

Girls' Education South Sudan (GESS)

WASH Facility Assessment in Schools in South Sudan

Draft Report – February 2021



DISCLAIMER

The designations employed and the presentation of material throughout this report do not imply the expression of any opinion on the part of Ministry of General Education and Instruction (MoGEI) or GESS concerning the legal status of the country of South Sudan, its territory, city or area or authorities, or concerning frontiers or boundaries.

The findings and recommendations in this report pertain to a Wash Facility Assessment in Schools (WinS) report and are tentative within the scope of the assessment design employed and limitations explained herein, and require validation. Circulation is limited to those that manage and implement GESS2 and other key education stakeholders.

COPYRIGHT

The copyright for this report is held by the Ministry of General Education and Instruction. Permission is required to reprint/reproduce/photocopy or in any other way to cite or quote from this report. The Ministry of General Education and Instruction will give open access to this document on condition that citations and acknowledgement of the authorship and publisher are provided according to the intellectual property licenses for the Open Access Creative Commons (<http://creativecommons.org>).

Published by: *Ministry of General Education and Instruction
Republic of South Sudan, Ministries Complex, Juba, South Sudan.*
© 2020 MoGEI

Foreword

This Preliminary Report of the WASH Facility Assessment in schools is one of the key milestones in my Ministry's roadmap towards the reopening of schools in a safe environment in the aftermath of the COVID-19 crisis. It should be read in conjunction with the data set that has been generated to inform the development of this report, both of which will contribute significantly to our efforts to uphold the right to education for every citizen in this country as enshrined in our Constitution and the General Education Act, 2012.

One of the key objectives of the WASH assessment has been to establish the number of schools across the country which have the required WASH facilities in order to be able to address any shortcomings. This is critical to being able to safely re-open schools.

The Report has readily available data and information that can be used by all stakeholders and development partners for appropriate planning to improve WASH facilities in schools, and I invite all to provide any appropriate feedback.

Hon. Awut Deng Acuil.

Minister of General Education and Instruction

Acknowledgements

This report would not have been possible without the commitment and efforts of the members of staff at Ministry of General Education and Instruction (MoGEI), the Girls Education South Sudan Programme Technical Team, the State Anchors, and the State, County, Payam Education Officials and Headteachers and Teachers who participated in the National WASH Facility Assessment in Schools. It follows a MoGEI request to conduct a comprehensive rapid WASH facility assessment in schools in readiness for school reopening following school closure in March 2020 due to the COVID-19 crisis.

MoGEI would like to thank the Foreign, Commonwealth & Development Office (FCDO) and Global Affairs Canada (GAC) who through Mott MacDonald and the GESS2 Programme have provided the financial support for this important assessment.

I would also like to thank, the Director-General of Planning and Budgeting, Mr George Mogga, the Director of Research and Policy Development, Mr Victor Dut Chol, Deputy Director for Data and Statistics and EMIS Manager, Mr Giir Mabior Cyer, and all staff members of the Directorate of Planning and Budgeting for their untiring undertaking of tasks related to the assessment.

I would also like to sincerely thank Mott MacDonald, the GESS KERL team, for providing leadership and technical support during the design and implementation of the WASH facility assessment.

To the recipients of this report, you have in your hand a resource document that can enable the provision of coordinated support to improve WASH facilities in schools.

Kuyok Abol Kuyok.
The Undersecretary,
Ministry of General Education and Instruction.

Table of Contents

Executive summary	8
1 Introduction and Background	11
1.1 Context.....	11
1.2 Assessment Background.....	12
1.3 Problem Statement and Rationale	13
1.4 Significance of the assessment.....	14
1.5 Study Objectives.....	14
2. Methodology.....	16
2.1 Study Design and Approach	16
2.1.1 COVID-19 Research Considerations	16
2.2 Methods of Data collection and analysis.....	17
2.4 Quality control measures	17
2.5 Ethical Considerations.....	18
2.5.1 Informed Consent Procedures.....	18
2.5.2 Protocol for Reinforcing Anonymity and Confidentiality	18
2.6 Study Limitations.....	18
3. Findings and Interpretations.....	20
3.1 Demographic analysis	20
3.2 Water Supply	25
3.2.1 Access to water in schools	25
3.3 Hygiene	29
3.3.1 Availability of hand-washing facility, including disability-friendly	29
3.3.2 Functionality of hand-washing facilities and availability of water and soap	30
3.4 Sanitation.....	Error! Bookmark not defined.
3.4.1 Availability of toilets.....	Error! Bookmark not defined.
1.5.2 Access to toilets for learners with disabilities.....	Error! Bookmark not defined.
3.4.3 Toilet facilities that incorporate menstrual hygiene components.....	Error! Bookmark not defined.
4. Conclusion.....	31
5. Recommendations.....	35
References.....	Error! Bookmark not defined.
Annex 1: National Overview	39
Annex 2: State Profiles.....	40
Annex 3: Data collection tool	53

Annex 4: List of tables	63
Table 1: Number of schools assessed by type.....	63
Table 2: Number of schools assessed by ownership	64
Table 3: School enrolment by state, school ownership, school type and location	65
Table 4: School access to water sources	67
Table 5: Schools with hand-washing facilities, functionality of handwashing facilities and the presence of soap at the hand washing facility.....	72
Table 6: Schools with access to latrines by state, ownership type and location	73
Table 7: Functional learners toilets, by state, school ownership, school type, candidate class and location	76
Table 8: Functional teachers toilets, by state, school ownership, school type, candidate class and location	78
Table 9: Functional shared toilets (teachers and learners), by state, school ownership, school type, candidate class and location.....	80
Table 10: Functional learners toilets with access to children with disabilities, menstrual hygiene component include, by state, school ownership school type, candidate class and location.....	82

Abbreviations

ALP	Accelerated Learning Programme
AES	Alternative Education System
ECD	Early Childhood Development
TTI	Teacher Training Institute
FCDO	Foreign, Commonwealth & Development Office
GAC	Global Affairs Canada
GESS2	Girls' Education South Sudan Phase 2
GRSS	Government of Republic of South Sudan
HRP	Humanitarian Response Plan
KERL	Knowledge, Evidence, Research and Learning
M&E	Monitoring and Evaluation
MoGEI	Ministry of General Education and Instruction
NGO	Non-Governmental Organisation
SA	State Anchor
SAMS	School Attendance Management System
SOP	Standard Operating Procedure
TTI	Teacher Training Institute
WASH	Water, Sanitation and Hygiene

Executive Summary

Introduction

The provision of sanitation and hygiene facilities with the required provision of water is important for the overall health and well-being of children. WASH facilities in schools are of critical importance in contributing to the prevention of diarrhoea and worm infection (with their implications for malnutrition), malaria, and respiratory tract infections, all of which are major causes of childhood illness and death in South Sudan. The current COVID-19 crisis has underscored the need to have comprehensive WASH facilities at the school level.

Assessment objectives

The main objective of the assessment was to ascertain the current provision of WASH facilities and their functionality¹ and accessibility for all children including those with disabilities within schools in readiness for school reopening following closure in March 2020 due to the COVID-19 pandemic.

Methodology

The assessment was designed to provide status based on information from 5,500 schools. They included ECD centres, Primary, Secondary, AES, ALP and TTI schools across the 10 ten states (and corresponding three administrative areas) in South Sudan. Enumerators moved from school to school accessing all the required information at the actual school level. The data was collected from September to October 2020 combining quantitative and qualitative methods using tablets with questionnaires digitalised using the Kobo Collect mobile application. This mixed-methods approach was adopted to enable the validation of responses. While the survey was generally quantitative, using a structured questionnaire, the qualitative aspect utilised direct observation of WASH facilities in schools, in particular, the provision and functionality of toilet facilities and handwashing facilities, and the availability of the necessary water to support the same, including the accessibility of these facilities to children with disabilities.

¹ For the purposes of this report, “*functional WASH facility*” is defined as “*any WASH facility, toilet or handwashing facility, and water access, which is to be used*”

Key findings²

Due to accessibility issues at the time of conducting the survey, the assessment is based on having accessed data from 75 percent (4,159) out of the targeted schools (5,500) listed in SAMS.

Availability of required water

91 percent (3,802) of the schools assessed have access to water which is available from one or more of the following sources - borehole, piped water, protected/unprotected spring or well, rainwater, surface water and/or tanker. 9 percent (357) of schools have no access to any type of water source. Actual adequate³ sources of water, however, are only available in 72 percent of the schools assessed, with boreholes the most common adequate source, but where only 45 percent of these boreholes lie within the vicinity⁴ of the school. The remaining schools might have access to water, but they are reliant on sources, which are both outside their direct control and of dubious quality.

Provision and functionality of toilet facilities

60 percent (2,478) of the assessed schools have toilets⁵, with half of these having separate facilities for girls. The majority of these toilets (78 percent) are pit toilets with a slab, the remainder not having a slab. Only a small number (19 percent, 316 schools), of the girls' toilets were reported as having menstrual hygiene components⁶. Access to toilets for children with disabilities was found to be extremely low with only 40 percent (672) of the toilets being accessible to learners with disabilities.

Provision and functionality of handwashing facilities

The assessment established that availability of hand-washing facilities⁷ in schools is low with only 33 percent (1,366) of schools assessed having a functional⁸ hand-washing facility available at the time of the survey.

² The report must be read in conjunction with the data set that has been generated to inform the development of the report

³ For purposes of this report, "adequate" is defined as "borehole, piped and protected wells"

⁴ For purposes of this report, "vicinity" is defined as "within the school compound"

⁵ For purposes of this report, "toilet" is defined as "a designated place, where one can execute one's bodily function"

⁶ For purposes of this report, "menstrual hygiene components" is defined as "buckets, soap and waste disposals"

⁷ For purposes of this report, "handwashing facility" is defined as "a designated place in a school, where hands are meant to be washed"

⁸ For purposes of this report, "functional facility" is defined as "any WASH facility, toilet or handwashing facility, which is adequately equipped to be used for the intended purpose"

Key Recommendations

Every child and school staff member have the right to a safe and healthy learning and teaching environment, including access to adequate WASH facilities, especially in the light of the pandemic. Also, there is a growing evidence that there is a correlation between improving access to WASH facilities in schools and positive health and educational outcomes for learners (Erhard et al 2013). Therefore, the need is for the Government to invest in improving the WASH facilities in schools based on this WASH assessment. With this in mind actions are required in three main areas, the provision of water, toilet facilities, and handwashing facilities.

Required water

- Ensure that all schools have access to an adequate water supply with a focus on the 28% without access to an adequate supply, and on the schools where access to a borehole is outside the vicinity of the school.

Toilet facilities

- Construct disability-friendly and gender separated pit toilets with slabs in schools with no toilets.
- Construct slabs for pit toilets without slabs in assessed schools and ensure they are constructed with accessibility for those with disabilities.
- Incorporate menstrual hygiene components in all the toilets for girls.

Handwashing facilities

- Establish or improve hand washing facilities in all assessed schools and ensure all handwashing facilities are disability-friendly.

Complete the assessment of schools, which were not visited

- This needs to be done in order to ensure comprehensive state coverage.

1 Introduction and Background⁹

1.1 Context

School closures due to COVID-19 have left over 1.5 billion learners out of school (UNHCR 2020). Governments are pursuing a variety of approaches to mitigate school closures. At the same time, countries globally are undergoing significant economic contraction.

Multiple projections from diverse sources note that both enrolment in and attendance at school, as well as learning will fall due to the pandemic's effects on the economy and education systems. COVID-19 could result in a loss of between 0.3 and 0.9 years of schooling (World Bank 2020). Close to 7 million learners in primary and secondary schools could drop out due to the income shock of the pandemic alone, and many more households face likely reductions in yearly earnings.(World Bank 2020).

These outcomes are likely to impact significantly and disproportionately on low income households and communities. Moreover, exclusion and inequality will likely be exacerbated for already marginalised and vulnerable groups, for example, girls, ethnic minorities, and persons with disabilities, are more likely to be adversely affected by the school closures.

Globally, five months school shutdown (which is the average timeframe for the current global education shutdown) is estimated to generate learning losses that have a present value of \$10 trillion (World Bank 2020). By this measure, the world stands to lose as much as 16% of the investments that governments have made in this cohort of learners' basic education (World Bank 2020). This underscores the need for swift policy responses to offset the learning losses resulting from the pandemic and accelerate learning by building more equitable and resilient post-COVID education systems that enable children to learn continuously both in schools and at home.

In South Sudan, before the first COVID-19 case was confirmed on 5th April 2020, the country took several steps to mitigate the risk of the pandemic reaching and spreading in the country. This

⁹ As indicated by the Honourable Minister, the report should be read in conjunction with the data set that has been generated to inform the development of the report

included the suspension of sporting, social, political, and religious gatherings for an initial period of six weeks, which was subsequently extended. Classes in schools and universities were also suspended and all learning institutions closed in a bid to reduce the exposure of learners and the possible wider spread of COVID-19 in the community.

Today, the global COVID-19 pandemic is affecting countries around the world and is now steadily increasing in South Sudan. The COVID-19 crisis in South Sudan is more than a national health emergency. It will have a significant negative impact on the humanitarian situation and any socio-economic and political progress the country has made over the past couple of years. Responding to the COVID-19 crisis, therefore, requires a comprehensive, multi-sectoral approach.

In response to the threats posed by the virus, the Transitional Government of National Unity of South Sudan developed and is implementing the National COVID-19 Response Plan, a public health response plan that acts as an addendum to the 2020 Humanitarian Response Plan (HRP). On the other hand, the humanitarian community is working with development actors and donors to support the Government's national response, with emphasis on prevention and mitigation to ensure the continued delivery of essential services; and laying the groundwork for socio-economic recovery.

Delivering essential services and assistance to the most vulnerable, including older people, people with disabilities, poor urban dwellers, women and girls, who have been newly hit by the effects of the pandemic, is a critical component of the national response. Humanitarian operations are expected to continue ensuring that communities avoid other serious risks apart from the virus, including renewed conflict, hunger, and illness from other, more preventable, diseases.

1.2 Assessment Background

As with other countries globally, the Government of the Republic of South Sudan (GRSS) announced the closure of schools and other educational institutions across the country as a key prevention measure to curb the spread of COVID-19. Effected on March 23rd, 2020, this directive to close all schools is still in effect as of the end of January 2020. While this prevention measure was an important step to encourage physical distancing, to date 60% of the school year's instructional days for 2020 have been missed, resulting in a substantial loss of learning time.¹⁰ In

¹⁰ At the time of writing, half of Term 1 days (35 of 50 days) and 67.5% of Term 2 days (50 of 74 days) were missed due to school closures.

response to the school closures, the Ministry of General Education and Instruction (MoGEI) was mandated by the Presidency to coordinate the preparation of a national COVID-19 Emergency Preparedness and Response Plan for the education sector. The overall aim of the plan is to guide the sector's response to ensure continued education service delivery to the learners during and beyond the school closure.

As part of the response plan, safety protocols including controls around physical distancing, school community sensitisation on the use of safe and functional WASH facilities were put in place, and schools were mandated to adhere to the measures. A key question asked was how to ensure that schools are safe when they eventually reopen?

With this in mind, this assessment was commissioned to assess the availability and condition of WASH facilities and other amenities necessary to safeguard learners in preparation for school reopening across South Sudan's 10 states and three administrative areas.

1.3 Problem Statement and Rationale

Every child has the right to a safe and healthy learning environment, including adequate WASH services. However, more than half of all primary schools in developing countries have inadequate water facilities and nearly two-thirds lack single-gender facilities (UNICEF 2010). The shortage of WASH facilities in schools (WinS) puts the health and survival of the most vulnerable children at risk. Limited access to safe drinking water, lack of basic sanitation facilities and poor hygiene practices negatively impact on the overall health status and development of children and leads to an inability to learn and school absenteeism. Globally, learners lose many school days because of water-related illnesses (UNDP 2006). Sufficient access to WASH facilities is important for child survival, due to their critical significance in the prevention of diarrhoea and worm infestations (with their implications for malnutrition), malaria, and respiratory tract infections, all of which are top causes of childhood illness and death in South Sudan. The COVID-19 crisis has underscored the need to strengthen WASH preventive measures in schools across the country.

The core objective of this assessment was to establish the WASH status in all schools in preparation to school re-opening in South Sudan amidst the COVID-19 crisis. Specifically, the assessment was focused on establishing the number of schools that require installation and/or rehabilitation of WASH facilities in preparation for the safe reopening of schools.

1.4 Significance of the assessment

In South Sudan, there is limited data on the status of WASH facilities in schools, something especially challenging when facing a crisis like COVID-19. Closing this evidence gap is critical. There was a need to conduct a rapid but comprehensive WASH facility assessment in as many schools as possible across South Sudan.

The results from this assessment provide a baseline for WASH facilities in schools to inform planning and budgeting for both MoGEI and the donor community. This assessment also sought to identify any WASH facility gaps that may be managed by schools using local resources. Furthermore, the assessment results can help to identify schools that require intervention before the reopening of schools and thus aid the allocation of available funds from both government and development partners. Moreover, the assessment results provide data to support any need to allocate increased funding for required targeted interventions. Ultimately the assessment supports enabling schools to be safe for the resumption of learning, whilst also contributing to curbing the spread or transmission of COVID-19 infections.

1.5 Study Objectives

The main objectives of the assessment were to:

- Provide information on key WASH facilities in schools that will serve as a baseline for all stakeholders, the information to include:
 - Summary of schools assessed across the country.
 - Water sources/points, latrines, and presence, and functionality of handwashing facilities.
- Provide information that will help prioritisation for spending of available resources and/or the reallocation of the resources necessary to establish or rehabilitate WASH facilities in schools in preparation for the safe reopening of schools.

The specific objectives of the assessment were:

- To assess the availability and type of water supply points, their functionality, and the existence of drinking water facilities.
- To assess the availability and cleanliness of toilets.
- To determine the existence of handwashing facilities with needed supplies, and observe the status of handwashing and sanitation facilities.

- To assess available WASH facilities for gender and disability inclusion.

2 Methodology

2.1 Study Design and Approach

The methodology adopted in undertaking this assessment combined quantitative and qualitative methods. A mixed approach was used for purposes of complementarity, triangulation, and validation of responses. Whilst the greater part was quantitative using a structured questionnaire, the qualitative aspect focused on direct observations of WASH facilities concerning the presence and cleanliness of toilet facilities and hand washing facilities, and the availability of water.

The unit of analysis was the school with the head teacher being the main respondent. The assessment was to target all functioning schools, circa 5,500, supported by the government and other stakeholders (faith-based community, NGO and private) in South Sudan as per the SAMS-2020 enrolment data. The purpose was to enable the development of a database on WASH infrastructure and practices in all schools in South Sudan.

The assessment was conducted from September to October 2020 across ten states (and corresponding three administrative areas). The data collection was led by the GESS Knowledge Evidence, Research and Learning (KERL) team, and overseen and supervised by MOGEI's Directorate of Planning and Budgeting. A combined team of enumerators from the GESS State Anchors and State Ministries of General Education and Instruction staff collected the data.

2.1.1 COVID-19 Research Considerations

Adhering to the Standard Operating Procedures (SOPs) provided by the Government in response to COVID-19, the assessment team leader processed assessment clearance from the National and State COVID-19 Taskforces to authorise data collection within the functional schools across all states. The assessment team then adhered to the SOPs provided from the Taskforce, which included wearing face masks during the training and data collection, using hand sanitisers and/or washing hands, and adhering to physical distancing guidelines. The assessment team also provided an update to the National and State COVID-19 Taskforces upon completion of data collection.

2.2 Methods of Data Collection and Analysis 11

The main method of data collection was a survey using a structured questionnaire digitalised in the KOBO Collect Mobile App on TECHNO tablets and Android-based smartphones. Direct observations and spot checks were used to observe the water sources, hand washing facilities and cleanliness of sanitation facilities, including the accessibility of these facilities to people with disabilities. Data from direct observations, GPS coordinates, and photos of WASH facilities were also captured using the tablets and smartphones.

Since the data was collected using electronic tablets and smartphones, it was automatically uploaded and entered into a database for downloading and quality checks. The data was cleaned before being analysed. The data was analysed using STATA version 12 and Microsoft Excel. The findings of the observations were analysed and are presented in descriptive tables in Annex 4 and graphs in sections of this report. Data was analysed using three key parameters: state, school location (urban/rural), and status (schools with/without candidate classes).

2.3 Quality Control Measures

Several quality control measures were used at different stages of the assessment process: at pre-assessment, assessment, and post-assessment. These key quality measures included the following:

- **Training:** MOGEI personnel and State Anchor enumerators that were involved in data collection were trained on how to administer the questionnaire and undertake field observation using the TECHNO tablets and smartphones. Assessment teams pre-tested the questionnaire (Annex 3) before data collection during the training. No major changes were made to the questionnaire after the pre-testing.
- **Supervision of Data Collection:** The MoGEI team and the GESS KERL team supervised data collectors throughout the assessment. The supervisors provided general guidance on data collection and logistics in the field to ensure accurate data were collected. The supervisors also had to check for inconsistencies in responses and any other anomalies before uploading the data to the central server managed by GESS KERL team at the GESS secretariat.

¹¹ It should be noted at the outset that due to a wide variety of field challenges the assessment was only able to reach 75% of the targeted 5500 schools.

- **Use of Tablets and Smart Phones for Data Collection:** The use of the tablets and smartphones provided additional quality control checks during data collection as well as in the storage of data. This was achieved by programming the questionnaire in a way that minimized error and increased data capture efficiency.

2.4 Ethical Considerations

Ethical principles critical for providing safeguarding advice for participants were given due consideration. The KERL team communicated with relevant authorities and confirmed clearance (via a support letter) at national and state levels to conduct the assessment. Assessment participants were informed about the purpose of the assessment and how the results will be used. All information gathered was and will be kept strictly confidential.

2.5 Informed Consent Procedures

All participants were briefed about the assessment, its purpose, how the information will be used and the risks and benefits of participation. Participants could ask questions regarding the assessment to the enumerator. The consent/assent form was read word for word to individual participants in English and local languages where necessary. Consent was obtained verbally.

2.5.1 Protocol for Reinforcing Anonymity and Confidentiality

As a standard protocol, before beginning the interview, enumerators verbally informed the respondent that their responses will remain confidential and that their name will never be associated with any of the data collected. The respondents were assured that the data collected will be stored in a database that only the key research analysts have access to, that the data will be reported in an aggregated manner, and that their names will not be written on any data sheets so that no one will be able to link any response to any individual. All data collected was kept anonymous throughout the analysis and report writing process. Personal identifying information was not collected.

2.6 Study Limitations

The key challenges and limitations of the assessment include the following:

- Accessibility to schools was a challenge in some states due to insecurity. (Please reference the note above (11 p16) which indicates that 25 percent of the targeted schools could not be reached).

- Inaccessibility of some locations due to flooding, especially in Jonglei state.
- Internet connectivity was also a problem and led to delays in the transmission of data across all states.

3 Findings

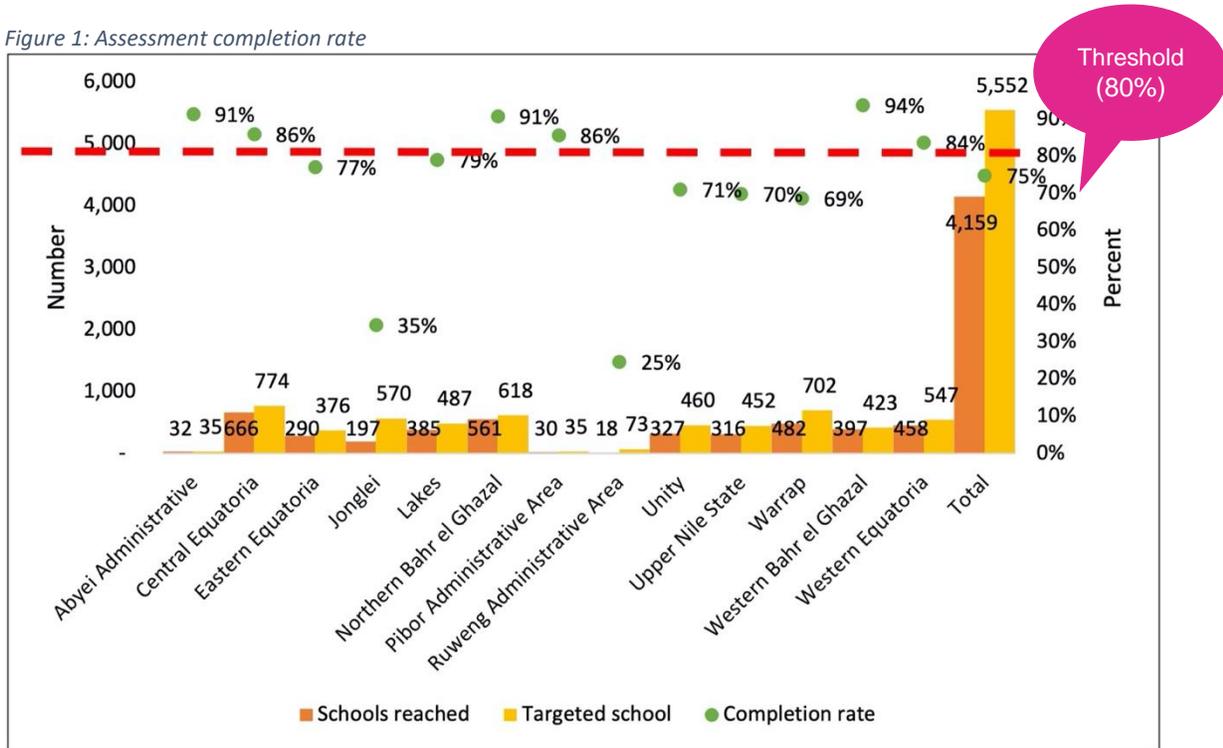
3.1 Demographic analysis

3.1.1 Assessment completion rate

The assessment targeted 5,500 schools. By the end of the assessment exercise, 4,159 schools were reached. Schools not reached will be assessed during future visits by State Anchors when other researches and assessments are being completed.

Seven states did not meet a reach threshold of 80% of schools to be assessed. The states were Eastern Equatoria, Jonglei, Lakes, Ruweng Administrative Area, Unity, Upper Night State and Warrap. Especially in Jonglei, Warrap States and Ruweng Administrative Area flooding and insecurity prevented the assessment team from reaching the schools.

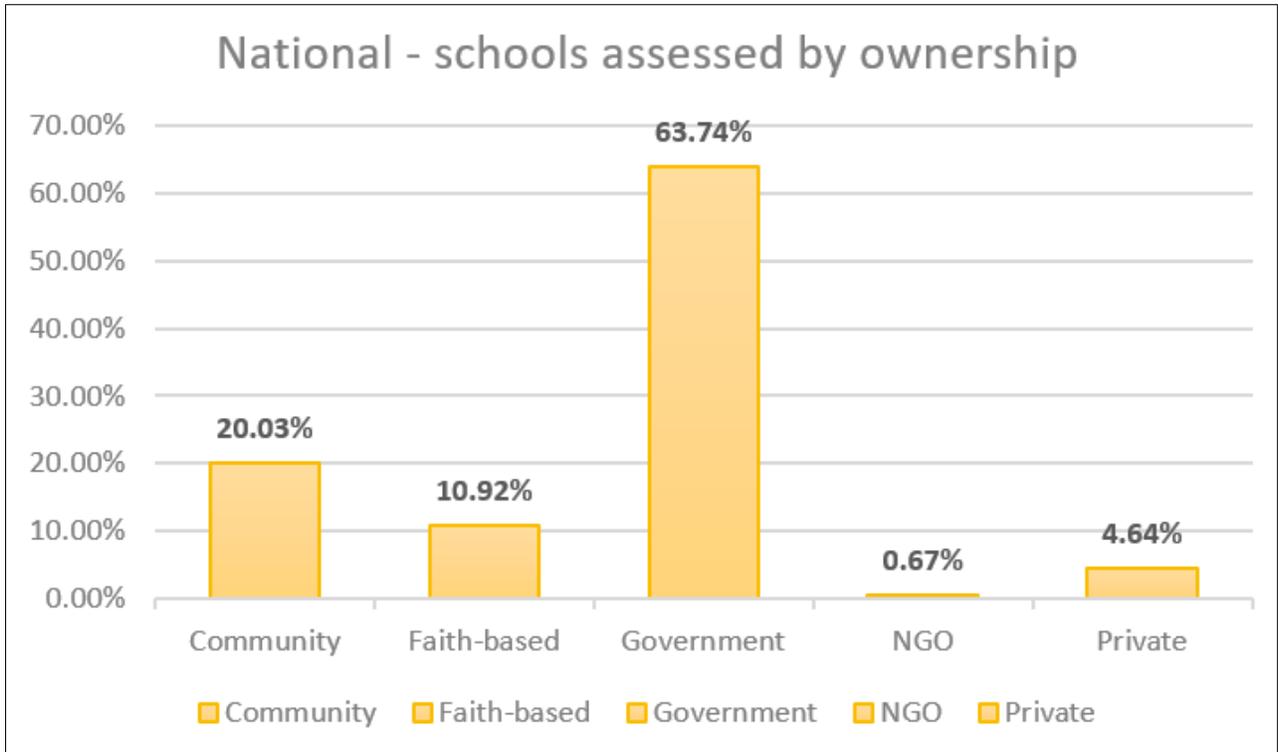
Figure 1: Assessment completion rate



3.1.2 Number, types and location of schools covered by the assessment

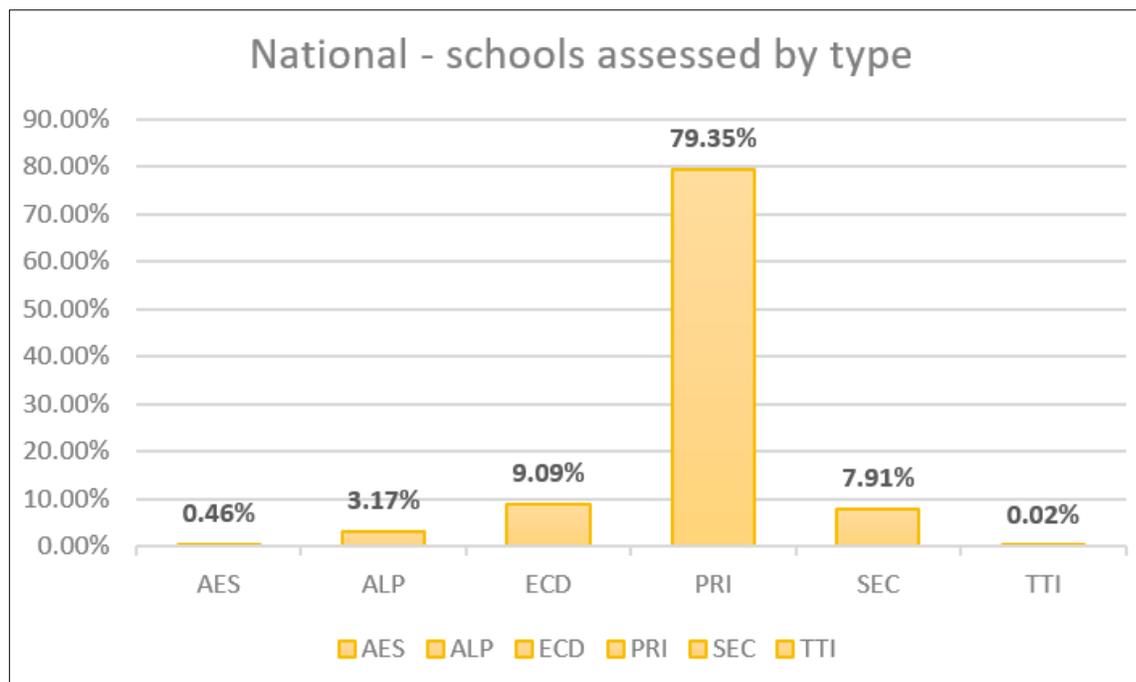
Out of the 4,159 total number of schools reached 64 percent were government schools (2,651), 20 percent community schools (833), 11 percent faith-based (454) and 5 percent private schools and non-governmental (NGO) schools (221). This is shown in Figure 2 below.

Figure 2: Assessment by ownership



80 percent (3,300) of the schools surveyed were Primary Schools, while the remaining 20 percent (859) were Secondary Schools and ALPs, and AES and TTI schools. The types of schools are shown in Figure 3 below.

Figure 3: Assessment by type



Disaggregated further by location, 67 percent (2,801) of schools were in rural area, while urban area schools made up the remaining 33 percent (1,358).

Figure 4: Assessment of schools by location

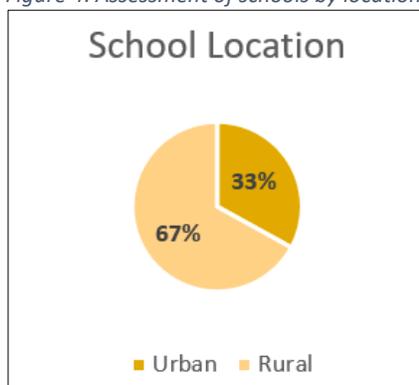


Table 1 & Table 2 in Annex 4 present more details of findings.

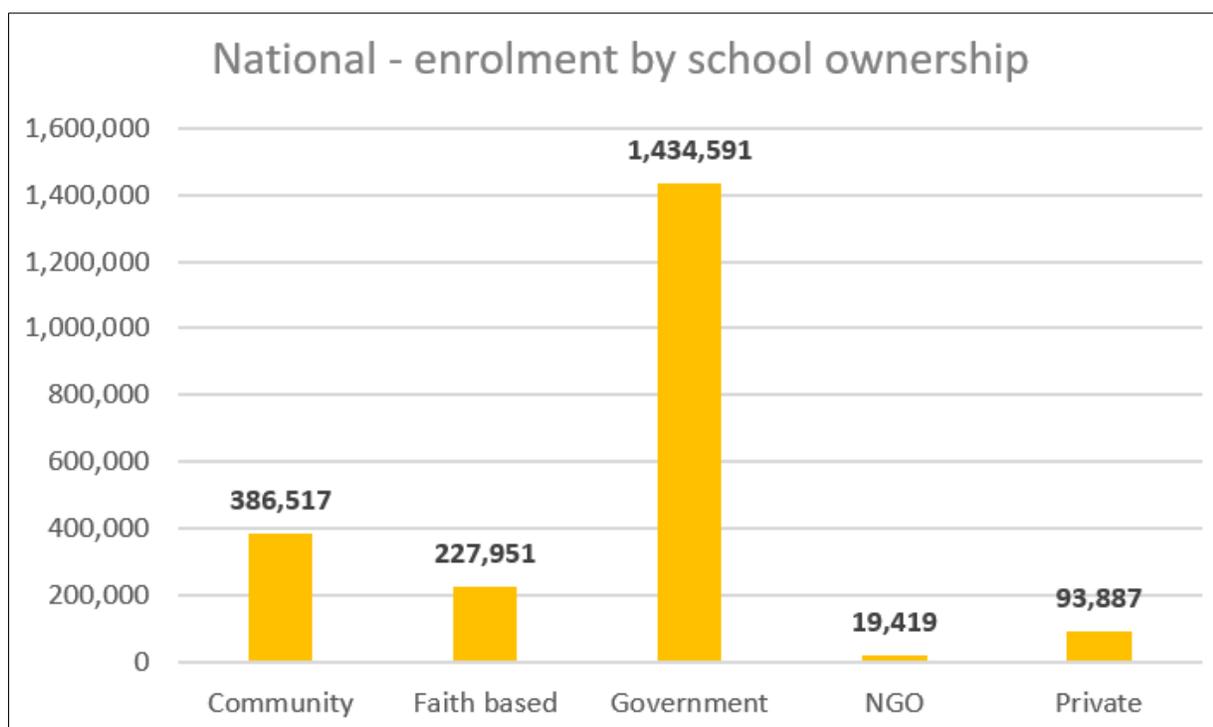
3.1.3 School Enrolment

The total enrolment in all 4,159 schools was reported to be 2,162,365 learners. Of this number, the majority are primary school learners, who account for 88 percent (1,896,492) of all learners, while secondary schools learners make up 6 percent (131,354) and the remaining 6 percent (134,519)

are the learners in ALP, AES, ECD and TTI schools. Learners in rural areas account for 65 percent (1,397,867) of enrolled learners, while those in urban areas make up the remaining 35 percent (764,498).

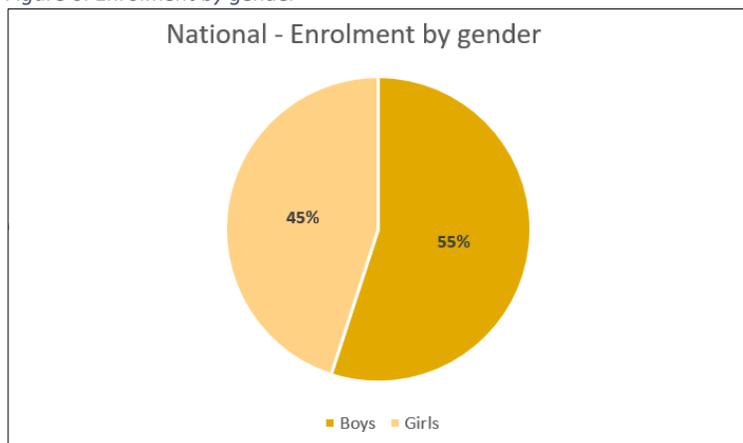
Government school learners constitute 66 percent (1,434,591) of enrolled learners, with 34 percent (727,774) being learners from other types of schools. 18 percent (386,517) are enrolled in community-based schools, 11 percent (227,951) in faith-based schools, 1 percent (19,419) in NGO schools and 4 percent (93,887) in private schools. Figure 5 below summarises enrolment according to school ownership.

Figure 5: Enrolment by school ownership



Genderwise, 55 percent (1,198,910) of learners are male and 45 percent (963,455) of learners female. Figure 6 below presents the gender ratios.

Figure 6: Enrolment by gender



4 percent (84,960) of learners are in candidate classes. Disaggregating by gender, male learners in candidates' classes account for 59 percent (49,797) while girls make up the remaining 41 (35,163). Furthermore, of this number, primary candidate learners account for 71 percent (63,513), of which 57 percent (36,122) are boys and 43 percent (27,391) girls, while secondary candidate learners make up 25 percent (21,447) of which 64 percent (13,675) are boys and 36 percent (7,772) girls. Figure 7 shows the gender distribution in candidate classes.

Figure 7: Candidate classes by gender

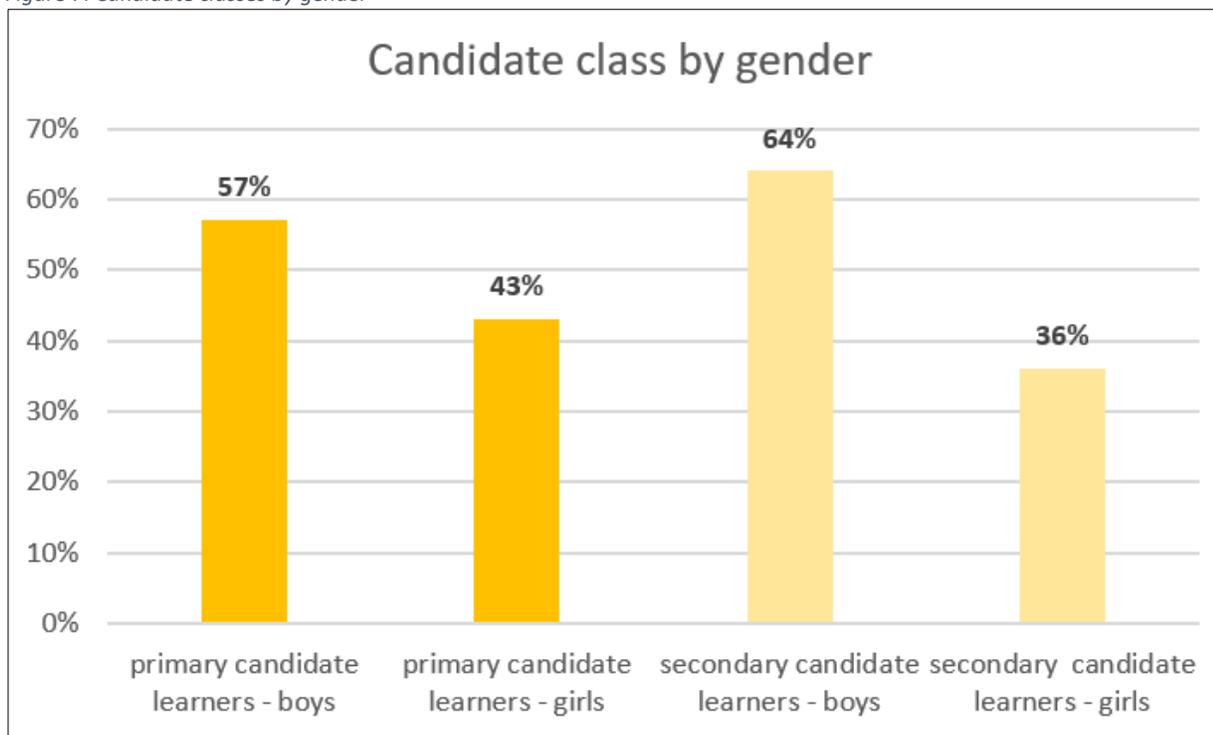


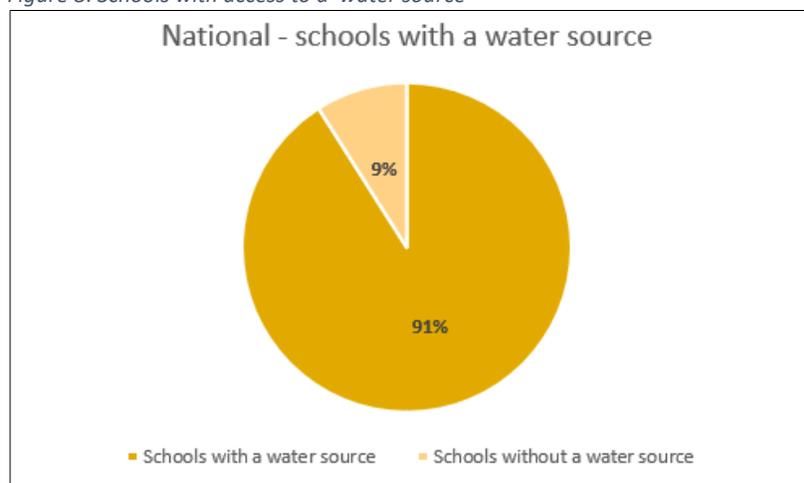
Table 3 in Annex 4 presents the findings in a greater detail.

3.2 Water Supply

3.2.1 Access to water in schools

91 percent (3,802) of the schools assessed have access to water available from one or more of the following sources - borehole, piped water, protected/unprotected spring or well, rainwater, surface water and/or tanker. 9 percent (357) of schools have no access to any type of water source. (See figure 8 below) However, actual adequate¹² sources of water are available in only 72 percent of the schools assessed, with boreholes the most common adequate source, but where only 45 percent of these boreholes lie within the vicinity¹³ of the school. The remaining schools have access to water, but are reliant on sources, which are outside their direct control and are of poor quality. Most of these schools are located in Northern Bahr et Ghazal, Western Bahr et Ghazal, Lakes, Western Equatoria and Jonglei.

Figure 8: Schools with access to a water source



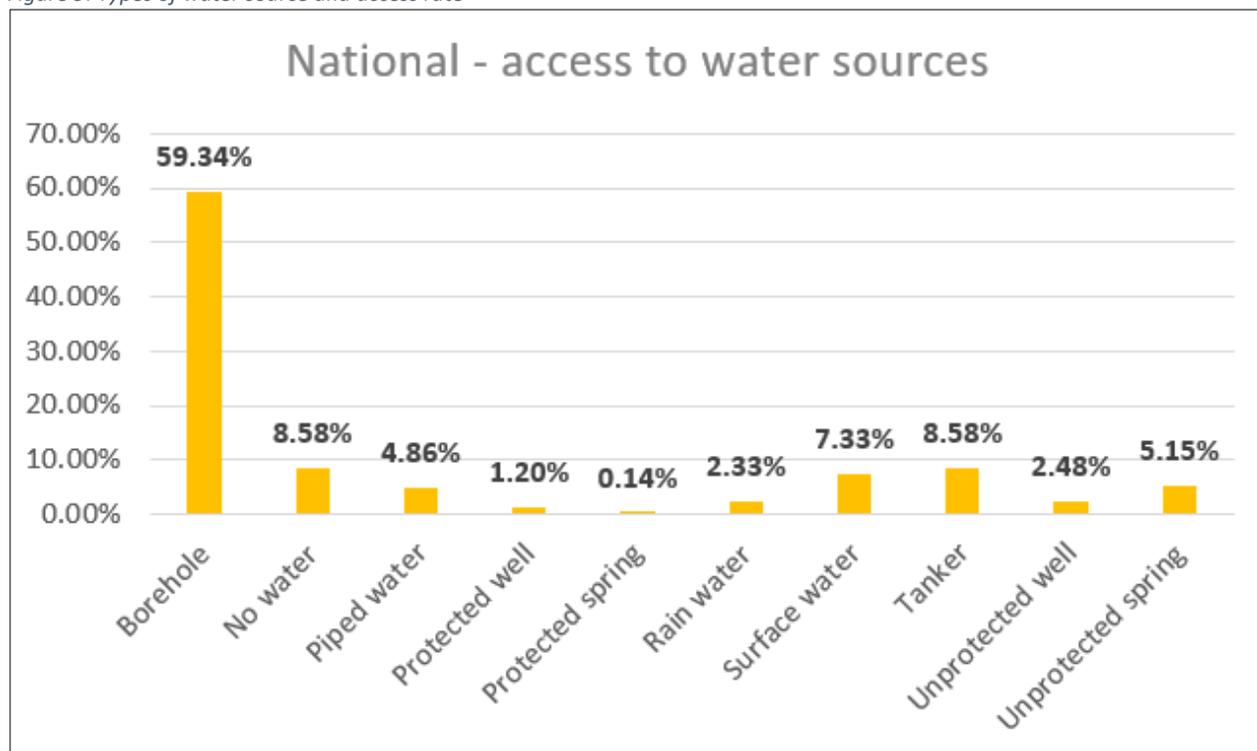
In general, boreholes then are the most common source of water for schools in South Sudan. 59 percent (2,468) of the schools assessed have access to a borehole. However, even though the boreholes appear to be the important source of water for the majority of schools, of the 2,468 schools that have access to boreholes, as already stated, only 45 percent (1,110) schools have boreholes within the vicinity¹⁴ of the school. Figure 9 below describes the types of and access to the water source.

¹² For purposes of this report, "adequate" is defined as "borehole, piped and protected wells"

¹³ For purposes of this report, "vicinity" is defined as "within the school compound"

¹⁴ For purposes of this report, "vicinity" is defined as "within the school compound"

Figure 9: Types of water source and access rate

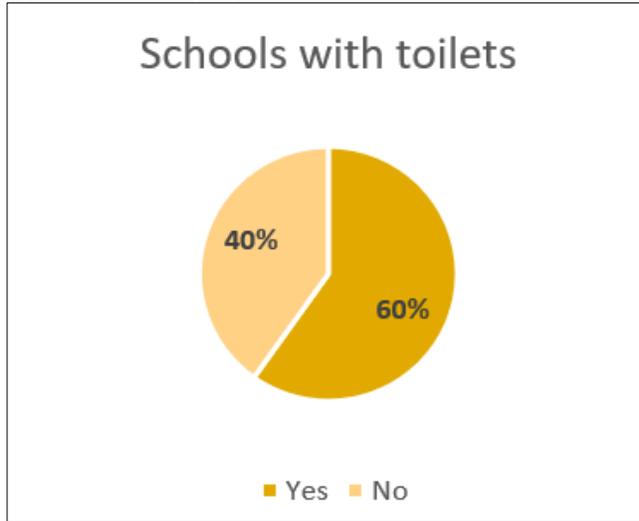


3.3 Sanitation

3.3.1 Availability of toilets

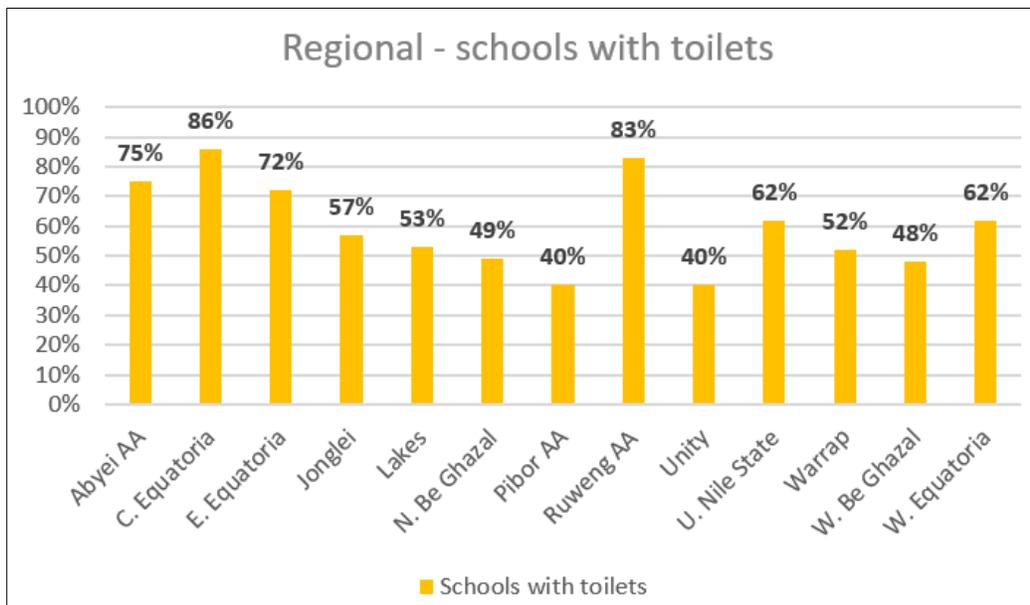
Among 4,159 schools assessed 60 percent (2, 478) have toilets with 40 percent (1,681) of assessed schools not having toilets. Figure 10 below shows the distribution of toilets among schools.

Figure 10: Percentage of schools with toilets



From a geographical perspective, availability of toilets is much better in urban areas than in rural areas. When comparing the states, there is a massive difference in the availability of toilets in schools between some states. For example, in the states, such as Central Equatoria (86 percent) and Ruweng Administrative Area (83 percent) a clear majority of schools have toilets. At the same time, the situation is the most pressing in Pibor Administrative Area and Unity state, where only 40 percent of the schools have toilets. Northern Bahr el Ghazal and Western Bahr el Ghazal states also have many schools (more than 50% of assessed) without toilets. Figure 11 illustrates the distribution of the available toilets among the states and administrative areas.

Figure 11: Schools with toilets by states and admin. areas



3.3.2 Type of toilet

Of the 2,478 of schools with available toilets, 98 percent (2,419) have a toilet with a pit, which makes them the most common type of toilet. Out of these 2,419 of pit toilets 78 percent (1,894) are pit toilets with a slab, meaning that the remaining 22 percent of pit toilets (525) do not have a slab.

Tables 6, 7 and 8 in Annex 4 presents the findings in greater detail.

3.3.2 Access to toilets for learners with disabilities

Access to toilets for children with disabilities was found to be extremely low for learners. Only 40 percent (672) of 1,687 learners’ toilets are accessible to learners with disabilities, which constitutes 16 percent of the overall 4,159 assessed schools.

3.3.3 Toilet facilities that incorporate menstrual hygiene components

The assessment established that 84 percent of the schools with toilets have separate toilets for each gender. In this regard, there are no striking differences between different states, school ownership or between rural and urban schools. However, only 19 percent (316) of all schools with functioning learner’s toilets have menstrual hygiene components¹⁵, meaning toilets are equipped with buckets, soap and waste disposals.

Figure 12: Distribution of toilets as per accessibility and incorporation of menstrual hygiene

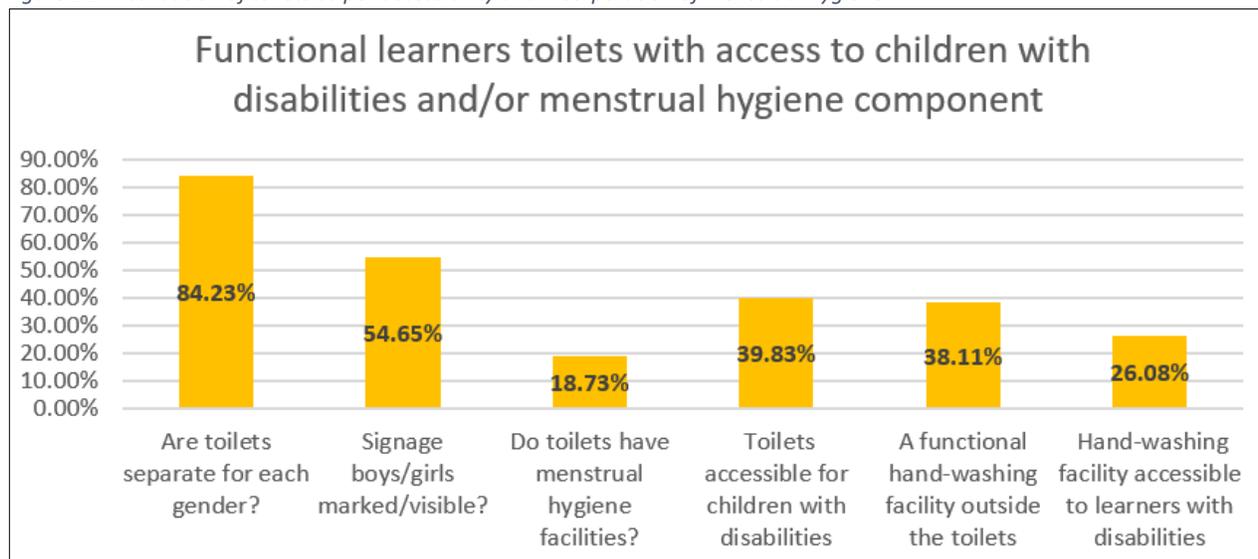


Table 10 in Annex 4 presents the findings with regard to menstrual hygiene components in more detail.

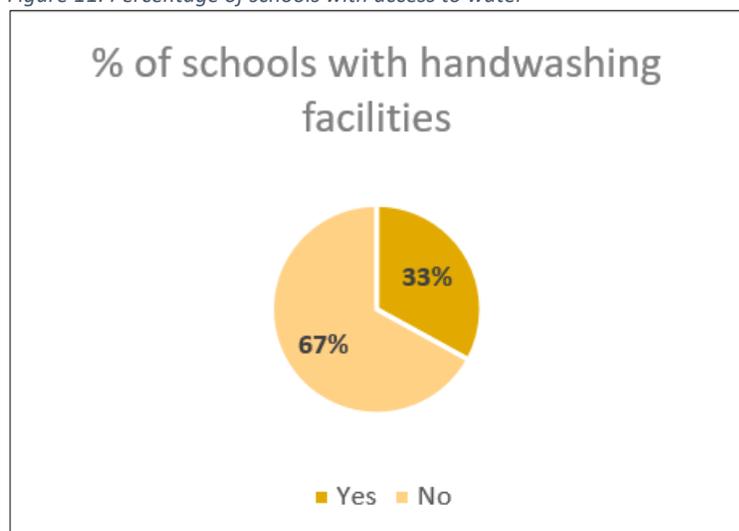
¹⁵ For the purpose of this report, the “menstrual hygiene components” refers to “buckets, soap and waste disposals”

3.4 Hygiene

3.4.1 Availability of hand-washing facility, including disability-friendly

The assessment established that availability of hand-washing facilities¹⁶ in schools is low as only 33 percent (1,366) of schools assessed (4,159) responded that they had a hand-washing facility. This means that 67 percent (2,793) of schools assessed (4,159) have no hand-washing facilities. This is shown in Figure 11 below.

Figure 11: Percentage of schools with access to water



Among all 4,159 schools assessed, the availability of a hand-washing facility is substantially lower in government and NGO schools, than in private schools, and faith-based and community schools. This is evident, with only 28 percent (730) of all assessed 2,651 government schools and 11 percent (3) of all 28 NGO schools having hand-washing facilities, with availability much better in 59 percent (113) of all 193 private schools, where 56 percent (256) of all 454 faith-based schools and 32 percent (264) of all community schools had the necessary facility.

A higher percentage, i.e. 53 percent (719) of 1,358 urban schools, as opposed to 23 percent (647) of 2,801 rural schools had hand-washing facilities available. So of the 67 percent of schools (2,793) out of all schools assessed (4,159) which do not have hand-washing facilities, where 23 percent are urban (639) and 77 percent rural (2,154).

¹⁶ For purposes of this report, "handwashing facility" refers to "a designated place in a school, where hands are meant to be washed"

There is also a regional imbalance in terms of availability of hand-washing facilities in schools. The situation is the most problematic in Pibor Administrative Area, where all 30 schools are lacking hand-washing facilities. Likewise, only 20 percent (114) of the 561 assessed schools in Northern Bahr el Gazal, 13 percent (61) of the 482 assessed schools in Warrap and 13 percent (51) of the 397 assessed schools in Western Bahr el Ghazal have hand-washing facilities available.

3.4.2 Functionality of hand-washing facilities and availability of water and soap

The situation regarding the lack of hand-washing facilities in schools is further exacerbated by the fact, that not all existing hand-washing facilities are functional. At the time of assessment, of the 1,366 schools with hand-washing facilities 81 percent (1,107) had water available, but only 49 percent had soap available.

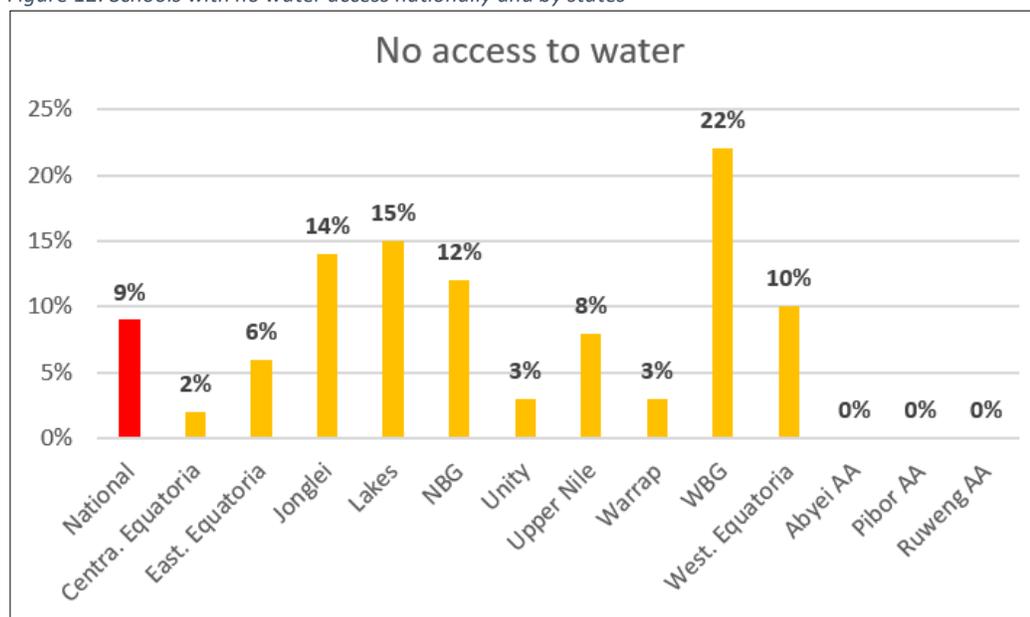
Table 5 in Annex 4 presents more detailed findings of hygiene assessment.

4 Conclusion and Summary

The findings in this report highlight the challenging situation with regard to sanitation and hygiene and the supply of water in South Sudan schools.

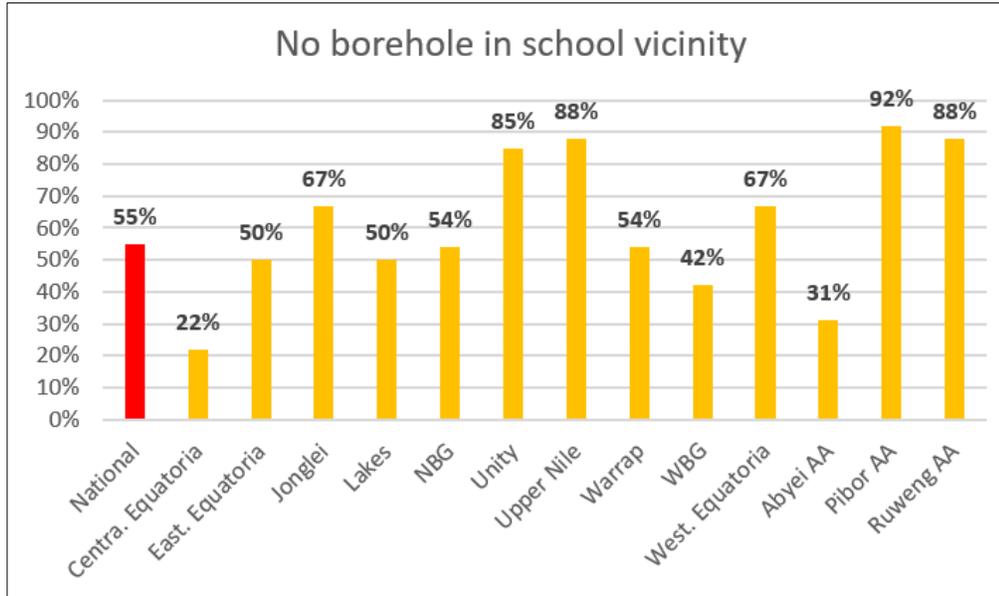
With regard to water, 91 percent (3,802) of the assessed (4,159) schools have access to water resources while the remaining 9 percent (357) lack access to any water source. However, even among the schools with access to water resources, there are many problems such as the location, distance (more than 500 meters) or seasonality of the water source, which make the sources only partially available in practice, meaning that much needs to be done to provide adequate supplies of water to schools. Figure 12 below shows the percentage of schools that do not have access to water at national level and by states.

Figure 12: Schools with no water access nationally and by states



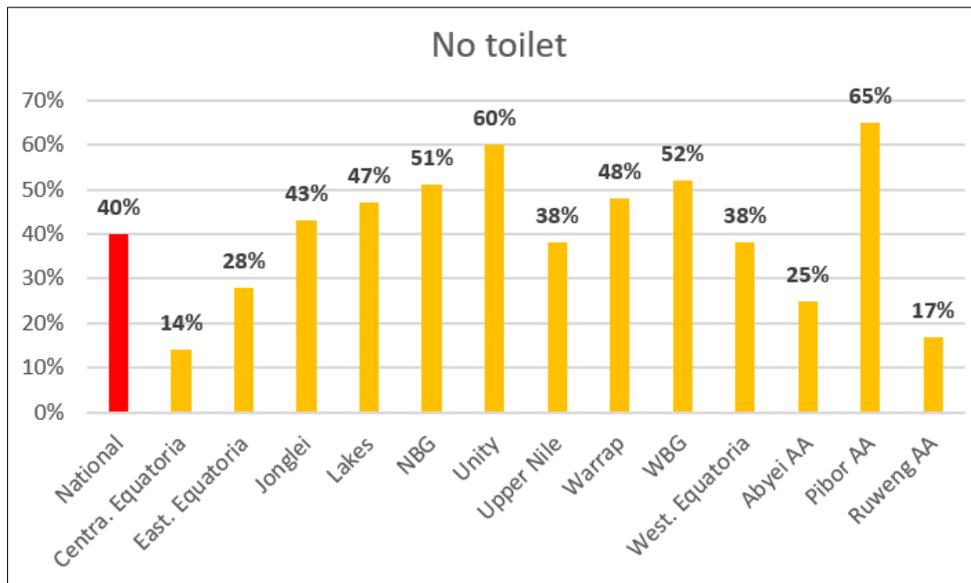
For most of 3,802 schools with water sources, the borehole is the main source of water (65 percent). Nonetheless, it is to be noted that a significant proportion (1,358) out of the 65 percent (2,468) of schools, which have access to boreholes do not have them within their school compound. Figure 13 below shows the percentage of schools that do not have boreholes within the school vicinity (i.e. compound).

Figure 13: Schools with no boreholes nationally and by states



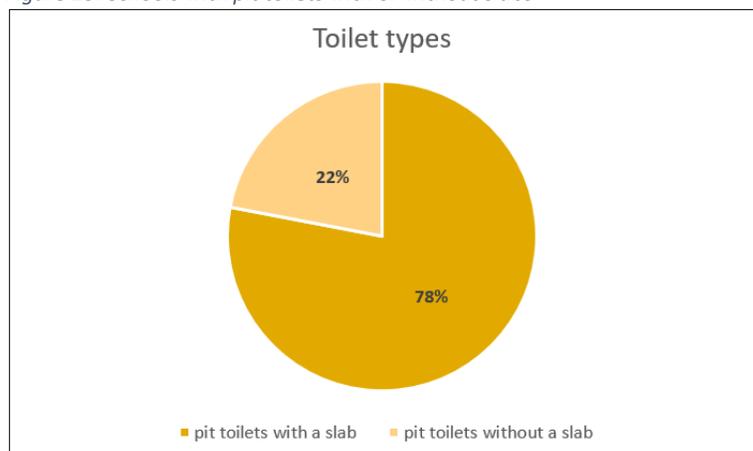
Concerning availability of toilets, 60 percent (2,478) of the schools have toilets, with 40 percent (1,681) having no toilets. Figure 14 below shows the percentage of schools that do not have toilets at national level and by states.

Figure 14: Schools with no toilets nationally and by states



Overall, the assessment established that majority of schools used two types of toilets, i.e. pit toilets with slab and pit toilets without slabs. When it comes to learners' toilets, a clear majority of the toilets (78 percent) are pit toilets with slabs. Figure 15 below shows the percentage of schools that do not have toilets with slabs.

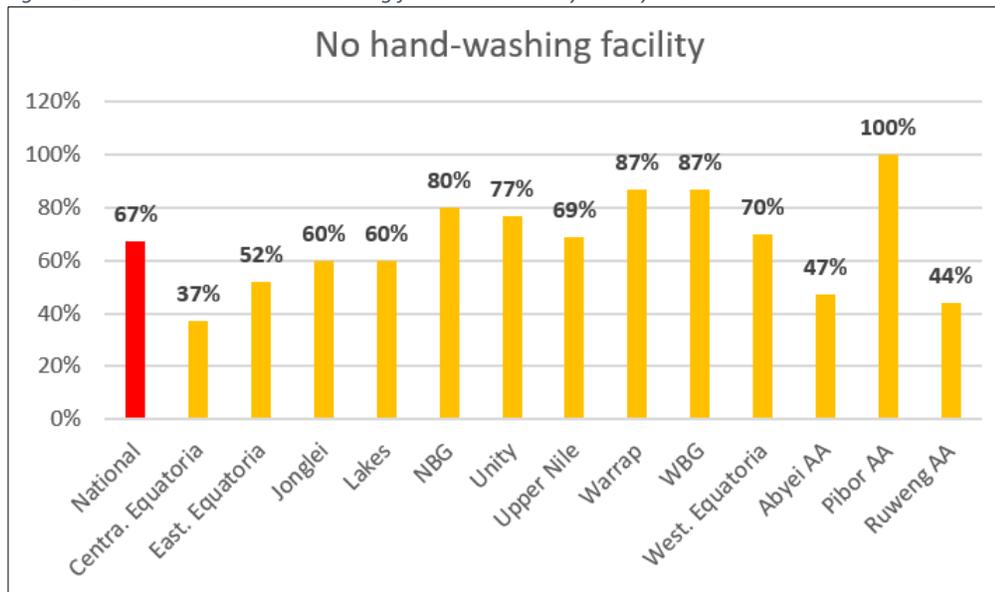
Figure 15: Schools with pit toilets with or without slabs



Menstrual hygiene incorporation in toilets is generally low most likely thus hindering adolescent girl's attendance at school during their menstruation period. Currently, only 19 percent (316) of the schools with learners' toilets (1,687) have menstrual hygiene compliant toilets. Thus, 81 percent (1,371) of learners' toilets need to be made menstrual hygiene compliant as an absolute priority due to its importance in the retention of adolescent girls and to improve gender equity (Alam et al. 2017).

Concerning hand-washing, only 33 percent (1,366) of schools assessed had a hand-washing facility at the time of the survey. This means that 67 percent (2,793) of schools have no hand-washing facilities. Furthermore, at the time of assessment soap was available only in 49 percent (668) of the schools with hand-washing facilities (1,366). This is a significant issue, since learners are expected to wash their hands on arrival at school and perform supervised group hand washing with soap as part of daily school activities. Access to a hand washing-facility to learners with disabilities was as low as 26 percent (440) across all (1,687) schools which had learners' toilets. Figure 16 below shows the percentage of schools that do not have hand-washing facilities at national level and by states.

Figure 16: Schools with no handwashing facilities nationally and by states



5 Recommendations

Every child and every school staff member have the right to a safe and healthy learning and teaching environment, including access to adequate WASH facilities, especially in the light of the pandemic. Also, there is a growing evidence that there is a correlation between improving access to WASH facilities in schools and positive health and educational outcomes for learners (Erhard et al 2013). Therefore, the need is for the Government to invest in improving the WASH facilities in schools based on this WASH assessment. There is also a need for the Government and schools to allocate (or reallocate if necessary) Capitation Grant resources to support ensuring that all school staff and learners have access to WASH facilities as soon as possible.

The recommendations which follow are suggested for implementation by the Government with the support from education stakeholders, implementing partners and donors:

I Organise a temporary supply of water to schools that have no access to an adequate supply of water.

Provide all schools, which do not have any access (existing or potentially) to an adequate supply of water with a temporary supply, by organising supplying water by tankers or any other effective means. Where tankers are used it might be necessary to also provide the schools with the tanks in which to keep the supplied water until the next delivery. Priority should be given to the schools located in regions of Northern Bahr et Ghazal, Western Bahr et Ghazal, Lakes, Western Equatoria and Jonglei.

II Ensure that water is accessible for schools that have boreholes at their disposal, but which are not within the vicinity of the school.

Alongside I, ensure that all schools which have boreholes at their disposal, but not within their compound are able to use them until boreholes can, if necessary, be drilled within their compound. Priority should be given to Unity State, Upper Nile State, Western Equatorial State, and Pibor and Ruweng Administrative Areas where over 80% of schools assessed do not have boreholes within the school compound.

The exact measures to be taken are to be discussed individually with the schools, which have access to boreholes, but which are not within the vicinity of the school, to first consider if the water could be made more accessible. The suggested measures could include, but not be

limited to, provision of electric pumps, and extension water pipes according each school's individual needs and the available budget. Ultimately, it is recommended, in the medium and long term, that in order to have comprehensive and equitable access to an adequate supply of water in schools, to drill boreholes in all schools, which do not either have them, or are able to effectively access an adequate supply of water from those that do not lie within the vicinity of the school.

III Construct slabs for pit toilets without slabs in schools and ensure they are disability accessible.

The construction of slabs in existing toilets to separate toilets for boys and girls should be prioritized to improve the gender equality for school attendance. Wherever possible slabs should also be built in shared toilets to separate girls to ensure safeguarding of girls and necessary privacy for carrying out the menstrual hygiene. They should also be made accessible for children with disabilities.

IV Construct disability-friendly and gender separated pit toilets with slabs in schools with no toilets.

It is recommended to construct disability-friendly pit toilets with slabs with gender separation in the 40 percent (1,681) of schools, which do not have toilets. Priority should be given to Northern Bahr el Ghazal, Western Bahr el Ghazal, Unity state and Pibor Administration Area which have many schools (more than 50% of assessed) without toilets.

V Incorporate menstrual hygiene components in all the toilets for learners.

All girls' toilets should be made menstrual hygiene compliant due to its importance in the retention of adolescent girls and to improve the gender equality. School officials need to ensure that girls' toilets have buckets, soap and that waste disposal facilities are available to the girls at all times.

VI Establish or improve hand washing facilities in all schools where necessary, and ensure all hand-washing facilities are disability-friendly.

It is recommended that disability-friendly hand-washing facilities are established in all schools lacking the same. This is required to ensure that all learners and staff at schools of

all states have access to functional hand-washing facilities. Water and soap have to be made available at all hand-washing stations, as hand hygiene and proper washing hands with soap under running water are key prevention measures in relation to COVID-19 transmission and improved basic hygiene.

VII Complete the assessment of schools, which were not visited.

Complete the assessment of 25 percent (1,393) of 4,159 schools, which were not visited. A total of seven states did not meet the threshold of 80 percent target of schools to be assessed. The states to visit are the Eastern Equatoria, Jonglei, Lakes, Ruweng Administrative Area, Unity, Upper Night State and Warrap. Especially in Jonglei, Warrap States and Ruweng Administrative Area, where the flooding and insecurity prevented the assessment team from reaching the schools.

VIII Develop an action plan for the implementation of the recommendations.

References

Alam, M.U., Luby, S.P., Halder, A.K., Islam, K., Opel, A., Shoab, A.K., Ghosh, P.K., Rahman, M., Mahon, T. and Unicomb, L., 2017. Menstrual hygiene management among Bangladeshi adolescent schoolgirls and risk factors affecting school absence: results from a cross-sectional survey. *BMJ open*, 7(7), p.e015508.

Enfield, S., 2018. Mainstreaming disability and making WASH programmes inclusive.

Featherstone, A., 2014. Effectiveness Review: Evaluation of Oxfam's South Sudan Humanitarian Response.

Mohammed, Somiya Gutbi Salim, and Abedalmoneim Adam Abdalla Khameis. (2020). Hand washing practices during Coronavirus (COVID-19) outbreak in Sudan." *International Journal of Multidisciplinary Education and Research*, 5, 4 (2020), p. 33-37.

Erhard, L., Degabriele, J., Naughton, D. and Freeman, M.C., 2013. Policy and provision of WASH in schools for children with disabilities: a case study in Malawi and Uganda. *Global Public Health*, 8(9), pp.1000-1013.

Groce, N., Bailey, N., Lang, R., Trani, J.F. and Kett, M., 2011. Water and sanitation issues for persons with disabilities in low-and middle-income countries: a literature review and discussion of implications for global health and international development. *Journal of Water and Health*, 9(4), pp.617-627.

The Sphere Project, 2011. Humanitarian charter and minimum standards in humanitarian response. Practical Action Publishing.

UNICEF. (2010). Raising Clean Hands: Advancing Learning, Health and Participation through WASH in Schools. Available at https://www.unicef.org/media/files/raisingcleanhands_2010.pdf

UNICEF. (2015). Inclusive and accessible WASH in UNICEF: Good practices by country. Available at https://www.unicef.org/disabilities/files/UNICEF_Accessible_Inclusive_WASH_Matrix_2_2.pdf

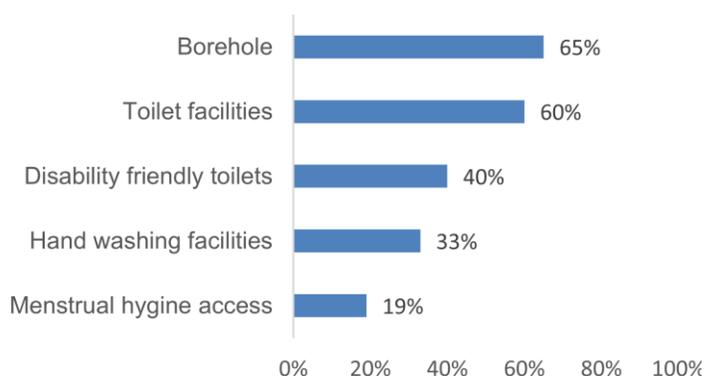
UNDP. (2006). Human Development Report; Beyond Scarcity: Power, poverty and the global water crisis. Available at: <http://www.undp.org/content/dam/undp/library/corporate/HDR/2006%20Global%20HDR/HDR-2006->

WHO & UNICEF Water, sanitation, hygiene and waste management for the COVID-19 virus. Available at: https://apps.who.int/iris/bitstream/handle/10665/331305/WHO-2019-NcOV-IPC_WASH-2020.1-eng.pdf?sequence=1&isAllowed=y

World Bank. (2020). Distance Learning as a Solution for Education in Africa in the COVID-19 Context Roundtable.

Annex 1: National Overview

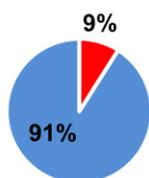
The 4,159 schools (75%) out of 5,552 (100%) of schools registered in SAMS were reached by the assessment. It included 3,300 (79%) primary schools, 378 (9%) ECD, 329 (8%) secondary schools, 132 (3%) ALP, 19 AES (0.5%) and 1 (0.01%) TTI. Disaggregating further by location, the total number of rural area schools accounted for 67 percent (2,801), while urban area schools made up the remaining 33 percent (1,358). The total enrolment in all 4,159 schools was reported to be 2,162,365. Of this number, primary students accounted for 88 percent (1,896,492), while secondary schools made up 6 percent (131,354) and the remaining 6 percent (134,519) were ALP, AES, ECD and TTI schools. Total number of government schools accessed was 2,651(64%), community schools 833 (20%), faith-based schools 454 (11%), private schools 193 (5%) and NGO 28 (1%)



The data shows that **65%** of schools have access to a borehole of which **45%** of boreholes were within vicinity of schools. It also indicates toilets are available in **60%** of schools. Only **33%** of schools have a hand-washing facility available. Further interrogation of data reviews that **40%** of schools have toilets accessible to learners with disabilities. Only **19%** of toilets incorporated menstrual hygiene component

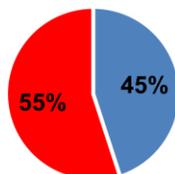
KEY INDICATORS

WATER



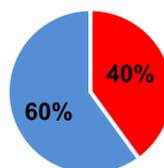
In terms of access, **9%** of schools (357) have no access to water sources

BOREHOLE



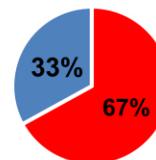
55% of schools in South Sudan have no borehole in the vicinity of school

TOILET



40% of schools in South Sudan have no toilets.

HAND-WASHING FACILITY

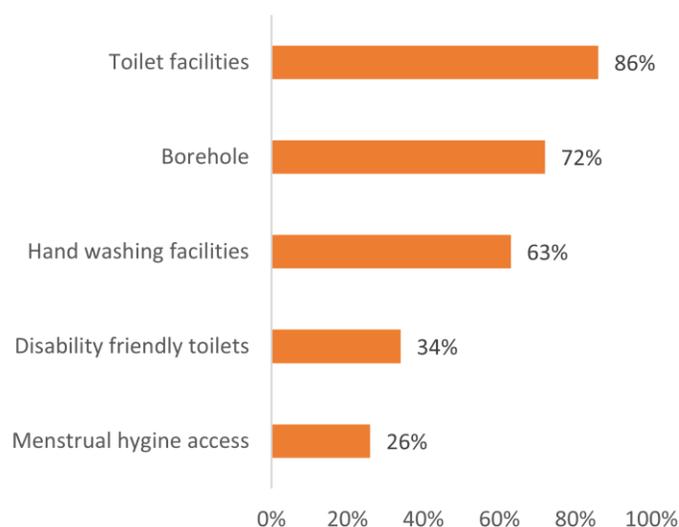


67% of schools in South Sudan have no hand-washing facility

Annex 2: State Profiles

CENTRAL EQUATORIA STATE WASH FACILITY IN SCHOOLS ASSESSMENT PROFILE

A total of 666 schools were surveyed in Central Equatoria State. The 666 schools reached include 368 (55%) primary schools, 212 (32%) ECD, 75 (11%) secondary schools, and 11 (2%) ALP. The data indicates that 275 (41%) of schools accessed are in the rural areas of Central Equatoria and 391 (59%) of schools are in the urban areas. It was observed that the total enrolment at the time of this assessment was 282,355 students. Males account for 144,853 (51%) and females represent 137,502 (49%) students of the total enrolment.



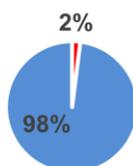
CES Statistics

The data shows that **86%** of schools have access to a toilet. It also indicates that **72%** of schools have a borehole within the vicinity of a school. About **63%** of schools have hand-washing facilities available.

Further interrogation of data reveals that **34%** of schools have toilets accessible to learners with disability. Only **26%** of toilets incorporated menstrual hygiene component

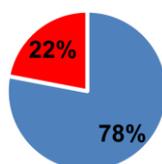
KEY INDICATORS

WATER



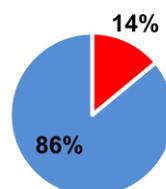
In terms of in access, **2%** of schools (16) have no access to water sources

BOREHOLE



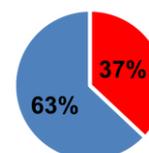
22% of schools in CES assessed have no borehole in the vicinity of school

TOILET



14% of schools in CES assessed have no toilets.

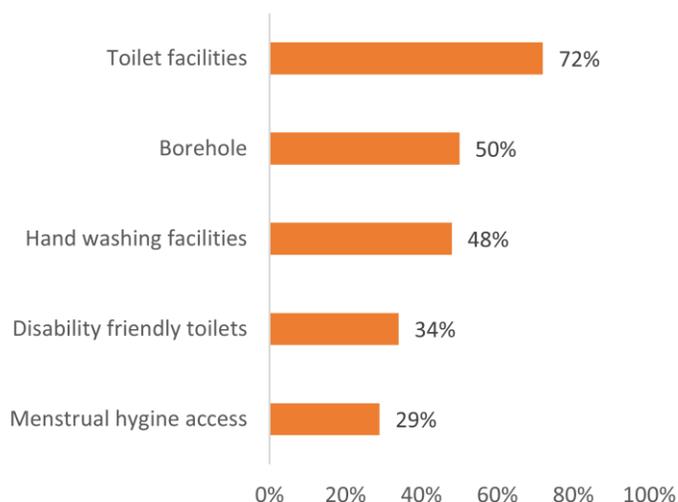
HAND-WASHING FACILITY



37% of schools in CES have no hand-washing facility

EASTERN EQUATORIA STATE WASH FACILITY IN SCHOOLS ASSESSMENT PROFILE

A total of 290 schools were surveyed in Eastern Equatoria State. The 290 schools reached include 237 (82%) primary schools, 27 (9%) ECD, and 26 (9%) secondary schools. The data indicates that 202 (70%) of schools accessed are in the rural areas of Eastern Equatoria and 88 (30%) of schools are in the urban areas. It was observed that the total enrolment at the time of this assessment was 130,443 students. Of the total enrolment, males account for 71,465 (55%) and females represent 58,978 (45%) students..



EES Statistics

The data shows that 72% of schools have access to a toilet. It also indicates that 50% of schools have a borehole within the vicinity of school. About 48% of schools have hand-washing facilities available.

Further interrogation of data reviews that 34% of schools have toilets accessible to learners with disabilities. Only 29% of toilets incorporated menstrual hygiene components

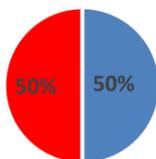
KEY INDICATORS

WATER



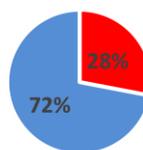
In terms of access, **6%** of schools (6) have no access to water sources

BOREHOLE



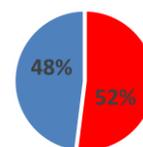
50% of schools in EES assessed have no borehole in the vicinity of schools

TOILET



28% of schools in EES assessed have no toilets.

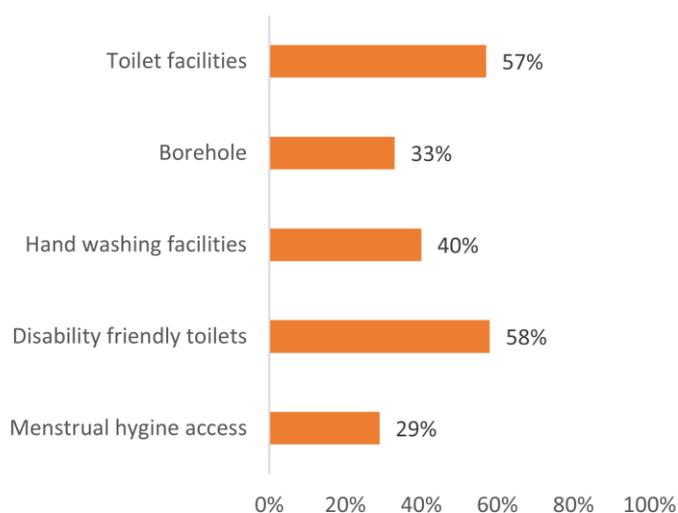
HAND-WASHING FACILITY



52% of schools in EES have no hand-washing facility

JONGLEI STATE WASH FACILITY IN SCHOOLS ASSESSMENT PROFILE

A total of 197 schools were surveyed in Jonglei State. The 197 schools reached include 160 (81%) primary schools, 14 (7%) ECD, 13 (7%) secondary schools and 10 (5%) ALP. The data indicates that 143 (73%) of schools accessed are in the rural areas of Jonglei and 54 (27%) of schools are in the urban areas. It was observed that the total enrolment at the time of this assessment was 136,856 students. Males account for 83, 719 (61%) and females represent 53,137 (39%) of the total enrolment.



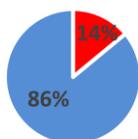
JGL Statistics

The data shows that 57% of schools have access to a toilet. It also indicates that **33%** of schools have a borehole within the vicinity of the school. About **40%** of schools have hand-washing facilities available.

Further interrogation of data reviews that **58%** of schools have toilets accessible to learners with disabilities. Only **29%** of toilets incorporated menstrual hygiene component

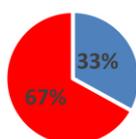
KEY INDICATORS

WATER



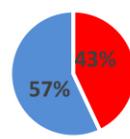
14% of schools (28) have no access to water sources

BOREHOLE



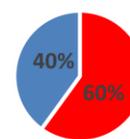
67% of schools in JGL assessed have no borehole in the vicinity of school

TOILET



43% of schools in JGL assessed have no toilets.

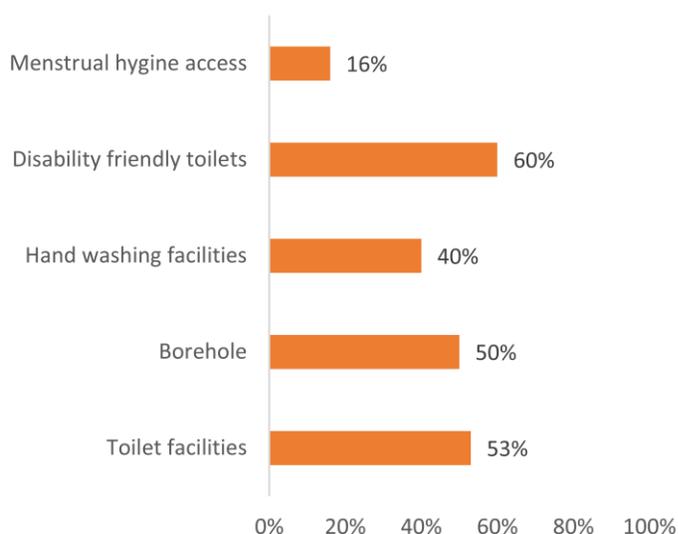
HAND-WASHING FACILITY



60% of schools in JGL have no hand-washing facility

LAKES STATE WASH FACILITY IN SCHOOLS ASSESSMENT PROFILE

A total of 385 schools were surveyed in Lakes State. The 385 schools reached include 353 (92%) primary schools, 23 (6%) Secondary schools, 5 (1%) ECD and 4 (1%) ALP. The data indicates that 305 (79%) of schools accessed are in the rural areas of Lakes and 80 (21%) of schools are in the urban areas. It was observed that the total enrolment at the time of this assessment was 240,237 students. Males account for 141,381 (59%) and females represent 98,856 (41%) of the total enrolment.



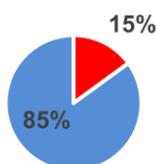
Lakes Statistics

The data shows that **53%** of schools have access to a toilet. It also indicates that **50%** of schools have a borehole within the vicinity. About **40%** of schools have hand-washing facilities available.

Further interrogation of data reviews that **60%** of schools have toilets accessible to learners with disabilities. Only **16%** of toilet incorporated menstrual hygiene component

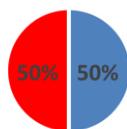
KEY INDICATORS

WATER



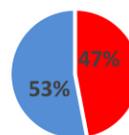
In terms of access, **15%** of schools (58) have no access to water sources

BOREHOLE



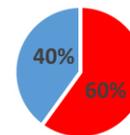
50% of schools in LKS assessed have no borehole in the vicinity of school

TOILET



47% of schools in LKS assessed have no toilets.

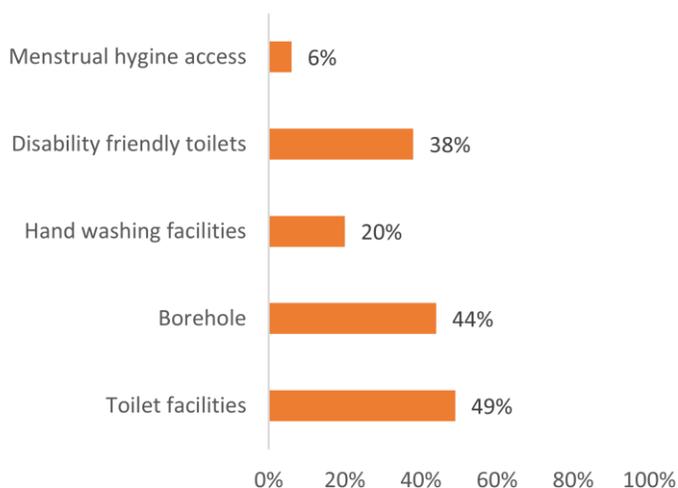
HAND-WASHING FACILITY



60% of schools in LKS have no hand-washing facility

NORTHERN BAHR EL GHAZAL STATE WASH FACILITY IN SCHOOLS ASSESSMENT PROFILE

A total of 561 schools were surveyed in Northern Bahr el Ghazal State. The 561 schools reached include 497 (89%) primary schools, 29 (5%) Secondary schools, 20 (4%) ALP and 14 (1%) AES. The data indicates that 484 (86%) of schools accessed are in the rural areas of Northern Bahr el Ghazal and 77 (14%) of schools are in the urban areas. It was observed that the total enrolment at the time of this assessment was 330,380 students. Male account for 174,100 (53%) and females represent 156,280 (47%) of the total enrolment.



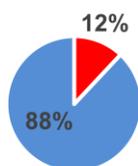
NBG Statistics

The data shows that **49%** of schools have access to a toilet. It also indicates that **44%** of schools have a borehole within the vicinity. About **20%** of schools have hand-washing facilities available.

Further interrogation of data reviews that **38%** of schools have toilets accessible to learners with disabilities. Only **6%** of toilet incorporated menstrual hygiene component

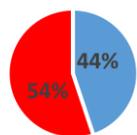
KEY INDICATORS

WATER



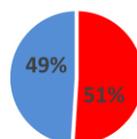
In terms of access, **12%** of schools (68) have no access to water sources

BOREHOLE



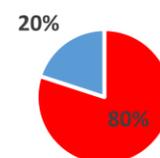
54% of schools in NBG assessed have no borehole in the vicinity of school

TOILET



51% of schools in NBG assessed have no toilets.

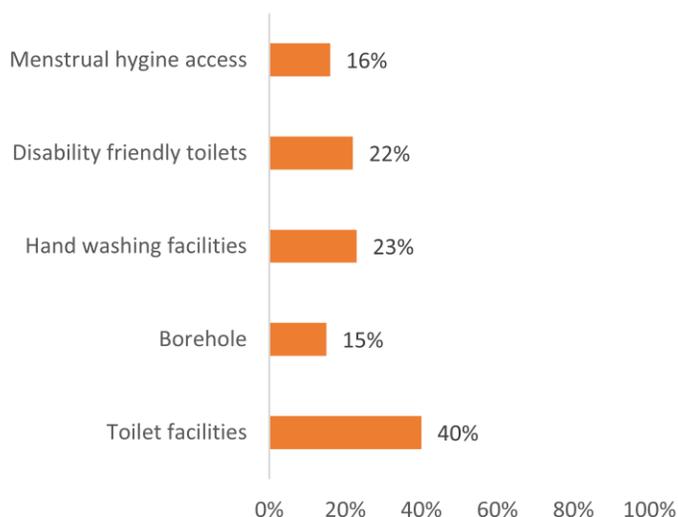
HAND-WASHING FACILITY



80% of schools in NBG have no hand-washing facility

UNITY STATE WASH FACILITY IN SCHOOLS ASSESSMENT PROFILE

A total of 327 schools were surveyed in Unity State. The 327 schools reached include 292 (89%) primary schools, 16 (5%) Secondary schools, 16 (5%) ALP and 3 (1%) ECD. The data indicates that 239 (73%) of schools accessed are in the rural areas of Unity and 88 (27%) of schools are in the urban areas. It was observed that the total enrolment at the time of this assessment was 242,778 students. Male account for 134,596 (55%) and females represent 108,182 (45%) of the total enrolment.



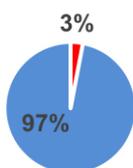
Unity Statistics

The data shows that **40%** of schools have access to a toilet. It also indicates only **15%** of schools have a borehole within the vicinity. About **23%** of schools have hand-washing facilities available.

Further interrogation of data reveals that **22%** of schools have toilets accessible to learners with disabilities. Only **16%** of toilet incorporated menstrual hygiene component

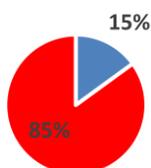
KEY INDICATORS

WATER



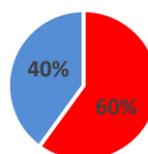
In terms of access, **3%** of schools (11) have no access to water sources

BOREHOLE



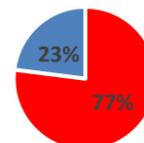
85% of schools in Unity assessed have no borehole in the vicinity of school

TOILET



60% of schools in Unity assessed have no toilets.

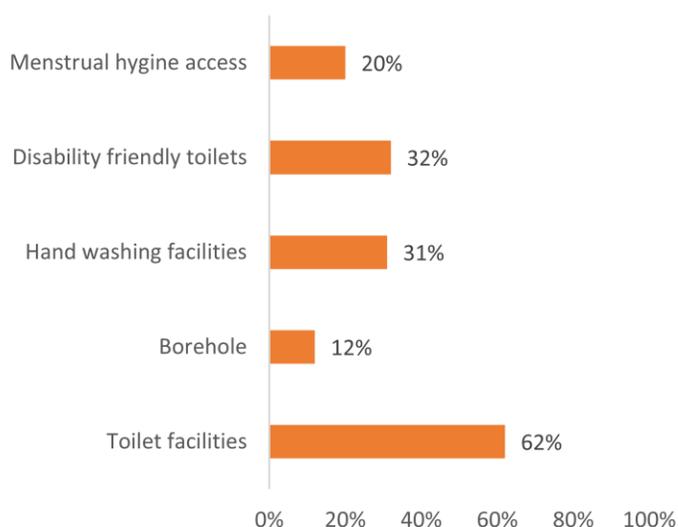
HAND-WASHING FACILITY



77% of schools in Unity have no hand-washing facility

UPPER NILE STATE WASH FACILITY IN SCHOOLS ASSESSMENT PROFILE

A total of 316 schools were surveyed in Upper Nile State. The 316 schools reached include 209 (66%) primary schools, 56 (18%) ECD, 16 (5%) 26 (8%) ALP and 24 (8%) Secondary Schools. The data indicates that 188 (59%) of schools accessed are in the rural areas of Upper Nile State and 128 (41%) of schools are in the urban areas. It was observed that the total enrolment at the time of this assessment was 141,131 students. Male account for 77,482 (55%) and females represent 63,649 (45%) of the total enrolment.



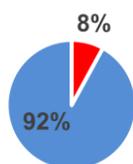
Upper Nile Statistics

The data shows that **62%** of schools have access to a toilet. It also indicates only **12%** of schools have a borehole within the vicinity. About **31%** of schools have hand-washing facilities available.

Further interrogation of data reveals that **32%** of schools have toilets accessible to learners with disabilities and **20%** of toilet incorporated menstrual hygiene component

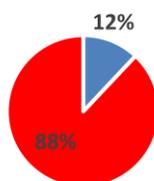
KEY INDICATORS

WATER



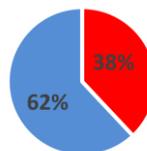
In terms of access, 8% of schools (25) have no access to water sources

BOREHOLE



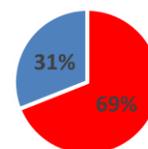
88% of schools in Upper Nile assessed have no borehole in the vicinity of school

TOILET



38% of schools in Upper Nile assessed have no toilets.

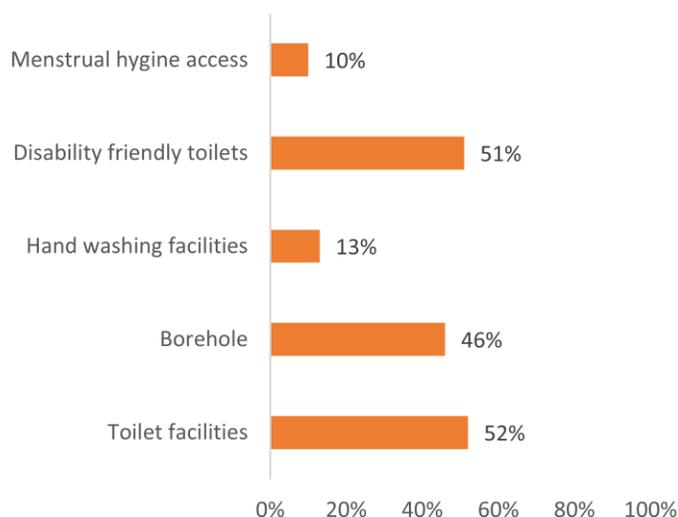
HAND-WASHING FACILITY



69% of schools in Upper Nile have no hand-washing facility

WARRAP STATE WASH FACILITY IN SCHOOLS ASSESSMENT PROFILE

A total of 482 schools were surveyed in Warrap State. The 482 schools reached include 407 (84%) primary schools, 42 (9%) Secondary Schools, 19 (4%) ECD, and 14 (3%) ALP. The data indicates that 395 (82%) of schools accessed are in the rural areas of Warrap State and 87 (18%) of schools are in the urban areas. It was observed that the total enrolment at the time of this assessment was 246,709 students. Male account for 146,411 (59%) and females represent 100,298 (41%) of the total enrolment.



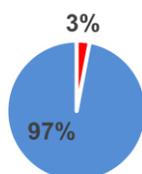
Warrap Statistics

The data shows that **52%** of schools have access to a toilet. It also indicates that **46%** of schools have a borehole within the vicinity of a school. About **13%** of schools have hand-washing facilities available.

Further interrogation of data reveals that **52%** of schools have toilets accessible to learners with disabilities. Only **10%** of toilets incorporated menstrual hygiene component

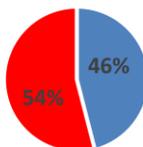
KEY INDICATORS

WATER



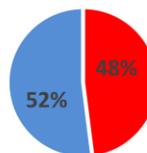
In terms of access, **3%** of schools (14) have no access to water sources

BOREHOLE



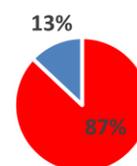
54% of schools in Warrap assessed have no borehole in the vicinity of school

TOILET



48% of schools in Warrap assessed have no toilets.

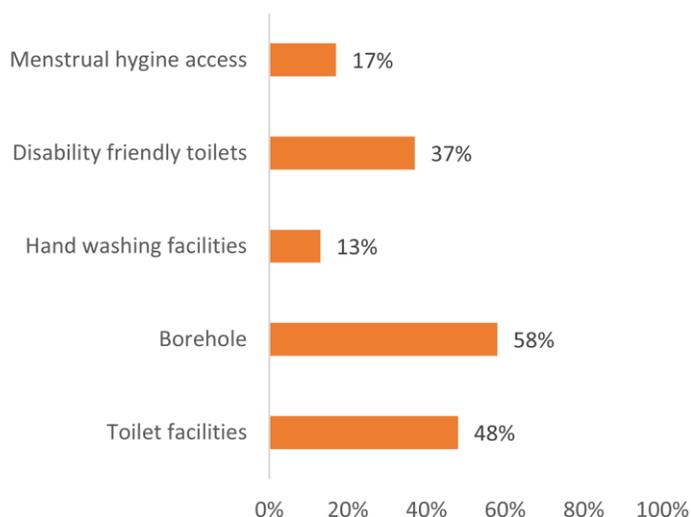
HAND-WASHING FACILITY



87% of schools in Warrap have no hand-washing facility

WESTERN BAHR EL GHAZAL STATE WASH FACILITY IN SCHOOLS ASSESSMENT PROFILE

A total of 397 schools were surveyed in Western Bahr el Ghazal State. The 397 schools reached included 347 (87%) primary schools, 40 (10%) Secondary Schools, 9 (2%) ALP, and 1 (0.01%) AEC. The data indicates that 295 (65%) of schools accessed are in the rural areas of Western Bahr el Ghazal State and 138 (35%) of schools are in the urban areas. It was observed that the total enrolment at the time of this assessment was 180,567 students. Male account for 103,361 (57%) and females represent 77,206 (43%) of the total enrolment.



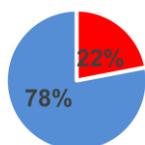
Western Bahr el Ghazal Statistics

The data shows that **58%** of schools have access to a toilet. It also indicates that **58%** of schools have a borehole within the vicinity of a school. Only **13%** of schools have hand-washing facilities available.

Further interrogation of data reveals that **37%** of schools have toilets accessible to learners with disabilities and **17%** of toilets incorporated menstrual hygiene component

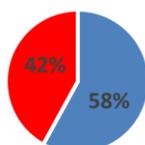
KEY INDICATORS

WATER



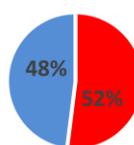
In terms of access, **22%** of schools (86) have no access to water sources

BOREHOLE



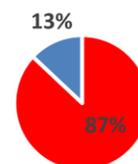
42% of schools in WBG assessed have no borehole in the vicinity of school

TOILET



52% of schools in WBG assessed have no toilets.

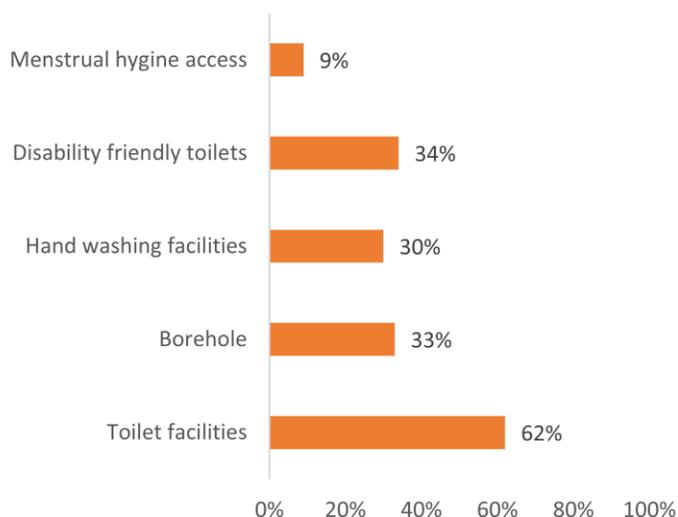
HAND-WASHING FACILITY



87% of schools in WBG have no hand-washing facility

WESTERN EQUATORIA STATE WASH FACILITY IN SCHOOLS ASSESSMENT PROFILE

A total of 458 schools were surveyed in Western Equatoria State. The 458 schools reached included 361 (79%) primary schools, 40 (9%) ECD, 34 (7%) Secondary School, 20 (4%) ALP, and 3 (1%) AES. The data indicates that 262 (57%) of schools accessed are in the rural areas of Western Equatoria State and 196 (43%) of schools are in the urban areas. It was observed that the total enrolment at the time of this assessment was 188,977 students. Male account for 97,791 (52%) and females represent 91,186 (48%) of the total enrolment.



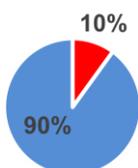
Western Equatoria Statistics

The data shows that **62%** of schools have access to a toilet. It also indicates that **33%** of schools have a borehole within the vicinity of a school. About **30%** of schools have hand-washing facilities available.

Further interrogation of data reveals that **34%** of schools have toilets accessible to learners with disabilities. Only

KEY INDICATORS

WATER



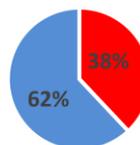
In terms of access, **10%** of schools (45) have no access to water sources

BOREHOLE



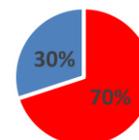
67% of schools in WES assessed have no borehole in the vicinity of school

TOILET



38% of schools in WES assessed have no toilets.

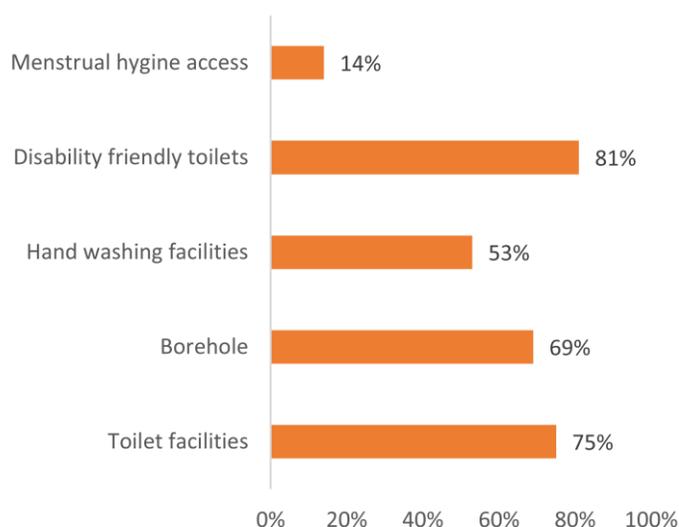
HAND-WASHING FACILITY



70% of schools in WES have no hand-washing facility

ABYEI ADMINISTRATIVE AREA WASH FACILITY IN SCHOOLS ASSESSMENT PROFILE

A total of 32 schools were surveyed in Agyei Administrative Area. The 32 schools reached included 29 (91%) primary schools, 3 (9%) and Secondary School. The data indicates that 18 (56%) of schools accessed are in the rural areas of Agyei Administrative Area and 14 (44%) of schools are in the urban areas. It was observed that the total enrolment at the time of this assessment was 19,668 students. Male account for 10,414 (53%) and females represent 9,254 (47%) of the total enrolment.



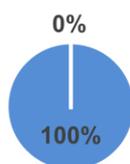
Abyei Statistics

The data shows that **75%** of schools have access to a toilet. It also indicates that **65%** of schools have a borehole within the vicinity of a school. About **53%** of schools have hand-washing facilities available.

Further interrogation of data reveals that **81%** of schools have toilets accessible to learners with disabilities. Only **14%** of toilets incorporated menstrual hygiene component

KEY INDICATORS

WATER



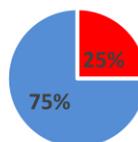
100% of schools (32) have access to water sources

BOREHOLE



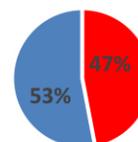
31% of schools assessed in AAA have no borehole in the vicinity of school

TOILET



25% of schools assessed in AAA have no toilets.

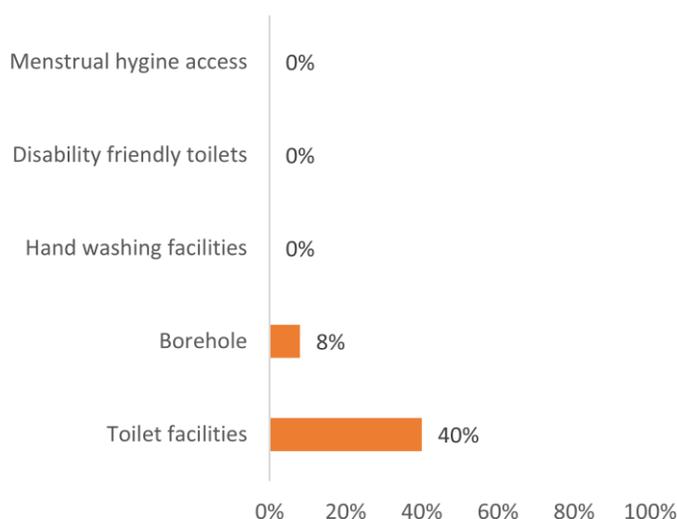
HAND-WASHING FACILITY



47% of schools assessed in AAA have no hand-washing facility

PIBOR ADMINISTRATIVE AREA WASH FACILITY IN SCHOOLS ASSESSMENT PROFILE

A total of 30 schools were surveyed in Pibor Administrative Area. The 30 schools reached included 26 (87%) primary schools, 2 (7%) ECD, 1 (3%) Secondary School and 1(3%) ALP. The data indicates that 28 (93%) of schools accessed are in the rural areas of Pibor Administrative Area and 2 (7%) of schools are in the urban areas. It was observed that the total enrolment at the time of this assessment was 19,668 students. Male account for 12,185 (63%) and females represent 7,226 (37%) of the total enrolment.

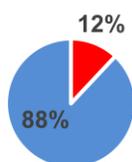


Pibor Statistics

The data shows that **40%** of schools have access to toilet. It also indicates that **8%** of schools have borehole within vicinity of school. In all schools assessed, no **(0%)** schools have hand-washing facilities available, have toilets accessible to learners with disabilities and no toilet incorporated menstrual hygiene component

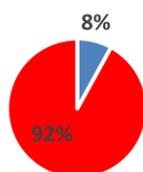
KEY INDICATORS

WATER



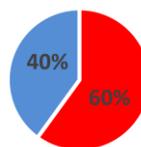
100% of schools (30) have access to water sources

BOREHOLE



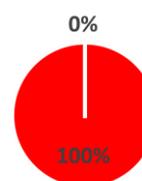
92% of schools assessed in Pibor have no borehole in the vicinity of school

TOILET



65% of schools assessed in Pibor have no toilets.

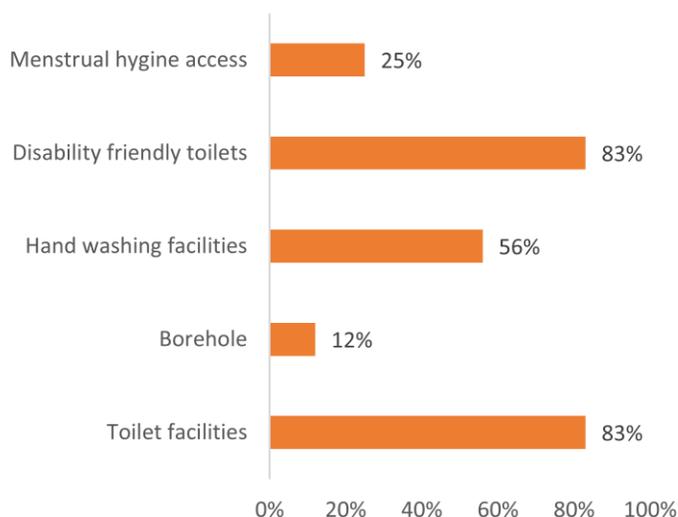
HAND-WASHING FACILITY



100% of schools assessed in Pibor have no hand-washing facility

RUWENG ADMINISTRATIVE AREA WASH FACILITY IN SCHOOLS ASSESSMENT PROFILE

A total of 18 schools were surveyed in Ruweng Administrative Area. The 18 schools reached included 14 (78%) primary schools, 3 (17%) Secondary Schools, and 1(3%) ALP. The data indicates that 3 (17%) of schools accessed are in the rural areas of Ruweng Administrative Area and 15 (83%) of schools are in the urban areas. It was observed that the total enrolment at the time of this assessment was 10,079 students. Male account for 5,611 (56%) and females represent 4,468 (44%) of the total enrolment.



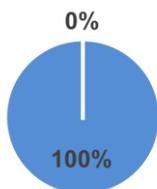
Ruweng Statistics

The data shows that **83%** of schools have access to a toilet. It also indicates that **12%** of schools have boreholes within the vicinity of a school. About **56%** of schools have a hand-washing facility available.

Further interrogation of data reveals that **83%** of schools have toilets accessible to learners with disabilities and **25%** of toilets incorporated menstrual hygiene component

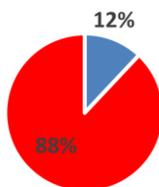
KEY INDICATORS

WATER



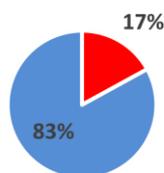
In terms of access, **100%** of schools (18) have access to water sources

BOREHOLE



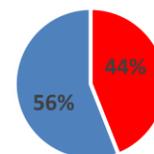
88% of schools assessed in Ruweng have no borehole in the vicinity of school

TOILET



17% of schools assessed in Ruweng have no toilets.

HAND-WASHING FACILITY



44% of schools assessed in Ruweng have no hand-washing facility

Annex 3: Data collection tool

1. School profile:

a. School Enrolment and Ownership

Name of School		
School EMIS code		
School SAMS code		
School Type (Secondary, Primary, ECD etc.)		
School Ownership (Government, faith based, community, private, NGO etc.)		
Is the school a day or boarding School? (Tick ONE answer <input checked="" type="checkbox"/>)	Day school only Boarding school only	
	Day and boarding school	
What gender can attend the school? (Tick ONE answer <input checked="" type="checkbox"/>)	Boys only Girls only	
	Mixed school (Boys & Girls)	
No of Learners	Official School Records	SAMS Data
Male		
Female		
Total		

b. Teacher data

No of Teachers	Official School Records	SAMS Data
Male		
Female		
Total		

c. Classrooms

Permanent	Semi-Permanent	Tent	Roof only	Open air	Total

2. Water Source

(Source here means where the water is accessed from not where it originates from)

a. What is the source of drinking water for the school?

Water source <i>(tick if applicable)</i>	Location of water source <i>(In the school/less than 500m from the school/more than 500m from the school.)</i>
<input type="checkbox"/> No water	
<input type="checkbox"/> Bore hole	
<input type="checkbox"/> Unprotected well <i>(no cover etc.)</i>	
<input type="checkbox"/> Protected well	
<input type="checkbox"/> Unprotected spring	
<input type="checkbox"/> Protected spring <i>(e.g. with a collection or piping system)</i>	

<input type="checkbox"/> Surface water (River/Lake/Dam/Pond).....	
<input type="checkbox"/> Rain water	
<input type="checkbox"/> Piped water	
Tanker supplied	
Other (Specify)	

b. What is the source of water for general sanitation?

Water source (tick if applicable)	Location of water source (In the school/less than 500m from the school/more than 500m from the school)
No water	
Bore hole	
Unprotected well (no cover etc.)	
Protected well	
<input type="checkbox"/> Unprotected spring	
<input type="checkbox"/> Protected spring (e.g. with a collection or piping system)	
<input type="checkbox"/> Surface water (River/Lake/Dam/Pond).....	
<input type="checkbox"/> Rain water	
<input type="checkbox"/> Piped water	
<input type="checkbox"/> Tanker supplied	
<input type="checkbox"/> Other (Specify)	

- c. What is the main source of water for the school and was it available at the time of the survey?

Main water source	Was it available during survey? (Yes/No)

- d. Is this main water source perennial or seasonal Perennial Seasonal

- e. Who owns the water system found in the school?

- School
 Community
 Local authority
 NGO
 No ownership
 Other (specify)

- f. What is the average cost of installing or drilling a borehole in the catchment?
SSP

- g. Does the school have hand-washing facilities? Yes No

- h. If the answer to d) above was YES, was it functional at the time of the survey?

Describe the hand-washing facility		
Functional?	Yes	No
Water for hand-washing available?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Soap available?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

3. Sanitation

Toilet type for learners (<i>tick & Indicate number</i>)	Location (<i>In the school/less than 500m from the school/more than 500m from the school</i>)

No toilet	
Pit latrine with slab	
Pit latrine without slab (open pit)	
Flush / pour-flush toilet to tank or pit	
Flush / pour-flush toilet to open drain	
Flush / pour-flush toilet to sewer connection	
Other (specify)	

a. What functional latrines are available for learners in the school?

Characteristics of learners' latrines	
Are the toilets separate for each gender?	<p>Yes</p> <p>No</p> <p>If Yes, complete the below:</p> <p>Signage boys/girls clearly marked/visible?</p> <p>Yes</p> <p>No</p> <p>For males:</p> <p>Number of cubicles:</p> <p>Number of urinals:</p> <p>For females:</p>

Characteristics of learners' latrines	
	Number of cubicles: Number of washrooms:
Are the toilets safe <i>(lockable door, no gaping holes in the wall/cover)</i>	Yes No (further detail may be given below)
Do the toilets have accessible menstrual hygiene facilities?	Yes No
Are the latrines accessible for learners with limited mobility? <i>(i.e. can be accessed without stairs, there is a ramp for access, the door handle and seat are within reach of people using wheel chairs/crutches/sticks etc., handrails are available on the wall for support ...)</i>	Yes No (further detail may be given below)

Characteristics of learners' latrines	
<p>Is there a functional handwashing facility outside the latrines?</p>	<p>Yes</p> <p>No</p> <p>If YES, how close is the (functional) handwashing facility from the latrines</p> <p style="padding-left: 20px;">Less than five (5) Metres</p> <p style="padding-left: 20px;">More than five (5) Metres</p> <p>How does the handwashing water get to the handwashing facility?</p> <p style="padding-left: 20px;">Piped</p> <p style="padding-left: 20px;">Carried in buckets</p> <p style="padding-left: 20px;">There is a tap</p> <p style="padding-left: 20px;">Other (Specify)</p>
<p>Accessibility to Learners with disability</p> <p><i>Area step free or a ramp up to a raised area</i></p> <p><i>Ramp gradient shallow enough</i></p> <p><i>Rails close to the tap for support?</i></p> <p><i>Buckets/tubs/taps at the right height for wheelchair user</i></p> <p><i>Can user reach the tap easily without getting clothes wet?</i></p> <p><i>Area free of obstructions</i></p> <p><i>Area well drained and clean</i></p>	<p>Is the Handwashing facility accessible to learners with disability</p> <p>Yes</p> <p>No</p> <p>(further detail may be given below)</p> <p>.....</p> <p>.....</p>

b. What functional Latrines are available for Teachers in the school?

Toilet type for teachers (<i>tick & indicate number</i>)	Location (<i>in the school/less than 500m from the school/more than 500m from the school</i>)
No toilet	
Pit latrine with slab	
<input type="checkbox"/> Pit latrine without slab (open pit)	
<input type="checkbox"/> Flush / pour-flush toilet to tank or pit	
<input type="checkbox"/> Flush / pour-flush toilet to open drain	
<input type="checkbox"/> Flush / pour-flush toilet to sewer connection	
<input type="checkbox"/> Other (specify)	

Characteristics of teachers' latrines	
<p>Are the toilets separate for each gender?</p>	<p>Yes</p> <p><input type="checkbox"/> No</p> <p>If Yes, complete the below:</p> <p>Signage Men/Women clearly marked/visible?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> For males:</p> <p>Number of cubicles:</p>

Characteristics of teachers' latrines	
	Number of urinals: For females: Number of cubicles: Number of washrooms:
Are the toilets safe <i>(Lockable door, no gaping holes in the wall/cover)</i>	Yes No (further detail may be given below)
Do the toilets have menstrual hygiene facilities	Yes No
Are the latrines accessible for teachers with limited mobility? <i>(i.e. can be accessed without stairs, there is a ramp for access, the door handle and seat are within reach of people using wheel chairs/crutches/sticks etc., handrails are available on the wall or floor for support, have seats...)</i>	Yes No (further detail may be given below)

Characteristics of teachers' latrines	
<p>Is there a functional handwashing facility outside the latrines?</p>	<p>Yes</p> <p>No</p> <p>If YES, how close is the (functional) handwashing facility from the latrines</p> <p style="padding-left: 20px;">Less than five (5) Metres</p> <p style="padding-left: 20px;">More than five (5) Metres</p> <p>How does the handwashing water get to the handwashing facility?</p> <p style="padding-left: 20px;">Piped</p> <p style="padding-left: 20px;">Carried in buckets</p> <p style="padding-left: 20px;">There is a tap</p> <p style="padding-left: 20px;">Other (Specify)</p>
<p>Accessibility to teachers with disability</p> <p><i>Area step free or a ramp up to a raised area</i></p> <p><i>Ramp gradient shallow enough</i></p> <p><i>Rails close to the tap for support?</i></p> <p><i>Buckets/tubs/taps at the right height for wheelchair user</i></p> <p><i>Can user reach the tap easily without getting clothes wet?</i></p> <p><i>Area free of obstructions</i></p> <p><i>Area well drained and clean</i></p>	<p>Is the Handwashing facility accessible to teachers with disability</p> <p>Yes</p> <p>No</p> <p>(further detail may be given below)</p> <p>.....</p> <p>.....</p>

Annex 4: List of tables

Table 1: Number of schools assessed by type

	School Type												Number of schools
	AES		ALP		ECD		PRI		SEC		TTI		
	n	%	n	%	n	%	n	%	n	%	n	%	
South Sudan	19	0%	132	3%	378	9%	3300	79%	329	8%	1	0%	4,159
State													
Abyei Administrative Area	0	0%	0	0%	0	0%	29	91%	3	9%	0	0%	32
Central Equatoria	0	0%	11	2%	212	32%	368	55%	75	11%	0	0%	666
Eastern Equatoria	0	0%	0	0%	27	9%	237	82%	26	9%	0	0%	290
Jonglei	0	0%	10	5%	14	7%	160	81%	13	7%	0	0%	197
Lakes	0	0%	4	1%	5	1%	353	92%	23	6%	0	0%	385
Northern Bahr el Ghazal	15	3%	20	4%	0	0%	497	89%	29	5%	0	0%	561
Pibor Administrative Area	0	0%	1	3%	2	7%	26	87%	1	3%	0	0%	30
Ruweng Administrative Area	0	0%	1	6%	0	0%	14	78%	3	17%	0	0%	18
Unity	0	0%	16	5%	3	1%	292	89%	16	5%	0	0%	327
Upper Nile State	0	0%	26	8%	56	18%	209	66%	24	8%	1	0%	316
Warrap	0	0%	14	3%	19	4%	407	84%	42	9%	0	0%	482
Western Bahr el Ghazal	1	0%	9	2%	0	0%	347	87%	40	10%	0	0%	397
Western Equatoria	3	1%	20	4%	40	9%	361	79%	34	7%	0	0%	458

Table 2: Number of schools assessed by ownership

	School Ownership										Total number of schools
	Community		Faith-based		Government		NGO		Private		
	n	%	n	%	n	%	n	%	n	%	
South Sudan	833	20%	454	11%	2651	64%	28	1%	193	5%	4159
State											
Abyei Administrative Area	1	3%	4	13%	27	84%	0	0%	0	0%	32
Central Equatoria	196	29%	177	27%	180	27%	1	0%	112	17%	666
Eastern Equatoria	79	27%	42	14%	164	57%	0	0%	5	2%	290
Jonglei	26	13%	15	8%	156	79%	0	0%	0	0%	197
Lakes	18	5%	32	8%	330	86%	0	0%	5	1%	385
Northern Bahr el Ghazal	43	8%	31	6%	478	85%	0	0%	9	2%	561
Pibor Administrative Area	4	13%	1	3%	25	83%	0	0%	0	0%	30
Ruweng Administrative Area	1	6%	0	0%	16	89%	1	6%	0	0%	18
Unity	15	5%	6	2%	305	93%	0	0%	1	0%	327
Upper Nile State	72	23%	36	11%	173	55%	25	8%	10	3%	316
Warrap	75	16%	21	4%	383	79%	0	0%	3	1%	482
Western Bahr el Ghazal	157	40%	32	8%	174	44%	0	0%	34	9%	397
Western Equatoria	146	32%	57	12%	240	52%	1	0%	14	3%	458

Table 3: School enrolment by state, school ownership, school type and location

	Number of learners enrolled				Total number of enrolment
	Boys		Girls		
	n	%	n	%	
South Sudan	1,198,910	55%	963,455	45%	2,162,365
State					
Abyei Administrative Area	10,414	53%	9,254	47%	19,668
Central Equatoria	144,853	51%	137,502	49%	282,355
Eastern Equatoria	71,465	55%	58,978	45%	130,443
Jonglei	83,719	61%	53,137	39%	136,856
Lakes	141,381	59%	98,856	41%	240,237
Northern Bahr el Ghazal	174,100	53%	156,280	47%	330,380
Pibor Administrative Area	7,726	63%	4,459	37%	12,185
Ruweng Administrative Area	5,611	56%	4,468	44%	10,079
Unity	134,596	55%	108,182	45%	242,778
Upper Nile State	77,482	55%	63,649	45%	141,131
Warrap	146,411	59%	100,298	41%	246,709
Western Bahr el Ghazal	103,361	57%	77,206	43%	180,567
Western Equatoria	97,791	52%	91,186	48%	188,977
School Ownership					
Community	210,632	54%	175,885	46%	386,517
Faith based	120,651	53%	107,300	47%	227,951
Government	806,554	56%	628,037	44%	1,434,591
NGO	11,051	57%	8,368	43%	19,419
Private	50,022	53%	43,865	47%	93,887
School Type					
AES	4,694	48%	5,173	52%	9,867

	Number of learners enrolled				Total number of enrolment
	Boys		Girls		
	n	%	n	%	
ALP	23,054	55%	18,506	45%	41,560
ECD	43,681	53%	39,193	47%	82,874
PRI	1,047,604	55%	848,888	45%	1,896,492
SEC	79,716	61%	51,638	39%	131,354
TTI	161	74%	57	26%	218
Location					
Rural	785,841	56%	612,026	44%	1,397,867
Urban	413,069	54%	351,429	46%	764,498

Table 4: School access to water sources

	Water sources																				Total schools
	Borehole		No water		Piped water		Protect ed well (cover etc)		Protect ed spring		Rain water		Surface water (River, lake, dam etc)		Tanker supplied		Unprotecte d well (No cover etc)		Unprote cted spring		
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
South Sudan	2,468	59 %	357	9 %	202	5 %	50	1%	6	0%	97	2%	305	7%	357	9%	103	2%	214	5%	4,159
State																					
Abyei Administrative Area	32	100 %	0	0 %	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	32
Central Equatoria	300	45 %	16	2 %	23	3%	6	1%	0	0%	4	1%	14	2%	289	43%	3	0%	11	2%	666
Eastern Equatoria	205	71 %	6	2 %	23	8%	1	0%	0	0%	8	3%	42	14 %	1	0%	2	1%	2	1%	290
Jonglei	135	69 %	28	14 %	2	1%	5	3%	0	0%	1	1%	25	13 %	0	0%	0	0%	1	1%	197
Lakes	261	68 %	58	15 %	6	2%	10	3%	1	0%	6	2%	10	3%	6	2%	3	1%	24	6%	385
Northern Bahr el Ghazal	388	69 %	68	12 %	0	0%	4	1%	2	0%	28	5%	14	2%	5	1%	7	1%	45	8%	561
Pibor Administrative Area	12	40 %	0	0 %	0	0%	0	0%	0	0%	0	0%	11	37 %	0	0%	0	0%	7	23 %	30
Ruweng Administrative Area	17	94 %	0	0 %	1	6%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	18

	Water sources																				Total schools
	Borehole		No water		Piped water		Protect ed well (cover etc)		Protect ed spring		Rain water		Surface water (River, lake, dam etc)		Tanker supplied		Unprotecte d well (No cover etc)		Unprote cted spring		
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
Unity	192	59 %	11	3 %	1 6	5%	2	1%	0	0%	1 3	4%	84	26 %	3	1%	4	1%	2	1%	327
Upper Nile State	74	23 %	25	8 %	7 9	25%	13	4%	0	0%	6	2%	73	23 %	22	7%	19	6%	5	2%	316
Warrap	395	82 %	14	3 %	6	1%	0	0%	1	0%	1 1	2%	5	1%	1	0%	9	2%	40	8%	482
Western Bahr el Ghazal	198	50 %	86	2 2 %	1 4	4%	1	0%	2	1%	1 0	3%	12	3%	28	7%	8	2%	38	10 %	397
Western Equatoria	259	57 %	45	1 0 %	3 2	7%	8	2%	0	0%	1 0	2%	15	3%	2	0%	48	10 %	39	9%	458
School Ownership																					
Community	408	49 %	74	9 %	4 0	5%	8	1%	3	0%	1 9	2%	49	6%	13 5	16%	33	4%	64	8%	833
Faith based	261	57 %	21	5 %	5 8	13%	11	2%	0	0%	5	1%	6	1%	75	17%	7	2%	10	2%	454
Government	1,739	66 %	241	9 %	8 8	3%	29	1%	1	0%	6 9	3%	23 6	9%	48	2%	62	2%	138	5%	2,651
NGO	8	29 %	0	0 %	2	7%	0	0%	0	0%	3	11 %	14	50 %	1	4%	0	0%	0	0%	28
Private	52	27 %	21	1 1 %	1 4	7%	2	1%	2	1%	1	1%	0	0%	98	51%	1	1%	2	1%	193
School Type																					
AES	15	79 %	1	5 %	0	0%	0	0%	0	0%	1	5%	0	0%	0	0%	1	5%	1	5%	19

	Water sources																				Total schools
	Borehole		No water		Piped water		Protect ed well (cover etc)		Protect ed spring		Rain water		Surface water (River, lake, dam etc)		Tanker supplied		Unprotecte d well (No cover etc)		Unprote cted spring		
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
ALP	87	66 %	6	5 %	1 4	11%	1	1%	0	0%	2	2%	10	8%	5	4%	5	4%	2	2%	132
ECD	174	46 %	16	4 %	2 8	7%	5	1%	0	0%	4	1%	16	4%	12 2	32%	7	2%	6	2%	378
PRI	1,993	60 %	314	1 0 %	1 2 4	4%	40	1%	3	0%	8 9	3%	27 5	8%	17 4	5%	88	3%	200	6%	3,300
SEC	199	60 %	20	6 %	3 6	11%	4	1%	3	1%	1	0%	4	1%	55	17%	2	1%	5	2%	329
TTI	0	0 %	0	0 %	0	0%	0	0%	0	0%	0	0%	0	0%	1	100 %	0	0%	0	0%	1
School with candidate classs	1,024	66 %	94	6 %	1 1 8	8%	24	2%	4	0%	1 7	1%	40	3%	18 8	12%	13	1%	31	2%	1,553
Location																					
Rural	1,724	62 %	261	9 %	7 0	2%	19	1%	2	0%	8 8	3%	27 2	10 %	88	3%	95	3%	182	6%	2,801
Urban	744	55 %	96	7 %	1 3 2	10%	31	2%	4	0%	9	1%	33	2%	26 9	20%	8	1%	32	2%	1,358
Distance																					
Less than 500M	512	49 %	0	0 %	2 1	2%	11	1%	0	0%	0	0%	16 1	15 %	15 4	15%	53	5%	142	13 %	1,054
More than 500M	1,912	75 %	0	0 %	1 7 7	7%	37	1%	6	0%	0	0%	12 7	5%	19 4	8%	31	1%	55	2%	2,539

	Water sources																				Total schools
	Borehole		No water		Piped water		Protect ed well (cover etc)		Protect ed spring		Rain water		Surface water (River, lake, dam etc)		Tanker supplied		Unprotecte d well (No cover etc)		Unprote cted spring		
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
Water source available during survey																					
No	315	41 %	0	0 %	39	5%	5	1%	0	0%	48	6%	86	11 %	173	22%	49	6%	55	7%	770
Yes	2,153	71 %	0	0 %	163	5%	45	1%	6	0%	49	2%	219	7%	184	6%	54	2%	159	5%	3,032
Is the water source seasonal																					
Perennial	2,255	76 %	1	0 %	171	6%	42	1%	5	0%	23	1%	127	4%	243	8%	24	1%	65	2%	2,956
Seasonal	213	25 %	0	0 %	31	4%	8	1%	1	0%	74	9%	178	21 %	114	13%	79	9%	149	18 %	847
Who owns the water system found in the school catchment																					
Army	3	100 %	0	0 %	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	3

	Water sources																				Total schools
	Borehole		No water		Piped water		Protect ed well (cover etc)		Protect ed spring		Rain water		Surface water (River, lake, dam etc)		Tanker supplied		Unprotecte d well (No cover etc)		Unprote cted spring		
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
Church	0	0 %	0	0 %	0	0%	0	0%	0	0%	0	0%	0	0%	2	100 %	0	0%	0	0%	2
Community	1,198	72 %	0	0 %	4	2%	17	1%	0	0%	2	1%	13	8%	34	2%	48	3%	172	10 %	1,670
Government	0	0 %	0	0 %	1	100 %	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1
Individual	2	33 %	0	0 %	1	17%	0	0%	0	0%	0	0%	0	0%	0	0%	1	17 %	2	33 %	6
Local Authority	66	55 %	0	0 %	3	26%	1	1%	0	0%	0	0%	9	7%	10	8%	2	2%	2	2%	121
NGO	51	43 %	0	0 %	4	38%	9	8%	0	0%	1	1%	1	1%	11	9%	1	1%	0	0%	119
No Ownership	7	3 %	0	0 %	0	0%	3	1%	0	0%	6	22 %	12	46 %	5	2%	46	17 %	23	9%	268
PHCC	6	10 %	0	0 %	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	6
School	1,110	76 %	0	0 %	7	5%	20	1%	6	0%	1	1%	26	2%	18	13%	4	0%	13	1%	1,453
Tanker supplies	0	0 %	0	0 %	0	0%	0	0%	0	0%	0	0%	0	0%	10	100 %	0	0%	0	0%	107
church	25	71 %	0	0 %	9	26%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	3%	35

Table 5: Schools with hand-washing facilities, functionality of handwashing facilities and the presence of soap at the hand washing facility

	Hand-washing facilities			The functionality of the hand-washing facility						Schools with Hand-washing facility
	Number of schools		Total schools	Functional hand-washing facility		Availability of water at the hand-washing facility		Availability of soap at the hand-washing facility		
	n	%		n	%	n	%	n	%	
South Sudan	1366	33%	4159	1160	85%	1107	81%	668	49%	1366
State										
Abyei Administrative Area	17	53%	32	17	100%	15	88%	0	0%	17
Central Equatoria	421	63%	666	357	85%	354	84%	277	66%	421
Eastern Equatoria	139	48%	290	127	91%	124	89%	69	50%	139
Jonglei	79	40%	197	66	84%	68	86%	34	43%	79
Lakes	166	43%	385	148	89%	116	70%	91	55%	166
Northern Bahr el Ghazal	114	20%	561	82	72%	96	84%	20	18%	114
Pibor Administrative Area	0	0%	30							0
Ruweng Administrative Area	10	56%	18	9	90%	9	90%	3	30%	10
Unity	74	23%	327	63	85%	59	80%	28	38%	74
Upper Nile State	98	31%	316	69	70%	72	73%	37	38%	98
Warrap	61	13%	482	52	85%	53	87%	36	59%	61
Western Bahr el Ghazal	51	13%	397	46	90%	39	76%	18	35%	51
Western Equatoria	136	30%	458	124	91%	102	75%	55	40%	136
School Ownership										
Community	264	32%	833	223	84%	217	82%	151	57%	264
Faith based	256	56%	454	224	88%	225	88%	154	60%	256
Government	730	28%	2,651	619	85%	572	78%	289	40%	730
NGO	3	11%	28	2	67%	2	67%	2	67%	3
Private	113	59%	193	92	81%	91	81%	72	64%	113

	Hand-washing facilities			The functionality of the hand-washing facility						Schools with Hand-washing facility
	Number of schools		Total schools	Functional hand-washing facility		Availability of water at the hand-washing facility		Availability of soap at the hand-washing facility		
	n	%		n	%	n	%	n	%	
School Type										
AES	8	42%	19	4	50%	8	100%	0	0%	8
ALP	30	23%	132	27	90%	29	97%	15	50%	30
ECD	180	48%	378	148	82%	153	85%	124	69%	180
PRI	1,003	30%	3,300	856	85%	793	79%	438	44%	1,003
SEC	144	44%	329	124	86%	123	85%	90	63%	144
TTI	1	100%	1	1	100%	1	100%	1	100%	1
School with candidate class	762	49%	1,553	653	86%	630	83%	376	49%	762
Location										
Rural	647	23%	2,801	554	86%	515	80%	283	44%	647
Urban	719	53%	1,358	606	84%	592	82%	385	54%	719

Table 6: Schools with access to latrines by state, ownership type and location

	Toilet facilities			Do the teachers share toilets with learners				Total number of schools with Toilets
	schools with toilets		Total schools	Yes		No		
	n	%		n	%	n	%	
South Sudan	2478	60%	4159	791	32%	1687	68%	2478
State								
Abyei Administrative Area	24	75%	32	3	13%	21	88%	24

	Toilet facilities			Do the teachers share toilets with learners				Total number of schools with Toilets
	schools with toilets		Total schools	Yes		No		
	n	%	N	n	%	n	%	
Central Equatoria	575	86%	666	115	20%	460	80%	575
Eastern Equatoria	209	72%	290	59	28%	150	72%	209
Jonglei	112	57%	197	28	25%	84	75%	112
Lakes	204	53%	385	75	37%	129	63%	204
Northern Bahr el Ghazal	274	49%	561	89	32%	185	68%	274
Pibor Administrative Area	12	40%	30	11	92%	1	8%	12
Ruweng Administrative Area	15	83%	18	3	20%	12	80%	15
Unity	131	40%	327	64	49%	67	51%	131
Upper Nile State	196	62%	316	85	43%	111	57%	196
Warrap	251	52%	482	103	41%	148	59%	251
Western Bahr el Ghazal	191	48%	397	40	21%	151	79%	191
Western Equatoria	284	62%	458	116	41%	168	59%	284
School Ownership								
Community	440	53%	833	172	39%	268	61%	440
Faith based	381	84%	454	84	22%	297	78%	381
Government	1,465	55%	2,651	483	33%	982	67%	1,465
NGO	16	57%	28	7	44%	9	56%	16
Private	176	91%	193	45	26%	131	74%	176
School Type								
AES	16	84%	19	7	44%	9	56%	16
ALP	83	63%	132	31	37%	52	63%	83
ECD	246	65%	378	53	22%	193	78%	246
PRI	1,854	56%	3,300	620	33%	1,234	67%	1,854
SEC	278	84%	329	79	28%	199	72%	278
TTI	1	100%	1	1	100%	0	0%	1
School with candidate class	1,322	85%	1,553	345	26%	968	73%	1,322

	Toilet facilities			Do the teachers share toilets with learners				Total number of schools with Toilets
	schools with toilets		Total schools	Yes		No		
	n	%	N	n	%	n	%	
Location								
Rural	1,365	49%	2,801	483	35%	882	65%	1,365
Urban	1,113	82%	1,358	308	28%	805	72%	1,113

Table 7: Functional learners toilets, by state, school ownership, school type, candidate class and location

	Type of toilets										Total number of schools with learners toilets
	Pit Latrine with slab		Pit Latrine without a slab		Flush / Pour-flush toilet to tank or pit		Flush / Pour-flush toilet to open drain		Flush / Pour-flush toilet to the sewer		
	n	%	n	%	n	%	n	%	n	%	
South Sudan	1331	79%	316	19%	33	2%	18	1%	12	1%	1687
State											
Abyei Administrative Area	19	90%	2	10%	0	0%	0	0%	0	0%	21
Central Equatoria	363	79%	61	13%	22	5%	5	1%	7	2%	460
Eastern Equatoria	138	92%	7	5%	0	0%	6	4%	0	0%	150
Jonglei	60	71%	26	31%	1	1%	0	0%	0	0%	84
Lakes	100	78%	41	32%	1	1%	0	0%	1	1%	129
Northern Bahr el Ghazal	93	50%	76	41%	4	2%	6	3%	2	1%	185
Pibor Administrative Area	1	100%	0	0%	0	0%	0	0%	0	0%	1
Ruweng Administrative Area	11	92%	2	17%	0	0%	0	0%	0	0%	12
Unity	58	87%	7	10%	0	0%	0	0%	0	0%	67
Upper Nile State	89	80%	23	21%	3	3%	1	1%	2	2%	111
Warrap	117	79%	36	24%	1	1%	0	0%	0	0%	148
Western Bahr el Ghazal	143	95%	8	5%	0	0%	0	0%	0	0%	151
Western Equatoria	139	83%	27	16%	1	1%	0	0%	0	0%	168
School Ownership											
Community	220	82%	40	15%	2	1%	4	1%	5	2%	268
Faith based	237	80%	50	17%	14	5%	5	2%	4	1%	297
Government	760	77%	210	21%	10	1%	4	0%	2	0%	982

	Type of toilets										Total number of schools with learners toilets
	Pit Latrine with slab		Pit Latrine without a slab		Flush / Pour-flush toilet to tank or pit		Flush / Pour-flush toilet to open drain		Flush / Pour-flush toilet to the sewer		
	n	%	n	%	n	%	n	%	n	%	
NGO	8	89%	0	0%	1	11%	1	11%	0	0%	9
Private	106	81%	16	12%	6	5%	4	3%	1	1%	131
School Type											
AES	5	56%	4	44%	0	0%	0	0%	0	0%	9
ALP	39	75%	14	27%	0	0%	0	0%	0	0%	52
ECD	167	87%	18	9%	10	5%	2	1%	1	1%	193
PRI	954	77%	256	21%	17	1%	13	1%	7	1%	1,234
SEC	166	83%	24	12%	6	3%	3	2%	4	2%	199
School with candidate class	779	80%	171	18%	19	2%	14	1%	8	1%	968
Location											
Rural	660	75%	201	23%	14	2%	5	1%	8	1%	882
Urban	671	83%	115	14%	19	2%	13	2%	4	0%	805

Table 8: Functional teachers toilets, by state, school ownership, school type, candidate class and location

	Type of toilets										Total number of schools with teachers toilets
	Pit latrine with slab		Pit latrine without slab		Flush / Pour-flush toilet to tank or pit		Flush / Pour-flush toilet to open drain		Flush / Pour-flush toilet to the sewer		
	n	%	n	%	n	%	n	%	n	%	
South Sudan	1308	78%	314	19%	39	2%	14	1%	11	1%	1687
State											
Abyei Administrative Area	21	100%	0	0%	0	0%	0	0%	0	0%	21
Central Equatoria	346	75%	64	14%	27	6%	7	2%	9	2%	460
Eastern Equatoria	139	93%	6	4%	0	0%	3	2%	0	0%	150
Jonglei	58	69%	27	32%	2	2%	0	0%	0	0%	84
Lakes	95	74%	44	34%	2	2%	0	0%	0	0%	129
Northern Bahr el Ghazal	90	49%	78	42%	3	2%	3	2%	2	1%	185
Pibor Administrative Area	1	100%	0	0%	0	0%	0	0%	0	0%	1
Ruweng Administrative Area	9	75%	4	33%	0	0%	0	0%	0	0%	12
Unity	58	87%	7	10%	0	0%	0	0%	0	0%	67
Upper Nile State	95	86%	13	12%	2	2%	1	1%	0	0%	111
Warrap	117	79%	35	24%	1	1%	0	0%	0	0%	148
Western Bahr el Ghazal	143	95%	8	5%	0	0%	0	0%	0	0%	151
Western Equatoria	136	81%	28	17%	2	1%	0	0%	0	0%	168
School Ownership											
Community	215	80%	36	13%	5	2%	4	1%	6	2%	268

	Type of toilets										Total number of schools with teachers toilets
	Pit latrine with slab		Pit latrine without slab		Flush / Pour-flush toilet to tank or pit		Flush / Pour-flush toilet to open drain		Flush / Pour-flush toilet to the sewer		
	n	%	n	%	n	%	n	%	n	%	
Faith based	235	79%	46	15%	17	6%	3	1%	3	1%	297
Government	750	76%	213	22%	10	1%	2	0%	0	0%	982
NGO	7	78%	1	11%	0	0%	1	11%	0	0%	9
Private	101	77%	18	14%	7	5%	4	3%	2	2%	131
School Type											
AES	4	44%	5	56%	0	0%	0	0%	0	0%	9
ALP	38	73%	15	29%	0	0%	0	0%	0	0%	52
ECD	163	84%	17	9%	10	5%	4	2%	2	1%	193
PRI	943	76%	252	20%	18	1%	6	0%	7	1%	1234
SEC	160	80%	21	13%	11	6%	4	2%	2	1%	199
School with candidate class	765	79%	173	18%	21	2%	8	1%	7	1%	968
Location											
Rural	646	73%	207	23%	15	2%	3	0%	6	1%	882
Urban	662	82%	107	13%	24	3%	11	1%	5	1%	805

Table 9: Functional shared toilets (teachers and learners), by state, school ownership, school type, candidate class and location

	Type of toilets										Schools with shared toilet
	Pit Latrine with slab		Pit Latrine without a slab		Flush / Pour-flush toilet to tank or pit		Flush / Pour-flush toilet to open drain		Flush / Pour-flush toilet to the sewer		
	n	%	n	%	n	%	n	%	n	%	
South Sudan	574	73%	209	26%	4	1%	5	1%	3	0%	791
State											
Abyei Administrative Area	2	67%	1	33%	0	0%	0	0%	0	0%	3
Central Equatoria	75	65%	36	31%	1	1%	1	1%	2	2%	115
Eastern Equatoria	46	78%	10	17%	2	3%	1	2%	0	0%	59
Jonglei	26	93%	2	7%	0	0%	0	0%	0	0%	28
Lakes	56	75%	31	41%	0	0%	0	0%	0	0%	75
Northern Bahr el Ghazal	42	47%	36	40%	1	1%	1	1%	1	1%	89
Pibor Administrative Area	3	27%	8	73%	0	0%	0	0%	0	0%	11
Ruweng Administrative Area	3	100%	0	0%	0	0%	0	0%	0	0%	3
Unity	55	86%	7	11%	0	0%	2	3%	0	0%	64
Upper Nile State	75	88%	12	14%	0	0%	0	0%	0	0%	85
Warrap	63	61%	40	39%	0	0%	0	0%	0	0%	103
Western Bahr el Ghazal	39	98%	1	3%	0	0%	0	0%	0	0%	40
Western Equatoria	89	77%	25	22%	0	0%	0	0%	0	0%	116
School Ownership											
Community	118	69%	54	31%	0	0%	0	0%	0	0%	172
Faith based	59	70%	22	26%	2	2%	0	0%	1	1%	84

	Type of toilets										Schools with shared toilet
	Pit Latrine with slab		Pit Latrine without a slab		Flush / Pour-flush toilet to tank or pit		Flush / Pour-flush toilet to open drain		Flush / Pour-flush toilet to the sewer		
	n	%	n	%	n	%	n	%	n	%	
Government	356	74%	125	26%	1	0%	4	1%	1	0%	483
NGO	7	100%	0	0%	0	0%	0	0%	0	0%	7
Private	34	76%	8	18%	1	2%	1	2%	1	2%	45
School Type											
AES	3	43%	4	57%	0	0%	0	0%	0	0%	7
ALP	20	65%	13	42%	0	0%	0	0%	0	0%	31
ECD	37	70%	15	28%	0	0%	0	0%	0	0%	53
PRI	455	73%	156	25%	3	0%	4	1%	1	0%	620
SEC	58	73%	21	27%	1	1%	1	1%	2	3%	79
TTI	1	100%	0	0%	0	0%	0	0%	0	0%	1
School with candidate class											
	260	73%	88	25%	2	1%	2	1%	1	0%	354
Location											
Rural	339	70%	144	30%	1	0%	3	1%	0	0%	483
Urban	235	76%	65	21%	3	1%	2	1%	3	1%	308

Table 10: Functional learners toilets with access to children with disabilities, menstrual hygiene component include, by state, school ownership school type, candidate class and location

	Functional learners toilets with access to children with disabilities, menstrual hygiene component												Total number of schools with learners toilets
	Are toilets separate for each gender?		Signage boys/girls marked/visible?		Do toilets have menstrual hygiene facilities?		Toilets accessible for children with disabilities		A functional hand-washing facility outside the toilets		Hand-washing facility accessible to learners with disabilities		
	n	%	n	%	n	%	n	%	n	%	n	%	
South Sudan	1421	84%	922	55%	316	19%	672	40%	643	38%	440	26%	1687
State													
Abyei Administrative Area	19	90%	9	43%	3	14%	17	81%	2	10%	2	10%	21
Central Equatoria	426	93%	298	65%	121	26%	158	34%	239	52%	147	32%	460
Eastern Equatoria	131	87%	99	66%	43	29%	51	34%	69	46%	51	34%	150
Jonglei	65	77%	36	43%	24	29%	49	58%	49	58%	34	40%	84
Lakes	96	74%	54	42%	21	16%	77	60%	64	50%	48	37%	129
Northern Bahr el Ghazal	155	84%	97	52%	12	6%	71	38%	52	28%	39	21%	185
Pibor Administrative Area	1	100%	1	100%	0	0%	1	100%	0	0%	0	0%	1
Ruweng Administrative Area	9	75%	3	25%	3	25%	10	83%	5	42%	4	33%	12
Unity	44	66%	35	52%	11	16%	15	22%	26	39%	18	27%	67
Upper Nile State	88	79%	68	61%	22	20%	35	32%	37	33%	24	22%	111
Warrap	120	81%	85	57%	15	10%	75	51%	25	17%	22	15%	148
Western Bahr el Ghazal	119	79%	57	38%	26	17%	56	37%	30	20%	20	13%	151
Western Equatoria	148	88%	80	48%	15	9%	57	34%	45	27%	31	18%	168
School Ownership													
Community	224	84%	147	55%	55	21%	86	32%	126	47%	87	32%	268
Faith based	255	86%	188	63%	73	25%	109	37%	148	50%	107	36%	297
Government	821	84%	512	52%	146	15%	447	46%	301	31%	217	22%	982

													Total number of schools with learners toilets
	Are toilets separate for each gender?		Signage boys/girls marked/visible?		Do toilets have menstrual hygiene facilities?		Toilets accessible for children with disabilities		A functional hand-washing facility outside the toilets		Hand-washing facility accessible to learners with disabilities		
	n	%	n	%	n	%	n	%	n	%	n	%	
NGO	5	56%	5	56%	2	22%	1	11%	3	33%	1	11%	9
Private	116	89%	70	53%	40	31%	29	22%	65	50%	28	21%	131
School Type													
AES	9	100%	3	33%	0	0%	3	33%	3	33%	2	22%	9
ALP	44	85%	26	50%	7	13%	19	37%	15	29%	11	21%	52
ECD	167	87%	132	68%	25	13%	36	19%	111	58%	66	34%	193
PRI	1,035	84%	649	53%	246	20%	527	3%	443	36%	315	26%	1,234
SEC	166	83%	112	56%	38	19%	87	44%	71	36%	46	23%	199
School with candidate class	841	87%	555	57%	222	23%	428	44%	395	41%	279	29%	968
Location													
Rural	721	82%	448	51%	135	15%	366	41%	276	31%	184	21%	882
Urban	700	87%	474	59%	181	22%	306	38%	367	46%	256	32%	805