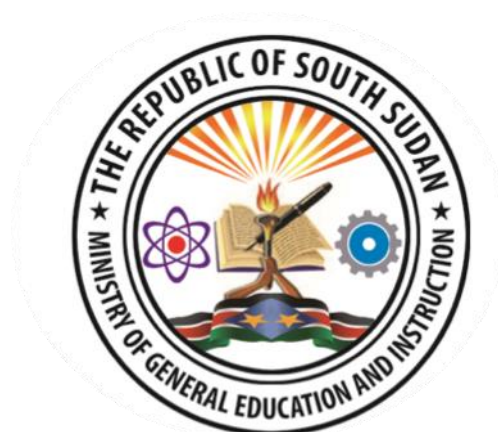




NATIONAL TEACHER EDUCATION POLICY

**IMPLEMENTING STRATEGY
2023 - 2027**





NATIONAL TEACHER EDUCATION

IMPLEMENTING STRATEGY 2023-2027

Juba, South Sudan, June 2023

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ABBREVIATIONS AND ACRONYMS

AAEF	Administrative Area Education Forum
CEC	County Education Centre
CED	County Education Department
CFS	Child-friendly school
CPD	Continuous professional development
CEF	County Education Forum
ECD	Early childhood development and education
EMIS	Education Management Information System
HRISS	Human Resource Information South Sudan
ICT	Information and communications technology
ITTI	Initial teacher training institution
MoGEI	Ministry of General Education and Instruction
NGO	Non-governmental organisation
NQT	Newly qualified teacher
NTTI	National Teacher Training Institution
PTA	Parent-Teacher Association
QTS	Qualified teacher status
SDG	Sustainable Development Goal
SEF	State Education Forum
SSSAMS	South Sudan Schools Attendance and Monitoring System
TMIS	Teacher Management Information System
TTI	Teacher Training Institution
TVET	Technical and vocational education and training
TWG	Thematic Working Group
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.

Accreditation means a process of assessment and review that enables an education and training programme or institution to be recognised or certified by the appointed body as meeting appropriate standards.

Admission means the granting of the opportunity for a qualified applicant to pursue education and training at a given institution and/or in a given programme.

Adult education means a course of study organised for adults which can comprise basic learning or the acquisition of specific skills required for a productive life.

Alternative education means a programme of prescribed courses of study which assist out-of-school learners, whether children or adults, to accelerate their learning either by joining the formal education system or by gaining needed skills through alternative learning or home study for a productive life.

Board of Governors means the governing body of a secondary school or adult, tertiary and teacher training institutions.

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

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

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

Development partners means any officially registered partner organisation that works in South Sudan with the aim of promoting education development.

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

Director General means a Director General for the Ministry of Education or Director General of State Ministries of Education.

Ear-marked grants means the fiscal transfers to the states in accordance with the formula set by the National Government.

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

Equity means being fair and impartial in providing access to education and training.

Government means the National Government of the Republic of South Sudan.

Head teacher means the senior teacher responsible for the administration of a school.

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

Inclusive education means education provided for learners with special educational needs.

Informal education is a general term for education outside of a standard school setting.

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

Minister means the Minister responsible for General Education.

Ministry means the National Ministry responsible for General Education.

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

National education service means a compulsory duty of education service to be undertaken by all students who complete their secondary school certificate examinations and are awaiting admissions to higher institutions of learning.

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

NGOs refers to non-governmental organisations registered in South Sudan that undertake educational development at the level of the Ministry or the State Ministries of Education.

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

Parent means the parent or guardian of a learner or the person legally entitled to custody of a learner who undertakes to fulfil the obligations of the learner.

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

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

Pre-primary education means education beginning from the age of three which comprises two years of early childhood education prior to primary education.

President means the President of the Republic of South Sudan.

Primary education means education beginning from the age of six years which comprises eight years from primary 1 through primary 8.

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

Private school means a school owned by individual(s), NGO(s), a religious denomination, community, civil society organisations or a private sector company and not funded by the Government.

Public education means education provided by the Government of South Sudan and the states, who are responsible for performing and providing educational services to learners in schools in accordance with the Act.

Public school means a school administered, managed and funded by the Government.

Pupil means any learner at primary school level.

Quality means a degree of excellence as measured against agreed-upon standards.

School means an educational institution, public or private, recognised by the Ministry of Education and the relevant State Ministry of Education, which has teachers, learners and learning space.

Secondary school means a level of schooling above primary and below tertiary education.

Secretariat means the Secretariat of the National Examinations Council.

Special educational needs means needs which require special educational provision so that learners with disabilities can learn to the best of their abilities.

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

State Director General means a Director General responsible for the management of education at a State Ministry of Education.

State Minister means the State Minister for Education, appointed in accordance with the Constitution.

State Ministry means a State Ministry of Education.

Student means any learner in a secondary school, post-secondary school, adult college or further education institution offering courses below a bachelor's degree.

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

Teacher means a male or female member of staff who regularly instructs learners in a school; he/she is a person who facilitates learning by teaching knowledge, competencies, skills and attitudes to learners and who has undertaken a recognised pedagogical training programme.

Teaching service means the section of the labour force employed to carry out teaching functions.

Technical education means an education related to technical, scientific or industrial learning in a school or technical institution.

Technical school means an educational institution that provides, in addition to academic subjects, knowledge and skills in technical, scientific or industrial professional areas.

Tertiary education means education at post-secondary level at a university, college or other institution of higher learning.

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

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

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

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

The Teacher Education Policy 2023-30 is a co-created document taking account of the views and voices of a range of stakeholders, including teachers and student teachers. It emphasises that teachers are key to achievement of quality education and SDG 4. It also recognizes that 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 has worked in partnership with 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.

This Strategy is a vehicle for implementation of the Policy throughout the country. therefore, it closely mirrors the Policy and should be read alongside it. Apart from Chapters 2 and 3, which outline the Vision, Mission and Strategic Goals of the Strategy and the Quality Framework, each Chapter of the Strategy gives the key Policy background, states the Strategic Goal(s), the strategic objectives to be implemented in order to achieve the Strategic Goal(s) and sets out an Implementation Matrix with a number of key performance indicators.

2. National Policy Context

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

The Legal Framework relating to Education presented in the Transitional Constitution, 2011, confirms a commitment every citizen having a basic right to education. The constitution also places an emphasis on free and compulsory education. The General Education Action, 2012 sets out a number of guiding principles included in which is a commitment to establishing a globally accepted standard of education to promote skills and development, supported by a culture of innovation and continuous school improvement. These very ambitious strategic goals require qualified teachers who are highly effective.

Teacher Education is in support of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The Republic of South Sudan needs qualified Teachers in sufficient numbers and deployed equitably in all the 10 States and 3 Administrative Areas to be able to achieve SDG 4.

Like Transforming our World: the 2030 Agenda for Sustainable Development, the South Sudan Vision 2040 highlights the central and the catalytic role of Education in the national development agenda. Equally, the Vision 2040 outlines the strategies for achievement of the 7 Strategic Goals.

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

- To increase access to general and higher education opportunities.
- To provide educational infrastructure to meet the needs of the nation.
- To build institutional capacity.
- To design a national curriculum that meets the needs of the people of South Sudan and enhances their international outlook.
- To improve the quality of and widen participation in teacher education programmes.
- To improve the quality of education.
- To promote the use of English as the medium of instruction.
- To reduce illiteracy rate and promote mother tongues.
- To improve the quality of assessment system.
- To promote gender equity and social change.
- To promote application of science and technology.
- To widen access to adult and special needs education.
- To promote the learning of international languages e.g., Kiswahili, Arabic, French.
- To create an enabling environment for the development of the mass media as a vehicle for keeping the nation informed.
- To facilitate access to and use of Information and Communication Technology (ICT) and telecommunications and promote freedom of information.

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

National General Education Policy, 2017-2027, outlines the policy reforms to be implemented by the Government in order to promote teacher training, development and professionalism; to implement the National School Inspection Framework, 2023; to implement the new National Curriculum; to ensure compliance with the National Professional Code of Conduct for Teachers in South Sudan, 2022; and to promote languages in Education.

The 2022 Report on the Commitments of the Republic of South Sudan identified key challenges to the quality of education. Those that relate to teachers especially include:

- In 2021, the Republic of South Sudan had 60,711 Teachers serving 2.3 million learners in 6,287 schools (MoGEI, 2022). This figure indicates that there is a shortage of Teachers in the country and the Government needs to plug the gaps.
- The vast majority of the Teachers (82%) was male and only 18% was female at the time when 53% of the learners was male and 47% of the learners was female (MoGEI, 2022). So, the workforce is predominantly male, and many more female Teachers need to be recruited to achieve gender equality in the workforce and ensure that the girls in the education system (47%) are served, too.
- Only 743 Teachers out of 46,782 primary Teachers in the country in 2021 and only 1,892 out of 6,644 Secondary Teachers have a University Degree (MoGEI, 2022). The majority of teachers have either a Diploma, Certificate or none (26,979 out of over 60,000) (MoGEI, 2022). The low qualifications of the majority of the Teachers demonstrate the need for in-service training and Continuous Professional Development (CPD) for Teachers as well as restructuring and redeployment of the workforce to ensure Teacher professionalism and effectiveness as well as improve the quality of learning outcomes for all.
- The majority of Teachers in primary schools (71%) and in secondary schools (74%) were not appointed by the Government in 2021 (MoGEI, 2022). There are too many

unqualified volunteers and a clear need for the Government to increase its share of the workforce and ensure that the status of the long-term Volunteers is determined.

Due to these challenges, the Government has consulted with stakeholders and have agreed on a number of policy reforms which are set out in the Policy Document and make a significant contribution to the Strategic Goals and objectives as set out in this strategy.

The government embarked on a curriculum review in 2012 to develop a new competency-based curriculum for all schools in South Sudan. The Inclusive Education Policy, 2022, provides guidance and policy direction to support teacher training providers to enable all teachers to enable all learners to reach the revised aims of the curriculum. Included in an Inclusive approach is a recognition of the principle that leaning initially in mother tongue is better for learning and development than learning in an additional language. An important feature of the new curriculum is that it aims to support learners develop competencies of communication, co-operation, collaboration and creativity and that all learning should be rooted in the culture and heritage of South Sudan. Teachers should be trained to implement the curriculum inclusively and to address the cross-cutting issues within the curriculum of: Environmental Awareness and Sustainability, Peace Education and Life Skills. They should also be trained to effectively integrate the subjects of ICT and TVET throughout subjects taught at primary. Training programmes for teachers should focus on Inclusive and Gender responsive Pedagogies and should promote assessment of learning and as well as for learning (formative assessment).

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

- centred on the learner rather than the teacher
- interactive, and give learners the opportunity to engage actively with their learning
- rooted firmly in the learner's experience, culture and environment so that they can make sense of their learning in their own terms
- chosen to be appropriate to the particular intended learning.

2.2 Policy into practice

All these guiding principles that guide the education system of the Republic of South Sudan can only be translated into practice by Teachers, the agents of change and the key players who operate the education system of the country. Therefore, these principles have clear implications for teacher training, Continuous Professional Development (CPD) and teaching as a profession. The National Professional Standards for Teachers in the Republic of South Sudan, 2012 and the revised Code of Conduct, 2022, play a central role in the development agenda for South Sudan.

2.3 Summary

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

3. VISION, MISSION AND STRATEGIC DIRECTION

3.1 Introduction

The new Policy for Teacher Education 2023-30 sets out an ambitious programme to improve teacher education. It addresses three key issues that need to be addressed by the enhancement of Teacher Education:

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

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

The Policy 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, and if the wide range of partners involved in providing teacher training work together within a common approach.

The Policy sets out twelve Strategic Goals cover the pillars of Teacher Education, and each chapter outlines the policy reforms to be implemented by the Government and the partners to further Teacher Education in the country.

3.2 Vision

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

3.3 Mission

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

3.4 Strategic Direction

The Policy sets out the following Strategic Goals:

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

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

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

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

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

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

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

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

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

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

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

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

3.5 Progress towards the Strategic Goals

The Teacher Education Strategy is designed to support the implementation of the Teacher Education Policy. Strategic Objectives that are outlined in the following chapters are presented to direct the collection and recording of data to illustrate progress towards each of the Strategic Goals and to establish some baseline data. It is anticipated that after 2 years of collecting data in this way, that **the Strategic Objectives will be adapted to include a set of specific targets** having collected some baseline data to further stimulate and measure progress.

In order to promote the importance of Teacher Education, it is recommended that some Strategic Objectives are incorporated into **EMIS and the General Education Annual Review (GEAR)**. Alongside these qualitative, annual data collection points via EMIS and GEAR, the implementing strategy proposes that the Quality Framework for Teacher Education (Chapter 4) is used on a bi-annual basis to review and evaluate programmes, resources and other initiatives. Opportunities to do this will be developed during the initial stages of Policy implementation, during which time the Quality Framework will also be adapted to provide a

substantial Monitoring and Evaluation Framework using the elements of the Quality Framework as targets for the quality provision of Teacher Education.

ALL data that is collected will be disaggregated so that gender and disabilities are identifiable and progress in recruiting female teachers and people with disabilities is monitored. In addition, in most cases, data will refer to whether school settings are rural/urban; ECD, Primary, Secondary, TVET or AES. Location, i.e., States and Administrative Areas will also be recorded. This disaggregation of data will enable a more detailed analysis of the situation and will promote strategic plans that are specific and relevant.

Whilst this disaggregation aimed at enhancing the quality of the data, it is recommended that **qualitative approaches** to research and data collection are adopted so that data has a context and can begin to shape future decisions about what data to collect and how to collect it. Based on a clearer understanding of what the numbers are explaining, it should be possible to continually refine data collection processes and dissemination.

It is important to consider the role of **School Inspection** in relation to gathering evidence in support of identifying priorities for improvements to Teacher Education. Data on the quality of teaching for example is collected by School Inspectors which includes the extent to which the curriculum is being effectively implemented, key aspects of school leadership, approaches to inclusive and child friendly schools and the quality of assessments. The **School's Self-Evaluation Framework** is also a tool which can be harnessed to help identify what training and support teachers need.

Similarly, it is important to recognise the opportunities that **TTIs and Universities offer with respect to gathering data on the needs and interests of trainee teachers**. These institutions offer a unique opportunity to review and monitor the effectiveness of teacher education and to provide further insight into the situations that teachers find themselves within when they conduct their teaching practices in schools. Partner organisations and NGOs are also encouraged to gather data on effectiveness and impact through the Quality Framework for Teacher Education.

The 2023 Teacher Education Policy forms part of the national efforts to strengthen the teaching workforce. The Teacher Education Policy features: the teacher education curriculum; teacher induction; professional development; quality assurance of teacher education providers; quality assurance of teacher education course content and programme design. **In addition to the Policy for Teacher Education, there needs to be a National Policy for teacher recruitment and deployment; retention; pay and conditions; career structure**. These policies would be further supported by a wider advocacy campaign to make teaching an attractive profession. The National Professional Standards (2016) and Code of Conduct (2022) will support many of these additional policies alongside National General Education Policy (2017) and data collected via EMIS and GEAR.

It is essential to recognise that a number of existing **national policies are interdependent**. It is important therefore that the Teacher Education Strategy is considered in line with the implementation of several other policies such as the National TVET Policy (2022-2030); the National General Education Policy, (2017-2027); National Inclusion Policy, 2021.

Finally, it is vital that the implementation of the Policy is achieved by building on the **multi-stakeholder approach** that has been taken to develop the Teacher Education Policy in the first place. Strategies to implement the policy should include the co-development of plans and review processes, ensuring that all voices relating to the education of teachers are represented in decisions that will ultimately affect them. The Policy and Strategy should be viewed as 'living documents' that are frequently reviewed by groups of stakeholders so that Policy translates to

practice effectively. Practices and processes should work to **strengthen the relationship between stakeholders**, maximising opportunities to strengthen teacher education through coordinated efforts and shared expertise.

3.6 Summary

This teacher education strategy, which has been co-developed with stakeholders, provides guidance for effective implementation of the policy. The Strategic Goals and the related more detailed Strategic objectives provide a framework to monitor all the tenets of implementation that are required to ensure that South Sudan's urgent need for trained teachers is steadily achieved.

4. Quality Framework



Figure A: National Professional Standards for Teachers in South Sudan, 2012.

4.1 Introduction

The Teacher Education Strategy 2023-30 recognises that there is a wide range of partners who provide and support teacher education in South Sudan, and that it is therefore essential that there is an overall framework of quality to ensure consistency of quality and approach.

Teacher Training Institutes form a significant element of the efforts to train teachers. There are a number of Government owned teacher training institutes as compared to those that are privately owned. The 2023 Teacher Education Policy and Strategy applies to both government owned and privately owned institutes and are collectively referred to throughout this strategy as 'NTTIs'.

4.2 A Quality Framework for Teacher Education

A Policy of continuous improvement

The policy reaffirms that:

Teacher education programmes will reflect the values of:

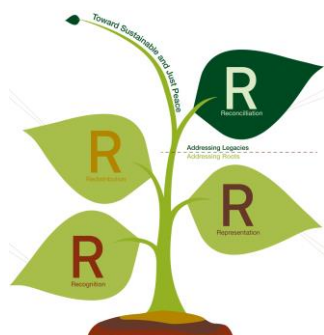
- Respect and integrity
- Human rights and gender equity
- Peace and tolerance
- Compassion and social justice
- Democracy and national pride

And the principles of:

- A culture of excellence that supports innovation, creativity, continuous improvement and effectiveness.
- An environment of empowerment that promotes independence, individual learning, critical thinking, problem-solving and emotional intelligence.

- A context of South Sudanese heritage and culture that builds national pride and identity within an understanding of global citizenship.
- A spirit of hope, respect, peace, reconciliation, unity and national pride, democracy and global understanding.

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



Redistribution (addressing inequalities);

Recognition (respecting difference);

Representation (ensuring participation);

Reconciliation (dealing with the legacies of the conflict).

Based on all of the above, a **Quality Framework** has been developed aimed at supporting the government to ensure that all Teacher Education programmes are aligned, and thus, promote the sustainable development of improvements to the education workforce. The Quality Framework is presented in Figure 2 and should be used to inform and guide all Teacher Education Programmes delivered by the Ministry and partner organisations. Reviewing and monitoring processes to ensure high quality Teacher Education, should take into account each of the statements described in the Teacher education Quality Framework.

Teacher Education Quality Framework

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

- Inclusion and equity
- Compassion and social justice
- Collaboration and cooperation
- Respect and integrity
- Peace and tolerance

Teacher education programmes should adopt a number of design principles.

Programmes should:

- Support the well-being of teachers
- Acknowledge the multifaceted circumstances that teachers find themselves in
- Be evidence-informed and supported by research
- Be rigorous with respect to monitoring, evaluation and review cycles
- Promote the need to engage meaningfully with teachers when designing teacher education programmes and materials
- Provide follow-up and ongoing support for teachers
- Be frequent and regular rather than 'one-off' in nature and school-based where possible
- Commit to developing communities of practice

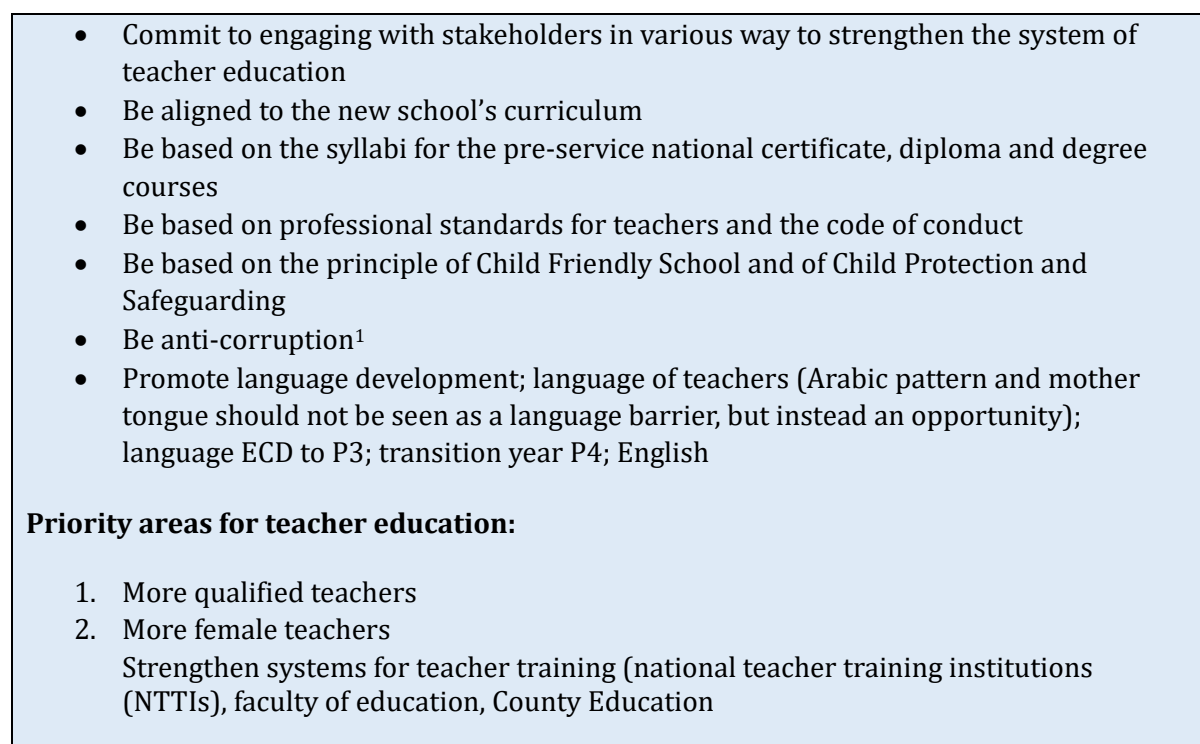


Figure 2: Quality Framework for Teacher Education in South Sudan

4.3 National Professional Code of Conduct and Professional Standards for Teachers

The policy points out that the National Professional Standards (2016) describe expectations for effective teachers in South Sudan and emphasises the importance for all teacher education programmes to include the Code of Conduct (2022) as a part of these programmes also. This practice will ensure that all teachers understand and adhere to the National Professional Standards and the Code of Conduct for Teachers in South Sudan and that they work towards the National Professional Standards for Teachers in South Sudan.

4.4 Summary

- All Teacher Education Programmes and materials should adhere to the Quality Framework and be able to demonstrate strategies to implement it.
- The Quality Framework for Teacher Education will be used to review and evaluate programmes, resources and other initiatives relating to Teacher Education in South Sudan on a bi-annual basis.
- The Quality Framework for Teacher Education will be adapted to form a substantial Monitoring and Evaluation Framework in support of promoting the continuous improvement of Teacher Education in South Sudan.
- All Teacher Training Institutions and CPD providers are expected to train teachers to fully understand and abide by the Code of Conduct and National Professional Standards for Teachers.

¹ 'Anti-corruption and the 5 pillars of sustainable development', United Nations System Staff College (video), www.unsdglearn.org/microlearning/anti-corruption-and-the-5-pillars-of-sustainable-development/.

- Teacher Induction programmes should support teachers to adhere to the Code of Conduct and Professional Standards
- All teachers should know and understand the reasons for abiding by the Code of Conduct and the consequences of not doing so.

5. PROGRAMMES LEADING TO QUALIFIED TEACHER STATUS (QTS)

5.1 Introduction

The Teacher Education Policy 2023-30 states that programmes leading to Qualified Teacher Status (QTS) need to be strengthened in terms of the quality of teaching and the resources available. The programmes also need to be made available to more students because the Republic of South Sudan needs to attract and train many more teachers to increase the number of teachers in school as well as replenish the workforce in the future. The policy therefore sets out the following goals:

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

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

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

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

Such measures should include:

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

5.2 Routes to Qualified Teacher Status (QTS)

There are four key routes to QTS:

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

5.3 National Teacher Education Curriculum for QTS

National syllabuses have already been established for programmes leading to Qualified Teacher Status for:

- Pre-Primary and Lower Primary Teachers
- Upper Primary Teachers

The programmes for Secondary School Teachers now need to be updated.

Figure 3 shows the outline of the Teacher Education Curriculum that has been developed for ECD and Primary Schools. It is expected that the Secondary Teacher Education Curriculum will follow a similar format.

Professional Studies Courses									Personal Studies course
1. How children learn	2. Teaching and learning	3. Classroom management	4. Language development	5. Curriculum expectations	6. Learning Areas and Subjects	7. Inclusion	8. Assessment	9. Role of the teacher	

Figure 3: Outline of ECD and Primary Teacher Education Curriculum leading to QTS.

It should be noted that if this curriculum is being followed, then teachers should ‘automatically’ develop skills, knowledge and understanding of assessment, language and inclusion policies. They will also learn to implement the competency-based curriculum. The Professional Standards for Teachers and the Code of Conduct are integrated through the Teacher Education Curriculum.

5.4 Establishing a 3-year diploma programme for secondary school teachers in NTTIs.

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

5.5 Support for the institutions delivering programmes leading to QTS

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

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

5.6 Expanding the number of places on QTS courses

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

5.7 Policy Summary and Strategic Steps

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

5.8. Implementation Matrix

PROGRAMMES LEADING TO QUALIFIED TEACHER STATUS (QTS)		
Strategic Objective	Indicator	Key stakeholder
Strategic Objective (5.1): Consider the viability of establishing additional NTTIs to meet the demand for pre-service teacher training in the country.	Stakeholder consultation is conducted on viability of additional NTTIs.	TDMS
Strategic Objective (5.2): Set up a Strategic Working Group to develop an expansion plan to make available more places on courses leading to QTS.	Strategic working group is set up to develop an expansion plan to make more places available on courses leading to QTS	MoGEISS
Strategic Objective (5.3): Set up a NTTI Development Group to co-ordinate support for the delivery of QTS programmes, particularly in terms of resources, training and approach building on Stakeholder engagement the development of the Teacher education Policy.	NTTI Development Group set up and plans are developed to co-ordinate the delivery of QTS programmes	TDMS
Strategic Objective (5.4): To build the capacity of the government-owned National Teacher Training Institutes to support the Ministry to fulfil its quality assurance	Quality Framework for Teacher Education developed to include a review and evaluation framework for Teacher Education	MoGEISS

responsibility via the Quality Framework for Teacher Education for teacher training programmes throughout the country.	# of NTTIs supported to quality assure teacher training programmes	
Strategic Objective (5.5): Ensure that programmes leading to QTS for secondary school teachers are revised in line with the new National School Curriculum.	Secondary Teachers' Bachelor of Education leading to QTS is reviewed and re-designed so that it aligns to the new Teacher Education Curriculum for Primary and ECD Teachers.	TDMS
Strategic Objective (5.6): Post Graduate Certificate in Education is developed for an additional route to QTS.	PGCE Course is developed as a route to QTS for Primary, ECD and Secondary School Teachers	University of Juba
Strategic Objective (5.7): Establish a new 3-year diploma programme for secondary school teachers in NTTIs.	3-year diploma programme for secondary school teachers in NTTIs is developed.	University of Juba
Strategic Objective (5.8): To ensure that the National Professional Standards (2016) and Code of Conduct for Teachers in South Sudan, 2022, are integrated into all teacher training programmes.	The National Professional Standards for Teachers in South Sudan, 2016, and the Code of Conduct, 2022, are embedded into all programmes for teacher education.	TDMS
Strategic Objective (5.9): To ensure all NTTIs follow the approved Teacher Education Syllabus so that all Teachers understand and teach the South Sudan Curriculum Framework, 2013.	# NTTIS that follow the approved Teacher Education Syllabus # NTTIs that record training teachers to understand the new South Sudan Curriculum Framework, 2013.	TDMS
Strategic Objective (5.10): To train all Teachers to understand the National School Inspection Framework, 2013.	# of TTI tutors trained to understand the new inspection framework # HTs orientated to the new Inspection Framework MoGEI # of programmes delivering Teacher Education programmes leading to QTS that are embedding the National School Inspection Framework.	Directorate of School Inspection
Strategic Objective (5.11): Ensure that all teachers who access QTS programmes meet the minimum requirement relating to their	Assessment tool is developed to assess English proficiency skills of teachers who wish to enroll in QTS courses.	TDMS

proficiency of the English Language.	Develop English Language Course for Teachers lacking in proficiency who wish to enroll on QTS courses.	
Strategic Objective (5.12): To train all Teachers to be proficient in English and use English as the medium of instruction from P4 onwards.	<p>Assessment tool is developed to assess current English proficiency skills of teachers on existing QTS courses.</p> <p>English Language Training course is developed for teachers on QTS programmes who need extra support to improve their English Skills</p> <p># of teachers on QTS courses that receive targeted training to improve their English language skills</p> <p># of teachers who receive training to improve their proficiency in English</p>	TDMS
Strategic Objective (5.13): To ensure that all Pre-Service Teacher Training programmes are based on the officially approved National Teacher Education Curriculum.	<p># of Pre-Service Teacher Education programmes based on the officially approved National Teacher Education Curriculum.</p> <p># of TTIs delivering Teacher Education programmes based on the National Teacher Education Curriculum.</p> <p># of Teachers who are trained based on the approved National Teacher Education Curriculum.</p>	MoGEISS
Strategic Objective (5.14): To ensure that all the pre-service teacher training providers aim to recruit high performing students in terms of CSE marks and average percentages obtained.	<p># of CSE holders recruited into Pre-Service Teacher Education programmes</p> <p>Analysis is conducted to understand characteristics of students who are recruited to pre-service courses</p>	TDMS
Strategic Objective (5.15): To ensure that all pre-service teacher training programmes lead to a Qualified Teacher Status (QTS).	<p># of Pre-Service Teacher Education programmes based leading to QTS.</p> <p># of TTIs delivering Teacher Education programmes leading to QTS.</p> <p># of teachers on QTS programmes</p> <p># of teachers achieving QTS</p> <p>% of teachers with QTS in the workforce</p>	TDMS

	Pupil- Qualified teacher ratio in the country	
Strategic Objective (5.16): To ensure In-service Teacher Education programmes leading to QTS are based on the Agreed national syllabi for Teacher Education.	<p>In-service Teacher Education programmes are developed based on the National Syllabus for Teacher Education</p> <p>A review of existing in-service courses is conducted to assess which courses need changing to conform to the requirements of the newly agreed syllabi of Teacher Education.</p> <p># of In-service Teacher Education programmes leading to QTS based on the National syllabus for Teacher Education.</p> <p># of TTIs delivering In-Service Teacher Education programmes based on the new syllabus</p> <p># of Teachers successfully completing In-service Teacher Education programme leading to QTS</p>	TDMS
Strategic Objective (5.17): To expand access to In-Service Teacher Training to include training through decentralised training centres at CECs.	<p># of decentralised training centres established for delivery of In-service Teacher Education programmes.</p> <p># of CECs delivering In-service Teacher Education programmes.</p> <p># of Teachers trained in decentralised centres for In-service QTS Teacher Education programmes.</p> <p># of Teachers trained in CECs on In-service QTS Teacher Education programmes.</p> <p># of Teachers trained and achieved QTS through In-service Teacher Education route.</p>	MoGEISS
Strategic Objective (5.18): To provide opportunities for over 24,000 Volunteer Teachers to work in schools, who are recruited and deployed by the States and Administrative Areas as per the General Education Act,	<p># of In-service Teacher Education programmes providing opportunities for Volunteers</p> <p># of TTIs delivering In-service Teacher Education programmes for Volunteer Teachers</p>	MoGEISS

<p>2012, and the National General Education Policy, 2017-2027.</p>	<p># of Volunteer Teachers trained through especially designed In-service Teacher Education programmes</p>	
<p>Strategic objective: (5.19): To implement post graduate teacher training certificate (PGCE) to provide professional training for degree holders.</p>	<p># of providers of in-service QTS courses trained to use the Teacher Education Quality framework effectively.</p> <p># of in-service QTS courses that meet the requirements of the Teacher Education Quality Framework</p> <p># of in-service QTS course providers who report against requirements of Teacher Education Quality Framework</p>	<p>Juba University</p>

6. TEACHER INDUCTION

6.1 Introduction

The Teacher Education Policy 2023-30 recognises that induction into the profession is essential for all Newly Qualified Teachers (NQTs), and sets out the following Strategic Goals:

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

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

6.2 Policy Reforms

The policy states that the Government will implement the following reforms:

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

6.3 Policy Summary and Strategic Steps

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

6.4. Implementation Matrix

TEACHER INDUCTION		
Strategic Objective	Indicator	Key Stakeholder

<p>Strategic Objectives (6.1): To issue statutory regulations to govern induction of Newly Qualified Teachers (NQTs) throughout the Republic of South Sudan</p>	<p>The regulations are co-developed by stakeholders.</p> <p>The Regulations are published and launched.</p> <p>The Regulations are disseminated to the NTTIs, Universities and schools.</p> <p>NTTIs and Universities are trained to adopt the Regulations that govern the induction of NQTs.</p> <p># of schools involved in the Teacher Induction programme.</p>	<p>MoGEIS</p>
<p>Strategic Objectives (6.2): To develop comprehensive guidance on Teacher induction to be used by all schools, TVET centres, NTTIs and Universities.</p>	<p>The guidance is co-developed amongst stakeholders and piloted.</p> <p>The Guidance is published and launched.</p> <p>The Guidance is disseminated.</p> <p>NTTIs and Universities are trained to implement the guidance on Teacher Induction.</p> <p># of learning institutions using the Guidance</p>	<p>TDMS</p>
<p>Strategic Objective (6.3): An induction Manual for Schools is developed to support the Induction Process, including support for School Mentors.</p>	<p>An induction manual is developed and disseminated to schools.</p> <p>A training programme for School mentors is developed.</p>	<p>TDMS</p>
<p>Strategic Objectives (6.4): To ensure that all Teachers who have qualified and acquired the Qualified Teacher Status (QTS) via pre-service training are offered an induction.</p>	<p># of Teachers who achieved QTS that have been enrolled in induction programme</p> <p>The Teacher Induction Guide is developed and disseminated to schools.</p> <p># of schools involved in the Teacher Induction programme.</p>	<p>TDMS</p>
<p>Strategic Objectives (6.5): To ensure that the expectations outlined in the National Teacher Education Syllabus are used to assess an NQT's performance at the end of the induction period.</p>	<p># of Teachers who achieved QTS that have been inducted successfully</p>	<p>TDMS</p>

7. CONTINUOUS PROFESSIONAL DEVELOPMENT

7.1 Introduction

The Teacher Education Policy 2023-30 points out that Continuous Professional Development (CPD) refers to the wide range of programmes, courses and other professional activities in which teachers might engage after becoming qualified (whilst they are “in service”) in order to develop continuously their professionalism. CPD is essential and critical to teacher professional development and the improvement of educational provision. The Policy sets out the following Strategic Goals:

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

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

7.2 The range of Continuous Professional Development

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

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

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

7.3 The Provision of CPD

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

7.4 Policy Summary and Strategic Steps

- Develop the programme of CPD by expanding the range on offer and the range of providers.
- Expand access to CPD for all teachers through decentralisation.

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

7.5. Implementation Matrix

CONTINUOUS PROFESSIONAL DEVELOPMENT		
Strategic Objective (7.1): Ensure that all CPD is underpinned by the Quality Framework for Teacher Education	% of CPD providers and programmes that reflect the Quality Framework Quality Framework for Teacher Education is incorporated into other National Policies relating to Teachers.	TDMS
Strategic Objectives (7.2): To identify priorities for CPD programmes to achieve quick impacts on the quality of teaching and learning outcomes.	Priorities for CPD are identified.	TDMS
Strategic Objectives (7.3): To expand the Continuous Professional Development (CPD) programme for all teachers in the country.	To review current CPD provision and identify opportunities to expand CPD # of new CPD programmes developed based on identified priorities. #TTIs delivering prioritized CPD programmes # Partner organisations delivering CPD programmes # of teachers who access CPD in each school	TDMS
Strategic Objectives (7.4): To establish a scholarships programme for teachers or employees to be known as the South Sudan Government and States Scholarships Programme (SSGSSP).	Scholarship programme is developed # of Teachers who benefited from the SSGSSP.	MoGEISS

Strategic Objectives (7.5): 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.	Based on priorities identified in 7.2, develop CPD courses to be run by school leaders Identify capacities of school leaders to lead CPD school-based training Develop a programme to train school leaders to deliver school based CPD # of Headteachers trained to deliver and monitor CPD # of Deputy Headteachers trained to deliver and monitor CPD # of Senior Teachers trained to deliver and monitor CPD	MoGEISS
Strategic objective (7.6): Encourage schools to work in clusters in support of collaborative professional development using the MOGEI approved School Cluster Guidance Document, 2016.	#schools working in clusters to enhance CPD # schools using approved School Cluster Guidance	MoGEISS
Strategic Objectives (7.7): To train all School Headteachers, Deputy Headteachers and teaching staff and school governing bodies on the school inspection system	# of Headteachers trained on the school inspection system. # of Deputy Headteachers trained on the school inspection systems # of Teachers trained on the school inspections system # of School Governing Bodies trained on the school inspection systems	MoGEISS
Strategic objective (7.8): To train school leaders and governing bodies to use the School Self-Evaluation Framework prior to the formal inspection by a team of School Inspectors including making good use of data on student Learning Outcomes.	School leaders who are trained to conduct School Self-evaluations #Governing Bodies trained to support and review School Self-evaluations # of schools that conducted self-evaluations	Directorate of School Inspection
Strategic Objectives (7.9): 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 # of CPD programmes funded by the Government.	MoGEISS

	\$ ear-marked for CPD programmes annually.	
	\$ ear-marked for CPD programmes annually.	
	\$ ear-marked for CPD programmes annually.	
	\$ ear-marked for CPD programmes annually.	

8. EQUALITY, DIVERSITY AND INCLUSION

8.1 Introduction

The Teacher Education Policy 2023-30 refers to the Ministry's commitment to promoting equality, diversity and inclusion in all aspects of General Education throughout the Republic of South Sudan to ensure no one is left behind. The Policy sets out the following Strategic Goals:

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

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

The Government believes that inclusive education is a public good. It is about ensuring that all children, regardless of race, gender, ethnicity, sexuality, religion, health status, family background/upbringing, disability or ability, are given the education and support to achieve their potential. The Government believes that education in South Sudan must be truly inclusive, universal and comprehensive. The South Sudan Inclusive Education Policy, 2021 highlights MOGEI's expectations and provides guidance on the effective implementation of inclusive education.

8.2 National Teacher Education Curriculum for Inclusion

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

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

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

8.3 Policy Summary and Strategic Steps

- Teacher training should adopt the inclusive practices outlined in the National Inclusion Policy so that all trainee teachers are given the opportunity to succeed.
- The National Teacher Education Curriculum should form the basis of all training programmes and materials for teachers. By doing so, trainee teachers will access training to support them to develop inclusive teaching practices.
- All teachers should become familiar with the National Inclusion Policy 2021 and, through training, be supported to implement the promoted principles within it.
- Teacher training should include an introduction to basic sign language and Braille.
- Teacher training should include supporting teachers to adopt teaching methodologies that adapt to the diverse needs of learners.
- All training for teachers should promote the Language Policy for South Sudan so that learners are taught in their mother tongue until P3.

- Learning assessments should be adapted to make fair judgements about learners with disabilities (physical, cognitive, social and emotional).
- Teachers should be trained to identify learners with special needs so that interventions of support can be put in place early.
- Teachers should be trained to support schools in developing effective systems, as set out in the Inclusion Policy, to support all learners. Teachers should know about procedures and resources to support all learners who need additional support.

8.4 Implementation Matrix

8. EQUALITY, DIVERSITY AND INCLUSION		
Strategic Objectives	Indicator	Key Stakeholder
Strategic Objectives (8.1): To ensure that all Teachers are trained to teach effectively according to the priorities and strategies presented in the Inclusive Education Policy	<p>Teachers are able to identify learners with special needs so that interventions of support can be put in place early.</p> <p>Conduct a scoping review to establish the feasibility of establishing an institute of inclusive education at Public/Private Universities and to provide teacher training programme on inclusive education.</p>	Directorate of Gender, Equity and Inclusion
Strategic Objective (8.2): To ensure all providers of teacher education are enabled to implement the objectives of the Inclusive Education Policy	<p># of QTS and CPD programmes that include training on assessing learners with disabilities</p> <p># Teacher training curricula that is reviewed in QTS and CPD programmes to ensure inclusive education principles and practices are included in general teacher training.</p> <p># CPD programmes that incorporate policy principles outlined in the Inclusion Policy (p.18 & 19)</p> <p># TTIs and Universities planning to make progress towards the Inclusive Education Objectives outlined in the Inclusion Policy</p> <p># of providers of teacher education who are trained to adopt the Inclusive Education Policy Standards (Section 3.)</p> <p>#Number of teachers wishing to specialise in Inclusive Teaching and Learning</p>	Directorate of Gender, Equity and Inclusion

Strategic Objectives (8.3): To implement the provisions of the National General Education Policy, 2017-2027, and the General Education Act, 2012, related to Inclusive Education.	All Teacher Training providers know, understand and are able to implement the recommendations in the National General Education Policy, 2017-2027, and the General Education Act, 2012, related to Inclusive Education.	Directorate of Gender, Equity and Inclusion
Strategic Objectives (8.4): To uphold the guiding principles outlined in the National Learning Assessment Policy, 2022-2030, related to learners with disabilities	# of QTS and CPD programmes that include training on assessing learners with disabilities	National Examinations Council
Strategic Objective (8.5): Assessments of teachers are adapted to make fair judgements about teachers with disabilities (physical, cognitive, social and emotional).	Training is developed to support teacher training providers to make fair judgements about teachers with disabilities. # of teacher training programmes adjusted to accommodate teachers with disabilities #of teachers that have received adjusted judgements in support of their disabilities	Directorate of Gender, Equity and Inclusion
Strategic Objectives (8.6): To introduce all Teachers to Universal Sign Language and the Braille system in schools	# of Teachers introduced to ways of teaching Universal Sign Language in schools. # of Teachers trained introduced to ways of teaching the Braille System in schools. # of TTIs delivering Teacher Education programmes embedding the teaching of Sign Language and the Braille System.	Directorate of Gender, Equity and Inclusion
Strategic Objectives (8.7): 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.	In-service course is developed to train teachers to adopt gender sensitive pedagogies based on the Pre-service courses. # of Teachers trained to promote gender-sensitive teaching in schools Course is developed to train tutors and other providers of teacher training to adopt gender sensitive pedagogies # of TTIs and Universities delivering Teacher Education programmes embedding gender-sensitive teaching.	Directorate of Gender, Equity and Inclusion

<p>Strategic Objectives (8.8): To recruit and train more female Teachers</p>	<p>Strategy is developed to attract more females into the teaching professions</p> <p>% increase in female teacher recruited into QTS programmes</p> <p>% of increase in female teachers employed</p>	<p>MoGEISS</p>
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9. ACCREDITATION, CERTIFICATION AND RECOGNITION OF QUALIFICATIONS

9.1 Introduction

The Teacher Education Policy 2023-30 refers to the need to establish consistent standards of provision across a range of providers. It is therefore important that there should be a system of accreditation to ensure that institutions are able to make an appropriate level of provision.

The policy requires a system of certifying the teacher training programmes offered (where the programme is not already nationally approved). The recognition of qualifications will usually be part of the process of certification but may need to separate where qualifications have a national equivalent.

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

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

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

9.2 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 register all candidates to be awarded qualifications prior to the external verification, and certification process.
4. To develop a system to recognise foreign teacher education qualifications and have South Sudanese qualification recognized elsewhere.

9.3 Policy Summary and Strategic Steps

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

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

9.4 Implementation Matrix

9. ACCREDITATION, CERTIFICATION AND RECOGNITION OF QUALIFICATIONS		
Strategic Objectives	Indicators of success	Key Stakeholders
Strategic Objectives (9.1): 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.	<p>The Regulations are developed between stakeholders, led by TDMS.</p> <p>The Regulations are launched and disseminated to the TTIs.</p> <p># of TTIs that have implemented the Regulations.</p>	MoGEISS
Strategic Objectives (9.2): To develop a system of registration and accreditation of teacher training institutions.	<p>The registration and accreditation system is co-developed and launched.</p> <p>The registration and accreditation system is disseminated to TTIs</p>	TDMS
Strategic Objectives (9.3): To ensure that all TTIs are registered and accredited with the Ministry in accordance with the provisions of the Policy, 2017-2027.	<p># of TTIs registered</p> <p>#of TTIs accredited</p>	MoGEISS
Strategic Objectives (9.4): To inspect all TTIs on regular basis.	<p>Inspection Framework for TTIs is developed</p> <p># of TTIs inspected.</p> <p># of TTIs that implemented the recommendations of the Inspection Teams.</p> <p># of TTIs that conducted self-evaluation or self-assessment prior to the visit of the Inspection Teams.</p> <p># of TTIs showing improvement</p>	Directorate of School Inspection and Juba University
Strategic Objectives (9.5): To register all candidates to be awarded qualifications prior to the external verification, and certification process.	# of courses that register candidates prior to external verification and certification process	MoGEISS

<p>Strategic Objectives (9.6): To develop a national qualifications framework for and provide training for Assessors, Internal Verifiers and External Verifiers of Teacher Education programmes.</p>	<p>The national qualifications framework for Assessors, Internal Verifiers and External Verifiers developed and launched.</p> <p>The national qualifications framework is disseminated to TTIs.</p> <p># of TTIs trained on the national qualifications' framework.</p> <p># of Assessors of Teacher Education programmes trained.</p> <p># of Internal Verifiers of Teacher Education programmes trained.</p> <p># of External Verifiers of Teacher Education programmes trained.</p>	<p>TDMS</p>
<p>Strategic Objectives (9.7): 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.</p>	<p>The Handbook is developed and launched.</p> <p>The Handbook is disseminated to TTIs.</p> <p># of TTIs trained on the Handbook.</p> <p># of Internal Verifiers using the Handbook.</p> <p># of candidates assessed.</p> <p># of candidates internally verified.</p> <p># of candidates registered with the NEC.</p>	<p>TDMS</p>
<p>Strategic Objectives (9.8): To recognise foreign teacher education qualifications.</p>	<p>The system for recognition of foreign teacher qualifications is developed.</p> <p># of foreign teacher qualifications recognised.</p>	<p>MoGEISS</p>

10. ASSESSMENT AND CERTIFICATION OF STUDENTS WITHIN TEACHER EDUCATION PROGRAMMES

10.1 Introduction

The Teacher Education Policy 2023-30 states that the assessment of students on Teacher Education programmes which lead to a national certificate requires an effective quality assurance mechanism to ensure parity across the range of institutions making the assessments. The policy sets out the following goals:

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

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

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

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

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

10.2 Policy Summary and Strategic Steps

The policy states that the Ministry and the National Examinations Council working with the Universities and NTTIs shall:

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

- Develop a guide for registration of teacher trainees with the National Examinations Council, or any other awarding body approved by the Council, for the purposes of external verification and certification.

10.3. Implementation Matrix

10. ASSESSMENT AND CERTIFICATION OF STUDENTS WITHIN TEACHER EDUCATION PROGRAMMES		
Strategic Objectives	Indicators of success	Key Stakeholders
Strategic Objectives (10.1): To develop a national framework for assessment and verification of students on programmes leading to a national certificate	<p>The national framework for assessment of students on courses leading to a national certificate is developed.</p> <p>The national framework for assessment and verification of students is piloted and reviewed.</p> <p>The National framework for assessment and verification of students is disseminated to NTTIs, Universities and other providers of courses which lead to a national certificate.</p>	TDMS and Juba University
Strategic Objective (10.2): Develop a handbook of assessment that will set out national procedures for assessment including internal and external verification.	A handbook is developed to outline procedures and practices for TTIs, Universities and other providers of national certificate courses to implement the National Framework for assessment and verification of students.	TDMS
Strategic Objective (10.3): Ensure that all Tutors and Lecturers who are assigned responsibility for making assessments or acting as internal or external verifiers are trained appropriately.	<p>A course is developed using the handbook to train tutors etc. to conduct assessments of students</p> <p>f) A course is developed to train some tutors to act as moderators of student assessments</p> <p>g) # of tutors trained to assess students</p>	TDMS
Strategic objective (10.4): Encourage institutions to work together co-operatively in moderation exercises to ensure that assessments are consistent.	# of institutions working collaboratively to moderate assessments of students	TDMS
Strategic objective (10.5): Ensure that the revision of	Courses for secondary teachers are revised to adopt assessment strategies promoted in	MoGEISS

<p>the courses leading to QTS for secondary school teachers contains an approach to assessment that is similar to that in the ECD and primary teachers' certificate with assessment clear activities, standards and criteria for each module.</p>	<p>the ECD/Primary Teacher Education Curriculum and the national framework for assessment and verification of students on programmes leading to a national certificate</p>	
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11. GOVERNANCE OF TEACHER EDUCATION

11.1. Introduction

The Teacher Education Policy 2023-30 emphasises the importance of the governance arrangements and partnership building amongst the key stakeholders to work together for the benefit of teachers in the county. The policy sets out the following Strategic Goals:

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

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

Given the volume of teachers to be trained in the Republic of South Sudan in the next seven years or so, it is absolutely necessary for the stakeholders to understand and fulfil their roles and build a strong partnership for teacher education in the country.

11.2. Policy Summary and Strategic Steps

The policy requires the Government to work with stakeholders to achieve the following strategic priorities/objectives:

- 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.
- 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.
- 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.
- To fulfill the mandate of the South Sudan Examinations Council in accordance with Section 10 of the South Sudan Examinations Council Act, 2011.
- 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.
- To ensure that the Development Partners and other stakeholders fulfil their roles as per the National Teacher Education Policy, 2023-2030.
- To mobilise Donors to implementation of the National Teacher Education Strategy, 2023-2027.

11.3. Implementation Matrix

11. GOVERNANCE OF TEACHER EDUCATION		
Strategic Objectives	Indicators of success	Key Stakeholders
Strategic Objectives (11.1): To ensure that the Ministry performs the roles and responsibilities assigned to it by the Constitution, 2011	The National Teacher Education Policy, 2023-2030, is launched and implemented.	MoGEISS
	The National Teacher Education Strategy, 2023-2027, is launched and implemented.	

<p>(amended 2019), the General Education Act, 2012, Section 8(1) and the National General Education Policy, 2017-2027.</p>	<p>The Annual Budget is prepared with an allocation for Teacher Education.</p> <p># of Tutors in National Teacher Training Institutes trained</p> <p># of Teachers in National Secondary Schools trained</p> <p># of Teachers in National Primary and ECD Schools trained</p>	
<p>Strategic Objectives (11.2): To fulfil 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.</p>	<p>The annual budget for General Education, including Teacher Education, is prepared.</p> <p>The Annual Budget book reflects the additional budget allocation made by the State or Administrative Area for Teacher Education.</p> <p># of Teacher Trainers trained to train Teachers in the State or Administrative Area</p> <p># of Teachers who achieved QTS in the State or Administrative Area.</p> <p># 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.</p>	MoGEISS
<p>Strategic Objectives (11.3): To fulfil the mandate of the County Education Departments in accordance with the National General Education Policy, 2017-2027 and the General Education Act, 2012.</p>	<p>The Annual Budget is prepared with an allocation for Teacher Education.</p> <p># of qualified Teacher Trainers deployed to train Teachers in each County</p> <p># of Teachers trained in each County</p> <p># of Teachers inducted in each County</p>	MoGEISS and CECs
<p>Strategic Objectives (11.5): To ensure that all teacher training institutions in the Republic of South Sudan fulfil their roles as per the National Teacher Education Policy, 2023-2030.</p>	<p># of Teacher Education Programmes delivered.</p> <p># of Teachers trained</p> <p># of Candidates registered for Teacher Education Certificates</p>	TDMS

	<p># of Candidates awarded Teacher Education Certificates</p> <p># of Teachers awarded QTS</p>	
<p>Strategic Objectives (11.6): To ensure that the Development Partners and other stakeholders fulfill their roles as per the National Teacher Education Policy, 2023-2030.</p>	<p># of Teacher Education Programmes funded.</p> <p># of Teachers trained</p> <p># of Candidates registered for Teacher Education Certificates</p> <p># of Candidates awarded Teacher Education Certificates</p> <p># of Teachers awarded QTS</p>	<p>MoGEISS</p>
<p>Strategic Objectives (11.7): To mobilise the Donors to implementation of the National Teacher Education Strategy, 2023-2027.</p>	<p># of Teacher Education Programmes funded by the donors.</p> <p># of Teachers trained (by gender, disability) with funds from the donors.</p> <p># of Teachers trainers trained (by gender, disability) with funds from the donors.</p> <p># of Education Managers trained (by gender, disability) with funds from the donors.</p> <p># of TTIs with capacity built with funds from donors.</p> <p># of Ministries at the level of the State and Administrative Area with capacity built with funds from donors.</p> <p># of County Education Departments with capacity built with funds from donors.</p> <p># of National Secondary Schools with capacity built with funds from donors.</p> <p>\$ invested by the donors in Teacher Education programmes.</p>	<p>MoGEISS</p>

12. INSPECTION OF TEACHER EDUCATION PROVISION

12.1 Introduction

The Teacher Education Policy 2023-30 emphasises that Inspection is a very important driver for quality improvement, and it sets out the following Strategic Goals:

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

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

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

12.2 Policy Reforms

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

(ii) The Ministry will develop and implement a national inspection framework for inspection of all institutions providing teacher training in the Republic of South Sudan.

12.3 Inspection Frameworks in South Sudan

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

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

12.4 Policy Summary and Strategic Steps

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

12.5 Implementation Matrix

12. INSPECTION OF TEACHER EDUCATION PROVISION

Strategic Objectives	Indicators of success	Key Stakeholders
Strategic Objectives (12.1): 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.	<p>Technical committee to develop the Inspection Framework & Handbook is constituted</p> <p>The Framework is developed.</p> <p>The Handbook is developed.</p> <p>The Handbook is disseminated to TTIS.</p> <p>#TTIS inducted into TTI Inspection Framework</p>	Directorate of School Inspection and TDMS
Strategic Objective (12.2): To ensure that a pilot of the TTI Inspection Framework is conducted and that outcomes inform final version of the Framework and Handbook.	<p>TTI Inspection Framework and Handbook is piloted.</p> <p># of institutions involved in Pilot</p> <p>TTI Inspection Framework and Handbook is reviewed and finalized in line with outcomes from Pilot.</p>	Directorate of School Inspection and TDMS
Strategic Objectives (12.3): To develop an TTI 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.	<p>Technical committee to develop the Self-Evaluation Framework & Handbook is constituted</p> <p>A pilot is conducted of the self-evaluation framework. Outcomes are used to review the Self-evaluation Framework to create a final version.</p> <p>The Self-evaluation Framework is developed.</p> <p>The Self-evaluation Handbook is developed.</p> <p>The self-evaluation Framework and Handbook is disseminated to TTIs.</p> <p># of TTIs inducted into the Self-evaluation Framework</p> <p># TTIs that conduct self-evaluations</p>	Directorate of School Inspection and TDMS
Strategic Objectives (12.4): To ensure that all TTIs develop and implement their Improvement Plans, which shall primarily be based on the recommendations of the inspection reports.	<p>TTI Improvement Plans are based on outcomes from Inspection.</p> <p># of TTIs that developed an Improvement Plan.</p> <p># of TTIs that implemented their Improvement Plans.</p>	Directorate of School Inspection and TDMS
Strategic Objectives (12.5): To publish a comprehensive	The annual inspection report is published and launched.	Directorate of School

<p>annual TTI inspection report in line with the aims of the Framework.</p>	<p>The annual inspection report is disseminated and shared with all stakeholders</p> <p># of TTIs that receive copies of the Annual Inspection Report</p> <p>Recommendations of the annual report implemented.</p>	<p>Inspection and TDMS</p>
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13. DIGITAL TRANSFORMATION AND LEARNING

13.1 Introduction

The Teacher Education Policy 2023-30 refers to the need to develop Digital Transformation and Learning in the Republic of South Sudan.

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

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

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

The policy refers to the importance of digital learning and transformation as a prerequisite for us to achieve SDG 4 and the rest of the SDGs and the strategic goal (2) of the South Sudan Vision 2040, to promote innovation, productivity and prosperity in our country.

Digital Transformation and learning can create unlimited opportunities for Teachers to enrol in and successfully complete teacher education programmes and in so doing speed up the process of achieving the Qualified Teacher Status (QTS). UNESCO has stated that:

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

UNESCO, Digital learning and transformation of education, February 2023.

13.2 Policy Reforms

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

- Implement the policy reforms related to the use of ICT in Education (MoGEI, 2017, p. 58) to ensure that teachers and learners bridge the digital divide.
- Provide training for teachers to use ICT to improve the quality of teaching, to promote learning and improve learning outcomes for all learners.
- Make arrangements for the procurement of devices for teachers and learners in all public schools to overcome the challenge of acquiring devices and promote digital transformation.
- Promote digital learning and transformation in higher education institutions and schools, including by digitalising the new textbooks and teacher guides, encouraging

teachers and learners to use open-source digital learning resources and digital libraries and by building and maintaining free, public digital content and platforms to accelerate learning.

- Create a conducive environment to promote digital connectivity and access to the Internet in all schools and higher education institutions by 2030.
- Ensure digital learning initiatives benefit the most disadvantaged and hardest to reach groups of learners, including learners with disabilities or special educational needs.
- Encourage teachers to use ICT to build a strong foundation for promoting lifelong learning as well as preparing children, youth and adults for a rapidly changing world and digitalised labour markets.
- Develop policies and programmes for the provision of quality distance and online learning in higher education, with the use of technology, including the Internet, online courses and other available modalities that meet the accepted quality standards to improve access.

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

13.3 Strategic Priorities or Objectives

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

- 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.
- To provide training for Teachers to use ICT to improve the quality of teaching, to promote learning and improve learning outcomes for all learners.
- 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.
- 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.
- To create a conducive environment to promote digital connectivity and access to the Internet in all schools by 2030.
- To ensure digital learning initiatives benefit the most disadvantaged and hardest to reach groups of learners, including learners with disabilities or Special Educational Needs.
- To invest significant financial resources in digital transformation and learning over the next 10 years or so.

13.4 Policy Summary and Strategic Steps

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

- Teacher training programmes should ensure that they provide opportunities for teachers to develop awareness and skills relating to the use of technology to enhance their teaching.
- Teacher training providers should be supported to explore the use of digital solutions to enhance their capacities to monitor the delivery of teacher education programmes.

13.5 Implementation Matrix

13. DIGITAL TRANSFORMATION AND LEARNING		
Strategic Objectives	Indicators of Success	Key Stakeholders
Strategic objective (13.1): The Ministry and partners should work with educational technology experts and organisations to deepen their understanding and awareness of the range of technological solutions that are available and appropriate to enhance the quality of teaching and learning in South Sudan.	<p>Digital Research and Review of contemporary digital solutions that are available to support teaching and learning and that are appropriate to the context of South Sudan</p> <p>Report of Digital Research and Review produced and disseminated to stakeholders.</p> <p>Promising digital solutions to improving teacher education are identified and piloted</p>	MoGEISS
Strategic Objectives (13.2): To consider how ICT can enhance Continuous Professional Development (CPD) for all teachers.	<p>Opportunities for ICT in CPD identified</p> <p># of CPD programmes developed that use ICT.</p> <p># of Teachers trained through the use of ICT.</p> <p># of TTIs with the capacities for ICT related CPD</p>	TDMS
Strategic Objectives (13.3): 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.	<p>Research and Review of the status of the use of ICT in TTIs, Universities and other teacher training providers</p> <p># training programmes adapted to bridge the digital divide</p>	MoGEISS
Strategic Objectives (13.4): To provide support and training to NTTIs and other teacher training providers to ensure that all teachers are trained to used ICT effectively.	<p>Digital literacies of teacher trainers explored to identify gaps in understanding and skills relating to the use of ICT</p> <p>Support provided to NTTIs to develop training around the use of ICT in schools</p>	TDMS

	% of teachers using ICT to promote learning.	
Strategic Objectives (13.5): To make arrangements for the procurement of devices for Teachers in all public schools to overcome the challenge of acquiring devices and promote digital transformation.	# of ICT devices for Teachers procured.	MoGEISS
Strategic Objectives (13.6): To ensure teachers are trained to use digital learning initiatives that benefit the most disadvantaged and hardest to reach groups of learners, including learners with disabilities or Special Educational Needs.	# of digital learning initiatives implemented. # of Teachers involved in the digital learning initiatives to address support needed for disadvantaged groups of learners	TDMS

14 FINANCING TEACHER EDUCATION

14.1 Introduction

The Teacher Education Policy 2023-30 emphasises that the financing of Teacher Education programmes is critical. More than 60,000 teachers cannot be trained within the next seven years or so without investment of substantial financial resources. For this reason, this chapter is dedicated to financing of teacher education and aims to achieve the following Strategic Goals:

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

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

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

14.2 Domestic Financing

The Government will implement the following reforms:

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

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

14.3 Donor Financing

The Ministry and the stakeholders will implement the following reforms:

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

14.4 Policy Summary and Strategic Steps

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

- 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.

- To allocate finances from within the annual budget for General Education for Teacher Education in the States and Administrative Areas.
- 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.
- To secure funds from within the resources of the Counties for Teacher Education.
- 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.
- To mobilise funds from the donor community for Teacher Education throughout the Republic of South Sudan.
- 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.

14.5 Implementation Matrix

14 FINANCING TEACHER EDUCATION		
Strategic Objectives	Indicators of success	Key Stakeholders
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. The Annual Budget is approved by the National Legislature. The Annual Budget is approved by Cabinet The Annual Budget is executed as planned.	MoGEISS
Strategic Objectives (14.2): To allocate finances from within the annual budget for General Education for Teacher Education in the States and Administrative Areas.	Annual teacher education budget of SMoE is allocated The annual budget of each Ministry at the level of the State or Administrative shows an allocation for Teacher Education. The Annual Budgets of the Ministries at the level of the State or Administrative are executed as planned.	MoGEISS
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. The Annual Budgets of the Ministries at the level of the State or Administrative are executed as planned.	MoGEISS

	<p>\$ allocated by the States and Administrative Areas for Teacher Education annually.</p> <p># of States and Administrative Areas allocating additional financial resources for Teacher Education.</p>	
<p>Strategic Objectives (14.4): To secure funds from within the resources of the Counties for Teacher Education.</p>	<p>The annual budget of each County Education Department shows an additional allocation from within the resources of the County for Teacher Education.</p> <p>The Annual Budgets of the CEDs are executed as planned.</p> <p>\$ allocated by the Counties for Teacher Education annually.</p> <p># of Counties allocating additional financial resources for Teacher Education.</p>	MoGEISS
<p>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.</p>	<p>Situation Analysis is conducted to identify strengths and weaknesses of the Ministry to promote sound financial management and robust accountability.</p> <p>Outcomes from the Situation Analysis of the National Ministry are used to co-design a state, administrative and county level situational analysis of financial management.</p> <p>Plans are developed with stakeholders to boost financial management at each level.</p> <p>Monitoring and review framework is developed to support progress towards more robust financial accountability</p> <p>Capacity building priorities are identified relating to the institutional capacities of the Ministries of Education at the level of the State and Administrative Area which are most relevant to fulfilling their role to promote Teacher Education.</p> <p>Plans are developed to build the institutional capacities of the CEDs to fulfil their role to promote Teacher Education.</p> <p>\$ allocated for capacity building for Teacher Education annually</p>	NGOs and Donor agencies
<p>Strategic Objectives (14.6): To mobilise funds from the donor community for Teacher</p>	<p>\$ mobilised from the donor community for Teacher Education in the country.</p>	MoGEISS

<p>Education throughout the Republic of South Sudan.</p>	<p># of Teacher Education programmes supported by donor funds.</p> <p># of Teachers benefiting from Teacher Education programmes supported by donor funds.</p> <p># of Learners benefiting from Teacher Education programmes supported by the donor funds.</p> <p># of schools benefiting from Teacher Education programmes supported by the donor funds.</p>	
<p>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.</p>	<p># of institutions that are compliant with the provisions of the Policy, 2017-2027 related to public financial management and accountability.</p> <p>Compliance with the provisions of the General Education Act, 2012, Section 16 related to public financial management and accountability.</p> <p>Compliance with the provisions of the Public Financial Management and Accountability Act, 2011.</p> <p>Compliance with the Public Procurement Act, 2013.</p>	<p>MoGEISS</p>

15. POLICY IMPLEMENTATION, MONITORING, RESEARCH AND EVALUATION

15.1 Introduction

The Teacher Education Policy 2023-30 outlines the mechanisms to be used for the implementation, monitoring, research and evaluation of the Policy and aims to achieve the following Strategic Goals:

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

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

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

The Policy sets out principles of governance arrangements and emphasises the importance of Monitoring, Research and Evaluation, and 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 Policy Implementation

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

15.3 Policy Summary and Strategic Steps

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

- To oversee implementation of the National Teacher Education Policy, 2023-2030 and National Teacher Education Strategy, 2023-2027.
- To monitor and evaluate implementation of the Strategy through the National Education Forum, State Education Forums, Administrative Area Forums and County Education Forums.
- 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.
- To establish and maintain a Teacher Management Information System (TMIS) and credible payroll system.
- 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.

- To conduct research related to teacher education, disseminate the findings of all research reports and, if necessary, implement the recommendations.
- To build the capacity of the stakeholders in policy implementation, monitoring and evaluation and research.
- To embed selected data collection relating to Teacher Education into EMIS and the General Education Annual Review

15.4 Implementation Matrix

15. POLICY IMPLEMENTATION, MONITORING, RESEARCH AND EVALUATION		
Strategic Objectives	Indicators of Success	Key Stakeholders
Strategic Objectives (15.1): To oversee implementation of the National Teacher Education Policy, 2023-2030 and National Teacher Education Strategy, 2023-2027.	<p># of meetings of the National Education Forum (NEF) discussing matters related to implementation of the Policy and Strategy.</p> <p># of resolutions of the meetings of the National Education Forum (NEF) related to implementation of the Policy and Strategy.</p> <p># of reports received from the Education Forums at the level of State and Administrative Area related to implementation of the policy and Strategy.</p>	MoGEISS
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.	<p># of meetings of the National Education Forum (NEF) discussing matters related to implementation of the Policy and Strategy.</p> <p># of resolutions of the meetings of the National Education Forum (NEF) related to implementation of the Policy and Strategy.</p> <p># of meetings of the State Education Forums (SEFs) discussing matters related to implementation of the Policy and Strategy.</p> <p># of resolutions of the meetings of the State Education Forum (SEFs) related to implementation of the Policy and Strategy.</p> <p># of reports received from the Education Forums at the level of State and Administrative Area related to implementation of the policy and Strategy.</p> <p># of meetings of the County Education Forums (CEFs) discussing matters related to implementation of the Policy and Strategy.</p>	MoGEISS

	<p># of resolutions of the meetings of the County Education Forum (CEFs) related to implementation of the Policy and Strategy.</p> <p># 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.</p>	
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.	<p># of Education Managers trained in the Ministry and allied institutions.</p> <p>Institutional capacity building completed for the Ministry and allied institutions.</p> <p># of Education Managers trained in the Ministries of Education at the level of the State and Administrative Area.</p> <p># of Ministries of Education at the level of the State and Administrative Area with institutional capacity building completed.</p> <p># of Education Managers trained in the CEDs.</p> <p># of CEDs with institutional capacity building completed.</p> <p># of Education Managers trained annually.</p>	MoGEISS
Strategic Objectives (15.4): To establish and maintain a Teacher Management Information System (TMIS) and credible payroll system.	<p>The Teacher Management Information System is developed and launched.</p> <p>The TMIS is populated with the necessary data including unique ID, Birth Certificate, Qualifications, Photo & biometric data.</p> <p># of Teachers on the Payroll.</p> <p>% of Teachers paid using the payroll.</p>	TDMS
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.	<p># of Education Managers trained in the Ministry and allied institutions.</p> <p># of Education Managers trained in the Ministries of Education at the level of the State and Administrative Area.</p> <p># of Education Managers trained in the CEDs.</p> <p># of Education Managers trained annually</p>	MoGEISS TDMS

	# of Education Managers trained and promoted	
Strategic Objectives (15.6): To conduct research related to teacher education, disseminate the findings of all research reports and, if necessary, implement the recommendations.	<p># of research projects on Teacher Education implemented</p> <p># of reports generated by research projects on Teacher Education.</p> <p># of research projects on Teacher Education, whose findings or recommendations were implemented.</p>	TDMS and Juba University
Strategic Objectives (15.7): To establish capacities of the stakeholders in policy implementation, monitoring and evaluation and research in order to develop a Capacity Building Plan for stakeholders in support of effective Policy Implementation.	<p>Research conducted into capacities of stakeholders to implement the Teacher Education Policy</p> <p>Priorities for Capacity Building identified, and plans developed to address gaps in capacity.</p> <p># of national stakeholders supported to develop capacities relating to policy implementation.</p> <p># of State or Administrative Area stakeholders supported to develop capacities relating to policy implementation.</p> <p># of County stakeholders supported to develop capacities relating to policy implementation.</p> <p># of national stakeholders supported to monitor and evaluation the implementation of the Policy.</p> <p># of State or Administrative Area stakeholders supported to monitor and evaluation of the implementation of the Policy.</p> <p># of County stakeholders supported to monitor and evaluation the implementation of the Policy.</p> <p># of national stakeholders supported to conduct research into effective strategies for Teacher Education</p> <p># of State or Administrative Area stakeholders supported to conduct research into effective strategies for Teacher Education</p> <p># of County stakeholders supported to conduct research into effective strategies for Teacher Education</p>	TDMS and MoGEISS

Strategic Objective (15.8): To establish data collection relating to Teacher Education as part of EMIS and General Education Annual Review	<p>Data points for EMIS and GEAR identified Data collected and reviewed via EMIS and GEAR.</p> <p>EMIS and GEAR data relevant to Teacher Education used to inform strategies to implement the Teacher Education Policy.</p>	MoGEISS and TDMS

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