



Education Needs Assessment South Sudan

2021

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Acronyms

ALP	Accelerated Learning Program
AY	Academic Year
BoG	Board of Governors
CwDs	Children with Disabilities
ECW	Education Cannot Wait
ECD	Early Childhood Development
EMIS	Education Management Information System
ENA	Education Needs Assessment
GBV	Gender-Based Violence
GESS	Girls' Education South Sudan
HRIS	Human Resource Information System
IDPs	Internally Displaced Persons
INGO	International Non-Governmental Organisation
MHPSS	Mental Health and Psychosocial Support
MHM	Menstrual Hygiene Management
MoGEI	Ministry of General Education and Instruction
MYRP	Multi Year Resilience Program
NGO	Non-Governmental Organisation
OOSC	Out of School Children
PSS	Psychosocial support
PTA	Parent Teacher Association
PTR	Pupil teacher ratio
SAMS	School Attendance Monitoring System
SGBV	Sexual and Gender-Based Violence
SMC	School Management Committee
SSEC	South Sudan Education
TLM	Teaching and learning materials
WASH	Water, Sanitation and Hygiene
WFP	World Food Programme
WHO	World Health Organisation

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EXECUTIVE SUMMARY

This report is the result of a coordinated effort on behalf of the Ministry of General Education and Instruction and the South Sudan Education Cluster (co-led by UNICEF and Save the Children) in order to develop a more comprehensive idea of the education situation in South Sudan, especially following COVID-19 related school closures, broader economic and societal disruptions as a result of COVID-19, and the impacts of over seven years of conflict and displacement

The Education Cluster led an assessment across the ten States and three Administrative Areas of South Sudan, and its design was based on the methodology from the previous Education Needs Assessments (ENA), which were conducted in 2018, 2017, and 2016. The assessment consisted of three components meant to complement each other: an assessment with county level education officials in South Sudan for summary education indicators, assessments at the school level (for ECD, primary, and secondary) to produce more insight on factors that may affect delivery of education services, and a secondary data review. Data collection took place between August and November 2021.

The objectives of this assessment were to:

1. Provide education actors with information regarding the functioning of the system to be able to better understand the situation, inform proposal development and advocacy documents to increase financing for the sector
2. Enable prioritization across geographic areas according to needs and risks
3. Provide recommendations on the most effective activities to resume education in a safe and sustained way, taking into account the possibility to link the humanitarian and development responses

Key Findings:

School functionality and closures:

Most schools assessed were functional (92%) while 8% were non-functional. Of non-functional schools, most (61.3%) were in rural areas compared to 38.7% in urban locations. Most functional schools assessed were government schools (68%). The main reasons reported for schools not functioning were teachers fleeing, students fleeing, and insecurity in or around the school. Between 2019 and 2020, the most commonly reported reasons for school closures were flooding, looting by armed group and insecurity in or around schools. The top education interventions to support schools re-opening were reported as rehabilitation of infrastructure, teacher salaries, and school grants.

Of the functional schools, 29.3% headteachers reported missing at least one week of education in the Academic Year 2020/2021 due to COVID-19, insecurity in or around schools and unpaid teachers. 5.6% of functional schools in the ENA reported attacks in 2021 with theft/looting the most reported followed by direct attacks on education staff

School characteristics:

Of the schools that reported on their accessibility, the majority are between 1-2 hours walking distance in the dry season from the nearest county capital and most schools can be accessed by foot, motorbike, and car in the dry and rainy seasons (though less schools reported being accessible in these ways in the rainy season). In terms of accessibility for Children with Disabilities (CwDs), 40.9% of the surveyed schools reported that their classrooms were not accessible for CwDs.

In terms of Water, Sanitation and Hygiene (WASH) in schools, a third of schools reported not having access to a functioning safe water source. Most of the schools have access to at least one functional toilet/latrine and having toilets/latrines that are separate for boys and girls, though most do not have latrines that are accessible for CwDs. Slightly over half (50.4%) of surveyed schools reported that their female learners have not received any dignity kits.

40% of headteachers reported have not having any functioning referral mechanism in their school/community with less than a quarter having a functioning general protection referral mechanism. During COVID-19 school closures, there was a rise in protection cases related to teenage pregnancies, early/forced marriage, and gender-based violence

Enrolment, Attendance and Dropping out

Overall enrolment figures, as reported by headteachers surveyed, have increased over the years from 2019 and 2020. However, there is around 7% decrease in 2021 compared to the year before, as per SAMS data. When asked what proportion of children enrolled attend school almost every day, just 2.3% of headteachers surveyed reported that all children enrolled attend school almost every day, 57.4% of headteachers reported that almost all children (75% to 99%) attend school almost every day, 29.85% of headteachers reported that more than half of children attend school almost every day, 1.79% of headteachers surveyed reported that almost no children attend school almost every day, and 0.26% said that no children attend school almost every day.

The top reason that both male and female learners reported for non-attendance¹ was families not being able to pay fees. For female learners, the next main reason for non-attendance was reported as early marriage and for male learners, it was looking for or finding alternative employment opportunities. The main reasons reported for dropout also include not being able to pay fees associated with attending school or taking examinations, domestic duties, and long distances to school. With regards to returning school, the top reasons cited for boys when schools reopened after COVID-19 school closures were not being able to pay fees (24%), cattle rearing (13%), and looking for/found a job/work (10%). For girls these reasons, as cited by headteachers, are pregnancy (25%), not being able to pay fees (15%), and early marriage (13%).

Teachers

Unity State has the highest proportion of non-government to government teachers. Overall, female teachers are underrepresented among both government and nongovernment² teachers in all States. For example, for AY 2021/2022, female teachers make up 23% of government teachers and 24% of non-government teachers. The top reasons cited by headteachers for why teachers who were present at the start of the school year were not present at the time of the assessment were due to non-payment or delayed salaries (39%), prolonged illness (13%), and lack of food (6%). While 79.3% of headteachers reported that teachers in their school have received training on the South Sudan New Curriculum, only 28.8% said teachers in

¹ For the ENA, non-attendance is distinct from drop-out in that child are still enrolled in school, but they are not attending school regularly whereas drop-out is defined as child no longer attends the schools and has not enrolled in another school.

² For the ENA, schools were classified as either government, religious group, community, private, or NGO/INGO. For this report, non-government teachers refer to teachers who work for schools that are classified as any type other than government.

their school had received subject/content related training and just 25.1% had teachers who had been trained in inclusive teaching practices.

Teaching and learning supplies and school feeding

Only 15% of headteachers reported that all children in the school had both a pen or pencil and their own notebook/exercise book while just 24% of headteachers reported almost all of their teachers have a full set of textbooks for the subjects they teach. Of 322 schools who reported having CwDs enrolled, only 2% reported having enough mobility or other assistive devices.

64% of headteachers in the ENA reported that children in their school do not get a meal at school or food to take home, while over 60% of headteachers reported that the majority of learners do not get food before coming to school, with 30.94% answering no children do and 30.2% reporting almost no children do.

Support from External Partners

Most headteachers reported that their schools have not received school grants and their pupils have not received cash grants. The most reported forms of support from external partners were COVID-19 safety measures (55.3%), teaching and learning supplies (52.9%), and school feeding (41.2%). The external partners who were most reported as providing support were UNICEF/UNHCR (25% of respondents) and NGOs and INGOs (25%), followed by the World Food Program (WFP) or NGOs supported by WFP (22%) and Girls' Education South Sudan (12%). Community members reported, external partners helping to support schools in a number of ways, the most reported being supporting the mobilisation of learners (67.4%), school fees (55.4%), cleaning (46.3%) and providing security (46.0%),

The most requested support by different stakeholders were as follows: school grants (20% of headteachers surveyed), teacher salaries (32% of county education officials surveyed), and rehabilitation of infrastructure (25% of learners and 27% of community members surveyed).

COVID-19

When asked if learners in their community accessed any distance learning programs during the COVID-19 school closures, community members, county level education officials, headteachers and learners all most commonly reported that learners had access to radio learning programs, followed by instructions for children to learn with textbooks at home.

Conclusion

Many of the challenges noted by county education officials, headteachers, learners, and community members revolve around lack of finances for both the supply and demand side of education (such as families not being able to afford fees for their children to attend schools, or teachers not receiving regular and sufficient salaries).

Economic barriers to education may make alternative options (such as cattle rearing for boys and early marriage/pregnancy for girls) more attractive to families who are looking to mitigate their economic challenges, which keep children away from returning to schools. Other issues, highlighted by various stakeholder groups, include poor infrastructure in schools, lack of washrooms for girls, lack of food, inaccessibility for CwDs, and need for trained teachers. For future education interventions, respondents prioritized school grants, teacher salaries, rehabilitation of infrastructure, and teaching and learning materials, outlining some opportunities for education partners to support.

I. INTRODUCTION

I.1 Background

Since its independence in 2011, South Sudan has faced numerous challenges, including conflict, significant population displacement, flooding, food insecurity, hyperinflation, and significant humanitarian needs. The 2013 and 2016 conflicts led to tens of thousands of people being displaced and faced with even more dire humanitarian conditions. These challenges, among others, were exacerbated by the onset of COVID-19 in early 2020, which led to further deterioration of the economic and humanitarian situation.

Out of an estimated population of 12.1 million, around 8.3 million people are in need of humanitarian assistance in 2021, an 11% increase from 7.5 million people in 2020³. According to IPC projections for April to July 2021, 7.2 million people are estimated to face high levels of acute food insecurity. UNHCR notes that there are 4.3 million South Sudanese people who are displaced (including refugees, internally displaced people, and asylum-seekers) and 63% of South Sudanese refugees are children. As of September 2020, the IOM Displacement Tracking Matrix found that there were around 1.62 million internally displaced persons (IDPs) in South Sudan. In the context of these challenges, in addition to others, South Sudan's education system has struggled to deliver accessible and quality education to children and youth and is characterized by poor learning outcomes and high rates of dropout and out of school children and youth.

According to the UNESCO Institute for Statistics, South Sudan has the highest rate of primary school-aged children out of school in the world (62%)⁴. The COVID-19 school closures, which lasted 14 months for most learners⁵, interrupted the education of an additional nearly 2 million children⁶. During school closures, learners and teachers may have engaged in activities that made it difficult for them to return to schools once they reopened in May 2021, including getting new jobs for teachers or getting married or pregnant for learners.

Even before COVID-19, barriers to accessing quality education in South Sudan were many, and they often stem from broader challenges that the country faces. On the supply side, barriers can include a lack of schools within a reasonable distance from learners, school facilities such as classrooms and toilets in poor condition, lack of teachers and issues with teacher absenteeism, and not enough teaching and learning materials. On the demand side, there are challenges such as poverty, food insecurity, and displacement, among others, and families, particularly those in which adults have not participated or have participated minimally in education themselves, may prioritize their children's participation in income generating activities or marriage to address the wider issues they face rather than schooling.

³ UN OCHA. (2021). *Humanitarian Response Plan South Sudan*. Available online at: https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/south_sudan_2021_humanitarian_response_plan_print.pdf.

⁴ UNESCO Institute for Statistics. (2019). *New Methodology Shows that 258 Million Children, Adolescents and Youth are Out of School*. Available online at: <https://reliefweb.int/sites/reliefweb.int/files/resources/new-methodology-shows-258-million-children-adolescents-and-youth-are-out-school.pdf>.

⁵ In South Sudan, most learners in candidate classes (Primary 8 and Secondary 4), went back to school starting in October 2020.

⁶ UN South Sudan. (2021). After 14 months, schools in South Sudan reopen. Available online at: <https://southsudan.un.org/en/129374-after-14-months-schools-south-sudan-reopen>.

Barriers to education are amplified for marginalized children and youth, including girls and Children with Disabilities (CwDs). Cultural and social norms, as well as economic pressures, may mean that families de-value the education of their daughters, and prefer that they get married and/or have children. In addition, a lack of Menstrual Hygiene Management (MHM) and washrooms for girls discourages female learners from attending school. For CwDs, social stigmas around disability, lack of appropriate learning materials and teachers trained to work with CwDs, and inaccessibility of school facilities may discourage them from participating in education.

For those learners who are able to access education, the quality of that education may be severely compromised by a number of factors, including not enough teachers and teacher absenteeism, lack of teaching and learning materials, and poor school infrastructure. Teacher salaries in South Sudan are low and often not regularly paid, disincentivizing teachers from attending classes regularly and resulting in high pupil to teacher ratios. High pupil to ratios reduces the chance for more individualised teacher-pupil interactions and there is less opportunity for teachers to provide one-on-one support to individual learners.

The full impact of 14 months of school closures due to COVID-19 is still being researched, but early studies are showing that many of the concerns that school closures would heighten existing barriers to education are manifesting. Global market disruptions have increased the incidence of poverty and food insecurity, compelling some teachers and learners to find income generating work. Some studies have found significant increases in teenage pregnancy during the time of school closures⁷ and increased risk of early/forced marriage, as a coping mechanism to alleviate economic pressure on families and make money from the dowry⁸.

I.2 Rationale for the Assessment

The South Sudan Education Cluster (SSEC), co-led by UNICEF and Save the Children, working the Ministry of General Education and Instruction (MoGEI) undertook a national education assessment to provide an overview of the current education situation in South Sudan. The 2021 Education Needs Assessment (ENA) includes a situation analysis of the functioning of South Sudan's education system, particularly given the impact of over seven years of conflict and displacement as well as the COVID-19 pandemic and subsequent interruption of education in South Sudan.

The specific objectives were to:

1. Provide education actors with information regarding the functioning of the system to be able to better understand the situation, inform proposal development and advocacy documents to increase financing for the sector
2. Enable prioritization across geographic areas according to needs and risks
3. Provide recommendations on the most effective activities to resume education in a safe and sustained way, taking into account the possibility to link the humanitarian and development responses

⁷ Oxfam. (2021). *COVID-19 and Female Learners in South Sudan*. Available online at: https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/south_sudan_2021_humanitarian_response_plan_print.pdf.

⁸ Save the Children International. (2021). *Impact Assessment of COVID-19 on Education in South Sudan*.

2. METHODOLOGY

The ENA was based on the previous ENA methodology, conducted in 2018, 2017 and 2016. The previous assessment tools were reviewed, drawing on lessons learned from the previous ENA, and updated with inputs from MoGEI, the Assessment Technical Working Group and the Education Cluster. Following these discussions, a draft of the tools and sample approach was developed and shared with partners for inputs. These tools were then presented to MoGEI and an in-depth validation of the tools with MoGEI was conducted. This included an initial presentation to key personnel from MoGEI, followed by two meetings in which the tools and questions were fully reviewed. Following edits based on MoGEI's feedback, the final tools were presented to MoGEI and approval was given.

The assessment consisted of three complementary components: a county-level assessment that provides summary education indicators for county level education officials in South Sudan, a school assessment to gather information on what factors limit the provision of education in a safe and sustained manner and a review of secondary data, including data from Schools Attendance Monitoring System (SAMS), Education Management Information System (EMIS), and previous assessments. The assessment focused on a number of key themes, including school functionality, enrolment, school facilities, access to teaching and learning materials (TLM), needs and risks across geographic areas, and COVID-19 related indicators.

The assessment revisited some schools that had been assessed in 2018 to provide an update on the status of education in South Sudan, the impact of the crises over the past three years, and to inform decision-making on the prioritisation of resources.

Data collection took place between August and November 2021, supported by education partners and MoGEI across the country.

2.1 Sampling Approach

For the school level assessment, the sample size was developed from the sampling approach used in 2018, during which 400 schools were sampled using a simple random sampling approach based on EMIS 2013-2016 figures of 5,562 primary schools. For comparative analysis purposes, the same 400 primary schools from the 2018 assessment were selected for the 2021 sample. This randomized approach was agreed on as all available EMIS schools were given equal chance during the selection process and to ensure that all counties are fairly represented.

Previous needs assessments only included primary schools. For the 2021 needs assessment, secondary schools and Early Childhood Development Centres (ECDs) were sampled as well, in order to provide a more comprehensive overview of the education situation across South Sudan, supporting a more holistic view of the education situation and highlighting any unique challenges and differences between the different levels.

The final sample was selected to be representative of the proportion of all schools (ECDs, primary and secondary) in South Sudan. ECDs and secondary schools were randomly selected from EMIS data to follow the sampling approach as used previously for primary schools. The table below shows proportion of the different types of schools in 2018 from EMIS data:

TABLE 1: SAMPLING METHOD

School	2018 EMIS Data		Proposed Sample size for 2021	Sample size reached for 2021
	Number of schools	Percentage of total schools		
ECD	591	12.5%	64	79
Primary	3848	81.3%	400	333
Secondary	297	6.3%	30	30
Total	4736	100%	494	442

Where a school was inaccessible due to security concerns or travel issues, a replacement school was selected from a list of replacement schools which were also randomly sampled from EMIS.

Previous studies in 2018, 2017 and 2016 focused data collection on two key groups; County Level Education Officials and Headteachers (a preference was given to interview headteachers or deputy headteachers but in a small number of schools senior school staff were interviewed). During the review of the previous methodology, learners and parents/community members were also added to the sample groups. The inclusion of children's voices in research is very important and provides valuable insights into what children feel is important to support learning outcomes while parent/community members provide insights into values, opinions and perceived needs outside of education institutions.

The assessment followed a multi-pronged approach:

- At school level, comprehensive questionnaires were administered to headteachers in ECD, primary, and secondary schools.
- At school level, light questionnaires were administered to learners and community members/parents.
- At county level, light questionnaires were administered to County Education Officials, to inform thematic and geographic prioritization

Due to time and resource constraints, at the school level, half of the primary and secondary schools' sample were randomly selected for data collection activities with learners and half for data collection activities with parents/community members. The final breakdown of the sample was:

TABLE 2: TARGET AND REACHED SAMPLE SIZE

Sample	Target Sample Size	Sample Reached	Proportion of target sample reached
County Level Officials	79	66	84%
Headteachers	494	442	89%
Learners	218	282	129%
Community Member /Parents	276	301	109%

A number of challenges resulted in the target sample of county level education officials and headteachers not being reached, these included limited partners to support in certain locations, limited resources which meant education partners were asked to volunteer resources to do data collection and in some locations there were more partners able to do this than in others, capacity gaps in Education Cluster, and other ongoing large scale data collection activities which meant partners were already busy, and some areas were inaccessible due to flooding and insecurity.

A data entry team comprising of MoGEI personnel was used for data entry after undergoing training on data entry. Spot checks were conducted on the data entry and the data entry team were supported by the assessment team throughout. Following the data entry, data analysis was undertaken by the assessment team and initial findings were presented at a data Validation workshop on 10 November 2021 in Juba which was attended by MoGEI, Education Cluster partners and other education stakeholders.

2.2 Data Quality

- **Direct observation:** Assessment teams were instructed to verify information provided by headteachers and county level education officials through official records, direct observation and probing.
- **MoGEI Regional Visits:** Three MoGEI personnel were selected with MoGEI to conduct spot checks in each of the three greater regions in South Sudan. These trips lasted a week and had the aim of observing data collection activities to ensure the correct procedures were being followed, ensure sampling was done correctly, ensure safeguarding practices were followed as well as review the data collected and support with any facilitation needed.
- **Data triangulation:** Key indicators were collected through both the county-level and school-level assessments (enrolment rates for 2020/2021 and 2021/2022, attendance rates, school functionality, reasons for dropping out, priority activities for education response). This allowed for triangulation of these data and information. The retaining of most of the questions from the 2018 questionnaire allows for further triangulation with the 2018 results. Key findings were also compared to secondary data and especially EMIS and SAMS findings.
- **Validation:** Initial findings were reviewed at state and subsequently at national level by assessment teams and state focal points to confirm findings and highlight any inconsistencies. A validation workshop was held with MoGEI and education partners in Juba to allow for feedback and highlight inconsistencies or gaps.
- **Report Review:** The report was shared with the Education Cluster and stakeholders for feedback prior to finalisation.

2.3 Assessment Limitations and Constraints

- **Inaccessible sites:** A number of sites were inaccessible due to flooding, road conditions and insecurity. The timing of the assessment towards the end of the rainy season meant in certain States, large areas were hard to access due to road conditions or inaccessible due to flooding. This resulted in schools which were more accessible being over-represented. It has been recommended that in future years the timing of the assessment is reconsidered.
- **Partner support:** As the assessment relies on education partners to volunteer resources to conduct data collection, there were some locations where there were either no partners present or no partners with the resources to support the data collection. This resulted in the sample target not being met and, in some counties,

data was not collected. Partners' technical capacity to conduct the assessment differed with some partners using internal personnel and others employing enumerators to support, the former generally submitting higher quality data. Additionally, there were other large-scale education research projects ongoing during the time of the assessment which some partners were also supporting and limited their capacity to provide resources to the needs assessment.

- **Sample frame:** The sampling frame was developed using the EMIS list of schools from 2018, thus schools that are not on that list, such as those which have opened since 2018, suffer from an under-coverage bias regarding newer schools.
- **Respondent bias:** There is the possibility of key informant bias, despite efforts to validate the information collected as much as feasibly possible. Respondents may provide responses different to the actual situation due to a number of reasons and enumerators were asked to be critical and validate as much by direct observation as possible.
- **Data from previous years:** As the assessment was not done in 2019 or 2020, questions were included on key indicators for these years as well. The validity of this data, where possible, can be reviewed against SAMS, but a number of these questions were answered using estimates by the key informants as they did not have the official records for these years.
- **Training of enumerators:** The assessment consultant was based in Juba and there being a limited budget which meant it was not possible do the training in person or test levels of understanding of enumerators. A remote training was provided to Education Cluster State Focal Points and key staff from education partners who then cascaded the training down to enumerators.

3. FINDINGS

3.1 School Functionality and Closures

3.1.1 School functionality

The most recent published EMIS data from 2018 reported that there are 591 ECD, 3848 primary schools, and 297 secondary schools (5382 total) across South Sudan that were open. According to 2021 data from SAMS, there are 744 ECD, 4441 primary schools, and 413 secondary schools (total of 5904 schools) across South Sudan that have reported enrolment in 2021 and are, thus, presumed to be open.

County level data from 66 county level education officials interviewed in the ENA reported 802 ECD, 3762 primary schools and 298 secondary schools (total of 4,862) as open and functional across South Sudan.

TABLE 3: NUMBER OF OPEN AND FUNCTIONAL SCHOOLS AT STATE LEVEL

State	ECD	Primary	Secondary
Central Equatoria	104	210	36
Eastern Equatoria	196	328	41
Jonglei	24	332	24
Lakes	88	463	23
Northern Bahr el Ghazal	6	647	25
Pibor Administrative Area	4	5	1
Ruweng Administrative Area	14	59	7
Unity	109	334	24
Upper Nile State	87	271	32
Warrap	37	693	51
Western Bahr el Ghazal	1	43	1
Western Equatoria	132	377	33
Total	802	3,762	298

The number of schools that are open and functional dropped by 127 schools during the course of AY 2021/2022, between the start of the year in May 2021 and the date of the assessment, between August and November 2021. County level data reported by 66 county level education officials highlights that, at the start of AY 2021/2022, there were 4,809 schools open and functional, including 785 ECD, 3,740 primary schools, and 284 secondary schools. During the time of the assessment, however, the number of schools that were open and functional dropped to 4,682 (97.26%).

The 2017 ENA reported 3,424 primary schools as functional at the time of the assessment while the 2016 ENA reported 2,723 schools as functional at the time of the assessment. This data was not included in the 2018 assessment.⁹

Of the 442 schools accessed for this assessment, 410 (92%) schools were functional. The geographical breakdown is shown in the table below:

TABLE 4: NUMBER OF FUNCTIONAL SCHOOLS ASSESSED

State	Functional Schools
Abyei Administrative Area	4
Central Equatoria	61
Eastern Equatoria	54
Jonglei	24
Lakes	40
Northern Bahr el Ghazal	56
Pibor Administrative Area	3
Ruweng Administrative Area	8
Unity	23
Upper Nile State	35
Warrap	56
Western Bahr el Ghazal	23
Western Equatoria	23
Total	410

Of the schools 442 schools assessed, 32 (8%) schools were not functional. The geographical breakdown is shown in the table below:

TABLE 5: NUMBER OF NON-FUNCTIONAL SCHOOLS ASSESSED

State	County	Non-functional schools
Central Equatoria	Kajo Keji County	7
	Terekeka County	2
Eastern Equatoria	Kapoeta East County	1
	Magwi County	1
Jonglei	Ayod County	2
Lakes	Cueibet County	1
Upper Nile	Fashoda County	1
	Maban County	3
	Maiwut County	1
	Malakal County	2

⁹ The schools sampled for the previous ENAs vary from the schools sampled in the 2021 ENA, given that the 2021 ENA included ECDs and secondary schools, while previous needs assessments only covered primary schools. The differences in schools sampled should be taken into account when making comparisons between the findings of previous ENAs and the 2021 ENA.

	Ulang County	1
	Renk County	4
Warrap	Tonj East County	1
	Tonj North County	1
Western Bahr el Ghazal	Raja County	2
	Wau County	2
Total		32

The percentage of non-functional schools in the assessment (8%) is lower than it was in the 2018 ENA, where 19.6% of assessed schools were not functioning.

3.1.2 Key reasons for school closure (comparison between 2018 - 2021)

The main reason for school closures between March 2020 and May 2021, as reported by headteachers, was flooding, followed by a reported lack of support/systems in place to support re-opening after COVID-19 closures¹⁰, and then looting by armed groups. The main reasons for school closures between 2018 and 2020 were reported as flooding, looting by armed group and insecurity in or around schools. In 2017, conflict and insecurity were the main reported reasons for school closures while, in 2016, insecurity and/or the consequent fleeing of teachers and students were the main reasons for school closures.

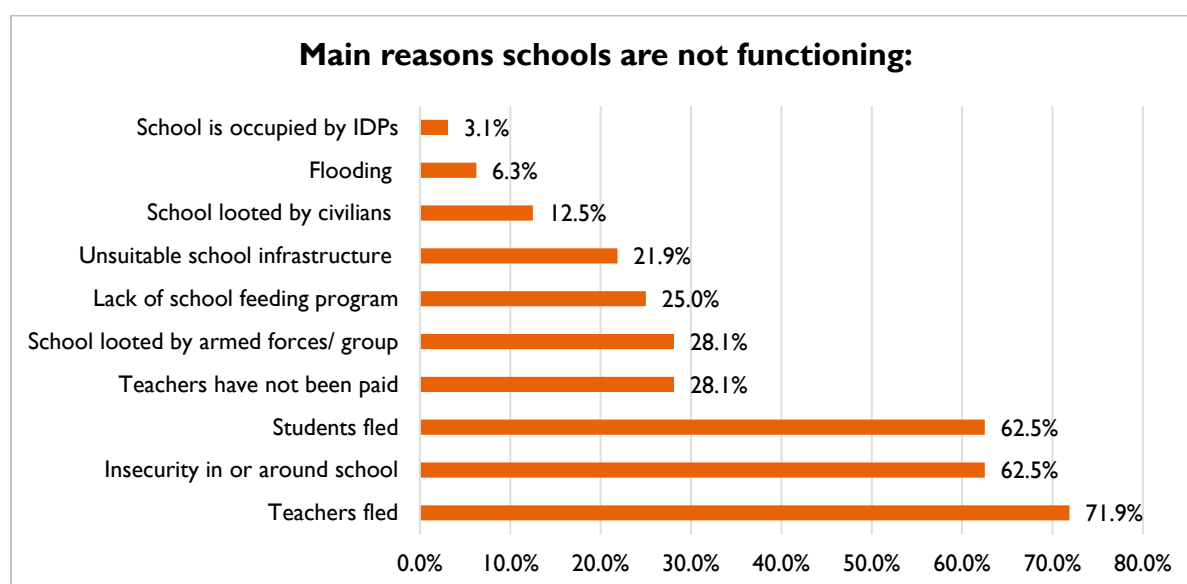
3.1.3 Key reasons for schools not functioning

Of the schools that were non-functional in the assessment, 19 (61.3%) were in rural locations and 13 (38.7%) were in urban locations.

Teachers fleeing (71.9% / 23 schools), students fleeing (62.5% / 23 schools) and insecurity in or around the school (62.5% / 23 schools) were the top three most commonly reported reasons for schools not functioning.

¹⁰ An option, requested by education partners, in the question for why schools did not re-open was as follows ‘Support and systems not in place to support school’s reopening’.

FIGURE 1: MAIN REASONS SCHOOLS ARE NOT FUNCTIONING

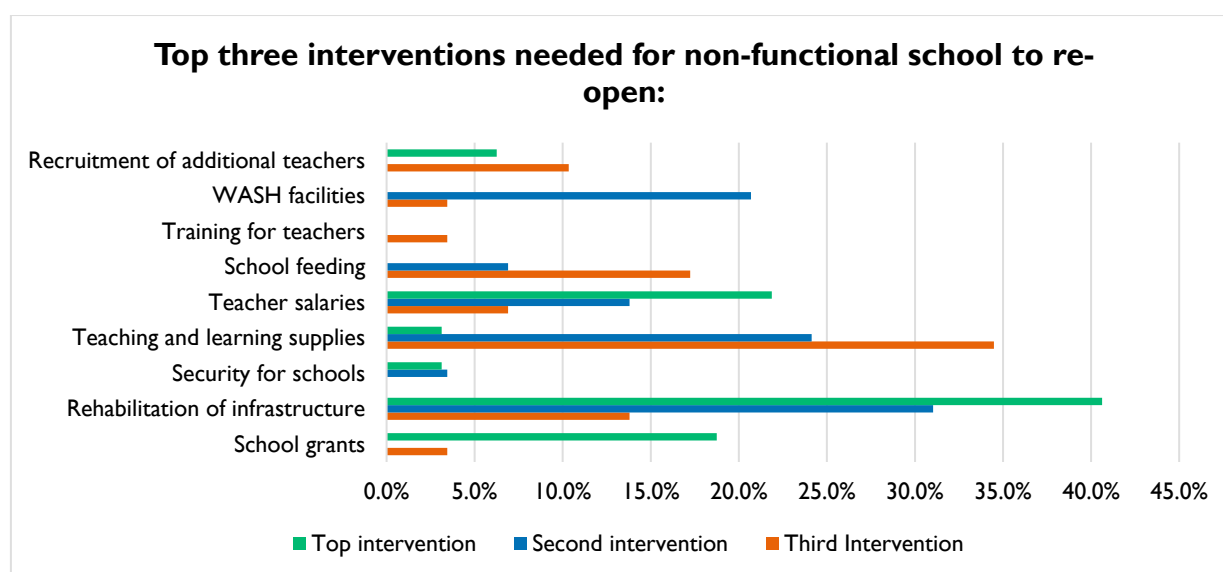


According to the 2018 ENA, insecurity in or around school (26%) was the main reason schools were no longer functioning followed by teachers fleeing (23%) and students fleeing (17%). This shows that the three main reasons for non-functionality of schools remain the same, although more respondents agree on these 3 main reasons than in previous ENAs.

3.1.4 Priorities for the re-opening of non-functional schools nationally, 2021

Rehabilitation of infrastructure (40.6% / 13 responses), teacher salaries (21.9%/ seven responses) and school grants (18.8%/ six responses) were the top interventions reported as required to support non-functional schools re-open. It is also noteworthy that more than 20% of respondents stated Water, Sanitation and Hygiene (WASH) facilities and teaching and learning supplies as their second highest intervention preference and nearly 15% of respondents listed teacher salaries as their second highest intervention preference.

FIGURE 2: TOP THREE INTERVENTIONS FOR NON-FUNCTIONAL SCHOOLS TO RE-OPEN



In 2018, payment to teachers (22%), supply of teaching/learning materials (22%) and rehabilitation of infrastructure (17%) were the cited priorities required to re-open non-functional schools while in 2017 the rehabilitation of school infrastructure, school feeding and the payment of teacher salaries for the re-opening of non-functional school were prioritised by key informants.

3.1.5 Interruption of education days during the school year

Schools reopened in May 2021 after 14 months of school closures with the official re-opening on 3rd May 2021. Most headteachers reported opening in the month of May (87.8%) with 47.1% of schools citing they opened on the 3rd May 2021. A small number of schools (2.7%) reported opening between June and October 2021 while 9.5% reported they opened between February and April 2021.

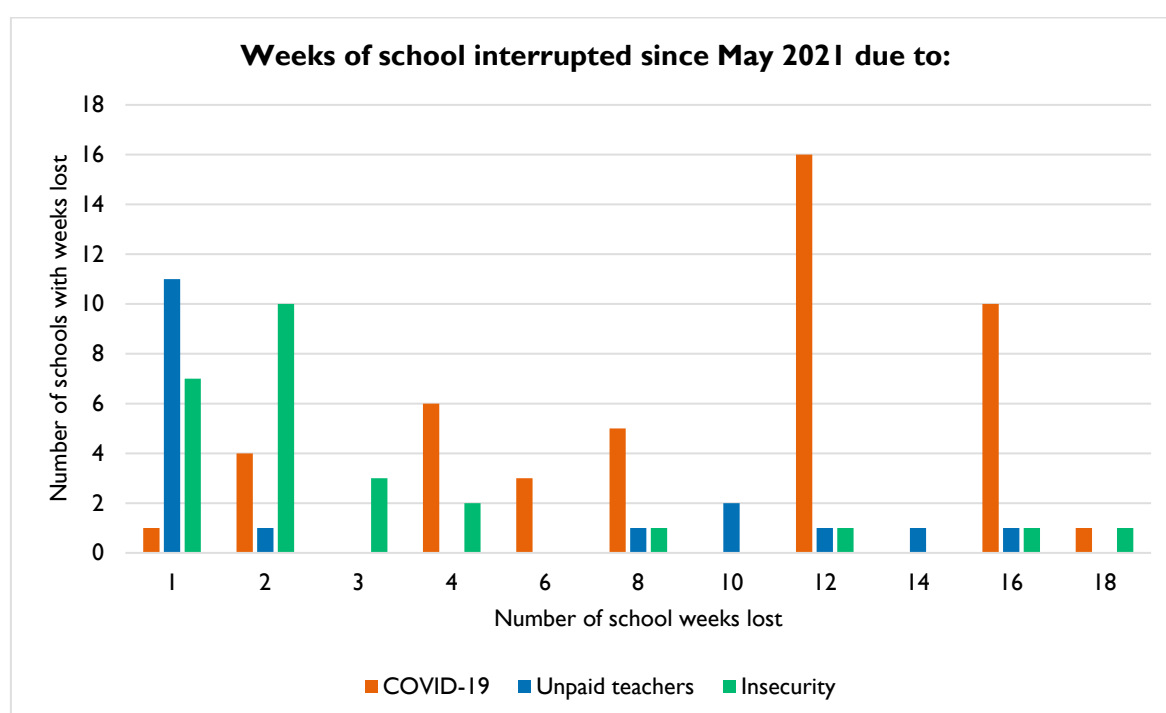
The majority of functioning schools operate on one shift only (70.7%) while a small number of schools have morning and afternoon shifts (12.4%) or morning shift and Accelerated Learning Program (ALP) afternoon shifts (13.2%).

TABLE 6: NUMBER OF WEEKS OF SCHOOL LOST IN 2021

Number of weeks lost in 2021	Number of schools	% of respondents
No weeks lost	247	60.2%
Under 5 weeks lost	68	16.6%
Between 5-10 weeks lost	15	3.7%
Over 10 weeks lost	37	9.0%
Don't know	14	3.4%
No response	29	7.1%
Total	410	100%

29.3% of schools reported at least one week of education was lost in 2021 since the schools re-opened in May 2021. Of these schools that reported at least one week of education lost, most were in Central Equatoria (20.0%), followed Jonglei (14.2%), Warrap (14.2%) and Unity (12.5%).

FIGURE 3: REASONS FOR LOSING WEEKS OF SCHOOL IN 2021



Headteachers reported that COVID-19 was the main reason for closures after schools re-opened in May 2021, with 46 schools reporting a cumulative total of 461 weeks of education lost for 26,340 children¹¹. It should be noted the key informants may not have understood the question and may have been reporting weeks lost due to the COVID-19 school closures prior to May 2021 in this data.

Aside from COVID-19 school closures, insecurity in or around school meant a total of cumulative 98 weeks education for 11,326 children¹² were lost across 26 schools with Lakes (seven schools) and Central Equatoria (five schools) most commonly reporting this cause of school closure. Teachers not being paid resulted in 18 schools missing a cumulative total of 86 weeks of education for 6,269 children¹³ with Upper Nile (four schools) and Central Equatoria (four schools) most commonly reporting this cause of school closure.

The main reasons learners reported interruptions in learning were insecurity in or around school and a lack of teachers due to salary payment delays which were also main reasons reported by headteachers for school closures. Learners also commonly reported sickness and flooding as reasons for interruptions in their learning. In 2018, insecurity in the area was the followed by community migration, looting and school occupation by armed groups as the main reported causes of interruptions to education.

3.1.6 Attacks on schools

From 2017 to 2019, the Global Coalition to Protect Education from Attack identified at least 50 reports of attacks on schools in South Sudan¹⁴. From January 2019 to December 2019,

¹¹ Cumulative enrolment figures from impacted schools at the start of the AY 2020/2021.

¹² Ibid.

¹³ Ibid.

¹⁴ Global Coalition to Protect Education from Attack. (2020). *Education Under Attack 2020*. Available online at: <https://protectingeducation.org/publication/education-under-attack-2020/>.

the UN verified 10 attacks on schools in South Sudan, which mainly involved destruction and looting of facilities, and additionally 18 incidents of military use of schools¹⁵. From July 2018 to June 2020, the UN verified 13 attacks on schools (also primarily involving destruction and looting of facilities) and 32 incidents of military use of schools¹⁶. Given the high standard set for UN verification of attacks on schools, and the fact that verification is partly contingent on access, which may be limited in the more conflict-affected areas of South Sudan and due to COVID-19, the verified attacks on schools may likely be an underestimate of the actual numbers.

5.6% of the functional schools assessed reported attacks in 2021. Theft/looting was most common attack followed by direct attacks on education staff with schools in Warrap and Unity reporting the most attacks.

TABLE 7: TYPES OF ATTACKS ON SCHOOLS IN 2021

Type of attack	Number of schools in 2021	Percentage
Theft/looting	10	43.50%
Direct attacks (physical or verbal) on education staff or students while carrying out education activities	6	26.10%
Hit by bullets	4	17.40%
Occupation of classrooms by armed groups	2	8.70%
Burning	1	4.30%

In 2018, theft/looting was the most common attack on schools followed by being hit by bullets while, in 2017, theft and looting followed by direct attacks on education personnel and being hit by bullets were the most reported.

TABLE 8: NUMBER OF ATTACKS ON SCHOOLS IN 2021

State	Number of attacks in 2021	Percentage
Unity	4	17.40%
Warrap	4	17.40%
Eastern Equatoria	3	13.00%
Western Bahr el Ghazal	3	13.00%
Central Equatoria	2	8.70%
Jonglei	2	8.70%
Northern Bahr el Ghazal	2	8.70%

¹⁵ United Nations Secretary General. (June 2020). *Children and Armed Conflict*. Available online at: https://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/S_2020_525_E.pdf.

¹⁶ United Nations Secretary General. (December 2020). *Children and armed conflict in South Sudan*. Available online at: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N20/363/55/PDF/N2036355.pdf?OpenElement>.

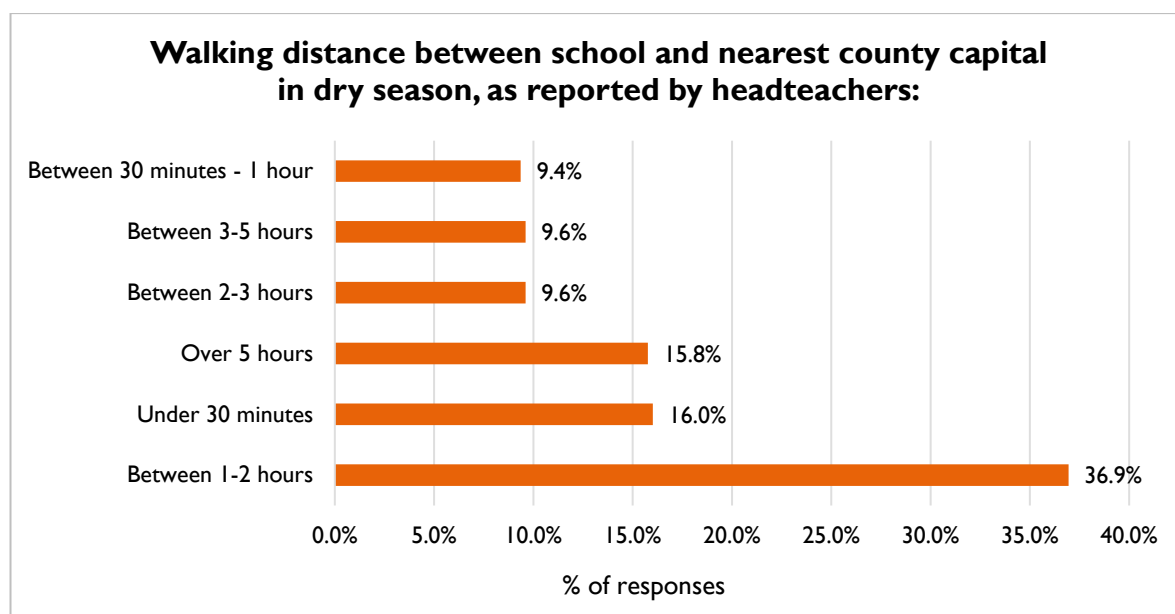
Lakes	1	4.30%
Pibor Administrative Area	1	4.30%
Upper Nile State	1	4.30%
Total	23	-

3.2 SCHOOL CHARACTERISTICS

3.2.1 Accessibility and remoteness

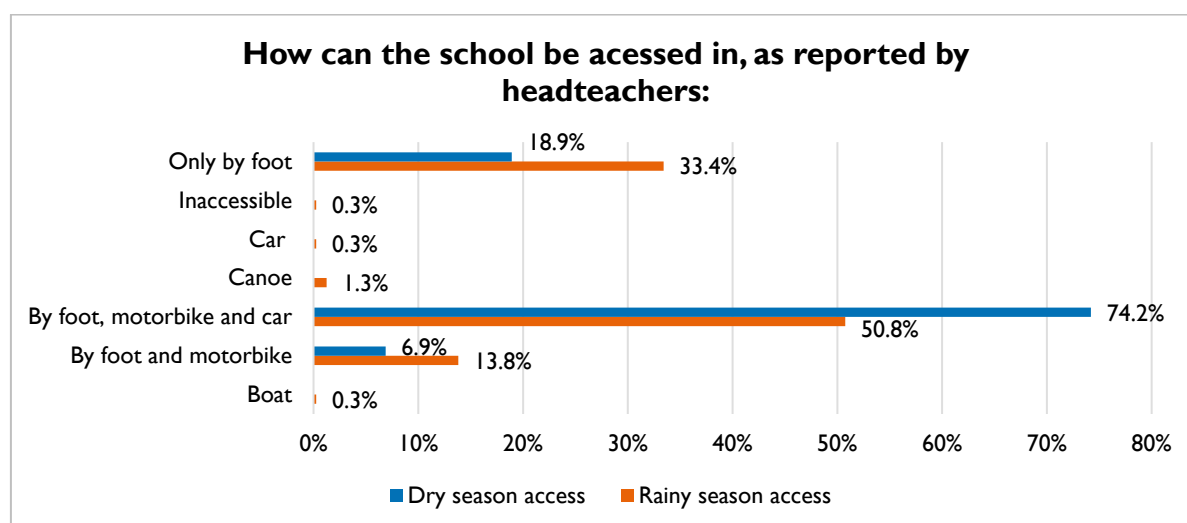
Of the functional schools assessed, 236 (57.6%) were stated as being rural, 161 (39.3%) were reported as urban and 3.2% gave no response. Of the schools that responded, the majority are between 1-2 hours walking distance in the dry season from the nearest county capital.

FIGURE 4: WALKING DISTANCE BETWEEN SCHOOL AND COUNTY CAPITAL IN DRY SEASON



As reported by headteachers, the majority of schools (74.2%) can be accessed by foot, motorbike and car in the dry season while 50.8% can still be accessed by these means in the rainy season. In 2018, only 11.7% of assessed schools could be accessed by foot, motorbike and car in the rainy season.

FIGURE 5: MODES OF TRANSPORT TO ACCESS SCHOOLS



Over a third of schools can be accessed by foot in the rainy season. Five schools, or 1.3% of schools surveyed, can only be accessed by canoe in rainy season, of which four schools are in Upper Nile State and one in Unity State.

3.2.2 Ownership of schools

The table below shows functional schools' ownership:

TABLE 9: TYPES OF SCHOOL OWNERSHIP FOR FUNCTIONAL SCHOOLS

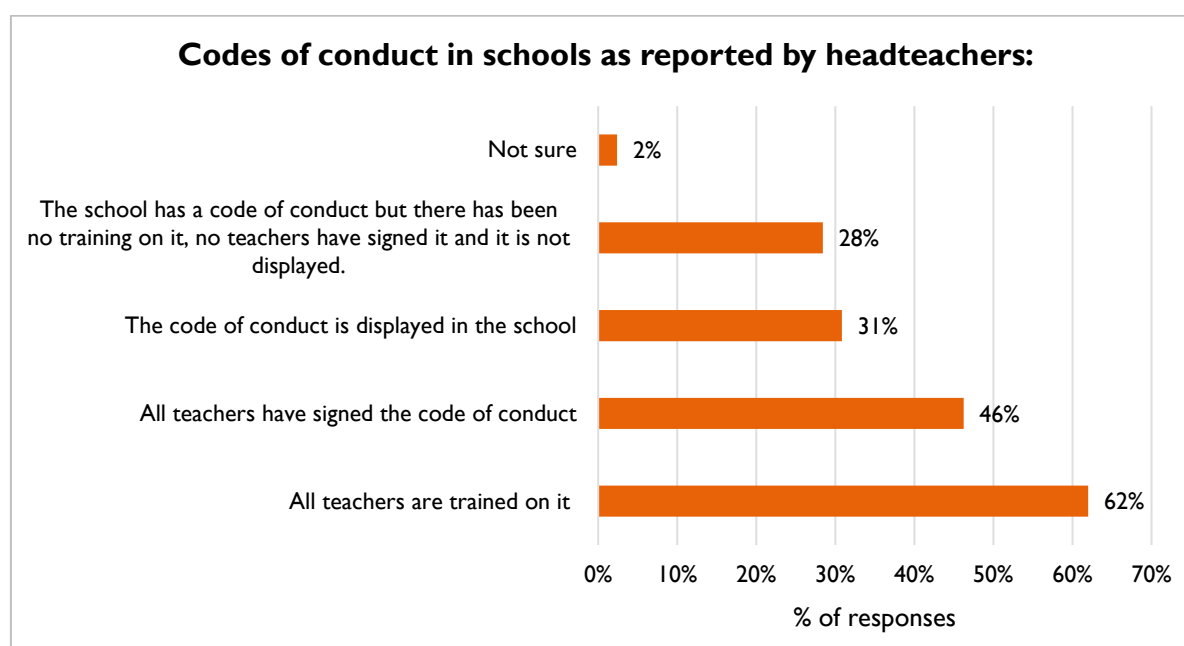
School type	Number of functional schools assessed	Percentage
Government	277	68%
Community	74	18%
Religious Group	43	11%
Private	11	3%
NGO/INGO	5	1%

The 32 non-functional schools assessed were majority government schools (78.1%), followed by religious group (12.5%) and community (9.4%).

3.2.3 Code of Conduct

Of 401 headteachers who responded, 82% reported having a code of conduct in their school. When asked if their teachers were trained on it, if the code of conduct was signed by teachers and/or if the code of conduct was displayed in their school, 62% of the 292 headteachers who responded said all their teachers were trained on it. Just 31 % said their code of conduct was displayed in their school and less than 50% said it was signed by teachers.

FIGURE 6: STATUS OF SCHOOL CODES OF CONDUCT



3.2.4 School infrastructure

Of the 5,904 schools reported to be open in 2021 on SAMS, there is data on infrastructure reported for 4,987 schools on SAMS. Of these, the highest proportion of schools (23.1%) have classes under trees/open air/ or having in tents.

TABLE 10: SCHOOLS' INFRASTRUCTURE TYPES, SAMS 2021 DATA

Infrastructure Type (SAMS 2021 data)	No. of schools	Proportion of schools
Only under trees/open air/tents	1152	23.10%
Only permanent	1118	22.42%
Both semi-permanent and under trees/open air/tents	780	15.64%
Only semi-permanent	699	14.02%
Both permanent and semi-permanent	607	12.17%
Both permanent and under trees/open air/tents	463	9.28%
Permanent, Semi-permanent, and under trees/open air/tents	168	3.37%
Total	4987	100%

2021 Girls' Education South Sudan (GESS) data on school conditions finds that the primary cause for damage to schools across South Sudan is wind, which is consistent with the fact that many schools hold classes either only under trees/open air/tents or a combination of under/trees/open air/tents and semi-permanent or permanent structures. After wind, conflict and floods are the most reported causes of school damage.

Of the school assessed, 166 (40.9%) of schools reported not having classrooms accessible for CwDs. Central Equatoria (15.1%) had the most school report their classrooms are inaccessible for CwDs followed by Eastern Equatoria (14.5%).

3.2.5 Counselling and psychosocial support in schools

233 (58.1%) of respondents reported that their school has no programmes or dedicated staff for psychosocial support, social emotional learning, or other types of counselling services. While just over a third of schools (34.6%) reported at least one of their teachers has been trained in psychosocial support since 2018.

Schools function in places where child protection issues are identified, and children can be referred to appropriate resources. For learners, mental health challenges may limit their ability to fully participate in educational activities and increase the risk for drop out. Data on the pervasiveness of mental health and mental health services in South Sudan is scarce, but South Sudan is thought to have one of the largest mental health treatment gaps in the world¹⁷, likely due to decades of instability and conflict. The World Health Organization

¹⁷ Mogga, J. (2019). *The mental health treatment gap in South Sudan*. Available online at: <http://www.southsudanmedicaljournal.com/archive/february-2019/the-mental-health-treatment-gap-in-south-sudan.html>.

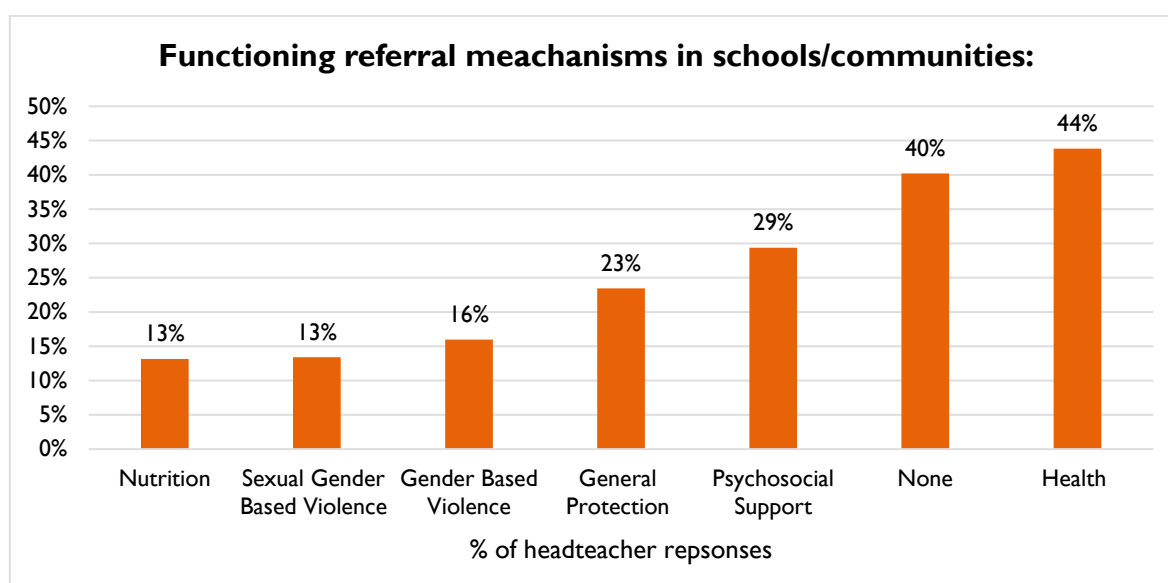
(WHO) estimates that one in five people (22%) living in conflict-affected areas have a number of mental health conditions, including depression, anxiety, and post-traumatic stress disorder and about one in eleven people (9%) in conflict-affected areas have a moderate to severe mental health condition¹⁸.

There is a notable lack of comprehensive research on the availability of Mental Health and Psychosocial Support (MHPSS) resources in schools across South Sudan. In a baseline survey conducted for the Education Cannot Wait (ECW)-funded Multi Year Resilience Program, six out of 12 headteachers interviewed reported not having a mentor or counsellor for learners while five said that this service was available¹⁹. When learners were asked who they would talk to if they were worried about something in school, 73% reported going to headteachers, 68% reported going to teachers, and 32% reported going to School Management Committee (SMC)/Parent Teacher Association (PTA) members²⁰.

3.2.6 Protection in schools

40% of 388 headteachers who responded reported there being no functional referral mechanism in their school or community. Less than a quarter reported there being a general protection referral mechanism and less than 20% reported there being a functional Gender-Based Violence (GBV) referral mechanism.

FIGURE 7: FUNCTIONING REFERRAL MECHANISMS IN SCHOOLS/COMMUNITIES



County level education officials reported the most commonly used safe reporting system for protection and safeguarding issues for learners were school leadership (56%) and the police (53%). Donor-based systems were also used, with 36% of respondents reporting both the Child Protection Cluster and Non-Governmental Organisations (NGOs)/ International Non-Governmental Organisations (INGOs). The more community-based systems were shown to be the least common, with zero responses for community leaders/structures and women's groups, and only 5% for local authorities.

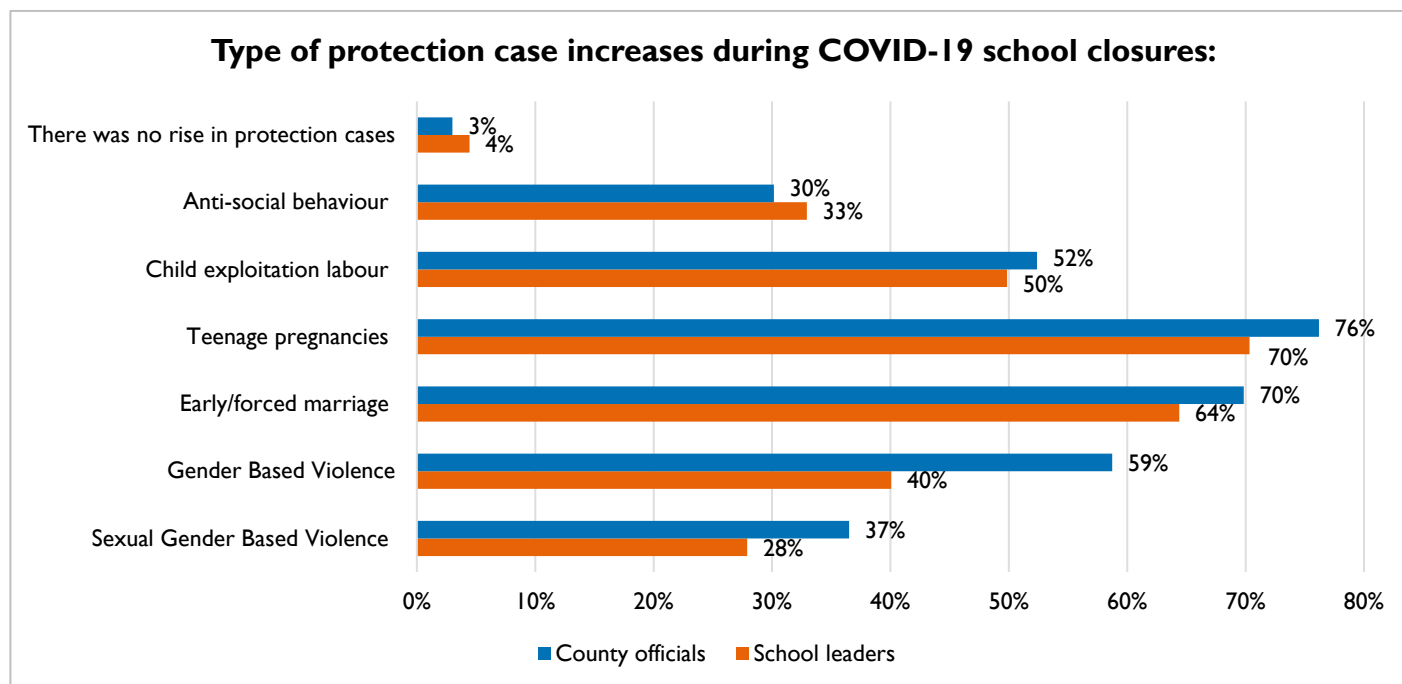
¹⁸ World Health Organization. Mental Health in Emergencies. Available online at: <https://www.who.int/news-room/fact-sheets/detail/mental-health-in-emergencies>.

¹⁹ Save the Children International. (2021). *Multi Year Resilience Program Baseline Report*.

²⁰ Ibid.

One consequence of the COVID-19 school closures is that learners lost access to schools as potential sites for mental health support and protection interventions, while at the same time they faced additional protection challenges, such as increased risk of early/forced marriage and child labour, due to the school closures²¹.

FIGURE 8: PROTECTION CASE INCREASES DURING COVID-19 SCHOOL CLOSURES



The vast majority of headteachers (96%) reported a rise in at least one type of protection case during school closures. Teenage pregnancies (70%) and early/forced marriage (64%) were the most common, with half of respondents (50%) also reporting an increase in child exploitation cases. GBV and sexual and gender-based violence (SGBV) also increased, with 40% and 28% of headteachers reporting an increase, respectively.

Only 3% of county level education officials respondents reported there being no rise in protection cases during school closures. 76% reported a rise in teenage pregnancies and 70% a rise in early or forced marriage. GBV and SGBV both increased, with 59% and 37% of respondents, respectively, reporting an increase in these.

3.2.7 Access to a safe water source

Given that just 41% of households in South Sudan have access to basic drinking water, with just 2.8% of households having access to safely managed drinking water²², provision of safe water in schools can encourage enrolment and attendance. According to WHO/UNICEF Joint Monitoring Programme 2019 data, 60.1% of schools across South Sudan have access

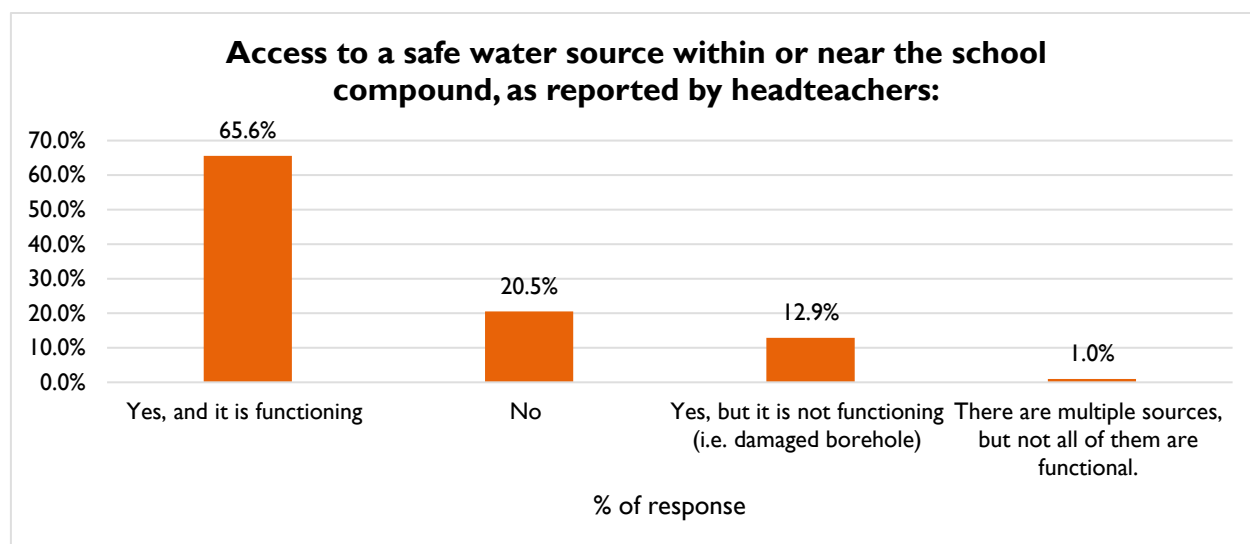
²¹ Save the Children International. (2021). *Impact Assessment of COVID-19 on Education in South Sudan*.

²² WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene (JMP). (2020). Available online at: <https://washdata.org/data/household#!/table?geo0=region&geo1=sdg>. The JMP defines basic drinking water as water coming from an improved source, with a collection time of less than 30 minutes roundtrip, including queuing. They define safely managed drinking water as being accessible on premise, available when needed, and free from fecal and priority chemical contamination.

to improved water sources, but all are primary schools, with no pre-primary or secondary schools having access to improved water sources²³.

In the ENA, over 60% of all schools surveyed (including ECD, Primary, and Secondary) reported having access to a safe water source within or near the school compound (defined in the ENA as either piped water, public tap, tube well/borehole, protected well, treated surface water or spring)²⁴.

FIGURE 9: SCHOOLS' ACCESS TO A SAFE WATER SOURCE

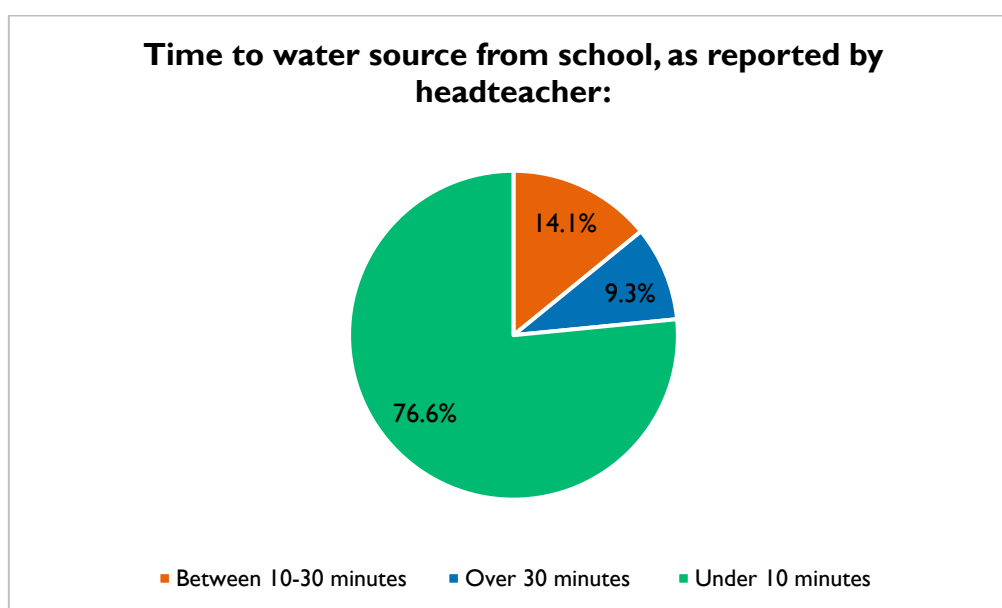


Of the schools which reported not having access to a functioning safe water source, Central Equatoria had the most schools without a functional water source (41.9%), followed by Warrap (19.4%) and Upper Nile State (12.9%). Accessed schools in Northern Bahr el Ghazal, Western Bahr el Ghazal, Unity, Lakes, Pibor Administrative Area, Abyei Administrative area all reported having access to a functioning safe water source. In 2018, Upper Nile and Western Equatoria had the lowest access to safer water.

²³ WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene (JMP). (2020). Available online at: <https://washdata.org/data/school#!/table?geo0=country&geo1=SSD>.

²⁴ In the questionnaire, headteachers were asked “Does the school have access to a source of safe drinking water within/near the school compound?” and the definition of a safe water source was written in the questionnaire as “Safe water sources = piped water, public tap, tube well/borehole, protected well, treated surface water or spring.”

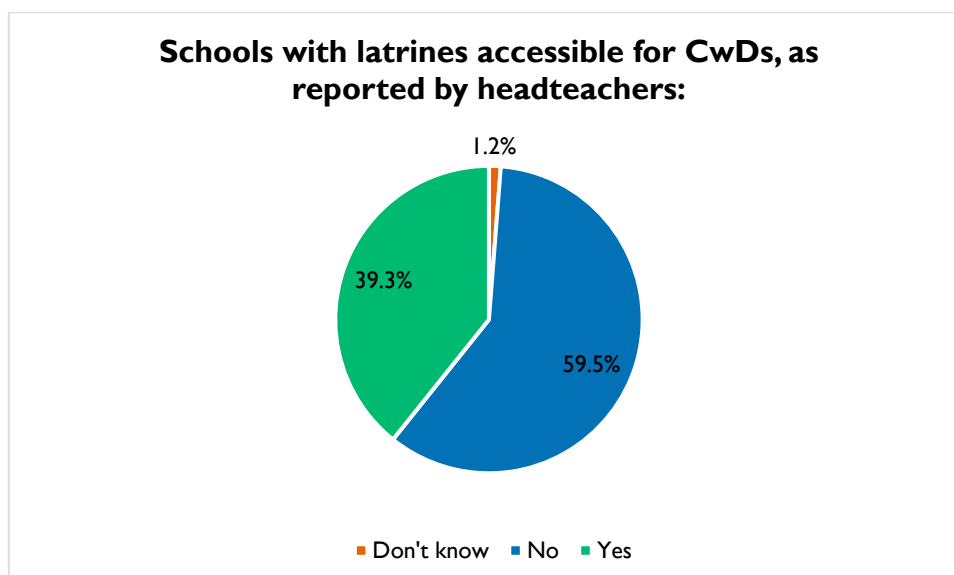
FIGURE 10: TIME TO WATER SOURCE FROM SCHOOL



3.2.8 Access to toilet/latrines in school

The majority of schools have access to at least one functional toilet/latrine, but 19.3% of school respondents reported that there are no functional latrines at their school, of which 54 (13.7%) of school respondents reported having no latrines, functional or non-functional, at all, with most of these schools being in Warrap, followed by Northern Bahr el Ghazal. In 2018, 67.9% did not have any latrines at all.

FIGURE 11: SCHOOLS WITH LATRINES ACCESSIBLE FOR CwDs



Out of the schools which have a functioning latrine/toilet, over half of them do not have latrines which are accessible for CwDs. The proportion of schools that reported accessibility of toilets for CwDs in the Girls' Education South Sudan (GESS) 2021 assessment on WASH

facilities closely mirrors what was found in the 2021 ENA, at 40% of schools²⁵. In the 2021 ENA, Eastern Equatoria (14.9%) had the most schools with inaccessible latrines for CwDs schools this was followed by Central Equatoria (12.9%) and Lakes (12.4%).

The average number of latrines for functional schools assessed who responded was 6.5 and the average number of functional latrines was 5.4.

TABLE 11: LEARNER TO LATRINE RATIOS, PER REGION

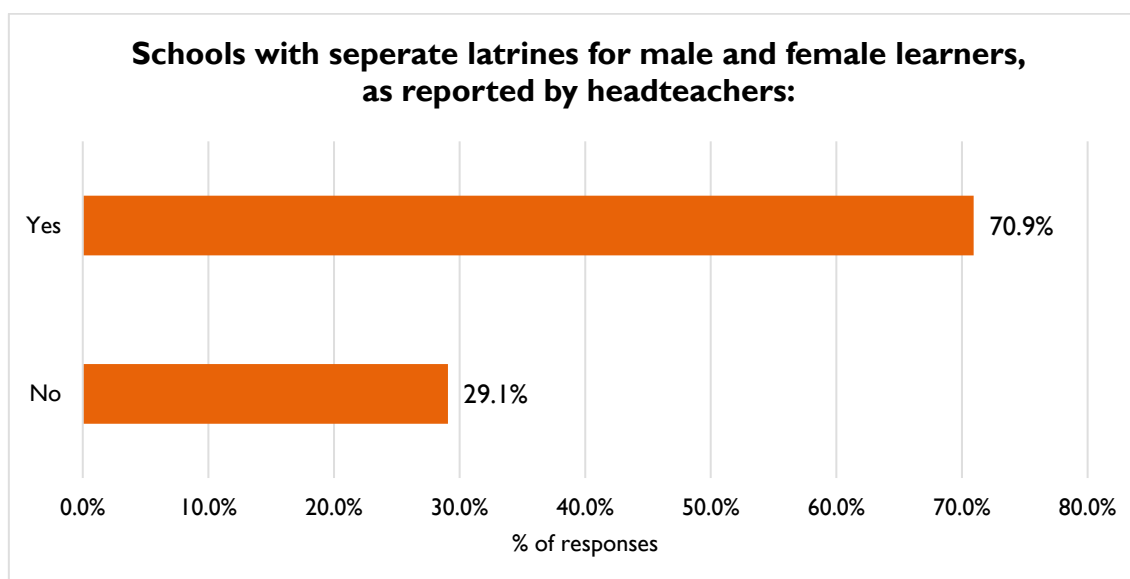
Location	Average number of latrines	Average number of learners per latrine	Average number of functional latrines	Average number of learners ²⁶ per functional latrine
Unity	8.5	129.8:1	4.9	360.4:1
Ruweng Administrative Area	4	240.1:1	3.7	261.9:1
Jonglei	3.9	133.1:1	2.9	201.1:1
Lakes	4.6	150:1	3.7	196:1
Pibor Administrative Area	7	74.1:1	2.7	194.6:1
Western Equatoria	5.1	108.2:1	4.1	143.8:1
Northern Bahr el Ghazal	6.6	100.8:1	5.7	120.5:1
Warrap	7.5	97:1	6.5	119.2:1
Upper Nile State	5.3	93.8:1	4.9	116.8:1
Abyei Administrative Area	6.5	77.3:1	5.5	91.4:1
Central Equatoria	6.4	73:1	5.6	87.1:1
Western Bahr el Ghazal	7	77.9:1	6.7	81.3:1
Eastern Equatoria	8.4	61.2:1	6.7	80.7:1

²⁵ Girls' Education South Sudan. (2021). *WASH Facility Assessment in Schools in South Sudan*.

²⁶ Cumulative enrolment figures from headteachers in the 2021 ENA.

3.2.9 Toilets separated by gender and washrooms

FIGURE 12: LEARNER TO LATRINE RATIOS, PER REGION



Most schools assessed reported having separate latrines for male and female learners, of those that did not the most were in Warrap (15.5%) and Lakes (15.5%) followed by Northern Bahr el Ghazal (12.1%).

The GESS 2021 assessment on WASH facilities in schools across South Sudan highlights that, of 4,159 schools assessed, 2,478 (60%) have toilets and half of these schools have separate facilities for girls²⁷. In the MYRP baseline study, 30 out of 54 (55.55%) schools surveyed reported having separate latrines for girls and boys²⁸.

Washrooms or bathrooms are important for MHM for female learners, especially in upper primary and secondary schools. Over three quarters of schools (76.9%) reported not having bathrooms or washrooms available for female learners and, of secondary schools sampled, the majority (80.8%) reported not having bathrooms or washrooms available. Of those the schools which reported having separate bathrooms/washrooms for females, Eastern Equatoria (26.4%) had the most schools followed by Central Equatoria (22.0%).

3.2.10 Availability of hand-washing facilities near toilets/latrines

Just over half of schools in the assessment reported having hand-washing facilities near latrines. Warrap (18.9% of responses) and Northern Bahr el Ghazal (14.2%) had the most schools reporting no hand washing facilities near latrines as well as the most schools reporting no soap available, 20.9% and 15.6% respectively.

²⁷ Ibid.

²⁸ Save the Children International. (2021). *Multi Year Resilience Program Baseline Report*.

FIGURE 14: AVAILABILITY OF HAND-WASHING FACILITIES

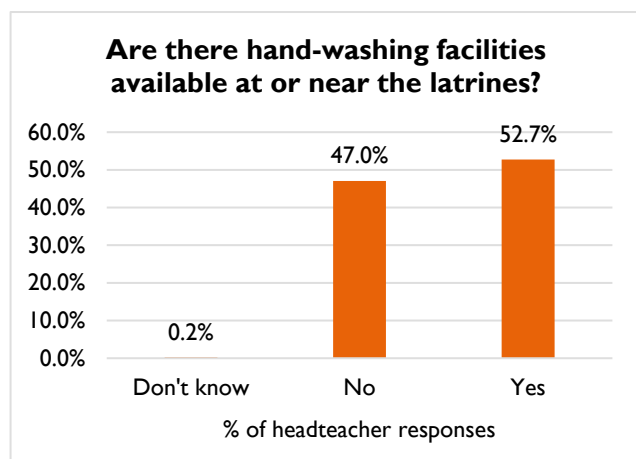


FIGURE 13: AVAILABILITY OF SOAP

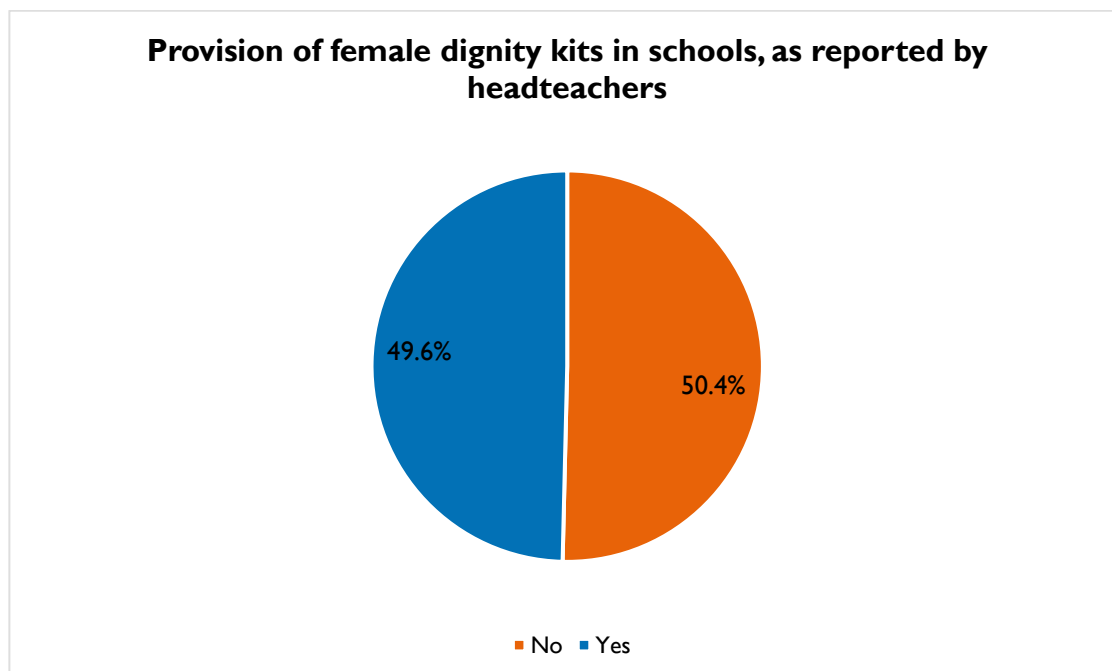


The MYRP baseline assessment (2020), for which data collection took place when candidate classes were returning in late 2020, 27 out of 42 (64%) schools surveyed (that were re-opening with P8 or S4) reported having hand washing facilities with soap since reopening²⁹.

3.2.11 Menstrual Hygiene Management (MHM)

Of those headteachers who reported on whether female learners have received dignity kits (399 out of 410 respondents), slightly over half (50.4%) reported that female learners in their schools have not received dignity kits since 2018.

FIGURE 15: PROVISION OF FEMALE DIGNITY KITS IN SCHOOLS



²⁹ Ibid.

3.3 Enrolment, Attendance and Dropout

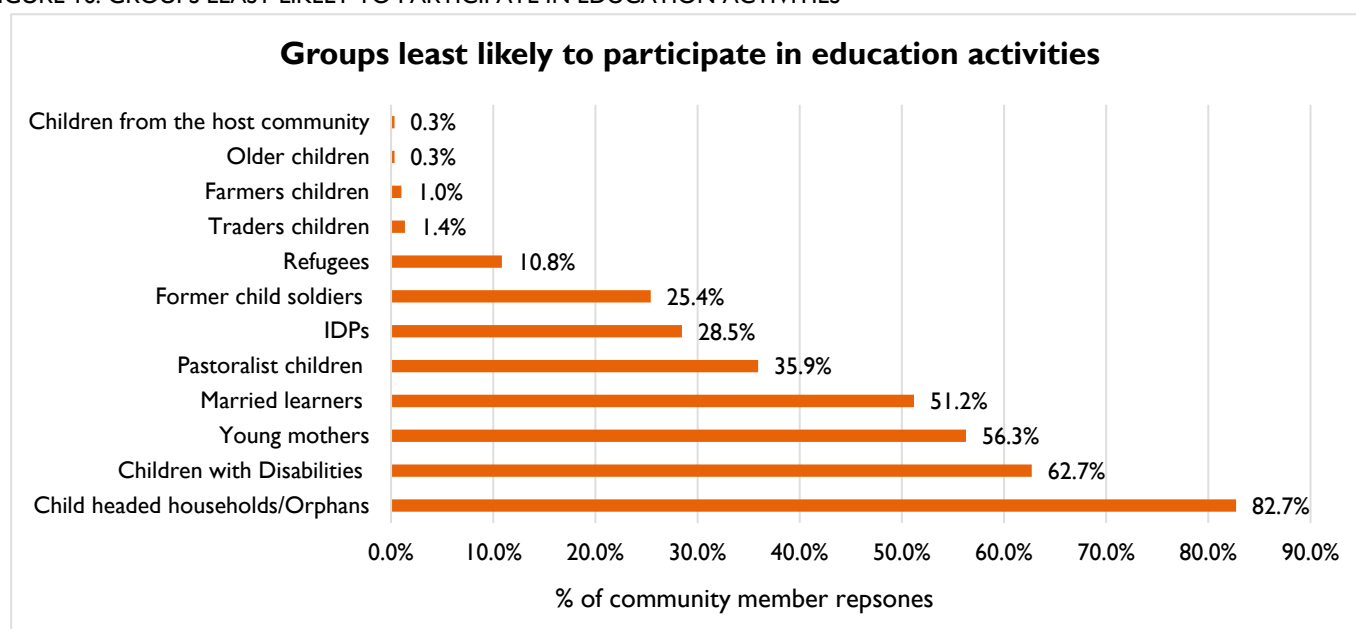
3.3.1 Enrolment

Estimates of the number of out-of-school children have increased significantly from 2.2 million in 2018 to 2.8 million in 2020, prior to school closures due to COVID-19³⁰. The COVID-19 school closures interrupted the education of an additional nearly 2 million children.

There is also a high prevalence of overage learners in South Sudan. According to 2016 EMIS data, the most recent data available on overage enrolment in South Sudan, over 89% of primary school learners and 93% of secondary school learners are overage³¹. Overage enrolment is even seen at the ECD stage, with 74% of learners in the top/graduate classes of ECD being overage, highlighting that learners entering school late is the standard in South Sudan³². Learners being overage can increase their risk for drop out because, given that many will be adults before completing primary school, they are more likely to face pressures around work and marriage.

County level education officials reported young mothers and married learners to be the groups least likely to participate in education activities (74% and 72%, respectively), as well as children with disabilities (72%). Other commonly reported groups were children without a parent or guardian (66%), girls (52%), and pastoralist children (51%). IDPs and refugees were the least common group to be reported as least likely to participate in education activities, at 37% and 8% respectively.

FIGURE 16: GROUPS LEAST LIKELY TO PARTICIPATE IN EDUCATION ACTIVITIES



³⁰ UNICEF. (2021). *Education in South Sudan Briefing Note*. Available online at: https://www.unicef.org/southsudan/media/7946/file/Education%20Briefing%20Note_2021%20Q1%20FINAL.pdf.

³¹ UNESCO. (2018). *Global Initiative on Out-of-School-Children: South Sudan Country Study*. Available online at: <https://www.globalpartnership.org/content/global-initiative-out-school-children-south-sudan-country-study>.

³² Ibid.

Community members reported, when asked which group was least likely to participate in education activities in their community, the highest proportion for children without parents, guardians, or caregivers (82.7% of respondents), children with disabilities (62.7%), and young mothers (56.3%). The least reported groups by community members were children from the host community and older children, reported by one community member each.

3.3.2 Trends in school enrolment by gender and region

Between AY 2019/2020 and 2020/2021 as well as AY 2020/2021 and 2021/2022, a higher proportion of headteachers who provided enrolment figures reported decreased enrolment for male learners, female learners, and overall enrolment, as highlighted in the table below.

TABLE 12: TRENDS IN SCHOOL ENROLMENT BETWEEN 2019/2020 AND 2020/2021

Trends in school enrolment between AY 2019/2020 and 2020/2021					
Schools with increased enrolment of:					
Boys	% of schools	Girls	% of schools	Overall	% of schools
135	45%	122	41%	123	40%
Schools with decreased enrolment of:					
164	55%	172	59%	182	60%

TABLE 13: TRENDS IN ENROLMENT BETWEEN 2020/2021 AND 2021/2022

Trends in school enrolment between AY 2020/2021 and 2021/2022					
Schools with increased enrolment of:					
Boys	% of schools	Girls	% of schools	Overall	% of schools
131	43%	125	41%	127	41%
Schools with decreased enrolment of:					
176	57%	181	59%	186	59%

While more schools seem to have reported decreased enrolment between school years 2019/2020 and 2021/2022, actual enrolment figures during that same time period appear to have increased. The States in which headteachers reported the highest enrolment figures for boys, girls, and overall are Northern Bahr el Ghazal, Central Equatoria, and Warrap.

TABLE 14: BOYS' SCHOOL ENROLMENT, PER REGION

Boys' Enrolment, as reported by headteachers in ENA ³³			
States/Administrative Areas	2019/2020	2020/2021	2021/2022
Northern Bahr el Ghazal	15179	15197	15100
Central Equatoria	13478	12121	12753
Warrap	12705	14371	17135
Eastern Equatoria	11062	12765	14103
Lakes	10175	11905	11862
Jonglei	7076	7600	5392
Unity	6873	7688	9596
Upper Nile State	4828	5984	7446
Western Bahr el Ghazal	3461	4435	3690
Western Equatoria	3333	3536	4608
Ruweng Administrative Area	1245	1803	1487
Pibor Administrative Area	1157	1286	1393
Abyei Administrative Area	410	1417	1070
Total	90982	100108	105635

TABLE 15: GIRLS' SCHOOL ENROLMENT, PER REGION

Girls' Enrolment, as reported by headteachers in ENA ³⁴			
States/Administrative Areas	2019/2020	2020/2021	2021/2022
Northern Bahr el Ghazal	14616	14703	16056
Central Equatoria	13999	12814	13439
Warrap	9432	11283	13329
Eastern Equatoria	8981	9362	10568
Lakes	6701	7674	7993
Unity	5329	6799	8063
Jonglei	5170	4511	3635
Upper Nile State	4277	5246	7059
Western Equatoria	3408	3959	4730
Western Bahr el Ghazal	2298	4344	4068
Ruweng Administrative Area	645	735	674

³³ According to headteachers surveyed in the 2021 Education Needs Assessment.

³⁴ Ibid.

Abyei Administrative Area	380	552	941
Pibor Administrative Area	45	86	164
Total	75281	82068	90719

TABLE 16: BOYS' AND GIRLS' ENROLMENT, PER REGION

Boys' and Girls' Enrolment, as reported by headteachers³⁵			
States/Administrative Areas	2019/2020	2020/2021	2021/2022
Northern Bahr el Ghazal	29795	29963	31146
Central Equatoria	27011	24787	26036
Warrap	22422	25873	30463
Eastern Equatoria	19791	21044	24668
Lakes	16876	19579	19848
Jonglei	13111	12111	9027
Unity	12202	14489	17659
Upper Nile State	9099	10541	14516
Western Equatoria	6741	7495	9338
Western Bahr el Ghazal	4732	8429	7516
Ruweng Administrative Area	1300	1727	1516
Pibor Administrative Area	1202	1372	1557
Abyei Administrative Area	790	1969	2011
Total	166263	182176	195301

3.3.3 Attendance and Non-Attendance

Most headteachers (57.40%) surveyed reported that “Almost all – 75% to 99%” of children enrolled attend school almost every day.

TABLE 17: PERCENTAGE OF ENROLLED CHILDREN WHO ATTEND SCHOOL ALMOST EVERY DAY

Percentage of children enrolled who attend school almost every day	Number of schools	% of respondents
Almost all – 75% to 99%	225	57.40%
More than half – 50% to 75%	117	29.80%
Less than half – 25 to 50%	33	8.40%
All children – 100%	9	2.30%
Almost no children – 0 to 25%	7	1.80%
No children – 0%	1	0.30%

³⁵ Ibid.

3.3.4 Main reasons for non-attendance

Male (33%) and female (27%) learners both reported the same top reason for non-attendance³⁶, which was that learners couldn't pay fees. 11% of male learners and 17% of female learners said this was their second reason, and 9% and 11% their third, respectively.

After this, the top reasons of male and female learners differed. For female learners, 24% said their top reason was marriage, compared to only 4% for male learners. Around 20% of female learners put marriage for second and third top reasons, and for male learners 8-10% did. For domestic duties, 18% of female learners compared to 6% of male learners put it as their top reason. The most common answers for male learners were 'Looked for or found a job/work' and 'Cattle Rearing'. This fits with the context: 52% of girls in South Sudan are married before they turn 18³⁷ and it is often expected that girls and women support the household informally and with domestic duties, whereas boys are expected to work and/or raise cattle (which are also important for marriage).

Other common answers, with between 5-10% of male and female learners putting it as one of the top 3 reasons for non-attendance, were lack of food, long distances to school, having children, displaced by conflict, and an unsafe journey to school.

3.3.5 Dropout

For both boys and girls, not being able to pay fees is one of the key reasons for drop out; 35% of headteachers stated not being able to pay school fees is the top reason for boys dropping out, and 22% said it for girls. Of those headteachers who reported not being able to pay school fees as the top reason for boys dropping out, 53.54% are in government schools and 46.46% are in non-government schools³⁸. For girls, 53.73% of headteachers who reported not being able to pay schools fees as a top reason for drop out are in government schools and 46.47% are in non-government schools. The issue of government schools sometimes charging fees has been risen before, for example by MoGEI in 2019, who warned government schools against charging students any fees, amid concerns raised by States that government schools were collecting fees from children³⁹.

Domestic duties are cited as the top reason for girls by 11% of headteachers and 12% for boys, and long distances to school is cited as the top reason for girls by 10% of headteachers and for boys by 7% of headteachers.

³⁶ For the ENA, non-attendance is distinct from drop-out in that child are still enroled in school, but they are not attending school regularly whereas drop-out is defined as child no longer attends the schools and has not enroled in another school.

³⁷ UNICEF. (2020). *Some things are not fit for children – marriage is one of them*. Available online at: <https://www.unicef.org/southsudan/press-releases/some-things-are-not-fit-for-children>.

³⁸ For the Education Needs Assessment, schools were classified as either government, religious group, community, private, or NGO/INGO. For this report, non-government teachers refer to teachers who work for schools that are classified as any type other than government.

³⁹ Abraham, Garang. *Public schools warned against charging fees*. Available online at: <https://eyeradio.org/public-schools-warned-against-charging-fees/>.

However, as with the reasons for non-attendance reported by learners, the top reasons for dropout tend to differ for boys and girls. For girls, the top reasons are marriage and pregnancy and, for boys, cattle rearing and work. These trends are the same across respondents; community members and county level education officials both cited school fees as a top reason for dropout in both boys and girls, with marriage, pregnancy and domestic duties playing a more significant role for girls, and work and cattle rearing for boys.

FIGURE 17: TOP THREE REASONS FOR GIRLS DROPPING OUT

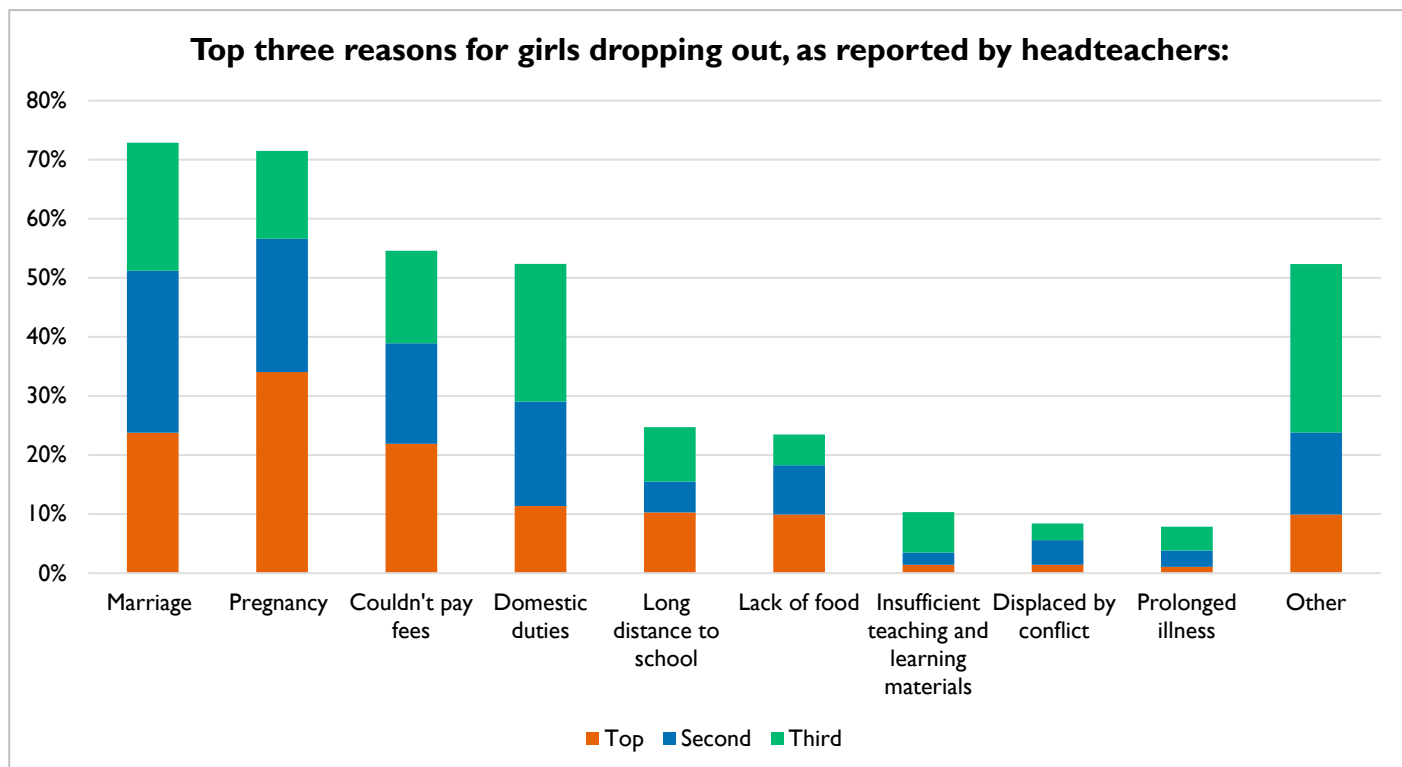
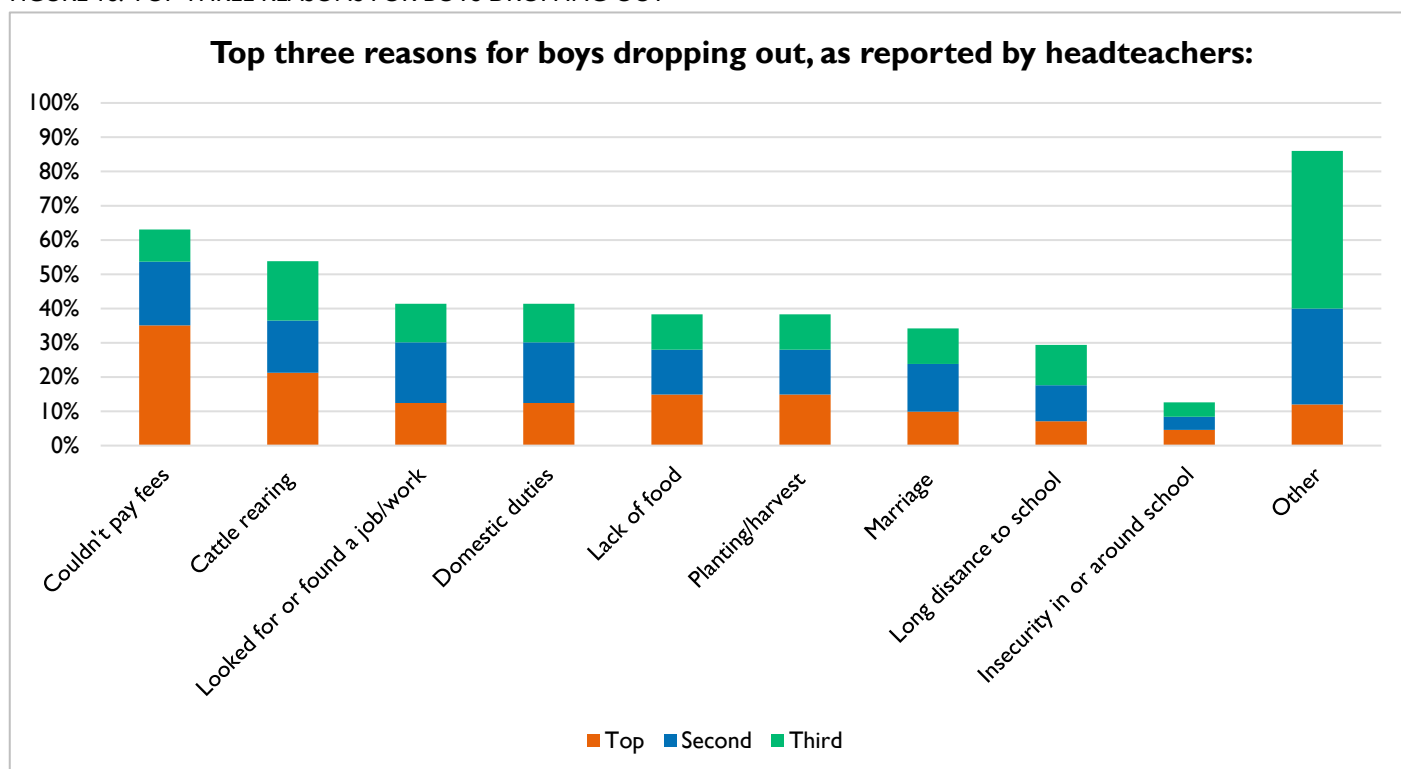


FIGURE 18: TOP THREE REASONS FOR BOYS DROPPING OUT



The reasons for dropout highlighted in the ENA are corroborated by other studies on education access in South Sudan. A baseline assessment carried out for MYRP in South Sudan, which covered schools in six counties, found that key barriers to accessing education were costs associated with education, forced/early marriage, distance to school, and cattle keeping responsibilities⁴⁰. An assessment on Out of School Children (OOSC), carried out by MoGEI, found that the highest prevalence of OOSC profiles are among orphans, girls facing child and early marriage, children with disabilities, children in female headed households⁴¹, and married girls (sometimes with children), while long distances to school and early marriages are in the top reasons for dropping out⁴².

3.3.6 Main reasons for not returning after COVID-19 school closures

When headteachers were asked for the top reason that boys did not return to school following the re-opening after COVID-19 school closures, the most commonly reported answer was not being able to pay fees (24%), followed by cattle rearing (13%), and looking for or found a job/work (10%). For female learners, the most commonly reported top reason was pregnancy (25%), not being able to pay fees (15%), and marriage (13%).

⁴⁰ Save the Children International. (2021). *Multi Year Resilience Program Baseline Report*.

⁴¹ Children being orphans and part of a female-headed households can be directly linked to their ability to pay school fees, and it is common that many children with disabilities never attend school in the first place, and so are not at risk of dropping out.

⁴² Kuntembwe, T. and Mugisha, D. (2020) (2). *National catchment mapping for out of school children in South Sudan: Preliminary report*. Ministry of General Education and Instruction.

FIGURE 20: TOP THREE REASONS FOR GIRLS NOT RETURNING TO SCHOOL

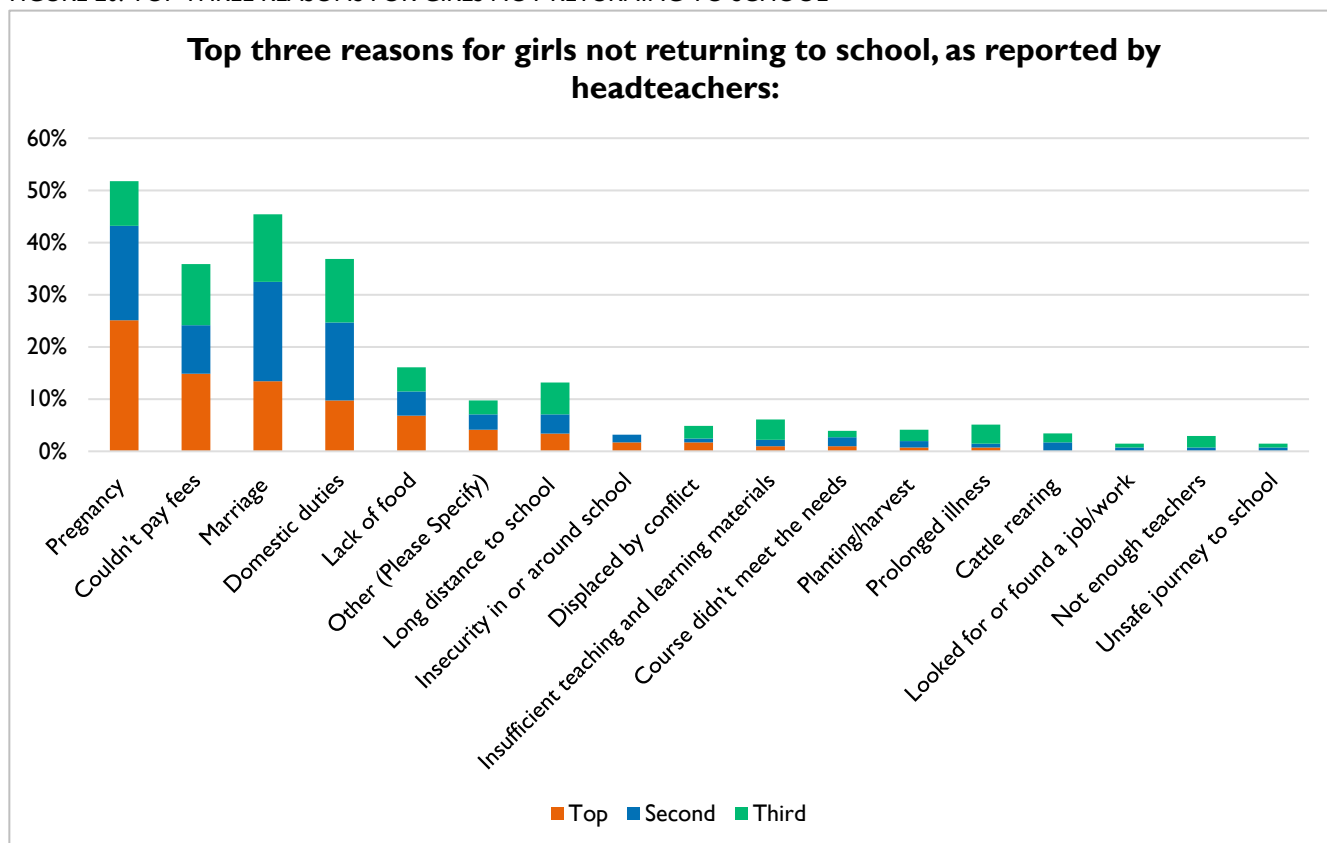
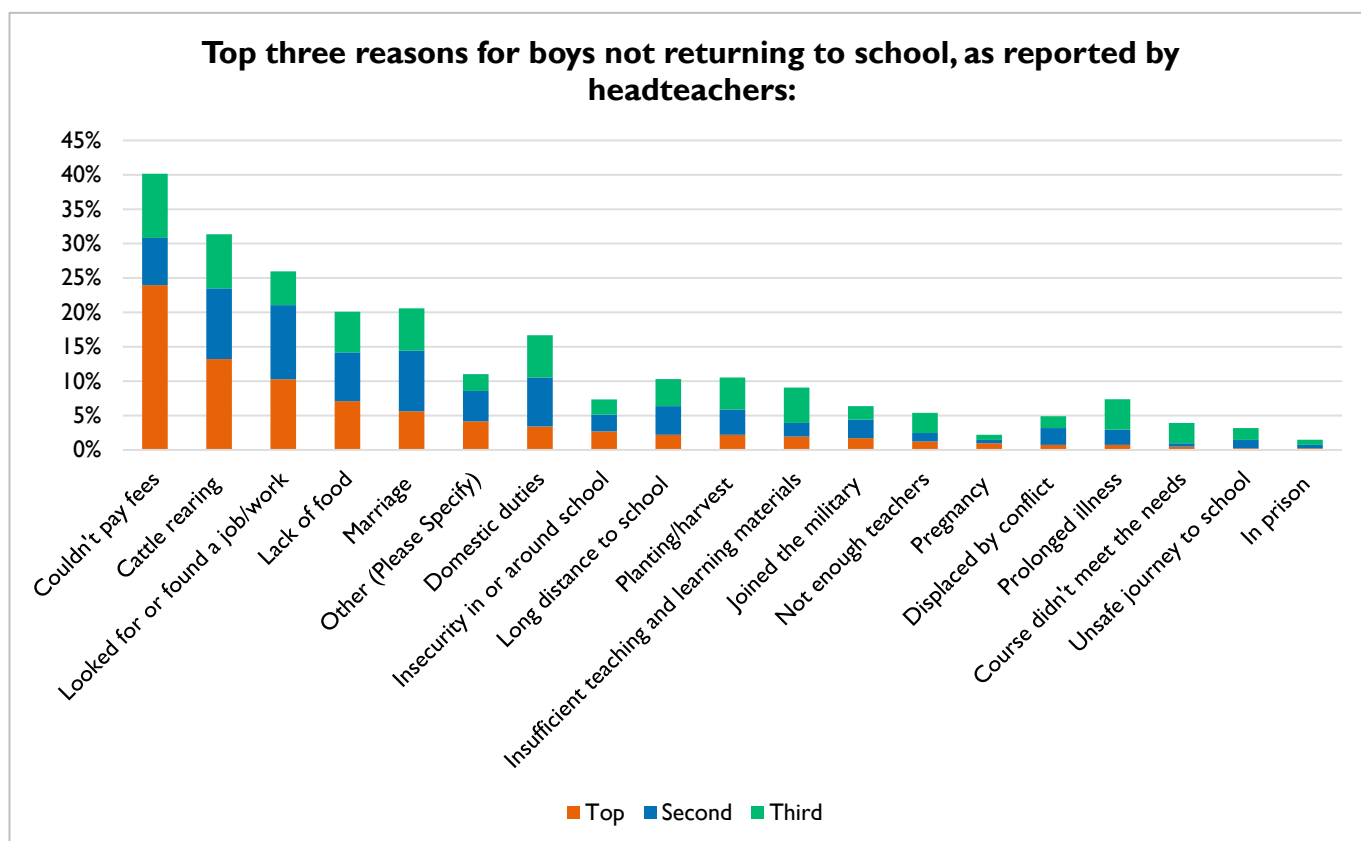


FIGURE 19: TOP THREE REASONS FOR BOYS NOT RETURNING TO SCHOOL



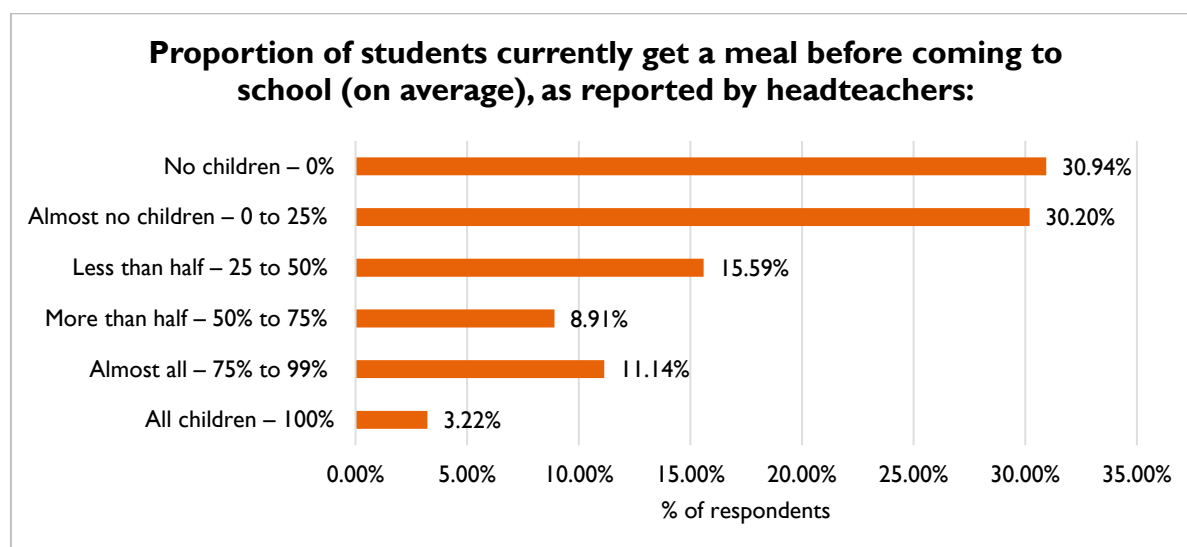
When asked which group of learners had the lowest re-enrolment since schools fully reported after COVID-19 school closures, the most commonly reported answer by county level education officials were male learners (72%), married learners (69%), young mothers (64%), female learners (63%) and learners with disabilities (58%). Displaced people were least commonly reported answer with 28% of respondents identifying IDPs, and 8% identifying refugees.

3.3.7 School feeding

School feeding programmes can boost learner enrolment, attendance and retention in school while supplying learners with key nutrients to help ensure their health, wellbeing, and learning outcomes. The World Food Programme (WFP), one of the key actors providing school meals in South Sudan, provided hot meals daily to around 460,000 children⁴³ in over 1000 schools across the country in 2019. During COVID-19 school closures, school feeding was halted, and many learners lost access to one of their main sources of regular daily meals. While efforts were made to distribute rations to learners to make up for the loss of school meals, such as WFP providing take-home rations to 23,000 children in food insecure counties⁴⁴, these do not cover the scale of learners' food and nutrition needs across the country.

64% of headteachers in the ENA reported that children in their school did not get a meal at school or food to take home, while over 60% of headteachers reported that no children (30.94%) or almost no children (30.2%) get a meal before coming to school.

FIGURE 21: PROPORTION OF STUDENTS WHO GET A MEAL BEFORE COMING TO SCHOOL



⁴³ World Food Programme. (2020). *State of School Feeding Worldwide*. Available online at: <https://www.alnap.org/system/files/content/resource/files/main/WFP-0000123923.pdf>.

⁴⁴ World Food Programme. (2020). WFP South Sudan School Feeding Programme. Available online at: <https://reliefweb.int/report/south-sudan/wfp-south-sudan-school-feeding-programme-june-202>.

3.3.8 Teaching and learning materials

Only 15% of headteachers reported that all children in the school had both a pen or pencil and their own notebook/exercise book. 23% reported almost all students (75%-99%) did, and 22% reported that more than half (50%-75%) did.

TABLE 18: PROPORTION OF CHILDREN WITH A PEN/PENCIL AND NOTEBOOK/EXERCISE BOOK

Proportion of children with a pen/pencil and notebook/exercise book	% of headteacher responses
Less than half – 50 to 75%	25%
Almost all – 75 to 90%	23%
More than half – 50 to 75%	22%
All children – 15%	15%
Almost no children – 0 to 25%	13%
No children – 0%	3%

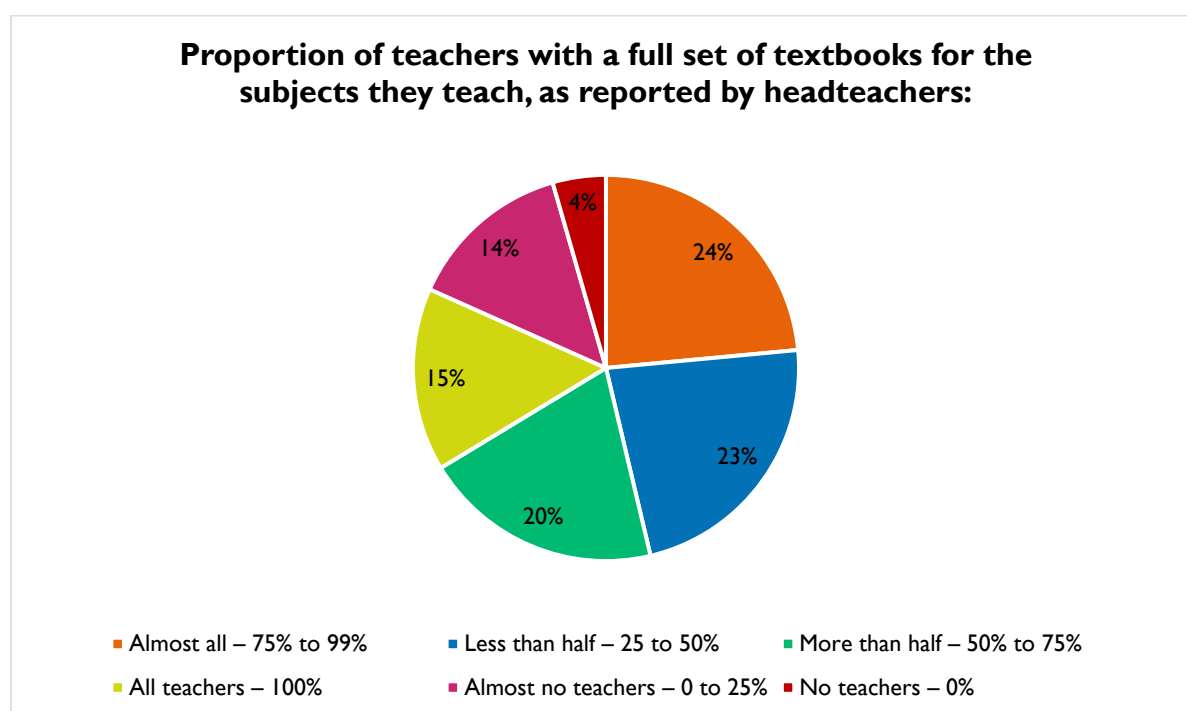
When asked what school materials they have, learners surveyed reported having a pen at the highest proportion (90%) while they reported having reading materials at the lowest proportion (20%).

TABLE 19: SCHOOL MATERIALS THAT LEARNERS REPORT HAVING

School materials	Number of learners	% of learners
Pen	242	90%
Pencil	179	66%
Notebook	173	64%
Ruler	152	56%
School textbooks	127	47%
Paper	118	44%
Reading materials	55	20%

Of the 400 headteachers who responded, 322 reported having learners with disabilities. Of these, only 2% reported there were enough mobility or other assistive devices, compared to 88% who reported there were none. 11% reported there were some, but not enough.

FIGURE 22: PROPORTION OF TEACHERS WITH FULL SET OF TEXTBOOKS FOR SUBJECTS THEY TEACH



24% of headteachers report that almost all (75% to 99%) of teachers in their school have a full set of textbooks for the subjects they teach, followed by 23% of headteachers reporting that less than half (25% to 50%) of teachers in their school have a full set of textbooks, and 20% of school staff reporting that more than half (50% to 75%) of teachers in their school have a full set of textbooks for the subjects they teach.

3.4 TEACHERS

3.4.1 Teachers by gender, region and employment type, 2021

According to the 2021 ENA, for Academic Year (AY) 2021/2022, the proportion of non-government to government teachers exceeded 100%. In 2019/2020 the proportion of non-government to government teachers was 100% and, in 2020/2021, it was 97%. This indicates that, across States, schools are relying heavily on the support of non-government teachers.

For all three AYs, Unity has the highest proportions of non-government teachers. For 2019/2020, the proportion of non-government to government teachers in Unity was 327%, or 3309 non-government teachers to 1013 government teachers. In 2020/2021, the proportion of non-government to government teachers in Unity was 266%, or 3,546 non-government to 1,332 government teachers. In 2021/2022 the proportion of non-government to government teachers in Unity was 867%, or 5,954 non-government to 687 government teachers.

TABLE 20: PROPORTION OF NON-GOVERNMENT TO GOVERNMENT TEACHERS, PER REGION

Proportion of non-government to government teachers, by region									
Region	2019/2020			2020/2021			2021/2022		
	Gov	Non-gov	% Non-Gov/Gov	Gov	Non-gov	% Non-Gov/Gov	Gov	Non-gov	% Non-Gov/Gov
Central Equatoria	1419	701	49%	2260	1058	47%	775	257	33%
Eastern Equatoria	1032	35	3%	1455	241	17%	1317	254	19%
Jonglei	858	1769	206%	762	1776	233%	613	987	161%
Lakes	2315	4125	178%	2377	4295	181%	3159	4692	149%
Northern Bahr el Ghazal	2697	852	32%	3011	10	0%	5748	986	17%
Pibor Administrative Area	0	0	-	279	0	0%	279	0	0%
Ruweng Administrative Area	0	0	-	82	82	100%	0	0	-
Unity	1013	3309	327%	1332	3546	266%	687	5954	867%
Upper Nile State	1339	2643	197%	1640	2667	163%	1655	3524	213%
Warrap	3102	921	30%	3270	550	17%	3368	2070	61%
Western Bahr el Ghazal	65	76	117%	41	57	139%	53	80	151%
Western Equatoria	1690	1156	68%	2563	2051	80%	2729	2160	79%
Total	15530	15587	100%	19072	16333	86%	20383	20964	103%

Among government teachers, the proportion of female teachers to the total number of teachers, as reported by county level education officials, has increased from 17% to 20% to

23% from school years 2019/2020, 2020/2021, and 2021/2022, respectively. The States with the highest proportion of female teachers in school years 2019/2020, 2020/2021, and 2021/2022, respectively are Western Bahr El Ghazal (34%), Central Equatoria (40%), and Unity (37%).

TABLE 21: GOVERNMENT TEACHERS, PER REGION

Government teachers, as reported by County Level Education officials															
Region	2019/2020					2020/2021					2021/2022				
	M	%M	F	%F	Total	M	%M	F	%F	Total	M	%M	F	%F	Total
Central Equatoria	1140	80%	279	20%	1419	1357	60%	903	40%	2260	671	87%	104	13%	775
Eastern Equatoria	807	78%	225	22%	1032	1079	74%	376	26%	1455	988	75%	329	25%	1317
Jonglei	793	92%	65	8%	858	702	92%	60	8%	762	547	89%	66	11%	613
Lakes	1938	84%	377	16%	2315	1976	83%	401	17%	2377	2595	82%	564	18%	3159
Northern Bahr el Ghazal	2330	86%	367	14%	2697	2617	87%	394	13%	3011	3969	69%	1779	31%	5748
Pibor Administrative Area	0	-	0	-	0	266	95%	13	5%	279	266	95%	13	5%	279
Ruweng Administrative Area	0	-	0	-	0	67	82%	15	18%	82	0	-	0	-	0
Unity	835	82%	178	18%	1013	1088	82%	244	18%	1332	431	63%	256	37%	687
Upper Nile State	1062	79%	277	21%	1339	1326	81%	314	19%	1640	1359	82%	296	18%	1655
Warrap	2697	87%	405	13%	3102	2811	86%	459	14%	3270	2869	85%	499	15%	3368
Western Bahr el Ghazal	43	66%	22	34%	65	31	76%	10	24%	41	38	72%	15	28%	53
Western Equatoria	1321	78%	369	22%	1690	1845	72%	718	28%	2563	1986	73%	743	27%	2729
Total	12966	83%	2564	17%	15530	15165	80%	3907	20%	19072	15719	77%	4664	23%	20383

Among non-government teachers, the proportion of female teachers to the total number of teachers, as reported by county level education officials, has varied from 24% to 27% to 23% from school years 2019/2020, 2020/2021, and 2021/2022, respectively. The States with the highest proportion of female teachers in school years 2019/2020, 2020/2021, and 2021/2022, respectively are Eastern Equatoria and Unity (both at 34%), Unity (49%), and Western Bahr el Ghazal (40%).

TABLE 22: NON-GOVERNMENT TEACHERS, PER REGION

Non-government teachers, as reported by County Level Education officials															
	2019/2020					2020/2021					2021/2022				
REGION	M	%M	F	%F	Total	M	%M	F	%F	Total	M	%M	F	%F	Total
Central Equatoria	515	73%	186	27%	701	760	72%	298	28%	1058	221	86%	36	14%	257
Eastern Equatoria	23	66%	12	34%	35	179	74%	62	26%	241	176	69%	78	31%	254
Jonglei	1481	84%	288	16%	1769	1493	84%	283	16%	1776	816	83%	171	17%	987
Lakes	3391	82%	734	18%	4125	3528	82%	767	18%	4295	3942	84%	750	16%	4692
Northern Bahr el Ghazal	802	94%	50	6%	852	10	100%	0	0%	10	936	95%	50	5%	986
Pibor Administrative Area	0	-	0	-	0	0	-	0	-	0	0	-	0	-	0
Ruweng Administrative Area	0	-	0	-	0	67	82%	15	18%	82	0	-	0	-	0
Unity	2169	66%	1140	34%	3309	1794	51%	1752	49%	3546	3746	63%	2208	37%	5954
Upper Nile State	1918	73%	725	27%	2643	2247	84%	420	16%	2667	3017	86%	507	14%	3524
Warrap	735	80%	186	20%	921	351	64%	199	36%	550	1640	79%	430	21%	2070
Western Bahr el Ghazal	56	74%	20	26%	76	42	74%	15	26%	57	48	60%	32	40%	80
Western Equatoria	794	69%	362	31%	1156	1346	66%	705	34%	2051	1405	65%	755	35%	2160
Total	11884	76%	3703	24%	15587	11817	72%	4516	28%	16333	15947	76%	5017	24%	20964

3.4.2 Teacher presence

Just 110 out of the 393 schools (27.99%) that provided their total number of teachers at the start of the 2021/2022 school year reported having the same number of teachers at the time of the assessment, with 263 (66.92%) of schools having less teachers than they started with and 20 (5.09%) having more teachers than they started with. 253 schools (64.71%) had fewer male teachers, compared to 164 (42.93%) schools with fewer female teachers. This could reflect the already much larger number of male teachers in the workforce or other considerations such as how men may be expected to support a family or the ease at which they could find other work.

3.4.3 Pupil Teacher Ratio

The majority of schools (83% in 2021/22) have an average pupil teacher ratio (PTR) of less than 50 to 1, and about half of these (40% of respondents) report a PTR below 30 to 1. These proportions have remained largely consistent across 2019, 2020, and 2021.

TABLE 23: PUPIL TO TEACHER RATIOS, PER YEAR

PTR	2019/20	2020/21	2021/22
1-15 to 1	12%	10%	10%
15-30 to 1	25%	26%	30%
30-50 to 1	43%	41%	43%
50-100 to 1	16%	21%	14%
100+ to 1	3%	3%	2%

The average PTR within schools surveyed differs significantly between States. Ruweng Administrative Area and Upper Nile State, for example, which have experienced significant insecurity and forced displacement, have some of the highest PTRs, with an average of 63.5 to 1 for Ruweng and 44.8 to 1 for Upper Nile. Central Equatoria, which generally has higher investment and lower levels of insecurity, and Pibor Administrative Area have an average PTR of less than 30 to 1.

TABLE 24: AVERAGE PUPIL TO TEACHER RATIOS, PER REGION

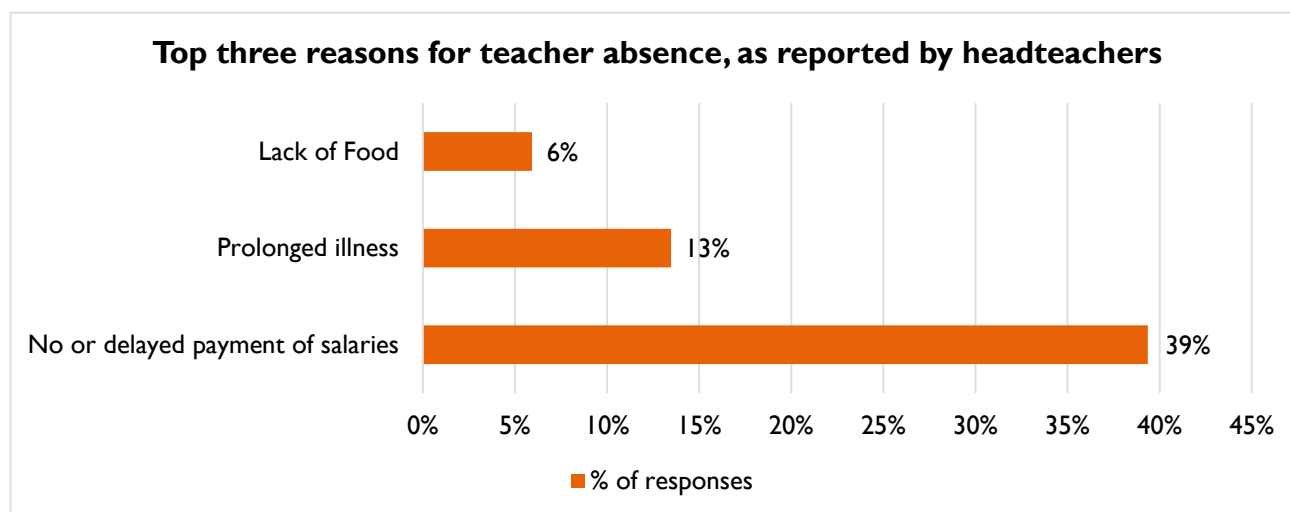
Region	Average PTR 2021/2022
Ruweng Administrative Area	63.5 to 1
Upper Nile State	44.8 to 1
Eastern Equatoria	39.7 to 1
Western Equatoria	38.4 to 1
Unity	38.0 to 1
Abyei Administrative Area	37.5 to 1
Jonglei	36.3 to 1
Northern Bahr el Ghazal	36.0 to 1
Warrap	35.0 to 1
Western Bahr el Ghazal	34.6 to 1
Lakes	31.9 to 1
Central Equatoria	29.3 to 1
Pibor Administrative Area	28.8 to 1

However, even within the States averages vary widely, especially between rural- and urban-based schools. In Ruweng Administrative Area, for example, rural schools have an average PTR over two times higher than urban schools, at 77.2 compared to 36.1 to 1. In Upper Nile, the average PTR for rural schools is 52.3 to 1 compared to 35.4 to 1 for urban schools, and in Western Equatoria, rural schools have an average PTR of 44.0 to 1, compared to 30.3 to 1 in urban schools.

3.4.4 Key reasons for teacher absence

When asked for the top three reasons that teachers who were present at the start of the year were absent at the time of assessment, the top three most commonly reported reasons for teacher absence were no or delayed payment of teacher salaries (39% of respondents reported this as the top reason), prolonged illness (13% of respondents reported this as the top reason), and lack of food (6% of respondents reported this as the top reason).

FIGURE 23: TOP THREE REASONS FOR TEACHER ABSENCE



Secondary reports have detailed the linkage between low and irregularly paid teacher salaries and high rates of teacher absenteeism in South Sudan. A study by Time to Teach found that lack of pay was the most commonly reported reason for teachers being absent from public schools in South Sudan⁴⁵. It was reported that, when public school teachers did receive their low salaries, they were often very delayed. Health was also one of the top three reasons reported by teachers for their absence, especially among female teachers⁴⁶. A study on the impact of COVID-19 on education in South Sudan found that low teacher involvement in supporting learners during school closures was linked to lack of and delayed salaries, as the majority of teachers surveyed reported that they had not been paid since school closures⁴⁷.

Teaching is one of the lowest paid jobs in South Sudan as teacher salaries have not been adjusted for high inflation, meaning that salaries that amounted to 100 USD per month in 2011 are now worth less than five USD⁴⁸. Teachers may take on other jobs in order to supplement their income, increasing the risk that they are less present and engaged in the classroom, or leave teaching altogether in favour of better-paid jobs.

3.4.5 Teacher training

⁴⁵ Silvana, T. et al. (2021). *Time to Teach: Teacher attendance and time on task in primary schools*. UNICEF. Available online at: <https://www.unicef-irc.org/publications/pdf/TTT%20SOUTH%20SUDAN.pdf>. The study was based on 145 qualitative interviews/focus group discussions with government officials, headteachers, teachers and community representatives, and a survey of 200 teachers from visits to 20 schools (both public and private, in urban and rural areas) across 10 states in South Sudan.

⁴⁶ Ibid.

⁴⁷ Save the Children International. (2021). *Impact Assessment of COVID-19 on Education in South Sudan*.

⁴⁸ UNICEF South Sudan. (2019). *Incentives keep teachers in the classroom*. <https://www.unicef.org/southsudan/stories/incentives-keep-teachers-classroom>.

According to most headteachers surveyed, teachers in their schools have received some kind of training since 2018. The highest proportion of respondents (79.3%) reported that teachers in their school have received training on the South Sudan New Curriculum, the second highest proportion of respondents (55.4%) reported that teachers received training on the teacher code of conduct, and the third highest proportion of respondents (40.9%) reported that teachers have received training on hygiene promotion.

TABLE 25: PROPORTION OF SCHOOLS WITH TEACHER TRAINING IN VARIOUS TOPICS

Have any teachers in your school received the following training since 2018?	No of respondents	% of respondents
South Sudan New Curriculum	322	79.3%
Teacher code of conduct	225	55.4%
Hygiene promotion	166	40.9%
Gender Based Violence	157	38.7%
Child rights	143	35.2%
Psychosocial support (PSS)	140	34.5%
Child Protection in Emergencies	139	34.2%
Child centred methodology	138	34.0%
Subject/content-related training	117	28.8%
School safety plan and management	114	28.1%
Inclusive teaching practices	102	25.1%
Pedagogy	91	22.4%
Early Child Care and Development concepts	84	20.7%
Mine Risk Education	67	16.5%
Conflict Disaster Risk Reduction	38	9.4%
No trainings received	25	6.2%
Cholera Mitigation Measures	22	5.4%

3.5 SUPPORT FROM EXTERNAL PARTNERS

3.5.1 School grants and cash grants for pupils

90% of school respondents did not report receiving cash grants. This is significantly higher than the 55.9% of schools who reported this in the 2018 ENA. It is highly likely, therefore, that many schools that were receiving grants for operating costs and other key activities in 2018 are now not.

According to headteachers in most schools, their pupils are also not receiving cash grants; 91% of school respondents reported that their pupils have not received cash grants. Again, this is much higher than the 2018 ENA figure of 77.7%, also implying that many pupils who were receiving cash grants in 2018 are now not.

Of the respondents who reported receiving school grants and/or cash grants for pupils, 80% mentioned GESS as an external partner that offers this support. 46% mentioned WFP or a WFP partner, 44% mentioned UNICEF/UNHCR, and 44% another NGO/INGO.

3.5.2 Type of support from external partners

When asked what kind of support from an external partner their schools have received in the current school year (since May 2021), the highest proportion of headteachers surveyed (55.3%) reported receiving COVID-19 safety measures support, followed by 52.9% reporting that they received support in the form of teaching and learning supplies, and the third highest proportion of respondents (41.2%) reporting receiving school feeding.

TABLE 26: SUPPORT RECEIVED FROM EXTERNAL PARTNERS SINCE MAY 2021

What kind of support from an external partner has this school received during this school year (since May 2021)?	No. of respondents	% of respondents
COVID-19 safety measures support	223	55.6%
Teaching and learning supplies	213	53.1%
School feeding	166	41.4%
Training for teachers (PTA, SMC etc.)	156	38.9%
Teacher salaries and incentives	101	25.2%
Water and/or sanitation facilities	95	23.7%
Not supported	56	14.0%
Training on governance	53	13.2%
Rehabilitation of infrastructure	44	11.0%
School grants	38	9.5%
Cash grants for pupils	34	8.5%
No response	9	2.2%
Not sure	7	1.7%

3.5.3 Teacher salaries and incentives

Some external partners have provided support to the government in paying teacher incentives. For example, the Human Resource Information System (HRIS), developed under the EU-funded IMPACT! program from 2017 to 2020, paid rounds of monthly incentives to teachers in over 3000 schools across South Sudan.

In regard to salaries, the proportion of respondents who reported receiving salaries in 2019, 2020, and 2021 is fairly similar, at 73%, 74%, and 71%, respectively.

Regarding IMPACT incentives, however, there is a steep drop off from 2019 to 2021, with 71% of respondents reporting having received IMPACT incentives in 2019, 46% in 2020, and 10% in 2021.

In relation to Education Cluster incentives, respondents also indicated that there was a decrease in receiving these incentives, with 26% of respondents reporting receiving Education Cluster incentives in 2019, 16% in 2020, and 11% in 2021.

Across 2019, 2020, and 2021, Government top-up incentives are reported to have been received by 13%, 14%, and 11% of respondents respectively.

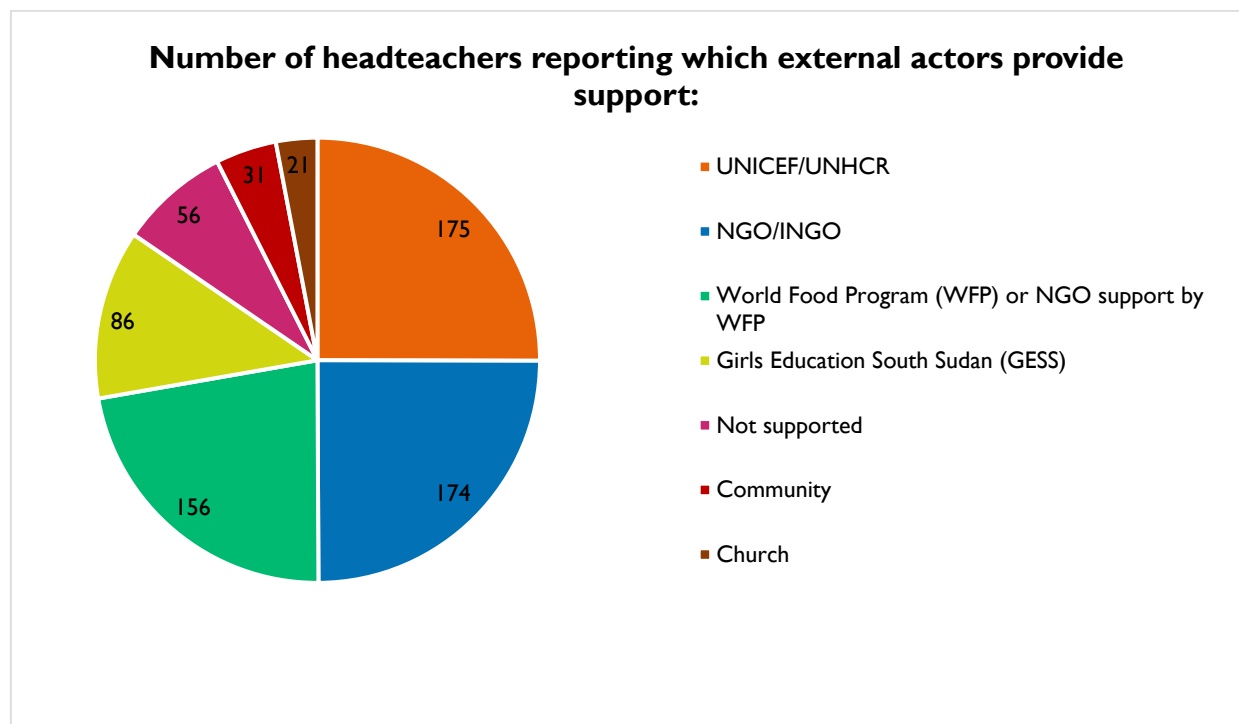
TABLE 27: TEACHERS WHO HAVE RECEIVED INCENTIVES

Provision of incentives, according to headteachers surveyed for the 2021 ENA					
	Total respondents	Yes	% Yes	No	% No
Teachers who report on receiving salaries	2019				
	331	242	73%	89	27%
	2020				
	335	247	74%	88	26%
	2021				
	352	250	71%	102	29%
Teachers who report on receiving IMPACT incentives	2019				
	340	243	71%	100	29%
	2020				
	323	150	46%	173	54%
	2021				
	329	33	10%	296	90%
Teachers who report on receiving Education cluster incentives	2019				
	311	81	26%	230	74%
	2020				
	302	48	16%	254	84%
	2021				
	301	34	11%	267	89%
Teachers who report on receiving Government top-up incentives	2019				
	298	39	13%	259	87%
	2020				
	298	43	14%	255	86%
	2021				
	305	33	11%	272	89%

3.5.4 Actors who provide this support to schools

The external actors who were most reported as providing support to schools were UNICEF/UNHCR (25% of respondents) and NGOs and INGOs (25% of respondents), followed by the World Food Program (WFP) or NGOs supported by WFP (22%) and GESS (12%).

FIGURE 24: EXTERNAL ACTORS PROVIDING SUPPORT



3.5.5 Community support provided to the school

Community members reported that the community supports schools in a number of ways, the most reported being supporting the mobilisation of learners (67.4%), school fees (55.4%), cleaning (46.3%) and providing security (46.0%), while the least reported were organization of school meetings, providing water for teachers, and cooking for children, all reported by one community member each.

TABLE 28: COMMUNITY SUPPORT FOR SCHOOLS

Does the community support the school in any way?	No. of respondents	% of respondents
Supporting in the mobilisation of learners	201	67.4%
School fees	165	55.4%
Cleaning	138	46.3%
Security	137	46.0%
Maintenance of infrastructure (school buildings)	134	45.0%
Maintenance of school ground/gardening	84	28.2%
Contributions to teacher salaries/payments	78	26.2%
Donation of materials	31	10.4%

Food for school staff	31	10.4%
Food for learners	24	8.1%
Construction of infrastructure	3	1.0%
No support provided	3	1.0%
Organisation of school meetings	1	0.3%
Water for teachers	1	0.3%
Cooking for children	1	0.3%

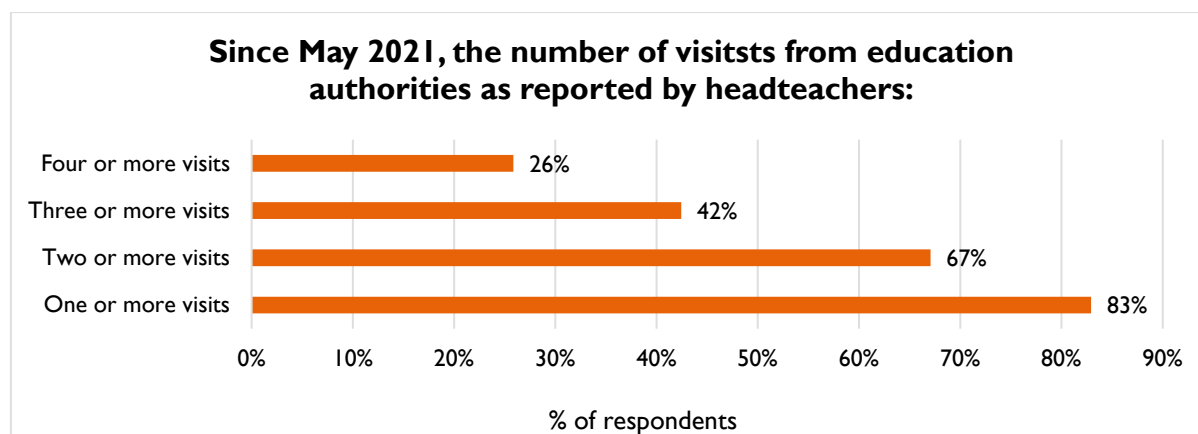
3.5.6 Frequency of PTA and SMC/BoG meetings since the start of the school year

The vast majority (99%) of headteachers surveyed reported that their schools have PTAs and SMCs or Board of Governors (BoGs)⁴⁹. Most PTAs and SMCs/BoGs have met one or more times since the start of the school year, with 90% of headteachers reporting that their PTAs have met one or more times since the start of the school year and 79% reporting that their SMCs or BoGs have met one or more times.

3.5.7 Frequency of visits from education authorities since the start of the school year

Most headteachers surveyed (83%) reported that they have received one or more visits from education authorities since the start of the school year.

FIGURE 25: NUMBER OF VISITS FROM EDUCATION AUTHORITIES SINCE MAY 2021



3.5.8 Support requested by key informants

When asked what the top three education interventions were needed to support education in schools, school grants featured highly among the top needed intervention across all key informant groups surveyed with 13% of community members, 14% of county level education officials, 14% of learners, and 20% of headteachers reporting school grants as the top needed intervention. Rehabilitation of infrastructure was a top reported education intervention needed by learners (25%) and community members (27%). Teacher salaries

⁴⁹ ECD and primary schools in South Sudan have PTAs and SMCs while secondary schools have PTAs and BoGs.

were the most reported education intervention needed by county level education officials (32%).

Among the 410 headteachers surveyed, eight did not respond to this question, leaving a total of 402 respondents from this key informant group. Of those who reported other, construction of infrastructure featured highly among their different reasons.

TABLE 29: TOP EDUCATION INTERVENTIONS NEEDED, ACCORDING TO HEADTEACHERS

Top education interventions needed, reported by headteachers	No. of respondents	% of respondents
School grants	79	20%
Rehabilitation of infrastructure	76	19%
Teacher salaries	66	16%
Other	53	13%
Teaching and learning supplies	32	8%
School feeding	27	7%
Training for teachers	19	5%
Water and/or sanitation facilities	18	4%
Cash transfers for pupils	17	4%
Recruitment of additional teachers	12	3%
Security for schools	3	1%
Total	402	100%

Of the county level education officials who responded to this question (65), the highest proportion (32%) reported teacher salaries as the most needed education intervention, followed by school grants (14%). Of those who reported other, support such as providing transportation to carry out the school inspection process and better trained teachers for ECD and ALP were reported.

TABLE 30: TOP EDUCATION INTERVENTIONS NEEDED, ACCORDING TO COUNTY EDUCATION OFFICIALS

Top education interventions needed, reported by county level education officials	No. of respondents	% of respondents
Teacher salaries	21	32%
School grants	9	14%
Teaching and learning supplies	7	11%
Rehabilitation of infrastructure	6	9%
Other (Please Specify):	6	9%
Training for teachers	5	8%
Cash transfers for pupils	3	5%
School feeding	3	5%
Water and/or sanitation facilities	2	3%
Recruitment of additional teachers	2	3%
Security for schools	1	2%

Total	65	100%
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Of the learners who responded to this question (277 out of 282), the highest proportion (25%) reported rehabilitation of infrastructure as the most needed education intervention, followed by school grants (14%). Of those who reported “Other”, the need for school uniforms, sports materials, and construction of classrooms were featured among their main reasons

TABLE 31: TOP EDUCATION INTERVENTIONS NEEDED, ACCORDING TO LEARNERS

Top education interventions needed, reported by learners	No. of respondents	% of respondents
Rehabilitation of infrastructure	68	25%
School grants	39	14%
Teaching and learning supplies	38	14%
School feeding	24	9%
Other (Please Specify):	24	9%
Cash transfers for pupils	22	8%
Teacher salaries	21	8%
Water and/or sanitation facilities	15	5%
Recruitment of additional teachers	11	4%
Training for teachers	8	3%
Security for schools	7	3%
Total	277	100%

295 out of 301 community members responded to this question. Of those 295 respondents, 27% reported rehabilitation of infrastructure as the most needed education intervention, followed by 17% reporting teacher salaries as the most needed education intervention.

TABLE 32: TOP EDUCATION INTERVENTIONS NEEDED, ACCORDING TO COMMUNITY MEMBERS

Top education interventions needed, reported by community members	No. of respondents	% of respondents
Rehabilitation of infrastructure	79	27%
Teacher salaries	51	17%
School grants	37	13%
Other (Please Specify):	30	10%
School feeding	19	6%
Teaching and learning supplies	17	6%
Water and/or sanitation facilities	16	5%
Cash transfers for pupils	14	5%
Training for teachers	14	5%
Recruitment of additional teachers	14	5%
Security for schools	4	1%
Total	295	100%

3.6 COVID-19

3.6.1 Access to COVID-19 Guidelines

MoGEI and education partners prepared guidelines for schools in South Sudan to safely reopen after COVID-19 school closures as well as a syllabus adjustment to account for the school closures. A higher proportion of the headteachers surveyed who responded to these questions reported that they received a copy of MoGEI's Re-opening Guidelines for Schools in South Sudan (70%) than the Adjusted Syllabus Guidelines (55%).

FIGURE 26: PORTION OF HEADTEACHERS WHO HAVE SEEN OR RECEIVED A COPY OF MOGEI'S RE-OPENING GUIDELINES FOR SCHOOLS

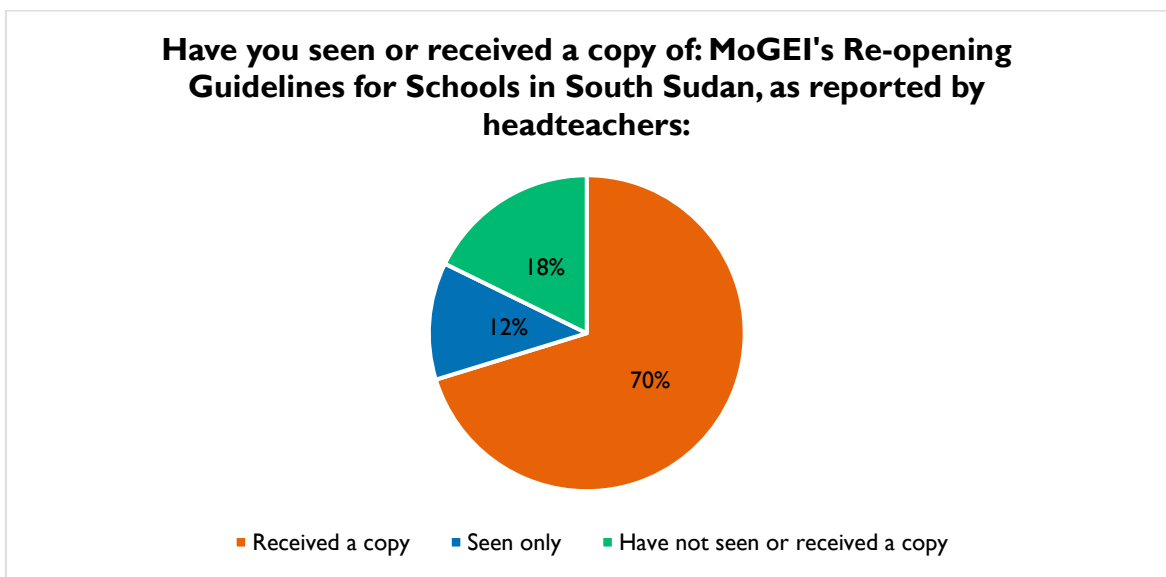
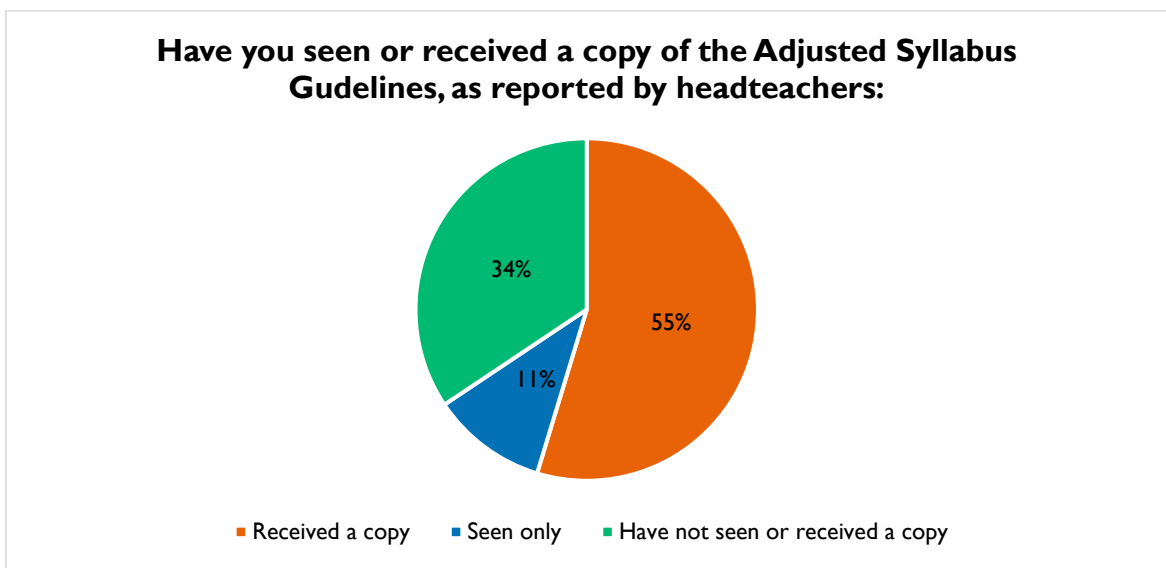


FIGURE 27: PROPORTION OF HEADTEACHERS WHO HAVE SEEN OR RECEIVED A COPY OF THE ADJUSTED SYLLABUS GUIDELINES



Ruweng Administrative Area had the highest proportion of headteachers report that they have received a copy of the Adjusted syllabus guidelines (seven out of seven, or 100%), followed by Western Equatoria (90.5%), and Eastern Equatoria (84.9%). The regions where the highest proportion of headteachers reported not receiving or seeing a copy were Northern Bahr el Ghazal (40.0%), Abyei Administrative Area (25.0%), and Warrap (18.2%).

TABLE 33: HEADTEACHERS WHO HAVE SEEN OR RECEIVED A COPY OF MOGEI'S RE-OPENING GUIDELINES FOR SCHOOLS, PER REGION

Have you seen or received a copy of: MoGEI's Re-opening Guidelines for Schools in South Sudan, as reported by headteachers							
Region	No. Received	% Received	No. Seen only	% Seen only	No. Have not seen or received	% Have not seen or received	Total No.
Ruweng Administrative Area	7	100.0%	-	0.0%	-	0.0%	7
Western Equatoria	19	90.5%	1	4.8%	1	4.8%	21
Eastern Equatoria	45	84.9%	1	1.9%	7	13.2%	53
Lakes	32	84.2%	1	2.6%	5	13.2%	38
Abyei Administrative Area	3	75.0%	-	0.0%	1	25.0%	4
Central Equatoria	45	75.0%	7	11.7%	8	13.3%	60
Western Bahr el Ghazal	17	73.9%	3	13.0%	3	13.0%	23
Jonglei	16	69.6%	3	13.0%	4	17.4%	23
Upper Nile State	24	68.6%	5	14.3%	6	17.1%	35
Pibor Administrative Area	2	66.7%	1	33.3%	-	0.0%	3
Unity	15	65.2%	4	17.4%	4	17.4%	23
Warrap	35	63.6%	10	18.2%	10	18.2%	55
Northern Bahr el Ghazal	21	38.2%	12	21.8%	22	40.0%	55
Total	281	70.3%	48	12.0%	71	17.8%	400

Abyei Administrative Area had the highest proportion of headteachers report that they have received a copy of the Adjusted syllabus guidelines (four out of four, or 100%), followed by Ruweng Administrative Area (83.3%), and Lakes (76.3%). The regions where the highest proportion of headteachers reported not receiving or seeing a copy were Central Equatoria (53.4%), Western Equatoria (52.4%), and Eastern Equatoria (43.4%).

TABLE 34: HEADTEACHERS WHO HAVE SEEN OR RECEIVED A COPY OF THE ADJUSTED SYLLABUS GUIDELINES, PER REGION

Have you seen or received a copy of: the Adjusted Syllabus Guidelines, as reported by headteachers							
Region	No. Received	% Received	No. Seen only	% Seen only	No. Have not seen or received	% Have not seen or received	Total No.
Abyei Administrative Area	4	100.0%	-	0.0%	-	0.0%	4
Ruweng Administrative Area	5	83.3%	-	0.0%	1	16.7%	6
Lakes	29	76.3%	2	5.3%	7	18.4%	38
Warrap	37	74.0%	7	14.0%	6	12.0%	50
Pibor Administrative Area	2	66.7%	1	33.3%	-	0.0%	3
Jonglei	15	65.2%	2	8.7%	6	26.1%	23
Upper Nile State	19	54.3%	5	14.3%	11	31.4%	35
Eastern Equatoria	28	52.8%	2	3.8%	23	43.4%	53
Unity	10	52.6%	4	21.1%	5	26.3%	19
Western Equatoria	10	47.6%		0.0%	11	52.4%	21
Western Bahr el Ghazal	10	45.5%	3	13.6%	9	40.9%	22
Central Equatoria	22	37.9%	5	8.6%	31	53.4%	58
Northern Bahr el Ghazal	20	37.7%	11	20.8%	22	41.5%	53
Total	210	54.5%	42	10.9%	132	34.3%	384

3.6.2 COVID-19 safety measures in schools:

Headteachers were asked which of the safety measures from the MoGEI re-opening school guidance they had in place in their schools. The most commonly reported answer was that classes were the correct size (72.1% of respondents), enforced regular handwashing (65.7%), daily cleaning of buildings and furniture (63.7%), and clean water and soap available (60.9%). The least common reported safety measures generally involved policies for COVID-19 cases, with only 6.3% of headteachers reporting an identified room or area for a suspected case, and 11.7% reporting policies or guidelines for a confirmed case.

TABLE 35: COVID-19 SAFETY MEASURES IN SCHOOLS

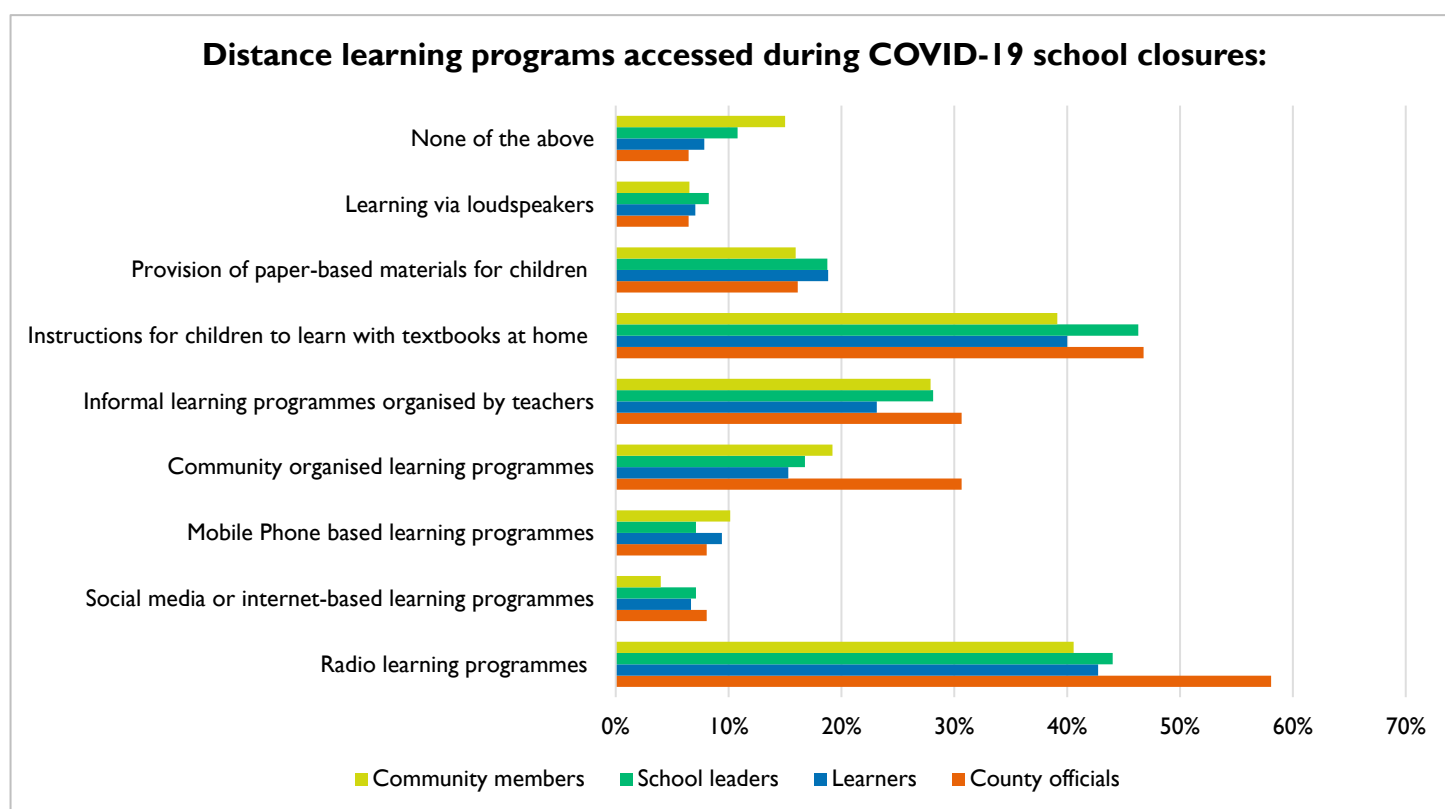
COVID-19 safety measures in schools, as reported by headteachers	No. of responses	% of responses
Correct class size by school level	284	72.1%
Enforced regular handwashing	259	65.7%
Daily cleaning of all buildings and furniture	251	63.7%
Clean water and soap available	240	60.9%

Face masks worn by staff and learners	199	50.5%
Suspension of school assemblies and parades	190	48.2%
No sharing of drinks, utensils, cups, bottles, etc.	164	41.6%
Breaks and lunch organised so learners from different streams/classes do not mix	123	31.2%
Temperature checks for everyone (staff, learners, visitors) who enters the school compound	103	26.1%
Policies/guidelines for a confirmed case	46	11.7%
Room /area identified for any suspected COVID-19 cases	25	6.3%
None of the above	2	0.5%

3.6.3 Distance learning

When asked if learners in their community accessed any distance learning programs during the COVID-19 school closures, the responses of community members, county level education officials and headteachers mirror what learners stated, in that the most learners reported having access to radio learning programs, followed by instructions for children to learn with textbooks at home.

FIGURE 28: DISTANCE LEARNING PROGRAMS ACCESSED DURING COVID-19 SCHOOL CLOSURES



4. RECOMMENDATIONS AND CONCLUSION

4.1 Recommendations for education partners

Ensure regular improved teacher remuneration for all teachers:

A key component of providing education is ensuring that learners are not only attending school but are receiving a quality education when they do so. To support a quality education, it is critical to have the regular presence of trained teachers. Lack of and delayed teacher payments remains a key challenge for South Sudan's education sector, limiting the availability of trained teachers and, subsequently, hindering the improvement of learning outcomes. When teachers' salaries are delayed and/or insufficient, they are less likely to attend school regularly, meaning learners get less access to teachers and may be discouraged from attending classes.

Of the schools surveyed, over 60% reported that they had less teachers at the time of the needs assessment compared to the start of the year, and no or delayed payment of salaries was the most cited reason for teachers being absent (39% of respondents) and 18 schools reported missing at least one week of education since May 2021 due to lack of teachers being paid. Ensuring teachers are provided with consistent proper remuneration will increase the retention of trained teachers and support improved learning outcomes in South Sudan.

Continue to provide cash transfers to female learners and increase support to marginalised groups:

School fees were consistently cited as barriers to education for both male and female learners. Cash transfers supports a household's ability to meet both the direct costs (such as registration fees or exam fees), indirect costs (including school uniforms and scholastic materials) as well as supporting to mitigate the opportunity costs of education (such as those associated with children supporting the household through child labour income).

Evidence from South Sudan shows the disproportionate impact of GESS cash transfers have had on female enrolment and attendance relative to value⁵⁰. It is recommended to support attendance and retention of the most marginalised female learners, who should receive top-up amounts on the current cash transfers while marginalised and vulnerable male learners should be considered for cash transfers to support their re-enrolment in school.

Increase support to marginalised girls to support long-term increase in female teachers:

Marginalised groups face additional challenges that need to be addressed for them to have access to quality education. Marriage, pregnancy, and domestic duties were reported as top reasons for girls' non-attendance and drop out in this needs assessment, highlighting the social and cultural pressures girls face to de-prioritize education. The risk of early/forced marriage and pregnancy was exacerbated during the COVID-19 school closures, with 64% of headteachers reporting that there was a rise in cases of early/forced marriage and 70% reporting that there was a rise in the cases of teenage pregnancy.

⁵⁰ Clugston, N. (2018). *"Breaking Barriers to Girls' Education by Breaking Cycles of Poverty" Cash Transfers in South Sudan: A Case Study*. Available online at: <https://www.calpnetwork.org/wp-content/uploads/2020/03/genderandctpgessandcga-1.pdf>

When girls get married and/or become pregnant, they are less likely to continue their education. Less girls staying in school also means that less will be qualified to be teachers in the future, feeding into the issue of underrepresentation of female teachers in South Sudan. For 2021/2022, female teachers make up just 23% of government teachers and 24% of non-government teachers. This underrepresentation means that less girls are seeing female teachers in the classroom, where they act as role models and be encouraging examples for girls to remain in school.

Provide inclusive learning environments for CwDs:

CwDs face numerous challenges to accessing quality education in South Sudan, including facing social stigmas around their disabilities, not having access to appropriate learning materials, inaccessible infrastructure, and teachers not being trained on how to support CwDs. CwDs were the second most-reported group to be least likely to participate in education activities, as stated by community members. The majority of headteachers reported that they either did not have CwDs in their school (18%) or, if they did, those CwDs do not have access to mobility devices or other assistive devices (71%).

In addition, 40.9% of schools reported not having classrooms accessible for CwDs and of schools that have a functioning latrine, nearly 60% reported that their latrines are not accessible for CwDs. These figures, while high, are likely underestimates as headteachers may have different definitions of disability and accessibility. Improved infrastructure, additional support to schools, teachers, and CwDs, such as teacher training on how to work with CwDs, assistive devices, and learning materials designed to accommodate various disabilities, is needed to ensure that disability is not a barrier to education.

Prioritise the improvement of protection interventions:

Schools can be key institutions for the identification and referral of children requiring protective services and case management, as well as being a location to raise awareness of protection issues such as early marriage, GBV, and recruitment into armed groups. School closures lead to a rise in protection cases, 96% of headteachers reported a rise in at least one type of protection case during the COVID-19 school closures highlighting the importance schools can play in protection of children. Now schools are re-opened, there is a need to ensure learners can access protection services and trained staff.

40% of 388 headteachers who responded reported there being no functional referral mechanism in their school or community and less than a quarter reported there being a general protection referral mechanism and less than 20% reported there being a functional Gender Based Violence referral mechanism. There is an urgent need to bolstered and further support referral mechanisms and pathways in schools.

Improve infrastructure to promote learning:

Quality infrastructure in school contributes to making learners and teachers feel more comfortable in school and more likely to remain in school. For example, girls may be more likely to stay in school if they have their own washrooms for MHM. However, over 70% of schools in this assessment reported not having bathrooms or washrooms available for female learners, highlighting that this is a much-needed area for support to keep girls in school.

Rehabilitation of infrastructure was reported by headteachers as the top intervention needed to support non-functional schools in re-opening (40% of respondents), and by learners as the top need in their schools (25% of respondents). For schools that reported having functional

latrines, they are not sufficient for the number of learners, with the lowest learner to latrine ratio being 80.7 to one and the highest being 360.4 to one. If learners and teachers are dealing with challenges that come with a lack of quality infrastructure, such as inclement weather when schools are under trees (which is the case for 23.1% of schools according to SAMS 2021 data) this interrupts valuable time for teaching and learning. Improved school infrastructure is necessary for ensuring that schools are safe and productive learning environments.

Increase school grants to school to reduce cost barriers for learners:

An inability to pay school fees was consistently reported by various stakeholders as one of the top reasons for learners' non-attendance and dropout. Male and female learners reported the same top reason for non-attendance, which is not being able to pay fees (33% of boys and 27% of girls). Headteachers reported not being able to pay school fees as a top reason for dropout for both boys and girls. This includes headteachers in government schools, who make up over 50% of the headteachers who reported school fees as a top barrier for boys and girls, despite the fact that government schools are meant to be free for learners.

When schools do not receive sufficient funds to pay operating costs and teacher salaries, they may ask learners for contributions to cover these costs. When headteachers were asked what kind of support they receive from external partners, around 90% of respondents did not report receiving school grants, which is nearly 35% more than the 2018 ENA. This indicates that schools are receiving less financial support now, while learners' enrolment numbers are increasing and placing additional pressure on schools that may result in additional school fees. School grants are the most requested support by headteachers (20%) and the provision of school grants, accompanied by adequate financial monitoring and accountability measures, could help schools cover operating costs and minimize the need to charge learners school fees to keep schools functioning.

Improved WASH to support wellbeing of learners:

1 in 3 schools in the ENA reported having no access to a functioning safe water source and less than half of schools have clean water and soap available at their schools. A lack of safe water and sanitation facilities increase the risk of illness which is a major reason for lack regular attendance of both learners and teachers. Improved WASH facilities are a key intervention for the health and regular attendance of learners.

Improve provision of teaching and learning materials in schools:

Access to teaching and learning materials, both for teachers and learners, is key to support improved learning outcomes. Only 15% of headteachers reported that all children in the school had both a pen or pencil and their own notebook/exercise book while just 24% of headteachers reported almost all of their teachers have a full set of textbooks for the subjects they teach⁵¹. Quality TLMs can support with mitigating challenges many learners and teachers in South Sudan face including large class sizes, poorly trained or unqualified teachers, and a lack of reading materials. To support not only access to education, but access to quality education, it is important that teachers are provided with sufficient TLMs, and learners have, at the very least, basic scholastic equipment.

Increase school feeding programmes:

⁵¹ Smart, A. & Jagannathan, S. (2018). Textbook policies in Asia: Development, publishing, printing, distribution, and future implications. Available online at: <https://www.adb.org/sites/default/files/publication/478946/textbook-policies-asia.pdf>

Most learners do not get a meal before school and 60% of ENA assessed schools do not provide food for learners. Hunger is a key barrier to education, resulting in poor academic performance, drop-out and inconsistent attendance. In South Sudan, 7.2 million children and adults are severely food insecure and education settings can be one of the only places where children have access to food, making it a key intervention opportunity. To combat reduced access to food and increases in malnutrition, it is recommended that school feeding programmes are expanded as well as being integrated with school nutrition interventions.

Improve data collection on attendance:

To understand emerging trends, rigorous data collection on enrolment and attendance is needed. This data can also be used to support early warning systems that will systematically trigger response interventions for children at risk of dropping out of school through campaigns for specific groups and/or geographical areas or more localized interventions for individual children or schools. Continuing and promoting the use of existing national school attendance systems, such as SAMS, should be used to avoid data gaps where partners are not operating. To ensure quality data is captured, partners should focus on capacity building and support to headteachers and local education authorities on data collection.

4.2 Recommendations for Education Needs Assessment:

Timing of the assessment:

Due to the assessment being conducted in the rainy season, there were significant access issues in States due to road conditions, flooding and displacement. A number of schools in the sample were inaccessible and therefore a number of schools suffering from flooding or those which are hard to reach during certain times of the year were not included. It is recommended the timing of the assessment is reviewed to increase the potential for more schools to be accessible.

Need for minimum qualifications of enumerators and proper training:

There is a need for minimum requirement in terms of experience or qualifications for enumerators engaged in the assessment. This will support more consistent data quality across the assessment and also ensure that the enumerators have a basic level of understanding on education research to support data quality. The challenge with this is education partners are asked to volunteer resources and therefore it may not be possible to insist these on types of requirements. There is also need for partners to make sure the enumerators are fully trained and tested to ensure that they understand the tools and therefore quality data is collected.

Language of tools:

The tools were only developed in English and not translated. This caused some challenges in understanding of some terms; it was suggested the tools be translated into Arabic as well in future assessments.

Non-paper-based tools:

The use of paper-based tools means it is not possible to spot check the data and identify data quality issues or questions causing issues early. Tools developed for smartphones or tablets enable data to be uploaded in real-time or more regularly as well as reduce the burden of printing forms. The challenge with this is education partners are asked to volunteer resources and therefore not all partners may have devices available to use for the

assessment, a combination of paper-based and non-paper based is recommended for future assessment.

4.3 Conclusion

The findings from the 2021 ENA highlight that most of the education challenges that have been highlighted in previous assessments persist and have been exacerbated by COVID-19 and the subsequent school closures. Many of the challenges noted by county level education officials, headteachers, learners, and community members revolve around lack of finances for both the supply and demand side of education (such as families not being able to afford fees for their children to attend schools, or teachers not receiving regular and sufficient salaries). Economic barriers to education may make alternative options (such as cattle rearing for boys and marriage/pregnancy for girls) more attractive to families who are looking to mitigate their economic challenges, which keep children from returning to education.

Insecurity in or around schools continues to impact, directly and indirectly, education in South Sudan. The assessment found insecurity was a major reason for why schools were no longer functional and resulted in weeks of education lost during the academic year. An unsafe environment can discourage families from supporting education, result in damaged school infrastructure and disrupt consistent education through displacement. Other issues, highlighted by various stakeholder groups, include poor infrastructure in schools, lack of washrooms for girls, lack of food, inaccessibility for CwD, and need for trained teachers. For future education interventions, respondents prioritized school grants, teacher salaries, rehabilitation of infrastructure, and teaching and learning materials, outlining some opportunities for education partners' support.

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Annex A: ECD/PRI/SEC Headteacher Survey

Since the surveys for ECD, Primary and Secondary Headteacher are very similar, with exceptions of wording relating to a small number of questions, only the Primary School Leader Survey is included in this annex.

Education Needs Assessment PRIMARY SCHOOL LEVEL SURVEY - SCHOOL LEADER

Status of questionnaire:

- ☐ Data collection not finalised (explain why)_____ -
- ☐ Data collection finalised
- ☐ Questionnaire reviewed by field focal point
- ☐ Questionnaire data entered

Was this school part of the original sample:

- ☐ YES
- ☐ NO

If no, what was the reason for using this replacement:

- ☐ Original school inaccessible due to road conditions/flooding
- ☐ Original school inaccessible due to insecurity
- ☐ Other – please specify:

If known, which school did this replace:

Introduction:

Hello, I am part of an assessment team which is visiting over 400 schools across the country, some schools were previously assessed in 2016, 2017 or 2018 to collect information on the current education situation. We are visiting your school to get data on the current related education situation. The survey is on behalf of MoGEI supported by the Education Cluster. I would like to invite you to tell us about the situation in your school. The survey should take about 45 minutes to complete. There will not be any compensation for participation, and we cannot guarantee that additional support will be provided to your school following this interview. However, your perspective is essential in improving our understanding of the current situation. All your answers will be treated confidential. Thank you in advance for your time. Do you have any questions? Do you agree to take part? May we begin now?

SCHOOL AND INTERVIEW BACKGROUND

Fill in before or after the interview with the key informant:

1. Date of assessment	_____Day _____Month _____Year
2. Name of Enumerator(s)	
3. Organisation of Enumerator(s)	
4. Phone Number of Enumerator	
5. School name	
6. EMIS School Code <i>Always ask for this! If no code write 0 and don't know write NA.</i>	
7. SAMS School Code <i>Always ask for this! If no code write 0 and don't know write NA.</i>	
8. Payam	
9. State	
10. County	
11. School ownership	<input type="checkbox"/> Government <input type="checkbox"/> NGO/INGO <input type="checkbox"/> Religious Group <input type="checkbox"/> Do not know <input type="checkbox"/> Community <input type="checkbox"/> Other – please specify:
12. School infrastructure type <i>Answer based on the classroom type.</i>	<input type="checkbox"/> Permanent <input type="checkbox"/> Semi-Permanent/ Temporary <input type="checkbox"/> Roof only Learning Space <input type="checkbox"/> Tent <input type="checkbox"/> Other – please specify: <input type="checkbox"/> Open Air/Under Tree

Key Informant Details

1. Position/Title of Key Informant	<input type="checkbox"/> Headteacher <input type="checkbox"/> Deputy Headteacher <input type="checkbox"/> Teacher <input type="checkbox"/> Other Education Personnel <input type="checkbox"/> Head of PTA or SMC <input type="checkbox"/> Other – please specify:
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2. Name of Key Informant		
3. Gender of Key Informant	<input type="checkbox"/> Male	<input type="checkbox"/> Female
4. Language of interview <i>Please write in 'Other' the language if not done in English or Arabic.</i>	<input type="checkbox"/> English <input type="checkbox"/> Arabic	<input type="checkbox"/> Other – please specify:
5. Where is the school located?	<input type="checkbox"/> Rural <input type="checkbox"/> Urban	

A. ACCESS

1. During the rainy season, how can the school be accessed?

Select only one. Access = how the education authorities reach the school from the nearest county education official office.

- ☐ Only by foot
☐ By foot and motorbike
☐ By foot, motorbike and car
☐ Other (e.g., boat or canoe) – please specify:

2. And during the dry season, how can the school be accessed?

Select only one. Access = how the education authorities reach the school from the nearest county education official office.

- ☐ Only by foot
☐ By foot and motorbike
☐ By foot, motorbike and car
☐ Other (e.g., boat or canoe) – please specify:

3. During the dry season, how many hours walking is this school from the nearest county capital?

Do not leave field empty, write 0 if no hours, NA if you do not know

_____ Hours

4. Is the school functioning?

Select only one

- ☐ Yes, the school is functioning ➡ **MOVE TO SECTION C – FUNCTIONING SCHOOLS**
☐ Not functioning ➡ **CONTINUE WITH SECTION B – NON-FUNCTIONAL SCHOOLS**

B. NON-FUNCTIONAL SCHOOLS

4. What is the main reason the school is not functioning?

Do not read options out loud! Select all that apply:

- | | |
|---|---|
| <input type="checkbox"/> Insecurity in or around school | <input type="checkbox"/> School is occupied by IDPs |
| <input type="checkbox"/> Teachers fled | <input type="checkbox"/> Flooding |
| <input type="checkbox"/> Students fled | <input type="checkbox"/> Unsuitable school infrastructure |
| <input type="checkbox"/> Teachers have not been paid | <input type="checkbox"/> Lack of school feeding program |
| <input type="checkbox"/> School looted by civilians | <input type="checkbox"/> Do not know |
| <input type="checkbox"/> School looted by armed forces/ group | <input type="checkbox"/> Other – please specify: |

5. When did the school most recently stop functioning?

Do not leave field empty, write NA if you do not know. If you only know the year, please include just this.

_____ Day _____ Month _____ Year

6. How many children were enrolled when the school stop functioning?

Do not leave field empty, write 0 if no learners and NA if you do not know. Please include source of information.

Number of learners	Boys	Girls	Learners with Disabilities	Total
What is the source of this information? <i>Select only one</i>	<input type="checkbox"/> School enrolment register <input type="checkbox"/> Estimate provided by headteacher/key informant <input type="checkbox"/> Other - Please specify:			

7. What are the top 3 education interventions required to support this school re-opening?

Do not read answers out loud! Put '1' for the number one reason given, '2' for the second and '3' for the third reason give.

Rank	Support
	School grants
	Cash transfers for pupils
	Rehabilitation of infrastructure
	Security for schools
	Teaching and learning supplies
	Teacher salaries
	School feeding
	Training for teachers
	Water and/or sanitation facilities
	Recruitment of additional teachers
	Other (Please Specify):

END QUESTIONNAIRE FOR NON-FUNCTIONAL SCHOOLS

C. FUNCTIONING SCHOOLS - Functionality

4. When was the school in this location established/inaugurated?

Do not leave field empty, write NA if you do not know. If only year known just include this.

_____ Date _____ Month _____ Year

5. How many shifts does this school have?

Select only one. In case of a multiple shift school, ask specifically if there is an ALP shift.

- ☐ One shift: Morning shift
- ☐ Multiple shifts: Morning and afternoon shifts
- ☐ Multiple shifts: Morning primary and afternoon ALP shift

6. What was the first day of classes in 2021?

When the school reopened fully for ALL learners in May 2021– not when the schools reopened for candidate classes. Do not leave field empty, write NA if you do not know.

_____ Date _____ Month

7. How many weeks of education were lost in 2019 and why? (Do not count school holidays). Fill in the number of weeks by reason. Do not read answers out loud and select all that apply. Write 0 in total if no weeks lost and write NA in total if you do not know.

Reason	Number of weeks lost
Insecurity in or around school	
Teachers had not been paid	
School was looted by civilians	
School was looted by armed forces/groups	
School was occupied by armed forces/groups	
School was occupied by IDPs	
Community Migration	
Cholera Outbreak	
Flooding	
Other – please specify:	

TOTAL NUMBER OF WEEKS LOST :

8. How many weeks of education was lost in 2020 (for candidate classes) and why?

(Do not count school holidays or Government led COVID-19 School Closures – only weeks where the school should have been open but was shut.)

Fill in the number of weeks by reason. Do not read answers out loud and select all that apply. Write 0 in total if no weeks lost and write NA in total if you do not know.

Reason	Number of weeks lost
Insecurity in or around school	
COVID-19 Cases (COVID-19 cases <u>after</u> the school reopened for candidate classes and positive cases re- shut the school)	
Teachers had not been paid	
School was looted by civilians	
School was looted by armed forces/groups	
School was occupied by armed forces/ groups	
School was occupied by IDPs	
Community Migration	
Cholera Outbreak	
Flooding	
Other – please specify:	
TOTAL NUMBER OF WEEKS LOST	:

9. How many weeks of education have been lost since schools re-opened in 2021 and why? (Do not count school holidays). *Fill in the number of weeks by reason. Do not*

read answers out loud and select all that apply. Write 0 in total if no weeks lost and write NA in total if you do not know.

Reason	Number of weeks lost
Insecurity in or around school	
COVID-19 Cases (COVID-19 cases <u>after</u> the school reopened fully in May 2021 and positive cases re-shut the school)	
Teachers had not been paid	
School was looted by civilians	
School was looted by armed forces/groups	
School was occupied by armed forces/groups	
School was occupied by IDPs	
Community Migration	
Cholera Outbreak	
Flooding	
Other – please specify:	
TOTAL NUMBER OF WEEKS LOST:	

10. I will read out loud a number of attacks. Has the school faced any of the following attacks since the start of 2019?

Read each type of attack out loud, add how many times since January 2019 and the date of last attack.

Type of attack	How often since Jan 2019?	Date of last attack
1. Hit by bullets	<input type="checkbox"/> Never <input type="checkbox"/> One time <input type="checkbox"/> Multiple times	<div>Year</div> <div>Month</div>
2. Attacks by planes or helicopters	<input type="checkbox"/> Never <input type="checkbox"/> One time <input type="checkbox"/> Multiple times	<div>Year</div> <div>Month</div>
3. Burning	<input type="checkbox"/> Never <input type="checkbox"/> One time <input type="checkbox"/> Multiple times	<div>Year</div> <div>Month</div>
4. Theft/Looting	<input type="checkbox"/> Never <input type="checkbox"/> One time <input type="checkbox"/> Multiple times	<div>Year</div> <div>Month</div>
5. Occupation of classrooms by armed forces/groups	<input type="checkbox"/> Never <input type="checkbox"/> One time <input type="checkbox"/> Multiple times	<div>Year</div> <div>Month</div>
6. Use of school for military recruitment	<input type="checkbox"/> Never <input type="checkbox"/> One time <input type="checkbox"/> Multiple times	<div>Year</div> <div>Month</div>
7. Direct attacks (physical or verbal) on education staff or students while carrying out education activities	<input type="checkbox"/> Never <input type="checkbox"/> One time <input type="checkbox"/> Multiple times	<div>Year</div> <div>Month</div>
8. Other type of attack on school – please specify:	<input type="checkbox"/> Never <input type="checkbox"/> One time <input type="checkbox"/> Multiple times	<div>Year</div> <div>Month</div>

11. Does the school have access to a source of safe drinking water within/near the school compound?

Safe water sources = piped water, public tap, tube well/borehole, protected well, treated surface water or spring. Select only one.

- ☐ Yes, and it is functioning
- ☐ Yes, but it is not functioning (i.e. damaged borehole)
- ☐ There are multiple sources, but not all of them are functional.
- ☐ No

12. If there is a safe water source, how long does it take to go to the safe water source, get water and come back to school?

Select only one.

- ☐ Under 10 minutes
- ☐ Between 10-30 minutes
- ☐ Over 30 minutes

13. What is the total number of latrine room/ toilets at this school? And how many are functioning?

Functioning = the latrine is being used and is working safely – it has a lock on the inside and door. Not latrine blocks, count separate latrine rooms. Do not leave field empty, write NA if you do not know. Observe: Ask to see the facilities

Total Number of latrine rooms: _____.

Number of functioning latrines rooms: _____.

14. Are there separate latrines for male and female learners?

Select only one.

- ☐ Yes
- ☐ No

15. Are there latrines accessible for Learners with Disabilities?

Select only one.

- ☐ Yes
- ☐ No
- ☐ Don't know

16. Are there bathrooms or washrooms available for female learners?

Select only one.

- ☐ Yes
- ☐ No

17. Are there hand-washing facilities available at or near the latrines?

Observe: Ask to see the facilities. Select only one.

- ☐ Yes
- ☐ No

18. Do the hand-washing facilities have soap available?

Select only one.

- ☐ Yes
- ☐ No

19. Are classrooms accessible for Learners with Disabilities?

Select only one.

- ☐ Yes
☐ No
☐ Don't know

D. ENROLMENT

20. Number of learners, by gender, enrolled in the school at the start of:

Do not leave field empty, write 0 if no learners and NA if you do not know

Total number of children	AY 2019/2020			AY 2020/2021 <i>Enrolment at the start of the year before COVID-19 closures</i>			AY 2021/2022		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Primary									
What is the source of this information? <i>Select only one for each year</i>	<input type="checkbox"/> School enrolment register <input type="checkbox"/> Estimate provided by headteacher/key informant <input type="checkbox"/> Other: Please specify			<input type="checkbox"/> School enrolment register <input type="checkbox"/> Estimate provided by headteacher/key informant <input type="checkbox"/> Other: Please specify			<input type="checkbox"/> School enrolment register <input type="checkbox"/> Estimate provided by headteacher/key informant <input type="checkbox"/> Other: Please specify		

21. Number of Learners with Disabilities, by gender, enrolled in the school at the start of:

Do not leave field empty, write 0 if no learners and NA if you do not know. If gender is not known, write in total column only.

Total number of children	AY 2019/2020			AY 2020/2021 <i>Enrolment at the start of the year before COVID-19 closures</i>			AY 2021/2022		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Primary									
What is the source of this information?	<input type="checkbox"/> School enrolment register <input type="checkbox"/> Estimate provided by headteacher/key informant <input type="checkbox"/> Other: Please specify			<input type="checkbox"/> School enrolment register <input type="checkbox"/> Estimate provided by headteacher/key informant <input type="checkbox"/> Other: Please specify			<input type="checkbox"/> School enrolment register <input type="checkbox"/> Estimate provided by headteacher/key informant <input type="checkbox"/> Other: Please specify		

Select only one for each year			
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22. Number of learners, by gender, who dropped out of the school in the following years:

Do not leave field empty, write 0 if no learners and NA if you do not know. Drop-out means the headteacher knows that the learner is no longer attending any education. If unsure, do not include.

Total number of children	2019			2020		
	Boys	Girls	Total	Boys	Girls	Total
Primary						
What is the source of this information? <i>Select only one for each year</i>	<input type="checkbox"/> Estimate provided by headteacher/key informant <input type="checkbox"/> Other: Please specify			<input type="checkbox"/> Estimate provided by headteacher/key informant <input type="checkbox"/> Other: Please specify		

23. Number of Learners with Disabilities, by gender, who dropped out of the school in the following years:

Do not leave field empty, write 0 if no learners and NA if you do not know. If gender is not known, write in total column only. Drop-out means the headteacher knows that the learner is no longer attending any education. If unsure, do not include.

Total number of children	2019			2020		
	Boys	Girls	Total	Boys	Girls	Total
Primary						
What is the source of this information? <i>Select only one for each year</i>	<input type="checkbox"/> Estimate provided by headteacher/ key informant <input type="checkbox"/> Other: Please specify			<input type="checkbox"/> Estimate provided by headteacher/ key informant <input type="checkbox"/> Other: Please specify		

24. Based on your experience, what are the top 3 reasons boys and girls have dropped out of school in your school before COVID-19 school closures?

Do not read answers out loud! Put '1' for the number one reason given, '2' for the second and '3' for the third reason give.

Rank		Reason
Boys	Girls	
		Couldn't pay fees
		Lack of food
		Long distance to school
		Unsafe journey to school
		Looked for or found a job/work
		Planting/harvest
		Cattle rearing
		Domestic duties
		Prolonged illness
		Displaced by conflict
		Insecurity in or around school
		Joined the military
		Pregnancy
		Marriage
		In prison
		Language issue
		Course didn't meet the needs
		Not enough teachers
		Insufficient teaching and learning materials
		Other (Please Specify):

25. Based on your experience, what are the top 3 reasons boys and girls did not return when the school fully re-opened?

Do not read answers out loud! Put '1' for the number one reason given, '2' for the second and '3' for the third reason give.

Rank		Reasons
Boys	Girls	
		Couldn't pay fees

		Lack of food
		Long distance to school
		Unsafe journey to school
		Looked for or found a job/work
		Planting/harvest
		Cattle rearing
		Domestic duties
		Prolonged illness
		Displaced by conflict
		Insecurity in or around school
		Joined the military
		Pregnancy
		Marriage
		In prison
		Language issue
		Course didn't meet the needs
		Not enough teachers
		Insufficient teaching and learning materials
		Other (Please Specify):

26. How many children are attending school at the time of the assessment:

Look at attendance register or count the children in the classrooms. For multiple shift schools and morning assessments: look at yesterday's attendance register to see the number of children. Do not leave field empty, write NA if you do not know and if there is no shifts write in 1st shift row only.

	Number of learners			
	Boys	Girls	LwDs	Total
1 st Shift				

2 nd Shift				
What is the source of this information?	<input type="checkbox"/> Count of learners by assessment team <input type="checkbox"/> Attendance register <input type="checkbox"/> Estimate provided by headteacher (or Key Informant) <input type="checkbox"/> Other – Please specify:			

27. How many refugees and IDP learners are attending school at the time of the assessment:

Look at attendance register or count the children in the classrooms. For multiple shift schools and morning assessments: look at yesterday's attendance register to see the number of children. Do not leave field empty, write NA if you do not know and if there is no shifts write in 1st shift row only.

IDPs = Anyone displaced by conflict and violence between 2013 and now.

	Number of learners		
	Boys	Girls	Total
IDPs			
Refugee			
What is the source of this information?	<input type="checkbox"/> Count of learners by assessment team <input type="checkbox"/> Attendance register <input type="checkbox"/> Estimate provided by headteacher (or Key Informant) <input type="checkbox"/> Other – Please specify:		

28. What percentage of the children enrolled come to school almost every day?

Read the options out loud and select one only.

- ☐ No children – 0%
- ☐ Almost no children – 0 to 25%
- ☐ Less than half – 25 to 50%
- ☐ More than half – 50% to 75%
- ☐ Almost all – 75% to 99%
- ☐ All children – 100%

29. What are the top 3 reasons boys are not attending school every day? And girls?

Do not read answers out loud! Put '1' for the number one reason given, '2' for the second and '3' for the third reason give.

Rank		Reason
Boys	Girls	
		Couldn't pay fees
		COVID-19
		Lack of food
		Long distance to school
		Planting/harvest
		Unsafe journey to school
		Looked for or found a job/work
		Cattle rearing
		Domestic duties
		Prolonged illness
		Displaced by conflict
		Insecurity in or around school
		Joined the military
		Marriage
		Pregnancy
		In prison
		Language issue
		Course didn't meet the needs
		Not enough teachers
		Insufficient teaching and learning materials
		Other (Please Specify):

30. How many of the students currently get a meal before coming to school (on average)?

Read the options out loud and select one only. Any food, not provided by or not at the school, before learners arrive at the school.

- ☐ No children – 0%
- ☐ Almost no children – 0 to 25%
- ☐ Less than half – 25 to 50%
- ☐ More than half – 50% to 75%
- ☐ Almost all – 75% to 99%
- ☐ All children – 100%

31. Do children get a meal at school or food to take home?

Read the options out loud and select one only. Any food, provided on the school compound, for the learner to eat then or take home after school.

- ☐ Yes
☐ No

32. How many children currently have both a pen or pencil for writing and own a notebook/ exercise book?

Read the options out loud and select one only.

- ☐ No children – 0%
☐ Almost no children – 0 to 25%
☐ Less than half – 25 to 50%
☐ More than half – 50% to 75%
☐ Almost all – 75% to 99%
☐ All children – 100%

33. If you have any learners with disabilities, do they have access to mobility devices or other assistive devices?

Read the options out loud and select one only.

- ☐ No LwDs enrolled in the school
☐ Yes, but not enough
☐ Yes, enough
☐ No devices at all
☐ Do not know

E. TEACHERS

34. Number of teachers present at the start of the school year:

Do not leave field empty, write 0 if no teachers and NA if you do not know. Please include the source of the information.

Gender of teachers	Total number at start of school year – 2019/2020	Total number at start of school year – 2020/2021: <i>At the start of the year before COVID-19 closures</i>	Total number at start of school year – May 2021/2022:

Male			
Female			
What is the source of this information?			

If a non-government school, please write 0 in Government section.

Gender of teachers	Total number at start of school year – 2019/2020	Total number at start of school year – 2020/2021: <i>At the start of the year before COVID-19 closures</i>	Total number at start of school year – May 2021/2022:
Government			
Non-Government (Community/Volunteer)			
What is the source of this information?			

35. How many teachers are present today by gender?

Do not leave field empty, write 0 if no teachers and NA if you do not know.

Gender of teachers	Total Number:
Male	
Female	
What is the source of this information?	<input type="checkbox"/> Count of teachers by assessment team <input type="checkbox"/> Attendance register <input type="checkbox"/> Estimate provided by headteacher (or Key Informant) <input type="checkbox"/> Other – Please specify:

36. What are the top 3 reasons why teachers who were present at the start of the year are absent today?

Do not read answers out loud! Put '1' for the number one reason given, '2' for the second and '3' for the third reason give. If under three teachers are absent, just include the number of reasons for number of teachers absent (if one teacher absent, only give one reason).

Rank	Reason
	No or delayed payment of salaries
	Prolonged illness
	Lack of Food
	Displaced by conflict
	Attack/occupation of school
	Insecurity in the area
	Joined the military
	Joined NGO as staff
	Found other work
	Out to following teacher training
	Other (Please Specify):

37. How many months did Government teachers in this school receive their salary in:

Do not leave field empty, write 0 if no payments or no Government teachers and NA if you do not know.

Year	Number of months:
2019	
2020	
2021	

38. How many months did non-government/community/volunteer teachers in this school receive incentives in:

Do not leave field empty, write 0 if no payments or no non-government teachers and NA if you do not know.

Year	IMPACT	Education Cluster Incentives	Government top-up incentives	Any other incentive – specify:
	Number of rounds	Number of months	Number of months	Number of months
2019				
2020				
2021				

39. How many of the teachers at this school currently have a full set of textbooks for subjects they are teaching?

Please read these options out loud and select one option only.

- ☐ No teachers – 0%
- ☐ Almost no teachers – 0 to 25%
- ☐ Less than half – 25 to 50%
- ☐ More than half – 50% to 75%
- ☐ Almost all – 75% to 99%
- ☐ All teachers – 100%

40. Have any teachers in your school received the following training since 2018?

Please read these options out loud and select all that apply. Please select an option if any teacher in the school has received this training.

- | | |
|---|--|
| <input type="checkbox"/> South Sudan New Curriculum | <input type="checkbox"/> Psychosocial support (PSS) |
| <input type="checkbox"/> Hygiene promotion | <input type="checkbox"/> School safety plan and management |
| <input type="checkbox"/> Child Protection in Emergencies | <input type="checkbox"/> Child centred methodology |
| <input type="checkbox"/> Child rights | <input type="checkbox"/> Early Child Care and Development concepts |
| <input type="checkbox"/> Cholera Mitigation Measures | <input type="checkbox"/> Inclusive teaching practices |
| <input type="checkbox"/> Conflict Disaster Risk Reduction | <input type="checkbox"/> Teacher code of conduct |
| <input type="checkbox"/> Gender Based Violence | <input type="checkbox"/> No trainings received |
| <input type="checkbox"/> Mine Risk Education | <input type="checkbox"/> Not sure |
| <input type="checkbox"/> Pedagogy | <input type="checkbox"/> Other – please specify: |
| <input type="checkbox"/> Subject/content-related training | |

F. GOVERNANCE AND SUPPORT

41. What kind of support from an external partner has this school received during this school year (since May 2021)?

Please read these options out loud and select all that apply

- | | |
|--|--|
| <input type="checkbox"/> Not supported | <input type="checkbox"/> Rehabilitation of infrastructure |
| <input type="checkbox"/> School grants | <input type="checkbox"/> Water and/or sanitation facilities |
| <input type="checkbox"/> Cash grants for pupils | <input type="checkbox"/> COVID-19 safety measures support |
| <input type="checkbox"/> Teaching and learning supplies | <input type="checkbox"/> Training for teachers (PTA, SMC etc.) |
| <input type="checkbox"/> Teacher salaries and incentives | <input type="checkbox"/> Not sure |
| <input type="checkbox"/> School feeding | <input type="checkbox"/> Other – please specify: |
| <input type="checkbox"/> Training on governance | |

42. Which actor(s) provided this support?

Please read these options out loud and select all that apply

- | | |
|---|---|
| <input type="checkbox"/> Not supported | <input type="checkbox"/> World Food Program (WFP) or NGO support by WFP |
| <input type="checkbox"/> Community | <input type="checkbox"/> Church |
| <input type="checkbox"/> Girls Education South Sudan (GESS) | <input type="checkbox"/> Not sure |
| <input type="checkbox"/> UNICEF/UNHCR | <input type="checkbox"/> Other – please specify: |
| <input type="checkbox"/> NGO/INGO | |

43. Does the school have a Parent Teacher association (PTA) or School Management Committee (SMC)?

Select one option only.

- ☐ Yes
☐ No

44. Since the start of the school year, how often has the Parent Teacher Association (PTA) and/or School Management Committee (SMC)?

Do not leave field empty, write 0 if no meetings and NA if you do not know

_____ Times which the PTA met.

_____ Times which the SMC met.

45. Since the start of the school year, how many visits from education authorities (Education Authorities or Supervisor) have there been?

Do not leave field empty, write 0 if no visits and NA if you do not know

_____ Visits

46. What are the top 3 education interventions required to support education in this school?

Do not read answers out loud! Put '1' for the number one reason given, '2' for the second and '3' for the third reason give.

Rank	Support
	School grants
	Cash transfers for pupils
	Rehabilitation of infrastructure

	Security for schools
	Teaching and learning supplies
	Teacher salaries
	School feeding
	Training for teachers
	Water and/or sanitation facilities
	Recruitment of additional teachers
	Other (Please Specify):

G. COVID-19 CONTEXT

47. Have you seen or received a copy of: *Select only one answer per question*

MoGEI's Re-opening Guidelines for Schools in South Sudan

- ☐ Seen only
- ☐ Received a copy
- ☐ Have not seen or received a copy

If you have seen or received a copy of MoGEI's Re-opening Guidelines for Schools in South Sudan, are you following the academic calendar in the document?

- ☐ Yes
- ☐ No
- ☐ Don't know
- ☐ Have not seen or received a copy

Adjusted Syllabus Guidelines

- ☐ Seen only
- ☐ Received a copy
- ☐ Have not seen or received a copy

48. Which of the following safety measures are in place in the school?

Please read these options out loud and select all that apply

- ☐ Class size 50 or under (FOR PRIMARY SCHOOLS)
- ☐ Clean water and soap available
- ☐ Enforced regular handwashing
- ☐ Temperature checks for everyone (staff, learners, visitors) who enters the school compound
- ☐ Face masks worn by staff and learners
- ☐ Daily cleaning of all buildings and furniture
- ☐ Suspension of school assemblies and parades
- ☐ Breaks and lunch organised so learners from different streams/classes do not mix
- ☐ No sharing of drinks, utensils, cups, bottle

- ☐ Room /area identified for any suspected COVID-19 cases
- ☐ Policies/guidelines for a confirmed case
- ☐ Other – please specify:

49. Did learners in your community have access to any of the following distance learning options during the school closures?

Please read these options out loud and select all that apply

- ☐ Radio learning programmes
- ☐ Social media or internet-based learning programmes
- ☐ Mobile Phone based learning programmes
- ☐ Community organised learning programmes
- ☐ Informal learning programmes organised by teachers
- ☐ Instructions for children to learn with textbooks at home
- ☐ Provision of paper-based materials for children
- ☐ Learning via loudspeakers
- ☐ Other – please specify:

50. Was there a rise in the number of protection cases during the school closures?

Please read these options out loud and select all that apply

- ☐ Sexual Gender Based Violence
- ☐ Gender Based Violence
- ☐ Early/forced marriage
- ☐ Teenage pregnancies
- ☐ Child exploitation labour
- ☐ Anti-social behaviour
- ☐ Other – please specify:

H. PROTECTION

51. Does this school have staff or a programme for psychosocial support, social emotional learning, or other counselling?

Select only one option

- ☐ Yes
- ☐ No

52. What referral mechanism are functional in your school/community, if any?

Please read these options out loud and select all that apply

- ☐ None
- ☐ Health
- ☐ Nutrition
- ☐ Psychosocial Support

- ☐ General Protection
- ☐ Sexual Gender Based Violence
- ☐ Gender Based Violence
- ☐ Other - Please Specify:

53. Do the school have a code of conduct?

Select only one option

- ☐ Yes
- ☐ No

54. If the school does have a code of conduct, are:

Please read these options out loud and select all that apply.

- ☐ All teachers are trained on it
- ☐ All teachers have signed the code of conduct
- ☐ The code of conduct is displayed in the school
- ☐ The school has a code of conduct but there has been no training on it, no teachers have signed it and it is not displayed.

55. Have female learners in your school ever received dignity kits?

Select only one option

- ☐ Yes
- ☐ No

Last date learner received them: _____Month _____Year

56. Do you have anything you would like to add? Do you have any questions for us? As said in the beginning, our discussion today is meant to help us learn about the situation in your school. If you would like to add anything, please let us know?

Annex B: County Education Official Survey

Education Needs Assessment COUNTY LEVEL SURVEY

Status of questionnaire:

- ☐ Data collection not finalised (explain why) _____ -
- ☐ Data collection finalised
- ☐ Questionnaire reviewed by field focal point
- ☐ Questionnaire data entered

Instructions:

- Fill in the questionnaire for EACH of the 79 counties.
- If the data is not available for the counties, contact **STATE FOCAL POINT** for advice.
- Add the source of information for all questions on the education system. Examples of information sources are: enrolment or attendance records, NGO/UN reports, Estimate of the county ministry of education officials, EMIS focal points etc.
- Share the filled in questionnaires with **State Focal Person, contact details**

Introduction:

Hello. My name is _____ and I am working with _____. We are conducting an assessment of the situation for education in this County on behalf of MoGEI supported by the Education Cluster. We would like to ask you some questions about the schools and educational activities taking place here. The interview usually takes _____ minutes to complete. Any information that you provide will be kept strictly confidential mainly for this purpose and will not be shown to other people. We hope that you will participate since your views are important. Do you have any questions? Do you agree to take part? May we begin now?

INTRODUCTION INFORMATION

Fill in before or after the interview with the key informant:

1. Date of assessment	_____ Day _____ Month _____ Year	
2. Name of Enumerator(s)		
3. Organisation of Enumerator (s)		
4. Phone Number Enumerator (s)		
5. State		
6. County		
7. Name of Key Informant		
8. Title/Position in the County		
9. Gender	<input type="checkbox"/> Male	<input type="checkbox"/> Female
10. Language of interview <i>Please write in 'Other' the language if not done in English or Arabic</i>	<input type="checkbox"/> English <input type="checkbox"/> Arabic	<input type="checkbox"/> Other - Please specify:
11. How reliable is the information collected from this source? <i>To be completed at end of interview: In your opinion only.</i>	<input type="checkbox"/> Mostly reliable <input type="checkbox"/> Somewhat reliable <input type="checkbox"/> Not very reliable	

1. What has been the level of violence since the start of 2021? <i>Select one only.</i>	<input type="checkbox"/> Frequent active conflict: <i>most of the time there has been fighting between armed groups</i> <input type="checkbox"/> Frequent communal violence: <i>most of the time there has been fighting between communities</i> <input type="checkbox"/> Sporadic active conflict/communal violence: <i>there has been active conflict/violence, but most of the time it was stable</i> <input type="checkbox"/> Stable: <i>It was stable all the time</i>	
2. What was the level of violence between 2018 and end of 2020? <i>Select one only.</i>	<input type="checkbox"/> Frequent active conflict: <i>most of the time there has been fighting between armed groups</i> <input type="checkbox"/> Frequent communal violence: <i>most of the time there has been fighting between communities</i> <input type="checkbox"/> Sporadic active conflict/communal violence: <i>there has been active conflict/violence, but most of the time it was stable</i> <input type="checkbox"/> Stable: <i>It was stable all the time</i>	
3. Have you been affected by other emergencies since 2018? <i>Select all that apply and include all years which the emergency happened since 2018.</i>	<input type="checkbox"/> Famine/Food Insecurity <input type="checkbox"/> Cholera <input type="checkbox"/> Flooding <input type="checkbox"/> No emergency <input type="checkbox"/> Other - Please Specify:	Year/s: Year/s: Year/s: Year/s: Year/s:
4. What is the current population compared to the end of 2018? <i>Select one only.</i>	<input type="checkbox"/> The population has increased because people from other counties have moved into the county <input type="checkbox"/> The population has increased because people from this county have come back <input type="checkbox"/> The population has decreased because people from this county have moved to other counties <input type="checkbox"/> The population has remained stable	

B. EDUCATION SYSTEM

1. How many schools were open in the beginning of Academic Year 2020/2021?

Before schools were closed due to COVID-19 in 2020. Do not leave blank, write 0 if no schools and NA if you do not know. Please include the source of the data.

School Type	Number	Source <i>(Enrolment/attendance records, NGO/UN reports, estimate by the county education officials, data from EMIS focal points, other -please specify)</i>

ECD		
Primary		
Secondary		

2. How many schools are currently open?

Do not leave blank, write 0 if no schools and NA if you do not know. Please include the source of the data.

School Type	Number	Source <i>(Enrolment/attendance records, NGO/UN reports, estimate by the county education officials, data from EMIS focal points, other -please specify)</i>
ECD		
Primary		
Secondary		

3. How many schools closed between 2018 and March 2020 and why?

Do not leave blank, write 0 if no schools and NA if you do not know. Please include the source of the data.

Reasons	EC Ds	Pri ma ry	Secon dary
Looted by armed groups/forces			
Looted by civilians			
Occupied by armed groups			
Occupied by IDPs			
Insecurity in or on the way to school			
Teachers fled			
Students fled			
Teachers have not been paid			
Flooding			
Do not know the reason			
Other reason – please specify:			

TOTAL NUMBER OF SCHOOLS		<i>Source:</i>	

4. How many schools closed between March 2020 and May 2021 and why?

Do not leave blank, write 0 if no schools and NA if you do not know. Please include the source of the data.

Reasons	EC Ds	Pri ma ry	Secon dary
Looted by armed groups/force			
Looted by civilians			
Occupied by armed groups			
Occupied by IDPs			
Insecurity in or on the way to school			
Teachers fled			
Students fled			
Teachers have not been paid			
Flooding			
Support and systems not in place to support school's reopening			
Do not know the reason			
Other reason – please specify:			
TOTAL NUMBER OF SCHOOLS		Source:	

5. Number of learners enrolled, by gender, in functional schools at the start of:

Do not leave blank, write 0 if no schools and NA if you do not know. Please write the source of this information.

Total number of children	AY 2019/2020			AY 2020/2021 <i>Enrolment at the start of the year before COVID-19 closures</i>			AY 2021/2022		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
ECDs									
Primary									

Secondary									
What is the source of this information?									

6. Number of Learners with Disabilities, by gender, enrolled in functional schools at the start of:

Do not leave blank, write 0 if no schools and NA if you do not know. If gender is not known, write in total column only. Please write the source of this information.

Total number of children	AY 2019/2020			AY 2020/2021 <i>Enrolment at the start of the year before COVID-19 closures</i>			AY 2021/2022		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
ECDs									
Primary									
Secondary									
What is the source of this information?									

7. Based on your experience, what are the top 3 reasons boys have dropped out of school in your county before COVID-19 school closures? And girls?

Do not read answers out loud! Put '1' for the number one reason given, '2' for the second and '3' for the third reason give.

Rank		Reason
Boys	Girls	
		Couldn't pay fees
		Lack of food
		Long distance to school
		Journey to school is unsafe
		Looked for or found a job/work
		Planting/harvest
		Cattle rearing
		Domestic duties
		Prolonged illness
		Displaced by conflict
		Insecurity in or around school
		Joined the military
		Pregnancy
		Marriage
		In prison
		Language issue
		Course didn't meet the needs
		Not enough teachers
		Insufficient teaching and learning materials
		Education not valued or prioritised by family/guardian
		Female learners or Learners with Disabilities withheld from school by parent/guardian
		Other (Please Specify)

8. Based on your experience, what are the top 3 reasons boys have not returned to school in your County since schools have fully re-opened after the COVID-19 school closures (May 2021)? And girls?

Do not read answers out loud! Put '1' for the number one reason given, '2' for the second and '3' for the third reason give.

Rank		Reason
Boys	Girls	
		Couldn't pay fees
		Lack of food
		Long distance to school
		Journey to school is unsafe
		Looked for or found a job/work
		Planting/harvest
		Cattle rearing
		Domestic duties
		Prolonged illness
		Displaced by conflict
		Insecurity in or around school
		Joined the military
		Pregnancy
		Marriage
		In prison
		Language issue
		Course didn't meet the needs
		Not enough teachers
		Insufficient teaching and learning materials
		Education not valued or prioritised by family/guardian
		Female learner or Learner with Disabilities withheld from school by parent/guardian
		Other (Please Specify)

C. TEACHERS

9. Number of government teachers on the payroll in functional schools at the start of:

Do not leave blank, write 0 if no teachers and NA if you do not know. Please include the source of this information.

Total number of teachers	AY 2019/2020			AY 2020/2021 <i>At the start of the year before COVID-19 closures</i>			AY 2021/2022		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
ECDs									
Primary									

Secondary									
What is the source of this information?									

10. Number of non-government teachers (community/volunteer) in functional schools at the start of:

Do not leave blank, write 0 if no teachers and NA if you do not know. Please include the source of this information.

Total number of teachers	AY 2019/2020			AY 2020/2021 <i>At the start of the year before COVID-19 closures</i>			AY 2021/2022		
	Male	Female	Total	Male	Female	Total	Male	Female	Male
ECDs									
Primary									
Secondary									
What is the source of this information?									

D. COVID-19 CONTEXT

11. Have you seen or received a copy of: *Select only one answer per question.*

MoGEI's Re-opening Guidelines for Schools in South Sudan:

- ☐ Seen only
- ☐ Received a copy
- ☐ Have not seen or received a copy

If you have seen or received a copy of MoGEI's Re-opening Guidelines for Schools in South Sudan, are schools in your county following the academic calender in the document?

- ☐ Yes
- ☐ No
- ☐ Don't know
- ☐ Have not seen or received a copy

Adjusted Syallbus Guidelines:

- ☐ Seen only
- ☐ Received a copy
- ☐ Have not seen or received a copy

12. Did learners in your community have access to any of the following distance learning options during the school closures?

Please read these options out loud and select all that apply

- ☐ Radio learning programmes
- ☐ Social media or internet-based learning programmes
- ☐ Mobile Phone based learning programmes
- ☐ Community organised learning programmes
- ☐ Informal learning programmes organised by teachers
- ☐ Instructions for children to learn with textbooks at home
- ☐ Provision of paper-based materials for children
- ☐ Learning via loudspeakers
- ☐ Other – please specify:

13. Was there a rise in the number of protection cases related to the following issues during the school closures?

Please read these options out loud and select all that apply

- ☐ Sexual Gender Based Violence
- ☐ Gender Based Violence
- ☐ Early/forced marriage
- ☐ Teenage pregnancies
- ☐ Child labour exploitation
- ☐ Anti-social behaviour
- ☐ No rise in protection cases
- ☐ Other – please specify:

14. Is there a specific group of learners who have lower re-enrolment since schools fully re-opened for all classes in May 2021?

Please read these options out loud and select all that apply.

- ☐ Male learners
- ☐ Female learners
- ☐ Learners with Disabilities
- ☐ Internally Displaced Persons
- ☐ Refugees
- ☐ Children from child-headed households
- ☐ Children from single-parent households
- ☐ Young mothers

- ☐ Married learners
 - ☐ Other – please specify
-

E. LEARNERS

15. What is the most commonly used safe reporting system in your county for protection and safeguarding issues with learners?

Please read these options out loud and select one only.

- ☐ Police
- ☐ Child Protection Cluster
- ☐ Women's Groups
- ☐ NGO/INGO
- ☐ Helpline
- ☐ Local authorities
- ☐ School leadership
- ☐ Community leaders/structures
- ☐ Other – please specify

16. Do schools in your community generally accept young mothers or married learners to enrol?

Select one answer only per question.

Young mothers:

- ☐ Yes
- ☐ No
- ☐ Don't know

Married learners:

- ☐ Yes
- ☐ No
- ☐ Don't know

17. What are the groups of children and young people that are least likely to participate in education activities in your community/area?

Read the options out loud and select all that apply.

- ☐ Boys
- ☐ Girls
- ☐ Children without a parent or guardian/child headed households
- ☐ Learners with Disabilities
- ☐ Young mothers
- ☐ Married learners
- ☐ IDPs

- ☐ Refugees
- ☐ Former child soldiers
- ☐ Pastoralist children
- ☐ Other – please specify

F. SUPPORT NEEDS

18. What are the top 3 education interventions required to support education in this county?

Do not read answers out loud! Put '1' for the number one reason given, '2' for the second and '3' for the third reason give.

Rank	Support
	School grants
	Cash transfers for pupils
	Rehabilitation of infrastructure
	Security for schools
	Teaching and learning supplies
	Teacher salaries
	School feeding
	Training for teachers
	Water and/or sanitation facilities
	Recruitment of additional teachers
	Other (Please Specify):

19. Any other valuable observations?

Annex C: Learners Survey

Education Needs Assessment SCHOOL LEVEL SURVEY - LEARNERS

Status of questionnaire:

- ☐ Data collection not finalised (explain why)_____ -
- ☐ Data collection finalised
- ☐ Questionnaire reviewed by field focal point
- ☐ Questionnaire data entered

Instructions:

- If the data is not available for the counties, contact **STATE FOCAL POINT** for advice.
- **Share the filled in questionnaires with State Focal Person, contact details**

Introduction:

Hello. My name is_____ and I am working with _____. Read Informed Oral Consent Document.

INTRODUCTION INFORMATION

Fill in before or after the interview with the key informant:

1. Date of assessment	_____ Day _____ Month _____ Year	
2. Name of Enumerator(s)		
3. Organisation of Enumerator (s)		
4. Phone Number Enumerator (s)		
5. School name		
6. EMIS School Code <i>Always ask for this! If no code write 0 and don't know write NA.</i>		
7. Payam		
8. County		
9. State		
10. Class of Key Informant		
11. Name of Key Informant		
12. Age of key Information		
13. Gender of Key Informant	<input type="checkbox"/> Male	<input type="checkbox"/> Female
14. Language of interview <i>Please write in 'Other' the language if not done in English or Arabic</i>	<input type="checkbox"/> English <input type="checkbox"/> Arabic	<input type="checkbox"/> Other - Please specify: -----

Questionnaire

- 1. Have you been absent from school since May 2021 and why? (Do not count school holidays). Fill in the number of weeks by reason. Do not read answers out loud and select all that apply.**

Reason	Number of weeks lost
Insecurity in or around school	
COVID-19 cases (COVID-19 cases <u>after</u> the school fully reopened and positive cases shut the school)	
Teachers had not been paid	
School was looted by civilians (Items/equipment stolen by non-armed people)	
School was looted by armed forces/groups (Items/equipment stolen by Armed people)	
School was occupied by armed forces/ groups (Armed people were staying in the compound)	
School was occupied by IDPs (Community members were staying the compound)	
Community Migration (Your community moved away from the school and its teachers)	
Cholera Outbreak (Disease called Cholera)	
Flooding	
Other – please specify:	
TOTAL NUMBER OF WEEKS LOST	:

- 2. When the school was closed, did you get to continue your learning in any way?**
Please read these options out and select all that apply.

- ☐ Radio learning programmes
- ☐ Social media or internet-based learning programmes
- ☐ Mobile Phone based learning programmes
- ☐ Community organised learning programmes
- ☐ Informal learning programmes organised by teachers
- ☐ Instructions for children to learn with textbooks at home
- ☐ Provision of paper-based materials for children
- ☐ Learning via loudspeakers
- ☐ Other – please specify

- 3. Do you have any of the following materials?**

Please read these options out loud and select all that apply

- ☐ Pen
- ☐ Pencil
- ☐ Paper
- ☐ Notebook
- ☐ Ruler
- ☐ School textbooks
- ☐ Reading materials

4. What are the top 3 things that would improve your school?

5. *Do not read answers out loud! Put '1' for the number one reason given, '2' for the second and '3' for the third reason give.*

Rank	Support
	School grants
	Cash transfers for pupils
	Rehabilitation of infrastructure
	Security for schools
	Teaching and learning supplies
	Teacher salaries
	School feeding
	Training for teachers
	Water and/or sanitation facilities
	Recruitment of additional teachers
	Other (Please Specify):

6. **What do you think are the main 3 reasons boys in this community do not attend school? And girls?** *Do not read answers out loud! Put '1' for the number one reason given, '2' for the second and '3' for the third reason give.*

Rank		Reason
Boys	Girls	
		Couldn't pay fees
		Lack of food
		Long distance to school
		Journey to school is unsafe
		Looked for or found a job/work
		Planting/harvest
		Cattle rearing
		Domestic duties
		Prolonged illness

		Displaced by conflict
		Insecurity in or around school
		Joined the military
		They are married
		They have children
		In prison
		Course didn't meet the needs
		Not enough teachers
		Violence or bullying at school
		Insufficient teaching and learning materials
		Other (Please Specify)

- 7. Do you have anything you would like to add? Do you have any questions for us? As said in the beginning, our discussion today is meant to help us learn about the situation in your school. If you would like to add anything, please let us know.**

Annex D: Community Members Survey

Education Needs Assessment SCHOOL LEVEL SURVEY – COMMUNITY MEMBERS/PARENTS

Status of questionnaire:

- ☐ Data collection not finalised (explain why)_____ -
- ☐ Data collection finalised
- ☐ Questionnaire reviewed by field focal point
- ☐ Questionnaire data entered

Instructions:

- If the data is not available for the counties, contact **STATE FOCAL POINT** for advice.
- Share the filled in questionnaires with **State Focal Person, contact details**

Introduction:

Hello. My name is_____ and I am working with _____. We are conducting an assessment of the situation for education in this County on behalf of MoGEI supported by the Education Cluster. We would like to ask you some questions about the schools and educational activities taking place here. The interview usually takes _____minutes

to complete. Any information that you provide will be kept strictly confidential mainly for this purpose and will not be shown to other people. We hope that you will participate since your views are important. Do you have any questions? May we begin now?

Its fine to refuse to answer any question, and you can stop the survey at any time. Do you have any questions? Do you agree to take part? May we begin now?

INTRODUCTION INFORMATION

Fill in before or after the interview with the key informant:

1. Date of assessment	_____ Day _____ Month _____ Year	
2. Name of Enumerator(s)		
3. Organisation of Enumerator (s)		
4. Phone Number Enumerator (s)		
5. School name		
6. EMIS School Code <i>Always ask for this! If no code write 0 and don't know write NA.</i>		
7. Payam		
8. County		
9. State		
10. Name of Key Informant		
11. Status of Key Informant	<input type="checkbox"/> Parent of learner enrolled in the school and community member <input type="checkbox"/> Community member (<i>no children enrolled in the school</i>).	
12. Gender of Key Informant	<input type="checkbox"/> Male	<input type="checkbox"/> Female
13. Language of interview <i>Please write in 'Other' the language if not done in English or Arabic.</i>	<input type="checkbox"/> English <input type="checkbox"/> Arabic	<input type="checkbox"/> Other - Please specify:

Questionnaire

1. Did learners in your community have access to any of the following distance learning during the school closures?

Please read these options out loud and select all that apply

- ☐ Radio learning programmes
- ☐ Social media or internet-based learning programmes
- ☐ Mobile Phone based learning programmes
- ☐ Community organised learning programmes
- ☐ Informal learning programmes organised by teachers
- ☐ Instructions for children to learn with textbooks at home
- ☐ Provision of paper-based materials for children
- ☐ Learning via loudspeakers
- ☐ Other – please specify:

2. Does this community support the school in any way?

Please read these options out loud and select all that apply

- ☐ School fees
- ☐ Contributions to teacher salaries/payments
- ☐ Maintenance of infrastructure (school buildings)
- ☐ Maintenance of school ground/gardening
- ☐ Donation of materials
- ☐ Food for learners
- ☐ Food for school staff
- ☐ Security
- ☐ Cleaning
- ☐ Supporting in the mobilisation of learners
- ☐ Other – Please specify:

3. In your opinion, what are the groups of children and young people that are least likely to participate in education activities in your community/area??

Please read these options out loud and select all that apply

- ☐ Children without a parent or guardian/child headed households
- ☐ Learners with disabilities
- ☐ Young mothers
- ☐ Married learners
- ☐ IDPs
- ☐ Refugees
- ☐ Former child soldiers
- ☐ Pastoralist children
- ☐ Other – Please specify

4. Based on your experience, what are the top 3 reasons boys have dropped out of school in this school before COVID-19 school closures? And girls?

Do not read answers out loud! Put '1' for the number one reason given, '2' for the second and '3' for the third reason give.

Rank		Reason
Boys	Girls	
		Couldn't pay fees
		Lack of food
		Long distance to school
		Looked for or found a job/work
		Planting/harvest
		Cattle rearing
		Domestic duties
		Prolonged illness
		Displaced by conflict
		Insecurity in or around school
		Joined the military
		Marriage
		Pregnancy
		In prison
		Course didn't meet the needs
		Not enough teachers
		Insufficient teaching and learning materials
		Other (Please Specify)

5. **Based on your experience, what are the top 3 reasons boys have not returned to school in this school since schools have re-opened after the COVID-19 school closures? And girls?** *Do not read answers out loud! Put '1' for the number one reason given, '2' for the second and '3' for the third reason give.*

Rank		Reason
Boys	Girls	
		Couldn't pay fees
		Lack of food
		Long distance to school
		Looked for or found a job/work
		Planting/harvest
		Cattle rearing
		Domestic duties
		Prolonged illness
		Displaced by conflict
		Insecurity in or around school
		Joined the military
		Marriage
		Pregnancy
		In prison
		Course didn't meet the needs
		Not enough teachers
		Insufficient teaching and learning materials
		Other (Please Specify)

6. **What are the top 3 education interventions required to support education in this community/area?** *Do not read answers out loud! Put '1' for the number one reason given, '2' for the second and '3' for the third reason give.*

Rank	Support
	School grants
	Cash transfers for pupils
	Rehabilitation of infrastructure
	Security for schools
	Teaching and learning supplies
	Teacher salaries
	School feeding
	Training for teachers
	Water and/or sanitation facilities
	Recruitment of additional teachers
	Other (Please Specify):

- 7. Do you have anything you would like to add? Do you have any questions for us? As said in the beginning, our discussion today is meant to help us learn about the situation in this school and the needs. If you would like to add anything, please let us know.**