



## Communique of the General Education Annual Review (GEAR)

### Theme: Safe re-opening of schools during COVID-19 pandemic and beyond

22 April 2021

#### Preamble

We, the undersigned Ministers of Education;

**Recognising** the crucial role of education in promoting peace, development and prosperity for all;

**Mindful of** the provisions of the Transitional Constitution of the Republic of South Sudan, 2011 (amended in 2019), Article 29, Sub-Articles (1) and (2), which state that education is a basic human right for every citizen and that the Government shall promote education at all levels;

#### Aware of

- the fact that the Republic of South Sudan has committed itself to achieving the UN Sustainable Development Goals (SDGs), particularly SDG4, which focuses on ensuring an inclusive and equitable, quality education and promoting lifelong learning opportunities for all;
- the AU Continental Education Strategy for Africa 2016 - 2025;
- the UNESCO Adult and Youth Literacy Strategy 2020 - 2025;
- the Global Alliance for Literacy Strategy 2020 - 2025;
- 2017 Djibouti Declaration on Refugee Education;

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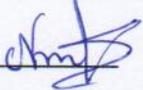
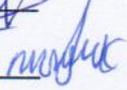
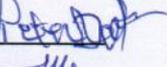
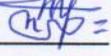
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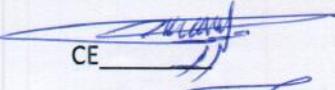
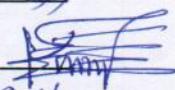
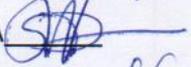
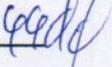
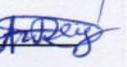
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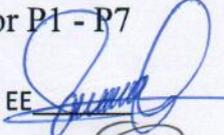
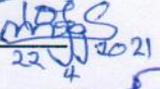
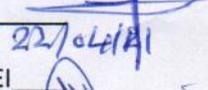
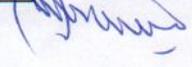
- WHO and Ministry of Health COVID-19 Guidelines, especially Guidelines on Infection prevention and control, and Guidelines for schools, workplaces and institutions;
- The National Vision 2040 “Toward Freedom, Equality, Justice, Peace and Prosperity for All”;
- The General Education Strategic Plan 2017 - 2022;

Do hereby commit ourselves and resolve to:

1. **Pledge** compliance to COVID-19 preventive measures and monitoring of implementation of these measures in schools;
2. **Guarantee** that education in South Sudan is free and compulsory and that public schools do not charge registration fees;
3. **Assure** that schools in South Sudan reopen safely, and that WASH protocols will be enforced and enhanced;
4. **Dedicate efforts** to support safe school reopening of schools in hard to reach areas;
5. **Ensure** that schools reopen for the Academic Year 2021/22 on **03 May 2021** and will implement 207 instruction days inclusive of in-service, school-based teacher training days, and end the Academic Year 2021/22 on 18 March 2022 as per the National Calendar for Academic Year 2021/22;
6. **Advance (upgrade)** learners to the next class through an accelerated teaching and learning;
7. **Guarantee** that schools will follow the New South Sudan National Curriculum, the New Assessment Framework, the New Syllabi for P1 - P7

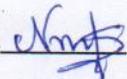
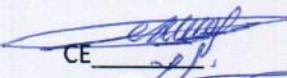
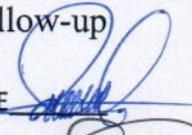
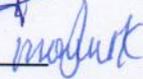
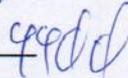
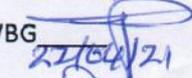
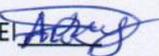
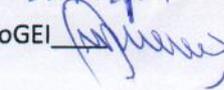
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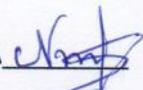
and S1 - S3 classes, and that schools will implement the old curriculum for P8 and S4;

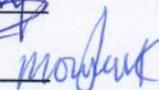
- 8. **Express** an understanding that COVID-19 school closure disproportionately impacted adolescent girls and learners living with disabilities;
- 9. **Ensure** that pregnant and nursing learners have access to education in all schools and that they are free to attend lessons, have access to textbooks and undertake examinations without any discrimination and with an understanding of their situation and their need for extra support to enable them to complete their education;
- 10. **Permit and promote** registration of learners living with disabilities in schools of their choice. Facilitate partnerships and provide support to schools in which learners with disabilities and functional difficulties are registered.
- 11. **Monitor** the class size and actively promote class size of up to 50/45 learners in primary and secondary schools, respectively, to enable safe learning, especially in the context of COVID-19 pandemic, and to improve quality of education;
- 12. **Improve** access to quality education for all learners, especially Out-of-School children, girls, learners with disabilities and functional difficulties, refugee, returnee and IDP learners;
- 13. **Introduce** State coordination mechanisms, for example, ETMC and TWGs to facilitate coordination, cooperation and monitor the implementation of the national programmes, such as improved teachers' salaries and incentives, Capitation Grants, Cash Transfers, and to enable follow-up

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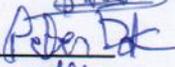
mechanisms to prevent any irregularities and stop diversion of funds meant for learners, local government, and schools;

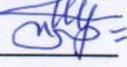
14. **Implement** the National Girls' Education Strategy 2018 - 2022;
15. **Contribute** to the development of Re-entry Policy for Pregnant and Nursing Learners;
16. **Implement** the New National School Inspection Framework;
17. **Ensure** accurate registration of schools, allocation of EMIS Codes to all schools and verification of school ownership to support implementation of programmes for schools, especially Capitation Grants, Teacher Incentives and School Feeding programmes.
18. **Implement** a National Teacher Training Strategy;
19. **Implement** a National Adult Literacy Policy;
20. **Appeal** to the National Government to increase the annual funding allocation for the General Education to more than 10% of the National Budget, commit spending of at least 45% of the budget allocation on primary education and to ensure its full execution;
21. **Appeal** to the National Government to regularly, and without delays, pay salaries to personnel working within the General Education sector;
22. **Appeal** to the National and State Ministries of Finance to regularly and without any delays release funds allocated for Salaries, Operational and Capitation Grants;
23. **Advocate** for improvement of pay and conditions of service for teachers at all levels by implementing the new salary structure;
24. **Reduce** turnover of head teachers and teachers;

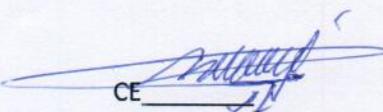
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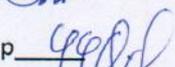
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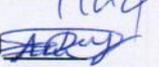
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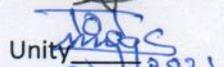
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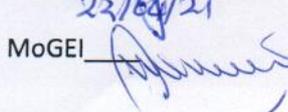
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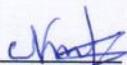
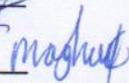
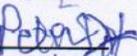
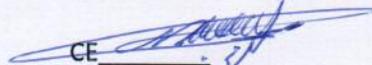
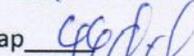
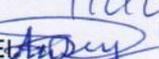
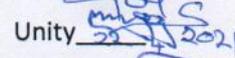
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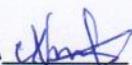
25. **Verify** teacher lists and school registration data to identify ghost teachers and ghost learners and prevent irregularities and abuse of financial and in-kind support for schools and learners, especially Cash Transfers, Capitation Grants and School Feeding Programmes.
26. **Support and monitor** implementation of programmes within the Alternative Education System, especially the Accelerated Learning Programme (ALP), Accelerated Secondary Education Programme (ASEP), Basic Adult Literacy Programme (BALP), Community Girls' Schools (CGS), Intensive English Course (IEC) and Pastoralist Education Programme (PEP). Support expansion of these programmes to counter the impact of the COVID-19 school closure;
27. **Support and monitor** continuation of distance learning programmes developed to assure access to education for moving and Out-of-School communities and to support access to learning for all during school closures caused by COVID-19, insecurity, and natural disasters;
28. **Implement** TVET Policy, the National TVET Qualification Framework, and TVET Quality Assurance Framework;
29. **Establish** TVET centres of excellence and develop new TVET courses to improve skills and increase opportunities for youth, especially in post-COVID-19 context;
30. **Supervise** the conduct and delivery of the national examinations and assure access to the examinations for pregnant and nursing learners and learners with disabilities and functional difficulties;
31. **Acknowledge and appreciate** the invaluable support of donors for the education sector, especially the Africa Development Bank, the Education

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Cannot Wait, the European Union, the Foreign, Commonwealth and Development Office, the Global Affairs Canada, the Global Partnership for Education, the Japan International Cooperation Agency, the KfW Development Bank, the Norwegian Agency for Development Cooperation, the United States Agency for International Development, and other donors who support national programmes directly contributing to the implementation of the national goals for education.

32. **Appreciate all** implementing partners actively implementing donor supported programmes and actively contributing to coordination of efforts supporting education, especially partners actively championing the efforts of AES Technical Working Group, the Education Cluster, the Education Transfer Monitoring Committee, the Gender Thematic Working Group, the School Governance Technical Working Group, the School Reopening Technical Working Group and the Teacher Development and Management System Group. With special appreciation for the efforts of: ADRA, Africa Education Trust, BRAC, Finn Church Aid, Food for the Hungry, HARD, Light for the World, MASS, the consortium led by Mott MacDonald, National Coalition for Education, Norwegian Refugee Council, Plan International, Save the Children International, Stromme Foundation, UNESCO, UNHCR, UNICEF, Windle Trust International, WFP, the consortium led by the World University Service of Canada, and others.

Confirming our commitments stated above with our signatures:

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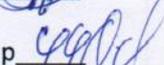
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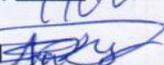
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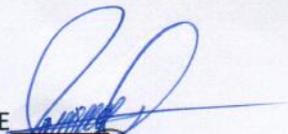
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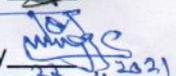
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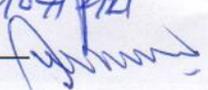
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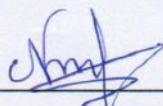
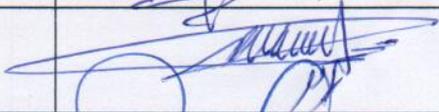
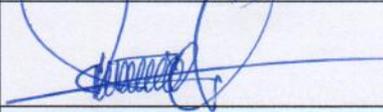
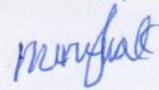
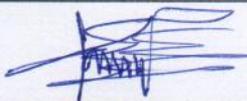
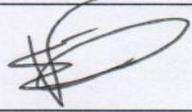
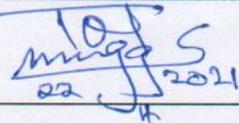
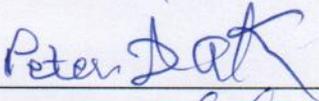
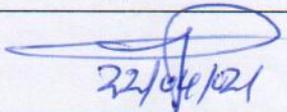
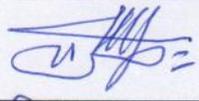
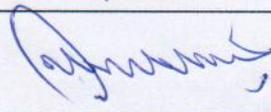
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Hon. Lopeyok Samuel Aperegole Minister Ministry of Education, Eastern Equatoria State	
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Hon. Kongor Deng Kongor Minister Ministry of Education, Lakes State	
Hon. Valentino Achak Deng Minister Ministry of Education, Northern Bahr-el-Ghazal State	
On Behalf of DG Nyabok Nyali, Philip Nagrach Coordinator Ministry of Education, Pibor Administrative Area	
On behalf of DG Samuel Nyok Chol Awec, Bol Monjur Coordinator Ministry of Education, Ruweng Administrative Area	
Hon. Stephen Tot Chieng Minister Ministry of Education, Unity State	
Hon. Peter Rek Dak Minister Ministry of Education, Upper Nile State	
Hon. Ater Kuei Thiep Minister Ministry of Education, Warrap State	
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