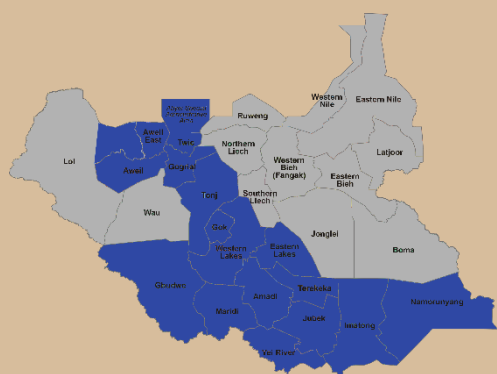




2016

# NATIONAL EDUCATION STATISTICS

FOR THE REPUBLIC OF SOUTH SUDAN



FEBRUARY 2017

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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.southsudanemis.org](http://www.southsudanemis.org).

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## FOREWORD

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On behalf of the Ministry of General Education and Instruction (MoGEI), I am delighted to present ***The National Education Statistics Booklet, 2016***, of the Republic of South Sudan (RSS). It is the 9<sup>th</sup> in a series of publications initiated in 2006, with only one interruption in 2014, a significant achievement for a new nation like South Sudan.

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

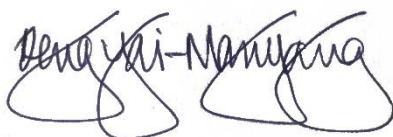
In order to plan and manage our education system effectively, South Sudan needs reliable and credible data. We need information about how the system is developing and changing over time, how learning outcomes and gender disparities vary across the country and how South Sudan compares vis-à-vis its neighbours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

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

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

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

Sincerely,

A handwritten signature in black ink, which appears to read 'Deng Deng Hoc Yai'. The signature is stylized and cursive.

Deng Deng Hoc Yai  
**Minister of General Education and Instruction**

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## ACRONYMS

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

## 1. SUMMARY

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*"We cherish education for all our people equally and aim to provide a life-long education of quality for all children, youth and adults of Southern Sudan; an education that is relevant and affordable based on the needs and aspirations of the people, to enable them to become responsible and productive citizens."*

RSS MoGEI mission, 1994

### What is EMIS

The EMIS is a government owned and led programme of the South Sudan MoGEI, which is managed by the Directorate of Planning and Budgeting's DSU. Established in 2006, **EMIS facilitates information-driven policy discussions and decision-making by collecting, processing, analysing, storing and disseminating education statistical information.** The Unit is primarily responsible for conducting the national **AEC** of all public and private educational establishments in the country (ECDE, Primary, Secondary, AES, TTIs, TVET, and Universities), in close coordination with counterparts and stakeholders at state, county, payam, and school levels.

In 2014, Altai Consulting was commissioned by UNICEF, with financial assistance from the European Union, to support the MoGEI operate EMIS. The goal was to rethink the approach and research methodology to focus on **Ministry ownership, sustainability, and decentralisation.** By the end of 2015, for the first time in EMIS history, decentralised data entry was piloted in two states, data analysis was conducted in South Sudan by MoGEI staff, and census data was released the same year it was collected.

The 2016 AEC has experienced some challenges, with security developments in Juba in early July and continued insecurity in parts of the country meaning EMIS activities were largely on standby between July and September 2016. Subsequently, the data collection strategy was refined based around what was realistically possible given the time constraints and the in-country context. This meant that unfortunately a full 2016 census was simply not possible. Rather, a total of 18 non-conflict states (including Abyei AA) have been covered by the AEC data collection team. Nonetheless, a continued focus was placed on further MoGEI ownership, with all finances being managed by the EMIS finance team.

### Relevance

By collecting and disseminating detailed statistical information and quality knowledge covering key indicators of South Sudan's education sector, from ECDE to higher education, **EMIS assists the government and donors in identifying educational needs and priorities, designing appropriate interventions, allocating limited resources in the face of competing priorities, and monitoring the sector's performance.**

EMIS also assists the Ministry and other relevant agencies and donors in providing critical information to monitor progress against key targets of the EFA, the GPE, and the new SDGs, among others. When institutionalised and guided by a clear vision and strategy, EMIS has the potential to help policy makers manage an education system which is able to produce quality outputs.

### 2016 Annual Education Census

In 2015, as a result of insecurity in parts of the country, the **Ministry conducted data collection across 7 of the 10 former states.** Additional data collection was carried out independently across 45% of all counties in the three conflict-affected states and presented in a separate publication.

Similarly, the 2016 AEC was completed across **18 states** (6 former states, including Abyei AA) **in two waves**, the first between May and July (former CE, EE and half of Lakes) and the second between October and December 2016 (former NBG, WE and remainder of Lakes). Between these two waves, the country context changed considerably. This 2016 publication has included all the data collected and entered by the EMIS team, however some data must be caveated to reflect this contextual change. Please see sections 1.4 and 1.5 below.

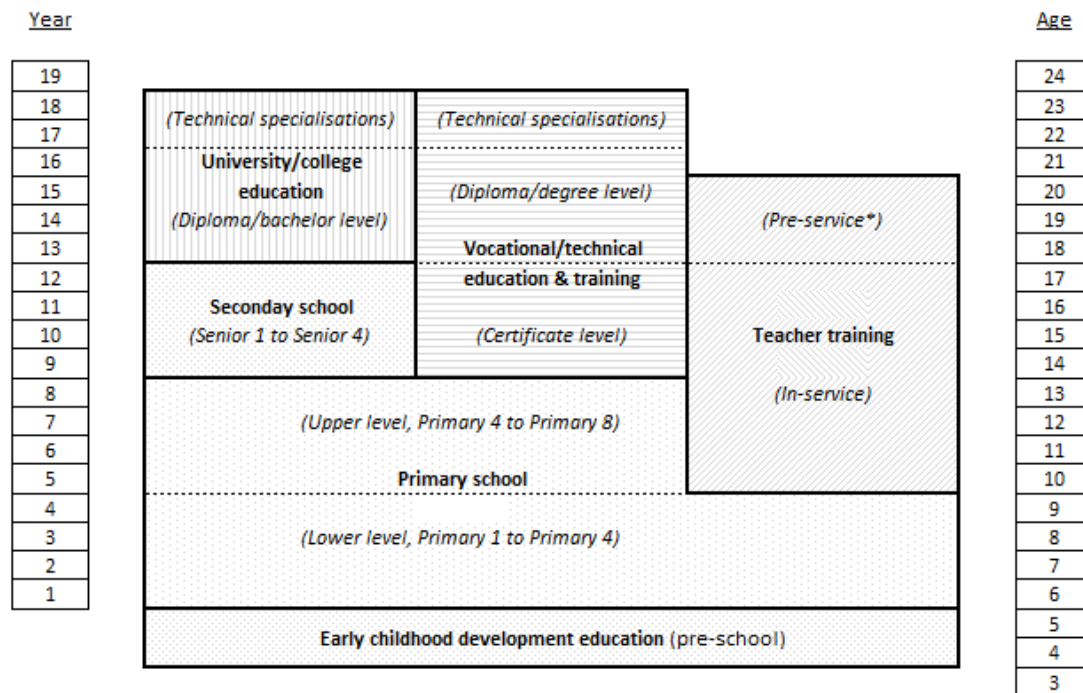
Overall, despite implementation challenges, comparisons with the 2015 data shows that the data presented in this National Education Statistics booklet is coherent and of good quality.

## 1.1. About the MoGEI

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

The formal education ladder is an 8-4-4 system—that is, 8 years of primary education, 4 years of secondary education, and 4 years of higher education.<sup>1</sup> AES consist of 6 different programmes, including Accelerated Learning Programme (ALP) and Community Girls School (CGS), and offers flexible entry and exit points for children, youth, and adults. Teacher Training Institutes (TTI), through their in-service and pre-service training, help populate the teaching workforce. The Technical and Vocational Education and Training (TVET) prepares students with practical and applicable skills that will lead to employment via various programmes that range in length from months to years.

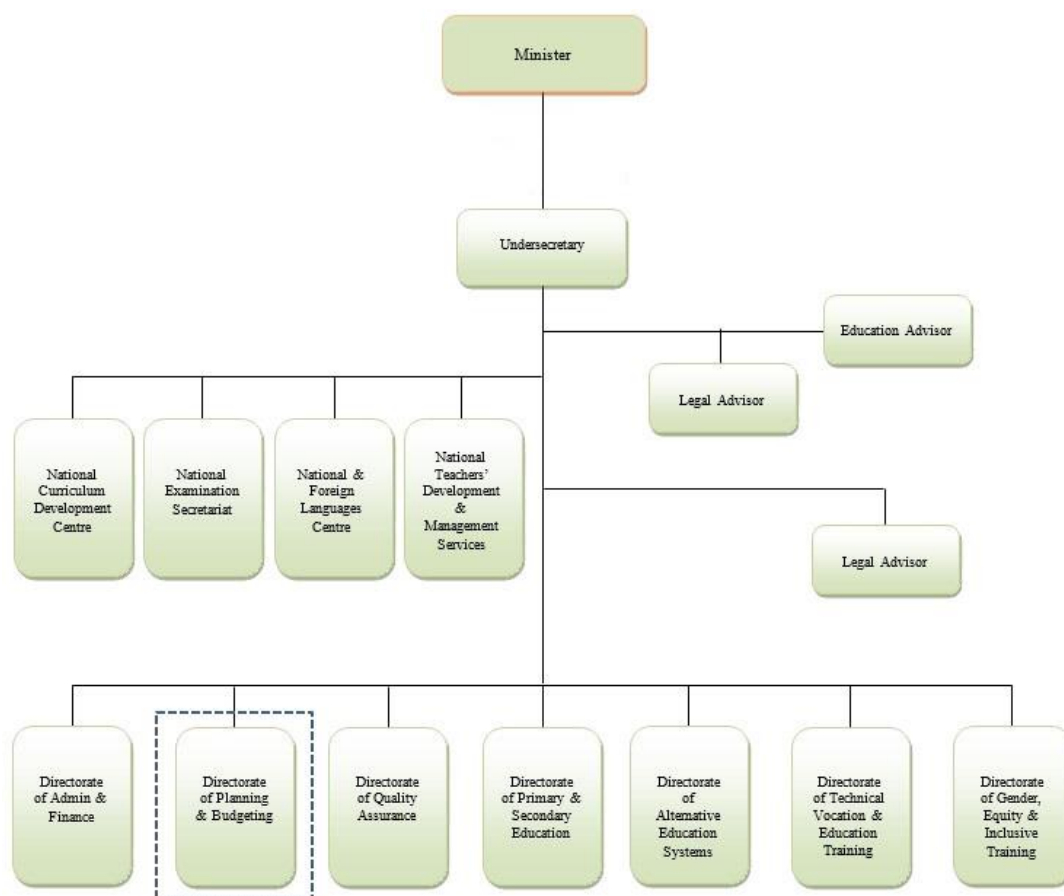
Figure 1: RSS education ladder



<sup>1</sup> Some university diplomas take longer than 4 years, including medicine, engineering, and other technical specialisations.



Figure 2: Structure of the MoGEI



The GoSS set 2022 as the target for achieving EFA. To this end, the Ministry is focusing on developing the education sector through 1) teacher education and professional development, 2) the implementation of new funding mechanisms to support schools and girls' education, 3) development of AES with a focus on adult literacy and education for hard to reach children, and 4) capacity enhancement of education institutions.

The Ministry's main aim is to increase access to quality education and to promote equity. In order to facilitate the implementation of education reforms, the Ministry wants to build institutional and human capacity both at state and central levels, and at county, payam, and school levels. The Ministry is also working on improved partnerships among key stakeholders in education.

With the successes having already been achieved, including the setting up of a transfer system to send salaries, capitation grants and operating costs to states and counties, capitation grants to schools and TTIs, as well as the development of a new curriculum and related textbooks, continuingly having access to credible and reliable education data through EMIS will help to realise future ambitions and reform processes.

## 1.2. History of EMIS

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

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

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

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

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

### 1.3. EMIS Process

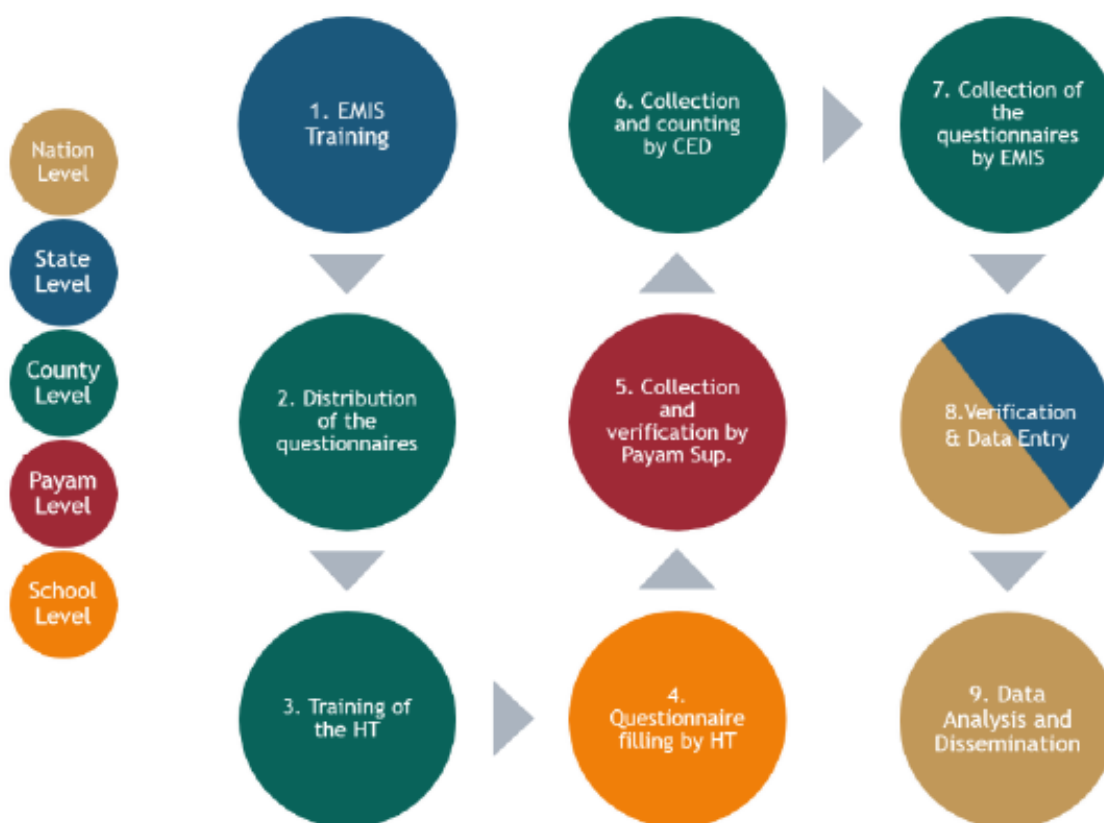
The “EMIS process” consists of 5 steps:

- 1) **Fieldwork planning:** Designing, reviewing, and printing of the AEC questionnaires, verifying the EMIS baseline list of schools, and preparing the schedules, budgets, and other necessary administrative and logistical arrangements.
- 2) **Data collection:** Firstly, running workshops that ‘train the trainers’ – those sent to the field to subsequently conduct the training of Head Teachers on questionnaire completion, verifying the data through the Payam and County Education Offices (CEO) and SMOE (some), and retrieval of the completed questionnaires.
- 3) **Data processing:** Entering of data into the EMIS database (including at decentralised level), merging of all the data, and final data cleaning and verification prior to analysis.
- 4) **Data dissemination:** Production of tools for distribution and use in education planning and management. The 2016 *State Education Statistic Booklets* are such tools, along with other outreach activities at regional and state levels.
- 5) **Data utilisation:** Series of training sessions that guide national, state, and county education agencies and their partner organisations on the application of EMIS data in building short-, mid-, and long-term strategic plans and budgets.



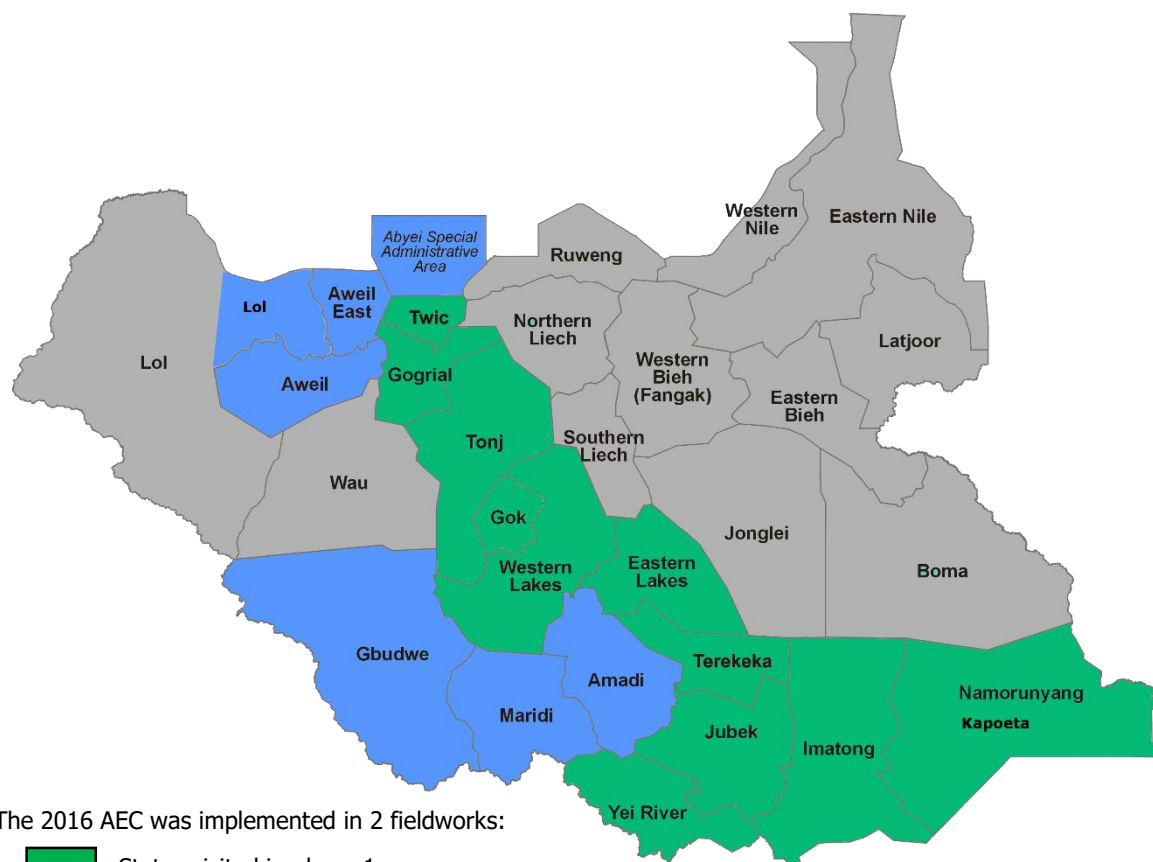
Each step requires extensive coordination with stakeholders at state, county, payam, and school levels, as illustrated below.

Figure 3: 2016 AEC Workflow



For quality control, data verification measures were put in place by the team. The first level of verification was carried out at payam and then county level from the local education authorities, followed by further data verification at state and then national levels. At national level, verification took place via a “call centre” by reaching out to Head Teachers for data checks and rectifications.

Figure 4: 2016 Annual Education Census Coverage



The 2016 AEC was implemented in 2 fieldworks:

- States visited in phase 1
- States visited in phase 2

#### 1.4. Limitations of the National Education Statistics Booklet

As noted in the Summary, the 2016 AEC has experienced numerous challenges throughout this cycle. These have been primarily based around a shift in security around large parts of the country after July 2016 when conflict broke out. As a result, the 2016 AEC was impacted in three key ways:

- 1)** In the ability to reach certain areas and conduct fieldwork. As a result of this, 1 whole remaining traditionally ‘non-conflict’ state was not able to be covered (Wau state) while another was only partially covered (Lol state where only the counties of Aweil North and Aweil West were covered). Further, nor were the 10 traditionally ‘conflict’ states of Ruweng, Northern Liech, Southern Liech, Western Bieh, Eastern Bieh, Jonglei, Boma, Western Nile, Eastern Nile and Latjoo (former Jonglei, Unity and Upper Nile states) able to be covered.
- 2)** The 2016 fieldwork was forced to take place in two phases – the first between May and July 2016 and the second between October and December 2016. As a result of the security deterioration in certain parts of the country that were covered in the first phase of fieldwork, this has had an impact on the ongoing validity of data collected in these areas. Of particular note are the former counties of Budi (Kapoeta state), Magwi (Imatong state), Keji-Keji (Yei River state), Lainya (Jubek state), Rokon (Jubek state), Yei (Yei River state) and Morobo (Yei River state). Issues such as displacement and school closure since the data was collected should be bared in mind when reading the findings, as the context has changed considerably meaning the data is reflective of the pre-July 2016 conflict situation. Despite this, the data has been included in the overall findings for 2016 as it still provides insight into the former state of education in these areas and a benchmark for future studies.
- 3)** The timeline of the project was impacted. 2016 AEC data was on course to be presented by the end of November, as in 2015, but the events resulted in displacement of local staff and national and sub-national government officials, the evacuation of international staff and uncertainty around continued funding considering a re-evaluation by many organisations of their operations in South Sudan.

As with any EMIS from any country, it must be kept in mind when reading and disseminating the enclosed data that the AEC is based around enrolment figures given by the Head Teacher of the school as collected at the beginning of the academic year.

### 1.5. How to Read the Data in this National Education Statistics Booklet

This national level booklet is a reference document for government and other relevant organisations, agencies, and individuals. Its purpose is to present a summary of the data that was reported by individual schools' Head Teachers and verified by their respective Payam Supervisor, CEO and SMoE.

The booklet displays information in three ways: **1)** tables, **2)** graphs with numbers, and **3)** graphs with percentages. At the national and state level, ratios are derived from aggregate data, which lowers the margin of error. At the school level, however, data is more prone to errors given the potential risk of misreporting.

It must also be noted that the smaller the particular data set, the higher the impact of errors and mistakes. This must be bared in mind in cases where there are so few schools that data comes back as either 0% or 100%. For example, in some states the number of a certain type of school is so low that the resulting data can be treated as unrepresentative. For this reason, in cases where a state has less than 100 or less Primary schools and 5 or less Secondary schools, this result will not be cited in the data summaries.

Two types of data have been used in the compilation of this booklet: **1)** 2015 and 2013 AEC data where year comparisons are given (no 2014 data available), **2)** population projections based on the 2008 population data and the Population Projections for South Sudan, 2015-2020, from the National Bureau of Statistics (NBS), which were provided as unadjusted and did not include migration estimates.<sup>2</sup>









The 2016 AEC process used the 2015 baseline total of schools, which included a total of **5,883** operational schools over 19 states (excluding Abyei AA). This year **4,950** of these schools were covered across 18 states (including Abyei AA).

**In 5 instances, data could only be computed according to the former 10 state breakdown.** These are the following indicators: Net Enrolment Rate (NER) (sections 3.2.3, 3.2.4, 3.2.5), Net Intake Rate (NIR) (sections 3.2.3, 3.2.4, 3.2.5), Gross Enrolment Rate (GER) (sections 3.3.3, 3.3.4, 3.3.5), Gross Intake Rate (GIR) (sections 3.2.3, 3.2.4, 3.2.5) and Gender Parity Index (GPI) (section 3.4.3). **This is due to population data for the new states not being available by age categories.**

In instances when the questionnaire was not fully completed by the Head Teacher and questions were left blank, the total sample number for that particular indicator may change to reflect this.

Finally, with 3 indicators of the preceding reported data, and due to the nature of the AEC, the results are reflective of the **2015 situation** as the data cannot yet be reported for 2016. These are: **1)** Leaving examination data (section 3.3.5) as the exam takes place at the end of the academic year, meaning 2017 data will report on 2016 results, **2)** Dropout rates and reasons for dropouts (sections 3.3.2, 3.3.3, 3.3.4) due to a dropout only being able to be reported at the beginning of a school year, meaning 2017 data will report on 2016 results, and **3)** School Finances (sections 3.8.1, 3.8.2, 3.8.3 and 3.8.43.8.3) as the figures given are for the full academic year of 2015, meaning 2017 data will report on 2016 figures.

All graphs in the booklet are colour-coded by category as outlined in the below table:

	Government schools		Non-government schools
	Primary school		Secondary school
	Male students/teachers		Female students/teachers
	2015 data		2016 data

<sup>2</sup> Population growth rates provided to calculate the 2016 education statistics have not been verified by the UNESCO Institute of Statistics (UIS).

## 1.6. About the 2016 State Booklets

The results and analysis presented in this National Education Statistics Booklet are broken down at **state level**. As part of the 2016 AEC, 18 individual State Booklets have also been printed – 1 for each state covered – and we encourage readers to request their State Booklet from either your local education authority or by emailing [emissouthsudan@gmail.com](mailto:emissouthsudan@gmail.com).

Within your state publication the results are presented uniquely at that state level, with data inclusion and comparison from the 2 previous AEC cycles. The publications are shorter than in 2015 in an effort to make the booklet more user-friendly.

Table 1: Number of schools covered in the 2016, 2015 and 2013 AEC by region, former state and state

Region	Former State	State	2016	2015	2013
<b>Equatoria</b>	Central Equatoria	Jubek	470	376	240
		Terekeka	49	53	49
		Yei River	807	871	526
	Western Equatoria	Amadi	186	204	127
		Gbudwe	298	386	240
		Maridi	118	114	66
	Eastern Equatoria	Imatong	378	427	319
		Kapoeta	146	149	100
<b>Bahr el Ghazal</b>	Western Bahr el Ghazal	Lol		55	40
		Wau		365	239
	Northern Bahr el Ghazal	Aweil	476	387	226
		Aweil East	336	301	209
		Lol	235	189	106
	Warrap	Abyei AA	33		
		Gogrial	339	293	217
		Tonj	250	240	192
		Twic	204	192	140
	Lakes	Eastern Lakes	182	198	88
		Gok	174	170	99
		Western Lakes	269	253	178
	<b>Greater Upper Nile</b>	Upper Nile	Eastern Nile		137
Latjoor					207
Western Nile					74
Jonglei		Boma		53	
		Eastern Bieh		128	188
		Jonglei		167	149
		Western Bieh		60	97
Unity		Ruweng		50	56
		Southern Liech			129
<b>Total</b>			<b>4,950</b>	<b>5,818</b>	<b>4,519</b>

## 2. DEFINITIONS

### 2.1. Indicator Used to Measure Coverage

**Coverage rate** refers to the percentage of “known” schools reached out to and accounted for in the AEC. For instance, a coverage rate of 90% means 90% of known schools received the AEC questionnaire, responded, and the completed questionnaire was entered into the EMIS database. “Known” schools include schools for which a reference exists in the database, a questionnaire was printed, and attempted to be delivered. Among these, “missing” schools did not return a questionnaire to the DSU, either because the school was not operational or because the school simply did not or could not return the questionnaire (for logistical or security reasons for example). Schools that confirmed they were out of operation were not included in coverage rate calculations, as well as schools yet to be identified and entered into the EMIS database. The AEC exercise discovers and registers with a unique EMIS code new schools each year. In 2016, the overall coverage rate against the 2015 database was 84% (see section 1.5 above).

### 2.2. Indicators Used to Measure Access

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

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

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

**GER rate indicators can be found in sections 3.2.3, 3.2.4, 3.2.5**

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

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

**GIR rate indicators can be found in sections 3.2.3, 3.2.4, 3.2.5**

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

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

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

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

**NER rate indicators can be found in sections 3.2.3, 3.2.4, 3.2.5**

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

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

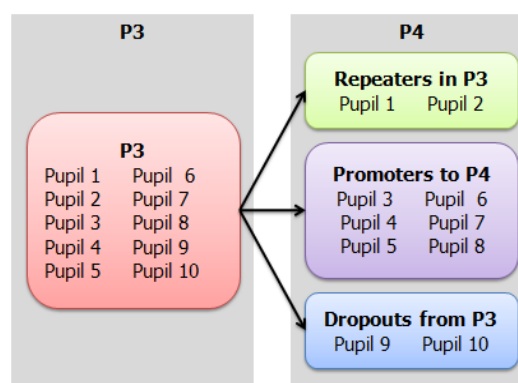
GIR and NIR are useful when used in combination, as the difference between these two ratios indicates the rate of deviation from the official age intake.

**NIR rate indicators can be found in sections 3.2.3, 3.2.4, 3.2.5**

### 2.3. Indicators Used to Measure Student Flow

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

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



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

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

**Dropout rate indicators can be found in sections 3.3.2, 3.3.3, 3.3.4**

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

Figure 5: Student promoted to next grade, 2015-2016

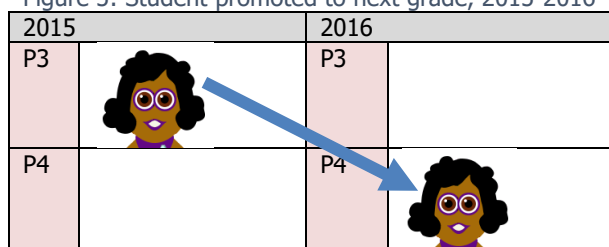
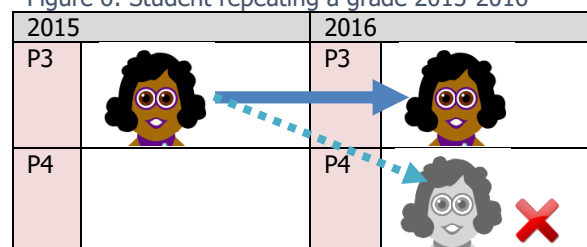


Figure 6: Student repeating a grade 2015-2016



**Repeaters indicators can be found in section 3.3.1**

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

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

**Repetition rate indicators can be found in section 3.3.1**

## 2.4. Indicator Used to Measure Gender Parity

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

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

**GPI indicators can be found in section 3.4.3**

## 2.5. Indicators Used to Measure Resource

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

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

**PTR indicators can be found in sections 3.5.1, 3.5.3**

**Pupil-Classroom Ratio (PCR)** measures the level of basic facilities available in terms of the number of classrooms in relation to the size of the student population. The higher the PCR, the lower the relative access of students to classrooms. It is generally assumed that a low PCR signifies an environment more conducive to learning, likely in the long run to result in a better performance from students. To support the education reform towards providing all students with stable learning spaces, this report counts only permanent and semi-permanent classrooms in the calculation.<sup>3</sup> The formula for PCR is:

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

**PCR indicators can be found in sections 3.6.1, 3.6.2**

<sup>3</sup> Permanent classrooms refer to those constructed of bricks or cement. Semi-permanent classrooms refer to those constructed of mud or similar material.



### 3. 2016 DATA

#### 3.1. Schools

The total number of schools across the states covered has remained relatively static since 2015, with a very slight decrease in the number of government schools and **increase in the number of non-government schools**. In general, more schools remain government owned (60.4% compared to 39.6%). See 3.1.1, Graph 1

- *Graph 1 and Graph 2.*

This is attributed mainly due to there being a significantly greater number of government Primary (1,995) and AES schools (652), whereas there exist significantly more non-government ECDEs (476). See 3.1.1, Graph 1 and Graph 2.

- *Graph 1*

- For AES schools, in both government and non-government owned schools, the ALP programme remains the most common, followed by the CGS programme. See 3.1.2 and Graph 3.

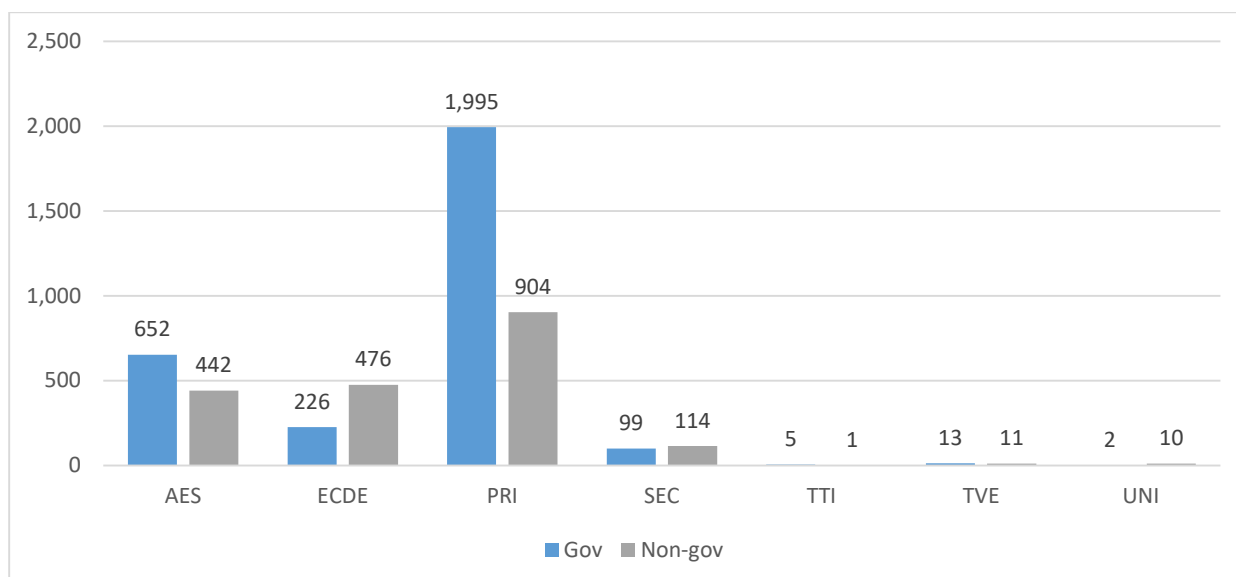
- The **most number** of Primary schools were found in Yei River state (321, majority government owned), followed by Aweil state (289, majority government owned), while the **most number** of Secondary schools were found in Yei River state (44, majority non-government owned), followed by Jubek state (37, majority non-government owned). See 3.1.3.

- Lol state (56%) and Aweil state (51%) saw the **biggest increase in the number of Primary schools**, while Terekeka (-23%) and Gbudwe (-11%) saw the biggest **decrease** in the number of Primary schools. Both Jubek (208%) and Eastern Lakes (200%) states saw the biggest **increase in the number of Secondary schools**, while Amadi (-44%) and Terekeka (-33%) states saw the biggest **decrease** in the number of Secondary schools. See Graph 4.

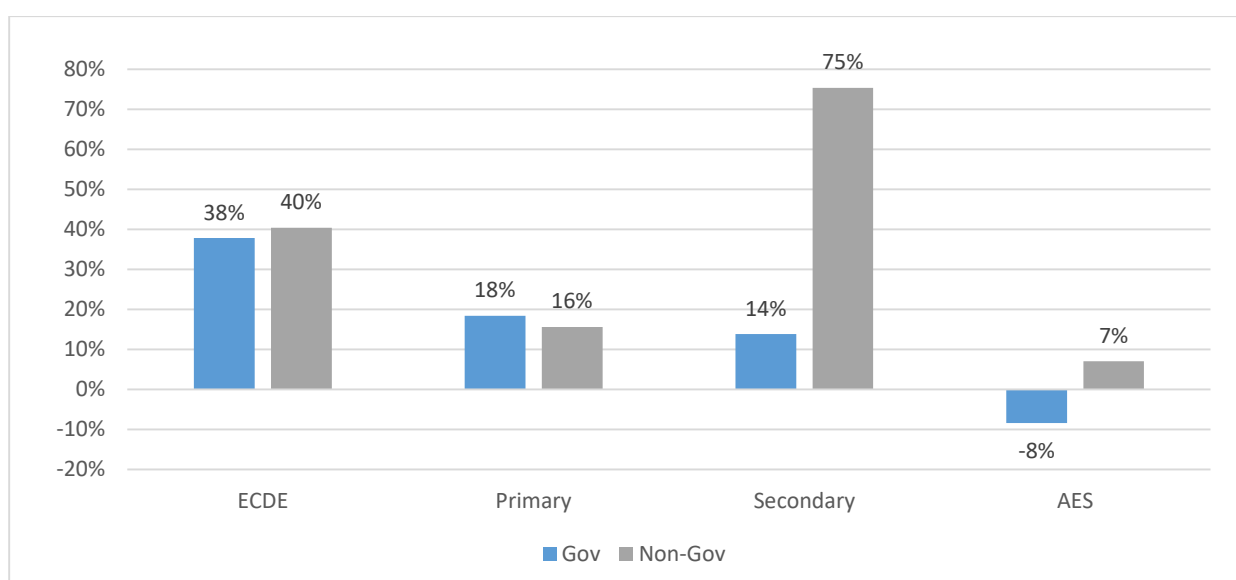
#### 3.1.1. Number and % of schools per school type and ownership type, 2016

Type	Total		Government		Non-government	
	Count	%	Count	%	Count	%
AES	1,094	22.1%	652	59.6%	442	40.4%
ECDE	702	14.2%	226	32.2%	476	67.8%
PRI	2,899	58.6%	1,995	68.8%	904	31.2%
SEC	213	4.3%	99	46.5%	114	53.5%
TTI	6	0.1%	5	83.3%	1	16.7%
TVET	24	0.5%	13	54.2%	11	45.8%
UNI	12	0.2%	2	16.7%	10	83.3%
<b>Total 2016</b>	<b>4,950</b>	<b>100.0%</b>	<b>2,992</b>	<b>60.4%</b>	<b>1,958</b>	<b>39.6%</b>
<b>2015</b>	<b>4,803</b>	<b>100.0%</b>	<b>2,996</b>	<b>62.4%</b>	<b>1,807</b>	<b>37.6%</b>
<b>2013</b>	<b>3,122</b>	<b>100.0%</b>	<b>1,936</b>	<b>62.0%</b>	<b>1,186</b>	<b>38.0%</b>

Graph 1: Number of schools by type and ownership, 2016



Graph 2: Growth of number of schools by type and ownership, 2013-2016

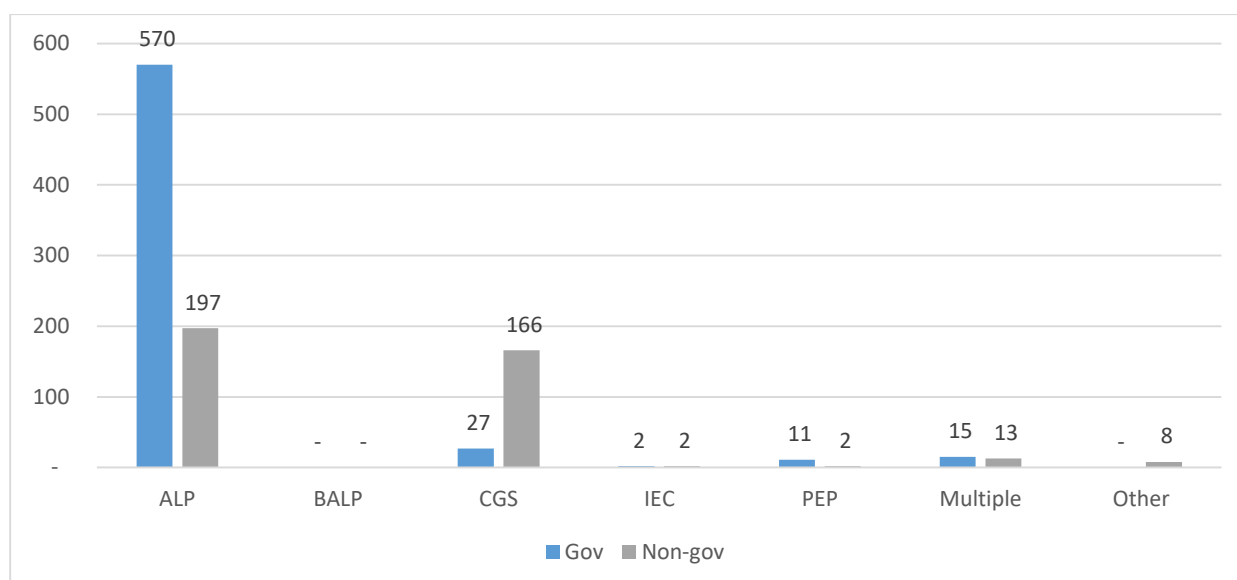


Note: Growth for AES was calculated on the years 2015-2016

### 3.1.2. Number and % of AES schools by programme and ownership type, 2016

Type	Total		Government		Non-government	
	Count	%	Count	%	Count	%
ALP	767	78.5%	570	74.3%	197	25.7%
BFALP	0	0.0%	0	0.0%	0	0.0%
CGS	193	19.8%	27	14.0%	166	86.0%
IEC	4	19.8%	2	50.0%	2	50.0%
PEP	13	0.4%	11	84.6%	2	15.4%
Multiple	28	1.3%	15	53.6%	13	46.4%
Other	8	78.5%	-	0.0%	8	100.0%
<b>Total 2016</b>	<b>1,013</b>	<b>100.0%</b>	<b>625</b>	<b>61.7%</b>	<b>388</b>	<b>38.3%</b>
<b>2015</b>	<b>1,085</b>	<b>100.0%</b>	<b>694</b>	<b>64.0%</b>	<b>391</b>	<b>36.0%</b>

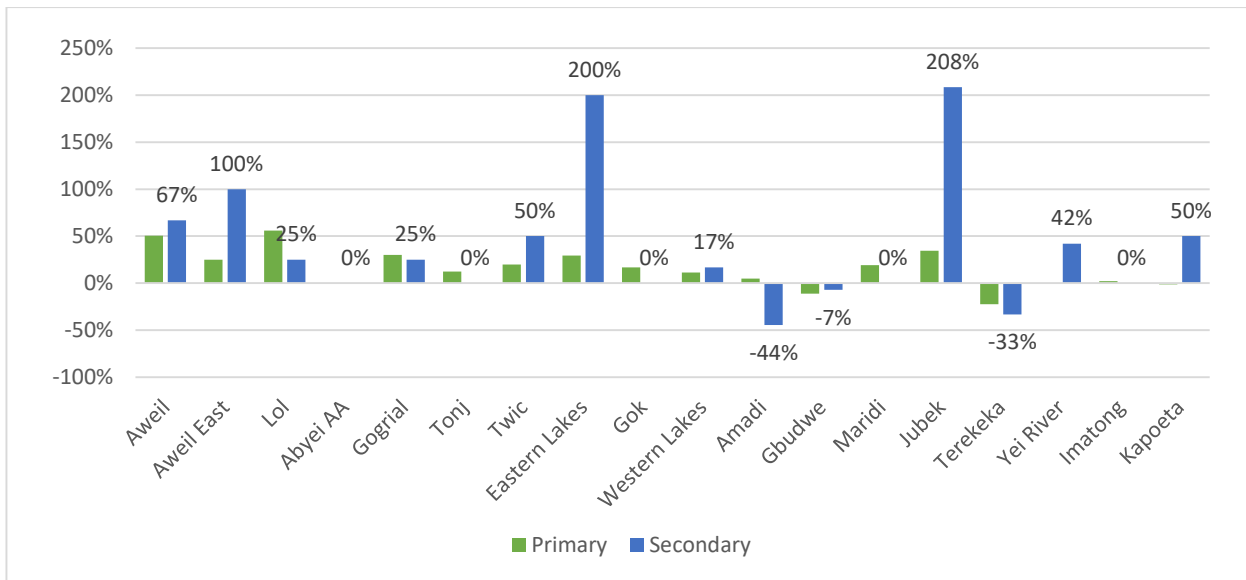
Graph 3: Number of AES schools by programme and ownership



### 3.1.3. Number and % of Primary and Secondary schools by state and ownership, 2016

Former state	State	Primary			Secondary		
		Total	% Gov.	% Non-gov.	Total	% Gov.	% Non-gov.
Northern Bahr el Ghazal	Aweil	289	77%	23%	30	30%	70%
	Aweil East	234	68%	32%	6	50%	50%
	Lol	156	63%	37%	5	60%	40%
Warrap	Abyei AA	27	93%	7%	2	100%	0%
	Gogrial	251	65%	35%	10	60%	40%
	Tonj	207	77%	23%	7	71%	29%
	Twic	158	76%	24%	6	67%	33%
Lakes	Eastern Lakes	106	81%	19%	6	50%	50%
	Gok	98	92%	8%	1	100%	0%
	Western Lakes	169	89%	11%	7	29%	71%
Western Equatoria	Amadi	108	70%	30%	5	60%	40%
	Gbudwe	161	66%	34%	13	62%	38%
	Maridi	62	55%	45%	6	50%	50%
Central Equatoria	Jubek	215	39%	61%	37	38%	62%
	Terekeka	31	68%	32%	2	50%	50%
	Yei River	321	60%	40%	44	41%	59%
Eastern Equatoria	Imatong	232	65%	35%	20	45%	55%
	Kapoeta	74	76%	24%	6	83%	17%
<b>Total 2016</b>		<b>2,899</b>	<b>69%</b>	<b>31%</b>	<b>213</b>	<b>46%</b>	<b>54%</b>
<b>2015</b>		<b>2,755</b>	<b>71%</b>	<b>29%</b>	<b>215</b>	<b>50%</b>	<b>50%</b>
<b>2013</b>		<b>2,467</b>	<b>68%</b>	<b>32%</b>	<b>152</b>	<b>57%</b>	<b>43%</b>

Graph 4: Growth in schools by state and school type, 2013-2016



Note: No data was collected in 2013 and 2015 in Abyei AA so the growth in number of schools was not calculated

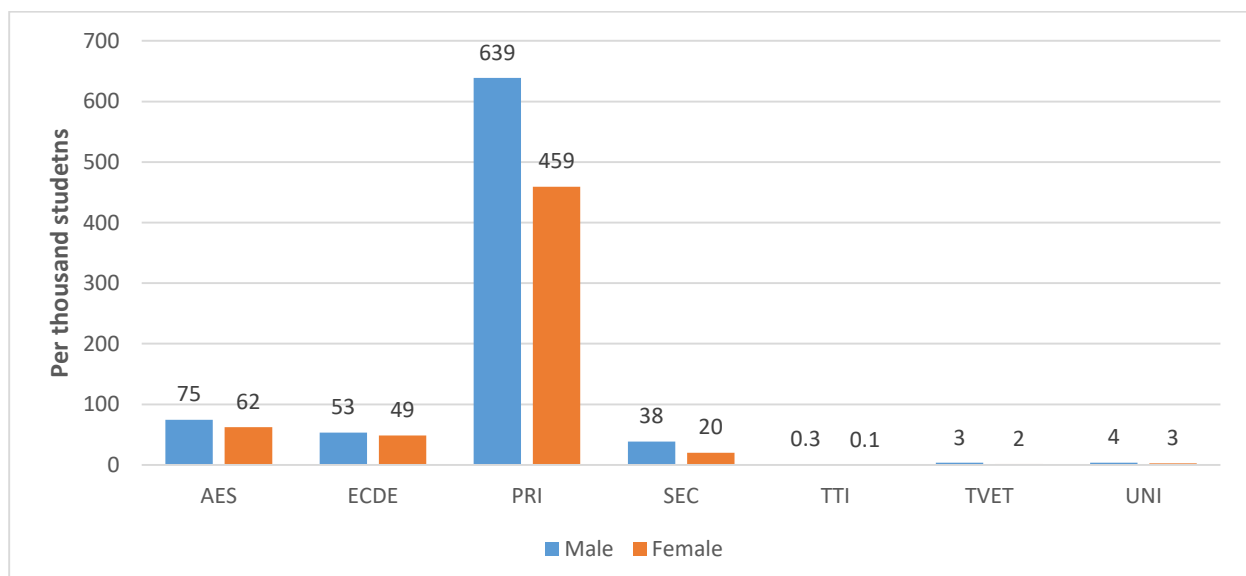
### 3.2. Access

- **1,407,276 students** were identified in the 2016 census, an **increase** from 2015. Of this, 812,672 were male students and 594,604 females. **78%** of the total students recorded were attending Primary school. Of the total amount of **males 78.6%**, and of the total amount of **females 77.2%** of females were in Primary school. See 3.2.1 and Graph 5.
- Both Yei River and Aweil state accounted for **11%** each of total students, while Terekeka, Maridi and Abyei AA states accounted for the lowest with **1%** of total students each. The **highest enrolment rate** for males was found in Aweil state with 11%, while for females it was Yei River state with 13%. The **lowest** enrolment rate for males was also found in Terekeka, Maridi and Abyei AA states with 1% each, while for females it was Terekeka state then Abyei AA with 1% and 2%, respectively. See 3.2.2 and Graph 6.
- **GER** (77.8% to 75.8%) and **GIR** rates (134.1% to 123.2%) for Primary schools have both **gone down** since 2015, while NIR rate has remained virtually static and NER rate has increased very slightly (48.5% to 50.4%). For Secondary schools, the **GER** rate has **gone down** (10.8% to 9.9%) while the **GIR** rate has **gone up** (11.6% to 12.5%). NIR and NER rates have remained virtually static. See 3.2.3 and Graph 7.
- As outlined in section 1.5, enrolment rates for Primary and Secondary schools can only be broken down according to the former 10 state system. GER, NER, GIR and NIR for Primary schools were **highest** in former Northern Bahr el Ghazal (105.7%, 70.5%, 206.5%, 34.8%), and each rate was **lowest** in former Eastern Equatoria (41.5%, 27.5%, 55.2%, 10.5%). See 3.2.4.
- GER, NER, GIR and NIR rates for Secondary schools were **highest** in former Central Equatoria (20.8%, 7.8%, 24.1%, 1.0%), with GER, GIR and NIR rates being **lowest** in former Eastern Equatoria (5.5%, 7.8%, 0.1%, with Warrap sharing lowest NIR rate at 0.1%) and NER lowest in former Lakes state. See 3.2.5.

#### 3.2.1. Number and % of students per school type and gender, 2016

Type	Total		Male		Female	
	Count	%	Count	%	Count	%
AES	136,784	9.7%	74,676	9.2%	62,108	10.4%
ECDE	102,092	7.3%	53,419	6.6%	48,673	8.2%
PRI	1,098,292	78.0%	638,991	78.6%	459,301	77.2%
SEC	58,597	4.2%	38,416	4.7%	20,181	3.4%
TTI	393	0.0%	270	0.0%	123	0.0%
TVET	5,178	0.4%	3,462	0.4%	1,716	0.3%
UNI	6,333	0.4%	3,708	0.5%	2,625	0.4%
<b>Total 2016</b>	<b>1,407,669</b>	<b>100.0%</b>	<b>812,942</b>	<b>100.0%</b>	<b>594,727</b>	<b>100.0%</b>
<b>2015</b>	<b>1,192,381</b>	<b>100.0%</b>	<b>710,355</b>	<b>100.0%</b>	<b>482,470</b>	<b>100.0%</b>
<b>2013</b>	<b>967,225</b>	<b>100.0%</b>	<b>587,088</b>	<b>100.0%</b>	<b>380,137</b>	<b>100.0%</b>

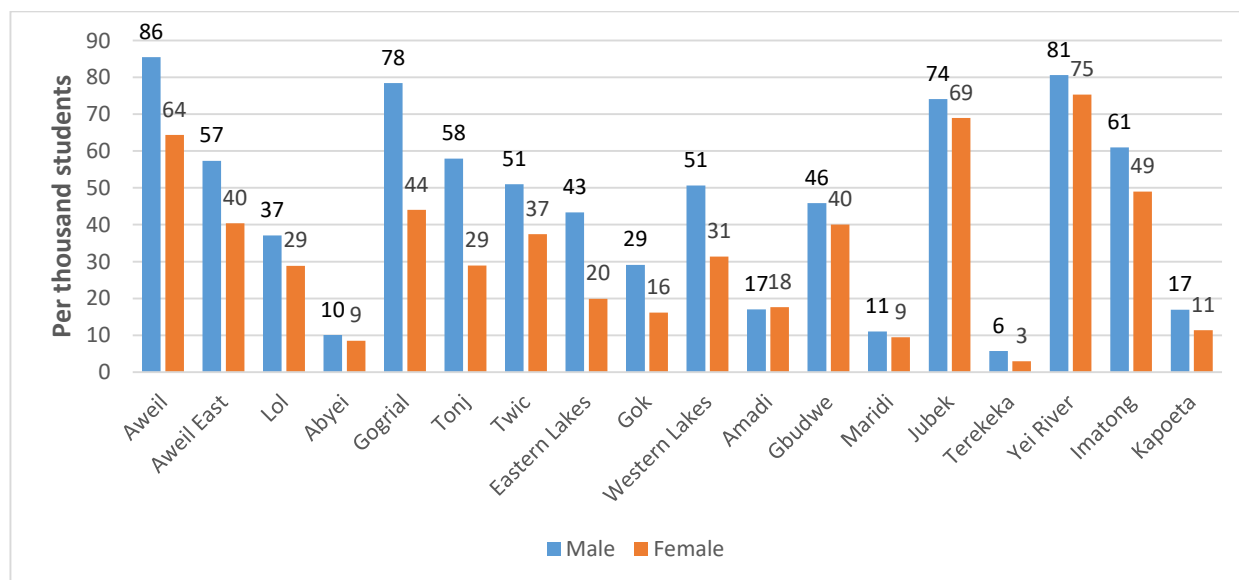
Graph 5: Number of students by type of school, 2016



### 3.2.2. Number and % of students by gender and state, 2016

Former State	State	Total		Male		Female	
		Count	%	Count	%	Count	%
Northern Bahr el Ghazal	Aweil	149,889	11%	85,542	57%	64,347	43%
	Aweil East	97,744	7%	57,334	59%	40,410	41%
	Lol	65,930	5%	37,097	56%	28,833	44%
Warrap	Abyei AA	18,608	1%	10,095	54%	8,513	46%
	Gogrial	122,457	9%	78,429	64%	44,028	36%
	Tonj	86,812	6%	57,927	67%	28,885	33%
	Twic	88,350	6%	50,957	58%	37,393	42%
Lakes	Eastern Lakes	63,247	4%	43,330	69%	19,917	31%
	Gok	45,284	3%	29,126	64%	16,158	36%
	Western Lakes	81,941	6%	50,617	62%	31,324	38%
Western Equatoria	Amadi	34,616	2%	16,977	49%	17,639	51%
	Gbudwe	85,948	6%	45,884	53%	40,064	47%
	Maridi	20,450	1%	11,028	54%	9,422	46%
Central Equatoria	Jubek	143,093	10%	74,148	52%	68,945	48%
	Terekeka	8,599	1%	5,685	66%	2,914	34%
	Yei River	155,989	11%	80,614	52%	75,375	48%
Eastern Equatoria	Imatong	109,994	8%	60,957	55%	49,037	45%
	Kapoeta	28,325	2%	16,925	60%	11,400	40%
<b>Total</b>		<b>1,407,276</b>	<b>100%</b>	<b>812,672</b>	<b>58%</b>	<b>594,604</b>	<b>42%</b>

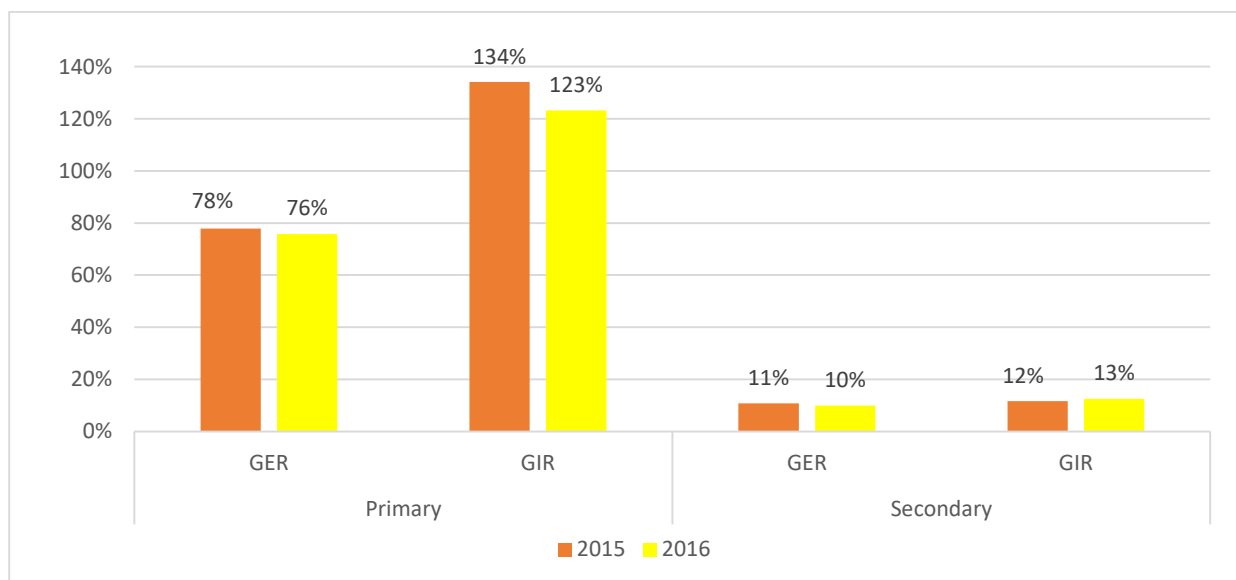
Graph 6: Number of students by gender and state, 2016



### 3.2.3. Enrolment rates for Primary and Secondary school, 2015 and 2016

Type	Year	GER	NER	GIR	NIR
Primary	2016	75.8%	50.4%	123.2%	20.6%
	2015	77.8%	48.5%	134.1%	20.3%
Secondary	2016	9.9%	3.5%	12.5%	0.5%
	2015	10.8%	3.4%	11.6%	0.6%

Graph 7: GER and GIR for Primary and Secondary schools, 2015-2016



### 3.2.4. Enrolment rates for Primary schools by former state, 2016

Former State	GER	NER	GIR	NIR
Northern Bahr el Ghazal	105.7%	70.5%	206.5%	34.8%
Warrap	94.7%	61.5%	187.0%	27.9%
Lakes	72.4%	48.8%	118.0%	14.2%
Western Equatoria	73.0%	52.7%	104.9%	24.2%
Central Equatoria	68.3%	44.1%	79.8%	15.7%
Eastern Equatoria	41.5%	27.5%	55.2%	10.5%

### 3.2.5. Enrolment rates for Secondary schools by former state, 2016

Former State	GER	NER	GIR	NIR
Northern Bahr el Ghazal	9.0%	3.5%	11.9%	0.6%
Warrap	7.3%	2.1%	9.4%	0.1%
Lakes	6.8%	1.5%	9.4%	0.3%
Western Equatoria	6.9%	3.1%	8.8%	0.7%
Central Equatoria	20.8%	7.8%	24.1%	1.0%
Eastern Equatoria	5.5%	2.1%	7.8%	0.1%

### 3.3. Student Flow

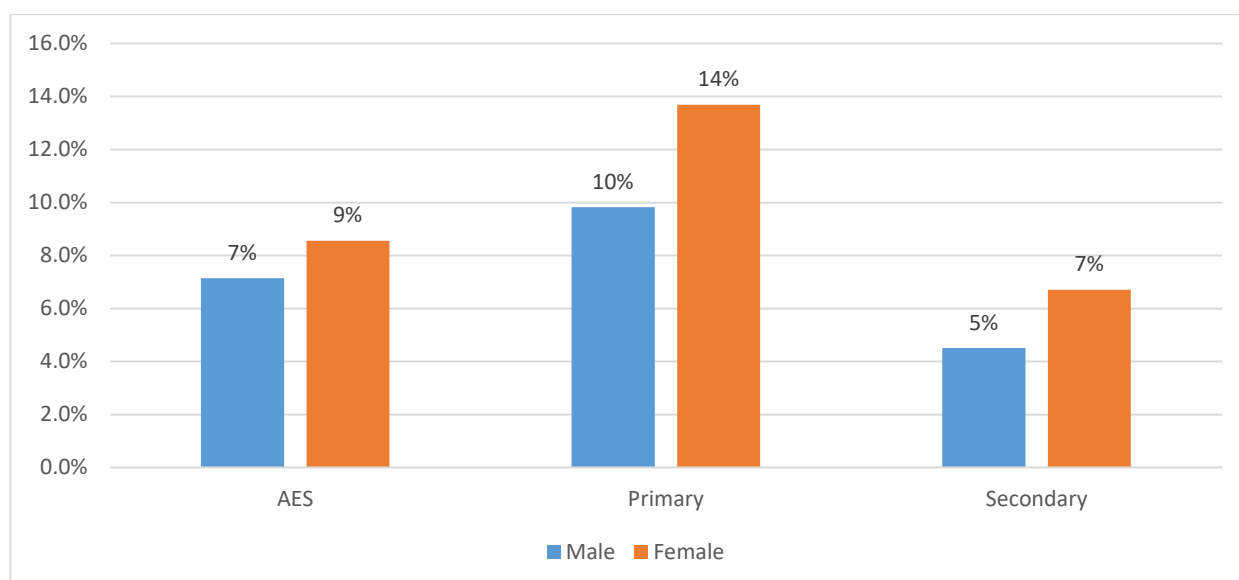
- The **highest** number of students **repeating** the same year in 2016 as they were in throughout 2015 were found within the first years of Primary school, with students most often repeating **grade P1**. This was consistent for both males (14,109 repeaters) and females (12,290 repeaters). On the whole, **females were more likely to repeat a grade** than males, although in total more males had to repeat a year than females. *See 3.3.1 and Graph 8.*
- **56,969** Primary and Secondary school students **dropped out in 2015** and thus did not enrol in 2016. Overall, more males dropped out than females, but females were more likely to dropout than males. With both sexes **grade P1** followed by **P2** found the **highest** number of student dropouts. From P5 students became more and more likely to have dropped out of their studies. *See 3.3.2 and Graph 9.*
- Aweil (6,748) followed by Yei River (6,370) states had the **highest number of dropouts**, while Terekeka (291) then Kapoeta (1,335) states had the **lowest** number of dropouts in 2015. The highest rate of both male and female dropouts were found in Gbudwe state, followed by Maridi state. *See 3.3.3 and Graph 10.*
- The **most common reasons** for a student dropping out were '*long distance to school*', '*couldn't pay fees, uniforms or other costs*' and '*moved/displaced*'. '*Insecurity on the way to school*' also featured highly as a reason. Among males, 5,347 '*couldn't pay fees, uniforms or other costs*', while among females the most common reason with 4,359 students was '*long distance to school*'. *See 3.3.4 and Graph 11.*
- **62,598** students took the **P8 leaving examination** at the end of 2015, of which **79% passed**. Almost **double the number of males** registered, took and passed the examination than females. Only a marginally higher number of males failed the test than females though, despite the much larger number who sat. 21,843 students took the Secondary school leaving examination at the end of 2015, of which **76%** sitting the South Sudan curriculum and **56%** sitting the Sudan curriculum **passed** *See 3.3.5, 3.3.6 and 3.3.7.*

#### 3.3.1. Number of repeaters and repetition rate by class and gender, 2015

Class	Total students 2015	Number of repeaters			Repetition rate		
		Total	Male	Female	Overall	Male	Female
P1	224,460	26,399	14,109	12,290	12%	11%	13%
P2	149,719	16,683	8,762	7,921	11%	10%	13%
P3	132,260	14,502	7,625	6,877	11%	10%	13%
P4	114,213	13,575	6,965	6,610	12%	10%	15%
P5	90,383	10,772	5,343	5,429	12%	10%	15%
P6	64,739	6,756	3,428	3,328	10%	9%	13%
P7	44,125	4,580	2,343	2,237	10%	8%	14%
P8	29,474	3,257	1,677	1,580	11%	9%	16%
S1	15,803	868	514	354	5%	5%	7%
S2	11,657	741	421	320	6%	5%	9%
S3	8,710	460	268	192	5%	5%	7%
S4	5,808	122	80	42	2%	2%	2%
<b>Total</b>	<b>891,351</b>	<b>98,715</b>	<b>51,535</b>	<b>47,180</b>	<b>11%</b>	<b>10%</b>	<b>13%</b>



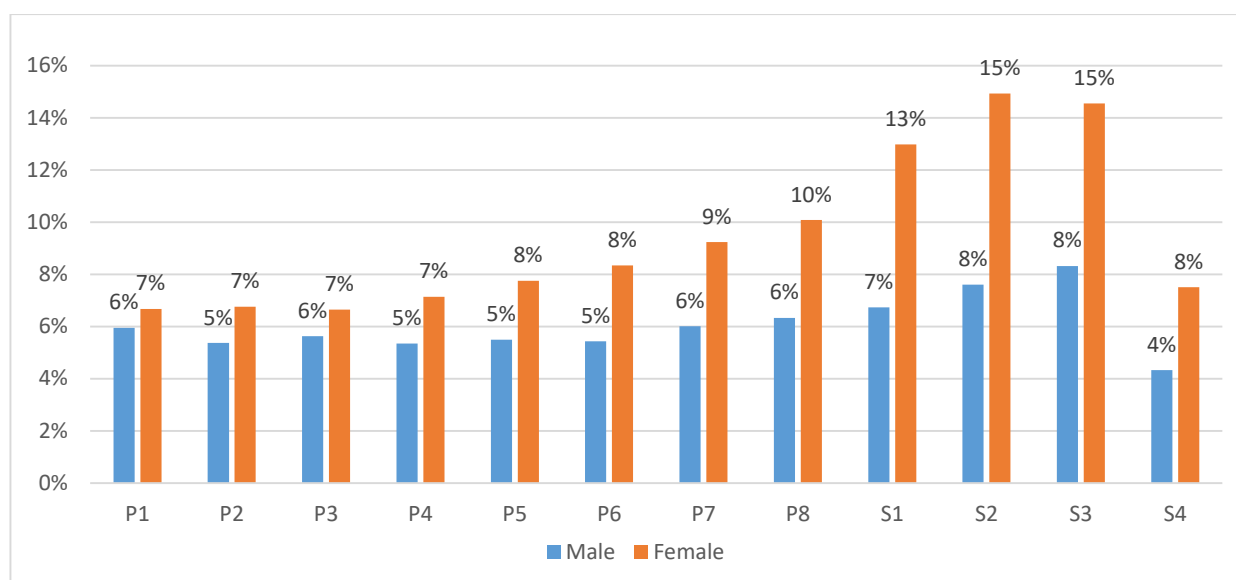
Graph 8: Repetition rate by type of school and gender, 2015



### 3.3.2. Number and dropout rate per class and gender, 2015

Class	Number of dropouts			Dropout rate		
	Total	Male	Female	Overall	Male	Female
P1	14,011	7,883	6,128	6.0%	6.0%	6.7%
P2	8,877	4,773	4,104	6.0%	5.0%	6.8%
P3	7,978	4,468	3,510	6.0%	6.0%	6.6%
P4	6,916	3,685	3,231	6.0%	5.0%	7.1%
P5	5,774	2,996	2,778	6.0%	5.0%	7.7%
P6	4,238	2,162	2,076	7.0%	5.0%	8.3%
P7	3,178	1,663	1,515	7.0%	6.0%	9.2%
P8	2,243	1,226	1,017	8.0%	6.0%	10.1%
S1	1,377	726	651	9.0%	7.0%	13.0%
S2	1,162	601	561	10.0%	8.0%	14.9%
S3	904	485	419	10.0%	8.0%	14.5%
S4	311	170	141	5.0%	4.0%	7.5%
<b>Total</b>	<b>56,969</b>	<b>30,838</b>	<b>26,131</b>	<b>6.0%</b>	<b>6%</b>	<b>7.4%</b>

Graph 9: Primary and Secondary school dropout rate by grade and gender, 2015

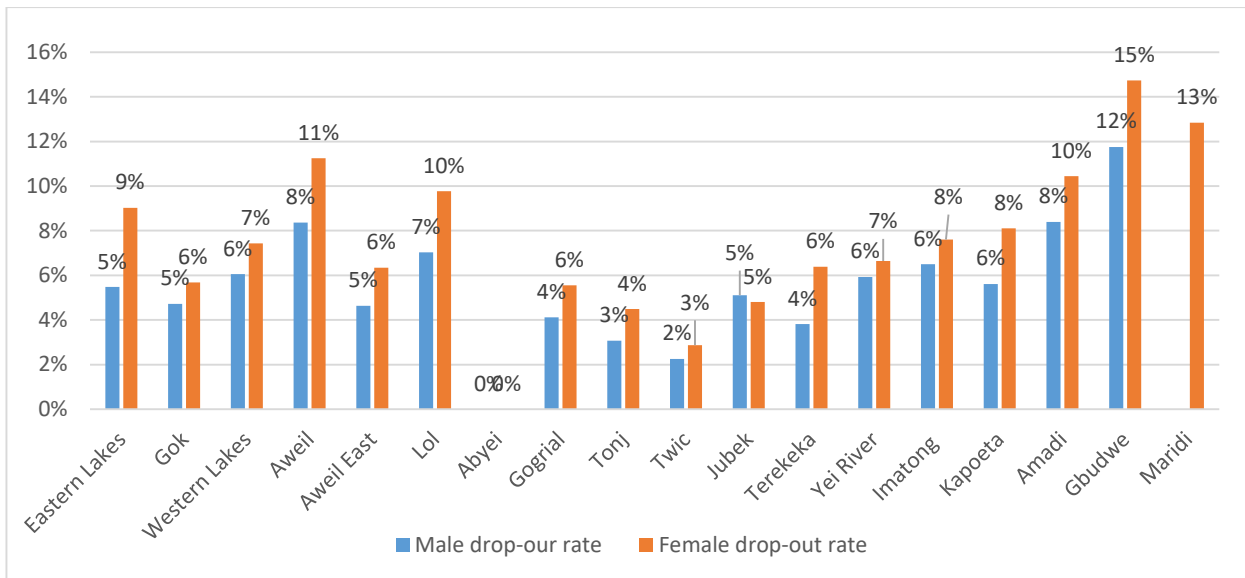


### 3.3.3. Number and dropout rate by state and gender, 2015

Former State	State	Total		Male		Female	
		Count	Dropout rate	Count	Dropout rate	Count	Dropout rate
Northern Bahr el Ghazal	Aweil	6,748	10%	3,562	8%	3,186	11%
	Aweil East	3,624	5%	2,042	5%	1,582	6%
	Lol	3,309	8%	1,742	7%	1,567	10%
Warrap	Abyei AA	1,375	N/A	701	N/A	674	N/A
	Gogrial	3,508	5%	2,109	4%	1,399	6%
	Tonj	2,141	3%	1,378	3%	763	4%
	Twic	2,009	3%	1,085	2%	924	3%
Lakes	Eastern Lakes	2,397	6%	1,462	5%	935	9%
	Gok	1,373	5%	885	5%	488	6%
	Western Lakes	3,377	7%	1,963	6%	1,414	7%
Western Equatoria	Amadi	2,092	9%	1,070	8%	1,022	10%
	Gbudwe	5,231	13%	2,554	12%	2,677	15%
	Maridi	1,732	11%	860	10%	872	13%
Central Equatoria	Jubek	4,318	5%	2,302	5%	2,016	5%
	Terekeka	291	5%	163	4%	128	6%
	Yei River	6,370	6%	3,213	6%	3,157	7%
Eastern Equatoria	Imatong	5,739	7%	3,040	6%	2,699	8%
	Kapoeta	1,335	7%	707	6%	628	8%
<b>Total</b>		<b>56,969</b>	<b>6%</b>	<b>30,838</b>	<b>6%</b>	<b>26,131</b>	<b>7%</b>

Note: Fieldwork was not carried out in Abyei in 2015, so the dropout rate could not be calculated

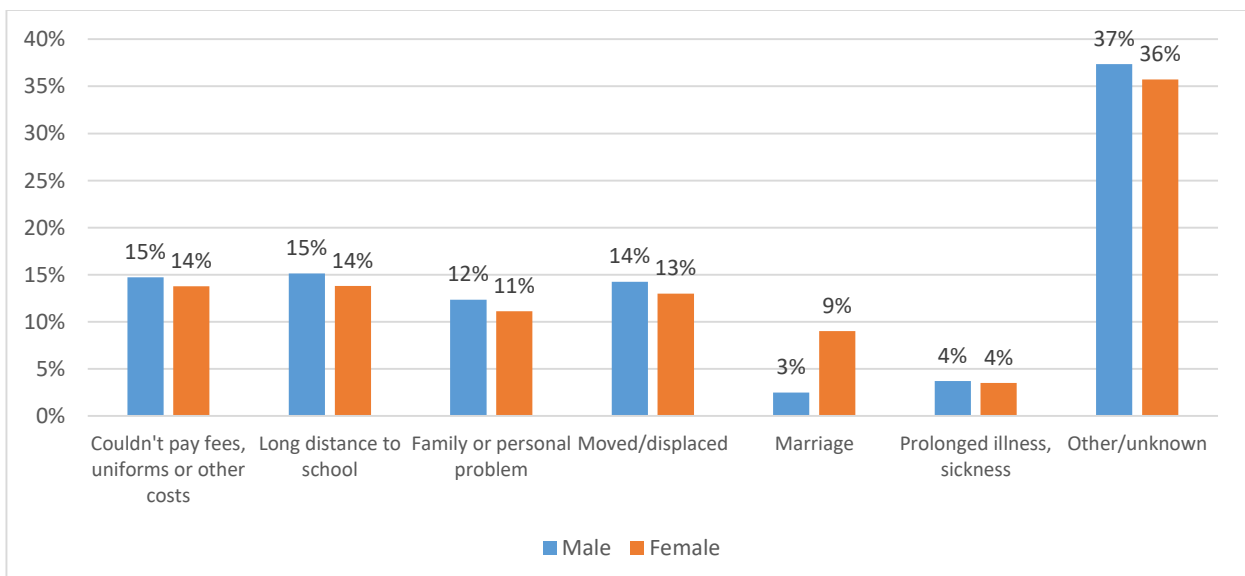
Graph 10: Dropout rate by state and gender, 2015



**3.3.4. Main reason for student dropout by gender, 2015**

Type	Total	% of total	Male	% male	Female	% female
Could not pay fees	9,692	14%	5,347	15%	4,345	14%
Long distance to school	9,859	15%	5,500	15%	4,359	14%
Family or personal problem	8,002	12%	4,487	12%	3,515	11%
Moved/displaced	9,285	14%	5,183	14%	4,102	13%
Marriage	3,760	6%	910	3%	2,850	9%
Prolonged illness, sickness	2,455	4%	1,346	4%	1,109	4%
Insecurity on the way to school	4,845	7%	2,883	8%	1,962	6%
Pregnancy	2,435	4%	170	0%	2,265	7%
Joined the military	1,416	2%	1,231	3%	185	1%
Other or unknown	16,146	24%	9,289	26%	6,857	22%
<b>Total</b>	<b>67,895</b>	<b>100%</b>	<b>36,346</b>	<b>100%</b>	<b>31,549</b>	<b>100%</b>

Graph 11: Number of dropouts by reason and gender, 2015



**3.3.5. Primary school leaving exam results by gender, 2015**

Type	Total	% of registered	Male	% Male	Female	% Female
Registered	66,089	100%	43,248	100%	22,841	100%
Sat	62,598	95%	41,560	96%	21,038	92%
Passed	52,399	79%	35,903	83%	16,496	72%
Failed	9,533	14%	5,092	12%	4,441	19%

**3.3.6. Secondary school leaving exam results for South Sudan curriculum by gender, 2015-2016**

Type	Total	% of registered	Male	% Male	Female	% Female
Registered	7,870	100%	5,490	100%	2,380	100%
Sat	7,719	98%	5,381	98%	2,338	98%
Passed	6,010	76%	4,273	78%	1,737	73%
Failed	1,709	22%	1,108	20%	601	25%

**3.3.7. Secondary school leaving exam results for Sudan curriculum by gender, 2015-2016**

Type	Total	% of registered	Male	% Male	Female	% Female
Registered	13,973	100%	10,031	100%	3,942	100%
Sat	13,511	97%	9,673	96%	3,838	97%
Passed	7,856	56%	6,066	60%	1,790	45%
Failed	5,655	40%	3,607	36%	2,048	52%

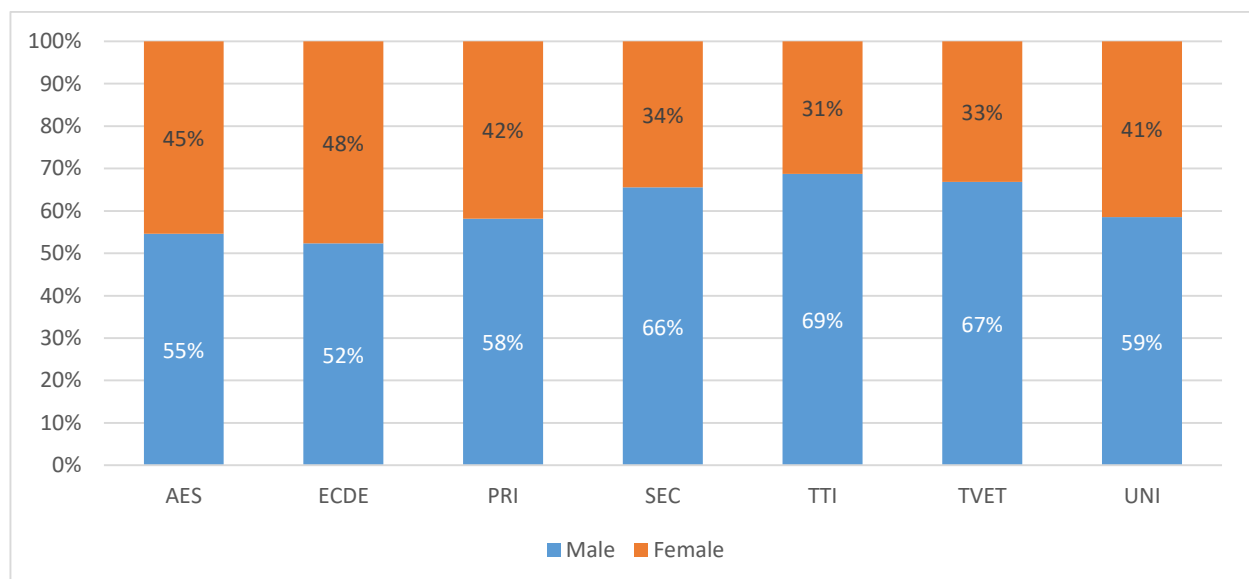
### 3.4. Gender Parity

- Across each school type, **male students** represented the greatest number of enrolled students with a total of 812,672 or **58%**. **Females** represented 594,604 or **42%** of enrolled students. *See 3.4.1 and Graph 12.*
- ECDE presented the **closest gender parity** (52% male and 48% female), while TVET showed the greatest **gender inequality** with male students greatly outnumbering female students (67% to 33%). *See 3.4.1.*
- Amadi state was the only state to have recorded more female students than males, while significantly considering the large amount of recorded students, Jubek and Yei River states had the second **highest** proportions of total female students across all school types each with **48%**. Eastern Lakes (31%) Tonj (33%), and Terekeka (34%) states had the **lowest** proportion of total female students across all school types. *See 3.4.2 and Graph 13.*
- Former Central Equatoria (1.00) had the **highest GPI** for Primary schools, while former Lakes state (0.57) had the **lowest**. Both former Central and Western Equatoria (0.70) had the **highest GPI** for Secondary schools, while former Warrap state (0.31) had the **lowest**. *See 3.4.3 and Graph 14.*

#### 3.4.1. Number and % of students by gender and type of school, 2016

Type	Total	Count		%	
		Male	Female	Male	Female
AES	136,784	74,676	62,108	55%	45%
ECDE	102,092	53,419	48,673	52%	48%
PRI	1,098,292	638,991	459,301	58%	42%
SEC	58,597	38,416	20,181	66%	34%
TTI	393	270	123	69%	31%
TVET	5,178	3,462	1,716	67%	33%
UNI	6,333	3,708	2,625	59%	41%
<b>Total</b>	<b>1,407,276</b>	<b>812,672</b>	<b>594,604</b>	<b>58%</b>	<b>42%</b>

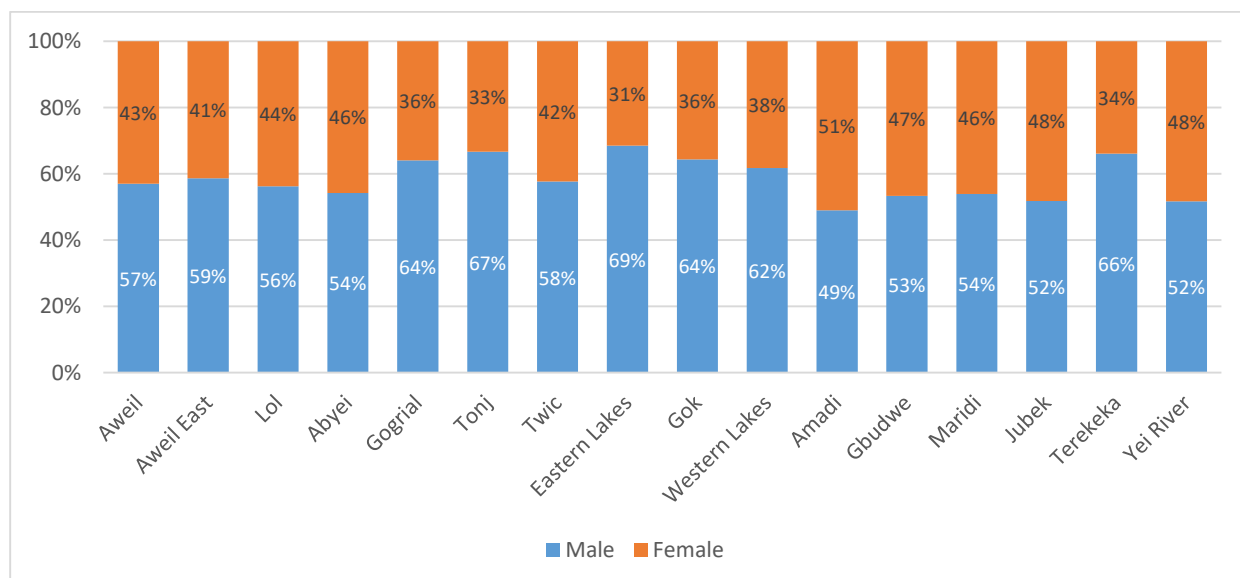
Graph 12: Students by type of school and gender, 2016



### 3.4.2. Number of students by gender by state, 2016

Former State	State	Total	% Male	% Female
Northern Bahr el Ghazal	Aweil	149,889	57%	43%
	Aweil East	97,744	59%	41%
	Lol	65,930	56%	44%
Warrap	Abyei AA	18,608	54%	46%
	Gogrial	122,457	64%	36%
	Tonj	86,812	67%	33%
	Twic	88,350	58%	42%
Lakes	Eastern Lakes	63,247	69%	31%
	Gok	45,284	64%	36%
	Western Lakes	81,941	62%	38%
Western Equatoria	Amadi	34,616	49%	51%
	Gbudwe	85,948	53%	47%
	Maridi	20,450	54%	46%
Central Equatoria	Jubek	143,093	52%	48%
	Terekeka	8,599	66%	34%
	Yei River	155,989	52%	48%
Eastern Equatoria	Imatong	109,994	55%	45%
	Kapoeta	28,325	60%	40%
<b>Total</b>		<b>1,407,276</b>	<b>58%</b>	<b>42%</b>

Graph 13: Share of students by gender, 2016

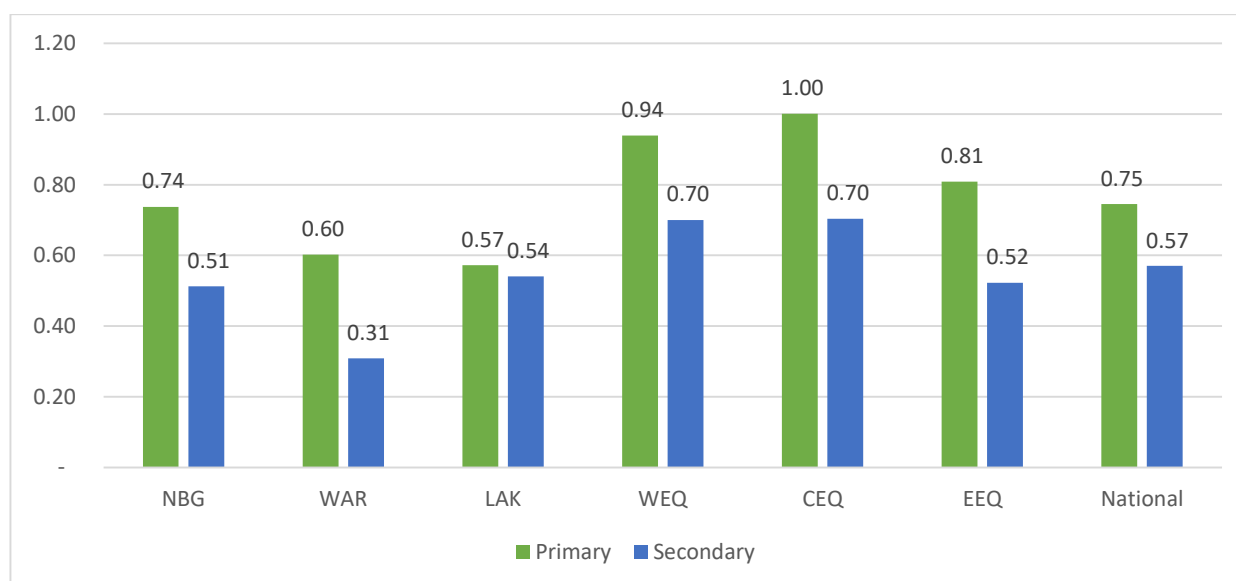


### 3.4.3. GPI for Primary and Secondary schools by former state, 2016

Former State	Primary	Secondary
Northern Bahr el Ghazal	0.74	0.51
Warrap	0.60	0.31
Lakes	0.57	0.54
Western Equatoria	0.94	0.70
Central Equatoria	1.00	0.70
Eastern Equatoria	0.81	0.52
<b>National</b>	<b>0.75</b>	<b>0.57</b>

\* GER data available only for Primary and Secondary schools.

Graph 14: Gender Parity Index by state, 2016



### 3.5. Teachers

- The 2016 census identified **36,858 teachers**, slightly **more** than registered in 2015, with **82%** or 30,203 of them being **male** and the majority (2,066 of 2,221) of new teachers also being male. TTI and Secondary schools had the greatest gender imbalance, with the overwhelming majority of teachers being male. *See 3.5.1 and Graph 15.*
- By far the greatest number of teachers were working within Primary schools, while TTI represented the fewest teachers. This is not surprising given that Primary schools represented the largest school type and TTI the smallest for 2016. The highest level of **female teachers** for both Primary and Secondary schools was found in Jubek (29% and 15%, respectively). *See 3.5.1, Graph 15 and 3.5.2.*
- TVET and Universities (19.1 and 20.3) had **very low** level Pupil-Teacher Ratios (PTR), while Primary schools had the **highest** PTR at 42.3. Primary schools also had the **greatest PTR difference** between government (higher ratio of 43.7) and non-government (lower ratio of 39.1) schools. The highest PTR for Primary schools was found in Twic (54.5), while the lowest in Jubek (33.4). The highest PTR for Secondary schools was found in Western Lakes (40.6) while the lowest in Kapoeta (14). *See 3.5.1, Graph 16, 3.5.3, and Graph 17.*
- In each school type, teachers were found to hold in the majority (54%) a **Secondary school certificate** as their highest academic qualification. The highest number of teachers to hold such a Secondary school certificate taught in TTI (67%) and ECDE (64%) schools, while the highest number of teachers to hold a Diploma and above (100%) as their highest academic qualification taught in Universities. *See 3.5.4.*
- **Untrained teachers were common across all school types**, and represent **over half** of all teachers in AES (61%), Primary (58%) and ECDE (52%) schools. The highest number of teachers to hold a 4 year in-service qualification taught in TVET schools (39%), while the highest number of teachers to hold a 2 year pre-service qualification taught in ECDE (22%) and the highest number to hold a diploma or above taught in Universities (100%). *See 3.5.5 and Graph 18.*
- For Primary schools, Jubek state had the **highest number** of teachers with a teaching qualification (50%), while Tonj state had the **highest number** of Secondary school teachers (94%) with a teaching qualification. Across the same two categories, Aweil East state had the **lowest portion** of Primary and Secondary school teachers (13% and 33%) with a teaching qualification. *See Graph 19.*

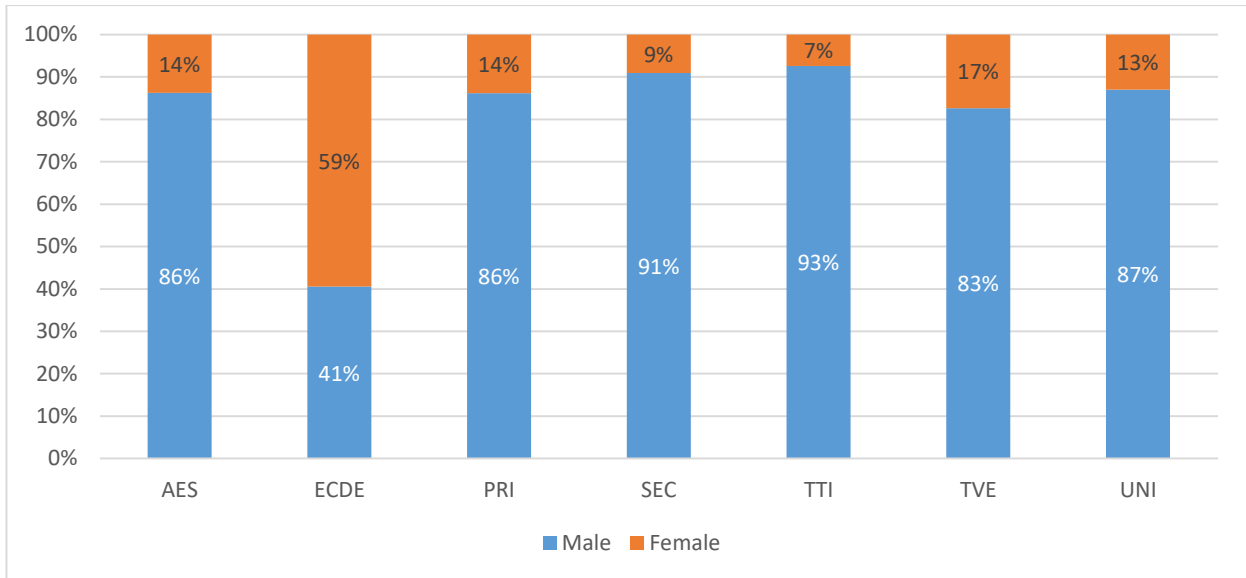
#### 3.5.1. Number and % of teachers, and PTR by school type and gender, 2016

Type	Total	Male		Female		PTR
		Count	%	Count	%	
AES	4,371	3,770	86%	601	14%	31.3
ECDE	2,697	1,094	41%	1,603	59%	37.9
PRI	25,987	22,388	86%	3,599	14%	42.3
SEC	2,855	2,596	91%	259	9%	20.5
TTI	54	50	93%	4	7%	7.3
TVET	271	224	83%	47	17%	19.1
UNI	623	542	87%	81	13%	20.3
<b>Total 2016</b>	<b>36,858</b>	<b>30,203</b>	<b>82%</b>	<b>6,655</b>	<b>18%</b>	<b>38.4</b>
<b>2015</b>	<b>34,637</b>	<b>28,137</b>	<b>81%</b>	<b>6,500</b>	<b>19%</b>	<b>35</b>
<b>2013</b>	<b>27,327</b>	<b>23,016</b>	<b>84%</b>	<b>4,311</b>	<b>16%</b>	<b>35.7</b>

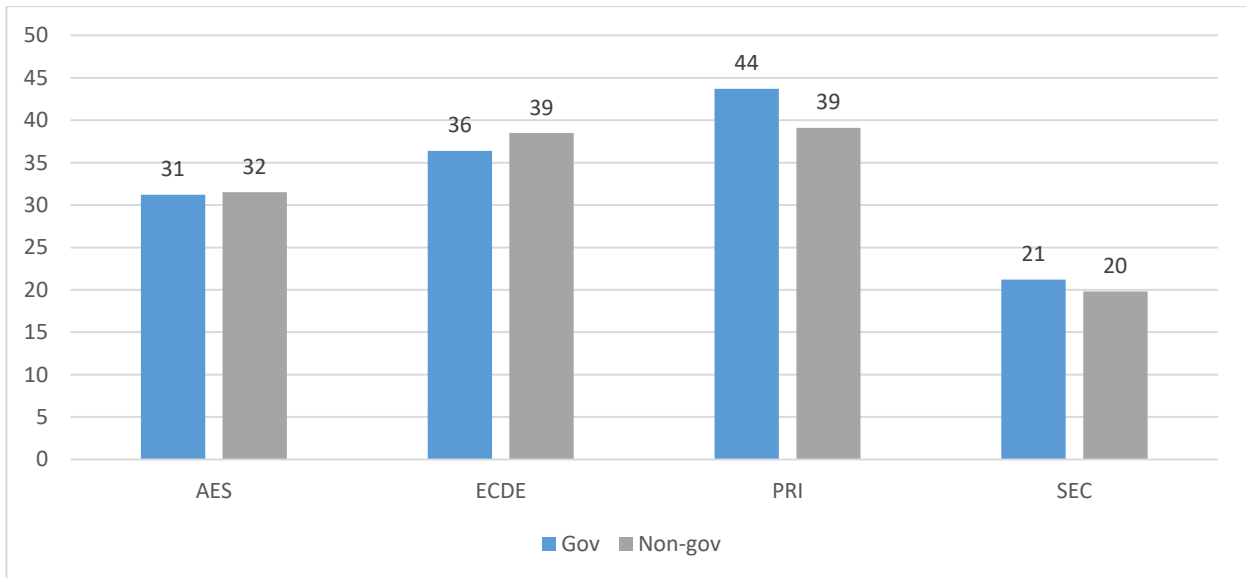
Note: 558 teachers whose sex was unknown were not accounted for in the above table for 2016.



Graph 15: % of teachers by type of school and gender, 2016



Graph 16: PTR by type of school and ownership, 2016



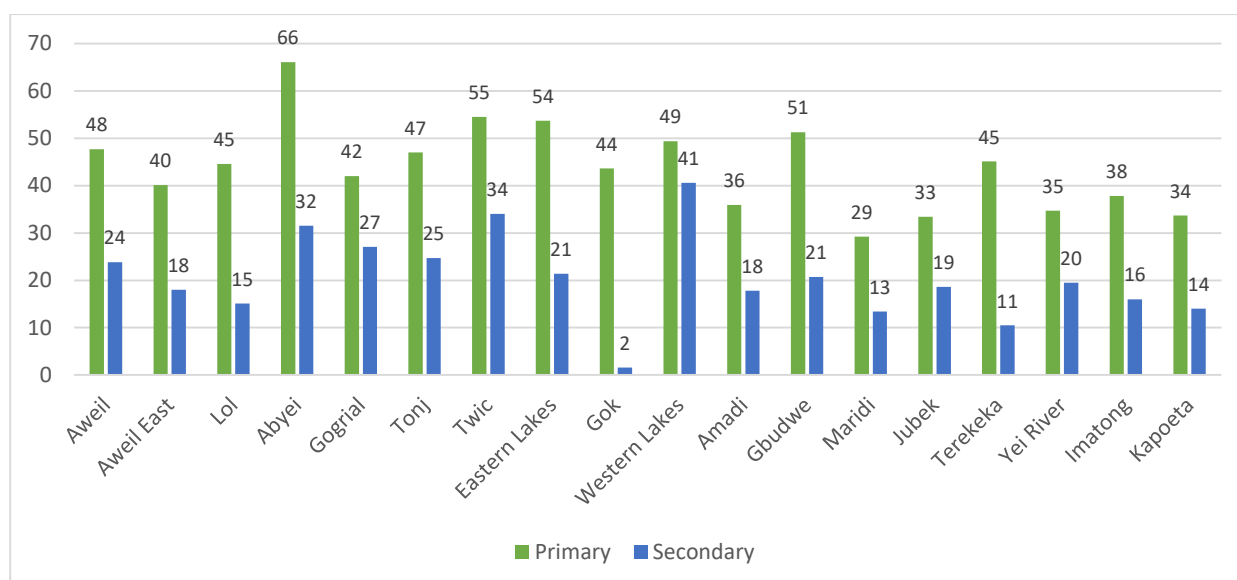
### 3.5.2. Number and % of teachers in Primary and Secondary schools by gender and state, 2016

Former State	State	Primary			Secondary		
		Total	% Male	% Female	Total	% Male	% Female
Northern Bahr el Ghazal	Aweil	2,388	90%	10%	277	95%	5%
	Aweil East	2,063	91%	9%	52	100%	0%
	Lol	1,199	91%	9%	47	98%	2%
Warrap	Abyei AA	261	87%	13%	19	95%	5%
	Gogrial	2,539	92%	8%	122	94%	6%
	Tonj	1,631	95%	5%	93	98%	2%
	Twic	1,452	92%	8%	75	99%	1%
Lakes	Eastern Lakes	923	94%	6%	73	99%	1%
	Gok	749	89%	11%	16	100%	0%
	Western Lakes	1,314	91%	9%	101	86%	14%
Western Equatoria	Amadi	750	84%	16%	42	93%	7%
	Gbudwe	1,243	82%	18%	130	97%	3%
	Maridi	509	88%	12%	71	97%	3%
Central Equatoria	Jubek	2,771	71%	29%	737	85%	15%
	Terekeka	169	94%	6%	19	100%	0%
	Yei River	3,011	77%	23%	600	90%	10%
Eastern Equatoria	Imatong	2,358	84%	16%	311	88%	12%
	Kapoeta	657	86%	14%	70	97%	3%
<b>Total</b>		<b>25,987</b>	<b>86%</b>	<b>4%</b>	<b>2,855</b>	<b>91%</b>	<b>9%</b>

### 3.5.3. PTR in Primary and Secondary schools by state, 2016

Former State	State	PTR Primary	PTR Secondary
Northern Bahr el Ghazal	Aweil	47.7	23.8
	Aweil East	40.1	18
	Lol	44.6	15.1
Warrap	Abyei AA	66.1	31.5
	Gogrial	42	27.1
	Tonj	47	24.7
	Twic	54.5	34
Lakes	Eastern Lakes	53.7	21.4
	Gok	43.6	1.6
	Western Lakes	49.4	40.6
Western Equatoria	Amadi	35.9	17.8
	Gbudwe	51.3	20.7
	Maridi	29.2	13.4
Central Equatoria	Jubek	33.4	18.6
	Terekeka	45.1	10.5
	Yei River	34.7	19.5
Eastern Equatoria	Imatong	37.8	16
	Kapoeta	33.7	14
<b>Total</b>		<b>42.3</b>	<b>20.5</b>

Graph 17: PTR in Primary and Secondary schools by state, 2016



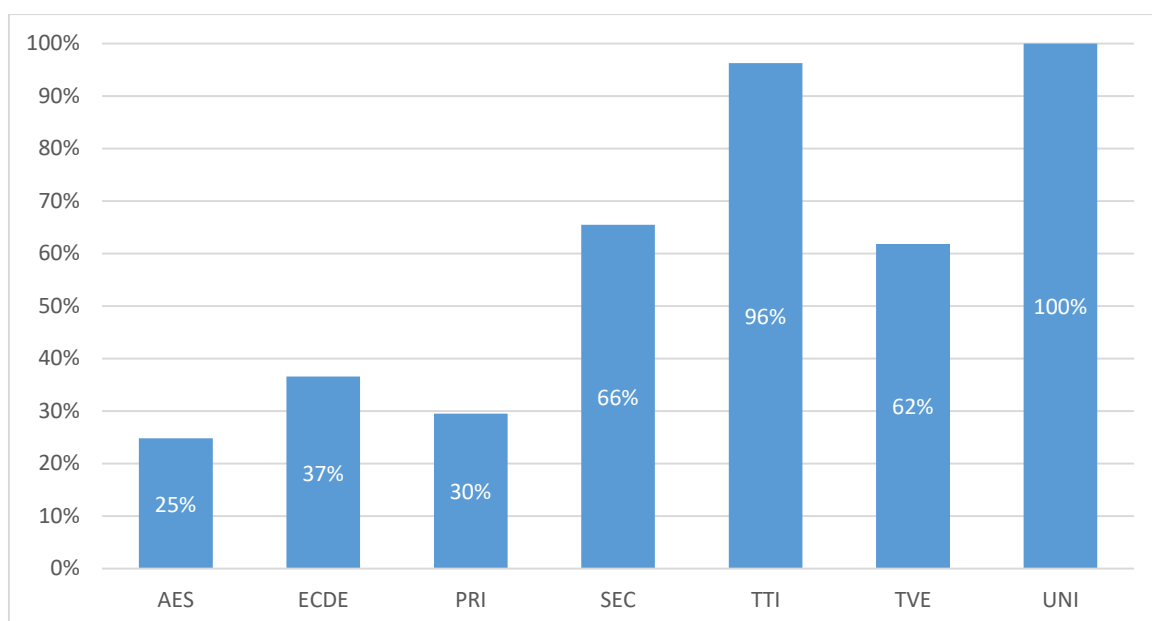
### 3.5.4. Number and % of teachers per school type and academic qualification, 2016

Type	Total	% Not completed primary	% Primary School Certificate	% Secondary Certificate	% Diploma and above	% Unknown
AES	4,435	3%	32%	55%	3%	7%
ECDE	2,735	3%	19%	64%	6%	8%
PRI	26,330	4%	28%	56%	5%	7%
SEC	2,890	0%	0%	36%	56%	8%
TTI	54	0%	0%	67%	31%	2%
TVE	272	1%	12%	31%	49%	7%
UNI	623	0%	0%	0%	100%	0%
<b>Total</b>	<b>37,339</b>	<b>3%</b>	<b>25%</b>	<b>54%</b>	<b>10%</b>	<b>7%</b>

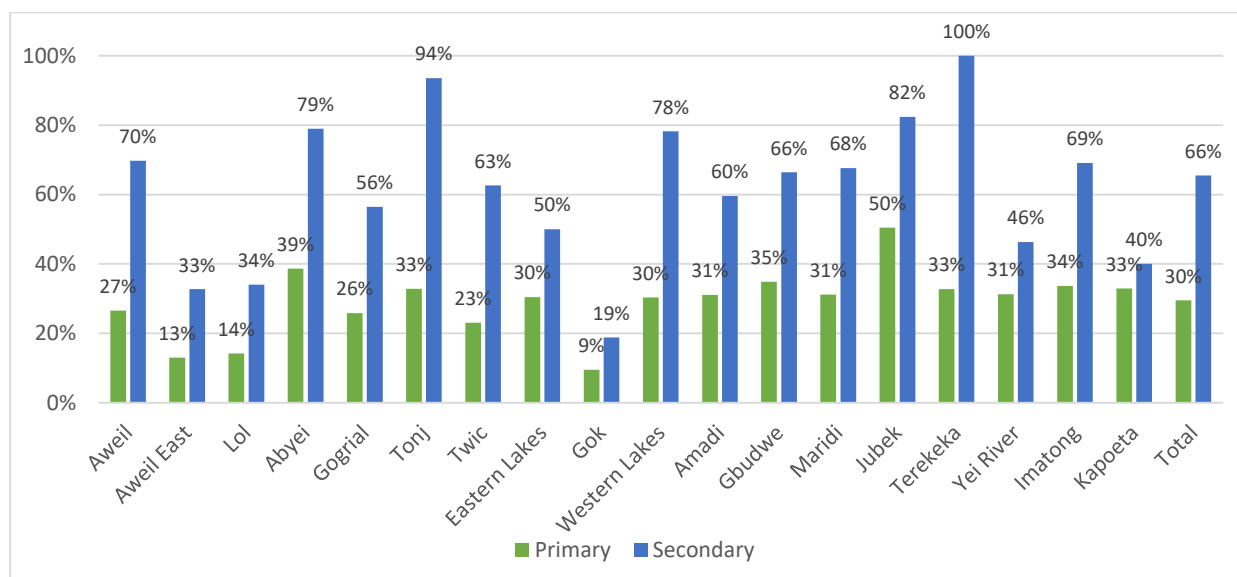
### 3.5.5. Number and % of teachers per school type and professional qualification, 2016

Type	Total	% Untrained	% Completed 4 years In-Service	% Completed 2 years Pre-Service	% Diploma and above	% Unknown
AES	4,436	61%	9%	14%	2%	15%
ECDE	2,735	52%	9%	22%	6%	11%
PRI	26,327	58%	9%	17%	4%	13%
SEC	2,889	26%	8%	8%	50%	9%
TTI	54	4%	4%	9%	83%	0%
TVE	272	12%	39%	10%	13%	26%
UNI	623	0%	0%	0%	100%	0%
<b>Total</b>	<b>37,336</b>	<b>54%</b>	<b>9%</b>	<b>16%</b>	<b>9%</b>	<b>13%</b>

Graph 18: Share of teachers who completed a professional qualification by type of school, 2016



Graph 19: Share of teachers who completed a professional qualification by state and type of school, 2016



### 3.5.6. Number and % of teachers by status per type of school, 2016

Type	Total	% full time	% part-time or volunteer	% dedicated to admin tasks
AES	4,371	46.1%	50.0%	4.0%
ECDE	2,697	60.2%	36.1%	3.7%
PRI	25,987	51.0%	45.7%	3.3%
SEC	2,855	63.9%	33.4%	2.7%
TTI	54	59.3%	31.5%	9.3%
TVE	271	71.2%	25.1%	3.7%
UNI	623	100.0%	0.0%	0.0%
<b>Total</b>	<b>36,858</b>	<b>53.0%</b>	<b>43.6%</b>	<b>3.3%</b>

### 3.6. Classrooms

- There has been a **slight increase** in the number of classrooms reported for 2016 compared to 2015 (1,157 more). The slim majority were permanent structures, followed by open-air schools and then semi-permanent structures. This also presented a change from 2015 where semi-permanent structures slightly outnumbered open-air schools, which is consistent in the 2016 data considering the greatest decrease in school type has been in semi-permanent structures. The greatest **increase** since 2015 has been in the **number of open-air schools and roof only schools**. See 3.6.1.
- **55%** of Primary school classrooms were **permanent or semi-permanent**, while 95% of Secondary school classrooms were. Jubek (95%) then Kapoeta (78%) states had the highest total number of recorded permanent or semi-permanent Primary school classrooms, while Gok (21%) then Aweil East (25%) states had the overall lowest. Gok state had the overall lowest number of recorded permanent or semi-permanent Secondary school classrooms (0 of 4 Secondary schools), followed by Aweil (78%) state. See 3.6.2 and Graph 20.
- Pupil-Classroom Ratio (PCR) was on **average 90** across all school types for 2016. **105 students per classroom** were found for Primary schools, the highest found in Aweil East (248) and Twic (174) state, and **44** for Secondary schools, the highest in Western Lakes (64) and Gogrial (61). See 3.6.1, 3.6.2 and Graph 21.
- 27% of ECDE, **30% of Primary schools**, and 24% of Secondary schools were '*partially*' or '*completely destroyed*'. Abyei AA had the highest proportion of '*completely destroyed*' ECDE schools (with a rate of 1/3), Amadi state had the highest proportion of '*completely destroyed*' Primary schools (with a rate of 1/25) and Lol state had the highest proportion of '*completely destroyed*' Secondary schools (with a rate of 1/5). See 3.6.3, 3.6.4 and Graph 22.

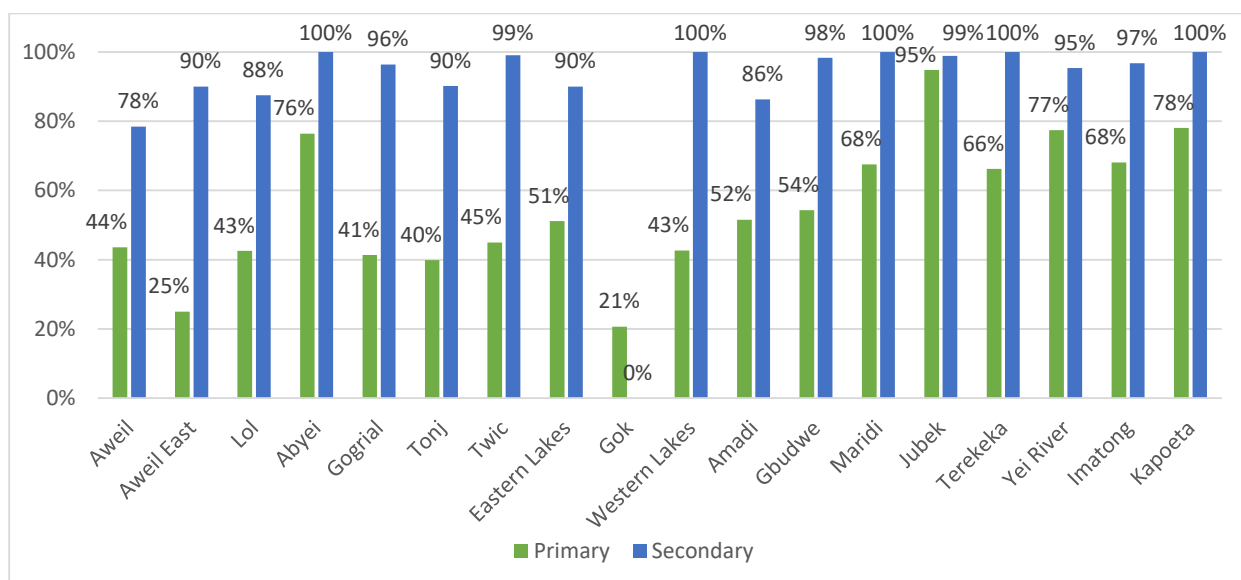
#### 3.6.1. Number of classrooms and PCR by school and classroom types, 2016

Type	Total	Perm	Semi-Perm	Roof only	Tent	Open-air	Other	PCR
AES	3,368	1,226	749	294	32	1,067	326	69.3
ECDE	2,410	766	842	153	38	611	191	63.5
PRI	18,986	6,515	3,929	1,721	194	6,627	1,915	105.2
SEC	1,408	1,077	255	23	20	33	43	44.0
TTI	24	21	3	0	0	0	0	16.3
TVE	125	111	8	4	0	2	4	43.5
UNI	139	129	8	2	0	0	2	46.2
<b>2016</b>	<b>26,460</b>	<b>9,845</b>	<b>5,794</b>	<b>2,197</b>	<b>284</b>	<b>8,340</b>	<b>2,481</b>	<b>90.0</b>
<b>2015</b>	<b>25,303</b>	<b>9,757</b>	<b>6,793</b>	<b>1,429</b>	<b>255</b>	<b>6,730</b>	<b>2,023</b>	<b>72.0</b>
<b>2013</b>	<b>18,843</b>	<b>6,613</b>	<b>4,379</b>	<b>1,020</b>	<b>207</b>	<b>6,343</b>	<b>1,508</b>	<b>78.6</b>

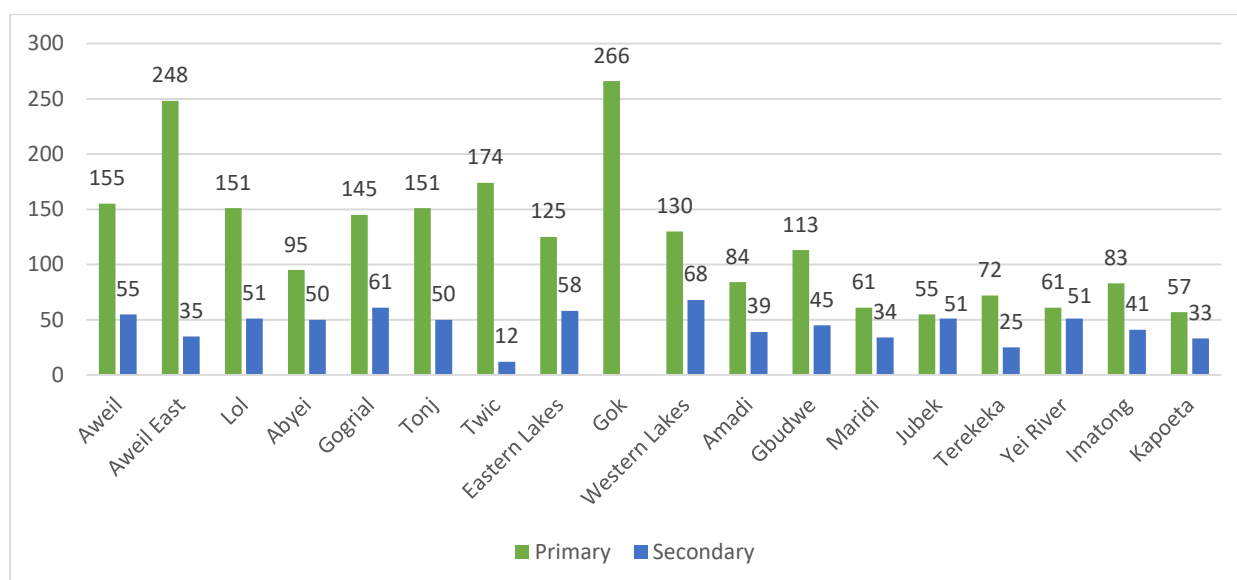
### 3.6.2. Number of classrooms, % of permanent and semi-permanent classrooms and PCR by state and by type of school, 2016

Former State	Total	Primary			Secondary		
		Total	% Perm and Semi-Perm	PCR	Total	% Perm and Semi-Perm	PCR
Northern Bahr el Ghazal	Aweil	1,687	44%	155	153	78%	55
	Aweil East	1,336	25%	248	30	90%	35
	Lol	832	43%	151	16	88%	51
Warrap	Abyei AA	238	76%	95	12	100%	50
	Gogrial	1,783	41%	145	56	96%	61
	Tonj	1,275	40%	151	51	90%	50
	Twic	1,012	45%	174	213	99%	12
Lakes	Eastern Lakes	774	51%	125	30	90%	58
	Gok	596	21%	266	4	0%	0
	Western Lakes	1,170	43%	130	60	100%	68
Western Equatoria	Amadi	623	52%	84	22	86%	39
	Gbudwe	1,043	54%	113	61	98%	45
	Maridi	364	68%	61	28	100%	34
Central Equatoria	Jubek	1,783	95%	55	270	99%	51
	Terekeka	160	66%	72	8	100%	25
	Yei River	2,226	77%	61	240	95%	51
Eastern Equatoria	Imatong	1,587	68%	83	124	97%	41
	Kapoeta	497	78%	57	30	100%	33
<b>Total</b>		<b>18,986</b>	<b>55%</b>	<b>105</b>	<b>1,408</b>	<b>95%</b>	<b>44</b>

Graph 20: Share of permanent or semi-permanent classrooms by state, 2016



Graph 21: PCR for Primary and Secondary schools by state, 2016



### 3.6.3. Condition of ECDE schools by state, 2016

Former State	State	Total Schools	% Not destroyed	% Partially destroyed	% Completely destroyed <sup>4</sup>	%Unknown
Northern Bahr el Ghazal	Aweil	33	82%	9%	3%	6%
	Aweil East	19	42%	32%	0%	26%
	Lol	7	57%	29%	14%	0%
Warrap	Abyei AA	3	67%	0%	33%	0%
	Gogrial	19	74%	21%	0%	5%
	Tonj	3	67%	0%	0%	33%
	Twic	8	75%	13%	0%	13%
Lakes	Eastern Lakes	11	55%	18%	0%	27%
	Gok	28	61%	18%	0%	21%
	Western Lakes	22	59%	14%	0%	27%
Western Equatoria	Amadi	28	18%	43%	14%	25%
	Gbudwe	48	63%	25%	4%	8%
	Maridi	14	50%	14%	29%	7%
Central Equatoria	Jubek	132	68%	27%	0%	5%
	Terekeka	5	100%	0%	0%	0%
	Yei River	204	61%	21%	4%	15%
Eastern Equatoria	Imatong	83	65%	22%	2%	11%
	Kapoeta	34	56%	35%	9%	0%
<b>Total</b>		<b>701</b>	<b>62%</b>	<b>23%</b>	<b>4%</b>	<b>12%</b>

<sup>4</sup> The reason of destruction was not assessed, and may not be linked to conflict

### 3.6.4. Condition of Primary schools by state, 2016

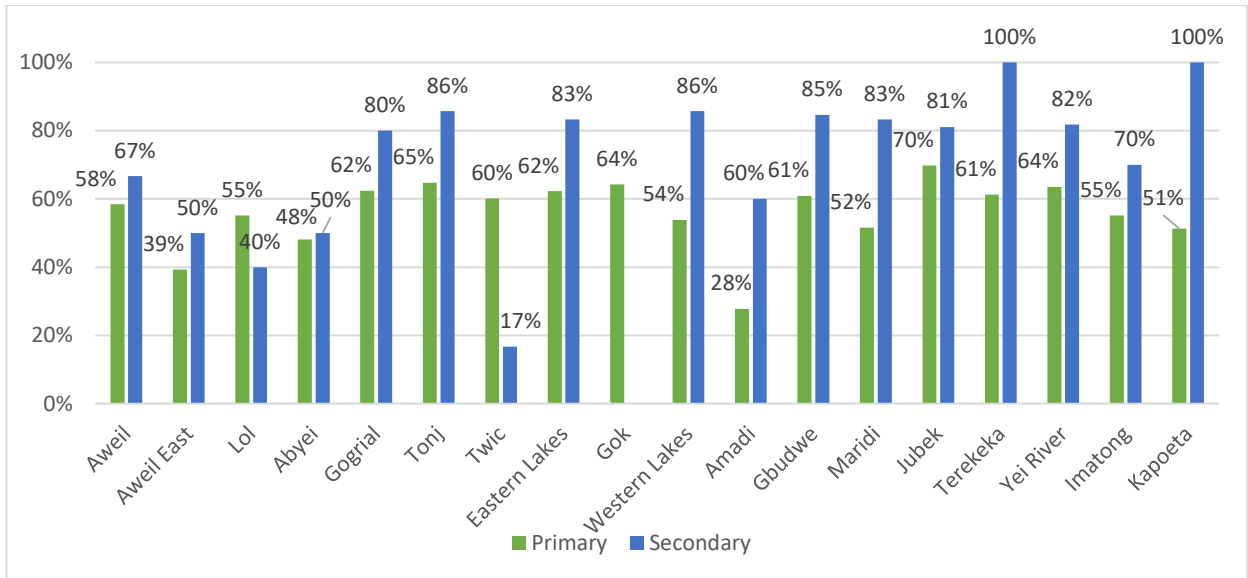
Former State	State	Total Schools	% Not destroyed	% Partially destroyed	% Completely destroyed	%Unknown
Northern Bahr el Ghazal	Aweil	289	58%	20%	7%	15%
	Aweil East	234	39%	25%	12%	24%
	Lol	156	55%	22%	13%	10%
Warrap	Abyei AA	27	48%	41%	7%	4%
	Gogrial	250	62%	24%	5%	9%
	Tonj	207	65%	12%	1%	23%
	Twic	158	60%	33%	1%	6%
Lakes	Eastern Lakes	106	62%	12%	6%	20%
	Gok	98	64%	18%	6%	11%
	Western Lakes	169	54%	25%	3%	18%
Western Equatoria	Amadi	108	28%	44%	18%	11%
	Gbudwe	161	61%	26%	4%	9%
	Maridi	62	52%	24%	6%	18%
Central Equatoria	Jubek	215	70%	24%	1%	5%
	Terekeka	31	61%	26%	10%	3%
	Yei River	321	64%	21%	3%	12%
Eastern Equatoria	Imatong	232	55%	27%	4%	14%
	Kapoeta	74	51%	41%	5%	3%
<b>Total</b>		<b>2,898</b>	<b>57%</b>	<b>24%</b>	<b>6%</b>	<b>13%</b>

### 3.6.5. Condition of Secondary schools by state, 2016

Former State	State	Total Schools	% Not destroyed	% Partially destroyed	% Completely destroyed	%Unknown
Northern Bahr el Ghazal	Aweil	30	67%	33%	0%	0%
	Aweil East	6	50%	50%	0%	0%
	Lol	5	40%	40%	20%	0%
Warrap	Abyei AA	2	50%	50%	0%	0%
	Gogrial	10	80%	20%	0%	0%
	Tonj	7	86%	14%	0%	0%
	Twic	6	17%	67%	17%	0%
Lakes	Eastern Lakes	6	83%	17%	0%	0%
	Gok	1	0%	100%	0%	0%
	Western Lakes	7	86%	14%	0%	0%
Western Equatoria	Amadi	5	60%	40%	0%	0%
	Gbudwe	13	85%	8%	0%	8%
	Maridi	6	83%	17%	0%	0%
Central Equatoria	Jubek	37	81%	16%	0%	3%
	Terekeka	2	100%	0%	0%	0%
	Yei River	44	82%	14%	2%	2%
Eastern Equatoria	Imatong	20	70%	25%	5%	0%
	Kapoeta	6	100%	0%	0%	0%
<b>Total</b>		<b>213</b>	<b>75%</b>	<b>22%</b>	<b>2%</b>	<b>1%</b>



Graph 22: Share of Primary and Secondary schools not destroyed by state, 2016



### 3.7. Facilities

- The **vast majority** of Primary and Secondary schools were found to have had access to water, with only 8% for each school type reporting a lack of access. Of this 8%, Abyei AA had the highest number of Primary schools without access to water at 15% of its total 27 Primary schools, and Aweil state had the highest number of Secondary schools without access to water at 23%. *See 3.7.1, 3.7.2 and Graph 23.*
- **36% of Primary school students had no access to latrines** and 39% of Primary school teachers had no access to latrines. 8% of Secondary school students had no access to latrines and 10% of Secondary school teachers had no access to latrines. Aweil East had the highest number of Primary schools with no student access to latrines at 63%, while also having the highest number of Primary schools with no teacher access to latrines at 64%. For Secondary schools, the results were often more extreme given the smaller sample size, but Lol state had the highest number of Secondary schools with no student and no staff access to latrines, both at 40%. *See 3.7.3, 3.7.4 and Graph 24.*
- 8% and 6% of Primary schools had access to a Health Unit and First Aid Kit, respectively, while 15% had a fence within their premises. 6% and 17% of Secondary schools had access to the same, and 38% had a fence within their premises. *See 3.7.5, 3.7.6.*

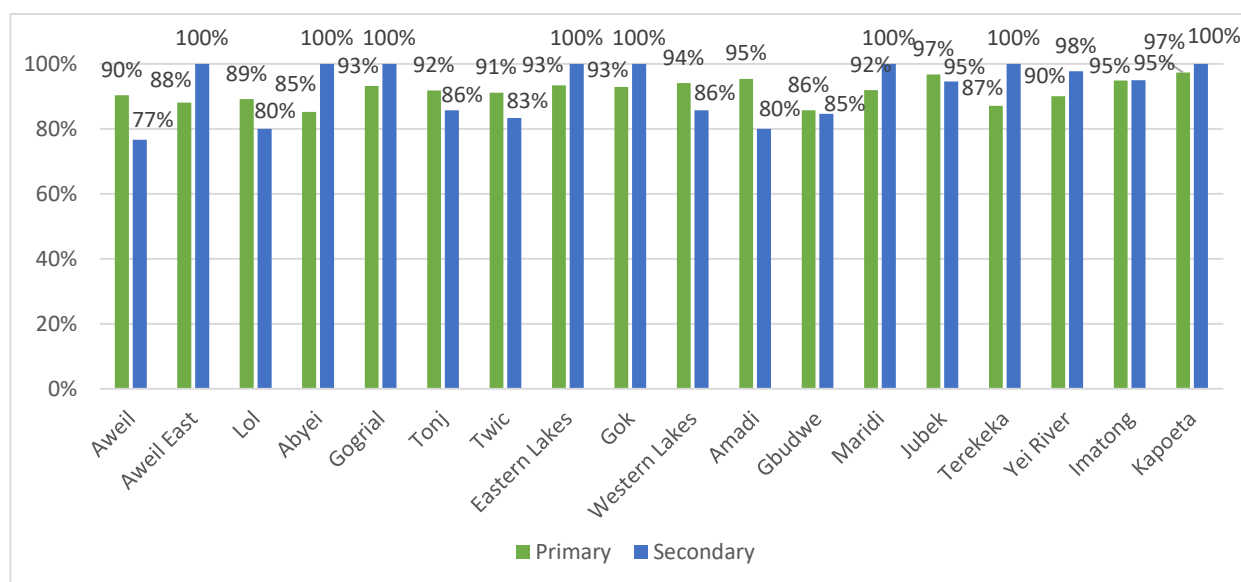
#### 3.7.1. Number and % of Primary schools with/without access to drinking water by state, 2016

Former State	State	Total Schools	% No Access Water	% Access Water
Northern Bahr el Ghazal	Aweil	289	10%	90%
	Aweil East	234	12%	88%
	Lol	156	11%	89%
Warrap	Abyei AA	27	15%	85%
	Gogrial	251	7%	93%
	Tonj	207	8%	92%
	Twic	158	9%	91%
Lakes	Eastern Lakes	106	7%	93%
	Gok	98	7%	93%
	Western Lakes	169	6%	94%
Western Equatoria	Amadi	108	5%	95%
	Gbudwe	161	14%	86%
	Maridi	62	8%	92%
Central Equatoria	Jubek	215	3%	97%
	Terekeka	31	13%	87%
	Yei River	321	10%	90%
Eastern Equatoria	Imatong	232	5%	95%
	Kapoeta	74	3%	97%
<b>Total</b>		<b>2,899</b>	<b>8%</b>	<b>92%</b>

### 3.7.2. Number and % of Secondary schools with/without access to drinking water by state, 2016

Former State	State	Total Schools	% No Access Water	% Access Water
Northern Bahr el Ghazal	Aweil	30	23%	77%
	Aweil East	6	0%	100%
	Lol	5	20%	80%
Warrap	Abyei AA	2	0%	100%
	Gogrial	10	0%	100%
	Tonj	7	14%	86%
	Twic	6	17%	83%
Lakes	Eastern Lakes	6	0%	100%
	Gok	1	0%	100%
	Western Lakes	7	14%	86%
Western Equatoria	Amadi	5	20%	80%
	Gbudwe	13	15%	85%
	Maridi	6	0%	100%
Central Equatoria	Jubek	37	5%	95%
	Terekeka	2	0%	100%
	Yei River	44	2%	98%
Eastern Equatoria	Imatong	20	5%	95%
	Kapoeta	6	0%	100%
<b>Total</b>		<b>213</b>	<b>8%</b>	<b>92%</b>

Graph 23: Share of Primary and Secondary schools with access to drinking water by state, 2016



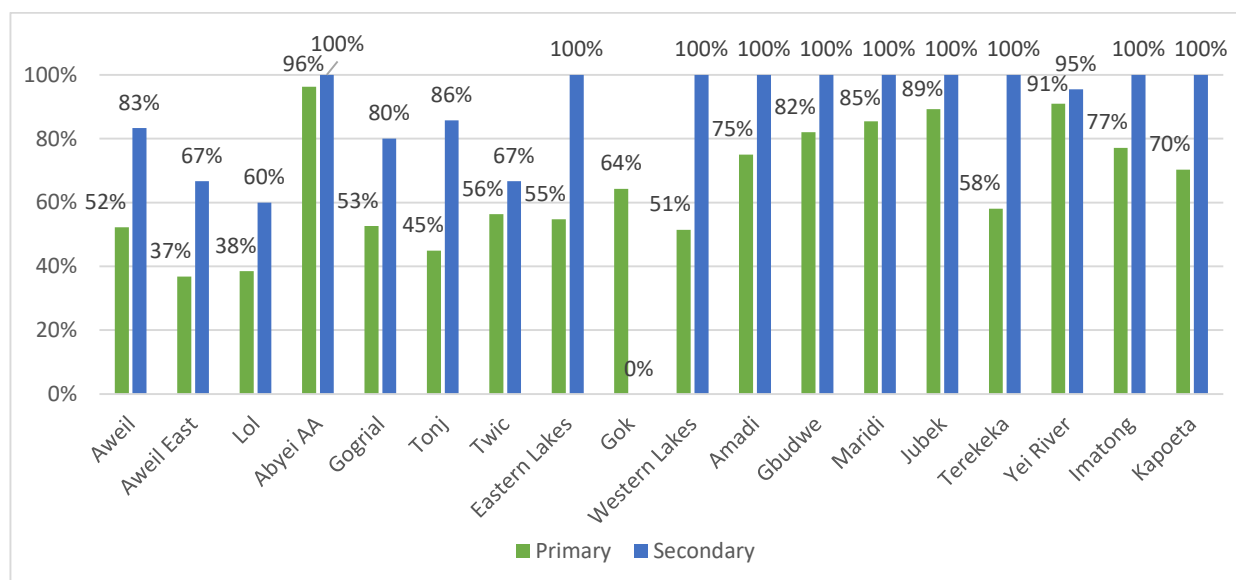
### 3.7.3. Number and % of Primary schools with/without access to latrines by state, 2016

Former State	State	Total	Students		Staff	
			% Access	% No access	% Access	% No access
Northern Bahr el Ghazal	Aweil	289	52%	48%	51%	49%
	Aweil East	234	37%	63%	36%	64%
	Lol	156	38%	62%	38%	62%
Warrap	Abyei AA	27	96%	4%	96%	4%
	Gogrial	251	53%	47%	51%	49%
	Tonj	207	45%	55%	45%	55%
	Twic	158	56%	44%	56%	44%
Lakes	Eastern Lakes	106	55%	45%	51%	49%
	Gok	98	64%	36%	66%	34%
	Western Lakes	169	51%	49%	49%	51%
Western Equatoria	Amadi	108	75%	25%	73%	27%
	Gbudwe	161	82%	18%	78%	22%
	Maridi	62	85%	15%	81%	19%
Central Equatoria	Jubek	215	89%	11%	86%	14%
	Terekeka	31	58%	42%	55%	45%
	Yei River	321	91%	9%	80%	20%
Eastern Equatoria	Imatong	232	77%	23%	75%	25%
	Kapoeta	74	70%	30%	64%	36%
<b>Total</b>		<b>2,899</b>	<b>64%</b>	<b>36%</b>	<b>61%</b>	<b>39%</b>

### 3.7.4. Number and % of Secondary schools with/without access to latrines by state, 2016

Former State	State	Total	Students		Staff	
			% Access	% No access	% Access	% No access
Northern Bahr el Ghazal	Aweil	30	83%	17%	83%	17%
	Aweil East	6	67%	33%	83%	17%
	Lol	5	60%	40%	60%	40%
Warrap	Abyei AA	2	100%	0%	100%	0%
	Gogrial	10	80%	20%	80%	20%
	Tonj	7	86%	14%	86%	14%
	Twic	6	67%	33%	67%	33%
Lakes	Eastern Lakes	6	100%	0%	100%	0%
	Gok	1	0%	100%	0%	100%
	Western Lakes	7	100%	0%	86%	14%
Western Equatoria	Amadi	5	100%	0%	80%	20%
	Gbudwe	13	100%	0%	100%	0%
	Maridi	6	100%	0%	100%	0%
Central Equatoria	Jubek	37	100%	0%	100%	0%
	Terekeka	2	100%	0%	100%	0%
	Yei River	44	95%	5%	93%	7%
Eastern Equatoria	Imatong	20	100%	0%	90%	10%
	Kapoeta	6	100%	0%	100%	0%
<b>Total</b>		<b>213</b>	<b>92%</b>	<b>8%</b>	<b>90%</b>	<b>10%</b>

Graph 24: Share of Primary and Secondary schools where students have access to latrines by state, 2016



### 3.7.5. Number and % of Primary schools with/without presence of basic facilities by state, 2016

Former State	State	Total Schools	% Presence of health unit	% Presence of first aid kit	% Presence of Fence
Northern Bahr el Ghazal	Aweil	289	4%	3%	8%
	Aweil East	234	2%	2%	9%
	Lol	156	3%	3%	6%
Warrap	Abyei AA	27	4%	7%	19%
	Gogrial	251	6%	4%	11%
	Tonj	207	4%	1%	7%
	Twic	158	9%	3%	18%
Lakes	Eastern Lakes	106	6%	5%	16%
	Gok	98	2%	0%	13%
	Western Lakes	169	12%	4%	8%
Western Equatoria	Amadi	108	10%	4%	4%
	Gbudwe	161	16%	4%	14%
	Maridi	62	18%	8%	5%
Central Equatoria	Jubek	215	11%	22%	48%
	Terekeka	31	42%	16%	10%
	Yei River	321	7%	12%	18%
Eastern Equatoria	Imatong	232	11%	6%	19%
	Kapoeta	74	16%	5%	32%
<b>Total</b>		<b>2,899</b>	<b>8%</b>	<b>6%</b>	<b>15%</b>

### 3.7.6. Number and % of Secondary schools with/without presence of basic facilities by state, 2016

Former State	State	Total Schools	% Presence of health unit	% Presence of first aid kit	% Presence of Fence
Northern Bahr el Ghazal	Aweil	30	7%	7%	43%
	Aweil East	6	0%	0%	33%
	Lol	5	0%	0%	20%
Warrap	Abyei AA	2	0%	0%	0%
	Gogrial	10	10%	0%	10%
	Tonj	7	14%	14%	29%
	Twic	6	0%	0%	17%
Lakes	Eastern Lakes	6	0%	0%	17%
	Gok	1	0%	0%	0%
	Western Lakes	7	0%	29%	71%
Western Equatoria	Amadi	5	0%	0%	20%
	Gbudwe	13	0%	8%	38%
	Maridi	6	17%	50%	33%
Central Equatoria	Jubek	37	14%	22%	54%
	Terekeka	2	0%	0%	50%
	Yei River	44	7%	34%	36%
Eastern Equatoria	Imatong	20	0%	25%	35%
	Kapoeta	6	0%	0%	33%
<b>Total</b>		<b>213</b>	<b>6%</b>	<b>17%</b>	<b>38%</b>

### 3.8. School Finances

On the whole **less than half** (47%) of all Primary schools received a Capitation Grant in 2015. Of those Primary schools that did receive the grant, the average amount was **SSP 10,166**. Jubek state had the highest amount of Primary schools which received a grant (71%) followed by Imatong (69%) state. Only 13% of Primary schools in Eastern Lakes state received a grant, and 17% in Lol state. See 3.8.1 and graph 24

- *Graph 24.*

On the whole **less than half** (47%) of all Secondary schools received a Capitation Grant in 2015. Of those Secondary schools that did receive the grant, the average amount was **SSP 20,027**. Imatong state had the highest amount of Secondary schools which received a grant (75%) followed by Tonj (71%) state. Only 17% of Secondary schools in Aweil East state received a grant, and 33% in Aweil, Eastern Lakes and Maridi states. See 3.8.2 and graph 24

- *Graph 24.*

- The highest average annual fees paid by students was unsurprisingly found to be University fees at an average per student across the country of SSP 1,727, followed by ECDE at an average per student across the country of SSP 286 and then Secondary schools with SSP 215. An average Primary school received **SSP 15,422** per academic year in student fees, broken down to SSP 41 per student. See 3.8.3.

- Across each school type, the most common source of payment of teachers was by the school itself. See 3.8.4.

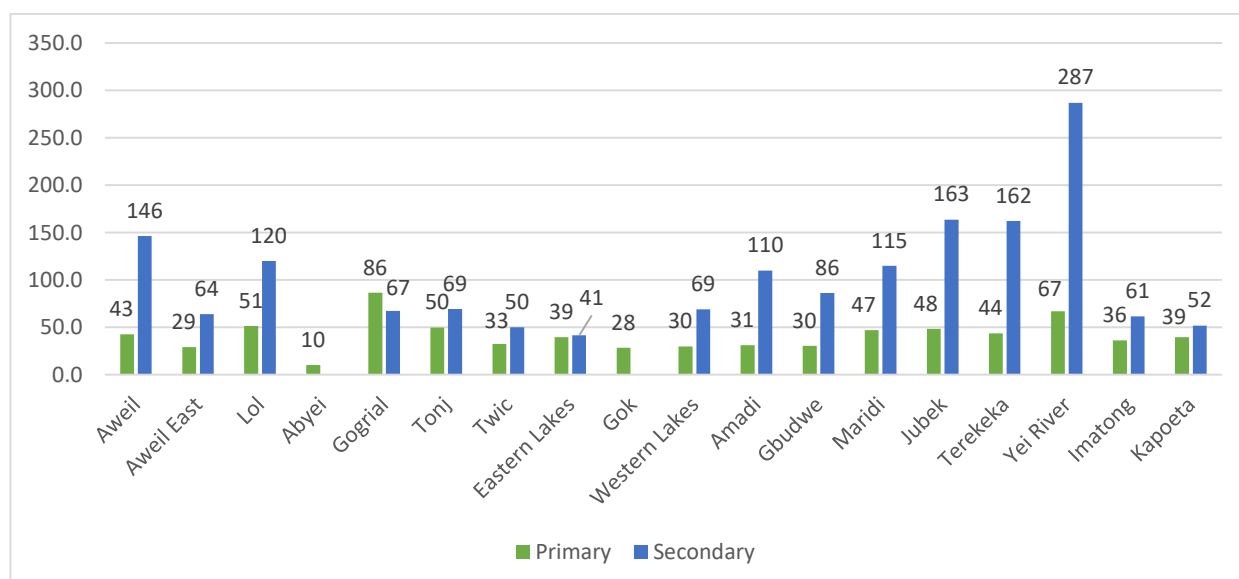
#### 3.8.1. Capitation grant for Primary schools per state, 2015

Former State	State	Total Number of schools	% of schools receiving cap. grant	Number of students in schools receiving cap. grant	Total amount of capitation grant (SSP)	Average cap. grant received per school (SSP)	Average cap. grant received per student (SSP)
Northern Bahr el Ghazal	Aweil	289	22%	31,744	1,352,956	21,475	42.6
	Aweil East	234	23%	27,280	790,140	14,632	29.0
	Lol	156	17%	11,733	600,172	22,229	51.2
Warrap	Abyei AA	27	4%	1,472	15,000	15,000	10.2
	Gogrial	251	68%	81,368	7,022,034	41,306	86.3
	Tonj	207	64%	57,041	2,833,145	21,302	49.7
	Twic	158	46%	40,489	1,315,970	18,277	32.5
Lakes	Eastern Lakes	106	13%	6,517	257,053	18,361	39.4
	Gok	98	21%	7,623	215,379	10,256	28.3
	Western Lakes	169	24%	18,760	554,194	13,517	29.5
Western Equatoria	Amadi	108	39%	13,898	428,730	10,208	30.8
	Gbudwe	161	45%	35,117	1,066,313	14,810	30.4
	Maridi	62	40%	7,111	334,430	13,377	47.0
Central Equatoria	Jubek	215	71%	74,563	3,591,719	23,475	48.2
	Terekeka	31	65%	5,475	238,693	11,935	43.6
	Yei River	321	74%	87,488	5,847,313	24,466	66.8
Eastern Equatoria	Imatong	232	69%	68,601	2,471,584	15,447	36.0
	Kapoeta	74	58%	13,622	536,998	12,488	39.4
<b>Total</b>		<b>2,899</b>	<b>47%</b>	<b>589,902</b>	<b>29,471,823</b>	<b>21,831</b>	<b>50.0</b>

### 3.8.2. Capitation grant for Secondary schools per state, 2015

Former State	State	Total Number of schools	% of schools receiving cap. grant	Number of students in schools receiving cap. grant	Total amount of capitation grant (SSP)	Average cap. grant received per school (SSP)	Average cap. grant received per student (SSP)
Northern Bahr el Ghazal	Aweil	30	33%	1,909	279,087	27,909	146.2
	Aweil East	6	17%	110	7,000	7,000	63.6
	Lol	5	60%	522	62,596	20,865	119.9
Warrap	Abyei AA	2	0%		0	0	0.0
	Gogrial	10	50%	2,176	146,226	29,245	67.2
	Tonj	7	71%	1,165	80,727	16,145	69.3
	Twic	6	50%	1,205	60,300	20,100	50.0
Lakes	Eastern Lakes	6	33%	893	37,055	18,528	41.5
	Gok	1	0%		0	0	0.0
	Western Lakes	7	43%	2,358	162,000	54,000	68.7
Western Equatoria	Amadi	5	60%	378	41,511	13,837	109.8
	Gbudwe	13	46%	1,227	105,630	17,605	86.1
	Maridi	6	33%	320	36,725	18,363	114.8
Central Equatoria	Jubek	37	41%	5,887	962,187	64,146	163.4
	Terekeka	2	100%	200	32,400	16,200	162.0
	Yei River	44	52%	6,930	1,988,454	86,455	286.9
Eastern Equatoria	Imatong	20	75%	3,680	226,202	15,080	61.5
	Kapoeta	6	50%	730	37,700	12,567	51.6
<b>Total</b>		<b>213</b>	<b>47%</b>	<b>29,690</b>	<b>4,265,800</b>	<b>42,236</b>	<b>143.7</b>

Graph 25: Average total capitation grant (SSP) received per student of Primary and Secondary schools by state, 2015





### 3.8.3. Average annual fees paid by students per school type, 2015

Type	Number of schools	% of schools charging fees	Total amount (SSP)	Number of students in schools charging fees	Average total fee received per school in 2015 (SSP)	Average fee per student in 2015 (SSP)
AES	1,094	14%	509,208	26,632	3,441	3.7
ECDE	701	50%	29,227,564	54,543	83,987	286.3
PRI	2,899	41%	44,709,189	489,459	37,165	40.7
SEC	213	62%	12,619,959	35,084	95,606	215.4
TVE	24	38%	1,003,700	3,503	111,522	193.8
UNI	12	58%	10,938,449	5,753	1,562,636	1727.2
<b>Total</b>	<b>4,949</b>	<b>37%</b>	<b>99,008,086</b>	<b>614,974</b>	<b>53,576</b>	<b>70.4</b>

### 3.8.4. Source of payment of teachers per school type, 2015

Type	Total Teachers paid	School itself	Gov.	Community	Private	NGO	Religious group	Other/Unknown
AES	4,299	1,117	437	118	349	279	20	1,979
ECDE	2669	833	192	227	202	24	63	1,128
PRI	25,428	13,444	1,908	789	495	357	122	8,313
SEC	2880	911	110	49	185	23	12	1,590
TTI	54	8	5	0	0	1	0	40
TVE	272	35	12	1	4	4	2	214
UNI	623	128	4	0	122	2	6	361
<b>Total</b>	<b>35,602</b>	<b>16,476</b>	<b>2,668</b>	<b>1,184</b>	<b>1,357</b>	<b>690</b>	<b>225</b>	<b>13,002</b>

### 3.9. HIV and Sexuality Education

- In total, the number of Primary schools where some sexuality education topics were covered **was low**, with 27% covering 'HIV transmission and prevention', 23% covering 'Life skills' and 18% covering 'Sexuality education'. See 3.9.1.
- Aweil East and Lol states had the lowest coverage of 'HIV transmission and prevention', with only 11% each. Amadi state had the lowest coverage of 'Life skills' with only 10%. Lol state had the lowest coverage of 'Sexuality education' with only 6% of Primary schools having covered the topic. See 3.9.1.
- In total, the number of Secondary schools where some sexuality education topics were covered **was also low**, with 45% covering 'HIV transmission and prevention', 30% covering 'Life skills' and 32% of total Secondary schools covering 'Sexuality education'. See 3.9.2.
- Jubek state had the lowest coverage of 'HIV transmission and prevention', with only 27%. Kapoeta state had the lowest coverage of 'Life skills' with only 17%. Tonj state had the lowest coverage of 'Sexuality education' with only 14% of Secondary schools having covered the topic. See 3.9.2.
- The number of teachers who received training in 'life skills, HIV and sexuality education' was also found to be very low. In total, **11% of male teachers** across the 3 school types (AES, Primary and Secondary) and **20% of female teachers** received any training. Secondary schools saw the lowest such training results for males and the highest for females, at 10% and 28%, respectively. See 3.9.3.

#### 3.9.1. Number and % of Primary schools where HIV and sexuality education topics were covered by state, 2016

Former State	State	Total Schools	HIV transmission and prevention	Life skills	Sexuality education
Northern Bahr el Ghazal	Aweil	289	26%	30%	17%
	Aweil East	234	11%	11%	10%
	Lol	156	11%	21%	6%
Warrap	Abyei AA	27	11%	11%	15%
	Gogrial	251	25%	29%	17%
	Tonj	207	18%	20%	10%
	Twic	158	34%	32%	31%
Lakes	Eastern Lakes	106	30%	28%	16%
	Gok	98	26%	26%	13%
	Western Lakes	169	25%	39%	12%
Western Equatoria	Amadi	108	32%	10%	20%
	Gbudwe	161	43%	29%	17%
	Maridi	62	37%	18%	24%
Central Equatoria	Jubek	215	37%	27%	29%
	Terekeka	31	26%	19%	13%
	Yei River	321	32%	17%	23%
Eastern Equatoria	Imatong	232	28%	16%	23%
	Kapoeta	74	39%	22%	20%
<b>Total</b>		<b>2,899</b>	<b>27%</b>	<b>23%</b>	<b>18%</b>

**3.9.2. Number and % of Secondary schools where HIV and sexuality education topics were covered by state, 2016**

Former State	State	Total Schools	HIV transmission and prevention	Life skills	Sexuality education
Northern Bahr el Ghazal	Aweil	30	43%	40%	50%
	Aweil East	6	50%	50%	33%
	Lol	5	40%	40%	20%
Warrap	Abyei AA	2	0%	0%	0%
	Gogrial	10	60%	20%	50%
	Tonj	7	29%	29%	14%
	Twic	6	50%	33%	67%
Lakes	Eastern Lakes	6	33%	33%	17%
	Gok	1	0%	0%	0%
	Western Lakes	7	43%	29%	29%
Western Equatoria	Amadi	5	20%	20%	20%
	Gbudwe	13	85%	31%	46%
	Maridi	6	83%	33%	50%
Central Equatoria	Jubek	37	27%	27%	22%
	Terekeka	2	100%	50%	50%
	Yei River	44	41%	30%	25%
Eastern Equatoria	Imatong	20	55%	20%	35%
	Kapoeta	6	50%	17%	17%
<b>Total</b>		<b>213</b>	<b>45%</b>	<b>30%</b>	<b>32%</b>

**3.9.3. Number and % of teachers who received training in life skills, HIV and sexuality education per school type and gender, 2016**

Type	Total teachers	Male teachers	% of male teachers trained	Female teachers	% of female teachers trained
AES	4,371	3,770	13%	601	25%
PRI	25,987	22,388	11%	3,599	18%
SEC	2,855	2,596	10%	259	28%
<b>Total</b>	<b>33,213</b>	<b>28,754</b>	<b>11%</b>	<b>4,459</b>	<b>20%</b>

