



NATIONAL EDUCATION CENSUS SUMMARY REPORT 2023



Executive Summary

The Ministry of General Education and Instruction conducts the Annual Education Census (AEC) to systematically collect, analyse, and disseminate data from schools across South Sudan. This comprehensive data collection effort is essential for generating reliable and timely information on various education indicators. Such information serves as a valuable resource for a diverse range of stakeholders, including education planners, policy analysts, development partners, researchers, and the international community. By analysing the AEC data, stakeholders gain a clear understanding of the strengths and weaknesses of the education system, enabling them to make informed decisions and develop effective strategies for improving provision of education.

This report focuses on several key indicators to assess the education system in South Sudan, including school enrolment, pupil/learner-teacher ratios, teacher qualifications, and the nature of schools themselves. Additionally, data on reasons for dropout and special needs children including those learners with disabilities, orphans, refugees etc. is provided to ensure inclusive education and eliminate all forms of discrimination. This comprehensive approach aims to inform policy-making and programming decisions that address the diverse needs of all learners.

The 2023 Annual Education Census (AEC) report unfolds across three key chapters. Chapter 1 delves into the background of the census, laying out its purpose, objectives, scope, coverage, and utilized tools. Moving on, Chapter 2 explores the methodologies employed for data collection, highlighting the digital platform, AI applications, data collection team, data management systems, and field staff involvement. Finally, Chapter 3 draws upon the field investigation conducted at schools, presenting a comprehensive analysis of key education indicators.

The 2023 AEC report reveals a 12% jump in pupil/learner enrolment for operational schools. The total student body rose from 1,974,667 in 2022 to 2,215,494 in 2023. However, at all levels, boys make up a majority (53%) compared to girls. Interestingly, the gender gap narrows in Alternative Education System (AES) centres to less than 1%. Even more striking, *Agricultural Secondary and Commercial Schools under TVET saw more female students than male students.*

Despite the enrolment increase, attendance remains a concern. The average headcount attendance across operational schools stood at 70%, implying that 3 out of every 10 enrolled students were absent during the visit.

The 2023 Annual Education Census (AEC) revealed that out of the 7,737 pre-primary, primary, secondary, alternative education system (AES) schools and TVET centres reached, 83% were operational. This translates to 6,456 schools functioning across various ownership categories, including:

- 60% public schools
- 17% community-owned schools
- 11% faith-based organizations
- 11% private schools
- Less than 1% are NGO-supported schools

However, of concern is the **17% of schools, or 1,281 schools**, that were classified as non-operational. This paints a picture of an education system facing challenges in ensuring consistent access to education across all communities.

Within the functional schools, **67% i.e. 5,214** primarily served the primary level, indicating a potential focus on this stage of education. However, further insights come from operational school characteristics:

- 20% shared facilities, potentially suggesting resource constraints or optimized space utilization.

Funded by



For more information contact

Mr. George Mogga (Director General, Planning and Budgeting Directorate), +211 929 717 571.
Mr. Victor Dut Chol (Director, Research and Policy Development Department) +211922455545
Mr. Giir Mabior Cyerdit, (Deputy Director, Data and Statistics Unit), +211 925 568 066.
<https://moge.gov.ss/resources>

GPE Grant managed through



- 96% operated in shifts, highlighting potential overcrowding or limited infrastructure.
- Only 1.4% were dedicated to either boys or girls, with the vast majority catering to both genders (98%), reflecting mixed education predominance.

This data unveils a multifaceted landscape of schooling in South Sudan. While advancements are evident in enrolment, more female learners in TVET courses in Agriculture and Commerce, the prevalence of non-operational schools and specific operational characteristics warrant further investigation and targeted interventions to ensure equitable and quality education for all.

Furthermore, the 2023 AEC report reveals the well-known issue of a significant gender imbalance in the teaching workforce. With only 20% of the 49,536 teachers being female, this disparity is particularly pronounced in secondary schools, where women make up only 9%. Conversely, pre-primary schools boast a 65% female teaching staff.

The average PTR of 36:1 across all levels has increased to 39:1 in 2023 compared to 2022 academic year although is still remains an area of concern. In contrast the average pupil/learner-to-qualified teacher ratio (PqTR) stands at 59:1.

The following are key recommendations based on the results of the 2023 Annual Education Census:

1. Conduct Analytical Assessment for non-operational schools and Teacher Data related queries on significant drop in 2023 AEC including identification systems.
2. Conduct Comprehensive Identification and Support of Learners with Disabilities.
3. Introduce Data-Driven projections for sector target monitoring, SD4 Dashboard/Rubric and post-review of Technology use in 2023 AEC including use of Artificial Intelligence (AI).
4. Leverage Mobile and AI Technologies for School Monitoring, Inspection and Supervision including normative assessment of school visits in compliance with national guidelines on inspection/supervision.
5. Investing in TVET and Inclusive Education.
6. Addressing Teacher Qualification and Gender Parity through virtual training modules and comprehensive tracking for target achievement for qualified Teachers.

Improving School Governance and Management through enhanced SMC/PTA/BoG meetings that require endorsement of termly performance reports as mandatory agenda item and leverage AI for efficiency for regularised inspection summaries.



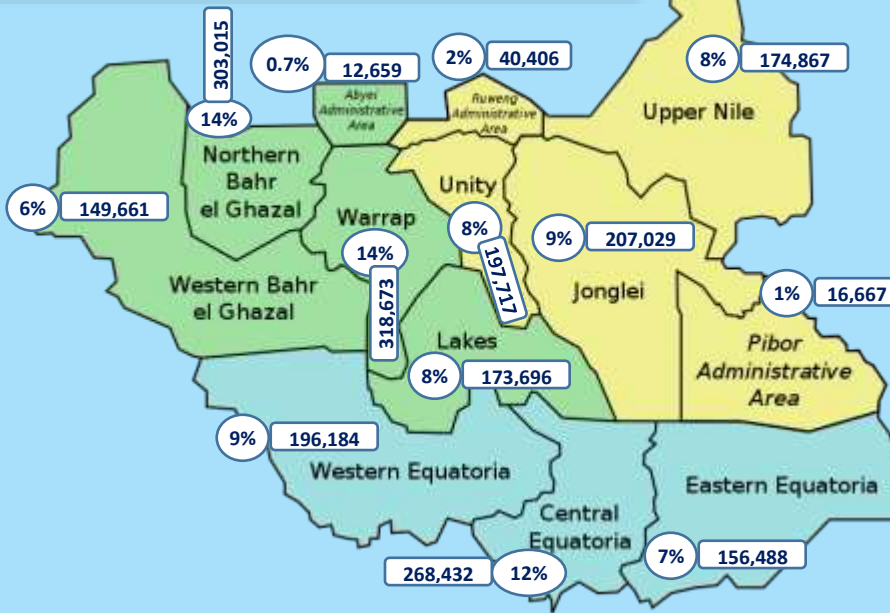
1 **2,215,494** enrolled in pre-primary, primary, Secondary Schools and AES

- 82% of those enrolled are in primary schools.
- 47% of those enrolled are girls.
- 12% annual increase in 2023 from total enrolment of 1,974, 667 in 2021.
- 78,631 enrolled in AES (50% are female)

2 **17% of (7,737)** total visited pre-primary, primary, AES and Secondary Schools were found not operational ie **(1,281)**

- 52% of **(29)** the reached TTIs / CECs were found not operational.
- 40% of **(30)** the reached TVET schools are found not operational.

Percentage of total enrolment figure of 2,215,494 attributable to schools in each state.



3 **30%** of the enrolled were **NOT** in attendance at the day of the visit to schools.

4 **42%** of schools had enrolment accessibility for learners with disabilities.

5 There are **49,750** teachers in pre-primary, primary and secondary schools across the country.

- **46 : 1** is average pupil to teacher ratio
- **76 : 1** is average pupil to qualified teacher ratio
- Of the total teachers **20%** were female teachers.
- **30%** of the total teachers were **NOT** in attendance at the day of visit.

6 There are **1,292** students (**30% are female**) enrolled in Teacher Training Institutes / County Education Centres

- 30% of those enrolled are female students.
- 585 students enrolled in in-service programmes (**27% are female**).
- 619 students enrolled in pre-service certificate programmes (**33% are female**).
- 88 in pre-service diploma programmes (**22% are female**).

7 There were **2,426** students enrolled in both formal and informal TVET courses

- 1,052 enrolled in formal TVET courses (**56% are female**).
- 1,374 enrolled in informal TVET courses (**46% are female**).
- Popular informal TVET courses are in construction and tailoring while Technical Secondary School is popular in formal TVET courses.

Map Source and Disclaimer: (Presented here for illustrative purposes from a spatial analysis perspective) https://en.wikipedia.org/wiki/States_of_South_Sudan#/media/File:SouthSudanStatesandAdministrativeAreas.svg



Funded by

For more information contact

Mr. George Mogga (Director General, Planning and Budgeting Directorate), +211 929 717 571.
 Mr. Victor Dut Chol (Director, Research and Policy Development Department) +211922455545
 Mr. Giir Mabior Cyerdit, (Deputy Director, Data and Statistics Unit), +211 925 568 066.
<https://moge.gov.ss/resources>

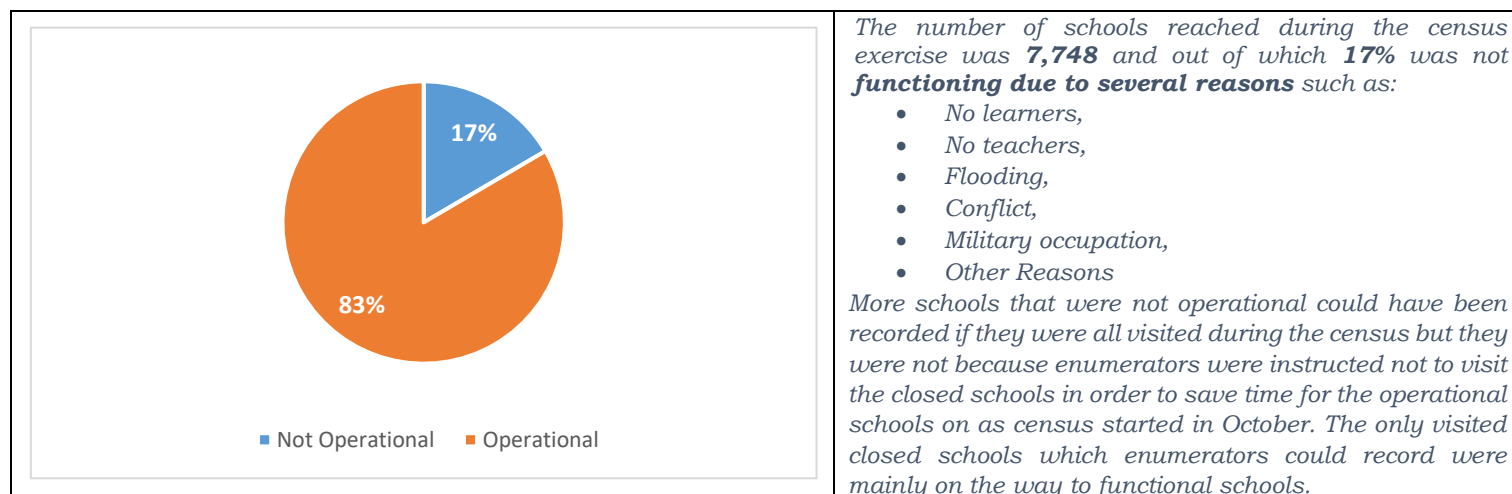


Table 1: Distribution of number of schools by school level and ownership type.

Ownership Type	School Level					Grand Total
	Pre-Primary	Primary	Secondary	AES	TVET ¹	
Public	338	3,031	204	308	-	3,881
Community	241	707	85	75	-	1,108
Private	237	283	155	11	-	686
Faith-based	239	350	98	30	-	717
NGO	23	14	4	5	-	46
Non-Operational ²	167	829	119	154	12	1,281
Total	1,245	5,214	665	583	30	7,737

Source: 2023 Annual Education Census by Ministry of General Education and Instruction.

The differentials in enrolment by ownership is shown in Table 1 above. However, the point of particular interest is the **community owned schools** which are second highest from the public owned schools;

Figure 1: Percentage of Operational and Non-operational Schools**Table 2: Enrolment figures by school level versus daily attendance.**

Education Level	2022 Total Enrolment	2023 Total Enrolment	Total Attendance at Time of Visit (2023)	% of total enrolled that were in attendance at time of visit
Pre-Primary	135,720	151,267	111,450	74%
Primary	1,633,283	1,823,431	1,268,030	70%
Secondary	138,856	162,165	114,314	70%
Total	1,907,859	2,136,863	1,493,794	70%
AES ³	66,808	78,631	-	-
Grand Total	1,974,667	2,215,494	1,493,794	

¹ Ownership type was not included in TVET Data collection tool

² Non-operational schools were not probed with questions on ownership only on reasons for closure.

³ Headcount not done in AES during the 2023 AEC.

Funded by



For more information contact

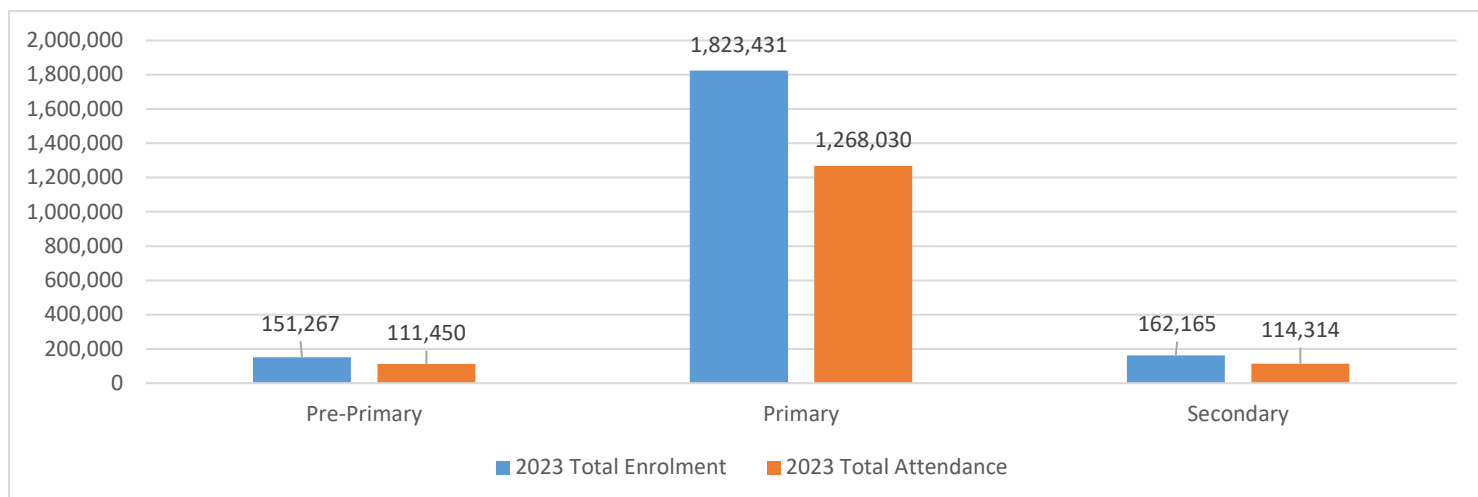
Mr. George Mogga (Director General, Planning and Budgeting Directorate), +211 929 717 571.
Mr. Victor Dut Chol (Director, Research and Policy Development Department) +211922455545
Mr. Giir Mabior Cyerdit, (Deputy Director, Data and Statistics Unit), +211 925 568 066.

<https://moge.gov.ss/resources>

GPE Grant managed through



Figure 2: Number of Learners Enrolled Versus the Number of Learners Attending Classes



Source: 2023 Annual Education Census by Ministry of General Education and Instruction.

Figure 3: % of total enrolled that were in attendance at time of visit

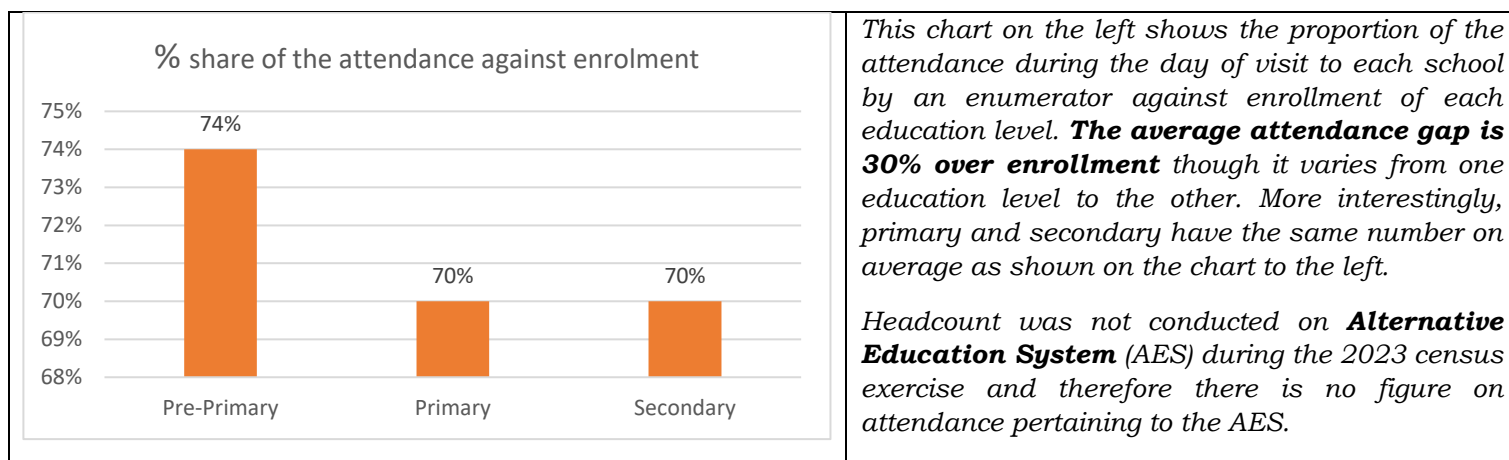


Table 3: Differences in enrolment between boys and girls. Figure 4: Percentage Differences in enrolment

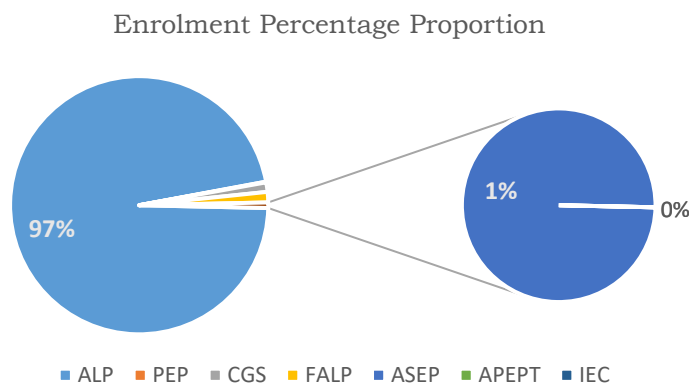
Education Level	Boys – Enrolment	Girls – Enrolment
Pre-Primary	77,865	73,402
Primary	968,719	854,712
Secondary	90,313	71,852
AES	39,342	39,289
Total	1,176,239	1,039,255
<i>Share of enrolment</i>	53%	47%

Source: 2023 Annual Education Census by Ministry of General Education and Instruction.

The table above demonstrates that, there are more boys than girls in schools across all the education levels. The margins are little across the levels but the secondary education level reported more boys (0.8) than the primary (0.88) and pre-primary level (0.94).

Table 4: AES Enrolment by type of AES Programmes **Figure 5: AES Enrolment by type by Programmes**

AES Programme	Male	Female
ALP	37,910	38,242
PEP	60	9
CGS	423	507
FALP	582	448
ASEP	378	164
APEPT	-	-
IEC	-	-
Total	39,354	39,369



Source: 2023 Annual Education Census by Ministry of General Education and Instruction.

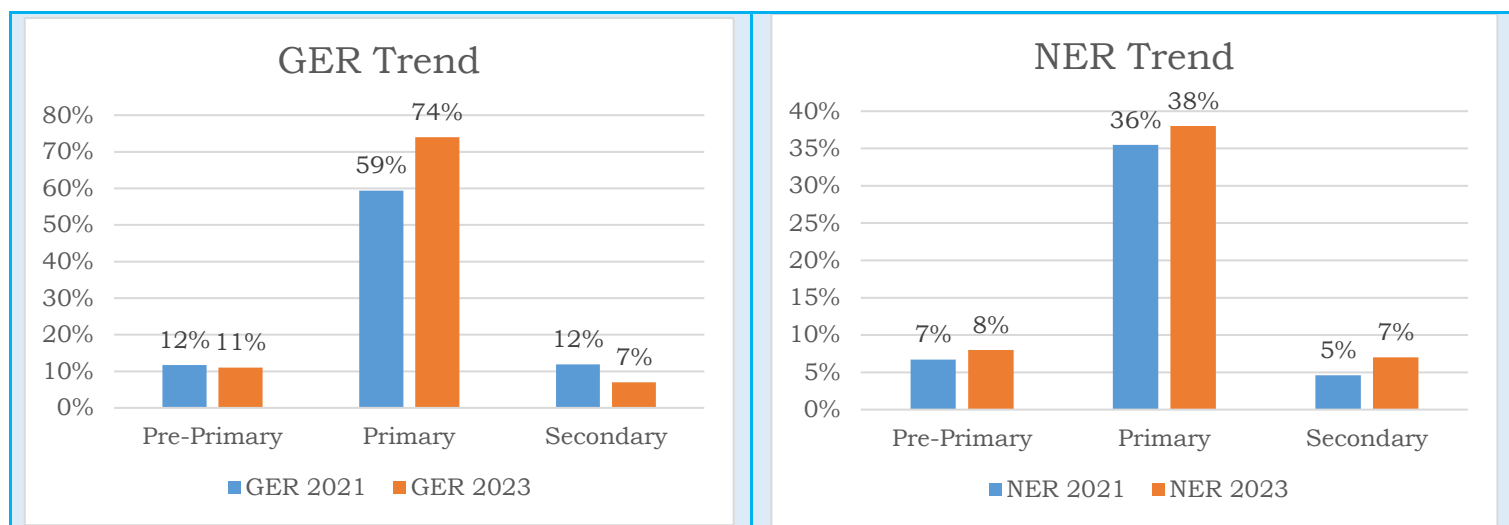
Although there are fewer AES schools in the country, there is a good number of learners enrolled in the AES programmes, mostly especially in the ALP centres as shown indicated in **table 4 above**. It could also be acknowledged that **FALP** (Functional Adult literacy Programme) has a significant number of learners enrolled in it which indicates that there many adult people who are still interested in learning basic English language.

Table 5: Number of learners who are refugees, IDPs, Foreign Residents, Returnees and Refugees.

Education in Emergency	Total	Female	Male
IDPs	32,461	14,607	17,854
Foreign Residents	42,821	21,201	21,620
Returnees	51,006	24,927	26,079
Refugees	59,344	29,496	29,848

Source: 2023 Annual Education Census by Ministry of General Education and Instruction.

It should be noted that there is a total of **42,821** foreign learners enrolled in **242** of the enumerated schools, **32,461** are IDP learners in **402 schools** that were enumerated, **59,344** are refugees in 161 schools and 51,006 are returnees in 905 schools as shown in **table 5 above**.

Figure 6: Gross Enrolment versus Net Enrolment across school levels.

Source: 2023 Annual Education Census by Ministry of General Education and Instruction.

Funded by



For more information contact

Mr. George Mogga (Director General, Planning and Budgeting Directorate), +211 929 717 571.
 Mr. Victor Dut Chol (Director, Research and Policy Development Department) +211922455545
 Mr. Giir Mabior Cyerdit, (Deputy Director, Data and Statistics Unit), +211 925 568 066.
<https://moge.gov.ss/resources>

GPE Grant managed through



The gross enrollment rate has increased significantly for Primary Education in 2023 in relation to population growth but declined for Secondary and Pre-primary in relation to population growth, meaning that, the rate of population growth is higher than the rate of the enrolment in secondary and Pre-Primary Education as shown in the above figures. In other words, the number of learners that were enrolled in Secondary and Pre-Primary schools in 2023 were less than the school-age learners that should have been in Secondary and Pre-Primary schools by 2023.

Table 7: Gender Parity Index across the school levels.

Education level	Boys – Enrolment	Girls - Enrolment	Gender Parity Index
Pre-Primary	77,865	73,402	0.94
Primary	968,719	854,712	0.88
Secondary	90,313	71,852	0.80
AES	39,342	39,289	1.00
Total	1,176,239	1,039,255	0.88

Source: 2023 Annual Education Census by Ministry of General Education and Instruction.

Table 8: Distribution of learners with disabilities in primary schools

Types of Disabilities	Male	Female	Total
Difficulty with walking	2,191	1,736	3,927
Cannot walk at all	89	68	157
Difficulty with seeing	1,812	1,609	3,421
Cannot see at all	55	41	96
Difficulty with hearing	1,563	1,397	2,960
Cannot hear at all	125	88	213
Difficulty with self-care	392	352	744
Cannot do Self-care at all	29	21	50
Difficulty with communicating in usual language	320	294	614
Cannot communicate at all in usual language	35	34	69
Difficulty remembering or concentrating	307	274	581
Cannot remember or concentrate at all	58	73	131
Total	6,976	5,987	12,963

According to the results of the 2023 AEC, there **12,963** pupil/learners with disabilities in primary schools. While these indicators provide general prevalence of instances of learners with disabilities, there is need for specialised assessment that should be able to unearth learners with disabilities according to known practice. The section on recommendation contains more details and figure below on the appendices, shows spatial distribution across the states.

The 2023 AEC report demonstrates that **there are learners with self-care functional problems** who are enrolled in our schools, especially those who cannot do self-care at all. This indicator shows that our teachers still do not understand the **Washington Group Questions** because given the nature of South Sudan Disability Support Service, the only group of learners that can manage to be in schools are those children with amputated single limb (one arm or leg). But a child with missing two arms or, at worst scenario, both legs and arms missing, cannot manage to be in school in South Sudan now, otherwise serious research must be done to support this report on the existence of such group of learners in our schools.

Funded by



For more information contact

Mr. George Mogga (Director General, Planning and Budgeting Directorate), +211 929 717 571.
 Mr. Victor Dut Chol (Director, Research and Policy Development Department) +211922455545
 Mr. Giir Mabior Cyerdit, (Deputy Director, Data and Statistics Unit), +211 925 568 066.
<https://moge.gov.ss/resources>

GPE Grant managed through



Table 9: Number of teachers in schools that are operational by level and gender.

Education level	Number of Teachers in School				
	Male		Female		Total
	Number	%	Number	%	
Pre-Primary	1,336	35%	2,464	65%	3,800
Primary	30,082	83%	6,065	17%	36,147
Secondary	5,461	91%	545	9%	6,006
AES	1,839	51%	295	8%	3,583
TVET ⁴	107	81%	25	19%	132
TTI ⁵ /CEC	77	94%	5	6%	82
Grand Total	38,902	80%	9,399	20%	49,750

Source: 2023 Annual Education Census by Ministry of General Education and Instruction.

The 2023 AEC continued to reveal significant gender imbalance among teachers that has been there, with only 20% of the total 49,750 being female across pre-primary, primary, and secondary schools. This disparity is particularly pronounced in secondary schools, where female teachers comprise of a mere 9% (545) of the total secondary school teaching workforce (6,006). Conversely, pre-primary schools offer a brighter picture, with females constituting the majority (65%) of teachers.

Furthermore, each teacher was assessed if they had a form of identification card and only 9,635 i.e. 20% of the teachers indicated that they had an ID card. The large proportion of teachers without ID as depicted in Table 9 above poses a risk for fiduciary discipline as it is easy for some people to masquerade as teachers especially where provision of money is concerned such as teacher incentive pay-out days.

Table 10: Number of teachers by their teaching qualification disaggregated by school level.

Education level	Teaching qualification				
	Certificate	Diploma	Degree	None	Others
Pre-Primary	1,807	206	90	1,553	89
Primary	18,803	1,326	885	13,937	665
Secondary	1,388	804	2,009	1,472	89
AES	1,182	106	91	718	74
TVET	53	25	20	27	15
TTI/CEC	18	38	24	13	0
Grand Total	23,251	2,505	3,119	17,720	932
% of teachers	47%	5%	6%	36%	2%

From table 10 illustrations above, majority (**61%**) of the teachers in the pre-primary, primary and secondary schools have secondary school certificates, followed by those with primary certificates who mostly teach in primary schools. However, from the preliminary data there are appearances of **9 teachers with primary certificates** teaching in secondary schools (*see Appendices for more details*).

⁴ Teachers, or instructors

⁵ Tutors

Funded by



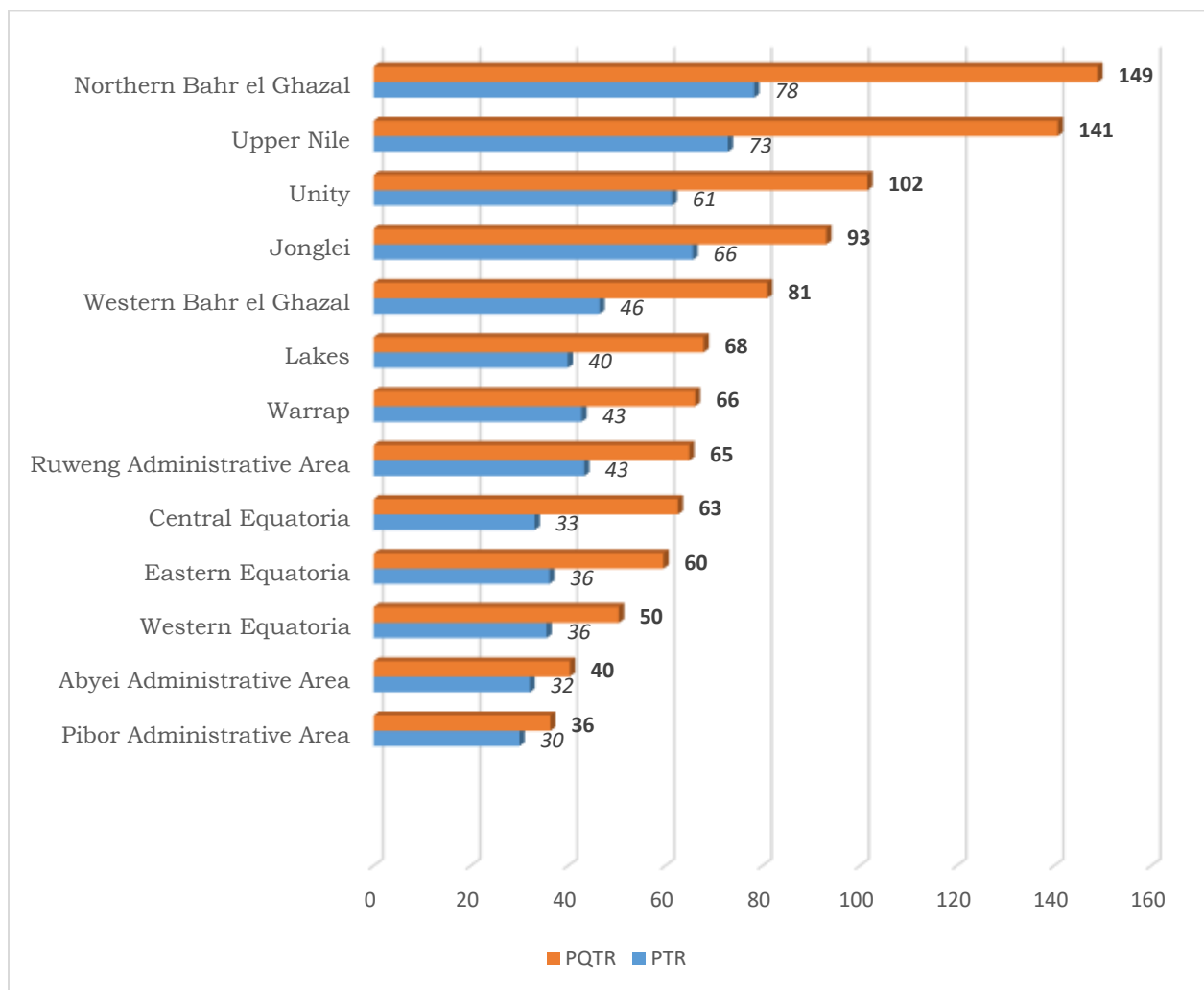
For more information contact

Mr. George Mogga (Director General, Planning and Budgeting Directorate), +211 929 717 571.
 Mr. Victor Dut Chol (Director, Research and Policy Development Department) +211922455545
 Mr. Giir Mabior Cyerdit, (Deputy Director, Data and Statistics Unit), +211 925 568 066.
<https://moge.gov.ss/resources>

GPE Grant managed through



Figure 7: Distribution of the PTR and PqTR disaggregated by state.



This section looks at the Pupil to Teacher Ratio (**PTR**) and Pupil to Qualified Teacher Ratio (**PqTR**) for both public and private schools. The Pupil/learner-Teacher Ratio (PTR) is the average number of pupils/learners per a teacher at specific level of education, while the Pupil/learner to Qualified Teacher Ratio is the average number of pupils/learners per a qualified teacher at a specific level of education.

Without exception the PqTR for all pre-primary, primary and secondary schools was **77** pupil/learners to 1 a qualified teacher that was higher than the PTR which is at **46** (46 pupil/learners for every single teacher. The **figure 7 above** shows differentials amongst the states. On average, there was one qualified pre-primary teacher and primary teacher for every 65 and 76 pupil/learners respectively, while at secondary level, there was one qualified teacher for every 144 pupil/learners.

Table 11: Proportion of teachers on Government Payroll and those that are not.

Education level	Is Teacher on Government Payroll?				Total
	Yes		No		
	Number	%	Number	%	
Pre-Primary	455	12%	3345	88%	3,800
Primary	11676	32%	24471	68%	36,147
Secondary	1610	27%	4396	73%	6,006
Grand Total	13,741	30%	32,212	70%	45,953

Source: 2023 Annual Education Census by Ministry of General Education and Instruction.

Table 12: Number of schools and share of total schools in operational by source of school feeding.

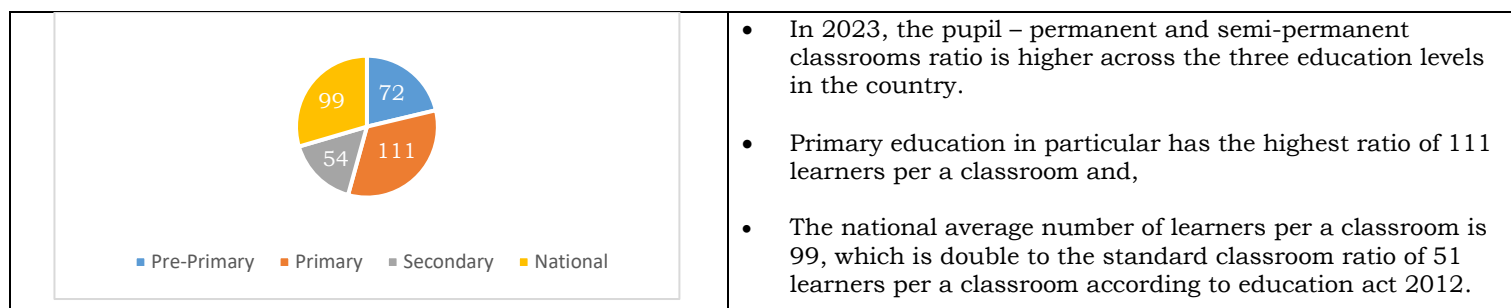
School Type Level	Source for School feeding					Total
	Government	Community	Home grown	Faith based	Other/NGO	
Pre-Primary	3	23	3	19	153	201
Primary	85	30	12	89	781	997
Secondary	3	18	4	10	26	61
Total	91	71	19	118	960	1,259
Share of total schools with school feeding	7%	6%	2%	9%	76%	100%

Source: 2023 Annual Education Census by Ministry of General Education and Instruction.

Table 13: Pupil/learner-classroom ratio and distribution of number of classrooms by school level, type.

Education level	2023 Classrooms by type						Total Physical Classrooms 2023	Total perm/semi-perm classrooms 2023	Pupil/learner-Classroom ratio ⁶ for 2023
	Permanent	Semi-Permanent	Temporary	Roof only	Tent	Under Tree			
Pre-Primary	1,245	867	508	121	47	629	2,620	2,112	72
Primary	11,373	5,039	4,168	907	241	11,842	20,580	16,412	111
Secondary	2,374	603	280	36	24	58	3,257	2,977	54

Source: 2023 Annual Education Census by Ministry of General Education and Instruction.

Figure 8: Pupils - permanent/semi-perm Classrooms Ratio 2023

⁶ Based on sum total of permanent and semi-permanent classrooms.

Funded by

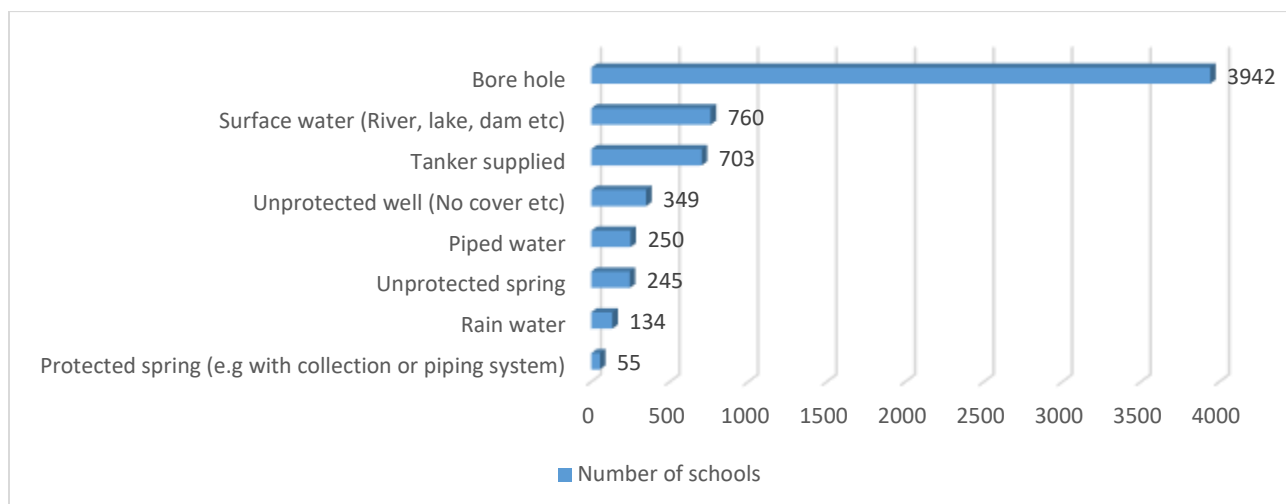


For more information contact

Mr. George Mogga (Director General, Planning and Budgeting Directorate), +211 929 717 571.
 Mr. Victor Dut Chol (Director, Research and Policy Development Department) +211922455545
 Mr. Giir Mabior Cyerdit, (Deputy Director, Data and Statistics Unit), +211 925 568 066.
<https://moge.gov.ss/resources>

GPE Grant managed through



Figure 9: Distribution of number of schools by main source of water.

Source: 2023 Annual Education Census by Ministry of General Education and Instruction.

Table 14: Distribution of number of operational schools by toilets/latrines by school type level.

Number of Operational Schools with/out Access to Toilets/Latrines					
Education level	Schools with access to latrines	Pupil-Toilet/latrines Ratio	Teachers-Learners Sharing Toilets /latrines	Separate toilets /Latrines for each gender	Access to leaners / teachers with disability.
Pre-Primary	752	201	243	420	215
Primary	2343	778	981	1204	547
Secondary	481	337	166	289	115
AES	306	257	127	168	122
Grand Total	3,882	571	1,517	2,081	999

Source: 2023 Annual Education Census by Ministry of General Education and Instruction.

Table 15: Number of Student Teachers Trainees in TTI and CECs

Level	In-Service Certificate			Pre-Service Certificate			Pre-Service Diploma			Grand Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
year-1	240	102	342	240	155	395	30	11	41	778
year-2	153	43	196	173	51	224	39	8	47	467
year-3	22	5	27			0	0	0	0	27
year-4	10	10	20			0			0	20
Total	425	160	585	413	206	619	69	19	88	1,292

Source: 2023 Annual Education Census by Ministry of General Education and Instruction.

The 2023 AEC revealed that **1,292** students were enrolled in Teacher Training Institutes (**TTIs**) and County Education Centres (**CECs**), with only **30%** being female. This falls short of the sector's needs for achieving desired teacher-to-pupil and qualified teacher ratios.

Funded by



For more information contact

Mr. George Mogga (Director General, Planning and Budgeting Directorate), +211 929 717 571.
 Mr. Victor Dut Chol (Director, Research and Policy Development Department) +211922455545
 Mr. Giir Mabior Cyerdit, (Deputy Director, Data and Statistics Unit), +211 925 568 066.
<https://moge.gov.ss/resources>

GPE Grant managed through

