



COUNTRY FACT SHEETS

SOUTH SUDAN EDUCATION

<p>Education Overview</p>	<ul style="list-style-type: none"> ✓ Primary and Secondary Education <ul style="list-style-type: none"> • Basic education is free and compulsory in South Sudan (General Education Act 2012) • Language of Instruction: English (General Education Act, 2012) from primary 4 to University • School Year: February - December • Number of Schools: - Primary 3,639; Secondary 249 • 70% primary schools are government-owned ✓ Scholars Abroad <p>According to Kuyok Abol Kuyok, associate professor in the College of Education at the University of Juba, South Sudan, there are more than 20,000 South Sudanese university students studying abroad are more than the population of university students inside the country. The vast majority of these students are found in the Sudan, Egypt, Kenya, Uganda and Ethiopia. Also, a sizeable number are also studying in South Africa, Botswana and Zimbabwe.</p> ✓ Literacy 27% (40 of males, 16% females) (2009) ✓ Education Expenditure 1.8% of GDP, 28th globally (2016) ✓ Teacher: Pupil Ratio, Primary School 50:1 (2016) ✓ Teacher: Pupil Ratio, Secondary School 50:1 (2016) ✓ Teacher Training: 47% Primary school teachers trained; 57% secondary school teachers trained ✓ Teacher Gender Composition: 12% Female; 88% Male (MoGEI, 2011) ✓ Languages
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	English (official), 64 indigenous languages, all designated as National Languages
School System	<p>✓ National Curriculum</p> <p>Provision of education in the Republic of South Sudan falls under two Ministries. There is the Ministry of General Education and Instruction (MoGEI) responsible for primary, secondary, vocational and teacher education. Then Ministry of Higher Education Science and Technology (MoHEST) responsible for higher education institution.</p> <ul style="list-style-type: none"> • Primary Education lasts eight years P1-P8 • Secondary Education lasts four years S1-S4 • University lasts four years for liberal arts <p>Pre-primary education: is characterized by a theoretical entrance age of 3 and duration of three years. The objective of this programme is to contribute to children’s physical, cognitive, emotional, and social development, and to prepare them for primary school.</p> <p>Primary education: generally starts at age 6 and lasts for eight years. At the end of the cycle, pupils are required to pass the Primary Leaving Exam (PLE) to proceed to secondary education. According to the General Education Act of 2012, ‘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 and disability’.</p> <p>Secondary education: lasts four years under the new South Sudanese curriculum. It is validated by the Secondary School Certificate which is required to enter tertiary education.</p> <p>Tertiary education: consists of:</p> <p>(i) Universities leading to either a diploma or a bachelor’s or master’s degree; and (ii) Teacher training institutes (TTIs), which lead to a teacher training certificate.</p> <p>The alternative education system: (AES) offers a variety of learning programmes targeted at children and adults who have either never attended formal education or who attended school but dropped out early. AES flagship programmes include the Accelerated Learning Programme (ALP) and the Community-based Girls Schools (CGS). They consist of non-formal, fast-track, basic education programmes aimed at enabling teenagers and young adults to acquire formal education.</p> <p>Other programmes include the Basic Adult Literacy Programme (BALP) aimed at youth and adults, the Intensive English Course (IEC), which facilitates transition from Arabic to English instruction, and the Pastoralist Education Programme (PEP), which is based on flexible mobile schools.</p> <p>Technical and vocational education and training: (TVET) offers a variety of programmes and certificates at post-primary level, usually targeting older youth.</p>

- The South Sudan system is exam-based, with performance on the national primary school leaving exam (SSCPE) determining the quality of secondary school for which a student qualifies, and performance on the national South Sudan school leaving exam (SSCSE) determining much of a student's future.

✓ **Cost of Schools**

Education is not a priority in terms of government spending, despite a good level of domestic resource mobilization. Since independence, the share of education spending has remained stable at around 5% of recurrent expenditures, far from the national benchmark of 15% (and 10% for general education) and the international benchmark of 20% (related to recurrent expenditures only). Such low levels are a consequence of the difficult conditions characterizing the birth of South Sudan – following decades of war with neighbouring and former parent country Sudan – which made high spending on security an imperative, a trend that has continued to this day.

Cost and financing

Capital spending is very low at less than 4% of total education expenditure, resulting in inadequate resources to make badly needed improvements to school infrastructure.

Development aid plays an important role in supporting education efforts, providing one-third of total education expenditures in 2014/2015. However, education has not received significant attention from donors, accounting for only 12% of development aid.

Education is not a priority for humanitarian funding either. Indeed, education receives only 3% of all humanitarian funding, below the 4% international benchmark.

This low level of education resources and the recent and rapid deterioration in the macroeconomic and social situation jeopardizes past investments in the education sector and represents a major threat to its future development, not to mention the future development of the country. This situation calls for the urgent mobilization of additional resources from both domestic and international sources.

The primary sector receives more attention absorbing 59% of recurrent expenditures in 2013/2014. However, there is a need for a better balance between higher education (which absorbed 26% of resources in 2013/2014) and other levels of education.

The pre-primary, AES, and TVET sub-sectors are suffering from neglect despite their demonstrated contribution to readiness to study (pre-primary) and learning to work among children and youth (TVET and AES)

Unit costs at primary level are low at SSP261, representing 7% of GDP per capita, much below comparable countries. This is mainly due to low primary teacher

	<p>salaries at 2.1 times the value of GDP per capita in 2013/2014. There is an urgent need to increase the salary of primary school teachers in view of rapidly deteriorating standards of living among teachers and consequently high turnover. The low unit cost for school operation is also worrisome, as this could further harm the quality of teaching and learning. However, the introduction of the school capitation grant in 2014 could remedy this issue.</p> <p>Unit costs are much higher at secondary level at SSP1,438 or 5.5 times the unit cost for primary. This can be explained by a combination of higher teachers' salaries (SSP14,461 per annum compared with SSP7,622 for primary teachers), a low pupil–teacher (on payroll) ratio (16 compared with 56 in primary), and a large number of non-teaching staff (one non-teaching staff member for every 34 students compared with 363 pupils in primary schools).</p> <p>✓ Higher education provision</p> <p>Closure of South Sudan's university campuses in Sudan following South Sudan's independence in 2011 has negatively affected enrolment in public high learning institutions (HLIs), resulting in a continuing fall in student enrolment from 23,000 in 2009 to 16,500 in 2012 to 6,500 in 2015.</p> <p>The outbreak of conflict in December 2013 resulted in massive disruption to the sector, with the University of Upper Nile transferred to Juba. Public universities lost students in huge numbers, many of whom seemed to favour private institutions. It is also believed that a large number of students decided to study abroad in neighbouring countries.</p> <p>In 2015, public universities were working at 60% of capacity, with more than 4,000 vacant places, according to MoHEST admission records. In 2015, three-quarters of public students were enrolled in undergraduate programmes (4,877 students). The remaining 1,585 (25%) were enrolled in graduate programmes.</p> <p>Female enrolment accounted for 22% of total enrolment in public universities and 28% in private institutions in 2015. In 2015, a majority of students enrolled in public universities (41%) registered in social sciences and related studies, while 14% of students registered for courses in agriculture, and 11% registered in health and welfare. Science and technology courses attracted a limited number of students, with only 11% of total enrolees (688 students) taking part.</p> <p>Female students tended to enrol in courses on humanities, art, social sciences, and health and welfare. In 2015, education courses attracted barely 380 students, a low number given the high demand for teachers.</p>
<p>Issues with the Education System</p>	<p>❖ Fundamental factors limiting progress</p> <p>In spite of the efforts of MoGEI and partners, the learning and teaching environment is an important aspect of quality, and is particularly poor in South Sudan due to the following factors:</p> <p>✓ Lack of trained teachers: South Sudan is estimated to be having 30,000 teachers; out of this number about 70% of these teachers are untrained</p>

and close to 46% are primary school dropouts themselves. There is no national accreditation and certification system based on agreed national standards for all training regimes. Instead, each TTI sets its own certificate, accredited by the University of Juba. This further weakens the training system, while potentially harming teachers who are perceived as 'not professional'. Current TTI entry requirements also prevent candidates who have not graduated from S4 from joining. This is worrisome, as there are currently very few opportunities for unqualified and untrained teachers to obtain S4, and thus access adequate forms of teacher training.

- ✓ **On average, more than one-third of primary schools consist of tent, 'roof', or open-air classrooms.** This is a major challenge since schools located in structures that cannot withstand rain might not be conducive to proper learning, and are unlikely to function for the whole school year, potentially leading to significant loss of school instruction time, a major element in learning outcomes.
- ✓ **The majority of schools lack basic facilities and learning equipment.** The majority of schools in South Sudan lack basic facilities such as water, playgrounds, fences, and health centres. The situation is better in secondary schools, but is especially poor in primary schools. There is large variation between states, but the data show no clear correlation with risk level. This may be because EMIS coverage for GUPN states is very low, so the data may not reflect the actual situation. There is also a lack of basic learning equipment such as chalk, desks, and chairs in many South Sudanese schools, and very few schools have libraries.
- ✓ **Although malnutrition is widespread,** school meals do not seem to target the areas most affected. Malnutrition, food shortages, and hunger are widespread in South Sudan, and school meals are important. School meals are offered in 18% of primary schools and 14% of secondary, but there is no clear correlation between school meals and malnutrition.
- ✓ **Language of instruction is a big challenge.** South Sudan has a very large number of national languages. The aim is to use a national language of instruction for the first three grades of primary, since children learn better if they are taught in their mother tongue, then switch to English as the formal language of instruction for higher grades. However, there is a lack of teaching materials in national languages and inadequate teacher capacity. Indeed, very few teachers adequately master English, with many coming from an Arabic background, limiting their ability to teach well in the former language. Majority of the teachers in northern states are Arabic background and hence can hardly instruct in English Language.
- ✓ **Instruction is primarily teacher-centred.** The new South Sudanese curriculum emphasizes the importance of active student participation. However, in practice, instruction is mainly teacher-centred with very little student activity. The underlying reasons for this situation may be large classes and poor teacher training. Indeed, many teachers lack the requisite pedagogical skills and training opportunities. In spite of this,

most children show positive attitudes to learning, but fear punishments and fighting at school.

✓ **Not all schools offer the required teaching time.** 19% of primary schools and 16% of secondary schools operate for less than the required 10 months each year. Losing a month per year means that over eight years of primary education a student will lose almost an entire school year. Teaching time is further impacted by school closures, and teacher and student absenteeism, which can account for 10% of lost school days. Cumulatively, a child can miss one-third of school as a result of late school starts, school closures, and teacher and student absenteeism, a situation detrimental to proper learning.

✓ **Multiple challenges with school inspection make it difficult to properly monitor quality.** South Sudan has an established system for school inspection and supervision, performed by county and payam officials in accordance with national guidelines. However, in reality, inspection and supervision is often not performed according to standards due to economic constraints, difficulties with transport, lack of competent personnel and, in some areas, insecurity.

✓ **The share of female teachers is very small and almost non-existent in certain states.** Analysis of the share of female teachers by state for primary, secondary, and AES, in 2015, shows that Lakes, Warrap, Northern Bahr el Ghazal, Jonglei, and Unity record the lowest shares of female teachers, while Central Equatoria reports the highest share, across all sectors. State disparities in the share of female teachers is a reflection of state disparities in girls' school enrolment. Indeed, the limited number of girls in the schooling system (i.e. the potential pool) leads to a limited number of females in the teaching force. In addition, cultural constraints towards females entering the labour force are also at play, further limiting the number of female teachers in certain states.

✓ **Insecurity may be a major underlying factor.** Volunteers and part-timers make up around half of the teaching force at primary level and two-thirds of the AES in the riskiest areas, compared with one-third in the lowest risk areas. These disparities highlight the difficulty of attracting and retaining permanent teachers in risk-prone areas.

✓ **Salary Structure is unattractive for teachers.** Overall, the salary structure is unappealing and is skewed toward lower grades and quite flat. While professional and salary mobility have remained unchanged since 2007 with currently a teacher earning \$2 a month. Salary scales are not linked to training, experience or performance, and are not uniform across states (some are linked to the payment of subsidies, such as the chalk allowance, or the provision of top-up salaries), which could potentially act as a de-motivating force and fuel resentment and frustration.

✓ **Measuring Learning outcomes**

Assessment of learning outcomes in South Sudan is based on a national exams at the primary and secondary levels. As yet, there is no systematic

	<p>early literacy and numeracy assessment system to help adequately monitor quality of learning and set up early remedial measures. Examination results are positive: 81% of students passed the primary leaving exam and 74% passed the secondary leaving exam in 2014. Very few children in South Sudan reach the end of each cycle, making those who do so a somewhat biased population, which could explain the positive results observed. However, discrepancies between the results observed and the learning assessment raise the question of what is been really measured in national examinations, given the relatively good level of pass rates recorded.</p> <p>Based on a sample learning assessment, students may not be learning the basics of literacy and numeracy. Sample-based literacy and numeracy assessments in P5, P8, and S2 show that the average levels of literacy and numeracy are very weak compared with test standards. Since the dropout rate is also very high, this indicates that a large number of students leave school without the minimum literacy and numeracy skills.</p>
Academic Calendar	MoGEI of Education releases the academic calendar for primary and secondary schools annually as most of the schools follow the national curriculum. It is mainly limited to the institutions that follow the national curriculum.
SAT Test Centers	South Sudan doesn't have any SAT Test Centers
ACT Test Centers	South Sudan doesn't have any SAT Test Centers
IELTS/TOEFL:	TOEFL Tests are taken at the University of Juba. IELTS are either taken in Uganda or Kenya
Best Time to Visit Schools	February to mid April between 9am to 12:30pm
Contacts	David Masua, Windle Trust International (WTI), david@windle.org.uk Ador Riak, National Education Coalition (NEC), adorr86@gmail.com

Sources:

Girls Education South Sudan: <http://girlseducationsouthsudan.org/>

MoEST, 2008–2015; OCHA 2015 risk index

South Sudan Education Statistics:

https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/emis_2016_-_statistics_booklet_-_2017-02.pdf

South Sudan Education Act 2012:

http://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/general_education_act_2012.pdf