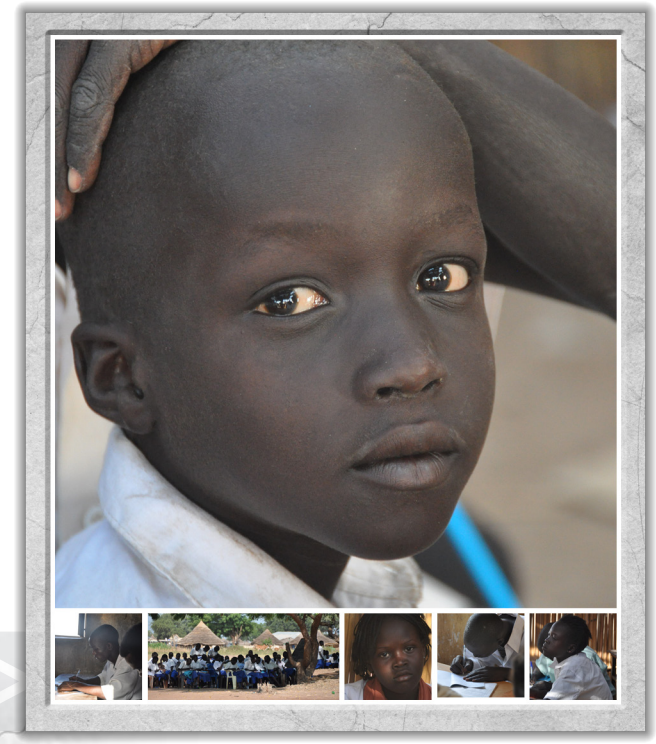
Education Statistics for Southern Sudan

Government of Southern Sudan (GoSS)

Published 22 February 2011



National Statistical Booklet

2010

Government of Southern Sudan
Ministry of Education
Directorate of Planning and Budgeting
Department of Data and Statistics
Education Management Information Systems Unit
Juba, Southern Sudan

www.goss.org

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 Odero / Program Associate / jahodero@yahoo.com
Deng Chol Deng / Program Assistant / dddeng19@gmail.com

Foreword

Message from Minister H.E. Michael Milly Husein

I am pleased for the fourth consecutive year to present the education census data for Southern Sudan. The collection of data and the consolidation of the Education Management Information System (EMIS) have come a long way since the baseline assessment conducted in 2006. The baseline assessment covered less than half of the primary schools that were operational in the country at the time. In 2010, data from all types of educational institutions are collected by EMIS; pre-primary, primary, secondary, vocational and higher education as well Alternative Education Systems (AES) is covered. It is the first year that MOE collect data from pre-primary schools.

Southern Sudan encompasses vast geographical areas. Due to the many years of civil war the roads are few. This coupled with temporary insecurities in some areas have made data collection challenging. However, due to commitment and hard work education census coverage has grown rapidly. Yet huge challenges in ensuring the quality and accuracy of the data collected remain. The MOE is in 2011 piloting universal school registers in two states. In 2012, based on the feedback from the pilot the registers will be updated and the rolled out in the remaining states. The school registers are cornerstones in a functional EMIS and will help us improve quality of data gathered.

The next couple of years will focus on decentralizing EMIS, and strengthening the capacity of the states to collect and capture the data. In 2010, EMIS focal points and state ministry officials were part of all the training teams sent to county level to do training of head teachers and decentralized data capture were undertaken in one state. In 2011, MOE is planning on decentralizing data capture to a total of 3 states.

To plan and budget effectively a country needs reliable and relevant data. It also needs information about how the educational system developing and changing. The needs in the education sector, as in most other sectors in Southern Sudan are vast and the limited resources available have to be used strategically to make sure that they are applied where they can make the most impact. Education census data assists us in determining which are the critical interventions, and once implemented, assists us in monitoring if the interventions are having the desired outcome.

The ministry has also worked on ensuring timely collection and presentation of the data. Even though it requires great effort the ministry aims to present the data the same year it is collected as it will give both the government and our partners' time to use the data in planning exercises for the coming year. Work will have to be streamlined further and measures are being put in place to ensure that this will happen in the coming years.

This publication would not have been possible without the cooperation, involvement and support from Southern Sudan's ten state ministries and their EMIS representatives. Their dedication and hard work has been crucial in increasing the education census coverage rates, and ensuring the quality of the information gathered. We also thank our partners in the education environment, especially UNICEF and the Academy for Educational Development (AED), for their continuous support in improving the EMIS in Southern Sudan.

Sincerely,

H.E Michael Milly Husein
Minister of Education

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1.0. ACRONYMS

AEC	Annual Education Census
AED	Academy for Educational Development
AES	Alternative Education System
AIR	Apparent Intake Rate
ALP	Accelerated learning program
BFAL	Basic Functional Adult Literacy
CE	Central Equatoria
CRS	Catholic Relief Services
EDC	Education Development Center
EE	Eastern Equatoria
EMIS	Education Management Information System
GER	Gross Enrolment Ratio
GoSS	Government of Southern Sudan
MDG	Millennium Development Goals
MoE	Ministry of Education
MOHEST	Ministry of Higher Education, Science, and Technology
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 Centre for Census, Statistics and Evaluation
SSIRI	Southern Sudan Interactive Radio Instruction
SCiSS	Save the Children in Southern Sudan
TTI	Teacher Training Institute
TVET	Technical / Vocational Education and Training
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

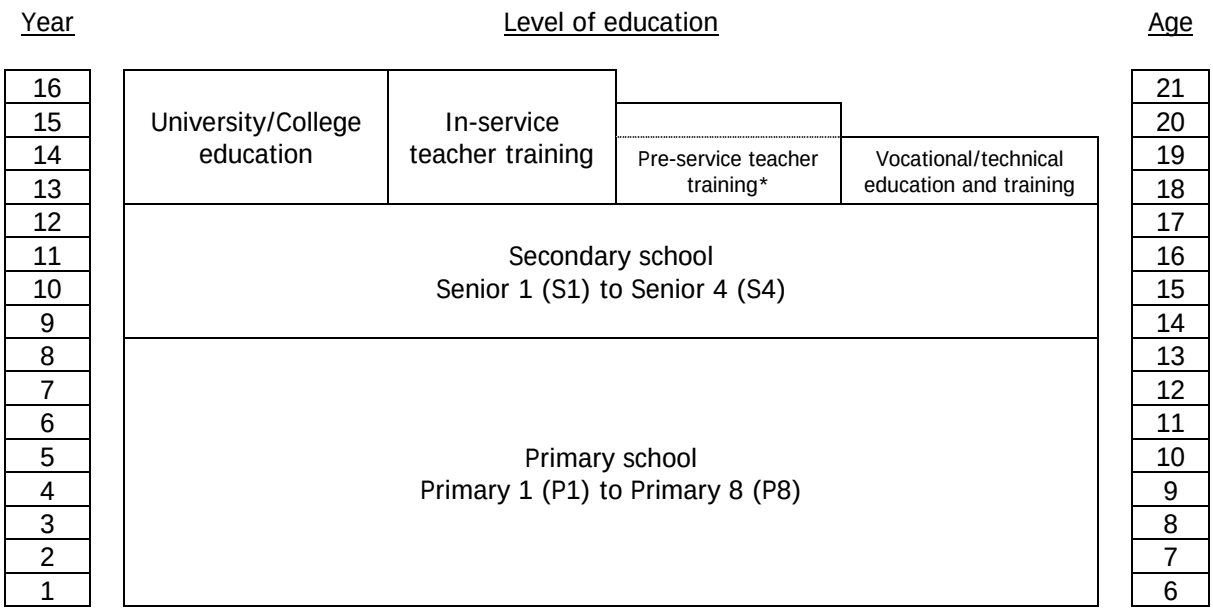
2.1. Background and Context

Key Ideas

- ✓ Investing in education is critical in producing qualified, skilled human resources to address its present and future challenges, so Southern Sudan may develop and 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 illiteracy.

a. In Southern Sudan, the majority of adults and children have not had the opportunity to attend school due to decades of civil war. During this time the development of basic services has been non-existent and accessing the little infrastructure that did exist was difficult. As a strategy in achieving the goals above 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, 8 years of primary education, 4 years of secondary education, and 4 years of higher education. The **alternative education system** (AES) consists of 6 different programmes, where one of them, the Accelerated Learning Programme (ALP) compresses 8 years of formal primary education into 4 years and offers flexible entry and exit points for children, youth, and adults.

Figure 1. Southern Sudan education ladder



*Pre-service teacher training lasts three (3) years for P8 leavers and two (2) years for secondary leavers.[2]

The education sector cuts across and contributes to all areas, but proves particularly important in restoring peace 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 southern Sudan's present and future challenges.

[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] Lynd, Mark. (2005.) *Fast-track teacher training: Models for consideration for Southern Sudan.* http://www.courses.umass.edu/educ870/teacher_education/Documents/Lynd%20-%20Fast-track%20Southern%20Sudan.pdf

MoE at the national and state levels is a young entity. Significant strides towards establishing the Ministries has been made during the last few years, especially in clarifying roles and responsibilities and adopting and implementing policies to ensure transparency and accountability. However, large amounts of work still remain.

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 of the eight Millennium Development Goals (MDGs). MDG 2 states "that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling" and MDG 3 states that by the same year countries should eliminate "gender disparity in primary and secondary education... and in all levels of education".[3] To this end the Ministry is focusing on developing the sector of basic education through **1)** Teacher education and professional development, **2)** Capital investment, **3)** Alternative Education System, **4)** Gender Equity and access for all, **5)** Capacity enhancement of education institutions.

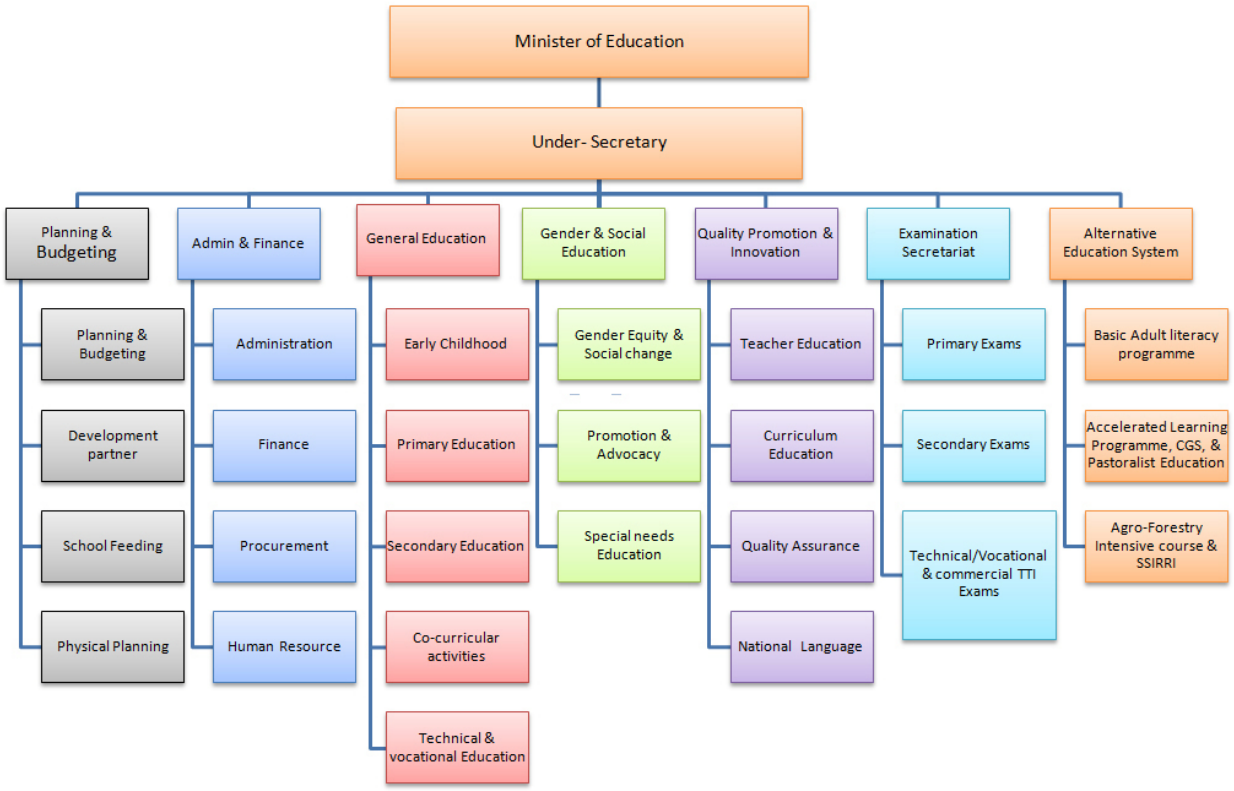
2.2. About the EMIS Unit

Key Ideas

- ✓ Established in 2007, the GoSS MoE Education Management Information System (EMIS) Unit has since then administered the Annual Education Census.

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.

Figure 2. Government of Southern Sudan Ministry of Education Organogram



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

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 solutions.
- ✓ EMIS is a tool that helps manage education to ensure efficient use of available but limited resources.

EMIS gives an overview of the education system and its performance in a country. It facilitates decision-and policy-making by providing information on current condition of the system, so that planners and decision-makers may analyze and use the analysis 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; however 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.
- ✓ Note that the 2006 and 2007 EMIS Primary education data included the AES sector.

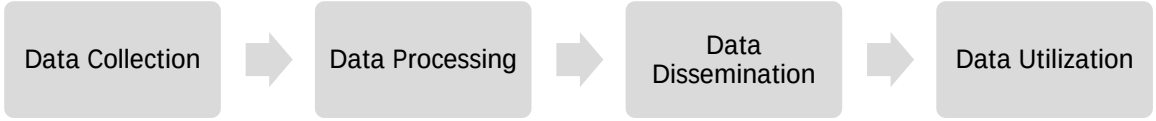
EMIS in Southern Sudan has come a long way since collecting baseline data in 2006, which provided the first baseline figures on the southern Sudanese educational system.[4] EMIS commenced in 2007, the year that the EMIS Unit was integrated with the Ministry. Since then, its coverage rate—or the percentage 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 96% coverage rate of Primary, Secondary, AES, and Higher Education[5] in 2010. The increase is noteworthy, especially since the Ministry was only formed in 2005 and has limited experience in information management. There has also been widespread insecurity due to ongoing tribal conflicts and political insurgencies. Communication infrastructure and roads are also limited.

Progress of Coverage Rates by Education Sector, 2006-2010

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	95%	90%	Unknown	100%	95%
2010	96.8%	93.5%	Unknown	50%	96%

* 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 170 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 extensive planning and coordination with stakeholders at the state, county, payam, and school levels. **Data collection** refers to the designing and reviewing of the AEC

[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.

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 National and State Education Statistical Booklets, the Global ED*ASSIST Data Dissemination Module (DDM), the High-level Interactive Projection for Education (HIPE) (Simulation) Model[8], 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.

2.6. Ongoing EMIS Challenges

Key Ideas

- ✓ EMIS will in the next couple of years specifically focus on **1)** building capacity at state and county levels for sustainability and **2)** transitioning from focusing on coverage rates and systems development to data quality and utilization.
- ✓ Cooperation and support from the various stakeholders in national government agencies and state and county education agencies are critical to improve EMIS.

In a sustainable EMIS the responsibility for a number of components of the EMIS are decentralized to state and county level. To ensure that this happens while maintaining a well functioning system capacities for implementing the decentralized components need to be strengthened. The EMIS Unit will continue to collaborate with the SMOE Planning and Budgeting personnel and EMIS focal points to ensure that this happens. 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. Measures of quality control and protocols of applying EMIS data to planning and budgeting must be developed with and adopted by 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 all schools. Information about the existence of the schools is given by education officials at state and county level. Some schools are officially registered some are not.
- ✓ For Primary Education data, the 2008 data have been weighted to 100% for comparative analyses. Secondary Education and AES data are untreated. The population data is estimated from the 2008 Population Census.

EMIS data is collected from government schools as well as private and community-run schools as reported by the CEC. There currently are no formal school registration and operational status reporting protocols in place. There might therefore be schools that exist that EMIS do not know about. In the Annex of this booklet are the schools that we do not have information for in the 2010 AEC. The reasons for the missing schools are mainly insecurity or inaccessibility, yet other schools did not return the filled out questionnaire to the EMIS unit despite repeated efforts from the EMIS unit to obtain them

Two (2) types of data have been used in the compilation of this booklet: **1)** data from the AEC conducted between 2008 and 2010 by the EMIS Unit and **2)** population projection based on the 2008 Southern Sudan Population Census from the Southern Sudan Center for Census, Statistics and Evaluation (SSCCSE). Projections have been made using UNESCO Institute of Statistics (UIS)-defined population growth rates. The population numbers do not include migration estimates.

[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.

The coverage rate for Primary Education had not reached 100% in 2008. In all comparative analyses of 2008, 2009, and 2010 Primary Education data, the 2008 data have been weighted to 100%. As 2009 coverage rate was very close to 100% (95%), the numbers are therefore not weighted. The coverage rate for Secondary Education had reached 96% in 2008, nearly 90% in 2009, and 93.5% in 2010. 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.

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 schools' head teachers and verified by its respective CEC and SMOE. The EMIS questionnaires are filled out by head teachers – enumerators do not go down to school level to fill out the forms. This is the preferred method for AEC collections in most countries in the world.

This booklet is accompanied by an electronic Data Dissemination Module (DDM). The DDM is a powerful analytical tool that makes education data accessible and transparent at the time needed. The 2010 DDM contains 2009-2010 multi-year data, and reports more information on 2010 education data than this booklet. The EMIS Unit provides interested parties with the installation CD upon request. The DDM can also be accessed at 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 school year. Entrants include pupils who have attended school elsewhere but beginning in P1 in a new school. Pupils who have left school but returned to school in 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. This rate can be over 100%, when the number of over-aged and under-aged children in P1 is excessive relative to the children of the right age of admission. The "official primary school entrance age" in Southern Sudan is age 6. The formula for AIR is:

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

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 children of the official primary school entrance age. For countries wanting to achieve goal of universal primary education, a NIR of 100% will be a necessary. The "official primary school entrance age" in Southern Sudan is age 6. The formula for NIR is:

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

AIR and NIR are useful when used in combination, as the difference between these two (2) ratios indicates the rate of deviation from the official age intake.

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. The formulas for primary GER and secondary GER are:

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

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

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

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

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

3.2. Indicators used to measure resource

3.2.1. Pupil-teacher ratio (PTR) measures the level of human resources input in terms of number of teachers in relation to the number of pupils. 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:

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

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.* The formula for PCR is:

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

3.2.3. Pupil-Textbook Ratio (PTextR) measures the level of learning materials available in terms of number of textbooks in relation to the number of pupils. 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:

$$\text{PTextR (English)} = \frac{\text{Total number of students}}{\text{Total number of English textbooks}}$$

$$\text{PTextR (Math)} = \frac{\text{Total number of students}}{\text{Total number of Math textbooks}}$$

3.3. Indicators used to measure student flow

3.3.1. Promoters refer to pupils who have moved on to the next grade level in two consecutive years, ending up in one grade level higher from last year. By convention, a pupil in P3 last year should be in P4 this year. If a pupil has moved on to P4 for this year, the pupils is considered a promoter. The diagram below illustrates this scenario (see Figure 3 below).

3.3.2. Promotion rate measures the phenomenon of pupils from a cohort moving up a grade, and its effect on the internal efficiency of education systems. It is one of the key indicators for analyzing and projecting pupil flows from grade to grade within the education cycle. Promotion rate ideally should approach 100%; a low promotion rate signals problems in the internal efficiency of the education system. Decreasing promotion rates serve as an early warning that the system is experiencing capacity constraints. When compared across grades, the patterns can indicate specific grades for which there is lower promotion, hence requiring more in depth study of causes and possible remedies.

$$\text{Promotion Rate} = \frac{\text{Enrolment in cohort in } y+1 - \text{Repeaters in } y+1}{\text{Enrolment in cohort in } y} \text{ X } 100\%$$

3.3.3. 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. 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 (see Figure 4 below).

Figure 3. Pupil promoted to next grade, 2009-2010

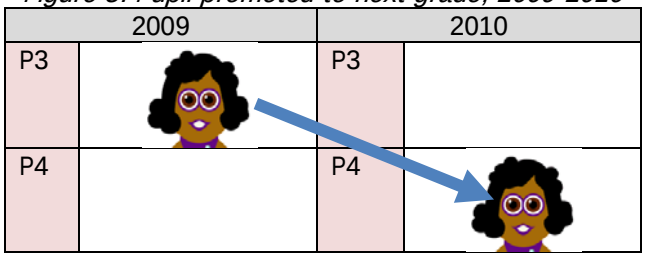
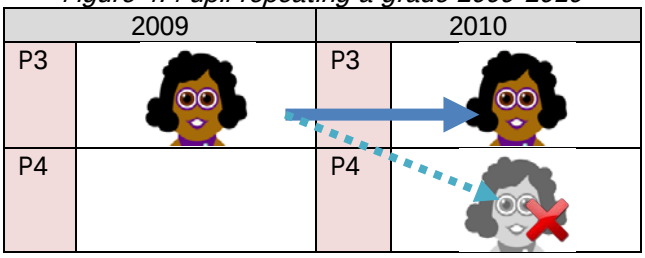


Figure 4. Pupil repeating a grade 2009-2010



3.3.4. Repetition rate measures the phenomenon of pupils from a cohort repeating a grade, and its effect on the internal efficiency of education systems. It is one of the key indicators for analyzing and projecting pupil flows from grade to grade within the education cycle. Repetition rate should ideally be0%; a high repetition rate signals problems in the internal efficiency of the education system. Increasing repetition rate serve as an early warning that the system is experiencing capacity constraints. When compared across grades, the patterns can indicate specific grades for which there is higher repetition, hence requiring more in depth study of causes and possible remedies.

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

3.3.5. Completers refer to pupils who have completed an entire sector of education in the education system, ideally by passing the final national examinations. If a P8 student completes all necessary coursework required and passed the Primary Leaving Examination, he/she is a completer. Similarly, if a S4 student completes all necessary coursework required and passed the Secondary Certificate Examination, he/she is a completer. The term is used mostly in the context of Primary and Secondary school completion.

3.3.6. 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. Completion rate traditionally uses the number of pupils graduating successfully and/or passing in the final national examinations. This booklet uses the number of students who passed the Primary Leaving Examination and Secondary Certificate Examination. The "official completion age" for primary education in Southern Sudan is 13, and secondary education 17. Completion rate ideally should approach 100%; a low completion rate indicates problems in the internal efficiency of the education system. The formulas for primary completion rate and secondary completion rate are:

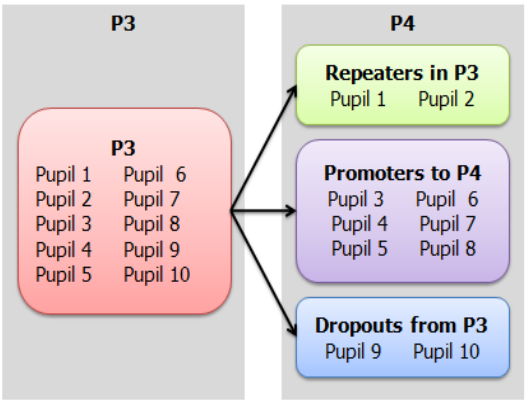
$$\text{Primary Completion Rate} = \frac{\text{Pupils who passed Primary Leaving Examination}}{\text{Population of age 13 children}} \text{ X } 100\%$$

$$\text{Secondary Completion Rate} = \frac{\text{Students who passed Secondary Certificate Examination}}{\text{Population of age 17 children}} \times 100\%$$

3.3.7. **Dropouts** refer to pupils who have withdrawn (for any reason) from the school system without completing a given grade in a given school year. 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. Dropouts are considered not to.

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

Figure 5. Sample student flow



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

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

4.0. EMIS DATA, 2008-2010

4.1. Pre-primary school

- ✓ 2010 is the first year that the MOE has collected Pre-primary data. Therefore, the numbers herein comprise the baseline to which future analyses will be compared.
- ✓ The Pre-primary sector presents statistics rarely observed in other sectors. Unlike in other sectors, division in ownership between government and non-government entities is nearly 50/50. Gender parity in pupil and teacher populations, too, is 1:1. Average pupil-teacher ratio (PTR), like the Secondary sector, is relatively low (38 pupils per teacher). However, in consistency with all other sectors of education, the pupil-classroom ratio (PCR) is very high (105 pupils per classroom) because most classrooms consist of open-air, roof-only, and tents.
- ✓ WE, Warrap, and Unity did not report any Pre-primary schools, and are therefore not included in this report.

4.1.1. Schools

Pre-primary schools by state and ownership type, 2010

State	Year	Total	Gov.	Non-gov.	Unknown	Gov. (%)	Non-gov. (%)	Unknown (%)
CE	2010	153	40	108	5	26.1%	70.6%	3.3%
EE	2010	101	70	28	3	69.3%	27.7%	3.0%
Jonglei	2010	6	5	1	0	83.3%	16.7%	0.0%
Upper Nile	2010	19	2	16	1	10.5%	84.2%	5.3%
Lakes	2010	22	19	1	2	86.4%	4.5%	9.1%
WBG	2010	27	14	13	0	51.9%	48.1%	0.0%
NBG	2010	5	3	2	0	60.0%	40.0%	0.0%
Total	2010	333	153	169	11	45.9%	50.8%	3.3%

* "Government" includes government and government-aided schools. "Non-government" includes community, NGO-supported, private, and other ownership type schools.

4.1.2. Pupils

Pre-primary school pupil enrolment by state and gender, 2010

State	Year	Total	Male	Female	Male (%)	Female (%)
CE	2010	17,309	8,660	8,649	50.0%	50.0%
EE	2010	16,260	8,598	7,662	52.9%	47.1%
Jonglei	2010	2,527	1,368	1,159	54.1%	45.9%
Upper Nile	2010	4,862	2,568	2,294	52.8%	47.2%
Lakes	2010	2,425	1,255	1,170	51.8%	48.2%
WBG	2010	3,472	1,792	1,680	51.6%	48.4%
NBG	2010	411	243	168	59.1%	40.9%
Total	2010	47,266	24,484	22,782	51.8%	48.2%

4.1.3. Teachers

Pre-primary school teachers and pupil-teacher ratio (PTR) by state and gender, 2010

State	Year	Total	Male	Female	Male (%)	Female (%)	PTR
CE	2010	527	221	306	41.9%	58.1%	32.8
EE	2010	413	171	242	41.4%	58.6%	39.4
Jonglei	2010	38	26	12	68.4%	31.6%	66.5
Upper Nile	2010	59	24	35	40.7%	59.3%	82.4
Lakes	2010	91	73	18	80.2%	19.8%	26.6
WBG	2010	86	41	45	47.7%	52.3%	40.4
NBG	2010	26	22	4	84.6%	15.4%	15.8
Total	2010	1,240	578	662	46.6%	53.4%	38.1

4.1.4. Classrooms

Pre-primary school classrooms and pupil-classroom ratio (PCR) by state and type, 2010

State	Year	Total	Perm.	Semi-perm.	Open-air	Other	PCR
CE	2010	363	101	100	127	35	86.1
EE	2010	239	45	75	94	25	135.5
Jonglei*	2010	13	0	0	10	3	-
Upper Nile	2010	24	9	11	2	2	243.1
Lakes	2010	56	6	20	24	6	93.3
WBG	2010	70	38	16	11	5	64.3
NBG	2010	39	14	17	8	0	13.3
Total	2010	804	213	239	276	76	104.6

* Pre-primary school PCR is unavailable for Jonglei because PCR accounts for only permanent and semi-permanent classroom. There are only open-air, roof only, and tent used as Pre-primary classrooms in Jonglei.
** "Other" includes open-air, roof-only, tent, and others. See Section 5.2.3 for specific counts for each of the categories.
*** PCR only accounts for permanent and semi-permanent classrooms.

4.2. Primary school

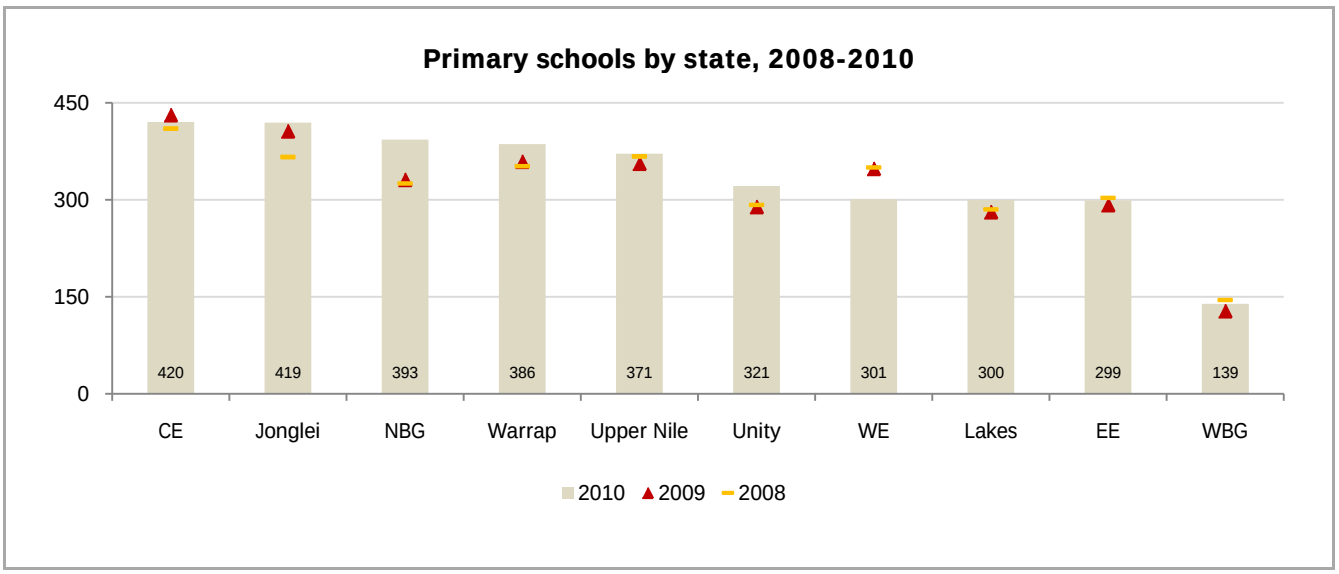
4.2.1. Schools

Primary schools by state and ownership type, 2008-2010

State	Year	Total	Gov.	Non-gov.	Gov. (%)	Non-gov. (%)
CE	2010	420	367	53	87.4%	12.6%
	2009	431	317	114	73.5%	36.0%
	2008	410	300	110	73.3%	26.7%
EE	2010	299	278	21	93.0%	7.0%
	2009	292	206	86	70.5%	41.7%
	2008	303	222	81	73.1%	26.9%
WE	2010	301	276	25	91.7%	8.3%
	2009	348	302	46	86.8%	15.2%
	2008	350	288	62	82.2%	17.8%
Jonglei	2010	419	406	13	96.9%	3.1%
	2009	406	360	46	88.7%	12.8%
	2008	366	317	49	86.5%	13.5%
Unity	2010	321	313	8	97.5%	2.5%
	2009	289	273	16	94.5%	5.9%
	2008	292	260	32	88.9%	11.1%
Upper Nile	2010	371	341	30	91.9%	8.1%
	2009	356	297	59	83.4%	19.9%
	2008	367	281	86	76.5%	23.5%
Lakes	2010	300	297	3	99.0%	1.0%
	2009	281	273	8	97.2%	2.9%
	2008	285	250	35	87.6%	12.4%
Warrap	2010	386	381	5	98.7%	1.3%
	2009	359	338	21	94.2%	6.2%
	2008	352	325	27	92.3%	7.7%
WBG	2010	139	115	24	82.7%	17.3%
	2009	128	100	28	78.1%	28.0%
	2008	145	101	44	69.4%	30.6%
NBG	2010	393	379	14	96.4%	3.6%
	2009	331	275	56	83.1%	20.4%
	2008	325	294	31	90.5%	9.5%
Total	2010	3,349	3,153	196	94.1%	5.9%
	2009	3,221	2,741	480	85.1%	17.5%
	2008	3,195	2,630	565	82.3%	17.7%

* Primary school coverage rate in 2008 was 87%. 2008 counts have been weighted to 100%.

- ✓ The number of schools has increased between 2008 and 2010, with the exception of CE and WE.
- ✓ While the number of schools between 2009 and 2010 has remained largely consistent, the sharing of ownership between government and non-government bodies has changed. On national average, percentage of government schools increased from 85% to 94% and non-government schools decreased from 18% to 6%. The number of schools operating under government resources has increased by 411 since 2009.

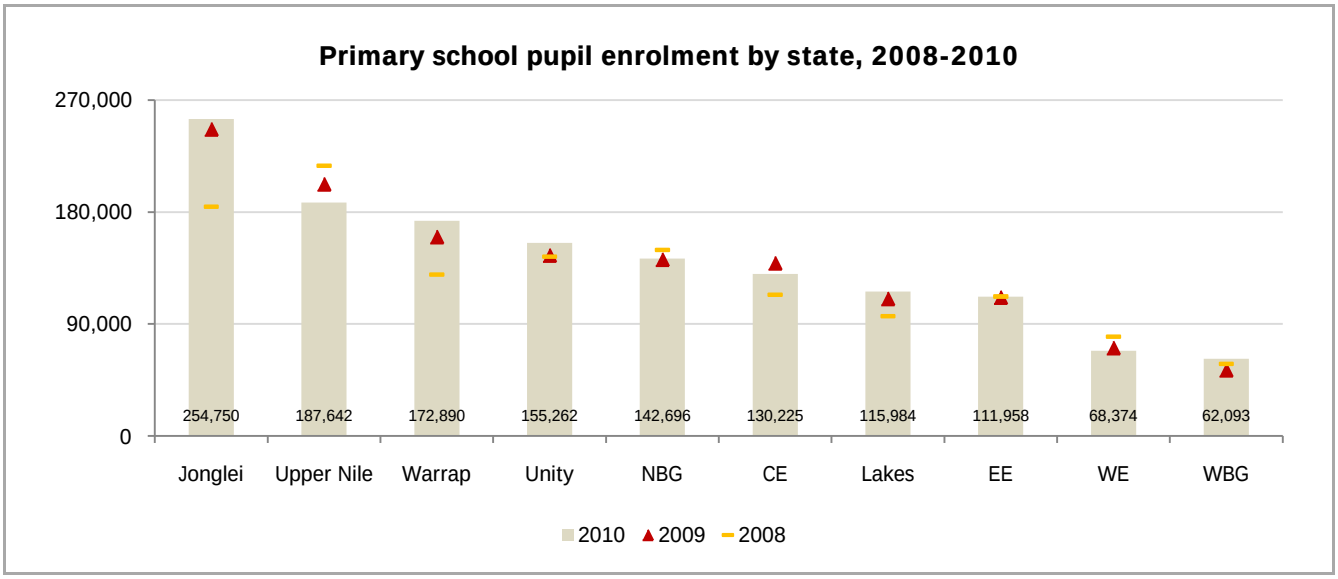


4.2.2. Pupils

Primary school pupil enrolment by state and gender, 2008-2010

State	Year	Total	Male	Female	Male (%)	Female (%)
CE	2010	130,225	70,233	59,992	53.9%	46.1%
	2009	138,934	75,631	63,303	54.4%	45.6%
	2008	113,446	63,685	49,761	56.1%	43.9%
EE	2010	111,958	67,431	44,527	60.2%	39.8%
	2009	111,413	67,024	44,389	60.2%	39.8%
	2008	112,051	68,971	43,080	61.6%	38.4%
WE	2010	68,374	38,211	30,163	55.9%	44.1%
	2009	70,803	39,472	31,331	55.7%	44.3%
	2008	79,749	44,422	35,327	55.7%	44.3%
Jonglei	2010	254,750	156,422	98,328	61.4%	38.6%
	2009	246,578	153,422	93,156	62.2%	37.8%
	2008	184,223	117,808	66,415	63.9%	36.1%
Unity	2010	155,262	102,245	53,017	65.9%	34.1%
	2009	145,224	97,205	48,019	66.9%	33.1%
	2008	144,104	95,284	48,820	66.1%	33.9%
Upper Nile	2010	187,642	108,784	78,858	58.0%	42.0%
	2009	202,425	119,792	82,633	59.2%	40.8%
	2008	217,187	129,603	87,584	59.7%	40.3%
Lakes	2010	115,984	80,404	35,580	69.3%	30.7%
	2009	110,315	76,059	34,256	68.9%	31.1%
	2008	96,290	65,469	30,821	68.0%	32.0%
Warrap	2010	172,890	123,084	49,806	71.2%	28.8%
	2009	160,031	113,385	46,646	70.9%	29.1%
	2008	129,760	90,647	39,114	69.9%	30.1%
WBG	2010	62,093	37,747	24,346	60.8%	39.2%
	2009	52,990	32,925	20,065	62.1%	37.9%
	2008	57,853	34,075	23,778	58.9%	41.1%
NBG	2010	142,696	95,647	47,049	67.0%	33.0%
	2009	141,867	96,889	44,978	68.3%	31.7%
	2008	149,588	99,555	50,033	66.6%	33.4%
Total	2010	1,401,874	880,208	521,666	62.8%	37.2%
	2009	1,380,580	871,804	508,776	63.1%	36.9%
	2008	1,284,252	809,519	474,733	63.0%	37.0%

- ✓ The number of pupils has increased between 2008 and 2010, with the exception of Upper Nile and WE.
- ✓ The number of pupils has increased across years, but gender parity has remained consistent. While sheer enrolment of girls has increased by nearly 47,000 between 2008 and 2010, proportion of girls in the student population continues to hover around 37% in 2010. The greatest disparity can be seen in Warrap, where boys enjoy access to primary education than girls by more than 30 percentage points.

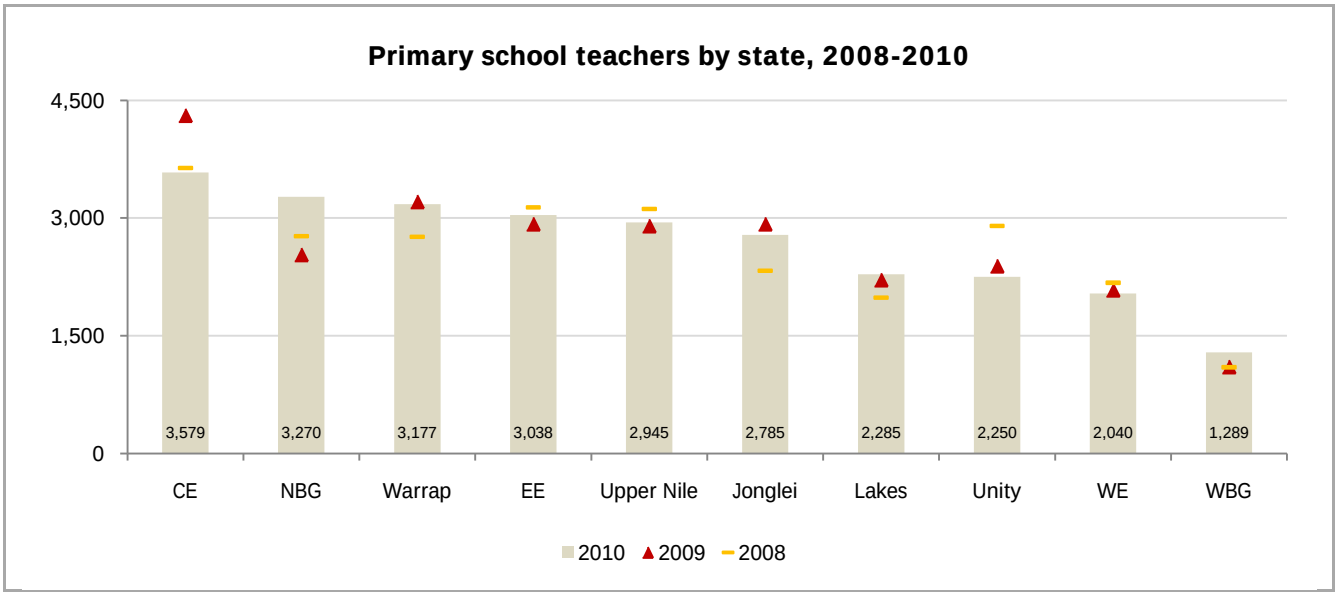


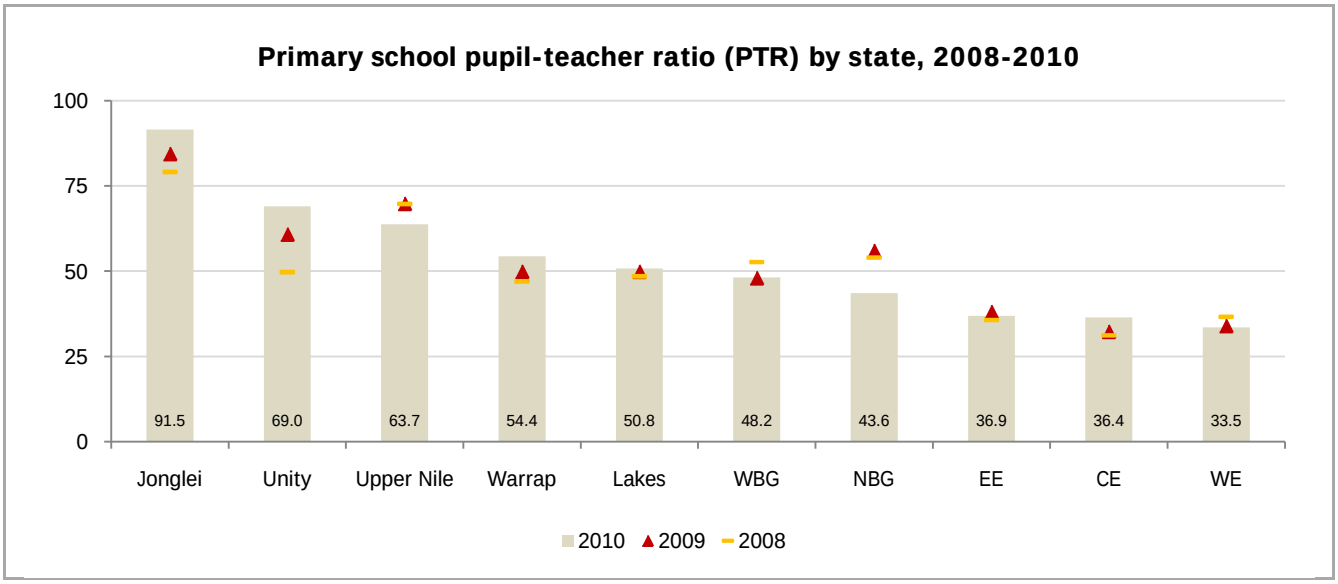
4.2.3. Teachers

Primary school teachers and pupil-teacher ratio (PTR) by state and gender, 2008-2010

State	Year	Total	Male	Female	Male (%)	Female (%)	PTR
CE	2010	3,579	2,720	859	76.0%	24.0%	36.4
	2009	4,306	3,383	923	78.6%	21.4%	32.3
	2008	3,639	2,994	644	82.3%	17.7%	31.2
EE	2010	3,038	2,632	406	86.6%	13.4%	36.9
	2009	2,923	2,557	366	87.5%	12.5%	38.1
	2008	3,137	2,767	371	88.2%	11.8%	35.7
WE	2010	2,040	1,750	290	85.8%	14.2%	33.5
	2009	2,082	1,787	295	85.8%	14.2%	34.0
	2008	2,176	1,853	323	85.1%	14.9%	36.6
Jonglei	2010	2,785	2,559	226	91.9%	8.1%	91.5
	2009	2,923	2,677	246	91.6%	8.4%	84.4
	2008	2,329	2,125	204	91.2%	8.8%	79.1
Unity	2010	2,250	2,144	106	95.3%	4.7%	69.0
	2009	2,388	2,206	182	92.4%	7.6%	60.8
	2008	2,899	2,731	168	94.2%	5.8%	49.7
Upper Nile	2010	2,945	2,401	544	81.5%	18.5%	63.7
	2009	2,899	2,304	595	79.5%	20.5%	69.8
	2008	3,117	2,533	584	81.3%	18.7%	69.7
Lakes	2010	2,285	2,116	169	92.6%	7.4%	50.8
	2009	2,211	2,045	166	92.5%	7.5%	49.9
	2008	1,987	1,830	157	92.1%	7.9%	48.5
Warrap	2010	3,177	2,975	202	93.6%	6.4%	54.4
	2009	3,207	2,998	209	93.5%	6.5%	49.9
	2008	2,760	2,554	207	92.5%	7.5%	47.0
WBG	2010	1,289	1,024	265	79.4%	20.6%	48.2
	2009	1,104	855	249	77.4%	22.6%	48.0
	2008	1,098	821	277	74.8%	25.2%	52.7
NBG	2010	3,270	3,051	219	93.3%	6.7%	43.6
	2009	2,532	2,332	200	92.1%	7.9%	56.0
	2008	2,770	2,532	238	91.4%	8.6%	54.0
Total	2010	26,658	23,372	3,286	87.7%	12.3%	52.6
	2009	26,575	23,144	3,431	87.1%	12.9%	52.0
	2008	25,912	22,739	3,173	87.8%	12.2%	49.6

- ✓ The number of teachers has decreased by hundreds in CE and Unity. The general increase in pupil enrolment has affected the pupil-teacher ratio (PTR) across the states. CE, Jonglei, Unity, and Warrap experienced an increase in PTR—by more than 12 in Jonglei On the other hand, PTR in NBG, Upper Nile, EE, and WE have decreased over the years.
- ✓ As in the case of pupil enrolment, gender parity in the teaching profession has remained consistent since 2008. Female teachers comprise 12% of the teacher population in Southern Sudan.





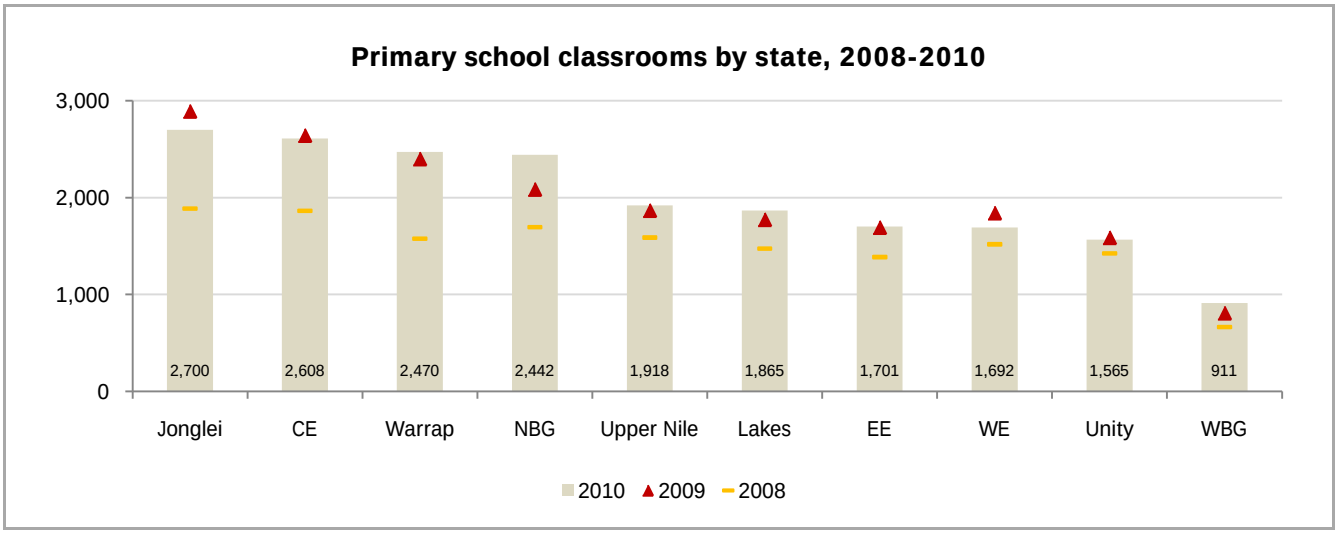
4.2.4. Classrooms

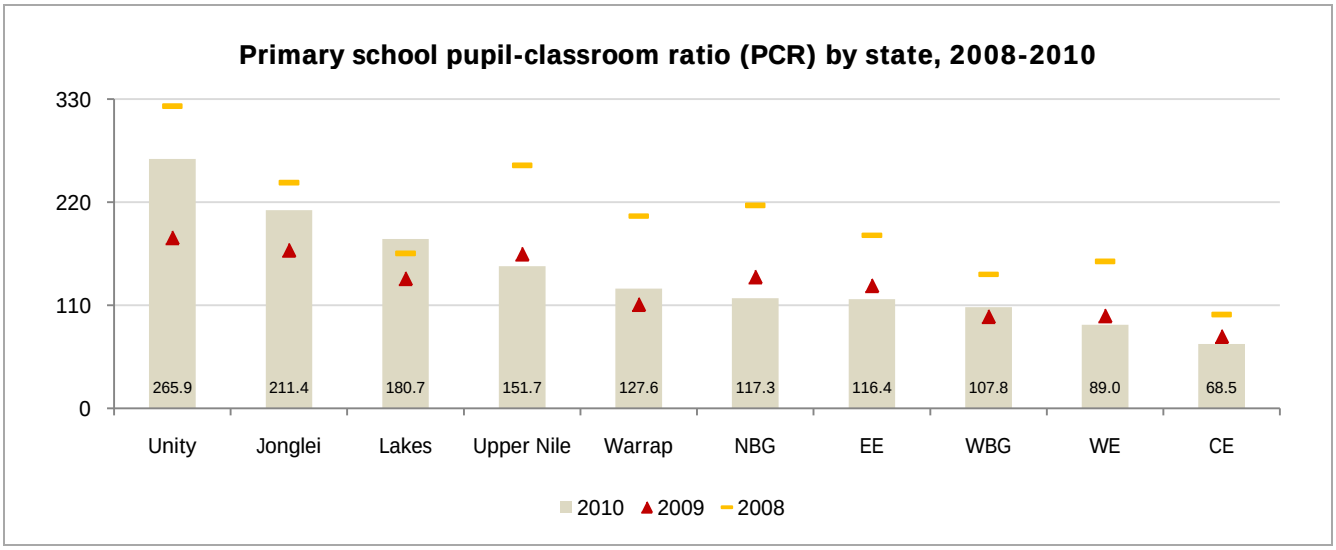
Primary school classrooms and pupil-classroom ratio (PCR) by state, 2008-2010

State	Year	Total	Perm.	Semi-perm.	Open-air	Other	PCR
CE	2010	2,608	1,211	690	386	321	68.5
	2009	2,643	1,032	779	482	350	76.7
	2008	1,863	628	507	388	340	99.9
EE	2010	1,701	593	369	456	283	116.4
	2009	1,694	549	302	531	312	130.9
	2008	1,386	435	173	457	322	184.5
WE	2010	1,692	625	143	633	291	89.0
	2009	1,843	477	240	703	423	98.7
	2008	1,518	358	150	592	417	156.8
Jonglei	2010	2,700	380	825	1,128	367	211.4
	2009	2,892	423	1,039	1,213	217	168.7
	2008	1,886	206	559	829	292	240.7
Unity	2010	1,565	307	277	757	224	265.9
	2009	1,589	349	449	673	118	182.0
	2008	1,423	201	246	730	247	322.3
Upper Nile	2010	1,918	718	519	521	160	151.7
	2009	1,869	630	600	431	208	164.6
	2008	1,588	476	361	483	267	259.2
Lakes	2010	1,865	370	272	983	240	180.7
	2009	1,775	383	414	825	153	138.4
	2008	1,473	269	313	629	262	165.3
Warrap	2010	2,470	395	960	764	351	127.6
	2009	2,401	341	1,103	768	189	110.8
	2008	1,575	195	438	586	356	205.0
WBG	2010	911	424	152	129	206	107.8
	2009	811	331	210	135	135	97.9
	2008	664	327	78	111	148	142.9
NBG	2010	2,442	627	590	831	394	117.3
	2009	2,087	427	585	771	304	140.2
	2008	1,694	303	388	692	311	216.5
Total	2010	19,872	5,650	4,797	6,588	2,837	134.2
	2009	19,604	4,942	5,721	6,532	2,409	129.5
	2008	15,072	3,399	3,214	5,497	2,962	194.2

* "Other" includes open-air, roof-only, tent, and others. See Section 6.2.3 for specific counts for each of the category.
** PCR only accounts for permanent and semi-permanent classrooms.

- ✓ The number of classrooms (permanent and semi-permanent) has increased by nearly 5,000 between 2008 and 2010. While the largest increase is seen in permanent structures (by 2,200 classrooms), open-air classrooms continue to be the dominant form of learning space.
- ✓ Although still high, the pupil-classroom ratio (PCR) has decreased significantly between 2008 and 2010, from 194.2 to 134.2.





✓ Despite the increase in the number of classrooms, Unity, Jonglei, and Lakes continue to experience PCRs above 100. In other states, such as Upper Nile, Warrap, and NBG, PCR has reduced via construction of permanent and semi-permanent classrooms.

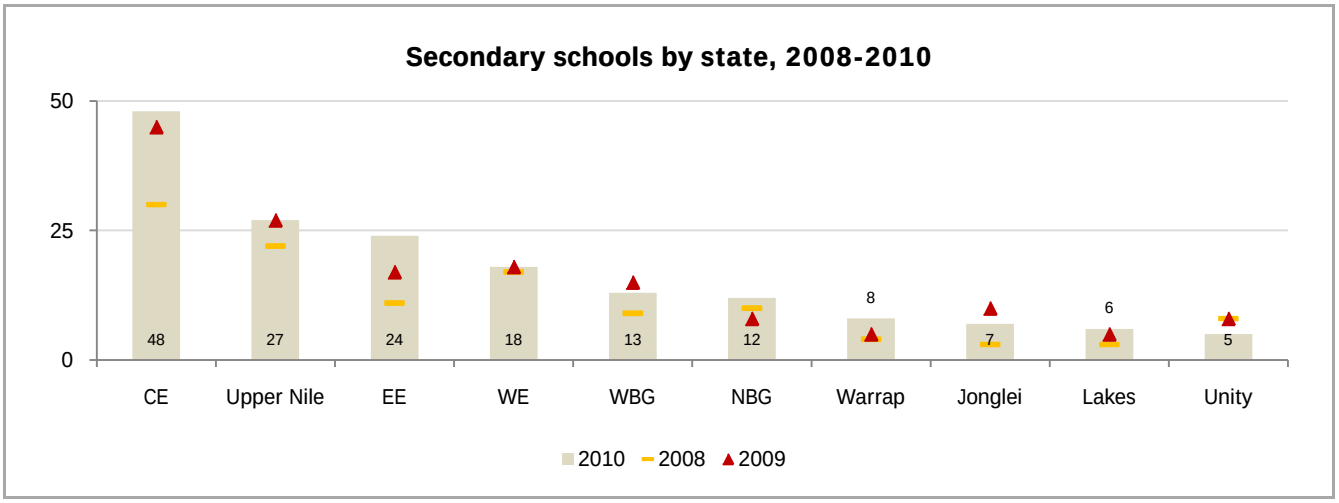
4.3. Secondary school

4.3.1. Schools

Secondary schools by state and ownership type, 2008-2010

State	Year	Total	Gov.	Non-gov.	Unknown	Gov. (%)	Non-gov. (%)	Unknown (%)
CE	2010	48	30	16	2	62.5%	33.3%	4.2%
	2009	45	31	14	0	68.9%	31.1%	0.0%
	2008	30	17	12	1	56.7%	40.0%	3.3%
EE	2010	24	19	5	0	79.2%	20.8%	0.0%
	2009	17	16	1	0	94.1%	5.9%	0.0%
	2008	11	8	3	0	72.7%	27.3%	0.0%
WE	2010	18	14	4	0	77.8%	22.2%	0.0%
	2009	18	14	4	0	77.8%	22.2%	0.0%
	2008	17	12	5	0	70.6%	29.4%	0.0%
Jonglei*	2010	7	6	1	0	85.7%	14.3%	0.0%
	2009	10	9	1	0	90.0%	10.0%	0.0%
	2008	3	2	1	0	66.7%	33.3%	0.0%
Unity	2010	5	4	1	0	80.0%	20.0%	0.0%
	2009	8	8	0	0	100.0%	0.0%	0.0%
	2008	8	8	0	0	100.0%	0.0%	0.0%
Upper Nile	2010	27	17	9	1	63.0%	33.3%	3.7%
	2009	27	17	9	1	63.0%	33.3%	3.7%
	2008	22	15	6	1	68.2%	27.3%	4.5%
Lakes	2010	6	3	3	0	50.0%	50.0%	0.0%
	2009	5	3	1	1	60.0%	20.0%	20.0%
	2008	3	2	1	0	66.7%	33.3%	0.0%
Warrap	2010	8	4	2	2	50.0%	25.0%	25.0%
	2009	5	5	0	0	100.0%	0.0%	0.0%
	2008	4	3	1	0	75.0%	25.0%	0.0%
WBG	2010	13	8	5	0	61.5%	38.5%	0.0%
	2009	15	10	5	0	66.7%	33.3%	0.0%
	2008	9	7	2	0	77.8%	22.2%	0.0%
NBG	2010	12	7	4	1	58.3%	33.3%	8.3%
	2009	8	5	2	1	62.5%	25.0%	12.5%
	2008	10	7	3	0	70.0%	30.0%	0.0%
Total	2010	168	112	50	6	66.7%	29.8%	3.6%
	2009	158	118	37	3	74.7%	23.4%	1.9%
	2008	117	81	34	2	69.2%	29.1%	1.7%

* The 2008 AEC captured three (3) secondary schools in Jonglei; the 2009 AEC ten (10) schools; and the 2010 AEC seven (7) schools. These changes in the number of schools resulted in large changes in the number of students and teachers across 2008, 2009, and 2010 (see next table on the number of secondary school students 2008-2010).
** "Secondary school students" include only students in S1-S4. Students following the Uganda and Kenyan secondary school system, and that were in 2010 attending S5-S7 are excluded from the calculation.



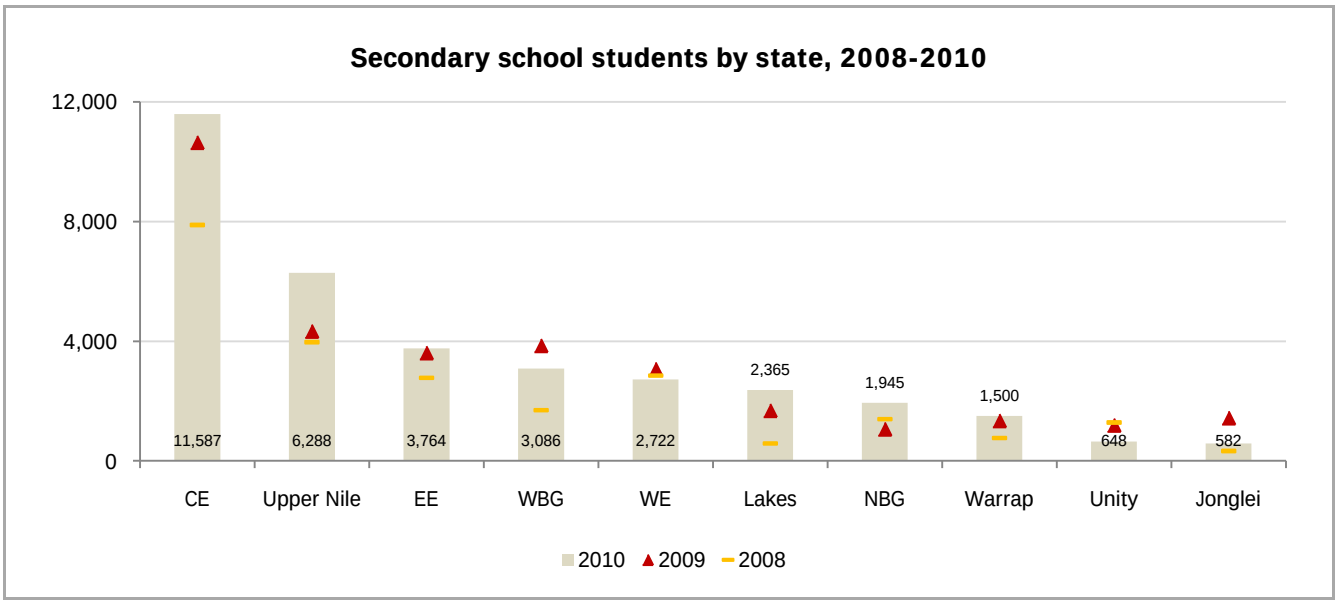
- ✓ The number of secondary schools is significantly lower than primary schools and AES centers. While there are 3,349 primary schools and 1,090 AES centers serving more than 1.4 million pupils and nearly 200,000 students, respectively, there are only 179 secondary schools.
- ✓ Government ownership of schools is much lower in the Secondary sector than the Primary sector. While more than 94% of Primary schools operate under government ownership, only 67% of Secondary schools operate under the government ownership (and hence funding).
- ✓ The number of secondary schools has increased in most states between 2008 and 2010.

4.3.2. Students

Secondary school student enrolment by state and gender, 2008-2010[9]

State	Year	Total	Male	Female	Male (%)	Female (%)
CE	2010	11,587	7,139	4,448	61.6%	38.4%
	2009	10,645	6,804	3,841	63.9%	36.1%
	2008	7,882	5,170	2,712	65.6%	34.4%
EE	2010	3,764	2,761	1,003	73.4%	26.6%
	2009	3,614	2,707	907	74.9%	25.1%
	2008	2,777	2,016	761	72.6%	27.4%
WE	2010	2,722	1,984	738	72.9%	27.1%
	2009	3,072	2,220	852	72.3%	27.7%
	2008	2,847	2,035	812	71.5%	28.5%
Jonglei*	2010	582	502	80	86.3%	13.7%
	2009	1,439	1,091	348	75.8%	24.2%
	2008	330	287	43	87.0%	13.0%
Unity	2010	648	536	112	82.7%	17.3%
	2009	1,196	1,083	113	90.6%	9.4%
	2008	1,283	1,121	162	87.4%	12.6%
Upper Nile	2010	6,288	4,063	2,225	64.6%	35.4%
	2009	4,336	2,892	1,444	66.7%	33.3%
	2008	3,967	2,728	1,239	68.8%	31.2%
Lakes	2010	2,365	2,139	226	90.4%	9.6%
	2009	1,686	1,588	98	94.2%	5.8%
	2008	584	535	49	91.6%	8.4%
Warrap	2010	1,500	1,364	136	90.9%	9.1%
	2009	1,346	1,205	141	89.5%	10.5%
	2008	765	706	59	92.3%	7.7%
WBG	2010	3,086	2,175	911	70.5%	29.5%
	2009	3,856	3,138	718	81.4%	18.6%
	2008	1,694	977	717	57.7%	42.3%
NBG	2010	1,945	1,835	110	94.3%	5.7%
	2009	1,066	974	92	91.4%	8.6%
	2008	1,393	1,215	178	87.2%	12.8%
Total	2010	34,487	24,498	9,989	71.0%	29.0%
	2009	32,256	23,702	8,554	73.5%	26.5%
	2008	23,522	16,790	6,732	71.4%	28.6%

* The increase and decrease in the number of students across 2008, 2009, and 2010 stem from the change in the number of schools captured each year. The 2008 AEC captured three (3) secondary schools in Jonglei; the 2009 AEC ten (10) schools; and the 2010 AEC seven (7) schools.
** "Secondary school students" include only students in S1-S4. Students following the Uganda and Kenyan secondary school system, and that were in 2010 attending S5-S7 are excluded from the calculation.



[9] Corrections have been made to the Secondary school student counts. The 2009 National Statistical Booklet had reported that there were 17,890 male and 7,254 female students (25,144 in total) in 2008; and 31,977 male and 12,050 female students (31,977 in total). The errors had occurred during data entry. The EMIS Unit apologizes for the misreporting and hereby confirms that measures have been put in place to prevent such errors from occurring again.

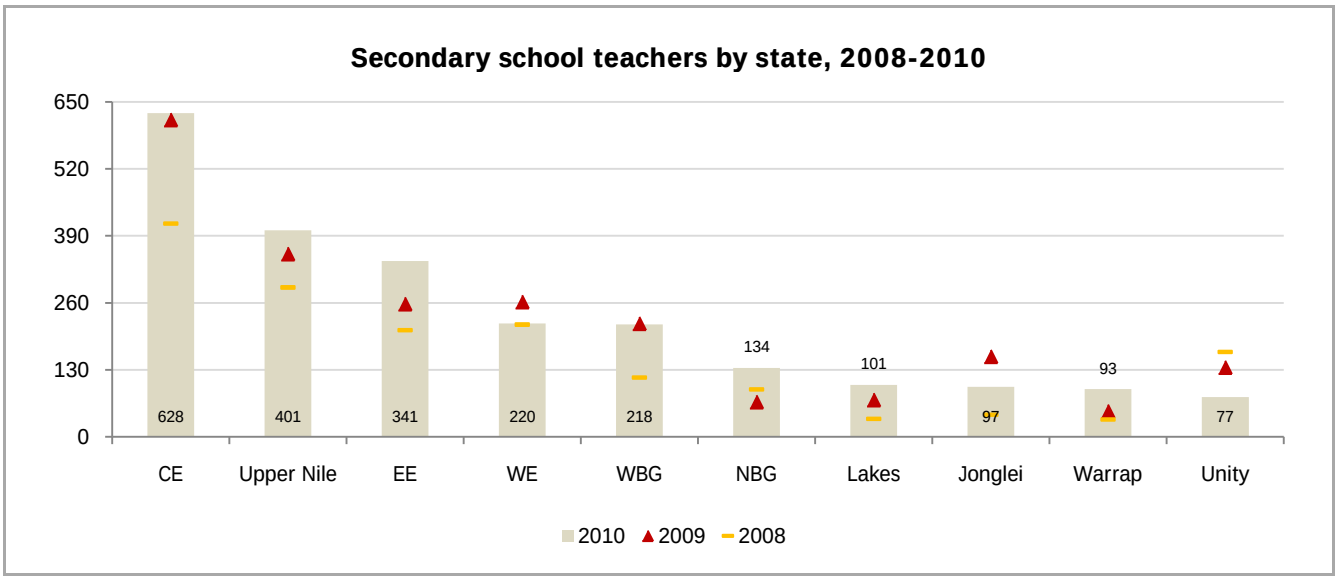
- ✓ The number of secondary students has increased over the three years by nearly 11,000 students (from 23,522 in 2008 to 34,487 in 2010). The constant growth pattern is evident in all states but WE, Jonglei, Unity, and WBG, where the coverage rate had decreased between 2009 and 2010.
- ✓ Although the number of students has increased, there has been very little change in gender parity. In national average, 71% of secondary students are male. In WBG, gender parity has worsened over time—from nearly 1:1 to 7:3, male to female. The trend resembles that of the Primary sector's, in which boys enjoy much greater access to education than girls.

4.3.3. Teachers

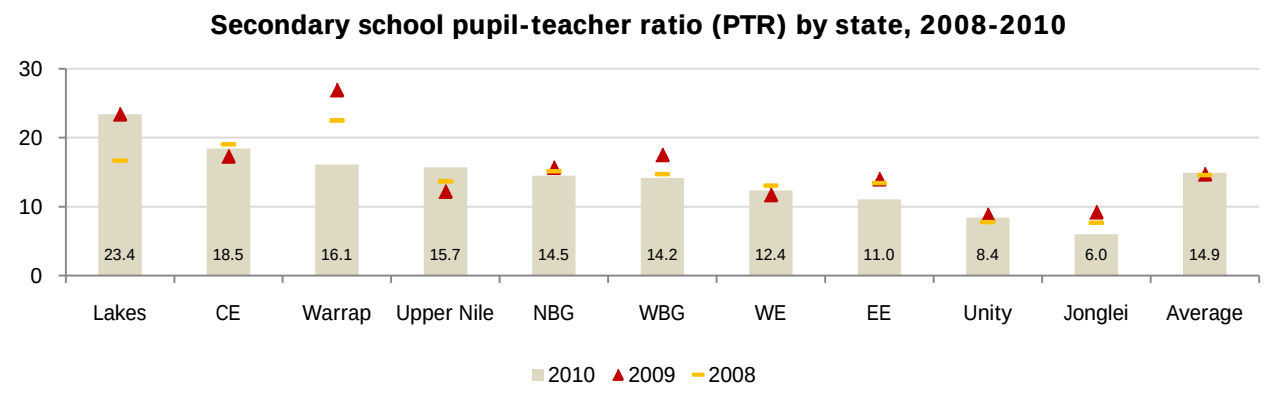
Secondary school teachers and pupil-teacher ratio (PTR) by state and gender, 2008-2010

State	Year	Total	Male	Female	Male (%)	Female (%)	PTR
CE	2010	628	547	81	87.1%	12.9%	18.5
	2009	615	524	91	85.2%	14.8%	17.3
	2008	414	354	60	85.5%	14.5%	19.0
EE	2010	341	296	45	86.8%	13.2%	11.0
	2009	258	233	25	90.3%	9.7%	14.0
	2008	207	178	29	86.0%	14.0%	13.4
WE	2010	220	202	18	91.8%	8.2%	12.4
	2009	262	242	20	92.4%	7.6%	11.7
	2008	218	203	15	93.1%	6.9%	13.1
Jonglei	2010	97	93	4	95.9%	4.1%	6.0
	2009	156	144	12	92.3%	7.7%	9.2
	2008	43	41	2	95.3%	4.7%	7.7
Unity	2010	77	74	3	96.1%	3.9%	8.4
	2009	135	117	18	86.7%	13.3%	8.9
	2008	165	152	13	92.1%	7.9%	7.8
Upper Nile	2010	401	351	50	87.5%	12.5%	15.7
	2009	355	306	49	86.2%	13.8%	12.2
	2008	290	233	57	80.3%	19.7%	13.7
Lakes	2010	101	91	10	90.1%	9.9%	23.4
	2009	72	67	5	93.1%	6.9%	23.4
	2008	35	30	5	85.7%	14.3%	16.7
Warrap	2010	93	90	3	96.8%	3.2%	16.1
	2009	50	48	2	96.0%	4.0%	26.9
	2008	34	33	1	97.1%	2.9%	22.5
WBG	2010	218	195	23	89.4%	10.6%	14.2
	2009	220	201	19	91.4%	8.6%	17.5
	2008	115	96	19	83.5%	16.5%	14.7
NBG	2010	134	128	6	95.5%	4.5%	14.5
	2009	68	65	3	95.6%	4.4%	15.7
	2008	92	87	5	94.6%	5.4%	15.1
Total	2010	2,310	2,067	243	89.5%	10.5%	14.9
	2009	2,191	1,947	244	88.9%	11.1%	14.7
	2008	1,613	1,407	206	87.2%	12.8%	14.6

* The increase and decrease in the number of teachers across 2008, 2009, and 2010 stem from the change in the number of schools captured each year. The 2008 AEC captured three (3) secondary schools in Jonglei; the 2009 AEC ten (10) schools; and the 2010 AEC seven (7) schools.
** "Secondary school students" include only students in S1-S4. Students following the Uganda and Kenyan secondary school system, and that were in 2010 attending S5-S7 are excluded from the calculation.



- ✓ The number of secondary teachers has increased by nearly 700 between 2008 and 2010.
- ✓ While having more teachers strengthens the human resources capacity of Secondary education in Southern Sudan, strategic recruitment may be necessary to bridge the gender disparity. The Secondary teaching profession is also dominated by males; nearly 90% of all the sector's teachers are men. Research suggests that focused recruitment and training of female teachers may help increase educational opportunities for girls, for there is a high correlation between the number of female teachers and retention of girls in school.[10]



- ✓ Unlike the Primary education sector, Secondary school pupil-teacher ratio (PTR) is low across all states—the highest PTR being 23:1 in Lakes. In Jonglei, PTR is unusually low, at 6:1. One of the factors may be the low number of Secondary students.
- ✓ While the low PTR is indicative of the quality of education students receive as they receive much attention from teachers, it also presents underutilization of human resources—particularly in light of the Primary schools struggling with high PTR.

4.3.4. Classrooms

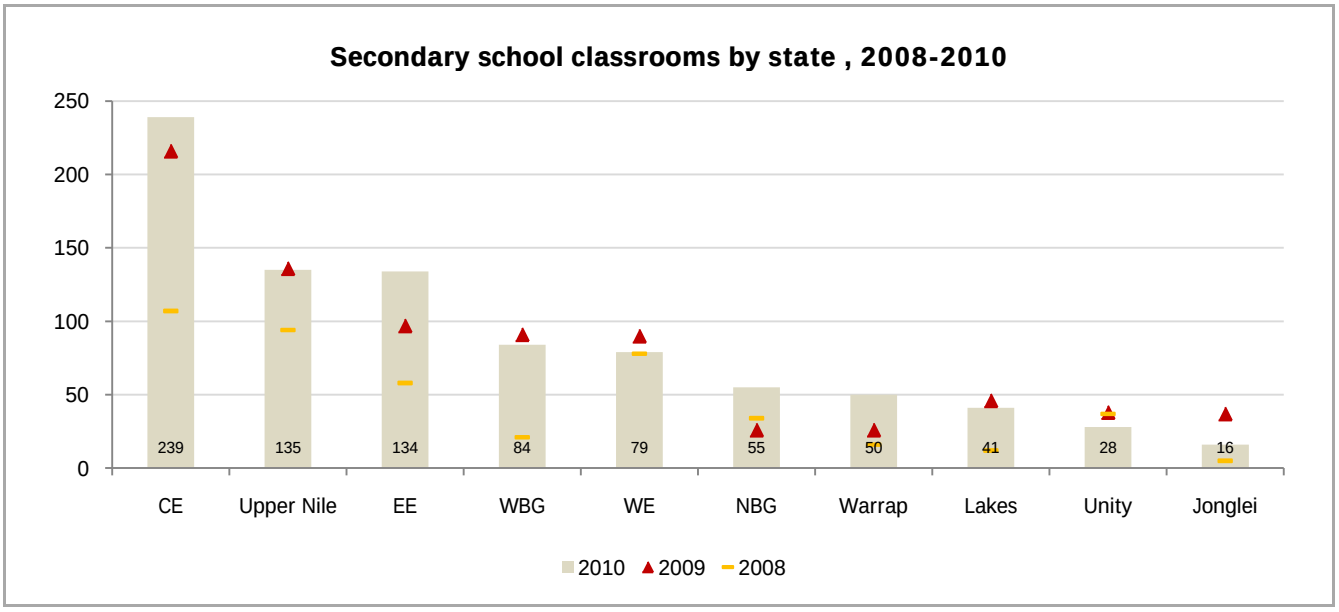
Secondary school classrooms and pupil-classroom ratio (PCR) by state and type, 2008-2010

State	Year	Total	Perm.	Semi-perm.	Open-air	Other	PCR
CE	2010	239	170	68	0	1	48.7
	2009	216	150	56	5	5	49.3
	2008	107	71	28	3	5	73.7
EE	2010	134	118	9	1	6	29.6
	2009	97	86	7	4	0	37.3
	2008	58	42	0	7	9	47.9
WE	2010	79	65	4	1	9	39.4
	2009	90	80	7	1	2	34.1
	2008	78	73	0	3	2	36.5
Jonglei	2010	16	16	0	0	0	36.4
	2009	37	28	9	0	0	38.9
	2008	5	0	4	1	0	66.0
Unity	2010	28	15	6	3	4	30.9
	2009	38	22	11	4	1	31.5
	2008	37	23	8	6	0	34.7
Upper Nile	2010	135	108	17	0	10	50.3
	2009	136	106	23	0	7	31.9
	2008	94	75	15	0	4	42.2
Lakes	2010	41	35	6	0	0	57.7
	2009	46	31	13	0	2	36.7
	2008	12	8	2	2	0	48.7
Warrap	2010	50	35	3	0	12	39.5
	2009	26	24	0	0	2	51.8
	2008	16	16	0	0	0	47.8
WBG	2010	84	54	19	0	11	42.3
	2009	91	76	9	4	2	42.4
	2008	21	13	3	5	0	80.7

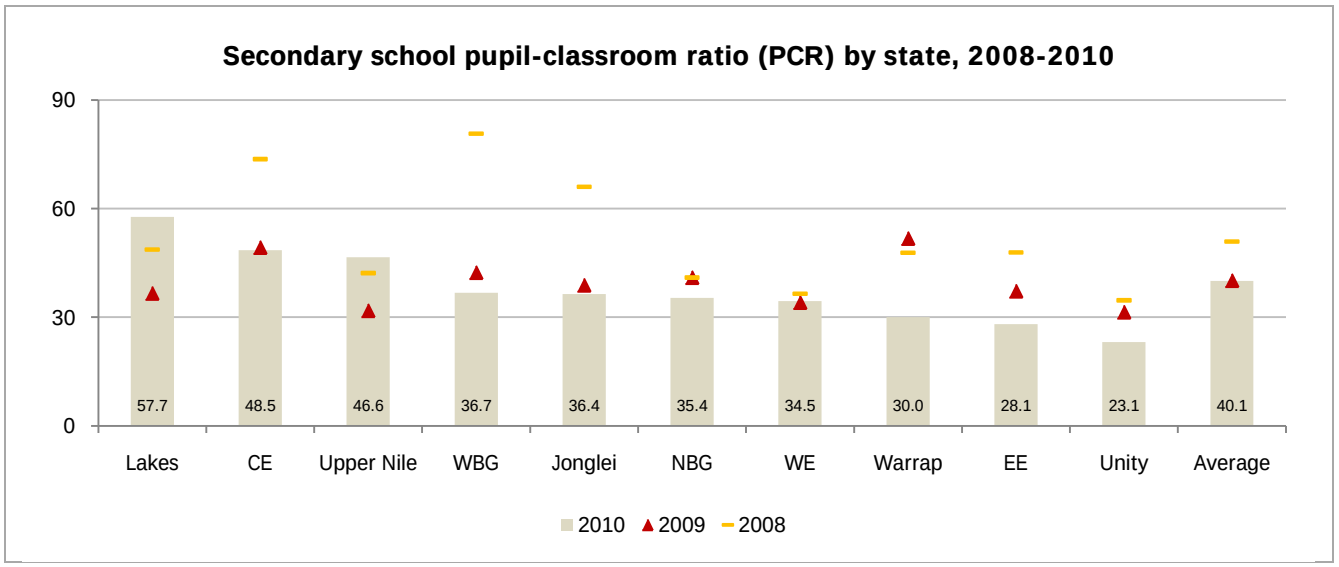
[10] http://unesdoc.unesco.org/images/0014/001459/145990e.pdf

State	Year	Total	Perm.	Semi-perm.	Open-air	Other	PCR
NBG	2010	55	48	7	0	0	35.4
	2009	26	20	6	0	0	41.0
	2008	34	29	4	0	1	41.0
Total	2010	861	664	139	5	53	42.9
	2009	803	623	141	18	21	40.2
	2008	462	350	64	27	21	50.9

* PCR only accounts for permanent and semi-permanent classrooms.
** "Other" includes open-air, roof-only, tent, and others. See Section 8.2.3 for specific counts for each of the category.



✓ The number of secondary classrooms has increased in some states and decreased in others between 2009 and 2010, mostly due to the different coverage rates in those two years. (The overall coverage rate for Secondary schools was more or less the same in 2009.)



✓ Large number of classrooms does not translate into low pupil-classroom ratio (PCR) as it will depend on the size of the student population. For instance, although CE, with its 239 classrooms, has the most classrooms in Southern Sudan, it has the second highest PCR of 49 students per classroom. Unity, on the other hand, has only 28 classrooms, which suffice to keep the PCR to as low as 23 students per classroom.

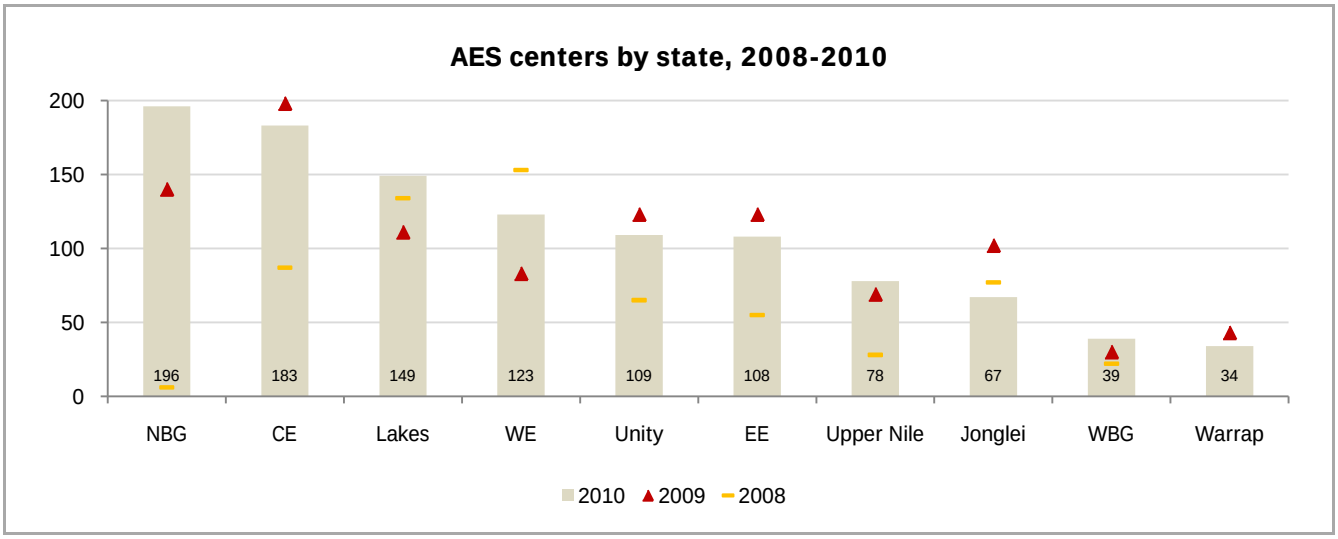
✓ The national average Secondary school PCR of 40 suggests that, in general, instruction is delivered in a manageable class size inside a protected learning space built out of permanent and semi-permanent construction material. Unlike Primary schools, open-air, roof-only, and tent structures rarely exist in Secondary schools.

4.4. Alternative Education System (AES) Centers

4.4.1. Centers

AES centers by state and program type, 2008-2010

State	Year	Total	ALP	Non-ALP	ALP. (%)	Non-ALP. (%)
CE	2010	183	108	75	59.0%	41.0%
	2009	198	150	48	75.8%	24.2%
	2008	87	-	-	-	-
EE	2010	108	72	36	66.7%	33.3%
	2009	123	61	62	49.6%	50.4%
	2008	55	-	-	-	-
WE	2010	123	84	39	68.3%	31.7%
	2009	83	50	33	60.2%	39.8%
	2008	153	-	-	-	-
Jonglei	2010	67	52	15	77.6%	22.4%
	2009	102	66	36	64.7%	35.3%
	2008	77	-	-	-	-
Unity	2010	109	83	26	76.1%	23.9%
	2009	123	112	11	91.1%	8.9%
	2008	65	-	-	-	-
Upper Nile	2010	78	51	27	65.4%	34.6%
	2009	69	56	13	81.2%	18.8%
	2008	28	-	-	-	-
Lakes	2010	149	73	76	49.0%	51.0%
	2009	111	65	46	58.6%	41.4%
	2008	134	-	-	-	-
Warrap	2010	34	20	14	58.8%	41.2%
	2009	43	25	18	58.1%	41.9%
	2008	-	-	-	-	-
WBG	2010	39	28	11	71.8%	28.2%
	2009	30	27	3	90.0%	10.0%
	2008	22	-	-	-	-
NBG	2010	196	168	28	85.7%	14.3%
	2009	140	115	25	82.1%	17.9%
	2008	6	-	-	-	-
Total	2010	1,086	739	347	68.0%	32.0%
	2009	1,022	727	295	71.1%	28.9%
	2008	-	-	-	-	-

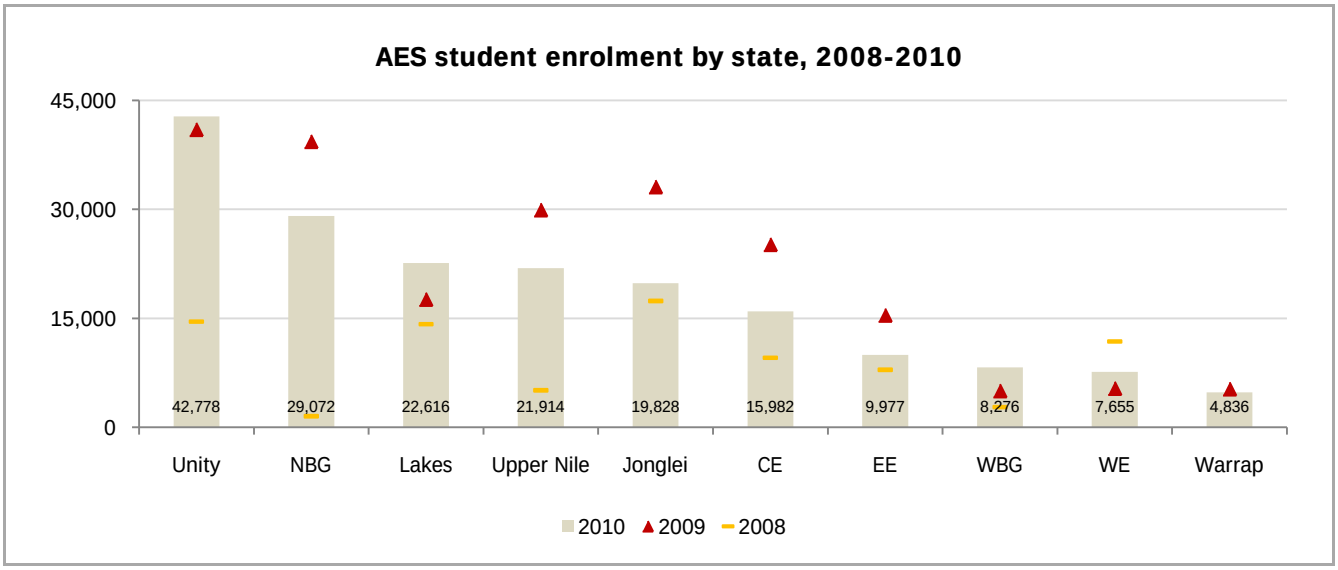


- ✓ Unlike formal education sectors the rise/decline in the number of AES centers does not necessary indicate increase/decrease in access to education. AES is an alternative form of education mainly designed to serve adult learners who missed out on education opportunities during the decades of conflict, its demand may decrease as people favor spending more time obtaining livelihood.
- ✓ Most of the AES centers share classrooms with primary schools. For details, see Section 8.2.3.
- ✓ 2008 was the first year that the AEC collected AES information independent from the Primary Education sector. The 2008 AEC did not disaggregate AES centers by programs. The 2009 AEC allowed centers to report all the programs offered. The 2010 AEC aligned the number of centers with the number of programs by requiring centers to report one main program offered.

4.4.2. Students

AES student enrolment by state and gender, 2008-2010

State	Year	Total	Male	Female	Male (%)	Female (%)
CE	2010	15,982	8,354	7,628	52.3%	47.7%
	2009	25,156	15,048	10,108	59.8%	40.2%
	2008	9,568	4,593	4,975	48.0%	52.0%
EE	2010	9,977	5,235	4,742	52.5%	47.5%
	2009	15,440	9,758	5,682	63.2%	36.8%
	2008	7,929	5,354	2,575	67.5%	32.5%
WE	2010	7,655	3,599	4,056	47.0%	53.0%
	2009	5,385	2,465	2,920	45.8%	54.2%
	2008	11,829	5,072	6,757	42.9%	57.1%
Jonglei	2010	19,828	10,980	8,848	55.4%	44.6%
	2009	33,085	18,194	14,891	55.0%	45.0%
	2008	17,400	10,407	6,993	59.8%	40.2%
Unity	2010	42,778	24,027	18,751	56.2%	43.8%
	2009	40,967	23,243	17,724	56.7%	43.3%
	2008	14,552	8,899	5,653	61.2%	38.8%
Upper Nile	2010	21,914	12,190	9,724	55.6%	44.4%
	2009	29,915	13,951	15,964	46.6%	53.4%
	2008	5,115	2,508	2,607	49.0%	51.0%
Lakes	2010	22,616	13,953	8,663	61.7%	38.3%
	2009	17,624	9,750	7,874	55.3%	44.7%
	2008	14,191	8,448	5,743	59.5%	40.5%
Warrap	2010	4,836	2,826	2,010	58.4%	41.6%
	2009	5,306	3,409	1,897	64.2%	35.8%
	2008	-	-	-	-	
WBG	2010	8,276	4,825	3,451	58.3%	41.7%
	2009	5,048	2,982	2,066	59.1%	40.9%
	2008	2,789	1,798	991	64.5%	35.5%
NBG	2010	29,072	17,745	11,327	61.0%	39.0%
	2009	39,313	26,159	13,154	66.5%	33.5%
	2008	1,542	795	747	51.6%	48.4%
Total	2010	182,934	103,734	79,200	56.7%	43.3%
	2009	217,239	124,959	92,280	57.5%	42.5%
	2008	84,915	47,874	37,041	56.4%	43.6%

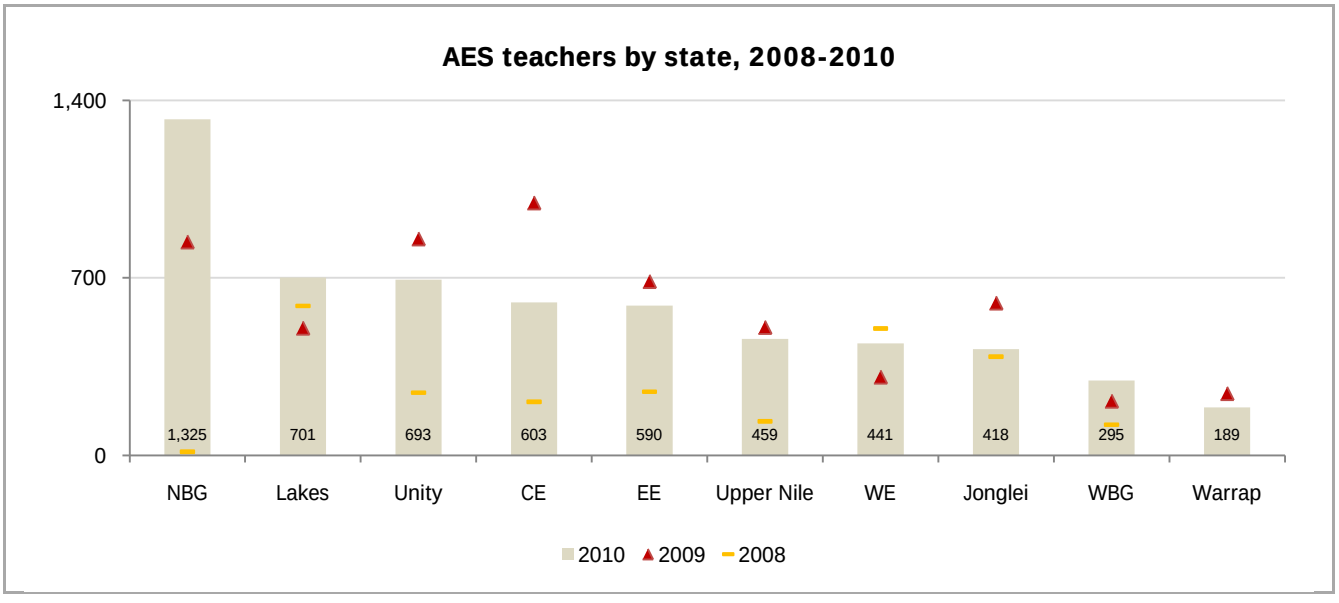


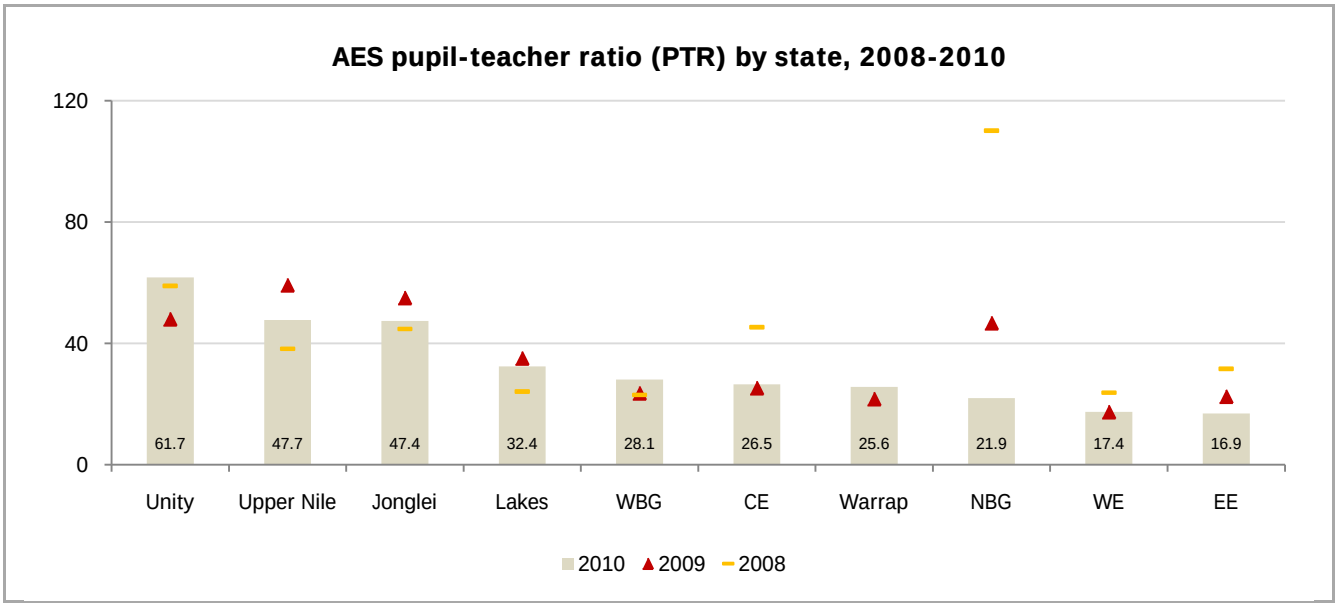
- ✓ Generally, the number of AES students has increased between 2008 and 2009 and decreased between 2009 and 2010. In WBG, Lakes, Unity, and WE, the enrolment number has increased. The fluctuation may or may not be due to difference in coverage rate, which is undefined for AES due to lack of baseline counts.
- ✓ Except CE and WE, gender parity of 6:4 (male 6 and female 4) is consistent across all states, throughout 2008-2010. WE presents the opposite situation, with 47% male and 53% female students. CE has nearly 1:1 parity between male and female students.

4.4.3. Teachers

AES teachers and pupil-teacher ratio (PTR) by state and gender, 2008-2010

State	Year	Total	Male	Female	Male (%)	Female (%)	PTR
CE	2010	603	484	119	80.3%	19.7%	26.5
	2009	996	832	164	83.5%	16.5%	25.3
	2008	211	175	36	82.9%	17.1%	45.3
EE	2010	590	503	87	85.3%	14.7%	16.9
	2009	686	584	102	85.1%	14.9%	22.5
	2008	251	202	49	80.5%	19.5%	31.6
WE	2010	441	398	43	90.2%	9.8%	17.4
	2009	309	268	41	86.7%	13.3%	17.4
	2008	500	451	49	90.2%	9.8%	23.7
Jonglei	2010	418	385	33	92.1%	7.9%	47.4
	2009	601	544	57	90.5%	9.5%	55.0
	2008	389	368	21	94.6%	5.4%	44.7
Unity	2010	693	643	50	92.8%	7.2%	61.7
	2009	854	782	72	91.6%	8.4%	48.0
	2008	247	233	14	94.3%	5.7%	58.9
Upper Nile	2010	459	438	21	95.4%	4.6%	47.7
	2009	505	471	34	93.3%	6.7%	59.2
	2008	134	111	23	82.8%	17.2%	38.2
Lakes	2010	701	612	89	87.3%	12.7%	32.4
	2009	502	435	67	86.7%	13.3%	35.1
	2008	589	542	47	92.0%	8.0%	24.1
Warrap	2010	189	180	9	95.2%	4.8%	25.6
	2009	244	233	11	95.5%	4.5%	21.7
	2008	-	-	-	-	-	-
WBG	2010	295	276	19	93.6%	6.4%	28.1
	2009	214	189	25	88.3%	11.7%	23.6
	2008	121	115	6	95.0%	5.0%	23.0
NBG	2010	1,325	1,210	115	91.3%	8.7%	21.9
	2009	842	775	67	92.0%	8.0%	46.7
	2008	14	13	1	92.9%	7.1%	110.1
Total	2010	5,714	5,129	585	89.8%	10.2%	34.1
	2009	5,753	5,113	640	88.9%	11.1%	37.8
	2008	2,456	2,210	246	90.0%	10.0%	34.6





- ✓ Like the student numbers, the number of AES teachers have generally increased between 2008 and 2009 and decreased between 2009 and 2010.
- ✓ Gender parity hovered between 8:2 and 9:1 across the three years, with males dominating the profession.
- ✓ With the exception of Unity, Upper Nile, and Jonglei, the pupil-teacher ratio (PTR) is quite low, between 20 and 30 students per teacher.

4.5. Higher Education Institutions

4.5.1. Institutions

Higher education institutions by type, 2008-2010

State	Year	Total	Universities	TVET	TTI
Total	2010	35	9	21	19
	2009	53	13	20	20
	2008	39	5	24	10

4.5.2. Students

Higher education student enrolment by type, 2008-2010

State	Year	Total	Universities	TVET	TTI
Total	2010	6,856	4,561	1,529	766
	2009	11,597	6,527	2,625	2,445
	2008	6,177	2,324	2,594	1,259

- ✓ It is unlikely that universities, TVET centers, and TTIs operation status changed between 2009 and 2010. Unlike in the revised 2009 National Statistical Booklet (v 2.0), data for universities in Khartoum could not be obtained in time for this publication. Additionally, because coverage for Higher Education in 2010 was low, this report substituted 2010 data with 2009 data for analysis purposes.

5.0. PRE-PRIMARY SCHOOL, 2010

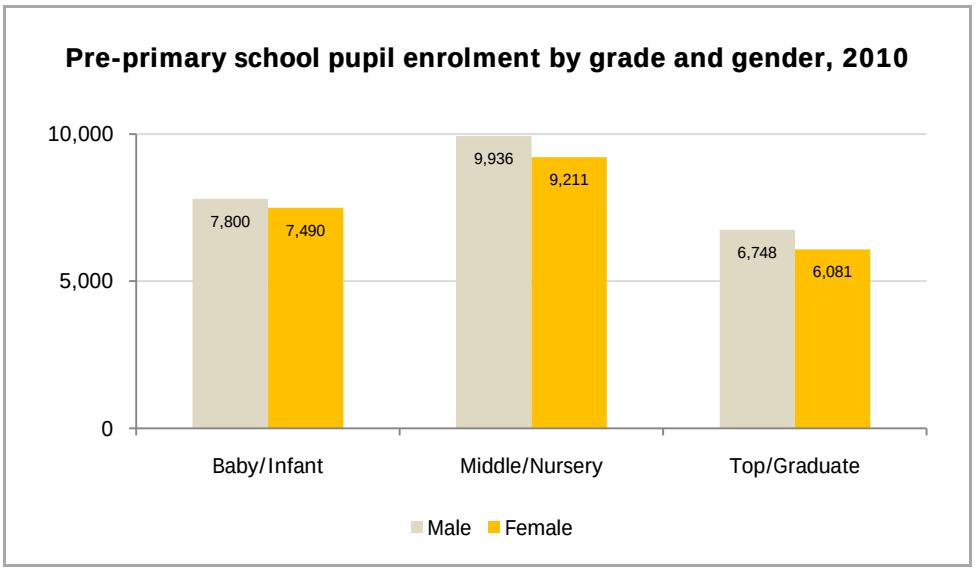
✓ WE, Warrap, and Unity did not report any Pre-primary schools, and are not included in this report.

5.1. Access

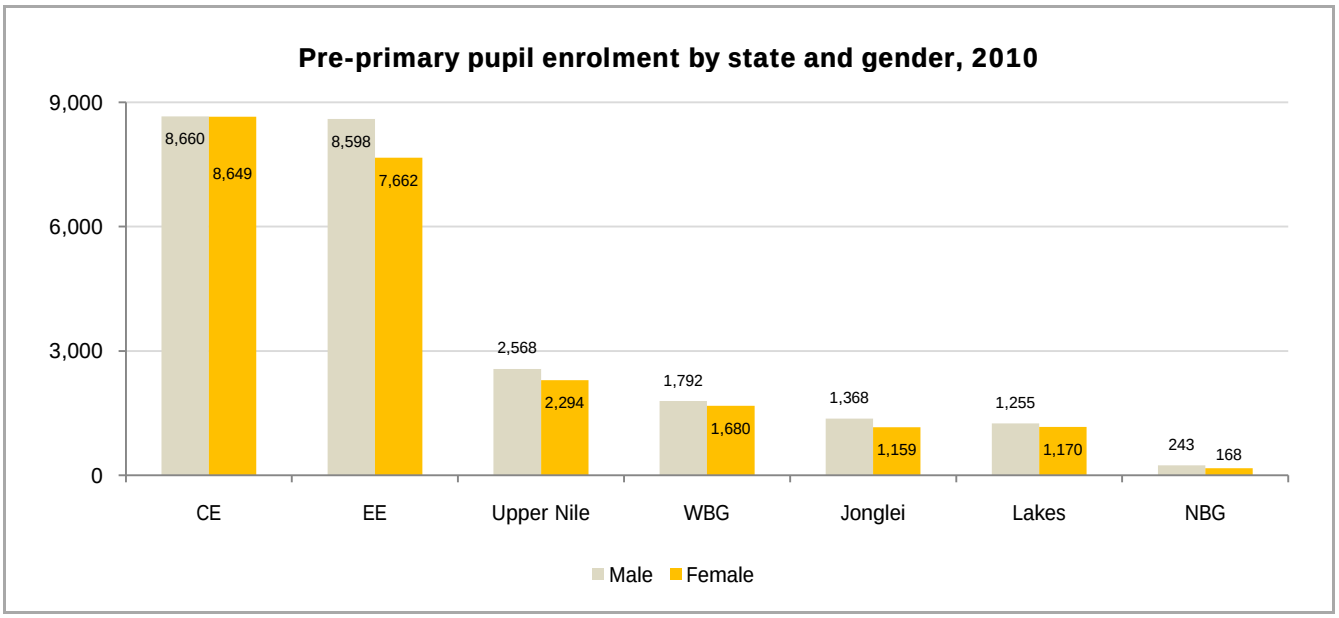
5.1.1. Enrolment

Pre-primary school pupil enrolment by state and grade, 2010

State	Total	Baby / Infant	Middle / Nursery	Top / Graduate
CE	17,309	6,052	6,796	4,461
EE	16,260	5,565	5,946	4,749
Jonglei	2,527	958	1,230	339
Upper Nile	4,862	490	2,454	1,918
Lakes	2,425	804	1,197	424
WBG	3,472	1,203	1,407	862
NBG	411	218	117	76
Total	47,266	15,290	19,147	12,829



✓ The largest enrolment occurs in Middle/Nursery.
✓ Enrolment between Baby/Infant and Middle/Nursery increases by nearly 2,000 pupils for both male and female. Then it declines nearly by 3,000 pupils between Middle/ Nursery and Top/Graduate.

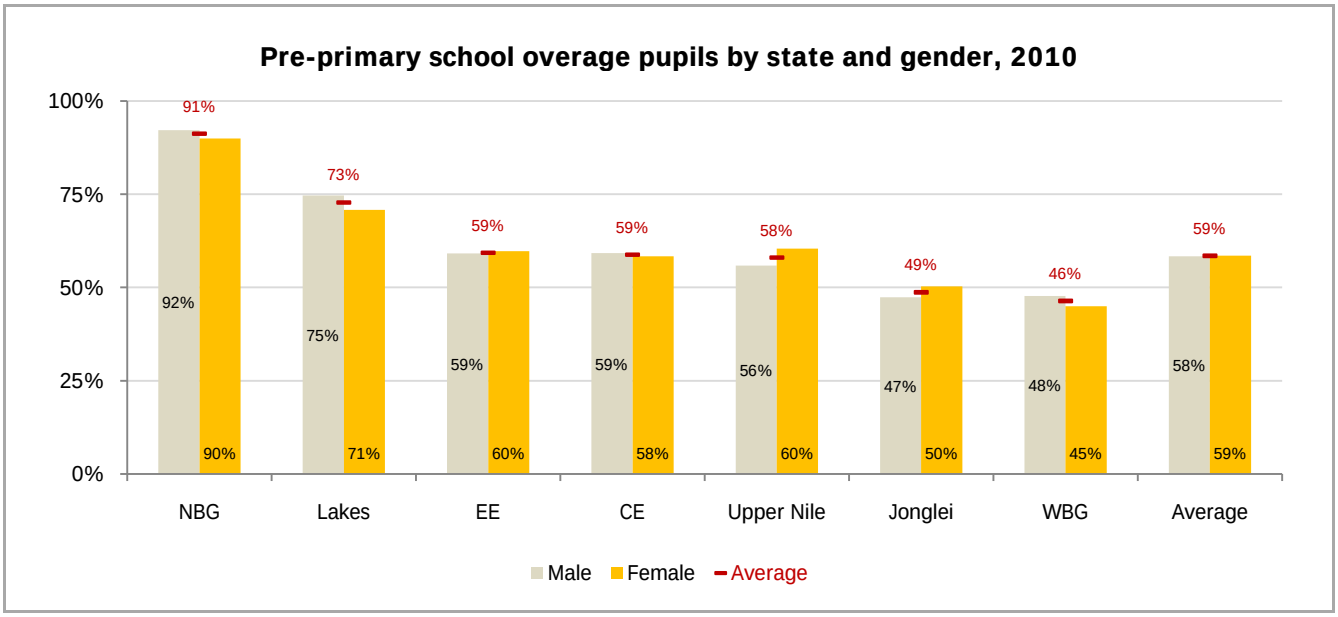


5.1.2. Overage pupils

Pre-primary school at-age and overage pupils by state and gender, 2010

State	Total			Male			Female		
	At age	Overage	% overage	At age	Overage	% overage	At age	Overage	% overage
CE	7,129	10,180	58.8%	3,533	5,127	59.2%	3,596	5,053	58.4%
EE	6,610	9,650	59.3%	3,519	5,079	59.1%	3,091	4,571	59.7%
Jonglei	1,296	1,231	48.7%	720	648	47.4%	576	583	50.3%
Upper Nile	2,041	2,821	58.0%	1,133	1,435	55.9%	908	1,386	60.4%
Lakes	659	1,766	72.8%	317	938	74.7%	342	828	70.8%
WBG	1,862	1,610	46.4%	938	854	47.7%	924	756	45.0%
NBG	36	375	91.2%	19	224	92.2%	17	151	89.9%
Total	19,633	27,633	58.5%	10,179	14,305	58.4%	9,454	13,328	58.5%

* "At age" includes under-age and at-age pupils.

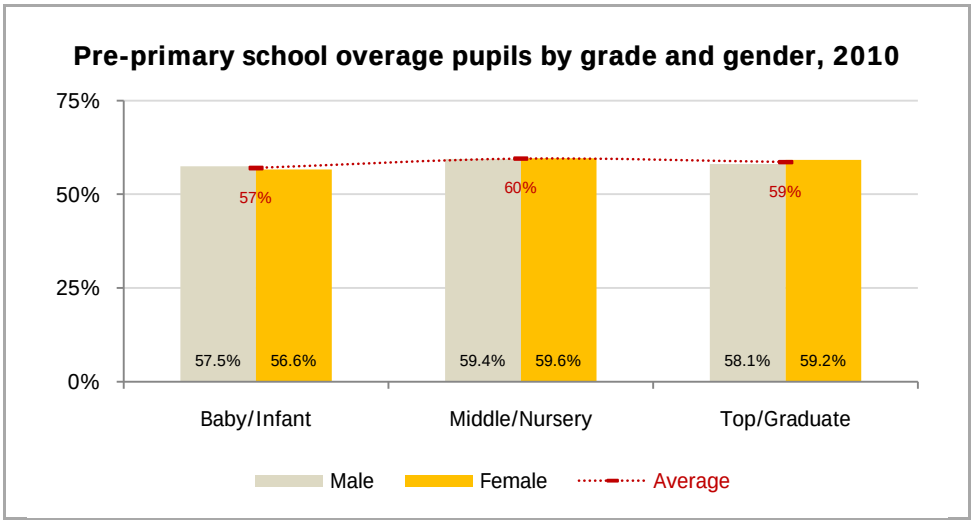


✓ Pre-primary school age is 3-5. "At-age" encompasses under-age and at-age pupils. NBG and Lakes have unusually high percentage of overage pupils, at 72.8% and 91.2%, respectively. National average of overage pupils is 58.5%.

Pre-primary school at-age and overage pupils by grade and gender, 2010

Grade	Total			Male			Female		
	At age	Overage	% overage	At age	Overage	% overage	At age	Overage	% overage
Baby/Infant	6,568	8,722	57.0%	3,315	4,485	57.5%	3,253	4237	56.6%
Middle/Nursery	7,759	11,388	59.5%	4,037	5,899	59.4%	3,722	5,489	59.6%
Top/Graduate	5,306	7,523	58.6%	2,827	3,921	58.1%	2,479	3,602	59.2%
Total	19,633	27,633	58.5%	10,179	14,305	58.4%	9,454	13,328	58.5%

* "At age" includes under-age and at-age pupils.



✓ The percentage of overage pupils is consistently high across grade levels and gender. The large proportion of overage pupils indicates delayed access to pre-primary education—most likely leading to delay in primary education.

5.2. Resources

5.2.1. Schools

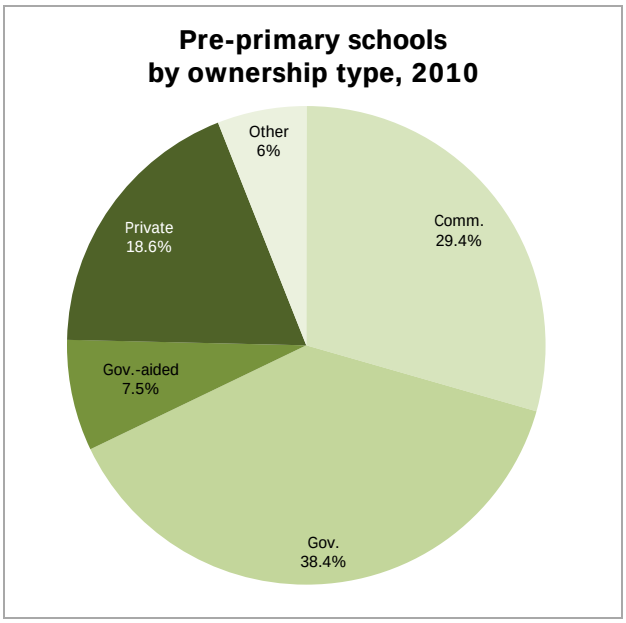
Pre-primary schools by ownership, 2010

Ownership type	No. schools
Community	98
Government	128
Government-aided	25
Private	62
Other (NGO-supported, other, unknown)	20
Total	333

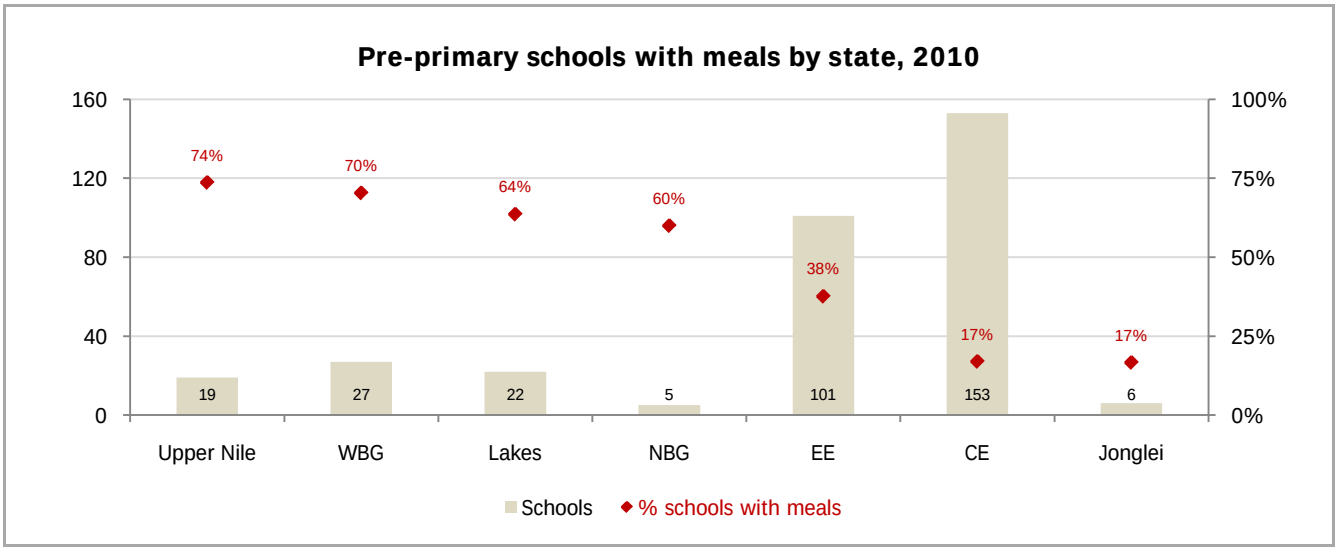
Pre-primary schools with meals by state, 2010

State	No. schools	No. schools with meals	% schools with meals
CE	153	26	17.0%
EE	101	38	37.6%
Jonglei	6	1	16.7%
Upper Nile	19	14	73.7%
Lakes	22	14	63.6%
WBG	27	19	70.4%
NBG	5	3	60.0%
Total	333	115	34.5%

* "Schools with meals" refers to schools that have reported to be receiving meals from an external entity. Remaining schools either do not receive meals from an external entity or did not respond.



- ✓ The geographic distribution of pre-primary schools is disproportional. More than 250 of them are concentrated in CE and EE, while the remaining states together have little over 80 schools. (And there were no Pre-primary school reported for WE, Warrap, and Unity.)
- ✓ Amongst the 333 pre-primary schools throughout Southern Sudan, most of them are community- (29%) and government-owned (38%).



5.2.2. Teachers

Pre-primary school teachers by state and gender, 2010

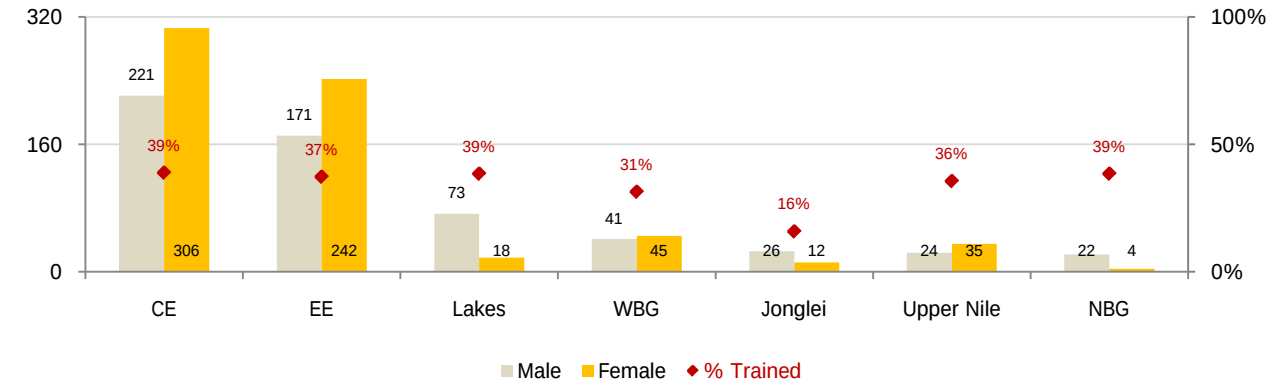
State	Total	Male		Female	
		Count	% total	Count	% total
CE	527	221	41.9%	306	58.1%
EE	413	171	41.4%	242	58.6%
Jonglei	38	26	68.4%	12	31.6%
Upper Nile	59	24	40.7%	35	59.3%
Lakes	91	73	80.2%	18	19.8%
WBG	86	41	47.7%	45	52.3%
NBG	26	22	84.6%	4	15.4%
Total	1,240	578	46.6%	662	53.4%

Pre-primary school teachers' professional qualifications by state, 2010

State	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
CE	527	205	38.9%	193	36.6%	129	24.5%
EE	413	154	37.3%	188	45.5%	71	17.2%
Jonglei	38	6	15.8%	16	42.1%	16	42.1%
Upper Nile	59	21	35.6%	31	52.5%	7	11.9%
Lakes	91	35	38.5%	39	42.9%	17	18.7%
WBG	86	27	31.4%	22	25.6%	37	43.0%
NBG	26	10	38.5%	12	46.2%	4	15.4%
Total	1,240	458	36.9%	501	40.4%	281	22.7%

* "Trained" encompasses teachers with pre-service teacher training, in-service teacher training, and higher education diploma.
** The option to list phase trainings were removed from the 2010 questionnaire.

Number of pre-primary school teachers and % trained by state and gender, 2010



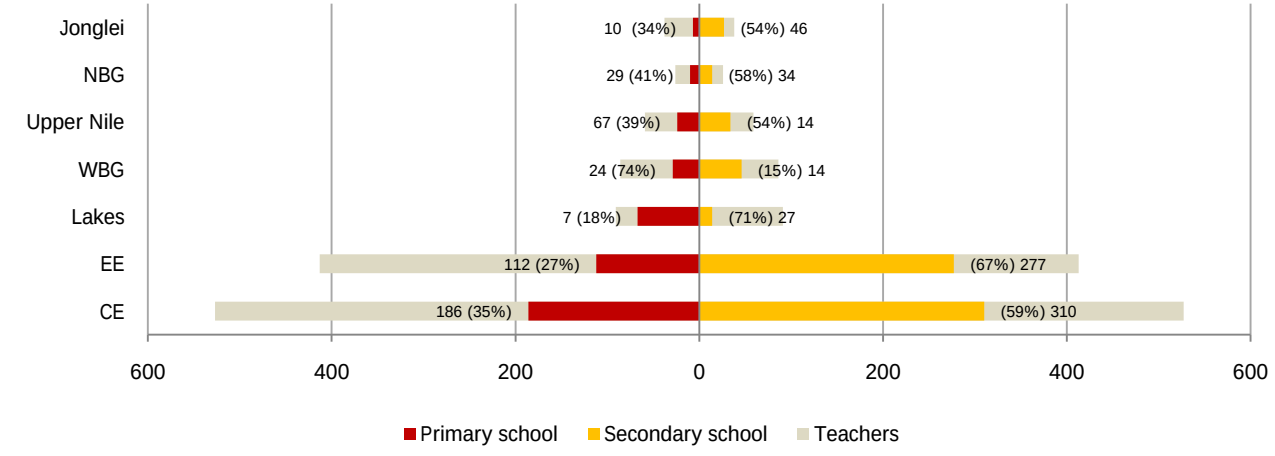
✓ It is important to track not only the number of teachers but also the percentage of trained teachers to measure the gaps in the quality of the teaching force. For example, one must note that, although CE has the greatest number of pre-primary school teachers, only 39% of them have received teacher training.

Pre-primary school teachers' academic qualifications by state, 2010

State	Total	Primary School		Secondary School		University and above		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
CE	527	186	35.3%	310	58.8%	7	1.3%	24	4.6%
EE	413	112	27.1%	277	67.1%	3	0.7%	21	5.1%
Jonglei	38	7	18.4%	27	71.1%	0	0.0%	4	10.5%
Upper Nile	59	24	40.7%	34	57.6%	0	0.0%	0	0.0%
Lakes	91	67	73.6%	14	15.4%	1	1.7%	9	9.9%
WBG	86	29	33.7%	46	53.5%	1	3.8%	11	12.8%
NBG	26	10	38.5%	14	53.8%	1	1.1%	1	3.8%
Total	1,240	435	35.1%	722	58.2%	13	1.0%	70	5.6%

* "Primary school" includes completion of primary and intermediate/lower secondary education levels. "Secondary school" attainment includes completion of secondary, O-level, and/or A-level education levels. "University and above" attainment includes completion of four (4) years of university education or its equivalent.

Pre-primary school teachers academic qualifications by state (prim. and sec. education only), 2010



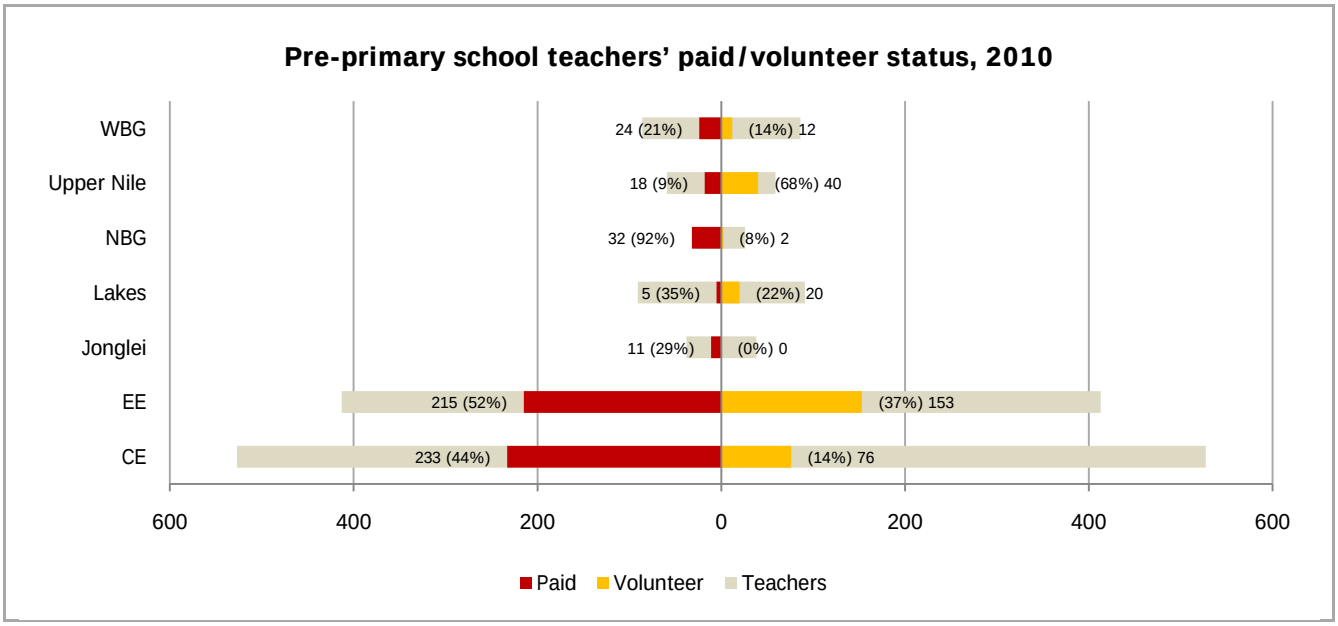
✓ Except in Lakes, most of the pre-primary school teachers have completed Secondary education. University degree (or beyond) is very rare.

Pre-primary school teachers' paid/volunteer status, 2010

State	Total	Paid		Volunteer		Unknown	
		Count	% total	Count	% total	Count	% total
CE	527	233	44.2%	76	14.4%	218	41.4%
EE	413	215	52.1%	153	37.0%	45	10.9%
Jonglei	38	11	28.9%	0	0.0%	27	71.1%
Upper Nile	59	5	8.5%	40	67.8%	14	23.7%
Lakes	91	32	35.2%	20	22.0%	39	42.9%
WBG	86	18	20.9%	12	14.0%	56	65.1%
NBG	26	24	92.3%	2	7.7%	0	0.0%
Total	1,240	538	43.4%	303	24.4%	399	32.2%

* "Paid" status includes government-paid and community-paid statuses.

✓ Pre-primary education sector relies heavily on volunteer teachers. In Upper Nile, there are more volunteer teachers than paid teachers. Absorbing the volunteer teachers into the government system will have sizable cost implications. Overall, 24.4% of the teaching force consists of volunteers.

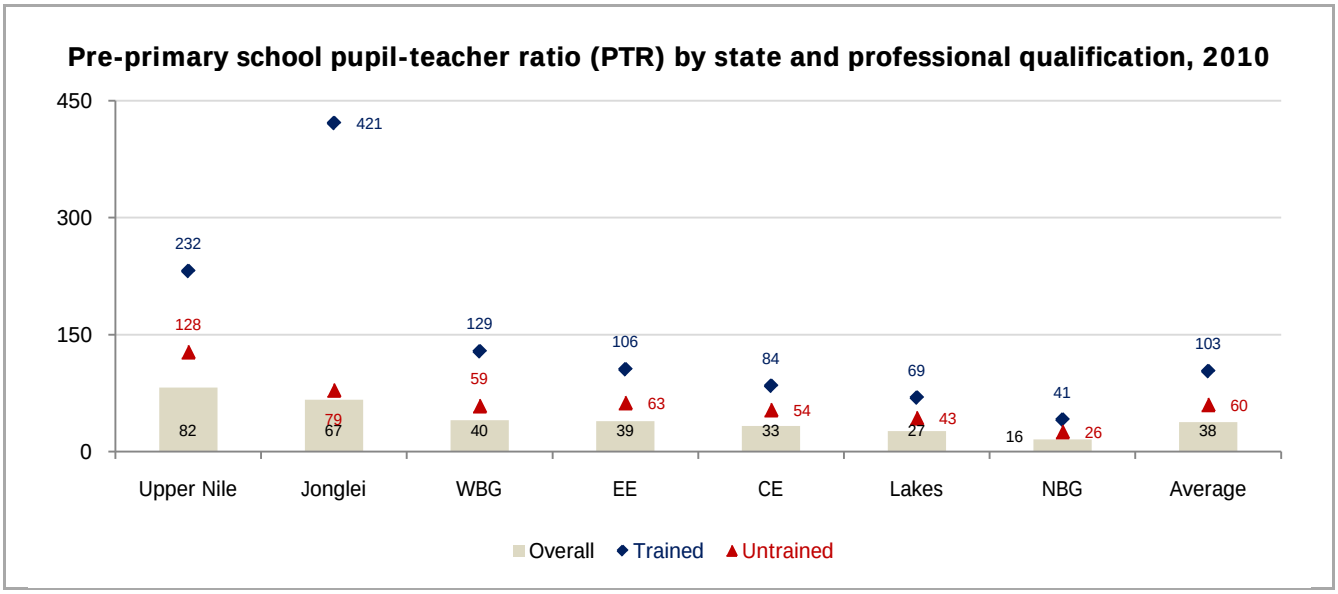


Pre-primary school pupil-teacher ratio (PTR) by state and professional qualification, 2010

State	PTR overall			PTR trained		PTR untrained	
	Pupil	Teacher	PTR	Teacher	PTR	Teacher	PTR
CE	17,309	527	32.8	205	84.4	322	53.8
EE	16,260	413	39.4	154	105.6	259	62.8
Jonglei	2,527	38	66.5	6	421.2	32	79.0
Upper Nile	4,862	59	82.4	21	231.5	38	127.9
Lakes	2,425	91	26.6	35	69.3	56	43.3
WBG	3,472	86	40.4	27	128.6	59	58.8
NBG	411	26	15.8	10	41.1	16	25.7
Total	47,266	1,240	38.1	458	103.2	782	60.4

* "PTR untrained" includes teachers whose professional qualification is unknown.

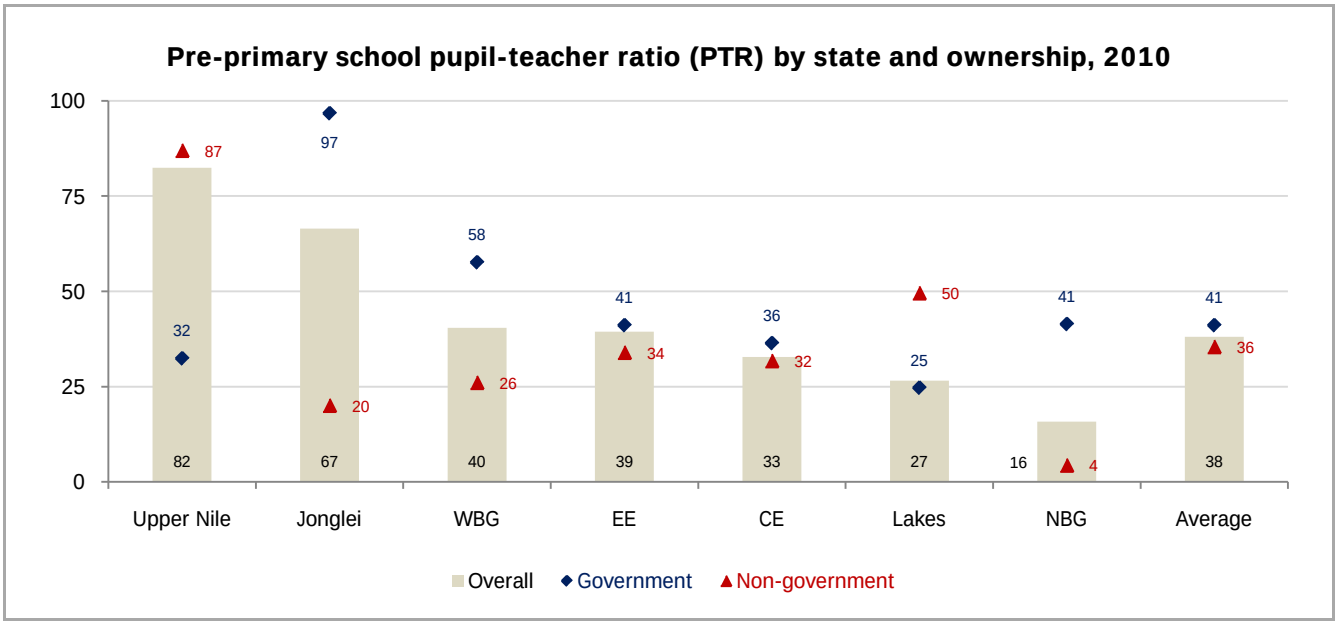
✓ There is a significant difference between PTR with trained teachers and PTR with untrained teachers. The high pupil-trained teacher ratio indicates that there are only a limited number of pre-primary pupils receiving education from trained teachers.



Pre-primary school pupil-teacher ratio (PTR) by state and ownership, 2010

State	PTR overall			PTR government			PTR non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
CE	17,309	527	32.8	4,190	115	36.4	13,119	412	31.8
EE	16,260	413	39.4	12,753	310	41.1	3,507	103	34.0
Jonglei	2,527	38	66.5	2,225	23	96.7	302	15	20.1
Upper Nile	4,862	59	82.4	162	5	32.4	4,700	54	87.0
Lakes	2,425	91	26.6	2,078	84	24.7	347	7	49.6
WBG	3,472	86	40.4	2,246	39	57.6	1,226	47	26.1
NBG	411	26	15.8	331	8	41.4	80	18	4.4
Total	47,266	1,240	38.1	23,985	584	41.1	23,281	656	35.5

* "Non-government" here includes schools under community, private, NGO-supported, other, and unknown ownership types.



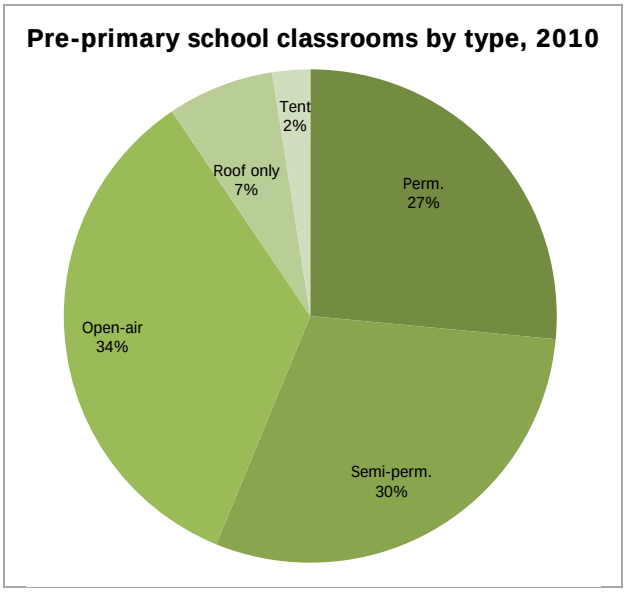
5.2.3. Classrooms

Pre-primary school classrooms by state and type and pupil-classroom ratio (PCR), 2010

State	Total	Permanent	Semi-permanent	Open-air	Roof only	Tent	PCR
CE	363	101	100	127	29	6	86.1
EE	239	45	75	94	17	8	135.5
Jonglei	13	0	0	10	3	0	-
Upper Nile	24	9	11	2	2	0	243.1
Lakes	56	6	20	24	3	3	93.3
WBG	70	38	16	11	2	3	64.3
NBG	39	14	17	8	0	0	13.3
Total	804	213	239	276	56	20	104.6

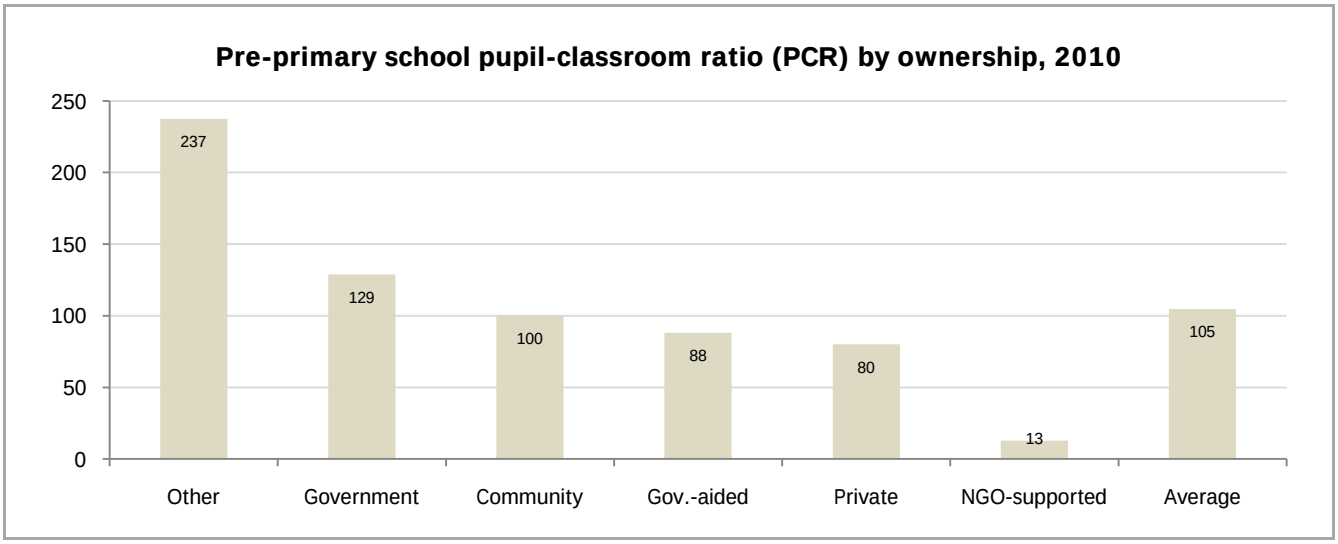
* PCR only accounts for permanent and semi-permanent classrooms. This explains the undefined PCR for Jonglei; there are no permanent and semi-permanent pre-primary school classrooms.

- ✓ All states but NBG present high pupil-classroom ratio (PCR). Resources must be allocated to providing permanent and semi-permanent classrooms to Pre-primary schools, so that pupils receive education in a safe, appropriate learning environment. EE and Upper Nile have particularly high PCR—136 and 243, respectively.
- ✓ Large number of classrooms does not necessarily mean low PCR. For instance, while CE has 363, it has a high PCR of 86 pupils per classroom. On the contrary, NBG has 39 with a low PCR of 13 pupils per classroom.
- ✓ Pupil-classroom ratio (PCR) at pre-primary schools is high across all types of ownership, with the exception of NGO-supported schools.



Pre-primary school classrooms by ownership and type and pupil-classroom ratio (PCR), 2010

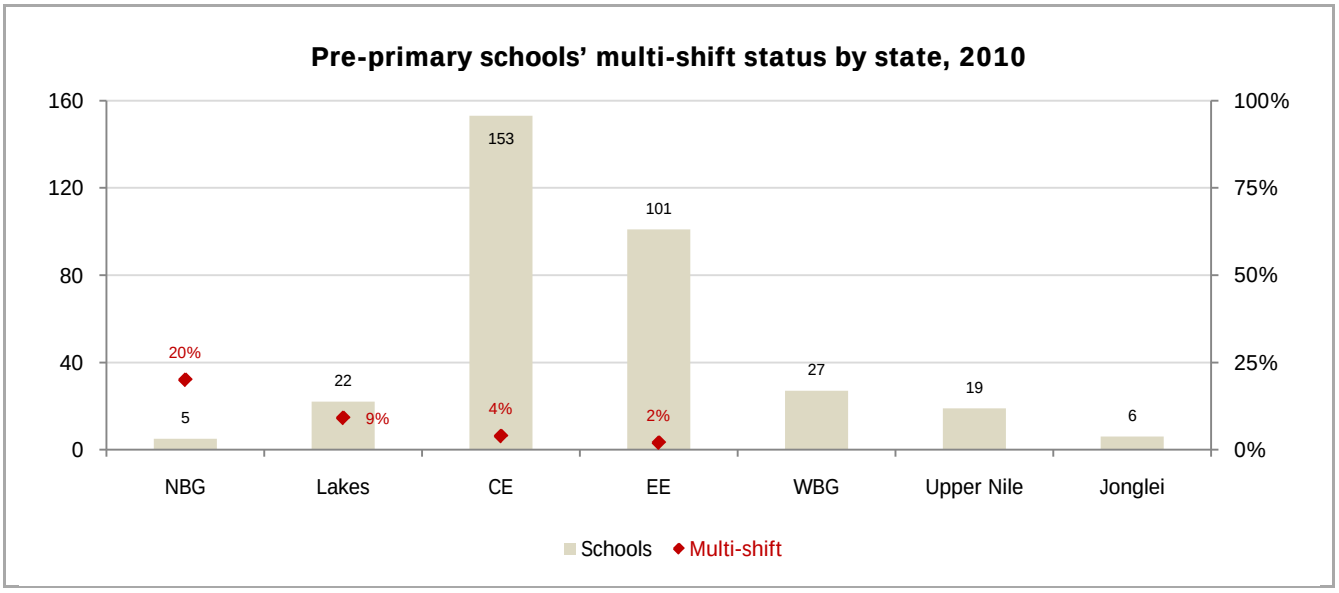
Ownership	Total	Permanent	Semi-permanent	Open-air	Roof only	Tent	PCR
Community	234	58	49	93	29	5	99.8
Government	296	57	99	115	14	11	128.9
Government-aided	63	16	28	15	4	0	88.2
Private	145	64	39	30	9	3	80.0
NGO-supported	28	8	17	3	0	0	12.9
Other	38	10	7	20	0	1	237.4
Total	804	213	239	276	56	20	104.6



Pre-primary schools' multi-shift status by state, 2010

State	Total	Multi-shift		Single-shift		Unknown	
		Count	% total	Count	% total	Count	% total
CE	153	6	3.9%	124	81.0%	23	15.0%
EE	101	2	2.0%	96	95.0%	3	3.0%
Jonglei	6	0	0.0%	6	100.0%	0	0.0%
Upper Nile	19	0	0.0%	19	100.0%	0	0.0%
Lakes	22	2	9.1%	20	90.9%	0	0.0%
WBG	27	0	0.0%	10	37.0%	17	63.0%
NBG	5	1	20.0%	4	80.0%	0	0.0%
Total	333	11	3.3%	279	83.8%	43	12.9%

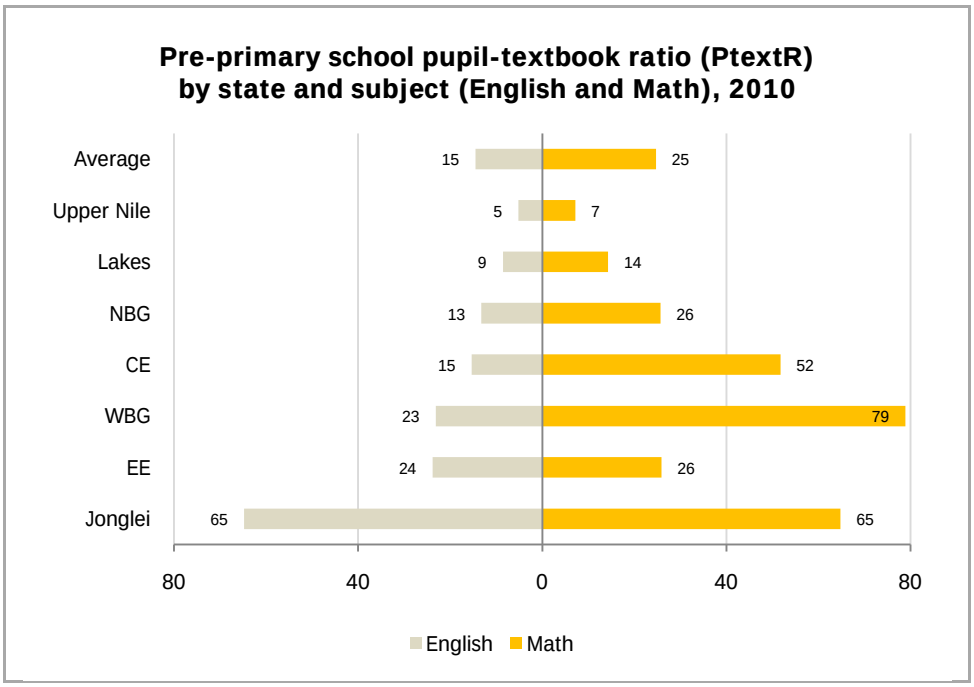
- ✓ Multi-shifting hardly exists in the pre-primary sector. (The 20% multi-shift school in NBG represents only 1 out of 5 schools.) This indicates availability of physical and human resources, as schools are not sharing classrooms and teachers but dedicating all to a single-shift, full instructional day.



5.2.4. Curriculum and instruction

Pre-primary school pupil-textbook ratio (PtextR) by state and subject (English and Math), 2010

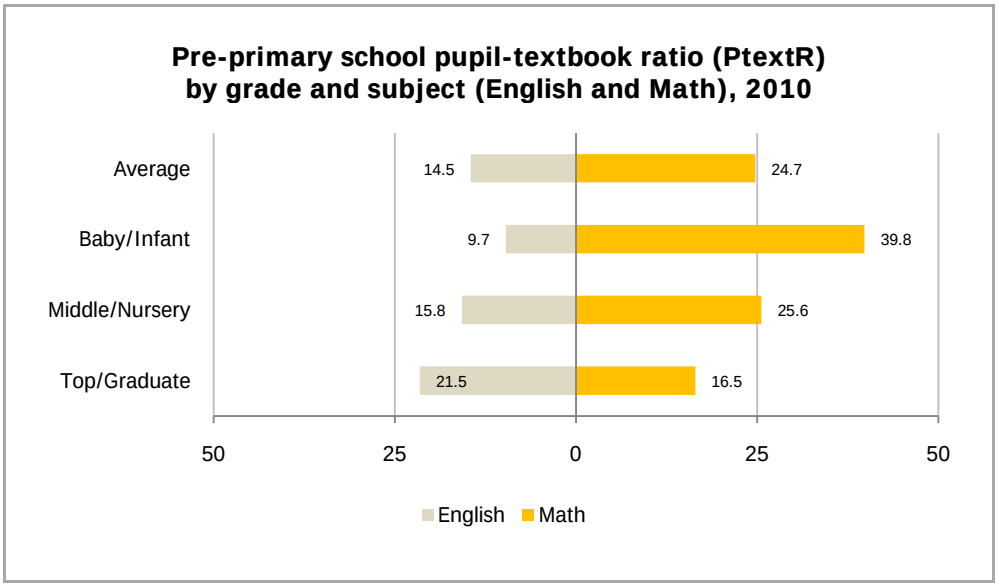
State	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
CE	17,309	1,127	15.4	334	51.8
EE	16,260	682	23.8	628	25.9
Jonglei	2,527	39	64.8	39	64.8
Upper Nile	4,862	941	5.2	680	7.2
Lakes	2,425	284	8.5	170	14.3
WBG	3,472	150	23.1	44	78.9
NBG	411	31	13.3	16	25.7
Total	47,266	3,254	14.5	1,911	24.7



- ✓ Pupil-textbook ratio (PtextR) for English is much lower than the math counterpart. The data indicates that English books should be prioritized over math books at the pre-primary level.
- ✓ Jonglei's PtextR is unusually high—65 for both English and math.

Pre-primary school pupil-textbook ratio (PtextR) by grade and subject (English and Math), 2010

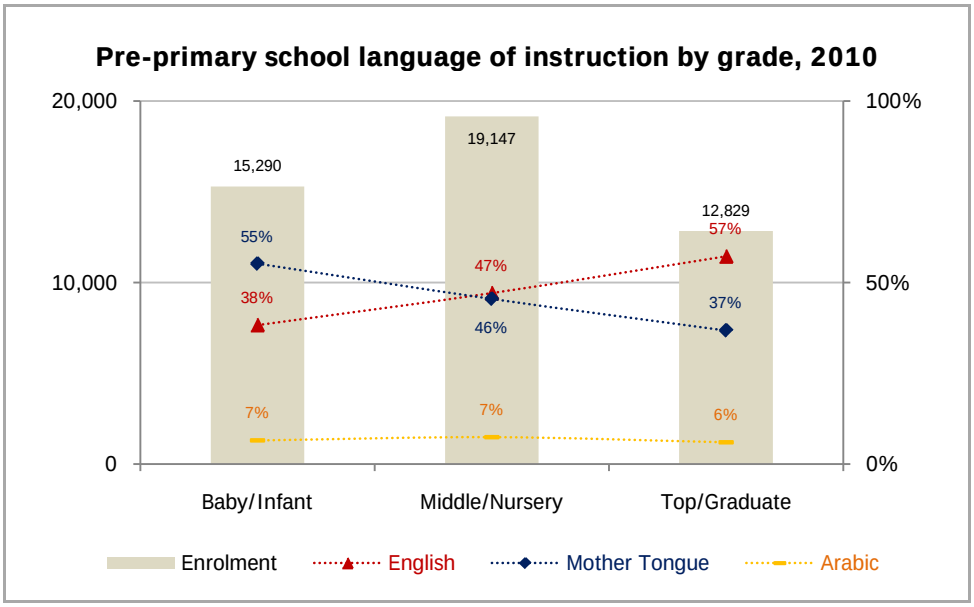
Grade	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Baby/Infant	15,290	710	21.5	384	39.8
Middle/Nursery	19,147	1215	15.8	748	25.6
Top/Graduate	12,829	1329	9.7	779	16.5
Total	47,266	3,254	14.5	1,911	24.7



- ✓ The higher the grade level, the lower the pupil-textbook ratio. This may indicate the less use of textbooks in lower levels of pre-primary education. It may also be occurring due to the decline in enrolment in higher grade levels (esp. Top/ Graduate)

Pre-primary school language of instruction by grade, 2010

Language	Baby/Infant	Middle/Nursery	Top/Graduate
English	100	146	143
	38.3%	47.1%	57.2%
Arabic	17	23	15
	6.5%	7.4%	6.0%
Mother Tongue	144	141	92
	55.2%	45.5%	36.8%
Total	261	310	250



- ✓ English and Mother Tongue are the most commonly used language of instruction in pre-primary schools. As the grade level increase, the use of Mother Tongue phases away, and is replaced by English. The use of Arabic language remains consistent but low at 6-7%.

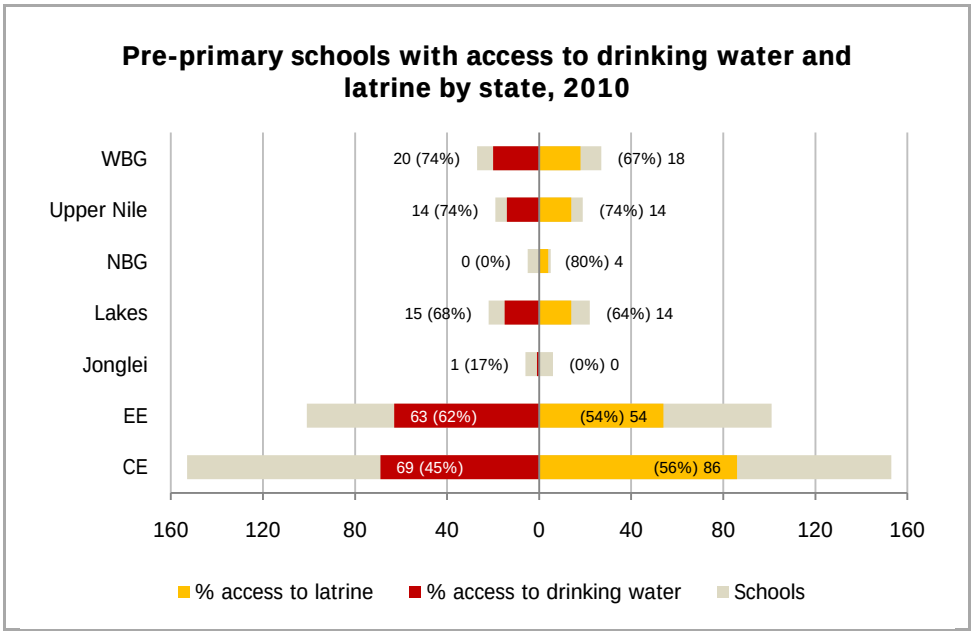
5.2.5. Facilities

Pre-primary schools with and without access to drinking water by state, 2010

State	Schools	Access		No access		Unknown	
		Count	% total	Count	% total	Count	% total
CE	153	69	45.1%	71	46.4%	13	8.5%
EE	101	63	62.4%	36	35.6%	2	2.0%
Jonglei	6	1	16.7%	4	66.7%	1	16.7%
Upper Nile	19	14	73.7%	5	26.3%	0	0.0%
Lakes	22	15	68.2%	3	13.6%	4	18.2%
WBG	27	20	74.1%	5	18.5%	2	7.4%
NBG	5	0	0.0%	0	0.0%	5	100.0%
Total	333	182	54.7%	124	37.2%	27	8.1%

Pre-primary schools with and without access to latrine by state, 2010

State	Schools	Access		No access		Unknown	
		Count	% total	Count	% total	Count	% total
CE	153	86	56.2%	58	37.9%	9	5.9%
EE	101	54	53.5%	43	42.6%	4	4.0%
Jonglei	6	0	0.0%	4	66.7%	2	33.3%
Upper Nile	19	14	73.7%	5	26.3%	0	0.0%
Lakes	22	14	63.6%	4	18.2%	4	18.2%
WBG	27	18	66.7%	6	22.2%	3	11.1%
NBG	5	4	80.0%	1	20.0%	0	0.0%
Total	333	190	57.1%	121	36.3%	22	6.6%



✓ Access to drinking water and latrines varies widely across states. While Jonglei and CE have limited access to drinking water and latrines, schools in WBG and Lakes reportedly enjoy access to such facilities. Nonetheless, much work remains till all pre-primary schools to reach 100% access to these key facilities.

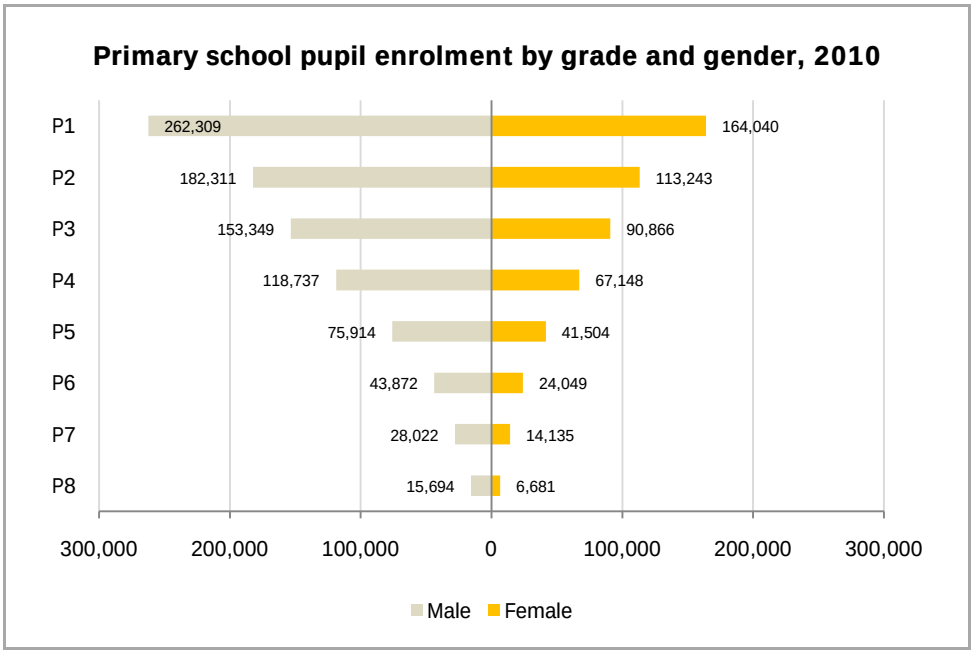
6.0. PRIMARY SCHOOL, 2010

6.1. Access

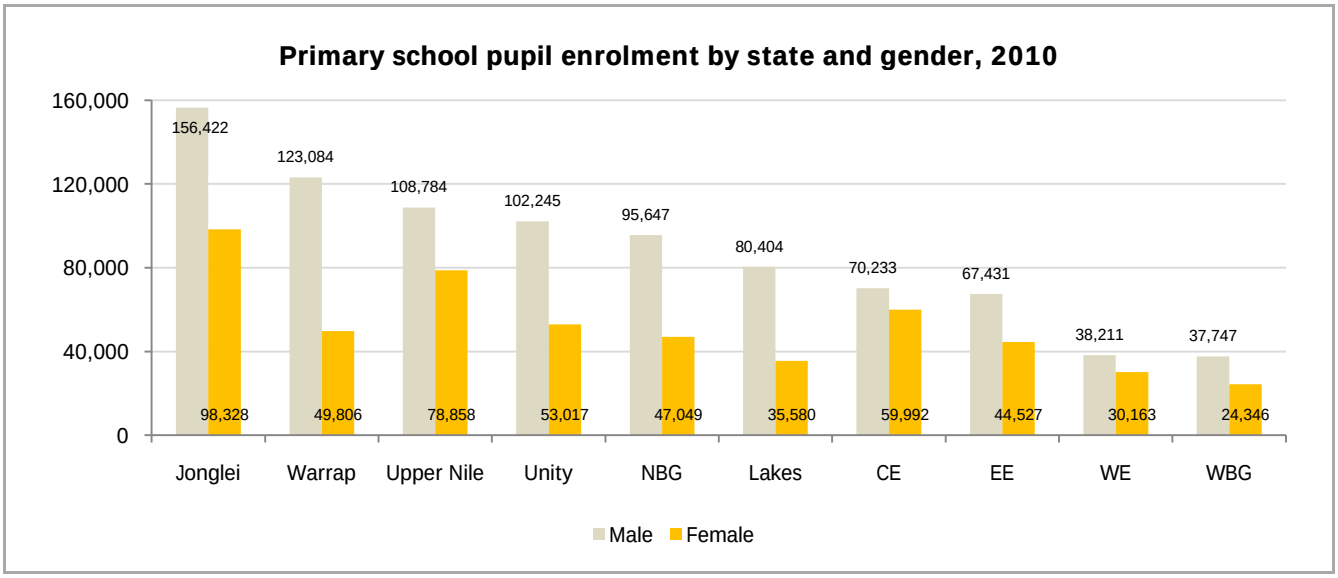
6.1.1. Enrolment

Primary school pupil enrolment by state and grade, 2010

State	Total	P1	P2	P3	P4	P5	P6	P7	P8
CE	130,225	30,784	23,529	21,969	19,915	14,243	10,356	6,786	2,643
EE	111,958	33,047	23,825	19,042	15,212	10,375	6,087	3,170	1,200
WE	68,374	18,270	13,932	12,352	9,430	6,531	4,104	2,424	1,331
Jonglei	254,750	78,561	57,055	47,790	34,446	20,873	10,089	4,348	1,588
Unity	155,262	54,494	35,438	27,096	19,230	10,238	4,991	2,547	1,228
Upper Nile	187,642	49,376	39,190	33,161	26,377	15,862	9,104	8,368	6,204
Lakes	115,984	35,506	24,947	21,006	15,421	9,580	4,916	2,993	1,615
Warrap	172,890	57,717	37,204	29,420	20,975	14,223	7,588	4,037	1,726
WBG	62,093	15,671	11,319	9,801	7,944	6,050	4,810	3,864	2,634
NBG	142,696	52,923	29,115	22,578	16,935	9,443	5,876	3,620	2,206
Total	1,401,874	426,349	295,554	244,215	185,885	117,418	67,921	42,157	22,375



- ✓ There are a little more than 1.4 million primary school pupils (of all ages). The greatest number can be found in Jonglei (254,750).
- ✓ Note the uneven distribution of student population. While there are 426,349 pupils in P1, there are only 22,375 pupils in P8—a difference of more than 403,000 pupils.

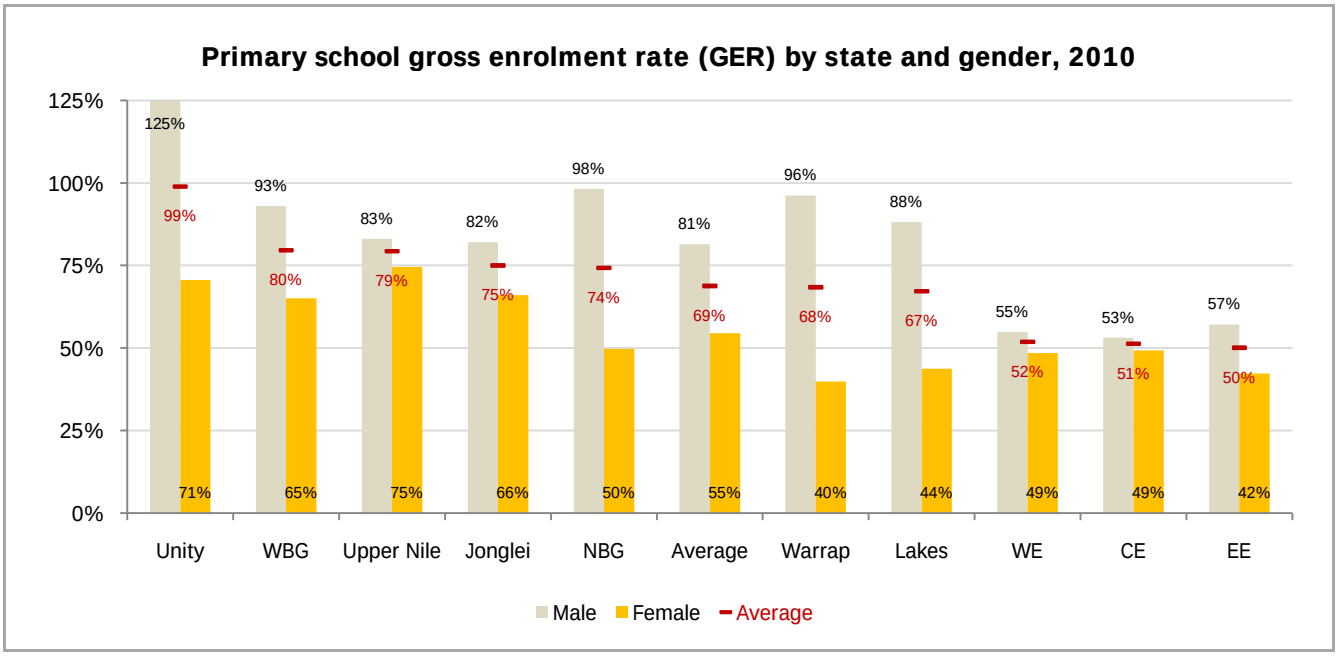


- ✓ The distribution of pupils between male and female is uneven, with girls comprising only 37% of the pupil population, 2010. Table 4.2.2 contains gender parity by states, 2008-2010.

Primary school gross enrolment rate (GER) by state and gender, 2010

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	253,836	130,225	51.3%	132,235	70,233	53.1%	121,601	59,992	49.3%
EE	223,339	111,958	50.1%	118,025	67,431	57.1%	105,314	44,527	42.3%
WE	131,826	68,374	51.9%	69,664	38,211	54.9%	62,162	30,163	48.5%
Jonglei	339,824	254,750	75.0%	190,844	156,422	82.0%	148,980	98,328	66.0%
Unity	156,983	155,262	98.9%	81,841	102,245	124.9%	75,142	53,017	70.6%
Upper Nile	236,655	187,642	79.3%	130,958	108,784	83.1%	105,697	78,858	74.6%
Lakes	172,602	115,984	67.2%	91,228	80,404	88.1%	81,374	35,580	43.7%
Warrap	252,681	172,890	68.4%	127,938	123,084	96.2%	124,743	49,806	39.9%
WBG	78,009	62,093	79.6%	40,606	37,747	93.0%	37,402	24,346	65.1%
NBG	192,012	142,696	74.3%	97,364	95,647	98.2%	94,648	47,049	49.7%
Total	2,037,766	1,401,874	68.8%	1,080,703	880,208	81.4%	957,063	521,666	54.5%

* Population projection is based on the 2008 SSCCSE and UIS-defined population growth rates. Population numbers do not include migration estimates.

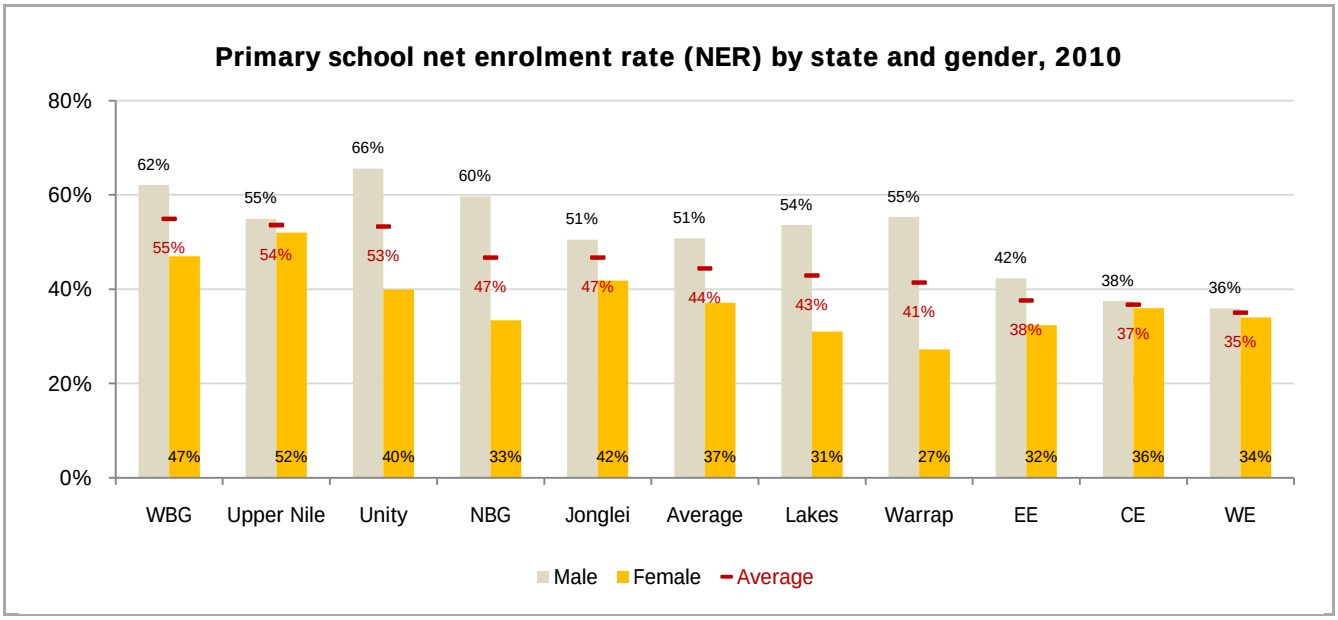


- ✓ Primary GER measures accessibility to education for pupils of all ages compared to the official primary school age population. Primary GER value of 100% indicates that a country's education system is, in principle, able to accommodate all of its primary school age population. However, one needs to look at the GER in relation to the PCR and PTR. The official primary school age in Southern Sudan is 6-13. See Section 3.1.4 for the calculation formula.
- ✓ GER value exceeding 100% indicates enrolment of some children above or below primary school age. A GER above 100% is usually an indicator of overage enrollment, for example due to repetition or late entry. See Unity state's GER for male pupils for an example.
- ✓ GER value below 100% indicates non-enrolment of primary school age children, or presence of out-of-school children. Note that GER for female pupils is significantly below 100% in all 10 states.
- ✓ As shown in Section 6.1.2, there is a large population of overage pupils causing the GER to rise.

Primary school net enrolment rate (NER) by state and gender, 2010

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	253,836	93,269	36.7%	132,235	49,536	37.5%	121,601	43,733	36.0%
EE	223,339	84,025	37.6%	118,025	49,868	42.3%	105,314	34,157	32.4%
WE	131,826	46,104	35.0%	69,664	24,992	35.9%	62,162	21,112	34.0%
Jonglei	339,824	158,667	46.7%	190,844	96,352	50.5%	148,980	62,315	41.8%
Unity	156,983	83,726	53.3%	81,841	53,718	65.6%	75,142	30,008	39.9%
Upper Nile	236,655	126,858	53.6%	130,958	71,886	54.9%	105,697	54,972	52.0%
Lakes	172,602	74,113	42.9%	91,228	48,864	53.6%	81,374	25,249	31.0%
Warrap	252,681	104,609	41.4%	127,938	70,701	55.3%	124,743	33,908	27.2%
WBG	78,009	42,808	54.9%	40,606	25,232	62.1%	37,402	17,576	47.0%
NBG	192,012	89,709	46.7%	97,364	58,114	59.7%	94,648	31,595	33.4%
Total	2,037,766	903,888	44.4%	1,080,703	549,263	50.8%	957,063	354,625	37.1%

* Population projection is based on the 2008 SSCCSE and UIS-defined population growth rates. Population numbers do not include migration estimates.



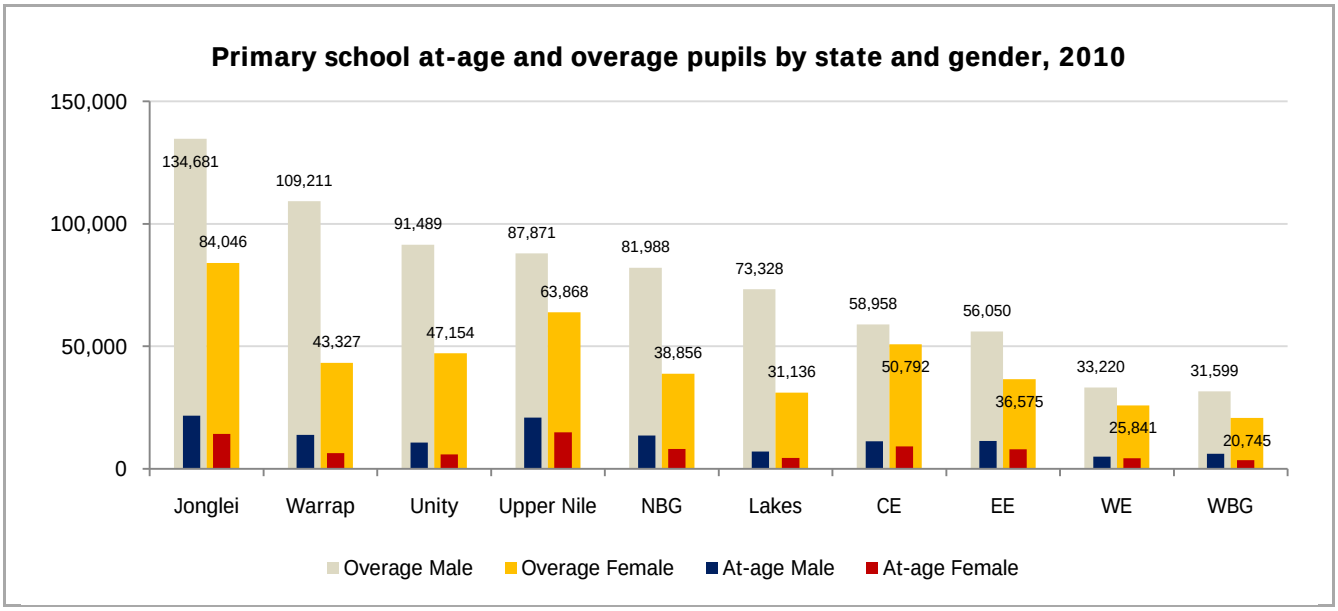
- ✓ The primary NER is the share of children of primary school age that are enrolled in primary school. If all children of primary school age are enrolled in primary school, the primary NER is 100%. By definition, the NER cannot exceed 100%. See Section 3.1.5 for the calculation formula.
- ✓ A primary NER below 100% means that not all children of primary school age are in primary school; some may be out of school, some may be in preschool, in secondary school or in other forms of education. Note that NER in all 10 states is below 100%.

6.1.2. Overage pupils

Primary school at-age and overage pupils by state and gender, 2010

State	Total			Male			Female		
	At age	Overage	% overage	At age	Overage	% overage	At age	Overage	% overage
CE	20,475	109,750	84.3%	11,275	58,958	83.9%	9,200	50,792	84.7%
EE	19,333	92,625	82.7%	11,381	56,050	83.1%	7,952	36,575	82.1%
WE	9,313	59,061	86.4%	4,991	33,220	86.9%	4,322	25,841	85.7%
Jonglei	36,023	218,727	85.9%	21,741	134,681	86.1%	14,282	84,046	85.5%
Unity	16,619	138,643	89.3%	10,756	91,489	89.5%	5,863	47,154	88.9%
Upper Nile	35,903	151,739	80.9%	20,913	87,871	80.8%	14,990	63,868	81.0%
Lakes	11,520	104,464	90.1%	7,076	73,328	91.2%	4,444	31,136	87.5%
Warrap	20,352	152,538	88.2%	13,873	109,211	88.7%	6,479	43,327	87.0%
WBG	9,749	52,344	84.3%	6,148	31,599	83.7%	3,601	20,745	85.2%
NBG	21,852	120,844	84.7%	13,659	81,988	85.7%	8,193	38,856	82.6%
Total	201,139	1,200,735	85.7%	121,813	758,395	86.2%	79,326	442,340	84.8%

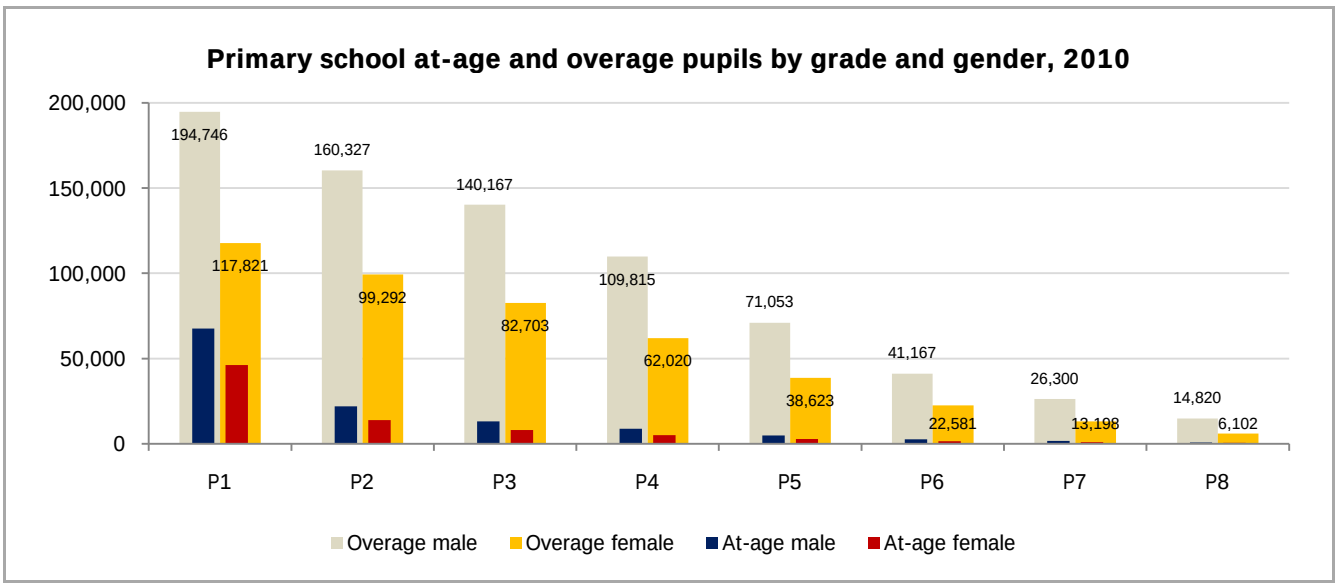
* "At age" includes under-age and at-age pupils.



Primary school at-age and overage pupils by grade and gender, 2010

Grade	Total			Male			Female		
	At age	Overage	% overage	At age	Overage	% overage	At age	Overage	% overage
P1	113,782	312,567	73.3%	67,563	194,746	74.2%	46,219	117,821	71.8%
P2	35,935	259,619	87.8%	21,984	160,327	87.9%	13,951	99,292	87.7%
P3	21,345	222,870	91.3%	13,182	140,167	91.4%	8,163	82,703	91.0%
P4	14,050	171,835	92.4%	8,922	109,815	92.5%	5,128	62,020	92.4%
P5	7,742	109,676	93.4%	4,861	71,053	93.6%	2,881	38,623	93.1%
P6	4,173	63,748	93.9%	2,705	41,167	93.8%	1,468	22,581	93.9%
P7	2,659	39,498	93.7%	1,722	26,300	93.9%	937	13,198	93.4%
P8	1,453	20,922	93.5%	874	14,820	94.4%	579	6,102	91.3%
Total	201,139	1,200,735	85.7%	121,813	758,395	86.2%	79,326	442,340	84.8%

* "At age" includes under-age and at-age pupils.



✓ Nearly 90% of the primary school pupil population is overage, whether broken down by states or grade levels. These pupils dominate the GER calculation, causing the value to rise to nearly 100% in some states.

6.1.3. New entrants

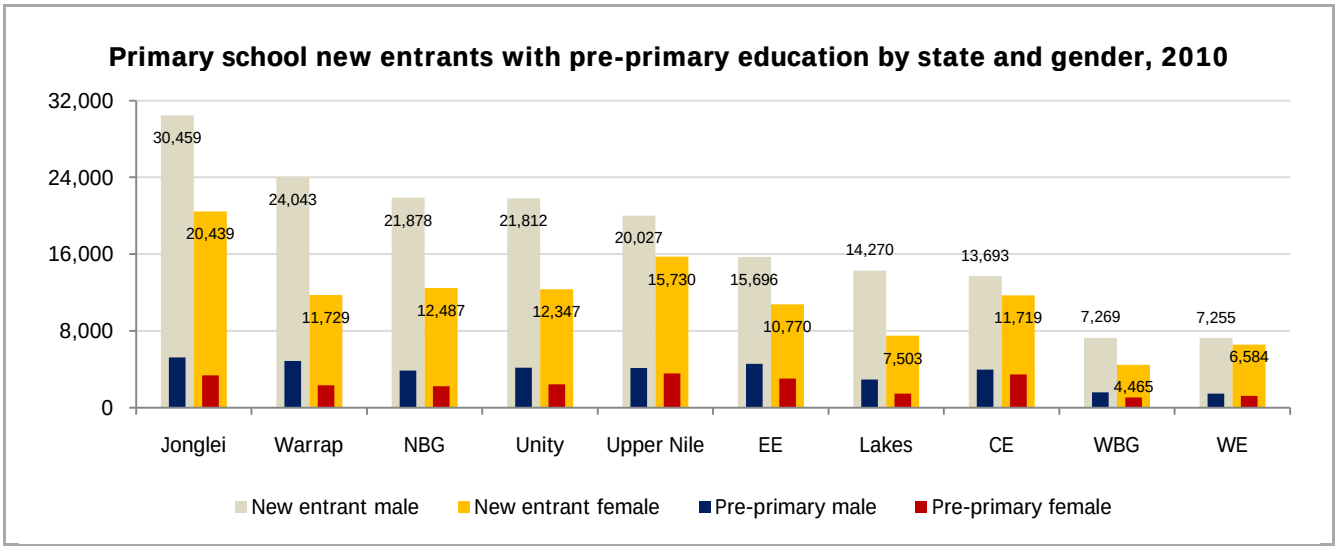
Primary school new entrants with pre-primary education by state and gender, 2010

State	Total			Male			Female		
	New entrant	Pre-prim. ed.	% pre-prim. ed.	New entrant	Pre-prim. ed.	% pre-prim. ed.	New entrant	Pre-prim. ed.	% pre-prim. ed.
CE	25,412	7,436	29.3%	13,693	3,956	28.9%	11,719	3,480	29.7%
EE	26,466	7,625	28.8%	15,696	4,580	29.2%	10,770	3,045	28.3%
WE	13,839	2,702	19.5%	7,255	1,452	20.0%	6,584	1,250	19.0%
Jonglei	50,898	8,611	16.9%	30,459	5,232	17.2%	20,439	3,379	16.5%
Unity	34,159	6,616	19.4%	21,812	4,169	19.1%	12,347	2,447	19.8%
Upper Nile	35,757	7,693	21.5%	20,027	4,128	20.6%	15,730	3,565	22.7%
Lakes	21,773	4,383	20.1%	14,270	2,921	20.5%	7,503	1,462	19.5%
Warrap	35,772	7,230	20.2%	24,043	4,885	20.3%	11,729	2,345	20.0%
WBG	11,734	2,684	22.9%	7,269	1,613	22.2%	4,465	1,071	24.0%
NBG	34,365	6,116	17.8%	21,878	3,872	17.7%	12,487	2,244	18.0%
Total	290,175	61,096	21.1%	176,402	36,808	20.9%	113,773	24,288	21.3%

✓ "New entrants" refer to pupils who have entered primary education (in P1) for the first time. Pupils who are repeating P1 or have attended P1 at another school do not count.

✓ Note the gender disparity amongst new entrants. In Unity, the number of male new entrants is nearly double the number of female new entrants. This shows that gender inequality—or limited access to education for females—exists at the beginning of primary education. As shown in Section 6.1.1, this is a trend that persists across all grade levels.

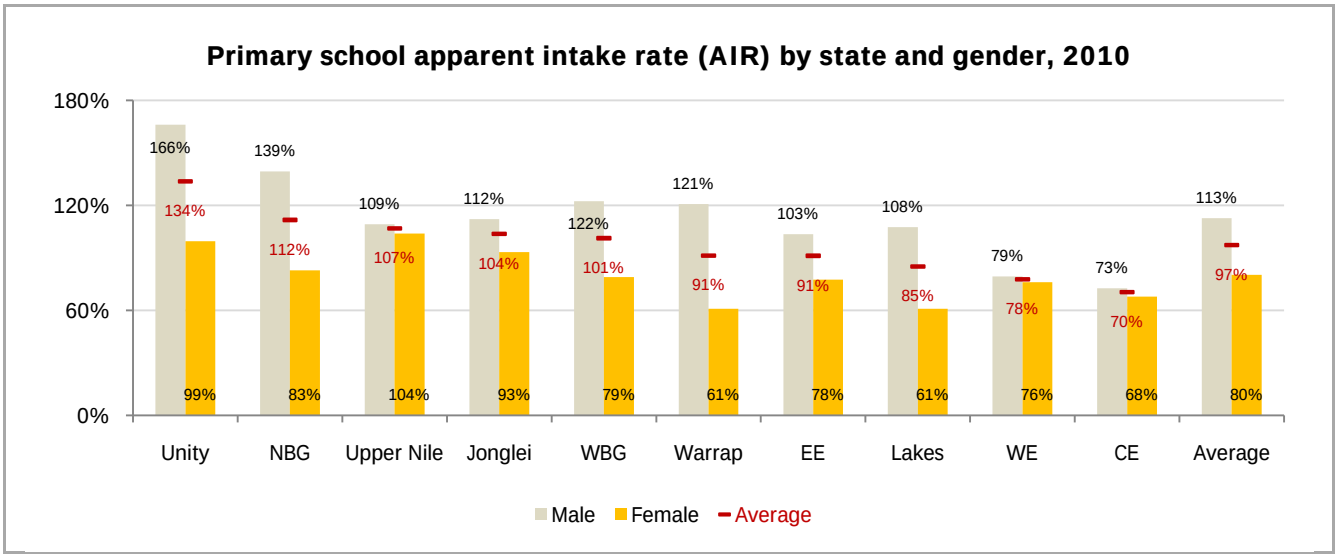
✓ On average, 21.1% of new entrants have received pre-primary education prior to entering P1.



Primary school apparent intake rate (AIR) by state and gender, 2010[11]

State	Total			Male			Female		
	Age 6 pop.	New entrants all ages	AIR	Age 6 pop.	New entrants all ages	AIR	Age 6 pop.	New entrants all ages	AIR
CE	36,123	25,412	70.3%	18,840	13,693	72.7%	17,283	11,719	67.8%
EE	29,042	26,466	91.1%	15,167	15,696	103.5%	13,875	10,770	77.6%
WE	17,810	13,839	77.7%	9,150	7,255	79.3%	8,660	6,584	76.0%
Jonglei	49,085	50,898	103.7%	27,179	30,459	112.1%	21,906	20,439	93.3%
Unity	25,553	34,159	133.7%	13,140	21,812	166.0%	12,413	12,347	99.5%
Upper Nile	33,477	35,757	106.8%	18,341	20,027	109.2%	15,136	15,730	103.9%
Lakes	25,590	21,773	85.1%	13,268	14,270	107.6%	12,321	7,503	60.9%
Warrap	39,199	35,772	91.3%	19,913	24,043	120.7%	19,286	11,729	60.8%
WBG	11,595	11,734	101.2%	5,942	7,269	122.3%	5,653	4,465	79.0%
NBG	30,775	34,365	111.7%	15,709	21,878	139.3%	15,066	12,487	82.9%
Total	298,249	290,175	97.3%	156,649	176,402	112.6%	141,599	113,773	80.3%

***** Population projection is based on the 2008 SSCCSE and UIS-defined population growth rates. Population numbers do not include migration estimates.



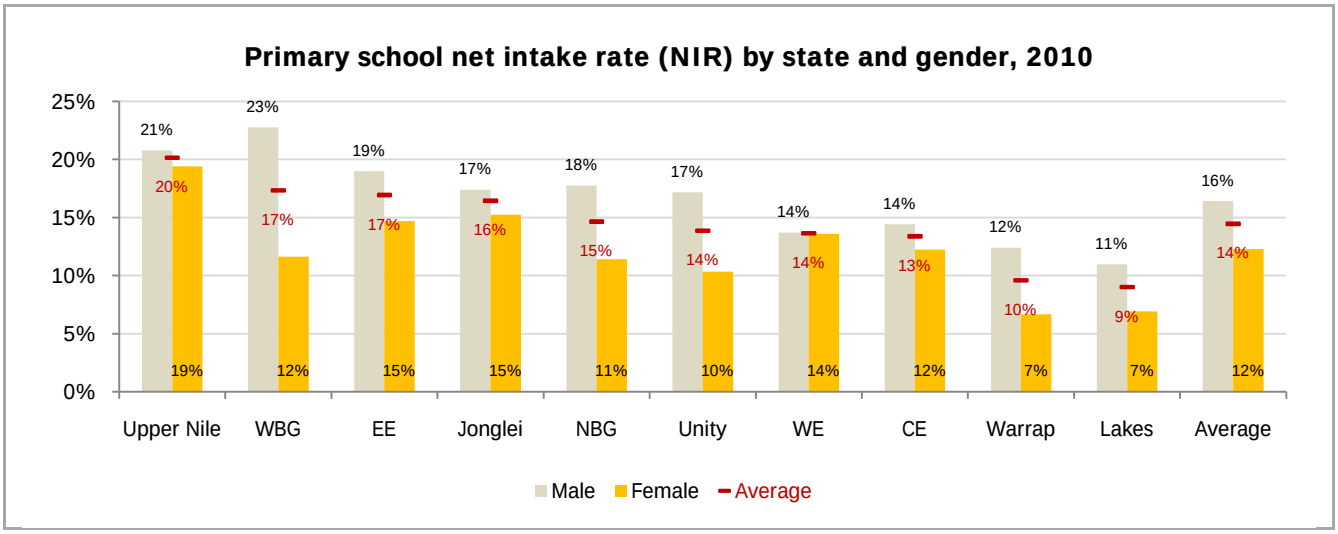
- ✓ AIR measures access level of new entrants of all ages compared to the official primary new entrance age population. AIR value of 100% indicates that a country's education system is, in principle, able to accommodate all of its primary new entrance age population. The official primary school age in Southern Sudan is 6. See Section 3.1.2 for the calculation formula.
- ✓ AIR value exceeding 100% indicates enrolment of some children above or below the primary school entrance age. AIR above 100% is usually an indicator of overage enrollment, for example due to repetition or late entry. Note that most states' AIR well-exceeds 100%.

[11] The booklet's complementary tool, the Global ED*ASSIST DDM, uses the term "gross intake rate" (GIR). AIR and GIR here can be used interchangeably.

Primary school net intake rate (NIR) by state and gender, 2010

State	Total			Male			Female		
	Age 6 pop.	New entrants age 6	NIR	Age 6 pop.	New entrants age 6	NIR	Age 6 pop.	New entrants age 6	NIR
CE	36,123	4,833	13.4%	18,840	2,716	14.4%	17,283	2,117	12.2%
EE	29,042	4,917	16.9%	15,167	2,879	19.0%	13,875	2,038	14.7%
WE	17,810	2,429	13.6%	9,150	1,253	13.7%	8,660	1,176	13.6%
Jonglei	49,085	8,067	16.4%	27,179	4,729	17.4%	21,906	3,338	15.2%
Unity	25,553	3,540	13.9%	13,140	2,256	17.2%	12,413	1,284	10.3%
Upper Nile	33,477	6,746	20.2%	18,341	3,809	20.8%	15,136	2,937	19.4%
Lakes	25,589	2,308	9.0%	13,268	1,456	11.0%	12,321	852	6.9%
Warrap	39,199	3,760	9.6%	19,913	2,472	12.4%	19,286	1,288	6.7%
WBG	11,595	2,010	17.3%	5,942	1,352	22.8%	5,653	658	11.6%
NBG	30,775	4,509	14.7%	15,709	2,789	17.8%	15,066	1,720	11.4%
Total	298,248	43,119	14.5%	156,649	25,711	16.4%	141,599	17,408	12.3%

* Population projection is based on the 2008 SSCCSE and UIS-defined population growth rates. Population numbers do not include migration estimates.

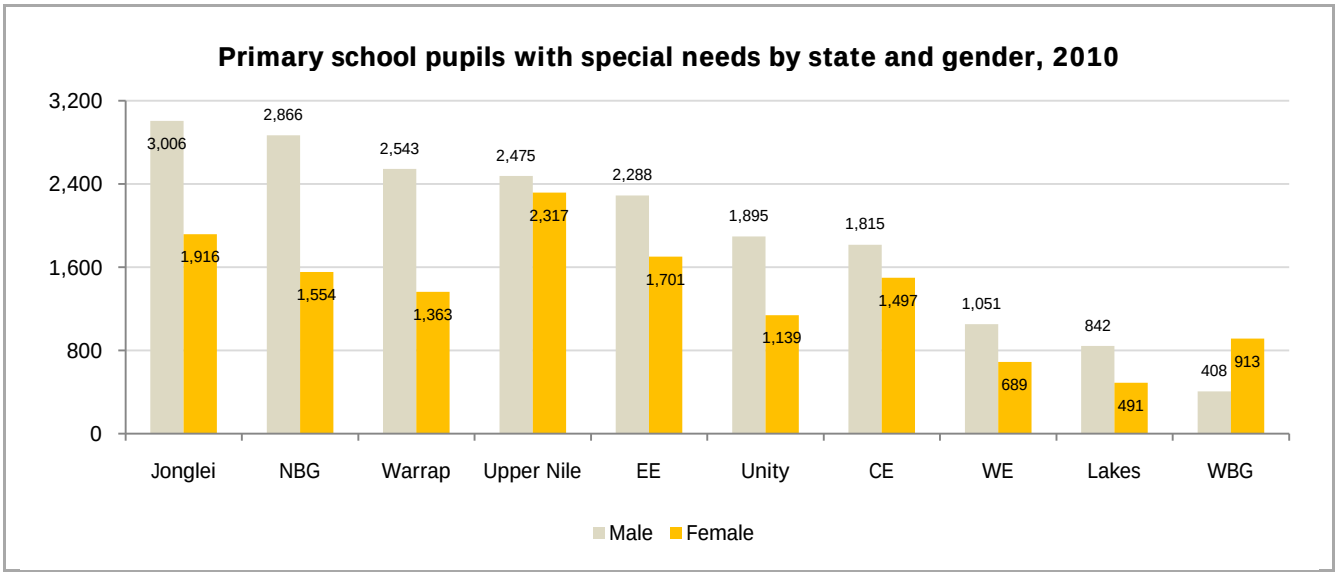


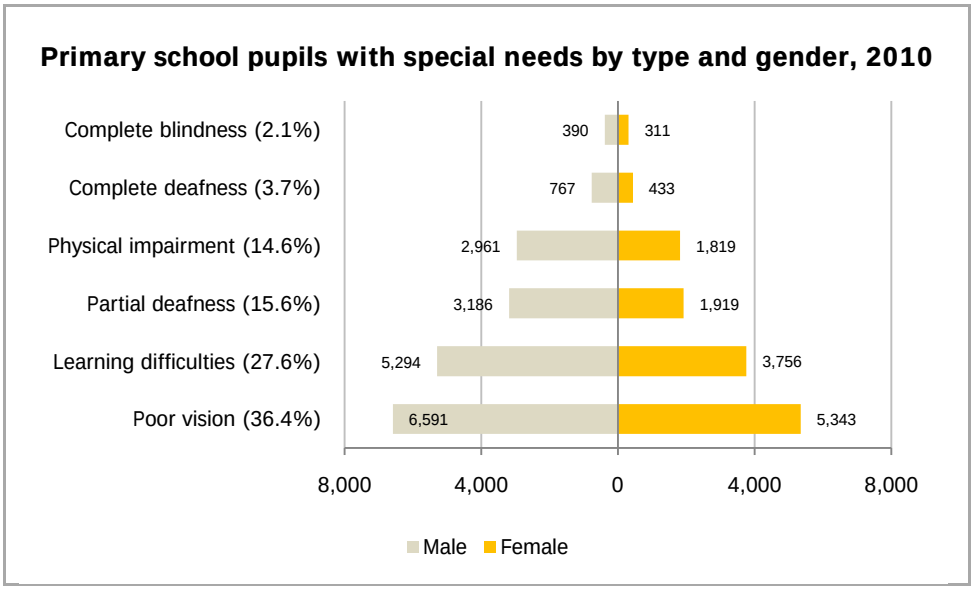
- ✓ NIR measures access level of new entrants of the official primary entrance age compared to the official primary new entrance age population. NIR value of 100% indicates that a country's education system is, in principle, able to accommodate all of its primary new entrance age population. The official primary school age in Southern Sudan is 6. By definition, the NIR cannot exceed 100%. See Section 3.1.3 for the calculation formula.
- ✓ NIR value below 100% indicates non-enrolment of primary entrance age children, or presence of out-of-school children amongst the primary new entrance age population. Note that the maximum NIR is 23% for males and 19% for females.

6.1.4. Pupils with special needs

Primary school pupils with special needs by state and gender, 2010

State	Total			Male			Female		
	Enrol.	Count	% total	Enrol.	Count	% total	Enrol.	Count	% total
CE	130,225	3,312	2.5%	70,233	1,815	2.6%	59,992	1,497	2.5%
EE	111,958	3,989	3.6%	67,431	2,288	3.4%	44,527	1,701	3.8%
WE	68,374	1,740	2.5%	38,211	1,051	2.8%	30,163	689	2.3%
Jonglei	254,750	4,922	1.9%	156,422	3,006	1.9%	98,328	1,916	1.9%
Unity	155,262	3,034	2.0%	102,245	1,895	1.9%	53,017	1,139	2.1%
Upper Nile	187,642	4,792	2.6%	108,784	2,475	2.3%	78,858	2,317	2.9%
Lakes	115,984	1,333	1.1%	80,404	842	1.0%	35,580	491	1.4%
Warrap	172,890	3,906	2.3%	123,084	2,543	2.1%	49,806	1,363	2.7%
WBG	62,093	1,321	2.1%	37,747	408	1.1%	24,346	913	3.8%
NBG	142,696	4,420	3.1%	95,647	2,866	3.0%	47,049	1,554	3.3%
Total	1,401,874	32,769	2.3%	880,208	19,189	2.2%	521,666	13,580	2.6%





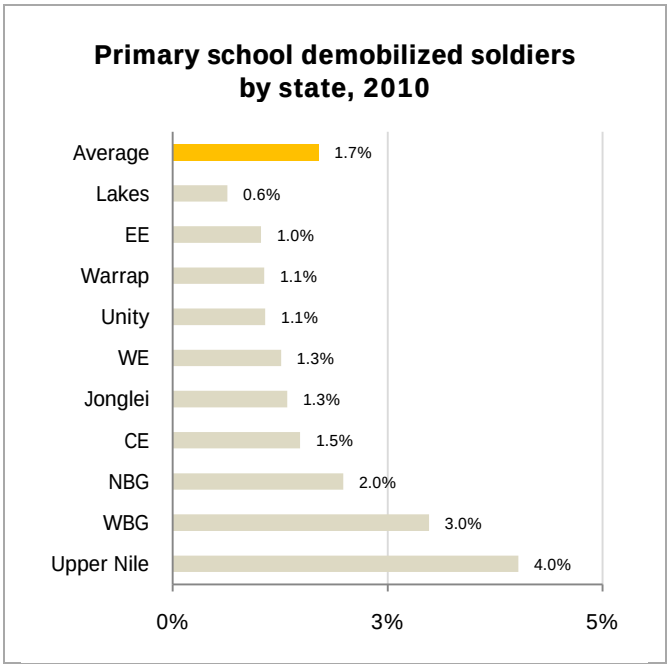
* "Poor vision" includes pupils whose eye visions require glasses but do not have access to them.

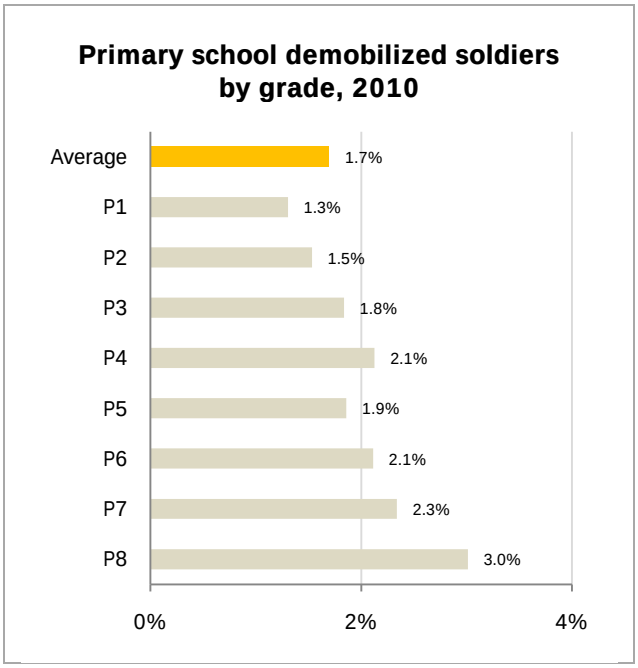
- ✓ On national average, 2.3% of the primary pupils have special needs.
- ✓ 36.4% of the 2.3% pupils with special needs face poor vision, which includes limited access to glasses.
- ✓ There are more male pupils with special needs—proportional to the total male pupil population.

Primary school demobilized soldiers by state and gender, 2010

State	Total			Male			Female		
	Enrol.	Count	% total	Enrol.	Count	% total	Enrol.	Count	% total
CE	130,225	1,931	1.5%	70,233	1,215	1.7%	59,992	716	1.2%
EE	111,958	1,151	1.0%	67,431	831	1.2%	44,527	320	0.7%
WE	68,374	862	1.3%	38,211	527	1.4%	30,163	335	1.1%
Jonglei	254,750	3,393	1.3%	156,422	2,285	1.5%	98,328	1,108	1.1%
Unity	155,262	1,672	1.1%	102,245	1,348	1.3%	53,017	324	0.6%
Upper Nile	187,642	7,543	4.0%	108,784	4,719	4.3%	78,858	2,824	3.6%
Lakes	115,984	738	0.6%	80,404	592	0.7%	35,580	146	0.4%
Warrap	172,890	1,838	1.1%	123,084	1,422	1.2%	49,806	416	0.8%
WBG	62,093	1,851	3.0%	37,747	1,040	2.8%	24,346	811	3.3%
NBG	142,696	2,830	2.0%	95,647	2,054	2.1%	47,049	776	1.6%
Total	1,401,874	23,809	1.7%	880,208	16,033	1.8%	521,666	7,776	1.5%

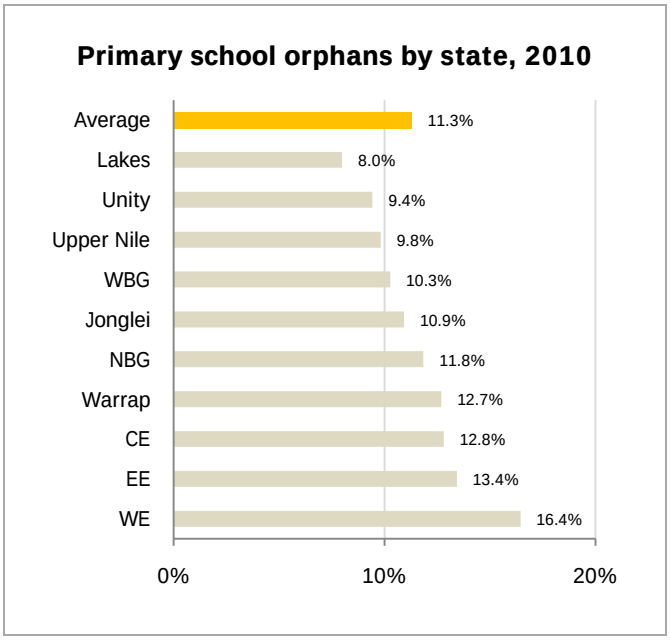
- ✓ On a national average, 1.7% of the primary school pupil population had been soldiers. Upper Nile has the greatest percentage of such students (4.0%) and Lakes the least (0.5%).
- ✓ The higher the grade level, the lower the number of pupils (see Section 6.1.1), and the greater the percentage of demobilized soldiers. This is most likely because pupils at higher grade levels are older and hence have greater chance of having been recruited into soldiery before the CPA.

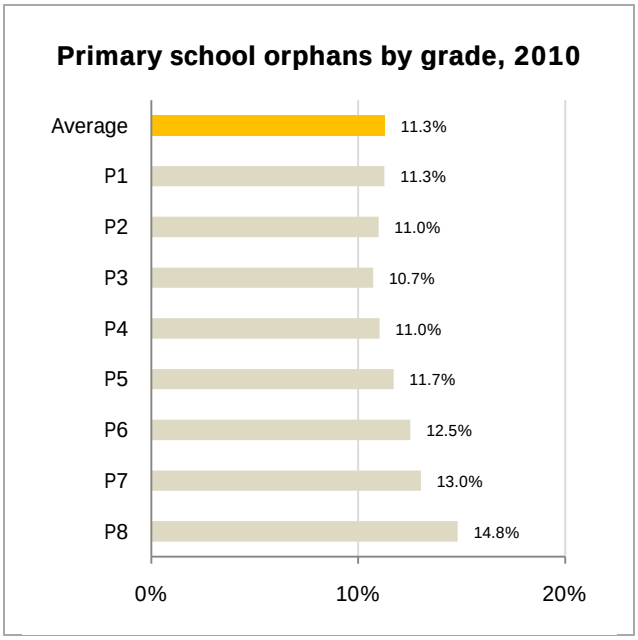




Primary school orphans by state and type, 2010

State	Enrolment	Total		Single parent		No parent	
		Count	% total	Count	% total	Count	% total
CE	130,225	16,670	12.8%	12,351	9.5%	4,319	3.3%
EE	111,958	15,031	13.4%	10,570	9.4%	4,461	4.0%
WE	68,374	11,241	16.4%	7,390	10.8%	3,851	5.6%
Jonglei	254,750	27,815	10.9%	18,493	7.3%	9,322	3.7%
Unity	155,262	14,624	9.4%	9,884	6.4%	4,740	3.1%
Upper Nile	187,642	18,405	9.8%	12,670	6.8%	5,735	3.1%
Lakes	115,984	9,260	8.0%	6,488	5.6%	2,772	2.4%
Warrap	172,890	21,934	12.7%	15,770	9.1%	6,164	3.6%
WBG	62,093	6,372	10.3%	4,009	6.5%	2,363	3.8%
NBG	142,696	16,891	11.8%	11,662	8.2%	5,229	3.7%
Total	1,401,874	158,243	11.3%	109,286	7.8%	48,957	3.5%





- ✓ On a national average, 7.8% of the primary school pupil population is single-parent orphans and 3.5% is no-parent orphans. WE has the largest percentage of both types of orphan pupils.
- ✓ Generally, the higher the grade level, the lower the number of pupils (see Section 6.1.1), and the greater the percentage of orphans. This is most likely because pupils at higher grade levels are older and hence have greater chance of having experienced loss of family members before the CPA.

6.2. Resources

6.2.1. Schools

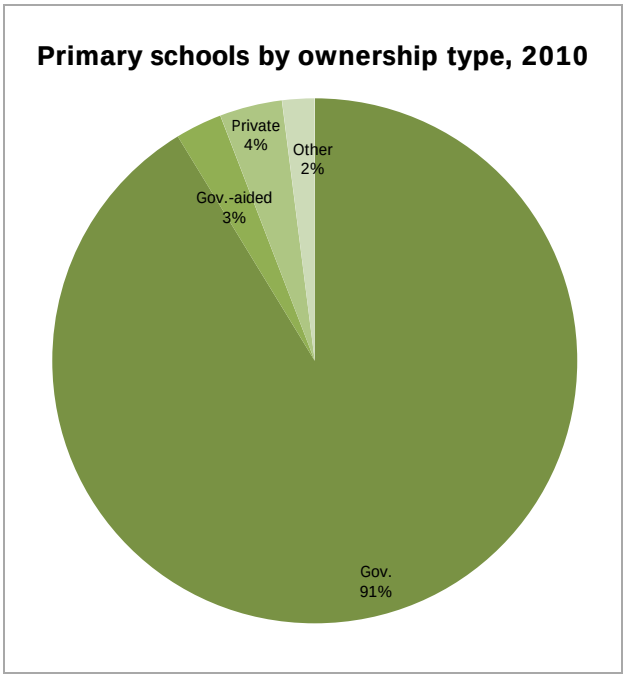
Primary schools by ownership, 2010

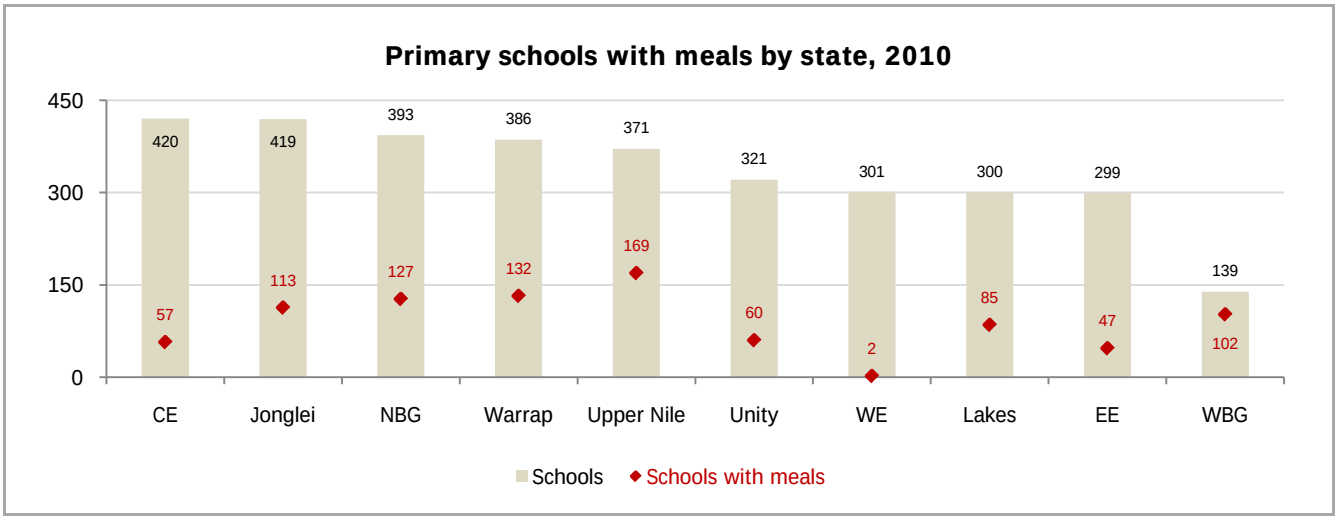
Ownership type	No. schools
Government	3,057
Government-aided	96
Private	129
Other (community, NGO-supported, other)	67
Total	3,349

Primary schools with meals by state, 2010

State	No. schools	No. schools with meals	% schools with meals
CE	420	57	13.6%
EE	299	47	15.7%
WE	301	2	0.7%
Jonglei	419	113	27.0%
Unity	321	60	18.7%
Upper Nile	371	169	45.6%
Lakes	300	85	28.3%
Warrap	386	132	34.2%
WBG	139	102	73.4%
NBG	393	127	32.3%
Total	3,349	894	26.7%

* "Schools with meals" refers to schools that have reported that they receive meals from an external entity. The remaining schools consist of those that do not receive meals from an external entity or those that did not respond.





6.2.2. Teachers

Primary school teachers by state and gender, 2010

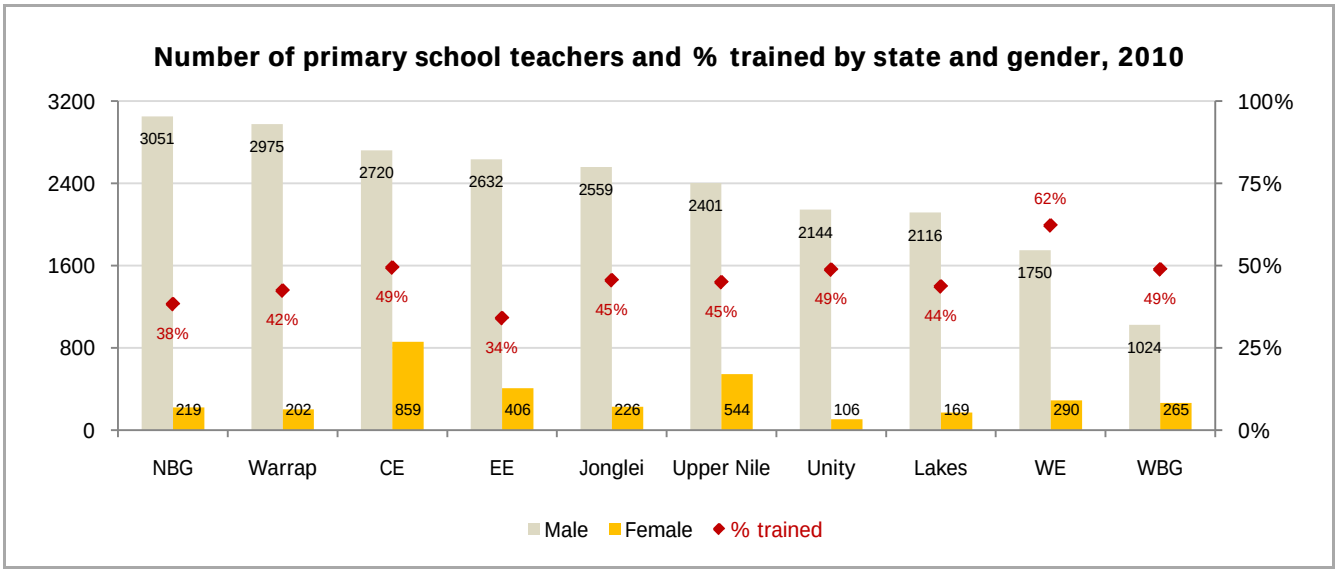
State	Total	Male		Female	
		Count	% total	Count	% total
CE	3,579	2,720	76.0%	859	24.0%
EE	3,038	2,632	86.6%	406	13.4%
WE	2,040	1,750	85.8%	290	14.2%
Jonglei	2,785	2,559	91.9%	226	8.1%
Unity	2,250	2,144	95.3%	106	4.7%
Upper Nile	2,945	2,401	81.5%	544	18.5%
Lakes	2,285	2,116	92.6%	169	7.4%
Warrap	3,177	2,975	93.6%	202	6.4%
WBG	1,289	1,024	79.4%	265	20.6%
NBG	3,270	3,051	93.3%	219	6.7%
Total	26,658	23,372	87.7%	3,286	12.3%

✓ Note the gender disparity within in the teacher population: 87.7% of the teachers are male, while only 12.3% are female.

Primary teachers' professional qualifications by state, 2010

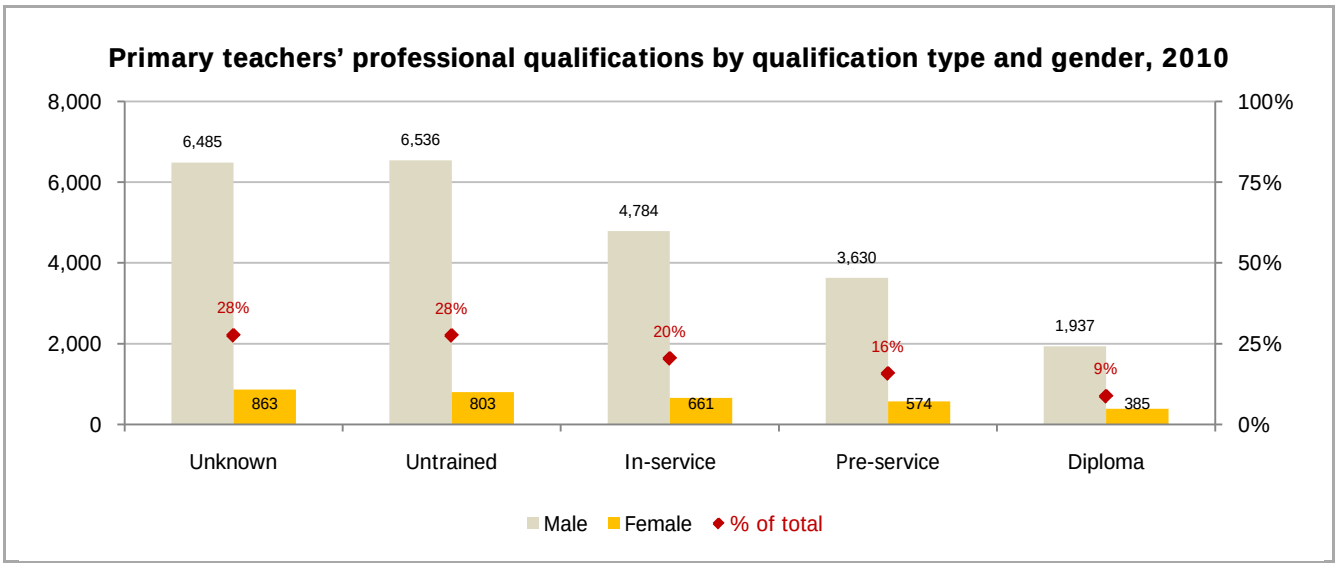
State	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
CE	3,579	1,766	49.3%	775	21.7%	1,038	29.0%
EE	3,038	1,032	34.0%	1,124	37.0%	882	29.0%
WE	2,040	1,268	62.2%	396	19.4%	376	18.4%
Jonglei	2,785	1,267	45.5%	838	30.1%	680	24.4%
Unity	2,250	1,096	48.7%	605	26.9%	549	24.4%
Upper Nile	2,945	1,322	44.9%	500	17.0%	1,123	38.1%
Lakes	2,285	996	43.6%	842	36.8%	447	19.6%
Warrap	3,177	1,345	42.3%	904	28.5%	928	29.2%
WBG	1,289	629	48.8%	286	22.2%	374	29.0%
NBG	3,270	1,250	38.2%	1,069	32.7%	951	29.1%
Total	26,658	11,971	44.9%	7,339	27.5%	7,348	27.6%

* "Trained" encompasses teachers with pre-service teacher training, in-service teacher training, and higher education diploma.
** The option to list phase trainings were removed from the 2010 questionnaire.



Primary teachers' professional qualifications by qualification type, 2010

State	Total	Unknown	Untrained	In-service	Pre-service	Diploma
CE	3,579	1,038	775	577	654	535
EE	3,038	882	1,124	376	381	275
WE	2,040	376	396	774	396	98
Jonglei	2,785	680	838	556	373	338
Unity	2,250	549	605	670	286	140
Upper Nile	2,945	1,123	500	497	491	334
Lakes	2,285	447	842	485	373	138
Warrap	3,177	928	904	646	544	155
WBG	1,289	374	286	249	177	203
NBG	3,270	951	1,069	615	529	106
Total	26,658	7,348	7,339	5,445	4,204	2,322



✓ It is important to track not only the number of teachers but also the percentage of trained teachers to measure the gaps in the quality of the teaching force. For example, one must note that, although CE has the greatest number of primary school teachers, less than half of them have received teacher training.

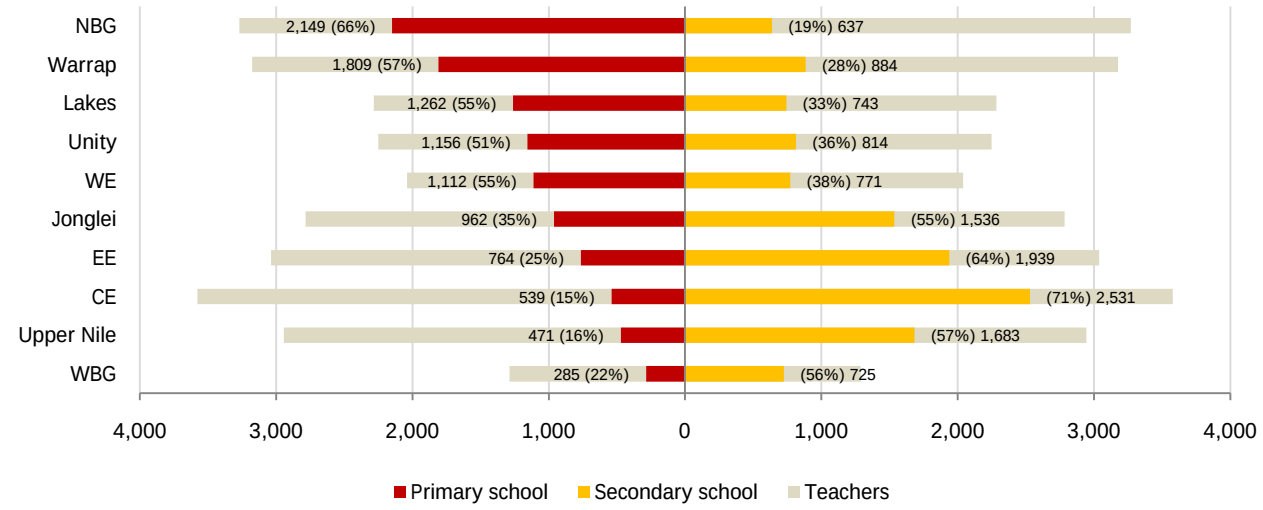
Primary school teachers' academic qualifications by state, 2010

State	Total	Primary School		Secondary School		University and above		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
CE	3,579	539	15.1%	2,531	70.7%	133	3.7%	376	10.5%
EE	3,038	764	25.1%	1,939	63.8%	56	1.8%	279	9.2%
WE	2,040	1,112	54.5%	771	37.8%	13	0.6%	144	7.1%
Jonglei	2,785	962	34.5%	1,536	55.2%	60	2.2%	227	8.2%
Unity	2,250	1,156	51.4%	814	36.2%	53	2.4%	227	10.1%
Upper Nile	2,945	471	16.0%	1,683	57.1%	183	6.2%	608	20.6%
Lakes	2,285	1,262	55.2%	743	32.5%	24	1.1%	256	11.2%
Warrap	3,177	1,809	56.9%	884	27.8%	27	0.8%	457	14.4%
WBG	1,289	285	22.1%	725	56.2%	90	7.0%	189	14.7%
NBG	3,270	2,149	65.7%	637	19.5%	26	0.8%	458	14.0%
Total	26,658	10,509	39.4%	12,263	46.0%	665	2.5%	3,221	12.1%

* "Primary school" includes completion of primary and intermediate/lower secondary education levels. "Secondary school" attainment includes completion of secondary, O-level, and/or A-level education levels. "University and above" attainment includes completion of four (4) years of university education or its equivalent.

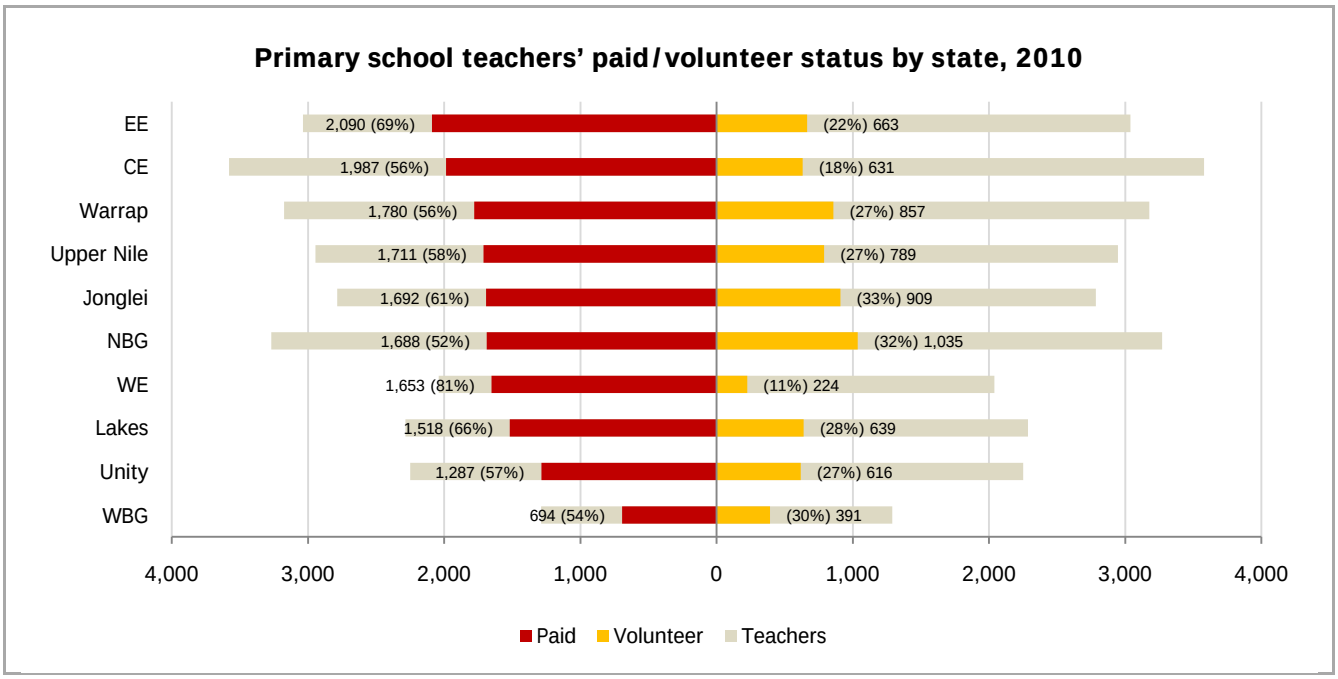
✓ In five states, majority of the teachers have completed primary education. In the other five, majority of the teachers have completed secondary education. University degree (or beyond) is very rare. Overall, secondary school completers comprise the largest percentage of teachers (46%).
✓ As most of the teaching force's academic background consists of primary and secondary education, in general, the higher the percentage of teachers with primary education, the lower the percentage of secondary education.

Primary school teachers' academic qualification by state (prim. and sec. education only), 2010



Primary school teachers' paid/volunteer status by state, 2010

State	Total	Paid		Volunteer		Unknown	
		Count	% total	Count	% total	Count	% total
CE	3,579	1,987	55.5%	631	17.6%	961	26.9%
EE	3,038	2,090	68.8%	663	21.8%	285	9.4%
WE	2,040	1,653	81.0%	224	11.0%	163	8.0%
Jonglei	2,785	1,692	60.8%	909	32.6%	184	6.6%
Unity	2,250	1,287	57.2%	616	27.4%	347	15.4%
Upper Nile	2,945	1,711	58.1%	789	26.8%	445	15.1%
Lakes	2,285	1,518	66.4%	639	28.0%	128	5.6%
Warrap	3,177	1,780	56.0%	857	27.0%	540	17.0%
WBG	1,289	694	53.8%	391	30.3%	204	15.8%
NBG	3,270	1,688	51.6%	1,035	31.7%	547	16.7%
Total	26,658	16,100	60.4%	6,754	25.3%	3,804	14.3%

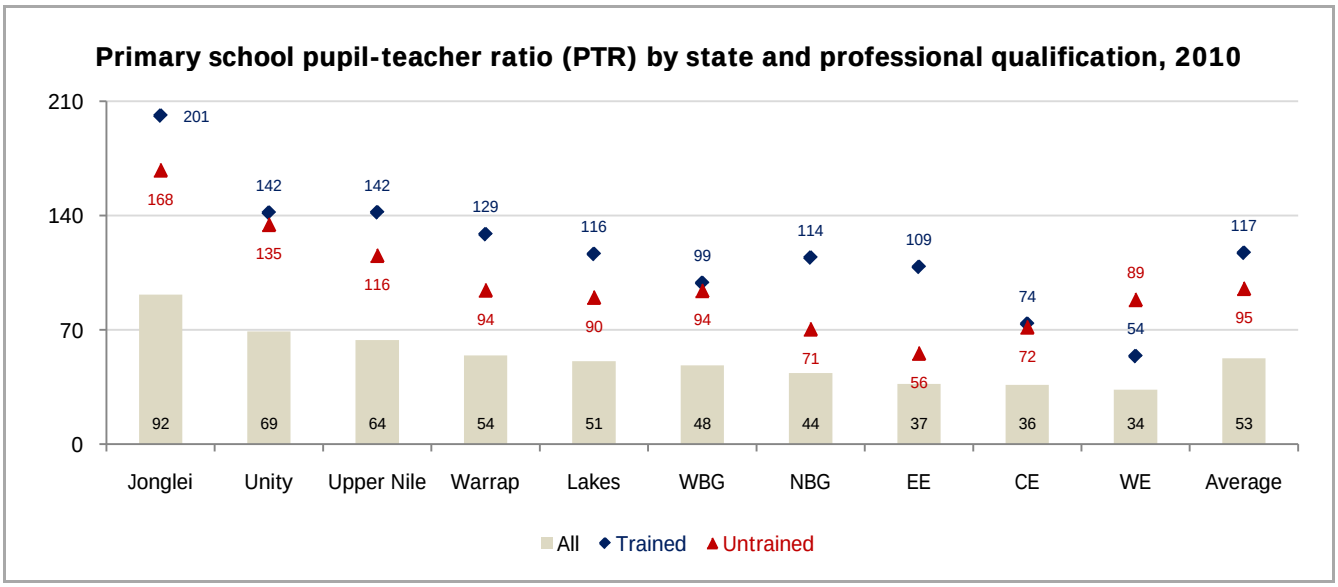


✓ Primary education sector relies much on volunteer teachers. In WBG and NBG, more than 30% of the teachers are volunteers. Absorbing the volunteer teachers into the government system will have sizable cost implications. Overall, 25.3% of the teaching force consists of volunteers.

Primary school pupil-teacher ratio (PTR) by state and professional qualification, 2010

State	PTR Overall			PTR trained		PTR untrained	
	Pupil	Teacher	PTR	Teacher	PTR	Teacher	PTR
CE	130,225	3,579	36.4	1,766	73.7	1,813	71.8
EE	111,958	3,038	36.9	1,032	108.5	2,006	55.8
WE	68,374	2,040	33.5	1,268	53.9	772	88.6
Jonglei	254,750	2,785	91.5	1,267	201.1	1,518	167.8
Unity	155,262	2,250	69.0	1,096	141.7	1,154	134.5
Upper Nile	187,642	2,945	63.7	1,322	141.9	1,623	115.6
Lakes	115,984	2,285	50.8	996	116.4	1,289	90.0
Warrap	172,890	3,177	54.4	1,345	128.5	1,832	94.4
WBG	62,093	1,289	48.2	629	98.7	660	94.1
NBG	142,696	3,270	43.6	1,250	114.2	2,020	70.6
Total	1,401,874	26,658	52.6	11,971	117.1	14,687	95.4

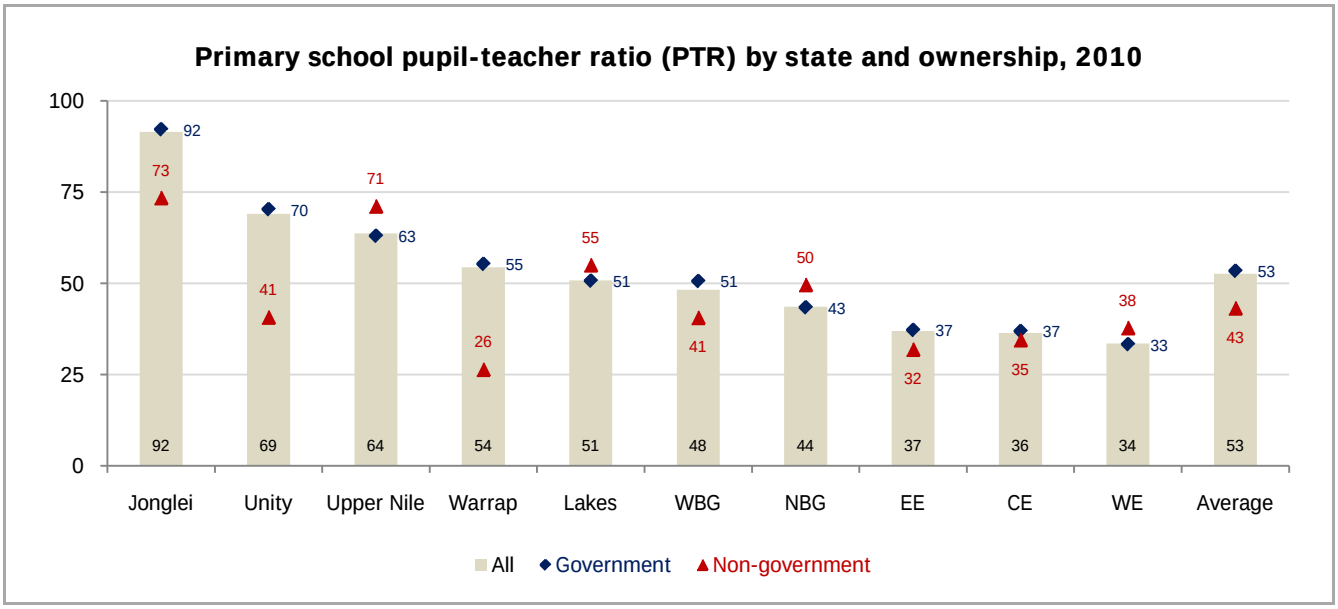
* "PTR untrained" includes teachers whose professional qualification is unknown.



Primary school pupil-teacher ratio (PTR) by state and ownership, 2010

State	PTR overall			PTR government			PTR non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
CE	130,225	3,579	36.4	105,250	2,855	36.9	24,975	724	34.5
EE	111,958	3,038	36.9	105,453	2,834	37.2	6,505	204	31.9
WE	68,374	2,040	33.5	64,026	1,925	33.3	4,348	115	37.8
Jonglei	254,750	2,785	91.5	246,748	2,676	92.2	8,002	109	73.4
Unity	155,262	2,250	69.0	151,271	2,152	70.3	3,991	98	40.7
Upper Nile	187,642	2,945	63.7	168,239	2,672	63.0	19,403	273	71.1
Lakes	115,984	2,285	50.8	114,939	2,266	50.7	1,045	19	55.0
Warrap	172,890	3,177	54.4	170,458	3,085	55.3	2,432	92	26.4
WBG	62,093	1,289	48.2	49,373	976	50.6	12,720	313	40.6
NBG	142,696	3,270	43.6	137,585	3,167	43.4	5,111	103	49.6
Total	1,401,874	26,658	52.6	1,313,342	24,608	53.4	88,532	2,050	43.2

* "Non-government" here includes schools under community, private, NGO-supported, and other ownership types.



- ✓ PTR varies across the states. PTR in the Equatorias are low (around 35:1), while the PTR Jonglei, Unity, and Upper Nile suggests need for increased teacher recruitment.
- ✓ Large number of teachers does not mean low PTR. The number of teachers must respond to the demand. Jonglei, for instance, has the largest number of teachers (250,000+) as well as the highest PTR (92:1).
- ✓ Aside from WE, PTR with trained teachers is higher than PTR with untrained teachers. For instance, pupil-trained teacher ratio in EE is 109, while pupil-untrained teacher ratio is significantly lower, at 56. The high pupil-trained teacher ratio indicates that there are only a limited number of primary school pupils being taught by trained teachers.
- ✓ PTR in government schools is close to the overall PTR, whereas PTR in non-government schools is generally lower than that of government schools'. This indicates that non-government schools—schools under community, private, NGO-supported, and other ownership types—have more human resources than government schools.

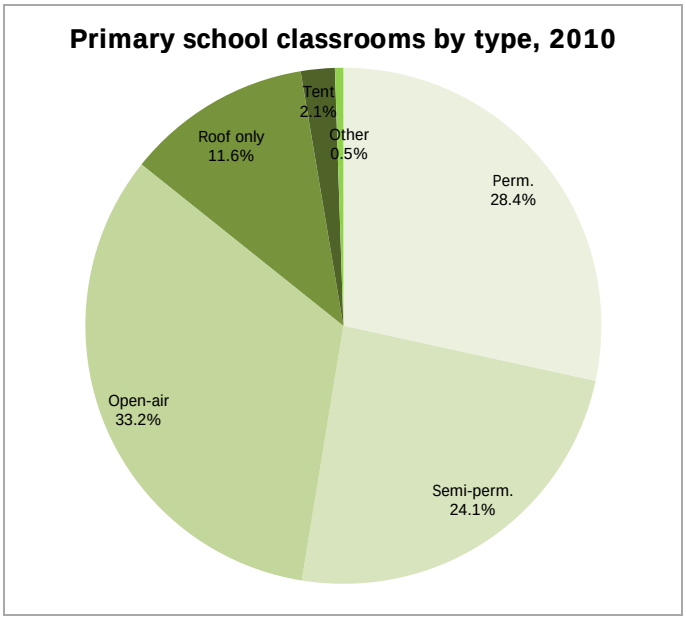
6.2.3. Classrooms

Primary school classrooms by state and type and pupil-classroom ratio (PCR), 2010

State	Total	Perm.	Semi-perm.	Open-air	Roof only	Tent	Other	PCR
CE	2,608	1,211	690	386	294	25	2	68.5
EE	1,701	593	369	456	228	30	25	116.4
WE	1,692	625	143	633	246	20	25	89.0
Jonglei	2,700	380	825	1,128	313	40	14	211.4
Unity	1,565	307	277	757	156	60	8	265.9
Upper Nile	1,918	718	519	521	129	29	2	151.7
Lakes	1,865	370	272	983	200	31	9	180.7
Warrap	2,470	395	960	764	276	65	10	127.6
WBG	911	424	152	129	158	45	3	107.8
NBG	2,442	627	590	831	310	78	6	117.3
Total	19,872	5,650	4,797	6,588	2,310	423	104	134.2

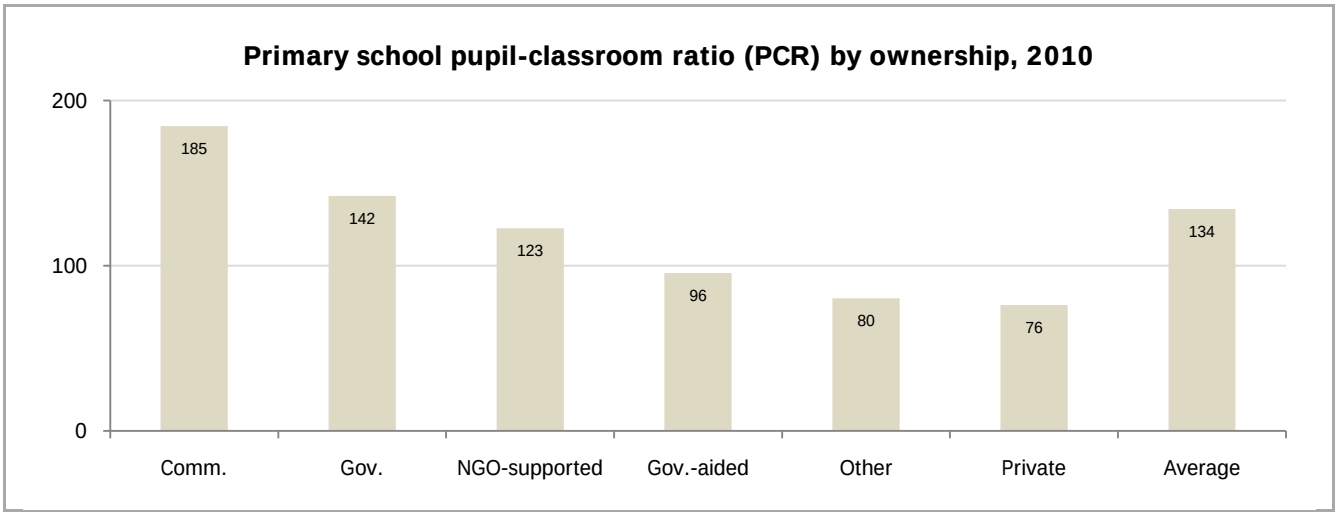
* PCR only accounts for permanent and semi-permanent classrooms.

- ✓ All states present high pupil-classroom ratio (PCR); all states but CE and WE have PCR above 100. This suggests that more resources need to be directed towards building of appropriate classrooms.
- ✓ Large number of classrooms does not necessarily mean low PCR. For instance, while Warrap has 2,470 classrooms, it has a high PCR of 127 pupils per classroom. On the contrary, CE has 2,608 classrooms with a lower PCR of 69 pupils per classroom.
- ✓ PCR at pre-primary schools is high across all types of ownership. Private schools have the lowest PCR.



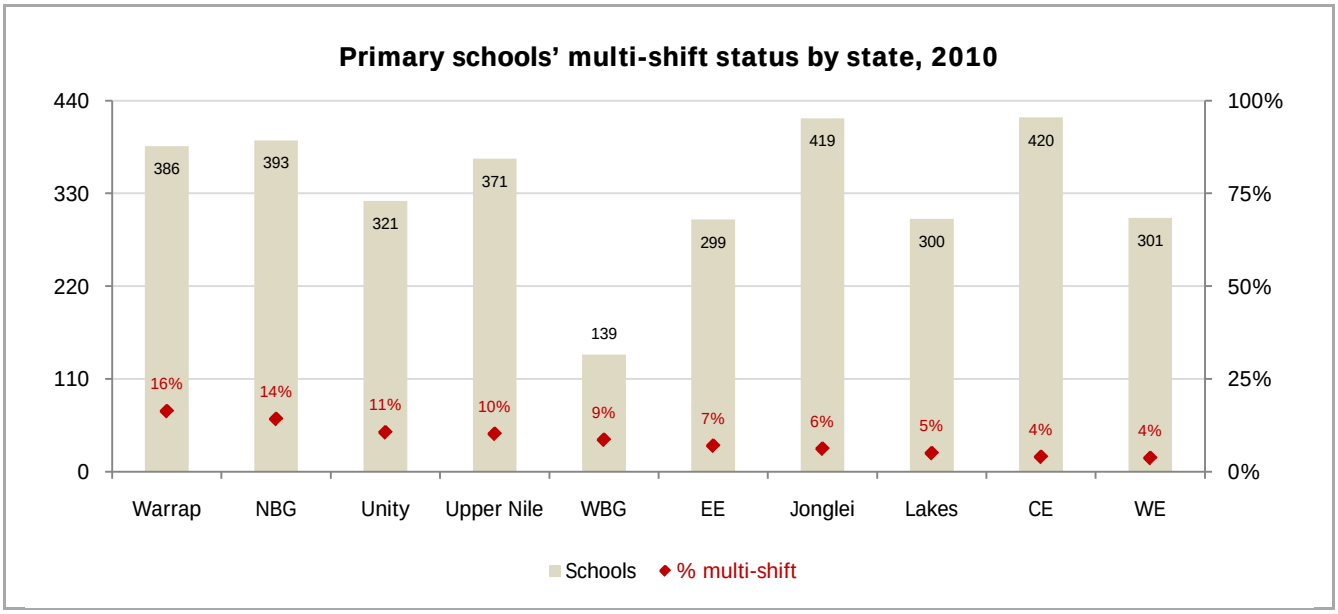
Primary school classrooms by ownership and type and pupil-classroom ratio (PCR), 2010

Ownership	Total	Perm.	Semi-perm.	Open-air	Roof only	Tent	Other	PCR
Community	2,399	9	4	25	7	0	0	184.5
Government	1,263,705	4,596	4,287	6,226	2,094	380	75	142.3
Gov.-aided	49,637	345	174	183	70	23	2	95.6
Private	64,757	585	265	63	96	12	25	76.2
NGO-supported	19,611	111	49	81	41	8	2	122.6
Other	1,765	4	18	10	2	0	0	80.2
Total	1,401,874	5,650	4,797	6,588	2,310	423	104	134.2



Primary schools' multi-shift status by state, 2010

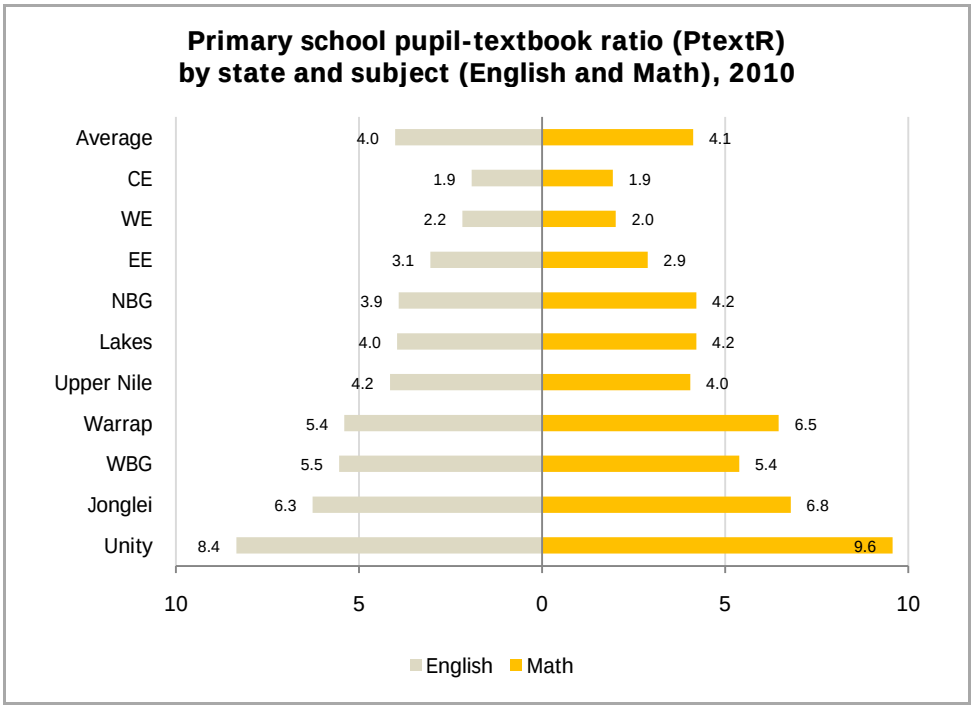
State	Total	Multi-shift		Single-shift		Unknown	
		Count	% total	Count	% total	Count	% total
CE	420	17	4.0%	387	92.1%	16	3.8%
EE	299	21	7.0%	268	89.6%	10	3.3%
WE	301	11	3.7%	284	94.4%	6	2.0%
Jonglei	419	26	6.2%	383	91.4%	10	2.4%
Unity	321	34	10.6%	272	84.7%	15	4.7%
Upper Nile	371	38	10.2%	317	85.4%	16	4.3%
Lakes	300	15	5.0%	256	85.3%	29	9.7%
Warrap	386	63	16.3%	300	77.7%	23	6.0%
WBG	139	12	8.6%	125	89.9%	2	1.4%
NBG	393	56	14.2%	306	77.9%	31	7.9%
Total	3,349	293	8.7%	2,898	86.5%	158	4.7%



6.2.4. Curriculum and instruction

Primary school pupil-textbook ratio (PtextR) by state and subject (English and Math), 2010

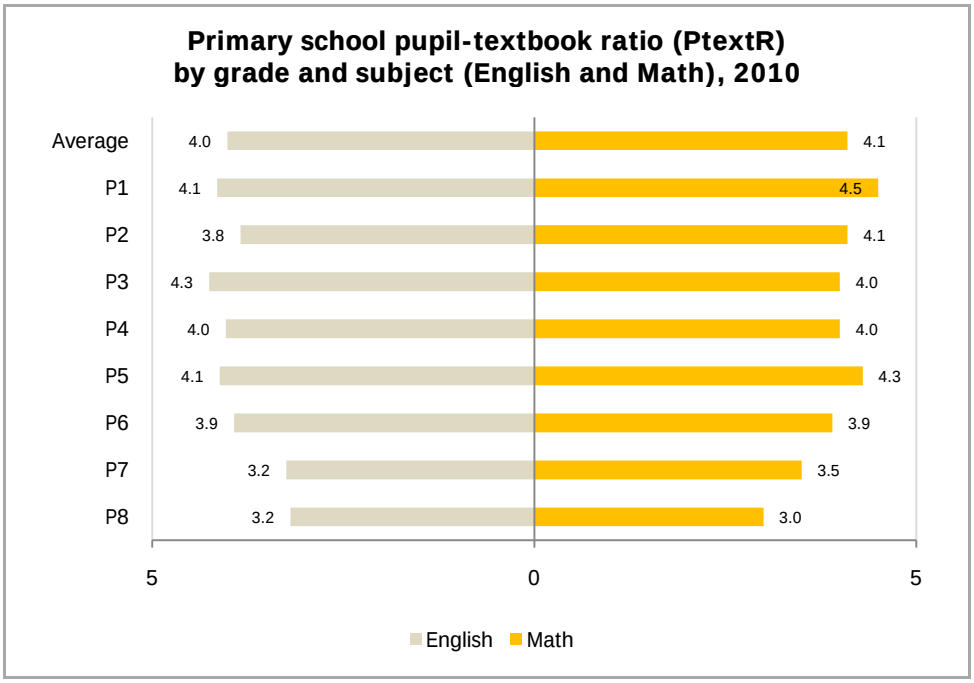
State	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
CE	130,225	67,698	1.9	67,460	1.9
EE	111,958	36,676	3.1	38,884	2.9
WE	68,374	31,326	2.2	34,037	2.0
Jonglei	254,750	40,652	6.3	37,550	6.8
Unity	155,262	18,583	8.4	16,234	9.6
Upper Nile	187,642	45,119	4.2	46,405	4.0
Lakes	115,984	29,285	4.0	27,560	4.2
Warrap	172,890	32,012	5.4	26,770	6.5
WBG	62,093	11,193	5.5	11,546	5.4
NBG	142,696	36,441	3.9	33,920	4.2
Total	1,401,874	348,985	4.0	340,366	4.1



- ✓ Average pupil-textbook ratio is 4.0 for English and 4.1 for Math. This means there is only one textbook for 4-5 pupils to share in each subject.
- ✓ Resources lack more severely in some states than in others. While two pupils share a textbook in CE, 9-10 pupils share one textbook in Unity.

Primary school pupil-textbook ratio (PtextR) by grade and subject (English and Math), 2010

Grade	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
P1	426,349	102,778	4.1	95,788	4.5
P2	295,554	76,919	3.8	72,750	4.1
P3	244,215	57,409	4.3	61,207	4.0
P4	185,885	46,059	4.0	46,073	4.0
P5	117,418	28,527	4.1	27,500	4.3
P6	67,921	17,292	3.9	17,556	3.9
P7	42,157	12,989	3.2	11,954	3.5
P8	22,375	7,012	3.2	7,538	3.0
Total	1,401,874	348,985	4.0	340,366	4.1

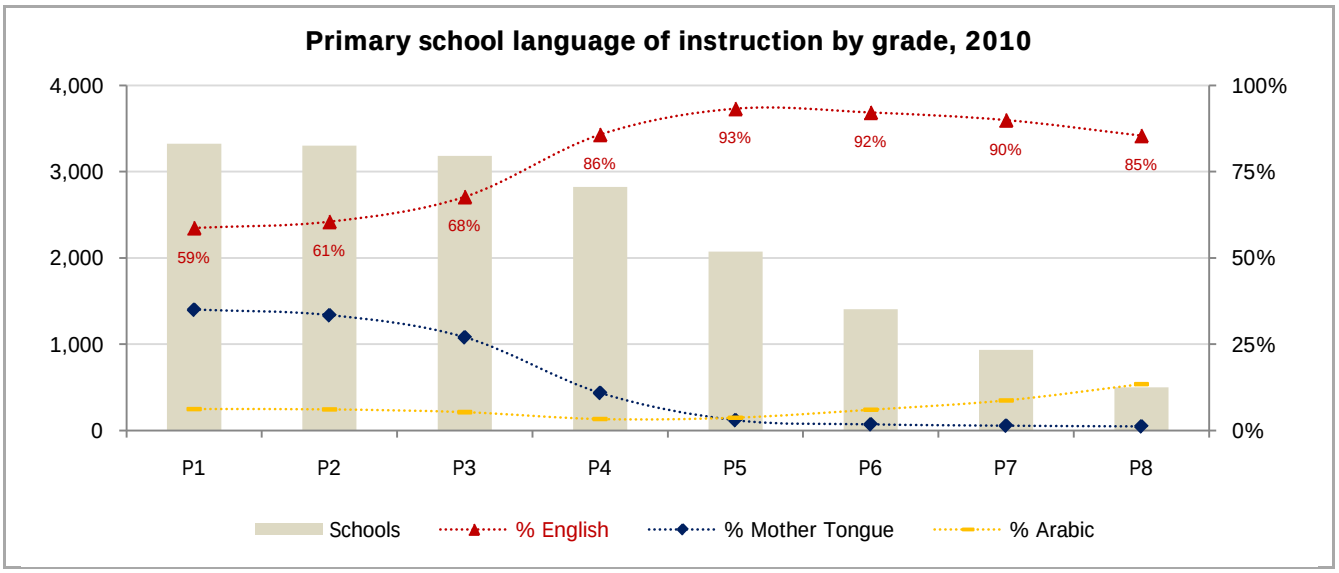


✓ The pupil-textbook ratio is the highest in the lower primary grade levels, P1-P4 (beyond for English and Math). The ratio reduces in the upper primary grade levels, P5-P8 (mostly below 4). This occurs most likely due to high attrition of pupils in those grade levels. By P8, the ratios are 3.2 and 3.0 for English and Math, respectively.

Primary school language of instruction by grade, 2010

Language	P1	P2	P3	P4	P5	P6	P7	P8
English	1,951	1,998	2,155	2,419	1,933	1,296	840	427
	58.7%	60.5%	67.7%	85.7%	93.2%	92.1%	89.9%	85.4%
Arabic	207	202	169	94	77	85	81	67
	6.2%	6.1%	5.3%	3.3%	3.7%	6.0%	8.7%	13.4%
Mother Tongue	1,164	1,103	859	309	63	26	13	6
	35.0%	33.4%	27.0%	10.9%	3.0%	1.8%	1.4%	1.2%
Total	3,322	3,303	3,183	2,822	2,073	1,407	934	500

* This section only counted the schools who responded to this question. Those who did not respond were not accounted for.
** Not all primary schools offer P1-P8; the grade levels served vary across schools. Some schools serve P1-P4, some serve P5-P8, some serve only P1, etc.

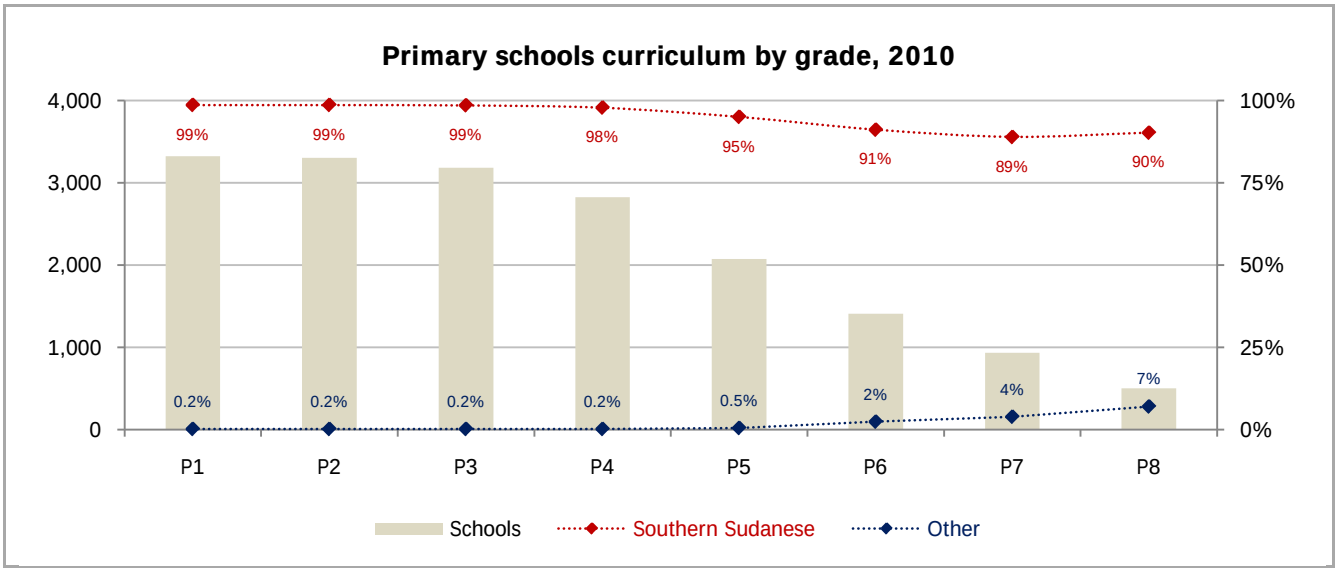


✓ Most schools use English as language of instruction, but more so in the upper primary grade levels, P5-P8. In the lower primary grade levels, Mother Tongue is a popular language of instruction. Use of Arabic, though minimal across the board, increases in the upper grade levels as well.

Primary schools curriculum by grade, 2010

State	P1	P2	P3	P4	P5	P6	P7	P8
Southern Sudanese	3,276	3,256	3,134	2,761	1,970	1,282	830	451
	98.6%	98.6%	98.5%	97.8%	95.0%	91.1%	88.9%	90.2%
Ugandan	18	19	18	24	57	62	52	3
	0.5%	0.6%	0.6%	0.9%	2.7%	4.4%	5.6%	0.6%
Kenyan	20	20	23	29	34	28	15	11
	0.6%	0.6%	0.7%	1.0%	1.6%	2.0%	1.6%	2.2%
Ethiopian	3	3	3	3	2	1	1	0
	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%
Other	5	5	5	5	10	34	36	35
	0.2%	0.2%	0.2%	0.2%	0.5%	2.4%	3.9%	7.0%
Total	3,322	3,303	3,183	2,822	2,073	1,407	934	500

* This section only counted the schools who responded to this question. Those who did not respond were not accounted for.
** Not all primary schools offer P1-P8; the grade levels served vary across schools. Some schools serve P1-P4, some serve P5-P8, some serve only P1, etc.



✓ Most schools in Southern Sudan have adapted the Southern Sudanese curriculum. A few schools that lack Southern Sudanese instruction materials use Kenyan, Ugandan, and Ethiopian curricula. The use of "other,"—nearly 100% of which consists of traditional Sudanese curriculum—increases in the upper grade levels.

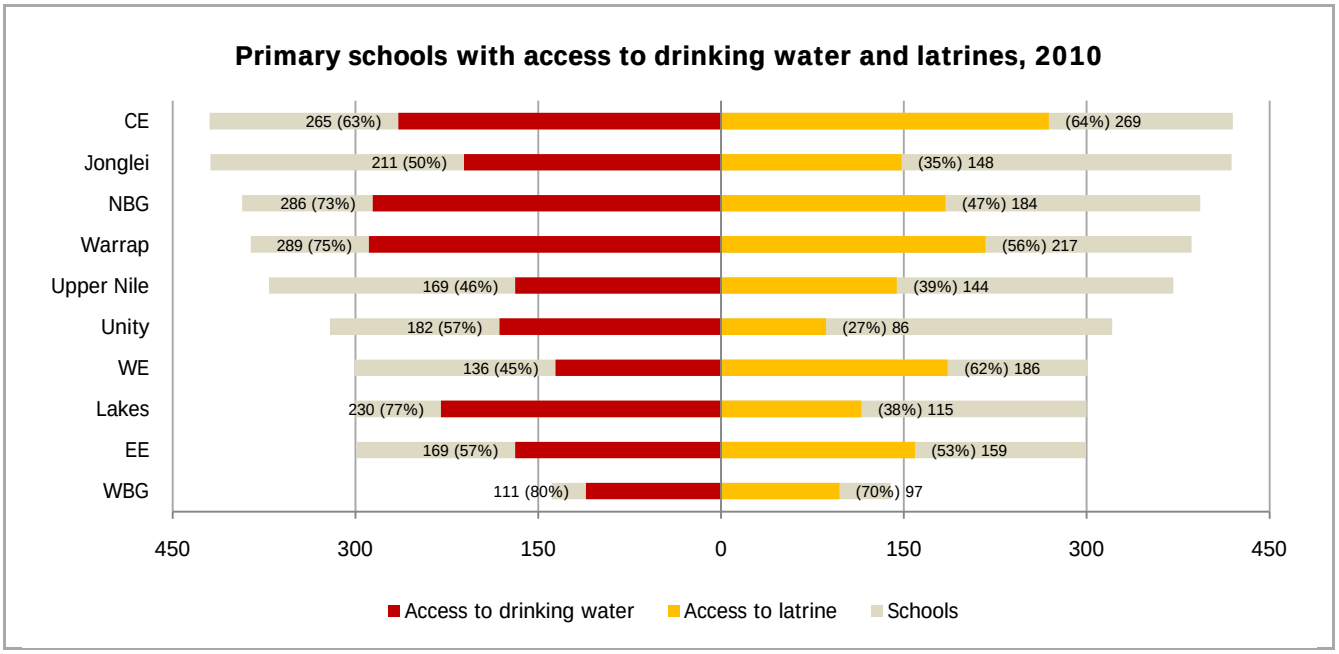
6.2.5. Facilities

Primary schools with and without access to drinking water by state, 2010

State	Schools	Access		No access		Unknown	
		Count	% total	Count	% total	Count	% total
CE	420	265	63.1%	137	32.6%	18	4.3%
EE	299	169	56.5%	122	40.8%	8	2.7%
WE	301	136	45.2%	151	50.2%	14	4.7%
Jonglei	419	211	50.4%	197	47.0%	11	2.6%
Unity	321	182	56.7%	130	40.5%	9	2.8%
Upper Nile	371	169	45.6%	174	46.9%	28	7.5%
Lakes	300	230	76.7%	51	17.0%	19	6.3%
Warrap	386	289	74.9%	80	20.7%	17	4.4%
WBG	139	111	79.9%	25	18.0%	3	2.2%
NBG	393	286	72.8%	87	22.1%	20	5.1%
Total	3,349	2,048	61.2%	1,154	34.5%	147	4.4%

Primary schools with and without access to latrine by state, 2010

State	Schools	Access		No access		Unknown	
		Count	% total	Count	% total	Count	% total
CE	420	269	64.0%	133	31.7%	18	4.3%
EE	299	159	53.2%	126	42.1%	14	4.7%
WE	301	186	61.8%	102	33.9%	13	4.3%
Jonglei	419	148	35.3%	257	61.3%	14	3.3%
Unity	321	86	26.8%	224	69.8%	11	3.4%
Upper Nile	371	144	38.8%	200	53.9%	27	7.3%
Lakes	300	115	38.3%	141	47.0%	44	14.7%
Warrap	386	217	56.2%	156	40.4%	13	3.4%
WBG	139	97	69.8%	41	29.5%	1	0.7%
NBG	393	184	46.8%	165	42.0%	44	11.2%
Total	3,349	1,605	47.9%	1,545	46.1%	199	5.9%

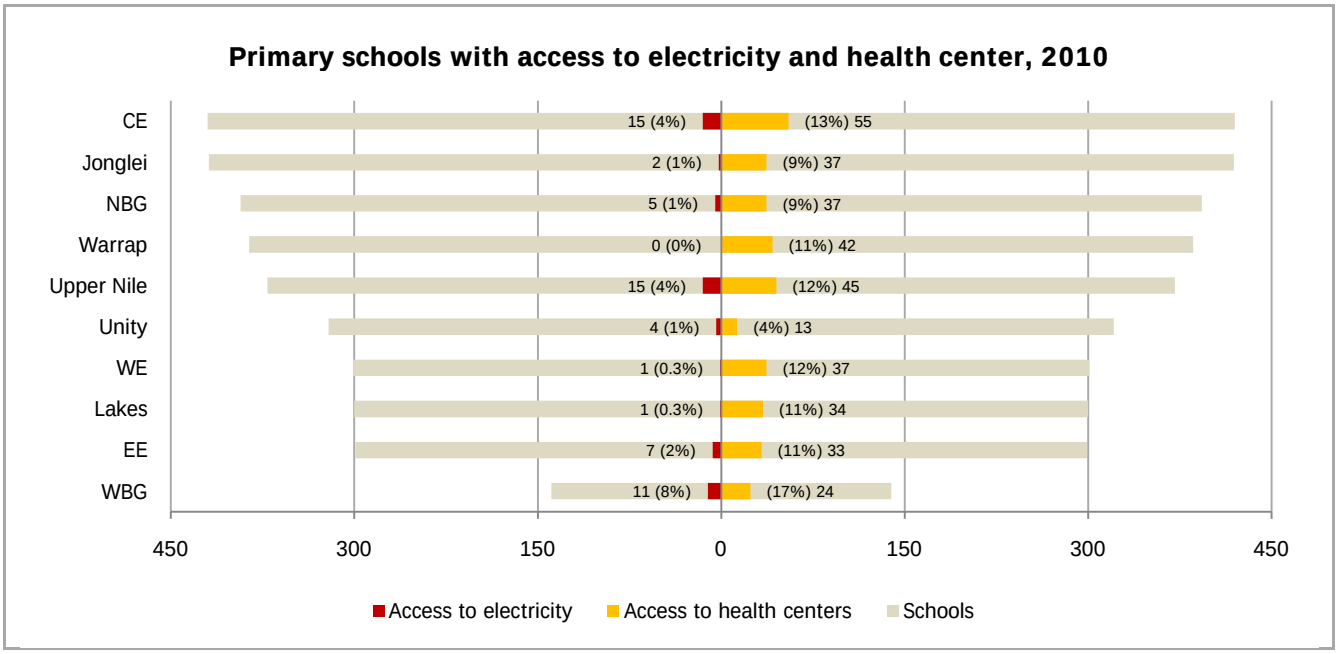


Primary schools with and without electricity by state, 2010

State	Schools	Electricity		No electricity		Unknown	
		Count	% total	Count	% total	Count	% total
CE	420	15	3.6%	207	49.3%	198	47.1%
EE	299	7	2.3%	126	42.1%	166	55.5%
WE	301	1	0.3%	154	51.2%	146	48.5%
Jonglei	419	2	0.5%	291	69.5%	126	30.1%
Unity	321	4	1.2%	232	72.3%	85	26.5%
Upper Nile	371	15	4.0%	265	71.4%	91	24.5%
Lakes	300	1	0.3%	147	49.0%	152	50.7%
Warrap	386	0	0.0%	212	54.9%	174	45.1%
WBG	139	11	7.9%	86	61.9%	42	30.2%
NBG	393	5	1.3%	233	59.3%	155	39.4%
Total	3,349	61	1.8%	1,953	58.3%	1,335	39.9%

Primary schools with and without access to health centers by state, 2010

State	Schools	Access		No access		Unknown	
		Count	% total	Count	% total	Count	% total
CE	420	55	13.1%	189	45.0%	176	41.9%
EE	299	33	11.0%	117	39.1%	149	49.8%
WE	301	37	12.3%	131	43.5%	133	44.2%
Jonglei	419	37	8.8%	267	63.7%	115	27.4%
Unity	321	13	4.0%	227	70.7%	81	25.2%
Upper Nile	371	45	12.1%	246	66.3%	80	21.6%
Lakes	300	34	11.3%	131	43.7%	135	45.0%
Warrap	386	42	10.9%	192	49.7%	152	39.4%
WBG	139	24	17.3%	74	53.2%	41	29.5%
NBG	393	37	9.4%	216	55.0%	140	35.6%
Total	3,349	357	10.7%	1,790	53.4%	1,202	35.9%



6.3. Student flow

6.3.1. Promotion rate

Primary school promotion rate by state and grade, 2009-2010

State	2009 enrol.	Average	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	138,934	60.3%	55.1%	75.4%	77.4%	65.6%	57.6%	57.4%	33.5%
EE	111,413	57.1%	59.2%	68.2%	70.3%	60.8%	51.3%	50.5%	39.7%
WE	70,803	62.7%	56.7%	71.9%	65.4%	66.8%	63.7%	60.2%	54.2%
Jonglei	246,578	59.2%	63.9%	78.8%	70.8%	59.2%	54.8%	45.8%	40.9%
Unity	145,224	59.1%	64.8%	74.5%	75.6%	60.0%	44.6%	43.4%	50.8%
Upper Nile	202,425	69.0%	65.6%	71.0%	61.7%	47.6%	57.9%	84.6%	94.8%
Lakes	110,315	66.2%	62.6%	77.4%	75.0%	65.8%	61.2%	59.9%	61.8%
Warrap	160,031	64.8%	62.0%	81.8%	74.1%	68.7%	58.8%	62.3%	45.6%
WBG	52,990	86.7%	70.6%	85.4%	87.1%	81.9%	86.7%	90.7%	104.4%*
NBG	141,867	61.4%	48.8%	69.6%	68.2%	49.2%	56.3%	64.9%	72.5%
Total	1,380,580	63.5%	60.8%	75.2%	71.1%	59.9%	57.3%	61.4%	58.9%

* Promotion exceeding 100% occur due to high increase in enrolment between 2009 and 2010.

Primary school promotion rate for male pupils by state and grade, 2009-2010

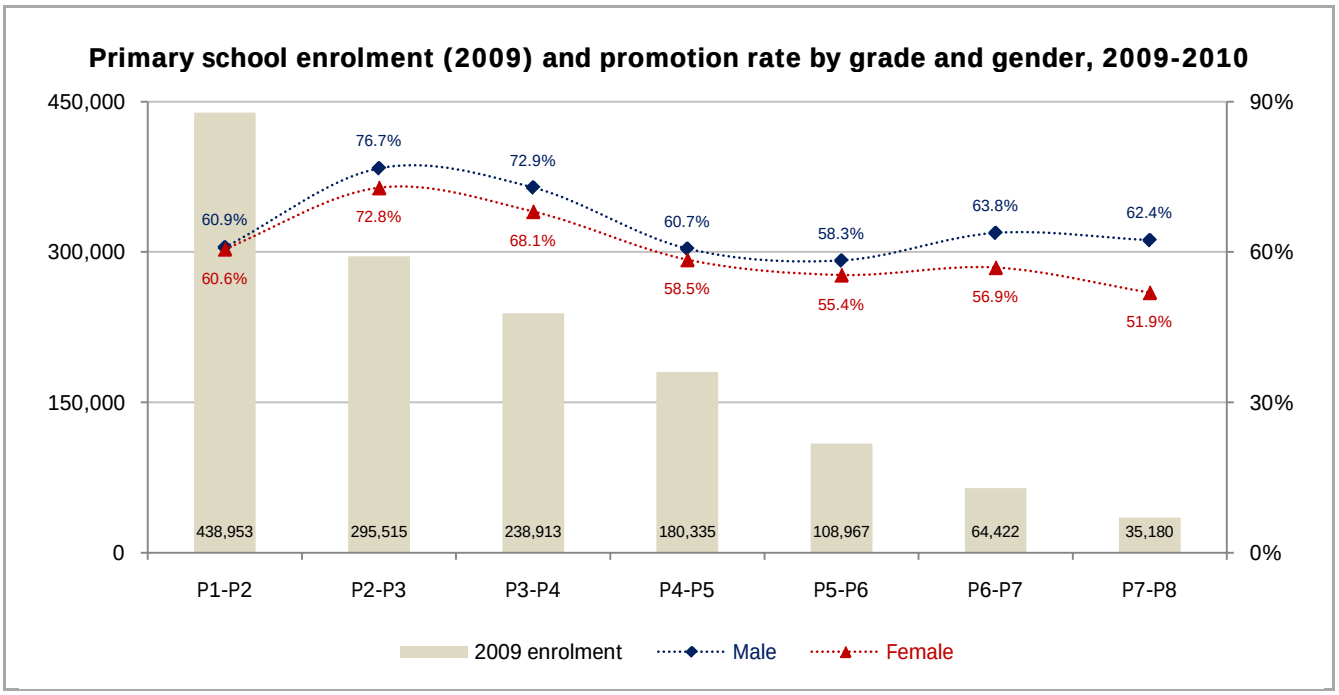
State	2009 enrol.	Average	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	75,631	60.5%	54.9%	74.3%	77.7%	67.5%	57.8%	59.7%	32.4%
EE	67,024	58.7%	59.1%	71.0%	70.1%	61.5%	53.8%	55.5%	41.5%
WE	39,472	64.3%	57.2%	73.7%	68.4%	69.9%	69.4%	60.5%	52.2%
Jonglei	153,422	60.1%	64.2%	79.7%	72.7%	58.5%	56.3%	50.1%	40.5%
Unity	97,205	60.4%	63.7%	76.1%	77.4%	61.0%	44.7%	41.9%	58.2%
Upper Nile	119,792	71.0%	62.5%	71.5%	62.5%	45.5%	57.3%	90.5%	107.9%*
Lakes	76,059	69.1%	65.2%	80.9%	76.5%	68.0%	63.5%	62.0%	67.6%
Warrap	113,385	67.6%	63.9%	83.1%	77.3%	71.8%	60.3%	65.5%	52.3%
WBG	32,925	86.8%	69.0%	88.7%	87.9%	81.6%	83.4%	94.2%	104.4%*
NBG	96,889	63.2%	49.7%	70.4%	70.3%	51.7%	57.7%	67.3%	78.5%
Total	871,804	65.1%	60.9%	76.7%	72.9%	60.7%	58.3%	63.8%	62.4%

* Promotion exceeding 100% occur due to high increase in enrolment between 2009 and 2010.

Primary school promotion rate for female pupils by state and grade, 2009-2010

State	2009 enrol.	Average	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	63,303	59.5%	55.3%	76.6%	77.1%	63.5%	57.3%	54.4%	35.2%
EE	44,389	54.2%	59.4%	63.9%	70.5%	59.9%	47.7%	42.9%	36.3%
WE	31,331	60.4%	56.1%	69.8%	61.6%	62.6%	55.8%	59.7%	58.5%
Jonglei	93,156	56.9%	63.6%	77.3%	67.5%	60.6%	52.1%	37.7%	42.0%
Unity	48,019	56.0%	66.9%	71.6%	71.8%	57.8%	44.3%	47.3%	32.7%
Upper Nile	82,633	66.2%	70.1%	70.3%	60.7%	51.0%	58.8%	77.3%	76.7%
Lakes	34,256	59.4%	57.5%	69.9%	71.4%	60.1%	55.2%	54.5%	48.5%
Warrap	46,646	56.1%	57.8%	79.0%	65.9%	60.5%	54.5%	52.2%	24.8%
WBG	20,065	85.9%	73.0%	80.3%	86.0%	82.6%	92.9%	84.5%	104.2%*
NBG	44,978	53.5%	47.1%	68.1%	63.5%	43.2%	52.5%	57.6%	49.8%
Total	508,776	60.6%	60.6%	72.8%	68.1%	58.5%	55.4%	56.9%	51.9%

* Promotion exceeding 100% occur due to high increase in enrolment between 2009 and 2010.



6.3.2. Repetition rate

Primary school repetition rate by state and grade, 2009-2010

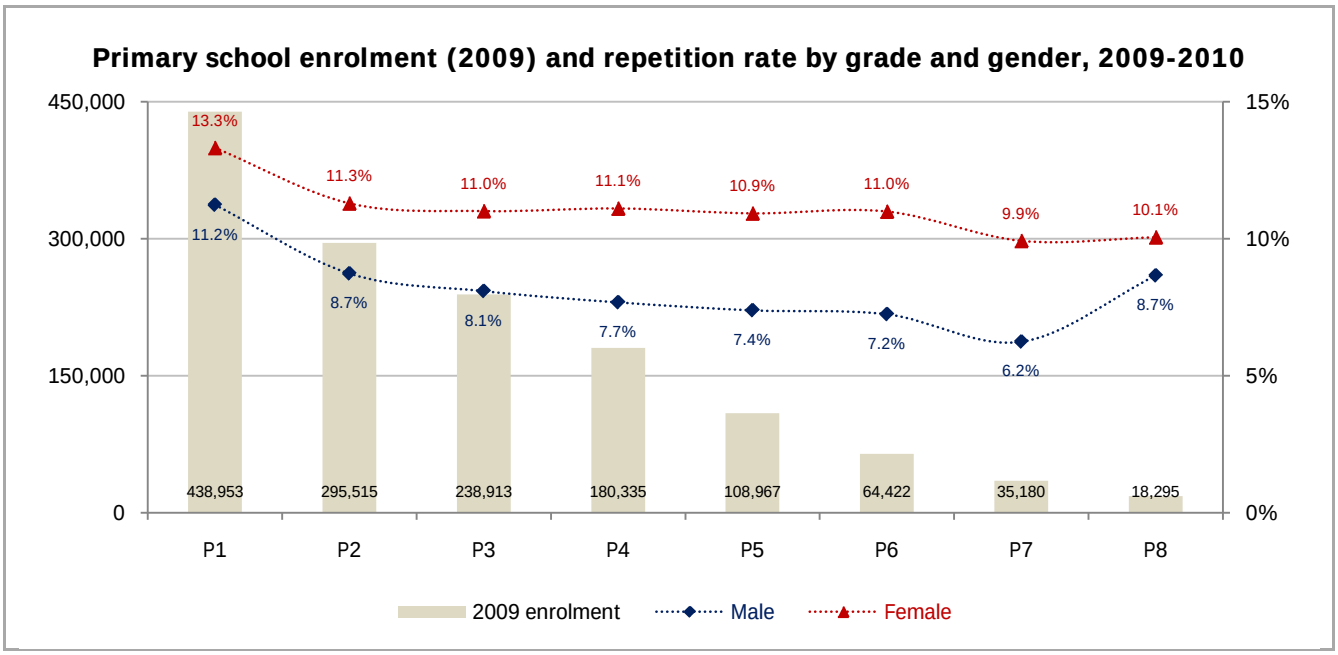
State	2009 enrol.	Average	P1	P2	P3	P4	P5	P6	P7	P8
CE	138,934	12.8%	13.3%	13.1%	13.3%	14.1%	12.4%	13.6%	9.8%	9.5%
EE	111,413	13.0%	11.0%	12.8%	14.0%	15.3%	14.1%	14.6%	9.3%	28.2%
WE	70,803	10.7%	13.6%	13.7%	12.4%	12.5%	9.7%	7.6%	5.4%	12.2%
Jonglei	246,578	8.3%	11.5%	9.2%	8.2%	7.6%	7.5%	8.2%	6.0%	5.8%
Unity	145,224	6.1%	10.8%	7.4%	8.1%	6.3%	4.0%	2.5%	3.4%	2.7%
Upper Nile	202,425	7.5%	8.8%	8.1%	6.6%	6.8%	8.5%	6.4%	7.5%	8.6%
Lakes	110,315	7.7%	11.2%	8.8%	7.9%	7.0%	7.2%	4.9%	7.0%	10.0%
Warrap	160,031	6.8%	11.4%	7.3%	6.0%	5.5%	5.4%	6.3%	5.4%	11.3%
WBG	52,990	12.7%	20.9%	10.5%	12.1%	10.4%	11.6%	11.3%	12.4%	11.4%
NBG	141,867	9.6%	15.3%	11.5%	10.6%	9.3%	7.5%	7.7%	5.4%	5.4%
Total	1,380,580	9.2%	12.0%	9.7%	9.2%	8.9%	8.6%	8.6%	7.5%	9.1%

Primary school repetition rate for male pupils by state and grade, 2009-2010

State	2009 enrol.	Average	P1	P2	P3	P4	P5	P6	P7	P8
CE	75,631	12.2%	13.3%	12.7%	12.7%	13.6%	11.8%	12.6%	8.8%	9.0%
EE	67,024	11.8%	10.4%	12.3%	12.8%	14.5%	12.5%	12.5%	7.8%	24.2%
WE	39,472	10.1%	14.3%	13.3%	11.7%	11.7%	9.3%	6.7%	4.0%	13.2%
Jonglei	153,422	7.2%	10.8%	7.9%	7.1%	6.1%	6.5%	7.3%	4.7%	3.5%
Unity	97,205	5.1%	9.6%	6.4%	6.7%	5.1%	3.3%	1.9%	2.9%	2.0%
Upper Nile	119,792	6.7%	7.9%	7.4%	6.1%	5.8%	7.6%	5.9%	6.4%	9.1%
Lakes	76,059	6.9%	10.8%	7.8%	6.6%	6.1%	6.3%	4.2%	6.3%	9.6%
Warrap	113,385	6.2%	10.1%	6.6%	5.6%	4.8%	4.5%	5.8%	5.8%	12.5%
WBG	32,925	10.3%	19.8%	9.6%	9.8%	7.8%	8.7%	6.9%	9.4%	10.7%
NBG	96,889	8.5%	14.2%	10.4%	9.5%	8.8%	6.4%	6.4%	4.0%	4.7%
Total	871,804	8.1%	11.2%	8.7%	8.1%	7.7%	7.4%	7.2%	6.2%	8.7%

Primary school repetition rate for female pupils by state and grade, 2009-2010

State	2009 enrol.	Average	P1	P2	P3	P4	P5	P6	P7	P8
CE	63,303	13.5%	13.4%	13.5%	14.0%	14.7%	13.0%	14.8%	11.2%	10.1%
EE	44,389	14.9%	11.9%	13.5%	16.0%	16.7%	16.5%	17.8%	12.2%	37.5%
WE	31,331	11.6%	12.9%	14.0%	13.3%	13.5%	10.3%	9.2%	8.4%	10.0%
Jonglei	93,156	10.3%	12.5%	11.2%	10.0%	10.1%	9.2%	9.7%	9.4%	13.1%
Unity	48,019	8.1%	13.0%	9.3%	10.9%	9.1%	5.7%	4.0%	4.7%	5.1%
Upper Nile	82,633	8.7%	10.0%	9.0%	7.2%	8.5%	10.0%	6.9%	9.1%	7.9%
Lakes	34,256	9.8%	12.1%	10.9%	11.1%	9.2%	9.5%	6.8%	8.7%	11.5%
Warrap	46,646	8.3%	14.2%	9.0%	7.2%	7.6%	8.0%	7.7%	4.3%	6.8%
WBG	20,065	17.0%	22.6%	11.9%	15.8%	14.9%	17.0%	19.2%	17.9%	12.6%
NBG	44,978	12.5%	17.4%	13.7%	13.0%	10.5%	10.4%	11.5%	10.9%	9.4%
Total	508,776	11.2%	13.3%	11.3%	11.0%	11.1%	10.9%	11.0%	9.9%	10.1%



6.3.3. Dropout rate

Primary school dropout rate by state and grade, 2009-2010

State	2009 enrol.	Average	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	138,934	26.9%	31.6%	11.6%	9.3%	20.3%	30.1%	29.1%	56.7%
EE	111,413	29.8%	29.8%	19.0%	15.7%	23.8%	34.6%	34.9%	51.0%
WE	70,803	26.6%	29.7%	14.4%	22.3%	20.8%	26.6%	32.2%	40.4%
Jonglei	246,578	32.5%	24.6%	12.0%	21.0%	33.2%	37.7%	46.0%	53.1%
Unity	145,224	34.8%	24.5%	18.1%	16.3%	33.6%	51.3%	54.1%	45.8%
Upper Nile	202,425	23.4%	25.6%	20.9%	31.7%	45.6%	33.6%	9.0%	-2.3%*
Lakes	110,315	26.0%	26.2%	13.8%	17.1%	27.2%	31.6%	35.2%	31.1%
Warrap	160,031	28.5%	26.6%	10.8%	19.9%	25.8%	35.8%	31.5%	49.0%
WBG	52,990	0.6%	8.5%	4.1%	0.7%	7.7%	1.7%	-2.1%*	-16.8%*
NBG	141,867	29.0%	35.9%	18.9%	21.2%	41.5%	36.3%	27.4%	22.1%
Total	1,380,580	27.3%	27.2%	15.1%	19.7%	31.2%	34.1%	30.1%	33.7%

* Negative dropout rates occur due to high increase in enrolment between 2009 and 2010

Primary school dropout rate for male pupils by state and grade, 2009-2010

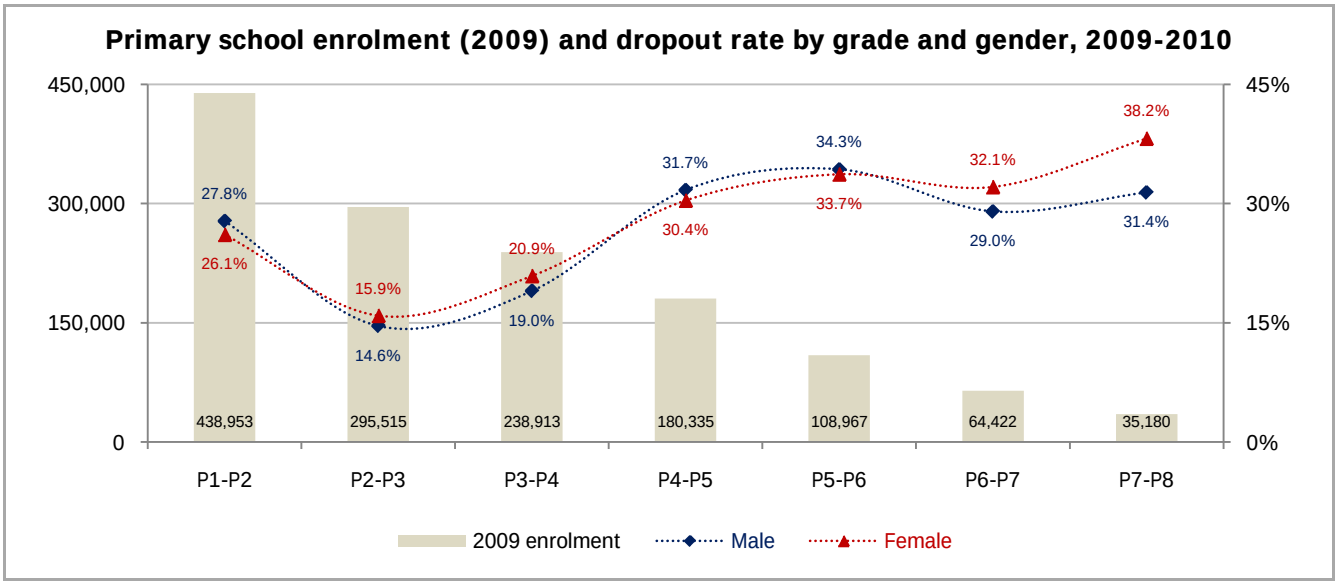
State	2009 enrol.	Average	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	75,631	27.2%	31.8%	13.0%	9.7%	18.9%	30.4%	27.7%	58.8%
EE	67,024	29.2%	30.5%	16.6%	17.2%	24.1%	33.7%	32.0%	50.7%
WE	39,472	25.4%	28.5%	12.9%	19.9%	18.4%	21.3%	32.8%	43.8%
Jonglei	153,422	32.5%	25.0%	12.4%	20.2%	35.4%	37.2%	42.6%	54.8%
Unity	97,205	34.4%	26.7%	17.5%	15.8%	33.8%	52.0%	56.2%	38.9%
Upper Nile	119,792	22.2%	29.6%	21.1%	31.4%	48.7%	35.1%	3.5%	-14.3%*
Lakes	76,059	24.0%	24.1%	11.3%	16.9%	25.9%	30.2%	33.8%	26.1%
Warrap	113,385	26.1%	26.0%	10.3%	17.1%	23.5%	35.2%	28.7%	41.9%
WBG	32,925	2.7%	11.2%	1.7%	2.3%	10.6%	7.9%	-1.1%*	-13.8%*
NBG	96,889	27.8%	36.1%	19.2%	20.2%	39.5%	36.0%	26.2%	17.5%
Total	871,804	26.8%	27.8%	14.6%	19.0%	31.7%	34.3%	29.0%	31.4%

* Negative dropout rates occur due to high increase in enrolment between 2009 and 2010

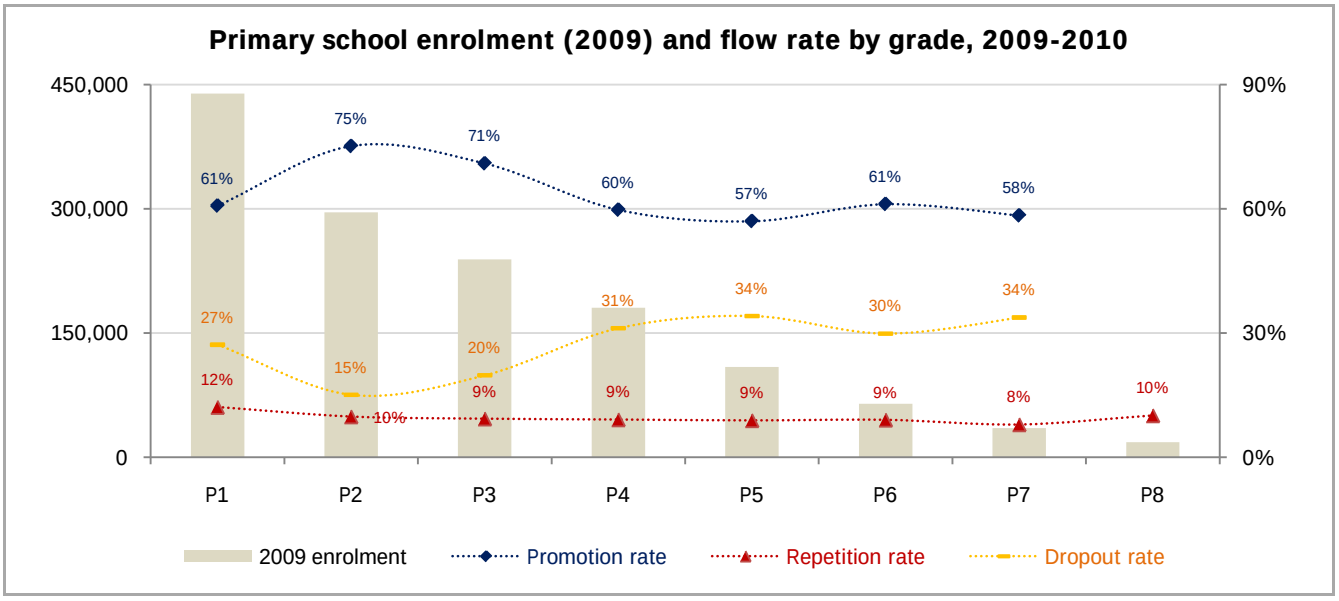
Primary school dropout rate for female pupils by state and grade, 2009-2010

State	2009 enrol.	Average	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	63,303	29.0%	31.3%	9.9%	8.9%	21.8%	29.7%	30.8%	53.6%
EE	44,389	32.7%	28.8%	22.5%	13.4%	23.5%	35.8%	39.2%	51.5%
WE	31,331	29.4%	31.0%	16.2%	25.1%	23.9%	33.9%	31.2%	33.1%
Jonglei	93,156	38.3%	23.8%	11.5%	22.5%	29.3%	38.7%	52.6%	48.6%
Unity	48,019	42.3%	20.1%	19.1%	17.3%	33.2%	50.0%	48.7%	62.6%
Upper Nile	82,633	26.8%	19.9%	20.6%	32.1%	40.6%	31.2%	15.8%	14.2%
Lakes	34,256	33.0%	30.4%	19.2%	17.5%	30.7%	35.2%	38.7%	42.8%
Warrap	46,646	41.4%	28.0%	12.0%	26.9%	31.9%	37.4%	40.1%	70.9%
WBG	20,065	-7.0%*	4.4%	7.9%	-1.8%*	2.5%	-9.9%*	-3.7%*	-22.2%*
NBG	44,978	35.4%	35.5%	18.2%	23.5%	46.3%	37.1%	30.9%	39.3%
Total	508,776	28.2%	26.1%	15.9%	20.9%	30.4%	33.7%	32.1%	38.2%

* Negative dropout rates occur due to high increase in enrolment between 2009 and 2010



6.3.4. Flow rate summary



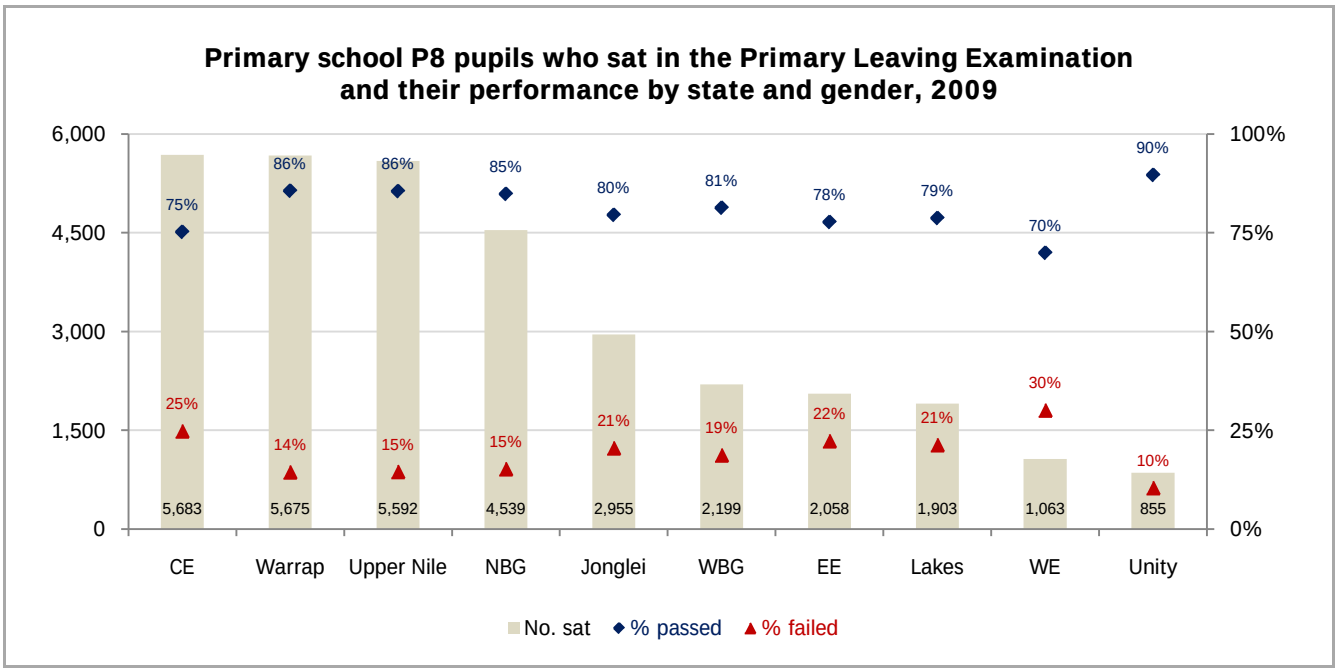
✓ As shown in the graph, repetition rate is consistent P1-P8 (between 8-12%). Promotion rate increases between P1 and P2, but generally declines P2-P7. Correspondingly, dropout rate increases at each grade level from P2.

6.3.5. Primary school completion

Primary school pupils' performance on Primary Leaving Examination by state and gender, 2009

State	Total		Male			Female		
	% passed	% failed	Sat	Passed	Failed	Sat	Passed	Failed
CE	75.2%	24.8%	3,090	2,337	753	2,593	1,938	655
EE	77.7%	22.3%	1,462	1,186	276	596	414	182
WE	69.9%	30.1%	754	543	211	309	200	109
Jonglei	79.5%	20.5%	2,116	1,754	362	839	594	245
Unity	89.6%	10.4%	654	597	57	201	169	32
Upper Nile	85.5%	14.5%	3,703	3,290	413	1,889	1,490	399
Lakes	78.7%	21.3%	1,483	1,149	334	420	349	71
Warrap	85.6%	14.4%	4,435	3,864	571	1,240	992	248
WBG	81.3%	18.7%	1,461	1,220	241	738	567	171
NBG	84.8%	15.2%	3,518	3,155	363	1,021	695	326
Total	81.5%	18.5%	22,676	19,095	3,581	9,846	7,408	2,438

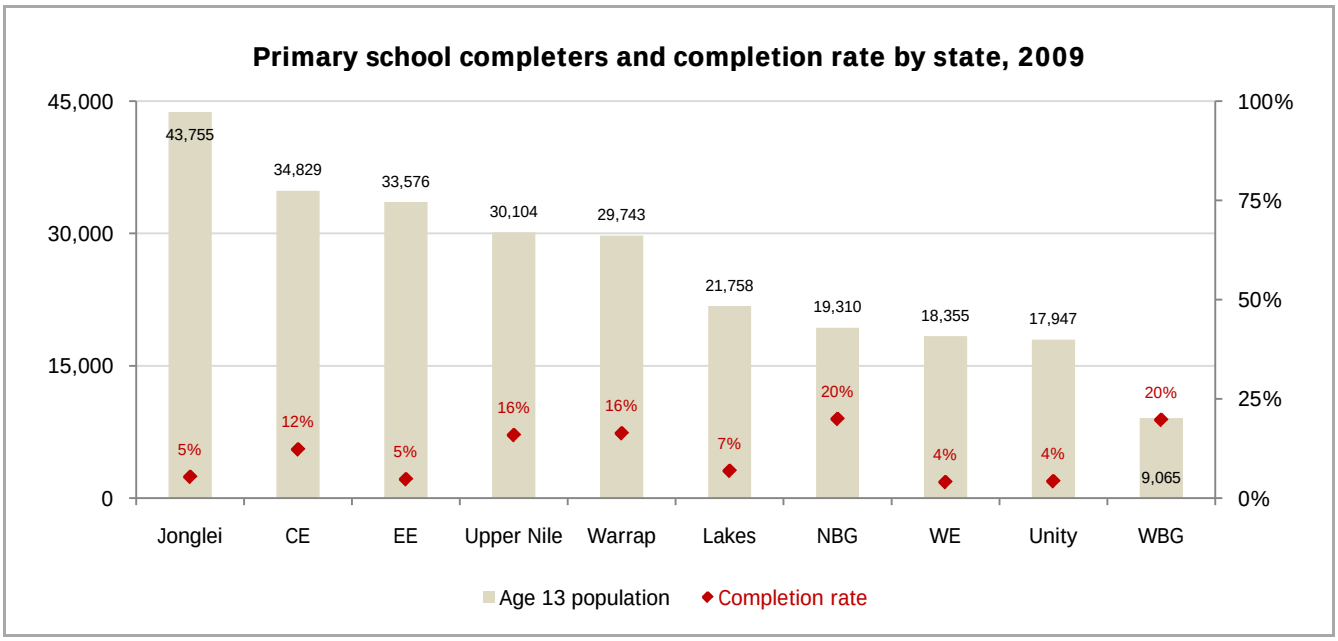
* The number of pupils who sat in the exam exceeds the 2009 enrolment of P8 students. This indication suggests that Primary Leaving Examination is administered not only for P8 pupils but a wider pool of learners pursuing secondary school education.
** The number of students who sat in the exam may differ from the number reported in the booklet's complementary tool, the Global ED*ASSIST DDM. The booklet reports "sat" as "passed" + "failed," whereas the DDM reports the number of "sat" directly reported by the Head Teacher.



Primary school completers and completion rate by state and gender, 2009

State	All			Male			Female		
	Comp.	Age 13 pop.	Comp. rate	Comp.	Age 13 pop.	Comp. rate	Comp.	Age 13 pop.	Comp. rate
CE	4,275	34,829	12.3%	2,337	18,225	12.8%	1,938	16,604	11.7%
EE	1,600	33,576	4.8%	1,186	18,248	6.5%	414	15,328	2.7%
WE	2,348	43,755	5.4%	1,754	24,713	7.1%	594	19,042	3.1%
Jonglei	1,498	21,758	6.9%	1,149	11,700	9.8%	349	10,058	3.5%
Unity	3,850	19,310	19.9%	3,155	10,067	31.3%	695	9,243	7.5%
Upper Nile	766	17,947	4.3%	597	9,520	6.3%	169	8,427	2.0%
Lakes	4,780	30,104	15.9%	3,290	17,021	19.3%	1,490	13,083	11.4%
Warrap	4,856	29,743	16.3%	3,864	15,063	25.7%	992	14,681	6.8%
WBG	1,787	9,065	19.7%	1,220	4,906	24.9%	567	4,160	13.6%
NBG	743	18,355	4.0%	543	9,925	5.5%	200	8,430	2.4%
Total	26,503	258,442	10.3%	19,095	139,387	13.7%	7,408	119,055	6.2%

* Population projection is based on the 2008 SSCCSE and UIS-defined population growth rates.



✓ Of the age 13 population, few pupils completed Primary education in Southern Sudan in 2009. On average nationally, it is estimated that only about 10% of age 13 children finish Primary schooling. The highest completion rate of 20% is found in NBG and WBG.

7.0. SECONDARY SCHOOL

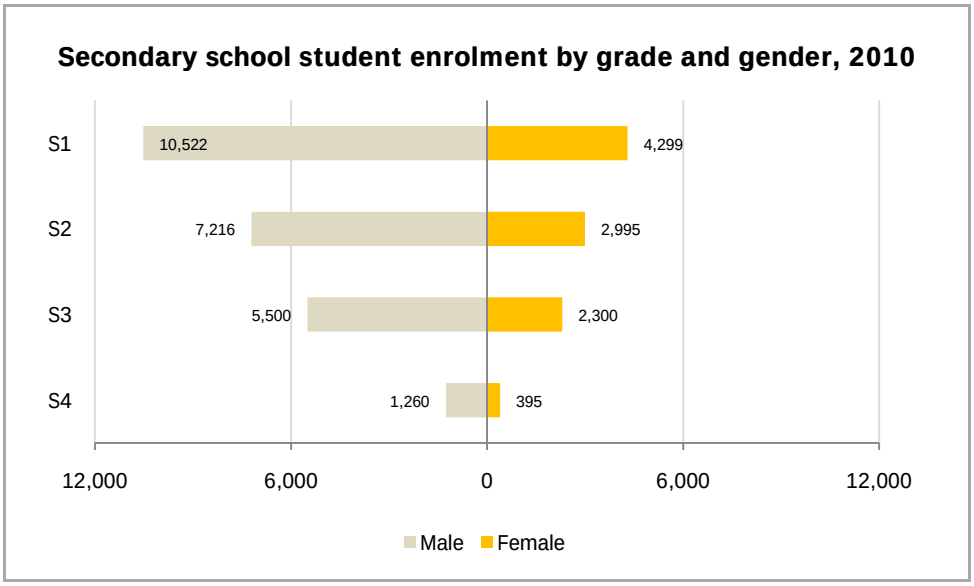
7.1. Access

7.1.1. Enrolment

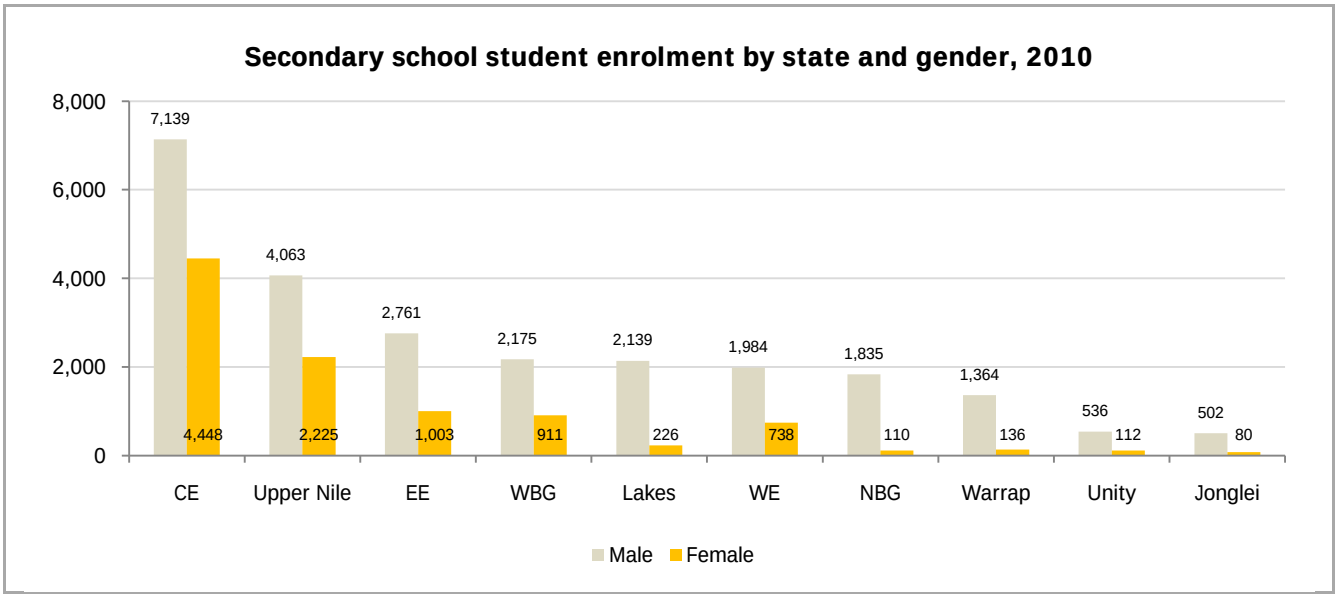
Secondary school student enrolment by state and grade, 2010

State	Total	S1	S2	S3	S4
CE	11,587	4,459	3,460	2,872	796
EE	3,764	1,683	1,052	771	258
WE	2,722	1,067	830	631	194
Jonglei	582	359	131	56	36
Unity	648	278	171	199	0
Upper Nile	6,288	2,865	2,016	1,293	114
Lakes	2,365	1,017	681	410	257
Warrap	1,500	974	332	194	0
WBG	3,086	1,072	920	1,094	0
NBG	1,945	1,047	618	280	0
Total	34,487	14,821	10,211	7,800	1,655

* The 2008 AEC captured three (3) secondary schools in Jonglei; the 2009 AEC ten (10) schools; and the 2010 AEC seven (7) schools. These changes in the number of schools resulted in large changes in the number of students and teachers across 2008, 2009, and 2010 (see next table on the number of secondary school students 2008-2010).
* "Secondary school students" include only students in S1-S4. Students following the Uganda and Kenyan secondary school system, and that were in 2010 attending S5-S7 are excluded from the calculation.



- ✓ There are a little more than 34,000 students (of all ages). The greatest number can be found in CE (11,587).
- ✓ Note the uneven distribution of student population both in terms of gender and grade. While there are 14,821 students in S1, there are only 1,655 students in S4.

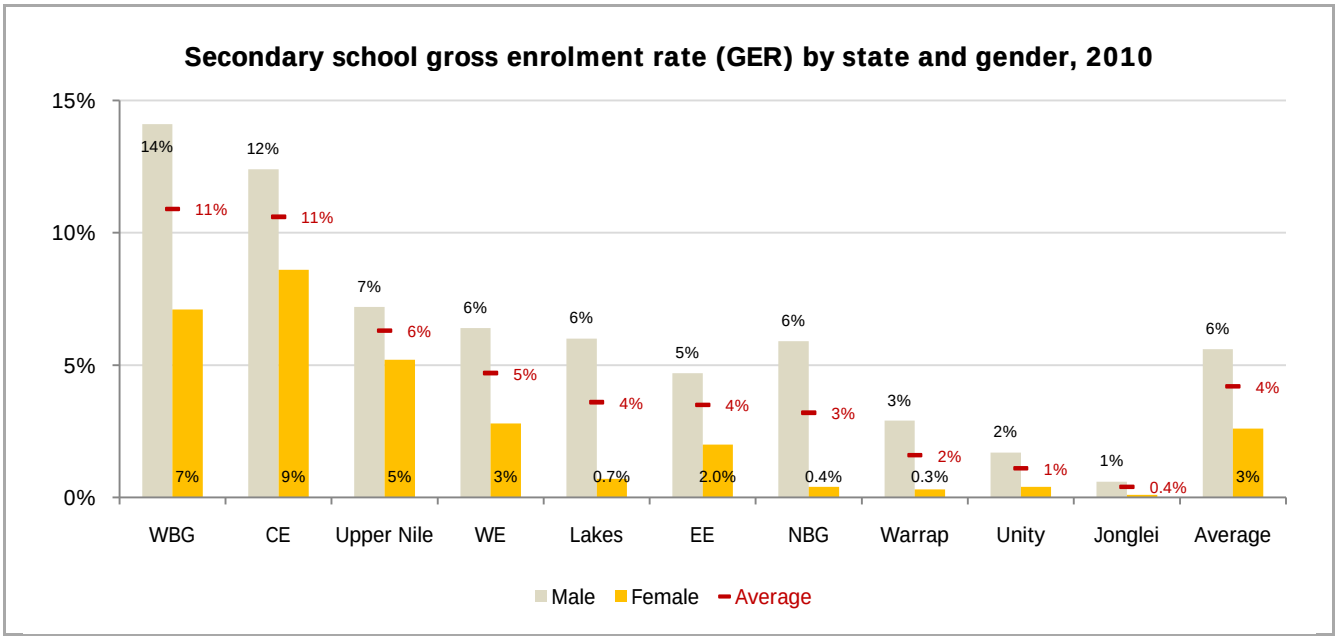


- ✓ The distribution of students between male and female is uneven, with girls comprising only 29% of the student population, 2010. Table 4.3.2 contains gender parity by states, 2008-2010.

Secondary school gross enrolment rate (GER) by state and gender, 2010

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	109,370	11,587	10.6%	57,623	7,139	12.4%	51,747	4,448	8.6%
EE	107,325	3,764	3.5%	58,324	2,761	4.7%	49,000	1,003	2.0%
WE	57,946	2,722	4.7%	31,181	1,984	6.4%	26,766	738	2.8%
Jonglei	137,384	582	0.4%	77,853	502	0.6%	59,532	80	0.1%
Unity	58,887	648	1.1%	30,848	536	1.7%	28,038	112	0.4%
Upper Nile	99,669	6,288	6.3%	56,494	4,063	7.2%	43,175	2,225	5.2%
Lakes	65,699	2,365	3.6%	35,400	2,139	6.0%	30,300	226	0.7%
Warrap	91,990	1,500	1.6%	46,421	1,364	2.9%	45,569	136	0.3%
WBG	28,305	3,086	10.9%	15,413	2,175	14.1%	12,892	911	7.1%
NBG	61,163	1,945	3.2%	31,096	1,835	5.9%	30,067	110	0.4%
Total	817,737	34,487	4.2%	440,652	24,498	5.6%	377,085	9,989	2.6%

* * Population projection is based on the 2008 SSCCSE and UIS-defined population growth rates. Population numbers do not include migration estimates.



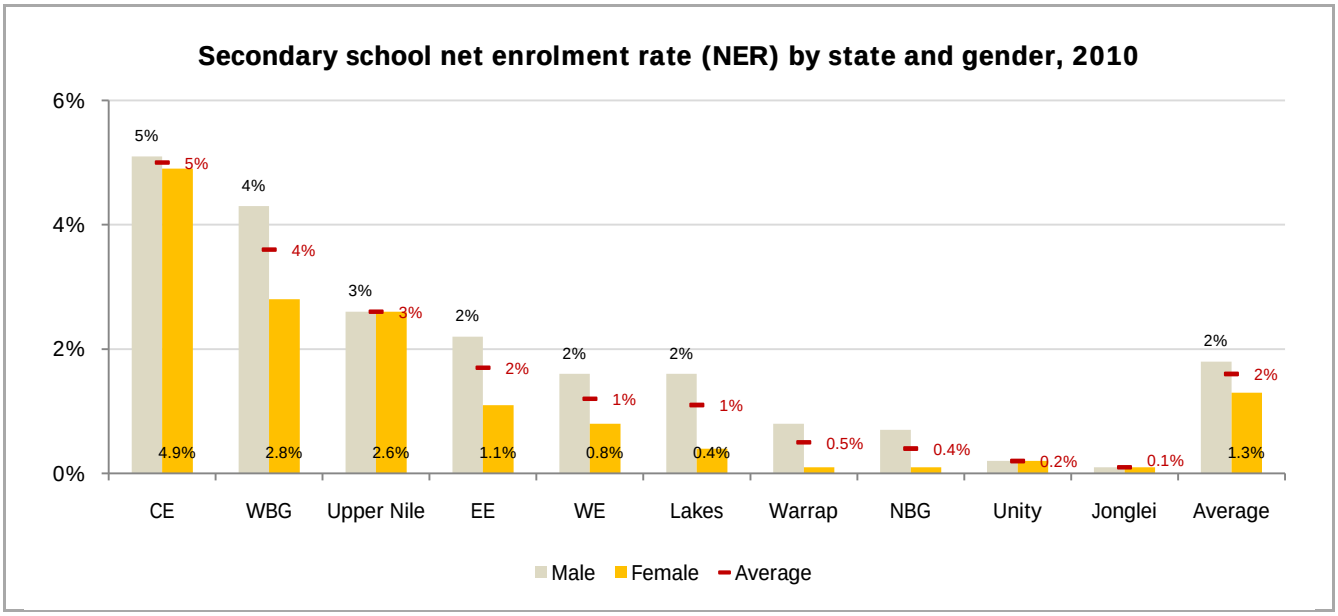
- ✓ Secondary GER measures accessibility to education for students of all ages compared to the official secondary school age population. Secondary GER value of 100% indicates that a country's education system is, in principle, able to accommodate all of its secondary school age population. The official secondary school age in Southern Sudan is 14-17. See Section 3.1.4 for the calculation formula.
- ✓ GER value exceeding 100% indicates enrolment of some children above or below secondary school age. A GER value below 100% indicates non-enrolment of secondary school age children, or presence of out-of-school children. Note that the average GER is below 15 percent in all 10 states. The values are significantly lower for females than males. The enrolment for secondary schooling is very low is southern Sudan.

Secondary school net enrolment rate (NER) by state and gender, 2010

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	109,370	5,460	5.0%	57,623	2,914	5.1%	51,747	2,546	4.9%
EE	107,325	1,854	1.7%	58,324	1,312	2.2%	49,000	542	1.1%
WE	57,946	698	1.2%	31,181	493	1.6%	26,766	205	0.8%
Jonglei	137,384	80	0.1%	77,853	50	0.1%	59,532	30	0.1%
Unity	58,887	118	0.2%	30,848	74	0.2%	28,038	44	0.2%
Upper Nile	99,669	2,595	2.6%	56,494	1,468	2.6%	43,175	1,127	2.6%
Lakes	65,699	696	1.1%	35,400	579	1.6%	30,300	117	0.4%
Warrap	91,990	423	0.5%	46,421	368	0.8%	45,569	55	0.1%
WBG	28,305	1,031	3.6%	15,413	666	4.3%	12,892	365	2.8%
NBG	61,163	269	0.4%	31,096	225	0.7%	30,067	44	0.1%
Total	817,737	13,224	1.6%	440,652	8,149	1.8%	377,085	5,075	1.3%

* * Population projection is based on the 2008 SSCCSE and UIS-defined population growth rates. Population numbers do not include migration estimates.

- ✓ The secondary NER is the share of children of secondary school age that are enrolled in secondary school. If all children of secondary school age are enrolled in secondary school, the secondary NER is 100%. By definition, the NER cannot exceed 100%. See Section 3.1.5 for the calculation formula.
- ✓ A secondary NER below 100% means that not all children of secondary school age are in secondary school; some may be out of school, some may be in primary, or in other forms of education. Note that NER in all 10 states is well below 10%.

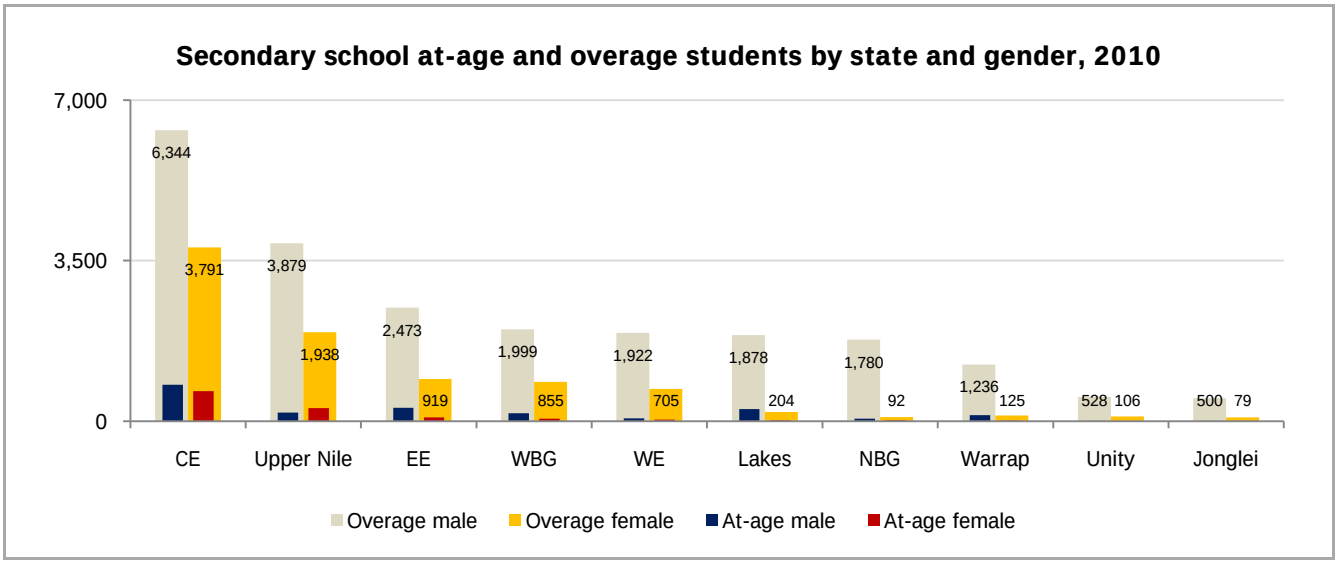


7.1.2. Overage students

Secondary school at-age and overage students by state and gender, 2010

State	Total			Male			Female		
	At age	Overage	% overage	At age	Overage	% overage	At age	Overage	% overage
CE	1,452	10,135	87.5%	795	6,344	88.9%	657	3,791	85.2%
EE	372	3,392	90.1%	288	2,473	89.6%	84	919	91.6%
WE	95	2,627	96.5%	62	1,922	96.9%	33	705	95.5%
Jonglei	3	579	99.5%	2	500	99.6%	1	79	98.8%
Unity	14	634	97.8%	8	528	98.5%	6	106	94.6%
Upper Nile	471	5,817	92.5%	184	3,879	95.5%	287	1,938	87.1%
Lakes	283	2,082	88.0%	261	1,878	87.8%	22	204	90.3%
Warrap	139	1,361	90.7%	128	1,236	90.6%	11	125	91.9%
WBG	232	2,854	92.5%	176	1,999	91.9%	56	855	93.9%
NBG	73	1,872	96.2%	55	1,780	97.0%	18	92	83.6%
Total	3,134	31,353	90.9%	1,959	22,539	92.0%	1,175	8,814	88.2%

* "At age" includes under-age and at-age pupils.

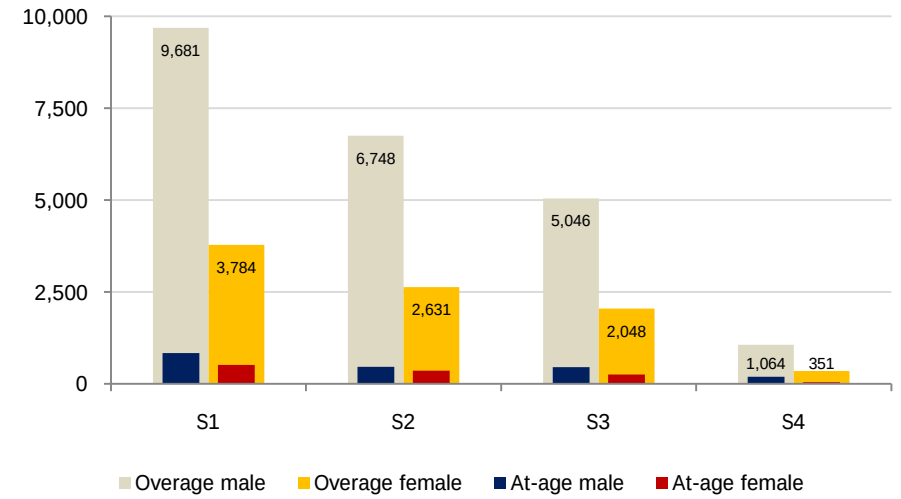


Secondary school at-age and overage students by grade and gender, 2010

Grade	Total			Male			Female		
	At age	Overage	% overage	At age	Overage	% overage	At age	Overage	% overage
S1	1,356	13,465	90.9%	841	9,681	92.0%	515	3,784	88.0%
S2	832	9,379	91.9%	468	6,748	93.5%	364	2,631	87.8%
S3	706	7,094	90.9%	454	5,046	91.7%	252	2,048	89.0%
S4	240	1,415	85.5%	196	1,064	84.4%	44	351	88.9%
Total	3,134	31,353	90.9%	1,959	22,539	92.0%	1,175	8,814	88.2%

* "At age" includes under-age and at-age pupils.

Secondary school age-age and overage students by grade and gender, 2010



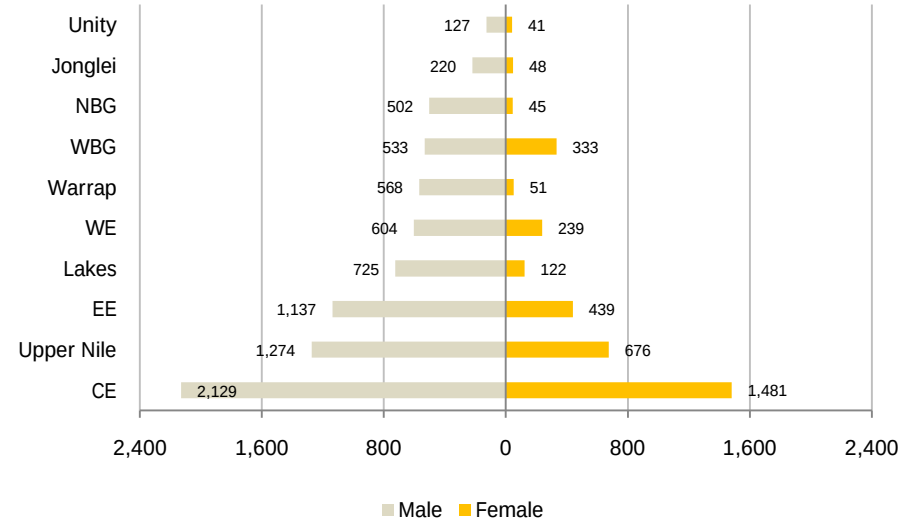
- ✓ More than 90% of the secondary school student population is overage, whether broken down by states or grade levels. These students dominate the GER calculation, causing the value to rise.
- ✓ Overall few students are enrolled in secondary school and both GER and NER is very low.

7.1.3. Intakes

Secondary school intakes by state and gender, 2010

State	Total	Male		Female	
		Count	% total	Count	% total
CE	3,610	2,129	59.0%	1,481	41.0%
EE	1,576	1,137	72.1%	439	27.9%
WE	843	604	71.6%	239	28.4%
Jonglei	268	220	82.1%	48	17.9%
Unity	168	127	75.6%	41	24.4%
Upper Nile	1,950	1,274	65.3%	676	34.7%
Lakes	847	725	85.6%	122	14.4%
Warrap	619	568	91.8%	51	8.2%
WBG	866	533	61.5%	333	38.5%
NBG	547	502	91.8%	45	8.2%
Total	11,294	7,819	69.2%	3,475	30.8%

Secondary school intakes by state and gender, 2010

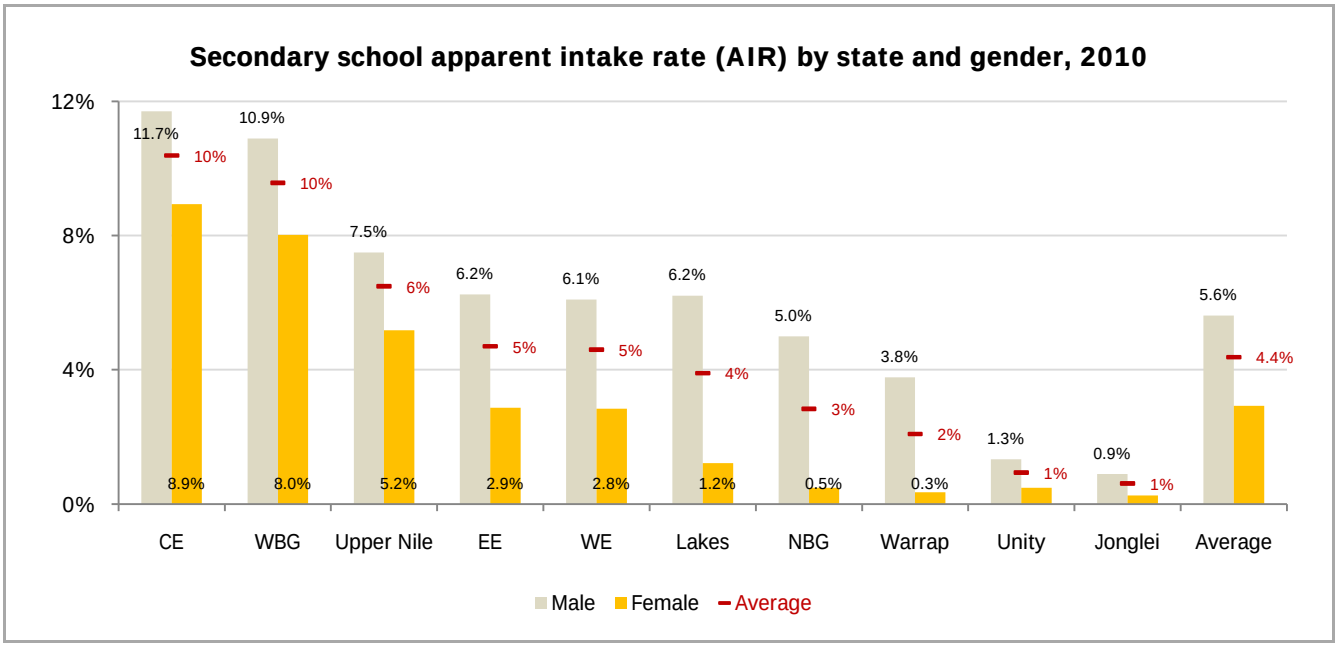


- ✓ "Intakes" refer to students who have entered secondary education (in S1) for the first time. Students who are repeating S1 or have attended S1 at another school are not included.
- ✓ Note the gender disparity amongst intakes. In most of the states, the number of male intakes is more than double the number of female intakes.

Secondary school apparent intake rate (AIR) by state and gender, 2010[12]

State	Total			Male			Female		
	Age 14 pop.	New intakes all ages	AIR	Age 14 pop.	New intakes all ages	AIR	Age 14 pop.	New intakes all ages	AIR
CE	34,764	3,610	10.4%	18,190	2,129	11.7%	16,574	1,481	8.9%
EE	33,514	1,576	4.7%	18,213	1,137	6.2%	15,301	439	2.9%
WE	18,322	843	4.6%	9,907	604	6.1%	8,415	239	2.8%
Jonglei	43,674	268	0.6%	24,667	220	0.9%	19,007	48	0.3%
Unity	17,914	168	0.9%	9,502	127	1.3%	8,412	41	0.5%
Upper Nile	30,049	1,950	6.5%	16,989	1,274	7.5%	13,060	676	5.2%
Lakes	21,718	847	3.9%	11,678	725	6.2%	10,040	122	1.2%
Warrap	29,688	619	2.1%	15,034	568	3.8%	14,654	51	0.3%
WBG	9,048	866	9.6%	4,896	533	10.9%	4,152	333	8.0%
NBG	19,275	547	2.8%	10,048	502	5.0%	9,227	45	0.5%
Total	257,966	11,294	4.4%	139,124	7,819	5.6%	118,842	3,475	2.9%

** Population projection is based on the 2008 SSCCSE and UIS-defined population growth rates. Population numbers do not include migration estimates.



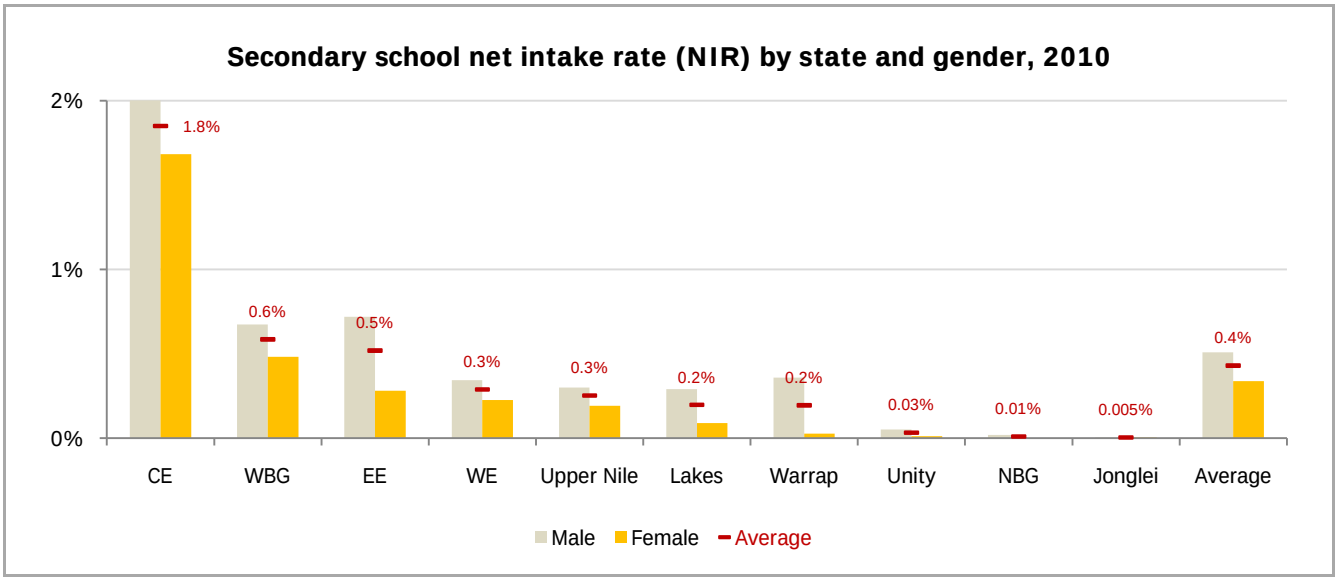
- ✓ AIR measures access level of intakes of all ages compared to the official secondary intake age population. AIR value of 100% indicates that a country's education system is, in principle, able to accommodate all of its secondary intake age population. The official secondary school age in Southern Sudan is 14. See Section 3.1.2 for the calculation formula.
- ✓ AIR value exceeding 100% indicates enrolment of some children above or below the secondary intake age. AIR above 100% is usually an indicator of overage enrollment, for example due to repetition or late entry. On the other hand, AIR value below 100% indicates non-enrolment of secondary school intake age children, or presence of out-of-school children. Note that AIR is below 12% in all 10 states.

Secondary school net intake rate (NIR) by state and gender, 2010

State	Total			Male			Female		
	Age 14 pop.	New entrants age 14	NIR	Age 14 pop.	New entrants age 14	NIR	Age 14 pop.	New entrants age 14	NIR
CE	34,764	643	1.8%	18,190	364	2.0%	16,574	279	1.7%
EE	33,514	174	0.5%	18,213	131	0.7%	15,301	43	0.3%
WE	18,322	53	0.3%	9,907	34	0.3%	8,415	19	0.2%
Jonglei	43,674	2	0.0%	24,667	1	0.0%	19,007	1	0.0%
Unity	17,914	6	0.0%	9,502	5	0.1%	8,412	1	0.0%
Upper Nile	30,049	76	0.3%	16,989	51	0.3%	13,060	25	0.2%
Lakes	21,718	43	0.2%	11,678	34	0.3%	10,040	9	0.1%
Warrap	29,688	58	0.2%	15,034	54	0.4%	14,654	4	0.0%
WBG	9,048	53	0.6%	4,896	33	0.7%	4,152	20	0.5%
NBG	19,275	2	0.0%	10,048	2	0.0%	9,227	0	0.0%
Total	257,966	1,110	0.4%	139,124	709	0.5%	118,842	401	0.3%

** Population projection is based on the 2008 SSCCSE and UIS-defined population growth rates. Population numbers do not include migration estimates.

[12] The booklet's complementary tool, the Global ED*ASSIST DDM, uses the term "gross intake rate" (GIR). AIR and GIR here can be used interchangeably.

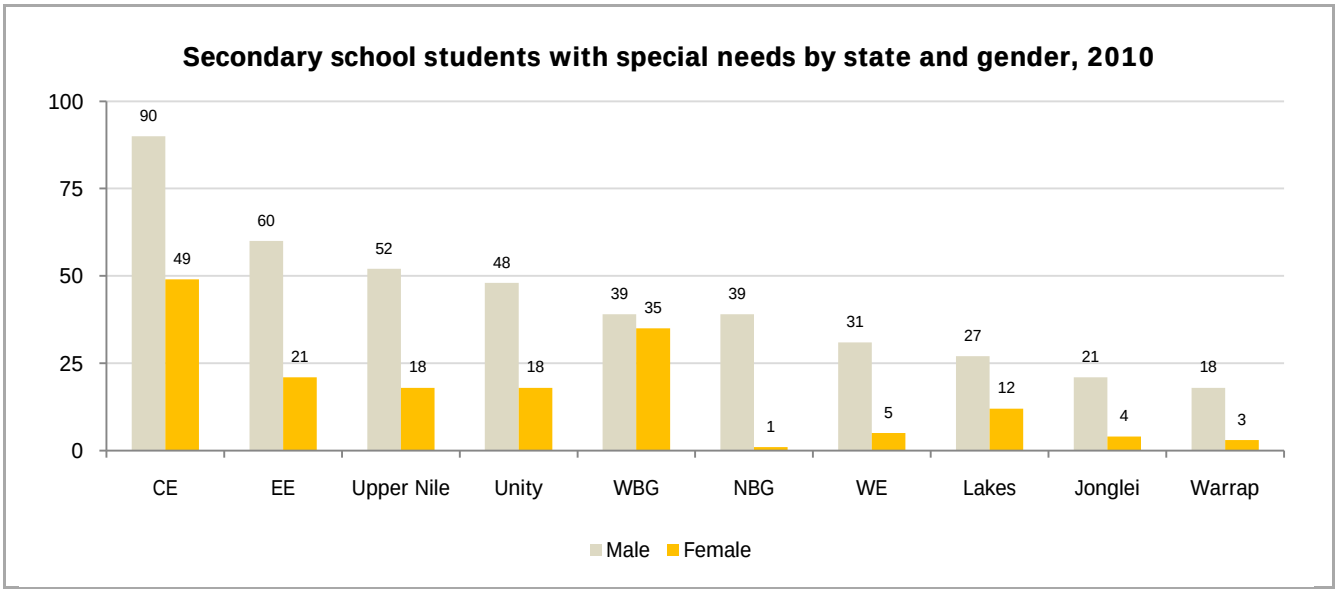


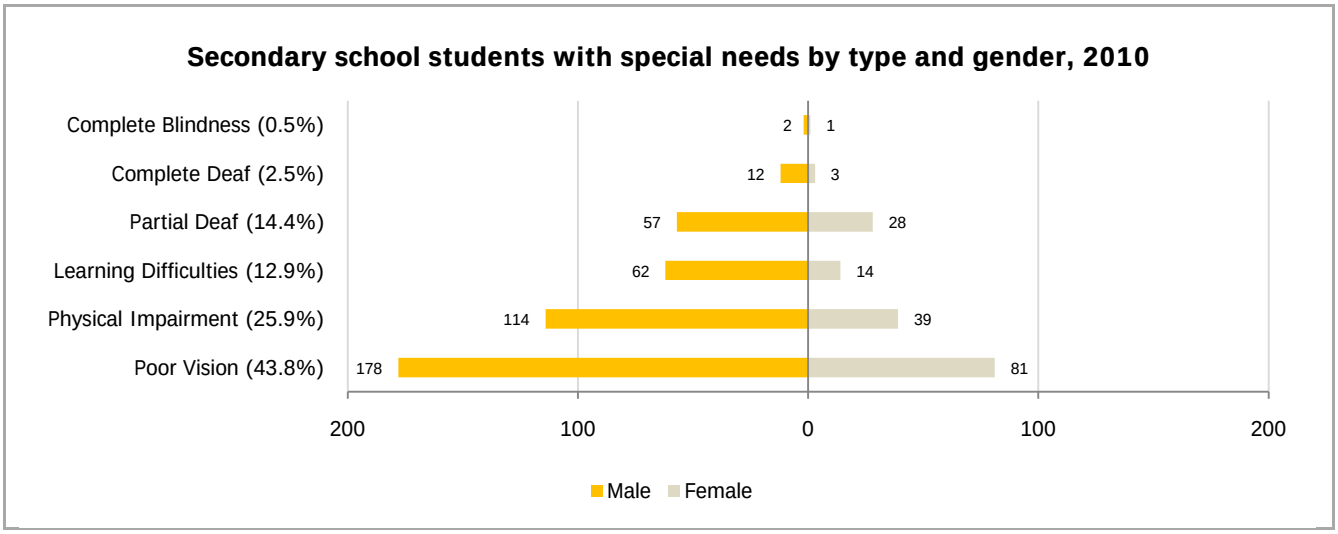
- ✓ NIR measures access level of intake of the official secondary entrance age compared to the official secondary intake age population. NIR value of 100% indicates that a country's education system is, in principle, able to accommodate all of its secondary intake age population. The official secondary school intake age in Southern Sudan is 14. By definition, the NIR cannot exceed 100%. See Section 3.1.3 for the calculation formula.
- ✓ NIR value below 100% indicates non-enrolment of secondary school intake age children, or presence of out-of-school children amongst the secondary school intake age population. Note that the average NIR is 0.4%—or that only 0.4% of the 14 year-old population is enrolled in secondary school on time.

7.1.4. Students with special needs

Secondary school students with special needs by state and gender, 2010

State	Total			Male			Female		
	Enrol.	Count	% total	Enrol.	Count	% total	Enrol.	Count	% total
CE	11,587	139	1.2%	7,139	90	1.3%	4,448	49	1.1%
EE	3,764	81	2.2%	2,761	60	2.2%	1,003	21	2.1%
WE	2,722	36	1.5%	1,984	31	1.6%	738	5	0.7%
Jonglei	582	25	4.3%	502	21	4.2%	80	4	5.0%
Unity	648	66	10.2%	536	48	9.0%	112	18	16.1%
Upper Nile	6,288	70	1.3%	4,063	52	1.3%	2,225	18	0.8%
Lakes	2,365	39	1.6%	2,139	27	1.3%	226	12	5.3%
Warrap	1,500	21	1.4%	1,364	18	1.3%	136	3	2.2%
WBG	3,086	74	2.5%	2,175	39	1.8%	911	35	3.8%
NBG	1,945	40	2.5%	1,835	39	2.1%	110	1	0.9%
Total	34,487	591	1.8%	24,498	425	1.7%	9,989	166	1.7%

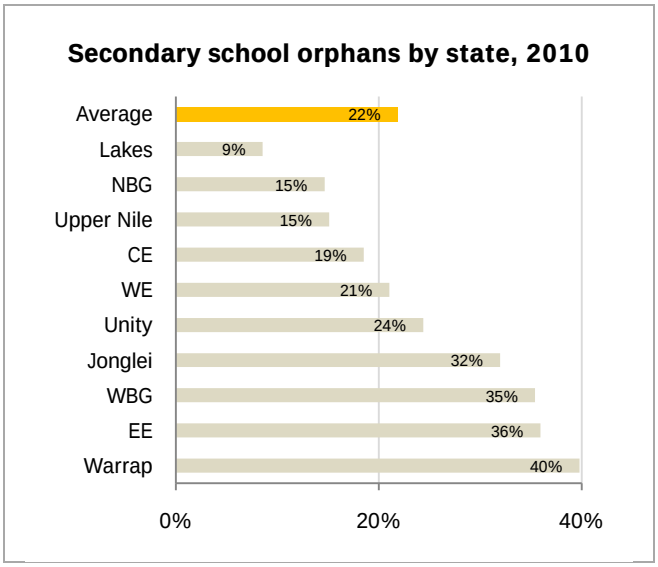


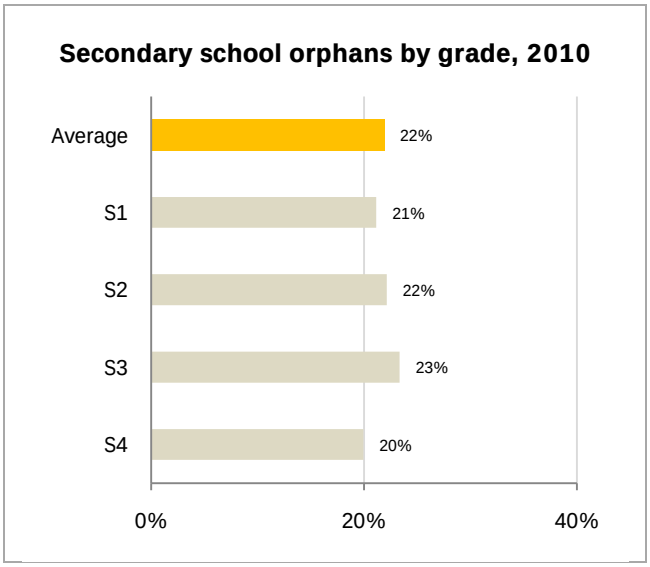


- ✓ On national average, 1.8% of secondary students have special needs.
- ✓ 43.8% of the 1.8% with special needs face poor vision, which includes limited access to glasses.
- ✓ There are more male pupils with special needs—proportional to the total male pupil population.

Secondary school orphans by state and type, 2010

State	Enrolment	Total		Single parent		No parent	
		Count	% total	Count	% total	Count	% total
CE	11,587	2,147	18.5%	1,528	13.2%	619	5.3%
EE	3,764	1,353	35.9%	991	26.3%	362	9.6%
WE	2,722	573	21.1%	402	14.8%	171	6.3%
Jonglei	582	186	32.0%	157	26.9%	29	5.0%
Unity	648	158	24.4%	116	17.9%	42	6.5%
Upper Nile	6,288	950	15.1%	751	11.9%	199	3.2%
Lakes	2,365	202	8.5%	153	6.5%	49	2.1%
Warrap	1,500	597	39.8%	293	19.5%	304	20.3%
WBG	3,086	1,093	35.4%	757	24.5%	336	10.9%
NBG	1,945	285	14.7%	204	10.5%	81	4.1%
Total	34,487	7,544	21.9%	5,352	15.5%	2,192	6.4%





- ✓ On a national average, 15.5% of the secondary school student population is single-parent orphans and 6.4% is no-parent orphans. In total, 21.9% of the student population is orphans.
- ✓ These percentages are significantly higher than primary school orphans (11.3%). This is likely because students at higher grade levels are older and hence have greater chance of having experienced loss of family members.

7.2. Resources

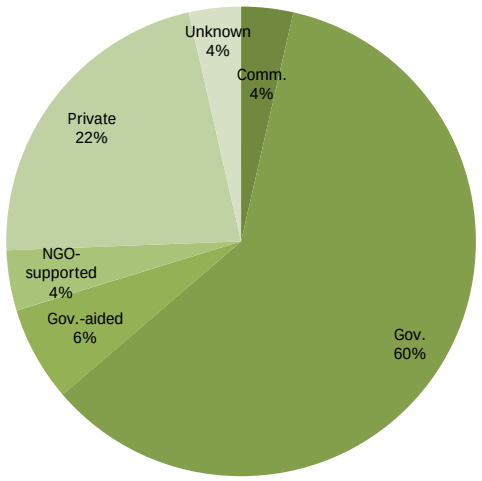
7.2.1. Schools

Secondary schools by ownership, 2010

Ownership type	No. schools
Community	6
Government	101
Government-aided	11
Private	37
NGO-supported	7
Unknown	6
Total	168

✓ 60% (101) of the secondary schools are government-owned—that is, the school operation, including teacher payroll, is supported by the government. Unlike primary schools, there are a substantial percentage of secondary schools (37 schools or 4%) supported by NGOs.

Secondary schools by ownership type, 2010



7.2.2. Teachers

Secondary school teachers by state and gender, 2010

State	Total	Male		Female	
		Count	% total	Count	% total
CE	628	547	87.1%	81	12.9%
EE	341	296	86.8%	45	13.2%
WE	220	202	91.8%	18	8.2%
Jonglei	97	93	95.9%	4	4.1%
Unity	77	74	96.1%	3	3.9%
Upper Nile	401	351	87.5%	50	12.5%
Lakes	101	91	90.1%	10	9.9%
Warrap	93	90	96.8%	3	3.2%
WBG	218	195	89.4%	23	10.6%
NBG	134	128	95.5%	6	4.5%
Total	2,310	2,067	89.5%	243	10.5%

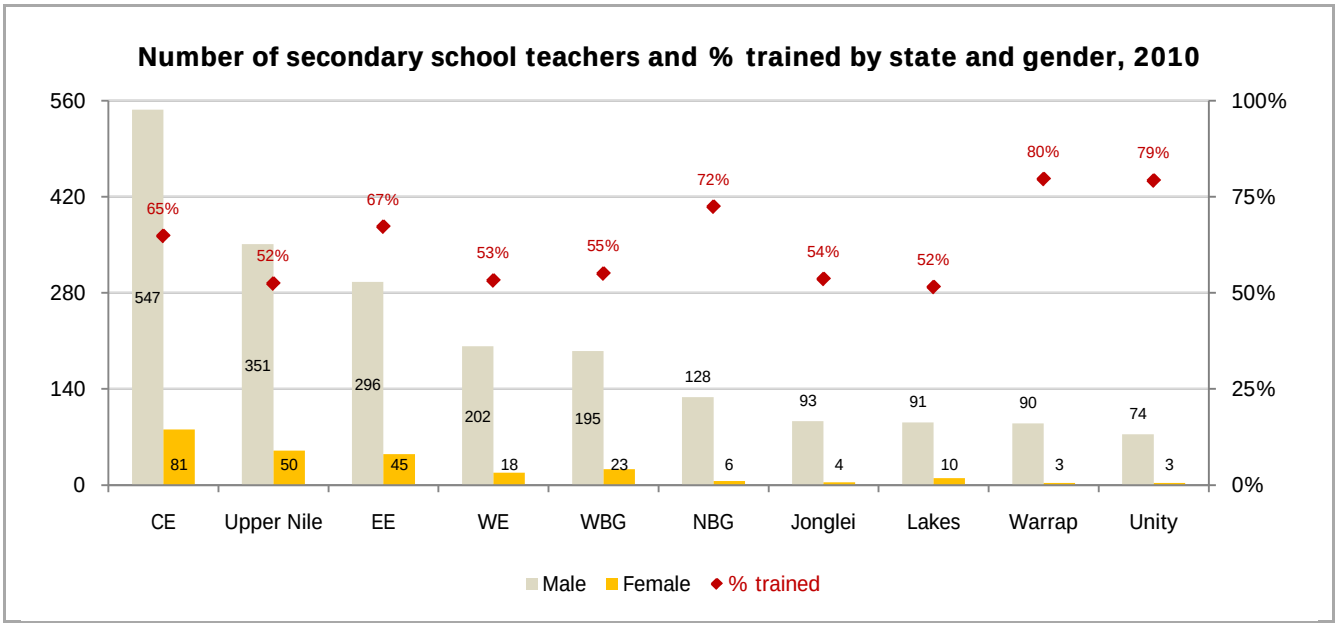
✓ Note the gender disparity within in the teacher population: 89.5% of the teachers are male, while only 10.5% are female.

Secondary teachers' professional qualifications by state, 2010

State	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
CE	628	407	64.8%	129	20.5%	92	14.6%
EE	341	229	67.2%	71	20.8%	41	12.0%
WE	220	117	53.2%	25	11.4%	78	35.5%
Jonglei	97	52	53.6%	16	16.5%	29	29.9%
Unity	77	61	79.2%	16	20.8%	0	0.0%
Upper Nile	401	210	52.4%	29	7.2%	162	40.4%
Lakes	101	52	51.5%	4	4.0%	45	44.6%
Warrap	93	74	79.6%	0	0.0%	19	20.4%
WBG	218	120	55.0%	17	7.8%	81	37.2%
NBG	134	97	72.4%	15	11.2%	22	16.4%
Total	2,310	1,419	61.4%	322	13.9%	569	24.6%

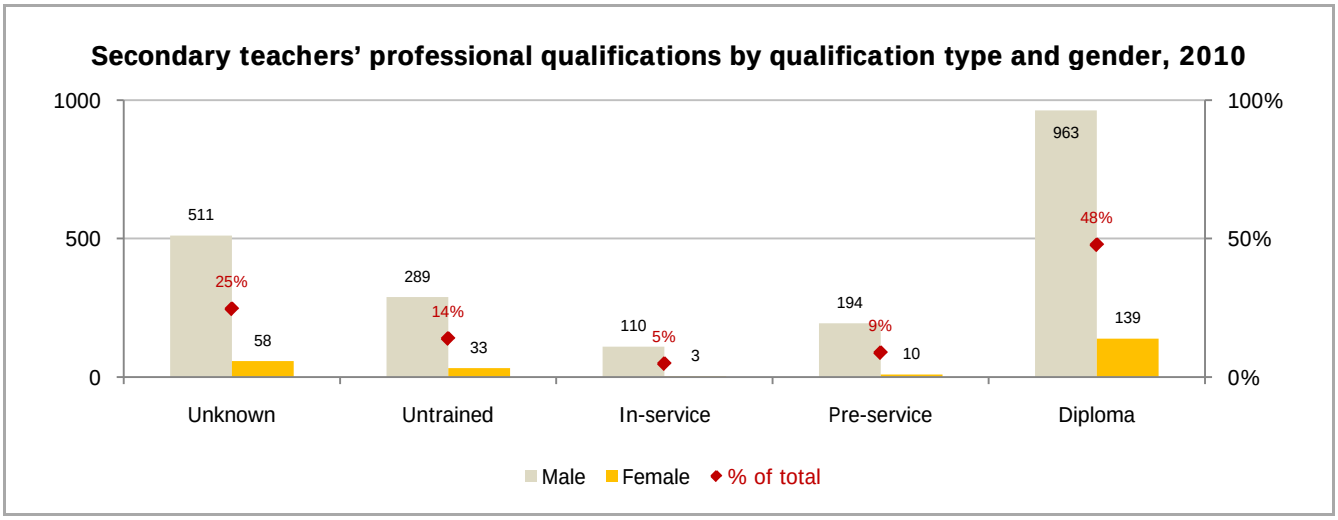
* "Trained" encompasses teachers with pre-service teacher training, in-service teacher training, and higher education diploma.
** The option to list phase trainings were removed from the 2010 questionnaire.

✓ While more than half of the teaching force is trained, there still are substantial number of teachers who are untrained in teaching—more than 20% in CE, EE, and Unity.



Secondary teachers' professional qualifications by qualification type, 2010

State	Total	Unknown	Untrained	In-service	Pre-service	Diploma
CE	628	92	129	22	69	316
EE	341	41	71	15	14	200
WE	220	78	25	8	11	98
Jonglei	97	29	16	4	11	37
Unity	77	-	16	16	15	30
Upper Nile	401	162	29	33	53	124
Lakes	101	45	4	7	10	35
Warrap	93	19	-	-	2	72
WBG	218	81	17	-	2	118
NBG	134	22	15	8	17	72
Total	2,310	569	322	113	204	1,102

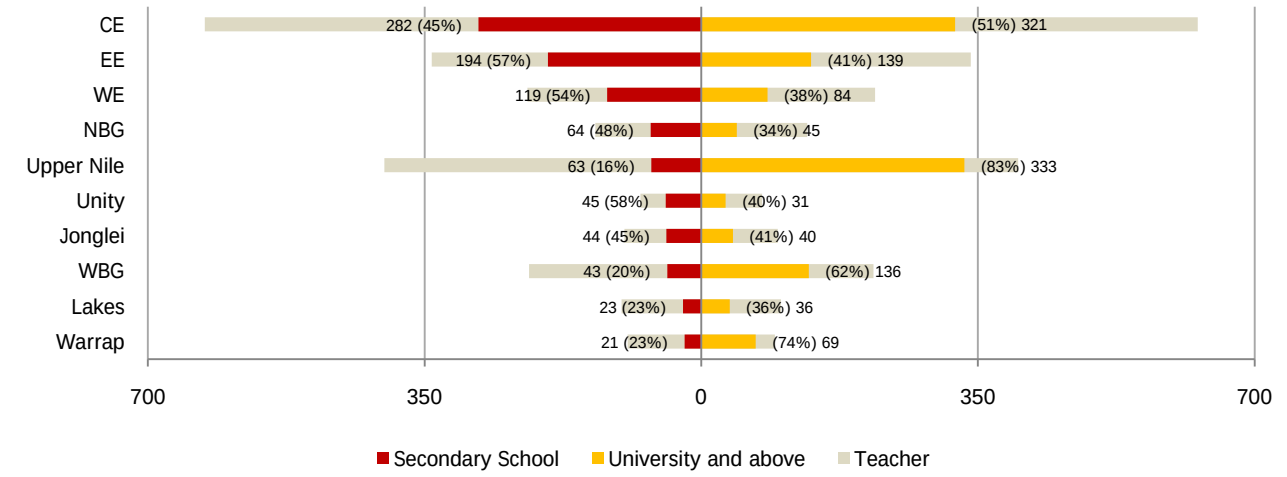


Secondary school teachers' academic qualifications by state, 2010

State	Total	Primary School		Secondary School		University and above		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
CE	628	0	0.0%	282	44.9%	321	51.1%	25	4.0%
EE	341	1	0.3%	194	56.9%	139	40.8%	7	2.1%
WE	220	13	5.9%	119	54.1%	84	38.2%	4	1.8%
Jonglei	97	0	0.0%	44	45.4%	40	41.2%	13	13.4%
Unity	77	1	1.3%	45	58.4%	31	40.3%	0	0.0%
Upper Nile	401	0	0.0%	63	15.7%	333	83.0%	5	1.2%
Lakes	101	1	1.0%	23	22.8%	36	35.6%	41	40.6%
Warrap	93	1	1.1%	21	22.6%	69	74.2%	2	2.2%
WBG	218	2	0.9%	43	19.7%	136	62.4%	37	17.0%
NBG	134	3	2.2%	64	47.8%	45	33.6%	22	16.4%
Total	2,310	22	1.0%	898	38.9%	1,234	53.4%	156	6.8%

* "Primary school" includes completion of primary and intermediate/lower secondary education levels. "Secondary school" attainment includes completion of secondary, O-level, and/or A-level education levels. "University and above" attainment includes completion of four (4) years of university education or its equivalent.

Secondary school teachers' academic qualification by state (sec. and univ. education only), 2010



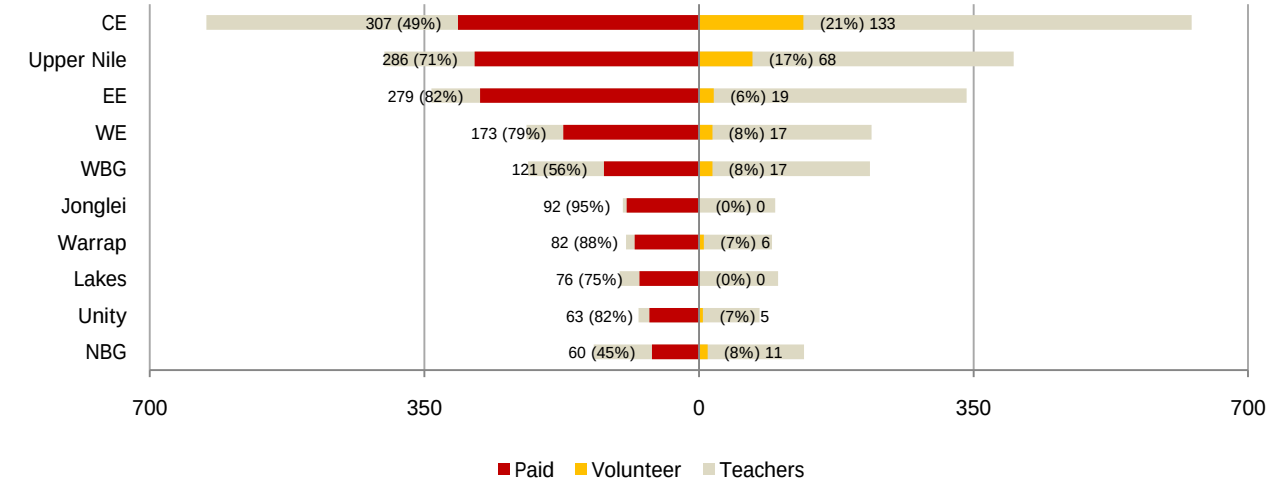
✓ Unlike in primary education, majority of the secondary school teachers have completed secondary or university education. Upper Nile has the largest percentage of university-trained teachers—at 83%.

Secondary school teachers' paid/volunteer status by state, 2010

State	Total	Paid		Volunteer		Unknown	
		Count	% total	Count	% total	Count	% total
CE	628	307	48.9%	133	21.2%	188	29.9%
EE	341	279	81.8%	19	5.6%	43	12.6%
WE	220	173	78.6%	17	7.7%	30	13.6%
Jonglei	97	92	94.8%	0	0.0%	5	5.2%
Unity	77	63	81.8%	5	6.5%	9	11.7%
Upper Nile	401	286	71.3%	68	17.0%	47	11.7%
Lakes	101	76	75.2%	0	0.0%	25	24.8%
Warrap	93	82	88.2%	6	6.5%	5	5.4%
WBG	218	121	55.5%	17	7.8%	80	36.7%
NBG	134	60	44.8%	11	8.2%	63	47.0%
Total	2,310	1,539	66.6%	276	11.9%	495	21.4%

✓ As in pre-primary and primary education sectors, the secondary education sector relies much on volunteer teachers. In CE, more than 20% of the teachers are volunteers. Absorbing the volunteer teachers into the government system will have sizable cost implications. Overall, nearly 12% of the secondary teaching force consists of volunteers.

Secondary school teachers' paid/volunteer status by state, 2010

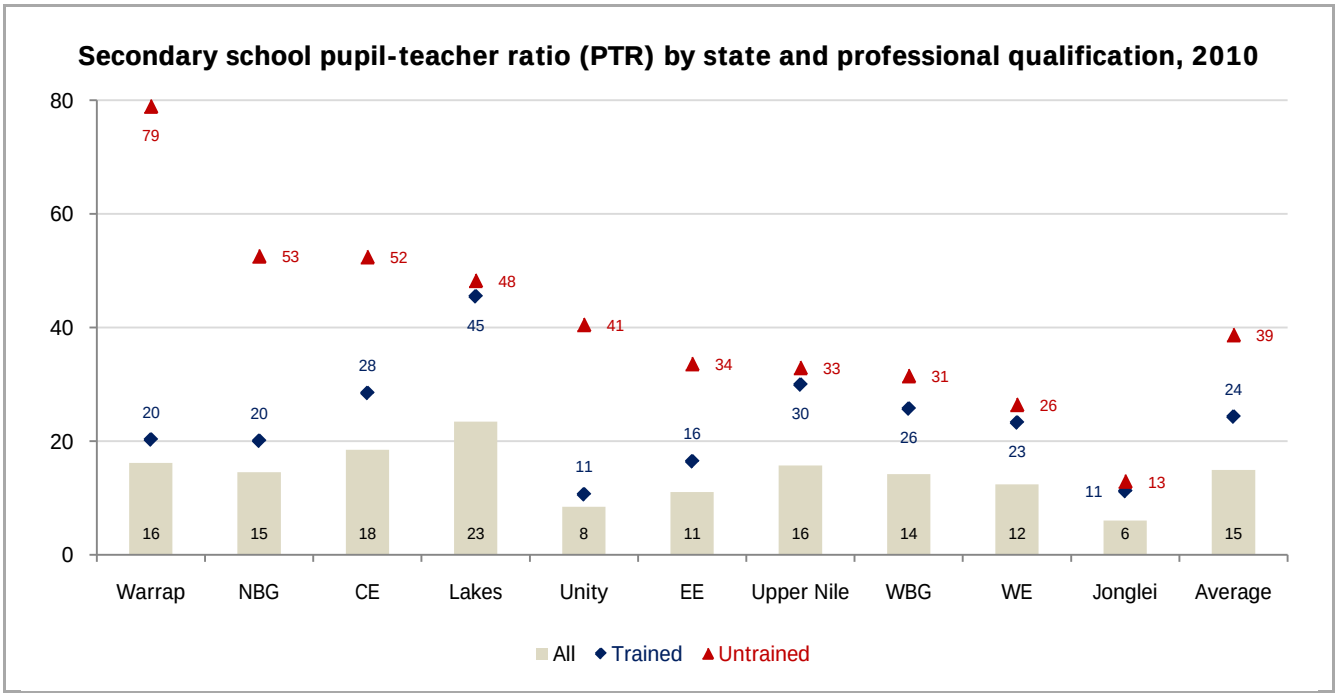


Secondary school pupil-teacher ratio (PTR) by state and professional qualification, 2010

State	PTR Overall			PTR trained		PTR untrained	
	Pupil	Teacher	PTR	Teacher	PTR	Teacher	PTR
CE	11,587	628	18.5	407	28.5	221	52.4
EE	3,764	341	11.0	229	16.4	112	33.6
WE	2,722	220	12.4	117	23.3	103	26.4
Jonglei	582	97	6.0	52	11.2	45	12.9
Unity	648	77	8.4	61	10.6	16	40.5
Upper Nile	6,288	401	15.7	210	29.9	191	32.9
Lakes	2,365	101	23.4	52	45.5	49	48.3
Warrap	1,500	93	16.1	74	20.3	19	78.9
WBG	3,086	218	14.2	120	25.7	98	31.5
NBG	1,945	134	14.5	97	20.1	37	52.6
Total	34,487	2,310	14.9	1,419	24.3	891	38.7

* "PTR untrained" includes teachers whose professional qualification is unknown.

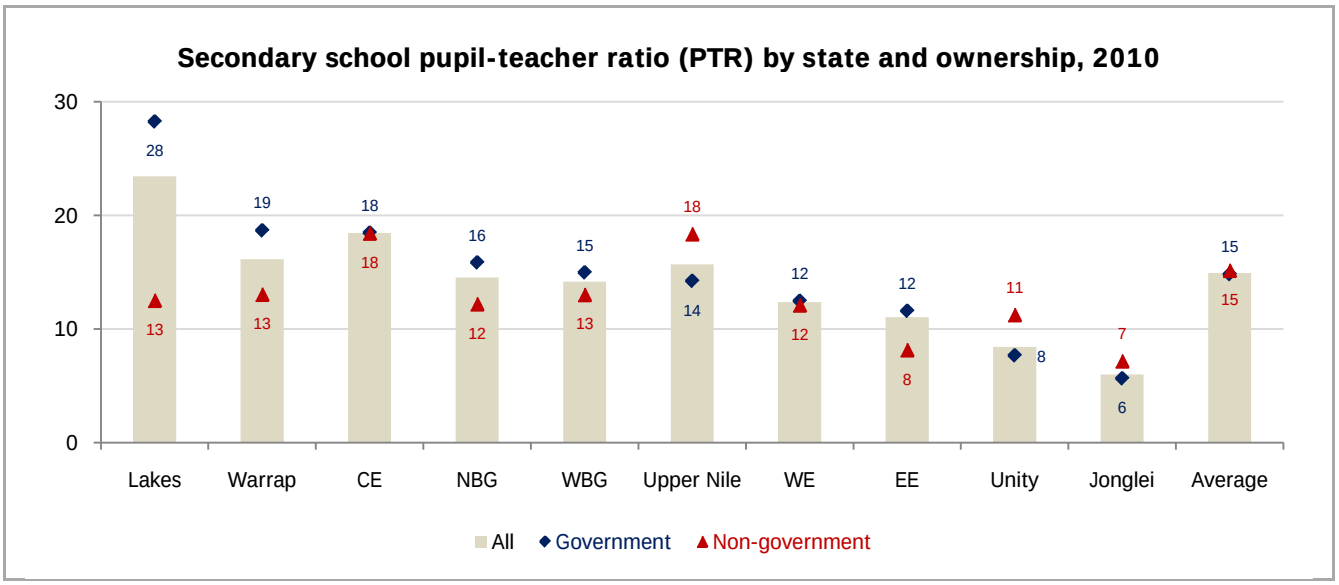
✓ Unlike in primary schools, PTR is low in all 10 states. Contrary to primary school PTR, the pupil-trained teacher ratio is lower than pupil-untrained teacher ratio. This may be a result of more teachers being trained than untrained. It may also indicative of trained teachers being entrusted with more students due to their training.



Secondary school pupil-teacher ratio (PTR) by state and ownership, 2010

State	PTR overall			PTR government			PTR non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
CE	11,587	628	18.5	6,759	366	18.5	4,828	262	18.4
EE	3,764	341	11.0	3,315	286	11.6	449	55	8.2
WE	2,722	220	12.4	2,020	162	12.5	702	58	12.1
Jonglei	582	97	6.0	424	75	5.7	158	22	7.2
Unity	648	77	8.4	468	61	7.7	180	16	11.3
Upper Nile	6,288	401	15.7	3,699	260	14.2	2,589	141	18.4
Lakes	2,365	101	23.4	1,977	70	28.2	388	31	12.5
Warrap	1,500	93	16.1	952	51	18.7	548	42	13.0
WBG	3,086	218	14.2	1,901	127	15.0	1,185	91	13.0
NBG	1,945	134	14.5	1,347	85	15.8	598	49	12.2
Total	34,487	2,310	14.9	22,862	1,543	14.8	11,625	767	15.2

* "Non-government" here includes schools under community, private, NGO-supported, and other ownership types. It also include schools whose ownership type is unknown.



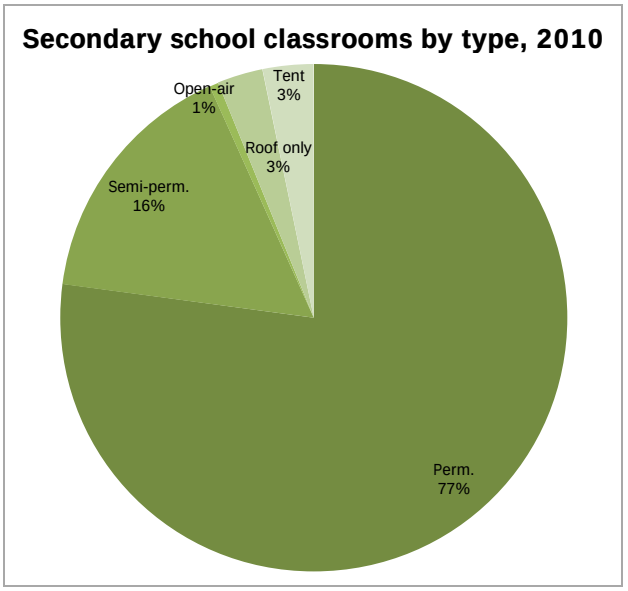
7.2.3. Classrooms

Secondary school classrooms by state and type and pupil-classroom ratio (PCR), 2010

Ownership	Total	Perm.	Semi-perm.	Open-air	Roof only	Tent	PCR
CE	239	170	68	0	1	0	48.7
EE	134	118	9	1	3	3	29.6
WE	79	65	4	1	3	6	39.4
Jonglei	16	16	0	0	0	0	36.4
Unity	28	15	6	3	0	4	30.9
Upper Nile	135	108	17	0	0	10	50.3
Lakes	41	35	6	0	0	0	57.7
Warrap	50	35	3	0	12	0	39.5
WBG	84	54	19	0	6	5	42.3
NBG	55	48	7	0	0	0	35.4
Total	861	664	139	5	25	28	42.9

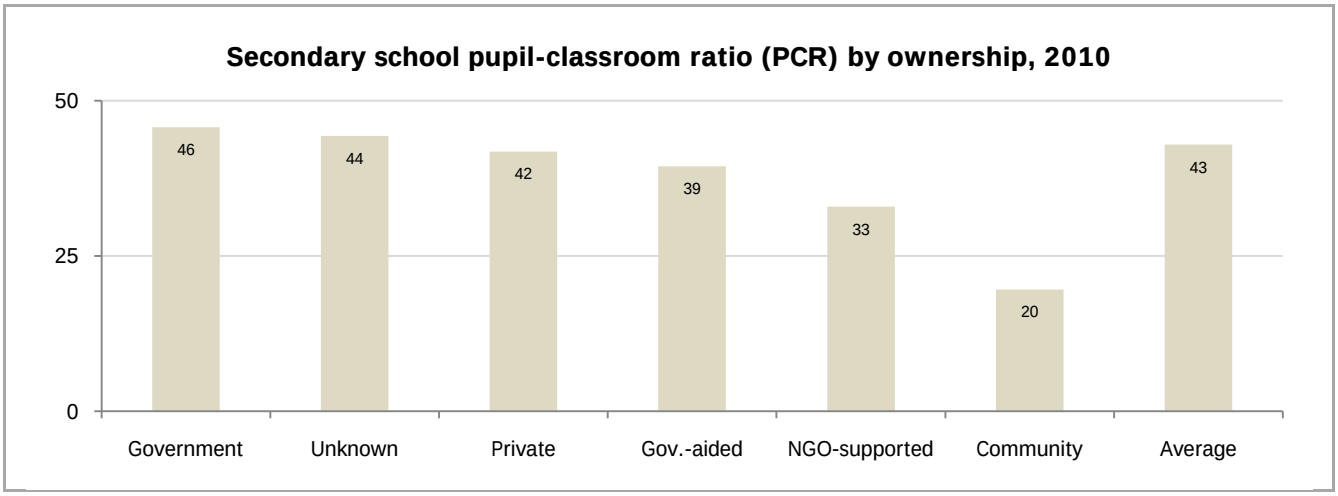
* PCR only accounts for permanent and semi-permanent classrooms.

- ✓ Large number of classrooms does not necessarily mean low PCR. For instance, while Upper Nile has 135 classrooms, it has a high PCR of 51 students per classroom. On the contrary, EE has 134 classrooms with a lower PCR of 30 students per classroom.
- ✓ Unlike in primary schools, pupil-classroom ratio (PCR) is below 50:1 in all but two states. National average is 43 students per classroom.
- ✓ Note the proportionately small number of open-air, roof only, and tent classrooms. Most classrooms have permanent and semi-permanent structures, providing safe, appropriate environment conducive to learning. As shown in Section 6.2.3, open-air classrooms comprise the dominant type.



Secondary school classrooms by ownership and type and pupil-classroom ratio (PCR), 2010

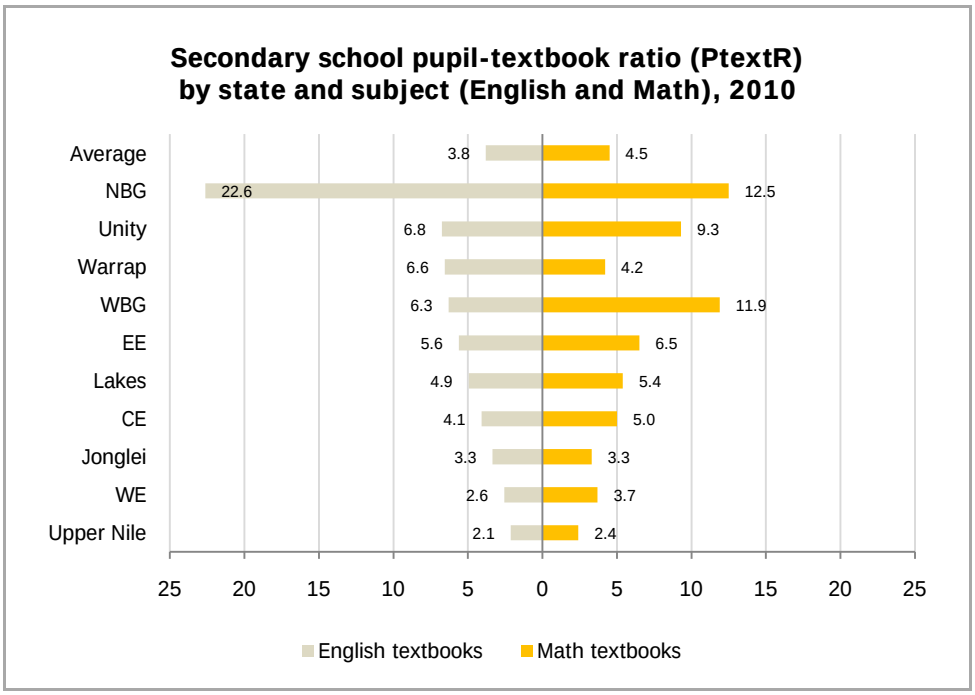
Ownership	Total	Perm.	Semi-perm.	Open-air	Roof only	Tent	PCR
Community	25	11	14	0	0	0	19.6
Government	521	398	72	5	24	22	45.7
Gov.-aided	36	35	0	0	1	0	39.4
Private	210	157	47	0	0	6	41.8
NGO-supported	40	34	6	0	0	0	32.9
Unknown	29	29	0	0	0	0	44.3
Total	861	664	139	5	25	28	42.9



7.2.4. Curriculum and instruction

Secondary school pupil-textbook ratio (PtextR) by state and subject (English and Math), 2010

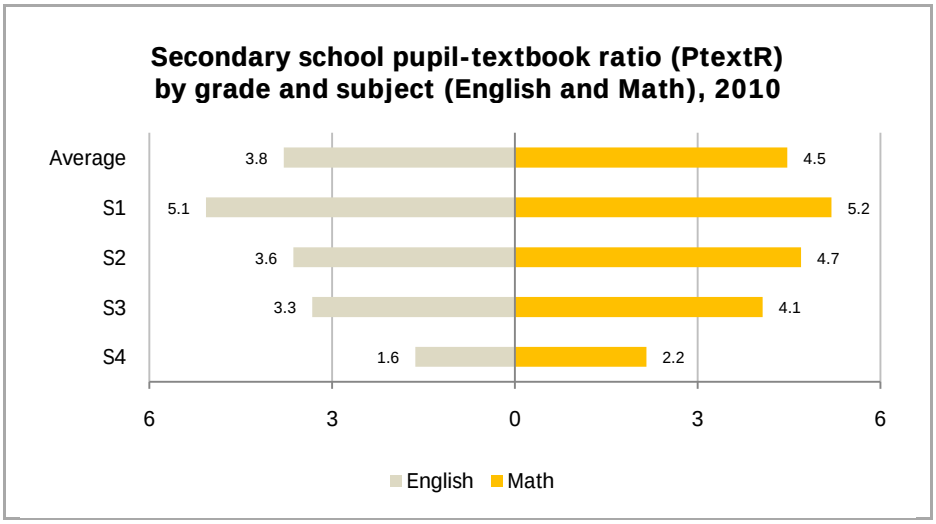
State	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
CE	11,587	2,839	4.1	2,322	5.0
EE	3,764	672	5.6	579	6.5
WE	2,722	1,064	2.6	731	3.7
Jonglei	582	174	3.3	176	3.3
Unity	648	96	6.8	70	9.3
Upper Nile	6,288	2,959	2.1	2,626	2.4
Lakes	2,365	478	4.9	435	5.4
Warrap	1,500	229	6.6	354	4.2
WBG	3,086	490	6.3	259	11.9
NBG	1,945	86	22.6	156	12.5
Total	34,487	9,087	3.8	7,708	4.5



- ✓ Average pupil-textbook ratio is 3.8 for English and 4.5 for Math. This means there is only one textbook for 4-5 pupils to share in each subject.
- ✓ Resources are scarcer in some states than in others. While 2-3 students share an English textbook in Upper Nile, 22-23 students share one English textbook in NBG.

Secondary school pupil-textbook ratio (PtextR) by grade and subject (English and Math), 2010

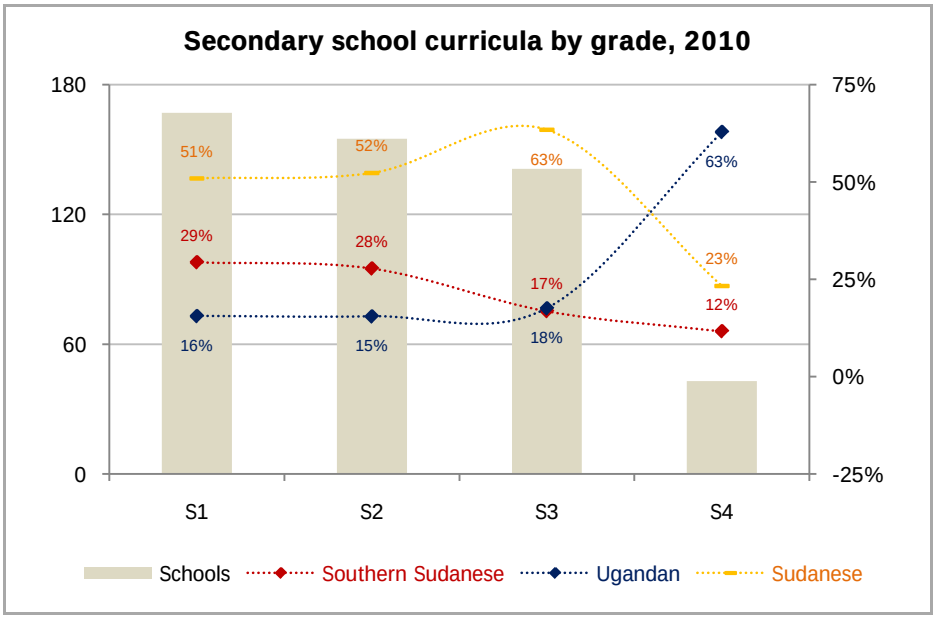
Grade	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
S1	14,821	2,922	5.1	2,851	5.2
S2	10,211	2,808	3.6	2,173	4.7
S3	7,800	2,344	3.3	1,917	4.1
S4	1,655	1,013	1.6	767	2.2
Total	34,487	9,087	3.8	7,708	4.5



✓ The higher the grade level, the lower the pupil-textbook ratio, for both English and Math. By S4, the ratios are 1.6 and 2.2 for English and Math, respectively—which means for every two students, there is one textbook. This occurs most likely due to high attrition of pupils in the upper grade levels.

Secondary school curriculum by grade, 2010

State	S1	S2	S3	S4
Southern Sudanese	49	43	22	5
	29.3%	27.7%	16.8%	11.6%
Ugandan	26	24	23	27
	15.6%	15.5%	17.6%	62.8%
Kenyan	7	7	3	1
	4.2%	4.5%	2.3%	2.3%
Sudan	85	81	83	10
	50.9%	52.3%	63.4%	23.3%
Total	167	155	141	43



✓ Only a small number of secondary schools have adapted the Southern Sudanese curriculum. Most secondary schools continue to use the traditional Sudanese curriculum. A few schools that lack Southern Sudanese instruction materials use Ugandan curriculum. The use of Ugandan curriculum increases in the upper grades, replacing Sudanese curriculum.

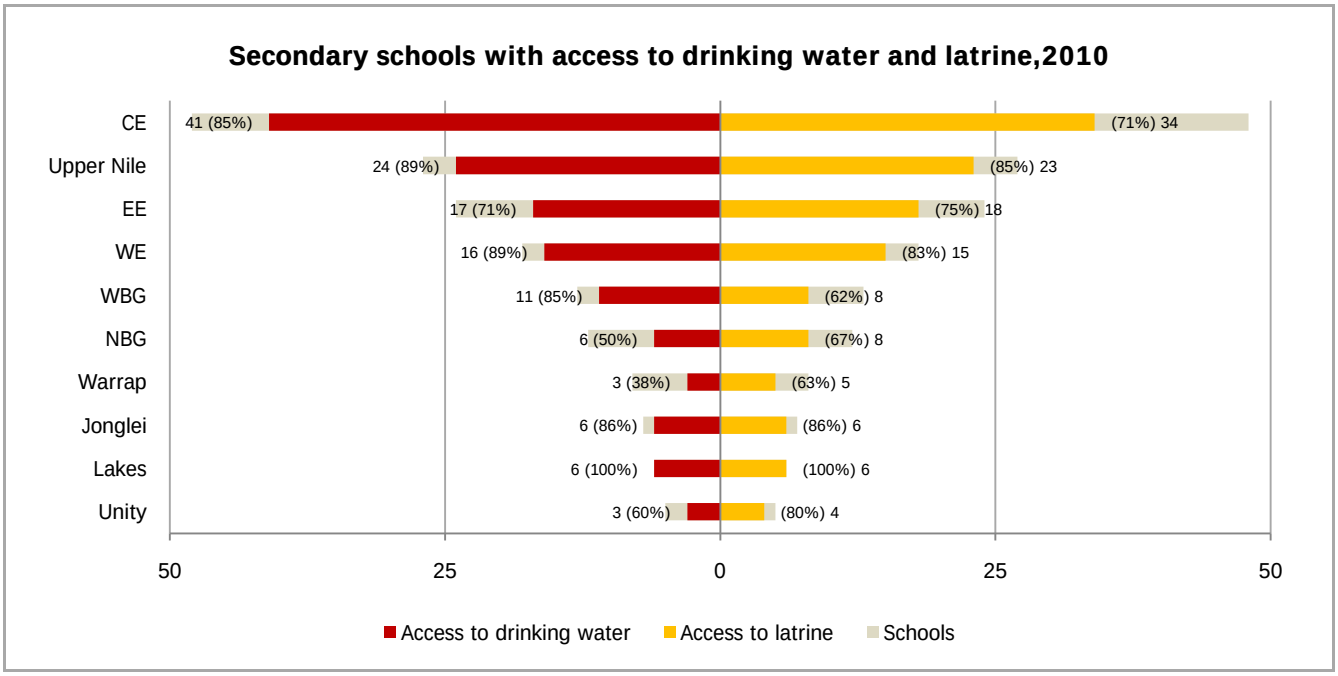
7.2.5. Facilities

Secondary schools with and without access to drinking water by state, 2010

State	Schools	Access		No access		Unknown	
		Count	% total	Count	% total	Count	% total
CE	48	41	85.4%	5	10.4%	2	4.2%
EE	24	17	70.8%	5	20.8%	2	8.3%
WE	18	16	88.9%	1	5.6%	1	5.6%
Jonglei	7	6	85.7%	1	14.3%	0	0.0%
Unity	5	3	60.0%	1	20.0%	1	20.0%
Upper Nile	27	24	88.9%	3	11.1%	0	0.0%
Lakes	6	6	100.0%	0	0.0%	0	0.0%
Warrap	8	3	37.5%	2	25.0%	3	37.5%
WBG	13	11	84.6%	0	0.0%	2	15.4%
NBG	12	6	50.0%	6	50.0%	0	0.0%
Total	168	133	79.2%	24	14.3%	11	6.5%

Secondary schools with and without access to latrine by state, 2010

State	Schools	Access		No access		Unknown	
		Count	% total	Count	% total	Count	% total
CE	48	34	70.8%	8	16.7%	6	12.5%
EE	24	18	75.0%	5	20.8%	1	4.2%
WE	18	15	83.3%	1	5.6%	2	11.1%
Jonglei	7	6	85.7%	1	14.3%	0	0.0%
Unity	5	4	80.0%	0	0.0%	1	20.0%
Upper Nile	27	23	85.2%	3	11.1%	1	3.7%
Lakes	6	6	100.0%	0	0.0%	0	0.0%
Warrap	8	5	62.5%	1	12.5%	2	25.0%
WBG	13	8	61.5%	1	7.7%	4	30.8%
NBG	12	8	66.7%	3	25.0%	1	8.3%
Total	168	127	75.6%	23	13.7%	18	10.7%

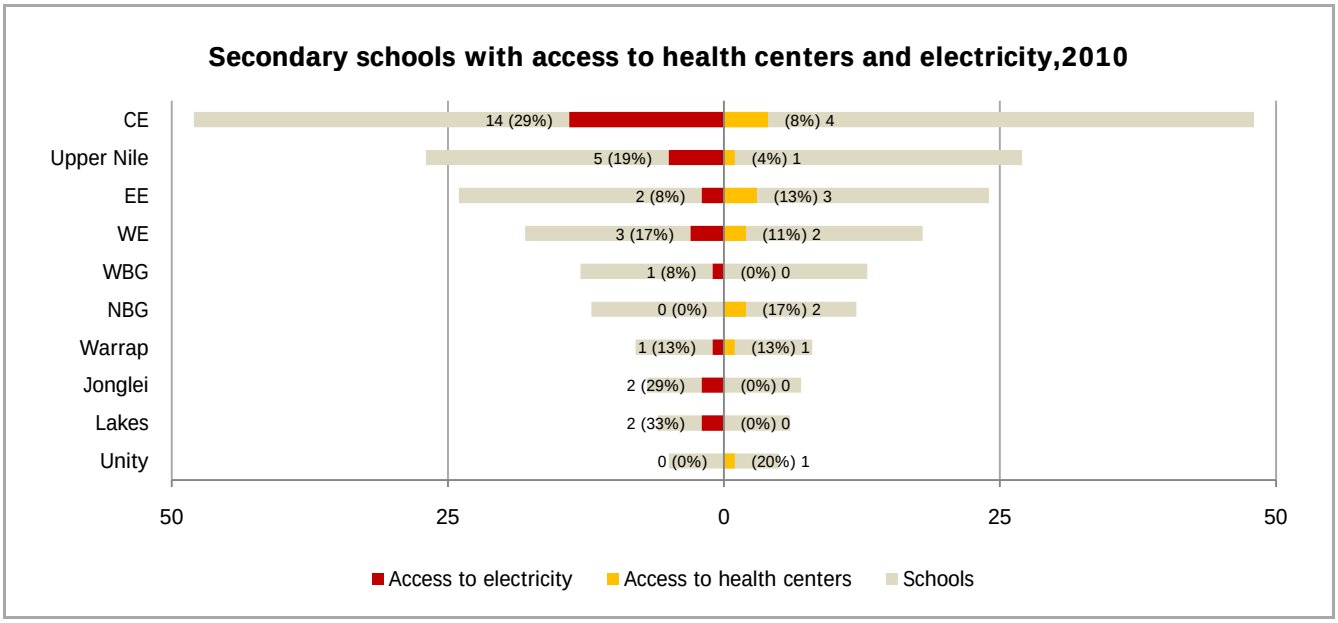


Secondary schools with and without access to health centers by state, 2010

State	Schools	Access		No access		Unknown	
		Count	% total	Count	% total	Count	% total
CE	48	4	8.3%	15	31.3%	29	60.4%
EE	24	3	12.5%	3	12.5%	18	75.0%
WE	18	2	11.1%	16	88.9%	0	0.0%
Jonglei	7	0	0.0%	1	14.3%	6	85.7%
Unity	5	1	20.0%	2	40.0%	2	40.0%
Upper Nile	27	1	3.7%	17	63.0%	9	33.3%
Lakes	6	0	0.0%	0	0.0%	6	100.0%
Warrap	8	1	12.5%	2	25.0%	5	62.5%
WBG	13	0	0.0%	12	92.3%	1	7.7%
NBG	12	2	16.7%	2	16.7%	8	66.7%
Total	168	14	8.3%	70	41.7%	84	50.0%

Secondary schools with and without electricity by state, 2010

State	Schools	Electricity		No electricity		Unknown	
		Count	% total	Count	% total	Count	% total
CE	48	14	29.2%	12	25.0%	22	45.8%
EE	24	2	8.3%	3	12.5%	19	79.2%
WE	18	3	16.7%	15	83.3%	0	0.0%
Jonglei	7	2	28.6%	0	0.0%	5	71.4%
Unity	5	0	0.0%	2	40.0%	3	60.0%
Upper Nile	27	5	18.5%	16	59.3%	6	22.2%
Lakes	6	2	33.3%	0	0.0%	4	66.7%
Warrap	8	1	12.5%	2	25.0%	5	62.5%
WBG	13	1	7.7%	12	92.3%	0	0.0%
NBG	12	0	0.0%	3	25.0%	9	75.0%
Total	168	30	17.9%	65	38.7%	73	43.5%



✓ While most secondary schools have access to drinking water and latrine, only a small percentage of schools enjoy access to health centers and electricity. Resources should be secured to increase access to these basic facilities to provide an environment more conducive to learning.

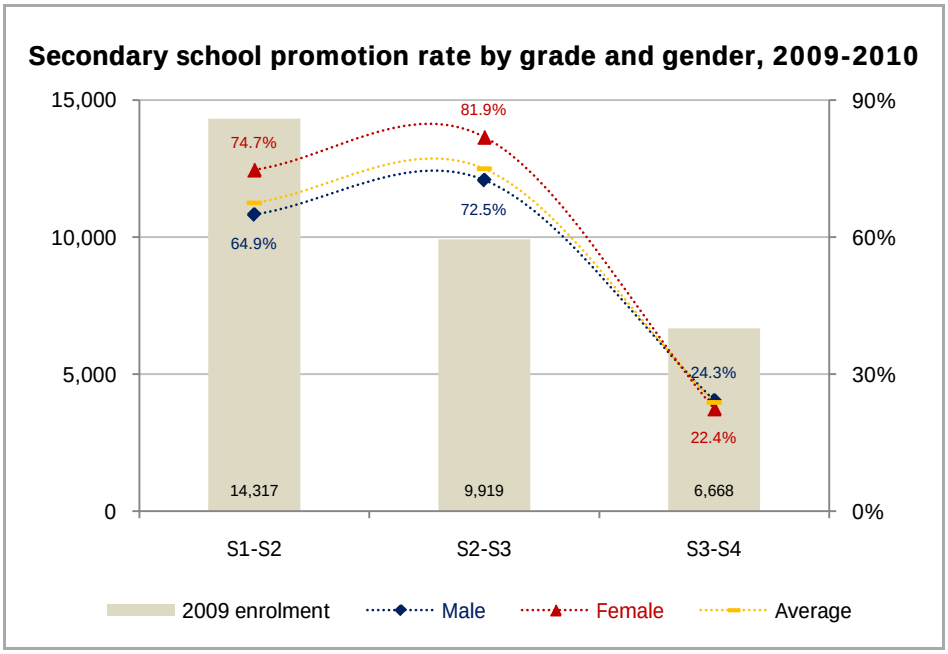
7.3. Student flow

7.3.1. Promotion rate

Secondary school promotion rate by state and grade, 2009-2010

State	2009 enrol.	Average	S1-S2	S2-S3	S3-S4
CE	10,645	63.1%	75.5%	84.0%	29.7%
EE	3,614	56.5%	68.8%	65.6%	35.0%
WE	3,072	53.7%	68.1%	67.8%	25.2%
Jonglei	1,439	14.8%	22.8%	12.8%	9.0%
Unity	1,196	25.8%	27.8%	49.7%	0.0%
Upper Nile	4,336	66.8%	75.5%	106.6%*	18.3%
Lakes	1,686	86.9%	89.8%	72.4%	98.4%
Warrap	1,346	25.3%	48.9%	26.9%	0.0%
WBG	3,856	45.3%	46.8%	89.2%	0.0%
NBG	1,066	68.3%	108.1%*	96.9%	0.0%
Total	32,256	55.4%	67.5%	74.9%	23.8%

* Promotion exceeding 100% occur due to high increase in enrolment between 2009 and 2010.



✓ Average promotion rate is 55.4%. At each grade level, only 45.6% of the students go on to next grade.

✓ Promotion rate declines dramatically between S3 and S4—i.e. of the 7,800 S3 students in 2009, less than 25% promoted to S4 in 2010. This indicates that the barrier in receiving Secondary education grows as one advances to upper grade levels.

Secondary school promotion rate for male students by state and grade, 2009-2010

State	2009 enrol.	Average	S1-S2	S2-S3	S3-S4
CE	6,804	62.1%	72.8%	83.0%	30.4%
EE	2,707	54.4%	66.5%	62.9%	33.9%
WE	2,220	54.9%	66.9%	72.6%	25.2%
Jonglei	1,091	17.4%	26.9%	14.4%	11.1%
Unity	1,083	24.6%	27.2%	46.5%	0.0%
Upper Nile	2,892	65.8%	73.3%	100.6%*	23.5%
Lakes	1,588	86.9%	86.5%	70.2%	103.9%*
Warrap	1,205	25.7%	49.0%	28.0%	0.0%
WBG	3,138	43.4%	40.7%	89.4%	0.0%
NBG	974	72.5%	114.1%*	103.4%	0.0%
Total	23,702	53.9%	64.9%	72.5%	24.3%

* Promotion exceeding 100% occur due to high increase in enrolment between 2009 and 2010.

Secondary school promotion rate for female students by state and grade, 2009-2010

State	2009 enrol.	Average	S1-S2	S2-S3	S3-S4
CE	3,841	64.8%	80.7%	85.6%	28.3%
EE	907	63.8%	75.6%	76.5%	39.2%
WE	852	50.8%	71.5%	55.5%	25.2%
Jonglei	348	6.8%	9.6%	7.1%	3.6%
Unity	113	37.2%	32.7%	78.9%	0.0%
Upper Nile	1,444	66.8%	80.0%	118.5%*	2.0%
Lakes	98	102.5%*	148.7%*	120.8%*	38.1%
Warrap	141	21.9%	48.6%	17.1%	0.0%
WBG	718	53.3%	71.2%	88.8%	0.0%
NBG	92	26.3%	48.1%	30.8%	0.0%
Total	8,554	59.7%	74.7%	81.9%	22.4%

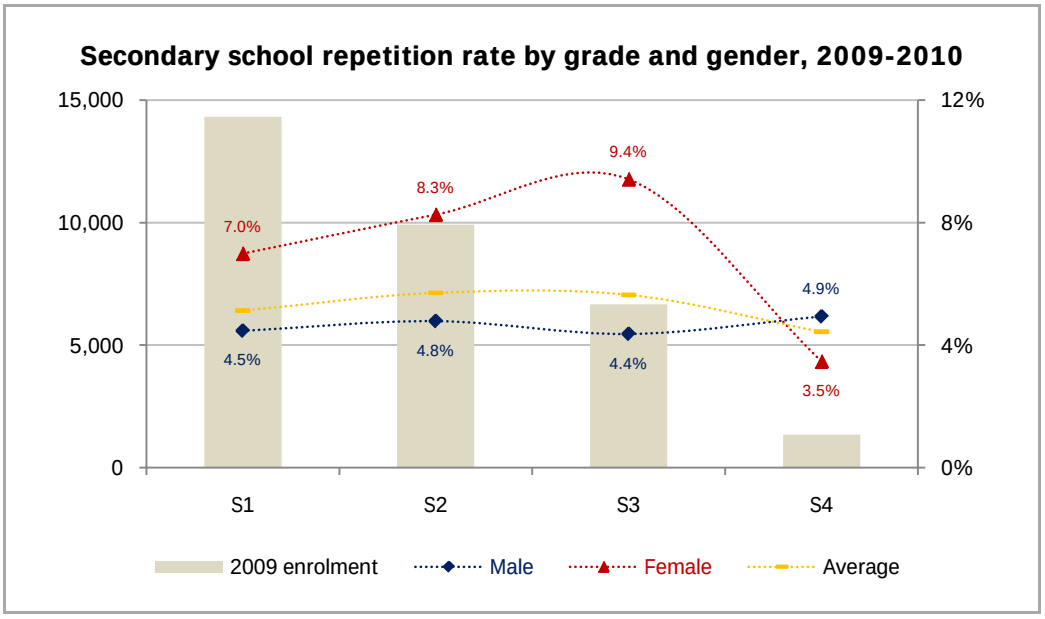
* Promotion exceeding 100% occur due to high increase in enrolment between 2009 and 2010.

7.3.2. Repetition rate

Secondary school repetition rate by state and grade, 2009-2010

State	2009 enrol.	Average	S1	S2	S3	S4
CE	10,645	6.3%	5.0%	6.9%	7.0%	6.6%
EE	3,614	3.3%	2.1%	4.3%	3.6%	2.3%
WE	3,072	4.4%	5.0%	4.6%	3.7%	0.4%
Jonglei	1,439	0.1%	0.2%	0.2%	0.0%	0.0%
Unity	1,196	2.9%	1.6%	2.6%	4.6%	-*
Upper Nile	4,336	7.4%	5.6%	7.6%	8.8%	-*
Lakes	1,686	5.1%	6.1%	3.7%	5.6%	7.8%
Warrap	1,346	12.0%	11.4%	4.7%	20.0%	-*
WBG	3,856	6.8%	7.2%	7.7%	5.5%	-*
NBG	1,066	2.3%	6.0%	1.0%	0.0%	-*
Total	32,256	5.5%	5.1%	5.7%	5.6%	4.4%

* There were no S4 students in 2009. Therefore, there exist no S4 repeaters in 2010. Repetition rate does not apply to these states.



- ✓ Average repetition rate hovers around 5% across all grade levels of Secondary education.
- ✓ Repetition rate is significantly higher for female students than male students, particularly in S3.

Secondary school repetition rate for male students by state and grade, 2009-2010

State	2009 enrol.	Average	S1	S2	S3	S4
CE	6,804	5.6%	4.5%	6.7%	5.6%	7.0%
EE	2,707	2.7%	1.2%	3.6%	3.2%	3.3%
WE	2,220	4.6%	5.8%	4.6%	3.3%	0.0%
Jonglei	1,091	0.2%	0.2%	0.3%	0.0%	0.0%
Unity	1,083	2.7%	1.3%	2.1%	4.6%	-*
Upper Nile	2,892	5.7%	5.2%	6.5%	5.5%	-*
Lakes	1,588	4.6%	5.5%	3.4%	4.8%	8.6%
Warrap	1,205	11.7%	12.5%	4.4%	18.2%	-*
WBG	3,138	3.9%	3.4%	4.6%	3.8%	-*
NBG	974	2.4%	6.2%	1.1%	0.0%	-*
Total	23,702	4.5%	4.5%	4.8%	4.4%	4.9%

* There were no S4 students in 2009. Therefore, there exist no S4 repeaters in 2010. Repetition rate does not apply to these states.

Secondary school repetition rate for female students by state and grade, 2009-2010

State	2009 enrol.	Average	S1	S2	S3	S4
CE	3,841	7.6%	5.9%	7.3%	9.6%	5.9%
EE	907	5.6%	4.6%	7.0%	5.2%	1.3%
WE	852	3.9%	2.6%	4.7%	4.4%	1.4%
Jonglei	348	0.0%	0.0%	0.0%	0.0%	0.0%
Unity	113	5.5%	3.6%	7.9%	5.0%	-*
Upper Nile	1,444	11.9%	6.5%	9.8%	19.3%	-*
Lakes	98	13.5%	17.9%	8.3%	14.3%	0.0%
Warrap	141	36.7%	2.9%	7.1%	100.0%	-*
WBG	718	19.6%	22.5%	19.3%	16.9%	-*
NBG	92	1.3%	3.8%	0.0%	0.0%	-*
Total	8,554	8.2%	7.0%	8.3%	9.4%	3.5%

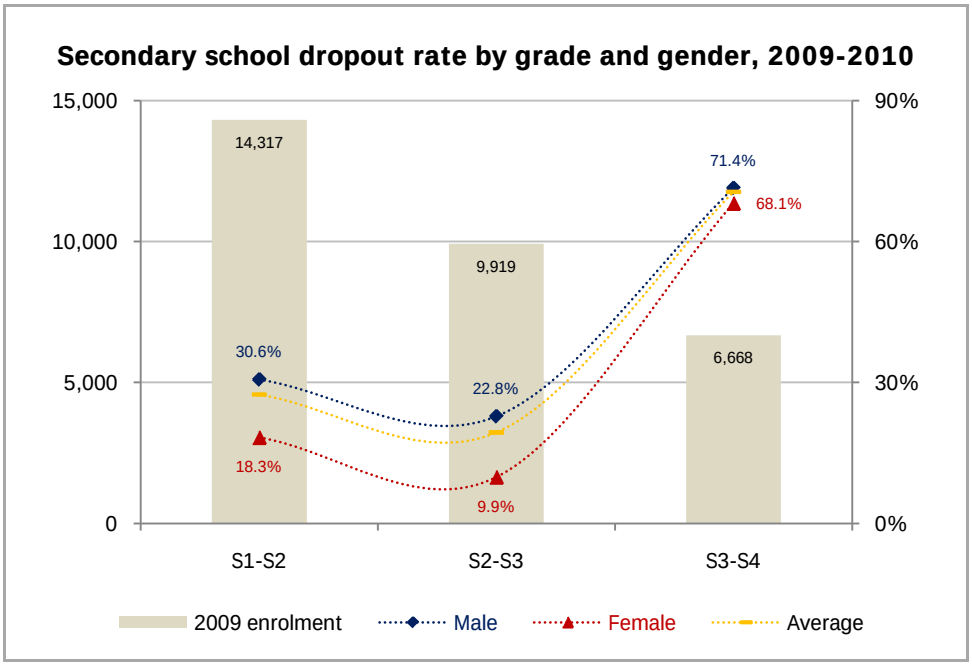
* There were no S4 students in 2009. Therefore, there exist no S4 repeaters in 2010. Repetition rate does not apply to these states.

7.3.3. Dropout rate

Secondary school dropout rate by state and grade, 2009-2010

State	2009 enrol.	Average	S1-S2	S2-S3	S3-S4
CE	10,645	30.6%	19.4%	9.1%	63.3%
EE	3,614	40.2%	29.1%	30.0%	61.4%
WE	3,072	41.9%	26.9%	27.6%	71.1%
Jonglei	1,439	85.0%	77.0%	87.0%	91.0%
Unity	1,196	71.2%	70.7%	47.6%	95.4%
Upper Nile	4,336	25.8%	18.8%	-14.2%*	72.8%
Lakes	1,686	8.0%	4.1%	23.9%	-4.0%*
Warrap	1,346	62.7%	39.6%	68.5%	80.0%
WBG	3,856	47.9%	46.1%	3.1%	94.5%
NBG	1,066	29.3%	-14.1%*	2.1%	100.0%
Total	32,256	39.1%	27.4%	19.4%	70.6%

* Negative dropout rates occur due to high increase in enrolment between 2009 and 2010



- ✓ Average dropout rate is 39.1%, but varies widely across each grade level. There is a significant rise in dropout rate between S3 and S4. Of the 6,668 S3 students in 2009, 70.6% dropped out of secondary school in 2010.
- ✓ In S1-S2 and S2-S3, dropout rate is significant higher for male than female students.

Secondary school dropout rate for male students by state and grade, 2009-2010

State	2009 enrol.	Average	S1-S2	S2-S3	S3-S4
CE	6,804	32.3%	22.7%	10.3%	63.9%
EE	2,707	42.9%	32.3%	33.5%	62.9%
WE	2,220	40.5%	27.3%	22.8%	71.4%
Jonglei	1,091	82.4%	72.9%	85.3%	88.9%
Unity	1,083	72.8%	71.4%	51.5%	95.4%
Upper Nile	2,892	28.4%	21.4%	-7.1%*	71.0%
Lakes	1,588	8.5%	8.0%	26.4%	-8.8%*
Warrap	1,205	62.6%	38.5%	67.6%	81.8%
WBG	3,138	52.7%	55.9%	6.1%	96.2%
NBG	974	25.0%	-20.3%*	-4.6%*	100.0%
Total	23,702	41.6%	30.6%	22.8%	71.4%

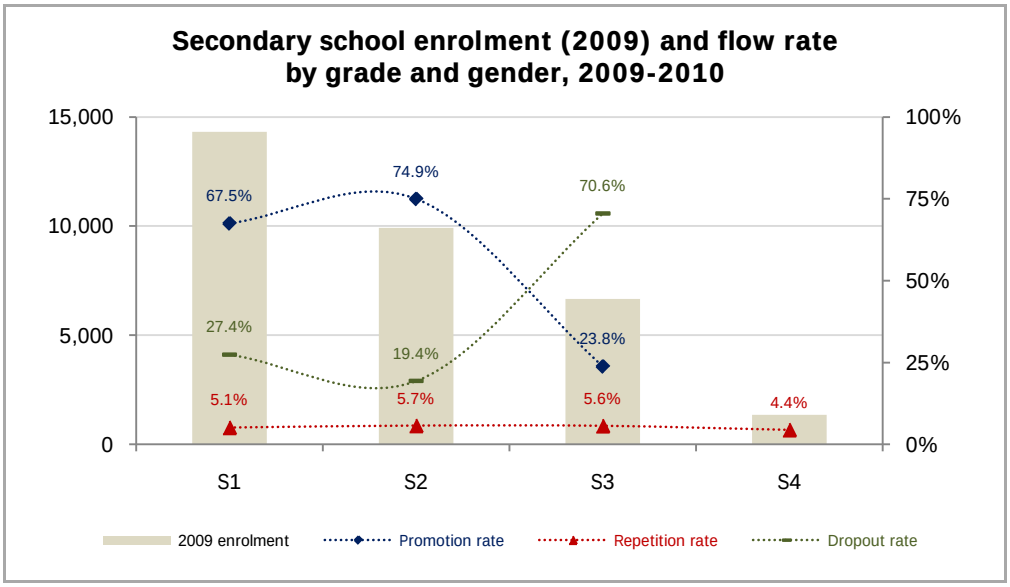
* Negative dropout rates occur due to high increase in enrolment between 2009 and 2010

Secondary school dropout rate for female students by state and grade, 2009-2010

State	2009 enrol.	Average	S1-S2	S2-S3	S3-S4
CE	3,841	27.6%	13.4%	7.1%	62.1%
EE	907	30.6%	19.8%	16.5%	55.6%
WE	852	45.3%	25.8%	39.8%	70.4%
Jonglei	348	93.2%	90.4%	92.9%	96.4%
Unity	113	57.3%	63.6%	13.2%	95.0%
Upper Nile	1,444	21.3%	13.5%	-28.3%*	78.7%
Lakes	98	-16.1%*	-66.7%*	-29.2%*	47.6%
Warrap	141	41.4%	48.6%	75.7%	0.0%
WBG	718	27.1%	6.3%	-8.0%*	83.1%
NBG	92	72.4%	48.1%	69.2%	100.0%
Total	8,554	32.1%	18.3%	9.9%	68.1%

* Negative dropout rates occur due to high increase in enrolment between 2009 and 2010

7.3.4. Flow rate summary



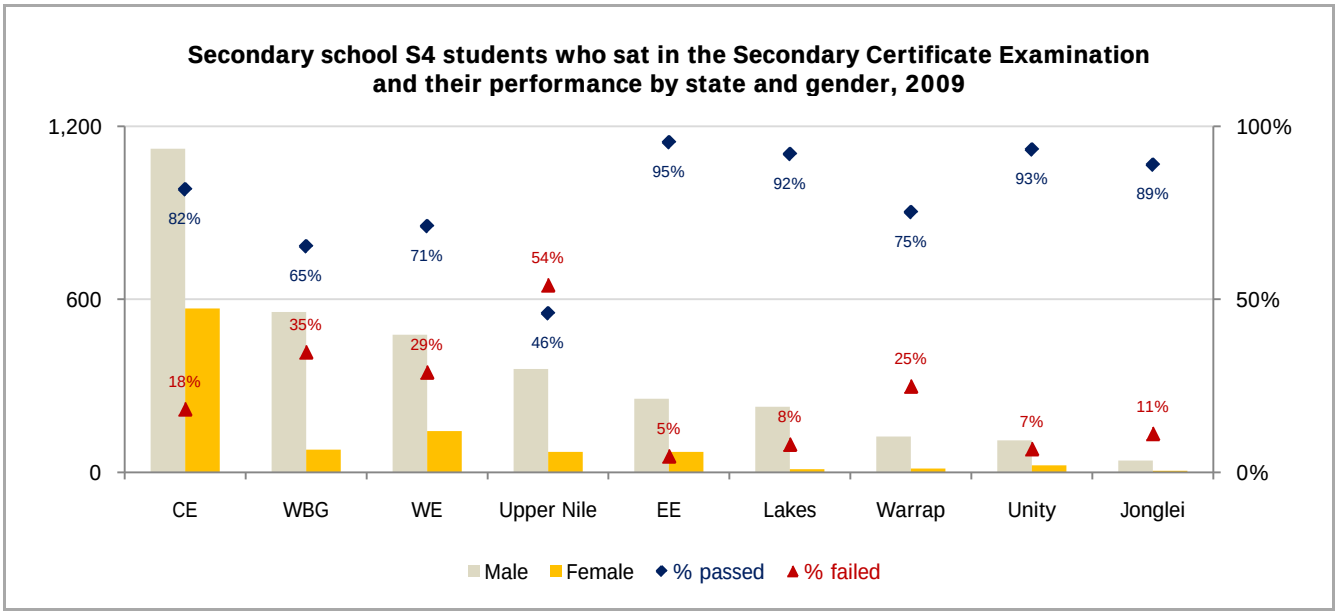
✓ Student flow rates between 2009-2010 show that there are large number of dropouts between S2 and S3. Only 24% of S2 students in 2009 were promoted to S3 in 2010. Repetition rate is hovers between 4% and 6% across all grade levels.

7.3.5. Secondary school completion

Secondary school students' performance on Secondary Certificate Examination by state and gender, 2009

State	Total		Male			Female		
	% passed	% failed	Sat	Passed	Failed	Sat	Passed	Failed
CE	81.8%	18.2%	1,122	934	188	568	448	120
EE	95.4%	4.6%	255	244	11	70	66	4
WE	71.1%	28.9%	477	343	134	143	98	45
Jonglei	88.9%	11.1%	40	36	4	5	4	1
Unity	93.3%	6.7%	110	101	9	24	24	0
Upper Nile	45.9%	54.1%	358	174	184	71	23	48
Lakes	92.0%	8.0%	227	211	16	10	7	3
Warrap	75.2%	24.8%	124	93	31	13	10	3
WBG	65.3%	34.7%	556	356	200	78	58	20
NBG	-	-	-	-	-	-	-	-
Total	76.0%	24.0%	3,269	2,492	777	982	738	244

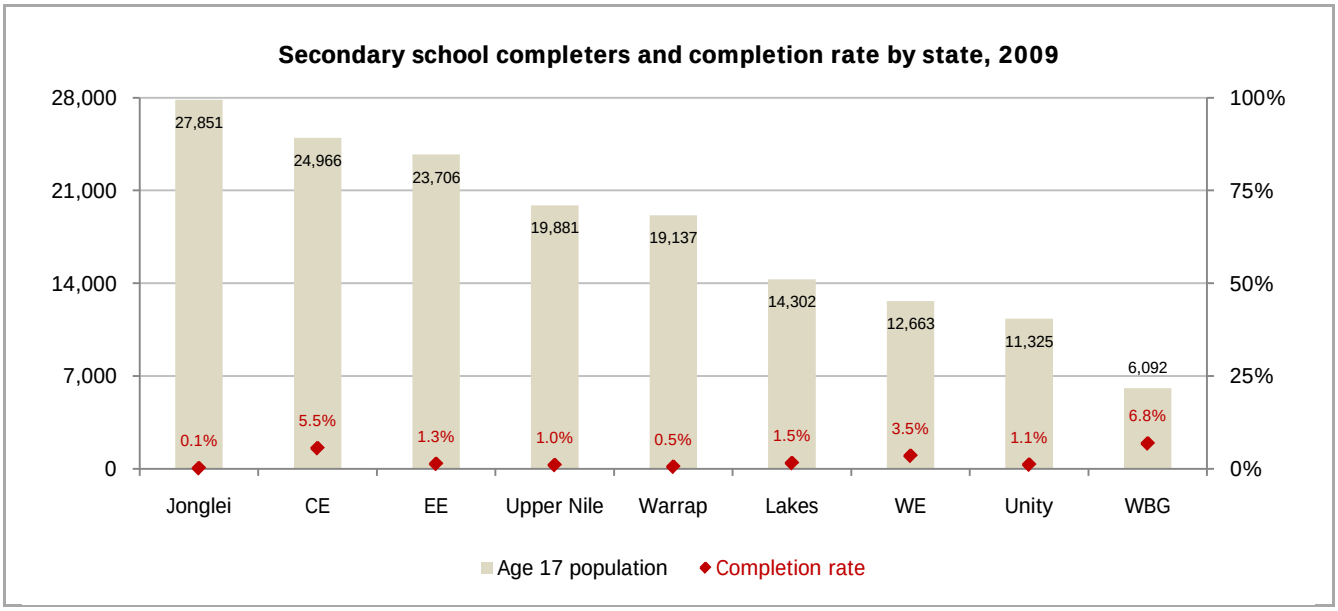
* The number of students who sat in the exam exceeds the 2009 enrolment of S4 students. This indication suggests that Secondary Certificate Examination is administered not only for S4 pupils but a wider pool of learners pursuing secondary school certification and/or entrance to tertiary education.
** The number of students who sat in the exam may differ from the number reported in the booklet's complementary tool, the Global ED*ASSIST DDM. The booklet reports "sat" as "passed" + "failed," whereas the DDM reports the number of "sat" directly reported by the Head Teacher.
** NBG reported no data on the 2009 exam scores. It has been excluded in the graph (below) as well.



Secondary school completers and completion rate by state and gender, 2009

State	All			Male			Female		
	Comp.	Age 17 pop.	Comp. rate	Comp.	Age 17 pop.	Comp. rate	Comp.	Age 17 pop.	Comp. rate
CE	1,382	24,966	5.5%	934	13,013	7.2%	448	11,953	3.7%
EE	310	23,706	1.3%	244	12,610	1.9%	66	11,095	0.6%
WE	441	12,663	3.5%	343	6,508	5.3%	98	6,155	1.6%
Jonglei	40	27,851	0.1%	36	15,624	0.2%	4	12,226	0.0%
Unity	125	11,325	1.1%	101	5,919	1.7%	24	5,406	0.4%
Upper Nile	197	19,881	1.0%	174	11,232	1.5%	23	8,649	0.3%
Lakes	218	14,302	1.5%	211	7,477	2.8%	7	6,825	0.1%
Warrap	103	19,137	0.5%	93	9,207	1.0%	10	9,930	0.1%
WBG	414	6,092	6.8%	356	3,291	10.8%	58	2,801	2.1%
NBG	-	11,230	-	-	5,412	-	-	5,818	-
Total	3,230	171,153	1.9%	2,492	90,294	2.8%	738	80,859	0.9%

* NBG reported no data on the 2009 exam scores. It has been excluded in the graph (below) as well.



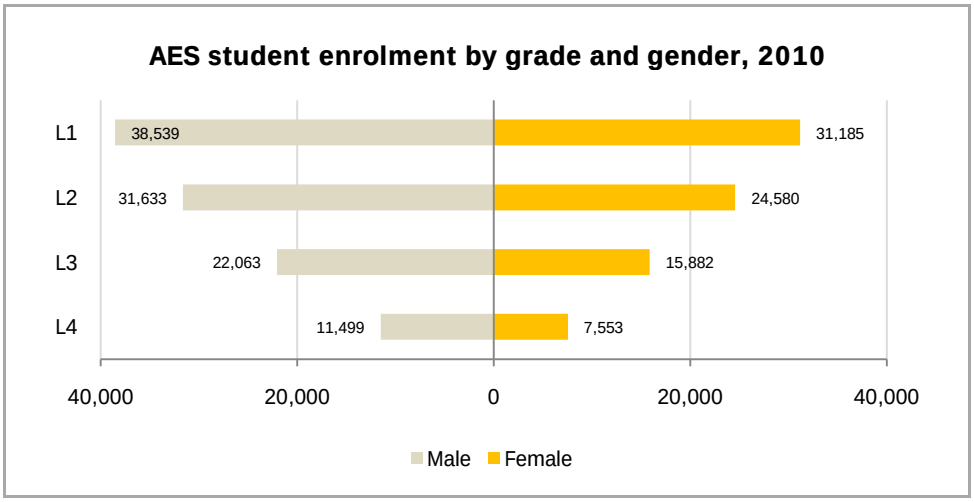
8.0. ALTERNATIVE EDUCATION SYSTEM (AES)

8.1. Access

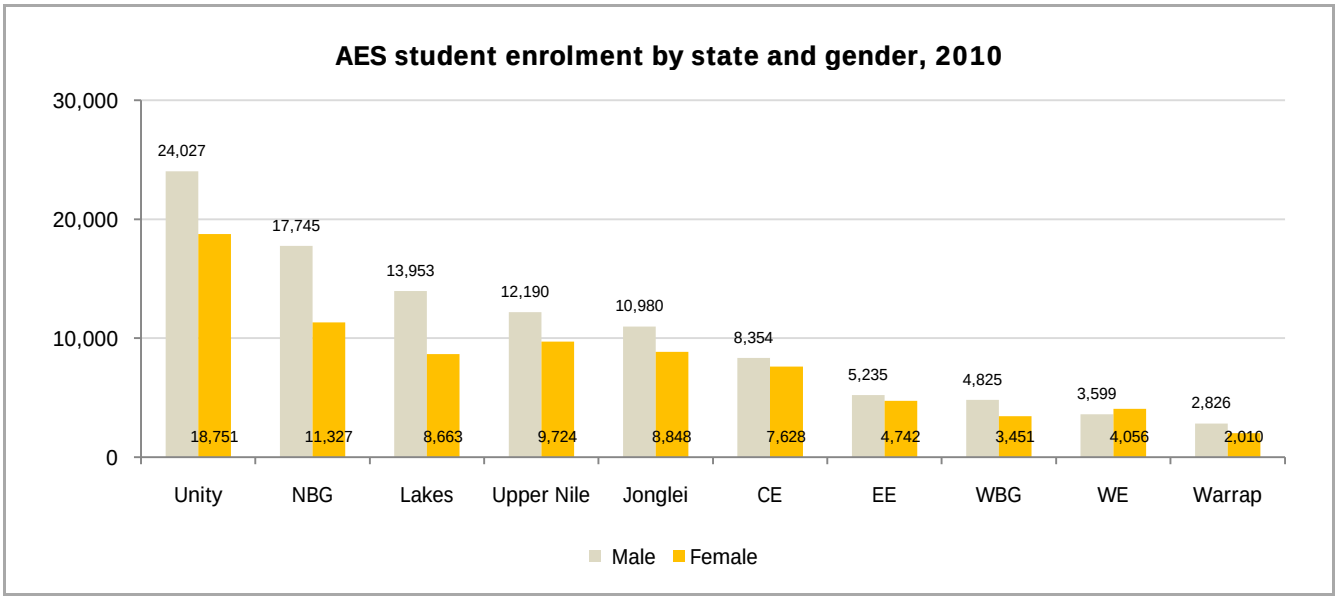
8.1.1. Enrolment

AES student enrolment by state and grade, 2010

State	Total	L1	L2	L3	L4
CE	15,982	5,097	5,212	3,483	2,190
EE	9,977	4,170	2,661	2,092	1,054
WE	7,655	2,661	2,561	1,809	624
Jonglei	19,828	7,180	6,012	4,244	2,392
Unity	42,778	15,699	12,510	10,025	4,544
Upper Nile	21,914	7,975	6,114	4,373	3,452
Lakes	22,616	9,684	8,003	3,733	1,196
Warrap	4,836	2,232	1,504	838	262
WBG	8,276	3,327	2,914	1,564	471
NBG	29,072	11,699	8,722	5,784	2,867
Total	182,934	69,724	56,213	37,945	19,052

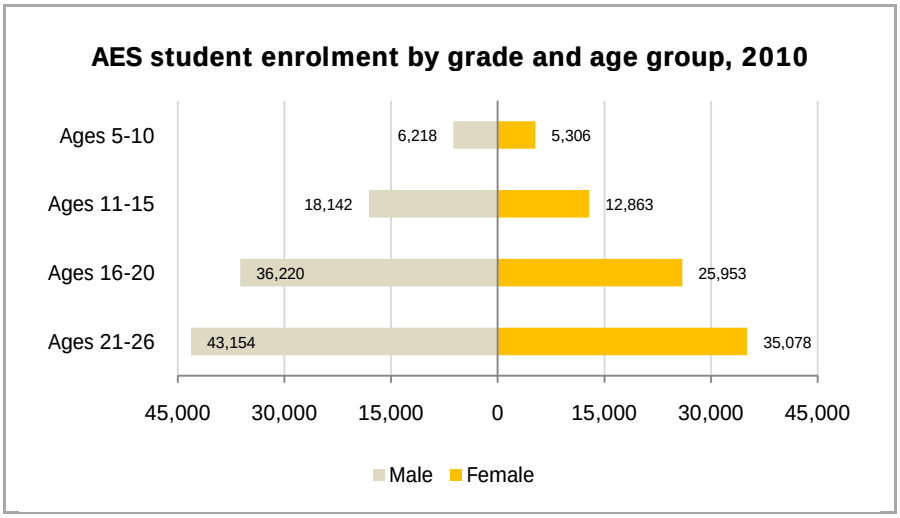


- ✓ As in other sectors of education, the number of students decreases in upper grade levels. While there are nearly 70,000 students in L1, there are less than 20,000 in L4.
- ✓ Gender equity is close to 1:1—at 56.7% male and 43.3% female ratio.



AES student enrolment by grade and age group, 2010

Grade	Total	Ages 5-10	Ages 11-15	Ages 16-20	Ages 21-26
L1	69,724	5,322	13,849	23,317	27,236
L2	56,213	3,142	9,081	19,633	24,357
L3	37,945	1,718	5,503	12,911	17,813
L4	19,052	1,342	2,572	6,312	8,826
Total	182,934	11,524	31,005	62,173	78,232

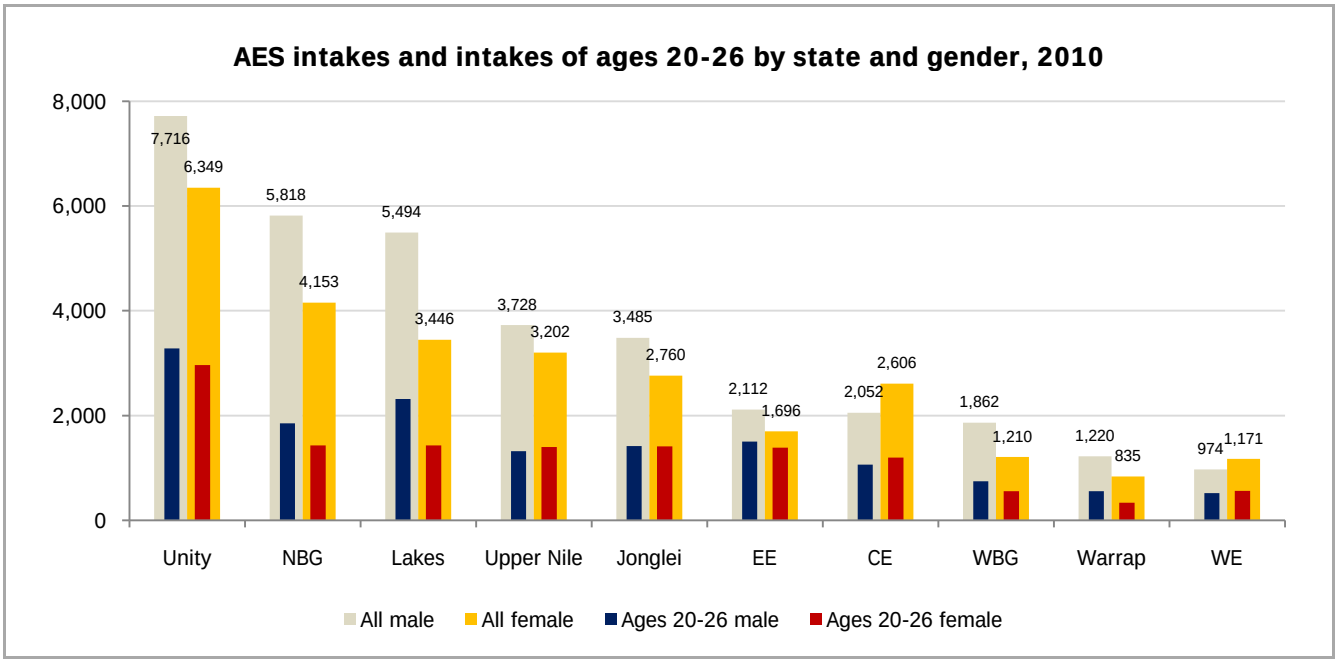


- ✓ AES formed shortly after the CPA as a response to the educational needs of demobilized soldiers. Since then the system has largely targeted adult students who did not have educational opportunities at a school age during the conflict. To this day, the largest portion of AES enrolment consists of adult learners of ages between 21 and 26.

8.1.2. Intakes

AES intakes by state and gender, 2010

State	Total	Male		Female	
		Count	% total	Count	% total
CE	4,658	2,052	44.1%	2,606	55.9%
EE	3,808	2,112	55.5%	1,696	44.5%
WE	2,145	974	45.4%	1,171	54.6%
Jonglei	6,245	3,485	55.8%	2,760	44.2%
Unity	14,065	7,716	54.9%	6,349	45.1%
Upper Nile	6,930	3,728	53.8%	3,202	46.2%
Lakes	8,940	5,494	61.5%	3,446	38.5%
Warrap	2,055	1,220	59.4%	835	40.6%
WBG	3,072	1,862	60.6%	1,210	39.4%
NBG	9,971	5,818	58.3%	4,153	41.7%
Total	61,889	34,461	55.7%	27,428	44.3%



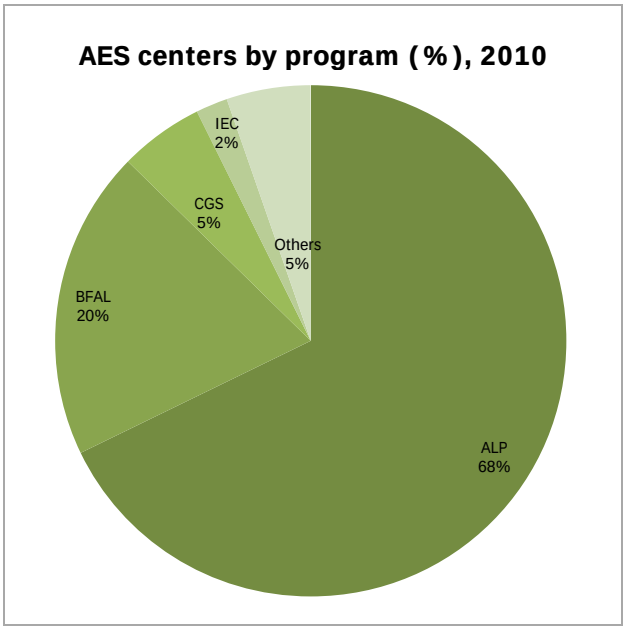
- ✓ "Intakes" refer to students who have entered AES (in L1) for the first time. Students who are repeating L1 or have attended L1 at another center do not count.
- ✓ Gender parity for intakes is near 1:1, indicating that male and female students have close to equal access to alternative education.
- ✓ Students of ages 20-26 make up a large percentage of the intakes in all 10 states--more than 50% in EE.

8.2. Resources

8.2.1. Centers

AES centers by program, 2010

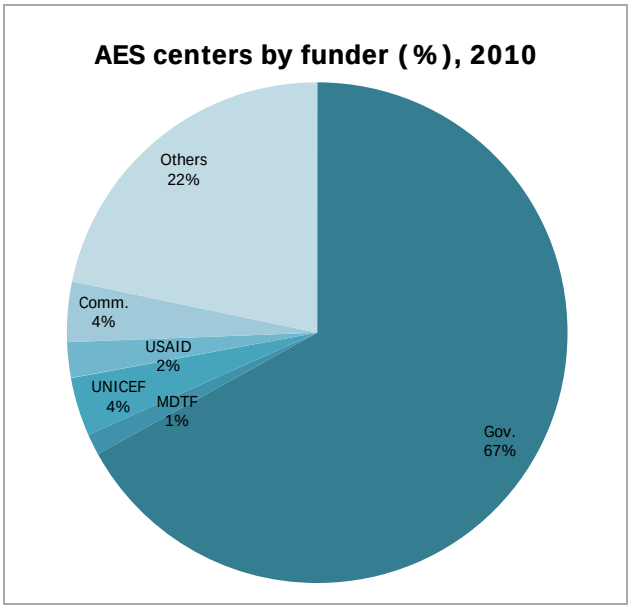
Program	No. centers
Accelerated Learning Program (ALP)	739
Basic Functional Adult Literacy (BFAL)	213
Agro-Forestry	1
Community Girls School (CGS)	58
Intensive English Course (IEC)	22
Pastoralist Mobile School (PMS)	6
Southern Sudan Interactive Radio Instruction (SSIRI)	6
Others	41
Total	1,086



✓ Unlike formal education, alternative education is program-oriented. The largest AES program is the Accelerated Learning Program (ALP), which compresses eight years of primary education into four years, so a graduate may continue on to secondary education.

AES centers by funder, 2010

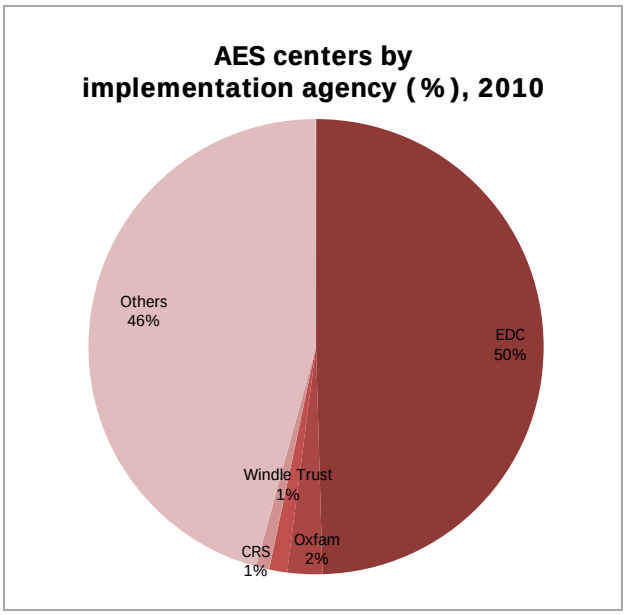
Funder	No. centers
Government	727
Multi-Donor Trust Fund (MDTF)	15
UNICEF	41
USAID	25
Religious entity	13
Community	42
Others	223
Total	1,086



✓ AES is funded largely by the government, but also significantly by NGOs and the community. The government supports 67% of AES centers; groups such as MDTF, UNICEF, and USAID provide resources to 7% of the centers; and the community 4%. “Others” include mostly unknowns, as well as Oxfam, SCiSS, and EDC.

AES centers by implementation agency, 2010

Implementation agency	No. centers
EDC	538
Oxfam	27
SCiSS	5
Windle Trust	14
CRS	10
Others	496
Total	1,086



✓ AES programs are implemented by partner agencies. The Education Development Center (ECD), with its SSIRI program, has a large presence in the alternative education sector. “Others” mostly encompasses centers whose program implementation agency is unknown (399 centers).

8.2.2. Teachers

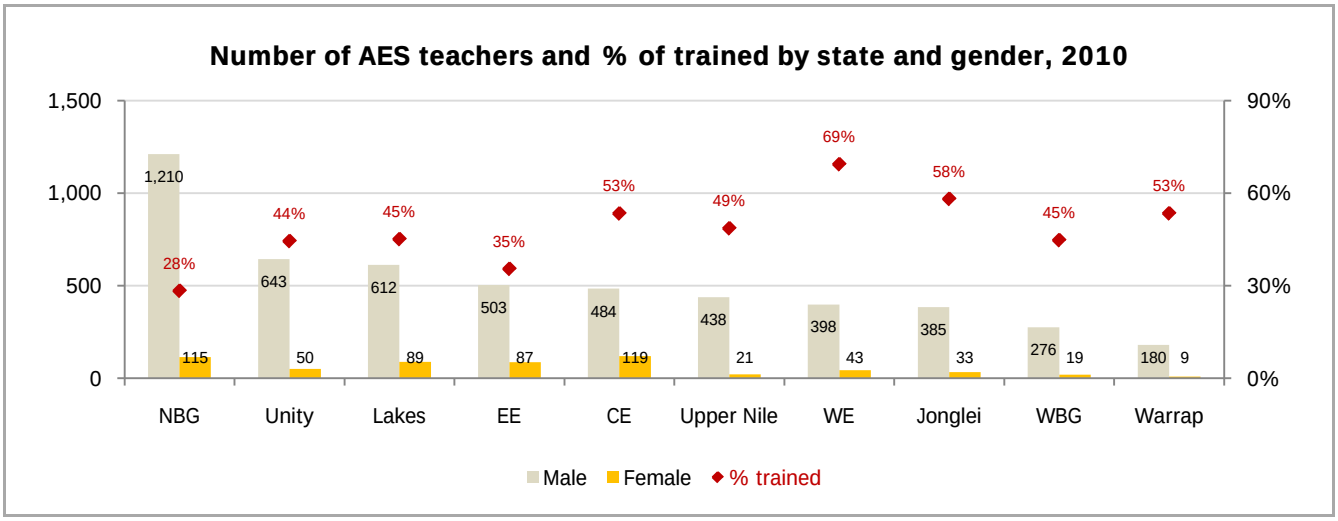
AES teachers by state and gender, 2010

State	Total	Male		Female	
		Count	% total	Count	% total
CE	603	484	80.3%	119	19.7%
EE	590	503	85.3%	87	14.7%
WE	441	398	90.2%	43	9.8%
Jonglei	418	385	92.1%	33	7.9%
Unity	693	643	92.8%	50	7.2%
Upper Nile	459	438	95.4%	21	4.6%
Lakes	701	612	87.3%	89	12.7%
Warrap	189	180	95.2%	9	4.8%
WBG	295	276	93.6%	19	6.4%
NBG	1,325	1,210	91.3%	115	8.7%
Total	5,714	5,129	89.8%	585	10.2%

AES teachers' professional qualifications by state, 2010

State	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
CE	603	322	53.4%	129	21.4%	152	25.2%
EE	590	209	35.4%	202	34.2%	179	30.3%
WE	441	306	69.4%	77	17.5%	58	13.2%
Jonglei	418	243	58.1%	100	23.9%	75	17.9%
Unity	693	308	44.4%	264	38.1%	121	17.5%
Upper Nile	459	223	48.6%	92	20.0%	144	31.4%
Lakes	701	316	45.1%	283	40.4%	102	14.6%
Warrap	189	101	53.4%	48	25.4%	40	21.2%
WBG	295	132	44.7%	96	32.5%	67	22.7%
NBG	1,325	375	28.3%	623	47.0%	327	24.7%
Total	5,714	2,535	44.4%	1,914	33.5%	1,265	22.1%

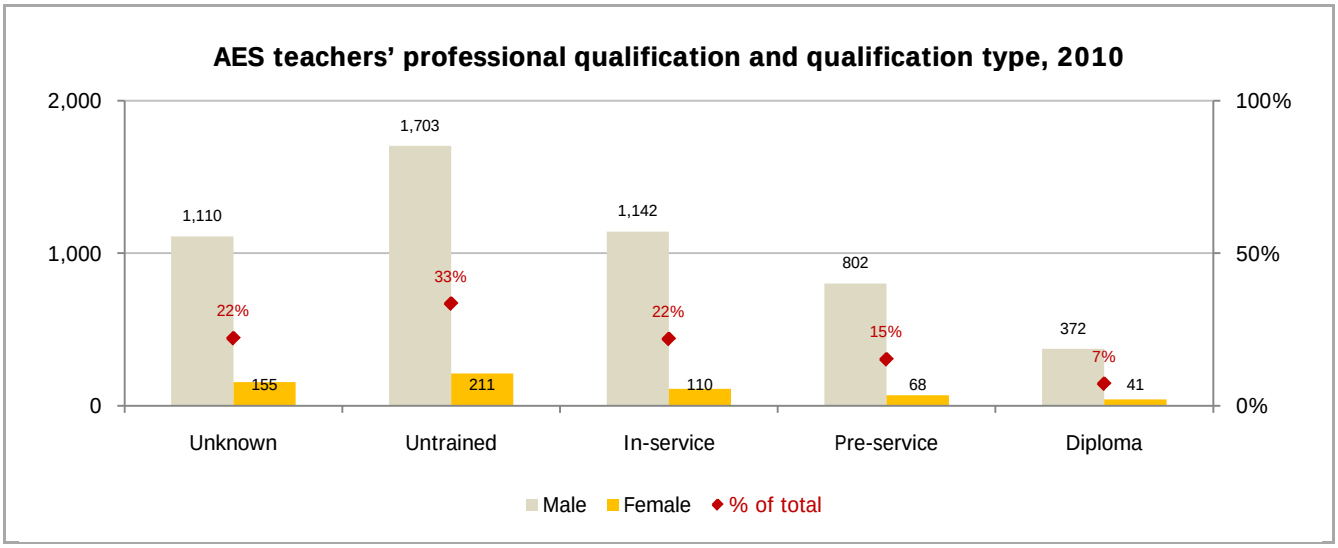
* "Trained" encompasses teachers with pre-service teacher training, in-service teacher training, and higher education diploma.
** The option to list phase trainings were removed from the 2010 questionnaire.



✓ Nearly 90% of AES teachers are male. % of trained teachers varies across states, with the lowest being 28% in NBG and highest at 69% in WE. Most of the 44.4% trained teachers received in-service training.

AES teachers' professional qualifications by state and qualification type, 2010

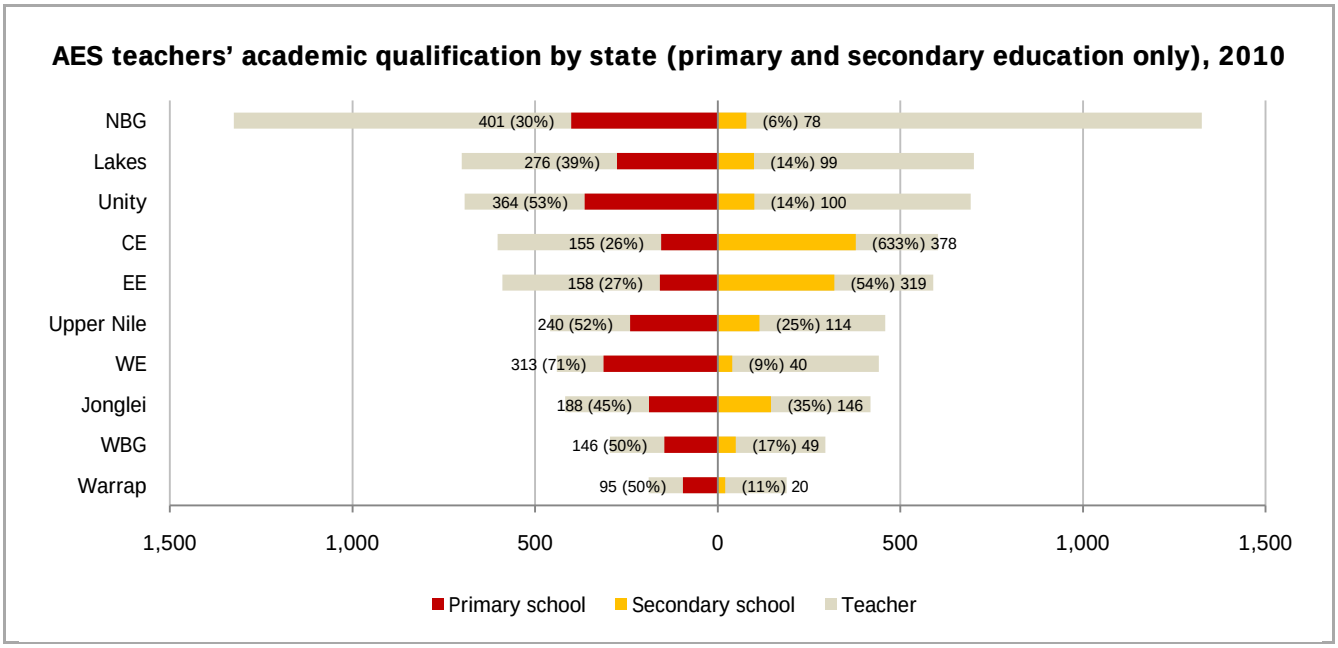
State	Total	Unknown	Untrained	In-service	Pre-service	Diploma
CE	603	152	129	165	106	51
EE	590	179	202	68	82	59
WE	441	58	77	189	97	20
Jonglei	418	75	100	98	68	77
Unity	693	121	264	153	111	44
Upper Nile	459	144	92	90	92	41
Lakes	701	102	283	162	101	53
Warrap	189	40	48	41	42	18
WBG	295	67	96	61	51	20
NBG	1,325	327	623	225	120	30
Total	5,714	1,265	1,914	1,252	870	413



AES teachers' academic qualifications by state, 2010

State	Total	Primary dropout		Primary School		Secondary School		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
CE	603	23	3.8%	155	25.7%	378	62.7%	47	7.8%
EE	590	60	10.2%	158	26.8%	319	54.1%	53	9.0%
WE	441	56	12.7%	313	71.0%	40	9.1%	32	7.3%
Jonglei	418	39	9.3%	188	45.0%	146	34.9%	45	10.8%
Unity	693	173	25.0%	364	52.5%	100	14.4%	56	8.1%
Upper Nile	459	29	6.3%	240	52.3%	114	24.8%	76	16.6%
Lakes	701	253	36.1%	276	39.4%	99	14.1%	73	10.4%
Warrap	189	59	31.2%	95	50.3%	20	10.6%	15	7.9%
WBG	295	71	24.1%	146	49.5%	49	16.6%	29	9.8%
NBG	1,325	705	53.2%	401	30.3%	78	5.9%	141	10.6%
Total	5,714	1,468	25.7%	2,336	40.9%	1,343	23.5%	567	9.9%

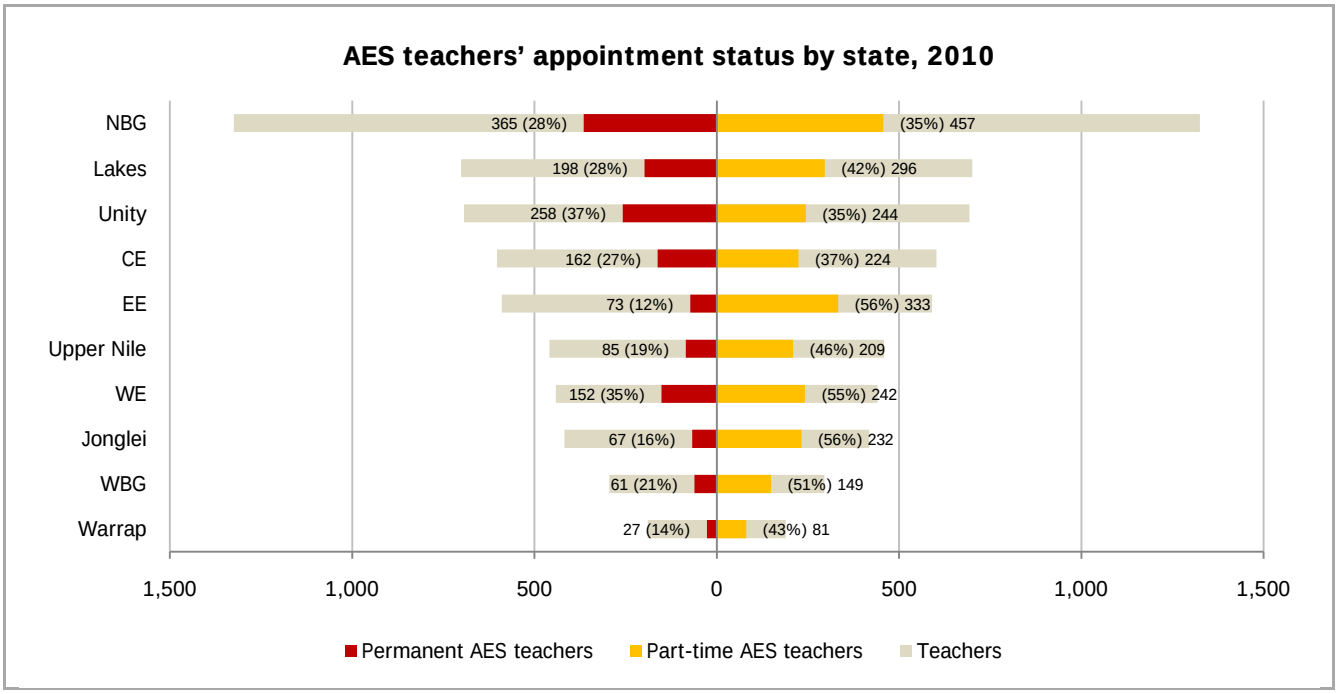
* "Primary school" includes completion of primary and intermediate/lower secondary education levels. "Secondary school" attainment includes completion of secondary, O-level, and/or A-level education levels. "University and above" attainment includes completion of four (4) years of university education or its equivalent.



- ✓ Amongst the 90% of the AES teachers whose academic qualification is known, largest number of them has finished primary education. On national average, a little less than a quarter of the AES teachers have finished Secondary school. The remaining quarter have received partial primary education.
- ✓ AES teachers in general have lower academic qualifications compared to teachers in other sectors of education. Nearly 60% of pre-primary school teachers and 46% of primary school teachers have completed secondary education. 53.4% of secondary school teachers have completed tertiary education.

AES teachers' appointment status by state, 2010

State	Total	Permanent AES teachers		Part-time AES teachers		Unknown	
		Count	% total	Count	% total	Count	% total
CE	603	162	26.9%	224	37.1%	217	36.0%
EE	590	73	12.4%	333	56.4%	184	31.2%
WE	441	152	34.5%	242	54.9%	47	10.7%
Jonglei	418	67	16.0%	232	55.5%	119	28.5%
Unity	693	258	37.2%	244	35.2%	191	27.6%
Upper Nile	459	85	18.5%	209	45.5%	165	35.9%
Lakes	701	198	28.2%	296	42.2%	207	29.5%
Warrap	189	27	14.3%	81	42.9%	81	42.9%
WBG	295	61	20.7%	149	50.5%	85	28.8%
NBG	1,325	365	27.5%	457	34.5%	503	38.0%
Total	5,714	1,448	25.3%	2,467	43.2%	1,799	31.5%



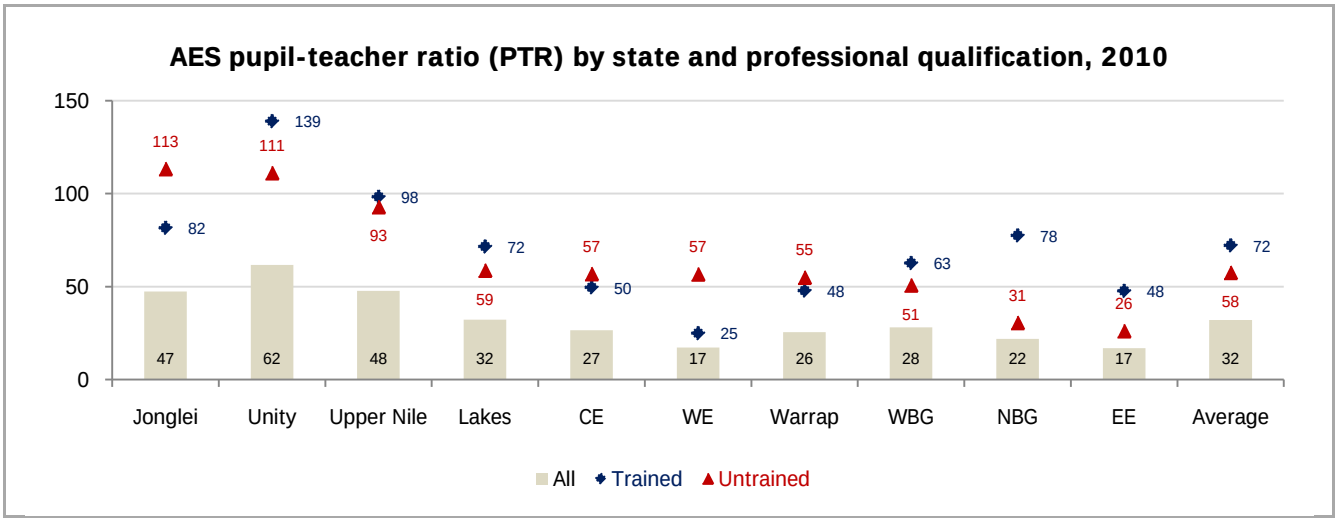
✓ Unlike primary and secondary schools, AES centers rely heavily on part-time teachers (43.2%). This is reasonable because 50% of the centers share compound or buildings with primary or secondary schools (see Section 8.2.3). After morning or before afternoon primary school classes, the same teachers may be teaching AES students.

AES pupil-teacher ratio (PTR) by state and professional qualification, 2010

State	PTR all			PTR trained		PTR untrained	
	Pupil	Teacher	PTR	Teacher	PTR	Teacher	PTR
CE	15,982	603	26.5	322	49.6	281	56.9
EE	9,977	590	16.9	209	47.7	381	26.2
WE	7,655	441	17.4	306	25.0	135	56.7
Jonglei	19,828	418	47.4	243	81.6	175	113.3
Unity	42,778	693	61.7	308	138.9	385	111.1
Upper Nile	21,914	459	47.7	223	98.3	236	92.9
Lakes	22,616	701	32.3	316	71.6	385	58.7
Warrap	4,836	189	25.6	101	47.9	88	55.0
WBG	8,276	295	28.1	132	62.7	163	50.8
NBG	29,072	1,325	21.9	375	77.5	950	30.6
Total	182,934	5,714	32.0	2,535	72.2	3,179	57.5

* "PTR untrained" includes teachers whose professional qualification is unknown.

✓ As seen in other sectors, PTR for trained teachers and untrained teachers vary widely in many states. In NBG, pupil-trained teacher ratio is 77.5, while pupil-untrained teacher ratio drops to 30.6. This is largely due to the large portion of the teaching force not being trained.
✓ Overall average PTR for AES is reasonable, at 32 students per teacher.

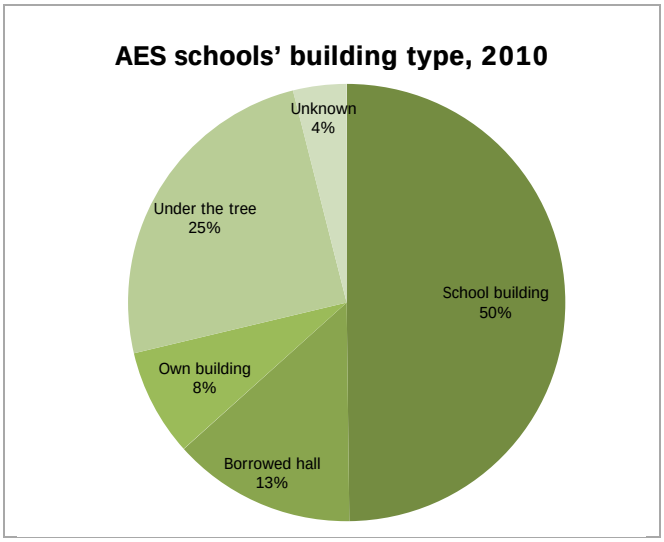


8.2.3. Classrooms

AES schools' type of building by state, 2010

Ownership	Total	School building	Borrowed hall	Own building	Under the tree	Unknown
CE	183	91	52	12	14	14
EE	108	60	12	8	25	3
WE	123	60	6	23	33	1
Jonglei	67	49	2	4	10	2
Unity	109	55	16	2	32	4
Upper Nile	78	48	7	3	17	3
Lakes	149	69	19	7	47	7
Warrap	34	21	3	3	5	2
WBG	39	25	2	3	9	0
NBG	196	63	28	21	77	7
Total	1,086	541	147	86	269	43

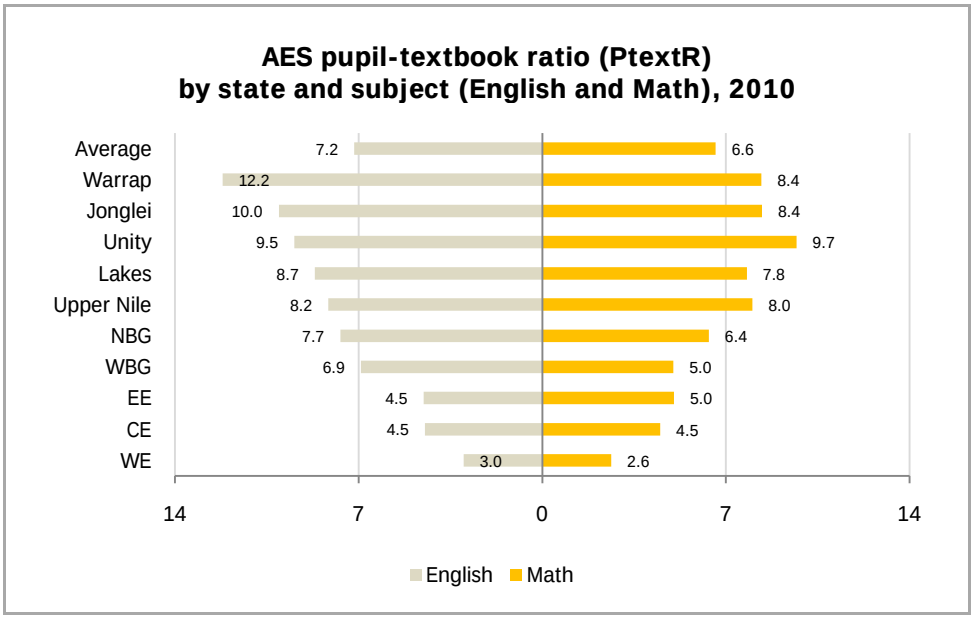
- ✓ AES centers rarely own their own compound, buildings, or classrooms. 50% of the centers share space with primary or secondary schools. A quarter of them provide instruction in an open-air/under-the-tree setting.
- ✓ Sharing of learning space with primary and secondary schools makes it logistically possible for teachers to teach part-time at AES centers. As shown in Section 8.2.2, more than 40% of AES teachers are part-time.
- ✓ Cost of borrowing a hall reportedly ranges from as low as $7 to $280 a month, with $100-$150 being the most common.



8.2.4. Curriculum and instruction

AES pupil-textbook ratio (PtextR) by state and subject (English and Math), 2010

State	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
CE	15,982	3,575	4.5	3,552	4.5
EE	9,977	2,206	4.5	1,986	5.0
WE	7,655	2,557	3.0	2,912	2.6
Jonglei	19,828	1,975	10.0	2,366	8.4
Unity	42,778	4,526	9.5	4,412	9.7
Upper Nile	21,914	2,687	8.2	2,736	8.0
Lakes	22,616	2,609	8.7	2,900	7.8
Warrap	4,836	397	12.2	579	8.4
WBG	8,276	1,198	6.9	1,655	5.0
NBG	29,072	3,779	7.7	4,576	6.4
Total	182,934	25,509	7.2	27,674	6.6



- ✓ AES pupil-textbook ratio ranges from 3.0 to 12.2 for English, and from 2.6 to 6.6 for Math. National average is 7.2 for English and 6.6 for Math. This means 7-8 students share an English textbook and 6-7 students share a Math textbook.
- ✓ Generally, shortage in English textbooks is higher than Math textbooks.

8.3. Student flow

8.3.1. Promotion rate

AES promotion rate by state and grade, 2009-2010

State	2009 enrol.	Average	L1	L2	L3
CE	15,982	63.8%	64.4%	75.8%	51.2%
EE	9,977	65.0%	61.1%	71.5%	62.6%
WE	7,655	43.3%	57.0%	40.8%	32.1%
Jonglei	19,828	106.1%*	73.2%	52.1%	192.9%*
Unity	42,778	80.0%	77.6%	55.4%	106.9%*
Upper Nile	21,914	95.5%	78.1%	52.6%	155.6%*
Lakes	22,616	53.1%	68.7%	57.0%	33.7%
Warrap	4,836	48.4%	59.0%	43.7%	42.5%
WBG	8,276	51.3%	57.6%	43.7%	52.8%
NBG	29,072	101.0%*	67.4%	67.7%	167.9%*
Total	182,934	80.3%	69.7%	59.0%	112.1%*

* Promotion exceeding 100% occur due to high increase in enrolment between 2009 and 2010.

AES promotion rate for male students by state and grade, 2009-2010

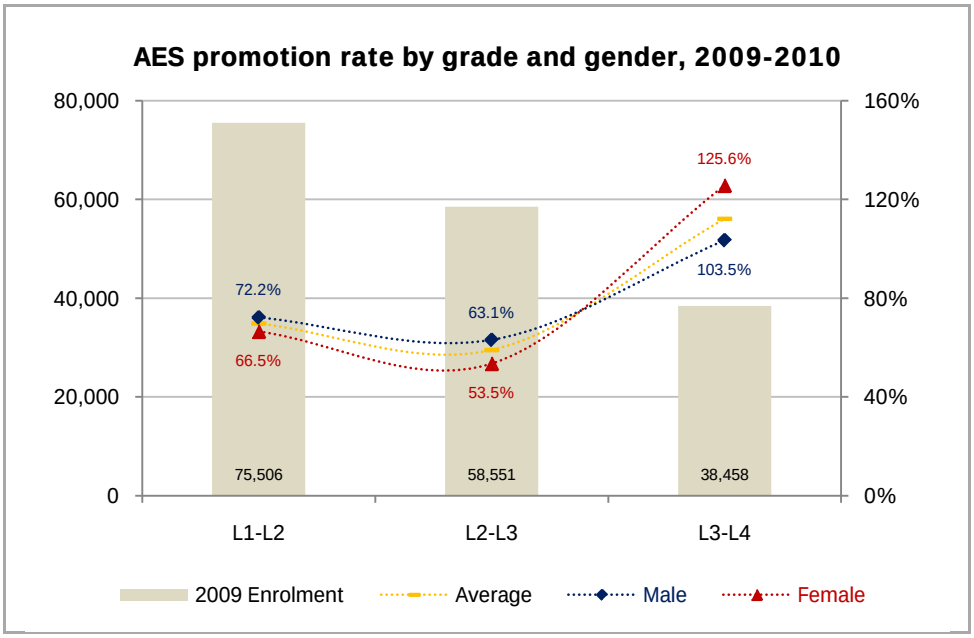
State	2009 enrol.	Average	L1	L2	L3
CE	10,309	67.0%	65.7%	81.7%	53.8%
EE	6,831	67.7%	65.4%	74.1%	63.6%
WE	5,222	44.7%	60.1%	40.5%	33.5%
Jonglei	13,192	103.8%*	71.5%	56.9%	183.1%
Unity	28,209	84.3%	83.6%	55.0%	114.4%
Upper Nile	14,089	75.2%	86.7%	62.1%	76.7%
Lakes	17,687	53.2%	68.8%	58.7%	32.0%
Warrap	3,736	54.1%	64.8%	51.1%	46.3%
WBG	6,241	52.8%	62.0%	46.2%	50.2%
NBG	20,421	101.3%*	68.0%	70.6%	165.3%
Total	125,937	79.6%	72.2%	63.1%	103.5%*

* Promotion exceeding 100% occur due to high increase in enrolment between 2009 and 2010.

AES promotion rate for female students by state and grade, 2009-2010

State	2009 enrol.	Average	L1	L2	L3
CE	5,673	59.1%	62.6%	67.6%	47.0%
EE	3,146	60.5%	54.1%	66.7%	60.8%
WE	2,433	42.1%	54.5%	41.0%	30.9%
Jonglei	6,636	109.4%*	75.4%	46.6%	206.3%*
Unity	14,569	74.5%	70.6%	55.9%	97.0%
Upper Nile	7,825	129.6%*	70.4%	42.1%	276.4%*
Lakes	4,929	53.1%	68.5%	55.0%	35.9%
Warrap	1,100	37.9%	50.2%	30.2%	33.2%
WBG	2,035	49.7%	51.9%	39.9%	57.3%
NBG	8,651	100.6%*	66.1%	62.3%	173.4%*
Total	56,997	81.9%	66.5%	53.5%	125.6%*

* Promotion exceeding 100% occur due to high increase in enrolment between 2009 and 2010.



- ✓ Promotion rate is the highest between L3 and L4. Promotion rates above 100% indicate that there are students from outside AES entering the system at L4. One reason may be that an adult student has restarted his/her education in L4, after a long break since his/her elementary schooling.

8.3.2. Repetition rate

AES repetition rate by state and grade, 2009-2010

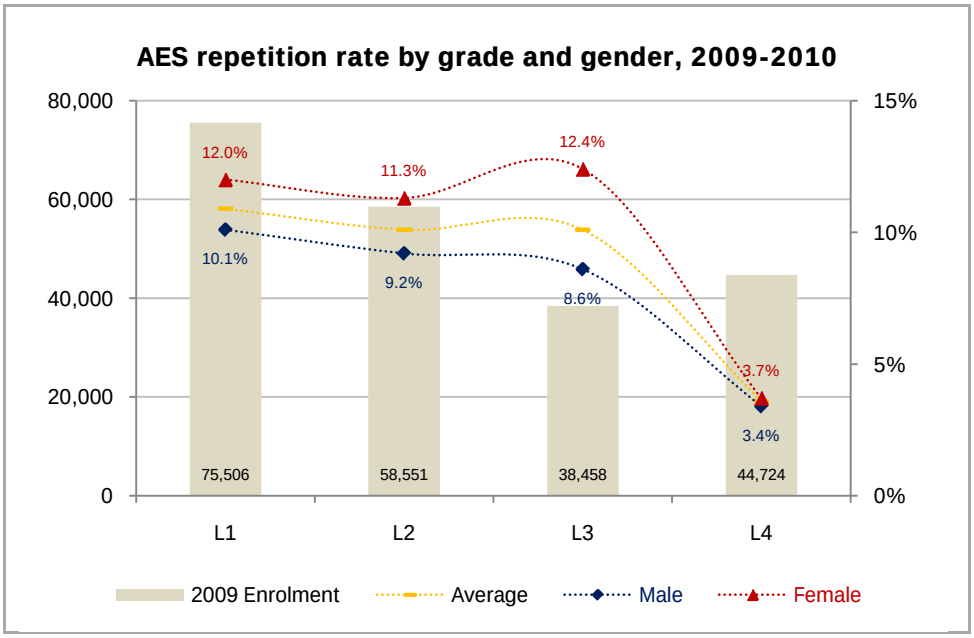
State	2009 enrol.	Average	L1	L2	L3	L4
CE	15,982	7.0%	5.2%	8.6%	8.1%	6.1%
EE	9,977	7.8%	6.5%	7.3%	8.0%	9.5%
WE	7,655	29.4%	25.1%	28.4%	30.8%	33.3%
Jonglei	19,828	7.9%	9.7%	9.2%	10.6%	2.2%
Unity	42,778	9.3%	12.9%	9.9%	10.7%	3.6%
Upper Nile	21,914	8.4%	11.1%	8.1%	10.1%	4.2%
Lakes	22,616	7.9%	10.4%	8.6%	5.3%	7.1%
Warrap	4,836	8.0%	7.5%	5.9%	14.3%	4.2%
WBG	8,276	7.8%	10.9%	8.9%	7.9%	3.5%
NBG	29,072	10.1%	15.1%	13.5%	10.8%	1.0%
Total	182,934	8.7%	10.9%	10.1%	10.1%	3.6%

AES repetition rate for male students by state and grade, 2009-2010

State	2009 enrol.	Average	L1	L2	L3	L4
CE	10,309	6.0%	4.5%	7.5%	6.7%	5.3%
EE	6,831	5.5%	4.5%	4.6%	5.4%	7.6%
WE	5,222	30.4%	25.6%	29.0%	29.6%	37.5%
Jonglei	13,192	7.4%	8.4%	9.2%	9.7%	2.3%
Unity	28,209	8.8%	13.6%	9.2%	9.7%	2.7%
Upper Nile	14,089	8.5%	12.0%	7.8%	7.6%	6.5%
Lakes	17,687	7.9%	10.1%	9.4%	4.9%	7.1%
Warrap	3,736	5.0%	5.7%	3.6%	8.4%	2.2%
WBG	6,241	7.6%	10.1%	8.5%	8.0%	3.7%
NBG	20,421	8.8%	12.6%	11.4%	10.0%	1.2%
Total	125,937	7.8%	10.1%	9.2%	8.6%	3.4%

AES repetition rate for female students by state and grade, 2009-2010

State	2009 enrol.	Average	L1	L2	L3	L4
CE	5,673	8.6%	6.2%	10.2%	10.3%	7.6%
EE	3,146	11.8%	9.6%	12.1%	12.6%	12.8%
WE	2,433	28.3%	24.6%	27.9%	31.8%	28.9%
Jonglei	6,636	8.6%	11.3%	9.3%	11.8%	2.0%
Unity	14,569	9.9%	12.0%	10.8%	12.0%	4.8%
Upper Nile	7,825	8.9%	10.3%	8.4%	13.8%	3.1%
Lakes	4,929	7.9%	10.9%	7.6%	5.9%	7.1%
Warrap	1,100	14.8%	10.2%	10.1%	28.6%	10.2%
WBG	2,035	8.1%	11.9%	9.5%	7.7%	3.2%
NBG	8,651	12.6%	19.9%	17.5%	12.3%	0.5%
Total	56,997	9.9%	12.0%	11.3%	12.4%	3.7%



- ✓ Unlike in primary and secondary schools, repetition rate in AES is generally higher and not as consistent across grade levels. The rate declines sharply in L4, most likely because students leave AES for formal schooling, or drop out of school after L3.
- ✓ Repetition rate is 2-4% higher for female students than male students.

8.3.3. Dropout rate

AES dropout rate by state and grade, 2009-2010

State	2009 enrol.	Average	L1	L2	L3
CE	15,982	28.9%	30.4%	15.5%	40.7%
EE	9,977	27.7%	32.5%	21.2%	29.4%
WE	7,655	28.7%	18.0%	30.8%	37.2%
Jonglei	19,828	-15.9%*	17.1%	38.7%	-103.5%*
Unity	42,778	8.9%	9.5%	34.7%	-17.6%*
Upper Nile	21,914	-5.2%*	10.7%	39.3%	-65.7%*
Lakes	22,616	38.8%	20.9%	34.3%	61.0%
Warrap	4,836	42.4%	33.5%	50.4%	43.2%
WBG	8,276	39.4%	31.5%	47.4%	39.3%
NBG	29,072	-14.1%*	17.5%	18.8%	-78.7%*
Total	182,934	9.3%	19.3%	30.9%	-22.2%*

* Negative dropout rates occur due to high increase in enrolment between 2009 and 2010

AES dropout rate for male students by state and grade, 2009-2010

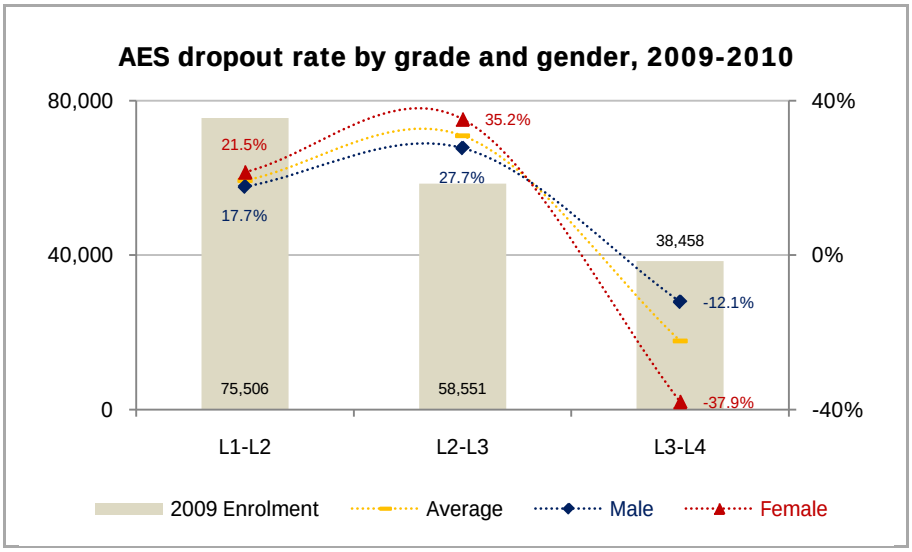
State	2009 enrol.	Average	L1	L2	L3
CE	10,309	26.7%	29.8%	10.9%	39.5%
EE	6,831	27.4%	30.1%	21.2%	31.0%
WE	5,222	27.2%	14.3%	30.5%	36.9%
Jonglei	13,192	-12.9%*	20.1%	34.0%	-92.8%*
Unity	28,209	4.8%	2.8%	35.8%	-24.1%*
Upper Nile	14,089	15.7%	1.3%	30.0%	15.7%
Lakes	17,687	38.7%	21.1%	31.9%	63.2%
Warrap	3,736	40.0%	29.5%	45.3%	45.3%
WBG	6,241	38.4%	28.0%	45.3%	41.8%
NBG	20,421	-12.7%*	19.3%	18.0%	-75.3%*
Total	125,937	11.1%	17.7%	27.7%	-12.1%*

* Negative dropout rates occur due to high increase in enrolment between 2009 and 2010

AES dropout rate for female students by state and grade, 2009-2010

State	2009 enrol.	Average	L1	L2	L3
CE	5,673	32.0%	31.1%	22.1%	42.7%
EE	3,146	28.0%	36.3%	21.2%	26.6%
WE	2,433	29.8%	20.9%	31.1%	37.4%
Jonglei	6,636	-20.2%*	13.4%	44.1%	-118.1%*
Unity	14,569	13.9%	17.4%	33.3%	-9.1%*
Upper Nile	7,825	-40.5%*	19.3%	49.6%	-190.2%*
Lakes	4,929	38.7%	20.7%	37.4%	58.2%
Warrap	1,100	45.8%	39.6%	59.7%	38.2%
WBG	2,035	40.6%	36.2%	50.7%	35.0%
NBG	8,651	-17.2%*	14.0%	20.2%	-85.7%*
Total	56,997	6.2%	21.5%	35.2%	-37.9%*

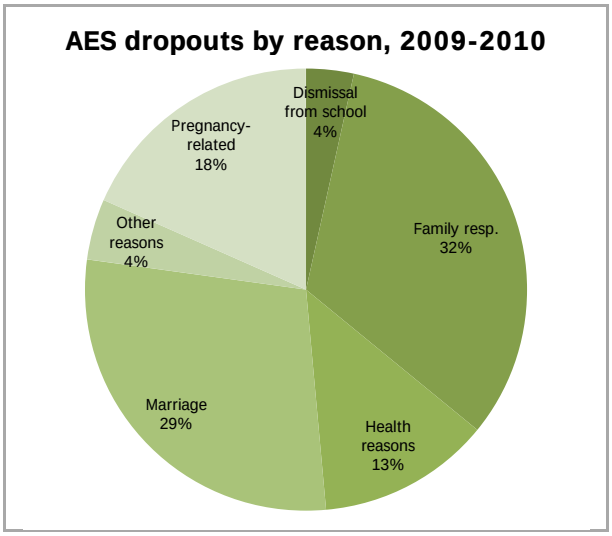
* Negative dropout rates occur due to high increase in enrolment between 2009 and 2010



- ✓ On average, between 20-25% of the schools drop out at each grade level. For instance, of the 75,506 L1 students in 2009, 19.3% dropped out of AES.
- ✓ In more states, dropout rate is quite high at L3-L4 transition, above 50% in some cases. A few states with high influx of students into L4 in 2010, driving the average dropout rate below 0%.

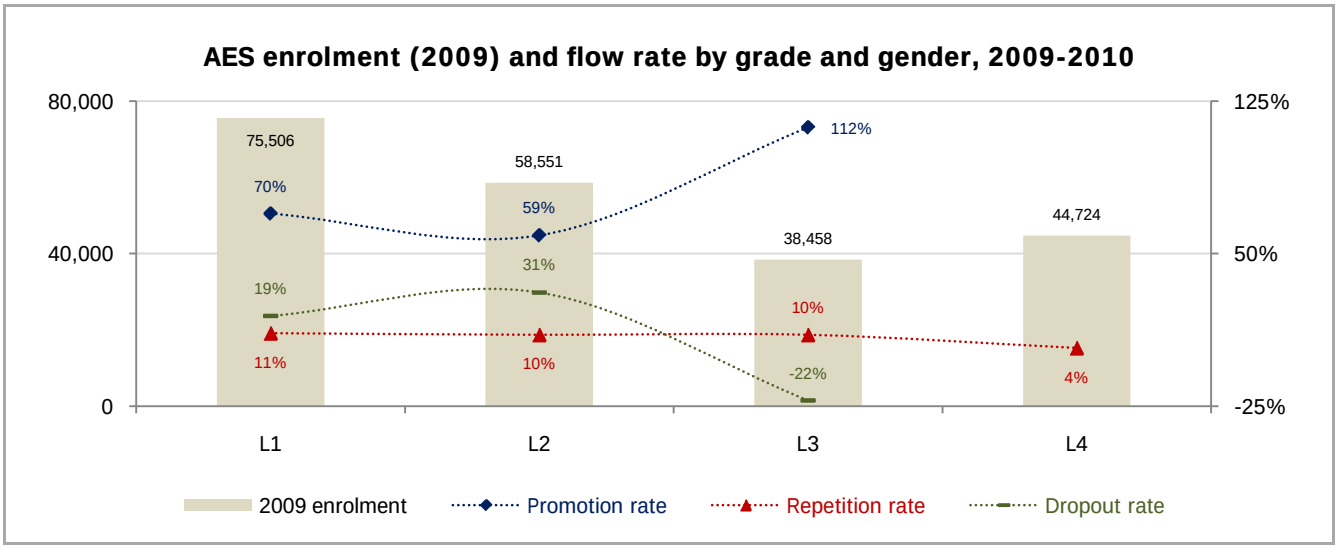
AES dropouts by reason and grade, 2009

State	Total	L1	L2	L3	L4
Dismissal from school	642	275	207	123	36
Family responsibilities	5,968	2,769	1,761	1,055	383
Health reasons	2,324	1,027	653	479	164
Marriage	5,272	2,429	1,610	922	311
Other reasons	819	343	272	130	74
Pregnancy-related	3,380	1,394	1,145	625	216
Total	18,405s	8,237	5,648	3,334	1,184



- ✓ Family responsibility and marriage are reportedly the two top reasons for student dropout from alternative education. This is quite reasonable, for most AES students are past primary school age; the greatest percentage of the population ranges between the ages 21 and 26.
- ✓ The dropout counts in include reports from schools covered in 2009 AEC, as well as new AES centers discovered in 2010 AEC. Therefore, the dropout counts and dropout rates derived from 2009 enrolment, 2010 enrolment, and 2010 repeaters do not equate to the dropout counts listed here.

8.3.4. Flow rate summary



9.0. Higher Education

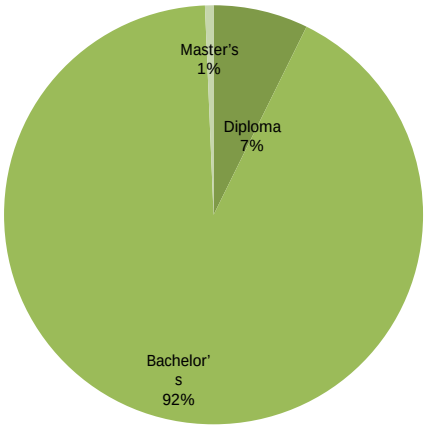
9.1. University

University students by institution, gender, and degree programs, 2010

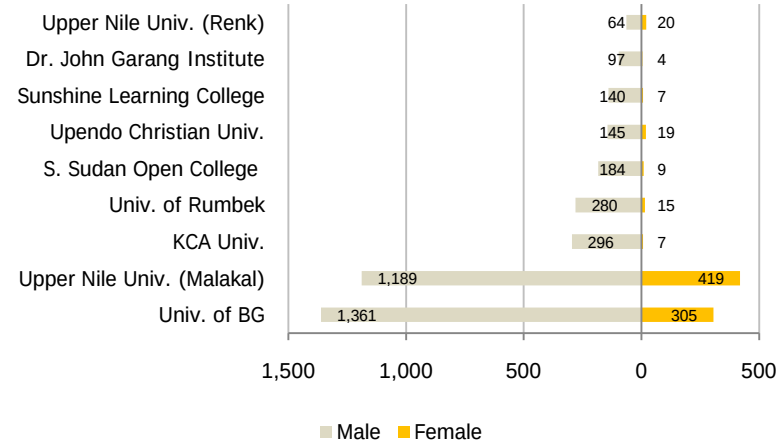
Institution	Total		Diploma		Bachelor's		Master's	
	Male	Female	Male	Female	Male	Female	Male	Female
Dr. John Garang Institute	97	4	0	0	97	4	0	0
KCA University (Bentiu)	296	7	20	2	246	5	30	0
Southern Sudan Open College*	184	9	150	8	34	1	0	0
Sunshine Learning College	140	7	140	7	0	0	0	0
University of Bahr-El-Ghazal (Wau)	1,361	305	0	0	1,361	305	0	0
University of Rumbek	280	15	0	0	280	15	0	0
Upendo Christian University	145	19	0	0	145	19	0	0
Upper Nile University (Malakal)	1,189	419	0	0	1,189	419	0	0
Upper Nile University (Renk)	64	20	6	0	58	20	0	0
Total	3,756	805	316	17	3,410	788	30	0

*This institute provides both traditional university/college education and teacher training. The student numbers in this table represents only the university/college students.

University students by degree program, 2010



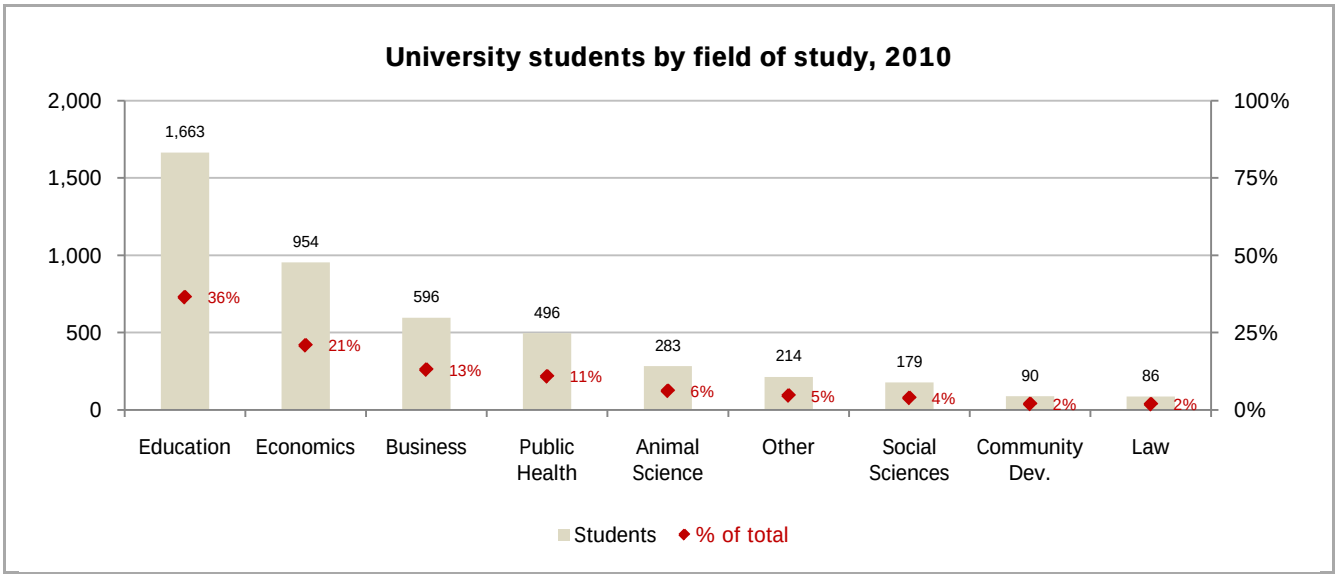
University students by institution and gender, 2010



- ✓ Bachelor's is the dominant degree program, with 92% of the university students enrolled.
- ✓ Note the gender disparity in enrolment. 82.4% are male and 17.6% are female. No females are reportedly enrolled in Master's program.
- ✓ Education attracts most students—nearly 700 more students than the second dominant area of study, Economics.

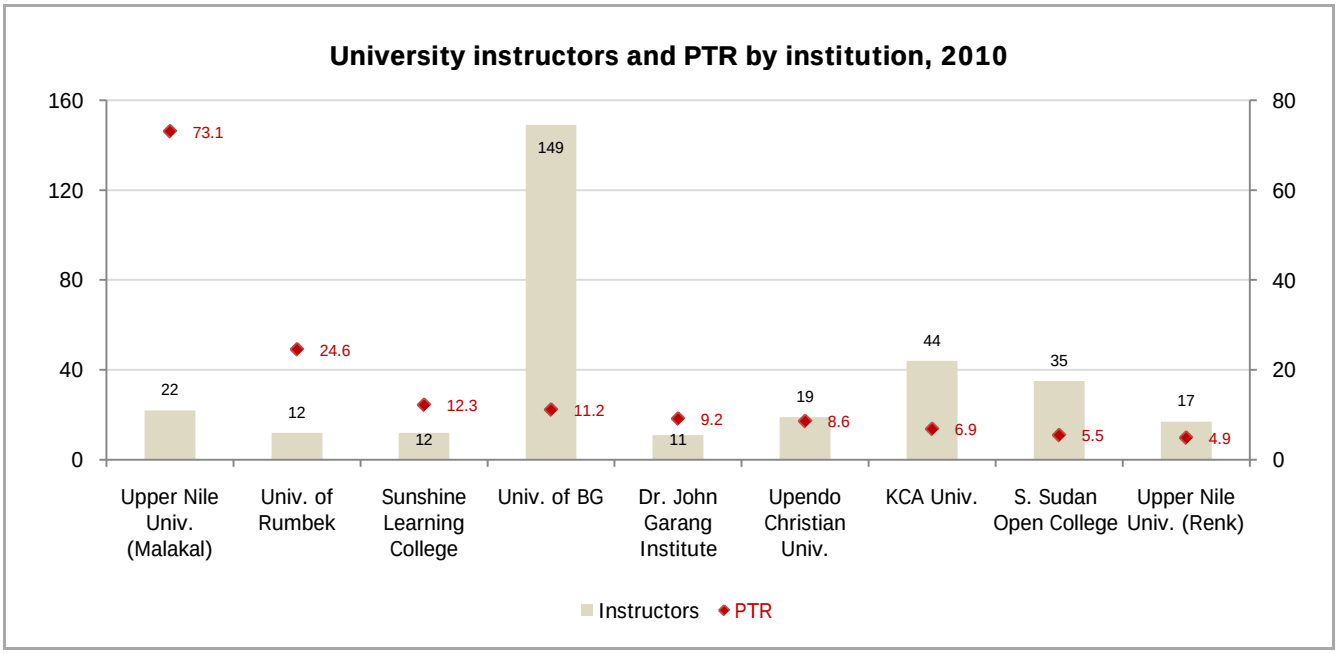
University students by field of study and gender, 2010

Field of study	Total	Male	Female
Agricultural Sciences	31	27	4
Animal Sciences / Wildlife Studies	283	208	75
Business	596	474	122
Community Development	90	83	7
Economics	954	797	157
Education	1,663	1,409	254
Engineering	19	15	4
Environmental Studies	46	44	2
Information Technology	8	7	1
Language	32	26	6
Law	86	77	9
Medicine / Pharmaceutical Technology	28	28	0
Other	50	37	13
Public Health	496	357	139
Social Sciences	179	167	12
Total	4,561	3,756	805



University instructors and pupil-teacher ratio (PTR) by institution, 2010

Institution	Instructors	Students	PTR
Dr. John Garang Institute	11	101	9.2
KCA University (Bentiu)	44	303	6.9
Southern Sudan Open College	35	193	5.5
Sunshine Learning College	12	147	12.3
University of Bahr-El-Ghazal (Wau)	149	1,666	11.2
University of Rumbek	12	295	24.6
Upendo Christian University	19	164	8.6
Upper Nile University (Malakal)	22	1,608	73.1
Upper Nile University (Renk)	17	84	4.9
Total	321	4,561	14.2



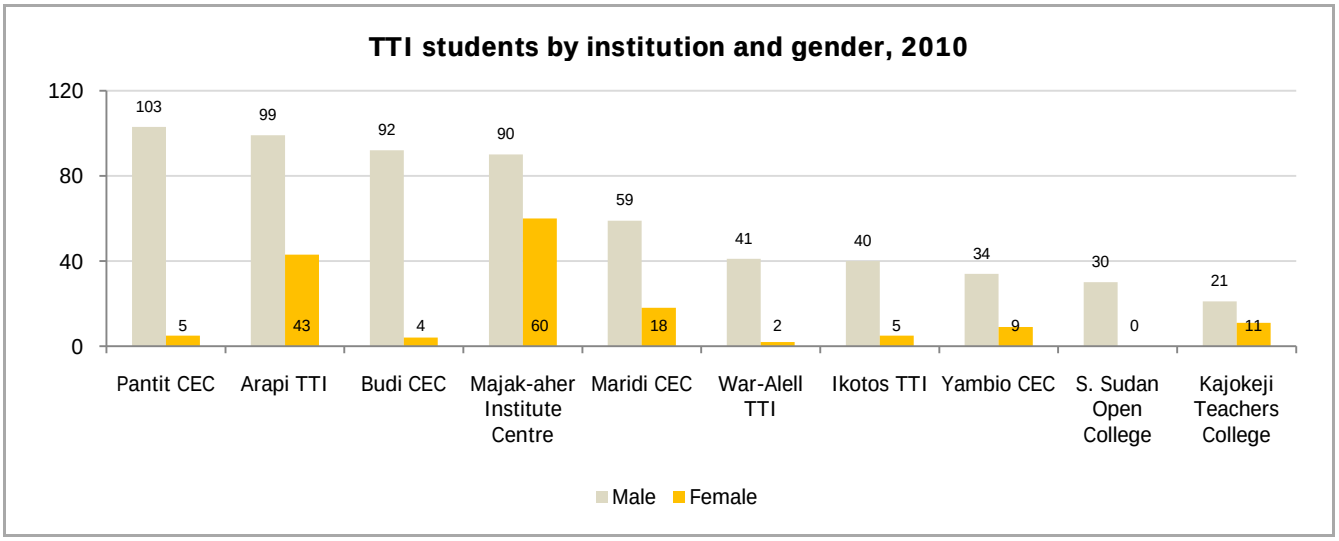
- ✓ Pupil-teacher ratio (PTR) varies widely across institutions. While Upper Nile University-Malakal campus has a PTR of 73, Upper Nile University-Renk campus has 5.
- ✓ With the exception of Upper Nile University-Malakal campus, all universities in Southern Sudan have a low PTR, indicating that students study in an environment that allows for close attention from their instructors.

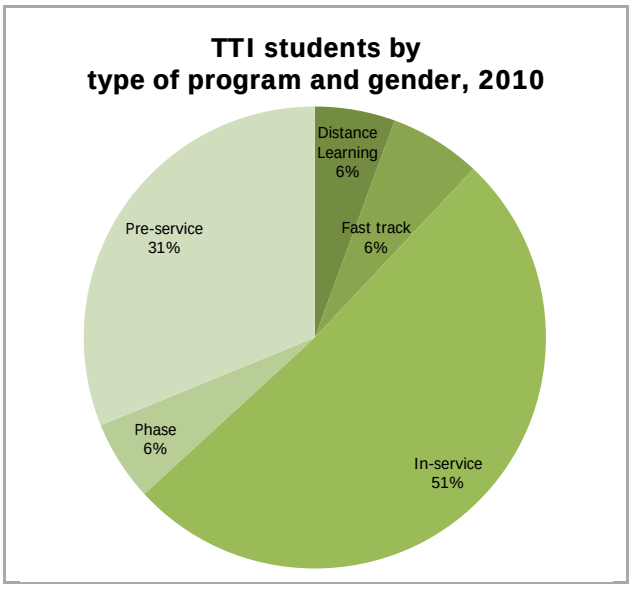
9.2. Teacher Training Institute (TTI)

TTI students by institute and gender, 2010

Institution	Total	Male	Female
Arapi Teacher Training Institute	142	99	43
Budi County Education Centre	96	92	4
Ikotos Teacher Training Institute	45	40	5
Kajokeji Teachers College	32	21	11
Majak-aher Institute Centre	150	90	60
Maridi County Education Centre	77	59	18
Pantit County Education Centre	108	103	5
Southern Sudan Open College*	30	30	0
War- Alell Teacher Training Institute	43	41	2
Yambio County Education Centre	43	34	9
Total	766	609	157

*This institute provides both traditional university/college education and teacher training. The student numbers in this table represents only the teacher training students.





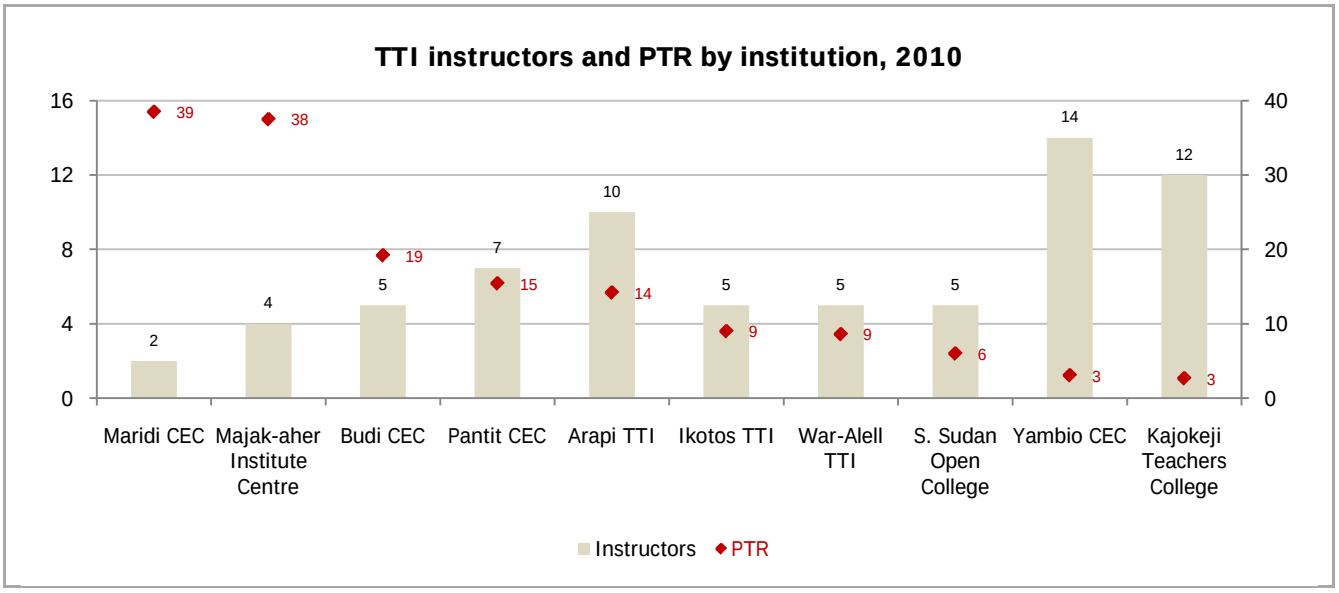
TTI students by type of program and gender, 2010

Program type	Total	Male	Female
Distance Learning	43	34	9
Fast track	49	45	4
In-service	392	309	83
Phase	43	41	2
Pre-service	239	180	59
Total	766	609	157

- ✓ Most teacher training students (51%) are enrolled in in-service training. This is consistent with the finding from the AEC 2010 that most of the trained teachers hold in-service training certification.
- ✓ Note the gender disparity in enrolment—also consistent with the gender disparity in the current teacher population.

TTI instructors and pupil-teacher ratio (PTR) by institution, 2010

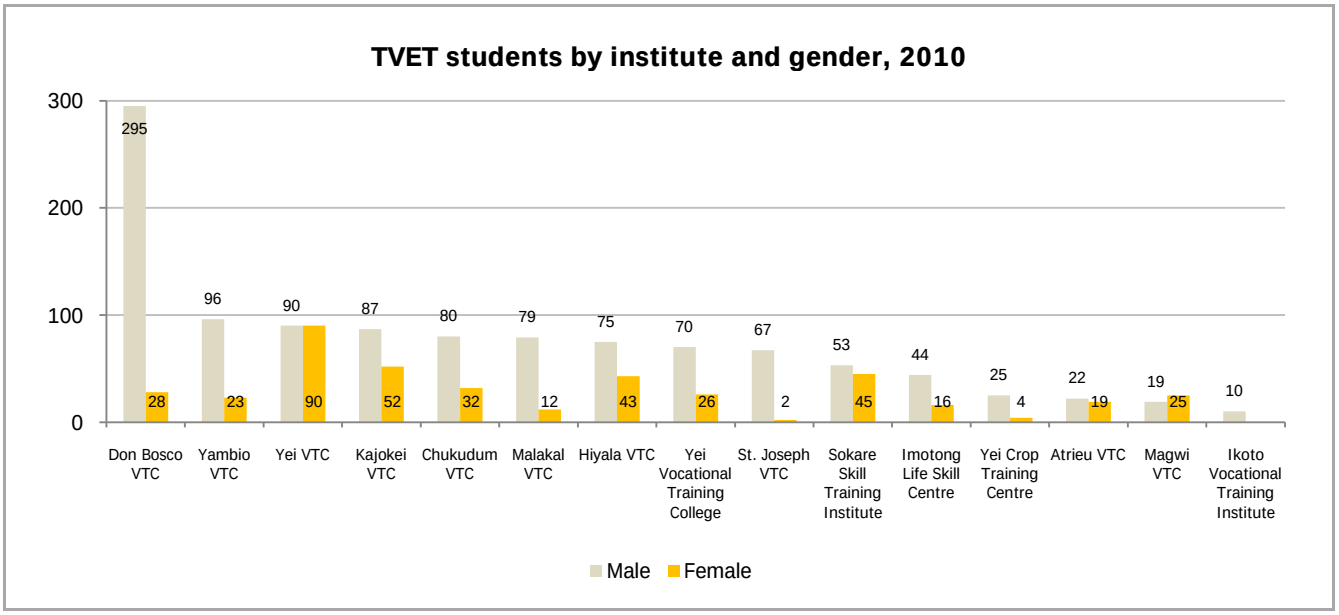
Institution	Instructors	Students	PTR
Arapi Teacher Training Institute	10	142	14.2
Budi County Education Centre	5	96	19.2
Ikotos Teacher Training Institute	5	45	9.0
Kajokeji Teachers College	12	32	2.7
Majak-aher Institute Centre	4	150	37.5
Maridi County Education Centre	2	77	38.5
Pantit County Education Centre	7	108	15.4
Southern Sudan Open College*	5	30	6.0
War-Alell Teacher Training Institute	5	43	8.6
Yambio County Education Centre	14	43	3.1
Total	69	766	11.1



9.3. Technical and Vocational Education and Training (TVET)

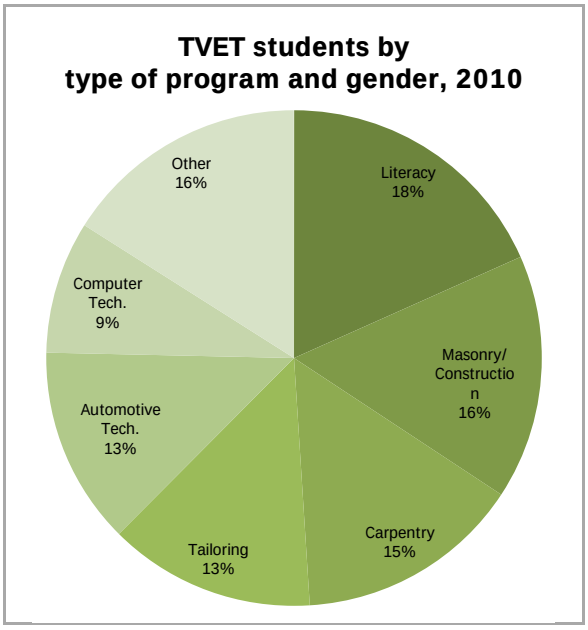
TVET students by institute and gender, 2010

Institution	Total	Male	Female
Atrieu Vocational Training Centre	41	22	19
Chukudum Vocational Training Centre	112	80	32
Don Bosco Vocational Training Centre	323	295	28
Hiyala Vocational Training Centre	118	75	43
Ikoto Vocational Training Institute	10	10	0
Imotong Life Skill Centre	60	44	16
Kajokei Vocational Training Centre	139	87	52
Magwi Vocational Training Centre	44	19	25
Malakal Vocational Training Centre	91	79	12
Sokare Skill Training Institute	98	53	45
St. Joseph Vocational Training Centre	69	67	2
Yambio Vocational Training Centre	119	96	23
Yei Crop Training Centre	29	25	4
Yei National Health Training Institute	-	-	-
Yei Vocational Training Centre	180	90	90
Yei Vocational Training College	96	70	26
Total	1,529	1,112	417



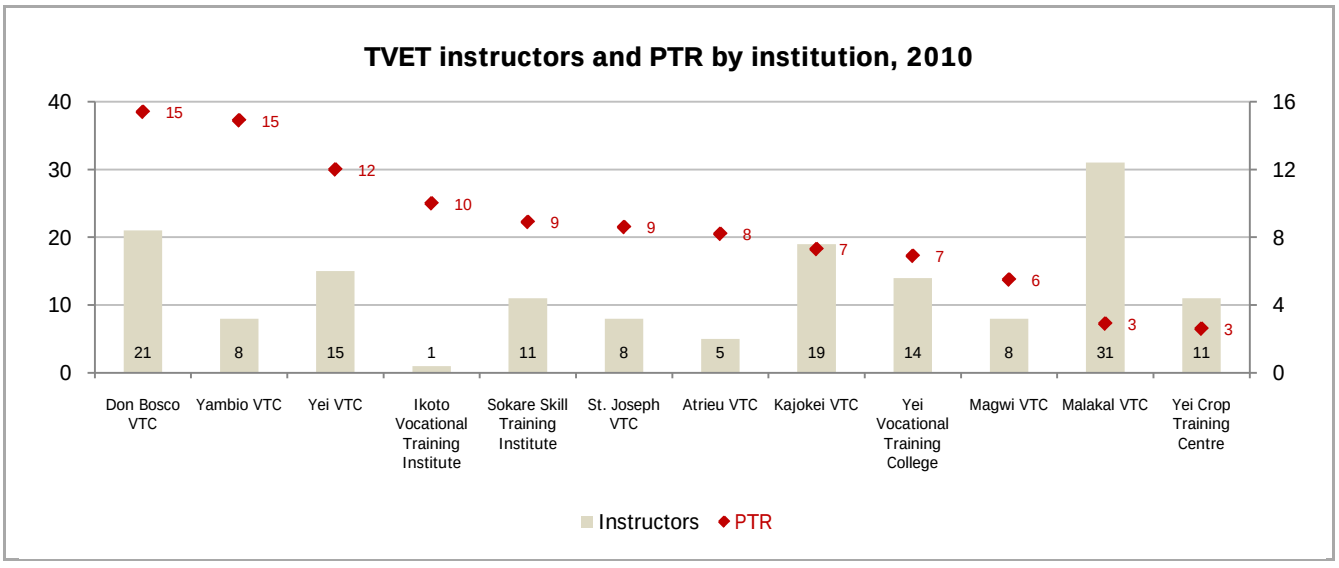
TVET students by type of program and gender, 2010

Institution	Total	Male	Female
Literacy/Language	280	147	133
Carpentry	225	216	9
Masonry/Construction	244	219	25
Hairdressing	12	0	12
Agriculture	39	35	4
Tailoring	206	49	157
Computer Technology	132	82	50
Automotive Technology	197	185	12
Electrical Technology	70	62	8
Welding Technology	97	96	1
Printing Technology	7	6	1
Other	20	15	5
Total	1,529	1,112	417



TVET instructors and PTR by institution, 2010

Institution	Inst.	Stud.	PTR
Atrieu Vocational Training Centre	5	41	8.2
Chukudum Vocational Training Centre	-	112	-
Don Bosco Vocational Training Centre	21	323	15.4
Hiyala Vocational Training Centre	-	118	-
Ikoto Vocational Training Institute	1	10	10.0
Imotong Life Skill Centre	-	60	-
Kajokei Vocational Training Centre	19	139	7.3
Magwi Vocational Training Centre	8	44	5.5
Malakal Vocational Training Centre	31	91	2.9
Sokare Skill Training Institute	11	98	8.9
St. Joseph Vocational Training Centre	8	69	8.6
Yambio Vocational Training Centre	8	119	14.9
Yei Crop Training Centre	11	29	2.6
Yei National Health Training Institute	8	-	-
Yei Vocational Training Centre	15	180	12.0
Yei Vocational Training College	14	96	6.9
Total	160	1,529	9.6



- ✓ TVET, like universities and TTI, are dominated by male students.
- ✓ Next to literacy, which is part of various programs, masonry/construction has the greatest enrolment.
- ✓ PTR is low, the highest being 16 students per instructor (see Don Bosco Vocational Training Centre). This indicates that students have access to individual attention from instructors.

10.0. Missing Schools

10.1. Primary Schools

#	State	County	Payam	EMIS #	School Name
1	Central Equatoria	Juba	Ganji	205	Kagwada Primary
2	Central Equatoria	Juba	Juba	256	St Francis Primary school
3	Central Equatoria	Juba	Rejaf	216	Gumbo III Primary school
4	Central Equatoria	Juba	Rejaf	252	Rajef Basic School
5	Central Equatoria	Lainya	Kupera	3	Kayoki Primary school
6	Central Equatoria	Morobo	Gulumbi	101	Iraga Primary school
7	Central Equatoria	Yei River	Tore	8219	BAQIRI PRIMARY SCHOOL
8	Eastern Equatoria	Budi	Loudo	10228	Lobitang Primary school
9	Eastern Equatoria	Ikotos	Lomohidang South	10261	Ramula Primary School
10	Eastern Equatoria	Ikotos	Lomohidang South	10262	Napwojore Primary School
11	Eastern Equatoria	Kapoeta South	Machi I	10072	Kwaria Basic School
12	Eastern Equatoria	Lafon	Longiro	10103	Idali Primary School
13	Eastern Equatoria	Lafon	Longiro	10220	Loluro Primary School
14	Eastern Equatoria	Lafon	Pacidi	10097	Ligirege Primary School
15	Eastern Equatoria	Torit	Hiyala	10144	Loguruny Primary School
16	Eastern Equatoria	Torit	Imurok	10157	Lobule Primary School
17	Eastern Equatoria	Torit	Kudo	10322	Lohilo Primary Scool
18	Eastern Equatoria	Torit	Torit	10159	Ibalany Primary School
19	Western Equatoria	Maridi	kozi	90659	ONJIRIMA PRIMARY SCHOOL
20	Western Equatoria	Mundri East	Kediba	90525	Mirigue Primary school
21	Western Equatoria	Mundri East	Kediba	90565	kediba
22	Western Equatoria	Mundri West	Kotobi	90342	Odrasaku Primary school
23	Western Equatoria	Tambura	Mupoi	90122	Sananguse Primary School
24	Western Equatoria	Yambio	Yambio	90085	Roman Catholic Church Parents Prim. School
25	Western Equatoria	Yambio	Yambio	90633	Lutheran Primary School
26	Jonglei	Ayod	Pagil	20481	Wichdieng
27	Jonglei	Ayod	Pagil	20485	Menime
28	Jonglei	Ayod	Wau	20501	Wan Primary
29	Jonglei	Bor	Bor Town	20117	Bor Complex Primary School
30	Jonglei	Bor	Bor Town	20124	Malek II Primary School
31	Jonglei	Duken Padiet	Ageer	20447	Pok-Tap
32	Jonglei	Duken Padiet	Duk-Payuel	20350	Mareeng Primary School
33	Jonglei	Nyirol (Diror)	Keth	20408	Dini Primary
34	Jonglei	Old Fangak	Manajong	20184	Mandeng Primary School
35	Jonglei	Old Fangak	Manajong	20186	Thokchak Primary School
36	Jonglei	Old Fangak	Manajong	20187	Tang-Buong Primary School
37	Jonglei	Old Fangak	Manajong	20189	Tiep Primary School
38	Jonglei	Old Fangak	Manajong	20435	Kuer-Dap
39	Jonglei	Old Fangak	Mareng	20368	Fom Mixed School
40	Jonglei	Old Fangak	Old Fangak	20197	Church Development Internatiional (CDI)
41	Jonglei	Old Fangak	Old Fangak	20433	Wanglel
42	Jonglei	Old Fangak	Old Fangak	20537	Norjuoy Primary School
43	Jonglei	Pibor	Gumuruk	20222	Gumuruk Boys Primary School
44	Jonglei	Pibor	Gumuruk	20357	Agoy Primary School
45	Jonglei	Pibor	Gumuruk	20382	Irret Primary School
46	Jonglei	Pibor	Lekuagole	20223	Lekuangole Primary School
47	Jonglei	Pibor	Lekuagole	20359	Lekuangole Girls P/S
48	Jonglei	Pibor	Lekuagole	20383	Nyergeny Mixed School
49	Jonglei	Pibor	Pibor	20224	Kondako Basic School
50	Jonglei	Pibor	Pibor	20225	Lukurnyang Primary School
51	Jonglei	Pibor	Pibor	20226	Pibor Girls School
52	Jonglei	Pibor	Pibor	20227	Tangajon Basic Education School
53	Jonglei	Pibor	Pibor	20344	Murwan Basic School
54	Jonglei	Pibor	Pibor	20345	Manyirang Primary School
55	Jonglei	Pibor	Pibor	20351	Manuyment Primary School
56	Jonglei	Pibor	Pibor	20381	VerthetPrimary School
57	Jonglei	Pibor	Pibor	20384	Kavachoch Primary School
58	Jonglei	Pibor	Pibor	20388	Kirika Girls Primary School
59	Jonglei	Pibor	Pibor	20407	Pibor Basic School
60	Jonglei	Piji	Alam	20135	Amat Nyang Primary School
61	Jonglei	Piji	Wunlem	20405	Wunkiir Primary
62	Jonglei	Twic	Ajuong	20333	Mayom Primary School
63	Jonglei	Twic	Kangor	20341	Piol Primary School
64	Jonglei	Twic	Kangor	20342	Pareu Primary School
65	Jonglei	Uror (Wunror)	Karam	20578	Duok Primary School
66	Unity	Leer	Guat`	50102	Guat Primary School
67	Unity	Panyinjiar	Tiap	50317	Laldiet Primary School
68	Unity	Rubkona	Bentiu	50370	NILE PRE PRIMARY SCHOOL
69	Unity	Rubkona	BUDANG	50401	Wunbut Primary

#	State	County	Payam	EMIS #	School Name
70	Unity	Ruweng	Janjang	50162	Mankuo Primary School
71	Upper Nile	Longchok	Longechuk One	60377	Gueng Primary school
72	Upper Nile	Maban	Boung	60125	Boug Basic School
73	Upper Nile	Malut	Malut	60430	Athieng Primary School
74	Upper Nile	Panyikang	Dhethim	60273	Alel Boys Primary School
75	Upper Nile	Renk	Jelhak	60423	Amnbol Primary School
76	Upper Nile	Ulang	Kurmot	60382	Kiuch Primary school
77	Lakes	Rumbek Centre	Matangai	30064	Capuol Girls Primary school
78	Lakes	Wulu	Bahr-gel	30242	Kandibe Primary School
79	Lakes	Yirol East	Malek	30350	Mading(Thian) Primary School
80	Warrap	Gogrial West	Akon North	70014	Kuec Akot Primary School
81	Warrap	Gogrial West	Akon North	70018	Maduol Primary School
82	Warrap	Gogrial West	Akon North	70375	Malek Akoon Primary School
83	Warrap	Gogrial West	Gogrial	70038	Malual Awien Primary School
84	Warrap	Gogrial West	Gogrial	70048	Anyiel Primary School
85	Warrap	Gogrial West	Gogrial	70400	Wunriang Primary School
86	Warrap	Gogrial West	Kuac North	70407	Dr John Garang Pre-School
87	Warrap	Tonj North	Awul	70509	Warrap Girls School
88	Warrap	Tonj North	Rualbelt	70529	Achol Primary School
89	Warrap	Tonj South	Tonj	70356	Deng Nhial Primary School
90	Warrap	Tonj South	Tonj	70383	Warak Primary School
91	Warrap	Twic	Akoc	70318	Achel Girls
92	Warrap	Twic	Pan-nyok	70186	Pannyok Primary School
93	Warrap	Twic	Turalei	70596	Agany Amuol Primary
94	Western Bahr El Ghazal	Jur River	Kuajina	80207	DAMAGIA PRIMARY SCHOOL
95	Western Bahr El Ghazal	Jur River	Kuajina	80218	HOPE PRIMARY SCHOOL
96	Western Bahr El Ghazal	Jur River	RocRocDong	80181	Jur River Primary School
97	Western Bahr El Ghazal	Jur River	Wau Bai	80182	Kur Chok Primary School
98	Western Bahr El Ghazal	Wau	Baggari	80190	Ngodakala Basic School
99	Western Bahr El Ghazal	Wau	Wau	80102	Hai Mafaro Rhoda
100	Western Bahr El Ghazal	Wau	Wau	80134	St. Micheal Roda
101	Northern Bahr El Ghazal	Aweil Centre	Abull	40496	Awada Primary School
102	Northern Bahr El Ghazal	Aweil Centre	Aroyo	40017	Kur Chok Primary School
103	Northern Bahr El Ghazal	Aweil Centre	Barmayen	40361	Alok primary school
104	Northern Bahr El Ghazal	Aweil Centre	Chel South	40444	Karkou Primary School
105	Northern Bahr El Ghazal	Aweil East	Mabok Tong	40538	Rumjok Primary School
106	Northern Bahr El Ghazal	Aweil East	Malual Baai	40109	Mathian Dut Akot
107	Northern Bahr El Ghazal	Aweil North	Malual East	40192	Makuac Kotic Primary School
108	Northern Bahr El Ghazal	Aweil South	Tiar Aliet	40504	Maker Agany Primary School
109	Northern Bahr El Ghazal	Aweil Town	Malou Awear	40566	Kabat Primary
110	Northern Bahr El Ghazal	Aweil West	Aweil	40273	Madina l Primary School
111	Northern Bahr El Ghazal	Aweil West	Aweil	40278	Mathang Basic School
112	Northern Bahr El Ghazal	Aweil West	Ayat West	40324	MAJOOK ALEL PRIMARY SCHOOL

10.2. Secondary Schools

#	State	County	Payam	EMIS #	School Name
1	Central Equatoria	Kajo-Keji	Kangapo 1	24	Pamoju Girls Secondary School
2	Jonglei	Bor	Bor Town	20010	Malek Secondary School
3	Jonglei	Bor	Bor Town	20009	Bor Secondary School
4	Unity	Mayom	Kueryiek	50008	Mayom Secondary School
5	Unity	Panyinjiar	Ganyliel	50004	Ganyliel Secondary school
6	Unity	Rubkona	Bentiu	50002	Rubkona Secondary School
7	Upper Nile	Malakal	Malakal Central	60001	Malakal Boys Secondary School
8	Western Bahr El Ghazal	Wau	Wau	80015	Wau Technical Sec. School
9	Western Bahr El Ghazal	Wau	Wau	80007	Kuajok Seconadary school
10	Northern Bahr El Ghazal	Aweil East	Madhol	40011	Madhol Senior Sec. School
11	Northern Bahr El Ghazal	Aweil Town	Aweil Town East	40001	Rebath Senior Secondary School