



EDUCATION STATISTICS FOR SOUTHERN SUDAN 2009

NATIONAL STATISTICAL BOOKLET v. 2.0



Published **13 October 2010** by the
Government of Southern Sudan
Ministry of Education
Directorate of Planning and Budgeting
Education Management Information System Unit



Government of Southern Sudan
Ministry of Education
Education Management Information Systems Unit
Juba, Southern Sudan

www.goss.org
© Ministry of Education

This publication may be used as a part or as a whole, provided that the Ministry of Education is acknowledged as the source of information.

This publication has been produced with financial and technical support from UNICEF and AED.

For inquiries or requests, please use the following contact information:

Hakim Dabi / Deputy Director of Data and Statistics / hangelo2002us@yahoo.com
Fahim Akbar / Senior EMIS Advisor / fakbar@aed.org
Moses Kong / EMIS Officer / m21kong@yahoo.com
Franco Mogga / Administrative and Finance Manager / moofranco@yahoo.com
Joanes Odera / Program Associate / jahodero@yahoo.com
Deng Chol Deng / Program Assistant / dddeng19@gmail.com

Table of Contents

1.0.	ACRONYMS.....	4
2.0.	INTRODUCTION	5
2.1.	Background and Context	5
2.2.	About the EMIS Unit	6
2.3.	Utilization of EMIS Data	6
2.4.	History of EMIS	7
2.5.	EMIS Process	7
2.6.	Ongoing EMIS Challenges	8
2.7.	About the Booklet	8
3.0.	DEFINITIONS	9
3.1.	Indicators used to measure ACCESS	9
3.2.	Indicators used to measure RESOURCES AVAILABILITY	10
3.3.	Indicators used to measure STUDENT FLOW	11
4.0.	NATIONAL EMIS DATA, 2007-2009.....	13
5.0.	STATE EMIS DATA, 2007-2009.....	15
5.1.	Central Equatoria State	15
5.2.	Eastern Equatoria State.....	16
5.3.	Western Equatoria State	17
5.4.	Jonglei State	18
5.5.	Unity State	19
5.6.	Upper Nile State	20
5.7.	Lakes State	21
5.8.	Warrap State.....	22
5.9.	Western Bahr-el-Ghazal State.....	23
5.10.	Northern Bahr-el-Ghazal State	24
6.0.	ACCESS.....	25
6.1.	Primary School	25
6.1.1.	Primary School Pupil Enrolment.....	25
6.1.2.	Primary School Gross Enrolment Rate (GER)	26
6.1.3.	Primary School Net Enrolment Rate (NER), 2009.....	26
6.1.4.	Primary School Under-age and Overage Pupils.....	27
6.1.5.	Primary School Apparent Intake Rate (AIR)	28
6.1.6.	Primary School Net Intake Rate (NIR)	28
6.1.7.	Primary School New Entrants into P1.....	29
6.1.8.	Primary School Pupils with Special Needs	29
6.2.	Secondary School	30
6.2.1.	Secondary School Student Enrolment	30
6.2.2.	Secondary School Gross Enrolment Rate (GER).....	31
6.2.3.	Secondary School Net Enrolment Rate (NER)	31
6.2.4.	Secondary School Overage Students	32
6.2.5.	Secondary School Apparent Intake Rate (AIR)	33
6.2.6.	Secondary School Net Intake Rate (NIR)	33
6.2.7.	Secondary School New Intakes into S1	34
6.2.8.	Secondary School Students with Special Needs	34
6.3.	Alternative Education System (AES)	35
6.3.1.	Alternative Education System (AES) Enrolment	35
6.3.2.	Alternative Education System (AES) Enrolment by Age	36
6.3.3.	Alternative Education System (AES) New Intakes into L1	36
6.4.	Higher Education	37
6.4.1.	University / College Student Enrolment.....	37
6.4.2.	Teacher Training Institute (TTI) Student Enrolment	38

6.4.3.	Technical / Vocational Education Center (TVEC) Student Enrolment	39
7.0.	RESOURCES (HUMAN AND INFRASTRUCTURAL)	40
7.1.	GOSS MOE Budget Allocations, 2010.....	40
7.2.	Primary School	41
7.2.1.	Number of Primary Schools.....	41
7.2.2.	Primary School Teachers	41
7.2.3.	Primary School Teachers' Qualifications	42
7.2.4.	Primary School Teachers' Payroll Status.....	43
7.2.5.	Primary School Pupil-Teacher Ratio (PTR).....	44
7.2.6.	Primary School Classrooms	45
7.2.7.	Primary School Pupil-Classroom Ratio (PCR)	46
7.2.8.	Primary School Pupil-Textbook Ratio	47
7.2.9.	Primary Schools with Multiple Shifts	47
7.2.10.	Primary Schools with Access to Drinking Water and Latrine.....	48
7.2.11.	Primary Schools with Access to Health Center and Electricity.....	48
7.2.12.	Primary School Curriculum	49
7.3.	Secondary School	51
7.3.1.	Number of Secondary Schools.....	51
7.3.2.	Secondary School Teachers	51
7.3.3.	Secondary School Teachers' Qualifications	52
7.3.4.	Secondary School Pupil-Teacher Ratio (PTR).....	53
7.3.5.	Secondary School Classrooms	54
7.3.6.	Secondary School Pupil-Classroom Ratio (PCR)	54
7.3.7.	Secondary School Pupil-Textbook Ratio	55
7.3.8.	Secondary Schools with Access to Drinking Water and Latrine	55
7.3.9.	Secondary School Curriculum	56
7.4.	Alternative Education System (AES)	57
7.4.1.	Number of Alternative Education System (AES) Centers.....	57
7.4.2.	Alternative Education System (AES) Teachers	58
7.4.3.	Alternative Education System (AES) Pupil-Teacher Ratio (PTR)	58
7.4.4.	Alternative Education System (AES) Center Building	59
7.4.5.	Alternative Education System (AES) Pupil-Textbook Ratio	59
8.0.	STUDENT FLOW	60
8.1.	Primary School	60
8.1.1.	Primary School Repeaters	60
8.1.2.	Primary School Student Flow Rates (Promotion, Repetition, Dropout, and Completion Rates).....	61
8.1.3.	Transition Rate from Primary School to Secondary School.....	61
8.2.	Secondary School	61
8.2.1.	Secondary School Repeaters	61
8.2.2.	Secondary School Student Flow Rates (Promotion, Repetition, and Dropout Rates)	62
8.3.	Alternative Education System (AES)	63
8.3.1.	Alternative Education System (AES) Repeaters.....	63
8.3.2.	Alternative Education System (AES) Dropouts	64
9.0.	MISSING SCHOOLS	65
9.1.	Primary Schools.....	65
9.2.	Secondary Schools.....	67
9.3.	Higher Education	67

1.0. ACRONYMS

AEC	Annual Education Census
AED	Academy for Educational Development
AES	Alternative Education System
AIR	Apparent Intake Rate
CE	Central Equatoria
CRS	Catholic Relief Services
EDC	Education Development Center
EE	Eastern Equatoria
EMIS	Education Management Information System
ESP	Education Strategic Plan
GER	Gross Enrolment Ratio
GoSS	Government of Southern Sudan
MDG	Millennium Development Goals
MOE	Ministry of Education
MOHE	Ministry of Higher Education
NBG	Northern Bahr-El-Ghazal
NER	Net Enrolment Rate
NIR	Net Intake Rate
PCR	Pupil-Classroom Ratio
PTR	Pupil-Teacher Ratio
RALS	Rapid Assessment of Learning Spaces
SSCCSE	Southern Sudan Commission for Census, Statistics and Evaluation
SSIRI	Southern Sudan Interactive Radio Instruction
TTI	Teacher Training Institute
TVEC	Technical / Vocational Education Center
UNICEF	United Nations Children's Fund
WBG	Western Bahr-El-Ghazal
WE	Western Equatoria

2.0. INTRODUCTION

"We cherish education for all our people equally and aim to provide a lifelong education for all children and adults of Southern Sudan, an education that is relevant and based on the needs of the people, to enable them to be responsible and productive citizens."

GoSS MOE vision

2.1. Background and Context

Key Ideas

- Investing in education is critical in producing qualified, skilled human resources to address its present and future challenges, so Southern Sudan may preserve peace and harmony.
- The MOE's main aim is to ensure that all individuals have access to primary school education regardless of age, special needs, and gender.
- MOE has constructed a parallel system of formal and alternative education systems to achieve its goals and address widespread illiteracy.

In Southern Sudan, a great number of adults and children have not had the opportunity to attend school due to the decades of civil war. Correspondingly, development of basic services and access to such social infrastructure has been delayed. As a strategy in achieving the goals above and addressing widespread illiteracy, the Government of Southern Sudan (GOSS) Ministry of Education (MOE)¹ has constructed a parallel system of formal and alternative education systems. The **formal education ladder** is an 8-4-4 system—that is, eight (8) years of primary education, four (4) years of secondary education, and four (4) years of higher education. The **alternative education system** (AES) compresses eight (8) years of formal primary education into four (4) years and offers flexible entry and exit points for children, youth, and adults.

The Comprehensive Peace Agreement (CPA) signed in 2005, which brought end to the civil war, provides guidelines to GOSS on areas of prioritization. They are: **a)** Developing physical infrastructure; **b)** prioritizing agriculture and promoting private sector development; **c)** restoring peace and harmony and access to basic services; **d)** regenerating social capital; and **e)** developing institutional infrastructure for better governance.²

The education sector crosscuts and contributes to all areas, but proves particularly important in restoring peace and harmony and regenerating social capital. Expansion of access to general and higher education allows opportunities for the population to develop skills that generate livelihoods and gain a sense of purpose. Investing in education is therefore critical in producing qualified, skilled human resources to address its present and future challenges, so Southern Sudan may preserve peace and harmony.

MOE at the national and state levels is a young entity. Significant strides towards establishing the Ministry has been made during the last few years, especially in clarifying roles and responsibilities and setting in place policies to ensure transparency and accountability. However, large amount of work still lies ahead of the Ministry.

At the time, the Ministry's main aim is to ensure that all individuals have access to primary school education regardless of age, special needs, and gender. These goals reflect the Government's commitment to achieve two (2) of the eight (8) Millennium Development Goals (MDGs) of "ensuring that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling" (Goal 2) and "eliminating gender disparity in primary and secondary education... and in all levels of education" by the same year (Goal 3).³ To this end the Ministry is focusing on developing the sector of basic education through **1)** constructing classrooms, **2)** building the capacity of teachers, and **3)** increasing community awareness of the importance of girls' education.

¹ The Ministry of Education was formerly known as the Ministry of Education, Science, and Technology (MoEST). The agency covered services for all sectors of education in Southern Sudan (pre-primary, primary, secondary, alternative, and higher education), until the MoEST diverged into two (2) entities: the Ministry of Education (MOE) and the Ministry of Higher Education, Science, and Technology (MoHEST).

² "The Comprehensive Peace Agreement between the Government of the Republic of the Sudan and the Sudan People's Liberation Movement / Sudan People's Liberation Army." <http://www.aec-sudan.org/docs/cpa/cpa-en.pdf>

³ United Nations Millennium Development Goals. <http://www.un.org/millenniumgoals/index.shtml>

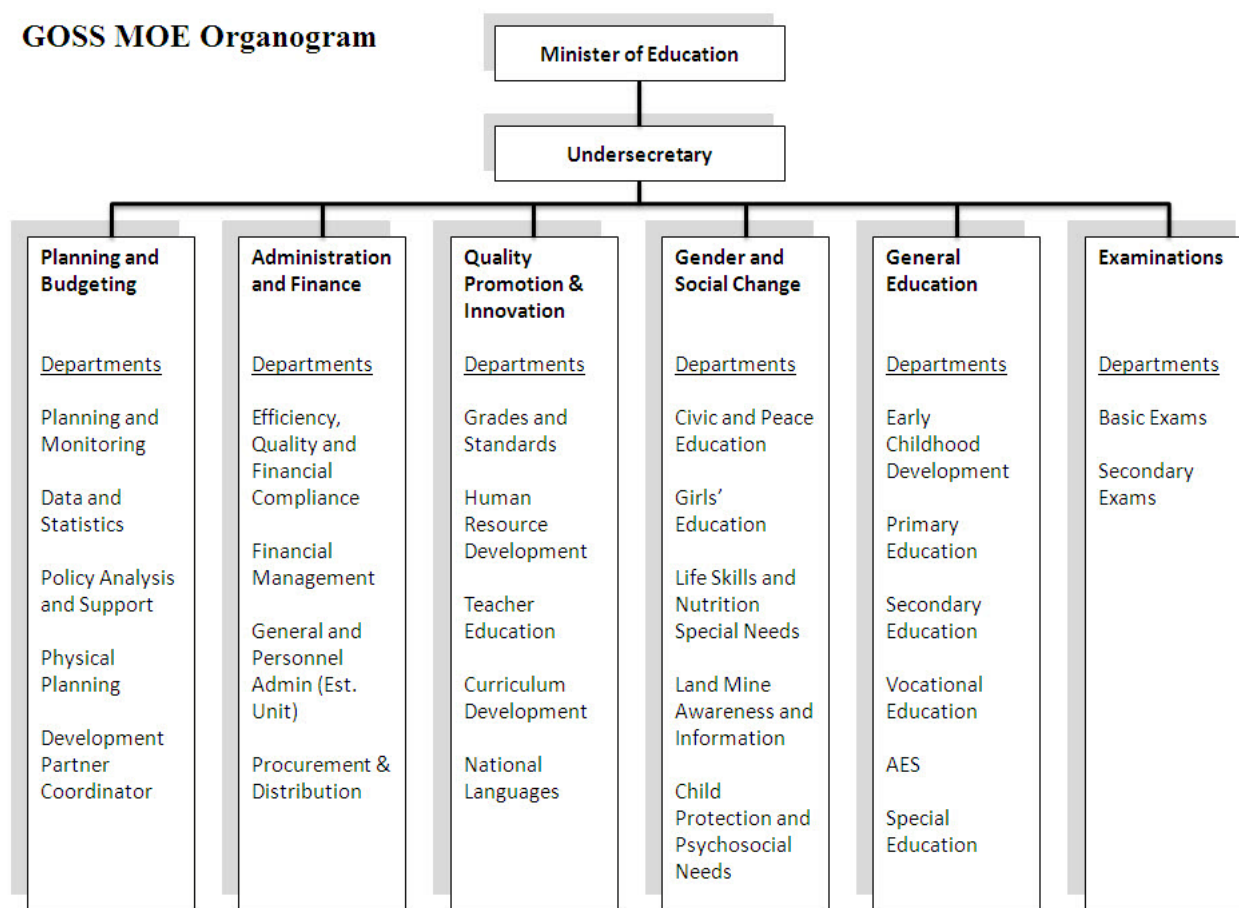
2.2. About the EMIS Unit

Key Ideas

- Established in 2007, the Education Management Information System (EMIS) Unit has since then administered the Annual Education Census and managed the storing, analysis, utilization, and distribution of education information.

The Education Management Information System (EMIS) Unit is housed within the Ministry under the Directorate for Planning and Budgeting in the Department for Data and Statistics. The Unit was established in early 2007 and has since then administered the Annual Education Census and managed the storing, analysis, utilization, and distribution of education information. Below diagram illustrates the structure of the Ministry.

GOSS MOE Organogram



2.3. Utilization of EMIS Data

Key Ideas

- EMIS assists the Ministry in systematic collection, processing, analysis, and utilization of information for monitoring progress, identifying challenges, and strategizing possible solution at the national, state, county, and school levels.
- EMIS is a tool that helps manage education to ensure efficient use of available but limited resources; it does **not** give answers to challenges.

EMIS gives an overview of the education system and its performance in a country. It facilitates decision-making and policy-making by providing information on current conditions, so that planners and decision-makers may analyze it to design and implement interventions strategically. EMIS data plays an important role in mapping the educational needs so authorities may decide how to best allocate the limited resources in the face of competing priorities. Without a functioning EMIS, planning, budgeting, and monitoring and evaluation become difficult. It is equally important to recognize that EMIS is a tool that helps manage education to ensure efficient use of available but limited resources; it does **not** give answers to challenges.

In Southern Sudan, EMIS assists the Ministry in systematic collection, processing, analysis, and utilization of information for **1)** monitoring progress, **2)** identifying challenges, and **3)** strategizing possible solution at the national, state, county, and school levels. For instance, as GOSS is committed to fulfilling the MDGs, EMIS will

provide the baseline data on which to begin tracking progress towards those goals. It will also feed directly into the setting of objectives and development of work plans in alignment with the greater visions for the government, donor agencies, and other partner organizations.

2.4. History of EMIS

Key Ideas

- Since the beginning of EMIS in 2007, the coverage rate has increased rapidly, from 77% coverage of Primary and AES in 2007 to 98% coverage rate of Primary, Secondary, AES, and Higher Education in 2009.
- Note that the 2006 and 2007 EMIS Primary education data included the AES sector.

EMIS in Southern Sudan has come a long way since its latest similar attempt in the 2006 Rapid Assessment of Learning Spaces (RALS) study.⁴ Its comprehensive services did not take shape until 2007, when the EMIS Unit was firmly integrated into the Ministry. Since then, its coverage rate—or the percentage of learning spaces and number of sectors of education included in the AEC—has increased rapidly: from 77% coverage of Primary and AES in 2007 to 98% coverage rate of Primary, Secondary, AES, and Higher Education⁵ in 2009. The increase is noteworthy, especially when taking into account the short history of the Ministry and its correspondingly limited capacity and experience in information management; widespread insecurity due to ongoing tribal conflicts and political insurgencies; difficulty in logistics due to large absence of roads and communication infrastructure.

Progress of Coverage Rates by Education Sector, 2006-2009

Year	Primary	Secondary	AES ⁶	Higher Education	Average*
2006	81%	-	Combined with Primary	-	81%
2007	77%	-	Combined with Primary	-	77%
2008	87%	96%	Unknown	100%	86.5%
2009	97%	100%	Unknown	100%	98%

* Primary education coverage rate is the dominant part of this calculation. As of 2009, there were more than 3,220 primary schools, while there were less than 150 secondary schools.

2.5. EMIS Process



The EMIS Process consists of four (4) steps: **1)** data collection, **2)** data processing, **3)** data dissemination, and **4)** data utilization. Each step requires much planning and coordination with stakeholders at the state, county, payam, and school levels. **Data collection** refers to the designing and reviewing of the AEC questionnaires, training of head teachers / headmasters on questionnaire completion, verifying the data through the County Education Centers (CEC) and State Ministries of Education (SMOE), and retrieval of the completed questionnaires. **Data processing** refers to the entering of data into a common database, merging of all data, and final data cleaning prior to analysis. The EMIS Unit uses the Global Education Automated Statistical Information System Toolkit (ED*ASSIST) Questionnaire Tracking System (QTS) and Integrated Data Entry Application (IDEA)⁷ to process data. **Data dissemination** refers to the analysis and production of tools for use in planning and budgeting. Key outputs include the Annual Education Statistical Booklet, the Global ED*ASSIST Data Dissemination Module (DDM), the High-level Interactive Projection for Education (HIPE) (Simulation) Model⁸, and more upon demand. Finally, **data utilization** refers to the series of training that guide the national, state, and county education agencies and their partner organizations on application of EMIS data in building short-, mid-, and long-term strategic plans and budgets. The training involves separate manuals as well as the Global ED*ASSIST modules and the HIPE Model.

⁴ Preceding the RALS study were: School Based Assessment (SBA) project in 2003; *Towards a Baseline* study by the New Sudan Center for Statistics and Evaluation and UNICEF in 2004; and Sudan Basic Education Program (SBEP)-led Annual Education Census (AEC) in 2005.

⁵ Higher Education includes universities and colleges, teacher training institutes, and vocational/ technical education centers.

⁶ There is no baseline number and list of AES centers provided by the Ministry. Therefore coverage rate remains unknown.

⁷ Read more about the Southern Sudan Global ED*ASSIST modules on the Southern Sudan MOE website at <http://southsudan.ed-assist.net/>.

⁸ Read more about the Southern Sudan HIPE Model at the AED Education Data and Policy Center (EPDC) website at <http://epdc.org/projectiontools/hipemodel.aspx>.

2.6. Ongoing EMIS Challenges

Key Ideas

- The two (2) key ongoing EMIS challenges are **1)** capacity building at the state and county levels for sustainability and **2)** transitioning from technicality to data quality and utilization.
- Overcoming the challenges cannot be achieved by the EMIS Unit alone. Cooperation and support from the various stakeholders in national government agencies and state and county education agencies are critical.

Much has been accomplished, but much still needs to be done to address present and future challenges. Key ones to highlight here are: **1)** capacity building at the state and county levels for sustainability, **2)** transitioning from technicality to data quality and utilization. Capacity building increases as the central MOE decentralizes its responsibilities and administrative authority in education management to the ten (10) SMOE and their respective 80+ CEC. The EMIS Unit will continue to collaborate with the SMOE Planning and Budgeting personnel and EMIS focal points, transferring to them the central MOE responsibilities and capacities to ensure sustainability. Having introduced the EMIS process and culture of information, the EMIS Unit will transition away from technical, systematic matters to focus on data quality and application to planning and budgeting. Necessary to this end are increased efforts toward data verification and quality control at the state and county levels for data accuracy; coordination with other government agencies for information flow; and integrating EMIS data to the planning and budgeting process.

Overcoming the abovementioned challenges cannot be achieved by the EMIS Unit alone, nor is the EMIS Unit the sole responsible entity. Cooperation and support from the various stakeholders in national government agencies and state and county education agencies will be critical to eliminating the obstacles around data integrity and application to decision-making. Measures of quality control and protocols of applying EMIS data to planning and budgeting must be developed with and adopted by the decentralized bodies at the state and county levels. Only then would EMIS have been truly institutionalized.

2.7. About the Booklet

Key Ideas

- EMIS data is collected from only the schools that are officially recognized by the SMOE. It is possible that EMIS may not have covered some schools.
- For Primary Education data, the 2007 and 2008 data have been weighted to 100% for comparative analyses. Secondary Education and AES data are untreated. The census data are directly from the SSCCSE.
- This booklet is a reference tool with data tables and graphs only; there are no narratives. More information is available upon request.
- The EMIS Unit provides the Global ED*ASSIST Data Dissemination Module (DDM) along with the booklet in a CD-ROM upon request.

EMIS data is collected from schools that are officially recognized by the SMOE, as well as private and community-run schools (as they are discovered in the process). This is **not** to say that all learning institutions throughout the country are covered by EMIS. There currently are no formal school registration and operational status reporting protocols in place. Meanwhile, there exists no other education management body besides the SMOE and its CEC for the EMIS Unit to rely on for such information. Although the EMIS Unit collaborates with the SMOE in every step of the EMIS process, there is a possibility that it may have not covered some schools. In the Annex of this booklet are the schools that have not reported in the 2009 AEC but are listed in the Ministry's records.

Two (2) types of data have been used in the compilation of this booklet: **1)** data from the AEC conducted between 2007 and 2009 by the EMIS Unit and **2)** population data from the 2008 Southern Sudan Population Census from the Southern Sudan Center for Census, Statistics and Evaluation (SSCCSE). The coverage rate for Primary Education had not reached 100% in 2007 and 2008. In all comparative analyses of 2007, 2008, and 2009 Primary Education data, the 2007 and 2008 data have been weighted to 100%. As 2009 coverage rate was very close to 100% (98%), the numbers of not be weighted. The coverage rate for Secondary Education had reached up to 96% in 2008 and 100% in 2009. As both reporting cover the entire country comprehensively, the booklet reports raw or unadjusted numbers. There exists no baseline data for AES—i.e. the Ministry currently possesses no list of AES centers or total number AES centers. Hence, all reporting on AES centers presents raw numbers. All census numbers have provided directly by the SSCCSE.

This booklet is a reference document for government and others relevant organizations, agencies, and individuals. Its purpose is to simply report what was reported by individual school head teachers / headmasters and verified by its respective CEC and SMOE. Accordingly, the booklet contains no narratives but only tables and graphs. More information can be provided upon request.

This booklet is accompanied by an electronic Global ED*ASSIST DDM. Independent of Internet connectivity and easy to use, Global ED*ASSIST DDM is a powerful analytical tool that makes education data accessible and transparent at the time needed. The DDM does not contain comparative analysis, but reports more information on 2009 education data than this booklet. The EMIS Unit provides interested parties with the installation CD upon request. The DDM can also be downloaded from <http://southsudan.ed-assist.net/>.

3.0. DEFINITIONS

3.1. Indicators used to measure ACCESS

3.1.1. New entrants refer to new pupils of any age entering P1 for the first time in a given school year t at a given school s . This includes pupils who have attended school elsewhere but beginning in P1 at school s . Pupils who have left school s but returned in year t as P1 are also considered new entrants. Pupils attending P1 at the same school since the previous year are NOT new entrants; they are considered "repeaters" (further defined below). New entrants count is used to calculate the apparent intake rate (AIR) and net intake rate (NIR) (also further defined below).

"Am I a
NEW ENTRANT?"

YES I'm attending P1 for the very first time.
NO I was in P1 last year at your school.

3.1.2. Apparent intake rate (AIR) indicates the general level of access to primary education. It also indicates the capacity of the education system to provide access to P1 for the official school-entrance age population. Note that this rate can be over 100%, when the number of over-aged and under-aged children in P1 is excessive relative to the children of admission age. The "official primary school-entrance age" in Southern Sudan is age 6. *As AES by default does not serve standard school-age population, it is inappropriate to measure AIR for AES.* The formula for AIR is:

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

3.1.3. Net intake rate (NIR) shows the level of access to primary education of the eligible population of primary school-entrance age. A high NIR indicates a high degree of access to primary education for the official primary school-entrance age children. For countries that have subscribed to the policy goal of universal primary education, a NIR of 100% will be a necessary condition. The "official primary school-entrance age" in Southern Sudan is age 6. *As AES by default does not serve standard school-age population, it is inappropriate to measure NIR for AES.* The formula for NIR is:

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

AIR and NIR are useful when used in combination, as the difference between these two (2) ratios indicates the amount of deviation from the official age intake. Continued or increasing deviation may imply that the policy of official admission age may need to be changed to accommodate the real demographic structure of demand for education.

3.1.4. Gross enrollment rate (GER) is used to show the general level of participation in a given level of education. A GER value of 100% indicates that a country is, in principle, able to accommodate all of its school-aged population. The "official school-age" for primary education in Southern Sudan is 6-13, and secondary education 14-17. *As AES by default does not serve standard school-age population, it is inappropriate to measure GER for AES.* The formulas for primary GER and secondary GER are:

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

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

3.1.5. Net enrollment rate (NER) is shows the proportion of children of school age who are enrolled in school. NER applies only to children of official school age. NER below 100% provides a measure of school age children who are not enrolled in school. As NER only accounts for students of "official school-age," NER is always less than or equal to GER. The "official school-age" for primary education in Southern Sudan is 6-13, and secondary education 14-17. *As AES by default does not serve standard school-age population, it is inappropriate to measure NER for AES.* The formulas for primary NER and secondary NER are:

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

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

3.2. Indicators used to measure RESOURCES AVAILABILITY

3.2.1. Pupil-teacher ratio (PTR) measures the level of human resources input in terms of number of teachers in relation to the size of the pupil population. A high PTR suggests that each teacher has to be responsible for a large number of pupils. In other words, the higher the PTR, the lower is the relative access of pupils to teachers. It is generally assumed that a low PTR signifies smaller classes, which enables the teacher to pay more attention to individual students, which will likely in the long run result in a better performance of the pupils. The formula for PTR is:

$$\text{PTR} = \frac{\text{Total number of students}}{\text{Total number of teachers}} \times 100\%$$

3.2.2. Pupil-classroom ratio (PCR) measures the level of basic facilities available in terms of number of classrooms in relation to the size of the pupil population. The higher the PCR, the lower is the relative access of pupils to classrooms. It is generally assumed that a low PCR signifies an environment more conducive to learning, likely in the long run to result in a better performance of the pupils. *To support the education reform towards providing all students with stable learning spaces, this report counts only permanent and semi-permanent classrooms in the calculation. As AES centers mostly share classrooms with primary or secondary schools, it is inappropriate to measure PCR for AES.* The formula for PCR is:

$$\text{PCR} = \frac{\text{Total number of students}}{\text{Total number of permanent and semi-permanent classrooms}} \times 100\%$$

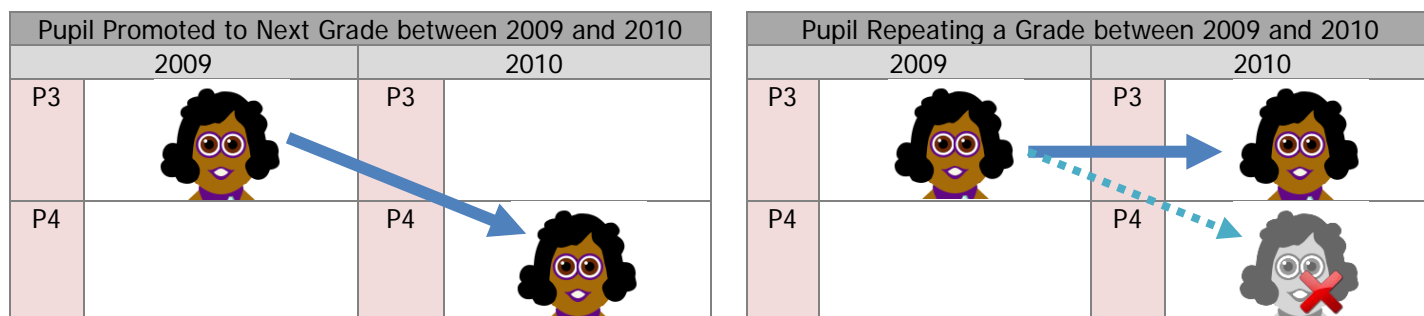
3.2.3. Pupil-Textbook Ratio (PTextR) measures the level of learning materials available in terms of number of textbooks in relation to the size of the pupil population. The higher the PTextR, the lower is the relative access of pupils to textbooks. It is generally assumed that a low PTextR signifies a condition more conducive to learning, likely in the long run to result in a better performance of the pupils. *To support the education reform towards providing all students with textbooks for core subjects, this report counts only English and Mathematics textbooks in the calculation.* The formula for PTextR for English and Math textbooks are:

$$\text{PTextR} = \frac{\text{Total number of students}}{\text{Total number of English textbooks}} \times 100\%$$

$$\text{PTextR} = \frac{\text{Total number of students}}{\text{Total number of Math textbooks}} \times 100\%$$

3.3. Indicators used to measure STUDENT FLOW

3.3.1. Repeaters refer to pupils who have not been promoted to the next grade level for two or more consecutive years, ending up in the same grade in the current year as last year. By convention, a pupil in P3 last year should be in P4 this year. If the pupil has stayed in P3 for this year, the pupil is considered a repeater. The diagram below illustrates this scenario:



3.3.2. Repetition rate measures the phenomenon of pupils from a cohort repeating a grade, and its effect on the internal efficiency of educational systems. It is one of the key indicators for analyzing and projecting pupil flows from grade to grade within the educational cycle. Repetition rates ideally should approach 0%; a high repetition rate reveals problems in the internal efficiency of the educational system. Increasing repetition rates serve as an early warning that the system is experiencing major capacity constraints. When compared across grades, the patterns can indicate specific grades for which there is higher repetition, hence requiring more in depth study of causes and possible remedies.

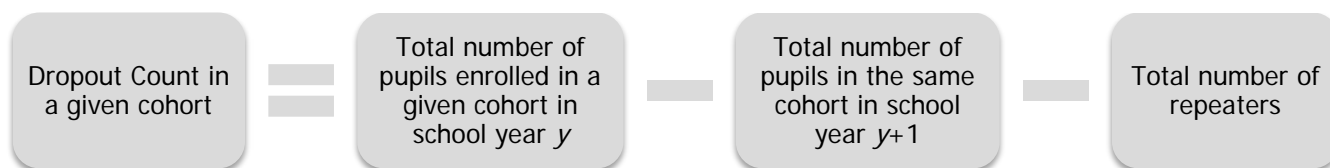
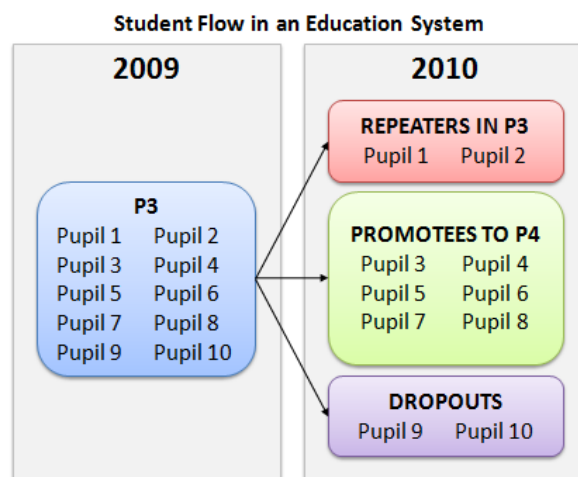
$$\text{Repetition Rate} = \frac{\text{Total number of repeaters in a given cohort in school year } y+1}{\text{Total number of pupils enrolled in the same cohort in the previous school year } y} \times 100\%$$

3.3.3. Completion rate monitors the level of output of an education system by measuring the proportion of students in a given cohort completing all parts of schooling. Ideally, completion rate uses the number of pupils graduating successfully and/or passing in the final national examinations. *To align the calendar of EMIS data collection with the reporting timeline, this booklet uses proxy completion rate, which uses the number of pupils enrolled in the final year of schooling in a given cohort (who may or may not graduate successfully and/or pass the national examination at the end of the school year). As AES by default does not serve standard school-age population, it is inappropriate to measure completion rate for AES.* The "official completion age" for primary education in Southern Sudan is 13, and secondary education 17. *To accommodate for students attending schools following the Ugandan system (whose primary education ends at P7), this booklet calculates completion rate at P7.* The "official" P7 age is 12. Completion rate ideally should approach 100%; a low completion rate reveals problems in the internal efficiency of the educational system. The formulas for primary completion rate and secondary completion rate are:

$$\text{Primary Completion Rate} = \frac{\text{Total number of pupils enrolled in P7} - \text{Total number of repeaters}}{\text{Population of age 12 children}} \times 100\%$$

$$\text{Secondary Completion Rate} = \frac{\text{Total number of pupils enrolled in S4} - \text{Total number of repeaters}}{\text{Population of age 17 children}} \times 100\%$$

3.3.4. Dropouts refer to pupils who have withdrawn (for any reason) from the school system without completing a given grade in a given school year. Note the distinction between dropouts and repeaters: repeaters, though not promoted to the next grade level in the following year, do remain in the school system. That is to say, if a pupil in P3 in a school year y has not been promoted to P4 in $y+1$, consider the possibility that he/she may be repeating P3, not having to leave school entirely during the transition. The formula for dropout count is:



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

$$\text{Dropout Rate} = \frac{\text{Total number of dropouts in a given cohort in school year } y+1}{\text{Total number of pupils in the same cohort in school year } y} \times 100\%$$

4.0. NATIONAL EMIS DATA, 2007-2009

Primary Schools, 2007-2009⁹

Total Number of Primary Schools, 2007-2009											
Year	CE	EE	WE	Jonglei	Unity	Upper Nile	Lakes	Warrap	WBG	NBG	Total
2009	431	292	348	406	289	356	281	359	128	331	3,221
2008	410	303	350	366	292	367	285	352	145	325	3,195
2007	410	303	350	299	292	367	285	312	125	325	3,068

Total Number of Primary Students Enrolled, 2007-2009				
Year	Male		Female	Total
2009	871,804		508,776	1,380,580
2008	809,519		474,733	1,284,252
2007	710,703		417,260	1,127,963

Total Number of Primary School Teachers, 2007-2009					
Year	Male		Female	Total	PTR ¹⁰
2009	23,144		3,431	26,575	52
2008	22,739		3,173	25,912	50
2007	21,617		4,317	25,934	43

Total Number of Primary School Classrooms, 2007-2009					
Year	Permanent		Semi-permanent	Total	PCR ¹¹
2009	4,942		5,721	10,663	129
2008	3,398		3,213	6,611	194
2007	2,854		3,733	6,587	171

Secondary Education, 2008-2009¹²

Total Number of Secondary Schools, 2008-2009											
Year	CE	EE	WE	Jonglei	Unity	Upper Nile	Lakes	Warrap	WBG	NBG	Total
2009	45	27	18	17	15	10	8	5	8	5	158
2008	30	22	17	11	9	3	10	3	8	4	117

Total Number of Secondary Students Enrolled, 2008-2009				
Year	Male		Female	Total
2009	31,977		12,050	44,027
2008	17,890		7,254	25,144

Total Number of Secondary School Teachers, 2008-2009					
Year	Male		Female	Total	PTR
2009	1,947		244	2,191	20
2008	1,406		207	1,613	16

Total Number of Secondary School Classrooms, 2008-2009					
Year	Permanent		Semi-permanent	Total	PCR
2009	623		141	764	58
2008	350		64	414	61

⁹ In 2007, Primary and AES were combined. 2008 and 2009 numbers represent Primary Education data only. 2007 and 2008 data have been weighted to 100% to make the values comparable to the 2009 data. Coverage rate was 77% in 2007, 87% in 2008, and 98% in 2009.

¹⁰ PTR = Pupil-teacher ratio. The PTR is based on the total number of teachers (male and female).

¹¹ PCR = Pupil-classroom ratio. The PCR is based on the total of permanent and semi-permanent classrooms only.

¹² Secondary Education data were collected for the first in 2008.

Alternative Education Systems (AES), 2008-2009¹³

Total Number of AES Centers, 2008-2009											
Year	CE	EE	WE	Jonglei	Unity	Upper Nile	Lakes	Warrap	WBG	NBG	Total
2009	198	140	123	123	111	102	83	69	43	30	1022
2008	87	6	65	55	134	77	153	28	0	22	627

Total Number of Students Enrolled in AES, 2008-2009				
Year	Male		Female	Total
2009	124,959		92,280	217,239
2008	51,283		38,938	90,221

Total Number of AES Teachers, 2008-2009					
Year	Male		Female	Total	PTR ¹⁴
2009	5113		640	5753	38
2008	2,436		258	2,694	33

Higher Education, 2009

University / College	Male	Female	Total
Juba University (Khartoum) ¹⁵	-	-	12,668
Juba University (Juba)	-	-	2,113
Catholic University of Sudan (Juba)	241	68	309
Catholic University of Sudan (Wau)	35	8	43
Dr. John Garang Institute	140	2	142
Southern Sudan Open College (of Nation of Afrika)	186	13	199
Southern Sudan Open College (Yei)	92	49	141
Sunshine Learning College	140	2	142
Upper Nile University (Malakal)	1,189	419	1,608
Upper Nile University (Khartoum)	685	772	1,407
University of Bahr-El-Ghazal (Khartoum)	2,323	993	3,316
University of Bahr-El-Ghazal (Wau)	1,361	305	1,666
Upendo Christian University	145	19	164
Total without Juba University	6,537	2,650	9,187
Total with Juba University	-	-	23,968

¹³ In 2007, Primary and AES were combined. 2008 and 2009 numbers represent AES only. As there was no baseline data, coverage rate could not be determined. The reported data are raw counts.

¹⁴ PTR = Pupil-teacher ratio. The PTR is based on the total number of teachers (male and female).

¹⁵ Higher Education data were collected for the first time in 2009. Data source: Work Bank. The data represents the total number of male and female students; gender-disaggregated numbers are unavailable.

5.0. STATE EMIS DATA, 2007-2009

5.1. Central Equatoria State

Student Enrolment

Primary School			
Year	Male	Female	Total
2009	75,631	63,303	138,934
2008	63,685	49,761	113,446
2007	71,790	56,977	128,767
Alternative Education System			
2009	15,048	10,108	25,156
2008	4,593	4,975	9,568
Secondary School			
2009	10,254	5,626	15,880
2008	5,170	2,712	7,882

Teachers

Primary School				
Year	Male	Female	Total	PTR ¹⁶
2009	3,383	923	4,306	32
2008	2,994	644	3,638	31
2007	3,158	925	4,083	32
Alternative Education System				
2009	832	164	996	25
2008	175	36	211	45
Secondary School				
2009	524	91	615	26
2008	354	60	414	19

Classrooms

Primary School								
Year	Perm	Semi-perm	Roof only	Tent	Open-air	Other	Total	PCR ¹⁷
2009	1,032	779	284	35	482	31	2,643	77
2008	628	507	217	86	388	37	1,863	100
2007	696	702	384	88	565	44	2,479	92
Secondary School								
Year	Perm	Semi-perm	Roof	Open-air	Other	Total	PCR	
2009	150	56	5	5	0	216	77	
2008	71	28	8	3	5	112	80	

¹⁶ PTR = Pupil-teacher ratio. The PTR is based on the total number of teachers (male and female).

¹⁷ PCR = Pupil-classroom ratio. The PCR is based on the total of permanent and semi-permanent classrooms only.

5.2. Eastern Equatoria State

Student Enrolment

Primary School			
Year	Male	Female	Total
2009	67,024	44,389	111,413
2008	68,971	43,080	112,051
2007	60,774	37,413	98,188
Alternative Education System			
2009	9,758	5,682	15,440
2008	5,354	2,575	7,929
Secondary School			
2009	2,720	907	3,627
2008	2,555	958	3,513

Teachers

Primary School				
Year	Male	Female	Total	PTR ¹⁸
2009	2,557	366	2,923	38
2008	2,767	371	3,138	36
2007	2,251	272	2,523	39
Alternative Education System				
2009	584	102	686	23
2008	202	49	251	32
Secondary School				
2009	233	25	258	14
2008	178	29	207	17

Classrooms

Primary School								
Year	Perm	Semi-perm	Roof only	Tent	Open-air	Other	Total	PCR ¹⁹
2009	549	302	259	36	531	17	1,694	131
2008	435	173	239	57	457	25	1,386	184
2007	276	156	183	84	477	27	1,203	227
Secondary School								
Year	Perm	Semi-perm	Roof	Open-air	Other	Total	PCR	
2009	86	7	0	4	0	97	39	
2008	42	0	2	7	9	60	84	

¹⁸ PTR = Pupil-teacher ratio. The PTR is based on the total number of teachers (male and female).

¹⁹ PCR = Pupil-classroom ratio. The PCR is based on the total of permanent and semi-permanent classrooms only.

5.3. Western Equatoria State

Student Enrolment

Primary School			
Year	Male	Female	Total
2009	39,472	31,331	70,803
2008	44,422	35,327	79,749
2007	37,873	29,431	67,304
Alternative Education System			
2009	2,465	2,920	5,385
2008	5,072	6,757	11,829
Secondary School			
2009	2,220	852	3,072
2008	2,356	968	3,324

Teachers

Primary School				
Year	Male	Female	Total	PTR ²⁰
2009	1,787	295	2,082	34
2008	1,853	323	2,176	37
2007	2,629	657	3,286	20
Alternative Education System				
2009	268	41	309	17
2008	451	50	501	24
Secondary School				
2009	242	20	262	12
2008	203	15	218	15

Classrooms

Primary School								
Year	Perm	Semi-perm	Roof only	Tent	Open-air	Other	Total	PCR ²¹
2009	477	240	367	33	703	23	1,843	99
2008	358	150	312	54	592	51	1,517	157
2007	301	130	289	67	634	24	1,445	156
Secondary School								
Year	Perm	Semi-perm	Roof	Open-air	Other	Total	PCR	
2009	80	7	0	1	2	90	35	
2008	73	0	0	3	2	78	46	

²⁰ PTR = Pupil-teacher ratio. The PTR is based on the total number of teachers (male and female).

²¹ PCR = Pupil-classroom ratio. The PCR is based on the total of permanent and semi-permanent classrooms only.

5.4. Jonglei State

Student Enrolment

Primary School			
Year	Male	Female	Total
2009	153,422	93,156	246,578
2008	117,808	66,415	184,223
2007	87,421	53,057	140,478
Alternative Education System			
2009	18,194	14,891	33,085
2008	10,407	6,993	17,400
Secondary School			
2009	1,930	663	2,593
2008	287	43	330

Teachers

Primary School				
Year	Male	Female	Total	PTR ²²
2009	2,677	246	2,923	84
2008	2,125	204	2,329	79
2007	2,000	293	2,293	61
Alternative Education System				
2009	544	57	601	55
2008	368	21	389	45
Secondary School				
2009	144	12	156	17
2008	41	2	43	8

Classrooms

Primary School								
Year	Perm	Semi-perm	Roof only	Tent	Open-air	Other	Total	PCR ²³
2009	423	1,039	151	32	1,213	34	2,892	169
2008	206	559	173	63	829	56	1,886	241
2007	143	588	185	84	595	85	1,680	192
Secondary School								
Year	Perm	Semi-perm	Roof	Open-air	Other	Total	PCR	
2009	28	9	0	0	0	37	70	
2008	0	4	0	1	0	5	83	

²² PTR = Pupil-teacher ratio. The PTR is based on the total number of teachers (male and female).

²³ PCR = Pupil-classroom ratio. The PCR is based on the total of permanent and semi-permanent classrooms only.

5.5. Unity State

Student Enrolment

Primary School			
Year	Male	Female	Total
2009	97,205	48,019	145,224
2008	95,284	48,820	144,104
2007	89,720	54,334	144,054
Alternative Education System			
2009	23,243	17,724	40,967
2008	8,899	5,653	14,552
Secondary School			
2009	1,083	113	1,196
2008	1,121	162	1,283

Teachers

Primary School				
Year	Male	Female	Total	PTR ²⁴
2009	2,206	182	2,388	61
2008	2,731	168	2,899	50
2007	2,522	245	2,767	52
Alternative Education System				
2009	782	72	854	48
2008	233	14	247	59
Secondary School				
2009	117	18	135	9
2008	152	13	165	8

Classrooms

Primary School								
Year	Perm	Semi-perm	Roof only	Tent	Open-air	Other	Total	PCR ²⁵
2009	349	449	93	21	673	4	1,589	182
2008	201	246	169	58	730	19	1,423	322
2007	163	221	133	42	722	39	1,320	375
Secondary School								
Year	Perm	Semi-perm	Temp	Tent	Open-air	Total	PCR	
2009	22	11	0	4	1	38	36	
2008	23	8	0	6	0	37	41	

²⁴ PTR = Pupil-teacher ratio. The PTR is based on the total number of teachers (male and female).

²⁵ PCR = Pupil-classroom ratio. The PCR is based on the total of permanent and semi-permanent classrooms only.

5.6. Upper Nile State

Student Enrolment

Primary School			
Year	Male	Female	Total
2009	119,792	82,633	202,425
2008	129,603	87,584	217,187
2007	110,631	73,737	184,368
Alternative Education System			
2009	13,951	15,964	29,915
2008	2,508	2,607	5,115
Secondary School			
2009	4,080	1,746	5,826
2008	2,728	1,239	3,967

Teachers

Primary School					
Year	Male	Female	Total	PTR ²⁶	
2009	2,304	595	2,899	70	
2008	2,533	584	3,117	70	
2007	2,220	708	2,928	63	
Alternative Education System					
2009	471	34	505	62	
2008	111	23	134	38	
Secondary School					
2009	306	49	355	16	
2008	233	57	290	14	

Classrooms

Primary School								
Year	Perm	Semi-perm	Roof only	Tent	Open-air	Other	Total	PCR ²⁷
2009	630	600	126	64	431	18	1,869	165
2008	476	361	147	81	483	39	1,587	259
2007	446	823	138	107	732	31	2,277	145
Secondary School								
Year	Perm	Semi-perm	Temp	Tent	Open-air	Total	PCR	
2009	106	23	5	0	0	134	45	
2008	75	15	10	0	4	104	44	

²⁶ PTR = Pupil-teacher ratio. The PTR is based on the total number of teachers (male and female).

²⁷ PCR = Pupil-classroom ratio. The PCR is based on the total of permanent and semi-permanent classrooms only.

5.7. Lakes State

Student Enrolment

Primary School			
Year	Male	Female	Total
2009	76,059	34,256	110,315
2008	65,469	30,821	96,290
2007	36,230	17,906	54,136
Alternative Education System			
2009	9,750	7,874	17,624
2008	8,448	5,743	14,191
Secondary School			
2009	1,588	98	1,686
2008	535	49	584

Teachers

Primary School				
Year	Male	Female	Total	PTR ²⁸
2009	2,045	166	2,211	50
2008	1,830	157	1,987	48
2007	1,011	84	1,095	49
Alternative Education System				
2009	435	67	502	35
2008	542	47	589	24
Secondary School				
2009	67	5	72	23
2008	29	6	35	17

Classrooms

Primary School								
Year	Perm	Semi-perm	Roof only	Tent	Open-air	Other	Total	PCR ²⁹
2009	383	414	130	22	825	1	1,775	138
2008	269	313	167	50	629	45	1,473	165
2007	152	225	145	52	564	30	1,168	143
Secondary School								
Year	Perm	Semi-perm	Temp	Tent	Open-air	Total	PCR	
2009	31	13	2	0	0	46	38	
2008	8	2	0	2	0	12	58	

²⁸ PTR = Pupil-teacher ratio. The PTR is based on the total number of teachers (male and female).

²⁹ PCR = Pupil-classroom ratio. The PCR is based on the total of permanent and semi-permanent classrooms only.

5.8. Warrap State

Student Enrolment

Primary School			
Year	Male	Female	Total
2009	113,385	46,646	160,031
2008	90,647	39,114	129,761
2007	105,308	40,395	145,703
Alternative Education System			
2009	3,409	1,897	5,306
2008	Data unavailable	Data unavailable	Data unavailable
Secondary School			
2009	1,205	141	1346
2008	706	59	765

Teachers

Primary School				
Year	Male	Female	Total	PTR ³⁰
2009	2,998	209	3,207	50
2008	2,554	207	2,761	47
2007	2,772	286	3,058	48
Alternative Education System				
2009	233	11	244	22
2008	Data unavailable	Data unavailable	Data unavailable	Data unavailable
Secondary School				
2009	48	2	50	27
2008	33	1	34	23

Classrooms

Primary School								
Year	Perm	Semi-perm	Roof only	Tent	Open-air	Other	Total	PCR ³¹
2009	341	1,103	148	34	768	7	2,401	111
2008	195	438	293	55	586	7	1,574	205
2007	195	530	218	46	1,079	51	2,119	201
Secondary School								
Year	Perm	Semi-perm	Temp	Tent	Open-air	Total	PCR	
2009	24	0	0	0	0	24	56	
2008	16	0	0	0	0	16	48	

³⁰ PTR = Pupil-teacher ratio. The PTR is based on the total number of teachers (male and female).

³¹ PCR = Pupil-classroom ratio. The PCR is based on the total of permanent and semi-permanent classrooms only.

5.9. Western Bahr-el-Ghazal State

Student Enrolment

Primary School			
Year	Male	Female	Total
2009	32,925	20,065	52,990
2008	34,075	23,775	57,853
2007	28,648	21,297	49,945
Alternative Education System			
2009	2,982	2,066	5,048
2008	1,798	911	2,789
Secondary School			
2009	5,923	1,812	7,735
2008	977	804	1,781

Teachers

Primary School				
Year	Male	Female	Total	PTR ³²
2009	855	249	1,104	48
2008	821	277	1,098	53
2007	774	316	1,090	46
Alternative Education System				
2009	189	25	214	24
2008	115	6	121	23
Secondary School				
2009	201	19	220	35
2008	96	19	115	15

Classrooms

Primary School								
Year	Perm	Semi-perm	Roof only	Tent	Open-air	Other	Total	PCR ³³
2009	331	210	114	16	135	5	811	98
2008	327	78	86	38	111	24	664	143
2007	356	94	107	0	107	2	666	111
Secondary School								
Year	Perm	Semi-perm	Roof	Open-air	Other	Total	PCR	
2009	76	9	0	4	1	90	91	
2008	13	3	1	5	0	22	111	

³² PTR = Pupil-teacher ratio. The PTR is based on the total number of teachers (male and female).

³³ PCR = Pupil-classroom ratio. The PCR is based on the total of permanent and semi-permanent classrooms only.

5.10. Northern Bahr-el-Ghazal State

Student Enrolment

Primary School			
Year	Male	Female	Total
2009	96,889	44,978	141,867
2008	99,555	50,033	149,588
2007	82,307	32,712	115,019
Alternative Education System			
2009	26,159	13,154	39,313
2008	795	747	1,542
Secondary School			
2009	974	92	1,066
2008	1,455	260	1,715

Teachers

Primary School				
Year	Male	Female	Total	PTR ³⁴
2009	2,332	200	2,532	56
2008	2,532	238	2,770	54
2007	2,281	531	2,812	41
Alternative Education System				
2009	775	67	842	47
2008	13	1	14	110
Secondary School				
2009	65	3	68	16
2008	87	5	92	19

Classrooms

Primary School								
Year	Perm	Semi-perm	Roof only	Tent	Open-air	Other	Total	PCR ³⁵
2009	427	585	233	52	771	19	2,087	140
2008	303	388	194	76	692	41	1,694	216
2007	126	264	140	70	603	22	1,225	295
Secondary School								
Year	Perm	Semi-perm	Roof	Open-air	Other	Total	PCR	
2009	20	6	0	0	0	26	41	
2008	29	4	1	0	1	35	52	

³⁴ PTR = Pupil-teacher ratio. The PTR is based on the total number of teachers (male and female).

³⁵ PCR = Pupil-classroom ratio. The PCR is based on the total of permanent and semi-permanent classrooms only.

6.0. ACCESS

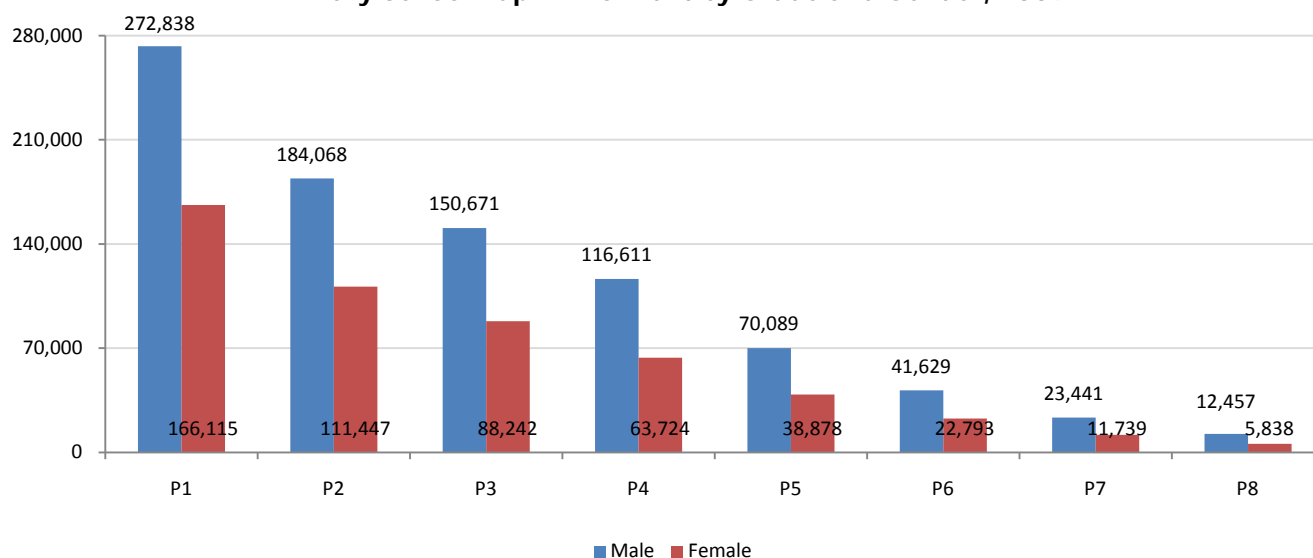
6.1. Primary School

6.1.1. Primary School Pupil Enrolment

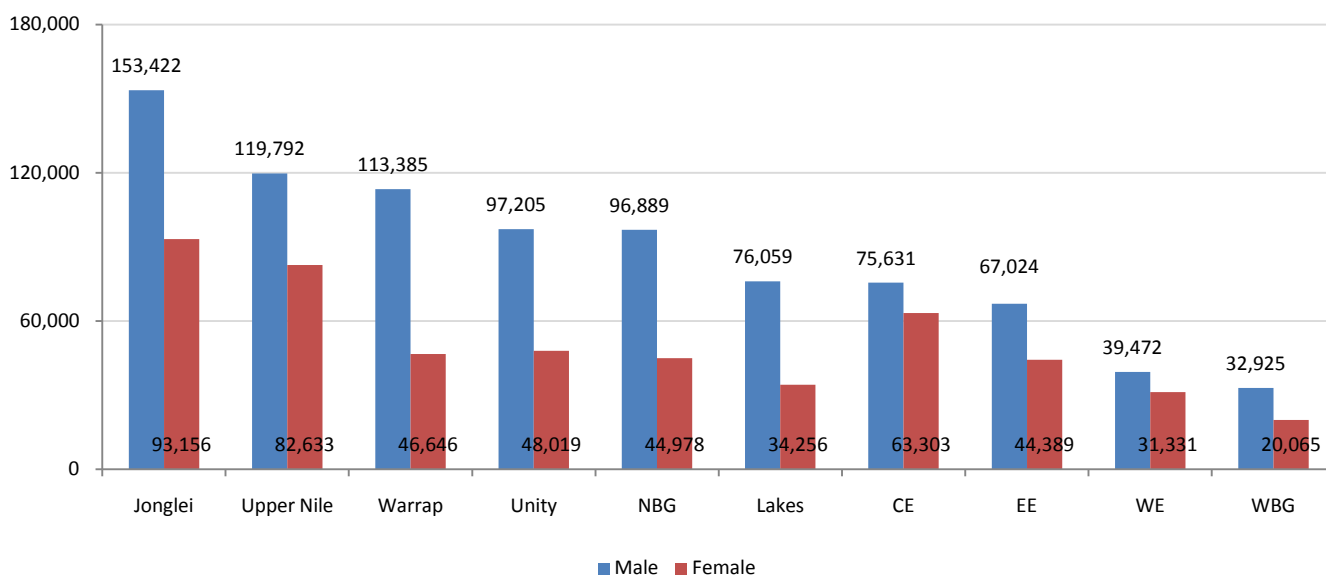
Primary School Pupil Enrolment by State and Grade, 2009

State	P1	P2	P3	P4	P5	P6	P7	P8	Total
CE	36,745	25,214	22,301	18,790	15,494	10,611	7,130	2,649	138,934
EE	34,997	24,129	18,449	14,688	10,209	5,781	2,685	475	111,413
WE	20,962	14,985	12,727	8,913	5,981	3,832	2,182	1,221	70,803
Jonglei	81,205	55,958	45,129	33,091	17,070	9,006	3,675	1,444	246,578
Unity	50,844	33,736	24,083	16,324	10,873	5,679	2,348	1,337	145,224
Upper Nile	54,460	43,047	39,344	30,698	14,697	9,343	6,119	4,717	202,425
Lakes	36,353	25,157	19,293	13,711	7,660	4,707	2,453	981	110,315
Warrap	56,008	33,981	26,832	19,746	12,237	6,189	3,370	1,668	160,031
WBG	14,506	10,300	8,323	6,673	5,031	3,941	2,317	1,899	52,990
NBG	52,873	29,008	22,432	17,701	9,715	5,333	2,901	1,904	141,867
Total	438,953	295,515	238,913	180,335	108,967	64,422	35,180	18,295	1,380,580

Primary School Pupil Enrolment by Grade and Gender, 2009



Primary School Pupil Enrolment by State and Gender, 2009

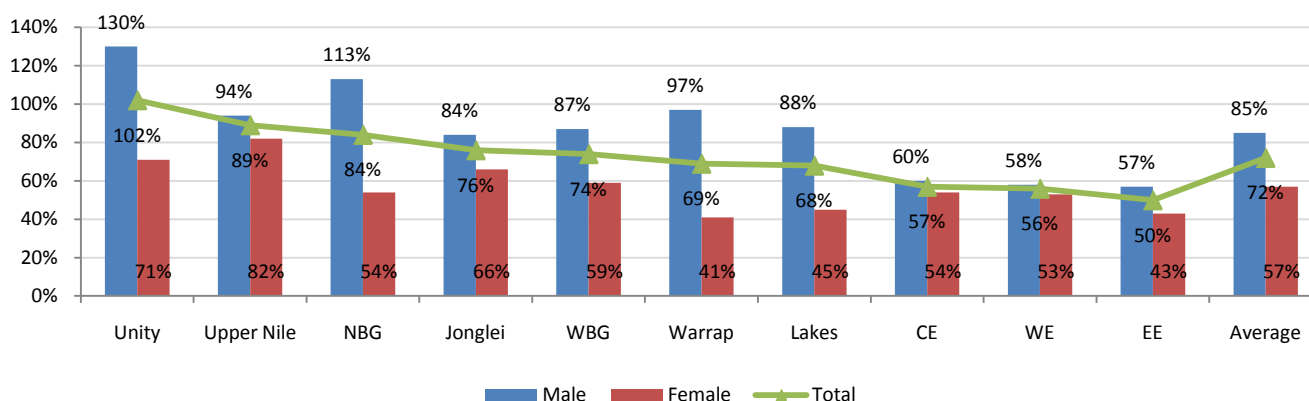


6.1.2. Primary School Gross Enrolment Rate (GER)

Primary School Gross Enrolment Rate (GER) by State and Gender, 2009

State	Total			Male			Female		
	Ages 6-13 Pop.	All Ages Enrolled	GER	Ages 6-13 Pop.	All Ages Enrolled	GER	Ages 6-13 Pop.	All Ages Enrolled	GER
CE	242,910	138,934	57%	126,714	75,631	60%	116,196	63,303	54%
EE	222,055	111,413	50%	118,411	67,024	57%	103,644	44,389	43%
WE	127,209	70,803	56%	67,870	39,472	58%	59,339	31,331	53%
Jonglei	323,972	246,578	76%	182,650	153,422	84%	141,322	93,156	66%
Unity	142,772	145,224	102%	74,771	97,205	130%	68,001	48,019	71%
Upper Nile	227,661	202,425	89%	126,912	119,792	94%	100,749	82,633	82%
Lakes	162,244	110,315	68%	86,357	76,059	88%	75,887	34,256	45%
Warrap	231,886	160,031	69%	117,319	113,385	97%	114,567	46,646	41%
WBG	71,803	52,990	74%	37,935	32,925	87%	33,868	20,065	59%
NBG	169,199	141,867	84%	85,950	96,889	113%	83,249	44,978	54%
Average	1,921,711	1,380,580	72%	1,024,889	871,804	85%	896,822	508,776	57%

Primary School Gross Enrolment Rate (GER) by State and Gender, 2009

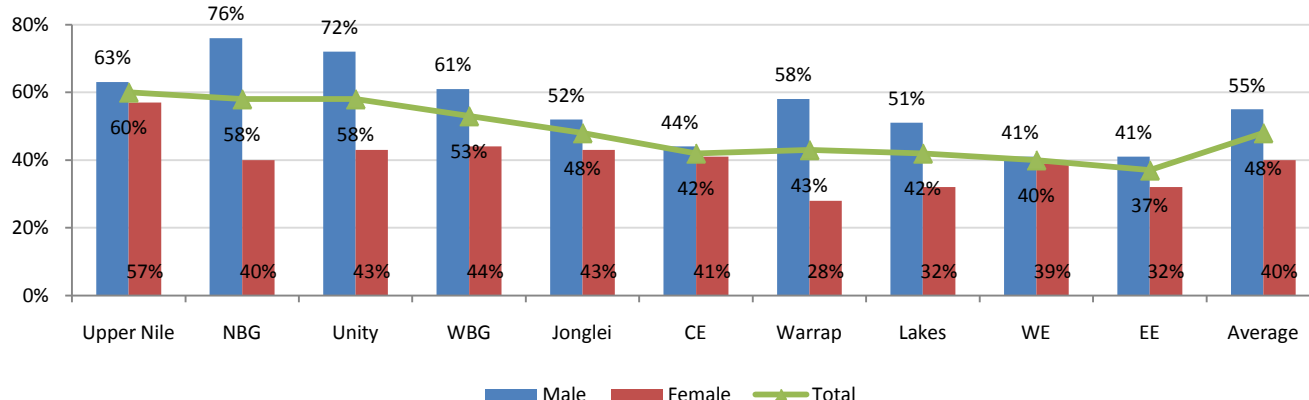


6.1.3. Primary School Net Enrolment Rate (NER), 2009

Primary School Net Enrolment Rate (NER) by State and Gender, 2009

State	Total			Male			Female		
	Ages 6-13 Pop.	Ages 6-13 Enrolled	NER	Ages 6-13 Pop.	Ages 6-13 Enrolled	NER	Ages 6-13 Pop.	Ages 6-13 Enrolled	NER
CE	242,910	102,926	42%	126,714	55,343	44%	116,196	47,583	41%
EE	222,055	82,428	37%	118,411	49,077	41%	103,644	33,351	32%
WE	127,209	50,962	40%	67,870	27,835	41%	59,339	23,127	39%
Jonglei	323,972	154,838	48%	182,650	94,602	52%	141,322	60,236	43%
Unity	142,772	83,270	58%	74,771	53,882	72%	68,001	29,388	43%
Upper Nile	227,661	137,185	60%	126,912	79,873	63%	100,749	57,312	57%
Lakes	162,244	68,692	42%	86,357	44,288	51%	75,887	24,404	32%
Warrap	231,886	100,596	43%	117,319	68,523	58%	114,567	32,073	28%
WBG	71,803	38,352	53%	37,935	23,299	61%	33,868	15,053	44%
NBG	169,199	98,268	58%	85,950	64,946	76%	83,249	33,322	40%
Average	1,921,711	917,517	48%	1,024,889	561,668	55%	896,822	355,849	40%

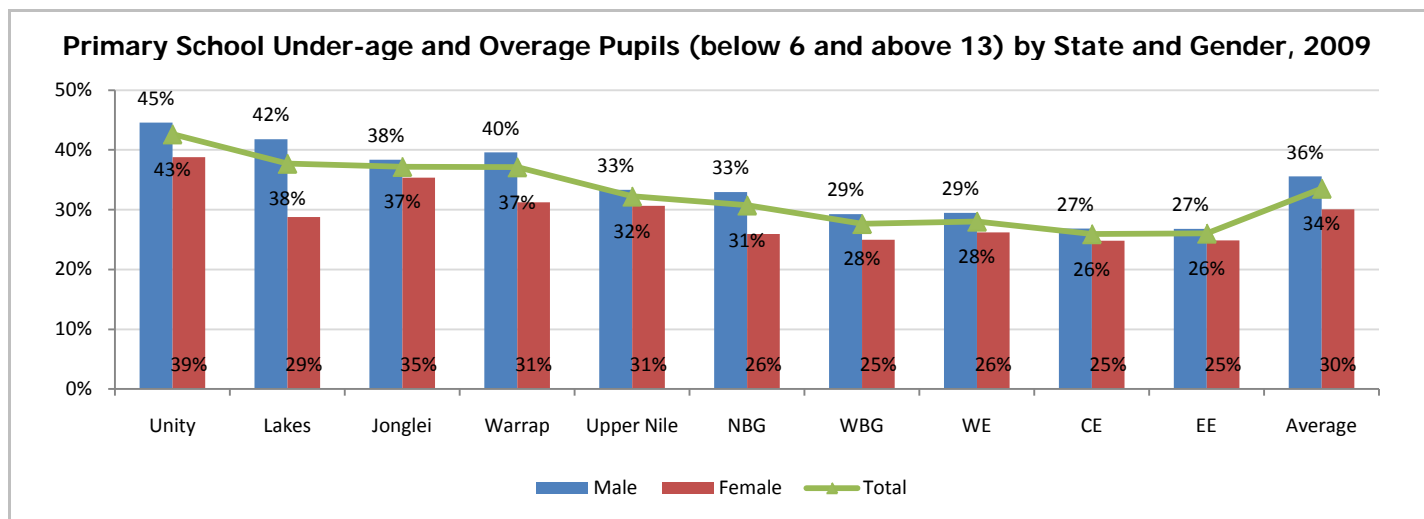
Primary School Net Enrolment Rate (NER) by State and Gender, 2009



6.1.4. Primary School Under-age and Overage Pupils³⁶

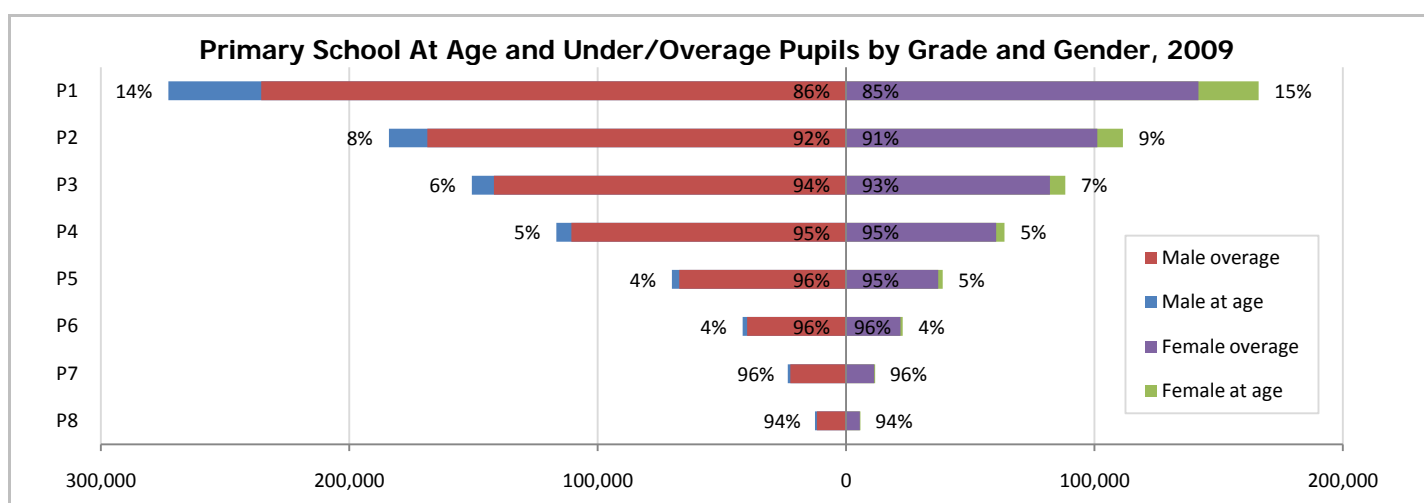
Primary School Under-age and Overage Pupils (below 6 and above 13) by State and Gender, 2009

State	Total			Male			Female		
	Under/Overage	Enrolment All Ages	% Under/Overage	Under/Overage	Enrolment All Ages	% Under/Overage	Under/Overage	Enrolment All Ages	% Under/Overage
CE	36,008	138,934	26%	20,288	75,631	27%	15,720	63,303	25%
EE	28,985	111,413	26%	17,947	67,024	27%	11,038	44,389	25%
WE	19,841	70,803	28%	11,637	39,472	29%	8,204	31,331	26%
Jonglei	91,740	246,578	37%	58,820	153,422	38%	32,920	93,156	35%
Unity	61,954	145,224	43%	43,323	97,205	45%	18,631	48,019	39%
Upper Nile	65,240	202,425	32%	39,919	119,792	33%	25,321	82,633	31%
Lakes	41,623	110,315	38%	31,771	76,059	42%	9,852	34,256	29%
Warrap	59,435	160,031	37%	44,862	113,385	40%	14,573	46,646	31%
WBG	14,638	52,990	28%	9,626	32,925	29%	5,012	20,065	25%
NBG	43,599	141,867	31%	31,943	96,889	33%	11,656	44,978	26%
Average	463,063	1,380,580	34%	310,136	871,804	36%	152,927	508,776	30%



Primary School At Age and Under/Overage Pupils by Grade and Gender, 2009

Grade Level	Total			Male			Female		
	At age	Overage	% Overage	At age	Overage	% Overage	At age	Overage	% Overage
P1	61,645	377,308	86%	37,372	235,466	86%	24,273	141,842	85%
P2	25,817	269,698	91%	15,560	168,508	92%	10,257	101,190	91%
P3	15,089	223,824	94%	8,855	141,816	94%	6,234	82,008	93%
P4	9,343	170,992	95%	6,023	110,588	95%	3,320	60,404	95%
P5	4,774	104,193	96%	2,945	67,144	96%	1,829	37,049	95%
P6	2,642	61,780	96%	1,733	39,896	96%	909	21,884	96%
P7	1,480	33,700	96%	1,046	22,395	96%	434	11,305	96%
P8	1,049	17,246	94%	702	11,755	94%	347	5,491	94%
Total	121,839	1,258,741	91%	74,236	797,568	91%	47,603	461,173	91%

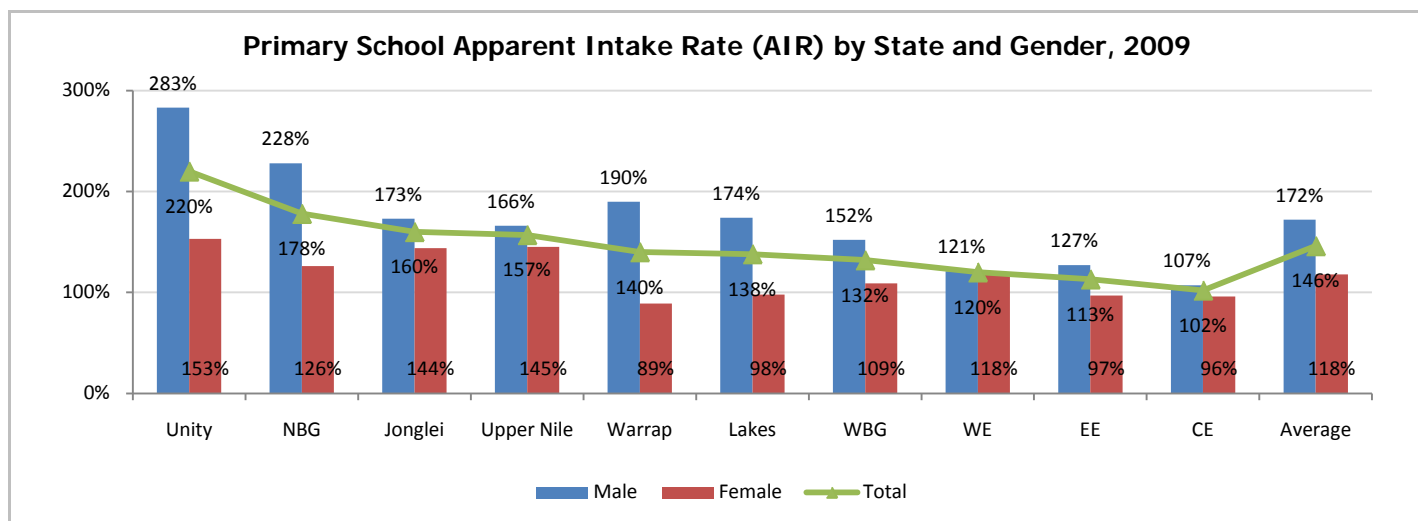


³⁶ This is a count of pupils who are under or beyond the official Primary School age. "Under-age pupils" here mean those who are enrolled in Primary School under the official Primary School entrance age of 6. "Overage pupils" here mean those who are enrolled in Primary School past the official Primary School leaving age of 13.

6.1.5. Primary School Apparent Intake Rate (AIR)

Primary School Apparent Intake Rate (AIR) by State and Gender, 2009

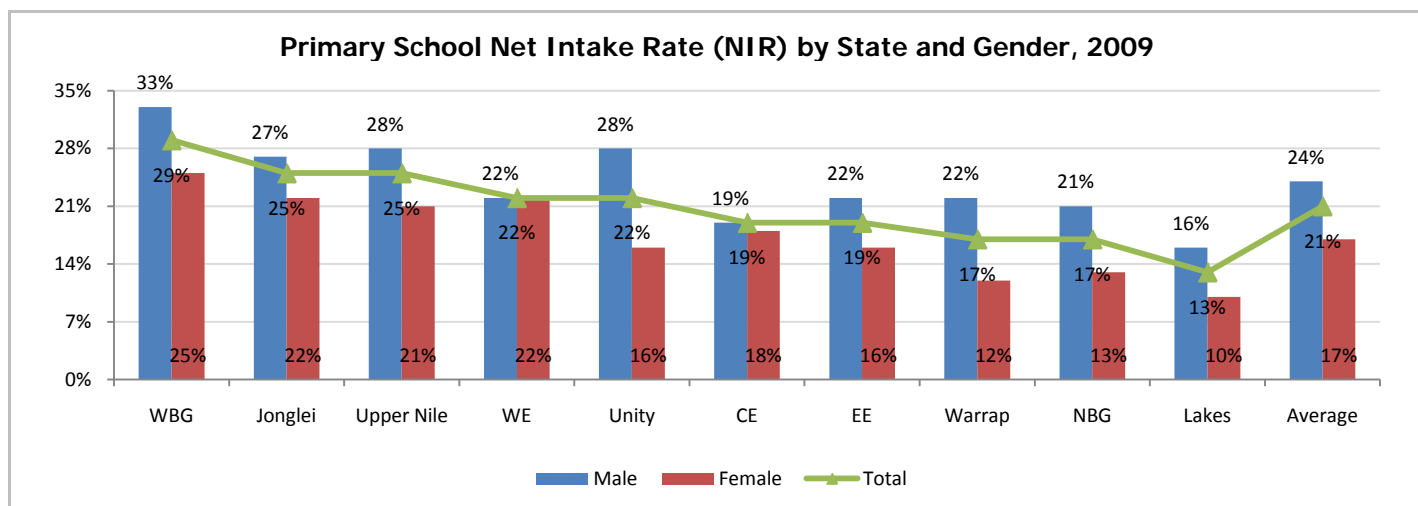
State	Total			Male			Female		
	Age 6 Pop.	P1 All Ages	AIR	Age 6 Pop.	P1 All Ages	AIR	Age 6 Pop.	P1 All Ages	AIR
CE	36,005	36,745	102%	18,792	20,142	107%	17,213	16,603	96%
EE	31,083	34,997	113%	16,410	20,837	127%	14,673	14,160	97%
WE	17,522	20,962	120%	9,237	11,150	121%	8,285	9,812	118%
Jonglei	50,627	81,205	160%	28,366	49,163	173%	22,261	32,042	144%
Unity	23,117	50,844	220%	11,902	33,672	283%	11,215	17,172	153%
Upper Nile	34,688	54,460	157%	19,411	32,241	166%	15,277	22,219	145%
Lakes	26,338	36,353	138%	13,721	23,932	174%	12,617	12,421	98%
Warrap	40,053	56,008	140%	20,187	38,413	190%	19,866	17,595	89%
WBG	10,979	14,506	132%	5,793	8,831	152%	5,186	5,675	109%
NBG	29,759	52,873	178%	15,087	34,457	228%	14,672	18,416	126%
Total	300,171	438,953	146%	158,906	272,838	172%	141,265	166,115	118%



6.1.6. Primary School Net Intake Rate (NIR)

Primary School Net Intake Rate (NIR) by State and Gender, 2009

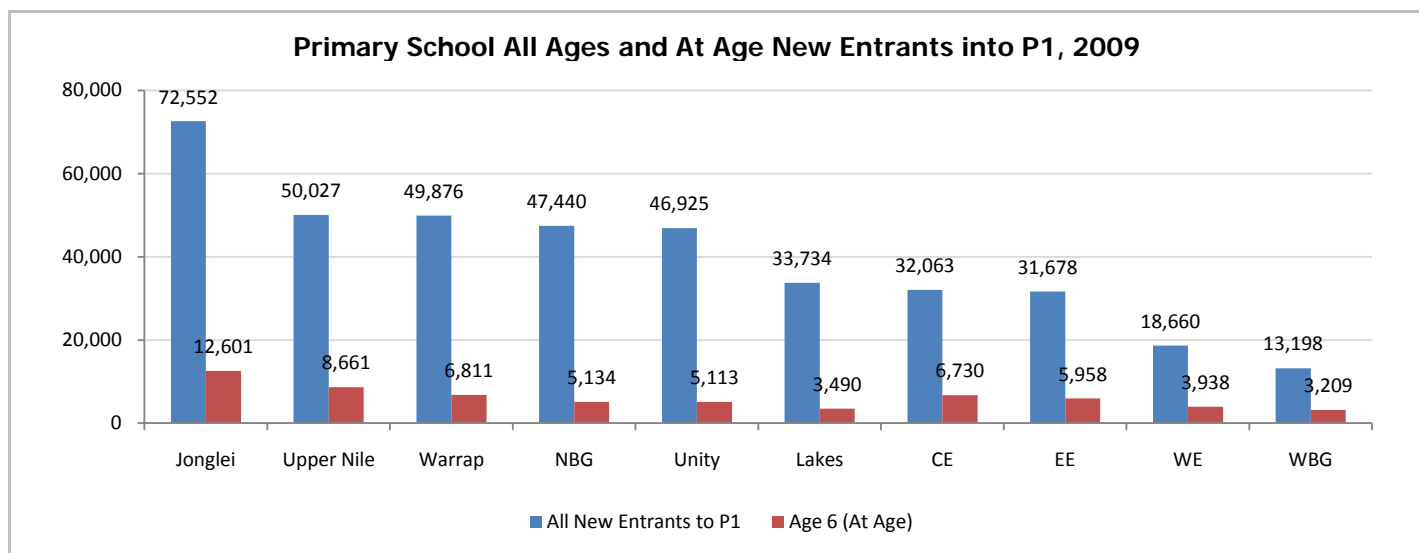
State	Total			Male			Female		
	Age 6 Pop.	P1 Age 6	NIR	Age 6 Pop.	P1 Age 6	NIR	Age 6 Pop.	P1 Age 6	NIR
CE	36,005	6,730	19%	18,792	3,595	19%	17,213	3,135	18%
EE	31,083	5,958	19%	16,410	3,559	22%	14,673	2,399	16%
WE	17,522	3,938	22%	9,237	2,075	22%	8,285	1,863	22%
Jonglei	50,627	12,601	25%	28,366	7,629	27%	22,261	4,972	22%
Unity	23,117	5,113	22%	11,902	3,365	28%	11,215	1,748	16%
Upper Nile	34,688	8,661	25%	19,411	5,424	28%	15,277	3,237	21%
Lakes	26,338	3,490	13%	13,721	2,171	16%	12,617	1,319	10%
Warrap	40,053	6,811	17%	20,187	4,498	22%	19,866	2,313	12%
WBG	10,979	3,209	29%	5,793	1,902	33%	5,186	1,307	25%
NBG	29,759	5,134	17%	15,087	3,154	21%	14,672	1,980	13%
Total	300,171	61,645	21%	158,906	37,372	24%	141,265	24,273	17%



6.1.7. Primary School New Entrants into P1

Primary School All Ages and At Age New Entrants into P1 by Age Group, 2009

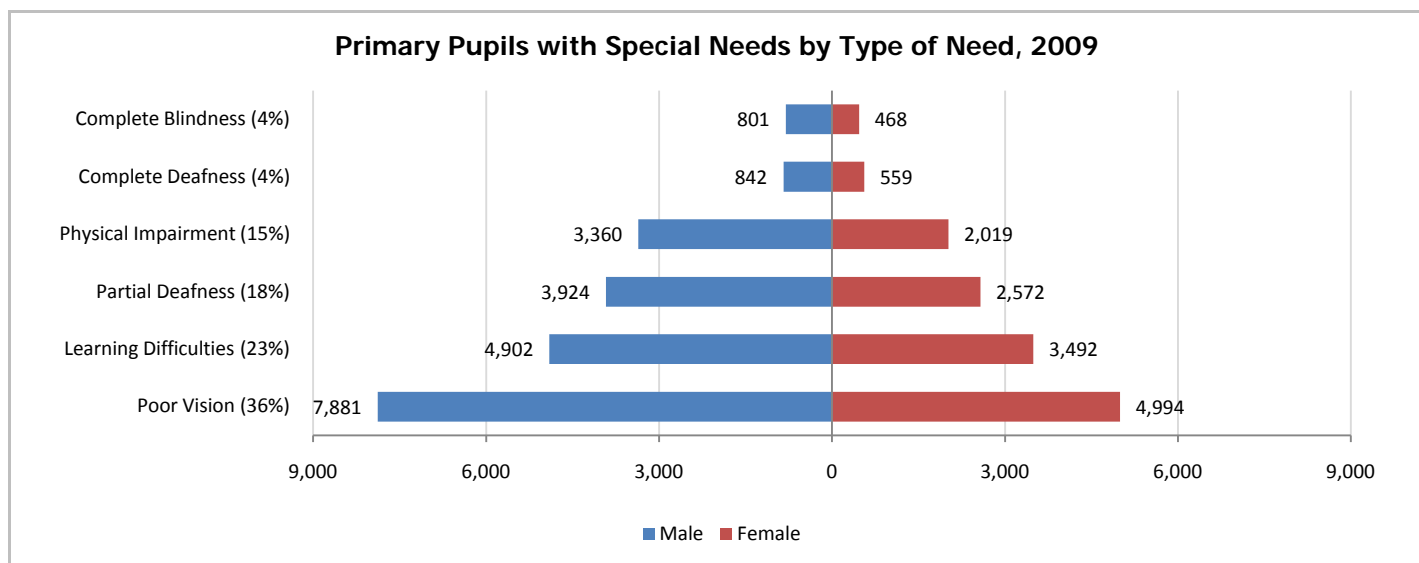
State	Age 5 and Less	Age 6	Age 7 and Above	P1 Repeaters	Total	Age 6 %
CE	4,897	6,730	25,118	4,682	32,063	21%
EE	4,683	5,958	24,356	3,319	31,678	19%
WE	3,008	3,938	14,016	2,302	18,660	21%
Jonglei	10,061	12,601	58,543	8,653	72,552	17%
Unity	4,088	5,113	41,643	3,919	46,925	11%
Upper Nile	13,788	8,661	32,011	4,433	50,027	17%
Lakes	2,258	3,490	30,605	2,619	33,734	10%
Warrap	4,884	6,811	44,313	6,132	49,876	14%
WBG	2,070	3,209	9,227	1,308	13,198	24%
NBG	2,919	5,134	44,820	5,433	47,440	11%
Total	52,656	61,645	324,652	42,800	396,153	16%



6.1.8. Primary School Pupils with Special Needs

Primary School Pupils with Special Needs by Type of Need and Gender, 2009

Type of Need	% of Total	Total	Male	Female
Poor Vision ³⁷	36%	12,875	7,881	4,994
Complete Blindness	4%	1,269	801	468
Partial Deafness	18%	6,496	3,924	2,572
Complete Deafness	4%	1,401	842	559
Physical Impairment	15%	5,379	3,360	2,019
Learning Difficulties	23%	8,394	4,902	3,492
Total	100%	35,814	21,710	14,104



³⁷ "Poor vision" includes pupils who have been treated with glasses.

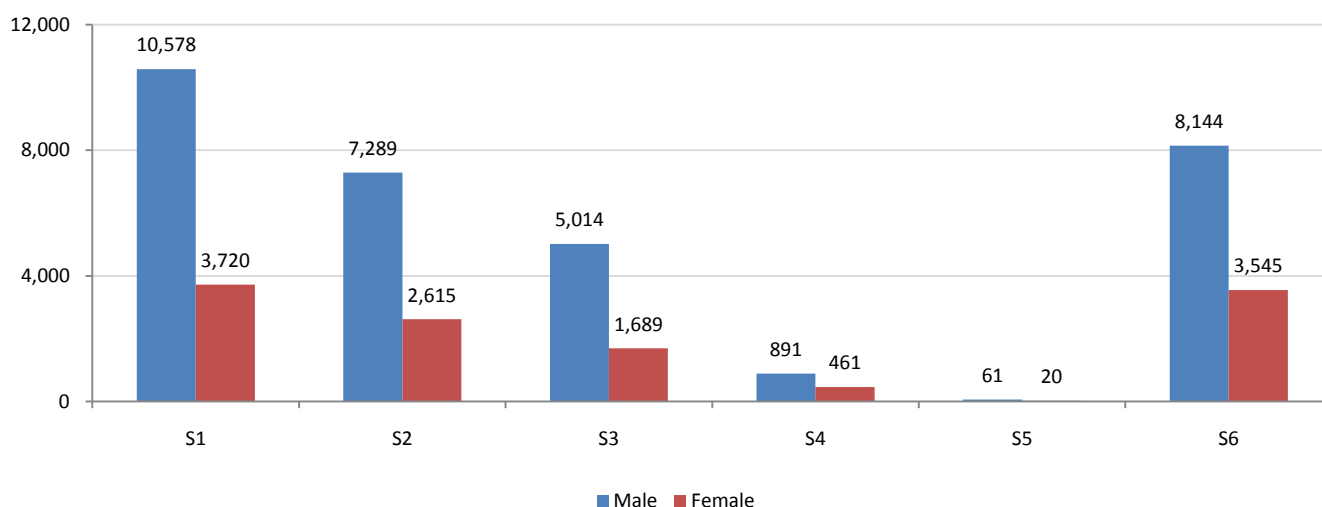
6.2. Secondary School

6.2.1. Secondary School Student Enrolment

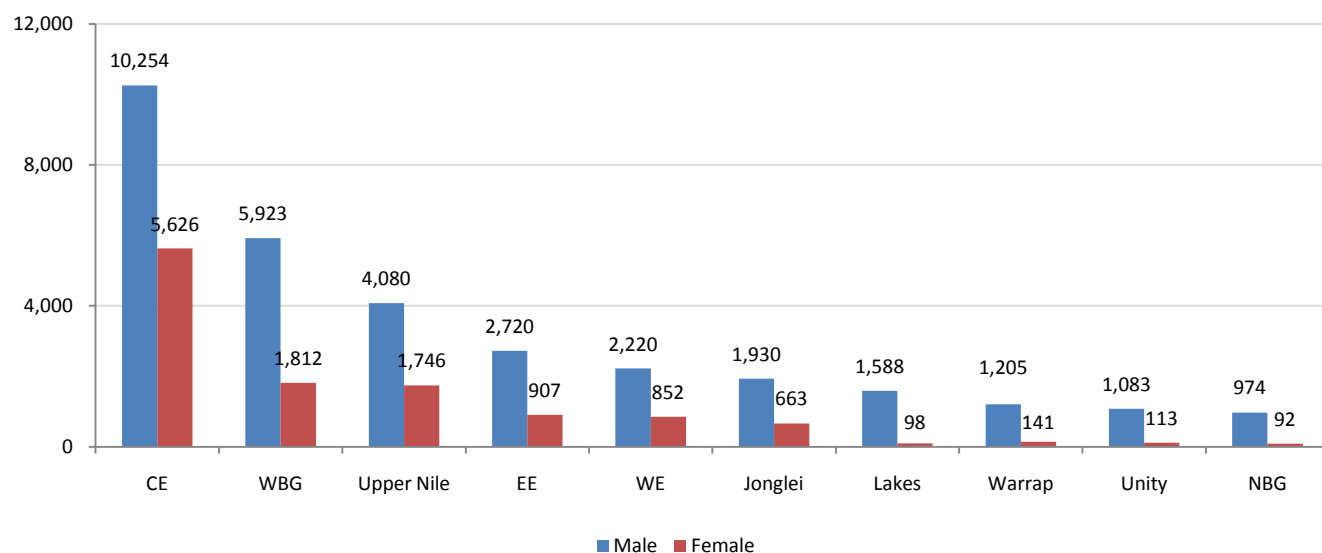
Secondary School Student Enrolment by State and Grade, 2009

State	S1	S2	S3	S4	S5	S6	Total
CE	4,286	3,207	2,547	606	68	5,166	15,880
EE	1,457	1,135	717	305	13	0	3,627
WE	1,159	890	765	258	0	0	3,072
Jonglei	570	439	401	29	0	1,154	2,593
Unity	580	378	238	0	0	0	1,196
Upper Nile	2,553	1,161	622	0	0	1,490	5,826
Lakes	736	547	249	154	0	0	1,686
Warrap	613	688	45	0	0	0	1,346
WBG	1,775	1,170	911	0	0	3,879	7,735
NBG	569	289	208	0	0	0	1,066
Total	14,298	9,904	6,703	1,352	81	11,689	44,027

Secondary School Student Enrolment by Grade and Gender, 2009



Secondary School Student Enrolment by State and Gender, 2009

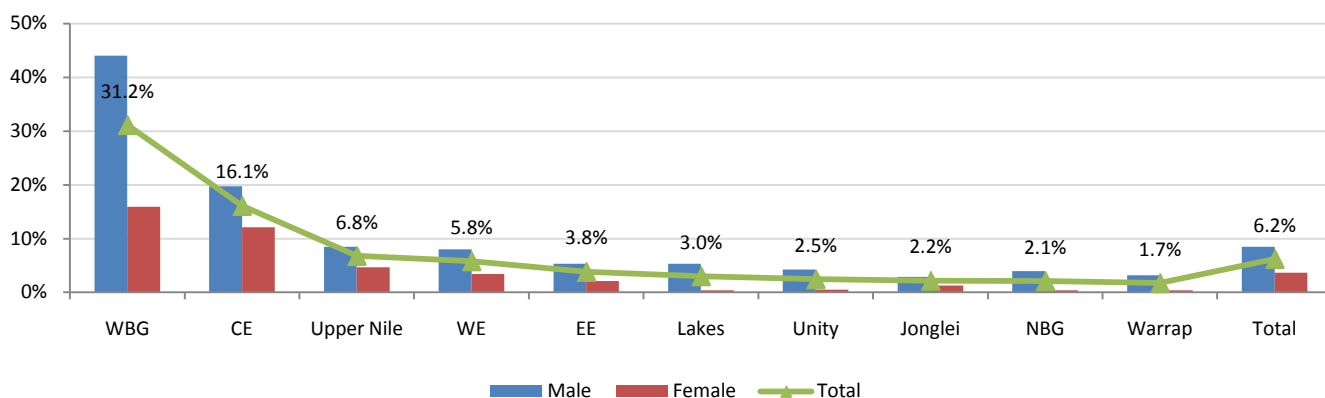


6.2.2. Secondary School Gross Enrolment Rate (GER)

Secondary School Gross Enrolment Rate (GER) by State and Gender, 2009

State	Total			Male			Female		
	Ages 14-17 Pop.	All Ages Enrolled	GER	Ages 14-17 Pop.	All Ages Enrolled	GER	Ages 14-17 Pop.	All Ages Enrolled	GER
CE	98,534	15,880	16.1%	52,012	10,254	19.7%	46,522	5,626	12.1%
EE	94,495	3,627	3.8%	51,090	2,720	5.3%	43,405	907	2.1%
WE	52,801	3,072	5.8%	27,806	2,220	8.0%	24,995	852	3.4%
Jonglei	118,556	2,593	2.2%	66,975	1,930	2.9%	51,581	663	1.3%
Unity	48,719	1,196	2.5%	25,337	1,083	4.3%	23,382	113	0.5%
Upper Nile	85,569	5,826	6.8%	48,187	4,080	8.5%	37,382	1,746	4.7%
Lakes	55,542	1,686	3.0%	29,797	1,588	5.3%	25,745	98	0.4%
Warrap	76,975	1,346	1.7%	38,019	1,205	3.2%	38,956	141	0.4%
WBG	24,829	7,735	31.2%	13,450	5,923	44.0%	11,379	1,812	15.9%
NBG	50,388	1,066	2.1%	24,744	974	3.9%	25,644	92	0.4%
Total	706,408	44,027	6.2%	377,417	31,977	8.5%	328,991	12,050	3.7%

Secondary School Gross Enrolment Rate (GER) by State and Gender, 2009

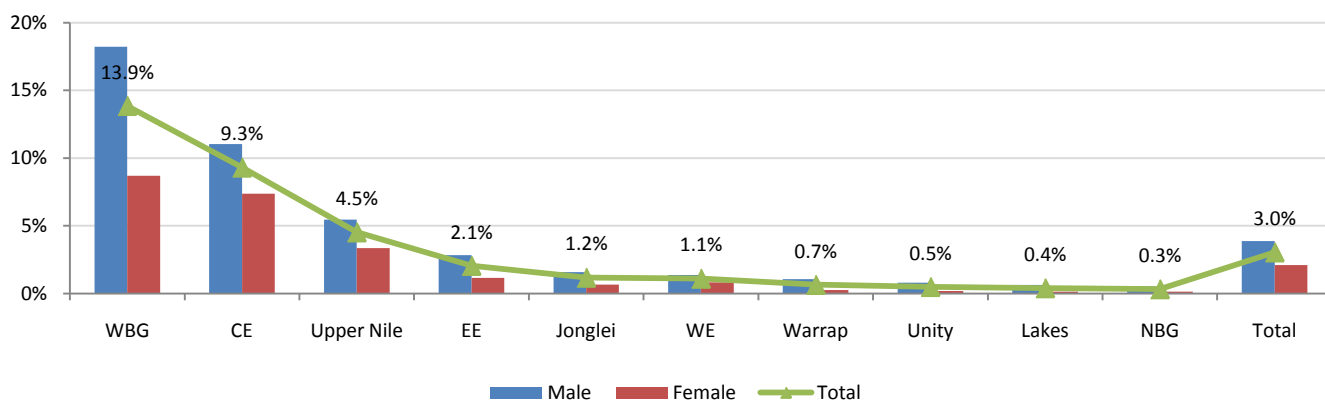


6.2.3. Secondary School Net Enrolment Rate (NER)

Secondary School Net Enrolment Rate (NER) by State and Gender, 2009

State	Total			Male			Female		
	Ages 14-17 Pop.	Ages 14-17 Enrolled	NER	Ages 14-17 Pop.	Ages 14-17 Enrolled	NER	Ages 14-17 Pop.	Ages 14-17 Enrolled	NER
CE	98,534	9,169	9.3%	52,012	5,744	11.0%	46,522	3,425	7.4%
EE	94,495	1,939	2.1%	51,090	1,443	2.8%	43,405	496	1.1%
WE	52,801	583	1.1%	27,806	377	1.4%	24,995	206	0.8%
Jonglei	118,556	1,397	1.2%	66,975	1,055	1.6%	51,581	342	0.7%
Unity	48,719	242	0.5%	25,337	200	0.8%	23,382	42	0.2%
Upper Nile	85,569	3,873	4.5%	48,187	2,624	5.4%	37,382	1,249	3.3%
Lakes	55,542	225	0.4%	29,797	187	0.6%	25,745	38	0.1%
Warrap	76,975	501	0.7%	38,019	405	1.1%	38,956	96	0.2%
WBG	24,829	3,440	13.9%	13,450	2,450	18.2%	11,379	990	8.7%
NBG	50,388	166	0.3%	24,744	129	0.5%	25,644	37	0.1%
Total	706,408	21,535	3.0%	377,417	14,614	3.9%	328,991	6,921	2.1%

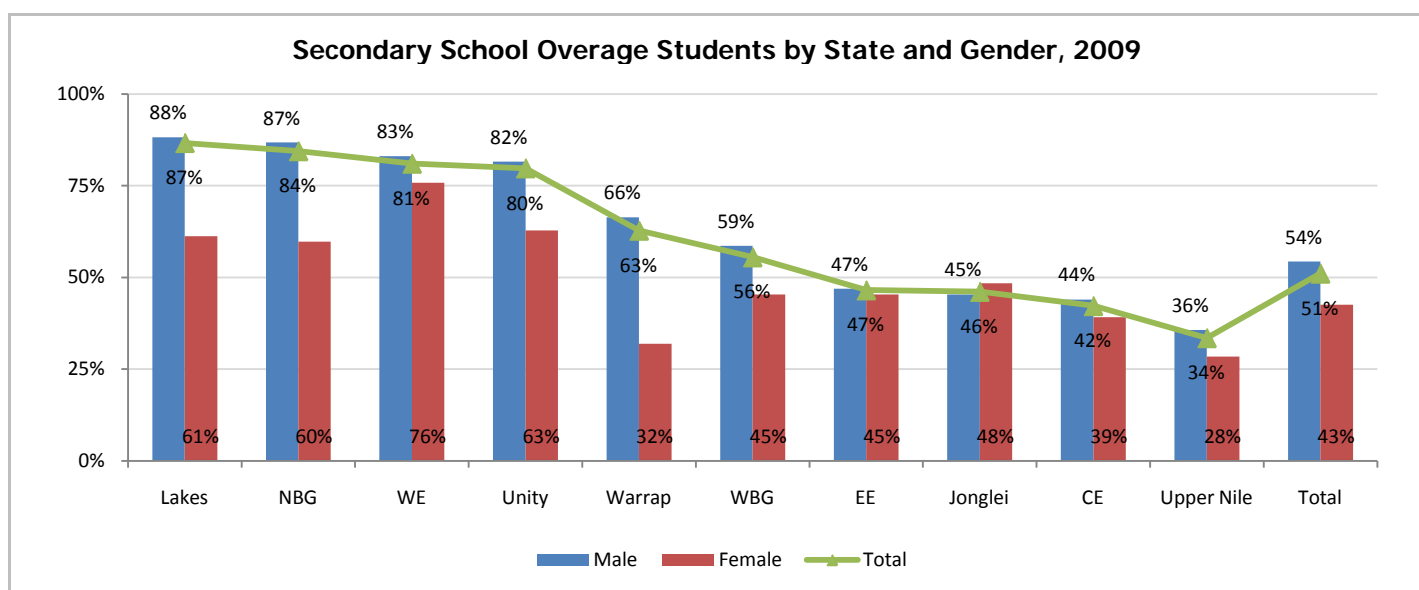
Secondary School Net Enrolment Rate (NER) by State and Gender, 2009



6.2.4. Secondary School Overage Students

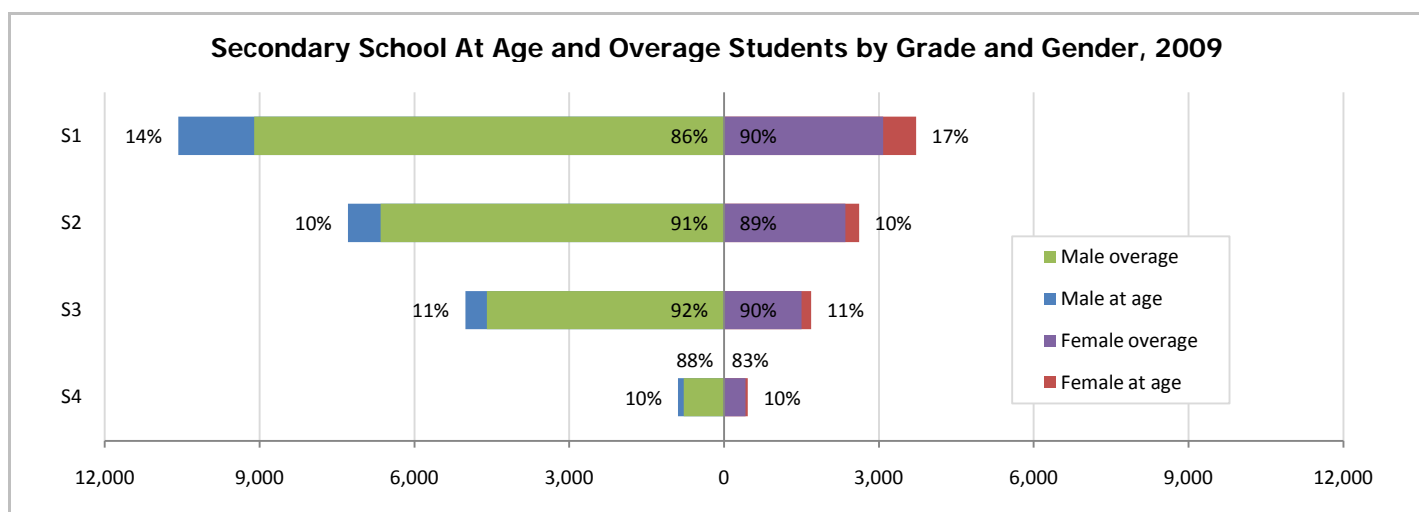
Secondary School Overage Students (above age 17) by State and Gender, 2009³⁸

State	Total			Male			Female		
	Overage	Enrolment All Ages	% Overage	Overage	Enrolment All Ages	% Overage	Overage	Enrolment All Ages	% Overage
CE	6,711	15,880	42%	4,510	10,254	44%	2,201	5,626	39%
EE	1,688	3,627	47%	1,277	2,720	47%	411	907	45%
WE	2,489	3,072	81%	1,843	2,220	83%	646	852	76%
Jonglei	1,196	2,593	46%	875	1,930	45%	321	663	48%
Unity	954	1,196	80%	883	1,083	82%	71	113	63%
Upper Nile	1,953	5,826	34%	1,456	4,080	36%	497	1,746	28%
Lakes	1,461	1,686	87%	1,401	1,588	88%	60	98	61%
Warrap	845	1,346	63%	800	1,205	66%	45	141	32%
WBG	4,295	7,735	56%	3,473	5,923	59%	822	1,812	45%
NBG	900	1,066	84%	845	974	87%	55	92	60%
Total	22,492	44,027	51%	17,363	31,977	54%	5,129	12,050	43%



Secondary School At Age and Overage Students by Grade and Gender, 2009

Grade Level	Total			Male			Female		
	At age	Overage	% Overage	At age	Overage	% Overage	At age	Overage	% Overage
S1	2,111	12,187	85%	1,473	9,105	86%	638	3,082	83%
S2	898	9,006	91%	631	6,658	91%	267	2,348	90%
S3	608	6,095	91%	419	4,595	92%	189	1,500	89%
S4	155	1,197	89%	108	783	88%	47	414	90%
Total	3,772	28,485	88%	2,631	21,141	89%	1,141	7,344	87%

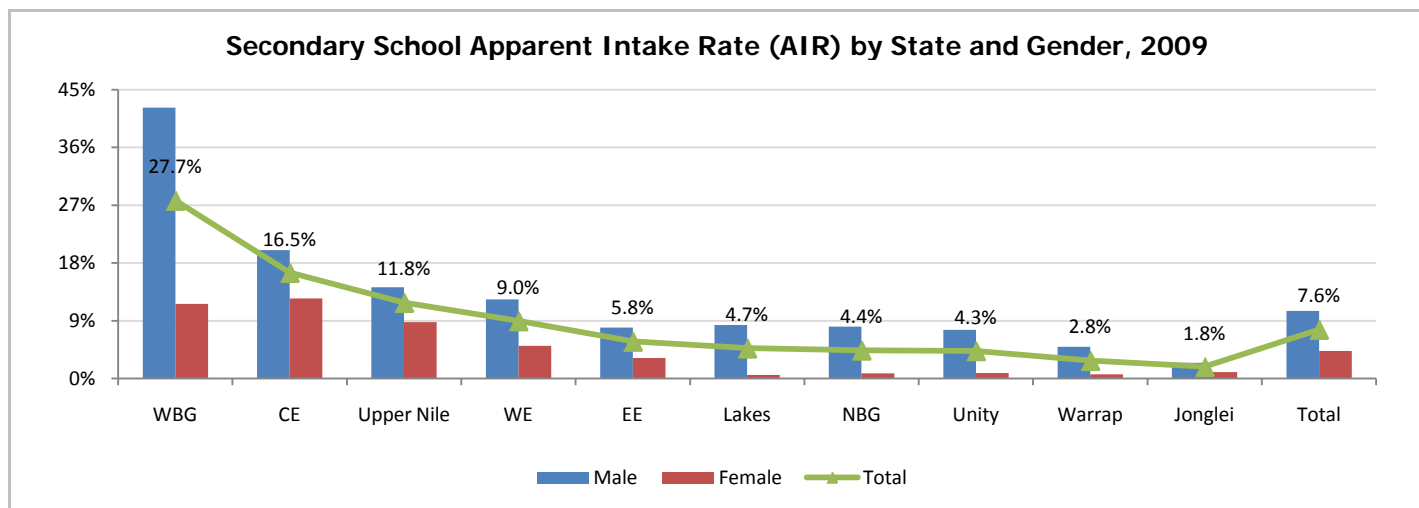


³⁸ This is a count of students who are beyond the official Secondary School age. "Overage students" here mean those who are enrolled in Secondary School past the official Secondary School leaving age of 17.

6.2.5. Secondary School Apparent Intake Rate (AIR)

Secondary School Apparent Intake Rate (AIR) by State and Gender, 2009

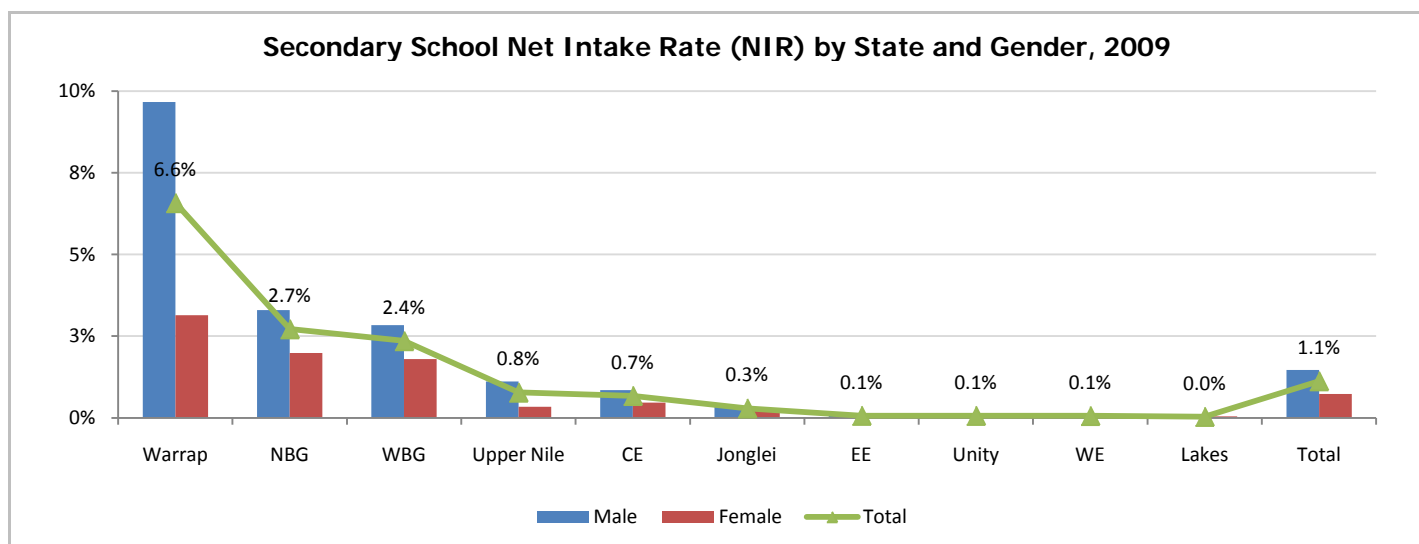
State	Total			Male			Female		
	Age 14 Pop.	S1 All Ages	AIR	Age 14 Pop.	S1 All Ages	AIR	Age 14 Pop.	S1 All Ages	AIR
CE	25,989	4,286	16.5%	13,877	2,775	20.0%	12,112	1,511	12.5%
EE	25,245	1,457	5.8%	13,709	1,088	7.9%	11,536	369	3.2%
WE	12,929	1,159	9.0%	6,963	857	12.3%	5,966	302	5.1%
Jonglei	31,208	570	1.8%	17,695	435	2.5%	13,513	135	1.0%
Unity	13,473	580	4.3%	6,919	525	7.6%	6,554	55	0.8%
Upper Nile	21,601	2,553	11.8%	12,070	1,717	14.2%	9,531	836	8.8%
Lakes	15,599	736	4.7%	8,383	697	8.3%	7,216	39	0.5%
Warrap	22,000	613	2.8%	11,034	543	4.9%	10,966	70	0.6%
WBG	6,399	1,775	27.7%	3,374	1,424	42.2%	3,025	351	11.6%
NBG	12,932	569	4.4%	6,398	517	8.1%	6,534	52	0.8%
Total	187,375	14,298	7.6%	100,422	10,578	10.5%	86,953	3,720	4.3%



6.2.6. Secondary School Net Intake Rate (NIR)

Secondary School Net Intake Rate (NIR) by State and Gender, 2009

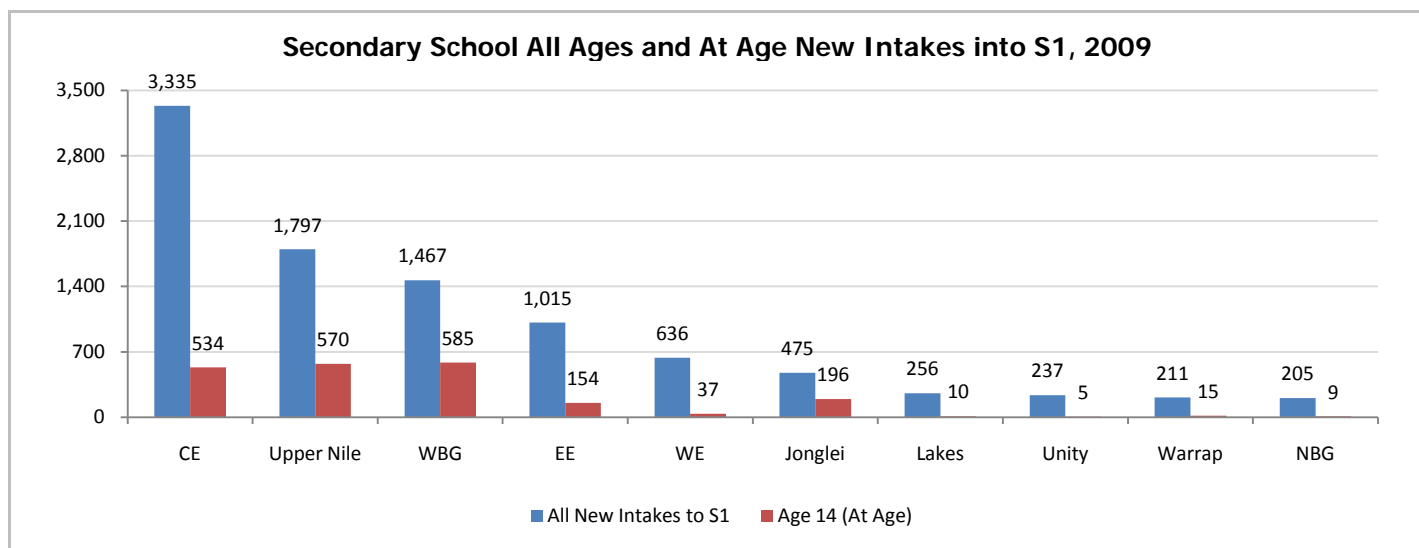
State	Total			Male			Female		
	Age 14 Pop.	S1 Age 14	NIR	Age 14 Pop.	S1 Age 14	NIR	Age 14 Pop.	S1 Age 14	NIR
CE	25,989	612	2.4%	13,877	394	2.8%	12,112	218	1.8%
EE	25,245	171	0.7%	13,709	117	0.9%	11,536	54	0.5%
WE	12,929	38	0.3%	6,963	25	0.4%	5,966	13	0.2%
Jonglei	31,208	243	0.8%	17,695	197	1.1%	13,513	46	0.3%
Unity	13,473	5	0.0%	6,919	2	0.0%	6,554	3	0.0%
Upper Nile	21,601	587	2.7%	12,070	398	3.3%	9,531	189	2.0%
Lakes	15,599	10	0.1%	8,383	7	0.1%	7,216	3	0.0%
Warrap	22,000	15	0.1%	11,034	0	0.0%	10,966	15	0.1%
WBG	6,399	421	6.6%	3,374	326	9.7%	3,025	95	3.1%
NBG	12,932	9	0.1%	6,398	7	0.1%	6,534	2	0.0%
Total	187,375	2,111	1.1%	100,422	1,473	1.5%	86,953	638	0.7%



6.2.7. Secondary School New Intakes into S1

Secondary School All Ages and At Age New Intakes into S1 by Age Group, 2009

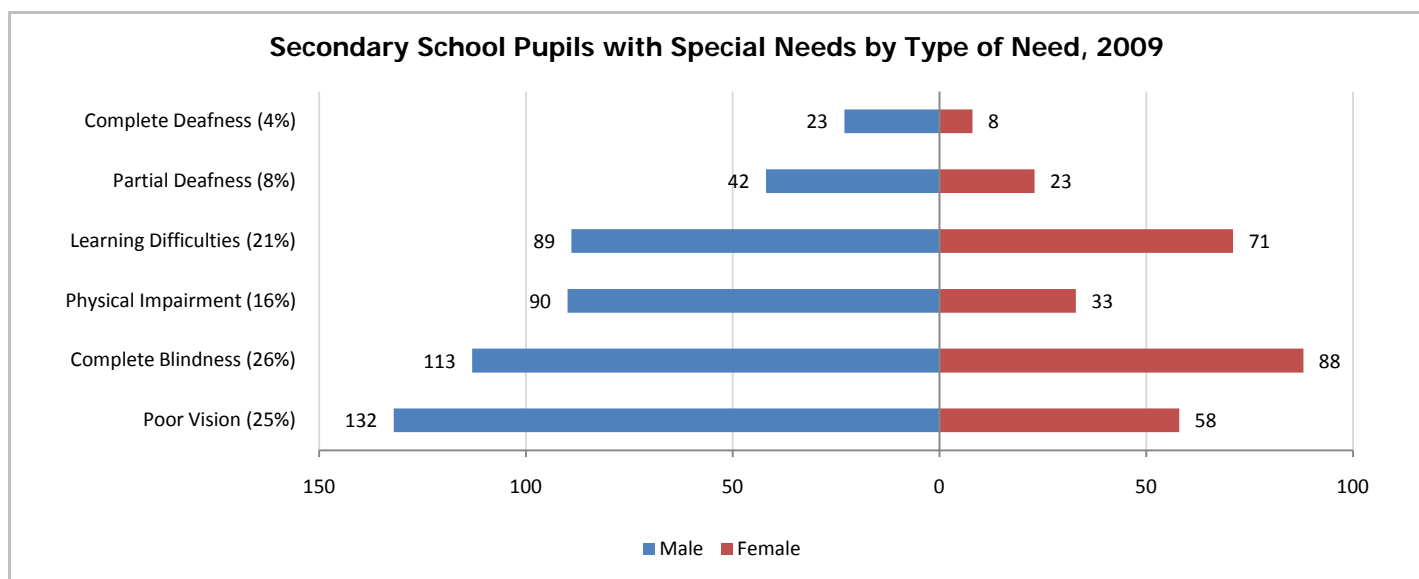
State	Age 14	Age 15 and Above	S1 Repeaters	Total	Age 14 %
CE	534	3,115	314	3,335	16%
EE	154	919	58	1,015	15%
WE	37	663	64	636	6%
Jonglei	196	317	38	475	41%
Unity	5	271	39	237	2%
Upper Nile	570	1,388	161	1,797	32%
Lakes	10	263	17	256	4%
Warrap	15	256	60	211	7%
WBG	585	941	59	1,467	40%
NBG	9	217	21	205	4%
Total	2,115	8,350	831	9,634	22%



6.2.8. Secondary School Students with Special Needs

Secondary School Students with Special Needs by Type of Need and Gender, 2009

Type of Need	% of Total	Total	Male	Female
Poor Vision ³⁹	25%	190	132	58
Complete Blindness	26%	201	113	88
Partial Deafness	8%	65	42	23
Complete Deafness	4%	31	23	8
Physical Impairment	16%	123	90	33
Learning Difficulties	21%	160	89	71
Total	100%	770	489	281



³⁹ "Poor vision" includes pupils who have been treated with glasses.

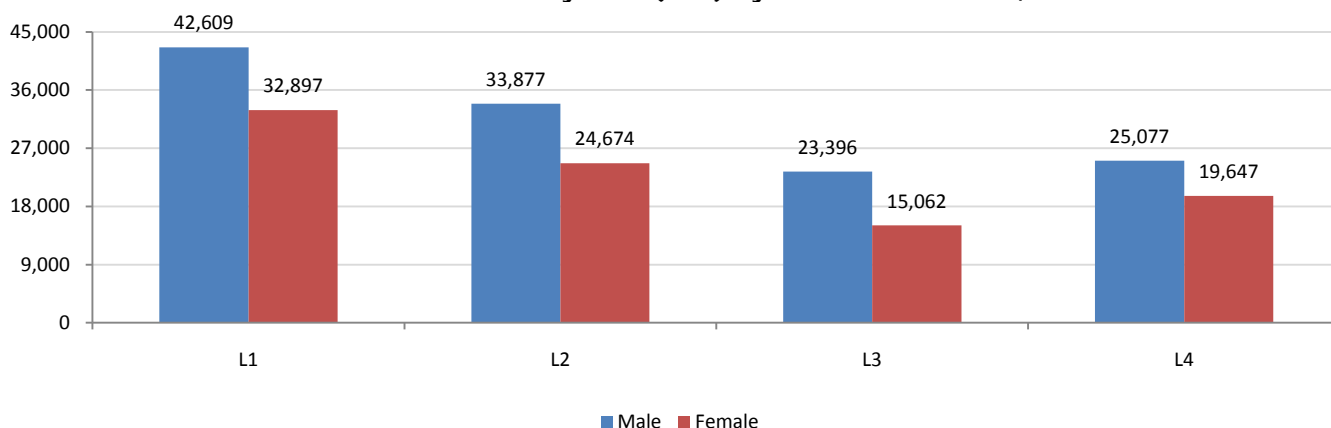
6.3. Alternative Education System (AES)

6.3.1. Alternative Education System (AES) Enrolment

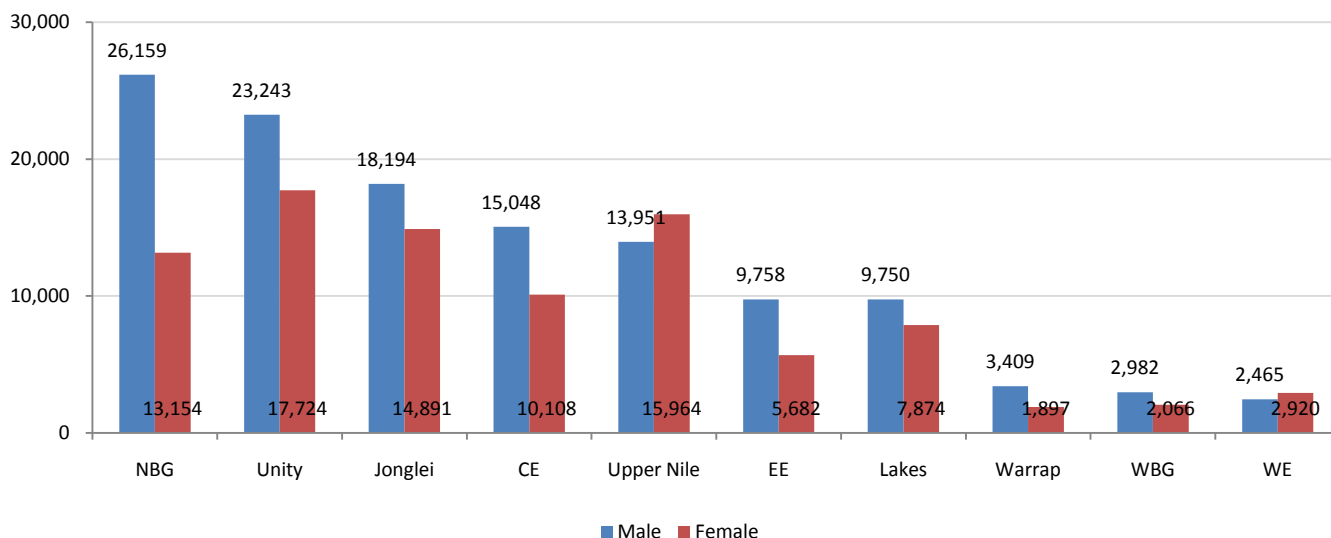
Alternative Education System (AES) by State and Grade, 2009

State	L1	L2	L3	L4	Total
CE	9,663	6,811	5,620	3,062	25,156
EE	6,116	4,030	3,130	2,164	15,440
WE	2,163	1,721	1,014	487	5,385
Jonglei	10,327	8,332	4,855	9,571	33,085
Unity	13,710	11,809	7,328	8,120	40,967
Upper Nile	9,480	8,059	4,717	7,659	29,915
Lakes	7,441	5,593	3,369	1,221	17,624
Warrap	2,541	1,593	812	360	5,306
WBG	2,409	1,522	722	395	5,048
NBG	11,656	9,081	6,891	11,685	39,313
Total	75,506	58,551	38,458	44,724	217,239

Alternative Education System (AES) by Grade and Gender, 2009



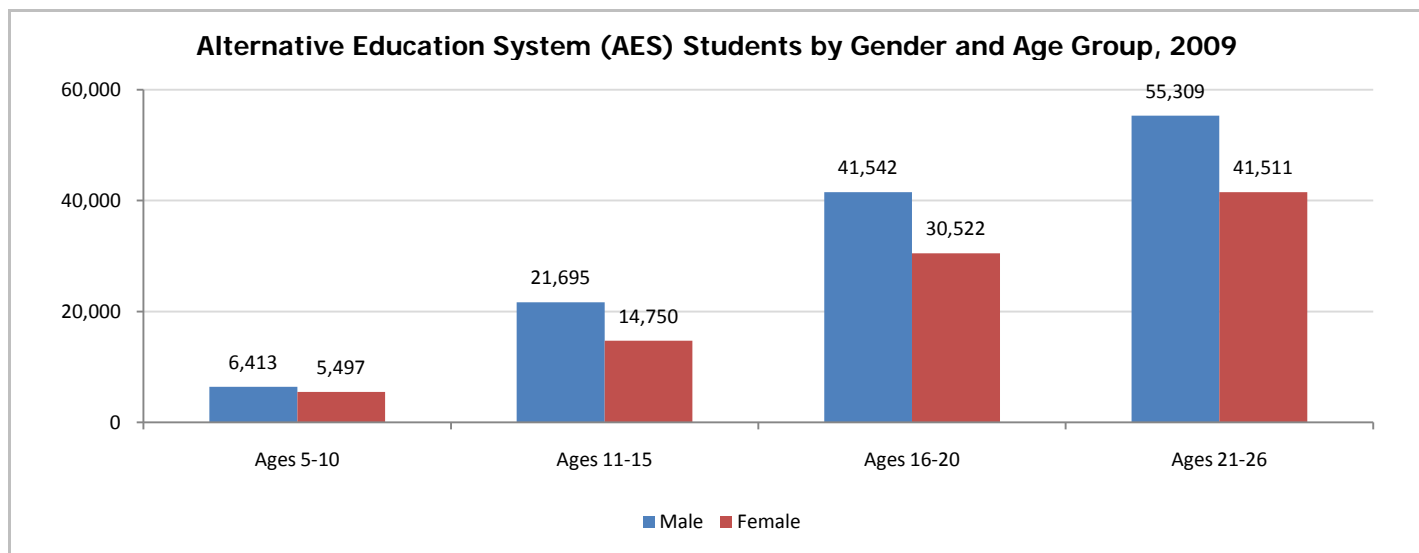
Alternative Education System (AES) by State and Gender, 2009



6.3.2. Alternative Education System (AES) Enrolment by Age

Alternative Education System (AES) Students by State, Gender, and Age Group, 2009

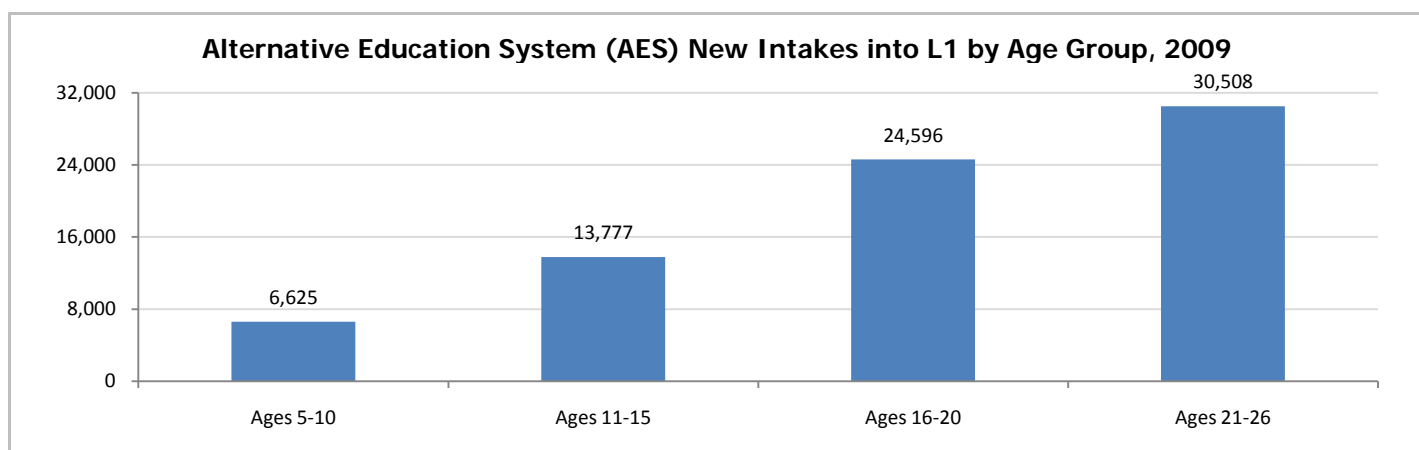
State	Ages 5-10		Ages 11-15		Ages 16-20		Ages 21-26		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
CE	1,966	1,694	2,439	2,065	2,910	2,407	7,733	3,942	25,156
EE	724	614	410	255	1,367	774	7,257	4,039	15,440
WE	216	332	201	299	674	883	1,374	1,406	33,085
Jonglei	117	46	3,184	2,233	6,829	6,054	8,064	6,558	17,624
Unity	1,019	640	4,884	3,383	9,086	7,022	8,254	6,679	39,313
Upper Nile	151	92	1,754	1,410	4,534	4,886	7,512	9,576	40,967
Lakes	776	724	1,589	1,291	2,823	2,107	4,562	3,752	29,915
Warrap	144	132	487	271	956	655	1,822	839	5,306
WBG	555	463	6,304	3,278	11,344	5,155	7,956	4,258	5,048
NBG	745	760	443	265	1,019	579	775	462	5,385
Total	6,413	5,497	21,695	14,750	41,542	30,522	55,309	41,511	217,239



6.3.3. Alternative Education System (AES) New Intakes into L1

Alternative Education System (AES) New Intakes into L1 by Age Group, 2009

State	Ages 5-10	Ages 11-15	Ages 16-20	Ages 21-26	Total
CE	1,983	1,602	1,715	4,363	9,663
EE	507	374	960	4,275	6,116
WE	324	237	636	966	2,163
Jonglei	79	2,071	3,968	4,209	10,327
Unity	923	2,999	5,234	4,554	13,710
Upper Nile	90	1,458	3,385	4,547	9,480
Lakes	962	994	1,785	3,700	7,441
Warrap	252	412	767	1,110	2,541
WBG	988	365	607	449	2,409
NBG	517	3,265	5,539	2,335	11,656
Total	6,625	13,777	24,596	30,508	75,506
% Total	8.8%	18.2%	32.6%	40.4%	100.0%

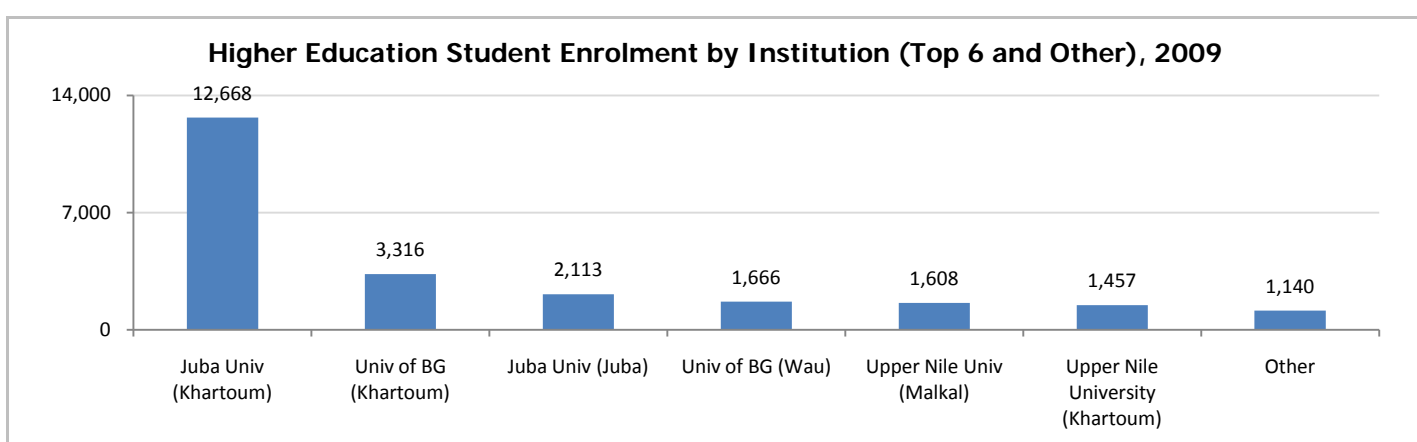


6.4. Higher Education⁴⁰

6.4.1. University / College Student Enrolment

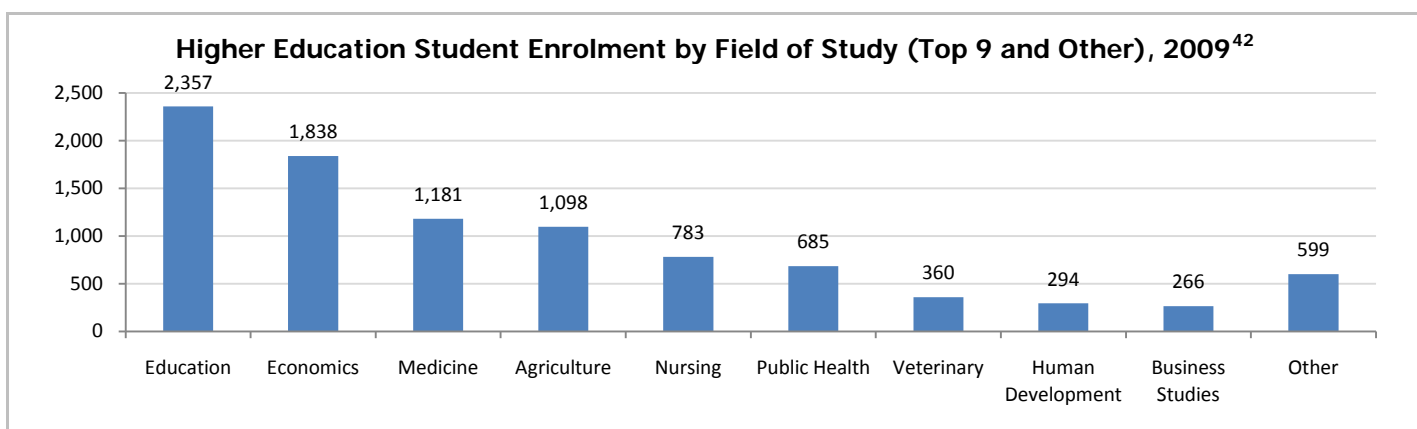
Higher Education Student Enrolment by Institution and Gender, 2009

University / College	Male	Female	Total
Juba University (Khartoum) ⁴¹	-	-	12,668
Juba University (Juba)	-	-	2,113
Catholic University of Sudan (Juba)	241	68	309
Catholic University of Sudan (Wau)	35	8	43
Dr. John Garang Institute	140	2	142
Southern Sudan Open College (of Nation of Afrika)	186	13	199
Southern Sudan Open College (Yei)	92	49	141
Sunshine Learning College	140	2	142
Upper Nile University (Malkal)	1,189	419	1,608
Upper Nile University (Khartoum)	685	772	1,407
University of Bahr-El-Ghazal (Khartoum)	2,323	993	3,316
University of Bahr-El-Ghazal (Wau)	1,361	305	1,666
Upendo Christian University	145	19	164
Total without Juba University	6,537	2,650	9,187
Total with Juba University	-	-	23,968



Higher Education Student Enrolment by Field of Study and Gender, 2009

Field of Study	Male	Female	Total
Education	1,964	393	2,357
Economics	1,475	363	1,838
Medicine	605	576	1,181
Agriculture	756	342	1,098
Nursing	349	434	783
Public Health	503	182	685
Veterinary	202	158	360
Human Development	179	115	294
Business Studies	212	54	266
Other	528	71	599
Total	6,773	2,688	9,461



⁴⁰ Higher Education data were collected for the first time in 2009.

⁴¹ Data source: Work Bank. The data represents the total number of male and female students; gender-disaggregated numbers are unavailable.

⁴² "Business studies" include Public Administration, Accounting, Project Planning, Business Administration, and "Logistics & Procurement."

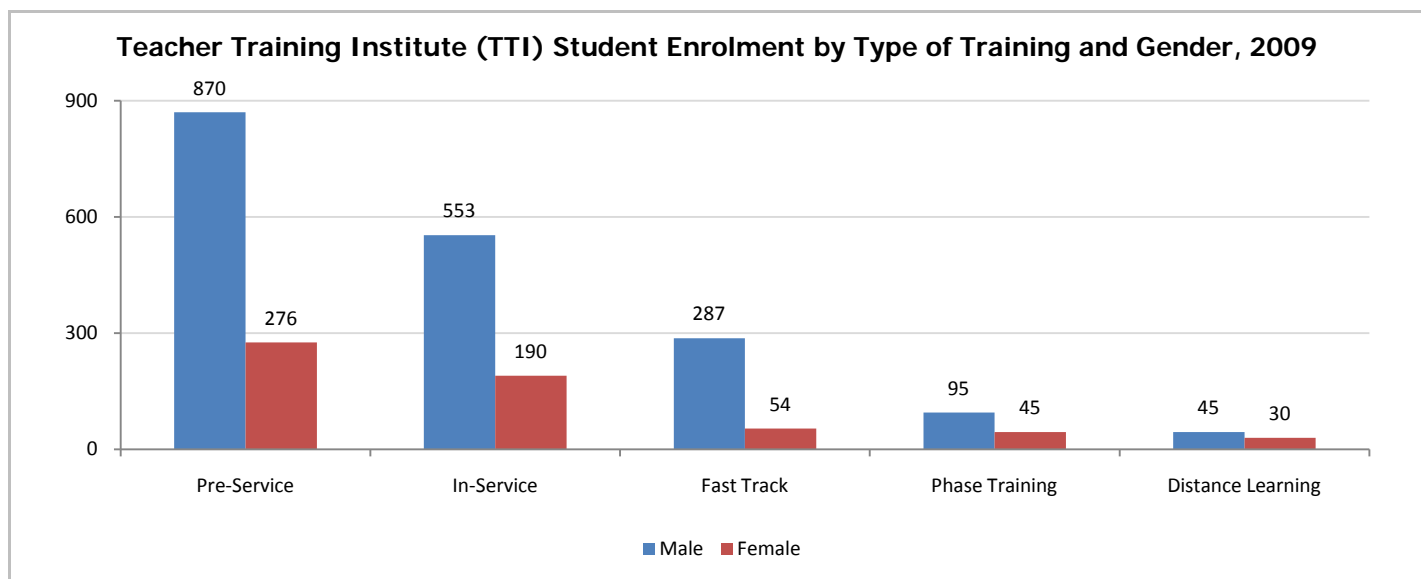
6.4.2. Teacher Training Institute (TTI) Student Enrolment

Teacher Training Institute (TTI) Student Enrolment by Institute and Gender, 2009

Teacher Training Institute / Center	Male	Female	Total
Across Education Teachers Training Program	41	0	41
Aramweer Regional Teacher Training Institute	176	4	180
Arapl Teacher Training Institute	101	44	145
Buoth-Yar Teacher Training Center	99	1	100
County Education Centre (Maridi)	32	9	41
County Education Centre (Yambio Town)	168	112	280
Female teacher Training Centre	0	100	100
Gok Mac har	52	0	52
Kajo-Keji Teachers College	200	120	320
Kotobi Institute of Teacher Education	53	29	82
Kur Lueth Institute of Education	88	4	92
Majakaher Teacher Training Centre	180	15	195
Makuach County Education Centre	175	16	191
National Teacher Training Institute	102	18	120
Panliet County Education Centre	45	5	50
Patit County Education Centre	50	10	60
Salam Girls School	55	35	90
Tonj Teacher Training Institute	78	35	113
War-allel Teacher Training Institute	50	10	60
Yei Teacher Training College	105	28	133
Total	1,850	595	2,445

Teacher Training Institute (TTI) Student Enrolment by Type of Training and Gender, 2009

Type of Training	Male	Female	Total
Pre-Service	870	276	1,146
In-Service	553	190	743
Distance Learning	45	30	75
Fast Track	287	54	341
Phase Training	95	45	140
Total	1,850	595	2,445

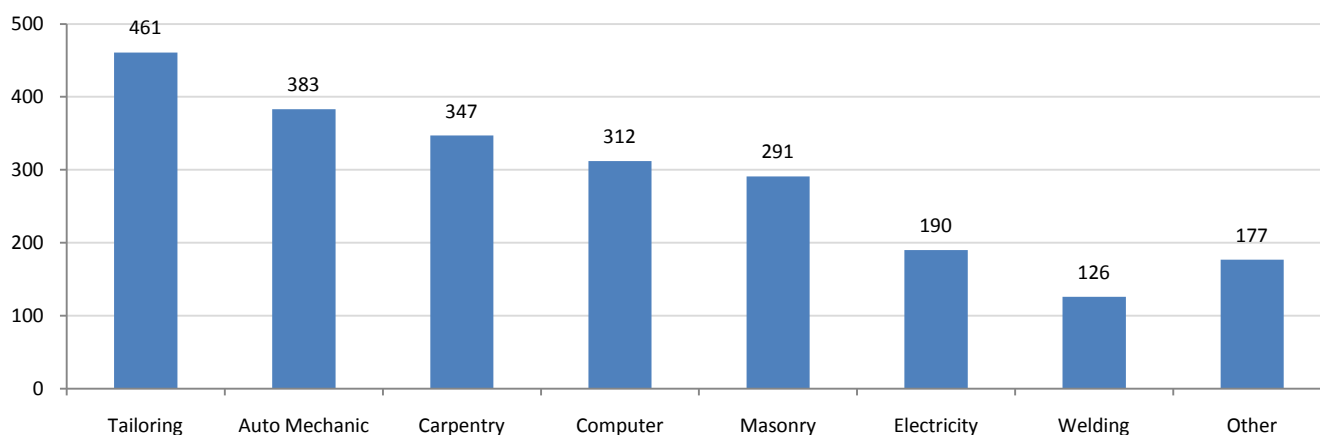


6.4.3. Technical / Vocational Education Center (TVEC) Student Enrolment

Technical / Vocational Education Center (TVEC) Student Enrolment by Center, 2009

Center	Student	Center	Student
Amurt Vocational Training Center	116	Multi-Service Training Center	201
Atrieu Vocational Training Center	54	Pamot Youth Education Center	188
Bentiu Technical College	70	SFM Vocational Training Center	68
Don Bosco	248	Sokare Skill Training Institute	234
ECS Vocational Training College	186	St. Joseph Vocational Training Center	86
Eyira Vocational Training Center	223	St. Martin Carpentry & Joinery Lomin.	-
Ikoto Vocational Training Institute	33	Wau Technical	95
Magwi Vocational Training Center	51	Yambio Vocational Training Center	120
Makolcui	119	Yei Vocational Training Center	322
Malakal Vocational Training Center	122	Youth Education Vocational Center	89
Total			2,625

Technical / Vocational Education Center (TVEC) Student Enrolment by Field of Training (Top 7 and Other), 2009⁴³



⁴³ "Other" included Agriculture, Plumbing, Hair Dressing, and Printing. English and Adult Literacy were cited as subjects in the AEC. However, they were not listed as "Field of Training," for they are supplementary general education, not technical / vocational training per se.

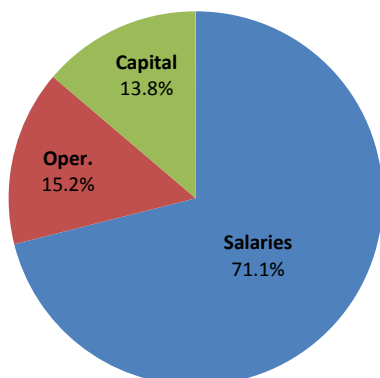
7.0. RESOURCES (HUMAN AND INFRASTRUCTURAL)

7.1. GOSS MOE Budget Allocations, 2010⁴⁴

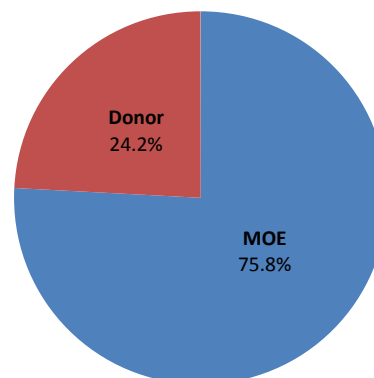
GOSS MOE Education Budget Allocation (SDG), 2010

Agency	Type of Fund	GOSS MOE	SMOE	Unallocated	Total
GOSS	Salaries	17,642,230	169,355,055	20,000,000	206,997,285
	Operations	43,538,818	644,945	-	44,183,763
	Capital	40,118,852	-	-	40,118,852
	Subtotal - GOSS	101,299,900	170,000,000	20,000,000	291,299,900
Donors	Subtotal - Donors	-	-	-	92,793,317
All	Total	-	-	-	384,093,217

GOSS MOE Education Budget Allocation by Type of Fund (%), 2009



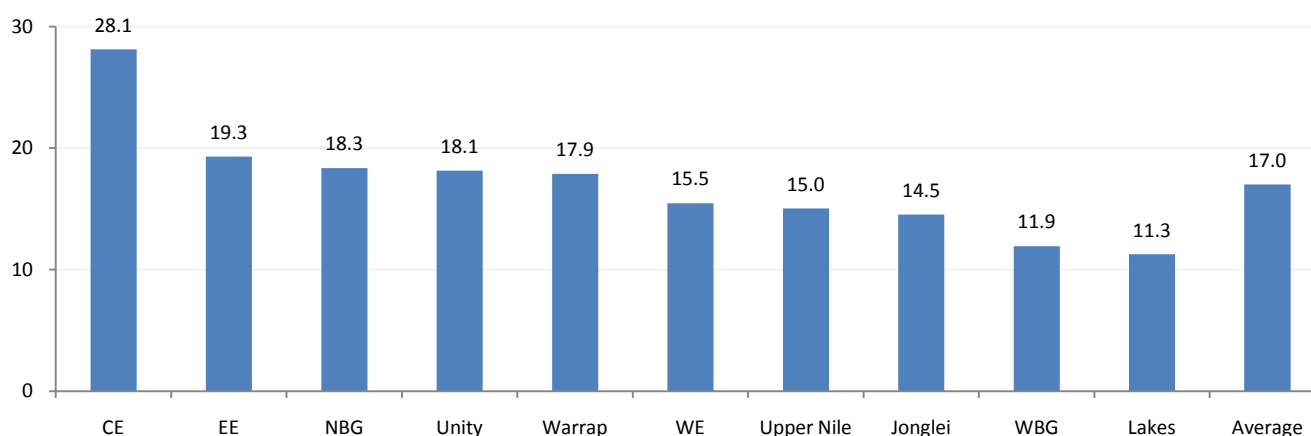
GOSS MOE Education Budget Allocation by Funding Agency (%), 2009



GOSS MOE Education Budget Allocation by State and Type of Fund (SDG), 2010⁴⁵

State	Personnel	Salary	Operations	Total	% Allocation
CE	5,536	28,065,958	47,191	28,113,149	16.5%
EE	3,761	19,227,523	62,921	19,290,444	11.3%
WE	2,990	15,388,406	78,652	15,467,058	9.1%
Jonglei	2,802	14,452,279	86,517	14,538,796	8.6%
Unity	3,528	18,067,323	70,787	18,138,110	10.7%
Upper Nile	2,898	14,930,301	94,382	15,024,683	8.8%
Lakes	2,148	11,195,751	70,787	11,266,538	6.6%
Warrap	3,481	17,833,291	55,056	17,888,347	10.5%
WBG	2,289	11,897,847	31,461	11,929,308	7.0%
NBG	3,574	18,296,376	47,191	18,343,567	10.8%
Average	33,007	169,355,055	644,945	170,000,000	100.0%

GOSS MOE Education Budget Allocation by State, 2010 (Million SDG)



⁴⁴ The booklet contains 2009 information, but the GOSS MOE Budget Allocations section focuses on projected 2010 allocations. The EMIS Unit believed it is timely information, for the first edition of the booklet was released in January, 2010.

⁴⁵ This table breaks down the budget allocated to SMOE salaries and operations.

7.2. Primary School

Primary Education coverage rate was 77% in 2007, 87% in 2008, and 98% in 2009. For comparison purposes, 2007 and 2008 primary education numbers in this section have been weighted to 100% at the county-level. It is important to note that, Primary Schools and AES Centers were combined in the 2007 Annual Education Census (AEC).

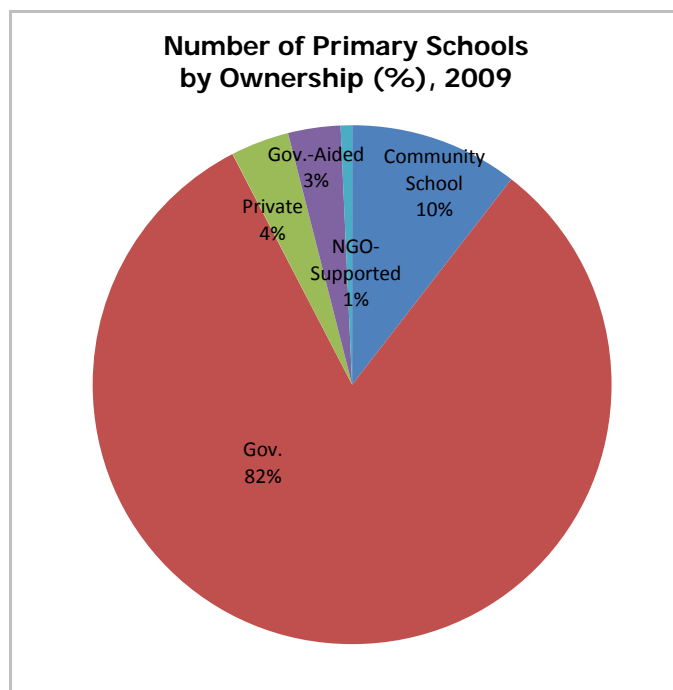
7.2.1. Number of Primary Schools

Number of Primary Schools by Ownership, 2009

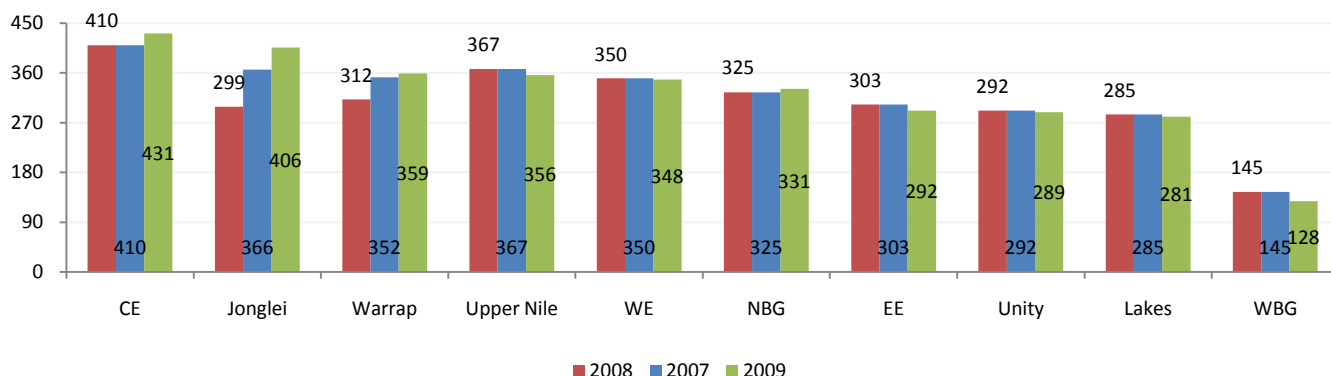
Ownership	Number of Schools
Community School	338
Government	2,636
Private	117
Government Aided	105
NGO-Supported	23
Others	2
Total	3,221

Number of Primary School Permanent and Semi-Permanent Classrooms by State, 2007-2009

State	2007	2008	2009
CE	410	410	431
EE	303	303	292
WE	350	350	348
Jonglei	299	366	406
Unity	292	292	289
Upper Nile	367	367	356
Lakes	285	285	281
Warrap	312	352	359
WBG	125	145	128
Total	3,068	3,195	3,221



Number of Primary Schools by State, 2007-2009

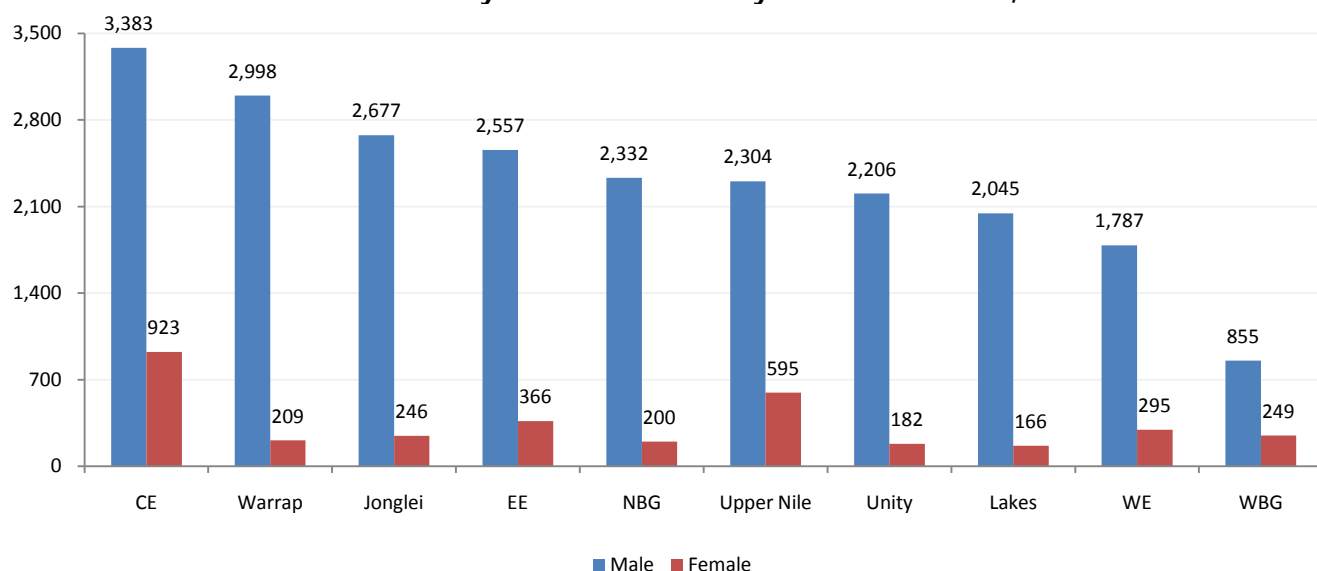


7.2.2. Primary School Teachers

Number of Primary School Teachers by State and Gender, 2009

State	Male	% Male	Female	% Female	Total
CE	3,383	79%	923	21%	4,306
EE	2,557	93%	366	7%	2,923
WE	1,787	92%	295	8%	2,082
Jonglei	2,677	87%	246	13%	2,923
Unity	2,206	92%	182	8%	2,388
Upper Nile	2,304	79%	595	21%	2,899
Lakes	2,045	92%	166	8%	2,211
Warrap	2,998	92%	209	8%	3,207
WBG	855	86%	249	14%	1,104
NBG	2332	77%	200	23%	2,532
Total	23,144	87%	3,431	13%	26,575

Number of Primary School Teachers by State and Gender, 2009

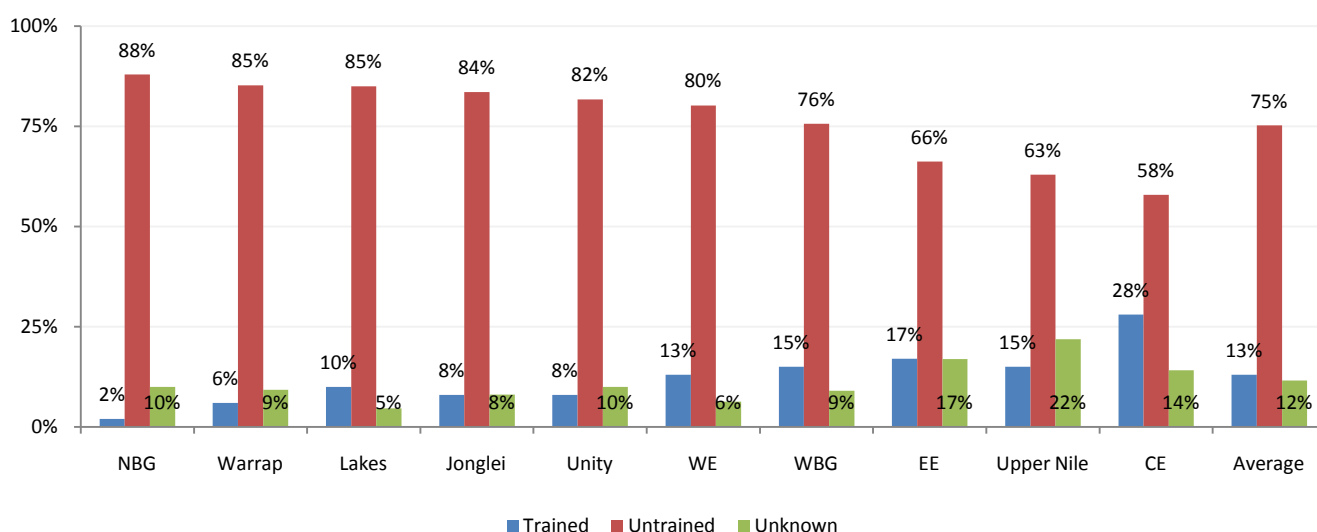


7.2.3. Primary School Teachers' Qualifications

Primary School Teachers by State and Trained Status, 2009⁴⁶

State	Trained Teachers	% Trained Teachers	Untrained Teachers	% Untrained Teachers	Unknown	% Unknown	Total Teachers
CE	1,206	28%	2,494	57.9%	606	14.1%	4,306
EE	496	17%	1,934	66.2%	493	16.9%	2,923
WE	281	13%	1,669	80.2%	132	6.3%	2,082
Jonglei	243	8%	2,442	83.5%	238	8.1%	2,923
Unity	197	8%	1,952	81.7%	239	10.0%	2,388
Upper Nile	440	15%	1,824	62.9%	635	21.9%	2,899
Lakes	231	10%	1,879	85.0%	101	4.6%	2,211
Warrap	177	6%	2,733	85.2%	297	9.3%	3,207
WBG	170	15%	835	75.6%	99	9.0%	1,104
NBG	55	2%	2,225	87.9%	252	10.0%	2,532
Total	3,496	13%	19,987	75.2%	3,092	11.6%	26,575

Primary School Teachers by State and Trained Status (%), 2009

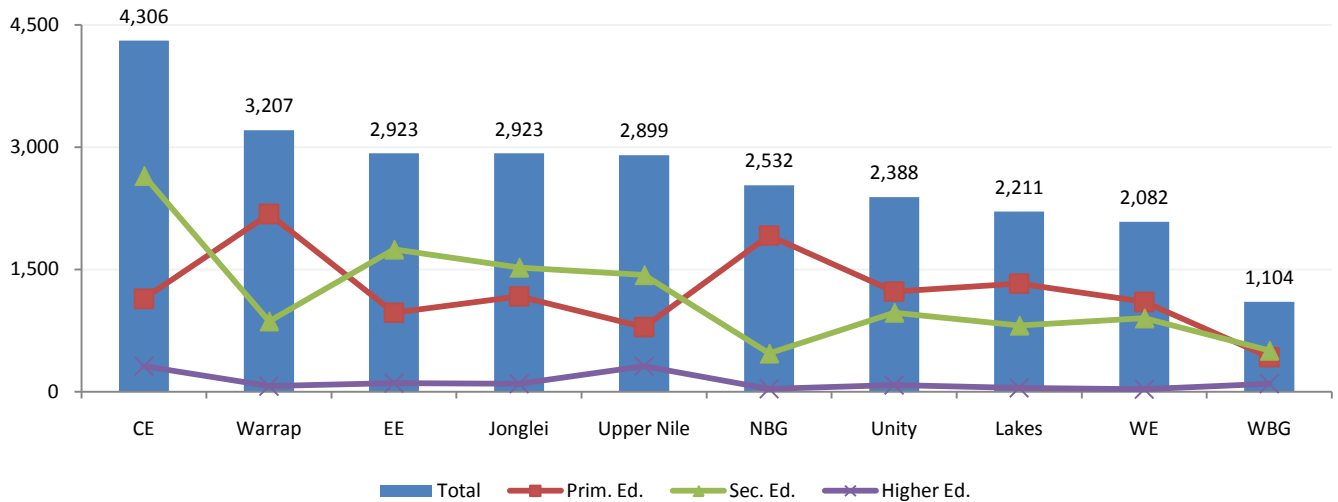


⁴⁶ "Trained" teachers include those who received in-service training, pre-service training, and diploma in teaching. "Untrained" teachers include those who did not receive any teacher training and those who receive phase training. Phase training consisted of short-term preparation courses for rapid mobilization of teachers during the war. It is therefore not recognized as a formal teacher training. "Unknown" teachers refer to those whose training status was not reported in the 2009 AEC.

Primary School Teachers by Academic Qualification, 2009

State	Unknown	% Unknown	Primary Education	% Prim. Education	Sec. Education	% Sec. Education	Higher Education	% Higher Education	Total
CE	204	4.7%	1,140	26.5%	2,649	61.5%	313	7.3%	4,306
EE	105	3.6%	969	33.2%	1,745	59.7%	104	3.6%	2,923
WE	49	2.4%	1,101	52.9%	901	43.3%	31	1.5%	2,082
Jonglei	134	4.6%	1,168	40.0%	1,524	52.1%	97	3.3%	2,923
Unity	109	4.6%	1,228	51.4%	970	40.6%	81	3.4%	2,388
Upper Nile	362	12.5%	792	27.3%	1,432	49.4%	313	10.8%	2,899
Lakes	28	1.3%	1,325	59.9%	812	36.7%	46	2.1%	2,211
Warrap	95	3.0%	2,180	68.0%	864	26.9%	68	2.1%	3,207
WBG	77	7.0%	424	38.4%	504	45.7%	99	9.0%	1,104
NBG	113	4.5%	1,914	75.6%	469	18.5%	36	1.4%	2,532
Total	1,276	4.8%	12,241	46.1%	11,870	44.7%	1,188	4.5%	26,575

Primary School Teachers by Academic Qualification, 2009

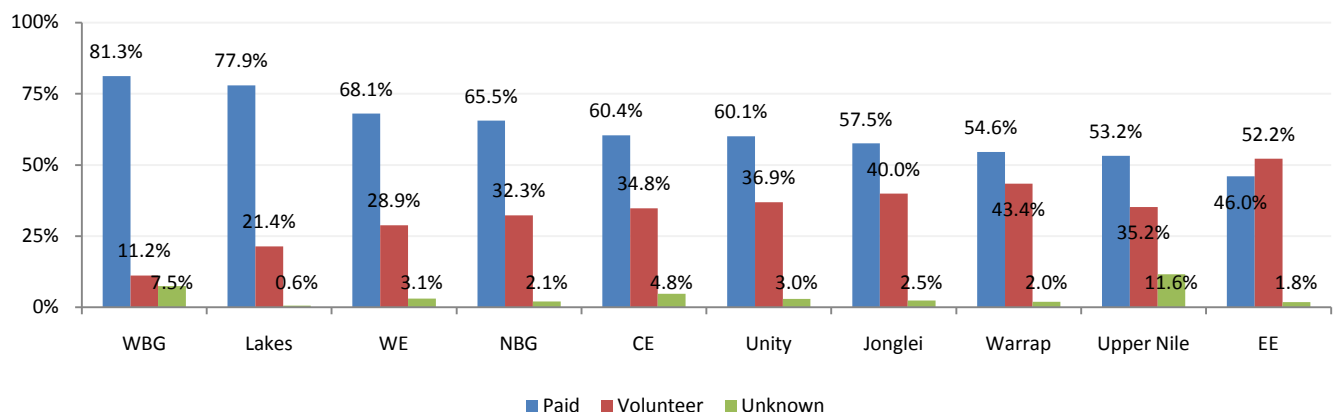


7.2.4. Primary School Teachers' Payroll Status

Primary School Teachers by State and Payroll Status, 2009

State	All Teachers	Paid	% Paid	Volunteer	% Volunteer	Unknown	% Unknown
CE	4,306	2,601	60%	1,497	35%	208	4.8%
EE	2,923	1,344	46%	1,525	52%	54	1.8%
WE	2,082	1,417	68%	601	29%	64	3.1%
Jonglei	2,923	1,682	58%	1,169	40%	72	2.5%
Unity	2,388	1,435	60%	881	37%	72	3.0%
Upper Nile	2,899	1,542	53%	1,020	35%	337	11.6%
Lakes	2,211	1,723	78%	474	21%	14	0.6%
Warrap	3,207	1,751	55%	1,393	43%	63	2.0%
WBG	1,104	897	81%	124	11%	83	7.5%
NBG	2,532	1,659	66%	819	32%	54	2.1%
Total	26,575	16,051	60%	9,503	36%	1,021	3.8%

Primary School Teachers by State and Payroll Status (%), 2009

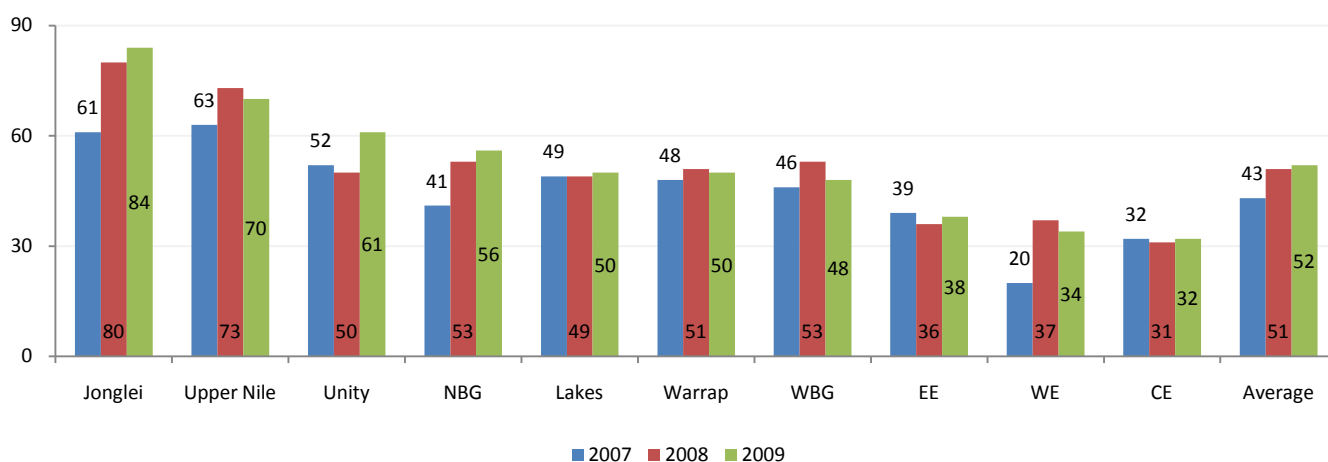


7.2.5. Primary School Pupil-Teacher Ratio (PTR)

Primary School Pupil-Teacher Ratio by State, 2007-2009

State	2007	2008	2009
CE	32	31	32
EE	39	36	38
WE	20	37	34
Jonglei	61	80	84
Unity	52	50	61
Upper Nile	63	73	70
Lakes	49	49	50
Warrap	48	51	50
WBG	46	53	48
NBG	41	53	56
Total	43	51	52

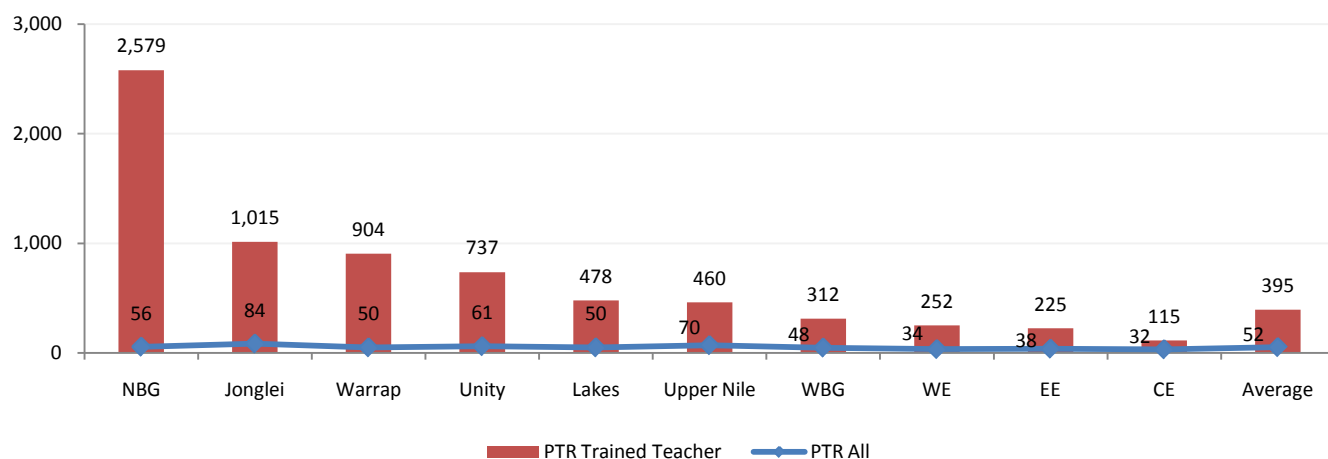
Primary School Pupil-Teacher Ratio (PTR) by State, 2007-2009



Primary School Pupil-Teacher Ratio (PTR) and Pupil-Trained Teacher Ratio by State, 2009

State	All Teachers	Trained Teachers	Pupils	Pupil -Teacher Ratio (PTR)	Pupil-Trained Teacher Ratio
CE	4,306	1,206	138,934	32	115
EE	2,923	496	111,413	38	225
WE	2,082	281	70,803	34	252
Jonglei	2,923	243	246,578	84	1,015
Unity	2,388	197	145,224	61	737
Upper Nile	2,899	440	202,425	70	460
Lakes	2,211	231	110,315	50	478
Warrap	3,207	177	160,031	50	904
WBG	1,104	170	52,990	48	312
NBG	2,532	55	141,867	56	2,579
Average	26,575	3,496	1,380,580	52	395

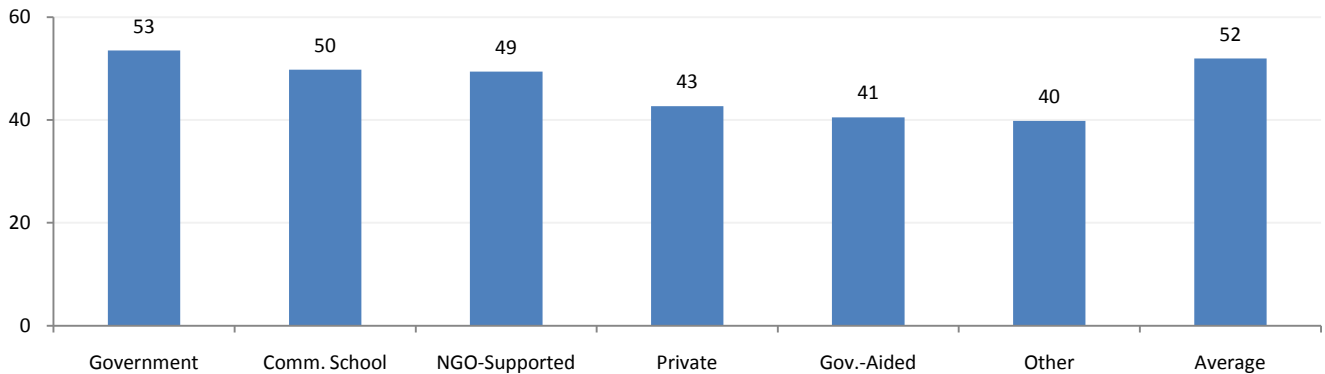
Primary School Pupil-Teacher Ratio (PTR) and Pupil-Trained Teacher Ratio by State, 2009



Number of Primary School Teachers and Pupil-Teacher Ratio (PTR) by Ownership, 2009

Category	Community School	Government	Private	Government Aided	NGO-Supported	Other	Total
Pupils	112,229	1,148,764	59,297	50,728	8,845	717	1,380,580
Teachers	2,256	21,480	1,390	1252	179	18	26,575
PTR	53	50	49	43	41	40	52

Primary School Pupil-Teacher Ratio (PTR) by Ownership, 2009

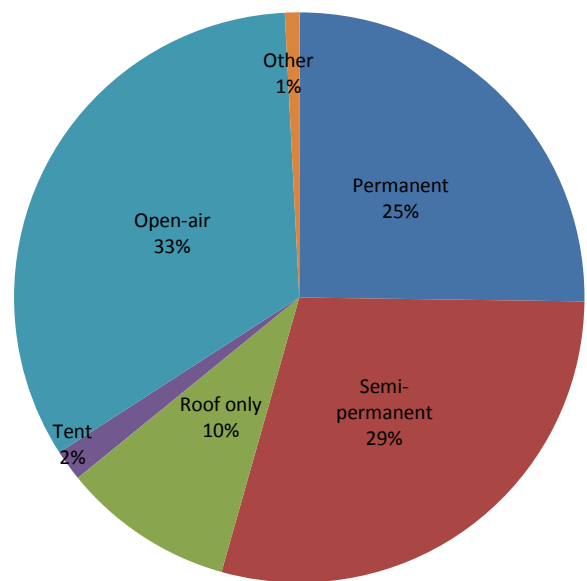


7.2.6. Primary School Classrooms

Number of Primary School Classrooms by Ownership, 2009

Ownership	Classrooms
Community School	1,698
Government	16,137
Private	884
Government Aided	789
NGO-Supported	81
Other	15
Total	19,604

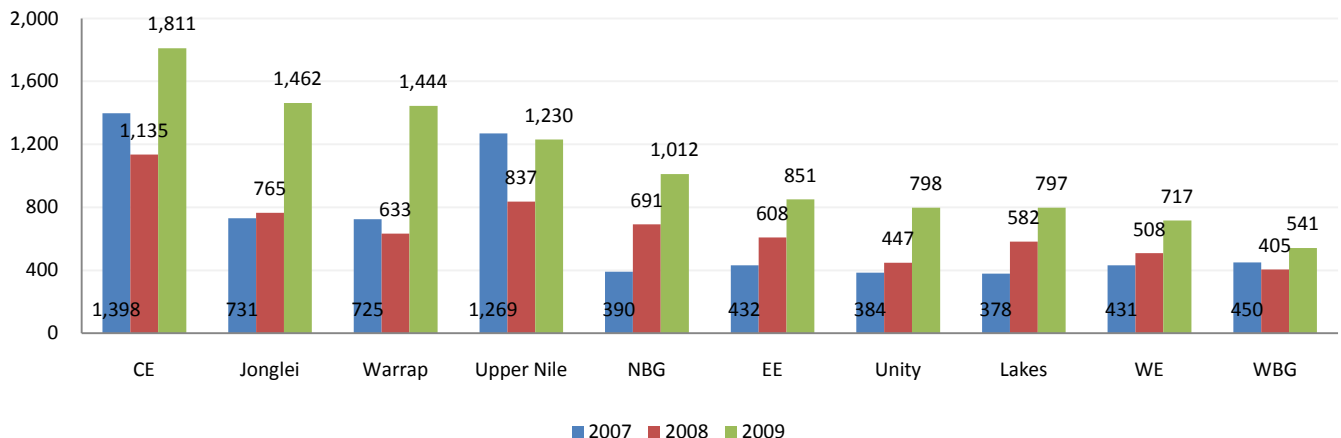
Primary School Classrooms by Type (%), 2009



Number of Primary School Permanent and Semi-Permanent Classrooms by State, 2007-2009

State	2007	2008	2009
CE	1,398	1,135	1,811
EE	432	608	851
WE	431	508	717
Jonglei	731	765	1,462
Unity	384	447	798
Upper Nile	1,269	837	1,230
Lakes	378	582	797
Warrap	725	633	1,444
WBG	450	405	541
NBG	390	691	1,012
Total	6,587	6,611	10,663

Number of Primary School Permanent and Semi-Permanent Classrooms by State, 2007-2009

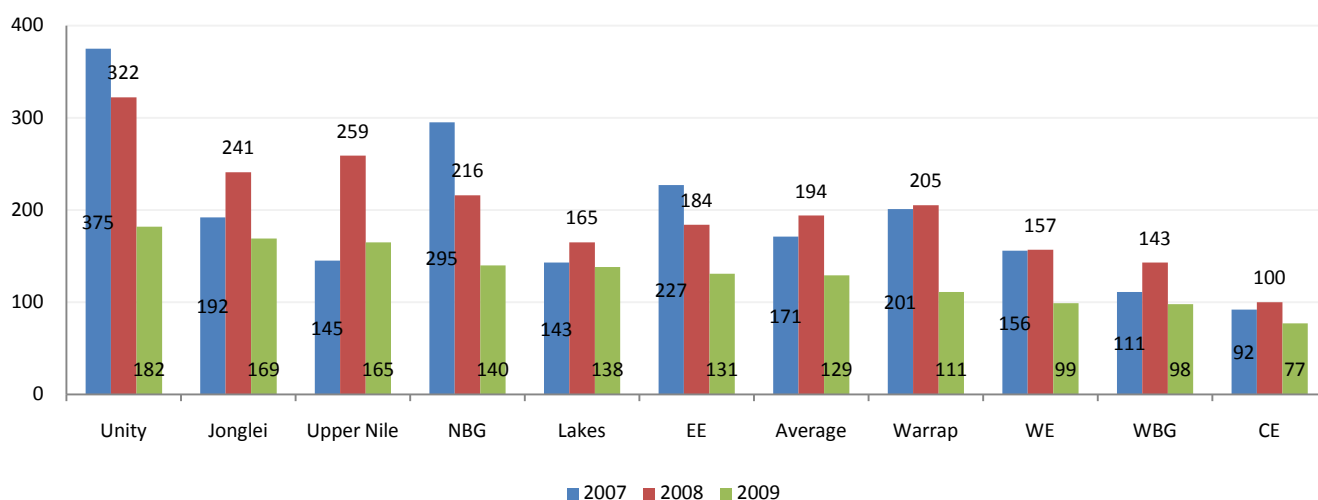


7.2.7. Primary School Pupil-Classroom Ratio (PCR)⁴⁷

Primary School Pupil-Classroom Ratio (PCR) by State, 2007-2009

State	2007	2008	2009
CE	92	100	77
EE	227	184	131
WE	156	157	99
Jonglei	192	241	169
Unity	375	322	182
Upper Nile	145	259	165
Lakes	143	165	138
Warrap	201	205	111
WBG	111	143	98
NBG	295	216	140
Total	171	194	129

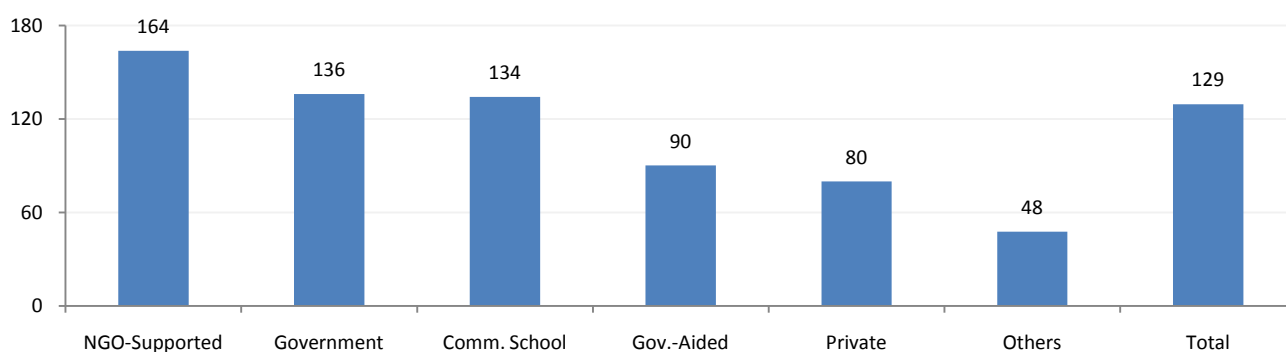
Primary School Pupil-Classroom Ratio (PCR) by State, 2007-2009



Number of Primary School Classrooms and Pupil-Classroom Ratio (PCR) by Ownership, 2009

Category	Community School	Government	Private	Government Aided	NGO-Supported	Others	Total
Classroom							
Permanent	227	3,743	478	436	45	13	4,942
Semi-Permanent	609	4,710	264	127	9	2	5,721
Roof Only	218	1,555	41	74	17	0	1,905
Tent	40	291	3	9	2	0	345
Open-air classes	573	5,742	82	127	8	0	6,532
Other	31	96	16	16	0	0	159
Total	1,698	16,137	884	789	81	15	19,604
Students	112,229	1,148,764	59,297	50,728	8,845	717	1,380,580
PCR	134	136	80	90	164	48	129

Primary School Pupil-Classroom Ratio (PCR) by Ownership, 2009

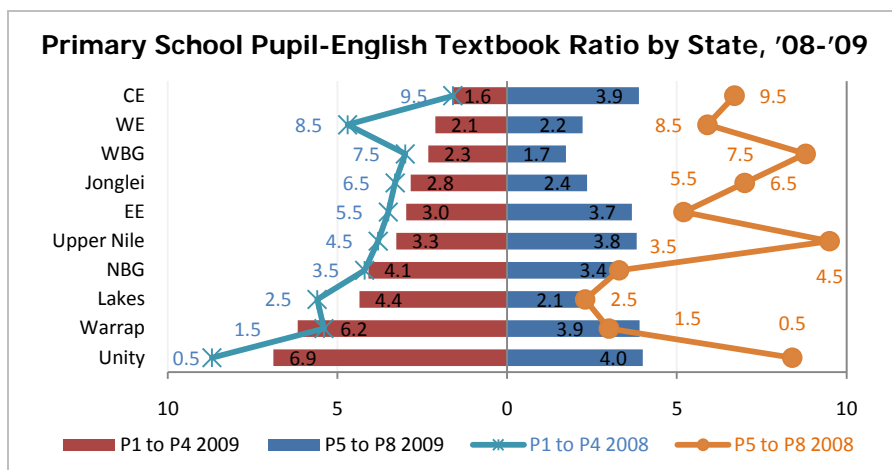


⁴⁷ PCR = Pupil-classroom ratio. The PCR is based on the total of permanent and semi-permanent classrooms only.

7.2.8. Primary School Pupil-Textbook Ratio

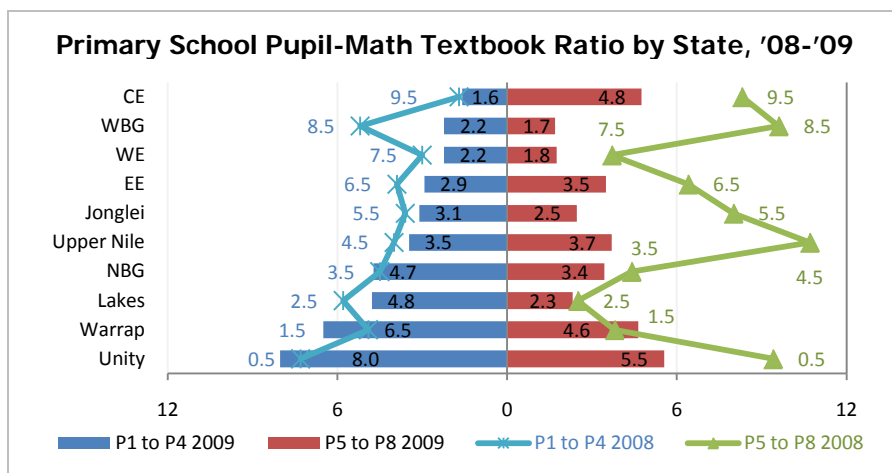
Primary School Pupil-English Textbook Ratio by State, 2008-2009

State	P1 to P4		P5 to P8	
	2008	2009	2008	2009
CE	1.6	1.6	6.7	3.9
EE	3.5	3.0	5.2	3.7
WE	4.7	2.1	5.9	2.2
Jonglei	3.3	2.8	7.0	2.4
Unity	8.7	6.9	8.4	4.0
Upper Nile	3.8	3.3	9.5	3.8
Lakes	5.6	4.4	2.3	2.1
Warrap	5.4	6.2	3.0	3.9
WBG	3.0	2.3	8.8	1.7
NBG	4.2	4.1	3.3	3.4
Total	4.4	3.2	6.0	3.0



Primary School Pupil-Math Textbook Ratio by State, 2008-2009

State	P1 to P4		P5 to P8	
	2008	2009	2008	2009
CE	1.7	1.6	8.3	4.8
EE	3.9	2.9	6.4	3.5
WE	3.0	2.2	3.7	1.8
Jonglei	3.6	3.1	8.0	2.5
Unity	7.3	8.0	9.4	5.5
Upper Nile	4.0	3.5	10.7	3.7
Lakes	5.8	4.8	2.5	2.3
Warrap	4.9	6.5	3.8	4.6
WBG	5.2	2.2	9.6	1.7
NBG	4.5	4.7	4.4	3.4
Total	4.4	6.7	3.4	3.2

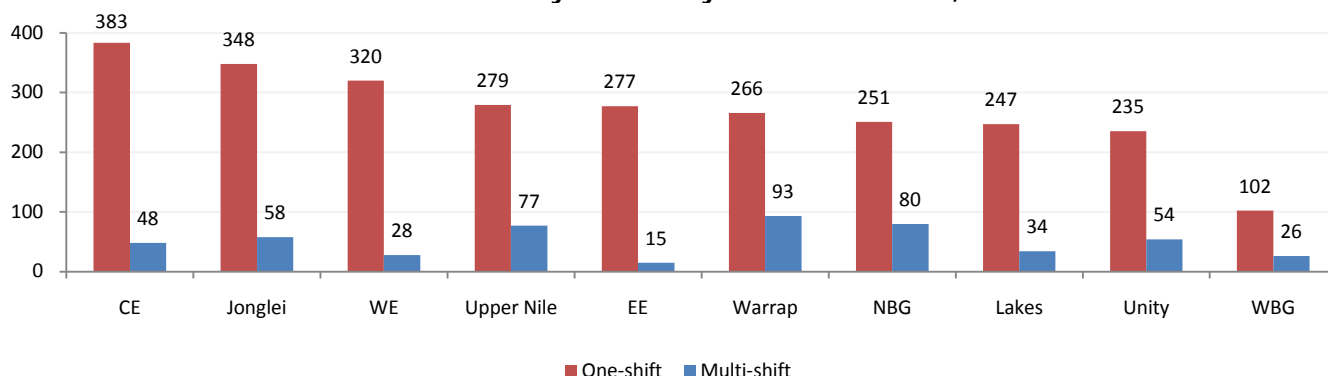


7.2.9. Primary Schools with Multiple Shifts

Number of Primary Schools by Number of Shifts, 2009

State	Multi-shift Schools		One-shift Schools	
	No. of Schools	% of Schools	No. of Schools	% of Schools
CE	48	11%	383	89%
EE	15	5%	277	95%
WE	28	8%	320	92%
Jonglei	58	14%	348	86%
Unity	54	19%	235	81%
Upper Nile	77	22%	279	78%
Lakes	34	12%	247	88%
Warrap	93	26%	266	74%
WBG	26	20%	102	80%
NBG	80	24%	251	76%
Total	513	16%	2,708	84%

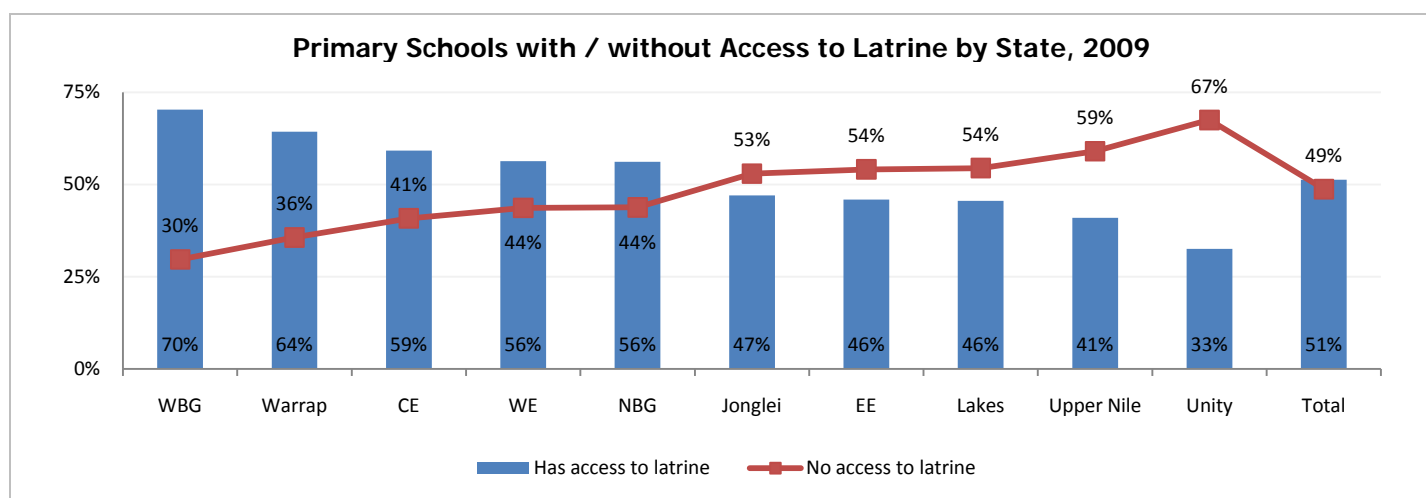
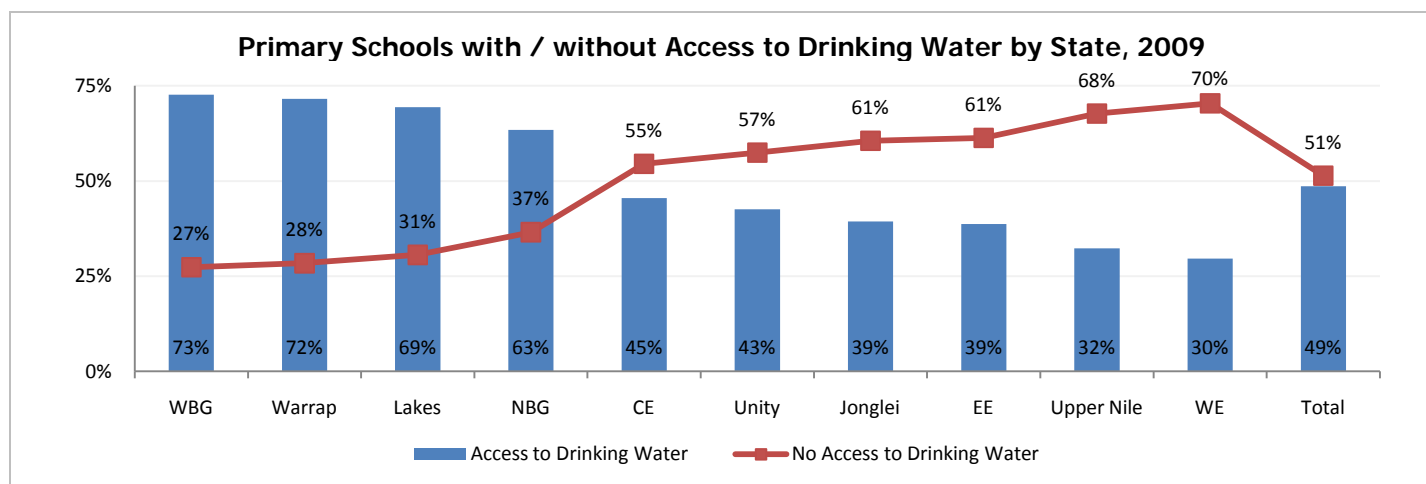
Number of Primary Schools by Number of Shifts, 2009



7.2.10. Primary Schools with Access to Drinking Water and Latrine

Primary Schools with / without Access to Drinking Water and Latrine by State, 2009

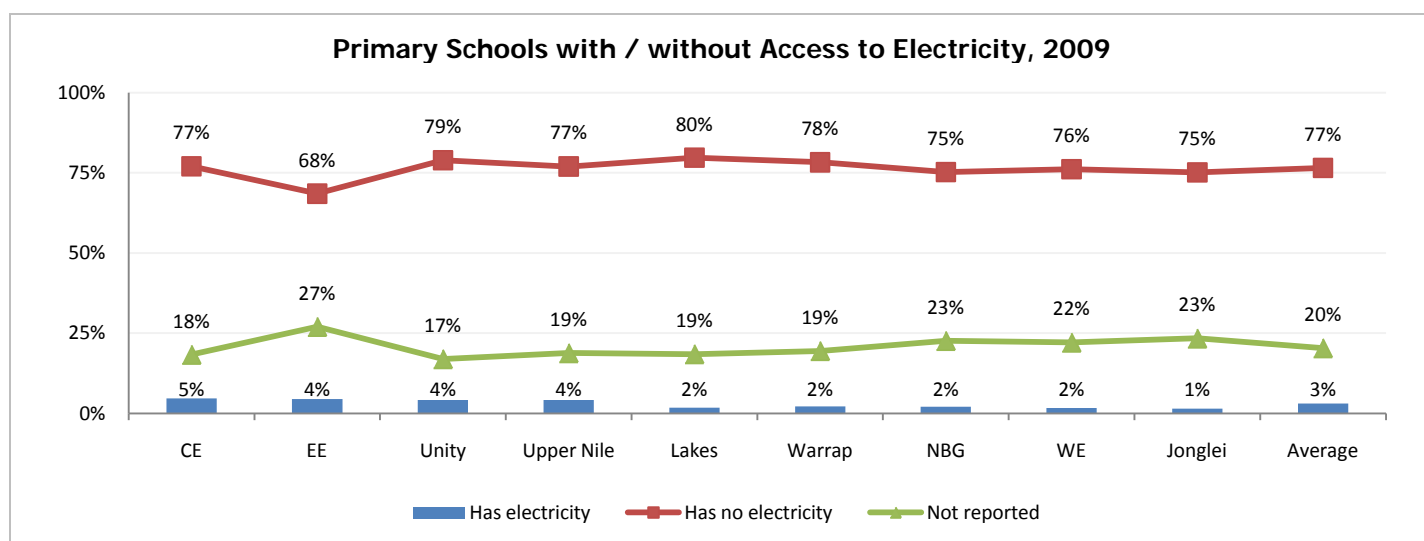
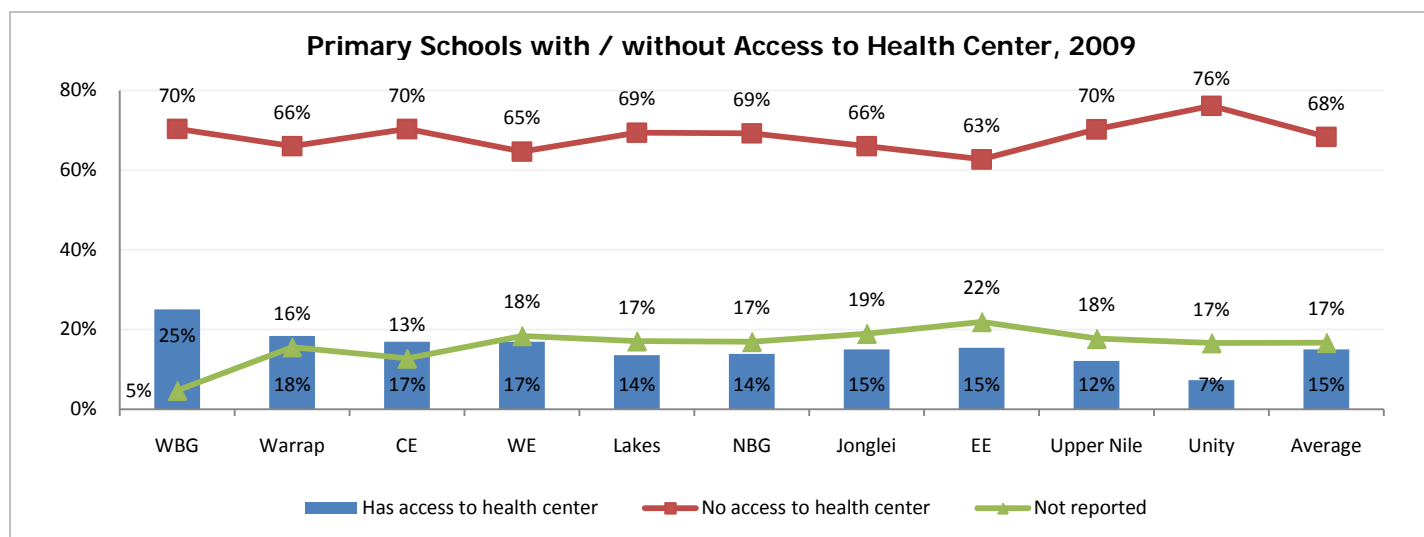
State	Access to Drinking Water		No Access to Drinking Water		Access to Latrine		No Access to Latrine	
	Schools	% Schools	Schools	% Schools	Schools	% Schools	Schools	% Schools
CE	196	45%	235	55%	255	59%	176	41%
EE	113	39%	179	61%	134	46%	158	54%
WE	103	30%	245	70%	196	56%	152	44%
Jonglei	160	39%	246	61%	191	47%	215	53%
Unity	123	43%	166	57%	94	33%	195	67%
Upper Nile	115	32%	241	68%	146	41%	210	59%
Lakes	195	69%	86	31%	128	46%	153	54%
Warrap	257	72%	102	28%	231	64%	128	36%
WBG	93	73%	35	27%	90	70%	38	30%
NBG	210	63%	121	37%	186	56%	145	44%
Total	1,565	49%	1,656	51%	1651	51%	1570	49%



7.2.11. Primary Schools with Access to Health Center and Electricity

Primary Schools with / without Access to Health Center and Electricity, 2009

State	Access to Health Center		No Access to Health Center		Access to Electricity		No Access to Electricity	
	Schools	% Schools	Schools	% Schools	Schools	% Schools	Schools	% Schools
CE	73	17%	303	70%	20	5%	332	77%
EE	45	15%	183	63%	13	4%	200	68%
WE	59	17%	225	65%	6	2%	265	76%
Jonglei	61	15%	268	66%	6	1%	305	75%
Unity	21	7%	220	76%	12	4%	228	79%
Upper Nile	43	12%	250	70%	15	4%	274	77%
Lakes	38	14%	195	69%	5	2%	224	80%
Warrap	66	18%	237	66%	8	2%	281	78%
WBG	32	25%	90	70%	8	6%	107	84%
NBG	46	14%	229	69%	7	2%	249	75%
Total	484	15%	2,200	68%	100	3%	2,465	77%



7.2.12. Primary School Curriculum

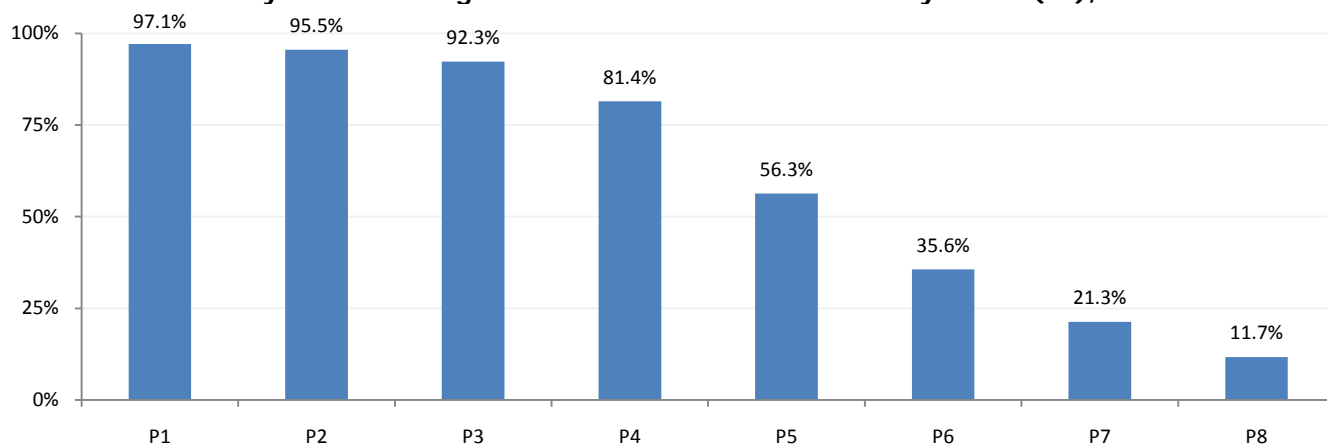
In Southern Sudan's context, curriculum reflects availability of instructional resources. A number of schools use Kenyan, Ugandan, Ethiopian, and Sudanese (i.e. Northern Sudan) curricula due to lack resources to teach by the Southern Sudanese curriculum. It is possible that a school uses multiple curricula *across* grades. For instance, a school may use Southern Sudanese curriculum from P1 to P4, but use Kenyan curriculum from P5 to P8. It is also possible that a school uses multiple curricula *within* a grade. For instance, a school may use Kenyan and Ugandan curricula with a Southern Sudanese "twist" in P5. Most schools have adopted the Southern Sudanese curriculum. English is the official language of instruction, but schools may choose to teach in Arabic and/or tribal Mother Tongue.

Primary School Curriculum (%), 2009⁴⁸

Curriculum	P1	P2	P3	P4	P5	P6	P7	P8
Southern Sudan	97.11	95.5	92.33	81.43	56.29	35.64	21.33	11.67
Ugandan	2.95	2.76	3.01	3.54	4.87	4.72	3.63	0.62
Ethiopian	0.28	0.16	0.19	0.19	0.31	0.16	0.09	0.03
Kenyan	2.33	2.55	2.48	2.73	2.33	1.4	0.96	0.62
Other	0.56	0.4	0.47	0.43	1.4	1.52	1.65	1.58

⁴⁸ The baseline number of schools is the total number of Primary Schools—i.e. 3,221. Some schools reportedly used more than one type of curriculum, which explains the total percentage of schools exceeding 100% for some grade levels (see P1-P3). Because not all Primary Schools serve all grade levels of Primary Education, the total percentage of schools do not sum up to 100% (see P4-P8).

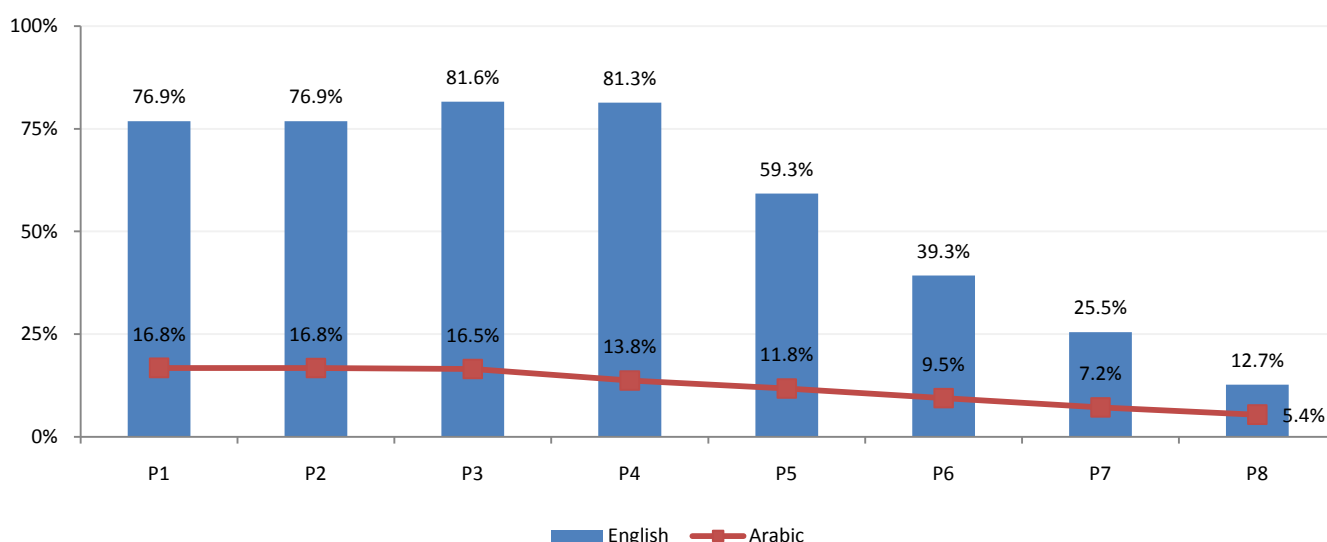
Primary Schools Using Southern Sudanese Curriculum by Grade (%), 2009



Primary School Language of Instruction (%), 2009⁴⁹

Curriculum	P1	P2	P3	P4	P5	P6	P7	P8
English	76.9%	76.9%	81.6%	81.3%	59.3%	39.3%	25.5%	12.7%
Arabic	16.8%	16.8%	16.5%	13.8%	11.8%	9.5%	7.2%	5.4%
Mother Tongue	87.7%	85.2%	75.0%	42.9%	22.3%	12.9%	7.2%	3.5%
Other	1.3%	1.2%	1.1%	0.7%	0.4%	0.2%	0.1%	0.2%

Primary School Language of Instruction by Grade and Language (English and Arabic) (%), 2009



⁴⁹ The baseline number of schools is the total number of Primary Schools—i.e. 3,221. Some schools reportedly used more than one language of instruction, which explains the total percentage of schools exceeding 100% for some grade levels (see P1-P4). Because not all Primary Schools serve all grade levels of Primary Education, the total percentage of schools do not sum up to 100% for some grade levels (see P5-P8).

7.3. Secondary School

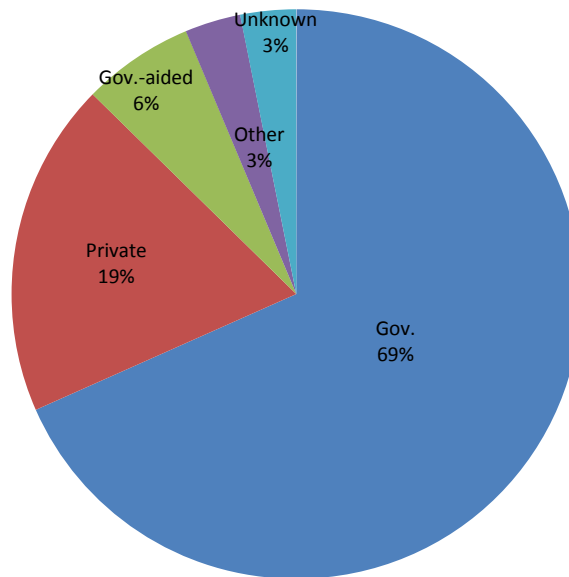
Secondary Education data was first collected in 2008. Secondary Education coverage rate was 96% in 2008 and 100% in 2009. Since the coverage rates were high in both years, raw numbers are reported.

7.3.1. Number of Secondary Schools

Number of Secondary Schools by Ownership, 2009

Ownership	Number of Schools
Government	108
Private	30
Government Aided	10
Other	5
Unknown	5
Total	158

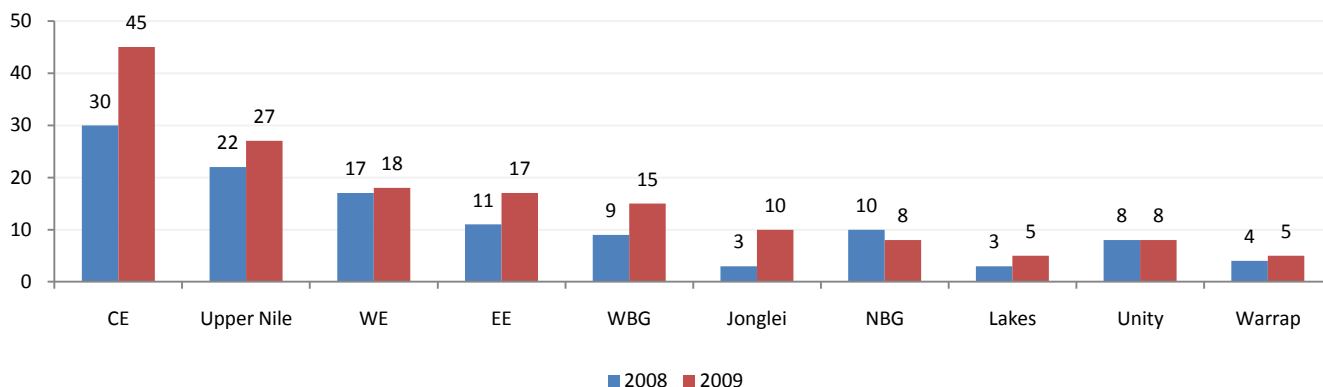
Number of Secondary Schools by Ownership, 2009



Number of Secondary Schools by State, 2008-2009

State	2008	2009
CE	30	45
EE	11	17
WE	17	18
Jonglei	3	10
Unity	8	8
Upper Nile	22	27
Lakes	3	5
Warrap	4	5
WBG	9	15
NBG	10	8
Total	117	158

Number of Secondary Schools by State, 2008-2009

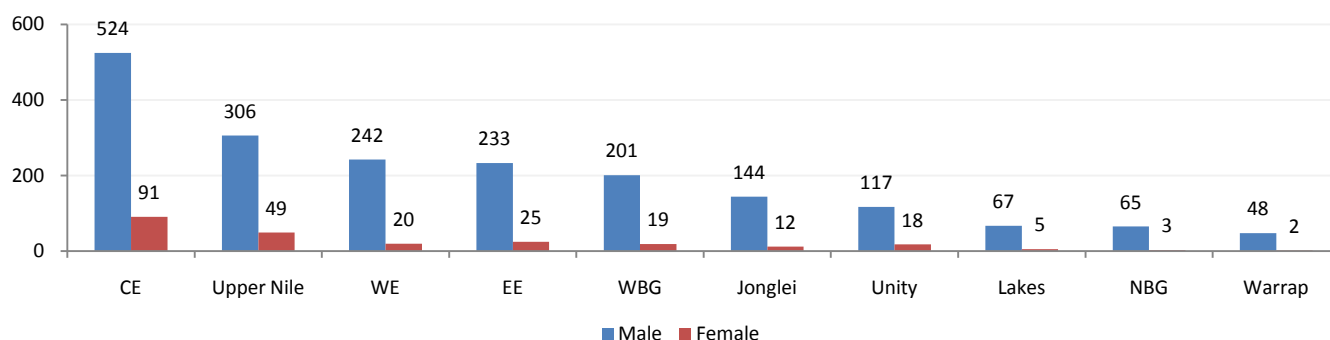


7.3.2. Secondary School Teachers

Number of Secondary School Teachers by State and Gender, 2009

State	Male	% Male	Female	% Female	Total
CE	524	85%	91	15%	615
EE	233	90%	25	10%	258
WE	242	92%	20	8%	262
Jonglei	144	92%	12	8%	156
Unity	117	87%	18	13%	135
Upper Nile	306	86%	49	14%	355
Lakes	67	93%	5	7%	72
Warrap	48	96%	2	4%	50
WBG	201	91%	19	9%	220
NBG	65	96%	3	4%	68
Total	1,947	89%	244	11%	2,191

Number of Secondary School Teachers by State and Gender, 2009

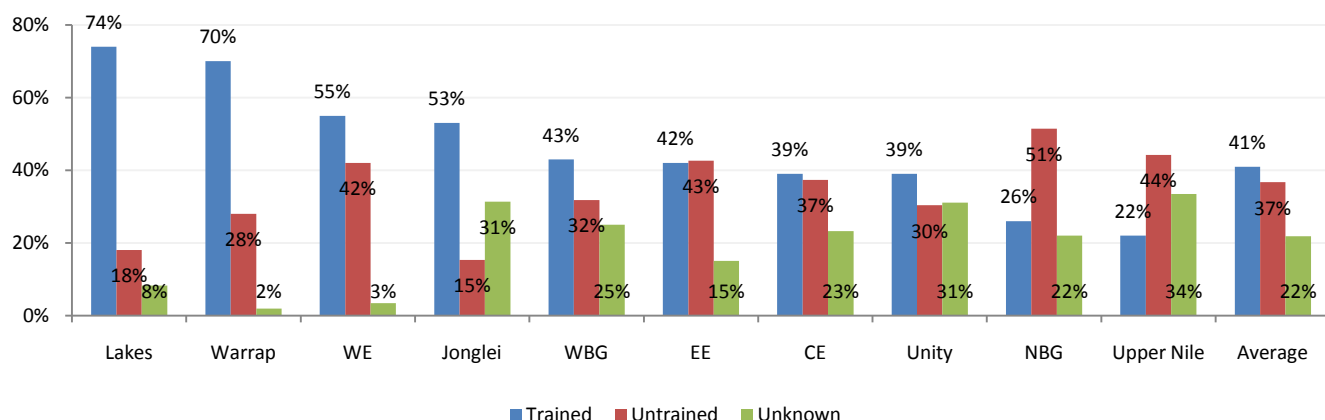


7.3.3. Secondary School Teachers' Qualifications

Secondary School Teachers by State and Trained Status, 2009⁵⁰

State	Trained Teachers	% Trained Teachers	Untrained Teachers	% Untrained Teachers	Unknown	% Unknown	Total Teachers
CE	242	39%	230	37%	143	23%	615
EE	109	42%	110	43%	39	15%	258
WE	143	55%	110	42%	9	3%	262
Jonglei	83	53%	24	15%	49	31%	156
Unity	52	39%	41	30%	42	31%	135
Upper Nile	79	22%	157	44%	119	34%	355
Lakes	53	74%	13	18%	6	8%	72
Warrap	35	70%	14	28%	1	2%	50
WBG	95	43%	70	32%	55	25%	220
NBG	18	26%	35	51%	15	22%	68
Total	909	41%	804	37%	478	22%	2,191

Secondary School Teachers by State and Trained Status (%), 2009

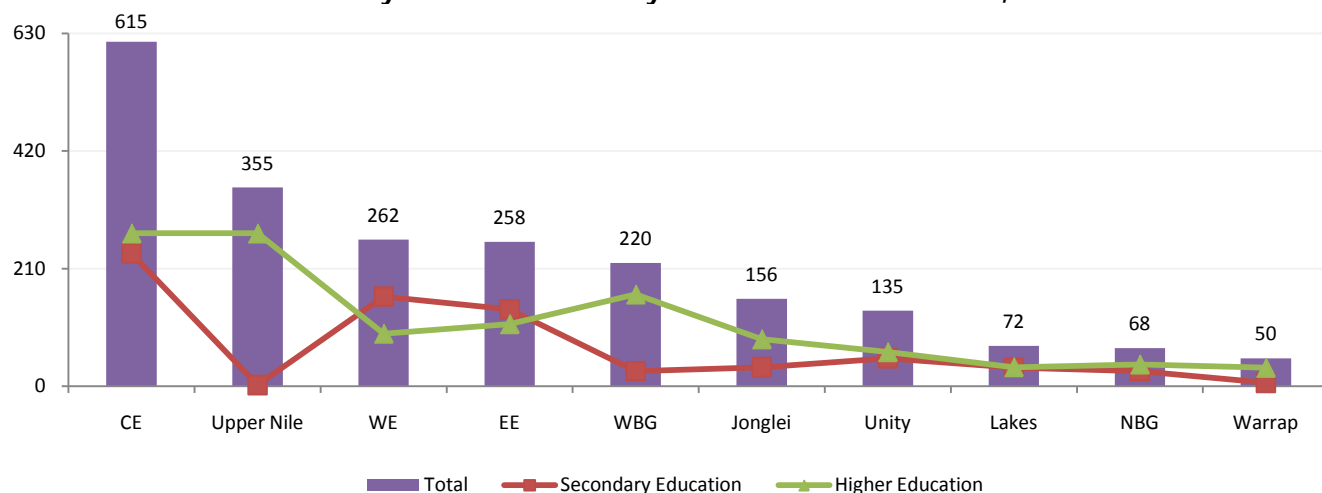


Secondary School Teachers by Academic Qualification, 2009

State	Unknown	% Unknown	Primary Education	% Prim. Education	Secondary Education	% Sec. Education	Higher Education	% Higher Education	Total
CE	72	11.7%	33	5.4%	237	38.5%	273	44.4%	615
EE	10	3.9%	0	0.0%	137	53.1%	111	43.0%	258
WE	5	1.9%	3	1.1%	160	61.1%	94	35.9%	262
Jonglei	38	24.4%	0	0.0%	34	21.8%	84	53.8%	156
Unity	24	17.8%	0	0.0%	50	37.0%	61	45.2%	135
Upper Nile	78	22.0%	2	0.6%	2	0.6%	273	76.9%	355
Lakes	4	5.6%	1	1.4%	33	45.8%	34	47.2%	72
Warrap	0	0.0%	11	22.0%	6	12.0%	33	66.0%	50
WBG	29	13.2%	0	0.0%	27	12.3%	164	74.5%	220
NBG	1	1.5%	1	1.5%	27	39.7%	39	57.4%	68
Total	261	11.9%	51	2.3%	713	32.5%	1,166	53.2%	2,191

⁵⁰ "Trained" teachers include those who received in-service training, pre-service training, and diploma in teaching. "Untrained" teachers include those who did not receive any teacher training and those who receive phase training. Phase training consisted of short-term preparation courses for rapid mobilization of teachers during the war. It is therefore not recognized as a formal teacher training. "Unknown" teachers refer to those whose training status was not reported in the 2009 AEC.

Secondary School Teachers by State and Trained Status, 2009

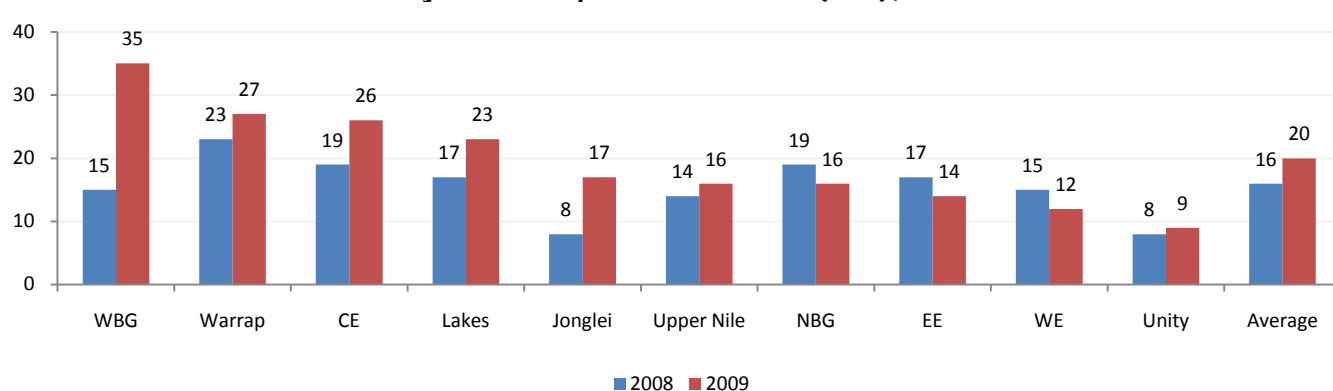


7.3.4. Secondary School Pupil-Teacher Ratio (PTR)

Secondary School Pupil-Teacher Ratio (PTR) by State, 2008-2009

State	2008	2009	State	2008	2009
CE	19	26	Upper Nile	14	16
EE	17	14	Lakes	17	23
WE	15	12	Warrap	23	27
Jonglei	8	17	WBG	15	35
Unity	8	9	NBG	19	16
Total			16		20

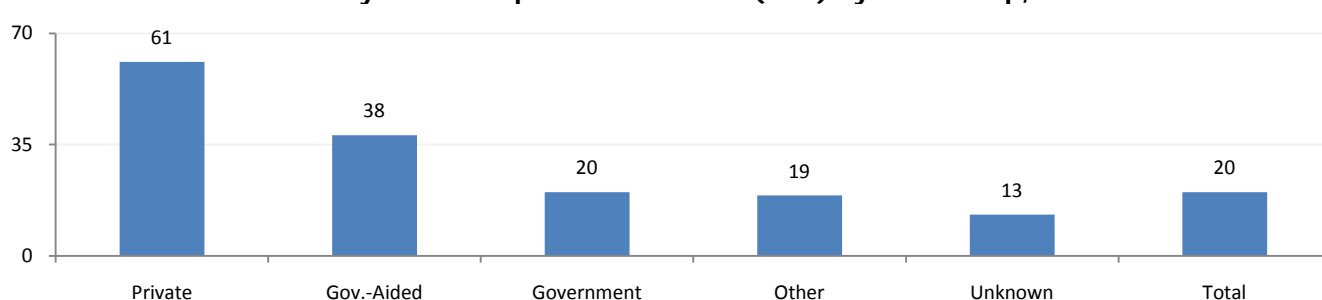
Secondary School Pupil-Teacher Ratio (PTR), 2008-2009



Number of Secondary School Teachers and Pupil-Teacher Ratio (PTR) by Ownership, 2009

Category	Unknown	Government	Private	Gov.-Aided	Other	Total
Pupils	661	30,946	8,467	2,892	1,061	44,027
Teachers	50	1,554	381	150	56	2,191
PTR	13	20	61	38	19	20

Secondary School Pupil-Teacher Ratio (PTR) by Ownership, 2009



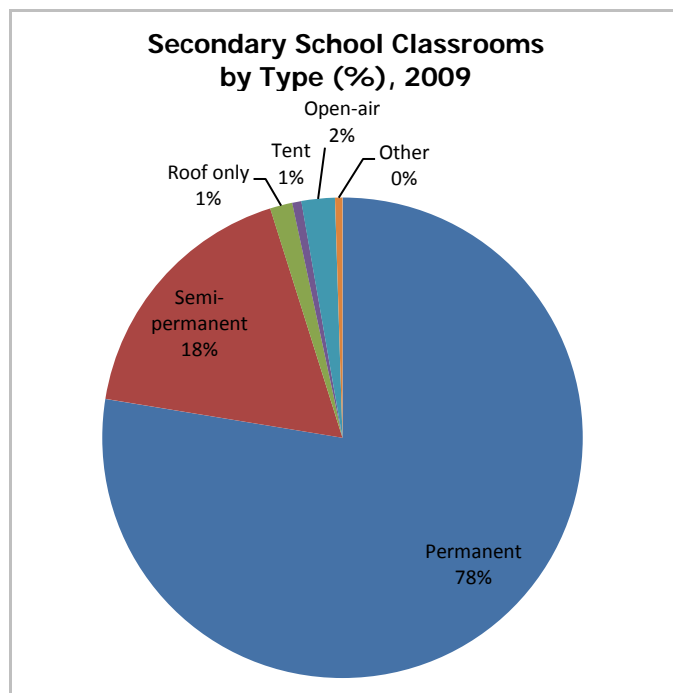
7.3.5. Secondary School Classrooms

Number of Secondary School Classrooms by Ownership, 2009

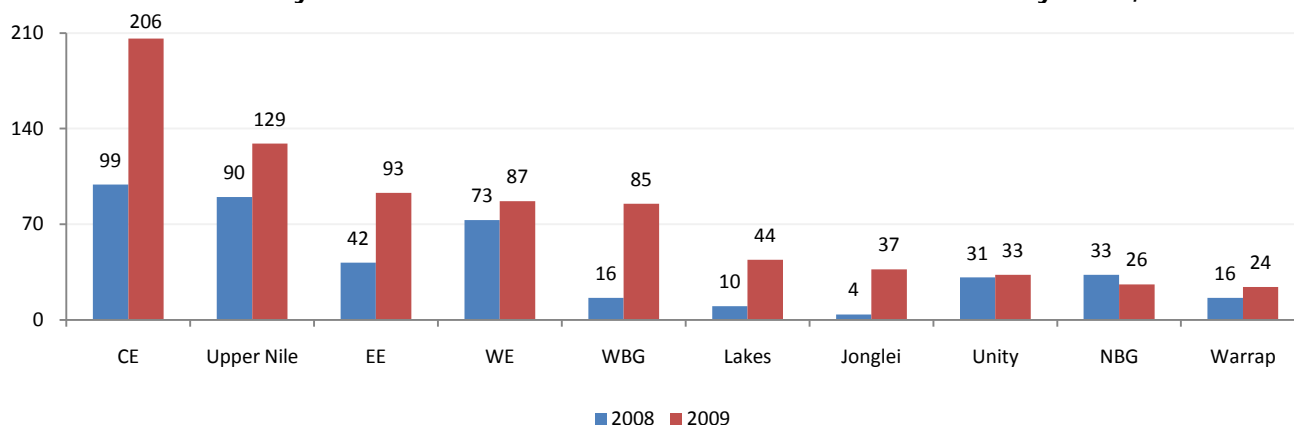
Ownership	Classrooms
Unknown	14
Government	547
Private	164
Government Aided	56
Other	17
Total	798

Number of Secondary School Permanent and Semi-Permanent Classrooms by State, 2008-2009

State	2008	2009
CE	99	206
EE	42	93
WE	73	87
Jonglei	4	37
Unity	31	33
Upper Nile	90	129
Lakes	10	44
Warrap	16	24
WBG	16	85
NBG	33	26
Total	414	764



Number of Secondary School Permanent and Semi-Permanent Classrooms by State, 2008-2009

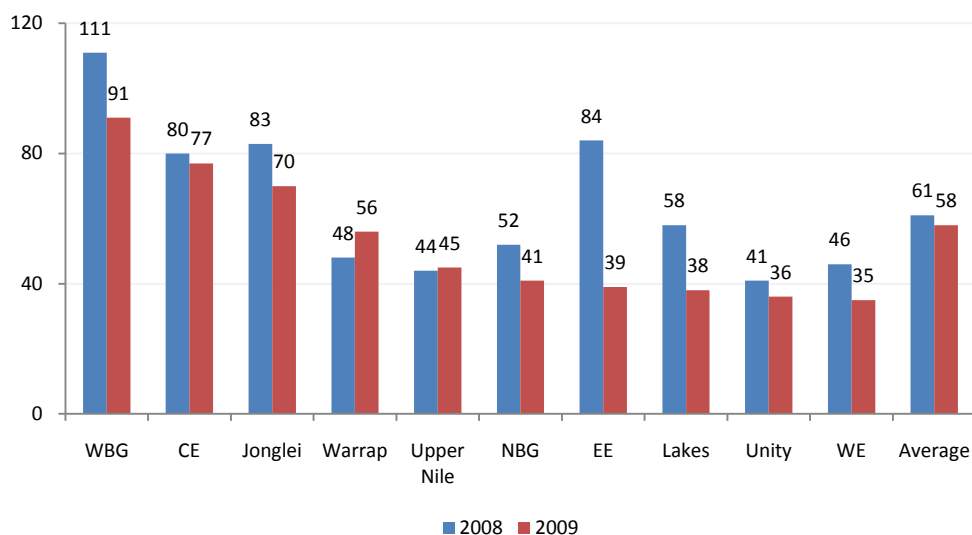


7.3.6. Secondary School Pupil-Classroom Ratio (PCR)⁵¹

Secondary School Pupil-Classroom Ratio (PCR) by State, 2008-2009

State	2008	2009
CE	80	77
EE	84	39
WE	46	35
Jonglei	83	70
Unity	41	36
Upper Nile	44	45
Lakes	58	38
Warrap	48	56
WBG	111	91
NBG	52	41
Total	61	58

Secondary School Pupil-Classroom Ratio (PCR) by State, 2008-2009

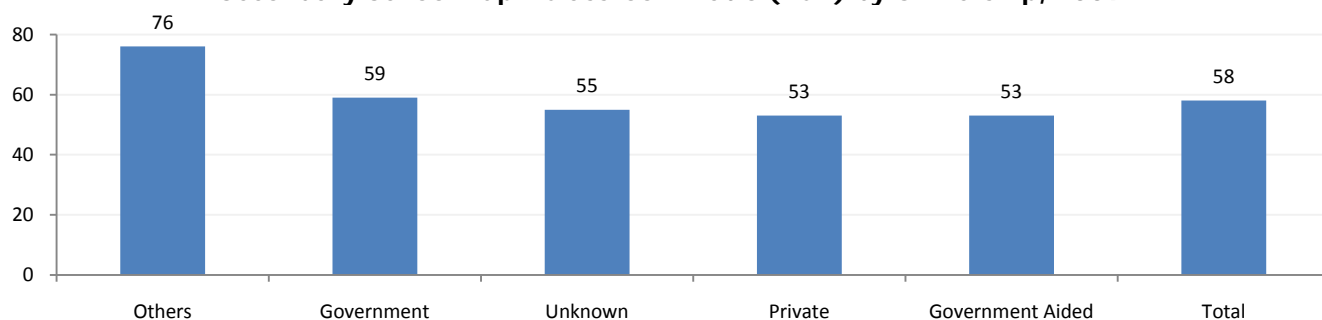


⁵¹ PCR = Pupil-classroom ratio. The PCR is based on the total of permanent and semi-permanent classrooms only.

Number of Secondary School Classrooms and Pupil-Classroom Ratio (PCR) by Ownership, 2009⁵²

Category	Unknown	Government	Private	Government Aided	Others	Total
Classroom						
Permanent	9	421	135	50	8	623
Semi-Permanent	3	102	25	5	6	141
Roof Only	2	5	3	0	2	12
Open-air classes	0	15	1	1	1	18
Other	0	4	0	0	0	4
Total	14	547	164	56	17	798
Students	661	30,946	8,467	2,892	1,061	44,027
PCR	55	59	53	53	76	58

Secondary School Pupil-Classroom Ratio (PCR) by Ownership, 2009

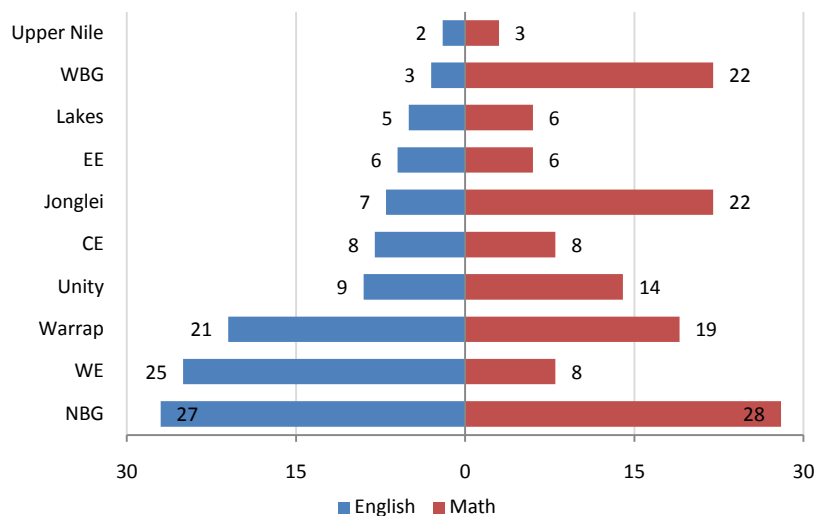


7.3.7. Secondary School Pupil-Textbook Ratio

Secondary School Pupil-Textbook Ratio by State, 2009

State	English	Math
CE	8	8
EE	6	6
WE	25	8
Jonglei	7	22
Unity	9	14
Upper Nile	2	3
Lakes	5	6
Warrap	21	19
WBG	3	22
NBG	27	28
Total	6	7

Secondary School Pupil-Textbook Ratio by State, 2009



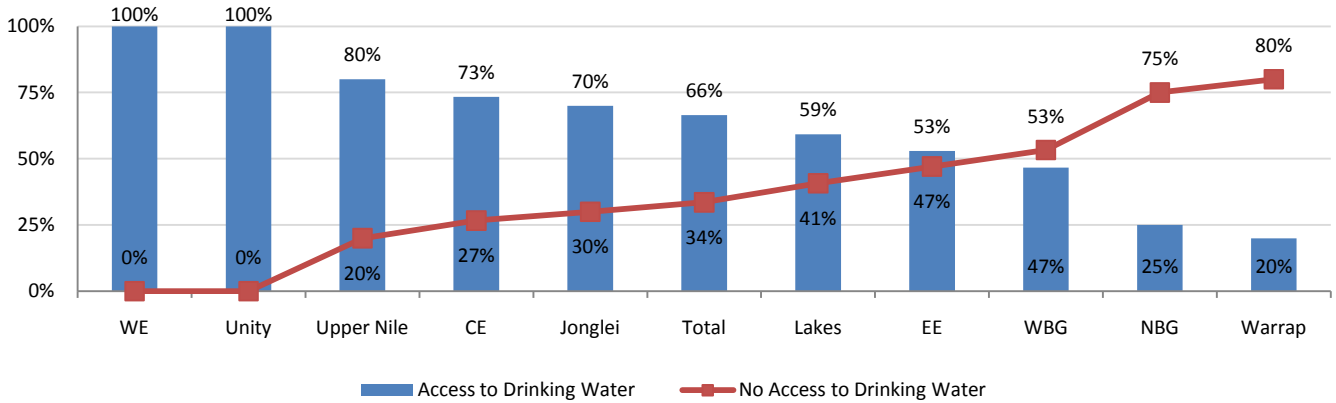
7.3.8. Secondary Schools with Access to Drinking Water and Latrine

Secondary Schools with / without Access to Drinking Water and Latrine by State, 2009

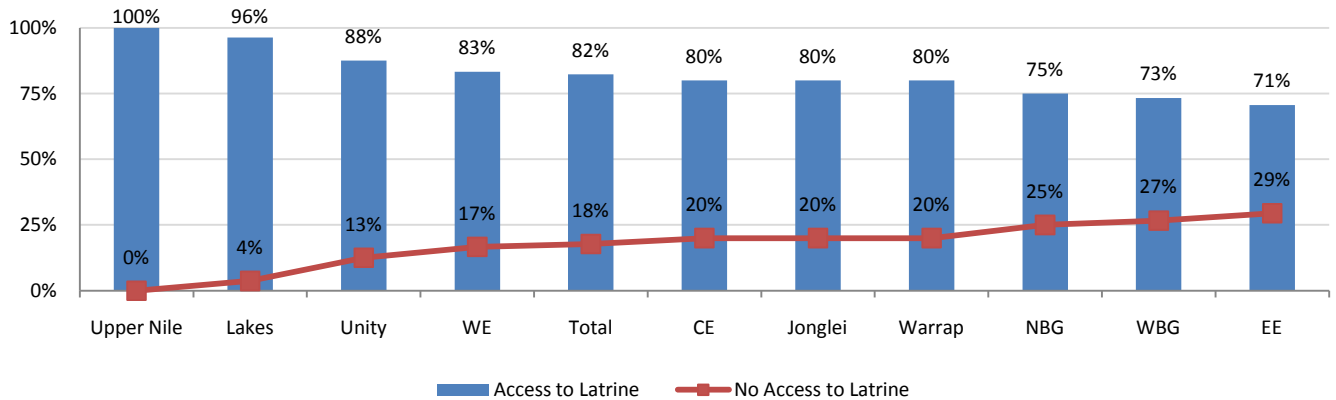
State	Access to Drinking Water		No Access to Drinking Water		Access to Latrine		No Access to Latrine	
	Schools	% Schools	Schools	% Schools	Schools	% Schools	Schools	% Schools
CE	33	73%	12	27%	36	80%	9	20%
EE	9	53%	8	47%	12	71%	5	29%
WE	18	100%	0	0%	15	83%	3	17%
Jonglei	7	70%	3	30%	8	80%	2	20%
Unity	8	100%	0	0%	7	88%	1	13%
Upper Nile	4	80%	1	20%	5	100%	0	0%
Lakes	16	59%	11	41%	26	96%	1	4%
Warrap	1	20%	4	80%	4	80%	1	20%
WBG	7	47%	8	53%	11	73%	4	27%
NBG	2	25%	6	75%	6	75%	2	25%
Total	105	66%	53	34%	130	82%	28	18%

⁵² PCR = Pupil-classroom ratio. The PCR is based on the total of permanent and semi-permanent classrooms only.

Secondary Schools with / without Access to Drinking Water by State, 2009



Secondary Schools with / without Access to Latrine by State, 2009



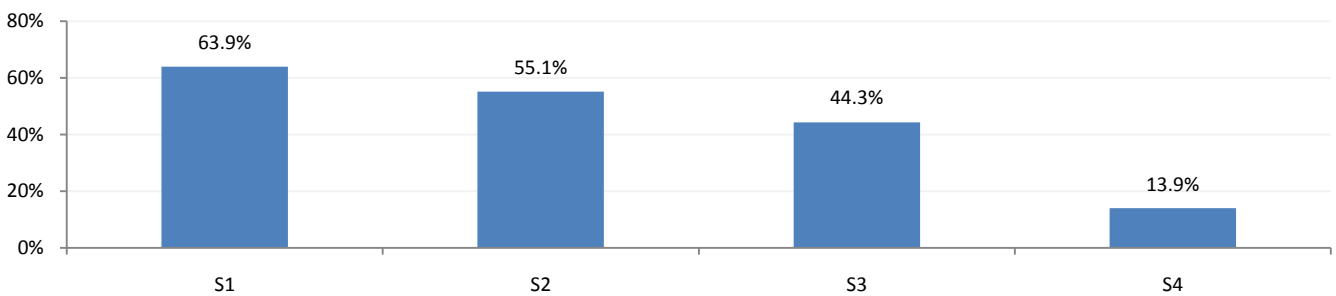
7.3.9. Secondary School Curriculum

In Southern Sudan's context, curriculum reflects availability of instructional resources. A number of schools use Kenyan, Ugandan, and Sudanese (i.e. Northern Sudan) curricula due to lack resources to teach by the Southern Sudanese curriculum. It is possible that a school uses multiple curricula *across* grades. For instance, a school may use Southern Sudanese curriculum from S1 to S2, but use Kenyan curriculum from S3 to S4. It is also possible that a school uses multiple curricula *within* a grade. For instance, a school may use Kenyan and Ugandan curricula with a Southern Sudanese "twist" in P5. English is the official language of instruction, although schools may choose to teach in Arabic and/or tribal Mother Tongue.

Secondary School Curriculum (%), 2009⁵³

Curriculum	S1	S2	S3	S4
Southern Sudan	63.9%	55.1%	44.3%	13.9%
Ugandan	13.9%	18.4%	20.3%	12.0%
Kenyan	10.1%	7.6%	3.2%	0.6%
Other	13.3%	13.3%	14.6%	3.2%

Secondary Schools Using Southern Sudanese Curriculum (%), 2009



⁵³ The baseline number of schools is the total number of Secondary Schools—i.e. 158. Some schools reportedly used more than one type of curriculum, which explains the total percentage of schools exceeding 100% for some grade levels (see S1). Because not all Secondary Schools serve all grade levels of Secondary Education, the total percentage of schools do not sum up to 100% (see S2-S4). Six (6) schools reported for S6 and S6. Therefore, S5 and S6—grade levels isolated to schools who use the Ugandan curriculum—are not reported.

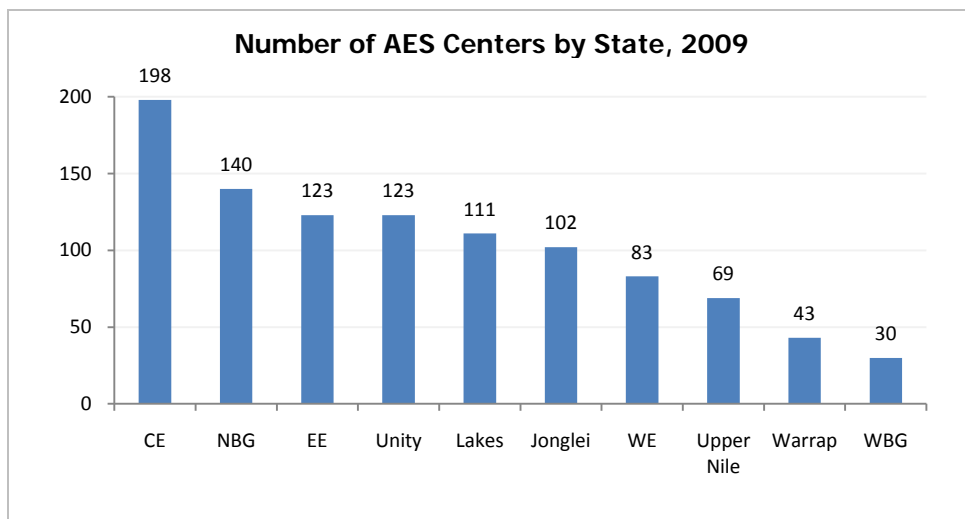
7.4. Alternative Education System (AES)

Alternative Education System (AES) data was first collected in 2007—but in combination with Primary Education. Therefore, this document reports data from 2008 (where applicable). Because baseline data was unavailable, coverage rates could not be determined. All AES numbers herein are raw data collected during 2008 and 2009 AEC exercises.

7.4.1. Number of Alternative Education System (AES) Centers

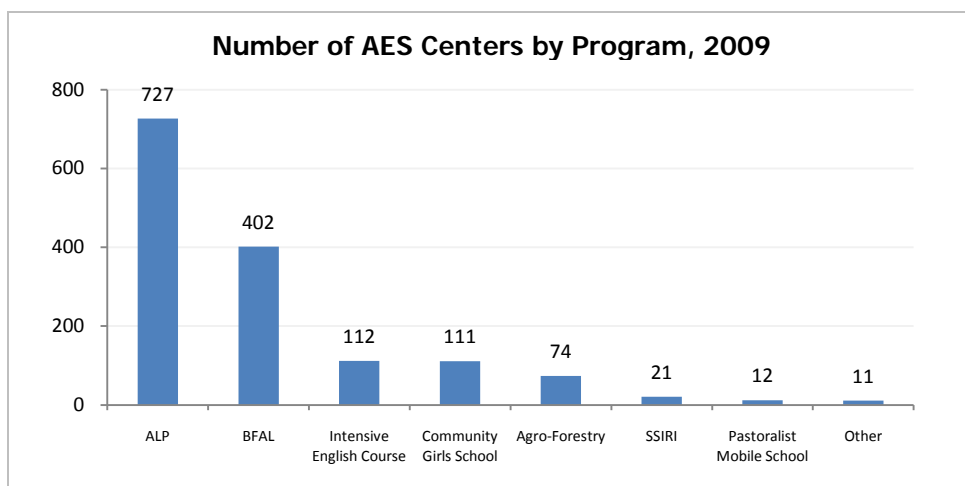
Number of AES Centers by State, 2009

State	AES Centers
CE	198
EE	123
WE	83
Jonglei	102
Unity	123
Upper Nile	69
Lakes	111
Warrap	43
WBG	30
NBG	140
Total	1,022



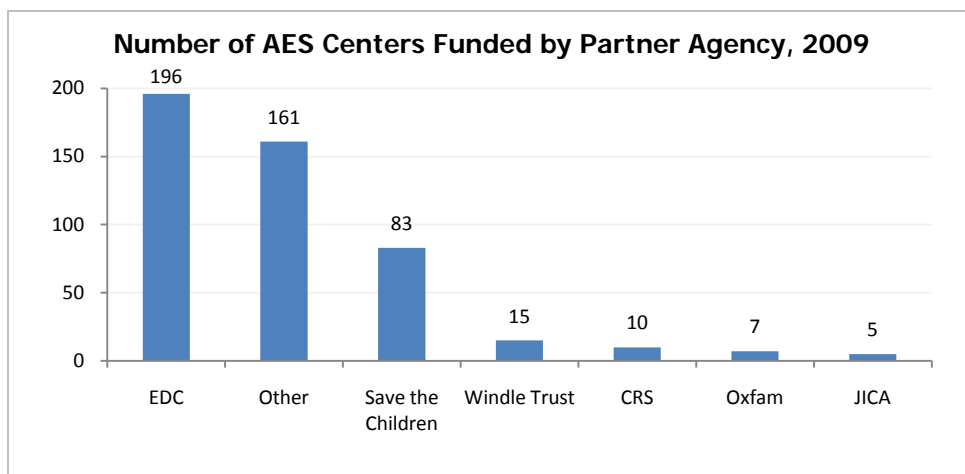
Number of AES Centers by Program, 2009⁵⁴

Program	Count
ALP	727
Intensive English Course	112
Pastoralist Mobile School	12
BFAL	402
Community Girls School	111
Agro-Forestry	74
SSIRI	21
Other	11
Total	1,470



Number of AES Centers Funded by Partner Agency, 2009

Agency	AES Centers
EDC	196
Oxfam	7
Save the Children	83
JICA	5
Windle Trust	15
CRS	10
Other	161
Total	477

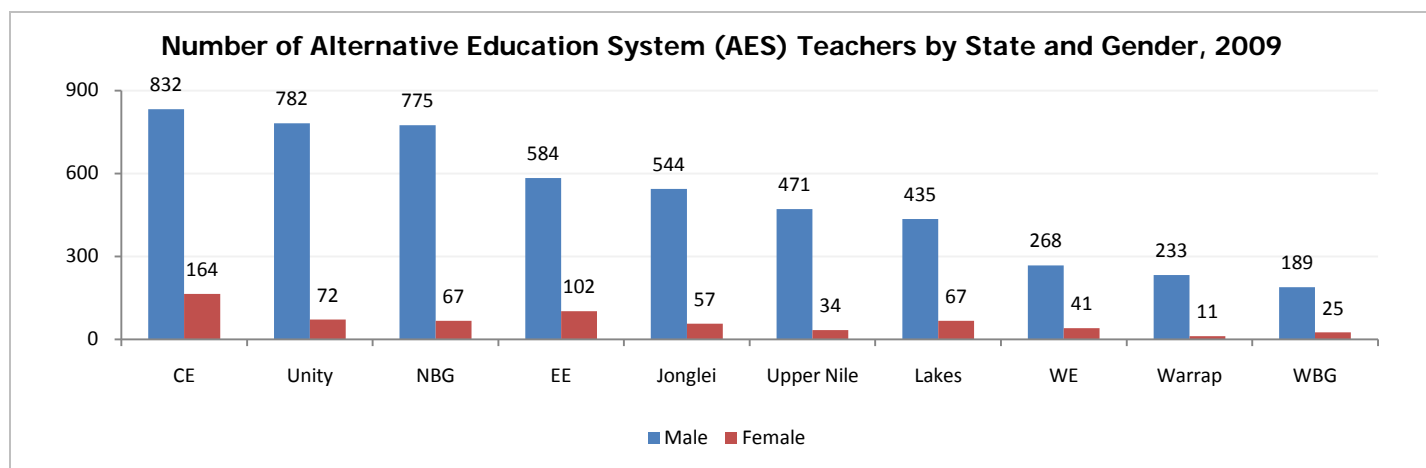


⁵⁴ The total number of AES centers accounted for in this document is 1,022, but some AES Centers offer more than one program. Hence, the total number of programs exceeds total number of centers.

7.4.2. Alternative Education System (AES) Teachers

Number of Alternative Education System (AES) Teachers by State and Gender, 2009

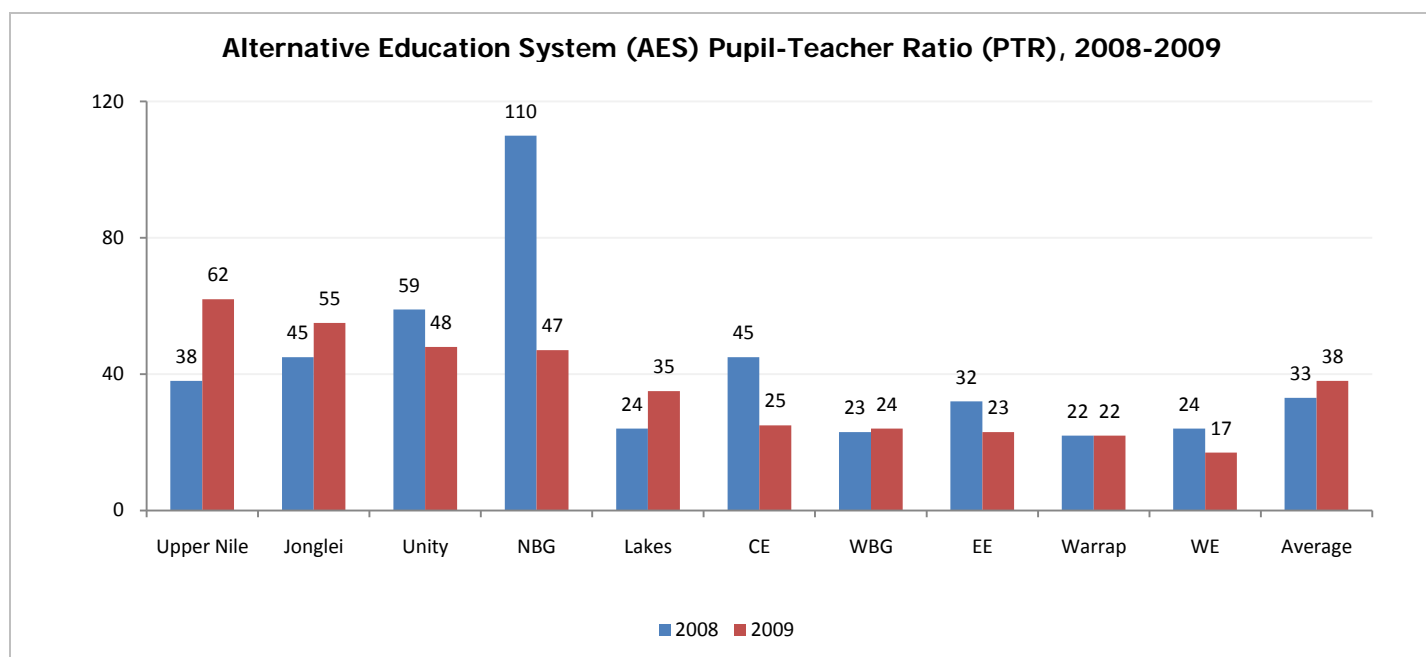
State	Male	% Male	Female	% Female	Total
CE	832	84%	164	16%	996
EE	584	85%	102	15%	686
WE	268	87%	41	13%	309
Jonglei	544	91%	57	10%	599
Unity	782	92%	72	8%	854
Upper Nile	471	98%	34	7%	481
Lakes	435	87%	67	13%	502
Warrap	233	95%	11	5%	244
WBG	189	88%	25	12%	214
NBG	775	92%	67	8%	842
Total	5,113	89%	640	11%	5,753



7.4.3. Alternative Education System (AES) Pupil-Teacher Ratio (PTR)

Alternative Education System (AES) Pupil-Teacher Ratio (PTR), 2008-2009

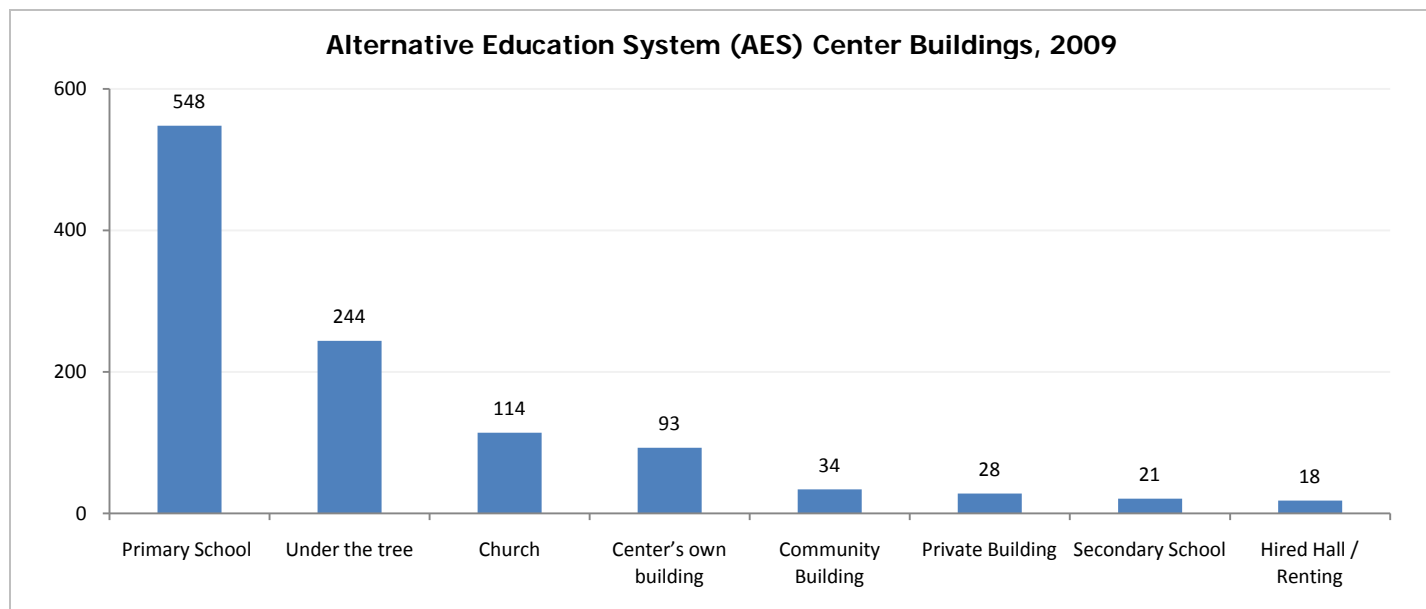
State	2008	2009	State	2008	2009
CE	45	25	Upper Nile	38	62
EE	32	23	Lakes	24	35
WE	24	17	Warrap	22	22
Jonglei	45	55	WBG	23	24
Unity	59	48	NBG	110	47
Total				33	38



7.4.4. Alternative Education System (AES) Center Building

Alternative Education System (AES) Center Buildings, 2009⁵⁵

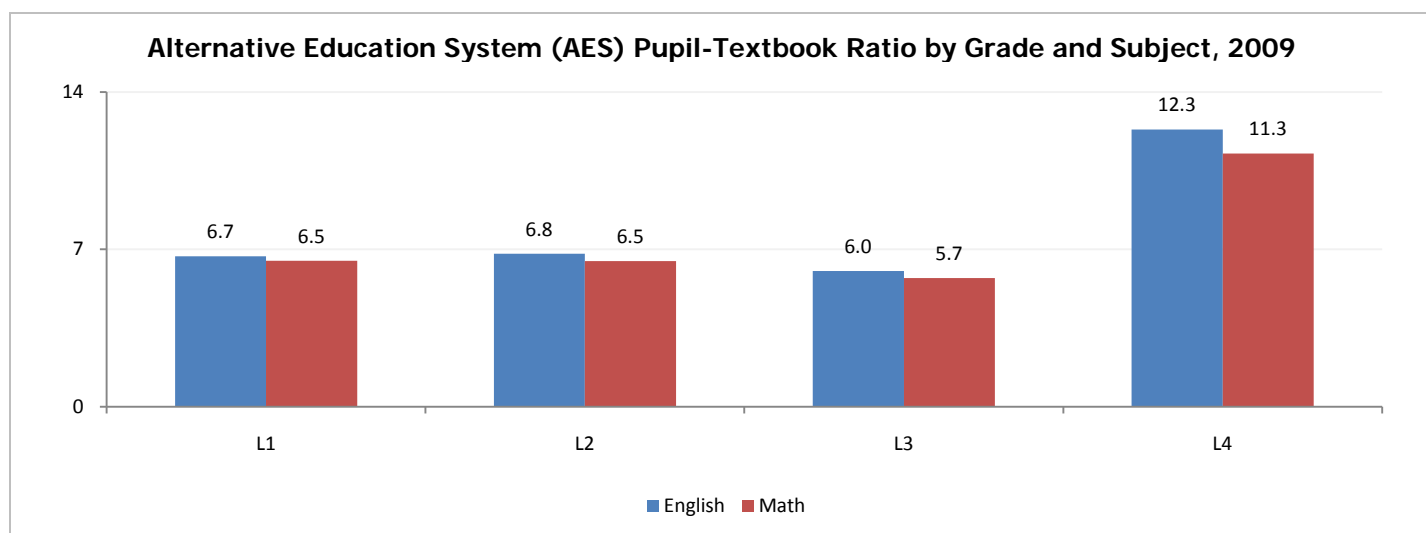
Building	Count	Building	Count
Primary School	548	Community Building	34
Secondary School	21	Private Building	28
Church	114	Under the tree	244
Center's own building	93	Hired Hall / Renting	18
Total			1,100



7.4.5. Alternative Education System (AES) Pupil-Textbook Ratio

Alternative Education System (AES) Pupil-Textbook Ratio by Grade and Subject, 2009

Grade	Student	English Textbook	Math Textbook	Pupil-English Textbook Ratio	Pupil-Math Textbook Ratio
L1	75,506	11,271	11,629	6.7	6.5
L2	58,551	8,595	9,039	6.8	6.5
L3	38,458	6,362	6,710	6.0	5.7
L4	44,724	3,626	3,969	12.3	11.3



⁵⁵ The total number of AES centers accounted for in this document is 1,022. Some respondents selected more than one type of building. Hence, the total number of buildings reported exceeds total number of centers.

8.0. STUDENT FLOW

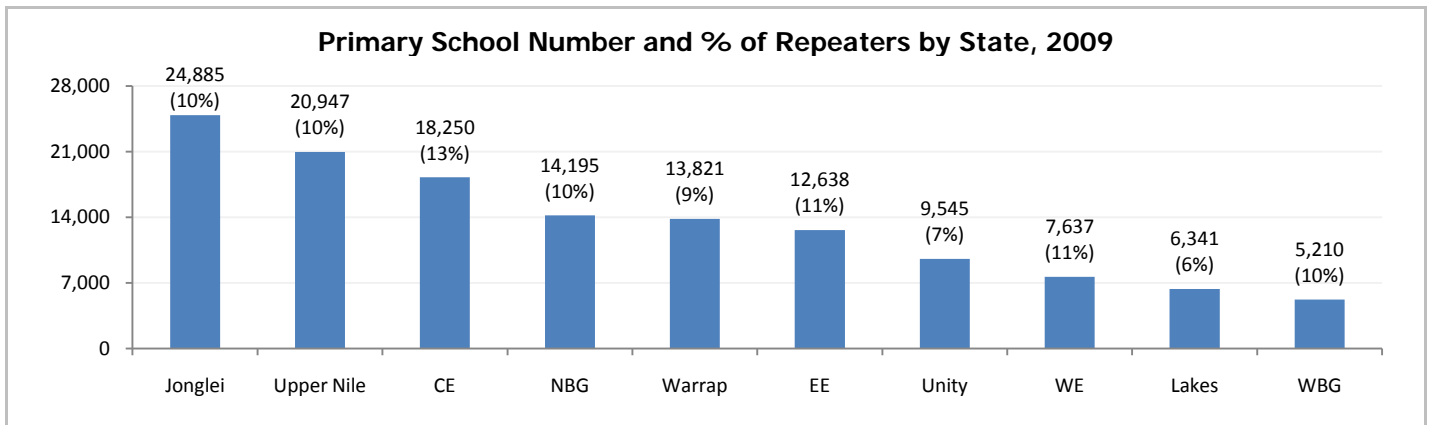
8.1. Primary School

Primary Education coverage rate was 77% in 2007, 87% in 2008, and 98% in 2009. For efficiency indicators calculation purposes, 2007 and 2008 primary education numbers in this section have been weighted to 100% at the county-level. It is important to note that, Primary Schools and AES Centers were combined in the 2007 Annual Education Census (AEC).

8.1.1. Primary School Repeaters

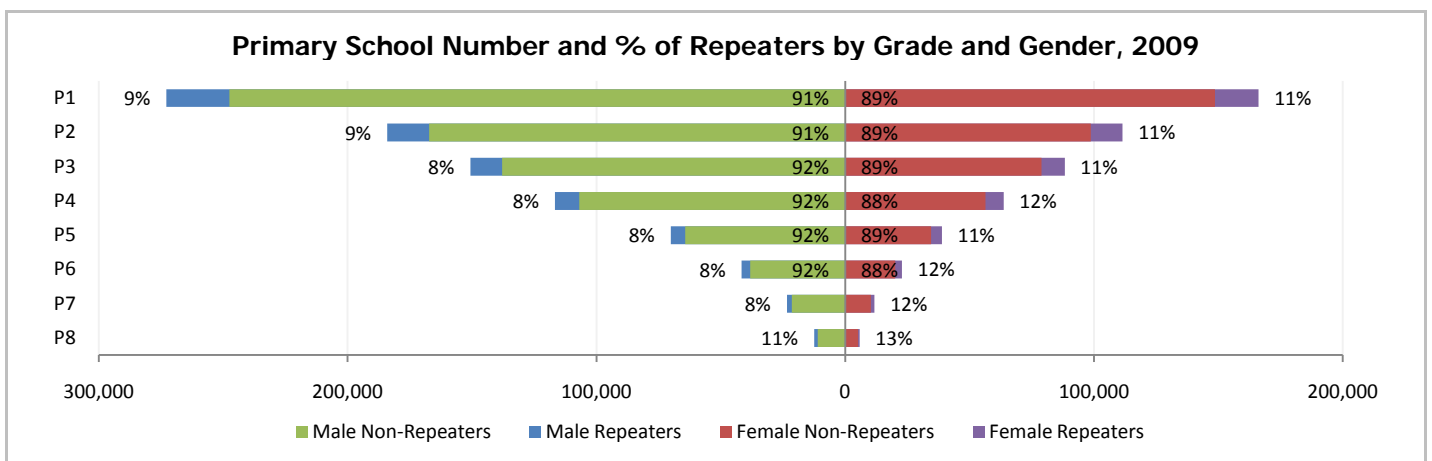
Primary School Number of Repeaters by State, 2009

State	Repeaters	All Pupils	% Repeaters
CE	18,250	138,934	13%
EE	12,638	111,413	11%
WE	7,637	70,803	11%
Jonglei	24,885	246,578	10%
Unity	9,545	145,224	7%
Upper Nile	20,947	202,425	10%
Lakes	6,341	110,315	6%
Warrap	13,821	160,031	9%
WBG	5,210	52,990	10%
NBG	14,195	141,867	10%
Total	133,469	1,380,580	10%

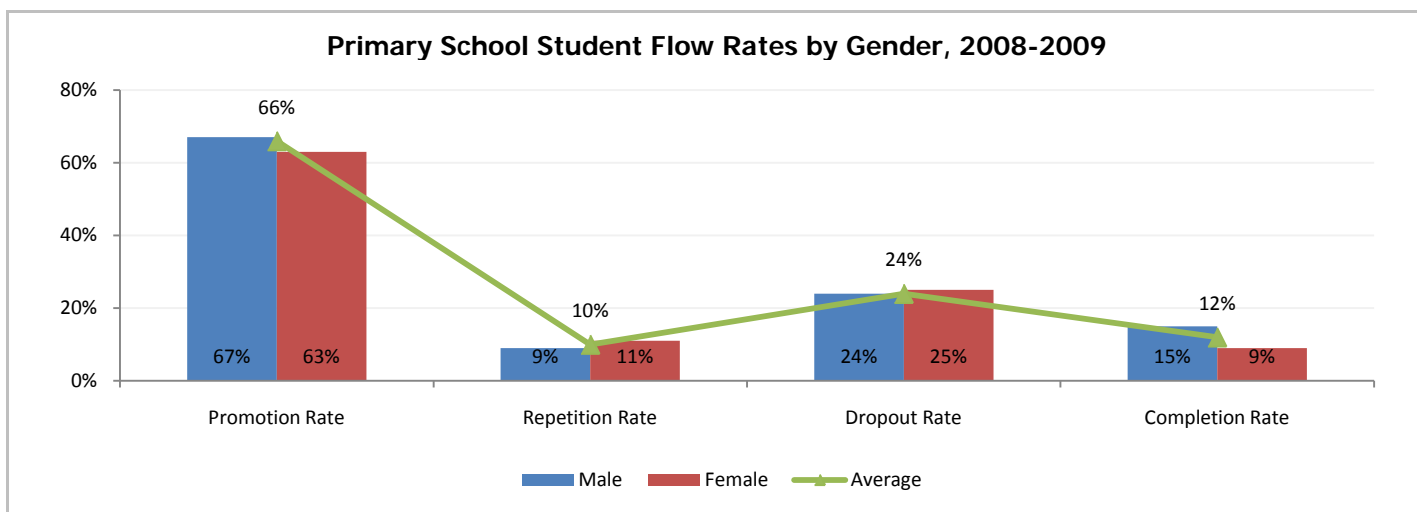


Primary School Number of Repeaters by Grade and Gender, 2009

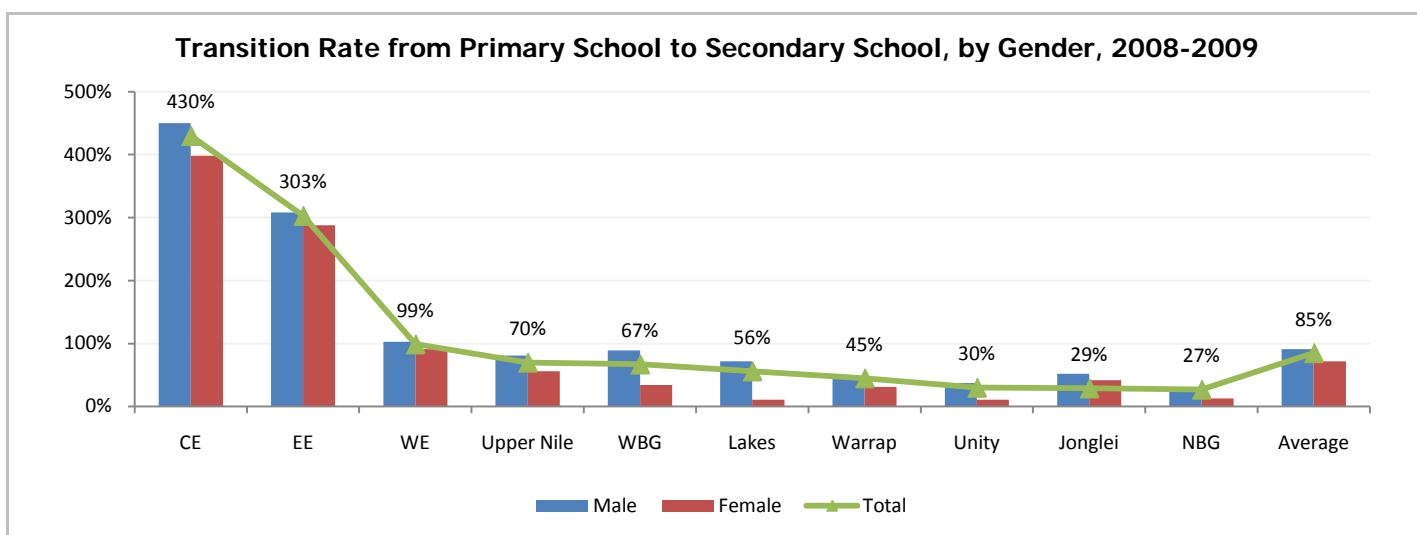
Grade	All Pupils		Repeaters		% Repeaters	
	Male	Female	Male	Female	Male	Female
P1	272,838	166,115	25,313	17,487	9%	11%
P2	184,068	111,447	16,864	12,803	9%	11%
P3	150,671	88,242	12,795	9,419	8%	11%
P4	116,611	63,724	9,665	7,353	8%	12%
P5	70,089	38,878	5,720	4,369	8%	11%
P6	41,629	22,793	3,498	2,696	8%	12%
P7	23,441	11,739	1,974	1,410	8%	12%
P8	12,457	5,838	1,367	736	11%	13%
Total	871,804	508,776	77,196	56,273	9%	11%



8.1.2. Primary School Student Flow Rates (Promotion, Repetition, Dropout, and Completion Rates)



8.1.3. Transition Rate from Primary School to Secondary School



8.2. Secondary School

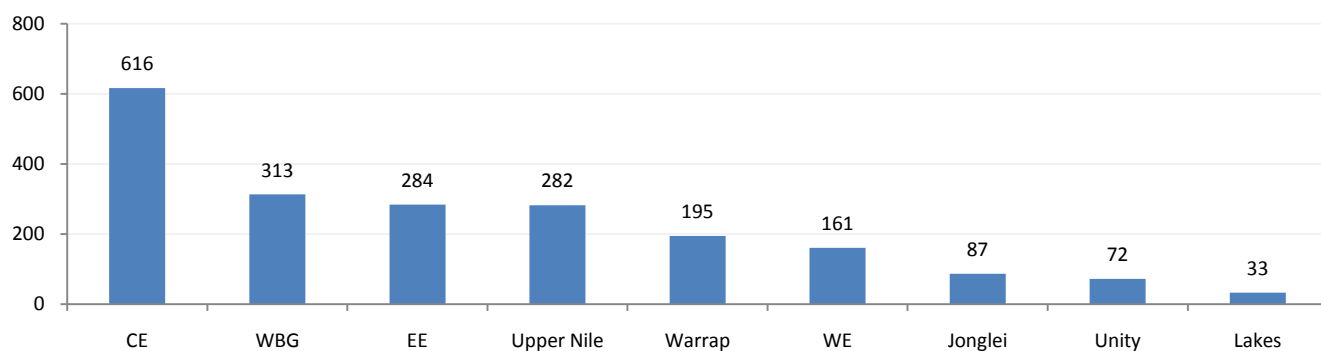
Secondary Education data was first collected in 2008. Secondary Education coverage rate was 96% in 2008 and 100% in 2009. Since the coverage rates were high in both years, raw numbers are reported. The increase in coverage rate (and therefore increase in student enrolment, number of schools, etc.) explains the negative dropout rate in the student flow analysis below.

8.2.1. Secondary School Repeaters

Secondary School Number of Repeaters by State, 2009

State	Repeaters	All Pupils	% Repeaters
CE	616	15,880	3.9%
EE	284	3,627	7.8%
WE	161	3,072	5.2%
Jonglei	87	2,593	3.4%
Unity	72	1,196	6.0%
Upper Nile	282	5,826	4.8%
Lakes	33	1,686	2.0%
Warrap	195	1,346	14.5%
WBG	313	7,735	4.0%
NBG	24	1,066	2.3%
Total	2,067	44,027	4.7%

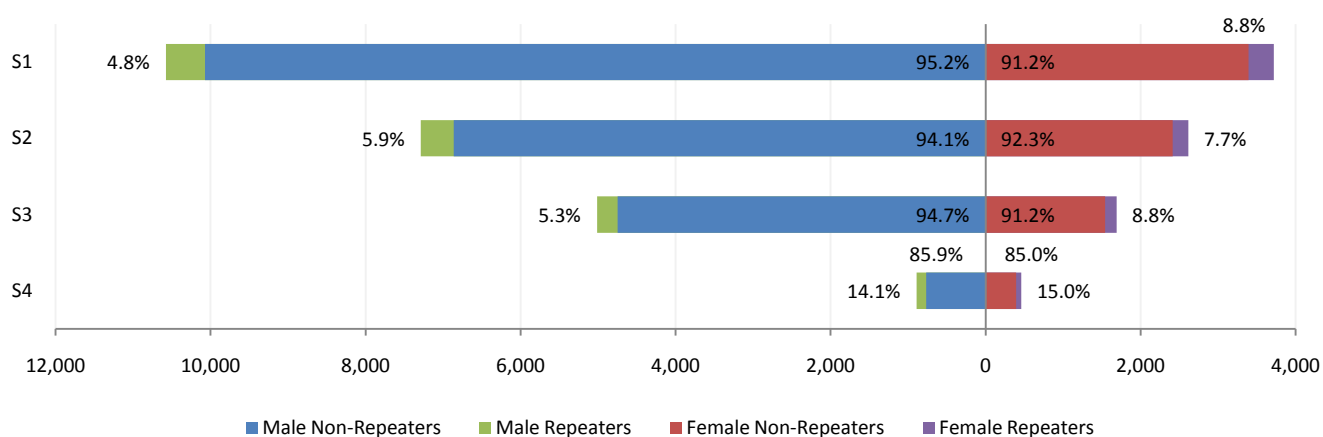
Secondary School Number of Repeaters by State, 2009



Secondary School Number of Repeaters by Grade and Gender, 2009

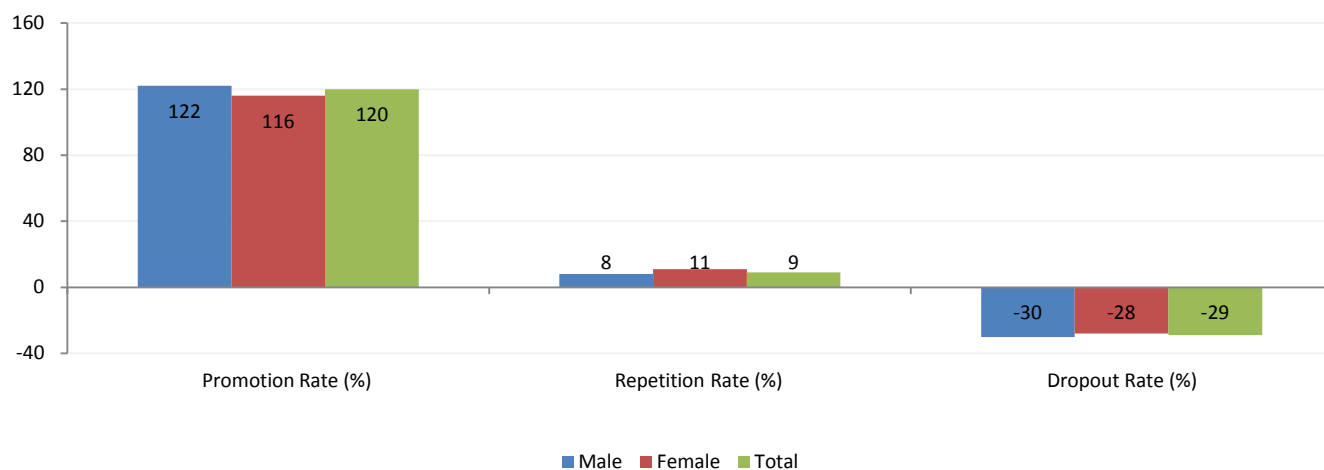
Grade	All Pupils		Repeaters		% Repeaters	
	Male	Female	Male	Female	Male	Female
S1	10,578	3,720	505	326	4.8%	8.8%
S2	7,289	2,615	427	202	5.9%	7.7%
S3	5,014	1,689	264	148	5.3%	8.8%
S4	891	461	126	69	14.1%	15.0%
Total	23,772	8,485	1,322	745	5.6%	8.8%

Secondary School Number and % of Repeaters by Grade and Gender, 2009



8.2.2. Secondary School Student Flow Rates (Promotion, Repetition, and Dropout Rates)

Secondary School Student Flow Rates by Gender, 2008-2009



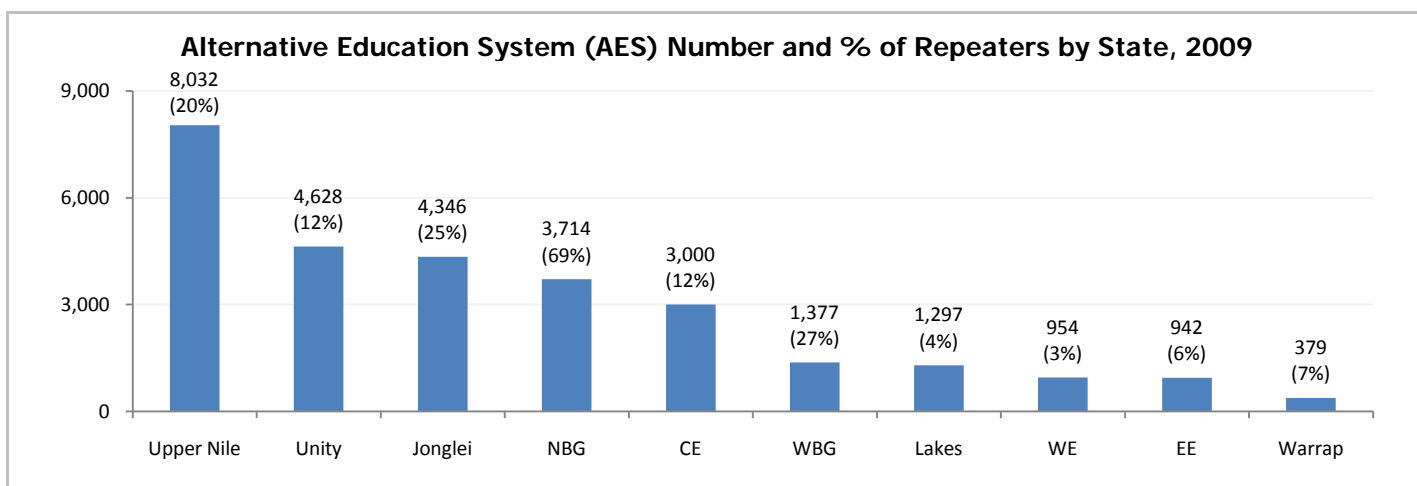
8.3. Alternative Education System (AES)

Alternative Education System (AES) data was first collected in 2007—but in combination with Primary Education. Therefore, this document reports data from 2008 (where applicable). Because baseline data was unavailable, coverage rates could not be determined. All AES numbers herein are raw data collected during 2008 and 2009 AEC exercises.

8.3.1. Alternative Education System (AES) Repeaters

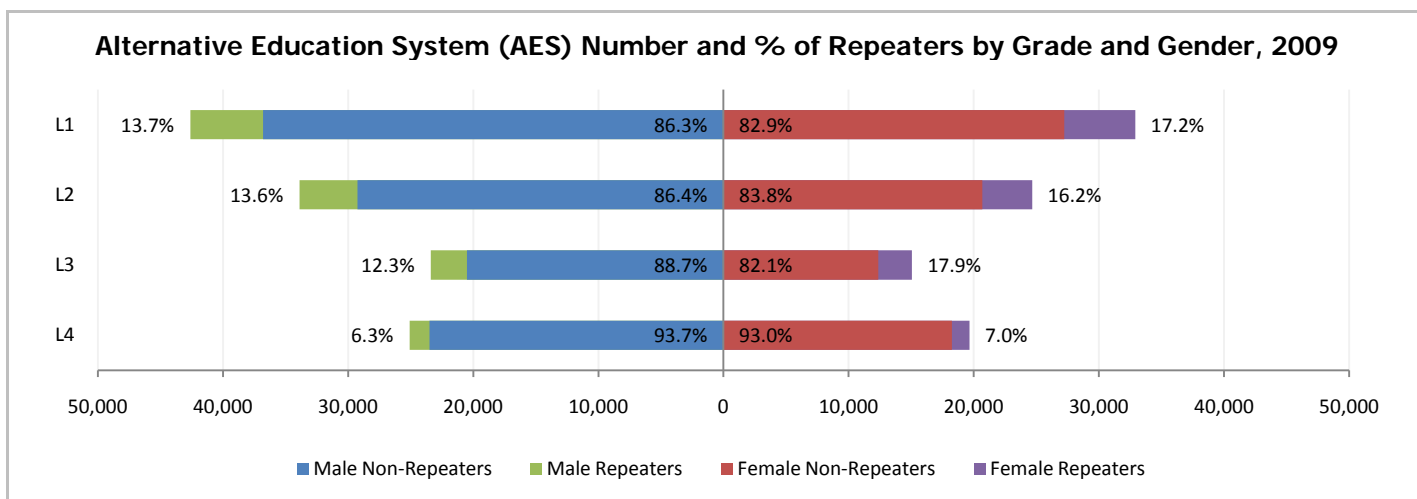
Alternative Education System (AES) Number of Repeaters by State, 2009

State	Repeaters	All Pupils	% Repeaters
CE	3,000	25,156	12%
EE	942	15,440	6%
WE	954	33,085	3%
Jonglei	4,346	17,624	25%
Unity	4,628	39,313	12%
Upper Nile	8,032	40,967	20%
Lakes	1,297	29,915	4%
Warrap	379	5,306	7%
WBG	1,377	5,048	27%
NBG	3,714	5,385	69%
Total	28,669	217,239	13%



Alternative Education System (AES) Number of Repeaters by Grade and Gender, 2009

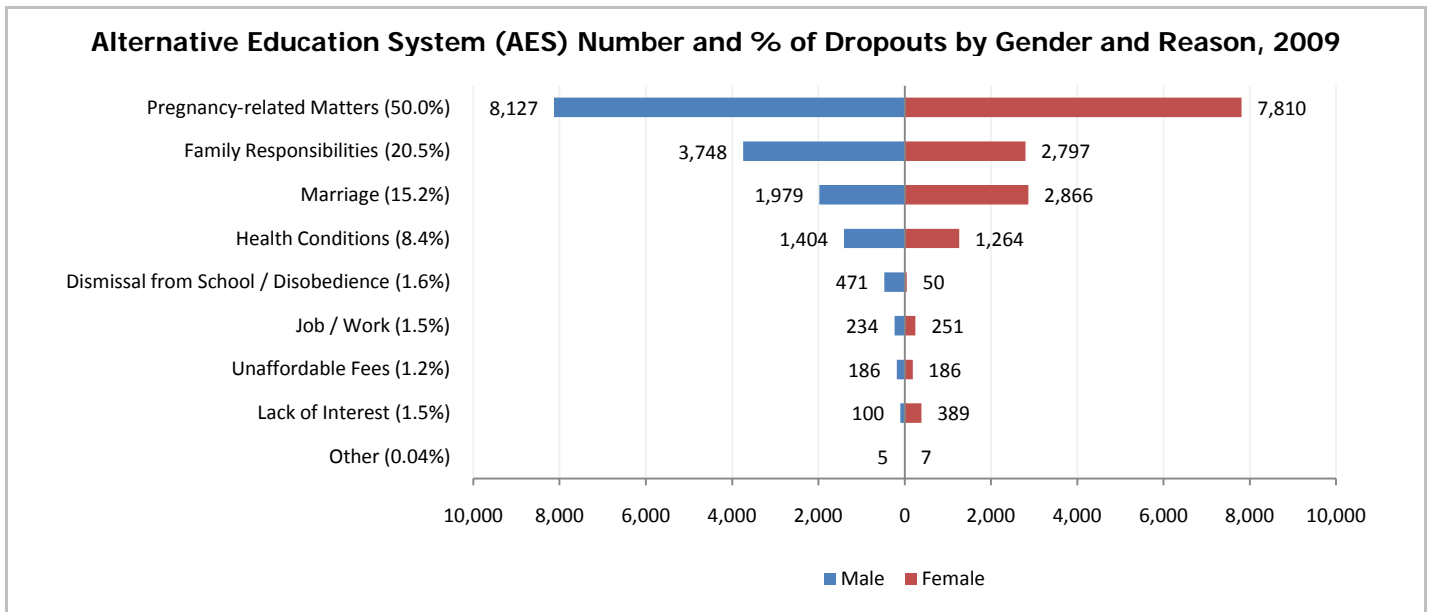
Grade	All Pupils		Repeaters		% Repeaters	
	Male	Female	Male	Female	Male	Female
L1	42,609	32,897	5,828	5,665	13.7%	17.2%
L2	33,877	24,674	4,623	4,000	13.6%	16.2%
L3	23,396	15,062	2,889	2,700	12.3%	17.9%
L4	25,077	19,647	1,579	1,385	6.3%	7.0%
Total	124,959	92,280	14,919	13,750	11.9%	14.9%



8.3.2. Alternative Education System (AES) Dropouts

Alternative Education System (AES) Dropouts by Gender and Reason, 2009

Reason	Male	% Male	Female	% Female	Total
Dismissal from School / Disobedience	471	90%	50	10%	521
Family Responsibilities	3,748	57%	2,797	43%	6,545
Illness	1,404	53%	1,264	47%	2,668
Job / Work	234	48%	251	52%	485
Lack of Interest	100	20%	389	80%	489
Marriage	1,979	41%	2,866	59%	4,845
Other	5	42%	7	58%	12
Pregnancy-related matters	8,127	51%	7,810	49%	15,937
Unaffordable fees	186	50%	186	50%	372
Total	16,254	51%	15,620	49%	31,874



9.0. MISSING SCHOOLS

9.1. Primary Schools

County	Payam	School Name
Central Equatoria		
Juba	Rejaf	Somba Primary
Lainya	Kupera	Kayoki Primary
Morobo	Gulumbi	Iraga Primary
Morobo	Gulumbi	Ojipako Primary
Terekeka	Akenwel	Jor Primary
Terekeka	Akenwel	Tombek Primary
Terekeka	Terekeka	Terekeka Primary
Yei	Mugwo	Payawa Primary
Eastern Equatoria		
Ikotos	Lomohidang	Chorokol Primary
Ikotos	Lomohidang	Okorohore Primary
Ikotos	Lomohidang	Napwojore Primary
Ikotos	Imotong	Longairo Primary
Ikotos	Imotong	Kalabong Primary
Kapoeta East	Narus	Loolim Primary
Lafon	Longiro	Loluro Primary
Lafon	Lopit North	Logwanawati Primary
Lafon	Lopit North East	Laccarok Primary
Lafon	Lopit South East	Ibahure Primary
Torit	Bur	Lohila Primary
Torit	Kudo	Lohilo Primary
Western Equatoria		
Ezo	Bariguna	Bambaraze Primary School
Ezo	Bariguna	ECS Rimungu Primary School
Ibba	Ibba town	Gangbara Primary School
Ibba	Ibba town	Wowo Sub Grade School
Ibba	Madebe	Makro Primary School
Ibba	Madebe	ECS Nakuri Primary School
Ibba	Maniakara	Boropia Primary School
Ibba	Maniakara	Ras-Tigi RCC Primary School
Ibba	Maniakara	Nanguruza Sub Grade School
Ibba	Maniakara	Boropia Pre School
Ibba	Nabanga	Gbuo Primary School
Ibba	Maruka	Tanamuka Primary School
Maridi	Kozi	Madragi ALP Centre
Maridi	Landilli	Dorolili Primary school
Maridi	Landilli	Rasolo II Primary School
Maridi	Mambe	Oza Primary School
Maridi	Maridi	Araka I Primary School
Maridi	Maridi	Nazareth Primary School
Maridi	Maridi	Nzumara Primary School
Maridi	Maridi	Oklija Primary School
Maridi	Maridi	Luru Primary School
Maridi	Maridi	Kazan II Primary School
Maridi	Maridi	Embe Primary School
Maridi	Maridi	Nabambiso Primary School
Mundri East	Kediba	Magyiri Primary School
Mundri East	Kediba	Mirique Primary School
Mundri East	Lakamadi	Kasico Primary School
Mundri East	Lakamadi	Lakamadi Primary School
Mundri East	Lakamadi	Mandungama Primary School
Mundri East	Lakamadi	Mutala Primary school
Mundri East	Lakamadi	Tekye Primary School
Mundri West	Kotobi	Delewa Primary School
Mundri West	Mundri	Hai Malakal Primary School
Mundri West	Bangalo	Lokoya Primary
Nagero	Nagero	Nakpataguru Primary school
Nzara	Sangua	Diafura Primary School
Tambura	Mupoi	Sananguse Primary School
Tambura	Mupoi	Banzua Primary School
Tambura	Mupoi	Nabanga Primary School
Tambura	Namatina	Dingimo Sub Grade School
Tambura	Namatina	Guruvanza Primary School
Tambura	Namatina	Nabaria Primary School
Tambura	S/Yubu	Saba Miles Primary School
Yambio	Gangura	Birisi Primary School
Yambio	Gangura	Nagbogbo Primary School
Yambio	Yambio	Nahua Primary School

County	Payam	School Name
Yambio	Yambio	Asanza Primary School
Yambio	Yambio	Naawzari CRC
Jonglei		
Akobo	Dengjock	Wec Diew Primary
Akobo	Nyandit	Oboji Primary
Bor	Bor town	Bor Complex Primary
Bor	Bor town	Malek II Primary
Duken Padiet	Duk Padiet	Duk- Padiet Primary
Duken Padiet	Duk Payuel	Lorbar Primary
Duken Padiet	Duk Payuel	Jalong Ttwo Primary
Duken Padiet	Duk Payuel	Amiel Primary
Piji	Alam	Amat nyang Primary
Piji	Nyinthok	Bony plot Primary
Piji	Wunlem	Machok Atem Primary
Piji	Wunlem	Wunkiir Primary
Nyirol	Keth	Dini Primary
Old pangak	Manajong	Kueth lath Primary
Old pangak	Panguir	Norjuoy Primary
Twic	Jonglei	Marrial Primary
Twic	Kangor	Piol Primary
Twic	Kangor	Pareu Primary
Twic	Ajuong	Paliau Primary
Twic	Ajuong	Mayom Primary
Unity		
Guit	Nyathor	Nyathor Primary
Guit	Nyathor	Wadul Primary
Guit	WathNyona	Kalnyona Primary
Koch	Ganglet	Lathtang Primary
Mayiandit	Rubkuany	Nongak Primary
Mayom	Ngop	Kolkol Progressive Primary
Mayom	Riah	Madul Primary
Panyinjiar	chuk	Machar Primary
Panyinjiar	chuk	Mapear Primary
Panyinjiar	Ganyliet	Yai Primary
Panyinjiar	Nyal	Maluak Primary
Panyinjiar	Nyal	Kanynhial Primary
Panyinjiar	Nyal	Paliey Primary
Panyinjiar	Nyal	Duong Primary
Panyinjiar	Tiap	Tiap Primary
Panyinjiar	Tiap	LaldietPrimary
Rubkona	Pankuel	Elgiana B Primary
Rubkona	Pankuel	Mankuai Primary
Rubkona	Bentiu	Bentiu girls Primary
Rubkona	Bentiu	Paguer Primary
Rubkona	Bentiu	Wunkur Primary
Rubkona	Bentiu	Bual Primary
Rubkona	Kaljak	Riay Deng Primary
Ruwng	Panyang	Nyador Primary
Upper Nile		
Maban	Boung	Boug Primary
Malut	Thak	Thak Primary
Nasir	Dhuoriding	Dhuoriding Primary
Longchok	Mathiang	Mathiang Primary
Longchok	Mathiang	Peyweng Primary
Longchok	Longechuk	Gueng Primary
Ulang	Ulang	Tharwang Primary
Ulang	Kurmot	Kuich Primary
Warrap		
Gogrial West	Akon North	Maduol Primary School
Gogrial West	Akon South	Nyieth Primary School
Gogrial West	Alek	Agam Primary School
Gogrial West	Alek	Adhet
Gogrial West	Alek West	Ngakthing Primary School
Gogrial West	Gogrial	Malual Awien Primary School
Gogrial West	Gogrial	Mayo Primary School
Gogrial West	Kuac South	Anquith Primary school
Gogrial West	Raiu	Malual Awien Primary School
Tonj North	Pagol	Mayen Lou Primary School
Tonj South	Manyangok	Agang / Chum Primary School
Tonj South	Thiet	Warkuel Primary School
Tonj South	Thiet	Ngapanet Primary School
Twic	Ajak Kuac	Guk Primary School
Twic	Akoc	Achel Girls
Twic	Pan-nyok	Makuei-Abuoc Primary School

County	Payam	School Name
Twic	Pan-nyok	Pannyok Primary School
Twic	Turalei	Maiok Amuol Primary School
Twic	Wunrok	Mayen Abum Upper Primary
Twic	Wunrok	Tikajak Primary School
Twic	Wunrok	Malou Hol Primary School
Twic	Wunrok	Ajong Primary School
Twic	Wunrok	Maper Awudhop Primary School
Lakes		
Cuiebet	Pagor	Romic Primary
Rumbek Centre	Amongping	Mopeer Primary
Rumbek Centre	Matangai	Capuol Girls Primary
Rumbek East	Paloch	Alel deer Primary
Rumbek North	Malueth	kak Primary
Rumbek North	Meen	Juit Juit Primary
Rumbek North	Meen	Akep Ret Primary
Rumbek North	Wuring	Payei Primary
Yirol West	Nuop	Lual Comboni Primary
Yirol West	Yirol Town	Wath cabath Primary
Western BG		
Wau	Baggari	Ngovendego Basic School Co-
Wau	Baggari	Sunday Basic Co School ECS
Wau	Baggari	Ngoba Basic School
Wau	Baggari	Ngodakala Basic School
Wau	Besselia	Abushaka Basic Education
Wau	Wau	Khor Ukanda Co-education Basic
Wau	Wau	Mayo Girls Basic
Wau	Wau	St. Joseph
Wau	Wau	Toby Basic Primary School
Wau	Kpayele	Namatina Primary School
Northern BG		
Aweil Centre	Barmayen	Rieng Agang Primary
Aweil Centre	Chel South	Karkou Primary`
Aweil East	Malual Baai	Mathian Dut Primary
Aweil East	Mangar tong	Pana poth Primary
Aweil East	Mayam Weel	jaac Primary
Aweil East	Yargot	Marol Ajoung Primary
Aweil North	Malual East	Abyeicok community
Aweil North	Malual East	War pac Community
Aweil North	Malual East	Manbol community
Aweil North	Malual East	War apel community
Aweil North	Malual East	Chiwiel Primary
Aweil North	Malual North	Akuak Arol Primary
Aweil South	Panthou	Riang Akeer Primary
Aweil South	Tiar Aliet	Tiar Aliet Primary

9.2. Secondary Schools

County	Payam	School Name
Central Equatoria		
Juba	Juba	Rokon Secondary School
Kajo-Keji	Kangapo	Pamoju Girls Secondary School
Unity		
Abiemnom	Abiemnom	Abiemnom Secondary school
Rubkona	Bentiu	Bentiu Secondary school
Upper Nile		
Malakal	Malakal Central	Malakal Boys Secondary School
Warrap		
Gogrial West	Akon South	Akon Secondary School
Western BG		
Wau	Wau	Kuajok Secondary School
Northern BG		
Aweil South	Panthou	Malek Alel Senior Secondary School
Aweil West	Ayat East	Nyamlel Senior Secondary School
Aweil Town	Aweil Town East	Gateway Senior Secondary school

9.3. Higher Education

No data available from one Technical / Vocational Education Center, St. Martin Carpentry & Joinery Lomin.