

**GOVERNMENT OF THE  
REPUBLIC OF SOUTH SUDAN  
MINISTRY OF GENERAL  
EDUCATION AND  
INSTRUCTION  
(MoGEI)**

**POLICY FOR ALTERNATIVE  
EDUCATION SYSTEMS**

**(REVISED DRAFT DEC, 2024-2029)**

## FOREWORD

Getting relevant education is the key to securing better living prospects for every member of society. However, for many South Sudanese, accessing basic education remains a huge challenge. In South Sudan, education has been adversely affected by continuous civil wars, resulting in one of the worst illiteracy rates in the world. With only 34.52% of the current adult population that can read and write according to the South Sudan National Bureau of Statistics per 2018, and limited formal education opportunities, that has an impact on sustainable peace and economic productivity in the country.

The Ministry of General Education and Instruction (MoGEI) and before that the SPLM secretariat of Education (SOE) in 2002 has provided seven flexible education programs to cater for different groups of disadvantaged people through its Directorate of Alternative Education Systems (AES). This has helped disadvantaged learners who either completely missed out on formal education or dropped out of school as a result of conflict, cultural barriers and severe poverty.

To focus our efforts and vision to ensure we are all working towards the same goal, in line with the General Education Strategic Plan (GESP) 2023 to 2027, all AES stakeholders have come together to review the AES policy. It has been a collaborative process involving national MoGEI Directorates and AES centers, AES Directors, and development partners particularly Plan International who has supported the AES policy review process with funding from Education Cannot Wait (ECW). The adoption of the AES Policy is a crucial milestone for the AES Directorate not forgetting the impact it will have on the lives of millions of disadvantage children, youth and adults including learners with disabilities.

This policy will provide the MoGEI, donors, development partners and stakeholders with the key objectives and strategies to provide access to basic education for out of school children, youth and adults in our efforts to combat illiteracy in South Sudan.

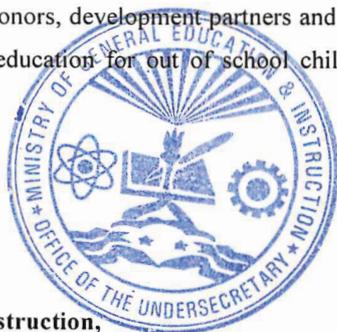
  
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## Acknowledgments:

We extend our heartfelt gratitude to all stakeholders, community members, educators, and organizations who contributed to the development of this Alternative Education Systems (AES) Policy. Your dedication and support are invaluable to advancing education in South Sudan.

This policy document is a comprehensive guide to implementing and managing Alternative Education Systems (AES) in South Sudan. It aims to provide clear directives and support for educators, administrators, and policymakers to ensure that all children, youth and adults including learners with disabilities in South Sudan have access to quality education.

We also express our gratitude to Plan International for providing both technical and financial support for reviewing the AES Policy (As well recognizing the contribution of MoGEI).

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## List of Abbreviations

fAES	Alternative Education Systems
AFE:	Agro Forestry Education
ALP:	Accelerated Learning Program
APEPT:	Accelerated Primary Education Program for Teachers
ASEP:	Accelerated Secondary Education Program
BAL&LLP:	Basic Adult Literacy and Lifelong Learning Programs
CBO:	Community Based Organizations
CGS:	Community Girls School
CPA:	Comprehensive Peace Agreement
CP:	Child Protection
EFA:	Education for All
EMIS:	Education Management Information System
FAL:	Functional Adult Literacy
GBV:	Gender Based Violence
GDP:	Gross Domestic Product
GESP:	General Education Strategic Plan
GOSS	Government of South Sudan
IEC	Intensive English Course
INEE:	International Network for Education in Emergencies
IT:	Information Technology
MOGEI	Ministry of General Education and Instruction
NGO:	Non-Government Organization
NTTI:	
PEP:	Pastoralist Education Program
PST:	Professional Studies for Teachers
PTA	Parent Teacher Association
PWDs:	Persons with Disabilities
RABEA:	Radio Based Education for All
SMC:	School Management Committee
SMOE	State Ministry of Education
SoE:	Secretariat of Education
SPLA:	Sudan People's Liberation Army

SPLM: Sudan People's Liberation Movement  
SSIRI: South Sudan Interactive Radio Instruction  
TVET: Technical and Vocational Education Training  
TWG: Technical Working Group

## 1.0 Introduction

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South Sudan achieved independence from Sudan in 2011, signifying a significant turning point in its history. Nevertheless, the country encountered a multitude of challenges, such as persistent conflict, political instability, and economic struggles.

The history of alternative education systems in South Sudan is deeply intertwined with the country's struggle for independence, decades of civil war, and subsequent efforts to rebuild after gaining independence in 2011

Alternative education systems have become increasingly crucial in reaching children who are unable to attend formal schools due to conflict, displacement, cultural barriers, gender-based violence in schools, lack of psychosocial support, poverty, lack of qualified teachers, negative attitudes towards learners with disabilities or lack of infrastructure. There was a significant increase in community-based education programs, accelerated learning initiatives, and informal education centers as the push to make education more accessible and friendly to all categories of learners. Although some efforts have been made, the accessibility of quality education continues to pose a significant challenge in South Sudan. Teacher shortages, inadequate facilities, and limited resources are among the obstacles that impede progress.

Alternative education systems have been crucial in South Sudan's history, providing learning opportunities to children and communities affected by conflict, poverty, and marginalization. Although progress has been made in improving access to education, it is crucial to continue investing and staying committed to ensure that every child in South Sudan has the chance to receive a quality education and create a better future for lifelong learning to benefit themselves and their nation.

The (AES) policy under the Ministry aims to address education challenges faced by all disadvantaged learners in South Sudan. The AES policy will be implemented in accordance with the Education Act (2012) and the General Education Strategic Action Plan (GESAP) 2023-2028 and relevant education policy documents. The policy document is complemented by an AES Strategic Plan and revised Implementation Guide that outlines the strategies for creating a nation that values literacy and lifelong learning.

## 1.1 Background

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The government of South Sudan has been dedicated to ensuring education opportunities for all its citizens, regardless of age, socio-economic background, gender and inclusion, religions, ethnicity etc. since the signing of the 2005 Comprehensive Peace Agreement (CPA). AES was established in 2002 under the Sudan People's Liberation Movement (SPLM) Secretariat of Education (SoE) and later confirmed by the CPA (2005). Its purpose is to offer education to individuals who are not attending traditional schools, such as out-of-school children, youth, adults, and even members of the organized armed forces. The AES Directorate has expanded its education programs to offer various pathways for individuals to become literate and educated members of society. The Nine AES programs include the Accelerated Learning Program (ALP), Community Girl Schools (CGS), Pastoralist Education Program (PEP), Basic Adult Literacy Program and Lifelong Learning (BALP&LLP), Intensive English Courses (IEC), South Sudan Interactive Radio Instruction (SSIRI), Accelerated Secondary Education Program for teachers (ASEP), Functional Adult Literacy Program (FALP) and Accelerated Primary Education Program for Teacher (APEPT).

The 2023 Annual Education Census reveals that the enrollment figures for AES in 2022 were 66,808 and increased to 78,631 in 2023. The ALP enrollment stands at 76,061, with 37,910 male students and 38,242 female students. On the other hand, the PEP enrollment is 69, with 60 male students and 9 female students. The enrollment at CGS is 930, with 423 male students and 507 female students. At FALP, the enrollment is 1,030, with 582 male students and 448 female students. The ASEP enrollment is 541, with 378 male students and 164 female students. Unfortunately, the education census did not include statistics for learners with disabilities, APEPT and IEC.

## 2.0 Situation Analysis

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Throughout South Sudan's history, AES has played a critical role in providing learning opportunities to all children and communities affected by conflict, poverty, and marginalization. While significant strides have been made in expanding access to education, sustained investment and commitment are needed to ensure that all children in South Sudan have the opportunity to receive a quality education and build a brighter future for themselves and their country.

The 2023 AEC report reveals a 12% jump in pupil/learner enrolment for operational schools. The total student body rose from 1,974,667 in 2022 to 2,215,494 in 2023. However, at all levels, boys make up a majority (53%) compared to girls. Interestingly, the gender gap narrows in Alternative Education System (AES) centers to less than 1%. Even more strikingly, Agricultural Secondary and Commercial Schools under TVET saw more female students than male students.

However, despite the enrolment increase, attendance remains a concern across levels of education. The average headcount attendance across operational schools stood at 70%, implying that 3 out of every 10 enrolled students were absent during the visit. The 2023 Annual Education Census (AEC) revealed that out of the 7,737 pre-primary, primary, secondary, alternative education system (AES) schools and TVET centers reached, 83% were operational.

In the 2023 AEC, the number of enrollees in AES centers that were reached saw a significant increase of 18% compared to the previous year. The total number reached was 78,631, up from 66,808 in 2022. Out of the total number of AES centers, 74% were found to be operational, which amounted to 429 out of 583. Figure 12 illustrates the AES centers in each State that are not performing optimally, as well as the percentage of AES centers that have been reached during the AEC. Upon closer examination of TVET formal courses, an intriguing pattern emerges in the Education sector.

In the 2023 AEC, the informal courses exhibit a variety of patterns across different courses, including some courses that do not have any learners. Regrettably, there were no participants for the following TVET Courses: Animal production, Civil-Engineering-Drawing, Culture and-Sports, Horticulture, Engineering Drawing, Mining, Refrigeration Cooling-System, Technical Drawing, and Tourism-Travel.

The pupil/learner-classroom ratio is highest in primary schools at 89, followed by pre-primary schools, secondary schools, and AES schools/Centers at 58, 50, and 44 respectively (AEC, 2023).

According to the 2023 AEC, the proportion of permanent classrooms is highest among Private-owned schools (83%) followed by Faith-Based Organizations owned schools (68%) as shown in table 10 below. This confirms the expected advantageous resource disposition that private possess. Community owned schools are worth noting due to their high number of classrooms, although they have the lowest proportion of permanent classrooms. The strong sense of community can play a crucial role in providing the necessary support for teachers, which is essential in addressing the issue of non-operational schools. It has been observed that a shortage of teachers is a significant factor leading to the closure of schools.

### 3.0 Rationale

The Education Act (2012) article 9.2 highlights the objective of Alternative Education Systems in the Republic of South Sudan, which is to offer learning opportunities to individuals who have not had access to formal education in the basic education system, as well as those who have never been enrolled in basic education. The Education Act also emphasizes the importance of adult and lifelong learning, with the aim of eliminating illiteracy, enhancing the employability of young people and adults, and fostering lifelong learning for all citizens.

The MoGEI faces a significant challenge in combating illiteracy and establishing a formal education system that can accommodate all children and youth. The geographical context of South Sudan is incredibly diverse, with a wide range of cultural differences, livelihoods, and learning needs that must be considered. The AES Directorate offers non-formal education programs that focus on providing basic literacy, numeracy, and primary level education to out-of-school children, youth, and adults across South Sudan. The system works in conjunction with formal education to offer various avenues for enrollment in primary, secondary, vocational, or adult education. AES aims to support the reintegration of out of school children and over aged youth into the formal education settings. This program offers instruction in both national languages and English, with a focus on improving the English skills of Arabic pattern teachers and non-English speakers.

Through the implementation of accelerated learning classes and the exclusion of older children and youth already attending formal primary schools, AES can alleviate the strain on primary school capacities. The ALP learners have the option to leave ALP classes and return to primary school at the appropriate age, or they can complete their level four in years and then move on to secondary education or NTTI.

The potential limitations on primary enrolment for children of the appropriate age could greatly affect the educational opportunities available to older children. These older children will then become part of the 1.4 million children and youth, many of whom live in rural areas, who do not have access to basic education services.

This program offers a wide range of options in terms of timing, location, and delivery method (fixed, mobile, or by radio), making it accessible to individuals with work and family responsibilities. It provides educational opportunities that can effectively support and enhance their professional lives. The education provided can be tailored to the specific learning and lifestyle needs of the most disadvantaged youth and adults, such as girls and women, street working children, adults in prisons, organized armed forces and their children, and Agropastoral.

The rationale for AES in South Sudan is multifaceted, driven by the need to address various challenges and ensure equitable access to quality education for all. This is a compelling mandate for the continuation of AES. It aims to offer a well-structured and adaptable basic education to the large number of individuals in South Sudan who have been deprived of or unable to pursue formal education due to the long-standing armed conflict and other systematic barriers to formal education settings.

## 4.0 Policy Context

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The policy is based on national and international standards that recognize the importance of literacy and basic education as essential human rights. The government of South Sudan recognizes the importance of education as a fundamental human right and is actively striving to meet the Education for All (EFA) goals and objectives by 2022(rephrased to SDG-4). The policy has been carefully crafted with a focus on conflict sensitivity, taking into account the INEE Guiding Principles on Integrating Conflict Sensitivity in Education Policy and Programming in Conflict-Affected and Fragile Contexts.

The Comprehensive Peace Agreement (CPA, 2005); the interim and the transitional constitution of the Republic of South Sudan (2011) recognize the importance of fundamental human rights, such as the right to literacy and basic education for all citizens. In accordance with the Education Act (2012), article 6 explicitly states that primary education must be provided to all citizens free of charge and with ease of access. Article 9 stipulates that the government shall provide free basic adult education to all citizens.

The General Education Strategic Plan (GESP) 2023-2028 has identified two key strategic goals to tackle illiteracy in South Sudan: increasing access to formal education and promoting adult literacy and lifelong learning. These goals are crucial in addressing the urgent need for literacy improvement in the country. The AES Directorate currently oversees literacy program, with a focus on meeting the education needs of out of school children and youth and other marginalized group of people. However, the efforts to eliminate illiteracy in adults will persist as these needs are not adequately addressed. Thus, a comprehensive national policy, strategy, and set of standards have been formulated in collaboration with the AES policy to foster adult literacy and lifelong learning.

AES programs are essential for reaching populations that are underserved or marginalized by the conflicts/war including other factors such as cultural barriers, climate change etc. in the country, expanding access to education. Alternative education programs in South Sudan offer valuable opportunities for children and adults in remote or conflict-affected communities, where infrastructure is limited and access to schooling is scarce.

South Sudan has been plagued by conflict and internal displacement for many years, which has had a devastating impact on the education of millions of children, youth and adults including those with disabilities. Education initiatives, such as community-based schools and mobile learning programs, play a crucial role in minimizing the effects of conflict by ensuring that learning opportunities are available consistently, even in areas that are unstable or difficult to access.

**Meeting Diverse Learning Needs:** AES programs are frequently designed with flexibility and adaptability in mind, ensuring they can meet the diverse learning needs of students. In South Sudan, it is crucial to consider the linguistic and cultural diversity, as well as the variations in educational background and ability levels among learners. Alternative education programs provide customized learning experiences that cater to a variety of learning styles and preferences.

AES programs place a strong emphasis on promoting inclusivity and equity, making sure that every learner, regardless of their gender, ethnicity, socioeconomic status, or disability, is given equal opportunities to participate in education. By actively engaging with vulnerable and marginalized groups, including girls, children with disabilities, and internally displaced persons (IDPs), AES plays a crucial role in addressing educational inequalities and ensuring equal opportunities for all.

**Encouraging Community Engagement and Ownership:** Numerous AES programs are driven by the community, with active involvement from local stakeholders in the planning, implementation, and management of education initiatives. AES promotes sustainable development and resilience by empowering communities to take ownership of their educational needs. This approach fosters a sense of ownership and pride in local education initiatives.

Education plays a crucial role in fostering human development and driving economic growth. Investing in AES can help South Sudan develop the necessary human capital to address poverty, foster social cohesion, and establish lasting peace and stability. Education plays a crucial role in building individuals' resilience to shocks and crises, empowering them with the necessary knowledge and skills to navigate and succeed in ever-changing situations.

AES is able to integrate cutting-edge approaches and technologies to equip learners with the necessary skills for the demands of the modern era. With a focus on critical thinking, problem-solving, digital literacy, and other essential skills for the 21st century, AES ensures that learners are equipped with the necessary tools to thrive in an ever-changing global environment.

Generally, alternative education systems in South Sudan play a crucial role in supplementing the formal education sector. They cater to the various requirements of learners, foster inclusivity and fairness, and contribute to the larger objectives of peace, development, and resilience. Investing in AES has the power to unleash the potential of South Sudan's people and create a brighter future for generations to come.

## 5.0 Current AES Programs

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The majority of AES programs are implemented by the government with about a third implemented by a number of non-governmental organizations (NGOs), community-based organizations (CBOs) and Church organizations. AES has nine alternative education programs. They are as follows:

### 5.1 Accelerated Learning Program (ALP).

The ALP program focuses on reaching out to learners between the ages of 12-18 and above who may have completed primary school, discontinued their education, or faced barriers to accessing education. The ALP utilizes a streamlined and condensed primary curriculum to fast-track students through the levels, allowing them to join secondary after completing level four in four years instead of the usual eight. The South Sudan Primary Leavers exam allows Level 4 learners to progress to secondary school. Many adults join ALP as a means to become literate and educated.

The inclusion of measures to address gender-based violence (GBV), child protection (CP), and the needs of persons with disabilities (PWDs) is crucial in Accelerated Learning Programs (ALP) in South Sudan. This ensures that all learners can participate in education safely and effectively. Here's how we can incorporate these issues into ALP:

- Creating safe, supportive and inclusive learning environments is crucial for ALP centers. Learners should feel free to express themselves at ease and receive the necessary support to thrive. It is important to consider implementing codes of conduct, establishing reporting mechanisms for incidents of GBV, and ensuring confidentiality and privacy for survivors.
- Life skills education: ALP should include modules on various important topics, including healthy relationships, effective communication, conflict resolution, and promoting gender equality and inclusion in education. Learners are equipped with the necessary skills to identify and address gender-based violence and child protection concerns within their communities.
- Creating child-friendly and supportive learning environments should be a top priority for ALP when it comes to designing spaces. The programs ensures that all learners

irrespective of their different backgrounds receive a comprehensive range of age-appropriate learning and teaching materials, recreational activities, and psychosocial support services to cater for their holistic needs.

- It is important for ALP centers to establish and enforce child protection policies and procedures in order to effectively address and prevent cases of violence, abuse, exploitation, and neglect. The policies should clearly define the procedures for reporting, investigating, and resolving child protection concerns.
- ALP should collaborate closely with parents, caregivers, community leaders and other educational stakeholders to increase awareness about child protection concerns and encourage the adoption of positive parenting methods. Creating a protective environment for children, both within and outside of the ALP setting, and this is enhanced by engaging communities and the relevant authorities in the program.
- The ALP centers should be designed to ensure physical accessibility for learners with disabilities, including those with physical impairment, sensory impairments, visionary impairments or intellectual disabilities. It may be necessary to provide ramps, accessible toilets, sign language interpretation, and other accommodations.
- ALP should ensure that learning materials and teaching methods are tailored to meet the unique needs of learners with disabilities. Various resources are available to accommodate different needs, such as braille materials, audio recordings, tactile resources, and assistive devices.
- The ALP staff should receive training on inclusive teaching practices and strategies for supporting learners with disabilities. It is important for facilitators to be equipped with the necessary knowledge and skills to create an inclusive learning environment. The training will include discussions on differentiated instruction, Universal Design for Learning (UDL), and positive behavior support.

By integrating GBV mitigation, child protection measures, and disability inclusion into ALP,

South Sudan can create a safe, inclusive, and equitable learning environment for all learners.

This will maximize their potential for success and make a lasting impact.

## 5.2 Community Girl Schools (CGS).

This program offers a high standard of primary education to girls between the ages of 8 and 12 and above in rural areas where schools are not available. The lower cycle of primary education at CGS spans three years, during which girls have the opportunity to enroll in nearby primary schools starting from primary 5. While girls are given priority, boys are also allowed to make up to 30% of the classes.

The inclusion of measures to address gender-based violence (GBV), child protection (CP) mitigation, and the needs of persons with disabilities (PWDs) is essential in Community Girl Schools (CGS) in South Sudan. These measures are crucial for creating safe, supportive, and inclusive learning environments. Here's a way to incorporate these issues into CGS:

- Creating safe, supportive and inclusive learning environments should be a top priority for CGS. It is crucial for girls to feel comfortable expressing themselves and seeking support if they experience GBV. It may be necessary to establish confidential reporting mechanisms, offer counselling services, and increase awareness of available support resources.
- Community engagement: CGS has the ability to connect with parents, caregivers, community leaders, and boys and men in order to address harmful gender norms, advocate for gender equality, and prevent gender-based violence. Active participation in the community is crucial in establishing a safe and supportive environment for girls, both within their immediate surroundings and beyond.
- It is crucial for CGS to establish and enforce child protection policies and procedures to ensure the safety and well-being of girls, protecting them from any form of abuse, exploitation, or neglect. The policies should clearly define the procedures for reporting, investigating, and addressing child protection concerns, including gender-based violence (GBV), harassment and discrimination.
- It is important for CGS to offer psychosocial support services to girls who have gone through trauma or abuse. This can include providing counselling, peer support groups, and connecting them with specialized services.
- It is important for CGS to prioritize accessibility in their facilities, making sure that girls with disabilities, such as physical impairment, sensory impairments, or intellectual

disabilities, can easily access them. It may be necessary to include ramps, accessible toilets, handrails, and other necessary accommodations.

- The curriculum and teaching methods should be designed to be inclusive, taking into consideration the diverse needs of girls with disabilities. Various methods can be utilized to enhance learning, such as incorporating visual aids, tactile resources, sign language interpretation, and assistive devices.

### 5.3 Pastoralist Education Program (PEP).

This program targets primary age children in pastoralist communities in the cattle camps. In recognition of the pastoralists' way of life and the need to provide a relevant and flexible model of education, PEP provides mobile primary education with teachers that travel with the community. The PEP uses integrated Literacy and livelihood curriculum with the aim to transition children to formal primary schools. ALP and CGS classes are also conducted in pastoralist communities.

The Pastoralist Education Program (PEP) in South Sudan recognizes the importance of addressing gender-based violence (GBV), child protection (CP) mitigation, and the needs of persons with disabilities (PWDs) in their education initiatives. By including measures to prevent and address these issues, PEP ensures that their programs are safe, inclusive, and supportive for all learners, including pastoralist communities in the following ways;

- The integrated curriculum that promotes gender equality, inclusion, respectful relationships, and prevention of GBV can be developed for PEP. This content incorporates elements that challenge harmful gender norms, advocate for girls' rights, and provide instruction in conflict resolution skills.
- PEP should organize community dialogues on gender equality and prevention of gender-based violence. These dialogues involve members of the pastoralist community, elders, religious leaders, and youth. These discussions are valuable in increasing awareness, fostering positive attitudes, and finding local solutions to combat GBV.
- Creating safe and supportive inclusive learning environments: PEP should make it a priority to establish learning environments that are safe and supportive, encouraging learners to speak up about gender-based violence (GBV) and providing access to support services. It may be necessary to create safe spaces within schools, enforce codes of

conduct, and provide training to staff on preventing and responding to gender-based violence.

- PEP should prioritize the development and implementation of child protection policies. These policies will serve as a guide for preventing, identifying, and responding to instances of child abuse, exploitation, and neglect. It is important to ensure that these policies are culturally sensitive and tailored to the specific needs of pastoralist communities.
- It is important to provide training for educators and community members, including PEP staff, teachers, and community volunteers. This training should focus on child protection principles, recognizing signs of abuse, and reporting procedures. Training should highlight the significance of placing children's safety and well-being as a top priority.
- Conduct sensitization campaigns on child protection within pastoralist communities. These campaigns aim to raise awareness about children's rights, emphasize the importance of reporting abuse, and inform community members about the support services that are available to them. It is crucial to have community involvement in order to establish a safe and supportive inclusive learning environment for children, youth and adults.
- PEP should prioritize making its facilities and learning materials accessible to learners with disabilities, including pastoralist children with physical, sensory, or intellectual disabilities. It may be necessary to provide ramps, accessible toilets, braille materials, and other accommodations.

Through the integration of GBV mitigation, child protection measures, and disability inclusion into PEP, South Sudan can effectively promote the safety, well-being, and rights of all learners within pastoralist education initiatives. This will not only empower and develop pastoralist communities but also ensure that their educational endeavors are comprehensive and inclusive.

#### 5.4 Basic Adult Literacy and Lifelong Learning Program (BAL& LLP).

This program targets youth and adults aged 18 and above who have had few or no opportunities for literacy and numeracy due to civil war, traditional barriers, and socio-economic status. The program includes functional adult literacy and numeracy with a focus on livelihood activities to promote a positive change in learners' lives and encourage lifelong learning.

The incorporation of measures to address gender-based violence (GBV), child protection (CP) mitigation, and the needs of persons with disabilities (PWDs) is essential in Basic Adult Literacy and Lifelong Learning Program (BAL&LLP) in South Sudan. These measures are crucial for establishing safe, inclusive, and effective learning environments. Here's how these issues can be incorporated into BAL&LLP:

- BAL&LLP have the opportunity to include modules or sessions in the curriculum that focus on raising awareness about child protection, GBV prevention and response. The program aims to inform learners about their rights, increase their understanding of child protection and various types of GBV, and offer details on support services that are accessible.
- Creating safe and supportive inclusive teaching and learning environment should be a top priority for BAL&LLP. It is crucial that learners feel at ease when discussing sensitive topics like GBV. The facilitators have the ability to set guidelines for maintaining respectful communication and establish a system for confidentially and supportively reporting incidents of gender-based violence (GBV).
- BAL&LLP can incorporate activities that focus on enhancing learners' confidence, self-esteem, and assertiveness skills. This text highlights the importance of engaging in activities that promote awareness and prevention of gender-based violence.
- BAL&LLP have the opportunity to incorporate child protection awareness components into the curriculum. This allows learners to learn about child rights, recognize signs of abuse, and understand how to report such incidents. Adults are empowered to identify and address child protection concerns in their families and communities.
- BAL&LLP have the ability to conduct sensitization sessions on child protection. These sessions involve discussions on the significance of child safety, positive parenting practices, and effective strategies for creating protective environments.
- BAL&LLP to have well-established referral mechanisms in place. These mechanisms will allow learners to report incidents of child abuse or exploitation and access the necessary support services. Collaboration with local child protection agencies, social workers, or community-based organizations may be necessary.

- BAL&LLP should make sure that their facilities, materials, and instructional methods can be easily accessed by learners with disabilities. The process may include making necessary physical adjustments like installing ramps and providing accessible seating. Additionally, it may involve modifying teaching materials to cater for a wider range of learning needs.
- BAL&LLP to utilize teaching approaches that are inclusive and considerate of the various abilities and learning styles of learners, including individuals with disabilities. The use of various strategies, including visual aids, hands-on activities, and peer support, can greatly improve the learning outcomes for all learners.
- BAL&LLP facilitators and staff to receive training on disability awareness, sensitivity, and inclusion to ensure a more inclusive and understanding environment. This training ensures that learners are well-prepared to create inclusive learning environments and offer the necessary support to individuals with disabilities.

This proposal emphasizes the importance of incorporating measures to address gender-based violence, child protection, and disability inclusion into adult literacy programs in South Sudan. By doing so, these programs can effectively promote the safety, well-being, and rights of all learners, contributing to a culture of respect, inclusion, and empowerment within communities.

### 5.5 Functional Adult Literacy Program

The Functional Adult Literacy Program (FALP) in South Sudan is an educational initiative aimed at improving the literacy and numeracy skills of adults who missed out on formal education. This program focuses on equipping adults with the essential skills they need to function effectively in their daily lives and contribute to their communities' social and economic development. Given South Sudan's context of prolonged conflict and instability, many adults have not had the opportunity to complete their education, making such programs critical for personal and national development.

Including gender-based violence (GBV) and child protection (CP) mitigation elements in the Functional Adult Literacy Program (FALP) in South Sudan requires a comprehensive approach that integrates awareness, prevention, and response strategies into the educational framework. The following is how gender-based violence (GBV) and child protection (CP) mitigation elements should be incorporate into FALP:

- Ensure that GBV and CP policies are included in the program guidelines and communicated to all staff and learners.
- Include modules on GBV and CP in professional development programs to ensure ongoing education and awareness.
- Establish safe and confidential spaces within learning centers where learners can report GBV and CP incidents.
- Incorporate GBV and CP awareness and prevention into the curriculum. Topics could include understanding GBV, recognizing signs of abuse, legal rights, and available support services. Set up accessible and confidential reporting systems for learners to report GBV and CP incidents.
- Implement feedback systems that allow learners to provide input on the program's effectiveness in addressing GBV and CP.
- Establish referral systems to connect survivors with external support services.

By systematically incorporating these elements, the Functional Adult Literacy Program in South Sudan can provide a safe, supportive and inclusive learning environment for all learners, addressing the critical issues of gender-based violence and child protection while promoting literacy and empowerment.

### 5.6 Intensive English course (IEC).

The transitional constitution declares that English is the official working language in the Republic of South Sudan, as well as the language of instruction at all levels of education from primary. The IEC is specifically designed to cater for individuals who may not have a strong command of the English language. The program offers a range of short supplementary courses designed to improve English language skills and boost performance in professional, social, or educational settings. The use of IEC has been primarily focused on improving the English language proficiency of Arabic pattern teachers, learners, and civil servants who received their education in other languages.

Creating a safe, inclusive, and supportive learning environment in an Intensive English Course (IEC) in South Sudan requires the inclusion of measures to address gender-based violence (GBV), child protection (CP) mitigation, and the needs of persons with disabilities (PWDs) using the following approaches;

- Integrate GBV awareness and prevention elements into the curriculum. The program includes educating participants about the various forms of gender-based violence,

promoting gender equality and inclusion, and teaching the importance of respectful relationships.

- Establish an atmosphere within the IEC that is safe and supportive, allowing participants to openly discuss sensitive topics like GBV without hesitation. Create a framework for promoting respectful communication and ensure that there are confidential channels in place for reporting incidents of gender-based violence.
- Incorporate activities that focus on enhancing participants' confidence, self-esteem, well-being and assertiveness skills. These activities are effective in helping participants develop awareness and the ability to combat instances of GBV, both within their communities and in their personal lives.
- Ensure that participants have access to clear referral mechanisms to report incidents of GBV abuse or exploitation and receive the necessary support services. Work together with local child protection agencies, social workers, or community-based organizations to ensure a strong response and proper follow-up.
- Ensure that teaching approaches are inclusive and considerate of the diverse abilities and learning styles of all participants, including individuals with disabilities. Utilize various techniques like visual aids, hands-on activities, and peer support to improve learning outcomes for all participants.
- Offer disability awareness training to IEC facilitators and staff to enhance their comprehension of disability matters and encourage inclusive approaches. Ensure that individuals are equipped with the necessary knowledge and skills to foster inclusive learning environments and provide appropriate support to participants with disabilities.

This IEC in South Sudan is designed to promote the safety, well-being, and rights of all participants. By integrating GBV mitigation, child protection measures, and disability inclusion, the English language learning programs aim to foster a culture of respect, inclusion, and empowerment within communities.

### 5.7 South Sudan Interactive Radio Instruction (SSIRI)

SSIRI program aim to improve basic education for children in schools and learning centers and reach out of school youth and adults. There are three interactive radio programs: Learning Village to supplement classroom teaching in lower primary classes; Radio Based Education for all

(RABEA)/Education on Air, based on the BAL&LLP curriculum for youth and adults; and Professional Studies for Teachers (PST) to upgrade teachers' skills which address in-service teacher training topics. MP3 players are loaded with the program and used in the classroom situation as and when required or can be broadcast from local radio stations.

The South Sudan Interactive Radio Instruction (SSIRI) program recognizes the importance of addressing gender-based violence (GBV), child protection (CP) mitigation, and the needs of persons with disabilities (PWDs) to create a safe, inclusive, and effective learning environment for all participants. The following is how gender-based violence (GBV) and child protection (CP) mitigation elements should be incorporated into SSIRI:

- Incorporating GBV awareness and prevention messages into the educational content broadcasted through SSIRI.
- Foster community engagement by inviting experts, survivors, and community leaders to share their perspectives and insights on the radio program, encouraging discussions around GBV prevention and response.
- SSIRI broadcasts should offer valuable information on local GBV support services, such as hotlines, counselling centers, and legal assistance. Make sure that listeners are aware of the resources available to them if they or someone they know is facing GBV.
- Incorporate child protection messages into SSIRI programming, with a focus on subjects like child rights, effective parenting techniques, identifying signs of abuse, and reporting procedures. Utilize storytelling, drama, and other captivating formats to effectively convey these messages.
- Ensure that SSIRI broadcasts are accessible to all listeners, including those with disabilities. This can be achieved by providing audio descriptions, captions, or any other necessary accommodations. Ensure that your message is easily understood by all listeners, including those with cognitive disabilities, by using simple language and clear communication techniques.
- Implement feedback mechanisms that enable listeners with disabilities to contribute their insights on the accessibility of SSIRI broadcasts and propose ideas for enhancing inclusion.

- It is important to integrate GBV mitigation, child protection measures, and disability inclusion into SSIRI broadcasts in South Sudan. By doing so, the power of interactive radio instruction can be harnessed to promote positive social change, build community resilience, and empower individuals to create safer and more inclusive communities.

### 5.8 APEPT: Accelerated Primary Education Program for Teachers

The Accelerated Primary Education Program for Teachers (APEPT) is designed to equip teachers who are teaching in primary schools but have not completed primary education cycle to enable them to sit for Primary Leaving Certificate and transition to ASEP. This program is particularly important in the context of South Sudan, where many student teachers have had their education interrupted and need to catch up on lost time.

The Accelerated Primary Education Program for Teachers in South Sudan prioritizes the establishment of a secure and welcoming learning environment, where gender-based violence (GBV) and child protection (CP) violations are strictly prohibited. It is expected that all learners, staff, and stakeholders will comply with this policy. The following is how gender-based violence (GBV) and child protection (CP) mitigation elements should be incorporated into APEPT:

- MoGEI should integrate GBV, PWDs and CP policies into the school's code of conduct, ensuring that all staff and learners are aware of the rules and the consequences of violating them.
- Provide training for teachers, administrative staff, and other school personnel on recognizing, preventing, and responding to GBV, CP issues and disability inclusion.
- Include modules on GBV, disability inclusion and CP in teacher professional development programs to ensure ongoing education and awareness.
- Establish safe spaces within schools where students can report GBV, PWDs and CP incidents confidentially.
- Ensure that school facilities, such as toilets and dormitories, are safe and gender-segregated where appropriate to reduce risks of GBV.
- Integrate GBV, Disability inclusion and CP education into the school curriculum to raise awareness among learners. Include topics such as consent, respect, and healthy relationships.
- Implement life skills programs that empower learners, particularly girls, with knowledge and skills to protect themselves from GBV and seek help if needed.

- Conduct community outreach programs to educate parents and community leaders about the importance of addressing GBV and CP.
- Partner with local NGOs and community organizations that specialize in GBV and CP to provide support services and resources.
- Set up clear, confidential, and accessible reporting mechanisms for learners and staff to report GBV and CP incidents.
- Develop and implement protocols for responding to GBV and CP reports, including providing medical, psychological, and legal support to survivors.
- Create feedback mechanisms that allow students and staff to provide input on the effectiveness of GBV and CP mitigation measures.

By addressing these elements, the APEPT can effectively provide educational opportunities to student teachers who have been left behind, contributing to their personal development and the overall progress of their communities.

### 5.9 ASEP: Accelerated Secondary Education Program

The Accelerated Secondary Education Program (ASEP) for teachers in South Sudan is designed to prepare teachers who did not complete secondary school education level such that they are able to progress further on their professional development either through in-service or continuous professional development or progress to the colleges to effectively teach in accelerated learning environments for secondary education.

The inclusion of GBV, disability inclusion and CP mitigation elements in an Accelerated Secondary Education Program (ASEP) in South Sudan requires a holistic approach. The following is how GBV and CP mitigation elements should be incorporated into ASEP:

- Provide mandatory training for teachers, administrative staff, and other school personnel on recognizing, preventing, and responding to GBV and CP issues.
- Integrate GBV, disability inclusion and CP training into ongoing professional development programs for teachers and staff.
- Establish safe spaces within schools where learners can report GBV and CP incidents confidentially.
- Ensure school facilities are safe, with adequate lighting, secure dormitories, and gender-segregated toilets to reduce risks of GBV.

- Incorporate GBV and CP education into the school curriculum, covering topics like consent, respect, healthy relationships, and students' rights.
- Implement life skills programs that empower students, especially girls, to protect themselves from GBV and to seek help when needed.
- Establish accessible and confidential reporting systems for students and staff to report GBV and CP incidents.
- Conduct regular assessments and surveys to monitor the prevalence of GBV and CP in the school environment.
- Implement feedback systems to gather input from students and staff on the effectiveness of GBV and CP mitigation measures.

By systematically implementing these strategies, the ASEP in South Sudan can effectively mitigate GBV and CP risks, fostering a safer and more supportive educational environment for all students.

## 6.0 Guiding Principles

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The guiding principles follow the Principles of General Education as articulated in the General Education Act (2012) article 6 where the first principle states that education shall be “free, compulsory, inclusive and empowering”. The Alternative Education Systems policy, Strategic Action Plan and its Implementation Guide are informed by and uphold the following additional guiding principles.

### 6.1 Equitable access:

AES programs must ensure equal opportunity of access for all in need throughout all 10 States and within States, Counties, Payams and Bomas. Based on the AES program, the most disadvantaged will be selected: pastoral, fishing and other rural communities, girls and women, organized armed forces, returnees, internally displaced people and persons with special learning needs.

AES should also promote equity by addressing disparities in educational access, resources, and outcomes. This includes targeting interventions towards areas with the greatest need, providing

### 6.2 Flexible education opportunities:

AES must be flexible and adaptable to the diverse needs and contexts of learners. AES should recognize that one-size-fits-all approaches may not be effective in addressing the varied challenges faced by communities in South Sudan. Instead, AES are designed to be responsive to local realities, cultural norms, and learner background

AES programs must work with the target community and learners to provide the education opportunities that can best meet their needs in terms of their livelihood responsibilities, language and location. From the beginning, the target communities and learners should be involved in decisions about the AES program, including selecting the language of instruction, what to learn, the teachers, class times and CENTRE location (fixed or mobile).

### 6.3 Community awareness, participation and ownership:

The communities through the existing traditional and local administrative structures, chiefs, elders, etc. shall be approached and sensitized to the value of education to encourage learners to enroll in AES programs. The communities shall be encouraged to own and actively support and

manage the program with the formation of relevant committees (Parent Teacher Associations, School Management Committees) and receive training to assist them in the management of the program. The communities will be involved in mobilizing local resources in cash and/or in-kind for the sustainability of the program.

#### 6.4 Transition to formal education:

The AES Directorate works in partnership with the formal systems of the MoGEI to provide multiple opportunities for children and youth to transition to formal education in primary and secondary schools. AES programs have multiple entry and exit points, to enable over age learners to join at the correct academic level and continue their education at an accelerated pace. Learners can transition from AES programs to formal education at the correct grade and age throughout the program.

#### 6.5 Multiple pathways to lifelong learning:

The flexible and non-formal nature of AES programs provides multiple pathways for learners to access education that suits their needs, responsibilities and aspirations. Learners can access AES programs at different stages of their life and transition to formal education or vocational opportunities and build the habit of lifelong learning.

#### 6.6 Cultural and gender responsiveness:

All AES programs, approaches and methods should reflect cultural realities and promote unity, pride and respect for South Sudan's diverse cultural heritage. Programs will be designed and implemented to improve gender awareness and better gender relations in the community. Special attention shall be paid to ensure the participation of females as participants and facilitators in all AES programs and harmful gender practices discouraged.

#### 6.7 Inclusivity:

AES should prioritize inclusivity by ensuring that all learners, regardless of gender, ethnicity, socioeconomic status, or disability, have equal access to education. This involves reaching out to marginalized and underserved populations, including children affected by conflict, displacement, or poverty, as well as persons with disabilities and other vulnerable groups..

#### 6.8 Relevance:

All AES programs need to be relevant to learners' age, needs and context. Program content needs to be reviewed and aligned with the national curriculum framework to ensure learners can

successfully transition to formal education and obtain recognized education qualifications (South Sudan Primary Leavers exam). Program materials need to be put into context and should take into account the learning styles of the target group i.e., children, youth and adults.

#### 6.9 Quality:

Program provision shall be of high quality to ensure greater numbers of learners complete the course. Adequate teaching and learning materials must be provided to create a conducive environment for learning. AES staff, teachers and facilitators shall receive an orientation to AES and skills upgrading on courses provided by the (MoGEI) to improve their teaching and education qualifications. Participatory learning assessment, monitoring and evaluation, and support services shall be organized to enhance the relevance and quality of the program.

#### 6.10 Coordination:

At all levels, national, state, county and payam, AES and the general education systems must coordinate to ensure effective supervision and management of AES programs and smooth and efficient transition of AES learners to the formal system. Non-government implementers (including NGOs, religious groups, CBOs, development partners) must coordinate their programs and funding with the priorities set by the AES Directorate at National level. At national, state and country level, non-government implementers must participate in AES coordination forums and provide data and reporting on program achievements on a regular basis.

#### 6.11 Research and innovation:

AES programs shall be supported with appropriate and innovative approaches and techniques to enhance their role in meeting the learning needs of the most disadvantaged. AES will pilot and evaluate new and innovative approaches and programs to supplement learner knowledge and skills to improve their learning, lifestyle and environment. Teacher training institutes and Universities, as much as possible, shall closely work and contribute by establishing appropriate units for AES research, training and materials development.

#### 6.12 Sustainability:

AES programs must be aligned with the AES strategic plan (linked to the GESP 2012) and provide a full cycle of AES education. Each program shall develop strong linkages with primary and secondary schools to encourage transition to formal education and on completion have an

exit strategy for learners, teachers, and the AES center. Communities will be encouraged to mobilize local resources in cash and/or in-kind for the sustainability of the program.

## 7.0 Expected Results/Outputs Within the policy

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- The illiteracy rate is reduced from 65% to 60% by 5%
- An additional 1,200,000 learners will have been enrolled in AES programs by 2027.
- The percentage of overage children in primary schools will be reduced from 87% to 50%
- Girls and women will make up 50% of AES enrolment
- AES programs are accredited or recognized and all ALP Level 4 learners will sit the South Sudan Primary Leavers exam.
- ALP, CGS and PEP curricula and textbooks revised and aligned with the Primary school curriculum.
- All AES teachers receive their correct salary entitlement the same like primary teachers.
- Each AES staff member, teacher and facilitator will participate in one or more training course to upgrade their skills.
- EMIS includes AES data and their reports indicate improved efficiency in AES program management.
- Advocacy and awareness conducted to lead to greater enrolment of learners.
- A literacy body is established to lead youth and adult literacy and learning.
- APEPT student teachers will sit with primary eight and obtain primary leaving certificate and transition to ASEP
- ASEP student teachers will sit with senior four and obtain secondary leaving certificate and transition to universities or TTIs

## 8.0 Priority Areas of Intervention

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### 8.1 Increase access

Increase the number of AES centers (ALP, CGS, BAL&LLP and PEP) throughout South Sudan including in emergency settings. Raise awareness of AES programs and sensitize the communities and school authorities to enroll learners and support transition of AES learners to formal education. Scale up the pastoralist education program with advocacy and sensitization campaigns to all 10 states and three administrative areas to increase the number of communities willing to establish mobile classes. Establish strategies to support girls' access and retention to higher primary school classes; and strategies to support ALP Level 4 graduates with jobs or livelihood responsibilities to access secondary education.

### 8.2 Capacity building of human resources

Build the capacity of AES teachers by providing orientation courses to AES teachers and upgrade their education and teaching qualifications. Under qualified teachers should be encouraged to join MoGEI ASEP in-service teacher training courses. In addition, create a cadre of trainers that can deliver training to teachers on adult teaching methods. All AES Directorate staff at national and state level should receive training to upgrade their administration, budgeting, supervision and IT skills.

### 8.3 Institutional and organizational capacity

To plan, manage and monitor literacy, a strong literacy institution body will be established. The body for literacy will have a viable institutional setup with the required manpower and departments that will be responsible to manage literacy quality in all areas. In addition, universities, training and management institutes will be encouraged to establish relevant programs to train and deliver the required human and material resources and regularly build the capacities through short term, distance and other delivery modes.

AES programs will be guided by the advice of Technical Working Groups (TWG) established for AES, English, Curriculum, Assessment and Examinations, National Languages, Teacher Education, Gender, Life Skills and Peace Education which report to the National Education Forum. These Technical Working groups will be responsible for setting and monitoring competency standards and accreditation, providing support to the AES Directorate on effective

curriculum and training delivery, ensuring coordination and integration with other ministry departments and promoting collaboration among donor-funded programs.

#### 8.4 Quality enhancement and development of curriculum framework, approaches and learning resources

To enhance the quality of AES programs the curriculum framework for each program needs to be reviewed to incorporate new developments in the primary and secondary curriculum. The AES Directorate will work closely with the National Curriculum Development Centre to provide relevant curricula and textbooks for AES programs that recognize that many AES learners are youth and adults with different learning styles, experiences and backgrounds. In addition, AES curricula and textbooks will be revised and contextualized to reflect rural and pastoralist lifestyles.

#### 8.5 Program efficiency and quality

Improve program efficiency and quality of teachers and facilitators by advocating and developing strategies to ensure that the systems at national and state level pay AES teachers their correct salary entitlement and thus reduce teacher turnover. In addition, invest in training programs to raise the quality of teaching and learning to improve outcomes for AES learners and reduce dropout.

#### 8.6 Program competencies, certification and accreditation

The AES directorate will work closely with the Examinations Secretariats to ensure that the needs of AES programs and learners are included in their plans and policies and that AES candidates can take the relevant examinations. In addition, it will advocate for MoGEI accreditation of AES graduates to aid transition to formal education. The literacy body will work to establish a recognized competency framework for adult literacy and lifelong learning and provide accreditation for literacy learners.

#### 8.7 Strengthen coordination, partnership and networking

AES will improve partnership and coordination at national, state, county, payam and boma level of all actors involved in AES implementation by conducting AES forums at each level with reporting compiled at both national and state level on key achievements, lessons learnt and best

practice. This partnership shall include the sharing of data and information to feed into the MoGEI EMIS system to aid the management of AES program delivery.

Partnership will include joint planning and implementation of programs and cooperation for further scaling up and sustainability. Where AES does not have the capacity to deliver AES program, service providers will be contracted to implement AES programs following the AES policy and implementation guidelines.

#### 8.8 Research, documentation, innovation and program development

Prior to the establishment of new AES centers, a needs assessment and in-depth consultation with the local education authorities and community must be undertaken. New AES and literacy programs shall be supported with research based innovative approaches, which will be piloted, evaluated and the report circulated to all partners. Where possible new innovations should involve the use of media and other communication technologies to promote alternative education opportunities.

#### 8.9 Resource mobilization and AES funding

MoGEI will allocate 20% for AES programs. International communities and donors will be approached to support the AES Strategic Action Plan and develop programs in line with AES priorities. Equally the private and business sectors will be approached to contribute.

#### 8.10 Advocacy and sensitization

To create awareness and sensitize the population on the importance of basic education, literacy and lifelong learning, advocacy will be a core element. Through media and other available technologies, information on programs, progress and lessons learnt will be broadly disseminated.

#### 8.11 Sustainability and lifelong learning:

Ultimately with the success of the condensed programs; ALP, CGS, PEP, APEPT, and ASEP to reach the vulnerable and disadvantaged children and youth and provide basic educational opportunities, the programs will slowly be phased out and formal education systems will provide age-appropriate education to the new generation of children in the communities.

Literacy and adult education will continue to provide lifelong learning opportunities. Program relevance, genuine community participation and program ownership are the main pillars of

sustainability. In this regard, all stakeholders will work out clear plans for the sustainability of the programs that will be approved by the AES Directorate and lead to a more formalized literacy body.

### 8.12 Coordination Mechanism for Policy Implementation

The AES Technical Working Group (TWG) which reports to the National Education Forum of the MoGEI will oversee and monitor the implementation of the AES policy by the AES Directorate. In addition, a body leading national literacy will be established to oversee, plan and coordinate the national literacy programs.

### 8.13 Financing

In order to achieve the implementation of this policy, the government of the Republic of South Sudan shall take the lead in the provision of the required resource allocation to the national state ministries for implementation and accountability. The MoGEI will provide shared learning space in formal education institutions and recommend teaching staff. All stakeholders and partners will align their programs with the priorities of the AES Strategic Plan and provide details of their contribution to the MoGEI Development Partners office and AES Directorate.

### 8.14 Roles and responsibilities: Key actors

- **Learners and community leaders:** Learners and community leaders shall assist in the promotion of AES programs, literacy, numeracy and lifelong learning by taking the lead in advocacy and mobilization, dissemination of information, and provision of learning spaces to strengthen their ownership of the programs.
- **Local level administration, county, payam and boma:** Shall work closely with the community leaders as well as monitoring learning activities, supervising and inspecting learning centers to ensure quality is maintained.
- **National and State ministries:** The national ministry shall take the lead to formulate and approve policies, guidelines and standards while the state ministries shall take the lead in implementation of the policies, standards and guidelines created.
- **Academic institutions:** Shall be involved in developing training standards, training of teachers, facilitators and volunteers as needed, as well as take an active role in program

development, research and innovations relating to flexible alternative education, literacy and lifelong learning.

- **The literacy body:** Shall take the lead in capacity building, management and maintaining quality standards in literacy and lifelong learning.
- **UN agencies and other development partners:** including non-governmental organizations, community-based organizations, religious organization and other private sectors shall consult the AES Directorate on program priorities, providing funding, technical expertise, and assist in implementation according to their mandates and alignment with AES strategic Action Plan priorities.
  - **Bilateral and multilateral agencies:** Shall provide funding and technical support and or advice as per their mandates.

#### 8.15 Policy Review, Monitoring and Evaluation

**Monitoring:** AES programs shall be monitored for quality, relevance, applicability of knowledge and skills and successful implementations through the national, state, county, payam and boma administrative centers and in association with the MoGEI EMIS. Quality of learners' and teachers' materials shall be monitored by the AES TWG and the literacy body in cooperation with concerned stakeholders including the AES Directorate and relevant departments at MoGEI at national and state level.

**Policy reviews and evaluation:** To keep in touch with continuous lifelong learning, the policy and its implementations shall be reviewed after every five years.

