



NATIONAL TEACHER EDUCATION STRATEGY, 2023-2027

Juba, South Sudan, April 2023



Draft (v.1)

NATIONAL TEACHER EDUCATION STRATEGY, 2023-2027

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ABBREVIATIONS AND ACRONYMS

AES	Alternative Education Systems
AIDS	Acquired Immune Deficiency Syndrome
ALP	Accelerated Learning Programme
BALP	BALP
	Basic Adult Literacy Programme
BoG	Board of Governance
CEC	County Education Centre
CED	County Education Department
CGS	Community Girls' School
CPA	Comprehensive Peace Agreement
CRPD	Convention on the Rights of Persons with Disabilities
CRC	Convention on the Rights of the Child
CRE	Christian Religious Education
ECD	Early Childhood Development and Education
EFA	Education For All
E-Learning	Electronic Learning
EMIS	Education Management Information System
GC	Guidance and Counseling
GER	Gross Enrolment Rate
GESP	General Education Strategic Plan
HIV	Human Immune-deficiency Virus
HRD	Human Resource Development
HRM	Human Resource Management
ICT	Information and Communication Technology
ITTIs	Initial Teacher Training Institutions
MoGEI	Ministry of General Education and Instruction
MoLPSHRD	Ministry of Labour, Public Service and Human Resource Development
NER	Net Enrolment Rate
NGO	Non-governmental Organisation
NIR	Net Intake Rate
NQTs	Newly Qualified Teachers
NTTI	National Teacher Training Institution
QTS	Qualified Teacher Status
PEP	Pastoralist Education Programme
PTA	Parents' and Teachers' Association
SDG	Sustainable Development Goal
SIPs	School Improvement Plans
SMC	School Management Committee
SMoE	State Ministry of General Education and Instruction
SSDP	South Sudan Development Plan
TLM	Teaching and Learning Materials
TMIS	Teacher Management Information System
TTI	Teacher Training Institute
TVET	Technical, Vocational Education and Training
UN	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;

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

“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 granting of opportunity for a qualified applicant to pursue education and training at a given institution and/or in a given programme;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

“E-Learning” means 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;

“Headteacher” means the Senior Teacher responsible for the administration of a School;

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

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

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

“Learner” means any person who is in process of learning;

“Minister” means the Minister responsible for General Education;

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

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

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

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

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

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

“The Policy” means The National 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 one through primary eight;

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

“Private School” means a School owned by individual(s), NGO(s), Religious denomination, community, civil society 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 in accordance with the Act, responsible for performing and providing educational services to Learners in schools.

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

“Pupil” means any learner at primary school level;

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

“School” means an educational institution, public or private, 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 the learners with disabilities can learn to the best of their abilities;

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

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

“State Ministry” means a State Ministry of Education;

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

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

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

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

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

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

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

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

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

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

“Undersecretary” means the Undersecretary of the Ministry responsible for General Education; and

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

FOREWORD

To be added.

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

PREFACE

To be added.

Dr Kuyok Abol Kuyok
Undersecretary, Ministry of General Education and Instruction

1. INTRODUCTION

Teachers are key to achievement of quality education and SDG 4. However, the quality of Teachers and the number of Teachers serving in the Republic of South Sudan require significant and urgent reforms to ensure the country has the workforce it can rely on to provide quality education for all learners and achieve SDG 4.

The Ministry decided to work in partnership with the key stakeholders to develop the National Teacher Education Policy, 2023-2030, and the National Teacher Education Strategy, 2023-2027, to promote teacher education throughout the country, increase the supply of qualified teachers to plug the gap in the workforce and meet the huge demand for qualified Teachers.

The Strategy is a vehicle for implementation of the Policy throughout the country. therefore, it closely mirrors the Policy. Apart from Chapter 2, which outlines the Vision, Mission and Strategic Goals of the Strategy, each Chapter of the Strategy states the Strategic Goal(s), the strategic objectives to be implemented in order to achieve the Strategic Goal(s) and an Implementation Matrix with a number of key performance indicators. Implementation of the Strategy will require substantial financial resources and all the stakeholders need to play their roles effectively to mobilise the necessary resources.

The Strategy will be implemented by the three levels of the government with the support of all the stakeholders. The National Education Forum, the Education Forums at the level of the State and Administrative Area and the County Education Forums will monitor and evaluation implementation of the Strategy on regular basis. They will also conduct research into particular issue of interest related to Teacher Education in the country.

2. VISION, MISSION AND STRATEGIC DIRECTION

2.1. Introduction

This Chapter outlines the Vision, Mission and Strategic Direction of the Republic of South Sudan in connection with Teacher Education. The Vision is very ambitious and is intended to transform the workforce and, through Teachers, the education system of the Republic of South Sudan. Such a Vision can only be translated into a palpable reality on the ground if sufficient finances are invested in Teacher Education in the next ten years or so. The Strategic Goals 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.

2.2. Vision

The Vision of the Republic of South Sudan is:

To produce 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 the culture of innovation, continuous school improvement and excellence in all schools in the country.

2.3. 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.

2.4. 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 equitable access to quality pre-service teacher training opportunities to increase the supply of qualified teachers to replenishing the workforce and raise standards in schools.

Strategic Goal (3): To provide equitable access to quality in-service teacher training opportunities to ensure that all serving teachers achieve Qualified Teacher Status (QTS).

Strategic Goal (4): To provide equitable access to quality learning opportunities for NQTS to demonstrate that they are capable of performing consistently and meeting the National Professional Standards for Teachers in South Sudan, 2012.

Strategic Goal (5): To provide equitable access to quality opportunities for Continuous Professional Development (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 (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 (7): To ensure that all Teachers are trained to promote equality, diversity and inclusion in Education throughout the Republic of South Sudan.

Strategic Goal (8): To accredit Teacher Training Institutions (TTIs); ensure certification of Teacher Education programmes; and recognise teaching qualifications.

Strategic Goal (9): To ensure robust assessment, internal verification, external verification of Teacher Education programmes; facilitate registration of candidates; and to ensure certification of Teacher Education Programmes throughout the Republic of South Sudan.

Strategic Goal (10): To inspect the Teacher Education provision delivered by the Teacher Training Institutions (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 (11): To promote digital transformation and learning to enable Teacher Training Institutions (TTIs) facilitate equitable and flexible access to and successful completion of Teacher Education programmes in the Republic of South Sudan.

Strategic Goal (12): To ensure that adequate funds are allocated annually to finance Teacher Education programmes in the Republic of South Sudan.

Strategic Goal (13): To facilitate implementation, monitoring and evaluation of the National Teacher Education Policy, 2023-2030, throughout the Republic of South Sudan.

Strategic Goal (14): 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 (15): To build the capacity of Teacher Training Institutions (TTIs) to promote Teacher Education throughout the Republic of South Sudan.

2.5. Conclusion

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

3. GOVERNANCE OF TEACHER EDUCATION

3.1. 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. So, 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 (15): To build the capacity of Teacher Training Institutions (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 fulfill their roles and build a strong partnership for teacher education in the country.

3.2. Strategic Priorities/Objectives

The Government and the stakeholders will achieve the following strategic priorities/objectives:

1. To ensure that the Ministry performs the roles and responsibilities assigned to it by the Constitution, 2011 (amended 2019), the General Education Act, 2012, Section 8(1) and the National General Education Policy, 2017-2027.
2. To fulfill the mandate of the Ministries of Education in the States and Administrative Areas in accordance with the Constitution, 2011 (amended 2019), the National General Education Policy, 2017-2027 and the General Education Act, 2012.
3. To fulfill the mandate of the County Education Departments in accordance with the National General Education Policy, 2017-2027 and the General Education Act, 2012.
4. To fulfill the mandate of the South Sudan Examinations Council in accordance with Section 10 of the South Sudan Examinations Council Act, 2011.
5. To ensure that all teacher training institutions in the Republic of South Sudan fulfill their roles as per the National Teacher Education Policy, 2023-2030.

6. To ensure that the Development Partners and other stakeholders fulfil their roles as per the National Teacher Education Policy, 2023-2030.
7. To mobilise the Donors to implementation of the National Teacher Education Strategy, 2023-2027.

3. Implementation Matrix

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (3.1): To ensure that the Ministry performs the roles and responsibilities assigned to it by the Constitution, 2011 (amended 2019), the General Education Act, 2012, Section 8(1) and the National General Education Policy, 2017-2027.	The National Teacher Education Policy, 2023-2030, is launched and implemented.	MoGEI
	The National Teacher Education Strategy, 2023-2027, is launched and implemented.	MoGEI
	The Annual Budget is prepared with an allocation for Teacher Education.	MoGEI
	# of Tutors in National Teacher Training Institutes trained.	MoGEI
	# of Teachers in National Secondary Schools trained.	MoGEI
Strategic Objectives (3.2): To fulfill the mandate of the Ministries of Education in the States and Administrative Areas in accordance with the Constitution, 2011 (amended 2019), the National General Education Policy, 2017-2027 and the General Education Act, 2012.	The annual budget for General Education, including Teacher Education is prepared.	SMOE
	The Annual Budget book reflects the additional budget allocation made by the State or Administrative Area for Teacher Education.	SMOE
	# of Teacher Training institutions established and functional.	SMOE
	# of Teacher Trainers trained to train Teachers in the State or Administrative Area .	SMOE
	# of Teachers trained in the State or Administrative Area .	SMOE
# of Teachers who achieved QTS in the State or Administrative Area .	SMOE	

	# of advisory committees appointed by the Ministers to assist the Ministry at the level of State or Administrative Area in implementation, planning, budgeting, monitoring or evaluation of Teacher Education Policy, Strategy and Programmes.	SMOE
Strategic Objectives (3.3): To fulfill the mandate of the County Education Departments in accordance with the National General Education Policy, 2017-2027 and the General Education Act, 2012.	# of County Education Departments that have implemented the National Teacher Education Policy, 2023-2030.	CEDs
	# of County Education Departments that have implemented the National Teacher Education Strategy, 2023-2027.	CEDs
	The Annual Budget is prepared with an allocation for Teacher Education.	CEDs
	# of qualified Teacher Trainers deployed to train Teachers in each County.	CEDs
	# of Teachers trained in each County.	CEDs
	# of Teachers inducted in each County.	CEDs
Strategic Objectives (3.4): To fulfill the mandate of the South Sudan Examinations Council in accordance with Section 10 of the South Sudan Examinations Council Act, 2011.	# of Teacher Training Institutions registered and accredited to run Teacher Education Programmes.	NEC MOGEI
	# of Candidates registered for Teacher Education Certificates.	NEC TTIs
	# of Candidates registered for Teacher Education Certificates.	NEC TTIs
	# of Candidates awarded Teacher Education Certificates.	NEC
	# of Teachers awarded QTS.	NEC TTIs
Strategic Objectives (3.5): To ensure that all teacher training institutions in the Republic of South Sudan fulfill their roles as per the National Teacher Education Policy, 2023-2030.	# of Teacher Education Programmes delivered.	TTIs
	# of Teachers trained.	TTIs
	# of Candidates registered for Teacher Education Certificates.	TTIs
	# of Candidates awarded Teacher Education Certificates.	TTIs

	# of Teachers awarded QTS.	TTIs
Strategic Objectives (3.6): To ensure that the Development Partners and other stakeholders fulfill their roles as per the National Teacher Education Policy, 2023-2030.	# of Teacher Education Programmes funded.	TTIs
	# of Teachers trained.	TTIs
	# of Candidates registered for Teacher Education Certificates.	TTIs
	# of Candidates awarded Teacher Education Certificates.	TTIs
	# of Teachers awarded QTS.	TTIs
Strategic Objectives (3.7): To mobilise the Donors to implementation of the National Teacher Education Strategy, 2023-2027.	# of Teacher Education Programmes funded by the donors.	Donors
	# of Teachers trained with funds from the donors.	Donors
	# of Teachers trainers trained with funds from the donors.	Donors
	# of Education Managers trained with funds from the donors.	Donors
	# of TTIs with capacity built with funds from donors.	Donors
	# of Ministries at the level of the State and Administrative Area with capacity built with funds from donors.	Donors
	# of County Education Departments with capacity built with funds from donors.	Donors
	# of National Secondary Schools with capacity built with funds from donors.	Donors
	\$ invested by the donors in Teacher Education programmes.	Donors

4. PRE-SERVICE TEACHER TRAINING

4.1. Introduction

Pre-Service teacher training provides learning opportunities for individuals who aspire to be teachers and the Republic of South Sudan needs to attract and train many more teachers to plug the current gap in the workforce as well as to ensure constant supply of qualified Teachers to replenish the workforce in the future. For this reason, this Chapter is devoted to Pre-Service Teacher Training and aims to achieve the following Strategic Goals:

Strategic Goal (2): To provide quality pre-service teacher training opportunities to produce qualified teachers to replenishing the workforce and raise standards in schools.

Strategic Goal (15): To build the capacity of Teacher Training Institutions (TTIs) to promote the Teacher Education throughout the Republic of South Sudan.

Given that the Republic of South Sudan needs to recruit a minimum of 60,000 new Teachers to bridge the gaps in the teaching workforce in the country, the Government needs to exert maximal efforts to provide as many learning opportunities for aspiring teachers all over the country and encourage as many individuals who can teach to take up these opportunities. Such measures should include those that can help make the teaching profession attractive as well as incentives for would-be teachers.

4.2. Strategic Priorities/Objectives

The Government and the stakeholders will achieve the following strategic priorities/objectives:

1. To issue regulations to govern the operation of teacher training institutions and assure the quality of teacher training programmes throughout the Republic of South Sudan.
2. To 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.

3. To 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.
4. To ensure that the National Professional Standards for Teachers in South Sudan, 2012, is the basis for pre-service teacher training and each Teacher trainee should successfully complete a programme of learning covering the 7 domains or competences to achieve the Qualified Teacher Status (QTS).
5. To train all Teachers to understand and teach to the South Sudan Curriculum Framework, 2013, and support learners to achieve its 4 aims.
6. To train all Teachers to understand and implement the National School Inspection Framework, 2013.
7. To train all Teachers to fully understand and comply with Teacher’s Code of Conduct, 2022.
8. To train all Teachers to teach the national languages as well as foreign languages in accordance with the General Education Act, 2012, Section 13.
9. To train all Teachers to be proficient in English and use English as the medium of instruction.
10. To train all teachers to understand Education for Sustainable Development (ESD) and promote environmental education to develop “Environmentally responsible members of our society” and help South Sudan achieve Target 4.7 of the SDG 4.
11. To ensure that all Pre-Service Teacher Training programmes are based on the officially approved National Teacher Education Curriculum.
12. To ensure that all the pre-service teacher training providers recruit the best students in terms of CSE marks and average percentages obtained.
13. To ensure that all pre-service teacher training programmes lead to a Qualified Teacher Status (QTS).

4.3. Implementation Matrix

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (4.1): To issue regulations to govern the operation of teacher training institutions and assure the quality of teacher training programmes throughout the Republic of South Sudan.	The Regulations are launched.	MoGEI
	The Regulations are disseminated to the TTIs.	MoGEI
	# of TTIs that have implemented the Regulations.	MOGEI

Strategic Objectives (4.2): To 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.	The necessary resources are provided to National Teacher Training Institutes (NTTIs).	MoGEI
	The management of NTTIs is improved.	MoGEI
	# of new NTTIs established by the Ministry.	MoGEI
Strategic Objectives (4.3): To 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.	# of NTTIs with capacity built.	MoGEI
	# of NTTIs meeting the minimum quality standards stipulated in the Regulations.	MoGEI
	# of NTTIs inspected by the Ministry.	MoGEI
	# of NTTIs showing improvement	MoGEI
	# of NTTIs that have implemented the recommendations of the Inspection Teams.	MoGEI
Strategic Objectives (4.4): To ensure that the National Professional Standards for Teachers in South Sudan, 2012, is the basis for pre-service teacher training and each Teacher trainee should successfully complete a programme of learning covering the 7 domains or competences to achieve the Qualified Teacher Status (QTS).	The National Professional Standards for Teachers in South Sudan, 2012, are embedded into the National Teacher Education Curriculum.	MoGEI
	The National Professional Standards for Teachers in South Sudan, 2012, are embedded into standardised teacher training materials developed.	MoGEI
	# of TTIs delivering Teacher Education programmes based on the Standards, 2012.	MoGEI
	# of Teacher Trainees completing Teacher Education programmes based on the Standards, 2012.	MoGEI
Strategic Objectives (4.5): To train all Teachers to understand and teach to the South Sudan Curriculum Framework, 2013, and support learners to achieve its 4 aims.	# of Teachers trained to teach to the South Sudan Curriculum Framework and syllabuses or syllabi.	MoGEI
	# of Teachers teaching to the Curriculum effectively as evidenced by inspections and self-evaluation.	MoGEI
	# of TTIs delivering Teacher Education programmes based on the Curriculum.	MoGEI

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (4.6): To train all Teachers to understand and implement the National School Inspection Framework, 2013.	# of Teachers trained to adhere to the requirements of to National School Inspection Framework.	MoGEI
	# of Teachers teaching effectively as required by the National School Inspection Framework.	MoGEI
	# of TTIs delivering Teacher Education programmes embedding the National School Inspection Framework.	MoGEI
Strategic Objectives (4.7): To train all Teachers to fully understand and comply with Teacher's Code of Conduct, 2022.	# of Teachers trained to adhere to the Teacher's Code of Conduct, 2022.	MoGEI
	# of Teachers adhering to the Teacher's Code of Conduct, 2022.	MoGEI
	# of disciplinary cases involving breaches of the Teacher's Code of Conduct, 2022.	MOGEI
	% of reduction in cases of teacher misconduct.	MoGEI
Strategic Objectives (4.8): To train all Teachers to teach the national languages as well as foreign languages in accordance with the General Education Act, 2012, Section 13.	# of Teachers trained to teach to the National Languages.	MoGEI TTIs
	# of Teachers teaching to the National Languages effectively as evidenced by inspections and self-evaluation.	MoGEI TTIs
	# of TTIs delivering Teacher Education programmes embedding the National Languages.	MOGEI TTIs
	# of learners taught and can communicate in the National Languages effectively.	CEDs
	# of Teachers trained to teach to the Foreign Languages.	MOGEI TTIs
	# of Teachers teaching to the Foreign Languages effectively as evidenced by inspections and self-evaluation.	MOGEI TTIs
	# of TTIs delivering Teacher Education programmes embedding the Foreign Languages.	MOGEI TTIs
	# of learners taught and can communicate in the Foreign Languages effectively.	CEDs

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (4.9): To train all Teachers to be proficient in English and use English as the medium of instruction.	# of Teachers trained and are proficient in English.	MoGEI TTIs
	# of Teachers who are effectively using English as the medium of instruction.	MoGEI TTIs
	# of TTIs delivering Teacher Education programmes embedding the English Language.	MOGEI TTIs
	# of Teachers who are effectively teaching English across the Curriculum.	CEDs
	# of learners who can communicate in English effectively.	CEDs
Strategic Objectives (4.10): To train all Teachers to teach the Universal Sign Language and the Braille system in schools.	# of Teachers trained to teach the Universal Sign Language in schools.	MoGEI TTIs
	# of Teachers trained to teach the Braille System in schools.	MoGEI TTIs
	# of TTIs delivering Teacher Education programmes embedding the teaching of Sign Language and the Braille System.	MOGEI TTIs
	# of Teachers who are effectively teaching the Sign Language in schools.	CEDs
	# of Teachers who are effectively teaching the Braille System in schools.	CEDs
	# of learners who can communicate in Sign Language effectively.	CEDs
	# of learners who can use Braille System effectively.	CEDs
Strategic Objectives (4.11): To train all teachers to promote gender-sensitive teaching and gender equality in all schools in accordance with Section 7 (c) of the General Education Act, 2012.	# of Teachers trained to promote gender-sensitive teaching in schools.	MoGEI TTIs
	# of Female Teachers trained to promote gender-sensitive teaching in schools.	MoGEI TTIs
	# of TTIs delivering Teacher Education programmes embedding gender-sensitive teaching.	MOGEI TTIs

	# of Teachers who are effectively promoting gender-sensitive teaching in schools.	CEDs
	# of female learners enrolled in schools in the country.	CEDs
	# of TTIs recruiting and training Female Teachers.	MoGEI TTIs
Strategic Objectives (4.12): To recruit and train more female Teachers to promote gender equality in the workforce.	# of Female Teacher trainees recruited.	MoGEI TTIs
	# of Female Teacher trainees trained.	MoGEI TTIs
	# of Female Teachers who are teaching in schools.	CEDs
	% of increase in female learners enrolled in schools in the country.	CEDs
Strategic Objectives (4.13): To train all teachers to understand Education for Sustainable Development (ESD) and promote environmental education to develop ‘Environmentally responsible members of our society’ and help South Sudan achieve Target 4.7 of the SDG 4.	# of Teachers trained to promote ESD and Environmental Education in schools.	MoGEI TTIs
	# of TTIs delivering Teacher Education programmes embedding ESD.	MOGEI TTIs
	# of Teachers who are effectively teaching ESD in schools.	CEDs
	# of learners who developed their competency in ESD in schools in the country.	CEDs
Strategic Objectives (4.14): To ensure that all Pre-Service Teacher Training programmes are based on the officially approved National Teacher Education Curriculum.	# of Pre-Service Teacher Education programmes based on the officially approved National Teacher Education Curriculum.	MoGEI TTIs
	# of TTIs delivering Teacher Education programmes based on the National Teacher Education Curriculum.	MOGEI TTIs
	# of Teachers who are trained based on the approved National Teacher Education Curriculum.	CEDs
	# of learners who developed their competency in ESD in schools in the country.	CEDs

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (4.15): To ensure that all the pre-service teacher training providers recruit the best students in terms of CSE marks and average percentages obtained.	# of CSE holders recruited into Pre-Service Teacher Education programmes.	MoGEI TTIs
	Average % of CSE holders recruited into Pre-Service Teacher Education programmes.	
	# of TTIs that recruited candidates with CSE as the minimum entry requirement for Teacher Education programmes.	MOGEI TTIs
Strategic Objectives (4.16): To ensure that all pre-service teacher training programmes lead to a Qualified Teacher Status (QTS).	# of Pre-Service Teacher Education programmes based leading to QTS.	MoGEI TTIs
	# of TTIs delivering Teacher Education programmes leading to QTS.	MOGEI TTIs
	# of Teachers trained and achieved QTS.	CEDs
	% of Teachers with QTS in the workforce.	SMEs/AA MoEs
	Pupil-Qualified Teacher ratio in the country.	SMEs CEDs

5. IN-SERVICE TEACHER TRAINING

5.1. Introduction

In-service training is instrumental to teacher professionalism as well as motivation and morale. It is considered a legal entitlement of every teacher in the Republic of South Sudan. For these reasons, this Chapter is devoted to In-Service Teacher Training and aims to achieve the Strategic Goals:

Strategic Goal (3): To provide quality in-service teacher training opportunities to ensure that all serving teachers achieve Qualified Teacher Status (QTS).

Strategic Goal (15): To build the capacity of Teacher Training Institutions (TTIs) to promote Teacher Education throughout the Republic of South Sudan.

Given that the majority of the over 60,000 teachers serving in schools in the country are not qualified, the Government aims to implement a series of school-based in-service teacher education programmes to enable the serving teachers to increase their competences, professionalism, and effectiveness to be able to improve the quality of teaching and learning in their schools as well as enable their pupils, students and learners to achieve better learning outcomes.

5.2. Strategic Priorities/Objectives

The Government and the stakeholders will achieve the following strategic priorities/objectives:

1. To develop In-service Teacher Education programmes based on the national professional standards for teachers and ensure such programmes are implemented throughout the country.
2. To provide appropriate learning resources including digital learning resources to ensure that teachers have easy and flexible access to rich learning resources at their leisure.
3. To expand access to In-Service Teacher Training to include training through decentralised training centres at CECs.
4. To integrate concepts and best practices of inclusive education and other cross-cutting issues as integral components of the teacher training programmes.

5. To provide opportunities for over 24,000 Volunteer Teachers, who are recruited and deployed by the States and Administrative Areas as per the General Education Act, 2012, and the National General Education Policy, 2017-2027.
6. To implement the prioritised teacher education programmes to achieve quick impacts on the quality of teaching, learning and learning outcomes.
7. To ensure that all in-service teacher training programmes lead to a Qualified Teacher Status (QTS).

5.3. Implementation Matrix

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (5.1): To develop In-service Teacher Education programmes based on the national professional standards for teachers and ensure such programmes are implemented throughout the country.	In-service Teacher Education programmes are developed based on the National Professional Standards for Teachers in South Sudan, 2012.	MoGEI
	# of In-service Teacher Education programmes developed based on the National Professional Standards for Teachers in South Sudan, 2012.	MoGEI
	# of TTIs delivering In-Service Teacher Education programmes based on the Standards, 2012.	MoGEI
	# of Teachers successfully completing In-service Teacher Education programmes based on the Standards, 2012.	MoGEI
Strategic Objectives (5.2): To provide appropriate learning resources including digital learning resources to ensure that teachers have easy and flexible access to rich learning resources at their leisure.	# of learning resources provided for In-service Teacher Education programmes.	MoGEI
	# of digital learning resources provided for In-service Teacher Education programmes.	MoGEI
	# of TTIs delivering standardised learning resources for In-Service Teacher Education programmes.	MoGEI
	# of Teachers using standardised digital learning resources for In-service Teacher Education programmes.	MOGEI
	# of Teachers using standardised paper learning resources for In-service Teacher Education programmes.	MoGEI

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (5.3): To expand access to In-Service Teacher Training to include training through decentralised training centres at CECs.	# of decentralised training centres established for delivery of In-service Teacher Education programmes.	SMoEs AA MoEs
	# of CECs delivering In-service Teacher Education programmes.	SMoEs AA MoEs
	# of Teachers trained in decentralised centres for In-service Teacher Education programmes.	SMoEs AA MoEs
	# of Teachers trained in CECs on In-service Teacher Education programmes.	SMoEs AA MoEs
	# of Teachers trained and achieved QTS through In-service Teacher Education route.	SMoEs AA MoEs
Strategic Objectives (5.4): To integrate concepts and best practices of inclusive education and other cross-cutting issues as integral components of the teacher training programmes.	# of In-service Teacher Education programmes integrating:	SMoEs AA MoEs
	(a) Inclusive Education; (b) Gender-sensitive teaching; (c) ESD; (d) Global Citizenship, Peace Education and Human Rights Education; (e) National and Foreign Languages; (f) Co-Curricula Activities; (g) HIV/AIDS and Sexual Health; (h) Etc	
	# of Teachers trained in cross-cutting issues through In-service Teacher Education programmes.	SMoEs AA MoEs
	# of TTIs delivering In-service Teacher Education programmes with cross-cutting issues covered.	SMoEs AA MoEs
Strategic Objectives (5.5): To provide opportunities for over 24,000 Volunteer Teachers, who are recruited and deployed by the States and Administrative Areas as per the General Education Act, 2012, and the National General Education Policy, 2017-2027.	# of In-service Teacher Education programmes providing opportunities for Volunteers.	SMoEs AA MoEs
	# of TTIs delivering In-service Teacher Education programmes for Volunteer Teachers.	SMoEs AA MoEs
	# of Volunteer Teachers trained through especially designed In-service Teacher Education programmes.	SMoEs AA MoEs

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (5.6): To implement the prioritised teacher education programmes to achieve quick impacts on the quality of teaching, learning and learning outcomes.	# of prioritised In-service Teacher Education programmes implemented.	SMoEs AA MoEs
	# of TTIs delivering the prioritised In-service Teacher Education programmes.	SMoEs AA MoEs
	# of Teachers trained through the prioritised In-service Teacher Education programmes.	SMoEs AA MoEs
Strategic Objectives (5.7): To ensure that all in-service teacher training programmes lead to a Qualified Teacher Status (QTS).	# of In-service Teacher Education programmes leading to QTS implemented.	SMoEs AA MoEs
	% of In-service Teacher Education programmes leading to QTS implemented.	TTIs
	# of TTIs delivering In-service Teacher Education programmes leading to QTS.	SMoEs AA MoEs
	# of Teachers trained and achieved QTS through In-service Teacher Education programmes.	SMoEs AA MoEs

6. TEACHER INDUCTION

6.1. Introduction

Teacher Induction is an essential training for all Newly Qualified Teachers (NQTs). For this reason, this Chapter is dedicated to Teacher Induction and aims to achieve the following Strategic Goals:

Strategic Goal (4): To provide equitable quality learning opportunities for NQTS to demonstrate that they are capable of performing consistently and meet the National Professional Standards for Teachers in South Sudan, 2012.

Strategic Goal (15): To build the capacity of Teacher Training Institutions (TTIs) to promote Teacher Education throughout the Republic of South Sudan.

The policy reforms contained in the following section of this Chapter provide the policy direction to guide the induction of NQTs.

6.2. Strategic Priorities or Objectives

The Government and the stakeholders will pursue the following strategic priorities or objectives:

1. To issue statutory regulations to govern induction of Newly Qualified Teachers (NQTs) throughout the Republic of South Sudan.
2. To develop a comprehensive guidance on Teacher induction to be used by all schools, TVET centres, further education colleges, adult education centres and any other competent institutions.
3. To ensure that all Teachers who have qualified and acquired the Qualified Teacher Status (QTS) are subjected to a statutory induction.
4. To ensure that the National Professional Standards for Teachers in South Sudan, 2012, are used to assess an NQT's performance at the end of the induction period.

6.3. Implementation Matrix

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (6.1): To issue statutory regulations to govern induction of Newly Qualified Teachers (NQTs) throughout the Republic of South Sudan.	The Regulations are published and launched.	MoGEI
	The Regulations are disseminated to the TTIs and schools.	MoGEI
	# of schools involved in the Teacher Induction programme.	MoGEI
Strategic Objectives (6.2): To develop a comprehensive guidance on Teacher induction to be used by all schools, TVET centres, further education colleges, adult education centres and any other competent institutions.	The Guidance is published and launched.	MoGEI
	The Guidance is disseminated.	MoGEI
	# of learning institutions using the Guidance.	MoGEI
Strategic Objectives (6.3): To ensure that all Teachers who have qualified and acquired the Qualified Teacher Status (QTS) are subjected to a statutory induction.	# of Teachers who achieved QTS that have been inducted successfully.	MoGEI
	The Teacher Induction Guide is developed and disseminated to schools.	MoGEI
	# of schools involved in the Teacher Induction programme.	MoGEI
Strategic Objectives (6.4): To ensure that the National Professional Standards for Teachers in South Sudan, 2012, are used to assess an NQT's performance at the end of the induction period.	# of Teachers who achieved QTS that have been inducted successfully.	MoGEI
	The Teacher Induction Guide is developed and disseminated to schools.	MoGEI
	# of schools involved in the Teacher Induction programme.	MoGEI

7. CONTINUOUS PROFESSIONAL DEVELOPMENT

7.1. Introduction

Continuous Professional Development (CPD) is essential and critical to teacher professional development and career progression. For this reason, this Chapter is devoted to CPD and aims to achieve the following Strategic Goals:

Strategic Goal (5): To provide equitable quality opportunities for Continuous Professional Development (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 (15): To build the capacity of Teacher Training Institutions (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 through the country for the benefit of all teachers.

7.2. Strategic Priorities or Objectives

The Government and the stakeholders will pursue the following strategic priorities or objectives:

1. To develop Continuous Professional Development (CPD) programmes for all teachers in the country.
2. To make ICT a priority area for Continuous Professional Development (CPD) for all teachers.
3. To establish a scholarships programme for teachers or employees to be known as the South Sudan Government and States Scholarships Programme.
4. To train Headteachers, Deputy Headteachers and Senior Teachers to support teachers and promote in-service teacher training and CPD as per the Policy, 2017-2027.
5. To train all School Headteachers, Deputy Headteachers and teaching staff and school governing bodies on the school inspection system, including training on The School Self-Evaluation Framework, which all schools will use to conduct a

self-inspection or self-evaluation prior to the formal inspection by a team of School Inspectors.

6. To ensure that funds are ear-marked strategically and annually for CPD programmes in all schools throughout the country.
7. To train a cadre of richly-experienced and well-qualified professionals to be School Inspectors and will provide for their continuous professional development.

7.3. Implementation Matrix

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (7.1): To develop Continuous Professional Development (CPD) programmes for all teachers in the country.	# of CPD programmes developed.	MoGEI
	# of Teachers trained.	MoGEI
	# of Female Teachers trained.	MoGEI
	# of schools with capacity built to run the prioritised CPD programmes.	MoGEI
	# of Teachers with improved professionalism and effectiveness.	MoGEI
Strategic Objectives (7.2): To make ICT a priority area for Continuous Professional Development (CPD) for all teachers.	# of CPD programmes developed that use ICT.	MoGEI
	# of Teachers trained through ICT.	MoGEI
	# of Teachers trained in ICT.	MoGEI
	# of Female Teachers trained.	MoGEI
	# of TTIs with the ICT capacity built to run the prioritised CPD programmes.	MoGEI
	# of Teachers with improved competency in ICT.	MoGEI
Strategic Objectives (7.3): To establish a scholarships programme for teachers or employees to be known as the South Sudan Government and States Scholarships Programme.	# of Teachers who benefited from the SSGSSP.	MoGEI
	# of Female Teachers trained through the Scholarships Programme.	MoGEI
	# of Teachers in National Secondary Schools trained through the Scholarships Programme.	MoGEI

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (7.4): To train Headteachers, Deputy Headteachers and Senior Teachers to support teachers and promote in-service teacher training and CPD as per the Policy, 2017-2027.	# of Headteachers trained.	MoGEI
	# of Deputy Headteachers trained.	MoGEI
	# of Senior Teachers trained.	MoGEI
	# of Female Headteachers, Deputy Headteachers and Senior Teachers trained.	MoGEI
	# of TTIs with the ICT capacity built to run the CPD programme for Headteachers, Deputy Headteachers and Senior Teachers.	MoGEI
	# of Headteachers, Deputy Headteachers and Senior Teachers with improved competencies.	MoGEI
Strategic Objectives (7.5): To train all School Headteachers, Deputy Headteachers and teaching staff and school governing bodies on the school inspection system, including training on The School Self-Evaluation Framework, which all schools will use to conduct a self-inspection or self-evaluation prior to the formal inspection by a team of School Inspectors.	# of Headteachers trained.	SMEs
	# of Deputy Headteachers trained.	SMEs
	# of Teachers trained.	SMEs
	# of Female Headteachers, Deputy Headteachers and Teachers trained.	SMEs
	# of school Governing Bodies trained.	SMEs
	# of TTIs with the capacity built to run the CPD programme for Headteachers, Deputy Headteachers and Teachers.	SMEs
	# of Headteachers, Deputy Headteachers and Teachers with improved competencies.	SMEs
	# of schools that conducted self-evaluations.	CEDs
Strategic Objectives (7.6): To ensure that funds are ear-marked strategically and annually for CPD programmes in all schools throughout the country.	The Annual Budget includes an allocation for CPD programmes.	SMEs
	# of CPD programmes funded by the Government.	SMEs
	\$ ear-marked for CPD programmes annually.	MOGEL
	\$ ear-marked for CPD programmes annually.	SMEs
	\$ ear-marked for CPD programmes annually.	CEDs
	\$ ear-marked for CPD programmes annually.	DPs
	# of Teachers trained through the CPD route.	SMEs

Strategic Objectives (7.7): To train a cadre of richly-experienced and well-qualified professionals to be School Inspectors and will provide for their continuous professional development.	# of Teachers trained as School Inspectors.	SMoEs
	# of Teachers trained per a State or AA.	SMoEs
	# of Teachers trained as School Inspectors per a CED.	
	# of schools inspected regularly.	SMoEs
	# of schools showing improvement.	CEDs

8. NATIONAL PROFESSIONAL CODE OF CONDUCT FOR TEACHERS

8.1. 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 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 Teacher Training Institutions (TTIs) to promote Teacher Education throughout the Republic of South Sudan.

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.

8.2. Strategic Priorities or Objectives

The Government and the stakeholders will pursue the following strategic priorities or objectives:

1. To disseminate The Code of Conduct for Teachers to all teachers in the country.
2. To ensure that the State Ministries, in collaboration with the County Education Departments, monitor implementation of the Code of Conduct and, where breaches of the Code of Conduct are confirmed, recommend to the National Ministry de-registration and withdrawal of licenses of Teachers.
3. To ensure that school Headteachers and Deputy Headteachers work closely with the school governing bodies to ensure the Code of Conduct is implemented fully in their schools and cases of violation are dealt with swiftly in accordance with the Code of Conduct.
4. To ensure that all teachers are trained to ensure full compliance with the Code throughout the country.

5. To oversee implementation of the Code of Conduct through out the country.

8.3. Implementation Matrix

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (8.1): To disseminate The Teacher’s Code of Conduct, 2022, to all teachers in the country.	# of copies of the Code disseminated.	MoGEI
	# of Teachers served with a copy of the Code.	CEDs
	# of schools covered by the dissemination exercise.	CEDs
Strategic Objectives (8.2): To ensure that the State Ministries, in collaboration with the County Education Departments, monitor implementation of the Code of Conduct and, where breaches of the Code of Conduct are confirmed, recommend to the National Ministry de-registration and withdrawal of licenses of Teachers.	# of cases of violation of the Code.	SMoEs CEDs
	# of Teachers subjected to disciplinary procedures.	SMoEs CEDs
	# of Teachers de-registered.	SMoEs CEDs
	# of learners affected by the violations of the Code.	SMoEs CEDs
	# of schools with cases of non-compliance with the Code.	SMoEs CEDs
Strategic Objectives (8.3): To ensure that school Headteachers and Deputy Headteachers work closely with the school governing bodies to ensure the Code of Conduct is implemented fully in their schools and cases of violation are dealt with swiftly in accordance with the Code of Conduct.	# of cases of violation of the Code in the school.	SMoEs CEDs
	# of Teachers subjected to disciplinary procedures in the school.	SMoEs CEDs
	# of learners affected by the violations of the Code in the school.	SMoEs CEDs
	# of resolutions of the meetings of the Governing Body on non-compliance with the Code.	SMoEs CEDs
	# of Teachers trained on the Code.	SMoEs CEDs

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (8.4): To ensure that all teachers are trained to ensure full compliance with the Code throughout the country.	# of Teachers trained on the Code.	SMoEs CEDs
	% of Teachers trained in each State or AA.	SMoEs CEDs
	% of Teachers who are compliant with the Code in each State or AA.	SMoEs CEDs
	# of schools with Teachers trained.	SMoEs CEDs
Strategic Objectives (8.5): To oversee implementation of the Code of Conduct through out the country.	# of cases of violation of the Code.	SMoEs CEDs
	# of Teachers subjected to disciplinary procedures.	SMoEs CEDs
	# of Teachers de-registered.	SMoEs CEDs
	# of learners affected by the violations of the Code.	SMoEs CEDs
	# of schools with cases of non-compliance with the Code.	SMoEs CEDs
	# of monitoring reports generated.	SMoEs CEDs

9. EQUALITY, DIVERSITY AND INCLUSION

9.1. Introduction

The Ministry is keen to promote 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 (15): To build the capacity of Teacher Training Institutions (TTIs) to promote Teacher Education throughout the Republic of South Sudan.

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

9.2. Strategic Priorities or Objectives

The Government and the stakeholders will pursue the following strategic priorities or objectives:

1. To ensure that all Teachers trained equally to teach effectively and enable all learners to learn equally to become (1) good citizens; (2) successful lifelong learners; (3) creative and productive individuals; and (4) environmentally responsible members of our society without an exception.
2. To train all Teachers to promote the teaching and learning of 52 national languages as well as English, French, Kiswahili, Arabic, Sign Language and Braille system in accordance with the provisions of the Constitution, 2011, and the General Education Act, 2012.
3. To implement the provisions of the National General Education Policy, 2017-2027, and the General Education Act, 2012, related to Inclusive Education.
4. To uphold the guiding principles outlined in the National Learning Assessment Policy, 2022-2030, related to learners who experience barriers to assessment due to their Special Educational Needs (SEN).

9.3. Implementation Matrix

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (9.1): To ensure that all Teachers trained equally to teach effectively and enable all learners to learn equally to become (1) good citizens; (2) successful lifelong learners; (3) creative and productive individuals; and (4) environmentally responsible members of our society without an exception.	# of Teachers trained to teach to the National Curriculum.	MoGEI
	# of Female Teachers trained to teach to the National Curriculum.	MoGEI
	# of Teachers with disabilities trained.	S MoEs CEDs
	# of Volunteer Teachers trained.	S MoEs CEDs
	# of Headteachers and Deputy Headteachers trained, including women and people with disabilities.	S MoEs CEDs
	# of AES Teachers trained.	S MoEs CEDs
	# of TVET Teachers trained.	S MoEs CEDs
	# of School Governors trained, including women Governors and people with disabilities.	S MoEs CEDs
	# of School Inspectors trained, including female inspectors and Teachers with disabilities.	S MoEs CEDs
Strategic Objectives (9.2): To train all Teachers to promote the teaching and learning of 52 national languages as well as English, French, Kiswahili, Arabic, Sign Language and Braille system in accordance with the provisions of the Constitution, 2011, and the General Education Act, 2012.	# of Teachers trained to teach the National Languages.	MoGEI
	# of Female Teachers trained to teach the National Languages.	MoGEI
	# of Female Teachers trained to teach the English Language.	S MoEs CEDs
	# of Female Teachers trained to teach the French Language.	S MoEs CEDs
	# of Female Teachers trained to teach the Kiswahili Language.	S MoEs CEDs
	# of Teachers trained to teach Arabic Language.	S MoEs CEDs

	# of Female Teachers trained to teach the Sign Language.	SMoEs CEDs
	# of Female Teachers trained to teach the Braille System.	SMoEs CEDs
Strategic Objectives (9.3): To implement the provisions of the National General Education Policy, 2017-2027, and the General Education Act, 2012, related to Inclusive Education.	# of Teachers trained to teach the Sign Language.	SMoEs CEDs
	# of Teachers trained to teach the Braille System.	SMoEs CEDs
	# of learners with disabilities achieving the minimum learning targets as per the National Curriculum.	SMoEs CEDs
	# of learning resources for Sign Language available in schools with deaf learners.	SMoEs CEDs
	# of textbooks in Braille System available in schools with blind learners.	MoGEI
	# of classrooms with disability access per a school.	SMoEs CEDs
Strategic Objectives (9.4): To uphold the guiding principles outlined in the National Learning Assessment Policy, 2022-2030, related to learners who experience barriers to assessment due to their Special Educational Needs (SEN).	# of Teachers trained to assess learners with Special Educational Needs (SENs).	MoGEI
	# of learners with Special Educational Needs (SENs) assessed through national standardised school-based learning assessment.	NEC SMoEs CEDs
	# of learners with Special Educational Needs (SENs) assessed through terminal public examinations.	NEC SMoEs CEDs

10. ACCREDITATION, CERTIFICATION AND RECOGNITION OF QUALIFICATIONS

10.1. Introduction

Accreditation, certification and recognition of qualifications are essentials in our Teacher Education policy and deserve our serious attention. For this reason, this Chapter is dedicated to these processes and outlines the priority reforms that will be implemented by the Government and the stakeholders to achieve the following strategic goals:

Strategic Goal (8): To accredit Teacher Training Institutions (TTIs); ensure certification of Teacher Education programmes; and recognise teaching qualifications.

Strategic Goal (15): To build the capacity of Teacher Training Institutions (TTIs) to promote Teacher Education throughout the Republic of South Sudan.

The processes of accreditation of TTIs, certification of Teacher Education programmes and recognition of qualifications are also important quality assurance mechanisms to ensure that the providers are approved, only the learners who have successfully completed the Teacher Education programmes are awarded certificates and only genuine qualifications from credible TTIs are recognised.

10.2. Strategic Priorities or Objectives

The Government and the stakeholders will pursue the following strategic priorities or objectives:

1. To develop a system of registration and accreditation of teacher training institutions.
2. To ensure that all TTIs are registered and accredited with the Ministry in accordance with the provisions of the Policy, 2017-2027.
3. To inspect all TTIs on regular basis.
4. To register all candidates to be awarded qualifications prior to the external verification, and certification process.
5. To recognise foreign teacher education qualifications.

10.3. Implementation Matrix

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (10.1): To develop a system of registration and accreditation of teacher training institutions.	The registration and accreditation system is developed and launched.	MoGEI
	The registration and accreditation system is disseminated to TTIs.	MoGEI
Strategic Objectives (10.2): To ensure that all TTIs are registered and accredited with the Ministry in accordance with the provisions of the Policy, 2017-2027.	# of TTIs registered and accredited.	MoGEI
	# of accredited Teacher Education programmes delivered by the TTIs.	MoGEI
	# of student teachers enrolled on accredited Teacher Education programmes.	MoGEI
Strategic Objectives (10.3): To inspect all TTIs on regular basis.	# of TTIs inspected.	MoGEI
	# of TTIs that implemented the recommendations of the Inspection Teams.	MoGEI
	# of TTIs that conducted self-evaluation or self-assessment prior to the visit of the Inspection Teams.	
	# of TTIs showing improvement.	MoGEI
Strategic Objectives (10.4): To register all candidates to be awarded qualifications prior to the external verification, and certification process.	# of TTIs inspected.	MoGEI
	# of TTIs that implemented the recommendations of the Inspection Teams.	MoGEI
	# of TTIs that conducted self-evaluation or self-assessment prior to the visit of the Inspection Teams.	
	# of TTIs showing improvement.	MoGEI
Strategic Objectives (10.5): To recognise foreign teacher education qualifications.	The system for recognition of foreign teacher qualifications is developed.	MoGEI
	# of foreign teacher qualifications recognised.	MoGEI

11. ASSESSMENT OF TEACHER EDUCATION PROGRAMMES

11.1. Introduction

Assessment of Teacher Education programmes is an important quality assurance mechanism. For this reason, it deserves full attention of policy-makers 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 (9): To ensure robust assessment, internal verification, external verification of Teacher Education programmes; facilitate registration of candidates; and to ensure certification of Teacher Education Programmes throughout the Republic of South Sudan.

Strategic Goal (15): To build the capacity of Teacher Training Institutions (TTIs) to promote Teacher Education throughout the Republic of South Sudan.

Capacity building for the existing TTIs is crucial, too. 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 fairly, consistently and robustly assess Teacher Education programmes.

11.2. Strategic Priorities or Objectives

The Government and the stakeholders will pursue the following strategic priorities or objectives:

1. To develop a national framework for assessment and verification of Teacher Education programmes.
2. To develop a qualifications framework for and provide training for Assessors, Internal Verifiers and External Verifiers of Teacher Education programmes.
3. To develop a Handbook for Internal Verification of all Teacher Education programmes to be used as an official guide by all TTIs to ensure standardisation and consistency of practice.

4. To develop a Handbook for External Verification of all Teacher Education programmes to be used as an official guide by all TTIs and External Verifiers to ensure standardisation and consistency of practice.
5. To award a Centre of Excellence Award to TTIs that achieve excellence.

11.3. Implementation Matrix

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (11.1): To develop a national framework for assessment and verification of Teacher Education programmes.	The national framework for assessment and verification of Teacher Education programmes is developed and launched.	MoGEI
	The national framework for assessment and verification of Teacher Education programmes is disseminated to TTIs.	MoGEI
	# of TTIs trained on the national framework.	MoGEI
Strategic Objectives (11.2): To develop a national qualifications framework for and provide training for Assessors, Internal Verifiers and External Verifiers of Teacher Education programmes.	The national qualifications framework for Assessors, Internal Verifiers and External Verifiers developed and launched.	MoGEI
	The national qualifications framework is disseminated to TTIs.	MoGEI
	# of TTIs trained on the national qualifications framework.	MoGEI
	# of Assessors of Teacher Education programmes trained.	MoGEI
	# of Internal Verifiers of Teacher Education programmes trained.	MoGEI
	# of External Verifiers of Teacher Education programmes trained.	MoGEI
Strategic Objectives (11.3): To develop a Handbook for Internal Verification of all Teacher Education programmes and ensure that it is used as an official guide by all TTIs to ensure standardisation and consistency of practice.	The Handbook is developed and launched.	MoGEI
	The Handbook is disseminated to TTIs.	MoGEI
	# of TTIs trained on the Handbook.	MoGEI
	# of Internal Verifiers using the Handbook.	TTIs
	# of candidates assessed.	

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (11.4): To develop a Handbook for External Verification of all Teacher Education programmes and ensure that it is used as an official guide by all TTIs to ensure standardisation and consistency of practice.	The Handbook is developed and launched.	MoGEI
	The Handbook is disseminated to TTIs.	MoGEI
	# of TTIs trained on the Handbook.	MoGEI
	# of External Verifiers using the Handbook.	TTIs
	# of candidates assessed.	TTIs
	# of candidates externally verified.	TTIs
	# of candidates certificated with the NEC.	TTIs
Strategic Objectives (11.5): To award a Centre of Vocational Excellence (CoVE) Award to TTIs that achieve excellence.	The criteria for awarding CoVE are developed and published.	MoGEI
	# of TTIs awarded CoVE annually.	MoGEI
	# of candidates internally verified.	TTIs
	# of candidates registered with the NEC.	TTIs

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 Inspection of Teacher Education Provision and it aims to achieve the following Strategic Goals:

Strategic Goal (10): To inspect the Teacher Education provision delivered by the Teacher Training Institutions (TTIs) in the Republic of South Sudan, report on the quality standards achieved and make appropriate recommendations for the necessary quality improvements.

Strategic Goal (15): To build the capacity of Teacher Training Institutions (TTIs) to promote Teacher Education throughout the Republic of South Sudan.

Inspection of Teacher Education Provision will ensure that the TTIs embrace the culture of innovation, continuous improvement and excellence.

11.2. Strategic Priorities or Objectives

The Government and the stakeholders will pursue the following strategic priorities or objectives:

- (1) To develop and disseminate a national inspection framework and a Handbook to be used for inspection of Teacher Training Institution (TTIs) throughout the Republic of South Sudan.
- (2) To ensure that the inspections are conducted by small teams of between 3 and 5 Inspectors, who, between them, have a range of expertise in all aspects of Teacher Education.
- (3) To develop a national Self-Evaluation Framework and a Handbook and ensure that it is used by Teacher Training Institution (TTIs) in the Republic of South Sudan for self-evaluation.
- (4) To ensure that all TTIs develop and implement their Improvement Plans, which shall primarily be based on the recommendations of the inspection reports, annually.
- (5) To publish a comprehensive annual inspection report in line with the aims of the Framework.

12.3. Implementation Matrix

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (13.1): To develop and disseminate a national inspection framework and a Handbook to be used for inspection of Teacher Training Institution (TTIs) throughout the Republic of South Sudan.	The Framework is developed.	MoGEI
	The Handbook is developed.	
	The Framework is disseminated to TTIs.	MoGEI
	The Handbook is disseminated to TTIs.	
	# of TTIs inspected.	MoGEI
Strategic Objectives (13.2): To ensure that the inspections are conducted by small teams of between 3 and 5 Inspectors, who, between them, have a range of expertise in all aspects of Teacher Education.	Average # of members of the Inspection Teams.	MoGEI
	# of inspections conducted by Inspection Teams.	MoGEI
	% of inspections conducted by Inspection Teams.	MoGEI
	# of TTIs inspected.	MoGEI
Strategic Objectives (13.3): To develop a national Self-Evaluation Framework and a Handbook and ensure that it is used by Teacher Training Institution (TTIs) in the Republic of South Sudan for self-evaluation.	The Framework is developed.	MoGEI
	The Handbook is developed.	
	The Framework is disseminated to TTIs.	MoGEI
	The Handbook is disseminated to TTIs.	
	# of TTIs self-evaluated.	MoGEI

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (13.4): To ensure that all TTIs develop and implement their Improvement Plans, which shall primarily be based on the recommendations of the inspection reports, annually.	# of TTIs that developed an Improvement Plan.	MoGEI
	# of TTIs that implemented their Improvement Plans.	
	# of TTIs that implemented all the recommendations of the Inspection Teams.	MoGEI
Strategic Objectives (13.5): To publish a comprehensive annual inspection report in line with the aims of the Framework.	The annual inspection report is published and launched.	MoGEI
	The annual inspection report is disseminated.	MoGEI
	# of copies of the annual report distributed.	MoGEI
	Recommendations of the annual report implemented.	TTIs

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 goal:

Strategic Goal (11): To promote digital transformation and learning to enable Teacher Training Institutions (TTIs) facilitate equitable and flexible access to and successful completion of Teacher Education programmes in the Republic of South Sudan.

Strategic Goal (15): To build the capacity of Teacher Training Institutions (TTIs) to promote Teacher Education throughout the Republic of South Sudan.

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 the Qualified Teacher Status (QTS). However, the Government must do what it takes to overcome the challenges.

13.2. Strategic Priorities or Objectives

The Government and the stakeholders will pursue the following strategic priorities or objectives:

- (1) To implement the policy reforms related to the use of ICT in Education (MOGEI, 2017, P58) to ensure that teachers and learners bridge the digital divide.
- (2) To provide training for Teachers to use ICT to improve the quality of teaching, to promote learning and improve learning outcomes for all learners.
- (3) To 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.
- (4) To promote digital learning and transformation in 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.

- (5) To create a conducive environment to promote digital connectivity and access to the Internet in all schools by 2030.
- (6) To ensure digital learning initiatives benefit the most disadvantaged and hardest to reach groups of learners, including learners with disabilities or Special Educational Needs.
- (7) To invest significant financial resources in digital transformation and learning over the next 10 years or so.

13.3. Implementation Matrix

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (13.1): To implement the policy reforms related to the use of ICT in Education (MOGEI, 2017, P58) to ensure that teachers and learners bridge the digital divide.	# of Teachers trained in ICT.	MoGEI
	# of learners trained and can use ICT.	
	# of ICT devices procured and distributed to schools.	
	# of digital learning resources developed and distributed to schools.	MoGEI
Strategic Objectives (13.2): To provide training for Teachers to use ICT to improve the quality of teaching, to promote learning and improve learning outcomes for all learners.	# of Teachers trained in ICT.	SMoEs CEDs
	# of Teachers teaching using ICT.	SMoEs CEDs
	% of teachers using ICT to promote learning.	SMoEs CEDs
	# of learners achieving the target learning outcomes.	SMoEs CEDs
Strategic Objectives (13.3): To 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.	# of ICT devices for Teachers procured.	SMoEs CEDs
	# of ICT devices for Learners procured.	SMoEs CEDs
	% of public schools with ICT devices to promote learning.	SMoEs CEDs

	# of learners achieving the target learning outcomes.	SMoEs CEDs
Strategic Objectives (13.4): To promote digital learning and transformation in 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.	# of school promoting digital learning.	MoGEI
	# of digitalised textbooks.	MoGEI
	# of digitalised textbooks.	MoGEI
	# of open source digital learning resources.	MoGEI
	# of digital libraries and platforms.	MoGEI
	# of learners accessing digital learning resources.	MoGEI
	# of learners achieving the target learning outcomes.	MoGEI
Strategic Objectives (13.5): To create a conducive environment to promote digital connectivity and access to the Internet in all schools by 2030.	# of schools with digital connectivity.	SMoEs CEDs
	# of Teachers accessing the Internet.	SMoEs CEDs
	# of Learners accessing the Internet.	SMoEs CEDs
	% of teachers using the Internet to promote learning.	SMoEs CEDs
	# of learners achieving the target learning outcomes.	SMoEs CEDs
Strategic Objectives (13.6): To ensure digital learning initiatives benefit the most disadvantaged and hardest to reach groups of learners, including learners with disabilities or Special Educational Needs.	# of digital learning initiatives implemented.	SMoEs CEDs
	# of Teachers involved in the digital learning initiatives.	SMoEs CEDs
	# of Learners with Special Educational Needs benefitting from the digital learning initiatives.	SMoEs CEDs
	# of other disadvantaged and hardest-to-reach groups benefiting from the digital learning initiatives.	SMoEs CEDs

Strategic Objectives (13.7): To invest significant financial resources in digital transformation and learning over the next 10 years or so.	\$ invested in digital transformation and learning annually.	MOGEI
	% of the Annual Budget allocated to digital transformation and learning annually.	
	# of Teachers involved in the digital learning initiatives.	SMoEs CEDs
	# of Learners benefitting from the digital learning initiatives.	SMoEs CEDs

14. FINANCING TEACHER EDUCATION

14.1. Introduction

Financing of Teacher Education programmes is critical. Over 60,000 teachers cannot be trained within the next 7 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 (12): 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 (15): To build the capacity of Teacher Training Institutions (TTIs) to promote Teacher Education throughout the Republic of South Sudan.

The three levels of the Government 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 7 years or so.

14.2. Strategic Priorities or Objectives

The Government and the stakeholders will pursue the following strategic priorities or objectives:

1. To prepare the annual budget for General Education in accordance with Section 15(b) of the General Education Act, 2012, including the budget for Teacher Education, and secure the approval of the cabinet and the National Legislature.
2. To allocate finances from within the annual budget for General Education for Teacher Education in the States and Administrative Areas.
3. To secure funding from the State and Administrative Area governments for Teacher Education in conformity with Article 29, sub-article (2) of the Constitution and the Act, 2012.
4. To secure funds from within the resources of the Counties for Teacher Education.
5. To build the institutional capacity of the Ministry, Ministries of Education at the level of the States and Administrative Areas and the County Education Departments to promote sound financial management and robust financial accountability.
6. To mobilise funds from the donor community for Teacher Education throughout the Republic of South Sudan.

7. To implement the provisions of the Policy, 2017-2027, the General Education Act, 2012, and the Public Financial Management and Accountability Act, 2011, and the Public Procurement Act, 2013 to promote accountability.

14.3. Implementation Matrix

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (14.1): To prepare the annual budget for General Education in accordance with Section 15(b) of the General Education Act, 2012, including the budget for Teacher Education, and secure the approval of the cabinet and the National Legislature.	The annual budget for General Education, with an allocation for Teacher Education, is prepared annually.	MoGEI
	The Annual Budget is executed as planned.	MoGEI
	The Annual Budget is approved by the Cabinet.	MoGEI
	The Annual Budget is approved by the National Legislature.	MoGEI
Strategic Objectives (14.2): To allocate finances from within the annual budget for General Education for Teacher Education in the States and Administrative Areas.	The annual budget of each Ministry at the level of the State or Administrative shows an allocation for Teacher Education.	MoGEI
	The Annual Budgets of the Ministries at the level of the State or Administrative are executed as planned.	MoGEI
Strategic Objectives (14.3): To secure funding from the State and Administrative Area governments for Teacher Education in conformity with Article 29, sub-article (2) of the Constitution and the Act, 2012.	The annual budget of each Ministry at the level of the State or Administrative shows an additional allocation from within the resources of the State or AA for Teacher Education.	SMoEs AAs
	The Annual Budgets of the Ministries at the level of the State or Administrative are executed as planned.	SMoEs AAs
	\$ allocated by the States and Administrative Areas for Teacher Education annually.	SMoEs AAs
	# of States and Administrative Areas allocating additional financial resources for Teacher Education.	SMoEs AAs

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (14.4): To secure funds from within the resources of the Counties for Teacher Education.	The annual budget of each County Education Department shows an additional allocation from within the resources of the County for Teacher Education.	SMoEs AAs
	The Annual Budgets of the CEDs are executed as planned.	SMoEs AAs
	\$ allocated by the Counties for Teacher Education annually.	SMoEs AAs Counties
	# of Counties allocating additional financial resources for Teacher Education.	SMoEs AAs Counties
Strategic Objectives (14.5): To build the institutional capacity of the Ministry, Ministries of Education at the level of the States and Administrative Areas and the County Education Departments to promote sound financial management and robust financial accountability.	The institutional capacity of the Ministry is built to fulfil its role to promote Teacher Education in the country.	MoGEI
	The institutional capacities of the Ministries of Education at the level of the State and Administrative Area are built to fulfil their role to promote Teacher Education.	SMoEs AAs
	The institutional capacities of the CEDs are built to fulfil their role to promote Teacher Education.	SMoEs AAs CEDs
	\$ allocated for capacity building for Teacher Education annually.	SMoEs AAs Counties
Strategic Objectives (14.6): To mobilise funds from the donor community for Teacher Education throughout the Republic of South Sudan.	\$ mobilised from the donor community for Teacher Education in the country.	MoGEI
	# of Teacher Education programmes supported by the donor funds.	MoGEI
	# of Teachers benefiting from Teacher Education programmes supported by the donor funds.	SMoEs CEDs
	# of Learners benefiting from Teacher Education programmes supported by the donor funds.	SMoEs CEDs
	# of schools benefiting from Teacher Education programmes supported by the donor funds.	SMoEs CEDs

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (14.7): To implement the provisions of the Policy, 2017-2027, the General Education Act, 2012, and the Public Financial Management and Accountability Act, 2011, and the Public Procurement Act, 2013 to promote accountability.	Compliance with the provisions of the Policy, 2017-2027 related to public financial management and accountability.	MoGEI SMoEs CEDs
	Compliance with the provisions of the General Education Act, 2012, Section 16 related to public financial management and accountability.	MoGEI SMoEs CEDs
	Compliance with the provisions of the Public Financial Management and Accountability Act, 2011.	MoGEI SMoEs CEDs
	Compliance with the Public Procurement Act, 2013.	MoGEI SMoEs CEDs

15. POLICY IMPLEMENTATION, MONITORING, RESEARCH AND EVALUATION

15.1. Introduction

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

Strategic Goal (13): To facilitate implementation, monitoring and evaluation of the National Teacher Education Policy, 2023-2030, throughout the Republic of South Sudan.

Strategic Goal (14): 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 (15): To build the capacity of Teacher Training Institutions (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. The section on Monitoring, Research and Evaluation below explains the roles of the Education Forums and the Teacher Education Thematic Working Groups (TWGs) at the three levels of the Government as well as the role of the universities and other Higher Education Institutions (HEIs).

15.2. Strategic Priorities or Objectives

The Government and the stakeholders will pursue the following strategic priorities or objectives:

1. To oversee implementation of the National Teacher Education Policy, 2023-2030 and National Teacher Education Strategy, 2023-2027.
2. To Monitor and evaluate implementation of the Strategy through the National Education Forum, State Education Forums, Administrative Area Forums and County Education Forums.

3. To implement the policy reforms related to Human Resource Development and Management (HRDM) to promote capacity building at the three levels as per the Policy, 2017-2027.
4. To establish and maintain a Teacher Management Information System (TMIS) and credible payroll system.
5. To implement the reforms, which are outlined in the National General Education Policy, 2017-2027, related to capacity building for Education managers throughout the country.
6. To conduct research related to teacher education, disseminate the findings of all research reports and, if necessary, implement the recommendations.
7. To build the capacity of the stakeholders in policy implementation, monitoring and evaluation and research.

15.3. Implementation Matrix

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (15.1): To oversee implementation of the National Teacher Education Policy, 2023-2030 and National Teacher Education Strategy, 2023-2027.	The Policy and Strategy are launched.	MoGEI
	The Policy and Strategy are disseminated to the stakeholders.	MoGEI
	# of meetings of the National Education Forum (NEF) discussing matters related to implementation of the Policy and Strategy.	MoGEI
	# of resolutions of the meetings of the National Education Forum (NEF) related to implementation of the Policy and Strategy.	MoGEI
	# of reports received from the Education Forums at the level of State and Administrative Area related to implementation of the policy and Strategy.	MoGEI
	# of Teachers trained annually.	MoGEI
Strategic Objectives (15.2): To Monitor and evaluate implementation of the Strategy through the National Education Forum, State Education Forums, Administrative Area Forums and County Education Forums.	# of meetings of the National Education Forum (NEF) discussing matters related to implementation of the Policy and Strategy.	MoGEI
	# of resolutions of the meetings of the National Education Forum (NEF) related to implementation of the Policy and Strategy.	MoGEI
	# of meetings of the State Education Forums (SEFs) discussing matters related to implementation of the Policy and Strategy.	SMoEs

	# of resolutions of the meetings of the State Education Forum (SEFs) related to implementation of the Policy and Strategy.	SMoEs
	# of reports received from the Education Forums at the level of State and Administrative Area related to implementation of the policy and Strategy.	MoGEI
	# of meetings of the County Education Forums (CEFs) discussing matters related to implementation of the Policy and Strategy.	CEDs
	# of resolutions of the meetings of the County Education Forum (CEFs) related to implementation of the Policy and Strategy.	CEDs
	# of reports sent by the CEFs to and received by the Education Forums at the level of State and Administrative Area related to implementation of the policy and Strategy.	CEDs
	# of Teachers trained annually.	MoGEI
Strategic Objectives (15.3): To implement the policy reforms related to Human Resource Development and Management (HRDM) to promote capacity building at the three levels as per the Policy, 2017-2027.	# of Education Managers trained in the Ministry and allied institutions.	MoGEI
	Institutional capacity building completed for the Ministry and allied institutions.	MoGEI
	# of Education Managers trained in the Ministries of Education at the level of the State and Administrative Area.	SMoEs
	# of Ministries of Education at the level of the State and Administrative Area with institutional capacity building completed.	SMoEs
	# of Education Managers trained in the CEDs.	CEDs
	# of CEDs with institutional capacity building completed.	CEDs
	# of Education Managers trained annually.	MoGEI
Strategic Objectives (15.4): To establish and maintain a Teacher Management Information System (TMIS) and credible payroll system.	The Teacher Management Information System is developed and launched.	MoGEI
	The TMIS is populated with the necessary data.	MoGEI
	# of Teachers on the Payroll.	MoGEI
	% of Teachers paid using the Payroll.	MoGEI

Strategic Objective	Indicator (including baseline and target)	Data Source
Strategic Objectives (15.5): To implement the reforms, which are outlined in the National General Education Policy, 2017-2027, related to capacity building for Education managers throughout the country.	# of Education Managers trained in the Ministry and allied institutions.	MoGEI
	# of Education Managers trained in the Ministries of Education at the level of the State and Administrative Area.	SMEs
	# of Education Managers trained in the CEDs.	CEDs
	# of Education Managers trained annually.	MoGEI
Strategic Objectives (15.6): To conduct research related to teacher education, disseminate the findings of all research reports and, if necessary, implement the recommendations.	# of research projects on Teacher Education implemented successfully.	MoGEI
	# of reports generated by research projects on Teacher Education.	
	# of research projects on Teacher Education, whose findings or recommendations were implemented.	SMEs
Strategic Objectives (15.7): To build the capacity of the stakeholders in policy implementation, monitoring and evaluation and research.	# of national stakeholders with capacity building on policy implementation completed.	MoGEI
	# of State or Administrative Area stakeholders with capacity building on policy implementation completed..	
	# of County stakeholders with capacity building on policy implementation completed.	SMEs
	# of national stakeholders with capacity building on monitoring and evaluation completed.	MoGEI
	# of State or Administrative Area stakeholders with capacity building on monitoring and evaluation completed.	SMEs
	# of County stakeholders with capacity building on monitoring and evaluation completed.	SMEs
	# of national stakeholders with capacity building on research completed.	MoGEI
	# of State or Administrative Area stakeholders with capacity building on research completed.	SMEs
	# of County stakeholders with capacity building on research completed.	SMEs

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