

# Inclusion in teacher policies and practices in Post-Conflict South Sudan.

Presented by:  
William Joseph Waru  
Voluntary Service Overseas



South Sudan



## Question

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What is the government doing to get qualified teachers to be able to teacher all our children in this post conflict situation?



## Structure of my Presentation

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- I give brief context;
- I outline progress in education and challenges;
- I state policies that set out legal frameworks and programmes for inclusion in teacher policies and practices;
- I explain the agreement between VSO and the MoGEI;
- I conclude.



## South Sudan Context

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- Over 50 years of conflicts and civil wars
- Peace deal signed in Kenya in 2005
- Referendum on secession or unity held in January 2011
- Independence achieved on 9th July 2011
- Population, over 8 million
- Only 27 % of the population are literate
- Only 8% of women are literate



## Progress since 2005

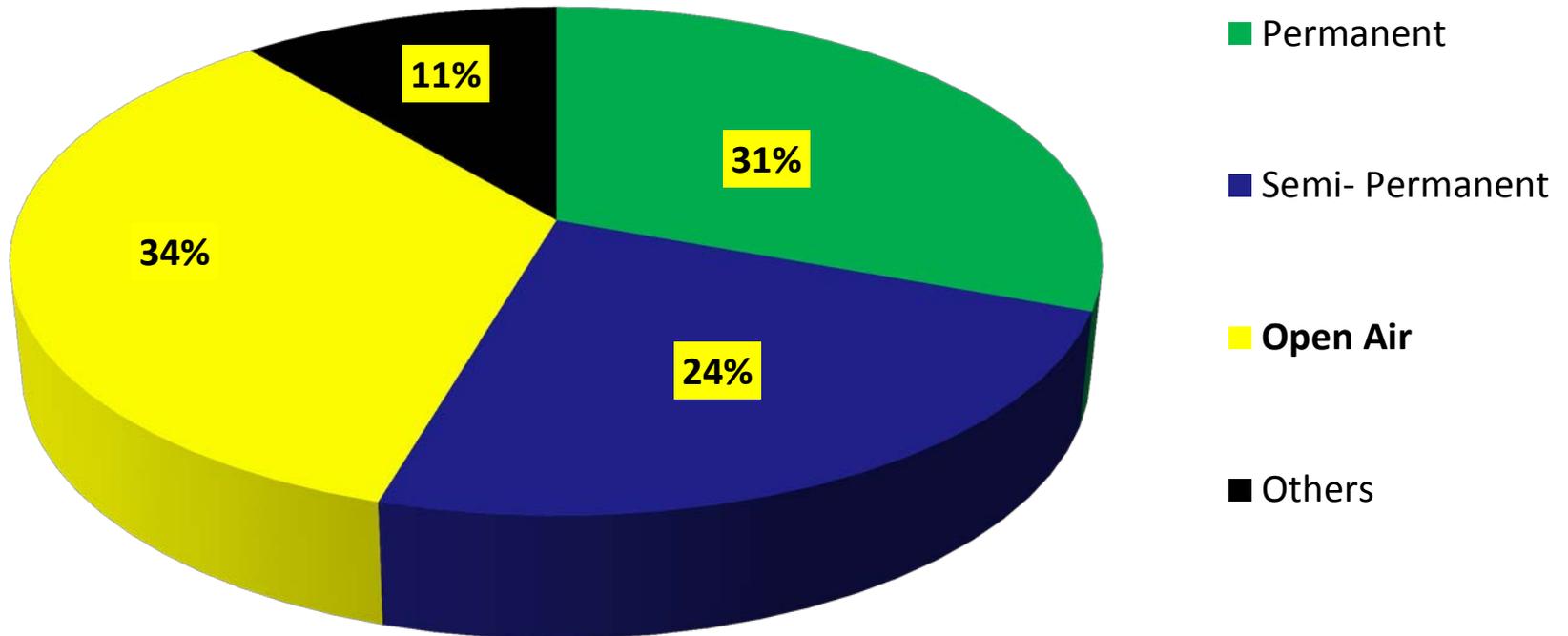
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- Primary Education is free and compulsory ???
- Number of Primary school children has risen from 0.5M to about 1.4M between 2005-11.
- Teacher payment methods have vastly improved;
- Female teachers have increased from 7% to about 12.7%

# Challenges- Infrastructure



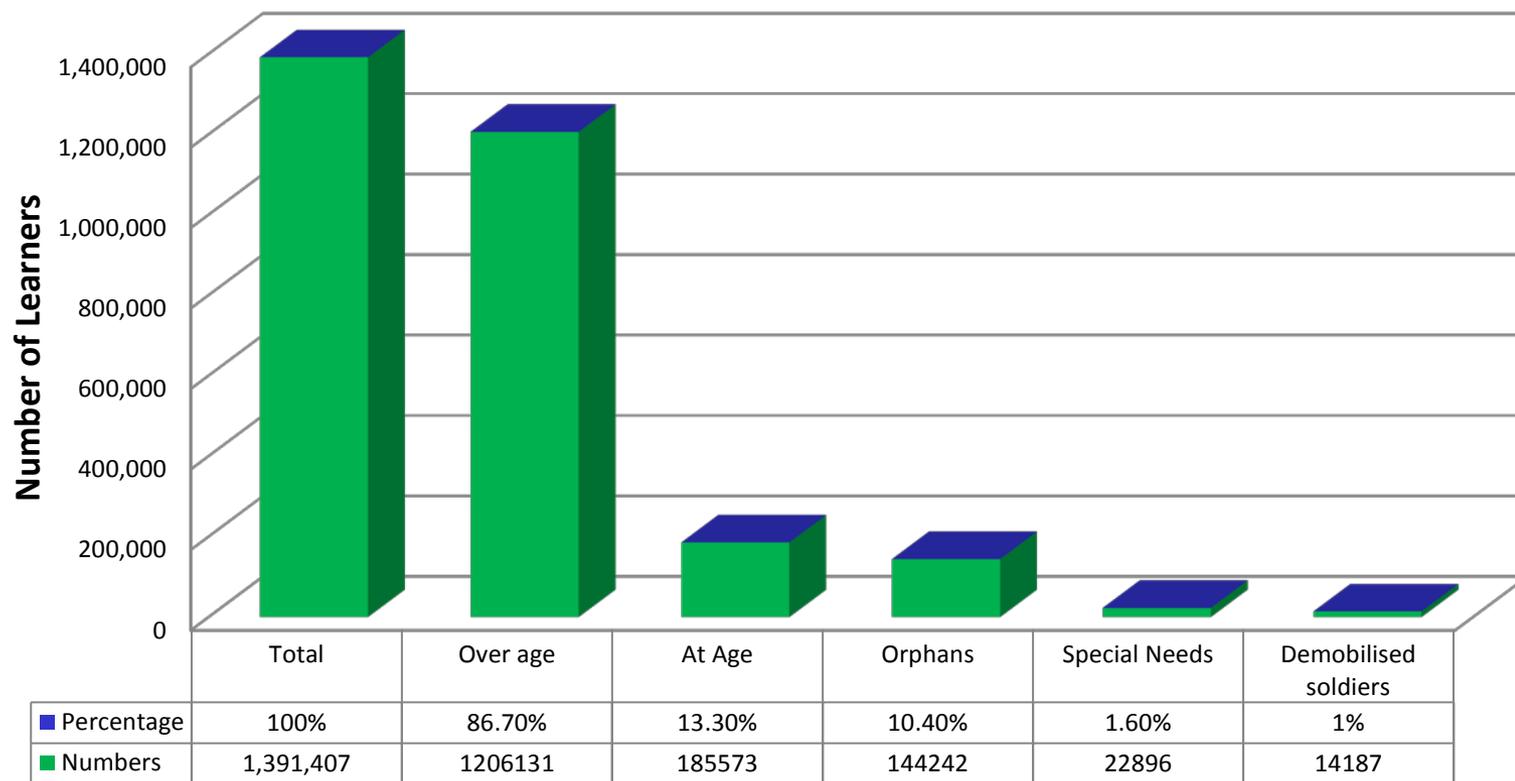
Characteristics of Learning Space 2011





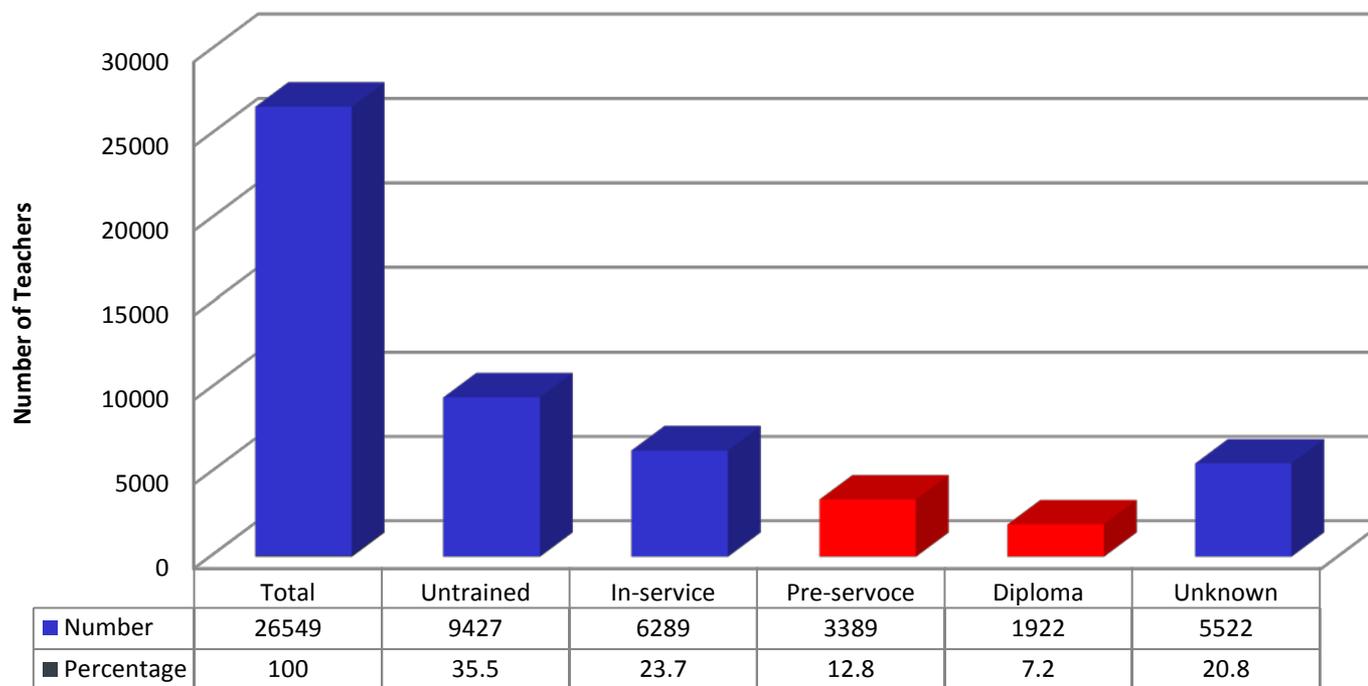
# Challenges - Learners

## Characteristics of Learner -2011



# Challenges-Teachers

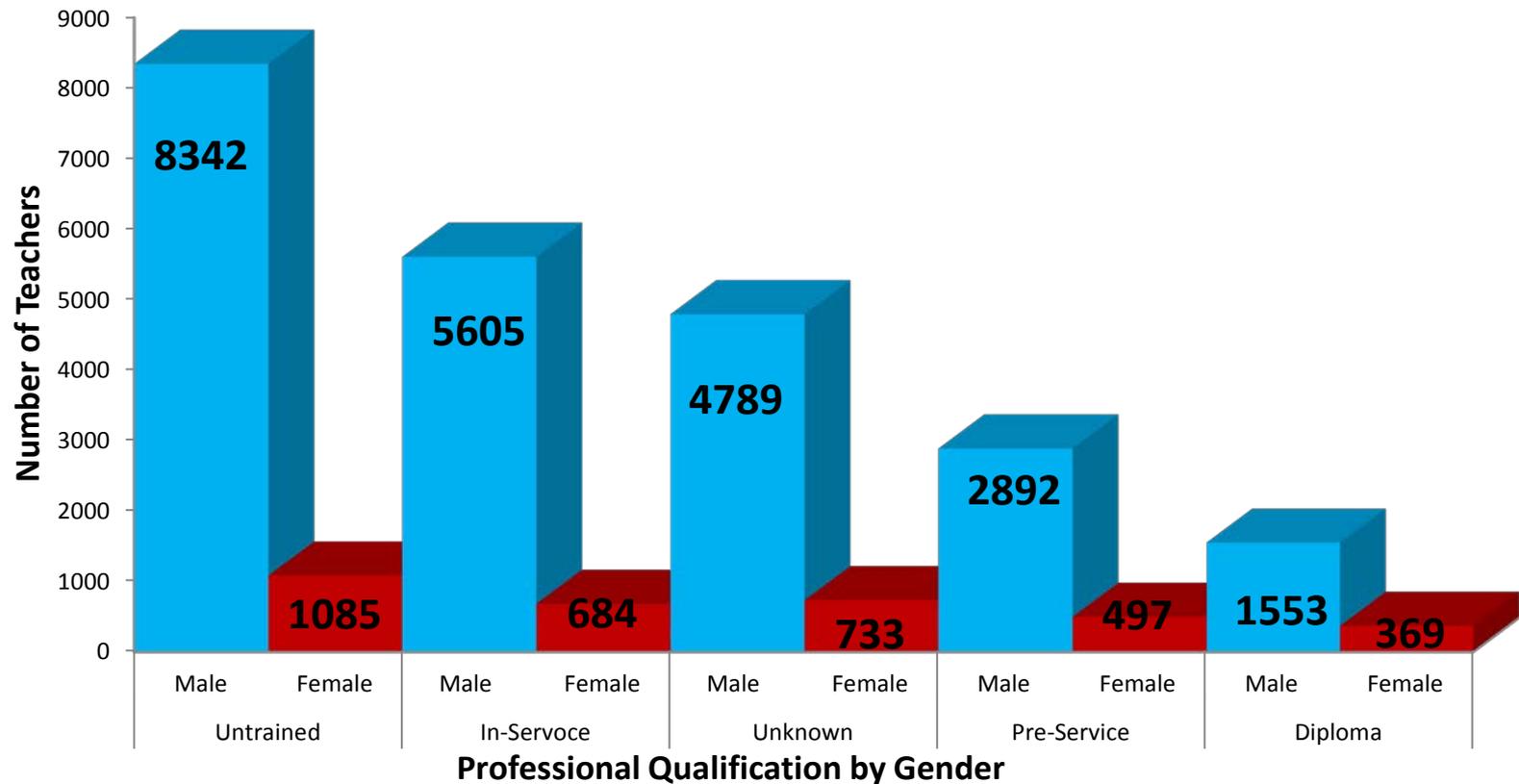
## Primary- Teachers By Qualification 2011



# Primary - Female Teacher by Professional Qualification an Gender 2012



**Number of Teachers by professional Qualification and Gender 2011**





## Challenges-Teachers

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- No teacher development framework and professional standards;
- No functioning government Teacher Training Institutes;
- No teacher accreditation/ certification
- Few teachers are trained to address special needs.
- Qualified Teachers from Arabic background are at the brink of exclusion

# What Has The Government Done To Promote Inclusion In Teacher Policies And Practice?

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## 1 The Draft Education Bill 2011

- Sets Minimum Quality Standards for Recruitment of Teachers
- Defines Teacher Development Policy, Standards and Programmes
- Guarantees Teachers' Rights and working conditions

# What Has The Government Done To Promote Inclusion In Teacher Policies And Practice?



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## 2 The South Sudan Development Plan 2012 - 2017

- Reaffirms education as a right;
- Sets targets for teachers;
- Calls for equitable participation in quality education system.

# What Has The Government Done To Promote Inclusion In Teacher Policies And Practice?



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## 3. Education Sector Strategy 2012 to 2017

- **Motto:** “Promoting Learning For All”
- **Priority Programme 1:** Improving the quality of General education
- **Objective:** To develop and implement a national teacher development policy and professional standards.
- Commitment to train teacher for special needs Education.

# What Has The Movement Done To Promote Inclusion In Teacher Policies And Practice?

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## Relevant GES Targets:

- National teacher development policy developed by 2012
- National teacher development professional standards developed by 2012
- At least 20% of teachers are trained by each state annually



## What has the movement done to promote Inclusion in teacher Policies and Practice?

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- **Relevant GES Targets Cont...**
- At least 1000 teacher trainer are recruited by the 10 State Ministries of Education by 2012
- 1,000 female teachers recruited by the ten state ministries of education annually.
- 100 teachers of special educational needs are trained by the 10 States annually.



## Observations

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1. Three Limiting factors for inclusion in teacher polices and practice:
  - **Finance:** GES budget of \$1.1b too ambitious
  - **Capacity** to implements inclusion polices are very low
  - **Disruption** due to civil unrest and disasters
2. Success in Inclusion in teacher policies and practice dependent on donor support at the moment



## VSO's agreement with the Ministry

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1. VSO to contribute towards quality basic education.
2. Approach: Placement of experienced, international, long term volunteers to help enhance capacities within:
  - Department of teacher training;
  - Teacher Training Institutes;
  - Quality Assurance and Standards and;
  - County Education Centres.



## Conclusion

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1. Inclusion in teacher policies are in place;
2. Practices of inclusion in teacher policies are far from reality;
3. Donor support is needed to implement inclusive teacher policies.



Thank you for Listening

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Questions and Comments  
Are  
Welcome!