



# **THE NATIONAL GENERAL EDUCATION POLICY, 2017-2027**

**Juba, Republic of South Sudan, May 2017**

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## ACRONYMS AND ABBREVIATIONS

AES	Alternative Education Systems
AIDS	Acquired Immune Deficiency Syndrome
ALP	Accelerated Learning Programme
BALP	Basic Adult Literacy Programme
BoG	Board of Governance
CEC	County Education Centre
CED	County Education Department
CGS	Community Girls' School
CPA	Comprehensive Peace Agreement
CRPD	Convention of the Rights of Persons with Disability
CRC	Convention of the Rights of the Child
CRE	Christian Religious Education
ECD	Early Childhood Development and Education
EFA	Education For All
EFMS	Education Financial Management System
E-Government	Electronic Government
E-Learning	Electronic Learning
EMIS	Education Management Information System
ERW	Explosive Remains of War
GC	Guidance and Counseling
GER	Gross Enrolment Rate
GESP	General Education Strategic Plan
HIV	Human Immune-deficiency Virus
HRD	Human Resource Development
HRDM	Human Resource Development and Management
HRM	Human Resource Management
ICT	Information and Communication Technology
ICTEC	Information and Communication Technology in Education Centre
ICT	Information and Communication Technology
LSE	Life Skills Education
MDG	Millennium Development Goals
MoCYS	Ministry of Culture, Youth and Sports
MoGEI	Ministry of General Education and Instruction
MoLPSHRD	Ministry of Labour, Public Service and Human Resource Development
NER	Net Enrolment Rate
NGO	Nongovernmental Organisation
NIR	Net Intake Rate
NTTI	National Teacher Training Institution
PEP	Pastoralist Education Programme
PTA	Parents' and Teachers' Association
SDG	Sustainable Development Goal
SMC	School Management Committee
SMoE	State Ministry of General Education and Instruction

SSDP	South Sudan Development Plan
SSIRI	South Sudan Interactive Radio Instruction
SSSAMS	South Sudan School Attendance Monitoring System
TLM	Teaching and Learning Materials
TMIS	Teacher Management Information System
TTI	Teacher Training Institute
TVET	Technical, Vocational Education and Training
UN	United Nations
UPE	Universal Primary Education
USE	Universal Secondary Education
WHO	World Health Organisation

## **DIFINITION OF TERMS**

**“Academic Year”** means the School year commencing on the first School day and ending on the last School day of that School year;

**“Access”** means the opportunity availed for one to enter education and training;

**“Accreditation”** A process of assessment and review that enables an education and training programme or institution to be recognised or certified by the appointed body as meeting appropriate standards;

**“Admission”** The granting of opportunity for a qualified applicant to pursue education and training at a given institution and/or in a given programme.

**“Adult Education”** means a course of study organized for adults which can comprise basic learning or the acquisition of specific skills required for a productive life;

**“Affirmative Action”** means the preferential treatment given to female Learners or trainee to redress past and current discriminatory practices and beliefs which do not encourage institutions of learning to be more representative;

**“Alternative Education”** means a programme of prescribed courses of study which assist the out of School Learners whether children or adults to accelerate their learning by either joining the formal education system or by gaining needed skills through alternative learning or home-study for a productive life;

**“Board of Governors”** means the governing body of a Secondary School; adult education, tertiary institutions and teachers’ training institutions.

**“Community”** means a group of and institutions that are within the locality of a school or are related to the school.

**“Compulsory School age”** means the ages prescribed by the Ministry of Education, during which Learners are obliged to attend School in accordance with this Bill;

**“National Education Service”** means a compulsory duty of education service to be undertaken by all students who complete their Secondary school Certificate examinations and are awaiting admissions to higher institutions of learning.

**“Corporal Punishment”** means any punishment in which physical force is used and intended to cause some degree of pain or discomfort.

**“Curriculum”** means the overall organised course of study for any level of education including the vision, goals and objectives for learning organised into a sequence of courses over a specified period of time guided by a syllabus;

**“Ministry of General Education”** means the National Ministry with responsibility over general education;

**“Development partners”** means any officially registered partner-organization that works in South Sudan with the aim of promoting education development;

**“Directorate”** means a functional unit within the Ministry or State Ministries established in accordance with this Bill;

**“Director General”** means a Director General for the Ministry of Education, or Director General of State Ministries of Education;

**“Ear Marked Grants”** mean the fiscal transfers to the states in accordance with the formula set by the National Government;

**“E-Learning”** means also referred to as electronic learning, comprises all forms of electronically supported interactive learning and teaching.

**“Equity”** Being fair and impartial in providing access to education and training;

**“Government”** means the National Government of the Republic of South Sudan;

**“Head-teacher”** means the Senior Teacher responsible for the administration of a School;

**“Higher Education”** means a post-secondary education where knowledge and skills are imparted and acquired for a particular function that leads to an award of a diploma or degree;

**“Inclusive Education”** means education provided for learners with special educational needs;

**“Informal Education”** means a general term for education outside of a standard school setting;

**“Learner”** any person who is in process of learning

**“Minister”** means the Minister responsible for General Education;

**“Ministry”** means the National Ministry responsible for General Education;

**“National Languages”** refers to all indigenous languages of the Republic of South Sudan;

**“NGOs”** means Non-Governmental Organizations registered in South Sudan that undertakes educational development at the level of the Ministry or the state ministries of Education;



“**Non-formal education**” means any organised educational activity taking place outside the framework of the formal education system and targets specific groups/categories of persons with life skills, values and attitudes for personal and community development.

“**Parent**” means the parent or guardian of a Learner or the person legally entitled to custody of a Learner who undertakes to fulfil the obligations of the Learner;

“**Parents-Teachers Association**” means the governing body of a primary School;

“**The Policy**” means *The National General Education Policy, 2017-2027*;

“**Pre-Primary Education**” means education beginning from the age of three which comprises two years of early childhood education prior to Primary Education;

“**President**” means the President of the Republic of South Sudan;

“**Primary Education**” means education beginning from the age of six years which comprises eight years from primary one through primary eight;

“**Principal**” means the chief administrator of a school, a middle-level college or an institute;

“**Private School**” means a School owned by individual(s), NGO(s), Religious denomination, community, civil society organizations or a private sector company and not funded by the government.

“**Public Education**” means education provided by the Government of South Sudan and the states in accordance with this Bill, responsible for performing and providing educational services to Learners in schools.

“**Public School**” means a School administered, managed and funded by the Government;

“**Pupil**” means any learner at primary school level;

“**Quality**” means a degree of excellence as measured against agreed upon standards;

“**School**” means an educational institution, public or private, recognized by the Ministry of Education and the relevant state Ministry of Education, which has teachers, Learners and learning space;

“**Secondary School**” means a level of Schooling above primary and below tertiary education;

“**Secretariat**” means the Secretariat of the National Examinations Council;

“**Special Educational Needs**” means needs which require special educational provision so that the learners with disabilities can learn to the best of their abilities;

“**State Director General**” means a Director General responsible for the management of education at a State Ministry of Education;

**“State Minister”** means the state minister for education, appointed in accordance with the Constitution;

**“State Ministry”** means a State Ministry of Education;

**“State”** refers to any of the ten states established by the Constitution of South Sudan;

**“Student”** means any Learner in a secondary school, post-secondary School, an adult college or a further education institution offering courses below a Bachelor degree;

**“Supervisor”** means any person occupying a position within the structure of the education system who provides supervision over other staff;

**“Teacher”** means a male or female staff who regularly instructs Learners in a School; he/she is a person who facilitate learning by teaching knowledge, competencies, skills and attitudes to learners and has undertaken a recognised pedagogical training programme and attained a recognised certification.

**“Teaching Service”** means the section of the labour-force employed to carry out teaching functions;

**“Technical Education”** means an education related to technical, scientific or industrial learning in a School or a technical institution;

**“Technical School”** means an educational institution that provides, in addition to academic subjects, knowledge and skills in technical, scientific or industrial professional areas;

**“Tertiary Education”** means education at post-secondary level at a university, college, or other institutions of higher learning;

**“Training”** means the process of facilitating the learning of knowledge, skills, and competencies that relate to specific vocational area or profession, with a goal of improving one’s capability, capacity and performance;

**“Tutor”** means a teacher who carries out specialized teaching, often in small or specialized groups of Learners;

**“Undersecretary”** means the Undersecretary of the Ministry of General Education; and

**“Vocational Education”** means a course of study providing practical skills and professional education in a vocational School or institute.

## FOREWORD

*The National General Education Policy, 2017-2027*, is the policy blueprint for general education in the Republic of South Sudan for next decade. It aims to achieve the national goals of General Education and contribute significantly towards achievement of the strategic goals of the South Sudan Vision 2040. The policy aims to strengthen the education system to produce graduates that have the knowledge, skills, attitudes, and abilities needed for success in life and at work. Above all, the Policy aims to contribute significantly to helping the Republic of South Sudan make the transition from an oil-dependent economy to a knowledge-based economy that is highly resilient, constantly growing and able to achieve prosperity for all at this turbulent and unpredictable 21<sup>st</sup> century.

The Policy is a tool for implementation of *The Transitional Constitution of the Republic of South Sudan, 2011*, *The General Education Act, 2012*, and other laws of the Republic of South Sudan; *Transforming our World: The 2030 Agenda for Sustainable Development, 2015*; and The African Union's *Continental Education Strategy for Africa, 2016-2025*. Consequently, the policy will enhance universal access to, promote equity in, improve the quality of general education.

*The General Education Strategic Plan 2012-2017* and *The General Education Act, 2012* serve to encapsulate the ideas and principles that should guide the policies, programmes and initiatives that the Government will put in place to radically change the design and delivery of the curriculum to ensure that learners are not passive recipients of knowledge, but active creators of that knowledge. The policy envisages a curriculum with parallel routes: academic, technical and vocational Education and Training (TVET) curriculum.

The Policy aims to reform the teaching workforce, teacher training and professional development and conditions of teachers to ensure they have the necessary professional competences and the motivation to deliver the new curriculum for all learners. The policy will promote Information and Communication Technology (ICT) as an essential tool for teaching and learning. In addition, the Policy will promote ICT as a tool for management, teaching, learning and research in school education, adult education, training and lifelong learning. ICT competencies will be one of the qualifications for admission to the pre-service teacher training institutions to promote ICT among new Teachers.

The policy will ensure that the quality standards and national goals of general education and achieved to meet the needs and aspirations of the people of the Republic of South Sudan. The National Ministry will act as the national custodian of quality standards in education. I call upon all the stakeholders to implement the Policy such that we ensure that the general education system in the Republic of South Sudan is efficient, effective and provides quality education for all learners – children, youth, and adults.



Deng Deng Hoc Yai  
**Minister of General Education and Instruction**

## PREFACE

The National General Education Policy, 2017-2027, is the third policy framework developed by the Ministry of Education since the liberation struggle. The 1994 Chukudum Convention set the national direction for education which was optimized by the late leader Dr John Garang de Mabior in the 2004 Convention for Girl Education, calling for free basic education for all children of this nation regardless of gender, creed, racial and cultural differences. Indeed His Excellency President Salva Kiir Mayardit, the current President of the Republic reinforced it by saying “we have ended a long war but one war still remains and that is the liberation from illiteracy” and that is further explicitly enacted in the Constitution Article 29 Section 2 stating that “All levels of government will promote education at all levels and will ensure free and compulsory education at the primary level; they will also provide free illiteracy eradication programmes.”

These contexts of pronouncements contributed to ushering in education authorities beginning from the former Secretariat of Education (SoE) and the 2005 newly established Ministry of Education to develop the first two policy frameworks for education with their related goals and objectives in 2001 and 2006 respectively. In spite of the dynamism and ever changing trends in education, many years have passed without the review of the second policy framework. This in a way cannot be allowed to continue since 2015 is an international target year for achieving EFA and is a year in which developing countries are expected to review their performances and set new targets based on the Sustainable Development Goals (SDG) 2030. This policy in response has set out the country’s position in terms of strategies for achieving Goal 4 and further suggests ways on how the nation’s Vision 2040 is achieved.

The Policy, however, is the first leg of our long journey to our planned Roadmap the Ministry has set itself to accomplish by June 2016. The Roadmap demands the review of the Policy, the Structure and Job Specification, the Education Sector Analysis, the General Education Strategic Plan, the Education Mid-Term and Annual Plan and finally the Performance Based Framework. This is within the Transformation Agenda the Ministry is embarking to pursue in line with the policy targets. This is an immense job indeed but with a dedicated team of committed technocrats we will attain our target exactly at the recommended time. I therefore wish to thank all those who have participated or contributed on the development of this Policy; more particularly, the education partners, the Directorates both at National and State Levels and contribution of the Improved Management of Education Delivery Programme and other interest groups or persons. My special thanks however go to the Department of Planning and Budgeting and the team of the technical working group who relentlessly through all the odds have made this work a reality and to the Ministry Advisor for his guidance and demonstration of leadership; may our Almighty God be with you all!



Michael Lopuke Lotyam Longolio  
**Undersecretary, Ministry of General Education and Instruction**

# 1. INTRODUCTION

## 1.1. Legal Framework

**The Transitional Constitution of the Republic of South Sudan, 2011**, is the basis for the overall legal framework for policy development. The main articles of the Constitution relating to education are Article 29 on the right to education, and Article 38 on education, art and science. The right to education guarantees access to education for all citizens without discrimination based on religion; race and ethnicity; health status, including HIV/AIDS; gender or disability. The Constitution stipulates that education will be promoted at all levels of government and free and compulsory education at primary level will be provided alongside free illiteracy eradication programmes. In addition, *Transforming our World: The 2030 Agenda for Sustainable Development*, which was adopted by all nations at the 70<sup>th</sup> UN General Assembly in New York in September 2015, obliges all the Member States to implement the Sustainable Development Goals (SDGs). Based on The 2030 Agenda of the United Nations, the Africa Union developed **The AU Agenda 2063** and the **AU Continental Education Strategy for Africa, 2016-2025**. Therefore, the Ministry, the State Ministries, County Education Departments and the other stakeholders have a legal duty to implement SDG 4 and contribute to achievement of the other SDGs by 2030. Moreover, **The General Education Act, 2012** and **The Child Act, 2008** provide the broad legal framework for the general education system and child protection. The Ministry and its stakeholders are legally bound to implement these laws and promote quality education for the benefit of all the citizens of the Republic of South Sudan - children, youth and adults.

## 1.2. Educational Challenges

The challenges facing the government are many and significant. These challenges are undermining the efforts of government to provide access to quality general education for all citizens of the Republic of South Sudan. The following are the major challenges:

- (1) Enrolment of children since 2005 has quadrupled. This is a massive achievement. However, **Out of School, Missing Out** suggests there are still too many children who are out of school. These children are estimated to be 1.8 Million and are heavily concentrated in former states of Eastern Equatoria, Warrap, Northern Bahr el Ghazal, Lakes, Unity, and Jongeli. These children are missing out on educational opportunities and the government and its development partners need to implement measures to address this challenge.
- (2) The general education system is largely inefficient. On average, repetition and dropout rates persistently remain over 8% and 7.5% in every class respectively. This substantial repetition and dropout rates affect the transition rates which in 2015 stand at 14% against the ambitious target of 50% by 2010 (GESP 2005 – 2010).
- (3) There are significant variations in the teachers' supply and demands in the States<sup>1</sup>. In some States, primary school teachers have not completed primary level of education as such their

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<sup>1</sup>Refer to *The Education Management Information System* National Education Census Report, 2015

competency is too low. This has affected learning negatively both in terms of internal and external efficiencies.

- (4) Teacher training, remuneration, motivation and management have been affecting internal efficiencies by impacting negatively on learning outcomes. This trend can be reversed by ensuring that teachers are trained effectively through a professional teacher development programme; teachers are paid well and motivated; teachers are retained in the teaching profession and managed effectively.
- (5) Due to high dropout rate of learners in schools and high unemployment rate of youth, youth unemployment is a challenge and the government aims to promote entrepreneurship by, among others, re-introducing and expanding Technical and Vocational Education and Training (TVET) all over the country. Since TVET provision is costly, the Government needs to invest significant finances in TVET to empower unemployed youth.
- (6) Illiteracy is a huge challenge. According to the Population and Household Census conducted in 2008, only 27 per cent of 15-year-olds and above is literate. This coupled with lack of efficiency in the general education system contributes to the production of youth who are not well equipped with literacy and numeracy skills and that reduces their employability and narrows their chances of securing jobs. However, adult literacy enrolment rate has improved by more than 50% of the target since 2005. This is a major success. However, there is still a long way to go and the government needs to double its efforts to significantly reduce the illiteracy rate nationally.
- (7) The textbook-pupil ratio has further improved from the baseline of 9:1 to 4:1. This massive achievement can be attributed primarily to the printing and distribution of 10 million textbooks and supplementary readers to primary schools by DfID or UK Aid in 2012. This was a massive increment of textbooks compared to the number of textbooks available in primary in 2006, which was only 495,618 textbooks. However, the issue of textbooks is still a major challenge in secondary schools and upper primary classes. ECD classes also lack nationally standardized learning resources. Even in primary schools, the current national average pupil-textbook ratio of 4:1 is still below the expected target of 1:1. Given that the new National Curriculum was launched in September 2015 and is due to be implemented with effect from February 2017, provided the finances are availed, it is vital that textbooks are developed, printed and distributed to secondary schools; the primary textbooks are updated, printed and distributed to schools; and appropriate learning resources are developed, printed and distributed to ECD centers. The government also needs to mobilise financial resources to digitise all these learning resources to promote digital literacy; provide easy and flexible access to rich learning resources; stimulate learners and increase their motivation and encourage the shift to the learner-centered teaching and learning.
- (8) The number of schools has increased to 5,759 in 2015. However, the geographical distribution of the schools is not commensurate with the size of the population of the States. For example, out of the 272 secondary schools in the country, there were only 27 secondary schools catering for over 5,000 students in the whole Greater Upper Nile in 2015. Given that the population of secondary school students has increased significantly to 64,782 in 2015 compared to 44,027 in 2009.
- (9) The number of classrooms has increased from 25,187 in 2006 to 26,924 in 2015. In addition, the number of permanent classrooms is only 10,266 and semi-permanent is only 7,320 (EMIS

2015). The number of open air classrooms still huge – it still stands at 6,730 classrooms. These figures are well below the numbers needed to ensure the pupil-classroom ratio is kept to the optimum number of 25:1. Research evidence suggests that class size has a significant effect on quality of teaching and learning.

- (10) On the average, the budget allocation for education sector has been in the range of 5% to 6% of total public expenditure, while the actual expenditure is below the budget allocated. This is in spite of the fact that The General Education Act, 2012, stipulates that the Government shall allocate “at least 10%” of the annual budget to general education. It is understandable that during the civil war it was almost impossible for the government to meet this legal obligation. However, at this time of peace the government is expected to implement the provision of the Act 2012. After all, the Republic of South Sudan needs to invest in education to be able to make the transition from an oil-dependent economy to a knowledge-based economy.

The Policy aims to overcome these challenges and many others in the general education system.

### **1.3. Macro-economic Environment**

Development of the education and training sector depends to a great extent on economic growth. Macroeconomic performance and demographic dynamics are major factors influencing the development of education and training sector of any country. Sustainable economic growth and development generally facilitates the sustainable provision of education, whereas large regional inequalities and low economic performance constrain it. Both population growth and the dynamics of the labour market impact significantly on the demand for schooling, while improved access to quality schooling and training is fundamental to human and economic development, and the elimination of poverty. The South Sudan General Education Strategic Plan recognises human resource development as a key enabler for an industrialising economy and identifies quality education and training as key to the development of the much needed skilled human capital.

In the context of South Sudan, the macroeconomic performance is highly influenced by the international oil prices as the country continues to rely heavily on oil revenue. The education development partners’ contributions to the sector have gradually risen over time, and are playing a significant role in the sub-sector’s performance. On average the partners’ contribution is around 33.3% of the total education sector expenditure. The government funding for education sector in South Sudan compared to most Sub-Saharan African countries is very low, i.e. 5 % as compared with most countries that commit 20-25% of their budget for the education sector.

Despite the support of donors, South Sudan remains critically under-resourced particularly in the education sector. In 2010/2011 the education sector received an average of 7% of the annual budget which is insufficient to meet the huge needs of the education sector. The South Sudan General Education Act 2012 advocates for increasing funding from the government sources to 15%, and the National Legislative Assembly approved 10% of government education budget to be allocated for General Education Sector and the 5% for High Education Sector.

South Sudan Vision 2040 identifies quality education, training and ICT as key enablers of human capital development, and the means of reducing poverty, disease and ignorance, and also for improving the citizens’ standards of living.

The SDG 4 aims to enhance access, quality and equitable education for all through sustainable peace, socio-economic development and political stability in the country.

Chapter 1 described the context that the new government operates in; i.e. a largely destroyed infrastructure, generations denied their basic right to education, large numbers of returnees and IDPs, and continuing conflict in many parts of the country. The challenges facing the education sector as described in this chapter are severe, but the government and its people have a clear vision for the future and strong enthusiasm for the task ahead.

The current level of funding to the general education sub-sector has resulted in low performance across the various educational levels. Generally, the general education sub-sector has not performed well to the expectation due to the following factors:

- (1) There have been noticeable increments in the number of schools across the various levels of education in the country, for example pre-primary school increased from 447 in 2011 to 652 in 2013, but with little changes to the funding strategies.
- (2) The number of teachers decreased between 2012 and 2013 nearly in all the levels, with males continuing to represent a disproportionate percentage of the teaching force. This trend of development in teacher management and development would not easily lead to achievement of quality education for all within the framed agendas.
- (3) The overall net enrolment rate (NER) in South Sudan is the lowest compared to most developing countries. For instance, primary school stands at 42%. Only 2 in every 5 children of the official primary age are enrolled in primary school.
- (4) Majority of the workforce at different education levels of learning are not trained.
- (5) Most of the educational infrastructure is either semi-permanent or open-air schools which is not conducive to effective learning.
- (6) Huge percentage of schools in the country has no access to clean drinking water, latrines, electricity etc.  
All these major factors and challenges have contributed to poor general education sector performance. As such unemployment levels are also relatively high with majority of jobs in the private sectors occupied by foreigners.



## **2. PHILOSOPHY, VISION, MISSION, GUIDING PRINCIPLES AND STRATEGIC GOALS OF GENERAL EDUCATION**

### **2.1. Philosophy**

The Republic of South Sudan’s education system aims to transform each learner to become a good citizen, who is patriotic and proud of his or her rich culture and heritage; active participants in society for the good of themselves and others; committed to unity, democracy, human rights, gender equity, peace and reconciliation and ready to take their place as global citizens, proud of South Sudan’s role and position in the world. In other words, a good citizen is a “conscientised” human being. A “conscientised” citizen is a person who has “learnt to perceive social, political and economic contradictions and to take action against the oppressive elements of reality”<sup>2</sup>. In addition, the education system aims to produce a successful life-long learner, who is literate, numerate and keen to learn; is able to learn independently and with others; is proficient in the key competencies and is committed to life-long learning. Moreover, the system aims to produce a creative, innovative, confident and productive individual, who is enterprising and a creative problem-solver; willing to exert the effort that is necessary to success; able to relate well to others, and understand others’ concerns and needs; and diligent, resilient and persistent in their attitude to work. Lastly, the education system aims to produce an environmentally-responsible member of the South Sudanese society as well as a global citizen, who is committed to sustainable forms of development; aware of the fragility of the environment, and the importance of environmental sustainability to life and prosperity; and appreciative of the need for everyone to work together to preserve the environment for the common good and for future generations.

### **2.2. Vision**

The General Education sub-sector’s vision, which is based on **The South Sudan Vision 2040**, is as follows: “**To build an educated and informed nation by providing quality education for all**”.

### **2.3. Mission**

The mission of the General Education Sector is “to provide equitable access to quality lifelong learning opportunities for all people of South Sudan.”

### **2.4. Principles of General Education**

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

“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;

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<sup>2</sup>Freire P. 1970: Pedagogy of The Oppressed (p 17)

- (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. “

These guiding principles will be reflected in and will inform the National Policy.

### ***2.5. Strategic Goals of General Education***

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.

### **3. GOVERNANCE OF GENERAL EDUCATION**

#### ***3.1. National Ministry of General Education and Instruction***

The National Ministry of General Education will:

1. Plan education provision and set national standards for public and private schools;
2. Organize 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; and
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.

### ***3.2. State Ministries of Education***

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.

### **3.3. County Education Departments**

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.

## **4. THE GENERALEDCATION SYSTEM**

The General Education System in the Republic of South Sudan will consist of two systems: formal education and non-formal education. The following sections provide details of the key policy objectives of formal education and non-formal education.

### ***4.1. Formal Education system***

The formal education system will comprise of the following levels of education:

#### ***(a) Early Childhood Development***

(1) Early Childhood Development (ECD) will:

- (i) Be provided by public primary and ECD schools free of charge.
  - (ii) Be offered for two years and serve as an introduction to the schooling experience for children aged 3 to 5 years.
  - (iii) Ensure children are ready for primary school in line with SDG4, Target 4.1 of **Transforming our World: The 2030 Agenda for Sustainable Development**;
  - (iv) Provide quality learning opportunities for all children in the Republic of South Sudan to be school-ready and make the transition to Primary Education;
  - (v) Be made widely available throughout the country by addressing the barriers including lack of infrastructure and teachers;
  - (vi) Be allocated two classrooms in each public primary school; these classes shall be used for ECD 1 and ECD 2; and
  - (vii) Be sufficiently financed by the Government to ensure all primary schools promote ECD.
- (2) The National Minister responsible for General Education will make regulations to govern Early Childhood Development throughout the Republic of South Sudan.
- (3) The Ministry will inspect ECD schools throughout the country as per ***The General Education Act, 2012***, and promote a culture of continuous improvement and excellence.

### ***(b) Primary Education***

Primary Education in the Republic of South Sudan shall be governed by the following policy directions:

- (i) Primary Education is a basic human right as per the Constitution, 2011, Article 29 (1) and the Universal Declaration of Human Rights, 1948, Article 26 and, therefore, all citizens of South Sudan shall exercise the right to education.
- (ii) Primary Education shall be free and compulsory based on the Constitution, 2011, Article 29 (2) and the law.
- (iii) Primary Education shall seek to achieve the targets of **Transforming our World: The 2030 Agenda for Sustainable Development**, which is a global road map for sustainable development in the world including South Sudan, especially Target 4.1 and ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.
- (iv) Primary Education shall span 8 years from Primary 1 to Primary 8, as the basic cycle of academic education, and shall be free, equitable and of high quality.
- (v) Primary education shall be attended by all children of school age (5-14) to reduce the percentage of out-of-school children from 58% to 13% within the next 10 years.
- (vi) The Ministry will inspect primary schools throughout the country as per ***The General Education Act, 2012***, and promote a culture of continuous improvement and excellence.

### ***(c) Secondary Education***

The Government will implement the following reforms:

- (i) Ensure access to free, compulsory, equitable and quality secondary education that spans 4 years from Senior 1 (S1) – Senior 4 (S4) in accordance with the UN’s **Transforming our World: The 2030 Agenda for Sustainable Development**, SDG 4;
- (ii) Ensure that Secondary Education consists of two broad categories of schools: Academic schools and Technical and Vocational Education and Training (TVET) schools.
- (iii) Ensure that students sit for a unified, national Certificate of Secondary Education examinations at the end of Senior 4 to be administered by the National Ministry of Education in collaboration with the State Ministries of Education and the National Examinations Council.

- (iv) The Ministry will inspect secondary schools throughout the country as per *The General Education Act, 2012*, and promote a culture of continuous improvement and excellence.

## **4.2. Non-formal Education**

The non-formal education system in the Republic of South Sudan will consist of the following:

### **(A) Alternative Education System**

The Government will implement the following reforms:

- (i) The Alternative Education System (AES) in the Republic of South Sudan will provide learning opportunities for learners who have missed their formal education in the basic education system, and those who never joined basic education.
- (ii) AES programmes will respond to the specific needs of the diverse groups of disadvantaged learners.
- (iii) The Ministry will inspect AES Centres or Schools throughout the country as per *The General Education Act, 2012*, and promote a culture of continuous improvement and excellence.

### **(B) Adult Education and Lifelong Learning**

The Ministry will implement the following reforms:

- (i) The Ministry will promote adult education and lifelong learning throughout the country.
- (ii) The Ministry will ensure that basic adult education established by the government will be free of charge for all citizens.
- (iii) The Ministry will provide for the registration of Adult Education and Lifelong Learning institutions.
- (iv) The government will invest the necessary resources in promoting adult literacy and reducing illiteracy in the country from 73% to below 40% within the next 10 years.
- (v) The Ministry will inspect all adult education and lifelong learning institutions in the Republic of South Sudan and will develop a national inspection framework for the purpose.
- (vi) The Minister will make regulations to govern adult education and lifelong learning.



## **5. ESTABLISHMENT AND MANAGEMENT OF PUBLIC AND PRIVATE SCHOOLS**

### ***5.1. Establishment and Management of Public Schools***

The Ministry will implement the following reforms:

- (a) The Ministry will ensure that public schools are established, funded and managed by the government;
- (b) The Ministry and State Ministries of Education will ensure that learners attend public schools free of charge and will take appropriate measures to raise public awareness and ensure compliance of the schools;
- (c) The Ministry will establish resource and run National Secondary Schools, ensuring there is at least one of these schools in each State.
- (d) National Secondary schools will be either academic or Technical and Vocational Education and Training (TVET) schools.
- (e) The Ministry will ensure that National Secondary Schools promote national unity, social cohesion and national integration as well as become centres of excellence in the country.
- (f) National Secondary schools will be funded by the National Ministry of Education.
- (g) National Secondary Schools will be evenly distributed throughout the Republic of South Sudan and at least one in each State.
- (h) The Ministry will ensure that admission to a National Secondary School will be done by the National Ministry of Education.
- (i) The Ministry will ensure that at least 20% of the students admitted to each National Secondary School hail from the host State and the other 80% from the rest of the States.
- (j) The Ministry will train and deploy Head-teachers, Teachers and other staff to all the National Secondary Schools.
- (k) The Ministry will ensure that every public school has a school governing body to be known as Parents-Teachers Association or Board of Governors; the Minister will issue regulations to govern these governing bodies.

## ***5.2. Establishment and Management of Private Schools***

The Ministry will implement the following policy reforms:

- (a) The Ministry will make rules and regulations to govern registration, inspection and the operation of private schools.
- (b) All private schools in the Republic of South Sudan will be registered by the Ministry to pave way for them to start operating as private schools.
- (c) All private schools in the Republic of South Sudan will follow the national school curriculum and syllabi except International and Diplomatic Schools.
- (d) Private schools are investments and will charge fees provided such fees are deemed reasonable by the Ministry.
- (e) Private Secondary schools will be either academic or Technical and Vocational Education and Training (TVET) schools.
- (f) The Ministry will inspect private schools, just like public schools, every term to assure the quality of the education they provide to the learners.
- (g) The Ministry will ensure that every private school, like a public school, has a governing body.

## **6. RIGHTS AND OBLIGATIONS OF LEARNERS, PARENTS AND GUARDIANS**

### ***6.1. Rights of Learners***

The Ministry will implement the following reforms:

- (a) Every learner has the right to be admitted to a public school free of charge.
- (b) Every Learner has the right for his/her educational needs to be supported by his/her school. This right includes the right to access appropriate learning resources and to be taught by the teacher(s) in his/her school.
- (c) No learner can be subjected to corporal punishment; corporal punishment is prohibited in accordance with Article 17, Section (1)(f) of the Constitution.
- (d) Any teacher, who subjects a learner to corporal punishment in contravention of the Law will be guilty of an offence and liable to punishment by Law.
- (e) The Ministry will encourage all schools to promote the Prefect system and Learners' Associations.

### ***6.2. Obligations of Learners***

The Ministry will implement the following policy reforms to ensure:

- (a) Every learner must attend lessons at his/her school regularly; school attendance for school-age children is compulsory.
- (b) Every learner must make effort to learn and achieve his/her learning targets, progress from class to class and make the transition from one level to another.
- (c) Every learner observes his/her school code of conduct and demonstrate exemplary behaviour.

### ***6.3. Rights of Parents and Guardians***

The Ministry will implement the following policy reforms:

1. Parents and guardians of learners will:
  - (a) Be informed of the progress, behaviours and attendance of their children in schools.
  - (b) Be consulted in the development of any special education programme prepared for learners with special needs.
2. Parents and guardians of learners may appeal decisions that significantly affect the education, health and safety of their children if they deem it necessary.

#### ***6.4. Obligations of Parents and Guardians***

The Ministry will implement the following policy reforms:

- (a) Every parent or guardian of a learner will:
  - (i) Support the educational needs of their children.
  - (ii) Ensure that his/her children are enrolled and attends schools when he/she attains the age of 5 years (in an urban setting) or 6 years (in a rural setting).
  - (iii) Inform the Head-teacher of any medical or other conditions peculiar to their children upon enrolment in schools or as soon as parents become aware of such medical conditions.
- (b) Unless excused under the Law, a parent or a guardian who neglects or refuses to enrol his/her child to attend school when he/she has reached the age of 5 or 6 years will be liable to pay a fine to be determined by the competent authority.
- (c) Where a child who attains compulsory school attendance age fails to enrol in a school, the County Education Department will:
  - (i) Investigate the circumstances of the child's failure to enrol in school;
  - (ii) Take appropriate measure to remedy the situation; and
  - (iii) Give notice to the parent or guardian to comply with subsection (a) above.
- (d) Where a learner who has been enrolled in school fails to attend school, the school will:
  - (i) Investigate the circumstances of the child's failure to enrol in school;
  - (ii) Take appropriate measure to remedy the situation; and
  - (iii) Give notice to the parent or guardian to comply with subsection (a) above.
- (e) The County Education Department and the community leaders will implement provisions of subsection (b) and (c) above.
- (f) A State Ministry may only exempt learners from formal compulsory school attendance on medical grounds.

## 7. ACCESS TO GENERAL EDUCATION

### *7.1. Access to Early Childhood Development*

The Ministry will implement the following policy reforms:

1. Increase access to **early childhood development** as preparation for schooling and to provide needed psychosocial support for children who have experienced conflict directly and whose parents have also experienced years of conflict;
2. Provide a two-year provision of ECD services for children aged three through five so that they are school-ready when they enter primary school at age 5 in urban settings and 6 in rural areas;
3. Expand government-offered ECD services by co-locate early childhood classes at existing primary schools and promoting construction of low-cost ECD centres;
4. Encourage the private sector and the community and voluntary sector to expand their ECD provision;
5. Ensure physical separation between the ECD classes and the other primary classes to provide a safe and secure learning environment for the younger children;
6. Ensure the ECD classes are staffed by permanent teachers;
7. Recruit ECD teachers from within the local communities;
8. Inspect the ECD provision to ensure that it meets the national quality standards;
9. Encourage local communities to be build more ECD centres or classrooms by using local materials and based on the guidelines of the Ministry;
10. Develop and disseminate the ECD policy to guide the ECD providers and coordinate the actions of all providers; this policy will be drafted based on three existing documents: the draft ECD Concept Paper, 2007; ECD Management and Administration Policy Draft, 2015; and ECD Guiding Rules and Regulations for Establishment of ECD Centres (Schools), 2012.);
11. Ensure that the ECD standards contained in the policy are adhered to by all ECD institutions operating in the country, irrespective of ownership;
12. Enforce implementation of the ECD policy by all stakeholders through inspection and supervision of the ECD schools or centres;
13. Register all non-governmental ECD providers, for all ECD programmes including private and community-based centres;
14. Register and license private ECD centres or school based on national quality standards to be developed and introduced by the Ministry;

15. Ensure that non-compliant schools are given improvement orders and, if they fail to improve, then closed temporarily until they are able to comply;
16. Mobilize local communities to promote ECD, among other activities, through awareness campaigns, talk shows on local radio stations, workshops, drama, singing, Parents' Day meetings and PTA meetings;
17. Work with partners to develop communication strategies including communication tools and materials that can be used by the national ministry and the states to promote ECD;
18. Develop model ECD centres that will serve as resource centres for nearby ECD classes or centres;
19. Offer in-service short courses for ECD teachers; and
20. Develop and provide ECD learning resources for children.

These reforms will ensure that the government eliminates the barriers that impeded access to Early Childhood Education and ensure all children in the age bracket 3-5 years old have equitable access to quality ECD that improve their school readiness and provides a solid foundation for primary education.

## ***7.2. Access to Primary Education***

The Ministry will implement the following policy reforms:

- (1) Increase access to **primary education** for children and young people who have not previously accessed or completed primary education, including 1.8 Million out-of-school children;
- (2) Increase the intake rate for six-year-olds substantially;
- (3) Provide Primary Education through alternative education programmes (accelerated learning programmes, community girls' schools and the pastoralist education programme);
- (4) Provide opportunities for the significant numbers of out-of-school children who have been denied their right to primary education;
- (5) Ensure educational continuity for IDPs and mainstreaming refugee education into the national system, to maintain gains in access and to restore schooling in communities where education has been disrupted by conflict;
- (6) Improve retention in primary education;
- (7) Work with partners, including the Education Cluster and UNHCR, to develop and implement advocacy programmes to sensitize communities to the importance of education for their children;
- (8) Work with all education partners, including communities to increase the number of learning spaces, especially low-cost, semi-permanent classrooms, to increase more rapidly the number

of classrooms available throughout the country in the short-term and, in the long-term, construct more permanent classrooms;

- (9) Work with partners to make sure that new classrooms are constructed on sites that are free from hazards, including natural hazards such as floods as well as unexploded ordnance or landmines;
- (10) Provide essential resources, such as the learning resources, capacity building, policy guidelines, monitoring and evaluation and, if possible, construction materials for the roof and foundation of the classrooms for the local communities (or the private sector) to construct classrooms, mobilize learners, recruit volunteer teachers, and manage and monitor the schools;
- (11) Work with the World Food Programme, to use the provision in the Letter of Understanding (LOU) on food-for-work as an incentive for local communities in the Counties to construct classrooms using locally available materials; when resources become available, these community schools will become government schools;
- (12) Coordinate with the Ministry of Agriculture, FAO, WFP, and other development partners to seek technical support for school gardening and farming projects to build the capacity of school stakeholders to initiate and manage these projects more effectively in order to promote sustainable food production that can also be used for school feeding purposes;
- (13) Work with WFP to provide food for school feeding in all primary and secondary schools in food stressed Counties and “take home food” for girls, as an additional incentive to retain them in school;
- (14) Work with the Ministry of Health, the Ministry of Water Resources and Irrigation, and the development partners to increase access to clean water and sanitary facilities in schools, ensuring there are separate latrines for boys and girls that are accessible for children with physical disabilities, too;
- (15) Work together with local communities in the Counties to establish safe learning spaces that are located within the community to reduce the distance travelled to school;
- (16) Recruit, organize and train education activists to conduct both formal and non-formal periodic campaigns in communities within the Counties to inform parents to send children to school and to mobilize communities to construct inclusive, safe learning spaces;
- (17) Solicit support of the local communities to expand access to education in less densely populated areas of the by constructing smaller schools (four classrooms including space for ECD) in order to establish primary education in these communities then additional classrooms will be added so that, in the long-term, all schools will be full cycle primary schools;
- (18) Implement the provision of *The General Education Act, 2012*, which stipulates that primary education through grade eight is to be free and compulsory;

- (19) Increase the number of primary schools that offer all eight grades, ensuring there is at least one such primary school in each Payam within the next five years;
- (20) Tackle the issue of dropout, which is a major challenge throughout all levels of education beginning in grade one and continuing throughout the primary education cycle, through both access and quality strategies;
- (21) Work with the local communities in the Counties to reduce the 6,027 open air classrooms (of which, 4,805 are government), representing 28% of all classrooms, to upgrade these classrooms using the food-for-work programme;
- (22) Increase retention and completion of the primary cycle for all children including IDPs and refugees by implementing quality improvement strategies and the alternative education strategies for primary level children;
- (23) Increase enrolment for girls and children with special educational needs and restore access to children who have been affected by conflict, including IDP and refugee children living in South Sudan to reach the overall primary access targets;
- (24) Work with partners (including the Education Cluster) to bring approximately 300,000 children in the conflict-affected areas to local schools by reconstructing classrooms and providing an adequate number of primary teachers in conflict-affected areas as a matter of priority;
- (25) Provide access to school for 144,000 (60%) refugee children in accordance with *The South Sudan Refugee Act*;
- (26) Improve access to primary education for girls to increase the Gender Parity Index for primary education (ratio of girls to boys) from 0.74 to 1:1;
- (27) Increase access to learning for children with special education needs by ensuring that new schools as well as water and sanitation facilities have physical disability access; by providing inclusive education training to school Head-teachers and Teachers so they are better able to support varying learning needs within their schools/classrooms; by encouraging schools to form Primary Education activism clubs whose purpose will be to advocate formally and informally for children with special needs through social activities;
- (28) Establish one functional government school in each Payam as a “model school” for inclusive education in order to improve and promote inclusive education in South Sudan as well as provide special training in inclusive education to Teachers and staff in these schools and task them to promote a positive attitude towards inclusion among children, parents and communities; and
- (29) Supply inclusive learning materials and assistive devices to schools to facilitate inclusive education and use such schools as resource centres for teacher professional development.



These significant reforms will increase access to and improve the quality of primary education throughout the Republic of South Sudan.

### ***7.3. Access to Secondary Education***

The Ministry will implement the following policy reforms:

- (1) Increase access to and expand participation in **secondary** education (both academic and TVET) throughout the country making sure there is at least one full secondary school in each county in order to make access to secondary education more equitable;
- (2) Support young people to obtain the knowledge and skills needed to become active and productive members of society;
- (3) Increase equitable access to safe, quality secondary education as the basis for longer-term development from a GER of only 7% in 2015 (4% for girls and 8% for boys) to 30% (10% for girls and 20% for boys) in 2021;
- (4) Provide low cost boarding schools for the hard-to-reach children, particularly from pastoralist and low-population-density areas, including through capitation grants and support from communities and partners by adding low-cost dormitories/housing that are attached to existing secondary schools in the States without boarding schools; and by encouraging private education providers to establish secondary boarding schools, especially in the States where very few or none currently exist;
- (5) Work with communities and development partners to establish schools as “zones of peace” at the secondary level and promote awareness on peace and safety issues affecting secondary school students, staff and facilities;
- (6) Ensure that there is at least one full secondary school (S1-S4) in each County within the next five years by using all the available resources including the ‘Constituency Development Fund’ (CDF) and block grants to construct and/or upgrade new schools; by advocating with national and state governments for the use of these funds, especially in disadvantaged Counties and, as the government education budget increases, by allocating funds for construction of additional secondary schools;
- (7) Ensure schools are located on sites that are free of landmines and unexploded ordnance as well as from the potential effects of hazards such as flooding;
- (8) Work with local communities in the Counties to enlist their support for repair and/or construction of secondary classrooms as well and ensure secondary schools and classrooms are located closer to communities to help improve safety for students on their way to and from schools;
- (9) Task all Head-teachers and teachers to work with “peace clubs” and with the Board of Governors (BoG) in their schools to increase access and to repair/rehabilitate school

facilities – including classrooms and water and sanitation facilities – as well as work together to construct new classrooms;

- (10) Work with WFP to maintain the school feeding programme as part of WFP’s emergency support, ensuring the National Secondary Schools continue to receive food through this programme, and ensure introduction of school gardens to increase access to food for secondary students, which may lead to increased attendance and retention;
- (11) Ensure Secondary school BoGs advocate with community leaders for the community to donate land to the schools that can then be used for school gardens and agriculture projects and work with the State Ministries of Infrastructure, Local Government and other actors to register donated land under the name of the school; work in partnership with FAO and WFP on projects where children learn to grow food and use available technology, and encourage the schools to contribute to local food production and security by helping to provide food at the community level;
- (12) Work with the national Ministry of Gender, Child, and Social Welfare and the State Ministry of Social Development to develop a campaign for attracting girls and children and youth with special education needs to secondary education; and
- (13) Encourage Girls’ education clubs (GEM) to take part in awareness and advocacy events to attract and retain girls at the secondary level and continue with the programme of cash transfers for girls throughout the secondary cycle.

These reforms will have the general effect of increasing access to and improving the quality of secondary education in the Republic of South Sudan.

#### **7.4. *Access to Alternative Education System for Out-of-School Children, Adults and Youth***

The Ministry will implement the following policy reforms:

- (1) Promote the Alternative Education Systems (AES), especially Accelerated Learning Programme (ALP), Community Girls’ Schools (CGS) and the Pastoralist Education Programme (PEP), which are essential for the government’s commitment to providing (formal or non-formal) primary education for all children in the country and provide a pathway to enter (or re-enter) the formal system;
- (2) Free up spaces in the primary system for children to be able to enter and progress at a more appropriate age for grade by reducing the currently 79% of primary learners who are over-age, for younger children to feel safe at school;
- (3) Construct additional classrooms for AES programmes through government-community partnerships and recruit at least two full-time teachers per site in order to implement these alternative education programmes;
- (4) Use existing classrooms in the communities for ALP during the afternoon after the primary shift has ended and encourage partners operating ALP programmes to rent rooms from community members in which to operate the ALP classes;

- (5) Supply teachers, school furniture and textbooks to and improve supervision of AES centres;
- (6) Maintain capitation grants given to ALP, CGS and PEP centres to support the construction of additional accessible semi-permanent AES classrooms;
- (7) Use Community Learning Centres (CLCs), which are established to bring learners together into one designated place to provide learning opportunities to adults and youth, to increase access to AES programmes, especially intensive English Courses (IEC), Functional Adult Literacy (FAL) and in-service training for teachers during the long holidays and weekends; special attention will be provided to make sure that the facilities are accessible for learners with disabilities;
- (8) Establish governing bodies for AES centres to take responsibility for maintenance of the facilities and for implementing advocacy campaigns to enrol learners, including those with special education needs;
- (9) Launch intensive advocacy campaigns to change the minds of communities who do not value education for their children through radio talks, local songs, drama (cultural activities), workshops and courtyard meetings guided by community chiefs and religious leaders;
- (10) Develop an advocacy plan in order to attract out of school children, youth and adults into education ensuring special advocacy activities are implemented to change the mind-set towards education for girls and learners with special education needs;
- (11) Implement the Pastoralist Education Programme (PEP) to meet the needs of the pastoralist communities, especially the livelihoods curriculum for pastoralist communities targeting children, youth and adults where children will learn in their mother tongue through P4 level and then transition to formal schools beginning with P5 and encourage out-of-school youth in these communities to attend the ALP programme;
- (12) Deliver the two-year livelihoods basic literacy and numeracy programme for adults in pastoralist communities;
- (13) Provide children from pastoralist communities who transition to the formal school system with school uniforms and free scholastic materials to attract both the students and their parents;
- (14) Construct and run low cost boarding schools for pastoralists when they are mainstreamed into the formal system, which is intended to begin in P5;
- (15) Conduct research on AES programmes, especially PEP which was financed by Room to Learn as well as the experiences of other countries that have implemented PEPs in order to improve the programme;

- (16) Work in collaboration with other ministries such as the Ministry of Labour and the Ministry of Agriculture to encourage communities to explore options for income generation at the schools or centres in order to pay the AES volunteer teachers and contribute to school maintenance needs; gardening (vegetables, fruits, flowers) around the school centres; selling crafts or trade-specific items (bakery items, dress, bricks etc.) produced by the learners; and other possibilities such as raising poultry or tending cattle could be explored as income generation options;
- (17) Promote adult literacy programmes, which are critical considering the low literacy rate in the Republic of South Sudan by providing, among others, information and conduct advocacy campaigns (which will require development of materials) to enrol learners; and
- (18) Increase provision of The Intensive English Courses (IECs), especially for civil servants and teachers to improve their English skills, and liaise with the State Ministries of Education to identify teachers and education officials in need of English language training.

These reforms will increase access to general education for the disadvantaged groups of citizens and give them second chances to learn, become literate and acquire useful TVET skills that they can use for income generation and survival.

## 8. PROMOTING EQUITY IN GENERAL EDUCATION

### 8.1. 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 rates for females by 50% by 2027;
- (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.

## **8.2. 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 Draft Inclusive Education Policy, 2015*;
- (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 its 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 Centers at county level (EARCs);
- (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 promote inclusive education in the Republic of South Sudan for the benefit of people with disabilities.

## 9. IMPROVING THE QUALITY OF GENERAL EDUCATION

### 9.1. *National Curriculum*

The Ministry will implement the following policy reforms:

- (a) The Ministry will establish a Curriculum Development Centre, which will be responsible for developing South Sudan curricula and instructional materials.
- (b) The Minister will determine the structure, functions and management of the Curriculum Development Centre by regulations issued in accordance with provisions of **The General Education Act, 2012**.
- (c) The Ministry will establish a unified secular National Curriculum for Public and Private schools in the Republic of South Sudan.
- (d) The National Curriculum will be balanced and will promote the academic, moral, cultural, intellectual and physical development of students or learners.
- (e) The curriculum will apply to all institutions of learning in the Republic of South Sudan, with the exception of international schools.
- (f) The Ministry in consultation with the Curriculum Development Centre may revise the curriculum when necessary.
- (g) Arabic and other international languages will be optional subjects.

These reforms will ensure the Republic of South Sudan implements one unified, secular National Curriculum that meets the needs and aspirations of its people and the emerging needs of its economy and development.

### 9.2. *Inspection of schools*

The Ministry will implement the following policy reforms:

- (a) The National Ministry of General Education will implement ***The National School Inspection Framework, 2012***, which is a national system for school inspection, throughout the Republic of South Sudan.
- (b) The National Ministry, in collaboration with the State Ministries, will inspect all schools once every term, regardless of their funding source, at least for the first five years. Once the Ministry is confident that every school has become a good school and is continuously improving, then the frequency of inspections can be reduced to once per a school year and the Law will be amended accordingly.



- (c) The Ministry will collate all inspection reports from all the States and produce a national report on the quality and standards of education in the Republic of South Sudan on annual basis.
- (d) The Ministry will make regulations to govern inspection of schools in the Republic of South Sudan.
- (e) The Ministry will ensure that the system for school inspection is totally transparent and judgements fully accountable.
- (f) The Ministry will train a cadre of richly-experienced and well-qualified professionals to be School Inspectors and will provide for their continuous professional development. The School Inspectors will be trained thoroughly and issued *The School Inspection Handbook, 2012*, for their easy reference.
- (g) All School Head-teachers, Deputy Head-teachers and teaching staff and school governing bodies will be given initial training on the school inspection system and will be given further training as and when necessary.
- (h) The Ministry will implement **The School Self-Evaluation Framework**, which all schools will use to conduct a self-inspection or self-evaluation prior to the formal inspection by a team of School Inspectors.
- (i) School inspections will be conducted by small teams of thoroughly trained inspectors who will visit schools to collect evidence of quality. A substantial element of the multi-day school visit will be the observation of teaching and learning.
- (j) School inspectors will be bound by a professional code of conduct. Any School Inspector who gets involved in an act that constitutes a misconduct shall be subject to disciplinary measures.
- (k) Each school inspection will result in a written report. This report will include the grades given by the School Inspectors to the key focus areas of the school and to the school overall.
- (l) The inspection report will offer advice and specific recommendations on school improvement. These recommendations shall be the basis for development of the School Improvement Plan, which each school is expected to develop and implement after the inspection.
- (m) School inspection reports will be public documents. So, they will be availed to the public through the available and affordable media, including the Internet.
- (n) County Education Departments will be responsible for the planning, coordinating and reporting of school inspections to their State Ministries of Education.
- (o) State Ministries of Education will be responsible for reporting on school inspections in their States to the Ministry of General Education and Instruction.

- (p) State Ministries of Education will have the additional responsibility of assuring the quality of the school inspection process and reporting to the National Ministry of General Education and Instruction.
- (q) The National Ministry of General Education and Instruction will have the responsibility for collating the evidence generated by the School Inspectors; reporting on school inspections nationally to the President, the Cabinet and the National Legislature annually.
- (r) The National Ministry will establish a separate Directorate of School Inspection as per the recommendation of the Committee of Education, Research, Science and Technology and the Resolution of the Transitional National Legislative Assembly TNLA No.1.A.2 dated 19<sup>th</sup> December 2018.
- (s) The National Ministry of General Education and Instruction will have the additional responsibility of assuring the quality of the school inspection process nationally.
- (t) The National Ministry of General Education and Instruction will oversee the school inspection system and will be responsible for monitoring its effectiveness in enhancing the quality of general education and for improving the system.
- (u) The National Ministry of General Education and Instruction will have the responsibility to review the school inspection policy in the light of evidence from monitoring its implementation.

These reforms will significantly improve the quality of general education, promote a culture of continuous school improvement and excellence and ensure that every school becomes a good school, if not an excellent school.

### ***9.3. Assessment and Promotion of Learners***

The Ministry will implement the following policy reforms:

- (a) The Ministry will ensure that the national assessment system mirrors the National Curriculum and goes beyond knowledge to encompass skills, attitudes, values and abilities.
- (b) The Ministry will ensure that learners' academic progress from class to class will be determined through a process of assessment as follows:
  - (i) School-based examinations which will take place at the end of each term;
  - (ii) Final examination at the end of the year, which will determine whether or not a learner progresses to the next class; and

- (iii) The schools will determine whether learners are promoted from year to year based on the standards developed by the Ministry of General Education and Instruction and the Examinations Council.
- (c) The schools will take remedial measures to help weak learners in order to avoid repetition.
- (d) The National Examinations Council will exercise the powers and functions prescribed by the National Examinations Council Act, 2011.
- (e) The National Examinations Council will set and administer examinations for primary and secondary leaving certificates in all schools, save those schools exempted, in all the ten States.
- (f) Transition from primary to secondary or from secondary to university or college will be determined by the results of the primary and secondary school leaving examinations.
- (g) Schools and universities will work closely to ensure secondary school students understand the courses available at the national universities and the routes to various future careers and, in so doing, enable these students to make informed choices.

These reforms will ensure that a robust and reliable national assessment system is installed and maintained to promote quality of learning and credibility of the ensuing qualifications.

#### **9.4. Languages in Education**

The Ministry will implement the following policy reforms:

- (a) The Ministry will promote the teaching of all indigenous languages as national languages in schools as well as the English language, the medium of instruction, in accordance with the Constitution.
- (b) The Ministry will develop the national standards for indigenous languages; train teachers of national languages and develop, print and distribute learning materials for national languages.
- (c) The Ministry will ensure that the medium of instruction will be the indigenous language of the area in Early Childhood Development and primary 1 through 3 and encourage schools in urban settings to choose to use more relevant or widely used national languages. English language shall be taught as a subject concurrently with National Languages in ECD and Primary 1-3 to ensure learners develop linguistic competence in English to be able to make the transition to using English as the medium of instruction as from Primary 4.
- (d) The Ministry will ensure that the medium of instruction in primary 4 through 8 is English, and that in primary 4 through 8, each indigenous language will continue to be taught as a subject to ensure that all school children are able to communicate in national languages of the Republic of South Sudan fluently, accurately and effectively in a variety of situations

- (e) The Ministry will ensure that the medium of instruction in secondary schools and adult education institutions will be English in accordance with the Constitution.
- (f) The Ministry will ensure that Universal Sign Language is used as an official language for purposes of learning at a public school for people with disabilities.
- (g) The Ministry will promote the study of the Braille system to blind learners.
- (h) The Ministry will ensure that Arabic, French and Kiswahili are taught in schools from P5 to S2 as foreign languages and that those students who have keen interest in languages are encouraged to continue studying these foreign languages in S3 and S4.

These national and foreign languages are of strategic interest for the Republic of South Sudan and have the potential to promote cultural renaissance as well as connect our country to the Francophone Africa and other French speaking countries, Arab and Islamic countries and the East African Community and improve foreign relations, trade and access to jobs in the global labour markets.

## **9.5. School Calendar**

The Ministry will implement the following policy reforms:

- (a) The School calendar in the Republic of South Sudan will be operational for a period of 9 months running from the beginning of February to December of the same year.
- (b) The school calendar will not be less than 210 full days of instruction
- (c) The school calendar will consist of 3 terms; each term will not be less than 70 full days of instruction
- (d) Short holidays during the terms will not be counted as the days of instruction.
- (e) Examination periods will be determined in accordance with regulations set by the National Examinations Council.
- (f) The Ministry shall commission a study to review the School Calendar and make the necessary recommendations as per the resolution of the Transitional National Legislative Assembly.

The unification of the school calendar is a quality issue and has the potential to improve the quality of general education throughout the Republic of South Sudan.

## **10. TEACHER RECRUITMENT, MANAGEMENT AND PROFESSIONAL DEVELOPMENT**

### **10.1. TEACHER RECRUITMENT**

1. The Ministry will implement the following policy reforms to ensure all the stakeholders adhere to the minimum standards for the recruiting of teachers:
  - (a) The Ministry, in consultation with the Ministry of Public Service, Labour and Human Resource Development, will ensure that the following categories of teachers, who meet the following minimum quality standards, are employed to teach in schools in the Republic of South Sudan:
    - (i) Teachers who teach in pre-school will possess a South Sudan Certificate of Secondary Education or its equivalent and a teaching certificate from a recognized teacher training institution.
    - (ii) Teachers who teach in primary school will possess a South Sudan Certificate of Secondary Education or its equivalent or diploma and a teaching qualification from a recognized teachers' training institute.
    - (iii) Teachers who teach at secondary school level will possess a Bachelor's Degree in Education or its equivalent or a Bachelor's Degree in any other discipline and a teaching qualification from a recognized teacher training institution.
    - (iv) Depending on the level at which they will be assigned to teach, and the complexity of the subject, teachers who teach in adult education level; will meet the minimum requirement stipulated in subsection (1) (b) and (c), above.
  - (b) All teachers upon recruitment shall register with the National Ministry of Education and, if qualified, shall be licensed to join the teaching profession.
  - (c) The National Ministry of General Education in consultation with the National Ministry of Labour, Public Service and Human Resource Development will develop a comprehensive affirmative action policy for female teachers at all levels to achieve gender equality in the teaching workforce.
  - (d) The National Ministry may recruit qualified teachers from abroad to plug gaps in the teaching workforce. State Ministries may also recruit such qualified teachers in consultation with the National Ministry.
  - (e) All teachers will be appointed and terminated in accordance with Public Service Regulations.
  - (f) Develop and implement policies to attract and retain high-quality candidates into the teaching profession.

- (g) Establish a five year “stay policy” for all teachers on first appointment.
  - (h) Ensure maintenance of sufficient professional teaching workforce that is equitably distributed and optimally utilised in public educational institutions.
2. The Ministry will implement the following policy reforms to improve pay and conditions of teachers:
- (a) The Minister shall make a proposal for increasing the salaries of Teachers in public schools and employees of the National Ministry, the State Ministries and the County Education Departments.
  - (b) The Minister shall make a proposal to the Cabinet to approve additional allowances to Teachers.
  - (c) The Ministry will ensure that every teacher is provided with:
    - (i) Protection as far as is reasonably possible from molestation, abuse, assault and buttering in the process of carrying out his or her professional duties, inside or outside the school, provided that the teacher is engaged in authorized activities.
    - (ii) Compensation for injury to body and mind, damage to or loss of material possession while executing his or her duties, provided that the damage or loss is not caused due to his or her negligence. Such injury, damage or loss of property will be proven by a competent authority.
    - (iii) Teacher guides and any other teaching and learning resources available to enable him or her to fulfil his or her role.
  - (d) All teachers must appear in a descent dress, in particular while on duty.
  - (e) In-service teacher training will be provided to untrained teachers.
  - (f) Performance assessment or appraisal and promotion of teachers will be conducted in accordance with *The Civil Service Act, 2011*.
  - (g) Every teacher will have the right to:
    - (i) Be a member of a professional body or association such as a club, a professional association or a union and to participate in activities of such a body in accordance with the Law.
    - (ii) Participate in civic, cultural and political activities of the community provided that these do not interfere with his/her professional duties.

- (iii) Carry out all teaching responsibilities with a high degree of professionalism that promotes higher standards of learning and contribute towards achievement of the strategic goal of building educated and informed nation.
- (iv) Generate reports and maintain whatever registers, records or other forms as maybe required by the Head-teacher, the Undersecretary of the Ministry or this Policy; and make those registers records or forms available for inspection by the Head-teacher, the Undersecretary of the Ministry or other persons authorized by the Ministry.
- (v) Observe the standards of behaviour and conduct as established by *The Teachers' Code of Conduct*.
- (vi) Promote and maintain positive relationship with learners, parents or guardians, members of the school community as well as persons and bodies outside the school that may have a stake or interest in the school.

These policy reforms will ensure that only qualified teachers who meet the minimum criteria for recruitment of teachers are recruited and this will improve the quality of teaching and learning. The measures to improve pay and conditions of service for teachers will also have the general effect of improve morale, motivation and retention.

## **10.2. TEACHER MANAGEMENT**

### ***(A) Teacher Licensing***

The Ministry will implement the following policy reforms:

- (i) The Ministry will issue a license for each graduate, who meets the licensing criteria and the minimum standards for recruitment of teachers, to enter the teaching profession.
- (ii) The Ministry will issue regulations to govern the licensing or certification of teachers and ensure such regulations are disseminated widely.
- (iii) The Ministry will commission a competent body to design the license, which shall be in form of a certificate, ensuring that it has distinct features to prevent counterfeiting or forgery.
- (iv) All State Ministries will ensure no teacher is recruited into the teaching profession without showing the license issued by the National Ministry of General Education and Instruction, which shall be taken as prove of the competence to teach in a school or an adult education institution.
- (v) The Ministry will work closely with the State Ministries and, through them, the County Education Departments to ensure that all teachers, who are teaching currently and meet the minimum requirements for recruitment of teachers, are issued with *the full license*. The National Ministry will issue a *temporary license* to each teacher who is proven to

be competent but does not meet one or more of the minimum requirements for recruitment of teachers.

- (vi) The Ministry will reserve the right to withdraw a license issued to a teacher in case of a gross misconduct. In such a case, the teacher concerned will also be deregistered and banned from teaching in any school – public or private -in the Republic of South Sudan.
- (vii) Teachers are expected to show their licences together with their academic and teaching certificates to prove their competency and eligibility to teach in the country when they apply for teaching jobs in the Republic of South Sudan.
- (viii) The teachers will be given the right to appeal against the outcome of their application if they feel they have been treated unfairly. Such appeals shall be considered by the National Minister and his/her decision shall be considered final.

Teacher Licensing will ensure the Ministry keeps the gate to the teaching profession and only those individuals who are qualified to teach are licensed to teach in the Republic of South Sudan. The major policy shift will impact positively on the quality of teaching and learning for the benefit of learners, schools, communities and the whole country.

### ***(B) Teacher Registration***

The Ministry will implement the following policy reforms:

- (i) The National Ministry will register each graduate, who has a license and has been offered a teaching job by a State Ministry, in the case of public schools or public adult education institutions, or by a Proprietor of a private school to grant him or her the final approval to enter the teaching profession.
- (ii) The National Ministry will make regulations to govern the registration of teachers and ensure such regulations are disseminated widely.
- (iii) The National Ministry will commission a competent body to design the registration card or certificate, ensuring that it has distinct features to prevent counter feiting or forgery.
- (iv) All State Ministries will ensure that all teachers who are recruited into the teaching profession are registered by the National Ministry as soon as they start their teaching career in a school or an adult education institution.
- (v) The National Ministry will work closely with the State Ministries and, through them, the County Education Departments to ensure that all teachers, who are teaching currently and meet the minimum requirements for recruitment of teachers, are issued with the full registration certificate. The National Ministry will issue a temporary registration certificate to each teacher who is proven to be competent but does not meet one or more of the minimum requirements for registration of teachers or who is a Teacher Trainee or a Volunteer Teacher.



- (vi) The National Ministry reserves the right to terminate a temporary registration certificate should the individual teacher concerned fail to meet all the requirements for the full registration within the prescribed period.
- (vii) The National Ministry will reserve the right to withdraw a registration issued to a teacher in case of a gross misconduct. In other words, the teacher concerned will be deregistered and banned from teaching in any school – public or private -in the Republic of South Sudan.
- (viii) Teachers are expected to show their *Registration Certificates* as their prove of employment in the teaching profession and for the purpose of payroll cleansing and payment of salaries in the Republic of South Sudan.
- (ix) The teachers will be given the right to appeal against the outcome of their application if they feel they have been treated unfairly. Such appeals shall be considered by the National Minister and his or her decision shall be considered final.

Teacher registration will provide the Ministry with an opportunity to screen the qualifications of the teachers and ensure no unqualified teachers continuous to teach unnoticed. Registration of teachers will enable the Ministry to collect accurate data on the teaching workforce and, in so doing, link the registration of teachers to the payroll and promote accountability.

### ***(C) Teacher Remuneration***

The Ministry will implement the following policy reforms:

- (i) The Government will implement the recent Resolution of the National Council of Ministers increasing the salaries of all government employees.
- (ii) The Government will allocate additional allowances to teachers at a rate to be determined from time to time by the National Ministry of Education in consultation with the National Ministry of Labour, Public Service and Human Resource Development as soon as the economic situation is stable.

Teacher remuneration will impact positively on teacher recruitment, morale and motivation, performance and retention as well as the image of the teaching profession.

### ***(D) Teacher Deployment***

The Ministry will implement the following policy reforms:

- (1) The Ministry will:
  - (i) Be responsible for deployment of Head-teachers, teachers and staff to all National secondary schools in the Republic of South Sudan.

- (ii) Transfer Head-teachers, teachers and support staff from one national secondary school, or national teachers' training institute to another.
  - (iii) Monitor the performances of Head-teaches and through them; teachers and support staff working in national secondary schools to ensure that optimum standards are adhered to.
- (2) The State Ministries will:
- (i) Be responsible for the deployment of Head-teachers, teachers, and support staff to all public schools throughout their respective states.
  - (ii) Transfer Head-teachers, teachers and support staff working in public schools in their states from one public school to another, as they deem appropriate.
  - (iii) Monitor the performance of the Head-teachers, and through them, teachers and support staff working in state public schools to ensure optimum standards are adhered to.
- (3) The County Education Departments will:
- (i) Ensure that Head-teachers, teachers, and support staff deployed by the State Ministries to all public schools in the Counties throughout their respective states go to their respective schools without delay or fail.
  - (ii) Ensure that Head-teachers, teachers and support staff transferred by the State Ministries from one public school to another adhered to the transfer orders and commence teaching in their new schools promptly.
  - (iii) Support the State Ministries to monitor the performance of the Head-teachers, and through them, teachers and support staff working in state public schools to ensure optimum quality standards are maintained.

Teacher deployment is crucial to managing pupil-teacher ratio, reducing class size and managing workload and stress.

***(E) Teacher Supervision and Support***

The Ministry will pursue the following policy reforms:

- (i) The Head-teachers, Deputy Head-teachers and Senior Teachers will supervise all Teachers in their schools.
- (ii) The Head-teachers, Deputy Head-teachers and Senior Teachers support all Teachers in their schools. Such support will include, but is not limited to, observing Teachers

delivering lessons and giving evaluative and constructive feedback to them on such lessons; coaching the Teachers and acting as Mentors for the Teachers.

- (iii) The Head-teachers, Deputy Head-teachers and Senior Teachers will also provide in-service, school-based teacher training, support the professional development of Teachers and keep their teachers' motivation and morale high.
- (iv) The Head-teachers and Deputy Head-teachers shall ensure that Teachers start and finish their lessons on time to avoid disruptions, maintain proper time-keeping and ensure every subject is given the time allocated to it in accordance with the National Curriculum.
- (v) The Head-teachers and Deputy Head-teachers will manage the daily attendance of Teachers and keep accurate records of attendance for the purposes of accountability and payment of salaries.
- (vi) The Head-teachers and Deputy Head-teachers shall ensure all Teachers are paid their salaries and, where there are delays, liaise with the County Education Department to remedy the situation.
- (vii) The Head-teachers, Deputy Head-teachers and Senior Teachers shall play a lead role in implementation of national policies, laws, regulations, programmes and strategic plans and support all their Teachers to play their part.

Teacher supervision and support measures are expected to improve performance of teachers and impact positively on the quality of teaching and learning in all schools throughout the Republic of South Sudan.

#### ***(F) Management, Leadership and Governance of Public Schools***

The Ministry will implement the following policy reforms:

- (a) The governance of public schools will be vested in a governing body to be known as Parents-Teachers Association (PTA) at primary levels and Board of Governors (BOG) at secondary levels, Adult Education College, Or Teacher Training Institution.
- (b) The establishment and operational procedures of such governing bodies will be provided for, by rules and regulations to be issued by the National Ministry of General Education.
- (c) The governing body will be an authority in all matters related to finance, academics, discipline, co-curricular activities and the general welfare in schools.
- (d) Subject to the Law, the administrative and professional management of public schools will be the responsibility of Head-teachers under the supervision of the relevant Ministries.
- (e) The governing bodies will be responsible for setting strategic direction, ensuring accountability and supervising the school performance.

These reform measures are expected to improve performance of school head-teachers and Deputy Head-teachers, which will impact positively on the quality of teaching and learning in all schools throughout the Republic of South Sudan. Therefore, these reforms will contribute significantly towards improving the quality of general education in the country.

### ***10.3. PROFESSIONAL DEVELOPMENT OF TEACHERS***

#### ***(A) In-service Teacher Training***

The Ministry will implement the following policy reforms:

- (i) In-Service Teacher Training shall be an entitlement of all serving teachers throughout the Republic Of South Sudan.
- (ii) The National Ministry of General Education will develop a policy on professional development of teachers to cover both pre-service teacher training and in-service teacher training to be implemented by all the State Ministries of Education and other institutions throughout the country.
- (iii) The National Ministry will ensure that the policy on professional development of teachers is implemented consistently throughout the country.
- (iv) The Ministry will also ensure *The National Professional Standards for Teachers, 2012*, are used as the basis for all teacher training and development programmes in the Republic of South Sudan.
- (v) The Ministry will develop teacher training and development programmes based on the national professional standards for teachers and ensure such programmes are implemented throughout the country. The Ministry will also provided appropriate learning resources including digital learning resources to ensure that teacher have easy and flexible access to rich learning resources at their leisure.
- (vi) Develop highly professional, competent, committed, efficient and motivated teaching cadres or workforce.
- (vii) Establish and maintain a Teacher Management Information System (TMIS) and credible payroll system.
- (viii) Develop the In-service teacher training programme:
  - (a) 2-year for secondary school leavers and the mode of training will be distance learning, e-learning, school-based mentoring and coaching and face to face lectures delivered at the CECs for teachers in the school;
  - (b) Short school-based, in-service teacher training programmes; and

- (c) Continuous professional development for all teachers.
- (ix) Develop policy on teachers' accreditation and certification system to link the institutions to national public universities, in the interim, and establish an independent system operated by the National Examinations Council in the long run.
- (x) Harmonise the teaching practice period for all teacher training institutions of the same level.
- (xi) Make ICT a priority area for Continuous Professional Development (CPD) for all teachers.
- (xii) Establish a 3-year diploma programme for secondary school teachers in NTTIs.
- (xiii) Expand access to include education training through decentralised training centres at CECs.
- (xiv) Concepts and best practices of inclusive education and other cross-cutting issues will be an integral component of the teacher training programmes.

These reforms will ensure all teachers access in-service teacher training and Continuous Professional Development (CDP) opportunities to increase teacher capacity; to enhance teacher professionalism; and to improve performance of teachers. They will impact positively on the quality of teaching and learning in all schools throughout the Republic of South Sudan.

### ***(B) Pre-service Teacher Training***

The government will implement the following policy reforms:

- (i) The Ministry will issue regulations to govern the operation of teachers' training institutions and assure the quality of teachers' training programmes throughout the Republic of South Sudan.
- (ii) The Ministry will develop and implement a national inspection framework for inspection of all institutions providing teacher training in the Republic of South Sudan.
- (iii) The Ministry will provide resources and manage all the current government-owned National Teacher Training Institutes, and may establish additional ones to meet the demand for pre-service teacher training in the country.
- (iv) The Ministry will build the capacity of the government-owned National Teacher Training Institutes to support the Ministry to fulfil its quality assurance responsibility for teacher training programmes throughout the country.
- (v) The Ministry will develop a system of registration and accreditation of teacher training institutions and inspect their teacher training programmes.

These policy reforms will ensure more South Sudanese citizens are trained to become teachers and, in so doing, ensure constant supply of teachers to replenish the workforce.

*(C) Scholarships for Teachers*

The Government will implement the following reforms:

- (1) The National Ministry will establish a scholarships programme for teachers or employees to be known as the South Sudan Government and States Scholarships Programme.
- (2) The scholarships will be attainable at all the universities in South Sudan and any other universities, colleges or institutions elsewhere approved by the Ministry.
- (3) Any teacher or employee who is awarded a scholarship under this Policy will sign a bonding agreement with the National Ministry or State Ministries of Education to ensure he or she returns to upon his or her qualification to continue to serve within the education system at the Ministry or State Ministries for a period equivalent to the period for which the scholarship was awarded; or else, he/she will be required to reimburse the cost of the scholarship in case he or/she shifts to serve elsewhere.

These reforms will ensure that teachers get scholarships and engage in continuous professional development to increase their professionalism.

## **11. MANAGEMENT OF BEHAVIOUR AND DISCIPLINE IN SCHOOLS**

### ***11.1. National Professional Code of Conduct for Teachers***

The government will implement the following policy reforms:

1. The National Ministry will update, consult on, print and disseminate *The National Professional Code of Conduct for Teachers, 2017*.
2. The Code of Conduct shall apply to all Teachers and support staff in all schools in the Republic of South Sudan.
3. The National Ministry will oversee implementation of the Code of Conduct through out the country.
4. The State Ministries, in collaboration with the County Education Departments, will monitor implementation of the Code of Conduct and, where breaches of the Code of Conduct are confirmed, recommend to the National Ministry de-registration and withdrawal of licenses of Teachers.
5. The school Head-teachers and Deputy Head-teachers shall work closely with the school governing bodies to ensure the Code of Conduct is implemented fully in their schools and cases of violation are dealt with swiftly in accordance with the Code of Conduct.

These reforms will ensure teachers adhere strictly to a national professional code of conduct and show exemplary behavior in all schools throughout the country.

### ***11.2. National Code of Conduct for Learners***

The government will implement the following policy reforms:

1. Subject to this Policy and the Law, the Governing Body of a public school will adopt a code of conduct for the learners after consultation with the learners, parents and teachers of the school.
2. A code of conduct reflected (1) above, will be aimed at establishing a discipline for the purpose of creating a conducive school environment dedicated for the maintenance of a high quality learning process.
3. The National Minister of General Education, after consultations with the State Ministers of Education, will determine guidance for the Governing Bodies in adopting the code of conduct for learners.
4. All learners will be obliged to comply with the code of conduct.

5. The code of conduct must contain provisions for due process safeguarding the interests of the learners and any other parties involved in the disciplinary proceedings.
6. Sexual relationships between teachers or staff members and learners, molestation, and sexual harassment of learners will be prohibited.
7. Any teacher or staff member who impregnates a learner will be dismissed and de-registered.
8. Pregnant learners will have the right to remain in school or gain re-entry to school after delivery.

These reforms will improve behavior of learners in all schools throughout the country.

### ***11.3. Political Indoctrination***

The government will implement the following policy reforms:

- (a) The National Ministry and the State Ministries of Education will ensure that there is no political indoctrination in schools.
- (b) Teachers or Learners who engage in ethnic, tribal and partisan political activities contrary to the Law will be subject to disciplinary proceedings in accordance with this Bill.
- (c) The National Ministry will include further details in the regulations.

The above-mentioned reforms will ensure that political indoctrination is prevented in all schools.

### ***11.4. Religious Education in Public Schools***

The government will implement the following policy reforms:

- (a) Religious education provided in schools will be in accordance with the syllabus developed by the National Ministry of Education.
- (b) Any practices contravening the Policy will occasion an investigation and, if the allegations are proven, disciplinary measures and penalties.
- (c) The National Ministry will make regulations related to religious education in public schools.

These reforms will ensure that religious education in public schools is taught based on the law and, in so doing, prevent religious extremism.



## **12. INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION**

The government will implement the following policy reforms:

- (a) National development of 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 communication and coordination strategy.
- (d) The government will implement the following policy reforms:
- (e) Ensure that all teachers and education managers are ICT-literate by 2030.
- (f) Ensure that e-learning will be incorporated into the curriculum by 2022.
- (g) Ensure the acquisition of ICT competencies to in-service and pre-service teacher trainees.
- (h) Develop and implement ICT education sector policy, plans and initiatives.
- (i) Develop national ICT education and training strategic plan.
- (j) Develop minimum quality standards and specifications for ICT.
- (k) Establish ICT Training Centres at MoGEI, state ministries, county education centres and schools to drive forward ICT development across the education sector.
- (l) 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.

### **13. ASSESSMENT AND EXAMINATIONS**

The government will implement the following policy reforms:

- (1) The Secretariat of the National Examinations Council will review and update the Examinations Policy.
- (2) The Secretariat will unify primary examinations and ensure both primary and secondary national examinations are based on the South Sudan National Curriculum.
- (3) The National Examinations Council will review and update Entry Regulations to guide schools and candidates when registering for either primary or secondary examinations.
- (4) The entry regulations will be reviewed from time to time to meet university entry requirements.
- (5) The National Examinations Council will develop guidelines or Regulations for the conduct of national examinations for schools and candidates to observe.
- (6) The guidelines or Regulations will be reviewed from time to time in order to address challenges faced during conduct of examinations.
- (7) Regular assessment for ECD learning outcomes for grading and promotion will be developed.
- (8) The national examinations will be administered to candidates who have proven records of completing the eight-year primary and four-year secondary education cycles.
- (9) The National Examinations Council will develop clear criteria for certification and accreditation of successful candidates.
- (10) The National Examinations Council will develop criteria for equating all foreign certificates to South Sudan Primary and Secondary Certificate of Education.
- (11) There will be regular assessment and term examinations in all primary and secondary schools in accordance with the academic school calendar.
- (12) The Secretariat will produce an assessment handbook and examinations syllabus for teachers.
- (13) The Secretariat will develop relevant, valid and reliable instruments for assessing learning outcomes and evaluation of performance of learning institutions.
- (14) The Secretariat will develop literacy and numeracy assessment tools to assess the learning outcomes at early primary grades.

- (15) The Secretariat will develop rules and regulations guiding administration of examinations to learners with disabilities.
- (16) The Secretariat will build the capacity of the National Examinations Council, including managing the recruitment process for additional staff.
- (17) The Secretariat will make the necessary arrangements for the construction of the offices of the Council including the Examinations Centre.

These policy reforms will ensure that a robust and reliable system of assessment is installed to boost the public confidence as well as act as a filter for learners transiting to higher levels of education.

## **14. EDUCATIONAL MANAGEMENT CAPACITY BUILDING**

### ***14.1. Building the Capacity of the Education Managers***

The Government will:

- (a) Develop an education sector strategy with short, medium and long-term objectives to guide the development of education which is associated to monitoring and evaluation strategies to ensure evidence based policy planning and decision making process.
- (b) Ensure the delivery of basic education to states and local government.
- (c) Develop effective and decentralized organizational structures.
- (d) Strengthen and support the role of Parent Teachers' Associations (PTAs) and teacher professional bodies such as South Sudan Association of Teacher Training Institutions in the legal provisions.
- (e) Establish Governing Councils for Teacher Training Institutions (TTIs).
- (f) Develop codes of conduct and regulations for BoGs, PTAs, SMCs and development partners with clear roles and responsibilities.
- (g) Institutionalise financial tracking and auditing in the education sector.
- (h) Develop regulations which hold management bodies individually and collectively liable for any loss, misuse or embezzlement of funds under their docketts.
- (i) Ensure accountability and transparency in education and training institutions.
- (j) Develop schemes of service for non-teaching and support staff in collaboration with relevant stakeholders.
- (k) Institutionalise and develop capacity of EMIS, SSSAMS and any other e-governance data systems at national, states and counties.
- (l) Use birth certificates in learning institutions as a form of identification admission, which also tracks cohorts.

These reforms will build the capacity of education managers throughout the country to ensure they are able to carry out their mandates effectively and efficiently.

## ***14.2. Human Resource Development and Management***

The government will:

- (a) Establish human resource information system that includes database of the staff of the general education sub-sector.
- (b) Establish clear staffing norms taking cognizance of the current devolution, all emerging issues, and recruit sufficient and qualified personnel for the education and training sector at all levels.
- (c) Develop and implement a national HRM policy throughout the country.
- (d) Implement the performance annual appraisal policy.
- (e) Provide continuous capacity development for educational managers.
- (f) Review and update the structures of the Ministry, State Ministries and County Education Departments as well as the job descriptions of staff from time to time to ensure that they are fit for purpose.

These reforms will enable the Ministry to effectively manage its human capital, which is one of the most critical resources needed for socio-economic development of an organization or nation. Therefore, these reforms will ensure that the general education sub-sector is well managed and led to make a significant contribution towards producing a critical mass of educated people who are equipped with appropriate knowledge, skills and attitudes to achieve the country's political, economic and social goals that are articulated in South Sudan Vision 2040.

## **15. RESOURCE ALLOCATION, FINANCIAL MANAGEMENT AND ACCOUNTABILITY**

### ***15.1. Resource Allocation***

The government will implement the following policy reforms:

- (a) The process of budget allocation for general education will be the joint responsibility of the Government of the Republic of South Sudan and the National Legislative Assembly.
- (b) The Government will allocate an annual budget to the tune of 20% of the total annual budget for General Education to be directed towards development, management and maintenance of education programmes throughout the country.
- (c) The National Ministry will allocate funds to the State Ministries of Education on a monthly basis to cover salaries, operational cost and capital cost in accordance with the financial procedures set by the government.
- (d) The National Ministry in consultation with the State Ministries of Education will prepare annual budgets to be presented to the National government for funding of schools and other institutions of learning.
- (e) The National Ministry and State Ministries will maintain proper accounting procedures.
- (f) The State Ministries of Education will allocate and disburse funds to the Counties' Education Departments.
- (g) The Government will employ the following policy:
- (h) The Government will seek ways to increase the contribution of donor communities, education development partners, the local communities as well as the private sectors to finance education development in the country.
- (i) The Government will provide capitation grants to all levels of public and low cost schools including non-profit education providers to enhance positive public-private partnership in the education sector.
- (j) The Government will ensure that through capitation grants, all school levies on basic school and secondary learners are removed by 2030.
- (k) The government will regulate community contributions for school development.
- (l) Regular inspection will be carried out in all schools to assess school fee charges, school standards, teachers' pay, availability of school governance bodies, child-friendly environments, learners' conduct and care to determine eligibility for capitation grants and cash transfers.

- (m) Additional funding for different levels of education including states, counties, payams, and schools will be further augmented by developing strategies for attracting and absorbing international contributions.
- (n) The Government will develop consensus and allocate funds for development and promotion of education focused on the hard-to-reach areas in the states, counties, payams and communities.
- (o) Develop a system for donor harmonisation to improve coordination between development partners and government agencies.
- (p) Transport costs, boarding fees, school uniforms and school meals, will be subject to cost-sharing based on the actual experience on the ground.
- (q) The Government at all levels and educational institutions will strengthen capacity development and EMIS for effective evidence-based planning to ensure proper utilisation of financial resources.
- (r) The Government will ensure regular monitoring and evaluation at all levels of education to enhance smooth education service delivery and accountability

These policy reforms will ensure that the general education sub-sector is allocated sufficient financial resources annually to enable the Ministry, the State Ministries, the County Education Departments and other institutions that are affiliated to the Ministry such as the National Examinations Council, the Curriculum Development Centre and the National and Foreign Languages Centre to fulfill their legal mandates.

## ***15.2. Financial Management and Accountability***

The government will implement the following policy reforms:

- (a) The National Ministry, the State Ministries and the County Education Departments shall ensure transparency, accurate record-keeping and full documentation in accounting for the use of all funds.
- (b) The National Ministry will inform State Ministries of the schedule for the transfer of funds and the amounts for State Ministries planning purposes.
- (c) The National Ministry will ensure that resources are used only for their intended purposes and in an efficient and cost effective manner.
- (d) The State Ministries will be responsible for financial management at the state level.
- (e) The State Ministries will be accountable for all finances received from the National Ministry of Education.

- (f) The financial accounts of the National Ministry and the State Ministries of Education will be audited annually.
- (g) The State Ministries will be free to solicit funds from donors when necessary.
- (h) The State Ministries will ensure accountability for all funds allocated and disbursed to the Counties' Education Departments.

These reforms will promote proper financial management and effective accountability at the three levels of the government and, in so doing, ensure that funds allocated for general education are used for the intended purposes only.

### ***15.3. Cost-Sharing in Education***

The government will:

- (a) Raise awareness of and sensitize the communities to make voluntary contributions towards the cost of education.
- (b) Encourage Parents to contribute in cash or kind for the education of their children.
- (c) Encourage the Private Sector, as service providers, to make voluntary contributions to schools in accordance with the principle of corporate social responsibility.
- (d) Encourage Civil Society Organisations to make voluntary contributions to schools.
- (e) The State Ministries of Education and the County Education Departments will contribute towards the cost of education at their levels.

These important policy reforms will ensure general education is sufficiently funded to promote equitable access and quality education for all learners throughout our country.



## **16. CROSS-CUTTING EDUCATIONAL ISSUES**

### ***16.1. Comprehensive Sexual Health Education and HIV and AIDS Awareness***

The Ministry will implement the following strategies to address the prevalence of HIV/AIDS.

- (a) Conduct a National Campaign on Sexual Health to raise awareness, provide opportunities for voluntary testing for HIV/AIDS and other Sexually Transmitted Diseases (STDs) or Illnesses (STIs) and treatment, including counseling.
- (b) Provide risk reduction strategies to further minimise the spread of HIV/AIDS
- (c) Incorporate life skills on HIV/AIDS to understand how it is transmitted and prevented.
- (d) Awareness raising to eliminate stigmatisation and social exclusion
- (e) Provide training on adolescent reproductive health.
- (f) Collaborate with the South Sudan National AIDS Commission.

These reforms will protect school children, youth, teachers and education personnel (vulnerable groups) young people from the HIV/AIDS pandemic, which has become a health as well as a developmental issue. Therefore, the Ministry of Education will focus its target on preventing the spread and progression of the pandemic. HIV/AIDS and comprehensive sexuality education will be taught in all learning institutions as an effective mechanism for sensitization of the target groups and prevention of HIV/AIDS in all schools in the country.

### ***16.2. Peace-building and Conflict-Sensitive Education***

The Government will:

- (a) Promote peace education in and through all schools and other general education institutions.
- (b) Integrate peace education into the education and training curricula.
- (c) Integrate conflict-sensitive approaches in education and training to foster a culture of peace and tolerance.
- (d) Integrate peace education in training programmes on emergency preparedness and response initiatives.
- (e) Develop strong coordination and partnership on peace education with line ministries, commissions and development partners.
- (f) Inform management and communication.
- (g) Counter violence and extremism.
- (h) Promote peace through sports and encourage participation of children, youth, adults and young people in sports and cultural activities.

- (i) Develop and implement disaster risk reduction strategy and guidelines.
- (j) Liaise with development partners; Ministry of Gender, Child and Social Welfare; Ministry of Labour, Public Service and Human Resource Development; Ministry of Relief and Humanitarian Affairs; Ministry of Culture, Youth and Sports; Ministry of Interior; Ministry of Health; National Legislative Assembly; Ministry of Environment; universities and others to achieve peace building, conflict sensitive education and tolerance goals.

These reforms are vitally important and they will promote peace, unity, social cohesion and national integration. By investing peace building through education and respect for diversity, the Republic of South Sudan will certainly be investing in the future of its people. Education which reflects values of peace and respect for people in all their diversity is a potent vehicle for building sustainable and lasting-peace. The United Nations endorses the importance of peace education and issued several charters to promote it. In addition, the UN recognized the important role education plays in supporting peace building, social justice and democracy.

### ***16.3. Agriculture, Food Security and Poverty Reduction***

The Government will:

- (a) Promote school agriculture to increase food security and reduce poverty.
- (b) Work with WFP, FAO and other partners to implement school-based agriculture and food security programme, which, in turn, will support government efforts towards achieving the SDGs and national objectives of poverty reduction through fostering of an appreciation of agriculture.
- (c) Promote agricultural livelihood skills and positive attitude to farming and the environment,
- (d) Give agriculture more prominence in all schools, with emphasis on complementing school feeding programmes and as part of the national sustainability strategy.
- (e) Promote agro-vocational institutions and develop vocational syllabus for these institutions and 50% of the assessment will be derived from practical agricultural work.
- (f) Establish school farms and use them both as learning resources/demonstration farms as well as food production farms.
- (g) Ensure that the Curriculum Development Centre works in collaboration with the Ministry of Agriculture, Forestry, Tourism, Animal Resources and Fisheries, to develop vocational syllabus and appropriate learning materials for primary and secondary schools with a view to improving agricultural education.

These reforms will promote a cultural shift and change of attitudes of learners and, through the learners, their parents and communities and tap into our huge potential to make our country Africa's food basket. The reforms will enable the learners to contribute, in a small but a significant way, to increasing food production, enhancing food security and reducing poverty.

## ***16.4. Life Skills***

The Government will:

- (a) Promote Life Skills Education (LSE) in all schools and other general education institutions throughout the country to help all learners acquire knowledge, skills and behaviours (adaptive and positive) relevant to their self-fulfillment in a changing environment. The main focus of LSE will be:
  - (i) Knowledge or information
  - (ii) Attitude and values (interpersonal and psycho-social skills)
  - (iii) Life skills as the most effective method of developing or changing behaviour
- (b) Recruit and train teachers to promote the teaching and learning of Life Skills in all schools to ensure that each learner acquire a set of essential knowledge, skills, attitudes and positive behaviour (psychosocial competencies) that are necessary for successful and positive living(wellbeing) to cope with the demands of life and managing risky environment (decrease risky behaviour) during growth and development.
- (c) Encourage and guide schools to promote healthy, social behaviour and to prevent or reduce risky behaviour, as well as make an impact on knowledge and attitudinal components.

These reforms will equip all learners with Life Skills and attitudes such as flexibility, initiative, social skills, and leadership to thrive in school and in the real world.

## ***16.5. Environmental Education***

The Government will:

- (a) Pursue Aim (4) of The National Curriculum to develop environmentally responsible citizens.
- (b) Work in collaboration with the Ministry responsible for the Environment to:
  - (i) Develop the national policy on environmental education.
  - (ii) Sensitize the citizens of the Republic of South Sudan on the environment to play an active and effective role in the protection and sustainability of the environment.
  - (iii) Raise awareness of the public about the effects and impacts of climate change and their role in combating climate change.
  - (iv) Conduct training on effects of deforestation, land degradation and embark on tree planting.
  - (v) Promote planting of trees in schools, especially in areas affected by deforestation and desertification.

- (vi) Conduct training on the promotion of hygiene, water and sanitation programmes and champion regular school cleaning campaigns.

(c) Contribute to achieving the environment-related Sustainable Development Goals (SDG).

These reforms will ensure all learners become environmentally aware and responsible members of our society and contribute in significant ways to protection and sustainability of the environment in our country.

## ***16.6. Careers Guidance and Counselling***

The Government will:

- (a) Mainstream guidance and counseling, moulding, nurturing and mentoring approaches in education and training institutions.
- (b) Continue to implement commitment to the UN Convention on the Rights of the Child (CRC) (1989) and Convention of the Rights of Persons with Disability (2006).
- (c) Restructure provision of guidance, counseling and mentoring to ensure effectiveness across education institutions.
- (d) Ensure schools and teacher training institutions implement the guidance, counseling and mentoring policies, and provide materials in support of this.
- (e) Develop with sponsors, parents and faith groups, rules, guidelines and operational principles defining their partnership in this area.
- (f) Develop guidelines and establish implementation mechanisms for peer mentoring.
- (g) Introduce mentoring programmes in education institutions with a view to inculcating national values in order to promote national unity and cohesiveness.
- (h) Mobilise sustainable funding for the provision of guidance, counseling and mentoring services.

These reforms will provide support services intended to supplement education programmes and the delivery of quality education in the Republic of South Sudan. The Careers Guidance service is expected to contribute towards guarding against and/or reducing high school dropout rates.

## ***16.7. Co-curricular Programmes***

1. The government will:
  - (a) Improve the management and administration of co-curricular programmes and activities in schools.
  - (b) Raise the level of funding especially for sports and cultural activities in schools;
  - (c) Promote training of teachers in sports and culture, and improve the quality of training in the country to ensure all schools have competent teachers;
  - (d) Improve the quality and quantity of sports and cultural facilities in schools and supply schools with the necessary equipment;
  - (e) Strengthen the institutional arrangements in the states, counties, payams and schools for the implementation of co-curricular activities/programmes;
  - (f) Develop excellent athletes to make South Sudan famous;
  - (g) Evolve an educational system that promotes the development of the various forms of co-curricular activities/programmes in the states, counties, payams and schools.
  - (h) Encourage learners to participate in co-curricular activities such as games and sports, and creative art (music, dance, drama and art and design) at all levels of education.
  - (i) Ensure availability of basic co-curricular infrastructure, that is, instructions, facilities and equipment as well as teaching materials in schools.
  - (j) Develop co-curricular activities as an integral part of formal education ensuring that they cover basic theoretical and practical skills of handling different types of Co-curricular activities and ensure co-curricular activities are encouraged in further, adult and community education institutions.
  - (k) Ensure that each school has, at least, two of the games and sports, indoor games and clubs and encourage it to organize competitions.
  - (l) Ensure that co-curricular activities are conducted five times a week for pre-primary and primary, and three times a week for secondary. The hours will be clearly indicated on the general school timetable. Other co-curricular activities will be practiced in the evening hours after classes for at least one hour.
  - (m) Encourage every learner in school to participate in, at least, one co-curricular activity and one club activity, and at the end of formal lessons, there shall be one hour set twice a week for club activities, where teachers attend to give guidance. The schools will have rules and regulations governing various co-curricular activities and clubs.

- (n) Ensure that each learning institution organizes social and academic activities including music, dance and drama concerts, sports/ games day, a science and technology fair, excursions for learners, Board of Governors Day etc.
- (o) Ensure that Physical Education and creative art are examined in primary, secondary and tertiary Institutions.
- (p) Conduct periodic evaluation and monitoring and ensure availability of an effective reporting system to improve access and quality of co-curricular activities, including gender responsiveness and inclusiveness at all levels of implementation.
- (q) Design a scheme to search and nurture talents to high performing figures on a sustainable basis.
- (r) Ensure that all the stakeholders, especially Parents of Learners, take their share of the responsibility for Co-curricular Activities.
- (s) Provide facilities for teacher training in co-curricular activities in all teacher training institutes to equip teachers with knowledge and skills of teaching co-curricular activities in the schools.

These reforms will ensure that the government promotes co-curricular activities in all schools and other general education institutions, promote cultural renaissance, and develop the talents of our children and youth to become sporting legends and represent our country in national, regional and international sport and cultural competitions.

### ***16.8. Education in Emergencies (EiE)***

The Government will implement the following policy reforms:

- (a) Implement the South Sudan Minimum Standards in Education in Emergencies.
- (b) Promote strong collaboration and networking among SMOGEIs, NGOs and the South Sudan Relief and Rehabilitation Commission.
- (c) Adequate contingency planning.
- (d) Repositioning education stock in emergency for states and counties prone to emergencies.
- (e) Training of education personnel.
- (f) Availability of emergency fund.
- (g) Emergency related indicators will be included in EMIS database for better data analysis and impact.

- (h) Provision of accelerated and alternative learning opportunities immediately after emergencies.

These reforms will ensure that the government promotes education in emergencies (EiE), which is critical in a post-conflict country like the Republic of South Sudan. EiE is key to ensuring that even when conflicts erupt, education delivery is not halted and, in so doing, ensure children access their right to education as a human right as per the Constitution, 2011 (Amended 2016) and the international law.

### ***16.9. National Education Service***

The government will implement the following policy reforms:

- (a) Students, who finish their secondary schools and are awaiting admissions to tertiary institutions or universities, will be engaged in compulsory National Education Service.
- (b) The National Ministry will make regulations to govern the National Education Service.
- (c) The students who join the National Education Service will be given a monthly allowance to be determined from time to time by the National Ministry.
- (d) The State Ministries will recruit the eligible students in consultation with the National Ministry and the County Education Departments to meet the needs of their States.
- (e) The students who join the National Education Service shall be considered as Volunteer Teachers and, therefore, shall be trained and deployed to schools in the Counties by the State Ministries of Education.
- (f) The National Education Service Volunteers are expected to work under close supervision of qualified teachers.
- (g) At the end of their service, each Volunteer will be awarded a certificate of service by the National Ministry based on the recommendation of the State Ministry concerned.
- (h) In future recruitment of Teachers, students who volunteered for the National Education Service will be given the priority and, if they have taught for a minimum period of six months, they will be appointed in one pay Grade higher than their peers upon their graduation from university.

The National Education Service will create volunteering opportunities for the students to support teaching and learning in schools, to gain useful teaching and other work-related skills, attitudes, abilities and experience and to promote the culture of peace and human rights throughout the country.

## **17. EDUCATIONAL INFRASTRUCTURE**

The Ministry will ensure that all education facilities are environmentally conducive, accessible to all learners including learners with disabilities in accordance with the government minimum standards. The establishment of new schools, construction of additional classrooms and the improvement, rehabilitation and maintenance of existing facilities will be based on a set of objective criteria as follows:

### ***17.1 Early Childhood Development (ECD)***

The infrastructure/physical facilities in every pre-primary school shall include classrooms; administration block; toilets/latrines; kitchen; school compound; clean water sources; play ground; play equipment, furniture and fence.

### ***17.2. Primary Education and AES***

Primary schools shall comprise the following facilities: classrooms, laboratories , computer room, library, the administration block, stores, separate toilets for both sex, sport facilities, staff quarters, students dormitories (in case of boarding school), clinic, theatre, clean water source, electricity/power source, multipurpose hall, dining room, kitchen, furniture, school garden and fence.

### ***17.3. Secondary Education***

Secondary Education will comprise the following facilities; class rooms, laboratories , computer room, library, the administration block, stores, separate toilets/pit latrines for both sex, sport facilities, staff quarters, students dormitories (in case of boarding school), clinic, theatre, clean water source, electricity/power source, multipurpose hall, dining room and kitchen, furniture, school garden and fence.

### ***17.4. Technical and Vocational Education and Training (TVET)***

TVET will comprise the following facilities; instruction rooms, workshops, laboratories, computer room, library, multipurpose hall, administration block, stores, separate toilets/pit latrines for sexes, sports facilities, staff quarters, students' dormitories, clinic, clean water source, electricity/power source, demonstration garden, furniture and fence.

### ***17.5. Teacher Training Institutes (TTI)***

Teacher training Institutes will comprise the following facilities: classrooms, laboratories , computer room, library, administration block, stores, separate toilets for both sexes, sports facilities, staff quarters, students dormitories, clinic, water source, electricity, multipurpose hall, dining room and kitchen, recreational ground, furniture, demonstration garden and fence.



### ***17.6. County Education Centres***

In every county, there will be a County Education Centre (CEC) constructed to train teachers. The facilities in this CEC comprise classrooms, administration block, dormitories, kitchen and dining, separate toilets/ latrine for both sexes.

### ***17.7. Standards for Education Infrastructure***

The Ministry will:

- (1) Ensure that every county in the country has at least one TVET institution with the standard design approved by the Ministry of General Education and Instruction.
- (2) Ensure that all the TVET institutions have access to the following; roads, electric/power source and water.
- (3) Ensure that the landscape not susceptible for damages from flooding, wind, sewage and the like.
- (4) Ensure that the land size of all schools ranges from 90,000 square metres to 250,000 square metres
- (5) Ensure that school construction is demand driven by the beneficiary communities and free from bias and political interference.
- (6) Ensure that walking distance to the educational facilities by learners does not exceed the range of two kilometres for primary schools and 1 km for ECD children
- (7) Ensure that for every four (4) full primary school there will be a secondary school established as an entry point
- (8) Ensure that all schools must have a sufficient water supply which complies with relevant laws and which is available at all times for drinking, personal hygiene and for food preparation.
- (9) Ensure that in every building design, classrooms take in not more than 50 learners. Ensure that the floor area per learner in ECD, primary school, secondary schools and TVET ranges from 1.2 – 1.4 square metres.
- (10) Every school will have land designated for construction of standard recreational facilities and cultural theatres.
- (11) The Ministry of General Education and Instruction will construct a modern student activity centre to host various tournaments and for other income generating activities.

### ***17.8. Pupil-Classroom Ratio***

The government will:

- (a) Ensure that pupil-teacher interaction is maximized by gradually reducing the maximum number of learners per classroom to the minimum numbers below:
  - (1) 20 learners for ECD,
  - (2) 25 learners for primary schools,
  - (3) 40 learners for secondary schools,
  - (4) 40 learners for AES,
  - (5) 25 learners for TVET,
  - (6) 50 learners for TTIs
  
- (b) Continue with the current arrangements in schools, where it is not possible to implement the new policy reforms related to class size until a conducive atmosphere is created for the purpose.

These reforms will significantly improve the quality of interaction between teachers and learners and, in so doing, improve the quality of teaching and learning.

### ***17.9 School Construction and School Facilities***

The government will ensure that:

- (a) Communities are encouraged to build schools using the local available materials which are safe and durable for the facilities.
  
- (b) The physical facilities are built with access points which are user-friendly for learners with disabilities.
  
- (c) Schools are established in accordance with the guidelines developed by MoGEI for the opening of schools.
  
- (d) School buildings are not **near** mobile phone towers, airports, fuel stations, markets, hotels, bars, cemetery, swampy places and highways.
  
- (e) All school designs are approved by the Ministry and the government authority concerned with housing. Architectural/structural designs will take into account the value for money in using both hi-tech and low technology approaches.
  
- (f) All school sites have sign boards indicating the names of the school, contact details of the schools and EMIS numbers of the schools.
  
- (g) The framework for decentralising construction and specifying roles and responsibilities for the construction activities are in line with the policy of construction of education facilities.

- (h) All educational facilities are protected from lightening and fire outbreak.
- (i) All education sites are free of landmines and ERWs.
- (j) The learning environment in every school is learner-friendly.
- (k) The learning institutions create environmental awareness and educate South Sudanese about sustainability and environmentally effective uses of scarce natural resources.
- (l) All schools should have School Gardens for both educational purposes and production of food for consumption of the learners.



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