IMPLEMENTATION
GUIDE 2014

ALTERNATIVE EDUCATION SYSTEMS DIRECTORATE
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY,
REPUBLIC OF SOUTH SUDAN
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FOREWORD

Getting relevant education is key to securing better living prospects for every member of society. However, for many South Sudanese, accessing basic education remains a dream. In South Sudan, education has been adversely affected by twenty one years of civil war, resulting in one of the worst illiteracy rate indicators in the world with only 27% of the population literate.

Since 2002 the Ministry of Education, Science and Technology (MOEST)\(^1\) has provided flexible education programmes to different groups of people through its department 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, weak governance and severe poverty.

AES has six flexible and needs based education programmes for out of school children, youth and adults. The components of AES are:

1. Accelerated Learning Programme (ALP)
2. Community Based Girls Schools (CGS)
3. Basic Adult Literacy Programme (BALP)
4. Intensive English Course (IEC)
5. Interactive Radio Instruction (IRI)
6. Pastoralist Education Programme (PEP)

These components are implemented with the help of education partners. The rationale for alternative education is to provide quality, organized, systematic and flexible basic education and literacy for specific target groups that have had no access to basic education because of the two decades of conflict that ensued in South Sudan. Therefore, the Directorate of AES has embarked on the development of complimentary community based strategies and policies aimed at ensuring that all disadvantaged people in South Sudan, including the most vulnerable are able to access quality education through improved implementation strategies.

This guide is specifically designed to equip the implementing partners and stakeholders with basic knowledge to support the establishment, implementation, monitoring and evaluation of the six components of AES. It also provides basic information on the rationale of AES and different strategies required to effectively manage and coordinate AES programmes. It is anticipated that this guide will support you in your efforts to implement quality AES programmes which will contribute to our efforts to combat illiteracy in South Sudan.

Kuol Atem Bol
Director General AES,
MoEST-ROSS

\(^1\) Previously the Ministry of General Education and Instruction and before that the Secretariat of Education of New Sudan
Acronyms

AES: Alternative Education Systems
ALP: Accelerated Learning Programme
BALP: Basic Adult Literacy Programme
BRAC: Bangladesh Rural Advancement Committee
CBO: Community Based Organisations
CED: County Education Director
CGS: Community Girls School
CMC: Centre Management Committee
CPA: Comprehensive Peace Agreement
DDR: Demobilisation, disarmament, and reintegration
EDC: Education Development Centre
EFA: Education for All
EMIS: Education Management Information System
FAL: Functional Adult Literacy
FEO: Field Education Officers
GESP: General Education Strategic Plan
GoSS: Government of South Sudan
IEC: Intensive English Course
INSET: In-service Teacher training
IT: Information Technology
MDG: Millennium Development Goals
MoEST: Ministry of Education, Science and Technology
MoGEI: Ministry of General Education and Instruction
NFPE: Non-Formal Primary Education
NGO: Non Government Organisation
PEP: Pastoralist Education Programme
PST: Professional Studies for Teachers
PTA: Parent Teacher Association
RABEA: Radio Based Education for All
SCI: Save the Children International
SIP: School Improvement Plan
SoE: Secretariat of Education
SMC: School Management Committee
SMoE: State Ministry of Education
SPLA: Sudan People’s Liberation Army
SPLM: Sudan People’s Liberation Movement
SSIRI: South Sudan Interactive Radio Instruction
TERBIA: Teaching English through Radio Instruction for ALL
TVET: Technical and Vocational Education Training
TWG: Technical Working Group
UNHCR: United Nation Commission of Refugees
1.0 Introduction

Decades of neglect and years of civil war have devastated South Sudan’s infrastructure and social systems, displaced over 5 million people and resulted in generations of children and youth who have never had the opportunity to attend school. With independence and its emergence as a new country on 9th July 2011, the people of South Sudan, returnees and internally displaced people want to claim their right to education. In recognition, the government stated in the national development vision, the need to create a literate and knowledgeable nation as imperative for South Sudan.

As part of this process, the Directorate of Alternative Education Systems (AES) policy under the Ministry of Education, Science and Technology (MoEST) seeks to address the challenges of providing education for out of school children and youth, over age children in primary schools and adult literacy in South Sudan. In 2013 the AES Directorate developed an AES policy and AES Strategic Plan to be implemented in line with the Education Act (2012) and the General Education Strategic Action Plan (GESP) 2012-2017.

With these developments the AES Implementation Guide has been revised and updated to provide standardised implementation guidelines for the MoEST and development partners to improve the management and quality of AES programmes.

Since the signing of the 2005 Comprehensive Peace Agreement (CPA), the government of South Sudan has been working to provide education opportunities for all its citizens regardless of their age. The Alternative Education Systems (AES) was formalised in 2002 under the Sudan People’s Liberation Movement (SPLM) and Secretariat of Education (SoE) and confirmed by the CPA to provide education to out of school children, youth and adults including organised armed forces. Since then AES has expanded its education programmes to provide multiple pathways towards achieving literate and educated members of society. Flexible learning opportunities are now available to different categories of learners: out of school and over age children and youth and adults who missed out on education due to the decades of conflict. Their educational needs are met through six alternative forms of basic and continuing education programmes:

1. Accelerated Learning Programme (ALP)
2. Community Girl Schools (CGS)
3. Pastoralist Education Programme (PEP)
4. Basic Adult Literacy Programme (BALP)
5. Intensive English Courses (IEC)
6. South Sudan Interactive Radio Instruction (SSIRI)

In 2012 there were 220,909 AES learners (EMIS 2012) with a further estimated 180,000 in SSIRI and international schools (AES Baseline Survey and Evaluation 2012).

The rationale for alternative education is to provide quality, organized, systematic and flexible basic education for specific target groups that have either missed formal education or dropped out as a result of the two decades of armed conflict in South Sudan.
This guide is to help AES managers and partners ensure effective implementation, coordination and monitoring of the six programmes. It provides basic information and monitoring tools on the main aspects of AES. We hope you will find it a useful reference document to enhance good management and governance of AES.
2.0 Accelerated Learning Programme (ALP)

**Introduction**

The target group of learners are aged 12-18 who have enrolled in lower primary classes, dropped out or could not access education. Youth aged 18-30 in the organised armed forces can also enrol in ALP classes. ALP uses a condensed form of the primary curriculum so learners can complete the primary cycle in four years instead of eight. Learners can join their age appropriate grade or complete level 4 and take the South Sudan Primary Leavers exam and go on to secondary school.

The Accelerated Learning Programme is a modification of the formal primary school cycle that offers a flexible learning opportunity in only four years instead of the stipulated eight years of formal primary education. It is characterized by:

- a condensed syllabus
- a faster learning process
- flexibility in the learning process and calendar
- Multiple entry and exit points

**Objectives**

The main objectives for ALP in South Sudan are to:

- Enable older children enrolled in formal lower primary classes to catch up with their peers at the appropriate age by transferring to ALP classes and returning to formal education at the age appropriate grade.
- To enable older children and youth to enrol in non-formal accelerated Programmes to catch up with their peers in primary school and complete the cycle of education in a shorter period of 4 years instead of the stipulated 8 years of primary education.
- Advocate for primary school drop outs and older out of school girls and boys to enrol in ALP classes as a transitional process for children to join formal education at secondary level or vocational training
- Provide learners with opportunities to acquire desirable knowledge, skills, values and attitudes.
- Create a learning environment that will encourage learners to develop logical thought and critical judgment
- Promote self-expression, self-discipline and self-reliance
- Encourage parents and communities to support and participate in the provision of basic education.
ALP Implementation Guidelines

The following Ministry of Education, Science and Technology (MoEST) ALP Guidelines shall serve as the framework within which the ALP Programme shall operate upon implementation nation-wide.

1. Community Mobilization

a) The following is included in the sensitization process when introducing ALP to a community:
   - Announcing the beginning of ALP classes in a particular area and formally introducing the ALP teachers.
   - Targeting parents and the community at large to send learners to school.

2. Parent Teacher Association / School Management Committee

a) Each ALP centre should have a Parent Teacher Association (PTA) or School Management Committee (SMC) of between 3-7 members to include the teacher and head teacher and which encourages the participation of out of school youth and children.

b) The PTA/SMC meet on a quarterly basis or more regularly

c) The PTA/SMC help in the identification and selection of disadvantaged learners

d) The SMC help in the identification or construction of a suitable child/youth friendly classroom. This should be a safe space near to the community.

e) The PTA/SMC along with parents and learners decide on the most suitable times for class as per the need of community

3. Programme Structure

a) The class times are flexible and should be agreed with the learners, teacher and community.

b) ALP classes are for 3 hours per day, 5 days per week. In total a minimum of 15 hours of learning in class a week.

c) The ALP cycle will have duration of 4 years and learners entering level 1 in the first year will be able to complete level 4.

d) Each ALP centre shall have one or more class at each ALP level

e) The ALP class time table/ calendar shall follow that of the main primary school but can be flexible to fit around learners’ livelihood activities. It should be designed in collaboration and in close consultation with PTAs and learners.

f) The Accelerated Learning Programme can be conducted within formal education structures such as primary schools as a second shift, or can be conducted in community centres or specialised ALP centres or schools.

g) The Accelerated Learning Programme is conducted by the same school administration as those of mainstream primary school programme, but is allocated afternoon sessions. However, there is flexibility based on the agreement reached by the PTAs and learners. This is to allow ALP learners to share the same educational facilities and teachers within
the school. Each school administration decides on the contact hours for ALP learners in consultation with the PTAs and learners themselves.

h) Partners who implement ALP in centres can decide in consultation with the community when to operate; i.e. morning or afternoon.

i) In schools where there is capacity to accommodate ALP and mainstream learners at the same time, both programmes are conducted concurrently during morning hours.

4. Cost of schooling

a) ALP classes provided by MoEST or developing partners shall not demand tuition fees or a uniform.
b) ALP learners can be provided with uniforms if the community has been consulted and agrees. However learners in these classes who do not have uniforms can still attend ALP classes and should not be turned away.
c) ALP learners shall be provided with textbooks and learning materials free of charge.
d) Learners are responsible for the payment of exam fees for the Primary 8 Leavers Examination.
e) Development partners and communities can sponsor ALP learners exam fees
f) Parents shall contribute in kind to provide/maintain the ALP centre, and support volunteer teachers.

5. ALP Centre

a) May be in an established primary or secondary school building free to use.
b) May be in a building constructed/provided by the community which has sufficient space for ALP use
c) May be a purpose built AES centre provided by the State Ministry of Education (SMoE), Community or NGO
d) May be a tent or other mobile form of shelter.
e) SMoE operated schools should share the staff rooms, latrines, and other support services.
f) Should have basic classroom furniture – blackboard, chalk, desks and benches
g) All schools implementing the ALP Programme should be controlled and supervised by the SMoE and National MoEST.
h) Provide learning space for 4 levels
i) Have latrine provision for both males and females
j) Provide access to safe water.
k) Each ALP centre shall have a PTA/SMC to support the administration and encourage learners to enroll and attend classes.
l) In primary schools receiving school feeding, every effort should be made to provide meals to ALP learners.

6. Learner Selection

a) The entry age is 12-18 years for civil society and 18-30 for SPLA and organized forces
b) Target learners are out of school children and youth aged 12-18 particularly girls. These include:
Those who are out of school, having enrolled and then dropped out before completing the primary cycle.
Those who have never enrolled in school at all.
Over age children and youth already enrolled in primary schools who can transfer to ALP classes.
Include pregnant females and young mothers

c) The ALP Programme has a multiple-entry strategy. This means that learners may enter the programme at any level depending on their prior education and their level of English and Mathematics. The placement level will be determined by several characteristics including the age of learner and his/her ability to cope with the class or level and previous learning experience and any competencies acquired. Entry to level one is based on age and commitment. Sample placement test/examinations can be found in the ALP Handbook or can be collected from the SMoE.

Multiple-Entry System

i. Absolute beginners in English: These learners have no knowledge of the English alphabet, nor can they read or write any words in English. They may be able to speak a few common phrases like “Hello”. These learners must study the alphabet and basic reading and writing at level 1.

ii. Beginners with some English: These learners know the English alphabet and can read and write a little, but their knowledge of English vocabulary is still very limited. Most will study at level 1, but some may study at higher levels depending on their knowledge and skills in Mathematics, Science and Social Studies.

iii. Former primary pupils in Arabic: Learners who studied in Arabic pattern primary schools and who know little or no English should begin ALP classes at level 1 if it is conducted in English unless the teachers and head teachers feel the learner can master English quickly enough to study at a higher level.

iv. Learners ready for levels 2-4: These learners have studied at primary school previously and have enough knowledge of English and Mathematics to study at a higher level. They need to take a placement test so that they can be assigned to the proper level.

Multiple-exit system

i. Learners can leave ALP classes at the end of level 1, 2 or 3 and enroll in an age appropriate primary class.

ii. Learners can leave at the end of level 4, take the South Sudan Primary Leavers Exam and join secondary school or vocational education.

d) Each ALP class should have 30-50 learners.

e) Transfer of ALP learners from ALP to the formal primary school should be through transcript and a placement test administered by the school.
### 7. Teaching and learning

a) The language of instruction should be a local national language/mother tongue in level 1 and 2 as per MoEST policy.  

b) Selection of mother tongue as language of instruction should take into consideration the language of the majority of the learners and be agreed after consultation.  

c) Language of instruction from level 3 and 4 should be in English as per MoEST policy.  

d) The ALP learners have a one month orientation and induction course for ALP. This is a preparatory course conducted at the beginning before actual teaching commences. The courses include the following:  

- Induction to ALP  
- School routine/ schedule  
- Study skills and how to take tests  
- Basic numeracy and literacy  
- Learning environment  

After the orientation of learners, they start the actual ALP courses based on the South Sudan curriculum with additional life skills training in HIV/AIDS, Environmental studies, and sex education.  

f) ALP follows the syllabus of the South Sudan Primary School Curriculum. The syllabus is condensed into four years, with two years consolidated into one year as follows:  

- ALP level one is comprised of the Primary one and two syllabus  
- ALP level two is comprised of the Primary three and four syllabus  
- ALP level three is comprised of the Primary five and six syllabus  
- ALP level four is comprised of the Primary seven and eight syllabus  

<table>
<thead>
<tr>
<th>Primary Syllabus</th>
<th>ALP Syllabus</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>level 1</td>
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<tr>
<td>2</td>
<td>level 2</td>
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<td>3</td>
<td>level 3</td>
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<td>4</td>
<td>level 4</td>
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<td>5</td>
<td>level 5</td>
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<td>6</td>
<td>level 6</td>
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<tr>
<td>7</td>
<td>level 7</td>
</tr>
<tr>
<td>8</td>
<td>level 8</td>
</tr>
</tbody>
</table>

Learners may enter at any level depending on the number of years of primary school already completed, and study up to level four (primary 7 and 8) when they sit for the Primary Leavers Examination. Textbooks prepared for the ALP course include the basic subjects of English, Science, Social Studies, and Mathematics.  

The flexible nature of ALP allows multiple **entry** and **exit** points at appropriate levels, determined by age and performance at each level.
g) The following materials are used by learners and teachers:

<table>
<thead>
<tr>
<th>Level</th>
<th>Learners</th>
<th>Version</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Preparatory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1     | ALP English level 1  
ALP mathematics level 1  
ALP Science level 1  
ALP Social Studies level 1 | 2012 version Colour  
Note The curriculum in these books has not been condensed. The Primary 1 and 2 books have been printed together. | Teachers Guide for each subject |
|       | ALP Home science level 1  
ALP Business  
ALP Agriculture level 1  
ALP CRE Level 1 | Version 2008 | Answer key and learning outcomes manual level 1 |
| 2     | ALP English level 2  
ALP mathematics level 2  
ALP Science level 2  
ALP Social Studies level 2 | 2012 version Colour  
Note The curriculum in these books has not been condensed. The Primary 1 and 2 books have been printed together. | Teachers Guide for each subject |
|       | ALP Home science level 2  
ALP Business level 2  
ALP Agriculture level 2  
ALP CRE Level 2 | Version 2008 | Answer key and learning outcomes manual level 2 |
| 3     | ALP English level 3  
ALP mathematics level 3  
ALP Science level 3  
ALP Social Studies level 3 | 2012 version Colour  
Note The curriculum in these books has not been condensed. The Primary 1 and 2 books have been printed together. | Teachers Guide for each subject |
|       | ALP Home science level 3  
ALP Business level 3  
ALP Agriculture level 3  
ALP CRE Level 3 | Version 2008 | Answer key and learning outcomes manual level 3 |
| 4     | ALP English level 4  
ALP mathematics level 4  
ALP Science level 4  
ALP Social Studies level 4 | | Teachers Guide for each subject |
|       | ALP Home science level 4  
ALP Business level 4  
ALP Agriculture level 4  
ALP CRE Level 4 | Version 2008 | Answer key and learning outcomes manual level 4 |
|       | Teachers | ALP handbook | Version 2008 |
|       | ALP Implementation guidelines | Version 2014 |

CRE: Christian Religious Education

In addition each teacher shall have:
- attendance and assessment record books
h) The weekly timetable for ALP is as follows:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Hours per week</strong></td>
<td><strong>18</strong></td>
<td><strong>18</strong></td>
<td><strong>18</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

i) MoEST provides the ALP textbooks. Classes implemented by developing partners will receive ALP textbooks from the MoEST. When stocks of ALP textbooks are exhausted, the AES Directorate will forward any requests to the Undersecretary MoEST who can give permission to print copies via the Curriculum Department.

8. Teachers of the Programme

a) Each ALP level must have 1-2 teachers.
b) Teachers should be trained MoEST teachers willing to be trained in ALP methodology.
c) Teachers can be an individual with post high school experience or a community dweller that is a high school graduate willing to be trained as an ALP teacher.
d) Recruitment is conducted in consultation with local education authorities and community/PTA/SMC
e) Levels one and two should be taught by teachers specializing in teaching of lower primary grades.
f) Levels three and four should be taught by the most qualified and experienced teachers.
g) Levels three and four will be taught by at least three teachers based on their subject specialization.
h) AES centres with 4 levels should assign the teachers based on their subject speciality and experience.
i) All ALP teachers are to teach at least two subjects at each of the ALP levels, especially the upper levels.
jk) Appointment of volunteer teachers should only be done if no other qualified teachers are available. Volunteer teachers should receive the same orientation course and teacher training as qualified teachers.
k) The recruitment of teachers by NGOs and religious organisations will be based on MoEST standards (referring to payment and training).
l) In situations where there is a likelihood of a teacher dropping out or not performing well, the trainers/supervisors should be in a position to find other candidates from the particular area and select the best candidate to take over the ALP centre after being trained.
m) All ALP teachers and volunteers must sign the Teachers Code of Conduct

n) All ALP teachers should receive an ALP orientation training which will include training on youth and adult teaching methods.

o) All ALP teachers should be trained using MoEST AES Directorate approved training materials.

p) Systematic training of all ALP teachers (volunteer and formally trained ALP teachers) is to be undertaken to increase the quality of the teaching using MoEST in-service training packages.

q) All teachers will receive training in teaching methodology in all subjects and specialize in one of the languages of instruction recommended for ALP, namely: mother tongue and English.

r) Each teacher is to receive training in teaching methodology and specialize in English, Math, Social Studies or Science.

s) Every effort should be made to enrol volunteer teachers and ALP teachers without a teaching qualification on INSET training courses so that their qualifications are improved and they can eventually change status to teachers registered on the Government payroll.

t) Teachers who speak Arabic or a native language should be recommended for Intensive English Courses.

u) ALP teachers in centre located in primary or secondary schools will be supervised by the head teachers of the Primary school. ALP centres in other locations will be supervised by the head teacher of a nearby school and/or AES education supervisor at county, state and national level.

9. **Teacher Remuneration**

a) All MoEST ALP teachers should receive a monthly incentive or salary.

b) Development partners should consult the national AES Directorate for the current recommended rate of pay per month for ALP teachers and head teachers.

c) ALP teachers who also teach in the primary school or have other jobs in addition to being an ALP teacher will receive a top up incentive. The 2014 top up rate is 200 SSP.

d) A full time ALP teacher (teaching both morning and afternoon shifts) will receive 500 SSP (2014).

e) Volunteer ALP teachers will not be paid.

f) A head teacher supervising both the primary school and ALP sessions will receive a top up of a minimum of 300 SSP (2014).

g) A full time ALP head teacher will receive the same salary as a full time Primary head teacher.

h) All ALP teachers must be registered on MoEST payroll to receive their top up or salary payments.

10. **ALP centre Administrators**

a) The ALP shall operate in accordance with the MoEST calendar and guidelines.

b) The Head Teacher should serve as supervisors of ALP school.

c) The Head Teacher should focus principally on education activities.

d) The Head Teacher should encourage the integration of the schools and other community dwellers to enrich the ALP.
e) The Head Teacher should be trained in ALP methodology.

11. Programme Supervision

a) There shall be Payam, County, State, and National education structures to ensure proper, efficient and coordinated implementation of educational policies and Programmes. The national Education Authority shall ensure the establishment of these structures and effective coordination by them.

b) The Programme will be supervised by the Head Teacher, Deputy Head Teacher, the AES education supervisor at county, state and national level and supporting organizations.

c) Supervision reports must be made on a quarterly basis to the state AES Director and national AES Directorate Focal Person.

d) State, county and payam supervisors will coordinate with development partners to visit schools for supervision and monitoring.

e) ALP teachers along with PTA committee members, education supervisors and school management staff will share and discuss issues concerning the function of the ALP Programme. These issues will include sharing best practices, community-support related issues, pedagogy, preparation and usage of teaching material, etc.

f) The education supervisor in consultation with PTAs and community members will troubleshoot possible solutions to problems with the participation of the teachers.

g) NGOs should provide a movement plan for field visit inspection in association with MoEST inspectors and supervisors for smooth running and follow up.

12. Management/Coordination

a) The over-all management and coordination of the Programme is with the national AES Directorate, MoEST.

b) NGOs wishing to implement the ALP Programme should liaise with the national AES Directorate MoEST.

c) State AES Directorate staff and all development partners implementing ALP classes will attend monthly/quarterly coordination meetings for AES at county and state level.

d) State AES Directorate staff and all development partners implementing ALP classes will attend state level AES coordination forums conducted on a biannual basis.

e) National AES staff and all development partners implementing AES classes will attend national bi-monthly AES advisory group meetings.

f) State AES Directors and all development partners implementing ALP classes will attend the National AES Thematic Working Group biannual workshops.

g) The NGOs engaged in alternative education including ALP must invest in developmental Programmes and share planning, monitoring, and evaluations with the national AES Directorate.

13. Materials, storage and other services

a) All organizations supporting the MoEST to implement the programme must use standard MoEST materials and supplies to cater to uniformity and standards.
b) ALP materials that will be supplied to schools by MoEST/supporting agencies will include; learner texts; plan/mark/attendance books; and other relevant instructional materials.

c) Storage facilities should be provided by the centre administration which supervises the programme.

14. Examinations and Promotion

a) On entry – placement especially for higher levels of ALP is assessed by percentage achieved across a number of assessment activities throughout the academic year as follows:
   - Written tests and examination 60%
   - Practical work 30%
   - Attendance and Conduct 10%
   The overall promotion percentage will be 50%

b) In order to maintain standards and quality control, the learners who attain low marks should repeat unless the cause of failure is associated with illness and other social problems. This should be justifiable with sick reports and other documents. If proven, they should be promoted to the next level but they be recommended for constant remedial support from subject teachers.

c) Progression from one level to the next will be determined by individual learner performance. ALP centres will be encouraged to be flexible in allowing upward mobility based on individual achievement without waiting for the end of the year.

d) After completing level 4, the learner will sit for the South Sudan Primary Leavers Examination Certificate and will make the transition to the mainstream education cycle at secondary level.

15. Programme Monitoring and Evaluation

a) Adherence to the ALP policy will be monitored throughout the year and the ALP Programme assessed annually by SMoE.

b) All teachers will keep accurate attendance records.

c) All ALP centres will complete the forms for the annual EMIS survey.

d) The head teachers will keep a record of all learners sitting the South Sudan Primary Leavers Exam.

e) All ALP centres will be monitored supervised by the Government of South Sudan and will follow the Government Curriculum Framework and Syllabus.

16. Financing

a) Alternative Education, including ALP, will receive finances from the government, civil society, international NGOs, and interested individuals.

b) The Government of South Sudan through the MoEST and the Directorate for Alternative Education Systems are responsible for ensuring that all ALP teachers are being paid on a monthly basis.
3.0 Community Girls’ Schools (CGS)

Introduction

Community Girl Schools (CGS). This programme provides quality basic education for girls aged 8-12 in villages that have no schools. The CGS programme is a modification of the formal lower primary school cycle that offers a flexible learning opportunity in only three years instead of the stipulated four years of formal primary education. Girls can then enrol in primary 5 in nearby primary schools. Although priority is given to girls, boys can make up 30% of the classes. The project implementation strategy is based on the BRAC (Bangladesh Rural Advancement Committee) model of Non-Formal Primary Education (NFPE) with slight adaptations for the South Sudanese context. CGS is characterized by:

- a condensed syllabus
- a faster learning process
- targeting marginalised female learners
- flexibility in the learning process and calendar

Objectives

The main objectives for CGS in South Sudan are:

- Increasing girls’ access to education in rural areas where there is little or no education opportunity for the girl-child.
- Increased access to quality primary education for poor and marginalized girls and boys in South Sudan.
- Creating learning opportunities for girls with physical disability.
- Advocates for marginalised girls and boys to enrol in CGS classes as a transitional process for children to join formal education at primary 5.
- Provide learners with opportunities to acquire desirable knowledge, skills, values and attitudes.
- Create a learning environment that will encourage learners to develop logical thought and critical judgment.
- Encourage parents and communities to support and participate in the provision of basic education.
- Poor and marginalized girls and boys who complete primary 1-4 of quality education, are more equipped to access and continue the upper grades of government primary education.
- Local women are recruited, trained and are continuously developing their skills as para professional teachers, benefiting financially, and developing increasing influence and status in communities.
CGS Implementation Guidelines

The following Ministry of Education, Science and Technology (MoEST) CGS Guidelines shall serve as the framework within which the CGS programme shall operate upon implementation nation-wide.

1. Community Mobilization

a) The following is included in the sensitization process when introducing CGS to a community:
   1. Announcing the beginning of CGS classes in a particular
   2. Targeting parents and the community at large to send learners to school.
   3. Identification of out of school children population according to policy framework by conducting of house hold survey
   4. Establishing a school management committee.

2. School Management Committee

a) Each CGS should have a School Management Committee (SMC) of between 3-7 members to include the teacher and which encourages the participation of women, youth and children.
b) Each CGS should have a parents’ forum in which parents meet on a quarterly basis to discuss their children’s progress. Mothers are encouraged to be part of this forum.
c) The SMC with the community mobilisers have the role to involve community members in construction and operation of school and to encourage community ownership and sustainability.
d) SMC meet on a quarterly basis or more regularly
e) The SMC help in the identification and selection of disadvantaged children during the household survey.
f) The SMC help in the identification or construction of a suitable learner friendly classroom. This should be a safe space near to the community.
g) The SMC along with parents and children decide on the most suitable times for class as per the need of community.

3. Programme Structure

a) Each CGS centre shall have two or more classes in the same centre
b) The CGS class time table/ calendar shall follow that of the main primary school but can be flexible to fit around learners’ livelihood activities. It should be designed in collaboration and in close consultation with CMCs and learners.
c) Each SMC decides on the contact hours for CGS learners in consultation with the parents and learners themselves. Partners who implement CGS can decide in consultation with the community when to operate; i.e. morning or afternoon.
d) The learning schedule is flexible and daily contact time is 3 hours for grade 1&2 and 3 ½ hours for grade 3.
e) The CGS is organized in three grades; grade one, two and three which is equivalent to four years of primary education.
f) CGS established by development partners must be funded for a duration of 3 ½ years and allow for an orientation phase, completion of grade 1-3 and transition of learners to primary 5 in a nearby primary school.

4. **Cost of schooling**

a) CGS classes provided by MoEST or developing partners shall not demand tuition fees, or a uniform.
b) CGS learners shall be provided with textbooks and learning materials free of charge.
c) Parents shall contribute in kind to provide/maintain the CGS centre.

5. **Community Girls Schools**

a) May be in a building constructed/provided by the community which has sufficient space for CGS use.
b) May be in a purpose built CGS provided by the SMoE, Community or NGO
c) May be in a tent.
d) Should have basic classroom furniture – blackboard, chalk, floor mats.
e) All schools implementing the CGS programme should be controlled and supervised by the SMoE and National MoEST.
f) Provide learning space for 2 or more classes.
g) Have latrine provision for both males and females.
h) Provide safe drinking water.
i) Each CGS centre shall have a SMC to support the administration and encourage learners to enroll and attend classes.

6. **Learner Selection**

a) The entry age is 8-11 years for girls and boys
b) Enrollment should be at least 70% girls
c) Target learners are any out-of-school girls in underprivileged villages within the age range. These include:
   - Girls who have not been to school.
   - Girls who dropped out of school at grades 1 or 2 of formal school are acceptable
   - The age bracket can be widened to accommodate girls aged 7-11 years if there are fewer girls within the 8-10 age brackets in the village.
   - Up to 30% boys of the same category of age who don’t have access to a formal primary school.
   - Each CGS class should have a maximum of 35 learners.
d) Girls can enrol in grade 2 and 3 after taking a placement test.
e) Girls and boys are eligible to enrol into the formal primary school after completion of any of the grades.
7. **Teaching and learning**

a) The CGS is organized in three grades; grade one, two and three which is equivalent to four years of primary education.
b) The learning schedule is flexible and daily contact time is 2 ½ hours a day during the preparatory phase, 3 hours for grade 1&2 and 3 ½ hours for grade 3.
c) The CGS uses the South Sudan MoEST curriculum but with special materials (for both teaching and learning) developed to ensure relevance of context.
d) Learning is accelerated to enable a four-year curriculum under the South Sudan curriculum to be covered within three years (9 months each).
e) Learners who have attained grade 3 in CGS can join Primary 5 of the mainstream school programme and continue to Primary 8.

<table>
<thead>
<tr>
<th>Syllabus</th>
<th>Primary Syllabus</th>
<th>of hours in CGS</th>
<th>S duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparatory phase</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 1</td>
<td>Primary 1 &amp; first half of primary 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 2</td>
<td>Second half of primary 2 &amp; primary 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td>Primary 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

f) CGS starts with a preparatory phase that lasts for 2 months. This is intended to orient learners to:
   - School routine
   - Understanding school and learning environment
   - Building rapport with the teachers

g) After the preparatory phase, the pupils start grade one which also has a flexible time schedule. The parents and learners agree the learning times.
h) The language of instruction should be a local national language/mother tongue in level 1, 2 and 3 as per MoEST policy.
i) Selection of mother tongue as language of instruction should take into consideration the language of the majority of the learners and be agreed after consultation.
j) Where possible, use a combination of English medium teaching translated into local language when necessary.
k) The weekly subject and lesson allocation for Community Girls Schools is as below:
<table>
<thead>
<tr>
<th>Subject</th>
<th>Periods per week</th>
<th>Grade 1</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ther Tongue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
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<td></td>
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<tr>
<td>Social Studies</td>
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</tr>
<tr>
<td>Science and Health</td>
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<tr>
<td>Agriculture</td>
<td></td>
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<td>2</td>
</tr>
<tr>
<td>Arts and Crafts</td>
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<td>1</td>
<td>2</td>
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<tr>
<td>Physical Education</td>
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<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Religious Education</td>
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<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total No. of periods per week</td>
<td></td>
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</tbody>
</table>

l) Each lesson lasts 35-40 minutes
m) Textbooks prepared for the CGS course include the basic subjects of English, Science, Social Studies, and Mathematics.

n) The following materials are used by learners and teachers:

<table>
<thead>
<tr>
<th>Level</th>
<th>Learners</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>preparatory</td>
<td>CGS preparatory</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>CGS English grade 1</td>
<td>CGS handbook for each subject for each grade</td>
</tr>
<tr>
<td></td>
<td>CGS mathematics grade 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CGS Science grade 1</td>
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<tr>
<td></td>
<td>CGS Social Studies grade 1</td>
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<tr>
<td>2</td>
<td>CGS English grade 2</td>
<td>CGS handbook for each subject for each grade</td>
</tr>
<tr>
<td></td>
<td>CGS mathematics grade 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CGS Science grade 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CGS Social Studies grade 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CGS English grade 3</td>
<td>CGS handbook for each subject for each grade</td>
</tr>
<tr>
<td></td>
<td>CGS mathematics grade 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CGS Science grade 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CGS Social Studies grade 3</td>
<td></td>
</tr>
</tbody>
</table>

o) In addition each teacher shall have:
   - CGS handbook
   - attendance and assessment record books

p) The teacher is expected to vary teaching methods to maintain learners’ interest but ensure that a learner centred approach is fully used. The methods should include
   - Activity method
   - Kindergarten method
   - Question & answer
   - Demonstration method
   - Recitation method
   - Discussion method
   - Brain storming method
   - Group discussion
8. Teachers of the programme

a) It is recommended that each CGS have 2 teachers.
b) Where possible CGS teachers should be trained MoEST teachers willing to be CGS teachers from the local community.
c) CGS teachers can be an individual with post high school experience or a community dweller that is a high school graduate willing to be trained as a CGS teacher.
d) Priority is given to females to become a CGS teacher.
e) Where no suitable female can be found to become a CGS teacher, a male teacher can be recruited.
f) Recruitment is conducted in consultation with local education authorities and community/PTA/SMC.
g) The recruitment of teachers by NGOs and religious organisations will be based on MoEST standards (referring to payment and training).
h) In situations where there is a likelihood of a teacher dropping out or not performing well, the trainers/supervisors should be in a position to find other candidates from the particular area and select the best candidate to take over the CGS centre after being trained in consultation with community leaders.
i) All CGS teachers must sign the Teachers Code of Conduct
j) All CGS teachers should be trained using MoEST AES Directorate approved training materials.
k) All CGS teachers should receive an CGS orientation and basic training
l) CGS teacher receive 1 day refresher training each month
m) CGS teachers receive 6 days grade change training during the transition period between the end of one grade and the start of the next grade. The training orients the teacher on strategies for teaching the next grade.
n) Every effort should be made to enrol under qualified CGS teachers on INSET training courses so that their qualifications are improved and they can eventually change status to teachers registered on the Government payroll.
o) Teachers who speak Arabic or a native language should be recommended for Intensive English Courses.
p) CGS teachers will be supervised by the CGS/AES education supervisor at county, state and national level.

9. Teacher Remuneration

a) All MoEST CGS teachers should receive a monthly incentive or salary.
b) Development partners should consult the national AES Directorate for the current recommended rate of pay per month for CGS teachers.
c) A CGS teachers teaching one shift (either morning or afternoon) will receive 300 SSP (2014).
d) All CGS teachers must be registered on MoEST payroll to receive their salary payments.

10. School Administrators

a) The CGS shall operate in accordance with the MoEST calendar and guidelines.
b) CGS supervisors will be recruited for every 8-10 CGS (depending on the distance between them) to provide support and supervision to the teachers, school and community. Priority is given to females.
c) CGS supervisors will manage and build capacity of teachers and mobilize communities to engage in children’s education.

11. Programme Supervision

a) There shall be Payam, County, State, and National education structures to ensure proper, efficient and coordinated implementation of educational policies and programmes. The national Education Authority shall ensure the establishment of these structures and effective coordination by them.
b) The program will be supervised by the AES education supervisor at county, state and national level and supporting organizations.
c) Supervision reports must be made on a quarterly basis to the State AES Director and National AES Directorate Focal Person.
d) State, county and payam supervisors will coordinate with development partners to visit schools for supervision and monitoring.
e) CGS teachers along with SMC members, education supervisors and school management staff will share and discuss issues concerning the function of the CGS programme. These issues will include sharing best practices, community-support related issues, pedagogy, preparation and usage of teaching material, etc.
f) The education supervisor in consultation with CMCs and community members will troubleshoot possible solutions to problems with the participation of the teachers.
g) NGOs should provide a movement plan for field visit inspection in association with MoEST inspectors and supervisors for smooth running and follow up.
h) Each CGS should have regular supervision and monitoring of CGS programme from both government and implementers.

12. Management/Coordination

a) The over-all management and coordination of the programme is with the national AES Directorate, MoEST.
b) NGOs wishing to implement the CGS programme should liaise with the national AES Directorate MoEST.
c) State AES Directorate staff and all development partners implementing CGS classes will attend monthly/quarterly coordination meetings for AES at county and state level.
d) State AES Directorate staff and all development partners implementing CGS classes will attend state Level AES coordination forums conducted on a biannual basis.
e) National AES staff and all development partners implementing AES classes will attend national bi monthly AES advisory group meetings.

f) State AES Directors and all development partners implementing CGS classes will attend the National AES Thematic Working Group biannual workshops.

g) The NGOs engaged in alternative education including CGS must invest in developmental programmes and share planning, monitoring, and evaluations with the national AES Directorate.

13. Materials, storage and other services

a) All organizations supporting the MoEST to implement the programme must use standard MoEST materials and supplies to cater to uniformity and standards.

b) CGS materials that will be supplied to schools by MoEST/supporting agencies will include; learner texts; plan/mark/attendance books; and other relevant instructional materials.

c) Storage facilities should be provided by the SMC or community.

14. Assessment and Promotion

a) On entry – placement especially for higher levels of CGS is assessed by percentage achieved across a number of assessment activities throughout the academic year as follows:
   - Written tests and examination 60%
   - Practical work 30%
   - Attendance and Conduct 10%

   The overall promotion percentage will be 50%

b) In order to maintain standards and quality control, the learners who attain low marks should repeat unless the cause of failure is associated with illness and other social problems. This should be justifiable with sick reports and other documents. If proven, they should be promoted to the next grade but they be recommended for constant remedial support from subject teachers.

c) Regular learner assessment is conducted unit wise and yearly.

d) Methods of assessment include: continuous assessment (class work and outdoor assessments), written tests, practical work and examinations

e) After completing grade 3, the learner will make the transition to the mainstream primary education at the nearest school offering primary 5 classes.

f) Transfer of CGS learners to the formal primary school should be through certificate/transcript and a placement test administered by the school.

15. Programme Monitoring and Evaluation

a) Adherence to the CGS guidelines will be monitored throughout the year and the CGS programme assessed annually by SMoE.

b) All teachers will keep accurate attendance records.

c) All CGS centres will complete the forms for the annual EMIS survey.
d) The SMC and teachers will keep a record of all learners transferring to primary 5.
e) All CGS will be monitored, supervised by the Government of South Sudan and will follow the Government Curriculum Framework and Syllabus.

16. Financing

a) Alternative Education, including CGS, will receive finances from the government, civil society, international NGOs, and interested individuals.
b) The Government of South Sudan through the MoEST and the Directorate for Alternative Education Systems are responsible for ensuring that all CGS teachers are being paid on a monthly basis.
4.0 Pastoralist Education Programme (PEP)

Introduction

Pastoralist communities make up a high proportion of the population of South Sudan. They fall largely outside the provision of education and other services which are to varying degrees available from government or private providers to the non-pastoralist sector of society.

This programme targets primary age children in pastoralist communities. 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 the formal primary curriculum with the aim to transition children to formal primary schools. ALP classes are also conducted in pastoralist communities.

In recognition of the high number of pastoralist communities and their mobile nature of life, the PEP aims at improving access to education for children in these communities and also create awareness and understanding of issues and alternative strategies for sustainable access to effective and relevant education for children from pastoralist communities. The education envisaged should not dictate total change in the pastoralist economy, culture and lifestyle but should attempt to understand pastoralists with a view of integrating modern education into already existing knowledge and learning systems in order to make meaningful change in the lives of children in pastoralist communities.

PEP has moved from its pilot phase and is scaling up the number of mobile schools. PEP is characterized by:

- A mobile classroom and learning situation.
- A teacher that moves with the pastoralist community.
- Community mobilisation responsible for the sensitisation of the community to the programme.
- Flexibility in the learning process and calendar.
- Encouraging transition to permanent formal primary schools.

Objectives

The main objectives for PEP in South Sudan are:

- Increasing access to quality and relevant education in pastoralist and fishing areas where there is little or no education opportunities.
- Advocates for marginalised girls and boys to enrol in PEP classes as a transitional process for children to join formal education at primary schools.
- Provide learners with opportunities to acquire desirable knowledge, skills, values and attitudes.
- Encourage parents and communities to support and participate in the provision of basic education.
- Build a body of knowledge on good practice in supporting education of children in pastoralist communities.
PEP Implementation Guidelines

The following Ministry of Education, Science and Technology (MoEST) PEP Guidelines shall serve as the framework within which the PEP programme shall operate upon implementation nation-wide.

1. Community Mobilization

a) The following is included in the sensitization process when introducing PEP to a community:
   - Announcing the beginning of PEP classes in a particular
   - Targeting parents and the community at large to send learners to school.
   - Establishing a school management committee or co-opting the cattle camp management committee.

2. School Management Committee

a) Each PEP class should have a School Management Committee (SMC) of between 3-7 members to include the teacher and which encourages the participation of women, youth and children.
b) The cattle camp management committee can form the SMC.
c) The community mobilise/teacher should advocate and work with the cattle camp management committee to get agreement to hold PEP and ALP classes.
d) The SMC with the community mobilisers and teachers have the role to involve community members in supporting the operation of school and to encourage community ownership and sustainability.
e) SMC meet on a quarterly basis or more regularly.
f) The SMC help in the identification and selection of age appropriate pastoralist children.
g) The SMC help in the identification or construction of a suitable learner friendly classroom. This should be a safe space in the community.
h) The SMC along with parents and children decide on the most suitable times for class as per the need of community.
i) The SMC and community are responsible for the security of the teacher and for providing basic food stuffs available in the cattle camp.

3. Programme Structure

a) Each PEP centre shall have one or two mobile classes in the same cattle camp.
b) The PEP class time table/calendar shall follow that of the main primary school but can be flexible to fit around learners’ livelihood activities. It should be designed in collaboration and in close consultation with SMCs and learners.
c) Each SMC decides on the contact hours for PEP learners in consultation with the parents and learners themselves. There can be 2-5 lessons per day.
d) The learning schedule is flexible and should encourage a daily contact time of 3 hours per day, 5 days a week.
e) The PEP class provides an orientation to formal schooling and the basics of reading and writing.
f) The children in the PEP class are encouraged to join formal primary schools after they have experienced the benefits of education and have the permission of their parents.

4. Cost of schooling

a) PEP classes provided by MoEST or developing partners shall not demand tuition fees, or a uniform.
b) PEP learners shall be provided with textbooks and learning materials free of charge.
c) A uniform can be provided to PEP learners to give them sense of identity with the school and sense of pride in learning.
d) Parents and the community shall contribute in kind to provide/maintain the PEP centre, and support volunteer teachers with milk, meat and shelter.

5. PEP Centre

a) May be in a temporary structure provided by the community which has sufficient space for PEP learners.
b) May be in a tent or other mobile form of shelter provided by the SMoE or developing partners. The SMC shall be responsible for its maintenance and transport.
c) Should have basic classroom equipment – blackboard, chalk.
d) All schools implementing the PEP programme should be supervised by the SMoE and National MoEST.
e) Encourage safe sanitation practices.
f) Provide safe drinking water.

6. Learner Selection

a) The entry age is 6 years and over for girls and boys
b) Enrollment should encourage both girls and boys
c) Target learners includes all children and youth of the following communities:
   - Pastoralist communities
   - Fishing communities
d) Each PEP class should have a maximum of 50 learners.

7. Teaching and learning

a) The learning schedule is flexible and daily contact time should be a maximum of 3 hours per day with up to 5 lessons per day.
b) Each lesson lasts 40 minutes.
c) The PEP uses the South Sudan MoEST Primary curriculum for children and ALP curriculum for youth. It can also use materials that are relevant to agro-pastoralist and fishing community contexts and have been approved for use by the National AES Directorate.
d) PEP classes are intended to orient learners to:
   - School routine
   - Understanding school and learning environment
   - Building rapport with the teachers
   - Basic literacy and numeracy

e) The language of instruction should be a local national language/mother tongue.

f) Selection of mother tongue as language of instruction should take into consideration the language of the majority of the learners and be agreed after consultation.

g) PEP classes use the standard primary textbooks in the basic subjects of English, Science, Social Studies, Mathematics, CRE and agriculture.

h) Each teacher shall have attendance and assessment record books

i) The teacher is expected to vary teaching methods to maintain learners’ interest but ensure that a learner centred approach is fully used.

j) MoEST provides the textbooks for PEP classes. Classes implemented by developing partners will receive textbooks from the MoEST. When stocks of PEP textbooks are exhausted, the AES Directorate will forward any requests to the Undersecretary MoEST who can give permission to print copies via the Curriculum Department.

8. Teachers of the programme

a) Each PEP class shall have 2 teachers whose role is to act as both teacher and community mobiliser.

b) The two teachers divide the subject teaching and community mobilisation between them.

c) Where possible PEP teachers should be trained MoEST teachers willing to be trained in PEP methodology from the local community who are willing to travel with the cattle camp.

d) PEP teachers can be an individual with post high school experience or a community member that is a high school graduate willing to be trained as a PEP teacher and travel with the cattle camp.

e) Recruitment is conducted in consultation with local education authorities, the community and SMC.

f) The recruitment of teachers by NGOs and religious organisations will be based on MoEST standards (referring to payment and training).

g) In situations where there is a likelihood of a teacher dropping out or not performing well, the trainers/supervisors should be in a position to find other candidates from the particular area and select the best candidate to take over the PEP centre after being trained.

h) All PEP teachers must sign the Teachers Code of Conduct.

i) PEP teachers will receive a tent, bedding kit, gumboots and raincoat.

j) All PEP teachers should be trained using MoEST AES Directorate approved training materials.

k) All PEP teachers should receive a PEP orientation training and basic teacher training.

l) Every effort should be made to enrol under qualified PEP teachers on INSET training courses so that their qualifications are improved and they can eventually change status to teachers registered on the Government payroll.

m) Teachers who speak Arabic or a native language should be recommended for Intensive English Courses.

n) PEP teachers will be supervised by the SMC and AES education supervisor at county, state and national level.
9. Teacher Remuneration

a) All MoEST PEP teachers should receive a monthly incentive or salary.
b) Development partners should consult the national AES Directorate for the current recommended rate of pay per month for PEP teachers.
c) A PEP teachers teaching one shift (either morning or afternoon) will receive 700 SSP (2014).
d) All PEP teachers must be registered on MoEST payroll to receive their salary payments.

10. PEP Centre Administrators

a) The PEP shall operate in accordance with the MoEST calendar and guidelines.
b) Teachers/Community mobilisers are responsible to sensitise the community to education and gain their approval to send their children to mainstream schools. Community mobilisers also provide the link between the PEP class and formal primary school to aid transition of learners.

11. Programme Supervision

a) There shall be Payam, County, State, and National education structures to ensure proper, efficient and coordinated implementation of educational policies and programmes. The national Education Authority shall ensure the establishment of these structures and effective coordination by them.
b) The programme will be supervised by the AES education supervisor at county, state and national level and supporting organizations.
c) Supervision reports must be made on a quarterly basis to the State AES Director and National AES Directorate Focal Person.
d) State, county and payam supervisors will coordinate with development partners to visit schools for supervision and monitoring.
e) PEP teachers along with SMC committee members, education supervisors and school management staff will share and discuss issues concerning the function of the PEP programme. These issues will include sharing best practices, community-support related issues, pedagogy, preparation and usage of teaching material, etc.
f) The education supervisor in consultation with SMCs and community members will troubleshoot possible solutions to problems with the participation of the teachers.
g) NGOs should provide a movement plan for field visit inspection in association with MoEST inspectors and supervisors for smooth running and follow up.
h) Each PEP centre should have regular supervision and monitoring of PEP programme from both government and implementers

12. Management/Coordination

a) The over-all management and coordination of the programme is with the national AES Directorate, MoEST.
b) NGOs wishing to implement the PEP programme should liaise with the national AES Directorate MoEST.

c) State AES Directorate staff and all development partners implementing PEP classes will attend monthly/quarterly coordination meetings for AES at county and state level.

d) State AES Directorate staff and all development partners implementing PEP classes will attend state Level AES coordination forums conducted on a biannual basis.

e) National AES staff and all development partners implementing AES classes will attend national bi monthly AES advisory group meetings.

f) State AES Directors and all development partners implementing PEP classes will attend the National AES Thematic Working Group biannual workshops.

g) The NGOs engaged in alternative education including PEP must invest in developmental programmes and share planning, monitoring, and evaluations with the national AES Directorate.

13. Materials, storage and other services

a) All organizations supporting the MoEST to implement the programme must use standard MoEST materials and supplies to cater to uniformity and standards.

b) PEP materials that will be supplied to schools by MoEST/supporting agencies will include; learner texts; plan/mark/attendance books; other relevant instructional materials; teacher’s kits consisting of a tent, bedding, gumboots and raincoat.

c) Storage and transport facilities should be provided by the SMC or community.
b) The Government of South Sudan through the MoEST and the Department for Alternative Education Systems are responsible for ensuring that all PEP teachers are being paid on a quarterly basis.
5.0 Basic Adult Literacy Programme (BALP)

Introduction

"Literacy is an essential skill in today’s knowledge-based society and is a fundamental right for all adults. Adult literacy aims at alleviating the rampant illiteracy levels within the South Sudan population, resulting from lack of education opportunities during the years of conflict.

The Basic Adult Literacy Programme (BALP) 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 or socio-economic status. The four year course aims to provide literacy and numeracy skills focusing on basic livelihood activities to promote a positive change in learners’ lives and encourage lifelong learning.

With the approval of the National Literacy Policy, the BALP programme will be reviewed and the National Literacy Implementation Guidelines put in place. The guidelines given here are only to act for the interim period until they are published and disseminated.

Objectives

The main objectives for Basic Adult Literacy Programme in South Sudan are:

- Promote literacy and numeracy among adults (men and women) from age 19+ who had no access to basic education due to traditional barriers, socio-economic status or the civil war in the country.
- Empower individuals to effectively contribute in the development of self, the community and the nation.
- Promote positive change in living standards of adults in the society.
- Enable participants in the programme to attain knowledge of current affairs in order to keep abreast with the world’s issues, in terms of peace, unity and cooperation.
- Alleviate the wide spread illiteracy levels existing across South Sudan. This high level has contributed to lack of educational opportunities for people without basic education.
- To enable adult learners to acquire skills of numeracy, language skills and communication.
- To inculcate in the adult learner good health habits for life.
- To develop in the adult learner cultural, moral and spiritual values of life.
- To promote acquisition of skills for making a living, respect for work, and attitudes to protect public and private property. To instil in adult learners the spirit of unity, nationalism, tolerance and respect for others.
- To inculcate in the adult learner the understanding of, and appreciation for conservation and utilization of the environment.
- To develop basic abilities of an individual’ by stimulating initiative, creativity, objectivity and rationality.
- To instil in the adult learner positive attitudes of self-reliance, co-operation and interdependence.
- To create awareness of one’s rights, obligations and civic responsibilities.
- To inspire the adult learner to develop and appreciate a lifelong learning culture.
BALP Implementation Guidelines

The following Ministry of Education, Science and Technology (MoEST) BALP Guidelines shall serve as the framework within which the BALP programme shall operate upon implementation nation-wide.

Basic adult literacy refers to literacy in any language: mother tongue, national languages, English and Arabic.

1. Community Mobilization

a) The following is included in the sensitization process when introducing BALP to a community:
   - Announcing the beginning of BALP classes in a particular community.
   - Targeting the community at large to encourage youth and adults to attend BALP classes
   - Establishing a centre management committee.

2. Community Management Committee

a) Each BALP centre should have a Centre Management Committee (CMC) of between 3-7 members to include the facilitator and which encourages the participation of women, youth and adults.

b) The CMC with the community mobilisers have the role to involve community members in construction and operation of the centre and to encourage community ownership and sustainability.

c) CMC meet on a quarterly basis or more regularly.

d) The CMC help in the identification and selection of a piece of land for construction of the centre.

e) The CMC along with the learners decide on the most suitable times for class as per the need of community.

3. Programme Structure

a) Each BALP centre shall have two or more classes in the same centre.

b) The BALP class time table/ calendar can be flexible to fit around learners’ livelihood activities. It should be designed in collaboration and in close consultation with CMCs and learners.

c) Each CMC decides on the contact hours for BALP learners in consultation with the learners themselves. Partners who implement BALP can decide in consultation with the community when to operate i.e. morning or afternoon.

d) The learning schedule is flexible and daily contact time has to be agreed between the facilitator and learners but should consist of classes of 1-3 hours 2 to 3 days a week.

e) The BALP is organized in four levels. After level 4, learners can transfer to ALP level 3 or vocational education.
f) BALP centres established by development partners must be funded for a duration of 4 years and allow for the completion of Level 4.
g) The BALP takes four years but does depend on the ability of the adult learner. This four-year learning is equivalent to Level 2 in the Accelerated learning Programme. The adult learner has the ability to study by him/herself up to Level 4 in ALP as he/she desires. The adult learner will therefore continue to pursue the path of his/her choice as reflected in the above structure (academic, vocational or technical Education)

4. Cost of schooling

a) BALP classes provided by MoEST or developing partners shall not demand tuition fees.
b) BALP learners shall be provided with textbooks and learning materials free of charge.
c) The community and learners shall contribute in kind to provide/maintain the BALP centre, and support volunteer facilitators.

5. BALP Centre

a) May be in a building constructed/provided by the community which has sufficient space for BALP use.
b) May be in a purpose built BALP centre provided by the SMoE, Community or NGO

c) May be in a tent or other mobile form of shelter.

d) Should have basic classroom furniture – blackboard, chalk, desks and benches

e) All centres implementing the BALP programme should be supervised by the SMoE and National MoEST.

f) Provide learning space for 3 classes.

g) Have latrine provision for both males and females.

h) Provide safe drinking water.

i) Each BALP centre shall have a CMC to support the administration and encourage learners to enroll and attend classes.

6. Learner Selection

a) The programme targets youth and adults who have not had an opportunity to acquire literacy; writing, reading and numeracy skills. More specifically, it caters for adults aged 18 and above.

b) Entry to the class depends on the ability of the adult learner.

c) Each BALP class should have a maximum of 30 learners.

d) Adults with some learning will take a placement test to determine their level.

7. Teaching and learning

a) The BALP is organized in four levels. Completing level 4 is equivalent to 4 years of primary education.

b) The learning schedule is flexible.

c) Daily contact time is 2 hours 40 minutes a day, 4 days a week.

d) Each lesson shall be 40 minutes.

e) The Basic Adult literacy calendar year shall be two terms per year.

f) The BALP uses special materials (for both teaching and learning) developed to ensure relevance of context.

g) The language of the community including other languages like English and Arabic can be used for clarity of instruction.

h) Selection of mother tongue as language of instruction should take into consideration the language of the majority of the learners and be agreed after consultation.

i) A sample weekly subject and lesson allocation for BALP is show below:

<table>
<thead>
<tr>
<th>Subject</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Mother Tongue</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Arabic</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Business Studies</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Home Science</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Arts and Crafts</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>16</strong></td>
<td><strong>16</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00 – 2.40</td>
<td>1st session</td>
</tr>
<tr>
<td>2.40 – 3.20</td>
<td>2nd session</td>
</tr>
<tr>
<td>3.20 – 3.30</td>
<td>Break</td>
</tr>
<tr>
<td>3.30 – 4.10</td>
<td>3rd session</td>
</tr>
<tr>
<td>4.10 – 4.50</td>
<td>4th departure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Departure</th>
<th></th>
</tr>
</thead>
</table>
The above sample time table is flexible subject to adjustment on social and economic activities of a given society.

The following sample time table will take from 3-6 months depending on the ability of the learners.

j) The following materials are used by learners and facilitators:

**Functional Adult Literacy**

<table>
<thead>
<tr>
<th>FAL</th>
<th>Learners</th>
<th>Facilitators</th>
</tr>
</thead>
</table>
| Foundation Module | FAL Foundation Module textbook  
|                 | FAL Learning to Write Learners writing workbook  
|                 | FAL Building my Vocabulary Learners workbook  | FAL Facilitators handbook  
|                 |                                                   | FAL Trainers Manual               |
| Business Module | FAL Business Module textbook  
|                 | FAL Learning to Write  
|                 | FAL Building your vocabulary                       | FAL Facilitators handbook  
|                 |                                                   | FAL Trainers Manual               |
| Teachers        | FAL facilitators Handbook                         |                                   |

<table>
<thead>
<tr>
<th>Grade</th>
<th>Learners</th>
<th>Facilitators</th>
</tr>
</thead>
</table>
| Grade 1 | BALP English grade 1  
|         | BALP mathematics grade 1  
|         | BALP Science grade 1  
|         | BALP Social Studies grade 1  
|         | BALP Home Science grade 1  
|         | BALP Business education grade 1  | BALP handbook |
| Grade 2 | BALP English grade 2  
|         | BALP mathematics grade 2  
|         | BALP Science grade 2  
|         | BALP Social Studies grade 2  
|         | BALP Home Science grade 2  
|         | BALP Business education grade 2  | BALP handbook |
| Grade 3 | BALP English grade 3  
|         | BALP mathematics grade 3  
|         | BALP Science grade 3  
|         | BALP Social Studies grade 3  
|         | BALP Home Science grade 3  
|         | BALP Business education grade 3  | BALP handbook |
| Grade 4 | BALP English grade 4  
|         | BALP mathematics grade 4  
|         | BALP Science grade 4  
|         | BALP Social Studies grade 4  
|         | BALP Home Science grade 4  
|         | BALP Business education grade 4  |          |
k) In addition each facilitator shall have:
   • BALP handbook
   • attendance and assessment record books

l) The facilitator is expected to vary teaching methods to maintain learners’ interest but ensure that a learner centred approach is fully used. The methods should include
   • Group work/team work
   • Practical work
   • Conversation/story telling
   • Projects.
   • Demonstration
   • Instruction.
   • Exhibition.
   • Observation.

m) MoEST provides the BALP textbooks. Classes implemented by developing partners will receive BALP textbooks from the MoEST. When stocks of BALP textbooks are exhausted, the AES Directorate will forward any requests to the Undersecretary MoEST who can give permission to print copies via the Curriculum Department. Development partners can also contact UNESCO for FAL materials.

8. Facilitators of the programme

a) Each BALP centre should have 3 or 4 facilitators – one for each class/level.
b) Where possible BALP facilitators should be trained MoEST teachers from the local community willing to be trained in BALP methodology.
c) BALP facilitators can be an individual with post high school experience or a community dweller that is a high school graduate willing to be trained as a BALP facilitator.
d) Recruitment is conducted in consultant with local education authorities, the community and CMC.
e) The recruitment of facilitators by NGOs and religious organisations will be based on MoEST standards (referring to payment and training).
f) In situations where there is a likelihood of a facilitator dropping out or not performing well, the trainers/supervisors should be in a position to find other candidates from the particular area and select the best candidate to take over the BALP centre after being trained.
g) All BALP facilitators must sign the Teachers Code of Conduct
h) All BALP facilitators should be trained using MoEST AES Directorate approved training materials.
i) All BALP facilitators should receive a BALP orientation training.
j) BALP facilitators receive basic training.
k) Facilitators who speak Arabic or a native language should be recommended for Intensive English Courses.
l) BALP facilitators will be supervised by the BALP/ AES education supervisor at county, state and national level.
9. Facilitator Remuneration

a) All MoEST BALP facilitators should receive a monthly incentive or salary.
b) Development partners should consult the national AES Directorate for the current recommended rate of pay per month for BALP facilitators.
c) A BALP facilitator teaching one shift (either morning or afternoon) for 3 hours per day, 3 days per week is recommended to receive 300 SSP per month (2014).
d) All BALP facilitators must be registered on the MoEST payroll to receive their salary payments.

10. Centre Administrators

a) The BALP shall operate in accordance with the MoEST calendar and guidelines.
b) Education supervisors will manage and build capacity of facilitators and mobilize communities to engage in adult education and literacy.

11. Programme Supervision

a) There shall be Payam, County, State, and National education structures to ensure proper, efficient and coordinated implementation of educational policies and programmes. The national Education Authority shall ensure the establishment of these structures and effective coordination by them.
b) The programme will be supervised by the AES education supervisor at county, state and national level and supporting organizations.
c) Supervision reports must be made on a quarterly basis to the State AES Director and National AES Directorate Focal Person.
d) State, county and payam supervisors will coordinate with development partners to visit schools for supervision and monitoring.
e) BALP facilitators along with CMC members will share and discuss issues concerning the function of the BALP programme. These issues will include sharing best practices, community-support related issues, pedagogy, preparation and usage of teaching material, etc.
f) The education supervisor in consultation with CMCs and community members will troubleshoot possible solutions to problems with the participation of the facilitators.
g) NGOs should provide a movement plan for field visit inspection in association with MoEST inspectors and supervisors for smooth running and follow up.
h) Each BALP centre should have regular supervision and monitoring of BALP programme from both government and implementers.

12. Management/Coordination

a) The over-all management and coordination of the programme is with the national AES Directorate, MoEST.
b) NGOs wishing to implement the BALP programme should liaise with the national AES Directorate MoEST.
c) State AES Directorate staff and all development partners implementing BALP classes will attend monthly/quarterly coordination meetings for AES at county and state level.
d) State AES Directorate staff and all development partners implementing BALP classes will attend state Level AES coordination forums conducted on a biannual basis.
e) National AES staff and all development partners implementing AES classes will attend national bi monthly AES advisory group meetings.
f) State AES Directors and all development partners implementing BALP classes will attend the National AES Thematic Working Group biannual workshops.
g) The NGOs engaged in alternative education including BALP must invest in developmental programmes and share planning, monitoring, and evaluations with the national AES Directorate.

13. Materials, storage and other services

a) All organizations supporting the MoEST to implement the programme must use standard MoEST materials and supplies to cater to uniformity and standards.
b) BALP materials that will be supplied to schools by MoEST/supporting agencies will include; learner texts; plan/mark/attendance books; and other relevant instructional materials.
c) Storage facilities should be provided by the CMC or community.

14. Assessment and Promotion

a) On entry – placement especially for higher levels of CGS is assessed by percentage achieved across a number of assessment activities throughout the academic year as follows:
   - Written tests and examination 60%
   - Practical work 30%
   - Attendance and Conduct 10%
   - Therefore, the overall promotion percentage will be 50%
b) In order to maintain standards and quality control, the learners who attain low marks should repeat unless the cause of failure is associated with illness and other social problems. This should be justifiable with sick reports and other documents. If proven, they should be promoted to the next grade but they be recommended for constant remedial support from subject facilitators.
c) Methods of assessment include: end of grade assessment, written and oral tests, practical work and examinations
d) Learners who have attained level 4 in BALP can join ALP level 3.
e) Learners at any level can enter ALP levels based on an ALP placement test.
f) Learners who complete the Foundation level in Functional adult literacy can enter ALP level 1.

15. Programme Monitoring and Evaluation

a) Adherence to the BALP guidelines will be monitored throughout the year and the BALP programme assessed annually by SMoE.
b) All facilitators will keep accurate attendance records.
c) All BALP centres will complete the forms for the annual EMIS survey.
d) The CMC and facilitators will keep a record of all learners transferring to ALP or other institutions.
e) All literacy centres will be monitored, supervised by the Government of South Sudan and will follow the Government Curriculum Framework and Syllabus.

16. Financing

a) Alternative Education, including BALP, will receive finances from the government, civil society, international NGOs, and interested individuals.
b) The Government of South Sudan through the SMOE and MoEST, Directorate for Alternative Education Systems are responsible for ensuring that all BALP facilitators are being paid on a monthly basis.
6.0 Intensive English Course (IEC)

Introduction

The transitional constitution states English shall be the official working language in the Republic of South Sudan, as well as the language of instruction at all levels of education from primary 4. The Intensive English Course (IEC) is designed to address the needs of people lacking proficiency in English Language. It currently consists of three short supplementary courses to upgrade English language skills and enhance the learners’ performance in their professional, social or educational areas. IEC has been used predominately to upgrade the English language skills of Arabic pattern teachers, learners and civil servants who acquired their education in other languages. The aim is to upgrade the learners’ English proficiency skills, and enable them to develop appropriate competencies to compete for opportunities in any profession.

Objectives

The main objectives for IEC in South Sudan are:

- To provide basic knowledge and skills to learners in English to enable them pursue further education and training.
- To provide learners with skills that enables them to read a wide range of literature.
- Promote learners’ ability to use English language to discuss and write on global/national and cross-cutting issues.
- Increase learners’ communication and professional skills to enhance effective performance in their respective careers.
- To develop in the adult learner cultural, moral and spiritual values of life.
- To promote acquisition of skills for making a living, respect for work, and attitudes to protect public and private property.
- To instil in adult learners the spirit of unity, nationalism, tolerance and respect for others.
- To develop basic abilities of an individual’ by stimulating initiative, creativity, objectivity and rationality.
- To instil in the adult learner positive attitudes of self-reliance, co-operation and interdependence.
- To inspire the adult learner to develop and appreciate a lifelong learning culture.
IEC Implementation Guidelines

The following Ministry of Education, Science and Technology (MoEST) IEC Guidelines shall serve as the framework within which the IEC programme shall operate upon implementation nation-wide.

1. Community Mobilization

Not applicable

IEC classes are available via the MoEST, development partners and private sector. Civil servants and teachers are invited to IEC classes.

2. Parent Teacher Association / School Management Committee

Not applicable

3. Programme Structure

a) Each IEC centre shall have three or more classes in the same centre
b) The IEC class time table/calendared can be flexible to fit around learners’ livelihood activities. It should be designed in collaboration and in close consultation with learners and their employers (schools, local government).

c) Decisions on contact hours shall be made in consultation with the learners and their employers. Partners who implement IEC can decide in consultation with the SMOE and local government when to operate i.e. morning or afternoon.

d) The learning schedule is flexible and daily contact time has to be agreed between the employer and implementer in consultation with the learners but should consist of classes of 1-2 hours 2 or 3 times a week or 1 hour each day, 5 days per week.

e) The IEC is organized in three levels.
f) IEC established by development partners must be funded for a minimum of 6 months and allow for the completion of a level.

4. Cost

a) IEC classes provided by MoEST or developing partners shall not demand tuition fees.
b) IEC learners shall be provided with textbooks and learning materials free of charge.
c) The community and learners shall contribute in kind to provide/maintain the IEC centre, and support volunteer teachers

5. IEC Centre

a) May be in a SMoE or government building unused at the times of the course e.g. during the school vacations.
b) May be in a building constructed/provided by the community which has sufficient space for IEC use.
c) May be in a purpose built AES centre provided by the SMoE, Community or NGO
d) May be in a tent or other mobile form of shelter.
e) Should have basic classroom furniture – blackboard, chalk, desks and benches.
f) All centres implementing the IEC programme should be supervised by the SMoE and National MoEST.
g) Provide learning space for 3 classes/levels.
h) Have latrine provision for both males and females.
i) Provide safe drinking water.
j) Each IEC centre shall be supervised by SMoE and National MoEST education supervisors to support the administration and encourage learners to attend classes.

6. Learner Selection

a) The programme targets:
   - youth and adults who have not had an opportunity to acquire English.
   - Teachers with an Arabic education background
   - Learners who acquired their education in languages other than English
   - Government officials and members of the civil society who wish to upgrade their level of English
b) The IEC is designed for non-teaching professionals in the following categories:
   - Learners with little or no English skills, with a non English using academic background
   - People with minimal English proficiency skills
   - Teachers with only primary education
   - School Children from an Arabic education background
   - RoSS officials
   - Self employed people
   - Members of self help groups
   - Community Based Organizations (CBOs).
c) Entry to the class depends on the ability of the adult learner.
d) Each IEC class should have a maximum of 30 learners.
e) Adults with some learning will take a placement test to determine their level.

7. Teaching and learning

a) There is an introductory course plus three levels of English courses:
<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
<th>Learner materials</th>
<th>Teacher materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Course</td>
<td>Up to 6 months</td>
<td>Let’s Learn English Introductory Course</td>
<td>IEC handbook</td>
</tr>
<tr>
<td>(Lets’ Learn English)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>6 months</td>
<td>Let’s Learn English Level 1</td>
<td>IEC handbook</td>
</tr>
<tr>
<td>Level 2</td>
<td>4 months</td>
<td>Let’s Learn English Level 2</td>
<td>IEC handbook</td>
</tr>
<tr>
<td>Level 3</td>
<td>8 months</td>
<td>Let’s Learn English Level 3</td>
<td>IEC handbook</td>
</tr>
</tbody>
</table>

b) The learning schedule is flexible.

c) Daily contact time is 2-3 hours a day 5 days a week.

d) The IEC uses special materials (for both teaching and learning) developed to ensure relevance of context.

e) In addition each teacher shall have:

- attendance and assessment record books

f) The teacher is expected to vary teaching methods to maintain learners’ interest but ensure that a learner centred approach is fully used. The methods should include

- Group work/team work
- Practical work
- Conversation/story telling
- Projects.
- Demonstration
- Instruction.
- Exhibition.
- Observation.

g) The MoEST provides the IEC textbooks. Classes implemented by developing partners will receive IEC textbooks from the MoEST. When stocks of IEC textbooks are exhausted, the AES Directorate will forward any requests to the Undersecretary MoEST who can give permission to print copies via the Curriculum Department.

8. Teachers of the programme

a) Each IEC centre should have 3 or 4 teachers, with 1-2 teachers for each level.
b) Recruitment is conducted in consultant with local education authorities and community.
c) Where possible IEC teachers should be trained MoEST teachers from the local community willing to be trained in IEC methodology.
d) IEC teachers can be an individual with post high school experience or a community dweller that has a high standard of English and is willing to be trained as an IEC teacher.
e) The recruitment of teachers by NGOs and religious organisations will be based on MoEST standards (referring to payment and training).
f) In situations where there is a likelihood of a teacher dropping out or not performing well, the trainers/supervisors should be in a position to find other candidates from the particular area and select the best candidate to take over the IEC centre after being trained.

g) All IEC teachers must sign the Teachers Code of Conduct.

h) All IEC teachers should be trained using MoEST AES Directorate approved training materials.

i) All IEC teachers should receive an IEC orientation training.

j) IEC teachers will receive a training of trainers training.

k) IEC teachers will be supervised by the IEC / AES education supervisor at county, state and national level.

9. Teacher Remuneration

a) All MoEST IEC teachers should receive a monthly incentive or salary.

b) Development partners should consult the national AES Directorate for the current recommended rate of pay per month for IEC teachers.

c) All IEC teachers must be registered on the MoEST payroll to receive their salary payments.

10. Centre Administrators

a) The IEC centre shall operate in accordance with the MoEST calendar and guidelines.

b) SMoE Education supervisors and development partner’s supervisors should serve as supervisors of IEC centres.

11. Programme Supervision

a) There shall be Payam, County, State, and National education structures to ensure proper, efficient and coordinated implementation of educational policies and programmes. The national Education Authority shall ensure the establishment of these structures and effective coordination by them.

b) The programme will be supervised by the AES education supervisor at county, state and national level and supporting organizations.

c) Supervision reports must be made on a quarterly basis to the State AES Director and National AES Directorate Focal Person.

d) State, county and payam supervisors will coordinate with development partners to visit centres for supervision and monitoring.

e) IEC teachers will share and discuss issues concerning the function of the IEC programme. These issues will include sharing best practices, community-support related issues, pedagogy, preparation and usage of teaching material, etc.

f) The education supervisor in consultation with learners will troubleshoot possible solutions to problems with the participation of the teachers.

g) NGOs should provide a movement plan for field visit inspection in association with MoEST inspectors and supervisors for smooth running and follow up.

h) Each IEC should have regular supervision and monitoring of IEC programme from both government and implementers and contracted agencies.
12. Management/Coordination

a) The overall management and coordination of the programme is with the national AES Directorate, MoEST.
b) NGOs wishing to implement the IEC programme should liaise with the national AES Directorate MoEST.
c) State AES Directorate staff and all development partners implementing IEC classes will attend monthly/quarterly coordination meetings for AES at county and state level.
d) State AES Directorate staff and all development partners implementing IEC classes will attend state level AES coordination forums conducted on a biannual basis.
e) National AES staff and all development partners implementing AES classes will attend national bi monthly AES advisory group meetings.
f) State AES Directors and all development partners implementing IEC classes will attend the National AES Thematic Working Group biannual workshops.
g) The NGOs engaged in alternative education including IEC must invest in developmental programmes and share planning, monitoring, and evaluations with the national AES Directorate.

13. Materials, storage and other services

a) All organizations supporting the MoEST to implement the programme must use standard MoEST materials and supplies to cater to uniformity and standards.
b) IEC materials that will be supplied to schools by MoEST/supporting agencies will include; learner texts; plan/mark/attendance books; and other relevant instructional materials.
c) Storage facilities should be provided by the CMC or community.

14. Assessment and Promotion

a) Trainees sit for an internally set examination, and will be awarded a certificate of attendance (indicating units covered) from the office of the Director for AES.
b) In order to qualify for a certificate of attendance by the training centre, the learner must have attended lessons for the whole period - from beginning to the end.
c) To be awarded a certificate of attendance by the MoEST, the learner must have fulfilled the following:
   - Successfully pass the four stages of the beginners’ English Course
   - Pass the English language paper internally set and marked
   - Reach the required standard judged by the aggregate performance in the continuous assessment and the written English language tests

d) In order to maintain standards and quality control, the learners who attain low marks should repeat unless the cause of failure is associated with illness and other social problems. This should be justifiable with sick reports and other documents. If proven, they should be promoted to the next grade but they be recommended for constant remedial support from subject teachers.
e) Methods of assessment include: written and oral tests, practical work, observations and examinations
15. Programme Monitoring and Evaluation

a) Adherence to the IEC guidelines will be monitored throughout the year and the IEC programme assessed annually by SMOE.
b) All teachers will keep accurate attendance records.
c) All IEC centres will complete the forms for the annual EMIS survey.
d) All IEC centres will be monitored, supervised by the Government of South Sudan and will follow the Government Curriculum Framework and Syllabus to ensure compliance with international standards of English.

16. Financing

a) Alternative Education, including IEC, will receive finances from the government, civil society, businesses, international NGOs, and interested individuals.
b) The Government of South Sudan through the MoEST and the Directorate for Alternative Education Systems are responsible for ensuring that all IEC teachers are being paid on a monthly basis.
7.0 South Sudan Interactive Radio Instruction (SSIRI)

Introduction

The current formal education services are inadequate to reach many out-of–school youth and adults, and at the same time be able to offer professional training to the varied groups of learners. In recognition of this diversity, the MoEST developed the South Sudan Interactive Radio Instruction (SSIRI) with the support of Education Development Centre (EDC) with funding the United States Agency for International Development.

SSIRI aims to improve access and the quality of basic education with the addition of strengthening English language skills for youth and adults. Thus, SIIRI focuses on the effective use of radio for delivering high-quality education programmes to children, youth and adults throughout South Sudan. The programmes help to provide knowledge and skills required for individual and national development. Programmes are designed to engage a specific audience through the use of entertaining characters and activities and an active learning pedagogy.

Three interactive radio programmes have been developed: Learning Village to supplement classroom teaching in lower primary classes; Radio Based Education for All (RABEA), based on the BALP curriculum for youth and adults; and Professional Studies for Teachers (PST) to upgrade teachers’ skills which address in-service teachers training topics. MP3 players are loaded with the programmes and used in the classroom situation as and when required or can be broadcast from local radio stations. The use of radio broadcasts and MP3 players increases the ability of IRI programmes to reach a large audience of learners without dramatically increasing the cost and so IRI is able to improve educational quality on a large scale.

Objectives

The main objectives for SSIRI in South Sudan are:

- IRI programmes have as their main goal the improvement of educational quality within existing structures.
- SSIRI radio programmes aim to reach out-of school youth and adults including SPLA soldiers as well as improve the basic education of children in schools and other learning centres. SSIRI models good teaching practices for the many untrained teachers with the aim of improving their pedagogical skills and subject knowledge.
- Provide South Sudanese youth and adults with radio based programmes for English and literacy instruction;
- Support Primary 1, 2, 3 and 4 classes with a radio based programme to support the teaching and learning of literacy, English language and mathematics;
- Support the training of teachers through radio based professional development programmes.
SSIRI Implementation Guidelines

The following Ministry of Education, Science and Technology (MoEST) SSIRI Guidelines shall serve as the framework within which the SSIRI programme shall operate upon implementation nation-wide.

1. Community Mobilization

a) SSIRI Learning Village is conducted in Primary schools. The MoEST at state, county and payam level will make the initial approach to the primary school to ensure it is included in the school timetable.

b) The following is included in the sensitization process when introducing RABEA to a community:
- Announcing the beginning of RABEA classes in a particular community or school.
- Targeting parents and the community at large to send learners to RABEA centres or to listen to programmes individually.

2. Community Management Committees and school management committees

Radio Based Education for All (RABEA)
a) The SSIRI facilitators with the community mobilisers have the role to involve community members in construction/operation of a centre and to encourage community ownership and sustainability.

b) The learners and teacher decide on the most suitable times for class as per the need of the community.

Learning Village and Professional Studies for Teachers (PST)
a) When SSIRI is conducted with in primary schools or with teachers, the PTA and SMC will be involved in supporting the programmes.

b) The Head teacher and teachers will decide on the most suitable times for SSIRI within the school timetable.

3. Programme Structure

a) SSIRI developed three IRI programmes: Learning Village for primary school learners, Radio Based Education for All (RABEA) and Professional Studies for Teachers (PST) for adult learners.
<table>
<thead>
<tr>
<th>No.</th>
<th>Categories of learners</th>
<th>Study area</th>
<th>Subjects</th>
<th>Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Learning Village</td>
<td>Lower primary pupils (P-4)</td>
<td>Language (vernacular and English), numeracy, health, life skills</td>
<td>English, Mother Tongue</td>
</tr>
<tr>
<td></td>
<td>Primary 1</td>
<td></td>
<td>English</td>
<td></td>
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<td></td>
<td>Primary 2</td>
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<td>Numeracy</td>
<td></td>
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<td></td>
<td>Primary 3</td>
<td></td>
<td>Health</td>
<td></td>
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<tr>
<td></td>
<td>Primary 4</td>
<td></td>
<td>Life skills</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>RABEA Radio based Education</td>
<td>Gets youth and adults with little or no English.</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Beginners</td>
<td></td>
<td>Civic Education (pre Independence)</td>
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<tr>
<td></td>
<td>Intermediate</td>
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<td></td>
<td>Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Professional Studies for Teachers</td>
<td>Gets untrained, practicing teachers</td>
<td>Professional studies</td>
<td>Classroom Management And Administration</td>
</tr>
</tbody>
</table>

The Learning Village
b) The Learning Village consists of interactive radio instruction programmes based on the South Sudan Primary school syllabus (2008). The lessons are designed to complement classroom instruction in local language literacy, English language, Mathematics, and life skills for Primary 1-4.
c) A total of 480 30-minute IRI lessons were produced for the Learning Village with 120 30 minute lessons for each grade 1-4.
d) The learning village is conducted in primary schools by Primary 1-4 teachers.
e) The SSIRI Learning Village class time table/calendar shall follow that of the main primary school.
f) The learning Village can be broadcast daily from Monday to Friday on various radio stations located in areas where it is being implemented or played on an MP3 player.
g) MP3 players and radio programmes should be played in the appropriate classes and facilitated by the teacher.
h) SSIRI programmes established by development partners must be funded for the full duration the radio programmes and allow for the completion of the primary 4 of the learning village.

Radio Based Education for All (RABEA)
i) RABEA stand for Radio based Education for All and provides an excellent opportunity for Sudanese to learn or strengthen their English language skills. RABEA targets audiences with varying levels of English Language skills and abilities.
j) The content focuses on English, but also includes basic mathematics, health topics and some civic education topics such as demobilisation, disarmament, and reintegration (DDR), landownershi, elections, democracy and the rights of women.
k) The adult learner programme, Radio-Based Education for All (RABEA), offered a total of 240 episodes for beginner, intermediate, and advanced learners.
l) RABEA’s reach includes adults, Accelerated Learning Programme (ALP) Centres and many other adults outside these groups listened to these programmes in order to improve their English.
m) Trained RABIA Facilitators work with community mobilisers to establish classes of youth and adults to meet and listen to RABIA programmes.
n) SSIRI programmes established by development partners must be funded for the full duration the radio programmes and allow for the completion of the advanced level for RABEA.

Professional Studies for Teachers (PST)
o) The programme known as Professional Studies for Teachers (PST) was developed in 2005 to provide in-service teacher training.
p) The course has been developed into a twelve-week radio series. PST can be a weekly radio broadcast, or provided to teachers at a variety of locations via low cost MP3 digital devices.
q) Groups of teachers studying for the MoEST INSET courses can take the PST to supplement their training and possibly gain credits towards their final certificate.
r) SSIRI programmes established by development partners must be funded for the full duration the radio programmes and allow for the completion of the primary 4 of the learning village, Advance level for RABEA.

4. Cost

a) SSIRI classes facilitated by MoEST teachers in primary schools (Learning Village) will not be paid any additional incentives or top up fees as the programmes form part of the teaching timetable.
b) RABEA classes provide by the MoEST or developing partners shall not demand tuition fees, or a uniform.
c) SSIRI teachers and facilitators shall be provided with manuals free of charge.
d) SSIRI classes provided by the MoEST or Developing Partners shall provide either a pre-programmed MP3 players, Saber and Coby devices with the relevant programmes or fund the radio station to broadcast programmes.
e) Life players/radios need to have large external solar panels (3 watt) to have sufficient charge for 1-2 lessons. Two hours of charging in the sun results in up to 90 minutes of playing time, and even better results can be obtained by leaving the solar panel in the sun while the Life player is playing.

5. SSIRI Centre

a) SSIRI Learning Village and PST programmes will use primary school structures.
b) SSIRI Learning Village programme schools should have basic classroom furniture – blackboard, chalk, desks and benches
c) All centres implementing the SSIRI programmes should be controlled and supervised by the SMoE and National MoEST.
d) All SSIRI centres should have latrine provision for both males and females
e) Provide safe drinking water

RABEA
k) May be in a SMoE or government building free at the times of the course

Prior to Independence, credits were awarded to teachers studying PST. Since Independence, changes in teacher education and in-service teacher training it is not clear if the PST will result in credits leading to teacher certification.
l) May be in a building constructed/provided by the community which has sufficient space for RABEA use.
m) May be in a purpose built centre provided by the SMoE, Community or NGO
n) May be in a tent or other mobile form of shelter.
o) Should have basic classroom furniture – blackboard, chalk, desks and benches.
p) All centres implementing the IEC programme should be supervised by the SMoE and National MoEST.
q) Provide learning space for up to 40 learners.
r) Have latrine provision for both males and females.
s) Provide safe drinking water.
t) Each IEC centre shall be supervised by SMoE and National MoEST education supervisors to support the administration and encourage learners to attend classes.

6. Learner Selection

a) The entry age for Learning Village: Registered school children in schools; lower primary school P1-4, ALP centres Levels 1 and 2
b) Entry for RABEA: Youth and adults with little or no English proficiency or with basic English language
c) Each RABEA class should have 30-40 learners.
d) Entry for PST: Untrained or unqualified teachers
e) Each SSIRI learning village class should have a maximum of 100 learners.

7. Teaching and learning

a) Selection of mother tongue as language of instruction should take into consideration the language of the majority of the learners and be agreed after consultation.
b) Where possible, use a combination of English medium teaching translated into local language when necessary.
c) In addition each teacher shall have:
   • SSIRI teachers or facilitators manual
   • attendance and assessment record books
d) MoEST provides the SSIRI manuals for facilitators. Classes implemented by developing partners will receive SSIRI manuals from the MoEST. When stocks of SSIRI textbooks are exhausted, the AES Directorate will forward any requests to the Undersecretary MoEST who can give permission to print copies via the Curriculum Department.

The Learning Village
The Learning Village, is a series of 480 half-hour programmes targeting primary school grades P1 to P4 – 120 lessons per grade. The programmes are based on the Ministry of General Education and Instruction syllabi and include instruction in English, local language literacy, mathematics, and life skills such as HIV/AIDS, mine risk awareness, and peace education.
Lessons are written for teachers with moderate command of English and review and reinforce skills.

The radio programmes are broadcast in English and require that the classroom teacher translate some of the instructions and exercises into the local language. Thus, the teacher is a key partner and both the teacher and the learners are very active during each lesson. There is interaction between the learners, the classroom teacher and the radio teacher. Radio actively engages teachers in organising in a certain manner, calling children to the front, work in pairs, work in groups, work as whole class. The learners answer questions, move around, play games, and sing songs. The classroom teacher is active throughout the lesson and, through daily implementation of the IRI lessons, learns good methods of teaching. After each broadcast, there are after-broadcast activities, which are designed to have learners practice the skills learnt in the lesson and give the teacher a chance to assess the learners’ progress.

Programmes are listened to in the primary school class with the support of a classroom teacher. Teachers are provided with a Teacher’s Guide which provides them with ‘before the broadcast’ preparation information, programme information and ‘after the broadcast’ information. ‘After the broadcast’ activities help the teacher to revise content with the learners and helps them to assess learning.

Teachers are supported through an initial IRI teacher training workshop conducted by development partners and County and Payam Education supervisors as well as through regular monitoring visits.

The following is an overview of each Learning Village series:

- **Learning Village P1 & P2:**
  In every P1 and P2 episode, the Radio Teacher, Madame Rhoda, helps her radio friends, Nyadak, Wani, Deng and silly Lotole the hare, as well as her friends in the classroom, learn how to read and write in the local language, how to understand and speak English, and how to apply mathematics to their daily lives. South Sudan has many languages. The lessons are broadcast in English so local language literacy is taught by asking the classroom teacher to translate various parts of the lesson from English to the appropriate mother tongue.

- **Learning Village P3:**
  In every P3 SSIRI programme, a new Radio Teacher, Teacher Anna, helps pupils develop mathematical skills to use in their daily life, understand and speak English, improve their literacy in local language and learn to read and write some basic English words.

- **Learning Village P4:**
  English language and mathematics are the focus of P4. This drama-driven series introduced learners to radio learners Mimi and Bobo, who live in a riverside community and learn from a wise fisherman named Khemis, a schoolteacher named Norah, and a mischievous talking fish named Jessica.

**Professional Studies for Teachers (PST)**

*Professional Studies for Teachers (PST)* is a programme to support the development of teachers as part of the MoEST in-service teacher education programme. The first course is *Classroom Management and Administration* and is known as PS101. The course has been
developed into a twelve-week radio series. PST can be a weekly radio broadcast, or provided to teachers at a variety of locations via low cost MP3 digital devices.

Target Audience: Untrained / partly trained practicing teachers and In-service learner teachers

Resources required include: radio, learner’s manual, local instructor and training guide

The 12 week radio based programme comprises of:
- Week 1: Face-to-face meeting between learner teachers and their local instructor
- Weeks 2 to 11: Weekly radio broadcast which requires learner teachers to listen to and complete exercises in their Learner’s Manual; classroom observations by local instructor
- Week 12: face-to-face meeting between learner teachers and their local instructor

Radio-based Education for All (RABEA)

RABEA stands for Radio-based Education for All. The RABEA English language programmes provide an opportunity for South Sudanese to strengthen their English language and numeracy skills while, at the same time, engaging in important issues around the Comprehensive Peace Agreement (CPA) and civic education. Originally called TERBIA, standing for Teaching English through Radio-Based Instruction for All, the name was changed at the request of the Ministry in 2009 to avoid confusion with the Arabic word terbia, which means education.

RABEA targets audiences with a range of English language skills. A total of 240 half-hour lessons were created, for beginner, intermediate, and advanced level learners. The lessons use the same IRI methods as Learning Village, but without the songs.

RABEA Beginners 1 & Beginners 2

RABEA Beginners 1 and 2 are two series of 60 programmes each, featuring Kaka, a radio facilitator, who supports the classroom facilitator to help the learners to understand, speak, read and write in English. Another radio facilitator, Adwok, assists the classroom facilitator to develop the learners’ mathematic skills for use in their everyday life. Four radio learners, Keji, Ayen, Lam and Jada, help by answering questions and modeling the correct response. During the after-broadcast activities, the classroom facilitator is encouraged to introduce civic education topics and use them to improve the language skills of the learners. In Beginners 1 the topics are related to the geography and history of Sudan, especially the recent history, human rights and conflict resolution. In Beginners 2, the after-broadcast discussion topics deal with health issues, such as nutrition, water and sanitation, hygiene, HIV/AIDS and other contagious diseases.

RABEA Beginners 1
- Targets South Sudanese youth and adults with some English, literacy and numeracy skills
- Enable participants to improve their understanding of English and their ability to communicate in written and spoken English about civic topics important for the future of South Sudan.
- 20 weeks of broadcast
- 3 lessons a week (each lesson is repeated once during the week)
- Broadcasts can be listened to independently or in a group
Listeners only require a radio/MP3 player (there is no requirement for a facilitator or workbooks)

RABEA Beginners 2
- Targets South Sudanese youth and adults who have little or no English language, literacy and life-skills-based numeracy and may have limited or no access to other formal and non-formal opportunities for gaining these skills.
- 20 weeks of broadcast
- 3 lessons a week (each lesson is repeated once during the week)
- Broadcasts are listened to in a listening group with a facilitator
- Listening groups require a radio
- Facilitator requires a Facilitators Guide

RABEA Intermediate
RABEA Intermediate was developed to provide a bridge between the Beginner courses and the Advanced. It consists of 60 30-minute programmes accompanied by a facilitator’s guide and continues the development of English language skills from the Beginner courses. The 60 lessons are organized around five characters, Ajak, Kaku, Jemila, Tiya and Dr Lino, from different towns in South Sudan. They enjoy meeting people, walking around their towns, food and drink, keeping healthy, and traveling to various places in South Sudan. The learners listen to conversations, repeat what they hear, answer questions and participate in role plays.

RABEA Advanced
RABEA Advanced was designed for those who already had some proficiency in English but wanted to improve their English language skills. It was designed to be broadcast to the general public and not necessarily be used within the context of adult learning groups; however, a few voluntary learning groups were formed in secondary schools to listen to the programmes with a teacher after regular classes. The series consists of 60 thirty-minute programmes dealing with civic education.

Teaching Materials

<table>
<thead>
<tr>
<th>No.</th>
<th>Programmes</th>
<th>Teacher/Facilitator</th>
<th>Trainer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learning Village</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Primary 1</td>
<td>100 programmes</td>
<td>Learning Village Facilitators Manual</td>
</tr>
<tr>
<td></td>
<td>Primary 2</td>
<td>100 programmes</td>
<td>Learning Village P1</td>
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<tr>
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<td>Primary 3</td>
<td>100 programmes</td>
<td>Learning Village P2</td>
</tr>
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<td></td>
<td>Primary 4</td>
<td>120 programmes</td>
<td>Learning Village P3</td>
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<td>Learning Village P4</td>
</tr>
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<td>2</td>
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<tr>
<td></td>
<td>Advanced</td>
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<td>BEA B1 Facilitators Guide</td>
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<td>BEA B2 Facilitators Guide</td>
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<td></td>
<td>BEA Intermediate Facilitators Guide</td>
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<td></td>
<td>BEA Training of Trainers Facilitation Manual</td>
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<tr>
<td>3</td>
<td>Professional Studies for Teachers</td>
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<td></td>
<td>PST Implementation Manual</td>
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</tbody>
</table>

For copies of the materials contact the MoEST National AES Directorate.
8. **Teachers of the programme**

- SSIRI Learning Village will have the primary class teachers.
- RABEA beginners 1 does not need a facilitator.
- RABEA beginners 2, intermediate and advanced need a facilitator for each class.
  a) Where possible SSIRI teachers should be trained MoEST teachers willing to be trained in SSIRI methodology from the local community.
  b) SSIRI teachers can be an individual with post high school experience or a community dweller that is a high school graduate with good English skills willing to be trained as a SSIRI teacher.
  
  a) Recruitment is conducted in consultation with local education authorities and community. The recruitment of teachers by NGOs and religious organisations will be based on MoEST standards (referring to payment and training).
  b) In situations where there is a likelihood of a teacher dropping out or not performing well, the trainers/supervisors should be in a position to find other candidates from the particular area and select the best candidate to take over the SSIRI centre after being trained.
  c) All SSIRI teachers must sign the Teachers Code of Conduct
  d) All SSIRI teachers should be trained using MoEST AES Directorate approved training materials.
  e) All SSIRI teachers and facilitators should receive a SSIRI facilitators training.

  Training: there are three types of standard training workshops.
  - Four-day workshop for education officials who are new to SSIRI programmes to introduce them to the programmes and trained them to plan and conduct training courses and supervision for teachers and facilitators.
  - The *Learning Village* workshop is a four-day training for primary school teachers that focuses on introducing South Sudan Interactive Radio Instruction (SSIRI) and practicing the skills needed to use the *Learning Village* programme. The four days cover teaching and learning methods for math, literacy and English, using songs, record keeping and assessment, and provides participants with a chance to practice using *Learning Village* in micro-teaching sessions. They are introduced to the teacher’s guide and shown how to use the teaching aids in the guide.
  - The RABEA workshop is a four-day training for facilitators of adult learning groups that focuses on introducing Interactive Radio Instruction (IRI), the South Sudan Interactive Radio Instruction (SSIRI) Project, and building and practicing skills teaching with the RABEA programme. The sessions are similar to the *Learning Village* sessions described above, but use RABEA lessons for demonstration and micro-teaching.

  f) Every effort should be made to enrol under qualified SSIRI teachers on INSET training courses so that their qualifications are improved and they can eventually change status to teachers registered on the Government payroll.
  g) SSIRI teachers and facilitators will be supervised by the AES education supervisor at county, state and national level.
9. **Teacher Remuneration**

a) All MoEST SSIRI teachers for Learning Village do not receive a monthly incentive as SSIRI is part of their classroom teaching responsibilities.

b) Development partners should consult the national AES Directorate for the current recommended rate of pay per month for RABEA and PST facilitators.

c) Payment for RABEA facilitators is linked to the payment for BALP facilitators i.e. a RABEA facilitator taking one shift (either morning or afternoon) for 3 hours per day, 3 days per week is recommended to receive 300 SSP per month (2014).

d) All RABEA facilitators must be registered on MoEST payroll to receive their salary payments.

10. **SSIRI Administrators**

a) The SSIRI shall operate in accordance with the MoEST calendar and guidelines.

b) Learning Village classes will be supervised by the Head teacher.

c) RABEA classes will be supervised by the SMoE Education supervisors and/or development partner supervisors.

11. **Programme Supervision**

a) There shall be Payam, County, State, and National education structures to ensure proper, efficient and coordinated implementation of educational policies and programmes. The national Education Authority shall ensure the establishment of these structures and effective coordination by them.

b) The programme will be supervised by the AES education supervisor at county, state and national level and supporting organizations.

c) Supervision reports must be made on a quarterly basis to the State AES Director and National AES Directorate Focal Person.

d) State, county and payam supervisors will coordinate with development partners to visit schools for supervision and monitoring.

e) SSIRI teachers and school management staff will share and discuss issues concerning the function of the SSIRI programme. These issues will include sharing best practices, community-support related issues, pedagogy, preparation and usage of teaching material, etc.

f) RABEA classes: The education supervisor in consultation with community members will troubleshoot possible solutions to problems with the participation of the teachers.

g) NGOs should provide a movement plan for field visit inspection in association with MoEST inspectors and supervisors for smooth running and follow up.

h) Each SSIRI should have regular supervision and monitoring of SSIRI programme from both government and implementers.

12. **Management/Coordination**

a) The over-all management and coordination of the programme is with the national AES Directorate, MoEST.
b) NGOs wishing to implement the SSIRI programme should liaise with the national AES Directorate MoEST.

c) State AES Directorate staff and all development partners implementing SSIRI classes will attend monthly/quarterly coordination meetings for AES at county and state level.

d) State AES Directorate staff and all development partners implementing SSIRI classes will attend state level AES coordination forums conducted on a biannual basis.

e) National AES staff and all development partners implementing AES classes will attend national bi monthly AES advisory group meetings.

f) State AES Directors and all development partners implementing SSIRI classes will attend the National AES Thematic Working Group biannual workshops.

g) The NGOs engaged in alternative education including SSIRI must invest in developmental programmes and share planning, monitoring, and evaluations with the national AES Directorate.

13. Materials, storage and other services

a) All organizations supporting the MoEST to implement the programme must use standard MoEST materials and supplies to cater to uniformity and standards.

b) SSIRI materials that will be supplied to schools by MoEST/supporting agencies will include; radio or MP3 player, teacher/facilitator texts; plan/mark/attendance books; and other relevant instructional materials.

c) Storage facilities should be provided by the SMC or community.

14. Assessment and Promotion

a) The Learning Village: Programmes are listened to in the primary school class with the support of a classroom teacher. Teachers are provided with a Teacher's Guide which provides them with 'before the broadcast' preparation information, programme information and 'after the broadcast' information. ‘After the broadcast’ activities help the teacher to revise content with the pupils and helps them to assess pupil learning.

b) RABEA: Broadcasts are listened to in a listening group with a facilitator who will be responsible for assessing learners.

c) Professional Studies for Teachers: Following each weekly broadcast/programme on a MP3 player, learners will complete activities assigned in the Learner's Manual, using what they learned from the radio lessons. Their performance in the course will be based on written assignments about these activities and a final paper that will be evaluated by the local instructor. The Classroom Administration and Management course is a component of the teacher training programme and upon successful completion of the course learners will gain points towards the primary teacher certificate 3 qualifications.

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3 Prior to Independence, credits were awarded to teachers studying PST. Since Independence, changes in teacher education and in-service teacher training it is not clear if the PST will result in credits leading to teacher certification.
15. **Programme Monitoring and Evaluation**

a) Adherence to the SSIRI guidelines will be monitored throughout the year and the SSIRI programme assessed annually by SMOE.

b) All teachers will keep accurate attendance records.

c) All SSIRI centres will complete the forms for the annual EMIS survey.

d) All Alternative Education Schools will be monitored, supervised by the Government of South Sudan and will follow the Government Curriculum Framework and Syllabus.

e) The monitoring form recorded the details of the schools and the teacher, and the quality of the broadcast or recording. The monitor was required to check a list of different aspects of the IRI lesson before, during and after the broadcast.

16. **Financing**

a) Alternative Education, including SSIRI, will receive finances from the government, civil society, international NGOs, and interested individuals.

b) The Government of South Sudan through the MoEST and the Directorate for Alternative Education Systems are responsible for ensuring that all RABEA teachers are being paid on a monthly basis.
8.0 Teacher training and Skills Development

The AES teachers are offered special training that addresses the challenges of access, equity and quality education. The trainings are tailored towards specific programmes to enhance proper delivery of designed courses to learners in an innovative way that makes learning a joyful experience for learners.

Such trainings range from 4-30 days residential basic training that emphasizes on the theory and concepts including methodology, evaluation, and Teacher-parent relationship, among other things. Refresher courses are also organized to strengthen teachers’ skills.

8.1 Teachers Motivation

Generally, teachers have been working on voluntary basis with little motivation from partners. With the formation of the Government of South Sudan, teachers are now being paid. However, the AES teachers have two different criteria for their payment. Full time AES teachers and those teaching in both primary school and AES centres.

- **AES teachers who are on the primary teachers’ payroll:** These are teachers who acquired training in a specific area of AES. Therefore, they teach in both mainstream primary and any of the components of the AES. This category of teachers are to be paid a top up salary which amounts to only half of the basic salary.

- **Full time AES teachers:** These are either trained or untrained teachers who are employed directly to teach in a specific component of AES. They are not included in the main primary payroll. The teachers of this category are to be paid a full salary based on their appointment grades.

To ensure proper payment of all teachers, partners should liaise with AES State directors in the employment process and submit an updated statistics of existing teachers in their respective schools. They should also ensure that each teacher is registered on the government payroll. This should include specification of the two working categories above.

The AES county school supervisors shall monitor teacher’s performances on a regular basis.

8.2 Quality promotion

To ensure quality and uniformity of all AES programmes, all partners and stake holders have to do the following:

1. Use the recommended school curricular for all the programmes; both teaching and teacher training
2. Follow the recommended school calendar of MoEST-GoSS
3. Liaise with the department of AES for their teacher training and use MoEST recommended TOTs in their respective states.
9.0 Alternative Education Systems Administration and Management

Establishment of Alternative Education Systems and its management is a joint effort which involves stakeholders; MOEST, partners, parents, learners and community elders. Each of these has distinct responsibilities which can either be carried out individually or as a team.

It is vital to have a school management committee or community management committee for all the components of AES and involve all the stakeholders to play their roles for effective management of programmes. The largest AES programmes, ALP and CGS will have SMC and supervising head teachers. Other AES programmes will have SMC or CMC. The following recommendations are predominately for the ALP and CGS programmes.

9.1 School Management Committee (SMC)

The SMC is a governing body of AES formed out of five- seven members (at least two of the members should be females). The committee contributes to programmes improvement in the following ways:

- Identification of the site where a programme is to be set and take leading role in developing the school/centre.
- Monitoring programmes in the schools and holding educators accountable for performance
- Reporting findings regarding the performance of the school to the parent PTA
- Participating in the drafting and implementation of school improvement plan (SIP)
- Promoting participation of parents in school activities
- Mobilizing resources and voluntary effort for the school/centre
- Mobilizing community to construct class rooms and send children to school
- Ensure support to the teacher by providing accommodation and feeding
- Make follow up of absentees to establish main causes and how to address the issues of concern with either parents or the school administration

9.2 Head Teacher

A head teacher is supposed to be a change agent, a role model and a mentor in his/her school. The Head Teacher shall oversee discipline in the school and the overall management process. An education manager who spends most of the time in an office cannot be effective. Therefore, he or she should be conversant with the following:

- Planning
- Financial Management
- Delegation of duties
- Proper Resource Management
- Time Management
- Stake Holders’ management
- Assessment of needs for a school improvement plan
The head teacher shall form a disciplinary committee with high social standards in matters of social conduct in and outside the school community. The committee shall recommend suspension of learners not exceeding one month subject to approval by the Head Teacher who will subsequently report to the school management committee.

- The Head Teacher shall summon a teacher for advice if he/she fails to perform his/her duties as required.
- A teacher shall be referred to appear before the management committee after at least two warnings by the Head Teacher.
- The Head Teacher shall not suspend a teacher without the recommendation of the school management committee. However in relation to the above, if the head teacher thinks the existence of the teacher in the school is detrimental to the school; he/she can suspend the teacher for a period not exceeding one month. Thereafter he/she shall notify the education subcommittee (formed out of the management committee) on discipline which shall look in the matter and make a ruling or forward to a higher authority.
- The subcommittee on discipline shall report to the general meeting on its ruling in SMC period not exceeding two weeks from the date of the ruling for review and final decision.
- If the suspension of a teacher is later declared by the SMC general meeting as unfair, he/she shall recover his/her lost benefits.
- The Head Teacher shall be relieved of his/her duties of discipline if he/she persistently fails to adhere to at least three warnings of the SMC. The SMC shall communicate its decision to the directors of education (AES) within ten days.

9.3 Teachers

Teachers are the backbone of any development in schools. They are to support in the management in the following ways:

- In addition to normal teaching, the teacher is to assess and monitor the performance of their learners on a regular basis
- Regular reporting of the learners performance to their parents and their stakeholders
- Implementing curriculum and education policy priorities
- Monitoring welfare of the learners in their care
- Participating in staff appraisal and continuing professional development activities aimed at individual professional development
- Participating in the school improvement development plans
- Promoting community participation in the life of the school
- maintaining high levels of professionalism and upholding the teachers’ Code of Conduct
- Reporting misconduct of colleagues if encountered
- Cooperating with school inspectors in the inspection process and in the implementation of recommendation made.
9.4 The Teacher towards the Community

The teacher is expected to have a good relationship and work in harmony with the community where he/she works. Therefore, he/she shall:

- Project a good image in the community where she/he lives by participating appropriately in activities of the community.
- Attend where practically possible, religious functions of his/her persuasion and respect other recognized religious groups within the school where he/she teaches.
- Through his/her own conduct and inspiration from her/his family, he/she should lead a good exemplary life both in the community and the school.

9.5 Learners

Learners can contribute to the improvement of their own schools even quite young ones. They may contribute to school improvement in the following ways:

- Taking personal responsibility for their learning
- Participating in activities that aim at developing the school
- Reporting teachers’ misconduct if they encounter it
- Taking action to care for and develop school facilities
- Participating in community work
- Acting to encourage parents to become involved in school activities
- Supporting other learners through peer guidance and counselling
- Cooperating with inspectors and educators in implementing recommendation for school improvement

a) Discipline

A learner is expected to portray good behaviour in and out of the learning environment. His/her behaviour must always comply with the norms set to enhance, promote and set good exemplary life to others in order to promote learning and attract more to enrol in school. Therefore, all learners should adhere to the following code:

- Chewing of gum is not allowed during school related activities, at the school grounds or in the classrooms
- Eating in a class during lessons or study times is strictly forbidden
- Playing of dangerous games within the school grounds and during school related activities is strictly forbidden
- Learners should not disrupt a lesson, assembly or any other meeting in any form. Excessive noise will not be tolerated during lesson or any other education activities
- Cell phones are not to be used during lesson unless for learning purposes
- Learners are not permitted to receive any visitors during school hours without the permission of the teacher on duty
The buildings and grounds are to be kept tidy and clean. Littering is not permitted. All rubbish has to be thrown into rubbish bins or any identified dumping place.

b) Attendance

1. Punctuality should be observed at all learning activities. Learners are expected in schools before a lesson starts and leave after the lessons.
2. School times must be strictly adhered to. Youth and adults learners especially the working class must sign an undertaking for full commitment to studies during the registration.
3. No learners may leave the school grounds during school hours without prior written permission from the teacher on duty.
4. If a learner reports that she/he is sick, a sick report is to be issued provided by the class teacher or teacher on duty.
5. Learners must submit a written request by parent/guardian, in advance, in notice of the fact that a learner will be absent from school for special reasons such as study tour, co-curricular activities, attending to sick person etc.

c) Appearance

Although, the AES learners don’t have a unified uniform, all learners are to be clean and decently dressed. The categories that can be provided with a uniform are Community Girls Schools and ALP. Their uniform shall be decided upon by the respective states/community and not involve any payment of fees.

The other categories of AES learners shall wear any civilian clothes but the following general code shall be observed by all learners:

- No wearing of mini skirts, body fitting tight trousers and transparent clothing.
- Wearing jewellery is not permitted, with exception of watches and/or medic alert discs.
- No wearing of nail polish being it clear or coloured.
- Finger nails must be kept short. They may not extend over the end of the fingers.
- Hair must be kept clean, neat and modest.
- Moustache and/or beard must be shaved or kept clean (male learners). While for female learners, wearing of sophisticated make-up of any kind is not permitted.

9.6 Parents and Guidance

Parents and guardians may contribute to education improvement in the following ways:

1. Monitoring their children’s regular attendance at school.
2. Taking an interest in their children’s progress.
3. Supporting or monitoring children in completing home work activities.
4. Holding school accountable for the quality of education they deliver.
5. Supporting and contributing to school improvement activities and projects.
6. Participating in the preparation and implementation of school improvement plans.
7. Participating in school PTA meetings.
8. Mobilizing fellow parents in support of school improvement
9. Supporting children by providing exercise books, uniforms and school meals

9.7 Maintenance of Professional Behaviour

Every respected profession has its guidelines, which clearly defined expected standards of professional act. Educators are role models, and must be exemplary at all times. Unprofessional behaviour on the part of individuals will compromise the integrity and esteem of the profession as a whole. The below guidelines clarify expectations for the profession conduct of inspectors in executing their duties.

- Maintain a professional focus on improving the quality of education.
- Act in the interest of the well being and development of the learner
- Evaluate the work of the school objectively and impartially
- Never accept any favour or gift in the course of duty. This would be a breach of standing orders and would compromise the inspector’s integrity and objectivity
- Ensure that all judgments are based on sufficient consistent evidence. Judgments should never be based upon hearsay
- Ensure that judgments are clearly, accurately, honestly, purposefully and fairly reported
- Ensure that all judgment are accompanied by clear and realistic recommendations for improvement
- Carry out inspection with integrity, treating all those involved with courtesy, respect and sensitivity
- Respect confidentiality of information particularly regarding individual teachers and learners and their work. This will promote respect for the profession and protect the inspector’s ability to play a role in guidance and counselling of educators for improvement
- Remain well informed about education policies, other related policies and keep track of current trends in the education system
- Exhibit exemplary punctuality and time management at all times. Timely action by inspectors will inspire timely action by schools, education stakeholders in support of school improvement
- Dress smartly, decently and appropriately
- Avoid any immoral habits or behaviour that may bring their profession into disrepute. e.g. drunkenness and drug abuse

9.8 The School Inspectors

A close monitoring and supervision of AES programmes is one of the quality promotions. There are inspectors at MoEST level who help in planning and providing overall guidance to
state inspectors/ supervisors. They are to ensure that recommended curricular is correctly used in a particular programmes. This includes inspection of the quality of curriculum delivery and provision of support in the School Improvement Plan (SIP). In every school or learning centre, inspectors have to investigate the following:

- Availability and use of a valid copy of the South Sudan Syllabus in the school
- The quality of curriculum interpretation by teachers in their planning and scheming
- The presence of an efficient and effective timetable in accordance with agreed South Sudan curriculum guidelines
- Evidence of the regular and systematic implementation of the time table by all teachers so that full breath of curriculum is delivered, for the full prescribed contact time
- Evidence from learners work that curriculum is being covered in a logical sequence in accordance with approved schemes of work
- Evidence that the school offers a broad range of co-curricular activities aimed at developing the learner as a fully rounded person
10.0 Alternative Education Systems Partners

The registered partners are expected to support the department and schools at State levels. The main areas of support include:

- Aligning new programmes with the AES policy and Strategic Action Plan at National Level to ensure that partners are working in the most needed programmes and geographic areas.
- Provision of basic schools equipments such as chairs, tables, benches
- Contribute towards development and distribution of Scholastic materials; textbooks, copybook, pens, pencils and others
- Technical support in teachers’ training and other capacity building of local education authorities
- Help in the mobilization of learners and literacy campaigns in their areas of operation
- Monitoring and evaluation in collaboration with the directorate of AES
- Attend and participate in all the AES Thematic Working Groups (TWG) meetings. Partners may be requested to contribute towards the success of such meetings

10.1 Co-ordination and Partnership

There are quite a good number of AES partners in South Sudan. The directorate has set up a structure for coordination with all AES partners and stakeholders at all levels. Therefore, all the implementing partners are to work closely with the Directorate of AES, MoEST- ROSS in the programme development stages to align with AES Strategic Action Plan priorities and thereafter at state and county education authorities where they operate. This is to enhance improvement of our service delivery mechanism of all components of AES. Its success requires good coordination to ensure a consistent combination of stable long term planning for a unified AES in which all innovative programmes can be jointly supported by communities, states, NGOs, INGOs and international agencies.

While the directorate of AES takes a strong leading role in directing its partners, Save the Children International (SCI) has been selected as a lead agency. Its task is to coordinate and facilitate the AES TWG meetings in collaboration with the department of AES. However, other partners are also requested to coordinate and contribute towards a success of the TWG. UNESCO is the lead partners for the BALP and FAL programme.

10.2 The Key Areas of Co-ordination

a) The Ministry of Education Science and Technology (MoEST) planned for every directorate to have a joint Thematic Working Group meeting to be conducted twice a year. Each directorate has a lead agency to help in the coordination and funding of the meeting. The lead agency for AES is SCI.
b) All the AES partners should attend and participate in all the Thematic Working Group (TWG) meetings. They may be requested to coordinate and fund the meeting in collaboration with SCI and the directorate of AES.

c) In addition to TWG meeting at national level, partners are also expected to attend State Ministry of Education (SMOE) partners’ meetings. Each SMOE selects their lead agency to coordinate and facilitate such meetings in collaboration with different partners in a particular state.

d) Partners are to submit quarterly reports to the directorate of AES. The format for such reports is provided by the department and sample can be found in annex two.

e) To contribute towards the development of learning and training materials whenever need arises.

f) Liaise with the directorate of AES in teacher training and capacity building of AES personnel from RoSS to schools / centre levels. Specific training materials and guidance are to be provided by the directorate of AES to ensure unified quality standards.

g) Any new AES intervention or initiatives should be registered at the directorate of AES with MOEST-RoSS and support rendered during its evaluation period by MoEST-GoSS.
11.0 Development and Use of AES Instructional Materials

All instructional materials are developed by the Ministry of Education, Science and Technology at the South Sudan Curriculum Development Centre Maridi. The following AES instructional materials for the five components are available.

- Accelerated Learning Programme (ALP)
- Community Girls’ Schools (CGS)
- Intensive English Courses
- Interactive Radio Instruction (IRI)
- Basic Adult Literacy Programme (BALP)

Details on each stage of materials development can be obtained from the directorate. Partners are to place their orders for printing or purchase of the textbooks through the directorate for AES at national level. As per MOEST policy on textbooks purchase or order, each is charged ten percent of the total cost.

The implementing AES partners are requested to use the available completed instructional materials. However, with the approval of the AED Directorate other support/supplementary materials can be used until development of different AES curricular is completed.
12.0 How to Establish the AES programme

Establishment of AES requires proper planning and involvement of community leaders in the process of planning and implementation. The AES senior inspectors render support to partners and stakeholders to ensure that all the key steps are properly followed. Education partners who wish to establish any of AES programme have to contact the AES deputy director for guidance and support. The main steps for establishment of AES programmes are:

STEP 1: Align with AES Directorate Strategic Action Plan

Each partner needs to contact the AES Directorate at National Level to ensure their programme aligns with their priorities as outlined in the Strategic Action Plan. This may include which states and counties in which to work and which components.

STEP 2: Identification of Schools

The senior inspectors work through the County Education Director (CED) to identify locations for schools/centres and develop an implementation plan which includes budget, schedule for implementation, monitoring, training, and evaluation. The inspector and CED then visit sites and orient head teachers, teachers, and the PTA/SMC to the concept of AES programme with a focus on a given programme.

Planning meetings are held in locations that are interested in having an AES programme for example ALP centre. These meetings should include the County Education Director, head teachers, local NGOs, PTAs/SMCs and community leaders. The purpose of the meeting is to explain the purpose of the AES programme and to plan the implementation of the programme if the community is interested.

Criteria for identifying ALP Schools:

Most of AES programmes have their classes held at existing primary schools or organized learning centres. However, new classrooms can be built if necessary. Schools where AES especially ALP operates are chosen by the following criteria:

- There should be a large number of learners of AES categories in the area.
- Teachers should be available who meet the criteria for teaching AES.
- Extra room in an existing school should be available or a space for the centre should be provided in the vicinity of the school.
- Local head teachers, school staff, the PTA/SMC, and the community should be interested in the programme and should cooperate with the County education director and other implementing staff.
- The local head teacher should be willing to take extra duties.
STEP 3: Recruitment of Teachers

Teachers are identified for each school by the senior inspector of a given programme and the head teacher of the school through the following process:

1. The head teacher nominates candidates who are appropriate for the position based on the criteria.
2. The candidates take a written test in English and Mathematics.
3. The candidates sit for an oral interview with the head teacher and senior inspector.
4. The head teacher and senior inspector make the final choice of teachers based on the outcome of the test and interview. The PTA and teaching staff may also give input to the head teacher and senior inspector before the final identification of teachers.

a) Criteria for AES Teachers

- Residence of the teacher: AES teachers should be residents of the community.
- Age: The teacher should not be too young to teach the young adults who are ALP, BALP, IEC learners.
- Educational background: AES teachers should hold a Primary School Teachers Certificate and undergone training in AES management and teaching.
- Teaching experience: AES teachers should have teaching experience at the primary level or its equivalent.
- Communication skills: AES teachers should have good communication skills to ensure comprehension on the part of the learners and effective interaction with the community.
- Knowledge and skills in English and Mathematics at the appropriate level and knowledge of the Primary School Curriculum and BALP
- Awareness of gender equity and peace education issues.

Where merit is equal, women will be given preference as teachers as a way to promote gender equity in the programme.

b) Identification of Backup Teachers

In a situation of a teacher dropping out or not performing well, the senior County Education Director (CED) and head teachers should find other candidates from the area and select the best to take over the AES classes after receiving preliminary training.

STEP 4: Hold Initial Teacher Training (ITT) of AES Teachers

Before classes start, special two-week training for AES teachers is held at a central location. New inspectors are also included in this training. The Teacher’s Handbook is used as a text for this course. The training includes:
• Understanding the concept of Alternative Education Systems, objectives and implementation of a given AES programme, timetables, target groups, placement of learners, and the role of the teacher
• Classroom management, use of textbooks, assessment of learners
• Training in approaches to education, teaching techniques and lesson planning
• Training in peace education, gender awareness and other life skills
• Understanding of supervision, refresher trainings, and the process of observation and consultation that will be carried out by the senior inspector

STEP 5: Mobilization of the Community/Recruit Learners

It’s important for the community to have a sense of ownership of their AES programme. “Ownership” refers to the feeling that you have a part in the organization and management of the programme, the feeling that your opinion counts and that you can make valuable contributions to the programme.

In order to maximize support from the community, staff of every component of AES should identify key organizations that can help identify and enrol learners and give other kinds of support when the programme is starting in a community. Support from community groups will ensure that the programme is popular and successful in the community.

The head teacher, teachers, PTA/SMC officers, and school supervisors should meet with community groups and organizations to explain AES programmes and to ask for support in finding all eligible learners in the community and to work with parents to send all eligible learners, especially girls, to school.

Community partners should include the following:
• Women Groups
• Religious groups
• Civil Authorities and Community Leaders
• Non-Governmental Organizations (NGOs)
• Community Based Organizations (CBOs)
• Any other interested persons or groups.

Mobilization includes;
• Announcing the beginning of a given AES programme courses
• Formally introducing the programme teachers
• Targeting parents and the community at large to send learners to school
• Announcing registration and testing of learners prior to starting classes
• Working with the community to promote programme activities and to solve problems after classes have begun.
STEP 6: Enrolment and Placement of Learners

a) **Announce enrolment**: Let every family in the community know when and where a given AES programme registration will take place and who is eligible for it.

b) **Intake and placement**: Enrol interested learners and give them a placement test so they will study at the proper level/grade. The design of placement tests is explained in the Teacher’s Handbook. Teachers and inspectors are trained to implement placement tests during the Initial Teacher Training.

c) **Prepare class lists and timetables**: The head teacher and teachers organize classes and study times. Involving learners in formulating class times and schedules will help minimize attendance problems. The inspector should check class lists and the timetables when visiting the school.

d) **Assign teachers to classes**: Teachers are assigned by level/grades. Teachers can decide which classes to teach based on knowledge of the subject material. Teachers should choose a Team Leader who will be responsible for reporting.

STEP 7: Prepare Materials and Start Classes

The county education directors in collaboration with inspectors arrange for textbooks and other materials to be sent to the school in time for the opening of classes.

Step 8: Visit Schools and Hold Refresher Trainings

The school inspectors have regular contact with teachers and AES centres through school visits and refresher trainings. See inspectors’ handbook for information on school inspection and visits.

All inspectors should meet with their teachers periodically for refresher trainings. These trainings may be organized in various ways depending on travel time and staff schedules but should include the following:

- A teacher training on one topic presented by the Senior inspectors
- Discussion of results of school visits by the school inspector
- Discussion of problems and experiences
- Suggestions for improving the programme
- Payment of salaries

STEP 9: Reporting

Inspectors are responsible for submitting the following:

- Monthly report form
- Learner assessment results (once per term)
Monthly Report Form:
A sample form is in the back of this handbook. FEOs should fill out attendance/drop-out figures for males and females for all centres each month. Under “challenges” write problems or difficulties you have had or observed. Under “success stories” write positive effects you have observed from the ALP programme, especially about individual learners, families, or staff.
School Inspector Monthly Reporting Form

<table>
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<tr>
<th>NAME OF INSPECTOR:</th>
<th>LOCATION:</th>
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<th>ALP CENTRES VISITED:</th>
<th>REPORTING PERIOD:</th>
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PURPOSE OF VISITS:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

ACHIEVEMENTS:

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________

CHALLENGES:

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________

________________________________________________________________________

TEACHERS ATTENDANCE
LEARNERS ATTENDANCE

| CENTRE | LEVEL 1 |  | LEVEL 2 |  | LEVEL 3 |  | LEVEL 4 |  |
|--------|---------| |---------| |---------| |---------| |         |
|        | F       | M |         | F | M |         | F | M |         | F | M |
|        |         |   |         |   |   |         |   |   |         |   |   |
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<th>Enrolment status</th>
<th>Teachers</th>
<th>Adequacy of materials supplied (write Ad if the items are enough and Id if not enough)</th>
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RECOMMENDATIONS:

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________
13.0 The South Sudan Literacy Council

AES Directorate shall have a *Literacy Council for South Sudan*. It shall, comprise of political leaders; civil societies, churches and community leaders. It shall be headed by the President of the Government of South Sudan.

The overall responsibility of the National Literacy Council is to mobilize public opinions and resources which will be used to reduce the high illiteracy rate in South Sudan to enhance sustainable development.

The role of the AES directorate is to guide the process of the implementation of Literacy campaign through; *Comprehensive principles for compulsory eradication of illiteracy* aiming to improve and sustain literacy in South Sudan.

13.1 Broad Objectives of the Campaign

- To make as many people as possible to be able to read and write.
- To initiate a South Sudan campaign for literacy and non-formal education.
- To support and develop strategies to achieve key behavioural and social changes that will contribute to a sustainable increase in literacy levels across all levels of society.
- To create mass awareness and mobilize public opinion about literacy, non-formal education and technical education programmes, especially among women, youth, trade unions, civil society organizations, churches and government officials.
- To build and strengthen the capacity of civil society organizations in order to mobilize their support for literacy and non-formal programmes.
- To foster and encourage a movement for participatory planning, management and monitoring of literacy programmes at the GoSS, state, county, and school levels.
- To mobilize learners, both as individuals and as a group to demand learning opportunities as their rights and increase completion rates in schools.
- To initiate necessary steps for training and motivation of teachers’ volunteers, facilitators, and para-professionals to participate positively and efficiently in literacy programmes.
- To maximize advocacy and networking with volunteers, learners, and increase cooperation with implementing partners.

13.2 Target Groups

The campaign will target all people who have missed the opportunity to learn how to read and write or who dropped out before completing basic primary education. These include:

- Adult and adolescent learners at all levels. They shall be covered by all the AES programmes.
- SPLA soldiers who missed the opportunities to go to school shall be catered for under the non Formal Education programmes.
- Youth who seek employment opportunities but without specific skills or technical training.
The campaign will be supported by the following:

- Policy makers and leaders from RoSS to boma levels as well as persons who are in position to influence policymakers
- Community leaders.
- Teachers, teacher trainers and academicians. These will be expected to play an active and vital part to enhance effective implementation of the campaign
- Educated youth, who may be expected to participate in the programmes as volunteers and supporters.

13.3 Campaign Strategies:-

- Media propaganda
- Newspapers/magazines
- Symbol or logo and national slogans
- Observing world literacy day as a national literacy day
- Formation of village committees
- Building partnership and networks
- Special strategies for girls and women
- Research-impact of literacy/non-formal activities
- Resource mobilization
14.0 Monitoring and Evaluation

Regular monitoring of progress and systematic sharing of experience will allow formative evaluation both at programmes, States and MoEST levels. This will be achieved through:

- Quarterly reports on changes against standard headings and locally agreed indicators.
- Reviewing work-plans of AES programmes and adjustments in the light of experience, obstacles and the emergence of new understanding through research process.
- Review of the AES work-plan.
- Consideration of and response to participatory evaluation conducted with stakeholders at community and state levels (including children, communities and partners).

There is a major evaluation at the end of the first year of any new initiative/programme and at the end of the third year of the project. Baseline studies conducted in each of AES programme areas in the first phase of the project will act as a point of reference for assessing the impact of the project overall and changes brought about through it at community and programme levels.
Appendixes

Annex 1:

State Director’s Quarterly Report

All the state AES directors are expected to render quarterly report using the following format.

Section One: General Information
1.0. Name of state-----------------------------------------------
1.2. Reporting quarter------------------------------------------
1.3. Reporting date---------------------------------------------
1.4 .Name of reporting director---------------------------------

2.0. Report Geographical Coverage

2.1. Locations Visited:

<table>
<thead>
<tr>
<th>Schools/Communities</th>
<th>County</th>
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Section Two: AES Implementation Status
### 2.0 Current Status of the Six Components of AES Systems in your State

In this section, you are to provide brief information on activities carried out within a specified period. This includes statistics of enrolment, number of teachers, availability of scholastics materials etc

<table>
<thead>
<tr>
<th>S/No</th>
<th>Form of AES</th>
<th>Enrolment status</th>
<th>Teachers</th>
<th>Adequacy of materials supplied (write Ad if the items are enough and Id if not enough)</th>
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67 Please specify any other component that exist
If you have received money for an activity during the period, please provide information on its status filling the table provided below.

<table>
<thead>
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<th>Amount received</th>
<th>Date received</th>
<th>No.</th>
<th>Activities undertaken</th>
<th>Cost incurred</th>
<th>Balances</th>
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2.2 Key achievements

2.3 Implementation challenges

2.4 Recommendations

2.5 Plan for the next three months/ way forward

2.6 Feedback from AES director
Annex: 2
Partners Quarterly Report

Reporting is one of the crucial components for successful co-ordination of AES. Therefore, all partners are expected to render quarterly report submitted to the director for AES, MoEST. Please use the below format:

Section One: General Information

1.0 Organization details
1.1. Name of organization
1.2. Name and title of the reporting official
1.3. Contact details
1.4 Location
1.5. Reporting date

2.0 Geographical Coverage

Please list all the areas of operation and partner organization (CBOs) you work with (if any).

2.1 Location of Operations

<table>
<thead>
<tr>
<th>S/No</th>
<th>Organisation</th>
<th>State</th>
<th>County</th>
<th>Payam</th>
</tr>
</thead>
</table>

Section Two: Implementation Status

In this section, provide brief information on Current status of the five components of AES Systems in your state. This should include statistics of enrolment broken down by gender, number of teachers and their retention. You can include any new AES initiatives which you implement but which has not yet been nationalized.
1.0 School Statistics
Please note that statistics are only provided in the first quarter and last report. However, if there are drastic changes in enrolment, you can include them in the mid quarterly report.

<table>
<thead>
<tr>
<th>S/N</th>
<th>AES programme</th>
<th>Enrolment status</th>
<th>Teachers/facilitators</th>
<th>Retention</th>
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<tbody>
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<td>F</td>
<td>M</td>
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<td>ALP</td>
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<td>IRI</td>
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</table>

Please add any other AES initiatives that is not included above (new initiatives such as youth education pack of NRC)

Please include and specify any new AES initiatives (if any) and attach its concept paper---------
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2.0 In case of any drop out, please mention main reasons-------------------------------
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2.1 Description of main organizational achievements
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2.2 Implementation Challenges/Constraints (if any)

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2.3 Plan for the next three months
Please provide all the main activities you plan to undertake in the next three months

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2.4 Recommendations and lessons learnt
Based on your observation and experience within the period, provide an overall recommendation or lessons learnt that could help improve your activities and AES in South Sudan.

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2.5 Feedback from AES director
The Director General for AES provides feedback to individual partners upon reading the report. This acts as an advisory note to a particular partner geared towards improvement strategies

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