that local stakeholders and communities have a clear understanding and expectations of the Project's objectives and target populations. Moreover, the Project's design incorporates a citizen engagement indicator and a Grievance Redress Mechanism to ensure that citizens are able to provide feedback and that any grievances or concerns are addressed in a timely manner. By focusing on building systems and institutions, the Project will also help establish capacity to continue the developed programs beyond its lifespan. In refugee-hosting areas, specific efforts will be made, in coordination with UNHCR, to engage with existing refugee and host community committees to ensure they can meaningfully provide input to the design and implementation of project activities in their areas.

126. **Environmental and social risks are rated Substantial.** The environmental, health, and safety risks of the Project given the nature of activities are expected to be small, localized, and reversible if the mitigation measures are properly designed and implemented. Risks and potential adverse environmental impacts are thus considered moderate. However, social risks are considered substantial given the context of conflict and fragility due to protracted civil war and delayed realization of the peace process, which could lead to security and safety risks to beneficiaries, workers, and communities and make accessibility to some parts of the country challenging. In addition, institutions and services are considerably weak, especially at the local level. Project-related potential risks include: (i) inadequate stakeholder consultation/engagement; (ii) selection biases and corrupt practices in selection of institutions and trainees/beneficiaries; (iii) lack of functional grievance mechanisms; (iv) discriminatory practices in accessing Project services and benefits; (v) limited protection of labor and working conditions; (vi) labor influx risks; and (vii) gender-based violence/sexual exploitation and harassment risks. To mitigate these risks, detailed ESF instruments are being prepared to identify risks and develop action plans to address them including a Security Risk Assessment and Management Plan, a Labor Management Plan and a GBV Assessment and Action Plan. Preparation of these instruments are disbursement conditions for non-TA activities under the Project. In addition, the PIUs will hire Environment, Social and GBV Specialists to monitor risks and ensure mitigation measures are being implemented throughout implementation. Although the positive social impacts of the Project are expected to outweigh these risks, especially with respect to promoting female participation, social risks are expected to be substantial given the overall conflict situation.

127.   **Fiduciary risk is rated High.** Institutional capacity for fiduciary management is limited (see description above). The Project will make direct investments in enhancing the capacity of MoGEI and MoHEST to improve internal processes for funds management. The Project's FM assessment clearly identified the key capacity gaps within the Ministries and a plan to build capacity to address these gaps is being developed, focused mainly on working to build this capacity within the PIU. The PIU will also be strengthened with key fiduciary staff to carry out these functions. In addition, the World Bank's FM and Procurement supervision will be essential, and mitigation measures for fiduciary issues (e.g. strict fiduciary control mechanisms, application of World Bank FM rules) have been built into the Project design.

128.   **Other risks – Refugee protection risk is Moderate.** The World Bank, in close consultation with the UNHCR, has confirmed the adequacy of South Sudan's refugee protection framework based on the latest assessment dated August 31, 2022. The country has one of East Africa's more progressive refugee legal and policy frameworks, which grants refugees the right to move, settle, work, and benefit from public services. Implementation of these rights is hindered by capacity limitations of the CRA and other government institutions, as well as the country's challenging socioeconomic environment more broadly. However, there is little risk of backsliding on the government's strong policy on, and longstanding demonstrated commitment to, refugee protection, and the World Bank is working with the government to support further reforms that would benefit refugees (and hosts) through policy dialogue in the context of the IDA WHR.

Results Framework
COUNTRY: South Sudan
Building Skills for Human Capital Development in South Sudan

Project Development Objectives(s)

The Project's Development Objective is to increase skills development opportunities in teaching and digital agriculture and strengthen capacity for management of the education system.

Project Development Objective Indicators

Indicator Name	PBC	Baseline	Intermediate Targets	End Target
			1	
Objective 1: Increase skills development opportunities in teaching				
Number of teachers certified on successful completion of teacher training programs (Number)		0.00	4,000.00	9,000.00
Of which, female (Percentage)		0.00	30.00	35.00
Of which, refugee/host community population (Percentage)		0.00	15.00	15.00
Objective 2: Increase skills development opportunities in digital agriculture				
Number of youth certified on successful completion of digital agriculture training programs (Number)		0.00	2,000.00	3,500.00
Of which, female (Percentage)		0.00	35.00	35.00

Indicator Name	PBC	Baseline	Intermediate Targets	End Target
			1	
Of which, refugee/host community population (Percentage)		0.00	15.00	15.00
Objective 3: Strengthen capacity for management of the education system				
Education Management Information System strengthened (Yes/No)		No	Yes	Yes

Intermediate Results Indicators by Components

Indicator Name	PBC	Baseline	Intermediate Targets	End Target
			1	
Component 1: Teaching Skills to Strengthen Education Delivery				
Number of functional NTTIs (Number)		3.00	8.00	10.00
Number of NTTI trainers and management team trained (Number)		0.00	120.00	170.00
Number of students enrolled in project-supported formal pre-service teacher training (Number)		0.00	500.00	1,350.00
Of which, female (Percentage)		0.00	35.00	35.00
Of which, refugee/host community (Percentage)		0.00	15.00	15.00
Number of teachers benefitting from project-supported accelerated secondary education programme for teachers (Number)		0.00	2,000.00	5,000.00
Of which, female (Percentage)		0.00	35.00	35.00
Of which, refugee/host community (Percentage)		0.00	15.00	15.00
Number of teachers benefitting from project-supported in-service teacher training (Number)		0.00	3,500.00	9,650.00

Indicator Name	PBC	Baseline	Intermediate Targets	End Target
			1	
Of which, female (Percentage)		0.00	35.00	35.00
Of which, refugee/host community (Percentage)		0.00	15.00	15.00
Evaluation of teacher training programs completed (Yes/No)		No	Yes	Yes
Teachers recruited or trained (CRI, Number)		0.00	4,000.00	11,000.00
Teachers recruited or trained - Female (RMS requirement) (CRI, Number)		0.00	1,200.00	3,500.00
Number of teachers trained (CRI, Number)		0.00	4,000.00	11,000.00
Component 2: Digital Skills for Agriculture				
Number of South Sudanese trainers trained to deliver digital agriculture program (Number)		0.00	100.00	100.00
Number of students enrolled in digital training for agriculture program (Number)		0.00	2,500.00	3,800.00
Of which, female (Percentage)		0.00	35.00	35.00
Of which, refugee/host community (Number)		0.00	300.00	550.00
Beneficiary Feedback: Percentage of students satisfied with the digital skills for the agriculture program (Percentage)		0.00	70.00	75.00
Share of students employed after completing digital training for agriculture program (Percentage)		0.00	30.00	75.00
Female students employed after completing digital training for agriculture program (Percentage)		0.00	30.00	75.00
Refugee/host community students employed after completing digital training for agriculture program (Percentage)		0.00	30.00	75.00
Component 3: Inclusion of Refugee and Host Communities				

Indicator Name	PBC	Baseline	Intermediate Targets	End Target
			1	
Number of schools re-operationalized in refugee hosting areas (Number)		0.00	40.00	40.00
Number of re-operationalized schools in refugee hosting areas receiving school grants (Number)		0.00	40.00	40.00
Teachers recruited for supported schools (Number)		0.00	50.00	100.00
Of which, female (Number)		0.00	25.00	50.00
Component 4: System Building				
Number of institutional assessments conducted at the national sub-national level (Number)		0.00	12.00	12.00
Number of capacity development plans developed at the national sub-national levels (Number)		0.00	12.00	12.00
Teacher policy developed (Yes/No)		No	Yes	Yes

Monitoring & Evaluation Plan: PDO Indicators					
Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
Number of teachers certified on successful completion of teacher training programs	This indicator will track the number of teachers receiving certificate upon successfully completing one of the below training programs: • Formal pre-service teacher training	Annual	MoGEI Monitoring reports validated by TPM on annual basis	MoGEI PIU to collect data from NTTIs; validated by TPM on annual basis	MoGEI PIU

	• Accelerated in-service training • Accelerated secondary Targets are cumulative.				
Of which, female	This indicator will track the percentage of female trainees completing one of the education-related modalities listed below. • Formal pre-service teacher training • Accelerated in-service training • Accelerated secondary Targets are cumulative.	Annual	Reports prepared by MoGEI PIU validated by TPM on an annual basis	MoGEI PIU will collect data from NTTIs; validated by TPM annually	MoGEI PIU
Of which, refugee/host community population	This indicator will track the percentage of refugee youth completing one of the education-related modalities listed below. • Formal pre-service teacher training • Accelerated in-service training • Accelerated secondary Targets are cumulative.	Annual	Reports prepared by MoGEI PIU validated by TPM on an annual basis	MoGEI PIU will collect data from NTTIs; validated by TPM annually	MoGEI PIU
Number of youth certified on successful completion of digital agriculture training programs	This indicator will track the number of students who are certified after completing the digital training for the	Annual	Monitoring reports	MoHEST PIU will collect data from Universities/polytechnics; validated by TPM	MoHEST PIU

	agricultural program. Targets are cumulative.			annually	
Of which, female	This indicator will track the share of students who are certified after completing the digital training for the agricultural program. Targets are cumulative.	Cumulative	Monitoring reports	MoHEST PIU will collect data from Universities/polytechnics; validated by TPM annually	MoHEST PIU
Of which, refugee/host community population	This indicator will track the share of refugee students students who are certified after completing the digital training for the agricultural program. Targets are cumulative.	Annual	Monitoring reports	MoHEST PIU will collect data from Universities/polytechnics; validated by TPM annually	MoHEST PIU
Education Management Information System strengthened	This indicator will track the implementation of the EMIS strengthening plan. The target will be achieved once the EMIS collects and reports data on at least 90% of schools in South Sudan including information on teachers (profile, qualifications, deployment and training), schools (location, enrollment, physical facilities (including WASH, classrooms etc), teachers and school management committees and students.	Annually starting from the second year of implementation	Monitoring reports	MoGEI and MoHEST will prepare reports on implementation progress of EMIS strengthening plan.	MoGEI and MoHEST PIUs

				Monitoring & Evaluation Plan: Intermediate Results Indicators		
Indicator Name	**Definition/Description**	**Frequency**	**Datasource**	**Methodology for Data Collection**	**Responsibility for Data Collection**
Number of functional NTTIs	This indicator will track the number of NTTIs that have adequate facilities and staff and run regular teacher training programs.	Annual	Monitoring reports	MoGEI PIU will collect data from NTTIs; validated by TPM annually	MoGEI PIU
Number of NTTI trainers and management team trained	This indicator will track the number of NTTIs trainers and staff trained. Targets are cumulative.	Annual	Monitoring reports	MoGEI PIU will collect data from NTTIs; validated by TPM annually	MoGEI PIU
Number of students enrolled in project-supported formal pre-service teacher training	This indicator will track the number of students enrolled in formal teacher pre-service training. Targets are cumulative.	Annual	Monitoring reports	MoGEI PIU will collect data from NTTIs; validated by TPM annually	MoGEI PIU
Of which, female	This indicator will track the percentage of female students enrolled in formal teacher pre-service training. Targets are cumulative.	Annual	Monitoring reports	MoGEI PIU will collect data from NTTIs; validated by TPM annually	MoGEI PIU
Of which, refugee/host community	This indicator will track the share of refugee students students who are certified after completing the digital training for the agricultural program. Targets are cumulative.	Annual	Monitoring reports	MoGEI PIU will collect data from NTTIs; validated by TPM annually	MoGEI PIU

Number of teachers benefitting from project-supported accelerated secondary education programme for teachers	This indicator will track the number of existing teachers who have not completed secondary education that enroll in ASEP. Targets are cumulative.	Annual	Monitoring reports	MoGEI PIU will collect data; validated by TPM annually	MoGEI PIU
Of which, female	This indicator will measure the share of ASEP enrollees who are female	Annual	Monitoring reports	MoGEI PIU will collect data; validated by TPM annually	MoGEI PIU
Of which, refugee/host community	This indicator will measure the share of refugee teachers enrolled in ASEP	Annual	Monitoring reports	MoGEI PIU will collect data; validated by TPM annually	MoGEI PIU
Number of teachers benefitting from project-supported in-service teacher training	This indicator will measure the number of volunteer teachers who benefit from in-service teacher training programs	Annual	Monitoring reports	MoGEI PIU will collect data; validated by TPM annually	MoGEI PIU
Of which, female	Share of teachers benefitting from in-service teacher training who are female	Annual	Monitoring reports	MoGEI PIU will collect data; validated by TPM annually	MoGEI PIU
Of which, refugee/host community	Number of those benefitting from in-service teacher training who are refugees	Annual	Monitoring reports	MoGEI PIU will collect data; validated by TPM annually	MoGEI PIU
Evaluation of teacher training programs completed	Evaluation of teacher training modalities conducted	Annual	Monitoring reports	MoGEI PIU will collect data	MoGEI PIU
Teachers recruited or trained		Annual	Monitoring reports	MoGEI will collect data; validated by TPM	MoGEI PIU

Teachers recruited or trained - Female (RMS requirement)		Annual	Monitoring reports	MoGEI will collect data; validated by TPM	MoGEI PIU
Number of teachers trained		Annual	Monitoring reports	MoGEI will collect data; validated by TPM	MoGEI PIU
Number of South Sudanese trainers trained to deliver digital agriculture program	This indicator will track the number of South Sudanese trainers that are trained to deliver the digital training for agriculture program. Targets are cumulative.	Years 1 and 2	Monitoring reports	MoHEST PIU will collect data from Universities/polytechnics; validated by TPM annually	MoHEST PIU
Number of students enrolled in digital training for agriculture program	This indicator will track the number of students enrolled in the digital training for agriculture program. Targets are cumulative.	Annual	Monitoring reports	MoHEST PIU will collect data from Universities/polytechnics; validated by TPM annually	MoHEST PIU
Of which, female	This indicator will track the percentage of female students enrolled in digital training for the agriculture program. Targets are cumulative.	Annual	Monitoring reports	MoHEST PIU will collect data from Universities/polytechnics; validated by TPM annually	MoHEST PIU
Of which, refugee/host community	This indicator will track the percentage of refugee students enrolled in digital training for the agriculture program. Targets are cumulative.	Annual	Monitoring reports	MoHEST PIU will collect data from Universities/polytechnics; validated by TPM annually	MoHEST PIU
Beneficiary Feedback: Percentage of students satisfied with the digital skills for the agriculture program	This indicator will track the percentage of students satisfied with the quality of	Annual	Feedback survey results	MoHEST PIU will conduct feedback survey results annually	MoHEST PIU

	instruction and facility, the relevance of material, and evaluation methods.			and report findings in the annual monitoring reports	
Share of students employed after completing digital training for agriculture program	This indicator will track the number of program graduates formally employed, in self-employment and continuing education after the completion of the program. Targets are cumulative.	Annual in years 4 and 5.	Monitoring reports	MoHEST will track employment outcomes/continued education of program graduates.	MoHEST PIU
Female students employed after completing digital training for agriculture program	This indicator will track the percentage of the program's female graduates formally employed, self-employed or continuing education after the completion of the program. Targets are cumulative.	Annual in years 4 and 5.	Monitoring reports	MoHEST will conduct tracer studies.	MoHEST PIU
Refugee/host community students employed after completing digital training for agriculture program	This indicator will track the percentage of the program's refugee graduates formally employed, self-employed or continuing education after the completion of the program. Targets are cumulative.	Annual in years 4 and 5	Monitoring reports	MoHEST PIU will conduct tracer studies	MoHEST PIU
Number of schools re-operationalized in refugee hosting areas	This indicator will track the number of primary schools re-operationalized in refugee-hosting communities with adequate	Annual	Monitoring reports	MoGEI will collect data which will be validated by TPM on sample basis	MoGEI PIU

	learning facilities and teaching staff. Targets are cumulative				
Number of re-operationalized schools in refugee hosting areas receiving school grants	This indicator will track the number of re-operationalized schools receiving school grants to meet recurrent expenditures to ensure conducive learning environments.	Annual	Monitoring reports	MoGEI will collect data which will bevalidated by TPM on sample basis	MoGEI PIU
Teachers recruited for supported schools	Number of teachers recruited for the 40 re-operationalized schools in refugee hosting areas supported by the project.	Annual	MoGEI monitoring reports	MoGEI will collect data which will be validated by TPM on a sample basis	MoGEI
Of which, female	Number of female teachers recruited for re-operationalized schools in refugee hosting areas supported by the project.	Annual	MoGEI monitoring report	MoGEI will collect data which will be validated by TPM on a sample basis.	MoGEI
Number of institutional assessments conducted at the national sub-national level	This indicator will track the number of capacity development plans prepared for the MoGEI and MoHEST at the national, state, and county levels (only for the counties where NTTIs are located). The respective entities should endorse these plans.	Annual	Monitoring reports	Respective PIUS will report progress	MoGEI and MoHEST PIUs
Number of capacity development plans developed at the national sub-national	This indicator will track the number of capacity	Year 1	Monitoring reports	Respective PIUs will report on progress	MoGEI and MoHEST PIUs

levels	development plans prepared for the MoGEI and MoHEST at the national, state, and county levels (only for the counties where NTTIs are located). The respective entities should endorse these plans.				
Teacher policy developed	This indicator will track the development and endorsement by MoGEI of a national teacher policy. This policy will cover aspects such as teacher recruitment, deployment, professional development, and certification.	One time	Monitoring reports, Review of the developed policy	MoGEI PIU will report	MoGEI PIU

ANNEX 1: Implementation Arrangements and Support Plan

A. **Implementation Arrangements**

1. **Overall project leadership will be provided by the PSC.** The PSC will be co-chaired by the Under Secretaries of MoGEI and MoHEST and comprise of representatives of State Education Administration Bodies, CRA, Ministry of Finance, UNHCR, and the NEC. NEC is the umbrella organization for all the Civil Society Organizations involved in education. The PSC will provide strategic direction and guidance on high-level risk management and decision-making on project objectives. This inclusive body will be crucial for promoting dialogue, consensus-building, and joint decision-making on key aspects of the education system. The PSC will also provide a platform for collaboration, management, troubleshooting and technical support for implementation of the Project.

2. **MoGEI and MoHEST will be responsible for implementation of Project activities**. MoGEI and MoHEST will establish separate PIUs that will be responsible for implementation of their respective components and activities. The two PIUs will coordinate implementation, build capacity of Ministry teams for implementation, facilitate support for compliance with environment and social requirements for the Project, collect and compile data from the project results framework, and manage communications for the Project. The PIUs will comprise a Project Coordinator, Procurement Specialist, Financial Management Specialist, M&E Specialist, Environmental Specialist, Social Specialist, and technical specialists as needed to implement their respective project activities. The implementation of activities under the Project components will be the responsibility of the respective Ministries as per the following. Figure A1.1 illustrates the implementing arrangements for the Project.

3. **Components 1 and 3 will be implemented by MoGEI**. MoGEI is responsible for primary and secondary education, as well as teacher training. It is headed by a Minister and Undersecretary and comprised of seven Directorates: (i) Planning and Budgeting; (ii) Inspection and Supervision; (iii) Administration and Finance; (iv) Primary and Basic Education; (vi) Gender and Inclusive Education; (vii) Technical, Vocational Education and Training; and (vii) Alternative Education Systems. In addition, it includes the Teachers' Development and Management Services, the Curriculum Development Centre, and the National and Foreign Languages Centre.

4. Activities under component 1 will be implemented mostly at the NTTI level, which are under the direct purview of MoGEI. The MoGEI PIU will work closely with and support implementation at the NTTI level to meet project objectives. For component 3 activities in refugee hosting areas, MoGEI will coordinate closely with UNHCR and CRA for implementation. Component 4 will finance the PIU under MoGEI and support capacity building for the PIU to ensure they are able to fully meet the requirements of the Project, including support for coordinating with subnational bodies for implementation of activities.

5. **Component 2 will be implemented by MoHEST.** MoHEST is responsible for the implementation of policies, programs, and general coordination of all education offered at the post-secondary level. The MoHEST's executive wing, focusing on operations, is headed by the Minister, aided by an Undersecretary, and an advisor to the Ministry. This wing comprises six directorates: (i) Directorate of Administration and Finance; (ii) Directorate of Planning and Budgeting; (iii) Directorate of External Relations and Training; (iv) Directorate of Admission and Evaluation; (v) Directorate of Private, Foreign and Philanthropic Institutions; and (vi) Directorate of Technical and Technology Innovation, and (vii) Directorate of the National Council for Higher Education. The strategic wing focuses on policy development and is chaired by the Minister and supported by the General Secretariat and Specialized Committee.

6.   MoHEST will work in partnership with the Galilee International Management Institute (GIMI), as per a Memorandum of Understanding signed between the two parties in January 2023. GIMI is internationally recognized as a leading management institute and has experience delivering education and training to international students.[35] The institute has a division dedicated to advancing agriculture as a means of ensuring food security, fostering job creation, and achieving sustainable and economic development, which is of particular relevance in the context of South Sudan. Through this partnership with GIMI, South Sudan will be able to access advanced knowhow on precision and digital agriculture technologies. Component 4 will finance the PIU under MoHEST and support capacity building for the PIU to ensure it complies with fiduciary and environmental and social management requirements.

Figure A1.1 Project Implementing Arrangements
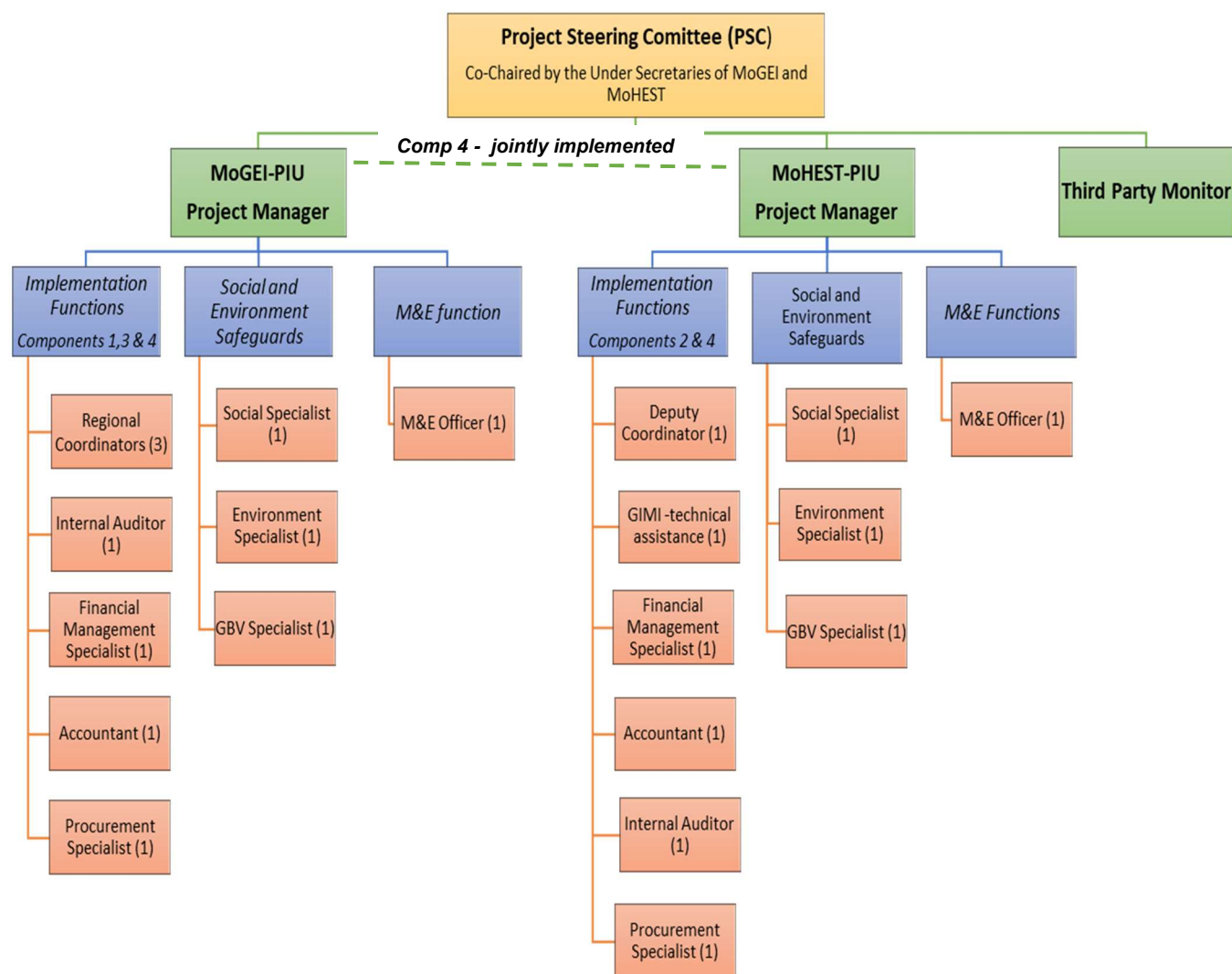
7.   **Component 4 will be implemented jointly by the two PIUs established under MoGEI and MoHEST.** Progress of implementation under Component 4 will be reported directly to the PSC that will be responsible for joint decision-

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[35] Over the years, the institute has trained more than 18,000 students and partnered with several international organizations.

making on activities under this component. The respective PIUs will hire institutional development specialists to assist with implementation of activities under this component.

8.   **A TPM agent will be recruited to verify achievement of results by the PIUs.** The TPM will report directly to the PSC and be financed by component 4 of the Project. The TPM will conduct an independent verification of project results on a sample basis and report findings to the PSC bi-annually. The findings of the TPM will inform any decision making by the PSC. The TPM may also be used to independently supervise implementation of key project activities on behalf of the PSC as needed.

B.   Financial Management

9.   A FM assessment of MoGEI and MoHEST for the implementation of the Project was conducted in accordance with the Bank Directive: Financial Management Manual for World Bank Investment Project Financing Operations issued February 4, 2015 and effective from March 1, 2010; and the Bank Guidance: Financial Management in World Bank Investment Project Financing Operations Issued and Effective November 10, 2017. The assessment covered the six key FM elements of planning and budgeting, accounting, internal control including internal auditing, funds flow, financial reporting, and external audit arrangements. The objective of the assessment was to determine whether the Ministries maintain adequate Financial Management arrangements to ensure that: (i) project funds disbursed to the ministry will be used for the purposes intended in an efficient and economical manner; (ii) the Project's financial reports will be prepared in an accurate, reliable, and timely manner; and (iii) the Project's assets will be safeguarded from loss, abuse, or damage.

10.   The FM assessment identified significant capacity gaps within the MoGEI and MoHEST, which could materially affect the implementation of the Project. This includes inadequate budget monitoring system, lack of adequate accounting capacity, failure to prepare annual financial statements, internal audit's failure to carry out internal audit reviews, and weak internal control arrangements. As a result, the FM arrangements for the proposed Project will be discharged from the PIUs set up within the ministries. The same PIUs will also be responsible for overseeing the implementation of the Project. To mitigate the risk of low staffing capacity, FM section at the PIUs will be headed by consultant Financial Management Specialists, supported by project accountant(s) and designated Ministries accountants. Additional risks arise from payment of salaries to teachers recruited for refugee hosting communities under Subcomponent 3.4 of the Project. These risks will be mitigated by: (i) requirements for approved and authorized attendance sheets to support payment for salaries; (ii) quarterly review of SOEs by the FM team; (iii) TPM carried out every 6 months; (iv) quarterly internal audit; (v) annual external audit; and (iv) in-depth FM review every two years.

11.   The outcome of the FM assessment is that basic FM systems and capacity exist in MoGEI and MoHEST, but the overall status is considered Weak. Based on these findings, the overall FM unmitigated risk rating for the ministries is considered High; upon implementation of mitigation measures, mitigated risk rating is reduced to Substantial.

Detailed Assessment

Planning and Budgeting Arrangements

12.   Under the proposed Project, the grant budgeting will be done jointly by MoGEI, MoHEST and the PIUs. The Directorate of Planning and Budgeting in conjunction with the PIUs shall prepare budget, work plan and cash flow

forecast submit to World Bank for necessary review and clearance. MoGEI has responsibility over preparation and submission of annual workplans and budget for the NTTIs to the World Bank for clearance.

Accounting Arrangements

13.   The assessment noted that MoGEI implemented a 5-year Multi Donor Trust Fund (MDTF) project also co-funded by the World Bank between 2008 and 2012. Training was conducted for the staff on World Bank's disbursement and reporting procedures, among those is the current acting Director of Accounts and an Inspector of Accounts. The review noted presence of "Blue Book", detailing MoHEST's structure, duties and function issued in 2015. The manual outlines duties and responsibilities in the ministry but the same has not been shared with staff. There is need for establishment of documented job description, disseminated to every staff in the ministry. The review also noted that MoHEST has never implemented a Bank-financed project in the past. Staffing capacity is therefore considered weak based on the above findings. ***The review recommends hiring of three Financial Management Specialists (FMS), one for each ministry and an additional FMS responsible for NTTIs under MoGEI.***

14.   The ministries maintain manual accounting system complemented by Excel spreadsheets for recording and reporting financial transactions. Finance department had also introduced computerized cashbook whereby transactions are captured in an Excel spreadsheet. MoGEI could not access the current cashbook due to technical glitch experienced at the time of assessment, a printout of June 2020 cashbook was therefore presented as the most current cashbook available for review. Under MoHEST, the assessment noted incomplete recording of cashbook in Excel spreadsheet, transactions from July 2021 to September 12, 2022, could not be traced and needs to be updated using hardcopies in file. A review of utilization of Financial Forms in MoHEST noted that payments are made without recording Payment Order (Form 40) in addition to failure to record Treasury Chest Book also known as Form 19. Failure to update Chest Books was attributed to staff turnover in the office of the Cashier. MoFP has also provided a 5-digit chart of accounts to be used for classification of expenditure with the objective of accurate recording of expenditure in line with the approved budget line items. It was noted that chart of accounts codes is only recorded in request letter sent to MoFP when requesting funds but the same is not used when recording expenditure both manually and electronically. Manual systems lack critical control areas such as controls for completeness, chart of accounts for ledger account code classification and controls for accuracy of financial transactions. MoFP issued Financial Forms used in recording financial information; however, both MoGEI and MoHEST have not fully implemented use of Financial Forms due to challenges relating to availability of the same at the MoFP. Accounting system is therefore deemed inadequate to support the project. ***The assessment therefore recommended purchase of a simplified accounting software such as QuickBooks after the Project becomes effective. MoGEI shall be responsible for accounting arrangements by NTTIs that includes ensuring adequate accounting capacity and system.***

Internal Control (including Internal Audit) Arrangements

15.   The review noted that MoGEI has an internal audit department in place that has only one staff, internal auditor. The review noted that are no internal audit reports were prepared at MoGEI before or during the tenure of the immediate former internal auditor. Organizational structure for the MoHEST has established an internal audit unit headed by Deputy Director for Internal Audit supported by an internal auditor. The assessment noted that Internal Audit Directorate at the MoFP is yet to deploy an internal auditor. The Internal Audit unit was last functional in 2017, however, the ministry did not provide any documentary evidence of previous internal audit reports prepared by the unit. ***The assessment recommends deployment of internal auditors in each of the line ministries, responsible for testing internal control, policies and procedures and advise the management on areas of improvement, in addition to preparing quarterly report.***

16.   Under the proposed grant, Cash reconciliations shall be done on a daily basis and report signed by the preparer, checked, and approved by authorized persons. Both ministries will also be required to prepare periodic monthly bank reconciliations with the above controls as cash reconciliation; any discrepancies identified during reconciliation will be communicated to the management and resolved immediately. The POM shall be established to spell out procedures and policies for the Project. In addition, MoGEI and MoHEST shall maintain a separate Fixed Assets register for bank-financed assets, properly tagged and assigned a unique assets identification number. Project Fixed Assets such as vehicles (if any) shall be insured by a reputable insurance company after proper due diligence is done by the PIU and approved by the World Bank where it's deemed necessary. MoGEI and MoHEST shall ensure that World Bank resources are utilized for the intended purposes by maintaining adequate internal control arrangements that are acceptable to the World Bank throughout project implementation.

Funds Flow and Disbursement arrangements

17.   Disbursement of the Grant will use advances, reimbursement, direct payments and payments under Special Commitments including full documentation or against statements of expenditure, as appropriate. MoGEI and MoHEST has proposed to open a segregated disbursement account (DA) with commercial banks for the Project, maintaining the already existing signatory mandates mentioned below. MoGEI will make special arrangements for cash drop/transfers to locations lacking banking facility as a risk mitigation measures for cash handling. MoGEI and MoHEST shall provide quarterly financial reports to the PIU within 45 days after the end of the quarter, which will be used to account for expenditures in the World Bank records. The Grant will be disbursed into the DA following the transaction-based Statements of Expenditure method. The PIUs will submit Withdrawal Applications (WAs) accompanied by a statement of expenditures incurred to the World Bank for replenishment of the DA. The ministries will also maintain local currency sub-project accounts for making payments denominated in local currency. Funds will only be transferred from the main DA to the local currency sub-account in order to meet immediate payment obligations. No significant cash balances will be maintained in local currency to reduce the foreign exchange exposure risk. The ministries will be responsible for initiating, incurring and authorizing expenditures under the Project in accordance with the specified procedures and initiating the payment process with all the required supporting documentation.

18.   The Ministries maintain a bank account with Bank of South Sudan that consists of 4 signatories with a mandate of any 2 to sign drawn from both primary and secondary signatories as shown below;
- 1st primary signatory – Undersecretary
- Alternate primary signatory – Director General of Administration & Finance
- 1st secondary signatory – Director of Accounts/ Deputy Director of Accounts
- Alternate secondary signatory – Controller of Accounts

19.   Significant delays in payment of salaries were noted, salaries for July 2022 had just been paid while August 2022 and September 2022 salaries remained unpaid. The assessment also noted that uncollected salaries are returned to the chest and paid to the staff at upon written request from the staff explaining reasons for late collection of salaries. Under South Sudan Building Skills for Human Capital Development Project, salaries for project staff will be paid through bank transfers from DA by the end of every month. MoGEI will be responsible to ensure adequate funds flow and disbursement arrangements to subnational level (NTTIs at the State level) during project implementation period.

Financial Reporting Arrangements

20.   Local Government Act, 2009 and PFMA, 2011 provides for the preparation of; (i) Quarterly Budget Performance Reports. (ii) Half-year (quarter two) and annual (quarter four) budget performance reports (iii) Final accounts and (iv) Audited accounts. The review noted that both MoGEI and MoHEST do not prepare financial report as required by legislation due to lack of capacity.

21.   Under the proposed Project, the PIUs will prepare quarterly Interim Unaudited Financial Reports (IFRs) which will be submitted to the World Bank within 45 days after the end of the quarter in line with the Grant Agreement. The financial reports will be prepared in excel sheet provided to the MoGEI and MoHEST by the World Bank and will reflect project expenditures, in addition to a comparative statement of budgeted and actual expenditure. The format, content and periodicity of the financial report will be reflected in the grant agreement signed with ministries. Project accounting documents and records will be retained in line with grant rules and regulations for retention of such documents and records.

22.   The two PIUs will jointly prepare annual financial statements for the Project (incorporating expenditures incurred by the ministries) which will be submitted for external audit by the National Audit Chamber (NAC) within 6 months after the financial year end. MoGEI will be charged with the responsibility of ensuring that NTTIs prepares accurate annual financial reports and IFRs, submitted in a timely as signed in the Disbursement and Financial Information Letter.

External Audit arrangements

23.   The NAC is the Supreme Audit Institution in the Republic of South Sudan and is constitutionally mandated to audit all public resources including World Bank financed projects. The accounts of the Government of South Sudan (including MoGEI and MoHEST) have not been audited since 2011 due to capacity constraints within MoFP to facilitate preparation and presentation of annual government financial statements to the NAC. As part of the ongoing PFM reforms however, the government has contracted a private audit firm to support preparation of annual financial statements which will be submitted to NAC for audit. At the time of the assessment in September 2022, auditors from NAC were conducting audit covering 2019-2020 financial years thus auditors report could not be reviewed. Under the proposed Project, financial statements will be audited by NAC and the audit report and management letter will be submitted to the World Bank within six months after the financial year end. Any incremental cost of project audit will be met out of project funds. NAC has been auditing the financial statements of all World Bank-supported projects in the portfolio with support from private audit firms and expressing an opinion on those financial statements.

Risk Assessment and Mitigation
24.   Table A1.1 below summarizes the analysis of the risk assessment and mitigation measures.

Table A1.1. Risk Assessment and Mitigation Measures

Type of Risk	Brief Explanation	Risk Mitigation Measures incorporated in Project Design	Residual Risk Rating[1]

Country Level	The country's political environment remains volatile/fragile following resurgence of violence in July 2016 and apparent collapse of the December 2015 peace agreement. Key legislations on public procurement, internal audit and national audit chamber are inadequate. Weaknesses in the country's overall governance environment, involving lack of transparency and accountability over use of public funds and weak oversight. Weak PFM systems including weaknesses in planning and budgeting especially budget execution, internal controls and accounting systems and capacity. Also, poor linkages between strategic planning and long-term budgeting at the sector levels. Parliament not yet reconstituted following formation of unity government.	Relative calm/stability following signing of the Revitalized Peace Agreement in September 2018 and formation of unity government in February 2020. Government in collaboration with Development Partners has initiated the implementation of PFM reforms outlined in the Revitalized Peace Agreement 2018. This includes, establishment of PFM governance structure, preparation of PFM Reform Strategy and roadmap, hiring TA to address backlog of financial reporting, review of key PFM legislation (PFMA Act 2011, NAC Act 2011, SSACC Act 2009, Petroleum Act, 2012; Petroleum Revenue Management Act, 2012).	H
Entity Level	MoGEI has implemented MDTF project also funded by the World Bank before therefore has little experience but lacks adequate capacity. MoHEST has never implemented World Bank funded projects in the past.	Project to be implemented through PIU equipped with necessary capacity for implementation, coordination and monitoring of the proposed project.	S
Project Level	Project design complex with activities at State and county levels with security and logistical challenges.	PIU capacity enhanced through deployment of key personnel with requisite experience and qualifications that will include Financial Management Specialists.	S

Type of Risk	Brief Explanation	Risk Mitigation Measures	Residual Risk Rating[1]
Budgeting	Weak capacity to prepare credible budgets, monitor budget execution and take timely and appropriate corrective action may result in huge unexplained variances. Government budgets cannot be relied upon for expenditure control.	PIU with enhanced capacity to take overall responsibility for project budget preparation. Project to follow simple cash budget based on approved work plans. PIUs to design effective budgetary control tools.	S
Accounting	Weak accounting capacity at the implementing ministries could affect transaction processing and eligibility of expenditures	Regular FM trainings to be conducted for project staff at ministries level. Project to hire 3 Financial Management Consultants with adequate skills and relevant experience in the PIUs. Project FM manual to provide guidance on project FM functions.	S

Internal controls, management oversight and risk management	Weak internal control arrangements of the implementing ministries could result in risk of ineligible expenditure. Project resources may not reach intended beneficiaries. Weak fiduciary oversight due to low capacity and resources	Project FM manual to detail the internal control arrangements. Regular internal audit oversight and World Bank FM Supervision reviews. Annual external financial audit, including sampled field reviews to strengthen controls.	S
Funds Flow	Delays in disbursements to implementing agency may affect project implementation. Lack of banking facilities in some arears necessitating cash transfers	Disbursement of the Grant will use advances, reimbursement, direct payments and payments under Special Commitments as appropriate. DA to be opened in an acceptable commercial bank to facilitate transfer of advances to the ministries. Commercial banks to offer cash transfer services to areas with no banking facilities. PIU with enhanced capacity to submit regular WA's for DA replenishment	S
Financial Reporting	Failure to prepare annual financial statements pose risk of delayed and inaccurate IFRs due to inadequate accounting capacity	Regular FM trainings to be conducted for project staff in line ministries. Qualified FMS in the PIU will be responsible for quarterly IFR preparation and reporting to the World Bank as per Grant Agreement.	S
Auditing	NAC has inadequate capacity to conduct project audits. Failure to conduct annual external audit by NAC as well as delays in conducting external audits.	NAC to conduct annual audits. NAC can also engage private auditor to enhance capacity and submit audit reports in time.	S
OVERALL CONTROL RISK			**S**

H = High; S = Substantial; M = Moderate; L = Low.

C. Implementation support plan

25.   Based on the outcome of the financial management assessment, the following implementation support plan as presented in Table A1.2 is proposed:

Table A1.2. FM Implementation Plan

Financial Management Activity	Due Date
Desk reviews	
IFRs review	Quarterly
Audit report review of Building Human Capital Skills and Development Project	Annually
Internal audit of project activities	At least once a year
Review of other relevant information such as internal control systems reports	Continuous as they become available

Onsite visits	
Review of overall operation of the financial management system including internal controls.	Once every 12 months
Monitoring of actions taken on issues highlighted in audit reports, auditors' management letters, internal audit and other reports	Quarterly
Transaction reviews (if needed)	Annually or as needed

26.   Based on the outcome of the financial management assessment, the project action plan is presented in Table A1.3 below:

Table A1.3. FM Action plan

Financial Management Activity	Due Date
Hire three Financial Management Consultants to support the PIUs and NTTIs.	Within 3 months of effectiveness
Designate Accounting staff from the ministries to support the Project	During Project preparation
Open a Designated Account in a commercial bank acceptable to the World Bank	Before effectiveness
Acquire an accounting software for the Project	Within 4 months after effectiveness
Orientation on WB FM Guidelines and procedures	Before effectiveness
Training on WB Financial management Guidelines and procedures	By effectiveness and thereafter as needed

27.   The conclusion of the assessment is that the financial management arrangements have an overall residual risk rating of Substantial, which satisfies the World Bank's minimum requirements under World Bank Policy and World Bank Directive on Investment Project Financing, March 1, 2010, and therefore is adequate to provide, with reasonable assurance, accurate and timely information on the status of the Project.

D. Procurement

28.   **Public Procurement Governance – Country Context**. Procurement in South Sudan is governed by the Public Procurement and Asset Disposal Act 2018. The Procurement Act 2018 was supposed to replace the Interim Public Procurement Regulations adopted in 2006, but the Procurement Act remains nonoperational. South Sudan does not have a procurement regulative authority as provided by the law, and procurement regulations and standard procurement documents, including manuals, have not been finalized. The government has, however, made efforts to expedite the procurement reforms, including establishing the procurement authority and preparation of regulations to operationalize the law. It is envisaged that the Procurement Act 2018 will be fully operational by mid-2023. Recently, a Public Finance Management Oversight and Technical Committee was established with membership comprising of both the government and development partners to support the economic reforms envisaged in the Peace Agreement. Establishing a functional procurement system is on the government's priority reforms agenda. Nonetheless, most Ministries, Departments, and Agencies do not yet have functional procurement units.

29.   All project procurement will be carried out in accordance with the 'World Bank Procurement Regulations for Borrowers under Investment Project Financing,' dated July 1, 2016, revised in November 2017 and August 2020, hereafter referred to as 'Procurement Regulations.' The Project will be subject to the World Bank's Anticorruption Guidelines, dated July 1, 2016. MoGEI and MoHEST will be responsible for procurement implementation. MoGEI and MoHEST will each recruit experienced Procurement consultants as part of their PIUs, including other technical experts that are necessary to implement the Project's activities. The PIUs will have operational, coordination, and technical management responsibility of the Project. The procurement decision making process will utilize the internal institutional structure of MoGEI and MoHEST, including the Procurement Committee.

30. **PPSD and Procurement Plan**. MoGEI and MoHEST have prepared a Project Procurement Strategy for Development (PPSD), which sets out the selection methods and approach to be followed during implementation in the procurement of goods, works, and non-consulting and consulting services financed under the Project. The procurement plan for the first 18 months will also be prepared and reflected in the project operations manual. The Procurement Plan will be updated every six months or as maybe required.

31. **National Procurement Arrangements**. When approaching domestic vendors, the country's own procurement procedures may be used. When the Borrower uses its own national open competitive procurement procedures as set forth in Public Procurement and Property Administration Proclamation No. 649/2009, such arrangements shall be subject to the provisions of paragraph 5.4 of the Procurement Regulations. The national standard bidding documents will be modified to reflect the requirements included in this provision including the requirement for disclosure of Beneficiary Ownership firms.

32. **Implementation Support and Post-Review**. The World Bank will prior review contracts based on risk and complexity of activity as indicated in the Procurement Plan in the Systematic Tracking of Exchanges in Procurement (STEP) system. The prior review contracts will be updated in the Procurement Plan annually, or more frequently if necessary during implementation, based on the procurement capacity assessment during implementation support missions. The World Bank will carry out regular procurement supervision missions on an annual basis and carry out procurement post review and/or Independent Procurement Reviews on annual basis. Contracts not subject to prior review will be subject to post review by the World Bank as per procedures set forth in Annex II – "Procurement Oversight" of the Borrowers Regulations. The sample contracts for the procurement post reviews and Independent Procurement Reviews will be risk-based. The World Bank will undertake the post reviews online accessing procurement documents and data from STEP. The Borrower shall upload all procurement process documentation and information in STEP at each roadmap stage. At completion of the contracts, the Borrower shall also upload completion documents including inspection, acceptance, delivery, and final payment evidence in STEP.

33. **Systematic Tracking of Exchanges in Procurement**. All contracts, regardless of the amount, must be conducted through STEP. Comprehensive information for all contracts for goods, non-consultancy services, and consultants' services awarded under the subcomponent, for all contracts subject to the World Bank's prior review and post review will be available automatically, including but not limited to: brief description of the contract; estimated cost; procurement method; timelines of the bidding process; number of participated bidders; names and reasons of rejected bidders; date of contract award; name of awarded supplier, contractor or consultant; final contract value; and contractual implementation period.

E. **Implementation Support Plan**

34. **The proposed Implementation Support Plan (ISP) is consistent with the World Bank's operational guidelines for Investment Project Financing and considers the Project-specific challenges and risks, as defined in the Systematic Operations Risk-Rating Tool.**

35. **The ISP is based on mechanisms that would enable enhanced implementation support to the Government of South Sudan; timely and effective Project monitoring; and guidance on technical, fiduciary, environmental, and social aspects.** The ISP would entail technical meetings and implementation support missions; regular technical meetings held via videoconference; field visits, as needed; and M&E. The World Bank's implementation support would broadly consist of:

i. Capacity-building activities to strengthen the ability to implement the proposed activities, covering the technical, fiduciary, and environmental and social dimensions.
ii. Provision of technical advice and implementation support geared towards the implementation of activities and attainment of the PDOs and intermediate results indicators.
iii. Ongoing monitoring of implementation progress, including regular review of key outcome and intermediate indicators, and identification of bottlenecks.
iv. Monitoring changes in risks to the Project, identification of appropriate mitigation measures, and compliance with the financing agreements.

36. Technical meetings and semi-annual supervision missions would seek to provide strategic support to assess implementation progress; ensure the continued strategic alignment of the Project to local priorities, especially through continuous engagement with key stakeholders in the education sector and Project beneficiaries; and build South Sudan's capacity to evaluate Project progress and ensure achievement of Project results. The World Bank's support will also include the hiring of specialized consultants for the Project's technical aspects as needed, including, but not limited to, specialists on teacher training, school infrastructure, EMIS, and impact evaluation design and monitoring.

Table A1.4 Main Focus of Implementation Support

Time	Focus	Skills Needed
Year 1	• Ensure Project budgeting and allocation • Review staffing of implementing agency • Support preparation, consultation, and publication of Environmental and Social Management instruments • Assist client in formulation of terms of reference and assessment of resources required to implement Project components • Determine TA needs • Monitor Results Framework • Coordination with donors	• Project management, monitoring, and evaluation • Operations and implementation support • Financial management • Procurement management • ESF management
Years 2-4	• Monitor Program budgeting and allocation • Monitor Results Framework • Review technical performance • Assess fiduciary performance • Monitor Environment and Social performance • Carry out Mid-Term review to assess the Project's performance and identify if any changes are needed in the Project's design • Coordination with donors	• Project management, monitoring, and evaluation • Operations and implementation support • Impact evaluation design • Financial management • Procurement management • ESF management
Year 5	• Monitor Project budgeting and allocation • Complete all planned infrastructure works • Monitor Results Framework • Assess technical, fiduciary, and Environment and Social performance • Begin collecting data for the implementation completion and results report in the final 6 months of implementation • Coordination with donors	• Project management, monitoring, and evaluation • Financial management • Procurement management • ESF management