



DISABILITY INCLUSION

The second phase of the GESS programme is targeting children with disabilities more systematically – giving them the chance to benefit from a quality education and the opportunity for full participation in society.

20,599

Learners with disabilities identified through the Washington Group Questions.

Number of learners with disabilities enrolled in school by level and type of disability

Primary school	16,752
Secondary school	2,553
Seeing	5,056
Hearing	3,331
Walking	3,479
Remembering	6,586
Selfcare	5,565
Communicating	4,145

CHALLENGE

Children with disabilities are disproportionately excluded from school. UNESCO estimates that of the 258 million children and young people who are out of school, a third have disabilities. Data from South Sudan suggests that attendance for children with disabilities is low and that attendance of girls with disabilities is of particular concern. This places them at risk of abuse and limits their

OVERVIEW OF ACTIVITIES

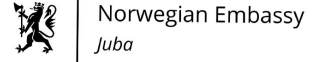
We are incorporating disability sensitisation messaging in our behaviour change communication interventions (community outreach activities and radio programming), raising awareness and tackling stigma and discrimination that prevail in communities across the country.

- Girls with disabilities experience additional costs and discrimination to go to school. By giving cash transfers to girls with disabilities this has encouraged more girls with disabilities to continue with their education.

- The accessibility of schools has been identified as a major barrier to inclusion. By giving grants to schools, as well as training school management on how to use data for planning and resourcing, schools are becoming more accessible to children with disabilities.

- Children with disabilities participation in quality education has been encouraged by establishing inclusive education sub-committees and training them on how to become more inclusive schools and mentoring programme, which has enabled more children with disabilities to be identified and referred for assistive devices.

- Finally, we have improved how school disability disaggregated data is collected and how this data is utilised for education planning and resourcing and that all programme research effectively captures unique issues that affect learners with disabilities



“The Girls’ Education South Sudan cash transfers, together with the Inclusive Education Policy roll-out, will end decades of discrimination for children with disabilities in South Sudan.”



Ben Lou Poggo

Director for Inclusive Education,
South Sudan’s Ministry of General
Education and Instruction (MoGEI)

Strengthening disability disaggregated data

By including the Washington Group Questions in the Pupil Admissions Register, GESS’ disability disaggregated data collection improved showed a vast increase from around **6,000** learners reported in 2020 to **20,599** in 2023.

Policy landscape:

Key achievements since the second phase of GESS began in 2018

Transitional Constitution of the Republic of South Sudan (2011)

Affirms the principles of equality, dignity and human rights and specifically protects the rights of persons with disabilities.

South Sudan National Disability and Inclusion Policy (2016) and National Disability Action Plan (2020)

Ministry of Gender Child and Social Welfare

UN Convention on the Rights of Persons with Disabilities

ratified for South Sudan in 2024

South Sudan Inclusive Education Policy (2021) and National Strategy (2023 - 2030)

Ministry of General Education and Instruction

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The Ministry of General Education and Instruction (MoGEI) supports the GESS programme, which is managed by implementing partners who provide technical advice. These implementing partners include Cambridge Education/Mott MacDonald as the consortium lead, BBC Media Action and Windle Trust International. At State and County level, the State Ministries of General Education and Instruction (SMoGEI) take the lead in programme implementation, supported by partner NGOs, or what we call ‘GESS State Anchors’.



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