

PRE-PRIMARY EDUCATION IN SOUTH SUDAN

Current opportunities and challenges



WORLD BANK GROUP



unicef 

July 31, 2019

About this document:

The objective of this report is to support evidence-based decision making for the pre-primary education system in South Sudan, and to identify critical bottlenecks and potential pathways for further engagement aimed at improving and rebuilding the subsector.

To understand the current landscape of pre-primary education in South Sudan, this report draws on findings from three key sources:

- i. Review of early childhood education in contexts of fragility, conflict and violence by Dr. Stephen Commins, Consultant, the World Bank
- ii. Situation analysis of pre-primary education in South Sudan by David Baysah, Consultant, UNICEF; and
- iii. Findings from pre-primary Stakeholder Diagnostic Workshop held in Juba, South Sudan on February 11-14, 2019 facilitated by UNICEF and the World Bank

Findings from a review of all available policy documents and outcomes of the stakeholder diagnostic workshop are organized in this report by the five action areas specified in UNICEF's pre-primary education Diagnostic Toolkit: (i) effective planning and use of resources, (ii) curriculum development and implementation, (iii) teachers and other personnel, (iv) families and communities and (v) monitoring, regulation and quality assurance. The report ends with stakeholder recommendations for creating an enabling environment for pre-primary education in South Sudan.

Prepared for:

The Ministry of General Education and Instruction, Juba, South Sudan

Prepared by:

Saima Sohail Malik, The World Bank

With contributions from:

David Baysah, UNICEF
Sandipan Paul, UNICEF
Stephen Commins, The World Bank
Huma Kidwai, The World Bank
Natasha De Andrade Falcao, The World Bank

Cover photograph:

ECD center in Maban refugee camp @UNICEF/Margaret Manoah/2012

Acknowledgments

This document has been drafted by Saima Malik (Consultant, World Bank) with contributions from David Baysah (Consultant, UNICEF), Stephen Commins (Consultant, World Bank), Sandipan Paul (Consultant, UNICEF), Huma Kidwai (Education Specialist, World Bank) and Natasha de Andrade Falcao (Economist, World Bank). The team is grateful for the guidance and continued support from Maniza Ntekim (ECD Advisor, UNICEF ESARO), Ivelina Borisova (Education Specialist, UNICEF HQ New York), Sahr John Kpundeh (Country Manager, South Sudan, World Bank), Anne Margreth Bakilana (Program Leader, South Sudan, World Bank), Safaa El Tayeb El-Kogali (Education Practice Manager, East Africa Region, World Bank), Sajitha Bashir (Adviser, World Bank), Lianqin Wang (Lead Education Specialist, World Bank), and Rosario Aristorenas (Senior Program Assistant, World Bank).

Special thanks to Vinobajee Gautam, David Baysah, Sandipan Paul, and John Tileyi Yuggu (UNICEF) who helped to organize the diagnostic workshop in Juba, and to Dearbhla Egan and Meling Christine Lemi (UNICEF) for their careful review and input into this report. The team is also grateful for the contributions from Peter Darvas and Samira Halabi who served as peer reviewers. Additionally, the team would like to thank World Bank colleagues in the country office – Joseph Mawejje, Charles Joachim Bagaza, and Ayot Monica Okumu Ongom – for their support and collaboration.

Finally, a special thanks to Hon. Deng Deng Hoc Yai – minister, the undersecretary, Directors General and the various government personnel at Ministry of General Education and Instruction (MoGEI), development partners from various organizations, teachers and parents who collaborated through their invaluable participation in the workshop in South Sudan¹.

¹ The full list with names and affiliations can be found in Annex III.

Table of Contents

LIST OF ACRONYMS	III
EXECUTIVE SUMMARY	IV
INTRODUCTION: THE IMPORTANCE OF EARLY CHILDHOOD	8
EARLY CHILDHOOD EDUCATION IN CONTEXTS OF FRAGILITY, CONFLICT AND VIOLENCE	8
INCREASED ATTENTION TO PRE-PRIMARY EDUCATION IN FCV CONTEXTS	9
NOTABLE PRE-PRIMARY EDUCATION SERVICE DELIVERY IN FCV CONTEXTS	9
KEY LEARNING AROUND PRE-PRIMARY EDUCATION SERVICE DELIVERY IN FCV CONTEXTS	12
OBJECTIVE OF THE CURRENT REPORT	13
CONTEXT OF SOUTH SUDAN	14
PRE-PRIMARY EDUCATION IN SOUTH SUDAN	17
SITUATION ANALYSIS AND STAKEHOLDER DIAGNOSTIC WORKSHOP FINDINGS	24
PRE-PRIMARY CONCEPTUAL FRAMEWORK	25
ACTION AREA 1. EFFECTIVE PLANNING AND USE OF RESOURCES	27
ACTION AREA 2: CURRICULUM DEVELOPMENT AND IMPLEMENTATION	31
ACTION AREA 3: PRE-PRIMARY EDUCATION PERSONNEL	35
ACTION AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	39
ACTION AREA 5: MONITORING AND QUALITY ASSURANCE	44
CONCLUSION: STEPPING BACK AND MOVING FORWARD	47
STEPPING BACK: OPPORTUNITIES AND CHALLENGES IN PRE-PRIMARY EDUCATION IN SOUTH SUDAN	48
MOVING FORWARD: RECOMMENDATIONS FOR CREATING AN ENABLING ENVIRONMENT FOR PRE-PRIMARY EDUCATION IN SOUTH SUDAN	49
ANNEXURES	52
ANNEX 1: SOUTH SUDAN PRE-PRIMARY EDUCATION DIAGNOSTIC WORKSHOP	53
ANNEX 2: ECD DIAGNOSTIC WORKSHOP AGENDA	62
ANNEX 3: ECD DIAGNOSTIC WORKSHOP PARTICIPANT LIST	68
ANNEX 4: ORGANIZATIONS WORKING IN PRE-PRIMARY EDUCATION IN SOUTH SUDAN, 2018	70

List of Tables

Table 1. Pre-primary schools by state and ownership.....	20
Table 2. Pre-primary enrolment by state and gender	21
Table 3. MoGEI objective, baselines and targets for pre-primary education 2017-2022.....	21
Table 4. Pre-primary over age learners by state and gender	22
Table 5. Key challenges and proposed solutions for Action Area 1: Effective planning and use of resources.....	30
Table 6. Key challenges and proposed solutions for Action Area 2: Curriculum development and implementation.....	34
Table 7. Key challenges and proposed solutions for Action Area 3: pre-primary education personnel	38
Table 8. Key challenges and proposed solutions for Action Area 4: Family and community engagement	43
Table 9. Key challenges and proposed solutions for Action Area 5: Monitoring and Quality Assurance	46

List of Figures

Figure 1: Map of South Sudan	15
Figure 2: Teacher qualifications and job status by subsectors	22
Figure 4. Distribution of pre-primary services in South Sudan (January-June 2018).....	23
Figure 5. Pre-primary conceptual framework	25

List of Acronyms

AES	Alternative Education Systems
ALP	Alternative Learning Program
CAR	Central African Republic
CEC	County Education Centers
CPA	Comprehensive Peace Agreement
DRC	Democratic Republic of Congo
ECD	Early Childhood Development
ECDE	Early Childhood Development and Education
ECE	Early Childhood Education
EMIS	Education Management Information System
FCV	Fragility, conflict and violence
GER	Gender Enrolment Rate
GPE	Global Partnership for Education
GPI	Gender Parity Index
IDP	Internally Displaced Person
IRC	International Refugee Committee
MoEST	Ministry of Education, Science and Technology
MoFEP	Ministry of Finance and Economic Planning
MOGEI	Ministry of General Education and Instruction
NGO	Non-governmental organization
NORAD	Norwegian Agency for Development Corporation
NTDMS	National Teacher Development and Management Service
PTA	Parent Teacher Association
PTE	Primary Teacher Education
PTR	Pupil Teacher Ratio
NTTI	National Teacher Training Institute
SMASESS	Strengthening of Mathematics and Science Education in South Sudan
SMC	School Management Committee
ToT	Training of Trainers
TTC	Teacher Training Center
TTI	Teacher Training Institute

Executive Summary

The early years of human development establish the basic architecture and functioning of the brain. It is in the first years of life that children establish the cognitive, emotional and social foundations important for their future well-being and lifelong learning. The impact of the child's earliest experiences and environment, particularly the family and community in which the child is raised, is profound.

While appropriate pre-primary education service provision is important everywhere, its relevance increases in a context like South Sudan where fragility poses additional challenges and risks for children who are exposed to extreme stress. In order to ascertain the landscape of pre-primary education in the country, UNICEF commissioned a situation analysis of pre-primary education in South Sudan and collaborated with the Ministry of General Education and Instruction (MoGEI) and the World Bank to organize a Stakeholder ECE Diagnostic Workshop in February 2019. The goal of the two exercises was to produce a clear narrative on the subsector by highlighting existing strengths and gaps, and to provide specific recommendations for stakeholders based on this information.

Understanding areas of overlap between the two sources of information are as important as acknowledging gaps or misalignment between them in order to move forward with effective planning for pre-primary services. For instance, while a review of policy documents was inconclusive about whether pre-primary education is free and compulsory in South Sudan, discussion with stakeholders during the workshop indicated that preprimary education is not free and compulsory in practice. Similarly, while policy documents indicated a lack of relevant teacher training for preprimary teachers in the country, the workshop indicated that MoGEI is currently in the process of developing official training modules for pre and in-service preprimary teachers and that in the past ECD centers and development partners (mostly in conjunction with UNICEF) had been providing some trainings to teachers in early childhood education. Key findings are highlighted below.

Since 2012, ECD/Pre-primary education is a top priority for the government of South Sudan. The government has an ultimate goal of universal enrolment in pre-primary. In its 2017-2022 General Education Strategic Plan, the Ministry of General Education and Instruction (MoGEI) outlined its aim to increase the current baseline gross enrolment rate (GER) for pre-primary from 10 % in 2017 to 15 % in 2021 and provide a two-year cycle of ECD services for children aged 3-5 years. The government continues to lobby for funds from donors, partners and sister countries to meet this target.

Although political will, leadership and governance structures required to support planning and resource allocation for pre-primary are already in place, there remains inadequate funding and physical infrastructure available for pre-primary education. The MoGEI has a department for ECD/Pre-primary with six key staff. However, the staff require an updating of skills in ECD/pre-primary programming. Additionally, low financing means that the current coordination

mechanisms between national, state and county levels of government are weak, the majority of children participating in pre-primary are overage, pre-primary education is not yet free and compulsory, and there is an overall lack of equitable access to pre-primary education services in the country.

An ECE curriculum *framework* has already been developed but an actual curriculum (with teachers guide, lesson plans and student workbooks) still need to be developed and there is currently inadequate budget for implementation of the newly developed curriculum. Low budget has led to inadequate teaching and learning materials being available to teachers and the curriculum implementation process has been very slow.

Although a pre-primary teacher qualification profile and basic pre-primary personnel policy structure is in place, current pre-primary personnel are insufficiently qualified and incentivized. There is low motivation, attraction and retention of pre-primary personnel, with insufficient teaching aids, limited training programs (particularly in rural areas), and lack of a profile description for pre-primary personnel other than teachers. Further, there is a weak teacher deployment policy, and ghost teachers and teacher absenteeism is high. While policies guiding pre-primary education exist, their implementation is poor. There are more female pre-primary teachers in urban areas and more male pre-primary teachers in rural areas.

While the current ECD strategy does include a plan for including families and communities, there is currently no specific funding for activities to promote family and community awareness around pre-primary education. There is limited technical capacity to promote family and community engagement in the MoGEI, there is low community awareness around inclusive education in particular and no data exists on the current extent of family and community engagement in pre-primary education. In addition, most parents and caregivers of young children have low education and literacy levels. This coupled with teen parenthood, high rates of poverty and high communal mobility and displacement (due to conflict) inhibits parent engagement in pre-primary services.

A framework for general monitoring and supervision and an EMIS have already been developed but there is need for specific pre-primary quality standards and monitoring tools, sufficient personnel for supervision activities and stronger coordination for monitoring of pre-primary activities. Statistics available in the MoGEI are based on EMIS, however there are concerns related to the reliability and accuracy of the data. There is inadequate funding and logistical support for quality assurance as well as a lack of clearly defined roles and responsibilities for pre-primary supervisors.

Key Recommendations

Key recommendations for strengthening the pre-primary sector in South Sudan that emerged from the situation analysis and stakeholder discussions are presented below.

Key documents and procedures should be reviewed and revised in order to strengthen policies and legislation around pre-primary education. The current teacher training policy should be reviewed in order to address the specific pre-primary education teacher training gaps. Similarly, MOGEI policy should be adjusted to expand the scope of the pre-primary education component to cover other related sectors (such as health and agriculture). A review of the Education Act should be conducted to provide recommendations around ways in which (i) pre-primary education can be free and compulsory, and (ii) a uniform national pre-primary curriculum may be implemented across all pre-primary classrooms. Finally, communication across the various levels of governance should be enhanced in order to ensure strong delivery of pre-primary services nationally.

Ministerial leadership and capacity can be strengthened by the creation of a multi-sectoral, national and subnational pre-primary education committee (with clear terms of reference) in order to advise on the reform agenda for pre-primary services.

MoGEI should engage with the Ministry of Finance and the Education Select committee in parliament to ensure the timely, periodic disbursement of funding for pre-primary education. A robust and rigorous process for financial accountability with respect to pre-primary education should be developed that is integrated into the general education sector-wide approach. The Education Select committee should review the budget ceiling in line with the provision of the General Education Act 2012. The pre-primary education financing from government and other development partners should be analyzed closely in order to identify the gaps and challenges. An expenditure tracking exercise should be conducted in order to determine the public expenditure on pre-primary education at every level; and public-private partnerships for pre-primary education should be leveraged further.

Public demand for pre-primary education services can be enhanced through evaluation of local beliefs and practices and a strong communication strategy. A study on knowledge, attitudes, and practices around pre-primary education across the various communities in South Sudan should be conducted to understand local beliefs and practices. A communication strategy for pre-primary education in emergencies should be developed to engage with different stakeholders working with families and communities. MoGEI should collaborate with organizations like the Peace Commission, Ministries of Interior, Gender and Social Welfare and other relevant institutions to ensure the use of the communication strategy through all possible delivery channels. A collaborative plan to engage local level government should be developed in order to build their capacity on family and community engagement and to generate the demand for developmentally appropriate pre-primary services.

Implications of current study

The current study is a first step towards understanding the challenges facing provision of pre-primary education in South Sudan. Several important factors that were outside the scope of the current report include the linkage between health and education at the pre-primary level, the connection between ECD and pre-primary, given the many challenges children in South Sudan

face in the first 2-3 years of life, and the impact of overage enrolment in pre-primary school on subsequent schooling and learning of in school and out-of-school children. The findings of this report call for additional reviews, committees, new mechanisms and evaluations. Further evaluation should include a review of regional and International pre-primary education programs and interventions (particularly in FCV contexts) to explore cost-effective mechanisms of delivery in South Sudan and a thorough analysis of the existing pre-primary programs in South Sudan highlighting variations in scale, scope, costs, and effectiveness.

For instance, South Sudan is among the countries with the lowest levels of literacy in the world. Bearing this in mind, innovative solutions to engage parents and communities in the care and education of their youngest children should be explored. Research conducted in other countries in the region have shown that even parents who are unable to read and write can effectively support their children's school readiness including pre-literacy, pre-numeracy skills and socio-emotional skill development². Adaptations of such programs should be tested with families and communities in South Sudan and if found effective, scalability should be explored.

The findings and recommendations are expected to inform key policy documents and activities including: (i) the draft national strategy for the provision of pre-primary education in South Sudan, (ii) approaches to system strengthening for the provision of pre-primary education and (iii) alignment of the new strategy to the General Education Strategic Plan 2017-2022.

² Examples of successful programs include Save the Children's First Steps, Early Literacy and Math Initiative and Literacy Boost Parent Reading Awareness Workshops in Rwanda.

Introduction: The Importance of Early Childhood

The early years of human development establish the basic architecture and functioning of the brain. It is in the first years of life that children establish the cognitive, emotional and social foundations important for their future well-being and lifelong learning. Early gaps in cognitive, linguistic, and socio-emotional skills jeopardize a child's capacity and motivation to learn in school and low levels of school readiness lead to costly inefficiencies in the education system as disadvantaged and under-prepared children are more likely to repeat grades and drop out of school before completing the primary cycle.³ On the other hand, the benefits of investing in the early years of a child's life can accrue to individual children and to society more broadly, and can be leveraged to influence diverse policy objectives, including increasing female labor participation, reaching marginalized populations and reducing the intergenerational transfer of poverty. This early window of opportunity to address inequality and improve outcomes later in life are substantial, particularly when compared to equivalent investments made later in life. Despite increasing acknowledgement of the importance of this critical period, investments remain low globally and the attention paid to this age group in the highest risk contexts is alarmingly inadequate.

Early Childhood Education in Contexts of Fragility, Conflict and Violence

The dynamics of Fragility, Conflict and Violence (FCV) have both immediate and long-lasting impacts on young children's learning, well-being and ability to develop to their full potential in life. When governments lack the capacity or commitment to support effective education systems, there are notably fewer children in school. While there are many reasons for this, common contributing factors across several contexts includes a lack of adequately qualified teachers, sub-standard and insufficient number of safe learning facilities and limited available learning materials. In some situations, the education system can even contribute to drivers of conflict, for instance, through national policies and legislative frameworks that can exasperate ethnic and/or gender exclusion. A common example of one such policy is the language of instruction that is authorized for schools, as this can act as a barrier for specific groups and communities to access education, thereby increasing the risk of worsening existing tensions and conflict.⁴ Furthermore, it has been commonly observed that in FCV contexts, early childhood education programs are particularly affected, due to political attention and resources being diverted elsewhere.⁵

In situations characterized by an inflow of humanitarian aid, sectors such as health, food security and water/sanitation receive more programmatic and financial support than education

³ See Naudeau et al (2011), Neuman & Devercelli (2012), Engle et al (2011), Heckman (2006) and Cunha & Heckman (2007) for relevant and recent literature reviews.

⁴ Davies, Lynn, Education and conflict: complexity and chaos. London: Routledge, 2004; Pherali, Tejendra and Dean Garratt, Dean, 'Post-Conflict Identity Crisis in Nepal: Implications for Educational Reforms', International Journal of Educational Development, 2014.

⁵ Dana Burde Ozen Guven Jo Kelcey Heddy Lahmann Khaled Al-Abbadi, What Works to Promote Children's Educational Access, Quality of Learning, and Wellbeing in Crisis-Affected Contexts, October 2015; Moving Minds, ECD and Learning for Children in Crises and Conflict, 2018.

programs. In South Sudan, for instance, out of a \$1.72 billion appeal for 2018, education was allocated a goal of \$45 million.⁶ While health, food and sanitation make up the necessary triage of resources for saving lives in a short-term emergency setting, even in countries where the situation lasts for years (i.e. a protracted crisis) education continues to remain a low priority. The situation is even worse when it comes to the education of young children. According to UNICEF, despite an increasing recognition of the importance of early childhood development (ECD) in recent years, challenges remain, and a critical gap in humanitarian responses has been observed with regard to mitigating the negative consequences of emergency settings on young children's overall development.⁷ These differences in priorities were highlighted in a recent report noting that among the elements of nurturing care that exist in 26 active response plans⁸ key sectors of focus were: early learning (9%); caregiving (10%); health (22%); safety & security (24%); and nutrition (58%). About half of the plans did not make any reference to learning or education activities for children under 5 years of age.⁹ This is especially problematic given that in 2011, an average of 13% of refugees, asylum seekers and internally displaced persons were children in this age group.¹⁰ There has also been inadequate evidence around how best to support the education of young children in crisis contexts. As noted in the most extensive education in crisis literature,¹¹ few rigorous experimental studies (5) or quasi-experimental studies (8) conducted in countries affected by crisis assess the effects of interventions on children's educational access (3), quality of learning (4), or wellbeing (6). Among these rigorous studies just a few (6) take context (disaster or conflict) into account in the research design.

Increased attention to pre-primary education in FCV contexts

Recent NGO reports do indicate a steady increase in attention towards the education of young children in FCV contexts: a recent background paper for the Global Monitoring Report (2019), and various World Bank SABER¹² analyses of education systems distinguish between "education in emergencies" and "education in protracted crises". The two situations are different due to the funding modalities, the focus on saving lives in emergency contexts, and the potential for greater investment in education in longer-term settings. Some notable examples of pre-primary education service delivery in FCV contexts, including programs delivered by various organizations are presented below.

Notable pre-primary education service delivery in FCV contexts

⁶ Financial Tracking Service: <https://fts.unocha.org/appeals/646/summary>.

⁷ UNICEF Guide: Early Childhood Development in Emergencies: Integrated Program guide, 2015; https://www.unicef.org/earlychildhood/files/Programme_Guide_ECDiE.pdf. See also, PLAN International, Early Child Care in Emergencies, 2013.

⁸ April 2018 review of 26 active Refugee and Humanitarian Response Plan (HRPs).

⁹ Moving Minds, pre-primary education and Learning for Children in Crises and Conflict, 2018, p. 5. <https://movingmindsalliance.org/files/eecd-and-early-learning-for-children-in-crisis-and-conflict.pdf>.

¹⁰ UNICEF, *ibid*, p. 2.

¹¹ Burde et al What Works to Promote Children's Educational Access, Quality of Learning and Education Access in Crisis Affected Countries: Rigorous Literature Review, 2015, p. v https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/470773/Education-emergencies-rigorous-review2.pdf.

¹² Systems Approach for Better Education Results: World Bank initiative to produce comparative data and Learning for All.

In the Democratic Republic of Congo (DRC), there are a small number of specific pre-primary programs that are implemented and administered by the government in all eleven provinces, but they are neither universal, mandatory, or free. The two public preschool programs are the *National Preschool Program* and the *Community Space Awakening*, both of which include children ages three to five years. Although the government finances the National Preschool Program through financing teacher salaries, the pre-primary education program is mostly funded by UNICEF and/or the community. A parental education program—*Encadrement Parentale*—targets mothers and fathers and covers education, health, and nutrition aspects of children in all provinces. There is significant regional inequity in access to pre-primary education services at the subnational level. Children from disadvantaged socio-economic groups and rural areas generally do not have access to pre-primary education primarily due to the cost of private services and lack of nearby schools. A new World Bank project that includes a focus on pre-primary education in the DRC may provide some specific lessons. The pre-primary education element is contained within the Education Quality Improvement Project (EQUIP)¹³. The main elements of the project provide technical assistance for studying existing pre-primary education models. This would involve gathering data on socio-economic backgrounds and child development, and development of national minimum quality standards for pre-primary. It would also entail identifying ways to improve pre-primary teachers' competencies. This would be done through strengthening in-service training modules with competencies for addressing early learning needs. A proposed component intends to expand equitable access to quality pre-primary by addressing the identified issues with a focus on improving pre-primary education results throughout the service delivery chain.

In Liberia, the national plan for pre-primary education over five years includes: (i) construction of new pre-primary education centers and provision of services to cover 70% of the neediest areas and (ii) development of a pre-primary education training framework and training at least 50% of the pre-primary education teachers and caregivers. A wide range of local and international agencies, and local civil society organizations are central to the delivery of pre-primary education in Liberia. The roles of these various organizations which are incorporated in the national education system include (i) the operation and delivery of pre-primary education services, (ii) technical assistance to pre-primary education stakeholders, (iii) and the monitoring and evaluation of pre-primary education activities. The GPE Trust Fund project in Liberia includes a component for institutional support to pre-primary (including the development of a pre-primary education strategy) along with the design and implementation of a cost-effective pre-primary education model for rural areas (including the acquisition and supply of equipment, play and learning materials and training for locally recruited educators). It also includes the preparation of quality standards and guidelines for pre-primary education service delivery, child-centered curriculum, teacher training, and certification frameworks.

In Jordan, Save the Children leads early childhood interventions to address the specific vulnerabilities of young children. Although the psychological stress of conflict and constant

¹³ <http://documents.worldbank.org/curated/en/923411468234856439/pdf/PIDISDS-CON-Print-P157922-01-21-2016-1453404583179.pdf>.

movement and a lack of formal educational opportunities in Jordan have negative consequences for delivery of pre-primary education services, Save the Children programs show that both home and center-based program options can play a positive role in those settings. Considering that most children in FCV settings do not have access to preschools, programming must offer early learning opportunities in homes and communities, or in areas where there is no preschool. The findings reported from Save the Children's programs underscore that daily parental interactions with children are a critical factor impacting development. In 2011, based on lessons learned from years of early childhood programming as well as a comprehensive review of existing child development assessments, Save the Children began the process of creating and validating the International Development and Early Learning Assessment (IDELA) tool. Through this effort, Save the Children seeks to build international tools that can be used to measure the impact of pre-primary education interventions across varied settings.

In Lebanon, World Vision International established Early Childhood Care and Development Programming for 0-6-year-old Syrian refugees and the most vulnerable Lebanese children. The program package includes building of parental knowledge and skills around pre-primary education, as well as identifying current helpful and harmful practices. The program uses World Vision's existing *Learning Roots* model (designed for 3-6-year old children). This program utilized a caregiver survey, an Ages and Stages Questionnaire (ASQ) and a delivery mechanism through group learning sessions, usually held in parent's houses. Four key learning points that emerged as a result of the program include: (i) targeting the most vulnerable parents/families is key, (ii) even under duress, caregivers are able to apply simple, applicable concepts, (iii) it is possible to integrate pre-primary education into existing programming platforms, and (iv) pre-primary education programming constantly produces positive results.

Through a grant from the MacArthur Foundation, Sesame Workshop and International Rescue Committee (IRC) have begun to implement a three-part project¹⁴ in the Middle East in consultation with local child development organizations and curriculum experts. The project is designed to support caregivers to rebuild and restore nurturing relationships and to provide children with the resources for coping with the impact of trauma and displacement. The project provides customized educational content and a new, localized version of Sesame Street programs. These will be delivered through television, mobile phones, and various digital platforms and services in both homes and communities. The design will be structured around pan-Arab content for an audience of up to 9 million children in skills for language, reading mathematics and socioemotional skills. The content of the programs will include guidance for caregivers, early learning skills, mental health and well-being support, and approaches to fostering resilience. Content will be delivered through various types of books and brochures for caregivers, toys, games and messages through mobile devices.

In Chad, the NGO iACT, began implementing *Little Ripples*¹⁵ a refugee-led home-based pre-primary program. iACT consulted with refugee communities in eastern Chad with preschool

¹⁴ <https://www.rescue.org/sesame>.

¹⁵ <https://www.iact.ngo/resource/early-childhood-development-and-early-learning-for-children-in-crisis-and-conflict/>.

emerging as a priority. In order to design and implement programs, iACT worked with resources in early childhood development and trauma recovery, to establish Little Ripples. This program delivers preschool in home-based settings in the community and employs refugee women to manage the in-home preschools and improve the social-emotional, cognitive, and physical development of refugee children. iACT reports that not having a dedicated preschool building reduced costs and eased logistics of implementation. The program built upon the existing community practice of children staying at their neighbors' houses so that now, the traditional community model has been turned into a more structured preschool learning model.

The IRC *Preschool Healing Classroom* ¹⁶ approach was first developed and piloted for Congolese children living in camps in Burundi and Tanzania in 2000 and has evolved over nearly two decades based on field-testing and rigorous research, including a pre-primary education program. Preschool Healing Classrooms are designed to offer children a safe, predictable place to learn and cope with the consequences of conflict by: (i) Supporting and training teachers to establish safe, predictable, and nurturing environments, (ii) creating and providing teaching and learning materials to build academic and social-emotional skills, and (iii) connecting parents and caregivers with schools. The Healing Classrooms approach focuses on the psychosocial needs of young children as well as the skills needed to enter school. Through training, tools and specialized structured lesson plans, educators are equipped to establish a positive classroom environment and use activities that promote critical elements of student well-being, such as a sense of control, a sense of belonging, and positive social relationships. Children learn basic pre-literacy and numeracy skills, as well as social-emotional skills such as strategies to manage their feelings, play cooperatively, express their needs, and focus. Consistent, nurturing interactions with adult caregivers not only help children learn these skills, but also provide children with comfort, security and confidence. This program was adapted for Lebanon in 2014, due to the large demand for pre-primary education spurred by the influx of Syrian refugees. The IRC also runs a parenting program titled *Families Make the Difference* for caregivers of young children in Ethiopia, Burundi, Iraq, Jordan, Lebanon, Liberia, Syria and Tanzania.

Key learning around pre-primary education service delivery in FCV contexts

Documentation of the work in pre-primary education service delivery reveals some key points of learning and reflection moving forward. For instance, following a consultation in collaboration with the Early Learning Partnership, the World Development Report (2018), highlights the following key learning points around providing pre-primary education in FCV contexts:

- Considering the caregiver is essential: The caregiver is consistently present in a child's life and helps shelter children from toxic stress (but since the caregiver is also exposed to stress – multi-generational packages may be helpful);
- Center-based care can be highly inequitable and difficult to implement effectively;
- Caregivers other than parents who are involved in child-related decisions should be considered;

¹⁶ Bouchane 2018, 18f; https://steinhardt.nyu.edu/scmsAdmin/media/users/mhm327/3ea_docs/3EA_-_Impact_report.pdf.

- A universal approach to increasing parental capacity will not work: The approach needs to be based on varied parenting styles and social norms, even as these may need to be adapted for better child development outcomes;
- If children are in preschool for only a few hours per day, learning must be enforced at home: this can be supported through home-visits or parenting workshops/forums. Such workshops need to be flexible to parent's lives (for instance adjusting times to the agricultural cycle in areas where most parents are farmers);
- The media (such as television and radio) can be used to effectively disseminate messages to parents and create demand for pre-primary services; and
- As nutrition has a strong positive impact, school feeding must be considered in pre-primary programming.

Similarly, the Global Partnership for Education (GPE) has several programs focused on education in FCV contexts. Three of the main points of learning from their work in contexts of crisis (summarized in 2017)¹⁷ are:

- Include mother tongue and ensure local sensitivity: Research shows that using mother tongue education right from the early years increases a child's success and attendance in school. It can also help to bridge the cultures at home and school, build inclusive societies and foster a respect for cultural and linguistic diversity.
- Work with communities and hire teachers locally: Using early learning materials in local languages requires having teachers who are fluent with the local languages. This highlights the importance of hiring local teachers which fosters greater communication and accountability between the teacher and the community.
- Reach disadvantaged/conflict-affected areas: A key investment that contributes to peacemaking is reaching the most disadvantaged and conflict-affected areas. For instance, in Mongolia, a GPE grant (in partnership with the Ministry of Education, the World Bank, and UNICEF) supported the development and implementation of mobile kindergartens housed in yurts that travel with nomadic families each summer that were equipped with furniture, teaching materials and toys.

Objective of the current report

The current report, a joint effort by the Ministry of General Instruction and Education (MoGEI) of South Sudan, UNICEF and the World Bank, focuses specifically on the context of South Sudan and compiles all of the available information and learning around the pre-primary sector in the country including gaps, challenges, and opportunities. It presents current policies and efforts underway in the pre-primary education sector and summarizes key stakeholder recommendations for making progress. This report is meant to serve as an important resource to the government, partners and other organizations concerned with the education of young children in South Sudan as they plan and program effective pre-primary education interventions.

¹⁷ Solana Roka, 2017.

Context of South Sudan

South Sudan covers 640,000 km² of land and shares borders with Ethiopia, Uganda, DRC, Kenya and the Central African Republic (CAR). Juba is the political and commercial capital and the country has 33 states. Although English is the official language of the country, there are over 64 other recognized national languages including Bari, Dinka, Toposa, Nuer and Zande. The poverty rate in the country is 51%, and the literacy rate is 27%. Almost 83% of the population resides in rural areas. The population of South Sudan is about 12.34 million with an annual growth rate of 2.8%. Children aged 3-5 years make up 20% of the total population whereas children aged 3-18 years make up 48% of the population¹⁸.

According to the UNDP, 73% of adults and 84% of women are illiterate. 42 % of civil servants have no more than a primary education and 75% of the population have little or no access to health services. Poverty is endemic with at least 80% of the population defined as income-poor and living on an equivalent of less than US\$1 per day. The latest UN updates suggest that about seven million (more than half the population) were severely food insecure between May and September 2018¹⁹. Regarding food insecurities, 43% of the population are severely food insecure and 309% inflation was recorded in June 2016.

South Sudan declared independence on the 9th July 2011 after five decades of unrest and civil war. The civil conflict and communal fighting that characterized the nation prior to independence in 2011 and immediately following independence has led to a loss of lives, huge infrastructure destruction as well as the collapse of relevant systems necessary for a sustainable and high-quality education system. Additionally, 4.3 million people have been displaced both internally and to neighboring countries. The country currently has 1.69 million internally displaced persons (IDPs).

Prior to the Comprehensive Peace Agreement (CPA) in 2005 and its subsequent breakdown, parts of the country had suffered from decades of violent conflict and been the recipients of one of the most long-drawn-out international humanitarian responses. The protracted crisis has multiple manifestations, one of which is the lack of educational opportunities for the current generation of children and adolescents. For example, in 2017 only a quarter of schools reported a timely start and no interruption whereas a third of schools reported having faced an attack on their school, teachers or pupils including theft and looting by armed forces/groups.²⁰ Challenges of funding, infrastructure and capacity means that the country is struggling to provide children with adequate levels of learning to build a more secure and prosperous future. Recent assessments indicate that a mere 5% of the current age cohort currently enrolled in secondary education has sufficient qualifications to enter tertiary education and the situation is even worse for girls.²¹

¹⁸ Humanitarian Need Overview (HNO) 2019.

¹⁹ Humanitarian Response Plan, 2019.

²⁰ South Sudan Education Cluster Assessment, 2017 accessible at: https://reliefweb.int/sites/reliefweb.int/files/resources/nation-wide_assessment_report_-_ssec_-_2017-11.pdf.

²¹ South Sudan Education Note: Proposed Engagement Strategy and Next Steps, World Bank (2018).

Figure 1: Map of South Sudan²²

According to the Global Partnership for Education (GPE), the education system in South Sudan is characterized as a low investment, low capacity, but high demand system. The 2012 General Education Act (9(1) a-c) sets out three levels of formal education: Pre-primary, Primary and Secondary. It defines pre-primary as “spanning two years and serving as an introduction to the schooling experience for children in the ages of 3-5” and not ages 3-6.²³ Educational resources are distributed very inequitably between and within states (e.g. there are notable differences between classrooms, teachers and textbooks at the primary level in regions across the country). This inequity can be explained by issues of insecurity, localized returnee/IDP populations, administrative and financial gaps. The strain on limited existing resources is further exacerbated by the influx of returnees and internally displaced persons (IDPs) as a result of ongoing conflicts and floods within the country. Most states have a poor gender parity index (GPI) of 0.4 - 0.5 in primary school enrollment (the rare exception being Juba county with a GPI of 0.9). Similar gender disparities exist for teachers at all levels: typically, only 5 to 7.5% of teachers are female (with Juba county’s 32.3% female teachers as the exception). Children with special needs make up about 2.3% of the school population (baseline data for the entire population are unavailable),

²² <http://www.geographicguide.com/africa-maps/south-sudan.htm>.

²³ uis.unesco.org/country/SS/ ©2019 UNESCO Institute of Statistics.

and although the MoGEI is committed to inclusive education through a child-friendly school approach, standards remain low.

The pre-primary population is about 9% of the total population and 19% of the school-going population but only 8% of the total pre-primary population is in school²⁴. A total of 89,210 children are enrolled in pre-primary schools of which 46,570 are boys and the remaining 42,640 are girls (EMIS, 2015). The total gross enrolment rate (GER) of pre-primary children in school is low (10.34%) and equitable access for vulnerable children especially girls and children with disabilities remains a problem. The data also shows that the provision of pre-primary service is a challenge as 67% of all pre-school centers are provided by non-government institutions (with the Central Equatoria region having the highest number of non-government providers).

According to head teachers surveyed during the national assessment of 2017, the most important reason for boys not attending school was lack of food, followed by having to work and the long distances to school²⁵. Work obligations of boys are frequently related to cattle herding; boys often drop out of school to protect the family's cattle from intruders. Due to this, higher attendance rates are experienced in other seasons when there is limited demand for cattle herding. The main reasons for girls not attending school include domestic duties, lack of food and long distances to school. In some communities, girls become pregnant or marry as early as 15 to 17 years of age so early marriage and/or pregnancy is often the cause of drop out among girls.

In the 2017, ECD was allocated 3.5% of the total education budget while primary was allocated 55%, secondary 16.5%, higher education 19% and alternative education 6%.

Protracted crises, such as those experienced in South Sudan, significantly impact children's psychosocial well-being and cognitive development. Exposure to violence and displacement, separation from family members and friends, deterioration in living conditions, and lack of access to services can all have immediate and long-term consequences for children. Bridging the gap between humanitarian, development and fragility approaches to pre-primary education in FCV/protracted crises requires a clearer set of goals that allows governments, donors and non-state agencies to align programs in response to the impacts of protracted crises. In protracted crises, initiating and/or improving preschool delivery requires multi-agency delivery and sustained engagement around systems strengthening. Investments in early childhood in countries having experienced protracted crises means taking the existing structures of service provision as the starting point and determining flexible approaches to longer-term support to improve the quality of services and help institutions develop capacity over time.

Bearing this in mind, the current report aims to consolidate all information around existing pre-primary efforts in South Sudan and key stakeholder inputs towards potential strategies to move forward.

²⁴ South Sudan NBS 2018 population projection (endorsed government figure) & 5th Sudan Population and Housing Census (2008).

²⁵ South Sudan Education Cluster Assessment, 2017 accessible at: https://reliefweb.int/sites/reliefweb.int/files/resources/nation-wide_assessment_report_-_ssec_-_2017-11.pdf.

Pre-primary Education in South Sudan

While appropriate pre-primary education service provision is important everywhere, its relevance increases in a context like South Sudan where fragility poses additional challenges and risks for children who are exposed to extreme stress. Given the critical nature of these foundational years to the individual as well as to society as a whole, this sub-set of the population needs adequate care and learning opportunities to effectively put them on track for healthy and educated living. As such, since the 2012 passing of the Education Act which highlighted the importance of early childhood development and education, pre-primary education has become a top priority for the government of South Sudan.

In South Sudan, the formal education system consists of three levels: 2 years for pre-primary, 8 years for primary and 4 years for secondary school. Pre-primary is officially recognized as a subsystem of the general education system that must fulfill the following criteria:

- Be offered for two years for children aged 3-5 years;
- ensure that children are ready for primary school;
- provide quality learning opportunities;
- be widely available;
- be allocated two classrooms in each public primary school; and
- be sufficiently financed by the government

It is important to note that there is some overlap in the terms used for the education of children 3-6 years of age in official documents in South Sudan. The South Sudan Education Act (2012) states that “the terms *pre-school*, *nursery*, *kindergarten* and *Early Childhood Development (ECD)*, as deemed appropriate, may be applied to this level of the educational ladder”. The South Sudan Curriculum Framework (2013) uses the term *ECD* to refer to the curriculum for children aged 3-5 years of age.²⁶ Similarly, the draft national pre-primary education strategy document uses the term *ECD* to refer to general provision for 3-5-year-old children and their families but the term *pre-primary* to refer to the specific provision of classes and teachers for children in this age group. The term *ECD centers* is used for the location of pre-primary education. This is because it is usual for pre-primary education centers in other countries to provide more than pre-primary education, so policy makers note that the use of this term may allow future development if desired in South Sudan.

The Constitution of the Republic of South Sudan establishes access to education as the right of all children. This applies to access to pre-primary education. The 2012 Act states that the main objective of pre-primary education will be to develop children and improve their school readiness²⁷. This means providing young children with a range of experiences that will help their overall development and thus enable them to be ready for school. Currently, providing all

²⁶ Ministry of General Education and Instruction, Curriculum Framework, accessible at: <https://www.humanitarianresponse.info/en/operations/south-sudan/document/curriculum-framework-subjects-overview>.

²⁷ Ministry of General Education and Instruction, Act, 2012: Chapter VIII, Section 22 (1), accessible at: mogei.org.

children in South Sudan with access to pre-primary education as set out in the Constitution and 2012 Education Act would require significant expansion of the provision of classrooms, teachers and resources which would in turn require the commitment of significant financial resources. As well while there is growing interest in the role of ECD/ECE programs in promoting peacebuilding²⁸ not much is known about effective ways of providing ECD/ECE services in the context of conflict and fragility.



Photo credit: Zereda Nursery School in Nzara, Western Equatoria @UNICEF/John Yuggu/2016

As stated in the National General Education Policy (2017-2027), the MoGEI considers pre-primary a priority area of focus. As evidence of this positive development, the MoGEI has taken concrete steps to (i) begin to develop a pre-primary school curriculum, (ii) draft a pre-primary education implementation strategy and (iii) draft a curriculum for pre-service training of pre-primary school teachers. New pre-primary curriculum guidelines and teacher guidelines have been developed and a basic standard for pre-primary education has been drafted. The current pre-primary education national plan is aligned with the General Education Strategic Plan (GESP) and registration data for providers currently providing pre-primary service in the country is available. This environment of a strong political will as well as partnership between MoGEI and development partners working in pre-primary on the ground presents an opportunity to explore the potential of high-quality pre-primary education service provision in the country.

²⁸ <http://www.globalpartnership.org/blog/investing-early-education-even-more-crucial-fragile-contexts>.



Photo credit: ECD Center in Maban refugee camp, Upper Nile State @ UNICEF/Margaret Manoah/2012

Core elements of pre-primary education system

As Table 1 shows, most of the pre-primary schools in the country are owned by private institutions (such as faith-based groups or communities) and located in urban and semi-urban areas. In order to qualify to teach in pre-primary school, a teacher must have a secondary school certificate or diploma and teaching qualification from a recognized teacher training institute²⁹. Policy requires that every pre-primary school should be attached to a primary school (with some physical separation between the two), have a secure playground equipped with outdoor play equipment, and that the distance to pre-primary schools should not exceed one kilometer. Further, the teacher to learner ratio should be 1:20, and pre-primary schools should conduct regular assessments of student learning outcomes to guide grading and promotion. There are currently seven learning areas (subjects) in the pre-primary curriculum including: language activities, creative activities, mathematics activities, outdoor and physical activities, musical activities, environmental, personal and social activities and religious education activities.³⁰

²⁹ Ministry of General Education and Instruction, Act, 2012: Chapter VIII, Section 22 (1), accessible at: moge.gov.

³⁰ Ministry of General Education and Instruction, Curriculum Framework, accessible at: <https://www.humanitarianresponse.info/en/operations/south-sudan/document/curriculum-framework-subjects-overview>.



Photo credit: ECD Center in Maban refugee camp, Upper Nile State @ UNICEF/Margaret Manoah/2012

Table 1. Pre-primary schools by state and ownership³¹

S/N	State	Government	Non-Government	Total	%	%
					Government	Non-Govt.
1	Central Equatoria	50	251	301	16.6	83.4
2	Eastern Equatoria	48	80	128	37.5	62.5
3	Lakes	27	11	38	71.1	28.9
4	Northern Bahr el Ghazal	19	29	48	39.6	60.4
5	Warrap	11	14	25	44.0	56.0
6	Western Bahr el Ghazal	49	45	94	52.1	47.9
7	Western Equatoria	31	68	99	31.3	68.7
Total		235	498	733	32.1	67.1

Pre-primary education is one of the top priority programs for which the government is seeking support

ECD/Pre-primary education is a top priority for the government. The government of South Sudan aims to have universal pre-primary enrolment. Table 2 provides pre-primary enrolment by state and gender in 2015 and Table 3 shows pre-primary overage learners at that time. The MoGEI has a long-term goal to provide a three-year cycle of pre-primary education services for children aged 3-5 years of age so that they can enter primary school at age six.

³¹ Ibid.

Table 2. Pre-primary enrolment by state and gender³²

S/N	State	Male	Female	Total	Male	Female
					%	%
1	Central Equatoria	19,461	18,805	38,266	50.9%	49.1%
2	Eastern Equatoria	8,400	8,124	16,524	50.8%	49.2%
3	Lakes	3,118	1,884	5,002	62.3%	37.7%
4	Northern Bahr el Ghazal	2,704	2,546	5,250	51.5%	48.5%
5	Warrap	3,376	2,499	5,875	57.5%	42.5%
6	Western Bahr el Ghazal	4,511	3,697	8,208	55.0%	45.0%
7	Western Equatoria	5,000	5,085	10,085	49.6%	50.4%
	Total	46,570	42,640	89,210	52.2%	47.8%

In its 2017-2022 General Education Strategic Plan, the MoGEI aims to increase the current baseline GER for pre-primary from 10% in 2017 to 15% in 2021. Table 3 provides baseline data from 2017 as well as an overview of MoGEI targets for pre-primary education in 2018 and 2022. The government continues to lobby for funds from donors, partners and sister countries to meet this target.

Table 3. MoGEI objective, baselines and targets for pre-primary education 2017-2022

Objective: Increase equitable and inclusive access in pre-primary education by 2021	Baseline (2017)	Targets	
		2018	2021
GER for pre-primary education (age 3 - 5 years)	10% (M: 10%; F: 9%)	12%	15%
GPI (F/M), ECD	0.92	0.96	1.0
State GER gap	25%	25%	20%
Share of learners with disabilities	2.2%	2.2%	3.5%

In the 2017-2022 Strategic Plan, the following key challenges facing effective expansion of pre-primary education services were identified by MoGEI³³:

- Insufficient number of facilities and low proportion of qualified and full-time teachers (see Figure 2);
- Lack of rigorous training for pre-primary teachers and no strong qualification system in place;
- Limited awareness³⁴ of the importance of pre-primary education;
- Poverty, and no dedicated national funding support for pre-primary;
- Poor coordination between the Ministry and states;
- Negative cultural attitudes about girls' education;
- Insufficient data on pre-primary schools;
- No curriculum for pre-primary school teachers;
- Insufficient number of training institutions for training pre-primary teachers; and

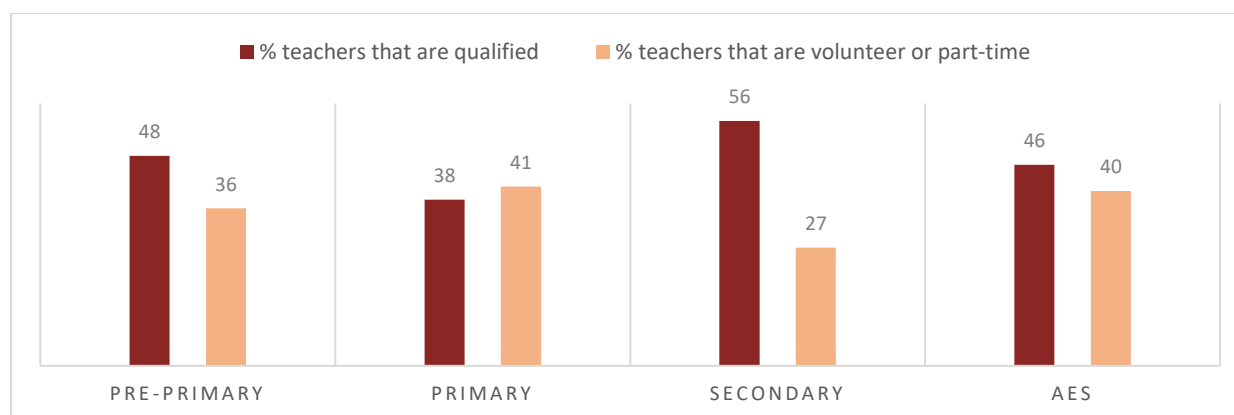
³² National Education Statistics (2015) accessible at: uis.unesco.org/country/SS/ ©2019 UNESCO Institute of Statistics.

³³ 2017-2022 General Education Strategic Plan, MoGEI, South Sudan.

³⁴ This is across the board (donors, government, community).

- Insecurity in some areas preventing construction and costlier construction in remote areas due to poor road conditions

Figure 2: Teacher qualifications and job status by subsectors³⁵



Several development partners have been supporting the government to provide pre-primary education across the country. A detailed list of organizations is included in Annex 4 of this report.

Current provision of pre-primary education services in South Sudan. The EMIS data of 2015 indicates that the enrolment of overage learners in pre-primary was higher (71.1 %) than the required age group (3-5 years old) as indicated in Education Act, 2012 (28.9 %). Table 4 provides a breakdown of overage learners by state and gender.

Table 4. Pre-primary over age learners by state and gender³⁶

S/N	State	Male	Female	Total	Male	Female	Total
					%	%	%
1	Central Equatoria	13,950	13,356	27,306	51.1	48.9	71.0
2	Eastern Equatoria	6,068	5,956	12,024	50.5	49.5	73.3
3	Lakes	2,285	1,260	3,545	64.5	35.5	66.9
4	Northern Bahr el Ghazal	1,951	1,768	3,719	52.5	47.5	69.4
5	Warrap	2,120	1,799	3,919	54.1	45.9	72.0
6	Western Bahr el Ghazal	3,356	2,665	6,021	55.7	44.3	72.1
7	Western Equatoria	3,433	3,480	6,913	49.7	50.3	68.4
Total		33,163	30,284	63,447	52.3	47.7	71.1

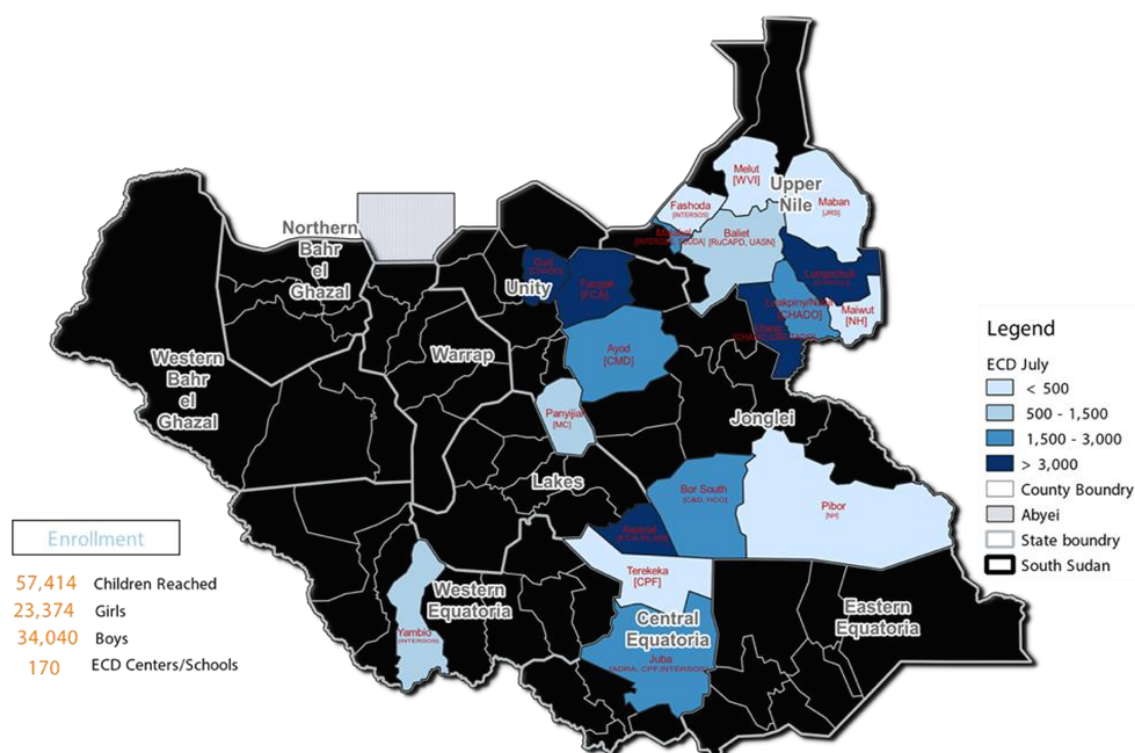
Although the Education Act, 2012 and General Education Policy 2017-2022 mentioned that pre-primary Education in South Sudan shall span two years, the reality on the ground is that most of the pre-primary schools span three years: baby class, middle class and top class.

³⁵ Government of South Sudan, ESA 2016. The qualification of teachers could not be defined for 7% (pre-primary) to 15% (Secondary) of teachers.

³⁶ Ibid.

The spread of pre-primary education interventions with any education component is currently quite sparse (see Figure 3). In 2015, per the Child Protection Sub-Cluster of South Sudan, approximately 74,218 children under the age of 10 were reached with some form of pre-primary education intervention. However, only a third of these children were under the age of 6 years. These interventions were led by about 14 local and international NGOs, including missionary agencies, and appear to have been designed largely as part of emergency response and child protection programming (see Figure 3 and Annex 4). The 2017 Education Cluster Assessment did not mention pre-primary education.³⁷

Figure 3. Distribution of pre-primary services in South Sudan (January-June 2018)³⁸



³⁷ South Sudan Education Cluster Assessment, 2017 accessible at: https://reliefweb.int/sites/reliefweb.int/files/resources/nation-wide_assessment_report_-_ssec_-_2017-11.pdf

³⁸ South Sudan Education Cluster (2018), 5Ws/What, where when, who, whom: Data reporting matrix.

Situation Analysis and Stakeholder Diagnostic Workshop Findings

In order to better understand the landscape of pre-primary education in South Sudan and generate some concrete action points, a pre-primary education Stakeholder Diagnostic Workshop was organized by MoGEI, UNICEF and the World Bank in Juba, South Sudan, from February 11th- February 14th, 2019.

Prior to the workshop, a situation analysis of pre-primary education in South Sudan was conducted by UNICEF. Findings of the situation analysis were organized according to the five action areas within UNICEF's pre-primary conceptual framework. During the four-day stakeholder workshop in Juba (see Annex 1 for full description of the workshop), participants (including members of MoGEI, various development partners, parents and teachers) worked together to discuss key strengths and challenges facing each of the five action areas. They also discussed potential strategies to address those challenges. Finally, they formulated recommendations to support the development of an enabling environment for pre-primary service delivery in South Sudan. These findings, categorized by each of the five action areas, are presented in this section.

Pre-Primary Conceptual Framework

During the workshop, participants were introduced to the Pre-Primary Conceptual Framework developed by UNICEF. The framework provides a basis to understanding the pre-primary system at all levels (local, sub-national, and national) that must be addressed in order to deliver quality pre-primary opportunities to all children. The framework's objectives are: (i) to provide a systematic approach in planning and supporting pre-primary education that is influenced through a systems perspective; (ii) to help identify elements of an enabling environment and action areas for an effective subsector; (iii) to establish a shared vision; and (iv) to set a solid foundation for a strengthened pre-primary subsector.

Figure 4. Pre-primary conceptual framework



Within the framework, there are five action areas, four elements of the enabling environment, and four subsector building principles (see Figure 4). It emphasizes coordination across the national, sub-national, and local levels. The diagnostic and planning tool developed based on the framework helps to assess and reflect on strengths as well as gaps in the subsector. Coherence, consistency, and coordination across all action areas are important as all of them are connected and influence one another.

Elements of the enabling environment include the broader conditions and context surrounding the development of a pre-primary subsector. Multiple factors in the national context can either hinder or facilitate progress in the pre-primary action areas. The four inter-related elements of the enabling environment include: policies and legislation; leadership and ministerial capacity; financing; and public support and demand. Subsector building principles are comprised of: Equity (issues of geographical and individual child inequities); efficiency (issue of overinvestment in already advantaged areas, especially given high private sector involvement); responsiveness; and coordination.

This section provides findings from both the situational analysis and outcomes of the Diagnostic Workshop under each of the five action areas. In doing so, the section firstly provides an outline of what is present in policy documents and secondly gives insight into the perceptions of key stakeholders around each of the key features of pre-primary education provision in South Sudan. Understanding areas of overlap between the two sources of information are as important as acknowledging gaps or misalignment between them in order to move forward with effective planning for pre-primary services. For instance, while a review of policy documents was inconclusive about whether pre-primary education is free and compulsory in South Sudan, discussion with stakeholders during the workshop indicated that preprimary education is not free and compulsory in practice. Similarly, while policy documents indicated a lack of relevant teacher training for preprimary teachers in the country, the workshop indicated that MoGEI is currently in the process of developing official training modules for pre and in-service preprimary teachers and that in the past ECD centers and development partners (mostly in conjunction with UNICEF) had been providing some trainings to teachers in early childhood education.

Action Area 1. Effective Planning and Use of Resources

Situation Analysis Findings

MoGEI currently includes a department of pre-primary/ECD education that is under the Directorate of Basic and Secondary Education and headed by the Director General for Basic and Secondary Education. There are six staff within the department:

- Director for ECD
- 2 Deputy Directors for ECD
- 3 Senior Inspectors for ECD

The staff in the department are qualified and have different education backgrounds. However, according to MoGEI, there is a need to upgrade their knowledge and skills on pre-primary/ECD programming.

As mentioned earlier in this report, the Government, working with development partners, have developed several legal and policy instruments meant to guide effective implementation of pre-primary education in South Sudan. A brief review of each of these documents is presented below.

*The Constitution of South Sudan (2011)*³⁹ sets out a child's right to education and the *Education Act of 2012*⁴⁰ has already been quoted as defining the nature and objectives of pre-school education. *The Child Act (2008)*⁴¹ outlines the basic rights of the child including: (i) The right to education regardless of the type or severity of the disability he or she may have, and (ii) the right to play and to participate in sports or in positive cultural and artistic activities that foster the development of the potential child.

*MoGEI's Structure, Duties and Functions (2015)*⁴² sets out the Ministry structure that enables it to provide and support the provision of pre-primary education. The *National General Education Policy (2017-2027)*⁴³ states that pre-primary education will:

- Be offered for two years and serve as an introduction to the schooling experience for children aged 3 to 5 years of age;
- ensure that children are ready for primary school in line with SDG4 (Target 4.1 of Transforming our World: The 2030 Agenda for Sustainable Development);

³⁹ Republic of South Sudan (2011). *Constitution of South Sudan*. Available at:

https://www.constituteproject.org/constitution/South_Sudan_2011.pdf

⁴⁰ Republic of South Sudan (2012). *General Education Act*. Available at:

https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/general_education_act_2012.pdf

⁴¹ Republic of South Sudan (2008). *The Child Act*. Available at:

<http://www.gurtong.net/LinkClick.aspx?fileticket=6zJnrX9nF8s%3D&tabid=342>

⁴² Ministry of General Education and Instruction, South Sudan (2015). *MoGEI's Structure, Duties and Functions (2015)*.

⁴³ Ministry of General Education and Instruction, South Sudan (2017). *National General Education Policy (2017-2027)*.

- provide quality learning opportunities for all children in the Republic of South Sudan to be school-ready and make the transition to primary education;
- be made widely available throughout the country by addressing barriers including lack of infrastructure and teachers;
- be allocated two classrooms in each public primary school (these classes shall be used for pre-primary education 1 and pre-primary education 2); and
- be sufficiently financed by the Government to ensure that all primary schools promote ECD.

The *General Education Strategic Plan (2017-2022)*⁴⁴ identifies two major strategic priorities for the implementation of pre-primary education: (i) Strengthening the pre-primary education policy framework to guide efforts of public and non-government providers, and (ii) Increasing access to pre-primary education through provision of learning spaces, teachers and caregivers.

The *Draft Pre-primary Education Strategy Action Plan (2017)*⁴⁵ lists five major objectives:

- To extend the provision of pre-primary education centers to all areas of South Sudan;
- To ensure that pre-primary education centers have physical provision (buildings, facilities, equipment and resources) that meet required standards;
- To ensure that pre-primary education centers have sufficient properly qualified and managed staff, working towards a ratio of no more than 20 children to each qualified teacher;
- To ensure that pre-primary education centers have an appropriate system of management and support; and
- To ensure that pre-primary education centers are developed and run with the full involvement of local community and have the support of parents and caregivers.

A review of these relevant policy documents reveals the following issues that stand as barriers to effective planning and use of resources:

- The GER for pre-primary education is low at a little over 10 % and the share of the education budget allocated to pre-primary education is extremely low or non-existent;
- There is high overage enrollment in pre-primary education and very limited public pre-primary schools, or centers exist in the country;
- It is unclear whether pre-primary education is free and compulsory as the law and policies are silent on these two issues;
- The government has made a commitment of 10% of the budget to be allocated to education which is still below the global benchmark of 20%;

⁴⁴ Ministry of General Education and Instruction (2017). The *General Education Strategic Plan (2017-2022)*. Available at: https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/south_sudan_general_education_plan_2012_2017.pdf

⁴⁵ Ministry of General Education and Instruction (2017). The *Draft Pre-primary Education Strategy Action Plan*.

- Pre-primary is not a recognized subsector in the national budget;
- There is no inter-sectoral policy or strategy on pre-primary education;
- There are an insufficient number of facilities and insufficient funds from both government and development partners for carrying out pre-primary education activities;
- There is insufficient data on pre-primary education schools and centers;
- There is poor coordination between the Ministry and states around pre-primary service delivery;
- There remains a negative attitude against girls' education and there is limited advocacy and awareness to address this attitude;
- There are limited systems for monitoring pre-primary; and
- There are an insufficient number of training institutions for training pre-primary teachers specifically and no qualification system in place for teachers.

Diagnostic Workshop Outcomes

During the diagnostic workshop, key stakeholders and various implementing partners identified the following existing strengths in terms of planning and use of resources in South Sudan:

- The political will, leadership and governance structures required to support planning and resource allocation for pre-primary are already in place;
- A pre-primary education strategy and draft action plan are both already in place;
- There is strong coordination among development partners focusing on pre-primary education in the country; and
- The General Education Strategic Plan (2017-2022) acknowledges the importance of pre-primary education.

However, the following critical challenges that inhibit effective planning and resources were also identified:

- There is inadequate financing for the pre-primary education subsector;
- There is inadequate physical infrastructure to support pre-primary education at a national scale;
- The current coordination mechanisms between national, state and county levels are inadequate;
- A majority of children currently participating in pre-primary education are overage
- ECE is not free and compulsory;
- There is a lack equitable access to pre-primary education services in the country.

Table 5 presents potential solutions to the top challenges identified by stakeholders with regards to effective planning and use of resources for pre-primary education delivery in South Sudan:

Table 5. Key challenges and proposed solutions for Action Area 1: Effective planning and use of resources

Challenge # 1 Inadequate financing for pre-primary education sector	Challenge # 2 Inadequate physical infrastructure to support ECE	Challenge # 3 Inadequate coordination mechanisms between national, state and county levels	Challenge # 4 Majority of children in pre-primary education are overage
<ol style="list-style-type: none"> 1. Engage the private sector to promote partnership and leverage funding for the pre-primary education subsector 2. Engage relevant donor support for the pre-primary sector 3. Increase community participation in provision of local materials to construct pre-primary centers 4. Advocate for more funding allocation for the pre-primary education sector at national, state, country and payam levels 5. Develop proper accountability systems to increase donor confidence and likelihood of support 	<ol style="list-style-type: none"> 1. Mobilize communities to raise funds locally to support establishment, campaigns and volunteers to provide pre-primary education services 2. Identify and train community members to lead pre-primary education services 3. Use existing structures (e.g. churches) as spaces for pre-primary education programs 4. Advocate for the development of temporary/semi-permanent structures for pre-primary education 5. Encourage communities to establish safe pre-primary learning spaces closer to homes (even if not attached to primary schools) 	<ol style="list-style-type: none"> 1. Address issues of quick turnover (staff transfers) 2. Advocate for regular meetings between national and state managers 3. Strengthen mechanisms of coordination between national, state and county levels 4. Develop TORs with clear roles and responsibilities of each level in terms of pre-primary education service delivery 	<ol style="list-style-type: none"> 1. Take schools to mobile communities (e.g. pastoralists) 2. Strengthen Alternative Learning Program (ALP) and mobilize funding for ALP to support overage students 3. Advocate timely enrolment to reduce overage enrolment 4. Identify potential pre-primary education teachers/caregivers in pastoralist communities and support them to carry out pre-primary education services within their communities 5. Provide tents to be used as mobile classrooms for pastoralist children and teachers

Action Area 2: Curriculum Development and Implementation

Situation Analysis Findings

There had been no unified curriculum in South Sudan since the country attained independence. This was a challenge because the learning outcomes did not meet the goals of education in South Sudan. Now the government of South Sudan has unified the curriculum which it plans to implement in 2019/2020. At the time of this report, orientation of teachers on the new curriculum and development of learning materials is on-going.

The most recent curriculum revision began in February 2013 and was supported by the Ministry of Education, Science and Technology (MoEST). The purpose of the activity was to review the old curriculum, produce the present curriculum, and to revise the subject syllabi. This review resulted in the development of the current pre-primary education framework, curriculum and guidance booklet. MoGEI encourages regular review of the curriculum to highlight emerging issues and alternative approaches to pre-primary education to revise and harmonize the pre-service training curriculum for pre-primary teachers.

*The National Curriculum Framework (2013)*⁴⁶ covers pre-primary to grade 12 with learning objectives and required competencies. There are four student competencies set out in the Curriculum Framework: (i) Communication, (ii) Critical and creative thinking, (iii) Co-operation and (iv) Culture and Identity. The Curriculum Framework sets out the main goals for all schools from pre-primary to secondary education. These goals are that young people should become: (i) good citizens of South Sudan (ii) successful lifelong learners (iii) creative and patriotic individuals, and (iv) environmentally responsible members of society. Achieving these four goals must start with the youngest children.

The new pre-primary education curriculum is competency-based rather than knowledge-based and employs a learner-centered approach. It is based on an active approach to learning in which young children are involved in a rich range of learning activities with an emphasis on activity and play. The new curriculum sets out this approach in some detail and will help teachers plan and ensure progression. The new curriculum was devised in-country as foreign curricula were expensive. There are total of 64 languages in South Sudan and, so far, materials have been developed in five of the national languages (Bari, Toposa, Dinka, Nuer and Azande) with plans for other languages to follow. The curriculum will be rolled out in all states with support from GPE and other partners.

*The ECD Curriculum Guidance (2016)*⁴⁷ was designed to help teachers turn the curriculum into exciting, practical learning experiences. The pre-primary education curriculum takes account of the early stages of development. Pre-primary education areas of learning are seen as activities that cover key elements of early childhood development and prepare young children to start

⁴⁶ Ministry of General Education and Instruction, South Sudan (2013). *National Curriculum Framework (2013)*

⁴⁷ Ministry of General Education and Instruction, South Sudan (2016). *ECD Curriculum Guidance (2016)*

school in Primary 1. The seven areas covered are: (i) Language Activities (ii) Mathematic Activities (iii) Environmental Activities (iv) Personal and Social Activities (v) Outdoor and Physical Activities (vi) Artistic and Creative Activities and (vii) Religious Education. The curriculum guidance manual acknowledges that although seven separate areas of learning have been outlined, children will inevitably learn in more than one area when they engage in practical activities. The accompanying *Early Childhood Curriculum Training Booklet*⁴⁸ provides teachers with the core learning areas including activities and learning objectives as well as learning outcomes. It provides the basic information teachers need to know on how to teach the curriculum.

Since the new curriculum focuses on pre-primary education, it excludes explicit mention of early childhood development (0-3 years). This may be a weakness as this linkage between 0-3 and pre-primary services should be highlighted given that the continuum of care begins from birth onwards. As well, the curriculum lacks organization essentials for promoting integration that enhances learning and social responsiveness. Some important elements missing from the current pre-primary education curriculum include, C-IMCI (community integrated management of childhood and illnesses), managing small scale pre-primary education services, water, sanitation and hygiene for children 0-4 years of age, accessing required documentation including children's birth certificates and identification, eligibility for state grants, accessing health services including immunizations, vitamin A supplementation and deworming, and knowing parent and child HIV status.

Following development of the new curriculum, a Training of Trainers (ToT) workshop was conducted in 2018 to enable pre-primary teachers to understand approaches highlighted in the new curriculum and to share effective strategies for implementation. This workshop was attended by pre-primary teachers and staff of organizations including SIL, UNICEF, World Vision and World Relief. The ToT was not conducted in all states due to issues of insecurity. The MoGEI intends to have a follow-up training for teachers to orient them to the new textbooks. A parent engagement workshop was also held in parallel in order to support parents/caregivers to have a deep understanding of their roles, share basic information about children's development and provide knowledge about child rights to parents/caregivers.

The MoGEI is confident that the strong linkage between pre-primary and primary schools and the existence of a monitoring and evaluation plan and strategy for curriculum implementation (through ongoing orientation of pre-primary teachers to the new curriculum) will support the curriculum implementation process. However, although the new curriculum was developed based on a consultative meeting with stakeholders, these were mainly teachers and not many parents or community members were involved in its development. The Department of Curriculum Development Center Secretariat notes that there are no relevant teaching and learning materials aligned with the new curriculum and that implementation and roll-out of the curriculum has been slow due to a lack of budget available for this activity. Ministry officials note that due to the slow roll out of the curriculum, there may be multiple curricula being implemented in pre-primary education centers across the country but there is currently no

⁴⁸ Ministry of General Education and Instruction, South Sudan (2016). *ECD Curriculum Guidance* (2016)

available data on which curricula each of the 702 existing pre-primary education centers are currently using. Even following implementation, there will be an issue of different expectations of public and private pre-primary providers in the country. At the time of this report, there are no structured programs for the training of teachers in effective use of the new curriculum and no pre-service or structured in-service program designed to train teachers on the new curriculum. As a result, over half of pre-primary teachers are untrained and unqualified to implement the new curriculum. There is some fear among policy makers that even after being trained, pre-primary teachers may not have the capacity to adapt to the new competency-based approaches.

A review of the existing policy documents reveals the following issues with effective implementation of the pre-primary curriculum:

- There are no teaching and learning materials that align with the new pre-primary education curriculum;
- According to UNICEF, at the time of this report, 16,000 teachers (including 2,000 pre-primary) have been trained in the use of the new curriculum and 10,000 will be trained in 2019 in the use of textbooks. However, it is unclear if this is the general primary curriculum or the pre-primary education curriculum;
- There is no structured program for the training of teachers in the use of the new curriculum;
- Over half of the pre-primary education teachers are untrained and unqualified;
- Curriculum implementation will require awareness, training, roll-out, utilization, monitoring and provision of associated relevant and associated teaching and learning materials but there is no budget line in the national budget to address these issues;
- Although national regulation requires that children in early grades be taught in their mother tongue or approved local languages, the curriculum has not been written in all of the different approved languages and teachers have not been trained on how to teach in those languages.

Diagnostic Workshop Outcomes

During the diagnostic workshop, stakeholders identified the following key strengths in terms of pre-primary curriculum in South Sudan:

- An ECE curriculum framework has been developed;
- a strong link exists between the pre-primary and primary curricula;
- stakeholders (specifically teachers) were involved in the curriculum development process;
- teachers have already been oriented on the new curriculum; and
- a general education (including pre-primary) curriculum implementation strategy has been developed.

At the same time, the following critical challenges with regards to the pre-primary curriculum were also identified:

- There is currently inadequate budget for curriculum implementation;
- There are inadequate teaching and learning materials available to accompany the curriculum;
- Many different curricula are being implemented by diverse service providers across the country leading to a lack of uniformity across pre-primary services;
- There was limited parent and community involvement development of the curriculum;
- The implementation process has been very slow.

Table 6 presents potential solutions to the top challenges identified by stakeholders with regards to pre-primary education curriculum development and implementation in South Sudan.

Table 6. Key challenges and proposed solutions for Action Area 2: Curriculum development and implementation

Challenge # 1 Inadequate budget for curriculum implementation	Challenge # 2 Inadequate teaching and learning materials	Challenge # 3 Different curricula being implemented by diverse service providers across the country
<ol style="list-style-type: none"> 1. Advocate for increased budget ceiling for the Curriculum Development Center to support the implementation process 2. Engage development partners for more funding 3. Ensure accountability to both government and development partners/donors 	<ol style="list-style-type: none"> 1. Engage teachers in the production and use of locally available materials 2. Advocate for more funding from the government, donors and development partners 3. Ensure partnerships with friendly countries to assist in printing and transporting of teaching and learning materials 4. Introduce the Strengthening of Mathematics and Science Education in South Sudan (SMASESS) program in TTI/CECs to equip teachers with knowledge on improvisation 5. Engage the private sector in funding for pre-primary service delivery 6. Train pre-primary personnel on the effective use of pre-primary teaching and learning materials (e.g. blocks, manipulatives etc.) 	<ol style="list-style-type: none"> 1. Develop pre-primary education curriculum with detailed weekly and daily lesson plans for teachers 2. Raise awareness on the new curriculum to private and public service providers 3. Enforce use of the new curriculum in pre-primary classrooms across the country 4. Ensure regular monitoring of the compliance to the curriculum with both private and public service providers 5. Examine whether the current curriculum implementation process is realistic

Action Area 3: Pre-primary Education Personnel

Situation Analysis Findings

*The Professional Conduct of Teachers South Sudan (2017)*⁴⁹ aims to: (i) To promote integrity of the teaching profession and teacher professionalism through the provision of direction and guidance to teachers; (ii) To guarantee the fundamental right to quality education for all citizens of the Republic of South Sudan; (iii) To ensure that the teaching profession's value system and teachers' personal and professional ethics are compatible with those of the civil service; and (iv) To establish a common legal framework that can be used for disciplinary action for teachers throughout the country.

As indicated, the document applies to all public and private school teachers and other staff working in schools in the Republic of South Sudan (both on full-time or part-time employment) in pre-primary school, primary school, secondary school, and alternative education systems (AES) centers. In addition, the ministerial order applies to all teachers holding administrative and supervisory positions in schools.

Pre-service training in South Sudan consists of a residential training for secondary school graduates in National Teacher Training Institutes (TTIs). Students may participate in a two-year training for a certificate or three-year training for a diploma in Primary Teacher Education (PTE) or Early Childhood Development and Education (ECDE). According to the Directorate of National Teacher Development and Management Service (NTDMS), each TTI has the capacity to admit 200 new teacher trainees (100 for pre-primary education and 100 for primary school). *The Draft Pre-service Course for Pre-primary Education (2017)*⁵⁰ lays out the requirements for teacher training and provides two strands: Professional Studies and Personal Studies. Each of the strands is divided into modules, and the modules are further divided into units that may comprise several topics. The Professional Studies strand has nine modules: (i) How young children learn; (ii) Teaching young children; (iii) Classroom management; (iv) Language development; (v) Curriculum expectations; (vi) Learning Areas and Subjects; (vii) Inclusion; (viii) Assessment; and (ix) Role of the teachers. Similarly, the Personal Studies strand has a single module with eight units: (1) Course introduction (ii) Study skills (iii) ICT (iv) History of education (v) Philosophy of education (vi) Citizenship (vii) South Sudan culture and heritage and (viii) Elective subject study.

The in-service training program designed for unqualified and untrained teachers already in the system (on government payroll) consists of a mix of distance learning, self-study and face to face learning with TTI tutors in the County Education Centers (CECs) during holidays. In order to receive a certificate in PTE/ECDE, a primary 8 leaver requires four years of in-service training, a secondary school dropout requires three years of training, and a secondary school leaver with five years of experience requires two years of training. Once training is complete, candidates

⁴⁹ http://etico.iiep.unesco.org/sites/default/files/south_sudan_2008_teachers_professional_code_of_conduct_1.pdf

⁵⁰ Ministry of General Education and Instruction, South Sudan (2017). *The Draft Pre-service Course for Pre-primary Education*.

register to take the University of Juba certificate exam in the nearest National TTI (NTTI), TTI or Teacher Training College (TTC).

South Sudan has seven government established TTIs and nine private sector or faith-based organizations established TTIs/TTCs. There are also 20 CECs built with donor funding across the country. Most of the TTI/TTC/CECs closed down after the July 9, 2016 crisis because of vandalism or because they were ransacked. At the time of this report, only three government TTIs, three private TTIs and seven CECs are operational. The government has received funding from NORAD to support training in five TTIs and funding from GPE to operationalize seven CECs in the country in order to support the in-service teacher training program. Pre-service training is currently ongoing with 574 teachers undergoing training in TTIs and 900 teachers undergoing training in CECs.

Pre-primary and lower primary teachers (Primary 1-Primary 3) are meant to be trained on the new curriculum in the TTIs. NTDMS is currently awaiting finalization of the new pre-primary education curriculum so that TTI/CEC tutors can be trained and prepared to support teachers and student teachers. In 2019-2020, NTDMS plans to continue pre-service teacher training in TTIs, resume in-service training of teachers in the system by expanding CPD coverage to all CECs in the country. They plan to complete the pre-primary tutor training module, train TTI and CEC tutors on the new curriculum and work towards training pre-primary teachers on the new curriculum across all facilities in the country.

Key challenges currently facing the general teacher preparation and training system in South Sudan include: (i) a shortage of qualified teacher trainees/student trainers, (ii) low capacity of tutors and managers of TTIs/CECs, (iii) delays in funds flow from Ministry of Finance and Economic Planning (MoFEP), (iv) Arabic pattern teachers expected to teach an English based curriculum in English, (v) challenges of accommodation of tutors, inadequate teacher education and training facilities, (vi) poor infrastructure of the TTIs/CECs, (vii) absence of a comprehensive teacher policy and national strategy for preprimary teachers specifically, and (viii) no teacher qualification framework with job profiles and appropriate staff qualification and competencies for pre-primary teachers specifically.

A review of the available documents and resources reveals the following key points with regards to pre-primary education personnel in South Sudan:

- The workforce in pre-primary education includes 2,886 teachers (55.3 % female, 44.7 % male);
- Teaching in a pre-primary setting requires skills, training and qualification, yet there has been an attitude that trained teachers are not essential at the pre-primary education level (this is reflected in the 2012 Education Act);
- There are currently no official training courses for pre-primary teachers being offered in training institutions; all trainings for pre-primary teachers are conducted by ECD centers or development partners and do not provide certification;

- At the start of the 2017 school year, the pupil-teacher ratio (PTR) stood at 37:1,⁵¹ with the lowest ratio (34:1) in Greater Bahr el Ghazal and the highest in Greater Upper Nile (44:1) regions. Jonglei and Upper Nile had pupil-teacher ratios exceeding the MoGEI standard of 50. The 2017 pupil-teacher ratio showed a significant decrease compared to the 2016 assessment, when the pupil teacher ratio was found at 44. However, factors of displacement, conflict and fear of attack could be contributing factors for the lower PTR;
- At the beginning of the year in 2017, most teachers (72%) were non-government teachers with 74% in Greater Bahr el Ghazal, 72% in Greater Upper Nile and 68% in Greater Equatoria;
- The national assessment report of 2018 showed that the top three reasons for teacher absenteeism were; delayed payment of salaries, prolonged illness (which could be used as a pretext due to delayed salary payment), and attrition due to other jobs and security concerns;
- While a qualification framework with job profiles for teachers does exist, there is no appropriate staff qualification and competencies framework for pre-primary teachers specifically;
- There is limited in-service training for pre-primary teachers;
- There is a limited system for teacher's performance management; and
- There is no probationary period for teachers coming into the teaching force.

Diagnostic Workshop Outcomes

During the diagnostic workshop, stakeholders identified the following key strengths in terms of pre-primary personnel in South Sudan:

- The political will to strengthen pre-primary workforce is in place;
- The pre-primary personnel regulation is covered under the National Public service regulation;
- A teacher qualification profile exists;
- National institutions for training education personnel (including pre-primary) already exist in the country; and
- A basic pre-primary education personnel policy structure in place.

However, the following critical challenges with regards to pre-primary personnel were also identified:

- Current pre-primary education personnel are insufficiently qualified;
- There is low motivation, attraction and retention of pre-primary education personnel;
- There are insufficient teaching aids available for the pre-primary level;
- There are limited pre-primary training programs/opportunities in rural areas;

- There are incomplete profiles for pre-primary education personnel (other than teachers);
- There is a weak teacher deployment policy;
- Ghost teachers and teacher absenteeism is high;
- There is poor implementation of pre-primary education policies on the ground

Table 7 presents proposed solutions to key challenges facing the area of pre-primary education personnel in South Sudan.

Table 7. Key challenges and proposed solutions for Action Area 3: pre-primary education personnel

Challenge # 1 Insufficiently qualified pre-primary personnel	Challenge # 2 Low motivation, attraction and retention among pre- primary teachers	Challenge # 3 Insufficient teaching aids for pre-primary	Challenge # 4 Limited pre-primary training programs/opportunities
<ol style="list-style-type: none"> 1. Create a national pre-primary taskforce to develop tools for assessment of pre-primary personnel (teachers, child care, inspectors, principals, tutors, supervisors, head teachers, directors and managers) 2. Strengthen the capacity of existing institutions for pre-service and in-service based on capacity mapping analysis 3. Establish National Resource Center for pre-primary education 4. Focus on training additional teachers from among families and community members 	<ol style="list-style-type: none"> 1. Review the existing qualifications, pay structure, and working conditions of pre-primary personnel to develop integrated pre-primary education workforce strategies 2. Raise awareness of parents and community roles in contributing towards retaining and motivating pre-primary personnel 	<ol style="list-style-type: none"> 1. Strengthen the capacity of existing institutions to develop teaching materials for pre-primary 2. Develop a national standards of pre-primary education teaching and learning manual 	<ol style="list-style-type: none"> 1. Develop plan for pre-primary awareness campaign for the community 2. Allocate funds for training opportunities for pre-primary personnel at local levels

Action Area 4: Family and Community Engagement

Situation Analysis Findings

*The Strategy for the Provision of Pre-primary Education in South Sudan (2017)*⁵² states that “all children in South Sudan from 3 to 5 years, whatever their background or disability, should have access to high quality pre-primary education that provides for the holistic development of all children”. According to the *Pre-primary Education Curriculum Guidance of South Sudan*⁵³, achievement of this goal requires that all pre-primary education centers:

- are extended to all areas of South Sudan so that all children aged 3-5 have access;
- have physical provision (buildings, facilities, equipment and resources) that meets required standards;
- have sufficient properly qualified and managed staff;
- have an appropriate system of management and support; and
- *are developed and run with the full involvement of local community and have the support of parents and care givers.*

Currently family and community engagement in pre-primary is limited because of low levels of awareness of the importance of pre-primary education as well as the role of family and community in supporting pre-primary service delivery. There is no separate governing body at the community level in charge of pre-primary schools. South Sudan does not currently have a stand-alone policy document for pre-primary education and there are weak coordination mechanisms between the MoGEI and state-level authorities to initiate such bodies. There is also a lack of strong linkage between MoGEI and private institutions working in pre-primary education. Importantly, there is currently no national plan or strategy in place to involve the community and/or municipality in pre-primary provision and to maximise the community resources available towards pre-primary education.

Engagement of families and community members currently takes place through various events hosted at the local primary school. These activities include: (i) Parents Day Celebration, (ii) School Visitation Day, (iii) PTA General Assembly, (iv) SMC Meetings and (v) Fund Raising Day.

Parents’ Days Celebration. Families/communities are involved in organizing a Parents Day Celebration which usually takes place in December (at the end of final term) when schools are closing for the long holiday. At this event, community members are informed about achievements of the school and challenges faced by the school during the academic year.

⁵² Ministry of General Education and Instruction, South Sudan (2017). *The Strategy for the Provision of Pre-primary Education in South Sudan*.

⁵³ Ministry of General Education and Instruction, South Sudan (2017). *Pre-primary Education Curriculum Guidance of South Sudan*.

School visitation day. On this day, parents meet with teachers and school administrators to discuss the performance and/or behavior of individual students at the school.

Parent Teacher Association (PTA) General Assembly. In the PTA General Assembly, families, teachers and school administrators meet to discuss the overall welfare of the school and the development plan for the school as well as to generate solutions to tackle any challenges facing the school. According to the *PTA Manual (2012)*⁵⁴ the PTA is a mechanism designed to facilitate school and community engagement and considers parents as key stakeholders in the provision of education. The PTA is responsible for:

- Drawing the school plan, governing school administration and managing school finances;
- Boosting community mobilization to support school development;
- Mobilizing parents to send their children to school;
- Encouraging cooperation between teachers and parents;
- Ensuring the welfare of teachers;
- Supporting curriculum implementation and helping teachers to instill positive values, skills and attitudes in students;
- Lobbying funds for school development;
- Monitoring and reinforcing discipline in schools;
- Paying regular visits to schools and monitoring school activities;
- Setting regulations and reinforcing laws which promote school development;
- Acquiring land for schools and protecting school assets/boundaries;
- Advising school administration and stakeholders on issues pertaining to the interest of the school and learners;
- Regulating admission criteria to meet diversities in the communities;
- Determining school levies; and
- Ensuring that the school policies are in the interest of learners.

School Management Committee (SMC) Meetings. Some parents and community members are nominated by the PTA to serve as members of the SMC. The SMC consults with the PTA General Assembly to create the school development plan. Members of the SMC are also involved in the daily management of the school.

Fund-raising Day. Fund raising for the development of the school is either conducted on Parents' Day or another day selected for the activity. Parents and community members work together to generate funds for the development of the school.

As these events are attended by parents and community members regularly, they may serve as a space to effectively raise awareness about the importance of pre-primary service delivery among parents and community members and to begin some level of engagement around pre-primary service delivery.

⁵⁴ Ministry of General Education and Instruction (2012). *Parent Teacher Association Manual*.

Engagement of families and communities moving forward

In terms of engagement of families and parents in pre-primary education of young children, MoGEI plans to (i) develop a standalone policy document for pre-primary education, (ii) ensure that there is a physical separation of pre-primary school and primary school, (iii) build stronger coordination mechanisms with state-level and private pre-primary service providers, (iv) develop an effective communication strategy to raise awareness about pre-primary education among families/communities, (v) ensure that separate governing bodies (PTAs/SMCs) are in place for every pre-primary school, (vi) train those governing bodies to carry out their roles effectively, and (vii) build stronger linkages between families/communities and schools so that they are involved in getting land, providing local building resources, construction of low cost buildings and management of the pre-primary schools in their localities.

A review of the available documents and resources reveals the following key issues with regards to engagement of families and communities in the provision of pre-primary education services in South Sudan:

- The lack of pre-primary provision in some areas might have resulted in a high demand, but instead it appears that pre-primary education is not seen as a priority by parents and communities in those areas. This may be based mainly on a lack of understanding of the benefits of pre-primary education.
- Many parents are reported as having a rather narrow view of pre-primary education and do not always see it as worthwhile to send their children, even where provision is made. This is mirrored by lack of community involvement in pre-primary education in many areas. The result is that parents are sometimes unwilling to send their children to pre-primary classes.
- It is suggested that parents are particularly unwilling to send children who have a disability or learning difficulty. This is partly due to fear of bullying, inadequate school facilities to support students with disabilities and limited trained teachers to accommodate and support students with disabilities.
- Some parents have been reluctant to send young girls to primary school and one reason for this is that the nearest primary school is considered to be too far away. This reluctance is likely to apply to younger children of both genders. The *'Community Girls School'*⁵⁵ program has sought to overcome this reluctance by setting up special schools within communities and have found that parents are willing to send their older daughters further afield. A similar approach may be explored for pre-primary education centers.

⁵⁵ Pastoralist Education Program Strategy Framework, pp. 21

- According to the World Bank's World Development Report (2018)⁵⁶, the literacy rate for South Sudan is 27%. Parental literacy and education play a fundamental role in parental engagement, involvement and support for children's education. This could be a contributing factor towards parental or community lack of interest or involvement.
- There exist little or no data on parental engagement and involvement to support pre-primary education and there are currently no programs in place targeting parents for an inclusive approach around ECD. Additionally, there is no national plan to address the issue of parental involvement around pre-primary education specifically.
- There is currently no national plan or strategy in place to involve the community and/or municipality in pre-primary provision and to maximize the use of community resources in those programs.

Diagnostic Workshop Outcomes

Stakeholders identified the following key strengths in terms of engagement of families and communities in provision of pre-primary services in South Sudan:

- The pre-primary education strategy includes a strategy for family and community engagement
- In general, there is a willingness of communities to support pre-primary service delivery
- PTAs/SMCs exist for primary schools and provide a potential point to leverage engagement with families and community in context of pre-primary education.

However, the following critical challenges with regards to family and community engagement in pre-primary education service provision were also identified:

- There is currently no specific funding to promote family and community awareness around pre-primary education;
- There is limited technical capacity to support family and community engagement;
- There is low awareness about inclusive education among communities;
- No data is available on the current engagement of families and communities in the pre-primary education system;
- Most communities (parents and caregivers) have low education and literacy levels; and
- Teen parenthood, poverty, high communal mobility and displacement may inhibit parent engagement in pre-primary education services.

Table 8 presents stakeholder proposed solutions to some of the critical challenges facing engagement of families and communities in pre-primary service provision in South Sudan.

⁵⁶ World Bank (2018). World Development Report. Available at: <https://www.worldbank.org/en/publication/wdr2018>

Table 8. Key challenges and proposed solutions for Action Area 4: Family and community engagement

Challenge # 1 No specific funding to promote family and community awareness around ECD	Challenge # 2 Limited technical capacity to support family and community engagement	Challenge # 3 Low awareness about inclusive education among communities	Challenge # 4 No data available on current engagement of families and communities in pre-primary education system
<ol style="list-style-type: none"> 1. Lobby and advocate for a separate budget line from the overall budget of MoGEI for pre-primary education 2. Lobby for funds from development partners for pre-primary education 3. Develop an investment case for pre-primary education 4. Explore community-based resources to leverage community engagement 	<ol style="list-style-type: none"> 1. Establish thematic working groups for family and community engagement 2. Develop a well-structured communication platform to develop capacity around pre-primary education 3. Strengthen the existing PTAs and SMCs 	<ol style="list-style-type: none"> 1. Conduct a situation analysis to map specific barriers that prevent families from participating in ECD 2. Use the evidence from the situation analysis to inform community mobilization efforts 3. Develop multisectoral coordinated approaches to improve inclusion 	<ol style="list-style-type: none"> 1. Review the current EMIS with respect to indicators and data in this area and recommend appropriate indicators for data collection on family and community engagement

Action Area 5: Monitoring and Quality Assurance

Situation Analysis Findings

The inspection system for schools in the Republic of South Sudan aims to:

- Provide parents, caregivers and communities with information about the effectiveness of the schools their children attend or may attend in the future;
- Keep the national, state, local governments, general public and others informed about the quality of schools and the standards of education;
- Encourage schools to engage in regular and thorough self-evaluation and development planning as one means of achieving ongoing improvement and enhanced effectiveness;
- Systematically collect valid and reliable evidence to inform national policy development;
- Promote the continuous improvement of individual schools and the education system as a whole

Monitoring and Quality Assurance of Pre-primary Curriculum

According to the Director General of Quality Assurance and Standards at MoGEI, quality assurance includes the procedures put in place *before* the new curriculum is implemented in order to assure that the curriculum will be successful and quality control are the procedures put in place *after* the new curriculum is launched to ensure that the curriculum is successful. The latter, quality control, requires careful monitoring of the implementation of the new curriculum and its impact on learning. MoGEI is providing quality assurance for the new curriculum through (i) guidance, (ii) training, (iii) development, and (iv) provision of new textbooks. MoGEI has a clear strategy for monitoring the implementation of the new curriculum and its impact on learning. Two key components of this plan are school self-evaluation and school inspection. MoGEI plans to work with all partner agencies in the curriculum implementation monitoring process.

Inspection of schools is guided by an inspection framework titled *Ministerial Order on School Inspection*⁵⁷. However, this is a general framework used for all levels of school and does not include different approaches, tools, and indicators relevant to each level. For example, it lacks pre-primary specific tools and quality standards. Another document that provides clear standards for quality specifically to private schools is the *Establishment and Management of Private Schools (2017)*⁵⁸. This includes standards for: (i) Welfare, health and safety; (ii) Suitability and supply of staff; (iii) Suitability of proprietor; (iv) School premises; (v) School Boarding Accommodation; (vi) Provision of information; (vii) Complaint procedures; (viii) Financial security; and (ix) Risk Management. There are also procedures laid out for: (i) Registration of private schools; (ii)

⁵⁷ Ministry of General Education and Instruction (2017). *Ministerial Order on School Inspection*. Available at: <http://moge.org/wp-content/uploads/2018/07/School-Inspection-in-the-RSS.pdf>

⁵⁸ Ministry of General Education and Instruction (2017). *Establishment and Management of Private Schools*.

Renewal and registration of private schools, (iii) Closure and de-registration of private schools, (iv) School fees and other fees, (v) Voluntary contribution of Parents and Guardians to schools, (vi) School uniforms, (vii) Adherence to code of conduct; (viii) Work permit; (ix) Medical fitness; (x) Change of ownership; (xi) Delegation of power; and (x) Fines.

A review of the existing documents highlights the following issues with regards to the monitoring and quality assurance of pre-primary education service provision in South Sudan:

- There is a regulation on the establishment and management of private schools which includes pre-primary centers but there are no specific minimum quality service standards for pre-primary services and a functional mechanism to monitor these for both public and private centers;
- There exists an inspection framework titled “*Ministerial Order on School Inspection*” for all levels of school but this inspection framework lacks pre-primary specific tools and quality standards;
- There are limited data on the % of pre-primary education centers that have met the minimum general standards as required by the Ministerial Order on School Inspection;
- There are limited data on classroom practices and performance levels of qualified and unqualified teachers;
- There are limited or no data on qualification of school leaders for pre-primary education centers to ensure whether they are compliant with the regulations

Diagnostic Workshop Outcomes

During the workshop, stakeholders identified the following key strengths in terms of monitoring and quality assurance of pre-primary education services in South Sudan:

- A framework for general monitoring and supervision has been developed;
- There is an EMIS already developed (although there are concerns related to reliability and accuracy of the data);
- There is political will to ensure quality assurance; and
- Inspectors, supervisors, and teachers are already being familiarized with the new curriculum.

However, the following critical challenges with regards to monitoring and quality assurance of pre-primary education service provision were also identified by stakeholders:

- There is a lack of pre-primary specific quality standards and monitoring tools;
- There are insufficient personnel for supervision activities;
- There is a lack of coordination for monitoring of pre-primary education activities;
- There is inadequate funding and logistical support for quality assurance;
- There is a lack of clearly defined roles/responsibilities for pre-primary supervision

Table 9 presents strategies proposed by stakeholders to address some of the key challenges facing monitoring and quality assurance of pre-primary education service provision in South Sudan:

Table 9. Key challenges and proposed solutions for Action Area 5: Monitoring and Quality Assurance

Challenge # 1 Lack of quality standards and monitoring tools for pre-primary	Challenge # 2 Insufficient personnel for supervision	Challenge # 3 Lack of coordination for monitoring of ECCE activities
<ol style="list-style-type: none"> 1. Review existing tools 2. Develop comprehensive quality assurance and regulation systems for pre-primary with service standards 3. Develop evaluation tools to support implementation of quality assurance systems 4. Strengthen pre-primary components in the current monitoring and evaluation system (EMIS) in order to identify existing gaps and challenges 	<ol style="list-style-type: none"> 1. Review the current deployment status of pre-primary education supervisors/inspectors 2. Conduct training needs assessment of supervisors/inspectors and develop training content based on this assessment 	<ol style="list-style-type: none"> 1. Review the current funding and logistics support for quality assurance and monitoring in order to develop an estimate of costs and determine financing mechanisms 2. Engage communities in quality assurance support and ownership (e.g. PTA/SMCs can be strengthened to participate in quality assurance). 3. Ensure that pre-primary classrooms are assessed at each inspection visit 4. Shift from traditional inspection to supervision and support for teachers and schools

CONCLUSION: Stepping Back and Moving Forward

STEPPING BACK: Opportunities and Challenges in Pre-primary Education in South Sudan

Protracted crises and violent conflicts bring innumerable challenges to the provision of pre-primary education. In a context where security is unstable, basic needs become difficult to meet and communities move frequently as a result, education (and in particular the education of the youngest children) may become a low priority, for families, government agencies and international donors. Such is the current situation in many communities in South Sudan.

Despite the many challenges that it faces in meeting a range of human development needs, the government has acknowledged the importance of pre-primary education by explicitly including it in the General Education Strategy. With the support of GPE and UNICEF, relevant policies and curricular documents have been developed and there are personnel in the MOGEI who focus specifically on pre-primary education.



ECD center in Maban refugee camp, Upper Nile State. @UNICEF/Margaret Manoah/2012

However, a significant number of deeply rooted challenges remain. In terms of programs, the lack of adequate funding, suitable facilities, infrastructure and materials, as well as trained personnel remain key barriers to nation-wide implementation of high-quality pre-primary education. These difficulties are compounded by the continuing insecurity in some regions of the country, which makes establishing and sustaining programs even more difficult.

MOVING FORWARD: Recommendations for Creating an Enabling Environment for Pre-Primary Education in South Sudan

A review of all relevant policy documents and in-depth discussions with stakeholders in country lead to a number of recommendations that will be instrumental in creating an enabling environment for pre-primary education in South Sudan. The recommendations are presented in each of four areas: (i) policies and legislation, (ii) ministerial leadership and capacity, (iii) financing, and (iv) public demand below:

Policies and Legislation

Several key documents and procedures should be reviewed and revised in order to strengthen policies and legislation around pre-primary education. The current teacher training policy should be reviewed in order to address the specific pre-primary education teacher training gaps. Similarly, MOGEI policy should be adjusted to expand the scope of the pre-primary education component to cover other related sectors (such as health and agriculture). A review of the Education Act should be conducted to provide recommendations around ways in which (i) pre-primary education can be made free and compulsory, and (ii) a uniform national pre-primary curriculum may be implemented across all pre-primary classrooms. Finally, communication across the various levels of governance should be enhanced in order to ensure strong delivery of pre-primary services nationally.

Ministerial Leadership and Capacity

Ministerial leadership and capacity can be strengthened by the creation of a multi-sectoral, national and subnational pre-primary education committee (with clear terms of reference) in order to advise on the reform agenda for pre-primary services.

Financing

MoGEI should engage with the Ministry of Finance and Education Select committee in parliament to ensure the timely, periodic disbursement of funding for pre-primary education. A robust and rigorous process for financial accountability with respect to pre-primary education should be developed that is integrated into the general education sector-wide approach. The Education Select committee should review the budget ceiling in line with the provision of the General Education Act 2012. The pre-primary education financing from government and other development partners should be analyzed closely in order to identify the gaps and challenges. An expenditure tracking exercise should be conducted in order to determine the public expenditure on pre-primary education at every level; and public-private partnerships for pre-primary education should be leveraged further.

Public Demand

Public demand for pre-primary education services can be enhanced through evaluation of local beliefs and practices and a strong communication strategy. A study on knowledge, attitudes, and practices around pre-primary education across the various communities in South Sudan should be conducted to understand local beliefs and practices. A communication strategy for pre-primary education in emergencies should be developed to engage with different stakeholders working with families and communities. MoGEI should collaborate with organizations like the Peace Commission, Ministries of Interior, Gender and Social Welfare and other relevant institutions to ensure the use of the communication strategy through all possible delivery channels. A collaborative plan to engage local level government should be developed to build capacities on engagement with families and communities in order to generate demand for developmentally appropriate pre-primary services.

South Sudan is among the countries with the lowest levels of literacy in the world. Bearing this in mind, innovative solutions to engage parents and communities in the care and education of their youngest children should be explored. Research conducted in other countries in the region have shown that even parents who are unable to read and write can effectively support their children's school readiness including pre-literacy, pre-numeracy skills and socio-emotional skills⁵⁹. Adaptations of such programs should be tested with families and communities in South Sudan and if found effective, scalability should be explored.

Partners working in South Sudan need to give more attention to how tailoring mechanisms for pre-primary education can make a significant contribution to strengthening the pre-primary sector. A central question is how best to structure the various elements of collaboration between the MoGEI, lower levels of government, local communities and external agencies. To ensure sustainability of services and resources, the government and donors should focus on *alignment*, which means building systems and processes in ways that strengthen existing or emergent pre-primary approaches. Some of the key elements for strengthening local pre-primary education in South Sudan include:

- Defining roles and responsibilities of various stakeholders at different levels (part of this is the need for a clear pre-primary framework and mechanisms of coordination and cooperation);
- Developing sustainable financing mechanisms and modalities;
- Improving local capabilities (in service delivery, project management and implementation, and community and caregiver engagement);
- Leveraging capabilities and resources of non-state actors in service delivery;

⁵⁹ Examples of successful programs include Save the Children's First Steps, Early Literacy and Math Initiative and Literacy Boost Parent Reading Awareness Workshops in Rwanda.

- Creating sustainable pre-primary programs that can adapt to insecurity as well as the potential of IDP and refugee returnees.

Future Work

The current study is a first step towards understanding the challenges facing provision of pre-primary education in South Sudan. Several important factors that were outside the scope of the current report include the linkage between health and education at the pre-primary level, the connection between ECD and pre-primary (given the many challenges children in South Sudan face in the first 2-3 years of life), and the impact of overage enrolment in pre-primary school on subsequent schooling of in school and out of school children. The current findings call for additional reviews, committees, new mechanisms and evaluations. Further evaluation should include a review of regional and international pre-primary education programs and interventions to explore cost effective mechanisms of delivery in South Sudan and a thorough analysis of the existing ECE programs in South Sudan highlighting the variations in scale, scope, costs, and effectiveness.

Development partners are currently working in various regions to provide pre-primary education. Given the various communities, including pastoral, who reside in the country, successful interventions will require stronger coordination between the various levels of government as well as a comprehensive approach including policy makers, teachers, parents and community members invested in providing the youngest children with a solid foundation in learning. The practical strategies and recommendations presented in this report, based on collaborative dialogue between these key stakeholders, must be considered in planning an effective approach to pre-primary education in South Sudan.

ANNEXURES

Annex 1: South Sudan Pre-primary Education Diagnostic Workshop

(Photo credits: Saima Malik, World Bank, 2019)

The pre-primary education Diagnostic Workshop was organized by UNICEF in partnership with MOGEI in Juba, South Sudan from February 11th-February 14th, 2019. Lead facilitators of the workshop were Mr. David Baysah, Education Consultant, UNICEF and Mr. Sandipan Paul, Early Childhood Education Consultant, UNICEF New York Headquarter. Facilitation was supported by Saima Malik, Education Consultant, World Bank.



The objectives of the workshop were to (i) assess the pre-primary landscape including policies, programs, services as well as strength and weaknesses of the system, (ii) identify and prioritize key areas and begin to lay the groundwork for an action plan to improve service delivery, (iii) identify key strategies to enhance service delivery as well as improve equitable access, efficiency, and quality of the subsector, (iv) develop common understanding and awareness about key issues, gaps, and identify areas where changes could be made, and processes improved as well as pre-primary education connectedness and distinctiveness within basic education as well as its links with health, nutrition, and protection.

The workshop aimed to produce a clear narrative on the reality of the subsector including strength, weaknesses, gaps, recommended priorities, strategies and actions as well as general recommendations of programs and strategies relevant to fragile contexts

Findings of the workshop were expected to inform the draft national strategy for the provision of pre-primary Education in South Sudan, approaches to system strengthening for the provision of Pre-primary education, and alignment of the new strategy to the General Education Strategic Plan 2017-2022.

Conceptual Framework

The workshop provided a learning opportunity for participants to become familiar with the *Pre-Primary Sub-System Framework and associated diagnostic and planning tool* which was used to transact the workshop. This tool was developed by UNICEF, New York in consultation with other organizations and partners; and is in its final stages of validation. To date it has been applied in 8 countries⁶⁰ to support effective management and implementation of pre-primary education. The tool complements existing diagnostic and analysis tools and guidelines, namely the Systems Approach to Better Education Results (SABER) and the pre-primary education Sector Analysis Chapter, which is a part of the Education Sector Analysis Guidelines.



The pre-primary sub-system tool helps to outline the contours of the key building blocks of an effective pre-primary sub-system at the country level – starting from the required enabling sectoral environment and targeted five action areas relating to: (1) pre-primary planning and management; (2) curriculum development and implementation; (3) teachers and other personnel; (4) families and communities; and (5) monitoring, regulation, and quality assurance.

The tool is transacted through a participatory learning workshop to facilitate reflection and self-assessment on where a country stands regarding each action area and the enabling environment. The aim is to facilitate a process of creating a roadmap and a coherent action plan for strengthening the sub-system and addressing bottlenecks and challenges.

⁶⁰ The conceptual framework and accompanying diagnostic and planning tool have been tested and applied in 8 countries (including Bhutan, Former Yugoslav Republic of Macedonia, Ghana, Guinea, Mali, Serbia, and Sri Lanka). Sri Lanka has also decided to introduce the conceptual framework and tool at the district level.

Workshop participants

The workshop was a collaboration between MoGEI, UNICEF and the World Bank to support relevant state and non-state stakeholders in the country to strengthen the pre-primary education (for the 3-5 age range) subsector. There was a total of 50 participants over the course of the 4 days including government officials from MOGEI, pre-primary education service providers, and members of various implementing agencies active in the country.

Workshop process and methodology

The workshop was guided by presentations on the conceptual framework and the tool. Facilitators presented framing presentations for each of the five action areas and Government colleagues presented on a set of indicators for each of the action areas.

The overall program was delivered in four days: with day one consisting of overview on the pre-primary education subsector in South Sudan, initial participant perceptions on strengths and challenges of the subsector, Pre-Primary Subsector Conceptual Framework, as well as the pre-primary subsector diagnostic and planning tool. Government representatives made presentations on relevant data and indicators. Day two consisted of discussions around Action Areas 2-5 with participants in breakout groups being engaged in interactive and guided technical discussions in the application of the analysis and planning tool for the



identification of subsector challenges across all five Action Areas. At the end of day two, participants underwent a challenge prioritization exercise. On day three, participants reviewed the challenges prioritized, formulated strategies across the five Action Areas and discussed the implementation arrangement for each priority area. On day 4, participants were introduced to elements of the enabling environment for a strong pre-primary education subsector. Finally, participants identified key recommendations and actions in the enabling environment necessary for the sub-system strategies identified in previous sessions to be implemented.



Through presentations by workshop facilitators participants were introduced to the diagnostic and planning tool based on the pre-primary conceptual framework. This helped national stakeholders to reflect on and assess strengths and gaps of the pre-primary subsector. The tool includes modules for each Action Area and for the Enabling Environment. It identifies 3 or 4 goals within each Action Area, each having specific measures of progress toward the goals. Guiding questions helped participants reflect on, discuss, and analyze the progress towards achieving the measures of progress, with the aim of informing the development of a roadmap and coherent strategy in addressing challenges to strengthen the subsector.

An accompanying analysis and planning Excel worksheet, designed to systematically keep track of group analysis and reflections (it also calculates overall ratings and measures of progress related to goals), was used. The worksheet incorporates a rating system which follows a pre-defined 1-4 scale to measure progress for each goal within the Action Area:

- 1 = No evidence of this; this is not happening yet;
- 2 = Some progress on this; just beginning or weakly implemented;
- 3 = Considerable progress on this; implemented to a good extent;
- 4 = Significant progress; very well established

Strengths and challenges identification



On day one, participants had the opportunity to share their initial perception on strengths and challenges of the subsector. Participants then had opportunities to further explore relevant strengths and challenges across each Action Area. Across days one and two, participants were divided into groups that were intentionally composed of participants with varied professional responsibilities and experiences to enrich each group's discussions and to ultimately create a broad base for recommendations. Each group reviewed the guiding questions, rated, then identified strengths and challenges pertaining to the five Action Areas. Participants were provided with a tool overview handout. Each group had a designated group facilitator to guide discussions and another member to enter the group's ratings and comments in Excel.

The rating system on a 1-4 scale for the five Action Areas was not designed to be a formal, validated measurement system. Furthermore, it is not intended to be used as a performance indicator scorecard for institutional benchmarking nor for cross-country comparisons. Instead, this system has been developed to provide a helpful structure that can guide discussions across different Action Areas. The goal is to use the ratings during the workshop to produce an efficient consensus of complex input from multiple groups with diverse responsibilities and insights. The ratings are a general reflection of participants' perspectives on the *relative* strengths and challenges in the current system, not an absolute, statistically reliable assessment. In summary, the rating system has been designed as a practical tool to help participants work together to develop a unified view of strengths, difficulties, and priorities, and to collaboratively develop recommendations in the service of future planning efforts.

Challenges prioritization

Participants had the opportunity to prioritize a number of key challenges identified across the two days. This was conducted via a 'gallery walk' group voting method. Each participant received 10 colored sticky dots to vote on the most important challenges across the five Action Areas.

Strategies identification

Participants then brainstormed strategies for all prioritized challenges. In addition, for each strategy identified under a particular Action Area, participants then reflected if it is connected to other Action Areas via colored sticky dots corresponding to specific Action Areas. The purpose of the process is to demonstrate the inter-connectedness between Action Areas and the importance of coherence, consistency, and coordination across all Action Areas.

Enabling environment



On day three, participants had the opportunity to reflect on the inter-connectedness of the five Action Areas with four enabling environment factors: policies and legislation; ministerial leadership and capacity; public investment and financing; and demand and public support for pre-primary services. They reflected on the question: *“What needs to change in the enabling environment to achieve South Sudan’s vision for ECD?”*. Finally, participants generated a list of recommendations to enhance the enabling environment for pre-primary education provision in the areas of policies and legislation, ministerial leadership and capacity, financing and public demand.

Action Area 1: Effective planning and use of resources	
Strengths	Challenges
<ol style="list-style-type: none"> 1. Political will, leadership, and clear governance structures exist in pre-primary. 2. ECD strategy and draft action plan are in place. 3. Strong coordination among stakeholders. 4. General Education Strategic Plan (2017-2022) covers ECE. 	<ol style="list-style-type: none"> 1. ECE is not free and compulsory. (1) 2. Absence of coordination mechanisms between national state and county levels. (9) 3. Inadequate financing for ECE sector. (4) 4. Lack of physical infrastructure to support ECE. (K1) 5. Lack of equitable access to ECE services. (2) 6. Majority of children in ECE are overage. (3)

Action Area 2: Curriculum Development and Implementation	
Strengths	Challenges
<ol style="list-style-type: none"> 1. ECE curriculum has been developed (competency based). 2. A strong link exists between pre-primary and primary curriculum. 3. Stakeholder engagement in curriculum development process. 4. Teachers have been oriented on the new curriculum. 5. General Education curriculum implementation (including ECE) strategy has been developed. 	<ol style="list-style-type: none"> 1. Limited community involvement in curriculum development. (1) 2. Inadequate budget for curriculum implementation. (5) 3. Inadequate teaching and learning materials. (11) 4. Various curricula being implemented by diverse service providers across the country. (2) 5. Slow implementation process. (7)

ACTION AREA 3: ECE PERSONNEL	
STRENGTHS	CHALLENGES
<ol style="list-style-type: none"> 1. Political will in place. 2. Pre-primary personnel regulation covered under National Public Service regulation 3. Teacher qualification profile exists. 4. Three national institutions exist for training education personnel including pre-primary 5. Basic policy structure in place. 	<ol style="list-style-type: none"> 1. Incomplete profile for other ECE personnel. (1) 2. Insufficiently qualified ECE personnel. (15) 3. Low motivation, attraction, retention. (12) 4. Limited ECE training programs/opportunities in rural areas. (8) 5. Insufficient teaching aids for ECE. (8) 6. Weak deployment policy. (1) 7. Ghost teachers and absenteeism. 8. Poor implementation of ECE policies. (7)

Action Area 4: Family and Community Engagement	
Strengths	Challenges
<ol style="list-style-type: none"> 1. ECD strategy includes strategy for family and community engagement. 2. Willingness of community to support ECD. 3. PTA/SMC for primary schools provide a potential point to leverage engagement with families and community in context of ECD. 	<ol style="list-style-type: none"> 1. Low education and literacy levels in most communities. (4) 2. No specific funding to promote family and community awareness around ECD. (16) 3. Low awareness about inclusive education among communities. (6) 4. Teen parent hood affects engagement. (1) 5. Poverty impacts level of engagement. (2) 6. High communal mobility & displacement affects engagement. (4) 7. Limited technical capacity to support family and community engagement. (7) 8. No data available on engagement of families and communities in ECD system. (5)

ACTION AREA 5 : Quality Assurance

STRENGTHS	WEAKNESSES
1. Framework for monitoring and supervision developed	1. Lack of pre-primary quality standards (7)
2. EMIS function	2. Lack of quality tools for pre-primary (10)
3. Political will to ensure quality assurance	3. Insufficient personnel for supervision (7)
4. Inspectors, supervisors, and teachers familiarized with the new curriculum.	4. Lack of coordination for monitoring of ECE activities (9)
	5. Inadequate funding and logistical support for quality assurance (5)
	6. Lack of clearly defined roles/responsibilities for pre-primary supervision. (1)

Action Area 1 : Effective planning and use of resources STRATEGIES

Challenge #1 : Inadequate financing for ECE sector.

Challenge #2 : Lack of physical infrastructure to support ECE

Challenge #3 : Inadequate and Absence of coordination mechanisms between national, state and county levels

Challenge #4 : Overage children in ECE

Action Area 2: Curriculum Development & Implementation

Challenge 1: Inadequate budget for curriculum Implementation

Challenge 2: Inadequate teaching and Learning Materials.

Challenge 3: Limited Community involvement in Curriculum development. Various curricula being implemented by diverse service providers across the Country.

Action Area 3 ECE Personnel

1- Insufficiently Qualified ECE Personnel

2- Low motivation, attraction, retention

3- Insufficient Teaching Aids for ECE

4- Limited ECE Training Program / opportunities in Rural areas.

Findings from a review of key policy documents as well as outcomes of the workshop are presented in the full report under each of the five action areas: (i) Effective pre-primary planning and resource allocation, (ii) Curriculum development and implementation, (iii) Pre-primary teachers and other personnel, (iv) Family and community engagement, and (v) Monitoring and quality assurance.



Annex 2: ECD Diagnostic Workshop Agenda

Day 1	Sessions	Content	Presenters
0830 – 0900	Arrival and Registration- Director for pre-primary education Elizabeth Ferdinand Musa (MoGEI)		
0900 – 1000	Welcome & Introductions	<ul style="list-style-type: none"> General introduction of Participants Presentation of the Agenda Remarks from UNICEF and World Bank Objectives of the workshop Opening by the Minister of General Education and Instruction 	<ul style="list-style-type: none"> Participants Mr. Sarafino T. S. Kute Representative from UNICEF and the World Bank David Wood Baysah Minister-MoGEI Hon. Deng Deng Hoc
1000 – 1145	Presentation on Pre-Primary Education in South Sudan	<ul style="list-style-type: none"> Situation in pre-primary education in South Sudan, core elements of the pre-primary system, Identifying Legal/ policy/ institutional frameworks (current GESP) (20 mins) Ongoing policy reforms and opportunities, + brief introduction of the GPE, (20 mins) Q&A (5 mins) and Facilitated discussion 	<ul style="list-style-type: none"> Director General for Basic and Secondary Education Hon. Abdullahi Ali Abdullahi Director General for Planning and Budgeting – Hon. George Mogga
1145 – 1215	Break		
1215 – 1300	<ul style="list-style-type: none"> Conceptual Framework for pre-primary education; & Orientation to Pre-Primary Diagnostic and Planning Tool 	<ul style="list-style-type: none"> Presentation of Conceptual Framework's (CF) purpose and key ideas about pre-primary education Presentation of Tool: purpose, connection with Conceptual Framework;(how to use the tools in the workshop) (15 mins) 	<ul style="list-style-type: none"> David W. Baysah/UNICEF Sandipan Paul/UNICEF
1300 - 1400	Lunch		

1400 – 1600 (working coffee break)	Group Work: Action Area 1: Effective Pre-Primary Planning and Management	<ul style="list-style-type: none"> ▪ Framing presentation on Effective Pre-Primary Planning and Management (10 mins) ▪ South Sudan presentation on key indicators (10 mins) ▪ Group work on Diagnostic Tool questions <ul style="list-style-type: none"> ▪ Reflection on indicators ▪ Complete worksheet ▪ Identify key priority areas 	<ul style="list-style-type: none"> ▪ Sandipan Paul/UNICEF ▪ Director General for Planning and Budgeting – Hon. George Mogga ▪ Participants
16:00 – 16:45	Plenary for collective prioritization: Action Area 1:	<ul style="list-style-type: none"> ▪ Small groups report back ▪ Generate list of Action Area 1 priorities 	<ul style="list-style-type: none"> ▪ Group Led Reporting
1645 – 1715	Wrap Up	<ul style="list-style-type: none"> ▪ Summary of Day 1 	<ul style="list-style-type: none"> ▪ Representative from Christian Mission for Development- Mr. Joseph Mogga
Day 2	Sessions	Content	
0845 – 900	Opening	<ul style="list-style-type: none"> ▪ Recap for Day One (Revisit key challenges in Planning identified in Day 1) ▪ Preview Day 2 Agenda 	<ul style="list-style-type: none"> ▪ Representative from Christian Mission for Development- Mr. Joseph Mogga
0900 – 0930	Framing Presentations: <ul style="list-style-type: none"> ▪ Action Area 2: Curriculum ▪ Action Area 3: Pre-primary workforce 	<ul style="list-style-type: none"> ▪ Review of importance and goals for action areas 2 and 3 (facilitators) – 10 min ▪ Country's current situation and future plans in the area of Curriculum development and implementation (10 min) ▪ Country's current situation and future plans in the area of Teachers: Pre-primary workforce (10 min) (For both: Current status; challenges and new initiatives) 	<ul style="list-style-type: none"> ▪ Sandipan Paul/UNICEF ▪ Director of Curriculum. Hon. Scopas Lubang ▪ Director General for National Teachers, Development and Management Service- Hon. Edward Kokole
0930 – 1100	Group Work: <ul style="list-style-type: none"> ▪ Action Area 2: Curriculum ▪ Action Area 3: Pre-Primary Workforce 	<ul style="list-style-type: none"> ▪ Small groups will be split: <ul style="list-style-type: none"> - One set of groups work on Pre-Primary Curriculum - Another set of groups work on Pre-Primary Teachers ▪ Reflection on progress measures ▪ Complete worksheet ▪ Identify key priority areas 	<ul style="list-style-type: none"> ▪ (All Participants) ▪ Group Work (All participants)
1100 – 1115	Break		

1115 – 1130	Sharing and Summarizing Within Teams working on Same Action Area <ul style="list-style-type: none"> 	Small groups who worked on each action area arrive at a joint list of priority challenges	<ul style="list-style-type: none"> Group Work and Presentation/Plenary
1130-1230	Plenary for collective prioritization: <ul style="list-style-type: none"> Action Area 2: (30 mins) Action Area 3: (30 mins) 	<ul style="list-style-type: none"> Report back for each action area Consensus building on key priorities for Action Area 2 and 3 	<ul style="list-style-type: none"> Group Presentations Plenary
1230 – 1330	Lunch		
1330 - 1400	Framing Presentation <ul style="list-style-type: none"> Action Area 4: Monitoring and Quality Assurance Action Area 5: Family and Community 	<ul style="list-style-type: none"> Review of importance and goals for action areas 4 and 5 (facilitators) – 10 min Country's current situation and future plans in the area Family and Community engagement (10 min) Country's current situation and future plans in the area of Monitoring and Quality Assurance (10 min) (for both: Status; challenges and new initiatives) 	<ul style="list-style-type: none"> Sandipan Paul/UNICEF Mr. Sarafino T. S. Kute Director General/Quality Assurance Hon. Omot Okony Olok
1400 - 1500	Group Work <ul style="list-style-type: none"> Action Area 4: Engagement of Families and Communities Action Area 5: Monitoring and Quality Assurance 	<ul style="list-style-type: none"> Small groups will be split – 2 groups work on Families Action Area; 2 groups work on Quality Assurance Action Area Reflection on progress measures Complete worksheet Identify key priority areas 	<ul style="list-style-type: none"> Group Work Group Work
1500 – 1515	Break		
1515 – 16:00	Sharing and Summarizing Within Teams working on Same Action Area	Small groups who worked on each action area arrive at a joint list of priority challenges	<ul style="list-style-type: none"> Group Work
16:00-17:00	Plenary for collective prioritization: <ul style="list-style-type: none"> Action Area 4: (30 mins) 	<ul style="list-style-type: none"> Small groups report back Generate preliminary list of Action Area Priorities 	<ul style="list-style-type: none"> Group Presentation and Plenary

	<ul style="list-style-type: none"> Action Area 5: (30 mins) 		
1700 - 1730	Wrap-Up	<ul style="list-style-type: none"> Summary of Day 2 	<ul style="list-style-type: none"> Deputy Director pre-primary education - Viola Romano
Day 3	Sessions	Content	
0830 - 0845	Opening	<ul style="list-style-type: none"> Recap of day 2 Preview Day 3 Agenda 	<ul style="list-style-type: none"> Director pre-primary education – Elizabeth Ferdinand Musa David W. Baysah/UNICEF
0845 - 1000	Action Area 1: Effective Pre-Primary Planning and Management	<ul style="list-style-type: none"> Prioritization of priorities 20 Minutes Strategies for each priority with action activities 45 Minutes Presentation of strategies and action activities 15 Minutes 	<ul style="list-style-type: none"> Plenary Group Work Group presentation in Plenary
1000 – 1015	Break		
1015 – 1115	Action Area 2: Curriculum	<ul style="list-style-type: none"> Prioritization of priorities 15 Minutes Strategies for each priority with action activities 30 Minutes Presentation of strategies and action activities 15 Minutes 	<ul style="list-style-type: none"> Plenary Group Work Group presentation in Plenary
1115 - 1230	Action Area 3: Pre-Primary Workforce	<ul style="list-style-type: none"> Prioritization of priorities 15 Minutes Strategies for each priority with action activities 45 Minutes Presentation of strategies and action activities 15 Minutes 	<ul style="list-style-type: none"> Plenary Group Work Group presentation in Plenary
1230 – 1330	Lunch		
1330 – 1445	<ul style="list-style-type: none"> Action Area 4: Monitoring and Quality Assurance 	<ul style="list-style-type: none"> Prioritization of priorities 15 Minutes Strategies for each priority with action activities 45 Minutes Presentation of strategies and action activities 	<ul style="list-style-type: none"> Plenary Group Work Group presentation in Plenary

		15 Minutes	
1445 – 1600	<ul style="list-style-type: none"> Action Area 5: Family and Community 	<ul style="list-style-type: none"> Prioritization of priorities 15 Minutes Strategies for each priority with action activities 45 Minutes Presentation of strategies and action activities 15 Minutes 	<ul style="list-style-type: none"> Plenary Group Work Group presentation in Plenary
1600 - 1615	Break		
1615 - 1730	Plenary for implementation arrangement for each priority area	<ul style="list-style-type: none"> Consensus on implementation arrangements and level of responsibility (National, Regional or School) 	<ul style="list-style-type: none"> Plenary
1730 – 1745	Wrap up	<ul style="list-style-type: none"> Plans for Day 4 	<ul style="list-style-type: none"> Facilitator
Day 4	Sessions	Content	
0830 - 0845	Opening	<ul style="list-style-type: none"> Recap of day 3 Preview Day 4 Agenda 	<ul style="list-style-type: none"> Deputy Director pre-primary education - Viola Romano Director ECD- Elizabeth Ferdinand Musa
0845 - 1000	Stepping Back – 5 Action Areas Discussion and Prioritization	<ul style="list-style-type: none"> Look across all 5 action areas Consensus on prioritization across all 5 action areas Timing; Impact; Coherence of the System 	<ul style="list-style-type: none"> Sandipan Paul/UNICEF
1000 – 1015	Break		
1015 – 1115	Brainstorming: Actions /Strategies associated with identified priorities	<ul style="list-style-type: none"> In teams, brainstorming on actions and strategies linked to the priorities that have been identified in previous sessions 	<ul style="list-style-type: none"> David W. Baysah/UNICEF
1115 - 1230	Key Actions/Strategies	<ul style="list-style-type: none"> Small groups share actions Gallery walk and feedback/reflections Plenary consensus on key actions to strengthen sub-system 	<ul style="list-style-type: none"> Group Work All Participants IN GROUPS share feedback
1230 – 1330	Lunch		
1330 – 1400	Presentation – Enabling Environment	<ul style="list-style-type: none"> Importance and elements of an Enabling Environment for a 	<ul style="list-style-type: none"> David Wood Baysah

		strong pre-primary as it relates to sub-system development ▪ Q&A	
1400 – 1500	Group Work ▪ Enabling Environment	<ul style="list-style-type: none"> ▪ Group work on reflection and analysis of the 4 factors in the enabling environment and their relevance to the priority challenges and strategies identified in previous sessions ▪ Identify key recommendations and actions in the enabling environment necessary for the sub-system strategies identified in previous sessions to be implemented (policies will be a key focus here) 	<ul style="list-style-type: none"> ▪ Group Work ▪ Sandipan Paul & David W. Baysah/UNICEF
1500 - 1515	Break		
1515 - 1600	Plenary for collective identification of actionable recommendations:	<ul style="list-style-type: none"> ▪ Small groups report back on key recommendations ▪ Consensus on key actions/recommendations 	▪ Group Presentation
16:00- 16:45	Reflections and future funding strategies	▪ Presentation on Reflections (day1-3), followed with plenary discussions and strategies for future funding opportunities	▪ Patrick Aciga
16:45 – 17:15	Closing	<ul style="list-style-type: none"> ▪ Presentation of Issues, Priorities, Strategies, action activities and recommendations ▪ Final remarks ▪ Feedback/reflections on workshop ▪ Wrap up and commitments 	▪ Evaluation form (All Participants)

Annex 3: ECD Diagnostic Workshop Participant List

	Name	Title	Organization
1	Hon. Deng Deng Hoc Yai	Minister	MoGEI
2	Hon. Michael Lopuke Lotyam	Undersecretary	MoGEI
3	Mr. Abdullah Ali Abdullahi	Director General	Basic and Secondary Education-MoGEI
4	Mr. Omot Okony Olok	Director General	Quality Assurance-MoGEI
5	Mr. Shadrach Chol	Director General	Alternative Education Systems-MoGEI
6	Mr. George Mogga	Director General	Planning and Budgeting-MoGEI
7	Mr. Edward Kokole	Director General	Teacher Education and Dev.-MoGEI
8	Mrs. Joy Gordon	Ag/Director General	Gender and Social Change-MoGEI
9	Mr. Scopas Lubang	Director	Curriculum Development-MoGEI
10	Mrs. Elizabeth Ferdinand	Director	Early Childhood Development-MoGEI
11	Mr. Gibson Brown	Director	Primary Education-MoGEI
12	Mr. Omwony Terensio	Deputy Director	Secondary Education-MoGEI
13	Mrs. Viola Rumano	Deputy Director	Early Childhood Development-MoGEI
14	Mrs. Mary Simon Long John	Deputy Director	Early Childhood Development-MoGEI
15	Mr. Sarafino Tisa Salvatore	Senior Inspector	Early Childhood Development-MoGEI
16	Mrs. Viviana Nyimon	Senior Inspector	Early Childhood Development-MoGEI
17	Mr. Widad Hassan	Senior Inspector	Early Childhood Development-MoGEI
18	Mr. Charles Mogga	Deputy Director	Yei River State-Coordination Office
19	Ms. Susan Poni	Senior Inspector	Yei River State-Coordination Office
20	Ms. Betty Kulang	Teacher	Standard Nursery and Primary School
21	Ms. Margaret Nyoka	Teacher	Love and Peace Pre/Primary School
22	Ms. Mary Gaba	Teacher	Giada Al Mustakbal Pre-primary school
23	Ms. Veronica Sabino	Teacher	Wau Girls Primary School
24	Mr. Mustafa Maring Lobia	Lecturer	University of Juba
25	Mr. Ben Saliba	Lecturer	University of Juba
26	Mr. Aleck Maiwak	Inspector	Coalition
27	Mr. Justin Laku	PTA Member	Kator Neighborhood pre-primary school
28	Mr. Alex John	PTA Member	Gudele East pre-primary school
29	Ms. Perina Ahmed Ladu	ECD Director	Jubek State
30	Mr. Timon Michael	PTA Member	Ephata pre-primary school
31	Mr. Deng Simon	Inspector	Primary Education-MoGEI
32	Ms. Ayen Andrew	Secretariat	Quality Assurance-MoGEI
33	Gatluack Gai Stephen	Education officer	INTERSOS
34	Santino Majok	Partnership Manager	Save the Children

35	Sudan Jacob Twok	EIE officer	Mercy Corps
36	Wilson Marik	EIE officer	Mercy Corps
37	John Marial	EIE officer	Mercy Corps
38	Joseph Taban	EIE Assistant	Mercy Corps
39	Thomas Duoth	Coordinator	CMD
40	Alias Rasasi	EIE-M&E Support	ADRA
41	Angelo Wake	Finance	Care Plus
42	Stephen Agot	Program Coordinator	Peace Corps
43	Juliano Juma	Education Officer	DMI
44	Jumma Khan	Education Cluster Coordinator	UNICEF
45	Muhammad Riaz	Education Specialist	UNICEF
46	John Yuggu	Education Specialist	UNICEF
47	Peter Quamo	GPE Manager	UNICEF
48	Anyieth Angen	Education Specialist	USAID
49	Peace Abdul	Education Advisor	DFID
50	Gove Isaac Hillary	Education Officer	World Relief
51	George Ali Steven	Director for partners' coordination	MOGEI
52	Odera Charles	Inspector for Sports, Basic and Primary Education	MOGEI
53	Sebit John Mark	Deputy Secretary for Secondary Examinations	MOGEI
54	Patrick Kareayi Achiga	Education Officer	Rescue Life of children
55	David Baysah	Education Consultant	UNICEF
56	Sandipan Paul	Education Consultant	UNICEF
57	Vinobajee Gautam	Education Manager	UNICEF
58	Saima Malik	Education Consultant	World Bank
59	Huma Kidwai	Education Specialist	World Bank
60	Meling Christine Lemi	Education Officer	UNICEF

Annex 4: Organizations working in pre-primary education in South Sudan, 2018

S/N	Organization	Nature of ECE/ECD provided	Location of ECD/ECD intervention	Type of organization
1	INTERSOS	Integrated in 5 ECD Centers supported by the partner in Bentiu PoC	Bentiu, Unity State	International NGO
2	Daughters of Mary Immaculate (DMI)	ECE component	Central Equatoria State	Faith based organization
3	Care Plus	ECE component	Central Equatoria State	National Organization
4	Organization for Peace Relief and Development (OPRD)	Pre-primary intervention	Eastern Equatoria State	National Organization
5	World Vision International (WVI)	ECE component	Western Equatoria & Upper Nile States	International Humanitarian Organization
6	Church and Development (C&D)	ECE component	Jonglei State	National Organization
7	Christian Missionary Development (CMD)	ECE component	Jonglei State, Upper Nile states	National Organization
8	Nile Hope (NH)	ECE component	Jonglei, Upper Nile, Warap States	National Organization
9	South Sudan Development Organization (SSDA)	ECE component	Upper Nile	National Organization
10	UASN	ECE component	Upper Nile State	National Organization
11	Adventist Development Relief Agency (ADRA)	ECE component	Upper Nile State	Faith based Organization
12	Touch Africa Development Organization	ECE component	Upper Nile State	National Organization
13	World Relief (WR)	ECE component	Unity State	International Humanitarian Organization
14	Humanitarian Aid for Change and Transformation (HACT)	ECE component	Warap and Northern Bahr el Ghazal	National Organization
15	Rescue Life of Children (RLC)	ECE component	Northern Bahr El Ghazal	National Organization
16	ACROSS	ECE component	Lakes State	Faith based International Organization

17	Plan International	ECE component	Central Equatoria State and Lakes	International Humanitarian Organization
18	Peace Corps Organization (PCO)	ECE component	Western Bahr El Ghazal State	National Organization
19	Norwegian Refugee Council (NRC)	ECE component	Western Bahr El Ghazal State	International Humanitarian Organization
20	AVSI	ECE component	Eastern Equatoria State	International Humanitarian Organization
21	Mercy Corps	ECE component	Unity State	International Humanitarian Organization
22	Save the Children International (SCI)	ECE component	Upper Nile and Jonglei States	International Humanitarian Organization