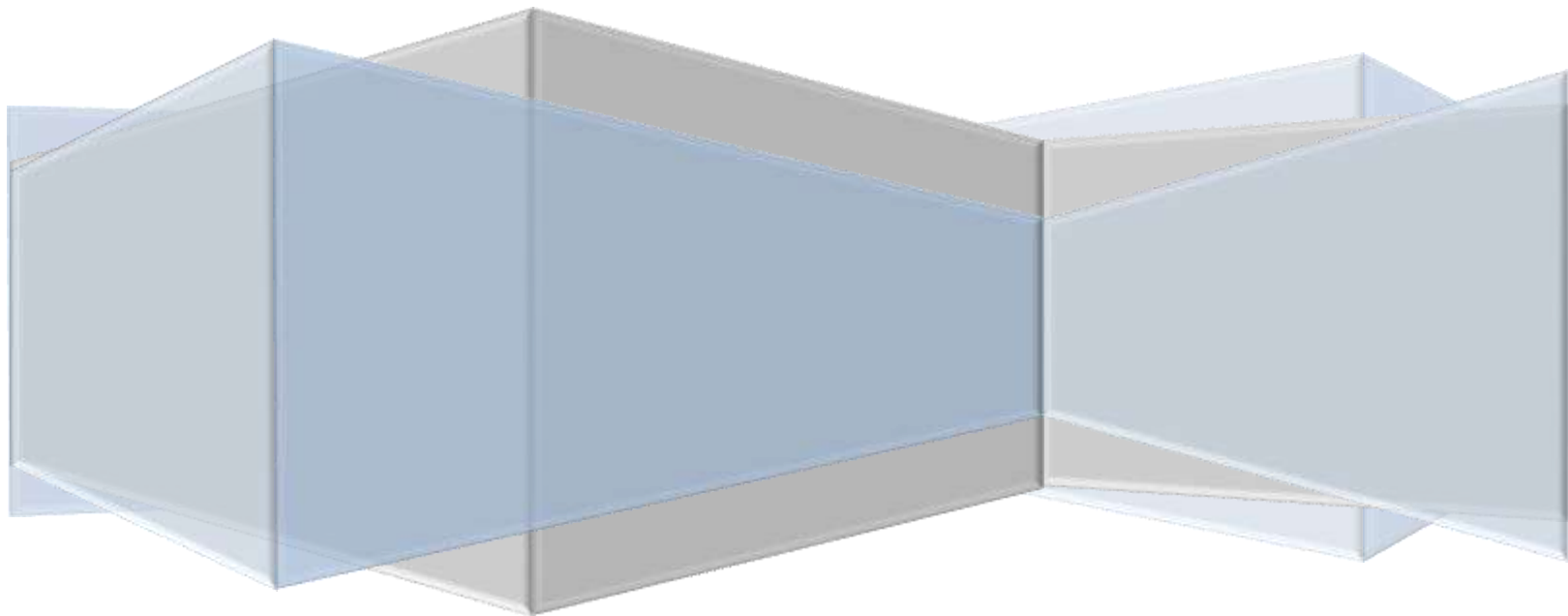




Ministry of General Education and Instruction, Republic of South Sudan

General Education Coordination Framework



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Foreword

The Ministry of General Education and Instruction has noted that, Education is a fundamental human rights and it is key to sustainable development, peace and stability within and among the countries. The Ministry also believed that delivering education of high quality to all children, youth and adult in South Sudan is not only a must but an urgent demand that is needed now not later. Hence handling this immense task unilaterally is not the best option for this young nation.

This coordination document is developed within this context and with respect to the international obligation which asserted that 'no countries seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources' (Dakar framework of Action 2000). The reasons behind are to make the Ministry and Development Partners alike more transparent and accountable by collectively developing all education policies and strategies in a participatory manner and at the same time by persuading all developing partners in education not only to support the implementation of the strategic sector plan but also to monitor its implementation collectively.

This is another milestone that all partners in education have wholeheartedly come together and used their diverse skills and competences to develop this document referred to as General Education Coordinating Framework for the Ministry. All stakeholders in education must know that the aim of this framework is solely to further improve and strengthen our collaboration not only in the areas of support to policy and strategy development but to focus more on the implementation and monitoring outputs/outcomes.

I also recognized that a lot of work and time has been invested on the preparation of this document and it is therefore my hope to see that it becomes a viable instrument guiding us on our paths to deliver the desired education to 'our future leaders' the children of this young nation. As a result, I would like to recognize the contribution of our major flagships Partners such as UNICEF/GPE, GESS secretariat, National Education Coalition (NEC) and the clusters to mention but few. Special thanks also goes to Undersecretary and His team more particularly the Directorate of Planning and Budgeting. Your challenge is now how to use the document and it use meticulously and wishing you and our children bright and prosperous future for all.

Thank you

Hon. Deng Deng Hoc Yai

Minister for General Education and Instructions

Government of the Republic of South Sudan

INTRODUCTION

The development of the education sector delivery system in South Sudan involves a diverse range of stakeholders including government, faith-based institutions, private sector, National non-governmental organisations, community –based organisations, international non-governmental organisations, and international development agencies. In the past the approach to development of the sector had been ad hoc, with pockets of projects driven by donors or partners. However, with the advent of flagship programs such as GESS, GPE, EU IMPACT etc., education partners and the Ministry saw it fit to streamline education activities in the country along the education sector plan. The General Education sub-sector has thus seen significant strides towards better coordination in the more recent years.

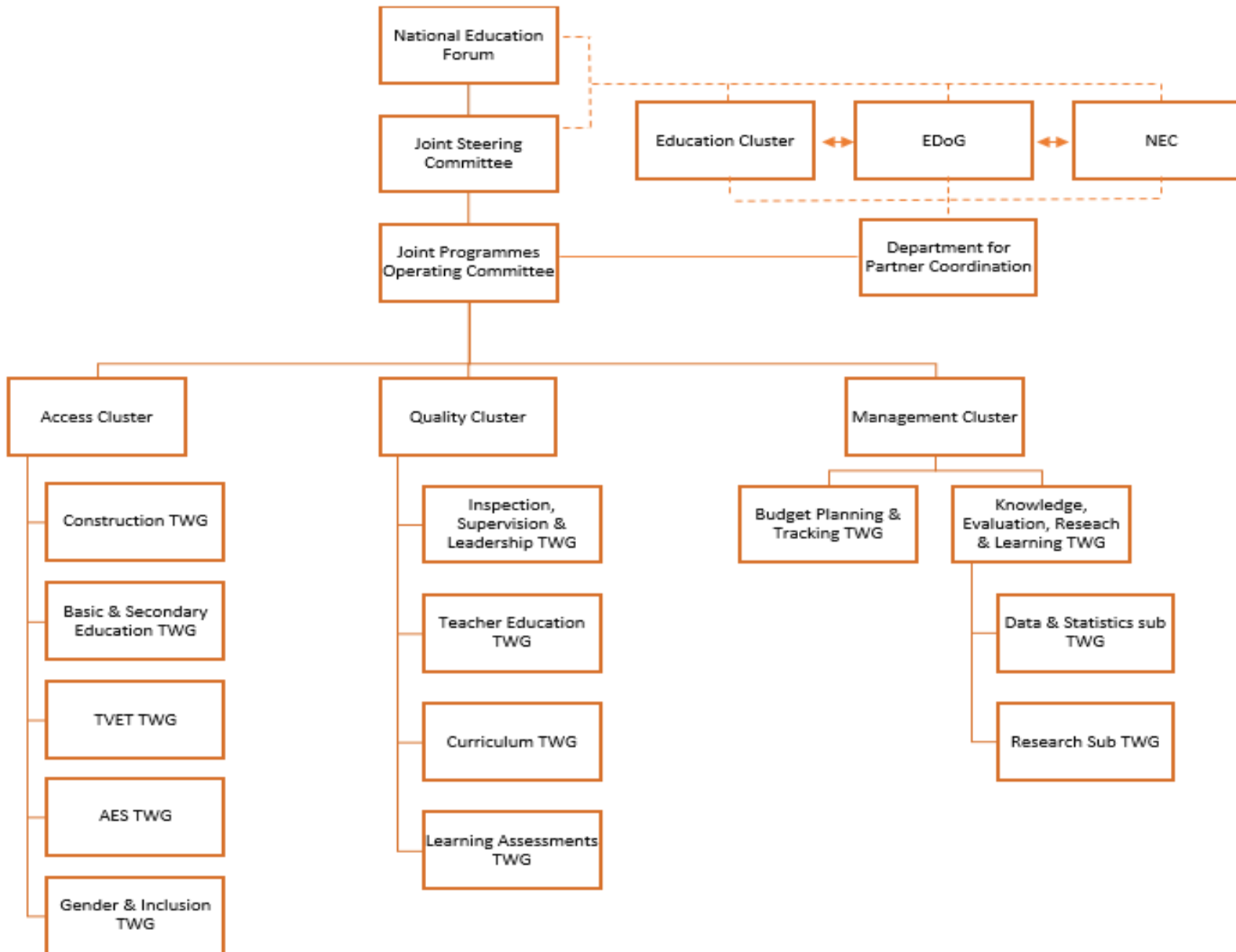
This manual is put together to revitalize collaboration and co-ordination between development partners and the Ministry of General Education and Instruction with the ultimate goal of achieving effective and efficient delivery of equitable, accessible and quality education to all in South Sudan.

The manual has been developed by the by the Ministry of General Education and Instruction in collaboration with education partners to provide guidance to all stakeholders/partners on current and future support to the General Education sub-sector. The key guiding document is the General Education Strategic Plan (GESP). It is intended that all partners' support and activities should be aligned to key policies and strategies of the sector plan and the annual plans and budgets derived from the plan (GESP).

Apart from defining the various roles and functions of the various co-ordination bodies, including National, State and County Levels, this manual proposes two major annual events involving both National and State Ministries:

- i. A Planning and Budgeting Pre-view: This will examine plans, budget allocations and priorities for each coming fiscal year.
- ii. General Education Annual Review (GEAR): This will review the General Education sector performance, budget execution and key policy issues once a year, and set out key priorities for the next financial year.

THE COORDINATION STRUCTURE FOR GENERAL EDUCATION SUB-SECTOR IN SOUTH SUDAN



1.0 GROUP A: POLICY DIRECTION AND SAFEGUARD BASE

1.1 NATIONAL EDUCATION FORUM (NEF)

The National Education Forum is a joint forum for Ministry of General Education and Instruction and development partners in the education sector. It oversees issues related to policy, program planning and implementation, as well as budgeting and monitoring & evaluation.

1.1.1 Scope & Mandate:

1. Approve policy direction/reforms and oversee implementation
2. Oversee key General Education programmes and strategies aligned to the GESP
3. Review and give recommendations for major education projects and programmes (including Education in Emergencies (EiE) programmes)
4. Identification of major capacity needs and gaps in delivery of education services and strategies for addressing key challenges.
5. Strengthening harmonization of all development partners' activities around the General Education Strategic Plan and in line with Paris aid alignment and harmonization, including procedures for reporting, planning, financial management, procurement, technical assistance, monitoring and evaluation.
6. Ensure that the Annual Sector Plan, Midterm plan and strategic plans are in place and reviewed timely. Support development of clear Annual General Education Plans and Budgets, including detailed information from all development partners on activities and budgets.
7. Support strengthening and use of Government systems for implementation, financial management, monitoring and evaluation
8. Setting up a team to prepare for General Education Annual Reviews (GEAR), including improved monitoring and evaluation mechanisms.
9. Advocacy and voice for resources to support the education sector.

1.1.2 Members

Representatives from all the Main Directorates of MoGEI (preferably at the DG level), State representation from the three Greater regions (rotational), all Team leaders of flagship programs, major donors & UN agency representatives (UNHCR, WFP, UNICEF, UNCESCO, UNFPA, UNWOMEN), main education development partners, NGO representatives from NEC (including disability), education cluster representative, two representatives from civil society including faith-based groups, representatives from the teacher's union, representative from the private sector supporting education, Ministry of Culture, Youth & Sports, Ministry of Labour, Ministry of Finance & Planning, Ministry of Higher Education, the Examination Council, and the Chairperson/Representative of the Education Committee in the Transitional National Legislative Assembly Parliament (TNLA).

1.1.3 Chair and Co-Chair

The Chair will be the Honorable Minister of the MoGEI. The Honorable Undersecretary will be responsible for coordinating MoGEI participation in the NEF, and in collaboration with the Department for Partner Co-ordination, Chair, Joint Programmes Operating Committee (JPOC), will draw up and circulate the agenda. The secretariat (support team under DPC) shall ensure the minutes are taken and circulated within five days after the meeting. The Co-chair will be either the EDoG Chair or the EDoG Co-Chair and will represent the main development partners. The Co-chair will be rotated every two (2) years, unless otherwise agreed by NEF.

1.1.4 Meetings

The NEF will take place biannually, (with a special mid-term review in the third year of the GESP implementation. The meetings shall be:

- i. The **Annual Plan and Budget Pre-view** (which should take place around April – involving the national level membership with feedback drawn from the State Level through the TWGs),
- ii. The **General Education Annual Review** (usually in October/November). In view of the decentralization delivery system, the States will be physically represented in this event.
- iii. The third year of strategic Sector Implementation Plan will massively concentrate on Midterm review which will be designed to set a platform for the next sector plan development
- iv. End of strategic period review.

1.2 JOINT STEERING COMMITTEE

1.2.1 Background

South Sudan has major flagship programmes such as the Global Partnership for Education (GPE) program, DFID's Girls Education South Sudan (GESS), the European Union's (EU's) IMPACT Programme, Government funded programmes and other activities aligned to the sector plan implementation. The Implementation plans for these Programmes highlight interaction and planned collaboration. With this in mind and also to avoid separate steering committees, a Joint Steering Committee has been formed.

Each of these flagship programmes: GPE, GESS, IMPACT, etc. will have a working level Project Technical Committee (PTC) committed to supporting the day to day implementation of the activities as defined by the various components in the programmes. The main objective of the steering committee is to ensure effective co-ordination and oversight, reducing transaction costs on the Government. It will report to the NEF on a bi-annual basis.

1.2.2 Scope and Mandate

1. Provide guidance and advice on high-level strategic issues that might affect the various programmes.
2. Provide general oversight of the programmes (GPE, GESS, IMPACT, etc., and GRSS Funded programmes)
3. Review and Approve major changes to budgets and activities of the flagship (GPE, GESS, IMPACT and GRSS Funded MoGEI Programmes)
4. Ensure that all directives and reforms are adhered to by all stake holders at National and State Ministries, other related sector lines, and development partners etc.
5. Attend to any issue that may arise

1.2.3 Members

Membership includes the Undersecretary, DGs, GPE Grant Agent (UNICEF), GPE Coordinating Entity (USAID & DFID), a representative from UNESCO, DFID, EU, ECW, School Feeding Program, AfDB, BRICE-Oxfam, and representatives from other emerging donors e.g. NEC, Japan, Egypt, Turkey, Morocco etc. The Steering Committee may invite other persons to participate in a non-voting or observer capacity; including representatives from GPE, GESS, IMPACT, partner coordinating representative and MoGEI Directors.

1.2.4 Chair

The Joint Steering Committee will be chaired by the MoGEI Undersecretary.

1.2.5 Meetings

The Steering Committee will meet quarterly or by-Monthly, with additional meetings called by the Chair when required. The DPC will send out invitations and agenda and also take and circulate the meeting's minutes to the Steering Committee no later than two weeks after the Steering Committee Meeting.

1.3 EDUCATION DONOR GROUP (EDoG)

The Education Donor Group (EDoG) is a forum for organization and coordination of development partners' support to the General Education sub-sector with the aim of advancing the aid effectiveness agenda. The EDoG will support the development, implementation and monitoring of the General Education Strategic Plan (GESp), and take an active role in the General Education Annual Reviews (GEAR). It will also provide a platform to prepare and present jointly agreed agenda items for consideration by the Undersecretary and Department for Partner Coordination for the subsequent National Education Forum meeting.

1.3.1 Scope and Mandate

1. Exchange, collect and disseminate information on sector issues, consultancies, major funding initiatives, donor projects and budgets, lessons learnt and global developments.
2. Strengthen harmonization of development partners activities through such interventions as General Education Annual Reviews, delegated partnerships, joint research and joint funding of technical assistance.
3. Discuss and agree on Key agenda items for inclusion in the NEF meeting to be forwarded to the Undersecretary, MoGEI and Department for Partner Coordination.
4. Engage and coordinate with government on key policy/strategy issues; based on Paris aid harmonization and effectiveness
5. Provide advice and technical support to the Global Partnership for Education process and Implementation and other flagship programmes.
6. Provide donor representation in forums outside the education sector (e.g. Ministry of Finance and Planning Meetings.)
7. Advocate for the education sector

1.3.2 Members

Membership is open to all major donors and agencies providing support to the General Education sub-sector in South Sudan, including two representatives nominated from the National Education Coalition (NEC), and two from the Education Cluster. The Director for Partner Coordination shall represent MoGEI.

1.3.3. Chair

EDoG members will nominate a Chair and Co-Chair for two years (subject to EDoG decisions). The Chair or Co-Chair will be responsible for calling EDoG meetings, agreeing venues, and ensuring minutes are taken and circulated. The EDoG Chair or Co-Chair will also be the Co-Chair of the NEF to ensure good liaison. One or both will meet with the Undersecretary, Department for Partner Coordination office and NEF Secretariat to represent partners and agree on joint agenda for NEF.

1.3.4 Meetings

Meetings will take place once a month, and contribute to the National Education Forum. In addition, the Chair/Co-Chair can call additional meetings when necessary. Minutes of each meeting will be circulated by email to all members within one week after the meeting. At least the regular members will represent quorum.

1.4 NATIONAL EDUCATION COALITION (NEC)

NEC is a joint forum for National and International non-governmental organizations (NGOs), Civil Society Organizations (CSOs), and community service providers delivering education services in South Sudan. NEC's central aim is to voice and to address pressing educational priorities/challenges within the context of South Sudan and to recommend pertinent mitigation measures that feed into the Education Donor Coordination Group, the National Education Forum (NEF), the General Education Annual Review and the National Education Budget meetings. If deemed necessary NEC can also relay any critical issue to Steering Committee or Joint Programmes Operating Group in their sessions,

1.4.1 Key functions

1. Strengthen the collaboration and coordination between NEC members and the National MoGEI as well as MoGEI State Ministries in South Sudan.
2. Raise the profile of pertinent emergency and development issues within the education sector of South Sudan
3. Advocates and promote ways in which national and international NGOs, CSOs, and community service providers may work together with additional education stakeholders in the South Sudan.
4. Mobilize resources to facilitate the transitions and linkages between education in emergency relief, recovery and development interventions within South Sudan.
5. Participate in the National processes for harmonization of equitable and inclusive quality education delivery.
6. Voice the need for improving allocation to education or underrepresented communities or underfunded activities to the authority concerned including donors
7. Capacity building of the member organizations
8. Keeping of the registry of the organizations working and supporting education

1.4.2 Members

Membership is open to National and International NGOs, CSOs, teachers' union/association and Community Service Providers who are delivering educational services in South Sudan. Technical expertise from the United Nations agencies will be sourced if and when necessary.

1.4.3 NEC Management

NEC is entirely an independent network and it is managed by seven-member Council drawn from member organizations. Its day to day operations are managed by a secretariat (hosted by Oxfam South Sudan Program) headed by a full time National Coordinator.

1.4.4 Meetings

NEC meetings are organized quarterly or called when need arises. NEC meetings are chaired by chair of the Council. The Coordinator may be delegated the role of chair in meetings.

1.5 EDUCATION CLUSTER IN SOUTH SUDAN

Globally the Education Cluster is co-led by UNICEF and Save the Children and is based upon a broad partnership of agencies working in Education in Emergencies. These includes Inter-Agency Network for Education in Emergencies (INEE), UN agencies, International Non-Governmental Organizations (INGOs), donors, academic institutions, and not-for-profit organizations. The Global Education Cluster envisions a world in which all those affected by humanitarian crisis have equitable access to education in a safe and protective environment.

The goal of the South Sudan Education Cluster is:

To ensure that all children and young people affected by man-made and natural humanitarian crises in South Sudan are able to access quality education in a protective environment.

This will be achieved through the following objectives:

1. Provide a national coordination forum in which all relevant organizations work together to support the Government of South Sudan to address education related issues in current and potential future emergencies.
2. Ensure the development of a comprehensive program of activities related to education in emergencies: preparedness, capacity building, emergency response through to rehabilitation and recovery; supported by information management, monitoring and evaluation, policy and advocacy.
3. Strengthen the education sector's contribution to integrated humanitarian responses, giving due attention to priority cross-cutting issues such as psycho-social support, gender, diversity/inclusiveness, HIV/AIDS and human rights.
4. Endeavor to transition the sector strategic plan from the two years focusing on social cohesion and resilience to the remaining three years of education developmental focus

1.5.1 Key Functions

- a) Ensure appropriate coordination with all humanitarian partners through maintenance of appropriate cluster coordination mechanisms, including Education Clusters at National and State Level.
- b) Ensure inclusion of key humanitarian partners for the education sector, while ensuring the complementarity of different humanitarian actors actions.
- c) Secure commitments from humanitarian partners in responding to needs and filling gaps, ensuring appropriate distribution of responsibilities within the education sector.
- d) Promote emergency response actions while at the same time considering the need for early recovery planning as well as prevention and risk reduction measures.

- e) Ensure active community participation and inclusion of vulnerable groups in emergency education response.
- f) Represent the interests of the Education Cluster discussions with the humanitarian Coordinator, the National Education Forum, associated Technical Working Groups, the Sector Planning Process, Education Donor Group and Other Stakeholders.
- g) Share available data with the MoGEI department for Data and Statistics
- h) Effective cooperation and coordination with MOGEI to ensure measurable sector plan implementation

NB:

- **The Education Cluster is also represented where necessary at the State Level in terms of the coordination roles mentioned above.**
- **The Education Cluster will send two representatives to the Education Donor Group to ensure a coordinated set of issues for the NEF.**

2.0 GROUP B: TECHNICAL AND STRATEGY BASE (IMPLEMENTATION AND ACCOUNTABILITY)

2.1 JOINT PROGRAMMES OPERATING COMMITTEE

The Joint Programmes Operating Committee (may be called Cluster Coordination Committee (CCC)) shall be the Standing Technical committee for the Joint Steering committee. It shall comprise of MoGEI and the flagships Project Technical committee representatives. It shall:

1. Effectively and technically develop or assist in the development of projects/proposals for the sector
2. Prepare strategies and guidelines for programmes implementation and seek approval by the steering committee
3. Monitor the GPE, GESS, IMPACT, MoGEI and other programmes running on a monthly basis. As in the past, technical working groups can be created as need demands.
4. Meet to recommend releases of, and review of accountability for all transfers to sub-national governments and Service Delivery Units (SDUs) in the education sector. These transfers include GRSS-funded transfers and development partner supplementary transfers.
5. Planning and budgeting, as secretary to Joint steering committee

2.1.1 Key Functions:

1. To synthesize and analyse reports and findings from the clusters/technical working groups and make recommendations to the Joint Steering Committee. Technical working group clusters will be created by bringing together related activities in the three main intervention areas.
2. Ensure coordination of the plans and budgets, as well as to provide the management and leadership required for effective and efficient execution

3. Conduct gaps analyses and advocate for filling of the gaps by mobilizing resources nationally and internationally
4. Oversee the Monitoring, Supervision and evaluation of intended inputs and expected outputs
5. Ensure appropriate systems are created to provide open and transparent visibility and public accountability.
6. Monitor all transfers made by the national government (supplemented by development partners) to sub-national governments and SDUs in the education sector to ensure that they meet all required conditions, are budgeted, executed and used effectively, up to the final usage point (e.g. schools, for capitation grants).
7. Make recommendations to the Accounting Officer (the Undersecretary, or acting Undersecretary) on release of all transfers that are budgeted for by MoGEI and/or supported by development partners.
8. Capacity building of MoGEI, SMOE and County officials to manage the process of approval and checking accountability of transfers to schools and other SDUs.
9. To review performance of education institutes across the country with the aim of improving access to grants (from MoGEI and development partners) by education institutions through public expenditure tracking system (PET)s.
10. The committee further serves as a standing sub-committee of the GESS and IMPACT Technical Committee for the purposes of transfers funded by the GESS and IMPACT programmes; and would play a similar role for other such donor-supported programmes making transfers to subnational governments or to education SDUs.

2.1.2 Membership

Comprises the MoGEI Director Generals, Directors, representatives of implementing partners / Grant agents, representatives of Technical Working Groups (TWGs) and a representative from the Ministry of Finance and Planning.

2.1.3 Chair

The Joint Programmes Operating Committee is chaired by the Director General for Planning and Budgeting, MoGEI or by the Director for development partners in case of the chair's absence

2.1.4 Meetings

The Joint Programmes Operating Committee shall hold monthly or by-weekly meetings. Monthly meetings shall be held on the 10th of each month. The Chair may call additional meetings as may be deemed necessary.

2.2 DEPARTMENT FOR PARTNER COORDINATION

The Department for Partner Coordination is tasked to:

- a. Be part of the secretariat to the NEF, JSC and JPOC
- b. Monitor Development Partners Education-Activities and programmes
- c. Serve as the main liaison to coordinate and manage the relationship between the Ministry of General Education and Instruction and Development Partners (including bi- and multilaterals and NGOs)
- d. Provide guidance to Development Partners on priorities and policies of the Government and Ministry
- e. Coordinate Development Partner activities and ensure their integration and alignment with sector wide approach.
- f. Mapping partners to ensure no duplication/ avoid overlapping.
- g. Provide information with respect to donor programmes to the Access, Quality and Management Clusters.
- h. Promote information sharing among the Clusters, State Ministries of Education and Development Partners
- i. Guide Work Plans and report on Development Partners activities
- j. Coordinate regular Consultative Partners meetings to review Education Sector work and providing input into the Annual Work Plan process
- k. Develop and oversee implementation of Development Partners' reporting systems
- l. Initiates policy papers on relation to Donor/ Partner activities

2.2.1 Chair and composition

The DCP shall be led by the MoGEI Director for Partner Coordination. Members shall include the MoGEI staff in the Department for Partner coordination, and partner representatives from NEF and the Education Cluster.

2.3 CLUSTERS

2.3.1 Background

The MoGEI has prioritized improved access, quality and efficiency and effectiveness which has been spelt out in The General Education Strategic Plan 2017-2022. The term “quality education” is normally used to refer to the aggregated factors that lead to a system that is able to timely and effectively equip learners with appropriate age or grade-level literacy, numeracy and other functional skills, attitudes and competencies. Therefore, quality education demands, inter alia, attention to teaching and learning materials, teaching methodologies, the language(s) of instruction and assessment. Given this, MoGEI has established three main thematic areas (clusters) under which various or more focused technical working groups will be created; and more working groups may be formed as deemed necessary for greater effectiveness and efficiency. These clusters divided into the three major areas under the GESP 2017-

2022 namely: (1) Access, (2) Quality and (3) Efficiency and effectiveness (Management). Under each cluster there are various technical working groups (see coordination structure for details).

2.3.2 Purpose

The main purpose for establishing these clusters is to support the implementation of the GESP 2017-2022, and to coordinate the functions of related TWGs.

2.3.3 Chair and composition

The clusters shall be chaired by a relevant MoGEI Director General and shall comprise of representatives (chairs) of the various TWGs and partners relevant to the cluster.

2.3.4 Key Functions:

The clusters shall serve to co-ordinate the functions of the various TWGs to ensure synergy and alignment to the GESP and the National Development Strategy

2.3.5 Meetings

The clusters shall hold bi-monthly meetings (on the 5th & 25th of each month). The Chair may call additional meetings as may be deemed necessary.

2.4 TECHNICAL WORKING GROUPS

Technical working groups are smaller, more focused committees tasked with the day to day support to the running of the various MoGEI programmes. The TWGs must keep abreast with the Global trends with a keen focus on innovation for the delivery of Education in South Sudan.

The technical working groups shall comprise of at least seven (7) persons including MoGEI and partner representatives ensuring adequate representation. The management of both the MoGEI and the partners shall nominate the members to the various Technical Working Groups based on the competence for the particular roles.

The following are the Technical Committees envisaged; others may however be formed as need arises.

2.4.1 Construction Technical Working Group

This TWG is tasked to, among others:

- a. Develop school construction policies and strategies
- b. Develop minimum quality standards and policies for school facilities and infrastructure that ensure structures are conducive to their purpose, are inclusive (accessible for learners with disabilities) and are environmentally sound.

- c. Plan and prioritise construction/rehabilitation work with the State Ministries of Education and partners.
- d. Prepare plans and budgets for construction based on existing policies and regulations and in line with the National Development Strategy
- e. Work with the Education Planning and Monitoring Unit with respect to school construction and rehabilitation supervision
- f. Arrange the inspection and handing over/commissioning of completed buildings
- g. Develops maintenance plans for educational facilities.
- h. Develop TOR & Invitations to Bid (ITBs) for school construction
- i. Relate to other TWG/s issues as relevant

2.4.1.1 Membership:

At least seven members. (MoGEI and partner representatives). At least two members shall be from the Department of physical planning in the MoGEI Directorate of Planning and budgeting. The TWG shall be chaired by the MoGEI Director for physical planning. The chair & secretary shall represent the TWG in Access Cluster meetings.

2.4.1.2 Coordinating body at State Level:

The TWG shall coordinate State functions through the State Director for Planning & Budgeting.

2.4.2 Basic & Secondary Education Technical Working Group

This TWG is tasked to do the following:

- a. Drafts policies related to ECD, Primary and Secondary Education
- b. Prepares plans related to ECD, Primary and Secondary Schools based on existing plans/policies and regulations.
- c. Provide norms for ECD, Primary, and Secondary School Education programs and school-community support structures
- d. Provide capacity building to ECD, Primary and Secondary cadres both at the National and Sub-National levels
- e. Advocate for the rights of every learner
- f. Support the implementation, Supervision, Monitoring and Evaluation of ECD, Primary, and Secondary school programmes/Activities
- g. Establishes relationship with other relevant Institutions, NGOs and Development Partners for the development of ECD, Primary, and Secondary Schools.
- h. Support implementation of Pre-Primary, Primary, and Secondary School Curriculum by all
- i. Ensure access to education for all including children with disabilities.
- j. Support and monitor the implantation of the school feeding and farming program strategy.
- k. Support co-curricular activities.
- l. Relate to other TWG/s issues as relevant

2.4.2.1 Membership:

At least seven members (MoGEI and partner representatives). The chair and two other members shall be from the Directorate of basic & secondary education, one from the Directorate of curriculum

development, one from the Directorate of co-curricular activities. The chair & secretary shall represent the TWG in Access Cluster meetings.

2.4.2.2 Coordinating body at State Level:

The TWG shall coordinate State functions through the State Director for Basic and Secondary education.

2.4.3 TVET Technical Working Group

This TWG is tasked to, among others:

- a. Drafts policies related to TVET programs, and school-community support structures
- b. Develop long and short term sector strategies, plans & budgets for TVET in line with the existing policies.
- c. Support the strategic evaluation and planning for the development of education projects, including pursuing ideas and best practices for improving existing and future interventions
- d. Monitor efficiency and effectiveness of implementation of TVET policies, rules and regulations by the States and other partners
- e. Identify gaps in TVET, and propose intervention measures.
- f. Identifies and solicit possible sources of funding for TVET
- g. Establishes relationship with other NGOs, and Development Partners to promote quality TVET programs
- h. Take/recommend prompt and appropriate action to resolve existing and anticipated challenges and address the concerns of stakeholders
- i. Participate in field supervision and assessment of all project sites where project funds, materials and equipment are being utilized and check progress and quality of work done, and provide feedback and constructive advice.
- j. Relate to other TWG/s issues as relevant

2.4.3.1 Membership:

At least seven members (MoGEl and partner representatives). The chair and one other member shall be from the Directorate of TVET, one from the Directorate of curriculum development. Additional members may be nominated from the directorates such as planning & budgeting and National teacher development and management. The chair & secretary shall represent the TWG in Access Cluster meetings.

2.4.3.2 Coordinating body at State Level:

The TWG shall coordinate State functions through the State Director for Technical and Vocational Education and Training.

2.4.4 AES Education Technical Working Group

This TWG is tasked to, among others:

- a. Drafts policies related to AES programs, and school-community support structures
- b. Develop long and short term sector strategies, plans & budgets for AES in line with the existing policies.
- c. Support the strategic evaluation and planning for the development of education projects, including pursuing ideas and best practices for improving existing and future interventions
- d. Monitor efficiency and effectiveness of implementation of AES policies, rules and regulations by the States and other partners
- e. Identify gaps in AES, and propose intervention measures.
- f. Identifies and solicit possible sources of funding for AES
- g. Establishes relationship with other NGOs, and Development Partners to promote quality AES programs
- h. Promote and publicizes initiatives that increase awareness for AES
- i. Take/recommend prompt and appropriate action to resolve existing and anticipated challenges and address the concerns of stakeholders
- j. Participate in field supervision and assessment of all project sites where project funds, materials and equipment are being utilized and check progress and quality of work done, and provide feedback and constructive advice.
- k. Work with the State AES Directors to capture relevant data on AES for the M&E system including tracking departmental progress on Work Plan activities and objectives
- l. Relate to other TWG/s issues as relevant

2.4.4.1 Membership:

At least seven members (MoGEI and partner representatives). The chair and two other members shall be from the Directorate of AES, one from the Directorate of Gender & Inclusive education and the Directorate of Inspection. The chair & secretary shall represent the TWG in Access Cluster meetings.

2.4.4.2 Coordinating body at State Level:

The TWG shall coordinate State functions through the State Director for Alternative Education Systems, Cluster meetings at the State Level, AES Thematic Working Groups at the States.

2.4.5 Gender & Inclusive Education Technical Working Group

This TWG is tasked to, among others:

- a. Drafts policies related to Gender & Inclusion programmes, including Peace and Environment aspects of education.
- b. Follow-up and ensure implementation of existing policies.
- c. Develop long and short term sector strategies, plans & budgets for Gender & Inclusive, Peace & Environmental Education in line with the existing policies.

- d. Support the strategic evaluation and planning for the development of education projects, including pursuing ideas and best practices for improving existing and future interventions in Gender and Social Change programming.
- e. Monitor efficiency and effectiveness of implementation of policies, rules and regulations by the States and other partners
- f. Identify gaps and propose intervention measures.
- g. Ensuring coherence and effective integration of Gender and Social Change emerging issues throughout the sector curriculum development, teacher training, human resource appraisal, promotion and Enumeration.
- h. Identify and solicit possible sources of funding
- i. Promote and publicizes initiatives that increase awareness for Gender & inclusive education programmes
- j. Relate to other TWG/s issues as relevant

2.4.5.1 Membership:

At least seven members (MoGEI and partner representatives). The chair and one other member shall be from the Directorate of Gender and Inclusive Education. The chair & secretary shall represent the TWG in Access Cluster meetings.

2.4.5.2 Coordinating body at State Level:

The TWG shall coordinate State functions through the State Director for Gender and Inclusive Education.

2.4.6 Inspection, Supervision & Leadership Technical Working Group

The Inspection & Supervision Technical Working Group will be tasked to:

- a) Assist in implementing Inspection & Supervision Plan
- b) Recommend modalities for conducting Inspection & Supervision
- c) Embed School Inspection by supporting the training, dispatching and management of inspectors
- d) Assist in developing of tools and instruments for Inspection & Supervision activities
- e) Review inspection reports and compiling feedback appropriately for submission.
- f) Compile information collected and prepare quarterly/periodic reports
- g) Present results in (f) above to Joint Programmes Operating Committee
- h) Identify gaps and needs of school management and advocate for these to inform planning and budgeting and policy decisions
- i) Map and coordinate all school management development activities (GRSS/MoGEI and of development partners) to reduce duplication hence ensure effective resource allocation.
- j) Support the running of Education Management Development programs (for Head teachers, teachers, Inspectors, Supervisors, BOGs/SMCs etc.)
- k) Present regular updates at relevant forums such as the Joint Programs Operating Committee etc.
- l) Relate to other TWG/s issues as relevant

2.4.6.1 Membership:

At least seven members (MoGEI and partner representatives). The chair shall be from the Directorate of Inspection. The MoGEI membership shall also include a representative from the Directorate of Basic & Secondary education, Directorate of Curriculum Development, Directorate of AES and the Directorate of TVET. The chair & secretary shall represent the TWG in Quality Cluster meetings.

2.4.6.2 Coordinating body at State Level:

The TWG shall coordinate State functions through the State Director for Quality Assurance & Standards.

2.4.7 Teacher Education Technical Working Group

This Technical Working Group is tasked to:

- a) Advocate for, Support and Manage Teacher Training and Development Programs, including teachers' assessments in conjunction with the National Examinations Council.
- b) Grading and Certification of teachers.
- c) Establish a Teacher Development Management System, (with unique registration numbers for all teachers)
- d) Identify gaps in teacher training and propose interventions
- e) Advocate for support from both GRSS and the donor community in the establishment of robust, effective and efficient teacher training programmes and institutions
- f) Plan for National Teacher development strategies to harmonize all pre- and In-service teacher trainings.
- g) Map and coordinate all teacher training interventions (GRSS/MoGEI and of development partners) to reduce duplication hence ensure effective resource allocation.
- h) Present regular updates at relevant forums such as the Joint Programmes Operating Committee etc.
- i) Relate to other TWG issues as relevant.

2.4.7.1 Membership:

At least seven members (MoGEI and partner representatives). The chair and one other member shall be from the Directorate of Teacher Development and Management Services. The MoGEI membership shall also include a representative from the Directorate of Curriculum Development, Directorate of Basic & Secondary Education, Directorate of Technical and Vocational Education, and Directorate of Alternative Education Systems. Membership shall also include partner representatives involved in teacher training (e.g. currently from UNICEF and Stromme Foundation). The chair & secretary shall represent the TWG in Quality Cluster meetings.

2.4.7.2 Coordinating body at State Level:

The TWG shall coordinate State functions through the State Director for Quality Assurance & Standards.

2.4.8 Curriculum Technical Working Group

This Technical Working Group is tasked to:

- a) Support in setting up strategies for the implementation of the new South Sudan Curriculum.

- b) Identify curriculum gaps and needs, propose interventions, and advocate for these to inform planning and budgeting and policy decisions
- c) Map and coordinate all activities (GRSS/MoGEI and of development partners) to reduce duplication hence ensure effective resource allocation.
- d) Provide technical inputs/guidance to all aspects of teaching and learning including curriculum implementation, learning materials (e.g. textbooks) etc.
- e) Management of the distribution of textbooks, supplementary materials
- f) Present regular updates at relevant forums such as the Joint Programmes Operating Committee etc.
- g) Relate to other TWG issues as relevant.

2.4.8.1 Membership:

At least seven members (MoGEI and partner representatives) the chair and one other member shall be from the Directorate of Teacher Development and Management. The MoGEI membership shall also include a representative from the Directorate of National & Foreign Languages Centre, Directorate of Teacher Development and Management, and Directorate of Alternative Education Systems. The chair & secretary shall represent the TWG in Quality Cluster meetings.

2.4.8.2 Coordinating body at State Level:

The TWG shall coordinate State functions through the State Director for Quality Assurance & Standards.

2.4.9 Learning Outcomes Assessments Technical Working Group.

This Sub Technical Working Group is tasked to:

- a) Provide technical inputs/guidance to all aspects of learning assessments.
- b) Develop rules & regulations for the conduct of Exams
- c) Provide certification for successful candidates for primary and Secondary.
- d) Support in ensuring that learners sit the right examinations nationwide.
- e) Assessment of Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA).
- f) Perform reviews of education outcomes with respect to overall performance, Gender and Inclusion, and rates of transition to Higher Education.
- g) Present regular updates at relevant forums such ETMC/ the GPE Operations Group etc.
- h) Relate to other TWG issues as relevant.

2.4.9.1 Membership:

At least seven members (MoGEI and partner representatives). The chair shall be from the National Examination Council. The MoGEI membership shall also include a representative from the Directorate of Basic & Secondary Education, Directorate of Teacher Development and Management Services, Directorate of Curriculum Development, Directorate of Inspection, and the Department of research and policy development. The chair & secretary shall represent the TWG in Management Cluster meetings.

2.4.9.2 Coordinating body at State Level:

The TWG shall coordinate State functions through the State Director for Quality Assurance & Standards.

2.4.10 Education Financing (budget planning, execution, and Tracking) Technical Working Group

The Education Financing (budget planning and execution) Technical Working Group is tasked to:

- a) In preparation for the next years MoGEI budgeting process, review the sector's past two years' budgets, budget submissions, associated templates or tools that might have been used or are being developed.
- b) Familiarise with MoGEI policy priorities including inputs from Local Services Sector (LSS) review, National Education Forum, and budgeting guidance from MoFP
- c) Develop tools for budget simulation of important policy options
- d) Work with identified counterparts on draft budget preparation and submission, following MoFP guidance and templates
- e) Facilitate MoGEI budget discussion processes
- f) Document budget submission through narrative for reference in future years
- g) Document templates, budget simulation tools and procedures, including MoGEI calendar
- h) Compile matrix to map & track GRSS and partner/donor funding to the education sector to aid in prioritization exercises etc.
- i) Perform quarterly review of the budget execution reports from MoFP and advise MoGEI and JPOC (with feedback to MoFP)
- j) Support in resource mobilization for MoGEI Strategies.
- k) Encourage and Track State Contribution to Education.
- l) Process MoGEI SDUs' transfer invoices to MoFP and track through to payment. This will include Capitation Grants, Teacher Incentives and Conditional Transfers to States & Counties.
- m) Support in processing the GESS Capitation Grants, Cash Transfers, IMPACT Teacher Incentives and other partner-supported programs.
- n) Track the disbursements, management, use and accountability of education grants & transfers namely, Conditional education salary transfer to States and Counties, Conditional education operating transfer to States and Counties, various Capitation Grants to schools and teacher incentive transfers from both the GRSS and Partners.
- o) Receive detailed reports on how recipients have used, and accounted for every component of the transfer.
- p) Based on (c) and (d) above, ascertain if education facilities are eligible to receive transfers and prepare a list of eligible facilities for JPOC approval
- q) Make suggestions to the Chair of JPOC regarding refinement (waiving or tightening) of the conditions that must be met for the states, counties and education facilities to receive the transfers and/or on other issues relating to the design of transfers.
- r) Improve communication, flow of information and feedback mechanism between the National and sub-national level.
- s) Dissemination of payment advices and lists of schools paid to the SMoE, SMoF, and Regional Anchors.
- t) Carry out regular monitoring visits to ensure that resources are reaching beneficiaries and are being used for their intended purpose
- u) Conduct stakeholders training on budget planning, execution and tracking
- v) Support SMoEs and CEDs in monitoring use of funds by education facilities.
- w) Relate to other TWG/s issues as relevant

2.4.10.1 Membership:

At least Seven members (MoGEI and partner representatives). The chair and at least one other member shall be from the Directorate of Planning & Budgeting. The MoGEI membership shall also include a representative from the three clusters i.e. Access, Quality and Management Clusters. The member representing the Management Cluster shall not be from the Directorate of Planning & Budgeting. Membership shall include a representative of the NEC and a representative from the flagship programmes. A representative from the Ministry of Finance and Planning may be invited to the TWG. The chair & secretary shall represent the TWG in Management Cluster meetings.

2.4.10.2 Coordinating body at State Level:

The TWG shall coordinate State functions through the State Director for Planning & Budgeting and Regional Anchors and other partners at the State Level.

2.4.11.0 Knowledge, Evaluation, Research and Learning (KERAL) Technical Working Group.

2.4.11.0.1 Purpose:

The Knowledge, Evaluation, Research and Learning Technical Working Group will coordinate monitoring and evaluation of the implementation of General Education Strategic Plan including generation of knowledge through an agreed Research Agenda. It will provide oversight of the execution of the Research, Monitoring and Evaluation processes of programmes and projects in the Education sector by various partners. Furthermore, it will facilitate learning from knowledge products generated through research by ensuring proper dissemination strategies are in place.

2.4.11.0.2 Main Objectives:

The Knowledge, Evaluation, Research and Learning Technical Working Group is convened to achieve the following three main overarching objectives during the implementation period of the General Education Strategic Plan 2017-2022:

- (1) To ensure the Monitoring and Evaluation Strategy for the General Education sub-sector is implemented with an overarching unified platform for integrated data sources.
- (2) To ensure strategies for integration of fragmented data systems are developed and implemented.
- (3) To develop a Research Policy, Agenda and associated dissemination strategies that harmonises and streamlines research activities in the education sector.

2.4.11.0.3 Sub Technical working groups and Taskforces:

The KERAL TWG will have two standing sub-technical working groups for focussed meetings and engagement whose members will be drawn based on interests and technical expertise. Their meetings will be frequent as they will be laying foundation for generations of strategic plans to come. The two sub

technical working group are as follows: (1) Data and Statistics Technical Working Group; (2) Research Technical Working Group.

From time to time, Taskforces with limited timeframe will be formed to perform a particular task as agreed by the members and endorsed by decision making authorities.

2.4.11.0.4 Interlinkages with other coordinating structures:

The KERAL TWG will endeavour to have at least a member represented in some of the coordination structures (in a non-voting capacity) where feasible and shall endeavour to have access to minutes in order to generate needs of other TWGs in terms of Monitoring, Evaluation Research and Learning .

From time to time KERAL TWG will present its progress reports and key recommendations to the Joint Programmes Operating Committee as well as the Joint Steering Committee. The KERAL TWG will also be one of the key resources available to National Education Forum. KERAL TWG will interact with the Quality Cluster particularly on research aspects of Learning Assessments.

2.4.11.0.5 Key functional domains:

The Knowledge, Evaluation, Research and Learning Technical Working Group will have the following key functional domains:

- (1) **Monitoring Domain** – This will include coordinating and overseeing monitoring activities of key education interventions such as cash transfers, capitation grants, programmes, projects and policy implementation.
- (2) **Evaluation Domain** – This will include coordinating and overseeing evaluation activities of key education interventions such as cash transfers, capitation grants, programmes, projects and policy implementation, particularly development of evaluation criteria. This is also where Learning Assessments will be considered.
- (3) **Systems Integration Domain** – This will entail integration of fragmented data systems in the sectors that includes Annual Education Census Database Management System, SAMS, OOSC data sets, e.t.c.
- (4) **Research Domain** - Streamline, harmonise and perform quality assurance of research activities in the sector.
- (5) **Learning Domain** - This will focus on ensuring that research activities have a proper research uptake strategy and that it is implemented to ensure evidence based programming and policy making in sector.

2.4.11.0.6 Specific Tasks:

The specific tasks are allocated based on what is expected of the main KERAL TWG and its sub technical working group of Data and Statistics, & Research.

2.4.11.1 Knowledge, Evaluation, Research and Learning TWG.

The Knowledge, Evaluation, Research and Learning (KERAL) TWG will mainly be tasked to work in the domains of monitoring, evaluation and learning. It will delegate tasks under the domains of systems integration and research to Data and Statistics TWG and Research TWG respectively. The tasks will include the following:

- a) Oversee the implementation of the sector wide monitoring and evaluation strategy including an electronic demonstration of a unified platform for information products.
- b) Track changes that need to be made to the monitoring and evaluation strategy document(s) and put in place version control system for the strategy.
- c) Provide quality assurance to monitoring and evaluation activities of flagship programmes.
- d) Monitor education transfer activities/programs implemented by the Government of the Republic of South Sudan (GRSS) and education partners.
- e) Based on the information collected, analyse the outcomes of education programs/projects funded by the education transfers.
- f) Assist in developing an Education Transfer Annual Plan for monitoring, evaluation and research
- g) Assist in developing of tools and instruments for monitoring the implementation of planned activities.
- h) Compile information collected and prepare quarterly/periodic reports
- i) Disseminate and present results of the monitoring, evaluation and research to the Chair of Joint Programmes Operating Committee
- j) In conjunction with the MoGEI Department for Partner Coordination (DPC), coordinate the General Education Annual Review.
- k) Facilitate learning from knowledge products generated from research, evaluation and monitoring activities.
- l) Relate to other TWG/s issues as relevant

The KERAL will be chaired by the Director for Policy and Research in MoGEI

2.4.11.2 Data and Statistics sub Technical Working Group.

The Data and Statistics Technical Working Group will work in the system integration domain and will be tasked to:

- a) Develop and implement strategies for integrating fragmented data systems in the sector.
- b) Mine and analyse data from EMIS (SAMS, HRIS and Annual Education Census) and any other reliable sources on performance of schools in terms of teacher and pupils' enrolment or any other necessary data for information, discussions and decisions
- c) Ensure integrity of data, with special attention to
 - School names
 - School ownership
 - School bank account details

- Learners names, Dates of Birth, Class being attended etc.
 - Teacher names, qualification, Grading, and employment type (volunteer or Civil Service) in HRIS
 - Introduction and ensuring use of unique identification codes for teachers and learners – thus ensuring reliable tracking.
- d) Ensure regular updates are taking place, specific attention among others to:
 - Capitation Grants & Teacher Incentives approved/paid/received/accounted
 - Other education transfers implemented (like conditional operating grants, salaries etc.)
 - e) Preparation of the “tools” for regular school data gathering (either hard or increasingly preferably Open Data Kit (ODK))
 - f) Perform the Annual Education Census and publish the reports.
 - g) Run the school mapping exercise and report to the Programmes Operating Committee.
 - h) Perform the Out Of School Children (OOSC) assessment and report to the Programmes Operating Committee.
 - i) Support in the establishment and management of the Examinations Data Base.
 - j) Develop tools for assessment of policy framework.
 - k) Coordinate with stakeholders on EMIS issues.
 - l) Train State EMIS Focal Point on EMIS management.
 - m) Decentralized EMIS to States.
 - n) Report to the KERAL TWG and relate to other Technical Working Group issues as relevant

2.4.12.2.1 Membership:

At least seven members (MoGEI and partner representatives). The chair and one other member shall be from the Directorate of Planning & Budgeting. Membership shall also include a representative from the National Examination Council and the Directorates of Alternative Education Systems, Teacher Development and Management Services, Inspection, Basic and Secondary Education and Technical & Vocational Education and Training. Membership shall also include a representative from the National Bureau of Statistics, and at least two partner representative (including from the Education Cluster). The chair & secretary shall represent the TWG in Management Cluster meetings.

2.4.12.2.2 Coordinating body at State Level:

The TWG shall coordinate State functions through the State Director for Planning & Budgeting, Director for Quality Assurance and Standards, County Education Departments, Payam Education Offices, Regional Anchors and other partners at the State Level.

2.4.12.3 Research Sub Technical Working Group.

The Research Sub Technical Working Group will exclusively work in the functional domain of research that will be tasked to:

- a) Oversee development of the research policy to guide research activities in the education sector.
- b) Develop Research Agenda for the education sector that harmonise and streamline research activities.
- c) Develop Research Coordination Matrix that guides conceptualisation of research pieces in the education sector.
- d) Conduct research conceptualisation workshops in the sector.

- e) Provide Quality Assurance to proposed and completed research pieces in the sector.
- f) Support and facilitate the execution of research dissemination conferences.
- g) Pilot E-learning.
- h) Report to the KERAL TWG and Relate to other TWG/s issues as relevant

2.4.12.3.1 Membership:

At least seven members (MoGEI and partner representatives). The chair and one other member shall be from the Directorate of Planning & Budgeting. Membership shall also include a representative from the three clusters i.e. Access, Quality & Management Clusters. At least two partner representatives shall be part of the membership. The chair & secretary shall represent the TWG in Management Cluster meetings.

2.4.12.3.2 Coordinating body at State Level:

The TWG shall coordinate State functions through the State Director for Planning & Budgeting, Director for Quality Assurance and Standards, County Education Departments, Payam Education Offices, Regional Anchors and other partners at the State Level.

CONCLUSION

A more effective coordination of the General Education sector would see the sector achieve its mission and goals, ensuring provision of equitable access to quality lifelong learning opportunities for all people of South Sudan.

As the various arms of the co-ordination structure move into action, it is anticipated that there may be need to adapt the manual to better fit scenarios that may not have been exhaustively covered. This shall be achieved through annual reviews (which would best be carried out during the General Education Annual Review).

All stakeholders within the General Education sub-sector are called upon to embrace and rally for optimum coordination within the sector, which shall ensure efficient and effective use of resources available to the sector, hence better outcomes with each passing academic year.

Annex 1: Proposed Meetings Schedule

- **National Education Forum:** Two meetings (April, and October/November)
- **Education Donor Group:** Monthly
- **Education Cluster:** Monthly
- **National Education Coalition:** Quarterly (or as need arises)

Team	Month 1				Month 2				Month 3			
	5th	10th	25th	30th	5th	10th	25th	30th	5th	10th	25th	30th
Joint Steering Committee												
Joint Programs Operating Committee												
Clusters												
KERL TWG												
TWGs												

NB: the TWGs shall meet on a continual basis (as need shall demand), ensuring adequate and timely reporting to the cluster, and JPOC meetings.