

NATIONAL EDUCATION CENSUS REPORT 2021



FOREWORD

On behalf of the Ministry of General Education and Instruction (MoGEI), I am delighted to present ***The Summary of the National Education Statistics Booklet, 2021***, of the Republic of South Sudan (RSS). It is the 12th in a series of publications initiated in 2006, with interruptions in 2014, 2017, 2019 and 2020 when census did not take place. The 2021 EC managed to cover more than 90% of the schools in South Sudan with challenge presented in the areas that are currently affected by conflict. It is the second time that the exercise is wholly carried out and managed by MoGEI through EMIS. The first time was in 2018. It is however the first time for the exercise to be carried out using electronic devices to speed up the data capture exercise. The data was captured in the cloud as the data collection exercise was ongoing. This approach has been very productive and has significantly enhanced the quality of data collected. It shall be maintained in the future EC exercises. Though there was a delay in the completion of the data collection process, the analysis and report production phases of the EC exercise took a shorter time. The report is now ready for public use.

The purpose of the report is to provide a detailed compilation of statistical information covering key indicators of South Sudan's education sector, from ECDE to Higher Education (TTI and TVET). It reports the results of the data gathered from the Education Census (EC) carried out by the Data and Statistics Unit (DSU) of the Directorate of Planning and Budgeting of the MoGEI, which operates the Education Management Information System (EMIS), in collaboration with State Ministries of General Education and Instruction (SMoGEI).

In order to plan and manage our education system effectively, South Sudan needs reliable and credible data. We need information about how the system is developing and changing over time, how learning outcomes and gender disparities vary across the country and how South Sudan compares vis-à-vis its neighbours or countries facing similar socio-economic situations. The *General Education Act, 2012*, makes specific provisions in this regard:

Section 8 (1): The National Ministry of General Education shall exercise and carry out the following roles and functions: (O) Conduct educational research to determine the quality of education system in South Sudan and use the results of such research findings for planning purposes.

EMIS provides systematic and quality information to education stakeholders about the status of the education system as a whole and the learning outcomes in the country and in so doing, assists the Government of South Sudan (GoSS) to identify education needs and priorities and to design appropriate interventions. EMIS also assists the Ministry and other relevant agencies by providing critical information to monitor our performance against the key indicators of the Education for All (EFA) and the Sustainable Development Goals 4 (SDGs). Enrolment and intake rates, student-teacher ratios, gender parity and access to learning materials, classroom, among other data, can help the government and development agencies to identify where to most effectively allocate limited resources in the face of competing priorities.

This publication would not have been possible without the cooperation and support from the SMoGEI, County and Payam Education Offices and all the schools, centres, institutions, colleges, and universities across the RSS. I want to seize this opportunity to commend the dedication, hard work and professionalism of the EMIS team and State Focal Points, County Education Directors, Payam Education Supervisors, County Education Inspectors and Head Teachers, who were crucial in increasing the education census coverage and in assuring the quality of the information gathered. We also thank our partners, especially the Global Partnership for Education (GPE), UNICEF and the individual consultants as well as data collection personnels including in the hard-to-reach areas for their continuous support in improving South Sudan's EMIS.

Sincerely,



Awut Deng Acuil
Minister of General Education and Instruction

Contact Information

www.goss.org

© Ministry of General Education & Instruction 2021

Photo Courtesy of Peter Deng Bior, the MoGEI journalist based at the Ministry of General Education and Instructions. This publication may be used as a part or as a whole, provided that the MoGEI (EMIS) is acknowledged as the source of information. The map used in this document is not the official maps of the Republic of South Sudan and are for illustrative purposes only.

This publication has been produced with financial assistance from the Global Partnership for Education (GPE) and technical assistance from two individual consultants contracted by MOGEI.

Soft copies of the complete National and State Education Statistic Booklets, along with the EMIS baseline list of schools and related documents, can be accessed and downloaded at: www.mogei.gov.ss

For inquiries or requests, please use the following contact information:

- George Mogga / Director General of Planning and Budgeting / MoGEI mgeorgebenjamin@yahoo.com
- Victor Dut Chol / Director for Research and Policy Development /MoGEI cholvict@gmail.com
- Giir Mabior Cyerdit / Deputy Director for Data & Statistics/EMIS Manager/MoGEI giirabun@gmail.com or gjiirmabior@mogei.gov.ss
- Data & Statistics Unit / MoGEI emissouthsudan@gmail.com

TABLE OF CONTENTS

| | |
|--|----|
| FOREWORD | 2 |
| TABLE OF CONTENTS | 4 |
| EDUCATION CENSUS SUMMARY DATA ON KEY INDICATORS | 6 |
| 1.0 Introduction | 6 |
| 2.0 Schools | 4 |
| 3.0 Students (Enrollment) | 11 |
| 3.0 Teachers | 20 |
| 4.0 Classrooms | 24 |
| 5.0 School facilities | 26 |

ACRONYMS

| | |
|---------------|--|
| AA | Administrative Area |
| AEC | Annual Education Census |
| AET | Africa Education Trust |
| AES | Alternative Education System |
| ALP | Accelerated Learning Programme |
| CED | County Education Director |
| CGS | Community Girls School |
| CPA | Comprehensive Peace Agreement |
| DSU | Data and Statistics Unit |
| ECDE | Early Childhood Development and Education (previously referred to as Pre-Primary or PPR) |
| EFA | Education for All |
| EMIS | Education Management Information System |
| EU | European Union |
| FHI360 | Family Health International 360 |
| GER | Gross Enrolment Rate |
| GIR | Gross Intake Rate |
| GPE | Global Partnership for Education |
| GPI | Gender Parity Index |
| GUN | Greater Upper Nile |
| MoGEI | Ministry of General Education & Instruction |
| NBS | National Bureau of Statistics |
| NER | Net Enrolment Rate |
| NIR | Net Intake Rate |
| PCR | Pupil-Classroom Ratio |
| PRI | Primary |
| PTR | Pupil -Teacher Ratio (also known as the Student-Teacher Ratio [STR]) |
| PTextR | Student-Textbook Ratio |
| RALS | Rapid Assessment of Learning Spaces |
| RSS | Republic of South Sudan |
| SBEP | Sudan Basic Education Programme |
| SDGs | Sustainable Development Goals |
| SEC | Secondary |
| SMC | School Management Committee |
| SMoE | State Ministry of Education |
| SoE | Secretariat of Education |
| SPLM | Sudan People's Liberation Movement |
| SSSAMS | South Sudan School Attendance Monitoring System |
| TTI | Teacher Training Institute |
| TVET | Technical Vocational Education and Training |
| UIS | UNESCO Institute of Statistics |
| UNI | University |
| UNICEF | United Nations International Children's Education Fund |
| USAID | United States Agency for International Development |

EDUCATION CENSUS SUMMARY DATA ON KEY INDICATORS

1.0 Introduction

This report presents a comprehensive view of the education situation in South Sudan focusing on the key indicators. The statistics are presented with the aim of displaying the situation of education provision in the country. Here, there is a presentation of the summary indicators. There is, however, a detailed statistical booklet that has more education statistical information that can be utilized for decision making and planning purposes.

Data collection was carried out from December 2021 to April 2022. After the data collection, the analysis of data collected and production of the census report were the subsequent activities. In this year's census, 10 states plus three (3) administrative areas [10 (plus 3) states] were covered. This was a significant shift from the 32 (plus one) states that were covered in the last census that was conducted in 2018. Due to the change in the frequency of data collection leading to production of the education census report, the name of the activity had to change from "**Annual Education Census (AEC)**" to "**Education Census (EC)**". This is the name used in the 2021 Census Report.

For the first time in the history of EMIS, data relating to education census was collected using the online system. The questionnaires were electronically loaded into the Tablets and they were used by the enumerators. After every stage of data collection, the data collected was uploaded to the online server (Kobo Humanitarian). This new way of data collection reduced the time of data collection and data capturing from the field because the data was automatically captured into the online system as soon as it was uploaded.

Limitations

Though there was a use of the online system to collect and capture data, challenges of internet coverage, battery life of some Tablets and slow data collection in the hard-to-reach areas could not be avoided. Because of this, a number of enumerators had to upload their data after reporting back to Juba. The delay in the data collection process was therefore associated with the time taken to upload data into the online system and delay in starting the data collection in the hard-to-reach areas because it was initially thought that hard-to-reach areas were going to be covered by partners but no partners offered to do it and thereafter MoGEI and SMOGEI sent their staff after many months from the starting of the census in the normal areas. This further delayed the report preparation and publication of the summary report. The education census report will also bear some limitations due to limited or no information obtained from the conflict affected areas, especially, **Nagero, Tambura and some parts of Nzara** counties of Western Equatoria State. There was also some technical mistake where the data for **Ulang and Nasir** counties of Upper Nile State was accidentally deleted and the tablet was formatted making it impossible to recover lost data. Although there a supplementary on desk collected information, it will not be comprehensive enough compare to what was physically collected in other areas of the country. The specific ages data which is used for calculating **Net Intake Rates** (NIR) was not included in the tools during the census preparation and therefore EMIS team was not able to calculate the NIR this year. **The EMIS team has picked lessons from all the limitations encountered during the 2021 AEC exercise and they shall use them to ensure that the future data collection is better than what was experienced in 2021 education census.**

Experience from previous Education Census activities carried out

EMIS in the RSS has come a long way. During the decades of conflict in South Sudan, the Sudan People's Liberation Movement (SPLM) authorities together with development partners on the ground did not forget education, which was managed by the **Secretariat of Education (SoE)**. In 1998, UNICEF, in collaboration with the SoE, contracted the African Education Trust (AET) to collect and compile data on primary education in rebel-held areas. Data was analysed and documented in a booklet entitled Schools Baseline Assessment (SBA) released in 2002.

After the signing of the Comprehensive Peace Agreement (CPA) in 2005, the SoE decided to expand the programme and initiated the first collection of EMIS raw data in 2005, thanks to the support of the Sudan Basic Education Programme (SBEP) funded by the United States Agency for International Development (USAID). In 2006, additional baseline data was collected through the Rapid Assessment of Learning Spaces (RALS). From 2006 to 2013, EMIS activities were supported by UNICEF through funding from various donors, with contribution from the government, and technically assisted by AED and FHI360.

From 2014, EMIS activities have been funded by the EU and then GPE, managed by UNICEF, and Altai Consulting has been providing technical assistance with a key focus on decentralisation, ownership, and sustainability. Although no census was done in 2014 as a result of delays in resource mobilisation, a comprehensive baseline exercise was conducted in October 2014 to prepare for the 2015 census. The exercise consisted of assembling as complete a list of schools as possible from a variety of sources and verified through a combination of methods, including ground verification of 993 schools for which the data available needed to be confirmed.

Data collection for the 2015 census was completed between February and April 2015 across 7 states, with involvement of more than 6,000 Head Teachers. This was followed by data entry from April to June 2015, including the verification of about 7,500 questionnaires and decentralised data entry centres in Central Equatoria and Western Bahr el Ghazal states. Between June and September 2015, for the first time, data analysis was performed by the EMIS team in South Sudan.

The 2016 census was completed between May and December 2016 throughout 2 phases of fieldwork, reaching 18 of 29 states (including Abyei AA), covering 4,950 individual schools and continuingly seeking to empower state authorities as much as possible. Data was verified as it came back from the field, entered in January 2017 and analysed in February 2017.

As there was no AEC conducted in 2017, the 2018 AEC was initiated with a focus to cover all the states in South Sudan. The planning for the 2018 census started in February 2018. However, the data collection didn't take place until November 2018. The data collection was completed between November 2018 and January 2019. The data was collected from all the 10 former states (33 new states). The data entry exercise was carried out between February and April 2019. Between April 2019 and July 2019, data cleaning exercise took place as a result of the inconsistencies established in the data provided for analysis. The actual analysis commenced in late July and by August 2019, the first draft of the AEC 2018 was issued for review. The second draft was issued in October 2019. This second draft was updated to include a correct list of counties that belong to the different states of South Sudan. Activities of validation of the draft report as well as publication of the final report followed thereafter.

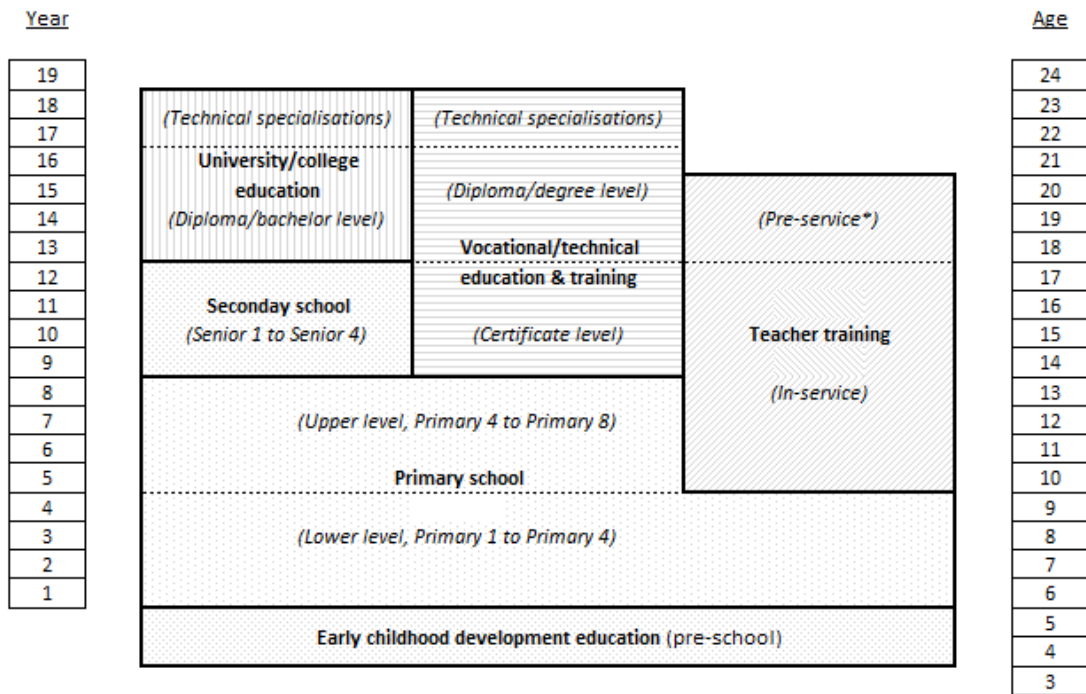
About the MoGEI

In the RSS, the majority of adults and children have not had the opportunity to attend school due to decades of civil war. During that time, the development of basic services was non-existent and accessing infrastructure was difficult. As a strategy to achieving its mission, the MoGEI constructed a system of formal and Alternative Education Systems (AES).

The formal education ladder is an 8-4-4 system—that is, 8 years of primary education, 4 years of secondary education, and 4 years of higher education.¹ AES consist of 7 different programmes, including Accelerated Learning Programme (ALP) and Community Girls School (CGS), and offers flexible entry and exit points for children, youth and adults. Teacher Training Institutes (TTI), through their in-service and pre-service training, help populate the teaching workforce. The Technical, Vocational Education and Training (TVET) prepares students with practical and applicable skills that will lead to employment via various programmes that range in length from months to years.

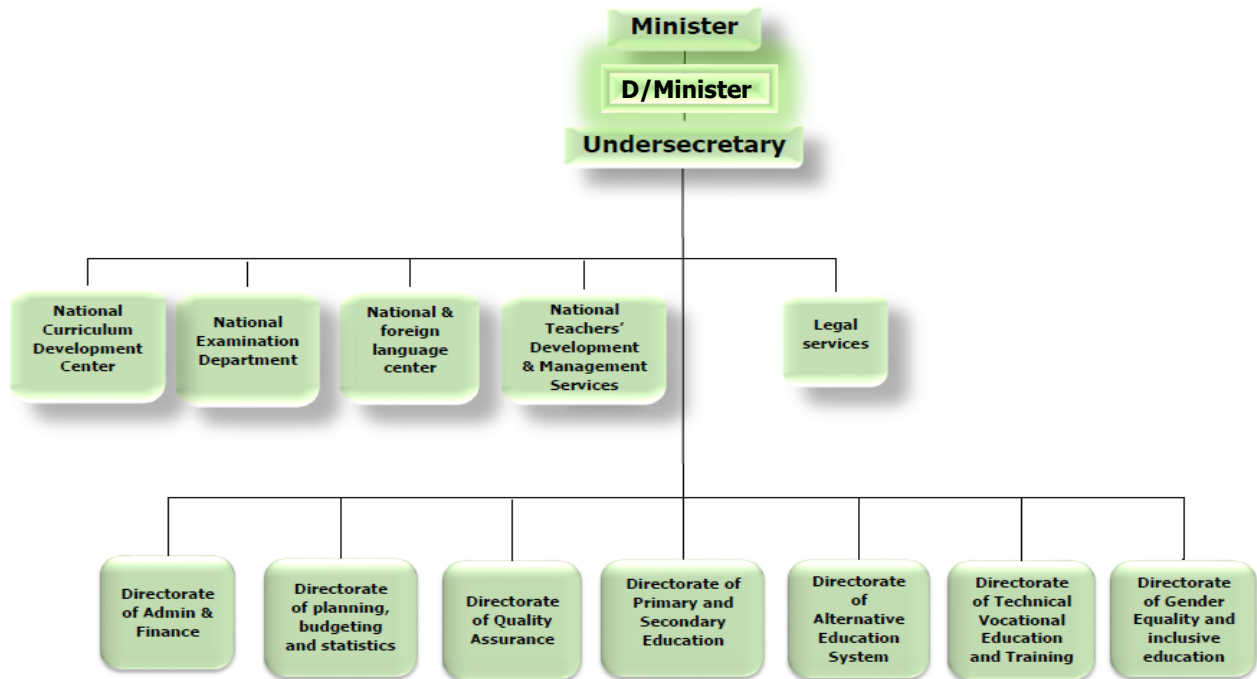
¹ Some university degrees take longer than 4 years, including medicine, engineering, and other technical specialisations.

Figure 1: RSS education ladder 2021



* Pre-service teacher training lasts three (3) years for P8 leavers and two (2) years for secondary leavers

Figure 2: Structure of the MoGEI, 2021



DEFINITIONS

1.1. Indicator Used to Measure Coverage

Coverage rate refers to the percentage of “known” schools reached out to and accounted for in the AEC. For instance, a coverage rate of 90% means 90% of known schools received the AEC questionnaire, responded, and the completed questionnaire was entered into the EMIS database. “Known” schools include schools for which a reference exists in the database, a questionnaire was printed, and attempted to be delivered. Among these, “missing” schools did not return a questionnaire to the DSU, either because the school was not operational or because the school simply did not or could not return the questionnaire (for logistical or security reasons for example). Schools that confirmed they were out of operation were not included in coverage rate calculations, as well as schools yet to be identified and entered into the EMIS database. The AEC exercise discovers and registers with a unique EMIS code new schools each year. In 2018, the overall coverage rate against the updated 2016 baseline was 98%.

1.2. Indicators Used to Measure Access

Gross Enrolment Rate (GER) is used to show the general level of participation in a given level of education. A GER value of 100% indicates that a country is, in principle, able to accommodate all of its school-aged population. The “official school-age” for Primary education in South Sudan is 6-13, and Secondary education 14-17. The formulas for Primary GER and Secondary GER are:

$$\text{Primary GER} = \frac{\text{Total number of students of all ages in Primary school}}{\text{Population of ages 6-13 children}} \times 100\%$$

$$\text{Secondary GER} = \frac{\text{Total number of students of all ages in Secondary school}}{\text{Population of ages 14-17 children}} \times 100\%$$

Gross Intake Rate (GIR) indicates the general level of access to primary education. It also indicates the capacity of the education system to provide access to P1 for the official school entrance age population. This rate can be over 100%, when the number of over-aged and under-aged children in P1 is excessive, relative to the children of the right age of admission. The "official Primary school entrance age" in South Sudan is age 6. The formula for GIR is:

$$\text{GIR} = \frac{\text{Total number of new entrants of all ages in P1}}{\text{Population of all age 6 children}} \times 100\%$$

New Entrants refer to new students of any age entering P1 for the first time in a school year. Entrants include students who have attended school elsewhere but are beginning P1 in a new school. Students who have left school but returned to school in P1 are also considered new entrants. Students attending P1 at the same school since the previous year are NOT new entrants; they are considered "repeaters" (further defined below).

Net Enrolment Rate (NER) shows the proportion of children of school age who are enrolled in school. NER applies only to children of official school age. NER below 100% provides a measure of school age children who are not enrolled in school. As NER only accounts for students of "official school-age," NER is always less than or equal to GER. The "official school-age" for Primary education in South Sudan is 6-13, and Secondary education 14-17. The formulas for primary NER and secondary NER are:

$$\text{Primary NER} = \frac{\text{Total number of students in school of ages 6-13}}{\text{Population of ages 6-13 children}} \times 100\%$$

$$\text{Secondary NER} = \frac{\text{Total number of students in school of ages 14-17}}{\text{Population of ages 14-17 children}} \times 100\%$$

Net Intake Rate (NIR) shows the level of access to Primary education of the eligible population of those with a Primary school-entrance age. A high NIR indicates a high degree of access to Primary education for children of the official Primary school entrance age. For countries wanting to achieve the goal of universal Primary education, a NIR of 100% is the ultimate objective. The "official Primary school entrance age" in South Sudan is age 6. In previous years, the NIR was calculated using the number of "new entrants" (not including repeaters); given that the number of new entrants of a certain age was not assessed in this year's study, the number of new entrants of age 6 in P1 was replaced with the total number of students of age 6 in P1. Therefore, the formula for NIR is:

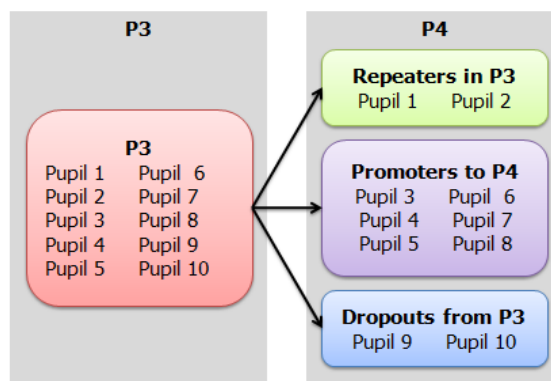
$$\text{NIR} = \frac{\text{Total number of students of age 6 in P1}}{\text{Population of all age 6 children}} \times 100\%$$

GIR and NIR are useful when used in combination, as the difference between these two ratios indicates the rate of deviation from the official age intake.

1.3. Indicators Used to Measure Student Flow

Dropouts refer to students who have withdrawn (for any reason) from the school system without completing a given grade in a given school year. The distinction made between dropouts and repeaters was that while repeaters were not promoted to the next grade level in the following year, they did remain in the school system, whereas dropouts were considered to no longer be in the system at all.

$$\text{Cohort dropout count} = \text{Enrolment in cohort in } y - \text{Enrolment in cohort in } y+1 - \text{Repeaters in cohort in } y+1$$



Dropout Rate monitors education system coverage and student progression by measuring the proportion of students in a given cohort dropping out of—or leaving—the system altogether. The formula for dropout rate is:

$$\text{Dropout Rate} = \frac{\text{Dropouts in cohort in } y+1}{\text{Enrolment in cohort in } y} \times 100\%$$

NB: Though the dropout rate is presented here, it is not computed in this report. This is as a result of insufficient information present.

Repeaters refer to students who have not been promoted to the next grade level from one year to the next, ending up in the same grade in the current year as they were in last year. A student in P3 last year should be in P4 this year. If the student has stayed in P3 for this year, the student is considered a repeater. The diagram below illustrates this scenario (see Figure 5 and 6 below).

Figure 6: Student promoted to next grade, 2015-2016

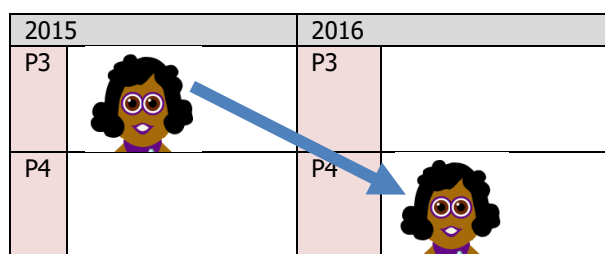
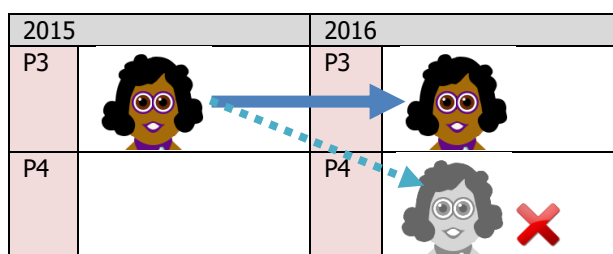


Figure 7: Student repeating a grade 2015-2016



Repetition Rate measures the phenomenon of students from a cohort repeating a grade, and its effect on the internal efficiency of education systems. It is one of the key indicators for analysing and projecting student flows from grade to grade within the education cycle. Repetition rate should ideally be 0%; a high repetition rate signals problems in the internal efficiency of the education system. An increasing repetition rate serves as an early warning that the system is experiencing capacity constraints. When compared across grades, the patterns can indicate specific grades for which there is higher repetition, and where a more in depth study of causes and possible remedies should be undertaken.

$$\text{Repetition Rate} = \frac{\text{Repeaters in cohort in } y+1}{\text{Enrolment in cohort in } y} \times 100\%$$

NB:

Though the repetition rate is presented here, it is not computed in this report. This is as a result of insufficient information present.

1.4. Indicator Used to Measure Gender Parity

Gender Parity Index (GPI) measures the relative access to education of boys and girls. It is calculated as the ratio of the number of female students enrolled at different levels of education to the number of male students in each level. To standardise the effects of the population structure of the appropriate age groups, the GPI of the GER for each level of education is used. A GPI of 1 indicates parity between the sexes; a GPI that varies between 0 and 1 typically means a disparity in favour of males; whereas a GPI greater than 1 indicates a disparity in favour of females. The indicator is an imperfect measure of the accessibility of schooling for girls because it does not allow a determination of whether improvements in the ratio reflect an increase in girls' school enrolment (desirable) or a decrease in boys' school enrolment (undesirable). It also does not show whether the overall level of participation in education is now lower or higher.

$$\text{GPI} = \frac{\text{Female Gross Enrolment Ratio}}{\text{Male Gross Enrolment Ratio}}$$

1.5. Indicators Used to Measure Resource

Pupil-Teacher Ratio (PTR) measures the level of human resources input in terms of number of teachers in relation to the number of students. A high PTR suggests that each teacher is responsible for a large number of students; the higher the PTR, the lower the relative access of students to teachers. It is generally assumed that a low PTR signifies smaller classes, which enables the teacher to pay more attention to individual students, which will likely in the long run result in a better performance of students. The formula for PTR is:

$$\text{PTR} = \frac{\text{Total number of students}}{\text{Total number of teachers}}$$

Pupil-Classroom Ratio (PCR) measures the level of basic facilities available in terms of the number of classrooms in relation to the size of the student population. The higher the PCR, the lower the relative access of students to classrooms. It is generally assumed that a low PCR signifies an environment more conducive to learning, likely in the long run to result in a better performance from students. To support the education reform towards providing all students with stable learning spaces, this report counts only permanent and semi-permanent classrooms in the calculation.² The formula for PCR is:

$$\text{PCR} = \frac{\text{Total number of students}}{\text{Total number of perm. and semi-perm. classrooms}}$$

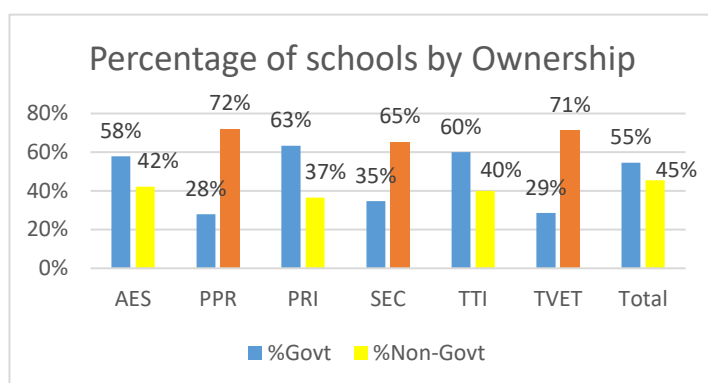
² Permanent classrooms refer to those constructed of bricks or cement. Semi-permanent classrooms refer to those constructed of mud or similar material.

2.0 Schools

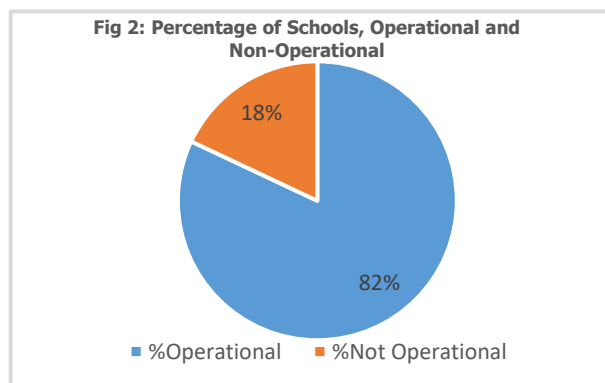
Table 1: Number of schools/institutes disaggregated by operational status

| Type of school | Total | Not Operational | Operational | %Not Operational | %Operational |
|--------------------|--------------|-----------------|--------------|------------------|--------------|
| AES | 660 | 157 | 503 | 24% | 76% |
| PPR | 1202 | 145 | 1057 | 12% | 88% |
| PRI | 5189 | 963 | 4226 | 19% | 81% |
| SEC | 606 | 105 | 501 | 17% | 83% |
| TTI | 10 | 5 | 5 | 50% | 50% |
| CEC | 18 | 9 | 9 | 50% | 50% |
| TVET | 34 | 13 | 21 | 38% | 62% |
| Grand Total | 7,719 | 1,396 | 6,322 | 18% | 82% |

Source: Education Census Data (2021)



Source: Education Census Data (2021)

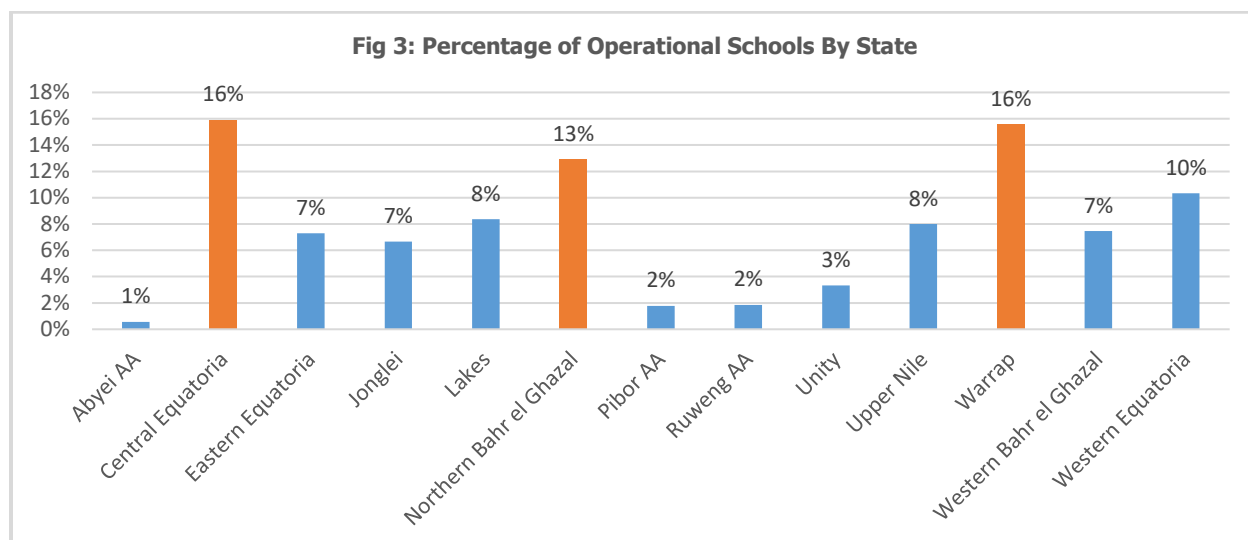


Source: Education Census Data (2021)

Based on the level of operation, there is need to note that;

- Most of the schools that were surveyed were found to be operational
- The highest proportion of operational schools was found amongst the universities
- The lowest proportion of operational schools was found amongst TTIs
- Information in Table 1 does not include comparatives of 2018 and 2013 because in these years, the data did not include the status of schools as operational and non-operational.

| Teacher Training Institutes and County Education Centres | |
|--|---|
| Operational Institutions | Non-Operational Institutions |
| County Education Center (CEC) Kapoeta | Arepi Teacher Training Institute NTTI |
| County Education Centre Torit CEC | Boma Wildlife Training Center |
| Gogrial West County Education Centre CEC | Buothyar County Education Centre (CEC) |
| Imehejek County Education Centre CEC | Ikwotos TTI |
| Maridi Teacher Training Institute NTTI | Kajokeji Teacher's Training Institute TTI |
| Maiwut In-serve Training Institute | Kajokeji Vocational Training Centre CEC |
| Maiwut Language Training Centre | Kurlueth Institute of Education |
| Maper Teacher Training Institute NTTI | Majak Aher CEC Twic County CEC |
| Maroltit County Education Centre CEC | Malakal NTTI |
| Mazollario Teachers Training College MTTV | Malek All County Education Centre (CEC) |
| Mbili Girls National Teachers training Institute | Maridi County Education Centre CEC |
| St. Mark's College Kuajok (ECS) | Pagarau County Education Centre CEC |
| Yambio County Education Centre CEC | Warrap County Education Centre (CEC) |
| Yei Teacher Training College TTC | |



Source: Education Census Data (2021)

Table 2: Number and percentage of operational schools by type and ownership

| Type of school | Year of Census | Total | Govt | Non-Govt | %Govt | %Non-Govt |
|----------------|----------------|--------------|--------------|--------------|------------|------------|
| AES | 2021 | 503 | 291 | 212 | 58% | 42% |
| | 2018 | 646 | 476 | 170 | 74% | 26% |
| | 2013 | - | - | - | - | - |
| PPR | 2021 | 1,057 | 295 | 762 | 28% | 72% |
| | 2018 | 591 | 189 | 402 | 32% | 68% |
| | 2013 | 652 | 267 | 385 | 41% | 59% |
| PRI | 2021 | 4,226 | 2,681 | 1,545 | 63% | 37% |
| | 2018 | 3,848 | 2,581 | 1,267 | 67% | 33% |
| | 2013 | 3,766 | 2,785 | 981 | 74% | 26% |
| SEC | 2021 | 501 | 174 | 327 | 35% | 65% |
| | 2018 | 297 | 139 | 158 | 47% | 53% |
| | 2013 | 236 | 148 | 88 | 63% | 37% |
| TTI | 2021 | 14 | 9 | 6 | 60% | 40% |
| | 2018 | 3 | 1 | 2 | 33% | 67% |
| | 2013 | - | - | - | - | - |
| TVET | 2021 | 21 | 6 | 15 | 29% | 71% |
| | 2018 | 13 | 5 | 8 | 39% | 62% |
| | 2013 | - | - | - | - | - |
| Total | 2021 | 6,322 | 3,456 | 2,867 | 55% | 45% |
| | 2018 | 5,407 | 3,394 | 2,013 | 63% | 37% |
| | 2013 | 4,654 | 3,200 | 1,454 | 69% | 31% |

Source: Education Census Data (2021)

Note:

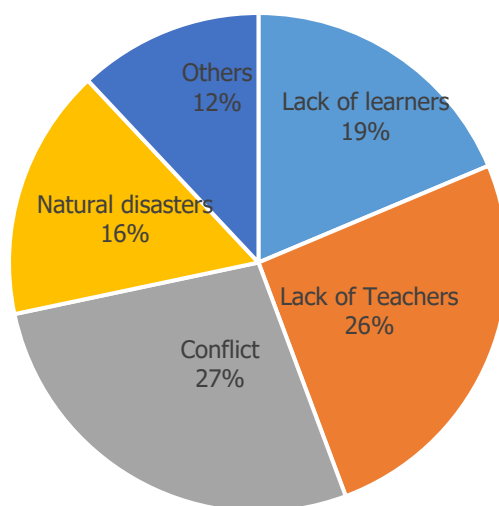
- The percentage of government owned schools has been reducing
- The total number of schools has been increasing. The same trend is observed for government owned schools as well as non-government owned schools.
- There was no data about AES centers, TTIs and UNIs in the census that was carried out in 2013.

Table 3: Number of schools that became non-operational due to the specified reason

| School type | The reasons | | | | | Total |
|--------------------|------------------|------------------|------------|-------------------|------------|--------------|
| | Lack of learners | Lack of Teachers | Conflict | Natural disasters | Others | |
| AES | 79 | 73 | 40 | 25 | 57 | 274 |
| PPR | 74 | 80 | 64 | 34 | 28 | 280 |
| PRI | 237 | 385 | 474 | 298 | 166 | 1,560 |
| SEC | 34 | 45 | 55 | 13 | 27 | 174 |
| TTI | 4 | 6 | 1 | 6 | - | 17 |
| TVET | 5 | 5 | 1 | 3 | - | 14 |
| Grand Total | 433 | 594 | 635 | 379 | 278 | 2,320 |

Source: Education Census Data (2021)

Fig 4: Percentage influence of reasons for a school not being operational in South Sudan



Source: Education Census Data (2021)

Table 4: Number of schools disaggregated by type and state

| State | Year | AES | PPR | PRI | SEC | TTI | TVET | Grand Total |
|-------------------------|-------------|--------------|--------------|--------------|------------|------------|-------------|--------------------|
| Abyei AA | 2021 | 1 | | 33 | 2 | - | - | 36 |
| | 2018 | 2 | 2 | 25 | 2 | - | - | 31 |
| | 2013 | - | - | - | - | - | - | - |
| Central Equatoria | 2021 | 46 | 334 | 491 | 124 | 1 | 8 | 1,004 |
| | 2018 | 26 | 184 | 323 | 43 | - | 4 | 586 |
| | 2013 | 228 | 246 | 515 | 46 | - | - | 1,035 |
| Eastern Equatoria | 2021 | 42 | 119 | 250 | 43 | 3 | 4 | 461 |
| | 2018 | 49 | 93 | 253 | 30 | 1 | 3 | 429 |
| | 2013 | 68 | 93 | 298 | 24 | - | - | 483 |
| Jonglei | 2021 | 38 | 12 | 351 | 21 | - | - | 422 |
| | 2018 | 32 | 27 | 325 | 19 | - | - | 403 |
| | 2013 | 124 | 27 | 430 | 14 | | | 595 |
| Lakes | 2021 | 34 | 41 | 423 | 30 | 1 | 1 | 530 |
| | 2018 | 78 | 35 | 396 | 17 | 1 | 2 | 529 |
| | 2013 | 203 | 38 | 317 | 9 | - | - | 567 |
| Northern Bahr el Ghazal | 2021 | 70 | 30 | 650 | 66 | 2 | - | 818 |
| | 2018 | 122 | 8 | 634 | 51 | - | - | 815 |
| | 2013 | 238 | 37 | 475 | 25 | | | 775 |
| Pibor AA | 2021 | 10 | 25 | 75 | 2 | - | 1 | 113 |
| | 2018 | - | - | - | - | - | - | - |
| | 2013 | - | - | - | - | - | - | - |
| Ruweng AA | 2021 | 9 | 47 | 54 | 7 | - | - | 117 |
| | 2018 | 12 | 10 | 51 | 4 | - | - | 77 |
| | 2013 | - | - | - | - | - | - | - |
| Unity | 2021 | 27 | 23 | 150 | 12 | - | - | 212 |
| | 2018 | 37 | 33 | 254 | 9 | - | - | 333 |
| | 2013 | 138 | 10 | 284 | 12 | - | - | 444 |
| Upper Nile | 2021 | 38 | 148 | 282 | 35 | 2 | 1 | 506 |
| | 2018 | 35 | 42 | 180 | 12 | - | - | 269 |
| | 2013 | 111 | 43 | 418 | 34 | - | - | 606 |
| Warrap | 2021 | 111 | 39 | 761 | 73 | 2 | - | 986 |
| | 2018 | 116 | 22 | 773 | 44 | - | 1 | 957 |
| | 2013 | 86 | 21 | 508 | 19 | - | - | 634 |
| Western Bahr el Ghazal | 2021 | 20 | 83 | 313 | 44 | 1 | 4 | 465 |
| | 2018 | 15 | 13 | 266 | 30 | - | 1 | 325 |
| | 2013 | 61 | 69 | 186 | 24 | - | - | 340 |
| Western Equatoria | 2021 | 57 | 156 | 393 | 42 | 2 | 2 | 652 |
| | 2018 | 122 | 122 | 368 | 36 | 1 | 2 | 653 |
| | 2013 | 172 | 68 | 335 | 29 | - | - | 604 |
| Grand Total | 2021 | 503 | 1,057 | 4,226 | 501 | 14 | 21 | 6,322 |
| | 2018 | 646 | 591 | 3,848 | 297 | 3 | 13 | 5,407 |
| | 2013 | 1,429 | 652 | 3,766 | 236 | - | - | 6,083 |

Source: Education Census Data (2021)

Table 5: Number school sharing premise by type

| Type of school | Do not share premises | Share premises | Did not state status | Total |
|----------------|-----------------------|----------------|----------------------|--------------|
| AES | 177 | 326 | - | 503 |
| PPR | 775 | 281 | 1 | 1,057 |
| PRI | 3,410 | 814 | 2 | 4,226 |
| SEC | 311 | 190 | - | 501 |
| Total | 4,673 | 1,611 | 3 | 6,287 |

Source: Education Census Data (2021)

Note

The status of sharing premises does not have comparative data for 2018 and 2013.

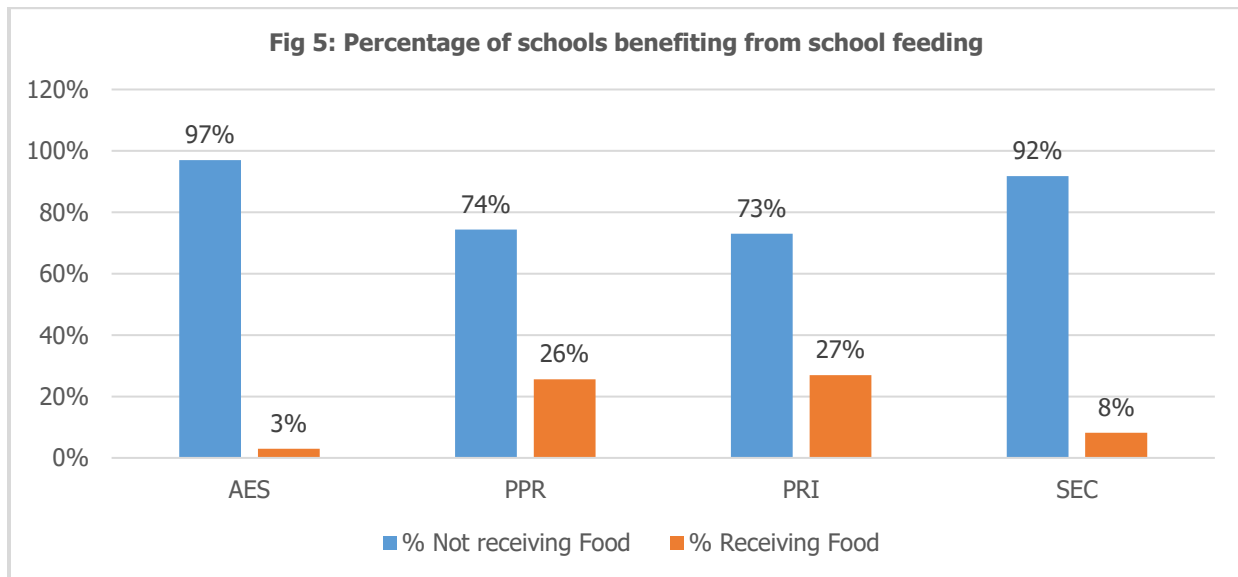
Table 6: Number of schools receiving and not receiving feeding support

| Type of school | Do not receive feeding support | Received feeding support | Total |
|----------------|--------------------------------|--------------------------|--------------|
| AES | 488 | 15 | 503 |
| PPR | 786 | 271 | 1,057 |
| PRI | 3,086 | 1,140 | 4,226 |
| SEC | 460 | 41 | 501 |
| Total | 4,820 | 1,467 | 6,287 |

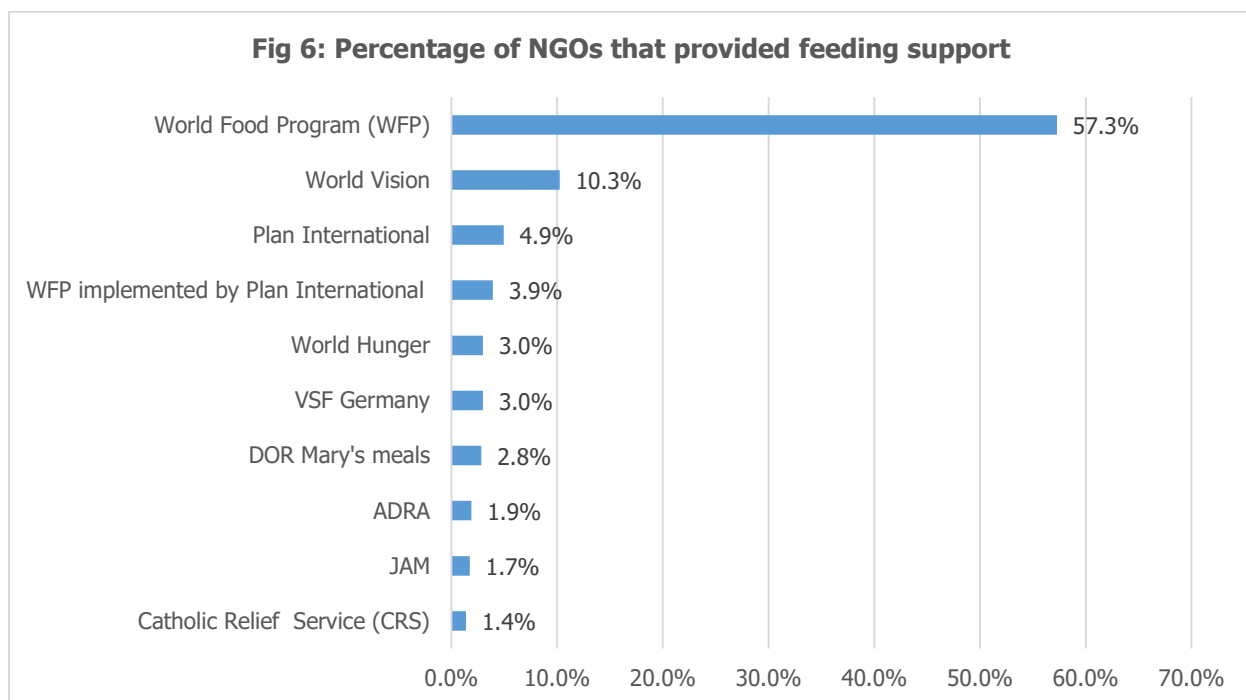
Source: Education Census Data (2021)

Note:

- The total number of schools in Tables 5 and 6 is reported as 6,287 schools instead of 6,343 schools because the two tables do not have information from TTIs, TVETs and UNIs.
- The status of sharing premises does not have comparative data for 2018 and 2013.



Source: Education Census Data (2021)



Source: Education Census Data (2021)

Table 7: Number of Schools Benefiting from Government and Partners Financial Supports by state

| State | Capitation Grant | | Teachers Incentive | | Cash Transfers | |
|-------------------------|------------------|------------|--------------------|------------|----------------|------------|
| | PRI | SEC | PRI | SEC | PRI | SEC |
| Abyei AA | 29 | - | 8 | 1 | 24 | 2 |
| Central Equatoria | 246 | 45 | 255 | 39 | 294 | 59 |
| Eastern Equatoria | 100 | 19 | 162 | 12 | 184 | 24 |
| Jonglei | 199 | 9 | 98 | 5 | 100 | 11 |
| Lakes | 180 | 14 | 260 | 8 | 336 | 18 |
| Northern Bahr el Ghazal | 388 | 20 | 421 | 15 | 473 | 24 |
| Pibor AA | 37 | 1 | 53 | 2 | 17 | - |
| Ruweng AA | 18 | 4 | 33 | 6 | 10 | 1 |
| Unity | 96 | 5 | 85 | 6 | 101 | 4 |
| Upper Nile | 89 | 12 | 131 | 8 | 109 | 12 |
| Warrap | 365 | 25 | 402 | 21 | 447 | 28 |
| Western Bahr el Ghazal | 167 | 28 | 190 | 23 | 242 | 31 |
| Western Equatoria | 132 | 9 | 156 | 16 | 226 | 24 |
| Grand Total | 2,046 | 191 | 2,254 | 162 | 2,563 | 238 |

Source: Education Census Data (2021)

Table 8: Number of AES schools (centers) offering the specified AES main programmes by type and state

| State | Year | ALP | BALP | FALP | CGS | IEC | PEP | ASEP |
|-------------------------|-------------|------------|-----------|-----------|-----------|----------|-----------|----------|
| Abyei AA | 2021 | 1 | - | - | - | - | - | - |
| | 2018 | 2 | - | - | - | - | - | - |
| Central Equatoria | 2021 | 40 | 2 | 2 | 4 | - | - | - |
| | 2018 | 20 | 3 | 2 | 1 | 1 | - | - |
| Eastern Equatoria | 2021 | 41 | 2 | 2 | 1 | - | - | - |
| | 2018 | 45 | 3 | 1 | - | - | - | - |
| Jonglei | 2021 | 33 | 7 | 1 | - | - | 1 | - |
| | 2018 | 31 | - | 1 | - | - | - | - |
| Lakes | 2021 | 28 | - | - | - | - | 6 | 1 |
| | 2018 | 76 | 2 | 2 | - | - | - | - |
| Northern Bahr el Ghazal | 2021 | 68 | - | - | - | - | 2 | - |
| | 2018 | 115 | 2 | 1 | 2 | - | 1 | - |
| Pibor AA | 2021 | 7 | 7 | 1 | - | 1 | - | - |
| | 2018 | - | - | - | - | - | - | - |
| Ruweng AA | 2021 | 9 | - | - | - | - | - | - |
| | 2018 | 11 | - | - | - | - | - | - |
| Unity | 2021 | 25 | 4 | 2 | 1 | - | - | - |
| | 2018 | 33 | - | - | 1 | 2 | 1 | - |
| Upper Nile | 2021 | 35 | 6 | - | - | - | - | - |
| | 2018 | 33 | 2 | - | - | - | - | - |
| Warrap | 2021 | 107 | 2 | - | - | 1 | 1 | 2 |
| | 2018 | 97 | 5 | 2 | 4 | 4 | 4 | - |
| Western Bahr el Ghazal | 2021 | 20 | - | - | - | - | - | - |
| | 2018 | 13 | - | - | 1 | - | - | - |
| Western Equatoria | 2021 | 44 | 3 | 3 | 14 | - | - | 1 |
| | 2018 | 99 | 2 | 2 | 19 | - | - | - |
| Total | 2021 | 458 | 33 | 11 | 20 | 2 | 10 | 4 |
| | 2018 | 575 | 19 | 11 | 28 | 7 | 6 | - |

Source: Education Census Data (2021)

Key to codes used

| Code | Meaning |
|------|---|
| ALP | Accelerated Learning Programme |
| BALP | Basic Adult Literacy Programme |
| FALP | Functional Adult Literacy Programme |
| CGS | Community Girls School |
| IEC | Intensive English Course |
| PEP | Pastoralist Education Programme |
| ASEP | Accelerated Secondary Education Programme |

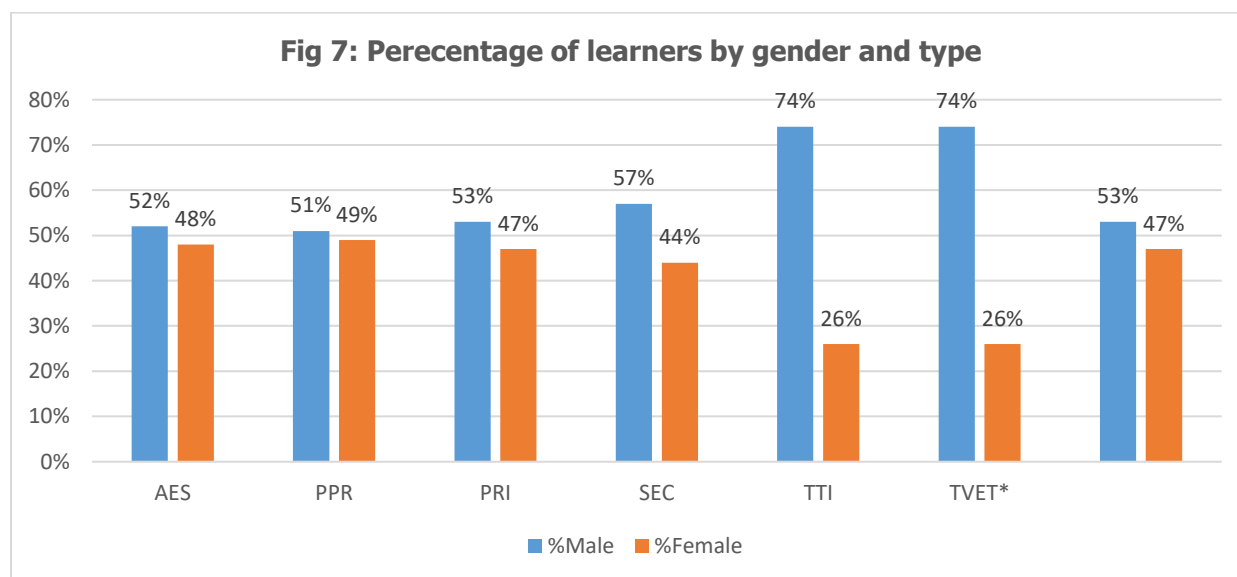
Note: For comparative purposes, data for the year 2013 did not have information about the number of AES centers per program. The information about AES is number of centers per ownership as well as number of learners per program. There was, therefore, no comparative data to be included in Table 8

3.0 Students (Enrollment)

Table 9: Number and percentage of learners (students) disaggregated by gender and type

| Type of school | Total | Male | Female | %Male | %Female |
|----------------|------------------|------------------|------------------|------------|------------|
| AES | 93,192 | 48,160 | 45,032 | 52% | 48% |
| PPR | 172,661 | 88,744 | 83,917 | 51% | 49% |
| PRI | 1,907,976 | 1,010,363 | 897,613 | 53% | 47% |
| SEC | 149,671 | 84,509 | 65,162 | 57% | 44% |
| TTI | 1,157 | 855 | 302 | 74% | 26% |
| TVET* | 1,897 | 1,399 | 498 | 74% | 26% |
| Total | 2,326,554 | 1,234,030 | 1,092,524 | 53% | 47% |

Source: Education Census Data (2021)



Source: Education Census Data (2021)

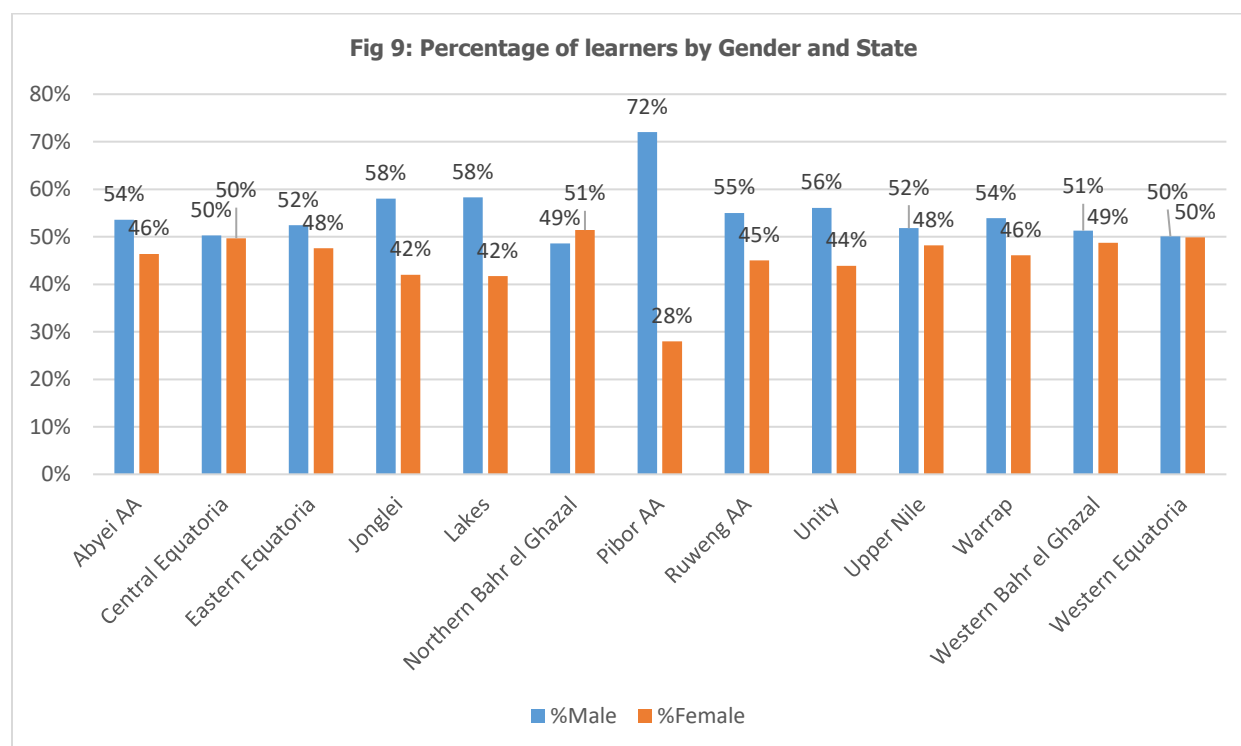
Note

- *Learners reported under TVET do not include those studying on an informal basis
- Information in Table 8 and Figure 7 does not include university data.

Table 10: Number and percentage of learners disaggregated by gender and state

| State | Year | Total | Male | Female | %Male | %Female | GPI |
|-------------------------|-------------|------------------|------------------|------------------|--------------|--------------|--------------|
| Abyei AA | 2021 | 19,611 | 10,504 | 9,107 | 53.6% | 46.4% | 0.867 |
| | 2018 | 11,206 | 6,110 | 5,096 | 54.5% | 45.5% | 0.834 |
| | 2013 | - | - | - | - | - | - |
| Central Equatoria | 2021 | 304,068 | 152,615 | 151,453 | 50.2% | 49.8% | 0.992 |
| | 2018 | 177,689 | 94,804 | 82,885 | 53.4% | 46.6% | 0.874 |
| | 2013 | 202,012 | 107,347 | 94,665 | 53% | 47% | 0.882 |
| Eastern Equatoria | 2021 | 138,819 | 72,668 | 66,151 | 52.3% | 47.7% | 0.910 |
| | 2018 | 106,574 | 58,856 | 47,718 | 55.2% | 44.8% | 0.811 |
| | 2013 | 115,474 | 66,161 | 49,313 | 57% | 43% | 0.745 |
| Jonglei | 2021 | 205,250 | 119,050 | 86,200 | 58.0% | 42.0% | 0.724 |
| | 2018 | 203,630 | 126,269 | 77,361 | 62.0% | 38.0% | 0.613 |
| | 2013 | 234,507 | 140,430 | 94,077 | 60% | 40% | 0.670 |
| Lakes | 2021 | 246,357 | 143,709 | 102,648 | 58.3% | 41.7% | 0.714 |
| | 2018 | 197,075 | 119,232 | 77,843 | 60.5% | 39.5% | 0.653 |
| | 2013 | 129,355 | 85,369 | 43,986 | 66% | 34% | 0.515 |
| Northern Bahr el Ghazal | 2021 | 337,963 | 164,103 | 173,860 | 48.6% | 51.4% | 1.059 |
| | 2018 | 289,531 | 155,554 | 133,977 | 53.7% | 46.3% | 0.861 |
| | 2013 | 215,314 | 135,904 | 79,410 | 63% | 37% | 0.584 |
| Pibor AA | 2021 | 25,975 | 18,707 | 7,268 | 72.0% | 28.0% | 0.389 |
| | 2018 | - | - | - | - | - | - |
| | 2013 | - | - | - | - | - | - |
| Ruweng AA | 2021 | 45,231 | 24,857 | 20,374 | 55.0% | 45.0% | 0.820 |
| | 2018 | 35,324 | 19,827 | 15,497 | 56.1% | 43.9% | 0.782 |
| | 2013 | - | - | - | - | - | - |
| Unity | 2021 | 101,094 | 56,725 | 44,369 | 56.1% | 43.9% | 0.782 |
| | 2018 | 163,896 | 96,549 | 67,347 | 58.9% | 41.1% | 0.698 |
| | 2013 | 141,018 | 87,177 | 53,841 | 62% | 38% | 0.618 |
| Upper Nile | 2021 | 184,480 | 95,519 | 88,961 | 51.8% | 48.2% | 0.931 |
| | 2018 | 113,424 | 66,380 | 47,044 | 58.5% | 41.5% | 0.709 |
| | 2013 | 213,702 | 125,838 | 87,864 | 59% | 41% | 0.698 |
| Warrap | 2021 | 378,223 | 203,743 | 174,480 | 53.9% | 46.1% | 0.856 |
| | 2018 | 355,237 | 209,191 | 146,046 | 58.9% | 41.1% | 0.698 |
| | 2013 | 203,115 | 137,109 | 66,006 | 68% | 32% | 0.481 |
| Western Bahr el Ghazal | 2021 | 183,725 | 93,961 | 89,764 | 51.1% | 48.9% | 0.955 |
| | 2018 | 121,679 | 69,789 | 51,890 | 57.4% | 42.6% | 0.744 |
| | 2013 | 79,752 | 47,018 | 32,734 | 59% | 41% | 0.696 |
| Western Equatoria | 2021 | 155,758 | 77,869 | 77,889 | 50.0% | 50.0% | 1.000 |
| | 2018 | 171,200 | 89,923 | 81,277 | 52.5% | 47.5% | 0.904 |
| | 2013 | 109,668 | 59,849 | 49,819 | 55% | 45% | 0.832 |
| Grand Total | 2021 | 2,326,554 | 1,234,030 | 1,092,524 | 53.0% | 47.0% | 0.885 |
| | 2018 | 1,946,465 | 1,112,484 | 833,981 | 57.2% | 42.8% | 0.750 |
| | 2013 | 1,643,917 | 992,202 | 651,715 | 60.0% | 40.0% | 0.657 |

Source: Education Census Data (2021)



Source: Education Census Data (2021)

Table 11: Number of AES learners disaggregated by aged group, gender and grade

| Education Level | Age Group | Gender | L/G 1 | L/G 2 | L/G 3 | L 4 | Total |
|-----------------|---------------|--------|---------------|---------------|---------------|---------------|---------------|
| AES | ≤5 years | Male | 520 | 365 | 210 | 181 | 1,276 |
| | | Female | 419 | 291 | 177 | 116 | 1,003 |
| | 6 - 13 years | Male | 2,474 | 1,700 | 1,165 | 348 | 5,687 |
| | | Female | 2,310 | 1,663 | 1,035 | 306 | 5,314 |
| | 14 - 17 years | Male | 5,065 | 4,995 | 4,605 | 2,270 | 16,935 |
| | | Female | 4,817 | 4,804 | 4,085 | 2,059 | 15,765 |
| ≥18 years | Male | 7,224 | 6,914 | 6,454 | 3,670 | 24,262 | |
| | Female | 6,803 | 6,357 | 6,136 | 3,654 | 22,950 | |
| Total | | | 29,632 | 27,089 | 23,867 | 12,604 | 93,192 |

Source: Education Census Data (2021)

Table 12: Number of PPR learners disaggregated by aged group, gender and grade

| Education Level | Age Group | Gender | Baby Class | Middle class | Top class | Total |
|-----------------|-------------|--------|---------------|---------------|---------------|----------------|
| Pre-primary | ≤3 years | Male | 3,247 | 1,466 | 1,166 | 5,879 |
| | | Female | 2,934 | 1,374 | 1,053 | 5,361 |
| | 3 - 5 years | Male | 21,652 | 17,220 | 12,113 | 50,985 |
| | | Female | 20,075 | 16,689 | 11,900 | 48,664 |
| | ≥6 years | Male | 6,187 | 8,729 | 16,964 | 31,880 |
| | | Female | 5,647 | 8,216 | 16,029 | 29,892 |
| Total | | | 59,742 | 53,694 | 59,225 | 172,661 |

Source: Education Census Data (2021)

Table 13: Number of PRI learners disaggregated by aged group, gender and grade

| Educ. Level | Age Group | Gender | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | Total |
|--------------|-------------|--------|---------|---------|---------|---------|---------|---------|---------|--------|-----------|
| Primary | ≤5 years | Male | 38,081 | 11,236 | - | - | - | - | - | - | 49,317 |
| | | Female | 32,557 | 9,550 | - | - | - | - | - | - | 42,107 |
| | 6 -13 years | Male | 160,141 | 126,148 | 105,447 | 81,249 | 58,576 | 38,715 | 23,194 | 8,565 | 602,035 |
| | | Female | 135,187 | 109,144 | 91,242 | 72,491 | 59,425 | 40,023 | 23,399 | 8,151 | 539,062 |
| | ≥14 years | Male | 28,806 | 38,033 | 47,425 | 54,951 | 60,848 | 56,627 | 45,799 | 26,522 | 359,011 |
| | | Female | 21,231 | 28,624 | 36,710 | 43,865 | 59,485 | 56,819 | 45,301 | 24,409 | 316,444 |
| Total | | | 416,003 | 322,735 | 280,824 | 252,556 | 238,334 | 192,184 | 137,693 | 67,647 | 1,907,976 |

Source: Education Census Data (2021)

Table 14: Number of SEC learners disaggregated by aged group, gender and grade

| Education Level | Age Group | Gender | S1 | S2 | S3 | S4 | Total |
|-----------------|--------------|--------|---------------|---------------|---------------|---------------|----------------|
| Secondary | ≤13 years | Male | 2,066 | 1,258 | 688 | 400 | 4,412 |
| | | Female | 1,884 | 830 | 375 | 196 | 3,285 |
| | 14 -17 years | Male | 13,549 | 9,266 | 4,765 | 2,814 | 30,394 |
| | | Female | 13,361 | 7,999 | 4,320 | 2,119 | 27,799 |
| | ≥18 years | Male | 12,464 | 13,252 | 11,901 | 12,086 | 49,703 |
| | | Female | 9,431 | 9,024 | 8,083 | 7,540 | 34,078 |
| Total | | | 52,755 | 41,629 | 30,132 | 25,155 | 149,671 |

Source: Education Census Data (2021)

Table 15: Number of learners with disability by state and type

| State | Difficult seeing | Cannot see at all | Difficult hearing | Cannot hear at all | Difficult walking | Difficult remembering | Total |
|-------------------------|------------------|-------------------|-------------------|--------------------|-------------------|-----------------------|---------------|
| Abyei AA | 32 | - | 42 | 17 | 13 | 18 | 122 |
| Central Equatoria | 1,031 | 819.00 | 942 | 2,152 | 1,336 | 2,160 | 8440 |
| Eastern Equatoria | 939 | - | 554 | 637 | 584 | 422 | 3136 |
| Jonglei | 380 | - | 386 | 127 | 60 | 76 | 1029 |
| Lakes | 370 | - | 482 | 311 | 210 | 236 | 1609 |
| Northern Bahr el Ghazal | 642 | - | 715 | 666 | 406 | 623 | 3052 |
| Pibor AA | 39 | - | 56 | 6 | 1 | 1 | 103 |
| Ruweng AA | 65 | - | 154 | 31 | - | 6 | 256 |
| Unity | 103 | - | 167 | 43 | 62 | 32 | 407 |
| Upper Nile | 276 | - | 285 | 490 | 295 | 128 | 1474 |
| Warrap | 617 | - | 926 | 599 | 426 | 291 | 2859 |
| Western Bahr el Ghazal | 210 | - | 196 | 93 | 27 | 66 | 592 |
| Western Equatoria | 610 | - | 494 | 705 | 159 | 188 | 2156 |
| Total | 5,314 | 819 | 5,399 | 5,877 | 3,579 | 4,247 | 25,235 |

Source: Education Census Data (2021)

Table 16: Learners with disability by education level and type of disability

| Level of learning and gender | | Types of disability | | | | | | Total |
|------------------------------|--------|---------------------|-------------------|-------------------|--------------------|--------------------|-----------------------|---------------|
| | | Difficult seeing | Cannot see at all | Difficult hearing | Cannot hear at all | Difficult walking* | Difficult remembering | |
| AES | Male | 170 | 12 | 176 | 75 | 18 | 55 | 506 |
| | Female | 184 | 5 | 127 | 54 | 18 | 43 | 431 |
| PPR | Male | 200 | 54 | 260 | 493 | 414 | 444 | 1865 |
| | Female | 181 | 38 | 206 | 566 | 465 | 496 | 1952 |
| PRI | Male | 2,218 | 306 | 2,442 | 2,143 | 1,257 | 1,495 | 9861 |
| | Female | 1,901 | 304 | 1,635 | 2,049 | 1,245 | 1,578 | 8712 |
| SEC | Male | 203 | 50 | 308 | 174 | 91 | 71 | 897 |
| | Female | 248 | 50 | 226 | 317 | 62 | 60 | 963 |
| TTI | Male | - | - | - | 3 | 8 | 4 | 15 |
| | Female | - | - | - | 3 | 1 | 1 | 5 |
| TVET | Male | 4 | - | 18 | - | - | - | 22 |
| | Female | 5 | - | 1 | - | - | - | 6 |
| Total | | 5,314 | 819 | 5,399 | 5,877 | 3,579 | 4,247 | 25,235 |

Source: Education Census Data (2021)

*Learners with "difficult walking disability" are also referred to as physically impaired learners. This means that they could include all those learners with any other form of physical impairment.

Table 17: Number of dropout learners disaggregated by state and reason for dropping out

| State | FP | LTS | F/PP | FJ | Si | Ins | Ma | Pre | Pri | Dis | UR |
|-------------------------|---------------|---------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|------------|---------------|
| Abye AA | 9 | 86 | 95 | 39 | 42 | 17 | 5 | 48 | - | - | 147 |
| Central Equatoria | 2,537 | 749 | 591 | 74 | 425 | 192 | 295 | 314 | 2 | 10 | 1,609 |
| Eastern Equatoria | 1,492 | 82 | 189 | 29 | 26 | 15 | 468 | 427 | 1 | 6 | 227 |
| Jonglei | 2,362 | 1,765 | 869 | 41 | 66 | 667 | 593 | 230 | 22 | 3 | 532 |
| Lakes | 4,285 | 2,099 | 1,744 | 888 | 130 | 3,275 | 315 | 246 | 14 | 93 | 1,101 |
| Northern Bahr el Ghazal | 8,421 | 3,840 | 423 | 2,732 | 699 | 71 | 1,355 | 456 | 109 | 9 | 3,676 |
| Pibor AA | 168 | 400 | 180 | - | 7 | 286 | 93 | 26 | 1 | 6 | 11 |
| Ruweng AA | 435 | 43 | 11 | 17 | 7 | 55 | 57 | 94 | - | - | 280 |
| Unity | 411 | 418 | 160 | 142 | 14 | 32 | 236 | 158 | 1 | 4 | 2,211 |
| Upper Nile | 2,035 | 597 | 683 | 164 | 13 | 48 | 172 | 224 | - | 2 | 3,438 |
| Warrap | 1,129 | 1,272 | 1,522 | 209 | 464 | 1,304 | 788 | 606 | 6 | 72 | 1,453 |
| Western Bahr el Ghazal | 112 | 173 | 170 | 55 | 2 | 9 | 204 | 199 | 2 | - | 184 |
| Western Equatoria | 1,768 | 237 | 238 | 43 | 44 | 355 | 225 | 477 | 2 | 2 | 310 |
| Grand Total | 25,164 | 11,761 | 6,875 | 4,433 | 1,939 | 6,326 | 4,806 | 3,505 | 160 | 207 | 15,179 |

Source: Education Census Data (2021)

Table 18: Number of schools disaggregated by reasons for dropping out

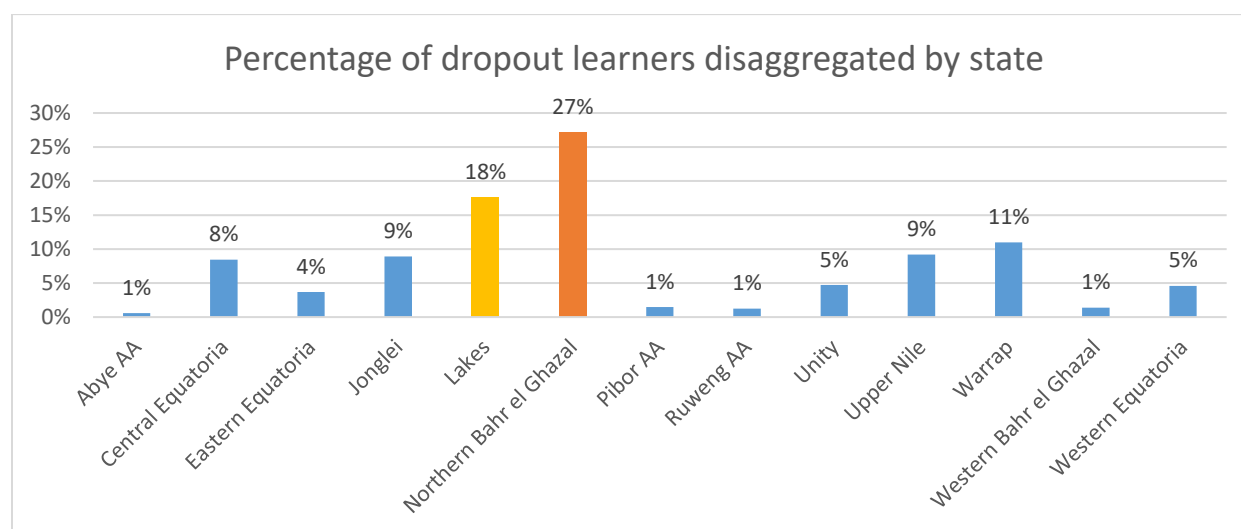
| Reasons for dropping out of schools | School types | | | | | | | Total | %Total |
|-------------------------------------|--------------|--------|-------|-------|-----|------|--|--------|--------|
| | PPR | PRI | SEC | AES | TTI | TVET | | | |
| Fees/ financial | 1,857 | 20,896 | 1,361 | 1,022 | - | 28 | | 25,164 | 31% |
| Long distance to school | 527 | 10,709 | 218 | 306 | 1 | - | | 11,761 | 15% |
| Family/Personal | 565 | 5,204 | 540 | 534 | 26 | 6 | | 6,875 | 9% |
| Found a job | - | 4,034 | - | 398 | 1 | - | | 4,433 | 6% |
| Sickness | 36 | 1,811 | 43 | 46 | - | 3 | | 1,939 | 2% |
| Insecurity enroute to school | 257 | 5,655 | 214 | 194 | 3 | 3 | | 6,326 | 8% |
| Marriage | - | 3,849 | 546 | 407 | 1 | 3 | | 4,806 | 6% |
| Pregnancy | - | 2,810 | 472 | 218 | 1 | 4 | | 3,505 | 4% |
| Going to prison | - | 124 | 7 | 29 | - | - | | 160 | 0% |
| Disability | 7 | 178 | 13 | 9 | - | - | | 207 | 0% |
| Unknown reason | 734 | 13,134 | 833 | 436 | 40 | 2 | | 15,179 | 19% |

Source: Education Census Data (2021)

Table 19: Number of dropout learners disaggregated by gender and state

| State | Total | Male | Female | %Male | %Female |
|-------------------------|---------------|---------------|---------------|------------|------------|
| Abye AA | 488 | 226 | 262 | 46% | 54% |
| Central Equatoria | 6,798 | 3,076 | 3,722 | 45% | 55% |
| Eastern Equatoria | 2,962 | 1,227 | 1,735 | 41% | 59% |
| Jonglei | 7,150 | 3,835 | 3,315 | 54% | 46% |
| Lakes | 14,190 | 8,072 | 6,118 | 57% | 43% |
| Northern Bahr el Ghazal | 21,791 | 10,473 | 11,318 | 48% | 52% |
| Pibor AA | 1,178 | 748 | 430 | 63% | 37% |
| Ruweng AA | 999 | 431 | 568 | 43% | 57% |
| Unity | 3,787 | 1,940 | 1,847 | 51% | 49% |
| Upper Nile | 7,376 | 3,738 | 3,638 | 51% | 49% |
| Warrap | 8,825 | 4,183 | 4,642 | 47% | 53% |
| Western Bahr el Ghazal | 1,110 | 438 | 672 | 39% | 61% |
| Western Equatoria | 3,701 | 1,603 | 2,098 | 43% | 57% |
| Grand Total | 80,355 | 39,990 | 40,365 | 50% | 50% |

Source: Education Census Data (2021)

**Table 20: Number of repeaters disaggregated by gender and state**

| State | Total | Male | Female | %Male | %Female |
|-------------------------|---------------|---------------|---------------|------------|------------|
| Abyei AA | 67 | 37 | 30 | 55% | 45% |
| Central Equatoria | 5,585 | 2,793 | 2,792 | 50% | 50% |
| Eastern Equatoria | 1,474 | 708 | 766 | 48% | 52% |
| Jonglei | 6,208 | 3,297 | 2,911 | 53% | 47% |
| Lakes | 11,117 | 5,951 | 5,166 | 54% | 46% |
| Northern Bahr el Ghazal | 11,414 | 5,277 | 6,137 | 46% | 54% |
| Pibor AA | 1,060 | 752 | 308 | 71% | 29% |
| Ruweng AA | 1,422 | 778 | 644 | 55% | 45% |
| Unity | 1,497 | 779 | 718 | 52% | 48% |
| Upper Nile | 6,076 | 2,857 | 3,219 | 47% | 53% |
| Warrap | 13,052 | 6,627 | 6,425 | 51% | 49% |
| Western Bahr el Ghazal | 4,949 | 2,574 | 2,375 | 52% | 48% |
| Western Equatoria | 2,922 | 1,465 | 1,457 | 50% | 50% |
| Grand Total | 66,843 | 33,895 | 32,948 | 51% | 49% |

Source: Education Census Data (2021)

Table 21: Number of repeaters disaggregated by gender and types

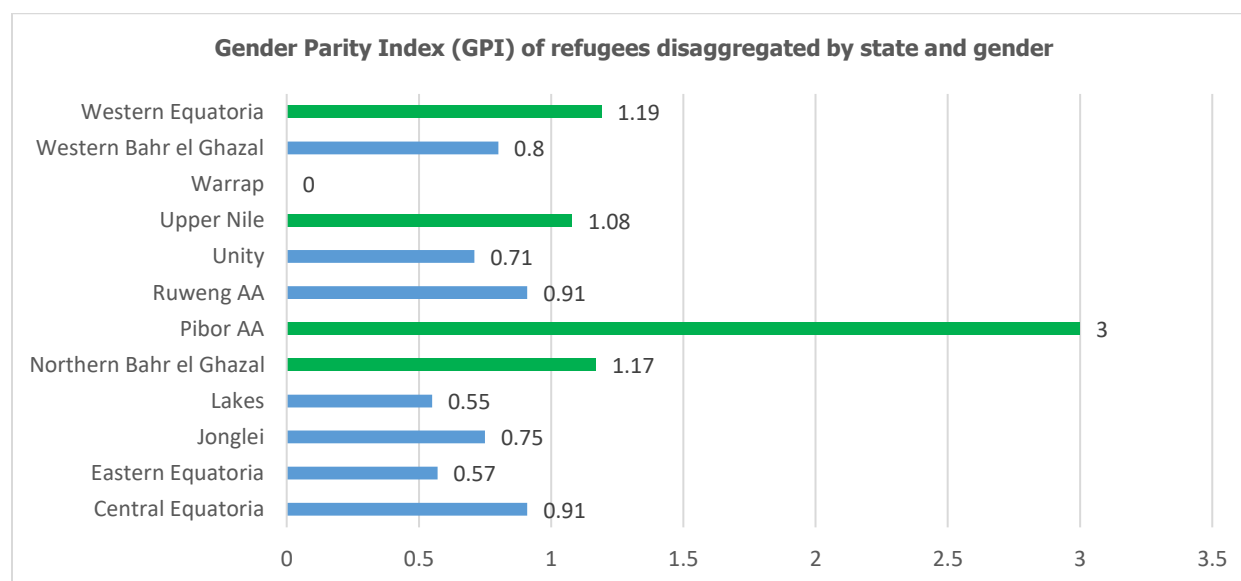
| Level of learning | Total | Male | Female | %Male | %Female |
|-------------------|---------------|---------------|---------------|------------|------------|
| PPR | 3,882 | 1,983 | 1,899 | 51% | 49% |
| PRI | 58,180 | 29,438 | 28,742 | 51% | 49% |
| SEC | 1,892 | 1,033 | 859 | 55% | 45% |
| AES | 2,889 | 1,441 | 1,448 | 50% | 50% |
| TTI | - | - | - | - | - |
| TVET | - | - | - | - | - |
| UNI | - | - | - | - | - |
| Totals | 66,843 | 33,895 | 32,948 | 51% | 49% |

Source: Education Census Data (2021)

Table 22: Number of refugees learners disaggregated by state and gender

| State | Total | Male | Female | %Male | %Female | GPI |
|-------------------------|---------------|---------------|---------------|--------------|--------------|-------------|
| Abyei AA | - | - | - | - | - | - |
| Central Equatoria | 1,864 | 974 | 890 | 52.3% | 47.7% | 0.91 |
| Eastern Equatoria | 11 | 7 | 4 | 63.6% | 36.4% | 0.57 |
| Jonglei | 184 | 105 | 79 | 57.1% | 42.9% | 0.75 |
| Lakes | 172 | 111 | 61 | 64.5% | 35.5% | 0.55 |
| Northern Bahr el Ghazal | 52 | 24 | 28 | 46.2% | 53.8% | 1.17 |
| Pibor AA | 4 | 1 | 3 | 25.0% | 75.0% | 3.00 |
| Ruweng AA | 30,665 | 16,073 | 14,592 | 52.4% | 47.6% | 0.91 |
| Unity | 24 | 14 | 10 | 58.3% | 41.7% | 0.71 |
| Upper Nile | 45,306 | 21,764 | 23,542 | 48.0% | 52.0% | 1.08 |
| Warrap | - | - | - | - | - | - |
| Western Bahr el Ghazal | 45 | 25 | 20 | 55.6% | 44.4% | 0.80 |
| Western Equatoria | 1,349 | 615 | 734 | 45.6% | 54.4% | 1.19 |
| Total | 79,676 | 39,713 | 39,963 | 49.8% | 50.2% | 1.01 |

Source: Education Census Data (2021)



Note: The number of **female learners** in **Northern Bahr El Ghazal, Upper Nile, Western Equatoria states** and **Pibor Administrative Area** in the refugees setting is more than the number of **male learners** as shown by the **Gender Parity Index (GPI)** figures in the charts highlighted in green above. This scenario is considered to be a positive change for the girls but since the number is higher than that of the boys, it means that boys are either dropping out school or fewer of them are interested in going to school compare to the number of girls.

Table 23: Refugees enrolled into school by level of learning and gender

| Level of learning | Total | Male | Female | %Male | %Female | GPI |
|-------------------|---------------|---------------|---------------|------------|------------|-------------|
| AES | 6,079 | 2,789 | 3,290 | 46% | 54% | 1.18 |
| PPR | 17,294 | 8,613 | 8,681 | 50% | 50% | 1.01 |
| PRI | 51,686 | 25,198 | 26,488 | 49% | 51% | 1.05 |
| SEC | 4,617 | 3,113 | 1,504 | 67% | 33% | 0.48 |
| Total | 79,676 | 39,713 | 39,963 | 50% | 50% | 1.01 |

Source: Education Census Data (2021)

Table 24: number of foreign learners disaggregated by state and gender

| State | Total | Male | Female | %Male | %Female | GPI |
|-------------------------|--------------|--------------|--------------|------------|------------|-------------|
| Abyei AA | 16 | 8 | 8 | 50% | 50% | 1.00 |
| Central Equatoria | 1,636 | 865 | 771 | 53% | 47% | 0.89 |
| Eastern Equatoria | 266 | 219 | 47 | 82% | 18% | 0.21 |
| Jonglei | 54 | 36 | 18 | 67% | 33% | 0.50 |
| Lakes | 208 | 110 | 98 | 53% | 47% | 0.89 |
| Northern Bahr el Ghazal | 101 | 54 | 47 | 54% | 47% | 0.87 |
| Pibor AA | 250 | 111 | 139 | 44% | 56% | 1.25 |
| Ruweng AA | 272 | 137 | 135 | 50% | 50% | 0.99 |
| Unity | 29 | 21 | 8 | 72% | 28% | 0.38 |
| Upper Nile | 603 | 388 | 215 | 64% | 36% | 0.55 |
| Warrap | 380 | 171 | 209 | 45% | 55% | 1.22 |
| Western Bahr el Ghazal | 118 | 44 | 74 | 37% | 63% | 1.68 |
| Western Equatoria | 188 | 89 | 99 | 47% | 53% | 1.11 |
| Total | 4,121 | 2,253 | 1,868 | 55% | 45% | 0.83 |

Source: Education Census Data (2021)

Note: There is no data to compare with in the reports prepared in 2018 and 2013**Table 25: Foreign learners enrolled into school by level of learning and gender**

| Level of learning | Total | Male | Female | %Male | %Female | GPI |
|-------------------|--------------|--------------|--------------|--------------|--------------|-------------|
| AES | - | - | - | - | - | - |
| PPR | 1,723 | 921 | 802 | 53.5% | 46.5% | 0.87 |
| PRI | 1,785 | 918 | 867 | 51.4% | 48.6% | 0.94 |
| SEC | 613 | 414 | 199 | 67.5% | 32.5% | 0.48 |
| Total | 4,121 | 2,253 | 1,868 | 54.7% | 45.3% | 0.83 |

Source: Education Census Data (2021)

Table 26: Number of returnees enrolled into school disaggregated by gender and state

| State | Total | Male | Female | %Male | %Female | GPI |
|-------------------------|---------------|---------------|---------------|--------------|--------------|-------------|
| Abyei AA | - | - | - | - | - | - |
| Central Equatoria | 7,634 | 3,946 | 3,688 | 51.7% | 48.3% | 0.93 |
| Eastern Equatoria | 6,709 | 3,516 | 3,193 | 52.4% | 47.6% | 0.91 |
| Jonglei | 4,353 | 2,588 | 1,765 | 59.5% | 40.5% | 0.68 |
| Lakes | 226 | 142 | 84 | 62.8% | 37.2% | 0.59 |
| Northern Bahr el Ghazal | 136 | 69 | 67 | 50.7% | 49.3% | 0.97 |
| Pibor AA | 23 | 23 | - | 100.0% | - | - |
| Ruweng AA | 12 | 6 | 6 | 50.0% | 50.0% | 1.00 |
| Unity | 2,582 | 1,714 | 868 | 66.4% | 33.6% | 0.51 |
| Upper Nile | 6,626 | 3,267 | 3,359 | 49.3% | 50.7% | 1.03 |
| Warrap | 388 | 189 | 199 | 48.7% | 51.3% | 1.05 |
| Western Bahr el Ghazal | 875 | 456 | 419 | 52.1% | 47.9% | 0.92 |
| Western Equatoria | 545 | 291 | 254 | 53.4% | 46.6% | 0.87 |
| Total | 30,109 | 16,207 | 13,902 | 53.8% | 46.2% | 0.86 |

Source: Education Census Data (2021)

Table 27: Number of returnees enrolled into school disaggregated by gender and state

| Level of learning | Total | Male | Female | %Male | %Female | GPI |
|-------------------|---------------|---------------|---------------|--------------|--------------|-------------|
| AES | - | - | - | - | - | - |
| PPR | 3,090 | 1,629 | 1,461 | 52.7% | 47.3% | 0.90 |
| PRI | 22,496 | 12,023 | 10,473 | 53.4% | 46.6% | 0.87 |
| SEC | 4,523 | 2,555 | 1,968 | 56.5% | 43.5% | 0.77 |
| Total | 30,109 | 16,207 | 13,902 | 53.8% | 46.2% | 0.86 |

Source: Education Census Data (2021)

Table 28: IDPs enrolled into school by state and gender

| State | Total | Male | Female | %Male | %Female | GPI |
|-------------------------|---------------|---------------|---------------|--------------|--------------|-------------|
| Abyei AA | - | - | - | - | - | - |
| Central Equatoria | 33,069 | 17,715 | 15,354 | 53.6% | 46.4% | 0.87 |
| Eastern Equatoria | 3,581 | 1,986 | 1,595 | 55.5% | 44.5% | 0.80 |
| Jonglei | 9,650 | 5,585 | 4,065 | 57.9% | 42.1% | 0.73 |
| Lakes | 6,158 | 3,613 | 2,545 | 58.7% | 41.3% | 0.70 |
| Northern Bahr el Ghazal | 484 | 246 | 238 | 50.8% | 49.2% | 0.97 |
| Pibor AA | 308 | 247 | 61 | 80.2% | 19.8% | 0.25 |
| Ruweng AA | 1 | 1 | - | 100.0% | - | - |
| Unity | 15,119 | 9,015 | 6,104 | 59.6% | 40.4% | 0.68 |
| Upper Nile | 12,501 | 6,266 | 6,235 | 50.1% | 49.9% | 1.00 |
| Warrap | 1,466 | 843 | 623 | 57.5% | 42.5% | 0.74 |
| Western Bahr el Ghazal | 668 | 291 | 377 | 43.6% | 56.4% | 1.30 |
| Western Equatoria | 4,044 | 2,109 | 1,935 | 52.2% | 47.8% | 0.92 |
| Total | 87,049 | 47,917 | 39,132 | 55.0% | 45.0% | 0.82 |

Source: Education Census Data (2021)

Note: There is no data about foreign learners and IDPs to compare with in the reports prepared in 2018 and 2013

Table 29: IDPs enrolled into school by level of learning and gender

| Level of learning | Total | Male | Female | %Male | %Female | GPI |
|-------------------|---------------|---------------|---------------|--------------|--------------|-------------|
| AES | - | - | - | - | - | - |
| PPR | 10,044 | 5,097 | 4,947 | 50.7% | 49.3% | 0.97 |
| PRI | 68,887 | 37,654 | 31,233 | 54.7% | 45.3% | 0.83 |
| SEC | 8,118 | 5,166 | 2,952 | 63.6% | 36.4% | 0.57 |
| Total | 87,049 | 47,917 | 39,132 | 55.0% | 45.0% | 0.82 |

Source: Education Census Data (2021)

Table 26: National enrolment ratios

| School types | The ratios | | | |
|--------------|------------|-------|-------|-----|
| | GER | GIR | NER | NIR |
| PPR | 11.7% | 11.4% | 6.7% | - |
| PRI | 59.4% | 87.4% | 35.5% | - |
| SEC | 11.9% | 15.6% | 4.6% | - |

Source: Education Census Data (2021)

Note: The **Net Intake Rates (NIR)** could not be calculated because of the ages specific data not being available (ages, 3 for ECD, 6 for Primary One and 14 for Senior One) as they were not specified in the education census tools.

Table 30: Number learners who sat for national examination by gender

| School | 2018 | | 2021 | |
|--------------------|--------|--------|--------|--------|
| | Boys | Girls | Boys | Girls |
| Primary - Sat | 30,278 | 17,975 | 31,572 | 22,007 |
| Primary - Passed | 23,898 | 13,482 | 26,508 | 17,707 |
| Secondary - Sat | 10,225 | 3,816 | 22,434 | 11,278 |
| Secondary - Passed | 7,074 | 2,471 | 21,331 | 11,054 |

Source: National Examination (2018 & 2021)

3.0 Teachers

Table 31: Number of Teachers disaggregated by state, gender and type of school

| State | Year | AES | | PPR | | PRI | | SEC | | Grand Total |
|-------------------------|-------------|-------|--------|-------|--------|--------|--------|-------|--------|-------------|
| | | Male | Female | Male | Female | Male | Female | Male | Female | |
| Abyei AA | 2021 | 7 | - | - | - | 375 | 63 | 25 | 3 | 473 |
| | 2018 | - | - | - | - | - | - | - | - | - |
| | 2013 | - | - | - | - | - | - | - | - | - |
| Central Equatoria | 2021 | 234 | 61 | 334 | 1,148 | 4,351 | 1,210 | 1,652 | 190 | 9,180 |
| | 2018 | 156 | 19 | 345 | 573 | 2,857 | 687 | 621 | 53 | 5,311 |
| | 2013 | 407 | 151 | 368 | 544 | 3,418 | 1,166 | 462 | 95 | 6,611 |
| Eastern Equatoria | 2021 | 160 | 30 | 169 | 305 | 2,336 | 484 | 555 | 67 | 4,106 |
| | 2018 | 266 | 25 | 253 | 170 | 2,022 | 277 | 350 | 27 | 3,390 |
| | 2013 | 240 | 45 | 107 | 260 | 2,457 | 451 | 325 | 40 | 3,925 |
| Jonglei | 2021 | 142 | 18 | 36 | 8 | 2,173 | 356 | 240 | 12 | 2,985 |
| | 2018 | 287 | 22 | 103 | 35 | 3,216 | 344 | 296 | 3 | 4,306 |
| | 2013 | 428 | 30 | 65 | 31 | 2,260 | 153 | 187 | 3 | 3,157 |
| Lakes | 2021 | 180 | 30 | 158 | 85 | 4,487 | 758 | 426 | 43 | 6,167 |
| | 2018 | 477 | 49 | 180 | 73 | 4,107 | 515 | 308 | 11 | 5,720 |
| | 2013 | 581 | 87 | 109 | 26 | 2,090 | 137 | 86 | 10 | 3,126 |
| Northern Bahr el Ghazal | 2021 | 520 | 69 | 24 | 47 | 7,195 | 1,248 | 689 | 45 | 9,837 |
| | 2018 | 1,003 | 101 | 36 | 13 | 5,969 | 655 | 525 | 28 | 8,330 |
| | 2013 | 1328 | 107 | 89 | 43 | 3,538 | 258 | 230 | 14 | 5,607 |
| Pibor AA | 2021 | 48 | 5 | 57 | 17 | 647 | 72 | 16 | - | 862 |
| | 2018 | - | - | - | - | - | - | - | - | - |
| | 2013 | - | - | - | - | - | - | - | - | - |
| Ruweng AA | 2021 | 25 | 5 | 77 | 80 | 525 | 149 | 130 | 10 | 1,001 |
| | 2018 | - | - | - | - | - | - | - | - | - |
| | 2013 | - | - | - | - | - | - | - | - | - |
| Unity | 2021 | 305 | 24 | 94 | 35 | 1,669 | 220 | 183 | 4 | 2,534 |
| | 2018 | 312 | 68 | 203 | 69 | 2,995 | 429 | 213 | 7 | 4,296 |
| | 2013 | 624 | 40 | 21 | 14 | 1,602 | 79 | 126 | 1 | 2,507 |
| Upper Nile | 2021 | 161 | 25 | 168 | 152 | 1,342 | 275 | 209 | 13 | 2,345 |
| | 2018 | 266 | 37 | 104 | 59 | 1,796 | 247 | 119 | 9 | 2,637 |
| | 2013 | 503 | 41 | 34 | 78 | 2,273 | 406 | 503 | 43 | 3,881 |
| Warrap | 2021 | 653 | 90 | 125 | 98 | 8,667 | 1,117 | 903 | 48 | 11,701 |
| | 2018 | 850 | 76 | 75 | 51 | 8,069 | 730 | 555 | 21 | 10,427 |
| | 2013 | 395 | 28 | 86 | 24 | 3,310 | 196 | 198 | 9 | 4,246 |
| Western Bahr el Ghazal | 2021 | 150 | 32 | 42 | 254 | 2,985 | 573 | 708 | 47 | 4,791 |
| | 2018 | 140 | 16 | 31 | 47 | 2,357 | 416 | 464 | 26 | 3,497 |
| | 2013 | 330 | 38 | 75 | 101 | 1,147 | 275 | 370 | 37 | 2,373 |
| Western Equatoria | 2021 | 233 | 40 | 190 | 335 | 2,809 | 696 | 391 | 35 | 4,729 |
| | 2018 | 562 | 61 | 227 | 263 | 2,633 | 501 | 338 | 32 | 4,617 |
| | 2013 | 486 | 58 | 102 | 109 | 2,116 | 377 | 275 | 28 | 3,551 |
| Grand Total | 2021 | 2,818 | 429 | 1,474 | 2,564 | 39,561 | 7,221 | 6,127 | 517 | 60,711 |
| | 2018 | 4,319 | 474 | 1,557 | 1,353 | 36,021 | 4,801 | 3,789 | 217 | 52,531 |
| | 2013 | 5,322 | 625 | 1,056 | 1,230 | 24,211 | 3,498 | 2,762 | 280 | 38,984 |

Source: Education Census Data (2021)

Table 32: Number of trained Teachers disaggregated by gender, state and qualifications

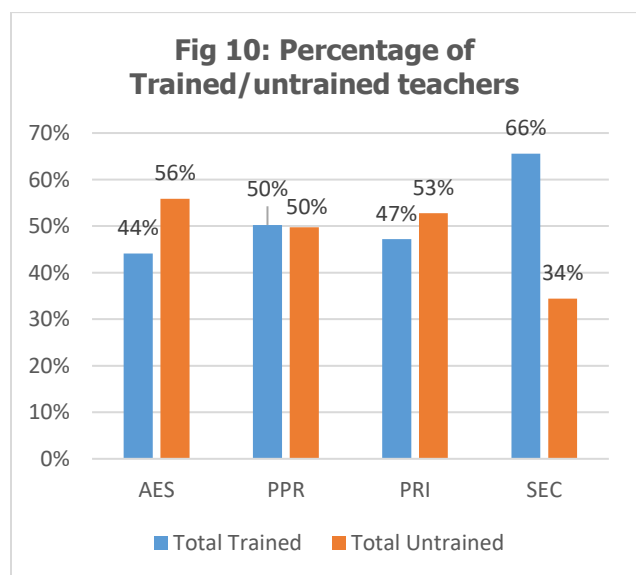
| State | Types of Qualification of trained teachers | | | | | | Untrained Teachers | | Grand Total |
|-------------------------|--|------------|--------------|------------|---------------|--------------|--------------------|--------------|---------------|
| | Degree | | Diploma | | Certificate | | Male | Female | |
| | Male | Female | Male | Female | Male | Female | | | |
| Abyei AA | 30 | 4 | 10 | 4 | 307 | 50 | 60 | 8 | 473 |
| Central Equatoria | 1,016 | 160 | 613 | 221 | 2,082 | 1,123 | 2,865 | 1,100 | 9,180 |
| Eastern Equatoria | 229 | 29 | 292 | 51 | 1,789 | 595 | 907 | 214 | 4,106 |
| Jonglei | 42 | 2 | 92 | 3 | 1,226 | 177 | 1,232 | 211 | 2,985 |
| Lakes | 76 | 11 | 56 | 18 | 2,502 | 419 | 2,617 | 468 | 6,167 |
| Northern Bahr el Ghazal | 64 | 7 | 102 | 3 | 3,156 | 413 | 5,105 | 987 | 9,837 |
| Pibor AA | 15 | - | 47 | - | 418 | 54 | 294 | 34 | 862 |
| Ruweng AA | 33 | 1 | 35 | 3 | 385 | 128 | 305 | 111 | 1,001 |
| Unity | 37 | - | 23 | - | 795 | 68 | 1,396 | 215 | 2,534 |
| Upper Nile | 179 | 22 | 208 | 27 | 1,016 | 313 | 477 | 103 | 2,345 |
| Warrap | 410 | 26 | 190 | 14 | 3,782 | 511 | 5,970 | 798 | 11,701 |
| Western Bahr el Ghazal | 261 | 36 | 170 | 78 | 1,300 | 233 | 2,154 | 559 | 4,791 |
| Western Equatoria | 64 | 13 | 188 | 29 | 1,406 | 417 | 1,966 | 646 | 4,729 |
| Totals | 2,456 | 311 | 2,026 | 451 | 20,164 | 4,501 | 25,348 | 5,454 | 60,711 |

Source: Education Census Data (2021)

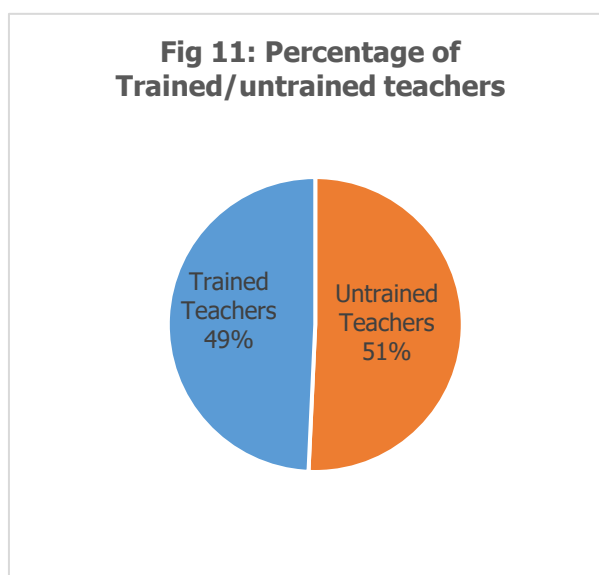
Table 33: Number of trained Teachers disaggregated by type and qualifications

| Level of learning | Trained teachers | | | | | | Untrained Teachers | | Grand Total |
|-------------------|------------------|------------|--------------|------------|---------------|--------------|--------------------|--------------|---------------|
| | Degree | | Diploma | | Certificate | | Male | Female | |
| | Male | Female | Male | Female | Male | Female | | | |
| AES | 51 | 5 | 88 | 12 | 1,117 | 160 | 1,565 | 249 | 3,247 |
| PPR | 27 | 49 | 62 | 129 | 640 | 1,122 | 745 | 1,264 | 4,038 |
| PRI | 654 | 89 | 1,159 | 243 | 16,848 | 3,096 | 20,914 | 3,779 | 46,782 |
| SEC | 1,724 | 168 | 717 | 67 | 1,559 | 123 | 2,124 | 162 | 6,644 |
| Totals | 2,456 | 311 | 2,026 | 451 | 20,164 | 4,501 | 25,348 | 5,454 | 60,711 |

Source: Education Census Data (2021)



Source: Education Census Data (2021)



Source: Education Census Data (2021)

Note: over 50% of teachers in South Sudan are not trained, this affects the delivery of quality education in the country. In the basic and secondary education levels, including Alternative education System-AES, secondary education level is better with at least 66% of its teachers trained or qualified. So more attention in teacher training need to be given to ECD, primary and AES teachers.

Table 34: Qualification of Teachers at state level and PQtR

| State | None | Certificate | Diploma | Degree | Others | Total | PQtR |
|-------------------------|---------------|---------------|--------------|--------------|------------|---------------|-----------|
| Abyei AA | 68 | 357 | 14 | 34 | - | 473 | 48 |
| Central Equatoria | 3,832 | 3,205 | 834 | 1,176 | 133 | 9,180 | 57 |
| Eastern Equatoria | 1,117 | 2,384 | 343 | 258 | 4 | 4,106 | 46 |
| Jonglei | 1,440 | 1,403 | 95 | 44 | 3 | 2,985 | 133 |
| Lakes | 3,067 | 2,921 | 74 | 87 | 18 | 6,167 | 79 |
| Northern Bahr el Ghazal | 6,077 | 3,569 | 105 | 71 | 15 | 9,837 | 90 |
| Pibor AA | 328 | 472 | 47 | 15 | - | 862 | 49 |
| Ruweng AA | 415 | 513 | 38 | 34 | 1 | 1,001 | 77 |
| Unity | 1,611 | 863 | 23 | 37 | - | 2,534 | 110 |
| Upper Nile | 570 | 1,329 | 235 | 201 | 10 | 2,345 | 104 |
| Warrap | 6,728 | 4,293 | 204 | 436 | 40 | 11,701 | 76 |
| Western Bahr el Ghazal | 2,694 | 1,533 | 248 | 297 | 19 | 4,791 | 87 |
| Western Equatoria | 2,610 | 1,823 | 217 | 77 | 2 | 4,729 | 73 |
| Grand Total | 30,557 | 24,665 | 2,477 | 2,767 | 245 | 60,711 | 77 |

Source: Education Census Data (2021)

Table 35: Qualification of Teachers by school type and PQtR

| School Level | None | Certificate | Diploma | Degree | Others | Total | PQtR |
|--------------------|---------------|---------------|--------------|--------------|------------|---------------|-----------|
| AES | 1,803 | 1,277 | 100 | 56 | 11 | 3,247 | 65 |
| PPR | 1,970 | 1,762 | 191 | 76 | 39 | 4,038 | 83 |
| PRI | 24,549 | 19,944 | 1,402 | 743 | 144 | 46,782 | 86 |
| SEC | 2,235 | 1,682 | 784 | 1,892 | 51 | 6,644 | 34 |
| Grand Total | 30,557 | 24,665 | 2,477 | 2,767 | 245 | 60,711 | 77 |

Source: Education Census Data (2021)

Table 36: Number of teachers on/off payroll at state level

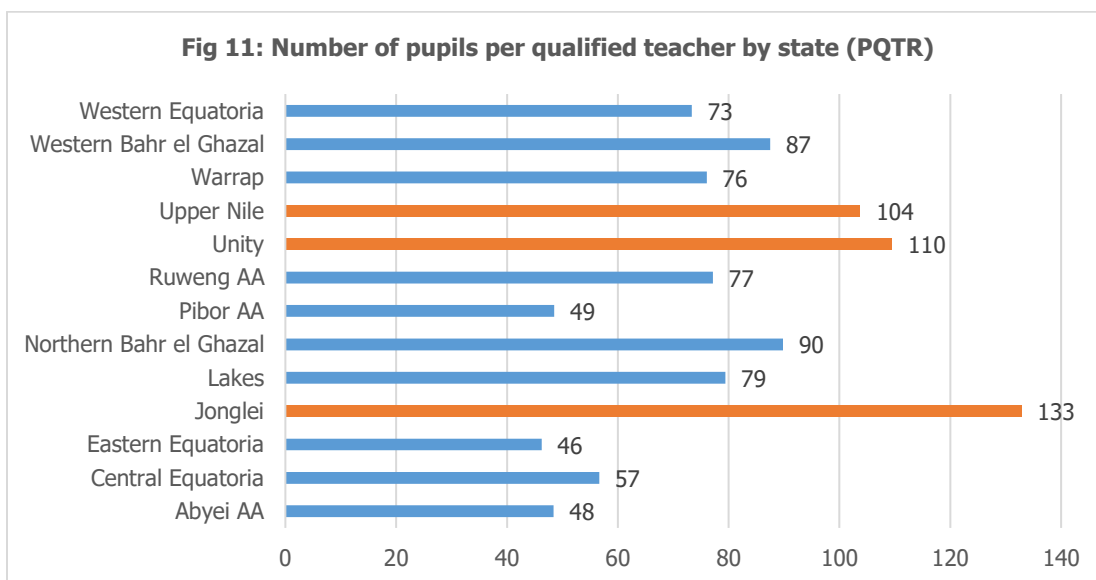
| State | Total | On payroll | Not on payroll | %On payroll | %Not On payroll |
|-------------------------|---------------|---------------|----------------|-------------|-----------------|
| Abyei AA | 473 | 80 | 393 | 17% | 83% |
| Central Equatoria | 9,180 | 1,445 | 7,735 | 16% | 84% |
| Eastern Equatoria | 4,106 | 1,199 | 2,907 | 29% | 71% |
| Jonglei | 2,985 | 719 | 2,266 | 24% | 76% |
| Lakes | 6,167 | 1,347 | 4,820 | 22% | 78% |
| Northern Bahr el Ghazal | 9,837 | 4,169 | 5,668 | 42% | 58% |
| Pibor AA | 862 | 296 | 566 | 34% | 66% |
| Ruweng AA | 1,001 | 127 | 874 | 13% | 87% |
| Unity | 2,534 | 536 | 1,998 | 21% | 79% |
| Upper Nile | 2,345 | 386 | 1,959 | 16% | 84% |
| Warrap | 11,701 | 3,907 | 7,794 | 33% | 67% |
| Western Bahr el Ghazal | 4,791 | 791 | 4,000 | 17% | 83% |
| Western Equatoria | 4,729 | 1,374 | 3,355 | 29% | 71% |
| Grand Total | 60,711 | 16,376 | 44,335 | 27% | 73% |

Source: Education Census Data (2021)

Table 37: Number of Teachers on/off payroll at different levels of learning

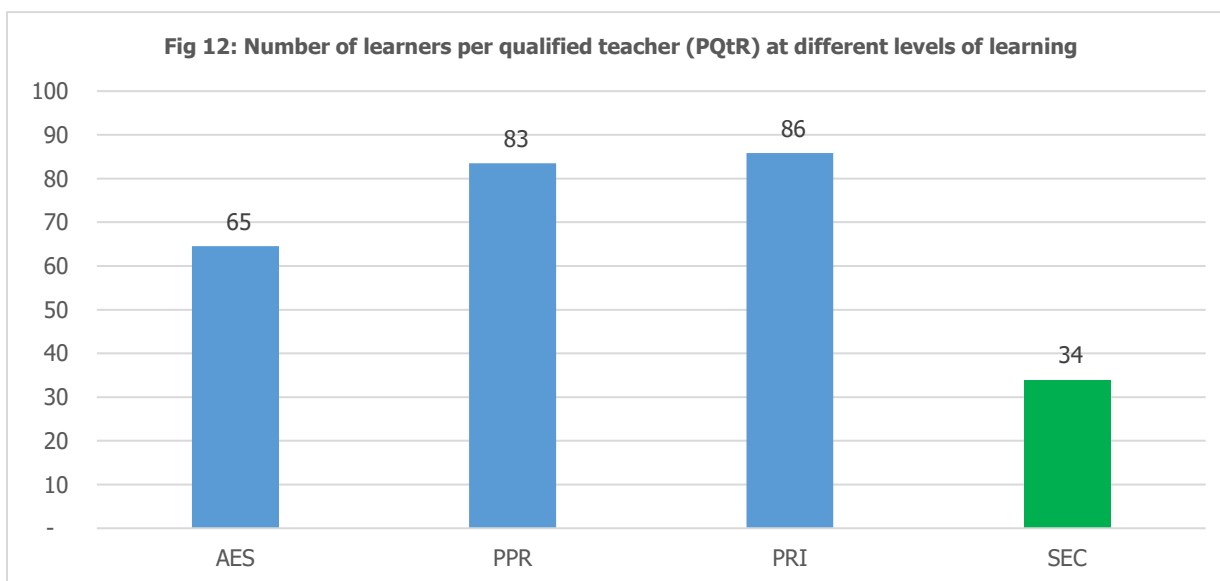
| State | Total | On payroll | Not on payroll | %On payroll | %Not On payroll |
|--------------------|---------------|---------------|----------------|-------------|-----------------|
| AES | 3,247 | 822 | 2,425 | 25% | 75% |
| PPR | 4,038 | 474 | 3,564 | 12% | 88% |
| PRI | 46,782 | 13,307 | 33,475 | 28% | 72% |
| SEC | 6,644 | 1,773 | 4,871 | 27% | 73% |
| Grand Total | 60,711 | 16,376 | 44,335 | 27% | 73% |

Source: Education Census Data (2021)



Source: Education Census Data (2021)

Note: Attention needs to be given to schools in **Jonglei, Unity and Upper Nile states where ratio of learners per a qualified teacher is over 100**. The ratio in these states is quite high implying that the learners may not be able to get good attention of the qualified teachers in the classrooms.



Source: Education Census Data (2021)

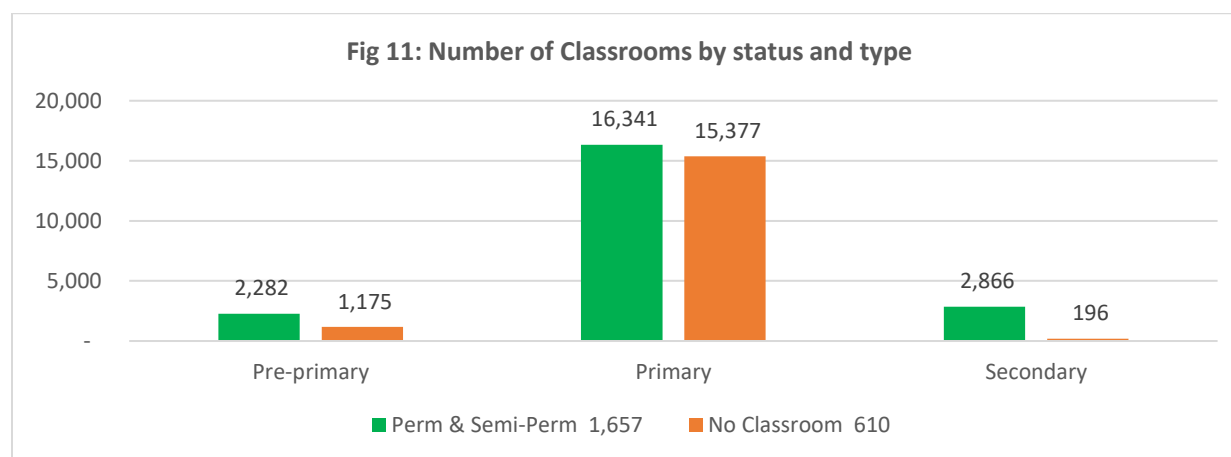
Note: Secondary schools reflect that they have adequate number of qualified teachers to handle the learners. However, emphasis should be put on **increasing the number of qualified teachers in primary and pre-primary schools** as well as **Alternative Education System-AES** schools.

4.0 Classrooms

Table 38: Number and percentage of classrooms by status and type

| School Type | Permanent | Semi-permanent | Roof Only | Tent | Under tree | Grand Total |
|----------------------------------|---------------|----------------|--------------|--------------|---------------|---------------|
| AES | 1,161 | 496 | 167 | 27 | 416 | 2,267 |
| Percentage of Total (AES) | 51.20% | 21.90% | 7.40% | 1.20% | 18.40% | 100% |
| PPR | 1,108 | 1,174 | 255 | 47 | 873 | 3,457 |
| Percentage of Total (PPR) | 32.10% | 34.00% | 7.40% | 1.40% | 25.30% | 100% |
| PRI | 10,329 | 6,012 | 2,055 | 257 | 13,065 | 31,718 |
| Percentage of Total (PRI) | 32.60% | 19.00% | 6.50% | 0.80% | 41.20% | 100% |
| SEC | 2,225 | 641 | 117 | 19 | 60 | 3,062 |
| Percentage of Total (SEC) | 72.70% | 20.90% | 3.80% | 0.60% | 2.00% | 100% |
| TTI | 54 | 3 | 5 | - | 2 | 64 |
| Percentage of Total (TTI) | 84.40% | 4.70% | 7.80% | - | 3.10% | 100% |
| TVET | 108 | 1 | - | 2 | 15 | 126 |
| Percentage of Total (TVET) | 85.70% | 0.80% | - | 1.60% | 11.90% | 100% |
| Total | 14,985 | 8,327 | 2,599 | 352 | 14,431 | 40,694 |
| Percentage of Total (All) | 37.10% | 20.40% | 6.40% | 0.90% | 35.30% | 100% |

Source: Education Census Data (2021)

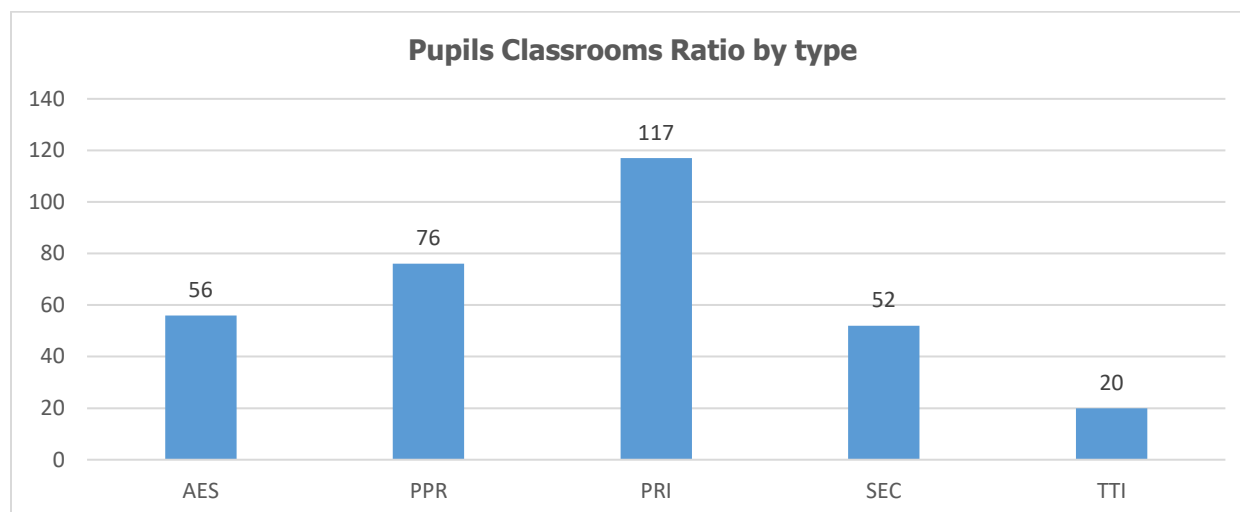


Source: Education Census Data (2021)

Table 39: Number of classrooms by their level of permanency at every school type

| School Type | Permanent | Semi-permanent | Roof Only | Tent | Under tree | Grand Total | PCR |
|--------------|---------------|----------------|--------------|------------|---------------|---------------|-----------|
| AES | 1,161 | 496 | 167 | 27 | 416 | 2,267 | 56 |
| PPR | 1,108 | 1,174 | 255 | 47 | 873 | 3,457 | 76 |
| PRI | 10,329 | 6,012 | 2,055 | 257 | 13,065 | 31,718 | 117 |
| SEC | 2,225 | 641 | 117 | 19 | 60 | 3,062 | 52 |
| TTI | 54 | 3 | 5 | - | 2 | 64 | 20 |
| TVET | 108 | 1 | - | 2 | 15 | 126 | 17 |
| UNI | 167 | 8 | 1 | 1 | - | 177 | 6 |
| Total | 15,152 | 8,335 | 2,600 | 353 | 14,431 | 40,871 | 99 |

Source: Education Census Data (2021)

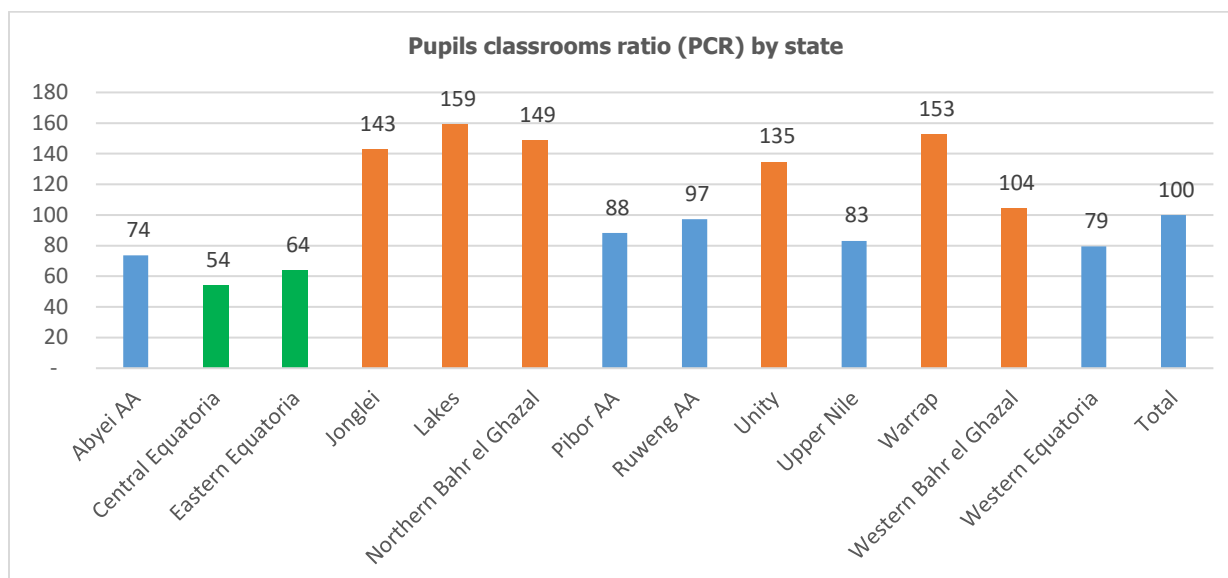


Note: the number of learners per a classroom ratio has improve but still bad for primary and Pre-primary schools, therefore more attentions need to be given to **building more permanent/semi-permanent classrooms** for these two basic education levels.

Table 40: Number of classrooms by status and state

| State | Permanent | Semi-permanent | Roof Only | Tent | Under tree | Total Perm/Semi | PCR |
|-------------------------|---------------|----------------|--------------|------------|---------------|-----------------|-----|
| Abyei AA | 166 | 100 | 19 | - | 48 | 266 | 74 |
| Central Equatoria | 3,170 | 2,482 | 168 | 62 | 378 | 5,652 | 54 |
| Eastern Equatoria | 1,660 | 514 | 191 | 21 | 378 | 2174 | 64 |
| Jonglei | 675 | 761 | 205 | 49 | 1,499 | 1436 | 143 |
| Lakes | 1,047 | 503 | 137 | 22 | 1,657 | 1550 | 159 |
| Northern Bahr el Ghazal | 1,655 | 620 | 446 | 24 | 2,746 | 2275 | 149 |
| Pibor AA | 112 | 183 | 43 | 14 | 180 | 295 | 88 |
| Ruweng AA | 304 | 161 | 54 | 15 | 87 | 465 | 97 |
| Unity | 323 | 428 | 204 | 12 | 720 | 751 | 135 |
| Upper Nile | 1,426 | 794 | 136 | 45 | 935 | 2220 | 83 |
| Warrap | 1,662 | 817 | 414 | 23 | 3,594 | 2479 | 153 |
| Western Bahr el Ghazal | 1,403 | 377 | 120 | 23 | 1,036 | 1780 | 103 |
| Western Equatoria | 1,382 | 587 | 462 | 42 | 1,173 | 1969 | 79 |
| Total | 14,985 | 8,327 | 2,599 | 352 | 14,431 | 23312 | 100 |

Source: Education Census Data (2021)

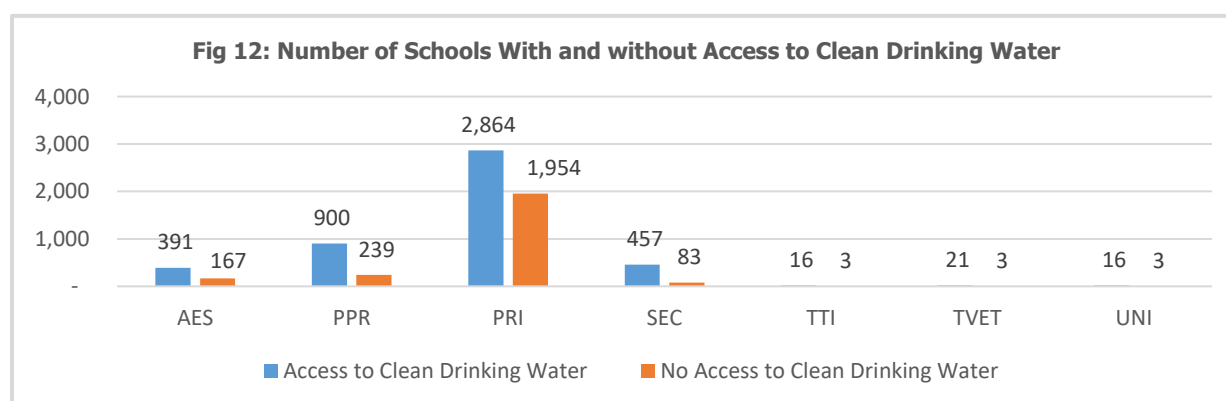


5.0 School facilities

Table 41: Source of drinking water

| Source of drinking water | Type (Level) of school | | | | | | Total |
|----------------------------------|------------------------|-------|-------|-----|-----|------|-------|
| | AES | PPR | PRI | SEC | TTI | TVET | |
| Bore hole | 315 | 552 | 2,358 | 292 | 11 | 10 | 3,549 |
| Unprotected well | 47 | 48 | 492 | 17 | - | - | 604 |
| Unprotected spring | 9 | 14 | 148 | 3 | - | - | 174 |
| Protected spring | 8 | 16 | 47 | 9 | 1 | 1 | 82 |
| Surface water (River, Lake, Dam) | 60 | 109 | 693 | 23 | 1 | 2 | 889 |
| Rain water | 51 | 68 | 621 | 40 | 2 | 1 | 785 |
| Piped water | 41 | 109 | 166 | 64 | 3 | 6 | 391 |
| Tanker supplied | 27 | 223 | 293 | 92 | 1 | 4 | 643 |
| Grand Total | 558 | 1,139 | 4,818 | 540 | 19 | 24 | |

Source: Education Census Data (2021)

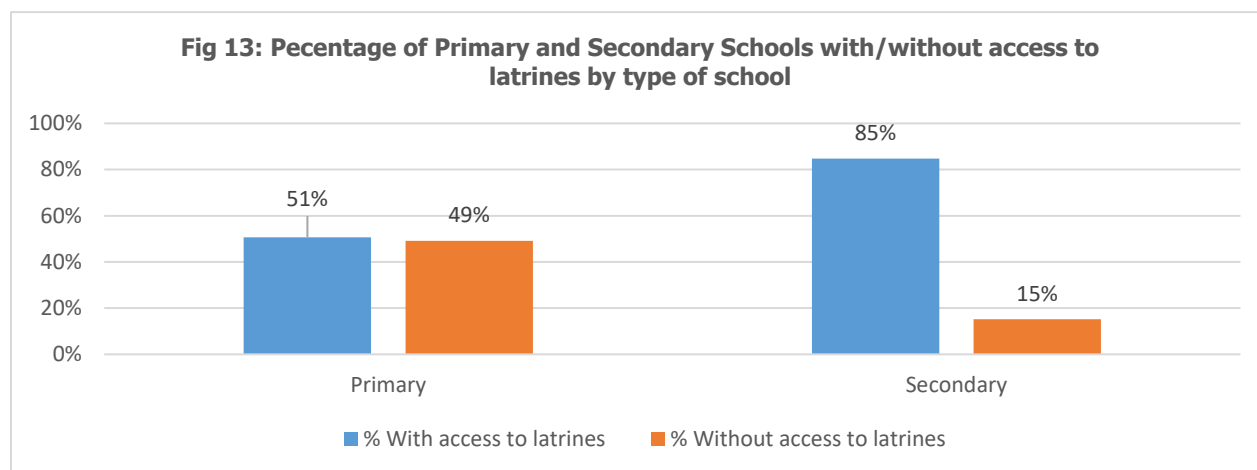


Source: Education Census Data (2021)

Table 42: Number and percentage of schools with/without latrines by type

| Type | Total | Have | Do not have | Not specified | %Have | %Do not have | %Not specified |
|--------------|--------------|--------------|--------------|---------------|--------------|--------------|----------------|
| AES | 503 | 316 | 186 | 1 | 62.8% | 37.0% | 0.2% |
| PPR | 1,057 | 753 | 303 | 1 | 71.2% | 28.7% | 0.1% |
| PRI | 4,226 | 2,142 | 2,079 | 5 | 50.7% | 49.2% | 0.1% |
| SEC | 501 | 425 | 76 | - | 84.8% | 15.2% | - |
| Total | 6,287 | 3,636 | 2,644 | 7 | 57.8% | 42.1% | 0.1% |

Source: Education Census Data (2021)



Source: Education Census Data (2021)