Alternative Education Systems
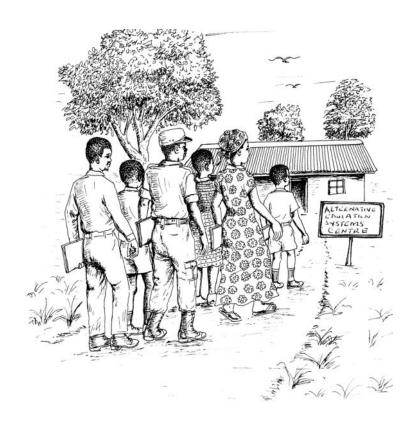
IMPLEMENTATION GUIDE

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY, REPUBLIC OF SOUTH SUDAN

AES IMPLEMENTATION GUIDE edited 2013

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FOREWORD

Getting relevant education is a key to securing better prospects of living for every member of a society. However, for many South Sudanese, accessing basic education remains a dream. In South Sudan, education has been adversely affected by twenty one years of civil war, depicting one of the worst illiteracy rate indicators in the world. This has resulted in only 27% of the population being literate.

Over the past five years, the Ministry of Education, Science and Technology (MOEST) previously the Ministry of General Education and Instruction and before that the Secretariat of Education of New Sudan) has provided flexible education programs to different categories of people through its department of Alternative Education Systems (AES). This has helped disadvantaged learners who either completely missed out on formal education or dropped out of school as a result of conflict, weak governance and sever poverty.

AES has identified seven flexible and needs based education programs for out of school children, youth and adults. The components of AES are:

1. Accelerated Learning Programs (ALP)
2. Community Based Girls Schools (CGS
3. Basic Adult Literacy Program (BALP)
4. Intensive English Course (IEC)
5. Interactive Radio Instruction (IRI)
6. Pastoralist Education Program (PEP)
7. Agro-forestry Program (AFP)

These components are implemented with the help of education partners. The rationale for Alternative education is to provide selective, quality, organized, systematic and flexible basic education and literacy for specific target groups that have had no access to basic education because of the two decades of conflict that ensued in South Sudan. Therefore, the department of AES has embarked on the development of a complimentary community based strategies and policies aimed at ensuring that all categories of people in South Sudan, including the most vulnerable are able to access quality education through improved implementation strategies.

This guide is specifically designed to equip the implementing partners and stakeholders with basic knowledge in the establishment, implementation and monitoring and evaluation of the seven components of AES. It also provides basic information on the rationale of AES and different strategies required to effectively manage and coordinate AES programs. It is anticipated that this guide will give you good guidance on the overall implementation process and promising impact of our efforts to combat illiteracy in South Sudan.

Kuol Atem Bol
AES Director,
MOEST-ROSS

Acronyms

ACROSS: Association of Christian Resource Organisation Serving Sudan
ADRA :   Adventist Development and Rehabilitation Association
AED: Education Development
AES: Alternative Education Systems
AFE: Agro Forestry Education
ALP: Learning Programme
BALP: Basic Adult Literacy Programme
BRAC: Bangladesh Rural Advancement Committee
CBO: Community Based Organisations
CGS: Community Girls School
CMC: Centre Management Committee
CRS: Christian Relief Service
CPA: Comprehensive Peace Agreement
DDR: Demobilisation, disarmament, and reintegration
EDC: Education Development Centre
EFA: Education for All
EMIS: Education Management Information System
FAL: Functional Adult Literacy
FEO   Field Education Officers
GESP: General Education Strategic Plan
GoSS: Government of South Sudan
IEC: Intensive English Course
FAL: Functional Adult Literacy
INSET: In-service Teacher training
IT: Information Technology
MDG: Millennium Development Goals
MoEST: Ministry of Education, Science and Technology
MoGEI: Ministry of General Education and Instruction
MRDA   Mundri Rural Development Agency
NFPE: Non-Formal Primary Education
NGO: Non Government Organisation
PEP: Pastoralist Education Programme
PST: Professional Studies for Teachers
PTA: Parent Teacher Association
RABEA: Radio Based Education for All
SCI   Save the Children International
SEM   Sudan Evangelical Mission
SIP   School Improvement Plan
SoE: Secretariat of Education
SMC: School Management Committee
SMoE: State Ministry of Education
SPLA: Sudan People's Liberation Army
SPLM: Sudan People's Liberation Movement
SSIRI: South Sudan Interactive Radio Instruction

SWIDAP: Sudan Women in Development and Peace
TERBIA: Teaching English through Radio Instruction for ALL
TVET: Technical and Vocational Education Training
TWG: Technical Working Group
UNESCO: United Nations Education, Science and Cultural Organisation
UNHCR: United Nation Commission of Refugees

1.0   Introduction

Decades of neglect and years of civil war have devastated South Sudan's infrastructure and social systems, displaced over 5 million people and resulted in generations of children and youth who have never had the opportunity to attend school. With independence and its emergence as a new country on 9th July 2011, the people of South Sudan, returnees and internally displaced people want to claim their right to education. In recognition, the government has stated in the national development vision, the need to create a literate and knowledgeable nation as imperative for South Sudan.

As part of this process, the Directorate of Alternative Education Systems (AES) policy under the Ministry of Education, Science and Technology (MoEST) seeks to address the challenges of providing education for out of school children and youth, over age children in primary schools and adult literacy in South Sudan. In 2013 the AES Directorate developed an AES policy and AES Strategic Plan to be implemented in line with the Education Act (2012) and the General Education Strategic Action Plan (GESP) 2012-2017.

With these developments the AES Implementation Guide has been revised and updated to provide standardised implementation guidelines for the MoEST and Development partners to improve the management and quality of AES programs.

Since the signing of the 2005 Comprehensive Peace Agreement (CPA), the government of South Sudan has been working to provide education opportunities for all its citizens regardless of their age. The Alternative Education Systems (AES) was formalised in 2002 under the Sudan People's Liberation Movement (SPLM) and Secretariat of Education (SoE) and confirmed by the CPA to provide education to out of school children, youth and adults including organised armed forces. Since then AES has expanded its education programs to provide multiple pathways towards achieving literate and educated members of society.

Flexible learning opportunities are now available to different categories of learners: out of school and over age children and youth and adults who missed out on education due to the decades of conflict. Their educational needs are met through a seven alternative forms of basic and continuing education programs:

1. Accelerated Learning Program (ALP)
2. Community Girl Schools (CGS)
3. Pastoralist Education Program (PEP)
4. Basic Adult Literacy Program (BALP)
5. Intensive English Courses (IEC)
6. South Sudan Interactive Radio Instruction (SSIRI)
7. Agro Forestry Education (AFE)

In 2012 there were 220,909 AES learners (EMIS 2012) with a further estimated 180,000 in SSIRI and international schools (AES Baseline Survey and Evaluation 2012).

The rationale for Alternative education is to provide selective, quality, organized, systematic and flexible basic education for specific target groups that have either missed formal education or dropped out as a result of the two decades of armed conflict in South Sudan.

This guide is to help AES managers and partners to ensure proper implementation of the seven programs, coordination and monitoring. It provides basic information and monitoring tools on the main areas of AES. We hope you will find it a useful reference document to enhance good management and governance of AES.

2.0   AES Policy Framework

2.1 Vision

To secure the right to quality and relevant education for all disadvantaged South Sudanese to enable them to acquire skills for a productive and peaceful life and to be able to participate in promoting self and national development.

2.2 Mission

To provide equitable access and relevant quality learning opportunities for over age and out of school children, youth and adults in South Sudan so that they can improve their lives and become responsible and productive citizens able to contribute to national development.

2.3 Objectives

- Increase access to education for disadvantaged communities or groups i.e. pastoralists, girls, out of school children and youth and adults, by expanding the current AES programmes.
- Enable overage children and youth enrolled in primary schools and primary school dropouts to enrol in accelerated programmes. They can then complete the primary cycle in a shorter period and catch up their peers whilst freeing up places in primary schools for children of the appropriate age.
- Promote gender equality and increase the enrolment of girls.
- Ensure recognition of learner achievements and certification of AES programmes to enable transition to formal primary, secondary or vocational education systems.
- Develop and implement innovative education programmes to meet the needs of the most disadvantaged to improve the quality of their lives and promote lifelong learning.
- Improve the quality of AES curricula, teaching materials and learning outcomes.
- Ensure that AES teachers are paid their correct salary entitlement by State Ministry of Education (SMoE).
- Strengthen the capacity of AES staff, teachers and facilitators to provide relevant quality education.
- Reduce the rate of illiteracy.
- Improve coordination and reporting within AES, with MoEST departments and with development partners at all levels to strengthen management of AES programmes.
- Implement a comprehensive advocacy programme to raise awareness about AES programmes and literacy.
- Establish a literacy body that will spearhead the literacy and adult education initiatives in South Sudan with a mandate to fundraise.

2.4 Guiding Principles

The guiding principles follow the Principles of General Education as articulated in the General Education Act (2012) article 6 where the first principal states that education shall be "free, inclusive and empowering". The Alternative Education Systems policy, Strategic Action Plan and its Implementation Guide are informed by and uphold the following additional guiding principles.

2.4.1 Equitable access:

AES programmes must ensure equal opportunity of access for all in need throughout all 10 states and within states, counties, payams and bomas. Based on the AES programme, the most disadvantaged will be selected: pastoral, fishing and other rural communities, girls and women, organised armed forces, returnees, internally displaced people and persons with special learning needs.

2.4.2 Flexible education opportunities:

AES programmes must work with the target community and learners to provide the education opportunities that can best meet their needs in terms of their livelihood responsibilities, language and location. From the beginning , the target communities and learners should be involved in decisions about the AES programme, including selecting the language of instruction, what to learn, the teachers, class times and centre location (fixed or mobile).

2.4.3 Community awareness, participation and ownership:

The communities through the existing traditional and local administrative structures, chiefs, elders, etc. shall be approached and sensitised to the value of education to encourage learners to enrol in AES programmes. The communities shall be encouraged to own and actively support and manage the programme with the formation of relevant committees (Parent Teacher Associations, School Management Committees) and receive training to assist them in the management of the programme. The communities will be involved in mobilizing local resources in cash and/or in-kind for the sustainability of the programme.

2.4.4 Transition to formal education:

The AES Directorate works in partnership with the formal systems of the MoEST to provide multiple opportunities for children and youth to transition to formal education in primary and secondary schools. AES programmes have multiple entry and exit points, to enable over age learners to join at the correct academic level and continue their education at an accelerated pace. Learners can transition from AES programmes to formal education at the correct grade and age throughout the programme.

2.4.5 Multiple pathways to lifelong learning:

The flexible and non-formal nature of AES programmes provides multiple pathways for

learners to access education that suits their needs, responsibilities and aspirations. Learners can access AES programmes at different stages of their life and transition to formal education or vocational opportunities and build the habit of lifelong learning.

2.4.6 Cultural and Gender Responsiveness:

All AES programmes, approaches and methods should reflect cultural realities and promote unity, pride and respect for South Sudan's diverse cultural heritage. Programmes will be designed and implemented to improve gender awareness and better gender relations in the community. Special attention shall be paid to ensure the participation of females as participants and facilitators in all AES programmes and harmful gender practices discouraged.

2.4.7 Relevance:

All AES programs need to be relevant to learners' age, needs and context. Programme content needs to be reviewed and aligned with the national curriculum framework to ensure learners can successfully transition to formal education to obtain recognised education qualifications (South Sudan Primary Leavers exam). Programme materials need to be put into context and should take into account the learning styles of the target group i.e. children, youth and adults.

2.4.8 Quality:

Programme provision shall be of better quality to ensure greater numbers of learners complete the course. Adequate teaching and learning materials must be provided to create conducive environments for learning. AES staff, teachers and facilitators shall receive an orientation to AES and skills upgrading on courses provided by the MoEST to improve their teaching and education qualifications. Participatory learning assessment, monitoring and evaluation, and support services shall be organized to enhance the relevance and quality of the program.

2.4.9 Coordination:

At all levels, national, state, county and payam, AES and the general education systems must coordinate to ensure effective supervision and management of AES programmes and smooth and efficient transition of AES learners to the formal system. Non government implementers (including NGOs, religious groups, CBOs, development partners) must coordinate their programmes and funding with the priorities set by the AES Directorate at National level. At national, state and country level, non government implementers must participate in AES coordination forums and provide data and reporting on programme achievements on a regular basis

2.4.10 Research and Innovation:

AES programs shall be supported with appropriate and innovative approaches and techniques to enhance their role in meeting the learning needs of the most disadvantaged. AES will pilot and evaluate new and innovative approaches and programmes to supplement learner

knowledge and skills to improve their learning, lifestyle and environment. Teacher training institutes and Universities, as much as possible, shall closely work and contribute by establishing appropriate units for AES research, training and materials development.

2.4. 11.Sustainability:

AES programmes must be aligned with the AES strategic plan (linked to the GESP 2012) and provide a full cycle of AES education. Each programme shall develop strong linkages with primary and secondary schools to encourage transition to formal education and on completion have an exit strategy for learners, teachers, and the AES centre. Communities will be encouraged to mobilize local resources in cash and/or in-kind for the sustainability of the programme.

2.5. Priority areas of intervention

2.5.1 Increase access

Increase the number of ALP centres throughout South Sudan including in emergency settings. Raise awareness of the accelerated nature of ALP and encourage over age learners in primary classes to transfer to non-formal ALP classes. Sensitise the community to enrol over age children aged 12-18 in ALP classes and provide a preparation course before entry to level 1.

Increase the number of community girls schools established in rural villages linked to a primary school. Work with the community and school authorities to promote transition on graduation from CGS to primary 5. Establish strategies to support girls' access and retention to higher primary school classes.

Scale up the pastoralist education programme with advocacy and sensitisation campaigns to all 10 states to increase the number of communities willing to establish mobile classes. Put emphasis on enrolling the most vulnerable and prioritise the enrolment of girls.

Increase the number of centres offering functional adult literacy and BALP in line with the National Literacy policy.

Develop strategies to support those ALP primary 8 graduates with jobs or livelihood responsibilities to access secondary education

2.5.2 Capacity building of human resources
Build the capacity of AES teachers by providing orientation courses to AES and upgrade their education and teaching qualifications. Under qualified teachers should be encouraged to join MoEST in-service teacher training courses. In addition, create a cadre of trainers that can deliver training to teachers on adult teaching methods. All AES Directorate staff at national and state level should receive training to upgrade their administration, budgeting, supervision and IT skills.

2.5.3 Institutional and organisational capacity

To plan, manage and monitor literacy a strong literacy institution body will be established. The body for literacy will have a viable institutional setup with the required manpower and departments that will be responsible to manage literacy quality in all areas. In addition universities, training and management institutes will be encouraged to establish relevant programmes to train and deliver the required human and material resources and regularly build the capacities through short term, distance and other delivery modes.

AES programmes will be guided by the advice of Technical Working Groups (TWG) established for AES, English, Curriculum, Assessment and Examinations, National Languages, Teacher Education, Gender, Life Skills and Peace Education which report to the National Education Forum. These Technical Working groups will be responsible for setting and monitoring competency standards and accreditation, providing support to the AES Directorate on effective curriculum and training delivery, ensuring coordination and integration with other ministry departments and promoting collaboration among donor-funded programmes.

2.5.4 Quality enhancement and development of curriculum framework, approaches and learning resources

To enhance the quality of AES programmes the curriculum framework for each programme needs to be reviewed to incorporate new developments in the primary curriculum. The AES Directorate will work closely with the curriculum department to provide relevant curricula and textbooks for AES programmes that recognise that many AES learners are youth and adults with different learning styles, experiences and backgrounds. In addition AES curricula and textbooks will be revised and contextualised to reflect the rural and pastoralist lifestyles. The curriculum framework and textbook support for literacy and adult education will be reviewed to ensure both quality and relevance of the programme to the generations of youth and adults who missed out on education.

Supplementary courses to improve the life skills of children, youth and adults and raise the awareness of the environment and its conservation, and promote better agro-forestry practices need to be developed that can be delivered in a variety of settings including schools and AES centres.

2.5.5 Program efficiency and quality

Improve programme efficiency and quality of teachers and facilitators by advocating and developing strategies to ensure that the SMoE pay AES teachers their correct salary entitlement and thus reduce teacher turnover. In addition invest in training programmes to raise the quality of teaching and learning to improve outcomes for AES learners and reduce dropout.

12.5.6 Program competencies, certification and accreditation

The AES directorate will work closely at national level with the Examinations Council to ensure that the needs of AES programmes and learners are included in their plans and policies and that ALP graduates can take the South Sudan Primary Leavers Exam. In addition it will advocate for MoEST accreditation of CGS graduates to aid transition to primary education.

The literacy body will work to establish a recognised competency framework for adult literacy and lifelong learning and provide accreditation for literacy learners.

2.5.7 Strengthen coordination, partnership and networking
AES will improve partnership and coordination at national, state, county, payam and boma level of all actors involved in AES implementation by conducting AES forums at each level with reporting compiled at both national and state level on key achievements, lessons learnt and best practice. This partnership shall include the sharing of data and information to feed into the MoEST EMIS system to aid the management of AES programme delivery. Partnership will include joint planning and implementation of programmes and cooperation for further scaling up and sustainability. Where AES does not have the capacity to deliver AES programme, service providers will be contracted to implement AES programmes following the AES policy and implementation guidelines.

2.5.8 Research, documentation, innovation and program development
Prior to the establishment of new AES centres, a needs assessment must be undertaken and in-depth consultation with the local education authorities and community. New AES and literacy programmes shall be supported with research based innovative approaches, piloted, evaluated and the report circulated to all partners. Where possible new innovations should involve the use of media and other communication technologies to promote alternative education opportunities.

2.5.9 Resource mobilization and AES Funding:
The government will earmark 10% of GDP for education and the MoEST will allocate 10% for AES programmes, literacy and adult education. International communities and donors will be approached to support the AES Strategic Action Plan and develop programmes in line with AES priorities. Equally the private and business sectors will be approached to contribute.

2.5.10 Advocacy and sensitization:
To create awareness and sensitize the population on the importance of basic education, literacy and lifelong learning, advocacy will be a core element. Through media and other available technologies, information on progress and lessons learnt will be broadly disseminated

2.5.11 Sustainability and Life Long Learning:
Ultimately with the success of ALP, CGS and PEP programmes to reach the vulnerable and disadvantaged children and youth and provide basic education, the programmes will slowly be phased out and formal education systems will provide age appropriate education to the new generation of children in the communities.

Literacy and adult education will continue to provide lifelong learning opportunities. Programme relevance, genuine community participation and programme ownership are the main pillars of sustainability. In this regard, all stakeholders will work out clear plans for the sustainability of the programmes that will be approved by the AES Directorate and literacy body.

3.0   Accelerated Learning Program (ALP)

Introduction

The target group of learners are aged 12-18 who have enrolled in lower primary classes, dropped out or could not access education. Youth aged 18-30 in the organised armed forces can also enrol in ALP classes. ALP uses a condensed form of the primary curriculum so learners can complete the primary cycle in four years instead of eight. Learners can join their age appropriate grade or complete level 4 and take the South Sudan Primary Leavers exam and go on to secondary school.

The Accelerated Learning Program is a modification of the formal primary school cycle that offers a flexible learning opportunity in only four years instead of the stipulated eight years of formal primary education. It is characterized by:
- a condensed syllabus
- a faster learning process
- various categories of learners and
- flexibility in the learning process and calendar
- Multiple entry and exit points

Objectives

The main objectives for ALP in South Sudan are to:
- Enable older children enrolled in formal lower primary classes to catch up with their peers at the appropriate age by transferring to ALP classes and exiting at the age appropriate grade.
- To enable older children and youth to enrol in non-formal accelerated programs to catch up with their peers in primary school and complete the cycle of education in a shorter period of 4 years instead of the stipulated 8 years of primary education.
- Advocate for primary school drop outs and older out of school girls and boys to enrol in ALP classes as a transitional process for children to join formal education at secondary level or vocational training
- Provide learners with opportunities to acquire desirable knowledge, skills, values and attitudes.
- Create a learning environment that will encourage learners to develop logical thought and critical judgment
- Promote self-expression, self-discipline and self-reliance
- Encourage parents and communities to support and participate in the provision of basic education.

ALP Implementation Guidelines

The following Ministry of Education, Science and Technology (MoEST) ALP Guidelines shall serve as the framework within which the ALP program shall operate upon implementation nation-wide.

1.   Community Mobilization

a) The following is included in the sensitization process when introducing ALP to a community:
   - announcing the beginning of ALP classes in a particular area and formally introducing the ALP teachers
   - Targeting parents and the community at large to send learners to school.

2.   Parent Teacher Association / School Management Committee

a) Each ALP centre should have a Parent Teacher Association (PTA) or School Management Committee (SMC) of between 3-7 members to include the teacher and which encourages the participation of out of school youth and children.
b) The PTA/SMC meet on a quarterly basis or more regularly
c) The PTA/SMC help in the identification and selection of marginalized children
d) The SMC help in the identification or construction of a suitable children friendly classroom. This should be a safe space near to the community.
e) The PTA/SMC along with parents and children decide on the most suitable times for class as per the need of community

3.   Program Structure

a) The class times are flexible and should be agreed with the learners, teacher and community.
b) ALP classes are for 3 hours per day, 5 days per week. In total a minimum of 15 hours of learning in class a week.
c) The ALP cycle will have duration of 4 years and learners entering level 1 in the first year will be able to complete level 4.
d) Each ALP centre shall have one or more class for each level of learning
e) The ALP class time table/ calendar shall follow that of the main primary school but can be flexible to fit around learners' livelihood activities. It should be designed in collaboration and in close consultation with PTAs and learners.
f) The Accelerated Learning Program is conducted by the same school administration as those of mainstream primary school program, but is allocated afternoon sessions. However, there is flexibility based on the agreement reached by the PTAs and learners. This is to allow ALP learners to share the same educational facilities and teachers within

the school. Each school administration decides on the contact hours for ALP learners in consultation with the PTAs and learners themselves.

g) Partners who implement ALP in centres can decide in consultation with the community when to operate; i.e. morning or afternoon.

h) In schools where there is capacity to accommodate ALP and mainstream learners at the same time, both programs are conducted concurrently during morning hours.

4. Cost of schooling

a) ALP classes provided by MoEST or developing partners shall not demand tuition fees, or a uniform.
b) ALP learners shall be provided with textbooks and learning materials free of charge.
c) Students are responsible for the payment of exam fees.
d) Development partners and communities can sponsor ALP learners exam fees
e) Parents shall contribute in kind to provide/maintain the ALP centre, and support volunteer teachers

5. AES Centre

a) May be an established primary or secondary school building free to use.
b) May be a building constructed/provided by the community which has sufficient space for ALP use
c) May be a purpose built AES centre provided by the State Ministry of Education (SMOE), Community or NGO
d) May be a tent or other mobile form of shelter.
e) SMOE operated schools should share the staff rooms, latrines, and other support services.
f) Should have basic classroom furniture – blackboard, chalk, desks and benches
g) All schools implementing the ALP program should be controlled and supervised by the SMOE.
h) Provide learning space for 4 levels
i) Have latrine provision for both males and females
j) Each ALP centre shall have a PTA/SMC to support the administration and encourage learners to enroll and attend classes.

6. Learner Selection

a) The entry age is 12-18 years for civil society and 18-30 for security forces
b) Target learners are out of school children and youth aged 12-18 particularly girls. These include:
- those who are out of school, having enrolled and then dropped out before completing the primary cycle
- Those who have never enrolled in school at all.

- Over age children and youth already enrolled in primary schools that can transfer to ALP classes.
- Include pregnant females and young mothers

c) The ALP program has a multiple-entry strategy. This means that learners may enter the program at any level depending on their prior education and their level of English and Mathematics. The placement level will be determined by several characteristics including the age of learner and his/her ability to cope with the class or level and previous learning experience and any competencies acquired. Entry to level one is based on age and commitment. Sample placement test/examinations can be collected from the SMOE.

Multiple-Entry System

i. Absolute beginners in English: These learners have no knowledge of the English alphabet, nor can they read or write any words in English. They may be able to speak a few common phrases like "Hello". These learners must study the alphabet and basic reading and writing at level 1.

ii. Beginners with some English: These learners know the English alphabet and can read and write a little, but their knowledge of English vocabulary is still very limited. Most will study at level 1, but some may study at higher levels depending on their knowledge and skills in Mathematics, Science and Social Studies.

iii. Former primary pupils in Arabic: Learners who studied in Arabic pattern primary schools and who know little or no English should begin ALP classes at level 1 unless the teachers and head teachers feel the learner can master English quickly enough to study at a higher level.

iv. Learners ready for levels 2-4: These learners have studied at primary school previously and have enough knowledge of English and Mathematics to study at a higher level. They need to take a placement test so that they can be assigned to the proper level.

Multiple-exit system

i. Learners can leave ALP classes at the end of level 1, 2 or 3 and enroll in an age appropriate primary class.
ii. Learners can leave at the end of level 4, take the South Sudan Primary Leavers Exam and join secondary school or vocational education.

d) Each ALP class should have 30-40 students.
e) Transfer students should be admitted through transcript and a placement test administered by the school.

7.   Teaching and learning

a) The language of instruction should be a local national language/mother tongue in level 1 and 2 as per MoEST policy.
b) Selection of mother tongue as language of instruction should take into consideration the language of the majority of the learners and be agreed after consultation.
c) Language of instruction from level 3 and 4 should be in English as per MoEST policy
d) The ALP learners have a one month orientation and induction course for ALP. This is a preparatory course conducted at the beginning before actual teaching commences. The courses include the following:
  ➢ Induction to ALP
  ➢ School routine/ schedule
  ➢ Study skills and how to take tests
  ➢ Basic numeracy and literacy
  ➢ Learning environment

After the orientation of learners, they start the actual courses based on the South Sudan curriculum with additional life skills training in HIV/AIDS, Environmental studies and sex education.

f) ALP follows the syllabus of the South Sudan Primary School Curriculum. The syllabus is condensed into four years, with two years consolidated into one year as follows:
  • ALP level one is comprised of the Primary one and two syllabus
  • ALP level two is comprised of the Primary three and four syllabus
  • ALP level three is comprised of the Primary five and six syllabus
  • ALP level four is comprised of the Primary seven and eight syllabus

Primary Syllabus	ALP Syllabus
1	level
2	1
3	level
4	2
5	level
6	3
7	level
8	4

Learners may enter at any level depending on the number of years of primary school already completed, and study up to level four (primary 7 and 8) when they sit for P8 exams. Textbooks prepared for the ALP course include the basic subjects of English, Science, Social Studies, and Mathematics.

The flexible nature of ALP allows multiple **entry** and **exit** points at appropriate levels, determined by age and performance at each level.

g) The following materials are used by learners and teachers:

Level	Learners	Teachers
preparatory	ALP preparatory	
1	ALP English level 1 ALP mathematics level 1 ALP Science level 1 ALP Social Studies level 1 ALP Home science level 1 ALP Business agriculture level 1	Answer key and learning outcomes manual level 1
2	ALP English level 2 ALP mathematics level 2 ALP Science level 2 ALP Social Studies level 2 ALP Home science level 2 ALP Business agriculture level 2	Answer key and learning outcomes manual level 2
3	ALP English level 3 ALP mathematics level3 ALP Science level 3 ALP Social Studies level 3 ALP Home science level 3 ALP Business agriculture level 3	Answer key and learning outcomes manual level 3
4	ALP English level 4 ALP mathematics level 4 ALP Science level 4 ALP Social Studies level 4 ALP Home science level 4 ALP Business agriculture level 4	Answer key and learning outcomes manual level 4

In addition each teacher shall have:
- ALP handbook
- attendance and assessment record books

h) The weekly timetable for ALP is as follows:

	Subjects	Number of Hours per Week			
		Level 1	Level 2	Level 3	Level 4
1	English	5	5	5	5
2	Mathematics	5	5	5	5
3	Science	4	4	4	4

4	Social Studies	4	4	4	4
Hours per week		**18**	**18**	**18**	**18**

i) MoEST provides the ALP textbooks. Classes implemented by developing partners will receive ALP textbooks from the MoEST. When stocks of ALP textbooks are exhausted, the AES Directorate/MoEST will give permission to print copies via the Curriculum Department.

8. Teachers of the program

a) Each ALP level must have 2 teachers.
b) Teachers should be trained MoEST teachers willing to be trained in ALP methodology.
c) Can be an individual with post high school experience or a community dweller that is a high school graduate willing to be trained as an ALP teacher.
d) Recruitment in consultant with local education authorities and community/PTA/SMC
e) Levels one and two should be taught by teachers specializing in teaching of lower primary grades.
f) Levels three and four should be taught by the most qualified and experienced teachers
g) Levels three and four will be taught by at least three teachers based on their subject specialization
h) All ALP teachers are to teach at least two subjects at each of the ALP levels, specifically the upper levels.
i) Appointment of AES permanent teachers to apply their commitment in the field of teaching.
j) Appointment of volunteer teachers should only be done if no other qualified teachers are available. Volunteer teachers should receive the same orientation course and teacher training as qualified teachers.
k) Every effort should be made to enrol volunteer teachers on INSET training courses so that their qualifications are improved and they can eventually change status to teachers registered on the Government payroll.
l) All ALP teachers should receive an ALP orientation training which will include training on youth and adult teaching methods.
m) All teachers will receive training in teaching methodology in all subjects and specialize in one of the languages of instruction recommended for ALP, namely: mother tongue and English.
n) Each teacher is to receive training in teaching methodology and specialize in English, Math, Social Studies or Science.
o) ALP teachers without a teaching qualification should be recommended to enrol on the MoEST in-service teacher training course.
p) Teachers who speak Arabic or a native language should be recommended for Intensive English Courses.

q) Systematic training of all ALP teachers (volunteer and formally trained ALP teachers) is to be undertaken to increase the quality of the teaching.
r) All ALP teachers should be trained using MoEST AES Directorate approved training materials.
s) All ALP teachers and volunteers must sign the Teachers Code of Conduct
t) In situations where there is a likelihood of a teacher dropping out or not performing well, the trainers/supervisors should be in a position to find other candidates from the particular area and select the best candidate to take over the ALP centre after being trained.
u) The recruitment of teachers by NGOs and religious organisations will be based on MoEST standards (referring to payment and training).
v) ALP teachers will be supervised by the head teachers of the Primary school or nearby school

9.   Teacher Remuneration

a) All MoEST ALP teachers should receive a monthly incentive or salary.
b) ALP teachers who also teach in the primary school or have other jobs in addition to being an ALP teacher will receive a top up allowance of 200 SSP
c) A full time ALP teachers (teaching both morning and afternoon shifts) will receive 500 SSP
d) Volunteer ALP teachers will not be paid.
e) A head teacher supervising both the primary school and ALP sessions will receive a top up of 400 SSP
f) A full time ALP head teacher will receive the same salary as a full time Primary head teacher.
g) All ALP teachers must be registered on MoEST payroll to receive their top up or salary payments.

10.   School Administrators

a) The Principal should be trained in ALP methodology.
b) The Principals should serve as supervisors of ALP school.
c) The Principal should focus principally on Education Activities.
d) The Principal should encourage the integration of the schools and other community dwellers to enrich the ALP.
e) The ALP shall operate in accordance with the MoEST calendar and guidelines.
f) There shall be Payam, County, State, and National education structures to ensure proper, efficient and coordinated implementation of educational policies and programs. The national Education Authority shall ensure the establishment of these structures and effective coordination by them.
g) All Alternative Education Schools will be monitored, supervised by the Government of South Sudan and will follow the Government Curriculum Framework and Syllabus.

11.   Program Supervision

a) Supervision will be done by the Principal, Vice-Principal, the Education Officers, MoEST and supporting organizations. Supervision reports must be made on a quarterly basis to the MoEST National Focal Person.

b) State, county and payam supervisors will coordinate with development partners to visit schools for supervision and monitoring.

c) ALP teachers along with PTA committee members, area supervisors and school management staff will share and discuss issues concerning the function of the ALP program. These issues will include sharing best practices, community-support related issues, pedagogy, preparation and usage of teaching material, etc.

d) The area coordinator in consultation with PTAs and community members will troubleshoot possible solutions to problems with the participation of the teachers.

e) NGOs should provide a movement plan for field visit inspection in association with MoEST inspectors and supervisors for smooth running and follow up.

12.   Management/Coordination

a) The over-all management and coordination of the program is with the AES Directorate, MoEST.

b) NGOs wishing to implement the ALP program should liaise with the National MoEST AES Directorate

c) State AED Directorate staff and all development partners implementing ALP classes will attend monthly coordination meetings for AES at National, county and state level.

d) State AED Directorate staff and all development partners implementing ALP classes will attend State Level AES coordination forums conducted on a biannual basis.

e) State AES Directorate staff and all development partners implementing ALP classes will attend the AES Thematic Working Group biannual workshops

f) The NGOs engaged in alternative education including ALP must invest in developmental programs and share planning, monitoring, and evaluation with the MoEST Department of Alternative Education.

13.   Materials, storage and other services

a) All organizations supporting the MoEST to implement the program must use standard MoEST materials and supplies to cater to uniformity and standards.

b) ALP materials that will be supplied to schools by MoEST/supporting agencies will include; student texts; plan/mark/attendance books; and other relevant instructional materials.

c) Storage facilities should be provided by the school administration who is the immediate supervisor of the program.

14. Exam and Promotion

a) On entry – placement especially for higher levels of ALP is done in percentages/ numbers and distributed in all learning achievements throughout the academic years as follows:
- Written tests and examination   60%
- Practical work   30%
- Attendance and Conduct   10%
- Therefore, the overall promotion percentage will be 50%

b) In order to maintain standards and quality control, the students who attain low marks should repeat unless the cause of failure is associated with illness and other social problems. This should be justifiable with sick reports and other documents. If proven, they should be promoted to the next level but they be recommended for constant remedial support from subject teachers.

c) Progression from one level to the next will be determined by individual learner performance. Schools will be encouraged to be flexible in allowing upward mobility based on individual achievement without waiting for the end of the year.

d) After completing level 4, the learner will sit for the South Sudan Primary Education Certificate and will make the transition to the mainstream education cycle at secondary level.

15. Program Monitoring and Evaluation

a) Adherence to the ALP policy will be monitored throughout the year and the ALP Program assessed annually by SMOE.

b) All teachers will keep accurate attendance records.

c) All ALP centers will complete the forms for the annual EMIS survey.

d) The head teachers will keep a record of all learners sitting the South Sudan Primary Leavers Exam.

e) All Alternative Education Schools will be monitored, supervised by the Government of South Sudan and will follow the Government Curriculum Framework and Syllabus.

16. Financing

a) Alternative Education, including ALP, will receive finances from the government, civil society, international NGOs, and interested individuals.

b) The Government of South Sudan through the MoEST and the Department for Alternative Education Systems are responsible for ensuring that all ALP teachers are being paid on a monthly basis.

4.0 Community Girls' Schools (CGS)

Introduction

Community Girl Schools (CGS). This program provides quality basic education for girls aged 8-12 in villages that have no schools. The CGS program is a modification of the formal lower primary school cycle that offers a flexible learning opportunity in only three years instead of the stipulated four years of formal primary education. Girls can then enrol in primary 5 in nearby primary schools. Although priority is given to girls, boys can make up 30% of the classes. The project implementation strategy is based on the BRAC (Bangladesh Rural Advancement Committee) model of Non-Formal Primary Education (NFPE) with slight adaptations for the South Sudanese context. CGS is characterized by:

- a condensed syllabus
- a faster learning process
- targeting marginalised female learners
- flexibility in the learning process and calendar

Objectives

The main objectives for CGS in South Sudan are:

- ➢ Increasing girls' access to education in rural areas where there is little or no education opportunity for the girl-child.
- ➢ Increased access to quality primary education for poor and marginalized girls and boys in South Sudan
- ➢ creating learning opportunities for girls with physical disability
- ➢ Advocates for marginalised girls and boys to enrol in CGS classes as a transitional process for children to join formal education at primary 5 level.
- ➢ Provide learners with opportunities to acquire desirable knowledge, skills, values and attitudes.
- ➢ Create a learning environment that will encourage learners to develop logical thought and critical judgment
- ➢ Promote self-expression, self-discipline and self-reliance
- ➢ Encourage parents and communities to support and participate in the provision of basic education.
- ➢ Poor and marginalized girls and boys who benefit from four years of quality education, are more equipped to access and continue the upper grades of government primary education
- ➢ local women are recruited, trained and are continuously developing their skills as Para professional teachers, benefiting financially, and developing increasing influence and status in communities

CGS Implementation Guidelines

The following Ministry of Education, Science and Technology (MoEST) CGS Guidelines shall serve as the framework within which the CGS program shall operate upon implementation nation-wide.

1.   Community Mobilization

a) The following is included in the sensitization process when introducing CGS to a community:
   1. Announcing the beginning of CGS classes in a particular
   2. Targeting parents and the community at large to send learners to school.
   3. Identification of out of school children population according to policy framework by conducting of house hold survey
   4. Establishing a school management committee.

2.   Parent Teacher Association / School Management Committee

a) Each CGS should have a School Management Committee (SMC) of between 3-7 members to include the teacher and which encourages the participation of women, youth and children.
b) Each CGS should have a parents' forum in which parents meet on a quarterly basis to discuss their children's progress. Mothers are encouraged to be part of this forum.
c) The SMC with the community mobilisers have the role to involve community members in construction and operation of school and to encourage community ownership and sustainability
d) SMC meet on a quarterly basis or more regularly
e) The SMC help in the identification and selection of marginalized children
f) The SMC help in the identification or construction of a suitable children friendly classroom. This should be a safe space near to the community.
g) The SMC along with parents and children decide on the most suitable times for class as per the need of community

3.   Program Structure

a) Each CGS centre shall have two or more classes in the same center
b) The CGS class time table/ calendar shall follow that of the main primary school but can be flexible to fit around learners' livelihood activities. It should be designed in collaboration and in close consultation with PTAs and learners.
c) Each SMC decides on the contact hours for CGS learners in consultation with the parents and learners themselves. Partners who implement CGS can decide in consultation with the community when to operate; i.e. morning or afternoon.

d) The learning schedule is flexible and daily contact time is 3 hours for grade 1&2 and 3 ½ for grade 3.
e) The CGS is organized in three grades; grade one, two and three which is equivalent to four years of primary education.
f) CGS established by development partners must be funded for a duration of 3 ½ years and allow for the completion of grade 3 and transition of learners to primary 5 in a nearby primary school.

4.   Cost of schooling

a) CGS classes provided by MoEST or developing partners shall not demand tuition fees, or a uniform.
b) CGS learners shall be provided with textbooks and learning materials free of charge.
c) Parents shall contribute in kind to provide/maintain the CGS centre, and support volunteer teachers

5.   AES Centre

a) May be a building constructed/provided by the community which has sufficient space for CGS use
b) May be a purpose built AES centre provided by the SMOE, Community or NGO
c) May be a tent or other mobile form of shelter.
d) Should have basic classroom furniture – blackboard, chalk, desks and benches
e) All schools implementing the CGS program should be controlled and supervised by the SMOE.
f) Provide learning space for 2 classes
g) Have latrine provision for both males and females
h) Provide safe drinking water
i) Each CGS centre shall have a SMC to support the administration and encourage learners to enroll and attend classes.

6.   Learner Selection

a) The entry age is 8-11 years for girls and boys
b) Enrollment should be at least 60% girls
c) Target learners are any out-of school girls in underprivileged villages within the age range. These include:
d) girls who have not been to school
e) Girls who dropped out of school at grades 1 or 2 of formal school are acceptable
f) The age bracket can be widened to accommodate girls aged 7-11 years if there are fewer girls within the 8-10 age brackets in the village.
g) Boys of the same category of age who don't have access to a formal primary school

h) Each CGS class should have a maximum of 35 students.
i) Girls can enrol in grade 2 and 3 after taking a placement test.
j) Girls and boys are eligible to enrol into the formal primary school after completion of any of the grades

7. Teaching and learning

a) The CGS is organized in three grades; grade one, two and three which is equivalent to four years of primary education.
b) The learning schedule is flexible and daily contact time is 2 ½ hours a day during the preparatory phase, 3 hours for grade 1&2 and 3 ½ for grade 3
c) The CGS uses the South Sudan MoEST curriculum but with special materials (for both teaching and learning) developed to ensure relevance of context.
d) Learning is accelerated to enable a four-year curriculum under the South Sudan curriculum to be covered within three years (9 months each).
e) Learners who have attained grade 3 in CGS can join grade 5 of the mainstream school program and continue to grade 8.

CGS Syllabus	Primary Syllabus	No of hours in CGS	CGS duration
Preparatory phase		2 ½ per day	
Grade 1	Primary 1 & First half of primary 2	3 hours per day	9 months
Grade 2	Second half of primary 2 & primary 3	3 hours per day	9 months
Grade 3	Primary 4	3 ½ hours per day	9 months
Formal Primary School from P 5-8			

f) CGS starts with a preparatory phase that lasts for 2 months. This is intended to orient learners to:
  ➢ School routine
  ➢ Understanding school and learning environment
  ➢ Building rapport with the teachers

g) After the preparatory phase, the pupils start grade one which also has a flexible time schedule. The parents help in the decision on starting time of the day.
h) The language of instruction should be a local national language/mother tongue in level 1, 2 and 3 as per MoEST policy.

i)   Selection of mother tongue as language of instruction should take into consideration the language of the majority of the learners and be agreed after consultation.

j)   Where possible, use a combination of English medium teaching translated into local language when necessary.

k)   The weekly subject and lesson allocation for Community Girls Schools is as below:

Subject	Periods per week	
	Grade 1-2	Grade 3
Mother Tongue	5	4
English	5	7
Mathematics	4	6
Social Studies	4	4
Science and Health	4	4
Agriculture	0	2
Arts and Crafts	1	2
Physical Education	2	2
Religious Education	2	2
Total No. of periods per week	**28**	**33**

l)   Each lesson lasts 40 minute

m)   Textbooks prepared for the CGS course include the basic subjects of English, Science, Social Studies, and Mathematics.

n)   The following materials are used by learners and teachers:

Level	Learners	Teachers
preparatory	CGS preparatory	
1	CGS English level 1 CGS mathematics level 1 CGS Science level 1 CGS Social Studies level 1	CGS handbook
2	CGS English level 2 CGS mathematics level 2 CGS Science level 2 CGS Social Studies level 2	CGS handbook
3	CGS English level 3 CGS mathematics level3 CGS Science level 3 CGS Social Studies level 3	CGS handbook

o)   In addition each teacher shall have:
   • CGS handbook
   • attendance and assessment record books

p) The teacher is expected to vary teaching methods to maintain learners' interest but ensure that a learner centred approach is fully used. The methods should include
- Activity method
- Kindergarten method
- Question & answer
- Demonstration method
- Recitation method
- Discussion method
- Brain storming method
- Group discussion
- Role play method
- Story telling method
- Field trip method

q) MoEST provides the CGS textbooks. Classes implemented by developing partners will receive CGS textbooks from the MoEST. When stocks of CGS textbooks are exhausted, the AES Directorate/MoEST will give permission to print copies via the Curriculum Department.

8.	Teachers of the program

a) Each CGS must have 2 teachers.
b) There is one teacher per class up to the end of the program who takes all the subjects in that class.
c) Where possible CGS teachers should be trained MoEST teachers willing to be trained in CGS methodology from the local community.
d) CGS teachers can be an individual with post high school experience or a community dweller that is a high school graduate willing to be trained as a CGS teacher.
e) Priority is given to females to become a CGS teachers
f) Where no suitable female can be found to become a CGS teacher, a male teacher can be recruited.
g) Recruitment in done in consultant with local education authorities, the community and SMC
h) All CGS teachers should receive an CGS orientation training
i) CGS teacher receive basic training and 24 days refresher training for teachers
j) CGS teachers receive 6 days grade change training during the transition period between the end of one grade and the start of the next grade. The training orients the teacher on strategies for teaching the next grade.
k) Every effort should be made to enrol under qualified CGS teachers on INSET training courses so that their qualifications are improved and they can eventually change status to teachers registered on the Government payroll.
l) Teachers who speak Arabic or a native language should be recommended for Intensive English Courses.
m) All CGS teachers should be trained using MoEST AES Directorate approved training materials.

n) All CGS teachers must sign the Teachers Code of Conduct
o) In situations where there is a likelihood of a teacher dropping out or not performing well, the trainers/supervisors should be in a position to find other candidates from the particular area and select the best candidate to take over the CGS centre after being trained.
p) The recruitment of teachers by NGOs and religious organisations will be based on MoEST standards (referring to payment and training).
q) CGS teachers will be supervised by the CGS education supervisor.

9.   Teacher Remuneration

a) All MoEST CGS teachers should receive a monthly incentive or salary.
b) A CGS teachers teaching one shift (either morning or afternoon) will receive 300 SSP
c) All CGS teachers must be registered on MoEST payroll to receive their salary payments.

10.   School Administrators

a) The CGS shall operate in accordance with the MoEST calendar and guidelines.
b) There shall be Payam, County, State, and National education structures to ensure proper, efficient and coordinated implementation of educational policies and programs. The national Education Authority shall ensure the establishment of these structures and effective coordination by them.
c) All Alternative Education Schools will be monitored, supervised by the Government of South Sudan and will follow the Government Curriculum Framework and Syllabus.
d) Community organisers will be recruited for every 10 CGS to provide support and supervision to the teachers, school and community. Priority is given to females
e) Education supervisors will manage and build capacity of teachers and mobilize communities to engage in children's education

11.   Program Supervision

a) Supervision will be done by the Education Officers, MoEST and supporting organizations. Supervision reports must be made on a quarterly basis to the MoEST National Focal Person.
b) State, county and payam supervisors will coordinate with development partners to visit schools for supervision and monitoring.
c) CGS teachers along with SMC committee members, area supervisors and school management staff will share and discuss issues concerning the function of the CGS program. These issues will include sharing best practices, community-support related issues, pedagogy, preparation and usage of teaching material, etc.
d) The education supervisor in consultation with SMCs and community members will troubleshoot possible solutions to problems with the participation of the teachers.
e) NGOs should provide a movement plan for field visit inspection in association with MoEST inspectors and supervisors for smooth running and follow up.

f) Each CGS should have regular supervision and monitoring of CGS program from both government and implementers

12. Management/Coordination

a) The over-all management and coordination of the program is with the AES Directorate, MoEST.
b) NGOs wishing to implement the CGS program should liaise with the National MoEST AES Directorate
c) State AED Directorate staff and all development partners implementing CGS classes will attend monthly coordination meetings for AES at National, county and state level.
d) State AED Directorate staff and all development partners implementing CGS classes will attend State Level AES coordination forums conducted on a biannual basis.
e) State AED Directorate staff and all development partners implementing CGS classes will attend the AES Thematic Working Group biannual workshops
f) The NGOs engaged in alternative education including CGS must invest in developmental programs and share planning, monitoring, and evaluation with the MoEST Department of Alternative Education.

13. Materials, storage and other services

a) All organizations supporting the MoEST to implement the program must use standard MoEST materials and supplies to cater to uniformity and standards.
b) CGS materials that will be supplied to schools by MoEST/supporting agencies will include; student texts; plan/mark/attendance books; and other relevant instructional materials.
c) Storage facilities should be provided by the SMC or community.

14. Assessment and Promotion

a) On entry – placement especially for higher levels of CGS is done in percentages/ numbers and distributed in all learning achievements throughout the academic years as follows:
   - Written tests and examination   60%
   - Practical work   30%
   - Attendance and Conduct   10%
   - Therefore, the overall promotion percentage will be   50%
b) In order to maintain standards and quality control, the students who attain low marks should repeat unless the cause of failure is associated with illness and other social problems. This should be justifiable with sick reports and other documents. If proven, they should be promoted to the next grade but they be recommended for constant remedial support from subject teachers.
c) Regular student assessment is conducted unit wise and yearly
d) Methods of assessment include: continuous assessment (class work and outdoor assessments), written tests, practical work and examinations

e) After completing grade 3, the learner will make the transition to the mainstream primary education at the nearest school offering primary 5 classes.

15.   Program Monitoring and Evaluation

a) Adherence to the CGS guidelines will be monitored throughout the year and the CGS program assessed annually by SMOE.
b) All teachers will keep accurate attendance records.
c) All CGS centers will complete the forms for the annual EMIS survey.
d) The SMC and teachers will keep a record of all learners transferring to primary 5.
e) All Alternative Education Schools will be monitored, supervised by the Government of South Sudan and will follow the Government Curriculum Framework and Syllabus.

16.   Financing

a) Alternative Education, including CGS, will receive finances from the government, civil society, international NGOs, and interested individuals.
b) The Government of South Sudan through the MoEST and the Department for Alternative Education Systems are responsible for ensuring that all CGS teachers are being paid on a monthly basis.

5.0   Basic Adult Literacy Program (BALP)

Introduction

"Literacy is an essential skill in today's knowledge-based society and is a fundamental right for all adults. Adult literacy aims at alleviating the rampant illiteracy levels within the South Sudan population, resulting from lack of education opportunities during the years of war.

The Basic Adult Literacy Program (BALP) targets youth and adults aged 18 and above who have had few or no opportunities for literacy and numeracy due to civil war, traditional barriers, and socio-economic status. The four year course aims to provide literacy and numeracy skills focusing on basic livelihood activities to promote a positive change in learners' lives and encourage lifelong learning.

With the approval of the National Literacy Policy, the BALP program will be reviewed and the National Literacy Implementation Guidelines put in place. The guidelines given here are only to act for the interim period until they are published and disseminated.

Objectives

The main objectives for Basic Adult Literacy Program in South Sudan are:
- Promote literacy and numeracy among Adults (men and women) from age 19+ who had no access to basic education due to traditional barriers, socio-economic status and the civil war in the country.
- Empower individuals to effectively contribute in the development of self, the community and the nation.
- Promote positive change in living standards of adults in the society.
- Enable participants in the program to attain knowledge of current affairs in order to keep abreast with the world's issues, in terms of peace, unity and cooperation.
- Alleviate the wide spread illiteracy levels existing across South Sudan. This high level has contributed to lack of educational opportunities for people without basic education.
- To enable adult learners to acquire skills of numeracy, language skills and communication.
- To inculcate in the adult learner good health habits for life
- To develop in the adult learner cultural, moral and spiritual values of life
- To promote acquisition of skills for making a living, respect for work, and attitudes to protect public and private property. To instil in adult learner the spirit of unity, nationalism, tolerance and respect for others
- To inculcate in the adult learner the understanding of, and appreciation for conservation and utilization of the environment
- To develop basic abilities of an individual' by stimulating initiative, creativity, objectivity and rationality

- ➢ To instil in the adult learner positive attitudes of self- reliance, co-operation and inter-dependence.
- ➢ To create awareness of one's rights, obligations and civic responsibilities.
- ➢ To inspire the adult learner to develop and appreciate a lifelong learning culture

BALP Implementation Guidelines

The following Ministry of Education, Science and Technology (MoEST) BALP Guidelines shall serve as the framework within which the BALP program shall operate upon implementation nation-wide.

1.   Community Mobilization

a) The following is included in the sensitization process when introducing BALP to a community:
- Announcing the beginning of BALP classes in a particular
- Targeting the community at large to encourage youth and adults to attend BALP classes
- Establishing a centre management committee.

2.   Community Management Committee

a) Each BALP should have a Centre Management Committee (CMC) of between 3-7 members to include the teacher and which encourages the participation of women, youth and adults.
b) The CMC with the community mobilisers have the role to involve community members in construction and operation of the centre and to encourage community ownership and sustainability
c) CMC meet on a quarterly basis or more regularly
d) The CMC help in the identification and selection of a piece of land for construction of the center
e) The CMC along with the learners decide on the most suitable times for class as per the need of community

3.   Program Structure

a) Each BALP centre shall have two or more classes in the same centre
b) The BALP class time table/ calendar can be flexible to fit around learners' livelihood activities. It should be designed in collaboration and in close consultation with CMCs and learners.
c) Each CMC decides on the contact hours for BALP learners in consultation with the learners themselves. Partners who implement BALP can decide in consultation with the community when to operate i.e. morning or afternoon.
d) The learning schedule is flexible and daily contact time has to be agreed between the teacher and learners but should consist of classes of 1-2 hours 2 or 3 times a week.
e) The BALP is organized in four levels. After level 4, learners can transfer to ALP level 3 or vocational education.

f) BALP established by development partners must be funded for a duration of 4 years and allow for the completion of Level 4.

g) The Basic Adult Literacy Program (BALP) takes four years but does depend on the ability of the adult learner. This four-year learning is equivalent to Level II in the Accelerated learning Program. The adult learner has the ability to study by him/herself up to Level III in ALP as he/she desires. The adult learner will therefore continue to pursue the path of his / her choice as reflected in the above structure (academic, Vocational or Technical Education)

4. Cost of schooling

a) BALP classes provided by MoEST or developing partners shall not demand tuition fees.

b) BALP learners shall be provided with textbooks and learning materials free of charge.

c) The community and learners shall contribute in kind to provide/maintain the BALP centre, and support volunteer teachers

5. AES Centre

a) May be a building constructed/provided by the community which has sufficient space for BALP use
b) May be a purpose built AES centre provided by the SMOE, Community or NGO
c) May be a tent or other mobile form of shelter.
d) Should have basic classroom furniture – blackboard, chalk, desks and benches
e) All centers implementing the BALP program should be supervised by the SMOE.
f) Provide learning space for 3 classes
g) Have latrine provision for both males and females
h) Provide safe drinking water
i) Each BALP centre shall have a CMC to support the administration and encourage learners to enroll and attend classes.

6.   Learner Selection

a) The program targets youth and adults who have not had an opportunity to acquire literacy; writing, reading and numeracy skills. More specifically, it caters for adults aged 18 and above.
b) Entry to the class depends on the ability of the adult learner.
c) Each BALP class should have a maximum of 30 students.
d) Adults with some learning will take a placement test to determine their level.

7.   Teaching and learning

a) The BALP is organized in four levels. Completing level 4 is equivalent to 4 years of primary education.
b) The learning schedule is flexible.
c) Daily contact time is 2 hours 40 minutes a day 4 days a week.
d) The Basic Adult literacy calendar year shall be two terms per year.
e) The BALP uses special materials (for both teaching and learning) developed to ensure relevance of context.
f) Learners who have attained level 4 in BALP can join ALP level 3.
g) Each lesson shall be 40 minutes
h) The language of the community including other languages like English and Arabic can be used for clarity of instruction.
i) Selection of mother tongue as language of instruction should take into consideration the language of the majority of the learners and be agreed after consultation.
j) The weekly subject and lesson allocation for BALP is show below:

Sample of Subject Time Allocation (Lessons / Week)

Subjects	G1	G2	G3	G4
English	4	3	3	3
Mother Tongue	4	1	1	1

ne	sion
00 – 3.40	session
0 – 3.20	session
0 – 3.30	ak
0 – 4.10	session
0 – 4.50	departure
parture	

Arabic	2	2	2	2
Mathematics	2	3	3	3
Social Studies	1	2	2	2
Business Studies	1	2	2	2
Home Science	1	2	2	2
Arts and Crafts	1	1	1	1
Total	16	16	16	16

The above sample time table is flexible subject to adjustment on social and economic activities of a given society.

k) The following materials are used by learners and teachers:

Grade	Learners	Teachers
Grade 1	BALP English grade 1 BALP mathematics grade 1 BALP Science grade 1 BALP Social Studies grade 1 BALP Home Science grade 1 BALP Business education grade 1	BALP handbook
Grade 2	BALP English grade 2 BALP mathematics grade 2 BALP Science grade 2 BALP Social Studies grade 2 BALP Home Science grade 2 BALP Business education grade 2	BALP handbook
Grade 3	BALP English grade 3 BALP mathematics grade 3 BALP Science grade 3 BALP Social Studies grade 3 BALP Home Science grade 3 BALP Business education grade 3	BALP handbook
Grade 4	BALP English grade 4 BALP mathematics grade 4 BALP Science grade 4 BALP Social Studies grade 4 BALP Home Science grade 4 BALP Business education grade 4	

l) In addition each teacher shall have:
   • BALP handbook
   • attendance and assessment record books
m) The teacher is expected to vary teaching methods to maintain learners' interest but ensure that a learner centred approach is fully used. The methods should include
   • Group work/team work
   • Practical work

- Conversation/story telling
- Projects.
- Demonstration
- Instruction.
- Exhibition.
- Observation.

n) MoEST provides the BALP textbooks. Classes implemented by developing partners will receive BALP textbooks from the MoEST. When stocks of BALP textbooks are exhausted, the AES Directorate/MoEST will give permission to print copies via the Curriculum Department.

8. Teachers of the program

a) Each BALP center should have 3 or 4 teachers – one for each level.
b) Where possible BALP teachers should be trained MoEST teachers from the local community willing to be trained in BALP methodology.
c) BALP teachers can be an individual with post high school experience or a community dweller that is a high school graduate willing to be trained as a BALP teacher.
d) Recruitment in done in consultant with local education authorities, the community and CMC
e) All BALP teachers should receive an BALP orientation training
f) BALP teacher receive basic training
g) Teachers who speak Arabic or a native language should be recommended for Intensive English Courses.
h) All BALP teachers should be trained using MoEST AES Directorate approved training materials.
i) All BALP teachers must sign the Teachers Code of Conduct
j) In situations where there is a likelihood of a teacher dropping out or not performing well, the trainers/supervisors should be in a position to find other candidates from the particular area and select the best candidate to take over the BALP center after being trained.
k) The recruitment of teachers by NGOs and religious organisations will be based on MoEST standards (referring to payment and training).
l) BALP teachers will be supervised by the BALP education supervisor.

9. Teacher Remuneration

a) All MoEST BALP teachers should receive a monthly incentive or salary.
b) A BALP teachers teaching one shift (either morning or afternoon) will receive XXX SSP
c) All BALP teachers must be registered on MoEST payroll to receive their salary payments.

10. School Administrators

a) The BALP shall operate in accordance with the MoEST calendar and guidelines.
b) There shall be Payam, County, State, and National education structures to ensure proper, efficient and coordinated implementation of educational policies and programs. The national Education Authority shall ensure the establishment of these structures and effective coordination by them.
c) All centres will be monitored, supervised by the Government of South Sudan and will follow the Government Curriculum Framework and Syllabus.
d) Education supervisors will manage and build capacity of teachers and mobilize communities to engage in adult education and literacy.

11. Program Supervision

a) Supervision will be done by the Education Officers, MoEST and supporting organizations. Supervision reports must be made on a quarterly basis to the MoEST National Focal Person.
b) State, county and payam supervisors will coordinate with development partners to visit schools for supervision and monitoring.
c) BALP teachers along with CMC committee members will share and discuss issues concerning the function of the BALP program. These issues will include sharing best practices, community-support related issues, pedagogy, preparation and usage of teaching material, etc.
d) The education supervisor in consultation with CMCs and community members will troubleshoot possible solutions to problems with the participation of the teachers.
e) NGOs should provide a movement plan for field visit inspection in association with MoEST inspectors and supervisors for smooth running and follow up.
f) Each BALP should have regular supervision and monitoring of BALP program from both government and implementers

12. Management/Coordination

a) The over-all management and coordination of the program is with the AES Directorate, MoEST.
b) NGOs wishing to implement the BALP program should liaise with the National MoEST AES Directorate
c) State AED Directorate staff and all development partners implementing BALP classes will attend monthly coordination meetings for AES at National, county and state level.
d) State AED Directorate staff and all development partners implementing BALP classes will attend State Level AES coordination forums conducted on a biannual basis.
e) State AED Directorate staff and all development partners implementing BALP classes will attend the AES Thematic Working Group biannual workshops
f) The NGOs engaged in alternative education including BALP must invest in developmental programs and share planning, monitoring, and evaluation with the MoEST Department of Alternative Education.

13. Materials, storage and other services

a) All organizations supporting the MoEST to implement the program must use standard MoEST materials and supplies to cater to uniformity and standards.
b) BALP materials that will be supplied to schools by MoEST/supporting agencies will include; learner texts; plan/mark/attendance books; and other relevant instructional materials.
c) Storage facilities should be provided by the CMC or community.

14. Assessment and Promotion

a) On entry – placement especially for higher levels of BALP is done in percentages/ numbers and distributed in all learning achievements throughout the academic years as follows:
   • Written tests and examination   60%
   • Practical work   30%
   • Attendance and Conduct   10%
   • Therefore, the overall promotion percentage will be 50%
b) In order to maintain standards and quality control, the students who attain low marks should repeat unless the cause of failure is associated with illness and other social problems. This should be justifiable with sick reports and other documents. If proven, they should be promoted to the next grade but they be recommended for constant remedial support from subject teachers.
c) Methods of assessment include: end of grade assessment, written and oral tests, practical work and examinations

15. Program Monitoring and Evaluation

a) Adherence to the BALP guidelines will be monitored throughout the year and the BALP program assessed annually by SMOE.
b) All teachers will keep accurate attendance records.
c) All BALP centers will complete the forms for the annual EMIS survey.
d) The CMC and teachers will keep a record of all learners transferring to ALP or other institutions.
e) All literacy centres will be monitored supervised by the Government of South Sudan and will follow the Government Curriculum Framework and Syllabus.

16. Financing

a) Alternative Education, including BALP, will receive finances from the government, civil society, international NGOs, and interested individuals.

b) The Government of South Sudan through the MoEST and the Department for Alternative Education Systems are responsible for ensuring that all BALP teachers are being paid on a monthly basis.

6.0   Pastoralist Education Program (PEP)

Introduction

Pastoralist communities make up a high proportion of the population of South Sudan. They fall largely outside the provision of education and other services which are to varying degrees available from government or private providers to the non-pastoralist sector of society.

This program targets primary age children in pastoralist communities. In recognition of the pastoralists' way of life and the need to provide a relevant and flexible model of education, PEP provides mobile primary education with teachers that travel with the community. The PEP uses the formal primary curriculum with the aim to transition children to formal primary schools. ALP classes are also conducted in pastoralist communities.

In recognition of the high number of pastoralist communities and their mobile nature of life, the PEP aims at improving access to education for children in these communities and also creates awareness and understanding of issues and alternative strategies for sustainable access to effective and, relevant education for children from pastoralist communities. The education envisaged should not dictate total change in the pastoralist economy, culture and lifestyle but should attempt to understand pastoralists with a view of integrating modern education into already existing knowledge and learning systems in order to make meaningful change in the lives of children in pastoralist communities.

PEP has moved from its pilot phase and is scaling up the number of mobile schools. PEP is characterized by:
- A mobile classroom and learning situation
- A teacher that moves with the pastoralist community
- A community mobilise who is responsible for the sensitisation of the community to the program
- flexibility in the learning process and calendar
- Encouraging transition to permanent formal primary schools.

Objectives

The main objectives for PEP in South Sudan are:
- increasing access to quality and relevant education in pastoralist and fishing areas where there is little or no education opportunities
- Advocates for marginalised girls and boys to enrol in PEP classes as a transitional process for children to join formal education at primary schools
- Provide learners with opportunities to acquire desirable knowledge, skills, values and attitudes.
- Encourage parents and communities to support and participate in the provision of basic education.

➢ build a body of knowledge on good practice in supporting education of children in pastoralist communities

PEP Implementation Guidelines

The following Ministry of Education, Science and Technology (MoEST) PEP Guidelines shall serve as the framework within which the PEP program shall operate upon implementation nation-wide.

1   Community Mobilization

a) The following is included in the sensitization process when introducing PEP to a community:
- Announcing the beginning of PEP classes in a particular
- Targeting parents and the community at large to send learners to school.
- Establishing a school management committee or co-opting the cattle camp management committee.

2.   Parent Teacher Association / School Management Committee

a) Each PEP class should have a School Management Committee (SMC) of between 3-7 members to include the teacher and which encourages the participation of women, youth and children.
b) The cattle camp management committee can form the SMC.
c) The community mobilise and teacher should advocate and work with the cattle camp management committee to get agreement to hold PEP and ALP classes.
d) The SMC with the community mobilisers have the role to involve community members in supporting the operation of school and to encourage community ownership and sustainability
e) SMC meet on a quarterly basis or more regularly
f) The SMC help in the identification and selection of marginalized children
g) The SMC help in the identification or construction of a suitable children friendly classroom. This should be a safe space in the community.
h) The SMC along with parents and children decide on the most suitable times for class as per the need of community.
i) The SMC and community are responsible for the security of the teacher and for providing basic food stuffs available in the cattle camp.

3.   Program Structure

a) Each PEP centre shall have one or two mobile classes in the same cattle camp.
b) The PEP class time table/ calendar shall follow that of the main primary school but can be flexible to fit around learners' livelihood activities. It should be designed in collaboration and in close consultation with SMCs and learners.

c) Each SMC decides on the contact hours for PEP learners in consultation with the parents and learners themselves. The number of lessons can be between 2-5 per day.
d) The learning schedule is flexible and should encourage a daily contact time of 3 hours per day, 5 days a week.
e) The PEP class is both an orientation to formal schooling and the basics of reading and writing.
f) The children in the PEP class are encouraged to join formal primary schools after they have experienced the benefits of education and have the permission of their parents.

4.   Cost of schooling

a) PEP classes provided by MoEST or developing partners shall not demand tuition fees, or a uniform.
b) PEP learners shall be provided with textbooks and learning materials free of charge.
c) PEP learners shall be provided with a school uniform to give them sense of identity with the school and sense of pride in learning.
d) Parents and the community shall contribute in kind to provide/maintain the PEP centre, and support volunteer teachers with milk, meat and shelter.

5.   AES Centre

a) May be a temporary structure provided by the community which has sufficient space for PEP learners
b) May be a tent or other mobile form of shelter provided by the SMoE or developing partners. The SMC shall be responsible for its maintenance and transport.
c) Should have basic classroom equipment – blackboard, chalk,
d) All schools implementing the PEP program should be supervised by the SMOE.
e) Have latrine provision
f) Provide safe drinking water

6.   Learner Selection

a) The entry age is 6 years and over for girls and boys
b) Enrollment should encourage both girls and boys
c) Target learners include all children and youth of the following communities:
   • Pastoralist communities
   • Fishing communities
d) Each PEP class should have a maximum of 50 students.

7.   Teaching and learning

a) The learning schedule is flexible and daily contact time should be 3 hours per day with up to 5 lessons per day.
b) The PEP uses the South Sudan MoEST curriculum but with special materials (for both teaching and learning) developed to ensure relevance of context.
c) PEP class is intended to orient learners to:
   ➢ School routine
   ➢ Understanding school and learning environment
   ➢ Building rapport with the teachers
   ➢ Basic literacy and numeracy
d) The language of instruction should be a local national language/mother tongue..
e) Selection of mother tongue as language of instruction should take into consideration the language of the majority of the learners and be agreed after consultation.
f) Each lesson lasts 40 minute
g) PEP classes use the standard primary textbooks in the basic subjects of English, Science, Social Studies, and Mathematics.
h) Each teacher shall have attendance and assessment record books
i) The teacher is expected to vary teaching methods to maintain learners' interest but ensure that a learner centered approach is fully used.
j) MoEST provides the textbooks for PEP classes. Classes implemented by developing partners will receive textbooks from the MoEST. When stocks of PEP textbooks are exhausted, the AES Directorate/MoEST will give permission to print copies via the Curriculum Department.

8.   Teachers of the program

a) Each PEP class shall have 2 teachers one of which whose main role is a as a community mobiliser.
b) There is one teacher per class who takes all the subjects in that class.
c) Where possible PEP teachers should be trained MoEST teachers willing to be trained in PEP methodology from the local community who are willing to travel with the cattle camp.
d) PEP teachers can be an individual with post high school experience or a community member that is a high school graduate willing to be trained as a PEP teacher.
e) Recruitment in done in consultant with local education authorities, the community and SMC
f) All PEP teachers should receive an PEP orientation training and basic teacher training.
g) PEP teachers will receive a tent, bedding kit, gumboots and raincoat.
h) Every effort should be made to enrol under qualified PEP teachers on INSET training courses so that their qualifications are improved and they can eventually change status to teachers registered on the Government payroll.
i) Teachers who speak Arabic or a native language should be recommended for Intensive English Courses.
j) All PEP teachers should be trained using MoEST AES Directorate approved training materials.
k) All PEP teachers must sign the Teachers Code of Conduct

l) In situations where there is a likelihood of a teacher dropping out or not performing well, the trainers/supervisors should be in a position to find other candidates from the particular area and select the best candidate to take over the PEP center after being trained.

m) The recruitment of teachers by NGOs and religious organisations will be based on MoEST standards (referring to payment and training).

n) PEP teachers will be supervised by the PEP education supervisor and SMC.

9.   Teacher Remuneration

a) All MoEST PEP teachers should receive a monthly incentive or salary.

b) A PEP teachers teaching one shift (either morning or afternoon) will receive 700 SSP

c) All PEP teachers must be registered on MoEST payroll to receive their salary payments.

10.   School Administrators

a) The PEP shall operate in accordance with the MoEST calendar and guidelines.

b) There shall be Payam, County, State, and National education structures to ensure proper, efficient and coordinated implementation of educational policies and programs. The national Education Authority shall ensure the establishment of these structures and effective coordination by them.

c) All Alternative Education Schools will be monitored, supervised by the Government of South Sudan and will follow the Government Curriculum Framework and Syllabus.

d) Community mobilisers will be recruited for every PEP class to sensitise the community to education and gain their approval to send their children to mainstream schools. Community mobilisers also provide the link between the PEP class and formal primary school to aid transition of learners.

11.   Program Supervision

a) Supervision will be done by the Education Officers, MoEST and supporting organizations. Supervision reports must be made on a quarterly basis to the MoEST National Focal Person.

b) State, county and payam supervisors will coordinate with development partners to visit schools for supervision and monitoring.

c) PEP teachers along with SMC committee members, area supervisors and school management staff will share and discuss issues concerning the function of the PEP program. These issues will include sharing best practices, community-support related issues, pedagogy, preparation and usage of teaching material, etc.

d) The education supervisor in consultation with SMCs and community members will troubleshoot possible solutions to problems with the participation of the teachers.

e) NGOs should provide a movement plan for field visit inspection in association with MoEST inspectors and supervisors for smooth running and follow up.

f) Each PEP should have regular supervision and monitoring of PEP program from both government and implementers

12.   Management/Coordination

a) The over-all management and coordination of the program is with the AES Directorate, MoEST.
b) NGOs wishing to implement the PEP program should liaise with the National MoEST AES Directorate
c) State AED Directorate staff and all development partners implementing PEP classes will attend monthly coordination meetings for AES at National, county and state level.
d) State AED Directorate staff and all development partners implementing PEP classes will attend State Level AES coordination forums conducted on a biannual basis.
e) State AED Directorate staff and all development partners implementing PEP classes will tend the AES Thematic Working Group biannual workshops
f) The NGOs engaged in alternative education including PEP must invest in developmental programs and share planning, monitoring, and evaluation with the MoEST Department of Alternative Education.

13.   Materials, storage and other services

a) All organizations supporting the MoEST to implement the program must use standard MoEST materials and supplies to cater to uniformity and standards.
b) PEP materials that will be supplied to schools by MoEST/supporting agencies will include; student texts; plan/mark/attendance books; and other relevant instructional materials.
c) Storage facilities should be provided by the SMC or community.

14.   Assessment and Promotion

a) Methods of assessment include: continuous assessment (class work and outdoor assessments), written tests, practical work and examinations

15.   Program Monitoring and Evaluation

a) Adherence to the PEP guidelines will be monitored throughout the year and the PEP program assessed annually by SMOE.
b) All teachers will keep accurate attendance records.
c) All PEP centers will complete the forms for the annual EMIS survey.
d) The SMC and teachers will keep a record of all learners transferring to primary schools.
e) All Alternative Education Schools will be monitored, supervised by the Government of South Sudan and will follow the Government Curriculum Framework and Syllabus.

16.   Financing

a) Alternative Education, including PEP, will receive finances from the government, civil society, international NGOs, and interested individuals.

b) The Government of South Sudan through the MoEST and the Department for Alternative Education Systems are responsible for ensuring that all PEP teachers are being paid on a monthly basis.

7.0   Intensive English Course (IEC)

Introduction

The transitional constitution states English shall be the official working language in the Republic of South Sudan, as well as the language of instruction at all levels of education from primary 4. The Intensive English Course (IEC) is designed to address the needs of people lacking proficiency in English Language. It consists of three short supplementary courses to upgrade English language skills and enhance the learners' performance in their professional, social or educational areas. IEC has been used predominately to upgrade the English language skills of Arabic pattern teachers, students and civil servants who acquired their education in other languages. The aim is to upgrade the learners' English proficiency skills, and enable them to develop appropriate competencies to compete for opportunities in any profession.

Objectives

The main objectives for IEC in South Sudan are:
- ➢ To provide basic knowledge and skills in English to learners to enable them pursue further education and training
- ➢ To provide learners with skills that enables them to read a wide range of literature.
- ➢ Promote learners' ability to use English language to discuss and write on global/national and cross - cutting issues.
- ➢ Increase learners' communication and professional skills to enhance effective performance in their respective careers
- ➢ To develop in the adult learner cultural, moral and spiritual values of life
- ➢ To promote acquisition of skills for making a living, respect for work, and attitudes to protect public and private property.
- ➢ To instil in adult learner the spirit of unity, nationalism, tolerance and respect for others
- ➢ To develop basic abilities of an individual' by stimulating initiative, creativity, objectivity and rationality
- ➢ To instil in the adult learner positive attitudes of self- reliance, co-operation and inter-dependence.
- ➢ To inspire the adult learner to develop and appreciate a life long learning culture

IEC Implementation Guidelines

The following Ministry of Education, Science and Technology (MoEST) IEC Guidelines shall serve as the framework within which the IEC program shall operate upon implementation nation-wide.

1   Community Mobilization

a) The following is included in the sensitization process when introducing IEC to a community:
- Announcing the beginning of IEC classes in a particular area
- Targeting the community at large to encourage youth and adults to attend IEC classes

2.   Parent Teacher Association / School Management Committee

Not applicable

3.   Program Structure

a) Each IEC centre shall have three or more classes in the same center
b) The IEC class time table/ calendar can be flexible to fit around learners' livelihood activities. It should be designed in collaboration and in close consultation with learners and their employers (schools, local government)
c) Decisions on contact hours shall be made in consultation with the learners in consultation with their employers. Partners who implement IEC can decide in consultation with the SMOE and local governent when to operate i.e. morning or afternoon.
d) The learning schedule is flexible and daily contact time has to be agreed between the teacher and learners but should consist of classes of 1-2 hours 2 or 3 times a week.
e) The IEC is organized in three levels.
f) IEC established by development partners must be funded for a minimum of 3-6 months and allow for the completion of a course.

4.   Cost

a) IEC classes provided by MoEST or developing partners shall not demand tuition fees.
b) IEC learners shall be provided with textbooks and learning materials free of charge.
c) The community and learners shall contribute in kind to provide/maintain the IEC centre, and support volunteer teachers

5.   AES Centre

a) May be a SMOE or government building unused at the times of the course e.g. during the school vacations.
b) May be a building constructed/provided by the community which has sufficient space for IEC use
c) May be a purpose built AES centre provided by the SMOE, Community or NGO
d) May be a tent or other mobile form of shelter.
e) Should have basic classroom furniture – blackboard, chalk, desks and benches
f) All centers implementing the IEC program should be supervised by the SMOE.
g) Provide learning space for 3 classes
h) Have latrine provision for both males and females
i) Provide safe drinking water
j) Each IEC centre shall have SMOE supervision to support the administration and encourage learners to attend classes.

6.   Learner Selection

a) The program targets:
   - Youth and adults who have not had an opportunity to acquire English.
   - Teachers with an Arabic education background
   - Students who acquired their education in languages other than English
   - Government officials and members of the civil society who wish to upgrade their level of English
b) The IEC is designed for non-teaching professionals in the following categories:
   - Learners with little or no English skills, with a non English using academic background
   - People with minimal English proficiency skills
   - Teachers with only primary education
   - School Children from an Arabic education background
   - RoSS officials
   - Self employed people
   - Members of Self help groups
   - Community Based Organizations (CBOs).
c) Entry to the class depends on the ability of the adult learner.
d) Each IEC class should have a maximum of 40students.
e) Adults with some learning will take a placement test to determine their level.

7.   Teaching and learning

a) There is an introductory course plus three levels of English courses:
b) 7 Week- Introductory Course (Lets' Learn English)
c) 9 Month course - divided into 3 Equal Stages/levels
d) The learning schedule is flexible.
e) Daily contact time is XXXX a day 5 days a week.

f) The IEC uses special materials (for both teaching and learning) developed to ensure relevance of context.
g) Each lesson shall be 40 minutes
h) The following materials are used by learners and teachers:
i) Let's Learn English

j) In addition each teacher shall have:
- IEC handbook
- attendance and assessment record books
k) The teacher is expected to vary teaching methods to maintain learners' interest but ensure that a learner centered approach is fully used. The methods should include
- Group work/team work
- Practical work
- Conversation/story telling
- Projects.
- Demonstration
- Instruction.
- Exhibition.
- Observation.

l) MoEST provides the IEC textbooks. Classes implemented by developing partners will receive IEC textbooks from the MoEST. When stocks of IEC textbooks are exhausted, the AES Directorate/MoEST will give permission to print copies via the Curriculum Department.

8.   Teachers of the program

a) Each IEC center should have 3 or 4 teachers – one for each level.
b) Where possible IEC teachers should be trained MoEST teachers from the local community willing to be trained in IEC methodology.
c) IEC teachers can be an individual with post high school experience or a community dweller that has a high standard of English and is willing to be trained as a IEC teacher.
d) Recruitment in done in consultant with local education authorities and the community.
e) All IEC teachers should receive an IEC orientation training
f) IEC teachers receive training
g) All IEC teachers should be trained using MoEST AES Directorate approved training materials.
h) All IEC teachers must sign the Teachers Code of Conduct
i) In situations where there is a likelihood of a teacher dropping out or not performing well, the trainers/supervisors should be in a position to find other candidates from the particular area and select the best candidate to take over the IEC center after being trained.
j) The recruitment of teachers by NGOs and religious organisations will be based on MoEST standards (referring to payment and training).
k) IEC teachers will be supervised by the IEC education supervisor.

9.   Teacher Remuneration

a) All MoEST IEC teachers should receive a monthly incentive or salary.
b) A IEC teachers teaching one shift (either morning or afternoon) will receive **XXX SSP**
c) All IEC teachers must be registered on MoEST payroll to receive their salary payments.

10.   School Administrators

a) There shall be Payam, County, State, and National education structures to ensure proper, efficient and coordinated implementation of educational policies and programs. The national Education Authority shall ensure the establishment of these structures and effective coordination by them.
b) All centres will be monitored, supervised by the Government of South Sudan and will follow the Government Curriculum Framework and Syllabus.
c) Education supervisors will manage and build capacity of teachers and mobilize communities to engage in adult education and literacy.

11.   Program Supervision

a) Supervision will be done by the Education Officers, MoEST and supporting organizations. Supervision reports must be made on a quarterly basis to the MoEST National Focal Person.
b) State, county and payam supervisors will coordinate with development partners to visit schools for supervision and monitoring.
c) IEC teachers will share and discuss issues concerning the function of the IEC program. These issues will include sharing best practices, community-support related issues, pedagogy, preparation and usage of teaching material, etc.
d) The education supervisor in consultation with learners will troubleshoot possible solutions to problems with the participation of the teachers.
e) NGOs should provide a movement plan for field visit inspection in association with MoEST inspectors and supervisors for smooth running and follow up.
f) Each IEC should have regular supervision and monitoring of IEC program from both government and implementers

12.   Management/Coordination

a) The over-all management and coordination of the program is with the AES Directorate, MoEST.
b) NGOs wishing to implement the IEC program should liaise with the National MoEST AES Directorate

c) State AED Directorate staff and all development partners implementing IEC classes will attend monthly coordination meetings for AES at National, county and state level.

d) State AED Directorate staff and all development partners implementing IEC classes will attend State Level AES coordination forums conducted on a biannual basis.

e) State AED Directorate staff and all development partners implementing IEC classes will attend the AES Thematic Working Group biannual workshops

f) The NGOs engaged in alternative education including IEC must invest in developmental programs and share planning, monitoring, and evaluation with the MoEST Department of Alternative Education.

13.   Materials, storage and other services

a) All organizations supporting the MoEST to implement the program must use standard MoEST materials and supplies to cater to uniformity and standards.

b) IEC materials that will be supplied to schools by MoEST/supporting agencies will include; learner texts; plan/mark/attendance books; and other relevant instructional materials.

c) Storage facilities should be provided by the CMC or community.

14.   Assessment and Promotion

a) Trainees sit for an internally set examination, and will be awarded a certificate of Attendance (indicating units covered) from the office of the director for AES.

b) In order to qualify for an award of certificate of attendance by the training centre, the learner must have attended lessons for the whole period- from beginning to the end.

c) To be awarded a certificate of attendance by the MoEST, the learner must have fulfilled the following:
   - Successfully pass the four stages of the beginners' English Course
   - Pass the English language paper internally set and marked
   - Reach the requirement standard judged by the aggregate performance in the continuous assessment and the written English language test

d) In order to maintain standards and quality control, the students who attain low marks should repeat unless the cause of failure is associated with illness and other social problems. This should be justifiable with sick reports and other documents. If proven, they should be promoted to the next grade but they be recommended for constant remedial support from subject teachers.

e) Methods of assessment include: written and oral tests, practical work, observations and examinations

15.   Program Monitoring and Evaluation

a) Adherence to the IEC guidelines will be monitored throughout the year and the IEC program assessed annually by SMOE.

b) All teachers will keep accurate attendance records.
c) All IEC centres will complete the forms for the annual EMIS survey.
d) All IEC centers will be monitored supervised by the Government of South Sudan and will follow the Government Curriculum Framework and Syllabus.

16.   Financing

a) Alternative Education, including IEC, will receive finances from the government, civil society, international NGOs, and interested individuals.
b) The Government of South Sudan through the MoEST and the Department for Alternative Education Systems are responsible for ensuring that all IEC teachers are being paid on a monthly basis.

8.0   South Sudan Interactive Radio Instruction (SSIRI)

Introduction

The current formal education services are inadequate to reach many out-of –school youth and adults, and at the same time be able to offer professional training to the varied categories of learners. In recognition of these diversities, MoEST developed the South Sudan Interactive Radio Instruction (SSIRI) with the support of Education Development Centre (EDC) with funding the United States Agency for International Development.

SSIRI aims to improve access and quality of basic education plus strengthening English language skills of youth and adults. Thus, SIIRI focuses on the effective use of radio for delivering high-quality education programs to children, youth and adults throughout South Sudan. The programs help to provide knowledge and skills required for individual and national development. Programs are designed to engage a specific audience through the use of entertaining characters and activities and an active learning pedagogy.

Three interactive radio programs have been developed: Learning Village to supplement classroom teaching in lower primary classes; Radio Based Education for All (RABEA), based on the BALP curriculum for youth and adults; and Professional Studies for Teachers (PST) to upgrade teachers' skills which address in-service teachers training topics. MP3 players are loaded with the programs and used in the classroom situation as and when required or can be broadcast from local radio stations. The use of radio broadcasts and MP3 players increases the ability of IRI programs to reach a large audience of students without dramatically increasing the cost and so IRI is able to improve educational quality on a large scale.

Objectives

The main objectives for SSIRI in South Sudan are:
- ➢ IRI programs have as their main goal the improvement of educational quality within existing structures.
- ➢ SSIRI radio programs aim to reach out-of school youth and adults including SPLA soldiers as well as improve the basic education of children in schools and other learning centres. SSIRI models good teaching practices for the many untrained teachers with the aim of improving their pedagogical skills and subject knowledge.
- ➢ Provide South Sudanese youth and adults with radio based programs for English and literacy instruction;
- ➢ Support Primary 1, 2, 3 and 4 classes with a radio based program to support the teaching and learning of literacy, English language and mathematics;
- ➢ Support the training of teachers through radio based professional development programs.

SSIRI Implementation Guidelines

The following Ministry of Education, Science and Technology (MoEST) SSIRI Guidelines shall serve as the framework within which the SSIRI program shall operate upon implementation nation-wide.

1.   Community Mobilization

a) The following is included in the sensitization process when introducing SSIRI to a community:

- Announcing the beginning of SSIRI classes in a particular
- Targeting parents and the community at large to send learners to SSIRI centers.

2.   Community Management Committees

a) The SSIRI facilitators with the community mobilisers have the role to involve community members in construction/operation of as center and to encourage community ownership and sustainability

b) The learners and teacher decide on the most suitable times for class as per the need of community

3.   Program Structure

a) SSIRI developed IRI programs for both primary school and adult learners.

b) The primary school program for Primary 1-4 is the heart of SSIRI, and are collectively known as *The Learning Village*. A total of 480 30-minute IRI lessons were produced for the Learning Village.

c) The learning village is conducted in primary schools by Primary 1-4 teachers.

d) The SSIRI Learning Village class time table/ calendar shall follow that of the main primary school. MP3 players and radio programs should be played in the appropriate classes and facilitated by the teacher.

e) The adult learner program, *Radio-Based Education for All* (*RABEA*), offered a total of 240 episodes for beginner, intermediate, and advanced students. RABEA's reach includes adults, Accelerated Learning Program (ALP) Centers and many other adults outside these groups listened to these programs in order to improve their English.

f) Trained RABIA Facilitators work with community mobilisers to establish classes of youth and adults to meet and listen to RABIA programs.

g) A third IRI program known as *Professional Studies for Teachers (PST),* was developed in 2005 to provide in-service teacher training.

h) Groups of teachers studying for the MoEST INSET courses can take the PST and gain credits towards their final certificate.

i) SSIRI programs established by development partners must be funded for the full duration the radio programs and allow for the completion of the primary 4 of the learning village, Advance level for RABIA.

The Learning Village
The Learning Village consists of interactive radio instruction programs based on the South Sudan Primary school syllabus. The lessons are designed to complement classroom instruction in local language literacy, English language, Mathematics, and life skills for Primary 1-4. Altogether there are 120 30 minute lessons for each grade 1-4. The learning Village can be broadcast daily from Monday to Friday on various radio stations located in areas where it is being implemented or played on an MP3 player.

RABEA
RABEA stand for Radio based Education for All and provides an excellent opportunity for Sudanese to learn or strengthen their English language skills. RABEA targets audiences with varying levels of English Language skills and abilities. There are 240 half hour programs from beginning to advanced levels of English. The content focuses on English, but also includes basic mathematics, health topics and some civic education topics such as demobilisation, disarmament, and reintegration (DDR), landownership, elections, democracy and the rights of women.

S/No.		Categories of learners	Study area	Subjects
1	The Learning Village Primary 1 Primary 2 Primary 3 Primary 4	Lower primary pupils (P-4)	Language (vernacular and English) Numeracy Health Life skills	English Mother Tongue Mathematics Health
2	Professional Studies for Teachers	Targets untrained, practicing teachers	Professional studies	Classroom Management And Administration
3	RABEA Radio based Education Beginners Intermediate Advanced	Targets youth and adults with little or no English.	English	English Civic Education

4. Cost

a) SSIRI classes provided by MoEST or developing partners shall not demand tuition fees, or a uniform.
b) SSIRI teachers and facilitators shall be provided with manuals free of charge.
c) SSIRI classes provided by the MoEST or Developing Partners shall provide either a pre-programmed MP3 players, Saber and Coby devices with the relevant programs or fund the radio station to broadcast programs. Life players /radios need to have large external solar panels (3 watt) to have sufficient charge for 1-2 lessons. Two hours of charging in the sun results in up to 90 minutes of playing time, and even better results could be obtained by leaving the solar panel in the sun while the Life player was playing.

5. AES Centre

a) SSIRI Learning Village program may use primary school structures.
b) Should have basic classroom furniture – blackboard, chalk, desks and benches
c) All schools implementing the SSIRI program should be controlled and supervised by the SMOE.
d) Provide learning space for up to 100 learners
e) Have latrine provision for both males and females
f) Provide safe drinking water

6. Learner Selection

a) The entry age for Learning Village: Registered school children in schools; lower primary school P1-4, ALP centres Levels 1 and 2
b) Entry for RABEA: Youth and adults with little or no English proficiency or with basic English language
c) Entry for PST: Untrained or unqualified teachers
d) Each SSIRI class should have a maximum of 100 students.

7. Teaching and learning

a) Selection of mother tongue as language of instruction should take into consideration the language of the majority of the learners and be agreed after consultation.
b) Where possible, use a combination of English medium teaching translated into local language when necessary.
c) In addition each teacher shall have:
d) SSIRI teachers or facilitators manual
e) attendance and assessment record books
f) MoEST provides the SSIRI manuals for facilitators. Classes implemented by developing partners will receive SSIRI manuals from the MoEST. When stocks of SSIRI textbooks are exhausted, the AES Directorate/MoEST will give permission to print copies via the Curriculum Department.

The Learning Village
The Learning Village, is a series of 480 half-hour programs targeting primary school grades P1 to P4 – 120 lessons per grade. The programs are based on the Ministry of General Education and Instruction syllabi and include instruction in English, local language literacy, mathematics, and life skills such as HIV/AIDS, mine risk awareness, and peace education.

Lessons written for teachers with moderate command of English – review and reinforce skills.

The radio programs are broadcast in English and require that the classroom teacher translate some of the instructions and exercises into the local language. Thus, the teacher is a key partner and both the teacher and the pupils are very active during each lesson. There is interaction between the pupils, the classroom teacher and the radio teacher. Radio actively engages teachers in organising in a certain manner, calling children to the front, work in pairs, work in groups, and work as whole class. The pupils answer questions, move around, play games, and sing songs. The classroom teacher is active throughout the lesson and, through daily implementation of the IRI lessons, learns good methods of teaching. After each broadcast, there are after-broadcast activities, which are designed to have children practice the skills learnt in the lesson and give the teacher a chance to assess the pupils' progress.

Programs are listened to in the primary school class with the support of a classroom teacher. Teachers are provided with a Teacher's Guide which provides them with 'before the broadcast' preparation information, program information and 'after the broadcast' information. 'After the broadcast' activities help the teacher to revise content with the pupils and helps them to assess pupil learning.

Teachers are supported through an initial IRI teacher training workshop conducted by SSIRI Outreach Coordinators in collaboration with County and Payam Education Offices as well as through regular monitoring visits by Outreach Coordinators.

The following is an overview of each Learning Village series:
- Learning Village P1 & P2: In every P1 and P2 episode, the Radio Teacher, Madame Rhoda, helps her radio friends, Nyadak, Wani, Deng and silly Lotole the hare, as well as her friends in the classroom, learn how to read and write in the local language, how to understand and speak English, and how to apply mathematics to their daily lives. South Sudan has many languages. The lessons are broadcast in English so local language literacy is taught by asking the classroom teacher to translate various parts of the lesson from English to the appropriate mother tongue.
- Learning Village P3: In every P3 SSIRI program, a new Radio Teacher, Teacher Anna, helps pupils develop mathematic skills to use in their daily life, understand and speak English, improve their literacy in local language and learn to read and write some basic English words.
- Learning Village P4: English language and mathematics are the focus of P4. This drama-driven series introduced learners to radio learners Mimi and Bobo, who live in a riverside community and learn from a wise fisherman named Khemis, a schoolteacher named Norah, and a mischievous talking fish named Jessica.

Professional Studies for Teachers

Professional Studies for Teachers (PST) is a program to support the development of teachers as part of the MoEST in-service teacher education program. The first course is *Classroom Management and Administration* and is known as PS101. The course has been developed into a twelve-week radio series. PST can be a weekly radio broadcast, or provided to teachers at a variety of locations via low cost MP3 digital devices.

Target Audience: Untrained / partly trained practicing teachers and In-service student teachers
Resources required include: radio, student's manual, local instructor and training guide

The 12 week radio based program comprises of:
- Week 1: Face-to-face meeting between student teachers and their local instructor
- Weeks 2 to 11: Weekly radio broadcast which requires student teachers to listen to and complete exercises in their Student's Manual; classroom observations by local instructor
- Week 12: face-to-face meeting between student teachers and their local instructor

RABEA

RABEA stands for Radio-based Education for All. The RABEA English language programs provide an opportunity for South Sudanese to strengthen their English language and numeracy skills while, at the same time, engaging in important issues around the Comprehensive Peace Agreement (CPA) and civic education. Originally called TERBIA, standing for Teaching English through Radio-Based Instruction for All, the name was changed at the request of the Ministry in 2009 to avoid confusion with the Arabic word *terbia*, which means education.

RABEA targets audiences with a range of English language skills. A total of 240 half-hour lessons were created, for beginner, intermediate, and advanced level learners. The lessons use the same IRI methods as *Learning Village*, but without the songs.

RABEA Beginners 1 & Beginners 2

RABEA Beginners 1 and 2 are two series of 60 programs each, featuring Kaka, a radio facilitator, who supports the classroom facilitator to help the learners to understand, speak, read and write in English. Another radio facilitator, Adwok, assists the classroom facilitator to develop the learners' mathematic skills for use in their everyday life. Four radio learners, Keji, Ayen, Lam and Jada, help by answering questions and modeling the correct response.
During the after-broadcast activities, the classroom facilitator is encouraged to introduce civic education topics and use them to improve the language skills of the learners. In Beginners 1 the topics are related to the geography and history of Sudan, especially the recent history, human rights and conflict resolution. In Beginners 2, the after-broadcast discussion topics deal with health issues, such as nutrition, water and sanitation, hygiene, HIV/AIDS and other contagious diseases.

RABEA Beginners 1

- Targets South Sudanese youth and adults with some English, literacy and numeracy skills
- Enable participants to improve their understanding of English and their ability to communicate in written and spoken English about civic topics important for the future of South Sudan.
- 20 weeks of broadcast
- 3 lessons a week (each lesson is repeated once during the week)
- Broadcasts can be listened to independently or in a group
- Listeners only require a radio/MP3 player (there is no requirement for a facilitator or workbooks)

RABEA Beginners 2
➢ Targets South Sudanese youth and adults who have little or no English language, literacy and life-skills-based numeracy and may have limited or no access to other formal and non-formal opportunities for gaining these skills.
➢ 20 weeks of broadcast
➢ 3 lessons a week (each lesson is repeated once during the week)
➢ Broadcasts are listened to in a listening group with a facilitator
➢ Listening groups require a radio
➢ Facilitator requires a Facilitators Guide

RABEA Intermediate
RABEA Intermediate was developed to provide a bridge between the Beginner courses and the Advanced. It consists of 60 30-minute programs accompanied by a facilitator's guide and continues the development of English language skills from the Beginner courses. The 60 lessons are organized around five characters, Ajak, Kaku, Jemila, Tiya and Dr Lino, from different towns in South Sudan. They enjoy meeting people, walking around their towns, food and drink, keeping healthy, and traveling to various places in South Sudan. The learners listen to conversations, repeat what they hear, answer questions and participate in role plays.

RABEA Advanced
RABEA Advanced was designed for those who already had some proficiency in English but wanted to improve their English language skills. It was designed to be broadcast to the general public and not necessarily be used within the context of adult learning groups; however, a few voluntary learning groups were formed in secondary schools to listen to the programs with a teacher after regular classes. The series consists of 60 thirty-minute programs dealing with civic education.

8.	Teachers of the program

a) SSIRI Learning Village will have the primary class teachers. A RABEA beginner 1 does not need a facilitator. RABEA beginners 2, intermediate and advanced need a facilitator for each class.
b) Where possible SSIRI teachers should be trained MoEST teachers willing to be trained in SSIRI methodology from the local community.
c) SSIRI teachers can be an individual with post high school experience or a community dweller that is a high school graduate with good English skills willing to be trained as a SSIRI teacher.
d) Recruitment in done in consultant with local education authorities, the community and SMC
e) All SSIRI teachers should receive an SSIRI facilitators training
f) Every effort should be made to enrol under qualified SSIRI teachers on INSET training courses so that their qualifications are improved and they can eventually change status to teachers registered on the Government payroll.

g) All SSIRI teachers should be trained using MoEST AES Directorate approved training materials.

h) All SSIRI teachers must sign the Teachers Code of Conduct

i) In situations where there is a likelihood of a teacher dropping out or not performing well, the trainers/supervisors should be in a position to find other candidates from the particular area and select the best candidate to take over the SSIRI center after being trained.

j) The recruitment of teachers by NGOs and religious organisations will be based on MoEST standards (referring to payment and training).

k) SSIRI teachers will be supervised by the SSIRI education supervisor.

l) Training: there are three types of standard training workshops.

- Four-day workshop for education officials who are new to SSIRI programs to introduce them to the programs and trained them to plan and conduct training courses and supervision for teachers and facilitators.

- The *Learning Village* workshop is four-day training for primary school teachers that focuses on introducing South Sudan Interactive Radio Instruction (SSIRI) and practicing the skills needed to use the *Learning Village* program. The four days cover teaching and learning methods for math, literacy and English, using songs, record keeping and assessment, and provides participants with a chance to practice using *Learning Village* in micro-teaching sessions. They are introduced to the teacher's guide and shown how to use the teaching aids in the guide.

- The RABEA workshop is a four-day training for facilitators of adult learning groups that focuses on introducing Interactive Radio Instruction (IRI), the South Sudan Interactive Radio Instruction (SSIRI) Project, and building and practicing skills teaching with the RABEA program. The sessions are similar to the *Learning Village* sessions described above, but use RABEA lessons for demonstration and micro-teaching.

9. Teacher Remuneration

a) All MoEST SSIRI teachers should do not receive a monthly incentive as SSIRI is part of their classroom teaching

b) A SSIRI facilitator for RABEA teaching one shift (either morning or afternoon) will receive XXX SSP

c) All SSIRI teachers must be registered on MoEST payroll to receive their salary payments.

10. School Administrators

a) The SSIRI shall operate in accordance with the MoEST calendar and guidelines.

b) There shall be Payam, County, State, and National education structures to ensure proper, efficient and coordinated implementation of educational policies and programs. The national Education Authority shall ensure the establishment of these structures and effective coordination by them.

c) All SSIRI centres will be monitored supervised by the Government of South Sudan and will follow the Government Curriculum Framework and Syllabus.

11.   Program Supervision

a) Supervision will be done by the Education Officers, MoEST and supporting organizations. Supervision reports must be made on a quarterly basis to the MoEST National Focal Person.
b) State, county and payam supervisors will coordinate with development partners to visit schools for supervision and monitoring.
c) SSIRI teachers and school management staff will share and discuss issues concerning the function of the SSIRI program. These issues will include sharing best practices, community-support related issues, pedagogy, preparation and usage of teaching material, etc.
d) The education supervisor in consultation with community members will troubleshoot possible solutions to problems with the participation of the teachers.
e) NGOs should provide a movement plan for field visit inspection in association with MoEST inspectors and supervisors for smooth running and follow up.
f) Each SSIRI should have regular supervision and monitoring of SSIRI program from both government and implementers

12.   Management/Coordination

a) The over-all management and coordination of the program is with the AES Directorate, MoEST.
b) NGOs wishing to implement the SSIRI program should liaise with the National MoEST AES Directorate
c) State AED Directorate staff and all development partners implementing SSIRI classes will attend monthly coordination meetings for AES at National, county and state level.
d) State AED Directorate staff and all development partners implementing SSIRI classes will attend State Level AES coordination forums conducted on a biannual basis.
e) State AED Directorate staff and all development partners implementing SSIRI classes will attend the AES Thematic Working Group biannual workshops
f) The NGOs engaged in alternative education including SSIRI must invest in developmental programs and share planning, monitoring, and evaluation with the MoEST Department of Alternative Education.

13.   Materials, storage and other services

a) All organizations supporting the MoEST to implement the program must use standard MoEST materials and supplies to cater to uniformity and standards.
b) SSIRI materials that will be supplied to schools by MoEST/supporting agencies will include; student texts; plan/mark/attendance books; and other relevant instructional materials.
c) Storage facilities should be provided by the SMC or community.

14.   Assessment and Promotion

a) **The Learning Village**: Programs are listened to in the primary school class with the support of a classroom teacher. Teachers are provided with a Teacher's Guide which provides them with 'before the broadcast' preparation information, program information and 'after the broadcast' information. 'After the broadcast' activities help the teacher to revise content with the pupils and helps them to assess pupil learning.

b) **RABEA:** Broadcasts are listened to in a listening group with a facilitator who will be responsible for assessing learners.

c) **Professional Studies for Teachers:** Following each weekly broadcast/program on a MP3 player, students will complete activities assigned in the Student's Manual, using what they learned from the radio lessons. Their performance in the course will be based on written assignments about these activities and a final paper that will be evaluated by the local instructor. The Classroom Administration and Management course is a component of the teacher training program and upon successful completion of the course students will gain points towards the primary teacher certificate 3 qualifications.

15.   Program Monitoring and Evaluation

a) Adherence to the SSIRI guidelines will be monitored throughout the year and the SSIRI program assessed annually by SMOE.

b) All teachers will keep accurate attendance records.

c) All SSIRI centres will complete the forms for the annual EMIS survey.

d) All Alternative Education Schools will be monitored, supervised by the Government of South Sudan and will follow the Government Curriculum Framework and Syllabus.

e) The monitoring form recorded the details of the schools and the teacher, and the quality of the broadcast or recording. The monitor was required to check a list of different aspects of the IRI lesson before, during and after the broadcast.

16.   Financing

a) Alternative Education, including SSIRI, will receive finances from the government, civil society, international NGOs, and interested individuals.

b) The Government of South Sudan through the MoEST and the Department for Alternative Education Systems are responsible for ensuring that all SSIRI teachers are being paid on a monthly basis.

9.0   Agro-Forestry Education (AFE)

Introduction

Still in its infancy, agro forestry is piloting innovative courses in centres of learning to supplement learners' knowledge of the environment and make them more aware of sustainable agricultural practices and conservation of the environment.

Agro forestry is an agricultural approach of using the interactive benefits of combining trees and shrubs with crops and/or livestock. It combines Agriculture and Forestry technologies to create more integrated, diverse, productive, profitable, healthy and sustainable land-use systems. It means that trees are intentionally used within agricultural systems. Careful selection of species and good management of trees and crops are needed to maximize the production and positive effects of trees and to minimize competitive negative effects on crops. Human activity causes habitat destruction which has dramatically increased rates of biodiversity loss.

Schools provide the right environment for scaling up, due to their strategic location among the rural communities. There is need for scaling up agro forestry benefits to reach most of the population in South Sudan, in order to uplift their standard of living.. They are suitable grounds for training the present generation especially farmers (school children, youth and adults) and building a foundation for future farmers (young). Through the schools there is potential to reach directly many primary school in collaboration with education partners and local education authorities.

Objectives

The main objectives for Agro-Forestry Education (AFE) in South Sudan are:

- ➢ To equip learners with basic agro-forestry skills to enhance sustainable agriculture and exercise good practice to preserve and conserve our environment and animals respectively.
- ➢ to improve the economic and nutritional well being of poor farmers through the development and dissemination of appropriate technologies that reduce deforestation, improve food security and contribute to poverty alleviation.
- ➢ Provide environmental services: shade and erosion control and beauty.
- ➢ Provide nutrition: through planting of fruit trees and vegetable gardens
- ➢ Provide income: through the sale of tree products such as poles, seed, and timber.
- ➢ Diversification of crop and tree varieties.
- ➢ Provide learners with opportunities to acquire desirable knowledge, skills, values and attitudes.

AFE Implementation Guidelines

The following Ministry of Education, Science and Technology (MoEST) AFE Guidelines shall serve as the framework within which the AFE program shall operate upon implementation nation-wide.

1.   Community/school Mobilization

a) Learners will be encouraged to set up and join agro-forestry clubs.

2.   AFE club

a) Each AFE Club should have a committee of between 3-7 members to include the teacher and which encourages the participation of school children.
b) The AFE club shall meet on a weekly basis
c) The AFE committee promotes and helps to identify a site for a school garden.
d) The AFE community are responsible for the security and upkeep of the school garden.
e) The AFE committee is responsible for selling or distributing foodstuffs produced in the school garden.

3.   Program Structure

a) Scaling up agro-forestry through schools provides an opportunity to train boys and girls as future farmers, and helps to build the foundation at a young age in anticipation that it will have an everlasting impact in their life in future (a future farmer needs to be prepared for the future now). The teachers in the schools are the custodians or guardians for the farmers of the future.
b) Each school shall have one AFE Club.
c) The AFE Club operates during the school calendar in free time during the school day.
d) The children in the AFE Club are encouraged to plant gardens in their homes.

4.   Cost of schooling

a) AFE Clubs encouraged by MoEST or developing partners shall not demand tuition fees, or a uniform.
b) AFE learners shall be provided with seeds and gardening tools free of charge.

5.   AFE Club

a) Should have a storage space for tools and seeds.
b) Have a place to meet on a regular basis.

c) Have access to water for the school garden.

6.   Learner Selection

a) Any primary school child can join the AFE Club.
b) Each AFE Club should have a maximum of 50 students. If there are more than 50 students a second group and garden can be organised.

7.   Teaching and learning

a) The curriculum for this program is yet to be developed. However, pilot schools can be selected this year and use relevant materials available or adopted from neighbouring countries.
b) Suggested activities in Schools
   - School garden
   - Tree planting activities
   - Act as communication centres for neighbouring villages
   - Include environmental education and Agriculture in their time tables
c) Areas of study in Agro forestry
   - Poultry
   - School gardening
   - Multipurpose tree nursery
   - Horticultural plots
d) The language of instruction should be a local national language/mother tongue..
e) Selection of mother tongue as language of instruction should take into consideration the language of the majority of the learners and be agreed after consultation.
f) Each AFE club meeting should last 40 minute

8. Teachers of the program

a) Each AFE Club shall have one teacher willing to be trained in AFE.
b) All AFE teachers should receive an AFE orientation training.
c) All AFE teachers must sign the Teachers Code of Conduct
d) The recruitment of teachers by NGOs and religious organisations will be based on MoEST standards (referring to payment and training).
e) AFE teachers will be supervised by the AFE education supervisor and SMC.

9.   Teacher Remuneration

a) All MoEST SSIRI teachers should do not receive a monthly incentive as AFE is part of their classroom teaching

10. School Administrators

a) The AFE Club shall operate in accordance with the MoEST calendar and guidelines.
b) The head teacher should monitor and supervise the AFE teacher.
c) All AFE Clubwill be monitored, supervised by the Government of South Sudan and will follow the Government Curriculum Framework and Syllabus.

11. Program Supervision

a) Supervision will be done by the Head teacher, Education Officers, MoEST and supporting organizations. Supervision reports must be made on a quarterly basis to the MoEST National Focal Person.
b) State, county and payam supervisors will coordinate with development partners to visit schools for supervision and monitoring.
c) AFE teachers along with head teachers, area supervisors and school management staff will share and discuss issues concerning the function of the AFE program. These issues will include sharing best practices, community-support related issues, pedagogy, preparation and usage of teaching material, etc.
d) NGOs should provide a movement plan for field visit inspection in association with MoEST inspectors and supervisors for smooth running and follow up.

12. Management/Coordination

a) The over-all management and coordination of the program is with the AES Directorate, MoEST.
b) NGOs wishing to implement the PEP program should liaise with the National MoEST AES Directorate
c) State AED Directorate staff and all development partners implementing AFE Clubs will attend monthly coordination meetings for AES at National, county and state level.
d) State AED Directorate staff and all development partners implementing AFE Clubs will attend State Level AES coordination forums conducted on a biannual basis.
e) State AED Directorate staff and all development partners implementing AFE Clubs will attend the AES Thematic Working Group biannual workshops
f) The NGOs engaged in alternative education including AFE must invest in developmental programs and share planning, monitoring, and evaluation with the MoEST Department of Alternative Education.

13. Materials, storage and other services

a) All organizations supporting the MoEST to implement the program must use standard MoEST materials and supplies to cater to uniformity and standards.

b) AFE materials that will be supplied to schools by MoEST/supporting agencies will include; plan/mark/attendance books; seeds and plants, tools, and other relevant instructional materials.
c) Storage facilities should be provided by the school.

14.   Assessment and Promotion

a) Methods of assessment include: continuous assessment (class work and outdoor assessments) and practical work

15.   Program Monitoring and Evaluation

a) Adherence to the AFE guidelines will be monitored throughout the year and the AFE program assessed annually by SMoE.
b) All teachers will keep accurate attendance records.
c) All AFE Clubs will complete the forms for the annual EMIS survey.
d) All Alternative Education Schools will be monitored, supervised by the Government of South Sudan and will follow the Government Curriculum Framework and Syllabus.

16.   Financing

a) Alternative Education, including AFE, will receive finances from the government, civil society, international NGOs, and interested individuals.

10.0 Teacher training and Skills Development

The AES teachers are offered special training that addresses the challenges of access, equity and quality education. The trainings are tailored towards specific programs to enhance proper delivery of designed courses to learners in an innovative way that makes learning a joyful experience for pupils/learners.

Such trainings range from 4-30 days residential basic training that emphasizes on the theory and concepts including methodology, evaluation, and Teacher-parent relationship, among other things. Refresher courses are also organized to strengthen teachers' skills.

10.1 Teachers Motivation

Generally, teachers have been working on voluntary basis with little motivation from partners. With the formation of the Government of South Sudan, teachers are now being paid. However, the AES teachers have two different criteria for their payment. Full time AES teachers and those teaching in both primary school and AES learning schools centers.

- **AES teachers who are on the primary teachers' payroll:** These are teachers who acquired training in a specific area of AES. Therefore, they teach in both mainstream primary and any of the components of the AES. This category of teachers are to be paid a top up salary which amounts to only half **of the basic** salary

- **Full time AES teachers:** These are either trained or untrained teachers who are employed directly to teach in a specific component of AES. They are not included in the main primary payroll. The teachers of this category are to be paid a **full** salary based on their appointment grades.

To ensure proper payment of all teachers, partners should liaise with AES State directors in the employment process and submit an updated statistics of existing teachers in their respective schools. They should also ensure that each teacher is registered on the government payroll. This should include specification of the two working categories above.

The AES county school supervisors shall monitor teacher's performances on a regular basis.

10.2   Quality promotion

To ensure quality and uniformity of all AES programs, all partners and stake holders have to do the following:

1   Use the recommended school curricular for all the programs; both teaching and teacher training
2   Follow the recommended school calendar of MoEST-GoSS
3   Liaise with the department of AES for their teacher training and use MoEST recommended TOTs in their respective states.

11.0 Alternative Education Systems Administration and Management

Establishment of Alternative Education Systems and its management is a joint effort which involves stakeholders; MOEST, partners, parents, learners and community elders. Each of these has distinct responsibilities which can either be carried out individually or as a team.

It is vital to have a school management committee for all the components of AES and involve all the stakeholders to play their roles for effective management of programs:

11.1   School Management Committee (SMC)

The SMC is a governing body of AES formed out of five- seven members (at least two of the members should be females). The committee contributes to programs improvement in the following ways:

- Identification of the site where a program is to be set and take leading role in developing the school/centre.
- Monitoring programs in the schools and holding educators accountable for performance
- Reporting findings regarding the performance of the school to the parent PTA
- Participating in the drafting and implementation of school improvement plan (SIP)
- Promoting participation of parents in school activities
- Mobilizing resources and voluntary effort for the school/centre
- Mobilizing community to construct class rooms and send children to school
- Ensure support to the teacher by providing accommodation and feeding
- Makes follow up of absentees to establish main causes and how to address the issues of concern with either parents or the school administration

11.2   Head Teacher

A head teacher is supposed to be a change agent, a role model and a mentor in his/her school. The Head Teacher shall oversee discipline in the school and the overall management process. An education manager who spends most of the time in an office cannot be effective. Therefore, he or she should be conversant with the following:

- Planning
- Financial Management
- Delegation of duties
- Proper Resource Management
- Time Management
- Stake Holders' management
- Assessment of needs for a school improvement plan

The head teacher shall form a disciplinary committee with high social standards in matters of social conduct in and outside the school community. The committee shall recommend suspension of students not exceeding one month subject to approval by the Head Teacher who will subsequently report to the school management committee.

- The Head Teacher shall summon a teacher for advice if he/she fails to perform his/her duties as required.

- A teacher shall be referred to appear before the management committee after at least two warnings by the Head Teacher.

- The Head Teacher shall not suspend a teacher without the recommendation of the school management committee. However in relation to the above, if the head teacher thinks the existence of the teacher in the school is detrimental to the school; he/she can suspend the teacher for a period not exceeding one month. Thereafter he/she shall notify the education subcommittee (formed out of the management committee) on discipline which shall look in the matter and make a ruling or forward to a higher authority.

- The subcommittee on discipline shall report to the general meeting on its ruling in SMC period not exceeding two weeks from the date of the ruling for review and final decision.

- If the suspension of a teacher is later declared by the SMC general meeting as unfair, he/she shall recover his/her lost benefits.

- The Head Teacher shall be relieved of his/her duties of discipline if he/she persistently fails to adhere to at least three warnings of the SMC. The SMC shall communicate its decision to the directors of education (AES) within ten days.

11.3   Teachers

Teachers are the backbone of any development in schools. They are to support in the management in the following ways:

➢ In addition to normal teaching, the teacher is to assess and monitor the performance of their learners on a regular basis
➢ Regular reporting of the learners performance to their parents and their stakeholders
➢ Implementing curriculum and education policy priorities
➢ Monitoring welfare of the learners in their care
➢ Participating in staff appraisal and continuing professional development activities aimed at individual professional development
➢ Participating in the school improvement development plans
➢ Promoting community participation in the life of the school

➢ maintaining high levels of professionalism and upholding the teachers' Code of Conduct

➢ Reporting misconduct of colleagues if encountered

➢ Cooperating with school inspectors in the inspection process and in the implementation of recommendation made.

11.4   The Teacher towards the Community

The teacher is expected to have a good relationship and work in harmony with the community where he/she works. Therefore, he/she shall:

➢ Project a good image in the community where she/he lives by participating appropriately in activities of the community.

➢ Attend where practically possible, religious functions of his/her persuasion and respect other recognized religious groups within the school where he/she teaches..

➢ Through his/her own conduct and inspiration from her/his family, he/she should lead a good exemplary life both in the community and the school.

10.5   Learners

Learners can contribute to the improvement of their own schools even quite young ones. They may contribute to school improvement in the following ways:

• Taking personal responsibility for their learning
• Participating in activities that aim at developing the school
• Reporting teachers' misconduct if they encounter it
• Taking action to care for and develop school facilities
• Participating in community work
• Acting to encourage parents to become involved in school activities
• Supporting other learners through peer guidance and counselling
• Cooperating with inspectors and educators in implementing recommendation for school improvement

a)   Discipline

A learner is expected to portray good behaviour in and out of the learning environment. His/her behaviour must always comply with the norms set to enhance, promote and set good exemplary life to others in order to promote learning and attract more to enrol in school. Therefore, all learners should adhere to the following code:

➢ Chewing of gum is not allowed during school related activities, at the school grounds or in the classrooms

➢ Eating in a class during lessons or study times is strictly forbidden

- Playing of dangerous games within the school grounds and during school related activities is strictly forbidden

- Learners should not disrupt a lesson, assembly or any other meeting in any form. Excessive noise will not be tolerated during lesson or any other education activities

- Cell phones are not to be used during lesson unless on learning purposes

- Learners are not permitted to receive any visitors during school hours without the permission of the teacher on duty

- The buildings and grounds are to be kept tidy and clean. Littering is not permitted. All rubbish has to be thrown into rubbish bins or any identified dumping place

b) Attendance

1. Punctuality should be observed at all learning activities. Learners are expected in schools before a lesson starts and leave after the lessons

2. School times must be strictly adhered to. Youth and adults learners especially the working class must sign an under taking for full commitment to studies during the registration.

3. No learners may leave the school grounds during school hours without prior written permission from the master on duty

4. If a learner reports that she/ he is sick, a sick report is to be issued provided by the class teacher or teacher on duty

5. Learners must submit a written request by parent/ guardian, in advance, in notice of the fact that a learner will be absent from school for special reasons such as study tour, co-curricular activities ,attending to sick person etc.

c) Appearance

All learners are to be clean and decently dressed. Although, the AES learners don't have a unified uniform, certain code of dressing is not desired. The categories that may need uniform are Community Girls Schools and ALP. Their uniform shall be decided upon by the respective states/ community.

The other categories of AES learners shall wear any civilian clothes but the following general code shall be observed by all learners

- No wearing of miniskirts, body fitting tight trousers and transparent clothing.
- Wearing jewellery is not permitted, with exception of watches and/or medic alert
- discs
- No wearing of nail polish being it clear or coloured
- Finger nails must be kept short. They may not extend over the end of the fingers
- Hair must be kept clean, neat and modest
- Moustache and/ or beard) must be shaved or kept clean (male students). While for female learners, wearing of sophisticated make-up of any kind is not permitted

11.6 Parents and Guidance

Parents and guardians may contribute to education improvement in the following ways:

1. Monitoring their children's regular attendance at school

2. Taking an interest in their children's progress

3. Supporting or monitoring children in completing home work activities

4. Holding school accountable for the quality of education they deliver

5. Supporting and contributing to school improvement activities and projects

6. Participating in the preparation and implementation of school improvement plans

7. Participating in school PTA meetings

8. Mobilizing fellow parents in support of school improvement

9. Supporting children by providing exercise books, uniforms and school meals

11.7   Maintenance of Professional Behaviour

Every respected profession has its guidelines, which clearly defined expected standards of professional act.

Educators are role models, and must be exemplary at all times. Unprofessional behaviour on the part of individuals will compromise the integrity and esteem of the profession as a whole. The below guidelines clarify expectations for the profession conduct of inspectors in executing their duties.

➢ Maintain a professional focus on improving the quality of education.

➢ Act in the interest of the well being and development of the learner

➢ Evaluate the work of the school objectively and impartially

➢ Never accept any favour or gift in the course of duty .this would be a breach of standing orders and would compromise the inspector's integrity and objectivity

➢ Ensure that all judgments are based on sufficient consistent evidence. Judgments should never be based upon hearsay

➢ Ensure that judgments are clearly, accurately, honestly, purposefully and fairly reported

➢ Ensure that all judgment are accompanied by clear and realistic recommendations for improvement

➢ Carry out inspection with integrity , treating all those involved with courtesy, respect and sensitivity

➢ Respect confidentiality of information particularly regarding individual teachers and learners and their work. This will promote respect for the profession and protect the inspector's ability to play a role in guidance and counseling of educators for improvement

> ➤ Remain well informed about education policies, other related policies and keep track of current trends in the education system

> ➤ Exhibit exemplary punctuality and time management at all times. Timely action by inspectors will inspire timely action by schools, education stakeholders in support of school improvement

> ➤ Dress smartly, decently and appropriately

> ➤ Avoid any immoral habits or behaviour that may bring their profession into disrepute. e.g. drunkenness and drug abuse

11.8   The School Inspectors

A close monitoring and supervision of AES programs is one of the quality promotions. There are inspectors at MoEST level who help in planning and providing overall guidance to state inspectors/ supervisors. They are to ensure that recommended curricular is correctly used in a particular programs. This includes inspection of the quality of curriculum delivery and provision of support in the School Improvement Plan (SIP).In every school or learning centre, inspectors have to investigate the following:

- Availability and use of a valid copy of the South Sudan Syllabus in the school

- The quality of curriculum interpretation by teachers in their planning and scheming

- The presence of an efficient and effective timetable in accordance with agreed South Sudan curriculum guidelines

- Evidence of the regular and systematic implementation of the time table by all teachers so that full breath of curriculum is delivered, for the full prescribed contact time

- Evidence from learners work that curriculum is being covered in a logical sequence in accordance with approved schemes of work

- Evidence that the school offers a broad range of co-curricular activities aimed at developing the learner as a fully rounded person

12.0 Alternative Education Systems Partners

The registered partners are expected to support the department and schools at State levels. The main areas of support include:

- Aligning new programs with the AES policy and Strategic Action plan at National Level to ensure that partners are working in the most needed programs and geographic areas.

- Provision of basic schools equipments such as chairs, tables, benches

- Contribute towards development and distribution of Scholastic materials; textbooks, copybook, pens, pencils and others

- Technical support in teachers' training and other capacity building of local education authorities

- Help in the mobilization of learners and literacy campaigns in their areas of operation

- Monitoring and evaluation in collaboration with the department of AES

- Attend and participate in all the AES Thematic Working Groups (TWG) meetings. Partners may be requested to contribute towards success of such meetings

12.1 Co-ordination and Partnership

There are quite a good number of AES partners in South Sudan. The department has set up a structure for coordination with all the AES partners and stakeholders at all levels. Therefore, all the implementing partners are to work closely with the department of AES, MoEST-ROSS in the program development stages to align with AES Strategic Action Plan priorities and at thereafter at state and county education authorities where they operate. This is to enhance improvement of our service delivery mechanism of all components of AES. Its success requires good coordination to ensure a consistent combination of stable long term planning for a unified AES in which all innovative programs can be jointly supported by communities, states, NGOs, INGOs and international agencies.

While the department of AES takes a strong leading role in directing its partners, Save the Children International (SCI) has been selected as a lead agency. Its task is to coordinate and facilitate the AES TWG meetings in collaboration with the department of AES. However, other partners are also requested to coordinate and contribute towards a success of the TWG

12.2 The Key Areas of Co-ordination

a) The Ministry of Education Science and Technology (MoEST) planned for every department to have a joint Thematic Working Group meeting to be conducted at quarterly basis. Each department has a lead agency to help in the coordination and funding of the meeting. The lead agency for AES is SCI.

b) All the AES partners should attend and participate in all the Thematic Working Group (TWG) meetings. They may be requested to coordinate and fund the meeting in

collaboration with SC UK and the department of AES. The responsibility of coordinating TWGs by partners on a rational basis. Therefore, in every TWG meeting, a partner to coordinate the next meeting is identified.

c) In addition to TWG meeting at national level, partners are also expected to attend State Ministry of Education (SMOE) partners' meetings. Each SMOE selects their lead agency to coordinate and facilitate such meetings in collaboration with different partners in a particular state

d) Partners are to submit quarterly reports to the department of AES. The format for such reports is provided by the department and sample can be found in annex two.

e) Contribute towards development of learning and training materials whenever need arises.

f) Liaise with the department of AES in teacher training and capacity building of AES personnel from RoSS to schools / centre levels. Specific training materials and guidance are to be provided by the department of AES to ensure unified quality standards

g) Any new AES intervention or initiatives should be registered at the department of AES with MOEST-RoSS and support rendered during its evaluation period by MoEST-GoSS

13.0 Development and Use of AES Instructional Materials

All instructional materials are developed by the Ministry of Education, Science and Technology at the South Sudan Curriculum Development Centre Maridi. The following AES instructional materials for the five components are available.

- Accelerated Learning Program (ALP)
- Community Girls' Schools (CGS)
- Intensive English Courses
- Interactive Radio Instruction (IRI)
- Basic Adult Literacy Program (BALP)

Details on each stage of materials development can be obtained from the department. Partners are to place their orders for printing or purchase of the textbooks through the director for AES at ROSS level. As per MOEST policy on text books purchase or order, each is charged ten percent of the total cost.

The implementing AES partners are requested to use the available completed instructional materials. However, other support/ supplementary materials can be used until development of different AES curricular is completed.

14.0 How to Establish the AES program

Establishment of AES requires proper planning and involvement of community leaders in the process of planning and implementation. The AES senior inspectors render support to partners and stakeholders to ensure that all the key steps are properly followed. Education partners who wish to establish any of AES program have to contact the AES deputy director for guidance and support. The main steps for establishment of AES programs are:

STEP 1: Align with AES Directorate Strategic Action Plan

Each partner needs to contact the AES Directorate at National Level to ensure their program aligns with their priorities as outlined in the Strategic Action Plan. This may include which states and counties in which to work and which components

STEP 2: Identification of Schools

The senior inspectors work through the County Education Director (CED) to identify locations for schools/centers and develop an implementation plan which includes budget, schedule for implementation, monitoring, training, and evaluation. The inspector and CED then visit sites and orient head teachers, teachers, and the PTA/SMC to the concept of AES program with a focus on a given program.

Planning meetings are held in locations that are interested in having an AES program for example ALP center. These meetings should include the County Education Director, head teachers, local NGOs, PTAs/SMCs and community leaders. The purpose of the meeting is to explain the purpose of the AES program and to plan the implementation of the program if the community is interested.

Criteria for identifying ALP Schools:

Most of AES programs have their classes held at existing primary schools or organized learning centers. However, new classrooms can be built if necessary. Schools *where AES especially ALP operates are chosen by the following criteria:*

- There should be a large number of learners of AES categories in the area.

- *Teachers should be available who meet the criteria for teaching* AES.

- Extra room in an existing school should be available or a space for the center should be provided in the vicinity of the school.

- Local head teachers, school staff, the PTA/SMC, and the community should be interested in the program and should cooperate with the County education director and other implementing staff.

- The local head teacher should be willing to take extra duties.

STEP 3: Recruitment of Teachers

Teachers are identified for each school by the senior inspector of a given program and the head teacher of the school through the following process:

1. The head teacher nominates candidates who are appropriate for the position based on the criteria.

2. The candidates take a written test in English and Mathematics.

3. The candidates sit for an oral interview with the head teacher and senior inspector.

4. The head teacher and senior inspector make the final choice of teachers based on the outcome of the test and interview. The PTA and teaching staff may also give input to the head teacher and senior inspector before the final identification of teachers.

a)   Criteria for AES Teachers

- Residence of the teacher: AES teachers should be residents of the community.

- Age: The teacher should not be too young to teach the young adults who are ALP, BALP, IEC students.

- Educational background: AES teachers should hold a Primary School Teachers Certificate and under gone training in AES management and teaching.

- Teaching experience: AES teachers should have teaching experience at the primary level or its equivalent.

- Communication skills: AES teachers should have good communication skills to ensure comprehension on the part of the learners and effective interaction with the community.

- Knowledge and skills in English and Mathematics at the appropriate level and knowledge of the Primary School Curriculum and BALP

- Awareness of gender equity and peace education issues.

Where merit is equal, women will be given preference as teachers as a way to promote gender equity in the program.

b) Identification of Backup Teachers

In a situation of a teacher dropping out or not performing well, the senior County Education Director (CED) and head teachers should find other candidates from the area and select the best to take over the AES classes after receiving preliminary training.

STEP 4: Hold Initial Teacher Training (ITT) of AES Teachers

Before classes start, special two-week training for AES teachers is held at a central location. New inspectors are also included in this training. The Teacher's Handbook is used as a text for this course. The training includes:

- Understanding the concept of Alternative Education Systems, objectives and implementation of a given AES program, timetables, target groups, placement of learners, and the role of the teacher
- Classroom management, use of textbooks, assessment of learners
- Training in approaches to education, teaching techniques and lesson planning
- Training in peace education, gender awareness and other life skills
- Understanding of supervision, refresher trainings, and the process of observation and consultation that will be carried out by the senior inspector

STEP 5: Mobilization of the Community/Recruit Learners

It's important for the community to have a sense of ownership of their AES program. "Ownership" refers to the feeling that you have a part in the organization and management of the program, the feeling that your opinion counts and that you can make valuable contributions to the program.

In order to maximize support from the community, staff of every component of AES should identify key organizations that can help identify and enrol students and give other kinds of support when the program is starting in a community. Support from community groups will ensure that the program is popular and successful in the community.

The head teacher, teachers, PTA/SMC officers, and school supervisors should meet with community groups and organizations to explain AES programs and to ask for support in finding all eligible learners in the community and to work with parents to send all eligible learners, especially girls, to school.

Community partners should include the following:
- Women Groups
- Religious groups
- Civil Authorities and Community Leaders
- Non-Governmental Organizations (NGOs)
- Community Based Organizations (CBOs)
- Any other interested persons or groups.

Mobilization includes;
- Announcing the beginning of a given AES program courses
- Formally introducing the program teachers
- Targeting parents and the community at large to send learners to school
- Announcing registration and testing of learners prior to starting classes
- Working with the community to promote program activities and to solve problems after classes have begun.

STEP 6: Enrolment and Placement of Learners

a) **Announce enrolment:** Let every family in the community know when and where a given AES program registration will take place and who is eligible for it.

b) **Intake and placement:** Enrol interested learners and give them a placement test so they will study at the proper level/grade. The design of placement tests is explained in the Teacher's Handbook. Teachers and inspectors are trained to implement placement tests during the Initial Teacher Training.

c) **Prepare class lists and timetables:** The head teacher and teachers organize classes and study times. Involving learners in formulating class times and schedules will help minimize attendance problems. The inspector should check class lists and the timetables when visiting the school.

d) **Assign teachers to classes:** Teachers are assigned by level/grades. Teachers can decide which classes to teach based on knowledge of the subject material. Teachers should choose a Team Leader who will be responsible for reporting. There should be 25 to 30 learners in each class.

STEP 7: Prepare Materials and Start Classes

The county education directors in collaboration with inspectors arrange for textbooks and other materials to be sent to the school in time for the opening of classes.

Step 8: Visit Schools and Hold Refresher Trainings

The school inspectors have regular contact with teachers and AES centers through school visits and refresher trainings. See inspectors' handbook for information on school inspection and visits.

All inspectors should meet with their teachers periodically for refresher trainings. These trainings may be organized in various ways depending on travel time and staff schedules but should include the following:

- A teacher training on one topic presented by the Senior inspectors
- Discussion of results of school visits by the school inspector
- Discussion of problems and experiences
- Suggestions for improving the program
- Payment of salaries

STEP 9: Reporting

Inspectors are responsible for submitting the following:
- Monthly report form
- Student assessment results (once per term)

Monthly Report Form:

A sample form is in the back of this handbook. FEOs should fill out attendance/drop-out figures for males and females for all centers each month. Under "challenges" write problems or difficulties you have had or observed. Under "success stories" write positive effects you have observed from the ALP program, especially about individual learners, families, or staff.

School Inspector Monthly Reporting Form

NAME OF INSPECTOR: _____

LOCATION: _____

ALP CENTERS VISITED: _____

REPORTING PERIOD: _____

PURPOSE   OF   VISITS:

_____

_____

_____

_____

ACHIEVEMENTS:

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

CHALLENGES:

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

TEACHERS ATTENDANCE

LEARNERS ATTENDANCE

ALP CENTER	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
	F	M	F	M	F	M	F	M

S/No	Form of AES	Enrolment status		Teachers		Adequacy of materials supplied (write **Ad** if the items are enough and **Id** if not enough)				
		F	M	F	M	Textbooks	Exercises	Pens	Office stationary	
1	ALP									
2	CGS									
3	AE/L									
4	IEC									
5	IRI									

RECOMMENDATIONS:

1. _____

    _____

2. _____

    _____

3. _____

    _____

15.0 The South Sudan Literacy Council

AES Directorate shall have a ***Literacy Council for South Sudan***. It shall, comprise of political leaders; civil societies, churches and community leaders. It shall be headed by the President of the Government of South Sudan.

The overall responsibility of the National Literacy Council is to mobilize public opinions and resources which will be used to reduce the high illiteracy rate in South Sudan to enhance sustainable development

The role of the AES department is to guide the process of the implementation of Literacy campaign through***; Comprehensive principles for compulsory eradication of illiteracy*** aiming to improve and sustain literacy in South Sudan.

15.1 Broad Objectives of the Campaign

- To make as many people as possible to be able to read and write.

- To initiate a South Sudan campaign for literacy, non-formal, and technical education.

- To support and develop strategies to achieve key behavioural and social changes that will contribute to a sustainable increase in literacy levels across all levels of society.

- To create mass awareness and mobilize public opinion about literacy, non-formal education and technical education programs, especially among women, youth, trade unions, civil society organizations, churches and government officials.

- To build and strengthen the capacity of civil society organizations in order to mobilize their support for literacy and non-formal programs.

- To foster and encourage a movement for participatory planning, management and monitoring of literacy programs at the GoSS, state, county, and school levels.

- To mobilize learners, both as individuals and as a group to demand learning opportunities as their rights and increase completion rates in schools.

- To initiate necessary steps for training and motivation of teachers' volunteers, facilitators, and para-professionals to participate positively and efficiently in literacy programs.

- To maximize advocacy and networking with volunteers, learners, and increase cooperation with implementing partners.

15.2   Target Groups

The campaign will target all people who have missed the opportunity to learn how to read and write or who dropped out before completing basic primary education. These include:

- Adult and adolescent learners at all levels. They shall be covered by all the AES programs.

- SPLA soldiers who missed the opportunities to go to school shall be catered for under the non Formal Education programs.
- Youth who seek employment opportunities but without specific skills or technical training

The campaign will be supported by the following:
- Policy makers and leaders from RoSS to boma levels as well as persons who are in position to influence policymakers
- Community leaders.
- Teachers, teacher trainers and academicians. These will be expected to play an active and vital part to enhance effective implementation of the campaign
- Educated youth, who may be expected to participate in the programs as volunteers and supporters.

15.3 Campaign Strategies;-
- Media propaganda
- Newspapers/magazines
- Symbol or logo and national slogans
- Observing world literacy day as a national literacy day
- Formation of village committees
- Building partnership and networks
- Special strategies for girls and women
- Research-impact of literacy/non-formal activities
- Resource mobilization

16.0 Monitoring and Evaluation

Regular monitoring of progress and systematic sharing of experience will allow formative evaluation both at programs, States and MOEST levels. This will be achieved through:

- Quarterly reports on changes against standard headings and locally agreed indicators.

- Reviewing work-plans of AES programs and adjustments in the light of experience, obstacles and the emergence of new understanding through research process.

- Review of the AES work-plan.

- Consideration of and response to participatory evaluation conducted with stakeholders at community and state levels (including children, communities and partners)

There is a major evaluation at the end of the first year of any new initiative/program and at the end of the third year of the project. Baseline studies conducted in each of AES program areas in the first phase of the project will act as a point of reference for assessing the impact of the project overall and changes brought about through it at community and program levels.

Appendixes

Annex 1:

State Director's Quarterly Report

All the state AES directors are expected to render quarterly report using the following format.

Section One: General Information

1.0. Name of state---

1.2. Reporting quarter--

1.3. Reporting date--

1.4 .Name of reporting director--

2.0. Report Geographical Coverage

2.1. Locations Visited:

Schools/Communities	County	Payam

Section Two: AES Implementation Status

2.0   Current Status of the Five Components of AES Systems in your State

In this section, you are to provide brief information on activities carried out within a specified period. This includes statistics of enrolment, number of teachers, availability of scholastics materials etc

S/No	Form of AES	Enrolment status		Teachers		Adequacy of materials supplied (write **Ad** if the items are enough and **Id** if not enough)			
		F	M	F	M	Text books	Exercises	Pens	Office Stationary
1	ALP								
2	CGS								
3	AE/L								
4	IEC								
5	IRI								
6	Please specify any other component that exist								

2.1   Financial Report.

If you have received money for an activity during the period, please provide information on its status filling the table provided below.

Amount received	Date received	No.	Activities under taken	Cost incurred	Balances
		1			
		2			
		3			
		4			
		5			
		6			
		7			
		8			
		9			
		10			
		11			
		12			

2.2 Key achievements

2.3 Implementation challenges

2.4 Recommendations

2.5 Plan for the next three months/ way forward

2.6 Feedback from AES director

Annex: 2
Partners Quarterly Report

Reporting is one of the crucial components for successful co-ordination of AES. Therefore, all partners are partners are expected to render quarterly report submitted to the director for AES, MoEST. Please use the below format:.

Section One: General Information

1.0   Organization details

1.1. Name of organization--

1.2. Name and title of the reporting official---------------------------------------

1.3; Contact details---

1.4 Location ---

1.5. Reporting date--

2.0   Geographical Coverage

Please list all the areas of operation and partner organization (CBOs) you work with (if any).

2.1   Location of Operations

S/No	Organisation	State	County	Payam

Section Two: Implementation Status

In this section, provide brief information on **Current status of the five components of AES Systems in your state.** This should include statistics of enrolment, number of teachers and their retention. You can include any new AES initiatives which you implement and not yet nationalized.

1.0   School Statistics

Please note that statistics is only provided in the first quarter and last report. However, if there are drastic changes in enrolment, you can include in the mid quarterly report.

S/N	AES program	Enrolment status			Teachers/ facilitators			Retention	
		F	M	Total	F	M	Total	Drop-outs (if any)	
								F	M
1	ALP								
2	CGS								
3	BALP								
4	IEC								
5	SSIRI								
6	PEP								
7	AFE								
	Please add any other AES initiatives that is not included above (new initiatives such as youth pack of NRC and WIT for SC UK)								

Please include and specify any new AES initiatives (if any) and attach its concept paper-------- -- ---

2.0   In case of any drop out, please mention main reasons--- --- --- --

2.1   Description of main organizational Achievements

2.2   Implementation Challenges/ Constraints (if any)

2.3   Plan for the next three months

Please provide all the main activities you plan to undertake in the next three months

 ----

2.4   Recommendations and Suggestions

Based on your observation and experience within the period, provide an overall recommendation or suggestions that could help improve your activities and AES in South Sudan.

2.5   Feedback from AES director

The director for AES provides feedback to individual partners upon reading the report. This acts as an advisory note to a particular partner geared towards improvement strategies

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