



NATIONAL EDUCATION CENSUS REPORT 2023



Foreword

Education is a fundamental human right and an enabler for all. To realize this right, countries must ensure universal, equal access to inclusive and equitable quality education and learning, free from cost and leaving no one behind, regardless of gender, disability, or socioeconomic background. Because education is a public good, it implies that the state is the responsible party and custodian of the process.

At global level, **Sustainable Development Goal 4 (SDG 4)** aims to “*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*” by 2030. The Government of the Republic of South Sudan through the **Ministry of General Education and Instruction** has taken on this responsibility in order to achieve the targets set under this goal that covers the following: (1) Free Primary and Secondary Education; (2) Equal Access to Quality Pre-Primary Education; (3) Equal Access to Affordable Technical, Vocational and Higher Education (*under the purview of the Ministry of Higher Education*); (4) Increase number of people with relevant skills for Financial Access; (5) Eliminate All Discrimination in Education; (6) Universal Literacy and Numeracy; (7) Education for Sustainable Development and Global Citizenship; (8) Build and upgrade inclusive and safe schools; (9) Expand Higher Education Scholarships for Developing Countries; (10) Increase supply of qualified teachers in developing countries.

Aligned with the theme of 'Consolidate Peace, Stabilize the Economy,' the **Revised National Development Strategy (R-NDS) 2021-2024** seeks to transition from humanitarian dependence to a development path using the humanitarian, development and peace nexus approach. The education component of the services cluster (social development) of the R-NDS demonstrates Government’s commitment to achieve the SDG 4 targets and this commitment is further re-echoed and strongly emphasised in the **US \$ 701 million in the General Education Sector Plan**, that shows the transformative road map for the effective education provision through the Ministry of General Education and Instruction in both development and humanitarian contexts from 2023 to 2027.

The **Annual Education Census (AEC)** as an annual strategic action under the broad spectrum of Education Management Information System, has been consistent in providing education data and statistics from the schools, covering various aspects to assist in planning, policy development and implementing effective education service delivery in the sector.

It therefore includes information on school enrolment, teacher numbers and qualification, school facilities, furniture, accessibility of buildings and classrooms etc. It is conducted with the assistance of stakeholders and donors, and specifically the 2023 AEC has been supported through the Global Partnership for Education Programme grant under stewardship of UNICEF. The data collection process was fully digitized and used android tablets and web-based data repository for storage. Through this process the possibility of human error was minimised.

The extensive datasets of the census findings can be found on the Ministry’s website – <https://moge.gov.ss/emis/> - the education data hub, a key repository for education data and statistics.

The Annual Education Census (AEC) exercise is a major undertaking by the Ministry for the collection of school level data and statistics that would inform planning, policy and

implementation of education programs for effective service delivery. The AEC is critical for the provision of information that would guide effective service delivery and thereby help to usher in appropriate education transformation.

The data and information presented in this report are products of the Data and Statistics Unit, a key player in the Ministry's drive to transform South Sudan education system. The work of the Unit and the Directorate of Planning and Budgeting is supported by our development partners – Global Partnership for Education (GPE), UNICEF, UNESCO, UNHCR, World Bank, WFP, AFDB, USAID, FCDO, European Union, Norwegian Aid, Canadian Aid, Irish Aid, Private Sector and Civil Society.

It is my belief that partners, researchers, stakeholders, civil societies and anyone involved in education in South Sudan will find this report very informative and educative. The combination of data and information provided in this report will inform sectoral planning and policy development; highlight areas of possible citizens' engagement and community response. I therefore want to encourage partners and other users of this report to use the content as a source of information on possible areas for intervention and engagement in the education sector. Certainly, the AEC will continue to be the major information resource used by the Ministry to guide its sectoral actions.



Hon. Awut Deng Acuil, MP

Minister of General Education and Instruction.
Republic of South Sudan.

Contact Information

www.goss.org

© Ministry of General Education & Instruction 2023

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 therefore it is 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 giirmabior@mogei.gov.ss
- **Data & Statistics Unit** / MoGEI: emissouthsudan@gmail.com



Acknowledgement

The conduct of the **Annual Education Census** (AEC) involved many individuals and institutions. I immensely appreciate them for their contribution to the conduct of the exercise, especially the data collection, its analysis and the completion of this report.

I, therefore, take this opportunity to express my profound gratitude to God Almighty for the strength and wisdom to successfully undertake this task. I recognise the leadership of the Ministry of General Education and Instruction (MoGE&I), represented by **Hon Awut Deng Acuil**, the Minister and **Hon Martin Tako Moyi**, the Deputy Minister for their continued support and steadfast guidance of the AEC.

We are also indebted to our esteemed education partners, in particular the Global Partnership for Education (GPE), implemented through UNICEF and other government organs, for their invaluable commitment and support in several ways throughout the conduct of the census.

I especially want to acknowledge the contributions of the team in the Ministry's Planning and Budgeting Directorate, led by **Mr George Mogga Benjamin**, the Director General and **Victor Dut Chol**, the Director of Research and Policy Development, **Mr. Giir Mabior Cyerdit**, the Deputy Director of Data and Statistics, the staff of the Data and Statistics Unit, all the enumerators, for their professionalism and diligence.

I have a special mention for **Mr Thadeo Kuntembwe**, the Lead International Consultant, and **Mr. Cyrus Mungai**, the IT Consultant, for conducting the data analysis and drafting of the AEC report. I also want to thank my colleagues in the other Directorates in the Ministry that collectively joined the Planning and Budgeting Directorate for their significant contribution to this exercise.

This publication would also not have been possible without the cooperation and support from the SMOGEI, County and Payam Education Offices, all the schools, centres, institutions, and colleges across the RSS and in this light, I want to seize this opportunity to commend the dedication, hard work and professionalism of the State Focal Points, County Education Directors, Payam Education Supervisors, County Education Inspectors and Headteachers, who were crucial in increasing the education census coverage, assuring the quality of the information gathered and guiding the enumerators in the fields.

Finally, I thank anyone who may have contributed to the success of the **2023 AEC** but are not explicitly mentioned here. To the readers of this report, I hope that you will find it useful.



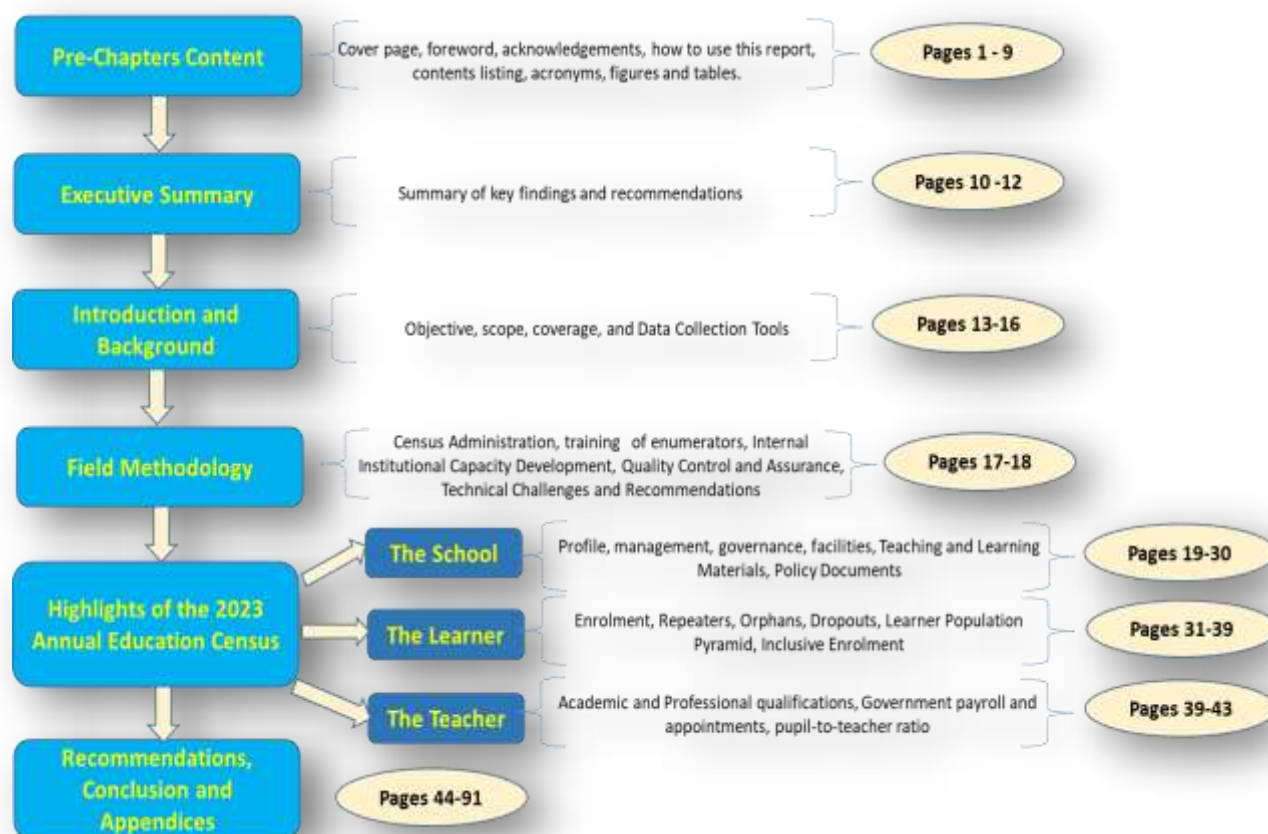
Dr Kuyok Abol Kuyok

The Undersecretary,
Ministry of General Education and Instruction.
Republic of South Sudan.

How to use 2023 Annual Education Census Report.

The 2023 Annual Education Census (AEC) Report is comprehensive and detailed, with data analysed and summarised for various audiences. This inevitably makes it quite lengthy. Therefore, this section intends to provide quick hints on how to access relevant information without necessarily reading the report from start to end. It is this in mind that the report is written in a way that sections can be read independently of each other. The diagram below provides a snapshot of how the main report is structured.

Figure 1: 2023 Annual Education Census Report Structure.



Accessing Information in the 2023 AEC Report is detailed as follows:

- **For general information:** Read the Executive Summary (Chapter 1).
- **For specific program interventions:** Jump to Chapter 2.
- **For understanding data collection and quality:** Refer to Chapter 1.
- **For quick sector insights:** Download one-pager info graphics and Census summary report from the MoGEI website (<https://moge.gov.ss/>).
- **For deeper research and analysis:** Access thematic datasets on the MoGEI website (<https://moge.gov.ss/>).
- **For customized query reports:** Contact the Directorate of Planning and Budgeting through this email: info@moge.gov.ss
- **Data & Statistics Unit / MoGEI:** emissouthsudan@gmail.com or giirmabior@moge.gov.ss

Contents

Foreword	1
Contact Information	3
Acknowledgement	4
How to use 2023 Annual Education Census Report.....	5
Acronyms.....	10
List of figures.....	11
Executive Summary.....	14
Chapter One - Introduction and Background.....	15
1. Introduction.....	15
1.1 Background Information.....	15
1.2 Objective of the Annual Education Census.....	16
1.3 Scope and Coverage.....	17
1.4 Data Collection Tools.....	17
Chapter Two - Field Methodology.....	19
2. Field Methodology.....	19
2.1 Data Collection Process.....	19
2.2 Recruitment and Training of Field Staff.....	19
2.3 Internal Institutional Capacity Development.....	19
2.4 Quality Control and Assurance.....	19
2.4.1 Pre-Data Collection:.....	19
2.4.2 In-Field Data Collection:.....	19
2.4.3 Post-Data Collection:.....	20
2.5 Census Related Challenges.....	20
2.6 Technical related challenges/limitations and recommendations.....	20
Chapter Three - Highlights of the 2023 Annual Education Census (AEC).....	21
3. AEC 2023 Findings.....	21
3.1 Introduction.....	21
3.2 The Pupil/learners.....	21
3.2.1 Enrolment in Schools.....	21
3.2.2 Gross Enrolment versus Net Enrolment Rate.....	23
3.2.3 Net Intake Rate, Completion Rate and Transition Rate.....	24
3.2.4 Gender Parity Index.....	24
3.2.5 Enrolment in AES and operational status of AES schools across the states. 24	
3.2.6 Enrolment in TVET schools.....	25

3.2.7	Grade enrolment pyramid.....	27
3.2.8	New learners in p1 minus repeaters.....	27
3.2.9	New learners in p1 who completed pre-primary education.	28
3.2.10	Repetition in schools.....	28
3.2.11	Dropout in schools.	29
3.2.12	Inclusive Enrolment.....	31
3.2.13	Orphans enrolled in schools	32
3.2.14	Demobilised child soldiers.	33
3.3	The Teachers.....	33
3.3.1	Teachers Distribution.	33
3.3.2	Qualification and Qualified Teachers	35
3.3.3	Ratio of Pupil/learners to Teachers.....	36
3.3.4	Teacher Training Institutes and County Education Centres.	37
3.4	The Schools.....	38
3.4.1	School Profile – School Level, Operational Status, Ownership Type.	38
3.4.2	School Profile – Language of Instruction and School Feeding.....	39
3.4.3	School Profile – Condition of schools that were operational and accessibility features to learners with disabilities.	40
3.4.4	Accessibility for Learners with Disabilities:	41
3.4.5	School Management and Governance.....	42
3.4.6	Access to School Infrastructure Facilities.....	43
3.4.7	WASH facilities in schools.....	44
3.4.8	Access to TLM, Furniture, Equipment, ICT Teacher and Library in Schools.	46
3.4.9	School Profile - Life Skills, HIV/AIDS, Sexuality and Peace Education Programmes, and ICT Teachers.	48
3.4.10	Availability of policy documents.	49
	Recommendations related to policy and programming.	51
	Conclusion.....	52
	Appendices.....	53
	Appendix 1: Distribution of number of schools by operational status, school level, ownership type and state.	53
	Appendix 2: Distribution of number of schools by school level, ownership type and state.	55
	Appendix 3a: Distribution of number of schools by state, level, sharing of premises, operating shifts and gender mix.	57

Appendix 3b: Distribution of the number of schools by state and language of instruction mix used in the schools.....	58
Appendix 3c: List of specified mother languages used as Language of Instruction in schools.	58
Appendix 4a: School feeding support to school by source.	59
Source for School feeding.....	59
Appendix 4b: List of specified NGOs or Other organisations that support school feeding.....	60
Appendix 5a: Classroom accessibility to learners with accessibility.	61
Appendix 5b: Type of classroom accessibility to learners with accessibility across enumerated schools.....	62
Appendix 6: Distribution of classrooms by school level and type of classroom physical structure.....	64
Appendix 8a: Distribution of number of schools with or without governing structures (SMC or BoG).....	66
Appendix 8b: Distribution of number of schools with or without governing structures (PTA).....	67
Appendix 9: Distribution of number of schools by their main source of water.	67
Appendix 10: Status of furniture and equipment in schools by state.	69
Appendix 11b: Distribution of number of schools by their main source of water. .	70
Appendix 12: Availability of ICT Teacher by state.	71
Appendix 13: Enrolment figures across schools by school level, gender, academic year and state.....	72
Appendix 14: Availability of Life Skills, HIV/AIDS, Sexuality and Peace Education Programs by state.....	74
Appendix 14: Availability of Teachers for Life Skills and Inclusive Education.	75
Appendix 15: Availability of Policy Documents by state and school level.	77
Western Bahr el Ghazal	78
Appendix 16: Distribution of number of teachers disaggregated by state, school level and gender.	78
Appendix 17: Distribution of number of teachers with ID card disaggregated by state, school level and gender.....	80
Appendix 18: Distribution of number of teachers by academic qualifications, state and school level.	81
Appendix 19: Distribution of number of teachers on government payroll by state and school level.	82
Appendix 20: Distribution of number of teachers with government appointments by state and school level.....	85

Appendix 21: Distribution of number of teachers that teach more than one school by state and school level.	86
Appendix 22: Distribution of number of teachers by Teacher Status (Full timer, Part timer, Volunteer) in schools by state and school level.	88
Appendix 23: Distribution of number of teachers by teaching qualification disaggregated by state and school level.	89
Appendix 24: Distribution of number of teachers by teaching level by state and school level.	91
Appendix 25: Distribution of number of students across TTIs/CECs that are enrolled in in-service programmes.	91
Appendix 27: Distribution of number of students across TTIs/CECs that are enrolled in pre-service programmes.	92
Appendix 28: List of the reached Teacher Training Institutes and County Education Centres.	93
Appendix 29: Extract of International Standards Classification of Education extract is presented in Appendix.	93
Appendix 30: Distribution of PTR and PqTR by state and school level.	94
Name of state.	94
PTR.	94
PqTR.	94
Abyei Administrative Area.	94
Appendix 31: Distribution of number of schools with enrolled learners with disabilities by state and school level.	95

Acronyms

AEC	-	Annual Education Census.
AES	-	Alternative Education System.
AI	-	Artificial Intelligence.
BoG	-	Board of Governors.
CEC	-	County Education Centres.
CSO	-	Civil Society Organisation.
DG	-	Director General.
EMIS	-	Education Management Information System.
ESPIG	-	Education Sector Programme Implementation Grant.
ICT	-	Information Communication Technology.
ISCED	-	International Standard Classification of Education.
GER	-	Gross Enrolment Rate.
NER	-	Net Enrolment Rate.
NIR	-	Net Intake Rate.
GPE	-	Global Partnership for Education
GPS	-	Global Positioning System.
MoGEI	-	Ministry of General Education and Instruction.
NEC	-	National Education Coalition.
NGO	-	Non-Governmental Organisation.
OOSC	-	Out of School Children.
OOSCI	-	Out of School Children Initiative.
QAT	-	Quality Assurance Team.
PTA	-	Parent Teacher Association.
PTR	-	Pupil Teacher Ratio.
PqTR	-	Pupil Qualified Teacher Ratio.
PTxR	-	Pupil Textbook Ratio.
SMC	-	School Management Committee.
SMART	-	Specific, Measurable, Achievable/Attainable, Relevant, Time-bound
TOR	-	Terms of Reference
TLM	-	Teaching and Learning Materials
TVET	-	Technical, Vocational Education and Training.
TTI	-	Teacher Training Institute.
ToT	-	Training of Trainers

List of figures

Figure 1: 2023 Annual Education Census Report Structure.	5
Figure 2: number of non-operational AES centre by states juxtaposed to state share of total reached AES centres	25
Figure 3: Learner Population Pyramid in primary schools.....	27
Figure 4: Distribution of the PTR and PqTR disaggregated by state.....	37
Figure 5: Percent of schools that are operating by Language of Instruction used in school.....	40
Figure 6: Distribution of proportion of operating schools with accessibility features available to learners with disabilities.....	41
Figure 7: Distribution of number of schools by main source of water.....	45
Figure 8: Distribution of number of schools by available policy document and state.	50
Table 1: Enrolment figures by school level versus daily attendance.	22
Table 2: Differences in enrolment between boys and girls across all school levels. ..	22
Table 3: Enrolment by ownership type.	22
Table 4: AES Enrolment by type of AES Programmes	23
Table 5: Number of learners who are refugees, IDPs, Foreigners, Returnees and Refugees.....	23
Table 6: Gross Enrolment versus Net Enrolment across school levels.	23
Table 7: Gender Parity Index across the school levels.	24
Table 8: Enrolment in formal and informal TVET courses.....	25
Table 9: Number of learners enrolled in formal TVET course by type of school.....	26
Table 10: Enrolment in informal courses for TVET.	26
Table 11: New learners in P1 minus repeaters.....	27
Table 12: New learners in P1 who completed pre-primary education.....	28
Table 13: Repeaters by grade in primary schools.	28
Table 14: Repeaters by grade in secondary schools.	29
Table 15: Learners who dropped out by type of reason in primary schools.....	30
Table 16: Distribution of learners that dropped out disaggregated by reason for drop out.	30
Table 17: Distribution of schools with enrolled learners with disabilities versus those without.....	31
Table 18: Distribution of learners with disabilities in primary schools	31

Table 19: Orphan enrolment in pre-primary	32
Table 20: Number of Learners who are orphans by type, gender and grade in primary schools.	32
Table 21: Number of orphans by type, grade and gender.	33
Table 22: Number of teachers in schools that are operational by level and gender. .	33
Table 23: Distribution of number of teachers with ID.	34
Table 24: Number of teachers by type of academic qualifications and school level ..	34
Table 25: Proportion of teachers on Government Payroll and those that are not.	34
Table 26: Proportion of Teachers with Government appointments compared to those that do not have appointments.	35
Table 27: Number of teachers that teach in more than one school.....	35
Table 28: Number of teachers by their status (full-timer, part-timer, and volunteer) disaggregated by school level.	35
Table 29: Number of teachers by their teaching qualification disaggregated by school level.....	36
Table 30: Number of operational TTI/CEC by state and their operational status.....	38
Table 31: Distribution of number of schools by school level and ownership type.....	38
Table 32: Distribution of the number of non-operational schools/centres by reason of closure.	39
Table 33: Number of schools and share of total schools in operational by source of school feeding.	40
Table 34: Distribution of number of schools by status of damaged condition.	40
Table 35: Number of schools damaged condition by cause of damage.	41
Table 36: Distribution of number of schools by frequency of visits carried out by County Inspector and Payam Supervisor.....	43
Table 37: Distribution of number of schools by frequency of visits carried out by County Inspector by school type level.....	43
Table 38: Distribution of number of schools by frequency of visits carried out by Payam Supervisors by school type level.	43
Table 39: Pupil/learner-classroom ratio and distribution of number of classrooms by school level, type.....	44
Table 40: Pupil/learner-classroom ratio and distribution of number of classrooms by school level, type.....	44
Table 41: Distribution of number of schools by main water source by school type level.	45
Table 42: Distribution of number of operational schools by toilets/latrines by school type level.	45

Table 43: Number of Textbooks in primary schools by subject and juxtaposed to PTxR.	46
Table 44: Number of Textbooks in secondary schools by subject and juxtaposed to PTxR.....	46
Table 45: Distribution of number of furniture and equipment.	47
Table 46: Availability of school library in schools disaggregated by state.....	47
Table 47: Availability of ICT teachers in by school level.	48
Table 48: Availability of Life Skills, HIV/AIDS, Sexuality and Peace Education Programmes in schools by state.	48
Table 49: Availability of Teachers for Life Skills and Inclusive Education by state...	49
Table 50: Availability of Policy Documents disaggregated by state.	49

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.
- 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.
7. 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.

Chapter One - Introduction and Background

1. Introduction

1.1 Background Information

Education plays a transformative role in building human capital, and the Government of the Republic of South Sudan recognises this by prioritizing it as a vital investment for building an informed and educated nation. This commitment is enshrined in the General Education Act, 2012, which serves as the legal framework for the education sector.

The current education roadmap, the 2023-2027 General Education Strategic Plan, marks the fourth generation of such plans since South Sudan's independence in 2011. It provides strategic direction and acts as a key reference document for stakeholders implementing education interventions and programs. This plan is designed to be:

Fit-for-purpose: Responding to the specific needs and challenges of South Sudan's education system.

Context-specific: Taking into account the unique social, cultural, and economic realities of the country.

Holistically aligned: Directly contributing to the achievement of the Sustainable Development Goal 4 (SDG 4): Quality Education with its ten interrelated targets:

1. Free Primary and Secondary Education
2. Equal Access to Quality Pre-Primary Education
3. Equal Access to Affordable Technical, Vocational and Higher Education (*under the purview of the Ministry of Higher Education*)
4. Increase in the Number of People with Relevant Skills for Financial Access
5. Elimination of All Discrimination in Education
6. Universal Literacy and Numeracy
7. Education for Sustainable Development and Global Citizenship
8. Building and Upgrading Inclusive and Safe Schools
9. Expanding Higher Education Scholarships for Developing Countries
10. Increasing the Supply of Qualified Teachers in Developing Countries

By pursuing this comprehensive and ambitious plan, the government aims to unlock the transformative potential of education for all citizens of South Sudan.

Achieving the General Education Sector's mission of "providing equitable access to quality lifelong learning opportunities for all people of South Sudan" and realising the ambitious goals outlined in the 2023-2027 Strategic Plan hinges on one crucial element: comprehensive, timely, and accurate data. This data empowers informed decision-making, effective planning, and efficient service delivery across the education system. To gather this vital information, the Ministry of General Education and Instruction (MoGEI) conducts the Annual Education Census (AEC) alongside other data collection exercises.

The AEC reigns as the cornerstone of education statistics in South Sudan. Since the pre-independence era, it has meticulously collected data from schools on teachers, enrolment, facilities, and various activities. This comprehensive data forms the basis for a wide range of education indicators, serving as a crucial barometer for measuring the education system's development and yearly progress.

Digital innovations have revolutionised the AEC in recent years. The 2023 edition has embraced mobile data collection using tablets, replacing paper-based questionnaires and streamlining data management processes. Notably, it has also pioneered the use of Artificial Intelligence (AI)¹, particularly in analysing textual data for collaborative data analysis and reporting. This technology-driven approach has enabled swift enumeration of schools across all levels and states, culminating in credible and dependable data.

This data paints a clear picture of the education system in South Sudan, facilitating valid comparisons at local, regional, and international levels. This vital information serves as a powerful tool for stakeholders at all levels, guiding them in making informed decisions that will ultimately shape the future of education in South Sudan.

1.2 Objective of the Annual Education Census.

The Annual Education Census (AEC) serves as a crucial tool for gathering reliable educational data at the school level every year. This data plays a vital role in informing evidence-based planning and programming of education interventions by various stakeholders across the sector. This comprehensive approach ensures equitable and timely allocation of resources,

¹ Google A.I. ChatBot, Gemini.

ultimately promoting access to quality education for all South Sudanese, particularly the significant population of children and youth.

Through the use of digital forms accessed via tablets and online platforms², the AEC paints a comprehensive picture of the South Sudanese education system. This snapshot empowers planners at all levels to effectively target interventions and track progress towards achieving the goals outlined in the 2023-2027 General Strategic Plan, which aligns with the Sustainable Development Goal 4 (SDG 4) – Quality Education.

1.3 Scope and Coverage.

The 2023 Annual Education Census (AEC) comprehensively covered operational schools across all levels, including pre-primary, primary, secondary, and Alternative Education Systems. Teacher Professional Development Institutes and Centres were also included in the data collection.

Running from mid-October to mid-December 2023, the process relied on trained enumerators deployed by the Ministry of General Education and Instruction. Equipped with Android-based Lenovo tablets and the KoboToolBox Collect app, these enumerators utilised three digitized and interactive data entry forms:

- Pre-primary, Primary, and Secondary School Data Entry Form
- Alternative Education System Data Entry Form
- Technical Educational and Vocational Education Training (TVET), Teacher Training Institutes (TTI), and County Education Centres (CEC) Data Entry Form

Collaboratively with head teachers or designated school officials, enumerators visited schools to collect data directly onto the tablets using the KoboToolBox Collect app and unclear responses were clarified through direct communication with school authorities.

More than data collectors, the enumerators were entrusted as '*special ambassadors*' for the Ministry by the Honourable Undersecretary³. This role included verifying compliance with established national education policies. To facilitate this, the data entry tool featured a dedicated comment section where enumerators could freely record their observations on each school as textual data.

1.4 Data Collection Tools.

The 2023 AEC employed a digital platform for efficient and streamlined data collection. Utilising the KoboCollect app installed on Lenovo tablets, enumerators gathered information across various school levels through interactive, pre-defined forms. These forms covered a wide range of aspects:

School Profile:

- Basic school information (EMIS number, location, name, operational status, contact details, ownership, feeding program, nature of shifts, gender mix, and government support)

School Summary:

² KoboToolBox website (<https://kf.kobotoolbox.org/>).

³ Honourable Undersecretary's quote, "*Do not just collect data mechanically but be as ambassadors of the Ministry of General Education and Instruction; check for compliance in implementation of the set National policies in the Education Sector*", - September 2023, Enumerators Training, Regency Hotel, Juba , South Sudan

- Enrolment summaries by gender for academic years 2022 and 2023
- Teacher data summaries for 2022 and 2023
- Classroom summaries

School Infrastructure:

- Available facilities like classrooms, library, water source, and toilets/latrines

Instructional Materials:

- Number of textbooks for core subjects
- Availability of ICT resources and life skills-based education materials

School Operations and Students:

- Number of streams, enrolment (including special needs learners), and repeaters

School Management, Inspection, and Supervision:

- Functionality of school management committees and parent-teacher associations

Teaching and Non-Teaching Staff:

- Number of teachers categorized by qualification and appointment status
- Teacher workload and volunteer information

Pupil/learner Head Count:

- Actual student count during enumerator visits

Additional Features:

- Geo-coordinate acquisition at each school
- Enumerator comments and impressions

Data Storage and Processing:

- Data captured on tablets
- Stored and edited offline for error correction
- Transmitted securely to the KoboToolBox web-based server
- Retrieved, processed, and analysed for all school levels, including Alternative Education Systems and Teacher Training Institutes.

Chapter Two - Field Methodology

2. Field Methodology

2.1 Data Collection Process

Data collection employed interactive digital questionnaires on tablets using KoboCollect software. This approach facilitated real-time data entry and validation. School heads played a crucial role by providing information and taking ownership of the data, which enumerators concurrently recorded. Enumerators reviewed and edited entries as needed before submitting forms electronically to the KoboToolBox server. The Data and Statistics Unit closely monitored data collection progress using Google Sheets connected to the server, enabling near-instantaneous identification and correction of potential errors. This monitoring was further strengthened by spot checks conducted by the National Ministry's Quality Assurance Team.

2.2 Recruitment and Training of Field Staff.

The personnel involved in the conduct of the AEC were mainly staff from Ministry of General Education and Instruction, National Statistics Bureau, and State Ministries of Education. Having reliable, well trained and knowledgeable data collectors requires training and good instructors. In ensuring this, the staff in the Data and Statistics Unit worked closely with hired international consultant in the development of the digitised and interactive questionnaire and were de-facto Training of Trainers (ToT) and Quality Assurance Team (QAT) of the whole process.

The Training of Trainers (ToT) and members of the Quality Assurance Team (QAT) were responsible for building the capacity of the selected enumerators. Moreover, during the three-day training the attendees were able to review and finalise the digitised AEC questionnaires followed with large deployment operation of enumerators to the field across all 13 States and Administrative Areas. The deployment also included re-orientation to alert the enumerators of the changes to the data collection tool.

2.3 Internal Institutional Capacity Development.

As part of the Ministry's agenda to ensure its internal competencies were enhanced and skills of international consultant were transferred to the Ministry Staff, the consultant was assigned staff to collaboratively work throughout the process. This was formalised with development of an agreed Knowledge and Skills Transfer Plan detailing feasible on-job training skills to be acquired.

2.4 Quality Control and Assurance.

2.4.1 Pre-Data Collection:

Questionnaire Design and Testing: The questionnaire itself played a key role in ensuring data quality. It underwent rigorous testing and updates to incorporate quality control measures and logical constraints. Automatic skip patterns, data validation rules, and workflow management controls prevented the entry of inconsistent or invalid data.

2.4.2 In-Field Data Collection:

A. Enumerator Monitoring: The Data and Statistics Unit, supported by other Directorates, closely monitored data collection through spot checks. These checks, conducted by trained members of the Quality Assurance Team (QAT), involved observing enumerators in action and providing feedback for improvement.

B. Real-Time Data Monitoring: Google Sheets, connected to the data collection server, enabled near-instantaneous identification and correction of potential errors. This system monitored completion rates, data accuracy, and data consistency.

2.4.3 Post-Data Collection:

A. Office Data Cleaning: Dedicated staff within the Data and Statistics Unit conducted further quality checks on submitted data, focusing on completion rates, data accuracy, inconsistencies, and missing information. This process helped track progress and address any issues.

B. Enumerator Follow-up: Identified errors from field editing and office checks were discussed with the respective enumerators for clarification and correction, ensuring data accuracy.

2.5 Census Related Challenges

The key census related challenges and associated mitigation measures included the following:

- Timing of the Census was close to the closure of academic year and many schools would not have been enumerated had it not been for the intervention of recruitment of more enumerators to beef up already deployed enumerators who were in the field.
- Limited resources earlier in the survey meant that enumerators were sent into the field with less upkeep money but with lobbying from Senior Management of the Ministry field work stated in earnest. The funds disbursement was fast tracked and extra funds were sent to enumerators while in the field.
- Other areas were affected by floods and conflict could not be reached for enumeration and the associated schools have been reflected as non-operational in this report.
- Head count of learners in certain situations such as “Enumerators arriving at school when learners are knocking off” entailed use of numbers of learners who sat for examinations/tests.

2.6 Technical related challenges/limitations and recommendations

The following highly technical recommendations regarding to improvement of Data Management System for AEC under the overarching umbrella of EMIS.

- Develop Terms of References (ToR) for the members of the Quality Assurance Team, ToT should have SMART objectives.
- Carry out technical review of the source code for potential enhancements in readiness of next AEC.
- Fully develop all innovative solutions that have been demonstrated and train members of staff of MoGEI according (GS-RTMS, Real-Time Data Consistency Check)
- Document Google’s AI Gemini ChatBot prompts used in the survey to carry out semantic, qualitative analysis and text-mining of textual data and enumerators’ comments.
- Pre-Testing was not budgeted resulting into reliance of role play during the three-day training. In addition, pre-testing should not be limited to the correct functioning of the digitised questionnaire but also the entire process from data retrieval, cleaning, merging/collation, analysis and reporting.
- The AEC should at least start at start of third term so that risk of finding schools closed for holidays is minimised.
- Limitations on Washington Group of Indicators on data collection on disabilities: Consider comprehensive survey on this.

Chapter Three - Highlights of the 2023 Annual Education Census (AEC).

3. AEC 2023 Findings

3.1 Introduction

The 2023 Annual Education Census (AEC) successfully surveyed **7,737** schools across various levels, including pre-primary, primary, secondary schools, Alternative Education System (AES) schools, and Technical and Vocational Education Training (TVET). It also surveyed the Teacher Training Institutes (TTI) and County Education Centres (CEC) responsible for Teacher Professional Development. This comprehensive assessment revealed a significant 12% increase in gross enrolment, with the number of learners/pupil/learners jumping from **1,974,677** in 2022 to **2,215,494** in 2023.

3.2 The Pupil/learners.

3.2.1 Enrolment in Schools.

This section of the report will provide information on the number of pupil/learners enrolled pre-primary, primary and secondary across the 13 states in South Sudan. The data is disaggregated by gender, school type and other key parameters. The indicators presented in this chapter include the total number of pupil/learners distributed by various dimensions: enrolment indicators and internal efficiency by level and gender; and enrolment on inclusive education.

A total of **2,215,494** students were enrolled in 2023, reflecting a **12%** increase from 2022's **1,974,667**. However, a gender disparity still exists, with **53%** (1,176,239) being boys and **47%** (1,039,255) being girls.

Table 1: Enrolment figures by school level versus daily attendance.

	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 ⁴	66,808	78,631	-	-
Grand Total	1,974,667	2,215,494	1,493,794	

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

The difference in enrolment between boys and girls in pre-primary schools was 4,463 (6%), in primary schools where the difference was highest in terms of absolute figure was 114,007 (13%) compared to secondary schools where the difference is the highest in terms of percentage, 26% i.e. 18,461 as provided in **table 2 below**.

Table 2: Differences in enrolment between boys and girls across all school levels.

	Boys – Enrolment	Girls - Enrolment	Difference (Number)	Difference (%)
Pre-Primary	77,865	73,402	4,463	6%
Primary	968,719	854,712	114,007	13%
Secondary	90,313	71,852	18,461	26%
AES	39,342	39,289	53	< 1%
Total	1,176,239	1,039,255	136,984	13%
Share of enrolment	53%	47%		

The differentials in enrolment by ownership is shown in **Table 3 below**. Of particular interest is the community owned schools which are second highest from the public owned schools;

Table 3: Enrolment by ownership type.

Ownership	2022			2023		
	Male	Female	Total	Male	Female	Total
Public	686,400	578,537	1,264,937	775,184	660,832	1,436,016
Community	153,501	137,553	291,054	170,766	153,597	324,363
Faith-based	118,148	111,816	229,964	121,688	115,839	237,527
Private	79,076	82,247	161,323	92,941	94,714	187,655
NGO	14,625	12,764	27,389	15,660	14,273	29,933
Grand Total	1,051,750	922,917	1,974,667	1,176,239	1,039,255	2,215,494

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

⁴ Headcount not done in AES during the 2023 AEC.

Although there are fewer AES schools in the country, there is a good number of learners enrolled in the AES programmes, most especially, in the ALP centres as shown in **table 4 below**. 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 4: AES Enrolment by type of AES Programmes

AES Programme	Male	Female	Total
ALP	37,910	38,242	76,061
PEP	60	9	69
CGS	423	507	930
FALP	582	448	1,030
ASEP	378	164	541
APEPT	-	-	-
IEC	-	-	-
Total	39,354	39,369	78,631

It should be noted that there is a total number of **42,821** foreign resident 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 below**.

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

	Total	Female	Male
IDPs	32,461	14,607	17,854
Foreigners	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.

3.2.2 Gross Enrolment versus Net Enrolment Rate.

This sub-section of the report looks at Gross Enrolment Rate (GER), the Net Enrolment Rate (NER), Net Intake Rate and Gross Parity Index (GPI) for each school level. Enrolment rates are computed as the number of learners enrolled as a percentage of the number of children/individuals supposed to be enrolled at a particular level or grade. The International Standard Classification of Education (ISCED) projected population estimates for South Sudan were used as denominators to compute the GER, NER and NIR as depicted in **Table 6 below**.

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

School Level	Gross Enrolment Rate	Net Enrolment Rate
Pre-Primary	11%	8%
Primary	74%	38%
Secondary	7%	7%

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

The Gross Enrolment rate at the pre-primary level was only 11%, however; it should be noted that pre-primary schools are quite limited in number coupled with long distances and many 3 to 5 years old are enrolled in P1. At primary level, the coverage is below 100% indicating the inadequacy of the system to accommodate the primary school age population. In secondary level, Gross Enrolment Rate was at 7% of the eligible population, meaning lack of sufficient places available for the 12 to 15 years old population. There is room to increase enrolment at that level.

3.2.3 Net Intake Rate, Completion Rate and Transition Rate.

The calculated **Net Intake rate** was calculated to be **10%** indicating that many children of school age are not being enrolled at official age due to myriad reasons as has been pointed in exercises done before by MoGEI such as long distance to school etc. The **Completion rate** for primary was calculated at **15%** that implies that many learners dropout along the way due to myriad reasons analysed in this report. The **Transition Rate is at 71%** but while this is not far from 100%, the Completion rate offsets this performance for the sector.

3.2.4 Gender Parity Index.

Enrolment across the levels was higher for girls than boys at all levels as illustrated in table 17 below.

Table 7: Gender Parity Index across the school levels.

	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

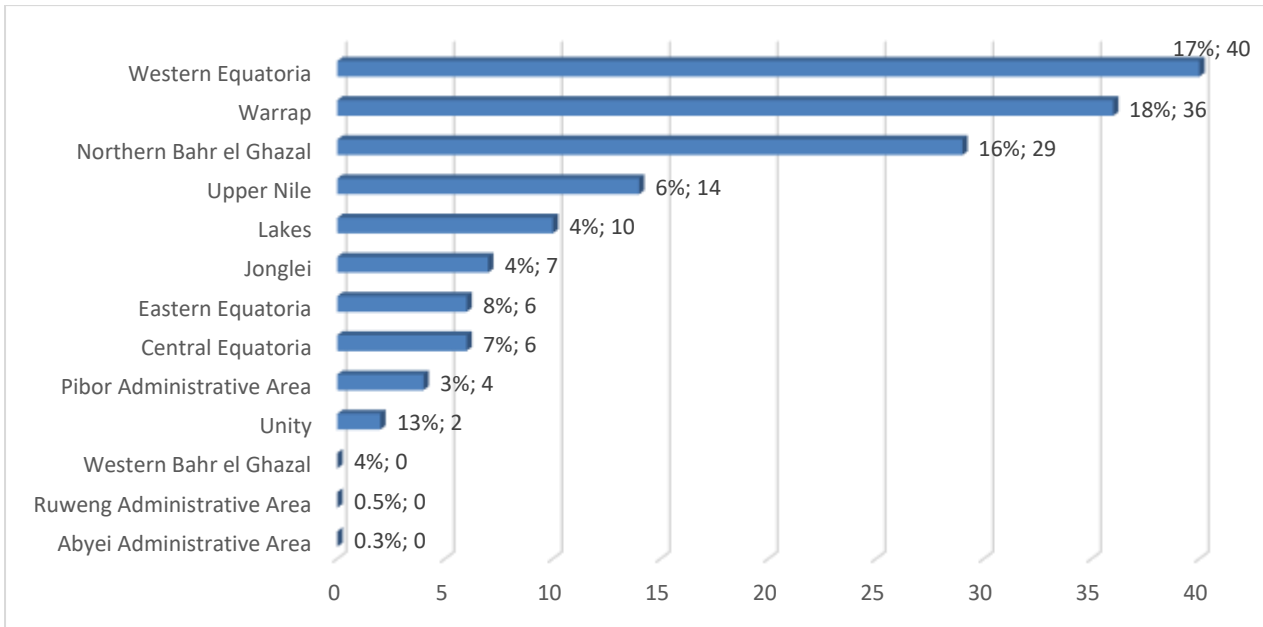
Source: 2023 Annual Education Census by Ministry of General Education and Instruction.

The **table 7 above** demonstrates that, there are more boys than girls in schools across education levels. However, the margins are little across some education levels but the secondary level reported more boys (0.8) than the primary (0.88) and pre-primary level (0.94).

3.2.5 Enrolment in AES and operational status of AES schools across the states.

During the 2023 AEC, 78,631 were enrolled in AES centres that were reached, an increase of 18% from 66,808 that were enrolled in 2022. The total number of AES centres reached was 583 but 429 i.e.74% were found to be operational. **Figure 2 below** depicts by state AES centres that are not operating as well as share of reached AES centre during the AES centres.

Figure 2: number of non-operational AES centre by states juxtaposed to state share of total reached AES centres



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

3.2.6 Enrolment in TVET schools

The results of 2023 AEC shows that there were 2,426 learners⁵ that were enrolled in TVET formal and informal courses (**Table 8**)

Table 8: Enrolment in formal and informal TVET courses

Type of Course	Number of Courses	Enrolment		
		Male	Female	Total
TVET formal Courses	3	467	585	1,052
TVET Informal Courses	28	741	633	1,374
Total	31	1,208	1,218	2,426

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

Further analysis into TVET formal courses, shows a very interesting trend in the Education sector whereby there are more female learners than male learners in Agriculture and Commercial Secondary schools as illustrated in table below:

⁵ Programmatic data from UNESCO shows over 26,000 learners in TVET courses. This is a reflection of lack of appropriate key informants in schools on TVET courses. Future AEC should consider getting TVET data from State or County Education Managers

Table 9: Number of learners enrolled in formal TVET course by type of school.

Formal TVET	Grand Total		
	Male	Female	Total
Agriculture Secondary School	86	206	292
Commercial Secondary School	23	114	137
Technical Secondary School	358	265	623
Formal TVET Total	467	585	1,052

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

In contrast, the informal courses show diverse patterns amongst various courses with some courses with no learners marked in red font (**Table 10**) below.

Table 10: Enrolment in informal courses for TVET.

S/n	Informal course	Male	Female	Total	Share of female learners
1	Building Concrete Practice Construction	213	56	269	21%
2	Tailoring-And-Garment-Making	37	227	264	86%
3	Carpentry-And-Joinery	131	7	138	5%
4	Agri-business	30	70	100	70%
5	Electrical-Solar-PV-installation	83	6	89	7%
6	Hotel	7	78	85	92%
7	Hair-Dressing	1	79	80	99%
8	Crop-Production-Agriculture	46	24	70	34%
9	Metal Fabrication	57	3	60	5%
10	Mechanical	45	12	57	21%
11	Milk processing	0	33	33	100%
12	Health-And-Beauty	15	15	30	50%
13	Plumbing-Installation	22	6	28	21%
14	Manufacturing	9	13	22	59%
15	IT	13	4	17	24%
16	Costing-Taxation-Government-Accounts	16	0	16	0%
17	Financial-Mathematics	8	0	8	0%
18	Automotive	7	0	7	0%
19	Economics-financial-accounts	1	0	1	0%

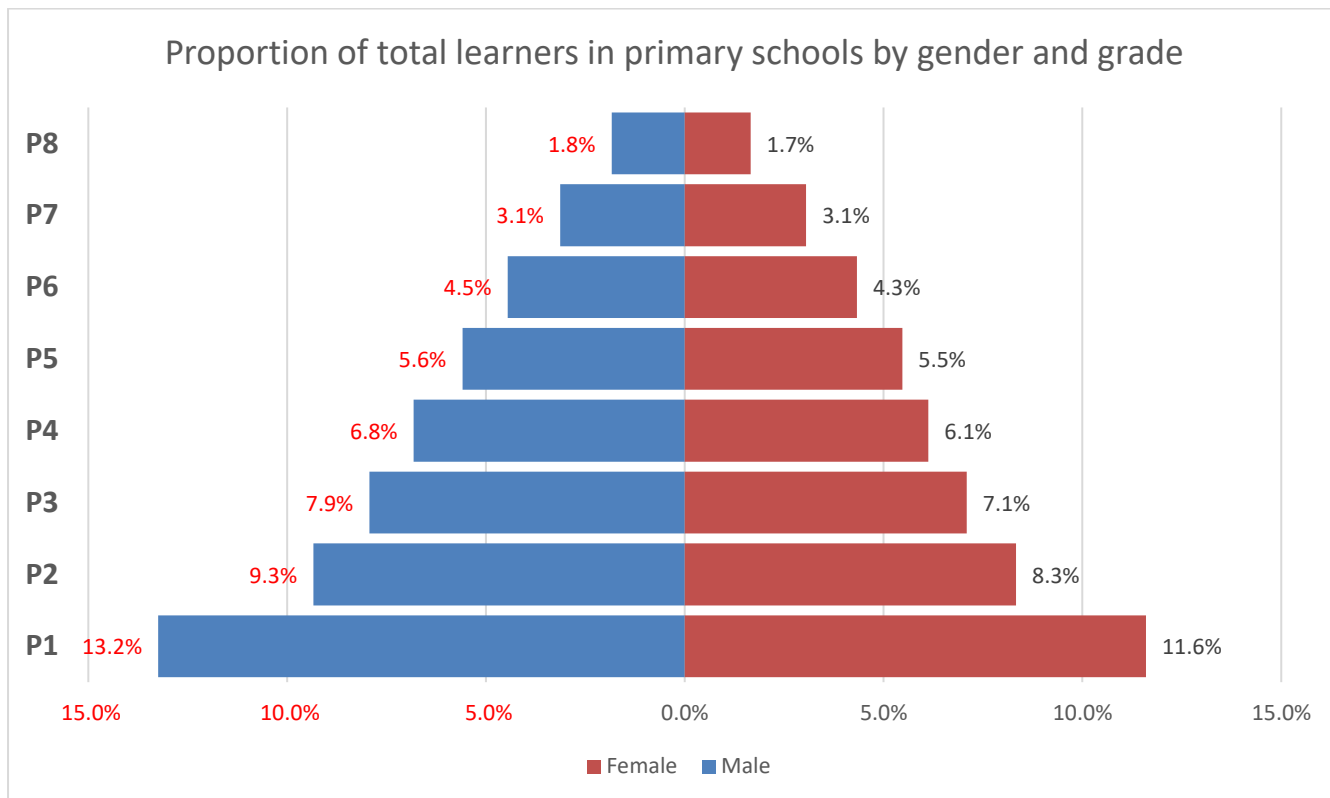
Source: 2023 Annual Education Census by Ministry of General Education and Instruction.

There were no learners for the following TVET Courses:

- Animal production
- Civil-Engineering-Drawing
- Culture-and-Sports
- Horticulture
- Engineering Drawing
- Mining
- Refrigeration Cooling-System
- Technical Drawing
- Tourism-Travel

3.2.7 Grade enrolment pyramid.

Figure 3: Learner Population Pyramid in primary schools.



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

Figure 3 above shows that the number of pupil/learners enrolled in the school system decreases as the schooling ladder ascends. The chart points to the fact that many dropout along the way. The pyramid also illustrates that more pupil/learners were enrolled in grade 1 compared to the other grades, which is characteristic of many under-aged pupil/learners were enrolled at the grade level. This could be as a result of unavailability of pre-primary schools in majority of communities.

3.2.8 New learners in p1 minus repeaters

The enrolment of learners in p1 minus repeaters was 104,922.

Table 11: New learners in P1 minus repeaters

Years	New learners in P1 minus repeaters			Proportion of New learners in P1 minus repeaters		
	Male	Female	Total	Male	Female	Total
5 years	14,756	13,817	28,573	51%	54%	52%
6 years	17,637	15,219	32,856	47%	45%	46%
7 years +	23,118	20,375	43,493	14%	15%	15%
Grand Total	55,511	49,411	104,922	25%	25%	25%

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

3.2.9 New learners in p1 who completed pre-primary education.

The number of new learners in p1 who completed pre-primary education was 70,048 as depicted in table 12 below.

Table 12: New learners in P1 who completed pre-primary education.

Years	New learners in P1 who completed pre-primary education			Proportion of New learners in P1 who completed pre-primary education		
	Male	Female	Total	Male	Female	Total
5 years	11,219	10,638	21,857	39%	41%	40%
6 years	10,447	9,774	20,221	28%	29%	29%
7 years +	14,639	13,331	27,970	9%	10%	9%
Grand Total	36,305	33,743	70,048	16%	17%	17%

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

3.2.10 Repetition in schools

Repetition is a strategic issue for remedial of poor performance but it is also known for contributing to stigmatization, low self-esteem, school dropouts, overage learners, low learning achievements, and a higher teacher-to-student ratio, which contributed to constraints on school learning resources that negatively impacted on students' academic performance⁶.

Table 13: Repeaters by grade in primary schools.

Grade	Number of repeaters by grade in primary schools			Proportion of repeaters by grade in primary schools		
	Male	Female	Total	Male	Female	Total
P1	14,886	13,695	28,581	7%	7%	7%
P2	8,778	8,355	17,133	5%	6%	6%
P3	6,941	6,831	13,772	5%	6%	5%
P4	6,171	6,145	12,316	5%	6%	6%
P5	5,003	5,400	10,403	5%	6%	6%
P6	3,865	4,300	8,165	5%	6%	5%
P7	2,808	2,849	5,657	5%	5%	5%
P8	653	823	1,476	2%	3%	2%
Grand Total	49,105	48,398	97,503	5%	6%	6%

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

From table 13 above there were 97,503 learners who repeated across enumerated primary schools, 2,985 learners repeated in secondary schools as depicted in **Table 14 below**.

⁶ <https://www.noveltyjournals.com/upload/paper/Effects%20of%20Class%20Repetition-04102022-4.pdf>

Table 14: Repeaters by grade in secondary schools.

Grade	Number of Repeaters			Proportion of repeaters		
	Male	Female	Total	Male	Female	Total
S1	520	517	1,037	1%	1%	1%
S2	436	392	828	2%	2%	2%
S3	352	325	677	2%	2%	2%
S4	286	157	443	2%	1%	1%
Grand Total	1,594	1,391	2,985	1%	1%	1%

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

3.2.11 Dropout⁷ in schools.

There were 62,442 learners who dropped out in primary schools across the country as summarised in the **table 15 below**:

⁷ Schools can never tell with certainty that learners have dropped out, unless there is a proper transfer system that school heads can use to rule out transfers to other schools. Besides, once learners dropout, the reasons for their drop out can only be speculative unless the learners themselves are asked. Unfortunately, these learners are no longer in the system to be asked such questions. Household surveys become important tools for establishing these reasons.

Table 15: Learners who dropped out by type of reason in primary schools.

No	Reason for Dropout	Primary			
		Male	Female	Total	Share of dropout
1	Unknown reason	7,494	6,791	14,285	23%
2	Couldn't pay fees/levies, uniforms or other costs	6,515	6,607	13,122	21%
3	Long distance to school	6,049	5,382	11,431	18%
4	Family problem	5,195	4,379	9,574	15%
5	Displaced	2,354	1,898	4,252	7%
6	Marriage	554	2,020	2,574	4%
7	Insecurity on the way to school	1,219	879	2,098	3%
8	Pregnancy	-	1,782	1,782	3%
9	Personal problem	870	648	1,518	2%
10	No teaching	352	245	597	1%
11	Prolonged illness, sickness	280	255	535	0.9%
12	Looked for or found a job/work	236	125	361	0.6%
13	Bad school result	120	92	212	0.3%
14	Disability	20	34	54	0.09%
15	Corporal punishment	19	21	40	0.06%
16	In prison	7	-	7	0.01%
17	Other reason (specify)		-		0%
		31,284	31,158	62,442	100%

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

In secondary schools the total number of learners that dropped out was 5,018 and type of reasons as shown in **table 16 below**.

Table 16: Distribution of learners that dropped out disaggregated by reason for drop out.

No	Reason for Dropout	Secondary			
		Male	Female	Total	Share of dropout
1	Could not pay fees/levies, uniforms or other costs	637	574	1,211	24%
2	Family problem	593	420	1,013	20%
3	Unknown reason	311	379	690	14%
4	Long distance to school	4	599	603	12%
5	Marriage	195	404	599	12%
6	Pregnancy	-	300	403	8%
7	Personal problem	199	101	300	6%
8	Insecurity on the way to school	4	85	89	2%
9	Prolonged illness, sickness	28	45	73	1%
10	Displaced	32	35	67	1%
11	No teaching	14	9	23	0%
12	Looked for or found a job/work	14	8	22	0%
13	Bad school result	15	6	21	0%
14	Disability	3	3	6	0%
15	Corporal punishment	1	-	1	0%
16	In prison		-	-	0%
17	Other reason (specify)		-		0%
		2,050	2,968	5,018	100%

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

3.2.12 Inclusive Enrolment.

This section looks at the enrolment of pupil/learners/learners with disabilities based on Washington Group of Indicators for Child functioning and the preliminary results of 2023 AEC shows that 3,079 i.e. 51% of the 6,009 schools that were found to be operational at pre-primary, primary and secondary school levels indicated to have enrolled learners with disabilities as **table 17 below** illustrates.

Table 17: Distribution of schools with enrolled learners with disabilities versus those without.

School Level	School has enrolled learners with disabilities				Total
	Yes		No		
	Number	%	Number	%	
Pre-Primary	382	35%	696	65%	1078
Primary	2413	55%	1972	45%	4385
Secondary	284	52%	262	48%	546
Grand Total	3,079	51%	2,930	49%	6,009

Further analysis of the 3,079 schools shows that amongst those schools that indicated to have enrolled learners with disabilities, the most commonly mentioned disability was “Difficulty with walking” followed by “Difficulty with seeing” as shown in **Table 18 below**.

Table 18: 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 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.

3.2.13 Orphans enrolled in schools

There were 9,473 orphans in pre-primary, whereby 3,199 were double-parent orphans, and 6,274 were single-parent orphans (**Table 19**) below.

Table 19: Orphan enrolment in pre-primary

Pre-primary System / Class	Single Parent Orphans			Double Parent orphans			Total			% of orphans
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Baby	785	835	1,620	365	382	747	1,150	1,217	2,367	6%
Middle	855	797	1,652	375	419	794	1,230	1,216	2,446	6%
Top	994	962	1,956	452	468	920	1,446	1,430	2,876	7%
Old System	2,634	2,594	5,228	1,192	1,269	2,461	3,826	3,863	7,689	10%
Pre-primary One	341	294	635	251	211	462	592	505	1097	11%
Pre-primary Two	222	189	411	148	128	276	370	317	687	6%
New System	563	483	1046	399	339	738	962	822	1784	9%
Total (Pre-Primary)	3,197	3,077	6,274	1,591	1,608	3,199	4,788	4,685	9,473	10%

A total of 105,836 learners are orphans, 29,925 i.e. are double orphans and 75,911 i.e. are single orphans in primary schools as shown in **table 20 below**:

Table 20: Number of Learners who are orphans by type, gender and grade in primary schools.

Grade	Single Parent Orphans			Double Parent Orphans			Grand Total			% of orphans
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
P1	8,405	7,363	15,768	2,807	2,577	5,384	11,212	9,940	21,152	5%
P2	6,471	6,096	12,567	2,368	2,293	4,661	8,839	8,389	17,228	6%
P3	5,835	5,616	11,451	2,351	2,231	4,582	8,186	7,847	16,033	6%
P4	5,282	4,861	10,143	2,206	2,111	4,317	7,488	6,972	14,460	7%
P5	4,573	4,520	9,093	1,915	1,909	3,824	6,488	6,429	12,917	7%
P6	3,659	3,678	7,337	1,599	1,599	3,198	5,258	5,277	10,535	7%
P7	2,952	2,946	5,898	1,296	1,264	2,560	4,248	4,210	8,458	8%
P8	1,812	1,842	3,654	712	687	1,399	2,524	2,529	5,053	8%
	38,989	36,922	75,911	15,254	14,671	29,925	54,243	51,593	105,836	6%

Finally, as illustrated in **table 21 below**, orphans in secondary school were 6,284 across enumerated schools with 3,299 being double orphans, and 2,985 were single parent orphans as shown in the table.

Table 21: Number of orphans by type, grade and gender.

Grade	Single Parent Orphans			Double Orphans			Grand Total			% of orphans
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
S1	520	517	1,037	434	441	875	954	958	1,912	1%
S2	436	392	828	468	403	871	904	795	1,699	4%
S3	352	325	677	391	400	791	743	725	1,468	4%
S4	286	157	443	392	370	762	678	527	1,205	4%
Total	1,594	1,391	2,985	1,685	1,614	3,299	3,279	3,005	6,284	3%

3.2.14 Demobilised child soldiers.

The results of the school census shows that 82 schools enrolled demobilised child soldiers and the total number was 1073. Out of the total demobilised child soldiers, 782 were in primary schools, 291 in secondary schools.

3.3 The Teachers

3.3.1 Teachers Distribution.

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.

Table 22: Number of teachers in schools that are operational by level and gender.

School 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 ⁸	107	81%	25	19%	132
TTI ⁹ /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.

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.

⁸ Teachers, or instructors

⁹ Tutors

Table 23: Distribution of number of teachers with ID.

School Level	Availability of Teacher with/out National ID Card				Total
	Yes		No		
	Number	%	Number	%	
Pre-Primary	960	25%	2,840	75%	3,800
Primary	6,432	18%	29,715	82%	36,147
Secondary	1,684	28%	4,322	72%	6,006
AES	487	14%	3,096	86%	3,583
TVET	35	27%	97	73%	132
TTI/CEC	37	45%	45	55%	82
Grand Total	9,635	20%	40,115	80%	49,750

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

The large proportion of teachers without ID as depicted in **Table 23 above** poses a risk for fiduciary discipline as it is easy for some people to masquerade as teachers especially where exchange of money is concerned such as teacher incentive pay-out days.

Table 24: Number of teachers by type of academic qualifications and school level

School Level	Teacher's academic qualification				
	Primary certificate	Secondary certificate	Diploma	Degree	Other
Pre-Primary	395	2,754	292	148	211
Primary	6,654	23,960	2,122	1,561	1,850
Secondary	9	1,210	1,321	3,289	177
AES	276	1,493	134	117	114
TVET	6	61	22	30	13
TTI/CEC	0	10	24	42	6
Grand Total	7,340	29,488	3,915	5,187	2,371
% of teachers	15%	61%	8%	11%	5%

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

From table 24 illustrations, 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 appears 9 teachers with primary certificates teaching in secondary schools (see *Appendices for more details*).

Table 25: Proportion of teachers on Government Payroll and those that are not.

School 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.

From table 35, only 13,741 i.e. 30% are on government payroll out the total teachers (45,953). These is very important issue as far as delivery of quality education is concerned. This is almost similar with those teachers with Government Appointments only to note that the ones on payroll are less than those with appointments as it can be deduced from **Table 26 below**.

Table 26: Proportion of Teachers with Government appointments compared to those that do not have appointments.

School Level	Teachers with Government Appointments				Total
	Yes		No		
	Number	%	Number	%	
Pre-Primary	463	12%	3,337	88%	3,800
Primary	11,769	33%	24,378	67%	36,147
Secondary	1,549	26%	4,457	74%	6,006
Grand Total	13,781	30%	32,172	70%	45,953

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

It should be noted that despite the calculated PTR above, there are 4,540 i.e. 10% of teachers who teach in more than one school in schools that are operational as depicted in **table 27** below: This tend to be highest in secondary schools and carries risk of comprising quality of delivering lessons.

Table 27: Number of teachers that teach in more than one school

School Level	Teaching in more than one school				Total
	Yes		No		
	Number	%	Number	%	
Pre-Primary	464	12%	3,336	88%	3,800
Primary	3,040	8%	33,107	92%	36,147
Secondary	1,036	17%	4,970	83%	6,006
Grand Total	4,540	10%	41,413	90%	45,953

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

Generally, there are more teachers in full-time teaching (59%) compared to those that are in part-time teaching (4%). There are still remains more teachers who are volunteers (37%) and this is depicted in **Table 28 below**.

Table 28: Number of teachers by their status (full-timer, part-timer, and volunteer) disaggregated by school level.

School Level	Teacher Status						Grand Total
	Full timer		Part timer		Volunteer		
	Number	%	Number	%	Number	%	
Pre-Primary	2,559	67%	96	3%	1,145	30%	3,800
Primary	20,405	56%	1,045	3%	14,697	41%	36,147
Secondary	4,357	73%	543	9%	1,106	18%	6,006
Grand Total	27,321	59%	1,684	4%	16,948	37%	45,953

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

3.3.2 Qualification and Qualified Teachers

The teacher status analysis presented above is similar to analysis of distribution of teachers by their teaching qualifications as presented in **table 29 below**.

Table 29: Number of teachers by their teaching qualification disaggregated by school level.

School 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%

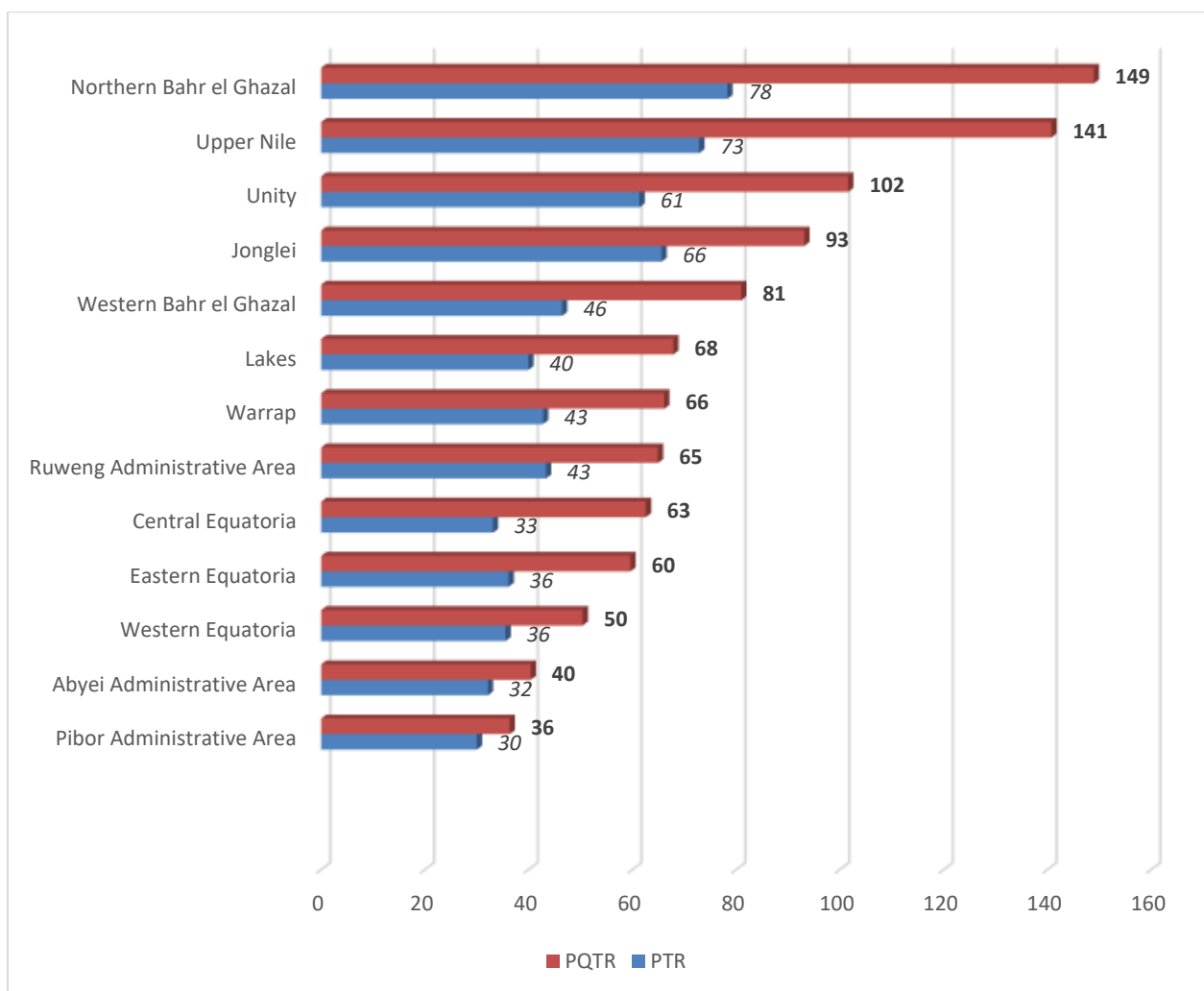
From table 29 above it can be deduced that 28,875 i.e. 58% are fully qualified to teach when you combine those with certificates, Diploma and Degree. However, those that do not qualification (None) are still significant with 17,720 i.e. 37% of the total teachers reported to have no teaching qualifications across the schools in all levels.

3.3.3 Ratio of Pupil/learners to Teachers

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

Without exception the PqTR for all pre-primary, primary and secondary schools was 77 pupil/learners to 1 qualified teacher that was higher than the PTR which is at 46 (46 pupil/learners for every single teacher). The **figure 4 below** shows differentials amongst the states:

Figure 4: Distribution of the PTR and PqTR disaggregated by state.



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.

3.3.4 Teacher Training Institutes and County Education Centres.

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.

Further breakdown shows:

- **In-service programs:** 585 students enrolled, 27% female.
- **Pre-service certificate programs:** 619 students enrolled, 33% female.
- **Pre-service diploma programs:** 88 students enrolled, 22% female.

These students are spread across 14 operational TTIs/CECs out of the 29 assessed.

Table 30: Number of operational TTI/CEC by state and their operational status.

Name of State	Teacher's Training Institute / CEC				Total		% non-operational	
	non-operational		operational		CECs	TTIs	CECs	TTIs
	CECs	TTIs	CECs	TTIs				
Central Equatoria	-	-	-	1	-	1	0%	0%
Eastern Equatoria	2	1	1	1	3	2	15%	10%
Northern Bahr el Ghazal	3	1	1	1	4	2	23%	10%
Upper Nile	-	2	3	-	3	2	0%	20%
Warrap	2	-	1	-	3	-	15%	0%
Western Bahr el Ghazal	-	1	-	-	-	1	0%	10%
Western Equatoria	-	1	-	1	-	2	0%	10%
Grand Total	7	6	6	4	13	10	54%	60%

3.4 The Schools

This section digs into the landscape of South Sudanese schools, categorised by state, type, ownership, operational status, language of instruction and key education indicators. It further reveals the level of accessibility and infrastructure adequacy, reflecting the government's commitment to providing education opportunities regardless of location.

3.4.1 School Profile – School Level, Operational Status, Ownership Type.

The most predominant school ownership is public-owned schools followed by those that are community-owned as can be seen in **table 31 below**.

Table 31: Distribution of number of schools by school level and ownership type.

Ownership Type	School Level					Grand Total
	Pre-Primary	Primary	Secondary	AES	TVET ¹⁰	
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 ¹¹	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.

As can be seen in **table 31 above**, out of a total of 7,737 schools enumerated in 2023 Annual Education Census, the majority, 3,881 i.e. 60%, are publicly owned, while 1,108, i.e. 17%, are owned by communities. There is no much difference between private-owned and faith-based owned at 11% apiece.

At 5,214, i.e. 67% of the schools that are operational, the primary level has the highest number of schools and distribution of number of schools by state, school level, and ownership type are given in Appendix 1. Furthermore, of the 6,009 pre-primary, primary and secondary school that are operational, 20% share school premises, 96% operates shifts, less than 1%

¹⁰ Ownership type was not included in TVET Data collection tool

¹¹ Non-operational schools were not probed with questions on ownership only on reasons for closure.

are boys only school, about 1.4% are girls only school and about 98% are mixed boys and girls school¹².

In total, 7,737 schools were enumerated and 1,281(17%) are not operational due to various reasons (Table 2) and this has a negative impact on gross enrolment. Theoretically it can be deduced that over 17% (376,000) learners could have been additionally enrolled if non-operational schools were restored into operational status.

Table 32: Distribution of the number of non-operational schools/centres by reason of closure.

School Level	No learners	No teachers	Flooding	Conflict	Military occupation	Other Specify
Pre-Primary	59	63	11	87	1	25
Primary	215	377	88	364	7	124
Secondary	47	55	3	39	0	17
AES	77	79	8	4	0	30
Teachers Training Institute / CEC	5	7	0	9	0	3
Technical And Vocational Training Education	6	8	0	1	0	5
Grand Total	409	589	110	504	8	204
<i>Per cent of non-operational schools</i>	<i>32%</i>	<i>46%</i>	<i>9%</i>	<i>39%</i>	<i>1%</i>	<i>16%</i>

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

Lack of teacher emerged as the top reason for school closures, impacting 46% of schools. Conflict followed closely at 39%, highlighting persistent challenges in certain regions. Additionally, military occupation was the least commonly reported cause.

Beyond these predefined options, text mining with *Google Gemini's AI technology* revealed deeper insights. Inadequate infrastructure, ongoing construction, unpaid teachers, school abandonment, and repurposing for community use emerged as additional reasons. This underscores the diverse factors contributing to school closures and the need for multifaceted solutions.

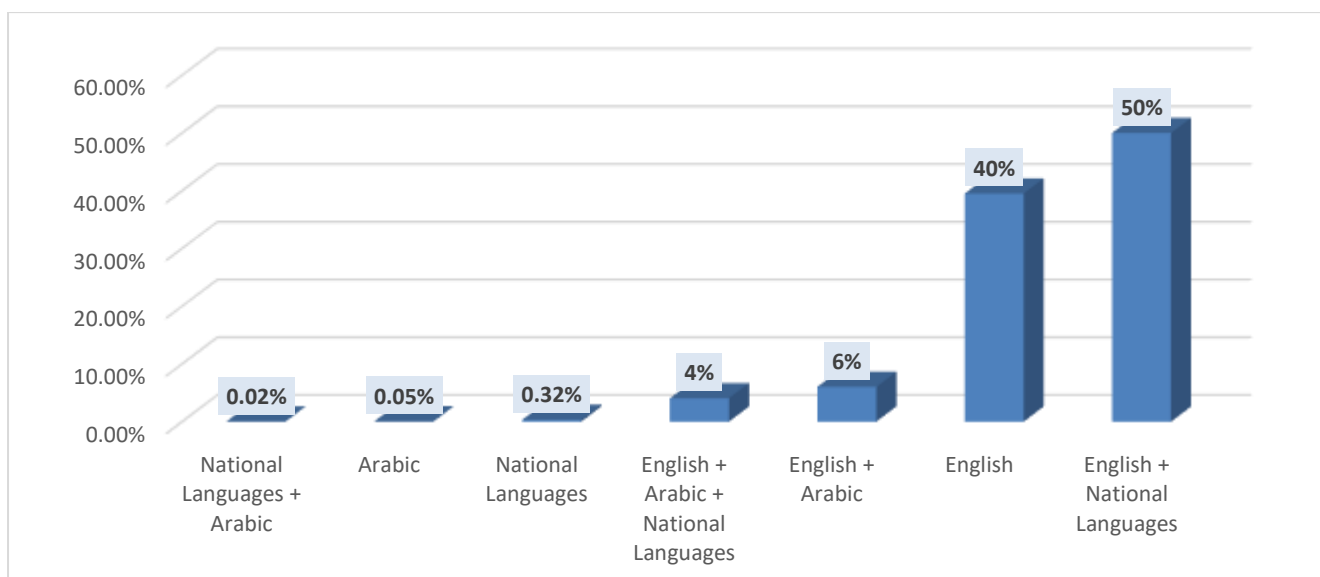
3.4.2 School Profile – Language of Instruction and School Feeding.

As illustrated in **Figure 5 below**, most operational schools (50%) utilise a combination of English and national languages¹³ for instruction. English alone remains the sole language of instruction in 40% of schools.

¹² See Appendix 2 for more details by state and level.

¹³ See Appendix 3A and Appendix 3B for list of National languages specified as Language of Instruction.

Figure 5: Percent of schools that are operating by Language of Instruction used in school.



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

On the overall, 21% of the schools that were operational had school feeding programs. These were mostly provided by NGOs or Other Organisations and some of the schools were reported to be supported by faith-based organisations **table 33 below**.

Table 33: 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.

3.4.3 School Profile – Condition of schools that were operational and accessibility features to learners with disabilities.

During the 2023 AEC, 57% of the schools that were considered not damaged and this implies that 6 out of the 10 schools that are operational are in good condition. As depicted in **Table 34 below**, 25% of the schools were considered partially damaged, 13% were completely damaged while 5% being dilapidated.

Table 34: Distribution of number of schools by status of damaged condition.

	Not damaged	Partially damaged	Completely damaged	Dilapidated
Per cent of schools	57%	25%	13%	5%

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

The major cause of damage for schools (**Table 35 below**) that were in damaged condition was *Wind* (38% of the total) followed by those damaged by *Floods* (24% of the total) and then by *‘Conflict’* (22% of the total).

Table 35: Number of schools damaged condition by cause of damage.

School Type Level	Cause for dilapidated, partial or complete damaged of school				
	Wind	Fire	Conflict	Flood	Other (specify)
Pre-Primary	214	8	101	65	58
Primary	942	65	569	666	376
Secondary	94	3	44	46	16
Number of damaged schools by cause	1,250	76	714	777	450
Share of cause for damaged school	38%	2%	22%	24%	14%

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

Investigating Wind Damage.

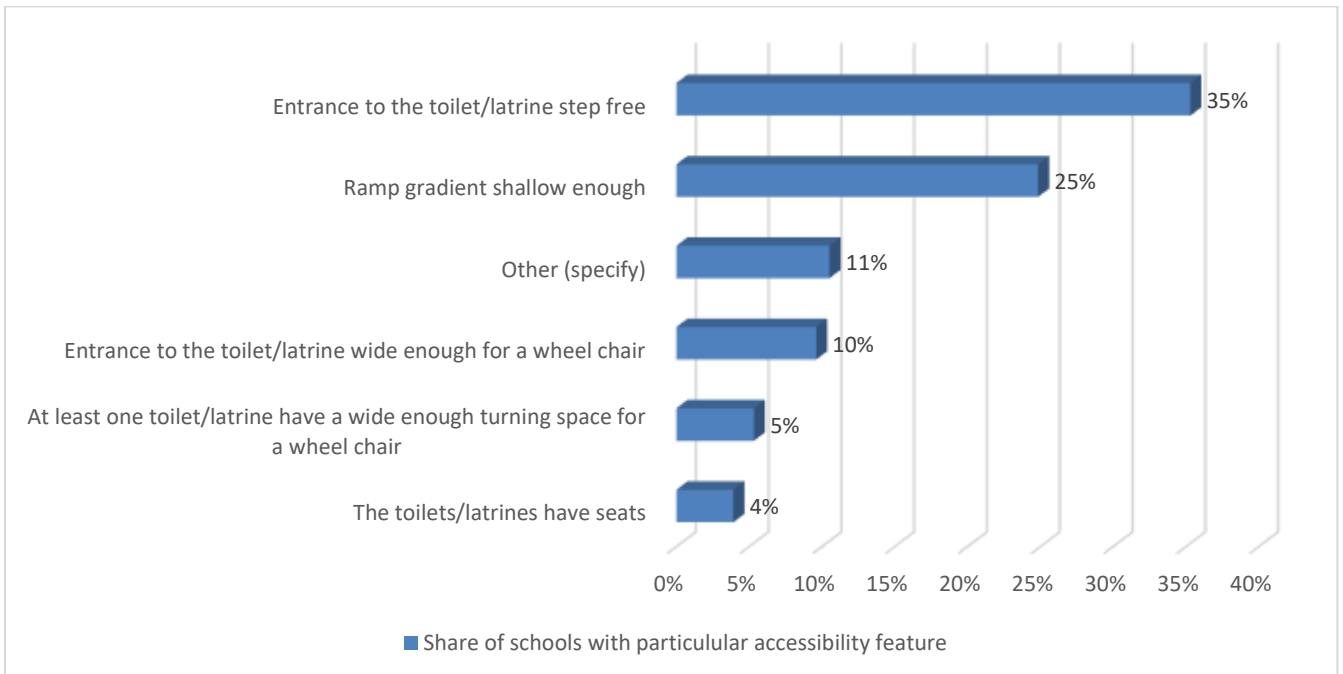
The finding that "wind" is a major factor in school damage warrants further investigation. Analysing the nature of damaged structures (permanent vs. temporary) would provide valuable insights into construction needs and potential mitigation strategies. Additionally, examining the frequency of multiple contributing factors could help prioritize interventions for comprehensive school repair and prevention.

3.4.4 Accessibility for Learners with Disabilities:

While 42% of operational schools reported having disability-friendly features, understanding specific accessibility details is crucial. As can be seen in **figure 6 below**, only 2,272 of the schools have ‘step free entrance to the toilet/latrine’, followed by 1,600 of the schools who have ‘Ramp gradient shallow enough’.

Further analysis should explore the other types of accommodations provided besides ramps and accessible toilets such as assistive technology devices that were not covered in the Census. This information would guide targeted investments and support efforts for a truly inclusive education system that makes use of available resources optimally.

Figure 6: Distribution of proportion of operating schools with accessibility features available to learners with disabilities.



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

3.4.5 School Management and Governance.

The Ministry of General Education and Instruction has over the years set up systems for effective school management and monitoring of the day-to-day activities of running School. These are essential for the performance of the school and has significant impact on learning outcomes. The School Management Committees (SMCs) and Board of Governors (BoGs), together with the Head Teachers and Principals, are responsible for managing and running schools, including all financial resources that come to the school, whether from the government or private sources. Therefore, the performance of any school is a function of effective and efficient school management that is supported with an effective supervision and inspection system.

During the Census, 19% of the secondary schools that were operational (546) did not have Board of Governors to govern the school. In comparison, 16% of the pre-primary schools that are operational and do not have School Management Committee. This can also be said of the 9% of the primary schools that do not have School Management Committee and 76% of the secondary schools have PTAs with almost all pre-primary schools (97%) and primary schools (98%) having PTAs. Moreover, the governing structures regularly meet at least on monthly (35%) and termly (56%) basis and those that do not meet are less than 1%.

In terms of Inspection and Supervision in schools, 4,142 i.e. **69%** of schools that were operational were at least once visited by an Inspector from county level compared to **5,399** i.e. **90%** of the schools that had at least one visit from Payam Supervisor at Payam level. Periodic supervision is being done more regularly than inspection as expected and table 6 summarises the frequency of these visits carried out by County Inspector and Payam Supervisor to the enumerated schools.

Table 36: Distribution of number of schools by frequency of visits carried out by County Inspector and Payam Supervisor.

Visited by	Indicator	Once	Twice	Three times	More than three times	Grand Total
County Inspector	Number of schools	1713	1349	820	260	4142
	% of schools (Operational)	29%	22%	14%	4%	69%
Payam Supervisor	Number of schools	1012	1560	1657	1170	5399
	% of schools (Operational)	17%	26%	28%	19%	90%

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

Further analysis by level of Education of number of schools by frequency of visits carried out by County Inspector is depicted in **table 37 below**:

Table 37: Distribution of number of schools by frequency of visits carried out by County Inspector by school type level.

School Type Level	Once	Twice	Three times	More than three times	Grand Total
Pre-Primary	301	231	124	30	686
Primary	1285	998	624	197	3104
Secondary	127	120	72	33	352
Grand Total	1713	1349	820	260	4142

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

Moreover details of Payam Supervisor visits by level of education is presented in **table 38 below**:

Table 38: Distribution of number of schools by frequency of visits carried out by Payam Supervisors by school type level.

School Type Level	Once	Twice	Three times	More than three times	Grand Total
Pre-Primary	201	266	284	197	948
Primary	715	1181	1264	886	4046
Secondary	96	113	109	87	405
Grand Total	1012	1560	1657	1170	5399

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

3.4.6 Access to School Infrastructure Facilities.

The 2023 AEC looked at access to school infrastructure facilities and in this section information on the number and condition of classrooms (rooms used for instruction, excluding offices, staff rooms, and storage) and the type of construction. Additionally, information on functional and non-functional facilities in the school is also provided with focus on such indicators as follows: number of classrooms, pupil/learner-classroom ratio, access to water, toilets and average classroom size disaggregated by various dimensions and geographical location.

The number of physical classrooms increased from **27,277 in 2022 to 28,228** i.e. 3% increase. The classrooms under the tree were found to be **12,807** in the enumerated schools compared to **16,060** which were permanent classrooms, **6,961** which are semi-permanent, **5,207** which are temporary, **1,134** which were roof only and **334** which were tents. At the time of writing this report reasons for declining number of physical classrooms in pre-primary schools could not clear and it is recommended that further analytical analysis be conducted unearthing issues behind this phenomenon.

The pupil/learner to all classroom ratio that includes the classrooms under tree stands at **55** whereas pupil/learner to only physical classrooms (permanent, semi-permanent, temporary) stand at **81**. Further analysis by school level is displayed below in table 7.

Table 39: Pupil/learner-classroom ratio and distribution of number of classrooms by school level, type.

School level	Total Physical Classrooms for 2022	2023 Classrooms By Type						Total Physical Classrooms ¹⁴ for 2023	Pupil/learner-Classroom ratio ¹⁵ for 2023
		Permanent	Semi-Permanent	Temporary	Roof only	Tent	Under Tree		
Pre-Primary	2,731	1,245	867	508	121	47	629	2,620	58
Primary	19,939	11,373	5,039	4,168	907	241	11,842	20,580	89
Secondary	3,022	2,374	603	280	36	24	58	3,257	50
AES	1,585	1,068	452	251	67	22	278	1,771	44
Grand Total	27,277	16,060	6,961	5,207	1,131	334	12,807	28,228	78

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

The pupil/learner-classroom ratio is highest in primary schools at 89 followed by pre-primary schools, secondary schools and AES schools at 58, 50 and 44 respectively. Across the ownership type, the proportion of permanent classrooms is highest amongst NGO owned schools (83%) followed by Faith-Based owned schools (68%) as shown in table 10 below confirming expected advantageous resource disposition that NGOs possess. Of particular interest are community owned schools that have the second highest number of classrooms but the lowest proportion of permanent classrooms. The community spirit has the potential to guarantee support to teacher needs and therefore key to reducing number of non-operational schools whereby lack of Teachers is revealed as one of the major reasons for closure of schools:

Table 40: Pupil/learner-classroom ratio and distribution of number of classrooms by school level, type.

Ownership type	Total Physical Classrooms for 2022	2023 Classrooms by Type						Total Physical Classrooms for 2023	% of permanent classroom
		Permanent	Semi-Permanent	Temporary	Roof only	Tent	Under Tree		
Public	15,312	9,066	3680	2723	679	177	10167	15,469	59%
Community	4,232	1,729	1391	1192	264	102	2114	4,312	40%
Faith-based	3,602	2,741	729	589	137	24	389	4,059	68%
Private	3,720	2,182	1112	680	48	30	128	3,974	55%
NGO	411	342	49	23	3	1	9	414	83%
Grand Total	27,277	16,060	6,961	5,207	1,131	334	12,807	28,228	57%

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

3.4.7 WASH facilities in schools.

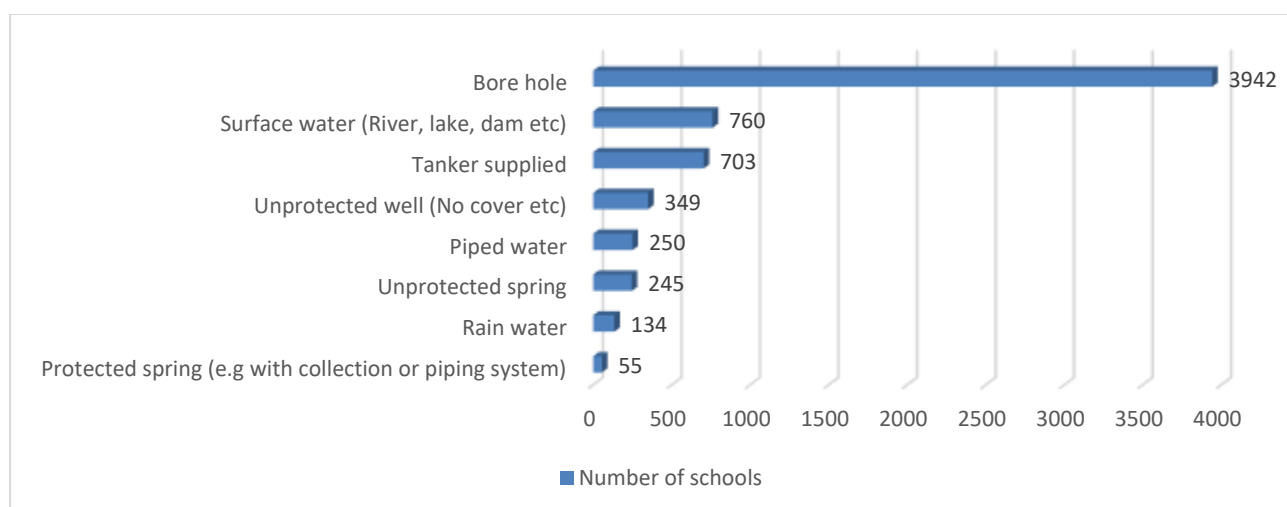
From **figure 7 below**, 3,942 i.e. 61% of the schools had borehole as main source of water, followed by those that had surface water (12%) as main source of their water which worrisome

¹⁴ Excludes Roof Only, Tent and Under tree classroom types.

¹⁵ Based on sum total of permanent and semi-permanent classrooms.

as the learners are at risk of water borne disease that can eventually lead to sickness eventually absenteeism and negatively affect their learning outcomes.

Figure 7: Distribution of number of schools by main source of water.



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

In summary, 72% of the schools that are operational have access to fairly protected water sources (Borehole, Tanker supplied and Protected spring). This trend is similar across all school levels as shown in **table 41 below**.

Table 41: Distribution of number of schools by main water source by school type level.

School type level	Borehole	Unprotected well (No cover etc)	Unprotected spring	Protected spring (e.g with collection or piping system)	Surface water (River, lake, dam etc)	Rain water	Piped water	Tanker supplied
Pre-Primary	577	45	31	16	83	18	66	242
Primary	2708	277	195	30	625	103	121	326
Secondary	339	6	7	5	24	7	45	113
AES	318	21	12	4	28	6	18	22
Grand Total	3942	349	245	55	760	134	250	703

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

In terms of distance to their main source of water, 43% of the schools that are operational access water within their compound, 60% of the schools have school latrine, 38% of the schools have sharing toilets while only 32% of the schools have learner and teacher toilets separate from each other.

Table 42: Distribution of number of operational schools by toilets/latrines by school type level.

School type level	Number of Operational Schools				
	With School Latrines	Pupil-Toilet Ratio	Teachers-Learners Sharing Toilets	Toilet / Latrines separate for each gender	Access to learners / 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.

Moreover as shown in **Table 12 above**, only 999 i.e. 16% of the schools with latrines/toilets have their facilities that are accessible to learners with disabilities, 2,081 i.e. 34% of the schools have separate male and female teacher/learner toilets, 25% the schools have teacher toilets and learner sharing toilets/latrines.

3.4.8 Access to TLM, Furniture, Equipment, ICT Teacher and Library in Schools.

The provision of teaching and learning materials (TLMs) such as textbooks in core subjects is fundamental to implementation of the National Curriculum. The ideal Pupil/learner to Textbook Ratio (PTxR) is 1:1, i.e., one textbook to one pupil/learner.

In the 2023 Annual Education Census (AEC), data was collected on text-book distribution at all school levels. Textbook distribution is part of government's commitment to support schools with teaching and learning materials. These textbooks are provided to the pupil/learners in schools and for use during the academic year.

Table 43: Number of Textbooks in primary schools by subject and juxtaposed to PTxR.

Subjects	Number of Textbooks	PTxR
Mathematics	320,563	6
English	311,581	6
Science	305,185	6
Social Studies	297,750	6
CRE	297,252	6
IRE	1,231	N/A ¹⁶

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

From **Table 43 above**, pupil/learner to textbook ratio is 6 across almost all subjects apart from one outlier subject in all primary schools that are operational. In contrast there is variations in subjects across secondary schools that are operational. For instance, the subjects of Mathematics, English, Physics, Chemistry, and Biology, the pupil/learner to textbook ratio is 3 while the subjects of Geography and History, the pupil/learner to textbook ratio is 6 with the rest of the subjects being outliers as depicted in **Table 44 below**.

Table 44: Number of Textbooks in secondary schools by subject and juxtaposed to PTxR.

Subjects	Number of Textbooks	PTxR
Mathematics	56,865	3
English	53,033	3
Physics	49,092	3
Chemistry	49,048	3
Biology	47,429	3
CRE	46,814	3
Geography	27,186	6
History	26,166	6
Political Civic Education	13,756	12
Commerce	1,436	N/A ¹⁷
Agriculture	1,422	
Accounting	1,020	
IRE	8	

¹⁶ Number of eligible learners was not collected for primary schools.

¹⁷ Number of eligible learners was not collected for primary schools in these subjects.

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

The textbook situation is far below required standard of one textbook per student and more financial resources should be mobilised to address this situation. Apart from this make deliberate attempt to make the textbooks readily available on online platforms such as the Ministry website in compliance with the Digital Age we are living in.

The data from the 2023 AEC census continues to show gaps in furniture and equipment across the schools at all levels.

Table 45: Distribution of number of furniture and equipment.

School Type Level	Furniture / Equipment					
	Chair	Stool	Wooden Pole Log	Desk	Table	Chalkboard / Blackboard
Pre-Primary	30,431	2,361	3,769	9,110	2,344	2,516
Primary	36,430	8,050	55,667	144,444	4,365	23,549
Secondary	23,674	1,848	2,644	48,930	2,478	2,999
Grand Total	90,535	12,259	62,080	202,484	9,187	29,064

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

For instance, assuming that 2 students are required to a desk, from the figures presented in **table 45 above** implies that currently 17 pupil/learners occupy a single desk in pre-primary schools, 23 pupil/learners occupy a single desk in primary schools and it is much better in secondary schools where 3 students occupy a desk.

Similarly, the expectation of chalkboard/blackboard must be one board for one classroom. Using the figures presented on distribution of classrooms, the current situation in schools that are operating shows that for every 13 classrooms in pre-primary schools there are 10 chalkboards/blackboards and for every 12 classrooms in primary schools there are 11 chalkboards/blackboards. The situation in secondary schools concerning chalkboards/blackboards is much better with 11 classrooms there are 10 chalkboards/blackboards.

The availability of a functional school library facilitates access to textbooks and learning materials so pupil/learners can carry out research in a conducive environment. As illustrated in **table 46 below**, only 4% of the schools that are operational have a school Library.

Table 46: Availability of school library in schools disaggregated by state.

School Level	Availability of School Librarian				Total with Library
	Yes		No		
	Number	%	Number	%	
Pre-Primary	17	85%	3	15%	20
Primary	84	74%	29	26%	113
Secondary	74	74%	26	26%	100
AES	11	100%	-	0%	11
Grand Total	186	76%	58	24%	244

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

Of the total **244** schools with libraries, 75% have school librarians which is quite fairly good coverage. The question of extent of functionality of the libraries has to be assessed because 2023 AEC only focused on existence. Furthermore in this dispensation of Digital Age, it will make more economic sense to proliferate electronic libraries across the country as it can cost

more to have brick and mortar libraries that are well-resources with printed books or other TLMs.

3.4.9 School Profile - Life Skills, HIV/AIDS, Sexuality and Peace Education Programmes, and ICT Teachers.

In this Digital Age and predominantly knowledge-based economy, ICT is a key component of a school curriculum and this is well emphasised in policy and strategy documents of the Education. However more must be done to see this being implemented and the 2023 AEC shows that only 10% of the schools that are operational have an ICT teacher but secondary schools shows that over half (51%) of the secondary schools that are operational have an ICT Teacher as is presented in the **table 47 below**:

Table 47: Availability of ICT teachers in by school level.

School Level	Availability of ICT Teacher				Total
	Yes		No		
	Number	%	Number	%	
Pre-Primary	21	2%	1,057	98%	1,078
Primary	277	6%	4,108	94%	4,385
Secondary	280	51%	266	49%	546
AES	27	6%	402	94%	429
Grand Total	605	9%	5,833	91%	6,438

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

It can be seen that only 6% of the primary schools that are operational have ICT teacher and only 2% of pre-primary school.

The 2023 AEC also assessed availability of Life Skills, HIV/AIDS, Sexuality and Peace Education Programmes. These are cross-cutting issues to ensure contextualised delivery of interventions in the education sector that takes into account peculiarities of the programming environment that is both humanitarian and development.

Table 48: Availability of Life Skills, HIV/AIDS, Sexuality and Peace Education Programmes in schools by state.

School Level	Availability of Life Skills, HIV/AIDS, Sexuality and Peace Education Programmes				Total
	Yes		No		
	Number	%	Number	%	
Pre-Primary	112	10%	966	90%	1,078
Primary	743	17%	3,642	83%	4,385
Secondary	217	40%	329	60%	546
AES	58	14%	371	86%	429
Grand Total	1,130	18%	5,308	82%	6,438

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

As **table 48 above** illustrates, only 18% of the schools that are operational have such programmes being implemented. However within secondary schools, the percent of schools with programmes on Life Skills, HIV/AIDS, Sexuality and Peace Education Programmes is much better. This is a very important issue to take note and increase effort particularly in the primary schools where the share of schools is the highest.

In terms of teachers for Life skills, there are 5,089 teachers who can Life skills and 32% of them are female teachers. Additionally, there are 4,893 teachers who are trained on Inclusive Education and 26% of them are female teachers as depicted in **table 49 below**.

Table 49: Availability of Teachers for Life Skills and Inclusive Education by state.

School Level	Availability of Teachers for Life Skills and Inclusive Education.					
	Life Skills Teachers			Inclusive Education Teachers		Total
	Male	Female	Total	Male	Female	
Pre-Primary	160	244	404	156	196	352
Primary	2,334	1,092	3,426	2,547	855	3,402
Secondary	827	236	1,063	726	188	914
AES	145	51	196	177	48	225
Grand Total	3,466	1,623	5,089	3,606	1,287	4,893

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

3.4.10 Availability of policy documents.

Policy documents contain values, define expectations and provide framework for stakeholders in the education sector in delivery of education interventions. Having these documents available at school level is first step in ensuring that actors at school level will act in accordance if they read, understand and intentionally apply them in execution of their duties.

In the 2023 AEC, 3,121 i.e. 52% of the schools that are operational acknowledged that they have at least one policy document and secondary schools generally tend to have these policy documents readily available (71% of the secondary schools that are operational) as illustrated in **table 50 below**.

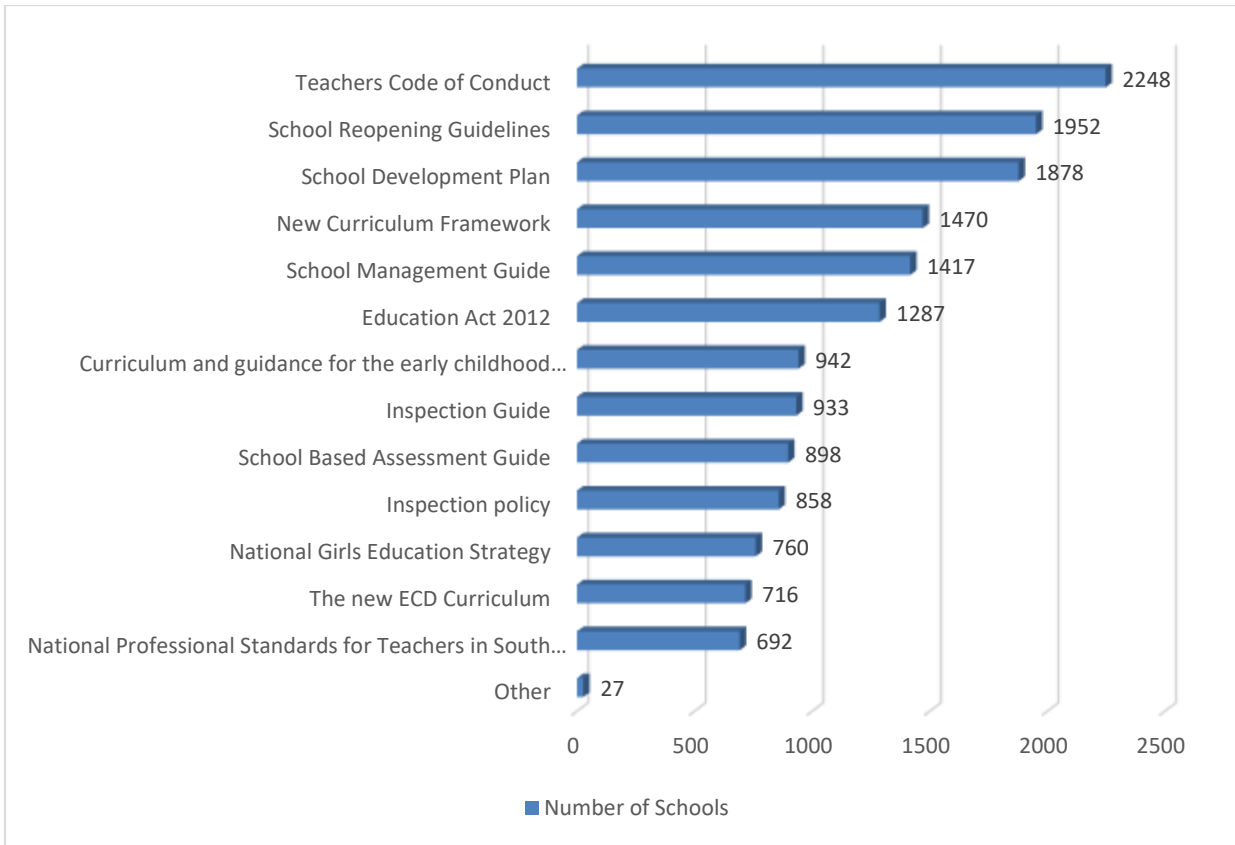
Table 50: Availability of Policy Documents disaggregated by state.

School Level	Availability of Policy Documents				
	Yes		No		Total
	Number	%	Number	%	
Pre-Primary	415	38%	663	62%	1078
Primary	2316	53%	2069	47%	4385
Secondary	390	71%	156	29%	546
Grand Total	3,121	52%	2,888	48%	6,009

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

Further assessment on type of policy documents available at school level shows that the most commonly available document is ‘Teachers Code of Conduct’, followed by ‘School Reopening Guidelines’ as shown in the **figure 8 below**:

Figure 8: Distribution of number of schools by available policy document and state.



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

The other policy documents that were mentioned by 27 schools in the **figure 8 above** and were not predefined¹⁸ in the data collection tool of the 2023 AEC were as follows:

- *Child Act 2008.*
- *School rules and regulations.*
- *Child safeguarding document*
- *Contract forms*
- *School code of conduct.*
- *Labour Act 2017*
- *Non-Governmental Organizations Act,*
- *Taxation Amendment Act 2016*
- *Local Government Act 2009*
- *Land Title*
- *Opening Guidelines for Schools in South Sudan 2023*
- *Overview of new curriculum*
- *Private school guide.*
- *Rules and regulations*
- *School Calendar*
- *The General Education Sector Policy Framework 2015.*
- *Revitalised Peace agreement.*

¹⁸ Text-mining done with collaboration of Google AI Chatbot, Gemini

Recommendations related to policy and programming.

Based on the analysis presented in the report, the following is being recommended for consideration and action for stakeholders in the education sector:

1. Conduct Analytical Assessment for non-operational schools and Teacher Data related queries including identification systems:

- Conduct a comprehensive and in-depth desk-based assessment non-operational schools based on the 2023 AEC Datasets and develop costed implementation plan for restoration.
- Consider conducting detailed desk-based analytical report the reason why 2023 AEC has reported a significant drop in number of Teachers.
- Conduct three year trend analysis of selected core indicators that should include unearthing reasons for declining number of physical classrooms in pre-primary schools as reported in 2023 AEC amongst other issues.
- Introduce EMIS-Teacher-Tracking-Code: Introduce Education Census Teacher Tracking Code that has marker for Government payroll status, national ID status, first school where Teacher was surveyed during AEC, qualification status, and serial number for first count within the school. This will help in unique identification of teacher in various scenarios e.g. if a teacher teaches in more than one school, more than one level. Example of code would look like: P0-I0-PRI00000-Q0-0001 or P1-I1-PRI02345-Q1-0002.

2. Conduct Comprehensive Identification and Support of Learners with Disabilities:

- Conduct a comprehensive study in a representative sample of schools to understand the prevalence of learners with disabilities in South Sudan schools. In addition, the education sector players should pay attention to the upcoming Multiple Indicator Cluster Survey and ensure the education module as regards to learners with disabilities is adequately covered.
- Develop national protocols for teacher identification of learners with disabilities and a corresponding information management system within the existing Education Management Information System.
- Continue including learners with disabilities module in the future Annual Education Censuses for national and state-level estimates.

3. Introduce Data-Driven projections for sector target monitoring, SD4 Dashboard/Rubric and post-review of Technology use in 2023 AEC:

- Develop SDG 4 Dashboard and Rubric: Implement a stakeholder-driven monitoring tool for critical reflection and improvement.
- Project target achievement: Utilize program outputs and standard operations for data-driven projections and transparent progress tracking.
- Develop a system for projecting achievement of education targets based on planned outputs from program implementation, partner contributions, and routine MoGEI operations.
- Utilize this system to enhance data-driven planning and performance measurement across MoGEI, state ministries, and partner organizations.
- Track target achievement for unqualified teachers and other education interventions: Set clear, measurable targets and partner with stakeholders to achieve them within GESP 2023-2027.

- Post-Review of 2023 AEC technologies, Tools, etc.: Conduct a technical workshop to enhance tools and procedures for future Annual Education Census.

4. Leverage Mobile and AI Technologies for improved School Monitoring, Inspection and Supervision:

- Explore the potential of mobile and AI technologies for efficient analysis of textual information, enabling frequent school-level monitoring aligned with existing Education Sector M&E policies and National Inspection and Supervision strategies.
- Track termly endorsements of school performance reports by governance structures.
- Regularise consolidation of summaries of school inspection and supervision visits.
- Future 2023 AEC should ensure more robust normative assessment of visits to school by Payam Supervisors and County Education Inspectors by assessing how the visits complied with National Guidelines on inspection and supervision in schools.

5. Investing in TVET and Inclusive Education:

- Mobilize resources for TVET centres: Develop resource mobilisation strategies for attracting funding, e.g., partnerships, public-private collaborations. The enrolment figures shows that they have something in them that attracts more female learners.

6. Addressing Teacher Qualification and Gender Parity:

- Consider virtual training modules that can be delivered through mobile phones or tablets and ensure child friendly spaces in brick and mortar sites for Teacher Professional Development activities.
- Promote virtual/hybrid teacher training: Encourage partner collaboration to address female participation barriers, including childcare options at brick-and-mortar institutes.
- Track target achievement for unqualified teachers and other education interventions: Set clear, measurable targets and partner with stakeholders to achieve them within GESP 2023-2027.

7. Improving School Governance and Management:

- Enhance SMC/PTA/BoG meetings: Focus on practical steps, e.g., requiring endorsement of termly performance reports as mandatory agenda items to ascertain that there was discourse regarding issues surrounding the performance of the school as defined in the sector M&E strategy document.
- Regularise inspection summaries: Emphasize action-oriented summaries highlighting key issues and solutions, leveraging AI for efficiency.

Conclusion.

The 2023 AEC unveiled a critical issue: non-operational schools. These closed institutions represent a potential 16% decrease in enrolment, suggesting 376,000 unschooled children, particularly in conflict-free and flood-free areas. Prioritizing the revitalization of these schools offers a readily achievable solution to increase access to education.

While progress has been made, the report highlights the persistent gender disparity in both student enrolment and teacher representation, even in teacher training programs. While societal norms may contribute, leveraging technology through virtual Teacher Training Institutes (TTIs) and Community Education Centers (CECs) can offer flexibility and address

unique needs, especially for women. Additionally, creating child-friendly spaces in traditional TTIs/CECs can further cater to female trainees with young children.

The physical verification component of the AEC, where trained enumerators visit schools and institutions, remains essential for monitoring policy implementation. Continued support for this annual process is crucial.

In conclusion, this report proposes transformative recommendations that deserve serious consideration and action from education sector partners. Addressing the identified challenges will pave the way for a more equitable and accessible education system for all.

Appendices.

Appendix 1: Distribution of number of schools by operational status, school level, ownership type and state.

Name of State	School Operational			% non-operational
	No	Yes	Total	
Abyei Administrative Area	0	34	34	0%
Pre-Primary	0	0	0	0%
Primary	0	28	28	0%
Secondary	0	4	4	0%
AES	0	2	2	0%
TVET	0	0	0	0%
TTI/CEC	0	0	0	0%
Central Equatoria	219	962	1,181	19%
Pre-Primary	56	318	374	15%
Primary	140	462	602	23%
Secondary	17	144	161	11%
AES	6	32	38	16%
TVET	0	5	5	0%
TTI/CEC	0	1	1	0%
Eastern Equatoria	89	460	549	16%
Pre-Primary	19	113	132	14%
Primary	47	254	301	16%
Secondary	7	48	55	13%
AES	6	38	44	14%
TVET	6	6	12	50%
TTI/CEC	4	1	5	80%
Jonglei	53	443	496	11%
Pre-Primary		8	8	0%
Primary	43	387	430	10%
Secondary	3	31	34	9%
AES	7	14	21	33%
TVET	0	3	3	0%
TTI/CEC	0	0	0	0%
Lakes	76	391	467	16%
Pre-Primary	9	25	34	26%
Primary	48	329	377	13%
Secondary	9	23	32	28%
AES	10	14	24	42%
TVET	0	0	0	0%
TTI/CEC	0	0	0	0%
Northern Bahr el Ghazal	241	795	1,035	23%
Pre-Primary	4	28	32	13%

Name of State	School Operational			% non-operational
	No	Yes	Total	
Primary	179	640	819	22%
Secondary	26	58	84	31%
AES	29	64	93	31%
TVET	3	0	3	100%
TTI/CEC	0	5	4	0%
Pibor Administrative Area	37	82	119	31%
Pre-Primary	1	21	22	5%
Primary	29	48	77	38%
Secondary	3	1	4	75%
AES	4	11	15	27%
TVET	0	1	1	0%
TTI/CEC	0	0	0	0%
Ruweng Administrative Area	3	99	102	3%
Pre-Primary	2	41	43	5%
Primary	1	47	48	2%
Secondary	0	8	8	0%
AES	0	3	3	0%
TVET	0	0	0	0%
TTI/CEC	0	0	0	0%
Unity	22	550	573	4%
Pre-Primary	2	50	52	4%
Primary	18	400	418	4%
Secondary	0	25	25	0%
AES	2	75	78	3%
TVET	0	0	0	0%
TTI/CEC	0	0	0	0%
Upper Nile	196	437	633	31%
Pre-Primary	37	95	132	28%
Primary	129	278	407	32%
Secondary	14	37	51	27%
AES	14	23	37	38%
TVET	2	0	2	100%
TTI/CEC	0	4	4	0%
Warrap	144	882	1,026	14%
Pre-Primary	2	40	42	5%
Primary	91	709	800	11%
Secondary	11	66	77	14%
AES	36	67	103	35%
TVET	1	0	1	100%
TTI/CEC	3	0	3	100%
Western Bahr el Ghazal	49	453	502	10%
Pre-Primary	3	85	88	3%
Primary	30	300	330	9%
Secondary	15	49	64	23%
AES	0	18	18	0%
TVET	1	0	1	100%
TTI/CEC	0	1	1	0%
Western Equatoria	152	868	1,020	15%
Pre-Primary	32	254	286	11%

Name of State	School Operational			% non-operational
	No	Yes	Total	
Primary	74	503	577	13%
Secondary	14	52	66	21%
AES	32	54	86	37%
TVET	0	3	3	0%
TTI/CEC	0	2	2	0%
Grand Total	1,281	6,456	7,737	17%

Appendix 2: Distribution of number of schools by school level, ownership type and state.

Ownership Type	School Level Type			Grand Total
	Pre-Primary	Primary	Secondary	
Abyei Administrative Area	-	28	4	32
Public	-	24	4	28
Community	-	-	-	-
Private	-	-	-	-
Faith-based	-	4	-	4
NGO	-	-	-	-
Non-Operational	-	-	-	-
Central Equatoria	374	602	161	1,137
Public	34	148	24	206
Community	70	82	27	179
Private	144	150	64	358
Faith-based	70	81	29	180
NGO	-	1	-	1
Non-Operational	56	140	17	213
Eastern Equatoria	132	301	55	488
Public	48	167	18	233
Community	15	29	4	48
Private	17	22	8	47
Faith-based	33	35	17	85
NGO	-	1	1	2
Non-Operational	19	47	7	73
Jonglei	8	430	34	472
Public	6	300	18	324
Community	-	56	2	58
Private	1	11	8	20
Faith-based	-	19	3	22
NGO	1	1	-	2
Non-Operational	-	43	3	46
Lakes	34	377	32	443
Public	7	243	5	255
Community	3	57	5	65
Private	2	4	7	13
Faith-based	13	25	6	44
Non-Operational	9	48	9	66
Northern Bahr el Ghazal	32	819	84	935
Public	5	540	27	572
Community	5	39	4	48
Private	8	21	19	48
Faith-based	10	40	8	58
Non-Operational	4	179	26	209

Ownership Type	School Level Type			Grand Total
	Pre-Primary	Primary	Secondary	
Pibor Administrative Area	22	77	4	103
Public	16	35	1	52
Community	2	11	-	13
Private	2	1	-	3
Faith-based	-	1	-	1
NGO	1	-	-	1
Non-Operational	1	29	3	33
Ruweng Administrative Area	43	48	8	99
Public	2	25	3	30
Community	13	8	2	23
Private	2	1	-	3
Faith-based	3	3	-	6
NGO	21	10	3	34
Non-Operational	2	1	-	3
Unity	52	418	25	495
Public	45	392	23	460
Community	-	-	-	-
Private	-	2	2	4
Faith-based	5	6	-	11
Non-Operational	2	18	-	20
Upper Nile	132	407	51	590
Public	63	200	15	278
Community	10	46	4	60
Private	8	11	11	30
Faith-based	14	20	7	41
NGO	-	1	-	1
Non-Operational	37	129	14	180
Warrap	42	800	77	919
Public	12	544	38	594
Community	16	141	15	172
Private	3	5	7	15
Faith-based	9	19	6	34
Non-Operational	2	91	11	104
Western Bahr el Ghazal	88	330	64	482
Public	27	169	12	208
Community	10	73	9	92
Private	30	35	21	86
Faith-based	18	23	7	48
Non-Operational	3	30	15	48
Western Equatoria	286	577	66	929
Public	73	244	16	333
Community	97	165	13	275
Private	20	20	8	48
Faith-based	64	74	15	153
Non-Operational	32	74	14	120
Grand Total	1,245	5,214	665	7,124

Appendix 3a: Distribution of number of schools by state, level, sharing of premises, operating shifts and gender mix.

Name of State	School Type Level	Sharing Premises	Operating Shifts	School gender mix		
				Boys only	Girls only	Mixed school (Boys & Girls)
Abyei Administrative Area	Pre-Primary	0	0	0	0	0
	Primary	17	23	1	1	26
	Secondary	4	2	1	1	2
	Total	21	25	2	2	28
Central Equatoria	Pre-Primary	12	312	1	0	317
	Primary	54	446	4	2	456
	Secondary	29	140	0	2	142
	Total	95	898	5	4	915
Eastern Equatoria	Pre-Primary	41	113	1	1	111
	Primary	52	251	1	2	251
	Secondary	6	46	1	1	46
	Total	99	410	3	4	408
Jonglei	Pre-Primary	1	8			8
	Primary	20	379	8	4	375
	Secondary	5	29			31
	Total	26	416	8	4	414
Lakes	Pre-Primary	7	24			25
	Primary	34	321	3	16	310
	Secondary	3	22	1	2	20
	Total	44	367	4	18	355
Northern Bahr el Ghazal	Pre-Primary	12	26		1	27
	Primary	73	608	5	4	631
	Secondary	23	47		1	57
	Total	108	681	5	6	715
Pibor Administrative Area	Pre-Primary		19	1	2	18
	Primary		47	3	3	42
	Secondary		1			1
	Total		67	4	5	61
Ruweng Administrative Area	Pre-Primary	4	40	2	1	38
	Primary	1	41	1	1	44
	Secondary	2	8			8
	Total	7	89	3	2	90
Unity	Pre-Primary	36	50		1	49
	Primary	201	387		1	399
	Secondary	24	24			25
	Total	261	461		2	473
Upper Nile	Pre-Primary	40	93	3	1	91
	Primary	67	244	6	6	266
	Secondary	10	35	2	2	33
	Total	117	372	11	9	390
Warrap	Pre-Primary	21	39			40
	Primary	113	672	5	5	699
	Secondary	26	63		1	65
	Total	160	774	5	6	804
Western Bahr el Ghazal	Pre-Primary	22	85	2	3	80
	Primary	47	289	5	10	285
	Secondary	15	44		2	47
	Total	84	418	7	15	412
Western Equatoria	Pre-Primary	83	243		1	253

Name of State	School Type Level	Sharing Premises	Operating Shifts	School gender mix		
				Boys only	Girls only	Mixed school (Boys & Girls)
	Primary	102	477		3	500
	Secondary	14	47		4	48
	Total	199	767		8	801
Grand Total		1221	5745	57	86	5866

Appendix 3b: Distribution of the number of schools by state and language of instruction mix used in the schools.

Name of State	Single Language of Instruction			Mixed Languages of Instruction				Grand Total
	English	Arabic	National Languages	English + Arabic	National Languages + Arabic	English + Arabic + National Languages	English + National Languages	
Abyei Administrative Area	28	0	0	3	0	0	1	32
Central Equatoria	739	1	0	66	0	2	116	924
Eastern Equatoria	124	0	0	46	0	57	188	415
Jonglei	136	0	0	7	0	1	282	426
Lakes	180	0	2	0	0	4	191	377
Northern Bahr el Ghazal	158	0	0	2	0	2	564	726
Pibor Administrative Area	67	0	0	0	0	0	3	70
Ruweng Administrative Area	14	1	2	52	0	8	19	96
Unity	99		1	4	0	5	366	475
Upper Nile	233	1	4	13	0	2	157	410
Warrap	271	0	1	9	0	6	528	815
Western Bahr el Ghazal	193	0	0	84	0	13	144	434
Western Equatoria	133	0	9	76	1	144	446	809
Grand Total	2375	3	19	362	1	244	3005	6009

Appendix 3c: List of specified mother languages used as Language of Instruction in schools.

S/n	Specified National Languages or other Language used as Language of Instruction									
	1	2	3	4	5	6	7	8	9	10
A	Acholi	Acholi (Luo)	Acholi and Juba Arabic	Acholi and Otoho	Arabic	Arabic language	Arabic/Luo	Avokaya		
B	Baka	Baka and Mora	Baka and Zada	Balanda	Bari	Beli	Bira			
D	Dinka	Dania	Didinga	Dinka	Dinka (Thongjang)	Dinka and Luo	Dinka and Beli	Dinka and Jurchol	Dinka and Madi	Dinka, Madi and Acholi
F	French									
G	Gbaya									
I	Imotong									
J	Juru Modo	Juru Modo	Juru Modo	Juru Sopi	Jury Modo and Nyamusa					

S/n	Specified National Languages or other Language used as Language of Instruction									
	1	2	3	4	5	6	7	8	9	10
K	Kakuwa , Keliko	Kakwa	Keliko							
L	Lango	Local Arabic	Lofuling	Logir	Longo	Lopi	Lotuko	Luo	Luo/Arabic	Luo/Dinka
M	Madi	Moru	Moru Kodo	Mura	Murle	Muru	Muru Kodo	Muru kodo and Jury Modo		
N	National Language	Nuer	Nuer Thoknath	Nyamusa						
O	Otohu	Otuao	Otuho							
P	Pazande	Pazande and French								
S	Shuluk									
T	Tennet	Thok Naath	Thoknath Nuer	Toposa						
Z	Zada	Zada and Baka	Zande	Zande and Balanda						

Appendix 4a: School feeding support to school by source.

State	School Type Level	Source for School feeding				
		Government	Community	Home grown	Faith based	Other/NGO
Abyei Administrative Area	Pre-Primary	0	0	0	0	0
	Primary	1	0	0	0	18
	Secondary	0	0	0	0	3
	Total	1	0	0	0	21
Central Equatoria	Pre-Primary	0	4	1	3	10
	Primary	2	2	2	3	26
	Secondary	0	4	1	2	2
	Total	2	10	4	8	38
Eastern Equatoria	Pre-Primary		7	1	1	41
	Primary		9	2		72
	Secondary		6		1	5
	Total	0	22	3	2	118
Jonglei	Pre-Primary		1			
	Primary	7	6		1	21
	Secondary		5	3	1	
	Total	7	12	3	2	21
Lakes	Pre-Primary				8	7
	Primary	12			68	97
	Secondary				1	1
	Total	12			77	105
Northern Bahr el Ghazal	Pre-Primary					7
	Primary	15	5		1	176
	Secondary					5
	Total	15	5		1	188
Pibor Administrative Area	Pre-Primary					7
	Primary					7
	Secondary					
	Total					14
Ruweng Administrative Area	Pre-Primary					
	Primary					24

State	School Type Level	Source for School feeding				
		Government	Community	Home grown	Faith based	Other/NGO
	Secondary		1			
	Total		1			24
Unity	Pre-Primary	1				12
	Primary	1	1			24
	Secondary	1				1
	Total	3	1			37
Upper Nile	Pre-Primary				1	10
	Primary	3			1	56
	Secondary					1
	Total	3			2	67
Warrap	Pre-Primary					16
	Primary	38	3	5	3	188
	Secondary	1			2	5
	Total	39	3	5	5	209
Western Bahr el Ghazal	Pre-Primary	1			3	19
	Primary	5		2	10	40
	Secondary					1
	Total	6		2	13	60
Western Equatoria	Pre-Primary	1	11	1	3	24
	Primary	1	4	1	2	32
	Secondary	1	2		3	2
	Total	3	17	2	8	58
Grand Total		91	71	19	118	960

Appendix 4b: List of specified NGOs or Other organisations that support school feeding.

S/n	Specified NGOs /Other organisations that support school feeding					
	1	2	3	4	5	6
A	ADRA					
B	BSF	BSFG				
C	Catholic Diocese of Rumbek (CDOR)	CDOR, Mary's Meals	Christian mission development (CMD)	Church Feeding program	CRS, WFP	
E	East African Ministries	European Union				
F	Faln	Fh	For Africa	For Africa (LWF)	For Africa(JAM)	
G	GESS and JAM	GRAMAN				
J	JAM	JAM and WFP	JRS			
L	Love the Hungary	LWF	LWP			
M	Malteser international	Mary Help Association	Mary's Meals	Mary's Meals international		
N	NGO CEAFO					
O	Oxfam					
P	Palm	Parents' contribution.	PCO Organization	Peace Corps	Petros Network	Plan International
R	RDA					
S	SAADO	Samaritan Purse	Save children	School Contribution	Student Feeding Fees	
U	UN	UNICEF	UNIDOR			
V	VSF					
W	W.F.P. (World Vision International, Welt Hunger,					

S/n	Specified NGOs /Other organisations that support school feeding					
	1	2	3	4	5	6
	For Africa, Samaritan, ACAD, ADRA, CMD, PEACE CORPS)					

Appendix 5a: Classroom accessibility to learners with accessibility.

Name of state	classroom accessibility to learners with disabilities		Grand Total
	Yes	No	
Abyei Administrative Area	5	27	32
Pre-Primary	0	0	0
Primary	5	23	28
Secondary	0	4	4
Central Equatoria	534	390	924
Pre-Primary	179	139	318
Primary	273	189	462
Secondary	82	62	144
Eastern Equatoria	268	147	415
Pre-Primary	79	34	113
Primary	158	96	254
Secondary	31	17	48
Jonglei	196	230	426
Pre-Primary	6	2	8
Primary	163	224	387
Secondary	27	4	31
Lakes	275	102	377
Pre-Primary	19	6	25
Primary	244	85	329
Secondary	12	11	23
Northern Bahr el Ghazal	528	198	726
Pre-Primary	20	8	28
Primary	466	174	640
Secondary	42	16	58
Pibor Administrative Area	24	46	70
Pre-Primary	6	15	21
Primary	17	31	48
Secondary	1	0	1
Ruweng Administrative Area	46	50	96
Pre-Primary	19	22	41
Primary	22	25	47
Secondary	5	3	8
Unity	375	100	475
Pre-Primary	47	3	50
Primary	307	93	400

classroom accessibility to learners with disabilities			
Name of state	Yes	No	Grand Total
Secondary	21	4	25
Upper Nile	153	257	410
Pre-Primary	29	66	95
Primary	105	173	278
Secondary	19	18	37
Warrap	517	298	815
Pre-Primary	28	12	40
Primary	442	267	709
Secondary	47	19	66
Western Bahr el Ghazal	254	180	434
Pre-Primary	50	35	85
Primary	180	120	300
Secondary	24	25	49
Western Equatoria	305	504	809
Pre-Primary	92	162	254
Primary	189	314	503
Secondary	24	28	52
Grand Total	3480	2529	6009

Appendix 5b: Type of classroom accessibility to learners with accessibility across enumerated schools.

Name of state	School Type Level	School Accessibility to Learners with disabilities					
		Entrance to the toilet/latrine step free	Ramp gradient shallow enough	Entrance to the toilet/latrine wide enough for a wheel chair	At least one toilet/latrine have a wide enough turning space for a wheel chair	The toilets/latrines have seats	Other (specify)
Abyei Administrative Area	Pre-Primary	0	0	0	0	0	1
	Primary	3	2	1	0	0	1
	Secondary	0	0	0	0	0	0
	Total	3	2	1	0	0	1
Central Equatoria	Pre-Primary	105	102	8	2	17	
	Primary	141	164	27	14	27	26
	Secondary	61	47	10	4	16	2
	Total	307	313	45	20	60	28
Eastern Equatoria	Pre-Primary	60	64	39	38	14	6
	Primary	125	132	49	41	21	9
	Secondary	25	25	15	15	10	2
	Total	210	221	103	94	45	17
Jonglei	Pre-Primary	6	1			1	
	Primary	106	55	32	20	8	4
	Secondary	22	5	5	6		

Name of state	School Type Level	School Accessibility to Learners with disabilities					
		Entrance to the toilet/latrine step free	Ramp gradient shallow enough	Entrance to the toilet/latrine wide enough for a wheel chair	At least one toilet/latrine have a wide enough turning space for a wheel chair	The toilets/latrines have seats	Other (specify)
	Total	134	61	37	26	9	4
Lakes	Pre-Primary	15	10	5	4		2
	Primary	184	89	86	66	38	49
	Secondary	9	7	7	6	1	2
	Total	208	106	98	76	39	53
Northern Bahr el Ghazal	Pre-Primary	20	7	6	1		
	Primary	249	110	94	14	5	191
	Secondary	34	13	8	1		4
	Total	303	130	108	16	5	195
Pibor Administrative Area	Pre-Primary	4	4			1	
	Primary	2	17	1			
	Secondary					1	
	Total	6	21	1		2	
Ruweng Administrative Area	Pre-Primary	19					
	Primary	21		1			2
	Secondary	5					
	Total	45		1			2
Unity	Pre-Primary	20	29			1	1
	Primary	141	122	6	15	25	66
	Secondary	14	7		1	1	1
	Total	175	158	6	16	27	68
Upper Nile	Pre-Primary	27	28	20	12	10	4
	Primary	96	92	58	39	24	8
	Secondary	18	13	14	10	3	1
	Total	141	133	92	61	37	13
Warrap	Pre-Primary	22	7	2	1	1	1
	Primary	257	120	14	4	4	126
	Secondary	33	20				2
	Total	312	147	16	5	5	129
Western Bahr el Ghazal	Pre-Primary	12	44	2		1	
	Primary	85	52	5	3	1	52
	Secondary	8	16	2	1	2	1
	Total	105	112	9	4	4	53
Western Equatoria	Pre-Primary	58	17	19	1		24
	Primary	100	62	33	1	2	44
	Secondary	14	10	8			1
	Total	172	89	60	2	2	69

Name of state	School Type Level	School Accessibility to Learners with disabilities					
		Entrance to the toilet/latrine step free	Ramp gradient shallow enough	Entrance to the toilet/latrine wide enough for a wheel chair	At least one toilet/latrine have a wide enough turning space for a wheel chair	The toilets/latrines have seats	Other (specify)
Grand Total		2121	1493	577	320	235	632

Appendix 6: Distribution of classrooms by school level and type of classroom physical structure.

Name of state	Total Physical Classrooms for 2022	2023 Classrooms by Type						Total Physical Classrooms for 2023
		Permanent	Semi-Permanent	Temporary	Roof only	Tent	Under Tree	
Abyei Administrative Area	229	185	54	20	10	0	10	259
Pre-Primary	0	0	0	0	0	0	0	0
Primary	188	166	32	20	10	0	10	218
Secondary	41	19	22	0	0	0	0	41
Central Equatoria	5138	3131	1541	642	89	53	318	5314
Pre-Primary	981	469	365	134	17	4	82	968
Primary	3256	1999	970	462	62	46	235	3431
Secondary	901	663	206	46	10	3	1	915
Eastern Equatoria	1854	1448	373	385	57	14	273	2206
Pre-Primary	245	125	59	66	9	7	56	250
Primary	1377	1100	293	309	48	7	214	1702
Secondary	232	223	21	10	0	0	3	254
Jonglei	1575	653	602	498	135	56	1151	1753
Pre-Primary	17	12	7	15	4	0	3	34
Primary	1410	581	522	453	130	55	1135	1556
Secondary	148	60	73	30	1	1	13	163
Lakes	1931	1095	310	316	36	15	1121	1721
Pre-Primary	78	55	12	8	0	0	23	75
Primary	1651	873	268	303	36	15	1095	1444

Name of state	Total Physical Classrooms for 2022	2023 Classrooms by Type						Total Physical Classrooms for 2023
		Permanent	Semi-Permanent	Temporary	Roof only	Tent	Under Tree	
Secondary	202	167	30	5	0	0	3	202
Northern Bahr el Ghazal	3051	1796	669	831	40	19	2261	3296
Pre-Primary	73	42	4	28	0	0	10	74
Primary	2704	1517	639	771	40	19	2243	2927
Secondary	274	237	26	32	0	0	8	295
Pibor Administrative Area	202	38	119	27	11	11	95	184
Pre-Primary	60	13	39	2	5	4	12	54
Primary	140	21	80	25	6	7	83	126
Secondary	2	4	0	0	0	0	0	4
Ruweng Administrative Area	651	406	84	98	23	3	53	588
Pre-Primary	121	59	8	26	1	0	27	93
Primary	428	261	72	60	22	3	26	393
Secondary	102	86	4	12	0	0	0	102
Unity	1619	604	895	281	61	6	1720	1780
Pre-Primary	229	81	151	10	3	2	66	242
Primary	1225	447	662	248	56	4	1649	1357
Secondary	165	76	82	23	2	0	5	181
Upper Nile	1975	1139	410	493	120	50	557	2042
Pre-Primary	174	46	55	46	14	18	63	147
Primary	1611	950	315	399	96	28	487	1664
Secondary	190	143	40	48	10	4	7	231
Warrap	3257	1503	614	429	205	25	2796	2546
Pre-Primary	105	67	35	2	0	0	14	104
Primary	2849	1166	523	411	195	9	2766	2100
Secondary	303	270	56	16	10	16	16	342

Name of state	Total Physical Classrooms for 2022	2023 Classrooms by Type						Total Physical Classrooms for 2023
		Permanent	Semi-Permanent	Temporary	Roof only	Tent	Under Tree	
Western Bahr el Ghazal	2012	1364	306	428	51	17	815	2098
Pre-Primary	236	113	28	78	13	0	9	219
Primary	1491	1014	249	311	38	17	805	1574
Secondary	285	237	29	39	0	0	1	305
Western Equatoria	2198	1630	532	508	226	43	1359	2670
Pre-Primary	412	163	104	93	55	12	264	360
Primary	1609	1278	414	396	168	31	1094	2088
Secondary	177	189	14	19	3	0	1	222
Grand Total	25692	14992	6509	4956	1064	312	12529	26457

Appendix 8a: Distribution of number of schools with or without governing structures (SMC or BoG).

Name of State	Pre-primary schools with SMC			Primary schools with SMC			Secondary Schools with BoG		
	Yes	No	Total	Yes	No	Total	Yes	No	Total
Abyei Administrative Area	0	0	0	28	0	28	4	0	4
Central Equatoria	278	40	318	399	63	462	103	41	144
Eastern Equatoria	103	10	113	224	30	254	46	2	48
Jonglei	7	1	8	356	31	387	21	10	31
Lakes	15	10	25	308	21	329	20	3	23
Northern Bahr el Ghazal	27	1	28	616	24	640	49	9	58
Pibor Administrative Area	18	3	21	42	6	48	1	0	1
Ruweng Administrative Area	25	16	41	40	7	47	8	0	8
Unity	44	6	50	335	65	400	12	13	25
Upper Nile	76	19	95	237	41	278	28	9	37
Warrap	40		40	673	36	709	60	6	66
Western Bahr el Ghazal	79	6	85	294	6	300	48	1	49
Western Equatoria	195	59	254	419	84	503	40	12	52
Grand Total	907	171	1078	3971	414	4385	440	106	546
<i>% of schools (operational)</i>	84%	16%	100%	91%	9%	100%	81%	19%	100%

Appendix 8b: Distribution of number of schools with or without governing structures (PTA).

Name of State	Pre-primary Schools with PTA			Primary Schools with PTA			Secondary Schools with PTA		
	Yes	No	Total	Yes	No	Total	Yes	No	Total
Abyei Administrative Area	0	0	0	28	0	28	4	0	4
Central Equatoria	307	11	318	440	22	462	120	24	144
Eastern Equatoria	111	2	113	250	4	254	32	16	48
Jonglei	7	1	8	372	15	387	27	4	31
Lakes	25	0	25	329	0	329	9	14	23
Northern Bahr el Ghazal	27	1	28	630	10	640	47	11	58
Pibor Administrative Area	19	2	21	44	4	48		1	1
Ruweng Administrative Area	39	2	41	46	1	47	8	0	8
Unity	48	2	50	391	9	400	23	2	25
Upper Nile	91	4	95	275	3	278	30	7	37
Warrap	40	0	40	697	12	709	35	31	66
Western Bahr el Ghazal	85	0	85	296	4	300	32	17	49
Western Equatoria	249	5	254	501	2	503	30	22	52
Grand Total	799	25	824	3798	84	3882	367	127	494
<i>% of schools (operational)</i>	<i>97%</i>	<i>3%</i>	<i>100%</i>	<i>98%</i>	<i>2%</i>	<i>100%</i>	<i>74%</i>	<i>26%</i>	<i>100%</i>

Appendix 9: Distribution of number of schools by their main source of water.

Name of State	Main water source								Grand Total
	Bore hole	Unprotected well (No cover etc)	Unprotected spring	Protected spring (e.g with collection or piping system)	Surface water (River, lake, dam etc)	Rain water	Piped water	Tanker supplied	
Abyei Administrative Area	27				5				32
Primary	23				5				28
Secondary	4								4
Central Equatoria	368	7	2	15	37	6	37	452	924
Pre-Primary	111	1	1	6	9	3	14	173	318
Primary	211	6	1	6	26	3	14	195	462
Secondary	46				3		9	84	144
Eastern Equatoria	323	1	4	2	34	3	43	5	415
Pre-Primary	85		1	2	5		17	3	113
Primary	195	1	3		29	2	22	2	254
Secondary	43					1	4		48
Jonglei	303		1	1	102	9	8	2	426
Pre-Primary	6				1	1			8
Primary	275			1	98	8	4	1	387
Secondary	22		1		3		4	1	31
Lakes	312	23	1		14	13	12	2	377

Name of State	Main water source								Grand Total
	Bore hole	Unprotected well (No cover etc)	Unprotected spring	Protected spring (e.g with collection or piping system)	Surface water (River, lake, dam etc)	Rain water	Piped water	Tanker supplied	
Pre-Primary	21					1	3		25
Primary	270	23	1		14	12	7	2	329
Secondary	21						2		23
Northern Bahr el Ghazal	541	54	22	2	83	7	2	15	726
Pre-Primary	22	1			1			4	28
Primary	466	51	21	2	81	7	2	10	640
Secondary	53	2	1		1			1	58
Pibor Administrative Area	25	1			40		1	3	70
Pre-Primary	10	1			8		1	1	21
Primary	14				32			2	48
Secondary	1								1
Ruweng Administrative Area	96								96
Pre-Primary	41								41
Primary	47								47
Secondary	8								8
Unity	259	17	21	2	120	28	3	25	475
Pre-Primary	38	3	2	2	4			1	50
Primary	201	14	19		115	26	1	24	400
Secondary	20				1	2	2		25
Upper Nile	77	16	5	2	125	16	73	96	410
Pre-Primary	15	3	2	1	23	6	16	29	95
Primary	58	13	3	1	91	9	47	56	278
Secondary	4				11	1	10	11	37
Warrap	583	64	70	8	50	21	9	10	815
Pre-Primary	27	1	1	2	5		1	3	40
Primary	500	62	68	6	43	20	5	5	709
Secondary	56	1	1		2	1	3	2	66
Western Bahr el Ghazal	229	54	11	8	41	10	16	65	434
Pre-Primary	43	5		2	4	2	3	26	85
Primary	167	46	11	4	34	7	6	25	300
Secondary	19	3		2	3	1	7	14	49
Western Equatoria	481	91	96	6	86	15	28	6	809
Pre-Primary	158	30	24	1	23	5	11	2	254
Primary	281	61	68	5	62	9	13	4	503
Secondary	42		4		1	1	4		52
Grand Total	3624	328	233	51	732	128	232	681	6009

Appendix 10: Status of furniture and equipment in schools by state.

State	School Type Level	Furniture / Equipment					
		Chair	Stool	Wooden Pole Log	Desk	Table	Chalkboard / BlackBoard
Abyei Administrative Area	Pre-Primary	0	0	0	0	0	0
	Primary	0	4	1753	369	18	114
	Secondary	0	0	162	0	0	17
	Total	0	4	1915	369	18	131
Central Equatoria	Pre-Primary	21161	787	530	5065	1441	987
	Primary	12149	674	3104	50926	685	3526
	Secondary	8263	231	755	19031	968	896
	Total	41573	1692	4389	75022	3094	5409
Eastern Equatoria	Pre-Primary	3709	98	121	785	122	256
	Primary	4641	1348	2158	16304	378	1706
	Secondary	1483	402	101	2806	302	284
	Total	9833	1848	2380	19895	802	2246
Jonglei	Pre-Primary	248	22	12	51	68	11
	Primary	1259	1055	1451	4419	317	1131
	Secondary	1851	18	20	1612	83	136
	Total	3358	1095	1483	6082	468	1278
Lakes	Pre-Primary	838	0	13	202	462	45
	Primary	10330	17	4963	6229	150	1458
	Secondary	3902	19	0	2596	219	72
	Total	15070	36	4976	9027	831	1575
Northern Bahr el Ghazal	Pre-Primary	156	0	107	436	4	66
	Primary	544	110	11703	10675	96	3751
	Secondary	2114	0	53	3463	13	328
	Total	2814	110	11863	14574	113	4145
Pibor Administrative Area	Pre-Primary	60	39	25	147	1	15
	Primary	53	721	393	557	1	150
	Secondary	0	0	0	60	0	4
	Total	113	760	418	764	2	169
Ruweng Administrative Area	Pre-Primary	0	0	32	56	0	102
	Primary	8	8	279	3887	0	336
	Secondary	0	0	60	1688	0	100
	Total	8	8	371	5631	0	538
Unity	Pre-Primary	163	440	480	80	4	173
	Primary	30	164	6810	1992	573	1869
	Secondary	0	110	426	289	0	243
	Total	193	714	7716	2361	577	2285
Upper Nile	Pre-Primary	465	117	344	280	37	140
	Primary	988	659	1292	12490	195	1634
	Secondary	1565	20	48	2758	45	162
	Total	3018	796	1684	15528	277	1936

State	School Type Level	Furniture / Equipment					
		Chair	Stool	Wooden Pole Log	Desk	Table	Chalkboard / BlackBoard
Warrap	Pre-Primary	1884	0	201	306	8	93
	Primary	4431	666	9820	13034	1245	3786
	Secondary	2506	336	322	4693	252	294
	Total	8821	1002	10343	18033	1505	4173
Western Bahr el Ghazal	Pre-Primary	991	62	301	990	66	218
	Primary	1119	709	4929	11222	213	1503
	Secondary	1165	479	659	7135	244	277
	Total	3275	1250	5889	19347	523	1998
Western Equatoria	Pre-Primary	756	796	1603	712	131	410
	Primary	878	1915	7012	12340	494	2585
	Secondary	825	233	38	2799	352	186
	Total	2459	2944	8653	15851	977	3181
Grand Total		90535	12259	62080	202484	9187	29064

Appendix 11b: Distribution of number of schools by their main source of water.

Name of State	School Level	PTxR by subjects												
		Accounting	Agriculture	Biology	Chemistry	Commerce	C.R.E	English	Geography	History	IR E	Mathematics	Physics	Political Civic Education
Abyei Administrative Area	Secondary	0	0	2	2	0	13	2	12	10	0	3	2	0
Central Equatoria	Secondary	2422	460	15	14	780	15	13	16	15	0	14	15	29
Eastern Equatoria	Secondary	0	72	1	1	3271	1	1	3	4	0	1	1	6
Jonglei	Secondary	0	58	5	5	621	5	4	10	11	0	1	4	12
Lakes	Secondary	0	0	1	1	0	1	1	2	2	0	1	1	5
Northern Bahr el Ghazal	Secondary	0	59	5	5	55	5	5	10	9	0	5	5	18
Pibor Administrative Area	Secondary	0	0	0.4	0.4	0	0.4	4	1	0.4	0	0.4	0	0
Ruweng Administrative Area	Secondary	0	0	8	10	1948	8	10	28	24	0	8	11	0
Unity	Secondary	8	43	3	3	8	3	3	3	3	0	3	4	6
Upper Nile	Secondary	2616	697	2	2	872	2	3	9	9	0	2	2	11
Warrap	Secondary	46	32	2	2	43	2	2	4	4	0	2	2	9
Western Bahr el Ghazal	Secondary	2258	2258	3	3	2258	3	3	6	6	0	3	4	7

Name of State	School Level	PTxR by subjects												
		Accounting	Agriculture	Biology	Chemistry	Commerce	C R E	English	Geography	History	IR E	Mathematics	Physics	Political Civic Education
Western Equatoria	Secondary	742	508	4	4	567	4	3	6	6	1206	4	4	27
Grand Total		159	114	3	3	113	3	3	6	6	20271	3	3	12

Appendix 12: Availability of ICT Teacher by state.

State /School Level	Availability of ICT Teacher				
	Yes		No		Total
	Number	%	Number	%	
Abyei Administrative Area	14	44%	18	56%	32
Pre-Primary	0	0%	0	0%	0
Primary	10	36%	18	64%	28
Secondary	4	100%	0	0%	4
Central Equatoria	118	13%	806	87%	924
Pre-Primary	2	1%	316	99%	318
Primary	26	6%	436	94%	462
Secondary	90	63%	54	38%	144
Eastern Equatoria	38	9%	377	91%	415
Pre-Primary		0%	113	100%	113
Primary	13	5%	241	95%	254
Secondary	25	52%	23	48%	48
Jonglei	111	26%	315	74%	426
Pre-Primary		0%	8	100%	8
Primary	99	26%	288	74%	387
Secondary	12	39%	19	61%	31
Lakes	24	6%	353	94%	377
Pre-Primary	1	0%	24	96%	25
Primary	5	2%	324	98%	329
Secondary	18	78%	5	22%	23
Northern Bahr el Ghazal	22	3%	704	97%	726
Pre-Primary		0%	28	100%	28
Primary	8	1%	632	99%	640
Secondary	14	24%	44	76%	58
Pibor Administrative Area	35	50%	35	50%	70
Pre-Primary	11	0%	10	48%	21
Primary	24	50%	24	50%	48
Secondary		0%	1	100%	1
Ruweng Administrative Area	9	9%	87	91%	96
Pre-Primary		0%	41	100%	41
Primary	3	6%	44	94%	47

State /School Level	Availability of ICT Teacher				Total
	Yes		No		
	Number	%	Number	%	
Secondary	6	75%	2	25%	8
Unity	9	2%	466	98%	475
Pre-Primary		0%	50	100%	50
Primary		0%	400	100%	400
Secondary	9	36%	16	64%	25
Upper Nile	50	12%	360	88%	410
Pre-Primary	4	0%	91	96%	95
Primary	25	9%	253	91%	278
Secondary	21	57%	16	43%	37
Warrap	96	12%	719	88%	815
Pre-Primary	3	0%	37	93%	40
Primary	53	7%	656	93%	709
Secondary	40	61%	26	39%	66
Western Bahr el Ghazal	26	6%	408	94%	434
Pre-Primary		0%	85	100%	85
Primary	5	2%	295	98%	300
Secondary	21	43%	28	57%	49
Western Equatoria	26	3%	783	97%	809
Pre-Primary		0%	254	100%	254
Primary	6	1%	497	99%	503
Secondary	20	38%	32	62%	52
Grand Total	578	10%	5431	90%	6009

Appendix 13: Enrolment figures across schools by school level, gender, academic year and state.

Name of state	2022 Enrolment			2023 Enrolment		
	Male	Female	Total	Male	Female	Total
Abyei Administrative Area	6,499	5,444	11,943	7,150	5,509	12,659
Pre-Primary	-	-	-	-	-	-
Primary	5,774	5,142	10,916	5,952	4,793	10,745
Secondary	608	236	844	1,086	444	1,530
AES	117	66	183	112	272	479
Central Equatoria	121,210	119,199	240,409	135,775	132,657	268,432
Pre-Primary	21,427	21,450	42,877	23,363	23,060	46,423
Primary	79,118	77,635	156,753	85,885	86,221	172,106
Secondary	18,747	17,919	36,666	24,665	21,344	46,009
AES	1,918	2,195	4,113	1,862	2,032	3,894
Eastern Equatoria	76,995	70,065	147,060	81,493	74,995	156,488
Pre-Primary	9,877	9,061	18,938	10,424	9,866	20,290
Primary	59,273	53,877	113,150	61,851	56,999	118,850
Secondary	6,279	4,969	11,248	7,244	5,840	13,084
AES	1,566	2,158	3,724	1,974	2,290	4,264
Jonglei	106,696	73,869	180,565	120,650	86,284	207,029
Pre-Primary	589	579	1,168	725	669	1,394
Primary	98,679	68,190	166,869	111,340	80,007	191,347
Secondary	5,862	2,942	8,804	6,611	3,318	9,929
AES	1,566	2,158	3,724	1,974	2,290	4,264
Lakes	87,985	62,677	150,662	102,347	71,349	173,696

Pre-Primary	3,430	2,948	6,378	3,303	2,626	5,929
Primary	77,960	55,542	133,502	90,402	63,749	154,151
Secondary	5,831	3,516	9,347	6,949	3,662	10,611
AES	764	671	1,435	1,693	1,312	3,005
Northern Bahr el Ghazal	129,265	141,306	270,571	144,545	158,470	303,015
Pre-Primary	1,526	1,591	3,117	1,872	2,081	3,953
Primary	115,976	126,304	242,280	128,878	140,922	269,800
Secondary	6,544	7,890	14,434	8,147	9,408	17,555
AES	5,219	5,521	10,740	5,648	6,059	11,707
Pibor Administrative Area	11,122	3,763	14,885	12,443	4,224	16,667
Pre-Primary	1,425	357	1,782	1,525	653	2,178
Primary	8,901	3,171	12,072	9,921	3,111	13,032
Secondary	141	5	146	89	3	92
AES	655	230	885	908	457	1,365
Ruweng Administrative Area	20,058	17,224	37,282	21,361	19,045	40,406
Pre-Primary	3,010	2,996	6,006	3,141	3,208	6,349
Primary	13,308	12,195	25,503	14,411	13,443	27,854
Secondary	3,657	1,925	5,582	3,656	2,187	5,843
AES	83	108	191	153	207	360
Unity	103,197	79,445	182,642	111,091	86,626	197,717
Pre-Primary	5,706	4,532	10,238	6,403	4,605	11,008
Primary	84,533	64,500	149,033	89,870	70,536	160,406
Secondary	2,357	1,911	4,268	3,176	1,986	5,162
AES	10,601	8,502	19,103	11,642	9,499	21,141
Upper Nile	81,413	72,925	154,338	94,504	80,363	174,867
Pre-Primary	4,293	3,651	7,944	4,891	4,401	9,292
Primary	69,402	63,259	132,661	80,401	68,196	148,597
Secondary	5,185	3,334	8,519	6,311	4,151	10,462
AES	2,533	2,681	5,214	2,901	3,615	6,516
Warrap	156,113	128,685	284,798	171,445	147,228	318,673
Pre-Primary	2,715	2,092	4,807	3,398	2,582	5,980
Primary	139,109	115,954	255,063	153,563	132,660	286,223
Secondary	9,714	6,403	16,117	9,387	7,046	16,433
AES	4,575	4,236	8,811	5,097	4,940	10,037
Western Bahr el Ghazal	66,842	63,218	130,060	76,978	72,683	149,661
Pre-Primary	5,068	5,127	10,195	5,706	5,894	11,600
Primary	52,226	48,508	100,734	60,405	55,457	115,862
Secondary	7,084	6,998	14,082	7,927	7,881	15,808
AES	2,464	2,585	5,049	2,940	3,451	6,391
Western Equatoria	84,103	85,686	169,789	96,151	100,033	196,184
Pre-Primary	11,063	11,207	22,270	13,114	13,757	26,871
Primary	66,779	67,968	134,747	75,840	78,618	154,458
Secondary	4,459	4,340	8,799	5,065	4,582	9,647
AES	1,802	2,171	3,973	2,132	3,076	5,208
Grand Total	1,051,498	923,506	1,975,004	1,175,933	1,039,466	2,215,494

Appendix 14: Availability of Life Skills, HIV/AIDS, Sexuality and Peace Education Programs by state.

State	School Level	Availability of Life Skills, HIV/AIDS, Sexuality and Peace Education Programmes				
		Yes		No		Total
		Number	%	Number	%	
Abyei Administrative Area	Pre-Primary	-	0%	-	0%	-
	Primary	1	4%	27	96%	28
	Secondary	-	0%	4	100%	4
	Total	1	3%	31	97%	32
Central Equatoria	Pre-Primary	41	13%	277	87%	318
	Primary	127	27%	335	73%	462
	Secondary	61	42%	83	58%	144
	Total	229	25%	695	75%	924
Eastern Equatoria	Pre-Primary	18	16%	95	84%	113
	Primary	64	25%	190	75%	254
	Secondary	24	50%	24	50%	48
	Total	106	26%	309	74%	415
Jonglei	Pre-Primary	1	13%	7	88%	8
	Primary	141	36%	246	64%	387
	Secondary	15	48%	16	52%	31
	Total	157	37%	269	63%	426
Lakes	Pre-Primary	3	12%	22	88%	25
	Primary	63	19%	266	81%	329
	Secondary	14	61%	9	39%	23
	Total	80	21%	297	79%	377
Northern Bahr el Ghazal	Pre-Primary	1	4%	27	96%	28
	Primary	38	6%	602	94%	640
	Secondary	18	31%	40	69%	58
	Total	57	8%	669	92%	726
Pibor Administrative Area	Pre-Primary	1	5%	20	95%	21
	Primary	7	15%	41	85%	48
	Secondary		0%	1	100%	1
	Total	8	11%	62	89%	70
Ruweng Administrative Area	Pre-Primary	2	5%	39	95%	41
	Primary	10	21%	37	79%	47
	Secondary	4	50%	4	50%	8
	Total	16	17%	80	83%	96
Unity	Pre-Primary	9	18%	41	82%	50
	Primary	42	11%	358	90%	400
	Secondary	6	24%	19	76%	25
	Total	57	12%	418	88%	475
Upper Nile	Pre-Primary	2	2%	93	98%	95
	Primary	48	17%	230	83%	278
	Secondary	13	35%	24	65%	37
	Total	63	15%	347	85%	410

State	School Level	Availability of Life Skills, HIV/AIDS, Sexuality and Peace Education Programmes				
		Yes		No		Total
		Number	%	Number	%	
Warrap	Pre-Primary	2	5%	38	95%	40
	Primary	109	15%	600	85%	709
	Secondary	18	27%	48	73%	66
	Total	129	16%	686	84%	815
Western Bahr el Ghazal	Pre-Primary	3	4%	82	96%	85
	Primary	28	9%	272	91%	300
	Secondary	25	51%	24	49%	49
	Total	56	13%	378	87%	434
Western Equatoria	Pre-Primary	29	11%	225	89%	254
	Primary	65	13%	438	87%	503
	Secondary	19	37%	33	63%	52
	Total	113	14%	696	86%	809
Grand Total		1,072		4,937		6,009

Appendix 14: Availability of Teachers for Life Skills and Inclusive Education.

State	School Level	Availability of Teachers for Life Skills and Inclusive Education.					Total
		Life Skills Teachers			Inclusive Education		
		Male	Female	Total	Male	Female	
Abyei Administrative Area	Pre-Primary	0	0	0	0	0	0
	Primary	0	1	1	1	0	1
	Secondary	0	0	0	0	0	0
	Total	0	1	1	1	0	1
Central Equatoria	Pre-Primary	53	96	149	44	62	106
	Primary	284	183	467	223	128	351
	Secondary	172	52	224	133	44	177
	Total	509	331	840	400	234	634
Eastern Equatoria	Pre-Primary	9	32	41	8	36	44
	Primary	155	77	232	131	65	196
	Secondary	76	22	98	70	11	81
	Total	240	131	371	209	112	321
Jonglei	Pre-Primary	2	2	4	2	2	4
	Primary	460	179	639	483	147	630
	Secondary	48	12	60	65	18	83
	Total	510	193	703	550	167	717
Lakes	Pre-Primary	4	7	11	7	6	13
	Primary	233	122	355	227	80	307
	Secondary	56	15	71	40	10	50
	Total	293	144	437	274	96	370
Northern Bahr el Ghazal	Pre-Primary	1	2	3	1	2	3
	Primary	107	68	175	181	65	246

State	School Level	Availability of Teachers for Life Skills and Inclusive Education.					
		Life Skills Teachers			Inclusive Education		Total
		Male	Female	Total	Male	Female	
	Secondary	117	28	145	92	32	124
	Total	225	98	323	274	99	373
Pibor Administrative Area	Pre-Primary	3	2	5	2	2	4
	Primary	8	3	11	12	1	13
	Secondary	1	0	1	2	0	2
	Total	12	5	17	16	3	19
Ruweng Administrative Area	Pre-Primary	10	17	27	8	8	16
	Primary	39	15	54	7	3	10
	Secondary	15	2	17	5	0	5
	Total	64	34	98	20	11	31
Unity	Pre-Primary	17	15	32	16	15	31
	Primary	171	84	255	173	69	242
	Secondary	24	6	30	26	2	28
	Total	212	105	317	215	86	301
Upper Nile	Pre-Primary	13	9	22	14	11	25
	Primary	255	90	345	447	112	559
	Secondary	77	31	108	33	7	40
	Total	345	130	475	494	130	624
Warrap	Pre-Primary	2	0	2	0	7	7
	Primary	301	127	428	403	74	477
	Secondary	68	22	90	120	24	144
	Total	371	149	520	523	105	628
Western Bahr el Ghazal	Pre-Primary	4	10	14	5	3	8
	Primary	135	53	188	101	50	151
	Secondary	109	30	139	90	22	112
	Total	248	93	341	196	75	271
Western Equatoria	Pre-Primary	42	52	94	49	42	91
	Primary	186	90	276	158	61	219
	Secondary	64	16	80	50	18	68
	Total	292	158	450	257	121	378
Grand Total		542	264	806	465	200	665

Appendix 15: Availability of Policy Documents by state and school level.

Name of State	State /School Level	Availability of Policy Documents				Total
		Yes		No		
		Number	%	Number	%	
Abyei Administrative Area	Pre-Primary	0	0%	0	0%	0
	Primary	26	93%	2	7%	28
	Secondary	3	75%	1	25%	4
	Total	29	91%	3	9%	32
Central Equatoria	Pre-Primary	125	39%	193	61%	318
	Primary	263	57%	199	43%	462
	Secondary	96	67%	48	33%	144
	Total	484	52%	440	48%	924
Eastern Equatoria	Pre-Primary	53	47%	60	53%	113
	Primary	170	67%	84	33%	254
	Secondary	45	94%	3	6%	48
	Total	268	65%	147	35%	415
Jonglei	Pre-Primary	3	38%	5	63%	8
	Primary	223	58%	164	42%	387
	Secondary	21	68%	10	32%	31
	Total	247	58%	179	42%	426
Lakes	Pre-Primary	16	64%	9	36%	25
	Primary	264	80%	65	20%	329
	Secondary	19	83%	4	17%	23
	Total	299	79%	78	21%	377
Northern Bahr el Ghazal	Pre-Primary	13	46%	15	54%	28
	Primary	316	49%	324	51%	640
	Secondary	41	71%	17	29%	58
	Total	370	51%	356	49%	726
Pibor Administrative Area	Pre-Primary	2	10%	19	90%	21
	Primary	5	10%	43	90%	48
	Secondary	1	100%		0%	1
	Total	8	11%	62	89%	70
Ruweng Administrative Area	Pre-Primary		0%	41	100%	41
	Primary	27	57%	20	43%	47
	Secondary	7	88%	1	13%	8
	Total	34	35%	62	65%	96
Unity	Pre-Primary	31	62%	19	38%	50
	Primary	223	56%	177	44%	400
	Secondary	17	68%	8	32%	25
	Total	271	57%	204	43%	475
Upper Nile	Pre-Primary	55	58%	40	42%	95
	Primary	144	52%	134	48%	278
	Secondary	26	70%	11	30%	37
	Total	225	55%	185	45%	410

Name of State	State /School Level	Availability of Policy Documents				Total
		Yes		No		
		Number	%	Number	%	
Warrap	Pre-Primary	17	43%	23	58%	40
	Primary	268	38%	441	62%	709
	Secondary	45	68%	21	32%	66
	Total	330	40%	485	60%	815
Western Bahr el Ghazal	Pre-Primary	26	31%	59	69%	85
	Primary	154	51%	146	49%	300
	Secondary	33	67%	16	33%	49
	Total	213	49%	221	51%	434
Western Equatoria	Pre-Primary	74	29%	180	71%	254
	Primary	233	46%	270	54%	503
	Secondary	36	69%	16	31%	52
	Total	343	42%	466	58%	809
Grand Total		3121	52%	2888	48%	6009

Appendix 16: Distribution of number of teachers disaggregated by state, school level and gender.

Name of State / School Level	Number of Teachers in School				Total
	Male		Female		
	Number	%	Number	%	
Abyei Administrative Area	323	85%	59	15%	382
Pre-Primary	0	0%	0	0%	0
Primary	282	83%	56	17%	338
Secondary	41	93%	3	7%	44
Central Equatoria	5,535	69%	2,450	31%	7,985
Pre-Primary	253	19%	1,062	81%	1,315
Primary	3,517	75%	1,153	25%	4,670
Secondary	1,765	88%	235	12%	2,000
Eastern Equatoria	3,248	77%	965	23%	4,213
Pre-Primary	178	39%	278	61%	456
Primary	2,500	80%	611	20%	3,111
Secondary	570	88%	76	12%	646
Jonglei	2,741	89%	347	11%	3,088
Pre-Primary	14	61%	9	39%	23
Primary	2,535	89%	328	11%	2,863
Secondary	192	95%	10	5%	202
Lakes	3,623	85%	651	15%	4,274
Pre-Primary	63	50%	62	50%	125
Primary	3,207	85%	563	15%	3,770
Secondary	353	93%	26	7%	379
Northern Bahr el Ghazal	3,226	87%	495	13%	3,721
Pre-Primary	29	69%	13	31%	42
Primary	2,953	86%	468	14%	3,421

Name of State / School Level	Number of Teachers in School				Total
	Male		Female		
	Number	%	Number	%	
Secondary	244	95%	14	5%	258
Pibor Administrative Area	481	94%	29	6%	510
Pre-Primary	64	91%	6	9%	70
Primary	408	95%	23	5%	431
Secondary	9	100%		0%	9
Ruweng Administrative Area	704	76%	220	24%	924
Pre-Primary	60	44%	76	56%	136
Primary	507	79%	132	21%	639
Secondary	137	92%	12	8%	149
Unity	2,440	85%	438	15%	2,878
Pre-Primary	150	71%	60	29%	210
Primary	2,136	85%	373	15%	2,509
Secondary	154	97%	5	3%	159
Upper Nile	1,872	81%	438	19%	2,310
Pre-Primary	95	51%	91	49%	186
Primary	1,582	83%	329	17%	1,911
Secondary	195	92%	18	8%	213
Warrap	6,269	87%	943	13%	7,212
Pre-Primary	59	41%	86	59%	145
Primary	5,457	87%	829	13%	6,286
Secondary	753	96%	28	4%	781
Western Bahr el Ghazal	2,365	77%	719	23%	3,084
Pre-Primary	38	13%	264	87%	302
Primary	1,711	82%	381	18%	2,092
Secondary	616	89%	74	11%	690
Western Equatoria	4,052	75%	1,320	25%	5,372
Pre-Primary	333	42%	457	58%	790
Primary	3,287	80%	819	20%	4,106
Secondary	432	91%	44	9%	476
Grand Total	36,879	80%	9,074	20%	45,953

Appendix 17: Distribution of number of teachers with ID card disaggregated by state, school level and gender.

Name of State / School Level	Availability of Teacher ID Card				Total
	Yes		No		
	Number	%	Number	%	
Abyei Administrative Area	47	12%	335	88%	382
Pre-Primary	0	0%	0	0%	0
Primary	46	14%	292	86%	338
Secondary	1	2%	43	98%	44
Central Equatoria	2,357	30%	5,628	70%	7,985
Pre-Primary	417	32%	898	68%	1,315
Primary	1,366	29%	3,304	71%	4,670
Secondary	574	29%	1,426	71%	2,000
Eastern Equatoria	1,579	37%	2,634	63%	4,213
Pre-Primary	135	30%	321	70%	456
Primary	1,194	38%	1,917	62%	3,111
Secondary	250	39%	396	61%	646
Jonglei	95	3%	2,993	97%	3,088
Pre-Primary		0%	23	100%	23
Primary	55	2%	2,808	98%	2,863
Secondary	40	20%	162	80%	202
Lakes	737	17%	3,537	83%	4,274
Pre-Primary	17	14%	108	86%	125
Primary	585	16%	3,185	84%	3,770
Secondary	135	36%	244	64%	379
Northern Bahr el Ghazal	384	10%	3,337	90%	3,721
Pre-Primary	10	24%	32	76%	42
Primary	324	9%	3,097	91%	3,421
Secondary	50	19%	208	81%	258
Pibor Administrative Area	59	12%	451	88%	510
Pre-Primary	15	21%	55	79%	70
Primary	44	10%	387	90%	431
Secondary		0%	9	100%	9
Ruweng Administrative Area	203	22%	721	78%	924
Pre-Primary	19	14%	117	86%	136
Primary	146	23%	493	77%	639
Secondary	38	26%	111	74%	149
Unity	272	9%	2,606	91%	2,878
Pre-Primary	35	17%	175	83%	210
Primary	211	8%	2,298	92%	2,509
Secondary	26	16%	133	84%	159

Name of State / School Level	Availability of Teacher ID Card				Total
	Yes		No		
	Number	%	Number	%	
Upper Nile	166	7%	2,144	93%	2,310
Pre-Primary	23	12%	163	88%	186
Primary	116	6%	1,795	94%	1,911
Secondary	27	13%	186	87%	213
Warrap	868	12%	6,344	88%	7,212
Pre-Primary	26	18%	119	82%	145
Primary	739	12%	5,547	88%	6,286
Secondary	103	13%	678	87%	781
Western Bahr el Ghazal	1,417	46%	1,667	54%	3,084
Pre-Primary	166	55%	136	45%	302
Primary	917	44%	1,175	56%	2,092
Secondary	334	48%	356	52%	690
Western Equatoria	892	17%	4,480	83%	5,372
Pre-Primary	97	12%	693	88%	790
Primary	689	17%	3,417	83%	4,106
Secondary	106	22%	370	78%	476
Grand Total	9,076	20%	36,877	80%	45,953

Appendix 18: Distribution of number of teachers by academic qualifications, state and school level.

State / School Level	Teacher's academic qualification					Grand Total
	Primary certificate	Secondary certificate	Diploma	Degree	Other	
Abyei Administrative Area	15	304	21	42	0	382
Pre-Primary	0	0	0	0	0	0
Primary	15	304	15	4	0	338
Secondary			6	38		44
Central Equatoria	135	4226	1220	2107	297	7985
Pre-Primary	9	995	174	83	54	1315
Primary	124	3021	687	675	163	4670
Secondary	2	210	359	1349	80	2000
Eastern Equatoria	182	2553	459	296	723	4213
Pre-Primary	60	295	29	6	66	456
Primary	121	2103	189	62	636	3111
Secondary	1	155	241	228	21	646
Jonglei	543	2176	183	149	37	3088
Pre-Primary	8	13	2			23
Primary	535	2116	117	61	34	2863
Secondary		47	64	88	3	202
Lakes	1270	2514	158	313	19	4274
Pre-Primary	13	99	5	6	2	125
Primary	1257	2298	104	96	15	3770

State / School Level	Teacher's academic qualification					Grand Total
	Primary certificate	Secondary certificate	Diploma	Degree	Other	
Secondary		117	49	211	2	379
Northern Bahr el Ghazal	1391	1956	211	136	27	3721
Pre-Primary	2	28	5	6	1	42
Primary	1389	1862	113	33	24	3421
Secondary		66	93	97	2	258
Pibor Administrative Area	74	421	8	7		510
Pre-Primary	6	62	1	1		70
Primary	68	359	2	2		431
Secondary			5	4		9
Ruweng Administrative Area	77	617	126	60	44	924
Pre-Primary	31	93	3	5	4	136
Primary	46	504	64	6	19	639
Secondary		20	59	49	21	149
Unity	570	1738	81	90	399	2878
Pre-Primary	63	117	2	2	26	210
Primary	507	1583	38	14	367	2509
Secondary		38	41	74	6	159
Upper Nile	493	1196	346	272	3	2310
Pre-Primary	30	122	23	11		186
Primary	460	1040	288	123		1911
Secondary	3	34	35	138	3	213
Warrap	1323	4667	374	772	76	7212
Pre-Primary	8	115	9	10	3	145
Primary	1313	4416	229	268	60	6286
Secondary	2	136	136	494	13	781
Western Bahr el Ghazal	278	1769	288	607	142	3084
Pre-Primary	9	256	23	13	1	302
Primary	269	1350	165	177	131	2092
Secondary		163	100	417	10	690
Western Equatoria	707	3787	260	147	471	5372
Pre-Primary	156	559	16	5	54	790
Primary	550	3004	111	40	401	4106
Secondary	1	224	133	102	16	476
Grand Total	7058	27924	3735	4998	2238	45953

Appendix 19: Distribution of number of teachers on government payroll by state and school level.

State / School Level	Is Teacher on Government Payroll?				Total
	Yes		No		
	Number	%	Number	%	
Abyei Administrative Area	270	71%	112	29%	382
Pre-Primary	0	0%	0	0%	0

State / School Level	Is Teacher on Government Payroll?				Total
	Yes		No		
	Number	%	Number	%	
Primary	257	76%	81	24%	338
Secondary	13	30%	31	70%	44
Central Equatoria	1,135	14%	6,850	86%	7,985
Pre-Primary	61	5%	1,254	95%	1,315
Primary	779	17%	3,891	83%	4,670
Secondary	295	15%	1,705	85%	2,000
Eastern Equatoria	1,243	30%	2,970	70%	4,213
Pre-Primary	74	16%	382	84%	456
Primary	1,015	33%	2,096	67%	3,111
Secondary	154	24%	492	76%	646
Jonglei	483	16%	2,605	84%	3,088
Pre-Primary	6	26%	17	74%	23
Primary	404	14%	2,459	86%	2,863
Secondary	73	36%	129	64%	202
Lakes	1,500	35%	2,774	65%	4,274
Pre-Primary	21	17%	104	83%	125
Primary	1,347	36%	2,423	64%	3,770
Secondary	132	35%	247	65%	379
Northern Bahr el Ghazal	2,374	64%	1,347	36%	3,721
Pre-Primary	11	26%	31	74%	42
Primary	2,225	65%	1,196	35%	3,421
Secondary	138	53%	120	47%	258
Pibor Administrative Area	222	44%	288	56%	510
Pre-Primary	33	47%	37	53%	70
Primary	180	42%	251	58%	431
Secondary	9	100%		0%	9
Ruweng Administrative Area	262	28%	662	72%	924
Pre-Primary	10	7%	126	93%	136
Primary	220	34%	419	66%	639
Secondary	32	21%	117	79%	149
Unity	419	15%	2,459	85%	2,878
Pre-Primary	10	5%	200	95%	210
Primary	371	15%	2,138	85%	2,509
Secondary	38	24%	121	76%	159
Upper Nile	586	25%	1,724	75%	2,310
Pre-Primary	41	22%	145	78%	186
Primary	468	24%	1,443	76%	1,911
Secondary	77	36%	136	64%	213
Warrap	3,149	44%	4,063	56%	7,212
Pre-Primary	28	19%	117	81%	145
Primary	2,707	43%	3,579	57%	6,286

State / School Level	Is Teacher on Government Payroll?				Total
	Yes		No		
	Number	%	Number	%	
Secondary	414	53%	367	47%	781
Western Bahr el Ghazal	682	22%	2,402	78%	3,084
Pre-Primary	45	15%	257	85%	302
Primary	505	24%	1,587	76%	2,092
Secondary	132	19%	558	81%	690
Western Equatoria	1,416	26%	3,956	74%	5,372
Pre-Primary	115	15%	675	85%	790
Primary	1,198	29%	2,908	71%	4,106
Secondary	103	22%	373	78%	476
Grand Total	13,741	30%	32,212	70%	45,953

Appendix 20: Distribution of number of teachers with government appointments by state and school level.

School Level	Teachers with Government Appointments				Total
	Yes		No		
	Number	%	Number	%	
Abyei Administrative Area	245	64%	137	36%	382
Pre-Primary	0	0%	0	0%	0
Primary	232	69%	106	31%	338
Secondary	13	30%	31	70%	44
Central Equatoria	1,044	13%	6,941	87%	7,985
Pre-Primary	58	4%	1,257	96%	1,315
Primary	778	17%	3,892	83%	4,670
Secondary	208	10%	1,792	90%	2,000
Eastern Equatoria	1,258	30%	2,955	70%	4,213
Pre-Primary	75	16%	381	84%	456
Primary	1,030	33%	2,081	67%	3,111
Secondary	153	24%	493	76%	646
Jonglei	535	17%	2,553	83%	3,088
Pre-Primary	6	26%	17	74%	23
Primary	435	15%	2,428	85%	2,863
Secondary	94	47%	108	53%	202
Lakes	1,510	35%	2,764	65%	4,274
Pre-Primary	21	17%	104	83%	125
Primary	1,355	36%	2,415	64%	3,770
Secondary	134	35%	245	65%	379
Northern Bahr el Ghazal	2,404	65%	1,317	35%	3,721
Pre-Primary	11	26%	31	74%	42
Primary	2,253	66%	1,168	34%	3,421
Secondary	140	54%	118	46%	258
Pibor Administrative Area	225	44%	285	56%	510
Pre-Primary	35	50%	35	50%	70
Primary	181	42%	250	58%	431
Secondary	9	100%		0%	9
Ruweng Administrative Area	248	27%	676	73%	924
Pre-Primary	9	7%	127	93%	136
Primary	209	33%	430	67%	639
Secondary	30	20%	119	80%	149
Unity	420	15%	2,458	85%	2,878
Pre-Primary	12	6%	198	94%	210
Primary	369	15%	2,140	85%	2,509
Secondary	39	25%	120	75%	159
Upper Nile	585	25%	1,725	75%	2,310
Pre-Primary	44	24%	142	76%	186
Primary	464	24%	1,447	76%	1,911

School Level	Teachers with Government Appointments				Total
	Yes		No		
	Number	%	Number	%	
Secondary	77	36%	136	64%	213
Warrap	3,179	44%	4,033	56%	7,212
Pre-Primary	28	19%	117	81%	145
Primary	2,730	43%	3,556	57%	6,286
Secondary	421	54%	360	46%	781
Western Bahr el Ghazal	690	22%	2,394	78%	3,084
Pre-Primary	47	16%	255	84%	302
Primary	513	25%	1,579	75%	2,092
Secondary	130	19%	560	81%	690
Western Equatoria	1,438	27%	3,934	73%	5,372
Pre-Primary	117	15%	673	85%	790
Primary	1,220	30%	2,886	70%	4,106
Secondary	101	21%	375	79%	476
Grand Total	13,781	30%	32,172	70%	45,953

Appendix 21: Distribution of number of teachers that teach more than one school by state and school level.

State / School Level	Teaching more than one school				Total
	Yes		No		
	Number	%	Number	%	
Abyei Administrative Area	23	6%	359	94%	382
Pre-Primary	0	0%	0	0%	0
Primary	9	3%	329	97%	338
Secondary	14	32%	30	68%	44
Central Equatoria	295	4%	7,690	96%	7,985
Pre-Primary	33	3%	1,282	97%	1,315
Primary	117	3%	4,553	97%	4,670
Secondary	145	7%	1,855	93%	2,000
Eastern Equatoria	212	5%	4,001	95%	4,213
Pre-Primary	49	11%	407	89%	456
Primary	96	3%	3,015	97%	3,111
Secondary	67	10%	579	90%	646
Jonglei	47	2%	3,041	98%	3,088
Pre-Primary		0%	23	100%	23
Primary	37	1%	2,826	99%	2,863
Secondary	10	5%	192	95%	202
Lakes	816	19%	3,458	81%	4,274
Pre-Primary	48	38%	77	62%	125
Primary	708	19%	3,062	81%	3,770
Secondary	60	16%	319	84%	379
Northern Bahr el Ghazal	120	3%	3,601	97%	3,721

State / School Level	Teaching more than one school				Total
	Yes		No		
	Number	%	Number	%	
Pre-Primary	5	12%	37	88%	42
Primary	96	3%	3,325	97%	3,421
Secondary	19	7%	239	93%	258
Pibor Administrative Area	101	20%	409	80%	510
Pre-Primary	14	20%	56	80%	70
Primary	87	20%	344	80%	431
Secondary		0%	9	100%	9
Ruweng Administrative Area	57	6%	867	94%	924
Pre-Primary	6	4%	130	96%	136
Primary	41	6%	598	94%	639
Secondary	10	7%	139	93%	149
Unity	421	15%	2,457	85%	2,878
Pre-Primary	66	31%	144	69%	210
Primary	307	12%	2,202	88%	2,509
Secondary	48	30%	111	70%	159
Upper Nile	1,124	49%	1,186	51%	2,310
Pre-Primary	69	37%	117	63%	186
Primary	897	47%	1,014	53%	1,911
Secondary	158	74%	55	26%	213
Warrap	447	6%	6,765	94%	7,212
Pre-Primary	30	21%	115	79%	145
Primary	244	4%	6,042	96%	6,286
Secondary	173	22%	608	78%	781
Western Bahr el Ghazal	499	16%	2,585	84%	3,084
Pre-Primary	65	22%	237	78%	302
Primary	211	10%	1,881	90%	2,092
Secondary	223	32%	467	68%	690
Western Equatoria	378	7%	4,994	93%	5,372
Pre-Primary	79	10%	711	90%	790
Primary	190	5%	3,916	95%	4,106
Secondary	109	23%	367	77%	476
Grand Total	4,540	10%	41,413	90%	45,953

Appendix 22: Distribution of number of teachers by Teacher Status (Full timer, Part timer, Volunteer) in schools by state and school level.

School Level	Teacher Status						Grand Total
	Full timer		Part timer		Volunteer		
	Number	%	Number	%	Number	%	
Abyei Administrative Area	314	82%	41	11%	27	7%	382
Pre-Primary	0	0%	0	0%	0	0%	0
Primary	284	84%	29	9%	25	7%	338
Secondary	30	68%	12	27%	2	5%	44
Central Equatoria	6,996	88%	189	2%	800	10%	7,985
Pre-Primary	1,211	92%	23	2%	81	6%	1,315
Primary	4,053	87%	48	1%	569	12%	4,670
Secondary	1,732	87%	118	6%	150	8%	2,000
Eastern Equatoria	2,272	54%	111	3%	1,830	43%	4,213
Pre-Primary	232	51%	3	1%	221	48%	456
Primary	1,690	54%	35	1%	1,386	45%	3,111
Secondary	350	54%	73	11%	223	35%	646
Jonglei	814	26%	51	2%	2,223	72%	3,088
Pre-Primary	10	43%		0%	13	57%	23
Primary	686	24%	34	1%	2,143	75%	2,863
Secondary	118	58%	17	8%	67	33%	202
Lakes	2,298	54%	319	7%	1,657	39%	4,274
Pre-Primary	74	59%	26	21%	25	20%	125
Primary	1,892	50%	274	7%	1,604	43%	3,770
Secondary	332	88%	19	5%	28	7%	379
Northern Bahr el Ghazal	2,560	69%	38	1%	1,123	30%	3,721
Pre-Primary	29	69%	4	10%	9	21%	42
Primary	2,334	68%	23	1%	1,064	31%	3,421
Secondary	197	76%	11	4%	50	19%	258
Pibor Administrative Area	247	48%	8	2%	255	50%	510
Pre-Primary	36	51%	1	1%	33	47%	70
Primary	202	47%	7	2%	222	52%	431
Secondary	9	100%		0%		0%	9
Ruweng Administrative Area	248	27%	31	3%	645	70%	924
Pre-Primary	9	7%		0%	127	93%	136
Primary	208	33%	24	4%	407	64%	639
Secondary	31	21%	7	5%	111	74%	149
Unity	1,417	49%	108	4%	1,353	47%	2,878
Pre-Primary	116	55%	15	7%	79	38%	210
Primary	1,235	49%	84	3%	1,190	47%	2,509
Secondary	66	42%	9	6%	84	53%	159
Upper Nile	1,496	65%	139	6%	675	29%	2,310
Pre-Primary	120	65%	3	2%	63	34%	186
Primary	1,227	64%	80	4%	604	32%	1,911

School Level	Teacher Status						Grand Total
	Full timer		Part timer		Volunteer		
	Number	%	Number	%	Number	%	
Secondary	149	70%	56	26%	8	4%	213
Warrap	3,404	47%	359	5%	3,449	48%	7,212
Pre-Primary	41	28%	10	7%	94	65%	145
Primary	2,834	45%	279	4%	3,173	50%	6,286
Secondary	529	68%	70	9%	182	23%	781
Western Bahr el Ghazal	2,260	73%	132	4%	692	22%	3,084
Pre-Primary	277	92%	4	1%	21	7%	302
Primary	1,439	69%	54	3%	599	29%	2,092
Secondary	544	79%	74	11%	72	10%	690
Western Equatoria	2,995	56%	158	3%	2,219	41%	5,372
Pre-Primary	404	51%	7	1%	379	48%	790
Primary	2,321	57%	74	2%	1,711	42%	4,106
Secondary	270	57%	77	16%	129	27%	476
Grand Total	27,321	59%	1,684	4%	16,948	37%	45,953

Appendix 23: Distribution of number of teachers by teaching qualification disaggregated by state and school level.

School Level	Teaching qualification					Grand Total
	Certificate	Diploma	Degree	None	Others	
Abyei Administrative Area	323	17	41	0	0	381
Pre-Primary	0	0	0	0	0	0
Primary	322	11	4	0	0	337
Secondary	1	6	37	0	0	44
Central Equatoria	2734	614	1159	3091	235	7833
Pre-Primary	623	100	38	478	61	1300
Primary	1677	328	338	2110	113	4566
Secondary	434	186	783	503	61	1967
Eastern Equatoria	1469	371	270	1832	116	4058
Pre-Primary	164	23	7	218	19	431
Primary	1246	158	58	1451	87	3000
Secondary	59	190	205	163	10	627
Jonglei	2083	59	63	826	3	3034
Pre-Primary	16	1	0	5	0	22
Primary	2003	33	28	759	0	2823
Secondary	64	25	35	62	3	189
Lakes	1830	107	269	2028	1	4235
Pre-Primary	89	5	6	25		125
Primary	1678	64	83	1921	1	3747
Secondary	63	38	180	82		363
Northern Bahr el Ghazal	783	47	35	2820	14	3699
Pre-Primary	11	4	5	20	1	41

School Level	Teaching qualification					Grand Total
	Certificate	Diploma	Degree	None	Others	
Primary	697	24	10	2659	13	3403
Secondary	75	19	20	141		255
Pibor Administrative Area	334	1	1	162		498
Pre-Primary	49			18		67
Primary	278	1	1	142		422
Secondary	7			2		9
Ruweng Administrative Area	528	60	33	293	1	915
Pre-Primary	66	2	2	64		134
Primary	386	29	3	215	1	634
Secondary	76	29	28	14		147
Unity	1779	77	79	576	356	2867
Pre-Primary	177	3	4	25	1	210
Primary	1553	44	13	540	352	2502
Secondary	49	30	62	11	3	155
Upper Nile	1610	301	141	249	3	2304
Pre-Primary	121	20	9	35		185
Primary	1339	262	91	214	2	1908
Secondary	150	19	41		1	211
Warrap	6148	248	450	78	51	6975
Pre-Primary	120	9	10	4		143
Primary	5766	145	139	73	46	6169
Secondary	262	94	301	1	5	663
Western Bahr el Ghazal	902	270	374	1516	6	3068
Pre-Primary	151	23	4	123	1	302
Primary	698	156	96	1125	2	2077
Secondary	53	91	274	268	3	689
Western Equatoria	1475	164	69	3491	57	5256
Pre-Primary	220	16	5	538	6	785
Primary	1160	71	21	2728	48	4028
Secondary	95	77	43	225	3	443
Grand Total	21998	2336	2984	16962	843	45123

Appendix 24: Distribution of number of teachers by teaching level by state and school level.

Name of State	Distribution of number of teachers by Teaching Level								Total
	P1	P2	P3	P4	P5	P6	P7	P8	
Abyei Administrative Area	98	18	41	125	119	107	68	52	628
Central Equatoria	1,463	703	1,214	1,739	1,549	1,384	1,186	1,104	10,342
Eastern Equatoria	1,269	380	273	1,275	1,162	1,082	910	773	7,124
Jonglei	2,014	109	68	2,107	1,951	1,712	1,312	986	10,259
Lakes	1,513	126	291	1,524	1,371	1,170	920	626	7,541
Northern Bahr el Ghazal	2,586	53	37	2,558	2,327	1,917	1,525	1,111	12,114
Pibor Administrative Area	291	13	1	142	102	59	44	31	683
Ruweng Administrative Area	259	60	36	281	227	186	150	126	1,325
Unity	2,115	82	83	1,793	1,507	1,275	887	246	7,988
Upper Nile	788	304	142	911	679	530	386	260	4,000
Warrap	3,685	345	596	3,714	3,393	3,019	2,419	1,208	18,379
Western Bahr el Ghazal	1,000	279	380	1,018	937	740	580	407	5,341
Western Equatoria	2,107	229	91	2,244	2,053	1,619	1,075	626	10,044
Grand Total	19,188	2,701	3,253	19,431	17,377	14,800	11,462	7,556	95,768

Appendix 25: Distribution of number of students across TTIs/CECs that are enrolled in in-service programmes.

Name of State	Gender	States												
		Abyei Administrative Area	Central Equatoria	Eastern Equatoria	Jonglei	Northern Bahr el Ghazal	Pibor Administrative Area	Ruweng Administrative Area	Unity	Upper Nile	Warrap	Western Bahr el Ghazal	Western Equatoria	Total
Year 1	Male					105				22	52	45	16	240
	Female					25				24	8	43	2	102
	Total	0	0	0	0	130	0	0	0	46	60	88	18	342
Year 2	Male					127				26	0	0	0	153
	Female					25				18	0	0	0	43
	Total	0	0	0	0	152	0	0	0	44	0	0	0	196
Year 3	Male					22				0	0	0	0	22
	Female					5				0	0	0	0	5
	Total	0	0	0	0	27	0	0	0	0	0	0	0	27
Year 4	Male					10				0	0	0	0	10
	Female					10				0	0	0	0	10
	Total	0	0	0	0	20	0	0	0	0	0	0	0	20
Grand Total	<i>Male</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>264</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>48</i>	<i>52</i>	<i>45</i>	<i>16</i>	<i>425</i>
	<i>Female</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>65</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>42</i>	<i>8</i>	<i>43</i>	<i>2</i>	<i>160</i>
	Total	0	0	0	0	329	0	0	0	90	60	88	18	585

Appendix 27: Distribution of number of students across TTIs/CECs that are enrolled in pre-service programmes.

Pre-service programme, Year of study and Gender			States											Grand Total	
			Abyei Administrative Area	Central Equatoria	Eastern Equatoria	Jonglei	Northern Bahr el Ghazal	Pibor Administrative Area	Ruweng Administrative	Unity	Upper Nile	Warrap	Western Bahr el Ghazal		Western
Pre-Service Certificate	Year 1	Male	0	34	32	0	45	0	0	0	14	17	51	47	240
		Female	0	18	10	0	49	0	0	0	9	15	42	22	155
		Total	0	52	42	0	94	0	0	0	23	32	93	59	395
	Year 2	Male	0	23	28	0	33	0	0	0	19	17	14	39	173
		Female	0	19	5	0	5	0	0	0	11	3	0	8	51
		Total	0	42	33	0	38	0	0	0	30	20	14	47	224
Pre-Service Diploma	Year 1	Male	0	1	0	0	0	0	0	0	0	0	0	29	30
		Female	0	4	0	0	0	0	0	0	0	0	0	7	11
		Total	0	5	0	0	0	0	0	0	0	0	0	6	41
	Year 2	Male	0	0	0	0	0	0	0	0	0	0	0	39	39
		Female	0	0	0	0	0	0	0	0	0	0	0	8	8
		Total	0	0	0	0	0	0	0	0	0	0	0	7	47
	Year 3	Male	0	0	0	0	0	0	0	0	0	0	0	0	0
		Female	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	Male	0	58	60	0	78	0	0	0	33	34	65	154	482	
	Female	0	41	15	0	54	0	0	0	20	18	42	35	225	
	Total	0	99	75	0	132	0	0	0	53	52	107	189	707	

Appendix 28: List of the reached Teacher Training Institutes and County Education Centres.

Name of State	Name of Teacher's Training Institute or CECs	Operational Status	CEC/TTI
Central Equatoria	Kajokeji Teacher's Training Institute	Yes	TTI
Eastern Equatoria	Yei Teacher Training College	No	TTI
	Arepi teacher training Institute	Yes	TTI
	County Education Center(CEC) Kapoeta	Yes	CEC
	County Education centre Torit	No	CEC
	Imehejek county Education centre	No	CEC
Northern Bahr el Ghazal	Buothyar County Education Centre (CEC)	No	CEC
	Malek. All CEC	Yes	CEC
	Maper Teacher Training Institute	No	TTI
	Maroltit County Education Centre	No	CEC
	Pantit County Education Centre	No	CEC
	War-Alel Teacher Training Institute	Yes	TTI
Upper Nile	Mainland English language Intensive course	Yes	CEC
	Maiwut In-serve Training Institute	No	TTI
	Maiwut Language Training Centre	Yes	CEC
	Malakal CEC	Yes	CEC
	Malakal TTI	No	TTI
Warrap	Gogrial West County	Yes	CEC
	Majak Aher CEC Twic County	No	CEC
	St. Mark's College Kuajok (ECS)	No	CEC
Western Bahr el Ghazal	Mbili Girls National Teachers training Institute	No	TTI
Western Equatoria	Maridi TTI	No	TTI
	Solidarity Teachers Training College	Yes	TTI

Appendix 29: Extract of International Standards Classification of Education extract is presented in Appendix.

ISCED	Level	School age population
0	Early Childhood Education	1,001,947
02	Pre-Primary Education	1,001,947
1	Primary Education	1,834,782
	One Year Before Than Official Primary Entry Age	327,230
	Last Grade Of Primary Education	290,766
2	Lower Secondary Education	563,871
3	Upper Secondary Education	1,045,880
2T3	Secondary Education	1,609,751
4	Post-Secondary Non-Tertiary Education	448,881
5T8	Tertiary Education	1,022,202

The complete International Standard Classification of Education (ISCED) can be accessed at [ISCED web](https://uis.unesco.org/) (UIS).

Source: <https://tcg.uis.unesco.org/wp-content/uploads/sites/4/2021/12/Benchmarks-Country-Profile-South-Sudan.pdf>

Appendix 30: Distribution of PTR and PqTR by state and school level.

Name of state	PTR	PqTR
Abyei Administrative Area	32	40
Pre-Primary	0	0
Primary	32	35
Secondary	35	0
Central Equatoria	33	63
Pre-Primary	35	47
Primary	37	57
Secondary	23	219
Eastern Equatoria	36	60
Pre-Primary	44	69
Primary	38	57
Secondary	20	84
Jonglei	66	93
Pre-Primary	61	107
Primary	67	90
Secondary	49	211
Lakes	40	68
Pre-Primary	47	60
Primary	41	67
Secondary	28	91
Northern Bahr el Ghazal	78	149
Pre-Primary	94	141
Primary	79	145
Secondary	68	266
Pibor Administrative Area	30	36
Pre-Primary	31	35
Primary	30	36
Secondary	10	-
Ruweng Administrative Area	43	65
Pre-Primary	47	68
Primary	44	55
Secondary	39	292
Unity	61	102
Pre-Primary	52	94
Primary	64	101
Secondary	32	136
Upper Nile	73	141
Pre-Primary	50	76

Name of state	PTR	PqTR
Primary	78	143
Secondary	49	308
Warrap	43	66
Pre-Primary	41	52
Primary	46	65
Secondary	21	121
Western Bahr el Ghazal	46	81
Pre-Primary	38	45
Primary	55	86
Secondary	23	97
Western Equatoria	36	50
Pre-Primary	34	48
Primary	38	51
Secondary	20	43
Grand Total	47	77

Appendix 31: Distribution of number of schools with enrolled learners with disabilities by state and school level.

Name of state	School Level	School has enrolled learners with disabilities				Total
		Yes		No		
		Number	%	Number	%	
Abyei Administrative Area	Pre-Primary	0	0%	0	0%	0
	Primary	16	57%	12	43%	28
	Secondary	3	75%	1	25%	4
	Total	19	59%	13	41%	32
Central Equatoria	Pre-Primary	112	0%	206	0%	318
	Primary	283	61%	179	39%	462
	Secondary	78	54%	66	46%	144
	Total	473	51%	451	49%	924
Eastern Equatoria	Pre-Primary	63	0%	50	0%	113
	Primary	205	81%	49	19%	254
	Secondary	39	81%	9	19%	48
	Total	307	74%	108	26%	415
Jonglei	Pre-Primary	1	0%	7	0%	8
	Primary	160	41%	227	59%	387
	Secondary	14	45%	17	55%	31
	Total	175	41%	251	59%	426
Lakes	Pre-Primary	12	0%	13	0%	25

	Primary	249	76%	80	24%	329
	Secondary	16	70%	7	30%	23
	Total	277	73%	100	27%	377
Northern Bahr el Ghazal	Pre-Primary	5	0%	23	0%	28
	Primary	291	45%	349	55%	640
	Secondary	25	43%	33	57%	58
	Total	321	44%	405	56%	726
Pibor Administrative Area	Pre-Primary	6	0%	15	0%	21
	Primary	30	63%	18	38%	48
	Secondary	1	100%		0%	1
	Total	37	53%	33	47%	70
Ruweng Administrative Area	Pre-Primary	21	0%	20	0%	41
	Primary	26	55%	21	45%	47
	Secondary	4	50%	4	50%	8
	Total	51	53%	45	47%	96
Unity	Pre-Primary	19	0%	31	0%	50
	Primary	162	41%	238	60%	400
	Secondary	11	44%	14	56%	25
	Total	192	40%	283	60%	475
Upper Nile	Pre-Primary	19	0%	76	0%	95
	Primary	146	53%	132	47%	278
	Secondary	20	54%	17	46%	37
	Total	185	45%	225	55%	410
Warrap	Pre-Primary	9	0%	31	0%	40
	Primary	368	52%	341	48%	709
	Secondary	33	50%	33	50%	66
	Total	410	50%	405	50%	815
Western Bahr el Ghazal	Pre-Primary	11	0%	74	0%	85
	Primary	134	45%	166	55%	300
	Secondary	13	27%	36	73%	49
	Total	158	36%	276	64%	434
Western Equatoria	Pre-Primary	104	0%	150	0%	254
	Primary	343	68%	160	32%	503
	Secondary	27	52%	25	48%	52
	Total	474	59%	335	41%	809
Grand Total		3079	51%	2930	49%	6009