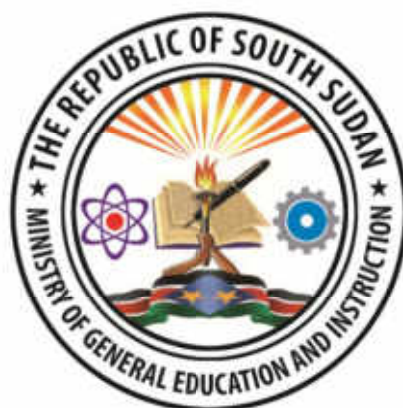




NATIONAL YOUTH AND ADULT LITERACY AND LIFELONG LEARNING POLICY, 2025-2030

Juba, South Sudan, August 2024



NATIONAL YOUTH AND ADULT LITERACY AND LIFELONG LEARNING POLICY, 2025-2030

Juba, South Sudan, August 2024

Table of Contents

FOREWORD.....	5
PREFACE.....	7
DEFINITION	9
ABBREVIATIONS AND ACRONYMS.....	11
EXECUTIVE SUMMARY.....	12
Introduction	12
1. INTRODUCTION	13
2. NATIONAL POLICY CONTEXT.....	15
3. VISION, MISSION AND STRATEGIC GOALS.....	21
3.1. Vision	21
3.2. Mission.....	21
3.3. Strategic Goals	21
4. GOVERNANCE.....	23
4.1. Introduction	23
4.2. Strategic Goal	23
4.3. Strategic Objectives.....	23
5. LITERACY IN NATIONAL LANGUAGES.....	27
5.1. Introduction	27
5.2. Strategic Goal	27
5.3. Strategic Objectives.....	27
6. LITERACY IN ENGLISH	30
6.1. Introduction	30
6.2. Strategic Goal	30
6.3. Strategic Objectives.....	30
7. LITERACY IN BRAILLE AND SIGN LANGUAGE.....	32
7.1. Introduction	32
7.2. Strategic Goal	32
7.3. Strategic Objectives.....	32
8. LITERACY IN FOREIGN LANGUAGES	36
8.1. Introduction	36
8.2. Strategic Goal	36
8.3. Strategic Objectives.....	36
9. LIFELONG LEARNING.....	38
9.1. Introduction	38
9.2. Strategic Goal	38
9.3. Strategic Objectives.....	38
10. GENDER EQUALITY, DIVERSITY AND INCLUSION	40

10.1.	Introduction	40
10.2.	Strategic Goal	40
10.3.	Strategic Objectives	40
11.	EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP EDUCATION	44
11.1.	Introduction	44
11.2.	Strategic Goal	44
11.3.	Strategic Objectives	44
12.	EFFECTIVE LEARNING ENVIRONMENTS	47
12.1.	Introduction	47
12.2.	Strategic Goal	47
12.3.	Strategic Objectives	47
13.	FINANCING, FINANCIAL MANAGEMENT AND ACCOUNTABILITY	49
13.1.	Introduction	49
13.2.	Strategic Goal	49
13.3.	Strategic Objectives	49
14.	INFORMATION AND COMMUNICATION TECHNOLOGIES	51
14.1.	Introduction	51
14.2.	Strategic Goal	51
14.3.	Strategic Objectives	51
15.	CAREERS GUIDANCE AND COUNSELING	53
15.1.	Introduction	53
15.2.	Strategic Goal	53
15.3.	Strategic Objectives	53
16.	PARTNERSHIPS, ADVOCACY AND COORDINATION	55
16.1.	Introduction	55
16.2.	Strategic Goal	55
16.3.	Strategic Objectives	55
17.	RESEARCH, DATA, MONITORING AND EVALUATION	58
17.1.	Introduction	58
17.2.	Strategic Goal	58
17.3.	Strategic Objectives	58
	REFERENCES	59

FOREWORD

I am delighted to present to the public the National Youth and Adult Literacy and Lifelong Learning Policy, 2025-2030. This transformative policy framework marks a significant milestone in our nation's path towards sustainable development, social cohesion and the empowerment of our citizens.

The vision of this policy is to cultivate a literate, active, lifelong learning society, competent, creative, peaceful, law-abiding, gender-sensitive, environmentally responsible, and productive individuals. This vision aligns with the South Sudan Vision 2040. By prioritizing literacy and lifelong learning, we want to empower our citizens and build an educated and informed nation.

Since our independence in 2011, we have faced immense challenges in rebuilding our education system, with decades of conflict and instability leaving a deep impact on literacy levels and learning opportunities. This policy reflects the unwavering commitment of the Government of South Sudan and its partners to address this critical issue and place education at the core of our national development agenda. We believe an educated and empowered citizenry is the foundation of a vibrant, resilient, and prosperous nation.

As we stand on the threshold of a new era, we are determined to address this issue head-on. The National Youth and Adult Literacy and Lifelong Learning Policy, 2025-2030, represents our commitment to transforming South Sudan's educational landscape and unlocking the potential of our citizens.

Moving forward, I therefore direct the State Ministries of Education to actively participate in the implementation of the policy and allocate 3% of their annual budgets for this purpose. I also urge the development partners, private sector, donor community, faith-based institutions and other civil society organisations or groups to do their part. Together, we can overcome the obstacles that have hindered our progress and achieve a remarkable transformation in the lives of our youth and adults, empowering them with the knowledge and skills to foster social inclusion to overcome the 21st-century challenges, promote cultural renaissance, drive economic growth and achieve prosperity for all.

Finally, I am honoured to endorse the National Youth and Adult Literacy and Lifelong Learning Policy, 2025-2030. Together, let us embark on this journey of transformation and secure a brighter future for the current and next generations.



Hon Awut Deng Acuil, MP

Minister

Ministry of General Education and Instruction

Republic of South Sudan



PREFACE

It is with great pride and optimism that I write this preface to the National Youth and Adult Literacy and Lifelong Learning Policy, 2025-2030. As the Undersecretary of the Ministry of General Education and Instruction, I am honored to share with the public the National Youth and Adult Literacy and Lifelong Policy designed to enhance literacy among all segments of our society.

This policy is intended to foster an inclusive, educated society, where every individual has the opportunity to succeed in lifelong learning and become productive citizens. Recognizing the diverse needs of youth and adults, we have adopted a comprehensive approach that addresses barriers to literacy and promotes lifelong learning. Our goal is to ensure that all citizens, regardless of their backgrounds have access to quality education that equips them with the skills necessary to thrive in the 21st century.

The development of this policy involved extensive consultation with educators, community leaders, and many other stakeholders. Their invaluable insights have shaped a vision that prioritizes accessibility, relevance, and effectiveness in literacy programmes, and I profusely thank all of them for their enormous contributions. The Ministry aims to support and inspire learners of all ages, equipping them with knowledge, skills, attitudes and values they need to participate fully in the development of our society and economy.

Therefore, I call upon all the stakeholders to join us in implementing this policy with enthusiasm and dedication. Together, we can build a future where literacy is not a privilege but a universal right, and where every individual is empowered to reach their full potential.

Thank you for your continuous support and collaboration in advancing literacy across our nation.

Sincerely,

Dr Kuyok Abol Kuyok

Undersecretary,

Ministry of General Education and Instruction

Republic of South Sudan.



DEFINITION

Adult learner: Is any individual, male or female 18 and above pursuing education in any education setting.

Basic literacy means the ability to read and write as well as utilise those skills for critical thinking, self -development, empowerment and be able to function effectively in daily activities.

Functional literacy means the ability to read and write at a level that enables someone to apply the acquired skills to negotiate various practical tasks of day-to-day life in a given domain in society be it at home, in school and at work so as to promote the individual and community development.

Life skills means those abilities and skills, that enable a person to be able to enact positive behaviour or adapt in any situation and deal effectively with the demands and challenges of everyday life

Learning: acquisition or modification of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours through experience, practice, study or instruction.

Lifelong Learning means learning that continues throughout the life of an individual which is flexible, diverse and available at different times, in different places and for different purposes.

Literacy is defined as the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with diverse contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, develop their knowledge and potential and participate fully in community and society (UNESCO, 2005; and UNESCO 2015, p 47).

Numeracy means the ability to recognise reason and apply simple numerical concepts. Basic numeracy skills consist of comprehending fundamental mathematical skills like addition, subtraction, multiplication and division so as to respond to the mathematical demands of life.

Non-formal education: is education that is institutionalised, intentional and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and/or complement to formal education within the process of lifelong learning of individuals. It is often provided in order to guarantee the right of access to education for all. It caters to people of all ages but does not necessarily apply a continuous pathway structure; it may be short in duration and/or low-intensity; and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognised as formal or equivalent to formal qualifications by the relevant national or sub-

national education authorities or to no qualifications at all. Nevertheless, formal, recognised qualifications may be obtained through exclusive participation in specific non-formal education programmes (e.g. equivalency programmes); this often happens when the non-formal programme completes the competencies obtained in another context.

General education is defined as education programmes that are designed to develop learners' General knowledge, skills and competencies, as well as literacy and numeracy skills, often to prepare participants for more advanced education programmes at the same or a higher level and to lay the foundation for lifelong learning. These programmes are typically school or college based. General education includes education programmes that are designed to prepare participants for entry into vocational education but do not prepare for employment in a particular occupation, trade or class of occupations or trades, nor lead directly to a labour market-relevant qualification.

Youth: Means any individual, male or female aged between 18 and 35.

ABBREVIATIONS AND ACRONYMS

AIDS:	Acquire Immune Syndrome
AU:	Africa Union
BoGs:	Board of Governors
CEDs:	County Education Departments
CEFs:	County Education Forums
DRC:	Democratic Republic of Congo
EARCs:	Education Assessment Research Centres
EMIS:	Education Management Information System
ESD:	Education for Sustainable Development
GCE:	Global Citizenship Education
GEAR:	General Education Annual Review
GESP:	General Education Sector Plan
GESS:	Girl Education South Sudan
HIV:	Human Immune Virus
ICT:	Information communication Technology
IDP:	Internal Displaced Persons
IGAD:	Intergovernmental Authority on Development
M&E:	Monitoring and Evaluation
MoGEI:	Ministry of General of Education and Instruction
NEF:	National Education Forum
NGO:	Non-Governmental Organisation
SDGs:	Sustainable Development Goals
SEFs:	State Education Forums
SMoGEI:	State Ministry of General Education and Instruction
TV:	Television
TVET:	Technical, Vocational Education and Training
TWGs:	Thematic Working Groups
UIL:	UNESCO Institute for Lifelong learning
UK:	United Kingdom
UN:	United Nations
UNCRC:	United Nations Convention on the Right of the Child
UNESCO:	United Nations Education, Scientific and Cultural Organisation
USA:	United States of America

EXECUTIVE SUMMARY

Introduction

The National Youth and Adult Literacy Policy (2025-2030), is a roadmap for promoting literacy and lifelong learning and for increasing the literacy rate of South Sudan, empowering the citizens and enabling them to play their role actively and fully in the development of their country. The Policy contains a series of ambitious reforms intended to overcome the challenges facing South Sudan and creating a learning society.

1. INTRODUCTION

The Republic of South Sudan is one of the 29 countries whose literacy rate is below 50%. Since 2008, its literacy rate increased from 27% (South Sudan National Bureau of Statistics, 2008) to 34.7% in 2020 (UNESCO, 2020). Such a low literacy rate and insufficient skills has a significant influence on sustainable peace, economic productivity and development. In this regard, quality literacy programmes that support the needs of the youth, who constitute the majority of the population of South Sudan, and other disadvantaged and vulnerable groups like the internally displaced people (IDPs), refugees, returnees, fishing communities and pastoralists need to be made available and accessible to them such that they learn and become literate in the 52 National Languages, English, Arabic, French, Kiswahili and Braille and Sign Language; they change their lives; and they contribute to sustainable development of the country.

Chapter 2 of the Policy discusses the national context and its influence on the development of the Policy. It argues that the Policy should take into consideration and be based on the provisions of the Constitution, 2011(amended 2019), the General Education Act and international legal statutes and covenants; the South Sudan Vision 2040 and other national policy frameworks related to Literacy and Lifelong Learning; the African Union's Continental Education Strategy for Africa, 2016-2025; the UN's Transforming our World: Agenda 2030 for Sustainable Development and other relevant documents.

Chapter 3 outlines the vision, mission and strategic goals of the Policy. It states a very ambitious vision of a learning society as the basis for framing the Policy. The mission of the Policy is "To provide equitable access and ensure quality literacy and lifelong learning opportunities for all youth and adult citizens to empower them to transform their lives and contribute to development of their country". The Chapter provides a strategic direction for the policy; the Strategic Goals cover a wide range of issues and are intended to implement reforms to overcome the challenges confronting the country and create a conducive atmosphere for creation of a learning society.

Chapter 4 explains the governance arrangements for the adult education and lifelong learning sub-sector. It also outlines the res and responsibilities of the Ministry, the State Ministries of Education, and the County Education Departments as well as the multi-stakeholder advisory forums at the three levels of the Government. It also describes the responsibilities of the Board of Governance, which shall be established in each adult education or learning institution in accordance with Section 29 of the General Education Act, 2012.

Chapter 5 focuses on Literacy in the National Languages and implementation of Article 6, Sub-Article (1) and Article 29, Sub-Article (2) of the Transitional Constitution, 2011 (amended 2019). Promoting, developing and respecting the National Languages is not only a constitutional obligation but also a cultural imperative that

has the potential to trigger a cultural renaissance, which will preserve the cultural heritage and cultural expressions of the people of South Sudan. The proposed Literacy in the National Languages programme will support the needs of the 80% of the citizens of South Sudan who live in rural areas.

Literacy in English, the official language of South Sudan (Chapter 6), Literacy in Braille and Sign Language for people with disabilities (Chapter 7), Literacy in Foreign Languages, that is Arabic, French and Kiswahili, (Chapter 8), and Lifelong Learning (Chapter 9), which will offer a wide range of courses to youth and adults throughout their lives have been covered by the Policy. It also covers Gender Equality, Diversity and Inclusion (Chapter 10), which aims to address the issues of gender inequality, diversity of disadvantaged and vulnerable groups and inclusion of people the hard-to-reach groups, such as out-of-school adolescents and youth, Pastoralist Communities, refugees and IDPs.

Education for Sustainable Development, Global Citizenship Education, Peace Education, Human Rights Education, Gender Equality and Health Education have been covered and related reforms have been outlined (Chapter 11). Other relevant issues discussed in the Policy include Effective Learning Environments (Chapter 12), Financing, Financial Management and Accountability (Chapter 13), Information and Communication Technologies and their use to promote teaching and learning for youth and adults (Chapter 14), the provision of Careers Guidance to ensure youth and adults make informed choices (Chapter 15), Partnerships, Advocacy and Coordination (Chapter 16) and Research, Data, Monitoring and Evaluation (M&E) (Chapter 17).

2. NATIONAL POLICY CONTEXT

1. Education is a fundamental human right (the Transitional Constitution, 2011, Article 29 and Article 38, in the Universal Declaration of Human Rights, 1948, Article 26); an enabler and a public good (UNESCO, 2015). Some authors argue that “education is not only a right but also a moral duty and an integral part of citizenship and social activity” (UNESCO, 2002, Pg. 17). As an enabler, Education is a catalyst for changing lives, for empowering communities, for achieving the Sustainable Development Goals (SDGs) and for transforming our world. In the same vein, Literacy, as a foundation for Education and the building block for lifelong learning, is a basic human right, too:

“Literacy is part of the right to education and a public good. It is at the core of basic education and an indispensable foundation for independent learning.” (UNESCO, 2015, pg. 46)

Therefore, the Policy is considered a vehicle for enabling the citizens of South Sudan to realise their basic human rights.

2. The Policy needs to contribute significantly to implementation of the Revitalised Agreement on the Resolution of the Conflict in the Republic of South Sudan, 2018, especially the provisions related to the mandate of the Revitalised Transitional Government of National Unity (pg. 3), (1.2.2-1.2.4, 1.2.8, 1.2.12 and 1.2.15), reconstruction (Pg. 44), (3.2.6), and Enterprise Development Funds (Pg. 59-60), (4.15). Lifelong Learning has a huge potential to promote a culture of peace, to empower youth and adults, to inspire hope and to enable them to realise their dreams.
3. Apart from adhering to the Constitution, 2011, and the Agreement, 2018,, the Policy should reflect the recent domestic, regional and global developments, which affect educational policies such as:
 - (a) Transforming our World: The 2030 Agenda for Sustainable Development, especially SDG 4;
 - (b) The African Union’s Continental Education Strategy for Africa, 2016-2025;
 - (c) The National General Education Policy, 2017-2027;
 - (d) The National General Education Strategic Plan, 2017-2022;
 - (e) The General Education Act, 2012;
 - (f) UNESCO Youth and Adult Literacy Strategy, 2020-2025; and
 - (g) The GAL Youth and Adult Literacy Strategy, 2020-2025.
4. **Transforming our World: The 2030 Agenda for Sustainable Development, 2015**, is the new global roadmap for sustainable development. It is widely

acknowledged that SDG 4 is critical to the achievement of the rest of the 16 SDGs. If the international community can work in a global Partnership and achieve the 17 SDGs, we will significantly change our world. The People will be served better; the Planet will be safe from the threat of Climate Change; Prosperity for all will be achieved; Peace, which creates a conducive environment for development, will prevail all over the world.

5. In addition, the Policy needs to be based on the provisions of The General Education Act, 2012, which is the national legal framework for operationalisation of the provisions of the Constitution, for promoting education and literacy and for the realisation of the fundamental human rights. Given the importance of literacy as the foundation for education and lifelong learning, the top goal of General Education is to “(a) Eradicate illiteracy, improve employability of young people and adults and promote lifelong learning for all citizens” (Act, 2012, Section 7).
6. The National General Education Policy, 2017-2027, and The General Education Strategic Plan, 2012-2017, which include significant reforms related to youth and adult literacy, were developed based on the Constitution, 2011 (Amended 2019); the General Education Act, 2012; the Continental Education Strategy for Africa, 2016-2025; and Transforming our World: The 2030 Agenda for Sustainable Development, 2015, in order address the urgent need to eradicate illiteracy in the Republic of South Sudan.
7. The National General Education Policy, 2017-2027, adheres to the guiding principles that guide the education system of the Republic of South Sudan, which are outlined in the General Education Act, 2012:

“The education system in the Republic of South Sudan shall be guided by the following principles:

- (a) Primary education shall be free and accessible to all citizens in South Sudan without discrimination on the basis of sex, race, and ethnicity, health status including HIV/AIDS, gender or disability;
- (b) Education shall foster the development of South Sudan through integration, peace, self-reliance, patriotism, respect and tolerance for other cultures, traditions, religions’ opinions and beliefs;
- (c) Education shall promote gender equity throughout the primary, secondary and other institutions of learning;
- (d) Education shall inculcate in the individual awareness and respect for life, human dignity in general and human rights in particular, especially the child rights;
- (e) Education shall promote the reduction of illiteracy;
- (f) English shall be the language of instructions in schools;

- (g) All indigenous languages of South Sudan are National languages and shall be respected, developed and promoted;
- (h) The government shall promote the development of sign language and brail system for the benefit of people with special needs;
- (i) Religious education in schools shall be in accordance with the curriculum prescribed by the Ministry of General Education;
- (j) There shall be freedom of religious observance at schools;
- (k) Education shall promote healthy living, community health awareness and environmental awareness; and
- (l) To establish a globally accepted standard of education to promote skills and development."

8. The National General Education Policy, 2017-2027, aims to achieve the following strategic goals and the Policy should contribute towards the achievement of these goals:

In accordance with **The General Education Act, 2012**, the strategic goals of the National General Education Policy are as follows:

"The education system in the Republic of South Sudan will be directed towards meeting the following goals:

- (1) Eradicate illiteracy, improve employability of young people and adults and promote lifelong learning for all citizens;
- (2) Provide equitable access to learning opportunities for all citizens to address inequalities in education provision;
- (3) Achieve equity and promote gender equality and the advancement of the status of women;
- (4) Contribute to holistic personal development of each learner and to the moral, social, cultural, political and economic development of the nation;
- (5) Promote national unity and cohesion;
- (6) Enhance the quality of education through a robust inspection programme to encourage a culture of innovation and continuous school improvement and effectiveness; and
- (7) Develop and promote a general scientific approach in education."

The Ministry, in collaboration with the stakeholders, will focus the Policy on and exert maximal efforts to achieve these national goals in the next 10 years that is the life span of this Policy.

9. The Policy should also be aligned with The General Education Strategic Plan (GESP), 2017-2022, and contribute towards achieving its priority goals, which are listed below:
- 1. The **goal** for improving access and equity is: To provide equitable and safe access to inclusive, quality education for all children, youth and adults.

2. The **goal** for improving the quality of general education is: “To provide equitable and quality education that provides knowledge, skills and values to meet the needs of all learners in order to be productive, innovative, responsible citizens and lifelong learners.”
3. The **goal** for improving management of general education is: “To improve educational management to achieve quality and equity and to establish a robust education system in South Sudan”.
4. The **goal** for TVET is: “To promote relevant and quality non-formal and formal post-primary technical and vocational education and training that is governed by a unified and efficient TVET system and that provides nationally and globally competitive human resources while stressing gender equity and inclusiveness”.

All these four strategic goals are relevant to the Policy and it ought to be aligned with them, too.

10. It is obvious that promoting literacy, in the context of lifelong learning, is a tremendous challenge in the Republic of South Sudan. It is such a huge challenge because only 34.3% (of the 15 year olds and above) of the population is literate. In addition, the country is multi-ethnic, multi-lingual and multi-cultural and, therefore, it is imperative to promote literacies: (a) literacy in the 52 National Languages in line with Article 6(1) of the Constitution, 2011; (b) literacy in English, the official language of the country; (c) literacy in foreign languages, such as Arabic, French and Kiswahili; (d) literacy in Braille and Sign Language for learners with special needs; (e) literacy in Information and Communications Technologies (ICT) or digital literacy; and (f) Numeracy.
11. Promoting literacy, in the context of lifelong learning and the SDG 4, also requires embedding Technical and Vocational Education and Training (TVET), Education for Sustainable Development (ESD), Global Citizenship Education (GCED), human rights, gender equality, peace education and social cohesion in the literacy Programmes. In so doing, the literacy programmes will be conflict-sensitive and take into consideration the needs and aspirations of the Republic of South Sudan, as a new country, characterised by a long history of war, political instability and upheaval, education deprivation, economic fragility, environmental destruction, widespread poverty, food insecurity, poor health and nutrition.
12. In order for the Republic of South Sudan to realise the Strategic Goal (1) of the South Sudan Vision 2040, which is “to build an educated and informed nation”, it needs to improve Literacy competency levels, promote lifelong learning, learning throughout life and life-wide learning and enable its citizens to unlock “the treasure within”. In other words, the Republic of South Sudan should translate the

concept of a *learning society* into a palpable reality on the ground in every State, County, Payam, Boma, neighbourhood and family. The Government and the rest of the stakeholders will need to launch a nation-wide campaign to encourage individuals, families, communities, and the entire society to engage in lifelong learning.

13. In order to promote Literacy for all and create a “learning society”, the Republic of South Sudan needs to provide equitable access to quality literacy learning opportunities for the vast majority of, if not all, its citizens. It is estimated that 72% of its population, is below the age of thirty years and over half (51%) is below the age of 18. Hence, South Sudan is considered to be one of the countries with the youngest population in the world. Providing learning opportunities for the vast majority of the citizens is a massive challenge and South Sudan will have to increase its budgetary allocation for literacy programmes to more than the recommended 3% of the annual budget for Education.
14. The Policy must meet the diverse needs of the 64 tribes of South Sudan. In order to scale up literacy provision to meet the diverse needs of the citizens, especially the most disadvantaged and vulnerable groups in the society, and increase the literacy rate of South Sudan, unprecedented human and financial resources will need to be mobilised and utilised efficiently, effectively and with proper accountability. In addition, the quality of the literacy provision will need to be significantly improved; access to literacy programmes will need to be increased for all the disadvantaged groups; and proper assessment of learning outcomes, nationally recognised certification, recognition of prior learning and experience and foreign qualifications needs to be managed.
15. The issue of illiteracy is also primarily a rural problem. Most of the population (83%) of South Sudan lives in the rural areas and relies on crop farming and animal husbandry as their primary source of livelihood. Therefore, the literacy programmes should target the vast majority of the citizens who live in rural areas and, in so doing, address the historical inequalities and the urban-rural divide and promote social cohesion, social justice and nation-building.
16. The challenge of eradicating illiteracy transcends all sectors. The system of government is a decentralised system (National, State and County) and the country is divided into 10 States and 80 Counties. There are also many development partners, International NGOs and national and local NGOs involved in the delivery of Literacy programmes in the country. Therefore, it is absolutely necessary for *all the stakeholders to work together* to meet the challenge and create the conditions for the South Sudanese society to become a learning society. So, collaboration, cooperation and coordination are going to be critical to the success

of the Literacy programmes, attainment of the desired learning outcomes and the creation of a learning society.

17. It is equally important to note that illiteracy cannot be eradicated without creating learning opportunities for *women and girls*, ensuring that they achieve the desired learning outcomes and become a significant part of the learning society of South Sudan. Women are the most disadvantaged group; only 10 % of the women population is estimated to have the basic literacy skills. So, tackling *gender inequality* is a prerequisite for creating a learning society in the country. For this reason, it is vitally important for the Ministry to oversee the implementation of the National Girls Education Strategy, 2018-2022 and Girls Education South Sudan (GESS) Programme.
18. Tackling the challenge of illiteracy, in the context of lifelong learning, also requires that the Government establishes a strong link between *formal, non-formal and informal* learning by ensuring that the *formal education system* develops the *literacy proficiency for the children in schools* by the age of 15 years of age. In so doing, literacy provision delivered through the formal education is complementary to the literacy programmes in non-formal and informal settings, which are intended for youth and adults.
19. The Policy should also tackle the issue of over 2.8 Million out-of-school children and adolescents in South Sudan. Nearly one million out-of-school children and youth are estimated to be illiterate; and another 1.2 million adults require basic literacy skills to get out of poverty. The high illiteracy rate is a product of the civil wars, continued insecurity, inter-ethnic and intra-ethnic conflicts. The elongated war devastated all the basic services including the educational institutions. The Policy should aim to attract and retain the out-of-school children and adolescents as well as disadvantaged adults. In the same vein, the Policy should promote the culture of peace and the culture of human rights and these cultures will, in turn, promote the rule of law and democracy.
20. The *political will* demonstrated by H.E. Salva Kiir Mayardit, President of the Republic of South Sudan, is commendable and it is a precondition for eradicating illiteracy and creating a learning society. Therefore, political will needs to be maintained and advocacy campaigns are needed to attract the would-be lifelong learners as well as to encourage leaders at the State and County levels to lead the literacy campaigns in their jurisdictions. A strong and sustained political will is needed to mobilise domestic and donor funds to scale up quality and diverse literacy programmes for youth and adults and to promote literacy and lifelong learning in the country.

3. VISION, MISSION AND STRATEGIC GOALS

3.1. Vision

The *Vision* of the Policy is:

To build a literate, active, lifelong learning society whose members are competent, creative, peaceful, law-abiding, gender-sensitive, environmentally-responsible and productive individuals.

3.2. Mission

The *Mission* of the Policy is:

To provide equitable access and ensure quality literacy and lifelong learning opportunities for all youth and adult citizens to empower them to transform their lives and contribute to development of South Sudan.

3.3. Strategic Goals

The Government, in collaboration with the development partners, civil society organisations, and the private sector, will pursue the following Strategic Goals:

Strategic Goal (1): To ensure that the *governance* arrangements for the Adult Education and Lifelong Learning sub-sector are in line with the provisions of the Constitution, 2011(amended 2019), the General Education Act, 2012 and the National General Education Policy, 2017-2027.

Strategic Goal (2): To provide equitable access to quality learning opportunities to ensure that the majority of youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy in all the *National Languages* by 2030.

Strategic Goal (3): To provide equitable access to quality learning opportunities to ensure that the majority of youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy in *English* by 2030.

Strategic Goal (4): To provide equitable access to quality learning opportunities to ensure that the majority of youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy in *Braille and Sign Language* by 2030.

Strategic Goal (5): To provide equitable access to quality learning opportunities to ensure that the majority of youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy in *Arabic, French and Kiswahili* by 2030.

Strategic Goal (6): To promote *lifelong learning* in order to substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

Strategic Goal (7): To promote *gender equality* and eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including *persons with disabilities*, refugees, IDPs, Out-of-school adolescents and youth, rural communities and adolescents in vulnerable situations.

Strategic Goal (8): To ensure that all learners acquire the *knowledge and skills* needed to promote *sustainable development*, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Strategic Goal (9): To build and upgrade *education facilities* to ensure that they are user-friendly, disability and gender sensitive and provide safe, non-violent, inclusive, rich and *effective learning environments* for all.

Strategic Goal (10): To mobilize and invest substantial *financial resources* in Literacy and lifelong learning programmes to raise the literacy rate of South Sudan to at least 50% by 2030.

Strategic Goal (11): Leverage *digital technologies* to enhance access to and quality of youth and adult literacy interventions as well as improve learning outcomes.

Strategic Goal (12): To provide *careers guidance and counseling* to youth and adults to enable them to make informed choices.

Strategic Goal (13): To establish strong *partnerships* for *advocacy, coordination and implementation* of the Policy and Strategy.

Strategic Goal (14): To conduct *research, monitoring and evaluation* of the Policy and Strategy and disseminate reports to the stakeholders.

The Government and the key stakeholders will develop the Strategy to facilitate implementation of the necessary interventions to achieve these strategic goals. It will provide a detailed action plan for achievement of the goals.

4. GOVERNANCE

4.1. Introduction

Governance is a legal matter connected with the Constitution, 2011, the General Education Act, 2012, and The National General Education Policy, 2017-2027. For these reason, the proposed governance arrangements for the adult education and lifelong learning sub-sector emanate from these documents. This Chapter outlines the roles and responsibilities of the Ministry, the State Ministries of Education, and the County Education Departments as well as the multi-stakeholder advisory forums at the three levels of the Government. It also describes the responsibilities of the Board of Governance (BoG), which shall be established in each adult education or lifelong learning institution in accordance with Section 29 of the General Education Act, 2012.

4.2. Strategic Goal

Strategic Goal (1): To ensure that the governance arrangements for the Adult Education and Lifelong Learning sub-sector are in line with the provisions of the Constitution, 2011(amended 2019), the General Education Act, 2012 and the National General Education Policy, 2017-2027.

4.3. Strategic Objectives

The Government, the development partners, the civil society and the private sector will work in partnership to achieve the following Strategic Objectives ~

Strategic Objectives (1): To ensure that the Ministry performs the roles and responsibilities assigned to it by the Constitution, 2011 (amended 2019), the General Education Act, 2012, Section 8(1) and the National General Education Policy, 2017-2027:

“The National Ministry of General Education will:

1. Plan education provision and set national standards for public and private schools;
2. Organise and create directorates, departments, and units in conformity with the roles and functions in sub-section (i) above;
3. Administer and manage the finances of the Ministry;
4. Manage national planning and budgeting for general education;
5. Develop the National Curriculum, publish and provide advice on teaching and learning materials;
6. Develop policies and set national standards for teacher recruitment, management, training and deployment;
7. Develop policies for and regulate educational assessment in schools and other General Education institutions;
8. Develop and ensure implementation of the national common standards for inspection and maintenance of standards in schools;
9. Make regulations for and inspect public and private schools;
10. Coordinate education programmes with the State Ministries of Education;
11. Delegate some roles and responsibilities to the State Ministries of education as it deems necessary;

12. Appoint an Advisory Committee to assist in policymaking, planning, implementation or evaluation of educational programmes, if it deems it appropriate;
13. Provide training for teachers of national secondary schools and national teacher training institutions, which are managed by the Ministry;
14. Conduct educational research to determine the quality of education system in South Sudan and use the findings of such a research for planning purposes; and
15. Exercise any other function that may be assigned or delegated to it by Law.

The National Ministry of General Education will mobilise and use available resources to achieve its mandate as outlined above.”

Strategic Objectives (2): To ensure that the State Ministries of Education perform the roles and responsibilities assigned to them by the Constitution, 2011 (amended 2019), the General Education Act, 2012, Section 8(1) and the National General Education Policy, 2017-2027 ~

“The State Ministries of Education will:

1. Receive grants from the National Ministry of Education and use them for their intended purposes;
2. Recruit, manage and deploy teachers in accordance with Public Service Regulations;
3. Pay teachers’ salaries and allowances as prescribed by Law;
4. Coordinate inspection and supervision of schools with the Ministry;
5. Conduct assessment and maintain the standards in schools;
6. Coordinate with the Ministry the assessment and maintenance of standards in schools;
7. Promote, demote and dismiss teachers in accordance with Public Service Regulations;
8. Provide training for Teachers;
9. Co-ordinate registration of and supervise private schools;
10. Enforce the national code of conduct for teachers and support staff in schools, teachers’ training institutions and adult education colleges and centres;
11. Report to the Ministry periodically on all activities of the State Ministries of Education;
12. May delegate some of its powers and responsibilities to the County Education Departments;
13. Provide the necessary support to the County Education Departments (CEDs) for the purpose as provided for in the Policy; and
14. Perform any other responsibilities and functions assigned to it by ***The General Education Act, 2012***, or the Law.

The State Ministries of Education will work closely with the National Ministry to achieve their mandate. The National Ministry will provide the necessary support to the State Ministries for the purpose as provided for in the Policy.”

Strategic Objectives (3): To ensure that the County Education Departments perform the roles and responsibilities assigned to them by the Constitution, 2011 (amended

2019), the Local Government Act, 2009, and the National General Education Policy, 2017-2027 ~

“The County Education Departments (CEDs) at the Local Government level will:

1. Receive grants from the National Ministry of Education and use them for their intended purposes;
2. Work closely with the State Ministries to facilitate recruitment, management and deployment of teachers in accordance with the Law;
3. Pay teachers’ salaries and allowances as prescribed by the Law and account to the State Ministries;
4. Coordinate inspection and supervision of schools with the Ministry through the State Ministries;
5. Work closely with the State Ministries to facilitate the conduct of assessments and maintenance of the quality standards in schools by the State Ministries;
6. Coordinate with the State Ministries to facilitate promotion, demotion and dismissal of teachers in accordance with the Law;
7. Coordinate with the State Ministries to ensure that training by the State Ministries for Teachers in their Counties is conducted in a timely and smooth manner;
8. Liaise with the State Ministries to facilitate registration and supervision of private schools in their Counties;
9. Work closely with the State Ministries to enforce the national code of conduct for teachers and support staff in schools, teachers’ training institutions and adult education colleges and centres in their Counties;
10. Report to the State Ministries of Education periodically on all their activities and those of the stakeholders in their Counties to enable the State Ministries to report, in turn, to the National Ministry;
11. Exercise any other powers and responsibilities delegated to the County Education Departments by the State Ministries or the National Ministry; and
12. The County Education Departments (CEDs) will work closely with the State Ministries to achieve their mandate.

The State Ministries of Education will work closely with the CEDs to achieve their mandate. The State Ministries of Education will provide the necessary support to the CEDs for the purpose as provided for in the Policy.”

Strategic Objectives (4): To ensure that the National Education Forum, the State Education Forums and County Education Forums and their Thematic Working Groups operate at the three levels of the Government as multi-stakeholder advisory bodies overseeing, monitoring and evaluating the implementation of the Policy and Strategy.

Strategic Objectives (5): To ensure that the National Education Forum continues to be led by the Ministry in accordance with Section 8 and Section 9(2)(b)(i) and (iii) of the General Education Act, 2012.

Strategic Objectives (6): To implement the provisions of the General Education Act, 2012, Section 29 and the Ministerial Order on School Governance, 2017, on Board of Governance and its responsibilities and the Ministerial Order.

The Government will work closely with the development partners, the civil society and the private sector to implement these reforms.

5. LITERACY IN NATIONAL LANGUAGES

5.1. Introduction

The Republic of South Sudan is one of the 29 countries in the world with literacy rates below 50%. In spite of the concerted efforts exerted by the Ministry and the rest of the stakeholders, the literacy rate of South Sudan rose from 27% in 2008 to 34.7% in 2019 (UNESCO, 2020). The vast majority of the citizens of South Sudan - particularly youth and adults in the rural areas; girls and women; and other disadvantaged groups - are not literate because they are not benefiting from the few existing Literacy Programmes, which are provided by the Ministry in accordance with Article 6, Sub-Article (1) and Article 29, Sub-Article (2). More efforts need to be exerted to meet the huge demand for literacy and lifelong learning programmes for youth and adults in South Sudan. In particular, more efforts need to be exerted by the Ministry and other stakeholders to promote Literacy, including Numeracy (UNESCO, 2015, p 47), in the 52 National Languages: "Literacy programmes and methodologies should respond to the needs and contexts of learners, including through the provision of context-related bilingual and intercultural literacy programmes within the framework of lifelong learning." (UNESCO, 2015, p 47). In order for Literacy to "transform our world", Literacy should be approached from a lifelong perspective and tailored to the lives of the youth and adults. Finally, Literacy can only unleash its power and transform our world if Literacy is integral part of everybody's life: "Achieving this means working towards 'literate families', 'literate communities' and 'literate societies' made up of independent, confident and effective lifelong learners" (UIL, 2017). Every citizens needs to be encouraged to be "an apprentice ", and a successful lifelong learner.

5.2. Strategic Goal

Strategic Goal (2): To provide equitable access to quality learning opportunities to ensure that the majority of youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy in all the National Languages by 2030.

5.3. Strategic Objectives

The Government, the development partners, the civil society and the private sector will work in partnership to achieve the following Strategic Objectives ~

Strategic Objective (1): To conduct a national advocacy to stimulate the demand for and increase access to learning programmes promoting Literacy in *National Languages* for youth and adults, especially the most disadvantaged and vulnerable groups.

Strategic Objective (2): To reform the youth and adult literacy in National Languages curricula to improve the quality, effectiveness and efficiency of Literacy provision as well as learning outcomes.

Strategic Objective (3): To develop quality learning resources, including digital learning materials, to promote youth and adult literacy in the National Languages.

Strategic Objective (4): To ensure all teachers supporting programmes promoting youth and adult literacy in National Languages are (a) licensed by the Ministry, and (b) registered by the Ministry.

Strategic Objective (5): To recruit, train, deploy and pay Volunteers to support programmes promoting youth and adult literacy in the National Languages.

Strategic Objective (6): To provide in-service training for teachers or trainers and education managers involved in the delivery of Literacy in the National Languages.

Strategic Objective (7): To improve pay, conditions of service, morale and status of teachers of youth and adult Literacy in the National Languages.

Strategic Objective (8): To establish a national qualifications framework for literacy qualifications for the National Languages.

Strategic Objective (9): To improve the assessment of programmes promoting youth and adult Literacy in National Languages to provide an accurate reflection of the achieved learning outcomes.

Strategic Objective (10): To establish a national certification system for youth and adult literacy in National Languages and award nationally recognized certificates for the successful learners.

Strategic Objective (11): To establish a national system for recognition and accreditation of prior learning and experience related to Literacy in National Languages and lifelong learning.

Strategic Objective (12): To establish procedures for registration of providers of Literacy in National Languages throughout the country in accordance with the General Education Act, 2012.

Strategic Objective (13): To establish and effectively implement an inspection framework for youth and adult Literacy in National Languages learning programmes and promotes a culture of continuous improvement and effectiveness.

Strategic Objective (14): To ensure that all the stakeholders - the Government, the Civil Society, the Private Sector and NGOs- deliver quality programmes to promote Literacy in National Languages to meet the diverse needs of the citizens.

Strategic Objective (15): To provide courses to promote Literacy in all the National Languages.

Strategic Objective (16): To promote family literacy to encourage families to learn English.

Strategic Objective (17): To pilot the UNESCO initiative of *Learning Villages* in the villages of South Sudan, evaluate the pilots and mainstream the programme in the country.

The Government will work closely with the development partners, the civil society and the private sector to implement these reforms.

6. LITERACY IN ENGLISH

6.1. Introduction

The Republic of South Sudan is one of the 29 countries in the world with literacy rates below 50%. In spite of the concerted efforts exerted by the Ministry and the rest of the stakeholders, the literacy rate of South Sudan rose from 27% in 2008 to 34.7% in 2019. English is the official language of the Republic of South Sudan. English is also the medium of instruction from Primary 4 to University. English is also an international language, which plays a critical role in diplomacy and international relations as well as facilitates access to the Labour markets. For these reasons, it is vitally important to promote the teaching and learning of English throughout the Republic of South Sudan. So, this is a clear need to increase the provision of English Programmes; to increase access to these Programmes and to improve their quality as well as to extend their reach and geographical coverage.

6.2. Strategic Goal

Strategic Goal (3): To provide equitable access to quality learning opportunities to ensure that the majority of youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy in English by 2030.

6.3. Strategic Objectives

The Government, the development partners, the civil society and the private sector will work in partnership ~

Strategic Objective (1): To conduct a national advocacy to stimulate the demand for and increase access to Literacy in English programmes for youth and adults, especially the most disadvantaged and vulnerable groups.

Strategic Objective (2): To reform the youth and adult Literacy in English curricula to improve the quality, effectiveness and efficiency of Literacy provision and learning outcomes.

Strategic Objective (3): To develop quality learning resources, including digital learning materials, to promote youth and adult Literacy in English and lifelong learning.

Strategic Objective (4): To ensure all teachers of youth and adult Literacy in English and lifelong learning Programmes are (a) licensed by the Ministry, and (b) registered by the Ministry.

Strategic Objective (5): To recruit, train, deploy and pay Volunteers to support youth and adult Literacy in English and lifelong learning programmes.

Strategic Objective (6): To provide in-service training for teachers or trainers and education managers involved in the delivery of Literacy in English Programmes.

Strategic Objective (7): To improve pay, conditions of service, morale and status of teachers of youth and adult Literacy in English programmes.

Strategic Objective (8): To establish a national qualifications framework for literacy qualifications for English.

Strategic Objective (9): To improve the assessment of youth and adult Literacy in English programmes to provide an accurate reflection of the achieved learning outcomes.

Strategic Objective (10): To establish a national certification system for youth and adult Literacy in English and award nationally recognized certificates for the successful learners.

Strategic Objective (11): To establish a national system for recognition and accreditation of prior learning and experience related to Literacy in English and lifelong learning.

Strategic Objective (12): To establish procedures for registration of providers of Literacy in English throughout the country in accordance with the General Education Act, 2012.

Strategic Objective (13): To establish and effectively implement an inspection framework for youth and adult Literacy in English and lifelong learning programmes and promote a culture of continuous improvement and effectiveness.

Strategic Objective (14): To encourage workplace English literacy programmes to promote English for employment, entrepreneurship, national-building and social cohesion.

Strategic Objective (15): To promote family literacy to encourage families to learn English.

Strategic Objective (16): To pilot and mainstream the UNESCO initiative of Learning Cities in the Major cities of South Sudan.

Strategic Objective (17): To ensure that all the stakeholders - the Government, the Civil Society, the Private Sector and NGOs- deliver quality programmes to promote Literacy in English to meet the diverse needs of the citizens.

The Government, the development partners, the civil society and the private sector will develop the Strategy to facilitate implementation of these reforms.

7. LITERACY IN BRAILLE AND SIGN LANGUAGE

7.1. Introduction

The Republic of South Sudan is one of the 29 countries in the world with literacy rates below 50%. In spite of the concerted efforts exerted by the Ministry and the rest of the stakeholders, the literacy rate of South Sudan rose from 27% in 2008 to 39.7% in 2024 (as estimated by the Ministry). Therefore, more efforts need to be exerted by the Government and the stakeholders to overcome the challenges and meet the huge demand for literacy and lifelong learning programmes for youth and adults in South Sudan. There is a clear need to introduce a series of reforms to, among others, increase access to and improve the quality of these literacy programmes as well as to extend their reach and geographical coverage. In particular, more efforts need to be exerted by the Ministry and other stakeholders to meet the needs of people with disabilities in accordance with Article 29 of the Constitution, 2011, Section 6 of the General Education Act, 2012, Article 24 of the UN Convention on the Rights of Persons with Disabilities, 2006 and Article 26 of the Universal Declaration on Human Rights, 1948.

7.2. Strategic Goal

Strategic Goal (4): To provide equitable access to quality learning opportunities to ensure that the majority of youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy in Braille and Sign Language by 2025.

7.3. Strategic Objectives

The Government, the development partners, the civil society and the private sector will work in partnership ~

Strategic Objective (1): To conduct a national advocacy to stimulate the demand for and increase access to Braille and Sign Language programmes for youth and adults, especially the most disadvantaged and vulnerable groups.

Strategic Objective (2): To develop the youth and adult Braille and Sign Language curricula to improve the quality, effectiveness and efficiency of Literacy provision and learning outcomes.

Strategic Objective (3): To develop quality learning resources, including digital learning materials, to promote youth and adult literacy in Braille and Sign Language and lifelong learning.

Strategic Objective (4): To ensure all teachers of youth and adult literacy in Braille and Sign Language and lifelong learning Programmes are (a) licensed by the Ministry, and (b) registered by the Ministry.

Strategic Objective (5): To recruit, train, deploy and pay Volunteers to support youth and adult literacy in Braille and Sign Language and lifelong learning programmes.

Strategic Objective (6): To provide in-service training for teachers or trainers and education managers involved in the delivery of Literacy in Braille and Sign Language Programmes.

Strategic Objective (7): To improve pay, conditions of service, morale and status of teachers of youth and adult Literacy in Braille and Sign Language programmes.

Strategic Objective (8): To establish a national qualifications framework for literacy qualifications in Braille and Sign Language.

Strategic Objective (9): To radically improve the assessment of youth and adult Literacy in Braille and Sign Language programmes to provide an accurate reflection of the achieved learning outcomes.

Strategic Objective (10): To establish a national certification system for youth and adult literacy in Braille and Sign Language and award nationally recognized certificates for the successful learners.

Strategic Objective (11): To establish a national system for recognition and accreditation of prior learning and experience related to Literacy in Braille and Sign Language and lifelong learning.

Strategic Objective (12): To establish procedures for registration of providers of Literacy in Braille and Sign Language throughout the country in accordance with the General Education Act, 2012.

Strategic Objective (13): To establish and effectively implement an inspection framework for youth and adult Literacy in Braille and Sign Language and lifelong learning programmes and promote a culture of continuous improvement and effectiveness.

Strategic Objective (14): To ensure that all the stakeholders - the Government, the Civil Society, the Private Sector and NGOs- deliver quality programmes to promote Literacy in English to meet the diverse needs of the citizens.

Strategic Objective (15): To leverage ICT to promote literacy in Braille and Sign Language for persons with disabilities.

Strategic Objective (16): To implement the policy reforms outlined in the National General Education Policy, 2017-2027, Section 8.2, related to Inclusive Education:

“The Ministry will implement the following policy reforms:

- (a) Increase enrolment and retention of children with special education needs in all three levels of general education and alternative education system;
- (b) Develop and implement an affirmative action on access to and participation in education for all children and adults at risk of exclusion, to underscore the right of all learners to attend regular and not special schools;

- (c) Liaise with line ministries, other government institutions and development partners to guide initiatives and responsibilities that cut across inclusive education;
- (d) Further develop, finalise and implement *The Inclusive Education Policy, 2021*;
- (e) Support establishment of school and county-level structures to support the realisation of inclusive education, including participation of parents and guardians in the learning process of their children and dependents;
- (f) Train teachers and other personnel working with and for learners with disabilities;
- (g) Strengthen and enhance funding for Education Assessment Resource Centres at County levels;
- (h) Increase civil society, faith-based and non-governmental organisations' initiatives in construction of accessible school structures, management and provision of necessary equipment in accordance with set standards;
- (i) Support initiatives of private schools and encourage public-private partnership at all levels;
- (j) Publicise the message that education is for all South Sudanese without any discrimination;
- (k) Encourage continuing education and distance learning in all types of training programmes (formal, non-formal and informal);
- (l) Promote equal access for boys and girls in education and support education for the girl child through cash transfers and school capitation grants;
- (m) Improve the teaching of numeracy and literacy in primary schools to enhance retention and learning outcomes;
- (n) Improve school leadership, supervision and inspection activities;
- (o) Implement affirmative action to enable gifted and talented learners, as well as learners with disabilities at all levels;
- (p) Restructure and develop the rehabilitation centres and equip them with resources to provide multi-functional services including capacity building for teachers, learners with disabilities and others;
- (q) Mobilise funding for inclusive education and other support for research in this field;
- (r) Develop and standardise diagnostic assessment tools to facilitate the early identification, assessment and placement of learners with disabilities;
- (s) Implement inclusive education programmes in pre-service and in-service teacher training;
- (t) Strengthen and enhance funding for Education Assessment Resource Centres (EARCs) at County level
- (u) Mobilise funds to ensure that all schools adapt ICT facilities to support the learning of learners with disabilities;
- (v) Adopt a multi-sectoral approach to support health services for learners with disabilities;
- (w) Enhance capacity building for Education Assessment Resource Centers (EARCs) for learners with disabilities in all states;
- (x) Strengthen the multi-disciplinary approach in assessment of learners with disabilities;
- (y) Establish pilot and integrated programmes on inclusive education as centers of excellence at the State level;
- (z) Establish a national centre to coordinate acquisition, production and repair of specialised and assistive learning devices;

- (aa) Integrate inclusive education programmes in all learning and training institutions and ensure that the institutions are responsive to the education of learners with disabilities;
- (bb) Promote integration of adaptive ICT in the education system;
- (cc) Collect comprehensive data through EMIS to capture all types of learners with disabilities;
- (dd) Modify all available schools, including TVET and AES to be accessible to all learners; and
- (ee) Train all teachers on the concepts and principles of inclusive education.

These reforms will address the challenges and to promote inclusive education in the Republic of South Sudan for the benefit of people with disabilities.”

Strategic Objective (17): To implement the provisions of the Ministerial Order on Inclusive Education, 2017.

The Government, the development partners, the civil society and the private sector will work in partnership to implement these reforms.

8. LITERACY IN FOREIGN LANGUAGES

8.1. Introduction

The Republic of South Sudan is one of the 29 countries in the world with literacy rates below 50%. In spite of the concerted efforts exerted by the Ministry and the rest of the stakeholders, the literacy rate of South Sudan rose from 27% in 2008 to 39.7% in 2024 (as estimated by the Ministry). However, the demand for literacy and lifelong learning programmes for youth and adults in South Sudan is still huge. Literacy in foreign languages such as Arabic, French and Kiswahili, which are essential foreign languages for diplomacy, trade, access to jobs and social integration, is still low. So, there is a clear need to introduce a series of reforms to increase access to Literacy Programmes to promote the teaching and learning of Arabic, French and Kiswahili and to improve the quality of these literacy Programmes as well as to extend their reach and geographical coverage.

8.2. Strategic Goal

Strategic Goal (5): To provide equitable access to quality learning opportunities to ensure that the majority of youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy in foreign languages (Arabic, French and Kiswahili) by 2030.

8.3. Strategic Objectives

The Government, the development partners, the civil society and the private sector will work in partnership ~

Strategic Objective (1): To conduct a national advocacy to stimulate the demand for and increase access to Literacy in Arabic, French and Kiswahili programmes for youth and adults, especially the most disadvantaged and vulnerable groups.

Strategic Objective (2): To reform the youth and adult literacy in Arabic, French and Kiswahili curricula to improve the quality, effectiveness and efficiency of Literacy provision and learning outcomes.

Strategic Objective (3): To develop quality learning resources, including digital learning materials, to promote youth and adult literacy in Arabic, French and Kiswahili and lifelong learning.

Strategic Objective (4): To ensure all teachers of youth and adult literacy in Arabic, French and Kiswahili and lifelong learning Programmes are (a) licensed by the Ministry, and (b) registered by the Ministry.

Strategic Objective (5): To recruit, train, deploy and pay Volunteers to support youth and adult literacy in Arabic, French and Kiswahili and lifelong learning programmes.

Strategic Objective (6): To provide in-service training for teachers or trainers and education managers involved in the delivery of Literacy in Arabic, French and Kiswahili Programmes.

Strategic Objective (7): To improve pay, conditions of service, morale and status of teachers of youth and adult Literacy in Arabic, French and Kiswahili programmes.

Strategic Objective (8): To establish a national qualifications framework for literacy qualifications for Arabic, French and Kiswahili.

Strategic Objective (9): To radically improve the assessment of youth and adult Literacy in Arabic, French and Kiswahili programmes to provide an accurate reflection of the achieved learning outcomes.

Strategic Objective (10): To establish a national certification system for youth and adult literacy in Arabic, French and Kiswahili and award nationally recognized certificates for the successful learners.

Strategic Objective (11): To establish a national system for recognition and accreditation of prior learning and experience related to Literacy in Arabic, French and Kiswahili and lifelong learning learning.

Strategic Objective (12): To establish procedures for registration of providers of Literacy in Arabic, French and Kiswahili throughout the country in accordance with the General Education Act, 2012.

Strategic Objective (13): To establish and effectively implement an inspection framework for youth and adult Literacy in Arabic, French and Kiswahili and lifelong learning programmes and promote a culture of continuous improvement and effectiveness.

Strategic Objective (14): To ensure that all the stakeholders - the Government, the Civil Society, the Private Sector and NGOs- deliver quality programmes to promote Literacy in Arabic, French and Kiswahili to meet the diverse needs of the citizens.

Strategic Objective (15): To establish strategic partnerships with friendly countries in order to support Literacy in the three principal foreign languages.

The Government, the development partners, the civil society and the private sector will work in partnership to implement these reforms.

9. LIFELONG LEARNING

9.1. Introduction

Lifelong learning is “not a luxury but a necessity” (UNESCO, 2002, Pg. 6). It is acknowledged globally that lifelong learning “is the key to economic prosperity and to the development of societies in a rapidly changing, technologically advancing world” and “to unlock ‘the treasure within’” (UNESCO, 2002 Pg. 9). Lifelong learning “is key to the twenty-first century” and can help “to meet challenges posed by a rapidly changing world” (UNESCO, 2002, Pg. 13). Translating “the rhetoric of lifelong learning” into reality, however, requires that countries overcome “four major challenges”: (1) “developing a culture of lifelong learning has to be motivated by more than an economic rationale”; lifelong learning needs to be made “attractive to individuals and a satisfaction in itself”; (2) bridging “the persistent gap between general and vocational education and training”; (3) involving employers more in lifelong learning, “increasing their contribution so as to gain collectively from the benefits of a learning society”; and (4) “the affordability of implementing lifelong-learning policies, especially if the fight against social exclusion is taken seriously” (UNESCO, 2002, pg. 15-16).

The Policy proposes a number of key reforms which will ensure that the Republic of South Sudan goes a step further beyond skills for today’s Labour markets to increase the employability of its citizens (UNESCO, 2015, pg. 43):

“A narrow focus on work-specific skills reduces graduates’ abilities to adapt to the fast-changing demands of the labour market. Therefore, beyond mastering work-specific skills, emphasis must be placed on developing high-level cognitive and non-cognitive/transferrable skills, such as problem-solving, critical thinking, creativity, teamwork, communication skills and conflict resolution, which can be used across a range of occupational fields. Moreover, learners should be provided with opportunities to update their skills continuously through lifelong learning.”

This approach will enable the citizens of South Sudan to have a competitive edge and to access the regional and international Labour markets as well as the local and national labour markets. The reforms proposed below should be implemented to achieve this end.

9.2. Strategic Goal

Strategic Goal (6): To promote lifelong learning in order to substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

9.3. Strategic Objectives

The Government, the development partners, the civil society and the private sector will work in partnership ~

Strategic Objective (1): To conduct a national advocacy to stimulate the demand for and increase access to lifelong learning and Technical and Vocational Training and

Education (TVET) programmes for youth and adults, especially the most disadvantaged and vulnerable groups.

Strategic Objective (2): To reform the TVET curricula to improve the quality of lifelong learning and TVET provision and learning outcomes and meet the demand of the labour markets as well as to equip youth and adults with entrepreneurship skills.

Strategic Objective (3): To develop quality learning resources, including digital learning materials, to facilitate lifelong learning and TVET and development of skills.

Strategic Objective (4): To ensure all teachers of lifelong learning and TVET Programmes are (a) licensed by the Ministry, and (b) registered by the Ministry in accordance with the General Education Act, 2012.

Strategic Objective (5): To provide in-service training for teachers or trainers and education managers involved in the delivery of lifelong learning and TVET Programmes to improve their competences and increase their professionalism and effectiveness.

Strategic Objective (6): To improve pay, conditions of service, morale and status of teachers of lifelong learning and TVET programmes.

Strategic Objective (7): To establish a national qualifications framework for lifelong learning and TVET qualifications, ensuring that such a framework reflects best practice in the region and the world.

Strategic Objective (8): To radically improve the assessment of candidates studying lifelong learning and TVET programmes to provide an accurate reflection of their learning outcomes, competences and performances.

Strategic Objective (9): To establish a national certification system for lifelong learning and TVET and award nationally recognized certificates for the successful learners.

Strategic Objective (10): To establish a national system for recognition and accreditation of prior learning and experience related to lifelong learning and TVET.

Strategic Objective (11): To establish procedures for registration of lifelong learning and TVET providers throughout the country in accordance with the General Education Act, 2012.

Strategic Objective (12): To establish and effectively implement an inspection framework for lifelong learning and TVET programmes and promote a culture of continuous improvement and effectiveness.

The Government, the development partners, the civil society and the private sector will work in partnership to implement these reforms.

10. GENDER EQUALITY, DIVERSITY AND INCLUSION

10.1. Introduction

The success of the Policy to make impact depends to a large extent on its potential to address the issues of gender inequality, to support the learning needs of persons with disabilities, Pastoralist Communities, the out-of-School adolescents and youth, Refugees, IDPs and other youth in vulnerable situations. For this reason, this Chapter has been devoted to and proposes reforms to promote Gender Equality, Diversity and Inclusion. These reforms will enable the Ministry and the stakeholders to implement the Constitution, 2011 (amended 2019), the General Education Act, 2012, and the Djibouti Declaration on Refugee Education, 2017, and Djibouti Plan of Action on Refugee Education in IGAD Member States, 2017, related to non-discrimination in Education.

10.2. Strategic Goal

Strategic Goal (7): To promote gender equality and eliminate gender disparities in education and ensure equal access to adult education, lifelong learning and vocational training for the vulnerable, including persons with disabilities, all ethnic groups or tribes, rural people, pastoralist communities, refugees, Internally Displaced Persons (IDPs), and adolescents and youth in vulnerable situations.

10.3. Strategic Objectives

The Government, the development partners, the civil society and the private sector will work in partnership ~

Strategic Objective (1): To conduct a national advocacy campaign to stimulate the demand for and increase the participation of girls and women, persons with disabilities, citizens living in rural areas, pastoralists, refugees, IDPs and out-of-school adolescents and youth and any other youth and adults in vulnerable situations in Literacy, Lifelong Learning and TVET programmes.

Strategic Objective (2): To reform the curricula for youth and adult literacy, lifelong learning to ensure that they are sensitive to girls and women, persons with disabilities, all ethnic groups or tribes, citizens living in rural areas, pastoralist communities, refugees, IDPs and out-of-school adolescents and youth and any other youth and adults in vulnerable situations.

Strategic Objective (3): To ensure that literacy, lifelong learning and TVET learning resources, including digital learning materials, are sensitive to girls and women, persons with disabilities, citizens living in rural areas, pastoralists, refugees, IDPs and adolescents and youth in vulnerable situations.

Strategic Objective (4): To ensure that at least 35% of recruited and deployed teachers for inclusive education, Pastoralist Education, youth and adult literacy and lifelong learning and TVET Programmes is female.

Strategic Objective (5): To ensure that all the female teachers and others supporting the learning needs of girls and women, persons with disabilities, citizens living in rural areas, pastoralist communities, refugees, IDPs and adolescents and youth in vulnerable situations are (a) licensed by the Ministry, and (b) registered by the Ministry.

Strategic Objective (6): To recruit, train, deploy and pay at least 35% of the Volunteers to deliver the youth and adult literacy, lifelong learning and TVET programmes from the population of girls and women in South Sudan.

Strategic Objective (7): To provide in-service training for teachers or trainers and education managers involved in the delivery of learning Programmes for girls and women, persons with disabilities, citizens living in rural areas, pastoralists, refugees, IDPs and adolescents and youth in vulnerable situations.

Strategic Objective (8): To improve pay, conditions of service, morale and status of teachers involved in the delivery of learning Programmes for girls and women, persons with disabilities, citizens living in rural areas, pastoralists and adolescents and youth in vulnerable situations.

Strategic Objective (9): To ensure that the national qualifications framework for literacy, lifelong learning and TVET qualifications are sensitive to the needs and aspirations of girls and women, persons with disabilities, citizens living in rural areas, pastoralists and adolescents and youth in vulnerable situations.

Strategic Objective (10): To ensure that the assessment system for youth and adult Literacy, lifelong learning and TVET programmes are sensitive to the needs and special circumstances of girls and women, persons with disabilities, citizens living in rural areas, pastoralists and adolescents and youth in vulnerable situations and it provides a fair and equal reflection of their performances, competences and learning outcomes.

Strategic Objective (11): To ensure that the national certification system for youth and adult literacy, lifelong learning and TVET programmes award nationally recognized certificates for all successful learners, without any prejudice to girls and women, persons with disabilities, citizens living in rural areas, pastoralists and adolescents and youth in vulnerable situations.

Strategic Objective (12): To ensure that the national system for recognition and accreditation of prior learning and experience related to Literacy, lifelong learning and TVET serves girls and women, persons with disabilities, citizens living in rural areas, pastoralists and adolescents and youth in vulnerable situations as well.

Strategic Objective (13): To prioritize the registration of providers of literacy, lifelong learning and TVET programmes supporting the learning needs of girls and women, persons with disabilities, citizens living in rural areas, pastoralists and adolescents and youth in vulnerable situations.

Strategic Objective (14): To ensure that girls and women, persons with disabilities, citizens living in rural areas, pastoralists and adolescents and youth in vulnerable situations, who are enrolled in youth and adult Literacy, lifelong learning and TVET programmes, are involved in the inspection of their programmes and their voices are reflected in the recommendations for improvement of these programmes.

Strategic Objective (15): To implement the National Girls Education Strategy, 2017-2022.

Strategic Objective (16): To implement the reforms contained in the National General Education Policy, 2017-2027, which are related to gender equity:

“The Ministry will implement the following policy reforms:

- (a) Increase enrolment and retention of girls, children with special education needs, IDPs and refugees in all three levels of general education and alternative education;
- (b) Develop and implement gender equity policy in all states;
- (c) Review and update *The National Girls' Education Strategy, 2015-2017*, and develop and implement a national action plan for gender mainstreaming in general education;
- (d) Establish data collection and management system to track enrolment, retention, completion, progression and transition rates for girls and women in order to attain gender equity in education;
- (e) Improve performance and participation in all subjects, particularly in mathematics and science for girls;
- (f) Reduce gender disparities in teacher recruitment, training, promotion and deployment;
- (g) Reduce illiteracy rate for females by 50% by 2030;
- (h) Provide support for schools to establish disciplinary committees which will include teachers, parents and students;
- (i) Promote gender mainstreaming perspectives in the decision-making processes and leadership across the country;
- (j) Promote equity in all aspects of management at school level; teacher promotion; and learner enrolment and completion across all levels of the education system;
- (k) Mainstream gender responsiveness across the country;
- (l) Develop girls' education strategy/plan to increase enrolment of girls;
- (m) Work in partnership with the stakeholders to achieve gender equity;
- (n) Develop a plan for affirmative action throughout the country to redress the past and present discriminatory practices, harmful beliefs and cultures which impede the female learners from attending schools; and
- (o) Invest in interventions that will promote Gender Equity as provided for in the National Transitional Constitution of the Republic of South Sudan 2011 and the South Sudan vision 2040.

These reforms will enable both boys and girls to access general education and benefit from the learning opportunities made available by the government and its partners.”

Strategic Objective (17): To implement the reforms outlined in Section 8.2 of the National General Education Policy, 2017-2027, which are related to Inclusive Education.

Strategic Objective (18): To implement the Ministerial Order on Girls Education, 2017.

Strategic Objective (19): To implement the Ministerial Order on Inclusive Education, 2017.

The Government, the development partners, the civil society and the private sector will work in partnership to implement these reforms.

11. EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP EDUCATION

11.1. Introduction

Education for Sustainable Development (ESD), Global Citizenship Education (GCED), human rights education, gender equality, peace education, social cohesion and Health Education, including HIV/AIDS, and Life skills are important components of the Policy and need to be embedded or integrated into youth and adult literacy programmes. In so doing, the literacy programmes will be conflict-sensitive and take into consideration the needs and aspirations of the Republic of South Sudan, as a new country, characterised by a long history of war, political instability and upheaval, social divides, education deprivation, economic fragility, environmental destruction, widespread poverty, food insecurity, poor health and nutrition. These components change change the lives of millions of youth and adults and equip them with the skills needed to promote sustainable development in the country.

11.2. Strategic Goal

Strategic Goal (8): To ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

11.3. Strategic Objectives

The Government, the development partners, the civil society and the private sector will work in partnership ~

Strategic Objective (1): To ensure that youth and adult literacy and lifelong learning programmes are embedding and provide opportunities for learners to study and acquire the knowledge and skills needed to promote sustainable development, including, among others, through (a) Education for Sustainable Development (ESD); (b) Human Rights Education; (c) Gender Equality; (d) Peace Education (promotion of a culture of peace and non-violence); (e) Global Citizenship Education; (f) Health Education, including HIV/AIDS); and (g) Life Skills.

Strategic Objective (2): To conduct a national advocacy to stimulate the demand for and increase access to youth and adult literacy and lifelong programmes that are embedding (a) Education for Sustainable Development; (b) Human Rights Education; (c) Gender Equality; (d) Peace Education (promotion of a culture of peace and non-violence); (e) Global Citizenship Education; (f) Health Education, (including HIV/AIDS); and (g) Life Skills.

Strategic Objective (3): To ensure that the new youth and adult literacy and lifelong learning (including TVET) curricula include (a) Education for Sustainable Development; (b) Human Rights Education; (c) Gender Equality; (d) Peace Education (promotion of a culture of peace and non-violence); (e) Global Citizenship Education

(with a focus on appreciation of cultural diversity and of culture's contribution to sustainable development); (f) Health Education (including HIV/AIDS); and (g) Life Skills.

Strategic Objective (4): To develop quality learning resources, including digital and radio/audio and TV/visual learning materials, to promote (a) Education for Sustainable Development; (b) Human Rights Education; (c) Gender Equality; (d) Peace Education (promotion of a culture of peace and non-violence); (e) Global Citizenship Education; (f) Health Education (including HIV/AIDS); and (g) Life Skills for youth and adults.

Strategic Objective (5): To ensure teachers of youth and adult literacy, lifelong learning and TVET Programmes are trained to deliver (a) Education for Sustainable Development; (b) Human Rights Education; (c) Gender Equality; (d) Peace Education (promotion of a culture of peace and non-violence); (e) Global Citizenship Education; (f) Health Education, including HIV/AIDS); and (g) Life Skills for youth and adults.

Strategic Objective (6): To train and deploy Volunteers to support the delivery of (a) Education for Sustainable Development; (b) Human Rights Education; (c) Gender Equality; (d) Peace Education (promotion of a culture of peace and non-violence); (e) Global Citizenship Education; (f) Health Education, including HIV/AIDS); and (g) Life Skills for youth and adults.

Strategic Objective (7): To ensure that the national qualifications framework for literacy and lifelong learning qualifications includes qualifications in these subjects: (a) Education for Sustainable Development; (b) Human Rights Education; (c) Gender Equality; (d) Peace Education (promotion of a culture of peace and non-violence); (e) Global Citizenship Education; (f) Health Education, including HIV/AIDS); and (g) Life Skills for youth and adults.

Strategic Objective (8): To ensure that the assessment of youth and adult Literacy and lifelong learning programmes covers embedded subjects including (a) Education for Sustainable Development; (b) Human Rights Education; (c) Gender Equality; (d) Peace Education (promotion of a culture of peace and non-violence); (e) Global Citizenship Education; (f) Health Education, including HIV/AIDS); and (g) Life Skills for youth and adults.

Strategic Objective (9): To ensure that the national certification system for youth and adult literacy, lifelong learning and TVET includes (a) Education for Sustainable Development; (b) Human Rights Education; (c) Gender Equality; (d) Peace Education (promotion of a culture of peace and non-violence); (e) Global Citizenship Education; (f) Health Education, including HIV/AIDS); and (g) Life Skills for youth and adults and awards nationally recognized certificates for the successful learners.

Strategic Objective (10): To ensure that the national system for recognition and accreditation of prior learning and experience covers embedded programmes including (a) Education for Sustainable Development; (b) Human Rights Education;

(c) Gender Equality; (d) Peace Education (promotion of a culture of peace and non-violence); (e) Global Citizenship Education; (f) Health Education, including HIV/AIDS); and (g) Life Skills for youth and adults.

Strategic Objective (11): To ensure that the procedures for registration of Literacy, lifelong learning and TVET providers throughout the country (in accordance with the General Education Act, 2012) include arrangements for delivery of (a) Education for Sustainable Development; (b) Human Rights Education; (c) Gender Equality; (d) Peace Education (promotion of a culture of peace and non-violence); (e) Global Citizenship Education; (f) Health Education, including HIV/AIDS); and (g) Life Skills for youth and adults.

Strategic Objective (12): To ensure that the inspection framework(s) for youth and adult Literacy, lifelong learning and TVET programmes cover provisions related to (a) Education for Sustainable Development; (b) Human Rights Education; (c) Gender Equality; (d) Peace Education (promotion of a culture of peace and non-violence); (e) Global Citizenship Education; (f) Health Education, including HIV/AIDS); and (g) Life Skills for youth and adults.

The Government, the development partners, the civil society and the private sector will work in partnership to implement these reforms.

12. EFFECTIVE LEARNING ENVIRONMENTS

12.1. Introduction

Learning environments create a conducive atmosphere for learning. The situation of youth and adult literacy and lifelong infrastructure needs to be considerably improved. Currently, many literacy and lifelong learning providers are using school buildings in the afternoons, instead of adult education colleges and other institutions. Therefore, South Sudan, like other countries in Africa, needs to invest considerably in improving infrastructure and improvement of youth and adult literacy and lifelong learning environments.

12.2. Strategic Goal

Strategic Goal (9): To build and upgrade education facilities that are user-friendly, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

12.3. Strategic Objectives

The Government, the development partners, the civil society and the private sector will work in partnership ~

Strategic Objective (1): To ensure that Centres or schools for literacy, lifelong learning and TVET programmes have toilets for both men and women as well as with a disability access.

Strategic Objective (2): To ensure that Centres or schools for literacy, lifelong learning and TVET programmes have access to drinking water points.

Strategic Objective (3): To ensure that Centres or schools for literacy, lifelong learning and TVET programmes have electricity.

Strategic Objective (4): To ensure that classrooms in the Centres or schools for literacy, lifelong learning and TVET programmes have disability access doors.

Strategic Objective (5): To upgrade buildings used as the Centres or schools for literacy, lifelong learning and TVET programmes (and phase out the use of poor semi-permanent and open air classrooms).

Strategic Objective (6): To ensure that the Community Centres, schools, adult education colleges or other institutions used the delivery of literacy, lifelong learning and TVET programmes are zones of peace.

Strategic Objective (7): To ensure that the Community Centres, schools, adult education colleges or other institutions used for the delivery of literacy, lifelong learning and TVET programmes meet the health and safety standard.

Strategic Objective (8): To ensure that the Community Centres, schools, adult education colleges or other institutions used for the delivery of literacy, lifelong learning and TVET programmes have libraries equipped with rich learning resources and computers.

Strategic Objective (9): To invest in the construction and rehabilitation of adult education colleges to be used for the delivery of literacy and lifelong learning programmes.

The Government, the development partners, the civil society and the private sector will work in partnership to implement these reforms.

13. FINANCING, FINANCIAL MANAGEMENT AND ACCOUNTABILITY

13.1. Introduction

Financing of literacy and lifelong learning Programmes is a prerequisite for the successful implementation of the Policy. Without sufficient funding, it is hard to imagine how it would be possible for the stakeholders to scale up the provision to meet the huge demand. For this reason, this Chapter is proposing key reforms that should be implemented by the Government and the other stakeholders to substantially increase financing for youth and adult literacy and lifelong learning in South Sudan.

13.2. Strategic Goal

Strategic Goal (10): To mobilize and invest substantial financial resources in Literacy, lifelong learning and TVET programmes to (a) raise the literacy rate of South Sudan to at least 50% and (b) to significantly improve the skills of youth and adults by 2030.

13.3. Strategic Objectives

The Government, the development partners, the civil society and the private sector will work in partnership:

Strategic Objective (1): To ensure that the Government allocates at least 10% of the annual budget to General Education as per Section 15(b) of the General Education Act, 2012.

Strategic Objective (2): To allocate at least 3% of the Annual Budget of General Education to Literacy Programmes.

Strategic Objective (3): To allocate at least 3% of the annual budget of General Education to TVET programmes.

Strategic Objective (4): To allocate at least 3% of the annual budget of General Education to lifelong learning programmes.

Strategic Objective (5): To mobilise equivalent of at least 3% of the annual budget of General Education for TVET programmes from donor sources.

Strategic Objective (6): To mobilise equivalent of at least 4% of the annual budget of General Education from Donors, through local, national and International NGOs, for literacy programmes.

Strategic Objective (7): To mobilise equivalent of at least 2% of the annual budget of General Education from the Private sector, as its corporate social responsibility contribution to TVET, literacy and lifelong learning programmes as stipulated in Section 17 (c).

Strategic Objective (8): To encourage civil society organisations to make voluntary contributions to literacy, lifelong learning and TVET programmes as per Section 17 (d) of the Act, 2012.

Strategic Objective (9): To encourage the Private Sector to establish and run private adult education colleges and any other learning institutions.

Strategic Objective (10): To encourage the community to make voluntary contributions to TVET, Literacy, and Lifelong Learning programmes as per Section 17 (a) of the Act, 2012.

Strategic Objective (11): To ensure that each of the 10 States commits the equivalent of at least 2% of the annual budget of General Education for Literacy, Lifelong Learning and TVET programmes from 2025 to 2030.

Strategic Objective (12): To ensure that each national Ministry, Commission or institution of the Executive Branch commits the equivalent of at least 1% of its annual budget for Literacy, Lifelong Learning and TVET programmes for the period from 2025 to 2030.

Strategic Objective (13): To ensure that all the stakeholders - the Government, the Civil Society, the Private Sector and NGOs- invest financial resources in the delivery of quality programmes to promote Literacy, Lifelong Learning and TVET to meet the diverse needs of the citizens.

Strategic Objective (14): To ensure that the provisions of Section 16 of the Act, 2012, related to financial management and accountability are implemented consistently.

Strategic Objective (15): To compile an annual financial report stating how much has been spent on Literacy, Lifelong Learning and TVET programmes by all the stakeholders.

The Government, the development partners, the civil society and the private sector will work in partnership to implement these reforms.

14. INFORMATION AND COMMUNICATION TECHNOLOGIES

14.1. Introduction

Information and communication technologies (ICTs) are essential tools for promoting literacy and lifelong learning. ICTs have become so essential because learning “is today an ongoing, autonomous process throughout the life of the individual” (Ambrosio, M., 2002, pg. 80). According to UNESCO (UNESCO, 2015, Pg. 47), “ICT, particularly mobile technology, holds great promise for accelerating progress towards this target [4.6].” TV, Radio, mobile phones, tablets, computers and digital content are all useful learning resources that have the potential to reach more youth and adults and avail learning opportunities to all. Therefore, this Chapter is proposing some important reforms that need to be implemented to take full advantage of information and communication technologies.

14.2. Strategic Goal

Strategic Goal (11): Leverage information and communication technologies to enhance access to and quality of youth and adult literacy interventions as well as improve learning outcomes.

14.3. Strategic Objectives

The Government, the development partners, the civil society and the private sector will work in partnership:

Strategic Objective (1): To implement the policy reforms outlined in The National General Education Policy, 2017-2027 related to ICT in Education;

“The government will:

- (a) Develop ICT in education in all respects including adaptive ICT for learners with disability;
- (b) Promote ICT as a tool for management, teaching, learning and research in education and training; and
- (c) Develop a communication and coordination strategy.
- (d) Ensure that all teachers and education managers are ICT-literate by 2030.
- (e) Ensure that e-learning will be incorporated into the curriculum by 2022.
- (f) Ensure the acquisition of ICT competencies to in-service and pre-service teacher trainees.
- (g) Develop and implement ICT education sector policy, plans and initiatives.
- (h) Develop national ICT education and training strategic plan.

- (i) Develop minimum quality standards and specifications for ICT.
- (j) Establish ICT Training Centres at MoGEI, State Ministries, County Education Centres and schools to drive forward ICT development across the education sector.
- (k) Collaborate with relevant Ministries to ensure that all learning institutions, schools (ECD, primary, secondary and TVET) have access to electricity, are connected to the World-Wide Web and provided with ICT equipment.

These policy reforms will ensure that the Republic of South Sudan takes full advantage of ICT and uses ICT to promote equitable access and quality education for all.”

Strategic Objective (2): To implement the *Guide on the Development of ICT in Education in South Sudan – Breaking the Barriers to Education, 2018*.

Strategic Objective (3): To introduce innovative approaches to leverage digital technologies to promote Literacy and Lifelong Learning for youth and adults.

Strategic Objective (4): To invest in ICT devices, connectivity, electricity, training and digital content to support Literacy and Lifelong Learning programmes for youth and adults in South Sudan.

The Government, the development partners, the civil society and the private sector will work in partnership to implement these reforms.

15. CAREERS GUIDANCE AND COUNSELING

15.1. Introduction

Careers guidance and counseling is a vital service for youth and adults (UNESCO, 2014). It enables them to make informed decisions about learning and career opportunities. For this reason, many countries are providing careers guidance and counseling services to youth and adults. South Sudan has just started delivering careers guidance and counseling services in Secondary Schools. However, these services are not availed to the vast majority of youth and adult who are not in the General Education system. So, this Chapter is proposing reforms that need to be implemented to make the service widely available and accessible to youth and adults.

15.2. Strategic Goal

Strategic Goal (12): To provide careers guidance and counseling to youth and adults to enable them to make informed choices.

15.3. Strategic Objectives

The Government, the development partners, the civil society and the private sector will work in partnership to implement the reforms contained in The National General Education Policy, 2017-2027.

Strategic Objective (1): To mainstream guidance and counseling, moulding, nurturing and mentoring approaches in education and training institutions.

Strategic Objective (2): To continue to implement the commitment of the Republic of South Sudan to the UN Convention on the Rights of the Child (CRC) (1989) and Convention on the Rights of Persons with Disabilities (2006).

Strategic Objective (3): To restructure provision of guidance, counseling and mentoring to ensure effectiveness across education institutions.

Strategic Objective (4): To ensure that Community Centres, schools, Adult Education Colleges, Community Colleges and teacher training institutions delivering literacy, lifelong learning, TVET and teacher training programmes implement the guidance, counseling and mentoring policies, and provide materials in support of this.

Strategic Objective (5): To develop with sponsors, parents and faith groups, rules, guidelines and operational principles defining their partnership in this area.

Strategic Objective (6): To implement the guidelines and established implementation mechanisms for peer mentoring (when they are developed by the Ministry).

Strategic Objective (7): To introduce mentoring programmes in literacy, lifelong learning and TVET institutions with a view to inculcating national values in order to promote national unity and cohesiveness.

Strategic Objective (8): To mobilise sustainable funding for the provision of guidance, counseling and mentoring services.

The Government, the development partners, the civil society and the private sector will work in partnership to implement these reforms.

16. PARTNERSHIPS, ADVOCACY AND COORDINATION

16.1. Introduction

Promoting literacy and lifelong learning throughout the Republic of South Sudan is a huge undertaking. It is everybody's business. It is so because lifelong learning, as an educational model or approach, is "One that is multi-sectoral, multi-regulating, multi-participative, multi-territorial for the educational society" (Ambrosio, M., 2002, pg. 74). UNESCO (UNESCO, 2015, p 48) advises Member States to "Establish sector-wide and multi-sector approach for formulating literacy policy and plans, as well as for budgeting, by strengthening collaboration and coordination among relevant ministries, including those dealing with education, health, social welfare, labour, industry and agriculture, as well as with civil society, the private sector and bilateral and multi-lateral partners, supporting decentralized provision in practice." Therefore, it is vitally important to establish strong partnerships at local, state, national levels. As Literacy is a global issue, it is equally important to establish partnerships at regional and international levels. It also requires advocacy nation-wide and world-wide to stimulate demand for Literacy and to mobilise financial and Human Resources required for literacy programmes. Furthermore, effective coordination mechanisms are needed to ensure that the Policy and the Strategy are implemented effectively. For these reasons, this Chapter is proposing some essential reforms.

16.2. Strategic Goal

Strategic Goal (13): To establish strong partnerships for advocacy, coordination and implementation of the Policy and Strategy.

16.3. Strategic Objectives

The Government, the development partners, the civil society and the private sector will work in partnership:

Strategic Objective (1): To strengthen the political will and maintain the leadership of the government to focus attention on, to attract youth and adults to and to mobilise financial and human resources for Literacy, Lifelong Learning, and TVET programmes for youth and adults in South Sudan.

Strategic Objective (2): To strengthen the National Education Forum (NEF) and its Thematic Working Groups (TWGs), especially the AES TWG, the TVET TWG, to effectively fulfill its role.

Strategic Objective (3): To ensure that the National Education Forum has the opportunity to:

- (a) Discuss key sub-sector policies and strategies aligned to the GESP.
- (b) Report on and monitor major education projects and programmes including the Global Partnership for Education programme.
- (c) Identify capacity needs and gaps in delivery of education services and strategies for addressing key challenges.

- (d) Support to strengthening and use of government systems for implementation, financial management, monitoring and evaluation.
- (e) Strengthen harmonisation of all development partner activities around the General Education Sector Plan, including procedures for reporting, planning, budgeting, financial management, procurement, technical assistance, monitoring and evaluation.
- (f) Support to development of clear Annual Work Plans and Budgets including detailed information from all development and humanitarian partners on activities and budgets
- (g) Setting up a team to prepare for Joint Annual Reviews, including improved monitoring and evaluation mechanisms.”

Strategic Objective (4): To encourage partnership working between all the stakeholders to scale up interventions to meet the diverse needs of the citizens.

Strategic Objective (5): To establish 10 State Education Forums (SEFs) and 3 additional ones for the three Administrative Areas to oversee implementation of the Policy, to conduct advocacy activities and to coordinate interventions within each State or Administrative Area as well as to coordinate with and report to the NEF.

Strategic Objective (6): To guide the States and the Administrative Areas establish County Education Forums (CEFs) to implement the Policy, manage local advocacy campaigns and coordinate interventions within the Country as well as coordinate with and report to the State Education Forums.

Strategic Objective (7): To participate in regional partnerships, among others, to share practices, to learn from the experiences of other countries in the East African Community, Eastern and Southern Africa region and the Africa continent.

Strategic Objective (8): To participate in global partnerships for Adult Education, Literacy, Lifelong Learning, ESD, GCE, Peace Education, Human Rights Education, TVET, Gender Equality, Health Education, and any other issues related to SDG 4.

Strategic Objective (9): To strengthen bilateral relations with French speaking countries, (France, Belgium, Egypt, Switzerland, Canada and DRC) to support the teaching and learning of French in South Sudan.

Strategic Objective (10): To strengthen bilateral relations with Arabic speaking countries (Egypt, Sudan, Kuwait, and Saudi Arabia) to support the teaching and learning of Arabic language in South Sudan.

Strategic Objective (11): To strengthen bilateral relations with countries and organisations those are interested in promoting National Languages, cultural diversity, cultural expressions and cultural heritage (Germany, CILT, AU, UNESCO).

Strategic Objective (12): To strengthen bilateral relations with the East African Community Member States (Tanzania, Kenya) to support the teaching and learning of Kiswahili.

Strategic Objective (13): To strengthen bilateral relations with the UK, USA and Canada to support the teaching and learning of English Language in South Sudan.

The Government, the development partners, the civil society and the private sector will work in partnership to implement these reforms.

17. RESEARCH, DATA, MONITORING AND EVALUATION

17.1. Introduction

It is argued that “Promoting lifelong learning today means reflecting, inquiring, experimenting, observing, witnessing, assessing results and once again reflecting on what we have done” (Ambrosio, M., 2002, pg. 75). Therefore, research collection of data, monitoring and evaluation are critical tasks that the Ministry and the stakeholders will undertake. These tasks are also essential for identifying best practices, for ascertaining the progress made and for reporting purposes. For these reasons, this Chapter proposes a number of significant reforms that need to be implemented by the Ministry and the stakeholders to ensure effective implementation of the Policy and the Strategy throughout the country.

17.2. Strategic Goal

Strategic Goal (14): To conduct research, monitoring and evaluation of the Policy and Strategy and disseminate reports to the stakeholders.

17.3. Strategic Objectives

The Government, the development partners, the civil society and the private sector will work in partnership:

Strategic Objective (1): To develop the Implementation Strategy for the Policy and ensure that it provides a detailed matrix for implementation, monitoring and evaluation of the Policy.

Strategic Objective (2): To collect data on Literacy, Lifelong Learning and TVET for the purposes of monitoring, evaluation and reporting on progress made towards SDG 4 and its targets.

Strategic Objective (3): To conduct research in areas of interest in Literacy, Lifelong Learning, Gender Equality, Education for Sustainable Development, Peace Education, Human Rights Education, Health Education, Inclusive Education and other relevant subjects.

Strategic Objective (4): To regularly monitor and evaluate the implementation and impact of the Policy.

Strategic Objective (5): To use the National Education Forum and its Thematic Working Groups as the monitoring and evaluation mechanism for the implementation of the Policy.

Strategic Objective (6): To include review of Literacy, Lifelong Learning, and TVET programmes as well as funding for these programmes in the Joint Annual Review process or the General Education Annual Review (GEAR) Conference.

The Government, the development partners, the civil society and the private sector will work in partnership to implement these reforms.

REFERENCES

1. African Union (2016) Continental Education Strategy for Africa, 2016-2025, Addis Ababa, Ethiopia
2. IGAD (2017) Djibouti Declaration on Refugee Education, Djibouti, Republic of Djibouti
3. IGAD (2017) Djibouti Plan of Action on Refugee Education in IGAD Member States, Djibouti, Republic of Djibouti
4. IGAD (2018) Revitalised Agreement on the Resolution of the Conflict in the Republic of South Sudan, Addis Ababa, Ethiopia
5. Ministry of General Education and Instruction, Republic of South Sudan (2017) The National General Education Policy, 2017-2027, Juba, South Sudan
6. Ministry of General Education and Instruction, Republic of South Sudan (2017) The National General Education Strategic Plan, 2017-2022, Juba, South Sudan
7. Ministry of Justice, Republic of South Sudan (2012) General Education Act, 2012, Juba, South Sudan
8. Ministry of Justice, Republic of South Sudan (2012) Transitional Constitution, 2011, Juba, South Sudan
9. United Nations (1948) Universal Declaration on Human Rights, New York, USA
10. United Nations (2006) UN Convention on the Rights of Persons with Disabilities, New York, USA
11. United Nations (2015) Transforming our World: The 2030 Agenda for Sustainable Development, New York, USA
12. United Nations Educational, Scientific and Cultural Organisation (UNESCO) (2002) Learning Throughout Life: Challenges for the Twenty-First Century, Paris, France
13. UNESCO (2005) Aspects of Literacy Assessment: Topics and issues from the UNESCO Expert Meeting, 10-12 June 2003. <http://unesdoc.unesco.org/images/0014/001401/140125eo.pdf>.)
14. UNESCO (2015) Incheon Declaration and Framework for Action for Implementation of the Sustainable Development Goal 4, Paris, France
15. UNESCO (2020) Youth and Adult Literacy Strategy, 2020-2025, Paris, France

16. UNESCO Institute for Lifelong Learning (2020) GAL Youth and Adult Literacy Strategy, 2020-2025, Munich, Germany
17. UNESCO (2025) Continental Overview: Bridging CESA 2016-2025 and SDG 4 in Africa, Paris, France



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