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**2014-2017 STRATEGY FOR AFRICA EDUCATIONAL TRUST**

**AET SOUTH SUDAN**

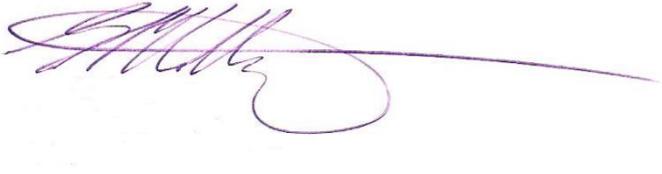
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Dear Reader,

This strategy has been written by the staff and partners of AET South Sudan and is intended primarily to inform South Sudan stakeholders about the work of the agency, giving some insight about how AET has implemented its innovative programmes in the past decades as well as our future aspirations. We are particularly grateful for the support and encouragement of the Ministry of Education, Science and Technology of the Government of South Sudan. If you have more questions please do not hesitate to get in touch with us. Senior staff of AET South Sudan are Jackson Okello, Toroyo Jean Baptiste, Philp Madit and James Reng Deng.

I very much hope you will enjoy reading our first AET South Sudan strategy.

A handwritten signature in purple ink, appearing to read 'Sara Cottingham', with a long horizontal flourish extending to the right.

Sara Cottingham

Executive Director, AET

### 1.1 CONTEXTUAL ANALYSIS

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Decades of neglect and years of civil war have left South Sudan with a very limited education system, shattered school infrastructure and a lack of qualified teachers and basic learning materials, leaving generations of South Sudanese without the opportunity to access schooling. South Sudan's literacy rate stands at just 27% (EMIS<sup>1</sup> v. 10, 2011). South Sudan is a multi-ethnic and multi-linguistic country. While independence has been achieved through great sacrifice there is still insecurity in many parts, which has resulted in recent serious armed struggles and the legacy of cattle rustling and inter-communal conflict still provoke resentment. Insecurity has severely impacted on education, resulting in the destruction of schools and the displacement of communities. With its geographical location and lack of infrastructure the country is also subject to severe floods and hunger.

The school age population includes thousands of returnees and internally displaced children. Many more youth have not acquired basic literacy, numeracy or life skills. Adults, especially women, cannot profitably engage in the economic sphere (especially in the informal sector) without functional literacy either in their mother tongue or English. Getting all these different vulnerable groups into a formal education system requires a major transitional phase which necessitates non-formal community based modes of delivery. Quality not only concerns the necessary inputs to the system (better trained teachers, textbooks, supervisors, etc.) but also the more difficult tasks of building meaningful community support and inculcating a conflict resolution approach. Traditionally, peace building has failed and therefore there is a need to encourage institutions of learning to advocate for peace through inter school sports competitions and intercommunity peace education dialogues.

In primary schools the pupil to qualified teacher ratio averages 100:1 (UNESCO, 2011) with only 43.7% of teachers possessing professional qualifications (EMIS v. 10, 2011). Since the 2005 Peace Agreement, enrolment has dramatically increased, and while this is a positive indication of development, the rapid rise without the necessary infrastructure has resulted in an overall pupil to classroom ratio of 125:1 (ibid). Furthermore, 62.1% of schools don't have access to safe drinking water, while 60.1% of schools lack latrines and sanitary facilities of any kind (ibid). The vast majority of classrooms are not permanent structures and in 2011 one in three classes were still being held in the open air or under trees.

Ministry of Education (MoEST) 2012 statistics show that only 38.8% of primary students are girls, falling to 30.2% in the secondary sector (EMIS v. 10, 2011). South Sudan has one of the world's most significant gender disparities in secondary education with only 1.9% of secondary school aged girls enrolled in school. Low enrolment and high drop-out rates reflect challenges such as early marriage, pregnancy, the prioritization of boys' education, distance to school and domestic work with the dropout rate as high as 61.9% of students at S3-S4. A mere 12.7% of primary school teachers are female, reinforcing gender inequalities as male dominated schools negatively impact girls' performance and completion.

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<sup>1</sup> EMIS stands for the official Education Management Information statistics.

Despite more pupils completing primary school, access to secondary school remains low. To illustrate for an international reader, there are over 3,447 primary schools in South Sudan and only 196 secondary schools (EMIS v. 10, 2011). With a national population just bigger than that of London, living in an area the size of France, the entire secondary school population could be accommodated in just five London schools<sup>2</sup>. In 2012 only 5.9% of the secondary school age population was attending school and there were just 2,290 pupils in the final year, reflecting high dropout rates<sup>3</sup>. Among the key factors influencing drop out is the lack of trained teachers, with only 57% of secondary teachers qualified and many of these non-Sudanese. The national qualified student to teacher ratio is 120:1. State fragility tends to result in low numbers of qualified teachers and limited provision of teacher training – highlighting the need for innovation and flexibility<sup>4</sup>.

Children with special needs are estimated to form 1.6% of the school population and although the MoEST (Ministry of Education, Science and Technology) is committed to Inclusive Education through a Child-Friendly School approach, many obstacles remain. Very few teachers are trained to address special needs, and very few schools so far provide a safe and accessible learning environment for children with special needs. As with girls who need female adult role models, so do children with special needs. Parents and teachers need to see successful role models with similar special needs. Children with special needs remain marginalized at primary level and throughout the entire system.

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## 1.2 HISTORY OF AET AND RESOURCE AND OPEN LEARNING (ROLE) CENTRES

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AET is a specialist organisation dedicated to providing education and training opportunities in conflict affected regions of Africa. AET has been working in South Sudan since 1994 and is one of the longest standing education organisations in the country and one of the few which has remained operational throughout the war.

AET's work in South Sudan began through a collaboration with UNICEF to conduct the first ever Schools Baseline Assessment (SBA) in 1998 and continued until 2006. This first set of education statistics for Southern Sudan led to the formation of the country's official education data management system: EMIS (Education Management Information System) which administers country wide annual data collections published annually by the Ministry of Education, Science and Technology (MoEST).

The SBA project, funded through Comic Relief, DFID and The Baring Foundation, made it possible for schools to collect and manage their own school data to contribute to EMIS. The grant had further impact as many of the head teachers trained under the SBA programme became senior education and government officials, including county education directors and MPs. One of the key recommendations in the SBA evaluation was to establish Resource and Open Learning Centres with a regional function (Juba, Panyagor, Rumbek and Yambio).

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<sup>2</sup> UNESCO (2011), "Building a Better Future: Education for an independent South Sudan"

<sup>3</sup> Government of South Sudan (GOSS), "Education Statistics for Southern Sudan 2010"

<sup>4</sup> Save the Children (2012), "Breaking the Cycle of Crisis; Delivery of education in conflict-affected fragile states"

**Formation of the four AET ROLE Centres** Four key personnel from the SBA programme were supported by AET and the then Secretariat of Education to establish four community AET ROLE Centres to provide support and capacity building to the National, State and County level MoEs and local communities in order to improve education provision. The four AET ROLE Centre Managers, all South Sudanese, hold post graduate qualifications in education management and have more than 20 years' experience delivering education in South Sudan. Each AET ROLE Centre has a team of approximately 8 local staff, including between 4 to 6 community based Outreach Officers who come from, and are based in, the communities they serve.

Each AET ROLE Centre has its own management committee responsible for overall direction of the AET ROLE Centre and for matters such as staff discipline. Since their formation (between 2003 and 2005), the ROLE Centres have been operating under the umbrella of AET International. In 2013 the national NGO, ROLE, was formed from the four ROLE Centres. This is a step forward in the development of the ROLE Centres as self-sustainable national organisations can mobilise resources in country to fulfil the AET mission and strengthen its approach. AET South Sudan as the INGO entity in country supported by AET head office in UK and by the AET regional support office in Nairobi will continue to build their capacity and to raise funds. Some programmes such as policy support to the government and different types of ministry training are already distinct ROLE programmes.

The AET ROLE Centres have been lead implementing partners for AET South Sudan in the following programmes:

- Public Administration Management distance learning programme for senior governmental officials in partnership with South Africa based Fort Hare University. A total of 143 South Sudanese, 30% women, have completed PAM over this period, some of whom have gone on to complete Honours degrees, Post Graduate Diplomas and Masters Degrees. The graduates include Ministers in the Government of South Sudan (GOSS) and State Governments, Under Secretaries, Directors, Members of Parliament
- A social issues based English radio language programme for 15,000 out-of-school youth, refugees and returnees across four states of South Sudan through 100 local tutors
- The only accredited secondary school teacher training programme in South Sudan in partnership with Kampala International University through 8 local tutors and 16 mentors
- A primary education programme working with 100 of the most marginalised communities to improve local education provision to over 40,000 primary school children, which includes: teacher, head and Parent Teacher Association (PTA) training, MoEST training; rights and advocacy training, a School Mothers' programme to support girls' education, micro-grants for school improvement projects, community engagement meetings with MoEST, and provision of teaching and learning materials in the form of Social Issue Kits tackling topics such as the environment, child rights and peace building
- IT, local literacy and English language classes at all levels for more than 7,000 beneficiaries

- Support to local organisations to provide skills training courses across Lakes, Central Equatoria, Warrap and Jonglei states. Organisations were trained on project development, proposal writing, monitoring and evaluation.

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### 1.3 VISION

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AET South Sudan’s vision is of a fully independent, peaceful Republic of South Sudan, with a government that responds to citizens’ needs and wishes, and provides appropriate education for all inhabitants. Education is essential if people are to participate effectively in the life of their own communities and contribute to democratic processes in South Sudan. In short we hold that: “Education for all is the key to development”.

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### 1.4 MISSION

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The current mission of AET South Sudan is to support people in South Sudan, regardless of age or gender, religion or ethnic group, physical capacity or displacement through conflict, rural or urban location, where they are excluded from an appropriate education. Such support enhances access to quality education and may be provided directly to disadvantaged and marginalised people, or indirectly through community based organisations.

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### 1.5 OVERALL APPROACH

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In all its operations, AET ROLE Centres are committed to

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| <ul style="list-style-type: none"><li>• Promoting concepts of life-long learning and universal access to education</li><li>• Providing quality education that encourages independent thought</li><li>• Ensuring that education strengthens communities and self-empowerment</li><li>• Eliminating exclusion from education, especially on grounds of gender and disability</li><li>• Developing local ownership of programmes</li><li>• Involving staff and volunteers in organisational policy making</li><li>• Developing appropriate programmes for conflict and post-conflict areas</li></ul> |
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## SECTION 2

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### 2.1 OBJECTIVES OF AET SOUTH SUDAN WORKING THROUGH ROLE CENTRES

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1. To support decentralised government systems and their priorities with capacity building and training so that they can deliver inclusive quality education through collaborative planning
2. To improve the quality of teaching and learning by providing technical support to MoEST in areas where there is AET institutional knowledge such as examination establishment, education management and secondary education
3. To develop the capacity of, and promote, AET Resource and Open Learning Centres as community education hubs in order to provide access to quality training programmes , learning and teaching materials and internet access to all education stakeholders
4. To work with people to strengthen capacity of Parent Teacher Associations (PTAs) and communities in order to play their fundamental role in primary school sustainability, primary school management, gender equality in education and peace building
5. To attract learners and improve enrolment and retention, especially for excluded groups, AET ROLE Centres will create, and advocate for conducive learning spaces for all
6. To support women and children to fully participate in the development of our society through gendered support to quality education
7. To provide an alternative channel for teaching and learning which is cost-effective at various levels and work to develop a structured pathway in order for learners to become more literate in a recognised Alternative Education System
8. To inform policy and support and develop Technical and Vocational Education (TVET) programmes
9. To respond positively to emergency situations and use our skills in flexibility and innovation to continue programmes where possible

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## 2.2 STRATEGIC ACTIVITIES

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Objectives	Strategic activities to support objectives
1. Support decentralized government	<ul style="list-style-type: none"> <li>• Providing constitutional awareness training utilizing schools as platforms of age-appropriate instruction</li> <li>• Training teachers and education managers in the content and operationalization of nationally adopted education policies</li> <li>• Increase coordination and information-sharing within the sector to limit confusion and promote efficacy</li> <li>• Provision of teaching and learning materials to schools which are locally designed</li> </ul>
2. Improve quality teaching and learning	<ul style="list-style-type: none"> <li>• Encourage and improve reading culture for literacy and community development, through writing and publishing short stories, films and distributing these to the communities</li> <li>• Introduction of the South Sudan Teacher’s Code of Conduct to ensure learning and teaching are done in a professional manner</li> <li>• Increase pre-service and in-service training systems to help satisfy the demands for more qualified primary teachers.</li> </ul>

	<ul style="list-style-type: none"> <li>• Encourage equitable deployment of teachers to communities in which they feel accountable and comfortable</li> <li>• Improve efficiency, reliability and effectiveness of exams management process at national, state and payam (local unit of government) level</li> </ul>
3. Build capacity of communities	<ul style="list-style-type: none"> <li>• Facilitating engagement meetings between school, community and local authority representatives to effectively address education challenges</li> <li>• Establish clear roles and responsibilities for community stake holders (e.g. School Mothers, PTAs) in connection to local government monitoring systems and processes for delivering education inputs</li> <li>• Encourage intercommunity peace education dialogues through school competition sport and cultural events</li> </ul>
4. Improve enrolment and retention	<ul style="list-style-type: none"> <li>• Providing opportunities for children who are disadvantaged, and creating an atmosphere for learning relevant to the context. AET will provide materials that address social issues that affect the lives of the children and the community at large</li> <li>• Community mobilisation to improve school structures by national standards using locally available resources</li> <li>• Community awareness on child rights and importance of education, especially girls education</li> <li>• Provision of school furniture and sport materials</li> <li>• Rehabilitate and expand existing structures</li> </ul>
5. Promote women's and children's education	<ul style="list-style-type: none"> <li>• Supporting girls directly in disadvantaged rural communities through School Mothers</li> <li>• Providing accelerated secondary education programmes by establishing women's learning centres</li> <li>• Encourage and support girl's education, by providing school uniforms, flip flops and sanitary kits for girls, and training and involving School Mothers in decision making</li> </ul>
6. Develop AET ROLE Centres	<ul style="list-style-type: none"> <li>• Improve function as regional tutorial and resource centre for students and tutors by providing technical support and learning materials</li> <li>• Link local universities to other institutions of higher education across Africa and the world to provide higher education opportunities and further support students on long distance learning courses</li> <li>• Help provide reading materials and library facilities to boost and promote reading to readers and academics in South Sudan</li> <li>• Further develop the learning space provided for the community</li> </ul>
7. Provide alternative education	<ul style="list-style-type: none"> <li>• Provide literacy classes in either English or mother tongue language at various levels (based on various modes) through structured and government recognized Alternative Education System (AES) pathways in order for learners to become literate</li> <li>• Increase non-formal schooling options and provide assistance transitioning to the formal system</li> <li>• Provide distance learning utilizing technical developments (e.g. radio, computer) to improve the quality of training and validate results</li> </ul>

8. Link education and livelihoods	<ul style="list-style-type: none"> <li>• Work alongside the Ministry of Education, Science and Technology TVET Department to design a policy and qualification framework</li> <li>• Develop a vocational TVET-based curriculum and training materials in line with skills required for employment and self-employment opportunities, especially targeting adults and out-of-school youth</li> <li>• Provide functional literacy training linked to recognized livelihoods training based on beneficiary preference</li> </ul>
9. Education in Emergencies	<ul style="list-style-type: none"> <li>• Work with partners to assess needs and raise funds jointly</li> <li>• Construct temporary learning spaces</li> <li>• Training temporary teachers</li> <li>• Mainstream peace building into teaching learning materials</li> <li>• Providing psycho social support</li> <li>• Training managers in ways of creating safe and peaceful schools</li> </ul>

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### 2.3 AET SOUTH SUDAN APPROACHES

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To promote peaceful co-existence of young people, returnees, different ethnic groups and neighbouring communities as well as the development of young people's full physical and mental potential, through supporting extra-curricular activities (e.g. resources, teacher training)

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### 2.4 PARTNERSHIPS

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- National and state Ministries of Education
- INGOs, NGOs and Community Based Organisation (CBOs) through national and state level engagement meetings and education cluster meetings

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### 2.5 EDUCATION IN EMERGENCIES

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1. Support government and community and displaced people's own efforts to continue education provision as flexibly as possible
2. Provision of temporary shelter for learning spaces
3. Supplying emergency teaching and learning materials
4. Delivering messages (lessons) on peace building to the affected population through education e.g. social issue kits
5. Offering psychosocial support to children and adults
6. Making sure staff are well prepared for operating in emergency areas as described above
7. All staff to be aware of the procedures to follow in an emergency that puts them at risk
8. Training of teachers and education managers to make up human resource deficit
9. Reviewing and re-planning of existing programme and working with donors and country coordinator and programme director on how to move forward
10. Collaborate with MoEST and partners and work jointly during the emergency e.g. on joint needs assessments, teaming up to source emergency funding

## SECTION 3

### 3.1 TARGET GROUPS

- Women and girls
- Returnees and displaced
- Out of school youth
- Rural communities
- People living with disabilities
- Pastoralists and children staying in cattle camps

### 3.2 GEOGRAPHIC PRIORITIES

**Table 1: Location AET ROLE Centres and satellite area of operation**

<b>AET ROLE Centre</b>	<b>Satellite area of operation</b>
Central Equatoria	Eastern Equatoria
Jonglei	Upper Nile + Unity
Lakes	Warrap + Western Bahr El Ghazal
Western Equatoria	Northern Bahr El Ghazal

AET ROLE Centres currently work in 8 out of 10 states of South Sudan, with the capacity to work in all states of South Sudan (see Table 1). The first three AET ROLE Centres were established in 2003 as regional offices for the then 3 provinces of Southern Sudan (see Table 2). With the signing of the Comprehensive Peace Agreement and Juba becoming the capital of South Sudan, a fourth AET ROLE Centre was established there.

**Table 2: Key information on AET ROLE Centres South Sudan**

<b>ROLE centres</b>	<b>Established</b>	<b>State</b>	<b>Historical province</b>
Rumbek	2003	Lakes	Bar El Ghazal
Yambio	2003	Western Equatoria	Equatoria
Panyagor	2003	Jonglei	Upper Nile
Juba	2005	Central Equatoria	Equatoria