



PERMANENT MISSION OF THE REPUBLIC OF SOUTH SUDAN TO THE UNITED NATIONS  
OFFICE AND OTHER INTERNATIONAL ORGANIZATIONS IN GENEVA

OHCHR REGISTRY

RSSPMUNOG/PM/2013-11-136

12 DEC 2013

Recipients: F. Chavez Penillas

Note Verbale

The Permanent Mission of the Republic of South Sudan to the United Nations Office and other International Organizations in Geneva presents its compliments to The Office of High Commissioner for Human Rights and with reference to the latter's Note Verbale No:RRDD/HRESIS/JS/FCP dated 7<sup>th</sup> August, 2013, regarding the rights of persons with disabilities, has the honor to transmit herewith the responses of the Government of the Republic of South Sudan to the OHCHR's questions concerning the rights of persons with disabilities.

The Permanent Mission of the Republic of South Sudan to the United Nations Office and other International Organizations in Geneva avails itself of this opportunity to renew to The Office of High Commissioner for Human Rights the assurances of its highest consideration.



29<sup>th</sup> November, 2013

To: The Office of High Commissioner for Human Rights

27<sup>th</sup> November, 2013



**THE GOVERNMENT OF SOUTH SUDAN RESPONSES TO OHCHR QUESTIONS  
CONCERNING THE RIGHTS OF PERSONS WITH DISABILITIES**

**The Republic of South Sudan**

**Human Rights Council Resolution 22/3 on the Work and Employment of  
Persons with Disabilities**

**The Office of the United Nations High Commissioner for Human Rights  
(OHCHR)**

**Permanent Mission of the Republic of South Sudan to the United Nations  
Office and other International Organizations**

**Re: OHCHR No: RRDD/HRESIS/JS/FCP**

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Your Excellency:

OHCHR requested the Government of South Sudan to present its views and information regarding resolution 22/3 concerning the rights of persons with disabilities by answering the following questions:

1. *Do the national or local constitutions or laws of your country prevent or restrict access to any student with disabilities to regular schools at any levels? (e.g. based on a diagnosis or an assessment of their capabilities).*

**Response to Q1**

No, neither the national or state constitutions, nor the laws of South Sudan prevent or restrict access to any student with disability to regular school at any level. In fact, the Transitional Constitution of the Republic of South Sudan, 2011 stipulates in Article 30 (1) that ***“All levels of government shall guarantee to persons with disabilities or special needs participation in society and the enjoyment of rights and freedoms set out in this Constitution, especially access to public utilities, suitable education and employment.”***

2. *Is all education of children and adults with disabilities under the control of the Ministry of Education? Please specify if other ministries (e.g. Social Affairs or*

*Health) have control over some educational facilities and detail the functions of such facilities.*

## **Response to Q2**

The Ministry of Education, Science and Technology in the Republic of South Sudan is generally in charge of education of children with disabilities but other ministries, such as of Gender, Child and Social Welfare provide educational and rehabilitation centers for the Deaf and Blind. The Ministry of Health also provides health education and medical interventions for children with disabilities.

3. *Does your country have a plan or program that progressively promotes the transformation of the education system into an inclusive education system including some or all of the following measures? (Please specify which measures):*
  - a. *Merge budgets and administration of special education and regular education within a geographical area;*
  - b. *Transform existing special education resources—special schools or classes—into resources to assist the mainstream system to accommodate students with disabilities;*
  - c. *Train special educators to serve as additional resources to regular teachers;*
  - d. *Progressively transfer all students from special programs to regular classes supported by the resource staff;*
  - e. *Allocate financial resources for the adequate accommodation, including reasonable accommodation, of all students and for technical assistance to support ministry of education officials, at the district, school and classroom level;*
  - f. *Revise testing methods to ensure that (i) accommodation is made for students with disabilities and (ii) they allow accessing adequate certification to reach the next level of education or graduate when finished;*
  - g. *Provide pre-service and in-service training to teachers so that they can respond to diversity in the classroom (e.g. Train teachers in classroom techniques such as differentiated instructions and cooperative learning);*

- h. Ensure that conditions that constrain teachers to teach inclusively are addressed (e.g. Address class sizes; Revise and adapt curriculum content in accordance with best practices; Ensure that school buildings and materials are accessible to children with disabilities and universal design is considered in construction);*
- i. Recognize sign language as a language and teach sign language users in their own language in mainstream schools;*
- j. Ensure support to attend to mainstream schools at request on individual basis, as reasonable accommodation measure;*
- k. Support organizations of persons with disabilities, civil organizations, including those of parents of children with disabilities, to build capacity on the right to education and how to influence effective policy and practice.*

### **Response to Q3**

There is no systematic elaborate plan yet in the Republic of South Sudan to address inclusive education. However, the Ministry of Education, Ministry of Gender, Child and Social Welfare together with developing partners have initiated a deliberate plan to develop a policy and implementation plan on Inclusive Education as well as a comprehensive disability policy that also addresses Inclusive Education throughout the country.

None of the measures listed in (a)-(k) has been implemented at this stage.

- 4. Does your country have accountability mechanisms in place to monitor exclusion, school registration and completion of education by persons with disabilities and are persons with disabilities and their families directly involved in the process?*

### **Response to Q4**

At the moment, South Sudan has not yet adopted accountability mechanisms for monitoring inclusive education programs in the country. However, the proposed policy on Inclusive Education and strategic plan, as well as the Disability Policy

mentioned in Response to Q3 above will, among others, introduce the necessary mechanisms to that effect.

5. *Does your country have disaggregated data on children and adults with disabilities in education by facility (mainstream school, special schools, social facility or institution, mental health institution, others), gender, impairment and environmental barriers that prevent or restrict access to education (transport, accessibility, affordability of services, other)? Please provide the available data.*

#### **Response to Q5**

No, at present, South Sudan does not have disaggregated data on children and adults with disabilities in education by facility, gender, impairment and environmental barriers that restrict access to education.