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United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

UNESCO Country Programming Document

for South Sudan 2014-2016

"Building Peace in the Minds of Men and Women"

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List of Abbreviations

AES	Alternative Education System
AMDISS	Association for Media Development in South Sudan
AMWISS	Association of Media Women in South Sudan
ASPnet	Associated Schools Project Network
CAP	Consolidated Appeals Process
CapEFA	Capacity Development for Education For All
CHF	Common Humanitarian Fund
CPA	Comprehensive Peace Agreement
DDR	Disarmament, Demobilization, and Reintegration
DRR	Disaster Risk Reduction
EMIS	Education Management Information System
GESP	General Education Strategic Plan
GPE	Global Partnership for Education
GRSS	Government of the Republic of South Sudan
ICT	Information and Communication Technology
IIEP	International Institute for Educational Planning
IIP	International Institute for Peace
LIFE	Literacy Initiative for Empowerment
MDTF-SS	Multi-Donor Trust Fund – South Sudan
MoEST	Ministry of Education, Science and Technology
MoEDIWR	Ministry of Electricity, Dams, Irrigation and Water Resources
MoGCSWHADM	Ministry of Gender, Child, Social Welfare, Humanitarian Affairs & Disaster Management
MoGEI	*former* Ministry of General Education and Instruction
MoH	Ministry of Health
MoHEST	*former* Ministry of Higher Education, Science and Technology
MoIB	Ministry of Information and Broadcasting
MoIBTPS	*former* Ministry of Information, Broadcasting, Telecommunications and Postal Services
MoIWC	Ministry of Interior and Wildlife Conservation
MoLPSHRD	Ministry of Labour, Public Service and Human Resource Development
MoPME	Ministry of Petroleum, Mining and Environment
MSWG	Media Sector Working Group
MoTPS	Ministry of Telecommunications and Postal Services
NEF	National Education Forum
NFE	Non-Formal Education
PBSP	Peace-Building Support Plan
RSS	Republic of South Sudan
SPLM/A	Sudan People's Liberation Movement/Army
SSDP	South Sudan Development Plan
SSRF	South Sudan Recovery Fund
STI	Science, Technology and Innovation
TOT	Training of Trainers
TVET	Technical and Vocational Education and Training
UNCT	United Nations Country Team
UCPD	UNESCO Country Programming Document
UJOSS	Union of Journalists of South Sudan
UNMISS	United Nations Mission in South Sudan
UNDAF	United Nations Development Assistance Framework
WASH	Water, Sanitation and Hygiene

Introduction

This UNESCO Country Programming Document (UCPD) articulates the Organization's proposed multi-sectorial cooperation programme and strategy for the Republic of South Sudan (RSS) for the period from 2014 to 2016, in line with national development priorities and the United Nations Development Assistance Framework (UNDAF) for the country. The UCPD is developed in accordance with the principles of Culture of Peace, reflecting UNESCO's mission, *Building Peace in the Minds of Men and Women*[1], through Education, Natural and Human Sciences, Culture as well as Communication and Information.

The UCPD begins with an analysis of the country context and current development situation, followed by a results-based description of UNESCO activities in South Sudan to date. Based on the findings of this analysis, it then identifies areas where UNESCO can contribute to national development, peace building and cooperate with government institutions, UN agencies and other humanitarian and development partners, using its comparative advantages to help further the Government of the Republic of South Sudan's (GRSS) development aims. Its purpose is to outline a comprehensive and coherent programme that will serve as the basis for UNESCO's engagement in South Sudan.

Parts I – Situation analysis

1.1 Country overview

An historic moment for the people of South Sudan, the Republic of South Sudan declared its independence on 9 July 2011, becoming Africa's newest country, the 193rd Member State to join the United Nations and UNESCO's 194th Member State. The result of a referendum held on 9 January 2011 in which an overwhelming 99% voted in favour of secession from Sudan and the creation of a sovereign nation, independence marks a significant step forward for the South Sudanese since the signing of the Comprehensive Peace Agreement (CPA) between the Government of Sudan and the Sudan People's Liberation Movement/Army (SPLM/A) on 9 January 2005 that brought an end to more than five decades of violent conflict.

Geography, demography and diversity

A land-locked country situated in east-central Africa, the Republic of South Sudan is bordered by Ethiopia to the east, Kenya to the southeast, Uganda to the south, the Democratic Republic of Congo to the southwest, Central African Republic to the west, and Sudan to the north. Its vast expanse comprises grassland, swamps and tropical forest, and straddles the White Nile River which runs through the capital city of Juba. South Sudan is home to one of the largest wetlands in the world, the Sudd, a swamp covering an average area of 30,000 square kilometres. The country is divided administratively into ten states: Central Equatoria, Eastern Equatoria, Jonglei, Lakes, Northern Bahr el Ghazal, Unity, Upper Nile, Warrap, Western Equatoria and Western Bahr el Ghazal. Each of these is sub-divided into counties, which are made up of *payams* and *bomas*.

According to the 5th Sudan Population and Housing Census (2008), South Sudan's population numbers 8.26 million, though some estimate the figure to be more likely between 11 million and 13 million and rising rapidly, with population growth at a rate of 2.1% per year and significant numbers of South Sudanese returning to the country from exile. Some 6.9 million, or 83% of the population, live in rural areas. With approximately twice as many 2-year-olds as 21-year-olds, South Sudan is a predominantly young country: at

[1] UNESCO's Programme of Action: Culture of Peace and Non-Violence 2013, p.4

least 51% of people are under the age of eighteen and 72% are under thirty[2]. Following the passing of the referendum and the declaration of an independent state, large numbers of returnees have come back to the country, primarily from Sudan, creating additional demographic pressure. Fighting along the northern border in the first half of 2012 and increased food insecurity have also precipitated a significant influx of refugees from Sudan's Southern Kordofan and Blue Nile states.

South Sudan is highly diverse, both ethnically and linguistically. The South Sudan Interim Constitution tentatively lists 63 ethnic groups, speaking at least 50 different indigenous languages, though the current official working language is English. The largest 10 ethnic groups constitute approximately 80% of the population. Tribal affiliations are strong and many South Sudanese still identify more strongly with their ethnic and linguistic background than with a national identity. A majority of people practice traditional indigenous religions, while there are also followers of Christianity and Islam.

Economy

The country's economy is driven primarily by the production and export of oil, which comprises 98% of total government revenue. Annual budgets are vulnerable to considerable fluctuations in the price of oil, a highly volatile commodity. Most recently, government spending has been dramatically impacted by the cessation of oil production as a result of disputes over revenue-sharing with Sudan, which resulted in significant austerity measures. Oil revenue forecasts also show that oil production from existing fields has peaked and that revenues will decrease by approximately 50% over the next five years unless new sources are discovered[3].

Figures released by the South Sudan Bureau of Statistics on the heels of independence estimate South Sudan's GDP per capita in 2010 at USD 1,546. Because of the oil revenue sharing deal with the North, mandated by the 2005 CPA, and revenue captured by foreign-owned firms, GNI is actually much lower at USD 888 per capita, making South Sudan a low-income country[4]. Subsistence-based agriculture and pastoralism are the main sources of livelihood for 78% of households, and the non-oil economy is based largely on farming and livestock-rearing. Unemployment and underemployment are high, with little formal sector employment. In 2008, 53% of the working population in Southern Sudan were unpaid family workers and only 12% were paid employees[5].

Decades of war have resulted in weak infrastructure, limited skilled labour and high domestic transport costs, making production expensive and moving products to market difficult. This leaves South Sudan dependent on food imports and limits the productive use of its agricultural assets. Despite tremendous challenges, essential institutions have begun to be established, including commercial banks; and many small businesses have been started, primarily in the 10 state capitals. Cultivating other non-oil sources of revenue and fostering job creation are vital for the economic development agenda.

Political context

Emerging from decades of neglect during colonial and Sudanese rule and confronting the effects of two long-lasting civil wars with the North that left over 2.5 million dead and at least 4 million displaced (the first, from 1955-1972, and the second, from 1983 to 2005, during which the SPLM/A was formed), the new nation faces considerable challenges as it continues its transformation into a constitutional democracy with new elections foreseen in 2015. Developing a new permanent constitution, building institutions from the ground up at central, state, and country levels, improving governance, and introducing reforms that aim to reduce

[2] Republic of South Sudan, *General Education Strategic Plan, 2012-2017 (Draft)*, p. 17; Republic of South Sudan, *South Sudan Development Plan 2011-2013*, p.13

[3] Republic of South Sudan, *South Sudan Development Plan 2011-2013*, p.27-38

[4] Ibid., p.25

[5] Southern Sudan Centre for Census Statistics and Evaluation (SSCCSE), "Key Indicators for Southern Sudan," 8 February 2011, p. 11.

poverty and strengthen national cohesion must all be done against the backdrop of a still “fragile peace” with Sudan, on-going instability within South Sudan’s own borders and an uncertain economic outlook.

In the time since the signing of the Comprehensive Peace Agreement in 2005 which granted regional autonomy and guaranteed representation in a power-sharing government, South Sudan has taken considerable steps to establish a federal system of government and to build the institutional capacities of its three branches – judiciary, executive, and legislative. An interim Transitional Constitution of South Sudan was enacted in 2011. It put in place a decentralized system of government with three levels – national, state, and local - which endows states with a fair level of self-governance and devolves decision-making to appropriate levels, particularly with respect to service delivery. Rule of law institutions such as the South[ern] Sudan Anti-Corruption Commission, the Auditor-General’s Chamber, the South[ern] Sudan Human Rights Commission, the South[ern] Sudan Peace Commission and the South Sudan Disarmament, Demobilization and Reintegration Commission have been developed and work has been done to transform the SPLA into a professional force, which includes considerable downsizing and the reintegration of thousands of former soldiers into civilian life. A functioning cabinet system has additionally been introduced, enabling the coordination of executive decision-making and implementation, though more still needs to be done to strengthen institutional capacity at state and county levels. The holding of multi-party general elections and the referendum that led to independence are also among the achievements of the transition. To date, a national parliament, 29 central ministries, 19 commissions and 10 state governments with 10 state legislatures and functioning state-level ministries have been established.

While the SPLM is the current ruling party and holds a majority, there are a number of other active political parties in South Sudan, several of which are represented within the National Legislative Assembly. After a series of parliamentary debates, a National Elections Bill was passed recently by the Legislative Assembly, setting the rules that will govern the administration of future elections in South Sudan and establishing a National Elections Commission charged with overseeing the conduct of these elections. It is anticipated that the next general elections will be held in 2015 before the terms of current lawmakers expire, as outlined in the Transitional Constitution of the Republic of South Sudan 2011.

Since independence in July 2011, the majority of the provisions within the CPA have been implemented: the Interim Constitution of Southern Sudan (2005) and interim constitutions in all 10 states have been operationalized though they will eventually be replaced by a permanent constitution, and most government institutions including ministries are functional. However, a number of critical provisions have yet to be implemented, including border demarcation, agreement on wealth-sharing, agreement on the political status of Abyei, and political settlements in Southern Kordofan and Blue Nile states.

As long as these issues remain unresolved, tensions and the risk of renewed conflict continue to pose a threat. With the collapse of the process to resolve these outstanding issues in late March 2012, fears of a return to hostilities between Sudan and South Sudan in April were reignited. Though inconclusive, talks resumed between the two states in early June to discuss border security, including a cessation of hostilities and the establishment of a demilitarized area along their common frontier, in an effort to defuse tensions. An agreement was finally reached late September 2012, with the presidents of South Sudan and Sudan signing a deal that allows vital oil exports to resume and creates a demilitarized zone along the contested border. However, the agreement goes only part way in resolving the issues that recently brought the two countries to the brink of war.

In addition to the on-going threat of cross-border fighting, the inter-communal conflict is also prevalent. So, too, are defections within the SPLA of a number of commanders, posing recurring problems for the government and adversely impacting on development efforts. More than 3,000 people have died from violent conflict within South Sudan in 2011 and at least 350,000 have been internally displaced. Drivers of violence within the country are complex and intertwined. Deeply-rooted tribal animosity, disputes over cattle (a primary source of wealth) often linked to dowry and access to grazing lands, limited economic opportunity, a legacy of unequal distribution of resources and political marginalization of certain ethnic groups, general insecurity – including absence of state authority in remote areas - and the ready availability

of arms make for a highly combustible mix. Such conflicts are further exacerbated by unemployed and uneducated youth who resulted from decades of civil war and tribal conflicts. In particular cattle raiding due to increased social and cultural competition between youths of different tribes has resulted in especially violent and threatening cases of conflict. Few outlets exist to empower youth, create social cohesion as to build a sense of national identity. Furthermore, few opportunities exist to seek justice and redress or resolve disputes through institutional mechanisms. Legitimate channels for expressing political aspirations and grievances are still limited and most South Sudanese remain distant from decision-making and legitimate politics[6].

1.2 Development challenges and opportunities

Currently one of the world's least developed countries, South Sudan is faced with tremendous challenges – both in size and complexity – in the wake of independence. Decades of war and neglect have left the country with minimal public infrastructure and one of the largest capacity gaps in Africa owing to the fact that millions fled or died and generations missed out on education. The country itself is subject to devastating floods and droughts, and the conflict has razed many villages and farming lands, making it difficult to move beyond subsistence farming and dependency on food imports. While independence has been achieved through great sacrifice, there is still insecurity in many parts of the country owing to inter-communal violence, cattle raiding and the proliferation of small arms as well as to continuing cross-border tensions. The resulting climate risks undermining political stability and could in turn adversely impact donor readiness to provide funding and support as well as the presence of aid agencies in the country. These challenges, however, also have the potential to be transformed into opportunities, as the new Government of South Sudan works together with development partners to improve governance and security, expand and strengthen basic service provision, promote economic development and growth, and build a sense of national identity and cohesion while respecting the country's rich diversity.

Social and human development

South Sudan confronts some of the worst human development indicators in the world, particularly for women, ranking among the bottom five countries for 11 of the 22 MDG indicators. At least 80% of the population is income-poor, living on an equivalent of less than USD 1 per day, while the South Sudan Household Health Survey 2010 found that half still live below the national consumption poverty line. Over one-third of the population faces food insecurity even in a good year and at least 20% of households cannot support their food needs. One in three children is stunted, moderately or severely, because of malnutrition and at least 47% of the population is undernourished. Twenty-seven per cent of the total adult population – and only 16% of adult women – are literate and half of all children attend school. Less than 40% of the population has access to any form of healthcare and only one in five children are immunized. The infant mortality rate is the ninth highest among countries, while the maternal mortality rate is the highest in the world. Just over half of the population has improved sources of drinking water, while sanitation remains a considerable issue with less than 20% having use of basic facilities. HIV/AIDS has not yet reached epidemic proportions in South Sudan, and incidence is currently lower than that in neighbouring countries, at 3%. But knowledge of the disease is limited and the rate of contraceptive use among women is the second lowest in the world – both of which make it a potential danger.

Disparate access to resources and services has created significant inequality among and within states and between urban and rural areas. Influxes of returnees and refugees as well as sizable internal displacement have further strained already limited basic services and resources. South Sudanese society is highly militarized and fragmented as a result of prolonged conflict, and arms and armed groups proliferate. Many

[6] UN, *United Nations South Sudan Peace Building Support Plan* - DRAFT, 2012.

traditional social structures and community coping mechanisms have been undermined, and protracted violence has had far-reaching psychosocial impacts on affected communities[7].

Education access, quality and equity

Significant progress has been made in addressing the large numbers of children out of school and youth who have missed out on formal education opportunities because of decades of conflict and underdevelopment. However, key indicators in education continue to paint a grim picture. The estimated 72% of the population under 30 years of age creates a massive need and demand for education at all levels. Though the GRSS has succeeded in nearly quadrupling gross enrolment in primary school since the signing of the CPA in 2005, net enrolment remains second from the bottom in world rankings, with at least 1.3 million primary school-age children out of school, and last in the world for secondary school enrolment, with NER at only 4%. Fewer than half of those entering primary school complete a full cycle, with most only finishing four years or less[8]. The statistics are even more alarming for girls, whose net enrolment rate is just 37%. Less than 17% complete the complete primary cycle and fewer than 400 girls make it to the last grade of secondary school; a 15 year-old girl in South Sudan has a higher chance of dying in childbirth or during pregnancy than of finishing secondary school[9].

Questions of access and retention are inextricably linked to issues of quality. Though data on student learning outcomes is lacking, tests administered to a sample of Grade 6 students, primarily in urban areas of four states, revealed low levels of learning in language (35% of expected achievement) and mathematics (28% of expected achievement)[10]. Only 13% of teachers are trained, making the ratio of qualified teachers to pupils 1:117[11]. Teachers' knowledge of subject content is weak, given the limited academic and professional training received; some 46% of teachers have only a primary school education themselves. Teacher tardiness and absenteeism are recorded at disconcerting levels; while poor compensation and conditions of service combine with a lack of effective management and supervision to impinge on teacher motivation, performance and retention.

Textbooks, classrooms and other materials are also in short supply. Currently, only one English book and one mathematics book are available for every four students, though a distribution by DFID of over 9 million textbooks (to be sent to all schools, both public and private) to rectify this situation is forthcoming. The number of classrooms has increased dramatically, with almost 5,000 new structures introduced between 2008 and 2010 alone, but the pupil-classroom ratio remains high at 134:1, and most students are still learning under tents, in the open air or in semi-permanent structures. One-third of schools are without safe drinking water and only half have access to latrines[12].

Following the signing of the CPA and subsequent creation of the former Ministry of General Education and Instruction (MoGEI), unified curricula for primary (including alternative education) and secondary education were developed as the framework for education in South Sudan, and a unified teacher education curriculum for five core subjects was put in place. While textbooks in the five core subjects for primary education have been prepared, only limited numbers have been supplied; and at secondary level, relevant textbooks have had to be adapted from neighbouring countries as an interim solution, leading to continued use of multiple curricula (e.g. from Kenya, Uganda, etc.). To date, eight areas within the early childhood development curriculum are complete, five of 14 subjects have been developed for primary education, five of 10 subjects have been developed for teacher education and 10 of 19 subjects, including technical areas, have been developed for secondary education though gaps remain in the development of syllabi. Despite these

[7] UN, *United Nations Development Assistance Framework for the Republic of South Sudan 2012-2013.*

[8] UNESCO GMR, *Building a better future: Education for an independent South Sudan*, 2011.

[9] Ibid.

[10] World Bank, *Education in the Republic of South Sudan: Status and Challenges for a New System,* 2012, p. 70.

[11] Republic of South Sudan, *General Education Strategic Plan 2012 – 2017 (Draft)*, 2012.

[12] UNESCO GMR, *Building a better future: Education for an independent South Sudan*, 2011.

advances in development of curricula for the South Sudan context, they are not yet fully implemented, and important elements such as cross-cutting issues (including peace, human rights and life skills) and modern pedagogical and classroom management methodologies have yet to be incorporated into teacher training. Plans are underway for a national curriculum review which will consider relevance, effectiveness, feasibility and inclusiveness to ensure that learning curricula respond to emerging needs and adequately prepare learners for meaningful participation in the economic, social, political and cultural life of the new nation.

English was established as the language of instruction during the interim period between the CPA and independence, intended to be a symbolic break with the past in which Arabic was imposed on the South by Khartoum. However, this has proved problematic given the prevalent use of indigenous languages as well as the lack of learning materials in English and limited numbers of teachers who have a strong command of English. While there are new provisions to use "national languages" in instruction from primary grade 1 to primary grade 3 before transitioning to English, there is no mention as to what these national languages will be, or how the diversity of languages will be accommodated within the formal education sector. Additionally, appropriate teaching and learning materials will need to be produced in national languages for both the formal and non-formal learning systems. Training teachers in bilingual teaching skills and intensive English will also be critical to ensure that changes in language policy do not adversely affect quality.

While much of the focus since 2005 has been on increasing enrolment in primary school, addressing youth and adult learning needs and ensuring the availability and quality of post-primary educational opportunities are also of paramount importance to development. International donors, NGOs and UN agencies have largely concentrated investment and programming at primary level over the last seven years to the neglect of secondary and tertiary education as well as alternative learning; the result is that many children and young people now enrolled in or finishing primary school have few prospects to continue their education given limited post-primary absorption capacity.

Originally designed to provide access to demobilized soldiers, youth and girls, after the CPA, the Alternative Education System (AES) has become a major part of the education system, serving learners who have either never attended formal schooling or have had to drop out of the formal system. The AES has somewhere between 183,000 and 577,000 students in seven programmes that include adult literacy, accelerated learning, intensive English, radio instruction, community schools for girls, pastoralist education and agro-forestry education. Accelerated learning programmes account for at least 75% of AES enrolment[13]. However, capacity to absorb the excess numbers of over-age children and youth from primary and secondary schools is limited, as only half of the 1,100 AES centres have use of school buildings and only 8% have their own buildings. Little training exists for facilitators, who often teach on a volunteer basis, and there is no common national policy or monitoring and evaluation framework to assess learning outcomes.

Technical and vocational education and training (TVET) remains underdeveloped and underutilized, with only 1,529 students currently enrolled in 16 TVET centres; and it has little impact on developing skills amongst youth beyond a small minority at present. No national policy or comprehensive strategy for the sub-sector yet exists, and coordination and harmonization among the variety of service providers (including international and local NGOs, churches and community groups) is lacking. Financing and infrastructure for TVET are very limited. Labour market relevance is also a key issue to be tackled, as is the participation of girls and women who currently comprise only 27% of those enrolled. Despite these challenges, however, TVET represents a key area where boosted capacity, access and quality could contribute to socio-economic development.

Higher education enrolments totalled 23,968 in 2009, most of whom were students at the Khartoum-based campuses of three of South Sudan's public universities – Juba, Bahr el Ghazal and Upper Nile. Just 6,500 students were enrolled at South Sudan campuses. South Sudan currently has five functioning and four non-functioning publicly-funded universities. Though it has a further 30 private tertiary institutions, these have

[13]World Bank, *Education in the Republic of South Sudan: Status and Challenges for a New System,* 2012, p. 70.

recently been suspended for failing to meet required standards. Suspending these universities, together with the fact that there are few public universities, means that five public institutions hold a monopoly on higher education and force many South Sudanese to look elsewhere. A report commissioned by the former Ministry of Higher Education, Science and Technology (MoHEST) found that universities had lost their autonomy, particularly in financial matters, and were therefore unable to respond to particular educational needs within their respective institutions. Weak capacity has also meant the recruitment and promotion of staff to positions for which they are unqualified. The universities have yet to develop strategic plans, and readily available data on students, staff and academic programmes is wanting. Equipment and facilities, including laboratories, are also lacking, particularly for science-based programmes, and student hostels are overcrowded and in poor condition.

Natural disasters, internal conflicts and cross-border tensions continue to have negative impacts on all aspects of education delivery, particularly with respect to access. In 2011, some 97,409 school-age children were internally displaced. Though data on the average duration of displacement is missing, anecdotal reports suggest that communities affected by conflict are often forced from their homes for longer than three weeks at a time. Some schools are forced to close regularly because of insecurity or flooding. In Unity state, for example, 18,000 learners in 32 schools missed at least 80 school days (out of 190 calendar days in the school year) due to conflict-induced closures[14]. Damage or destruction of education infrastructure is also a problem. Additionally, addressing the educational needs of returnees and refugees presents a major challenge, both in terms of facilitating their integration within a different education system with a new language of instruction, and in recognizing certification of prior learning attainments.

At present, the distribution of educational provision and resourcing is highly inequitable, both among and within states[15]. For example, there are almost four times as many pupils per qualified teacher in Jonglei as there are in Western Equatoria or Northern Bahr el Ghazal. Almost five times as many learners share one textbook in Unity state as do in Central Equatoria. Less than one in five students in Unity, Lakes, Jonglei, or Warrap attends school in a permanent structure, whereas the number is closer to one in two in Western Bahr el Ghazal and Northern Bahr el Ghazal[16]. Spending per pupil also varies widely, as education funds differ by state and country. Many of the states and counties dealing with the largest numbers of returnees and internal displacement are those where education resources are most limited, such as Jonglei, Lakes, Unity, Upper Nile and Warrap.

Previously, responsibilities within the education sector were divided between the MoGEI, which covered general education including ECD, primary and secondary education, and MoHEST, which covered tertiary education. As of July 2013, government restructuring of the ministries merged these two ministries into one, creating the Ministry of Education, Science and Technology (MoEST). There is also an Alternative Education Systems Directorate dedicated to the supervision of non-formal education. As governance is largely decentralized, each of South Sudan's 10 states has a ministry of education responsible for delivery of education services. County Education Departments work at county level to monitor learning outcomes and the resource management of schools. At school level, communities in conjunction with teachers and head teachers manage school resources.

Well below regional norms, education accounts for only 7% of total public expenditure. As a result of austerity measures introduced following the decision to halt oil production, education spending was cut to just 4%; salaries in the education ministries were cut by 10% and school construction, teacher training and recruitment had to be frozen. In the draft budget for 2012/13, education is expected to receive approximately 6%, with 4.7% for general education and the remainder going toward higher education. Very little public funding presently flows directly to county or *payam* level and none reaches school level, as expenditure flows are largely concentrated at the central and state levels. Central government contributes

[14] Republic of South Sudan, *General Education Strategic Plan 2012 – 2017 (Draft)*, 2012.

[15] See graphs in Annex I.

[16] UNESCO GMR, *Building a better future: Education for an independent South Sudan*, 2011.

salary costs with very little available for capital or operating costs, posing difficulty for meeting development targets.

Despite the enormity of challenges, the Ministry of Education at all levels has managed to create an Education Management Information System (EMIS), as a solid base for collecting data to inform policy and planning decisions. Trends since 2007 when the EMIS was established can now be monitored over time. Effective planning and budgeting systems inside the Ministries have also been built. The basics of a financial system are in place as is a clear organizational structure from the national level through to the states, counties, *payams* and schools. Qualified, trained technocrats have been hired to advise the Ministries and a formal, bank-based payroll system has been instituted[17].

As is the case in virtually all public sectors in South Sudan, however, human resource capacity has been identified as a major challenge for education sector planning and management. Institutional policies and processes are needed to manage the system, as well as a cadre of education managers who have the skills and knowledge to administer such policies and processes. Further issues needing to be addressed include the absence of a comprehensive planning and budgeting system spanning all levels from central to *payam*; poor financial and asset management and lack of financial accountability mechanisms; practical integration of conflict and disaster risk reduction and response into educational planning and management; training of government officials at all levels on the use of EMIS and analysis and use of data collected for decision-making; human resource management, including the lack of job descriptions and baseline data on the gender, qualifications and skills of staff members, the weakness of working layers below the leadership to conduct daily activities and tasks in many ministry departments and the disconnect between distribution of staffing across states and enrolments; poor coordination with other line ministries; and low capacity for monitoring, evaluation and reporting of results from the local level through to the national level, as well as for implementing decentralization strategies within education.Recent analyses conducted with the state ministries of education have also revealed significant concerns over the credibility and use of EMIS at decentralized levels. Urgent and intensive action is needed to build ownership and support for EMIS at the state level and to address fundamental gaps in basic record-keeping at the school level.

A General Education Bill has recently been passed guaranteeing the right to free basic education for all and establishing the principles and goals of education in South Sudan, as well as a regulatory framework and structures for the general education system. The GRSS has also begun a national adult literacy campaign, seeking to reduce illiteracy among adults by 50% by 2015. Additionally, a comprehensive General Education Strategic Plan (GESP) has been developed within the sector, charting the course for tackling the enormous challenges enumerated above.

A number of ambitious targets have been set by the Government to increase equity, enrolment and retention at all levels, notably raising primary NER to 63% and secondary NER to 8% by 2017; to improve gender equity; to enhance infrastructure; to ensure access for learners with special needs and for those affected by humanitarian emergencies; to increase the quality availability of alternative and accelerated learning opportunities for school-leavers and adults and reduce adult illiteracy; to strengthen the teaching force both in number and qualification; and to reinforce institutional and management capacity and coordination at all levels. The GESP and its implementation are guided by the following key principles: 1) Striking the necessary balance between access to education services and the quality of those services; 2) Ensuring that aspects of conflict and disaster are addressed within the policy framework but also that mitigation measures are integrated within all aspects of planning and delivery; 3) Sequencing and prioritizing programmes to attain medium-term goals; 4) Building in flexibility to allow for short-term major interventions without negative impact on the attainment of long-term education outcomes; and 5) Ensuring planning and implementation that are equitable and are driven by the different needs between and within

[17]Republic of South Sudan, *General Education Strategic Plan 2012 – 2017 (Draft)*, 2012.

states, and in which the most disadvantaged and underserved areas are prioritized. Specifically, the plan aims to achieve the following goals: 1) To increase access to general education and promote equity; 2) To improve the quality of general education; 3) To promote adult literacy; 4) To build institutional and human capacity; 5) To increase funding for general education to support implementation of the Action Plan; 6) To promote partnership working among stakeholders throughout the country; 7) To monitor and evaluate the implementation of the GESP.

Environment and natural resource management

South Sudan is endowed with a rich array of natural resources. While oil is perhaps the most widely known and developed commodity, the country is also home to valuable minerals such as gold, copper and iron ore, as well as to various agricultural products and aquatic and forest resources. The White Nile River and its many tributaries make for fertile land which is able to support diverse vegetation and crops and which is potentially irrigable. The river has also created the Sudd swamp area, which is one of the world's largest sweet-water swamps and home to some of the largest wildlife populations in South Sudan.

The range of habitats covering South Sudan's landmass is varied and encompasses grasslands, high-altitude plateaus and escarpments, wooded and grassy savannahs, floodplains, and wetlands. Many of South Sudan's ecosystems are fragile but still intact and biodiversity includes a vast range of flora and fauna. Though diminished as a result of the conflict, significant wildlife populations still exist, and a number of organizations are now also reporting returns of wildlife to the country. South Sudan's protected areas of the Boma and Bandingilo National Parks host the second-largest wildlife migration in the world.

Despite this richness, South Sudan's natural resource base is at risk of being destroyed, as are the livelihoods of communities that depend largely on the land and its resources to sustain them. The country is confronted with a number of environmental threats, including the unregulated exploitation of natural resources; soil erosion; climate change; predation as a result of the two decades of conflict; large numbers of returnees; and extraction of oil. Forty per cent of its forests are estimated to have been lost over the last five decades and deforestation continues, particularly around major cities and towns[18]. Current deforestation rates suggest that forest cover could be diminished by over 10% per decade, while according to UNEP, total loss could occur within the next 10 years in areas under extreme pressure[19]. Industrial and urban pollution as well as poor sanitation due to weak waste management systems further contribute to environmental degradation. Striking a balance between preserving natural heritage and sustaining traditional livelihoods such as cattle herding – which risk being adversely affected by plans to protect large areas of land – is also a key challenge.

South Sudan is prone to natural disasters. Heavy downfall during the rainy season frequently causes flooding in a number of states such as Jonglei, Upper Nile and Unity, while droughts and prolonged dry seasons have devastating impacts on food security, particularly as secure water sources (e.g. deep boreholes that can be relied upon during short dry spells) are lacking. Droughts tend to exacerbate inter-communal conflict, as competition for grazing land and water and food resources increases. While rains tend to subdue violence, they also often impede delivery of vital humanitarian services[20].

Demands on South Sudan's water infrastructure continue to rise, and only half of the population has access to clean water supply. Although the country has many water sources, water is distributed unequally throughout, and displacement and return of significant numbers of people have added substantial strain on existing water supplies. The humanitarian community continues to struggle to secure water for returnees and IDPs, as well as the large refugee population from Sudan. For a society where nearly 80% of people depend on subsistence agriculture, access to water is essential. However, success rates in digging wells and

[18] UNEP, *Sudan Post-conflict Assessment*, 2007, p.11

[19] Ibid.

[20] UN OCHA, *South Sudan Consolidated Appeal 2012*.

boreholes are extremely low and information is very limited, especially regarding groundwater. At least one-third of the population currently has to walk more than 30 minutes one-way to collect drinking water. Many pastoralist groups migrate with their cattle in search of water during the dry season, which increases the risk of violence between groups, and tribal conflict over water sources is common. Effective and comprehensive water resource management is therefore essential to conflict prevention, peace and security within South Sudan, as well as to self-sufficiency in foodstuff production, the development of economically-productive large-scale agriculture and the effective management of other sectors that depend on water (i.e. sanitation, transport, health, etc.).

Environmental governance is incipient in South Sudan, but the GRSS recognizes the importance of protection and management of the natural environment in promoting sustainable economic growth and is committed to environmentally sustainable and efficient use of the country's resources. A number of ministries have been tasked with different aspects of environmental policy and natural resource management, including the Ministry of Petroleum, Mining and Environment (MoPME), the Ministry of Electricity, Dams, Irrigation and Water Resources (MoEDIWR) and the Ministry of Interior and Wildlife Conservation (MoIWC). Most recently, the Ministry of Gender, Child and Social Welfare & Humanitarian Affairs and Disaster Management (MoGCSWHADM) has established a Disaster Risk Reduction (DRR) Working Group, with one of its objectives the development of a plan for flood and drought mitigation. The GRSS has also identified as a priority putting in place a coherent set of environment protection and management laws, regulations and policies to help regulate and control high-risk activities such as resource extraction, logging and charcoal production. Matters of environmental concern are being addressed by the Legislative Assembly as a cross-cutting issue in its exercise of review of legislation and oversight functions.

The GRSS has recently drafted an environmental policy to mitigate some of the above threats including charcoal production, poaching and logging. Plans to ensure that development is sustainable include enforcing environmental and social impact assessments for all development programmes and projects; ratifying beneficial multilateral environmental treaties, conventions and agreements; and promoting inclusive participation, access to information and good governance in sustainable natural resources management and environmental protection[21]. Though South Sudan announced its intention to join the Nile Basin Initiative (a coalition of riparian states that have been working for nearly 10 years toward a more equitable allocation of Nile waters) in September 2011 – a move that would give the country an opportunity to play an influential role in the management of the entire Nile River Basin and improve access to Nile waters needed for agricultural self-sufficiency – the status of its membership is still unclear and no further statements have been made[22]. A national water policy has also been developed to address the main water challenges identified, including the lack of a coherent policy framework to guide water sector development, inadequate sector institutional arrangements, low levels of access to basic water supply and sanitation, underdevelopment of available water resources compared with neighbouring countries, limited participation by water users in sectoral development processes, growing environmental concerns, management and mitigation of water-related disasters, water use conflicts, management of trans-boundary waters and limited human resource and organizational capacity. The overall goal of the policy is to support social and economic development by promoting efficient, equitable and sustainable development and use of available water resources and effective delivery of water and sanitation services.

Science education and education for sustainable development have also been identified as priorities for strengthening natural resource management and environmental protection while encouraging economic development in South Sudan. Agriculture, Forestry, Livestock, Fisheries, Wildlife and Environmental Sciences principles have been included in school curricula in addition to basic sciences at primary and secondary levels as well as in AES programmes. At tertiary level, however, there is a pressing need to increase access

[21] AfDB, OECD, UNDP, UNECA, *African Economic Outlook – South Sudan 2012*.

[22] Mukum Mbaku, John and Jessica Elaine Smith, 'Efficient and equitable natural resource management', in *South Sudan One Year After Independence: Opportunities and Obstacles for Africa's Newest Country*, Brookings Africa Growth Initiative, 2012.

and encourage enrolment in Science and Technology fields (in which numbers of students are comparatively lower than in social sciences and humanities), as well as to strengthen policies supporting Science and Technology institutions[23]. Investments in research and laboratory facilities are also needed to modernize these institutions, to promote scientific and technological innovation and to build human capital requisite to national development.

Cultural diversity and development

Culture lies at the heart of sustainable peace and development in South Sudan, in particular because understanding and promoting the country's rich diversity represents at once a key part of the solution and one of the main challenges. The population of the world's newest nation is highly diverse, with over 60 cultural and ethnic groups, speaking more than 50 indigenous languages in addition to a number of non-indigenous ones. Prolonged violence has left society highly fragmented and inter-communal conflicts are prevalent. Decades of war and neglect have also adversely affected the safeguarding of intangible and tangible cultural heritage. Due to the lack of cultural institutions, little record exists of South Sudan's people and their traditions, nor are there measures in place to protect and facilitate a better understanding of this diversity. The population of South Sudan has, to a large extent, preserved its traditional ways of life and cultures; yet, culture is still very much "something that people have" and not a sector in itself in which efforts are made to increase understanding, preservation and respect for this cultural heritage.

Within the context of state-building and peace-building, the GRSS faces the challenge of fostering a shared national identity – one which respects the country's diversity and in which all South Sudanese can see themselves represented, but that also creates a shared sense of citizenship which transcends ethnic or linguistic affiliation. This is an essential element for sustaining peace and social stability, especially amongst youth. However, conflict and internal ethnic divisions have strongly impacted on society and undermined social cohesion to a considerable extent, affecting the way in which the society functions today, as well as the way in which people perceive themselves as individuals. Social engineering is needed as a way to change the way different cultures are interpreted amongst youth and to create a common culture for peace and national identity for South Sudan. There is also a need to increase social capital and intercultural dialogue in order to overcome ethnic divisions, stereotypes, and prejudices and to improve understanding among people while leaving space for differences to thrive.

The public culture sector in South Sudan still has largely to be built and faces the same challenges of weak institutional capacity as do other government bodies. Since independence, the Ministry of Culture and Heritage has been merged with the line ministries responsible for youth and sports, now collectively the Ministry of Culture, Youth and Sport (MoCYS). A Ministry of Agriculture, Forestry, Tourism, Animal Resources, Fisheries, Cooperatives & Rural Development has also been established to promote and develop South Sudan's tourism industry, among other functions. Austerity measures put in place after halting the production of oil in February 2012 has meant a significant reduction of resources for MoCYS, affecting staff as well as programming.

No legislation related to culture is yet in place and South Sudan has so far not ratified any of the International Conventions in the field of culture. The lack of legal frameworks has a significant impact on the safeguarding of South Sudan's cultural heritage, in particular related to illicit trafficking of antiquities. However, efforts are being made to raise awareness among government stakeholders, and a Regional workshop on Tentative Listing of World Heritage Sites for East African Countries was organized in Juba in September 2012. Reliable cultural policy-making requires "facts and figures", but this basis is still weak and a baseline and more detailed understanding of the sector including a mapping of the sector, research and statistics are needed for effective planning as well as for monitoring progress.

[23] Republic of South Sudan, Ministry of Higher Education, Science and Technology Policy Framework.

The creation of public institutions (national archives and library, national museum, etc.) in the field of culture is a key priority for the MoCYS, as none have been established to date and a significant part of the cultural "memory" of communities has been lost. For the National Archives, a small collection is available, but is in very poor condition and is currently being stored in a tent without protection from heat, humidity, insects and water. Many of the archival documents relevant for South Sudan remain in Khartoum.

Though there is no National Museum in place, efforts are underway to bring together a collection for such a museum in a participatory manner, focussing on telling the story of South Sudan's people. While awaiting the construction of the National Museum, the MoCYS has proposed an interactive effort to compile the collection of the museum through a nationwide travelling exhibition, which allows for the people of South Sudan to determine how they wish for their culture(s) to be represented. This will also contribute to the GRSS' efforts for commemorating the independence struggle. In addition, efforts should also be made to develop a national policy on museums and collections as part of an overall culture and heritage policy.

Although craft traditions are still very much alive, the sector remains primarily utilitarian and fully informal. Given that the conflict has had a particularly negative effect on economic opportunities, particularly for women, cultural industries have considerable potential to contribute to the diversification of sources of income. The main types of items produced are baskets, pottery, jewellery (beads), products from animal skins and metal work, though a complete overview of what is available in terms of products, skills and know-how is still needed. Despite the availability of skills, the absence of transportation infrastructure and local target markets make it very difficult to develop economically viable cultural industries.

Cultural tourism is also still largely unexplored, and although South Sudan has much to offer – especially when combining natural and cultural assets – substantive and well-marketed tourism has yet to be developed. The current security situation may complicate tourism development. There is, however, already a fairly large base of potential visitors, given the size of the international community in Juba – particularly for exploring the southern regions. Preparatory work (including a wider mapping of cultural assets) stands to be undertaken, with a primary focus on the most southern states.

The country has a vibrant tradition of performing arts, and there is considerable interest among young people, particularly those who have studied or lived abroad, in creative expression through media such as film and theatre. South Sudan has a strong theatre tradition in both local languages and Juba Arabic. These local theatre groups, most of which perform original pieces, play a strong social role and attract large publics at the community level, offering an important opportunity to rebuild socio-cultural relations and structures and to pass important social messages (for example, related to health, education, governance and citizenship, etc.). Cultural centres, cinemas and performance spaces, however, have yet to be introduced. While the physical infrastructure of a culture centre may not be necessary, providing a cultural offer to the population (beyond traditional festivals end events) in order to enhance learning, familiarization with other cultures within the country and beyond is critical for social and economic development. Additionally, though South Sudan has a long tradition of storytelling, the book sector (and reading and access to books, in general) is very limited; there are almost no bookstores, even in the capital, and no local publishing industry.

Freedom of expression and media development

The development of a free, diverse and professional media and the guarantee of freedom of expression and information are critical to promoting good governance and democracy and to strengthening peace-building, state-building and nation-building in South Sudan. While the GRSS has increasingly recognized the importance of improving public access to information, the country's fledgling media face considerable logistical, economic, social and political challenges.

The media sector in South Sudan is quite young, only having earned the space to operate independently after the signing of the CPA in 2005. Since that time, a number of print, radio and internet outlets have been created, as well as a national television channel. At government level, the Ministry of Information and Broadcasting (MoIB) and the Ministry of Telecommunications and Postal Services (MoTPS) are in charge with media and ICT development. The MoIB is responsible for ensuring freedom of expression and access to

information and facilitating the development of an independent media sector, in addition to disseminating public information about GRSS programmes and services. The Ministry of Telecommunications and Postal Services (MoTPS) facilitates the growth and development of the telecommunications and postal sectors thereby ensuring the provision of universal and affordable services to all South Sudanese.

Low literacy rates and limited access to print and televised media coupled with low ICT and media literacy and limited investment in a broad range of media actors are some of the primary factors preventing citizens from accessing quality information. Radio remains the most popular medium of communication, particularly given linguistic diversity and far-reaching rural populations, and scores of private stations have emerged. Though second in popularity to radio, newspaper readership remains primarily confined to the urban areas and its growth is constrained by the high rate of illiteracy, poor distribution networks and infrastructure, and limited printing facilities. Television reaches only a small percentage of people in the urban centres and has the added complication of not only being financially out of the reach of many people but also dependent on the availability of a steady supply of electricity which is mostly unavailable outside main urban areas. A few online news sources have sprung up as well, but web access is similarly limited to the main towns, and Diaspora members tend to be the most active social media users.

Guarantees of freedom of expression and the press are enshrined in the transitional constitution, and three media bills have been drafted and await to be signed into law by the president, including a Right of Access to Information Bill, which addresses the public's right to access state-held information; a Broadcasting Corporation Bill, which separates the state-owned television channel (SSTV) from the government and makes it a public-service channel rather than government media; and a Media Authority Bill, which creates a media regulatory body. However, in the interim the media sector lacks a rigorous legal framework and the protections its implementation imply.

Because of the vagueness of the current regulatory environment in South Sudan, most media organizations and individual media practitioners tend to impose a high level of self-censorship. A number of incidents involving intimidation and detention of, as well as violence against, journalists by security forces (often at their own initiative) have occurred since independence. Several media organizations are reported to have been suspended or forced to shut down over reports that criticize the government or the ruling party, increasing caution among journalists – particularly as they have little institutionally recognized recourse in the face of hostility. The exercise of freedom of expression and the press are also tempered by the view held by many media practitioners and government officials that the media are the "government's partners in development" and that negative criticism of government policies is a form of betrayal or breach of the media's role in helping to keep the peace and support development. There is a general lack of understanding regarding the media's role in society as an objective source of information, a forum for democratic debate and a means of holding public officials accountable to those they serve; if capacity development for the media does not take place, especially in view of the 2015 elections, citizens will continue to have low confidence in the media.

Limited investment in the development of the media sector and the full implementation of international standards has meant that journalists, editors, trainers and other media practitioners are still struggling with objective, professional reporting. Media sector development is adversely impacted by a number of factors. A Media Policy was developed in 2007, but is now out-of-date and needs to be revised to reflect the vision of an independent nation. A unifying strategy and capacity to implement sub-strategies that do exist are lacking. Self-regulation (in addition to the absence of legal frameworks), including codes of ethics and professional standards for the various sub-sectors are still needed, and a standard journalism curricula to prepare newly-trained, professional journalists has yet to be developed. Inattention by the media to issues of interest to South Sudanese from all backgrounds including women and youth, difficulty accessing remote and/or conflict-affected areas to get first-hand information, and limited understanding of the broader relationship between media and society have also been identified as hindrances to media development.

A number of media associations have been formed, including the Association for Media Development in South Sudan (AMDISS), the Association of Independent Media (AIM), the Union of Journalists of South Sudan

(UJOSS) and the Association of Media Women in South Sudan (AMWISS). However, with the exception of a few, most of these organizations are minimally active or influential at present.

Several partners offer in-house media training, but coordination is weak and reach is limited. While trainings generally focus on individual journalists, little attention is directed toward developing the capacity of media houses or local media training institutions such as the University of Juba. Training programmes rarely target editors and managers, who are the key decision makers at media houses and whose buy-in and understanding of their roles and responsibilities, are critical to implementing reforms and techniques that serve to strengthen the quality of media production. Additional training needs identified include conceptual or theoretical understanding of the relationship between the media and society, media regulation (both statutory and non-statutory), media ethics, sensitization to the risks faced in the profession and the basics of security on the job, election coverage, conflict- and gender-sensitive reporting and critical analysis regarding the evaluation of sources and the linkages between individual events or occurrences and broader issues and trends.

1.3 Humanitarian and development frameworks

UNESCO's country programme is aligned with the following humanitarian and development frameworks in an effort to ensure coherence with GRSS priorities and to enable the meaningful contribution of its comparative advantages to peace-building, state-building, nation-building and development in South Sudan.

South Sudan Development Plan 2011-2013

As one of its first major steps following independence, the GRSS launched a comprehensive South Sudan Development Plan (SSDP) covering the period from independence to the end of 2013 and setting the agenda to respond to core development and state-building challenges in the first three years of nationhood in line with the longer-term goals of South Sudan's *Vision 2040*[24]. Drafted under the theme of "Realising Freedom, Equality, Justice, Peace and Prosperity for All", the SSDP has as its overarching objective ensuring that South Sudan is fully established as a peaceful, stable, viable and secure new nation by 2014 and that strong foundations are in place for effective governance, economic prosperity and enhanced quality of life for all citizens.

The SSDP identifies key development objectives for the new Government, including nineteen major priorities, across four priority pillars: (1) Governance; (2) Economic Development; (3) Social and Human Development; and (4) Conflict Prevention and Security. Seven cross-cutting issues are also identified; these include capacity-building, corruption, environment, gender equality, HIV and AIDS, human rights and youth employment.

South Sudan Development Plan – National Policy Goals/Pillar Objectives
Good governance: To build a democratic, transparent, and accountable government, managed by a professional and committed public service, with an effective balance of power among the executive, legislative and judicial branches of government;
Increased prosperity: Diversified private sector-led economic growth and sustainable development which improves livelihoods and reduces poverty;
Enhanced quality of life: To promote the well-being and dignity of all the people of South Sudan by

[24] In the lead up to independence, *South Sudan Vision 2040: Towards Freedom, Equality, Justice, Peace and Prosperity for All* was prepared as a blueprint for the country's future to facilitate concerted efforts by the Government and people of South Sudan to achieve the socio-economic and political aspirations for which they had fought. The long-term vision is articulated around seven main pillars: 1) Education and informed nation; 2) Prosperous, productive and innovative nation; 3) Free, just and peaceful nation; 4) Democratic and accountable nation; 5) Safe and secure nation; 6) United and proud nation; 7) Compassionate and tolerant nation.

progressively accelerating universal access to basic social services;
Safety and security: To defend the sovereignty and territorial integrity of South Sudan; prevent the resurgence of conflict; and uphold the constitution by providing equitable access to justice and maintaining law and order through institutions which are transparent, accountable and respect human rights and fundamental freedoms.

The SSDP commits the Government of the Republic of South Sudan to delivering on key policy goals and to allocating its resources accordingly. It focuses on building the institutions and legal frameworks needed to guarantee a transparent and accountable state and on improving capacity at all levels to enable effective management of national resources and revenues and delivery of quality basic services and public goods. Designed to encourage all actors to work together to implement a shared developmental agenda, the SSDP is also intended as a framework to guide the international community in targeting its support to the Government and people of South Sudan.

United Nations Development Assistance Framework (UNDAF), 2012-2013

The UNDAF is a two-year development plan, prepared in consultation with the GRSS and UN agencies present in South Sudan, which outlines UN Country Team (UNCT) priorities for the period 2012 to 2013. Designed to be a "light touch" UNDAF, the framework has been formulated to support key priorities in each of the SSDP's four pillars wherein the UNCT has important value to add, as well as to make progress towards the achievement of the Millennium Development Goals (MDGs). Through this UNDAF, the UNCT commits to assisting the Government to reinforce core governance functions, build service delivery systems, improve food security, and reduce community conflict. The UNDAF envisions support that is decentralized in an equitable way across all 10 states and the expansion of programming at county and community levels. It also gives special focus to addressing the acute needs of women in South Sudan.

The UNDAF identifies the following overarching outcomes:

Outcome 1: Core governance and civil service functions are established and operational

Outcome 2: Chronic food insecurity is reduced and livelihood opportunities increase

Outcome 3: Key basic service delivery systems are in place, laying the groundwork for increased demand

Outcome 4: Violence is reduced and community security improves

Outcome 5: Access to justice and the rule of law improve

Programme areas elaborated under each of these outcomes represent the substantive contributions of the UN agencies, funds and programmes to the achievement of the objectives of the GRSS as detailed in the SSDP. Each of the programme areas takes into account and is fully aligned with the targets and recommendations of the SSDP regarding cross-cutting issues (i.e. human rights, gender equality, youth, HIV/AIDS, environmental sustainability, results-based management and capacity development)..

UN Peace-Building Support Plan

In accordance with the Security Council mandate introduced by Resolution 1996, the Special Representative of the Secretary General and the United Nations Mission in South Sudan (UNMISS) were charged with elaborating a comprehensive Peace-Building Support Plan (PBSP), in consultation with the GRSS, the UNCT, and bilateral and multilateral partners including the World Bank. The plan is designed to steer UN system support in specific peace-building tasks, especially security sector reform, police institutional development, rule of law and justice sector support, human rights capacity-building, early recovery, formulation of national policies related to key issues of state building and development and establishing the conditions for

development, consistent with national priorities and with a view to contributing to the development of a common framework for monitoring progress in these areas[25]. The PBSP priorities are drawn directly from the four pillars of the SSDP and are similarly aligned with the Transitional Constitution of South Sudan in accordance with the principle of national ownership. Building on the work done in the SSDP, the PBSP identified 41 priorities that the Government and partners have agreed are critical for peace consolidation[26].

The overall aim is to support the GRSS to respond to immediate peace-building needs by reinforcing its capacity to manage conflict and put in place the foundations for sustainable peace. Under the PBSP, UN partners' engagement is oriented around the following five peace-building and state-building goals: a) supporting *legitimate politics* by fostering inclusive political settlements and conflict resolution**;** b) improving *security* by strengthening people's security; c) promoting *justice* by addressing injustices and increasing people's access to justice; d) laying *economic foundations* by generating employment and improving livelihoods; and e) supporting *basic services* by building government capacity to manage revenues and establish accountable and fair service delivery systems[27]. Where funding for specific activities of the PBSP has not been secured through existing planning frameworks such as the UNDAF, it will be mobilised via pooled funding mechanisms including the UN Peace-Building Fund and the South Sudan Recovery Fund[28].

Consolidated Appeal Process

A 2012 Consolidated Appeal, submitted through the Consolidated Appeals Process (CAP), has been developed for South Sudan to address continuing humanitarian needs through a number of emergency-oriented projects. The 2012 CAP anticipates several complex threats identified by relief partners together with the GRSS, including insecurity and displacement induced by cross-border and inter-communal tensions, the arrival of significant numbers of returnees and refugees, food security, disease outbreaks and seasonal flooding. Acute needs are identified and a strategy is outlined for each of nine humanitarian clusters: emergency education; emergency telecommunications; food security and livelihoods; health; logistics; non-food items and emergency shelter; nutrition; protection; and water, sanitation and hygiene. The 2012 CAP further comprises UN and NGO projects designed to respond to requirements across the nine clusters. The clusters are developing CAP 2014+ to address humanitarian needs and goals through the end of 2016.

Part 2 – Past and present cooperation

Shortly after becoming a new nation, the Republic of South Sudan joined UNESCO as its 194th Member State on 27 October 2011. While a UNESCO Antenna Office had been functioning in Juba since the signing of the CPA, the Juba Antenna has been reinforced following independence and is now fully operational as a National Office. The Juba National Office is supported by the UNESCO Nairobi Regional Office which covers a number of countries in the sub-region including Djibouti, Eritrea, Kenya, Rwanda, Somalia and Uganda.

Throughout the transition, UNESCO has been actively engaged in supporting the Government and people of South Sudan to address humanitarian and development challenges within the Organization's mandated areas of expertise. Activities have primarily been undertaken within the field of Education, though with the strengthening of the office new work has also begun in Culture and Media development, with some initiatives also launched in Science. Inter-sectorial work to support the reintegration phase of the inter-agency Disarmament, Demobilization, and Reintegration (DDR) efforts has been and will continue to be a major initiative for UNESCO going forward, as are support for the building of national identity and conflict prevention and peace-building. The following sections outline UNESCO programmatic interventions that

[25] UN, *South Sudan Peace Building Support Plan* – DRAFT, 2012.
[26] Ibid.
[27] Ibid.
[28] Ibid

have been completed or are currently in progress and highlight a number of lessons learned throughout their implementation.

2.1 Education

To date, UNESCO's work in education has principally involved support for functional literacy policy and practice development and the reinforcing of capacity in education sector planning and management. A number of initiatives have also been focused on the education challenges of a post-conflict environment. Projects completed or underway include:

Literacy Initiative for Empowerment (LIFE)

A major literacy project was begun by UNESCO in 2009, with financial support from the Italian Government to respond to significant literacy needs in South Sudan. The LIFE Project, which was developed within the framework of the United Nations and Partners 2007 Work Plan, focuses on expansion, quality and relevance of literacy programmes and support for the development of institutional capacities for literacy and non-formal education. Needs assessment of literacy and continuing education programming and requirements was undertaken and four capacity-building workshops were held related to curriculum development and data collection and use. Pilot projects on functional literacy for economic empowerment have been implemented with BRAC South Sudan, targeting farmers in Malakal, Upper Nile, and with IBIS Education for Development focussing on empowering adolescent girls and women. UNESCO has also made a documentary film on literacy in South Sudan to be used for advocacy and awareness-raising. The LIFE project culminated with the convening of a National Literacy Conference, 6-7 September 2012, during which the National Literacy Campaign was launched with important targets set for the coming five years. Within the scope of the Conference, three central ideas were identified: the necessity of appropriate policy and resources, the need for creating a shared responsibility for literacy across all Ministries and developmental sectors and the need to create a culture of reading within South Sudan to ensure demand for a literate environment that includes reading for pleasure as well as for required development for livelihoods and employment.

The upcoming Literacy Initiative for Empowerment – Phase 2 (LIFE- 2) is in the process development. LIFE – 2 will be a five year programme of support to the government and its civil society partners in South Sudan, with activities that fall within the four pillars of the LIFE framework. A combination of longer-term programming and shorter, quick impact activities are focus. It includes the following initiatives: (1) Support for rapid, quality recruitment and training of literacy and non-formal education (NFE) facilitators, with a focus on providing females and vulnerable groups with quality instructors quickly. The involvement of the university system in South Sudan in training, mentoring and supervising a volunteer corps of facilitators is being explored. The focus of the training would be on effective pedagogy for adult learners, with a heavy integration of effective methods for teaching reading and writing. The creation of Teacher Empowerment Clusters – either face-to-face or online – which allow teachers in specific areas to receive short yet quick impact trainings, share ideas and engage in peer mentorship is also being considered; (2) The development and piloting of innovative literacy programmes that focus on identification and integration of functional "embedded" literacies, especially in rural areas and amongst vulnerable populations. Target populations for which programmes will be designed include rural women and out-of-school youth and young adults who are most vulnerable to exploitation, such as those working in and around refuse collection areas; (3) Piloting, revision, roll-out and further materials development around the newly developed Functional Adult Literacy Core Modules. Supplementary modules would be aimed at literacy for specific training/skill areas, such as carpentry, tailoring and food processing. The development of materials specifically for the FAO-supported Pastoral Field Schools and within cattle camps and pastoral communities were also explored as UNESCO contributions towards potential UN Joint Programmes in these two areas; UNESCO is working with FAO to develop a full proposal that will target the pastoral communities from the Lakes states as from January 2014. This will begin with an informed research that will help identify the literacy learning needs as well as the literacy practices in the pastoral communities and help inform the material writing process. This joint effort is to be funded by EU. P (4) Activities that fuse technology, innovation and literacy needs. Potential

interventions in this area include the development of a digital library to be housed in a civil society organization, a collaboration with the National Bureau of Statistics for the collection of richer, more relevant data on literacy and NFE to feed into a planned NFE-EMIS and, together with Vivacell, the creation and piloting of a literacy through mobile phones project. UNESCO together with UNICEF involved in the planning and launching of an Innovation Lab in South Sudan, at the Open Source Juba event in mid-December 2012. This Innovation Lab provided a space for UN Agencies, NGOs, religious institutions, government and other stakeholders to come together to develop creative solutions to entrenched problems in specific thematic areas including literacy. UNESCO is planning to link the developed solutions to a specific fund for civil society organizations to implement, monitor and evaluate the solutions; (5) Connected to the Innovation Lab, as well as a planned larger pooled fund on education through the Sector Working Group, UNESCO together with MoEST and stakeholders is working toward Literacy Trust Fund. This planned fund will include capacity building for civil society organizations on proposal development, including strong monitoring and evaluation plans, and budgeting for the implementation of innovative approaches to literacy programming in the areas of the GESP objectives such as facilitator training, materials/resource development and the establishment of literacy centres. For all projects implemented with resources from the Fund, UNESCO will require a solid monitoring and evaluation plan and will provide a forum for implementing organizations to exchange information, mentor each other, develop indicators and share resources; (6) Creating a Culture of Reading in South Sudan, which will focus on innovative approaches such as the aforementioned digital library, support for the development and dissemination of low literacy readers, especially in rural areas, and the introduction of mobile libraries that include awareness raising on literacy through complementary activities such as theatre and the introduction or strengthening of inter-generational reading activities.

Capacity Building towards the Education For All Goal on Literacy

As a follow up to the National Literacy Conference, UNESCO has launched the Capacity Development for Education For All (CapEFA) programme, a two-year signature programme of the Organization, to provide capacity building to the MoEST. Specifically there is a focus on national and state level Departments of the AES, towards meeting EFA Goal 4 on reducing the rate of illiteracy by 50% by 2015. In this regard, UNESCO looks particularly to the areas already identified as objectives within the GESP (2012-2017). Within the framework of CapEFA, which will run through the end of 2013, with an initial allocation of about USD 650,000 for the biennium, UNESCO has organized three sub-national workshops with state-level decision-makers and technical actors. As a result of the workshops literacy policy ideas were generated and capacity of literacy personnel on planning, management and monitoring and evaluation of the National Literacy Campaign strengthened. These workshops further contributed at pinpointing priorities for the Campaign and identifying capacity building needs at the local level, as well as activities, partners and budget requirements to ensure its successful implementation. Since addressing adult literacy is one of the Strategic Goals within the GESP, it was felt that a specific literacy strategy was not needed, and a move directly to the policy drafting and Action Planning was recommended. Accordingly, UNESCO, together with MoEST and all stakeholders, is working on the national functional literacy policy and comprehensive guide which include mechanisms for coordination of the Literacy Campaign and the action planning process solid monitoring and evaluation frameworks with indicators to measure both the qualitative and quantitative impact of literacy initiatives. The development of a set of South Sudan Literacy Standards will also be completed within the CapEFA programme.

Functional Adult Literacy Programme

As the first of two sub-projects implemented by UNESCO within the UN Joint Project “Creating Opportunities for Youth Employment in South Sudan”, UNESCO was asked to develop a set of functional literacy modules that could be used by a broad array of stakeholders. The need for such materials arose from awareness of the dire situation of illiteracy, which was seen by other development actors as a hindrance to their programming in the areas of agriculture and forms of technical and vocational training. Although several literacy programmes operated by the MoEST are available, it appeared that youth were most in need of

functional literacy, which is linked to their daily lives and tasks, rather than more general programming which mainly comprises the adaptation of the formal primary school curricula. UNESCO's approach to developing the functional literacy materials was therefore aimed at building the capacity of the relevant MoEST departments, most especially the AES, which is responsible for literacy and NFE, as well as the Curricula Department. A writing team was convened with representatives from the latter two departments, and also including membership from the Department of Gender, Quality Promotion and Development Partners Cooperation as well as the University of Juba's Department of Education.

Following rapid needs assessments in both rural and urban areas of South Sudan, a curriculum framework and a set of three modules were developed: a Foundational Module for basic reading, writing and numeracy instruction; a Business Module with basic instruction on entrepreneurship, written for the level of beginners; and a Rural Module, using content appropriate to the needs of rural learners while integrating literacy skills. A Training of Trainers (ToT) manual was also developed. The project ended before a full piloting of the materials could be completed, although a plan for this has been laid out. Piloting is underway with several AES literacy centres, women functional literacy for empowerment pilot projects, as well as within programmes operated by NGOs and other civil society actors in both rural and urban contexts. The piloting, revision, training and national roll-out of the Functional Literacy Modules is included as part of UNESCO's upcoming five-year programme of support for literacy in South Sudan. The development of additional modules to supplement these three, including skills area-specific modules for training such as tailoring and carpentry have been recommended and will also be included in the forthcoming programme.

Together with the MoEST, UNESCO celebrated International Literacy Day both in September 2012 and 2013. The celebrations in 2012 included the National Literacy Conference, which laid the foundation for literacy policy and the way forward for South Sudan. In September 2013, International Literacy Day was celebrated in Yambio, Western Equatoria under the theme "Literacy for Peace and Nation Building", where the adult literacy policy was officially endorsed.

Integrated Literacy and Skills Development Project for Ex-Combatants

Part of a wider eight-year Disarmament, Demobilization and Reintegration (DDR) initiative implemented by the GRSS in collaboration with donors, UN agencies and international and local NGOs, a six-month pilot of the Integrated Literacy and Skills Development Project for ex-combatants is being implemented by UNESCO. Through this project, UNESCO is contributing technical expertise to the design, delivery and quality assurance of the life skills, psychosocial, adult literacy and vocational skills training components of the initial reinsertion phase of the wider DDR Programme.

One transit facility has been established by UNMISS in Mapel, Western Bahr El Ghazal State, to welcome 500 ex-combatants during the first three months of DDR. UNESCO's support addresses the educational, psychological, social, and economic dimensions of the ex-combatants' experience of transition. The transit facility provides literacy and numeracy training, English language and introductory vocational courses, psychosocial support, vocational counselling, and life skills training that includes civic and peace education. UNESCO's approach is integrated, ensuring that all short-term objectives of the six-month pilot project also align with existing national TVET, literacy and NFE policies, curricula and systems, so as to promote a successful and sustainable reintegration of the ex-combatants beyond the duration of their first three months in the transit facility. The pilot phase is intended to develop and test the basic learning material and curricula for the programme; in a subsequent phase, these materials will be implemented and the number of transit facilities increased to reach the target figure of 150,000 ex-combatants over the 8-year period.

UNESCO finalized the development of training materials (including trainer guides, trainee manuals and skills standards for vocational training) and obtained the endorsement of those materials by line ministries; Ministry of Education, Science and Technology, Ministry of Labor, Public Services and Human Resource Development, and Ministry of Culture, Youth and Sports. TOT was conducted for 23 trainers during March-April 2013 in all three areas to prepare for their deployment in the training facility in Mapel, to enable them

to run the reinsertion training programme. The trainers were recruited by the government through its National DDR Commission.

The reinsertion phase was initiated in April 2013 and the training was officially launched in June 2013 benefiting a total of 290 ex-combatants. UNESCO developed classes based on requests and interests of enrolled ex-combatants in their preferred disciplines including agriculture, electrical installation, carpentry, masonry, animal husbandry, welding and fabrication, auto-mechanic/driving and plumbing. The reinsertion training programme ended in September 2013 when 278 ex-combatants graduated and received official certificates from the National DDR Commission, UNMISS and UNESCO. UNESCO implemented an impact evaluation of the reinsertion phase to inform on impact and lessons learnt from the pilot phase to serve the future roll-out of the programme.

Based on the lessons learned and the experience acquired, UNESCO was approached by UNPOL to design a similar program with an objective of reducing the high illiteracy rates among the police officers that currently stands at 63%. UNESCO is currently working with UNPOL on a proposal to undertake literacy and life skills programs of 2880 identified illiterate SSNPS employees in Unity State.

Teaching about HIV and AIDS in TVET Programmes

As the second of two sub-projects implemented by UNESCO in the recently completed UN Joint Project "Creation Opportunities for Youth Employment in South Sudan", UNESCO was asked to support the Ministry of Labour, Public Service and Human Resource Development (MoLPSHRD) to develop a curriculum module on HIV and AIDS to supplement the recently introduced TVET curriculum for South Sudan. An informal working group on HIV and AIDS for TVET was formed, under the leadership of the MoLPSHRD, comprised mainly of the Directors of the Vocational Training Centres operated by the MoLPSHRD but also including officials from the MoEST which operates technical secondary schools, as well as NGOs, the Ministry of Health and the South Sudan AIDS Commission. During implementation of the project, it was decided that a more appropriate methodology for use with TVET trainees would be the development and roll-out of simple materials aimed at behavioural change communication. A 'flip book' containing information on prevention, stigma and other topics which correlated with the Ministry of Health (MoH) strategy on HIV and AIDS was developed, and a TOT for 20 instructors in MoLPSHRD, MoEST and NGO TVET centres was held in late August 2012. The aim of the ToT was to have these instructors pilot the materials, followed by an impact assessment, necessary revisions, further instructor trainings and a national roll-out. UNESCO is now developing a follow-up project, together with UNAIDS, to conduct the impact assessment and related activities as well as the inclusion of research on sexual and reproductive health needs and approaches for youth in South Sudan to feed into a broader Regional initiative, and the launch of a youth-driven awareness campaign that would see the formation of peer groups from TVET programmes and the development of comic books, posters and training on leadership and peer education for group facilitators.

As part of the Eastern and Southern African Commitment process, a Diagnostic Report was developed to provide a regional assessment of the current status of HIV and sexuality Education and SRH Services for adolescents and young people in the ESA region. The diagnostic report will provide evidence which will assist in making a case for the high level ministerial commitment to positive health outcomes for young people in the region by the end of 2013. Two regional meetings have so far been held in Southern and Eastern Africa respectively bringing together CSO representatives from the regions to engage with the ESA Commitment process and review the 2nd draft of the diagnostic report. The East Africa meeting took place from April 9th to 10th, 2013 and South Sudan was represented by colleagues from UNFPA and MoH and MoEST. The regional synthesis report will be accompanied by 21 country reports including that of South Sudan. Countries are requested to validate their country report and the request is that this process is led by UNESCO at country level with support from UNAIDS, UNFPA and UNICEF.

Education Sector Strategic Planning

Within the framework of a joint agreement with UNICEF, UNESCO's International Institute for Educational Planning (IIEP) supported the MoEST to embark on an extensive sector planning process, beginning in December 2010. Since then, IIEP has been working closely with the MoEST and providing technical expertise to formulate a comprehensive five-year strategic plan for the education sector. The South Sudan GESP has been fully appraised by MoEST in South Sudan's 10 States and endorsed by development partners. The plan sets priorities within the sector over the period from 2012 to 2017 that correspond to and expand upon those education targets set within the SSDP. The goal of the GESP is to lay the foundations for a dynamic education sector, one that responds to the needs of the new nation and contributes to sustainable peace and development. Throughout the development of the GESP, UNESCO IIEP noted the significant capacity development needs of planners and managers within the Ministry and, in response, designed the "Cooperation Programme for the Initial Action for the Development of South Sudanese Education Sector".

Cooperation Programme for the Initial Action for the Development of South Sudanese Education Sector

The UNESCO Juba Office, in close cooperation with UNESCO IIEP and the UNESCO International Bureau for Education, completed the implementation of a USD 1,054,290 project funded by the Government of Japan. The aim of the project was to strengthen the capacity of central and state level education officials to contribute towards the national priorities outlined in the South Sudan Development Plan and the objectives of the recently developed GESP. The project was designed to support capacity development in two key areas: a) for senior policy and decision makers in relation to policies and strategies in a post-conflict environment (such as policies and strategies to integrate conflict and DRR, including in curriculum and decentralisation strategies); and b) for technical managers to develop capacity and technical skills in planning and management, and monitoring and evaluation of the GESP at central and state levels. This was undertaken through a series of workshops organized by UNESCO at central and state cluster levels, together with on-going technical assistance and distance training through IIEPs Virtual Platform.

The following activities were implemented: (1) a national high-level policy and strategy workshop in Juba, including curriculum reform; (2) three state-level policy seminars in Juba, Wau and Malakal on post-conflict educational policy and planning; and (3) three state-level technical workshops addressing the technical side of enacting the policy. Activities currently under execution include: (4) practical skills development in 10 working groups at state level; (5) distance training through IIEP's Virtual Platform; and (6) the training of one Master's candidate at IIEP (7)a final technical workshop to develop state action plans and (8) an intensive training course on educational planning at IIEP during the spring 2013.

Eight policy seminars and technical workshops were rolled out, reaching a total of 172 Ministry of Education officials at central and state level. State-level ministry officials have begun drafting state-level education sector diagnoses, using IT equipment, and supported by a core of 6 MoEST central-level Resource Persons. The programme has also ensured the political buy-in and engagement of South Sudan's Minister of Education, as well as State Ministers of Education and State Director-Generals for Planning and Budgeting, respectively. The result is an increase in capacity and interest in educational planning in South Sudan's education sector, with galvanized links between the central and the decentralized state levels, and with an important consensus established on curriculum reform. These results are evidence of commitment to education and strong engagement in organizational learning on the part of the MoEST; which is perhaps the single most important premise for building a critical mass of skilled and motivated education planners.

Education Sector Coordination

The development of the GESP has provided an opportunity for education partners in South Sudan to work together and support the ministries in this critical task. This has catalysed the formation of the National Education Forum (NEF), the structure of which is articulated in the GESP under goal 6. UNESCO was

nominated as Deputy Co-Chair of the NEF (with the Undersecretary of the MoEST as Chair and USAID, as co-Chair). Coordination of the Education Sector was previously limited to a Budget Sector Working Group on Education; an active group of education donors (Education Donor Group); a much broader group of National and State level actors (the Education Recovery and Development Forum); and Education in Emergencies partners (the Education Cluster). An Education Sector Working Group comprised of the Ministry; donors; UN partners; NGO partners and civil society groups did not exist until the formation of the NEF in March 2012. UNESCO has been working together with the Ministry and USAID to establish membership and structures to support the functioning of the group. A Teacher Education Working Group has also been established of which UNESCO is a member.

Coordinating Agency for the Global Partnership for Education (GPE) and Learning for All Initiative

The development of the GESP has also served to mobilise donor support to education in South Sudan. On 20 January 2012, the Global Partnership for Education Secretariat informed the Government of the Republic of South Sudan of an indicative allocation of $36.1 million to support the country's efforts to provide quality basic education for all. The MoEST committed to developing a GPE application prior to the 31 August deadline. In the framework of the GPE application, an appraisal of the final version of the GESP was carried out in August 2012. The GESP was positively appraised and endorsed by the NEF. The South Sudan GPE programme was approved in November 2012. For the GPE programme, the Ministry formally requested UNICEF to act as Management Entity and UNESCO as Coordinating Agency. UNESCO has since worked to ensure participation and collaboration of the Ministry, donors and partners in mobilizing funding from GPE as well as other donors such as Qatar and USAID, who are supporting the GPE programme. UNESCO's role as Coordinating Agency for GPE has also included leading the Education for All Initiative at country level. The initiative, spearheaded by the UN Special Envoy for Education, Gordon Brown, advocated for increased resources for the 9 countries with the highest rates of out-of-school children. The NEF prepared key priority proposals which were presented to donors in Washington, DC in April 2012. UNESCO participated in the meetings and has since been working to mobilize additional resources for education in South Sudan.

Life Skills and Psychosocial Support for Children and Youth in Emergencies

Funded with a total of USD 790,000 from the South Sudan Common Humanitarian Fund (CHF), between January 2012 and September 2013, UNESCO has developed and piloted a set of comprehensive emergency education teacher training materials on contextually-specific issues concerning life skills (e.g. landmine awareness, hygiene and sanitation, disease awareness and prevention, gender-based violence prevention, communication and conflict-resolution, etc.) and psychosocial support on behalf of the Education Cluster. These materials were designed based on multiple assessments and consultations with stakeholders in a number of states. They are intended to equip teachers with the knowledge and skills to support the protection and well-being of children and youth affected by emergencies. Training of master trainers from each of the 10 states (including government and development partners) have been held and materials supplied for subsequent trainings of teachers and care-givers to be conducted at state-level, with the support of UN and NGO partners who have included emergency teacher training within their CAP funding requests. Once finalized, the content of these materials is intended to be incorporated international pre-service and in-service teacher training curricula as part of ensuring effective emergency preparedness and response.

Youth Peacemaker Network

Together with UNESCO Juba, the Whitaker Peace and Development Initiative (WPDI), founded by UNESCO Goodwill Ambassador Forest Whitaker, has launched a network of youth who are engaged and skilled in conflict mediation and peace-building. Considering that 72% of the South Sudanese population is below the age of 30, the project aims to address the needs of youth with respect to learning opportunities and peace-

building skills, which are both key to promote personally and economically beneficial alternatives to violence-prone life-styles. The programme is working to develop youth's capacities needed to foster reconciliation and lasting peace through (1) the formation of a youth network that will eventually empowering more than 500 young women and men as peace-leaders, community-builders and global citizens, (2) local community projects developed and implemented under the leadership of the network of the WPDI-trained youth, (3) the provision of material support, including ICT hardware, infrastructure and micro-finance schemes, and (4) the establishment of a Youth Leadership Forum which shall engage youth in policy dialogue relevant to their own lives. The project is developed and implemented in cooperation with the MoCYs and the MoEST as well as other UN agencies, NGOs and CSOs working in this area. Private partnerships have been established with such companies as Ericsson, which will provide the youth involved with ICT trainings, laptops, phones and solar chargers, and Zain, a leading mobile telecommunications provider in the Middle East and North Africa, which assists in the establishment of the communication network developed by WPDI. Forest Whitaker contributed directly to the organization and the facilitation of the first Youth Peacemaker Network in December 2012 and WPDI is working to establish long-term presence in Juba.

2.2 Natural Sciences

Since independence and the subsequent reinforcing of UNESCO's presence in South Sudan, the Juba Office has been in close discussion with relevant ministries, including the MoPME , the MoEDIWR and the MoIWC, as well as research institutes to explore potential areas of intervention. A number of proposals are currently in development that will enable UNESCO to contribute its technical expertise in environmental and resource management to the GRSS' development aims. Following the discovery of strategic reserves of groundwater in Northern Kenya though UNESCO's Groundwater Resources Investigation for Drought Mitigation in Africa Programme (GRIDMAP), UNESCO is pursuing various avenues in which to undertake a similar groundwater mapping project in South Sudan. Drawing on GRIDMAP and UNESCO's International Hydrological Programme, significant progress is also expected in South Sudan's Disaster Risk Reduction. In this field, UNESCO is planning to provide expertise on the implementation of early warning systems and flood mitigation strategy to the MoGCSWHADM. The government has taken the initiative in developing the National Policy on Disaster Management which will form the basis for legislation enabling the Government of South Sudan to have an operational National Disaster Law and its implementation guidelines. UNESCO, among others UN agencies, is supporting this process through policy advice and technical advice.

2.3 Culture

The culture programme for South Sudan places its main focus on assisting in the establishment of a public culture sector through the development of key institutions and policies and the development of technical capacities for their operation. Other activities are directed towards the challenge of fostering a sense of national identity respecting the countries' diversity. The key initiatives underway include:

Regional Forum for World Heritage

UNESCO worked closely with the African World Heritage Fund and the MoCYS to host the Regional Forum for World Heritage in Juba in September 2012. Made possible by funding from the African World Heritage Fund and the Netherlands National Commission for UNESCO, the Forum brought together World Heritage Managers and government officials from East African countries including Djibouti, Eritrea, Ethiopia, Kenya, Rwanda, Seychelles, South Sudan, Tanzania and Uganda. The aims of the workshop were to discuss the preparation and development of Tentative Lists of cultural and natural sites of international importance for potential nomination to the World Heritage List, as well as to strengthen the regional network and encourage dialogue among experts to promote the implementation of the World Heritage Convention in the East Africa region. Regional heritage experts, ICOMOS and UNESCO also used the occasion to explore and identify South Sudan's capacity needs in terms of heritage management. During the Forum the Government

reconfirmed its intention to ratify of the International Cultural conventions that had been ratified by Sudan (i.e., 1954 (without protocols), 1972, 2003, and 2005).

South Sudan National Museum – Phase One

The fruit of cooperation among the MoCYS, UNESCO and the British Council, a project to develop a South Sudan National Museum began its first phase in September 2012. This involved bringing a team of experts from the British design group Metaphor to prepare the conceptual design for the project and to start the participatory process of consulting the community at large on the content of the future museum. As the National Museum will aim to tell the story of South Sudan and its people, it is critical that as many South Sudanese people as possible be consulted to provide their inputs and ideas on how this story should be told. Toward this end, the experts gave public lectures at universities, organized workshops with youth, held meetings with government and parliament officials and conducted field visits. Social media platforms have also been launched to engage young people and especially the large number of South Sudanese living abroad in the discussion. The feedback gathered will be used to inform the design of a museum exhibition that combines the traditional with the contemporary, oral tradition and history with new technologies and modern media – one that is a laboratory for learning and for experiencing the diversity and rich heritage of South Sudan. Subsequent phases of the project will focus on building the collection, developing capacities and policies, creating a virtual museum and outreach initiatives and constructing a physical space for the museum.

South Sudan National Archives – Preparatory Assistance and Safeguarding Measures

With generous financial support from the Government of Norway, UNESCO is leading the project to develop South Sudan's National Archives, in collaboration with UNOPS and the MoCYS. The project includes not only the physical construction of a building to house the National Archives, but also safeguarding of the collection, policy development and capacity building in archive conservation and management. Until the completion of the permanent Archive premises UNESCO has provided two prefabricated air-conditioned containers to house the historic collection and is monitoring the rehabilitation of temporary storage facilities co-funded by the Prince Claus Fund. In consultation with the project partners and with the assistance of ICCROM the design brief has been developed and the Request for Proposals was publicised. In regards to training, a complete plan has been developed and UNMISS is providing training to the national staff on how to operate an archive, the importance of archives for democratic states and national reconciliation. UNESCO has established an agreement with the Rift Valley Institute for the safeguarding and records management of the historic collection.

Radio and Drama for Literacy and a Culture of Peace in South Sudan

UNESCO is beginning an intersectoral programme, drawing on its expertise in culture, media and education, which aims to link radio with traditional forms of local story telling and theatre performance. Historically, story-telling and forms of theatre have been used throughout South Sudan's communities to raise awareness about social issues. With widespread displacement, increasing numbers of people moving away from their villages and a significant segment of the adult generation (who are the bearers of these traditions) lost during the conflict, these traditional forms of social interaction are diminishing. By linking them with more modern communication channels such as radio, UNESCO aims to build on the assets of these cultural traditions to enhance the standards of radio programming for community outreach and to increase the potential of the radio as a medium for passing social messages within communities.

Arts and Crafts

UNESCO is supporting the Roots Foundation, the only NGO active in the culture field in South Sudan, to reconstruct the roof of their center after collapsed in early March 2013. On 10 December 2012, UNESCO inaugurated the first exhibition at its new office premises in Juba. The exhibition was the first arts exhibition

in Juba, and presented the first series of works created by the students and teachers of the Fine Arts Department of Juba University since independence.

2.4 Communication and Information

In the field of communication and information, UNESCO's interventions have focused mainly on the strengthening of professional capacity within the media sector, with an emphasis on reporting skills. These include:

Joint Media Elections Training

In 2009, UNESCO partnered with International Media Support (IMS) and UNIFEM (now UN Women) to conduct a training programme for journalists from both South Sudan and Sudan on election reporting. Twelve journalists attended two weeks of in-depth classroom training, interspersed by three weeks of mentored joint exercises. The training helped to reinforce the capacity of Sudanese and South Sudanese print and broadcast journalists to report on the April 2010 elections and 2011 referendum, as this was the first experience of elections for many journalists. Topics covered included the four roles of media during elections (i.e. moderator, monitor, educator and advocate), the Sudanese electoral system and procedures, the media's role in democracy, safety and security issues and gender-sensitivity. The training also promoted collaboration and networking between media professionals from South Sudan and Sudan. Such joint media elections trainings will also need to be necessary for the upcoming elections in 2015.

Capacity Building of the Union of Journalists of South Sudan (UJOSS)

UNESCO is partnering with the Union of Journalists of South Sudan (UJOSS) to implement training for 200 South Sudanese journalists working in private, public and community mass media organizations. The project aims at filling gaps in skills and expertise to enable South Sudanese media professionals to undertake objective journalism of a high standard. Training of Trainers sessions are being conducted in each of South Sudan's 10 states and focus on methodologies of gathering and disseminating news through print, radio & TV media, as well as knowledge of media laws and journalism principles that help strengthen balanced reporting. The overall goal is to contribute to the development of democracy and respect for the rule of law in South Sudan by enhancing the news gathering and reporting capacities of its media organizations and professionals.

Media Development Indicator Assessment (MDI) and Media Development Strategy (MDS)

UNESCO, in joint collaboration with IMS and the Joint Donor Team and with funding from SIDA, will be conducting an MDI assessment followed by the completion of a Media Development Strategy for South Sudan. A scoping study for the MDI will be completed in November 2012, followed by the launch of the MDI assessment in December 2012, running parallel to the development of the Strategy. Both processes are expected to be completed by April 2013. An inception report for the MDI and MDS will be shared at the launch of the Media Sector Working Group (MSWG) in mid-November, which will be Chaired by the MoIB and co-Chaired by UNESCO. A Terms of Reference for the MSWG is currently being finalized in preparation for this launch. While the initial activity of the MSWG will be to support the completion of the MDI and MDS processes, it will eventually oversee the implementation, monitoring and evaluation of the Strategy itself, including sector budget planning.

Following the completion of the National MDS in Spring 2013, UNESCO will provide technical assistance to AMWISS for the development of their Strategy, Action Plan and Monitoring and Evaluation framework, in support of increased attention to the needs of female journalists and other media professionals in South Sudan.

Media Development Institute Curricula

UNESCO will provide technical assistance to AMDISS and other partners, including Norwegian People's Aid and IMS, in the establishment of a Media Development Institute. This institute aims to provide a space for journalists to conduct research, as well as in-service training to working journalists. UNESCO's technical assistance will focus on the development of a curricula based on the results of completed needs assessments and will be built upon the UNESCO Model Journalism Curriculum.

Women's Listening Groups

As part of a project to be led by Foundation Hirondelle, UNESCO will work together with their local civil society partner to establish women's listening groups, 1 in each State of South Sudan over the coming 18 months. UNESCO will develop a guidance book and training materials to train newly recruited group facilitators in skills such as promoting active listening and critical thinking, management of group dynamics, and conflict resolution, amongst others. The listening groups aim to provide women, especially in rural areas of South Sudan, with the opportunity to allow their voices to be heard in relation to issues that are important to them. Following a group session of listening to a radio programme, they will discuss together and record their reactions which will be sent to the relevant journalists, government officials or guests from the programme.

Operationalizing the UN Action Plan on the Safety of Journalists and Issues of Impunity

South Sudan has been chosen as a pilot country for the new UN Action Plan on the Safety of Journalists and Issues of Impunity, due, in part, to the continued harassment of journalists and media professionals in the country and the prevailing lack of a legal framework to protect them. UNESCO, working together with IMS and OSI, will focus on three core activities within this Action Plan: (1) the development and implementation of a comprehensive safety and protection strategy for journalists and media professionals; (2) organizing dialogue and advocacy meetings between media and security forces in its efforts to increase awareness amongst government and state institutions and other key stakeholders with an aim towards combating impunity; (3) working to strengthen the draft media legislation and promote it through dialogue and advocacy work. The use of technology and social media platforms will be explored as tools in promoting the safety of media professionals by including them in a comprehensive monitoring and reporting system in South Sudan. Once the media bills are passed, a national campaign to promote them amongst concerned groups and the general citizenry is planned as well.

2.5 Lessons learned

A number of valuable lessons have been learned throughout the course of implementation by the UNESCO Juba Office, particularly in the time since independence and the reinforcing of UNESCO's presence on the ground. UNESCO's visibility and credibility were hampered considerably by the fact that the former Antenna Office went unstaffed for nearly one year prior to independence, as well as by operational constraints which impeded effective project implementation. As a result, UNESCO Juba has had to work hard to regain the confidence of its partners and to make up ground lost during the critical years leading up to independence.

Recognizing the importance of continued and reliable presence and engagement, UNESCO has established a National Office in South Sudan and has strengthened its staffing. Efforts to secure national and international specialists in all programme sectors are underway. Projects that had been dormant have been revitalized and completed; and a number of resources have been mobilized to begin new projects and/or build on previous initiatives. The Juba Office has made a concerted effort to re-establish good working relationships and to highlight the relevance of UNESCO's mandate and technical expertise to on-going and planned joint programme initiatives. UNESCO's involvement in key coordination forums has been assured by increased staffing and reflects its commitment to active participation as a member of the UNCT in support of South

Sudan's humanitarian and development needs and aims. Restoring partner and donor confidence by building a track record of success and ensuring that past weaknesses are redressed is of utmost priority to the new Juba Office.

While humanitarian operations are very well-organized and coordinated, phased recovery and development are a relatively new paradigm in South Sudan. Links between them to ensure a smooth shift in orientation, while continuing to address on-going humanitarian needs, are still incipient. Development work suffers from weak coordination as well as the lack of clear funding mechanisms and modalities of operation. Furthermore, considerable overlap and duplication exist among the mandates and activities of different organizations, including among UN agencies, between the UNCT and UNMISS, and between UN agencies and NGOs. Coordination with the Government can also be a challenge, particularly as a UNESCO National Commission for South Sudan has yet to be established and coordination structures within the Government are still being built.

UNESCO's mandate is vast and enables interventions in a number of priority areas for South Sudan, for example related to youth empowerment, peace-building, DDR, literacy and non-formal education, water resource management and disaster risk reduction – issues which are also central to the programming of a number of other agencies and organizations. The Organization faces the added challenge of having been absent in the time prior to independence, when much was established in terms of joint programming and pooled funding. The UNESCO Juba Office must therefore continue to be vigilant in coordinating and communicating effectively with the Government as well as within the UNCT to improve collaboration and prevent overlap. Toward that end, support for the creation of a South Sudanese National Commission for UNESCO will be prioritized. Together with other UNCT members, UNESCO must also actively work to coordinate with UNMISS through the framework of the latter's Results-Based Budget planning – intended to create linkages, facilitate collaboration and avoid duplication. UNESCO has taken the lead in ensuring better coordination within the Education sector by supporting the establishment of the National Education Forum; opportunities for similar initiatives in other sectors within UNESCO's mandate should additionally be pursued. Given that humanitarian needs continue to be a part of the development landscape of South Sudan, UNESCO must also maintain its engagement in humanitarian coordination mechanisms and continue to lend the strengths of its mandate to programming which promotes recovery and resilience and which bridges relief and development.

The combination of volatile oil supply and prices, continued insecurity resulting from intercommunal violence as well as cross-border tensions, and capacity gaps owing to decades of conflict makes for a number of additional operational challenges. Recent austerity measures following the shut-down of oil production in early 2012 meant that budgets were significantly reduced and many government employees were not able to be paid, adversely affecting morale and motivation. High inflation and the devaluation of the South Sudanese Pound have also meant considerable increases in prices, directly affecting project implementation because of unforeseen additional costs. Insecurity has caused delays and challenges in implementation as well. Limited capacity within ministries results in a relatively few managers dealing with all aspects of cooperation and implementation; and the leadership is often overloaded, leaving little time for higher level management and organisational oversight. In designing and costing projects, potential price increases will need to be taken into account and contingency plans put in place to adapt programming as needed in the light of changes to the security situation. A majority of projects within UNESCO's country programme include a capacity-building dimension, and UNESCO will continue to support the Government in building a cadre of trained staff at various levels to address current capacity needs and strengthen implementation.

Part 3 – Proposed cooperation framework

UNESCO's proposed strategic cooperation framework for South Sudan for the period from 2014 to 2016 builds on previous programming initiatives within the country and is informed by lessons learned throughout implementation, particularly since independence. UNESCO will continue to orient its efforts in support of

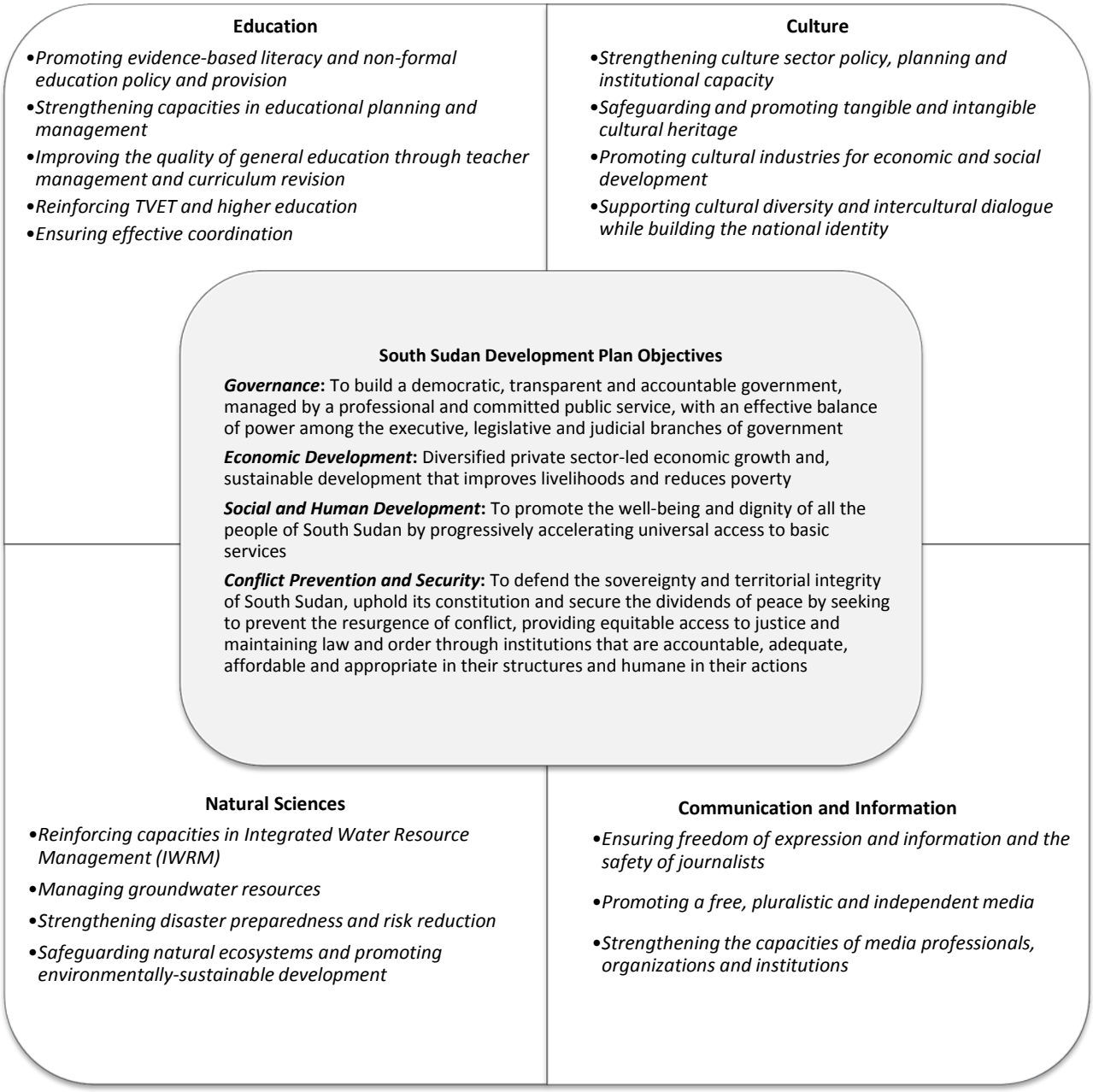
achieving national development priorities and internationally-agreed Millennium Development Goals (MDGs), working closely with government, civil society and development partners towards the goals set by South Sudan's Vision 2040. UNESCO's overall aim is to contribute to peace-building, poverty reduction and sustainable development in South Sudan by lending the comparative advantages of its mandate within the fields of education, science, culture and communication and information.

The elaboration of a UNESCO programming strategy for South Sudan takes as its starting point the SSDP's overarching objective of a "united and peaceful new nation" with "strong foundations for good governance, economic prosperity and enhanced quality of life for all" by 2014. Peace-building and conflict prevention, state-building and the building of national identity will remain at the core of UNESCO's engagement over the next several years. Aligned with the four priority development pillars identified in the SSDP and the corresponding South Sudan UNDAF outcomes for 2011-2013, UNESCO's proposed country programme prioritizes interventions that will strengthen governance, foster economic, social and human development, improve service delivery and promote peace and security[29]. UNESCO's activities will also contribute to the implementation of the UN PBSP as well as to addressing continuing humanitarian needs within its fields of expertise while encouraging emergency preparedness and risk reduction. Cross-cutting issues identified in the SSDP will be targeted within and through the range of UNESCO's programmatic interventions, with particular attention to gender equality and youth.

To ensure a holistic response to complex development challenges and opportunities within South Sudan, UNESCO will emphasize inter-sectorality in the design of its programmes where relevant, drawing on the combined strengths of its interdisciplinary mandate. Interventions will focus primarily on developing and reinforcing the capacity of national institutions and authorities as well as of civil society organizations at central, state and county level in order to increase impact and sustainability. UNESCO will undertake to avoid duplication and work in concert with UNCT members and development partners to maximize use of resources and strengthen implementation.

[29] Please refer to Annex II for a matrix of UNESCO activities and their contributions to SSDP and UNDAF objectives.

Proposed UNESCO Cooperation Framework



3.1 Education

Within the field of education, UNESCO's interventions are designed to support South Sudan in reaching the goals outlined within the General Education Strategic Plan 2012-2017 and in actualizing the potential contributions of education to economic and social development and lasting peace. UNESCO's approach considers the whole of the education system, recognizing the importance of working at all levels to ensure that gains in access, quality and equity are both meaningful and sustainable. It prioritizes some of the main educational and development challenges, including widespread illiteracy, peace-building and the need for viable social and economic opportunities for youth. Ensuring that the South Sudanese education system is equipped to respond to contemporary issues such as HIV/AIDS, conflict, displacement, natural disasters and climate change and that gender equality is promoted in and through education will be transversal emphases.

UNESCO's education programming will aim to support implementation throughout the course of the GESP 2012-2017, focusing on the following objectives and corollary activities during the period from 2014 to 2016:

Promoting evidence-based literacy and non-formal education policy and provision

Given that much of the South Sudanese population was unable to access education during decades of conflict and neglect, addressing illiteracy is a pressing challenge for the new nation – and one to which the GRSS has fully committed itself, launching a national campaign to reduce illiteracy by 50% by 2015. Non-formal education and literacy training have a major role to play in helping those who missed out on education during the war gain the relevant literacy and life skills they need to participate in social and economic development and to continue their education. Soldiers and demobilized combatants, women, refugees and IDPs, and adolescents or adults who have missed out on formal education stand to benefit from increased quality literacy and non-formal education programmes, as do children and young people in pastoralist communities whose nomadic lifestyles often inhibit them from attending school. Building on the LIFE project and current engagement with literacy and skills development, including for ex-combatants, UNESCO will continue to facilitate the development and provision of functional literacy and non-formal education programming, including as part of joint DDR initiatives. Phase 2 of the Literacy Initiative for Empowerment (LIFE – 2) will be a mainstay of UNESCO's work in South Sudan, constituting a five-year programme of support to the government and its civil society partners that includes a combination of longer-term programming and shorter, quick impact activities within the four pillars of the LIFE framework. Through the CapEFA programme, the Organization is committed to supporting the MoEST to build its capacity in the formulation and implementation of a national literacy policy and the development of state-level action plans and effective monitoring and evaluation frameworks that will operationalize, in both the short- and long-term, the objectives on literacy set out in the GESP. The Organization will also contribute to the reintegration of ex-combatants and youth through literacy, numeracy, language and income-generating skills development. Implemented jointly with a number of UNCT partner agencies, the Payam Youth Service project (an SSDP priority) will be one of UNESCO's major activities, providing functional literacy, skill-specific literacy instruction and vocational skills training for young people, adaptation and development of relevant teaching materials, and capacity development for civil servants responsible for youth issues. UNESCO will additionally endeavour to encourage inclusion of life skills within literacy and AES programmes and to promote reconciliation, dialogue and peace-building among youth through non-formal training in conflict resolution and mediation.

Strengthening capacities in educational planning and management

Building human and institutional capacity in education sector planning and management at all levels has been identified by the GESP as a critical need. Evidence-based policy, planning and management are the requisite foundation for a strong, efficient and equitable education system. They are also the keys to a resilient system that contributes to peace-building and sustainable development. UNESCO has worked closely with the MoEST during the process of developing the GESP, providing the technical expertise and support of its specialized institute for education planning, IIEP. It will continue this collaboration with the aim

of supporting implementation and monitoring of the GESP by building the capacity of central and state-level planners and managers and helping to institute policies, procedures and systems that promote coherent and effective management. This will be achieved through workshops and trainings, as well as on-going technical assistance through the design and implementation of state-level strategic plans and the strengthening of data collection and analysis. UNESCO's support will also focus on reinforcing the capacity of ministry officials to plan and manage their education system in ways that mitigate the risk of conflict and prepare it to respond to emergencies. In response to the feedback from the Ministry during the initial phases of the Cooperation Programme for the Initial Action for the Development of South Sudanese Education Sector, UNESCO will specifically focus on planning capacities around financial projection, costing and management and monitoring and evaluation, as well as specific technical areas of educational planning as outlined in the GESP priorities, in order to produce robust and credible state education sector plans.

Improving the quality of general education through teacher management and curriculum revision

Increasing and maintaining the quality of education, particularly as access is expanded, is a significant challenge in the context of South Sudan and one that has been prioritized by the MoEST over the coming five years. Contributing to the broader aim of improving quality, UNESCO will target its interventions to the issues of teacher training, development and management and curriculum reform and development, including language of instruction. With respect to strengthening the teacher force, UNESCO will work together with programmes currently underway to undertake interventions which support the formulation, monitoring and implementation of a national teacher training and certification policy, reinforce teacher training institutions and address pre-service and in-service training capacity needs. Building teacher capacity to respond to emergency situations, especially related to psychosocial support and life skills, will also be a priority. Regarding curriculum reform and development, UNESCO will build on the work it has already initiated to support the MoEST in conducting a national curriculum review that will incorporate life skills and other cross-cutting issues to ensure that learning curricula respond to the emerging needs of the nation. As a part of curricula revision, UNESCO will pilot the Associated Schools Project Network (ASPnet) in nominated secondary schools in South Sudan. With the support of MoEST and the nomination of national coordinator, the selected ASPnet schools will engage in fostering quality education in pursuit of peace through interdisciplinary study areas including peace and human rights and education for sustainable development. As a part of the global network, the schools will support each other in their contributions to international understanding and peace building in South Sudan. UNESCO will also contribute its expertise to operationalizing the country's new language policy as relevant. UNESCO will support the MoEST in the mapping of all providers of Teacher Training programs in South Sudan to enable the ministry identify major gaps that require prioritization which is key to the ministry's planning and allocation of resources.

Reinforcing TVET and higher education

Access to primary school has been the focus of the majority of investment in education in South Sudan since the signing of the CPA, often at the neglect of expansion and development of technical and vocational education and post-secondary opportunities. Strong TVET and higher education systems that respond to labour market needs and equip students with relevant technical, ICT and critical thinking skills are vital to achieving the economic and social development goals South Sudan has set for the coming years. UNESCO will therefore concentrate its efforts on supporting ministry partners to develop comprehensive policies and strategic plans in TVET and higher education and on building capacities to implement them. Its support will aim at reinforcing government capacities, in consultation with other national stakeholders, to develop a comprehensive TVET policy, planning, regulation and financing framework that focuses on identified priorities including improving quality and increasing access, ensures continuing labour market relevance and demonstrates the GRSS' ability to define the direction for TVET growth and development. UNESCO's support will also continue its focus on integrating life skills into TVET curricula, such as HIV/AIDS awareness and prevention, to ensure that TVET contributes to social as well as economic well-being and development.

UNESCO will take the lead in advocating investment in TVET and post-secondary education, the value and importance of TVET and education for skills development and the need to increase educational opportunities for girls and boys, women and men that enable them to participate meaningfully in the labour market. UNESCO will support the line ministries in the mapping of all providers of TVET programs in South Sudan to enable the ministries identify major gaps that require prioritization for planning and allocation of resources; identifying gaps is key to advocacy and lobbying for more investment in TVET programs.

Ensuring effective coordination

Improving the coordination of the Education sector is critical if the GESP is to fulfil its priorities by 2017. Establishing a structure whereby the MoEST are driving South Sudan's education agenda and partners are collaborating efforts and pooling resources is fundamental in ensuring the sustainability of gains made in the sector. To this end, UNESCO will continue to support the National Education Forum and to build capacity of the Development Partners' Office in the area of coordination and information management. UNESCO will also support the Ministry in the establishment of state- and county-level forums, setting up a nation-wide structure which facilitates complementary programming and information sharing. UNESCO will participate in forums such as the Teacher Education Working Group and support the line ministries in setting up a TVET working group for improved coordination.

3.2 Natural Sciences

UNESCO's programming within the Natural Sciences sector aims to foster environmentally-sustainable natural resource management and economic development in South Sudan, as prioritized within the SSDP. Rich in natural resources and biodiversity, South Sudan stands to benefit from environmental management that contributes to immediate economic growth but that also protects its ecosystems and resource base so that resource use and development are sustainable. Given that competition over resources, particularly in times of scarcity, can also be a driver of conflict, effective resource management is critically important for peace-building and conflict prevention. UNESCO's approach in South Sudan is therefore underpinned by two overarching goals: 1) strengthening science, technology and innovation (STI) systems and policies for sustainable development, poverty alleviation and peace-building; and 2) mobilizing science for the sustainable use of natural resources and for natural disaster reduction and mitigation. Climate change adaptation and mitigation are a cross-cutting emphasis.

During the period from 2014 to 2016, UNESCO's education programming will focus on the following mutually-reinforcing objectives:

Reinforcing capacities in Integrated Water Resource Management (IWRM)

While South Sudan is a fertile country and has access to a number of water sources, water remains unequally distributed and water infrastructure is considerably strained. In a country where nearly 80% of people rely on subsistence agriculture, effective management of water resources is vital to livelihoods. In order to realize the GRSS' aspirations for growth of the agriculture sector and self-sufficiency in foodstuffs production, optimal use of water resources is paramount. Bringing considerable technical expertise in hydrology and water resource management to bear, UNESCO will seek to lend its expertise and resources to help build capacities in integrated water resource management (IWRM) to support implementation of the national water policy adopted by South Sudan in 2007 as well as the water, sanitation and hygiene (WASH) strategic framework adopted in 2011. UNESCO will assist the GRSS to prepare a national IWRM action plan using a full participatory approach. The plan will include priority actions to improve knowledge and capacity related to water resource mapping, assessment and monitoring; to strengthen the water information system; and to promote conflict prevention and the peaceful and sustainable management of water resources. It will collaborate with and complement the work of key partners both in water and sanitation and in food security, seeking to add value in its areas of comparative advantage.

Managing groundwater resources

In conjunction with work on IWRM, the need to identify sources of groundwater, particularly those which can be used during shortages, and to strengthen groundwater governance is pressing. Dramatic increases in groundwater abstraction from the most accessible, shallow aquifers and the resulting loss of storage and quality have direct social, economic and environmental impacts. Currently, success rates in digging wells and boreholes are low, more than one-third of the population currently has to walk more than 30 minutes one-way to collect drinking water and many pastoralist groups are forced to migrate with their cattle in search of water during the dry season, exacerbating the risk of conflict. Poor sanitation and pollution impinge on the safety and quality of available groundwater, increasing risk of disease. Drawing on its Groundwater Resources Investigation for Drought Mitigation in Africa Programme (GRIDMAP) and the expertise of its specialized institutes, UNESCO will contribute to strengthening drought preparedness and the sustainable use of groundwater resources by helping to build groundwater management capacity. It will also seek to undertake and produce a mapping of groundwater resources, the aim of which will be to provide a clearer picture of viable sub-surface water sources that can inform access and management, especially in times of shortage.

Strengthening disaster preparedness and risk reduction

Given the country's vulnerability to natural hazards such as flooding and drought and the adverse impacts of these on development, strengthening disaster preparedness and risk reduction is a key priority. UNESCO has an important role to play in helping the country to build its capacity to withstand such occurrences. Helping to facilitate a better understanding of the distribution in time and space of natural hazards and of their intensity, to devise rational land-use plans, to strengthen environmental protection for the prevention of natural disasters and to enhance preparedness and public awareness through education as well as media are among its comparative advantages. Drawing on the intersectoral strengths of its mandate, UNESCO will work closely with partners to encourage disaster resilience and to build capacity in managing extreme hydrological conditions through an integrated approach to managing floods and droughts at the river basin level through the development of early warning systems and the implementation of IWRM. Furthermore, UNESCO will support the GRSS in the establishment of a databank for meteorological information which will further contribute to the disaster preparedness and risk reduction in South Sudan. Through the United Nations Hyogo Framework for Action on Disaster Resilience (2005-2015), UNESCO will aim to provide technical advice to the national authorities of South Sudan and policy support for the establishment and operation of monitoring networks, as well as early warning and risk mitigation systems for natural hazards, with a particular emphasis on floods and droughts.

Safeguarding natural ecosystems and promoting environmentally-sustainable development

South Sudan is home to a rich array of natural ecosystems and biodiversity. Much of this is still intact; however, resource extraction, pollution and other environmental hazards risk depleting an important source of natural wealth and livelihood. UNESCO will support the GRSS to develop environmental protection policy and strategic plans alongside necessary systems and structures, including waste management and recycling systems. Through its Man and Biosphere (MAB) programme, which combines natural and social sciences, economics and education to improve human livelihoods and safeguard natural ecosystems by improving the overall relationship between people and their environment, UNESCO will promote innovative approaches to economic development that are socially and culturally appropriate and environmentally sustainable. It will initially aim to concentrate this support on the Sudd marshland area, which is a source of both natural and cultural diversity as well as potential economic development. Furthermore, UNESCO will assist in pro-actively establishing cross-border biosphere reserve between South Sudan and Ethiopia in the Gambela region, which is host to the second most important wildlife migration corridor in the world. UNESCO will also link its work in ecosystem conservation with its culture programme to move forward with the nomination process

for Natural World Heritage sites. These sites have the potential to link with UNESCO's Global Geoparks Network, which currently supports over 100 areas across the world of internationally important geodiversity and geological heritage. Using its expertise in natural heritage conservation and protection and environmental management, UNESCO will support the GRSS to safeguard its natural ecosystems and biosphere reserves and to promote their sustainable contributions to economic, cultural and social development. Such approaches and programmes will also be linked to UNESCO's work in education, specifically in curricula development and life skills, to ensure that messages related to the safeguarding and protection of the environment are included throughout the learning process. Furthermore, UNESCO will work with the relevant ministries to develop STI policies to implement science management for sustainable growth of the science sector on the national level.

3.3 Culture

UNESCO's country programming strategy aims to build on culture for the development of South Sudan. Its interventions in the field of culture begin from an understanding that culture, in its many aspects, plays an integral role in social and economic development and in peace-building. Understanding and managing the country's diversity is at once a key part of the solution and one of the main challenges that need to be addressed. The building of a sense of national belonging, the creation of income-generating opportunities and the empowerment of individuals and communities through the culture sector will underpin UNESCO's engagement in this area.

Starting to develop the culture sector at an institutional level in South Sudan is a foremost priority and an essential first step in maximizing the contributions of culture to national development. UNESCO's programme will therefore be built around two key projects: the National Archives and the National Museum. These projects will form the core of UNESCO's engagement and will allow for a focussed and incremental approach to begin addressing many different aspects of culture.

During the period from 2014 to 2016, UNESCO's programming in culture will centre on the following priorities:

Strengthening culture sector policy, planning and institutional capacity

The public culture sector in South Sudan still has largely to be built and the MoCYS has expressed the need for capacity-building at all levels. While a draft culture policy framework has been prepared and is waiting to be adopted, the MoCYS needs support for its implementation. Reliable cultural policy-making requires 'facts and figures', but these data are currently lacking in South Sudan. Together with the ratification of key international conventions in the field of culture (such as the 1972 World Heritage Convention), the development of the National Archives and National Museum will be used to further the development of national-level policies, legislation and targeted capacities in priority areas. To enable evidence-based policy and decision-making and to assist the MoCYS in planning as well as monitoring change, UNESCO aims to undertake a comprehensive culture mapping. Using its Culture and Development Indicators Suite (CDIS), UNESCO will also seek to assist the MoCYS in establishing a baseline for tracking culture's contributions to development in South Sudan from here forward.

Safeguarding and promoting tangible and intangible cultural heritage

South Sudan's tangible and intangible cultural heritage are an invaluable asset to the country as it seeks to tackle the challenges of peace-building, state-building and nation-building and to make rapid development progress. They represent an important tool for preserving national memory and helping to encourage a shared identity while celebrating the country's diverse cultural and natural resources. Through the development of key cultural institutions, such as the National Archives and the National Museum, UNESCO will undertake a number of actions to support the Government and people of South Sudan to protect and promote their rich heritage, while at the same time developing capacities and spaces to ensure their

safeguarding. In order to better record and celebrate South Sudan's history and diversity, UNESCO will continue its technical assistance to the MoCYS for the building of National Archives that house the memory of the nation and the development of an interactive National Museum that promotes learning about South Sudan – its culture and heritage, its struggle for independence and its creation as a new state. As no legal or regulatory framework for the safeguarding of heritage exists, one of the priorities for UNESCO will be encouraging the ratification of international conventions to protect cultural property in the event of armed conflict and to prevent illicit trafficking of cultural objects and training of customs officers, police and UN peacekeepers on the trafficking of artefacts. Supporting the preparation of a Tentative List for World Heritage and an inventory of intangible cultural heritage will also be prioritized.

Promoting cultural industries for economic and social development

Encouraging the expansion and development of cultural industries and tourism in South Sudan has the potential to contribute to the economic growth of the nation and empowerment of its people. Although craft traditions are still very much alive, the sector remains primarily utilitarian, and production is not seen as an income-generating activity. In a context where economic opportunities (particularly for women, returnees and young people) are badly needed, the craft sector stands to help diversify sources of income-generation. UNESCO plans to pilot an effort to turn the craft sector from utilitarian production into income-generating opportunities that would include capacity-building for production and quality control, and training in entrepreneurship and marketing, as well as the creation of associations and increased access to local, national and international markets. Such initiatives will be important for youth empowerment and building a culture of peace for the future generations of South Sudan.

Performing arts and creative industries, especially film and theatre, are of interest to many, particularly youth. They serve as an effective medium for supporting psychosocial recovery and well-being, communicating vital messages for social and human development and building useful skills for life. UNESCO's support for the use of performing arts and other creative industries to promote social, human and cultural development will include: the organization of workshops using theatre, rap music and other performing arts as a vehicle to equip young people with skills for conflict resolution and creative self-expression and the creation of mobile libraries for IDPs and refugees as well as local communities.

Supporting cultural diversity and intercultural dialogue while building the national identity

Building a shared sense of national identity is critical to peace in South Sudan. Yet the challenge of doing so in a context that is highly diverse both ethnically and linguistically and in which people feel strong tribal affiliations is considerable. There is a need to increase social capital and promote intercultural dialogue in order to overcome ethnic divisions, stereotypes, and prejudices, especially amongst youth. In South Sudan, building national identity will necessarily involve accepting cultural diversity. Doing so will also require recording and commemorating memory of the past – particularly of the shared struggle for independence – and giving voice to those whose voices are little heard. UNESCO will undertake a baseline survey to better understand how people conceive South Sudanese national identity and see their communities within this identity. The results will be used to guide UNESCO's support to the GRSS in strengthening national identity, as the vastness of the country and remoteness of many communities risk creating a gap between the policies developed in Juba and the realities beyond the capital. UNESCO further plans to begin an oral histories initiative to capture life stories for inclusion within the National Archives and the National Museum, initially with emphasis on memories of the war, and to support MoCYS in memorialization of the most significant aspects of South Sudan's path to independence. Intersectoral work with community radios will be undertaken to increase understanding and interaction among communities, as well as with national curricula review and development to mainstream topics related to cultural diversity, history and life skills.

3.4 Communication and Information

UNESCO's interventions in the field of communication and information are designed to promote the free flow of ideas and information and enable free, pluralistic expression in South Sudan, both of which are fundamental to its development as a democratic nation. They are also essential contributors to all four of the SSDP pillars – i.e. governance, economic development, social and human development and conflict prevention and security. UNESCO's approach takes as its basis the building of a knowledge society in South Sudan that will equip the country with effective tools to further its development aims.

During the period from 2014 to 2016, UNESCO's engagement in communication and information will focus on:

Ensuring freedom of expression and information and the safety of journalists

As a new democracy, South Sudan must continue to build on the work it has done to protect freedom of expression and information in law and in practice. These freedoms are essential to good governance and to the principles of transparency and accountability. The GRSS has taken important measures to develop legislation which protects the rights to freedom of expression and information under the Transitional Constitution. As part of piloting the UN Action Plan on the Safety of Journalists, UNESCO will support the GRSS to strengthen draft media legislation guaranteeing these rights, as well as in ensuring both the elaboration of these rights within the permanent constitution and their enforcement. Once the proposed media bills are passed, UNESCO will contribute to a national campaign to promote them among concerned groups and the general citizenry. To prevent intimidation and violence that impinge on the full exercise of the rights to freedom of expression and information, UNESCO will also organize dialogue and advocacy meetings between security forces and media to encourage respect for human rights and democratic principles, improve relations between security forces and journalists, and diminish fear and self-censorship which are a hindrance to democracy. The development and implementation of a comprehensive safety and protection strategy for journalists and media professionals will also be undertaken, and the use of technology and social media platforms will be explored as part of a comprehensive monitoring and reporting system to promote the safety of media professionals in South Sudan.

Promoting a free, pluralistic and independent media

The importance of media for good governance and fostering development is highlighted within the SSDP, and increased access to diverse media is recognized as a priority toward this end. UNESCO will encourage the development of a range of public, private and community media to ensure pluralism and reach. UNESCO, in joint collaboration with IMS and the Joint Donor Team and with funding from SIDA, will be conducting a Media Development Indicator assessment, which will be used both to inform the development of a Media Development Strategy as well as advocacy and programming efforts to promote a free, pluralistic and independent media. Given the importance of independent public broadcasting services, UNESCO will undertake capacity-building and support the formulation of relevant laws and regulations within the public media sector. To promote self-regulation, UNESCO will support the development of codes of ethics applying to both journalists and media outlets at the national level and within different sub-sectors of the media (i.e. radio, press, television). Building a network of community radios and providing training and support will be prioritized, in view of the role of these radios play in promoting public education and community development. To increase the use and relevance of radio among women and make their voices heard, women's listening groups will also be established.

Strengthening the capacities of media professionals, organizations and institutions

Fostering the development of an active and independent media sector in South Sudan also requires considerable investment in human and institutional capacities. Few journalists have had access to formal training and no standard journalism curriculum exists. A national plan for media development has yet to be

formulated. UNESCO will therefore provide technical assistance to support the preparation and implementation of a national Media Development Strategy for South Sudan. It will also offer its technical assistance to media associations, and in particular to the implementation of the AMWISS media strategy that focuses on women in media and the media during the election process (2015). To address in-service training needs, UNESCO will provide training for journalists and editors in private, public and community media that focuses on issues of concern in South Sudan, and in a way that fosters ICT literacy amongst trainees. ICT will also be an important tool to empower young journalists and be a catalyst for job creation in South Sudan. Thematic areas covered will include natural resources, such as oil production and land issues, gender equality and issues impacting women, intercultural awareness, election coverage and conflict-sensitive reporting. UNESCO will endeavour to work with the University of Juba to develop a comprehensive journalism curriculum using UNESCO's Model Journalism Curriculum as a basis. It will also provide technical assistance to AMDISS and other partners, including Norwegian People's Aid and IMS, in the establishment of a Media Development Institute that provides a space for journalists to conduct research and in-service training for working journalists. UNESCO's support will focus on the development of curricula based on the results of completed needs assessments and the UNESCO Model Journalism Curriculum.

3.5 Peace Building and Conflict Mitigation

The UNESCO action in favor of a culture of peace in Africa will be implemented in South Sudan, as it is placed in the context of the implementation of the "Iintersectoral and Interdisciplinary Program of Action for a Culture of Peace and Non-violence" as well as in the Mid-Term Strategy (2014 -2021) of UNESCO, which has identified "building peace by building inclusive, peaceful and resilient societies" as one of two main areas of action for Africa. As such, the Operational Strategy for priority Africa will cover South Sudan, integrating the development of Flagship programmes for the period 2014-2016, mainly "Promoting a culture of peace and non-violence". This action also aims to contributing to the implementation of programmes on regional integration, peace, security and democracy established in the African Union Commission Strategic Plan. It also aims at the implementation of the Charter for African Cultural Renaissance, the "Make Peace Happen" Campaign launched by the African Union in 2010, and its 2063 Agenda for the Development of Africa.

The overall objective of this action for South Sudan is to rely on sources of inspiration and the potential of cultural, natural and human resources of the country and to identify concrete proposals of action for building a sustainable peace, which is the cornerstone of endogenous development and Pan-Africanism. The "Action Plan for a Culture of Peace in Africa" adopted in Luanda (Angola), in March 2013, with the full participation of South Sudan representatives, provides the framework: the objectives, the general recommendations and the proposals for action.

The culture of peace concept was first elaborated at a global scale in Africa by UNESCO during the International Congress on "Peace in the Minds of Men", held in Yamoussoukro, Côte d'Ivoire in 1989. According to the definition adopted by the United Nations General Assembly, a Culture of Peace consists "of values, attitudes and behaviors that reflect and inspire social interaction and sharing based on the principles of freedom, justice and democracy, all human rights, tolerance and solidarity, that reject violence and endeavor to prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation and that guarantee the full exercise of all rights and the means to participate fully in the development process of their society". In South Sudan, UNESCO will work with the government, civil society and partners to put in perspective the concept of a culture of peace delineating the integration of values, belief systems and forms of spirituality, endogenous knowledge and technologies, traditions and forms of cultural and artistic expressions that contribute to the respect of human rights, cultural diversity, solidarity and the rejection of violence with a view to the construction of a free, resilient and democratic society.

Part 4 – Implementation

4.1 Partnerships

Delivering this country programme will require close collaboration and coordination with a range of partners including relevant line ministries and national authorities, fully integrating UNESCO's programme with other UNCT members as well as the United Nations Mission in South Sudan (UNMISS), national and international NGOs, civil society and private sector organizations, and bi-lateral and multi-lateral donors. Political commitment, government and community ownership, high-level expertise, local knowledge and networks, and financial resources are essential elements of implementation success, and depend heavily on the cultivation of effective partnerships. Strong working relationships have been established with government counterparts, particularly within the MoEST, the MoGCSWHADM, the MoCYS, MoIB, MoLPSHRD and the South Sudan DDR Commission, as well as with UNCT partners and local and international NGOs. UNESCO Juba will build on these existing partnerships and aim to strengthen and expand its cooperation in order to increase the reach and impact of its interventions.

Collaboration with other UN agencies will be planned within the framework of the UNDAF and the PBSP as well as other coordination mechanisms, particularly with regard to DDR. It will seek to harmonize comparative advantages in project design and delivery, in line with the Paris Declaration on Aid Effectiveness. Joint project implementation is already being undertaken with UNDP, UNFPA, UNICEF, UNOPS, FAO and ILO on DDR, the Payam Youth Service and the National Archives; and new cooperation has been proposed by FAO, IOM, UNHCR and UNIDO including participation in a joint UN "Cattle Camps Initiative" and support for the reintegration of returnees. Partnerships with UNMISS, IGAD, the African Union and the World Bank, particularly with respect to work in DDR, will also need to be deepened. Where relevant sector or thematic coordination mechanisms exist, UNESCO will ensure its consistent co-leadership, presence and active participation – for example, within the National Education Forum, humanitarian Education Cluster, Youth Policy Forum, Peace Commission Working Group, Peace-Building Support Plan Working Group, Gender Thematic Working Group, MSWG, HCT and UNCT. It will also participate in inter-agency needs assessments, consolidated funding appeals and the preparation of joint advocacy initiatives within its mandate.

Private sector partnerships have begun to be developed, particularly in the areas of literacy and peace-building for youth, and will enhance the effectiveness and scope of UNESCO's interventions, namely with mobile operator Vivacell and Ericsson. Cultivating engagement with private sector partners across the range of UNESCO's programme sectors will be integral to the successful implementation of its country programme in South Sudan. These partnerships with the private sector will enable UNESCO to capitalize on its recognized strengths and capacities and to create synergies among both traditional and new partners and stakeholders, while facilitating private sector contributions to addressing development challenges in South Sudan. Not only do public-private partnerships stand to provide financial and material resources that are crucial for achieving core UNESCO priorities, but they also promise to bring valuable private sector expertise in direct support of the achievement of its country programme aims and the broadening of its visibility and reach.

Building on the strengths of its existing partnerships with the Government, UNESCO will work to support the establishment of a UNESCO National Commission in South Sudan and continue to enable the active participation of RSS as a UNESCO Member State. A robust National Commission will be instrumental in mobilizing, coordinating and strengthening partnerships both with government ministries and civil society. South Sudan's continued participation in international conferences and relevant meetings of UNESCO's Member States will also be assured. To date, UNESCO has facilitated the participation of South Sudanese government officials and youth in a number of key policy forums and debates, including around TVET, EFA and youth participation in education sector planning, as well as in UNESCO's biennial General Conference. While no permanent delegation to UNESCO yet exists, efforts are underway to ensure the involvement of RSS' Paris-based foreign mission. These elements will be key to reinforcing UNESCO's collaboration with the GRSS and support for its development priorities.

Complementing its engagement with external partners, UNESCO Juba will draw on expertise within the wider Organization and the global networks of which it is a part. UNESCO Juba will work closely with technical experts from Headquarters, Regional Bureaux and the UNESCO Nairobi Regional Office. It will additionally benefit from the expertise housed within UNESCO's specialized institutes globally, particularly in Education and Science, and will work closely with the African Heritage Fund to strengthen the protection and promotion of South Sudanese heritage sites.

4.2 Resource mobilization

In addition to funds made available from UNESCO's regular budget, UNESCO Juba will rely on the mobilization of significant extra-budgetary resources to implement the activities of its country programme. Substantial funding has already been secured for a number of its flagship programmes, including support for capacity development within the education sector, literacy and skills development for ex-combatants, the national literacy campaign, strengthening media sector capacity, building the National Archives and beginning work on the National Museum. UNESCO will continue to fundraise for projects included in the UNDAF, PBSP and CAP and which further the objectives of the SSDP and achievement of the MDGs and EFA goals, reaching out to bi-lateral and multi-lateral donors. UNESCO will also seek pooled funds where appropriate, including through the CHF for emergency response activities, the South Sudan Recovery Fund (SSRF) for medium-term recovery initiatives and the Multi-Donor Trust Fund – South Sudan (MDTF-SS) for longer-term institutional capacity development. Fundraising efforts will demonstrate UNESCO's clear added value to the furthering of humanitarian, recovery and development aims within South Sudan.

4.3 Risks and assumptions

Successful implementation of UNESCO's country programme for South Sudan assumes a number of security conditions and adequate resource availability, particularly with respect to staffing and operational capacity. While the country is stable at present, fighting and tensions both with the Republic of Sudan and inter-communally within South Sudan present a considerable risk. Restrictions of movement caused by insecurity and inaccessible regions during the rainy seasons, in addition to seasonal flooding, may impede implementation in some areas or cause delays. Given that the security situation is still volatile - with continuing inter-communal violence and an inconsistent but semi-active conflict with Sudan over oil, border demarcation issues and the final status of Abyei resulting in recurring clashes in disputed border areas between proxy rebel militia groups - measures to reduce international presence may need to be put into effect should tensions be exacerbated. This could result in the relocation and/or evacuation of international staff and potential disruption or re-alignment of programming. While funds have already been mobilized for a number of activities, the scope of UNESCO's country programme is quite expansive and may need to be limited depending on the availability of funds and the priority accorded by both the GRSS and donors to certain activities. At present, South Sudan is heavily dependent on oil revenue, and a recent halt in production has meant the necessary introduction of austerity measures; in turn, prioritization of UNDAF activities has had to be undertaken to ensure that the most immediate needs continue to be addressed. Future fluctuations in GRSS budget resources because of oil (whether production outputs or price fluctuation) and corresponding adjustments to UN and development partner priorities may similarly impact on programme delivery; shutting down oil production may also have negative impacts on donor confidence and willingness to allocate additional funds for development programming, risking a return to exclusive focus on humanitarian interventions.

4.4 Monitoring and evaluation

In accordance with the principles of results-based management, UNESCO will undertake continuous and comprehensive monitoring and evaluation of its interventions against programmed benchmarks and expected results. Risks and challenges will be assessed regularly, and corrective measures will be taken as

needed to be sure that implementation is on track both in programmatic and financial terms. Analysis of good practices and lessons learned during implementation will be applied to the design of subsequent phases/scaling and/or future projects as relevant.

Tracking the progress of programme activities is part of the Organization's standard operations, and all projects include an elaboration of expected results, outputs, indicators, benchmarks, deadlines and responsibilities. UNESCO will ensure that monitoring and evaluation frameworks are developed for each project and the performance indicators are set with the input of relevant ministries, partner agencies and organizations, and funders. Interventions will be monitored and evaluated both internally and externally, and UNESCO Juba will fulfil its reporting responsibilities both to its donors and to Headquarters.

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Annex I – Interstate and intrastate disparities in education

Table 2.3: Magnitude of disparities between states at primary level

State	Av. Pupil: classroom ratio	Av. Pupil: teacher ratio		Av. Pupil: textbook ratio English	Spending per pupil SSP[30]
		Overall	Trained		
National average	**134:1**	**52:1**	**120:1**	**6:1**	**107**
Central Equatoria	64:1	64:1	127:1	2:1	86
Eastern Equatoria	102:1	71:1	215:1	3:1	97
Western Equatoria	82:1	31:1	56:1	3:1	168
Jonglei	232:1	65:1	173:1	9:1	59
Unity	230:1	47:1	127:1	11:1	74
Upper Nile	150:1	46:1	106:1	6:1	104
Lakes	137:1	72:1	153:1	6:1	97
Warrap	106:1	32:1	74:1	9:1	77
Western Bahr El Ghazal	82:1	50:1	99:1	7:1	150
Northern Bahr El Ghazal	143:1	31:1	56:1	5:1	155

Source: GoSS, EMIS, National Statistical Booklet 2011, as cited in *General Education Strategic Plan 2012-2017.*

Table 2.4: Magnitude of disparities between counties in Unity State at primary level

State: Unity	Av. Pupil: classroom ratio	Av. Pupil: teacher ratio		Av. Pupil: textbook ratio English
		Overall	Trained	
Average, Unity State	230:1	71:1	191:1	10:1
Abiemnom	489:1	60:1	112:1	10:1
Guit	101:1	63:1	129:1	6:1
Koch	246:1	71:1	203:1	4.1
Leer	252:1	67:1	185:1	13:1
Mayiandit	259:1	106:1	340:1	19:1
Mayom	449:1	84:1	179:1	20:1
Panyinjiar	331:1	76:1	387:1	20:1
Rubkona	202:1	51:1	147:1	12:1
Ruwenq	122:1	45:1	185:1	14:1

Source: GoSS, EMIS, National Statistical Booklet, Unity State, 2011, as cited in *General Education Strategic Plan 2012-2017.*

[30] Based on student enrolment divided by conditional transfer

Annex II – UCPD Results Matrix

South Sudan Development Plan Objective for Governance: To build a democratic, transparent and accountable government, managed by a professional and committed public service, with an effective balance of power among the executive, legislative and judicial branches of government				
UNDAF Expected Outcome/Result	**Expected results of UNESCO activity**	**Performance indicators and benchmarks**	**Available resources in US$**	**Mobilization target in US$**
Outcome 1: Core governance and civil service functions are established and operational	Capacities strengthened in core concepts and practices of education governance, planning, management, monitoring and evaluation that integrate aspects of gender and conflict sensitivity, with concepts contextualized in relation to opportunities and constraints at state level	Number of planners who have received and utilize professional training in education planning. *Benchmark:* 100 educators trained from all 10 states Acceptable state-level annual work plans, monitoring and evaluation systems *Benchmark:* Annual work plans and M&E systems in all 10 states	1,054,290	1,054,290
	Women's role in future decision-making on education planning and management strengthened	Number of women in education planning and management positions *Benchmark:* At least 2 women in each state		
	Broad partnership established with national stakeholders including employers and workers associations, civil society and youth organizations; National training capacities reinforced	Number of planning trainers at central and state levels *Benchmark:* At least 6 resource persons and 2 IIEP graduates		
	Historic archives collection of South Sudan safeguarded, stored in one single safe location and accessible to researchers and interested public to promote transparency and preserve national memory	Number of historic collections brought together in Juba and meters of documents safeguarded *Benchmark:* At least 75% of historic records saved and historic collections from at least 3 locations brought together	400,000	1,000,000

	National experts trained and policies in place to manage the archive and ensure the safeguarding of the collection.	Policy and legislation adopted *Benchmark:* Common approach to records management and related legislation in place at central government level		
	Status of media development in South Sudan assessed using internationally-agreed Media Development Indicators (MDIs) as a framework	Number of South Sudanese researchers trained on MDI data collection *Benchmark:* 3 trained researchers Completed MDI Assessment Report *Benchmark:* Completed MDI Assessment with 5 contextualized indicator sets for South Sudan media context	20,000	50,000
	Coordination improved and implementation of MDS strengthened through establishment of Media Sector Working Group	Number of MSWGs established to assist in development of the MDS *Benchmark:* 1 National MSWG established with regular meeting schedule established and 3 sub-national MSWG mechanisms established	5,000	15,000
	Capacity of AMWISS to develop a Strategy, Action Plan and Monitoring and Evaluation framework, in support of increased attention to the needs of female journalists and other media professionals in South Sudan, strengthened by UNESCO technical assistance	Number of AMWISS staff trained in planning, monitoring and evaluation *Benchmark:* 4 staff participate in capacity building for strategy and action planning Number of Strategies, action plans and monitoring and evaluation frameworks developed *Benchmark:* 1 completed Strategy, linked to the National MDS, with related action plans, M & E frameworks	5,000	18,000

	Curricula developed based on the results of needs assessments and UNESCO Model Journalism Curriculum to support the establishment of a Media Development Institute, providing a space for journalists to conduct research as well as in-service training to working journalists	Number of technical experts provided to establishment of curriculum for Media Development Institute *Benchmark:* 1 technical expert providing guidance to the development of the curriculum	5,000	15,000
	Journalists equipped with the skills to train their colleagues at state-level on the methodologies of news gathering and reporting in print, radio and TV news and to provide them with clear knowledge with respect to media laws and principles of journalism as a basis for balanced, objective reporting	Number of trainers trained on the methodologies of news gathering and reporting in print, radio and TV news and providing clear knowledge with respect to media laws and principles of journalism as a basis for balanced, objective reporting *Benchmark:* 150 journalists from 10 states trained	26,400	33,000
South Sudan Development Plan Objectives for Economic Development: Diversified private sector-led economic growth and, sustainable development that improves livelihoods and reduces poverty				
UNDAF Expected Outcome/Result	**Expected results of UNESCO activity**	**Performance indicators and benchmarks**	**Available resources in US$**	**Mobilization target in US$**
Outcome 2: Chronic food insecurity is reduced and livelihood opportunities increase.	Functional literacy framework with relevant teaching material developed	Number of frameworks developed *Benchmark:* 1 completed Functional Literacy framework Number of Core Functional Literacy Modules *Benchmark:* 3 core modules (foundational literacy, business module, rural module)	175,000	245,000

	Capacity of the Ministry of Education, Science and Technology to develop literacy materials increased	Number of Technical Writing Groups established within the MoEST for functional literacy materials development *Benchmark:* 1 National Writing Group established which reflects relevant MoEST department participation including curriculum, gender, AES and development partners, as well as implementing partners from civil society Percentage of Technical Writing Group members self-reporting on increased capacity for functional literacy materials development *Benchmark:* 25%		
	Training materials on functional literacy developed and piloted	Number of Training Manuals on Functional Literacy Developed *Benchmark:* 1 ToT manual developed Number of ToTs held to train functional literacy trainers *Benchmark:* 5 ToT held using Functional Literacy ToT manual at national and state levels		
	Final Impact of materials assessed prior to nationwide scaling up.	Number of Impact Assessments on materials completed by piloting organizations *Benchmark:* 1 impact assessment completed involving all piloting organizations and sites; 1 final report on impact assessment produced, documenting challenges, lessons learned and recommendations		

	Capacity of the Ministry of General Education and Instruction in coordination with other ministry and national stakeholders to develop relevance, efficiency, equity, as well as institutional and financial sustainability of the TVET system strengthened	Government-led policy, planning, regulation and financing framework in place that focuses on identified priorities and demonstrates the government's ability to control and sets the direction for TVET growth and development *Benchmark:* Policy, planning, regulation and financing framework Systematic, continuous assessment of needs -especially in the labour market - so that TVET programmes are based on identified need and demand TVET providers mapped and gaps identified. System for improving the quality of TVET is in place with a focus on training of TVET teachers, improving the curriculum and learning materials, provision of training equipment and harmonization of accreditation and certification processesMeasures for increasing access and targeting disadvantaged groups including rural and urban poor and girls and women are in place		
	Teaching and learning materials on HIV/AIDS developed for use by trainers in TVET programmes in South Sudan to address youth vulnerability.	Number of modules developed on HIV and AIDS for use in TVET centers and other relevant learning environments *Benchmark:* 1 set of materials	107,000	182,000
	TVET instructors trained to incorporate HIV/AIDS awareness and prevention within TVET programming for pilot phase	Number of ToTs held using HIV and AIDS for TVET materials *Benchmark:* 1 ToT held to pilot materials		

	Impact Assessment conducted with piloting centers prior to nationwide scaling up in order to assess challenges, lessons learned and recommendations.	Number of impact assessments completed following material pilot phase *Benchmark:* 1 final impact assessment completed and final report produced, documenting challenges, lessons learned and recommendations		
	ASPnet schools established and integrated curricula adopted	National coordinator nominated to manage schools under ASPnet Number of schools integrated under the curriculum and framework of ASPnet *Benchmark:* Minimum of four schools nominated and integrated into ASPnet Schools pilot theme ASPnet study areas (i.e., peace and human rights and education for sustainable development) *Benchmark:* Four schools pilot a study theme		
	National Integrated Water Resources Management Action Plan is adopted	Status of National Integrated Water Resources Management Action Plan *Benchmark:* National IWRM Action Plan developed and validated by GRSS		1,000,000

	Priority projects/programmes put in place for: • Improving the knowledge base on water resources including their mapping, assessment and monitoring and enhancing the water information system; • Managing water-related disasters including floods and droughts. • Building the capacity of institutions and water professionals at all levels • Promoting the peaceful and sustainable management of water resources	Range of priority projects/programmes put in place *Benchmark:* Priority projects/ programmes include improving the water resources knowledge base, managing water-related disasters, promoting peaceful management of water resources and capacity building at all levels		
	Knowledge-base of groundwater resources for enhanced effectiveness of emergency response, early-recovery and resilient livelihoods in South Sudan established	Level of knowledge on groundwater*Benchmark:* Baseline of groundwater knowledge established; geophysical survey, hydrogeological modeling and assessment of groundwater completedCoverage of WATEX surveys undertaken *Benchmark:* One WATEX survey completed, covering the following states: Warrap, Unity, Jonglei, Upper Nile and Eastern Equatoria States (total area of 345,393 km^2) Number of tools for groundwater exploration and borehole management developed *Benchmark:* 4 tools developed, including Groundwater target and recharge maps, GIS database, Groundwater Exploration Navigation System (GENs) and a drilling handbook Number of test-drilled wells and boreholes *Benchmark:* 5 wells and 6 deep boreholes drilled and used for either monitoring or production		6,148,700

	Potential of groundwater for emergency, early recovery and conflict-prevention responses assessed	Completion of feasibility assessment report of the potential of groundwater for multi-sector emergency responses (WASH, food security, health, education and IDPs) *Benchmark:* 1 finalized assessment report available to inform strategic multi-sectoral responses Completion of feasibility assessment report of the potential of groundwater for rehabilitating livelihoods and building resilience to drought and other shocks *Benchmark:* 1 finalized assessment report available to inform strategic small- and large scale livelihood interventions			
	Plans and capacity building for the management and coordination of groundwater developed and implemented	Preparation of Government plan for managing groundwater development *Benchmark:* 1 Government plan for groundwater management and development Number of government officials working in groundwater management trained *Benchmark:* Approximately 50 government officials participate in trainings Preparation of Action Plan for humanitarian and development community for the coordination and use of groundwater *Benchmark:* Action Plan for humanitarian and development community for the coordination and use of groundwater articulated and piloted			

	Needs assessment and scoping missions for the safeguarding of the natural ecosystem of the Sudd marshland area carried out	Preparation of needs assessment report, based on mission findings *Benchmark:* Final needs assessment report		500,000
	Sudd Area Development Programme undertaken together with MoEDIWR and Ministry of Wildlife staff for protection and sustainable development of the Sudd marshland area biosphere reserves	Formulation of plan for Sudd Area Development Programme *Benchmark:* Sudd Area Development Programme plan		
	Natural Site identified and nominated in accordance to UNESCO's World Heritage Convention	Preparation and Identification of Natural World Heritage Site *Benchmark:* At least one Natural World Heritage Site nominated		
South Sudan Development Plan Objective for Social and Human Development: To promote the well-being and dignity of all the people of South Sudan by progressively accelerating universal access to basic services				
UNDAF Expected Outcome/Result	**Expected results of UNESCO activity**	**Performance indicators and benchmarks**	**Available resources in US$**	**Mobilization target in US$**
Outcome 3: Key basic service delivery systems are in place, laying the groundwork for increased demand.	MoEST, specifically the Department of the Alternative Education Systems (AES), capacity for meeting EFA Goal 4 on reducing the rate of illiteracy by 50% strengthened	Number of sub-national workshops held with state-level decision-makers and technical actors to build capacity for planning, management and monitoring and evaluation of the National Literacy Campaign *Benchmark:* 3 sub-national workshops held in 3 States;10 State level action plans completed and implemented for the National Literacy Campaign Number of core training teams established at national and sub-national levels *Benchmark:* 1 national level team and at least 3 sub-national teams	650,000	1,650,000

	Effective coordination mechanisms for the Literacy Campaign put in place	Number of Inter-Ministerial Literacy Forums established for high level advocacy *Benchmark:* 1 Inter-Ministerial Literacy Forum established Percentage of relevant line ministries actively engaged in the Inter-Ministerial Literacy Forum *Benchmark:* 30% of relevant line ministries Percentage of strategies from other sectors (non-education) with literacy component embedded *Benchmark:* 10% of strategies Number of State level coordination mechanisms put into place for national literacy campaign *Benchmark:* 10 coordination mechanisms established		
	National non-formal education and adult literacy policy drafted	Number of literacy policies developed *Benchmark:* 1 national literacy policy completed.		
	Action Planning process includes solid monitoring and evaluation frameworks with indicators to measure both the qualitative and quantitative impact of literacy initiatives	Number of State level action plans that include M & E frameworks which include quantitative and qualitative indicators for measuring multiple-aspects of literacy initiatives *Benchmark:* 10 State level M & E frameworks that include quantitative and qualitative indicators		

	South Sudan Literacy curriculum and national literacy standards developed	Acceptable literacy standards based on international standards established and implemented *Benchmark:* 1 set of literacy standards for South Sudan established Number of national literacy curriculum frameworks established *Benchmark:* 1 curriculum framework established, based on the national literacy standards		
	Literacy and NFE facilitators recruited and trained to a high standard, and females and vulnerable groups provided with quality instructors	Number of literacy and NFE facilitators recruited and trained in cooperation with Universities*Benchmark:* 2 universities involved in the recruitment and training of literacy facilitators; 1,500 new literacy facilitators recruited and trainedNumber of female literacy facilitators recruited and trained *Benchmark:* 1,500 female literacy facilitators recruited and trained Number of pilot volunteer literacy facilitator programmes established *Benchmark:* 1 new volunteer literacy facilitator programme established for rapid implementation of literacy campaign Number of pedagogically-focused training packages completed for rapid recruitment and deployment of literacy facilitators *Benchmark:* At least 3 training packages completed, targeting different literacy programmes including for women and pastoralist teachers		2,000,000

	Innovative literacy programmes that focus on identification and integration of functional literacies, especially in rural areas and amongst vulnerable populations, developed and piloted	Range of pilot programmes targeting most vulnerable populations developed and established *Benchmark:* At least 3 pilot literacy programmes developed and piloted, 1 each targeting: women, pastoralist communities, and those working in sustainable development activities		
	Functional Adult Literacy Core Modules revised and rolled out and supplementary modules that aim at literacy for specific training/skill areas, developed	Completed piloting plan for FAL Core Modules *Benchmark:* 1 piloting plan with clear partners, time frame and responsible parties Completed piloting of Functional Literacy Core Modules *Benchmark:* Final piloting report documenting lessons learned and recommendations Number of skills specific literacy modules developed to supplement Functional Literacy Completed piloting plan for FAL Core Modules *Benchmark:* 1 piloting plan with clear partners, time frame and responsible parties.		
	Technology and innovation brought to bear in addressing pressing literacy needs	Establishment of 1 Innovation Group for development of technology-based literacy initiatives with participation of multiple stakeholder groups, including youth *Benchmark:* 1 national group established		
	Implementation of innovative approaches to literacy programming in the areas of facilitator training, materials/resource development and the establishment of literacy centers supported through UNESCO Innovation Fund for Literacy	Establishment of 1 Innovation Fund for Literacy in South Sudan to fund pilot technology-based literacy initiatives *Benchmark:* 1 Innovation Fund for Literacy; 3 project concepts funded and piloted		

	A Culture of Reading in South Sudan created through innovative approaches such as development of a digital library, support for the development and dissemination of low literacy readers, especially in rural areas, and the introduction of mobile libraries that include awareness raising on literacy through complementary activities such as theatre and the introduction or strengthening of inter-generational reading activities.	Number of digital libraries established. *Benchmark:* 1 digital library established in cooperation with civil society organizations Range of low-literacy resources developed *Benchmark:* At least 20 low literacy resource readers developed made available in a range of topics available to literacy learners through the digital library Number of counties in each State with a mobile library established *Benchmark:* 1 county in each of 10 States with a mobile library established.		
	Potential of radio and video as a medium for passing social messages within communities increased by linking with traditional forms of local storytelling and theatre performance Youth trained in the production of radio and video programmes	Number of youth trained in radio and video production *Benchmark:* At least 50 young people trained	130,000	500,000
	Women's radio listening groups established, providing women, especially in rural areas of South Sudan, with the opportunity to allow their voices to be heard in relation to issues that are important to them	Number of listening groups established *Benchmark:* 10 total, one in each state		40,000
	Guidance book and training materials developed to train newly recruited group facilitators in skills such as promoting active listening and critical thinking, management of group dynamics, and conflict resolution	Number of training packages created for facilitation of women's listening groups *Benchmark:* 1 training packaged developed		

South Sudan Development Plan Objective for Conflict Prevention and Security: To defend the sovereignty and territorial integrity of South Sudan, uphold its constitution and secure the dividends of peace by seeking to prevent the resurgence of conflict, providing equitable access to justice and maintaining law and order through institutions that are accountable, adequate, affordable and appropriate in their structures and humane in their actions				
UNDAF Expected Outcome/Result	**Expected results of UNESCO activity**	**Performance indicators and benchmarks**	**Available resources in US$**	**Mobilization target in US$**
Outcome 4: Violence is reduced and community security improves.	Demobilized ex-combatants demonstrate improved literacy, English language, vocational and life skills aligned to local labour market conditions and personal aspirations	Number of ex-combatants (disaggregated by sex) who demonstrate an average increase of literacy, English language, vocational and/or life skills *Benchmark:* 70% Number of ex-combatants (disaggregated by sex) who provide positive feedback and demonstrate an interest in pursuing further literacy, English language, vocational and/or life skills courses after reinsertion aligned to relevant labour market conditions and personal aspirations *Benchmark:* 70% Number of ex-combatants (disaggregated by sex) who participate in labour-based works and small-scale income generating activities and/or cooperatives. *Benchmark:* 50% Number of ex-combatants (disaggregated by sex) who have completed an Action and Business Plan livelihood/income generation upon reintegration. *Benchmark:* 70%	980,227	980,227

	Measures undertaken by ex-combatants to reintegrate as civilians and engage in self-reliant livelihoods	Number of ex-combatants (disaggregated by sex) who demonstrate an average increase in psychosocial well-being and in knowledge about HIV/AIDS, reproductive health, gender roles and relationships, peace education, conflict resolution, civic values and substance abuse prevention *Benchmark:* 50% Number of ex-combatants (disaggregated by sex) participate in and provide positive feedback on regular 1-1 psychosocial support sessions and a range of sports and creative arts activities *Benchmark:* 50% Number of ex-combatants (disaggregated by sex) who demonstrate a positive attitude towards reintegration and have completed a clear and realistic plan for the first 3 months of reintegration *Benchmark:* 50% Number of ex-combatants (disaggregated by sex) who have become trainers *Benchmark:* 5% Short introductory courses are tested and developed			

	Measures undertaken to develop, pilot and evaluate curricula for short introductory courses, which are aligned with existing national TVET and non-formal education curricula and which can be adopted for scale up activities by the relevant line ministries	Short introductory courses are tested and developed *Benchmark:* 8 vocational skills; introductory literacy and numeracy in mother tongue languages; functional English as a second language linked to vocational skill sets; and a range of life skills courses Number of new curricula piloted during the first phase and changes are implemented in response to feedback *Benchmark:* One new curricula per subject area piloted during the first phase and changes are implemented in response to feedback		
	Comprehensive, visual and easy-to-use teaching and learning package on life-saving messages and psychosocial support developed, building on Phase One materials	Range of messages/corresponding material developed *Benchmark:* Messages/corresponding material developed in at least four additional areas, including nutrition; environment; health of both boys and girls; and peace-building and conflict resolution skills.	300,000	600,000
	Capacity of teacher trainers and teachers specifically in the areas of life skills and psychosocial support strengthened	Number of trainers trained and teachers trained in both teaching and learning package content and methodologies for teaching the material to trainees and students *Benchmark:* 300 trainers(including 100 female trainers) trained and 3000 teachers (including 1000 female teachers) trained and equipped with teaching and learning package		
	Education for peace and non-violence provided to learners	Number of students receiving instruction using the life skills and psychosocial support modules *Benchmark:* 300,000 students from all states		

	Youth Peacemaker Network of youth skilled and engaged in conflict mediation and peace-building formed	Number of engaged youth *Benchmark:* One engaged youth per county in each of South Sudan's 10 States	66,000	460,000
	Capacities of Youth Peacemaker Network members strengthened	Range of development workshops and long-term support provided *Benchmark:* Opportunities provided include peer-to-peer learning and ICT training		
	Youth engaged in policy dialogue relevant to their own lives	Availability of opportunities for policy dialogue *Benchmark:* Youth Leadership Forum organized to engage youth in policy dialogue		
	Participatory approach applied in which the different communities of South Sudan have a say in how their culture and history will be presented in the National Museum of South Sudan Culture mapping conducted nationwide around key topics	Mapping completed and collection established in a participatory manner *Benchmark:* all counties visited and have participated in the development of the collection		10,000
	Collection of the National Museum used for education and nation building by organizing outreach events at community level and by providing didactic materials to schools throughout South Sudan	Number of outreach programmes and didactic materials provided *Benchmark:* national museum provides on a regular basis didactic materials to schools throughout South Sudan and regular community-level events organized		

	Sense of national belonging increased by providing a forum for the community at large to participate in the way their community, tribe, culture and history will be represented at a national level National museum policy elaborated and adopted and National Museum created as a (semi) autonomous institution within the government	National Museum established in Juba *Benchmark:* National Museum established as an institution, with necessary policies and legislation and first National Museum building in Juba constructed		
	Trained and skilled national experts and staff for museum management, conservation, presentation, promotion and outreach. National Museum of South Sudan inaugurated and opened to the public	Number of skilled national staff *Benchmark:* National staff trained in a wide range of museum related professions (management, guides, guards, restorers, technicians, etc.)		
	Comprehensive safety and protection strategy for journalists and media professionals developed and implemented	Number of Strategies developed and implemented *Benchmark:* 1 Strategy completed	45,000	545,000
	Awareness amongst government and state institutions and other key stakeholders increased through dialogue and advocacy meetings between media and security forces, with an aim towards improving relations between security forces and journalists and combatting impunity for violence and intimidation	Number of dialogues held between media professionals and identified key stakeholder groups. *Benchmark:* 3 dialogue workshops held at State level		
	Draft media legislation protecting freedom of expression and information strengthened and promoted through dialogue and advocacy work	Range of initiatives developed to raise awareness about the media legislation *Benchmark:* 10 awareness raising activities held at State level; 1 World Press Freedom Day event held at national level		

	Comprehensive monitoring and reporting system developed to promote the safety of media professionals in South Sudan, which includes technology and social media platforms as tools	Number of comprehensive monitoring and reporting systems developed *Benchmark:* 1 system developed; 1 mobile application developed for gathering data on safety incidents from journalists; 1 GIS mapping application developed to track security incidents involving media professionals.		