**RESEARCH PROPOSAL**

**TITLE: -**

**THE RURAL SCHOOLS DEVELOPMENT PROJECT IN EASTERN LAKES, SOUTH SUDAN.**

**SUB-TITLE: -**

**IMPROVING THE AFFECTED RURAL SCHOOLS IN THE STATE.**

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**DATE**

**13TH**

**OF**

**JULY**

**2019**

**AUTHOR’S DECLARATION**

I hereby declare that this report is a result of my individual struggle as the author of this research proposal. The usage of this real copy only rely on AIPMS for legal award of this course’s diploma but not to any other institution that may in any way or another use.

**DEDICATION**

This research report is dedicated to my wife, children, family members and friends due to their support in allowing me for this course, not forgetting the days they even missed lunch, supper times due to the payment for this course, making the family budgeting unstable and data collection, which made both of them missed me day and night especially my forth child who sleeps with me and who disturb anybody who had been sleeping with him when I was away. And East African Ministries for Financial support that I could do this course without it and to the fifteen (15) counties of Eastern Lakes – Yirol from the 32 States which were established also from the former ten (10) States of The Republic of South Sudan.

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# **ABBREVIATIONAS**

TTI Teacher Training Institute

MDG Millennium Development Goal

MoGEI Ministry of General Education and Instruction

MoHEST Ministry of Higher Education, Science and Technology

NER Net enrolment rate

NGO Non-governmental Organization

NIR Net intake rate

NTC National Training Collages

OECD Organization for Economic Cooperation and Development

PFM Public Financial Management

RSS Republic of South Sudan

SSDP South Sudan Development Plan

SDP South Sudan Development Plan

SSESR South Sudan Education Status Report

TVET Technical Vocation education and training

UNESCO United Nations Education Science and Culture Organization

UNHCR United Nations High Commission for Refugees

UNICEF United Nations Children’s Fund

UPE Universal Primary Education

WASH Water Access, Hygiene and Sanitation

WFP World Food Program

CRS Catholic Relief Services

ARC American Refugee Committee

NRC Norwegian Refugee Council/Red Cross

GESP General Education Strategic Plan

IFAL Integrated Functional Adult Literacy

PEP Pastoralist Education Programme

PST Professional Studies for Teachers

RABEA Radio Based Education for All

EMIS Education Management Information System

EFA Education for All

BALP Basic Adult Literacy Programme

AFE Agro Forestry Education

CGS Community Girls School

# **ABSTRACT**

School is a very important setting/thing in lives for because if one is not educated, then one does not have any skill needed in day to day live. It allows pupils/students also to interact academically, emotionally and socially with their other pupils/students. School not only helps pupils/students learn necessary concepts and skills but is useful also for meeting their potential partners. School function is ensuring the progressive development of innate powers of the child, cultural transmission, socialization, social integration, social placement, social and cultural innovation.

Socialization – perhaps the most important function of education.

Education is an aspect of socialization which involves acquisition of Knowledge and learning skills that shapes one beliefs/norms and moral values through a systematic formal transmission. Proper and good education plays a crucial/great role in shaping one future and professional career that helps one develop personality and earn recognition and respect in the family and society. Education is socially and personally an essential part of human life. Though children are in school at rural areas, the pupils’/students’ behalf like those not in school due to their frequent being with illiterate friends as fare as influence is concerned outside their parents as colleges than having been in schools together.

Eastern Lakes State in Greater Bahr el Ghazal - South Sudan is a state composed of 15 counties with most illiterate people than literate once, of which this elderly illiterate population influences their children to rare and raid cattle, join tribal conflicts, force their children for marriages and divorces that later on causes death during delivery for young girls and random killings of boys, hostility of children towards their parents, much dependency and poverty to both the forced to marry once and the parents as there is an existence of poverty even before, it contributes so much in increase of stress on their living status where they may shift to humanitarian aid then having been in school to be educated and be independent to earn their own living.

The study will support education in rural school, its importance and establish a community’s spirit of togetherness among themselves. The education partners have made much of education’s achievements in supporting it with some school infrastructures like permanent construction, temporary learning space (TLS), few teachers’ incentive, campaign on girls child education and room to learn initiative, scholastic materials like textbooks with their guides, exercise books, bags, pens, slates and sanitary pads with all its contain for mature girls that has contribution of girls’ bad performances when not at hand/provided and to dropping out of school or excepts marriage by UNICEF through ACROSS, World Food Program (WFP) in collaboration with Catholic Relief Services (CRS) achieves the provision of food for education (FFE) and food for asset.

The study will collect data through reliability and validity of research instruments which will be established, from the 15 counties of Eastern Lakes State more especially the county education directors who shall direct and select the vulnerable schools of each and every county, with the help of random sampling method to develop and improve/provide learning infrastructures, scholastic materials, teacher training on subjects’ mastering and delivering, campaign/sensitize the community on importance of education to both girls and boys and identify the factors affecting it while having been hindered in rural schools setups.

# **CHAPTER ONE**

## **1.1 OVERVIEW**

This chapter encompasses various components of the study that includes: Overview, background of study, statement of the problem, research questions, research hypotheses and justification of the study. These various components in the “Introduction” chapter are to assist student in organizing the flow of information in a systematic and coherent manner in understandable form towards the support to rural schools’ development in Eastern Lakes State as they are in need of all sort of school’s help required of every school to be effective. Provision of enough support to the schools will be the main source of stopping other irrelevant impacts that contributes to human hums like being illiterate with its forms especially poverty, raiding cattle, communal conflict/hatred among others in the communities, more especially Eastern Lakes State that suffers a lot from not having adequately got the support to the schools in rural areas.

**1.2 BACKGROUND**

In trying to support Rural Schools develop a system of education, the study will start with the issue in any education system: learning in classrooms. The overall objective is to increase learning achievements in schools including school learning spaces especially in literacy and numeracy skills which is in recognition of the very low standards in schools as a result of poor physical learning spaces, unavailability and untrained teachers (especially in rural areas) and schools’ inadequacy or no supervision. There are 36 schools this year 2019 with little additions. Only 182 According to Republic of South Sudan National Education Statistics 2016 in collaboration with UNICEF, Global Partnership for Education (GPE) and Altai consulting, whether effective or non-effective for the 15 counties that makes up this State with very limited teachers which resulted to less enrolment and cash transfer which is provided only to girls in upper classes that became an issue when some parents of the girls decided to disown some of the schools in participation to their effectiveness.

The rural schools have been sufficiently supported by the Education partners nowadays compare to during the war period, when the teachers were improvising charcoal and casaba as a chalk and a dried animal’s skin as black board, the learners were enduring due to insufficient schools with killings now and then around them but schools now are everywhere one goes even abroad which is so costly for learning. Learning is defined as the mastery of basic literacy and numeracy skills which are the key tools of the future learning, starting with the situation of classroom to the community and to the State system, this requires development in a) strengthening key school central level structural and systemic areas in support of classroom learning and b) whole school development principles.

Development targeted the: a) Literacy and Numeracy Outcomes and assessment techniques, b) school supervision, c) Training of head teachers and teachers, d) incentive/pay to teachers and e) Education policy dissemination where much work remaining should also be done in the areas of Adult Education, Accelerated Learning Program (ALP) as 2012 Education Act and the General Education Strategy Plan 2012 – 2017 underpinned by the Child Act of 2008 pave a universe access to quality education for South Sudanese children – a right denied to the earlier generations.

The point of entry for the Rural Schools effectiveness is the community, development and training Parents Teachers Association (PTA) and School Management Committee (SMC) as the foundation stone for the parts of the sub-components, to stress the primacy of addressing the major literacy problem in Eastern Lakes State with included rate (illiteracy: female: 89%; male: 72%). Therefore, the study requests urgent response as required for these few data collected for the betterment and future sustainability.

## **PROBLEM STATEMENT**

General situation view on schools non-functioning or not operating based on the learner, teachers, infrastructures, community and teaching and learning materials asat rural schools in Eastern Lakes State are facing a lot of issues such as;1) **Learners** dropping out of schools due to marriages as a source of getting resources and pregnancy, domestic duties and lack of food, having to work casually harder to get something, lack of psychosocial support, cattle rearing, long distance to schools, inability to afford schools fees and insecurity in other parts of the State among other, **2) Teachers’** absenteeism from schools, though there are few teachers, is due to no or delaying payment of salary, joining other work, joining NGOs as staff, insecurity in the areas, out to following teacher training, distance, displaced by conflict and joining the military, **3) No Infrastructures** contributes negatively to the school not functioning during rainy and sunny days that resulted to departure of the learners compare to when the is a setup whether permanent or temporary for both the learners, teachers, scholastic materials provided if any for storage and kitchen, **4) Community** misconception on schooling as a place for girls meeting friends who could not afford to face the parents of the girls and who are avoided/prohibited by the girl’s parent, to mess themselves up with boys that resulted later to pregnancy and elopement and as girls are the source of getting resources, then can lead to clan conflict that may include death among themselves, not only that but also takes school as a place for prostitutes, 5) No Teaching and Learning or inadequacy of Teaching and Learning materials in school, has much impact too to the rural schools progress/functioning because learners and teachers may not teach/learn or follow the National syllabus that may in other hand makes learners and teachers abandon the school in rural areas joining schools in the town, of which their parents could not afford the fees or feeding of a child in the town as people in the rural places depends on cultivation/agriculture of a very small quantity of their gardens, they cultivates using their local tools than using a machine or ox-plough they do not have.

The partners to education should be urge to fully response heartedly to the call for the support to the rural school in Eastern Lakes State in terms of, primarily constructing the local roads that connects the town to schools in rural areas due to inaccessibility of roads to schools though there is any other sort of support provided to school, there could be no way for school to get that small support making school remains isolated for long but needs to be improve to develop like the rests of the schools in urban places.

**1.4 RESEARCH QUESTIONS**

These question are specifically for the study to have answers comprehensively as below;

1. what are the factors affecting rural schools in Eastern Lakes State, South Sudan?

2. What solutions can be provided for these factors affecting rural schools in the State?

3.  How can rural school in Eastern Lakes State be improve to be conducive for better learning?

4. What is the community involvement and participation in making learning conducive in the Eastern Lakes State?

**1.5.0 RESEARCH OBJECTIVES**

**1.5.1 GENERAL OBJECTIVES.**

To find out the factors affecting Rural schools and to have a conducive learning environment in Eastern Lakes State.

**1.5.2 SPECIFIC OBJECTIVES**

1. To review literature clearly on identification of the factors setting back the rural schools’ progress in Eastern Lakes State, South Sudan and provide the solutions.
2. To state and know the components of a school and how school should be friendly to learners in the Eastern Lakes State.
3. Letting community know about their areas of involvement and participation in effective and conducive learning environment.
4. Provide the recommendations to the findings from the case studies for further/future considerations on improvement of rural schools.

**1.6 RESEARCH HYPOTHESIS**

The hypothesis for objectives above mentioned should be;

1. Factors/Effects of no conducive learning do not put empathies mainly on rural schools.
2. Schools have no components and are not friendly.
3. State Communities do not know their involvement and participation in effective and conducive learning environment.
4. Findings from the case studies do not provide the recommendations.
   1. **JUSTIFICATION OF THE STUDY**

The study uses the quality research methods to clearly identify the factors that hinders the progress of rural schools in most of the schools that are in real rural areas in Eastern Lakes Sate that is expected of the findings from this research to help in betterment and confidential with immediate support in enabling identifications of ways forward to those factors in providing the solutions to those factors such as; lack of constructed classes, lack of pay to teachers, lack of scholastic materials/inadequacy of learning materials, lack of trained teachers, low enrolment, girls’ dropping out of school, low involvement and participation of community on schools’ progress and misconception of school and girls education according to policy of Education South Sudan by rural/illiterate people to be dealt with or to address such issues amicably.

Therefore, the support to improve rural schools in Eastern Lakes State is the education partners’ duty to tirelessly try to base much of the works on these schools for better performances and eradication of illiteracy generally through provision of all the lacking needed demands and for their further sustainability.

**1.8.0 SCOPE AND LIMITATIONS**

This research will cover whole Eastern Lakes State with 15 counties, which was formerly of three (3) counties as greater Yirol for former Lakes. The research choses it because of many lakes/Nile which negatively contributes so much in terms of fishing without period specification of which the community therein do not even follow the schools’ calendar, leaving elders and children to stay there sometimes in whole of their lives, making schools inaccessible and as time goes, the children develop crimes in them such as stilling, raiding cattle, tribal conflicts that is mostly being supported too by the elders as illiterate in the community as some factors impacting in no development of schools in rural schools.

The study aims to provide evidences and explore the data collected from the few individuals and places within the State and where almost 20,000 villages are without or not near schools. Therefore, there is a need for this research recommending for future research on same research’s topic, the study is lacking proper data both quantitative and qualitative on too much vulnerable schools from all the 15 counties due to flood at this time then at dry season that hinder the accessibility of some areas.

**1.8.1 LIMITATIONS**

Limitation here, is the proper recording of schools supply by the NGOs that supports schools in Eastern Lakes State but more especially rural schools, access to other more information from the communities from the State like schools that are not being considered due political issues of which the community concern and county education directors couldn’t managed to revealed the logic behind why the schools are left without than other new schools that are just recently established.

The researcher in this situation shall be confidently interacting with the informer in the site during data collection to produce clear and accurate information.

**1.8.2 DELIMITATION**

The research has the merits of knowing the three (3) dialogues used in the State in convincing the respondents/informers on producing quality or gathering needed information during data collection.

Transportation support provided during the data collection by the friends and other NGOs who goes to their field of work in that same locations.

**1.9 SUMMARY**

In this chapter, there are indications of interest points for the research from justification to research questions where research questions and objectives shall pave way for better understanding of findings as emphasized from this study.

# **2.0 CHAPTER TWO: LITERATURE REVIEW**

**2.1 overview**

This chapter underlines the documents’ information previously quoting the literature about the development of rural schools not only in Eastern Lakes State but all over the other rural schools.

**2.2 Literature review**

**2.2.1 Research Main Interest on rural schools’ development in rural places.**

The main focusing theme for this research is, support, sensitization of community about policies like; 1) South Sudan general education act 2012 that has the following goals to be met; Eradicate illiteracy, improve employability of young people and adults, promote lifelong learning for all citizens, provide equitable access to learning opportunities for all citizens to redress the past inequalities in education provision, achieve equity and promote gender equality and the advancement of the status of women, contribute to all personal development of each learner and to the moral, social, cultural, political and economic development of the nation, promote national unity and cohesion, enhance the quality of education and encourage a culture of innovation and continuous school improvement and effectiveness, and develop and promote a general scientific approach in education. 2) Rights of learners to compulsory formal education, that every parent or guardian of a leaner shall ensure that his/her child is enrolled and attends schools when he/she attains the age of 5 or 6 years, where a child who attains compulsory school attendance age fails to enroll in a school, the County Education Department shall investigate the circumstances of the child’s failure to enroll in school, take appropriate measure to remedy the situation, give notice to the parent or guardian to comply with subsection (a), where a learner who has been enrolled in school fails to attend school, the school too shall investigate the circumstances of the child’s failure to attend the school, take appropriate measure to remedy the situation, give notice to the parent or guardian to comply with subsection (a) above, where the County Education Department and the community leaders shall implement provisions of subsection (b) and (c) in the article, unless excused under this Act, a parent or a guardian who neglects or refuses to enroll his/her child to attend school when he/she has reached the age of 5 or 6 years shall be liable to pay a fine to be determined by the relevant authority, a State Ministry may only exempt learners from formal compulsory school attendance on medical grounds, the Prefect system and Learners’ Associations shall be encouraged in schools.

There are some interpretations in the Education Act which should be known as per the interest of this research too defining learning desirable such as; **“Community”** means a group of people and institutions that are within the locality of a school or are related to the school. **“School”** means an educational institution, public or private recognized by the Ministry of Education and the relevant state Ministry of Education which has teachers, Learners and learning space, **“Teacher”** means a male or female teacher who regularly instructs Learners in a School; **“Learner”** means any person who is in process of learning whether a pupil or a student for both the primary, secondary schools and beyond, **”Learning Space”** means where interaction of leaners and teachers takes place in interest of teaching and learning without any interruption. However, the child that joins primary after nursery or early childhood development (ECD) must be age of 6 years but less than this range of age must first be enrolled in nursery/early childhood development before primary one.

**2.2.2 Education Policies**

There are two (2) Educational Polices being followed in Eastern Lakes State – South Sudan such as: International/National Education, laws, Standards as below: -

1. **International education policies, laws and standards which includes**; Inter-Agency Network for Education in Emergency (INEE) Minimum Standards for Education: Preparedness, Response and Recovery, Convention on the Rights of the Child, Human rights treaties and conventions, Refugee Convention, Convention on the Elimination of All Forms of Discrimination Against Women, Convention on the Rights of Person with Disabilities, Universal Declaration of Human Rights, International Convention on Civil and Political Rights, International Convention on Economic, Social and Cultural Rights, Millennium Development Goals of 2015 international framework, Fast Track Initiative/Global Partnership for Education global platform, Education for All international movement, Security Council Revolution 1998 against attacks on hospital and schools and previous related resolutions 1261,1314,1379,1460,1539,1612 and 1882, Hyogo Framework for Action plan for disaster preparedness
2. **The South Sudan educational policies, laws and standards include**; Education Act (forthcoming, Education Bill 2012), Girl-child Education Bill, South Sudan Basic Standards for schools (forthcoming 2012), South Sudan Minimum Standards for Education in Emergencies (2012), By-laws for girls’ education, The Child Act (2012) and South Sudan Teachers’ Code of conduct for Emergency Situations (2008) and South Sudan’s Teachers Code of Conduct (2012).

In minimum standard; Education authorities prioritize continuity and recovery of quality of education, including free and inclusive access to schooling.

**2.2.3 Social theories and misconception on Education**

Eastern Lake State’s most illiterates take education in very many different forms such as; a way of meeting boy/girl(s) friends which leads to pregnancy and elopement later forcing parent to poverty due reliance on girls as source of resources, educated children differed with their parents in decision making or overlook their parents/other relatives which is in one way or the other discouraged by providing support to their schools for the purpose of abandoning that concept which is partly happening in other communities but still needs much effort from the NGOs whether national or at the state levels.

South Sudan’s almost half of the population are not illiterate that therefore, needs to be minimize though not actually at all eradicated through engagement and involvement of all the community of Eastern Lakes from the (15) counties being elders or children, as Education act as something that separates children from parents which contributed much on death of elders but more especially with first born children that stays with parents to inherit the parents’ properties, who will later on be responsible for the younger once or his/her followers in terms of distribution and many others.

**2.2.4 Sensitization on Education**

The prioritization to sensitize has to be use through dissemination of information on the relevant acts and policies for the community to be aware through trainings, meetings, and radio (FM and other State frequencies) by the education authorities like in; Boma, Payam, County, State/National education officials, representatives of teachers’ Unions, education-implementing partners and Parents Teachers Associations (PTA) and School Management Committees (SMC), Advocacy for education in emergencies should be undertaken in a coordinating manner to strengthen national laws and policies, including on issues such as protection of schools from occupation by the armed forces, inclusion for emergency, provision of education in budgets and sector planning, mainstreaming of emergency response capacity and resources, conflict mitigation and disaster risk reduction into long-term development projects and plans.

Free schooling; which means no tuition, uniform, exams, materials, Parents Teachers Association fees or any other fees associated with schooling of which right to school should not depend on access to school uniform, shoes, this is true especially for the vulnerable children, children at risk and youth in emergencies.

**3.0 CHAPTER THREE: METHODOLOGY.**

**3.1 Overview**

This chapter will explain the how the structure and methods of data analysis and data collection that are used in the study. It shows the sampling and collection procedures, research design, data analysis techniques, data presentation, ethics, validation and reliability as used by the study.

**3.2 Philosophical paradigms**

It gives the general self-awareness about the research sampling and collection procedures, research design, data analysis techniques, data presentation, ethics, validation and reliability as used in the study. The researcher will be supported by the qualitative approach that will be used to collect and analyze the data that will motivate the clear and courageous investigation participatively on why and how rural schools are not developed like other schools and how they should be improved to develop especially in Eastern Lakes State.

**3.3 Study site**

Eastern Lakes State is a very nice and conducive place for studies almost whole State due to weather situation climatic side though there are a bite of differences in climate change in western side of the State. The State covers/consists of 15 fifteen counties with 4 four local languages inside the state which was of only three 3 counties as greater Yirol.

Education sector especially many primary schools are being supported in terms of food for education (FFE) by World food program in collaboration with Christian Relief Services (CRS), teaching and learning materials, teachers training, partly teachers’ incentive, construction of classes both permanent and temporary learning spaces (TLS) and Latrines by UNICEF through ACROSS, IMPACT by World Bank provides teachers’ incentive too through Windle Trust International, the mentioned supports by the NGOs to schools are not even enough for the learners and teachers in supported schools, apart from those that are not supported, the support do not meet all the school but more specially the rural schools could not get at all, as to why rural schools failed to improve in development than the rests, leading to question of, what could be done towards the improvement of rural schools in Eastern Lakes State for every learner to be in school?

**3.4 Research Approach**

The logical failure of the development of rural schools shall be collected easily by the use of qualitative method, gathering needed information in Eastern Lakes State with the help of observations, inspection/supervision of schools’ general functioning, interviewing, analyzing the concerned documents for the study, mostly quarries from the residents in both the rural and urban schools which shall at the same time be as information on real live differences between them but more especially in rural places and from day to day life reviewing.

The qualitative research method used shall review monitoring tools of the participation of the community around the schools as to why there are difficulties in rural schools’ improvement to develop and education in the entire Eastern Lakes State.

**3.5 Data types, needs and source**

The pictures and notes taking about found and asked respondents’ information and recording audio are to be carried out in finding the information needed by the researcher from both in-depth interviews and group discussion.

**3.6 Population, sampling procedures and data collection**

The population according to this research refers to group of units of persons or others enumerations from which a sample is drawn. Eastern Lakes State has a population of Total: 217,633 with 111,085 men and 106,548 women according to Greater Lakes States County Consultation summary by UNDP from 10th – 5th December 2009 where working NGOs staff from that same community were inclusive in the presented number. All the community and others residing in the counties of the Eastern Lakes State are aware of the effects facing rural schools and how the solutions should be, but could not reach their desired rural schools development’s destination. This study will interview Payam, Boma administrators, paramount chiefs, executive chiefs, chiefs, goal leaders, Schools’ Parents Teachers Associations, School Management Committees to present unit/set of population of learners in and outside the schools, not also forgetting the number of schools developed or not developed and why during data collection in regards to provision a way forward for the improvement to develop rural school in Eastern Lakes State.

Sampling refers to technique or process of obtaining a representative sample of the unit/set/group by determining the characteristics of a significant percentage of the number selected or interested. The sampling shall be carried out by the researcher during general State’s counties visitation by choosing the sound minded community member that has wider knowledge of what he/she shall be asked for, to prove a reliable and convincing respondent.

Data collection, the study shall use the questionnaires in collecting data by Discussing and interviewing the targeted respondents concerned with the schools, including teachers and even the learners whether in or outside the school, where all the ironed out issues from the interview and discussion carried out shall be taken into consideration to analyze them to the needed logic.

**3.7 Sample size**

The researcher in this case, interview and in discussion with 47 respondents of which each and every county shall be having 3 including the county education director for the 15 counties and others that shall be got within or outside the schools are not in the number but their positive contribution shall be considered as well in the State.

**3.8 Data analysis**

The analysis of the data shall be derived from the quarries/information got during the data collection from the field with the help of questionnaires used for interviewing and discussing.

**3.9 Data Presentation**

Presentation shall clearly be narrative according to the findings during field visit when collecting data from the different respondents interviewed with summarized and understood information that suits this study’s objective where within the use scope of around schools shall tangible evidences be assessed to the intended satisfaction.

**3.10 Validity and Reliability**

The Validity refers to precision of which the findings accurately reflect the data and which later recognizes that multiple realities presences. The researcher outlines personal experiences with viewpoints and that may have resulted into methodological bias with clear and accurate respondent/participants’ perspective, (Noble, H. Smith), 2015 though according to this quotes, there could also be a circumstance where the tests and measures used to establish the validity and reliability of quantitative research cannot be applied the same to qualitative research because of debates about whether terms such as validity, reliability and generalizability are good to evaluate qualitative research and in wider context these terms are appropriate to use as; validity refers to the integrity and application of the methods undertaken and the precision in which the final findings accurately reflect the data whereas reliability describes consistency within the employed analytical procedures. Therefore, if the qualitative methods are inherently different from quantitative methods in terms of philosophical positions and the purpose, then alterative frameworks for establishing more experiences are appropriate. (Lincoln and Guba) offer alternative criteria for demonstrating rigour within qualitative research with names truth value, consistency and neutrality and applicability.

Assessing the reliability of study findings, may requires researcher and professionals to judge about the ‘soundness’ of the research in relation to the application and appropriateness of the methods that are undertaken and the integrity of the final conclusions. Most amateur researchers, demonstrates rigour when undertaking qualitative research is challenging because of no accepted consensus about the standards by which such research should be in judgement at last. Qualitative research is frequently in a criticized line for lacking scientific rigour with poor justification of the methods adopted, lack of transparency in the analytical procedures and the findings being merely a collection of personal opinions subject to researcher’s bias.

**3.11 Ethics**

The research has sought the permission from the concerned authority of Africa Institute for Project Management Studies that was presented to the intended education related personnel and local leaders and other research’s concerned.

Commencement of this research’s respondents was after having been informed about this study’s importance/benefits and has willingly excepting to participate during data collection and with researcher accessibility only in storing it with privacy of a very high degree.

**4.0 CHAPTER FOUR: FINDINGS**

**4.1 Overview**

This chapter interprets and presents the findings gathered during research collections from the respondents by use of a questionnaire in 15 counties of Eastern Lakes States – South Sudan and it relates to the questionnaire, literature, objectives and methodology of this study.

Both urban and rural Schools general management/administration’s maintenance like, designing, planning, operation and implementation are being carried out and lead by the State Ministry of General Education and Instruction with support from its development partners such as; ACROSS, IMPACT, CRS, Plan International in the areas of Eastern Lakes.

Rural schools’ improvement towards deliverable and effective teaching and learning is in top priority by fully supporting studies with required materials, pay to the teachers teaching, providing infrastructures and provision of teachers headquarters in the schools for farer teachers and who could be on duty in school though some are being pursued by other NGOs supporting education Eastern Lakes State where the ministry officials interestedly receives the support’s report attentively and respectively.

**4.2 SUMMARY OF FINDINGS**

1. WHAT ARE THE FACTORS AFFECTING RURAL SCHOOLS IN THE STATE?

The rural schools are being affected by many factors even if there are few that are to be mentioned below, where education offers all children a ladder out of poverty and a path to a promising future due to million children and adolescents around the State do not have the opportunity to enter or complete school because of having been thwarted by poverty, governmental failures, ongoing violence, poor health of its citizens, and inaccessibility to schools that are overcrowded, underfunding, and operation by untrained or unqualified teachers, discrimination, armed conflict, emergencies, poor infrastructures and the effects of climate change and general education misconception of which every child has the right to an education regardless of who they are, where they live or how much money their family has, beginning in early childhood and prepare every child with the knowledge and skills needed to thrive.

More than over 70 % learners are out of school in Eastern Lakes State which shall put at risk their futures and the future of the Counties, State and the country at large. Some of the out- of- school children are raiding other people’s cattle, killing under being drunk’s influence while the rests are living in pastoral communities, moving with their cattle and are not able to attend regular classes.

Though, those are constraints on rural schools in Eastern Lakes State, there could also be solutions incorporated for both boys and girls as; the girls who grows up poor in a remote or rural area, staying in school and learning can protect them from child marriage, intimate-partner violence and continued poverty while boys who lives in an urban slum, schooling instead of child labour can provide them with the skills needed for a better-paying and more fulfilling job as an adult and for children in emergencies, education offers safety, a sense of normalcy and the knowledge needed to build a more peaceful future. In each of these situations, the solution for children is education.

UNICEF should collaborate with partners to develop educational systems which provide the world’s most disadvantaged children with learning opportunities that will change their lives, and the lives of their children, too but more especially Eastern Lakes State

1. WHAT ARE THE COMPONENTS OF A SCHOOL?

School is one of the most important thing in live, for because if we are not educated, then we do not have the skills needed to function in day today society and not only helps students learn necessary concepts and skills, but also allows students to interact among themselves socially, academically, emotionally, ensuring the progressive development of innate/native/natural powers of the child, cultural transmission as a social institutional and takes more traditional **purpose** in passing on of culture with many important **functions** in modern society which include socialization, social integration, social placement, social and cultural innovation.

Every established school should be looked into nitty-gritty, so that students and the teachers are contained in the most conducive environs whether in rural/Urban, though not exactly like the urban that should compose of;

**Academic Section or Block:** This part contains the classrooms of the students/pupils, where class rooms

are designed in a fashion that they meet the requirements like proper lighting, ventilation, security standards, etc. There are terraced classrooms, which have a gradual incline so that students sitting at the back of the classroom are also physically visible to the teacher.

Modern classrooms installs components for air ventilation, temperature control and fire alarm systems.  
**Administration Block:** This section is for the administrative staff, teachers, school head teacher/principal and other staff. The office sections for accounts and admissions are also contained in this section.

**Activity Rooms:** These are included in the academic section. For activities like painting, drama, music, etc., are practiced in activity rooms.

**Library:** Library is an important part of the school, located in part of the institution that is quiet and serene.

**Science Labs:** In secondary and Upper primary schools, science labs are established for students/pupils to conduct their experiments as provided in the curriculum, located close to the classrooms of the secondary and upper primary students/pupils wing.

**Auditorium:** An auditorium or hall is an important component of the establishment. The auditorium must have sitting capacity to accommodate at least more than 30-34 per cent of the total school strength. Audio-video equipment, projector and screens are important requirements.

**School Garden:** A part of the land is developed in school garden and is particularly built to get the students habituated with eco-friendly environment.

**Playground:** A larger portion of the land is developed into playground. There is no standard as the minimum or maximum area required but must be large enough to accommodate the children during recesses.

**Toilets and lavatories:** Toilets are generally constructed in the area, which can be easily accessed. Lavatories on the other hand are contained in areas that do not create any nuisance to the students.

1. CONSIDERATIONS IN MAKING UP A CONDUCIVE LEARNING SPACE

The most important factors considered in making a conducive learning should be like; Establishing a positive learning culture where each and every community member should have the feeling of connectedness, addressing the learners needs, keeping the learning positively operating, providing feedback for the learners’ quarries, celebrating learners’ success, employing interactive games and activities. The two main major components of the conducive learning environment as 1) **Physica**l and 2) **Psychosocial component**, where all physical aspects like classrooms, teaching materials and learning facilities both inside and outside the classroom (Fraser 1994, Kilgour 2006) that should improve and developed the schools in Eastern Lakes State.

1. WHY COULD A SCHOOL BE CALLED A FRIENDLY SCHOOL?

Since every child has a right to go to school and learn, so school must be friendly for learner(s) to learn when school strive for quality education in the following areas;

**Quality learners:** healthy, well-nourished, ready to learn, and supported by their family and community.

**Quality content:** curricula and materials for literacy, numeracy, knowledge, attitudes, and skills for life.

**Quality teaching-learning processes:** child-centred; (life) skills-based approaches, technology.

**Quality learning environments:** policies and practices, facilities (classrooms, water, sanitation), services (safety, physical and psycho-social health).

**Quality outcomes:** knowledge, attitudes and skills; suitable assessment, at classroom and national levels.

According to UNICEF development of a [framework for rights-based, child-friendly educational systems and schools](https://www.unicef.org/lifeskills/index_7260.html#A Framework for Rights-Based, Child-Friendly) that are characterized as "inclusive, healthy and protective for all children, effective with children, and involved with families and communities - and children" (Shaeffer, 1999). Within this framework that;

* The school is a significant personal and social environment in the lives of its students/pupils where a child-friendly school ensures every child an environment to be physically safe, emotionally secure and psychologically enabling.
* Teachers are the most important factors in creating an effective and inclusive classroom for learners.
* Children are natural learners, but the capacity of learning can be undermined and destroyed sometimes and a child-friendly school recognizes, encourages and supports children's capacities as learners for growing by providing a school culture, teaching behaviours and curriculum content that are focused on the learner and learning.
* The ability of a school to be call a child-friendly is directly linked to the support, participation and collaboration it receives from families/communities around the school.
* Child-friendly schools aim to develop learning environment in which children are motivated, be able to learn, staff members are friendly and welcoming to children and attend to all their health and safety needs as required.

The framework for rights-based/child friendly school has two (2) basic characteristics;

* It is a child-seeking school — It actively identifies and excludes children to get them enrolled in and included in learning in the school, treating children with rights and State as duty-bearers with obligations to fulfill carrying out the rights, demonstration, promotion, helping to monitor the rights and well-being of all children in the community.
* It is a child-centred school —It acts in the best interests of the child, leading to the realization of the child’s full potential and concerned both about the "whole" child (including her health, nutritional status and well-being) and about what happens to children — in their families and communities - before they enter and after they leave the school. Above all, a rights-based/child-friendly school must reflect an environment of good quality characterized by several essential aspects to the;

**Inclusive of children – It:**

* Does not stereotype, discriminate, or exclude on the difference’s basis.
* Provides education that is free and compulsory, affordable and accessible, especially to at risk children and Families.
* Ensures equality of learning for all children and respects diversity (girls, children of ethnic minorities, working children, affected by HIV/AIDS, children with disabilities, victims of exploitation and violence).
* Responds to diversity by meeting the differing needs and circumstances of children (based on gender, social class, ethnicity, and ability level).

G**ender-sensitive – It:**

* Promotes gender equality in achievements and enrolment.
* Eliminates gender stereotypes.
* Guarantees girl-friendly facilities, teaching and learning processes, curricula, textbooks, socializes girls and boys in a non-violent environment.
* Encourages respect for each other’s' rights, equality and dignity.

H**ealthy and protective of children – It:**

* Ensures a healthy, safe learning environment and hygienic with adequate water and sanitation facilities and healthy classrooms, healthy policies and practices (a school being free of drugs, corporal punishment, and harassment), the provision of health services such as nutritional supplementation and counseling.
* Provides life skills-based health education.
* Promotes both the physical and the psychosocial emotional health of learners and teachers.
* Helps to protect and defend all children from abuses and harms.
* Provides positive experiences for children.

E**ffective for learning – It:**

* Promotes good quality teaching and learning processes with individualized instruction appropriate to each and every child's developmental level, abilities, and learning style also with active, cooperative and democratic learning methods.
* Provides the structured content and good quality materials and resources.
* Enhances teacher capacity, commitment, morale, status, and income with their own recognition of child rights.
* Promotes quality learning outcomes by helping children learn, defining what they need to learn and teaching them how to learn.

I**nvolved with children, families, and communities – It is a:**

* Child-centred - promoting child participation in all aspects of school life.
* Family-focused — working to strengthen families as educators, the child's primary caregivers and helping children, parents and teachers establish harmonious relationships.
* Community-based - encouraging local partnership in education, acting in the community for the sake of children and working with other actors to ensure the fulfillment of children’s' rights.

However, experience now shows the framework of rights-based, child-friendly that school can be a powerful tool for both helping to fulfill the rights of children and providing them with an education of good quality where at the national level, for ministries, development agencies and civil society organizations, the framework can be used as a focus for collaborative programming that leads to greater resource allocations for education, as a normative goal for policies and programmes leading to child-friendly systems and environments, and as a component of staff training while at the community level, for school staff, parents, and other community members, the framework can serve as both a goal and a tool of quality improvement through localized self-assessment, planning, and management and as a means for mobilizing the community around education and child rights.

1. HOW COULD THE RURAL COMMUNITIES UNDERSTAND THE IMPORTANCE OF SCHOOL?

The community of Eastern Lakes State could understand the school’s importance in this State at the schools in 15 counties of Eastern Lakes by; Initiating school/education development campaign, conducting school parents’ day allowing them focus on the importance of education, introducing the mother tongue to the lower learners for instruction in the schools, urging Education partners to carry out most of the education’s importance workshops in the villages of the 15 counties of Eastern Lakes State and to enroll the children in Schools at the early age for them to know how important the school is before becoming mature, Constructing permanent schools’ infrastructures in the rural areas, Organize advocacy campaigns through teachers, communities and Parents Teachers Associations (PTA), education Partnerships and funding for conducting the campaign by the natives concern in the government visiting their own home villages on Education with its partners. Encouraging community awareness, participation and ownership to the schools through the existing traditional and local administrative structures, chiefs, elders, etc. shall be approached and sensitized on the value of education to encourage learners to also enroll in Accelerated Learning Programme, to own and actively support and manage the programme with the formation of relevant committees (Parent Teacher Associations, School Management Committees) and receive training to assist them in the management of the programme. Involving the community in mobilizing local resources in cash or in-kind for the sustainability of the programme/Schools.

**5.0 CHAPTER FIVE: DISCUSSION, RECOMMENDATIONS AND CONCLUSION**

**5.1 DISCUSIONS**

This chapter shows or detailed the summary from the field’s data collected, the findings’ discussions and the recommendations for the rural schools’ development in Eastern Lakes State – South Sudan.

The Eastern Lakes State has made efforts to increase access to education prior to conflict among the communities and barriers to education existing before the conflict includes but not limits to extending access to rural/remote areas with high levels of poverty and socio-cultural dimensions when it was still of three counties of Greater Yirol. However, the challenges are still existing in today’s landscape across geographies and education levels as well as other challenges though existing before, that are still brought about from the poverty and conflict where in terms of being the challenges, girls are more likely than boys to be excluded from education in Eastern Lakes State and some parts of the country, over 78% of primary-aged girls are not in school.Children in rural areas and those displaced by conflict are also amongst the most educationally disadvantagedin the state, but nearly all children fit into at least one of the at risk profiles, including children who are overage for their grade level, child laborers, children with disabilities, and street children, with a danger that the current schooling crisis will become the status quo of which this study analyses and uses available data to examine who and where these children are, unpacking the major barriers and issues hindering school participation for so many children in Eastern Lakes State - South Sudan and to quote the existing policies and strategies that are in place to find out about these key issues and finalize with a series of concrete, evidence-based on the recommendations for action aimed at enabling State Ministry of Education and its partners to develop rural schools, provide teaching and learning materials, provide incentives for teachers and look into large number of learners out of school population to enroll in or return to school.

Interviewed respondents all raised so many cases on schools in rural areas which do not have any help from other sources they know, but depends on the ministry only while the State Ministry of Education does not have so many partners supporting it but depending mostly on UNICEF that brings the teaching and learning materials, some teachers’ incentive and infrastructures in the schools within and near the towns through ACROSS and IMPACT in terms of incentives also, this materials could not reach rural schools as they may be far, inaccessible, (with low enrolment to be prioritize, unqualified teacher, limited payment to teachers, no active participation of the parents in enrolment and running of school and some tribal conflicts that may lead school to desertion), some of the schools may be community own schools and could not know the education policies on how to run it because of no recognition/registration and inspection from the Ministry of education due to other challenges like delaying of the salary to 5 or 6 months without receiving anything for survival, that sometimes made all the inspectors who are supposed to inspect schools, deals on their own living, no support to inspection or supervision to established schools whether government or private school, to find out how the curriculum of South Sudan is being implemented in the State generally and where the need could be, to know the qualifications of teachers recruited to be integrated to the budget if any or direct the NGOs supporting education to render the needed support to them.

**5.2.0 RECOMMENDATION**

**5.2.1** TO EDUCATION IMPLEMENTING PARTNERS

Partners in collaboration with State Ministry of General Education and Instruction should support in trainings, design and implementation of initiatives to enhance teachers’ professional status, like; their status and recognition from society, ministry officials and the wider government. This initiative might be integrated into existing community awareness programs (e.g. girls’ education), in order to facilitate implementation with minimal resources which linked to increasing teachers’ salaries and access to material support.

Partners should fund and closely support Intensive English course as Republic of South Sudan constitution stated English to be the official working language as well as the language of instruction at all the educational levels from primary 4 to the end, address the needs of people lacking proficiency in English language and which consist of short supplementary courses to upgrade English Language skills and enhance the learners’ performances in their professional, social or education areas. Intensive English course has been used predominately upgrading the English language skill of Arabic pattern teachers and students who acquired their education in other languages.

**5.2.2** TO GOVERNMENT AND STATE MINISTRY OF GENERAL EDUCATION AND INSTRUCTION

Since the state and each population is facing unique and complex challenges in enrolling and keeping children in school that needs targeted state level interventions to address it; as a next step the Ministry of General Education and Instruction in collaboration with other partners, needs to further develop on rural schools and learners learning profiles be included but not limited to specific demographics and socio-economic and cultural barriers for such groups, but not limited to pastoralists, IDPs, girls, children with disabilities and street children with contextualization of the profiles that are at risk in becoming or currently out of school and under tree schools, targeted interventions will be more successful as required of this recommendation.

Ensure the timely salaries payment to all active ministry staff including teachers and increase of the number of qualified teachers by training both the teachers and inspectors/supervisors by the Education development partners, putting much emphasis on attracting and retaining female teachers and improving the trained once in the schools towards the best performances of the learners, to ensure that schools are staffed with qualified teachers who are able to provide quality education, thus motivating children to enroll in school and facilitating their progression through the system.

Implement the school feeding policy, encouraging active Parents Teachers Associations members, community contribution on construction of classrooms, school feeding, and school garden interventions for schools’ learners - particularly those located in remote/rural and conflict affected areas, to review and update teacher deployment processes and procedures, like the use of additional incentives for teachers serving in hard to reach or hardship areas where there are also no teachers quarters for far teachers. Addressing children’s interconnection health, protection, and educational needs – the latter with an emphasis on literacy and skills development towards incoming generation.

Increasing enrolment of learners in the face of acute shortages of qualified teachers, poor infrastructure, and limited access to textbooks poses difficulties to education quality that can only be overcome through efforts to enhance the quality of teaching and learning in classrooms through teacher training, a robust curriculum and sufficient learning materials through development partners.

**5.2.3** TO STATE RURAL COMMUNITIES

The Community awareness, participation and ownershipthrough the existing traditional and local administrative structures like, chiefs, elders, etc. shall sensitized on the value of education to encourage learners to enroll in schools, the communities shall be encouraged to own and actively support and manage their schools with the help of forming relevant committees such as (Parent Teacher Associations, School Management Committees) and receive training to assist in managing them. The communities shall be involved in mobilizing local resources whether in cash or in kind for the sustainability of the schools established though being supported by the Ministry Education or its supporting partners.

**5.3 CONCLUSION**

Since the Independence of the Republic of South Sudan as a different country from Sudan in 2011, the education system got some few changes that contributed both negatively and positively in terms of studies or curriculum that was used by South Sudanese from Sudan where Arabic becomes one of the languages used in the offices that served as an advantage to those who knows it that in the other hand act as disadvantage to those who do not know it while South Sudan tried so much to change immediately to her own curriculum.

There should so much be a need for all both the Eastern Lakes government, Partners supporting Education and the Community to fully hand in hand participates in development of the rural schools in terms of; addressing the rural schools’ challenges like; provision of infrastructure in schools, teachers’ salary/incentive for effective teaching/learning, introducing schools feeding programme to schools not supported, provision of enough teaching and learning materials, teachers training, awareness on how friendly school and conducive learning space should be and look like, deployment of qualified teachers and learners enrolment.

According to the findings from respondents interviewed whether participated individual or in groups, most informations focus on the challenges facing rural schools such as schools’ infrastructures, inadequacy/ no scholastic materials, presence of few/unqualified teachers, low enrolment of learners, lack of constructed teachers’ quarters for farer teachers, delaying of salaries, community conflicts, misconception of education by the local community, poverty, over usage of tradition culture, raring/raiding of cattle, child labor which should be address for effective and sufficient schooling atmosphere to each and every child in Eastern Lakes State by the State Ministry of Education in collaboration with development partners and the community from the 15 counties of this State.

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