



South Sudan

Education for All 2015 National Review

This report was prepared by the relevant national authorities in view of the World Education Forum (Incheon, Republic of Korea, 19-22 May 2015). It was submitted in response to UNESCO's invitation to its Member States to assess progress made since 2000 towards achieving Education for All (EFA).

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The paper can be cited with the following reference: "Education for All 2015 National Review Report: South Sudan". For further information, please contact: efa2015reviews@unesco.org

EDUCATION FOR ALL (EFA) REVIEW REPORT 2015

Republic of South Sudan

Ministry of Education, Science and Technology

Government of the Republic of South Sudan

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Acronyms

AEC	Annual Education Census
AES	Alternative Education System
ALP	Accelerated Learning Program
BALP	Basic Adult Literacy Program
CEC	County Education Centre
CGS	Community Girls Schools
CPA	Comprehensive Peace Agreement
CTMC	County Transfer Monitoring Committees
ECDE	Early Childhood Development and Education
EFA	Education For All
EMIS	Education Management Information System
GDP	Gross Domestic Product
GEM	Girls Education Movement
GER	Gross Enrolment Rate
GESP	General Education Strategic Plan
GESS	Girls Education in South Sudan
GRSS	Government of the Republic of South Sudan
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IDP	Internally Displaced Person
INEE	International Network for Education in Emergencies
JSR	Joint Sector Review
MoEST	National Ministry of Education, Science and Technology
MoU	Memorandum of Understanding
NER	Net Enrolment Rate
PAGE	Community-Based Promotion and Advocacy for Girls' Education
SMoF	State Ministry of Finance
SOE	Secretariat of Education
SSDP	South Sudan Development Plan
SSP	South Sudan Pound (currency)
TTI	Teacher Training Institute
TVET	Technical and Vocational Education and Training
UPE	Universal Primary Education
USAID	United States Agency for International Development
USD	United States Dollar (currency)
UNICEF	United Nations Children's Fund
YKI	Youth Kids International

Executive Summary

Introduction

South Sudan became the world's youngest country on 9th July 2011, after signing a Comprehensive Peace Agreement with the North in 2005. Committed to the Education For All (EFA) goals, the government began collecting educational data in 2011.

Meanwhile, the country has been affected by many factors leading to challenges in education. It has been in intermittent conflict since 1955 and on December 15, 2013, South Sudan yet again faced a new internal conflict. Since the crisis began, at least 866,000 school-aged children have been displaced, often to areas without access to protective learning spaces, or to host communities where education resources are non-existent or overstretched. An estimated 400,000 children have dropped out of school.

This prolonged and recurrent conflict once again exposes children and youth in South Sudan to high risk. The political crisis beginning in December 2013 has affected 1.9 million children, youth and adults who have been displaced from their communities. This is concretely translated to little or no effective learning opportunities for them, and another generation who will miss out on any education or training. Such political instability affects the delivery of educational services, especially in conflict-ridden States, hence reaching the EFA goals will not be possible by 2015. Nonetheless progress has been made despite the major obstacles. The first ever plans and policies have been set in place by the Ministry of Education, Science and Technology (MoEST) toward meeting all six EFA goals.

Main EFA Challenges in 2000 and Targets for 2015

There are many challenges facing the achievement of the EFA Goals. The challenges include: 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. As a result, the GRSS developed the five year "General Education Strategic Plan, 2012-2017" (GESP). The nation has set 2022 as the target for achieving the Education for All and Millennium Development Goals (MDGs) and achieve a fully literate society by 2040.

Progressing Toward the EFA Goals

Goal 1

South Sudan has made major strides in improving Early Childhood Development and Education (ECDE). There are numerous challenges facing the government to meet EFA Goal 1. In particular, inadequate funding and teacher training, baseline data, and harmonized ECDE curriculum along with a lack of awareness on the importance of ECDE by key stakeholders and the community at large were among the challenges in achieving EFA Goal 1.

Since the CPA, there have been many policy documents on ECDE that provide for the implementation of comprehensive and equitable early childhood care and education. Among the policies passed include: policy for management and administration in Pre-School (2007); ECDE curriculum (2006); guideline for ECDE (2007), syllabus in (2006); teacher and teacher trainers training manuals (2008); concept paper for ECDE

(2007); draft of guiding rules and regulations for establishment and management of pre-primary schools (2012); a draft of ECDE management policy framework (2014).

Goal 2

In 2012, the GRSS passed the Education Act which stipulated: “Primary education shall be free and accessible to all citizens of South Sudan without discrimination on basis of sex, ethnicity, race, religion, and health states or disabilities.” As a result of the conflict and lack of infrastructure, quality primary education is still not accessible to all. Still, less than half of the children in South Sudan were enrolled in school, a 41.5% Net Enrolment Ratio (NER) in 2013.

The GRSS set a NER target in the primary system of 63% by 2017. In the years post-2015, the GRSS has put in place a set of priorities, which will continue to improve the quality of primary education and increase access for all, particularly the most vulnerable. Girls are the priority group for the MoEST going forward. The MoEST will focus on girls by providing boarding schools for those who cannot easily access education facilities, providing learning materials, and strengthening school governing bodies and parent-teacher associations. There is a major focus on increasing the provision of education materials, including textbooks. Until 2015, there has been little emphasis put on the transition from primary to secondary school as a result of the nationally low provision of secondary school.

Goal 3

The large number of under-educated youth in South Sudan, with low job opportunities, can also be a destabilizing factor in the country, especially since many youth grew up in a violent environment and have easy access to firearms. The MoEST provides a wide range of opportunities for post-primary education in order to meet the varied needs of the society’s youth and adults. Formal secondary school consists of two categories – academic and TVET. However, The MoEST has both a separate Directorate of TVET and a Directorate of Alternative Education System (AES) to address the learning needs of youth and adults.

The secondary school GER is between 5 and 6%, but it is complemented by the more than 200,000 students reached by AES.

Goal 4

The most recent data available states that approximately 27 percent of adults are literate. However, this figure is likely outdated. The Basic Adult Literacy Program (BALP) within in the AES Directorate is aimed at alleviating the widespread illiteracy levels that exist in South Sudan. In 2011, of the 1,102 AES centres, 95 were BALP. This decreased to 77 centres in the official reporting for 2013.

As a result of the conflict and other challenges, adult literacy has not been a major priority. However, many BALP programs are run by development partners rather than the MoEST and therefore adult literacy programs may be underreported. There is still much progress that needs to be made in reducing adult illiteracy in South Sudan.

Goal 5

In the Education Act 2012, Chapter 2, Section 7 (*Goals of Education*) (a) and (b) stipulated that equitable access to education for all citizens and gender equality in education and also that “the gender equality on the teaching force through equal opportunity during teachers recruitment.” However, there are still many disparities and inequalities in the education sector in South Sudan. Limited numbers of girls have access to education and many girls who are enrolled also drop out before completing primary or secondary school. Additionally, although the MoEST is committed to Inclusive Education by using a Child-Friendly School approach, such accessibility standards are not part of the work of most education managers. Few teachers are trained to address special needs, and very few schools are able to provide a safe and accessible learning environment for children with special needs.

Goal 6

Since the education system in South Sudan is relatively new, it has been difficult to measure the longitudinal quality of the education system. Quality is considered as part of the right to education which is enshrined in the National Education Act and General Education Strategic Plan Documents. The Government of South Sudan’s views quality as an investment in learning thus has a vision and objective not only to increase access but also to ensure a minimum quality standard. Education quality includes the commitment by pupils and parents, government and well-trained teachers facilitating learning in a welcoming school environment with an achievement in learners’ cognitive development; promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development.

. Already, 9.6 million primary and AES textbooks were procured in 2013. They have not all been distributed as a result of the ongoing insecurity. Learning outcomes will be measured through continuous assessment and unified examination for all primary, general secondary and technical secondary schools in the country in the coming years.

Implementation of National Education Strategies to Achieve the Six EFA Goals

The implementation of the GESP has led to some progress on the six EFA Goals. However, much more progress is necessary. The Government of South Sudan has set a NER target in the primary system of 63%, to be achieved by 2017. This NER target will include out of school children in those alternative programmes in the non-formal system that are comparable to the formal primary curriculum. The Ministry is also committed to almost doubling the GER for the secondary system, from 4.7% to 8% by 2017. The intention of the MoEST is to reach the six EFA goals by 2022, as it was not possible by 2015 because South Sudan is a new country and the conflict that broke out in December 2013.

Prospects for Post-2015

Since data collection began in 2011, the Ministry of Education, Science and Technology (MoEST) has systematically collected data through their EMIS department. The value of baseline data has become apparent in order to understand the progress and project the future. Additionally, national census data has not been collected since 2008, leading to an incomplete picture when reviewing the education data. In order to present

accurate data on the six EFA goals, there needs to be sufficient resources put into collecting both baseline and national population data.

Leading up to 2015, South Sudan has largely focused on putting in place sufficient education policies, which provide the framework for reaching the EFA goals. The Education Act of 2012 includes provision for: two years of pre-primary school (EFA Goal 1); eight years of compulsory, free primary education (EFA Goal 2); four years of secondary school – both academic and Technical and Vocational Education and Training (TVET) (EFA Goal 3); provision of the Alternative Education System (AES) including basic adult education programs free of charge (EFA Goal 4); promotion of gender equity through all levels of education (EFA Goal 5); and a set of standards for quality education (Chapter IV) including school calendar, assessment and promotion, national school curriculum, national languages in education, and inspection of schools (EFA Goal 6). Although these policies are in place, the reality on the ground differs. The Education Act was passed just two years ago, in 2012. Starting in December 2013, progress towards implementing the outlined policies was halted due to the instability in the country created by the ongoing conflict.

In November 2014, the MoEST and all education development partners held the annual Joint Sector Review (JSR) to review the education progress overall and reset priorities based on the needs. The key strategies decided upon (grants for education; national secondary schools; private schools; examinations; EMIS; salary structure; and restructuring the MoEST) will greatly contribute to reaching the EFA Goals by 2022.

Section 1: Introduction

1.1. South Sudan Context and Commitment to Education For All (EFA)

The Republic of South Sudan is a vast country of 619,745 square kilometres with a relatively low population density of 13 inhabitants per square kilometre. It is a landlocked country that shares borders with Central African Republic, the Democratic Republic of Congo, Ethiopia, Kenya, Sudan and Uganda. Administratively, South Sudan has ten states and two administrative areas. They are divided into counties and then further sub-divided into Payams and Bomas.

The population was recorded at 8.3 million in the 2008 Census. This figure has been debated with the approximate figure estimated to be between 11 million and 13 million and still rising rapidly. The South Sudan Interim Constitution tentatively lists 63 ethnic groups in South Sudan speaking about 50 indigenous languages. The largest 10 groups form about 80 per cent of the population. Approximately more than half of the population is under the age of 18 and 72% under the age of 30. This has clear implications for the education system, which already faces additional demographic pressure from the many returnees and internally displaced persons (IDPs).

After the Declaration of Independence on 9th July 2011, the Republic of South Sudan entered a process of transformation into a constitutional democracy. This involves not only developing a new constitution and introducing reforms that aim to reduce economic poverty, overcome historical legacies and current tensions within society, also building almost all educational institutions from scratch.

It is evident that the current challenges facing South Sudan's emergence as the world's newest nation are immense. The country has suffered from decades of neglect and the effects of two long-lasting civil wars (the first, from 1955-1972 and the second, from 1983-2005). Among the significant issues arising from the decades of conflict are the impact of unequal distribution of resources, political marginalization of certain ethnic groups and the lack of development as a whole (particularly those states affected by their proximity to the North).

Decades of war have cost 2.5 million lives and also affected every aspect life including educational opportunities. For example, school buildings were burned down; teachers and students became either freedom fighters or refugees; and teacher training institutes and universities were forced to close. Generations have been deprived of their basic human right to education.

On December 15, 2013, South Sudan yet again faced a new internal conflict. Since the crisis began, at least 866,000 school-aged children have been displaced, often to areas without access to protective learning spaces, or to host communities where education resources are non-existent or overstretched. An estimated 400,000 children have dropped out of school. Most of the 1,200 schools in the conflict-affected states of Jonglei, Unity and Upper Nile are closed. Schools are no longer safe havens as they have been damaged, destroyed, used as shelters, or occupied by armed groups.

This prolonged and recurrent conflict once again exposes children and youth in South Sudan to high risk. The political crisis in December 2013 has affected 1.9 million children, youth and adults who have been displaced from their communities. This is concretely translated to little or no effective learning opportunities for them, and another generation who will miss out on any education or training.

Even before the current conflict began, South Sudan's economic poverty and development indicators were some of the worst in the world. South Sudan's GDP in 2013 was 13.8 billion USD, and per capita 1,275 USD according to estimates from the International Monetary Fund. Approximately half of the country's people still live below the poverty line; only 8 per cent of women are literate; one child in three has stunted growth due to malnutrition; 2,054 out of every 100,000 mothers die in childbirth; only 27 percent of adults are literate; and approximately 20 per cent of the population faces food insecurity.

Despite these major political, economic and social challenges, South Sudan is committed to reaching the Education For All (EFA) goals. The severe educational crisis has historical roots and continues to be undermined by the conflict that began in December 2013. South Sudan signed the Comprehensive Peace Agreement in 2005, six years after the EFA goals were launched. Independence was officially gained in 2011. As a result, reporting on the EFA goals will start on 2011 until 2013, with anecdotal evidence included since 2005. Due to the state of the country's insecurity and lack of infrastructure, reaching the EFA goals by 2015 will not be possible. The first ever plans and policies have been set in place by the Ministry of Education, Science and Technology (MoEST) toward meeting all six EFA goals.

1.2 National Policies, Strategies, Plans and Targets for Education

The Transitional Constitution of the Republic of South Sudan, 2011, is the basis of the overall legal framework for education and other policies. As the founding document for the new nation, it was adopted two days before independence on July 9th, 2011. The main articles of the Constitution relating to education are article 29 on the 'Right of Education', and article 38 on 'Education, Art and Science'. The 'Right to Education' guarantees the access to education for all citizens 'without discrimination as to religion, race, and ethnicity, health status including HIV/AIDS, gender or disability'. In addition it asserts that education should be promoted at all levels and 'free and compulsory education at the primary level' will be provided alongside 'free illiteracy eradication programmes'.

In addition the South Sudan Development Plan (SSDP) provides the 'pillars' on which the Constitution can be implemented. The following SSDP objective for the sector is the overarching framework within which the GESP has been developed: "The Government of the Republic of South Sudan will work to ensure equitable participation in a rapidly expanding and quality education system, geared to promoting sustainable development throughout South Sudan." Meanwhile, the General Education Act of 2012, and the Child Act of 2008 provide the broad legal framework for a system of education and social protection. The other document that guided the education sector throughout the time of the CPA period was the Ministry of Education Science and Technology, Policy Framework 2006-2007 (MoEST 2007), which was effectively the first strategic document of the education sector as a whole.

The principles, provisions for implementing policies as well as the establishment of regulatory structures are enshrined in the General Education Act 2012. Based on its vision of equity and inclusion, the Education Act 2012 sets out the right to free and compulsory basic primary education that is equitable, free from discrimination or indoctrination of all kinds. The Act covers the formal general education system in South

Sudan, which comprises of two years pre-primary, eight years of formal primary (including a primary leaving examination) and four years of formal secondary education including a secondary leaving examination. It also includes provision of an alternative education system (AES) and vocational education. It states that education shall foster the development of South Sudan through integration, peace, self-reliance, patriotism and respect and tolerance for other cultures, traditions, opinions and beliefs. It further seeks to promote gender equity throughout the primary, secondary, alternative systems and all other institutions of learning, and seeks to empower people by grounding education in South Sudan's local cultures, and traditions, including the use of national languages in formal education. The Act also addresses the needs for learners with disabilities to have access to education and promotes environmental awareness, balance and respect for the natural and human habitats.

Strategic Goals

In order for South Sudan to improve and to attain the EFA goals and to adhere to the legal requirements established by the Education Act 2012, the GRSS set out a 'road map' for the future. They identified 7 Strategic Goals in order to prioritize some of the many needs that the South Sudan education system faces. The Strategic Goals are as follows:

1. To increase access to general education and promote equity;
2. To improve the quality of general education;
3. To promote adult literacy to significantly reduce adult illiteracy in the country;
4. To build institutional and human capacity at the three levels of the government to facilitate implementation of education reforms;
5. To increase funding for general education to support implementation of the Action Plan;
6. To promote partnership working among stakeholders throughout the country and
7. To monitor and evaluate the implementation of the GESP.

These strategic goals aim to address the key challenges facing the education system in the Republic of South Sudan today.

1.3 Institutions Responsible for Implementing EFA and Coordination Mechanisms

Horizontal coordination is extremely important in ensuring effective and efficient delivery of education services to the people of South Sudan including meeting the EFA Goals. The horizontal co-ordination between different line ministries is critical to the effective delivery of services for the education sector as a whole. For general education there are a number of line Ministries with which the MoEST must co-ordinate; for example: Ministry of Finance and Economic Planning; Ministry of Culture, Youth and Sports; Ministry of Labour, Public Service and Human Resource Development; Ministry of Defence and Veteran Affairs (for AES programmes for demobilized soldiers), Ministry of Agriculture and Forestry (Agro-Forestry programmes as part of TVET), Ministry of Environment, Ministry of Gender and Social Welfare; and Ministry of Humanitarian Affairs and Disaster Management.

Section 2: Main EFA Challenges in 2000 and Targets for 2015

2.1 Overall EFA Situation and Challenges in 2000

South Sudan signed the Comprehensive Peace Agreement in 2005, starting the pathway for separation from the north. Between 2000 and 2005, the government of Sudan, based in Khartoum, did all reporting and data collection. None of this data is available to the GRSS as a result. Independence was officially gained in 2011. Since then, South Sudan has been a unified independent nation and data has been collected. In December 2013, a new internal conflict began, halting any data collection. As a result, comprehensive reporting on the EFA goals will span from 2011 until 2013.

Access and equity: Reaching the unreached

Access to education has increased drastically since the CPA - from 0.7 in 2005 to less than 1.4 million in 2011. A basic school infrastructure has been created from almost nothing and this is a remarkable achievement - particularly when considering the context.

The Government of South Sudan, with support from USAID, UNICEF and FHI 360, launched its Education Management Information System (EMIS) in 2006. Education censuses have been undertaken every year except 2014 since 2007 (although with secondary school and AES coverage only from 2008), using remote sensing for school mapping and data collection. Today, over 95 per cent of the country's education institutions are reached by the data collection. This is facilitated by EMIS focal points that have been maintained in each state. Half of the states have maintained the same EMIS focal points since 2007, and four of the states in 2011 have managed their own data collection. This ownership at state level is gradually increasing. EMIS is yielding fruits, allowing the MoEST to plan more effectively and to target areas where the data reveals service gaps. This analysis is critical to future education system development. By the end of the GESP period, EMIS is anticipated to be fully integrated into government structures at all levels.

2.2 Challenges in Achieving Each EFA Goal and National Strategy

Introduction

We cherish education for all our people equally and aim to provide a life-long education of quality for all children, youth and adults of South Sudan; an education that is relevant and affordable based on the needs and aspirations of the people, to enable them to become responsible and productive citizens.

(MoEST Mission Statement)

There are many challenges facing the achievement of the EFA Goals. The general population's expectations and demands are high. The challenges include: the limited 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. Therefore, there is fundamental tension between wanting to deliver on those demands and the human, institutional and financial capacity to do so. As such, it is necessary to prioritize and focus on the first five-year strategic plan.

The GESP for South Sudan is founded on international education goals and principles. Specifically, it is founded on the universal human right to education, and, as such, the GESP embraces the goals and objectives of the EFA declaration, though acknowledging that because of South Sudan's inherent problems, the goal of 2015 is not feasible. The nation has set 2022 as the target for achieving the EFA and Millennium Development Goals (MDGs) and achieve a fully literate society by 2040. All of these rights are embedded in the Transitional Constitution of 2011, which guaranteed, 'free and compulsory education at the primary level'.

A number of core priorities for education were identified during the national development planning process. These SSDP objectives form the foundation for determining a more focused GESP and objectives in each of the Strategic Goals. However the data to achieve these targets has been revised for the GESP due to institutional and human capacity challenges at all levels of the education system.

A number of challenges have already been identified as having a significant effect on the Ministry's abilities to meet the public's demand for education services. To attain its strategic objective, "to ensure equitable participation in a rapidly expanding and quality education system, geared to promoting sustainable development throughout South Sudan," the MoEST has adopted seven Strategic Goals in the GESP for 2012 – 2017. The sections below identify how those challenges are addressed by specific strategies under each of the seven Strategic Goals outlined below.

Strategic Goal 1: To increase access to general education and promote equity.

Strategic Goal 1 in the GESP aligns with EFA Goal 2, providing for primary education. The transitional constitution of the Republic of South Sudan guarantees every citizen access to quality education. "We cherish education for all people of South Sudan equally and aim to provide a lifelong education for all children and adults of South Sudan; an education that is relevant and based on the needs of the people, to enable them to be responsible citizens." This statement provides the basis for the South Sudan Ministry of Education's vision to provide quality education for all.

The provision of the General Education Act 2012 allocates the management of government pre-primary, primary and academic and commercial secondary schools to the State Ministries of Education. This means that any and all of the strategies to increase access to and improve the efficiencies of the general education system must include the states.

Addressing these challenges will require actions that are broad and crosscutting. Actions in one area will affect other barriers too. Some of the barriers are driven by poverty, some are cultural issues that will be difficult to overcome, but others may be more easily addressed by awareness creation through the community about the importance of girls' education and development of policy to govern girls' education. One of the best ways to encourage girls to stay in school is by having strong female role models at the schools, particularly at upper primary and secondary levels. Female teachers provide role models, guidance and a safe haven for the female students. Female teachers can provide a female-friendly environment at the school.

If the school environment is child friendly – safe, clean, accessible and of good quality – parents will make the effort to ensure their children receive an education, and their children will learn and grow into productive members of the society. Therefore the

development of infrastructure to address some of the critical needs of poor classroom quality (where there are classrooms at all), the development and enhancement of infrastructure has been given special status in this plan.

Increasing Enrolment

The GRSS has set a Net Enrolment Rate (NER) target in the primary system of 63%, which the Ministry intends to achieve by 2017. This NER target will include out of school children in those alternative programmes in the non-formal system that are comparable to the formal primary curriculum. The Ministry is also committed to almost doubling the Gross Enrolment Rate (GER) for the secondary system, from 4.7% to 8% by 2017. Increasing the enrolment requires a range of activities to ensure that more children have access to a quality educational experience. To succeed in this undertaking, the Ministry, together with the states, undertakes to gradually move over-age children from the formal to the non-formal learning system. This will open up spaces for at-age children to enter the formal system at the age of six – when they are supposed to enter the system. To accommodate the older youth, whose learning styles will be more fitted to the non-formal system, the Accelerated Learning Programme (ALP) will be expanded.

The primary programme will also be expanded to ensure that every county in the nation has at least one school that offers the full primary cycle (P1 – P8). The secondary system will also be expanded in a measured manner to accommodate increased numbers of learners. Additionally, the states recognized the need for increased numbers of graduates with technical and vocational skills. Therefore, the Ministry will undertake to build technical schools, and will construct or rehabilitate vocational centres so that there is at least one centre in each of the states.

Strategic Goal 2: To improve the quality of general education.

The GESP Strategic Goal 2 is in line with EFA Goal 6, improving quality in education at all levels. Reasons for low enrolment and retention included poor school environment and the poor quality of education. Some parents believe that sending their children to school is a waste of time due to the lack of effective teaching in schools. Parents in the rural areas send their children to towns in search of better education, while others send their children to neighbouring countries in search of quality education.

One key problem affecting quality is the teachers' lack of basic academic skills and absence of continuous training. This is compounded by low interest in teaching, as it is one of the poorly paid professions in the country. Trained teachers are not adequately paid, so many of them leave, compounding the problems of having quality teachers.

Furthermore, the school environment is not conducive or attractive to pupils to get them motivated to go to school, as many children still learn under trees or open-air classrooms without desks, chairs or blackboards. The five components of quality prioritized by the GRSS are: teacher education; provision of learning and teaching materials; enhancement of fiscal infrastructure; inspection; and the finalization of an inclusive unified curriculum.

Parents and children have thus defined quality as committed and well-trained teachers facilitating learning in a welcoming school environment. UNESCO, in its 2005 Global Monitoring Report, defines quality in education using two factors: the success with which systems achieve learners' cognitive development; and the success of

education's role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development.

Strategic Goal 3: To promote adult literacy

Strategic Goal 3 of the GESP aligns with EFA Goals 3 and 4. The Alternative Education System (AES) was formed in 2002, during the time of the Secretariat of Education, as a response to the education needs of out of school children and demobilized soldiers. Since then, the AES has largely targeted adults and youth who did not have educational opportunities at school age during the years of conflict.

The AES Directorate of the Ministry of Education targets youth and adults who did not have access to formal education due to wartime displacement, early marriage or having no schools in their area. AES leads the efforts towards the reduction of illiteracy and enables learners to acquire knowledge and skills for self-reliance and lifelong learning.

Employers in the developing economy need workers who are literate and numerate enough to work in the business, workers who can communicate with the public, and workers who have the skills to contribute to the business. Therefore, the MoEST in the GESP has prioritized giving out of school youth and adults who never had an opportunity to attend school the necessary literacy, numeracy and vocational skills to participate in the development of the country's economy.

The AES programmes must also be flexible and varied enough that they meet the expectations of both the adult learners and the marketplace. This requires a specific co-ordination mechanism or national task force that includes the Ministry of Finance and Economic Planning to ensure that such co-ordination is effectively managed and budgeted for across the different line ministries.

Strategic Goal 4: To build institutional and human capacity.

Strategic Goal 4 of the GESP will contribute to meeting all six EFA goals. From the CPA in 2005 to 2009, the education sector has expanded exponentially, as enrolment doubled. Since then, it has continued to grow, but with less extreme growth. Despite limited funding, the sector has seen a great dividend from the peace through the establishment of political as well as management structures at school, county, state and national level. While the speed in which much of the infrastructure and frameworks for state and county education organizations have been established in South Sudan is impressive; the management structures have been unable to keep pace with the rapidly expanding school system. The overall management systems and policies needed to guide the efforts of the ministries and departments have not yet been established.

Strategic Goal 5: To increase funding for general education to support implementation of the Action Plan.

Strategic Goal 5 of the GESP will contribute to meeting all six EFA goals. The Ministry of General Education and Instruction will need to raise funds to the tune of SSP 7.3 billion to fund implementation of the five-year Strategic Plan. Therefore, the Ministry should aim to increase funding for general education from government sources. This will require that the government allocate more than just the 10 per cent of the annual budget of the government, which is stipulated in the General Education Act, 2012.

Strategic Goal 6: To promote partnership working among stakeholders throughout the country.

Strategic Goal 6 of the GESP will contribute to meeting all six EFA goals, as in South Sudan many education activities are undertaken by development partners and other stakeholders, including church and community groups. For the implementation of the GESP to be successful, there needs to be a strong commitment on the behalf of all stakeholders to ensure that their programmes and activities are co-ordinated within the overall framework and spirit of the GESP. The Ministry will establish a number of co-ordination forums in order to ensure that co-ordination and partnership is enhanced at all levels of the administrative system, from the National level down to County level. For general education there are a number of line Ministries with which the MoEST must co-ordinate. There is necessity for parallel inter-ministerial coordination at the state and county levels, as well as coordination between all levels of the government.

Co-ordination at the General Education sub-sector level

The MoEST is the overall body responsible for monitoring the General Education sub-sector. Day to day monitoring of the GESP will be based on the Annual Plans and Budgets. However, because implementation is at state and county levels, state-based monitoring and evaluation systems will have to be established and this will depend on each state's capacity development strategy and programmes. Therefore, the co-ordination at the three levels of the Government will be done by the following structures namely National Education Forum State Education Forums and County Education Forums

Membership of the Education Forums

The membership of the education forums will include representatives of the key stakeholders to be determined by the MoEST in consultation with the three levels of government, the private sector, development partners and the civil society. In accordance with the Constitution, the National Bureau of Statistics should be a member of the National Education Forum and State Education Forums.

Development Partner Coordination

Much of the management of education in South Sudan has been in the hands of development agencies (Bilateral and Multilateral agencies, NGOs, and religious organizations) and in many cases these agencies have complemented both government and community initiatives. The government has made significant progress in the management of development assistance since 2005, responding to the need for South Sudan to assume a leadership role. The recently developed Aid Strategy of 2011 will be the framework for all external technical and financial support to the government. The GESP will allow the RSS and development partners to improve the effectiveness of development assistance and humanitarian aid delivery in South Sudan, by aligning funding to the government's priorities as set out in the SSDP and sector plans.

Strategic Goal 7: To monitor and evaluate the implementation of the GESP.

Strategic Goal 7 of the GESP will contribute to meeting all six EFA goals, particularly focusing on EFA Goal 6, improving quality. The Ministry will play the lead role in the National Education Forum and work closely with the education forums at the

lower levels of the government to monitor the implementation of the Strategic Plan on regular basis. The Ministry will also ensure that an annual review and evaluation of the implementation of the Strategic Plan is carried out on annual basis.

Section 3: Progressing toward the EFA Goals

3.1 Expanding and improving Early Childhood Development and Education, especially for the most vulnerable and disadvantaged children.

3.1.1 Background information.

Over the years, Early Childhood Development and Education¹ (ECDE) in South Sudan has mainly been dominated by the private sector. Thus, there was no control on school fees payment, which made it difficult for some children of Pre-Primary age to access education. To ensure equitable access to Education for all, the government initiated a two (2) years ECDE learning programme in all public schools. According to the Education Act 2012, chapter 2 sub-section 9a, “Early Childhood Education (ECDE) shall span two (2) years and serve as an introduction to the schooling experience for children age bracket 3-5 years.” However, monitoring and evaluation of implementation on the ground has been a challenge due to financial constraints. Thus figures on enrolment, teaching and learning in the newly established classes have yet to be confirmed.

Training of trainers and teachers in ECDE is an issue that calls for urgent attention. The majority of the practicing teachers are not trained and some of them are Arabic Language oriented. School inspection is another area that needs attention to determine proper management of the schools. A baseline survey also needs to be conducted to determine the correct statistical data for schools, learners and teachers in the country.

ECDE is often poorly advocated for, despite international recognition of its importance and inclusion in EFA and the common knowledge that it encourages children to enter and stay in school. Currently, there are 652 pre-primary centres in South Sudan with 74,313 enrolees. The majority of these centres are government or community owned and operated. Most ECDE centres are of low quality and are concentrated in urban areas. Textbooks are in short supply. For instance, there are frequently 25 learners per mathematics textbook and just 37 per cent of ECD teachers are trained. ECDE lacks support from government and communities, as well as an EMIS system, M&E tools, consistent standards and oversight. All this needs to be addressed in the lifespan of the GESP.

There are numerous challenges facing the government to meet EFA Goal 1. This goal cannot be achieved by the government effort alone but by the joined effort of the government, education partners, donors and other stakeholders. Early childhood education is where a child builds the base and desire for future education and to be productive citizen of his/her country. This will only be achieved when donors, education partners and other stakeholders pulled together resources and invest in Early Childhood Development and Education.

So far, progress made in an effort to realize equitable access to ECDE includes curriculum review and unit writing which was facilitated by GPE. Publishing and printing of the curriculum and syllabus is yet to be done including the dissemination of

¹ ECDE is the term used in South Sudan, referring to “Early Childhood Care and Education” (ECCE) as referred to in EFA Goal 1

the curriculum and the syllabus. The MoEST is in the process of formulating textbooks policy to guide textbook procurement, development, printing, dissemination and management. ECDE management and administration Policy review drafting is also under way.

Strategic goals.

The strategic goal for ECDE in South Sudan is to promote early childhood development and promote school readiness. This goal will be met through the following objectives:

1. To improve attendance, retention and progression;
2. To improve pay and working conditions of teachers;
3. To reduce class size;
4. To increase the number of qualified teachers in schools;
5. To conduct educational research to ensure continuous school improvement and effectiveness;
6. To promote gender equality; and
7. To facilitate access to learning for pupils with special educational needs.

Policies and Legislation on ECDE

The government has policies, legislation, strategies and plans to cover ECDE. Both the national interim constitution of the Republic of South Sudan and General Education Act, 2012 have indicated that ECDE is an integral part of the right of the child to education. The Education Act, 2012 has stipulated clearly in chapter 2 sub-sections 9a, “Early Childhood Education (ECDE) shall span two (2) years and serve as an introduction to the schooling experience for children age bracket 3- 5years. The General Education Strategic Plan (GESP) 2012-2017 has also taken ECDE as one of its priorities in promoting, access and quality in education. Though there are policies and legislation on ECDE there is no policy framework to guide the establishment and management of private ECDE Centres (Schools). There is also no policy guideline to facilitate appropriate funding by ECDE partners.

Beside the MoEST, faith based institutions and private individuals are actively and intensively involved in provision of ECDE centres (pre-primary schools). The types of ECDE they are providing are Nursery schools and Kindergartens. These ECDE these institutions are not accessible to all learners. Those whose parents are unable to meet the requirements of these schools, mostly because of finances, are unable to access. The barriers to access for all children who are pre-school age are the high fees of these schools. Children who come from poor families, which is the majority, are at the highest risk of exclusion

The government has planned to establish both short and long course for ECDE teachers in all the teachers training institutes in the country.. Teachers who are already employed can participate in in-service training. Youth Kids International (YKI) Sweden has signed a Memorandum of Understanding (MoU) with the MoEST for establishing an ECDE teachers training programme in Arapi Teachers’ Training Institute but the implementation of the MoU has not started due to the conflict and instability, which began in December 2013. YKI will then establish ECDE teachers’ training programmes within all other national teachers’ training institutes in South Sudan.

Providing training for the teachers has been one of the major challenges facing ECDE because currently there are no training institutions for training the teachers and there is inadequate funds allocation of funds for ECDE in the annual national education budgets. The reference to ECDE in chapter 2 sub-section 9a of General education Act, 2012 is an important step taken by the government to increase school preparedness among all children of pre-school age especially the vulnerable and disadvantaged. Government has a policy in place to address the quality of both public and private Pre-primary schools (ECDE) in the country.

3.1.2 Achievements:

The number of pre-primary schools increased from 447 in 2011 to 571 in 2012 and further increased to 652 in 2013. The enrolment of pre-primary school learners has increased from 55,857 in 2011 to 74,313 in 2013. ECDE has among the highest gender parity among the levels of education. In 2011, 52.2% of the students in pre-primary were males and 47.8% female. This remained consistent through to 2013: 52.2% male and 47.6% female. During the same period, the number of teachers increased from 1,551 in 2011 to 1,995 in 2012 and it increased to 2,286 in 2013. Additionally, 12 ECDE managers (2007) and 18 teacher trainers (2012) have been trained. The number of classrooms has increased over the years from 2011-2014, the number of classrooms increased from 1,186 in 2011 to 1,413 in 2012 then the number increased to 1,774.

Since the CPA, there have been many policy documents on ECDE that provide for the implementation of comprehensive and equitable early childhood care and education. Among the policies passed include: policy for management and administration in Pre-School (2007); ECDE curriculum (2006); guideline for ECDE (2007), syllabus in (2006); teacher and teacher trainers training manuals (2008); concept paper for ECDE (2007); draft of guiding rules and regulations for establishment and management of pre-primary schools (2012); a draft of ECDE management policy framework (2014).

3.1.3 Challenges:

There were numerous challenges affecting the access and quality in ECDE from 2006-2014. Inadequate funding, baseline data, and harmonized ECDE curriculum along with a lack of awareness on the importance of ECDE by key stakeholders and the community at large were among the challenges in achieving EFA Goal 1. Additionally, the lack of training institutions and therefore trained ECDE personnel and coordination posed additional challenges for ECDE in South Sudan.

3.1.4 National benchmarks for ECDE

In order for ECDE to be successful in South Sudan, the community at large must first be sensitized on the importance of ECDE. Each state must have model schools in ECDE in order to show the impact. In the coming years, post 2015, the ECDE curriculum must be reviewed and published, along with relevant quality teaching and learning materials in relevant languages. Finally, more ECDE teachers must be trained, which is set to take place as part of the MOU with YKI to train teacher at the Arapi Teacher Training Institute.

3.2 Primary Education

Since independence, South Sudan has made great strides towards achieving EFA Goal 2, “Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.” In 2012, the GRSS passed the Education Act which stipulated: “Primary education shall be free and accessible to all citizens of South Sudan without discrimination on basis of sex, ethnicity, race, religion, and health states or disabilities.” Though by law primary education is free and compulsory, the reality on the ground is different.

3.2.1 Progress on EFA Goal 2

In 2011, 1,391,704 students were enrolled in primary schools, a NER of 42.9%. This figure slightly fell in 2013, when 1,311,467 students were enrolled, a NER of 41.5%. The decline could be as a result of improved data collection reflecting the reality or as a result of the mounting instability that occurred in 2013. Additionally, comparing the Gross Intake Ratio (GIR) with the Net Intake Ratio (NIR) shows the vast number of overage learners entering primary school in South Sudan. In 2011, the GIR was 89.8% compared to a NIR of only 13.8%. Of the 264,427 students entering Primary 1, 223,741 (or 84.6% of the incoming class) were not age 6. As of 2013, the GIR was lower, only 68.0%. However, the NIR was 11.9%. 107,218 of the 129,993 new students were overage, 82.5% of the incoming student body. This remains consistent throughout primary school. The percentage of overage learners was 86.7% in 2011 and 87.3% in 2013. Gender parity in primary education still leaves room for improvement in South Sudan. In 2011, 38.8% of primary students were female, 61.2% male. These rates have barely changed for 2013, 38.9% female and 61.1% male.

The quality of education also leaves some room for improvement. Teacher qualification is one good indicator of the quality of education. Since 2011, the percentage of trained teachers has declined from 43.7% to 39.8%. However, there has been an improvement in the rate of teachers being paid. In 2011, 39.9% of primary education teachers were volunteers, compared to only 25.8% in 2013. The pupil-teacher ratio (PTR) has also improved over the past few years, from 52.4 in 2011 to 47.3 in 2013.

One of the reasons for decline in many primary education indicators may be the rush for education immediately after independence in 2011. The President of the Republic of South Sudan decreed that all children must go to school. In response to this decree, concerted efforts to enroll children, such as the Go to School Initiative, the school based Girls Education Movement (GEM) and community based promotion and advocacy for girls’ education (PAGE) resulted in enrolment demand far beyond what the system could effectively accommodate. As a result, overcrowding and lack of materials in relevant national languages, in line with the Education Act 2012, may have caused many children to leave the education system.

3.2.2 Post 2015

The GRSS set a NER target in the primary system of 63% by 2017. This will be achieved through the improvement of educational infrastructure, aiming for all primary schools to offer the full primary cycle, and channeling overage learners into alternative education programs. This is an optimistic target given the current context in South Sudan.

The commitment in the 2012 GESP to introducing a capitation grant system to offset the operating costs of schools to improve access to education for those children who cannot attend school for financial reasons has begun. In 2013, 3,000 capitation grants were applied for within primary education and 2,718 were approved. Due to the conflict in the Greater Upper Nile region, 223 primary school capitation grants have been unable to receive their capitation grants.

In the years post-2015, the GRSS has put in place a set of priorities, which will continue to improve the quality of primary education and increase access for all, particularly the most vulnerable. Girls are the priority group for the MoEST going forward. The MoEST will focus on girls by providing boarding schools for those who cannot easily access education facilities, providing learning materials, and strengthening school governing bodies and parent-teacher associations. There is a major focus on increasing the provision of education materials, including textbooks. Until 2015, there has been little emphasis put on the transition from primary to secondary school as a result of the nationally low provision of secondary school. By 2017, the end of the current GESP, the GRSS aims to increase the primary NER to 63%, GER to 92%. Universal Primary Enrolment should be met by the year 2022, barring any major crisis or conflict.

3.3 Meeting the learning needs of youths and adults

Youth can be a source of vitality and strength when trained and educated to meet societal needs. The large number of under-educated youth in South Sudan, with low job opportunities, can also be a destabilizing factor in the country, especially since many youth grew up in a violent environment and have easy access to firearms. Therefore, it is particularly vital in South Sudan to “ensure that the learning needs of all young people and adults are met” (EFA Goal 3). The MoEST provides a wide range of opportunities for post-primary education in order to meet the varied needs of the society’s youth and adults. Formal secondary school consists of two categories – academic and TVET (Education Act, 2012). However, the Education Act 2012 only provides certain aspects of TVET. Therefore, a separate Directorate of TVET was created in 2014 to further meet the diverse needs of youth and adults. The Alternative Education System (AES) provides a variety of additional programs that are offered to fulfil the needs of youth and adults.

The Government is committed to providing secondary education to prepare a growing population of students for self-reliance. With an NER for at-age children of only 2.3% such an aspiration will prove very difficult. In most states, less than 5 per cent (and in some cases less than one per cent) of the children of secondary school age attend school. Many secondary schools do not offer a full secondary cycle (Senior 1- Senior 4). In addition, there is an extremely high drop-out rate of 61.9% of children in S3-S4, even when children do enter secondary school. A major explanation for this is the inadequate provision of S4 classes in many secondary schools.

Most of the student population aged 14-17 are at primary level or are out-of-school. There are major issues with regard to displacement, and insufficient classrooms, teachers, and materials. Poor promotion rates (only 24 per cent from S3 to S4) and high drop-out rates are the result.

Regardless of these major challenges, the levels of enrolment in secondary school have remained consistent since independence and grown since the Comprehensive Peace Agreement (CPA). Initially there were only 21 secondary schools, and that has grown to

302 in 2013. In 2011, 44,084 students were enrolled in secondary school; a Gross Enrolment Rate (GER) of 5.9% based on the total population aged 14 - 17. There was a slight increase in number to 46,567 students in 2013. However, as a result of the increase in the population within this age group, this was a statistically negligible reduction in the GER to 5.1%. Gender disparities have remained relatively consistent – 32% of the student body was female in 2013 compared to 30% in 2011. In such a short time since data collection has been available, it is difficult to see trends in improvement in gender parity.

One of the recent policies for increasing access to education is the distribution of capitation grants. Within the secondary school sector, 202 capitation grants were applied for. Ninety-percent (183) of these were met, allowing for an increase in access to secondary school. However, these capitation grants do not reduce the major challenges with the teaching force. Based on EMIS data, out of 2,723 secondary school teachers in 2011, 5.2% only held a primary school certificate, 36.4% held a secondary school certificate and 58.5% held a university degree or higher. In 2013, there was an increase of secondary school teachers to 3,042. However, 9.8% only held a primary school certificate, 33.1% held a secondary school certificate and 57.1% held a university degree or higher, showing a slight decline in the academic qualifications of the teaching force. Of the 3,042 teachers, 39.5% were untrained in 2013, up from 19% in 2011. The increase in teaching force reflects one of the major challenges in education in South Sudan – the careful balance between increasing access and simultaneously decreasing quality.

In order to address the unmet needs of demobilized soldiers after the CPA, the AES was formed. To date, most of the enrolment still consists of adult learners, aged 21-26. There are a variety of AES programmes, including Basic Adult Literacy Programmes (BALP); Accelerated Learning Programmes (ALP); Intensive English Course; interactive radio literacy programmes; pastoralist education; and Community Girls Schools (CGS). As of 2013, 208,570 students were enrolled in these AES programmes, There was an increase from 2011, when AES had 164,850 students enrolled. The increase in enrolment by 43,720 students (21% increase) reflects an increase in access to AES programmes in South Sudan. Gender parity is among the greatest within AES. According to 2013 EMIS data, 57.1% of the AES learners were male and 42.9% were female.

Students within the AES programmes have a significantly lower dropout rate than the formal school system. According to EMIS data from 2013, the most common reasons for dropping out of AES programmes are marriage or pregnancy related. The second most common reason is family matters, followed by health reasons. These reasons for dropout reflect the reality of accessing older youth and adult learners.

It is, however, unrealistic to expect that the AES can absorb the excess numbers of over-age children and youth from primary and secondary, since only half of the 1,100 AES centres use school buildings and only 8 per cent of the AES centres have their own building - quite an obstacle to scaling up. AES ought to be complemented by Technical and Vocational Education and Training (TVET), but only 1,529 students (27 per cent girls) are currently enrolled in the 16 existing TVET centres.

Though TVET currently has low levels of enrolment, a major benchmark for TVET was made in 2014 with the draft TVET policy. Equitable access to TVET is one of the guiding principles clearly stipulated in the draft TVET policy and the policy document will be one of the benchmarks when it is approved. This policy will go into

effect as an Act, which will provide the legal framework for implementation, ensuring that all youth and adults have equitable access to appropriate education opportunities.

3.4 Improving Adult Literacy levels

As a result of South Sudan's tumultuous history, the adult literacy is among the lowest in the world. The most recent data available states that approximately 27 percent of adults are literate. However, this figure is likely outdated. Over the past years, South Sudan has developed the first coordinated education system that is intended to increase literacy rates across all ages for this population. With the principles of social equity and inclusion at the centre of the development agenda, South Sudan has an opportunity to do things differently.

The MoEST has prioritized giving out-of-school youth and adults who never had an opportunity to attend school the necessary literacy, numeracy and vocational skills to participate in the development of the country's economy. The Ministry works closely with other stakeholders, the states, development partners and civil society in an effort to focus on the development and implementation of literacy and skills enhancement programmes that address the nation's development requirements. Going forward, this will require training not only of teachers on methodology, content and assessment of learners, but also a revision of the curriculum so that it reflects the needs of both the adult learners and their prospective employers. The materials need to first offer literacy in National Language. Then, moving to English language will enable the development of greater English, literacy and numeracy skills, and practical lifeskills. Employers in the developing economy need employees who are literate and numerate enough to work in business, who can communicate with the public, and have the skills to contribute to the business. Therefore, to be effective and relevant, literacy programmes must be coupled with skills development courses that are attuned to the market in the region; ie, what potential employers need. Similarly, some adult students may wish to pursue a career in business. Thus, they would like to learn the skills necessary to start and run a small business. Such financial literacy programmes do exist in South Sudan.

The Basic Adult Literacy Program (BALP) within in the AES Directorate is aimed at alleviating the widespread illiteracy levels that exist in South Sudan. It promotes literacy and numeracy among adults (men and women) from age 18 and above that have had no prior access to basic education due to traditional barriers, socio-economic status and the civil war. Thus, this program seeks to empower individuals to effectively contribute in the development of self, the community and the nation. The graduates of this program progress to different levels of education/skills training based on their performances and preferences. In 2011, of the 1,102 AES centres, 95 were BALP. This decreased to 77 centres in the official reporting for 2013. However, many of the BALP may not be reflected in the 2013 EMIS data due to challenges with data collection, or the community nature of some of these programs. Additionally, many BALP programs are run by development partners rather than the MoEST and therefore may have been overlooked. There is still much progress that needs to be made in reducing adult illiteracy in South Sudan.

3.5 Gender Parity and Equality in Education

There are many disparities and inequalities in the education sector in South Sudan, in particular the gender disparity among students and teachers and especially children with special needs. These are some of the most serious issues in South Sudan that prompted the government to develop the Education Act 2012 immediately after its independence from the Sudan. In the Education Act 2012, Chapter 2, Section 7 (*Goals of Education*) (a) and (b) stipulated that equitable access to education for all citizens and gender equality in education and also that “the gender equality on the teaching force through equal opportunity during teachers recruitment.”

However, limited numbers of girls have access to education and a great number of girls that endeavoured to start schooling dropping out of schools before they complete either stages of learning such as primary or secondary. This is due to many factors ranging from:

1. Economic barriers particularly at the household level leading to drop-outs as children become contributors to household economies, or families can no longer afford to send children to school due to high school fees;
2. Cultural barriers driven mainly by attitudes and traditions about the girl-child, including early marriages;
3. School-based barriers such as sexual harassment, early pregnancy and child-to-child violence;
4. Psycho-social barriers such as age-lapse among the pupils and the challenges of maturation for teenage girls;
5. Inadequate numbers of qualified teachers – especially female role models – and other human resource limitations; and
6. Inadequate physical facilities and infrastructure, particularly latrines, of schools.

Encouraging support of children with special needs and disabilities through accessibility and child-friendly school environment in all types of education through inclusive education policies has become a focus of the government.

The GESP states that although MoEST is committed to Inclusive Education by using a Child-Friendly School approach, as such accessibility standards are not part of the work of most education managers. Few teachers are trained to address special needs, and very few schools are able to provide a safe and accessible learning environment for children with special needs.

The requirement to deliver education services to those children and youth who have physical and mental challenges is seen as important to attain an inclusive education system. The special needs of these citizens can be addressed by the effective delivery of learning that nurtures their talents and provides what is necessary. This process can turn those who have been considered a burden on society in the past into contributing citizens of the nation. For this reason, education for children with special needs has been identified as a special programme for the South Sudan education sector.

South Sudan adapted the principle of Universal Primary Education and therefore the Education Act 2012, Chapter 2 Section (a) stipulated that “Primary education shall be free and accessible to all citizens in South Sudan without discrimination on the basis of sex, race, and ethnicity, health status including HIV/AIDS, gender or disability.” Now the

government of South Sudan is spending about 60 million SSP on capitation grants to not-for-profit primary schools. Capitation grants remove registration fees, encouraging parents to send their children to school. The DFID-funded Girls' Education South Sudan (GESS) programme includes a cash transfer component. All girls in P5 – P8 and S1 – S4 who are regularly attending school are eligible to receive one cash transfer of 125 SSP per year. This money will encourage girls to stay in school and attend regularly, as doing so qualifies them to receive the same amount in the next year. The money helps girls to buy items they need for their education, such as uniforms, pens, notebooks or shoes. The cash also contributes to poverty reduction in the family and the community. The GESS programme aims to improve girls' enrolment, retention and learning in primary and secondary schools. In 2014, 67,167 girls were set to benefit from the cash transfers, though some are still pending, as an incentive to continue in school.. Additionally, awareness campaigns have been run on the importance of the education of girls. Community awareness has been increased through community forums, a radio programme, 'Our School', that broadcasts weekly on 12 radio stations nationwide, television and newspaper.

The government of South Sudan established the Alternative Education System (AES) in 2002 as a response to the education needs of out-of-school children and demobilized soldiers. This is to provide them with alternative pathways to enter into the formal education systems, including primary, secondary or TVET.

The establishment of the Community Girl Schools (CGS) target only the girls but boys are benefiting from the programme. They are able to learn in the same classrooms. The AES Directorate of the Ministry of Education targets youth and adults who did not have access to formal education due to wartime displacement, early marriage or having no schools in their areas. As a result, all vulnerable populations including girls, demobilized soldiers, and children with special needs are addressed by education programming of the MoEST.

3.6 Quality of Education

Since the education system in South Sudan is relatively new, it has been difficult to measure the longitudinal quality of the education system. Quality is considered as part of the right to education which is enshrined in the National Education Act and General Education Strategic Plan Documents. The Government of South Sudan's views quality as an investment in learning thus has a vision and objective not only to increase access but also to ensure a minimum quality standard (mastering basic literacy and numeracy skills), since it determines the pay-off from the investments in access. Education quality includes the commitment by pupils and parents, government and well-trained teachers facilitating learning in a welcoming school environment with an achievement in learners' cognitive development; promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development.

The quality of the education provided can be judged by achievement levels and learning outcomes of the student population. Thus, quality education must include a challenging curriculum, which will facilitate the development of students as citizens, prepare them for the futures, and to handle the demand for science and technology, combined with a strong teaching force that can facilitate the learning of the curriculum. Language issues also need to be dealt with in an appropriate way – starting in the mother

tongue of the learner- as addressing this has proven to increase learning outcomes. To deliver such quality education services, the system needs to produce well-trained teaching staff at all levels, including ECDE, Primary, Secondary, AES and TVET.

To successfully extend quality improvement measures to disadvantaged schools and students, teachers serving in all institutions of learning must be trained in the requirements of students with disabilities, improve their academic and pedagogical skills and to support their continuing professional development throughout their careers.

Learning outcomes can be measured through continuous assessment and unified examination for all primary, general secondary and technical secondary schools in the country and Annual Education Census data collection on teachers' training and professionalism, availability of learning materials and learning space, a well-developed curriculum and pupils' enrolment data.

In consultation with the state ministries and other stakeholders, the Ministry undertakes to ensure that states and counties can all deliver the same level of education services by the end of a planning period through appropriate allocation of resources based on needs. This will imply that there will be prioritization of states with the poorest indicators in terms of pupil: classroom ratio, pupil: qualified teacher ratio, percentage of overage children etc.

A final implicit measure of education quality is the equitable distribution of learning and teaching materials across all states. It is an overriding goal for the government that the delivery of education serves both the development needs of the nation and the education needs of children, youths and adults – including all those who are disadvantaged. Already, 9.6 million primary and AES textbooks were procured in 2013. They are still being distributed as a result of the ongoing insecurity. Learning outcomes shall be measured through continuous assessment and unified examination for all primary, general secondary and technical secondary schools in the country. This includes ensuring the effective use of the native languages at the appropriate levels of the education ladder.

The Ministry provides learning materials, which promote interactive teaching methods and learner-centred classes, using mother tongue to build a foundation for higher quality learning. A review and revision of the teacher training curricula is key to attaining these outcomes. In the next year, 300,000 textbooks, along with more than 8,000,000 to be funded by DFID, are anticipated to be distributed for secondary schools. The development of new curricula will bring the introduction of new learner textbooks and teacher guidebooks, which will be also be distributed to all schools through a new national distribution system that will incorporate procurement, storage, distribution, tracking and learning materials replacement sub-systems.

Section 4: Implementation of national education strategies to achieve the six EFA goals

The provisions of the General Education Act 2012 allocate the management of all pre-primary, primary and secondary schools to the State Ministries of Education. This means that any and all of the strategies to increase access to and improve the efficiencies of the general education system must include South Sudan's states.

4.1 Efficiency of the education system in South Sudan

Baseline data for education-to-labour market transitions does not yet exist. Youth consultations conducted as part of the GESP development indicated that the current education system is not geared towards the labour market. The youth consultations identified a huge demand for education and training, also recognizing the insufficient number of schools and qualified teachers to meet this demand. The youth also indicated that the education they receive does not prepare them appropriately for seeking employment, particularly in terms of communication skills, career guidance and job postings. With the various challenges facing secondary, TVET, Higher Education and AES, we can conclude that EFA goals were only partially achieved.

4.1.1 Internal efficiency

Internal efficiency can be determined by a number of factors e.g. repetition, transition and completion rate, the number of out-of-school children, the school calendar and teacher time spent on task. The national repetition rate for primary school levels is 9.2 per cent and the dropout rate is 27.3 per cent. The secondary school level system is even worse: 5.5 per cent of students repeat; 39.1 per cent of secondary students drop out. Almost 50% of secondary school resources, both human and physical are not being used efficiently. Steps must be taken to significantly reduce the dropout rates, as neither the education system nor the developing economy can afford the resource losses. In urban areas, the reason for dropping out is lack of tuition fees, whereas in the rural areas the distance from home to school is the greatest contributor.

Some counties in Warrap, Northern Bahr el Ghazal and Western Bahr el Ghazal states do not offer the full 8-year primary cycle. According to the 2011 EMIS data, only 17% of primary schools offer a full primary cycle. Therefore, 83% of primary schools do not offer students the complete 8-year primary cycle due to inadequate learning spaces and teachers. The same scenario applies to secondary schools.

Efficiency is also affected by the considerable variation in the length of the school year across and within states. According to the Service Delivery Study, only 18 per cent of schools functioned for 11 months, 7 per cent for 10 months, 56 per cent for 9 months, and 19 per cent for 8 months. Weather and natural disasters explain some of this variation. The number of working days per year and across schools needs to be standardized. According to the World Bank report of 2012, the level of teacher absenteeism and tardiness as recorded in 2009 are exceptionally high.

4.2 Future strategy implementation

The strategies previously utilized can be successfully implemented in the future in order to increase access to general education and promote equity. In order to guarantee

that every citizen has access to quality education, and to ensure that all children go to school, a massive expansion of the education system and more legislation geared towards improving successful implementation of EFA goals is required. The Government of South Sudan has set a NER target in the primary system of 63%, to be achieved by 2017. This NER target will include out of school children in those alternative programmes in the non-formal system that are comparable to the formal primary curriculum. The Ministry is also committed to almost doubling the GER for the secondary system, from 4.7% to 8% by 2017. Increasing the enrolment requires a range of activities to ensure that more children have access to a quality educational experience. To succeed in this undertaking, the Ministry, together with the states, undertakes to gradually move coverage children from the formal to the non-formal learning systems.

The MoEST has prioritized rehabilitating and constructing schools and classrooms to child-friendly standards, rehabilitating and constructing education management offices, and rehabilitating and constructing AES and other learning centres in the GESP until 2017. Supporting increased enrolment in the formal education system will require increased numbers of permanent school buildings, each built to provide an appropriate safe and secure learning environment according to safe school construction standards. To address the inadequate physical facilities and infrastructure of schools, the Ministry – with the involvement of the state ministries – is committing to an unprecedented construction in learning and office spaces.

The Ministry will undertake community sensitization campaigns to educate parents, guardians, community leaders and children on the importance of education in fulfilling the ideal of a prosperous, informed and self-sufficient nation. Emphasis will be placed on early childhood or pre-school education, and the education of girls. To this end, the government will construct a model Early Childhood Development Centre at each county, to be replicated by the communities at Payam and Boma levels.

In consultation with the states and civil society, will develop and implement a gender policy designed to place more educated females in management and leadership positions in the education system. Resources will be allocated through the budget process to support the strategic aim of providing more female role models in schools and throughout the education system, which will serve to help keep more girls in school.

In order to ensure the provision of access for children with special needs, the MoEST will provide safe, friendly learning environments. With the assistance of states and partners, the Ministry will ensure that providers deliver education to persons with special needs along with able bodied persons to the extent possible. Many children already attend mainstream schools along with other children. To assist them, the Ministry is committed to designing and implementing a teacher training curriculum that will give interested teachers the tools to be more effective teachers of these children.

In order to ensure access for children affected by emergencies throughout the planning period, work will continue to contextualize and implement the INEE Minimum Standards for Emergency Education. Strong national and state level coordination of emergency responses in the education sector will continue in partnership with other Government Ministries and the Education Cluster including the Ministry for Humanitarian Affairs and the SSRRC. Contingency planning, prepositioning of stocks in emergency prone counties, training of education personnel, and the availability of emergency funds to address acute incidents will be essential.

Accelerated and alternative learning opportunities will be provided for out of school children and youth. To address the lack of access, the Ministry will construct ALP centres in or close to communities and increase the numbers of primary schools that are used as ALP learning centres after the primary children have finished their studies. Mobile schools for pastoral youth, and classrooms that cater to street children and other disadvantaged youth will also become very important. All children and youth need a safe and secure learning environment. These out of school children are not different. One other key issue is school fees. ALP must be fee-free if they are to reach the disadvantaged.

Provision of TVET programmes and equitable access of TVET is one of the guiding principles which is clearly stipulated in the draft TVET policy. This policy document will be one of the benchmarks in achieving EFA Goal 3 when it is approved. This policy will also transition into an Act which will give it more power and legal framework for policy implementation.

The national curriculum and co-curricular provision as an inclusive unified curricula for South Sudan is being developed and finalized. New textbooks and teaching guides are also being developed in both the formal and non-formal systems that address national development requirements through the inclusion of cross-cutting issues such as life skills, HIV and AIDS, gender, peace education, environmental education, and learners' special needs; and out of class activities such as sports and cultural activities such as music drama and dance. It also includes using the mother tongue of the learners for learning of literacy and other foundational skills.

A review and revision of the teacher training curricula is key to promoting interactive teaching methods and learner-centred classes. To build a high quality education system, the Ministry needs to have a qualified teaching workforce that teaches relevant and inclusive curricula to learners, using high quality learning and support materials. To measure the quality of learning, the Ministry must have a strong national assessment framework. Thus, the quality of teachers, the curricula and material to support learning, and an assessment structure will form the focus of the Ministry strategies in quality enhancement. Continuous assessment and standardized evaluation systems are essential to measuring learning outcomes, which is the only way of ensuring that the system is on track to attain its development goals. Pre-service and in-service training, professional certification and on-going professional development is necessary to enhance the skills of those delivering learning to all those who need it. The training times needed to graduate qualified teachers for all levels of education mean that reducing the shortage of qualified teachers will take time

Once the Examination Secretariat and Examinations Council are established and effective, the education system can begin assessing the effectiveness of the South Sudan curricula, through a system of continuous assessment and standardized evaluations to measure learning outcomes.

In order to develop teachers and AES facilitators, adjustments must be made to the teacher training institutes. Enhancements will include the construction, rehabilitation and expansion of Teacher Training Institutes and County Education Centres. The Ministry commits to constructing and/or rehabilitating County Education Centres to cater to the in-service needs for teacher development. At the national level, construction of new spaces and the rehabilitation/expansion of existing ones, will be undertaken at the

National Curriculum Development Centre in Maridi. The construction will address the lack of adequate space and operational facilities, subject panel offices, a library, production facilities, and living facilities for professional development workshop participants.

The education reforms in the Republic of South Sudan have been influenced by EFA in several ways e.g. improved of early childhood education, compulsory formal education through UPE, improvement of secondary education, development of the national curriculum framework, increased national budget allocation of 10% of the GDP, prioritization of training and development of teachers has increased, enhancement of infrastructure, involvement of the parents and the community in education development, enhancement of ALP and literacy programmes, enhancement of TVET programmes and policy, increased enrolment and retention of the girl child in school through the GESS program, advocacy of education for all through inclusiveness of education.

There has always been limited or no funds for running most of the intended programs due the austerity measures that hit the country hard. To some extent the GESS has improved the enrolment and retention of the girl child in school due to the incentive of cash transfers. EMIS data also show an increase in enrolment in schools. However, there is still much room for improvement in the education system of South Sudan. The intention of the MoEST is to reach the six EFA goals by 2022, as it was not possible by 2015 because South Sudan is a new country and the conflict that broke out in December 2013.

Section 5: Prospects for Post-2015

South Sudan is in a unique position to review the EFA goals and look forward beyond 2015. When the goals were established, in 2000, South Sudan was not yet established. As such, monitoring over the past 15 years has not been possible. With independence in 2011, the Government of the Republic of South Sudan (GRSS) began to monitor the progress towards achieving the six EFA goals. However, the baseline data was not initially available and the conflict that began in December 2013 have posed major challenges in both collecting data and improving access to quality education for all in South Sudan.

A basic school infrastructure has been created since the Comprehensive Peace Agreement from almost nothing and this is a remarkable achievement - particularly when considering the context. Access to primary education has increased drastically - from 0.7 million in 2005 to nearly 1.3 million in 2013. Though there have been these major improvements, there is still a long way to go to achieve the EFA goals in South Sudan.

5.1 Overall lessons learned with EFA since 2000

Since official data collection began with independence in 2011, the Ministry of Education, Science and Technology (MoEST) has systematically collected data through their EMIS department. The value of baseline data has become apparent in order to understand the progress and project the future. Additionally, national census data has not been collected since 2008, leading to an incomplete picture when reviewing the education data. In order to present accurate data on the six EFA goals, there needs to be sufficient resources put into collecting both baseline and national population data.

5.2 Emerging issues, shortfalls/what remains to be done, priorities and strategies in future national education agenda

Data shows that school access and school retention is still a critical issue at all levels of the education system, especially for the most vulnerable populations: girls, rural, poor, disabled, returnees/IDPs, and over-aged children. However, when considering the drive to expand access rapidly by increasing numbers of schools and classrooms, one must also consider how to maintain the quality of provision. It is a delicate balance between expanding education provision to meet the EFA targets and retaining quality.

One of the major challenges facing the education system in South Sudan is the insufficient number of qualified teachers. As of 2013, only 2.8% of primary teachers had a university certificate or higher, 64.3% secondary school and 32.9% primary school. Only 60% of the secondary school teachers in South Sudan are trained, as opposed to 40% who are untrained (GRSS Education Statistical Booklet, 2013). Without a higher number of qualified teachers, it is difficult to expand education provision to the nearly 40% of the primary school age children and 95% of secondary school age children who are out of school. Teacher training is among the priorities set for post 2015 in order to provide quality education to a larger portion of the population and eventually reaching all of the EFA goals.

The key challenges faced in achieving the EFA goals include the impact of the conflict on education such as displaced children and teachers, lack of funds for school rehabilitation, and the low teacher salaries which is exacerbated by delayed or lack of

salary disbursement for teachers, which further resulted in challenges with teacher retention. Further, the insufficient EMIS data analysis from 2013 and the lack of EMIS data collection in 2014 was a significant challenge, leading to uncertainties of the statistics in general.

Leading up to 2015, South Sudan has largely focused on putting in place sufficient education policies, which provide the framework for reaching the EFA goals. The Education Act of 2012 includes provision for: two years of pre-primary school (EFA Goal 1); eight years of compulsory, free primary education (EFA Goal 2); four years of secondary school – both academic and Technical and Vocational Education and Training (TVET) (EFA Goal 3); provision of the Alternative Education System (AES) including basic adult education programs free of charge (EFA Goal 4); promotion of gender equity through all levels of education (EFA Goal 5); and a set of standards for quality education (Chapter IV) including school calendar, assessment and promotion, national school curriculum, national languages in education, and inspection of schools (EFA Goal 6). Although these policies are in place, the reality on the ground differs. The Education Act was passed just two years ago, in 2012. Starting in December 2013, progress towards implementing the outlined policies was halted due to the instability in the country created by the ongoing conflict. Despite the challenges in accessing all of the country due to flooding and insecurity, education has continued to be a priority for the GRSS and improvements have been made.

5.3 Key Strategies from the Joint Sector Review

In November 2014, the MoEST and all education development partners held the annual Joint Sector Review (JSR) to review the education progress overall and reset priorities based on the needs. The following strategies were discussed as contributing to the achievement of the EFA Goals by 2022:

1. Grants for Education (non-salary transfers)

Capitation Grants are available to all not-for-profit schools to help supplement their running costs. This includes government schools, faith-based schools, and community schools. By providing reliable funding to schools, capitation grants remove registration fees for students and parents – encouraging families to send their children to school. GRSS committed 60m SSP in Budget 2013-14 for primary schools, and the DFID Girls' Education South Sudan programme is funding secondary schools (within 5 year programme of support). The amount of school capitation grants that each school receives is based on the number of pupils (both boys and girls) enrolled. Each approved school gets a base amount plus a set amount per pupil (disbursed in two tranches). For primary schools this is SSP 5,000 and SSP 39 per pupil; secondary schools will receive a base amount of SSP 10,000 and SSP 80 per pupil.

According to GESS reports, as of October 2,718 primary schools had received GRSS funded capitation grants, and 201 secondary school received capitation grants funded by GESS. Out of these, 397 primary and 35 secondary schools had accounted for their 1st tranches and have been recommended to receive the second tranche. 67,167 girls in P5-S4 had been validated and were approved for payment of cash transfers, with 37,601 girls already receiving the funds as of October 2014.

State Ministries of Finance (SMoFs) In addition to timeliness, other concerns include accountability and identification of responsible and accountable stakeholders, and ways in which the capitation grants can be monitored effectively. There were also challenges with making payments to schools that have been re-located due to insecurity, with capitation grants payment not possible to those schools. The monitoring strategy presented suggested mechanisms, some of which are currently active, including: State Transfer Monitoring Committees (STMC), County Transfer Monitoring Committees (CTMC), State anchors and county liaison officers, County and Payam officials and education transfer monitoring committees. It is the intention that with time, CTMCs will be operational in all the states.

It was noted that some schools that had received capitation grants exuded great pride and motivation for excellence. It was suggested that the use of further capitation grants could serve to raise enrolment rates in both primary and secondary (EFA Goal 2 and 3), as well as attract paid and volunteer teachers. It was recommended to have education managers visit the schools, check the ledgers and assess how the money is being used for accountability. These monitoring visits could go a long way in improving the quality of education in South Sudan, leading to progress on EFA Goal 6. It was also noted, that for small rural schools with fewer students the capitation grants don't go far. In other countries, such as Ethiopia, these schools get hardship grants as well, in order to improve the schools facilities. The MoEST will consider these actions in the future.

2. National Secondary Schools

The Secondary Schools under the national MoEST are meant to be the symbol of unity, model, cohesion and centres of education excellence in the country. According to statistics from 2012, total number of students in secondary schools is 6,228. As there has been limited statistical data collected, the achievements and challenges presented reflect 2012 data.

The goals of the national secondary schools are to improve and uphold academic standards and discipline, to promote co-curricular activities in the school, and to increase enrolment of the students especially girls, which will lead to progress on EFA Goal 5. Teacher quality and materials distribution have been identified as two key factors in improving the quality of education, leading to measureable learning outcomes, in line with EFA Goal 6. As such, the key achievements that have already been made will lead to the improvement in quality. Teachers have already been recruited and deployed; teachers absorbed from the north, and the procurement and distribution of textbooks, laboratory equipment, dictionaries, teachers' codes of conduct, and policy documents are in place. Though challenges remain, the inception of national secondary schools will not only improve the quality of learning, but increase access for more students and set the stage for interethnic dialogue, leading to peacebuilding efforts.

3. Private Schools

Private schools, owned and managed by churches, non-government organizations and private persons bring about school competition, leading to improvement in quality delivery (EFA Goal 6), increase in access to education (EFA Goal 1, 2, 3, 5), reduction of congestion in public schools and sending children internationally for studies. All private schools must be registered to the directorate of General Education, after meeting quality

assurances. Private schools will be registered and licensed by SMoEST. A list of all registered schools is submitted to the MoEST. A policy governing the administration of private schools is currently under development.

4. Examinations

A candidature of 13,771 individuals was successfully registered for exams across the ten states including the Abyei Area Administration. The semi-autonomous status of the secretariat of examinations from the MoEST was a key achievement. There were limited cases of exam malpractices reported, and no cases of serious incidence, and there was adequate provision of ample working office space. A key challenge was the delay in releasing of funds from the Ministry of Finance and Economic Planning, which prevented the payment of examiners' and controllers' incentives, and delays in setting the South Sudan exams for the year 2014, which is traditionally administered in November-December of each year. The excessive cost of examination work vis-à-vis the current national economic status was also noted, as was the difficulty in locating and tracing Internally Displaced Persons (IDP) candidates, many of whom could have been relocated outside the country. Looking forward, the 2014/15 examinations are slated to take place in April 2015. As there is emphasis on measureable learning outcomes in EFA Goal 6, regular national examinations will assist in assessing the quality of learning.

5. Education Management Information System (EMIS)

The main objective of EMIS is to collect accurate, timely and reliable education data annually in the country through a decentralised set-up of Governance. EMIS was established in 2005 and has been run through external consulting firms such as Academy for Education Development (AED) and FHI360. In 2013, the MoEST took over full ownership of EMIS as a step to introduce reforms. Access to reliable EMIS data will help to support reporting on the progress made towards achieving all six EFA Goals.

Data collection in 2014 was cancelled after consultations within the directorate of Planning and Budgeting and with the office of the Undersecretary, due to the 2013 crisis, and delay in EMIS data release funding. The next steps for EMIS are as follows:

- Phase 1: Inception, November - December 2014.
- Phase 2: Schools baseline, December 2014 – February 2015.
- Phase 3: Preparation for 215 AEC, February 2015
- Phase 4: 2015 Annual Education Census (AEC), March - May 2015
- Phase 5: Data validation and entry, June - July 2015
- Phase 6: Analysis and reporting, July - August 2015
- Phase 7: Sustainability, July - September 2015.

The challenges encountered in data collection often include long distances and inaccessibility or roads and air, flooding, insecurity, poor telephone and network connection, lack of power, lack of funds to procure equipment, long duration of data entry process (3 months) due to the number of schools (over 5,000). Suggested reforms for the AEC include improved workflow mechanisms, questionnaire simplification and ramped up training, new technology and working with partners to collect data in conflict-affected states. The key message from EMIS is that baseline school count and verification is essential before the AEC can be conducted. EMIS and Altai Consulting are working together to make improvements for the 2015 AEC.

6. Restructuring of the MoEST

The overall aim of the restructuring of the MoEST is to render quality education for national development, to be system oriented and report to needs of the system. As a result, all EFA Goals will be prioritized by their respective directorates. Coordination between the state and national level will allow for implementation to take place with the input of national policies.

The Undersecretary has proposed organograms for national MoEST, with four semi-autonomous secretariats and seven directorates, as well as State MoEST structures. The MoEST will finalise and approve the revised structures in early 2015.

5.4 Education prospects beyond 2015

The future of education beyond 2015 in South Sudan is looking very promising. Many of the key strategies discussed above will be implemented, increasing both access and quality in the education sector. Over the past four years since independence, the GRSS has laid the policy groundwork for the next phase in developing a quality, equitable education system that has the capacity to provide education for all.

The General Education Strategic Plan (GESP) for 2012 – 2017 has set seven strategic goals. As discussed above, these were reviewed in the Joint Sector Review held in November 2014. The plan for moving forward post-2015 is largely based on the review of the GESP. The seven strategic goals are as follows:

1. To improve the quality of general education.
2. To increase access to general education and promoting equity.
3. To promote adult literacy.
4. To build institutional and human capacity.
5. To increase funding for general education.
6. To promote partnership working among the stakeholders.
7. To monitor and evaluate implementation of the Strategic Plan.

The achievement of these national goals will allow South Sudan to achieve the EFA goals. It was impossible for South Sudan to reach the EFA goals by the target date of 2015 for multiple reasons, including: the new government and infrastructure that needed to be set up since independence in 2011; lack of data on education and population prior to independence; and the conflict and instability which began in December 2013.

The key strategies outlined from the JSR above will help in achieving the EFA goals by 2022 and having a fully literate society by 2040. In particular, national focus on teacher training will lead to a more qualified and larger teaching force. The resulting outcome will be increased access to quality education across ECDE, primary, secondary, TVET and AES programs targeting both youth and adults (EFA Goals 1, 2, 3, and 4). Policies already in place or in process will eliminate disparities in education based on gender, race, and ethnicity, health status including HIV/AIDS or disability (EFA Goal 5). In addition to the focus on improving teacher training, focus on textbook and other teaching and learning material distribution, assessment and integration of lifeskills into the curriculum at all levels will lead to meeting EFA Goal 6.

Annex 1: Statistical Tables on EFA Goals 1 – 6

Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Table 1.1: Number and % pre-primary school pupil enrolment by gender, 2011-2013

Year	Total	Male	Female	Male	Female
2013	77,313	40,536	36,777	52.4%	47.6%
2012	74,977	39,568	35,409	52.8%	47.2%
2011	55,857	29,138	26,719	52.2%	47.8%

Table 1.2: Percentage of trained teachers with academic qualification

Year	Primary School Certificate	Secondary School Certificate	University Certificate and Above
2013	32.9%	64.3%	2.8%
2012	27.6%	62.8%	3.6%
2011	37.7%	60.2%	2.1%

Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

Table 2.1 Number and % primary school pupil enrolment by state and gender, 2011-2013

Year	Total	Male	Female	Male	Female
2013	1,311,467	800,868	510,599	61.1%	38.9%
2012	1,365,757	831,058	534,699	60.8%	39.2%
2011	1,391,704	851,117	540,587	61.2%	38.8%

Table 2.2: Percent of primary school age children out of school by state

State	Pupils age 6-13	Population age 6-13	% out of school children
Central Equatorial	97,528	269,869	36%
Eastern Equatorial	74,007	235,170	31%
Jong lei	167,763	362,169	46%
Lakes	66,318	184,833	36%
Northern Bahr El Ghazal	105,015	216,336	49%
Unity	148,175	253,711	58%
Upper Nile	86,826	170,262	51%
Warrap	98,738	276,147	36%
Western Bahr El Ghazal	43,990	83,870	52%
Western Equatorial	52,022	138,958	37%
Total	940,382	2,191,325	43%

Source: GRSS, EMIS, National Statistical Booklet 2011

Table 2.3: Promotion rate by state and grade, 2012-2013

State	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	65.5%	84.8%	82.2%	72.1%	66.4%	66.0%	72.3%
EE	60.4%	72.2%	68.6%	61.2%	56.0%	60.3%	60.5%
Jonglei	57.2%	70.9%	61.4%	58.6%	60.4%	58.5%	37.1%
Lakes	53.6%	65.1%	65.6%	58.4%	64.2%	69.7%	71.4%
NBG	52.9%	72.1%	77.3%	68.1%	69.7%	72.3%	66.6%
UNS	67.5%	76.1%	69.7%	58.5%	63.3%	57.5%	65.1%
Unity	58.9%	70.5%	60.0%	40.1%	43.5%	40.8%	40.0%
Warrap	57.0%	82.2%	80.9%	87.3%	68.4%	63.0%	81.7%
WBG	56.8%	66.8%	66.6%	62.9%	61.1%	61.1%	60.3%
WE	67.9%	83.4%	73.2%	64.1%	59.8%	61.5%	63.1%
Total	59.2%	74.6%	70.7%	63.7%	62.3%	61.8%	64.2%

Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

Table 3.1: Secondary School Gross Enrolment Rate (GER) by gender and year

Year	GER Total	GER (Male)	GER (Female)
2013	5.1%	6.4%	3.5%
2012	6.6%	8.6%	4.2%
2011	5.9%	7.7%	3.8%

Table 3.2: Secondary Dropout Rate by all grades and gender

Gender	Male			Female		
	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4
Grade						
Total	27.1%	16.4%	69.9%	28.9%	10.8%	68.7%

Table 3.3: Secondary promotion rate by state, grade, and gender, 2012-2013

Gender	Male			Female		
	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4
Grade						
Total	69.5%	79.4%	26.7%	65.9%	81.9%	26.3%

Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Figure 4.1: Percent of AES centre learners by programme

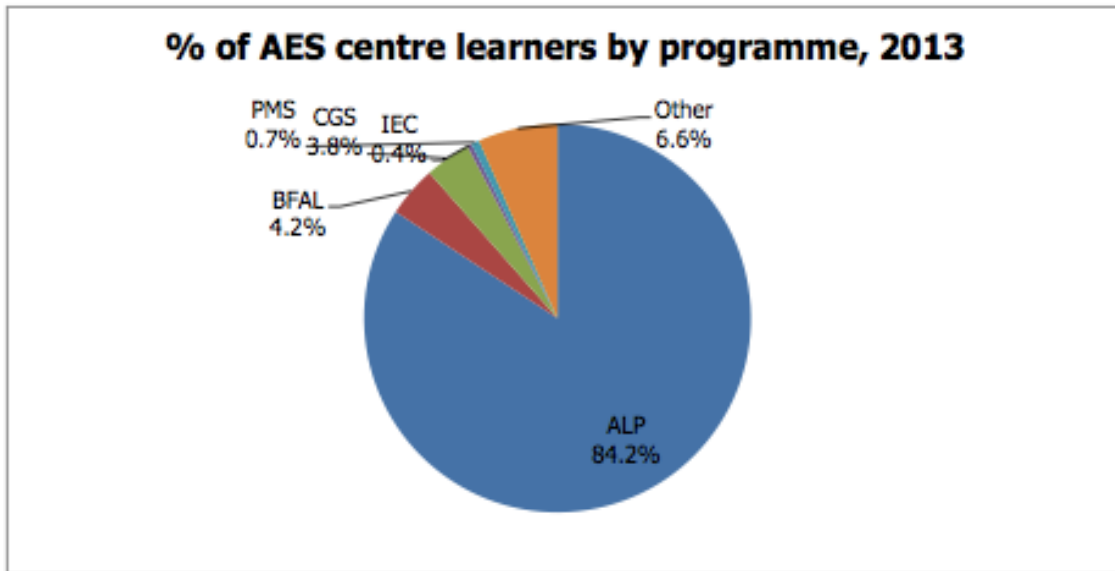


Figure 4.1: Number and % of AES centre dropouts by reason and gender,

Reason		Male		Female	
		% total	Count	% total	Count
Marriage or Pregnancy-related	5,413	35.2%	3,510	64.8%	1,903
Health reasons	1,098	57.8%	463	42.2%	635
Family matters	2,558	54.7%	1,160	45.3%	1,398
Work	593	71.3%	170	28.7%	423
Course didn't meet needs	92	54.3%	42	45.7%	50
Moved	901	60.2%	359	39.8%	542
Unknown	372	49.5%	188	50.5%	184
11,027	46.6%	5,892	53.4%	Total	5,135

Table 4.2: Number and percentage of AES teachers by employment status and state

Number and % of AES centre teachers by employment status and state, 2013

State	Total	Permanent AES teacher		Part-time AES teacher		Volunteer		Unknown	
		Count	%total	Count	%total	Count	%total	Count	%total
CE	558	318	57.0%	148	26.5%	89	15.9%	3	0.5%
EE	285	85	29.8%	115	40.4%	83	29.1%	2	0.7%
Jonglei	458	243	53.1%	103	22.5%	107	23.4%	5	1.1%
Lakes	668	299	44.8%	111	16.6%	248	37.1%	10	1.5%
NBG	1,435	466	32.5%	213	14.8%	753	52.5%	3	0.2%
UN	544	285	52.4%	89	16.4%	170	31.3%	0	0.0%
Unity	664	308	46.4%	69	10.4%	282	42.5%	5	0.8%
Warrap	423	114	27.0%	54	12.8%	254	60.0%	1	0.2%
WBG	368	127	34.5%	64	17.4%	171	46.5%	6	1.6%
WE	544	332	61.0%	146	26.8%	56	10.3%	10	1.8%
Total	5,947	2,577	43.3%	1,112	18.7%	2,213	37.2%	45	0.8%

Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Table 5.1: Number and % pre-primary school pupil enrolment by state and gender, 2011-2013

Year	Total	Male	Female	Male	Female
2013	77,313	40,536	36,777	52.4%	47.6%
2012	74,977	39,568	35,409	52.8%	47.2%
2011	55,857	29,138	26,719	52.2%	47.8%

Table 5.2: Primary Net Enrolment Rate (NER, AGES 6-13) by gender

Year	Total	Male	Female
2013	41.5%	47.1%	35.4%

Table 5.3: Secondary Net Enrolment Rate (NER, Ages 14-17) by gender

Year	Total	Male	Female
2013	1.9%	2.2%	1.6%

Figure 5.1: Percentage of female pupils by grade (2013)

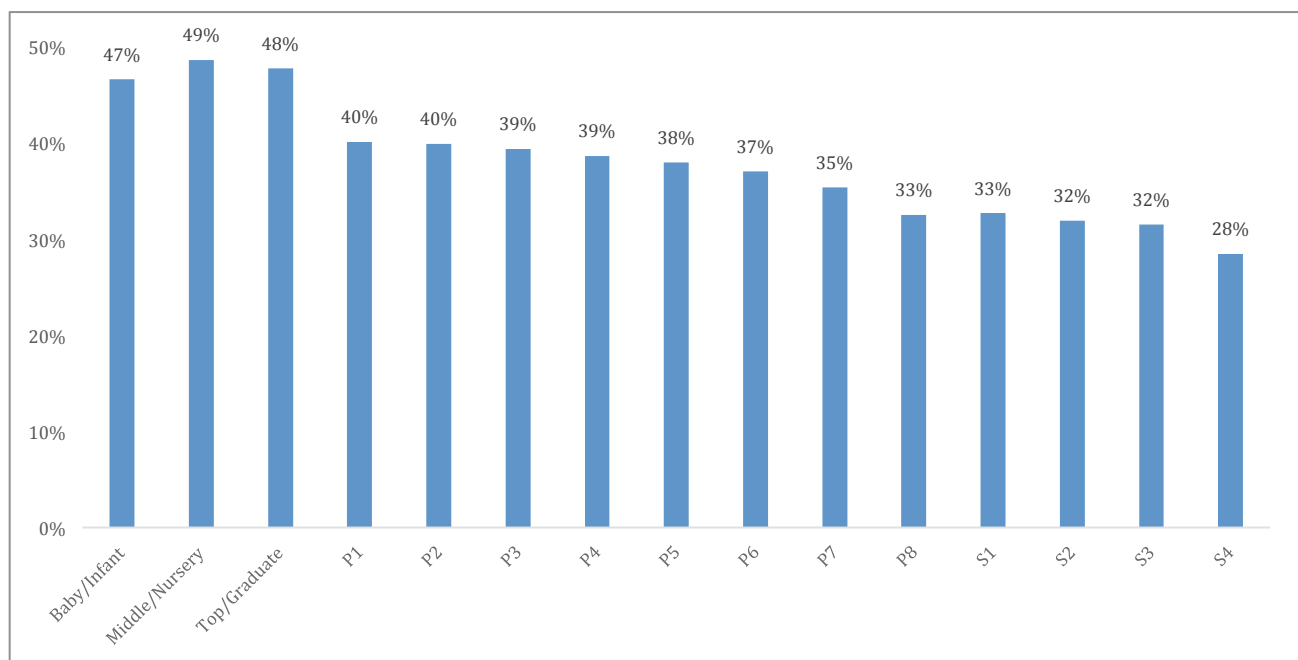


Table 5.4: Females enrolled as a percentage of total enrolment by level of education

			2011		2012		2013	
Section	Grade	Gender	Qty	%	Qty	%	Qty	%
Pre-primary	Baby/Infant	Female	10,914	48.55%	13,768	47.23%	14,899	46.64%
		Male	11,566	51.45%	15,385	52.77%	17,043	53.36%
	Middle/Nursery	Female	8,792	47.17%	11,406	47.66%	11,959	48.64%
		Male	9,848	52.83%	12,527	52.34%	12,628	51.36%
	Top/Graduate	Female	7,037	47.60%	10,268	46.83%	9,919	47.72%
		Male	7,748	52.40%	11,656	53.17%	10,865	52.28%
	Total	Female	26,743	47.84%	35,442	47.25%	36,777	47.57%
		Male	29,162	52.16%	39,568	52.75%	40,536	52.43%
Primary	P1	Female	167,539	40.15%	159,327	40.38%	148,502	40.12%
		Male	249,715	59.85%	235,246	59.62%	221,676	59.88%
	P2	Female	112,622	39.86%	109,814	39.75%	103,619	39.90%
		Male	169,948	60.14%	166,420	60.25%	156,052	60.10%
	P3	Female	92,879	39.37%	90,601	39.54%	88,590	39.39%
		Male	143,060	60.63%	138,531	60.46%	136,307	60.61%
	P4	Female	71,757	38.12%	70,857	38.96%	67,580	38.65%
		Male	116,491	61.88%	111,013	61.04%	107,281	61.35%
	P5	Female	42,908	36.35%	46,839	38.26%	46,729	37.96%
		Male	75,141	63.65%	75,583	61.74%	76,374	62.04%
	P6	Female	26,560	35.63%	29,087	36.56%	30,107	37.05%
		Male	47,982	64.37%	50,479	63.44%	51,150	62.95%
	Total	Female	514,265	39.06%	506,525	39.46%	485,127	39.31%
		Male	802,337	60.94%	777,272	60.54%	748,840	60.69%
Lower Secondary	P7	Female	15,848	35.55%	17,146	34.73%	18,668	35.34%
		Male	28,727	64.45%	32,217	65.27%	34,151	64.66%
	P8	Female	10,474	34.31%	11,028	33.83%	10,864	32.54%
		Male	20,053	65.69%	21,569	66.17%	22,526	67.46%
	Total	Female	26,322	35.05%	28,174	34.38%	29,532	34.26%
		Male	48,780	64.95%	53,786	65.62%	56,677	65.74%
Upper Secondary	S1	Female	5,253	29.82%	7,184	30.11%	6,268	32.72%
		Male	12,361	70.18%	16,675	69.89%	12,889	67.28%
	S2	Female	4,268	31.49%	4,758	28.68%	4,511	31.92%
		Male	9,284	68.51%	11,830	71.32%	9,623	68.08%
	S3	Female	3,180	29.92%	3,975	29.91%	3,483	31.54%
		Male	7,448	70.08%	9,313	70.09%	7,561	68.46%
	S4	Female	591	25.81%	864	27.94%	730	28.48%
		Male	1,699	74.19%	2,228	72.06%	1,833	71.52%
	Total	Female	13,292	30.15%	16,781	29.53%	14,992	31.97%
		Male	30,792	69.85%	40,046	70.47%	31,906	68.03%

Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Table 6.1: Primary school pupil-textbook ratio (PTR) by state and subject (English and Math)

Grade	Enrolment	English textbooks	PTR	Math textbooks	PTR
		Count		Count	
P1	368,096	206,434	1.8	202,547	1.8
P2	258,037	151,492	1.7	147,631	1.7
P3	223,653	128,129	1.7	125,196	1.8
P4	173,756	103,088	1.7	98,312	1.8
P5	122,230	37,485	2.9	41,829	3.3
P6	80,484	26,060	3.1	23,371	3.4
P7	52,175	17,886	2.9	14,767	3.5
P8	33,036	12,894	2.6	11,064	3.0
Total	1,311,467	687,812	1.9	660,373	2.0

Table 6.2: Percentage of Trained Teachers with Academic Qualification in Primary

Year	Untrained	Certificate	Diploma	Degree	Unknown
2013	59.9%	24.9%	9.0%	5.9%	0.3%

Table 6.3: Types of Qualifications for Primary Teachers

Year	Primary Certificate	Secondary Certificate	University Certificate	Unknown
2013	34.0%	61.9%	4.0%	0.1%

Table 6.4: Number and percentage of primary school teachers and pupil-teacher ratio (PTR) by state and gender

Year	Male	Female	PTR	Male	Female	PTR
2013	27,709	24,211	3,498	87.4%	12.6%	47.3
2012	28,029	24,451	3,578	87.2%	12.8%	48.7
2011	26,549	23,181	3,368	87.3%	12.7%	52.4

Annex 2: Government Policies

1. Government of the Republic of South Sudan. (2008). Child Act.
2. Government of the Republic of South Sudan. (2011). South Sudan Development Plan, 2011 – 2013.
3. Government of the Republic of South Sudan. (2011). Transitional Constitution of the Republic of South Sudan, 2011.
4. Government of the Republic of South Sudan. (2012). General Education Act, 2012.
5. Government of the Republic of South Sudan. (2012). General Education Strategic Plan 2012 – 2017.