

1 Assessing the Educational Reforms for Learning Quality 2 Improvement Program in South Sudan

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6

7 **Abstract**

8 Education has always been the significant phenomenon of human being society. Man
9 invariably yearns for knowledge. Thus he used different efficacious tool and techniques for the
10 acquisition of knowledge and wisdom. But southern South Sudan faces daunting challenges for
11 promoting educational culture in his people, as its peace settlement is under threat of mass
12 poverty, widespread violence and weak government institutions poses the formidable barrier to
13 human development towards the educational environment. Educational inequalities in South
14 Sudan can be attributed to many factors. The lack of funds and infrastructure, along with a
15 deprived and mostly illiterate population makes establishing an effective education system
16 challenging. There are also certainness traditional cultural ideas about women which make it
17 more difficult for girls to get an education than their male counterparts. Only 28

18

19 *Index terms—*

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24 yearns for knowledge. Thus he used different efficacious tool and techniques for the acquisition of knowledge and
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26 its peace settlement is under threat of mass poverty, widespread violence and weak government institutions poses
27 the formidable barrier to human development towards the educational environment. Educational inequalities in
28 South Sudan can be attributed to many factors. The lack of funds and infrastructure, along with a deprived
29 and mostly illiterate population makes establishing an effective education system challenging. There are also
30 certainness traditional cultural ideas about women which make it more difficult for girls to get an education
31 than their male counterparts. Only 28% of South Sudanese adults today are literate. Other challenges include
32 inadequate schools; teachers who have had insufficient training; a shortage of teachers, particularly women; lack
33 of a standard curriculum; and a legislative and policy framework on education that is still in development.
34 The vision should be the transformation of traditional systems into "Smart Education Systems" in place of the
35 traditional ones that develop an integrated high-quality learning opportunities in all areas of students' lives, at
36 school, college, home, and in the community.

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

3 INTRODUCTION A) EDUCATIONAL SITUATION IN SOUTH SUDAN

43 2 I.

44 3 Introduction a) Educational Situation in South Sudan

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

55 Most educational institutes saw education as the key to creating and sustaining the societies. They advocate
56 education would be holistic, including facts, skills, physical discipline, music, and art, which they consider the
57 highest form of education. Therefore, the reform of education system develops, shares, and acts on knowledge
58 that improves the conditions and, especially in South Sudan, the rural and urban communities. Education poses
59 a colossal challenge in South Sudan's future development. More than 4 million children, equivalent to half of
60 the primary school-aged children, don't enjoy the right to education in South Sudan South Sudan. There are
61 also marked regional disparities throughout the country. According to Save the Children, in the northern and
62 central states, schools enrolment rates exceed 80%. Large gender gaps are apparent throughout the country.
63 With a 16% female literacy rate, [1] South Sudan ranks lowest in the world. Two-thirds of the approximately
64 two million illiterate South Sudanese are women or girls are more likely to die in pregnancy or during childbirth
65 than to graduate from primary school. [6] In 2005, the female: male enrolment rate in primary school was
66 35:100. Education has a crucial role to play in the progress of nations.

67 In the year's post-2015, the Government of the Republic of South Sudan (GRSS) has put in place a set of
68 priorities, which will continue to improve the quality of primary education and increase access for all, particularly
69 the most vulnerable [2]. Girls are the priority group for the Ministry of Education, Science, and Technology
70 (MoEST) going forward. The MoEST will focus on girls by providing boarding schools for those who cannot
71 easily access education facilities, providing M learning materials, and strengthening to educational governing
72 bodies and parent-teacher associations. The MoEST prissily emphases on increasing the provision of education
73 materials, including textbooks. Until 2015, there has been little emphasis put on the transition from primary
74 to secondary institutions as a result of the nationally low provision of secondary school. By 2017, the end of
75 the current Girls Education Support Programs (GESP), the GRSS aims to increase the primary Net Enrollment
76 Rate (NER) to 63%, Gross Enrollment Rate (GER) to 92%. Universal Primary Enrolment (UPE) Education
77 situation in South Sudan should be met by the year 2022, barring any foremost crisis or conflict. There is neither
78 method, instrument nor other tool leading to national progress and prosperity but education. It creates eructated
79 generation and evolves new ways and means of reforms at all levels. Basically, by increasing the number of schools,
80 colleges, and universities, or by introducing new approaches of teaching and knowing about the relevance of syllabi
81 and curricula for the present generation, education is must at every corner of the country. To evaluate the reform
82 and development of human resources, skills, motivation plus knowledge due to edification, one need a yardstick to
83 evaluate the reform system, the product of coaching. The planning and implementation of informative curriculum
84 are called transformation and evaluation. Modification in building scholastic programs helps us to evaluate the
85 achievements in nation development. Reform is necessary to improve upon the effectiveness of the present
86 program. The student's progress in learning can be known only by evaluation and reform. That helps planners,
87 administrator, and researchers. It helps us to discriminate how efficacious the process of education is in achieving
88 the desired product, and in shaping, revising and replacing educational programmes to accomplish better results.
89 [3] The quality of basic indoctrination throughout South Sudan is underprivileged and is a contributing factor to
90 low enrolment and retention rates and low levels of achievement. In the federal system, only half of the 120,000
91 schoolteachers have received any form of teacher training.

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

100 Despite these many roadblocks, impressive gains in education have achieved since 2005. With United States
101 Agency for International Development (USAID) assistance, primary school enrolment in South Sudan has
102 increased from approximately 300,000 students in 2000 to 1.4 million in 2012. USAID has supported the
103 construction or rehabilitation of 140 primary schools and five secondary schools. To improve teachers' skills,
104 the Agency helped to rehabilitate four regional teacher training institutes and is encouraging women to become

105 teachers. To address lower literacy and school attendance among girls, USAID has awarded over 9,000 scholarships
106 in the past five years to girls and disadvantaged boys who are unable to pay school fees to complete secondary
107 school.

108 **4 b) South Sudanese Education**

109 Across South Sudan, youth have the least accessible primary education system in the world with 22% of school-
110 age (7-14) children attending school. Today, a mere one in six children in South Sudan can read. In 2004, only
111 2.3 percent of students completed primary school. These statistics are even more daunting among females. [5]
112 Only 11% of girls have access to primary education, and only 5% of girls are complete eighth grade. Of the
113 children that do go to school, 80% have no seat to sit on. These statistics make it not surprising that South
114 Sudan has an adult literacy level of 24%, and 93% of available teachers are untrained. 1/3 of existing permanent
115 schools have no toilet, while 1/2 have no water facility. Out of the 1600 schools for 1.6 million children, less than
116 10% are perpetual, 45% are imparted under trees, and the remaining are grasshatched huts.

117 **5 II. Educational Degradation Statistics**

118 of South Sudan [6] ? Adult literacy rate is 24%

119 **6 a) History of Education in South Sudan**

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

132 **7 b) Development of Education in South Sudan**

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

143 **8 c) The Challenges Facing Education in South Sudan**

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

156 **9 III.**

157 **10 General Challenges**

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

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

176 **11 Table 1 Source: GRSS, EMIS, National Statistical Booklet
177 2011**

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

185 **12 a) Additional challenges for girls**

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

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

207 **13 b) Teachers Need Teaching**

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

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

222 **14 c) A Lack of Books**

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

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

232 **15 d) Make the curriculum Dynamic not strict**

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

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

257 **16 e) Teacher Training Programs**

258 The government in South Sudan must announced a training initiative for teachers to enable them to become
259 better qualified for the job. The program is organized by SSTEP, (South Sudan Teacher Education Program)
260 (SSTEP) and teachers throughout the region took part because they understand how important a good education
261 is. Other factors come into play, however, such as low pay and not enough textbooks, making the training an
262 uphill struggle. Conditions need to improve so that teachers and students have a better experience in schools.
263 At BANNA, South Sudanese students benefit from the scholarships that are presented to them. If these students
264 can return to South Sudan in the future, armed with the solid skills to promote economic development and
265 improved education, the tide will assuredly turn. Students benefit from a quality education through the financial
266 initiative, providing them with valuable skills in mathematics, literacy and life sciences that they would not learn
267 in such depth in South Sudan's current education climate. The more specialized areas of molecular biology and
268 biotechnology are growing in popularity as fields of study, and through scholarships, students can learn these
269 subjects in depth and implement what they learn when they return to South Sudan.

270 **17 f) Promote the Private School Culture**

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

280 **18 IV. Industry Interaction Employment**

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

292 **19 a) Use the Power of the Alumni**

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

299 **20 b) Public awareness programs**

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

307 **21 c) Social Environment**

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

313 **22 d) Involvement of Beneficiaries**

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

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321 It is very imperative that people must realize their social responsibility and put their respective efforts
322 to improve the literacy rate of South Sudan. Taking small steps can make gigantic changes you can teach
323 underprivileged children, you can take responsibility or bear expenses of neglected child and many efforts can be

324 put by you, if you generously want to implement. The free calls can be used to encourage people to understand
325 their social responsibility and act vice versa.

326 **24 f) Role of Government to Promote Educational Culture**

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

338 V.

339 **25 Conclusion**

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

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

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

355 **26 Acronyms & Abbreviations**

?

? 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

Figure 1:

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

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%

Figure 2:

357 [3. EDUCATION FOR ALL (EFA) REVIEW REPORT 2015 Republic of South Sudan Ministry of Education GRSS Ministry of
358 '3. EDUCATION FOR ALL (EFA) REVIEW REPORT 2015 Republic of South Sudan Ministry of Education'.
359 *GRSS Ministry of General Education and Instruction*, 2016. 2012/13 -2016/17. Science and Technology
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