



# **PRESENTATION TITLE**

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All children in South Sudan from 3 to 5 years, whatever their background or disability, should have access to high quality pre-primary education that provides for the holistic development of all children.

MoGEI Strategy for the  
Provision of Pre-Primary  
Education in South Sudan  
(2017)

# INTRODUCTION

Family and Community Engagement is one critical aspect of the Early Childhood Education (ECE). In South Sudan communities play several roles in Pre-primary schools which include supporting enrolment ,Provision of land, and provision of local materials for construction of low-cost classrooms.

## **CURRENT STATUS OF ECE IN SOUTH SUDAN**

The ECD status in South Sudan is comparatively low. According to the 2018 Annual Education Census, Net Enrollment Ratio (NER) at Early Childhood Education (ECE) is only 5.4%.

A total of 113,824 children are enrolled in pre-primary schools of which 52,573 are girls (EMIS, 2018). Out of the 591 ECE centres, 32% of these centres are government owned and the 68% are owned by the private, faith based and community owned.

## **CURRENT STATUS OF FAMILY AND COMMUNITY ENGAGEMENT IN THE PRE-PRIMARY YEARS**

- Family and community engagement in pre-primary is limited because of low levels of awareness of the importance of pre-primary education
- There is no separate governing body at the community level in charge of pre-primary schools.
- Development of a stand-alone ECE policy is ongoing.

# CONTINUATION

- Weak coordination mechanisms between the MoGEI and state-level authorities to initiate such bodies.
- There is also a lack of strong linkage between MoGEI and private institutions working in pre-primary education.
- There is currently no national plan or strategy in place to involve the community in pre-primary provision.

## **HOW ARE COMMUNITIES ENGAGED IN SOUTH SUDAN**

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

## **MOGEI ADVOCACY TOOLKIT**

- Take your children to Early childhood education for better and strong educational foundation.
- Embrace early childhood education for a better future of your child.
- Establish and support Early childhood education Centres in your community
- You have your own role to play in development of the early childhood education



**COMMUNITY-  
SUPPORTED ECE  
CENTRES**

# **ABOUT THE COMMUNITY-SUPPORTED ECE CENTRES**

- The MoGEI is advocating for the establishment of the Community ECE centres and this is one of the focus on the advocacy toolkit.
- They are a community initiatives aimed at addressing the learning needs of the pre-primary school going age children.
- Need to pilot the ECE curriculum in the schools and re-orient the teachers on the use of the curriculum, and development of no-cost teaching and learning aids.
- The local authorities play very instrumental roles in the management of these centres.
- More centres will be established subject to availability of

# ROLES IN ESTABLISHING AND MANAGING THE CENTRES/SCHOOLS

## ROLE OF THE COMMUNITY

- Identification of volunteer teachers and land for the establishment of the school.
- Mobilize local construction materials and labour.
- Enhance the curriculum by supplementing it with the rich cultural values
- Provide security and forms the basis of a protection mechanism to safeguard both the school and the learners.
- They bridge any existing gap between the school and communities
- Mobilize parents to enroll their children in school.

## ROLE OF PARTNERS

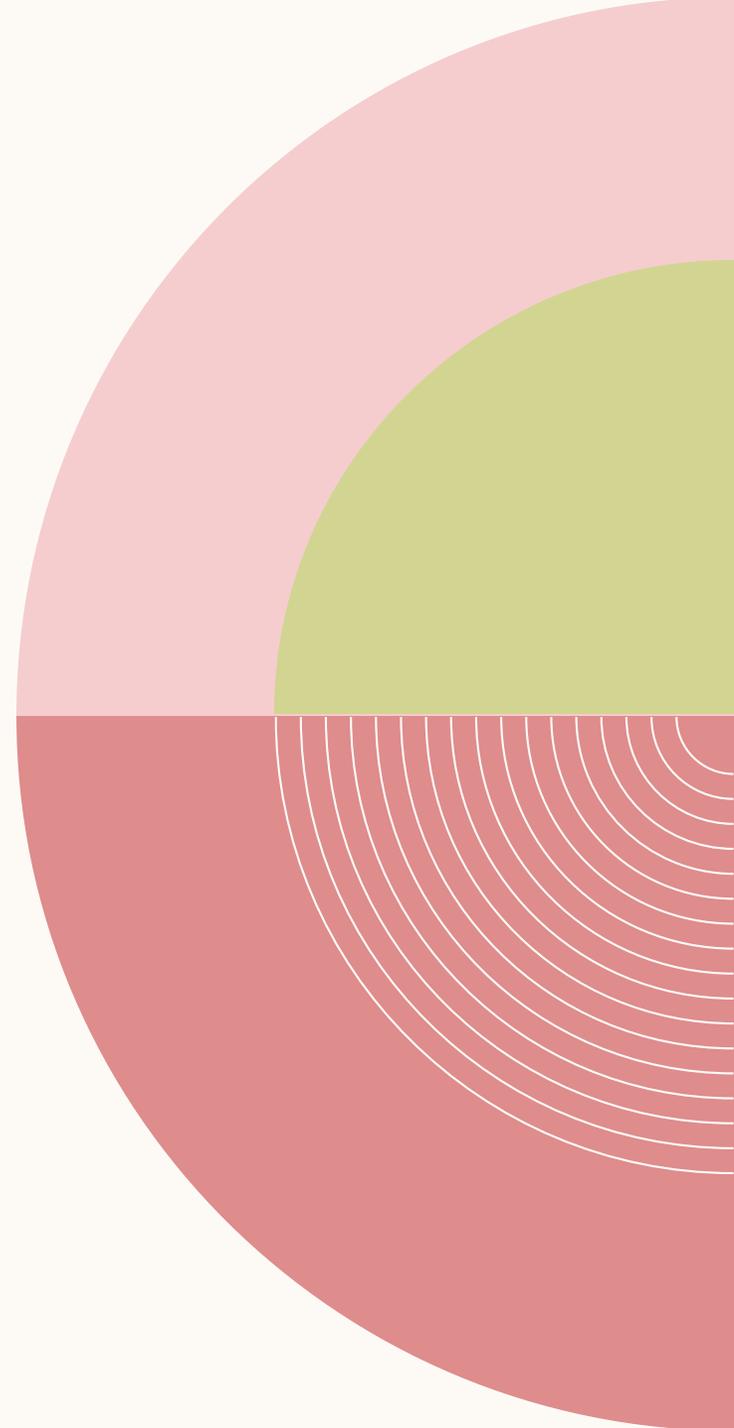
- Support with capacity building activities for teachers and PTAs
- Coordinate community engagement meetings to gauge their participation in the running of the schools
- Create awareness in the communities on the importance of early childhood education.

# KEY ACTIVITIES

- Training of ECE teachers on the use of the curriculum, production of local teaching and learning materials.
- Renovation of Temporary learning spaces (TLS) and latrines.
- Training of PTAs on their role on school management.
- Provision of an improved learning environment for learners and teachers.
- Provision of teaching and learning materials as well as recreational kits for play

# EXPECTED RESULTS

- Increase to access in ECE due to improved learning environment.
- Implementation of the curriculum and improved learning outcomes.
- School readiness is enhanced in the children especially those in hard-to-reach rural areas
- Improved community engagement in ECE
- Establishment of more ECE centers in the country especially in the rural setting



# CHALLENGES

- Financial constraints to establish as many ECE centers as possible equipped with trained teachers
- Lack of an ECD policy and implementation framework
- Non-existence of an independent ECD directorate at MOGEI
- Lack of direct budget specifically allocated to the ECD sub-sector during the annual budget announcement
- Insecurity across the country hampers widespread establishment of ECE centers in the country
- Lack of information about the importance of education especially the ECE level
- Poor level of motivation among the ECE facilitators
- Lack of willingness from the community to contribute resources in setting ECE centers in the rural areas
- Incomplete implementation of the government policy to have ECE centers attached to any primary school

**THANK YOU**

