

# NATIONAL TEACHER EDUCATION POLICY

**2023-2030**

**JUBA, SOUTH SUDAN**

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## Abbreviations

<b>AAEF</b>	Administrative Area Education Forum
<b>CEC</b>	County Education Centre
<b>CED</b>	County Education Department
<b>CFS</b>	Child-friendly school
<b>CPD</b>	Continuous professional development
<b>CEF</b>	County Education Forum
<b>ECD</b>	Early childhood development and education
<b>EMIS</b>	Education Management Information System
<b>HRISS</b>	Human Resource Information South Sudan
<b>ICT</b>	Information and communications technology
<b>ITTI</b>	Initial teacher training institution
<b>MoGEI</b>	Ministry of General Education and Instruction
<b>NGO</b>	Non-governmental organisation
<b>NQT</b>	Newly qualified teacher

<b>NTTI</b>	National Teacher Training Institution
<b>PTA</b>	Parent-Teacher Association
<b>QTS</b>	Qualified teacher status
<b>SDG</b>	Sustainable Development Goal
<b>SEF</b>	State Education Forum
<b>SSSAMS</b>	South Sudan Schools Attendance and Monitoring System
<b>TMIS</b>	Teacher Management Information System
<b>TTI</b>	Teacher Training Institution
<b>TVET</b>	Technical and vocational education and training
<b>TWG</b>	Thematic Working Group
<b>UN</b>	United Nations

## Definitions 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.

**Accreditation** means 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** means the granting of the 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 organised for adults which can comprise basic learning or the acquisition of specific skills required for a productive life.

**Alternative education** means a programme of prescribed courses of study which assist out-of-school learners, whether children or adults, to accelerate their learning either by 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 or adult, tertiary and teacher training institutions.

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

**Corporal punishment** means any punishment by 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.

**Development partners** means any officially registered partner organisation 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** means the fiscal transfers to the states in accordance with the formula set by the National Government.

**E-learning** means electronic learning, which comprises all forms of electronically supported interactive learning and teaching.

**Equity** means 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** is a general term for education outside of a standard school setting.

**Learner** means any person who is in the process of learning.

**Minister** means the Minister responsible for General Education.

**Ministry** means the National Ministry responsible for General Education.

**Ministry of General Education** means the National Ministry with responsibility over General Education.

**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.

**National languages** refers to all indigenous languages of the Republic of South Sudan.

NGOs refers to non-governmental organisations registered in South Sudan that undertake 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.

**Parent-teacher association** means the governing body of a primary school.

**The Policy** refers to the National Teacher Education Policy, 2023-2030.

**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 1 through primary 8.

**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), a religious denomination, community, civil society organisations 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, who are responsible for performing and providing educational services to learners in schools in accordance with the Act.

**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, recognised 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 learners with disabilities can learn to the best of their abilities.

**State** refers to any of the 10 States established by the Constitution of South Sudan.

**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.

**Student** means any learner in a secondary school, post-secondary school, adult college or further education institution offering courses below a bachelor's 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 member of staff who regularly instructs learners in a school; he/she is a person who facilitates learning by teaching knowledge, competencies, skills and attitudes to learners and who has undertaken a recognised pedagogical training programme.

**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 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 institution of higher learning.

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

**Undersecretary** means the Undersecretary of the Ministry responsible for General Education.

**Vocational education** means a course of study providing practical skills and professional education in a vocational school or institute.

## Foreward

## Preface

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# Executive Summary

## 1. Introduction

This teacher education policy is directed at supporting the professionalisation of 'all those persons in schools or other learning sites who are responsible for the education of children or young people in pre-primary, primary, lower secondary and upper secondary education. It equally covers teachers in both public and private institutions (including non-governmental organisations) and school heads, directors or principals and deputies as part of school leadership and governance.'

This policy is intended to shape both in-service and pre-service teacher education.

### 1.1 Background

There are three key issues that need to be addressed by the enhancement of teacher education:

- The number of qualified teachers needs to be significantly increased.
- The high number of unqualified teachers needs to be reduced.
- The quality of the present teaching force needs to be improved.

To address these issues, present teacher training institutions (TTIs) need to be strengthened and their capacity increased. The programme that offers serving unqualified teachers an in-service route to qualified teacher status (QTS) needs to be enhanced and expanded. The programme of continuous professional development (CPD) for serving teachers needs to be enhanced and expanded.

To achieve this, a wide range of partners and stakeholders need to work closely together towards the agreed goals and within a common structure. This collaboration has begun well with three intensive workshops to review and co-develop the Policy strategy and builds on an extensive Situation Analysis which involved teachers across the country.

### 1.2 The Education Act 2012

**The Act sets out goals which rely heavily on an effective teaching workforce:**

- Eradicate illiteracy, improve employability of young people and adults and promote lifelong learning for all citizens;
- Provide equitable access to learning opportunities for all citizens to redress the past inequalities in education provision;
- Achieve equity and promote gender equality and the advancement of the status of women;
- Contribute to the personal development of each learner and to the moral, social, cultural, political and economic development of the nation;
- Promote national unity and cohesion;
- Enhance the quality of education and encourage a culture of innovation and continuous school improvement and effectiveness; and
- Develop and promote a general scientific approach in education.

### 1.3 The Policy Structure

Chapters 1-3 set out the national policy context together with the vision and mission, setting out twelve 'Strategic Goals' for the enhancement and expansion of teacher education.

Chapter 4 presents a Quality Framework for Teacher Education which needs to be followed to ensure high-quality provision. This chapter also highlights the value of the National Professional Code of Conduct for Teachers and the National Professional Standards.

Chapters 5-7 are central to the policy and set out the ways in which the training programmes that lead to QTS need to be supported and expanded and how some need to be brought up to date; the ways in which the programme of CPD can be strengthened and made available through a range of provision; and how newly qualified teachers (NQTs) can be better inducted into the profession.

Chapters 8-9 deal with the ways in which teacher training institutions (TTIs) can be accredited, courses can be certified and qualifications recognised. The chapters cover the way in which students will be assessed for the qualifications and how institutions will be inspected.

Chapters 10-11 outline the way in which institutions and other teacher education providers can be supported through effective governance and inspection.

Chapter 12 deals with digital transformation and learning, which is essential in order to expand provision across the country.

Chapters 13-14 deal with the key issues of financing teacher education and how the Policy will be implemented, monitored and evaluated.



## 2. National Policy Context

### 2.1 Introduction

The 'National Policy Context' is an important chapter in the Policy and explains its context. The laws of the Republic of South Sudan, especially the 2011 Transitional Constitution and the General Education Act 2012, provide the legal framework that regulates General Education and they command the attention of policymakers and practitioners alike. Equally important is the national development context, where General Education plays a central role. The main reference document is South Sudan Vision 2040: Towards Freedom, Equality, Justice, Peace and Prosperity for All, which sets out the long-term vision for the country.

### 2.2 The Legal Framework

The laws of the Republic of South Sudan have a number of significant implications for teachers in the country and must be given serious consideration when formulating a national policy for teacher education. To begin with, the 2011 Transitional Constitution, the supreme law of the Republic of South Sudan, has included education in the Bill of Rights to conform with the UN's 1948 Universal Declaration of Human Rights, Article 26. Article 29 of the Constitution provides for education as a basic right of every citizen.

### 2.3 The Right to Education

Education is a right for every citizen, and all levels of government shall provide access to education without discrimination as to religion, race, ethnicity, health status including HIV/AIDS, gender or disability.

All levels of government shall promote education at all levels and shall ensure free and compulsory education at the primary level; they shall also provide free illiteracy eradication programmes.

So, the Constitution has emphatically stressed the importance of the right to education. It has also emphasised the shared responsibility for education as well as the ban on discrimination in education. In addition, the Constitution placed emphasis on free and compulsory education at the primary level. However, the practice since 2006 included free secondary education. The Constitution provides for free literacy programmes in order to eradicate illiteracy in the country and, of course, lay a solid foundation for lifelong learning, life-wide learning or learning throughout life. It goes without saying that the right to education can only be upheld if there are sufficient numbers of highly qualified, motivated, professional and effective teachers in the Republic of South Sudan.

### 2.4 The General Education Act

Section 6 of the General Education Act 2012, the legal framework for General Education, sets out the guiding principles of the General Education system as follows:

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

The General Education Act 2012 (Section 7) also provides for the Goals of Education in the Republic of South Sudan. The education system in the Republic of South Sudan shall be directed towards meeting the following goals:

- Eradicate illiteracy, improve employability of young people and adults and promote lifelong learning for all citizens;
- Provide equitable access to learning opportunities for all citizens to redress the past inequalities in education provision;
- Achieve equity and promote gender equality and the advancement of the status of women;
- Contribute to all personal development of each learner and to the moral, social, cultural, political and economic development of the nation;
- Promote national unity and cohesion;
- Enhance the quality of education and encourage a culture of innovation and continuous school improvement and effectiveness; and
- Develop and promote a general scientific approach in education.

These very ambitious Strategic Goals require qualified teachers who are highly effective. In order to reach these goals, the country must have qualified teachers who can inspire, motivate and change learners' lives and equip them well to contribute to 'the moral, social, cultural, political and economic development' of the Republic of South Sudan.

Our country needs teachers who can embrace and promote diversity, national unity and social cohesion and in so doing they become proud architects of nation-building.

South Sudan needs qualified teachers who are also successful lifelong learners and who are capable of increasing their professionalism, improving the quality of their teaching and inspiring their students to achieve better learning outcomes as well as 'encourage a culture of innovation and continuous school improvement and effectiveness'.

### 2.5 Transforming Our World

The UN Agenda for 2030 has also expanded the provision for free and compulsory education to include secondary education and early childhood development and education (ECD):

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

The Republic of South Sudan needs qualified teachers in sufficient numbers and deployed equitably in all of the 10 States and 3 Administrative Areas to be able to achieve Sustainable Development Goal 4 (SDG 4).

#### 2.5.1 The National Development Framework

South Sudan Vision 2040: Towards Freedom, Equality, Justice, Peace and Prosperity for All (2015), which shall be abbreviated hereafter as the Vision 2040, is the long-term vision for development of the country. The seven pillars of the Vision 2040 are outlined below:

- Educated and Informed Nation;
- Prosperous, Productive and Innovative Nation;
- Free, Just and Peaceful Nation;
- Democratic and Accountable Nation;
- Safe and Secure Nation;
- United and Proud Nation;
- Compassionate and Tolerant Nation.

### 2.6 South Sudan Vision 2040

Like Transforming Our World: The 2030 Agenda for Sustainable Development, the South Sudan Vision 2040 highlights the central and the catalytic role of education in the national development agenda. Equally, the Vision 2040 outlines the strategies for achievement of the seven Strategic Goals.

In order to achieve Strategic Goal (1) - 'To build an educated and informed nation' - the South Sudan Vision 2040 adopted key objectives to address the identified national challenges:

- Increase access to general and higher education opportunities.
- Provide educational infrastructure to meet the needs of the nation.

- Build institutional capacity.
- Design a national curriculum that meets the needs of the people of South Sudan and enhances their international outlook.
- Improve the quality of and widen participation in teacher education programmes.
- Improve the quality of education.
- Promote the use of English as the medium of instruction.
- Reduce illiteracy rate and promote mother tongues.
- Improve the quality of assessment system.
- Promote gender equity and social change.
- Promote application of science and technology.
- Widen access to adult and special needs education.
- Promote the learning of international languages, e.g. Kiswahili, Arabic, French.
- Create an enabling environment for the development of the mass media as a vehicle for keeping the nation informed.
- Facilitate access to and use of information and communications technology (ICT) and telecommunications and promote freedom of information.

Teachers are expected to play a pivotal role in the implementation of the reforms as outlined above. For this reason, the Vision 2040 places a special emphasis on teacher education.

### 2.7 National General Education Policy 2017–2027

National General Education Policy 2017–2027, which is hereafter abbreviated as the Policy, is the national policy blueprint on General Education. It has been approved by both the Cabinet and the National Legislative Assembly, the highest Executive Body and Legislature of the Republic of South Sudan. The Policy outlines the policy reforms to be implemented by the Government in order to promote teacher training, development and professionalism; to implement the National School Inspection Framework 2023; to implement the new National Curriculum; to ensure compliance with the National Professional Code of Conduct for Teachers in South Sudan 2012; and to promote languages in education.

### 2.8 National General Education Challenges

The Republic of South Sudan has identified some significant challenges in Transforming Education: Report on the Commitments of the Republic of South Sudan (2022), which are related to the country's teachers, teaching and the teaching profession:

The key challenges confronting the Republic of South Sudan are as follows:

In 2021, the Republic of South Sudan had 60,711 teachers serving 2.3 million learners in 6,287 schools (MoGEI, 2022). This figure indicates that there is a shortage of teachers in the country and the Government needs to plug the gaps.

The vast majority of teachers (82%) were male and only 18% of teachers were female at a time when 53% of learners were male and 47% of learners were female (MoGEI, 2022). So, the workforce is predominantly male and many more female teachers need to be recruited to achieve gender equality in the workforce and ensure that girls in the education system (47%) are served, too.

In 2021, only 743 teachers out of 46,782 primary teachers and only 1,892 out of 6,644 secondary teachers in the country have a university degree (MoGEI, 2022). The majority of teachers have either a diploma, a certificate or neither (26,979 out of more than 60,000) (MoGEI, 2022). The low qualification level of the majority of teachers demonstrates the need for in-service training and CPD for teachers as well as the restructuring and redeployment of the workforce to ensure teacher professionalism and effectiveness as well as improve the quality of learning outcomes for all.

The majority of teachers in primary schools (71%) and in secondary schools (74%) were not appointed by the Government in 2021 (MoGEI, 2022). There are too many volunteers and a clear need for the Government to increase its share of the workforce and ensure that the status of long-term volunteers is determined.

A significant minority of schools in the country did not have school governing bodies (17% of primary schools and 23% of secondary schools) (MoGEI, 2022). The Government must urgently close this gap in school governance.

The Republic of South Sudan will have to invest significant finances in reforming teachers and the teaching profession to be able to catch up with other nations and have a workforce that can help the country achieve SDG 4.

### 2.9 National Commitments at the UN Transforming Education Summit, New York, USA, 2022

Owing to these challenges, the Government has consulted the stakeholders and agreed on the following policy reforms, which formed an important part of the national statement of the Republic of South Sudan at the UN Transforming Education Summit in New York in 2022. Some of these reforms are ambitious. The Policy aims to support progress towards these aims.

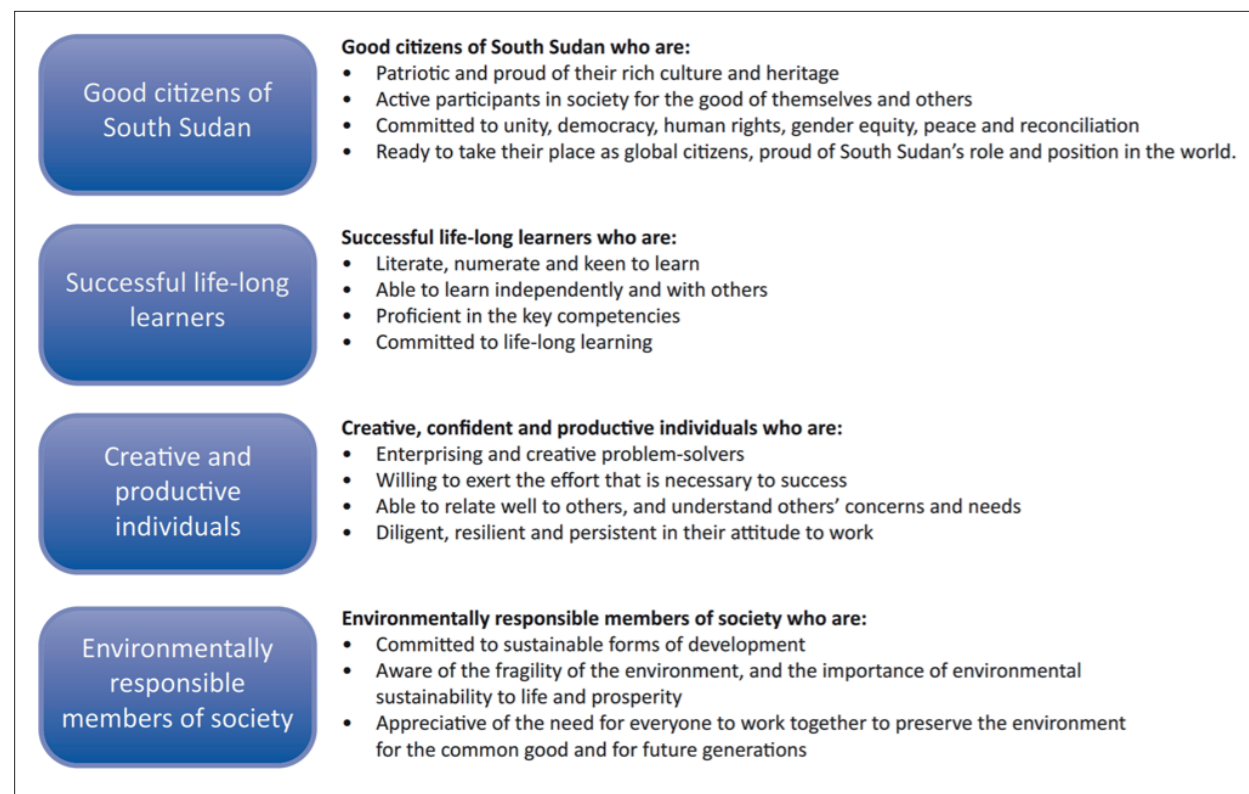
The Republic of South Sudan will:

- Screen the workforce to ensure that all teachers meet the minimum standards for the recruitment of teachers in accordance with the General Education Act 2012, Section 21, and that they are registered and licensed in accordance with the Act.
- Recruit an additional 60,000 qualified teachers to meet the shortage of teachers throughout the country (MoGEI, 2017).
- Implement the provisions of the National General Education Policy 2017–2027, related to affirmative action and increase the percentage of female teachers in the workforce from 17% to 50% by 2030, and in so doing, exceed the minimum threshold of 35% representation of women in all government institutions.
- Implement the provisions of the General Education Act 2012 and the resolutions of the General Education Annual Review (GEAR) Conference 2020 (MoGEI, 2020), related to pay and additional allowances for teachers to increase teacher pay, improve teacher morale and motivation, and improve the conditions of service for teachers to ensure the teaching profession is attractive and can attract the best.
- Implement the National General Education Policy 2017–2027, the National Teacher Education Policy 2022–2030 and the National Teacher Education Strategy 2022–2027 and provide pre-service (initial teacher training) and in-service training or CPD for teachers throughout the country to increase the number of qualified teachers in schools, increase teacher professionalism and improve the quality of teaching and learning, thus enhancing the quality of learning outcomes for all learners.
- Train school inspectors and supervisors to effectively inspect and supervise schools, provide feedback and promote a culture of innovation, continuous school improvement and excellence.
- Implement the policy reforms related to management, school leadership and governance; ensure that all head teachers, deputy head teachers and school governors are trained and qualified to lead and govern our schools and are able to provide quality leadership, support teachers and increase teacher professionalism as well as promote a culture of innovation, continuous school improvement and excellence in all schools (MoGEI, 2017).
- Establish and resource more County Education Centres (CECs) and other teacher training institutions (TTIs) in the country and use them for the purpose of teacher training.
- Amend the General Education Act 2012 to raise the minimum qualification for recruitment of teachers in the Republic of South Sudan to a bachelor's degree in Education or a bachelor's degree in any other discipline and a teaching qualification from a recognised institution.
- Ensure that teachers in ECD and primary and secondary schools throughout the country are university graduates as from 2025.
- Encourage teachers to play a more active role in educational research and participate in debates related to the transformation of education in the country.
- Provide scholarships and twinning opportunities for higher education staff, technicians and administrators and create opportunities for study visits for higher education teaching staff.
- Encourage twinning arrangements between higher education institutions in South Sudan and their counterparts in the region and the world at large.
- Review the salary structure for staff of higher education institutions and continue to improve their pay and conditions to improve retention.
- Promote research to support achievement of the Sustainable Development Goals (SDGs) and other development objectives in the country.

We believe these transformative actions will enable our teachers, school inspectors, head teachers and school governors to play their roles more effectively to substantially improve the quality of education throughout the Republic of South Sudan.

## 2.10 The National Curriculum for Schools

The Government embarked on a curriculum review in 2012 to develop a new competency-based curriculum for all schools in South Sudan. The review identified key aims that define what the nation wants its young people to be by the time they finish their secondary education ready to join tertiary education or the world of work:



The Inclusive Education Policy 2022 provides guidance and policy direction to support teacher training providers to facilitate all teachers in enabling all learners to reach these aims. Included in an inclusive approach is a recognition of the principle that learning initially in one's mother tongue is better for learning and development than learning in an additional language. Teachers should be supported to follow this policy so that the language of instruction transitions into English in P4, unless the school chooses English as the most representative language of the school communities at P1. Unless this is the case, all teaching should be in the most representative language until P3, with English being taught as a subject only.

An important feature of the new curriculum is that it aims to support learners to develop the four competencies of communication, cooperation, collaboration and creativity. All learning should be rooted in the culture and heritage of South Sudan so that it is relevant to the lives of learners whilst remaining aspirational and informed by international development and innovation. Teacher training programmes should be designed with these curricular aims and principles in mind.

Teachers should be trained to address the cross-cutting issues within the curriculum of: Environmental Awareness and Sustainability, Peace Education and Life Skills. They should also be trained to effectively integrate the subjects of ICT and technical and vocational education and training (TVET) throughout subjects taught at primary. Training programmes for teachers should focus on inclusive and gender-responsive pedagogies and should promote assessment of learning as well as for learning (formative assessment).

Teacher training should enable all teachers to adopt teaching approaches that are in support of a competency-based curriculum – a constructivist theory of learning:

- Centred on the learner rather than the teacher.
- Interactive and gives learners the opportunity to engage actively with their learning.
- Rooted firmly in the learner's experience, culture and environment so that they can make sense of their learning in their own terms.
- Chosen to be appropriate to the particular intended learning.

## 2.11 Policy into Practice

All these guiding principles that direct the education system of the Republic of South Sudan can only be translated into practice by teachers, who are the agents of change and the key players who operate the education system of the country. Therefore, these principles have clear implications for teacher training, CPD and teaching as a profession.

An important principle is that teacher training must go a step further – above and beyond the bare minimum. The National Professional Standards for Teachers in the Republic of South Sudan 2012 play a central role in the development agenda for South Sudan. They are a catalyst for the agenda of:

- non-discrimination, integration, peace, self-reliance, patriotism, respect and tolerance for other cultures, traditions, religions, opinions and beliefs;
- gender equity;
- individual awareness and respect for life, human dignity, human rights;
- freedom of religious observance in schools;
- Healthy living, community health awareness, environmental awareness;
- illiteracy eradication; and
- skills for work and life.

## 2.12 Summary

The context of South Sudan presents formidable policy challenges and dilemmas. The level of financing required to transform the teaching workforce to improve the quality of teaching and learning and to enable learners to achieve better learning outcomes is unprecedented. The Republic of South Sudan must mobilise the necessary financial and human resources within the time frame to finance the implementation of the Policy and its related 2023–2027 Strategy.



## 3. Vision, Mission and Strategic Direction

### 3.1 Introduction

This chapter outlines the vision, mission and strategic direction of the Teacher Education Policy of the Republic of South Sudan.

The Policy needs to be ambitious to address a situation in which there are far too few teachers and where many of the existing teachers are not fully qualified. There is an urgent need to increase the number of teachers being trained and to expand the availability of the route to QTS for serving teachers who are unqualified. There is also a need to engage as many serving teachers (qualified or unqualified) as possible in a range of CPD activities that will extend, improve and refine their professional skills.

The Policy can only be translated into a palpable reality on the ground if sufficient finances are invested in teacher education in the next 10 years or so and if the wide range of partners involved in providing teacher training work together as part of a common approach.

The Policy sets out 14 Strategic Goals that cover the pillars of teacher education. Each chapter outlines the policy reforms to be implemented by the Government and the partners to further teacher education in the country.

### 3.2 Vision

The vision of the Republic of South Sudan is to produce sufficient highly qualified, highly professional, highly committed, highly motivated and highly effective teachers, who can effectively promote quality teaching and learning, improve learning outcomes for all learners and promote a culture of innovation, continuous school improvement and excellence in all schools in the country.

### 3.3 Mission

The mission of the Republic of South Sudan is to implement a series of policy reforms to promote teacher education, professionalism and excellence throughout the country.

### 3.4 Strategic Direction

The following Strategic Goals constitute the strategic direction of the Republic of South Sudan:

Strategic Goal (1): To promote effective governance and partnership working to scale up teacher education throughout the Republic of South Sudan.

Strategic Goal (2): To provide more pre-service and in-service teacher training places on courses leading to QTS to produce sufficient qualified teachers to replenish the workforce and increase the number of teachers in schools.

Strategic Goal (3): To provide equitable access to quality learning opportunities for NQTs to develop their skills within the school environment and to meet the National Professional Standards for Teachers in South Sudan 2012.

Strategic Goal (4): To provide more opportunities for CPD for all teachers in the Republic of South Sudan to enable them to improve their competences, increase their professionalism, enhance their effectiveness and improve the learning outcomes for their pupils, students and trainees.

Strategic Goal (5): To accredit TTIs to ensure that teacher education programmes meet national requirements, that candidates are appropriately registered and that teaching qualifications meet nationally agreed standards.

Strategic Goal (6): To ensure robust assessment, with internal and external verification of students on programmes leading to a national certificate.

Strategic Goal (7): To inspect the teacher education provision delivered by the TTIs in the Republic of South Sudan, report on the quality standards achieved and make appropriate recommendations to promote continuous quality improvement and excellence.

Strategic Goal (8): To promote digital transformation and learning to enable TTIs to facilitate equitable and flexible access to and successful completion of teacher education programmes in the Republic of South Sudan.

Strategic Goal (9): To ensure that adequate funds are mobilised effectively, allocated annually and used efficiently to finance teacher education programmes in the Republic of South Sudan.

Strategic Goal (10): To facilitate the implementation, monitoring and evaluation of the National Teacher Education Policy 2023–2030 throughout the Republic of South Sudan.

Strategic Goal (11): To promote research into the teacher education system and use the findings to inform the TTIs and other key stakeholders, to promote a culture of continuous improvement and excellence in teacher education and, where necessary, to reform the national education policy.

Strategic Goal (12): To build the capacity of TTIs to promote teacher education throughout the Republic of South Sudan.

### 3.5 Summary

The Ministry and the stakeholders will develop a comprehensive National Teacher Education Strategy, which shall be used as a vehicle for the implementation of the above Strategic Goals and the policy reforms outlined in the subsequent chapters of the Policy.

## 4. Quality Framework



### 4.1 Introduction

Teachers are considered to be role models for their pupils, students and trainees. Therefore, the expectations that the society places on teachers are necessarily high and teachers are expected to exceed these expectations.

For this reason, this chapter is devoted to the Code of Conduct and the National Professional Standards for Teachers and aims to achieve the following Strategic Goals:

Strategic Goal (6): To ensure that all teachers are trained to adhere to the National Professional Code of Conduct for Teachers in South Sudan 2016.

Strategic Goal (15): To build the capacity of TTIs to promote teacher education throughout the Republic of South Sudan.

### 4.2 National Professional Code of Conduct and Professional Standards for Teachers

These national professional standards describe expectations for effective teachers in South Sudan. The term 'teacher' as used in this document means 'effective teacher' inclusive of the seven domains of the professional standards. The standards are not intended to show isolated knowledge or skills and are not presented in order of importance. A teacher's knowledge and skills in each standard area will impact their ability to perform effectively in the other standard areas. Each of these standards is important for effective teaching. In this regard, it is vitally important for all teacher education programmes to include the Code of Conduct as an essential part of these programmes. This practice will ensure that all teachers understand and adhere to the National Professional Code of Conduct for Teachers in South Sudan 2016 and that they work towards the National Professional Standards for Teachers in South Sudan.

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 throughout the country.
4. The State Ministries, in collaboration with the County Education Departments (CEDs), will monitor implementation of the Code of Conduct and, where breaches of the Code of Conduct are confirmed, recommend to the National Ministry deregistration and the withdrawal of teachers' licences.
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 Teacher Management Policy.

The Code of Conduct and National Professional Standards must form an integral part of in-service teacher training, pre-service teacher training and CPD for teachers and support staff in schools in the Republic of South Sudan. The Ministry and other stakeholders will work together to build the capacity of all those associated with teacher training to train teachers to adhere to the Code.

### 4.3 A Q Framework for Teacher Education: A Policy of Continuous Improvement

A policy for teacher education in South Sudan should continue to be a co-created document that seeks the views and voices of a range of stakeholders, prioritising the voices of teachers.

Teacher education should promote the values and principles promoted in the National Curriculum for Schools:

Teacher education programmes will reflect the values of:

- Respect and integrity
- Human rights and gender equity
- Peace and tolerance
- Compassion and social justice
- Democracy and national pride

#### And the principles of:

- A culture of excellence that supports innovation, creativity, continuous improvement and effectiveness.
- An environment of empowerment that promotes independence, individual learning, critical thinking, problem-solving and emotional intelligence.
- A context of South Sudanese heritage and culture that builds national pride and identity within an understanding of global citizenship.
- A spirit of hope, respect, peace, reconciliation, unity and national pride, democracy and global understanding.

Based on all of the above, a Teacher Education Quality Framework has been developed aimed at supporting the Government to ensure that all teacher education programmes are aligned and, thus, promote the sustainable development of improvements to the education workforce. This is presented in Figure 1 and should be used to inform and guide all teacher education programmes delivered by the Ministry and partner organisations. Reviewing and monitoring processes to ensure high-quality teacher education should take into account each of the statements described in the Teacher Education Quality Framework.

# Teacher Education Quality Framework

Teacher education will be underpinned by the values and principles of:

Inclusion  
and  
equity

Compassion  
and  
social justice

Collaboration  
and  
cooperation

Respect  
and  
integrity

Peace  
and  
tolerance

Teacher education programmes should adopt a number of design principles.

#### Programmes should:

- Support the well-being of teachers
- Acknowledge the multifaceted circumstances that teachers find themselves in
- Be evidence-informed and supported by research
- Be rigorous with respect to monitoring, evaluation and review cycles
- Promote the need to engage meaningfully with teachers when designing teacher education programmes and materials
- Provide follow-up and ongoing support for teachers
- Be frequent and regular rather than 'one-off' in nature and school-based where possible
- Commit to developing communities of practice
- Commit to engaging with stakeholders in various way to strengthen the system of teacher education
- Be aligned to the new school's curriculum
- Be based on the syllabi for the pre-service national certificate, diploma and degree courses
- Be based on professional standards for teachers and the code of conduct
- Be guided by the principles of Child Friendly Schools including guidance on Safeguarding and Child Protection
- Be anti-corruption
- Promote language development; language of teachers (Arabic pattern and mother tongue should not be seen as a language barrier, but instead an opportunity); language ECD to P3; transition year P4; English

#### Priority areas for teacher education:

1. More qualified teachers
2. More female teachers
3. Strengthen systems for teacher training (national teacher training institutions (NTTIs), faculty of education, County Education Centres (CECs))
4. Tiered pre-service training aligned to the new curriculum: certificate, diploma, degree
5. Inclusive, needs-based CPD
6. Coordinated efforts to strengthen the workforce
7. School leadership
8. A clear career structure for teachers: qualification/accreditation and awards

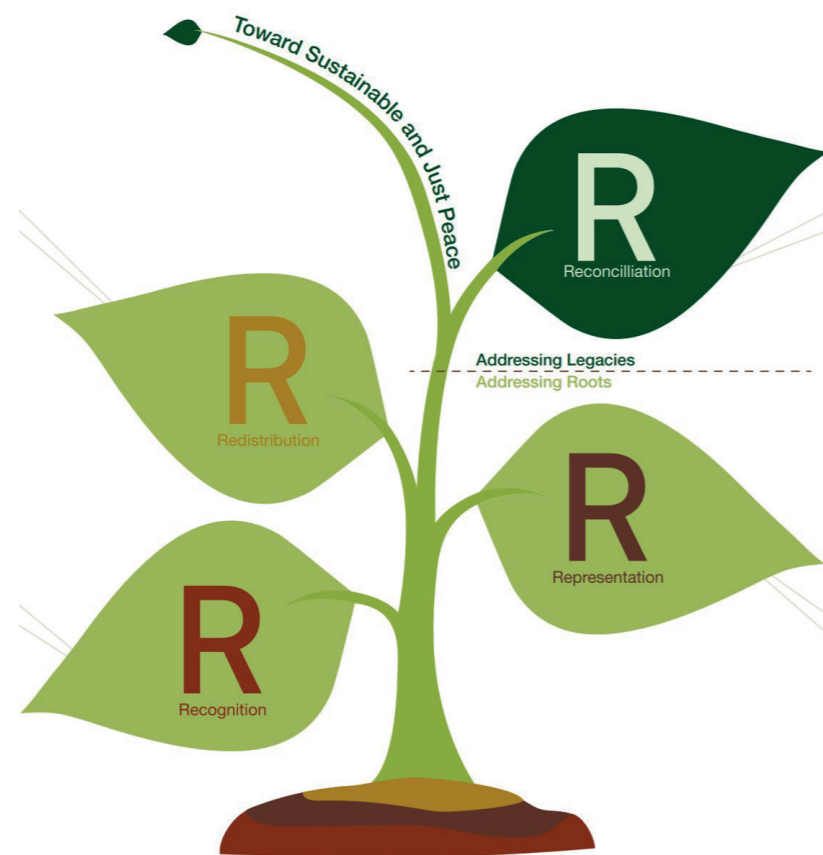
The 4 R's Framework (Novelli et al., 2014) has been used already to examine educational governance and policy in relation to education, conflict and peace in South Sudan. This Policy aims to build on that work, recognising that each of the 4 R's has a role to play in ensuring the development of an effective, aspirational and viable teacher education policy for South Sudan:

**Redistribution** (addressing inequalities)

**Recognition** (respecting difference)

**Representation** (ensuring participation)

**Reconciliation** (dealing with the legacies of the conflict)



#### 4.4 Summary

- All TTIs and CPD providers are expected to train teachers to fully understand and abide by the Code of Conduct and National Profession Standards for Teachers.
- Teacher induction programmes should support teachers to adhere to the Code of Conduct and Professional Standards.
- All teachers should know and understand the reasons for abiding by the Code of Conduct and the consequences of not doing so.
- All teacher education programmes and materials should adhere to the Teacher Education Quality Framework and be able to demonstrate strategies to implement it.

## 5. Programmes Leading to Qualified Teacher Status (QTS)

### 5.1 Introduction

Courses leading to QTS need to be strengthened in terms of the quality of teaching and the resources available. They also need to be made available to more students because the Republic of South Sudan needs to attract and train many more teachers to increase the number of teachers in school as well as to replenish the workforce in the future.

Strategic Goal (2): To provide more pre-service and in-service teacher training places on courses leading to QTS to produce sufficient qualified teachers to replenish the workforce and increase the number of teachers in schools.

Strategic Goal (12): To build the quality and quantity capacity of TTIs to promote teacher education throughout the Republic of South Sudan.

The Republic of South Sudan needs to recruit a minimum of 60,000 extra teachers to improve the teacher-student ratio. The Government needs to exert maximal efforts to:

- Provide more opportunities for aspiring teachers all over the country to enter pre-service courses leading to QTS
- Provide more opportunities for serving unqualified teachers to enter the in-service course that leads to QTS
- Encourage as many individuals who can teach to take up these opportunities.

#### Such measures should include:

- Make the teaching profession more attractive in terms of pay, status and working conditions
- Provide incentives for trainee teachers.

### 5.2 Policy Reforms

The National General Education Policy 2017-2027 has prioritised teacher training and a part-time route to QTS for serving teachers as one of the policy pillars in relation to teachers in the Republic of South Sudan. It outlines the following policy priorities for QTS programmes:

The Ministry will implement the following policy ref:

- In-service teacher training shall be an entitlement of all serving teachers throughout the Republic of South Sudan.
- The National Ministry of General Education will develop a policy on the 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.
- The National Ministry will ensure that the policy on the professional development of teachers is implemented consistently throughout the country.
- 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.
- 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 provide appropriate learning resources, including digital learning resources, to ensure that teachers have easy and flexible access to rich learning resources at their leisure.
- The Ministry will establish a three-year diploma programme for secondary school teachers in NTTIs.
- Concepts and best practices of inclusive education and other cross-cutting issues will be an integral component of the teacher training programmes.

The Government will implement these policy reforms as a matter of urgency to address the issue of the shortage of qualified teachers in the country as quickly as possible.

### 5.3 Routes to QTS

There are four key routes to QTS:

- Pre-service Certificate for ECD and Primary Teachers
- In-service Certificate for ECD and Primary Teachers (a part-time course for serving unqualified teachers)
- Post-graduate Certificate in Education
- Secondary Teacher's Bachelor of Education



### 5.4 National Teacher Education Curriculum for QTS

All teacher training programmes leading to QTS shall follow the officially approved National Teacher Education Curriculum. This Curriculum shall translate the National Professional Standards for Teachers in South Sudan 2012 into a learning programme that will ensure that all pre-service teacher training programmes are uniform or comparable and there are no gaps in the competences of teachers.

Professional Studies Courses									Personal Studies Course
1. How Children Learn	2. Teaching and Learning	3. Classroom management	4. Language development	5. Curriculum expectations	6. Learning Areas and subjects	7. Inclusion	8. Assessment	9. Role of the Teacher	

### 5.5 Entry Requirements

The minimum qualification for entry into a teacher training programme leading to QTS shall be the Certificate of Secondary Education of the Republic of South Sudan or its equivalent. If there are insufficient applicants with this qualification, successful completion of an approved accelerated or 'catch-up' programme may be deemed equivalent.

### 5.6 Delivery of Teacher Education Programmes

All accredited teacher training institutions (university, TTI or other provider) may be accredited to deliver any of the approved QTS programmes leading to QTS and will be accredited according to its capacity. As per the Policy, the institution shall follow the approved curriculum and be inspected by the Ministry to ensure that the minimum quality standards are maintained.

### 5.7 The Programmes Leading to QTS

At the time of publishing this Policy, the Pre-service Certificate courses are run by the NTTIs. The pre-service route includes a revised programme for teaching practices:

The part-time in-service certificate course is run by a group of development partners. The other two courses are run by the universities. Other institutions wishing to offer these courses will need to be accredited (see Chapter 11).

	Term One	Term Two	Term Three
<b>Year 1</b>	One-week orientation with a focus on classroom management. No formal observations.	One-week orientation with a focus on one aspect of professional studies. No formal observation.	One-week orientation with a focus on a contrasting element of professional studies. One taught lesson – internal supervision and observation.
<b>Year 2</b>	Four-week teaching practice (two-week orientation and 2 weeks teaching).	One-week orientation focusing on specialist syllabus subject or ECD learning areas. One taught lesson with internal supervision.	Six-week teaching practice (two-week orientation and four weeks teaching). Internal and external supervision and assessment.

The part-time in-service certificate course is run by a group of development partners. The other two courses are run by the universities. Other institutions wishing to offer these courses will need to be accredited (see Chapter 11).

1. How Children Learn	2. Curriculum expectations	3. Teaching and Learning	4. Language development	5. Learning Areas and subjects (1)	6. Learning Areas and subjects (2)	7. Assessment	8. Inclusion
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The programmes for the two certificate courses for primary school teachers have been developed at national level and take account of the requirements of the new competency-based National Curriculum by addressing:

- The National Professional Standards for Teachers in South Sudan 2012
- The four aims of the new National Curriculum
- The requirements of the new subject syllabuses
- Using the new textbooks and the guidance booklets
- The pedagogies required by the new National Curriculum, particularly to develop skills and deeper understanding
- As appropriate, the teaching of or in a national language
- Assessing learners within a competency-based approach and recording their progress
- The requirements of the school and ECD Inspection Frameworks
- The philosophy and psychology of learning that underpin the new National Curriculum

### The five values of education in South Sudan which are based on a shared commitment to:

- Human rights and gender equity
- Respect and integrity
- Peace and tolerance
- Compassion and social justice
- Democracy and national pride

### The four principles that underpin the National Curriculum:

- A culture of excellence that supports innovation, creativity, continuous improvement and effectiveness.
- An environment of empowerment that promotes independence, individual learning, critical thinking, problem-solving and emotional intelligence.
- A context of South Sudanese heritage and culture that builds national pride and identity within an understanding of global citizenship.
- A spirit of hope, respect, peace, reconciliation, unity and national pride, democracy and global understanding.

Inclusion, gender equity, human rights, life skills and education for sustainable development all underpin the National Curriculum for schools as well as the new programmes leading to QTS. It is essential that all these aspects be addressed in any new programme developed that leads to QTS.

The two programmes leading to QTS for secondary teachers (the Post-graduate Certificate in Education and the Secondary Teacher's Bachelor of Education) have not yet been updated in line with the new National Curriculum. It is essential that these programmes be updated urgently.

### 5.8 Establishing a Three-Year Diploma Programme for Secondary School Teachers in National Teacher Training Institutions (NTTIs)

The National General Education Policy 2017-2027 states that there will be a three-year diploma programme to be run in TTIs that will lead to QTS for secondary school teachers. The Ministry will now work with the universities and TTIs to develop the curriculum and syllabuses for such a programme.

### 5.9 Support for the Institutions Delivering Programmes Leading to QTS

In order to support the delivery of programmes and ensure the highest quality provision, the Ministry will set up an NTTI Development Group with the NTTIs, universities and other partners to consider:

- How best to support institutions running the QTS programmes.
- How the aims of the National General Education Policy 2017-2027 can be implemented; in particular: 'The Ministry will also provide appropriate learning resources including digital learning resources to ensure that teachers have easy and flexible access to rich learning resources at their leisure.'
- What resources are needed for the QTS programmes.
- What further training might be necessary for personnel running these programmes.
- How institutions can work together to support each other in achieving the highest standards.

### 5.10 Expanding the Number of Places on QTS Courses

To meet the goal of significantly increasing the number of qualified teachers, there needs to be a significant increase in the number of places available on both pre-service and in-service courses leading to QTS. This will involve increasing the number of places at existing institutions as well as considering opening new ones. Such expansion will take time, and the Ministry will set up a Strategic Working Group to develop an expansion plan.

### 5.11 Summary

- Set up a Strategic Working Group to develop an expansion plan to make available more places on courses leading to QTS.
- Make the teaching profession more attractive in terms of pay, status and working conditions.
- Provide incentives for trainee teachers.
- Ensure that all programmes leading to QTS follow the National Teacher Education Curriculum.
- Ensure that the existing programmes leading to QTS for secondary school teachers are revised in line with the new National School Curriculum.
- Establish a new three-year diploma programme for secondary school teachers in NTTIs.
- Establish a one-year course leading to QTS for students holding a university degree or equivalent.
- Set up an NTTI Development Group to coordinate support for the delivery of QTS programmes.



## 6. Teacher Induction

### 6.1 Introduction

Teacher induction is an essential aspect of training for all NQTs. For this reason, this chapter is dedicated to teacher induction and aims to achieve the following Strategic Goals:

Strategic Goal (3): To provide equitable access to quality learning opportunities for NQTs to develop their skills within the school environment and to meet the National Professional Standards for Teachers in South Sudan 2012.

Strategic Goal (12): To build the capacity of TTIs to promote teacher education throughout the Republic of South Sudan.

The policy reforms contained in this chapter are intended to guide the process of induction of NQTs. The Ministry and the rest of the General Education stakeholders will work together to devise mechanisms for the implementation of the policy reforms and find appropriate solutions to any issues that may arise from the implementation of the Policy.

The statutory induction shall be seen as the bridge between initial teacher training and a career in teaching. The teacher induction programme should provide a systematic structure of support for NQTs.

A teacher induction programme can help new teachers improve their practice, learn professional responsibilities and ultimately positively affect student learning. The induction programme has the potential to elevate the teaching profession, fostering a collaborative learning community for all educators. These benefits can lead to a much higher rate of retention, as new educators find themselves in an environment that cultivates continual growth and success.

### 6.2 Policy Reforms

The Government will implement the following reforms:

- All teachers who have just qualified and acquired QTS shall be subject to a statutory induction period of up to one year.
- The Ministry will develop comprehensive regulations on teacher induction to be used by all schools, TVET centres, further education colleges, adult education centres and any other accredited institutions.
- All schools will provide a mentor for NQTs. Where this is not possible, mentorship support from other stakeholders will be sought.

### 6.3 The Induction Period

NQTs are encouraged to start their induction period as soon as possible in consultation with their mentor. It is expected that NQTs will complete their induction within one school year, but in some circumstances, especially for NQTs who are working part-time or if there is disruption to the school calendar, this may take up to two years.

### 6.4 The Structure and Process of Induction

The Ministry and stakeholders will develop an NQT induction manual for schools, setting out the role of mentors and school leaders. The manual will also set out key performance indicators for NQTs based on the National Professional Standards for Teachers and the National Teacher Education Curriculum.

The statutory induction period for NQTs shall be based upon a personalised programme of development, created by the NQT in partnership with their mentor.

The induction programme should support all NQTs to demonstrate that their performance consistently meets the relevant standards over a sustained period in their practice.

### 6.5 Mentorship of Newly Qualified Teachers (NQTs)

The Ministry and stakeholders will develop a programme to train mentors, enabling them to support NQTs through their induction period.

All mentors should participate in a short course to become a competent mentor. Head teachers, County and Education Officers and school supervisors should also be trained to provide ongoing support to mentors so that they are able to respond to queries about the induction process and support mentors to maintain their roles effectively.

All mentors should possess QTS. Where this is not possible within a school, either a mentor from another school should be employed to support NQTs or an experienced teacher within the school of the NQT should receive an extended period of training to be a mentor.

The provision of mentorship to NQTs should meet the standards of CPD as set out in Chapter 7. This includes, in particular, the need for mentors to support the well-being of teachers and to give frequent and regular support rather than be erratic and inconsistent.

### 6.6 Completion of the Induction Period

The decision about whether an NQT's performance against the relevant standards is satisfactory upon completion of the induction period should take into account the NQT's work context and must be made on the basis of what can reasonably be expected of an NQT by the end of their induction period within the framework set out by the standards.

The decision about whether an NQT's performance against the relevant standards is satisfactory will be based on a portfolio of evidence presented by the NQT in combination with the outcomes from a sequence of lesson observations and mentoring meetings.

The decision about whether an NQT's performance against the relevant standards is satisfactory will be moderated by an external mentor either from another school, the County Education Centre (CEC) or teacher training institution.

If an NQT has completed the induction and is judged to have failed to meet the relevant standards at the end of their induction period, they may be granted an extended induction period, but this would signal either a lack of support from the mentor or a serious lack of teaching proficiency and should be dealt with according to the Teacher Management Policy.

### 6.7 Summary

- The teacher induction programme should undergo a rigorous process of monitoring, evaluation and review, informed by a range of stakeholders and international standards.
- Regulation and guidelines for teacher induction need to be developed for use in all schools in South Sudan.
- All schools need to be prepared to support the induction of NQTs. An induction manual for schools should be developed to enable this.
- A training programme for mentors to support NQTs needs to be developed. To accompany this, school leaders and other stakeholders should be trained to support and monitor NQT mentorship.
- Clear processes of evaluation need to be developed in order to assess whether NQTs meet expected standards.

## 7. Continuous Professional Development (CPD)

### 7.1 Introduction

Continuous professional development (CPD) refers to the wide range of programmes, courses and other professional activities in which teachers might engage after becoming qualified (whilst they are 'in service') in order to develop continuously their professionalism. CPD is essential and critical to teacher professional development and the improvement of educational provision. For this reason, this chapter is devoted to CPD and aims to achieve the following Strategic Goals:

Strategic Goal (4): To provide more opportunities for CPD for all teachers in the Republic of South Sudan to enable them to improve their competences, increase their professionalism, enhance their effectiveness and improve the learning outcomes for their pupils, students and trainees.

Strategic Goal (12): To build the capacity of TTIs to promote teacher education throughout the Republic of South Sudan.

The following sections of this chapter outline the policy reforms that have been prioritised by the Government in order to promote CPD throughout the country for the benefit of all teachers and learners.

### 7.2 Policy Reforms

The National General Education Policy 2017-2027 contains many statements related to CPD, including the following:

The Government will implement the following reforms:

- (ix) Develop the in-service teacher training programme of CPD for all teachers.
- (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 CPD 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.

The National General Education Policy 2017-2027 also prioritises scholarships for teachers as a means of providing learning opportunities for teachers. In particular, it prioritises the reforms below:

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/she shifts to serve elsewhere.

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

The National General Education Policy 2017-2027 also states that head teachers, deputy head teachers and senior teachers are expected to support teachers and promote CPD:

- (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.

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

The Ministry and the stakeholders will work together to implement these policy reforms as an integral part of the CPD programmes for teachers in the country.

### 7.3 The Range of CPD

The range of CPD needs to be wide and to embrace such activities as:

- Long or short courses run by TTIs, CECs, universities or partner providers (that might or might not lead to a recognised certificate)
- Workshops run by the Ministry or other providers
- Online or interactive learning
- Activities organised by schools or school clusters (such as curriculum co-development, visits and observations, moderation of assessments, etc.)
- Research undertaken by teachers
- Teacher appraisal activities
- Personal study of education

This range needs to be reflected in planning at schools and at the county, state and national level.

#### 7.3.1 Provision of CPD

The provision of CPD is not confined to TTIs and universities and needs to involve all CECs, schools and a range of partner providers. The National General Education Policy 2017-2027 refers to expanding access through 'decentralised training centres at CECs'. CPD can also be provided by and within schools and school clusters but will need support.

### 7.4 Quality Provision of CPD

Because CPD is diverse and involves a wide range of providers, it is important that there should be robust quality criteria. To this end, all CPD activities should follow the expectations of the Quality Framework, namely:

- Support the well-being of teachers
- Acknowledge the multifaceted circumstances that teachers find themselves in
- Be evidence-informed and supported by research
- Be rigorous with respect to monitoring, evaluation and review cycles
- Promote the need to engage meaningfully with teachers when designing teacher education programmes and materials
- Provide follow-up and ongoing support for teachers
- Be frequent and regular rather than 'one-off' in nature and school-based where possible
- Commit to developing communities of practice
- Commit to engaging with stakeholders in various way to strengthen the system of teacher education
- Be aligned to the new school's curriculum
- Be based on the syllabi for the pre-service national certificate, diploma and degree courses
- Integrate digital technologies
- Be based on professional standards for teachers and the code of conduct
- Be anti-corruption
- Promote language development; language of teachers (Arabic pattern and mother tongue should not be seen as a language barrier but instead an opportunity); language ECD to P3; transition year P4; English.

### 7.5 The Contribution of Schools

The National General Education Policy 2017-2027 also states that head teachers, deputy head teachers and senior teachers are expected to support teachers and promote CPD. This will require further training for school senior personnel and significant external support for school-based activities.

### 7.6 Access to CPD

The National General Education Policy 2017–2027 states that CPD ‘shall be an entitlement of all serving teachers throughout the Republic of South Sudan’. To achieve this, access and provision will need to be expanded. Head teachers and school supervisors need to maintain records of teacher attendance at and participation in CPD activities so that it can be ensured that all have access and are participating.

It is important that CPD is carefully targeted at the right teachers so that they can derive maximum benefit.

### 7.7 Scholarships

The National General Education Policy 2017–2027 also prioritises scholarships for teachers as a means of providing learning opportunities for teachers. The Ministry will draw up a policy for making these available to teachers.

### 7.8 Annual Needs Assessment

The CPD programmes will be based on regular annual needs assessment. The needs assessment should be conducted at the county, state and national level and draw from a range of information.

### 7.9 School Inspection Reports

Every School Inspection Report will identify ‘areas for development’. Analysis of these areas (especially related to the quality of teaching and learning) will identify common issues that can feed into a CPD programme.

### 7.10 School Strategic Plans

School Strategic Plans also identify key areas for development. These can also be analysed for common features to feed into CPD programmes. School clusters are encouraged to work together to identify joint issues and this should then feed into focused CPD programmes.

CPD programmes should be included in the School Strategic Plan and Annual Development Plan. In so doing, the CPD programmes will be regular and linked to the Strategic and Annual Plans, especially those objectives related to school development and continuous school improvement, innovation and excellence. In addition, inclusion of the CPD programmes in the School Strategic Plans and Annual Plans will ensure that funds are ear-marked strategically and annually for CPD programmes in all schools throughout the country.

### 7.11 Learning Outcomes

The analysis of teacher assessments and the outcomes of public examinations will identify subject areas and aspects where further support is needed in a specific school or across a range of schools.

### 7.12 Summary

- Develop the programme of CPD by expanding the range on offer and the range of providers.
- Expand access to CPD for all teachers through decentralisation.
- Underpin CPD with a Quality Assurance Framework.
- Target CPD at a local, state and national level through an annual needs assessment taking account of School Inspection Reports, School Strategic Plans and students’ learning outcomes.
- Ensure CPD is well targeted to individual teachers.
- Implement the scholarship programme.
- Ensure the full participation of schools in providing CPD through training and support for school leaders.
- Continue to encourage schools to work in clusters.

## 8. Equality, Diversity and Inclusion

### 8.1 Introduction

The Ministry is committed to promoting equality, diversity and inclusion in all aspects of General Education throughout the Republic of South Sudan to ensure no one is left behind. For this reason, this chapter is dedicated to equality, diversity and inclusion and it aims to achieve the following Strategic Goals:

Strategic Goal (7): To ensure that all teachers are trained to promote equality, diversity and inclusion in education throughout the Republic of South Sudan.

Strategic Goal (12): To build the capacity of TTIs to promote teacher education throughout the Republic of South Sudan.

Teachers are the most important learning resource and the change agents in schools. Their influence on learners is huge. Therefore, it is vitally important that they are trained well to support all learners to achieve their best in terms of learning outcomes.

The Government believes that inclusive education is a public good. It is about ensuring that all children, regardless of race, gender, ethnicity, sexuality, religion, health status, family background/upbringing, disability or ability, are given the education and support to achieve their potential. The Government believes that education in South Sudan must be truly inclusive, universal and comprehensive.

### 8.2 Inclusive Teaching

Learners are diverse and different as far as age, gender, ability, disability, ethnicity, geography, language, culture and experience are concerned. Yet all teachers must be trained to teach all learners effectively so that they are able to become (1) good citizens; (2) successful lifelong learners; (3) creative and productive individuals; and (4) environmentally responsible members of our society without exception.

### 8.3 The Inclusive Education Policy 2021

The preface states that:

“ *Universal primary education is a global goal. Providing education as a right is an obligation of all governments and requires that they translate their national commitments into legislation. This goal will only be achieved when the universal right to education extends to individuals who were historically left out (particularly those with disabilities) because of stigma and negative cultural beliefs, or a lack of skills within the education system to provide additional supports and reasonable accommodation.*

*The evidence shows that far fewer learners with disabilities attend school than their peers and other marginalized groups.* ”

This confirms that there is a global as well as national requirement for education systems to better support teachers to adopt inclusive teaching practices. The policy defines ‘inclusive education’ to be:

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

The Inclusive Education Policy explains that, to be able to support all learners achieve their full potential, a ‘Twin-Track’ approach is required.

The first track involves creating a child-centred barrier-free environment where all learners receive quality education regardless of their gender, social background, disability, ethnicity, linguistic diversity or other characteristics; and where they engage, embrace diversity and benefit from learning by creating an ethos and practices that respect ‘difference’.

Secondly, those with more severe or multiple disabilities should receive targeted adjustments and the support needed to thrive and gain a quality education.

The Inclusive Education Policy provides vital guidance for teacher educators with respect to what teachers need to know, understand and be able to do if they are to be an inclusive educator. The Inclusive Education Policy therefore should inform all teacher training programmes and materials.

## 8.4 Barriers to Learning

Teachers should be trained to recognise the number of barriers that people face and to develop strategies to address these.

**Attitudinal barriers:** This is when people within a society/community think negatively about persons with disabilities, resulting in labelling, segregating, stigmatising, discriminating and denying people with disabilities their dignity, their potential to achieve equality of opportunity and social integration.

**Communication barriers:** This is experienced by people who have disabilities that affect hearing, speaking, reading, writing and/or understanding and who use different ways to communicate than people who do not have these disabilities.

**Environmental/physical barriers:** These limit or prevent a person with a disability from fully participating in social, occupational and recreational activities in the natural or built environment. For a wheelchair-user, environmental barriers may include stairs, narrow doorways, heavy doors or high counter tops.

**Institutional barriers:** These refer to institutional laws, policies, strategies and practices that discriminate against people with disabilities.

## 8.5 National Teacher Education Curriculum for Inclusion

The National Teacher Education Curriculum lists 'Inclusive Education' as a specific course. The course is divided into four modules:

1. Special educational needs and disabilities (SEND)
2. Gender equity
3. Guidance and counselling
4. Creating inclusive environments

These modules are also adapted so that they are included in in-service courses leading to QTS. The Quality Framework in Chapter 4 also states that CPD should be based upon the National Curriculum and the National Professional Standards for Teachers which also include commitments to inclusive education:

Professional Standards for Teachers:

- 1.1 Teachers must be knowledgeable of the development needs of the learner including physical, psychological, socio-economic and intellectual development.
- 1.3 Teachers demonstrate knowledge that learners have different learning capacities and use different learning methods to meet the diverse needs of learners in the classroom.
- 1.4 Teachers demonstrate respect for learners' diverse cultures, religion, languages and experiences.
- 1.6 Teachers treat learners with dignity, build good relationships and support their academic achievement.
- 5.1 Teachers treat all learners fairly and establish an environment that is respectful, supportive and caring to include differences in gender, ethnicity, language, culture, religion and ability.
- 5.4 Teachers maintain an environment that is conducive to learning for all learners including those with special needs.

## 8.6 The National Curriculum Framework (pp. 19 and 20)

It is essential that all young people are enabled to access education. To do this, schools will need to consider:

- Creating effective learning environments.
- Providing appropriate support to learners with special educational needs.
- Providing specialist equipment or materials where appropriate.
- Varying teaching approaches where necessary to ensure that all learners are learning.

The curriculum applies equally to male and female learners.

To do this, they need to consider:

- Giving equal support and encouragement to girls as well as boys.
- Ensuring that gender stereotypes are avoided and challenged.
- Setting equally high expectations for both genders.
- Making sure that the school is welcoming to both genders.
- Ensuring that girls as well as boys are listened to with respect and given full opportunity to contribute to lessons.
- Encouraging girls to attend and supporting them to achieve.

## 8.7 Languages for Inclusion

The Language Policy promotes an inclusive environment for all learners, no matter what language they speak. Significant aspects of the Language Policy relating to inclusive education include:

- (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.
- (d) The Ministry will ensure that the medium of instruction in primary 4 through 8 is English, and that in primary 4 through 8, the 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.

All teachers should be trained to adopt these principles of inclusive language instruction.

## 8.8 Hearing and Sight Impairment

The Government and all TTIs and other teacher training providers are expected to implement the provisions of the 2011 Constitution, the General Education Act 2012 and the 2006 UN Convention on the Rights of Persons with Disabilities, Section 24, which relates to education. Therefore, it is vitally important for all stakeholders to implement the following reforms related to the use of sign language and Braille system to facilitate learning for people with disabilities:

- (f) The Ministry will ensure that sign language is used as an official language for the purposes of learning at a public school for people with disabilities.
- (g) The Ministry will promote the study of the Braille system for blind learners.

South Sudan Sign Language (SSSL) is being developed by the deaf community themselves, developing a unified language from the different variations in the country.

## 8.9 Inclusive Assessments of Learning

All TTIs and other teacher training providers shall also uphold the guiding principles outlined in the National Learning Assessment Policy 2022-2030, which are quoted below to ensure that assessment practices do not provide a barrier to learning for learners with disabilities:

In conducting learning assessments for learners who experience barriers to assessment due to their special educational needs, the schools and other learning institutions shall adhere to the following guiding principles:

- (a) Differentiation (or reasonable adjustments) in assessment and accommodations are designed to equalise opportunities for all learners by addressing barriers which learners may experience;
- (b) Support for learners is to enable them to give a true account of their knowledge, skills, values and attitudes;
- (c) The standard of assessment shall not be compromised, nor shall the learner be given an unfair advantage over his or her peers;
- (d) There shall be high expectations of all learners;
- (e) It is important that differentiated assessment and/or accommodations are put into practice early and throughout learners' school career to give them the opportunity to realise their potential;
- (f) Learners in need of accommodations shall be identified as early as possible in order to put the necessary mechanisms in place and to accustom learners to the assessment method concerned before they are externally assessed; and
- (g) Reasonable accommodation and effective individualised support measures shall be provided in environments that maximise the academic development of these learners on an equal basis with others as per the Convention on the Rights of Persons with Disabilities, [Article](#).



### 8.10 Early Intervention

Early identification and detection of impairments (hearing, intellectual, visual, communication and other invisible impairments) are important and cannot be overemphasised. It is envisaged that the health system will build its capacity to identify and diagnose childhood disability as early as birth and/or later onset.

Screening and identification and assessment at school level shall be the responsibility of the teachers at school level, in collaboration with the parents/caregivers, working with the county's Inclusive Education Inspector, community-based rehabilitation agencies, early childhood development programmes, health centres and other relevant local agencies. The health sector is responsible for medical diagnosis determination.

Teachers must be trained to use the Washington Group Questions on child functioning as well as other disability-inclusive methods based on their own observation of learners without waiting for formal assessment to take action.

### 8.11 Child-Friendly Schools (CFSs)

Teachers should be trained to understand and be able to implement the six key features of child-friendly schools (CFSs):

Rights-based: remembering that children's rights are also human rights.

Effectiveness: achieved where teachers are consistently present and girls and boys achieve meaningful learning outcomes.

Equity and equality: a CFS promotes equity and equality, especially gender equality.

A protective environment: a CFS shelters and protects its learners, providing them with a safe space in which to learn, grow and develop.

Health promoting and health seeking: a CFS is a 'talking school' that communicates important messages to learners, teachers and the surrounding community. Not least of these concerns are health-related knowledge and life skills. The CFS is a vibrant centre for dialogue, enabling learning to take place through interactions between teachers, learners, parents/carers and members of the community.

Active community partnerships: a CFS establishes a special working relationship with the community in which it is located and with the parents of the girls and boys attending the school.

These principles also form important aspects of the School Inspection Framework, supporting teachers to work towards the goals of inclusive education.



### 8.12 The Inclusive Teacher Education Workforce

Teachers are diverse and different as far as age, gender, ability, disability, ethnicity, geography, language, culture and experience are concerned. Yet all teachers must be trained to teach all learners effectively so that they are able to develop as effective teachers, meeting the requirements of QTS.

TTIs and other providers of teacher training should ensure that inclusive practices are adopted in support of enabling all student teachers to be trained effectively. Reasonable adjustments should be made so that trainee teachers with disabilities can access their training.

### 8.13 Summary

- Teacher training should adopt the inclusive practices outlined in the National Inclusion Policy so that all trainee teachers are given the opportunity to succeed.
- The National Teacher Education Curriculum should form the basis of all training programmes and materials for teachers. By doing so, trainee teachers will access training to support them to develop inclusive teaching practices.
- All teachers should become familiar with the National Inclusion Policy 2021 and, through training, be supported to implement the promoted principles within it.
- Teacher training should include an introduction to basic sign language and Braille.
- Teacher training should include supporting teachers to adopt teaching methodologies that adapt to the diverse needs of learners.
- All training for teachers should promote the Language Policy for South Sudan so that learners are taught in their mother tongue until P3.
- Learning assessments should be adapted to make fair judgements about learners with disabilities (physical, cognitive, social and emotional).
- Teachers should be trained to identify learners with special needs so that interventions of support can be put in place early.
- Teachers should be trained to support schools in developing effective systems, as set out in the Inclusion Policy, to support all learners. Teachers should know about procedures and resources to support all learners who need additional support.

## 9. Accreditation, Certification and Recognition of Qualifications

### 9.1 Introduction

To ensure consistent standards of provision across a range of providers, it is important that there should be a system of accreditation to ensure that institutions are able to make an appropriate level of provision.

For the same reason, there needs to be a system of certifying the teacher training programmes offered (where the programme is not already nationally approved).

The recognition of qualifications will usually be part of the process of certification but may need to be separate where qualifications have a national equivalent.

A national system of registration of students on courses is important to keep track of teachers' qualifications as they move from one school or area to another.

Strategic Goal (5): To accredit TTIs to ensure that teacher education programmes meet national requirements, that candidates are appropriately registered and that teaching qualifications meet nationally agreed standards.

Strategic Goal (12): To build the capacity of TTIs to promote teacher education throughout the Republic of South Sudan.

### 9.2 Policy Reforms

The National General Education Policy 2017-2027 outlines the policy reforms related to the accreditation as follows:

(ii) The Ministry will develop a system of registration and accreditation of TTIs and inspect their teacher training programmes.

#### 9.3 Developing the Accreditation, Certification and Registration System

3.1 The Ministry, working with the universities, TTIs, the National Examinations Council and other stakeholders, will develop a national system for:

- The accreditation of institutions offering teacher education programmes leading to a national award.
- The certification of programmes where these are not already nationally approved programmes.
- The registration of students for programmes and the subsequent award.
- The recognition of qualifications.

3.2 The process of accreditation of the TTIs will involve a criterion-reference assessment or evaluation to be carried out by an independent body. Each TTI who meets the requirements for registration and accreditation shall be granted the approval and will be issued a registration and accreditation certificate.

3.3 The certification process will ensure that programmes leading to an award have a tailored course of study that covers all the essential competences that should be successfully completed by the candidates to qualify for the award.

3.4 All TTIs shall register all candidates to be awarded qualifications prior to the external verification and certification process.

### 9.4 Recognition of Qualifications

The recognition of qualifications is an important gate-keeping exercise and it must be robust. For this reason, the Government will implement the following reforms:

- The Ministry will follow a standard procedure to ascertain the authenticity of the qualifications, including by verifying the qualification with the issuing TTI abroad.
- Once satisfied that the qualification is genuine and the TTI concerned is credible, the Ministry will then issue a certificate stating the equivalent qualifications in the Republic of South Sudan.

### 9.5 Summary

The Ministry, working with the universities, TTIs, the National Examinations Council and other stakeholders, will develop a national system for:

- The accreditation of institutions offering teacher education programmes leading to a national award.
- The certification of programmes where these are not already nationally approved programmes.
- The registration of students for programmes and the subsequent award.
- The recognition of qualifications.

# 10. Assessment And Certification Of Students Within Teacher Education Programmes

## 10.1 Introduction

The assessment of teacher education programmes that lead to a national certificate requires an effective quality assurance mechanism to ensure parity across the range of institutions making the assessments. For this reason, it deserves the full attention of policymakers as well as TTIs and teacher trainees. This chapter focuses attention on this important subject with the view to achieve the following goals:

Strategic Goal (6): To ensure robust assessment, with internal and external verification of students on programmes leading to a national certificate.

Strategic Goal (12): To build the capacity of TTIs to promote teacher education throughout the Republic of South Sudan.

Capacity building for the existing TTIs is also crucial. If they are to succeed in the mammoth task of producing quality teachers for the country, all TTIs should be supported to build their capacities to be able to carry out fair, consistent, valid, reliable and accurate assessments, ensuring consistent standards of assessment across institutions offering programmes leading to a national certificate.

In a situation where a range of different institutions make assessments that lead to the same national certificate, it is essential that there is a robust framework of assessments and a system of verification that will ensure consistent standards across the institutions. This is particularly important where assessments are being made within a competency-based context and in practical situations.

The new national pre-service and in-service programmes leading to QTS for ECD and primary school teachers set out clear and precise assessments activities and procedures as well as standards and criteria for each module of the course. Tutors and others involved in making assessments against these criteria need training to carry them out. Institutions need to work together cooperatively in moderation exercises to ensure that assessments are consistent.

It is important that the revision of the courses leading to QTS for secondary school teachers contains an approach to assessment that is similar to that in the ECD and primary teachers' certificate, with clear activities, standards and criteria for each module.

## 10.2 Policy Reforms

To this end, the Ministry and the National Examinations Council working with the universities and NTTIs shall:

- Develop a national framework for the assessment and verification of students on programmes leading to a national certificate.
- Develop a handbook of assessment that will set out national procedures for assessment, including internal and external verification.
- Ensure that all tutors and lecturers who are assigned responsibility for making assessments or acting as internal or external verifiers are trained appropriately.
- Encourage institutions to work together cooperatively in moderation exercises to ensure that assessments are consistent.
- Ensure that the revision of the courses leading to QTS for secondary school teachers contains an approach to assessment that is similar to that in the ECD and primary teachers' certificate, with clear activities, standards and criteria for each module.

## 10.3 Registration of Candidates

The Government will implement the following policy reforms:

- The Ministry, the National Examinations Council, working with the universities, NTTIs and other key stakeholders will develop a guide for the registration of teacher trainees with the Council, or any other awarding body approved by the Council, for the purposes of external verification and certification.
- All TTIs shall use the guide to register all their teacher trainees with the Council, university or any other awarding body.
- All TTIs shall ensure that each teacher trainee registered with the Council or any other awarding body has one of the teacher training qualifications set out in Annex A3 or which has been added to the list of approved qualifications.
- All TTIs shall ensure that the names of the teacher trainees are correctly written on the certifications, and where errors are discovered, the issuing authority for the qualification should be requested to correct the error(s).

## 10.4 Summary

- Develop a national framework for the assessment and verification of students on programmes leading to a national certificate.
- Develop a handbook of assessment that will set out national procedures for assessment, including internal and external verification.
- Ensure that all tutors and lecturers who are assigned responsibility for making assessments or acting as internal or external verifiers are trained appropriately.
- Encourage institutions to work together cooperatively in moderation exercises to ensure that assessments are consistent.
- Ensure that the revision of the courses leading to QTS for secondary school teachers contains an approach to assessment that is similar to that in the ECD and primary teachers' certificate, with clear activities, standards and criteria for each module.
- Develop a guide for registration of teacher trainees with the National Examinations Council, or any other awarding body approved by the Council, for the purposes of external verification and certification.

# 11. Governance of Teacher Education

## 11.1 Introduction

This chapter is devoted to the governance arrangements and partnership building amongst the key stakeholders to work together for the benefit of teachers in the county. The chapter outlines reforms that will be implemented to enable the stakeholders to achieve the following Strategic Goals:

Strategic Goal (1): To ensure effective governance arrangements and partnership working to promote teacher education throughout the Republic of South Sudan.

Strategic Goal (12): To build the capacity of TTIs to promote the teacher education throughout the Republic of South Sudan. Given the volume of teachers to be trained in the Republic of South Sudan in the next seven years or so, it is absolutely necessary for the stakeholders to understand and fulfil their roles and build a strong partnership for teacher education in the country.

## 11.2 National Ministry of General Education

In accordance with the National General Education Policy 2017–2027 (pp. 19–20), the National Ministry of General Education, hereafter abbreviated as the Ministry, is mandated to:

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 NTTIs, which are managed by the Ministry;
14. Conduct educational research to determine the quality of education system in South Sudan and use the findings of such research for planning purposes; and
15. Exercise any other function that may be assigned or delegated to it by Law.

In light of the above, the Ministry is directly responsible for the development and implementation of the national policy for teacher education; the annual budgeting for teacher education; raising funds from the donor community for teacher education; and training teachers of national secondary schools and NTTIs, which are managed by the Ministry.

## 11.3 State Ministries of General Education

In accordance with the National General Education Policy 2017–2027 and the General Education Act 2012, the Ministries of Education at the State and Administrative Area level are mandated to:

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. Coordinate 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 (CEDs);
13. Provide the necessary support to the 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.

In light of the above, the Ministries of Education at the level of the State and Administrative Area are responsible, among others, for delivery and financing of teacher training within their jurisdictions.

## 11.4 County Education Departments (CEDs)

In accordance with the National General Education Policy 2017–2027 and the General Education Act 2012, the CEDs at the local government level are mandated to:

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 CEDs by the State Ministries or the National Ministry; and
12. The CEDs will work closely with the State Ministries to achieve their mandate.

Given the roles outlined above, the CEDs are expected to play an important role in the delivery of teacher training programmes in their local areas.

### 11.5 National Examinations Council

In accordance with Section 10 of the South Sudan Examinations Council Act 2011, the National Examinations Council is mandated to:

- (a) Make rules regulating the conduct of examinations under the scope of the Council's management and administration;
- (b) Conduct examinations and confer diplomas, certificates and prizes in accordance with any law in force;
- (c) Set up examination calendar and time schedules for various examination papers;
- (d) Conduct primary, secondary, technical/vocational, business and other post-secondary education examinations;
- (e) Award certificates to successful candidates and those who have gone through the cycles: primary, secondary and others;
- (f) Invite bodies or any person outside Southern Sudan to conduct examinations under the auspices of the Southern Sudan Examination Council and award certificates and diplomas to successful candidates of such examinations;
- (g) The Council, in consultations with the Minister, shall release examination results to schools and institutions within a reasonable time, or delay or withhold the release of an examination results to the public for a reasonable cause;
- (h) The Council shall be responsible for equating foreign certificates to that of Southern Sudan Examinations Council;
- (i) The Council shall do or may permit any of the Southern Sudan University or organisations or individuals to carry out research on examinations;
- (j) Charge such fees for any examinations, courses, seminars or conferences conducted or held as may be approved by the Council;
- (k) Charge such amounts for any publications sold or distributed as may be approved by the Council;
- (l) Charge such amounts for services provided as may be approved by the Council;
- (m) Control, supervise and administer the assets of the Council in such manner and for such purposes as shall best promote the purposes for which the Council is established. taking, purchasing or otherwise acquiring, holding, charging and disposing of both movable and immovable property;
- (n) Appoint the Secretary General and other members of staff on terms and conditions it deems necessary;
- (o) Delegate to any member, State Officer, or committee of the Council any functions covered in this Act, except the power which requires resolutions of the Council;
- (p) Entering into any contract or other transactions;
- (q) Raise or borrow money when necessary to sustain its activities or offset any balance or deficit;
- (r) Invest any money on suitable project approved by the Council;
- (s) Acquire land upon which to construct Council offices, examination printing, storage or staff residential areas or any desired improvement;
- (t) Derive capital or income from any property owned or held; and
- (u) Doing or performing all other things or acts necessary for the proper performance of its functions under this Act.

In light of the above-stated mandate, the National Examinations Council will play a pivotal role in the delivery of teacher education programmes; the registration of candidates; the setting, moderation and administration of the learning assessment tools; and the awarding of teacher training qualifications in the Republic of South Sudan.

### 11.6 Teacher Training Institutions (TTIs)

All TTIs in the Republic of South Sudan will:

- Recruit students to join teacher training or education programmes;
- Ensure the health, safety and welfare of the students and teacher trainers;
- Deliver teacher training programmes;
- Ensure that the teacher training programmes being delivered are based on the National Teacher Training Curriculum;
- Provide quality management and leadership of teacher training institutions;
- Ensure that the Board of Governors is in place and functioning well;
- Implement the standard quality assurance procedures;
- Coordinate placement opportunities for teacher trainees to engage in teaching practice;
- Conduct normative learning assessments, in consultation with the National Examinations Council if necessary;

- Contribute to the setting and moderation of the national summative learning assessment tools;
- Register candidates for the final examinations with the National Examinations Council;
- Coordinate summative learning assessments with the National Examinations Council if necessary;
- Ensure robust invigilation, security and integrity of the summative learning assessments;
- Coordinate with the National Examinations Council the awarding of certificates or diplomas to the successful candidates;
- Organise an annual awards ceremonies to celebrate the achievements of the alumni and invite the Minister and other dignitaries to these events;
- Coordinate with the Ministry to conduct inspection of the teacher training institutions regularly;
- Conduct self-evaluation prior to the visit of the inspectors;
- Implement the recommendations of the inspectors as per the inspection reports; and
- Perform any other duties that are broadly within the scope of their mandate.

### 11.7 Development Partners and Other Stakeholders

The development partners will:

- Ensure that the teacher training programmes being delivered are based on the National Teacher Training Curriculum;
- Ensure compliance of the teacher training programmes with the Policy;
- Ensure the health, safety and welfare of the students and teacher trainers;
- Implement the standard quality assurance procedures;
- Coordinate placement opportunities for teacher trainees to engage in teaching practice;
- Conduct normative learning assessments, in consultation with the National Examinations Council;
- Ensure that the candidates are registered for the final examinations with the National Examinations Council;
- Coordinate summative learning assessments with the National Examinations Council if necessary;
- Ensure robust invigilation, security and integrity of the summative learning assessments;
- Coordinate with the Council the awarding of certificates or diplomas to the successful candidates;
- Organise an annual awards ceremonies to celebrate the achievements of the alumni and invite the Minister and other dignitaries to these events;
- Coordinate with the Ministry to conduct inspection of the teacher training institutions regularly;
- Conduct self-evaluation prior to the visit of the inspectors;
- Implement the recommendations of the inspectors as per the inspection reports; and
- Perform any other duties that are broadly within the scope of their mandate.

### 11.8 Donors

Donors are encouraged to:

- Fund teacher training programmes;
- Fund capacity-building projects for national, state and county teacher training institutions to be able to deliver teacher training programmes;
- Fund a national Teacher Information Management System (TIMS);
- Fund teacher licensing, registration and ID card systems;
- Fund the annual awards ceremonies for teachers;
- Fund annual national and state teacher competitions to increase teacher professionalism and effectiveness.

### 11.9 Summary

The governance arrangements mirror the 2012 Act and the 2017-2027 Policy. As many stakeholders are involved in teacher education, it is vitally important to adhere to the principle of division of labour to avoid duplication and conflict of roles. Therefore, it is crucial that all stakeholders fulfil their roles, which are stated above. The Ministry and the stakeholders will review these roles when necessary.



## 12. Inspection of Teacher Education Provision

### 12.1 Introduction

Inspection is a very important driver for quality improvement. For this reason, this chapter is dedicated to the inspection of teacher education provision and it aims to achieve the following Strategic Goals:

Strategic Goal (7): To inspect the teacher education provision delivered by the TTIs in the Republic of South Sudan; report on the quality standards achieved; and make appropriate recommendations to promote continuous quality improvement and excellence.

Strategic Goal (12): To build the capacity of TTIs to promote teacher education throughout the Republic of South Sudan.

Inspection of teacher education provision will encourage TTIs to embrace the culture of innovation, continuous improvement and excellence.

### 12.2 Policy Reforms

The National General Education Policy 2017–2027 outlines the policy reforms related to the inspection of teacher training as follows:

- (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.

### 12.3 Inspection Frameworks in South Sudan

Inspection frameworks for the inspection of schools and ECD settings have already been developed in South Sudan. These focus on supporting institutions and identifying areas for development, and require inspectors to work in cooperation with schools. They set out clear criteria for evaluating the work of educational institutions and clear guidance for inspectors to carry out their work. The frameworks require inspectors to start with a school's own self-evaluation.

The criteria in the school and ECD inspection frameworks will not be appropriate for inspecting TTIs, but the structure and approach should inform the development of an inspection framework for teacher education.

### 12.4 Inspection of Teacher Education Institutions

The Ministry, working with the universities, TTIs and other stakeholders, will:

- Develop a national inspection framework and a handbook to be used for the inspection of TTIs throughout the Republic of South Sudan.
- Ensure the inspection framework:
  - Provides an expert, independent criterion-referenced assessment of the performance of a TTI and the quality of its teacher education provision for the benefit of would-be teachers and for the purpose of accountability to the Government, the public and the donors
  - Offers an external evaluation of the effectiveness of a TTI and makes recommendations for development
  - Guides inspectors on how to carry out TTI inspections and ensure consistency across the country.

The handbook shall be made available to all TTIs to ensure that they are well informed about the inspection processes and procedures.

### 12.5 Self-Evaluation of Teacher Education Institutions

The Ministry, working with the universities, TTIs and other stakeholders, will:

- Develop a national self-evaluation framework and a handbook to be used by TTIs in the Republic of South Sudan for self-evaluation.
- Ensure the self-evaluation framework:
  - Provides a criterion-referenced self-assessment of the performance of a TTI and the quality of its teacher education provision for the benefit of would-be teachers and for the purpose of accountability to the Government, the public and the donors.
  - Provides guidance for TTIs on how to carry out a TTI self-evaluation and ensure consistency across the country.
  - Provides reports to the management, leadership and governing body of the TTI about the quality of teacher education provision delivered by the TTI, stating clearly whether the minimum standards are being met and to promote accountability as well as make recommendations for improvements.
  - Encourages the improvement of the TTI concerned and contributes to the improvement of the education system as a whole.
  - Involves all TTI staff and the voices of the teacher trainees shall be reflected in the self-evaluation process.

TTIs will publish a comprehensive annual self-evaluation report in line with the outcomes of the self-evaluation framework and such a report shall be made available to the external inspectors when they visit the TTI for the purpose of inspection.

### 12.6 Improvement Plans

The Ministry, working with the universities, TTIs and other stakeholders, will ensure that TTIs develop and implement their Improvement Plans and submit a copy to the Ministry, as well as ensure that every TTI submits a copy of their Annual Report to the Ministry outlining the key challenges, achievements and recommendations for further improvements.

### 12.7 Summary

- Develop a national inspection framework and a handbook to be used for inspection of TTIs throughout the Republic of South Sudan.
- Develop a national self-evaluation framework and a handbook to be used by TTIs in the Republic of South Sudan for self-evaluation.
- Ensure that TTIs develop and implement their Improvement Plans.

## 13. Digital Transformation and Learning

### 13.1 Introduction

This chapter is dedicated to digital transformation and learning in the Republic of South Sudan. It outlines the key challenges confronting the country. It also provides an impressive list of national commitments made by the Government at the UN Transforming Education Summit in New York, USA, in September 2022. The policy measures contained in this chapter aim to achieve the following Strategic Goals:

Strategic Goal (8): To promote digital transformation and learning to enable TTIs to facilitate equitable and flexible access to and successful completion of teacher education programmes in the Republic of South Sudan.

Strategic Goal (12): To build the capacity of TTIs to promote teacher education throughout the Republic of South Sudan.

“ *Digital technologies have evolved from stand-alone projects to networks of tools and programmes that connect people and things across the world, and help address personal and global challenges. Digital innovation has demonstrated powers to complement, enrich and transform education, and has the potential to speed up progress towards Sustainable Development Goal 4 (SDG 4) for education and transform modes of provision of universal access to learning. It can enhance the quality and relevance of learning, strengthen inclusion, and improve education administration and governance. In times of crises, distance learning can mitigate the effects of education disruption and school closures.* ”

— UNESCO

We believe that digital learning and transformation is a prerequisite for us to achieve SDG 4 and the rest of the SDGs, as well as the Strategic Goal (2) of the South Sudan Vision 2040, to promote innovation, productivity and prosperity in our country.

Digital transformation and learning can create unlimited opportunities for teachers to enrol on and successfully complete teacher education programmes and in so doing speed up the process of achieving QTS.

### 13.2 Policy Reforms

The Government of the Republic of South Sudan has committed to implementing the following transformative actions:

- Implement the policy reforms related to the use of ICT in Education (MoGEI, 2017, p. 58) to ensure that teachers and learners bridge the digital divide.
- Provide training for teachers to use ICT to improve the quality of teaching, to promote learning and improve learning outcomes for all learners.
- Make arrangements for the procurement of devices for teachers and learners in all public schools to overcome the challenge of acquiring devices and promote digital transformation.
- Promote digital learning and transformation in higher education institutions and schools, including by digitalising the new textbooks and teacher guides, encouraging teachers and learners to use open source digital learning resources and digital libraries and by building and maintaining free, public digital content and platforms to accelerate learning.
- Create a conducive environment to promote digital connectivity and access to the Internet in all schools and higher education institutions by 2030.
- Ensure digital learning initiatives benefit the most disadvantaged and hardest to reach groups of learners, including learners with disabilities or special educational needs.
- Encourage teachers to use ICT to build a strong foundation for promoting lifelong learning as well as preparing children, youth and adults for a rapidly changing world and digitalised labour markets.
- Develop policies and programmes for the provision of quality distance and online learning in higher education, with the use of technology, including the Internet, online courses and other available modalities that meet the accepted quality standards to improve access.

These are serious national commitments, and their implementation requires substantial financial resources over the next 10 years or so.

### 13.3 Key Challenges

Transforming Education 2022 has identified some serious challenges impeding digital transformation and learning in the Republic of South Sudan. Consequently, the Republic of South Sudan is still off track in achieving digital learning and transformation.

The key challenges confronting the Republic of South Sudan with regards to digital transformation are:

1. In 2021, only 32 primary schools and 44 secondary schools had computer labs. Only 11 primary schools had access to the Internet and only 185 primary schools had electricity.
2. There is limited information on how many teachers and teacher trainers have smartphones or laptops, but it is likely that only a small proportion have access digital devices, which is further exacerbated by financial constraints in purchasing devices and paying for cellular services and mobile data.
3. Almost all schools depend on paper textbooks and teacher guides designed, printed and supplied to schools by the Ministry of General Education and Instruction. There is a lack of awareness of both digital materials and digital approaches to support teaching and learning. There is also a perception that digital transformation requires significant costs and infrastructure, whilst in reality there are also many low-cost, low-tech learning solutions.
4. Teacher trainers, teachers and learners also lack digital skills (known as ‘digital literacies’) and cannot engage in digital learning effectively.
5. There are opportunities for digital solutions to enhance the monitoring, evaluation and review process in support of enhancing the education workforce and related student outcomes. The Ministry should seek to make more use of what systems are in place such as Human Resource Information South Sudan (HRISS), Education Management Information System (EMIS) and South Sudan Schools Attendance and Monitoring System (SSSAMS) as well as trialling other solutions that have a good track record in other similar contexts.

In order to overcome these key challenges, the Government needs to mobilise and invest significant finances and time into digital transformations and learning over the next decade or so.

### 13.4 Summary

- The Ministry and partners should work with educational technology experts and organisations to deepen their understanding and awareness of the range of technological solutions that are available and appropriate to enhance the quality of teaching and learning in South Sudan.
- Teacher training providers should be supported to develop digital literacy skills.
- Teacher education programmes should ensure that teachers are supported to develop digital literacies.
- Teacher training programmes should ensure that they provide opportunities for teachers to develop awareness and skills relating to the use of technology to enhance their teaching.
- Teacher training providers should be supported to explore the use of digital solutions to enhance their capacities to monitor the delivery of teacher education programmes.

## 14. Financing Teacher Education

### 14.1 Introduction

Financing of teacher education programmes is critical. More than 60,000 teachers cannot be trained within the next seven years or so without investment of substantial financial resources. For this reason, this chapter is dedicated to financing of teacher education and aims to achieve the following Strategic Goals:

Strategic Goal (9): To ensure that adequate funds are mobilised effectively, allocated annually and used efficiently to finance teacher education programmes in the Republic of South Sudan.

Strategic Goal (12): To build the capacity of TTIs to promote teacher education throughout the Republic of South Sudan.

The three levels of government, national, state and county, and the development partners need to work in partnership to maximise the impact of their collective finances on teacher education in the country for the next seven years or so.

### 14.2 Domestic Financing

The Government will implement the following reforms:

- In accordance with Section 15 (b) of the General Education Act 2012, the Ministry will prepare the annual budget for General Education, including the budget for teacher education, and secure the approval of the Cabinet and the National Legislature.
- The Ministries of Education at the level of State and Administrative Area shall secure funding from their respective governments for teacher education in conformity with Article 29 (2) of the Constitution and the 2012 Act. In addition, they will be given an allocation from within the annual budget for General Education for teacher education within their jurisdictions.

In accordance with the 2011 Constitution and the 2012 Act, the County Education Departments (CEDs) shall secure funds from within the resources of their counties for teacher education.

### 14.3 Donor Financing

The Ministry and the stakeholders will implement the following reforms:

- The Ministry will mobilise funds from the donor community for teacher education throughout the country.
- The development partners will mobilise funds from the donor community to finance teacher training in the Republic of South Sudan.
- The development partners will coordinate with the Ministry, Ministries of Education at the level of the State and Administrative Area and CED to implement new donor-funded teacher training programmes in the Republic of South Sudan.

### 14.4 Public Financial Management and Accountability

The Ministry and the stakeholders will implement the following reforms:

The Government will implement the provisions of the 2017-2027 Policy, the General Education Act 2012, the Public Financial Management and Accountability Act 2011, and the Public Procurement Act 2013 to promote accountability:

The Government will implement the following policy reforms:

- (a) The National Ministry and the State Ministries will 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 government and, in so doing, ensure that funds allocated for General Education are used for the intended purposes only.

The Ministry, Ministries of Education, CEDs and the development partners will report as per the reporting arrangements with the donors.

### 14.5 Summary

All levels of government need to collaborate regularly and effectively with partners and donor agencies to ensure that finances are providing good value for money, are on track to have the desired impact and are fully traceable through robust monitoring and recording systems.

## 15. Policy Implementation, Monitoring, Research and Evaluation

### 15.1 Introduction

This chapter outlines the mechanisms to be used for the implementation, monitoring, research and evaluation of the Policy and aims to achieve the following Strategic Goals:

Strategic Goal (10): To facilitate the implementation, monitoring and evaluation of the National Teacher Education Policy 2023-2030 throughout the Republic of South Sudan.

Strategic Goal (11): To promote research into the teacher education system and use the findings to inform the TTIs and other key stakeholders, to promote a culture of continuous improvement and excellence in teacher education and, where necessary, to reform the national education policy.

Strategic Goal (12): To build the capacity of TTIs to promote teacher education throughout the Republic of South Sudan.

Implementation of the Policy will be based on the principle of division of labour and governance arrangements stated in the Policy. Section 15.3.1 below on 'Monitoring, Research and Evaluation' explains the roles of the Education Forums and the Teacher Education Thematic Working Groups (TWGs) at the three levels of government as well as the role of universities and other higher education institutions.

### 15.2 Policy Implementation

The Ministry, Ministries of Education at the level of State and Administrative Areas, the CEDs, the teacher training institutions, the development partners and the donor community will implement the National Teacher Education Policy 2023-2030, with each fulfilling its role. The Ministry will develop a National Teacher Education Strategy 2023-2027, which shall be used as an implementation matrix for the Policy. The Strategy will provide the details necessary to facilitate implementation of the Policy in accordance with the roles defined in Chapter 11 on 'Governance of Teacher Education' in the Policy.

### 15.3 Monitoring, Research and Evaluation

The following current structures stipulated in the National General Education Policy 2017-2027 shall be used for the monitoring and evaluation of the implementation of the Policy.

#### 15.3.1 National Education Forum (NEF)

The National Education Forum (NEF) shall be the national platform for the monitoring and evaluation of the implementation of the Policy. The current Teacher Training TWG shall change its name to Teacher Education TWG and carry out the responsibility for collecting, collating and disseminating data related to teacher education in collaboration with the Education Management Information System (EMIS) team and make the necessary recommendations to the NEF for approval. The Teacher Training TWG shall meet monthly and report to the NEF quarterly. The NEF, as an advisory committee formed based on the General Education Act 2012, Section 8 (a) (xiii), shall report quarterly to the national Minister responsible for General Education.

### 15.3.2 State Education Forum (SEF)/Administrative Area Education Forum (AAEF)

State Education Forum (SEF)/Administrative Area Education Forum (AAEF) will be used for the purposes of the monitoring and evaluation of the National Teacher Education Policy 2023-2030 at the level of the States and Administrative Areas. The Teacher Training TWG shall change its name to Teacher Education TWG and carry on taking responsibility for the collection, collation and dissemination of data related to teacher education in collaboration with the EMIS team at the level of the States and Administrative Areas. The Teacher Education TWG shall make the necessary recommendations to the SEF/AAEF for approval. The Teacher Training TWG shall meet monthly and report to the SEF or AAEF monthly. The SEF or AAEF, as an advisory committee formed based on the General Education Act 2012, Section 8 (b) (viii), shall report to the Minister responsible for General Education, who will report monthly to the national Minister in accordance with the 2012 Act.

### 15.3.3 County Education Forum (CEF)

The County Education Forum (CEF) will be used for the purposes of monitoring and evaluation of the National Teacher Education Policy 2023-2030 at the level of the county. The Teacher Training TWG shall change its name to Teacher Education TWG and carry on taking responsibility for the collection, collation and dissemination of data related to teacher education in collaboration with the EMIS team at the level of the county. The Teacher Education TWG of the CEF shall make the necessary recommendations to the SEF or AAEF for approval. The Teacher Education TWG shall meet monthly and report to the CEF monthly. The CEF, as an advisory committee formed based on the General Education Act 2012, Section 8 (b) (viii), shall report monthly to the Minister responsible for General Education at the level of the State or Administrative Area.

### 15.4 Human Resource Development and Management

The Government will also implement the policy reforms related to Human Resource Development and Management to promote capacity building at the three levels as per the 2017-2027 Policy:

The Government will:

- (a) Establish a human resource information system that includes a database of the staff of the General Education subsector.
- (b) Establish clear staffing norms being cognisant of the current devolution and all emerging issues and recruit sufficient and qualified personnel for the education and training sector at all levels.
- (c) Develop and implement a national human resource management policy throughout the country.
- (d) Implement the performance and annual appraisal policy.
- (e) Provide continuous capacity development for educational managers.
- (f) Review and update the structures of the Ministry, State Ministries and CEDs 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 organisation or nation. Therefore, these reforms will ensure that the General Education subsector 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.

### 15.5 Building the Capacity of Education Managers

The Ministry and the rest of the key stakeholders will implement the reforms, which are outlined in the National General Education Policy 2017-2027, related to capacity building for education managers throughout the country.

The Government will:

- (a) Develop an education sector strategy with short-, medium- and long-term objectives to guide the development of education, with the associated monitoring and evaluation strategies to ensure an evidence-based policy planning and decision-making process.
- (b) Ensure the delivery of basic education to states and local government.
- (c) Develop effective and decentralised organisational structures.
- (d) Strengthen and support the role of Parent-Teacher Associations (PTAs) and teacher professional bodies such as the South Sudan Association of Teacher Training Institutions in the legal provisions.
- (e) Establish governing councils for TTIs.
- (f) Develop codes of conduct and regulations for Boards of Governors, PTAs, School Management Committees and development partners with clear roles and responsibilities.
- (g) Institutionalise financial tracking and auditing in the education sector.
- (h) Develop regulations that make management bodies individually and collectively liable for any loss, misuse or embezzlement of funds under their dockets.
- (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 the national, state and county levels.
- (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.

### 15.6 Research

Research related to teacher education will be carried out by the Education Forums stated above. However, universities and other tertiary institutions may exercise the academic freedom guarantee to them by the Higher Education Act 2012. Should they be interested in collaboration with the Education Forums or the Ministry, they should feel free to do so. The findings of all research reports shall be shared with the Education Forums and, if deemed necessary or appropriate, shall be implemented.

### 15.7 Summary

- All stakeholders should develop mechanisms to be used for implementation, monitoring, research and evaluation.
- The Ministry should support all providers of teacher education to operate according to the Quality Framework to ensure that monitoring is designed well to capture lessons learnt and areas for improvement.
- Principles of action research should inform mechanisms for monitoring, evaluation and review. This means that providers of education should be ready to adapt their strategies to the needs of trainees.
- A range of stakeholders should be consulted during monitoring and evaluation activities. This includes teachers, for whom policy and programming have a direct effect.



# Annexes

## A1 National School Inspection Framework 2022

The 7 focus areas of school inspection are:

### 1: Facilities

This is concerned with the school grounds, buildings, and services, the classroom furnishings, resources and facilities and the effectiveness with which the school maintains and uses its facilities. The inspection team collects evidence on this focus area mainly by observation around the school.

### 2: Curriculum

This is concerned with the extent to which the curriculum meets the needs of pupils (both boys and girls), including those that have a disability and those with special needs and, how it enables all learners to make progress in their learning and achieve their full educational potential. It also includes life skills and the extent to which the curriculum promotes good behaviour, develops leadership and responsibility and provides for co-curriculum activities, sports activities and clubs. The inspection team collects evidence on this focus area mainly by observation in classrooms and around the school, by analysis of documents, by looking at pupils' work and by interacting with teachers and pupils.

### 3: Pupils' Progress

This is concerned with how well pupils learn and enjoy learning, the quality of their work and the progress they have made since joining the school. It is also concerned with how well pupils develop a range of skills, including reading, writing, communication and mathematical skills, and how well they apply these across the curriculum. It is particularly concerned with the standards attained by pupils by the time they leave the school and the extent to which pupils develop useful skills. The inspection team collects evidence on this focus area mainly by the analysis of records, by observation in classrooms, by looking at pupils' work and by interacting with teachers and pupils.

### 4: Teaching Quality

As well as being concerned with teachers' attendance and punctuality at school and in lessons, this focus area deals with the extent to which teachers plan, prepare and deliver lessons, interest, enthuse and motivate pupils and encourage learning. It deals with the extent to which teachers use assessment of learning to inform their teaching, use diverse activities and resources and create a stimulating learning environment. It also deals with the extent to which teachers secure high quality learning by setting challenging tasks matched to pupils' needs. The inspection team collects evidence on this focus area mainly by observation of teaching, by analysing teachers' records of work, by looking at pupils' work and by interacting with teachers and pupils.

### 5: Care and Conduct of Pupils

As well as being concerned with pupils' punctuality attendance and drop out, this focus area deals with pupils' general behaviour, attitudes to learning and respect for other young people and adults. It enquires if all pupils have an equal and fair chance to learn and develop, and the extent to which the school has rejected violence and promotes peace. In particular, it is concerned with the extent to which the school provides a safe, secure and healthy environment for pupils and how well the school monitors, safeguards and promotes the health and wellbeing of its pupils. The inspection team collects evidence on this focus area mainly by observation around the school and in classrooms, by analysing records and documents and by interacting with teachers and pupils.

### 6: Community Relationships

This is concerned with the effective functioning of the Board of Governors/Governing Body and PTA; the effectiveness of the school's engagement with parents and carers in supporting pupils' learning and development and the extent to which the community contributes to the school and the school to the community. The inspection team collects evidence on this focus area mainly by meetings with committee members and members of the community and by analysing records and documents.

### 7: Leadership and Management

In addition to being concerned with the range and quality of the policies, rules and documents that the school has developed to inform and guide its work, this focus area is concerned with such as: how well the school evaluates its strengths and weaknesses (= self-evaluation) and uses the findings to promote improvement; the effectiveness of the systems for school development planning; the effectiveness of the leadership and management in demonstrating an ambitious vision for the school and setting high expectations for teachers and pupils, and their success in improving teaching and learning. The inspection team collects evidence on this focus area mainly through meetings with the school leaders and managers; by analysis of records and documents; by interaction with pupils and teachers and by meetings with committee members and members of the community.

## A2 National Youth and Adult Literacy and Lifelong Learning Policy 2021–2030: EXECUTIVE SUMMARY

### Introduction

The National Youth and Adult Literacy Policy, 2021-2025, is a roadmap for promoting literacy and lifelong learning and for increasing the literacy rate of South Sudan, empowering the citizens and enabling them to play their role actively and fully in the development of their country. The Policy contains a series of ambitious reforms intended to overcome the challenges facing South Sudan and creating a learning society.

### Vision

The Vision of the Policy is:

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

### Mission

The Mission of the Policy is:

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

### Strategic Goals

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Policy will be accompanied by an implementation strategy which will be used as a national framework for implementation, coordination, monitoring and evaluation by the Ministry, State Ministries of Education, the Country Education Departments and their advisory forums.

### A3 GEAR Conference Report 2022

Chapter 3

#### QUALITY EDUCATION

##### 3.1. Introduction

The General Education Strategic Plan, 2017–2022, aims, among others, to promote quality education (p. 43):

The goal for improving the quality of general education is: “To provide equitable and quality education that provides knowledge, skills and values to meet the needs of all learners in order to be productive, innovative, responsible citizens and lifelong learners”.

The GEAR Conference has been reviewing the progress made to achieve this goal annually since 2018. This goal focuses efforts on measures implemented by the Ministry, State Ministries, County Education Departments and the development partners improve the quality of education in the country for all.

The delegates from the States and the Administrative Areas made presentations at the Conference, which highlighted the progress made to achieve the above-mentioned goal, the challenges facing them and the priorities to be implemented in the next 12 months or so.

##### 3.2. Achievements

The Conference welcomed and applauded the progress made to promote Quality Education in the Republic of South Sudan, which is evidenced by -

orientation of over 36,000 teachers on the methodology of teaching the new competence-based National Curriculum;

printing and distributing of over 3.3 Million textbooks to schools to facilitate implementation of the new National Curriculum;

development and distribution of the national Guidance for Formative Assessment; and

training of teachers on school-based Formative Assessment; and

Training of 30 teacher trainers to train teachers to implement Life Skills and Peace Education in Schools.

These achievements are significant and are a cause for celebration.

##### 3.3. Challenges

The Conference, however, recognised that there are many challenges that need to be addressed as a matter of urgency to significantly improve the quality of education in the Republic of South Sudan, including -

Over 60,000 teachers are serving in schools but the pupil-Teacher ratio is extremely high due to shortage of qualified teachers in the country;

There are 30,575 untrained Teachers teaching in schools in the States and Administrative Areas and about 24,000 of these Teachers were without qualifications;

Many schools have shortage of the new textbooks, teacher guides and syllabuses;

The new inspection system was piloted in some schools in the States but it has not yet been rolled out throughout the country; and

The availability of the facilities, including science laboratories, computers, electricity, in schools is variable and that affect the quality of education provided by the schools, especially secondary and technical TVETs, in the country.

These challenges are serious obstacles that require the collective and concerted efforts of all the stakeholders to overcome them and to drastically improve the quality of education in the country.

##### 3.4. Priorities

The Conference prioritised implementation of the following transformative actions -

Screen all teachers to identify those teachers who do not have the minimum qualifications stipulated in Section 22 of the General Education Act, 2012, and redeploy them in other government jobs available in the States and Administrative Areas;

Attract and retain more teachers, among others, by improving their working conditions through accommodation, incentives, promotions, community support and scholarships; and implementation of the affirmative action to encourage girls and women to attend TTIs and colleges of education;

Take steps to continue facilitating the implementation of the New National Curriculum;

Take appropriate measures to support Teacher training, development and professionalism;

Improve learning assessment or assessment of learning outcomes in all schools by developing the national learning assessment policy framework; providing training on the new curriculum assessment guidance; verifying examinations in accordance with the South Sudan Curriculum Framework; increasing security and physical protection of examinations at all levels; and strengthening of the examinations management system;

Train school Headteachers, Deputy Headteachers, PTAs and Board Governors to improve the quality of management, leadership and governance in all schools in the country; and

Roll out the school inspection system.

### A4 National General Education Policy 2017–2027: Inclusive Education Reforms

#### 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 Centres 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 multisectoral approach to support health services for learners with disabilities;
- (w) Enhance capacity building for Education Assessment Resource Centres (EARCs) for learners with disabilities in all states;
- (x) Strengthen the multidisciplinary approach in assessment of learners with disabilities;
- (y) Establish pilot and integrated programmes on inclusive education as Centres 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.

### A5 National Education Strategy 2017-2027

The Ministry will implement the following policy reforms:

In-service Teacher Training:

In-Service Teacher Training shall be an entitlement of all serving teachers throughout the Republic of South Sudan.

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.
- Ensure that the policy on professional development of teachers is implemented consistently throughout the country.
- 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.
- 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 provide appropriate learning resources including digital learning resources to ensure that teacher have easy and flexible access to rich learning resources at their leisure.
- Develop highly professional, competent, committed, efficient and motivated teaching cadres or workforce.
- Establish and maintain a Teacher Management Information System (TMIS) and credible payroll system.
- Develop the In-service teacher training programme:
  - 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; Short school-based, in-service teacher training programmes; and Continuous professional development for all teachers.
  - 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.
  - Harmonise the teaching practice period for all teacher training institutions of the same level.
  - Make ICT a priority area for Continuous Professional Development (CPD) for all teachers.
  - Establish a 3-year diploma programme for secondary school teachers in NTTIs.
  - Expand access to include education training through decentralised training centres at CECs.
  - 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 (CPD) 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.

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.
- Provide appropriate learning resources including digital learning resources to ensure that teacher have easy and flexible access to rich learning resources at their leisure.
- Develop highly professional, competent, committed, efficient and motivated teaching cadres or workforce.
- Establish and maintain a Teacher Management Information System (TMIS) and credible payroll system.

Pre-service Teacher Training

The government will implement the following policy reforms:

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.
- Develop and implement a national inspection framework for inspection of all institutions providing teacher training in the Republic of South Sudan.
- 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.
- 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.
- 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.

The National Ministry will establish a scholarships programme for teachers or employees to be known as the South Sudan Government and States Scholarships Programme.

The scholarships will be attainable at all the universities in South Sudan and any other universities, colleges or institutions elsewhere approved by the Ministry.

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.

### A6 Transforming Education National Commitments

The Republic of South Sudan will:

- Screen the workforce to ensure all Teachers meet the minimum standards for recruitment of Teachers in accordance with the General Education Act, 2012, Section 21, ensure that they are registered and licensed in accordance with the Act, 2012.
- Recruit additional 60,000 qualified teachers to meet the shortage of Teachers throughout the country (MOGEI, 2017).
- Implement the provisions of the National General Education Policy, 2017-2027, related to affirmative action and increase the percentage of female teachers in the workforce from 17% to 50% by 2030 and in so doing, exceed the minimum threshold of 35% representation of women in all government institutions.
- Establish and resource more County Training Centres and other teacher training institutions in the country and use them for the purpose of teacher training.
- Amend the General Education Act, 2012, to raise the minimum qualification for recruitment of Teachers in the Republic of South Sudan to a Bachelor's Degree in Education or a Bachelor's Degree in any other discipline and a teaching qualification from a recognised institution.
- Ensure that Teachers in ECD, Primary and Secondary schools throughout the country are university graduates as from 2025.
- Encourage Teachers to play a more active role in educational research, participate in debates related to transformation of education in the country.
- Provide scholarships and twinning opportunities for Higher Education staff, Technicians and Administrators and create opportunities for study visits for HE teaching staff.
- Encourage twinning arrangements between Higher Education Institutions in South Sudan with their counterparts in the region and the world at large.
- Promote research to support achievement of the SDGs and other development objectives in the country.

**These transformative actions will enable our teachers, School Inspectors, Headteachers and School Governors to play their roles more effectively to substantially improve the quality education throughout the Republic of South Sudan.**

## A7 EMIS 2021 Data

Type of School	Total	Male	Female	%Male	%Female
AES	3,247	2,818	429	86.8%	13.2%
PPR	4,038	1,474	2,564	36.5%	63.5%
PRI	46,782	39,561	7,221	84.6%	15.4%
SEC	6,644	6,127	517	92.2%	7.8%
Total	60,711	49,980	10,731	82.3%	17.7%

State	None	Certificate	Diploma	Degree	Total
Abyei AA	63	355	13	7	438
Central Equatoria	2,674	2,115	477	295	5,561
Eastern Equatoria	896	1,727	149	48	2,820
Jonglei	1,218	1,233	63	15	2,529
Lakes	2,782	2,403	38	22	5,245
Northern Bahr el Ghazal	5,217	3,143	71	12	8,443
Pibor AA	278	396	35	10	719
Ruweng AA	335	318	15	6	674
Unity	1,143	717	12	17	1,889
Upper Nile	423	956	169	69	1,617
Warrap	5,816	3,700	127	141	9,784
Western Bah el Ghazal	1,896	1,412	166	84	3,558
Western Equatoria	1,952	1,469	67	17	3,505
Total	24,693	19,944	1,402	743	46,782

State	None	Certificate	Diploma	Degree	Total
Abyei AA	-	-	1	27	28
Central Equatoria	439	339	227	837	1,842
Eastern Equatoria	-	267	156	199	622
Jonglei	124	75	25	28	252
Lakes	125	255	30	59	469
Northern Bahr el Ghazal	444	205	29	56	734
Pibor AA	4	9	3	-	16
Ruweng AA	22	71	21	26	140
Unity	128	34	7	18	187
Upper Nile	50	23	35	114	222
Warrap	366	253	62	270	951
Western Bah el Ghazal	445	47	62	201	755
Western Equatoria	139	104	126	57	426
Total	2,286	1,682	784	1,892	6,644



### A8 National Inclusion Policy 2021

The national inclusive education policy framework is hinged on, and aims at achieving, the following specific objectives at all times:

1. Develop a process that identifies and addresses the barriers which hinder achieving quality educational outcomes for ALL learners.
2. Enhance early identification, assessment and earlier interventions for all learners affected by impairment, developmental delays and/or socio-economic factors which might place access to and participation in formal education, at risk.
3. Raise awareness on the educational needs and abilities of learners at the risk of exclusion within the education system and the wider community.
4. Promote and facilitate inclusion of learners at the risk of exclusion in formal, on-formal education and training.
5. Promote barrier-free environment for learners requiring additional supports in ALL learning institutions.
6. Provide, train and promote the use of assistive devices and technology equipment and teaching / learning materials like adaptive learning devices like Braille and audio visual aids
7. Enhance teacher education at pre-service and in-service levels through strengthening teacher training institutions and curriculum to include knowledge and skills to implement inclusive education as well as address disability specific support.
8. Develop capacity of teachers and head teachers, specialists and essential service providers to deliver quality services to learners requiring additional supports, including learners with disabilities.
9. Ensuring comprehensive support by enhancing collaboration and networking, strategic partnerships and participation of stakeholders, including relevant ministries for instance, Ministry of Health, Ministry of Gender Child and Social Welfare, Ministry of Youth and Sports, among others.
10. Support research innovation and development on inclusive education for all learners, including those requiring additional supports, documentation and dissemination of relevant information.
11. Promote effective management and coordination of services to support achievement of all learners and those requiring additional supports, including learners with disabilities.

The Ministry of General Education and Instruction shall:

1. Communicate the vision, principles and urgent actions in this policy (particularly from Section 1) to head teachers, local education authorities, teacher professional development providers and national and local media.
2. Send guidelines to all education providers (public and private) that no segregated schools will be permitted for children with disabilities or children at risk of exclusion.
3. Draw up an Inclusive Education action plan and associated budget, for the first two years of implementing the inclusive education policy, prioritising the actions in the Inclusive education strategy linked to this policy.
4. Include these actions in any revisions and new versions of the national education strategic plan and annual Ministry of General Education and Instruction work plans.
5. Arrange dialogues with other ministries to develop joint strategies with Ministry of General Education and Instruction for delivering the most urgent actions required by the inclusive education policy.
6. The Ministry of General Education and Instruction shall allocate 5% from its budget for initial support for transforming the current system into a more inclusive education system.
7. Request the Parliament and Ministry of Finance to allocate and release budget to implement the inclusive education policy.
8. The Ministry of General Education and Instruction shall liaise with other stakeholders and civil society role players to identify the resources that will be used to implement the inclusive education policy.
9. Request support for implementing the inclusive education policy in all partnership agreements and policy initiatives with international, national and local partner agencies.
10. Review achievements against the first two-year plan, and develop a plan for the next three years of the inclusive education policy.
11. Review achievements against the inclusive education policy after five years.
12. Ministry of General Education and Instruction will work closely with Ministry of Health and other stakeholders to develop a referral pathway.

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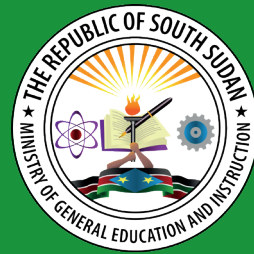
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# Teacher Education Quality Framework



Teacher education will be underpinned by the values and principles of:

Inclusion  
and  
equity

Compassion  
and  
social justice

Collaboration  
and  
cooperation

Respect  
and  
integrity

Peace  
and  
tolerance

Teacher education programmes should adopt a number of design principles.

#### Programmes should:

- Support the well-being of teachers
- Acknowledge the multifaceted circumstances that teachers find themselves in
- Be evidence-informed and supported by research
- Be rigorous with respect to monitoring, evaluation and review cycles
- Promote the need to engage meaningfully with teachers when designing teacher education programmes and materials
- Provide follow-up and ongoing support for teachers
- Be frequent and regular rather than 'one-off' in nature and school-based where possible
- Commit to developing communities of practice
- Commit to engaging with stakeholders in various way to strengthen the system of teacher education
- Be aligned to the new school's curriculum
- Be based on the syllabi for the pre-service national certificate, diploma and degree courses
- Be based on professional standards for teachers and the code of conduct
- Be guided by the principles of Child Friendly Schools including guidance on Safeguarding and Child Protection
- Be anti-corruption
- Promote language development; language of teachers (Arabic pattern and mother tongue should not be seen as a language barrier, but instead an opportunity); language ECD to P3; transition year P4; English

#### Priority areas for teacher education:

1. More qualified teachers
2. More female teachers
3. Strengthen systems for teacher training (national teacher training institutions (NTTIs), faculty of education, County Education Centres (CECs))
4. Tiered pre-service training aligned to the new curriculum: certificate, diploma, degree
5. Inclusive, needs-based CPD
6. Coordinated efforts to strengthen the workforce
7. School leadership
8. A clear career structure for teachers: qualification/accreditation and awards