



Project Information Document (PID)

Concept Stage | Date Prepared/Updated: 05-Sep-2022 | Report No: PIDC34577

**BASIC INFORMATION****A. Basic Project Data**

Country South Sudan	Project ID P178654	Parent Project ID (if any)	Project Name Building Skills for Human Capital Development in South Sudan (P178654)
Region EASTERN AND SOUTHERN AFRICA	Estimated Appraisal Date Jan 16, 2023	Estimated Board Date Mar 23, 2023	Practice Area (Lead) Education
Financing Instrument Investment Project Financing	Borrower(s) South Sudan	Implementing Agency Galilee Institute, Ministry of General Education and Instruction, Ministry of Higher Education, Science and Technology	

Proposed Development Objective(s)

The Project's Development Objective is to strengthen skills development opportunities for youth in key sectors.

PROJECT FINANCING DATA (US\$, Millions)**SUMMARY**

Total Project Cost	41.00
Total Financing	41.00
of which IBRD/IDA	35.00
Financing Gap	0.00

DETAILS**World Bank Group Financing**

International Development Association (IDA)	35.00
IDA Grant	35.00

Non-World Bank Group Financing

Other Sources	6.00
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Foreign Universities

6.00

Environmental and Social Risk Classification

Substantial

Concept Review Decision

Track II-The review did authorize the preparation to continue

Other Decision (as needed)

B. Introduction and Context

Country Context

- Following a history of conflict that had hindered its growth, South Sudan is poised to change its development trajectory.** The signing of the Revitalized Agreement for Resolution of Conflict in South Sudan in September 2018 and the subsequent formation of a unity government in February 2020 have provided a measure of hope for recovery and created a window of opportunity in policymaking that fosters sustainable and equitable growth. The country's economic outlook is cautiously optimistic, with a growth forecast of 1.2 percent in FY2021/22 and possibility of 3.5-5.0 percent growth in the medium term.
- For a successful transition, South Sudan is establishing the foundations of a diversified economy for inclusive growth.** The country is rich with natural resources like arable land, oil, and minerals. Sustained conflict and its attendant challenges, however, have constrained the realization of this economic potential. Agriculture remains the primary source of livelihood for more than four in five households. South Sudan has great potential for agricultural production that could potentially make it Africa's breadbasket, but extreme weather events like flooding cause substantial losses in agricultural production and livestock, and food security has deteriorated consistently since independence, often reaching crisis levels in some subnational jurisdictions. The economy provides few avenues for productive employment that offer a livelihood above the poverty level. Most jobs involve low-productivity, self-employed, or household work in agriculture and services, with typical incomes in the range of US\$2 per day. An estimated nine out of ten South Sudanese people live in poverty.¹
- Youth and women face considerable challenges in building and utilizing their human capital.** About 74 percent of the population in South Sudan is under 30 years of age – one of the largest youth bulges in the world. As a result of protracted conflict, generations of youth have been denied education, livelihood. While outright unemployment is rare given that the pressure to provide pushes people to engage in daily labor, agriculture and self-employment, income and productivity are extremely low. South Sudan also ranks in the bottom third of countries for women's empowerment in the Human Development Index (HDI). A South Sudanese girl is more likely to die in childbirth than finish school.² In 2018, only 29 percent of adult females were found to be literate. Women in South Sudan are also less likely than men to be employed as waged and salaried workers, while bearing a disproportionately heavy burden of familial responsibility. As a result of restrictive gender and social norms, women and girls in South Sudan have fewer choices and opportunities and less agency and options for self-determination.
- Internally Displaced People (IDPs) and refugees also experience significant service delivery gaps that affect their**

¹ OCHA. (2022b). Humanitarian Needs Overview: South Sudan

² International Crisis Group, 2021



quality of life and ability to acquire and utilize their human capital. South Sudan has 2 million IDPs as a result of conflict, insecurity, and the impact of climate change. The country hosts some 330,000 refugees and asylum-seekers (mainly from Sudan). In addition, over 500,000 South Sudanese refugees have returned to the country since the signing of the Revitalized Peace Agreement in 2018.³ IDPs and refugees have limited access to critical health, sanitation, and education services and the means to earn a livelihood. IDPs also have limited opportunities to earn and have also lost assets, networks, and their connection to the labor market. Fewer than half of IDPs of working age are employed (42 percent), and 90 percent of IDPs in Protection of Civilians sites live in poverty (under the US\$ 1.90 per day poverty line).⁴

5. **Fostering human capital is critical for South Sudan to leverage its natural endowments and grow a competitive economy.** Human capital—the knowledge, skills, and health acquired over a lifetime—complements physical capital in the production process and is an important input to technological innovation and long-run growth. There is mounting evidence that countries cannot achieve sustained and inclusive economic development unless human capital is strengthened.⁵ Countries that invest in human capital also create more engaged citizens that build the foundation for stable democracies. Despite the central importance of human capital to the country's development, South Sudan's human capital outcomes have remained poor. South Sudan had a score of 0.31 on the World Bank's Human Capital Index (HCI) in 2020, which means that a South Sudanese child born in that year will only be 31 percent as productive by age 18 as she could have been if she had access to full health and complete education. As South Sudan rebuilds infrastructure and institutions in this new development phase, investing in the human capital of its citizens could yield rich dividends. The HCI suggests that in a scenario of complete education and full health, South Sudan could have a future Gross Domestic Product (GDP) per worker that is 3.34 times higher in the long run compared to the current scenario.

Sectoral and Institutional Context

6. **Limited access to quality education and training has constrained human capital accumulation for South Sudanese youth during the period of conflict.** The education component of the HCI shows that the average child in South Sudan completes only 4.7 of the 14 expected years of school by the age of 18, which, when adjusted for learning, reduces to only 2.5 years.⁶ More than 94 percent of school children are not able to read and understand a simple text by the age of 10.⁷
7. **Investing in the human capital and skills of its young population in key sectors can fuel economic growth in South Sudan.** South Sudan is the youngest country in the world, with around 41 percent of the population under the age of 15 years and 74 percent under the age of 30.⁸ Currently, the lack of education and skills prevent youth from realizing their full economic potential. Conversely, providing this young population with opportunities for skills development in key sectors could increase income per capita and the country's economic productivity.⁹ A productive workforce that outnumbers its dependents would also allow South Sudan to access a demographic dividend and lay the foundation for future capital accumulation.¹⁰ Consequently, South Sudan's Revised National Strategy (2021-2024) recognizes the

³ UNHCR, 2022. <https://www.unhcr.org/en-us/south-sudan.html>

⁴ World Bank. 2022. South Sudan Economic Monitor, February 2022: Towards a Jobs Agenda. World Bank, Washington, DC.

⁵ World Bank. 2018. The Human Capital Project. Washington, DC: World Bank.

⁶ According to the HCI, the average child in South Sudan has a harmonized test score of 336 on a scale where the advanced attainment is 625 and the minimum attainment is 300.

⁷ World Bank. 2022. Strategies for Addressing Stunting and Learning Poverty in South Sudan

⁸ <https://www.un.org/youthenvoy/2020/02/un-secretary-generals-envoy-on-youth-visits-south-sudan>

⁹ <https://blogs.worldbank.org/developmenttalk/youth-bulge-a-demographic-dividend-or-a-demographic-bomb-in-developing-countries>

¹⁰ Accessing the demographic dividend also requires bringing down fertility rates and investing in quality education, adequate nutrition, and health



importance of human capital formation, with a particular focus on vulnerable populations.

8. **Building teacher skills in the education sector can improve learning outcomes and improve human capital accumulation for the next generation.** Teachers' content knowledge and teaching skills significantly impact student learning. Even in resource-constrained settings where students lack access to basic infrastructure, qualified and effective teachers can change a child's learning trajectory.¹¹ A review of interventions across low- and middle-income countries reveals that the most effective interventions to improve student learning rely upon teachers. The review shows that teacher-driven interventions such as structured pedagogy programs raised scores between 0.14 and 0.23 standard deviations, corresponding to approximately 6 to 9 months of learning.¹² In addition, a qualified and effective teacher can significantly enhance students' long-term academic, socioemotional, and professional achievements.¹³ Moreover, the quality of teachers is critical for enhancing students' retention¹⁴ and could influence the demand for education. For teachers to perform effectively, they must be well prepared and equipped with traditional competencies, such as content knowledge and pedagogy skills, and non-traditional competencies such as socioemotional skills. Therefore, prioritizing teacher professional development is a significant step forward in skills development and human capital enhancement.

9. **South Sudan faces significant shortfalls in qualified teachers that must be addressed to improve learning outcomes.** Governing entities with limited capacity face considerable challenges in attracting, preparing, and managing qualified teachers. This has caused a nationwide teacher shortage, particularly of female teachers. The difficulty in attracting qualified candidates to the teaching profession has led the education system to recruit volunteer teachers. For instance, forty-six percent of primary education teachers are volunteers without training, and only 18 percent of all teachers are trained.¹⁵ In addition, although the new curriculum encourages the use of local languages in early grades of primary education, teachers are not prepared and trained to teach in languages that students know and understand.^{16 17 18} These constraints are intertwined with the limited capacity of the existing educational institutions to offer teacher training programs to meet the needs. Only a few educational institutions providing pre-service and in-service training are in operation; for example, as of March 2022, only three public Teacher Training Institutions (TTIs), three private TTIs, and six Country Education Centers (CECs) were in operation.¹⁹ This is equivalent to roughly a third of the teacher training infrastructure.²⁰ These few institutions also lack qualified instructors, financial resources, and adequately equipped facilities, mirroring the difficulties faced at the general education level. To fill this gap in teachers' training, development partners and faith-based organizations have financed and delivered several accredited and non-accredited teacher training programs.²¹ However, the high reliance on non-governmental

(including access to sexual and reproductive health) for youth.

¹¹ Strategies for Addressing Stunting and Learning Poverty in South Sudan

¹² <https://documents1.worldbank.org/curated/en/235831548858735497/Successful-Teachers-Successful-Students-Recruiting-and-Supporting-Society-s-Most-Crucial-Profession.pdf>

¹³ <https://documents1.worldbank.org/curated/en/235831548858735497/Successful-Teachers-Successful-Students-Recruiting-and-Supporting-Society-s-Most-Crucial-Profession.pdf>; Buhl-Wiggers et al. 2017, Bau & Das 2017, as cited in World Bank 2022

¹⁴ <https://files.eric.ed.gov/fulltext/ED498352.pdf>; Strategies for Addressing Stunting and Learning Poverty in South Sudan

¹⁵ Revised National Development Strategy (2021-2024). 18 percent of primary school teachers are trained, 74 percent are untrained, and the training status of 8 percent is unknown.

¹⁶ Strategies for Addressing Stunting and Learning Poverty in South Sudan

¹⁷ On the other hand, using English as a language of instruction for the upper primary and secondary was also a challenge, mainly in the northern states, due to teachers' English illiteracy.

¹⁸ The General Education Strategic Plan (2017-2022)

¹⁹ TTIs offer residential pre-service and in-service teacher training

²⁰ Strategies for Addressing Stunting and Learning Poverty in South Sudan

²¹ Accredited programs such as simplified forms of pre-service programs and in-service or CPD programs leading to QTS. Non-accredited programs such as the Save the Children's Enabling Teachers CPD program for primary school teachers (Strategies for Addressing Stunting and Learning Poverty in South Sudan).



partners, coupled with the limited planning capacity of education-governing ministries, has led to fragmentation of teacher training and unequal distribution of programs across states.

10. **South Sudan could also reap rich dividends by building the skills required for improved agricultural practices, identified as a high growth sector with potential impacts on welfare and food security.** Agricultural production employs 80 percent of South Sudan's population and accounts for around 15 percent of its GDP.²² People living in rural areas and the urban poor rely heavily on agricultural production for their livelihood, and household agriculture production provides a major source of food and income for many South Sudanese families, especially in rural communities. Women are heavily involved in agriculture, and 60 percent of youth involved in agriculture reported they would like to improve their activity rather than switching to a new one or resuming education.²³ Despite enormous potential and its considerable welfare impacts, agricultural production in the country has been disrupted by climate shocks—including those related to flooding and droughts in certain regions—that have potentially exacerbated food insecurity.²⁴ Heightened food insecurity can have particularly long lasting effects on the human capital of young children as studies from Sub-Saharan Africa show that household food insecurity is significantly associated with stunting,²⁵ which in turn is linked to reductions in lifelong learning, cognition, educational attainment, and economic potential.²⁶ Addressing the complex challenge of increasing agricultural productivity requires building knowledge and skills in climate resilient agriculture, as well as harnessing new technology to unlock the agriculture sector's full economic potential.
11. **Building skills in teaching and agriculture is aligned with the national priorities identified by the Government of South Sudan in the Revised National Strategy (2021-2024).** The Revised National Strategy (2021-2024) highlights supporting teacher training institutions and fast-track teacher training through pre-service and in-service programs as key strategic interventions to address the poor quality of education. The importance of teacher training is also highlighted in the Government's General Education Strategic Plan (2017-2022). The Strategic Plan identifies the setting of minimum requirements for all new teachers and revitalizing teacher training intuitions to improve and expand pre-service and in-service training options as key strategies for improving the competency of its teachers.²⁷ The Revised National Strategy indicates that the Ministry of General Education and Instruction (MoGEI) and the Ministry of Higher Education, Science and Technology (MoHEST) will lead teacher training interventions, but increasing institutional capacity and improving coordination between the two entities is essential to achieve these goals. In fact, the Revised National Strategy included strengthening the institutional capacity of the two ministries as part of the service cluster objectives. The Revised National Strategy also proclaims modernizing agriculture as a priority area. The strategy suggests that agriculture presents an opportunity for economic diversification in the short and medium term and will create job opportunities for the young population. The Strategy also highlights the importance of incorporating ICT in the delivery of education and skills training.
12. **A well-structured approach to improving teachers' skills and competency would build on and complement existing programs of other development partners.** Several development partners have been investing in improving access to quality education in South Sudan. Among these development partners is the Global Partnership for Education (GPE),

²² The Revised National Development Strategy (2021-2024)

²³ Finn et al. 2020

²⁴ Floods inundated a significant proportion of this agricultural area, leading to losses in the order of 38,000 tons of cereals and 800,000 livestock in the period from May to December 2021. Low levels of productivity have led to a widening of the food deficit, with the overall cereal deficit projected to reach around 465,610 metric tons in 2021, equivalent to about 35 percent of the overall food requirement for the year (FAO, 2021)

²⁵ Gassari and Chen, 2021

²⁶ Action Contre la Faim (ACF), 2017; United Nations Children's Fund (UNICEF), 2019; United Nations Children's Fund (UNICEF), World Health Organization, International Bank for Reconstruction and Development/The World Bank, 2021

²⁷ The Government is currently assessing the implementation of the 2017-2022 Strategic Plan and preparing for a new 5-year plan.



which is implementing a grant through the United Nations Children's Fund (UNICEF). GPE's efforts focus on aspects such as strengthening the system's capacity, information management, and girls' education. Other development partners active in this arena in South Sudan include the European Union (EU) Delegation, which has provided cash incentives for 30,000 teachers²⁸, and UK AID²⁹, which is implementing a program covering areas such as teacher development, school system strengthening, and life skills. This is in addition to initiatives by the African Development Bank (AFDB), Education Cannot Wait (ECW), the United Nations Office for the Coordination of Humanitarian Affairs (OCHA), and the World Food Program (WFP). In general, the development partners in South Sudan have been focusing on bringing children to schools and improving the quality of education through infrastructure development, school feeding, cash transfers, system capacity development, and teachers' development. However, despite the significance of all these components, learning outcomes will not improve without a more focused effort to address the shortage in the supply of qualified teachers. Therefore, investing in a well-structured teacher training model is key to integrating partners' efforts in teacher development and building a cadre of qualified teachers.

13. **The dissemination of foundational learning skills and building the competency for improved agricultural practices are key to promoting resilience in South Sudan.** Promoting learning and the capacity to acquire skills through qualified teachers would enhance social cohesion and improve stability. Empirical evidence suggests that countries that invest in human capital create more engaged citizens that build the foundation for stable democracies. For example, in Nigeria, the cohort that benefitted from the introduction of universal primary education in the mid-1970s was found to be more engaged in political life, paying closer attention to the news, attending community meetings, and voting more often than those who did not go to primary school.³⁰ In addition, building the capacity of youth for effective agricultural practices would contribute to increasing the socioeconomic opportunities for youth and empowering women, accelerating economic dividends. This would help rebuild lost human capital in South Sudan and generate potential to break cycles of violence.

Relationship to CPF

14. **The proposed Project is aligned with the World Bank Group's Country Engagement Note (CEN) for South Sudan for the period 2021-2023 (Report No. 158008-SS).** The proposed Project will contribute to all three of its focus areas. First, it contributes to Objective 1.1 "Building core institutional administrative capacity and transparency" of Focus Area 1: "Lay groundwork for institution building" by placing strong emphasis on building strong foundations for the education system through strengthened capacity for policy making, coordination, and reliable data collection and analysis on system functioning. The Project would also contribute to Focus Area 2: "Continue support to basic service delivery" and its Objective 2.1 on "improving access to basic human development services". It would do this by supporting the availability and quality of teachers who are essential for provision of quality education for learning in South Sudan. Lastly, the proposed Project contributes to Focus Area 3: "Promote resilience and livelihood opportunities", both by contributing to food security in the longer term through provision of skills for improved agricultural practices, as well as by strengthening access to livelihood opportunities through training for employment in key sectors.
15. **The Project would also follow the CEN's central aspects of ensuring a government-led implementation model.** The Project is aligned with South Sudan's recently Revised National Development Strategy (R-NDS), which emphasizes increasing support for the social sectors for human capital development and protection of the vulnerable population, mainstreaming gender considerations, and empowering women and youth as drivers of growth and nation-building,

²⁸ Through programs such as IMPACT and OUTREACH

²⁹ Funded through the Foreign, Commonwealth, and Development Office (FCDO)

³⁰ World Bank, 2019



in addition to tapping into the country's agricultural potential.³¹ Additionally, the proposed Project is in line with the IDA20 Special Theme: Fragility, Conflict and Violence,³² which underscores the importance of investing in institution building and human capital development as a way of addressing drivers of Fragility, Conflict, and Violence (FCV) and building on sources of resilience. The Project is also well aligned with the World Bank's Africa Strategy for 2019–2023 and its Strategy for FCV 2020 – 2025.³³

C. Proposed Development Objective(s)

The Project's Development Objective is to strengthen skills development opportunities for youth in key sectors.

Key Results (From PCN)

16. The PDO will be measured by the following indicators:

- i. Number of teachers that complete the accelerated pre-service teacher training program, disaggregated by gender
- ii. Number of teachers certified by the revamped in-service training system, disaggregated by gender
- iii. Number of students that successfully completed the digital training for agriculture, disaggregated by gender
- iv. Share of MOGEI and MOHEST staff trained on system governance, accountability, and/or use of data for policy making

D. Concept Description

17. **The proposed Project would support South Sudan to establish the minimum skills base needed to enable the country to accelerate human capital formation.** The project proposes to do this by addressing skills constraints in the education and agriculture sectors. In both these sectors, lack of critical skills is a binding constraint for improving sector performance and will need to be addressed to enable complementary investments to produce returns.
18. **South Sudan's education outcomes are among the lowest in the world and a major constraint to the country building its human capital.** To enable the country to increase access to quality education, it needs to have a critical mass of qualified teachers which is currently unavailable due to the years of conflict which has deprived generations from accessing education opportunities. Although investments in physical infrastructure of the education sector will be essential, returns to these investments can only be realized if the country is first able to build a core teaching force. Hence the project proposes to focus on building the systems that can produce this core teaching force as a first step to building the country's overall education system.
19. **Agriculture is one of the most important sectors in South Sudan, accounting for 80 percent of employment.** The sector is also important for food security and improved nutrition and health, important components of human capital development. South Sudan's agri-food systems have the potential for boosting the economic growth and productivity of the country, however, severe skills shortages present a significant challenge to take the urgent action needed to transform agri-food systems in the country. The project proposes an innovative approach using technology to build agriculture skills of youth that could catalyze growth, empowerment, and livelihoods for many in the country. The use of technology holds the potential for South Sudan to overcome the constraint of inadequate highly qualified experts who could train the youth of the country by connecting them directly with international experts. These partnerships

³¹ Republic of South Sudan, Revised National Development Strategy (R-NDS), Consolidate Peace and Stabilize the Economy

³² World Bank. 2021. IDA20 Special Theme: Fragility, Conflict and Violence. Washington, D.C.: World Bank Group.

<https://imagebank2.worldbank.org/search/33239299>

³³ World Bank Group Strategy for Fragility, Conflict, and Violence 2020–2025 (English). Washington, D.C.: World Bank Group. <http://documents.worldbank.org/curated/en/844591582815510521/World-Bank-Group-Strategy-for-Fragility-Conflict-and-Violence-2020-2025>



would not only develop and deliver training content but also build the capacity of South Sudan's teachers and training system to offer these trainings on a sustainable basis.

20. **Building skills of education sector policy makers and administrators in South Sudan who can lead the path to education sector development of the country will be crucial for sustainability.** As South Sudan embarks on rebuilding its systems, a strong education administrative system will be critical for the country to utilize investments, both internal and external, for ensuring all investments in the country lead to student learning. Currently, due to the fragmentation in the system and the lack of capacity within the government to coordinate the efforts of many external partners, the country has not been able to make significant improvements in education outcomes despite significant support from partners. A system that has strong accountability mechanisms and capable administrative staff in addition to policy making capabilities will set a strong foundation for the education system as it plans to expand access rapidly to children across the country.
21. **The proposed project will prioritize skills development of women given their key role in both the education and agriculture sectors in South Sudan.** Evidence shows that female teachers positively impact girls' school enrollment and retention as they contribute to creating a supportive environment and girl-friendly schools. Female teachers could also act as role models who motivate girls to learn and empower them to develop their skills. The project will prioritize training for female teachers given the many benefits of female teachers and to correct the current low proportion of female teachers in South Sudan's teaching force. At the same time inclusion of women in agri-food sector would also have the potential to raise productivity. The International Food Policy Research Institute (IFPRI) "Gender in Agriculture. Closing the Knowledge Gap" Report 2014 quantifies the potential of greater gender inclusion in agriculture and concludes that "closing the gender gap in agriculture would generate significant gains for the agricultural sector and for society. If women had the same access to productive resources as men, they could increase yields on their farms by 20 to 30 percent. This could raise total agricultural output in developing countries by 2.5 to 4 percent, which could, in turn, reduce the number of hungry people in the world by 12 to 17 percent". There are good reasons to expect that inclusion of women higher up in agri-food value chains would reap benefits. The project will thus prioritize female participation in agriculture training programs.
22. **The proposed Project will also prioritize skills development of other marginalized groups, particularly IDPs, given the disproportionate challenges in access to services and opportunities they face.** Evidence shows that education is a durable solution for internally displaced children. Training teachers from internally displaced communities will enhance their employment opportunities and increase the supply pool of teachers who can teach in native languages IDPs speak. Thus, effective IDP teachers could support displaced children by providing them fundamental learning in their native language, cognitive skills, and psychosocial support when they are most vulnerable. In addition, given that fewer than half of IDPs of working age are employed in South Sudan, improving their skills in agriculture would increase their opportunity to join the job market. This would reduce the devastating losses in their earnings, network, and connections to the labor market.

Component 1: Enhancing Teacher's Skills to Strengthen Education Delivery (US\$ 24 million)

23. **This component would revamp pre-service and in-service teacher professional development in South Sudan.** First, it will focus on upgrading and scaling-up *accelerated pre-service* teacher training for low-skilled candidates. Second, it would strengthen in-service teacher professional development with a focus on low-skill teachers. The project will have a special focus on ensuring female participation in teacher training programs with special incentives to attract more women to enroll in pre-service programs. It will also prioritize professional development for in-service female teachers. In addition to incentives, the project will prioritize provision of safe and conducive environment for female



participants, for example by ensuring adequate Water, Sanitation and Hygiene (WASH) facilities for women. The proposed project will also include modules on climate change and resilience, climate preparedness, and/or overall risk management in the teacher training curriculum.

24. **Subcomponent 1.1: Strengthening pre-service teacher professional development.** This subcomponent will support the reopening and equipping of teacher training institutions (TTIs), improvements to and revision of the curricula (with a focus on structured pedagogy, foundational skills, and language of instruction), development of accelerated training modalities, and scaling up the geographical coverage of the training programs. The component will particularly support the scale-up of training modalities for volunteer teachers that have not completed secondary education. In addition, it would support scholarships for female students to attract women to the teaching profession.
25. **Subcomponent 1.2: Strengthening in-service teacher professional development.** This subcomponent will support the strengthening of in-service teacher training, with a special focus on strengthening the pedagogical approach for low-skill teachers. This will require training teachers to improve the use of structured pedagogy with step-by-step guidance on what to teach and how to teach, and the production of teacher guides (in languages that teachers know) with structured lesson plans for each topic that are adjusted to teachers' skill level. Both pre-service and in-service training will support brief literacy courses to train teachers to read and write in national languages that they speak but are not literate on. The use of technology to strengthen the delivery of training, simplify the training cascades, and expand the coverage in hard-to-reach areas will also be explored. This component is also expected to support the development and implementation of professional development modules on psychosocial support and socioemotional learning aimed at improving the socioemotional skills and well-being of both students and teachers, which is particularly relevant for IDP populations.

Component 2: Digital Skills for Youth for Agriculture (US\$ 12 million of which US\$ 6 million IDA; and US\$ 6 million external financing)

26. **This component will pilot an innovative model for blended education (combining remote classes with face-to-face training) on digital agriculture for approximately 3,000 post-secondary graduates.** This component will be implemented in partnership with the Galilee International Management Institute (GIMI). GIMI was established in 1987 in Israel and has a global reputation as a leading management institute. The institute has a division dedicated to advancing agriculture as a means of ensuring food security, job creation and achieving sustainable and economic development. The institute will provide access to Israel's advanced knowhow on precision and digital agriculture technologies. GIMI has a vast experience in delivering education and training to international students. Over the years, the institute has trained more than 18,000 students and partnered with several international organizations.
27. **The Project will use a blended approach to award a post-secondary certificate in digital agriculture .** The delivery model will combine remote training provided by international experts (from GIMI) based in Israel, with face-to-face support for students mostly provided by local tutors trained under the Project. In South Sudan, both the remote and face-to face activities would be delivered by approximately 10 public universities and polytechnics throughout the country (i.e., ideally one for each of the 10 states). These institutions would be selected using transparent criteria that will consider both technical feasibility and equity.³⁴ Students will be selected from those taking the university entrance exams. To foster gender equity, the Project will support scholarships for female students to increase their enrollment in this education program. Students who successfully complete the two-year digital agriculture program will receive diplomas and be able to pursue job opportunities both within South Sudan and internationally. GIMI will assist

³⁴ If a given state has more than one public institution that meets the technical feasibility criteria, priority would be given to institutions serving disadvantaged populations.



students in accessing international jobs under this component.

28. **To support the implementation of the remote training, the Project will provide connectivity to the 10 selected universities and polytechnic institutes.** This would include the provision of both access to satellite internet and the equipment required for remote learning (projectors, servers, solar chargers, satellite, etc.). Connectivity will include access to internet to conduct remote classes, as well as access to internet labs. Given capacity constraints, access to connectivity will be limited and will prioritize the teachers and students targeted by the program, as well as the management team of the selected institutions.

Component 3: Institutional Strengthening for Education System Management. (US\$ 5 million)

29. **Subcomponent 3.1: Strengthening system governance and accountability.** In order to build a strong education system that is able to manage provision of quality education to South Sudan's children, the capacity of the government to plan, coordinate and provide oversight for the system will be essential. In addition to strengthening the skills and capacity of national MoGEI leadership and staff to play their roles effectively, this subcomponent will also aim to strengthen local government oversight of education provision through capacity building of staff and providing them the tools necessary to manage the system effectively. This will include provision of adequate capacity at the local level for fiduciary management, teacher management and teacher professional development support. This subcomponent will also provide technical assistance to develop strategic plans to fill key gaps in the education sector, such as for school infrastructure provision and improvement for equitable access to education across the country, teacher recruitment and deployment and provision of teaching and learning material. Opportunities for knowledge and experience sharing with other countries who have been able to successfully address similar challenges will be provided. It will also strengthen the capacity of the government to coordinate external support to the sector to ensure alignment with the strategic priorities of the sector, reduce fragmentation and promote sustainability.
30. **Subcomponent 3.2: Strengthening data for education system management.** This subcomponent will build on and further institutionalize the existing education management information system (EMIS) so that it can serve as the data foundation for systemwide reform and effective planning for the education sector in South Sudan. Several institutional improvements will be made to the existing EMIS to improve its reliability and utilization. These include: (i) enhancing the technology infrastructure to make EMIS more web-based and capable of incorporating real-time data; (ii) introducing mobile phone-based data collection to enable MoGEI staff and Regional Education Officers, as well as parents and community members, to collect and submit real-time data into the EMIS on school conditions, teacher registration, teacher and student attendance, and the availability of teaching and learning materials; and (iii) establishing multiple rounds of sample-based independent verification of EMIS data to gauge and improve the reliability of the data and to implement corrective measures to increase quality and transparency.
31. **Subcomponent 3.3: Project management.** This subcomponent will finance the day-to-day management of the project, strengthening implementation capacity for fiduciary and safeguards compliance, coordination with stakeholders and project monitoring and evaluation.



Legal Operational Policies	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Areas OP 7.60	No
Summary of Screening of Environmental and Social Risks and Impacts	

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APPROVAL

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Approved By

Country Director:	Firas Raad	25-Sep-2022
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