



Introduction

South Sudan has gained its independence in July 2011. Therefore, the progress it made toward EFA since 2000 could not be reflected in the 2015 Education for All Global Monitoring Report (GMR) due to lack of sufficient enrolment data for the whole period. The country could report its data to the UNESCO Institute for Statistics (UIS) only since the school year ending in 2011. In order to assess progress made by South Sudan across some of the EFA goals, including universal primary education, since 2000, the GMR Team used data from different sources: the 2004 UNICEF report *Towards a Baseline: Best Estimates of Social Indicators for South Sudan*¹ for the earliest period; UIS database as well the country EFA 2015 review report for the most recent period. Regarding pre-primary education, enrolment data published in the *2013 National Statistical Booklet*² was used together with the United Nations population estimates to calculate enrolment ratios for 2013. No data on survival rates to the last grade of primary education were available to assess progress towards school completion.

It is important to note that the use of data from different sources meant using age-groups that are different from the ones agreed upon in the International standard classification of education system (ISCED) framework. This is particularly the case of primary education, the age group used in the UNICEF publication being 6-13 instead of 6-11 in the ISCED framework.

Pre-primary education

In South Sudan, participation in pre-primary education as measured by gross enrolment ratio (GER) was still extremely low at about 8% in 2013, two percentage more than in 2011 (6%). As indicated in the national EFA 2015 report, Somalia faces numerous challenges that affect access to and the quality of early childhood development and education (ECDE) that prevented the achievement of EFA goal 1. Among these are: the inadequate funding, the lack of baseline data and harmonized ECDE curriculum as well as a lack of awareness on the importance of ECDE by key stakeholders and the community at large.

Primary education

¹ UNICEF. (2004). *Towards a Baseline: Best Estimates of Social Indicators for Southern Sudan*. Available at <http://reliefweb.int/sites/reliefweb.int/files/resources/F2775608326C3D3B49256EDA00114F17-splm-sud-31may.pdf> (Accessed 10th April 2015)

² Republic of South Sudan, Ministry of Education Science and Technology. (2014). *National Statistical Booklet 2013*. Available at http://southsudanemis.org/files/reports/2013/SSEMIS_2013_National.pdf (Accessed 11th April 2015)

Despite a significant increase in its primary net enrolment ratio (NER), which went from 20% in 2000 to more than 41% in 2013, South Sudan is still far from the universal primary education target.

Gender Parity

At the time of its independence in 2011, Somalia faced severe gender disparities at the expense of girls in primary education, with the gender parity index (GPI) of GER of 0.66 only. Despite an increase in the GPI by 2013, girls were still less likely to be in school with only 71 enrolled to 100 boys.

Conclusion

The analysis of education data of South Sudan demonstrates that the country is still far from achieving EFA despite the progress made particularly in primary education. The country has become independent in 2011 but remained confronted to instability that negatively impacts on education. International support is needed to help reconstruct and strengthen the education systems in order to make early childhood and primary education available for all children of the country, including girls. Indeed, South Sudan needs to implement specific and targeted interventions to overcome the social and economic barriers girls face to have access and participate into education.