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Only 28% of South Sudanese adults today are literate. Other challenges include inadequate schools; teachers who have had insufficient training; a shortage of teachers, particularly women; lack of a standard curriculum; and a legislative and policy framework on education that is still in development. The vision should be the transformation of traditional systems into "Smart Education Systems" in place of the traditional ones that develop an integrated high-quality learning opportunities in all areas of students' lives, at school, college, home, and in the community.

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So education reform in South Sudan should reforms laws, minds, and culture in a way that to allow good schools and universities to flourish independently of all civic and political handles. In the far-flung peripheral areas of South Sudan, including south, west, east, and north, little development has taken place in decades. The humanitarian and development needs are vast in South Sudan and the government was unable to cover the complex array of issues relevant to South Sudan. Below some suggestion are presented to cope the challenges as well as promote the educational infrastructure in the Southern South Sudan.

I. Introduction

a) Educational Situation in South Sudan

Man is inherently ignorant, for his innate is empty of any preexisting information. His state is of no worth without being gifted rationality and knowledge. Allah made Adam and gave him from His cognition, Thus Adam became the father of a wise creature namely “mankind”. It is but the fact that man is no better than animals in case he lacks the faculty of knowledge. They advocate education would be holistic, including truths, skills, physical discipline, music, and art, which they consider the highest form of education. Schooling is the most significant pillar in any country. Therefore, the reform in education system develops, shares, and acts on knowledge that improves the conditions and, especially in South Sudan, the rural and urban communities. The philosophy of education is the study of the purposes, process, nature, and ideals of education. This can be within the context of education as the process of human existential growth; it is that hoe our understanding of the world is continually transformed via physical, emotional, cognitive and transcendental experiences.

Most educational institutes saw education as the key to creating and sustaining the societies. They advocate education would be holistic, including facts, skills, physical discipline, music, and art, which they consider the highest form of education. Therefore, the reform of education system develops, shares, and acts on knowledge that improves the conditions and, especially in South Sudan, the rural and urban communities. Education poses a colossal challenge in South Sudan's future development. More than 4 million children, equivalent to half of the primary school-aged children, don't enjoy the right to education in South Sudan South Sudan. There are also marked regional disparities throughout the country. According to Save the Children, in the northern and central states, schools enrolment rates exceed 80%. Large gender gaps are apparent throughout the country. With a 16% female literacy rate, [1] South Sudan ranks lowest in the world. Two-thirds of the approximately two million illiterate South Sudanese are women or girls are more likely to die in pregnancy or during childbirth than to graduate from primary school. [6] In 2005, the female: male enrolment rate in primary school was 35:100.Education has a crucial role to play in the progress of nations.

In the year’s post-2015, the Government of the Republic of South Sudan (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 [2]. Girls are the priority group for the Ministry of Education, Science, and Technology (MoEST) going forward. The MoEST will focus on girls by providing boarding schools for those who cannot easily access education facilities, providing

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learning materials, and strengthening to educational governing bodies and parent-teacher associations. The MoEST prissily emphases on increasing the provision of education materials, including textbooks. Until 2015, there has been little emphasis put on the transition from primary to secondary institutions as a result of the nationally low provision of secondary school. By 2017, the end of the current Girls Education Support Programs (GESP), the GRSS aims to increase the primary Net Enrollment Rate (NER) to 63%, Gross Enrollment Rate (GER) to 92%. Universal Primary Enrolment (UPE) Education situation in South Sudan should be met by the year 2022, barring any foremost crisis or conflict. There is neither method, instrument nor other tool leading to national progress and prosperity but education. It creates eructated generation and evolves new ways and means of reforms at all levels. Basically, by increasing the number of schools, colleges, and universities, or by introducing new approaches of teaching and knowing about the relevance of syllabi and curricula for the present generation, education is must at every corner of the country. To evaluate the reform and development of human resources, skills, motivation plus knowledge due to edification, one need a yardstick to evaluate the reform system, the product of coaching. The planning and implementation of informative curriculum are called transformation and evaluation. Modification in building scholastic programs helps us to evaluate the achievements in nation development. Reform is necessary to improve upon the effectiveness of the present program. The student's progress in learning can be known only by evaluation and reform. That helps planners, administrator, and researchers. It helps us to discriminate how efficacious the process of education is in achieving the desired product, and in shaping, revising and replacing educational programmes to accomplish better results. [3] The quality of basic indoctrination throughout South Sudan is underprivileged and is a contributing factor to low enrolment and retention rates and low levels of achievement. In the federal system, only half of the 120,000 schoolteachers have received any form of teacher training.

South Sudan has been limited support of international community for indoctrination. Edification in southern South Sudan has been particularly badly under-resourced. The infrastructure and education system in war-affected areas, such as the south and Nuba Mountains had been rudely affected by the conflict. One consequence of the war has meant that the majority of school-aged children are unable to access the formal education system. There is the hefty percentage of teenagers and young men and women who were unable to acquire the ceremonial education system when they were of school-age and no longer qualified to admittance in proper education system. Education has seen as one of the underlying reasons for the war in southern South Sudan. Even before this civil war, there was a shortage of qualified teachers and lack of school equipment and materials [4].

Despite these many roadblocks, impressive gains in education have achieved since 2005. With United States Agency for International Development (USAID) assistance, primary school enrolment in South Sudan has increased from approximately 300,000 students in 2000 to 1.4 million in 2012. USAID has supported the construction or rehabilitation of 140 primary schools and five secondary schools. To improve teachers' skills, the Agency helped to rehabilitate four regional teacher training institutes and is encouraging women to become teachers. To address lower literacy and school attendance among girls, USAID has awarded over 9,000 scholarships in the past five years to girls and disadvantaged boys who are unable to pay school fees to complete secondary school.

b) South Sudanese Education

Across South Sudan, youth have the least accessible primary education system in the world with 22% of school-age (7-14) children attending school. Today, a mere one in six children in South Sudan can read. In 2004, only 2.3 percent of students completed primary school. These statistics are even more daunting among females. [5] Only 11% of girls have access to primary education, and only 5% of girls are complete eighth grade. Of the children that do go to school, 80% have no seat to sit on. These statistics make it not surprising that South Sudan has an adult literacy level of 24%, and 93% of available teachers are untrained. 1/3 of existing permanent schools have no toilet, while 1/2 have no water facility. Out of the 1600 schools for 1.6 million children, less than 10% are perpetual, 45% are imparted under trees, and the remaining are grass-thatched huts.

II. Educational Degradation Statistics of South Sudan [6]

- Adult literacy rate is 24%
- Percentage of primary school students who are girls is 27%
- Net enrollment rate in primary school is 1 in 5 children
- Percentage of girls who complete a primary education is 5%
- Percent of total enrollment (all schools) who are girls is 16%
- Percent of textbook requirements met is 16%
- Percent of schools without teacher guides is 50%
- Current numbers of schools in South Sudan are 1,700
- Numbers of schools hoping to exist by 2017 are only 3,646
- Number of community secondary schools in South Sudan are only 22

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- Primary reason girls drop out of school Early marriage and household chores
- Proportion of students (boy & girl) who start grade 1 and reach grade 5 is 28%
- Number of school-aged children (7-14) who no access to education =1.4 million
- Average age of children in grade 1 (in Equatorial) is 12 years old
- Percent of students in grades 1-4 is 89%
- Number of years to reach in school for basic literacy and numeracy is 5-6 years
- Percent of schools with no latrine is 68%
- Percent of schools without safe drinking water is about 52%
- Percent of schools without access to health facilities is 67%
- Amount a teacher will make (if at all) per year to teach is $20 to $90 USD

a) History of Education in South Sudan

As a British colony from 1899 to 1956, there was not much effort on the part of the imperial power to establish schools. [7] Catholic and Protestant missionaries provided limited schooling. However, these schools were taught in the vernacular which did not help children become permanently literate. After South Sudan's independence in 1956, the ineffective church-run schools were shut down in a wave of Islamism. New nationalized schools were created, and schools used Arabic instead of local languages. The new schools were also inaccessible to most of the population. The educational opportunities became even more dismal once the civil war broke out.[8] The on-and-off civil warfare devastated educational prospects for generations of South Sudanese, due to high costs, lack of buildings, and insecurity.[9] Since the Comprehensive Peace Agreement of 2005 parents are pushing for their children to attend school. 500 new schools have been built. These new structures serve the 1.4 million children who are now[when?] attending primary school, which is a two-fold increase from five years ago.[9] South Sudan's official independence in 2011 left Africa's newest country without a basic infrastructure in place, with some of the worst human development indicators in the world.

b) Development of Education in South Sudan

Modern education in South Sudan did not begin with the condominium in 1898 when some western type schools were established by the Christian missionary societies in the main towns of the northern South Sudan, and few in the south. Neither did South Sudan's cultural relations with the outside world, nor infiltration of 'western' ideas that start at the begging of this century. South Sudan had been exposed to cultural influences from outside since ancient time. [10] A traditional system of education had followed the spread of Islam in the country. The beginning of the 'western' type education was laid during the Turco-Egyptian regime by both the government and the Christian missionary societies. The basic purpose of education is to study religion and Sufism. The spread was determined the proximity of the regions to Egypt, North Africa, or Hejaz, the member of settled Arab tribes in the Arab peninsula among the local population, the type of economic life and political organizations and internal communication.

c) The Challenges Facing Education in South Sudan

Many issues prevent the educational infrastructure in South Sudan from reaching its full potential, including poverty, administrative failures, ongoing violence, poor health of its citizens, and inaccessibility to schools that are overcrowded, underfunded, and operated by unqualified teachers. South Sudan has the worst gender equality in education in the world. Illiteracy rates are high in the country. In 2011, it was estimated that more than eighty percent of the South Sudanese population cannot read or write. [11] The challenges are particularly severe for female children. South Sudan has proportionately fewer girls going to school than any other country in the world. According to United Nations International Children Emergency Fund (UNICEF), less than one percent of girls complete primary education. Only one schoolchild in out of four is a girl, and female illiteracy is the lowest in the world. Edification is priority for the Southern South Sudanese, and they are keen to make efforts to improve the education system. Ensuring that by 2015 all children, particularly girls, either children are in difficult circumstances and those belongs to folkloric minorities, have right of entry and, complete, free compulsory good quality primary education [12].

III. General Challenges

Poverty and lack of government funds significantly restrains the extent to which education can be improved. According to the World Bank, more than half of the South Sudanese people live below the poverty line. The government of South Sudan lacks the money and institutional framework to offer much help. [12] South Sudan is rich in natural resources with oil as their preeminent export, representing 98% of government revenue. However, recently oil exports have been completely cut off, due to a high tax which South Sudan sought to levy upon oil flowing through their pipelines. It is expected that the scholastic budget could be dramatically declined. The inability of the government to fund schools leads to high education costs that most families cannot afford. An additional challenge faced by students in persuaded regions like War rap and Upper Nile is the continual fighting between different factions. [13] Conflict displaces citizens and unhinges government services.

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In 2008, there were 300,000 such refugees in South Sudan. These regions with ongoing violence are bound to suffer more lately because, as Jeffrey Sachs has stated, conflict disallows children from attending school and building the skills needed to be a productive society member. Conversely, many refugees from the civil war are returning in droves to South Sudan. Only established in 2011, South Sudan's infrastructure is not up to par yet. However, the repatriates put an even supercilious strain on the slim resources.[14] Many of these refugees had received better education during their time in refugee camps in places like Kenya. The result is that this influx of more educated persons is increasing the overall net literacy rates of South Sudan.[15] Challenges faced in the classrooms include language disparities, un-unified curriculum, teacher absenteeism, teachers who are untrained, and overcrowded auditorium [16].

Table 1

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%
Wester Bahr El Ghazal	43,990	83,870	52%
Wester Equatorial	52,022	138,958	37%
Total	940,382	2,191,325	43%

Source: GRSS, EMIS, National Statistical Booklet 2011

South Sudan had decided to use English as the preferred language in schools. Presently teachers lack English educational material or the capability to teach in that language. There is presently no unified standard of curriculum for the whole country. It leads to differences in outcome for the students. [18] Teacher absenteeism has also been shown to be an issue where in certain-areas of the country, very little time is spent learning in the classroom. Even when teachers are present, there is a good chance that the teacher is untrained. Estimates show that as many as 7,500 teachers are not qualified to teach primary school. Overcrowding is yet another problem in classrooms, and in 2009, it was arbitrated that there were on average 129 students per teaching space.

a) Additional challenges for girls

While all of the above-described issues generally apply to students in South Sudan, assured cultural practices add terrific difficulty for girls seeking education at any level. South Sudan currently has one of the lowest globally ranked levels of gender equality in the world. [17] Two of the prevalent reasons for girls dropping out of school include early marriage and early pregnancy. [18] The wedding gift associated with matrimonial can be a lucrative incentive for parents to marry their daughters off at premature age. Prioritization of boys' education over girls' leads to girls being disconnected from school earlier. If a family cannot afford to send all of their children to school, the interests of the boys' education will be preferential [18]. Further, girls' domestic responsibilities within the household increases with their age, there for less time is left for girls to attend school and study. Violence is a deterrent for parents considering sending their daughters to school in South Sudan. If the distance to school is long, fear of attacks by men while on the way or from school is a huge concern. [19] Lack of facilities also prevented the girls to attending the institute. Most schools do not have separate latrines for girls, and those without access to sanitary napkins are more likely to not attend school while menstruating.

Most of us tend to take our education for granted; we expect to be educated and for our teachers to be qualified to do the job well. What if we were students in a school in South Sudan? Teachers, there are often under-qualified for high school lessons, because their education level is underprivileged. They come to the classroom with low literacy skills and are only able to teach to their level. On top of this, students recently sat new high school exams in the country, but some questions were missing and, others asked about parts of the syllabus that had not covered, leading to a frustrating situation, as the entry to university in South Sudan hinges on exam performance. [20].This is why BANNA is so essential to the future of South Sudan's education. Students who have been marginalized, and suffered in their troubled country need to be supported, and they need to receive the best schooling to make sure they can take the skills they learn in the U.S back to

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South Sudan in the future. Students need empowering, not repressing.

b) Teachers Need Teaching

According to reports on the problem of under-qualified teachers in South Sudan are very large in numbers. Less than 5% of teachers in South Sudan have the skills to teach in schools, said education officials. Around 3% of teachers in this region are qualified at college or university; most of the teachers had stopped learning after secondary school. Most of the teachers linked with tutoring structure as they have no jobs or adopt this profession as part-time.

High School Exams Flawed:

For students in South Sudan to gain a place at university, they must sit an exam. The first national high school papers are set in March, to a level of excitement among teachers and students alike, but frustratingly, many questions were missing and there was a long wait for the actual papers to arrive from Juba, South Sudan. The South Sudan Tribune reported that many of the students had to wait for half of the day for the papers to be delivered, and when they finally came, questions were missing, the exams were confusing and contained many mistakes. The new education system in South Sudan means that this year is the first year for students to sit exams. The initiative has been acknowledged well, but parents, students, and teachers are now frustrated at the mistakes that have been completed and the risk it puts youngsters in for not gaining a university place because of the exams.

c) A Lack of Books

Students in South Sudan have to share textbooks, and sometimes up to 9 students might be trying to read the same book, according to allafrica.com, the South Sudan News Agency. A shortage of books, along with overcrowding in classrooms, has led to many youngsters failing to complete their primary education. The parliamentary committee has recently been given new elementary books in a drive to improve conditions in the region.

Suggestions to Improve the Education:

Access to primary education has improved significantly in South Sudan over the last decade, but low education quality, gender inequalities, and weak pupil learning outcomes remain significant challenges especially in rural areas. These provocations are amalgamated by pathetic capacity within the country's decentralized education system as well as limited availability and use of data for education decision making.

d) Make the curriculum Dynamic not strict

The curriculum or the syllabus for students in our country in higher education (mainly engineering colleges) is outdated in most cases. It is stale, dogmatic and teaches things that the world has moved with modifications. To pervade enthusiasm, you need the curriculum to be progressive. People need to be given the option of doing multiple courses in the first year and allowed to choose what they want after the first semester or year. The spirit of the curriculum should be projects driven not exams driven, it should be innovation-driven, and it should evolve not stay stagnated. Exams are needed to measure the capabilities of pupils, and they should be admired, with incentives for innovation (say Final Exams should be 50%, and the projects should be 50%). The projects should have independent people who judge them not just faculty in place. The students should also be given the option, to switch over to other streams if they feel so or if they justify the rudimentary criteria. When I mean streams, practically speaking it should be very easy within Engineering and slightly harder to shift to say a Commerce course. For all this to happen, you need young and dynamic faculty sitting on the academic syllabus boards, that's where the next issue pops up.

Make the Teachers feel worthy, pay them more:

The academic curriculum board, in most circumstances is filled with people above their 60's and 70's. With all due respect to them, I strongly feel that you need a bunch of younger professors in there to have that mix of experience and youth in the system. The younger ones would be more in sync, more in line with the technological changes and the new age needs of the students in their years to come. The fact, however, is that most of the younger professors are either outcasts or are doing this job because they don't have better things to do. Very few among the young are actually in teaching for the sake of coaching. The point is very simpleton; they are paid patents in comparison with the rest. A graduating student earns more in an IT company than what a Lecturer or even an Assistant Professor earns in some colleges (despite the 6th Pay commission increase which covers only on the Government colleges). Once you start paying more; you get quality faculty in, you get people who want to teach and people who are worth the caliber of teaching. After this, you will have a scenario where you have quality young people who can give the 60's and 70's in the curriculum boards a run for their money, and there wouldn't be any excuses. So where would the money come?

e) Teacher Training Programs

The government in South Sudan must announced a training initiative for teachers to enable them to become better qualified for the job. The program is organized by SSTEP, (South Sudan Teacher Education Program) (SSTEP) and teachers throughout the region took part because they understand how important a good education is. Other factors come into play, however, such as low pay and not enough textbooks, making the training an uphill struggle. Conditions need to improve so that teachers and

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students have a better experience in schools. At BANNA, South Sudanese students benefit from the scholarships that are presented to them. If these students can return to South Sudan in the future, armed with the solid skills to promote economic development and improved education, the tide will assuredly turn. Students benefit from a quality education through the financial initiative, providing them with valuable skills in mathematics, literacy and life sciences that they would not learn in such depth in South Sudan's current education climate. The more specialized areas of molecular biology and biotechnology are growing in popularity as fields of study, and through scholarships, students can learn these subjects in depth and implement what they learn when they return to South Sudan.

f) Promote the Private School Culture

Promote the private school culture is the sound like a ludicrous suggestion, but if you think about it, it might make some sense. We all know that private colleges make money and they run as large businesses. The solution, I feel, lies in making them take away the nonprofit status and make them competitive. Make them under direct competition with each other so that they can get fight it out openly rather doing under the carpet. We can't follow the English education system and yet sit in our holy grail of nonprofit, can we? Education is a business in some form, the more we hide behind it, and the more corruption would step in. If educational institutes are using this commercial to improve their system, then let them do it, that's how world-class universities abroad, work and that's how we should work if we follow the colonial system. The best way forward is to make them "for" profit, taxable and it would increase capital for them as well as increase transparency for us.

IV. Industry Interaction Employment

One of the key pillars of growth in education is the level of industry interaction with the students. Companies should be sought out for such collaborations, if they don't agree with it, then the universities should use their advantage. When companies come for placements, there should be a rudimentary qualification criteria for their eligibility for the employments. For example, they should have contributed investment worth 2,000$ to 4,000$ in R and D with the university to be eligible to come to employment. Most of the companies would fall in line automatically since for human capital is much more important than these meager sums of money. You think any IT company would care about a few thousand dollars when they are recruiting 600 to 1000 people? When you provide so much human(s) capital you think they would ignore it? Not a chance, this would make the university utilize its human potential to the hilt and also enhance its industry interaction numbers significantly. Eventually, this investment would enhance the learning experience of the student and make him want to give back to the institutes more once that person graduates.

a) Use the Power of the Alumni

One of the most underrated potentials in South Sudanese education system is the power of the Alumni. Excepting the few other top institutes, the concept of Alumni networking is nonexistent. In an era where every South Sudanese graduating is earning somewhere, alumni networks need to be very well entangled with the university affairs. Alumni are very eager to give; just that a) they don't know who to give b) they are worried about where the money would go. Once you establish a credible network which is transparent, it should give the avenue as well as the confidence for the alumni to contribute regarding money, and academic expertise.

b) Public awareness programs

According to census, 70% of the inhabitants of this country lives in villages and a big part of this population is uneducated. They are not aware of the importance and need of education in a person's life. It is very essential to make them aware of the need and importance of education for the improvement of the literacy rate of the country. By making people conscious about tutelage, they can help you in teaching. The thing is very simple if you want to teach more people you have to reach more people. It is an effective awareness program is very important. The government is giving its effort by introducing various literacy campaigns like BANNA. The free SMS services demonstrated a valuable tool for spreading awareness in this matter.

c) Social Environment

The social surroundings are also have widely responsible for the unscrupulous condition of literacy in South Sudan. Here people have imposed various restrictions on girl's education. The woman literacy rate is like a scary dream for a person who is putting his effort for improving the literacy rate of the country. On the same side, it is a great contest for the people working in this field. It is very imperative that proper steps taken by administration, and other beneficiaries to encourage girl education in the country.

d) Involvement of Beneficiaries

Opening more and more school is total wastage of time, money and effort for improving literacy rate. The government, as well as other beneficiaries, involved in it has to put their exertion in encouraging more and more students to join schools and study. More awareness programs should be introduced especially in the rural areas and focusing on girl education. On the same side more and more aids should be given to people want to study but don't have proper resources for that.

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e) Realization of social responsibility

It is very imperative that people must realize their social responsibility and put their respective efforts to improve the literacy rate of South Sudan. Taking small steps can make gigantic changes you can teach underprivileged children, you can take responsibility or bear expenses of neglected child and many efforts can be put by you, if you generously want to implement. The free calls can be used to encourage people to understand their social responsibility and act vice versa.

f) Role of Government to Promote Educational Culture

The following steps which should be taken by the government to improve the literacy rate in the country;

1. The initial stride to improve the literacy rate of South Sudan is that the government should make the acquiring of primary education as compulsory on every child in the province, in such cases those 4.6 million children that are still not a part of any educational institutions will be able to play their role and contribute in improving the literacy rate.
2. The primary education should be made free of cost for everyone as the government should bear the expense of his erudition, because in South Sudan mainly the people are associated with the cultivation and farming, so they can't afford the high educational expenditure for which they prefer their children to assist them in their farms rather than going to school. Once the primary education is free than the parents will not be having any legitimate excuse for, not sending their children to schools.
3. The government should focus on creating more educational institutions and schools because still there are many rural areas where there are no schools, so their children have not access to educational institution.

V. Conclusion

The funded Education Quality Improvement Program (EQUIP) aims to improve the quality of primary education and learning outcomes by removing constraints and building capacity at various levels of the education system. The EQUIP program consists of activities aimed at:

- Enhancing the professional capability and performance of teachers;
- Improving school leadership and management skills;
- Strengthening systems that support the district and regional management of education;
- Increasing community participation and demand for; and accountability in education;
- Consolidation the learning and dissemination of results.

The project will provide an independent evaluation of the EQUIP program to promote accountability and gather evidence to help inform potential program adjustments over time. Also, the evaluation will support learning on school improvement program and pupil learning outcomes as well as assess the monetary affordability of extending the EQUIP program to regions beyond those covered in the initial phase. All of the above are just mere suggestions to tackle system that has numerous issues. These recommendations might not break the deadlock or create a revolution by any means, but it can be something that can be incorporated. These suggestions might not be relevant to some. These recommendations might also sound farfetched, but if it at least one of them adds value somewhere to the education system, then it's worth it.

Acronyms & Abbreviations

EQUIP Education Quality Improvement Program
SMS Short Messaging Services
BANNA Traditional word of South Sudanese language mean Back to School
SSTEP South Sudan Teacher Education Program
U.S United State
USAID United States Agency for International Development
UNICEF United Nations International Children Emergency Fund
GESP Girls Education Support Programs,
NER Net Enrollment Rate
GER Gross Enrollment Rate
UPE Universal Primary Enrolment
MoEST Ministry of Education, Science, and Technology and technology
GRSS Government of the Republic of South Sudan
EMIS Education Management Information System
R&D Research and Development
IT Information and Technology

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