

**ACCELERATED LEARNING PROGRAMME AND ACADEMIC STANDARD
OF LEARNERS IN JUBA COUNTY, SOUTH SUDAN**

BY

MONO ROBERT

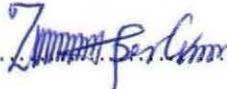
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**A RESEARCH REPORT SUBMITTED TO SCHOOL OF GRADUATE
STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE AWARD OF MASTER OF EDUCATION IN POLICY, PLANNING AND
MANAGEMENT OF KYAMBOGO UNIVERSITY**

November 2017

DECLARATION

I **Mono Robert** do hereby declare that this report is my original work and it has never been submitted before for any examination at any other university. All the sources I have used are indicated and acknowledged herein.

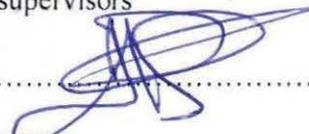
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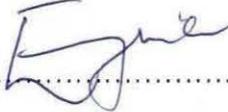
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DEDICATION

I dedicate this work to my parents, Mr. Alison Buli (RIP) and Mrs. Jesilen Buli for showing prudent steps in nurturing and mentoring me to become what I am today. My wife Mrs. Mono Alice and my children 'Boyong Collins and Modi Stuart for bearing and standing firm with me. The physical, mental, and moral support you accorded me is highly appreciated. You are all wonderful people and this is our collective victory.

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Special thanks to my workmates Mr. Katende Moses and M/s. Sarah Amulo for the support, mutual guidance and editing of this work. Finally I am very grateful to all the respondents from Juba County in South Sudan who availed the required data both primary and secondary data extracts. Your cooperation and support is highly appreciated.

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LIST OF ABBREVIATIONS/ACRONYMS

AES	Alternative Education System
ALP	Accelerated Learning Program
CEC	County Education Centre
CPA	Comprehensive Peace Agreement
EFA	Education for All
GESS	Girls Education South Sudan
GoSS	Government of South Sudan
GPE	Global Partnership in Education
GRSS	Government of the Republic South Sudan
GESP	General Education Strategic Plan
MDGs	Millennium Development Goals
MoEST	Ministry of Education Science and Technology of South Sudan
MoEGel	Ministry of Education and General Instructions
SDGs	Sustainable Developments Goals
TVET	Technical and Vocational Training Centres
UNESCO	United Nations Education Scientific and Cultural Organisation
UNICEF	United Nations Children Fund
USAID	United States Agency for International Development

ABSTRACT

The Accelerated Learning Programs (ALP) was an initiative in South Sudan to address the high demand for education by over aged children who failed to enrol and complete primary education at the right age. This study sought to establish the impact of ALP on the academic standards of the learners in Juba County, South Sudan. The study was guided by four objectives. These were; to compare the academic competence of level four ALP learners with those in primary eight, to identify the institutional challenges in the implementation ALP, to identify the learner challenges in attending ALP and to establish the mitigation measures to the challenges facing the implementation of ALP. A causal comparative research design was adopted and both qualitative and quantitative methodologies used. Data for the study was collected from a wide range of respondents comprising ALP learners, teachers, head teachers and local education leaders. In addition to the secondary data extracts, a questionnaire and an interview guide was designed to collect primary data. The final examination results for the two groups were compared using T-test for independent groups while descriptive statistics was used to analyse information collected using the questionnaire. The study revealed that, primary eight learners performed better than level four ALP candidates in the final primary leaving examinations. Shortage of financial resource to implement infrastructural development, enhance teachers' motivation, and low staff performance capacity were some of the institutional challenges identified to hinder the implementation of the programme. On the other hand, Low household income, competing family needs, responsibilities outside school, insecurity and poor academic performance were the challenges ALP learners faced in attending to the programme. For the mitigation measures, working hand in hand with development partners, building of post primary institutions, construction and revitalisation of county education sectors, and peace building were some of the mitigation measures employed to avert challenges to the program. It was recommended that the government and the development partners increase the funding for accelerated learning programme to improve the human resource, infrastructure and other resources needed for the success of the programme.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

The Accelerated Learning Programs (ALP) as a major component of the Alternative Education System (AES) was an education policy adopted by the Ministry of Education Science and Technology of South Sudan to raise the adult literacy rate in the South Sudan. This study was organized to review the progress achieved so far by program. Chapter one presents an overview of the research starting with the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and scope of the study, significance of the study and the operational definition of key terms.

1.1 Background to the Study

1.1.1 Historical Background

The education problems of South Sudan are part and partial of its persistent political troubles inherited from the Sudan. Deng (2003) pointed out that since its independence in 1956, Sudan from which South Sudan seceded has been at war with itself and about 37 of the 47 years after independence have been wasted in two major civil wars. These two major civil wars were the Anya-Nya I war (1955 - 1972) and the SPLA/M liberation war (1983 – 2005) with the Southern part of the country being the combat zone. After the signing of the Comprehensive Peace Agreement (CPA) in 2005, South Sudan education system inherited the impacts of the long history of political vulnerability. The country currently still holds some of the worst international development indicators with the 2008 census results putting the adult illiteracy rate at 83% (South Sudan National Bureau of Statistic, 2010). The country therefore needed to come up with strategies to overcome these impeding factors.

In a bid to reconstruct the education system and improve on the adult literacy rates, the then de facto government of the liberated areas in South Sudan introduced ALP in 2001 as a fire fighting strategy. (Echessa, 2009). The aim was to offer educational opportunities to many over aged children who were deprived of education due to the civil war. It was intended to expedite the learning process to allow over-aged children to catch up with their age-mates who enrolled at the right age. When Southern Sudan becomes a semi-autonomous region following the signing of the 2005 peace agreement, ALP was officially adopted as part of the AES policy. Together with its education partners, the ministry of education science and

technology authored the ALP handbook to give the guideline for the operationalization of ALP in 2007. According to South Sudan MoEST (2007), the following special categories of people were the target group of the programme; drop-out youths and out-of-school children, demobilized soldiers, young mothers, returnees, returned abductees, separated or orphaned children and young people with disabilities. The programme however, later on admitted even employs who needed to learn basic skills in class.

1.1.2 Theoretical Background

ALP in South Sudan was introduced in response to the needs of learners who had missed the chance to enrol at the right age. It should be noted that, most of these children missed education due to causes beyond their control. The government and its education partners by adopting ALP therefore wanted to give justice to the members of society who were disadvantaged by circumstances beyond their control. This consideration in the formulation of educational policies in a country with situational inequalities is in line with the argument presented in Rawls's theory of social justice.

In his theory of social justice, Rawls (1971) argues that, all citizens are free and equal and society should be fair. Rawls coined his theory upon the ideas of "justice as fairness". He holds that "justice as fairness" is the most egalitarian, and also the most plausible interpretation of liberalism. Rawls sees justice as fairness as answering to the demands of both freedom and equality in society and as opposed to the utilitarianism philosophy which focuses on the numbers needed for profitable use. According to Rawls theory, each member of society has an equal claim on their society's goods and services. Natural attributes should not affect this claim. Rawls argues that inequality is acceptable only if it is to the advantage of those who are worst-off. It is upon this argument that a government policy in support of disadvantaged learners was enacted to give equal educational opportunities and competitive advantage to all.

Larry (2013, p12) Defined justice in relation to the formulation of educational policies as "those conditions by which we focus our attention in the pursuit of a more just world. It means recognizing injustice and moving to prevent or remove injustice whichever the case may be". That is why in the ALP handbook the South Sudan MOeST (2007, p5) pronounced that, "the philosophical basis of ALP sees education as an instrument of empowering people. The focus of ALP will be a restoration of respect and dignity of work and human worth geared towards self-reliance for sustainable and equitable social and economic development

of South Sudan". ALP would in this respect provide faster education and to those who had missed it making them to compete equally for opportunities in the country.

Education as an important human need is one of the things that Rawls theory emphasizes should be given equally to all citizens. In Abraham Maslow's theory of the hierarchy of needs, education which is a social need comes second after physiological needs. Child (1993), in support of the of hierarchy of needs theory noted that, the needs follow a specific order or hierarchy. They begin with physiological needs that include food, air, clothing and shelter. After the physiological needs comes the safety needs that include desire for predictable safe environment and justice. Thereafter, the need for love and belonging follows. The fourth level is the esteem needs, which consist of need to be appreciated, valued, respected, recognized, prestige, status, attention, competence, mastery and freedom. The last need on the hierarchy is the need for self-actualization. It includes desire to achieve one's dreams. The physiological needs have to be fulfilled before the safety and other needs. It would be very difficult for children who missed formal education to fulfill the higher level needs without fulfilling the social needs associated with education. ALP bridges this gap in an attempt to link those who missed education at the right age to pursue the needs in the upper echelon of Abraham Maslow's theory.

Another dimension for justification of ALP in post war settings is related to the learners in normal classrooms. In an attempt to revamp the social-economic sector, countries affected by political conflicts face many challenges in achieving quality education, such as large numbers of children who do not enter primary school at the right age. Education reconstruction often focuses on formal primary education, ignoring those who previously missed out. Yet over-age learners still try to enrol in primary schools, 'blocking' places intended for young children, expanding class sizes, and thus challenging teachers to support learners from diverse age groups. ALP, as Emily et al., (2009) explains, are one way of tackling these problems.

1.1.3 Contextual Background

With focus on providing quality education opportunities for all children, especially out-of school, over age students, many countries in the world have implemented accelerated learning programs as an approach to learning that uses learner-centred teaching principles and practices to creatively engage students' multiple learning systems, resulting in faster, deeper, and more proficient learning, (Chiuye and Nampota, 2007). This faster and expedited

learning essentially aims at bringing a gap or address a need. The case in South Sudan was particular in response to a crisis created by conflicts. Similar programs had also existed elsewhere in the world such as in Afghanistan, Burundi, Liberia and Sierra Leone. ALPs can also be introduced as institutional on-going initiatives like those in Bangladesh, Ghana and Malawi, (Hartwell, 2006).

In Africa, a study conducted by Intili and Kissam (2004) confirms that education plays an important role in promoting stabilization and economic growth for countries in transition. But for many students in war-torn, conflict and post-conflict countries like South Sudan, DRC, Uganda, Malawi and others, education is interrupted and the normal progress of the learners compromised. The major aim of ALP in South Sudan is therefore to offer over-age learners and school dropouts a chance to complete the primary/basic education cycle preparing them to go on to secondary education, vocational programs or acquire basic literature and numeracy skills to help them function well in society. In this learning program, the required learning is completed in a shorter span of time and the goal is completion of primary education or integration into the formal system at an age appropriate level, (Hoppers, 2006). The assumption is that older, more cognitively sophisticated children/youth will learn faster and do not require some of the learning activities for young children. That is why the curriculum is condensed and composed of only activities relevant to the age level of ALP learners.

Since the education system of South Sudan is 8-4-4 (that means 8 years of primary, 4 years of secondary and 4 years of university education), the syllabus is developed in such a manner that, two classes of primary education are completed within the one academic year. The learners enrolled in this programme are therefore, able to complete their primary education in just four years of learning. ALP is open to all young people over primary school age who wish to study the complete primary course, and also to those who have completed some years of primary school and wish to complete their primary education, (Intili et al., 2005). One of the main objectives of ALP is to support the education of girls especially young mothers in Southern Sudan (MoEST, 2007). ALP can therefore also be viewed as a strategy to empower South Sudanese women who are virtually the most affected group by the political crisis. Apart from women, other groups of disadvantaged members of society such as disabled, orphans, returnees, abductees are also expected to benefit from the programme.

According to the this programme structure, the ALP handbook (2007), has the following salient policy points;

- ALP will be a specialization within the current existing unified teacher education program.

This implies that the program is supposed to be handled with special teachers who are specifically trained in the ALP methodology.

- The ALP cycle will have duration of 4 years, with multiple entry and exit. Entry to level 2 and above will require proof of previous knowledge and skills. This can be determined through assessment tests or by a recommendation of competency.
- After completing level 4, the learner will sit for the Southern Sudan Primary Education Certificate and will make the transition to the mainstream education cycle at secondary level.
- The ALP program will be implemented in primary schools where formal education is offered until a special centre for ALP is completed.
- Evaluation to monitor progress of the programme will take place through a learner wise tracking mechanism, visits to the ALP centers by the supervisors and monthly interaction with the teachers.

ALP as a unique educational programme is managed separately from the formal education programme with a full directorate of Alternative Education System (AES) set up at the ministry of education with grass root structures. This department is responsible for providing the necessary requirements of ALP and also supervises the programme. Juba County as the seat of the country's capital is ought to be a model county where the success of the programme would be observed.

1.1.4 Conceptual Background

There is a plethora of literature about accelerated learning at almost every level of education. Irrespective of the purpose, central to accelerated learning programme is the re-organisation of instructions and curricula in ways that facilitate the completion of academic requirements in an expedited manner (Nikki, 2011). Salient to every ALP is the fact that programs are structured to take less time than conventional programs to attain a credential or competence. ALP has been gaining more popularity especially at higher levels of education where institutions expedite the learning process for specific courses.

According to Wlodkowski (2003), Accelerated Learning Program (ALP) is a form of mainstreaming developed at the Community level. The programme attempts to combine the strongest features of earlier mainstreaming approach and, thereby to raise the success rates and lower the attrition rates for learners placed in developmental writing and reading. ALP as a new phenomenon seeks to incorporate potential alternative educational ideas and innovations, which can improve and adjust the current curriculum to become more relevant to the local and contextual needs. Ideally, ALP strives to provide the conflict and poverty affected children with real opportunities to join or re-join and complete the formal education system, or to access relevant vocational skill training. The programme also aims at addressing the learning needs of gifted and talented learners who are capable of working at a significantly faster pace and in greater depth than their age-peers. It can also be intended to assist such victims of war on how they could finish their basic primary education in a shorter time given their age, (Monykuer, 2013).

The ALP in South Sudan follows the South Sudan Primary School Curriculum. According to the South Sudan MoEST (2007), the syllabus is condensed into four years, with two years consolidated into one year as follows: Learners may enter at any level depending on the number of years of primary school already completed, and study up to level four (primary 7 and 8) when they sit for P8 exams. Textbooks prepared for the ALP course include the basic subjects of English, Science, Social Studies, and Mathematics.

Chauye and Nampota (2007) look at ALP as a one way of improving the quality of non-formal education by which a country can provide education to out of school children. Apart from acquiring basic literacy and numeracy skills, the government of South Sudan aimed at having ALP graduate with comparable academic standards to those in the formal program. That is why the curriculum content for ALP is derived from the South Sudan Primary School curriculum. Similarly, students of ALP level four sit for the same primary living examination with those in primary eight.

Academic standard defines the knowledge, attitude, values and skills that students are expected to learn from schools or any learning institution (MoEST, 2007). In South Sudan, academic standard at primary level is measured with a summative examination at the end of the primary cycle. An average mark of all the five subjects of 50% and above denotes pass while below 50% is a failure. According to Monykuer (2013) the ALP strategy has been rolled out across South Sudan, and many learners are able to go to school and complete their

primary education. ALP as a programme of study with its unique mode of operation has a bearing on the nature of the graduate it produces. A lot remains to be desired about the extent to which ALP has achieved what it was intended to do especially as far as the opportunity given to the target groups is concerned.

1.2 Problem statement

ALP as a government policy was introduced to serve real needs for the proportion of the South Sudanese Children who missed formal schooling due to factors beyond their control (Miklancie, 2005). The government of South Sudan together with its development partners recognised this dire need and committed resources to accord opportunity to the disadvantaged groups. The main purpose of ALP was to increase access to education by improving the quality of non-formal education and provide life skills to learners so as to improve on the academic standards of the learners affected by emergencies (MoEST, 2007). It should also be noted that, most of the target groups for ALP do not only expect to acquire basic literacy from the programme but have a real ambition to further their academic achievements (Boboya, 2012). Whereas the ALP handbook (2007) recognised the need to conduct programme follow up through learners' assessments, there is limited information about how the ALP learners compare with those in the formal programme with whom they sit for the same primary leaving examination. Given the unique nature of ALP in its mode of delivery and duration, it would be imperative to determine how ALP learners compare with those in the normal programme especially in academic performance which is the single salient factor considered for eligibility to enrol in the next level of education. Lack of such extremely important information makes it very difficult for the government and other education stakeholders to design strategies for improvement of the programme and make informed discussion to guide policy review. It's upon this synopsis that a study of this nature will be carried out to establish the impact of Accelerated Learning Programme (ALP) on academic standards of learners in Juba County.

1.3 Purpose of the study

The main objective of the study is to establish the impact of Accelerated Learning Programme (ALP) on academic standards of learners in Juba County.

1.4 Specific Objectives

- i. To compare the academic competence of level four ALP learners with those in primary eight in the primary leaving examination.

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- ii. To identify the institutional challenges in the implementation ALP in Juba County.
- iii. To identify the learner challenges in attending ALP in Juba County.
- iv. To establish the mitigation measures of the challenges facing the implementation of ALP in Juba County.

1.5 Research questions

- i. Is there any difference between the academic standard of ALP learners and those in the normal programme?
- ii. What institutional challenges confront the implementation of ALP in Juba County?
- iii. What challenges do the learners find in attending ALP in Juba County?
- iv. What mitigation measures are in place to address the challenges facing ALP in Juba County?

1.6 Research hypothesis

H₀: There is no difference between the academic performance of level four ALP learners and primary eight learners in the final examination.

1.7 Scope of the study

1.7.1 Content scope

The study focused on the relationship between programme of study and academic performance; the institutional challenges encountered in implementing ALP, the challenges faced by the learners in attending ALP and finally establish the mitigation measures of the challenges facing ALP.

1.7.2 Geographical scope

The study was carried out in Juba County. Juba County is located in Jubek State (part of the former Central Equatorial state). It is the seat of the capital city of South Sudan. The geographic coordinates of the city of Juba are: 4.85940° N, 31.5713° E, Latitude: (USAID, 2006). Juba County is preferred because Juba is one of the towns in South Sudan in which most of the tribes are represented. Being the capital city, it acted as a model county for the rest of the county to benchmark best practices from.

1.7.3 Time scope

The time scope ranged from 2008 to 2016; with around 2008 being the base year when ALP was massively rolled out in Juba and 2016 being the most current year when the final group of ALP candidates sat for Primary leaving examination.

1.8 Significance of the study

The study was expected to benefit all educational stakeholders, the government, education partners, parents and students in various ways. The study gave recommendations to address matters of concern so as to improve the academic standards of learners.

To the schools, the study attempted to reveal the gaps that need to be addressed for the improvement of the programme.

To the communities, this study is expected to improve their understanding of ALP and thus enable them to support the programme by providing the requirements at their disposal

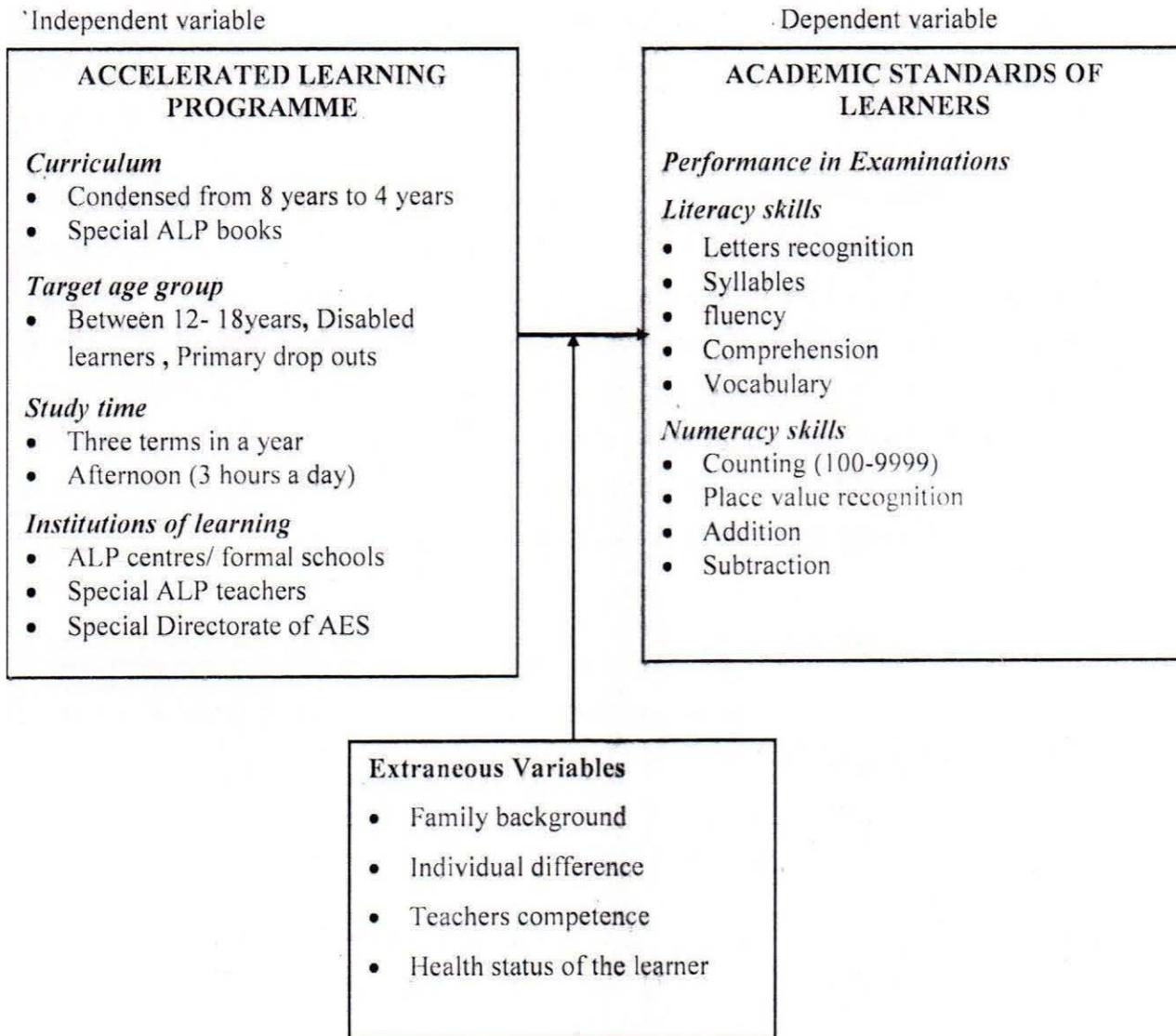
To teachers, the study will enhance their understanding of the government policy on ALP, contribute to improving understanding of teaching reading, numeracy and raise the necessity of teachers to be proactive and gain a deeper understanding of the teaching methods for learners in AL classes.

To the education partners and donor community, the study can form a basis for identifying areas of concern in education that require urgent attention. Resources will then be deployed in these areas to address the concerns and accelerate progress.

The study will serve future researchers as a basis for their studies, having contributed to pertinent literature regarding the ALP policy and academic standards of learners. This will be an insight into developing topics for further research having identified the gaps not filled.

To the Ministry of Education in South Sudan, the study is expected to reveal gaps to be addressed in policy formulation and implementation with matters pertaining to Education in general and ALP in particular.

1.9 Conceptual frame work



Source: Adopted from UWEZO report (2013). *Are Our Children Learning? Literacy and Numeracy across East Africa. (Modified by the researcher)*

The conceptual framework above shows the relationship between the independent variable, which is 'accelerated learning programme', and the 'academic standard of the learners' as the dependent variable. ALP is conceptualized in terms of; the curriculum content where the ALP curriculum is condensed to four years compared to the formal program that runs for 8 years. This requires a similar work on the normal program text books to produce special ALP text books. The enrolment age by policy for ALP, which is the age between 12-18years and mostly targets learners in the category of orphans, disabled, dropouts a demobilised child soldiers. The institution of ALP which is headed by a directorate of AES at the national

level, having special ALP teachers and have special centres for teaching. Study time spent in class per day, which is three hours in the afternoon. The study material employed which are special ALP books, and finally the academic awards expected at the end of the programme which is Primary Leaving certificate.

Academic Standard of Learners (ASL) in this case is indicated by, Performance in examinations, literacy and numeracy skills. The literacy skills of ALP learners can also be measured by looking at the ability of the learners to recognize alphabetical letters, formation of syllables, vocabulary mastery, and fluency in speech, reading and comprehension skills. On the other hand, the numeracy skills of the learners at the final level of ALP can be indicated by their ability to performed primary level mathematics competences. In this case, ability to recognise numbers up to a million, recognition of place values of numbers up to a million, addition, subtraction, multiplication and division competences are used to measure numeracy skills.

. The relationship between ALP and ASL is also affected by some variables, which are not of interest to this study. These extraneous variables includes; the family background from which the learners come, individual difference in terms of academic abilities, the ability of the teacher in doing his/her work, the location of the centre in relation to rural or urban setting, and the political climate/security of the area where the centre is located.

1.10 Operational definition of operational terms

Accelerated learning programme: is used in this study to mean an intensive method of study, which enables material to be learnt in a relatively short time.

Academic standards: define the knowledge and skills that students are expected to learn in a subject in each grade. In South Sudan, an academic standard at primary level is measured with a summative examination at the end of the primary cycle. An average mark of all the subjects of 50% and above denotes pass while below 50% is a failure.

Curriculum: A document from the South Sudan Ministry of education which guides the schools on how, why, when and by whom should education be carried.

Education policy: A set of government guidelines followed by a mandated agent to regulate the conduct of education.

Formal Education: education or training provided in an organised and systematic way by the South Sudan ministry of education through institutions like schools, colleges or universities leading to certification.

Institution: A school, centre or department responsible for implementation or supervision of ALP

Learner: is a person learning under the close supervision of a teacher at school/learning centre, a private tutor or the like; student.

Non-formal education: Education or training organized by any agency with the aim of passing a specific skill to the learners.

Performance: This refers to one's level of ability in a particular area. In this study, examination and continuous assessment results were used as the basis for gauging performance.

South Sudan: A county in Africa that was originally part of Sudan and became independent in 2011.

Staff: The employs working as teachers, head teachers and supervisors of ALP.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the review of literature; the chapter is arranged into four sections, the introduction, the theoretical review, conceptual framework and review of related literature on objectives of the study.

2.1.0 Theoretical Review

A theoretical review is important to any study because of the role it plays in promoting an understanding of the factors that may influence or are related to the identified problem. This study was guided by Rawls's theory of social justice to aid our understanding of the justification for the adoption of ALP in South Sudan. However, a number of theories that aid our understanding in relation to AL and academic standards were also discussed.

Accelerated learning could not ignore the theory of Multiple Intelligences as described by Howard Gardner in his book *Frames of Mind* (1983) (McKee, 2004). Gardner (1983) propagates the notion that everybody is blessed with multiple intelligences that cannot be tested, determined or measured by one standardized test like the Stanford Binet scale as has been done for the last century in most countries. Gardner opposed the psychological establishment of the time that relied on IQ only. He distinguishes eight domains of ability in his theory of multiple intelligences: linguistic/verbal, logical/mathematical, spatial, musical/rhythmic, physical/bodily-kinaesthetic, interpersonal and intrapersonal, and naturalistic. Gardner, as referred to by Smith (1998) explained that a full understanding of any concept of any complexity couldn't be restricted to a single model of knowing or way of representation. Smith agrees with Gardner that it is imperative that teachers take individual differences amongst kids very seriously if they want all children to learn and understand and perform to their best potential. The theory of Multiple Intelligences is therefore constructively used to accelerate learning in all possible ways. The theory of multiple intelligences however, cannot exclusively justify the introduction of ALP policy in South Sudan. This is because the policy right from the beginning targeted disadvantaged groups of learners who either missed to enrol at the right age or dropped out at some level of primary school. It would therefore be unfair to liken such learners to specially gifted children for which the theory of multiple intelligences support AL.

In relation to the academic standards of learners, Rumberger's Institutional perspective framework can give a very good insight in our understanding of the various factors that affect the academic standards of learners in any institution of learning. Rumberger (2004) proposed the institution perspective framework, which focuses on the school characteristics, policies and practices. Rumberger argues that structural features of school such as the size, the resources available to the school, and access to high quality teachers influence academic standards of learners. His framework also focuses on student attributes, student background characteristics, student engagement in schooling, and educational performance. There is a strong relationship between student background characteristics (race/ethnicity, gender, poverty, special education placement, and language) and academic standards of learners. Equally important is what students experience once in school. Students who are engaged in learning and in the social dimensions of school are more likely to be motivated to work harder and less likely to leave school. For example, students may leave schools because courses are not challenging or because they have poor relationships with their peers and teachers (Rumberger, 2004). Albeit providing a clear insight into factors deemed likely to influence the academic standards of learners, the framework does not relate the academic standards of the learners to any program of study. Accelerated learning as a special education program however, is not exceptional as far as the learners and institutional characteristics described in the framework above.

The theory of social Justice by Rawls (1971) gives more insight to the rationale for the adoption of ALP in crisis situation like in South Sudan. Rawls was dissatisfied by the utilitarianism philosophy for justifying social actions and policies. According to the utilitarian philosophy, the society should pursue the greatest number for the 'greatest good'. Rawls proposed the theory of social justice based on the idea of 'justice as fairness' (Mazzeno, 2010). In his argument, Rawls proposed the egalitarianism philosophy for justifying social actions and policies where every member of society is treated equally irrespective of the position they hold in society. In support to this theory, Larry (2013) stress that, A fair and equitable distribution of rights and obligations would be the one whereby all would have equal access to the stated social goods and which education is but one.

This study adopted Rawls theory of social justice to substantiate the adoption of ALP in South Sudan. This is because, right from the programme launch, the emphasis has always been on disadvantaged learners. The programme was not meant to offers gifted learners or

learners endowed with one or more of the multiple intelligences as explained in Gardener's theory of multiple intelligences. It was meant for over-aged and other disadvantaged learners who missed the opportunity to enrol at the right time or dropouts. A key tenet to the programme design was the flexibility for learner to transit to the formal system of education at an age appropriate level. This is an attempt to create equality and provide equal access to opportunities to all the citizens irrespective of their gender and background.

2.2 Comparison of Academic Competence of Learners in Different Programs of Education

Using different programs of education for learners at the same level is an educational strategy that has been in use for many decades. Many of such programs are interventions aimed at addressing a gap. According to Hartwell (2006), most ALPs at primary level were introduced as a response to a need such as, crisis caused by war or other factor that could not allow learners to enrol in the formal programme of education. A few are however, a result of government initiative for example in Ghana and Bangladesh. Whereas the main target for most of the crisis response ALPs is to provide some basic literacy and numeracy competences to the learners, the ALP adopted in South Sudan in addition to providing basic competence acts as an access route to the next levels of formal education. (MoEST, 2007). To be able to achieve the above, Brandon (2010) alludes that another potential consideration in this learning programme is the tension between student progression and maintaining academic standards.

Albeit research literature indicates that results from ALP courses equal or sometimes surpass those in the normal programme, no scientific research has proved that ALP works for all groups of learners including those in primary school (Adams *et al*, 2009). Despite the remarkable achievement registered by accelerated learning courses in many institutions, many critiques still think that such compression of classes' leads to weaker learning outcomes and that the crammed curriculum does not allow adequate time for reflection and deep learning (Finnan & Swanson, 2000). Critics propose that the quality of learning is a function of hours in the classroom. The longer the class, the more content will be covered and the better the quality of learning (Proctor 1986, Brandon 2010).

An attempt to find a relative comparison between ALP courses and the normal programme has been given great attention by many researchers. For examples, in a comprehensive review of 100 articles, Scott & Conrad (1991) concluded that outcomes from compressed courses

equal (and sometimes surpass) outcomes from traditional course formats. His findings however, offer no explanation about compression of courses for beginners at primary level. Compressed courses though an indicator of AL, the programme in South Sudan involves the whole primary programme and differs greatly to compressed courses offered at higher levels of education. Kodom (2014) carried out an assessment of the effectiveness of the alternative education programmes in the gold mining communities in Ghana. Although he found out that alternative courses greatly improved the basic literacy, numeracy and other life skills in the community, he could not provide a comparison of the effectiveness of the alternative programmes to the formal education programme in Ghana.

In another study on different programmes of education, an assessment of the effectiveness of contextualization through an examination of outcomes for students enrolled in basic math skills courses at 34 community colleges in California led Wiseley (2009) to contend that the contextualization of pre-algebra could accelerate students' entry into college-level coursework. Although contextualized courses were not plentiful, Wiseley analyzed pass rates for basic skills courses and enrolment and pass rates for degree- and transfer-eligible courses for students taking remedial math contextualized in a vocational field versus those taking traditional basic math skills classes. Logistic regressions were used to test differences between students in the contextual and traditional courses, controlling for demographics including ethnicity, gender, socio-economic status, and program of study. Wiseley found that, overall, basic math skills and pass rates for subsequent degree or transfer eligible courses were higher for students who enrolled in contextualized math in their initial semester. Specifically, 89% of students taking the contextualized basic math skill courses passed, while only 59% of students in non-contextualized courses passed. Although Wiseley's results are promising, little information was given about what contextualization looked like in practice in the specific classes under investigation. Additionally, while the analysis is rigorous, an interpretation of the results must be tempered by the size of the sample (only 16 contextualized basic skills math classes were identified) and the limited duration (i.e., two semesters) of the study. This study compared the academic performance of learners taught using the AL and those in the formal programme in the same examination at the end of their respective programmes.

Likewise, Jenkins et al (2009) conducted a multivariate analysis of academic outcomes for students participating in the integrated basic education and skills training program. They used

regression and propensity score matching analysis to track integrated basic education system, and non-integrated basic education system students enrolled in 24 colleges in the Washington State community and technical college system over a two-year period. Their findings suggest that participation in integrated basic education system is associated with an increased number of college credits earned, persistence to the subsequent academic year, attainment of a credential, and achievement of point gains on basic skills tests. These results are however, far from a comparison that would be done using scores from the same examination for learners in different programmes.

According Brown and Ternes (2009), in a school, teachers manage much of students' learning; moreover, once they leave school, people have to manage most of their own learning. Learning is therefore enhanced if students can manage it themselves. To do this, they need to be able to establish goals, to persevere, to monitor their learning progress, to adjust their learning strategies as necessary and to overcome difficulties in learning. ALP learners, with their limited time of interaction with the teachers need to develop this attribute if they are to compete in academic achievement with learners in the normal programme who have more time with their teachers. ALPs should be designed in such a way that they are able to provide this autonomy. A genuine interest in school subjects is important as well. Students with an interest in a subject like mathematics are likely to be more motivated to manage their own learning and develop the requisite skills to become effective learners of that subject (Brown and Ternes, 2009). It is assumed that since ALP learners are older and mentally more mature than their counterparts in the formal program, they will stand a better chance to design and follow their own learning program and enhance on the knowledge given during the short lesson period. There is however, no evidence to suggest that age positively correlates with self drive in academic achievements.

In his study to establish the effectiveness of alternative learning programmes in gold mining communities in Ghana, Kodom (2014) avow that, the majority of students' learning time is spent in school and as such the climate of the school is important for the creation of effective learning environments. His argument is that "if a student feels alienated and disengaged from the learning contexts in school, his or her potential to master fundamental skills and concepts and develop effective learning skills is likely to be reduced. In AL, learners are only in school for very few hours compared to their counterparts in the normal programme and thus, from his argument they (ALP learners) would fail to master some fundamental skills for being

outside the school environment most of their time. This argument does not however, recognize the pros that are associated with learners managing their own learning and the commitment there are likely to have when they set their own learning objectives. As pointed out by Locke and Latham (2004), individuals are likely to be more committed when they set their own goals and are provided with adequate requirements for achieving them.

2. 3 Institutional Challenges Associated with the Implementation of ALP

From the existing literature, most ALPs were introduced as a fire fighting strategy to fill a gap that could not be addressed by the formal educational system. The case in South Sudan wasn't exceptional. When the program was rolled out, the country faced a severe shortage of competent human and other resources in all sectors. As noted by Charlick (2005), most of the ALP centers were run by volunteer teachers with very low academic and pedagogic competences. The policy however, had mechanisms in place to improve the level of the teachers' competence through both in-service and pre-service teacher training with ALP as an area of specialization (MoEST, 2007). This is because the government believed that, a competent teacher who is equipped with the right knowledge, skills and attitude of handling ALP learners would be the only hope for the success of the programme. As noted by Kaahwa (2014), a learner is as good as his/her teacher. The problem of low level competence did not only be affect the teaching department but also the inspection, supervisory and decision making departments. Charlick (2005) identified acute shortage of competent professionals at every level of education in South Sudan. The academic standards of ALP learners to a greater extent depend upon the nature of the teachers teaching them.

Teachers have been known to have important influence on students' academic achievement in any learning programme and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students (Afe, 2001). In relation to the above, William (2007) contends that, the most important difference between the most and least effective classrooms is the teacher. The expectation is even much higher for ALP teachers in South Sudan who have to teach their learners only three hours a day and four years for the entire cycle, keeping in mind that such will be at the end assessed using the same tool with their counterparts in the formal program spending 7 hours a day and 8 years for the whole cycle. Creativity in teaching is especially a very important competence for ALP teachers as the compressed curriculum demands a lot of creativity to see that learners

complete the whole course in the stipulated time frame without missing out the most important links of the curriculum and compromising on learners understanding (Best, 2010)

On the other hand, it's one thing to have the teachers or other implementing personnel for the programme but another to motivate them to produce the desired result. According to the MoEST report (2013), Poor academic performance of learners in many schools across the country has been linked to poor teachers' performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits. Poor motivation may be as a result of the limited national budget for education to run both the AL programme of education in addition to the other programmes of education. For example, the country's leadership in 2013 instructed all its agencies to run on austerity budget by cutting down costs to the minimum possible level. This affected the education sector and consequently the running of the ALP.

The Education for All (EFA) National review report (2015), pointed out a number of challenges facing the education sector in South Sudan. Most of these challenges are institutional and they include among other; the shrinking national education budget, affecting among other things, facility development and teacher remuneration; inadequate numbers of qualified teachers and other human resource limitations; inadequate physical facilities and infrastructure of schools; and gaps between policy formulation and implementation. Whereas ALP is among the education programmes it is very important to understand the unique institutional challenges that face this program. This is especially important for a new nation like South Sudan that is still battling with the process of reconstruction and institutional building. As noted by Rose (2007), there is the need for economizing and funding of learning programmes both with the human resource development and technology needed. Implementation of an education programme is not a one-off project and as such requires continuous funding. The funding goes into developing of the human resource, curriculum contents, research and others; all of which are essential to successful implementation of the program. Not making provision for the above is tantamount to failing the program.

Hegarty et al (1990) studied pupils with special needs in ordinary primary schools and found out integration was viewed by many educationists with some unease. They further reported that "teachers working with ordinary schools lack competence to educate pupils with special educational needs and at the same time have fears for the system of inclusion where the needs of the pupils go unmet". The policy of integration of children with disability in the

mainstream schools without giving the teachers the necessary skills for handling such groups is analogous to the use of ordinary primary school teacher to teach in ALP classes. ALP learners can be viewed as a special category of learners who need special support provided by special ALP teachers if they are to achieve as much as their colleagues in the mainstream programme.

The security situation of the area plays a great role in enhancing the development of not only the education sector but also other sectors within the country. In the Paper commissioned for the EFA Global Monitoring Report (2011), titled *The hidden crisis: Armed conflict and education*". It was noted that more than half of the school going age children do not go to school in conflict affected zones. South Sudan is one of such zone where most of the population leave the country for refuge or stay in IDP camps. Armed conflict does not only affect the learners and teachers psychologically but also has a real bearing on the economic and social setup to the location. Juba County as the seat of the capital has witnessed such spars twice after the country's independence in 2011. However, compared to the other locations in the country, the learners in Juba are much safer due to the heavy deployment of security personnel in the county.

Management as a primary key to the success of an institution cannot be left out when pondering about institutional challenges. An effective and efficient manager must possess the technical, human and conceptual skills in order to be a good organizer, (Ngaroga, 2011). Technical knowledge and skill include understanding and being proficient in using specific activity such as a process, technique, or procedure. The school manager be it for formal learning institutions or ALP centres should be equipped with relevant knowledge and skill to perform administrative duties which include planning daily routine, among other duties. This implies that school managers need to be trained and equipped with the relevant skills and techniques to prepare them to be effective and efficient in the implementation of ALP policies. Team building and teamwork is another important managerial skill for the success of an institution. A school manager, who accepts that people are the key to successful implementation of policies and changes, is cognizant of the barriers that people place between themselves and the changes required (Ngaroga, 2011). Rolling out new programmes such as ALP however, may catch some schools managers off guard because they are not prepared for the implementation of the program and so they find it challenging.

Researchers have also found a positive correlation between the learning environments and academic achievement of the learners (Agharuwhe, 2013). In South Sudan, many schools especially around urban areas like Juba and Yei witnessed an overwhelming increase in enrolment raising the average class size. Most ALP centres are housed in these over populated schools hence challenging. It's notable that in south Sudan particularly Juba County, approximately 50% of all the learning centers are housed in temporary and/or semi-permanent buildings; others are on split sites (Charlick, 2005). The declaration of accelerated learning program witnesses the rise in student enrolment which in turn leads to strain in the existing physical resources.

Zindi (1996) states that, one of the problems of ALP learners' in regular schools has been the issue of attitude. Teachers without the confidence of their own instructional skills or non-disabled peers seem to be the factors affecting ALP implementation. Other factors include prejudice against categorizes of students such as the persons with disabilities and the over aged learners". The level of awareness in teachers in minimizing such attitudes matters because they are regarded as agents of change in society. Rena (2000) reported that some studies have indicated that it is difficult for regular classroom teachers to accept the over-aged, handicapped and stereotypes in their classrooms. This may be due to teachers feelings of inadequately prepared to serve the needs of such learners because they are often termed as slow learners rather than any general negative attitudes towards disability.

2.4 Learner Challenges in Attending ALP

AL students face a significant set of challenges in their path to academic excellence, but institutions can help ease the journey by demonstrating their empathy with the learners. Below is a list of the four greatest challenges student of accelerated learning program face as identified by Smith (1998).

First and foremost the learner faces a challenge of balancing Financial Commitments. Finances are one of the greatest challenges students face when they decide to attend accelerated learning. The financial challenge is not only associated with having sufficient funds to pay for the cost of tuition and books, but often extends to a simple question of, "How will I have money to get back and forth to school or to eat lunch?" These financial challenges are further exasperated due to the economic instability in the personal lives of many students, who are living in situations less than conducive for achieving academic success due to no, or minimal, income and/or financial support from parents and family. Dabi and Ayite (2005)

further argues that the short time given for ALP learners to attend classes is to help them balance their other commitments such as looking after their children with studies. In doing this the learners may find it difficult to do personal study so as to catch up with their counterpart in the formal program with plenty of time to do academic work.

Secondly, most ALP learners may find themselves as the first in their families to enrol for such as programme. Many non-traditional students are the first generation in their families to have the opportunity to attend college or any institutional of education. As a result, these students are unfamiliar with the internal processes and often confronted with the initial challenge of simply understanding the process for registration, financial aid and how to effectively select courses for a specified degree or certificate program (Rugh and Gillies, 2000). The community college has staff to advise and assist students with the transition into higher learning, but many students are still challenged and can easily become de-motivated before entering the classroom on the first day of class. This challenge also applies to many ALP pupils in South Sudan

Lack of guidance on the side of ALP learners is also another bottleneck. When enrolling for any programme of study, learners need carrier guidance to understand the nature of the programme and the future opportunities. In South Sudan however, guidance on academic issues is very limited. Neither the parent due to their ignorance (83% adult illiteracy rate) nor the teachers due to the low level of professionalism are able to guide them. Lack of guidance is very serious problem which students face. The purpose of early education is to induce in to the students an interest of education but children are taught by untrained teachers in their early stage, so they lose interest in education. The high expectation of families and absence of guidance affects the ability of the students to perform academically (Ombaka, 2005).

There is also a challenge of language barrier. This is where learners are subjected to very frequent changes in the medium of instruction. In the process the best they can do is to learn to read one of the languages. Majority are unable to understand what is written in the text. They memorize the text and recopy it in examination, which kills the basic aim of education. Most of the developed countries have education system in their mother language. By educating in their mother language they do not only promote their language but also their students understand well (Milan *et al*, 2005). As English is an international language so it should be an optional subject not a compulsory one. Because our most students cannot understand it well, they just memorize it without knowing the meaning of the text. Education

in our own language promotes understanding as opposed to learning by cramming. This challenge in South Sudan is even worse in areas where students first started learning in Arabic and then later on required to learn in English.

Whereas the above challenges mainly focused on learners offering AL courses at higher levels of education, they also relate to those doing ALP at primary level of education. There are however, some contextual challenges that affect ALPs that were adopted as fire fighting strategy at primary level of education.

According to Wideen (2007), many ALPs are rolled out with limited number of trained teachers. Exposing such learners to teachers with low pedagogic competence will likely affect the learners' attitude towards education and in the same way affect the learning output. The situation is even more pronounced with the ALP context in South Sudan whose main objective was to alleviate the adult literacy levels but providing opportunity to the less fortunate learners who failed to enrol at the right age. Using untrained teachers to teach such a group will likely culminate to massive dropout rates as observed by Nassali (2012).

Another danger in using untrained teachers is that, the teacher-pupil relationship will likely never be supportive to learning. A careful analysis of the teacher-learner relationship at any level, inside or outside the school, reveals its fundamentally narrative character. This relationship involves a narrative subject (the teacher) & listening objects (the learner). Accelerated learning is suffering from narration sickness. The teacher talks about reality as if it were motionless, static, compartmentalized & predictable who else he expounds on a topic completely alien to the existential experience of the students (Intili and Kissam, 2004). Another dimension of this relationship come in the area of feeling of the learners about the teacher, if the learners feel free to discuss with their teachers, they are likely to learn more than when the interaction is limited. Poor teacher pupils' relationship creates a communication gap between learners and teachers. Due to this gap neither the teachers nor the parents come to understand the learners, resultantly they enforce upon them their wishes. This enforcement develops a rebellious or a docile nature in the learners, which retard the positive abilities (Brancard, *et al* 2006). The environment of the class must be such that a student asks anything to the teacher without the fear of insult or criticism.

Considering the learning environment, learners usually have to study in unhealthy and unfriendly environment. As sometime the fellows and teachers are very unfriendly and behave rudely. For ALP centers located within the premises of the formal schools, the ALP learners

may also not feel comfortable studying in an environment with such learners of a different age group. Learners can't study at home due to certain reasons like doing some domestic households etc. It's the responsibility of the teacher to create a healthy & friendly environment so that learners can ask any question from the teacher (Save the Children UK, 2002). A healthy and friendly environment not only develops the learners interest in the studies but also give confidence to the learners.

The success of an ALP depends upon the creativity of the institution and the teacher to provide relevant learning aids to expedite the learning process. Presence of learning aids like audio or visual aids and locally made material can ease the understanding of the learner. However, in an emergence situation, this is not likely to be the case. The Some students who are from other provinces face lots of challenges stemming from food and residence etc. Only way to learn is the teacher's lecture which is so boring and dry that it is much difficult for the leaner to listen the teacher as a result they lose their interest in studies. There should be audio or visuals aids, use of different models which will increase the interest of students in their studies & leads to better understanding of things. Students will memorize it for a long time and they will enjoy their studies (Nicholson & Sue, 2006).

Most of the emphasis placed on ALP learners is the classroom learning and less attention is paid to outdoor activities. There are very important like skills that co-curricular activities impart to the learners such as teamwork, unity in diversity and others. These aspects cannot be neglected in any learning programme and ALP should not be exceptional. The County education report (2015) reported that, there exist no facilities for co-curricular activities of the in most of the schools/ ALP centers in the county. Very few centers have facilities, which is due to wrong planning of the management. Sometimes they are very overcrowded providing no space for any kind of sports. Also there are no provisions for sport goods due to which inculcate in them an aimless attitude/behaviour.

Many countries have come to realize that pupils are the heart of educational process and that without good performance; all innovations in education are doomed to failure. There is a wide dissatisfaction with the current situation of schooling in many ALP countries and parents come in for the share of the blame. This is because majority of parents involve their children in garden and other domestic work because most of the students that engaged in the ALP are often for to be productive labour force. This makes pupils have limited time with

their teachers and no time for revision, therefore, affecting their students' attention to thereby affecting their education standards.

Similarly, Kundu and Tutoo (2000) believed, that home background is the most significant primary factor which influences and shapes children's attitudes, personality and behavior patterns that lead to good academic standards at ALP schools. A study conducted by Mugisha (1991) revealed that attitudes of children and their home background positively or negatively influence their academic standard in schools. He further pointed out that the home and the school should be accepted as partners to improve pupils' academic standard. Despite the above studies, none had been done in Southern Sudan to find out about learner challenges in attending ALP. Entwistle, (2010) citing Skinner (1995) advised that for proper learning to take place, learning experiences should be guided and appropriately controlled. This means, the environment or the circumstances under which learning occur should be supportive and conducive enough for effective learning and achievement.

According to Maicibi (2005), a good environment should be provided by the home if our children in school must learn, if the school administration must be successful and if the school must develop. Biswas (2007) observes that pupils' success at ALP schools is closely related to their home backgrounds. These include; level of education of parents, family income, parents' marital status, and attitudes of parents towards education of their children and the children's attitudes and the quality of learners admitted in school. Could this be true with the case of parents and their pupils undertaking ALP in Juba County? No study has been done in South Sudan on the same therefore it has left a gap to investigate the learner challenges in attending ALP in Juba County.

The level of family income is another significant factors that affect the learning of ALP learners. Income means money received over a certain period of time, which can be through payment for work or returns on investments while family income can be referred to the state at which a family receives money over a certain period of time (Oxford Advanced Learners' Dictionary, 1994). In this study, level of family income includes money received by father, mother and Guardian. According to Farrant, (1980), children from poor home background usually suffer from serious diseases that lead to their poor pupils' academic standard at ALP schools. In such homes parents are tempted to encourage their children for early marriages which affect their academic standard. This is a common practice in South Sudan were cultural rigidities still affect the education of the children particularly the girl child.

While families with high financial background tend to support their children's education and encourage the importance of education rather than encouraging them for marriages. Heyman (1980) emphasized the importance of family income on pupils' academic standard that children born and reared from wealthier homes do better in many aspects of life and have high moral reasoning and better pupils' academic standard compared to children who come from poor home background who face a lot of problems in their education. Being a third world country, most of the parents in Southern Sudan do not possess the financial resources which influence their academic performance.

2.5 Mitigation measures to the challenges facing the implementation of ALP

Most accelerated learning experience in developing countries has been in situations where instruction and learning are linked to "more pressing development needs and local, regional, or national strategic priorities literacy, vocational training, or micro-enterprise development" (Intili and Kissam 2004). These are frequently short term projects in primary, basic (literacy and numeracy) or adult education. In developing countries where the education system is underfunded, under resourced (both in terms of human resources and materials), overstretched and reaches only a proportion of the school population, accelerated learning is usually seen in terms of an AL programme (ALP) with distinct characteristics.

An accelerated learning programme promotes access to primary and secondary education for disadvantaged groups and older out-of-school children/youth in which the required learning is completed in a shorter span of time and completion of primary education or integration into the formal system at an age appropriate level is the goal. The assumption is that older more cognitively sophisticated children/youth will learn faster. Most ALPs complete two grades in one year. Life skills subjects appropriate for the target group of learners are added to the curriculum and some include vocational education and/or micro enterprise activities. An ALP is frequently donor funded, short term in nature and focused on access, retention and completion (Intili and Kissam 2004).

According to Smith (1998), given the satisfaction expressed by both the ALP and learners in different evaluation including; there is need to link accelerated learning teacher training content and organisation to the mainstream teacher training which will translate the ALP policy guidelines into standing orders. ALP should have separate textbooks with synthesized content reflecting 100% content of the content of the regular primary school textbooks as dropping some topic deprived the ALP learners of knowledge of those topics

If ALP is to continue the curriculum needs to be reviewed to be equivalent with the current primary education one, and textbooks special for ALP should be developed. If the ALP has to continue it has to be on scale and within a short period of time. To realize the latter, financial support from all the key players would need to be synchronized with the speed of building the capacity of the learning centres (Rugh & Gillies, 2000). The solution to a more effective accelerated learning programme does not lie in the content of the programme and the age of the learners only but on the way the programme was managed with multiple and parallel hierarchies, once these are streamlined, it is still possible to quickly address the problem of learners above the official primary school age in Liberia without compromising quality;

Designing quick catch up sessions for learners with multiple needs is another potential consideration. Rugh & Gillies, (2000) in addition assert that there is also length of disruption to schooling. If the disruption has been for only 1 or 2 years the strategy needs to meet the needs of the learners to return to school as fast as possible at the grade level they would be in if no disruption occurs again. Countries which have experience prolonged conflicts have weakened education systems and lack infrastructure and resources. These countries have large groups of older children who have had their school disrupted and large groups of children who have had no opportunity to attend education.

In post-conflict settings, the level of teacher incentive must be very clearly thought out. It must encourage commitment to the ALP and recognise the work involved. In post conflict settings, where learning have short shifts, the ALP teacher may be teaching longer hours, for more months of the year. Teacher incentives must be sensitive to salary structures and not discourage local community initiatives to support their teachers. Further, Guzman & Rosario (2002) posit that there are particular problems where the incentives for teachers are very low and teacher turnover high. Paying larger salaries does not necessarily improve teacher commitment to the ALP or education in general. If the NGO offers AL teachers higher salaries yet has an agreement with the ministry of education for them to transfer to the MoE system and a lower teacher salary at the end of the ALP, the teacher is unlikely to stay and turnover will be high

Regular teacher support and in-service training are essential when introducing more effective teaching and learning practices and ensuring they are adopted in the classroom. It was found that more intensive systems of in-service training and teacher support were the prime reasons for new methodologies being adopted and teaching standards improving (Johannesen, 2005).

A teacher faced with many new approaches is often wary to use them and may only try out one in the classroom. Once they discover its effectiveness, they may want to adopt other approaches but need to receive training on them again. Continued in-service gives them this opportunity (Nicholson, 2006). As many teachers are unqualified and untrained, they need a lot more support more than perhaps the MoE can provide resources for. In these cases it may be more cost effective for an NGO to support the AL teacher. Successful ALPs have a high trainer: teacher ratio.

The entry age for students needs to be thoroughly researched before the ALP begins. One of the assumptions of an ALP is that older learners are cognitively more sophisticated so can learn much faster. If the ALP is for a full primary cycle, the student age at the end of the ALP must be calculated. Does it now fall into the age group eligible to enrol, if integration is the goal of the ALP? This will define the upper age limit for registration in level 1 of over-age children and youth. The lower age limit must be calculated to ensure the student has reached the age of secondary enrolment by the end of the ALP. The lower age limit should also be determined by the MoE enrolment rules for primary schools (Nicholson 2006). Pressure from the community to include younger students in the ALP can lead to problems in higher primary grades. These children are not as sophisticated cognitively and though they may succeed in lower grades, where there are many AL classes at the same grade level, students are better grouped by age as they are then similar in maturity, interests and can maintain a similar pace of learning (Charlick, 2005).

The decision on whether to use the National language of education (often English) or mother tongue for lower primary classes with a transition to English in higher primary grades needs to be made in line with available teaching expertise or lack of it. Finding teachers with good language skills in mother tongue and English can be difficult. In South Sudan, most teachers do not know how to read or write their mother tongue (Charlick, 2005). To enable mother tongue teaching to take place in the ALP in the short term they proposed 'borrowing' the MoE school's mother tongue teacher and in the long term training the teachers in mother tongue so they can teach it themselves (June, 2002). In situations involving refugees, returnees and IDPs there may be many languages spoken as the mother tongue in the target group. Should they attend AL classes held in the language of instruction of the local MoE schools? (Intili & Kissam, 2006). Education systems which use English need to spend more class time on learning the language to give a solid foundation in reading and writing skills for future learning.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the methods by which this study was undertaken. It includes a research design that was used, study population, sampling method and sample size, data sources, data collection instruments, their reliability and validity, measurements of study variables, data analysis and limitations and delimitation to the study.

3.1 Research design

A causal comparative research design was used to conduct the study. A causal comparative design is the best for establishing what has happened, less time consuming and more objective. The study also applied both quantitative and qualitative approaches. The mixed approaches were applied in data collection and processing. Qualitative approach enabled the researcher in dealing with value laden-questions, build theories, and to do in-depth examination of phenomena. Quantitative approaches on the other hand allowed the researcher to measure and analyze data. It also makes the research findings more objective (Amin, 2003).

3.2 Area of study

The study was conducted in Juba County located in South Sudan. Juba County was selected because it is relatively peaceful and the insecurity has not affected the operation of the schools compared to the other locations. Likewise, being the capital city of the country, is one of the modest counties where most of the social services exist. The relatively peaceful environment coupled with the availability of many social amenities has attracted people from different parts of the nation and beyond to settle in Juba. It also lies far south of the country near the international boundaries of three neighbouring countries (Uganda, Kenya and DRC) where access to human resource like qualified teachers is easier through importation of man power from these neighbouring countries.

3.3 Study population

The study population of this research comprised the pupils, teachers, head teachers and local education leaders. This category of the population was believed to be knowledgeable about the subject under scrutiny and hence able to avail the necessary facts about the study.

3.4 Sampling Techniques

Since Juba county is used as a case study in this research, the researcher will use none probability sampling techniques. The sampling techniques for choosing respondents from the various categories were; purposive sampling, multi stage sampling, and simple random sampling.

3.4.1 Purposive Sampling

This is where the researcher zeroes on the respondents who can give the information that is needed. The researcher used purposive technique to sample local leaders, teachers and some head teachers in Juba County to give the information needed for research. This technique was useful to the researcher because it helped in leading the researcher to respondents with reliable information in the shortest time that was available for research.

3.4.2 Multi stage sampling

Multistage sampling refers to sampling plans where the sampling is carried out in stages using smaller and smaller sampling units at each stage. The researcher used multi-stage sampling to collect information from the teachers and the learners who are the primary respondents. This means the researcher first sampled the Payams (sub-county), followed by the learning centers and then after the teachers or learners who participated in the study.

3.4.3 Simple random sampling

This is a sampling technique where every member of the population has an equal chance of being selected for the study. This technique was used for selecting the candidates who sat for Primary leaving examinations over the years from both the formal programme and ALP programme. In some of the centres where the number of ALP candidates who sat for the final examination in some of the years was very low, all the ALP candidates were considered and an equivalent number of Primary eight candidates randomly chosen to do the comparison.

3.4.4. Sample size and selection

The sample size was determined using Krejcie, et al (1970 pp. 607-610) table of sample size determination. They argue that a sample size is determined based on the population available in an area. Furthermore, Krejcie et al (1970) in their work assert that treat each sub-group as a population and then use the table to determine the recommended sample size for each sub-group.

Table 1: The target population and the sample size

Category	Target population		Sample size		Sampling Technique
	Level four	Primary 8	Level four	Primary 8	
Learners	180	180	123	123	Multi stage sampling
Head teachers	8	8	8	8	Purposive sampling
Teachers	24	24	23	23	Purposive sampling
Local leaders	5	5	5	5	Purposive sampling
Total	217	217	159	159	

The number of learners enrolled at level four in ALP in the schools/centres to be studied was estimated at 150. From the four payam of Juba County, the researcher chose 2 payams and from each payam, 4 learning centres were selected making a total of 8 in general. In the centres, the number of learners was sampled according to the available population and to reflect the various characteristics in the population. To do the comparison, an equal number of P.8 candidates was sampled from the same school where the ALP centre is located. This was done using the records of their results available at the both the county office and the head teachers' office.

3.5 Data collection procedure

The researcher secured an introductory letter from the graduate school Kyambogo University, which he used to introduce himself before the authorities in Juba County. A few research assistants were trained to conduct the focus group discussion with the pupils and issue out the questionnaires while the researcher carried out the interview and observations personally. The researcher used the following data collection instruments.

3.5.1 Interview guide

Interviews were used to collect in depth information on ALP and academic standards of learners. These interviews basically targeted the teachers, administrators and local leaders. Interviews were used because they have the advantage of ensuring probing for more information, clarification and capturing facial expression of the interviewees, (Amin, 2005). In addition they also gave an opportunity to the researcher to revisit some of the issues that were not addressed in the first round of data collection due to an oversight.

3.5.2 Questionnaire

This method was used to ensure the high rates of responses, as well as allowing for clarification of possible ambiguities related to questions asked (Amin, 2005). The researcher held discussions with the respondents and the data obtained during discussions was compared with data from the instruments to ascertain correctness. In these questionnaires, a five point Likert scale was used to ease data processing, collection and analysis.

3.5.3 Focus group discussion guide

This method was used to collect data from pupils and teachers of ALP. The focus group discussion involved a set forum of randomly selected individual to freely share together issues of concern to the group. The researcher guided the discussion by making prior guiding questions and recorded information obtained from the group. Focus group discussions are very useful especially if the respondents are free with the researcher and the researcher can always probe for clarifications

3.5.4 Observation checklist

The researcher also utilized an observation checklist to record what is observed during the data collection. As pointed out by Mugenda & Mugenda (1999), the behaviours to be observed must be clearly defined and a detailed list of behaviours developed beforehand. Observation was useful especially for information that was not easy to get but can be observed and to explore topics that may be uncomfortable to informants. Amin (2005) defines observation as a method of data collection that employs vision as its main means of data collection. The researcher used observation to closely examine what was happening in the learning centres especially in relation to teacher's competence in performing their professional duties, the administrators and the general learning environment. A close observation was also made of learners' participation in the learning process and then the results recorded with respect to the objectives of the research study.

3.5.5 Document Analysis

The researcher analysed several documents from the county education office and the learning centres. These were the attendance registers, examination results, teachers' qualification profiles and reports. Sekaran (2009) asserts that documents are unobtrusive and can be used without imposing on participants; they can be checked and re-checked for reliability.

3.6 Data Analysis techniques

Data was analysed both qualitatively and quantitatively.

3.6.1 Quantitative data

Data collected was checked to ensure regularity and accuracy; this was useful in ensuring that the objectives of the study were addressed. Analysis was done according to the objectives of the study. The time series data generated by taking the students average examination results for a given number of years was analyzed using SPSS specifically using a simple linear regression model in the form $Y = \beta_0 + \beta_1 X + E$ Where;

X=Independent Variable

Y=dependent variable

β_0 and β_1 = Coefficient of the regression

E = Error terms

For this set of data, the student t-test for the mean of independent groups will be used to test the hypothesis. According to Sekaran (2005), a student t-test is most appropriate to conduct the study in the natural environment of an organization with minimum interference by the researcher and no manipulation. Additionally, descriptive statistics will also be used on some of the variables which will involve the use of univariate and bivariate techniques. Summary statistics in form of qualitative and quantitative measures, frequencies and percentages will be run and interpretations will be made.

3.6.2 Qualitative data

All the qualitative data collected from open-ended questions, key informant interviews and focus group discussions was edited on a continuous basis to ensure completeness. Data collected with the use of interview schedules was put into meaningful and exhaustive categories. Data collected was categorized according to emerging variables from each question in the interview guide and discussions.

3.7 Data quality control

To ensure that data collected is valid and reliable; the instruments were tested to ensure validity and reliability.

3.7.1 Validity

Validity refers to the extent to which a measure accurately corresponds with what the researcher intends to measure. To establish content validity, the instruments were given to three experts who are knowledgeable in the area of accelerated learning and also in

construction of research instruments to evaluate the relevance of each item in the instrument to the objectives of the study. They rated each item on the scale of: very relevant (4), quite relevant (3), somewhat relevant (2), and not relevant (1). From this rating, items rated 4 and 3 were grouped as relevant while 2 and 1 were grouped as not relevant. Content validity index of 0.78 was obtained using the relation $CVI = (ne - N/2) / (N/2)$. Where; CVI = content validity index, ne = number of items rated by the experts as relevant, N = total number of items rated by the experts.

3.7.2 Reliability

Reliability is a term used in research to mean the degree to which a research instrument is consistent in measuring the attribute it is intended to measure when used more than once. To establish the reliability of the research instrument, the researcher used the test; re-test method on respondents from a Payam that was not chosen for the final study. SPSS application was used to compute Cronbach Alpha Coefficient and the teachers' questionnaire was found to have an Alpha coefficient of 0.81 while the pupils' questionnaire had an Alpha coefficient of 0.77. This implies that the instruments were highly reliable.

3.8 Limitations and delimitations to the Study

In the course of the study, the researcher encountered a couple of challenges that formed limitations to the study. The strategies to overcome such limitations formed the delimitations.

The greatest challenge in Juba was the fragile security situation; all the security organs were highly alert due to the numerous rebellions that were emerging in the country. Access to some areas was completely denied and even in those areas that the researcher managed to access, people were highly suspicious and could not freely discuss issues of interest to the research. Another delimitation to this challenge was the use of a permission letter from Kyambogo University graduate school to convince the respondents about the reality. The researcher also had to speak to the authorities and the security agencies in advance before the planned date for the data collection.

Another challenge encountered was the access to secondary data especially the examination results. Many Head teachers were not willing to reveal students' examination results as they argued that, these were confidential records that were not supposed to be published. On the other hand, many centres also poorly managed records and could not trace some of the previous students and staff records; mainly because of improper handovers when offices changed hands. To overcome this, the researcher agreed with the authorities to pick only the

results without the names of the candidates. The researcher also used multiple storage sources for some of the records that could not be accessed at one point.

Lastly there was the problem of continuously decreasing ALP enrolment and even the complete closure of some of the centre. While the researcher wanted to chose the schools randomly, some of these schools were no longer rolling out ALP and yet others had fewer than ten learners at level four. This made the researcher to replace some of these randomly selected centres with those that were still actively rolling out the program.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents major findings of the study and the analysis of the data collected. It starts with demographic characteristics of the sample population and later on presentation, analysis and interpretation of the data. The data collected and analysed concerned the comparison between the academic competence of ALP level four learners and Primary eight candidates. The institutional challenges in implementing ALP, the learner Challenges in attending ALP are also presented in the later part of the chapter and the chapter closes with the mitigation measures used to overcome the challenges facing ALP in Juba County.

4.1 Background information of the respondents

This begins with presenting data about the actual number of respondents who participated in the study compared to the expected sample size. It then presents the demographic characteristics of the respondents; which encompasses gender, age bracket, Marital Status, education level, work experience, job qualification and terms of employment in the education sector.

As far as the turn up rate for the respondents of different categorise is concerned, the researcher managed to obtain 150 responses from a wide range of respondents out of the expected 159 sample size. This gave a turn up rate of 94.3% which makes the finding of the study valid. The categories of the respondents included; 120 out of the expected 123 level four ALP learners giving 97.6% turn up rate, 8 out of the expected 8 Head teachers giving a turn up rate of 100%, 18 out of the expected 23 ALP teachers giving a turn up rate of 78.3% and lastly 4 out of the expected 5 local leaders giving a turn up rate of 75%.

Table 2: General socio-demographic characteristics of the respondents

Parameter	Category	Frequency	Percentage
Gender	Male	114	76%
	Female	36	24%
Marital status	Married	81	54%
	Unmarried	66	44%
	Others	03	2%
Age	10-14 years	20	13.3%
	15-18 years	57	38%
	19-30 years	53	35.3%
	31-40 years	12	08%
	41-50 years	04	2.7%
	Above 50 years	04	2.7%
Position	Pupils	120	80%
	Teachers	18	12%
	Head teachers	08	5.3%
	Local leaders	04	2.7%

Source: Primary data

From table 2 above, the study categorized the socio-demographic characteristics of respondents by gender as male and female. The study revealed that majority of the respondents (76%) were male compared to the 24% females. From the findings, the highest proportion of the female respondents was from the learners who constituted 27% of learners and the lowest proportion of females was among the local leaders making up 0% of the local leaders. This shows the low level of female representation in the education sector in South Sudan.

The age of the respondents was targeted to help the researcher ascertain the level of participation and authenticity of information arising from responsibilities attached to specific age brackets. The age of the learners was especially targeted to check consistency with the age group supposed to enrol for ALP by policy. According to the results from table 2, the age group 15-18 years had the highest proportion of respondents (38%) followed by 35.3% in

the age group 19 -30years while the least proportion of respondents was in the age groups 41-50years and above 50years with 2.7% of the respondents each.

Concerning the ALP learners, the results of the study showed that, a good proportion of learners (36.7%) were above the recommended age (12-18years) to attend ALP by policy. On the side of the staff (teachers, head teachers and local leaders), the highest proportion (40%) was in the age group 31-40years. This is believed to be the most active and hardworking age group. On the other hand, the presence 26.7% of the staff in the age groups 41 and above is also believed to provide adequate experience to the running of the programme.

The researcher was also interested in the marital status of the respondents. This is because, for the staff, marriage was expected to predict a responsible and stable personality as far as the culture in South Sudan is concerned. While for the learners on the other hand, marriage would imply more family responsibilities and competing demands affecting concentration in studies. Table 2 above, shows that 54% of the respondents were married. Specifically 47.5% of the learners were married and interestingly only 37.5% of the female learners were married compared to 51.1% of the male learners. This suggests that not many of the married females have the chance to go back to school compared to their male counterparts. The graph below illustrates the comparison by marital status of the ALP learners sampled in the study.

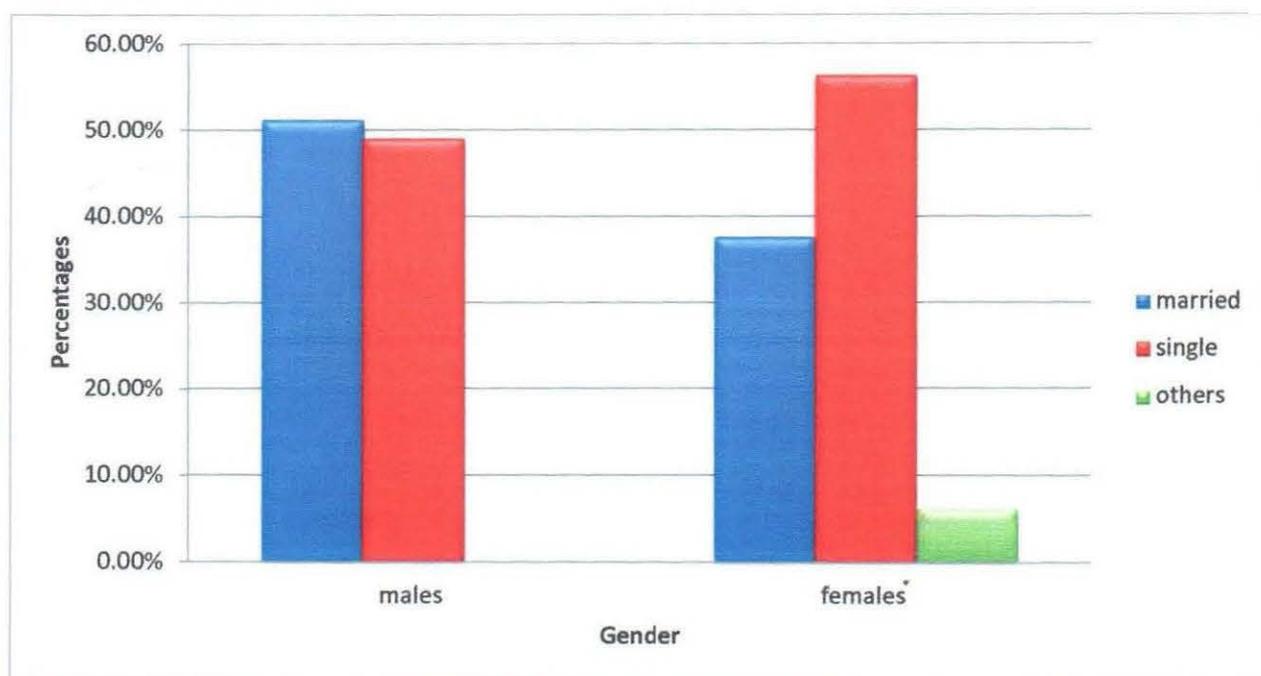


Figure 1: Marital status of the ALP learners

The graph above clearly shows that the percentage of married males is higher than that of the females. This means that more married males compared to the females have the opportunity to go back to school and continue with their studies.

The other socio-demographic characteristics that specifically apply to the ALP teachers, the head teachers and the local education leaders (together referred to as staff) are shown below.

Table 3: Socio-demographic characteristics explicit to ALP Staff

Parameter	Category	Frequency	Percentage
Work experience	Less than 1 year	04	13.3%
	1 – 5 year	11	36.7%
	6 – 10 years	09	30%
	11 – 15 year	03	10%
	Above 15 years	03	10%
Terms of service	Permanent	12	40%
	Contract	05	16.7%
	Part time	07	23.3%
	Volunteer	06	20%
Training as a teacher	Trained teacher	12	40%
	Un trained teachers	18	60%
Nature of training	In-service	03	25%
	Pre-service	08	66.7%
	Phase system	01	8.3%
Level of Education	Intermediate	02	6.7%
	Secondary	14	46.7%
	Certificate	10	33.3%
	Diploma	04	13.3%

Source: Primary data

The data presented in table 3 above shows the socio-demographic characteristics of ALP staff that were salient to the study as follows;

By work experience, the study revealed that the highest number of staff with 36.7% had a work experience of between one to five years. On the other hand, those with work experience from 11 to 15 years and above 15 years had the lowest number represented by 10% each. This

means that majority of the staff were recruited after ALP was officially rolled out in 2007 and could not provide sufficient historical background of the program from experienced point of view. However, 20% of the staff were old enough in the program to provide the missing links about the historical background of the programme.

Concerning the terms of service, the study categorized the staff as permanent, contract, part-time and volunteers. It was found out the majority constituting 40% of the staff were permanent employees followed by 23.3% who were part time employers. Majority of these part-time staff worked in private schools. A few staff 16.7% were contract employs and these were mainly serving in NGO supported schools. The classification of ALP staff by terms of service is represented by the column graph below.

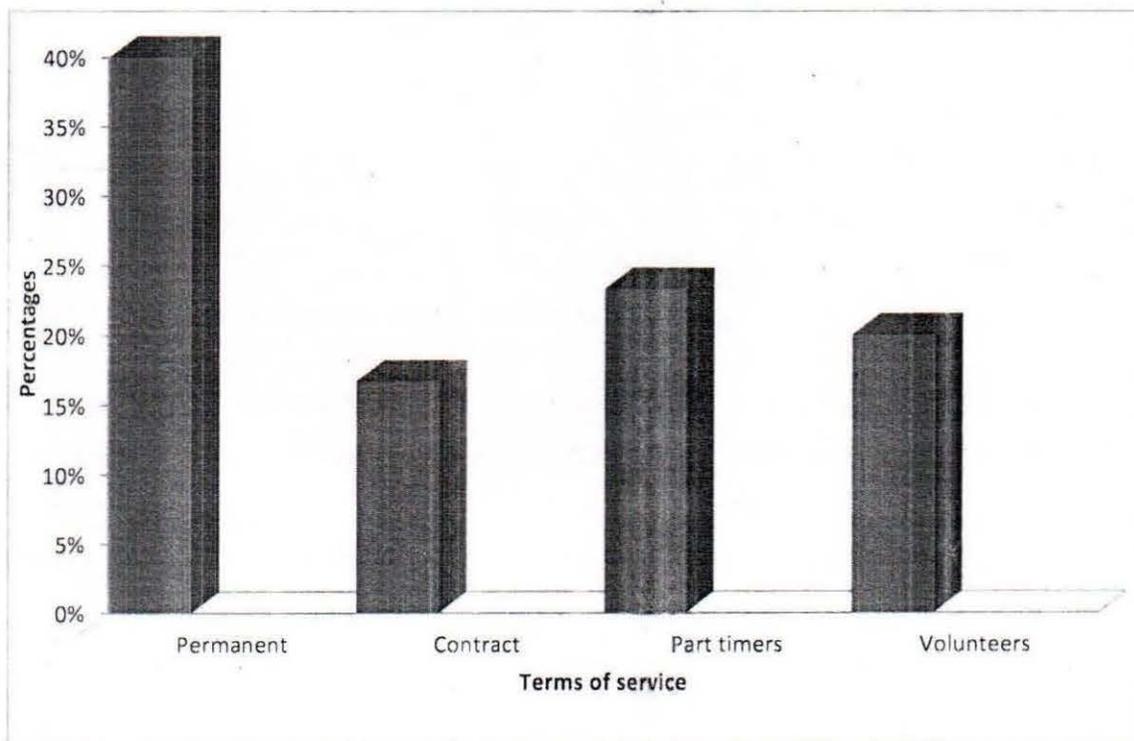


Figure 2 : Classification of ALP Staff by terms of Service

As regards professional teacher training, the study revealed that only 40% of the ALP staff were trained as professional teachers. The study also went further to classify the nature of training received by the trained teachers as in-service, pre-service and phase system of teacher training. It was found out that 66.7% of the trained staff attended pre-service teacher training. 8.3% attended a rare form of teacher training called the phase system training which existed in the old Sudan during the liberation struggle and was latter phased out in 2011.

The education level of the respondents was also one of the demographic characteristics targeted by the researcher. Whereas it was obvious that all the learners who constitute 80% of the respondents as shown in table 2 above where at a primary level of education, the teachers head teachers and the local leaders altogether constituting 20% of the respondents were of different levels of educations. The pie chart below shows the different levels of education for the ALP staff.

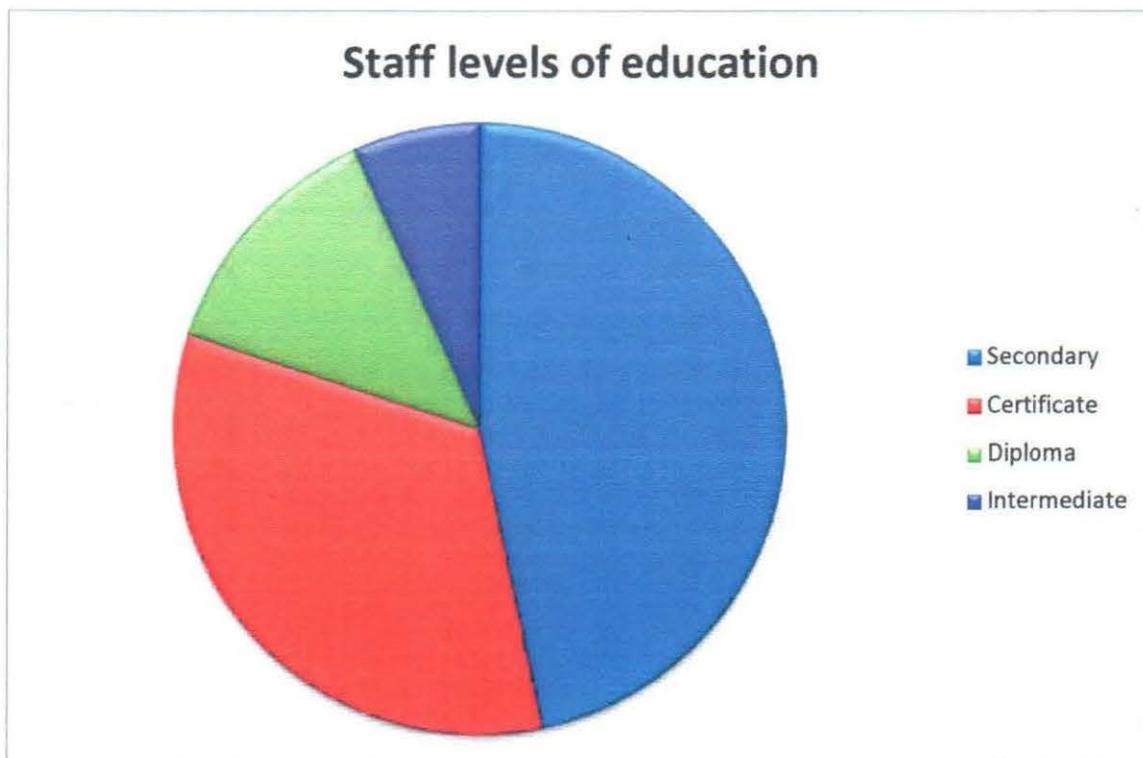


Figure 3 : ALP staff levels of education

The findings presented in figure 4, above shows that most of the staff (46.7%) were secondary school leavers followed by 33.3% who were certificate holders. The least proportion of staff (6.7%) were intermediate leavers (a level of education between primary and secondary school in the old Sudan) and the highest level of education among the staff was the diploma. The presence of many secondary school leavers especially at the classroom and managerial level predicts a challenge in the execution of the programme due to the limited professional skills required for the success of the program. On the other hand, the presence of diploma holders is an advantage to the program as these are believed to possess the necessary skills required for the success of the programme.

4.2 Comparison of the Academic Performance of level four ALP Learners with those in Primary eight in the Primary Leaving Examination

In order to compare the academic competence of level four ALP learners with those in primary eight in the primary leaving examination, the researcher collected time series data from a wide range of schools as well as the Education ministry offices to compute the T-test statistic. This helped the researcher to compare the performance of ALP students with the performance of primary eight candidates in the same examination.

From the existing records, 1358 students participated in sitting for primary leaving examination in the selected geographical location between 2011 and 2015. From this population a representative sample size of 300 candidates was selected (Krejcie & Morgan, 1970) for the study. To do the comparison, an equal number of primary eight candidate's results were also randomly drawn for primary leaving examination results from the years 2011 to 2015 for comparison. The t-test for independent groups was then applied to test the null hypothesis (H_0): *"There is no difference between the academic performance of level four ALP learners and primary eight learners in the final examination"*

Table 4: T-test results for Primary eight and Level four final results

Groups	N	Mean (\bar{x})	Variance (s^2)	Df	t-calculated	t-critical	p-value
Primary eight	300	56.24	139.71	299	13.1	2.592	0.01
Level four	300	43.68	135.65				

The results in table 4 above indicate that the calculated t-value ($t_{cal} = 13.1$) is greater than the table critical value ($t_{cri} = 2.592$) at 0.01 level of significance and 299 degrees of freedom. This implies that a statistically significant difference existed between the academic performance of level four ALP learners and primary eight learners in the primary examination. Hence the null hypothesis was rejected. Specifically, the results showed that, the primary eight learners performed better than ALP level four learners in the primary leaving examinations.

According to the ALP learners as captured during focus group discussion, time is the most significant factor impacting their academic achievement. "Yes sir, we learn the same things

taught to those in the primary schools but our teachers give us a lot of work in a very short time. This makes us overloaded with work we cannot even finish” admitted one of the pupils. Secondly is the issue of difference in responsibilities at home. ALP learners pointed out that they have a lot of other demanding tasks to fulfil at home besides their studies. Similarly, most ALP teachers were in agreement with the learners about the issue of limited study time. They asserted that, the ALP course is designed in such a way that learners take control of their studies and only be guided by the teachers for a very short period of time. Unfortunately, many learners rarely complete their academic assignments within the given time.

During an interview, a key informant in the position of the a payam education supervisor admitted that there exists a very big gap between the academic performance of ALP learners and Primary eight learners. In his submission he said that;

.....many ALP learners do not necessary join education so as to progress in academics but only interested in achieving basic primary level competences to help them in their daily life. Only a few have the ambition and belief of achieving further academic success at the end of their ALP course. This makes them not to really work hard so as to compete favourably with their counterparts in the normal programme.

This can be observed from their attendance rate and commitment.....

If really true, then this attitude unquestionably affects the performance of ALP candidate at the end of their course and greatly account to the significant difference between the performance of level four candidates and primary eight candidates. However, the low performance of ALP learners may not entirely be blamed on their attitude towards the course. Many other unfavourable factors may too affect their performance.

Whereas the general performance of ALP candidates is wanting, specific subjects in the curriculum were worse performed than others. The records specifically showed that English was the worst performed subject in all ALP examinations followed by Mathematics. A key informant in the position of a head teacher attributed this to lack of time for practicing and mastering the key language skills and likewise for Mathematics.

Mathematics and English are subjects that require a lot of commitment to comprehend the necessary skills by making them part of life. This requires time and commitment from the part of the learner..... Another thing is also the competence level of the teacher. For the learners to understand the two subjects very well, the

teacher's knowledge of the subject and instructional strategies matters a lot. Most of the ALP teachers are not really competent enough to deliver in those two subjects.....

This implies that, much as the ALP learners have limited time to learn and internalize ideas in Mathematics and English, the teachers too lack special competence to make meaningful learning to take place in the shortest time possible as provided in the ALP curriculum.

The researcher also compared the performance ALP learner from the schools within Juba town payam (which is the city centre) and Munuki payam (which is at the city peripheral). The average performance of the candidates who sat for primary leaving examination at the end of every year was computed to do the comparison. Five consecutive years, that is to say 2011 to 2015 were chosen. This was done to find out whether there existed a difference in performance between urban and semi-urban ALP centres. It was also done to investigate the performance of ALP learners when ALP was initially implemented by Non government organizations (2011 and 2012) compared to when it was now implemented by the government after 2012. The results are illustrated in the histogram below.

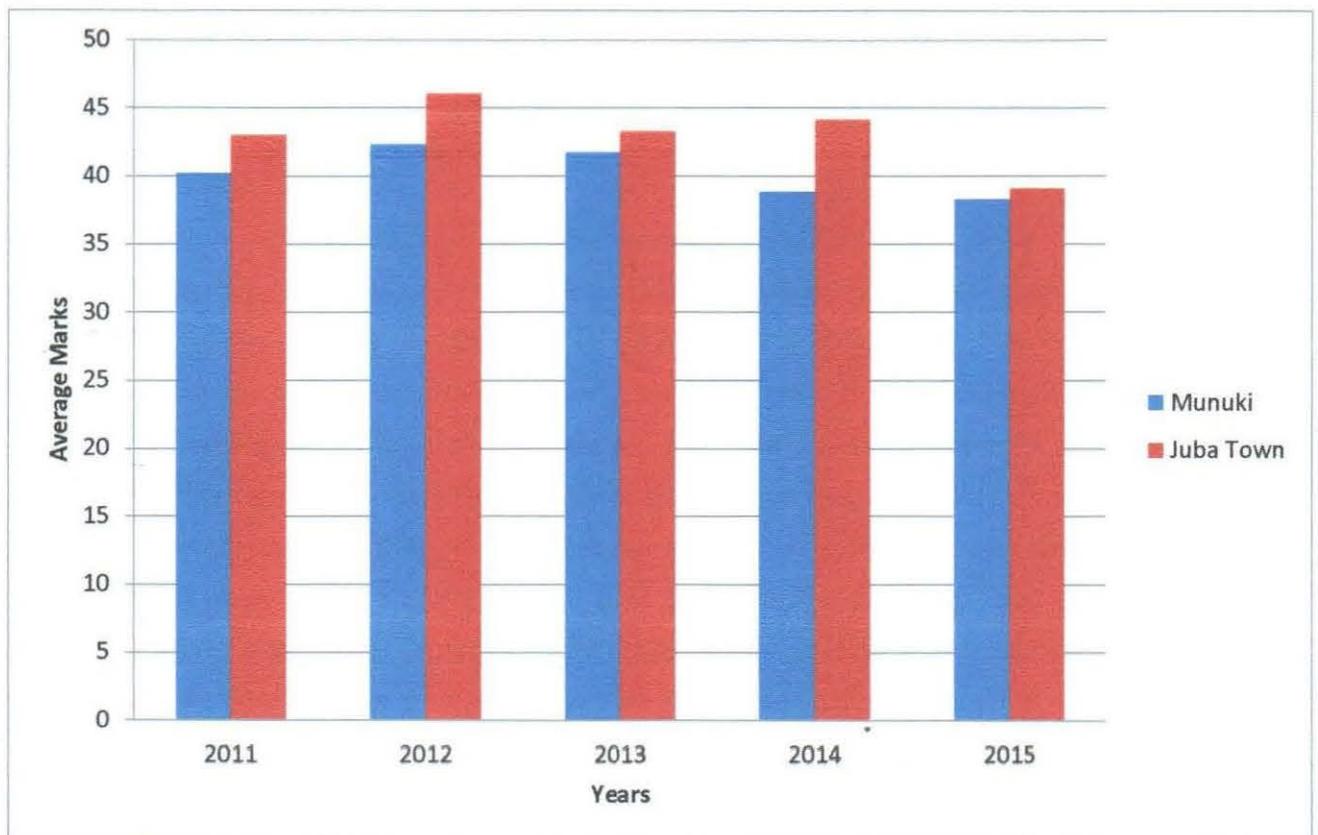


Figure 4 : comparison of the performance of ALP learners by location and year

From the histogram above, the results showed that there is a slight difference in performance between ALP candidates of Juba town Payam and Munuki Payam. Throughout the five years above, the learners in Juba town have performed better than the learners in Munuki Payam, though the average results of both payams were below the pass mark (50%) for all the years. The difference in performance between the candidates of Juba town payam and Munuki payam can be accounted for due to difference in access to better infrastructure and learning resource. In an interview, the county education director revealed that;

Schools at the town centres are always at an advantage because of accessibility. The NGOs and even the government finds it easy to reach these centers to offer the necessary support unlike rural schools where movement is largely restricted not only by the poor infrastructure but also the security situation. These create unequal distribution of resources with urban schools being the most advantage.

This implies that even the most qualified teachers prefer schools around town where security and other social services are readily available.

The variation across the years showed 2012 as being the best year when ALP candidates performed better and 2015 as being the year when ALP candidates registered the poorest results. However, regarding to the period when ALP was implemented by NGO and the time when ALP was now handed over to the government, no significant difference in performance has been noted.

4.3 The Institutional Challenges in the Implementation of ALP in Juba County

The researcher used a questionnaire to collect information about institutional challenges in the implementation of ALP in Juba County. This was later followed by conducting an interview with key informants, checking the available documents in the relevant offices and making personal observations in targeted areas. The Likert scale questionnaire had five scales of responses ranging from Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD). However, in the analysis, strongly agree and agree were combined to mean **Agree** and strongly disagree and Disagree were combined to mean **Disagree**. Those who did not chose any of the options were combined with those who chose **Uncertain**. The findings from the questionnaire are presented in the table below.

Table 5: Institutional Challenges the implementation of ALP in Juba County

	Institutional challenges in the implementation ALP in Juba County	Agree		Uncertain		Disagree	
		freq	%	Freq	%	freq	%
1	There is poor management of ALP centres by the school administration	67	48.6	21	15.2	50	36.2
2	Teachers are not motivated to perform their work as expected	96	69.6	09	6.5	33	23.9
3	The ALP text books provided for this centre are inadequate for the learners	79	57.2	11	8.0	48	34.7
4	There is congestion in the ALP class rooms	23	16.7	12	8.7	103	74.6
5	The class room structure is not conducive for learning especially during harsh weather conditions	79	57.2	08	5.8	51	37
6	The teachers do not use other material like real objects and charts to teach their lessons.	75	54.3	26	18.8	37	26.8
7	The county and Payam education supervisors rarely come to the centre to supervise and provide support to the teachers.	83	60.1	24	17.4	31	22.4
8	There are no facilities for co-curricular activities at the ALP centres	55	39.9	14	10.1	69	50
9	The teachers do not use and keep attendance registers and records of learners marks.	54	39.1	45	32.6	39	28.2
10	No stationary and other scholastic provided to the school by either the government or other NGOs	29	21	12	8.7	97	70.3
11	No finances for maintenance and development of school facilities	113	81.9	04	2.9	21	15.2
12	There is high rate of learner absenteeism at the centre.	88	63.7	16	11.6	34	24.6
13	The ALP teachers are not adequately trained for the programme	92	66.7	10	7.2	36	26.1

Source: primary data

The findings in table 5 above showed that there were numerous institutional challenges confronting the implementation of ALP in Juba County. Following the information obtained from the respondents, the most serious challenges pointed out in descending order of the percentage of respondents who agreed included;

81.9% of the respondents (comprising 88.9% of the teachers and 80.8% of the pupils) agreed that there is no money allocated for maintenance and development of the school infrastructure compared to 15.2% who disagreed. From the observations made by the

researcher in some of the centres owned by the government, the available structures were dilapidating with no maintenance done in nearly the last five years. However, some two centres that were said to have received funds from Global Partnership in Education (GPE) had new, well constructed structures with modern facilities put in place. A few “privately owned” centres on the other hand, had at least some sign of maintenance and development taking place a key information acting in the capacity of a head teacher during an interview narrated that;

Since the declaration of the austerity measures in 2012, no funds have ever been given to the schools for infrastructure development. The little funds the schools get from fees a collection is only used to supplement running costs for the school. This has now even become insignificant in the face of the runaway inflation facing our country.....

Another institutional challenge that also attracted a high level of agreement among the respondents was the issue of poor motivation of the teachers thus affecting their commitment and moral for work. 69.6% of the respondents comprising 94.4% of the teachers and 65.8% of the pupils agreed on the above compared to 23.9% of the respondents (5.6% of the teachers and 26.7% of the pupils) who disagreed while 6.5% of the respondents (all pupils) were not certain. The low motivation revolves around issues like monetary rewards received from the job, opportunity for promotion and career development. From the socio-demographic characteristics of the respondents, we saw that most of the ALP teachers were secondary school leavers with no formal qualifications. This category of civil servants in South Sudan is put under grade 14 whose salary does not exceed 400SSP per month (about 3 US dollars) which is very low. To be able to survive, such teachers need to take on other business that will earn them a living hence compromising their commitment to teaching.

The low level of teachers competence is another challenge that respondents highly agreed was facing the implementation of ALP. 66.7% of the respondents agreed compared to the 26.1% who disagreed while 7.2% were not certain the ALP teachers not being adequately trained. However, this challenge was clearly shown in the background information of the teachers where majority of the teacher (77.6%) were of secondary level or below. The 66.7% of the respondents who agreed comprised 77.8% of the teachers and 65% of the learners.

Learner absenteeism is another institutional challenge that was greatly pointed out by the respondents attracting 63.7% of the respondents to agree, compared to 24.6% who disagreed with 11.6% uncertain. Since ALP learners are adults with many other commitments, their class attendance could significantly be affected as they attend to other demanding responsibilities consequently not attending lessons. Another potential cause for learner absenteeism may be due to lack of commitment from the sides of the teachers as has already been identified above. Learners may feel discouraged to go to the centres only to find that the teacher for that day has not turned up for his class and hence wasting their time. A key informant was quick to blame both teachers and learners irregular attendance to the biting economic situation in the country. ".....these teachers and the learners have families to take care of and as you see currently in Juba, every family needs to diversify its sources of income in order to survive....."

Insufficient conduct of support supervision of the learning centres by the local government supervisors was also another great area of concern revealed in the findings. 60.1% compared to 22.4% of the respondents agreed and disagreed respectively about the existence of the challenge while 17.4% were not certain. The percentage that agreed about this challenge comprised 77.8% of the teachers and 57.5% of the pupils. Whereas these statistics may not be an accurate evaluation of the work of the supervisors, especially due to the fact that learners who made the majority of the respondents may not really understand the element of support supervision, yet job commitment is already mentioned as being a challenge to the implementation of the program. Learners are likely to have based their judgment on the physical presence of the supervisors at the centres which is really a pre-requisite for offering useful support to the teachers. In an interview, one of the supervisors lamented about the limitation of finances to support their work on the ground.

"..... I am telling you we have not even received money for running costs for the last four months including our salaries. So how do you do your work effectively when you don't even have the necessary requirement for doing the work? Most of the government automobiles are now grounded due to lack of funds for maintenance....."

This revelation still points to the major problem of financial crisis confronting the government currently. This challenge however, is not limited to the implementation of ALP but spans all the sectors in the country.

Concerning the adequacy of instructional materials, 57.2% of the respondents also agreed that the text books for ALP are not enough for the learners at the centers. 34.7% disagreed with the statement while 8% of the respondents were not certain. Since we had already identified unequal distribution of resources especially between rural and urban centers, the respondents are likely to have used the experience from their own centers to give their response. This therefore means that majority of the centers lack adequate textbooks for the learners. This became a very great challenge for a program such as ALP where the learners need a lot of time to interact with the books so that they can learn independently. This would enhance their understanding during the limited face to face interaction with the teachers. In an interview, a key informant admitted that the ALP text books were last printed in 2010 and distributed up to 2012 by the NGOs that were implementing the program. This means that worn out books have not been replaced. Likewise newly opened schools have not got the opportunity to be supplied with the text books.

Limitations in finding a conducive learning environment especially class room that cannot protect learners from harsh weather conditions was also a challenge that 57.2% of the respondents agreed existed. 37% of the respondents disagreed with this statement while 5.8% were not certain. It should be noted that most of the ALP centres are housed within the normal schools where the learners use the class rooms that are left vacant by the lower primary learners in the afternoon hours. However, most of the schools lack adequate class rooms making the pupils of lower primary to study under trees. The ALP learners therefore inherit the same problems faced by the pupils of lower primary in the respective schools where the centers are located. During the course of the research, the researcher visited some of the centres especially in the rustic parts of Munuki payam and observed a number of ALP classes taking place under partly iron sheet walled structures. One centre was also observed where learners were studying under trees. A teacher of ALP admitted that, such structures are very challenging to teach in due to difficulties in placement of learning materials. He added that, external activities too destruct learner's attention when they happen to study under trees.

Not using learning aids during teaching thereby limiting meaningful learning during lessons was another challenge that the researcher found out faced the implementation of ALP in Juba County. This was indicated by 54.3% of the respondents agreeing compared to 26.8% who disagreed while 18.8% were not certain. The percentage that agreed comprised 58.3% of the pupils and 27.8% of the teachers. Not using learning aids in a lesson could either have

stemmed from the limited jobs skills of the ALP teachers or it could be due to the low level of job commitment that the respondents had also largely agreed existed.

Among the trivial challenges facing the implementation of ALP in Juba County as pointed out by the respondents was the lack of stationary and other scholastics material for teaching in the ALP centres. 21% of the respondents agreed there was lack of stationary while 70.3% disagreed and 8.7% were not certain. This might have been due to the availability of stationary supplied by many NGOs to the schools especially from the GPE funds that was administered by UNICEF. The challenge of congestion in the classrooms was also less identified with only 16.7% of the respondents agreeing while 74.6% disagreed and 8.7% were not certain. This was consistent with the results obtained from observations at the centers that the researcher visited. Actually all the centres that the researcher visited had fewer than 20 learners in class for those in level four.

The other institutional challenges that were not pointed out the questionnaire but the researcher managed to capture using the other tools were;

The conflict of interest between the government and the founding bodies in the ALP institutions that were not own by the government. Some of the ALP centres were own either by NGOs, the church, the community or individuals. The government as the supreme decision maker then would want to exercise some degree of control over these institutions which sometimes becomes futile especially in the face of financial constraints confronting the government. Sometimes this is also caused by the poor working relationship between the local government and the founders of these institutions. A key informant was quoted saying "Some of these NGOs overlook the government authorities because of their money and always want to impose things their own way....."

Poor time management by both the learners and the teachers was another challenge that was facing the implementation of the ALP. According to the curriculum time, ALP lessons are supposed to start at 2:00pm and end at 5:00pm. But during an observation in some ALP centres, neither learners nor teachers were at the centre until nearly 3:00pm. In one of the centres that the researcher visited, lessons started at 3:00pm and ended at 4:30pm therefore wasting 50% of the lesson time allocated for that day. During an interview with one of the head teachers' this challenge had cropped in newly and was attributed to the difficult economic situations especially the fuel crisis that made movement very difficult.

Poor staff retention was also pointed out as a major challenge facing the implementation of ALP. A key informant reported that staff, especially trained teachers hardly serve in the program for long. "The fewer trained teachers we normally recruit serve for a short time and either go for NGO jobs or do their own business. This leaves us with no option except using the committed untrained teachers" explained the informant. The exit of qualified and experienced teachers from the programme leaves the learners and the learning process at the hands of novice teachers who rarely measure to the standards of the programme.

4.4 The learner challenges in attending ALP in Juba County

To be able to understand the learner challenges in attending ALP in Juba County, the researcher designed a Likert scale questionnaire to collect responses from ALP learners and teachers. This was later followed by conducting an interview with key informants, making personal observations in targeted areas and carrying out document analysis of some key ALP documents. The questionnaire had five scales of responses ranging from Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD). However, in the analysis, strongly agree and agree were combined to mean **Agree** and strongly disagree and Disagree were combined to mean **Disagree**. Those who did not chose any of the options were combined with those who chose **Uncertain**. The findings from the questionnaire are presented in the table below.

Table 6: Learner challenges in attending ALP in Juba County

	Learner Challenges in attending ALP in Juba County	Agree		Uncertain		Disagree	
		freq	%	freq	%	freq	%
1	Poor performance of the learners discourages them in their studies	92	66.7	17	12.3	29	21
2	Lack of support given to the learners by their families and the community.	64	46.4	08	5.8	66	47.8
3	ALP learners are not comfortable studying in the formal schools fearing to be seen by the young pupils.	52	37.7	06	4.3	80	58
4	Insecurity around the ALP centers affects the learners studies	97	70.3	02	1.4	39	28.2
5	Some learners walk distances longer than 5miles to the ALP centres	69	50	34	24.6	35	25.4
6	Inadequate time for ALP learners to do personal studies and interact with their teachers	114	82.6	00	0	24	17.4
7	The responsibilities at home affect the studies of ALP learners.	102	73.9	07	5.1	29	21
8	Inadequate scholastic materials for ALP learners to support learning.	45	32.6	16	11.6	77	55.8
9	Language problem since some learners are from Arabic background and ALP classes are taught in English.	99	71.7	03	2.2	36	26.1
10	The compressed curriculum makes it very difficult to understanding and retain the knowledge	90	65.2	10	7.3	38	27.5
11	Low household income which makes learners unable to support both their studies and the family.	119	86.2	06	4.4	13	9.4
12	There is a poor teacher-learner relationship which affects learning	56	40.6	38	27.5	44	31.9
13	Lack of time for co-curricular activities affecting the natural talents of the learners.	78	56.5	24	17.4	36	26.1

Source: primary data

Table 6 above presents the findings from the respondents about the learner challenges in attending ALP in Juba County. The most identified challenge was low house hold income which makes ALP learners unable to support both their studies and the families. This challenge was indicated by 86.2% of the respondents agreeing compared to the 9.4% who disagreed while 4.4% where uncertain. The percentage that agreed comprised of 87.5% of the learners and 77.8% of the teachers. Whereas ALP is a fully government funded program, the learners are required to make a very small contribution in the government schools while the

amount is relatively higher in private schools. Bearing in mind that some of the ALP learners are adults with families or dependants to take care of, a serious need to strike balance between the family responsibilities and studies ensues. In the face of economic crisis that has affected the country, provision for studies will likely be sacrificed in favour of family survival. A key informant had this to say;

ALP learners are adults who returned to school on their own without being compelled, they have tested the consequences of not being educated before taking up the steps to enrol in the programme. Had it been that they were fully supported including an allowance to cater for family issues, they would have showed the highest level of commitment and even performed better than those young pupils in the primary schools. Unfortunately, that is not the case and the family survival is not something to think about when it comes to considering priorities.

Besides the lack of funds for supporting studies and the family, time for face to face interaction with the teachers was also another challenge that was greatly identified by the learners. 82.6% of the respondent comprising 85% of the pupils and 66.7% of the teachers agreed with the statement compared to the 17.4% of the respondents who disagreed. ALP learners are supposed to study for three hours every day, Monday to Friday for all the four years of their course. These hours are supposed to enable them cover all the work done for the primary course of eight years in the normal program. However, even these few hours provided by the design of the curriculum are in most cases misused by late coming and absenteeism of both the teachers and the learners as we had already seen in the institutional challenges above. The useful time left for interaction between the learners and the teachers therefore become insufficient to meaningfully learn the entire course content.

The responsibility at home alone is another challenge that ALP learners face in attending to their studies in Juba County. The findings in table 6 above indicated that 73.9% of the respondent agreed with the fact that family responsibilities greatly affect the studies of ALP students compared to 21% who disagreed while 5.1% were uncertain. A head teacher during an interview narrated that;

“..... you know many girls are married off at a very young age in South Sudan. By 18, someone may have up to three children. This is a very big responsibility which cannot allow such a mother to go back to school and if she got the opportunity to

enrol, then balancing studies and the mammoth family responsibilities becomes a very big challenge.....”

One learner pointed out that “for the male students, a lot of time may be required planning for the welfare of the family and working hard to see to it that dependents have the basic needs hence sparing little time for concentrating in their studies”. This challenge is even worse with the married ladies who are the sole care takers for the babies at home in addition to their other contributions to the family welfare. This is probably the reason why there were a few females in the program and specifically less percentage of married females compared to their male counterpart.

The results also revealed that 71.7% of the respondents agree that using English as a language of instruction greatly affect the understanding of some of the learners especially those who come from Arabic background. Only 26.1% disagreed while the 2.2% were not certain. Those who agreed consisted of 69.16% of the learners and 88.9% of the teachers. Arabic had been the official language of Sudan for which South Sudan formed part. When South Sudan seceded in 2011, they opted to use English as the official language but the “hangover” of Arabic has not yet left the county until today. A key informant during an interview had this to say;

“The challenge about the use of English language was a real one especially here in Juba from 2005 when CPA was signed. As you know Juba had been under the control of the Arabs throughout the struggle and most people never had the chance to learn in English like their colleagues who were in SPLA controlled areas. When English was declared the official language of the Southern Sudan in 2005, both teachers and learners had great problems with adapting to the language. However, the problem is slowly phasing out as many people have now learnt English and also outsiders especially from East Africa have come to Juba hence influencing the growth of the English language”.

The effect of insecurity on the studies of the ALP learners was also identified as a challenge with 70.3% of the respondents agreeing compared to the 28.3% who disagreed while 1.4% were not certain. In an interview with a school head teacher, it was revealed that since South Sudan descended into civil war after independence, Juba has been the epicentre where the two violent scuffles originated. Two catastrophic clashes have occurred in Juba that is; on December 2013 and in July 2016 that have sent a sizeable population out of the county or

into protection of civilians sites managed by UNIMIS. These are examples of hyper cases of insecurity that have affected the studies of ALP students. Other cases of insecurity also exist in Juba carried out by what is commonly referred to as “unknown gun men” especially in the suburbs of the town. A key informant elaborated about the challenge of insecurity by saying that;

“There are days in Juba when people stay indoor without going to work for the fear of their security. This sometimes is caused by unfounded rumours though some of the fears are real. Sometime we even send learners back home when tension and fear rises in town. This situation however, crept in mainly after the 11th July 2016 clashes in Juba”

Another area of concern that also attracted relatively high level of agreement from the respondents was the issue of poor performance of ALP candidates in the final examinations. 66.7% of the respondents agree compared to 21% who disagreed while 12.3% were uncertain about the whether the poor performance of ALP learners discourage them from their studies. The 66.7% of the respondents who agreed comprised 66.7% of the learners and 66.7% of the learners. Whereas ALP candidate were said to perform poorly in final examinations, a key informant pointed out that many of them never cared about results of the final examinations but where only interested in getting a few skills to help them function well. However, even poor performance in continuous assessment can cause anxiety to the learners as it demotivates their inputs in attempting the assessment.

The compressed curriculum as a characteristic of ALP was another challenge that the learners faced. This was revealed by 65.2% of the total number of respondent who agreed compared to 27.5% who disagreed and 7.3% where uncertain. Those who agreed were mostly learners with only 16.7% of the teachers supporting this argument. The ALP curriculum is extracted from the main stream (normal program) curriculum with the two years content in the mainstream curriculum summarized into one year and the on average 6 hours of daily face to face teaching in the main curriculum compressed to 3 hours in the ALP program. This implies that the ALP course has about 25% of the total time available for the mainstream learners. Both the teachers and learners need to employ special creativity to be able to learn and retain the knowledge and skills learnt as their colleagues in the mainstream programme.

From the responses obtained the following can be rated as the list common learner challenges in attending ALP in Juba County;

The fear by ALP candidates to study in the formal schools in an environment where they would be seen and interact with the young learners in the normal program. It was 37.7% of the respondents who agreed with this challenge compared to 58% who disagreed while 4.3% were not certain. It was anticipated that ALP learner would feel uncomfortable learning in an environment where the young pupils would be observing for fear of being bullied by the young learners. However, it was not the case when majority of the ALP candidates showed they never had any problem studying in the formal school. Another least common problem was about the inadequacy of scholastic material. It was only 32.6% of the respondents who agreed that there was a problem of adequate scholastic materials like books, pens and others compared to 55.8% who disagreed with the challenge while 11.6% were not certain. The challenge of scholastic material might have been resolved by the support provided by UNICEF programs. The GESS program was also another partner in education that supported girls in upper primary with not only scholastic materials but also with some pocket allowance.

4.5 Mitigation Measures to the Challenges facing the Implementation ALP in Juba County

In investigating the mitigation measures employed to minimize the challenges threatening the implementation of ALP in Juba County, the researcher largely used a questionnaire to collect information from a the highest proportion of the respondents comprising of ALP teachers and the learners. An interview guide was also latter on used to collect information from key informants who were the head teachers in the ALP centers and the local education leaders at the county and Payam Level. The questionnaire designed was a five point Likert scale with responses ranging from strongly agree, agree, uncertain, disagree and strongly disagree. This was done to give the respondents an opportunity to express their attitudes in giving their responses. However, during analysis, strongly agree and agree were combined to mean **Agree** and strongly disagree and Disagree were combined to mean **Disagree**. Those who did not chose any of the options were combined with those who chose **Uncertain**. The findings from the questionnaire are presented in the table below.

Table 7: Mitigation measures to the challenges facing the implementation of ALP in Juba County

	Mitigation measures to the challenges facing the implementation of ALP in Juba County	Agree		Uncertain		Disagree	
		freq	%	freq	%	Freq	%
1	There has been continuous improvement in maintenance of infrastructure and construction of new class rooms.	44	31.9	32	23.2	62	44.9
2	The ALP teachers get in-service and short course training to improve their teaching skills	88	63.8	25	18.1	25	18.1
3	Teachers get regular salary increments and other allowances to motivate them.	18	13	28	20.1	91	65.9
4	There is regular re-stocking of text books and other required stationary	55	39.9	08	5.8	75	54.3
5	The authorities do sensitize the community to make them understand ALP and support it	32	23.2	12	8.7	94	68.1
6	There is construction of ALP centre that are separate from formal schools	15	10.9	57	41.3	66	47.8
7	The security situation is improving around the ALP centres	28	20.3	21	15.2	89	64.5
8	ALP centres are being constructed in every Boma to reduce the distance for the learners	49	35.5	39	28.3	50	36.2
9	Other education partners like the church and NGOs help the government in implementing ALP	100	72.5	09	6.5	29	21
10	Incentives are given to disadvantaged groups e.g (girls, disabled) to help them compete favourably	109	79	12	8.7	17	12.3
11	Learners with English language problems are given special attention through intensive English course	61	44.2	18	13	59	42.8
12	Teachers improvise local material to use as learning aids	43	31	40	29	55	40
13	Head teachers and local education leaders are given short course management trainings	82	59.4	26	18.8	30	21.7
14	There is continuous re-stocking of stationary and other scholastics material	112	81.2	10	7.2	16	11.6

Source: primary data

The finding in table 7 above revealed that whereas there are numerous challenges facing the implementation of ALP in Juba County, the stake holders have managed to put in place measure to mitigate some of the challenges for the good of the program. Judging by the percentage of respondents who agreed to the mitigation measure statements on the

questionnaire, the following were in descending order identified as the mitigation measures applied;

Concerning provision of scholastics materials, 81.2% of the respondents comprising 83.3% of the learners and 66.7% of the teachers agreed that stationary and other scholastics materials were continuously provided to the centres to enable operation. This is in contrast to 11.6% who disagreed and 7.2% were uncertain. “Whereas the financial ability of the government has been greatly abridged, partners like UNICEF still provide some support to education from the donors fund”, explained one head teacher. Stationary and other scholastic materials are one area that is highly supported to keep schools in South Sudan operational. This has greatly helped the ALP programme to continue operating amidst the difficulties.

“South Sudan in 2011 applied for education funds from GPE to implement its 2012-2017 General education strategic plan. However, when the county descended into the current bloody conflict in 2013, the donors became sceptical about give funds to the government. For the good of the citizens in the county, the GPE funds where later on released for South Sudan with a condition that UNICEF will be the administrator of the funds. It is with these funds that some of the operational requirements of the schools are given including the construction of some model schools across the county known as GPE schools”

Another area that was indicated by respondents as being provided for is the provision of incentives to the most disadvantaged groups among the ALP learners such as the disabled, orphans and the females. 79% of the respondents comprising 83.3% of the teachers and 78.3% of the pupils agreed about this compared to 12.3% who disagreed while 8.7% were not certain. Despite the fact that ALP was designed to address the needs of the educationally disadvantaged groups among the population, there are special categories of ALP learners who in addition to missing studies at the right age also have other disadvantages. These include groups with severe disabilities, the orphans and the females. In an interview, a key informant explained that; “There are NGOs currently in South Sudan that support special categories of disadvantaged learners in South Sudan. For example, many learners with disabilities have benefited from a support given by “Dark and Light” an NGO that supports people with disabilities. The female learners have also benefited from the GESS programme. In this program, all female learner in upper primary classes are given incentives in form of pocket allowances and scholastic materials”

About collaborative support from other partners in the implementation of ALP, 72.5% of the respondents consisting of 83.3% of the teachers and 70.8% of the ALP learners agree that government efforts in the implementation of ALP were being supplemented by education partners while 21% disagreed and 6.5% were not sure. Apart from support given by provision of some of the necessary materials such as land and other resources, partners have gone to the extent of opening centres in areas where the government have been able to do so. The county education director in an interview revealed that; “ there are two types of ALP centers in Juba, the government owned and the privately owned institutions. The privately owned institutions can further be categorized into church founded institutions, NGO founded institutions, Community founded institutions and Individual founded institutions”. This shows that the government has encouraged and received significant collaborative support in implementation of ALP in Juba County.

Concerning the area of teacher training, 63.8% of the respondents agreed that special short course skill trainings are being given the teachers to improve their capacity, while 18.1% disagreed. The other 18.1% were uncertain. The percentage that agreed was made up of 72.2% of the teachers and 62.5% of the learners. One head teacher explained that, before the 2013 insurgency, the government had opened County Education Centres (CECs) which were aimed at providing in-service teacher training to the vast numbers of untrained teachers across the country. However, most of these centres closed down due to insecurity and lack of operational funds. Many NGOs working in the education sectors are trying to revitalize the CECs by providing mainly short course skilled training in these centers. According to the county education director of Juba County, “the teachers of ALP have benefited in the recent short course trainings such as the literacy skills training, pedagogy skills training and others conducted in the Supiri CEC of Juba County. Unfortunately, these trainings target a limited number of teachers and also lack continuity”.

Some of the mitigation measures which attracted just below average response of agree from the respondents included; 44.2% of the respondent (66.75% of the teachers and 40.8% of the learners) agree that intensive English lessons were given to learners who had problems with lessons conducted in English. 42.8% disagreed with this while 13% were not certain. A senior payam supervisor narrated that , where intensive English courses were strongly recommended by the government especially for learners who first learnt in Arabic, implementation soon become a problem as it required more resources and time to become a reality hence many institutions skipping this.

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Concerning the availability of ALP textbooks, 39.9% of the respondents also agreed that text books were being re-stocked in the centres compared to the 54.3% of the respondents (61.1% of the teachers and 53.3% of the learners) who disagreed and 5.8% who were not certain. This agreement rate was contrasting to the revelation made by one of the key informants who admitted that ALP text books were produced once and last distributed to the centres in 2012. If we are to go by these statistics then it may be that some centres are getting these books from those that have closed down or else from some that were stored by the national ministry.

About the construction of ALP centres in every Boma to reduce the distance trekked by the learners to the centres, 35.5% of the respondents (16.7% of the teachers and 38.3% of the learners) agreed that this is being done, 36.2% disagreed and 28.3% were not certain. Although the problem of walking long distances does not seem to be a serious one in Juba. We cannot underestimate this challenge in up county centers and this probably explains why respondents in Juba were not bothered about the need to build an ALP centre in at least every Boma. The issue of infrastructure improvement through maintenance of old structure and construction of new classroom had 31.9% of the respondents agree, 44.9% disagreed and 23.2% were not certain about it. The respondents who agreed could probably have based their choice on the GPE schools that are newly constructed. The use of local materials as learning aids by the teachers was also supported by 31.2% of the respondents who agreed compared to 40% who disagreed while 29% were not certain. It is likely that the trained teachers and those who had the opportunity to attend short courses learn the skills of making teaching/learning aids from locally available materials.

The least addressed areas basing on the response rate from the respondents included, sensitization of the communities about the ALP so as to win their support for the program. There were 23.2% of the respondents who agreed that the above was being done compared to the 68.1% who disagreed while 8.7% were not certain. The percentages for agree and not certain were all made up of ALP learners only while all the teachers disagreed. Likewise, improving the security situation in the environment of the ALP centres had 20.3% of the respondents (22.2% of the teachers and 20% of the learners) agree that it was being done while 64.5% (78.8% of the teachers and 62.5% of the pupils) disagreed and 15.2% were not certain. Another mitigation measure could have been improving the motivation of the teachers by giving regular salary increments and other incentives in the face of the galloping inflation in the county. To this 13% of the respondents consisting of 16.7% of the teachers and 12.5% of the pupils agreed it was being done, 65.9% disagreed while 20.1% were not certain.

During interview interaction with key informants, it was revealed that ALP teachers who saved in NGO and private schools were probably more motivated than those in the government schools especially in the wake of the current economic crisis.

ALP operations using resources of the formal schools were supposed to be a temporary arrangement awaiting the construction of permanent ALP centres. In finding out whether these separate ALP centres were being constructed as a mitigation measure to address problems like conduciveness of the learning materials and overcome scramble for limited resources of the schools like furniture, library and others, it was found out that only 10.9% of the respondents agreed that this was being done. 47.8% of the respondents disagreed while 41.3% were not certain. The high ratio of the respondents who were not certain probably indicated the low level of information access about government programs by the citizens.

One mitigation measure that was not included in questionnaire content but was picked by the researcher using the interview was the opening of vocational centres for ALP candidates that either have not achieved the pass mark to go for secondary education or want to pursue vocational course by choice. These vocational institutions like ALP centres are also fully government supported with very little contribution expected from the learners. This acts as an alternative path those who have not achieved the pass mark for entering secondary schools.

Another measure not included in the questionnaire, was the establishment of the quality promotion department at the national ministry of education with structures at the local level. This department is concerned with motoring and ensuring the training of teachers and other employs of the ministry of education. The department is also concerned with evaluating and making recommendations on curriculum review.

One key informant also mentioned the use of the national dialogue as a mitigation measure to the challenges facing the implementation of ALP. "The national dialogue is both a process and a forum that brings together all the South Sudanese to chat a way forward and air out their concerns" explain an informant. The national dialogue is expected to annihilate the use of violence to solve political problems and encourage peaceful means of achieving political goals. The informant believed that if the national dialogue is successful, it would solve the problem insecurity that has affected ALP as a national programs specifically and all other economic and social sectors in general.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussions of the research findings, conclusions drawn from the findings and recommendations to be adopted from the research. As previously indicated, the study was aimed at establishing the impact of ALP on academic Standards of learners in Juba County. The study was guided by four research objectives which were; to compare the academic competence of level four ALP learners with those in primary eight in the primary leaving examination, to identify the institutional challenges in the implementation ALP in Juba County, to identify the learners challenges in attending ALP in Juba County and lastly, to investigate the mitigation measures to the challenges facing the implementation of ALP in Juba County.

5.1 Discussion of Findings

The discussion of the findings was handled in relation to the research objectives that the researcher had gone out to investigate. The findings were also compared to the findings from other researchers in similar areas as cited in the literacy review.

5.1.1 Comparison of the Academic Competence of level four ALP learners with those in Primary eight in Primary Leaving Examination

Comparison of the academic competence of ALP learners with those in the normal programme was done by the use of the primary leaving examinations results. The researcher collected time series data for the results of ALP level four learners and primary eight learners for five consecutive years. The t-test for independent groups was then computed to make the comparison.

The findings in the table 4 above rejected the null hypothesis thereby supporting that there is a significant mean difference between the academic performance of level four ALP learners and primary eight learners in the final examination. This contradicts the findings by Scott and Conrad (1991) who postulated that results from ALP courses equals or sometimes surpasses those from the normal programme and instead supports the argument that, the quality of learning is a function of time (Proctor, 1986, & Brandon 2010). The two argued that, the longer the class, the more the contents covered and hence the better the quality of learning. The argument above however, is independent of the quality of instructions given to the

learner in the designated time frame. Whereas time is a very important aspect in the acquisition, reflection and practicing of a new knowledge, the quality of instructions given to the learner to a large extent also determines the quality of learning. This means that in this comparison, the difference in the performance between ALP learners and those in the normal programme should not be solely argued based on the time taken to learn but also every other factor that contribute to their learning. These among others include the quality of the teachers, the support given the programme by the government, the difference in family backgrounds and others all likely to create difference in performance.

The results also showed that the performance of the ALP learners deteriorated in the semi-urban areas compared to the urban areas. Whereas the respondents blamed this disparity on accessibility of some areas in the semi-urban areas, it should also be noted that most of the urban schools are occupied by children from family backgrounds with a relatively high income. The difference in performance therefore agrees with Farrants (1980) and Biswass (2007) who argued that children from poor home background usually suffer from serious diseases that reduce their ability to compete in academic performance. The candidates from rural areas who are mainly from home with low socio economic status in this case would not be expected to perform better than those from urban areas who are believed to come from families with a high socio-economic status. However, some researchers have found out that children from low socio economic status can even perform better than those from families with high socio economic status when they are given the same opportunities to compete. What is needed is to create a levelled ground with equal opportunities for learners from both setting.

It is also very important that the results of the t-test should be interpreted with caution. The data collection was limited to a few payams in Juba where the security situation was relatively stable and schools operational. The results may not therefore reflect the situation in the diverse country side. However, the sample size and the obtained and the data obtained is sufficient enough to make a conclusion for Juba and areas with similar conditions to Juba.

5.1.2 The Institutional Challenges in the Implementation ALP in Juba County

The results from table 5 above presented a wide range of institutional challenges in the implementation ALP in Juba County. According to the data collected from the respondents, the dilapidating school infrastructure with minimal financial investment for its maintenance is one of the greatest institutional challenges. This is further curtailed by the fact that until today

many ALP centres have still failed to get infrastructure of their own but share with the formal schools. This is a very great challenge because as noted by Maicibi (2005), the kind of environment where learning takes place is very important for it greatly affects the quality of learning. Kodom (2014) supports this argument and further contends that learners need to feel the difference between school and home environment. The school infrastructure contributes greatly to this environment that is supportive to learning.

The poor motivation of ALP teachers thus affecting their work moral has also challenged the implementation of the ALP. Most of the ALP teachers on the government pay role are in grade 14 and these are entitled to a basic monthly salary of 420 South Sudanese pounds (\approx \$3). As noted by South Sudan MoEST (2013) report, the government has been operating on an austerity budget has affected funding in many sectors of the economy. This situation worsened with the flare-up of the civil war and the fall of oil prices in the international markets that has led to economic collapse. It should be noted that South Sudan is dependent on oil revenue for 98% of its foreign exchange. The two incidences therefore greatly affected the provision of social services to the population including education services for which ALP forms parts. The fact that most ALP teachers are in grade 14 is another clear indication that the teachers level of competence is low which is another institutional challenge confronting the rolling out of ALP in Juba County.

The challenge of chronic learner absenteeism could have stemmed from the question of unmotivated teachers with a lacklustre performance of their duties. However committed the learners may be, absence of the teachers to attend to them or inability of the teachers to perform to the learners expectations is likely to create an attitude of reluctance among the learners. Kaahwa (2014) supports this argument and expressed it as "the learner is a good as his/her teacher". On the other hand the economic hardship in the country that has made survival need a bar line for the greatest portion of the population has given the learners no choice but to first ensure their families have the physiological needs then education coming later.

The limited support supervision in the ALP centres is an institutional challenge that the research findings showed existed in the implementation of the ALP. Whereas the respondents largely pointed out lack of mobility means to have been the cause of the above challenge, it is also evident that from the education levels and experience required from the officials responsible, the skills to function effectively in their roles were lacking. Ngaroga

(2011) agrees that without technical skills required for performing in a particular role, achievement of goals becomes very difficult. Close support supervision would have minimised the cases of teachers' lack of commitment consequently improving learner commitment.

Besides failure by the teachers to make and use learning aids in their lessons, ALP text books which are very important to learners were also found to be in shortage in most of the ALP centres. Teachers' failure to make learning aids could be related to the poor motivation given to the teachers or lack of creativity in using the locally available materials as learning aids. Skinner (1945) as cited by Amin (2005) advised that learners memorise up to 75% of materials learnt through visual interaction compared to 30% of materials learnt through audio interaction. Learners taught without the use of relevant learning aids therefore miss out this enhanced learning.

The challenges about low competence levels not only affected the teaching echelon of ALP staff but also the management levels. A significant number of respondents pointed out that the management of the ALP centres has also been found wanting due to low competence of the managers. As it was noted by Locke and Latham (2004), management's failure in any institution spells doom to the entire institution.

The conflict arising from overlapping responsibilities between institutional founding bodies and the government has also challenged the implementation of the ALPs. Well as the government is the supreme body responsible for governing the operations of the ALPs under the National Ministry of Education and general instructions of South Sudan, there is some degree of independence granted to other ALP stakeholders. These responsibilities as a result create divergence in the NGOs and other stakeholders' management with the government as far as the management of the ALPs is concerned.

5.1.3 The Learner Challenges in Attending ALP in Juba County

The findings in table 6 above revealed some pertinent issues that impact the ability of the learners to successfully attend their ALP classes. Top on the list was the challenge of low household income that cannot be able to support both studies and family survival needs. It should be noted that a good number of ALP level four learners are either young parents or are old enough to contribute to family needs. In the face of high levels of poverty, many families find it very difficult to support both studies and survival need. Despite the high subsidization of educational cost by the government, ALP learners with the burden of contributing to

family survival always find themselves at the crossroad between investing time and resources for studies or providing for family requirements. This has complicated the supposition that ALP strives to provide a real opportunity to poverty and conflict affected children as noted by Monykuer (2013).

This economic difficulties points to another concern about increased family responsibilities by the learners therefore affecting their time for studies. It should be noted that, the target groups for the programme also included the orphans (MoEST, 2007). Even before reaching the parenting age, some of these orphans are likely to be heads of families with young brothers or sisters to take care. In this case, the demands on such a person become even greater and even when s/he attempts to attend to the program: the chances of succeeding are greatly affected.

As a policy requirement, the time frame for completing an ALP course is numerically a quarter of the total time required to complete the course in the normal programme. This implies that a lot of compression, speed and accuracy is required to achieve the target. This however becomes a challenge if both the institution and the learners have not synchronously put forward strategies to achieve the target. Critiques of this system have long argued that compression of classes leads to weaker learning outcomes and that the crammed curriculum does not allow adequate time for reflection and deep learning (Finnan & Swanson, 2000). The situation in South Sudan is even complicated by the low level of staff competence and motivation in achieving the program objectives consequently attracting a similar response from the learners.

Another challenge that learners faced stemmed from them the use of Arabic language by the republic of Sudan before the secession. When the south decided to break away from the north, English was adopted as the official language. The change was caught many people off guards and areas that include Juba had a challenge in adapting to the use of English. It is 12 years now since the signing of the CPA that gave the south liberty to use English as the official language but the problem of change from Arabic to English has still persisted. Deng (2003) argued that the north used language as a policy to “Arabise” the whole of Sudan and he predicted that the language issue will be a long term problem for the south to battle with. Whereas the situation has recently improved due to a large number of South Sudan returnees to studied in the East African countries and the hosting of many foreign national from

English speaking countries, there is need to accelerate these efforts by designing a far reaching intensive English program.

The respondents also cited demotivation as a result of poor performance propels some learners to withdraw from the studies while others study just for the sake. Some of the ALP learners get frustrated when they do not monitor any academic improvement thus becoming less interested in the ongoing study thereby. The research findings revealed that this concern was real for there was a large gap between the academic performance of ALP learners and learners in the normal program.

Cultural rigidities which are biased on the side of the female learners have impeded learners from attending ALPs in Juba County. Communities in South Sudan often view young girls as future wealth reservoirs and thus they do not find it important to educate since they intend to marry them off in their mid-teen age. This can be clearly observed from the ratio of the females to male respondents which are approximately 1 to 4. Even those females who make it to school still find a lot of pressure from home due to myriad responsibilities expected to be fulfilled by them. This is in agreement with Chalick, (2005) who pointed out that most families often perceive females to be a source of bride price thus they do not find it important to educate them. Concentration is put on the boys to enable them develop skills for their future survival.

Political instability in south Sudan is characterized with wars dating back as 1955. This has made it hard for the learners to comprehend the curricular because the psychological state of the learners is more inclined towards survival than education. Others were born and have continued to grow in refugee camps or in internally displaced camps. In some others areas, the learners who would need to trek for long distances to the ALP centres are automatically cut off by the insecurity along the pathway to the centres.

The respondents also identified the lack of infrastructure and time for co-curricular activities to be affecting their talents. It should be noted that, some of the ALP learners may have talents in sports or other non-academic activities that would make them successful citizen. Limiting such learners to academics alone reduces their chances of succeeding in life. Regarding relationships, the teacher learner relationship according to the finding of the research was fairly good although respondents indicated the teachers and learners had a limited time for interaction. A healthy teacher learner relationship is imperative for the success of the teaching learning process.

5.1.4 Mitigation Measures to the Challenges facing the Implementation ALP in Juba County

With all the above institutional and learner challenges in the implementation of ALP, the government and other education stake-holders have attempted to institute some mitigation measures to keep ALP rolling.

Education partners spearheaded by UNICEF have intervened in the provision of scholastic materials to the schools. This has boosted donors' faith in financing education activities in South Sudan which has reduced the financial pressure on government. This gives a chance to the government to address other issues of utmost importance the program such as payment of salaries and meeting the necessary school requirements for the success of the programme. Partners have already been instrumental in the areas of capacity building for the ALP personnel. A number of partners have provided short course trainings and even sponsored some ALP staff for full training. The most recent example is the UNICEF funded GPE project which targets continuous professional development of 1050 teachers across the country in addition to other objectives (MoGEI, 2017). Partners like the EU funded teacher support project, have are rolling out teacher remuneration enhancement by giving a monthly pay of \$40 to each serving teacher. This is expected to improve the motivation and commitment of the teachers to their work. The GESS programs targets and provides support to the girl child while dark and Light is actively supporting the disabled learners. This whole aim is to keep the ALP and the entire education program rolling.

As part of the policy, the government also saw it wise to provide an alternative path for ALP learners who would not be able to make it to secondary education. This is through the technical and vocational institutions (TVET). Though the number is still very limited, it has raised the hope of ALP learners to be hopeful about their future. Attending TVET training at the end of the ALP course would generate rewarding opportunities in life after years of struggling with education.

The government together with education partners such as USAID have also authored a number of educational materials to support intensive English teaching. This is aimed to helping learners with English language problems catch up very fast with the language of instruction. USAID and UKAID have also supported the provision of text books to the ALP schools to improve the learning conditions in additions to supporting infrastructure development.

Another mitigation measure was the permission of the private sector to roll out ALP to complement the government efforts. This development has resulted in the construction of ALP centres in areas that the government could not reach. The private schools are also believed to uphold high standards of staff supervision and accountability compared to the private institutions and hence attract more able workforce leading to better results. (Starr, 2002)

The operation of ALP centres under the infrastructure of the formal schools is also a mitigation measure that is aimed at keeping the programme rolling as it awaits the construction of permanent ALP centres. The spirit of sharing has not been limited to infrastructure but even staff. Where there is shortage of staffing in the ALP programme, the staff of the normal programme have covered the gap despite ALP being under a different directorate at the national ministry of education.

In a bid to increase the number of trained teachers, the government initiated the idea of having county education centres (CECs) to provide in-service courses to the teachers in every county. Although a brilliant idea, most of the CECs collapsed when the country drifted into the current civil unrest. Plans are however underway to revitalise these CECs and work is already in progress in the seven of the CECs in equipping and building their capacity so that they will be operation by the end of 2017 (MoGEI, 2017). Fortunately, Juba CEC is one of these seven in the revitalisation process and if achieved, the challenge of untrained teachers will slowly be minimised.

5.2 Conclusions

The study found out that a significant difference existed between the academic performance of ALP level four learners and primary eight learners in the final examinations. The difference specifically showed that primary eight candidates consistently performed better than ALP level four candidates in the final examination in Juba County. A critical look into circumstances that could have been responsible for this difference found out that both the institution and the learners of ALP faced significant challenges that threatened the success of the programme.

The institutional and learner challenges in the implementation of ALP can therefore be categorised as political, economic, social and technical challenges. The political challenges encompass the civil unrest that has created insecurity and untold human suffering, the interference in education by political leaders for political gains at the expense of proven

procedural acts thereby affecting the operation of ALPs. The economic challenges imply the lack of financial resource to roll out well designed educational plans and government policies as well as low household income. The social challenges on the other hand include the lack of commitment and support from the community and other stake holders in the implementation of the ALP policy due to cultural rigidities. And finally the technical challenges entail the low level of human resource competence in the implementation of the ALP policy.

Despite the challenges, the government has seen ALP as a justifiable aspiration and is working tirelessly to see that it succeeds. One way is by working with partners in education to mobilise resources aimed at supporting the programme. The construction of TVET facilities that increase the absorption of ALP products is another mitigation measure the government has invested in to attract and maintain learners in the program.

5.3 Recommendations

Based on the findings of the study, the following recommendations would help to improve the success of ALP:

The researcher findings showed that over 60% of the ALP teachers are untrained and the few trained teachers never trained in ALP methodology. The government therefore should put more resources in teacher training. Teachers are the primary implementers of the program and therefore, without the necessary skills there will be no fruitful results expected from the program. Specifically ALP teachers should be given a special training in ALP methodology as stated in the policy and a special curriculum developed for this program. The training should then be followed by a staff retention strategy that motivates teachers to remain committed in the program. All these need to be reflected in the directorate of AES work plan and a comprehensive action taken by the National Ministry of Education.

Whereas the study found out that a number of workshop trainings have been conducted for education personnel, there is need for full professional teacher training. The ministry of education should work hand in hand with the education partners to refocus their efforts to providing full professional teacher training as opposed to the short course skills training. This is because; a lot of resources have in the past been invested on short course teacher trainings that address fragmented skills and very little improvements have been observed. Full course in-service or pre-service teacher training would therefore be a better option to only for the success of ALP but the entire sector of education.

There is need to find a solution to the political problems that have affected the education sector. All political and community leaders of South Sudan should joins hands in bringing peace to the country as a major pre-requisite for the success of other sectors including education in the country. This will lead to reconstruction of the economy and reduce house hold poverty that has affected the implementation of ALP. Political leaders at all levels of government and the opposition have a key responsibility in ensuring the success of this measure.

The ministry of education should allocate some fund for training of key ALP staff. Especially, the inspectorate and the supervision department at the ministry of education should be equipped with skills and resources that enable them to carry out their duties effectively. This will help to annul challenges stemming from lack of job commitment at the school level and promote implementation of the ALP policy.

The use of primary school facilities for the activities ALP is another area that impinges on the programme. As started in the policy, the ministry of education should go ahead and construct ALP centres that are separate from the formal schools. This will help reduced the pressure and the struggle for the limited resource of the formal school. The structures should be well furnished with favourable environment for studies and fulltime staff quarters to improve interaction between the learners and the teachers.

The government in conjunction with the development partners should work to improve on ALP managers, competence. The management of the ALP centres need to be equipped with managerial skills that can enable them to adequately perform their job. Supervision, human resource, planning and resource mobilization, are some of the essential skills required by ALP managers.

5.4 Areas for Further Research

This section provides some ideas for further research of the topics that could improve our understanding of the results obtained in the topic “the impact of Accelerated Learning Programme (ALP) on academic standards of learners in Juba County.” This research was limited by its content and geographical scope. The researcher would therefore suggest a critical look at the following areas to broadened understanding about the topic.

- i. Teachers’ competence and academic achievement of ALP learners in rural ALP centres.

- ii. An evaluation of the ALP text books used in South Sudan on the academic standard of ALP learners.
- iii. The effectiveness of the intensive English course curriculum in bringing the language gap for the non English speaking learners.
- iv. The management strategies of ALP head teachers and teachers' job motivation in the ALP centres.

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Appendix A1: Questionnaire for ALP learners

Dear Respondent,

I am a student undertaking a research study as an academic requirement in partial fulfillment for the award of Master of Education in Policy, Planning and Management of Kyambogo University. This questionnaire is intended to facilitate the study on **“ACCELERATED LEARNING PROGRAMME AND ACADEMIC STANDARDS OF LEARNERS IN JUBA COUNTY**. The information provided for this research will be purely for academic purposes and the recommendations made will be of great importance to this learning centre. The information provided here will be treated with utmost confidentiality.

SECTION A: GENERAL INFORMATION

Please tick the appropriate box for the questions that follow below:

Please tick the appropriate box for the questions that follow below:

1. Gender:

Male

Female

2. Age (years)

Below 10

10-14

15-18

above 18

3. Marital status

Single

Married

others (specify please).....

Section B: Institutional challenges in the implementation ALP in Juba County

Please, rate the statements below by ticking in the box on whether you; **Strongly Agree (SA)** with the statement, **Agree (A)** with the statement, **Uncertain (U)** about the statement, **Disagree (D)** with the statement or **Strongly Disagree (SD)** with the statement.

	Institutional challenges in the implementation ALP in Juba County	SA	A	U	D	S
1	There poor management centre by the head teacher					
2	Teachers are not motivated to perform their work as expected					
3	The ALP text books provided for this centre are inadequate for the learners					
4	There is congestion in the ALP class rooms					
5	The class room structure is not conducive for learning especially during harsh weather conditions					
6	The teachers do not use other material like real objects and charts to teach their lessons.					
7	The county education supervisors rarely come to the centre to supervise and provide support to the teachers.					
8	There are no facilities for co-curricular activities at the ALP centres					
9	The teachers do not use and keep attendance registers and records of learners marks.					
10	No stationary and other scholastic provided to the school by either the government or other NGOs					
11	No finances for maintenance and development of school facilities					
12	There is high rate of learner absenteeism at the centre.					
13	The ALP teachers are not adequately trained for the programme					

Section C: Learner Challenges in Attending ALP in Juba State.

Please, rate the statements below by ticking in the box on whether you; **Strongly Agree (SA)** with the statement, **Agree (A)** with the statement, **Uncertain (U)** about the statement, **Disagree (D)** with the statement or **Strongly Disagree (SD)** with the statement.

	The Learners challenges in attending ALP in Juba County	SA	A	U	D	SD
1	Poor performance of the learners discourages them in their studies					
2	Lack of support given to the learners by their families and the community.					
3	ALP learners are not comfortable studying in the formal schools.					
4	Insecurity around the ALP centers affects the learners studies					
5	Some learners walk distances longer than 5miles to the ALP centres					
6	Inadequate time for ALP learners to do personal studies and interact with their teachers					
7	The responsibilities at home affect the studies of ALP learners.					
8	Inadequate scholastic materials for ALP learners to support learning.					
9	The use of English language affect learners especially those from Arabic background..					
10	The compressed curriculum makes it very difficult to understanding and retain the knowledge					
11	Low household income which makes learners unable to support both their studies and the family.					
12	There is a poor teacher-learner relationship which affects learning					
13	Lack of time for co-curricular activities affecting the natural talents of the learners.					

Section D: Mitigation measures to the challenges facing the implementation of ALP in Juba County

Please, indicate by ticking in the box on whether you; **Strongly Agree (SA)** with the statement, **Agree (A)** with the statement, **Uncertain (U)** about the statement, **Disagree (D)** with the statement or **Strongly Disagree (SD)** with the statement given in the table below.

	Mitigation measures to the challenges facing the implementation of ALP in Juba County	SA	A	U	D	SD
1	There has been continuous improvement in infrastructure through construction of new class rooms.					
2	The ALP teachers get training to improve their teaching skills					
3	There is always an increment on the payment of the teachers					
3	Our centre restocks text books and other required materials					
4	The authorities do sensitize the community to make them under ALP very well					
5	There is construction of ALP centre that are separate from formal schools					
6	The security situation is improving around the county					
7	ALP centres are being constructed in every Boma to reduce the distance for the learners					
8	Other education partners help the government in implementing ALP					
9	Incentives are given to disadvantaged groups e.g (girls, disabled) to help them compete favorably					
10	Learners with English language problems are given special attention through intensive English course					
11	Teacher improvise local material to use as learning aids					
12	Head teachers are given special management trainings					

Appendix A2: Questionnaire for ALP teachers

Please tick the appropriate box for the questions that follow below:

1. Gender:

Male

Female

2. Age group: (years)

Below 18

18-30

31-40

41- 50

above 50

3. Marital status:

Single

Married

Others (specify)

.....

4. Level of Education attained:

i. Primary

ii. Secondary

iii. Certificate

iv. Diploma

v. Bachelor's degree

vi. Others specify.....

5. Terms of Service

Permanent

Contract

Part Time

Volunteer

6. How long have you been in the teaching profession? (in years)

Less than 1

1- 5

6-10

11-15

Above 15

7. Are you trained teacher?

Yes

No

8. Nature of training

In- service

Pre-service

Others

(please

specify).....

Section B: Institutional challenges in the implementation ALP in Juba County

Please, rate the statements below by ticking in the box on whether you; **Strongly Agree (SA)** with the statement, **Agree (A)** with the statement, **Uncertain (U)** about the statement, **Disagree (D)** with the statement or **Strongly Disagree (SD)** with the statement.

	Institutional challenges in the implementation ALP in Juba County	SA	A	U	D	S
1	There poor management centre by the head teacher					
2	Teachers are not motivated to perform their work as expected					
3	The ALP text books provided for this centre are inadequate for the learners					
4	There is congestion in the ALP class rooms					
5	The class room structure is not conducive for learning especially during harsh weather conditions					
6	The teachers do not use other material like real objects and charts to teach their lessons.					
7	The county education supervisors rarely come to the centre to supervise and provide support to the teachers.					
8	There are no facilities for co-curricular activities at the ALP centres					
9	The teachers do not use and keep attendance registers and records of learners marks.					
10	No stationary and other scholastic provided to the school by either the government or other NGOs					
11	No finances for maintenance and development of school facilities					
12	There is high rate of learner absenteeism at the centre.					
13	The ALP teachers are not adequately trained for the programme					

Section C: Learner Challenges in Attending ALP in Juba State:

Please, rate the statements below by ticking in the box on whether you; **Strongly Agree (SA)** with the statement, **Agree (A)** with the statement, **Uncertain (U)** about the statement, **Disagree (D)** with the statement or **Strongly Disagree (SD)** with the statement.

	The Learners challenges in attending ALP in Juba County	SA	A	U	D	SD
1	Poor performance of the learners discourages them in their studies					
2	Lack of support given to the learners by their families and the community.					
3	ALP learners are not comfortable studying in the formal schools.					
4	Insecurity around the ALP centers affects the learners studies					
5	Some learners walk distances longer than 5miles to the ALP centres					
6	Inadequate time for ALP learners to do personal studies and interact with their teachers					
7	The responsibilities at home affect the studies of ALP learners.					
8	Inadequate scholastic materials for ALP learners to support learning.					
9	The use of English language affect learners especially those from Arabic background..					
10	The compressed curriculum makes it very difficult to understanding and retain the knowledge					
11	Low household income which makes learners unable to support both their studies and the family.					
12	There is a poor teacher-learner relationship which affects learning					
13	Lack of time for co-curricular activities affecting the natural talents of the learners.					

Section D: Mitigation measures to the challenges facing the implementation of ALP in Juba County

Please, indicate by ticking in the box on whether you; **Strongly Agree (SA)** with the statement, **Agree (A)** with the statement, **Uncertain (U)** about the statement, **Disagree (D)** with the statement or **Strongly Disagree (SD)** with the statement given in the table below.

	Mitigation measures to the challenges facing the implementation of ALP in Juba County	SA	A	U	D	SD
1	There has been continuous improvement in infrastructure through construction of new class rooms.					
2	The ALP teachers get training to improve their teaching skills					
3	The is always an increment on the payment of the teachers					
3	Our centre restocks text books and other required materials					
4	The authorities do sensitize the community to make them under ALP very well					
5	There is construction of ALP centre that are separate from formal schools					
6	The security situation is improving around the county					
7	ALP centres are being constructed in every Boma to reduce the distance for the learners					
8	Other education partners help the government in implementing ALP					
9	Incentives are given to disadvantaged groups e.g (girls, disabled) to help them compete favourably					
10	Learners with English language problems are given special attention through intensive English course					
11	Teacher improvise local material to use as learning aids					
12	Head teachers are given special management trainings					

Appendix A3: Interview guide for Head teachers, Local leaders and selected ALP teachers

Section B: Institutional challenges in the implementation ALP in Juba County

Please, rate the statements below by ticking in the box on whether you; **Strongly Agree (SA)** with the statement, **Agree (A)** with the statement, **Uncertain (U)** about the statement, **Disagree (D)** with the statement or **Strongly Disagree (SD)** with the statement.

Section B: To compare the competences of ALP learners and Primary eight learners in the primary leaving examinations.

- 1) For the years you have worked as an ALP teacher/supervisor/inspector, how would you compare the performance of ALP learners to those in formal primary schools in the Primary leaving examinations? Explain why it is like that?
- 2) Which subjects do the ALP learners find problems in understanding, and why?
- 3) From the four language skills of reading, writing, speaking and listening. How you judge the competence of ALP learners in comparison to learners at the same level in formal classes?
- 4) How does the compressed curriculum impact on the learning of the pupils in ALP classes?
- 5) As a teacher/education supervisor, is there anything that you feel is missing in the ALP curriculum that has a serious impact on their future development? (elaborate)

Section C: Institutional challenges in the implantation of ALP in Juba County.

What challenges does your school/payam/county face in providing education in this programmed? More probe in areas concerning

- Availability of teachers
- Teachers competence and motivation
- Availability of funds
- Teacher training and refresher courses
- Instructional materials
- Infrastructure
- Management and administration of the centre/school
- Instructional supervision

- Security situation
- Assessment and evaluation

Section D: Learner challenges in attending ALP in Juba County

1. What challenges do you think are facing the ALP learner in this school/payam/county?

More probe on the areas concerning

- Time for personal studies
- Acquiring study requirements
- Distance from home to the school
- The security situation in the school
- Relationship with the teachers and other learners
- Family background and support
- Understanding the lessons taught
- General perception of the environment of the centre
- Availability of learning resources to aid personal studies

SECTION E: Mitigation Measures to the challenges facing the implementation of ALP

1. How do you minimize the challenges we have discussed above? Follow each of the areas mentioned above for its mitigation measure.

Appendix A4: Focus group discussion guide

Dear Respondent,

I am a student undertaking a research study as an academic requirement in partial fulfillment for the award of Master of Education in Policy, Planning and Management of Kyambogo University. This questionnaire is intended to facilitate the study on **“ACCELERATED LEARNING PROGRAMME AND ACADEMIC STANDARDS OF LEARNERS IN JUBA COUNTY**. The information provided for this research will be purely for academic purposes and the recommendations made will be of great importance to this learning centre. The information provided here will be treated with utmost confidentiality.

Section A: To compare the academic competence of ALP level four learners to primary eight learners in the final primary leaving examinations

Examination results of the last five years will be used to do the comparison. The ALP teachers' responses to the interview will provide further understanding of the comparison

Section D: Learner Challenges in Attending ALP in Juba County

2. What challenges are facing you as the learners in this centre? More probe on the areas concerning
 - Time for personal studies
 - Acquiring study requirements
 - Distance from home to the school
 - The security situation in the school
 - Relationship with the teachers and other learners
 - Family background and support
 - Understanding the lessons taught
 - General perception of the environment of the centre
 - Availability of learning resources to aid personal studies
 - Any other challenge?

Section E: Mitigation measures to the challenges facing the implementation of ALP

2. How are the challenges we have discussed above being minimized? Follow each of the areas mentioned above for its mitigation measure.

Thank you

Appendix A5: Observation schedule

The researcher will in the due course of this research visit some selected A.L.P centres, county education office, and Payam education office to find out facts by observation.

While in the centre the following will be observed

Teachers general presentation of lessons

The use of teaching/learning aids by the teachers

Learners participation the lessons

The school infrastructure

Daily attendance of the learners

Head teacher's management skills

The general conduciveness of the learning environment

The co-curricular facilities available for the learner

The general moods of the learners when interacting with their teachers

The number of male versus female teachers/ learners

Time management by both the teachers and the learner

Appendix B: Sample size (s) for the given population sizes (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Source: Krejcie, R. V., Morgan, D. W., (1970). Determining sample size for research activities: Duluth, University of Minnesota, (retrieved, 10th, May, 2015)