
REPUBLIC OF SOUTH SUDAN

The Ministry of General Education and Instruction



Inclusive Education Strategy South Sudan

From Policy to Action
Guidelines for the Implementation of the
South Sudan Inclusive Education Policy
2022-2030

Table of Contents

- List of Acronyms.....i
- Foreword..... ii
- Call to Action! iii

- Part 1: Introduction 1**
 - 1.1 Mandate..... 1
 - 1.2 Vision..... 2
 - 1.3 Mission 2
 - 1.4 Strategic Objectives 2
 - 1.5 Guiding Principles 2
 - 1.6 Priority Tasks to drive implementation of the Inclusive Education Policy from 2022 – 2030 3

- Part 2: Priority Tasks for 2022-2030 4**
 - 2.1 Task 1 – Ensuring that all children with disabilities are enrolled and stay in formal education programmes/schools 4
 - 2.2 Task 2 – Creating safe and welcoming learning environments in which all learners, and in particular learners with disabilities, belong, participate and thrive 6
 - 2.3 Task 3 – Making educational facilities accessible for learners with disabilities 8
 - 2.4 Task 4 – Developing disability-confident educators, management and education support staff 9
 - 2.5 Task 5 - Ensuring equitable access to the curriculum for learners with disabilities 11
 - 2.6 Task 6 – Improving disability equity among education personnel 13
 - 2.7 Task 7 – Developing referral pathways for learners who require assessment, rehabilitation, assistive technology and/or psychosocial support services 14
 - 2.8 Task 8 – Establishing and Strengthening Implementation and Monitoring Coordinating Mechanisms..... 14

- Part 3: Sub-Sector Institutional Responsibilities 16**
 - 3.1 Early Childhood Education (ECE) 16
 - 3.2 Primary Education..... 17
 - 3.3 Secondary Education..... 18
 - 3.4 Technical and Vocational Education and Training..... 18
 - 3.5 Alternative Education System (AES)..... 19
 - 3.6 Cross-cutting policy and programme strategies to support inclusive education 20

- Part 4: The Ministry of General Education and Instruction (MoGEI) as Inclusive Education Champion 23**
 - 4.1 The Directorate: Gender Equity and Inclusive Education 23
 - 4.2 Inter-Directorate Responsibilities and Collaboration within MoGEI 26

Part 5: Inter-Ministerial Responsibilities and Coordination	31
5.1 The Ministry of Gender, Child and Social Welfare (MGCSW).....	31
5.2 The Ministry of Health (MoH)	32
5.3 Ministries of Higher Education, Science and Technology, and Labour, Public Service and Human Resources	33
5.4 Other Key Ministries and Commissions.....	33
Part 6: Financing Implementation	34
6.1 National Ministry of General Education and Instruction	34
6.2 Ministry of Gender, Child and Social Welfare	35
6.3 Ministry of Health	35
6.4 State Ministries of Education.....	36
6.6 Development Partners and Civil Society Organisations.....	36
6.7 Private Sector	36
6.8 Local Communities	37
Part 7: Phased Implementation Approach.....	38
7.1 Development of work plans for Effective Inclusive Education Delivery	38
7.2 Policy Dissemination Seminars	38
7.3 Review and Development of Specific Guidelines for Policy Implementation.....	38
7.4 Instructional Materials Development	38
7.5 Networking and Partnership-Building	38
7.6 Development of Monitoring and Evaluation Tools	39
7.7 Research, Documentation and Knowledge Management.....	39
7.8 Periodic Review of Implementation Strategies	39
7.9 Timeline of the IE Policy Development and Implementation Process, 2014 - 2030 ...	40
Part 8: Inter-Governmental Cooperation, Partnerships and Coordination.....	42
8.1 National Level IEAC	42
8.2 State Level IEAC.....	43
8.3 The County IEAC	44
8.4 Payam Level IEAC.....	46
8.5 School Level IEAC	46
Part 9: Monitoring & Evaluation	48
9.1 Annual Implementation Progress Reporting	48
9.2 Midterm and Endline Evaluations.....	48
9.3. The Results and Indicator Framework.....	48
Conclusion.....	56
ANNEXURE A: Community Based Inclusive Development (CBID).....	57

List of Acronyms

AES	Alternative Education Systems
ALP	Accelerated Learning Program
ASE	Accelerated Secondary Education
ASRH	Adolescent Sexual and Reproductive Health
BALP	Basic Adult Literacy Programme
BoG	Board of Governors
CBR	Community Based Rehabilitation
CBID	Community Based Inclusive Development
CDC	Curriculum Development Centre
CGS	Community Girls' Schools
CTWG	County level Thematic Working Group
DI&S	Directorate of Inspection and Supervision
DIF	Disability Inclusion Facilitators
ECD	Early Childhood Development
ECE	Early Childhood Education
EMIS	Education Management Information System
GESP	General Education Strategic Plan
GESS	Girls' Education South Sudan
IEAC	Inclusive Education Advisory Committees
IEC	Information, Education and Communication
IELC	Intensive English Language Course
IES	Inclusive Education Strategy
INEE	Inter-Agency Network on Education in Emergencies
ISRC	Inclusion Support and Resource Centres
LfW	Light for the World
MGCSW	Ministry of Gender, Child and Social Welfare
MoGEI	Ministry of General Education and Instruction
MoH	Ministry of Health
NEC	National Education Coalition
NIEP	National Inclusive Education Policy
OPD	Organisations of Persons with Disabilities
PEP	Pastoral Education program
PLL	Person-centred Learning and Life Plan
PTA	Parents Teachers' Association
SAGA	Semi-Autonomous Government Agencies
SDGs	Sustainable Development Goals
SEF	State Education Forum
SMC	School Management Committee
SMoE	State Ministry of Education
SSUPD	South Sudan Union of People with Disabilities
TC	Total Communication
TTIs	Teacher Training Institutes
TVET	Technical and Vocational Education & Training
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
WASH	Water, Sanitation and Hygiene

Foreword

The Inclusive Education Strategy: From Policy to Action has been developed to inform and guide the implementation of both the South Sudan Education Plan 2023-2028 and the South Sudan Inclusive Education Policy (2021) for an eight-year period between 2022 (preparation) and 2030.

The goal of the Strategy is to ensure equal access and quality inclusive education at all levels, in all communities, and for all children, including all children with disabilities.

The Strategy outlines how key South Sudan actors must support the National Inclusive Education Policy (2021) implementation. The Strategy sets out to:

1. Enhance stakeholder understanding of inclusive education and create a platform for all stakeholders to work collaboratively
2. Sensitize the public across all strata of society, raise awareness about every child's right to learn in inclusive learning environments, and combat discrimination based on gender, disability, ethnicity and religion, among others.
3. Create and enrich positive learning experiences for all learners, regardless of age, ethnicity, religion, culture, race, gender or disability
4. Improve the quality of learning and teaching in educational institutions through learner-centred pedagogies, barrier-free infrastructure and accessible learning and teaching materials
5. Mobilize stakeholders in all levels of government, community and across sectors to take action towards agreed set targets.

The Strategy empowers education managers, health managers, social welfare managers, community leaders and NGOs at the national, state, county, payam and school levels to initiate action for education inclusion.

The Strategy was developed cognisant of human and financial resource constraints, existing and envisaged partnerships in the education, health, social welfare, children and disability sectors, and the need to differentiate action based on the situation on the ground and within the context of building back better as we emerge from the COVID-19 pandemic.

Dr Kuyok Abol Kuyok



**Undersecretary
The Ministry of General Education and Instruction
Republic of South Sudan**

Date: 27. 11. 2023

Call to Action!

The South Sudan Union of Persons with Disabilities as the official representative of persons with disabilities in South Sudan:

Recalls the right to education enshrined in the **Universal Declaration of Human Rights (1948)** and the **UNESCO Convention against Discrimination in Education (1960)**; **The UNESCO Salamanca Framework of Action on Special Needs Education 1994**, as well as the rights of the child to non-discrimination and to be protected against any form of physical or mental violence, injury or abuse, as set out in the **Convention on the Rights of the Child (1989)**. The **UN Standard Rules on Equalization of Opportunities for Persons with Disabilities (1993)** and the **Convention on the Rights of Persons with Disabilities (CRPD) (2006)** as ratified by South Sudan in 2023.

South Sudan has demonstrated its commitment to the promotion and protection of the rights of persons with disabilities through the transitional constitution and other laws and policies. These include:

- The Transitional Constitution, 2011
- The Child Act, 2008.
- The Convention on the Rights of the Child (1989), specifically rights of children with disabilities.
- The National Gender Policy.
- The South Sudan National Disability and Inclusion Policy, 2017.
- National Policy on Inclusive Education, 2021.
- Strategic Plan 2012-2017, Ministry of Gender, Child and Social Welfare, 2012.
- General Education Strategic Plan 2012-2017, Ministry of General Education and Instruction, 2012.

The above laws, plans and policies provide for:

- The protection of rights of persons with disabilities founded on justice, equality, respect for human dignity, advancement of human rights and fundamental freedoms;
- Full and effective participation and inclusion in society;
- Equality of opportunity; and
- The right to inclusive and equitable quality education and lifelong learning opportunity for all.

SSUPD reaffirms our commitment to the 2030 Agenda for Sustainable Development which contains goals on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all (Sustainable Development Goal 4), and specific targets related to ‘ensuring that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights,

gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development' (target 4.7) and 'building and upgrading education facilities that are child-, disability- and gender-sensitive and provide safe, non-violent, inclusive and effective learning environments for all'.

SSUPD Recognizes that any form of discrimination and/or violence including bullying in educational settings are an obstacle to the enjoyment of the right to education and to equal access to educational opportunities of learners in South Sudan, and that no country can achieve inclusive and equitable quality education or equal access to educational opportunities, if any learners are discriminated against or experience violence because of their actual or perceived sexual orientation and gender identity/expression.

SSUPD Confirms our responsibility to promote human development, including education and health, as well as to implement effective strategies to educate all children and young persons, and protect them from any form of discrimination and violence; through the harmonious development of their potential and capabilities, valuing and respecting their differences and similarities, as well as ensuring the full exercise of fundamental rights of all individuals and communities in South Sudan.

Whereas

Advances have been made in country to fulfil the above-mentioned commitments and responsibilities, there are still significant challenges:

The right to education for all citizens of South Sudan, regardless of disability or gender, is enshrined in article 29 of the Transitional Constitution, however PWDs have not been able to realize this human right. Despite the "Education for All" campaigns, access to education by persons with disabilities is still limited in South Sudan and particularly children with disabilities are the most disadvantaged. In South Sudan, school attendance of persons with disabilities varies from 21.9% to 24.3 % (Disability assessment report, 2011). The ratio drops to 17.6% for female in all surveyed locations, and to only 10.5% in Warrap state. It shows large discrepancies between male and female and between states. The drop-out ratio stands at 48%. However, there is no available data on completion rate by children with disabilities, out of school children with disabilities, as well as adult learners with disabilities.

The major barriers in accessing education in South Sudan include;

- Negative attitudes towards persons with disabilities.
- Long distances to schools.
- Poverty.
- Insecurity in some areas.
- Negative cultural perceptions.

- Lack of assistive device.
- Lack of road pathways for persons with disabilities.
- Bad roads.
- Lack of special needs education support services, facilities and teachers.
- Inaccessible school facilities and infrastructures (ramps and accessible toilets for persons with disabilities).

SSUPD acknowledges:

The promising policies (**National Disability Inclusion Policy and National Inclusive Education Policy**) and practices in the country, which demonstrate that effective education sector responses to school-related violence require a comprehensive approach that both promotes inclusion, diversity and prevents and addresses violence in a broader sense and situated context. Such an approach includes all of the following elements: effective national and school policies, relevant and appropriate curricula and learning materials, training and support for staff, support for learners and families, strategic partnerships, systematic data-gathering and monitoring of violence, prompt and effective responses to acts of school-related violence, and evaluation of responses. It involves all relevant stakeholders and is implemented at national or State levels.

Based on the above considerations, we will work towards developing and implementing comprehensive responses to prevent and address discrimination and violence in all educational settings in our country.

- Specifically, we commit to reinforcing our efforts to prevent and address violence including that based on sexual orientation and gender identity/expression, within the broad framework of a comprehensive education sector response to school-related violence including bullying, and while taking into account the specificities of different legal and socio-cultural contexts, ensuring the cooperation in our country to share best practices.
- **Monitoring systematically the prevalence of violence in educational settings against children with disabilities**, including violence based on sexual orientation and gender identity/expression, through data-gathering mechanisms and other methods.
- **Providing learners with disabilities with access through awareness to age-appropriate, non-judgmental, human rights based and accurate information on harmful gender stereotypes and issues relating to gender non-conforming behaviors**, including as appropriate information campaigns, and partnerships with civil society and the wider school community.
- **Support in Providing training (Sign language and Braille) and/or support to teachers and other educational and school staff** to prevent and address violence against children with disabilities in educational settings, including violence based on sexual orientation and gender identity/expression.
- **Taking other actions to ensure inclusive and safe school environments** for all learners including those with disabilities and provide support for those

affected by discrimination and/or violence, including discrimination and/or violence based on sexual orientation, disability and gender identity/expression, as well as their families.

- **Evaluating the efficiency, effectiveness and impact of education sector responses** to violence, including violence based on sexual orientation, for children with disabilities and gender identity/expression.

SSUPD invites all stakeholders in the Country to join in our efforts and indicate their support to this Call for Action, so that South Sudan shall be added to the list of affirming countries.

Part 1: Introduction

This document outlines how the Inclusive Education Policy will be implemented, amongst others, by

- nurturing partnerships across sectors and in the community,
- developing positive attitudes,
- improving service delivery by building capacity and setting standards,
- monitoring progress towards ensuring equal opportunities for the most marginalized learners.

This strategy and associated Inclusive Education Policy Framework prioritise urgent actions to improve the inclusive education capacity of the primary education system, especially over the next five to 8 years.

The Strategy is furthermore informed, among others, by:

- Relevant indicators and targets contained in the South Sudan General Education Strategic Plan, 2017-2022,
- The development of the South Sudan General Education Strategic Plan, 2023-2028,
- Policy guidelines contained in the South Sudan National Disability and Inclusion Policy (2013),
- Lessons learnt during implementation of the Girls Education South Sudan (GESS) Programme in 2019 and 2020,
- Lessons learnt in developing countries during the COVID-19 pandemic,
- International best practices in the implementation of inclusive education in under-resourced contexts,
- Targets and actions contained in Sustainable Development Goal 4 on Education

1.1 Mandate

The IES derives its mandate from

- The General Education Act (2012), Section 50, page 21 (Regulations)
- The Ministerial Order No. 28/2017 dated 24 November 2017 on Inclusive Education (RR/MoGEI/OM/J/33/3).
- The measures that are contained in the South Sudan National Disability and Inclusion Policy (2013).

1.2 Vision

The Republic of South Sudan shall work towards improving an inclusive education system with barrier-free access to quality education. This Policy will enable active participation of all learners in the same safe, enabling school and community environment to foster the development of learners' full potential.

1.3 Mission

This strategy aims to create conducive conditions to develop an inclusive education system in South Sudan and to implement the Inclusive Education Policy, 2021.

1.4 Strategic Objectives

This strategy outlines how key actors in South Sudan will implement the National Inclusive Education Policy (2021). The strategy sets out to:

1. Enhance stakeholder understanding of inclusive education and create a platform for all stakeholders to work collaboratively
2. Sensitize the public and raise awareness about inclusive education aims of promoting equity and social inclusion across all strata of society and combating discrimination
3. Create and enrich a positive learning experience for all learners regardless of age, ethnicity, religion, culture, race, gender or disability
4. Improve the quality of learning and teaching in educational institutions through learner-centred pedagogies, barrier-free infrastructure and accessible learning and teaching materials
5. Mobilise stakeholders in all levels of government, community and across sectors to take action towards agreed set targets.

1.5 Guiding Principles

The guiding principles of the IES are that

1. Education of children with disabilities is a Constitutional right, and the Ministry of General Education and Instruction (MoGEI) is the primary duty-bearer in this regard, supported by the Ministry of Health and the Ministry of Gender, Children and Social Welfare (MGCSW).
2. Children with disabilities belong in local community schools in inclusive settings.
3. It is in the best interest of all children, regardless of their age, gender, type or severity of disability, where they live, their home language, religion or economic

status, to learn with their siblings and peers without disabilities in their local schools, even if they experience physical, attitudinal and communication barriers.

4. Local communities have the wisdom and insight to find local solutions for local challenges once they overcome disability stigma.

1.6 Priority Tasks to drive implementation of the Inclusive Education Policy from 2022 – 2030

Implementation of the IE Policy between 2022-2024 focuses on strengthening the functioning of systems and structures, progressively rolling out the eight tasks contained in this Strategy, and piloting innovations and best practices from other developing countries. The overall aim is to ensure effective implementation of the IE Policy by 2030.

The first five (5) years will focus on a total of nine (8) key focus areas (tasks) -

1. School enrolment and retainment
2. Safe and welcoming learning environments
3. Accessible schools
4. Disability-confident education personnel
5. Curriculum access
6. Educators with disabilities
7. Referral pathways
8. Implementation and Coordinating mechanisms

Important to note is that implementation of the IE Policy over the next five years takes place within the context of building back better and more inclusive in the aftermath of the COVID-19 pandemic.

A mid-term process evaluation will be conducted in 2024/5 to measure the programme's activities, quality, and who it is reaching.

An impact evaluation will be conducted in 2028/9 to determine the impact of implementation on

- enrolment and retention figures of boys and girls with disabilities
- sense of belonging and participation experienced by learners with disabilities
- inclusivity of school environments
- disability confidence and skills of educators
- the functionality of referral pathways
- the functionality of coordination and support structures.

Part 2: Priority Tasks for 2022-2030

General Education Strategic Plan, 2017:

The three main barriers preventing children with disabilities from accessing education are:

- long distance to school (84%),
- negative attitudes (52%) and
- lack of teacher experience (42%).
- teasing and bullying were also mentioned in 24% of the cases.

2.1 Task 1 – Ensuring that all children with disabilities are enrolled and stay in formal education programmes/schools

“Encouraging enrolment, retention and completion of learners and adults with disabilities into their local schools, is the first and most essential step towards building an inclusive education system”.

(National Inclusive Education Policy, 2021)

Our first and foremost task in the next five years is to ensure that we enrol and retain all boys and girls with disabilities in formal education programmes and/or schools. This must be regardless of whether all barriers to learning have been removed, as it is always in the child's best interest to be in school, with their siblings and peers, learning.

Inclusive Education Policy guidelines that must be prioritised for the next 8 years include:

- Review of the data collection tools to take into account these dimensions and capture developmental disabilities, such as intellectual disabilities, autism and epilepsy/nodding disease.
- Develop a process that identifies and addresses the barriers which hinder achieving quality educational outcomes for ALL learners.
- Raise awareness of learners' educational needs and abilities at the risk of exclusion within the education system and the wider community.
- Promote and facilitate inclusion of learners at the risk of exclusion in formal, and non-formal education and training.
- It calls on community organisations, local NGOs or CBOs, Organisations of Persons with Disabilities (OPDs) as well as community leaders to raise awareness throughout the community of the right of all children to
 - attend their local school,
 - participate and learn,
 - the need for children who have been excluded to be brought into education,

- encourage parents to enrol their children/learners with disabilities on time and keep them attending school regularly, and
- intervene when they are made aware of discriminatory practices against children with disabilities.

Indicators, 2015 baseline and 2021 targets that are contained in the General Education Strategic Plan are:

Indicators	2015 Baseline	2021 Target
Increase in % of ECE learners with disabilities enrolled	2.2%	3.5%
Increase in % of learners with disabilities enrolled in primary education	1,7%	17%
Increase in % of learners with disabilities enrolled in secondary education	3%	5%
Increase in % of learners with disabilities enrolled in ALP, CGS and PEP	2,7%	4%
Increase in % of learners with disabilities mainstreamed from ALP, CGS, PEP into formal system	None	50%
Increase in % of TVET learners with disabilities	2,5%	10%

Improving enrolment and retention requires that measures must be put in place that focus on:

- Reducing disability stigma through behavioural change programmes at the family, community and school levels
- Developing and embedding robust disability data in education information systems to capture enrolment of children with disabilities
- Early childhood impairment identification and intervention through services such as community-based rehabilitation
- Enforcing a zero-rejection policy in schools
- Incentivising attendance
- Supporting families to reduce the impact of the cost of disability for learners requiring additional support
- Strengthening the visibility and participation of organisations of persons with disabilities in inclusive education promotion at county and payam level

The General Education Strategic Plan 2017-2022 makes provision for the following measures:

- Develop information and advocacy programmes to attract learners with disabilities
- Develop a non-formal training curriculum in cooperation with other line ministries to attract learners who have not had a chance to go to formal education at the right age or who have dropped out of school, inclusive of people with disabilities

- the EMIS Department will review existing data collection instruments to make sure they incorporate needed information, including that related to learners with disabilities

The introduction of the short set of Washington Group Questions in the Pupil Admissions Register marks a significant development in collecting more consistent, reliable, and comparable disability disaggregated data. The current EMIS platform has now started to capture data according to the Washington Group Questions domains of functional difficulties, thereby providing greatly improved disaggregated information relating to learners with disabilities. The system now collects data related to the enrolment of all the main categories of disability (physical, vision, hearing, cognition and selfcare). The system also gives enrolment information of other categories of learners excluded and/or those at risk of exclusion, such as orphans and children in difficult circumstances.

Embedding disability disaggregated data in the PAR, EMIS and SSAMS must further be strengthened over the next five years by including the full Child functioning module. Further attention is also required to disaggregate all statistics through a gender lens.

The planning phase for the 2023 Education Census provides a window of opportunity to improve disability disaggregation in the EMIS data sets.

2.2 Task 2 – Creating safe and welcoming learning environments in which all learners, and in particular learners with disabilities, belong, participate and thrive

Our second task must focus on ensuring that all learners belong, are safe and can thrive in learning environments that embrace their presence and the value they bring.

Children with disabilities and children at risk of exclusion are vulnerable to abuse and negligence. The Ministry of Gender, Child and Social Welfare, UNICEF in collaboration with the Directorate of Gender, Equity and Inclusive Education in the Ministry of General Education and Instruction, must:

- Review and map existing systems, procedures and processes, including those of government, stakeholders, and civil society, concerning child protection in educational settings;
- Analyze and map findings to identify formal and informal linkages, recognize good practices, challenges and opportunities, and propose recommendations for strengthening child protection in educational settings;
- Based on the analysis, develop guidelines and tools to support the development of a school-based child protection policy, which should be part of the inclusive education framework and integrates information on physical safety, stigma and discrimination as well as sexual harassment and abuse;
- Orient parents/ guardians and stakeholders on the guidelines; and

- Develop national guidelines for staff and students related to psychological safety, stigma, discrimination, sexual harassment and abuse.

Measures are required to combat bullying, safeguard learners from gender-based violence, and promote a culture of human rights and disability inclusion and diversity within schools.

The General Education Strategic Plan 2017-2022 advocates for schools to Activism Clubs whose purpose will be to advocate formally and informally for children with special needs through social activities. “These clubs might include disability clubs, music, dance, drama and debating clubs. The idea is to inform and build confidence amongst all learners. They will operate with support from responsible teachers, matrons and patrons within the school community. They will also perform during community educational functions.”

Inclusive Education Policy guidelines to prioritise for the next five (5) years include:

- While building the capacity of educators and other key stakeholders is taking place, schools must accept and welcome children with disabilities and other children at risk of exclusion from the beginning of this policy being approved and communicated.
- School head teachers must observe and advise all teachers to make sure they understand inclusive education principles, welcome and support all children, apply inclusive education training, and ensure that the School Positive Learning and Working Environment plan is in place to manage any behaviour crisis within the learning environment effectively.
- Establish practices that create a welcoming and supportive learning environment and promote, recognize and reinforce appropriate learner behaviour.
- Teachers must welcome each child assigned to their class, be a model of inclusive behaviour for children, ensure that new learners with disabilities are not bullied, and encourage learners to use terminologies for disability and difference that are rights-based and non-discriminatory.
- Suppose conditions in a school make it unsafe for a child to attend their local school. In that case, the local school and/or resource centre should provide accessible materials and/or advice for home-based learning, with guidance from Ministry of General Education and Instruction. At the same time, local education, community, and/or health authorities must take steps to improve the unsafe conditions concerned.
- One of the School Level Inclusive Education Advisory Committees (IEAC) tasks is to ensure that safety measures are taken within the school premises to reduce risks/accidents.

It will also be necessary to develop

- National guidelines for staff and students to promote psychological safety and combat stigma, discrimination and sexual harassment and abuse

- School Positive Learning and Working Environment guidelines.
- Guidelines on sexuality education and life skills

2.3 Task 3 – Making educational facilities accessible for learners with disabilities

Inaccessible school and college environments pose safety risks and risk of infringements on the human dignity of learners, teachers, support staff, parents and community members with disabilities.

The data on school infrastructure accessibility that has been gathered by the Girls Education South Sudan (GESS) programme establishes an important baseline from which to plan and budget for the next eight (8) years.

Accessible designs must be embedded in all existing designs within the Ministry of Physical Infrastructure and Planning. Guidelines, kits and plans should be developed to enhance physical/environmental accessibility of school structures. Furthermore, the development of the Minimum School standards for Primary and Secondary Schools should include criteria for accessibility and retention of learners with disabilities.

Measures to improve and ensure accessibility on school premises must focus on

- Adopting universal design standards for the construction of schools, classrooms, administrative blocks, laboratories, media centres/libraries, WASH facilities and sports facilities
- Ensuring that all new construction of schools meets universal design standards
- Developing baseline for existing schools that require retrofitting/upgrading for accessibility
- Costing and budgeting for the upgrading of existing school facilities

The General Education Strategic Plan 2017-2022 makes provision for the following measures:

- New schools will be designed so that children with physical disabilities can access classrooms and water and sanitation facilities.
- All Teacher Training Institutions must be accessible for students with disabilities.
- Existing TVET institutions (formal technical schools and non-formal TVET centres) must be renovated to include a range of required facilities, including access to learners with physical disabilities
- Missing facilities (e.g. toilets, playgrounds, water, fence, and access for children with disabilities) must be provided to 100 existing secondary schools.

Inclusive Education Policy guidelines that must be prioritised for the next 5-8 years include promoting barrier-free environment for learners requiring additional support in ALL learning institutions by making education infrastructure available and accessible to learners with disabilities.

2.4 Task 4 – Developing disability-confident educators, management and education support staff

Critical to the successful implementation of inclusive education is educator development at pre-service and in-service levels, capacitating teachers and head teachers, specialists and essential service providers to deliver quality services to learners requiring additional support, including learners with disabilities.

The National Inclusive Education Policy requires that teachers accommodate, modify and adapt curriculum, instruction and assessment processes to meet the needs of all learners, inclusive of the effective integration of assistive technology in teaching and learning.

Indicators, 2015 baseline and 2021 targets that are contained in the General Education Strategic Plan are:

Indicators	2015 Baseline	2021 Target
# of teachers trained in inclusive education reaches 40,000	N/A	30,000

The General Education Strategic Plan 2017-2022 makes, among others, provisions for the following measures:

- 30,000 teachers must be trained in Inclusive Education.
- Designate one functional government school in each payam as a “model school” for inclusive education –
 - Teachers and staff in these schools will have special training in inclusive education and be responsible to promote a positive attitude toward inclusion among children, parents and communities.
 - These schools will also be prioritized for the supply of inclusive learning materials and assistive devices. They will serve as resource centres that can also be used for teacher professional development.
- Provide inclusive education training to school head teachers so they can better accommodate varying learning needs within their schools/classrooms.

The Inclusive Education Policy provides broad guidelines for the development, delivery, access and provision of capacity building for people who deliver educational services. This is inclusive of

- “adding the principles and basic practice of inclusive education into existing training and continuous professional development for teachers, school leadership, school committees, officials, curriculum, material developers and examiners;
- developing additional training to support the development of resource centres and other sources of expertise; and

- Schools must be encouraged to practise co-teaching, increase sharing of inclusive teaching strategies and support Resource Teachers' collaboration with other teachers.

Currently, the Unified Teachers Training Curriculum is being reviewed to incorporate principles and practices of inclusive education. In addition, a resource book is being developed by Ministry of General Education and Instruction in partnership with other implementing partners to support capacity development of teachers on inclusive education. As such, both the curriculum and the resource book shall be used to support the professional development of teachers, tutors and other relevant staff.

Priorities for the next 5-8 years include:

- Teacher Education programs must be monitored on principles and practices of inclusive education.
- The University of Juba must review its teacher education programmes to be inclusive through training on inclusive pedagogy.
- The Department of Inclusive Education, the Department of Quality Assurance and the National Examination Council must provide the framework for capacity development that allows teachers the flexibility to meet all learners' needs.
- The creation of a cadre of resource teachers and inclusive education inspectors to, among others, provide needs-based support to classroom teachers
- Enhancing teacher education at pre-service and in-service levels through strengthening teacher training institutions and curricula to include knowledge and skills to implement inclusive teaching and address disability-specific support.
- Developing the capacity of teachers and head teachers, specialists and essential service providers to deliver quality services to learners requiring additional support, including learners with disabilities.
- All teacher training or professional development agencies, whether public, University, private, PRESET or INSET, must
 - review teacher training curricula,
 - develop strategies to ensure inclusive education principles and practices are included in general teacher training,
 - develop or adapt inclusive education training courses to provide more in-depth practical strategies, and
 - formalise the participation of organizations of persons with disabilities in the training of teachers and other support personnel
- Establishing a community of practice for inclusive education at public/private universities to provide teacher training programme on inclusive education.

- Teachers' continuous professional development in inclusive education must be included in the National Professional Standards for Teachers to further develop similar standards for teacher tutors.

Furthermore, the Directorate of Gender, Equity and Inclusive Education, through its Department of Inclusive Education Programmes and other allied Ministries like Ministry of Health, Ministry of Gender, Child and Social Welfare, must ensure consistent training and development of staff for relevant related services for all schools:

- Language and speech therapy
- Occupational therapy
- Physiotherapy
- School social work
- Orientation and mobility instruction
- Provision of assistive devices including ICT, and including Braille, speech recording and other assistive technology
- Sign language capacity development
- Other alternative and augmentative communication as required
- Guidance and counselling services
- Family support services
- Life skills education
- Comprehensive Sexuality Education

2.5 Task 5 - Ensuring equitable access to the curriculum for learners with disabilities

2.5.1 Integrating practices of Inclusive education in the New National School Curriculum

The South Sudan Curriculum Framework is a clear and synthetic document developing the country's ambition for future challenges of the 21st century. It reaffirms the inclusive principles in the General Education Act (2012) by stating that goals include "the promotion of lifelong learning for all citizens and an equitable access to learning opportunities for all citizens."

2.5.2 Adaptation of Teaching and Learning Materials (TLM)

The Textbook Policy (2012), developed by the MoGEI, provides the framework within which textbooks and other learning resources will be procured and supplied to the learners. The policy exemplifies coverage issues (including book: learner ratio), publishing, authorship, supply, planning and distribution, information, book utilization and provision in the Alternative Education System. The policy, however, fails to consider the needs of learners with disabilities. Provision of textbooks in alternative formats accessible to learners with different types of disabilities, such as braille, large print, audiotaped instructions, visual, aural and tactile demonstrations, pictorial and

easy-to-read, is also necessary. In addition, the roles of parents, schools, payams, counties, States and national institutions in the procurement and utilization of alternative materials is not discussed.

Priorities for the next 5-8 years include the development of flexible approaches to the curriculum and assessments to be used with different groups of learners i.e. Curriculum to include textbooks available in Braille and how to teach children with disability in Braille.

2.5.3 Learner Assessments

Measures must be implemented to ensure that examinations and assessment procedures are fully accessible and give learners with disabilities equal opportunity to the assessment process. Measures could include

- descriptive text for any pictures used in assessments, alternatively avoiding images all together
- allowing oral assessments and/or additional time for learners who struggle with reading and writing and/or language

2.5.4 Developing Distance Learning for ill children and children with disabilities

The Covid-19 pandemic has led to home learning via radio for children at home due to school closures. Many children with severe impairments and chronic health problems are likely to miss substantial amounts of school, and some will be unable to attend school until more schools are available close to their homes. With this in mind, the current radio education initiative should be adapted, through partnership between MoGEI and the Ministry of Gender, Child and Social Welfare, to provide longer-term and catch-up teaching and learning for children unavoidably forced to stay at home, whether for short or long periods.

2.5.5 Strengthening the use of Sign Language as the language of instruction for Deaf learners

While South Sudan Sign Language is recognized as one of the national languages and a language of instruction in the General Education Act 2012, South Sudan does not have a standardized SSSL.

The MGCSW must prioritise the development, standardization, and use of South Sudan Sign Language to enable MoGEI to introduce it as a language of instruction as provided for in the General Education Act 2012 and the Mother Tongue Policy 2012. Training more sign language interpreters is also important.

2.5.6 Acquisition of Assistive and Adaptive Learning Devices

The General Education Strategic Plan 2017-2022 advocates for the provisioning of assistive learning devices to schools. It is critical that the availability of assistive and adaptive learning devices cover the entire spectrum of impairments, and is made available timeously to avoid learning breakdown.

Inclusive Education Policy guidelines that must be prioritised for the next 5 years include:

- Develop National Guidelines for the Acquisition, Maintenance, Local Manufacturing and Provisioning of a Comprehensive List of Essential Education Technology (EdTech), inclusive of Assistive and Adaptive Learning Devices;
- Provide, train and promote the use of assistive devices and technology equipment and teaching/learning materials like adaptive learning devices like Braille and audio-visual aids;
- Implement plans to mobilize necessary resources and develop expertise to facilitate augmentative and alternative communication for learners with communication barriers; and
- The Ministry of General Education and Instruction, in collaboration with Ministry of Gender, Child and Social Welfare and Ministry of Health, ensures that partners who procure assistive/adaptive learning devices are exempted from import taxes.

2.6 Task 6 – Improving disability equity among education personnel

Self-representation – also known as the ‘*Nothing About Us without Us*’ principle, matters. Having role models with disabilities and having visibility of persons with disabilities in role-playing positions are cornerstones of social transformation and social inclusion.

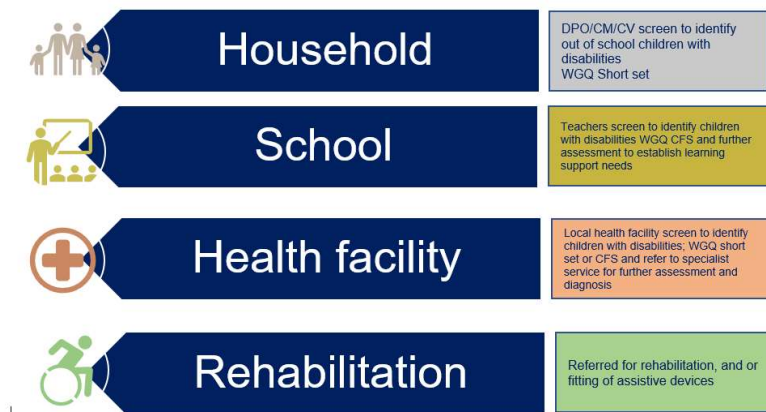
The General Education Strategic Plan 2017-2022 makes provision for the following measures in this regard:

- Improve teacher working conditions to attract women and teachers with disabilities to the teaching profession.
- Establish criteria for a scholarship fund to be made available to attract women and people with disabilities into teacher training institutions to pursue teacher education.
- the EMIS Department will review existing data collection instruments to make sure they incorporate needed information, including that related to teachers with disabilities.

This calls for specific measures be taken to increase the number of qualified educators with disabilities in South Sudan by 2030.

2.7 Task 7 – Developing referral pathways for learners who require assessment, rehabilitation, assistive technology and/or psychosocial support services

Developing an inclusive education system and improving enrolment and retention of boys and girls with disabilities requires reciprocal referral pathways between community-based behavioural change programmes, childhood stimulation programmes, child health programmes, social welfare programmes, rehabilitation programmes, ECD, ECE, AES and primary and secondary schools.



National Inclusive Education Policy guidelines that must be prioritised for the next 5-8 years include:

- MoGEI will work closely with Ministry of Health and other stakeholders to develop clear referral pathways. Where possible, a card will be introduced for referral and follow-up usage.
- Early identification, assessment and earlier interventions for all learners affected by impairment, developmental delays and/or socio-economic factors, which might place access to and participation in formal education at risk, will be strengthened.
- Comprehensive support must be ensured by enhancing collaboration and networking, strategic partnerships and participation of stakeholders, including relevant ministries for instance, Ministry of Health, Ministry of Gender Child and Social Welfare, Ministry of Youth and Sports, among others.
- Parents/caregivers should actively participate in screening of the children during screening process in schools.

2.8 Task 8 – Establishing and Strengthening Implementation and Monitoring Coordinating Mechanisms

The Inclusive Education Policy guidelines that must be prioritised for the next 5-8 years include:

- Promote effective management and coordination of services to support the achievement of all learners and those requiring additional support, including learners with disabilities.
- Support research innovation and development on inclusive education for all learners, including those requiring additional support, documentation and dissemination of relevant information.
- Develop the guidelines (at all levels) for the establishment and functioning of Inclusion Support and Resource Centres (ISRCs)

Part 3: Sub-Sector Institutional Responsibilities

The strategy covers guidance for the following sub-sectors:

3.1 Early Childhood Education (ECE)

The Constitution of the Republic of South Sudan establishes access to education as the right of all children. This applies to access to pre-primary education.

Early Childhood Education is officially recognised as a subsystem of the general education system that fulfils child development emotionally, physically, intellectually and spiritually. It also aims at laying a good foundation for children so that they fit and be ready for primary education and provide young children with a range of experiences that will help their overall development and thus enable them to cope with primary school. In ECE, the age group ranges from 3 to 5 years, and it's referred to as Nursery education. It has a duration of 2 years in South Sudan.

The South Sudan Education Act (2012) states that “the terms pre-school, nursery, kindergarten and Early Childhood Education (ECE), as deemed appropriate, may be applied to this level of the educational ladder”. The South Sudan Curriculum Framework (2013) uses the term ECE to refer to the curriculum for children aged 3-5 years of age. Similarly, the draft national pre-primary education strategy document uses the term ECE to refer to the general provision for 3-5-year-old children and their families. Still, the term pre-primary refers to the specific provision of classes and teachers for children in this age group.

The 2012 Act states that the main objective of pre-primary education will be to develop children and improve their school readiness. Emphasis will be on the following tasks:

- ECE increase enrolment from 2.2% to 3.5% annually
- The ratio of children enrolled at ECE shall be at a ratio of one teacher to 20 children – (1 teacher: 20 children)
- Early Childhood Education Teachers' training on Inclusive Education and South Sudan Basic Sign Language and Braille.
- Ensures that there is the development of an inclusive ECE curriculum
- Provision of child-friendly learning and playing space at ECE centres
- All ECE centres should be accessible in terms of the construction of ramps, toilets with wide doors and handles and a safe learning environment.
- Identification of child potential through screening and assessment should be done in line with the home environment, hospitals/Primary Health Care Centres, and ECE centres.
- The classrooms at ECE centres should be of a good size such that Teaching/Learning Aids can be well displayed.

- Accessible toilets/spaces should be designated for children who are enrolled in the ECE Centre.
- There should be a room aside for the children enrolled in the ECE classes to relax
- ECE children should also be encouraged to participate in extracurricular activities like swimming to build their physical and intellectual capacity.
- Learning outcomes for ECE must be assessed through formative assessment mechanisms

3.2 Primary Education

The structure of primary school in South Sudan is designed such that

- lower primary education starts from Primary one to Primary Three – (P.1 & P.3), and
- Upper Primary Education starts from Primary four to Primary eight – (P.4 & P.8).

The medium of instruction in lower primary is national language/local language and English is taught as a subject.

In upper primary, English language is used as the medium of instruction.

Currently, 79% of primary learners are over-age, which may also affect whether parents feel safe to send their younger children to school.

The general education policy will also ensure that

- Primary schools transition to secondary school after eight years of primary education.
- Teacher's Pupils ratio normally is one teacher to forty pupils – (1 teacher: 45 pupils) for primary schools
- Ensures an Increases primary school enrolment from 1.7% to 17%,
- An increase in the percentage of learners with disabilities enrolled in primary school from 3% to 5%
- Ensures an increase in the percentage of learners with disabilities mainstreamed into formal system to 50%
- Upgrade teacher qualifications through an official national teacher certification system in primary Education.
- Primary school teachers should be trained on a component of inclusive education, Braille and Sign Language.
- Teachers can be trained to specialize on the use of Embosser and other inclusive assistive devices through the Teacher Training Institutions, County Education Centres and in the Tertiary institutions like the University of Juba and other Universities.

- Form Primary Education activist clubs (including disability club, music, and Dance, drama and debating clubs) and Girls' Education Movement (GEM), Human Rights, and PAGE (Promote Advocacy for Girls' Education) clubs.
- Learning outcomes for the primary cycles, whether at National and State levels or examinations, are administered at the end of each cycle. The primary leaving examinations are developed and administered by the National Secretariat of Examinations.

3.3 Secondary Education

The structure of secondary Education in South Sudan is structured in way that lower secondary education starts from Senior One to Senior Two – (S.1 & S.2), Upper Secondary Education starts from Senior Three to Senior Four – (S.3 & S.4) respectively.

English language is used as a medium of instruction in Secondary Education.

The policy places emphasis on;

- Secondary Education is a transition to any Tertiary Institutions of learning and Universities after four years of Secondary Education.
- An increase in the numbers of youth with disabilities in secondary education.
- Ensures an increase in secondary school enrolment learning outcome for the Secondary Education cycles being it at a state level or national examinations, respectively, are administered at the end of each cycle,
- Secondary examinations are developed, administered and processed by the National Secretariat of Examinations.

3.4 Technical and Vocational Education and Training

Technical and Vocational Education and Training in South Sudan aims to critically reduce poverty and youth unemployment and promote economic recovery and sustainable development. This requires proper coordination and monitoring and can potentially contribute to addressing these multiple development challenges.

In South Sudan it's structured in two ways. Formal and informal TVET programs. The formal TVET program is directly linked to the Ministry of General Education and Instruction, takes four (4) years than one can joint any high level institutions of learning. In the non-formal TVET programs, students who have dropped out of school can be enrolled, even those who have not gone to school, and it's directly linked to Ministry of labour.

However, the General Education Strategic Plan (GESP) 2017–2022, which is a national roadmap for implementation of the General Education Act, outlines implementation strategies for monitoring and evaluation frameworks, also promotes

technical and vocational education and training (TVET) to improve the employability of youth and adults.

This calls for the Directorate of Curriculum Development to entrust the Curriculum Development Centre to develop an inclusive TVET Curriculum which can be used across South Sudan.

3.5 Alternative Education System (AES)

Alternative Education Systems are complementary to regular schooling –(primary and Secondary) in South Sudan. It was initiated to provide education service to the youth that had missed the school-going age, finish their primary education in the shortest time possible, and decide to either branch to the vocational education or continue to the secondary education system.

The Alternative Education System (AES) aims to increase access to primary and secondary education, improve access to basic education, and enhance life skills and basic occupational skill training to primary school children, Internally Displaced Persons (IDPs), demobilized soldiers, and other non-traditional learners.

The syllabi were developed in a manner that allows for two classes of primary education to be completed within one academic year. Because the education system of South Sudan is 8-4-4 (that means 8 years of primary, 4 years of secondary and 4 years of university education). However, these young people can complete their primary education in just four years of learning.

The AES comprises of seven different programmes, which have to be inclusive in their Programming as the policy specifies.

- 1) **Accelerated Learning Program:** This is aimed at over-aged primary school population, from 12-18 years of age (although many older people attend ALP) who want to complete a primary education, take the Primary School Leaving Exam, and go on to secondary school. It is estimated that over 50 percent of the current primary school population is over-aged and, thus, should be in ALP. The ALP programme is four years (Levels 1-4) and covers the school curriculum for P1-P8 at double the pace of a regular school programme.
- 2) **Community Girls' Schools:** This is aimed at young girls from poor backgrounds between 8- 11 years old. The curriculum is compressed to cover P1-P4 in just three years. Here the grading process is structured in grade system. – Grade 1 to Grade 3.
- 3) **Pastoral Education program:** This is a new programme designed for children in cattle camps and covers the standard primary school curriculum. As with Community girls' schools (CGS), the Pastoral Education Programme (PEP)

programme provides an alternative approach to school-age children who would not otherwise have access to a primary school education.

- 4) **Basic Adult Literacy Programme and Lifelong Learning:** (Basic Adult Literacy Programme): The BALP is aimed at improving widespread illiteracy in South Sudan by promoting literacy and numeracy among adults ages 18 and above who have not previously has access to basic education owing to barriers of tradition, socio-economic status, and the civil war. It is a four-year programme with content similar to the ALP.
- 5) **Intensive English Language Course:** The IELC focuses on teaching and learning English, and is especially oriented towards teachers and government officials, who must be able to function well in English.
- 6) **Accelerated Secondary Education.** This program is designed and structured so that it only has two classes i.e. Senior One (S.1) and Senior Two (S.2), respectively. This duration goes to two and a half years (2 ½ Years). Its main aim is to support vulnerable young women/men who have not been able to attend secondary school due to conflict, poverty and early pregnancy/early marriage. It enables them to complete their secondary school in just 2.5 years.

Despite a high proportion of out of school young people having a disability, few AES programmes have been designed to be flexible and accessible to meet the needs of people with disabilities.

For this strategy's purposes, the AES must be reviewed to determine accessibility and inclusivity and begin efforts to ensure that AES services reach out to and include disabled learners.

Given that educational activities in crisis situations are means of child protection, as well as social interaction, learning and psychosocial support, these activities must include all children and reach out to those who are most at risk. Therefore, the policy recommends further contextualising the Inter-Agency Network on Education in Emergencies (INEE) guidelines, particularly its inclusive principles and practices, for South Sudan and embed those guidelines in and as part of this policy.

3.6 Cross-cutting policy and programme strategies to support inclusive education

This strategy further proposes the following institutional and policy changes to enable people with disabilities to access their rights to education:

3.6.1 National Integrated Plan for Early Childhood Development (ECD)

Global evidence shows that quality early childhood development (ECD) is essential to bridge equity gaps and overcome inter-generational poverty. The allied Ministries like Ministry of General Education and Instructions, Ministry of Gender, Child and Social Welfare, Ministry of Health and its related Directorates like Gender, Equity and Inclusive Education, Child and Social Welfare, respectively, in collaboration with other education implementing partners in South Sudan, should develop a National Integrated Plan for Inclusive Early Childhood Development.

3.6.2 Disability equality/Awareness training

Inclusive education is a constantly evolving process of change and improvement within schools and the broader education system to make education more welcoming, learner-friendly, and beneficial for many people¹. It involves changes and modifications in educational content, approaches, structures and strategies, with a shared vision that covers all learners of the appropriate age range and a conviction that it is the responsibility of the regular education system to create social cohesion in schools and society.

Although inclusive education is much more than the inclusion of children with disabilities, it is acknowledged that many learners with disabilities remain at home due to lack of information, stigma and traditional beliefs in families and communities that result in disinvestment of hope and resources in sending children with disabilities to school.

Disability inclusive awareness equality training is essential to challenging and changing misconceptions and negative attitudes, as well as the resulting discriminatory practices. In a country with a Constitution that guarantees equal value and human rights for all, it is essential to develop the capacity of persons with disabilities and Organisations of Persons with Disabilities (OPDs) to improve their understanding of their position in society.

Disability and Equality Training is based on three fundamental principles:

- a) Disability is a dimension of human diversity. The social model / human rights model, which is at the heart of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006), provides guidelines to make this paradigm shift.
- b) Disability is historical oppression that can be changed by equality measures, consciousness-raising and training.
- c) Persons with disabilities must lead the delivery of any disability awareness training and the change we want to see in society - 'Nothing about us without us'.

¹ <https://www.eenet.org.uk/what-is-inclusive-education/defining-inclusive-education/>

Additionally, development partners, civil society organizations and donors should include disability and equality training in their programming to ensure disability-inclusive development in South Sudan. This will lead to a much-needed shift in attitudes towards disability and persons with disabilities.

Part 4: The Ministry of General Education and Instruction (MoGEI) as Inclusive Education Champion

The Ministry of General Education and Instruction (MoGEI) is responsible for the general education system in the Republic of South Sudan. Consequently, Inclusive Education is an integral function of the Ministry of General Education and Instruction.

The MoGEI shall, therefore, be the lead agency in developing, reviewing and implementing inclusive education policy (and the programmes, guidelines and activities therein). This will ensure that philosophies, principles, practices and activities of inclusive education are effectively aligned with overall national vision, goals and action plans.

However, within the aspiration of the Republic of South Sudan to provide a holistic education for all, implementation of inclusive education shall be a shared responsibility operationalized through inter-ministerial, inter-directorate and inter-departmental procedures already set out at the national, State, County and payam levels.

4.1 The Directorate: Gender Equity and Inclusive Education

Whilst all MoGEI Directorates have an important role to play in ensuring that the IE Strategy is implemented, the Directorate: Gender, Equity and Inclusive Education, as provided for in the General Education Act 2012, and working with the relevant inclusive education officers at State, County and payam levels, will take the lead.

This requires that the Ministry of General Education and Instruction (MoGEI) and the Ministry of Gender, Child and Social Welfare (MGCSW) amicably facilitate a transfer of the Department of inclusive Education within the MGCSW to the Ministry of General Education. The latter will be merged with the current Department of Inclusive Education Systems (under the MoGEI's Directorate of Gender, Equity and Inclusive Education).

It is envisaged that the Director General head the MoGEI Directorate of Gender, Equity and Inclusive Education, and the Director head the newly created Department of Inclusive Education Systems.

The Directorate of Gender, Equity and Inclusive Education shall deploy relevant infrastructure and logistics for implementing inclusive education and provide personnel and resources for general coordination and monitoring.

Figure 1: The structure of the Department of Gender Equity and Inclusive Education

STRUCTURE OF DIRECTORATE OF GENDER, EQUITY AND INCLUSIVE EDUCATION

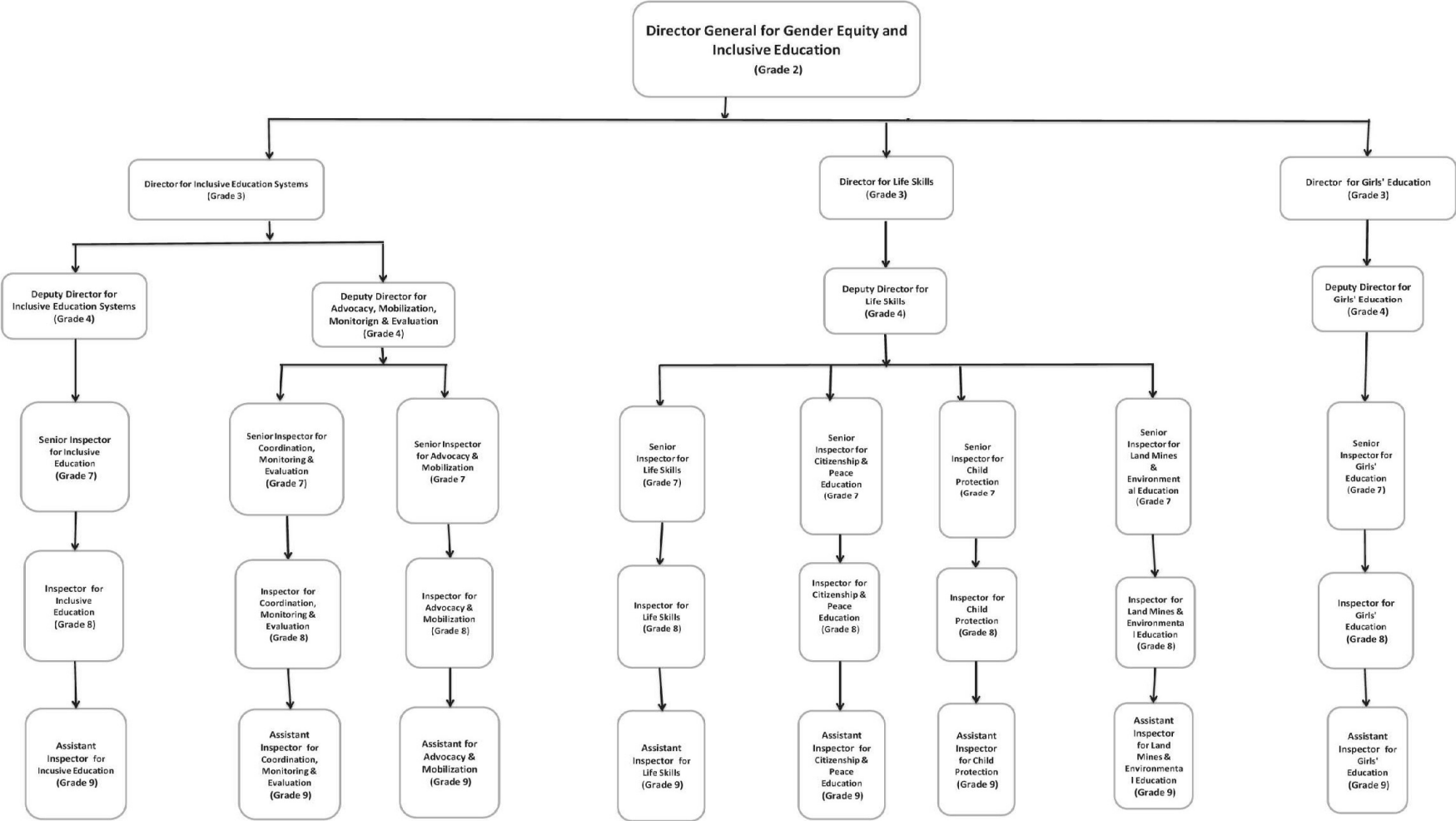
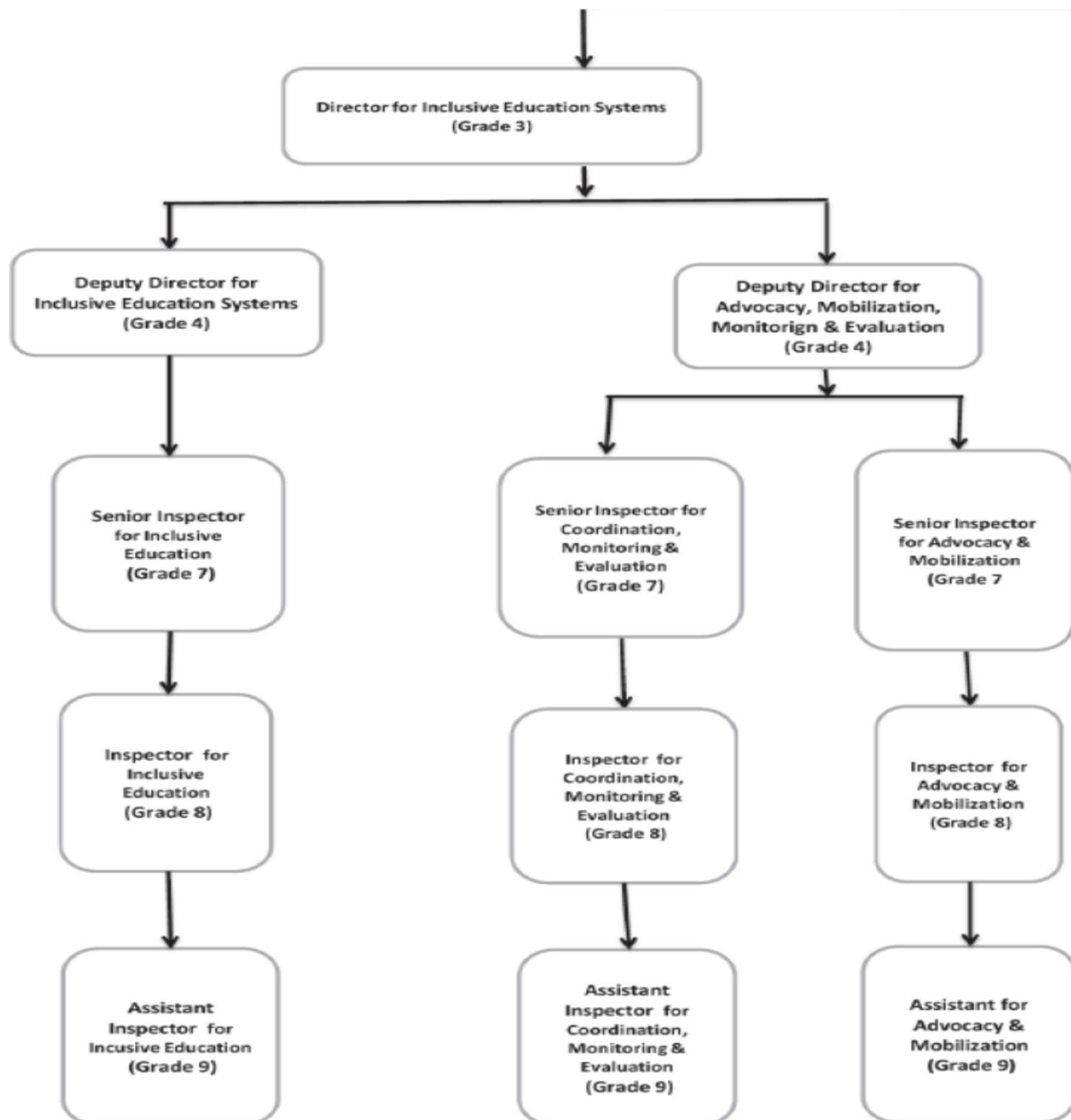


Figure 2: The structure of the Department of Inclusive Education Systems



The Director General of the Directorate of Gender, Equity and Inclusive Education is mandated to promote Gender and Inclusive Education Programmes in the Education systems, develop policies, and guidelines on gender equity and inclusive education, and shall be responsible for overseeing all the related activities within the Directorate in the Republic of South Sudan. The Directorate shall ensure and undertake the following:

- 1) Oversee the implementation of all planned Inclusive Education activities and other related programmes of the Directorate.
- 2) Spearhead the preparation of the departmental plans, budgets and programs based on the existing policies
- 3) Provide strategic direction in Gender and inclusive education programming.

- 4) Ensure staff discipline and acceptance to the regulations set by the public service and the Ministry of General Education and Instruction.
- 5) Lead the preparation of weekly, monthly, quarterly, biannual and annual financial progress and departmental reports
- 6) Provide a good leadership system within the Directorate and within Ministry of General Education and Instruction
- 7) Develop strategies and tools to design, implement, monitor, and evaluate Education projects
- 8) Ensure coherence and effective integration of gender and inclusive education emerging issues throughout the sector.
- 9) Coordinate with line Ministries and Development partners to drive forward the Directorate's activities.

4.2 Inter-Directorate Responsibilities and Collaboration within MoGEI

Inclusive education is the responsibility of all Directorates, Departments and Coordinating units (whatever the case may be) in MoGEI, coordinated by the Department of Inclusive Education.

This inter-directorate collaboration will extend to the State, County and Payam levels. The inter-directorate collaboration shall be operationalized through a Ministerial Directive as provided in the General Education Act 2012.

4.2.1 Department of Inclusive Education Systems

The Department shall be responsible for the overall development of an inclusive education system in the Republic of South Sudan. And shall undertake the following:

- 1) Take the lead in developing the national strategic planning on inclusive education. Planning shall consider the overall policy framework and be conducted jointly with all stakeholders within and across the sectors.
- 2) Provide strong leadership and facilitate institutional transformation aligned with the policy, philosophy, and country aspirations. Leadership will play a significant role in creating a conducive environment at all levels and motivating school administrators for inclusive education to flourish.
- 3) Take the lead in mobilizing additional budget allocation to improve educational service provision for the inclusion of learners with disabilities.
- 4) Take the lead and develop institutional guidelines, including directives that promote, welcome, appreciate, and accommodate culture and diversity. Such guidelines or directives shall include, but not be limited to: the development of school-based programmes that are gender and disability-sensitive, non-discriminatory, democratic and multicultural, and which promote safe, accessible, social and physical environment in the learning institutions.

- 5) Take the lead in developing networks of individuals (caretakers, families, community members) and institutions (public, private, faith-based and civil society) to support the development of inclusive education.
- 6) Take the lead in developing capacities of the structures to be established as proposed in the policy. This will be done through three steps namely:
 - a) Developing the qualification criteria of positions and committees to be established by the policy
 - b) Mapping the capacity needs of these positions and committees; and
 - c) Developing and rolling out relevant capacity development activities.
- 7) With relevant partners and in collaboration with other state and non-state agencies, the Department of Inclusive Education shall roll out whole-school training on 'Inclusive, Child-Friendly Schools', led by head teachers.

The Department is also responsible for the development of guidelines and supporting implementation of programmes and projects, in close collaboration with the Development Partner Coordination Office, the Ministry of Gender, Child and Social Welfare, the Ministry of Justice, the Human Rights Commission and other allied departments and Ministries, Organisations of Persons with Disabilities, and organisations/associations/actors of other marginalised groups at all levels and other non-State agencies, related to:

- 1) Community awareness and sensitization - cutting across gender, peacebuilding, disability, and other marginalizing situations
- 2) Advocacy / Lobbying for equality and equity in education
- 3) Disability equality training
- 4) Resource mobilization
- 5) Community-based rehabilitation and provision of assistive devices.

4.2.2 Department of Life Skills

The Department of Life Skills in the Directorate of Gender, Equity and Inclusive Education is responsible for providing strategic direction, creating awareness, developing, designing and implementing tools, and coordinating and managing national inspection programmes for

- 1) Life Skills education programmes
- 2) Citizen and Peace Education programmes
- 3) Child Protection programmes; and
- 4) Landmines and Environmental Education programmes

4.2.3 Department of Girls Education

In collaboration with other State and non-State actors, the department takes the lead in mainstreaming disability in education-related and allied programs targeting girls, linguistic minorities, and other groups excluded or at risk of exclusion.

The Department, in collaboration with the other departments in the Directorate and other Directorates, Departments and Units within Ministry of General Education and Instruction and other implementing partners like Girls Education South Sudan – (GESS), must develop and support the implementation of relevant guidelines that will enable the county department of education and schools to effectively enrol and retain girls and other groups at risk of exclusion in schools.

The department is responsible for the following:

- 1) Ensure that the implementation of all policies and programs in their respective areas of responsibility are inclusive for everyone
- 2) Ensure effective and active participation in the coordination of NGOs and other inclusive education stakeholders' activities on Citizenship & Peace Education
- 3) Ensure the training of Land Mines education for teachers in mainstream schools are fully accessible and reflects inclusion dimensions.
- 4) Monitor and evaluate the removal of access and participation barriers of Citizenship & Peace Education programs
- 5) Support the inspectors in carrying out accessible awareness in Citizenship & Peace Education programs
- 6) Disseminate accessible information on Citizenship & Peace education to schools, States, and any other stakeholders
- 7) Participate in inclusive and fully representative data collection and assessment of Citizenship & Peace Education programs.
- 8) Liaise with the Deputy Director for Advocacy, Mobilization, Monitoring and Evaluation – (Department of Inclusive Education)

4.2.4 Materials Development and Assessment Support Unit (different directorates)

The Unit is responsible for mainstreaming inclusive education into formal and non-formal education programs such as ECE, AES, and TVET.

Additionally, the Unit must mainstream inclusive education into all activities and programs related to curriculum, examination, quality assurance, inspection, assessment, and teaching/learning materials development.

Specifically, the Unit, in collaboration with relevant departments/directorates, semi-autonomous bodies and specialized/expert State and Non-State institutions, is responsible for developing guidelines for material development and summative and formative assessments at all levels of education.

4.2.5 Teacher Education and Training Support Unit

The Unit supports mainstreaming and institutionalizing inclusive education principles and practices into General Education, Teachers' Training Curriculum, Professional Standards, and Continuous/in-service Professional Development in collaboration with the Department of Teacher Education and Training.

The Unit must also develop guidelines and qualification standards for specialized training in General Education, for example, education of the learners with hearing, visual intellectual, mental, speech, physical impairments, and other types of specialized training, as necessary.

4.2.6 Additional Learning Support Unit

The Unit develops and supports the implementation of relevant guidelines that will enable the county department of education and schools to:

- 1) Ensure that additional teaching support is provided on time
- 2) Employ additional teaching resources in a flexible manner, leading to effective and efficient delivery of services.
- 3) Ensure permanent access to additional teaching support is available in schools for learners who require such support.
- 4) Put in place transparent and equitable whole-school plans and procedures for selecting learners for additional teaching support.
- 5) Ensure that additional teaching resources are allocated differentially to learners per their levels of learning needs.
- 6) Allow for the grouping of additional support of learners with similar needs as appropriate; and
- 7) Allow for in-class, as well as out-of-class teaching support by the learning support/resource teacher.

4.2.7 The Monitoring and Evaluation Unit

The Unit monitors and evaluates the performance of inclusive education programs within and outside the Education Sector.

The Unit must⁹ provide periodic reports on the development of institutions and processes in the policy and other related policies.

It must also support and, if required, take the lead in developing guidelines for collecting data and statistics within the EMIS framework that will capture children with disabilities in and out of school.

4.2.8 State Level

Subsequently, there will be a Unit of Inclusive Education in all the 10 States and the three administrative levels. The unit will be headed by 'Deputy Director (Grade 4) for

Inclusive Education', who will report directly to the Director of Basic Education at the State level.

4.2.9 County Level

Each county will have an 'Inclusive Education Inspector,' who will work under the Department of Education and report to the department head. The county officer shall be of rank equivalent to that of Inspector of Schools.

4.2.10 Payam Level

Each payam should have an 'Inclusive Education supervisor,' whose position shall be created and will work under the Department of Education and report to the inspector of inclusive Education at County level.

Part 5: Inter-Ministerial Responsibilities and Coordination

Inclusive education is the responsibility of everyone. Several Ministries play a deciding role in whether the inclusive education investments made by the MoGEI will yield results. So, while the MoGEI plays the leading and champion role, it requires collaboration and investment from these Ministries.

To this effect, the Director General of Gender, Equity and Inclusive Education shall collaborate with relevant Directors General in all program planning, implementation, and monitoring areas.

5.1 The Ministry of Gender, Child and Social Welfare (MGCSW)

The MGCSW is mandated to promote gender equality, social justice, and safeguard the rights and welfare of women, children, persons with disabilities and other vulnerable groups.

The MGCSW will, as the custodian and lead Ministry for the coordination of the implementation of the South Sudan National Disability and Inclusion Policy (2017), facilitate inter-sectorial establishment and provision of social protection guidelines and process targeting learners at risk of exclusion in the education system.

The MGCSW will work in close collaboration with allied Ministries and agencies, inclusive of the Ministry of General Education and Instructions, Ministry of Local Government, Environment, Justice, Lands, Housing and Physical Planning & infrastructure, other allied State Ministries, and non-state agencies to, among other things:

- 1) Facilitate the development and standardization of the South Sudan Sign Language and Braille standards.
- 2) Coordinate the development and implementation of a disability-inclusive Early Childhood Development Policy and Programme
- 3) Facilitate the development of a comprehensive National Strategy on Community-Based Inclusive Development (CBID)² with a clear emphasis on the role CBID plays in the education of children with disabilities.
- 4) Collaborate with the Ministry of Health for the development of national guidelines for the development, procurement, maintenance, and distribution of early intervention programmes and assistive devices
- 5) Ensure the enactment of relevant bylaws to promote safety and health standards for schools in collaboration with Ministry of Health and Ministry of General Education and Instruction
- 6) Regularly inspect schools to ensure compliance with safety standards

² CBID was previously known as Community Based Rehabilitation (CBR). Refer the CBID Diagram and Literature Resources at the end of this document

- 7) Liaise with the Ministry of Local Government to regulate and coordinate school health activities of NGOs and other organizations.
- 8) Work in collaboration with Ministry of General Education and Instruction to support advocacy on the right to education of children with disabilities in particular, and other rights as stipulated in the National and State Constitutions and other legislation for children with disabilities, the girl child, and other marginalized children.
- 9) Ensure the provision of accessible transport services for learners with disabilities.
- 10) Facilitate improved and supporting distance education through radio, in collaboration with MOGEI, for children unable to attend school.

5.2 The Ministry of Health (MoH)

Within its overall framework for health services delivery, the MoH will mobilize the requisite resource personnel at all levels and provide requisite technical initiatives and support in the relevant areas for the implementation of inclusive education.

Within the 5-8 years after this policy is approved, the MoH shall have developed sufficient capacity to:

- 1) Provide technical assistance for producing information, education, and communication (IEC) materials for creating awareness of disabilities/ impairments.
- 2) Develop and implement a cost-effective disability assessment and referral service. This should include:
 - a) outreach and early intervention services linked to early childhood stimulation and schools, including screening for impairments and immunization services.
 - b) the establishment of units/facilities within the health system for screening of different impairments and diagnoses to:
 - i. prevent disability
 - ii. reduce the effects of disability
 - c) guide other stakeholders on providing additional communication and participation support to learners with disabilities who need such.
 - d) refer to relevant services, including further management and assistive devices
- 3) Facilitate the capacity building of relevant stakeholders at the grassroots level on issues related to the cause/prevention of disability.
- 4) Mobilize material and financial resources for health-related activities.
- 5) Provide appropriate life-saving medications that improve the quality of life to children of school-going age, especially children with epilepsy/nodding syndrome, to facilitate their access to education, retention in school, and participation and achievement in an inclusive educational activity.
- 6) Facilitate & provide deworming medications to children with/without disabilities enrolled in mainstream schools.

- 7) Play the lead role in developing and reviewing nutrition and health-related documents, including School HIV and AIDS Policy and guidelines for school health.
- 8) Facilitate the provision of child-friendly health services, including accessible Adolescent Sexual and Reproductive Health (ASRH) and counseling.
- 9) Develop a Programme for the Health and Rehabilitation Pillar of the Community Based Inclusive Development (CBID) strategy

5.3 Ministries of Higher Education, Science and Technology, and Labour, Public Service and Human Resources

The Directorate of External Relation and Training within the Ministry of Higher Education, Science and Technology, and the Directorate of Vocational Training within the Ministry of Labour, Public Service and Human Resource, will work with the Directorate of Gender Equity and Inclusive Education (MoGEI) to ensure that mainstreaming practices and principles of inclusive education within higher education and vocational training becomes an integral function of the relevant Director Generals within the two Ministries. This will be inclusive of:

- 1) General and policy level coordination
- 2) Formulation, review, and dissemination of programme policies
- 3) Planning and budgeting
- 4) Provision and/or mobilization of logistics, equipment, human resources and funds
- 5) Facilitating intra-ministerial collaborations towards effective implementation of inclusive education.

5.4 Other Key Ministries and Commissions

The following Ministries and commissions shall (through circulars, session papers, and ministerial directives and/or through other relevant Inter ministerial collaborative procedures) play supportive role as stipulated in this policy or as otherwise requested:

- 1) The Ministry of Physical Infrastructure and Planning
- 2) The Ministry of Information & Broadcasting
- 3) The Ministry of Culture, Youth and Sports
- 4) The Ministry of Justice
- 5) The Ministry of Finance and Economic Planning
- 6) The Ministry of Environment and Sanitation
- 7) The Human Rights Commission
- 8) The HIV/AIDS Commission
- 9) The Relief and Rehabilitation Commission (RRC) Commission

Part 6: Financing Implementation

The Inclusive Education Policy directs that MoGEI

- draws up an Inclusive Education Action Plan and associated budget for the first two years of implementing the policy, prioritizing the actions in the IE Strategy, and that MoGEI sets aside 5% from its annual budgets for initial support for the implementation of IE Strategy tasks that fall within its mandate;
- requests the National Legislature and Ministry of Finance to allocate and release financial resources to implement the inclusive education policy; and
- liaise with other stakeholders and civil society role players to identify the resources that will be used to implement the inclusive education policy.

The Policy furthermore acknowledges that implementation “requires changes to annual Ministerial plans and budgets, and to program plans and budgets supported by development partners.”

All Ministries at all levels must, therefore, ensure that actions required from them in the Strategy are included in the annual and strategic plans and are reported in monitoring against these plans.

Budgets allocated for implementing this Strategy should, wherever feasible, be ring-fenced as dedicated budgets for this purpose.

The Policy calls on international development partners and national NGOs to support the strategy's implementation by providing financial and technical support through partnership agreements with relevant Ministries such as MoGEI, MGCSW, and Health.

Budgeting for implementing inclusive education should therefore be integral to the national education budget.

MoGEI, working closely with the relevant Ministries, will take responsibility for mobilizing education-related resources to ensure the strategy's successful implementation.

A multi-dimensional approach will be adopted to secure sustainable financing for inclusive education. Financing will be through various support from the national and state governments, development partners, the private sector, and the communities.

6.1 National Ministry of General Education and Instruction

The MoGEI will ensure adequate provision for inclusive education activities in annual budget allocations at 5% to cover such costs as:

- Establishment of the expanded Department of Inclusive Education
- Activities of the committees and departments established, as outlined above

- Training cost for key staff and other key national stakeholders
- The introduction of differentiated cash transfers to learners with disabilities.
- Capitation grants to schools that include children with disabilities, providing additional costs such as physical infrastructure adaptations, assistive devices, adapted materials and equipment.
- Procurement of equipment for schools, including assistive/adaptive devices
- Procurement of relevant instructional materials, including establishment or procurement of Braille and sign language materials
- Development and provision of ICT software and equipment for making learning materials accessible to disabled learners
- Technical advice and capacity to deliver physical and environmental accessibility of educational facilities (existing and new facilities).
- Supervision, monitoring and evaluation
- Establish a national Inclusion, Support and Resource Center (ISRC) and Resource Teacher roles where teachers can access advice, training, Braille and other services.
- The introduction of differentiated cash transfers to learners with disabilities.
- Capitation grants for schools to make provision for additional costs such as physical infrastructure adaptations, and procurement of assistive devices, adapted materials and equipment. This will include procuring technical advice and the capacity to deliver physical and environmental accessibility of educational facilities (existing and new facilities).

6.2 Ministry of Gender, Child and Social Welfare

The MGCSW shall develop a costed plan for the delivery of responsibilities as outlined in this document, including the development of accessible transport for learners with disabilities.

To this end, the current Ministerial budgetary allocation process by the government of South Sudan shall be used, supplemented by development partner financial and technical support.

6.3 Ministry of Health

- Development and implementation of cost-effective disability screening, assessment, and referral services
- Development of a network of community based early intervention and assistive devices services (health pillar of the CBID strategy)

6.4 State Ministries of Education

The financial and supportive obligations of the State Ministry of Education will include:

- Capacity building of teachers and school social workers
- Provision of assistive devices and adapted learning/teaching materials in collaboration with State Ministries of Gender, Child and Social Welfare and Health
- Scholarships and support to learners with disabilities.
- Establishment of Inclusion Resource Centres at the State level
- Lobbying and advocacy for inclusive education
- Awareness-raising and sensitization on inclusive education

6.6 Development Partners and Civil Society Organisations

The National Inclusive Education Advisory Committee, in collaboration with other agencies, will undertake vigorous advocacy to source funding from relevant development partners to support specific interventions on:

- Research and innovations
- Development of adapted learning/teaching materials and resources
- Provision of assistive devices/adaptive learning devices
- Capacity building of the teachers, and relevant stakeholders on inclusive education
- Policy and strategy development on inclusive education
- Awareness-raising and sensitization through the use of information education and communication (IEC) materials, media houses on inclusive education
- Establishment of a robust database system that can keep track of learners with disabilities (With the line ministries)
- OPD monitoring and implementation support costs

6.7 Private Sector

The private sector shall play the following financial roles to support inclusive education:

- Scholarships/supports to learners at risk of exclusion
- Provision of assistive/adaptive devices
- Provision of adapted teaching/learning materials/resources
- Capacity building of teachers on inclusive education
- Construction of physically and environmentally accessible schools, as well as modifications of existing schools to make them accessible
- Research on inclusive education (Line ministries and academic institutions)
- Provision of inclusive playing/sports materials
- Provision of accessible transport for learners with disabilities
- OPD monitoring and implementation support costs

6.8 Local Communities

A call will be made to local communities to play a supportive and enabling role in ensuring all children are enrolled in school. Communities will be requested to contribute in whatever they can, inclusive of

- Mobilizing human, material, and financial resources
- Establishing income-generating activities to support inclusive education
- Supporting the construction of physically and environmentally accessible schools and modifications to make existing schools accessible to learners with disabilities.
- Creating awareness in communities to identify out-of-school children with disabilities
- Helping with transport to bring learners with disabilities to school wherever possible

Part 7: Phased Implementation Approach

The following strategies will be pursued to operationalize the Strategy:

7.1 Development of work plans for Effective Inclusive Education Delivery

Within the strategic framework outlined here, annual work plans and budgets to ensure effective service delivery over time will be developed and operationalized to give effect to policy implementation. These plans will be incorporated into existing planning and resource allocation processes, particularly the Education Strategic Plan.

7.2 Policy Dissemination Seminars

A series of relevant seminars through the states and counties will be conducted to ensure adequate stakeholders' understanding of the policy on approval.

7.3 Review and Development of Specific Guidelines for Policy Implementation

The Directorate of Gender, Equity and Inclusive Education, through its Department of Inclusive Education, will initiate appropriate action to develop relevant guidelines for policy implementation. Such guidelines will include:

- The establishment and operations of Advisory Committees and other proposed structures at all levels
- Guidelines for capacity building of stakeholders at all levels.

7.4 Instructional Materials Development

Instructional materials and assistive devices for the teaching and implementation of inclusive education in schools, Teacher Training Institutions, TVETs, and County Coordinating Centres will be periodically reviewed to keep abreast of current trends, and new ones developed, printed and made available to schools as appropriate.

These will include books manuals and all other inclusive education materials produced in Braille, audio, large print etc. When not locally available, the importation of assistive devices and adapted learning/teaching materials should be tax exempted and/or imported duty-free.

7.5 Networking and Partnership-Building

The implementation of this policy will involve all relevant stakeholders within the spirit of collective ownership and responsibility. Therefore, key persons will be identified in all the relevant ministries, institutions, and development partners to facilitate inclusive education program implementation.

Linkages and networks will be established with relevant public and private institutions and service providers, including NGOs. Community efforts will be utilized at the school

level to maximize the objectives of inclusive education. Community participation will also be employed in resource mobilization. Local-level support will be utilized through voluntary donations, as well as philanthropists from the area. Families and communities will also be encouraged to contribute to inclusive education financing through the contribution of labour to build facilities and provision of some equipment.

To build up synergy and maximize the objectives of inclusive education, program implementation will be linked to relevant national programs and policies whose goals and objectives are directly complementary to those of inclusive education or indirectly contribute to removing the obstacles/barriers to inclusive education implementation. Noting that the programs are focused, and personnel implementing them have relatively more expertise in providing technical support. The local inclusive education system will collaborate with relevant personnel on these programs to provide the requisite technical support for effective inclusive education delivery.

7.6 Development of Monitoring and Evaluation Tools

The Directorate of Gender, Equity and Inclusive Education, through its Department of Inclusive Education, will facilitate the development of a comprehensive framework for programme monitoring and evaluation with appropriate indicators. This will be embedded in the Education Management Information System (EMIS), which will capture disaggregated data on learners with disabilities enrolled in mainstream schools and those who are out of school to ease planning. It will be done at two levels: a database to monitor programme delivery which will effectively feed into the overall Ministry of General Education and Instruction Monitoring and Evaluation system, and a field monitoring and evaluation toolkit to track and improve effectiveness of program delivery.

7.7 Research, Documentation and Knowledge Management

The Department of Inclusive Education, with support from the Directorate of Gender, Equity and Inclusive Education and external implementing partners, will initiate actions to ensure effective feedback and replication of good practices in program delivery. The Department, in collaboration with relevant institutions, will undertake research into inclusive education systems/structures and initiatives/activities to establish lessons learnt and good practices for inclusive education delivery. Such lessons learnt and good practices will be documented and widely disseminated to relevant international, national, and local stakeholders, using state and non-state channels within the education sector and all other relevant sectors.

7.8 Periodic Review of Implementation Strategies

This strategy will be periodically reviewed to bring the implementation strategy priorities in line with current trends.

7.9 Timeline of the IE Policy Development and Implementation Process, 2014 - 2030

Developing the national inclusive education policy started in January 2014 with a national stakeholders' workshop in Nairobi. When the crisis of 2016 erupted, the process came to standstill and was restarted in 2020. The process involved consultations with various stakeholders and data collection from a wider audience from six states: Central Equatoria, Western Equatoria, Eastern Equatoria, Lakes, Western Bhar-el Gazal, Northern Bhar-el Gazal.

The development of the Strategy flowed from the consultations and participatory policy development process.

Stage 1: Developing the Foundation for Transformation —completed in 2020

- Resource mobilization
- Conduct further detailed research on the areas proposed by the policy to enrich the draft policy and inform the implementation plan.
- Consult and propose scenarios for policy implementation based on realistic projections. Cost analysis of different scenarios will inform the most viable option.
- The finalized draft policy was submitted to the Minister of General Education and Instruction, which was endorsed on 20th of June 2021 and launched on 27th July 2021.
- Developed and agreed with all the stakeholders and development partners on a clear roadmap for implementing the policy

Stage 2: Building on Change for Transformation — 2022

- Conduct audits of the existing programmes and services and make necessary changes
- MoGEI, with support and engagement from development partners, should develop an inclusive education monitoring framework, with measurable indicators that will serve as benchmarks for monitoring and evaluation of the progress made towards the achievement of inclusive education. These indicators will be publicly available and regularly reported by MoGEI.
- Media promotion (social and traditional)
 - Resource mobilization by all Ministries and development partners named in this policy to support their responsibilities under the policy.
 - Stakeholder involvement in awareness-raising, sensitization, lobbying, advocacy, and peacebuilding concerning the policy.
 - Introduce amendments in the clause on 'Special Needs Education' in the General Education Act 2012.
 - Continue to engage the public/private education system and its partners for improved inclusive education.

- MoGEI and partner ministries named in this policy should work with development partners to develop and issue guidelines.
- Local education ordinances issue ministerial directives to guide the development of programs and support structures for inclusive education implementation, monitoring, and evaluation, reporting and accountability as in Sections.
- Align the implementation of the policy with the General Education Strategic Plan.

Stage 3: Transformation and Continuous Improvement — 2022 - 2030

- Continued resource mobilization
- Supporting model schools in all the counties to demonstrate more substantial practices in inclusive education.
- Conduct ongoing monitoring and evaluation of the progress of implementation of the inclusive education policy at all stages
- Conduct impact analysis on the inclusive education policy to determine progress towards transformation and impacts on learners' outcomes
- Use the results of the evaluation and impact analysis processes to improve the inclusive education policy and its implementation continually
- Continued Media promotion (social and traditional).
- Conduct a formal review of the progress of IE policy implementation and update IE strategy.
- Conduct a study tour by the technical working group on best inclusive education practices in other countries
- Research IE to inform better decision-making processes.

Part 8: Inter-Governmental Cooperation, Partnerships and Coordination

Inclusive education's success is about investing equitably in every child, regardless of age, gender, ability, ethnicity, language, geographical location, and socio-economic status. We must put in place measures that promote cooperation and coordination between Ministries and foster partnerships between government, international agencies and non-governmental organizations if we are to succeed.

Chapter 8 of the South Sudan National Disability and Inclusion Policy (2013) provides a broad framework for coordination and cooperation between Ministries, as well as between government, international agencies, and civil society at national, state, and local levels for purposes of implementation of the SSNDIP. The policy assigns the responsibilities of coordination, monitoring, and evaluation of policy implementation within the overall government monitoring systems and frameworks to the Ministry of Gender, Child and Social Welfare (MGCSW).

Part 2 of The National Inclusive Education Policy (2021) tasks the Ministry of General Education and Instruction (MoGEI) as the national champion of implementation of the inclusive education policy, taking responsibility for overall coordination of implementation and resource mobilization, detailing several responsibilities in this regard. It provides detailed responsibilities for ministries, local government authorities, teacher training and professional development agencies, and school head teachers.

8.1 National Level IEAC

The National IEAC is responsible for guiding and monitoring the overall implementation of the IE Policy and Strategy.

8.1.1 Composition

- 1) The Under Secretary – Ministry of General Education and Instruction – Chair.
- 2) The Director General, Directorate of Gender, Equity & Inclusive Education.
- 3) The Director, Department of Inclusive Education – secretary
- 4) One representative from the Department of Curriculum Development
- 5) The Under Secretary from Ministry of Health - Member
- 6) The Under Secretary from Ministry of Gender, Child and Social welfare - Member
- 7) Directors General from the line ministries – all members
- 8) One representative from Ministry of Justice
- 9) One representative from Ministry of Interior
- 10) One representative from Ministry of Youth and Sport
- 11) One representative from Ministry of Finance and Planning
- 12) One representative from the Development Partners/CSO
- 13) One Representative from donor partners
- 14) One representative from the Private Sector

- 15) One representative from the Umbrella Organisation of Persons with Disabilities – (OPDs)
- 16) One representative from National Education Coalition – (NEC)
- 17) One representative from University of Juba – School of Education, Department of Primary Education
- 18) One representative from Education Committee in the Parliament
- 19) One representative from Disability Committee in the Parliament.
- 20) One representative from Human Rights Committee in the Parliament. The team shall invite relevant development partners and other stakeholders to the meeting as co-opted members, depending on the agenda to be discussed.

8.1.2 Functions

The functions of the National Inclusive Education Advisory Committee will be, among others, to:

- 1) Address issues related to the relevance, implementation, effectiveness and review of the national inclusive education policy.
- 2) Advise on the implementation of inclusive education in Emergency and Humanitarian Response.
- 3) Ensure effective planning and coordination of efforts among implementing stakeholders, including NGOs/NNGOs.
- 4) Undertake advocacy and lobbying for inclusive education and raise awareness towards disability inclusion through the use of IEC materials and media houses.
- 5) Mobilize funds and other resources for inclusive education implementation.
- 6) Monitor and evaluate inclusive education activities at National level.
- 7) Seek material and human resources to support inclusive education implementation.
- 8) Challenge misconceptions about children and persons with disabilities,
- 9) Develop awareness-raising activities to change public attitudes towards disability

8.2 State Level IEAC

At the State level, the Inclusive Education Advisory Committee will be established as a working group within the State Education Forum (SEF) to champion and support the IE Strategy's implementation, considering local conditions.

8.2.1 Composition

- 1) Director General State Ministry of Education – Chair.
- 2) The Inspector of Inclusive Education – Co-Chair
- 3) One representative each from the State Ministries of Gender, Child & Social Welfare; Health; and Finance.
- 4) One representative from each of the departments within the State Ministry of Education directly involved in the implementation of the IE Strategy
- 5) One representative from the lead/co-lead, State Education Coalition/Forum.

- 6) One representative from the Development Partners.
- 7) One representative each from the various relevant state and non-state service providers.
- 8) Two representatives from a state-level organization of persons with disabilities, inclusive of at least one parent representative.
- 9) One representative each cutting across gender, community leaders, and marginalized groups.
- 10) One representative of Inclusive Support Resource Centres.

The Director of Inclusive Education: State Ministry of Education, will serve as Secretariat.

8.2.2 Functions

- 1) Advocate for inclusive education at the State level and in the Administrative Areas.
- 2) Coordinate and collaborate with relevant stakeholders on inclusive education implementation and mainstreaming.
- 3) Provide technical and support services.
- 4) Coordinate the effective planning and coordination of efforts among implementing stakeholders, including NGOs/NNGOs.
- 5) Identify and remove inter-sectoral collaboration challenges hampering the implementation of the IE Strategy
- 6) Support material and human resource mobilization for the implementation of the IE Strategy
- 7) Provide technical guidance for the implementation of inclusive education in Emergency and Humanitarian Response.
- 8) Oversee the design and coordinate state-level inclusive education awareness campaigns and other innovative capacity-building and targeted programmes
- 9) Coordinate ongoing monitoring and periodic evaluation of the implementation of the IE Strategy at district, payam and community levels, including identifying inclusive education good practice
- 10) Support the development of seamless referral pathways for support services, assistive devices and technology
- 11) Monitor programme implementation.
- 12) Coordinate the development of inter-sectoral quarterly reports to the N-IEAC.

8.3 The County IEAC

The C-IEACs will be constituted nationwide as working groups to mobilise local resources and community level action supporting implementation. The county Inclusive Education Inspectors shall coordinate the committees and serve as secretariat.

8.3.1 Composition

- 1) The County Education Director – Chair.
- 2) Senior Inspector of Gender Equity & Inclusive Education
- 3) The Senior Inspector of Schools - member.
- 4) Senior Inspectors for AES, Planning & Budgeting, Finance & Admin.- members
- 5) All Payam supervisors – members
- 6) One representative of Community leader/paramount chief.
- 7) One representative of County Education Centre (where available)
- 8) One representative of School Management Committee. (BOG)
- 9) One representative of local government and Administrative Areas
- 10) One representative of Disability Inclusion facilitators – (DIF)
- 11) One representative of parents of children with disabilities.
- 12) One representative from Organisations of Persons with Disabilities – OPDs) (to cut across different types of disabilities, including associations of parents of children with intellectual disabilities, where such exist).
- 13) One representative of implementing partners/NGOs/CSO/CBO etc.
- 14) One representative from PTA.
- 15) One representative from school disability inclusion friendly clubs.

8.3.2 Functions

Specifically, the committees shall undertake to:

- 1) Advocate for inclusive education within the county
- 2) Coordinate and collaborate with relevant stakeholders on inclusive education implementation and mainstreaming in the county.
- 3) Support material and human resource mobilization for the implementation of the IE Strategy
- 4) Coordinate the effective planning and coordination of efforts among implementing stakeholders, including NGOs/NNGOs, at county level.
- 5) Identify and remove inter-sectoral collaboration challenges hampering the implementation of the IE Strategy within the County
- 6) Oversee the design and coordinate county-level inclusive education awareness campaigns
- 7) Identify implementation capacity gaps
- 8) Coordinate ongoing monitoring and periodic evaluation of the implementation of the IE Strategy at payam and community levels, including identifying inclusive education good practice
- 9) Support the development of seamless referral pathways for support services, assistive devices and technology within the county
- 10) Coordinate the development of inter-sectoral quarterly reports to the S-IEAC.
- 11) Monitor programme implementation.

8.4 Payam Level IEAC

The P-IEACs will be constituted nationwide as working groups to mobilize local resources and community-level action supporting implementation. The Payam Inclusive Education supervisors shall coordinate and chair the committees

8.4.1 Composition

- 1) The Payam Inclusive Education supervisor – Chair
- 2) Resource Teacher (one to be appointed as secretary)
- 3) Representatives of community leaders (number to depend on the numbers from bomas)
- 4) One representative of community workers.
- 5) One representative of community-based rehabilitation workers
- 6) One representative of parents of children with disabilities.
- 7) One representative of parents of children without disabilities
- 8) One representative of parents of other groups of children at risk of exclusion
- 9) One representative of Community-based Organizations.

8.4.2 Functions

Specifically, the committee shall undertake to:

- 1) Advocate for effective implementation of the IE strategy within the payam
- 2) Advocate for inclusive education among community leaders within the Payam.
- 3) Mobilize schools and communities for inclusive education activities
- 4) Support capacity building of relevant stakeholders
- 5) Coordinate the development of inter-sectoral quarterly reports to the C-IEAC.

8.5 School Level IEAC

At the school level, there shall be the school-based Inclusive Education Advisory Committee, established as part of the school management committee to help school leadership and teachers make adaptations and improvements to include learners with disabilities and other learners at risk of exclusion.

IEACs need to support teachers and caregivers in this process by providing opportunities for regular, collaborative problem-solving in areas of concern, and facilitating the provision of support where needed.

IEACs should meet regularly, preferably every second week, but at least twice every term to discuss issues referred to them by class teachers. During these meetings they will problem-solve and jointly come up with strategies of how the learner could be supported by the class teacher/s. They should keep a record of all learners who require additional support and track whether the support is being provided and is effective.

8.5.1 Composition

It is the responsibility of the principal to establish the School-Based Inclusive Education Advisory Committee and ensure that the team is functional and supported.

It is suggested that the following people make up the core members of this team:

1. Three representative of Parents Teachers Association – One will be the Chair
2. One Head teacher representative – Secretary
3. Payam Supervisor – Member
4. Two representatives of inclusive education school clubs - members
5. One representative of resource teachers - member
6. Class teachers
7. One representative of parents/caregivers of children with disabilities.
8. One representative of Disability Inclusion Facilitators – (DIFs) (where appointed)

Additional members:

1. One representative of a local OPD, where such exists
2. Other relevant local agencies
3. One representative from Boma
4. One professional from other government departments should participate, as needed.

8.5.2 Functions

The team shall meet at least twice every term, to:

- 1) Develop strategies to support teachers in meeting learners' needs and to reduce barriers to learners' success in learning
- 2) Mobilise learners from within the community to be enrolled in mainstream schools including learners with disabilities
- 3) Ensure that safety measures are taken within the school premises in order to reduce risk/accident and improve accessibility
- 4) Develop an inclusive education component of any school improvement/development plan
- 5) Solve specific learners' problems, as necessary by identifying resources within the school and the community
- 6) Produce a report of the capacity, infrastructure and institutional gaps, they have identified in schools and local education authorities – (County, Payam and Bomas) ability to include learners with disabilities and other excluded learners. Maintain written records of their meetings.
- 7) Submit at least a termly report to the relevant education authorities at county level.

Part 9: Monitoring & Evaluation

Monitoring the Inclusive Education Policy and Strategy implementation and evaluating the impact of implementation is a joint responsibility.

The MoGEI, as the owner and champion of the policy and strategy, will be responsible for overall technical monitoring of implementation. The Directorate on Gender, Equity and Inclusive Education within MoGEI will develop an annual implementation report, using, among others, the IEAC reports it receives quarterly from Payam, County and State levels.

The IE Policy advocates for Organizations of Persons with Disabilities (OPDs) to, among others, monitor the violation of educational rights of children with disabilities. Organizations of Persons with Disabilities, coordinated by the South Sudan Union of Persons with Disabilities (SSUPD), must be resourced to conduct citizen-based monitoring at the Payam and school levels.

9.1 Annual Implementation Progress Reporting

Annual Implementation Progress Reports will be submitted to, among others:

- The Executive (Cabinet)
- The Education, Disability, and Human Rights Committees of Parliament

9.2 Midterm and Endline Evaluations

A midterm formative evaluation 2025/6 and an endline impact evaluation will be conducted in 2028/29 to inform the review of the Policy and Strategy in 2029/30. This will enable MoGEI to strengthen weaknesses in delivery and address unintentional consequences.

9.3. The Results and Indicator Framework

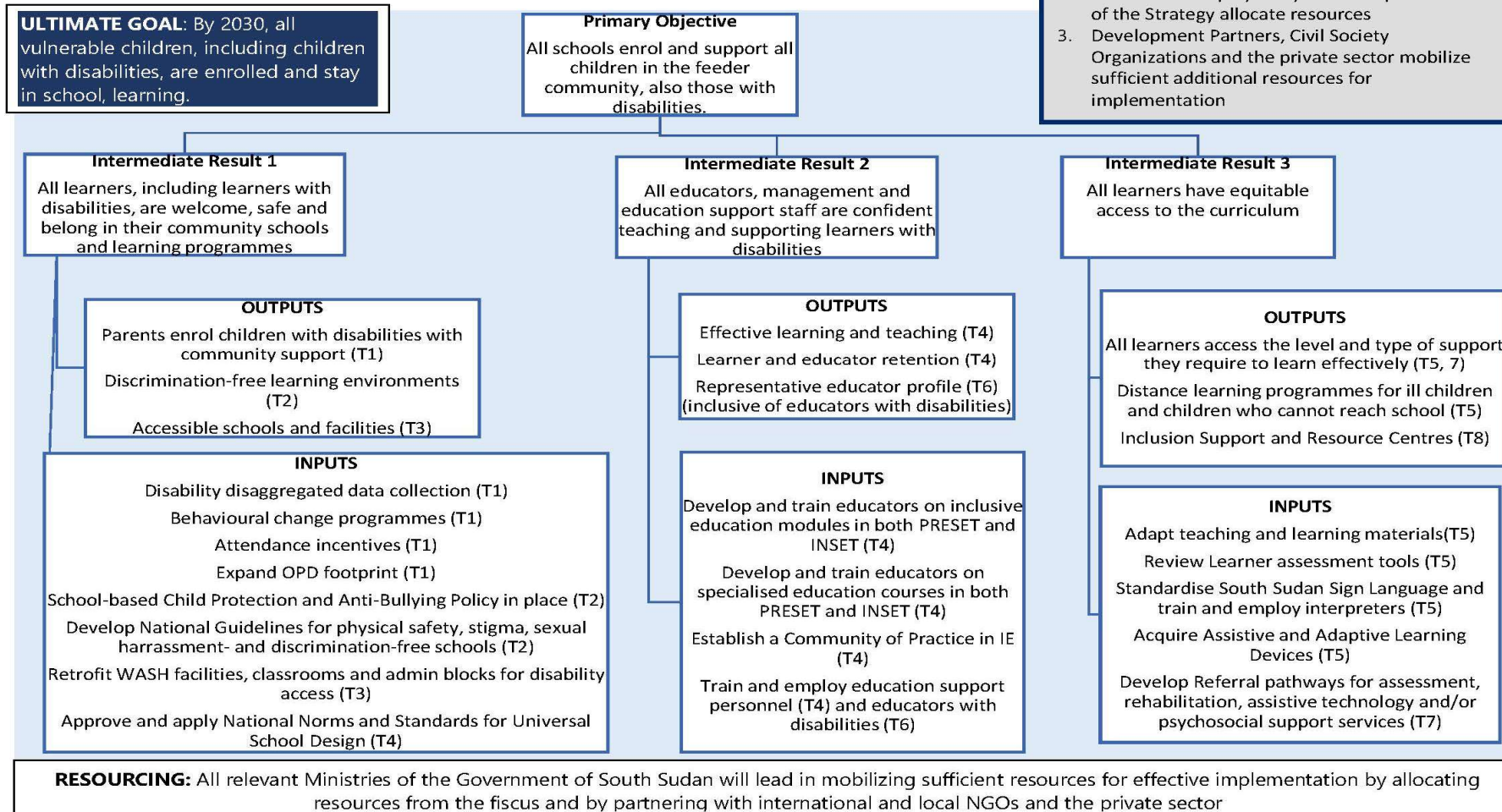
The results framework places the learner, teacher and curriculum at the centre of measuring the impact of implementing the Strategy.

The *ultimate goal* is to ensure that, by 2030, all vulnerable children, including children with disabilities, are enrolled and stay in school, learning.

The *primary objective* is to ensure that all schools enrol and support all children in the feeder community, also those with disabilities.

There are three intermediate results.

Results Framework



(a) Intermediate Result 1 (learner focus)

All learners, including learners with disabilities, are welcome, safe and belong in their community schools and participate in the learning programmes

IR1 Inputs

- Disability disaggregated data collection
- Behavioural change programmes
- Attendance incentives
- Expand OPD footprint
- School-based Child Protection and Anti-Bullying Policy in place
- Develop National Guidelines for physical and psychological safety, stigma, sexual harassment- and discrimination-free schools
- Retrofit WASH facilities, classrooms and admin blocks for disability access
- Approve and apply National Norms and Standards for Universal School Design

IR1 Outputs

- Parents enrol children with disabilities with the community
- Discrimination-free learning environments
- Accessible schools and facilities

The Indicative Indicator Set could include:

IR1 Indicative Input Indicators

- i. % of Ministerial budgets allocated for inclusive education implementation
- ii. Number of learners with disabilities accessing attendance incentives

IR1 Indicative Process Indicators

- i. Number of schools utilizing their capacitation grants to improve accessibility and inclusion
- ii. Approved inter-sectoral policy on referral pathways for children with disabilities
- iii. Number of homes visited to encourage school attendance of children at risk of exclusion
- iv. Number of inclusive education media campaigns and community dialogues

IR1 Indicative Output Indicators

- i. Increase in enrolments (gender disaggregated) within 3 months following a community outreach campaign
- ii. Increase in % learners with disabilities (gender disaggregated) enrolled in ECE, primary education, secondary education, ALP, CGS, PEP, TVET
- iii. Increase in % of learners with disabilities (gender disaggregated) mainstreamed from ALP, CGS, PEP into the formal education system
- iv. Number of children with disabilities (gender disaggregated) and others at risk who remain out of school 6 months after having been identified
- v. Decrease in drop-out rate of children with disabilities and others at risk (gender disaggregated)

- vi. % of schools with disability-inclusive School Positive Learning and Working Environment plans
- vii. Number of schools with Promoting Inclusive and Psychologically Safe Learning Environments Policies in place
- viii. Number of schools that put in place procedures to identify those at risk and propose solutions
- ix. Increase in % of schools that are fully accessible for learners, educators and parents with physical disabilities
- x. Increase in % of schools with WASH facilities that are disability accessible
- xi. Increase in % of schools with classrooms that are disability accessible
- xii. Increase in % of schools with admin blocks that are disability accessible

IR1 Result Indicators

Quantitative indicators

- i. % of learners with disabilities or at-risk learners who have lower absenteeism

Qualitative indicators

- i. Narratives from learners with disabilities and those at risk about how IE activities have made them feel that they belong, that they are safe and that they can actively participate in school activities
- ii. Narratives from families of learners with disabilities and those at risk about how the IE activities have encouraged them to enrol and support their child's education and how the support they received changed their outlook about their children's future

IR1 Impact Indicators

Quantitative indicators

- i. % of learners with disabilities and those at risk who stay in education and training (gender disaggregated) 3/6 months after implementation of a support plan by the school-based IEAC
- ii. % of learners with disabilities and those at risk who successfully complete the phase of education they are enrolled in (gender disaggregated)
- iii. % of learners with disabilities and those at risk who move on to the next phase/level of their education (gender disaggregated)

Qualitative indicators

- iv. Narratives from learners with disabilities and those at risk about how IE activities have made them feel that they belong, that they are safe and that they can actively participate in school activities
- v. Narratives from families of learners with disabilities and those at risk about how the IE activities have encouraged them to enrol and support their child's education and how the support they received changed their outlook about their children's future

(b) *Intermediate Result 2 (educator, management and support staff focus)*

All educators, management and education support staff are confident teaching and supporting learners with disabilities

IR2 Inputs

- Develop and train educators on inclusive education modules in both PRESET and INSET
- Develop and train educators on specialized education courses in both PRESET and INSET
- Train and employ education support personnel and educators with disabilities
- Establish a Community of Practice in Inclusive Education

IR2 Outputs

- Effective learning and teaching
- Learner and educator retention
- Representative educator profile (inclusive of educators with disabilities)

The Indicative Indicator Set could include:

IR2 Indicative Input Indicators

- i. Increase in budget allocation to equip educators, management and support staff with inclusive education-related skills and knowledge
- ii. % increase in scholarship disbursements to students with disabilities enrolled in educator pre and post-graduate courses
- iii. Number of experts mobilized to provide inclusive education and specialized education skills to teachers
- iv. Number of stakeholders mobilized to support school-based IEACs in developing and implementing inclusive education-related activities

IR2 Indicative Process Indicators

- i. Number of meetings held by IEACs at national, state, county, Payam and school-level
- ii. Number of inclusive education training sessions delivered to educators, management and support team members
- iii. Number of hours/days spent on educator development in inclusive education-related skills
- iv. Framework for inclusive education training for teachers developed and implemented

IR2 Indicative Output Indicators

- i. % of education personnel who have undergone disability inclusion and safeguarding orientation
- ii. Number of teachers trained in inclusive education
- iii. Number of head teachers and education specialists trained in inclusive education
- iv. Number of inclusive education resource teachers trained and employed per payam
- v. Number of educators with disabilities employed at the school level (gender disaggregated)

- vi. Number of education management personnel with disabilities employed (gender disaggregated)

IR2 Result Indicators

Quantitative indicators

- i. % of educators, management and support personnel who have received training, expressing increased levels of confidence to work in inclusive settings and address barriers to learning and education

Qualitative indicators

- ii. Narratives from educators, management and support personnel who have received training as to how the training has assisted them with confidence and initiating action to remove barriers to learning and teaching
- iii. Narratives from educators, management and support personnel who did not participate in the training as to how confident they are initiating action to remove barriers to learning and teaching

IR2 Impact Indicators

Quantitative indicators

- i. % of educators, management and support personnel who have received training showing leadership and innovation in removing barriers to learning and teaching and creating inclusive school and classroom environments

Qualitative indicators

- ii. Narratives from educators, management and support personnel who have received training explaining the measures they have put in place to remove barriers to learning and teaching and create inclusive school and classroom environments

(c) *Intermediate Result 3 (effective learning focus)*

All learners have equitable access to the curriculum.

IR3 Inputs

- Adapt teaching and learning materials
- Review Learner assessment tools
- Standardize South Sudan Sign Language and train and employ interpreters
- Acquire Assistive and Adaptive Learning Devices
- Develop referral pathways for assessment, rehabilitation, assistive technology and/or psychosocial support services

IR3 Outputs

- All learners access the level and type of support they require to learn effectively
- Distance learning programmes for ill children and children who cannot reach school
- Inclusion Support and Resource Centres

The Indicative Indicator Set could include:

IR3 Indicative Input Indicators

- i. Budget allocation and spending to develop South Sudan Sign Language, acquire assistive technology and devices and make learning materials available in different formats, inclusive of Braille and Sign Language
- ii. Budget allocated to develop community-based rehabilitation services and other services along the referral pathways
- iii. Budget allocations to establish and sustain Inclusion Support and Resource Centres
- iv. Number of experts mobilized to support curriculum differentiation and materials development

IR3 Indicative Process Indicators

- i. Inter-sectoral Policy and Strategy on Referral Pathways developed and implemented
- ii. Targeted early childhood stimulation and intervention programmes for children with different impairments developed and implemented
- iii. South Sudan Sign Language dictionary expanded and produced
- iv. Braille standards for South Sudan finalized
- v. Guidelines for the establishment of Inclusion Support and Resource Centres developed

IR3 Indicative Output Indicators

- i. Increase in % of Payams and districts with functional referral pathways
- ii. Number of ill children and children who cannot reach school accessing distance learning programmes
- iii. % of Deaf learners being taught through South Sudan Sign Language
- iv. % of blind learners who are Braille proficient when they exit primary school
- v. % of learners who require curriculum adaptation having access to adapted learning materials
- vi. % of learners who require assistive devices and learning assistive technology having access to such
- vii. % of counties with functional Inclusion Support and Resource Centres that produce adapted learning and teaching materials in different formats

IR3 Result Indicators

Quantitative indicators

- i. Reduction in drop-out rate of learners who require curriculum adaptations and learning and teaching materials in alternative formats
- ii. % Increase in retention and progress rates among ill children and children who cannot reach school

Qualitative indicators

- iii. Narratives from learners with different impairments about the difference access to adapted learning materials and learning assistive technology had on their academic progress and social belonging

IR3 Impact Indicators

Quantitative indicators

- i. % of learners with disabilities and those at risk who stay in education and training (gender disaggregated) 3/6 months after implementation of a support plan by the school-based IEAC
- ii. % of learners with disabilities and those at risk who successfully complete the phase of education they are enrolled in (gender disaggregated)
- iii. % of learners with disabilities and those at risk who move on to the next phase/level of their education (gender disaggregated)

Qualitative indicators

- iv. Narratives from learners with disabilities and those at risk about how having access to assistive technology and devices, learning through Sign Language, and having access to learning materials in different formats advanced their education

Conclusion

“The Republic of South Sudan sees quality education as that which is inclusive of all and as a national endeavour that goes beyond the mandate of the Ministry of General Education and Instruction (MoGEI) and individual schools.

A successful and effective education system depends on the involvement of parents, educators, support professionals, non-profit organizations, and the larger society. In addition, public education cannot be successful without the support of the larger government for establishing a solid infrastructure that includes legislation, financing, policies and strategies. This infrastructure helps drive the quality and types of services and supports necessary to optimise learners’ achievements and outcomes. Examples of services and supports include access to basic healthcare (including rehabilitation, assistive technologies and mental health services), human rights legislation and enforcement, nutrition programmes, as well as social and financial assistance.

Simply said – quality inclusive education is everyone’s business, and this is particularly relevant as we build back better post-COVID-19”.

Hon. Awut Deng Acuil, Minister of General Education and Instruction

Source: National Inclusive Education Policy (2021)

ANNEXURE A: Community Based Inclusive Development (CBID)

We have seen the evolution in the disability sector from a charity model to a rights-based model. Similarly, what we have come to know as Community Based Rehabilitation (CBR), has evolved from its early format as a medically based concept to the multi-disciplinary strategy it is today.

Community Based Inclusive Development (CBID) enhances and strengthens earlier work described as Community Based Rehabilitation (CBR) and encourages more inclusive, responsive, and accountable communities.

CBID programmes can include health, education, livelihood, social and empowerment activities, working closely with local partners, local governments, and the disability movement to bring about change. It locates responsibility in a seamless manner between key government departments and non-governmental stakeholders to ensure better outcomes for children and adults with disabilities.

CBID particularly promotes the participation and voice of people with disabilities in decision-making processes at the local level.

CBID programmes in high-risk areas such as South Sudan include activities that address community preparedness and resilience for when natural and human-caused disasters strike.

Figure 3: Community Based Inclusive Development Matrix

