The views and opinions expressed in this report are those of the authors/ findings and do not necessarily represent those of Save the Children or UNICEF as Cluster Lead Agencies of the South Sudan Education Cluster. The designations employed and the presentation of material do not imply the expression of any opinion whatsoever on the part of the Education Cluster Unit, Save the Children or UNICEF concerning the legal status of any country, territory, region, state, county or payam, or its authorities, or concerning its frontiers or boundaries.
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Acronyms

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<th>Acronym</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>CED</td>
<td>County Education Director</td>
</tr>
<tr>
<td>EC</td>
<td>Education Cluster</td>
</tr>
<tr>
<td>EMIS</td>
<td>Education Management Information System</td>
</tr>
<tr>
<td>IDP</td>
<td>Internally Displaced Persons</td>
</tr>
<tr>
<td>INGO</td>
<td>International Non-Government Organization</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Government Organization</td>
</tr>
<tr>
<td>MoGEI</td>
<td>Ministry of Education and General Instructions</td>
</tr>
<tr>
<td>PoC</td>
<td>Protection of Civilian site</td>
</tr>
<tr>
<td>PTA</td>
<td>Parent Teachers Association</td>
</tr>
<tr>
<td>SMC</td>
<td>School Management Committee</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
</tr>
<tr>
<td>UNMISS</td>
<td>United Nations Mission in South Sudan</td>
</tr>
<tr>
<td>WASH</td>
<td>Water, Sanitation and Hygiene</td>
</tr>
<tr>
<td>WFP</td>
<td>World Food Program</td>
</tr>
<tr>
<td>SS</td>
<td>South Sudan</td>
</tr>
</tbody>
</table>
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- Ministry of General Education and Instruction (MoGEI)
- Adventist Development and Relief Agency (ADRA)
- Association of Volunteers in International Service (AVSI)
- ACROSS
- Christian Mission for Development (CMD)
- Food for Hungry South Sudan (FHSS)
- Humanitarian Aid for Change and Transformation (HACT)
- INTERSOS
- Mercy Corps
- Nile Hope (NH)
- Norwegian Refugee Council (NRC)
- Peace Corps Organization (PCO)
- Plan International
- RuCAPD
- Save the Children (SC)
- Support for Peace and Education Development Program (SPEDP)
- South Sudan Development Agency (SSUDA)
- United Nations Children’s Fund (UNICEF)
- War Child Canada (WCC)
- World Relief (WR)
- World Vision International (WVI)

This assessment was facilitated by the Education Cluster Unit and support from Assessment Consultant. Special thanks goes to MOGEI, UNICEF State focal persons, Education Partners (NGO/INGO) for the coordination of the exercise in their various states, UNICEF and Save the Children for both financial and in-kind support for the activities.
EXECUTIVE SUMMARY

The following report has been developed by the Education Cluster Unit to fill a knowledge gap and to understand the state of primary school education in South Sudan. The Education Cluster conducted an assessment on the ground in South Sudan at both the County and School level with the support of a consultant in charge of providing technical expertise and facilitating the assessment. This exercise was necessitated by the continued state of insecurity and economic crisis that has been afflicting the nation since conflict began in December 2013.

The objectives of the assessment were mainly to:

- provide education actors, humanitarian partners and donors with updated key indicators on the functioning of the education system so as to inform coordination and programming;
- support proposal development and advocacy documents to increase financing for the sector;
- enable prioritisation across geographic and thematic areas according to needs and risks;
- And provide recommendations on most effective activities to resume education in a safe and sustained way.

The methodology used was primary data collection whereby questionnaires were administered to two sets of respondents: head teachers in sampled primary schools across the nation; and County Education Directors in all the county education level and secondary data. Simple random sampling (randomization via excel sheet) was used to arrive at a sample of 400 schools. From the findings of the assessment, the study discovered that the major challenges plaguing South Sudan’s primary schools include:

- the non-functionality of schools at the national level due to insecurity;
- school closures;
- the interruption of education days during the school year;
- attacks on School;
- limited accessibility to the schools and remoteness; poor school infrastructure,
- limited availability of WASH facilities and soap in schools,
- Low enrolment and attendance rates; and high drop-out rates.

The data collected through this needs assessment further found that the education sector has been negatively impacted, due to the food crisis in the country which has been exacerbated because of the lack of sufficient school feeding programs, in addition to the overall lack of adequate support from the authorities, inadequate teaching and learning materials, limited incentives due to the non-payment of teacher salaries, inadequate teacher training; and insufficient rehabilitation of school infrastructure.

The following are the main findings of the assessment:

1) School functionality

According to the assessment data, 80.4% of schools (as compared to 59% in the 2017 assessment) were functional representing a 21.4% increase compared to 2017. Insecurity, departure of teachers to safe areas and/ getting other jobs and students deserting schools, the in-consistency in payment of teachers incentives,’ and insufficient teaching and learning materials were found to be the major reasons for school closures across the country.

2) Enrolment, attendance and dropping out

There was an increase in enrolment rates of more than 10 percent compared to what was reported in
the 2017 assessment nationally. Across the Counties, 60 percent of enrolled students are boys while girls are 40 percent. Nationally, data collected from the sampled schools gives a ratio of 57:43 for boys and girls respectively, only slightly different from the County data. Reasons for dropping out and non-attendance are very similar across the regions and dominated by lack of food; However, there are more specific reasons for girls’ dropout this include i) marriage, ii) pregnancy and iii) domestic duties.

3) **Teachers**

On average, 30 percent of the teachers were absent/ not in school on the day/date of the assessment in their schools nationally. The main reason for teachers’ absenteeism was reported as the lack of (inconsistency) or delayed payment of salaries/incentives. On average, government and non-government teachers reported having received three months’ salaries/incentives at the time of assessment, whereas they should have received 9 months’ salaries or incentives from the beginning of the year. Head teachers reported that 42 percent of the teachers had no access to the full set of textbooks, required for teaching. 66 percent of those assessed were non-government teachers.
1. INTRODUCTION

1.1 Background

South Sudan has been confronted by many challenges, particularly large population displacements, chronic hyperinflation, civil unrest and food insecurity. According to the most recent estimates from the London School of Hygiene and Tropical Medicine, around 383,000 people have died and over 4.5 million people have fled their homes since clashes began in 2013.\(^1\), plus the 2016 crisis. In this volatile environment, the already fragile education system has deteriorated at both the system and service delivery levels, and is characterized by poor educational outcomes and high numbers of out-of-school children including adolescents/youth, particularly those affected by conflict and other emergencies.

According to the South Sudan Education Sector Analysis (2016) school coverage rates in South Sudan remain well below the regional average with Gross Enrolment Rates (GER) of 10 per cent at the primary level and 57 per cent at the primary level.

All the years of conflict, famine, and general instability have taken their toll on South Sudan’s education system. Many schools have been destroyed/ stopped functioning due to conflicts/ unfavourable conditions and or stand empty because children and teachers are too scared to attend, while some parents are no longer able to pay for uniforms and books as they deal with unemployment and the effects of a chronically devalued currency.\(^2\)

According to an April 24, 2017 UNICEF press release, at 72%, South Sudan has the highest rate of primary-school-age children out of school in conflict zones across 22 countries. At the lower-secondary school level, South Sudan has the second highest rate of out-of-school children, at 60 percent, behind Niger (68%). Further to that, 76 percent of girls in South Sudan are missing out on an education because of the conflict and food crisis.\(^3\)

In addition, a recent report on Out of School Children; authored jointly by the UNESCO Institute for Statistics, the Ministry of General Education and Instruction of South Sudan and UNICEF, with financial support of Global Partnership for Education (GPE), reveals that at least 2.2 million children in South Sudan are not receiving an education – representing one of the highest rates of out-of-school children in the world, Years of conflict, displacement and economic collapse continue to deprive children of education, harming the future of the country.\(^4\) Huge numbers remain internally displaced in United Nations Protection of Civilian (PoC) sites. Literacy rates are among the lowest in the world.\(^5\)

The government of the Republic of South Sudan reveals that an additional 6,000 schools need to be built, but in 2018 they allocated only 4 per cent of the budget to education. Now, thousands of children who fled as refugees are starting to return to the country, increasing the burden on already overstretched education services.

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In the past five years, reports from education cluster members reveal that around 2,808,299 children aged 3-18 years, 51% boys, and 49% girls; have lost access to education. The total number of people estimated to be in need of emergency education assistance in 2019 is over two million, an increase of 66.5% as compared to 2018.

The interruption of education will have immediate, medium and long-term consequences for the stability and development of the country as children who are not in school will lack the structure and stimulation for healthy cognitive and psychosocial development that a child’s developing mind requires. Furthermore, the education crisis risks fuelling new conflicts, as there are already an estimated 19,000 children associated with armed forces and groups, according to UNICEF.6

Against this backdrop, the Ministry of Education, donors, development and humanitarian partners need to get an overview of the current situation of Education throughout the country, and to know which activities could support the resumption of education in a sustained way, in a context marked by fighting, displacement and severe economic crisis.

1.2 Rationale of the Assessment

This assessment is a combined effort of the Ministry of General Education and Instruction (MoGEI), the Education Cluster Unit, and Cluster partners towards determining the impact of the most recent conflict, economic crisis, displacement, and food insecurity on children’s education in South Sudan. The key objective of this assessment was to get an understanding of the state of education and the impact of nearly four years of violence and displacement on the sector. The specific objectives were to:

- Provide key findings for external stakeholders to understand the situation, inform proposals and advocacy documents to increase financing for the sector;
- Prioritize geographic areas according to needs and risks, and the most effective response for each area; and
- Provide recommendations on the most effective activities to resume education in a safe and sustained way, taking into account the possibility to link humanitarian and development responses.

The assessment employed a two-pronged approach:

- A comprehensive questionnaire, which was administered in 400 primary schools (the findings of which are representative at the national level) and
- A light questionnaire administered to 76 County Education Officials (to enable thematic and geographic prioritization).

1.3 Context

Since the conflict broke out in South Sudan in December 2013, the nation has been plagued by a myriad of security and economic challenges that have adversely affected education. However, the standard of the education sector was already extremely low even before the outbreak of civil war in 2013. The 2013 EMIS found that around 3 in every 5 children of the official primary age were not enrolled in primary school. At the national level, 60 percent of the teachers were untrained or their professional qualification was unknown. Permanent and semi-permanent classrooms only accounted for slightly more than half of all the classrooms in South Sudan, while the pupil-classroom ratio

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averaged 100. In 2017, only half of schools opened. The 2016 EMIS assessment found a decrease of 10% in the number of students enrolled at the start of 2016 compared to the start of 2013. The dropout rate in 2016 was 11% for boys and 10% for girls.

A third of South Sudan’s population has been forced to flee their homes due to violence and the resulting food insecurity in a growing number of regions of the country. The number of people affected by the on-going food crisis is expected to increase to more than 5 million by the beginning of 2019 (NRC 2018 Publication)

In 2018, not much has changed in South Sudan’s education sector. Almost half of the war-torn country’s schools are shut and families have to choose between feeding their children and ensuring they get an education. Some of South Sudan’s primary schools re-opened/opened (new) for a new academic year in February 2018 but are yet to register with the government for their existence to be known as per the 2018 EC assessment. Teachers are not receiving their incentives consistently. Many of them, and their pupils, are on the run after about five years of instability. The government allocated only 3 percent of its 2017-18 budget to education. Many teachers (approximately a third) have deserted the profession due to non-payment of salaries.

According to a 2017 UN Educational, Scientific and Cultural Organization (UNESCO) report almost 70 per cent of the adult population is illiterate, one of the highest rates in the world. Many schools are deserted in abandoned towns and villages around the country. The nation has been affected by a biting food crisis and as a result most school age children join labour market and if they are lucky, they are tempted to choose between feeding themselves or going to school.

The capacity of the Ministry of General Education and Instruction (MoGEI) to respond to the needs of children remains limited. Meanwhile, the capacity of non-governmental organisations providing frontline services needs continuous strengthening to be actively engaged in quality education service delivery.

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11 Kiden, V. (2017). South Sudan still has highest illiteracy rate -UNESCO. Available online at: www.eyeradio.org/south-sudan-highest-illiteracy-rate-unesco/
2. METHODOLOGY

2.1 Data Collection

The Education Cluster led the overall coordination of the assessment. An Assessment Working Group, which also included the Ministry of Education, was set up to guide the set-up and implementation of the assessment.

The Education Cluster/ assessment revisited some schools that had been assessed in 2016 and 2017 to provide an update on the status of education in South Sudan, the impact of the crises over the past 12 months, and to inform decision-making on the prioritisation of resources. Schools in the sample were as a result of randomization where all available EMIS schools were given equal chance during selection process and to ensure that all counties are fairly represented due to uniqueness of every county within South Sudan.

The Education Cluster assessment is based on two corresponding/inter-linked components: the county-level assessment that provides summary of education indicators for all former counties in South Sudan (meaning full or whole coverage of the country at county level), while the school-level assessment provides in-depth education indicators on the 400 primary schools randomly selected (equal representation and/ selection where each and every school had a chance to be picked) and assessed in 2018, additional 10 percent of the sample size was added for safety purposes during assessment. Data collection took place between September and October 2018.

The assessment built on the methodology used in the previous years, and revisited some of the schools assessed last year. The assessment design was based on a similar exercise conducted by the Education Cluster in 2016 and 2017. However, the sample was changed and included all counties after the discussion with state focal points as opposed to previous assessments where counties were narrowed. Not all schools visited were from last year’s sample. Tools were reviewed with the support of lessons learned from previous assessments, then updated and endorsed with inputs by the MoGEI and the Education Cluster Assessment Technical Working Group.

The main objective of the assessment is to inform strategic level decision-making on the most effective response activities to resume education in a safe and sustained way.

To allow for geographic prioritization, the assessment was done in all the counties and sampled schools at national levels, covering all counties/groups of payams in South Sudan.

Simple random sampling (randomization via excel sheet) was used to arrive at a sample of 400 schools out of around 5,500 primary schools in South Sudan (EMIS 2013-2016 figures). A sample size of 400 schools was used for comparison purposes because previous surveys also used 400 (2016 & 2017 surveys).

The data collection exercise consisted of two main components, namely:

i. A light geographic assessment was administered to education officials across the country to allow for cross geographic prioritisation
ii. A detailed school assessment where information was collected on the main constraints towards providing education in a safe and sustained manner.

2.2 Assessment limitations and constraints

- **Security constraints:** Few schools in the sample were not accessible during field data collection and in some cases, whole county could not be accessed (Lainya and Morobo Counties), primarily due to insecurity (community conflicts). Since the situation in these
schools is unknown, it is unclear to what extent this has influenced the end results. The 10 percent safety (40 schools) that was provided on top of the 400 schools minimised or eliminated the biasedness always encountered in the field in case replacement is to be done by the enumerator in the field.

- **Respondent Bias:** The information collected has been validated as much as was feasibly possible. However, this cannot fully mitigate the impact of possible key informant bias. Some headmasters and county officials may have an incentive to make the situation appear worse or better, depending on the situation.

- **Sample frame:** The sampling frame is derived from the EMIS list of schools (for 2013-2016). As a result, schools that are not on that list, for instance those that have opened from 2016, were not included in the sample frame. The estimates, therefore, suffer from an under-coverage bias regarding newer schools.

- **Refugee and Protection of Civilian Sites (PoC):** The assessment does not cover the PoC sites and schools in refugee camps. This is because PoC and refugee schools receive significant support from the Education Cluster and UNHCR, hence are not representative of the status of the national education system.

- **Education Quality:** The assessment was not designed to capture the quality of education provided due to time limitations and it requires specially trained enumerators. Also the fact that learning outcomes have already been covered through the 2016 and 2017 assessments. For instance, while attendance rates are generated by the assessment, this does not provide insights on the actual hours spent learning.

### 2.3 Data quality

A number of measures were put in place to address data recording, data entry and bridging missing data issues to ensure the reliability of the data and analysis:

- **Direct observation:** Assessment teams were instructed to verify information provided by head teachers and County Education Directors through official records, direct observation and probing.

- **Verification and follow-up:** at the state level, Assessment Field Focal Points reviewed assessment questionnaires. At national level, the Education Cluster Unit reviewed the assessment questionnaires. Any inconsistencies were flagged with assessment teams for follow up with key informants, mainly through phone calls.

- **Double entry:** Data was entered twice independently (two pass verification/double entry) to address any data entry errors.

- **External statistical review:** The statistical analysis – including data processing, cleaning and weighting – was supported and reviewed by a team of statisticians.

- **Triangulation:** Key indicators were collected through both the county-level and school-level assessments (enrolment rates for 2018, 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 2017 questionnaire allows for further triangulation with last year’s results. Key findings were also compared to secondary data and especially EMIS 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.

- **Report Review:** The Education Cluster Unit, Assessment Field Focal Points, the Assessment Technical Working Group and Education Cluster partners reviewed multiple draft versions and the final report. Stakeholders had a total of two weeks to provide comments on the
different versions of the Assessment Report.

3. FINDINGS

3.1 Schools’ Functionality and Closures

Information on the functionality of schools was collected at both the school and county levels, for the beginning of the school year and for the time of the assessment (October-November 2018). At the county level, County Education Directors, Supervisors and other senior education officials primarily provided information. This information was validated through comparisons with the number of schools according to EMIS, and previous years’ county level assessment.

At a county level, most of the information regarding the number of schools that either remained open, or that closed this year, is based on official records. While the school level assessment reveals the number of schools that have closed since December 2013, the county level assessment captures school closures since the start of 2018.

When schools were found to be non-functional, enumerators travelled to a nearby village/county headquarters to obtain information on the reason why the school had closed and the activities required for its re-opening.

3.2 School characteristics

3.2.1 Schools Assessed by Region, Location and Ownership

a) Region

From the table below, 399 schools in total were assessed, 42.8 percent of them being in the Greater Bahr El Ghazal region, 29.8 percent in Greater Equatorial and 27.3 percent in Greater Upper Nile.

<table>
<thead>
<tr>
<th>Location</th>
<th>EMIS Schools #</th>
<th>Schools sampled &amp; assessed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater Bahr El Ghazal</td>
<td>2,110</td>
<td>171</td>
<td>42.8</td>
</tr>
<tr>
<td>Greater Equatorial</td>
<td>1,773</td>
<td>119</td>
<td>29.8</td>
</tr>
<tr>
<td>Greater Upper Nile</td>
<td>1681</td>
<td>109</td>
<td>27.3</td>
</tr>
<tr>
<td>Total</td>
<td>5,564</td>
<td>399</td>
<td>100</td>
</tr>
</tbody>
</table>

Regions Schools allocation and coverage graphically
b) Location of the school (SS)
A majority of the schools assessed were in rural areas (81.9%) while the rest (18.1%) were located in urban areas.

3.2.2 School Functionality
According to the assessment, most of the schools (80.4%) were functioning. Only 19.6 percent were not functioning as can be seen below:
3.2.3 Reasons for school closure (comparison between 2016-2018)
The 2016 assessment revealed that insecurity and/or the consequent fleeing of teachers and students were the overwhelming main reasons for school closure whereby 76% of schools at the county closed in 2016 closed due to insecurity. According to the 2017 assessment, conflict and insecurity (26 per cent) were reported as the main causes of closure of schools.

3.2.4 Comparison between the years 2016-2018
According to the 2017 EMIS assessment, the number of functional schools was around 9 per cent higher than the number of schools found open at the time of the 2016 assessment, indicating an improvement in school functionality over a 12-month period. This is in comparison to 2018 where only 19.6% have been found non-functional while 80.40% are functioning, representing a significant improvement in school functionality within a two-year time-frame.

3.2.5 State-wise Functionality
Most schools were not in operation in Upper Nile, Central Equatoria, Unity and the number differed across the States. In Central Equatorial, all sampled schools in Morobo and Lainya Counties could not be accessed due to insecurity.

3.2.6 Key Reasons for Schools Not Functioning Nationally, 2018
The reasons as to why schools are not functioning varied from school, county and state. In general, and as indicated in the table below, insecurity was the major reason cutting across the states, followed by departures of teachers and students, the inconsistency in payment of teachers’ and the lack of teaching and learning materials.

3.2.7 Priorities for the re-opening of non-functioning schools, nationally – 2018
As part of the assessment, both the county and school respondents were questioned on what needs to be done so that learning in closed or non-functioning schools may resume. After analysis, the table below indicates their suggestions on what needs to be done by priority for learning to resume:
3.2.8 Activities to aid non-functioning schools to operate
Respondents had varied opinions on the activities they felt would help non-functioning schools to operate. The majority of respondents at the county level (29%) felt that supplying teaching/learning materials was the answer compared to 22 percent at the school level. 26 percent at the county level felt that paying teachers was critical compared to 22 percent at the school level, while 17 percent at the school level believe rehabilitating the infrastructure was the solution, compared to 10 percent at the county level.

3.2.9 Interruption of Education days during the school year
The school calendar started early in February, 2018. Most schools reported normal running of school days and losing almost none or no school day. Few schools reported interruptions of school days as indicated in the table below, which shows the schools days lost as reported across the country.

The school days lost in functioning learning centres were minimal. For functioning schools, the cause and duration differed from one area to another but it was not a common practice in most cases.

The reasons for losing school weeks/ interruption of school days varied from area to area/school, but a majority that reported listed reasons as indicated in the table below. Insecurity in the area was the major concern in all the 3 regions followed by community migration, looting and school occupation by the armed groups.
Greater Bahr el Ghazal led in highest number of education days lost compared to other regions, and the main reasons for this were insecurity, looting and school occupation by the armed groups. The key challenges for Greater Upper Nile were insecurity, community migration and lack of teacher incentives. Insecurity and lack of incentives was major reason for interruption in Greater Equatoria.

Other reasons for losing the schools weeks are indicated below. A few schools in the assessment reported that public holidays/ attending funerals was main reason for interruption followed by heavy rains/ poor infrastructure, biometric registration/ verification, lack of teacher incentives, and hunger as the core reasons for not having school activities regularly.
3.2.10 Attacks on Schools
During the learning process, some schools highlighted external factors that interrupted learning. Some of the external factors singled out during the assessment by school informants are indicated in the table below by their weight. Greater Upper Nile region leads in the frequency of attacks in schools followed by Greater Bahr El Ghazal and Greater Equatoria respectively:

<table>
<thead>
<tr>
<th>Attacks Type</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theft or looting by armed groups</td>
<td>34%</td>
</tr>
<tr>
<td>Hit by Bullets</td>
<td>30%</td>
</tr>
<tr>
<td>Military (Occupation/ recruitment)</td>
<td>16%</td>
</tr>
<tr>
<td>Direct attacks (physical/ verbal) on staff or pupils</td>
<td>14%</td>
</tr>
<tr>
<td>Burning</td>
<td>6%</td>
</tr>
</tbody>
</table>

In terms of attacks on schools according to State, Warrap State was found to have experienced more attacks than other remaining states followed by Upper Nile and Unity. The most common attacks in Warrap State were theft/ looting by armed groups, direct (i.e. physical and verbal) on education staff or students while carrying out education activities. In Upper Nile and Unity states, bullet hits, military (occupation & recruitment) operations, and theft or looting by armed forces or groups were the leading forms of attacks.

3.2.11 Accessibility and remoteness
Respondents were questioned on the accessibility of their schools during the rainy and dry season. As indicated below, schools’ accessibility remains a major challenge during the rainy season. Few schools indicated that their schools were accessible by all means (foot, motorbike or car) during either the dry or rainy season.
More than half of the schools assessed in Greater Equatoria revealed that they are accessible under all conditions of weather either by foot, motorbike or car. During the rainy season, quite a number of schools in Upper Nile State can only be accessed by boats/canoes thus accessibility becomes a challenge.

**Accessibility during the rainy season**

During the rainy season, all respondents in Greater Upper Nile revealed that they could access their schools using a boat or canoe, but no respondents in Greater Bahr el Ghazal and Greater Equatoria could access their schools using a boat or canoe. They find it easier to go to school by foot, motorbike or car.

As per the assessment on class type shows, the number of permanent classes were more than other types of classes (35.04%). An almost equal number of semi-permanent classes (30.4%) exist. In reality and practice, the number of classes is not enough with most classes/schools assessed having high pupil teacher ratio (PTR) across the 10 former states.

**3.2.12 WASH in Schools**

a) **Access to a safe water source**

More than half of schools visited reported having access to a functioning water source within or near the school compound: this is quite consistent across regions and states. Access to safe water is lowest in Western Equatoria with 24 per cent and Upper Nile with less than 40 per cent of schools reporting.
having access to a functioning water source. In states with a low number of schools with a water source within or near the school compound, the water source is often non-functional and requires rehabilitation, further limiting access to water, of the schools that reported having a water source (functioning or non-functioning) within or near the school compound; around 30 per cent of these sources are non-functional in Western Equatoria, Eastern Equatoria and Warrap. According to head teachers most water sources (59.1 per cent) are reachable in less than 10 minutes, 21.8 per cent between 10 and 30 minutes, and 19.2 per cent report that the next water source is more than 30 minutes away. Water sources are most likely to be more than 30 minutes away in Western Bahr el Ghazal (41 per cent), Northern Bahr el Ghazal (40 per cent) and Upper Nile (34 per cent). With respect to how long it takes to access a safe water source, to and from school, a majority (59.1%) reported taking under 10 minutes. Those who take between 10 and 30 minutes represented 21.8 percent of the respondents while those who take more than 30 minutes are 19.2 percent of the respondents.

b) Access to toilets/ latrines in school

A majority of schools assessed (32.1%) do not have any toilets as shown below.

c) Total number of functioning toilets/ latrines

In the schools with latrines, 37.3 percent of toilets do not function.

d) Toilets are separated by gender

A majority of toilets are separated by gender, though a sizeable 44.55 percent are not separated by gender.
e) **Availability of hand washing facilities near toilets/ latrines**

The assessment revealed that 80.4 percent do not have hand-washing facilities near their toilets while 85.5 percent of respondents do not have access to soap, which indicates that a majority of primary school students are exposed to waterborne diseases due to poor hygienic conditions.

f) **Availability of soap within hand washing facilities**

The assessment revealed that 80.4 percent do not have hand-washing facilities near their toilets while 85.5 percent of respondents do not have access to soap, which indicates that a majority of primary school students are exposed to waterborne diseases due to poor hygienic conditions.

**3.3 ENROLMENTS, ATTENDANCE AND DROPOUTS**

**3.3.1 Enrolment rates**

The County Education officers reported an increase in enrolment of more than 10 percent compared to what was reported in the 2017 assessment. At the county level, 60 percent of enrolled students are boys while girls are 40 percent. Nationally, data collected from the sampled schools gives a ratio of 57:43 for boys and girls respectively, only slightly different from the County data.

From the assessment and as shown in the graph below, 2018 enrolment numbers have increased from the 2017 assessment and the gender disparity is reducing.
There is a decrease in number of boys enrolled in 2018 as compared to 2017. This is likely due to the increase in violence and recruitment into militia groups.

### 3.3.2 Enrolment trend by gender & region (School level data)

As enrolment is increasing, the trend shows that it is increasing on downward trend particularly for boys. Girls’ enrolment has increased in general.

By region, girls’ enrolment is 39 percent, 42 percent and 47 percent for greater Upper Nile, Bahr el Ghazal and Equatoria respectively on school level assessment.

Gender disparity widens further when data is analysed by region and at state level. By region, the gap is wider in Greater Upper Nile as compared to other regions as indicated in the below table:
3.3.3 Attendance and non-attendance
Data that was collected on attendance and absenteeism found that nationally, 32 percent of boys and 37 percent of girls (of the enrolled pupils) were absent on the day the data collection exercise took place.
At the State level, the non-attendance of girls was high in Unity, EE and Upper Nile states while absenteeism for boys was high in EE, Upper Nile and Warrap as indicated below:

### 3.3.4 Dropouts
Head teachers reported an average dropout rate of 8 percent of girls drop out of school; consistent with findings that education situation is improving despite the enormous challenges around the country. Girl dropouts are highest in the greater Upper Nile followed by Greater Bahr Ghazal.
By state, the data above reveals that Jonglei has the highest dropout rates for girls, while the lowest is Warrap. For boys, NBeG has the highest dropout rates for boys and Warrap has the lowest. Warrap has the lowest dropout rates overall.

3.3.5 Main reasons for dropouts
Countrywide, boys have mostly dropped out of school since the start of the school year due to lack of food, cattle rearing, insecurity, lack of fees and other reasons according to the findings below:

Girls, on the other hand, have mostly dropped out of school since the start of the school year due to pregnancy/marriage, domestic duties, lack of food and other reasons according to the findings below:
By State, the main reasons behind why girls have dropped out of school since the start of the school year state by state are detailed below:

The lack of food appears to be a major issue in all states that has contributed massively towards drop outs, in addition to early marriages.
3.3.6 Feeding in Schools
The number of pupils currently getting a meal in school is as outlined below:

![Feeding in schools by region](image)

These findings reveal that a lack of food is a major challenge hindering education in South Sudan. In addition, the number of pupils getting a meal before coming to school per state as follows:

**Feeding program in schools by nationally**

![Feeding program in schools by region](image)

3.4. TEACHERS
3.4.1 Teachers by Gender and Region, 2018
Across the regions, the gender disparity gap is very large with the Greater Upper Nile region leading, followed by Greater Bahr El Ghazal. The assessment reveals that male teachers dominate the teaching profession in all regions as shown in the tables below:
Teachers by Gender nationally, 2018

---

Teachers by gender and region, 2018

- Bahr El Ghazal: 16% Female, 84% Male
- Upper Nile: 12% Female, 88% Male
- Equatoria: 21% Female, 79% Male
- SS: 86% Female, 14% Male

---

Teachers by gender, SS, 2018

- 16% Female
- 84% Male

---

Teachers by gender and state, 2018

- CE: 75% Male, 25% Female
- EE: 83% Male, 17% Female
- Jonglei: 92% Male, 8% Female
- Lakes: 88% Male, 12% Female
- NbeG: 85% Male, 15% Female
- Unity: 86% Male, 4% Female
- Upper Nile: 85% Male, 5% Female
- Warap: 87% Male, 3% Female
- WbeG: 85% Male, 5% Female
- WE: 79% Male, 21% Female
- SS: 84% Male, 16% Female
3.4.2 Teachers by Employer Type and Region 2018
From the assessment findings, most teachers are not employed by the government. In all regions, non-governmental employers are the majority, as shown below:

3.4.3 Teachers by Type and State, 2018
By State, the findings corroborate the regional findings where non-governmental employers outnumber the government as the main employer of teachers. This is evidence that teachers are mainly employed by non-governmental entities.
On the assessment day/ date, not all teachers were present in schools across the country (absenteeism). Among the present teachers, 66 percent of them were non-government teachers. The main reason for teachers’ absenteeism was reported as the lack of, or delayed, payment of salaries/incentives. On average, government and non-government teachers reported having received three months’ salaries/incentives at the time of assessment, whereas they should have received 9 months’ salaries or incentives from the beginning of the year. Head teachers reported that 42 percent of the teachers had no access to the full set of textbooks they required for teaching (see table below).

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delay in salaries</td>
<td>56</td>
</tr>
<tr>
<td>Found other work</td>
<td>36</td>
</tr>
<tr>
<td>Lack of food</td>
<td>34</td>
</tr>
<tr>
<td>Prolonged illness</td>
<td>26</td>
</tr>
<tr>
<td>Insecurity around the school</td>
<td>15</td>
</tr>
<tr>
<td>Following teacher training</td>
<td>6</td>
</tr>
<tr>
<td>Domestic duties</td>
<td>5</td>
</tr>
<tr>
<td>Joined the military</td>
<td>4</td>
</tr>
<tr>
<td>Planting and harvesting</td>
<td>5</td>
</tr>
</tbody>
</table>

Pupil Teacher Ratio (PTR)

<table>
<thead>
<tr>
<th>States</th>
<th>PTR</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE</td>
<td>41:1</td>
</tr>
<tr>
<td>EE</td>
<td>36:1</td>
</tr>
<tr>
<td>Jonglei</td>
<td>54:1</td>
</tr>
<tr>
<td>Lakes</td>
<td>42:1</td>
</tr>
<tr>
<td>NBeG</td>
<td>40:1</td>
</tr>
<tr>
<td>Unity</td>
<td>75:1</td>
</tr>
<tr>
<td>Upper Nile</td>
<td>50:1</td>
</tr>
<tr>
<td>Warrap</td>
<td>46:1</td>
</tr>
<tr>
<td>WBeG</td>
<td>48:1</td>
</tr>
<tr>
<td>WE</td>
<td>38:1</td>
</tr>
<tr>
<td>SS</td>
<td>44:1</td>
</tr>
</tbody>
</table>
Number of Months that Government teacher have gone without receiving salary

A majority of informants (95.70%) revealed that they had gone without a salary for at least 5 months, while 4.3% had gone without a salary for more than 6 months. This shows that every government teacher in South Sudan has not received a salary even if it was just for a month, bringing to light issues such as teacher motivation.

Per cent of Teachers with full set of textbooks for subjects they are teaching
In most / all schools visited, one teacher was teaching more than one subject in the school or class to a situation where the teacher had all the teaching guide (teaching textbook) for every subject he/ she is teaching in the school or class.
At both the school and county levels, the number of male teachers was higher than female teachers i.e. minimum of 80%: 20% respectively.

3.5 SUPPORT FROM EXTERNAL PARTNERS
3.5.1 School grants
The findings of this assessment revealed that a majority of schools (55.9%) had not received school grants as shown below:
3.5.2 Cash grants
77.7 percent reported to not receiving cash grants. This indicates that most schools in South Sudan are either funded privately, or by the government. This isn’t mandatory but it’s always seen as one way of improving the school facilities.

3.5.3 Teaching learning supplies
A slight majority of schools (51.6%) did not receive learning supplies (textbooks for both pupils and teachers, chalks/ marker pens, notebooks and pens etc.). A considerable amount did (48.4%). This is a serious gap in South Sudan’s education system that needs to be filled.

3.5.4 Teacher salaries and incentives
A majority of teachers reported receiving their salaries/ incentives. A significant amount (35.7%) however, did not. This indicates that a lot of teachers lack motivation to teach effectively because they lack a financial incentive to do so.

3.5.6 Infrastructure rehabilitation
Very few schools (16.7%) obtain support for rehabilitating their infrastructure. The majority do not, indicating that most schools in South Sudan are either in dilapidated condition, or that a significant portion of the school budget is allocated towards infrastructure rehabilitation.

3.5.7 Training
Only 30.4% of schools received training support. A majority do not receive training support, putting into question the professional skills development of teachers in South Sudan. According to the latest UNESCO report, less than half of South Sudan’s teachers have received formal training. Even highly trained teachers face an impossible task in the classroom: Teacher-pupil ratios are as high as 1:106 in some parts of the country. The Government struggles to cover the costs needed to run the country’s eight teacher-training institutes and half are abandoned. Approximately 8,000 of the country’s 28,000 teachers work on an informal basis and are typically paid through school fees, which keep many children out of school. The national ratio of qualified teachers to pupils is 1:1171.\(^\text{13}\)

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3.5.8 Actors who provide this support to schools
From the results, it is evident that a majority of schools (66.3%) receive support from the Girls’ Education South Sudan (GESS), this is followed closely by NGO’s/ UNICEF (55.1%) and the World Food Program WFP (35%). Very few receive support from the community (17.2%), and the church (6.1%). This reveals that GESS programs and NGOs are the biggest supporters of schools in South Sudan.

3.5.9 Percent of schools that have PTA or SMC in South Sudan?

3.5.10 Frequency of PTA/SMC meetings since the start of the school year
From the findings, it is clear that PTA/SMC meetings are rarely held in South Sudan schools, a majority of them being held less than 4 times in a school year.

<table>
<thead>
<tr>
<th>Number of times</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 4 times</td>
<td>71.3</td>
</tr>
<tr>
<td>Between 4 to 7times</td>
<td>24.8</td>
</tr>
<tr>
<td>Above 7times</td>
<td>3.8</td>
</tr>
</tbody>
</table>

3.5.11 Frequency of visits from education authorities since the start of the school year
Education authorities do not pay visits to schools often, a majority of times (62%) only visiting schools less than 4 times a year. This indicates that for the most part, schools in South Sudan are left to their own devices without much oversight and monitoring from the authorities.

<table>
<thead>
<tr>
<th>Number of times</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 4times</td>
<td>62.0</td>
</tr>
<tr>
<td>Between 4 to 7times</td>
<td>25.9</td>
</tr>
<tr>
<td>Above 7times</td>
<td>12.1</td>
</tr>
</tbody>
</table>
3.5.12 Education activities required to support children education as reported by schools nationally

<table>
<thead>
<tr>
<th>Activities</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and learning supplies</td>
<td>46.2%</td>
</tr>
<tr>
<td>School feeding</td>
<td>44.5%</td>
</tr>
<tr>
<td>Teacher salaries</td>
<td>43.7%</td>
</tr>
<tr>
<td>Rehabilitation of infrastructure</td>
<td>35.2%</td>
</tr>
<tr>
<td>Training for teachers</td>
<td>23.2%</td>
</tr>
<tr>
<td>Cash transfers for pupils</td>
<td>11%</td>
</tr>
<tr>
<td>School grants</td>
<td>9.7%</td>
</tr>
<tr>
<td>Recruitment of Additional Teachers</td>
<td>7.5%</td>
</tr>
<tr>
<td>Security of school</td>
<td>7%</td>
</tr>
<tr>
<td>Others</td>
<td>2.9%</td>
</tr>
</tbody>
</table>

From the answers of the respondents as shown above, it was evident that nationally, the biggest support required by primary schools is teaching and learning supplies (46.2%). This is followed by school feeding (44.5%), teacher salaries (43.7%), rehabilitation of infrastructure (35.2%) and teacher training (23.2%). If these 5 areas can be adequately supported, education standards in South Sudan will markedly improve.
4. CONCLUSION
This report, based on the assessment by the Education Cluster Unit, has revealed that in 2018, education in South Sudan is still plagued with significant challenges following the crisis that began in December 2013. Among these challenges include: high nationwide insecurity; a gripping food crisis and lack of school feeding programs to keep children in school; non-payment or inconsistency of teacher salaries; insufficient training of teachers; limited teaching and learning materials; limited accessibility to the schools and remoteness; poor school infrastructure; the non-functionality of schools at the national level due to insecurity; school closures; the interruption of education days during the school year; limited availability of WASH facilities and soap in schools, low enrolment and attendance rates; and high drop-out rates, and in some cases, inadequate support from the government and non-governmental organisations, the community, church and private individuals. From the assessment, it was evident that the biggest support required by schools is teaching and learning supplies, school feeding, teachers incentives, rehabilitation of infrastructure, and teacher training. The government and education stakeholders/partners therefore need to focus on these major areas to enhance education standards in South Sudan.

References
Kiden, V. (2017). South Sudan still has highest illiteracy rate -UNESCO. Available online at: www.eyeradio.org/south-sudan-highest-illiteracy-rate-unesco/
### ANNEX A: GLOSSARY

#### Attendance
School attendance is the number of students present at any school at the time of the assessment.

#### Education Cluster
An inter-agency coordination mechanism for agencies and organizations with expertise and a mandate for humanitarian response within the education sector in situations of internal displacement. Established in 2007 through the IASC, the Education Cluster is led by UNICEF and Save the Children at the global level. At a country level, other agencies may lead and the national Ministry of General Education and Instruction is actively involved.

#### Education Management Information System (EMIS)
A governmental programme that facilitates information-driven policy discussions and decision-making by collecting, processing, analysing, storing and disseminating education statistical information.

#### Enrolment
The number of children registered at any school at the beginning of the school year, regardless of age.

#### Girls’ Education South Sudan (GESS)
A programme that aims to increase enrolment, retention and levels achievement for girls through the provision of direct cash transfers to girls, capitation grants to schools, and enhancing community awareness of and support for girls' education in South Sudan.

#### Protection of Civilians (PoC) site
An IDP site where UNMISS provides protection for civilians under threat of physical violence.
ANNEX B: THE SURVEY SAMPLE

Out of a list of 5,564 primary schools with a known location, a sample of 400 was drawn, and 399 were surveyed. Simple random sampling (randomization) was applied in coming up with the 400 sample size schools. Key benefit and one the major reasons for randomization application was that each unit/member (school) in the population (5,564) had an equal chance of being chosen for the study. This means that it guarantees that the sample chosen is representative of the population and that the sample is selected in an unbiased way. In turn, the statistical conclusions drawn from the analysis of the sample is valid.
ANNEX C: ASSESSMENT COVERAGE

EC assessment coverage by State (former)

EC assessment coverage by County
## ANNEX D: SCHOOLS ASSESSED IN 2016, 2017 AND 2018

<table>
<thead>
<tr>
<th>Region</th>
<th>State</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bahr El Ghazal</td>
<td>Lakes</td>
<td>46</td>
<td>44</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>NBeG</td>
<td>20</td>
<td>20</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Warrap</td>
<td>20</td>
<td>20</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>WBeG</td>
<td>41</td>
<td>41</td>
<td>23</td>
</tr>
<tr>
<td>Equatoria</td>
<td>CE</td>
<td>100</td>
<td>97</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>EE</td>
<td>22</td>
<td>21</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>WE</td>
<td>24</td>
<td>24</td>
<td>41</td>
</tr>
<tr>
<td>Upper Nile</td>
<td>Jonglei</td>
<td>35</td>
<td>34</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Unity</td>
<td>46</td>
<td>46</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Upper Nile</td>
<td>31</td>
<td>47</td>
<td>46</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>385</strong></td>
<td><strong>394</strong></td>
<td><strong>399</strong></td>
</tr>
</tbody>
</table>
ANNEX E: COUNTY LEVEL QUESTIONNAIRE

Education Cluster - Geographic Level Assessment

Instructions:
- Fill in the questionnaire for EACH of the 80 (former) counties.
- If the data is not available for the former counties, Contact Joanes Odero (0924 461 894) 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, Joanes Odero (jodero@unicef.org) and Bazgha Iftikhar

Hello. My name is_________ and I am working with _______. We are conducting an assessment of the situation for education in this County. 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 unless otherwise. We hope that you will participate since your views are important. Do you have any questions? May we begin now?

A. Characteristics of the area
1. Name of state (Old/ New):
2. Name of county (Old/ New):
3. Name of main information source used:
4. Source’s title/position/role in County:
5. Telephone number of information source:
6. Name of enumerator:
7. Organization of the Enumerator:
8. Enumerators Contacts:
9. To be completed at end of interview: In your opinion, how reliable is the information collected from this source about this site/location? □ 1. Mostly reliable □ 2. Somewhat reliable □ 3. Not very reliable

10. Levels of violence since the start of 2018
   □ Frequent active conflict (most of the time there has been fighting between armed groups)
   □ Frequent communal violence (most of the time there has been fighting between communities)
   □ Sporadic active conflict/communal violence (there has been active conflict/violence, but most of the time it was stable)
   □ Stable (it was stable all of the time)

11. Have you been affected by other emergencies since the start of 2018
   □ No other emergency
   □ Famine/Food Insecurity
   □ Cholera
   □ Other (Please specify)

12. Current population compared to the start of 2018
   □ The population has increased because people from other counties have moved into county
   □ The population has increased because people from this county have come back
   □ The population has decreased because people from this county have moved to other counties
The population has remained stable

B. Education system

1. How many primary schools were open in the beginning of 2018?  
   ________ Schools

2. How many primary schools are currently open?  
   ________ Schools

3. How many primary schools have closed in 2018 and why?

<table>
<thead>
<tr>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looted by armed group/forces</td>
<td>Students fled</td>
</tr>
<tr>
<td>Looted by civilians</td>
<td>Teachers have not been paid</td>
</tr>
<tr>
<td>Occupied by armed groups</td>
<td>Do not know</td>
</tr>
<tr>
<td>Occupied by IDPs</td>
<td>Other (Please Specify)</td>
</tr>
<tr>
<td>Insecurity in or on the way to school</td>
<td></td>
</tr>
<tr>
<td>Teachers fled</td>
<td>TOTAL SCHOOLS CLOSED</td>
</tr>
</tbody>
</table>

4. Number of children enrolled in functional primary schools at start 2016
5. Number of children enrolled in functional primary schools at start 2017
6. Number of children enrolled in functional primary schools at start 2018

7. Based on your experience, what are the top 3 reasons boys have dropped out of school in your County since the start of the school year? And girls?

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

### C. Teachers

<table>
<thead>
<tr>
<th>Source Information</th>
</tr>
</thead>
</table>

1. **Number of government teachers on payroll in functional primary schools at start 2018**

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
</table>

2. **Number of non-government teachers (community/volunteer) in functional primary schools at start 2018**

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
</table>

### D. Support needs

1. **What are top 3 education interventions required to support education in this county?**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>School grants</td>
<td>Rehabilitation of infrastructure</td>
</tr>
<tr>
<td>Cash transfers for pupils</td>
<td>Security for schools</td>
</tr>
<tr>
<td>Teaching and learning supplies</td>
<td>Training for teachers</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Teacher salaries</td>
<td>Other (Please specify)</td>
</tr>
<tr>
<td>School feeding</td>
<td></td>
</tr>
</tbody>
</table>

Add any Valuable Observation;
ANNEX F: SCHOOL LEVEL QUESTIONNAIRE
   Education Cluster Needs Assessment
   SCHOOL LEVEL SURVEY

INTRODUCTING THE SURVEY: Good morning. I am part of an assessment team which is visiting over 400 schools across the country (some) assessed last year 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 coordinated 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.

Status of questionnaire:
□ Data collection not finalised (explain why)______________________-
□ Data collection finalised
□ Questionnaire reviewed by field focal point
□ Questionnaire data entered
## SCHOOL AND INTERVIEW BACKGROUND

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Date of assessment</td>
<td>Day Month Year</td>
</tr>
<tr>
<td>2. Name of Enumerator(s)</td>
<td></td>
</tr>
<tr>
<td>3. Enumerator(s) Organization</td>
<td></td>
</tr>
<tr>
<td>4. Phone Number of Enumerator(s)</td>
<td></td>
</tr>
<tr>
<td>5. School Name</td>
<td></td>
</tr>
<tr>
<td>6. EMIS School Code</td>
<td></td>
</tr>
<tr>
<td>7. Payam (Former/ New)</td>
<td></td>
</tr>
<tr>
<td>8. County (Former/ New)</td>
<td></td>
</tr>
<tr>
<td>9. State (Former/New)</td>
<td></td>
</tr>
<tr>
<td>10. Ownership school</td>
<td>Government Religious group Private individual/group Community (International) NGO Do not know</td>
</tr>
<tr>
<td>11. School Infrastructure (Classrooms)</td>
<td>Permanent Semi-Permanent/Temporary Learning Space (TLS) Roof only Tent Open Air/Under Tree Other (Please Specify)</td>
</tr>
</tbody>
</table>

### C. KEY INFORMANT DETAILS

Ask the key informant:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Position/ Title of Key Informant</td>
<td>Head Teacher Teacher Other Education Personnel Head of PTA Other (Please Specify)</td>
</tr>
<tr>
<td>2. Name Key Informant</td>
<td></td>
</tr>
<tr>
<td>3. Gender Key informant</td>
<td>Male Female</td>
</tr>
</tbody>
</table>
LOCATION OF SCHOOL

A. SCHOOL ACCESS AND FUNCTIONALITY

ACCESS AND LEARNING ENVIRONMENT

1. During the rainy season, how can the school be accessed?
   
   Select only one
   - Only by foot
   - By foot and motorbike
   - By foot, motorbike and car
   - Others (Boats/ Canoes etc.)

2. And during the dry season, how can the school be accessed?
   
   Select only one
   - Only by foot
   - By foot and motorbike
   - By foot, motorbike and car
   - Others (Boats/ canoes etc.)

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, 999 if you do not know
   _____ Hours

4. 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 or spring. Select only one
   - Yes and functioning
   - Yes, but not functioning
   - No

5. How long does it take to go to the safe drinking water source, get water and come back to the school?
   
   Select only one
   - Under 10 minutes
6. What is the total number of latrines/toilets at this school? And how many are functioning?
   Observe: Ask to see the facilities
   Total Toilets
   (Functioning means the latrine is being used and is working safely.)
   Functioning Toilets

7. Are there separate latrines/toilets for girl and boy students?
   Select only one
   □ Yes
   □ No

8. Is hand-washing facilities available at or near the latrines?
   Observe: Ask to see the facilities. Select only one
   □ Yes
   □ No

9. Does the hand-washing facilities have soap available?
   Observe: Ask to see the facilities. Select only one
   □ Yes
   □ No

10. Is the school functioning?
    Select only one
    □ Yes, the school is functioning ➔ MOVE TO SECTION C – SCHOOL FUNCTIONING (Page 5)
    □ Not functioning

11. What is the main reason the school is not functioning?
    Do not read options out loud! Select all that apply.
    □ Insecurity in or around school
    □ Teachers fled
    □ Students fled
    □ Teachers have not been paid
    □ School was looted by civilians
    □ School was looted by armed forces/group
    □ School is occupied by armed forces/group
    □ School is occupied by IDPs
    □ Unsuitable school infrastructure
    □ Lack of school feeding program
    □ Do Not Know
    □ Other (Please specify)

12. When did the school most recently stop functioning?
    Do not leave field empty, write 999 if you do not know
    ______Day ______Month______ Year

13. How many children were enrolled at the start of the academic year in 2018
Do not leave field empty, write 999 if you do not know or if school was already closed at the start of 2017

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. What would be the <strong>top 3 most effective activities</strong> to support for the re-opening of this school?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do not read options out loud! Rank response according to most important issue (write number 1), second most important issue (write number 2), and third most important issue (write number 3)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School grants</td>
</tr>
<tr>
<td>2</td>
<td>Cash transfers for pupils</td>
</tr>
<tr>
<td>3</td>
<td>Teaching and learning supplies</td>
</tr>
<tr>
<td></td>
<td>Teacher salaries</td>
</tr>
<tr>
<td></td>
<td>School feeding</td>
</tr>
<tr>
<td></td>
<td>Rehabilitation of infrastructure</td>
</tr>
<tr>
<td></td>
<td>Water and/or sanitation facilities</td>
</tr>
<tr>
<td></td>
<td>Security for schools</td>
</tr>
<tr>
<td></td>
<td>Recruitment of additional teachers</td>
</tr>
<tr>
<td></td>
<td>Training for teachers</td>
</tr>
<tr>
<td></td>
<td>Other (Please specify)</td>
</tr>
</tbody>
</table>

END QUESTIONNAIRE FOR **NON-FUNCTIONAL SCHOOLS**
B. SCHOOL FUNCTIONING

1. **When was the school in this location established/inaugurated?**
   *Do not leave field empty, write 999 if you do not know*
   _______Month_______
   _______Year_______

2. **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 primary shift
   □ Multiple shifts: Morning and afternoon primary shift
   □ Multiple shifts: Morning primary and afternoon ALP shift

3. **When was the first day of classes in 2018?**
   _______Day_______
   _______Month_______
   *Do not leave field empty, write 999 if you do not know*

4. **How many weeks of education were lost in 2018 and why?** (do not count school holidays)
   *Fill in the number of weeks by reason*

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number of weeks lost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insecurity in or around school</td>
<td></td>
</tr>
<tr>
<td>Teachers had not been paid</td>
<td></td>
</tr>
<tr>
<td>School was looted by civilians</td>
<td></td>
</tr>
<tr>
<td>School was looted by armed group/forces</td>
<td></td>
</tr>
<tr>
<td>School was occupied by armed groups</td>
<td></td>
</tr>
<tr>
<td>School was occupied by IDPs</td>
<td></td>
</tr>
<tr>
<td>Community Migration</td>
<td></td>
</tr>
<tr>
<td>Cholera Outbreak</td>
<td></td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL NUMBER OF WEEKS LOST**
5. I will read out loud a number of attacks. Has the school faced any of the following attacks since the start of 2018?

Read each type of attack out loud; add how many times since the start of 2018 and the date of last attack.

<table>
<thead>
<tr>
<th>Type of attack</th>
<th>How often since start of 2018?</th>
<th>Date of last attack</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hit by bullets</td>
<td>□ Never □ One time □ Multiple times</td>
<td>___Month_____Year</td>
</tr>
<tr>
<td>2. Burning</td>
<td>□ Never □ One time □ Multiple times</td>
<td>___Month_____Year</td>
</tr>
<tr>
<td>3. Theft/Looting by armed forces/groups</td>
<td>□ Never □ One time □ Multiple times</td>
<td>___Month_____Year</td>
</tr>
<tr>
<td>4. Occupation of classrooms by armed forces/groups</td>
<td>□ Never □ One time □ Multiple times</td>
<td>___Month_____Year</td>
</tr>
<tr>
<td>5. Use of school for military recruitment</td>
<td>□ Never □ One time □ Multiple times</td>
<td>___Month_____Year</td>
</tr>
<tr>
<td>6. Direct attacks (physical or verbal) on education staff or students while carrying out education activities</td>
<td>□ Never □ One time □ Multiple times</td>
<td>___Month_____Year</td>
</tr>
</tbody>
</table>
C. ENROLMENT AND ATTENDANCE

1. How many children were enrolled at the start of each year between 2016 and 2018
   Do not leave field empty, write 0 if no individuals fit in the category, write 999 if you do not know.

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th></th>
<th>2017</th>
<th></th>
<th>2016</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>Total number of children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the source of this information?</td>
<td>□ School enrolment register</td>
<td>□ School enrolment register</td>
<td>□ School enrolment register</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select only one for each year</td>
<td>□ Estimate provided by head teacher</td>
<td>□ Estimate provided by head teacher</td>
<td>□ Estimate provided by head teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Other: Please specify</td>
<td>□ Other: Please specify</td>
<td>□ Other: Please specify</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How many children dropped out of school in the year 2017? _____Girls ______Boys ______ Total
   Do not leave field empty, write 0 if no individuals fit in the category, write 999 if you do not know

3. What have been the top 3 reasons boys have left school since the start of the school year? And girls?
   Do not read options out loud! Rank response according to most important issue (write number 1), second most important issue (write number 2), and third most important issue (write number 3)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Couldn't pay fees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lack of food</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Long distance to school</td>
<td></td>
</tr>
</tbody>
</table>
4. How many children are attending school at the time of the assessment (for all shifts)?

Look at attendance register or count the children in the classrooms. For multiple shift schools: look at yesterday’s attendance register to see the number of children. Do not leave field empty, write 0 if no individuals fit in the category, write 999 if you do not know.

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Shift</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. How many IDP and refugee children are estimated to be attending school at the time of the assessment (for all shifts)?

Write 0 if no individuals fit in the category, write 999 if you do not know.

<table>
<thead>
<tr>
<th>2nd Shift (if relevant)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

6. I have an additional question about attendance. What percentage of the children enrolled come to school almost every day?

You can read the options out loud, only select one.

- □ 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 100%
- □ All children 100%

Source of information:
Select only one

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total IDPs

Total refugees

Source of information:
Select only one

□ Count of children by assessment team
□ Attendance register
□ Head teacher estimate
□ Other (Please Specify)
7. What are the top 3 reasons **boys** are not attending school every day? And **girls**?

Do not read options out loud! Rank response according to most important issue (write number 1), second most important issue (write number 2), and third most important issue (write number 3)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Couldn't pay fees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lack of food</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Long distance to school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Planting/harvest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Looked for or found a job/work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cattle rearing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Domestic duties</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prolonged illness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Displaced by conflict</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Insecurity in or around school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Joined the military</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marriage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pregnancy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In prison</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course didn’t meet the needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not enough teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Insufficient teaching and learning materials</td>
<td></td>
</tr>
</tbody>
</table>
8. How many of the students currently get a meal before coming to school (on average)?

*You can read the options out loud, only select one.*

- □ 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 100%
- □ All children 100%

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

- □ 1. Yes  
- □ 2. No

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

*You can read the options out loud, only select one.*

- □ 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 100%
- □ All children 100%

11. Does the school have school garden?

- □ 1. Yes  
- □ 2. No

**Teacher Presence**

1. **How many teachers were present at the start of the school year by sex?**

*Do not leave field empty, write 0 if no individuals fit in the category, write 999 if you do not know.*

- ________ Male
- ________ Female
- ________ Total

2. **How many teachers were present at the start of the school year by type?**

*Do not leave field empty, write 0 if no individuals fit in the category, write 999 if you do not know.*

Government Teachers
Non-government (Community/Volunteer) Teachers

- ________ Total
- ________ Teachers

3. **How many teachers are present today by sex?**
4. **How many teachers are present today by type?**
   Do not leave field empty, write 0 if no individuals fit in the category, write 999 if you do not know.
   
<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Teachers</td>
<td></td>
</tr>
<tr>
<td>Non-government (Community/Volunteer) Teachers</td>
<td></td>
</tr>
<tr>
<td>Total Teachers</td>
<td></td>
</tr>
</tbody>
</table>

5. **What is the top 3 reasons why teachers who were present at the start of the year, are absent today?**
   Do not read options out loud! Rank response according to most important issue (write number 1), second most important issue (write number 2), and third most important issue (write number 3)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No or delayed payment of salaries</td>
</tr>
<tr>
<td>2</td>
<td>Prolonged illness</td>
</tr>
<tr>
<td>3</td>
<td>Lack of Food</td>
</tr>
<tr>
<td>4</td>
<td>Displaced by conflict</td>
</tr>
<tr>
<td>5</td>
<td>Attack/occupation of school</td>
</tr>
<tr>
<td>6</td>
<td>Insecurity in the area</td>
</tr>
<tr>
<td>7</td>
<td>Joined the military</td>
</tr>
<tr>
<td>8</td>
<td>Joined NGO as staff</td>
</tr>
<tr>
<td>9</td>
<td>Found other work</td>
</tr>
<tr>
<td>10</td>
<td>Out to following teacher training</td>
</tr>
<tr>
<td>11</td>
<td>Other (Please specify)</td>
</tr>
</tbody>
</table>
6. How many months in 2018 have Government teachers in this school received their salary? 
*Do not leave field empty, write 999 if you do not know or if the question is not relevant* 
______ Months

7. How many months in 2018 have Community teachers in this school received their incentive? 
*Do not leave field empty, write 999 if you do not know or if the question is not relevant* 
______ Months

8. How many of the teachers at this school currently have a full set of textbooks for subjects they are teaching? 
*Teachers can share textbooks. You can read the options out loud, only select one.*
- □ No teacher 0%
- □ Almost no teacher 0 to 25%
- □ Less than half 25 to 50%
- □ More than half 50 to 75%
- □ Almost all 75 to 100%
- □ All teacher 100%

**D. GOVERNANCE AND SUPPORT**

1. What kind of support from an external partner has this school received during this school year? 
*Read options out loud. Select all that apply.*
- □ Not supported
- □ School grants
- □ Cash grants for pupils
- □ Teaching and learning supplies
- □ Teacher salaries and incentives
- □ School feeding
- □ Rehabilitation of infrastructure
- □ Water and/or sanitation facilities
- □ Training (for teachers, PTA, SMC etc.)
- □ Other (Please specify):

2. Which actor(s) provided this support? 
*Select all that apply.*
- □ Not supported
- □ Community
- □ GESS
- □ NGO/UNICEF/UNHCR
- □ World Food Program (WFP) or NGO supported by WFP
- □ Church
3. Does the school have Parent Teacher association (PTA) or School Management committee (SMC)
   ☐ 1.Yes  ☐ 2.No

4. Since the start of the school year, how often has the Parent Teacher Association (PTA) or School Management Committee (SMC) met?
   Do not leave field empty, write 0 if the PTA/SMC never met, write 999 if you do not know
   _____ Times

5. Since the start of the school year, how many visits from education authorities (Education Authorities or Supervisor) have there been?
   _____ Visits
   Do not leave field empty, write 0 if there have been no visits, 999 if you do not know

E. SUGGESTIONS

1. What would be the top 3 education activities to support the children in your school?
   Do not read options out loud! Rank response according to most important issue (write number 1), second most important issue (write number 2), and third most important issue (write number 3)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
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<td>Teaching and learning supplies</td>
</tr>
<tr>
<td></td>
<td>Teacher salaries</td>
</tr>
<tr>
<td></td>
<td>School feeding</td>
</tr>
<tr>
<td></td>
<td>Rehabilitation of infrastructure</td>
</tr>
<tr>
<td></td>
<td>Security for schools</td>
</tr>
<tr>
<td></td>
<td>Recruitment of additional teachers</td>
</tr>
<tr>
<td></td>
<td>Training for teachers</td>
</tr>
</tbody>
</table>
CLOSING THE SURVEY: Thank you very much for your time. That is all of our questions for now. 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. Thank you very much for your help!

F. NOTES/COMMENTS

END QUESTIONNAIRE – THANK