** REPUBLIC OF SOUTH SUDAN**

The Ministry of Education, Science and Technology



**Achieving education for all children in South Sudan**

The National Policy on Inclusive

Education 2014

The Policy Position Paper

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# INVITATION TO SUBMIT YOUR VIEWS

Members of the public and all the stakeholders are encouraged to share their views on the Inclusive Education Policy Position paper.

Written submissions can be emailed, mailed or delivered before 10th June 2014 by email or hand delivery to:

Email:

The Chairperson, The National Policy on Inclusive Education Technical Committee.

 Rev. Peter Adum Deng (MoEST) - peteradumdeng@yahoo.com

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Consultation questions are included near the end of the discussion paper as a guide for persons who wish to use them in developing their submission.

A summary of the consultation submissions will be provided to the public, following the conclusion of the consultation exercise in June 2014.

# Grossary of terms (interpretation and definitions)

In this policy postion paper the following words and expressions shall have the meanings assigned to them respectively:

***Disability*** is an evolving concept that results from the interaction between persons with impairments, attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others.[[1]](#footnote-1)

***Special Education Needs*** (SEN) has a legal definition, referring to children who have learning difficulties, limitations or other abilities that make it harder for them to learn or have access to education than most children of the same age.

***Inclusion*** is seen as a process of addressing and responding to the diversity of needs of all children and youth, through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate **all** children.

***Inclusive education*** means that, “Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalised areas or groups.” (The Salamanca Statement and Framework for Action on Special Needs Education, para 3)

***School and Instution of Learning*** are used intercharbly in this paper and is defined as an educational institution, public, assisted or private, recognised by the Ministry and the relevant State Ministry of Education which has teachers, learners and learning space.

***Accommodations*** (within inclusive education) are practices and procedures that allow students with disabilities or special needs to learn, have access to, and be tested on the same curriculum as students without these needs. The table[[2]](#footnote-2) below defines curriculum accomondation as discussed in this paper.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Types of Modification** |   | **Content Knowledge (input**) | **Conceptual Difficulty (input)** | **Intended Goals (output)** | **Methods of Instruction** |
| **Accommodation** | Same as general education curriculum | Same as general education curriculum | Same or modified | Modified |
| **Adaptation** | Same as general education curriculum | Slightly modified | Modified | Modified |
| **Parallel Curriculum Outcomes**  | Same as general education curriculum | Significantly modified | Modified | Modified |
| **Overlapping** | Different | Different | Modified | Different |

***Student*** means any learner in a pre- primary, primary, secondary and post- secondary school. The terms pupils, students and learners are used interchargerbly in this paper and meansa female or male of any age pursuing education in a formal, non-formal or informal, public or private education setting.

***Compulsory school age*** is the ages prescribed by the Ministry of Education, Science and Techonology during which learners are obliged to attend school.

***Curriculum*** is the overall organised course of study for any level of education including the vision, goals and objectives for learning organised into a sequence of courses over a specified period of time guided by a syllabus. Inclusive classrooms have multiple levels of learning with appropriate learning tasks and materials

***Development partners*** means any officially registered partner organisation that works in South Sudan for the purposes of education development.

***Ear-marked Grants*** are the fiscal transfers to the States in accordance with the formula set by the Commission.

***A policy position paper*** is a document that sets out proposals for new policy or changes in policy upon which the Government wishes to consult. Feedback and views of the public are invited and considered before the Government makes a final decision on the direction that it would like to take on a particular issue.

***Early Intervention means*** “intervening early and as soon as possible to tackle problems emerging for children, young people and their families or with a population most at risk of developing problems. Early intervention may occur at any point in a child or young person’s life”.

*Individualisded Support* Persons with disabilities receive the support required, within the general education system, to facilitate their effective education both academic and social. Effective individualised support measures are provided in environments that maximise academic and social development, consistent with the goal of full inclusion.

**Person Centred Learning and Life Plan** (PCLALP) is a document that both identifies the learners impairment, the accommodations, support and rehabilitation, medication they should receive including and their goals and how these will be achieved. This is drawn up with the young person concerned, professionals who have worked with them and their families. It should b reviewed once a year.

***Child-centred pedagogy*** is a philosophy that holds at its foundation the need to put children at the centre of learning and development: educators and parents take their cues from children, drawing upon their interests, needs and natural curiosities. In child-centred learning a rich learning environment is created where children are viewed as strong, capable, independent, curious, and full of imagination. Children are empowered to think, question, investigate, and explore as a basis for learning. Child-centred learning views development as a holistic, complex and interrelated process that includes the domains of emotional, social, cognitive, communication, language and physical learning, growth and well-being[[3]](#footnote-3).

***Twin Track approach to inclusion***. Firstly to create a child centred, barrier free environment where **all** learners receive quality education regardless of their gender, social background, ethnicity, linguistic diversity or other characteristics and engage and benefit from learning by creating an ethos and practice that respects difference and welcomes diversity; and secondly for those with various disabilities they receive the impairment specific adjustments, accommodations and support they need to thrive and receive quality education. Both of these tracks require teacher training for all in-service and pre-service teachers.

# Foreword

***By the technical committee***

The inclusive education policy position paper is intended to engage education stakeholders and the general public in a frank and honest discussion of issues and concerns regarding the development of inclusive education in South Sudan. The purpose of these proposals is to consult with the public to solicit your thoughts about the direction that the Republic of South Sudan (RSS) would like to take for our children. This effort is, but, one step in a longer process of change and eventual transformation. The committee highly values and appreciates your feedback and will review, analyse and develop a public response to comments. The feedback will be used to develop and implement realistic public policy and specific actions to enhance and support the development of an education system which is accessible to all.

The proposed National Inclusive Education Policy does not replace the education legal framework already established by the RSS, rather it provides a framework within which access to and equity in education is developed and promoted. Inclusive education examines how the educational provisions can be modified or changed to make sure that the education is relevant to the local context, that it includes and treats all pupils with respect and that it flexible so that all can participate. It is a transverse issue that cuts across all education initiatives – from early childhood education to primary education, vocational education, adult education, teacher education and curriculum development. It has implications for teacher training, curriculum development, local capacity building and community involvement, and requires re-directing resources and inter-sectoral cooperation. It aims to enable both teachers and learners to feel comfortable with diversity and to see it as a challenge and enrichment in the learning environment, rather than a problem.

Furthermore, the committee recognizes the valuable inputs and experiences of learners, parents, county government officals and local communities from all the States where data collection process took place. Their contributions helped to shape the content of the discussion paper. And while it shines a light on much of that which needs to change, it is also important to recognise the many developments that are already taking place. The committee therefore asks that the discussion paper be scrutinised within this context.

Finally, the policy position paper itself and the contents herein would not have been possible without the attention, hardwork, of all the members of the technical committee, staff from different departments within the Ministry of Education Science and Technology (MoEST), the Ministry of Gender, Child and Social Welfare (MGCSW), technical support from LIGHT FOR THE WORLD and financial support from Strømme Foundation and The Norwegian Agency for Development Cooperation (Norad). A special acknowledgement must be extended to Richard Rieser (the Lead Consultant) and his team for consolidating and drafting the paper. Last and but not the least, the Minister and Underscreatary MoEST for their political support in the policy development process.

Rev. Peter Adum Deng (MoEST)

Chairperson. The National Policy on Inclusive Education Technical Committee

# Executive Summary

This policy position paper proposes the framework of the envisioned **National Policy on Inclusive Education** in South Sudan. The MoEST believe that a fundamentally different approach is needed so that all children, regardless of race, gender, class, ethnicity, sexuality, religion, background, familial status or connection, upbringing,disability,aptitude and/or ability have the opportunity to achieve to their full potentials. As outlined in the constitution, the public education system must meet the educational and developmental needs of all learners, including those who are gifted and/or who experience barriers to learning. Therefore, a new direction for inclusive education is proposed; one that is fully inclusive, in name and in practice, and designed to meet the educational and related needs of all learners.

The discussion initiates broad consultations on the policy direction that the Republic of South Sudan and Ministry of Education Science and Technology (MoEST) would like to take to improve achievement for all learners. The need for broad consultations is premised on the fact that there is little or no shared educational philosophy and understanding about inclusion education within the public education system and; there are no comprehensive legislative or policy documents that set out the framework for inclusive education. These are concerns that have an impact on the quality of the education provided to students by the MoEST and schools, and must be addressed to improve the achievements of all learners.

Therefore, this policy position paper proposes a vision for Inclusive Education. This is because we must focus on the needs of all learners to ensure that all children are given the opportunity to achieve to their potential. Inclusive education cannot occur if it does not operate across the whole education system for all learners. Within an inclusive public education system, inclusive education is not a separate and parallel approach to education; it is a part of an inclusive framework, where all general education is inclusive and barriers to all learner’s success are challenged This approach facilitates education appropriate for children with various interests, challenges and needs. It is therefore important that we adopt an inclusive philosophy and a policy statement on inclusion to frame and guide future practice for all learners.

The technical committee proposes the following policy priority areas for consideration by the stakeholders and the general public during the consultation process:

1. Develop and/or improve school, county, State and national levels legislative framework to make the education system at all levels inclusive, which is alligned with aspiration of current legislations guiding the education system in South Sudan, and adopt regional and international guidelines that promote inclusive education. The development of effective legislation, policies, standards and procedures are proposed because they would mandate and set higher aspirational standards and expectations for the minimum requirements for the appropriate provision of education to all learners, including those requiring additional supports
2. Set clear expectations and provide support for whole-school and whole-system approaches to maximising learners’ achievements and support the development of the inclusive education process. The whole-school and whole-system approaches to inclusive education is aimed at ensuring that everyone involved with schools plays a clearly understood and collaborative role in the success of learners
3. Introduce a comprehensive multilevel (school, county, State and national) educational support framework that departs from the medical view of special educational needs and embraces the social dimensions of disability by putting the focus on the young person and their family through Person Centred Learning and Life Plans. The focus will be to identify impairments, but then to come up with accommodations, support and rehabilitation as well as helping transitions to adult life. Such a support framework would sit within and be supported by the whole-school and whole-system approach to improve learners’ achievements. Key support institutions (4 tier system of resource centers) and structures (a comprehensive education management information system) should be constituted
4. Provide learners in need of additional supports with inclusive education programmes, services, placements and service delivery models. While MoEST is committed to the education of each child in the regular classroom setting, we want learners requiring additional supports to get this in the most appropriate manner. A starting point is that the child attends their local school, but then their needs should be identified and met by a wide range of supports:- itinerant and specialist teachers, resource bases which can provide advise and support on changing learning programmes so they succeed alongside medical and rehabiltative and therapy support. For Deaf learners they need access to sign language and blind learners Braille. Other learners will require augmented and facilitated communication and many will require a new more flexible approach to teaching. We want schools and classroom teachers to be trained and supported to meet an increasing range of diverse needs.This will require a large and ongoing training effort, but all learners will benefit from this improved pedagogy., We recognise this will take time which is why such a programme of change will need to be phased in. In the meantime we want learners to have, as much as possible, meaningful participation and be included with similar-aged peers in school.
5. Institute, as part of existing education management, committees or a stand-alone multi-level and multi-sectoral advisory committees of the the MoEST with an enhanced role and responsibility for the development ofinclusive education to fill the gaps in the education programmes and service provision. The committee should:
6. Support change in beliefs and practices in teaching and learning processes to improve learners’ achievements;
7. Make recommendations and decisions regarding the development and funding for inclusive education by the government and development partners;
8. Support development of schools and community-based structures and processes to improve transition preparation and planning for learners that require additional supports;
9. Instutionalize the development of the professional capacity and practices of all teachers to provide reasonable accommodations, individual and peer support and inclusive child centre teaching
10. Encourage, facilitate and be responsive to increased parent, family and community involvement and advocacy including a national campaign to get all children to school;
11. Measure value-added results to help improve investments in inclusive education;
12. Improve interministerial co-ordination; increase knowledge, transparency and accountability for results in inclusive education and;
13. Support the continuous improvement of inclusive education programmes and services supported by internal and external evaluation.
14. The need to challenge negative attitudes to wards children and people with disabilities by awareness campaigns on the radio and including a module in the social studies part of the curriculum. This will be enhanced by setting up disability equality clubs in schools and developing the capacity of local Disabled Peoples Organisations to be involved in training of teachers and work with parents to value their children with disabilities to bring about a seed change in the way children and adults with disabilities are viewed in school, educatinal institutions and society.

The views of the stakeholders and public will be used to concretise the policy proposals into an overarching inclusive education policy paper. The policy should define among other issues: policy and institutions frameworks; requirements and standards; inclusive education coordination mechanisms; tackling physical barriers in buildings and lack of transport, delivery of inclusive education and; financing and sustainability mechanisms for inclusive education programmes. Consultation will also continue along the way to provide increased value to the process and the final policy framework. To facilitate technical understanding of the issues discussed in this paper we have annexed as part of this paper the ‘Why Inclusive Education’ pamphlet , which gives the basic framework of inclusive education and ‘The Path to Inclusive Education’ , A Discussion Paper to support develop the National Inclusive Education Policy for South Sudan .

I look forward to your contributions and your futher involvemnet in rolling out the policy.

Richard Rieser Lead Consultant

([www.worldofinclusion.com](http://www.worldofinclusion.com) e-mail: rlrieser@gmail.com).

# Section 1: Background- TORs and the MOU

The development of the National Policy on Inclusive Education for the Ministry of Education Science and Technology, Republic of South Sudan is an initiative between the MoEST, Strømme Foundation and LIGHT FOR THE WORLD and financed by Norad. The initiative is operationalized through Terms of reference and the Memorandum of Understanding signed between the three parties. These documents are available on request. This section outlines the rationale, goal, objective(s), scope and principles of the policy as envisioned in the TORs and the MOU. The section also briefly outlines how the policy position paper was developed.

## *The Rationale for the National Policy on Inclusive Education*

“We cherish education for all our people equally and aim to provide a lifelong

Education for all children and adults of South Sudan, an education that is relevant and

Based on the needs of the people, to enable them to be responsible and productive

Citizens”. – This is the mission of MoEST, Republic of South Sudan and it exemplifies the need and timelines of the proposed policy.

Universal primary education is a global goal. Providing education as a right is an obligation of all governments and requires that they translate their national commitments into legislation. This goal will only be achieved when the universal right to education especially extends to individuals requiring additional supports and accommodations, including learners with disabilities in the country, as the evidence are far that fewer of learners with disabilities attend school than their peers and other marginalized groups. As defined by the General Education Act 2012 and the Education Sector Strategic Plan (2012-2017), the long-term vision of the government of the Republic of South Sudan for the education sector is to build an educated and informed nation. The mission is to introduce a series of reforms to improve quality, access to, and funding for general education, as well as tackle the issue of illiteracy in the country and low institutional and human capacity in the general education sub-sector and, in so doing, promote general education for all citizens of the Republic of South Sudan.

The global ‘Education for All’ movement, and approaches like child-friendly schools, have not always adequately addressed the specific access, learning and participation needs of learners with disabilities. Even though such broad approaches bring about noticeable results in terms of improving general education quality, teaching practices and attitudes. However, there are many barriers to education in a country such as South Sudan which lead to high drop-out and low completion across the whole population. In addition some barriers, unique to children with disabilities, cannot always be resolved through general improvements alone[[4]](#footnote-4). For this reason, there is a need to develop an inclusive education policy framework for learners with and without disabilities that addresses the broad system and school-wide improvements required, at the same time as addressing the very specific needs of individual learners with disabilities. This ‘twin-track approach’ is also in line with child-centred pedagogy, which is a key approach to improving the overall quality of education.

Within a twin-track approach to inclusive education, the provision of targeted support for children with disabilities is often facilitated through community based rehabilitation (CBR) workers and itinerant teachers who work directly with specific children and advise regular teachers. Similarly, resource centres and multi-disciplinary teams serving one or more schools may support whole-school changes and address individual children’s learning and participation needs. Whole-school improvement plans and other quality assurance and human resource development initiatives, therefore, need to integrate inclusive education principles pertaining to all learners and learners with disabilities in their criteria.

It is, therefore, imperative to develop a national policy that comprehensively defines and identifies areas of need across the whole population and of additional needs. A comprehensive inclusive education policy framework is essential to guide the work of all actors involved in provision of inclusive education to ensure consistency and a coordinated implementation. The policy is important in the elimination of disparities and enhancement of equity and equality for all learners, especially inclusion of learners with grammar additional needs, including learners with disabilities in the education system.

## *The envisaged Goal and Objectives of the inclusive Education Policy*

The government’s overall goal for education in South Sudan adopts the principles of inclusive education through this statement: “A Society in which ALL persons regardless of their disabilities and special needs achieve education to realize their full potential”. The inclusive education policy, therefore, should facilitate the ***’creation of positive and successful environment for all learners through the process of inclusive education and provides those for those with special needs and disabilities to have equal access to quality and relevant education and training.***’

The proposed national inclusive education policy framework will be hinged on, and will aim to achieve the following overarching objectives at all times:

1. Develop a process that identifies and challenges the barriers to ALL achieving quality educational outcomes.
2. Enhances early identification, assessment of support needs for learners in pre-school and schools, intervention / rehabilitation to promote awareness on the educational needs and abilities of persons with additional support needs, including learners with disabilities within the education system and the wider community.
3. Promote and facilitate inclusion of children that require additional supports in formal and non-formal education and training.
4. Promote barrier-free environment for learners requiring additional supports in ALL learning institutions.
5. Provide, train and promote the use of specialized facilities, services, assistive devices and technology, equipment and teaching / learning materials.
6. Develop capacity of teachers and head teachers, specialists and essential service providers to deliver quality services to learners requiring additional supports, including learners with disabilities.
7. Enhance collaboration and networking, strategic partnerships and participation of stakeholders, including relevant ministries (e.g., health, social development), parents of children requiring additional supports, including children with disabilities, Disabled People’s Organisations and organisations working in the field of disability and health.
8. Support research and development on inclusive education for students with and without disabilities and other special needs, documentation and dissemination of relevant information.
9. Promote effective management and coordination of services to support achievement of all learners and those requiring additional supports, including learners with disabilities

## *Scope of the Inclusive Education Policy*

The policy will apply to all educational, training and research activities, educational intervention programmes in South Sudan. The policy will apply to (but not limited to) the following key stakeholders:

1. Public and private service providers Development partners, community-based organisations, non-governmental organisations, civil society organisations and faith-based organisations
2. Learners, parents / guardians and the wider community; heads, teachers and managers of educational institutions.
3. Ministry of Education, other government ministries / departments and Semi Autonomous Government Agency ( SAGAs).
4. Other inclusive education service providers

Thematically, the policy will cover the following sub-sectors:-

* Early Childhood Development and Education (ECDE),
* Primary, Secondary, Adult and Continuing Education (ACE), Alternative and Non-formal Education,
* Technical, Industrial and Vocational Entrepreneurship and Training (TIVET),
* Teacher education and training and all other tertiary institutions, including universities.

In line with the global and national trends, the policy will address issues of access, equity, retention, transition, relevance and quality in inclusive education. Application and implementation in relation to financing, management and coordination and governance of inclusive education at all levels will be covered within this policy.

## *Guiding Principles*

In coming up with this policy document, the following guiding principles will be taken into consideration:

* The twin-track approach (mentioned earlier)
* Recognition that all children can learn and need support
* Identify, address and remove barriers within in the physical, social and learning environment e.g., negative attitudes, poor teaching strategies
* Effective equitable access to all educational institutions and services by all learners and those requiring additional supports and accommodations, including learners with disabilities
* Non-discrimination in enrolment and retention of learners requiring additional supports, including learners with disabilities, in any institution of learning
* Barrier-free transition of learners requiring additional supports, including learners with disabilities, through the various educational levels in accordance with their abilities
* Learner-centred curriculum and responsive learning systems and materials
* Holistic realization of the full potential of learners requiring additional supports, including learners with disabilities
* Protection of the human dignity and rights of learners requiring additional supports, including learners with disabilities
* Gender parity applying equally to men, women, boys and girls including those requiring additional supports, including those with disabilities
* Active and proactive primary role of parents and families as caregivers and health providers of their children

## *How the Discussion Paper was developed*

The development process of the discussion paper began in earnest, and included consolidating the outcome of the technical committee workshop in Nairobi (the report is annexed to this paper) and the data collection process in six States (the data collection is annexed to this paper). The technical committee workshop aimed at building the shared understanding on the general principles and practises on inclusive education among the members. Based on the need to further build social consensus on inclusive education, the ‘Why Inclusive Education in South Sudan‘ pamphlet was developed, and it is also annexed to this paper.

The Nairobi workshop was followed by data collection process in Eastern, Western and Central Equatoria States, Lakes, Northern Bahr-el Ghazal and Western Bahr-el Ghazal States. The data collection targted children with disabilities and their families, teachers in 48 primary and secondary schools, opinion leaders in the community, County Education Officials. Disabled People’s Organizations were also consulted in the process of the data collection to sample their opinions on inclusive education. The participants engaged the opportunity to be heard, and contributed to change for children, their families and the larger society. The exercise helped to provide a better overall view of what the policy priorities should look like, and also provided insight into historical and current challenges with inclusion, as outlined later in the policy position paper.

## *Key Interfaces*

The Republic of South Sudan sees high quality public education, as inclusive education, and as a national endeavour that goes beyond the walls of the Ministry of Education, Science and Technology and individual schools. A successful and effective education system is dependent upon the involvement of parents, educators, support professionals, non-profit organisations, and the larger society. In addition, public education cannot be successful without the support of the larger government for the establishment of a strong infrastructure that includes legislation, financing, policies and strategies. This infrastructure helps to drive the quality and types of services and supports that are necessary to optimise learners’ achievements and outcomes. Examples of services and supports include access to basic healthcare (including mental health services), human rights legislation and enforcement, feeding programmes, social and financial assistance, occupational and physical therapy and speech and language therapy.

# Section 2: Contextual Overview of the Policy Issues

## *Country Context*

Emerging from decades of conflict, the new Republic of South Sudan (RSS) is focused on the tasks of nation-building, state-building and peace-building to provide the basis for national development[[5]](#footnote-5). The challenges facing the country are daunting - there is continued political conflicts, insecurity, widespread poverty, limited economic opportunities, poor infrastructure and limited basic services delivery. South Sudan is a vast country with a relatively small, but rapidly growing population (estimated between 11 and 13 million)4 –. The country consists of 63 ethnic groups, some of which fall into broader tribal families, speaking around 50 indigenous languages.

The bulk of the population is rural (83%), and largely dependent on subsistence agriculture. Despite the presence of significant natural resources, 51% of the population in South Sudan lives below the national consumption poverty line. The country’s development indicators are some of the lowest in the world: only 8% of women are literate; one in three children are moderately or severely stunted from malnutrition5; and maternal mortality rates are amongst the highest in the world at 2,054 per 100,000 live births. Additionally, South Sudan is in the bottom five countries for 11 of the 22 Millennium Development Goal indicators for which there is data[[6]](#footnote-6).

Economically, South Sudan is heavily dependent on oil, which accounted for 98% of total government revenue in the 2011 national budget. The South Sudan Development Plan 2011-2013 provides the framework for addressing these issues based on four core areas: improving governance; achieving rapid rural transformation to improve livelihoods and expand employment opportunities; improving and expanding health and education services and; deepening peace-building and improving security.

## *General Education Context[[7]](#footnote-7)*

Prospects for progress in education are inevitably influenced by the wider state of human development. South Sudan is one of the world’s least-developed countries, with widespread poverty and food insecurity. About half of South Sudan’s population lives below the national poverty line (using the $1.25 a day threshold)[[8]](#footnote-8). The country has one of the world’s highest levels of maternal mortality, with fewer than one in five births attended by skilled personnel (DFID2011).

With over 50% of the population of South Sudan under 18 years old, an adult literacy rate of 27%, and a primary net enrolment rate of 43%, there is a huge need and demand for education at all levels. Enrolment has risen rapidly since the Comprehensive Peace Agreement (CPA) in 2005, but primary net enrolment remains the second lowest of 123 countries, at 46%. The high drop-out rate means that fewer than half of these children complete even four years of primary schooling, and only one in ten children finish primary grade 8: girls are half as likely to complete as boys[[9]](#footnote-9). At secondary school levels gross enrolment is 4%, with girls making up only a third of the students.

Despite significant school construction programmes, educational infrastructure remains limited with permanent structures making up a third of primary classrooms and over a third are open air, ’under a tree‘, classrooms. Reported textbook ratios are around one textbook per four students for Mathematics and English, with far higher ratios for other subjects. At least, 36% of primary school teachers are untrained, and the qualified teacher: pupil ratio is 1:117. In all of these national statistics, there are significant variations across and within the regions and states. For example, in Jongle and Unity the textbook: pupil ratio for primary Mathematics and English is over 1:10.

The Education Sector Strategic Paper (ESSP 2012-2017) and its accompanying Action Plan, provide the framework for the development of the education sector over the next five years. It lays out ambitious targets for the sector, with a focus to improve quality, as well as access, and to strengthen the resource-base of the sector through an increase of government budget allocations to education from the current 7% to 27%. This is a challenging target in the time period, given the 43% budget allocation to security in the draft 2012/2013 budget[[10]](#footnote-10). Data from the Education Management Information System – EMIS - (2012/2013) indicate that there are 1,551 pre-primary teachers (56.2% paid, 29.9% volunteer and 14% unknown), 27,709 primary school teachers (87.4% male, 35.5% are untrained, 23.7% are in-service, 12.8% are pre-service, 7.2% with diploma and 20.8% unknown).

There are 2,723 secondary school teachers (56;6% trained, 19% untrained and 24.4% unknown). Majority (87%) of teachers are male (EMIS, 2012), and no data is available on how many teachers with disabilities there are in South Sudan. Set against the very real achievements and progress made therefore, the education situation in South Sudan can only be described as dire. The country is a long way from achieving the 2015 EFA goals. Today, South Sudan is in a catch-up phase — but it is starting from a low base and moving relatively slowly. But this very dire situation, if peace and reconciliation can be achieved could be the well spring for mobilising large numbers into developing RoSS biggest assest all its people and inclusive education is the way to achieve this.

## *Disability and learners with disabilities in South Sudan*

The South Sudan Annual School Census (ASC) in 2012 identified 18,687 primary pupils with special educational needs[[11]](#footnote-11) or 1.37% of all enrolled pupils[[12]](#footnote-12). Table 6 shows the geographic spread which is between 0.9% in Lakes State and 2.3% in Eastern Equatoria. Nevertheless, the variations in numbers are important in planning inclusive provision and support. There are also big variations between schools within the 10 States. The low numbers recorded will probably represent the absence of children with disabilities from school. If the number were in line with the latest WHO estimates of 15% worldwide we would expect at least 322,311[[13]](#footnote-13). Given high prevalence of impairment causing diseases, stunting through hunger and the impact of conflict, it is likely the figure for South Sudan is higher.

**Table 1 Numbers of primary pupils identified with special educational needs 2012 ASC.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **State**  | **Number**  | **Percent** | **State** | **Number** | **Percent** |
| **CE** | 2,701 | 1.8% | **UN** | 1,997 | 1.1% |
| **EE** | 2,385 | 2.3% | **Unity** | 1,665 | 1.3% |
| **Jonglei** | 2,960 | 1.2% | **Warrap** | 1,630 | 1.0% |
| **Lakes** | 930 | 0.9% | **WBG** | 755 | 1.1% |
| **NBG** | 2,337 | 1.6% | **WE** | 1,337 | 1.7% |

Some doubt must be cast on this data from an EU funded study in Yei (Central Equatoria) and Mondri (Western Equatoria) counties in 2011 that found in the 41 school visited “Most of the information was recorded in schools indicating children with special needs with a variation in the classifications of the children in most of the schools visited.”[[14]](#footnote-14) This household survey of 563 families with children with disabilities is stratified and then random. The wide variance and ranked position of the various groups of impairing conditions is interesting, with two of their top 4 rankings not even being recorded in the Government school survey. Following the MICs/Washington Group[[15]](#footnote-15) classification methods, they identify those with mild, moderate and severe impairments and found 700 children with disabilities, 28% severe and 72% moderate or mild. Most significant impairments in the sample were epilepsy (39.4%), physical impairment (18.3%), hearing impairment (12.9%) and nodding syndrome (10.6%), a mysterious condition spreading at alarming speed and whose cause is not known.

Given that families in the sample had an average of 6 children, this would mean approximately a child population with impairment of **20.7%.** 40% of children in the sample were not in school because of epilepsy and 26.3% not in school because of disabilities. In the five schools in Yei and thirty schools in Mundri where staff had received training on inclusive education more children with disabilities were enrolled. (See Table 2). Recent work through UN Statistics in selected countries puts children with disabilities at 14%-20% of the total. [[16]](#footnote-16)We know proportions of children with disabilities can increase with poverty and environmental factors such as land mines, malaria or river blindness.

**Table 2 Number of primary pupils with inclusive education needs by type and gender 2012**

|  |  |  |
| --- | --- | --- |
| Type of Impairment | ASC 2012 | Random Sample of 563 families with CWD In Yei, Mundri counties[[17]](#footnote-17) |
| Poor Vision | 5916 (31.65%) 1 | 60 (7.5%) includes Blind 5 |
| Learning disability | 5391(28.84%) 2 | 60 (7.5%) 5 |
| Partial deafness | 3818( 20.43%) 3 | 103 (12.9%) includes 3 deafness |
| Physical Impairment | 2594 (13.88%) 4 | 143 (18.3%) 2 |
| Complete deafness | 633 (3.38%) 5 | See poor vision |
| Complete Blindness | 335 (1.79%) 6 | See partial deafness |
| Nodding Disease \* | Not recorded | 85(10.6) 4 |
| Epilepsy\* | Not recorded | 315 (39%) 1 |
| Other\*  | Not recorded | 17-(2.2%) 7 |

\*Not recorded in Annual School Census by EMIS as seen as sickness

In South Sudan the 5th Census in 2008[[18]](#footnote-18) showed a prevalence rate of disability at 5.1% (424,000 persons out of 8.28 million-the population at the time) with a variation from 3.1% to 8.1% per state, 5.1% for male and 5.0% for female, and evenly spread across age groups. 85% of persons with disabilities live in rural areas, 15% in urban areas. This compares to 83% of the general population living in rural. A recent study in 4 South Sudan states found higher levels of disability amongst over 18 year olds, a cross-sectional community based study of the four Greater Bahr el Ghazal States, South Sudan (n = 1200). The Harvard Trauma Questionnaire (HTQ) was applied to investigate exposure to trauma events. Disability was measured using the Washington Group Short Measurement Set on Disability, which is an activity-based scale derived from the WHO’s International Classification of Disability, Functioning and Health. The estimated prevalence of disability (with severe difficulty) was 3.6% and 13.4% for disability with moderate difficulties and mild difficulties were 40%. No gender differences were found in disability prevalence. Almost all participants reported exposure to at least one war-related traumatic event[[19]](#footnote-19). Such results would be likely to be replicated for children.

The partial National Disability Assessment (2012)[[20]](#footnote-20) indicates that, the main self-reported causes of impairment among the surveyed population with severe disability are:- eye disease (23.5%), war/conflict (21%), poliomyelitis (21%), mental illness (14.1%), acquired at birth (12.2%), road accident (10.6%), animal/snake bite (10%), physical violence and abuse (8.8%), burns (6.7%), hypertension (3.8%) and HIV/AIDS (0.9%). This gives a more realistic estimate of children with disabilities and means only 1 in 12 children with disabilities are likely to be in school or in school and correctly identified. All the above suggests there is an urgent need to identify the potential number of people with disabilities who may need to access education, so their needs and reasonable adjustments can be planned for. The MGCSW paper suggests higher attendance of children and students with disabilities but does not quote a source.

 “In South Sudan, school attendance of persons with disabilities varies from 21.9% to 24.3% according to surveys. The ratio drops to 17.6% for female in all surveyed locations, and to only 10.5% in Warrap state. It shows large discrepancies between male and female and between states. There is no available data on succession and completion of education rate of children with disabilities. The drop-out ratio stands at 48% but there is no data available on the out of school children with disabilities and adult learners with disabilities. Children with sensory and intellectual impairment are less likely to attend schools”.[[21]](#footnote-21)

In analysing the context, there are four key emerging conclusions. Firstly, undoubtedly, the numbers with disabilities in school is only a small proportion of the children with disabilities in the community. There are many factors that lead to the barriers to their placement in school poverty, large classes, lack of transport and access to buildings, lack of trained teachers, sanitation, rehabilitative equipment and a rigid curriculum and assessment, Second, change is required at both an institutional and individual level to bring about inclusive policy and practice. To ensure the consistent uptake of inclusive practice across the institution, it is necessary to modify institutional policy and processes, and work with individuals to promote positive attitudes and changes to practice. To embed widening participation and equality could arguably be not about doing different things, rather it involves doing things differently.

Third, it is essential to build an evidence base and models of good practice that can be replicated, from which to bring about change. Evidence plays a significant role in the process of change, providing the means to demonstrate an imperative to change and the benefits or impact of change, as well as identify priorities for action. It is necessary to generate and draw on robust evidence that is pertinent and tailored to the particular institutional context and stakeholder groups. Finally, to engage all stakeholders in the learning establishment the students, teachers, managers, parents and community to tackle their prejudices and create a welcoming presence, support and participation for those who are currently excluded so they can thrive. The best way to do this will be though whole-school change and development lead by head teachers, the community and with the support of local inclusion coordinators.

# Section 3: Conclusion Drawn from Data Analysis.

In order to establish the knowledge and views of various stakeholders to incclusive education and the main barriers to its development in March 2014 field work was carried out in 54 schools. Interviews were held with the headtechers and focus groups were

held with teachers, parents and school students and with local county education officers and inspectors. Because of ongoing conflict this coul;d only be carried out with respondents in 6 states and 9 counties. In each 1 secondary and 5 primary schools were involved.

**Diagram 1 Aggregated barriers from respondents across all counties.**

There was some variation across the counties. In poorer areas poverty and inability to pay school costs were a big barrier. In less densley populated areas transport to school was a bigger factor prejudice was also a factor here.. This combined with lack of access to school buildings was prioritised by the largest number of respondents, followed by lack of expertise and teacher training and then lack of resources and poverty. This was followed by lack of appropriate communication system such as Braille and Sign language and lack of support and inflexible curriculum.

Once the different possible forms of educational provision for children with disabilities had been explained to all respondents. As diagram 2 demonstrates there was a very strong preference for the inclusion of all learners together in one inclusive mainstream school where all their needs could be met was way ahead of other options.For all groups of respondents it was the strong choice. A long way behind was resourced classes, where an extra teacher with training would work with the class teacher to meet the needs of the children with disabilities and special needs. A dose of reality for 8 repondents, recognising what is currently happening for most children with disabilities, chose integration where they have to just manage with things as they are without accommodations or much support. Quite a few children suggested boarding attached to the school because of difficulties with travel. However the children were very strongly in favour of including their peers with disabilities and helping them.

Diagram 2 The preference for the type of educational provision of respondents to the survey. Respondents from Aweil, Yei, Mundri East, Mundri West,Wau,Torit counties

The children’s views were most informative and it appeared for the 1-3% of children attending school there was a lot of unplanned good inclusive practicegoing on..

**Children’s views of support for CWD**

We give individual help.

Group discussions

We help them get to their seat.

The teacher often has them at the front.

They get extra help at break

We explain what they do not understand

We talk using gestures

There is some teasing and bullying

We have an after school counseling club

We all learn together

Write in bold on blackboard

Parents need to be persuaded to bring them to school.

Parents give advice to the teacher

We encourage them to attend.

In the Survey the following counties were involved Juba County, Morobo County and Yei County in Central Equatoria; Torit County in Eastern Equatoria; Rumbek Centre County in Lakes State; Aweil Centre County in Northern Bahr el Ghazal State; Wau County in Western Bahr el Ghazal State and Mundi East and Mundri West Counties in Western Equatoria State. Counties and states were selected by LfW with MOEST on a security basis and where they had local contacts.

All children and many teachers knew of children with disabilities who did not go to school and where they lived. A number of the children’s focus groups wanted to campaign for the children with disabilities to come to school. Often the negative attitude of parents was given as a reason why children with disability were not in school.

# Section 4: The Proposed Policy Framework

## 1.0 Tittle and Commencement

This Policy shall be cited as the “National Inclusive Education Policy” and shall come into force on the date of its signature by the Minister Ministry of Education Science and Technology.

## 2.0 Purpose

This policy provide the framework within which inclusive education programmes and practices in the learning institutions in the Republic of South Sudan will be developed and implemented.

## 3.0 Application

The policy applies to all levels of education - formal, non-formal and alternative education in the Republic of South Sudan. While the policy has the legal basis on the General Education Act 2012 of MoEST, it seeks to reach out to the other legislations and policies which are relevant in the development of education system in the Republic of South Sudan

## 4.0 Legal Authority

* The Transitional Constitution of the Republic of South Sudan, 2011- The Article 29 Right to Education and Artcile 30 Rights of Persons with Special Needs and the Elderly.
* The General Education Act 2012 – Part 50.Regulations - The Ministry may make such rules, regulations and procedures as may be necessary for the effective and efficient implementation of the provisions of this Act .
* The Education Sector Strategic Plan (2012-2017) –Strategic Goal (1): To increase access to general education and promote equity. Objective (2)- To facilitate access to learning for pupils with inclusive educational needs. (b)National policy on special needs education is developed by 2012.

## 5.0 Goals and Principles

***The Policy Philosophy***- We believe Inclusive Education is a public good that is as much about the kind of society that we want to have, as it is about ensuring that all of our children, regardless of race, gender, class, ethnicity, sexuality, religion, background, familial status or connection, upbringing, disability and/or ability are given the education and support to achieve to their potential. The recognition that we value and support all students, regardless of their disabilities and in support of all of their gifts and talents affirms the Rights To Education as provided in Article 29 and 30 of the South Sudan Transtional Constitution 2011 and the Principles and Goals of General education as exmplified in the General Education Act 2012.

***The Policy Statement***- We believe that education in South Sudan must be truly inclusive, universal and comprehensive. Inclusion must be the educational philosophy of the public education system and the framework in which the public education system operates and continues to be transformed.

***The Policy Guiding Principles-*** Based on the articultaion of our belief, we state and acknowldge that:

1. The philosophy of the public education system is an inclusive one where all children have the right to a quality education, which means the right to enroll, access, participate and achieve their potentials in a quality education that meets their needs.
2. No parrallel Schooling Structures that will be set-up for children with Special Education Needs but rather a system of resource institutions will be developed to support regular schools to include children with disabilities and those at risk of exclusion.
3. All children can and will learn if given time and the proper supports
4. All children should learn together, regardless of their diversity in terms of gender, ethnicity, disability and other human diversity issues
5. The education system must be flexible to accommodate all learners with different learning abilities to achieve their potentials
6. The need for change must be reflective, responsive and model support and accountability for improved student achievement and student outcomes.
7. Participation and collaboartion of all stakeholders is pivotal in the realization of the Inclusive Education System.

***The Policy Vision-***  This policy affirms the vision envsioned in the South Sudan 2040 strategy that is to build an educated and informed nation by 2040. To realise this vision, the public education system and its approach to inclusive and inclusive education must be truly child and student-centred and inclusive, in belief and in practice. Appropriately qualified, trained and suitable staff must understand their roles and responsibilities, work within a clear framework of expectations, and be supported by a strong infrastructure. As an integral aspect of this vision, we propose the development of key measurable indicators that will be used to develop benchmarks and reflect over time how inclusive public education is becoming and what progress is being made towardsthe goals of modernised inclusive education. These indicators will be publicly available and reported regularly.

## 6.0 Policy and Institutional Framework

The section outlines the proposed responsibility of the MoEST in the implementation of inclusive education across the country. Ultimately, Inclusive and Special Need Education shall be implemented through the Directorate of General Education and Inclusive education as outline below.

***National Level***

The MoEST is the ultimate body responsible for the general education sytem in South Sudan. Consequently, Inclusive inclusive education will be integral to the functions of the Director General, General Education.As such and for the purposes of consistency, the Department of Inclusive education within the Ministry of Gender, Child, Social Welfare shall hencewith be shifted to the MoEST and be renamed ‘Department of Inclusive Education’. The department will be headed by the Director Inclusive Education.

***State Level***

Subsequently, there will be the Department of Inclusive Education in all the States. The Department will be headed by the Coordinator Inclusive& Education. The Coordinator will report directly to their respective State Directors General of Education. The Coordinator shall be of the rank of the Director.

***County levels***

Each county will have an Inclusive Education Officer. Hereby refered to as Inclusive and Inclusive Education Officer who will work under the department of education and will report to the head of department. The county officer shall be of rank equivalent to that of Inspector of Schools.

***School Level***

Inclusive education teachers are appointed as a inclusive /Resource Teachers. They are attached to cluster of schools (mainstream) in inclusive setting. They become members of staff of the schools and work under the heads of schools. The Resource Teachers work shall be among others to identify all pupils experiencing difficulties in classroom and plan strategies for intervention. They support pupils and teachers for quality teaching and learning and collaborate with parents, staff of health services and social welfare. The county inclusive education officer supervises and monitors activities of Resource Teachers.

***Community Level***

There will be an inclusion facilitator appointed in each community, selected from parents or local CBR workers whose job is to work with parents to get out of school children into school and minimise drop out. They will be trained at County level and be line managed by the Inclusive Education officer.

***3 Tier Inclusion Resource And Personal Facilitation Centres (IR&PFC)***

Headed by the Director,Inclusion Resource And Personal Facilitation Centres IR&PFC on Funtional Assessment and Resource will be established as the state or semi-autonomous agency linked to the MoEST for the purposes of developing inclusive practice and resources, educational functional assessment, referal, placement and support to the learning institutions. 3 tier system (National, State and County levels) is suggested. The following are proposed functions of different tiers:

***At the National level the IR&PFCshall act as the:***

* National Referral centre
* Centre for Policy Development and Quality Assurance Standard
* Research Centre
* Production of teaching and assessment materials

***At the State level the IR&PFCshall act as the:***

* Referral centre from the counties
* Centre for programme development and human resource development.
* Center for developing guidelines, tools, process and procedures for the comprehensive Educational Fuctional assessment and data collection involving learmers with disability.
* Provider of advisory services to all agencies on issue of education functional assessment, assistive learning devices and curriculum adjustments

***At the County level the IR&PFCshall act as the:***

* Screening, identification and assessment center
* Providing a framework and monitoring of Person Centred Learning and Life Plans
* Advise for placement, coordniating community rehabilitation services and Community mobilising (stakeholders)
* Coordnating provison of assitive devices and other learning materials
* Support schools
* Center for In-service training for teachers

## 7.0 Policy Requirements & Standards

### 7.1 Collaboration

***The Ministry of Education, Science and Technology (MoEST)***

The implementation of Inclusive Education is a responsibility of Directorate of General Education (DGE) , headed by the Director General. DGE shall also deploy relevant infrastructure and logistics for the implementation of Inclusive and Special Need Education and provide personnel and resources for its general co-ordination and monitoring.

***Interdirectorate collaboration within MoEST***

The proposed Department of Inclusive Education shall collaborate with all Directorates, Departments and Coordinating units (whaterver the case may be) within the MoEST to achieve the goal of inclusion. This Interdirectorate collaboration, will extend to the State and County levels. The interdirectorate collaboration shall be operationalized through a Ministerial Directive as provided for in the General Education Act 2012.

***Inter-Ministerial collaboration***

With the Directorate General Education within the MoEST taking the leading role, Inclusive and Special Needs Education will be implemented as an inter-ministerial collaborative initiative. To that effect, the proposed Director Inclusive and Special Need Education shall collaborate with relevant directors in all areas of programme planning, implementation and monitoring. This function in the first instance shall be extended through an Inter-Ministerial Directive to the Directorate of External Relation and Training within the Minstry of Higher Education and the Directorate of Vocational Training within the Ministry of Labour, Public Service and Human Resource. And as such mainstreaming practises and principles of Inclusive and Special Need Education within Higher Education and Vocational Training becomes an integral function of relevant Director Generals within the two Ministries. Further and in accordance to already set our procedures for Inter-ministrial collaboration, the proposed Department of Inclusive and Special Need Education shall explore to identify Inclusive and Inclusive education Issues in the mandates of the relevant Ministries and collaborate accordingly.

### 7.2 Roles of key Minsitries

The MoEST shall have the leading role in all aspect of the Inclusive Education activities and programmes. In addition and as proposed above and within the aspiration of the Republic of South Sudan to provide a holistic eduction for all, implementation of Inclusive and Special Need Education shall be a shared responsibility operationalized through inter-ministerial, interdirectorate and inter-departmemnts procedures already set out at the National, State and County level as the case may be. The proposed Director Inclusive and Special Need Education, working together with the relevant proposed officer at State and County levels will take the leading role. Below are suggested key supportive fuctions of the different Ministries.

***The Ministry of Education, Science and Technology (MoEST)***

The MoEST shall be the lead agency in the development and implementation of incluisive education policy (and the programmes, guidelines and activities therein) to ensure that philosphies, principles, practises and activities of Inclusive and Special Need Education are effectively aligned with overall national vision, goals and action plans. Consequently, and as provided in the General Education Act 2012, The Directorate of General Education (DGE) within MoEST as well as proposed Department of Inclusive Education and National, State and County levels shall oversee the implmentation process. Working together with the Directorate of External Relation and Training within the Ministry of Higher Education and the Directorate of Vocational Training within the Ministry of Labour, Public Service and Human Resource, the DGE shall be responsible for

1. General and policy level coordination
2. Formulation, review and dissemination of programme policies;
3. Planning and Budgeting;
4. Provision of logistics, equipment, human resources and funds
5. Facilitating and mobilization of expert support and other resources in the:
6. Development of the guidelines (at the three levels) on the establishment of Inclusion Resource And Personal Facilitation Centres (IR&PFC).
7. Development, standadization and use of sign langauge and Braille as a langague of instruction as provided for in the General Education Act 2012 and the Mother Tongue Policy 2012.
8. Develop flexible approaches to the curriculum and assessment to be used with different groups of learners
9. Adaptation and realignment of Education Management Information System (EMIS), on Inclusive Education.
10. Developmet of School Positive Learning and Working Environment guidelines
11. Teachers Education, National Education, Higher Education and Vocational Trainings Curriculars:
12. Examiniation and Assesment procedures:
13. Learning materials including text books procurement disseminatioin and maintenance
14. Teaching and learning practises in all learning (Formal and non-formal) institutions at all levels.
15. Adaptation of social and physical learning spaces to meet the needs of children with disability and other marginalized groups targeted by the programme in line with the set-out guidelines and procedures.
16. Facilitating intra-ministerial collaboration towards effective implementation of Inclusive and Special Need Education.

***The Ministry of Health (MoH)***

The MoH within its overall framework for health service delivery, will mobilize the requisite resource personnel at all levels and provide requisite technical initiatives and support in the relevant areas for Inclusive and Special Need Education implementation. Among others, it shall:

1. Provide technical assistance for the production of materials for creating awareness
2. Provide outreach services to schools, including screening and immunization services
3. Facilitate the capacity building of relevant stakeholders at the local grass-roots level
4. Mobilize material and financial resources for health-related activities
5. Provide relevant life-saving medications and medications that improve the quality of life to children of school-going age, to facilitate their access to education, as well as their participation and achievement in educational activities
6. Play the lead role in the development and review of nutrition and health related documents, including School HIV and AIDS Policy, and guidelines for school health
7. Facilitate the provision of child-friendly health services including Adolescent Sexual and Reproductive Health (ASRH) and Counselling.

***Ministry of Gender, Child and Social Welfare***

In collaboration with allied Ministries and Agencies (Ministry of Local Government, Environment, Justice, Lands, Housing and Physical Planning and other State and non State agencies), and within its mandate to promote gender equality, social justice, and safeguard the rights and welfare of women, children, persons with disability and other vulnerable groups, the Ministry shall:

1. Facilitate Development and Standandization of the South Sudan Sign language and Braille.
2. Facilitate the development of comprehensive National Strategy on Community Based Rehabilitation with a clear emphasis on its role in Education sector.
3. Provide National Guidelines on the development, procurement, maintenance and distribution of assistive devices for children with disability
4. Ensuring the provision and maintenance of safe accessible school structures and other health-promoting facilities, including ventilation, lighting, toilets, safe water, safe play and recreational grounds and security;
5. Enacting relevant by-laws to promote safety and health standards for schools;
6. Inspecting regularly to ensure compliance with safety standards for schools;
7. Liasing with the Minsitry of local govermnet to regulate and co-ordinate school health activities of NGOs and other organizations.
8. Take lead and support advocacy of the Right to Education in particular and other Rights as stipulated in the constitutioins and other legislation for children with disability, Girl child and other marginalized children.

### 7.3 Other proposed policy requirement and standards

***Common Learning Environment***

It is the responsibility of all the Heads of Learning Institutions and learning institution management Committee through the support of the proposed IE /Resource Teachers and the County Inclusive Education Officer to ensure that the common learning environment:

1. Is enabling each student to participate fully in a common environment that is designed for all students;
2. Is a common environment where student-centered learning principles are applied (e.g. Universal Design for Learning, learning outcomes, instruction, assessment, interventions, supports, accommodations, adaptations and resources) and;
3. Is giving consideration to accommodations and implements them in a timely manner.

***Supports for Inclusion***

The County Education Department and the School Management Committee in line with estbalished procedures by the State and National Ministry of Education must establish and maintain systemic supports for public education that make inclusion of all students a practical reality. These supports include personnel, as well as policy, funding and capacity-building strategies. They need to be systemic and ongoing. To achieve this outcome, the following expectations for school personnel are defined:

1. In providing leadership for inclusive schools,Heads of Learning Institutions shall:
2. Allocate available resources to maximize assistance to classroom teachers to enable them to support the learning of all their students. This includes professional learning opportunities, support from resource teachers and other local agencies including NGOs.
3. Ensure that school-wide academic and behaviour interventions are based on data analysis and evidence-based practices, and used systemically to respond to varied student needs.
4. Ensure that a student’s instruction is primarily provided by the classroom/subject teacher with the support of the resource teacher.
5. Ensure hetrogeneous groupings of students are primarily developed. These should be dealt with in a flexible away and that their learning is differentiated for their needs, that collaborative and peer learning is encouraged. Where it is found necessary for imparting certain skills such as Braille or sign languiage homogeneous groups are formed their utilization is time limited and based on the presumption all students will return to their heterogeneous mainstream class.
6. Ensure the assignment of resource teachers to support classroom teachers is done in an effort to achieve a balance between the needs of students in a classroom and the needs of a teacher for support.
7. Ensure that all students have access to cross-curricular and school-sponsored activities.
8. Ensure that community-based learning opportunities meet the personal growth goals identified for individual students, and for those students who have a individual support needs and that all students will be based on the register of a local school and be part of a class while under taking such activities and have a PLCLALP
9. Monitor and communicate to the County Department of Education and/or other relevant institutions as the case may be the current and future needs regarding the provision of accessible physical environments, in order that inclusive practices are supported.
10. Coordinate with county education assessmnet centers and community based rehabilitation centers for assessment, placement, provison of assitive devices, specific skill training and other support.
11. In providing classroom instructions the teachers and the resource teachers shall:
12. Base the reasonable accommodations and individual support on the prescribed curriculum to the greatest extent appropriate for the student.
13. Develop, implement and update the Person Centred Learning and Life Plan (PCLALP) (whenever significant modifications are required) in collaboration with parents, the student, teachers, relevant educational assistants, professionals and representatives from community agencies as required.
14. Ensure lesson plans and instructional strategies reflect the requirements of the PCLALP.
15. Monitor and evaluate, on an on-going basis, the effectiveness of the instructional strategies identified in the PCLALP, as well as the appropriateness of the identified goalsand outcomes.
16. Provide formal progress reports for students with a PCLALP on the same document (report card) and at the same time as this is done for all other students, as well as,providing documentation of progress on the PCLALP to parents or independentstudents.
17. Convene a meating of the student, their family and inclusion support teacher and class teacher to review and update the PCLALP.
18. In responding to behaviour crisis the head of learning institution shall:
19. Ensure that the proposed School Positive Learning and Working Environment plan is in place to effectively manage any behavior crisis within the learning environment so that students are removed from the school only when all other options have beenexhausted.
20. Establish practices that create a welcoming and supportive learning environmentand promote, recognize and reinforce appropriate student behavior and involve students themselves in strategies to manage their own behaviour with their peers. Involving peer support in circle time, circles of friends and buddy systems and other Child to Child methods are some of the practises that have proved to be the most effective way of dealing with behaviour crisis.

## 8.0 Co-ordination Mechanisms

To support the coordination, the MoEST shall within the department of Development Partner Coordination establish the four level (National, State, County and School based) Inclusive Education Advisory Committees (IEAC). These committees shall be established as part of a working group within the already established National Education Cluster. The Committee, which shall not be more than fifteen (15) members, will have the following representatives at the four levels:

### National Level IEAC:

***Composition***

1. The General Director Directorate of General Education- MoEST
2. The Director the proposed department of inclusive and Special Need Education (Chair)
3. Director department of Development Partner Coordination
4. Director Education Functional Assessment and Resource Center
5. Representatives from the Allied Ministries (see above)
6. Lead and Co-Lead National Education Cluster (as case may apply)
7. One representative of the Umbrella Organizations for Persons with Disability.
8. One representative of Private Schools.
9. One representative representing Teachers Associations
10. Representatives of mothers of children with disabilities

The team shall invite relevant development partners and other stakeholders to the meeting as co-opted members depending on the agenda to be discussed.

***Functions***

The functions of the National Inclusive and Inclusive education Advisory Committee will be, among others, to

1. Address issues related to the relevance, implementation, effectiveness and review of policy.
2. Advise on the implementation of Inclusive education in Emergency & Humanitarian situation
3. Ensure effective planning and co-ordination of efforts among implementing stakeholders, including NGOs
4. Undertake advocacy for Inclusive Education
5. Mobilize funding and other resources for Inclusive Education implementation
6. Monitor and evaluate Inclusive /Special Needs Education and activities
7. Seek material and human resource support for Inclusive Education implementation
8. To challenge negative and outdated ideas about children and people with disabilities and devise awareness raising activities to change public attitudes.
9. Establish sub-committees to look at specific programme issues

The department of Development Partner Coordination shall be the secretariat of the Committee, which is headed by the Director Development Partner Coordination. Working closely with the proposed Department of Inclusive and Special Need Education, the department shall:

* Be the secretary to the National Steering Committee;
* Arrange and convene meetings;
* Make available relevant secretariat services;
* Liaise with relevant Ministries and agencies to ensure effective execution of decisions;
* Present a comprehensive status report on the programme to each of the meetings, which shall include Progress Reviews and Action Plans for the months ahead;
* Develop indicators at the four levels and set targets
* Prepare Annual Report on Inclusive and Special Need Education.

### State Level IEAC

***Composition***

1. The representatives of related ministries and departments
2. The Lead and Co-lead State level Education Cluster Committee
3. Representatives of the various relevant state and non state service providers
4. Coordinator Education Funtional Assessment and Resource Center

***Function***

The State level Inclusive and Special Need Education Advisory Committee will be chaired by the Coordinator, Inclusive&Special Need Education. The functions of the Committee, among others, shall be to

1. Advocate for Inclusive Education at the State level;
2. Co-ordinate and collaborate with relevant stakeholders on Inclusive Education implementation;
3. Provide technical and support services and;
4. Supervising and Monitoring programme implementation.

### The County Level IEAC

The County level Inclusive Education support Committee will be established nationwide within each county education development committee as a working group. The committee shall be coordinated by the county Inclusive and Special Needs Education Officer. The county advisory Committees shall work closely with communities, families and organization of and/or working for persons with disability and other marginalized groups. Specifically, the committees shall undertake to:

1. Provide implementation of policy direction, monitoring and linkages for Inclusive and Special Needs Education within the county;
2. Advocate for Inclusive Education within the county;
3. Mobilize schools and communities Inclusive and Special Needs Education action;
4. Mobilize funds for Inclusive Education activities;
5. Provide oversight responsibility for Inclusive and Special Needs Education activities;
6. Support capacity building of relevant stakeholders.
7. Monitor,overview the PCLALPs for their area

### School Level IEAC

At School level, there shall be the school based Inclusive and Special Need Education Support Team established as part of the school management committtee to provide systemic support to classroom teachers. The team shall operate under the leadership of the resource teacher and consist of head of subjects. Other groups to be co-opted in the team include representatives of student associations, Parents Teachers associations, local associations of/for persons with disability, local inclusion facilitators (where appointed) and other appropriate local agencies. The team must meet on a regular basis, to develop strategies to support teachers in meeting students’ needs and to reduce barriers to students’ success in learning; solve specific problems; address systemic issues as well as those issues that are teacher- or student specific; and maintain written records of their meetings. Professionals from other government departments should participate as needed.

## 9.0 Delivery and Accommadation

### 9.1 **Screening, Identification and Person Centred Planning**

The need for early identification and detection of impairment-hearing, intellectual, visual, communication and other inconspicuous impairments are important and cannot be over emphasized. Early identification, prompt referral and management are key and need to be combined with a positive Person Centred Planning approach. Interventions in that direction are required to be integrative in terms of the preventative, promotional, curative, rehabilitative and regenerative aspects of health. This will involve regular school assessments and collaborative community and home screening programmes as well as equipping the learners with basic life skills for independent life.

The Screening, Identification and Person Centred Planning shall be the responsibility of the children welfare officers at county in collaboration with, county Inclusive Education Officer, Community based rehabilitation agency, health centers and other relevant local agencies. The general accepted tools, protocols and procedures within the Community Based Rehabilitation framework for screening, Identification and evaluation shall be used. Children identified and evaluated shall be referred for the purposes of education to the schools inclusive and Special Need Advisory committee for action. In addition and where the case applies, the outcome of the evaluation process may be used to determine a student’s eligibility for support programmes established by national and state regulations. If out of school they will develop a plan to transition to school.

### 9.2 **Comprehensive Person Centred Planning**

Within the framework of this policy, Education Function shall refer to the student’s ability to perform important functional activities that support or enable participation in the academic (classroom and homework assignments) and related social (skills to use the learning and teaching space) aspects of an educational program at the appropriate level. The assessment will be based on inclusion principles and involve the students , their family and friends and teachers or community health workers The purpose will be to develop a person centred plan which will include the nature of their impairment, their strengths and weaknesses and what they want to achieve and how that will be facilitated.

Education Inclusion and Planning Centre shall be the joint responsibility of County Education and Resource Center, County Inclusive and Inclusive education officer and the resource teacher. The assessment team shall all time involve the parents and other service providers during the assessment for the purposes of having a comprehensive understanding of the student capability. It shall be known as the Resource And Personal Facilitation Centres IR&PFC

### 9.3 **Parent participation in decision making**

The role of parents shall include the following:

* Involving the child in activities at home that contribute to an overall development process
* Participating in school-related decisions (e.g. collaborating with teachers and administrators to set realistic goals for students)
* Participating in all school activities, not only the ones your child is involved in
* Promoting inclusion at the school board, district, regional, and national levels
* Act as facilitator between child and school staff
* To attend annual PCLALP meetings and actively contribute
* To form collective organizations to represent parental views and advocacy

### 9.4 Accommodation- Curriculum, Assessment and other Education activities

In Inclusive Education setting, pupils with disabilities and special educational needs (SENs) are educated in the general education environment alongside their peers who have no disabilities. However, pupils with SENs are not able to learn at the same rate and with the same teaching and learning material. Changes therefore need to be made to the teachers teaching styles to allow for all children to learn as their peers in the regular classrooms. As such teachers shall be required to accommodate, modify and adapt curriculum and instruction process to meet the needs of the learner. To this end, the proposed department of Inclusive Education, the department of Quality Assurance the National Examination Council shall provide the framework that allow teachers the flexibility to meet all learners’ needs.

In addition, through the leadership of UNESCO South Sudan, UNICEF South Sudan & LIGHT FOR THE WORLD and in collaboration with other state and non state agency, the proposed department of Inclusive Education shall roll-out a whole school training led by the head teacher and principals on Inclusive, Child Friendly Schools. The committee proposes the use Resource Book on Inclusive Education in South Sudan (currently being developed), the *Toolkit for Creating Inclusive Learning-Friendly Environments (including the 4 specialized books) by UNESCO, The UNICEF Framework of the Child-Friendly School and other approved resources and techniques.*

### 9.7 Service Delivery and Linkages

The Inclusive and Special Need Education policy shall make provisions for linkages and network with relevant public and private institutions, including NGOs. Community efforts will be utilized at the school level to maximize the objectives of Inclusive and Special Need education. Community Participation will also be employed in resource mobilization. Local level support will be utilized through voluntary donations as well as philanthropists from the area. Families and communities will also be encouraged to contribute to Inclusive education financing through contribution of labour to build facilities as well as provision of some equipment.

To build up synergy and maximize the objectives of Inclusive and Special Need Education, programme implementation will be linked to relevant national programmes and policies whose goals and objectives are directly complementary to those of IE, or indirectly contribute to addressing the obstacles to IE implementation. Noting that the programmes are focused and personnel implementing them have relatively more expertise in providing technical support, the IE will collaborate with relevant personnel on these programmes to provide the requisite technical support for IE delivery.

## 10. Financing and Sustainability

### 10.1 Financing

A multi-dimensional approach will be adopted to secure sustainable financing for Inclusive and Special Need Education. Financing will be through various supports from the national and local government, international donors, participating families, local communities, and the private sector and development partners.

***Budgetary Allocation***

The MoEST will ensure adequate provision for Inclusive and Special Need activities in the annual budget allocation to cover such costs as:

* Regular administrative costs;
* Activities of the Committee and departments established;
* Training cost for key staff and other key national stakeholders;
* Procurement of equipment for schools
* Procurement of relevant instructional materials;
* Supervision and Monitoring; and
* Data Management

To this end the current Education budgetary allocation process by the government of South Sudan shall be used.

***Development Partners***

The National Inclusive and Special Need Education Advisory Committee and collaboration with other agencies will undertake vigorous advocacy to source funding from relevant development partners to support specific interventions on

* Research;
* Materials development;
* Capacity building;
* Policy and strategy development.

***Local Level Support***

Schools shall solicit for

* Funding of specific projects by NGOs.
* Funds may also be generated at the school level through
* Families and communities contributions

### 10.2 General Strategies for Sustainability

To ensure sustainability of Inclusive and Special Need Education implementation, the following strategies will be pursued to operationalize the policy document.

***Policy Dissemination Seminars***

Series of relevant seminars through the states and counties will be conducted to ensure adequate stakeholder understanding of the policy on approval

***Development of a Strategic Framework for Effective IE Delivery***

A Strategic Framework to ensure effective service delivery over a specified period of time will be developed to give effect to policy implementation

***Review and Development of Specific Guidelines for Policy Implementation***

The Directorate of General Education (MoEST) will initiate appropriate action to develop relevant guidelines for policy implementation. Such guidelines will include:

* The establishment and operations of Advisory Committees and other proposed structures at all levels;
* Guidelines for capacity building of stakeholders.

***Instructional Materials Development***

Instructional materials and assistive devices for the teaching and implementation of IE education in schools will be periodically reviewed to bring them in tune with current trends, and new ones developed, printed and made available to schools as appropriate. These will include books, manuals and all other IE materials.

***Networking and Partnership Building***

The implementation of this policy will involve all relevant stakeholders, and it will be implemented with a spirit of collective ownership and responsibility. In that direction, key persons will be identified in all the relevant stakeholder ministries and institutions as well as in NGOs to facilitate programme implementation.

***Development of Monitoring and Evaluation Instruments***

The directorate of General Education (MoEST) will facilitate the development of a comprehensive framework for programme monitoring and evaluation with appropriate indicators as part of the Education Management Information System (EMIS). It will be done at two levels: a database to monitor programme delivery which will effectively feed into the overall Ministerial monitoring system and a field monitoring tool kit to control effectiveness of programme delivery.

***Research, Documentation and Knowledge Management***

The proposed department of Inclusive and Special Need education will initiate action to ensure effective feedback and replication of best practices in programme delivery. In that direction, the department in collaboration with relevant institutions will undertake research into IE projects and activities to establish best practices for IE delivery.

***Review of Policy Document***

To bring policy priorities in line with current trends, this Policy Document will be reviewed periodically, notably on the expiration of various strategic frameworks that will be developed for its implementation.

***Teacher, Tutors and other Staff Education and Professional Development***

Currently the National Teachers Education Curriculum is being reviewed to incorporate principles and practices of inclusive education in general and to develop Inclusive and Special Need Education Unit to be provided to all pre and in service teachers. In addition, a resource guide is being developed to support capacity development of teachers. As such both the curriculum and the resource book shall be used to support Teachers, tutors and other staff professional development.

***Related Services***

The Directorate of general education shall ensure consistent training and development of staff for relevant related services for all schools:

* Language and speech therapy
* Physio-therapy
* School social work
* Orientation and mobility skills
* Braille and speech recording
* Sign language
* Alternative and augmentative communication
* Guidance and counseling services
* Family support services

### 10.3 Other policy and programme strategies for sustainability

This policy further propose the following.

1. ***Integrating practices of Inclusive education in the New National Education curriculum***

The South Sudan Curriculum Framework is a clear and synthetic document developing the country ambition for future challenges of the 21st century. It does echo the inclusive principle stated into the General Education Act (2012)stating that goals include the promotion of long life learning for “all “ citizen and an” equitable access to learning opportunities for all citizen”.The departments of Curriuclum Development (MoEST), Quality Assurance (MoEST) and Inclusive and Special Needs Education (proposed) shall take lead in developing curriculum adaptation guidelines for regular teachers. The said departments will enlist the support of other National Education Working Group.

1. ***Adapting Teaching and Learning Materials (TLM)***

The Text Book Policy (2012) developed by the MoEST provides the framework within which the textbooks and other learning resources will be procured and provided to the learners. The policy exemplifies issues of coverage (including book: pupils ratio), publishing, authorship, supply, planning and distribution, information, books utilizations and provision in Alternative Education System. The policy however fails to give consideration to the needs of learners with disability. Provision of textbooks in alternative formats such as in Braille, Audiotaped instruction Visual, aural, and tactile demonstrations or, pictorial formats as well as learning resources which are Easy-to-read format . In addition, the role of Parents, schools, counties, States and Natioanl Institutions in the procurement and utilization of alternative materials is not discussed. The Department of Inclusive and Special Needs Education (MoEST proposed) shall take lead in developing guidelines for adapting TLM. The said department shall enlist the support of manufacturers and supplirs TLM and Education Working Group. In the current financial situation they should also produce guidance for schools and teachers to develop their own accessible resources

1. ***The Sign Language as the language of instruction for deaf learners***

While the sign language is recognized as one of the national languages and a language of instruction in the General Education Act 2012, South Sudan does not have a standandized sign language. There is need to further describe and empowere the MoEST and other allied Ministries and stakeholders to describe, standardize, and integrate the language in the education system at all levels. The committee however recognizes the current intiative by the Ministry of Gender, Social and Child Welfare to develop the sign language dictionary. The Directorate of General Education (MoEST) shall form a committee under its leadership to develop guidelines and process of integrating sign language as a language of instruction.

1. ***Providing Alternative and augmentative communication methods***

The education system should put plans in place to mobilize necessary resources and develop expertise to facilitate alternative and augmentative communication for learners who need such.

1. ***Education Management Information System (EMIS)***

The current EMIS platform does provide for collection and aggregation of information relating to learners with disability. The system collects data related to enrolment of the three main categories of disbaility (physical, visual, hearing). The system also does give enrolment information of other categories of learners excluded and/ or those at risk of exclusion such as orphans and children in difficult circumstances. However, the system fails to clearly articulate the effectiveness and the efficency of the education system to suport learners with diverse needs. Adequate information on retention, transition, teachers and schools’ capabilities to support learning for these learners is not provided. The committee therefore recommends the review of the data collection tools to take into account these dimensions.

1. ***Architerural design/guidelines of accessible learning facilities***

The Education Sector Strategic Plan (2012-2017) identifies the need for an architectural design and planning developed for the purpose of supporting students with different disabilities to attend the school and guarantees their right for equal educational opportunities. It ensures that schools can enhance the proper environment to facilitate and support the education of students with disabilities, together with their co-students without disabilities, in the same classrooms. MoEST and LIGHT FOR THE WORLD are currently finalizing the design for accessible schools, financed by the European Commission through the Inclusive Education Project. This design need to be embedded in other existing designs within the Ministry of Labour and Public Service. Kits and plands for the local school committee and its community to enhance and make accessible school accommodation should be developed.

1. ***Community Based Rehabilitation (CBR)***

The Ministry of Health and other health and medical rehabilitation pogrammes developed and managed by non-state agencies are responsible for providing social, occupational and physical rehabilitation for learners with disablity and those at risk of exclusion. Within these rehabilitation programmes, the medical aspects of disability are highly emphasized, with very minimal attention to the social aspect of disability. The committee therefore stresses the need to develop a National CBR Strategy to support development of comprehensive CBR programs, resource centers and lifelong learning programs. The World Health Organisation(2010) guidance on CBR is based on inclusive social model principlesThe desirable outcome of such a strategy would be to ensure that local regular schools take in all children, including children with disabilities, so they can learn and play alongside their peers; local schools are accessible and welcoming; they have a flexible curriculum, teachers who are trained and supported, good links with families and the community, and adequate water and sanitation facilities; people with disabilities are involved in education as role models, decision-makers and contributors; home environments encourage and support learning; communities are aware that people with disabilities can learn, and provide support and encouragement; there is good collaboration between the health, education, social and other sectors; and there is systematic advocacy at all levels to make national policies comprehensive, to facilitate inclusive education. CBR has been shown to be crucial in educating parents about their children with disabilities and convincing them to take theirchildren to school.

1. ***Inclusive Education in conflict situation***

Given that educational activities in crisis situations are a means of child protection as well as social interaction, learning and psychosocial support, these activities must include all children and especially reach out to those who are at the most risk. The Committee therefore recommends further contexuliazing of the Inter-gency Network on Education in Emergencies (INEE) Guidelines, including those on inclusion, for South Sudan and embed those guidelines in and as part of this policy.

1. ***The Need for Teachers and Teachers Educators continuous professional development***

The need for teacher educators to ensure that their interactions with teacher candidates do not give the impression that there is one ‘proper’ way to think about inclusion is important. They need to build trust and encourage students to challenge prior assumptions and beliefs. Teacher candidates must not be led to believe that there is a single answer, or a single strategy, for supporting students and need to understand that no single model of education can ever truly make a classroom inclusive. To this end, the committee recommends to include teachers’ continuous professional development in the area of inclusive education in the National Professional Standards for Teachers and further develop similar standards for Teacher Educators.

1. ***School based Child Protection policy***

The committee recognizes the vulnerability of children with disability and those at risk of exclusion to abuse and negligence. The committee therefore recommends, under the leadership of Ministry of Gender, Child and Social Welfare and UNICEF, to:

1. Review and map existing systems, procedures and processes, including those of government, stakeholders, and civil society, in relation to child protection in educational settings;
2. Analyze mapping findings to identify formal and informal linkages, recognize good practices, challenges and opportunities, and propose recommendations for strengthening child protection in educational settings; and
3. Based on the analysis develop guidelines and tools to support development of a school-based child protection policy, which should be part of the Inclusive Education guidelines.
4. ***National Integrated Plan for Early Childhood Development***

Global evidence shows that quality early childhood development (ECD) is essential to bridge equity gaps and overcome inter-generational poverty. The committee recommends, under the leadership of UNICEF South Sudan, the development of the National Integrated Plan for Inclusive Early Childhood Development.

12. ***Disability equality training***

Disability is not primarily about our impairments, although health support, rehabilitation and access to low tech aids and devices is essential, it is an oppression that permeates all parts of life and is directed at people who have a long term physical or mental impairment. In Juba County the facilitator of our survey summarised parental views as follows:’

“Some parents end up leaving their children at home without taking them to school. They mistreat the children, bating, tying, abusing/insulting their children with disabilities, some say a child with a disability cannot do anything and that they are useless...maybe if the awareness is raised they will change their attitude”[[22]](#footnote-22).

Other examples from Africa include the association of impairment and witchcraft, being seen as cursed or a result of a misdemeanor of one’s parents.

Disability Equality Training is an essential part of challenging and changing such negative ideas and the discriminatory practices that they lead to. In a country with a constitution guaranteeing equal value and human rights for all, it is essential to develop the capacity of people with disabilities and their representative organisations (DPOs) to firstly develop their understanding of their position in society. Disability Equality Training is based on three key ideas:

1. The social model/human rights model which is at the heart of United Nations thinking about disability;
2. That disability is an historic oppression that can be changed by equality measures and training;
3. That People with Disabilities must play a leading part in delivering the training and the change we want to see in society - ‘Nothing About Us Without Us’.

The UNCRPD( Article 4.3 and 33) requires the full involvement of representative organisations of people with disabilities-Disabled Peoples Organisations((DPOs). In many parts of South Sudan they do not exist or do not have the capacity for the above three tasks. The MOGCW should investigate and support their development. This will then lead to the much needed shift in attitudes.

# Section 5:Timing of the Policy Development Process

Due to the current political crisis facing the country, it is obvious that many would doubt the feasibility of the proposed policy. These concerns are valid and as such, the committee proposes to implement the policy in three stages:

## Stage 1: Developing the Foundation for Transformation — by June 2015

* Conduct further detailed research on the areas proposed by the policy to enrich the draft policy and inform the implementation plan.
* Consult and propose scenarios for the policy implementation based on the realistic projection on how the political crisis will evolve.
* Submit the draft policy, the outcome of the research and the policy implementation scenarios to the Education and Legal Committees within the National Legislative Assembly for further recmomendation, adoption and approval.
* Conduct program audits on the existing programs and services and begin to make necessary changes to existing programs and services.

## Stage 2: Building on Change for Transformation — by December 2015

* Develop and agree with all the strakeholders and development partners on a clear roadmap for implementing the policy.
* Introduce amendments to the existing legislation (General Education Act 2012 in particular) to support inclusive and special needs education.
* Continue to engage the public education system and its partners for the purposes of improved inclusive and special needs education.
* Develop guidelines, local education ordinances and issue ministerial directives to guide the development of programs and support structures for Inclusive and Special Needs Education.

## Stage 3: Transformation and Continuous Improvement — 2016- 2020

* Align the implementation of the Policy with the new Education Sector Development Plan.
* Fully implement the Inclusive and Special Needs Education policy.
* Conduct on-going evaluation of the progress of implementation of the Inclusive and Special Needs Education policies.
* Conduct an impact analysis on the Inclusive and Special Needs Education policy to determine progress towards transformation and impacts on student outcomes.
* Use the results of the evaluation and impact analysis processes to continually improve the Inclusive and Special Needs Education policy and its implementation.

# Section 6: Consultation Questions

The views of the public and the stakeholders will be used to enhance the proposed policy framework. The consultation questions provided is to guide you to provide relevant feedback. Please feel free to provide any other relevant information that will be useful in the development of the policy. Once the policy proposals are further developed, a system plan must be established, implemented and monitored for progress and impact, and will be part of the Inclusive and Special Needs Education policy framework.

1. Is the proposed policy on Inclusive and Special Needs education in general, and different aspects as discussed in particular, appropriate in terms of:
* The timing, given the political conflict the country is facing?
* Being comprehensive in addressing the needs of excluded and/ or children at risk of exclusion in education?
* Being compatible with existing education policies, programmes and/ or guidelines currently in your organization?
1. Do the policy priorities address the concerns that you may have about the current provision of special needs education and/ or related services? If so, how?
2. What is your opinion on the various proposed areas in the policy?
3. How do you think that you can contribute positively to the policy proposals?
4. What types of performance indicators or measures would you like to see regarding inclusion and special needs education?
5. What types of non-personal information would you like the Ministry of Education to make public regarding inclusive and special needs education?
6. Do you have any specific recommendations on how the Ministry of Education can collaborate with the public regarding the development of the inclusive and special needs education policy framework?

# Annex.

1. The Why Inclusive Education Pamphelt
2. The path to Inclusion: a discussion paper
3. The general Terms of refference and the MOU
4. The data collection and analysis report.
1. Thee United Nations Convention on the Rights of Persons with Disabilities 2008 Article 1 [↑](#footnote-ref-1)
2. King-Sears, M. E. (2001). Three steps for gaining access to the general education curriculum for learners with disabilities. [↑](#footnote-ref-2)
3. Best Start Expert Panel on Early Learning, 2007 [↑](#footnote-ref-3)
4. For a detailed critical look at these issues, see: Rieser, R (2013) ‘Teacher Education for Children

With Disabilities. Literature Review’. Prepared for UNICEF, New York. www.eenet.org.uk/resources/docs/Teacher\_education\_for\_children\_disabilities\_litreview.pdf [↑](#footnote-ref-4)
5. Government of South Sudan (2011), South Sudan Development Plan 2011-2013: Realizing freedom, equality, justice, peace and prosperity for all [↑](#footnote-ref-5)
6. Government of South Sudan (2011), South Sudan Development Plan 2011-2013 [↑](#footnote-ref-6)
7. For in-depth discussion see Working paper April 2013 on EFA Global report- Accelerating Progress to 2015 South Sudan- Report published by The Good Planet Foundation © 2013- [↑](#footnote-ref-7)
8. South Sudan National Bureau of Statistics 2012 [↑](#footnote-ref-8)
9. EFA (2011), Building a better future: Education for an independent South Sudan [↑](#footnote-ref-9)
10. Ministry of Finance and Economic Planning (2012), ‘Republic of South Sudan Draft Budget 2012/13: Draft to National Legislative Assembly (June 2012)’ [↑](#footnote-ref-10)
11. See further analysis on the context of special need education on the report based on the data analysis attached. [↑](#footnote-ref-11)
12. MoGEIEMIS 2012 Education Statistics for GOSS p47 [↑](#footnote-ref-12)
13. Being the potential primary school population aged 6-13 of 2,148,74569 (p43 ASC) divided by 15. However given the many children over 13 attending primary schools and a likely higher level of impairment this could be as many as 500,000. WHO 2011 World Report on Disability, Washington [↑](#footnote-ref-13)
14. Sserunkuma et al (2012) Baseline study on the situation of inclusive education in Yei and Mundri counties of South Sudan, Juba, Light for the World [↑](#footnote-ref-14)
15. Washington Group on Disability Statistics: *Understanding and interpreting disability as measured using the WG Short Set of Questions*. : Washington Group on Disability Statistics (WG); 2009. [<http://www.cdc.gov/nchs/data/washington_group/meeting8/interpreting_disability.pdf>[webcite](http://www.webcitation.org/query.php?url=http://www.cdc.gov/nchs/data/washington_group/meeting8/interpreting_disability.pdf&refdoi=10.1186/1471-2458-13-469)] [↑](#footnote-ref-15)
16. A recent study in Bhutan of children aged 2-9 years identified 21% with some impairment in a functional area National Statistics Bureau, Bhutan, 2012,( pp1-2). A similar study carried out in Cambodia found impairment levels at 15.6%; 10% had a disability and 3.2% had moderate, severe or profound levels of disability. UNICEF Cambodia Country Office (2011) Cambodia Childhood Disability Survey. Provided by Peter De Vries, UNICEF Cambodia. A study by the Vietnamese Census analysing out-of-school children showed that 85% of children with disabilities did not finish school; 33% had never attended school; and 45% of persons with disabilities were illiterate. This is in contrast to completion rates of well over 90% for those without disabilities.UNICEF EAPRO Viet Nam 2010 Census as cited in the “Out-of-School Children Initiative, Viet Nam Country Study 2012” [↑](#footnote-ref-16)
17. Sserunkuma et al (2012) Baseline study on the situation of inclusive education in Yei and Mundri counties of South Sudan, Juba, Light for the World Table 6b [↑](#footnote-ref-17)
18. 5th Sudan Population and Housing Census – 2008, Priority results, technical working group (central Bureau of Statistics), Apr. 2009. However, this figure can be estimated to be a minimum figure given the questionnaire utilized and the change in population structure and set up since 2009 [↑](#footnote-ref-18)
19. **Ayazi, T,Lien,LHenning, A.Jenkins,R.AmokAlbino,R andHauff.E (2013) Disability associated with exposure to traumatic events: results fro**m a cross-sectional community survey in South Sudan**’** <http://www.biomedcentral.com/1471-2458/13/469> [↑](#footnote-ref-19)
20. National Disability Assessment: Eastern Equatoria, Jonglei, & Western Bahr el-Ghazal States, Forcier consulting for MGCSW, Sept 2012 [↑](#footnote-ref-20)
21. MGCSW(2013) South Sudan National Disability and Inclusion Policy p29 [↑](#footnote-ref-21)
22. Mary Siamah Jackson,(2014) facilitator in the nine counties study for this project reporting on her experience in Juba County, Facilitators Report. [↑](#footnote-ref-22)