



The Republic of South Sudan

Ministry of Education, Science  
and Technology

**POLICY FOR ALTERNATIVE  
EDUCATION SYSTEMS**

## **FOREWORD**

Getting relevant education is the key to securing better living prospects for every member of society. However, for many South Sudanese, accessing basic education remains a dream. In South Sudan, education has been adversely affected by twenty one years of civil war, resulting in one of the worst illiteracy rates in the world. With only 27% of the current adult population that can read and write according to the South Sudan National Bureau of Statistics, and limited formal education opportunities, the impact on sustainable peace and economic productivity is significant.

Over the past eleven years, the Ministry of Education, Science and Technology (MoEST) previously the Ministry of General Education and Instruction and before that the Secretariat of Education has provided seven flexible education programmes to cater for different groups of disadvantaged people through its Directorate of Alternative Education Systems (AES). This has helped disadvantaged learners who either completely missed out on formal education or dropped out of school as a result of conflict, weak governance and severe poverty.

To focus our efforts and vision and ensure we are all working towards the same goal, in line with the GESP (2012-2017), all AES stakeholders have come together to develop the AES policy, AES Strategic Action Plan and revised the AES Implementation Guidelines. It has been a collaborative process involving national MoEST Directorates and departments, State level MoE and AES Directors, and development partners particularly Save the Children International who have supported the AES policy development. The adoption of the AES Policy is a real milestone for the AES Directorate not forgetting the impact it will have on the lives of millions of disadvantage children, youth and adults.

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

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## **ABBREVIATIONS**

AES: Alternative Education Systems  
AFE: Agro Forestry Education  
ALP: Accelerated Learning Programme  
BALP: Basic Adult Literacy Programme  
CBO: Community Based Organisations community based organisations (CBOs)  
CGS: Community Girls School  
CPA: Comprehensive Peace Agreement  
EFA: Education for All  
EMIS: Education Management Information System  
FAL: Functional Adult Literacy  
GDP: Gross Domestic Product  
GESP: General Education Strategic Plan  
GoSS: Government of South Sudan  
IEC: Intensive English Course  
IFAL: Integrated Functional Adult Literacy  
INEE: International Network for Education in Emergencies  
IT: Information Technology  
MoEST: Ministry of Education, Science and Technology  
MoGEI: Ministry of General Education and Instruction  
NGO: Non Government Organisation  
PEP: Pastoralist Education Programme  
PST: Professional Studies for Teachers  
PTA: Parent Teacher Association  
RABEA: Radio Based Education for All  
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  
TVET: Technical and Vocational Education Training  
TWG: Technical Working Group

## DEFINITION OF KEY CONCEPTS AND TERMS

**Adult:** a person over the age of 18 years

**Alternative education:** means a prescribed course of study which assist the out of school learners whether children or adults to accelerate their learning by either joining the non formal education system or by gaining needed skills through alternative learning or home study for a productive life. It can be provided by the MoEST, development partners, NGOs, religious groups or community based organisations.

**Basic literacy:** means the ability to read and write as well as utilize those skills for critical thinking, self -development, empowerment and to be able to function effectively in daily activities.

**Child:** a person under the age of 19 years

**Disadvantaged children and youth:** children and youth from any background who did/do not have access to education through no fault of their own, due to lack of facilities, conflict, poverty, language, gender or culture.

**Formal Education:** education or training provided in an organised and systematic way by MoEST formal education institutions like schools, colleges or universities leading to certification.

**Learner:** any person who is in the process of learning

**Learning:** the acquisition of knowledge or skills through experience, practice, or study, or by being taught.

**Lifelong learning;** means voluntary, self-motivated learning that continues throughout the life of an individual which is flexible, diverse and available at different times, in different places and for different purposes.

**Literacy body:**

**Organised Armed Forces:** means forces organised by the government such as the SPLA, Police, wildlife wardens, the fire brigade and prison officers.

**Non-formal education;** is an organised educational process which takes place alongside the mainstream systems of education and training. Individuals participate on a voluntary basis and as a result, the individual takes an active role in the learning process. It can be provided by the MoEST, development partners, NGOs, religious groups or community based organisations.

**Youth:** a person aged 19 to 30 years of age.

## **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 access their right to education. In recognition, the government has 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 MoEST seeks to address the challenges of education for out of school children and youth, over age children in primary schools and improved literacy for adults in South Sudan. The AES policy will be implemented in line with the Education Act (2012) and the General Education Strategic Action Plan (GESAP) 2012-2017. This policy document is accompanied by an AES Strategic Plan and revised Implementation Guide which articulate the strategies to meet the huge task of developing a literate and lifelong learning nation.

## **2.0 Background**

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) Secretariat of Education (SoE) and confirmed by the CPA (2005) to provide education to out of school children, youth and adults including organised armed forces. Since then the AES Directorate has expanded its education programmes to provide multiple pathways towards achieving literate and educated members of society. There are six AES programmes: Accelerated Learning Programme (ALP), Community Girl Schools (CGS), Pastoralist Education Programme (PEP), Basic Adult Literacy Programme (BALP), Intensive English Courses (IEC), and South Sudan Interactive Radio Instruction (SSIRI) In 2012 there were 220,909 AES learners (EMIS 2012) with a further estimated 180,000 in SSIRI programmes (AES Baseline Survey and Evaluation 2012).

## **3.0 Situation Analysis**

South Sudan has an estimated population of 12 million, 83% of which live in rural areas and rely on animal husbandry or crop farming as their primary source of livelihood. Nearly three quarters of the population are below the age of 30 and comprise of children, youth, and adults, most of whom never had the opportunity to go to school. Of the 1.3 million children in primary school, 87% are over age (EMIS 2012). In 2012 only 48% of children aged 6-13 i.e. of primary school enrolment age, were in school (37.1% girls). Poverty, lack of access, cultural practices and involvement in herding and agricultural activities account for the large number of out of school children.

Despite the high enrolment in primary grades the drop out is high with only 14% learners completing primary education of which only 1.3% are girls. Poor quality teaching, lack of facilities, traditional cultural practices and overcrowding contribute to drop out as do poverty and economic factors. The higher dropout rates for girls and young women are due to early marriage, domestic work, and safety issues for girls travelling long distances to schools. These formal school drop outs face an uncertain future and contribute to the high illiteracy rates.

The situation for youth and adults is even more challenging. South Sudan has the highest illiteracy rate in the world – 84% females, 73% males are illiterate. Nearly one million school children and youth are estimated to be illiterate and another 1.2 million adults require functional literacy to support them in getting out of poverty. In conflict affected countries like South Sudan, three main factors that make people more likely to engage in political violence are: being young, being uneducated and being without dependants.<sup>1</sup> In addition, an estimated 750,000 displaced people have returned to South Sudan since independence with large concentrations in the bordering states of Upper Nile, Unity, Warrap and Jonglei. In 2011 alone, it was estimated that 152,000 primary and secondary school-aged children returned from the Sudan where the language of instruction is Arabic, putting pressure on an already over-stretched education systems. Whilst many returnees bring valuable knowledge and skills with them, they cannot fully participate in education until they are competent in English, the language of instruction from primary 4 onwards.

Meeting the educational needs of this culturally diverse population of over 63 ethnic and language groups with English as the language of instruction, presents a huge challenge. With only 27% of the current adult population that can read and write according to the South Sudan National Bureau of Statistics, and limited formal education opportunities, the impact on sustainable peace and economic productivity is significant.

#### **4.0 Rationale**

The Education Act (2012) article 9.2 states that the goal of Alternative Education Systems in the Republic of South Sudan is to “provide learning opportunities for learners who have missed their formal education in the basic education system, and those who never joined basic education”. The Education Act also has a specific goal for adult and lifelong learning to “eradicate illiteracy, improve employability of young people and adults and promote lifelong learning for all citizens”.

It is a huge challenge for the MoEST to fight illiteracy and build a quality formal education system capable of enrolling all school age children and youth. The vast and diverse geographical context of South Sudan brings unique and cultural differences, livelihoods and learning needs that have to be taken into consideration. Currently the AES Directorate provides non-formal programmes of education delivering basic literacy, numeracy and primary level education to out of school children, youth and adults throughout South Sudan. It complements the formal education system and works with it to provide multiple pathways to enrol in primary, secondary, vocational or adult education. AES encourages out of school children and over aged youth back into the formal system. It provides literacy and numeracy in national languages and English, and is responsible for raising the English competencies of Arabic pattern and non English speakers.

By providing accelerated learning classes and removing those over age children and youth already enrolled in formal primary schools, AES can reduce the pressure on primary school places. ALP learners can exit ALP classes and re enter primary school at the appropriate age or complete their primary schooling in four years and access secondary education. Prospective restrictions on primary enrolment (to children of the appropriate age) are likely to have a significant impact the opportunities for overage children to access education. These

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<sup>1</sup> Collier and Hoeffler (2004 cited in Smith Ellison, C. A Review for Norad: Education in Fragile Situations. Review, Oxford Policy Management, 2013)

over age children will then join the ranks of the 1.4 million children and youth, many in rural areas, without access to basic education services.

The flexible nature of AES programmes in terms of timings, location and mode of delivery (fixed, mobile, or by radio) address the needs of youth and adults who have livelihood responsibilities and provides education opportunities that can complement and enhance their working life. It can better target the most disadvantaged youth and adults including girls and women, street working children, adults in prisons, organised armed forces and their children, and agro-pastoralists by providing education tailored to their learning and lifestyle needs.

The successes of AES programmes include good gender parity with girls or women making up 44% of learners in AES, low dropout rates of 5.6% and almost one third as many primary 8 graduates as formal education despite having only 20% as many learners (AES Baseline Survey and Evaluation 2012).

The rationale for the continuation of AES is to provide quality, organised, flexible basic education for the many millions of children, youth and adults that do not have access to, have dropped out of or have missed formal education as a result of the decades of armed conflict in South Sudan.

## **5.0 Policy Context**

The AES policy is founded on both national and international standards that acknowledge the right to literacy and basic education as fundamental to human rights. South Sudan acknowledges the universal human right to education and is working to achieve the Education for All (EFA) goals and objectives by 2022. The policy has been developed taking a conflict sensitive approach and considered the INEE Guiding Principles on Integrating Conflict Sensitivity in Education Policy and Programming in Conflict-Affected and Fragile Contexts.

The Comprehensive Peace Agreement (CPA; 2005); the interim and the transitional constitution of the Republic of South Sudan acknowledge fundamental human rights including the right to literacy and basic education for all citizens. Similarly, the Education Act (2012) article 6 clearly states that primary education shall be free and accessible to all citizens. Article 9 states that basic adult education established by the government shall also be free of charge for all citizens.

As a result of the urgent need to address illiteracy in South Sudan, ‘increasing access to formal education’ and ‘promoting adult literacy’ are two of the seven strategic goals of the General Education Strategic Plan (GESP) 2012-2017. Whilst literacy programmes are currently under the AES Directorate, it is envisioned that as the education needs of out of school children and youth are met, the work to eradicate illiteracy in adults will continue. Therefore a national policy, strategy and standards for the promotion of adult literacy has been developed in conjunction with the AES policy.

## **6.0 Current AES Programmes**

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

**Accelerated Learning Programme (ALP).** ALP targets learners aged 12-18, who are over age for primary classes, have dropped out or could not access education. ALP uses a condensed primary curriculum to accelerate learners through the grades and re enter primary school at an age appropriate grade or complete the primary cycle in four years instead of eight. Level 4 learners can take the South Sudan Primary Leavers exam and go on to secondary school. However many adults join ALP as a route to become literate and educated. In 2012, 175,396 learners were enrolled in ALP classes, with 4,500 sitting the South Sudan Primary Leavers exam.

**Community Girl Schools (CGS).** This programme provides quality basic education for girls aged 8-12 in villages that have no schools. CGS covers the lower cycle of primary education in three years with girls enrolling in primary 5 in nearby primary schools. Although priority is given to girls, boys can make up 30% of the classes. In 2012, 12,552 children were enrolled in CGS with over 70% girls.

**Pastoralist Education Programme (PEP).**

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 2013 there were 108 mobile pastoralist schools with over 12,000 learners.

**Basic Adult Literacy Programme (BALP).**

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

**Intensive English course (IEC).** 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 IEC is designed to address the needs of people lacking proficiency in English Language. It consists of 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, students and civil servants who acquired their education in other languages.

**South Sudan Interactive Radio Instruction (SSIRI)**

SSIRI programmes aim to improve basic education for children in schools and learning centres, and also reach out of school youth and adults. There are three interactive radio programmes: 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 teacher 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.



## **7.0 The Policy Framework**

### **7.1 Vision**

To secure the right to quality and relevant education for all disadvantaged South Sudanese to enable them to acquire skills for a productive and peaceful life and to be able to participate in promoting self and national development.

### **7.2 Mission**

To provide equitable access and relevant quality learning opportunities for over age and out of school children, youth and adults in South Sudan so that they can improve their lives and become responsible and productive citizens able to contribute to national development.

### **7.3 Objectives**

- Reduce the rate of illiteracy.
- Increase access to education for disadvantaged communities or groups i.e. pastoralists, girls, out of school children and youth and adults, by expanding the current AES programmes.
- Enable overage children and youth enrolled in primary schools and primary school dropouts to enrol in accelerated programmes. They can then complete the primary cycle in a shorter period and catch up their peers whilst freeing up places in primary schools for children of the appropriate age.
- Promote gender equality and increase the enrolment of girls.
- Ensure recognition of learner achievements and certification of AES programmes to enable transition to formal primary, secondary or vocational education systems.
- Develop and implement innovative education programmes to meet the needs of the most disadvantaged to improve the quality of their lives and promote lifelong learning.
- Improve the quality of AES curricula, teaching materials and learning outcomes.
- Ensure that AES teachers are paid their correct salary
- Strengthen the capacity of AES staff, teachers and facilitators to provide relevant quality education.
- Improve coordination mechanisms within AES, with MoEST departments and with development partners at all levels to strengthen management of AES programmes.
- Implement a comprehensive advocacy programme to raise awareness about AES programmes and literacy.
- Establish a literacy body that will spearhead the literacy and adult education initiatives in South Sudan with a mandate to fundraise

## **8.0 Guiding Principles**

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

### **8.1 Equitable access:**

AES programmes must ensure equal opportunity of access for all in need throughout all 10 states and within states, counties, payams and bomas. Based on the AES programme, the most

disadvantaged will be selected: pastoral, fishing and other rural communities, girls and women, organised armed forces, returnees, internally displaced people and persons with special learning needs.

### **8.2 Flexible education opportunities:**

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

### **8.3 Community awareness, participation and ownership:**

The communities through the existing traditional and local administrative structures, chiefs, elders, etc. shall be approached and sensitised to the value of education to encourage learners to enrol in AES programmes. The communities shall be encouraged to own and actively support and manage the programme with the formation of relevant committees (Parent Teacher Associations, School Management Committees) and receive training to assist them in the management of the programme. The communities will be involved in mobilizing local resources in cash and/or in-kind for the sustainability of the programme.

### **8.4 Transition to formal education:**

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

### **8.5 Multiple pathways to lifelong learning:**

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

### **8.6 Cultural and gender responsiveness:**

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

### **8.7 Relevance:**

All AES programs need to be relevant to learners' age, needs and context. Programme content needs to be reviewed and aligned with the national curriculum framework to ensure learners can successfully transition to formal education and obtain recognised education qualifications (South Sudan Primary Leavers exam). Programme materials need to be put into context and should take into account the learning styles of the target group i.e. children, youth and adults.

### **8.8 Quality:**

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

### **8.9 Coordination:**

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

### **8.10 Research and innovation:**

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

### **8.11 Sustainability:**

AES programmes must be aligned with the AES strategic plan (linked to the GESP 2012) and provide a full cycle of AES education. Each programme shall develop strong linkages with primary and secondary schools to encourage transition to formal education and on completion have an exit strategy for learners, teachers, and the AES centre. Communities will be encouraged to mobilize local resources in cash and/or in-kind for the sustainability of the programme.

## **9.0 Expected Results/Outputs**

### **Within the policy period up to 2017**

- The illiteracy rate is reduced from 80% to 50%.
- An additional 1,200,000 learners will have been enrolled in AES programmes by 2017.
- The percentage of overage children in primary schools will be reduced from 87% to 50%
- Girls and women will make up 50% of AES enrolment
- AES programmes are accredited or recognised and all ALP Level 4 learners will sit the South Sudan Primary Leavers exam.
- ALP, CGS and PEP curricula and textbooks will be revised in line with the Primary curriculum framework
- All AES teachers receive their correct salary entitlement.
- Each AES staff member, teacher and facilitator will participate in one or more training course to upgrade their skills.

- EMIS includes AES data and their reports indicate improved efficiency in AES programme management.
- Advocacy leads to greater enrolment of learners.
- A literacy body is established to lead youth and adult literacy and learning.

## **10.0 Priority Areas of Intervention**

### **10.1 Increase access**

Increase the number of AEP centres (ALP, CGS, BALP and PEP) throughout South Sudan including in emergency settings. Raise awareness of AES programmes and sensitise the communities and school authorities to enrol learners and support transition of AES learners to formal education. Scale up the pastoralist education programme with advocacy and sensitisation campaigns to all 10 states to increase the number of communities willing to establish mobile classes. Establish strategies to support girls' access and retention to higher primary school classes; and strategies to support ALP primary 8 graduates with jobs or livelihood responsibilities to access secondary education.

### **10.2 Capacity building of human resources**

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

### **10.3 Institutional and organisational capacity**

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

AES programmes will be guided by the advice of Technical Working Groups (TWG) established for AES, English, Curriculum, Assessment and Examinations, National Languages, Teacher Education, Gender, Life Skills and Peace Education which report to the National Education Forum. These Technical Working groups will be responsible for setting and monitoring competency standards and accreditation, providing support to the AES Directorate on effective curriculum and training delivery, ensuring coordination and integration with other ministry departments and promoting collaboration among donor-funded programmes.

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

To enhance the quality of AES programmes the curriculum framework for each programme needs to be reviewed to incorporate new developments in the primary and secondary curriculum. The AES Directorate will work closely with the curriculum department to provide relevant curricula and textbooks for AES programmes that recognise that many AES learners are youth and adults with different learning styles, experiences and backgrounds. In addition

AES curricula and textbooks will be revised and contextualised to reflect rural and pastoralist lifestyles.

#### **10.5 Programme efficiency and quality**

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

#### **10.6 Programme competencies, certification and accreditation**

The AES directorate will work closely at national level with the Examinations Council to ensure that the needs of AES programmes and learners are included in their plans and policies and that ALP graduates can take the South Sudan Primary Leavers Exam. In addition it will advocate for MoEST accreditation of CGS graduates to aid transition to primary education. The literacy body will work to establish a recognised competency framework for adult literacy and lifelong learning and provide accreditation for literacy learners.

#### **10.7 Strengthen coordination, partnership and networking**

AES will improve partnership and coordination at national, state, county, payam and boma level of all actors involved in AES implementation by conducting AES forums at each level with reporting compiled at both national and state level on key achievements, lessons learnt and best practice. This partnership shall include the sharing of data and information to feed into the MoEST EMIS system to aid the management of AES programme delivery. Partnership will include joint planning and implementation of programmes and cooperation for further scaling up and sustainability. Where AES does not have the capacity to deliver AES programme, service providers will be contracted to implement AES programmes following the AES policy and implementation guidelines.

#### **10.8 Research, documentation, innovation and programme development**

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

#### **10.9 Resource mobilization and AES funding**

MoEST will allocate 10% for AES programmes. International communities and donors will be approached to support the AES Strategic Action Plan and develop programmes in line with AES priorities. Equally the private and business sectors will be approached to contribute.

#### **10.10 Advocacy and sensitization**

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

#### **10.11 Sustainability and lifelong learning:**

Ultimately with the success of ALP, CGS and PEP programmes to reach the vulnerable and

disadvantaged children and youth and provide basic education, the programmes will slowly be phased out and formal education systems will provide age appropriate education to the new generation of children in the communities.

Literacy and adult education will continue to provide lifelong learning opportunities. Programme relevance, genuine community participation and programme ownership are the main pillars of sustainability. In this regard, all stakeholders will work out clear plans for the sustainability of the programmes that will be approved by the AES Directorate and lead to a more formalised literacy body.

### **11.0 Coordination Mechanism for Policy Implementation**

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

### **12.0 Financing**

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

### **13.0 Roles and responsibilities: Key actors**

- **Learners and community leaders:** Learners and community leaders shall assist in the promotion of AES programmes, literacy, numeracy and lifelong learning by taking the lead in advocacy and mobilization, dissemination of information, and provision of learning spaces to strengthen their ownership of the programmes.
- **Local level administration, county, payam and boma:** Shall work closely with the community leaders as well as monitoring learning activities, supervising and inspecting learning centres to ensure quality is maintained.
- **National and State ministries:** The national ministry shall take the lead to formulate and approve policies, guidelines and standards while the state ministries shall take the lead in implementation of the policies, standards and guidelines created.
- **Academic institutions:** Shall be involved in developing training standards, training of teachers, facilitators and volunteers as needed, as well as take an active role in program development, research and innovations relating to flexible alternative education, literacy and lifelong learning
- **The literacy body:** Shall take the lead in capacity building, management and maintaining quality standards in literacy and lifelong learning.
- **UN agencies and other development partners:** Including non-governmental organizations; community based organizations; religious organizations and the private sector shall consult the AES Directorate on programme priorities, provide funding,

technical expertise, and assist in implementation according to their mandates and in alignment with AES Strategic Action Plan priorities.

- **Bilateral and multilateral agencies:** Shall provide funding and technical support and or advice as per their mandates.

#### **14.0 Policy Review, Monitoring and Evaluation**

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

**Policy review and evaluation:** To keep in touch with continuous lifelong learning, the policy and its implementations shall be reviewed by 2017.