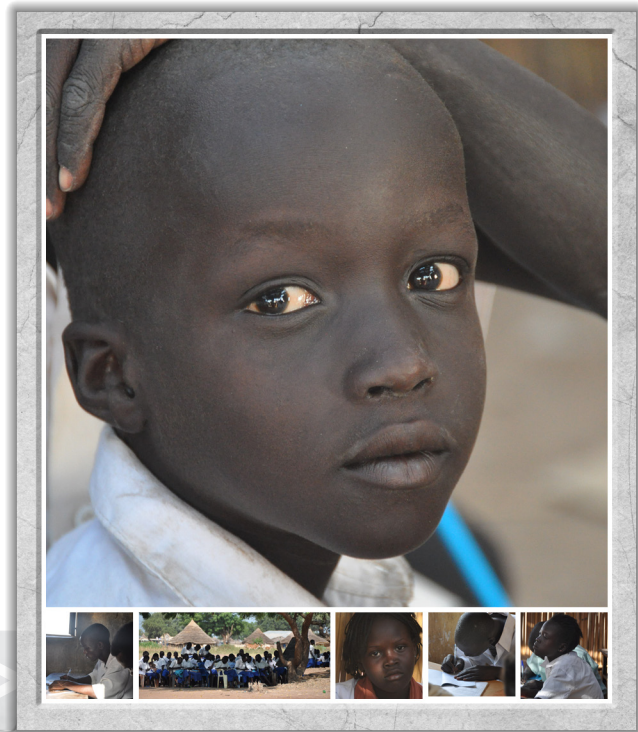




# Education Statistics for the Republic of South Sudan

**Government of  
Republic of  
South Sudan**

**Ministry of General Education  
and Instruction**



National Statistical Booklet

**2011**

Republic of South Sudan  
Ministry of General Education and Instruction  
Directorate of Planning and Budgeting  
Department of Data and Statistics  
Education Management Information Systems Unit  
Juba, South Sudan

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## Foreword

### Message from Minister Joseph Ukel Abango



On behalf of the Ministry of General Education and Instruction (MoGEI), I am pleased for the fifth education census data for the Republic of South Sudan (RSS). The collection and consolidation of the Education Management Information System (EMIS) have come a long way since the baseline assessment, or the Rapid Assessment of Learning Spaces (RALS) conducted in 2006. RALS covered less than half of the primary schools operating in the country at the time. By 2011, data from pre-primary, primary, secondary, an Alternative Education Systems (AES), and technical and vocational education and training (TVET) schools, centres, and institutes were collected.

To plan and budget effectively a country needs reliable and relevant data. It also needs information about how the educational system is developing and changing. The needs in the education sector, as in most other sectors in RSS are vast, and the limited resources have to be used strategically to ensure cost-effectiveness. In light of this, the EMIS data assists us identifying needs and priorities and design the

appropriate interventions. Once implemented, EMIS assists us in monitoring if the interventions are having the desired outcome.

The RSS encompasses vast geographical areas. Due to the decades of civil war, roads are few. This, coupled with temporary insecurities in some areas, have made data collection challenging. However, due to commitment and hard work, the Annual Education Census (AEC) coverage has grown rapidly, from 77% in 2007 to 94% in 2011.

However, great amounts of work remain ahead. Having established the fundamental aspects of EMIS and its process, the MoGEI EMIS Unit has begun to focus on decentralisation of EMIS to the State Ministries of Education (SMoE) via capacity building. Universal school registers were piloted in all—or 700 plus—schools of Eastern Equatoria and Northern Bahr-el-Ghazal. The SMoE EMIS focal points in the five states of Central Equatoria, Eastern Equatoria, Western Equatoria, Northern Bahr-el-Ghazal, and Unity received training on data capture—that is, AEC questionnaire data verification and electronic data entry. The EMIS Unit worked closely with the County Education Directors and Payam Inspectors in the Equatorias, Western Bahr-el-Ghazal, parts of Jonglei, and parts of Upper Nile to collect geographic information system (GIS) coordinates of primary, secondary, and AES schools and centres. The MoGEI EMIS Unit hopes to roll out the school registers, decentralised data capture, and GIS data collection in all ten states by 2013.

This publication would not have been possible without the cooperation, involvement, and support from the SMoE—in particular, the SMoE EMIS focal points. Their dedication and hard work have 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 Family Health International 360 (FHI360), for their continuous support in improving the RSS EMIS.

Sincerely,

A handwritten signature in blue ink, appearing to be 'J. Ukel Abango'. The signature is written in a cursive style with a large initial 'J' and 'A'.

Hon Joseph Ukel Abango  
Ministry of General Education and Instruction

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## 1.0. ACRONYMS

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<b>AEC</b>	Annual Education Census
<b>AES</b>	Alternative Education System
<b>ALP</b>	Accelerated Learning Programme
<b>BFAL</b>	Basic Functional Adult Literacy
<b>CE</b>	Central Equatoria
<b>CEC</b>	County Education Centre
<b>CGS</b>	Community Girls School
<b>CRS</b>	Catholic Relief Services
<b>DDM</b>	(Global ED*ASSIST) Data Dissemination Module
<b>ED*ASSIST</b>	(Global) Education Automated Statistical Information System Toolkit
<b>EDC</b>	Education Development Centre
<b>EE</b>	Eastern Equatoria
<b>EMIS</b>	Education Management Information System
<b>FHI360</b>	Family Health International 360 (formerly Academy for Educational Development)
<b>GER</b>	Gross enrolment rate
<b>GIR</b>	Gross intake rate
<b>GIS</b>	Geographic information system
<b>IEC</b>	Intensive English Course
<b>MDG</b>	Millennium Development Goals
<b>MoGEI</b>	Ministry of General Education and Instruction
<b>MoHEST</b>	Ministry of Higher Education, Science, and Technology
<b>NBG</b>	Northern Bahr-El-Ghazal
<b>NBS</b>	National Bureau of Statistics (formerly South Sudan Centre for Census, Statistics and Evaluation)
<b>NER</b>	Net enrolment rate
<b>NIR</b>	Net intake rate
<b>PCR</b>	Pupil-classroom ratio
<b>PMS</b>	Pastoralist Mobile School
<b>PTR</b>	Pupil-teacher ratio (also known as the student-teacher ratio (STR))
<b>PTextR</b>	Pupil-textbook ratio
<b>RALS</b>	Rapid Assessment of Learning Spaces
<b>RSS</b>	Republic of South Sudan
<b>SCiSS</b>	Save the Children in South Sudan
<b>SMoE</b>	State Ministry of Education
<b>TTI</b>	Teacher Training Institute
<b>TVET</b>	Technical / Vocational Education and Training
<b>UIS</b>	UNESCO Institute of Statistics
<b>UN</b>	Upper Nile
<b>UNICEF</b>	United Nations Children's Fund
<b>WBG</b>	Western Bahr-El-Ghazal
<b>WE</b>	Western Equatoria

## 2.0. INTRODUCTION

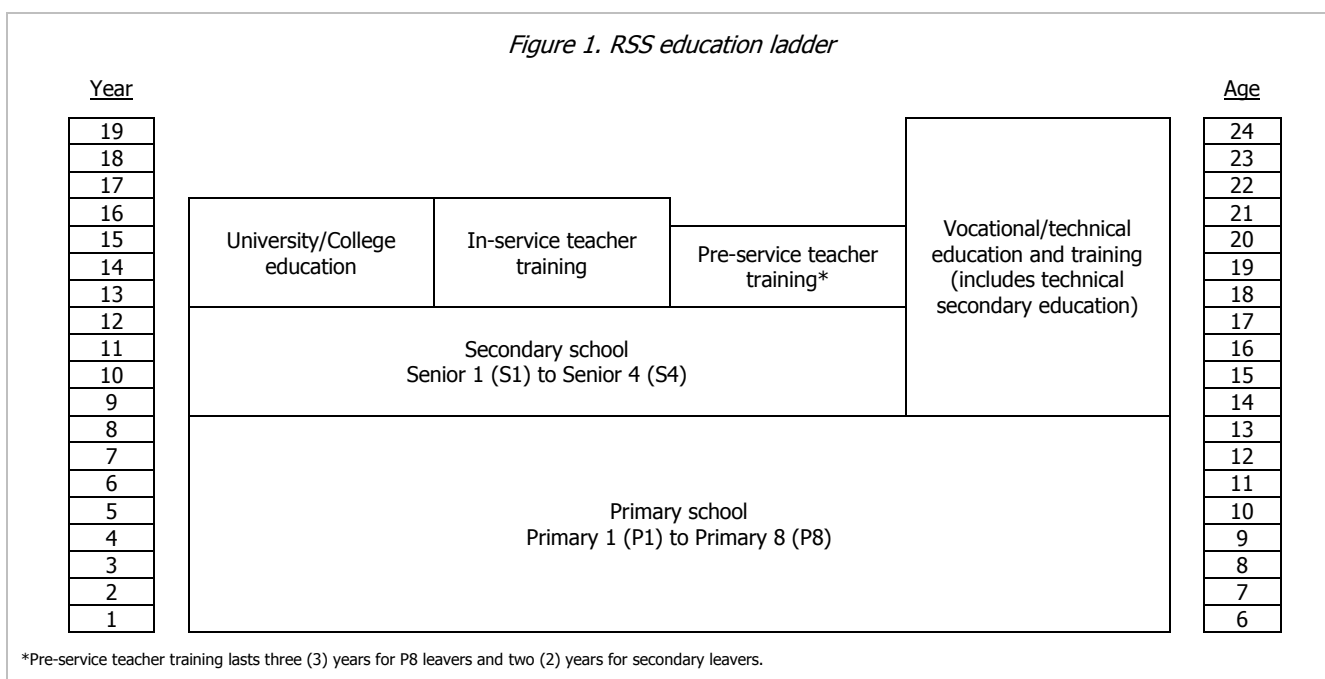
"We cherish education for all our people equally and aim to provide a lifelong education for all children and adults of South Sudan, an education that is relevant and based on the needs of the people, to enable them to be responsible and productive citizens."

RSS MoGEI mission

## 2.1. Background and Context

In South Sudan, the majority of adults and children have not had the opportunity to attend school due to decades of civil war. During that time the development of basic services was non-existent and accessing the little infrastructure that did exist was difficult. As a strategy to achieving the goals above the Republic of South Sudan (RSS) Ministry of Education (MoGEI) 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 programs, and offers flexible entry and exit points for children, youth, and adults. The **technical and vocational education and training** (TVET) prepares students for practical and applicable skills that will lead to occupations either in the form of a job or as livelihood.

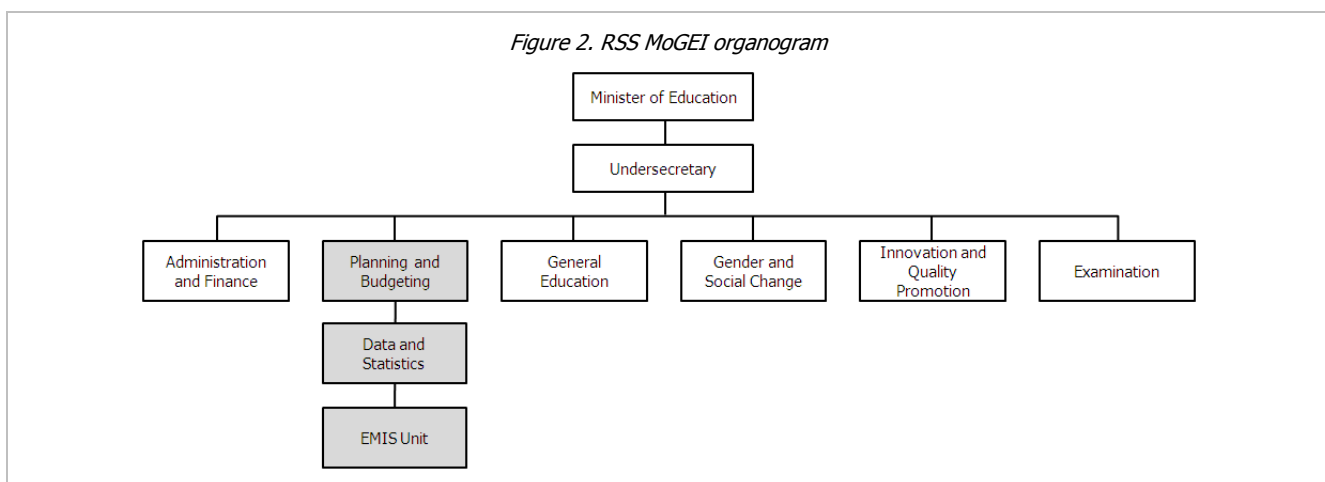
Figure 1. RSS education ladder



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) 2 and 3. To this end the Ministry is focusing on developing the basic education sector 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

Figure 2. RSS MoGEI organogram



The EMIS Unit is housed within MoGEI under the Directorate for Planning and Budgeting in the Department for Data and Statistics. The Unit was established in early 2007, and since then has administered the AEC and managed the storing,

analysis, utilisation, and distribution of education information. The organogram below illustrates the structure of the MoGEI.

### 2.3. Utilisation of EMIS Data

EMIS gives an overview of the education system and its performance in a country. It facilitates decision-and policy-making by providing information on the current condition of the system. 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. EMIS can be used for **1)** monitoring progress, **2)** identifying challenges, and **3)** strategising possible solution at the national, state, county, and school levels. It is equally important to recognise that EMIS is merely a tool; it does not give answers to challenges. The data presented in this booklet form a set of present and baseline data. Consistent updates are necessary to ensure their continued utilisation.

### 2.4. History of EMIS

EMIS in South Sudan has come a long way since collecting baseline data in 2006, which provided the first baseline figures on the South Sudan's education system.<sup>1</sup> EMIS commenced in 2007, the year that the EMIS Unit was integrated with the Ministry. Since then, its coverage rate—or the percentage of known schools reached by the AEC exercise—has increased rapidly: from 77% coverage of Primary and AES in 2007 to 94% coverage rate of Pre-primary, Primary, Secondary, and AES in 2011.

Coverage Rates by Education Sector, 2006-2011

Year	Pre-primary	Primary	Secondary	AES*	Average**
2006	-	81%	-	Combined with Primary	81%
2007	-	77%	-	Combined with Primary	77%
2008	-	87%	96%	-	86.5%
2009	-	95%	90%	-	95%
2010	96%	96.8%	93.5%	-	96%
2011	82.2%	96%	85.2%	-	94%

\* There is no baseline number and list of AES centres provided by the Ministry. Therefore coverage rate remains unknown.

\*\* Primary education coverage rate is the dominant part of this calculation. As of 2011, there were more than 3,440 primary schools, while there were less than 200 secondary schools.

In addition to the pre-primary, primary, secondary, and AES sectors, TVET centres and technical secondary schools were covered in the 2011 Annual Education Census. As 2011 was the first year of comprehensive coverage for the sector, the 2011 data comprises the baseline.<sup>2</sup>

### 2.5. EMIS Process



The EMIS Process consists of four (4) steps:

- 1) Data collection:** Designing and reviewing of the AEC questionnaires, training of head teachers on questionnaire completion, verifying the data through the County Education Centres (CEC) and State Ministries of Education (SMoE), and retrieval of the completed questionnaires.
- 2) Data processing:** Entering of data into a common database, merging of all data, and final data cleaning prior to analysis.
- 3) Data dissemination:** Analysis and production of tools for use in planning and budgeting. The National and State Education Statistical Booklets comprise one of the tools.
- 4) Data utilisation:** Series of training that guide the national, state, and county education agencies and their partner organisations on the application of EMIS data in building short-, mid-, and long-term strategic plans and budgets.

Each step requires extensive planning and coordination with stakeholders at the state, county, payam (a sub-geographic unit to the county), and school levels.

### 2.6. About the Booklet

EMIS data is collected from government schools as well as private and community-run schools. As there exists no school registration and operational status reporting protocols, the EMIS Unit is not able to track all schools in South Sudan. The booklet reports unadjusted numbers. For instance, the 2011 Primary school coverage was 96% comprised of 3,447 schools. The booklet reports on the 3,447 schools, leaving aside the remaining 4% of unknown schools. There exists no baseline data for AES; MoGEI currently possesses no list of AES centres or total number AES centres. Missing schools are listed in the Section 10 of this booklet.

<sup>1</sup> Preceding the RALS study were: School Based Assessment (SBA) project in 2003; *Towards a Baseline* study by the New Sudan Centre for Statistics and Evaluation and UNICEF in 2004; and Sudan Basic Education Program (SBEP)-led Annual Education Census (AEC) in 2005.

<sup>2</sup> This booklet covers 61 TVET centres. While this number does not represent all of South Sudan's TVET centres, it serves a solid baseline. Statistical inferences are limited due to the small amount of representation.



Two (2) types of data were used in the compilation of this booklet: **1)** 2009-2011 AEC outputs and **2)** population projection based on the 2008 population data from the National Bureau of Statistics (NBS).<sup>3</sup>

This booklet is a reference document for government and others relevant organisations, 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 electronic copy of this booklet, state booklets, and the Global Data Dissemination Module (DDM) can be accessed at <http://southsudan.ed-assist.net/>. The DDM contains the latest data and reports more information than this booklet. The EMIS Unit provides interested parties with the installation CD upon request.

## 2.7. How to read the data in this booklet

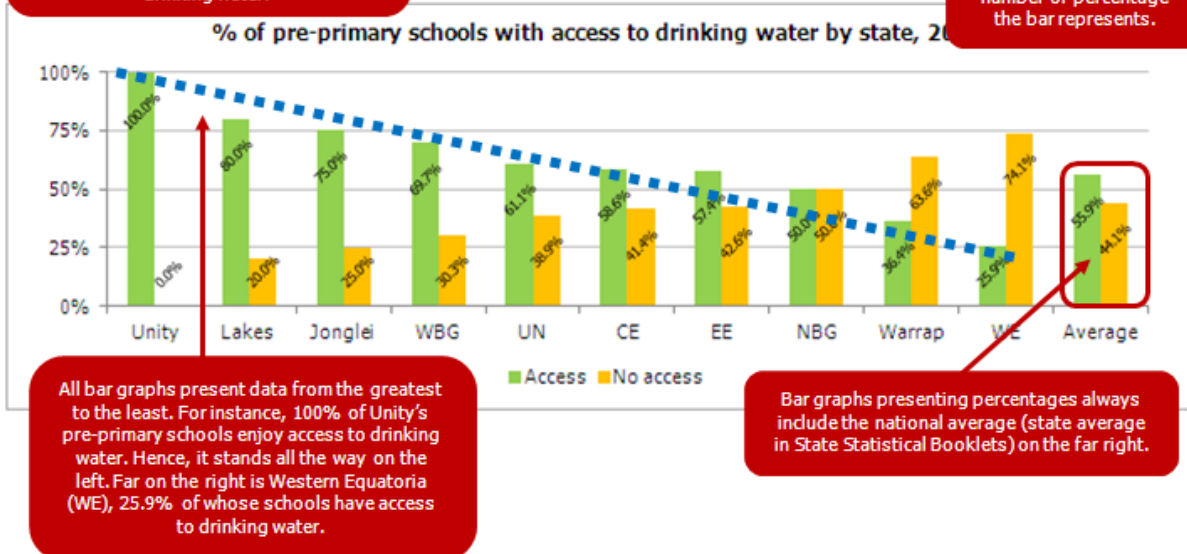
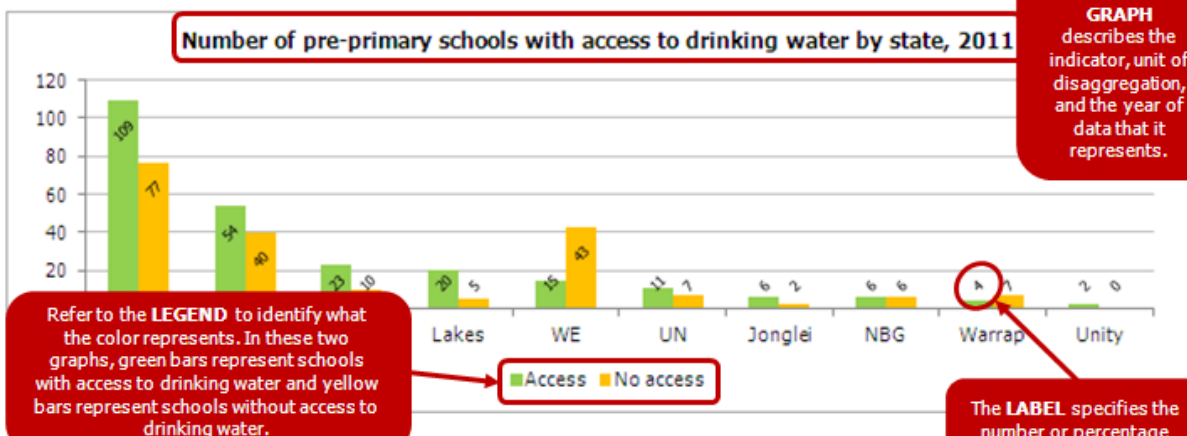
The booklet displays information in three ways: **1)** table, **2)** graph with raw numbers, and **3)** graph with percentages.<sup>4</sup> There are only two types of graphs: **1)** bar graph and **2)** pie graph. Below describes the various aspects of data presentation for increased understanding and interpretation of the numbers.

**TITLE OF TABLE** describes the indicator, unit of disaggregation, and the year of data that it represents.

**FIELD HEADING** always begins with the **TOTAL**, followed by the unit of disaggregation.

State	Schools	Access		No access	
		Count	% total	Count	% total
CE	186	109	58.6%	77	41.4%
EE	94	54	57.4%	40	42.6%
Jonglei	8	6	75.0%	2	25.0%
Lakes	25	20	80.0%	5	20.0%
NBG	12	6	50.0%	6	50.0%
UN	11	7	61.1%	4	38.9%
Unity	1	1	100.0%	0	0%
Warrap	11	4	36.4%	7	63.6%
WBG	33	23	69.7%	10	30.3%
WE	58	15	25.9%	43	74.1%
Total	447	250	55.9%	197	44.1%

All **UNIT OF DISAGGREGATION** is always listed alphabetically, with the **TOTAL** represented at the bottom.



<sup>3</sup> Projections have been made using UNESCO Institute of Statistics (UIS)-defined population growth rates. The population numbers do not include migration estimates.  
<sup>4</sup> Not all means are used for information that such detailed reporting is not necessary due to the simple representation of data in a table.

### 3.0. DEFINITIONS

#### 3.1. Indicators used to measure coverage

**3.1.1. Coverage rate** refers to the percentage of known schools reached and accounted for in the AEC. For instance, a coverage rate of 95% means 95% of the known schools received the AEC questionnaire, responded, and the completed questionnaire was entered into the EMIS database. The schools that were covered in the previous year but did not respond to this year's AEC questionnaire are considered "missing." Security situations and severe weather conditions comprise the primary reasons for missed coverage. Schools confirmed to be out of operation are not included in the coverage rate calculation. Also excluded are schools yet to be identified and entered into the EMIS database. The AEC exercise discovers new schools each year. In 2011, the overall coverage rate was 94%.

#### 3.2. Indicators used to measure access

**3.2.1. 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 gross intake rate (GIR) and net intake rate (NIR) (also further defined below).

"Am I a <b>NEW ENTRANT?"</b>	<b>YES</b>	I'm attending P1 for the very first time.
	<b>NO</b>	I was in P1 last year at your school.

**3.2.2. Gross intake rate (GIR)** 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 South Sudan is age 6. The formula for GIR is:

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

**3.2.3. 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 South Sudan is age 6. The formula for NIR is:

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

GIR 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.

**3.2.4. 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 South Sudan is 6-13, and secondary education 14-17. The formulas for primary GER and secondary GER are:

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

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

**3.2.5. 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 South Sudan is 6-13, and secondary education 14-17. The formulas for primary NER and secondary NER are:

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

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

### 3.3. Indicators used to measure resource

**3.3.1. Pupil-teacher ratio (PTR)**, also known as the student-teacher ratio (STR), 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:

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

**3.3.2. 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.*<sup>5</sup> The formula for PCR is:

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

**3.3.3. 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:

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

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

### 3.4. Indicators used to measure student flow

**3.4.1. Promoters** refer to pupils who have moved on to the next grade level from one year to the next, 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).

**3.4.2. 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 analysing 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.

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

**3.4.3. Repeaters** refer to pupils who have not been promoted to the next grade level from one year to the next, 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).

<sup>5</sup> Permanent classrooms refer to those constructed of bricks or cement. Semi-permanent classrooms refer to those constructed of mud.

Figure 3. Pupil promoted to next grade, 2010-2011

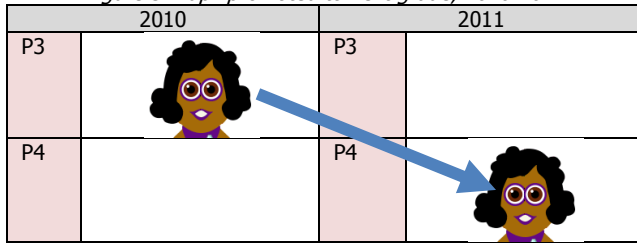
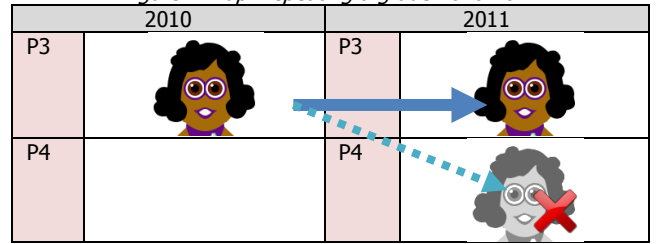


Figure 4. Pupil repeating a grade 2010-2011

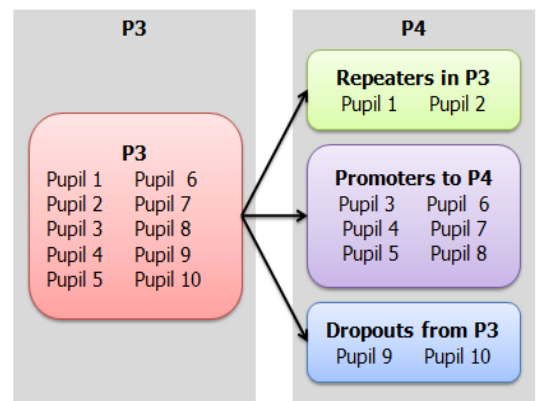


**3.4.4. Repetition rate** measures the phenomenon of pupils from a cohort repeating a grade, and its effect on the internal efficiency of education systems. It is one of the key indicators for analysing and projecting pupil flows from grade to grade within the education cycle. Repetition rate should ideally be 0%; a high repetition rate signals problems in the internal efficiency of the education system. Increasing repetition rate serves 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.

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

**3.4.5. 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.

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



**3.4.6. 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, 2009-2011

### 4.1. Pre-primary school

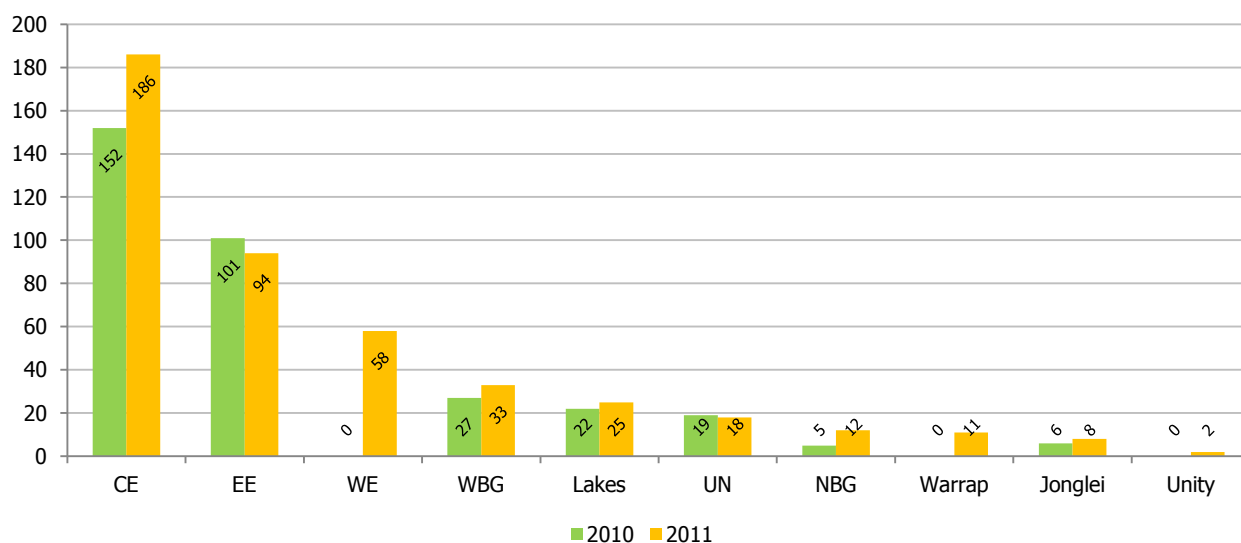
#### 4.1.1. Schools

**Number and % of pre-primary schools by state and ownership type, 2010-2011**

State	Year	Total	Gov	Non-gov	Gov %	Non-gov %
CE	2011	186	41	145	22.0%	78.0%
	2010	152	40	112	26.3%	73.7%
EE	2011	94	55	39	58.5%	41.5%
	2010	101	70	31	69.3%	30.7%
Jonglei	2011	8	4	4	50.0%	50.0%
	2010	6	5	1	83.3%	16.7%
Lakes	2011	25	19	6	76.0%	24.0%
	2010	22	19	3	86.4%	13.6%
NBG	2011	12	2	10	16.7%	83.3%
	2010	5	3	2	60.0%	40.0%
UN	2011	18	7	11	38.9%	61.1%
	2010	19	2	17	10.5%	89.5%
Unity	2011	2	-	2	-	100.0%
	2010	-	-	-	-	-
Warrap	2011	11	5	6	45.5%	54.5%
	2010	-	-	-	-	-
WBG	2011	33	15	18	45.5%	54.5%
	2010	27	14	13	51.9%	48.1%
WE	2011	58	27	31	46.6%	53.4%
	2010	-	-	-	-	-
Total	2011	447	175	272	39.1%	60.9%
	2010	332	153	179	46.1%	53.9%

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

**Number of pre-primary schools by state, 2010-2011**

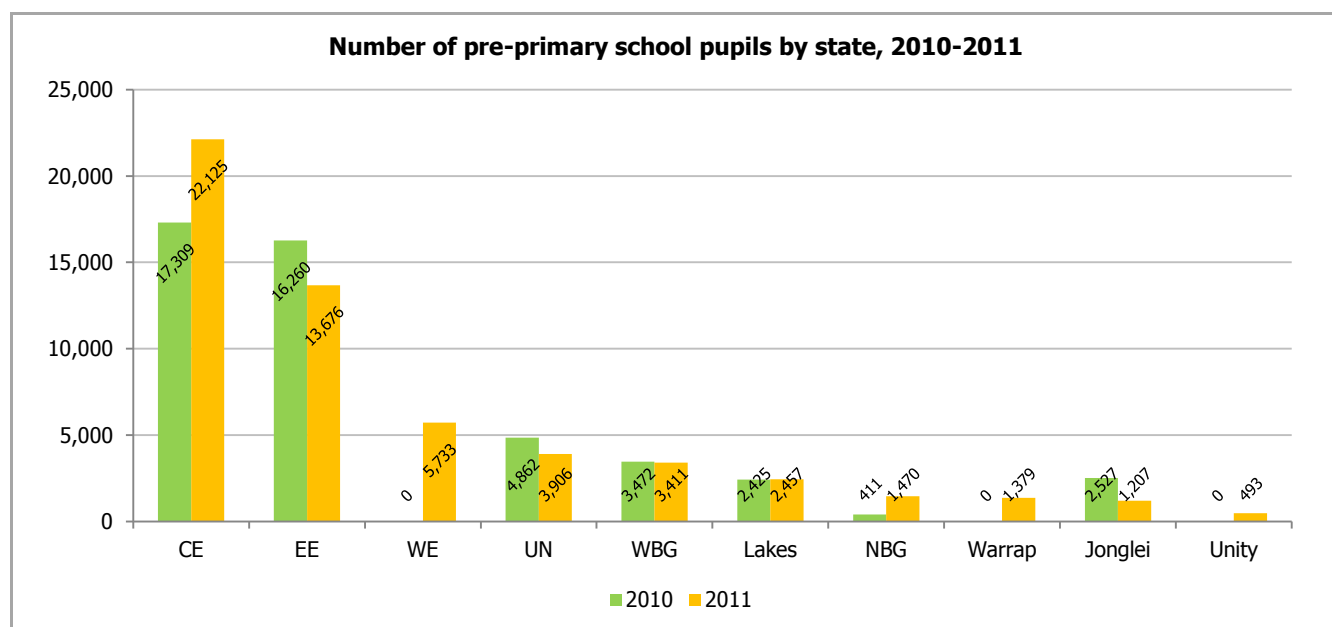


- ✓ The number of pre-primary schools increased by 115 between 2010 and 2011. Given that 2010 was the first year of pre-primary EMIS census, this rise in the number of schools most likely reflects increased coverage and data reporting capacity of the schools, not construction of new schools.
- ✓ In some states, there are more government pre-primary schools than non-government schools, while the situation is the opposite in the other states. Overall, about 61% of the pre-primary schools are non-government schools, operating under the ownership of the community, NGOs, private entity, or others. The remaining 39% of South Sudan's pre-primary schools operate under government management.
- ✓ Pre-primary schools are clustered in the CE and EE. The distribution of these schools does not reflect the distribution of infant to toddler population in South Sudan. CE and EE enjoy greater access to pre-primary education.

#### 4.1.2. Pupils

**Number and % pre-primary school pupil enrolment by state and gender, 2010-2011**

State	Year	Total	Male	Female	Male %	Female %
CE	2011	22,125	11,090	11,035	50.1%	49.9%
	2010	17,309	8,660	8,649	50.0%	50.0%
EE	2011	13,676	6,919	6,757	50.6%	49.4%
	2010	16,260	8,598	7,662	52.9%	47.1%
Jonglei	2011	1,207	720	487	59.7%	40.3%
	2010	2,527	1,368	1,159	54.1%	45.9%
Lakes	2011	2,457	1,420	1,037	57.8%	42.2%
	2010	2,425	1,255	1,170	51.8%	48.2%
NBG	2011	1,470	885	585	60.2%	39.8%
	2010	411	243	168	59.1%	40.9%
UN	2011	3,906	2,176	1,730	55.7%	44.3%
	2010	4,862	2,568	2,294	52.8%	47.2%
Unity	2011	493	259	234	52.5%	47.5%
	2010	-	-	-	-	-
Warrap	2011	1,379	943	436	68.4%	31.6%
	2010	-	-	-	-	-
WBG	2011	3,411	1,860	1,551	54.5%	45.5%
	2010	3,472	1,792	1,680	51.6%	48.4%
WE	2011	5,733	2,866	2,867	50.0%	50.0%
	2010	-	-	-	-	-
Total	2011	55,857	29,138	26,719	52.2%	47.8%
	2010	47,266	24,484	22,782	51.8%	48.2%

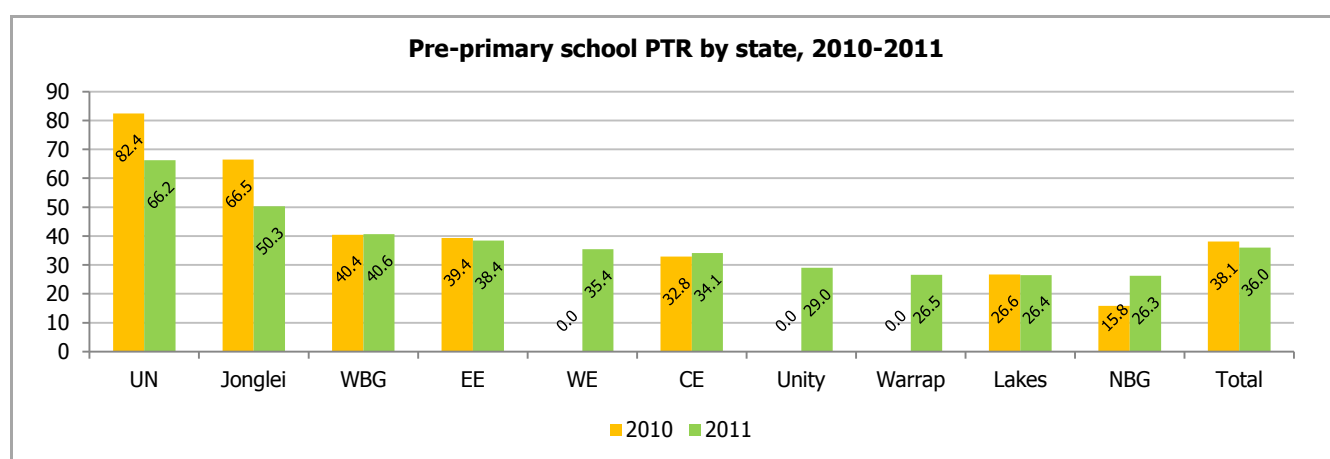
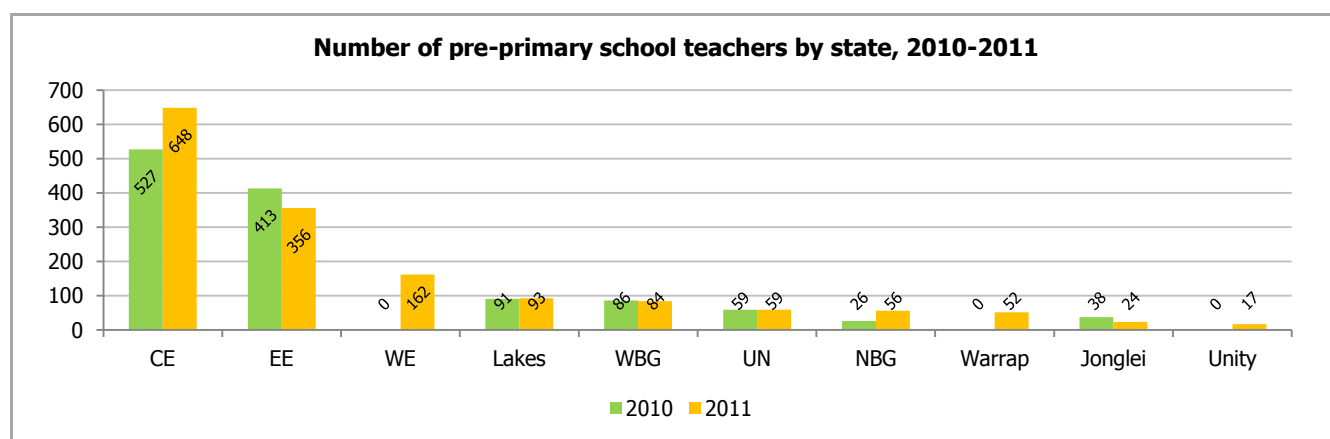


- ✓ The pre-primary school population increased by more than 8,500 pupils between 2010 and 2011. Given that 2010 was the first year of pre-primary EMIS census, this rise in the number of pupils most likely reflects increased coverage and data reporting capacity of the schools, not enrolment of new pupils.
- ✓ Gender parity is not an issue in the pre-primary sector; there are nearly as many boys as girls in all 10 states.

### 4.1.3. Teachers

**Number and % of pre-primary school teachers and pupil-teacher ratio (PTR) by state and gender, 2010-2011**

State	Year	Total	Male	Female	Male %	Female %	PTR
CE	2011	648	237	411	36.6%	63.4%	34.1
	2010	527	221	306	41.9%	58.1%	32.8
EE	2011	356	117	239	32.9%	67.1%	38.4
	2010	413	171	242	41.4%	58.6%	39.4
Jonglei	2011	24	16	8	66.7%	33.3%	50.3
	2010	38	26	12	68.4%	31.6%	66.5
Lakes	2011	93	74	19	79.6%	20.4%	26.4
	2010	91	73	18	80.2%	19.8%	26.6
NBG	2011	56	46	10	82.1%	17.9%	26.3
	2010	26	22	4	84.6%	15.4%	15.8
UN	2011	59	32	27	54.2%	45.8%	66.2
	2010	59	24	35	40.7%	59.3%	82.4
Unity	2011	17	7	10	41.2%	58.8%	29.0
	2010	-	-	-	-	-	-
Warrap	2011	52	42	10	80.8%	19.2%	26.5
	2010	-	-	-	-	-	-
WBG	2011	84	28	56	33.3%	66.7%	40.6
	2010	86	41	45	47.7%	52.3%	40.4
WE	2011	162	72	90	44.4%	55.6%	35.4
	2010	-	-	-	-	-	-
Total	2011	1,551	671	880	43.3%	56.7%	36.0
	2010	1,240	578	662	46.6%	53.4%	38.1



- ✓ The number of pre-primary school teachers increased by 284 between 2010 and 2011. Given that 2010 was the first year of pre-primary EMIS census, this rise in the number of teachers most likely reflects increased coverage and data reporting capacity of the schools, not hiring of new teachers.
- ✓ While the overall gender parity is not an issue, data shows that the situation varies greatly across the states. In NBG, just over 80% of pre-primary school teachers are male. In EE and WBG, just under 70% are females.
- ✓ Between 2010 and 2011, the PTR decreased in some states and stayed more or less the same in others. Similar to the number of teachers, the fluctuation in PTR most likely reflects increased coverage and data reporting capacity of the schools, not the impact of hiring/non-hiring of new teachers. The national PTR for pre-primary school (with children of ages between 2 and 5) is high, at 35.4 pupils per teacher.

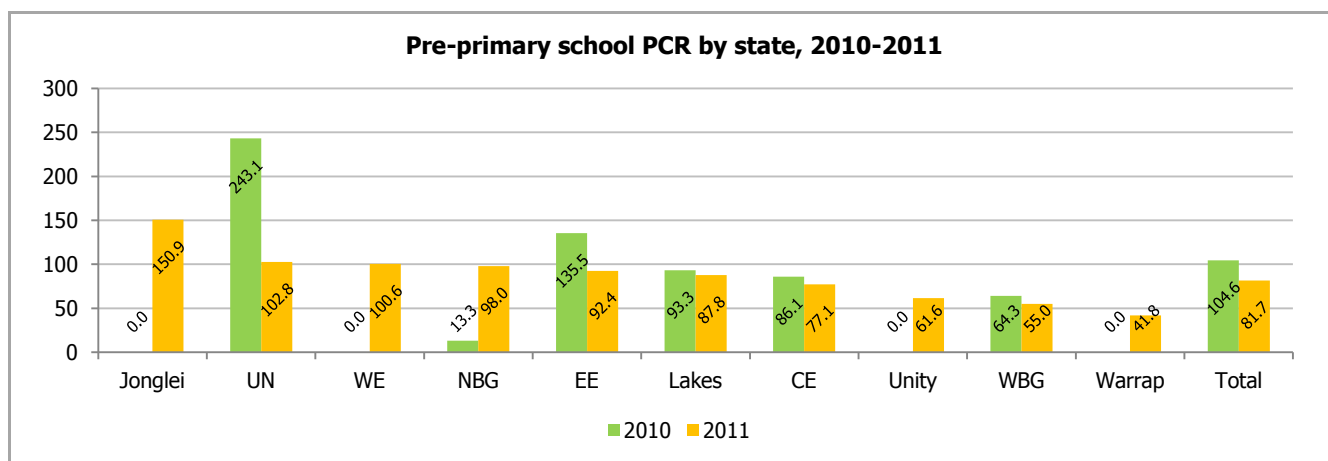
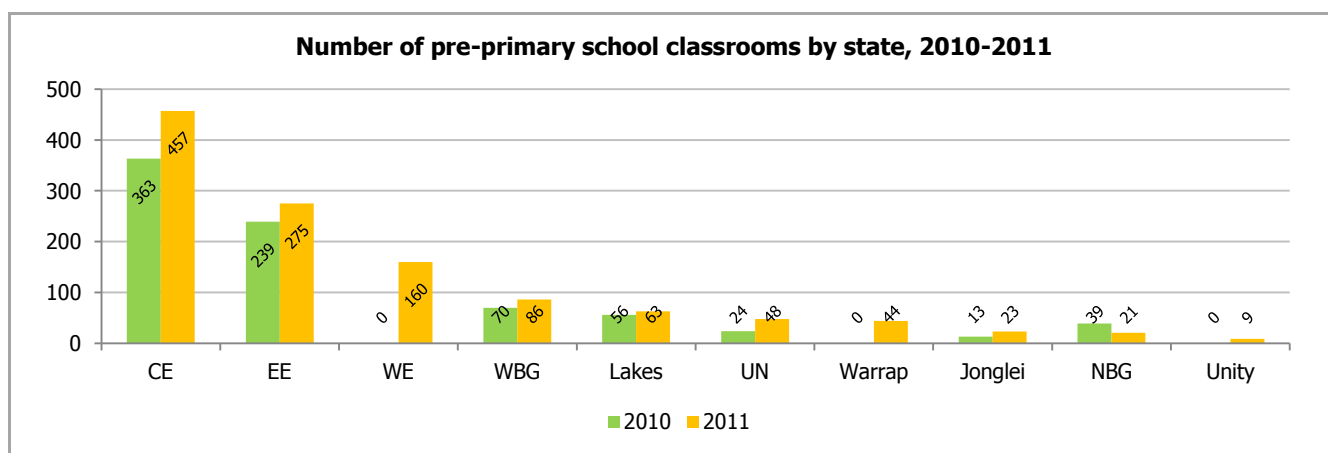
#### 4.1.4. Classrooms

**Number of pre-primary school classrooms and pupil-classroom ratio (PCR) by state and type, 2010-2011**

State	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
CE	2011	457	124	163	110	60	77.1
	2010	363	101	100	127	35	86.1
EE	2011	275	53	95	108	19	92.4
	2010	239	45	75	94	25	135.5
Jonglei	2011	23	8	-	12	3	150.9
	2010	13	-	-	10	3	-
Lakes	2011	63	12	16	31	4	87.8
	2010	56	6	20	24	6	93.3
NBG	2011	21	5	10	4	2	98.0
	2010	39	14	17	8	-	13.3
UN	2011	48	17	21	3	7	102.8
	2010	24	9	11	2	2	243.1
Unity	2011	9	3	5	1	-	61.6
	2010	-	-	-	-	-	-
Warrap	2011	44	12	21	11	-	41.8
	2010	-	-	-	-	-	-
WBG	2011	86	48	14	6	18	55.0
	2010	70	38	16	11	5	64.3
WE	2011	160	42	15	91	12	100.6
	2010	-	-	-	-	-	-
Total	2011	1,186	324	360	377	125	81.7
	2010	804	213	239	276	76	104.6

\* "Other" includes roof-only, tent, and others.

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



- ✓ The number of pre-primary school classrooms increased by more than 382 between 2010 and 2011. Given that 2010 was the first year of pre-primary EMIS census, this rise in the number of classrooms most likely reflects increased coverage and data reporting capacity of the schools, not construction of new classrooms.
- ✓ Open-air classroom is the most common form of classrooms. As non-permanent classrooms do not provide an environment conducive to teaching and learning, the 377 open-air and 125 other classrooms are not factored in the PCR calculation. Note the high PCR of 81.7 pupils per classroom.
- ✓ Between 2010 and 2011, the PCR significantly decreased in all 10 states. Similar to the number of classrooms, the change in PCR most likely reflects increased coverage and data reporting capacity of the schools, not the impact of new classroom construction.



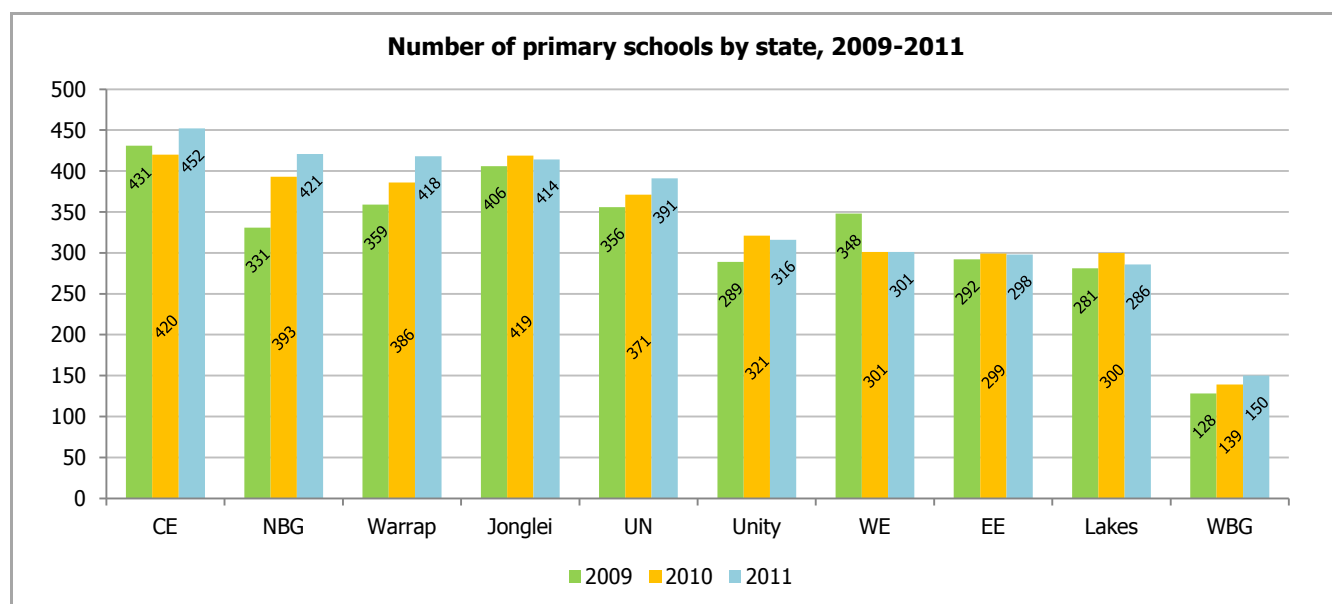
## 4.2. Primary school

### 4.2.1. Schools

**Number and % of primary schools by state and ownership type, 2009-2011**

State	Year	Total	Gov	Non-gov	Gov %	Non-gov %
CE	2011	452	277	175	61.3%	38.7%
	2010	420	277	143	66.0%	34.0%
	2009	431	317	114	73.5%	26.5%
EE	2011	298	213	85	71.5%	28.5%
	2010	299	216	83	72.2%	27.8%
	2009	292	206	86	70.5%	29.5%
Jonglei	2011	414	347	67	83.8%	16.2%
	2010	419	365	54	87.1%	12.9%
	2009	406	360	46	88.7%	11.3%
Lakes	2011	286	256	30	89.5%	10.5%
	2010	300	285	15	95.0%	5.0%
	2009	281	273	8	97.2%	2.8%
NBG	2011	421	312	109	74.1%	25.9%
	2010	393	311	82	79.1%	20.9%
	2009	331	275	56	83.1%	16.9%
UN	2011	391	287	104	73.4%	26.6%
	2010	371	252	119	67.9%	32.1%
	2009	356	297	59	83.4%	16.6%
Unity	2011	316	284	32	89.9%	10.1%
	2010	321	294	27	91.6%	8.4%
	2009	289	273	16	94.5%	5.5%
Warrap	2011	418	311	107	74.4%	25.6%
	2010	386	346	40	89.6%	10.4%
	2009	359	338	21	94.2%	5.8%
WBG	2011	150	107	43	71.3%	28.7%
	2010	139	94	45	67.6%	32.4%
	2009	128	100	28	78.1%	21.9%
WE	2011	301	234	67	77.7%	22.3%
	2010	301	250	51	83.1%	16.9%
	2009	348	302	46	86.8%	13.2%
Total	2011	3,447	2,628	819	76.2%	23.8%
	2010	3,349	2,690	659	80.3%	19.7%
	2009	3,221	2,741	480	85.1%	14.9%

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

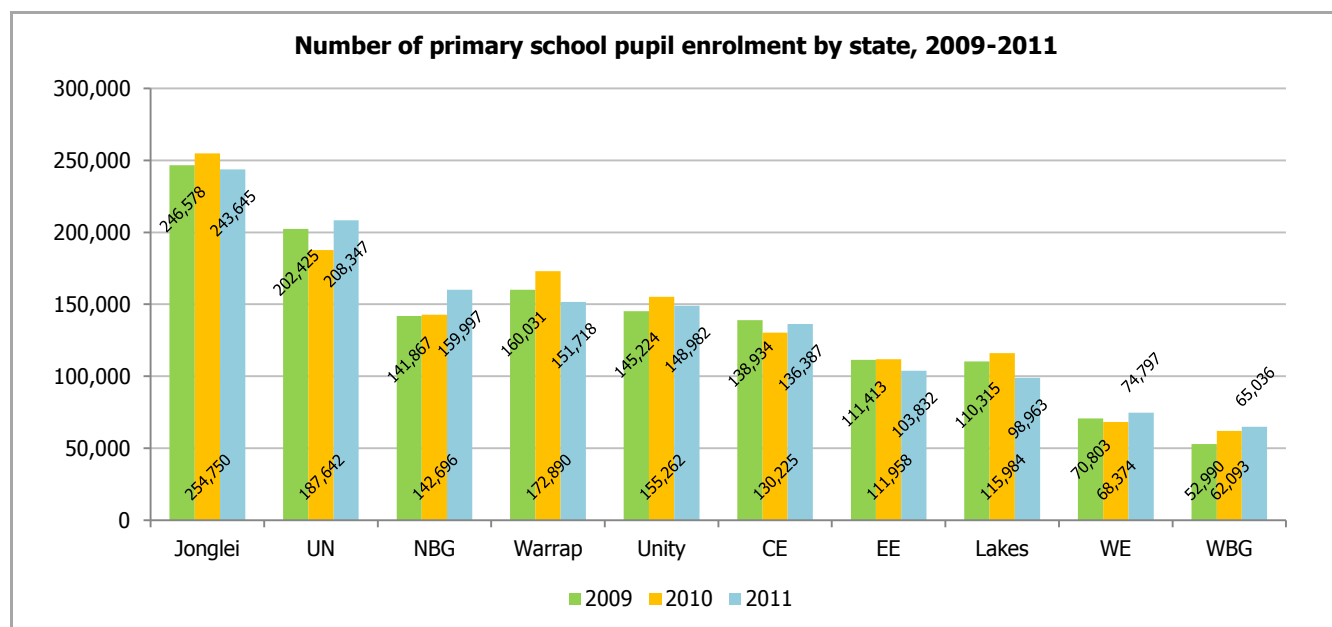


- ✓ The number of schools increased in most states between 2009 and 2011. In total, the number of schools increased by 226.
- ✓ While the number of schools between 2009 and 2011 has remained largely consistent, the sharing of ownership between government and non-government bodies has changed. The percentage of government schools has decreased from 85.1% to 76.2%. However, for non-government schools, operating under the ownership of the community, NGOs, private entity, or others, the percentage of schools has increased from 14.9% to 23.8%.

## 4.2.2. Pupils

**Number and % of primary school pupils by state and gender, 2009-2011**

State	Year	Total	Male	Female	Male %	Female %
CE	2011	136,387	73,130	63,257	53.6%	46.4%
	2010	130,225	70,233	59,992	53.9%	46.1%
	2009	138,934	75,631	63,303	54.4%	45.6%
EE	2011	103,832	61,883	41,949	59.6%	40.4%
	2010	111,958	67,431	44,527	60.2%	39.8%
	2009	111,413	67,024	44,389	60.2%	39.8%
Jonglei	2011	243,645	148,997	94,648	61.2%	38.8%
	2010	254,750	156,422	98,328	61.4%	38.6%
	2009	246,578	153,422	93,156	62.2%	37.8%
Lakes	2011	98,963	66,391	32,572	67.1%	32.9%
	2010	115,984	80,404	35,580	69.3%	30.7%
	2009	110,315	76,059	34,256	68.9%	31.1%
NBG	2011	159,997	104,187	55,810	65.1%	34.9%
	2010	142,696	95,647	47,049	67.0%	33.0%
	2009	141,867	96,889	44,978	68.3%	31.7%
UN	2011	208,347	118,041	90,306	56.7%	43.3%
	2010	187,642	108,784	78,858	58.0%	42.0%
	2009	202,425	119,792	82,633	59.2%	40.8%
Unity	2011	148,982	92,245	56,737	61.9%	38.1%
	2010	155,262	102,245	53,017	65.9%	34.1%
	2009	145,224	97,205	48,019	66.9%	33.1%
Warrap	2011	151,718	104,802	46,916	69.1%	30.9%
	2010	172,890	123,084	49,806	71.2%	28.8%
	2009	160,031	113,385	46,646	70.9%	29.1%
WBG	2011	65,036	39,911	25,125	61.4%	38.6%
	2010	62,093	37,747	24,346	60.8%	39.2%
	2009	52,990	32,925	20,065	62.1%	37.9%
WE	2011	74,797	41,530	33,267	55.5%	44.5%
	2010	68,374	38,211	30,163	55.9%	44.1%
	2009	70,803	39,472	31,331	55.7%	44.3%
Total	2011	1,391,704	851,117	540,587	61.2%	38.8%
	2010	1,401,874	880,208	521,666	62.8%	37.2%
	2009	1,380,580	871,804	508,776	63.1%	36.9%



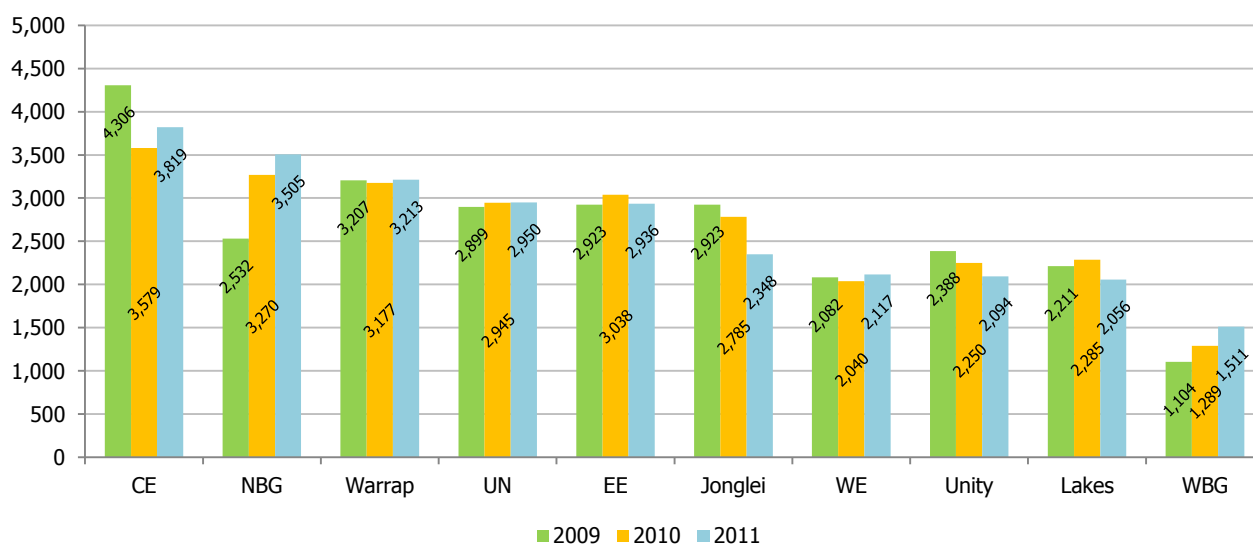
- ✓ Between 2009 and 2011 the number of pupils decreased in five states: CE, EE, Jonglei, Lakes, and Warrap. In total, the number of pupils decreased by 10,170.
- ✓ Gender parity has maintained steady progress since 2009. The enrolment of girls increased by over 31,000 between 2009 and 2011, with the proportion of girls in the student population increasing by 2% during the same period. The greatest disparity can be seen in Warrap, where boys enjoy access to primary education than girls by almost 30%.

### 4.2.3. Teachers

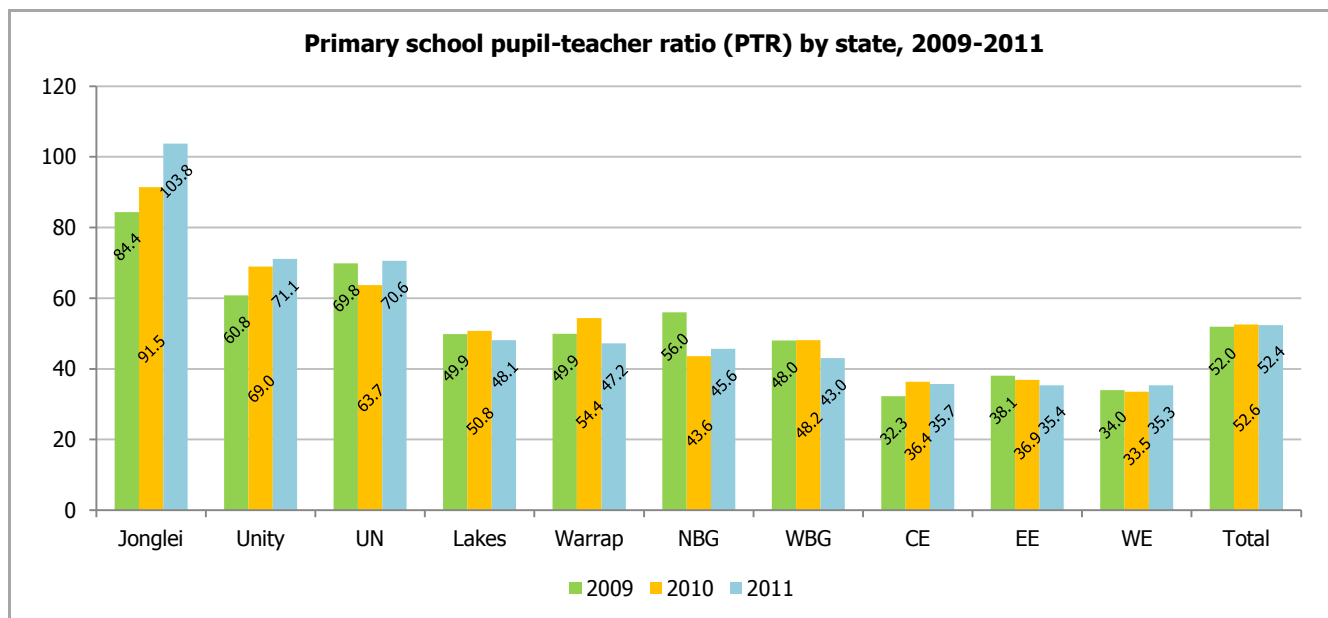
**Number and % of primary school teachers, and pupil-teacher ratio (PTR) by state and gender, 2009-2011**

State	Year	Total	Male	Female	Male %	Female %	PTR
CE	2011	3,819	2,925	894	76.6%	23.4%	35.7
	2010	3,579	2,720	859	76.0%	24.0%	36.4
	2009	4,306	3,383	923	78.6%	21.4%	32.3
EE	2011	2,936	2,514	422	85.6%	14.4%	35.4
	2010	3,038	2,632	406	86.6%	13.4%	36.9
	2009	2,923	2,557	366	87.5%	12.5%	38.1
Jonglei	2011	2,348	2,201	147	93.7%	6.3%	103.8
	2010	2,785	2,559	226	91.9%	8.1%	91.5
	2009	2,923	2,677	246	91.6%	8.4%	84.4
Lakes	2011	2,056	1,919	137	93.3%	6.7%	48.1
	2010	2,285	2,116	169	92.6%	7.4%	50.8
	2009	2,211	2,045	166	92.5%	7.5%	49.9
NBG	2011	3,505	3,226	279	92.0%	8.0%	45.6
	2010	3,270	3,051	219	93.3%	6.7%	43.6
	2009	2,532	2,332	200	92.1%	7.9%	56.0
UN	2011	2,950	2,383	567	80.8%	19.2%	70.6
	2010	2,945	2,401	544	81.5%	18.5%	63.7
	2009	2,899	2,304	595	79.5%	20.5%	69.8
Unity	2011	2,094	1,987	107	94.9%	5.1%	71.1
	2010	2,250	2,144	106	95.3%	4.7%	69.0
	2009	2,388	2,206	182	92.4%	7.6%	60.8
Warrap	2011	3,213	3,009	204	93.7%	6.3%	47.2
	2010	3,177	2,975	202	93.6%	6.4%	54.4
	2009	3,207	2,998	209	93.5%	6.5%	49.9
WBG	2011	1,511	1,199	312	79.4%	20.6%	43.0
	2010	1,289	1,024	265	79.4%	20.6%	48.2
	2009	1,104	855	249	77.4%	22.6%	48.0
WE	2011	2,117	1,818	299	85.9%	14.1%	35.3
	2010	2,040	1,750	290	85.8%	14.2%	33.5
	2009	2,082	1,787	295	85.8%	14.2%	34.0
Total	2011	26,549	23,181	3,368	87.3%	12.7%	52.4
	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

**Number of primary school teachers by state, 2009-2011**



- ✓ While the total PTR remains relatively unchanged since 2009, the general decrease in pupil enrolment has affected the pupil-teacher ratio (PTR) in states. PTR in CE, EE, Lakes, Warrap, and WBG have all decreased.
- ✓ CE, Jonglei, UN, NBG, Unity and WE have experienced an increase in PTR, with the highest in Jonglei which has seen an increase by over 19% since 2009.
- ✓ Note the decrease in the number of teachers by hundreds in CE, Jonglei and Unity since 2009.
- ✓ Gender parity in the teaching profession remained consistent since 2009. Female teachers comprise 13% of the teacher population in South Sudan. The greatest number of female teachers is clustered in CE with 23% and WBG with 21% in 2011, while the fewest are clustered in Unity.



#### 4.2.4. Classrooms

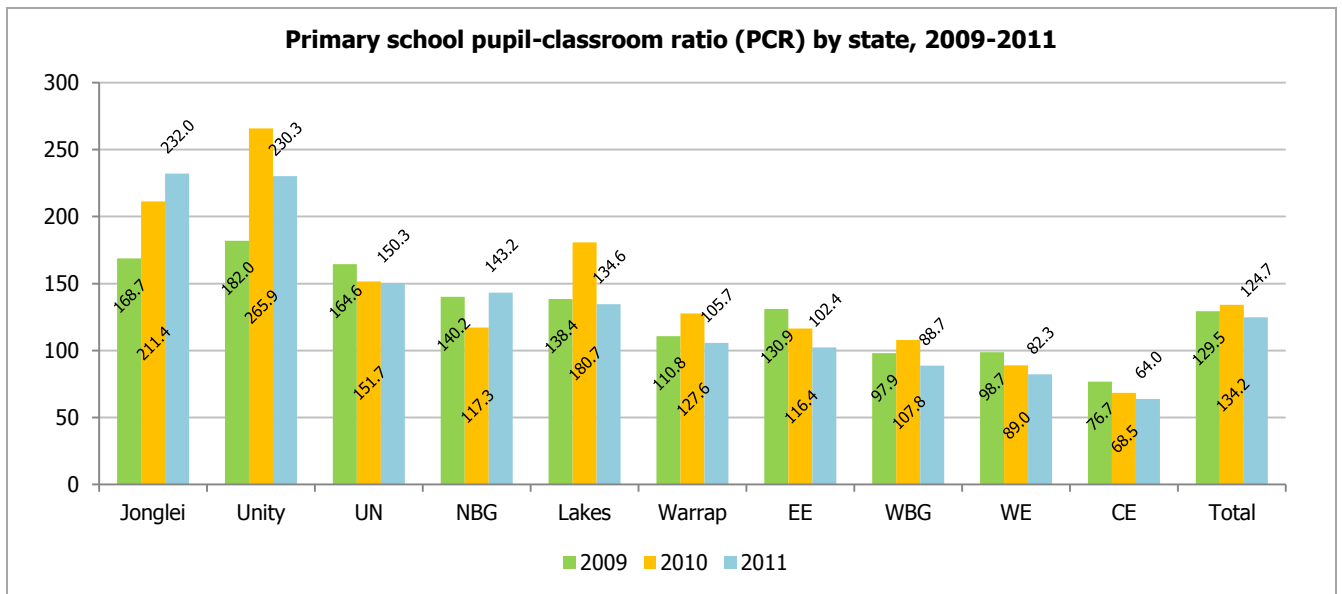
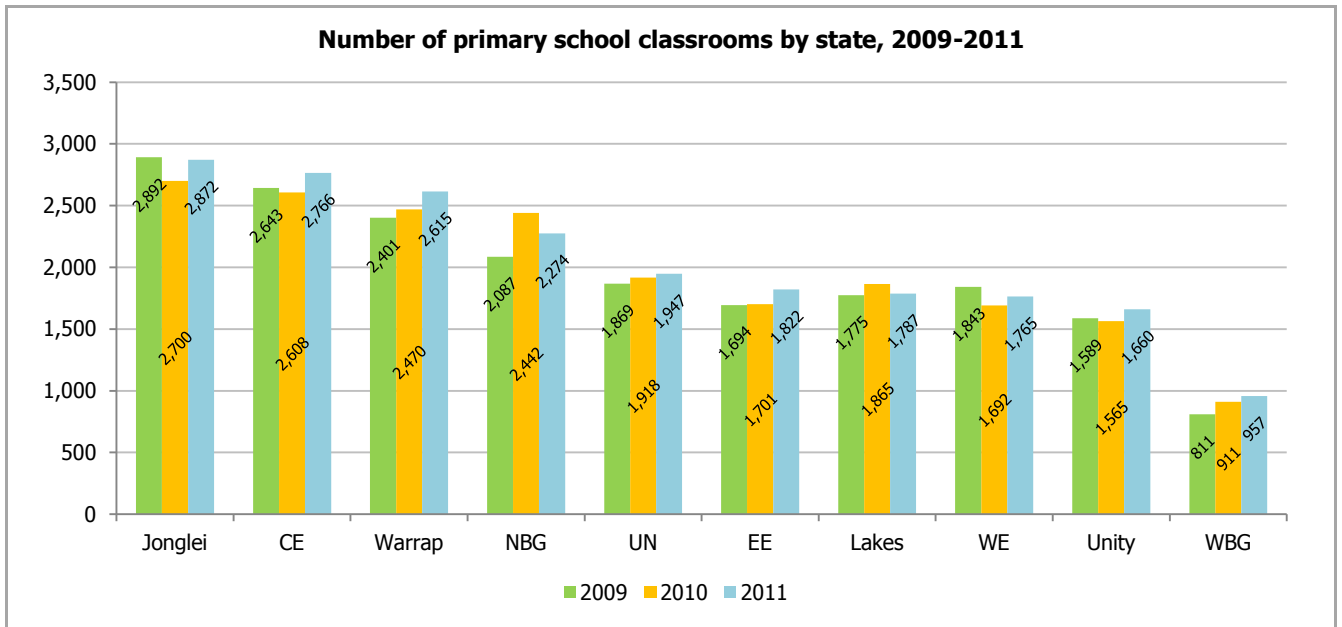
**Number of primary school classrooms and pupil-classroom ratio (PCR) by state and type, 2009-2011**

State	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
CE	2011	2,766	1,356	775	369	266	64.0
	2010	2,608	1,211	690	386	321	68.5
	2009	2,643	1,032	779	482	350	76.7
EE	2011	1,822	648	366	560	248	102.4
	2010	1,701	593	369	456	283	116.4
	2009	1,694	549	302	531	312	130.9
Jonglei	2011	2,872	409	641	1,376	446	232.0
	2010	2,700	380	825	1,128	367	211.4
	2009	2,892	423	1,039	1,213	217	168.7
Lakes	2011	1,787	432	303	895	157	134.6
	2010	1,865	370	272	983	240	180.7
	2009	1,775	383	414	825	153	138.4
NBG	2011	2,274	598	519	885	272	143.2
	2010	2,442	627	590	831	394	117.3
	2009	2,087	427	585	771	304	140.2
UN	2011	1,947	798	588	424	137	150.3
	2010	1,918	718	519	521	160	151.7
	2009	1,869	630	600	431	208	164.6
Unity	2011	1,660	356	291	778	235	230.3
	2010	1,565	307	277	757	224	265.9
	2009	1,589	349	449	673	118	182.0
Warrap	2011	2,615	502	933	944	236	105.7
	2010	2,470	395	960	764	351	127.6
	2009	2,401	341	1,103	768	189	110.8
WBG	2011	957	511	222	127	97	88.7
	2010	911	424	152	129	206	107.8
	2009	811	331	210	135	135	97.9
WE	2011	1,765	665	244	608	248	82.3
	2010	1,692	625	143	633	291	89.0
	2009	1,843	477	240	703	423	98.7
Total	2011	20,465	6,275	4,882	6,966	2,342	124.7
	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

\* "Other" includes roof-only, tent, and others.

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

- ✓ The number of classrooms increased by just over 850 between 2009 and 2011. While the largest increase is seen in permanent structures by 1,333 classrooms, open air classrooms continue to be the dominant form of learning space. As non-permanent classrooms do not provide an environment conducive to teaching and learning, open-air and other classrooms are not factored in the PCR calculation. Note the high PCR of 124.7 pupils per classroom.
- ✓ Between 2009 and 2011, the PCR significantly decreased in all states except Jonglei, NBG and Unity. Note the high PCR rates above 200 in both Unity and Jonglei.
- ✓ In other states, such as WBG and WE, the PCR has reduced possibly due to the construction of permanent and semi-permanent classrooms, combined with the reducing in pupil enrolment.



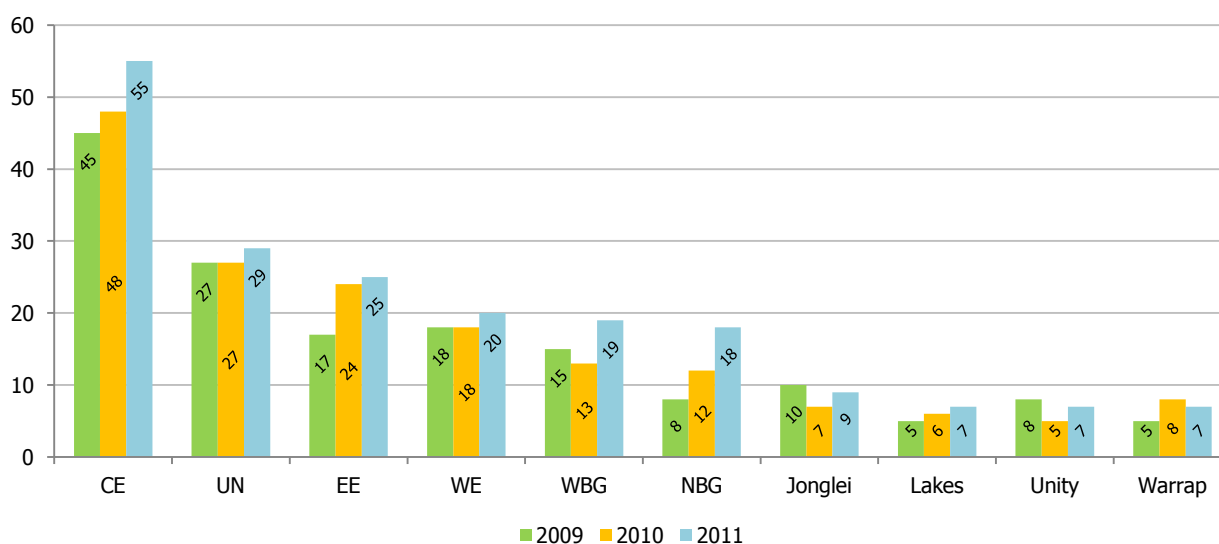
### 4.3. Secondary school

#### 4.3.1. Schools

**Number and % of secondary schools by state and ownership type, 2009-2011**

State	Year	Total	Gov	Non-gov	Gov %	Non-gov %
CE	2011	55	29	26	52.7%	47.3%
	2010	48	30	18	62.5%	37.5%
	2009	45	31	14	68.9%	31.1%
EE	2011	25	18	7	72.0%	28.0%
	2010	24	19	5	79.2%	20.8%
	2009	17	16	1	94.1%	5.9%
Jonglei	2011	9	6	3	66.7%	33.3%
	2010	7	6	1	85.7%	14.3%
	2009	10	9	1	90.0%	10.0%
Lakes	2011	7	4	3	57.1%	42.9%
	2010	6	3	3	50.0%	50.0%
	2009	5	3	2	60.0%	40.0%
NBG	2011	18	11	7	61.1%	38.9%
	2010	12	7	5	58.3%	41.7%
	2009	8	5	3	62.5%	37.5%
UN	2011	29	20	9	69.0%	31.0%
	2010	27	17	10	63.0%	37.0%
	2009	27	17	10	63.0%	37.0%
Unity	2011	7	7	-	100.0%	-
	2010	5	4	1	80.0%	20.0%
	2009	8	8	-	100.0%	-
Warrap	2011	7	5	2	71.4%	28.6%
	2010	8	4	4	50.0%	50.0%
	2009	5	5	-	100.0%	-
WBG	2011	19	11	8	57.9%	42.1%
	2010	13	8	5	61.5%	38.5%
	2009	15	10	5	66.7%	33.3%
WE	2011	20	15	5	75.0%	25.0%
	2010	18	14	4	77.8%	22.2%
	2009	18	14	4	77.8%	22.2%
Total	2011	196	126	70	64.3%	35.7%
	2010	168	112	56	66.7%	33.3%
	2009	158	118	40	74.7%	25.3%

**Number of secondary schools by state, 2009-2011**



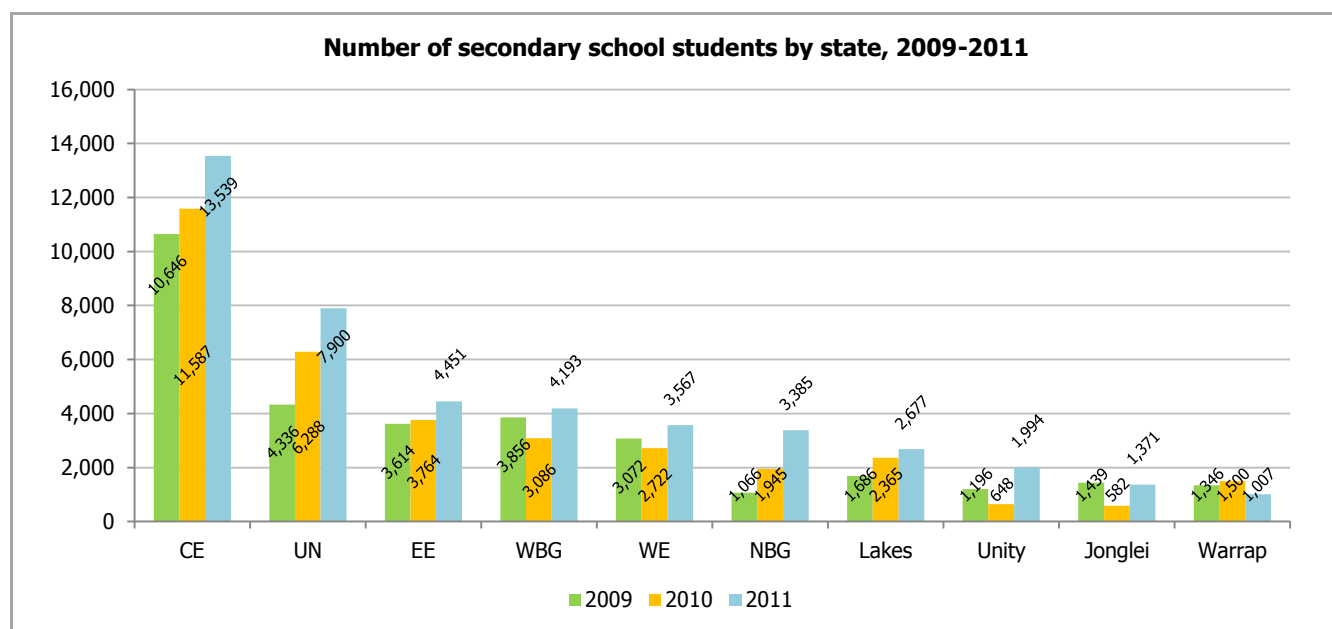
- ✓ Secondary school numbers are significantly lower than primary schools and AES centres. While there are 3,447 primary schools and 1,101 AES centres serving just under 1.4 million students and over 160,000 students, respectively, there are only 196 Secondary schools.
- ✓ The number of secondary schools has increased in most states between 2009 and 2011, but only marginally with the majority clustered in CE, EE and UN.
- ✓ The percentage of government owned of schools in the secondary sector is much lower than the primary sector. For primary schools, 76% of primary schools operate under government ownership, only 64% of secondary schools operate under the government ownership (and hence funding).

## 4.3.2. Students

**Number and % of secondary school students by state and gender, 2009-2011**

State	Year	Total	Male	Female	Male %	Female %
CE	2011	13,539	8,328	5,211	61.5%	38.5%
	2010	11,587	7,139	4,448	61.6%	38.4%
	2009	10,646	6,805	3,841	63.9%	36.1%
EE	2011	4,451	3,268	1,183	73.4%	26.6%
	2010	3,764	2,761	1,003	73.4%	26.6%
	2009	3,614	2,707	907	74.9%	25.1%
Jonglei	2011	1,371	1,101	270	80.3%	19.7%
	2010	582	502	80	86.3%	13.7%
	2009	1,439	1,091	348	75.8%	24.2%
Lakes	2011	2,677	2,288	389	85.5%	14.5%
	2010	2,365	2,139	226	90.4%	9.6%
	2009	1,686	1,588	98	94.2%	5.8%
NBG	2011	3,385	2,846	539	84.1%	15.9%
	2010	1,945	1,835	110	94.3%	5.7%
	2009	1,066	974	92	91.4%	8.6%
UN	2011	7,900	5,047	2,853	63.9%	36.1%
	2010	6,288	4,063	2,225	64.6%	35.4%
	2009	4,336	2,961	1,375	68.3%	31.7%
Unity	2011	1,994	1,737	257	87.1%	12.9%
	2010	648	536	112	82.7%	17.3%
	2009	1,196	1,083	113	90.6%	9.4%
Warrap	2011	1,007	893	114	88.7%	11.3%
	2010	1,500	1,364	136	90.9%	9.1%
	2009	1,346	1,205	141	89.5%	10.5%
WBG	2011	4,193	2,678	1,515	63.9%	36.1%
	2010	3,086	2,175	911	70.5%	29.5%
	2009	3,856	3,138	718	81.4%	18.6%
WE	2011	3,567	2,606	961	73.1%	26.9%
	2010	2,722	1,984	738	72.9%	27.1%
	2009	3,072	2,220	852	72.3%	27.7%
Total	2011	44,084	30,792	13,292	69.8%	30.2%
	2010	34,487	24,498	9,989	71.0%	29.0%
	2009	32,257	23,772	8,485	73.7%	26.3%

\* "Secondary school students" include only students in S1-S4. S5 and S6 students in schools following the Uganda and Kenyan secondary school system are excluded from the count.

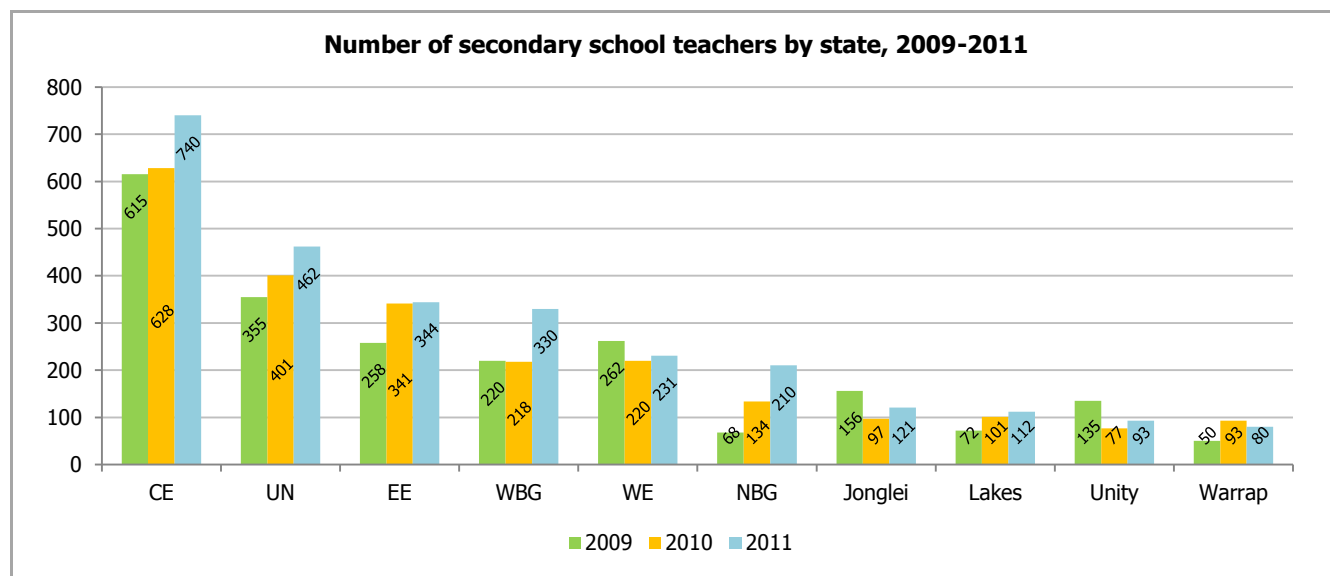


- ✓ The number of secondary students increased since 2009 by 11,827 students. The constant growth pattern is evident in all states except Warrap where the number of secondary school students decreased by almost 500 between 2010 and 2011.
- ✓ While the number of students has increased, there has been very little change in gender parity. In total, 70% of secondary school students are male with the highest disparity found in Warrap where almost 90% of secondary school students are male. The trend resembles that of the primary sector's, whereby boys enjoy much greater access to education than girls.

### 4.3.3. Teachers

**Number and % of secondary school teachers and pupil-teacher ratio (PTR) by state and gender, 2009-2011**

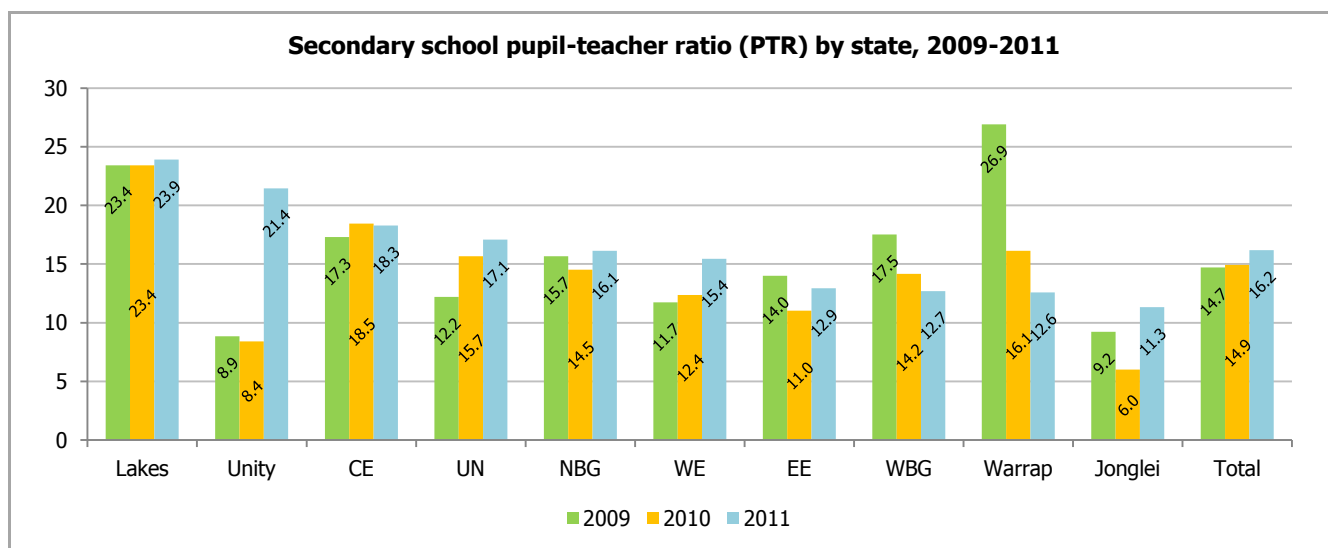
State	Year	Total	Male	Female	Male %	Female %	PTR
CE	2011	740	633	107	85.5%	14.5%	18.3
	2010	628	547	81	87.1%	12.9%	18.5
	2009	615	524	91	85.2%	14.8%	17.3
EE	2011	344	303	41	88.1%	11.9%	12.9
	2010	341	296	45	86.8%	13.2%	11.0
	2009	258	233	25	90.3%	9.7%	14.0
Jonglei	2011	121	119	2	98.3%	1.7%	11.3
	2010	97	93	4	95.9%	4.1%	6.0
	2009	156	144	12	92.3%	7.7%	9.2
Lakes	2011	112	103	9	92.0%	8.0%	23.9
	2010	101	91	10	90.1%	9.9%	23.4
	2009	72	67	5	93.1%	6.9%	23.4
NGB	2011	210	196	14	93.3%	6.7%	16.1
	2010	134	128	6	95.5%	4.5%	14.5
	2009	68	65	3	95.6%	4.4%	15.7
UN	2011	462	420	42	90.9%	9.1%	17.1
	2010	401	351	50	87.5%	12.5%	15.7
	2009	355	306	49	86.2%	13.8%	12.2
Unity	2011	93	91	2	97.8%	2.2%	21.4
	2010	77	74	3	96.1%	3.9%	8.4
	2009	135	117	18	86.7%	13.3%	8.9
Warrap	2011	80	76	4	95.0%	5.0%	12.6
	2010	93	90	3	96.8%	3.2%	16.1
	2009	50	48	2	96.0%	4.0%	26.9
WBG	2011	330	297	33	90.0%	10.0%	12.7
	2010	218	195	23	89.4%	10.6%	14.2
	2009	220	201	19	91.4%	8.6%	17.5
WE	2011	231	207	24	89.6%	10.4%	15.4
	2010	220	202	18	91.8%	8.2%	12.4
	2009	262	242	20	92.4%	7.6%	11.7
Total	2011	2,723	2,445	278	89.8%	10.2%	16.2
	2010	2,310	2,067	243	89.5%	10.5%	14.9
	2009	2,191	1,947	244	88.9%	11.1%	14.7



- ✓ The number of secondary teachers has increased by 532 between 2009 and 2011 with the greatest change in NGB with an increase of 142 teachers.
- ✓ There has been little change in gender in the wide gender disparity of secondary schools. With just under 90% of all the sector's teachers being male, strategic recruitment is necessary to bridge the gender disparity gap. 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.<sup>6</sup>
- ✓ Unlike the primary school sector, the secondary school pupil-teacher ratio (PTR) is low across all states due primarily to the low number of secondary students. Note Warrap witnessed a substantial decrease between 2009 and 2011 from 27:1 to 13:1.
- ✓ While the low PTR is indicative of the quality of education pupils receive as they receive more attention from teachers, it also presents an underutilisation of human resources – particularly in light of the primary schools struggling with high PTR.

<sup>6</sup> <http://unesdoc.unesco.org/images/0014/001459/145990e.pdf>





#### 4.3.4. Classrooms

**Number of secondary school classrooms and pupil-classroom ratio (PCR) by state and type, 2009-2011**

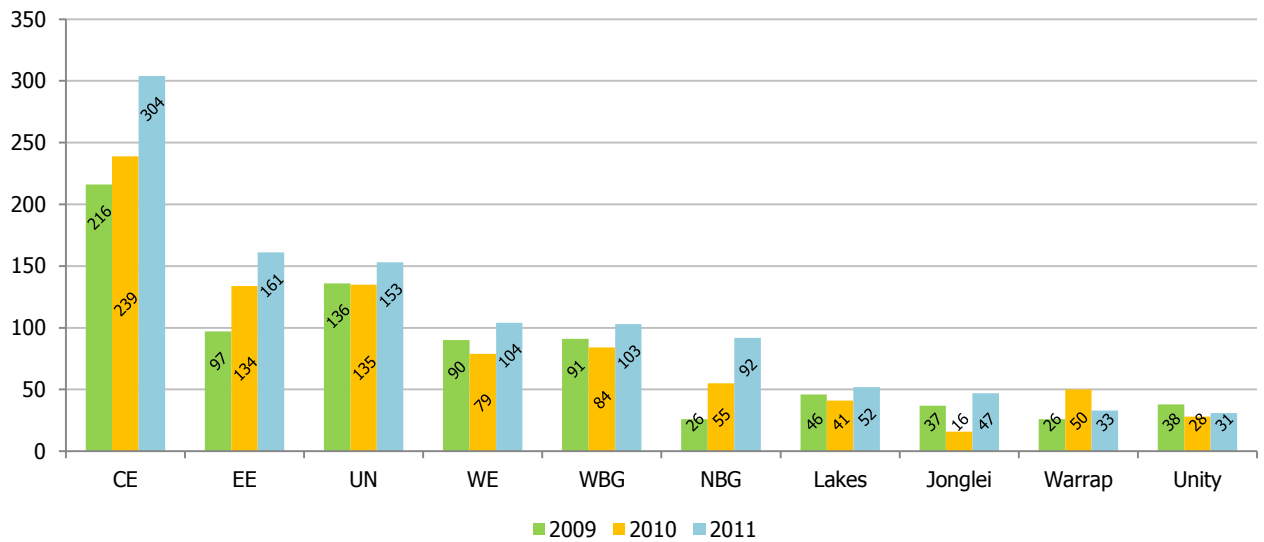
State	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
CE	2011	304	223	74	3	4	45.6
	2010	239	170	68	-	1	48.7
	2009	216	150	56	5	5	51.7
EE	2011	161	130	18	1	12	30.1
	2010	134	118	9	1	6	29.6
	2009	97	86	7	4	-	38.9
Jonglei	2011	47	26	13	3	5	35.2
	2010	16	16	-	-	-	36.4
	2009	37	28	9	-	-	38.9
Lakes	2011	52	50	2	-	-	51.5
	2010	41	35	6	-	-	57.7
	2009	46	31	13	-	2	38.3
NBG	2011	92	72	12	-	8	40.3
	2010	55	48	7	-	-	35.4
	2009	26	20	6	-	-	41.0
UN	2011	153	124	23	3	3	53.7
	2010	135	108	17	-	10	50.3
	2009	136	106	23	-	7	33.6
Unity	2011	31	23	8	-	-	64.3
	2010	28	15	6	3	4	30.9
	2009	38	22	11	4	1	36.2
Warrap	2011	33	31	2	-	-	30.5
	2010	50	35	3	-	12	39.5
	2009	26	24	-	-	2	56.1
WBG	2011	103	83	17	-	3	41.9
	2010	84	54	19	-	11	42.3
	2009	91	76	9	4	2	45.4
WE	2011	104	93	4	2	5	36.8
	2010	79	65	4	1	9	39.4
	2009	90	80	7	1	2	35.3
Total	2011	1,080	855	173	12	40	42.9
	2010	861	664	139	5	53	42.9
	2009	803	623	141	18	21	42.2

\* "Other" includes roof-only, tent, and others.

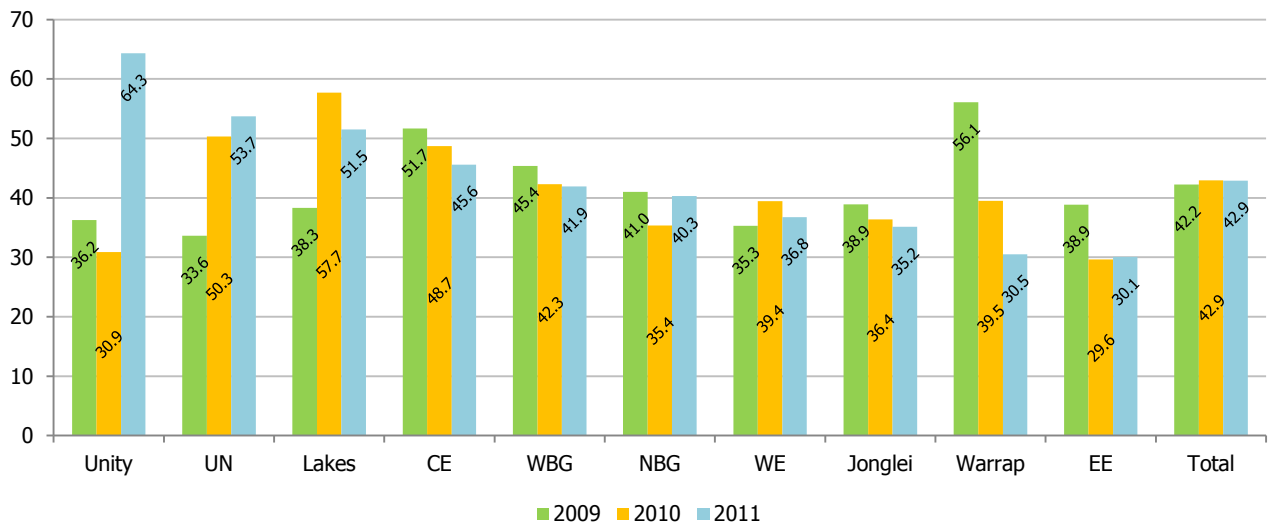
\*\* PCR only accounts for permanent and semi-permanent classrooms.

- ✓ The number of secondary classrooms has increased in all states between 2009 and 2011 with the largest increase seen in permanent structures which increased by 232 classrooms.
- ✓ Despite the increase in the number of classrooms, the PCR remained constant from the previous year. The national average for secondary school classrooms of 42.9 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 materials. Unlike primary schools, open-air, roof-only, and tent structures rarely exist in secondary schools.

**Number of secondary school classrooms by state , 2009-2011**



**Secondary school pupil-classroom ratio (PCR) by state, 2009-2011**

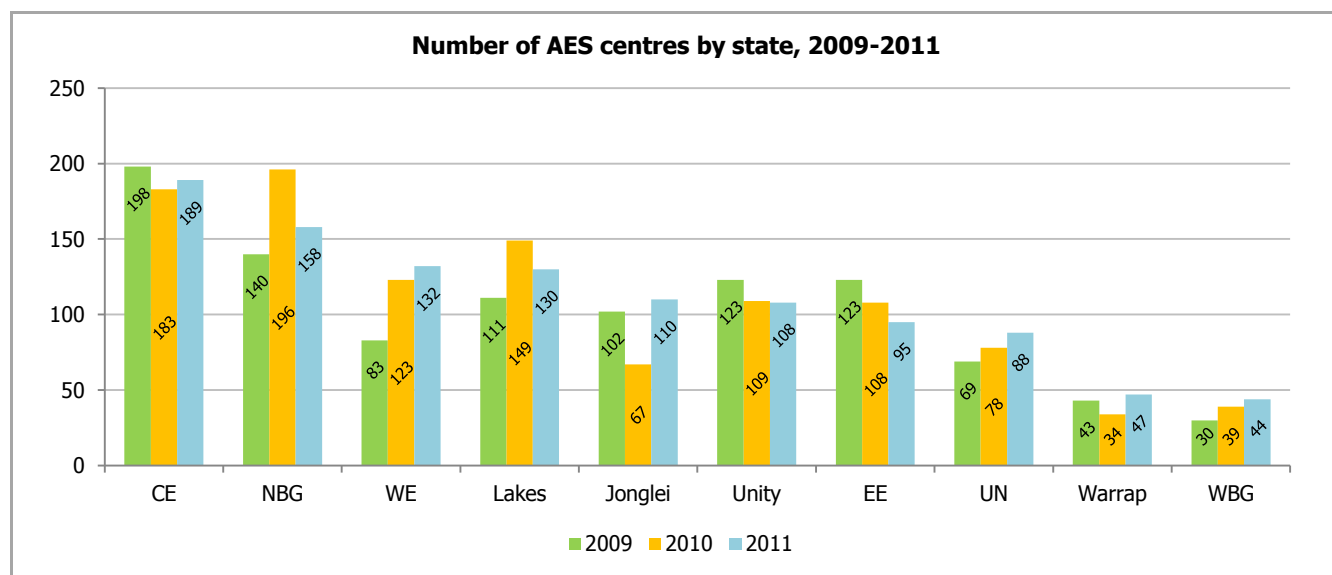


#### 4.4. Alternative Education System (AES) Centres

##### 4.4.1. Centres

**Number and % of AES centres by state and program type, 2009-2011**

State	Year	Total	ALP	Non-ALP	ALP %	Non-ALP %
CE	2011	189	115	74	60.8%	39.2%
	2010	183	108	75	59.0%	41.0%
	2009	198	150	48	75.8%	24.2%
EE	2011	95	74	21	77.9%	22.1%
	2010	108	72	36	66.7%	33.3%
	2009	123	61	62	49.6%	50.4%
Jonglei	2011	110	96	14	87.3%	12.7%
	2010	67	52	15	77.6%	22.4%
	2009	102	66	36	64.7%	35.3%
Lakes	2011	130	79	51	60.8%	39.2%
	2010	149	73	76	49.0%	51.0%
	2009	111	65	46	58.6%	41.4%
NBG	2011	158	150	8	94.9%	5.1%
	2010	196	168	28	85.7%	14.3%
	2009	140	115	25	82.1%	17.9%
UN	2011	88	70	18	79.5%	20.5%
	2010	78	51	27	65.4%	34.6%
	2009	69	56	13	81.2%	18.8%
Unity	2011	108	86	22	79.6%	20.4%
	2010	109	83	26	76.1%	23.9%
	2009	123	112	11	91.1%	8.9%
Warrap	2011	47	45	2	95.7%	4.3%
	2010	34	20	14	58.8%	41.2%
	2009	43	25	18	58.1%	41.9%
WBG	2011	44	40	4	90.9%	9.1%
	2010	39	28	11	71.8%	28.2%
	2009	30	27	3	90.0%	10.0%
WE	2011	132	101	31	76.5%	23.5%
	2010	123	84	39	68.3%	31.7%
	2009	83	50	33	60.2%	39.8%
Total	2011	1,101	856	245	77.7%	22.3%
	2010	1,086	739	347	68.0%	32.0%
	2009	1,022	727	295	71.1%	28.9%

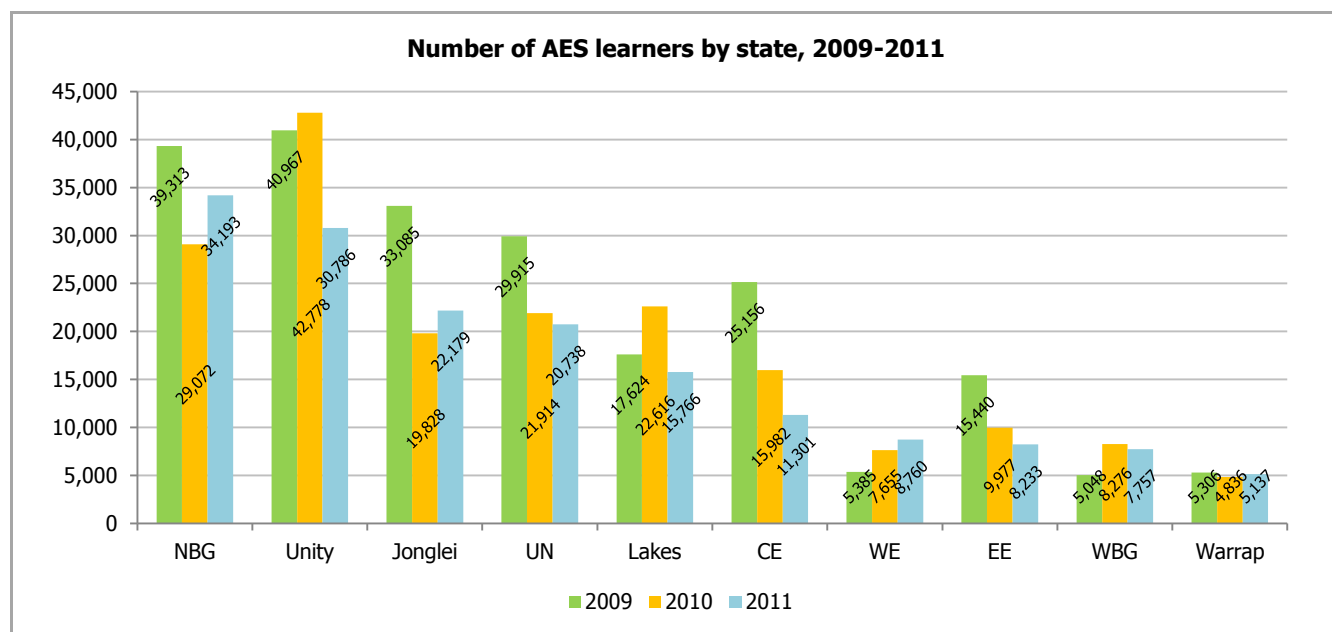


- ✓ Unlike formal education sectors the rise or decline in the number of AES centres does not necessarily indicate an increase or decrease in access to education. AES is an alternative form of education mainly designed to serve adult learners who missed out on education opportunities during the decades of conflict, its demand may decrease as people favour spending more time on activities to increase their livelihoods.
- ✓ Most of the AES centres share classrooms with primary schools.
- ✓ The 2009 annual education census (AEC) allowed centres to report all the programs offered while the 2010 and 2011 AEC aligned the number of centres with the number of programs by requiring centres to report one main program offered.
- ✓ The number of AES centres has increased marginally since 2009, with an increase of 79 centres. While the number of schools remained largely consistent, there was an increase of ALP centres of almost 120 centres.

#### 4.4.2. Learners

**Number and % of AES learners by state and gender, 2009-2011**

State	Year	Total	Male	Female	Male %	Female %
CE	2011	11,301	5,481	5,820	48.5%	51.5%
	2010	15,982	8,354	7,628	52.3%	47.7%
	2009	25,156	15,048	10,108	59.8%	40.2%
EE	2011	8,233	4,170	4,063	50.6%	49.4%
	2010	9,977	5,235	4,742	52.5%	47.5%
	2009	15,440	9,758	5,682	63.2%	36.8%
Jonglei	2011	22,179	12,573	9,606	56.7%	43.3%
	2010	19,828	10,980	8,848	55.4%	44.6%
	2009	33,085	18,194	14,891	55.0%	45.0%
Lakes	2011	15,766	9,882	5,884	62.7%	37.3%
	2010	22,616	13,953	8,663	61.7%	38.3%
	2009	17,624	9,750	7,874	55.3%	44.7%
NBG	2011	34,193	21,344	12,849	62.4%	37.6%
	2010	29,072	17,745	11,327	61.0%	39.0%
	2009	39,313	26,159	13,154	66.5%	33.5%
UN	2011	20,738	11,729	9,009	56.6%	43.4%
	2010	21,914	12,190	9,724	55.6%	44.4%
	2009	29,915	13,951	15,964	46.6%	53.4%
Unity	2011	30,786	17,769	13,017	57.7%	42.3%
	2010	42,778	24,027	18,751	56.2%	43.8%
	2009	40,967	23,243	17,724	56.7%	43.3%
Warrap	2011	5,137	3,466	1,671	67.5%	32.5%
	2010	4,836	2,826	2,010	58.4%	41.6%
	2009	5,306	3,409	1,897	64.2%	35.8%
WBG	2011	7,757	4,958	2,799	63.9%	36.1%
	2010	8,276	4,825	3,451	58.3%	41.7%
	2009	5,048	2,982	2,066	59.1%	40.9%
WE	2011	8,760	4,344	4,416	49.6%	50.4%
	2010	7,655	3,599	4,056	47.0%	53.0%
	2009	5,385	2,465	2,920	45.8%	54.2%
Total	2011	164,850	95,716	69,134	58.1%	41.9%
	2010	182,934	103,734	79,200	56.7%	43.3%
	2009	217,239	124,959	92,280	57.5%	42.5%

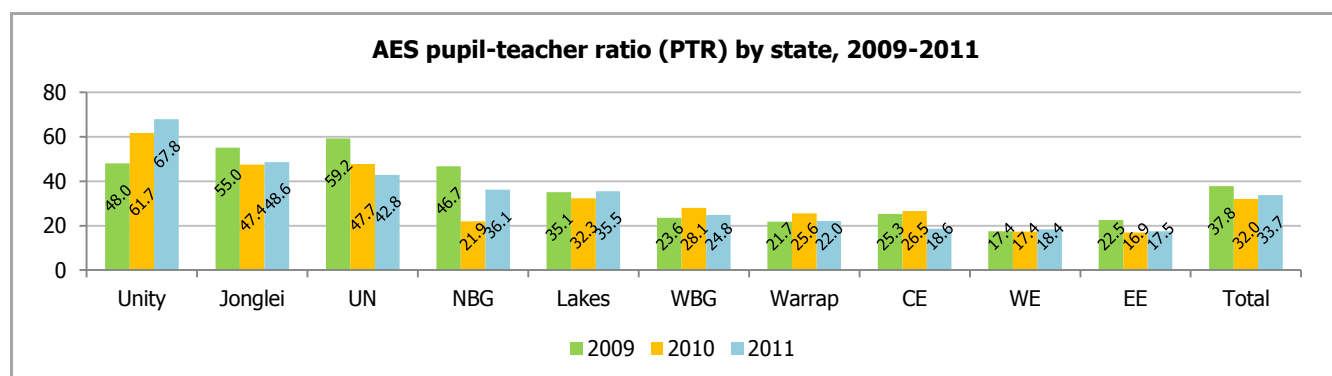
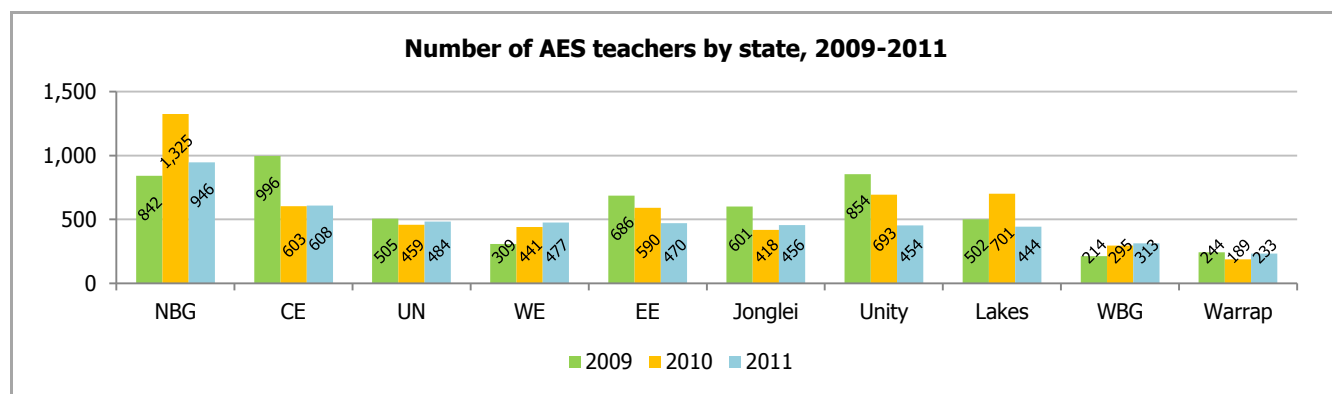


- ✓ In total, the number of AES learners has decreased between 2009 and 2011 with a decrease of 18,000 in the past year.
- ✓ Note the fluctuations in AES learners which may or may not be due to the difference in coverage rate, which is undefined for AES due to lack of baseline counts. In Jonglei, NBG and Warrap there was an overall decrease from 2009 to 2011; however, between 2010 and 2011 the number of learners increased.
- ✓ The gender parity of 6:4 (male 6 and female 4) in 2011 is relatively consistent since 2009. Note in EE, CE and WE have near 1:1 parity between male and female learners in 2011.

#### 4.4.3. Teachers

**Number and % of AES teachers and pupil-teacher ratio (PTR) by state and gender, 2009-2011**

State	Year	Total	Male	Female	Male %	Female %	PTR
CE	2011	608	472	136	77.6%	22.4%	18.6
	2010	603	484	119	80.3%	19.7%	26.5
	2009	996	832	164	83.5%	16.5%	25.3
EE	2011	470	386	84	82.1%	17.9%	17.5
	2010	590	503	87	85.3%	14.7%	16.9
	2009	686	584	102	85.1%	14.9%	22.5
Jonglei	2011	456	414	42	90.8%	9.2%	48.6
	2010	418	385	33	92.1%	7.9%	47.4
	2009	601	544	57	90.5%	9.5%	55.0
Lakes	2011	444	379	65	85.4%	14.6%	35.5
	2010	701	612	89	87.3%	12.7%	32.3
	2009	502	435	67	86.7%	13.3%	35.1
NBG	2011	946	887	59	93.8%	6.2%	36.1
	2010	1,325	1,210	115	91.3%	8.7%	21.9
	2009	842	775	67	92.0%	8.0%	46.7
UN	2011	484	451	33	93.2%	6.8%	42.8
	2010	459	438	21	95.4%	4.6%	47.7
	2009	505	471	34	93.3%	6.7%	59.2
Unity	2011	454	424	30	93.4%	6.6%	67.8
	2010	693	643	50	92.8%	7.2%	61.7
	2009	854	782	72	91.6%	8.4%	48.0
Warrap	2011	233	226	7	97.0%	3.0%	22.0
	2010	189	180	9	95.2%	4.8%	25.6
	2009	244	233	11	95.5%	4.5%	21.7
WBG	2011	313	289	24	92.3%	7.7%	24.8
	2010	295	276	19	93.6%	6.4%	28.1
	2009	214	189	25	88.3%	11.7%	23.6
WE	2011	477	429	48	89.9%	10.1%	18.4
	2010	441	398	43	90.2%	9.8%	17.4
	2009	309	268	41	86.7%	13.3%	17.4
Total	2011	4,885	4,357	528	89.2%	10.8%	33.7
	2010	5,714	5,129	585	89.8%	10.2%	32.0
	2009	5,753	5,113	640	88.9%	11.1%	37.8



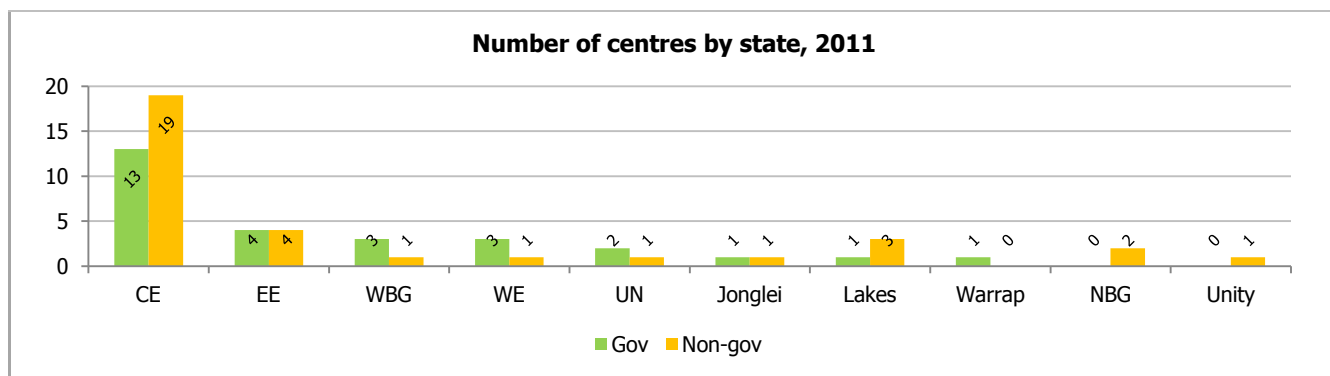
- ✓ Like the learner numbers, the number of AES teachers has generally decreased between 2009 and 2011 with a decrease of 868 in the past year. Note in the past year, NBG and Lakes have witnessed a decrease in teachers by hundreds.
- ✓ Gender parity has remained relatively unchanged in the past year, with males continuing to dominate the profession.
- ✓ In total, the pupil teacher ratio (PTR) has dropped from 37.8 in 2009 to 33.7 in 2011, meaning that in 2011, there are between 33-34 learners per teacher in AES.

## 4.5. Technical and Vocational Education and Training (TVET)

### 4.5.1. Centres

**Number and % of TVET centers by state and ownership type, 2011**

State	Year	Total	Gov	Non-gov	Gov %	Non-gov %
CE	2011	32	13	19	40.6%	59.4%
EE	2011	8	4	4	50.0%	50.0%
Jonglei	2011	2	1	1	50.0%	50.0%
Lakes	2011	4	1	3	25.0%	75.0%
NBG	2011	2	-	2	-	100.0%
UN	2011	3	2	1	66.7%	33.3%
Unity	2011	1	-	1	-	100.0%
Warrap	2011	1	1	-	100.0%	-
WBG	2011	4	3	1	75.0%	25.0%
WE	2011	4	3	1	75.0%	25.0%
Total	2011	61	28	33	45.9%	54.1%

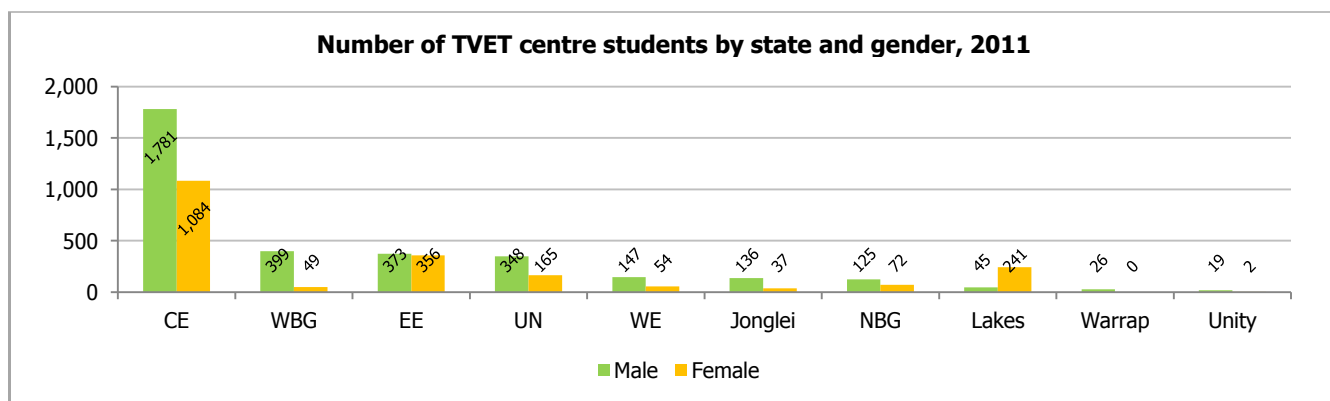


- ✓ 2011 is the first year that the MoE has collected TVET data comprehensively. Therefore, the numbers herein comprise the baseline to which future analyses will be compared.
- ✓ Unlike in other sectors, the majority of TVET centres are administrated by non-governmental agencies (54.1%).

### 4.5.2. Students

**Number and % of TVET centre students by state and gender, 2011**

State	Year	Total	Male	Female	Male %	Female %
CE	2011	2,865	1,781	1,084	62.2%	37.8%
EE	2011	729	373	356	51.2%	48.8%
Jonglei	2011	173	136	37	78.6%	21.4%
Lakes	2011	286	45	241	15.7%	84.3%
NBG	2011	197	125	72	63.5%	36.5%
UN	2011	513	348	165	67.8%	32.2%
Unity	2011	21	19	2	90.5%	9.5%
Warrap	2011	26	26	-	100.0%	-
WBG	2011	448	399	49	89.1%	10.9%
WE	2011	201	147	54	73.1%	26.9%
Total	2011	5,459	3,399	2,060	62.3%	37.7%

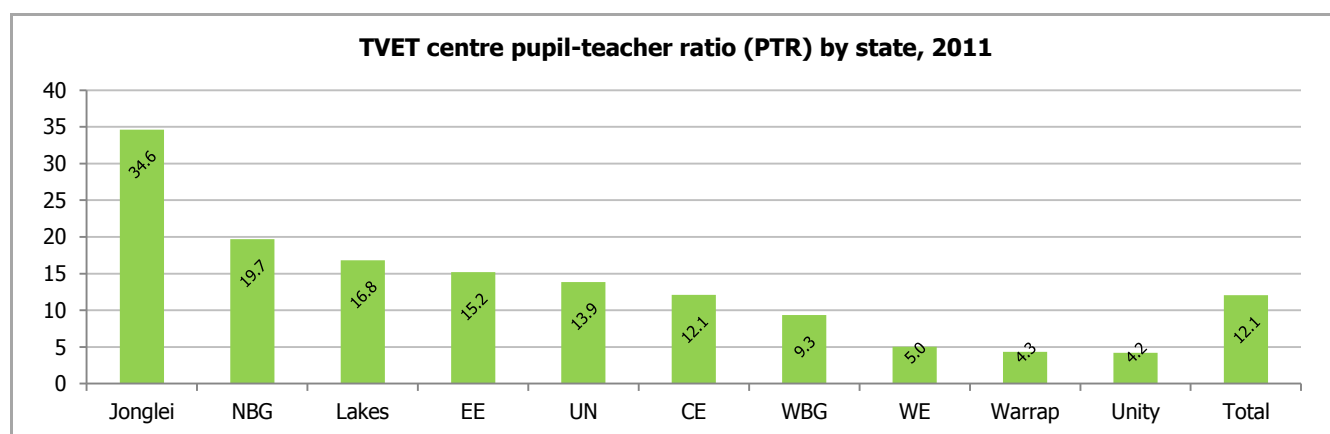
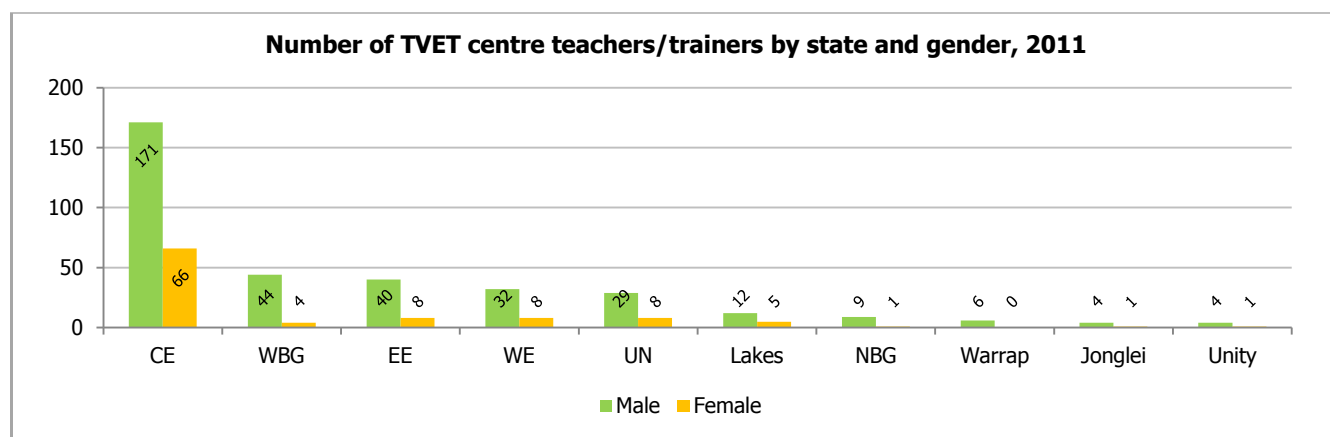


- ✓ Gender parity in TVET student populations is skewed heavily in favor of males at 62.3%, with females comprising only 37.7%.
- ✓ Note the disproportionate number of students clustered in CE (2,865), representing over half of the total TVET student population.

### 4.5.3. Teachers/trainers

**Number and % of TVET centre teachers/trainers and pupil-teacher ratio (PTR) by state and gender, 2011**

State	Year	Total	Male	Female	Male %	Female %	PTR
CE	2011	237	171	66	72.2%	27.8%	12.1
EE	2011	48	40	8	83.3%	16.7%	15.2
Jonglei	2011	5	4	1	80.0%	20.0%	34.6
Lakes	2011	17	12	5	70.6%	29.4%	16.8
NBG	2011	10	9	1	90.0%	10.0%	19.7
UN	2011	37	29	8	78.4%	21.6%	13.9
Unity	2011	5	4	1	80.0%	20.0%	4.2
Warrap	2011	6	6	-	100.0%	-	4.3
WBG	2011	48	44	4	91.7%	8.3%	9.3
WE	2011	40	32	8	80.0%	20.0%	5.0
Total	2011	453	351	102	77.5%	22.5%	12.1

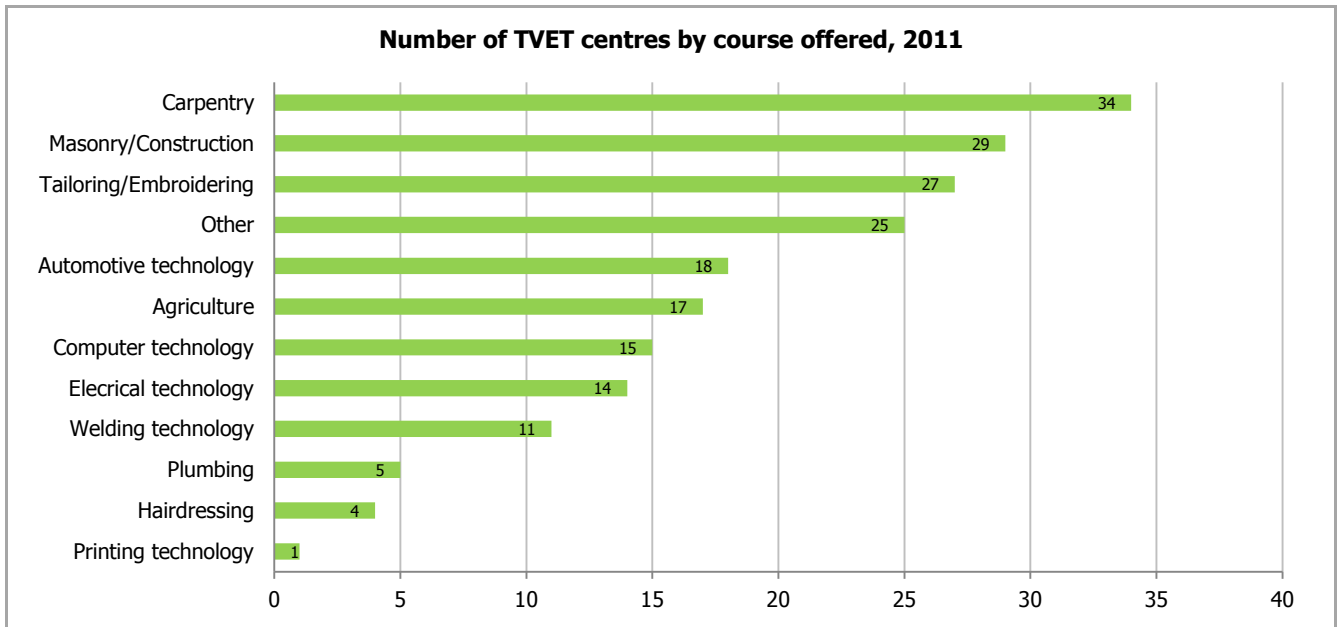


✓ Average pupil-teacher ratio (PTR) like in the secondary sector, is relatively low in TVET education with 12 pupils per teacher.

### 4.5.4. Programs

**Number of centres by state and course offered, 2011**

State	Year	Agriculture	Automotive technology	Carpentry	Computer technology	Electrical technology	Hairdressing	Masonry/Construction	Plumbing	Printing technology	Tailoring/Embroidering	Welding technology	Other
CE	2011	6	6	15	10	7	2	14	3	0	13	4	13
EE	2011	1	4	6	1	2	0	5	1	0	5	1	3
Jonglei	2011	0	1	2	0	0	0	1	0	0	2	2	0
Lakes	2011	2	1	3	1	0	1	2	0	0	2	0	2
NBG	2011	2	0	2	0	0	1	2	0	0	2	0	1
UN	2011	1	1	1	0	1	0	1	0	0	2	1	2
Unity	2011	1	0	0	0	0	0	0	0	0	0	0	0
Warrap	2011	1	0	0	0	0	0	0	0	0	0	0	0
WBG	2011	1	3	3	2	3	0	3	0	1	0	3	0
WE	2011	2	2	2	1	1	0	1	1	0	1	0	4
Total	2011	17	18	34	15	14	4	29	5	1	27	11	25



- ✓ There is an uneven distribution of courses offered in all ten states. CE represents the only state offering each of the courses available.



## 5.0. PRE-PRIMARY SCHOOL, 2011

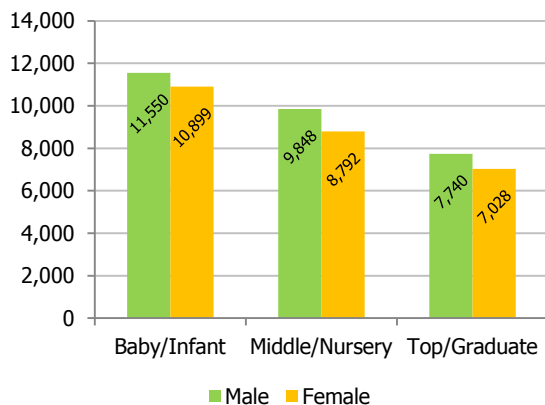
### 5.1. Access

#### 5.1.1. Enrolment

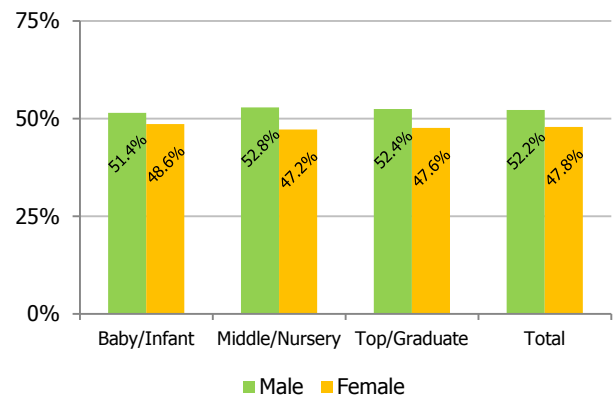
**Number of pre-primary school pupils by state and grade, 2011**

State	Total	Baby/Infant	Middle/Nursery	Top/Graduate
CE	22,125	8,963	6,983	6,179
EE	13,676	5,086	4,506	4,084
Jonglei	1,207	545	424	238
Lakes	2,457	956	1,092	409
NBG	1,470	785	447	238
UN	3,906	785	1,816	1,305
Unity	493	122	235	136
Warrap	1,379	652	569	158
WBG	3,411	1,697	921	793
WE	5,733	2,858	1,647	1,228
Total	55,857	22,449	18,640	14,768

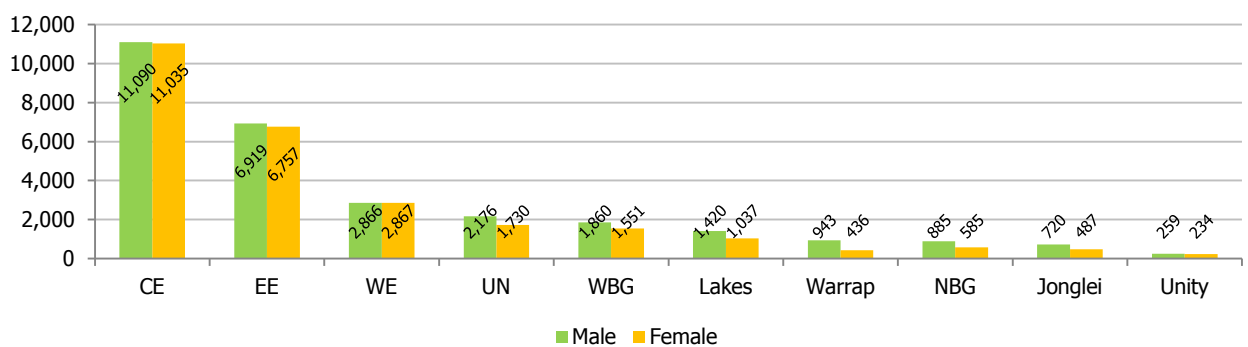
**Number of pre-primary school pupils by grade and gender, 2011**



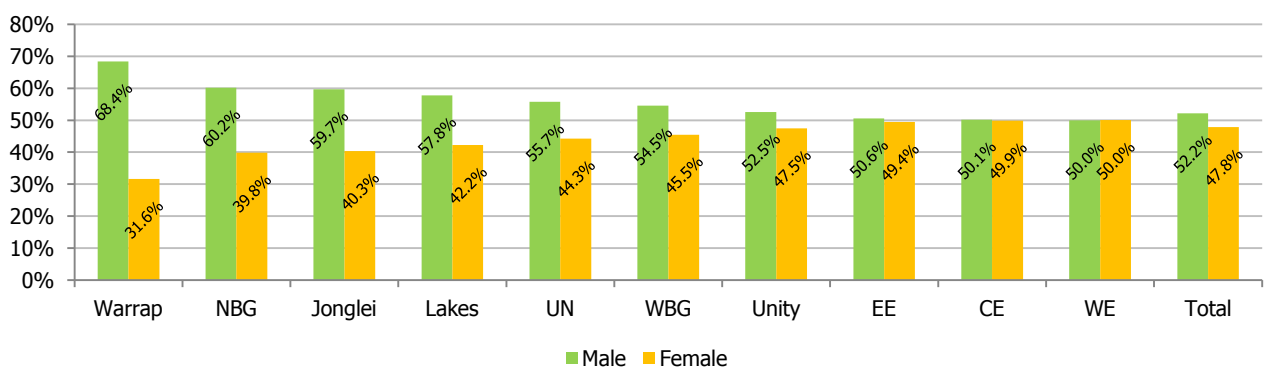
**% of pre-primary school pupils by grade and gender, 2011**



**Number of pre-primary pupils by state and gender, 2011**



**% of pre-primary pupils by state and gender, 2011**



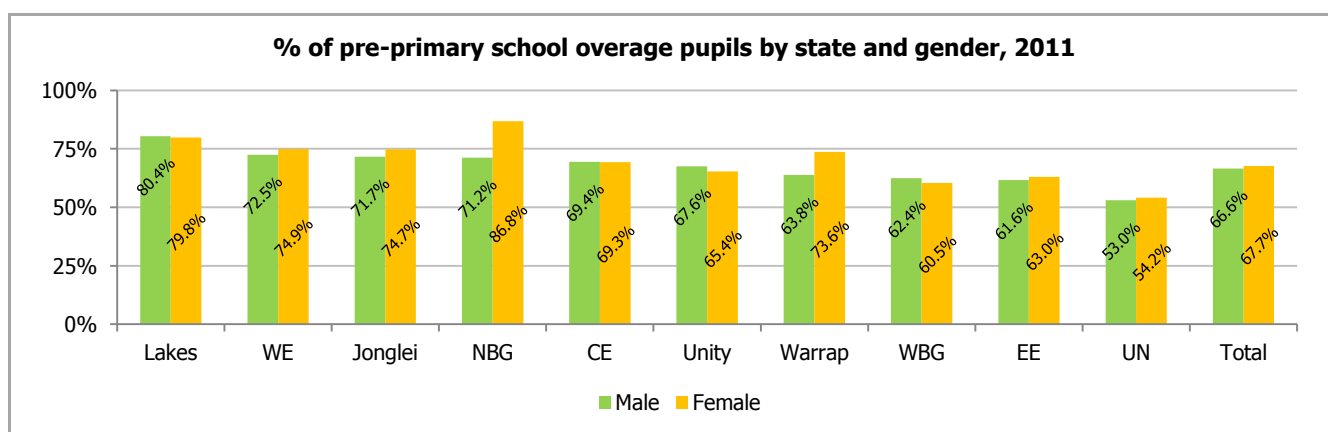
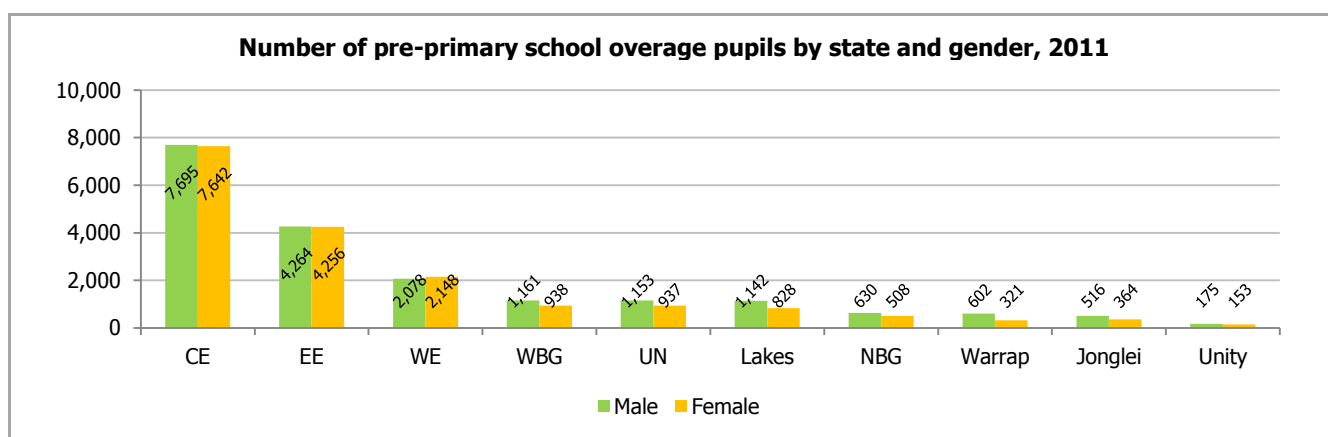
- ✓ The largest enrolment numbers in pre-primary are in baby/infant (22,449).
- ✓ Enrolment between baby/infant and middle/nursery declines by over 1,500 pupils for males and over 2,000 for females in 2011. It further declines by over 2,000 pupils for male and over 1,500 for female between middle/nursery and top/graduate in 2011.
- ✓ The steady decline between baby/infant middle/nursery and top/graduate suggests that upon entry into the system, there is a likelihood of pre-primary school pupils not completing.

## 5.1.2. Overage pupils

### Number and % of pre-primary school at-age and overage pupils by state and gender, 2011

State	Total			Male			Female		
	At age	Overage	% overage	At age	Overage	% overage	At age	Overage	% overage
CE	6,788	15,337	69.3%	3,395	7,695	69.4%	3,393	7,642	69.3%
EE	5,156	8,520	62.3%	2,655	4,264	61.6%	2,501	4,256	63.0%
Jonglei	327	880	72.9%	204	516	71.7%	123	364	74.7%
Lakes	487	1,970	80.2%	278	1,142	80.4%	209	828	79.8%
NBG	332	1,138	77.4%	255	630	71.2%	77	508	86.8%
UN	1,816	2,090	53.5%	1,023	1,153	53.0%	793	937	54.2%
Unity	165	328	66.5%	84	175	67.6%	81	153	65.4%
Warrap	456	923	66.9%	341	602	63.8%	115	321	73.6%
WBG	1,312	2,099	61.5%	699	1,161	62.4%	613	938	60.5%
WE	1,507	4,226	73.7%	788	2,078	72.5%	719	2,148	74.9%
Total	18,346	37,511	67.2%	9,722	19,416	66.6%	8,624	18,095	67.7%

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

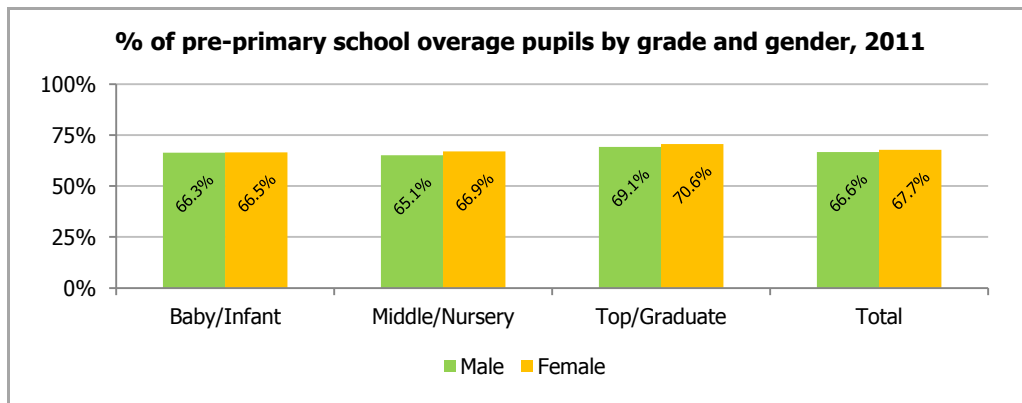


- ✓ Pre-primary official school age is 3-5. "At-age" encompasses under-age and at-age pupils.
- ✓ The national overage rate is considerably high in pre-primary with 66.6% of males and 67.7% of female's overage.
- ✓ Note the unusually high percentage of overage pupils in Lakes, with 80.4% of males and 79.8% of female's overage. Note also the high female overage rate in NBG (86.8%).

### Number and % of pre-primary school at-age and overage pupils by grade and gender, 2011

Grade	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
Baby/Infant	7,543	14,906	66.4%	3,893	7,657	66.3%	3,650	7,249	66.5%
Middle/Nursery	6,344	12,296	66.0%	3,438	6,410	65.1%	2,906	5,886	66.9%
Top/Graduate	4,459	10,309	69.8%	2,391	5,349	69.1%	2,068	4,960	70.6%
Total	18,346	37,511	67.2%	9,722	19,416	66.6%	8,624	18,095	67.7%

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



✓ The percentage of overage pupils is consistently high across all 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

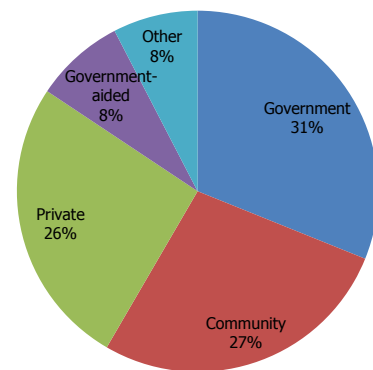
#### Number of pre-primary schools by ownership, 2011

Ownership type	Schools
Community	122
Government	139
Government-aided	36
Private	116
Other	34
Total	447

\* "Other" includes NGO-supported, unknown, and unspecified other ownership types.

- ✓ Amongst the 447 pre-primary schools throughout South Sudan, most of them are government- (31%), community (27%), or privately-owned schools (26%).
- ✓ The geographic distribution of pre-primary schools is concentrated in CE and EE (280 schools together), while the remaining states together have little over 150 schools. Note the extremely low number of pre-primary schools in Unity (2).

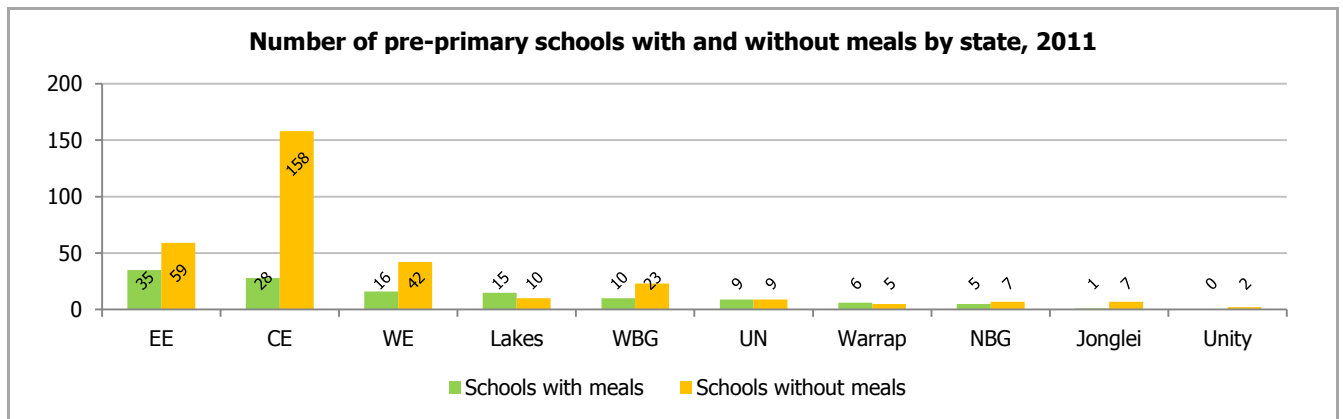
#### % of pre-primary schools by ownership type, 2011



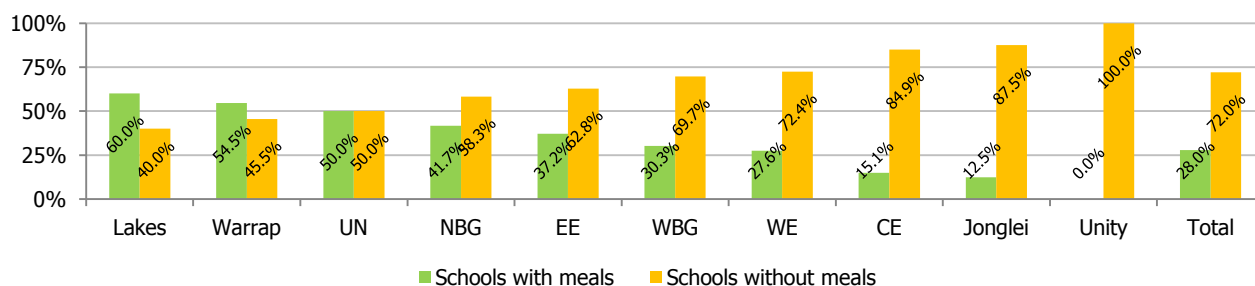
#### Number and % of pre-primary schools with meals by state, 2011

State	Schools	Schools w/ meals		Schools w/out meals	
		Count	% total	Count	% total
CE	186	28	15.1%	158	84.9%
EE	94	35	37.2%	59	62.8%
Jonglei	8	1	12.5%	7	87.5%
Lakes	25	15	60.0%	10	40.0%
NBG	12	5	41.7%	7	58.3%
UN	18	9	50.0%	9	50.0%
Unity	2	-	-	2	100.0%
Warrap	11	6	54.5%	5	45.5%
WBG	33	10	30.3%	23	69.7%
WE	58	16	27.6%	42	72.4%
Total	447	125	28.0%	322	72.0%

\* "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.



**% of pre-primary schools with and without meals by state, 2011**



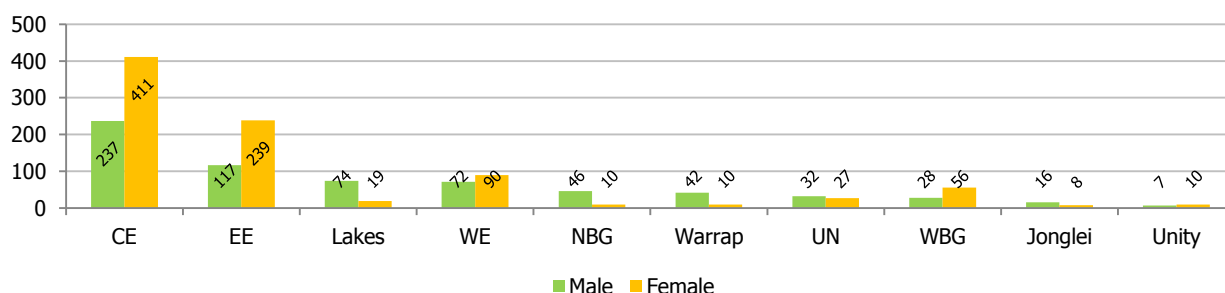
✓ The majority of pre-primary schools in South Sudan do not provide meals during the school day. The national average of pre-primary schools with meals is 28% while 72% of schools do not provide meals. Providing feeding during pre-primary school creates an incentive for attending pre-primary and has been shown to contribute to increased primary achievement and completion rates.<sup>7</sup>

## 5.2.2. Teachers

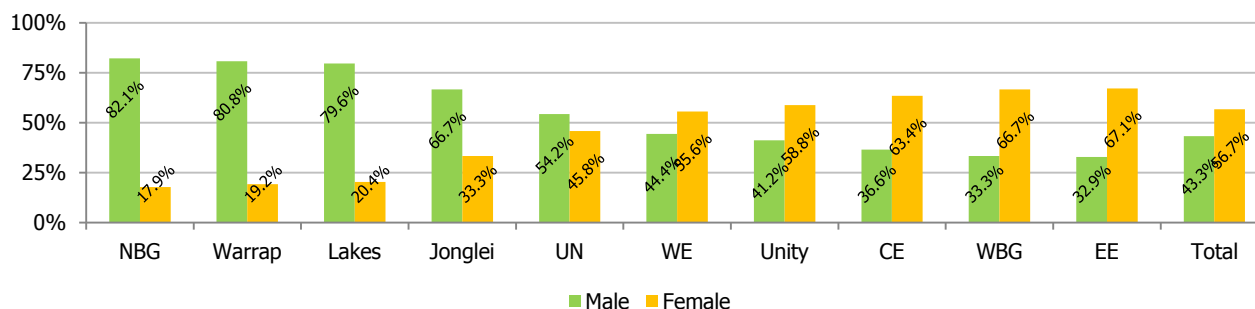
**Number and % of pre-primary school teachers by state and gender, 2011**

State	Total	Male		Female	
		Count	% total	Count	% total
CE	648	237	36.6%	411	63.4%
EE	356	117	32.9%	239	67.1%
Jonglei	24	16	66.7%	8	33.3%
Lakes	93	74	79.6%	19	20.4%
NBG	56	46	82.1%	10	17.9%
UN	59	32	54.2%	27	45.8%
Unity	17	7	41.2%	10	58.8%
Warrap	52	42	80.8%	10	19.2%
WBG	84	28	33.3%	56	66.7%
WE	162	72	44.4%	90	55.6%
Total	1,551	671	43.3%	880	56.7%

**Number of pre-primary school teachers by state and gender, 2011**



**% of pre-primary school teachers by state and gender, 2011**



✓ On average there are more female (56.7%) than male (43.3%) pre-primary teachers. This is noteworthy in that it contrasts with all other education sectors where males represent the majority of teachers.

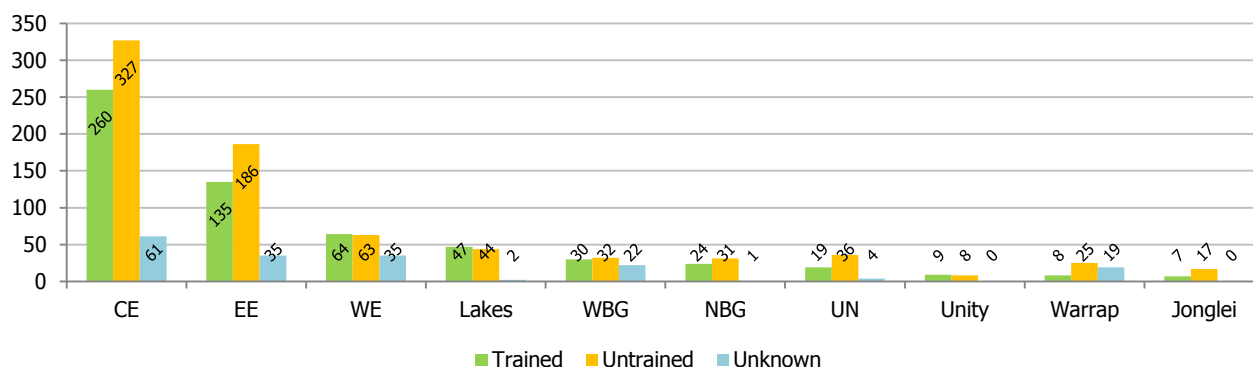
<sup>7</sup> <http://documents.wfp.org/stellent/groups/public/documents/newsroom/wfp225966.pdf>

### Number and % of pre-primary school teachers by professional qualification and state, 2011

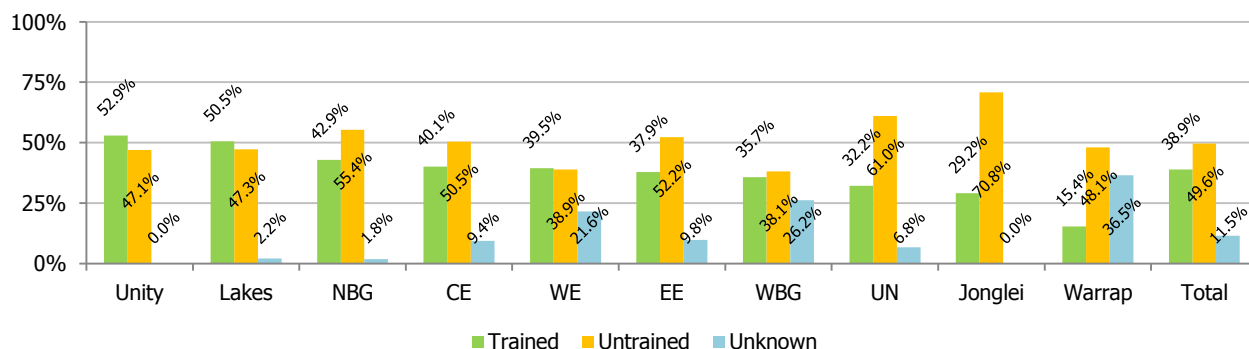
State	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
CE	648	260	40.1%	327	50.5%	61	9.4%
EE	356	135	37.9%	186	52.2%	35	9.8%
Jonglei	24	7	29.2%	17	70.8%	-	-
Lakes	93	47	50.5%	44	47.3%	2	2.2%
NBG	56	24	42.9%	31	55.4%	1	1.8%
UN	59	19	32.2%	36	61.0%	4	6.8%
Unity	17	9	52.9%	8	47.1%	-	-
Warrap	52	8	15.4%	25	48.1%	19	36.5%
WBG	84	30	35.7%	32	38.1%	22	26.2%
WE	162	64	39.5%	63	38.9%	35	21.6%
<b>Total</b>	<b>1,551</b>	<b>603</b>	<b>38.9%</b>	<b>769</b>	<b>49.6%</b>	<b>179</b>	<b>11.5%</b>

\* "Trained" encompasses teachers with pre-service teacher training, in-service teacher training, and higher education diploma. "Unknown" teachers include those whose professional qualification was not reported.

### Number of pre-primary school teachers by professional qualification and state, 2011



### % of pre-primary school teachers by professional qualification and state, 2011



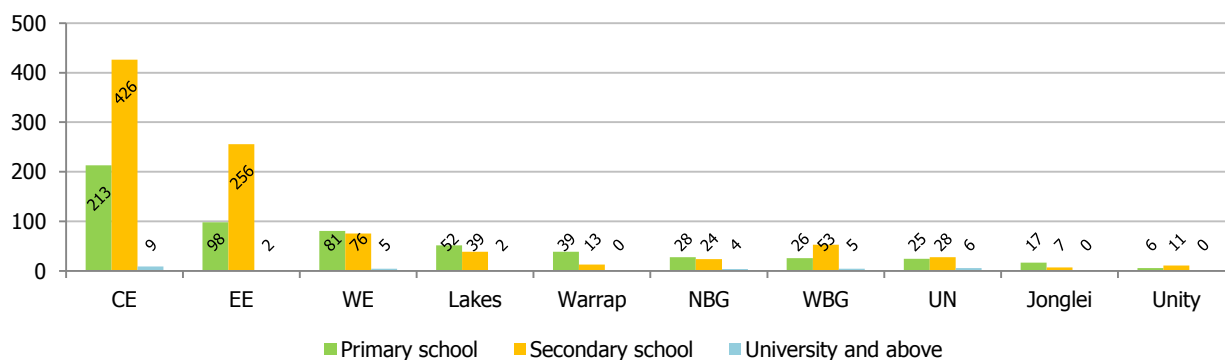
✓ It is important to track not only the number of teachers but also the percentage of trained teachers to measure the gaps in the quality of the teaching force and hence assist in the subsequent allocation of resources. For example, one must note that, although CE has the greatest number of pre-primary school teachers, only 40.1% of its teachers are trained. On the contrary, 52.9% of Unity's 15 teachers are trained.

### Number and % of pre-primary school teachers by academic qualification and state, 2011

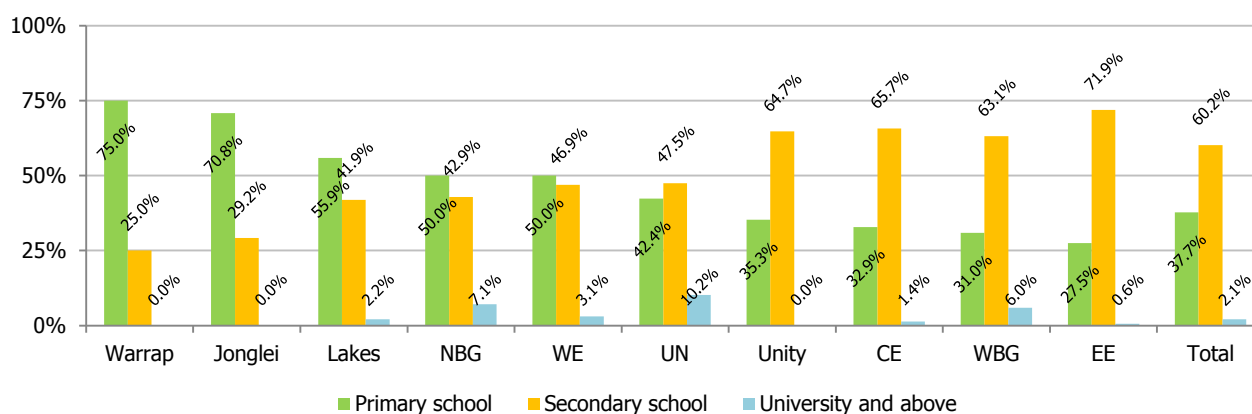
State	Total	Primary School		Secondary School		University and above	
		Count	% total	Count	% total	Count	% total
CE	648	213	32.9%	426	65.7%	9	1.4%
EE	356	98	27.5%	256	71.9%	2	0.6%
Jonglei	24	17	70.8%	7	29.2%	-	-
Lakes	93	52	55.9%	39	41.9%	2	2.2%
NBG	56	28	50.0%	24	42.9%	4	7.1%
UN	59	25	42.4%	28	47.5%	6	10.2%
Unity	17	6	35.3%	11	64.7%	-	-
Warrap	52	39	75.0%	13	25.0%	-	-
WBG	84	26	31.0%	53	63.1%	5	6.0%
WE	162	81	50.0%	76	46.9%	5	3.1%
<b>Total</b>	<b>1,551</b>	<b>585</b>	<b>37.7%</b>	<b>933</b>	<b>60.2%</b>	<b>33</b>	<b>2.1%</b>

\* "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.

**Number of pre-primary school teachers by academic qualification and state, 2011**



**% of pre-primary school teachers by academic qualification and state, 2011**

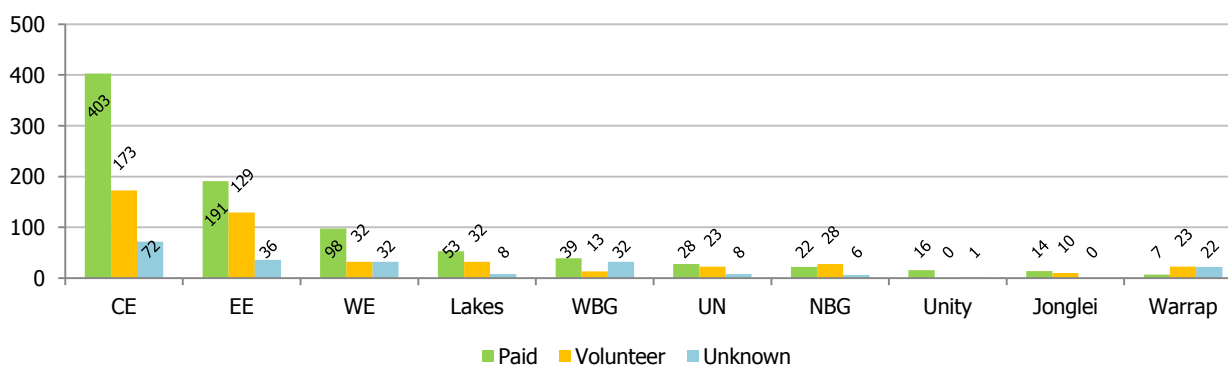


- ✓ It is important to track the academic qualification of teachers to measure the gaps in the quality of the teaching force.
- ✓ In pre-primary education, the majority teachers have completed secondary education (60.2%) and a significant proportion of teachers have only primary education (37.7%). Academic qualification of a university degree (or beyond) is very rare.

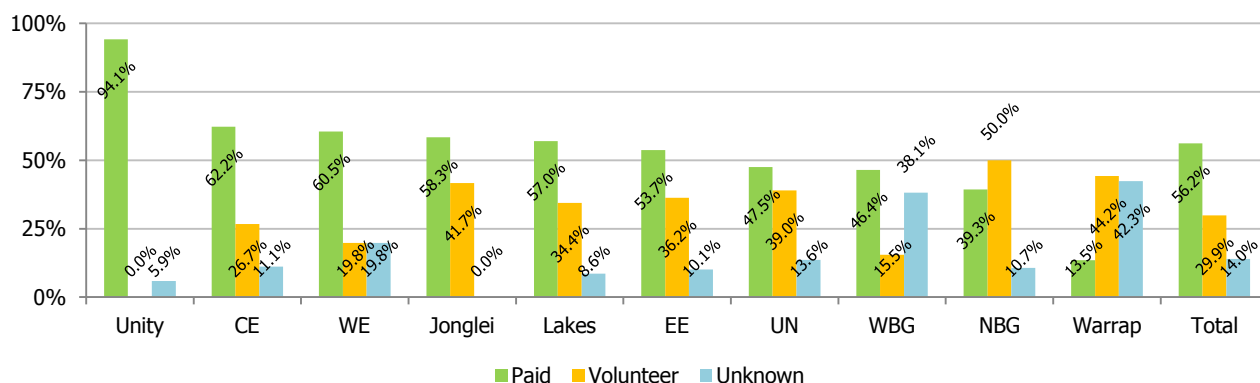
**Number and % of pre-primary school teachers by employment status and state, 2011**

State	Total	Paid		Volunteer		Unknown	
		Count	% total	Count	% total	Count	% total
CE	648	403	62.2%	173	26.7%	72	11.1%
EE	356	191	53.7%	129	36.2%	36	10.1%
Jonglei	24	14	58.3%	10	41.7%	-	-
Lakes	93	53	57.0%	32	34.4%	8	8.6%
NBG	56	22	39.3%	28	50.0%	6	10.7%
UN	59	28	47.5%	23	39.0%	8	13.6%
Unity	17	16	94.1%	-	-	1	5.9%
Warrap	52	7	13.5%	23	44.2%	22	42.3%
WBG	84	39	46.4%	13	15.5%	32	38.1%
WE	162	98	60.5%	32	19.8%	32	19.8%
Total	1,551	871	56.2%	463	29.9%	217	14.0%

**Number of pre-primary school teachers by employment status and state, 2011**



**% of pre-primary school teachers by employment status and state, 2011**



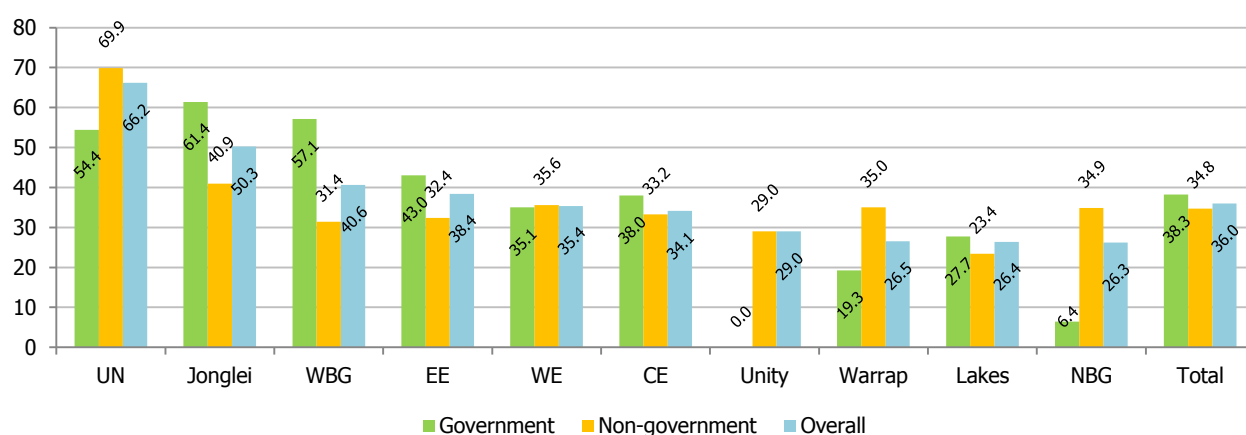
- ✓ 56.2% of pre-primary teachers are paid by the government or the community.
- ✓ The pre-primary education sector relies heavily on volunteer teachers. In total, 29.9% of the pre-primary teaching force in 2011 consisted of volunteers, with more volunteer teachers than paid teachers in Warrap and NBG. Absorbing the volunteer teachers into the government system may have considerable cost implications.

**Pre-primary school pupil-teacher ratio (PTR) by state and ownership, 2011**

State	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
CE	22,125	648	34.1	4,678	123	38.0	17,447	525	33.2
EE	13,676	356	38.4	8,688	202	43.0	4,988	154	32.4
Jonglei	1,207	24	50.3	675	11	61.4	532	13	40.9
Lakes	2,457	93	26.4	1,801	65	27.7	656	28	23.4
NBG	1,470	56	26.3	109	17	6.4	1,361	39	34.9
UN	3,906	59	66.2	762	14	54.4	3,144	45	69.9
Unity	493	17	29.0	-	-	-	493	17	29.0
Warrap	1,379	52	26.5	539	28	19.3	840	24	35.0
WBG	3,411	84	40.6	1,714	30	57.1	1,697	54	31.4
WE	5,733	162	35.4	2,314	66	35.1	3,419	96	35.6
Total	55,857	1,551	36.0	21,280	556	38.3	34,577	995	34.8

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

**Pre-primary school pupil-teacher ratio (PTR) by state and ownership, 2011**

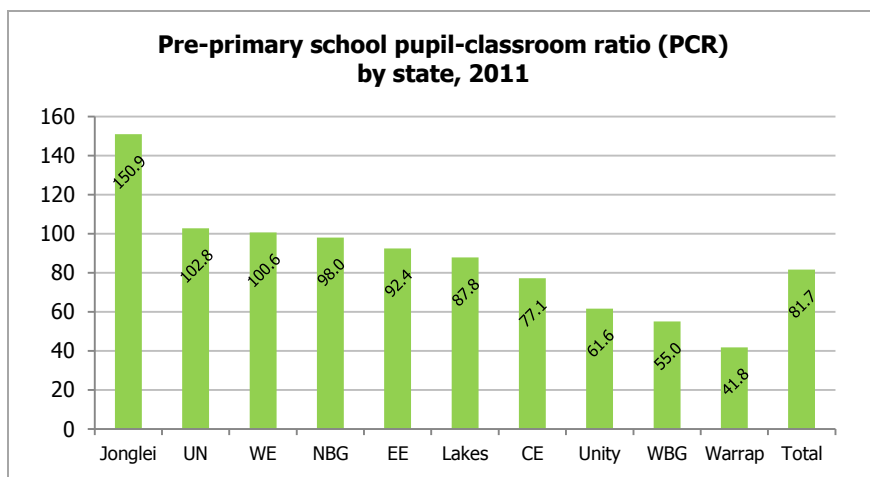
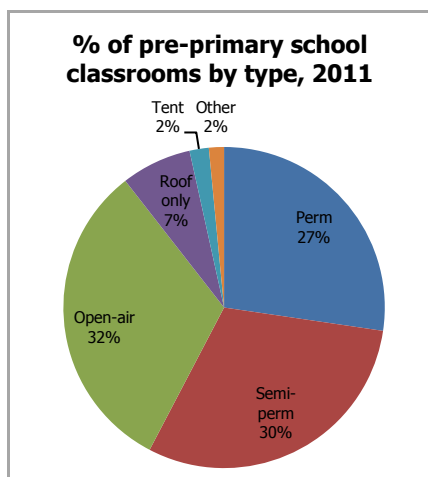


- ✓ Pre-Primary PTR measures the level of human resources input in terms of the number of teachers in relation to the number of pupils. A high PTR suggests that each teacher has to be responsible for a large number of pupils. In other words, the higher the PTR, the lower the relative access of pupils to teachers. See section 3.3.1 for the calculation formula.
- ✓ There is not much difference in PTR between government (38.3) and non-government schools (34.8). The slightly lower PTR in the non-government schools indicate that those schools may have more human resources to educate pupils.
- ✓ The national average PTR for pre-primary schools is 36.0.

### 5.2.3. Classrooms

**Number of pre-primary school classrooms and pupil-classroom ratio (PCR) by state and type, 2011**

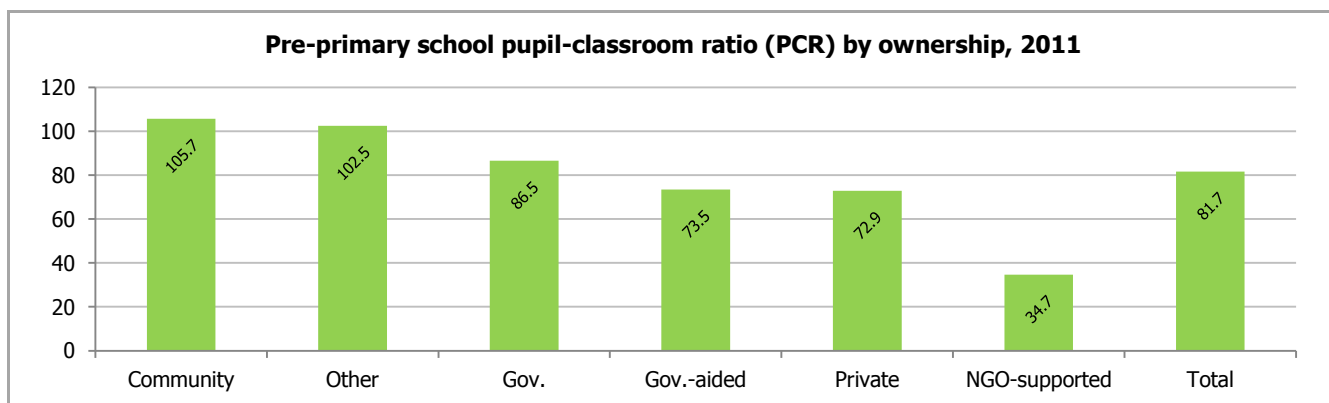
State	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
CE	457	124	163	110	47	2	11	77.1
EE	275	53	95	108	14	5	-	92.4
Jonglei	23	8	-	12	-	-	3	150.9
Lakes	63	12	16	31	4	-	-	87.8
NBG	21	5	10	4	2	-	-	98.0
UN	48	17	21	3	7	-	-	102.8
Unity	9	3	5	1	-	-	-	61.6
Warrap	44	12	21	11	-	-	-	41.8
WBG	86	48	14	6	6	10	2	55.0
WE	160	42	15	91	4	6	2	100.6
Total	1,186	324	360	377	84	23	18	81.7



- ✓ Pre-primary PCR measures the level of basic facilities available in terms of number of class rooms in relation to the size of the pupil population. The higher the PCR, the lower the relative access of pupils to classrooms. The lower the PCR, the more conducive an environment is to learning/, resulting in improved pupil performance.
- ✓ On national average pre-primary PCR stands at 47.1, meaning that there are 47-48 pre-primary pupils per classroom. The highest pupil-classroom ratios (PCR) are found in NBG (70) and UN (81.4).
- ✓ PCR in pre-primary schools is relatively steady across all types of ownership, with the exception of NGO-supported schools which is at 26.5.

**Number of pre-primary school classrooms and pupil-classroom ratio (PCR) by ownership type, 2011**

Ownership	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
Community	275	37	74	109	39	6	10	105.7
Gov.	381	92	103	169	13	3	1	86.5
Gov.-aided	103	29	31	32	6	5	-	73.5
NGO-supported	38	23	6	-	2	7	-	34.7
Private	334	137	126	43	19	2	7	72.9
Other	55	6	20	24	5	-	-	102.5
Total	1,186	324	360	377	84	23	18	81.7

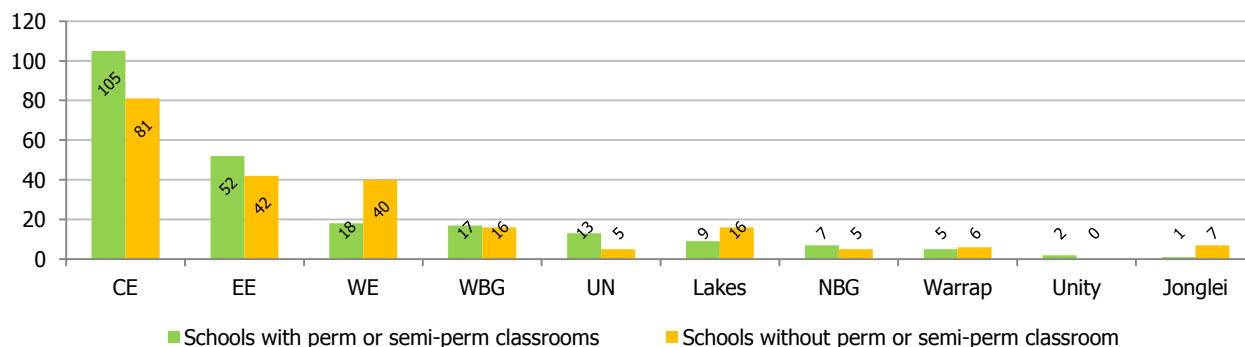




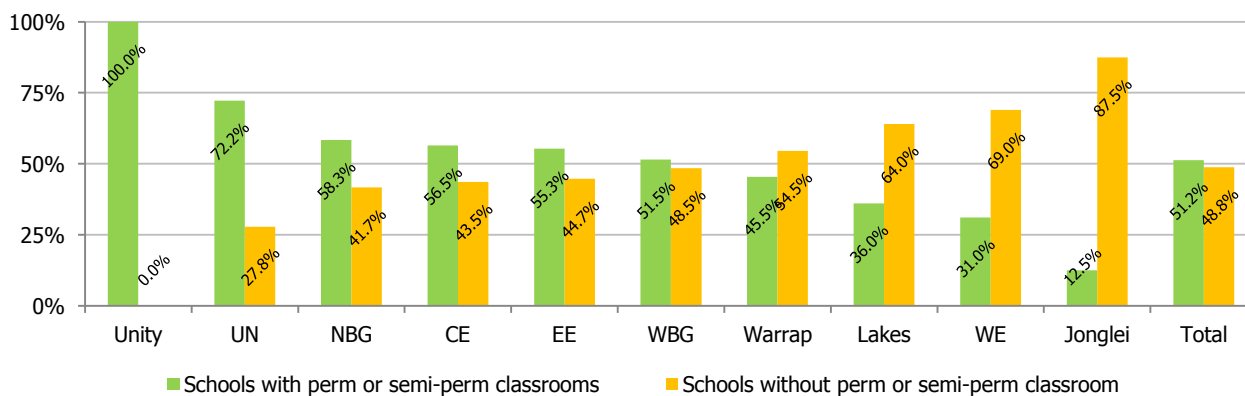
### Number and % of pre-primary schools with permanent and semi-permanent classrooms, 2011

State	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
CE	186	105	56.5%	81	43.5%
EE	94	52	55.3%	42	44.7%
Jonglei	8	1	12.5%	7	87.5%
Lakes	25	9	36.0%	16	64.0%
NBG	12	7	58.3%	5	41.7%
UN	18	13	72.2%	5	27.8%
Unity	2	2	100.0%	-	-
Warrap	11	5	45.5%	6	54.5%
WBG	33	17	51.5%	16	48.5%
WE	58	18	31.0%	40	69.0%
Total	447	229	51.2%	218	48.8%

Number of pre-primary schools with and without perm. and semi-perm. classrooms by state, 2011



% of pre-primary schools with and without permanent and semi-permanent classrooms by state, 2011



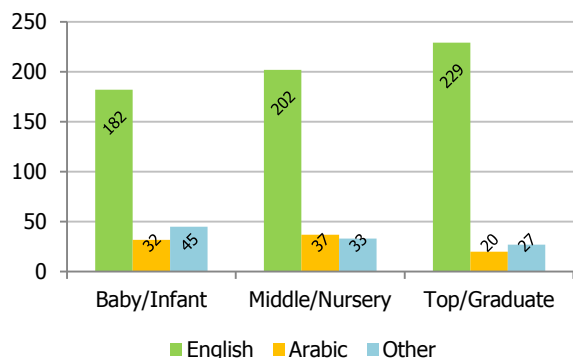
- ✓ Permanent and semi-permanent classrooms make up just over half of the total classrooms. Resources must be allocated to provide permanent and semi-permanent classrooms to pre-primary schools, so that pupils receive education in a safe environment conducive for learning.
- ✓ Note the high percentage of semi-permanent classrooms in Jonglei (87.5%) and the lack of pre-primary schools in Unity and Jonglei.

#### 5.2.4. Curriculum and instruction

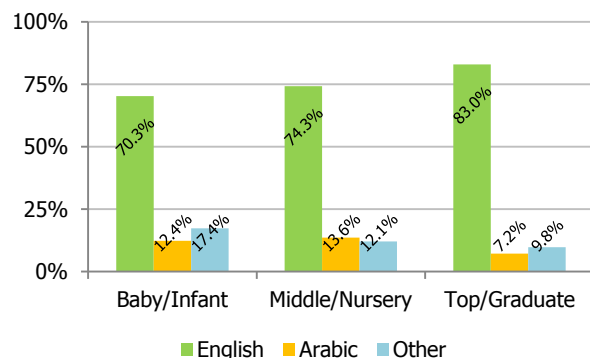
##### Number and % of pre-primary school by language of instruction and grade, 2011

Language	Baby/Infant	Nursery/Middle	Top/Graduate
English	182 70.3%	202 74.3%	229 83.0%
Arabic	32 12.4%	37 13.6%	20 7.2%
Other	45 17.4%	33 12.1%	27 9.8%
Total	259	272	276

**Number of pre-primary school by language of instruction and grade, 2011**



**% of pre-primary school by language of instruction and grade, 2011**



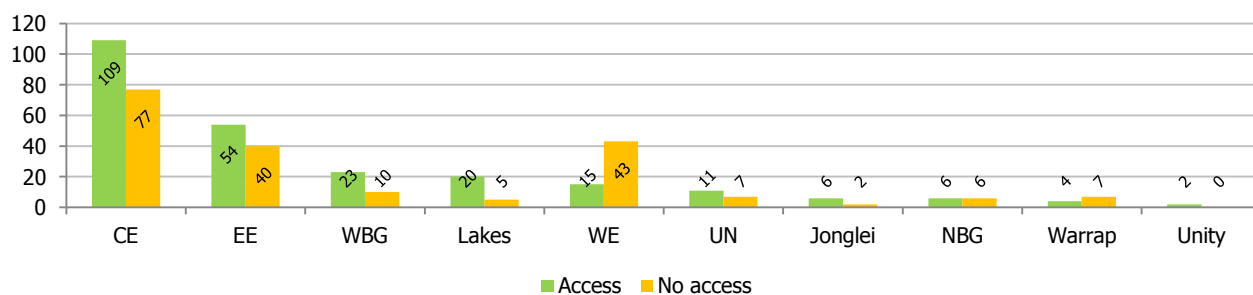
- ✓ As the official language of instruction in South Sudan, English is the most commonly used language of instruction in pre-primary schools.
- ✓ While local languages and Arabic are still utilised as languages of instruction, the use of both decreases as a pupils enters top/graduate and is replaced by English.

### 5.2.5. Facilities

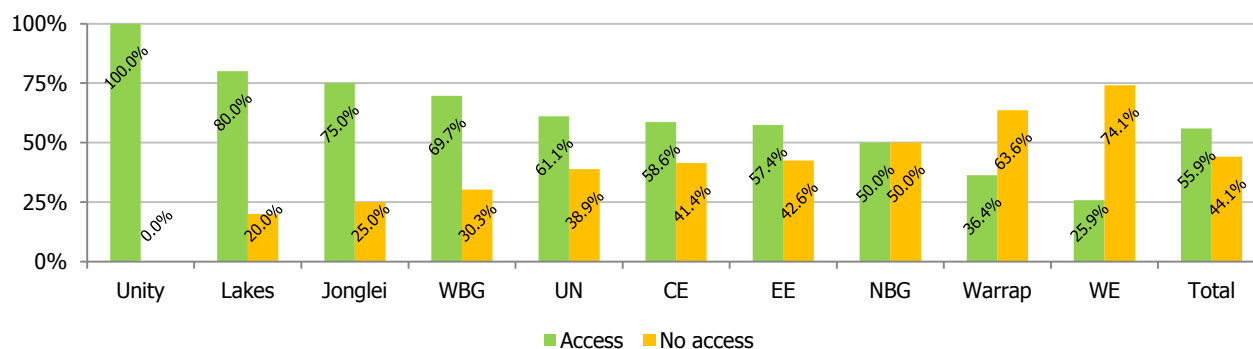
**Number and % of pre-primary schools with and without access to drinking water by state, 2011**

State	Schools	Access		No access	
		Count	% total	Count	% total
CE	186	109	58.6%	77	41.4%
EE	94	54	57.4%	40	42.6%
Jonglei	8	6	75.0%	2	25.0%
Lakes	25	20	80.0%	5	20.0%
NBG	12	6	50.0%	6	50.0%
UN	18	11	61.1%	7	38.9%
Unity	2	2	100.0%	-	-
Warrap	11	4	36.4%	7	63.6%
WBG	33	23	69.7%	10	30.3%
WE	58	15	25.9%	43	74.1%
Total	447	250	55.9%	197	44.1%

**Number of pre-primary schools with access to drinking water by state, 2011**



**% of pre-primary schools with access to drinking water by state, 2011**

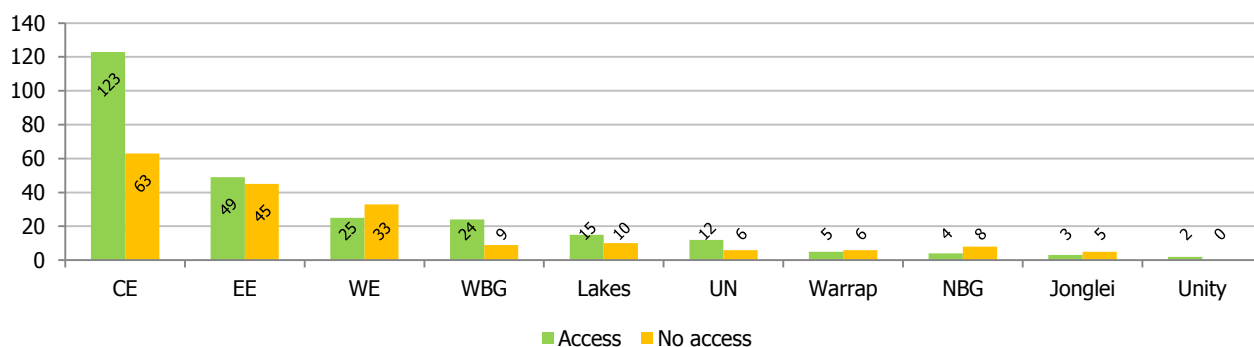


- ✓ Inadequate access to drinking water can lead to pupils not attending or underperforming in school.
- ✓ Access to drinking water in pre-primary varies across states, with the least amount of access found in WE and Warrap. In Warrap, 63.6% of the schools don't have access to drinking water while in WE it is significantly higher at 74.1%.
- ✓ Note that Unity enjoys 100% access to water, however, this figure only accounts for 2 schools.
- ✓ While Unity, Lakes and Jonglei have relatively higher percentages of access, resources should be secured across all states to ensure that schools have greater access to water to provide an environment more conducive to learning.

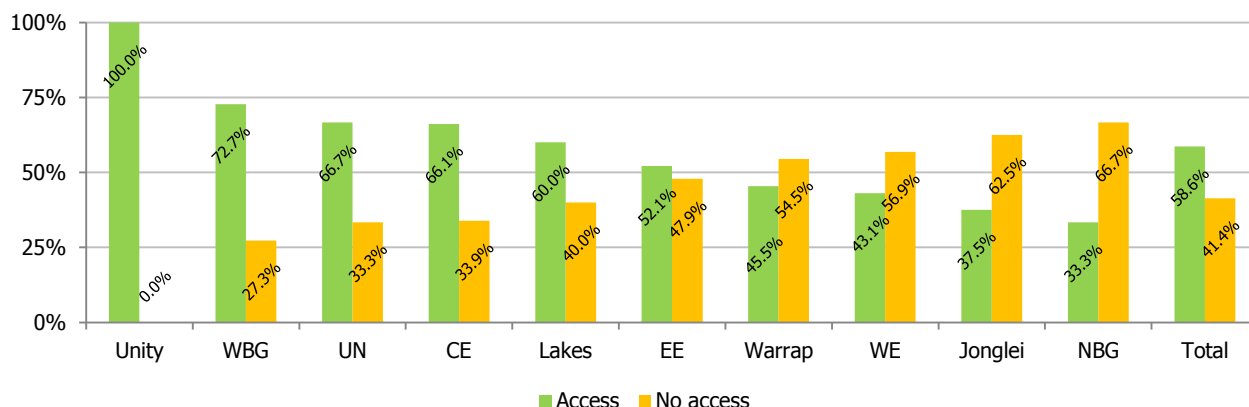
### Number and % of pre-primary schools with and without access to latrine by state, 2011

State	Schools	Access		No access	
		Count	% total	Count	% total
CE	186	123	66.1%	63	33.9%
EE	94	49	52.1%	45	47.9%
Jonglei	8	3	37.5%	5	62.5%
Lakes	25	15	60.0%	10	40.0%
NBG	12	4	33.3%	8	66.7%
UN	18	12	66.7%	6	33.3%
Unity	2	2	100.0%	-	-
Warrap	11	5	45.5%	6	54.5%
WBG	33	24	72.7%	9	27.3%
WE	58	25	43.1%	33	56.9%
Total	447	262	58.6%	185	41.4%

Number of pre-primary schools with access to latrine by state, 2011



% of pre-primary schools with access to latrine by state, 2011



- ✓ Inadequate access to latrines can lead to pupil illness, underperformance and non-attendance in schools.
- ✓ Access to latrines varies across states with the least amount of access found in Jonglei and NBG, only 37.5% and 33.3% of their schools have latrines.
- ✓ Note that Unity enjoys 100% access to latrines, however, this only accounts for 2 schools.
- ✓ While WBG, UN and CE, have relatively higher percentages of access, resources should be secured across all states to ensure that schools have access to these basic facilities to provide an environment more conducive to learning.

## 6.0. PRIMARY SCHOOL, 2011

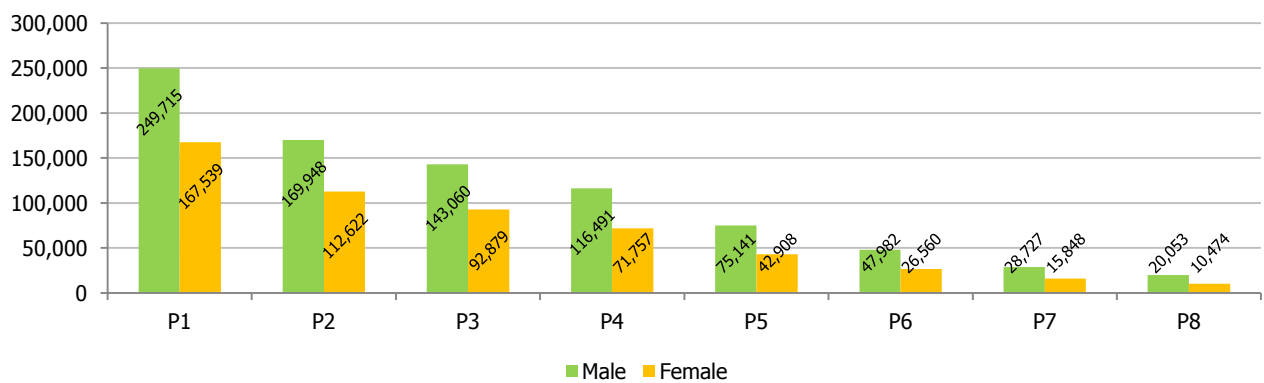
### 6.1. Access

#### 6.1.1. Enrolment

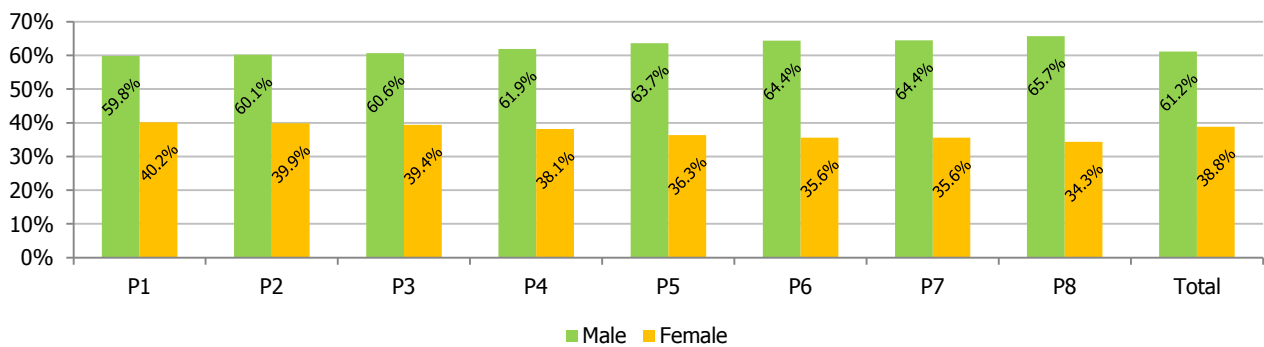
Number of primary school pupils by state and grade, 2011

State	Total	P1	P2	P3	P4	P5	P6	P7	P8
CE	136,387	33,925	23,000	21,876	20,333	14,647	10,629	8,180	3,797
EE	103,832	27,033	21,020	18,161	15,559	10,528	6,455	3,300	1,776
Jonglei	243,645	76,991	53,083	43,718	34,044	18,451	10,877	4,723	1,758
Lakes	98,963	27,760	20,987	16,946	13,546	9,046	5,609	3,210	1,859
NBG	159,997	59,220	30,825	24,665	19,347	11,531	6,710	4,513	3,186
UN	208,347	56,596	43,253	36,460	28,502	17,519	11,200	7,009	7,808
Unity	148,982	44,958	31,980	26,577	19,878	11,732	7,184	3,610	3,063
Warrap	151,718	53,738	32,027	24,476	18,401	11,195	6,334	3,317	2,230
WBG	65,036	17,707	12,035	9,857	8,350	6,132	4,302	3,643	3,010
WE	74,797	19,326	14,360	13,203	10,288	7,268	5,242	3,070	2,040
Total	1,391,704	417,254	282,570	235,939	188,248	118,049	74,542	44,575	30,527

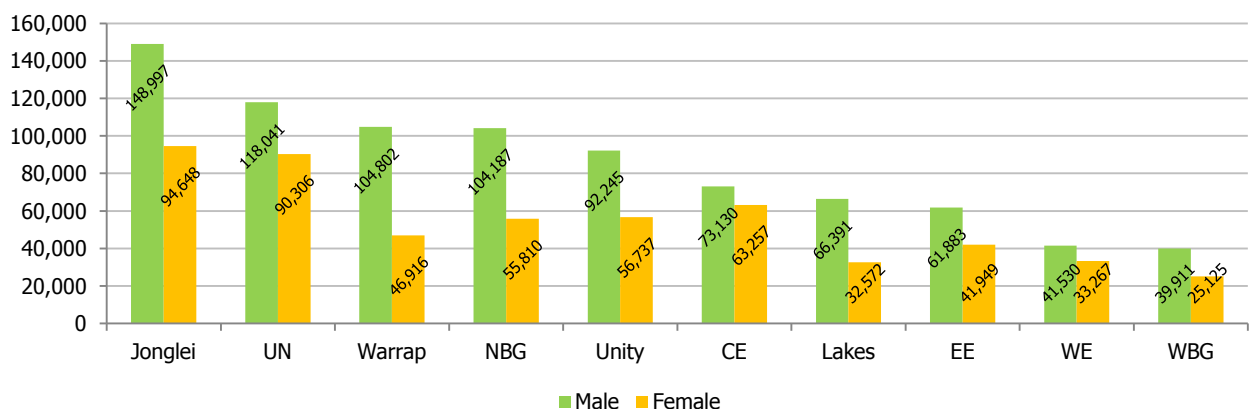
Number of primary school pupils by grade and gender, 2011



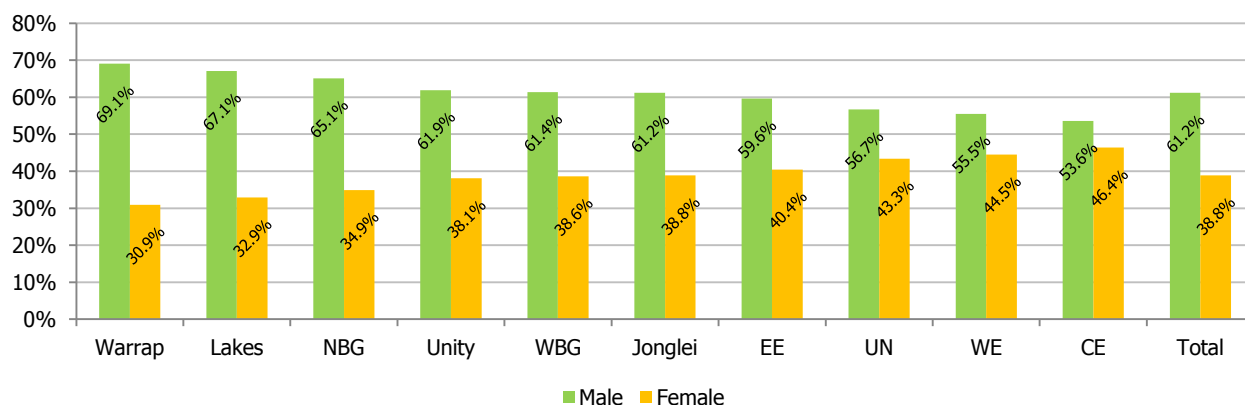
% of primary school pupils by grade and gender, 2011



Number of primary school pupils by state and gender, 2011



**% of primary school pupils by state and gender, 2011**



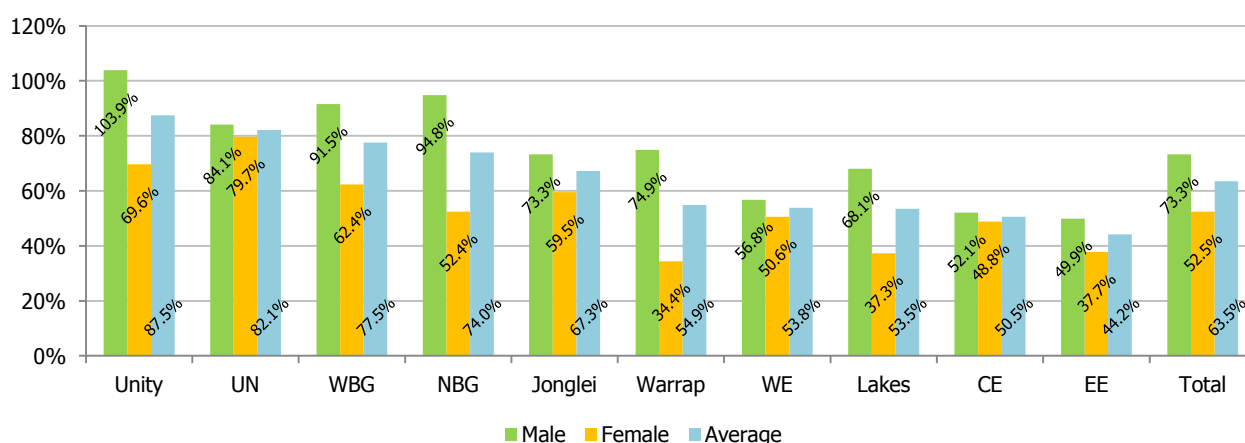
- ✓ There are just fewer than 1.4 million primary school pupils (of all ages). The greatest number of primary school pupils can be found in Jonglei (243,645).
- ✓ Note the uneven distribution of the student population. While there are 417,254 pupils in P1, there are only 30,527 pupils in P8- a difference of more than 385,000 pupils.
- ✓ The distribution of pupils between male and female is uneven, with girls comprising only 39% of the pupil population in 2011.
- ✓ The greatest disparity between males and females can be seen in Warrap where less than half of the pupils are female.

**Primary school gross enrolment rate (GER) by state and gender, 2011**

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	269,869	136,387	50.5%	140,336	73,130	52.1%	129,533	63,257	48.8%
EE	235,170	103,832	44.2%	123,982	61,883	49.9%	111,188	41,949	37.7%
Jonglei	362,169	243,645	67.3%	203,168	148,997	73.3%	159,001	94,648	59.5%
Lakes	184,833	98,963	53.5%	97,505	66,391	68.1%	87,328	32,572	37.3%
NBG	216,336	159,997	74.0%	109,858	104,187	94.8%	106,478	55,810	52.4%
UN	253,711	208,347	82.1%	140,358	118,041	84.1%	113,353	90,306	79.7%
Unity	170,262	148,982	87.5%	88,792	92,245	103.9%	81,470	56,737	69.6%
Warrap	276,147	151,718	54.9%	139,942	104,802	74.9%	136,205	46,916	34.4%
WBG	83,870	65,036	77.5%	43,601	39,911	91.5%	40,269	25,125	62.4%
WE	138,958	74,797	53.8%	73,175	41,530	56.8%	65,783	33,267	50.6%
Total	2,191,325	1,391,704	63.5%	1,160,718	851,117	73.3%	1,030,607	540,587	52.5%

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

**Primary school gross enrolment rate (GER) by state and gender, 2011**

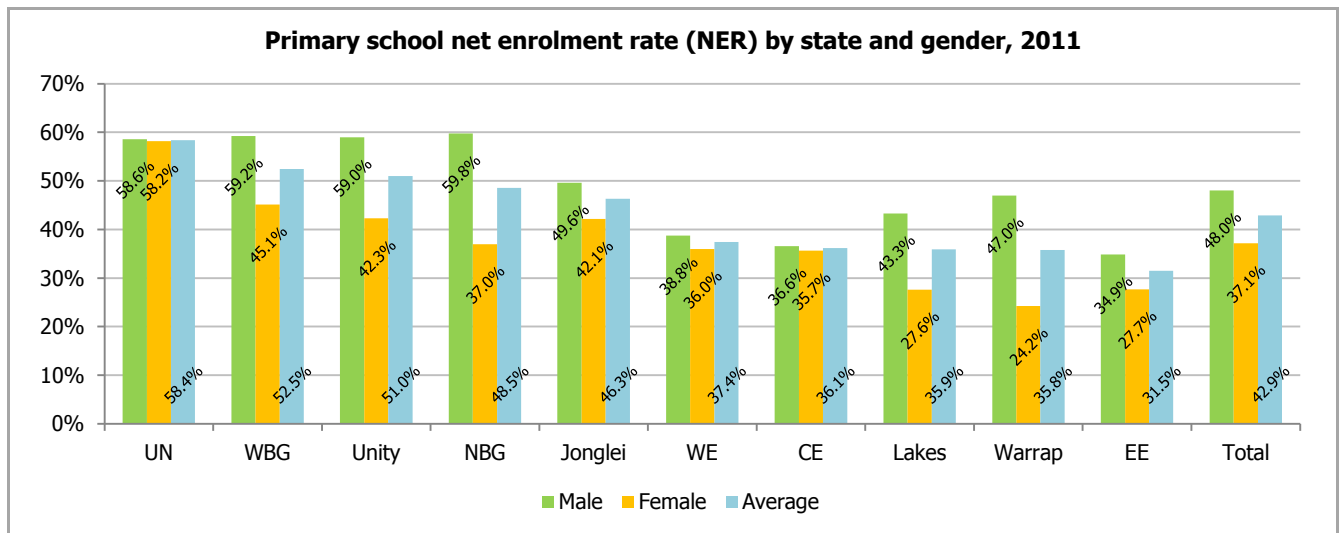


- ✓ Primary GER measures accessibility to education for pupils of all ages compared to the official primary school age population. Primary GER value of 100% indicates that a country's education system is, in principle, able to accommodate all of its primary age population. However, one needs to look at the GER above 100% in relation to the PCR and PTR. The official primary school age in South Sudan is 6-13. See Section 3.2.4 for the calculation of 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'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, 2011

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	269,869	97,528	36.1%	140,336	51,349	36.6%	129,533	46,179	35.7%
EE	235,170	74,007	31.5%	123,982	43,211	34.9%	111,188	30,796	27.7%
Jonglei	362,169	167,763	46.3%	203,168	100,763	49.6%	159,001	67,000	42.1%
Lakes	184,833	66,318	35.9%	97,505	42,209	43.3%	87,328	24,109	27.6%
NBG	216,336	105,015	48.5%	109,858	65,651	59.8%	106,478	39,364	37.0%
UN	253,711	148,175	58.4%	140,358	82,220	58.6%	113,353	65,955	58.2%
Unity	170,262	86,826	51.0%	88,792	52,391	59.0%	81,470	34,435	42.3%
Warrap	276,147	98,738	35.8%	139,942	65,736	47.0%	136,205	33,002	24.2%
WBG	83,870	43,990	52.5%	43,601	25,820	59.2%	40,269	18,170	45.1%
WE	138,958	52,022	37.4%	73,175	28,370	38.8%	65,783	23,652	36.0%
<b>Total</b>	<b>2,191,325</b>	<b>940,382</b>	<b>42.9%</b>	<b>1,160,718</b>	<b>557,720</b>	<b>48.0%</b>	<b>1,030,607</b>	<b>382,662</b>	<b>37.1%</b>

\* Population projection is based on the 2008 SSCSE 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 3.2.5 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 substantially below 100%.

### 6.1.2. Overage pupils

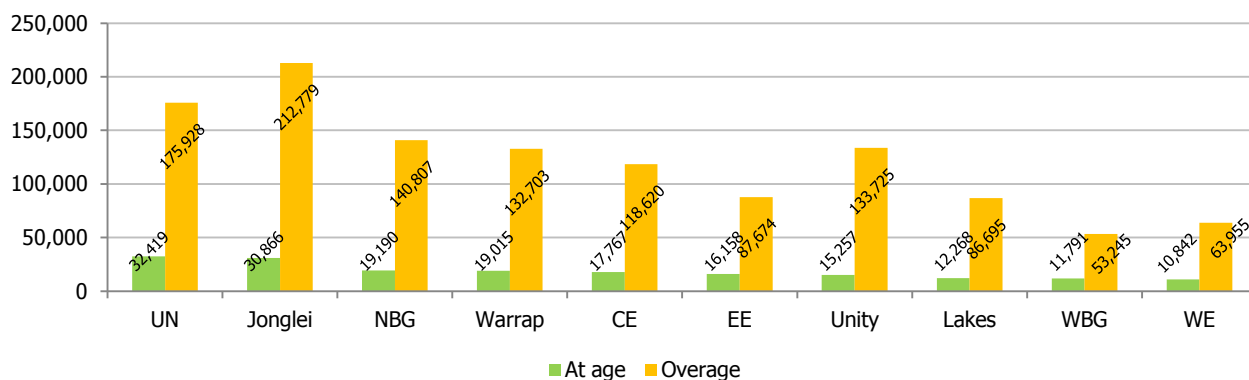
#### Number and % of primary school at-age and overage pupils by state and gender, 2011

State	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
CE	17,767	118,620	87.0%	9,393	63,737	87.2%	8,374	54,883	86.8%
EE	16,158	87,674	84.4%	9,335	52,548	84.9%	6,823	35,126	83.7%
Jonglei	30,866	212,779	87.3%	18,378	130,619	87.7%	12,488	82,160	86.8%
Lakes	12,268	86,695	87.6%	7,636	58,755	88.5%	4,632	27,940	85.8%
NBG	19,190	140,807	88.0%	11,557	92,630	88.9%	7,633	48,177	86.3%
UN	32,419	175,928	84.4%	18,663	99,378	84.2%	13,756	76,550	84.8%
Unity	15,257	133,725	89.8%	9,170	83,075	90.1%	6,087	50,650	89.3%
Warrap	19,015	132,703	87.5%	12,078	92,724	88.5%	6,937	39,979	85.2%
WBG	11,791	53,245	81.9%	7,435	32,476	81.4%	4,356	20,769	82.7%
WE	10,842	63,955	85.5%	5,920	35,610	85.7%	4,922	28,345	85.2%
<b>Total</b>	<b>185,573</b>	<b>1,206,131</b>	<b>86.7%</b>	<b>109,565</b>	<b>741,552</b>	<b>87.1%</b>	<b>76,008</b>	<b>464,579</b>	<b>85.9%</b>

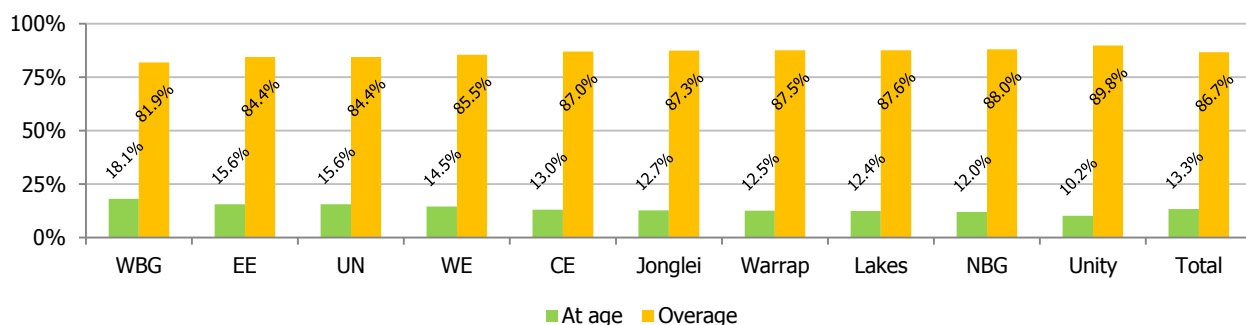
\* "At age" includes under-age and at-age pupils.

- ✓ Over 80% of the general primary school pupil population is overage, whether broken down by states or gender. These pupils dominate the GER calculation, causing the value to rise to nearly 100% in some states.

**Number of primary school at-age and overage pupils by state and gender, 2011**



**% of primary school at-age and overage pupils by state and gender, 2011**



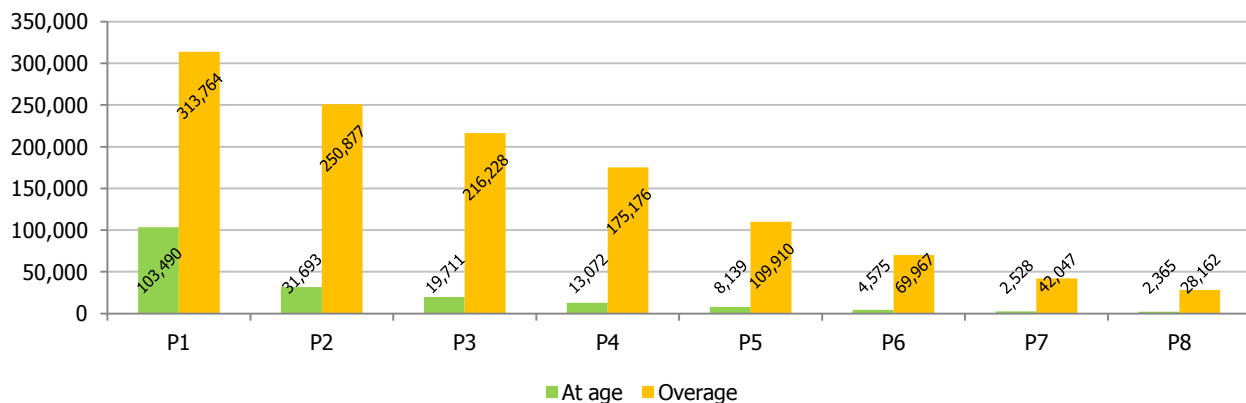
**Number and % of primary school at-age and overage pupils by grade and gender, 2011**

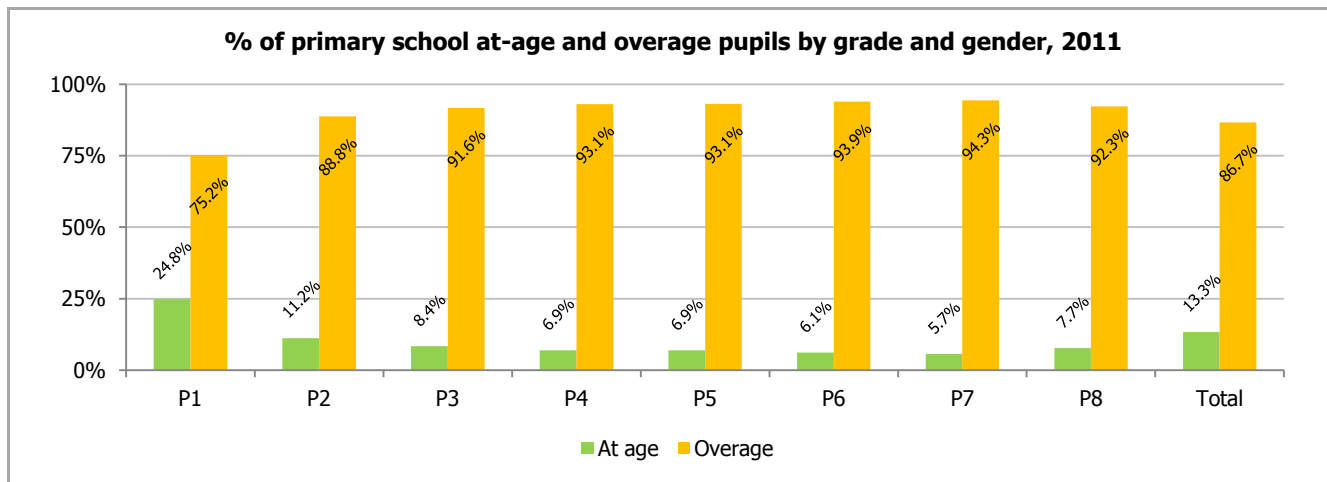
Grade	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
P1	103,490	313,764	75.2%	60,272	189,443	75.9%	43,218	124,321	74.2%
P2	31,693	250,877	88.8%	18,745	151,203	89.0%	12,948	99,674	88.5%
P3	19,711	216,228	91.6%	11,764	131,296	91.8%	7,947	84,932	91.4%
P4	13,072	175,176	93.1%	7,856	108,635	93.3%	5,216	66,541	92.7%
P5	8,139	109,910	93.1%	5,225	69,916	93.0%	2,914	39,994	93.2%
P6	4,575	69,967	93.9%	2,832	45,150	94.1%	1,743	24,817	93.4%
P7	2,528	42,047	94.3%	1,504	27,223	94.8%	1,024	14,824	93.5%
P8	2,365	28,162	92.3%	1,367	18,686	93.2%	998	9,476	90.5%
Total	185,573	1,206,131	86.7%	109,565	741,552	87.1%	76,008	464,579	85.9%

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

- ✓ On average the percentage of overage pupils is lowest in the early grades, increasing gradually, before dipping slightly in P8. Besides the lower percentage of overage pupils in P1 (75.2%), there is no great variation in the percentage of overage primary school pupils by grade level.

**Number of primary school at-age and overage pupils by grade and gender, 2011**

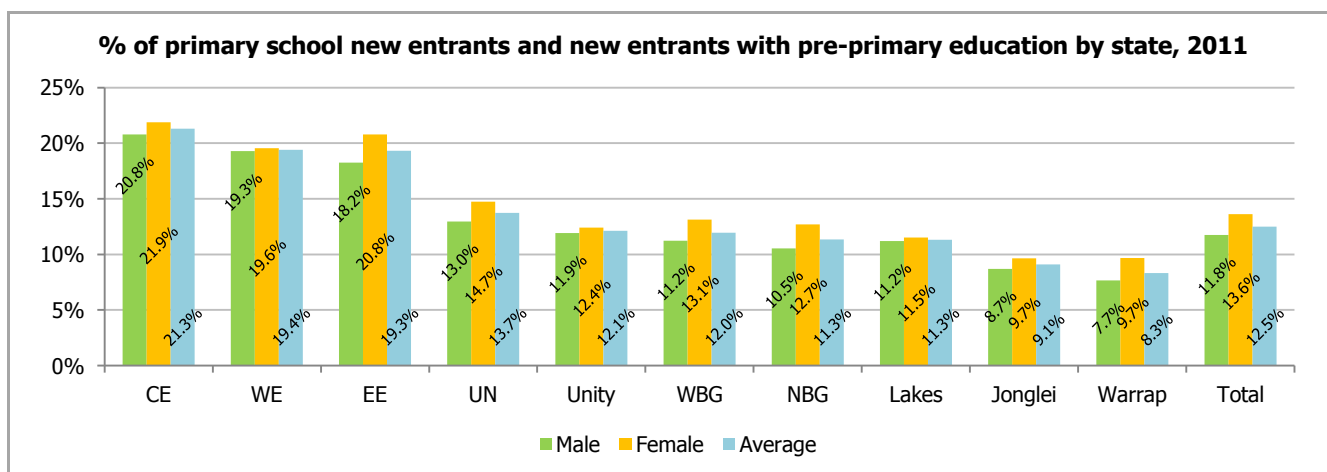
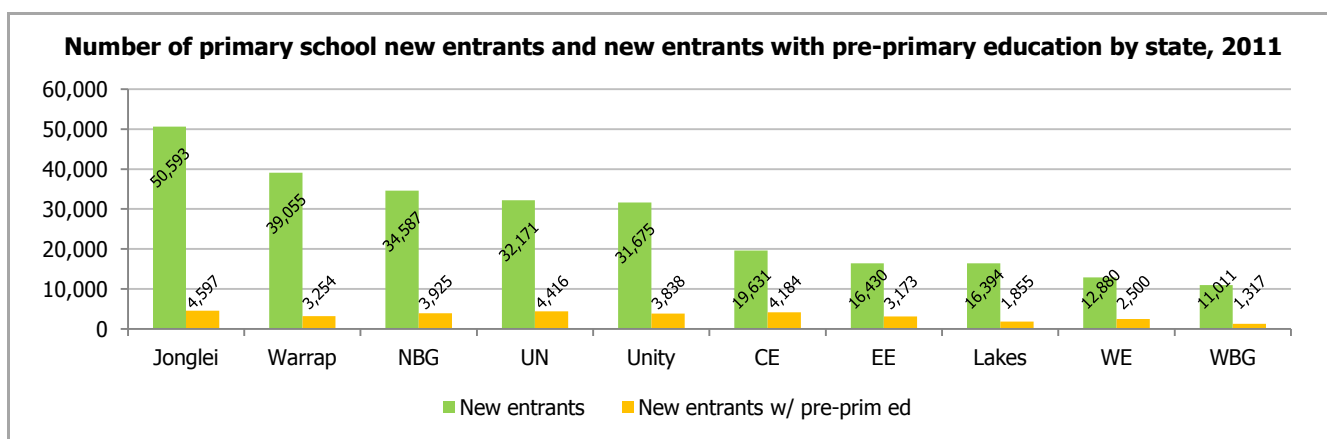




### 6.1.3. New entrants

**Number and % of primary school new entrants with pre-primary education by state and gender, 2011**

State	Total			Male			Female		
	New entrants	New entrants w/ pre-prim ed	New entrants w/ pre-prim ed %	New entrants	New entrants w/ pre-prim ed	New entrants w/ pre-prim ed %	New entrants	New entrants w/ pre-prim ed	New entrants w/ pre-prim ed %
CE	19,631	4,184	21.3%	10,283	2,139	20.8%	9,348	2,045	21.9%
EE	16,430	3,173	19.3%	9,541	1,741	18.2%	6,889	1,432	20.8%
Jonglei	50,593	4,597	9.1%	29,902	2,600	8.7%	20,691	1,997	9.7%
Lakes	16,394	1,855	11.3%	10,355	1,160	11.2%	6,039	695	11.5%
NBG	34,587	3,925	11.3%	21,616	2,279	10.5%	12,971	1,646	12.7%
UN	32,171	4,416	13.7%	18,332	2,377	13.0%	13,839	2,039	14.7%
Unity	31,675	3,838	12.1%	19,221	2,293	11.9%	12,454	1,545	12.4%
Warrap	39,055	3,254	8.3%	25,932	1,984	7.7%	13,123	1,270	9.7%
WBG	11,011	1,317	12.0%	6,806	765	11.2%	4,205	552	13.1%
WE	12,880	2,500	19.4%	6,973	1,345	19.3%	5,907	1,155	19.6%
Total	264,427	33,059	12.5%	158,961	18,683	11.8%	105,466	14,376	13.6%





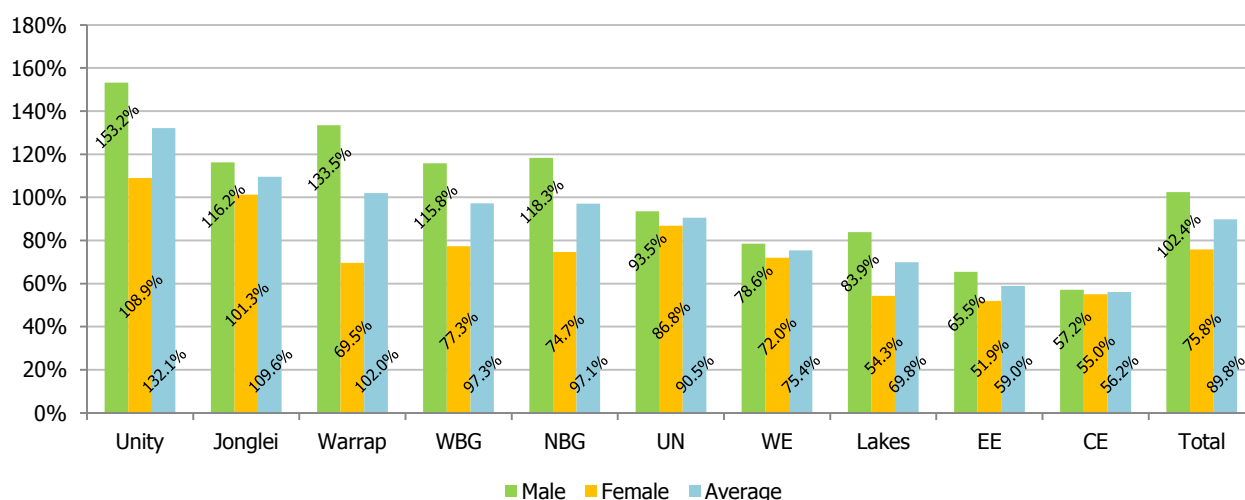
- ✓ "New entrants" refers to pupils who have entered primary education (in P1) for the first time. Pupils who are not repeating P1 or have attended P1 at another school do not count.
- ✓ On average, 12.5% of new entrants have received pre-primary education prior to entering P1.
- ✓ Note the gender disparity amongst new entrants. The number of female new entrants represents significantly less than 50% of new entrants in all 10 states. 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.

### Primary school gross intake rate (GIR) by state and gender, 2011

State	Total			Male			Female		
	Age 6 pop	New entrants all ages	GIR	Age 6 pop	New entrants all ages	GIR	Age 6 pop	New entrants all ages	GIR
CE	34,957	19,631	56.2%	17,975	10,283	57.2%	16,982	9,348	55.0%
EE	27,851	16,430	59.0%	14,573	9,541	65.5%	13,278	6,889	51.9%
Jonglei	46,156	50,593	109.6%	25,729	29,902	116.2%	20,428	20,691	101.3%
Lakes	23,474	16,394	69.8%	12,346	10,355	83.9%	11,128	6,039	54.3%
NBG	35,633	34,587	97.1%	18,270	21,616	118.3%	17,362	12,971	74.7%
UN	35,552	32,171	90.5%	19,602	18,332	93.5%	15,950	13,839	86.8%
Unity	23,979	31,675	132.1%	12,547	19,221	153.2%	11,432	12,454	108.9%
Warrap	38,299	39,055	102.0%	19,429	25,932	133.5%	18,870	13,123	69.5%
WBG	11,318	11,011	97.3%	5,877	6,806	115.8%	5,441	4,205	77.3%
WE	17,081	12,880	75.4%	8,874	6,973	78.6%	8,207	5,907	72.0%
Total	294,301	264,427	89.8%	155,223	158,961	102.4%	139,078	105,466	75.8%

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

### Primary school gross intake rate (GIR) by state and gender, 2011



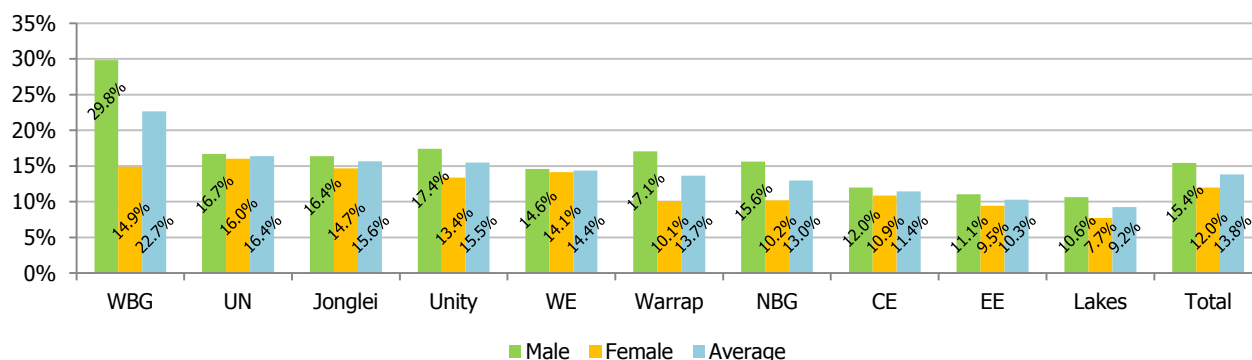
- ✓ GIR measures access level of new entrants of all ages compared to the official primary new entrance age population. GIR value of 100% indicates that a country's education system is, in principle, able to accommodate all of its primary new entrance age population. The official primary school age in South Sudan is 6. See Section 3.2.2 for the calculation formula.
- ✓ GIR value exceeding 100% indicates enrolment of some children above or below the primary school entrance age. GIR above 100% is usually an indicator of overage enrollment, for example due to repetition or late entry. Note that most states' GIR well-exceeds 100%.

### Primary school net intake rate (NIR) by state and gender, 2011

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	34,957	4,002	11.4%	17,975	2,156	12.0%	16,982	1,846	10.9%
EE	27,851	2,868	10.3%	14,573	1,613	11.1%	13,278	1,255	9.5%
Jonglei	46,156	7,222	15.6%	25,729	4,220	16.4%	20,428	3,002	14.7%
Lakes	23,474	2,171	9.2%	12,346	1,313	10.6%	11,128	858	7.7%
NBG	35,633	4,630	13.0%	18,270	2,858	15.6%	17,362	1,772	10.2%
UN	35,552	5,831	16.4%	19,602	3,274	16.7%	15,950	2,557	16.0%
Unity	23,979	3,717	15.5%	12,547	2,186	17.4%	11,432	1,531	13.4%
Warrap	38,299	5,228	13.7%	19,429	3,317	17.1%	18,870	1,911	10.1%
WBG	11,318	2,564	22.7%	5,877	1,752	29.8%	5,441	812	14.9%
WE	17,081	2,453	14.4%	8,874	1,293	14.6%	8,207	1,160	14.1%
Total	294,301	40,686	13.8%	155,223	23,982	15.4%	139,078	16,704	12.0%

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

**Primary school net intake rate (NIR) by state and gender, 2011**



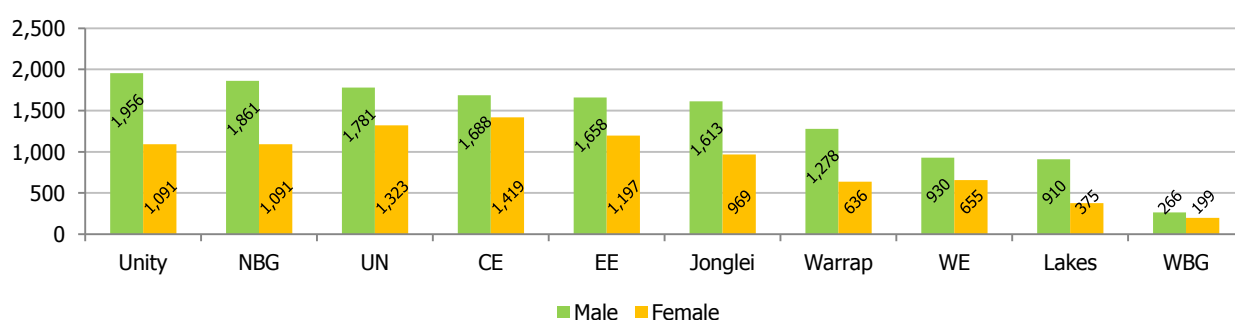
- ✓ NIR measures access level of new entrants of the official primary entrance age compared to the official primary entrance age population. NIR value of 100% indicates that a country's education system is, in principle, able to accommodate all of its primary new entrance age population. The official primary school age in South Sudan is 6. By definition, the NIR cannot exceed 100%. See Section 3.2.3 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 29.8%(WBG) for males and 16%(UN) for females.

#### 6.1.4. Pupils with special needs

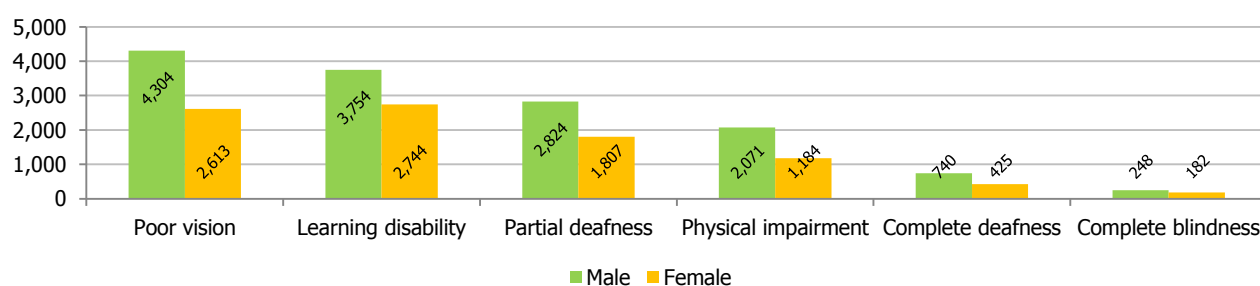
**Number and % of primary school pupils with special needs by state and gender, 2011**

State	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
CE	136,387	3,107	2.2%	73,130	1,688	2.3%	63,257	1,419	2.2%
EE	103,832	2,855	2.7%	61,883	1,658	2.6%	41,949	1,197	2.8%
Jonglei	243,645	2,582	1.0%	148,997	1,613	1.1%	94,648	969	1.0%
Lakes	98,963	1,285	1.3%	66,391	910	1.4%	32,572	375	1.1%
NBG	159,997	2,952	1.8%	104,187	1,861	1.8%	55,810	1,091	1.9%
UN	208,347	3,104	1.5%	118,041	1,781	1.5%	90,306	1,323	1.4%
Unity	148,982	3,047	2.0%	92,245	1,956	2.1%	56,737	1,091	1.9%
Warrap	151,718	1,914	1.2%	104,802	1,278	1.2%	46,916	636	1.3%
WBG	65,036	465	0.7%	39,911	266	0.7%	25,125	199	0.8%
WE	74,797	1,585	2.1%	41,530	930	2.2%	33,267	655	1.9%
Total	1,391,704	22,896	1.6%	851,117	13,941	1.6%	540,587	8,955	1.6%

**Number of primary school pupils with special needs by state and gender, 2011**



**Number of primary school pupils with special needs by type and gender, 2011**

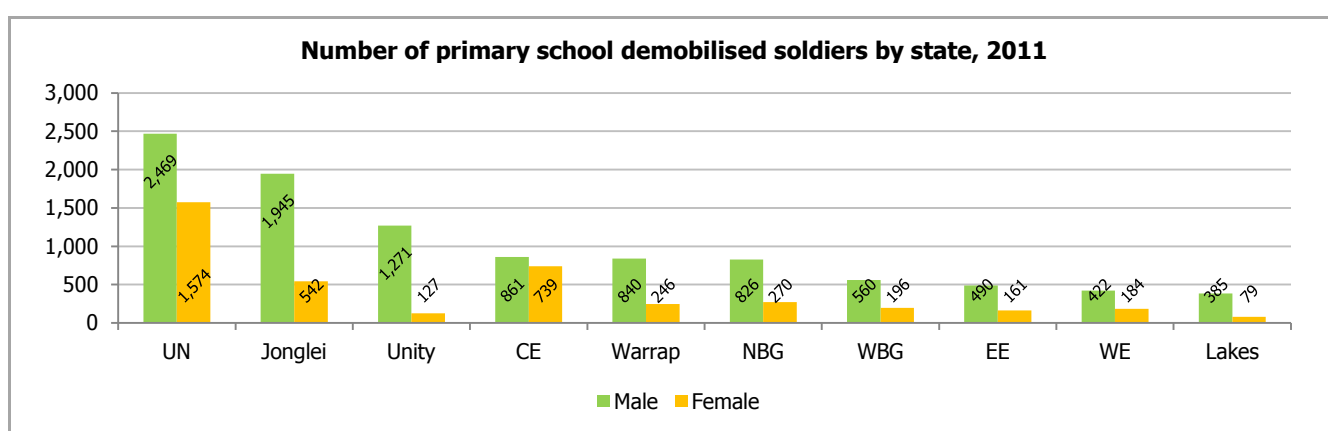


\* "Poor vision" includes pupils whose eye visions require glasses but do not have access to them.

- ✓ On national average, 22,896 or 1.6% of the primary school pupils have special needs. The majority, 6,917 or 30% of the overall 1.6% pupils with special needs have poor vision, which includes limited access to glasses.
- ✓ In total, there are more male pupils with special needs – proportional to the total male pupil population.

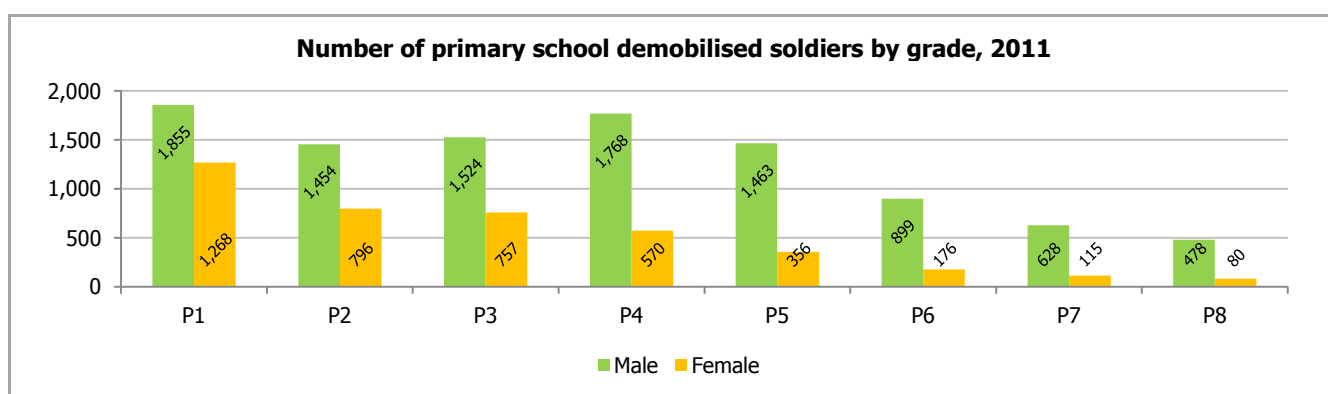
### Number and % of primary school demobilised soldiers by state and gender, 2011

State	Total			Male			Female		
	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %
CE	136,387	1,600	1.2%	73,130	861	1.2%	63,257	739	1.2%
EE	103,832	651	0.6%	61,883	490	0.8%	41,949	161	0.4%
Jonglei	243,645	2,487	1.0%	148,997	1,945	1.3%	94,648	542	0.6%
Lakes	98,963	464	0.5%	66,391	385	0.6%	32,572	79	0.2%
NBG	159,997	1,096	0.7%	104,187	826	0.8%	55,810	270	0.5%
UN	208,347	4,043	1.9%	118,041	2,469	2.0%	90,306	1,574	1.7%
Unity	148,982	1,398	0.9%	92,245	1,271	1.4%	56,737	127	0.2%
Warrap	151,718	1,086	0.7%	104,802	840	0.8%	46,916	246	0.5%
WBG	65,036	756	1.1%	39,911	560	1.4%	25,125	196	0.8%
WE	74,797	606	0.8%	41,530	422	1.0%	33,267	184	0.6%
Total	1,391,704	14,187	1.0%	851,117	10,069	1.2%	540,587	4,118	0.8%



### Number and % of primary school demobilised soldiers by grade and gender, 2011

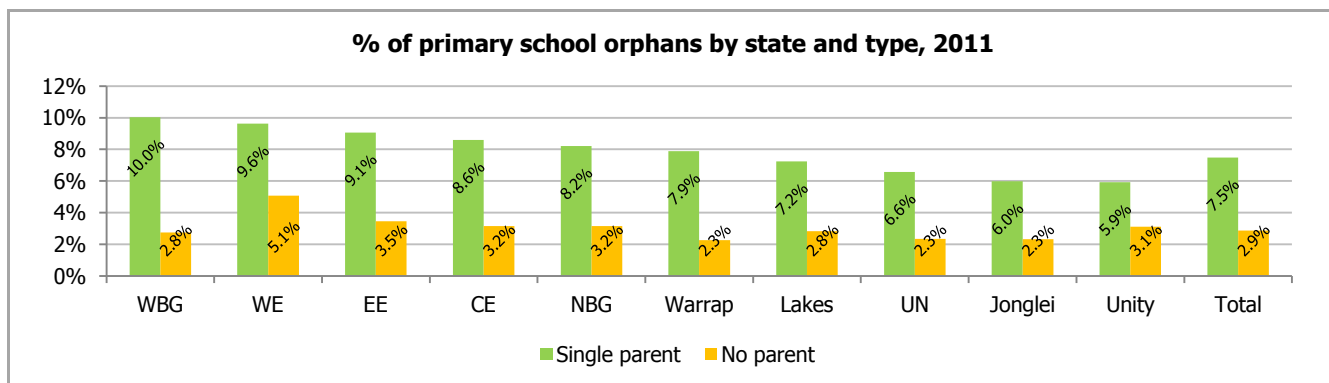
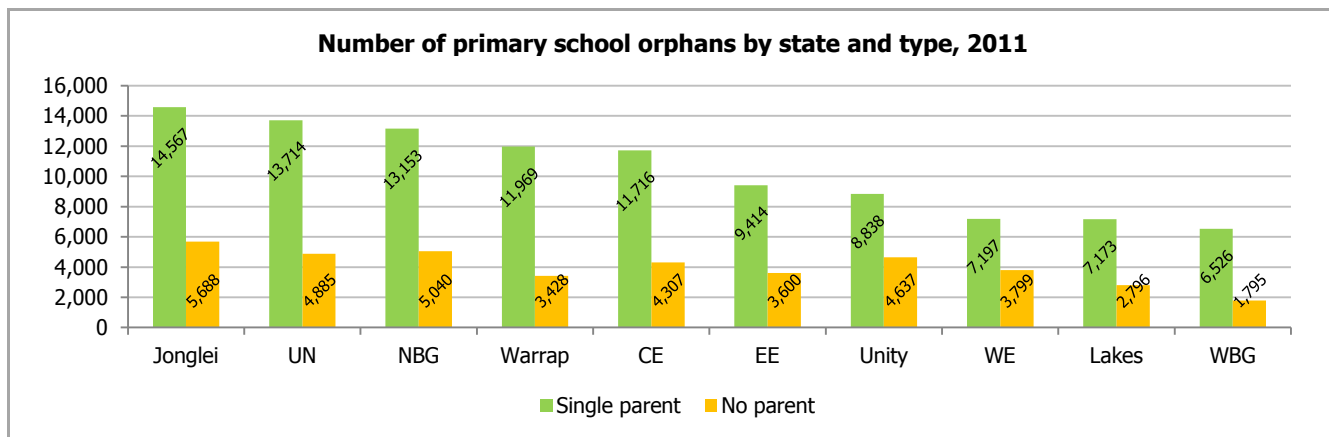
Grade	Total			Male			Female		
	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %
P1	417,254	3,123	0.7%	249,715	1,855	0.7%	167,539	1,268	0.8%
P2	282,570	2,250	0.8%	169,948	1,454	0.8%	112,622	796	0.7%
P3	235,939	2,281	1.0%	143,060	1,524	1.1%	92,879	757	0.8%
P4	188,248	2,338	1.2%	116,491	1,768	1.5%	71,757	570	0.8%
P5	118,049	1,819	1.5%	75,141	1,463	1.9%	42,908	356	0.8%
P6	74,542	1,075	1.4%	47,982	899	1.8%	26,560	176	0.7%
P7	44,575	743	1.6%	28,727	628	2.1%	15,848	115	0.7%
P8	30,527	558	1.8%	20,053	478	2.3%	10,474	80	0.8%
Total	1,391,704	14,187	1.0%	851,117	10,069	1.2%	540,587	4,118	0.8%



- ✓ On a national average, 1.0% of the primary school pupil population had been soldiers. UN has the greatest percentage of such students (1.9%) and Lakes with 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 demobilised 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.

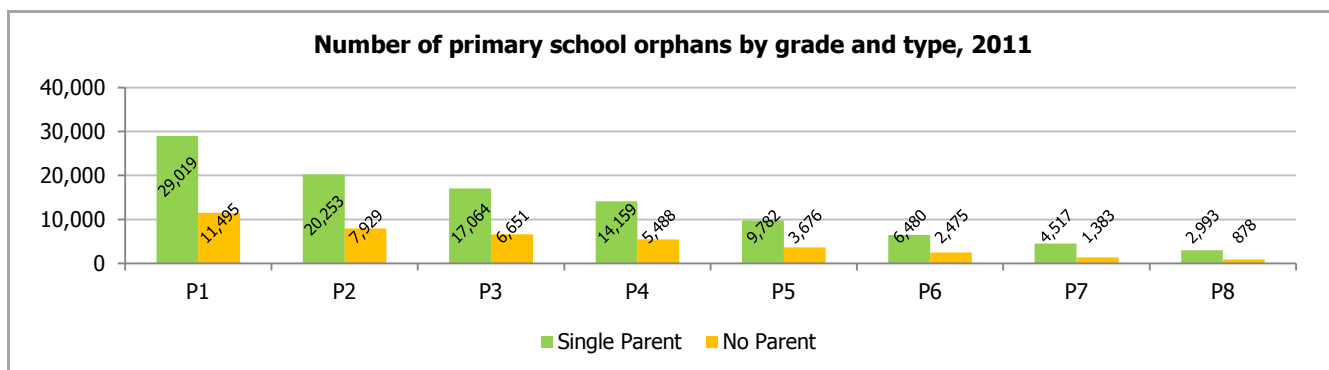
### Number and % of primary school orphans by state and type, 2011

State	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
CE	136,387	16,023	11.7%	11,716	8.6%	4,307	3.2%
EE	103,832	13,014	12.5%	9,414	9.1%	3,600	3.5%
Jonglei	243,645	20,255	8.3%	14,567	6.0%	5,688	2.3%
Lakes	98,963	9,969	10.1%	7,173	7.2%	2,796	2.8%
NBG	159,997	18,193	11.4%	13,153	8.2%	5,040	3.2%
UN	208,347	18,599	8.9%	13,714	6.6%	4,885	2.3%
Unity	148,982	13,475	9.0%	8,838	5.9%	4,637	3.1%
Warrap	151,718	15,397	10.1%	11,969	7.9%	3,428	2.3%
WBG	65,036	8,321	12.8%	6,526	10.0%	1,795	2.8%
WE	74,797	10,996	14.7%	7,197	9.6%	3,799	5.1%
Total	1,391,704	144,242	10.4%	104,267	7.5%	39,975	2.9%

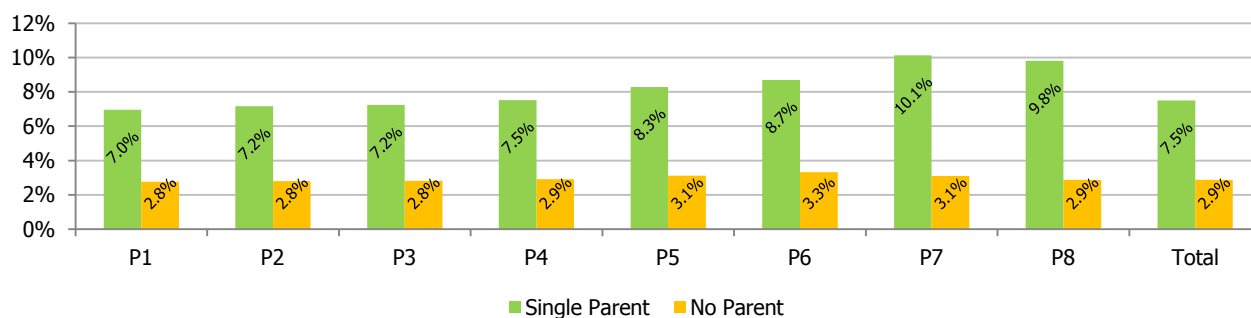


### Number and % of primary school orphans by grade and type, 2011

State	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
P1	417,254	40,514	9.7%	29,019	7.0%	11,495	2.8%
P2	282,570	28,182	10.0%	20,253	7.2%	7,929	2.8%
P3	235,939	23,715	10.1%	17,064	7.2%	6,651	2.8%
P4	188,248	19,647	10.4%	14,159	7.5%	5,488	2.9%
P5	118,049	13,458	11.4%	9,782	8.3%	3,676	3.1%
P6	74,542	8,955	12.0%	6,480	8.7%	2,475	3.3%
P7	44,575	5,900	13.2%	4,517	10.1%	1,383	3.1%
P8	30,527	3,871	12.7%	2,993	9.8%	878	2.9%
Total	1,391,704	144,242	10.4%	104,267	7.5%	39,975	2.9%



**% of primary school orphans by grade and type, 2011**



- ✓ On a national average, 7.5% of the primary school pupil population is single-parent orphans and 2.9% is no-parent orphans
- ✓ 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

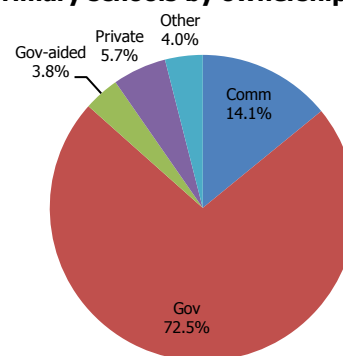
**Number of primary schools by ownership, 2011**

Ownership type	Schools
Community	486
Government	2,498
Government-aided	130
Private	196
Other	137
Total	3,447

\* "Other" includes NGO-supported, unknown, and unspecified other ownership types.

- ✓ Amongst the 3,447 primary schools throughout South Sudan, the majority are government-owned (72%).
- ✓ Note that the collectively, community (14%), government-aided (4%), private (6%) and other (4%) account for 949 schools, or 28% of the total schools.

**% of primary schools by ownership type, 2011**

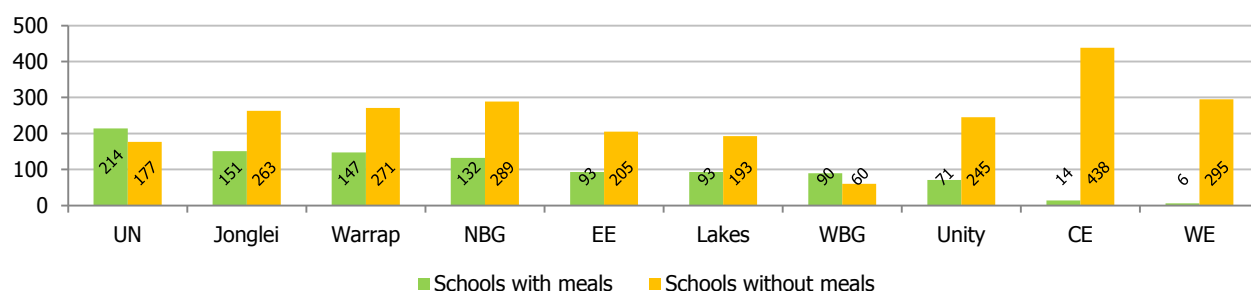


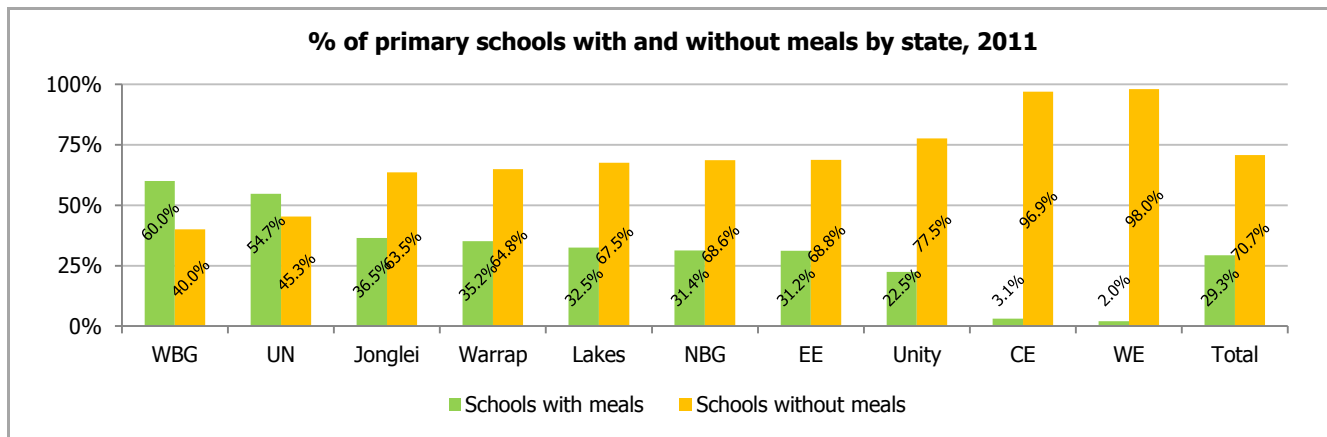
**Number and % of primary schools with meals by state, 2011**

State	Schools	Schools w/ meals		Schools w/out meals	
		Count	% total	Count	% total
CE	452	14	3.1%	438	96.9%
EE	298	93	31.2%	205	68.8%
Jonglei	414	151	36.5%	263	63.5%
Lakes	286	93	32.5%	193	67.5%
NBG	421	132	31.4%	289	68.6%
UN	391	214	54.7%	177	45.3%
Unity	316	71	22.5%	245	77.5%
Warrap	418	147	35.2%	271	64.8%
WBG	150	90	60.0%	60	40.0%
WE	301	6	2.0%	295	98.0%
Total	3,447	1,011	29.3%	2,436	70.7%

\* "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.

**Number of primary schools with and without meals by state, 2011**



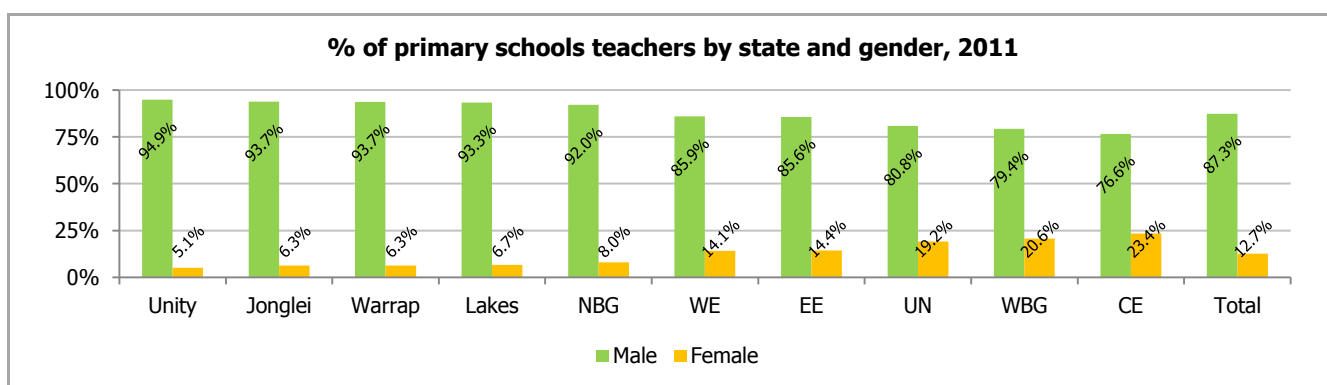
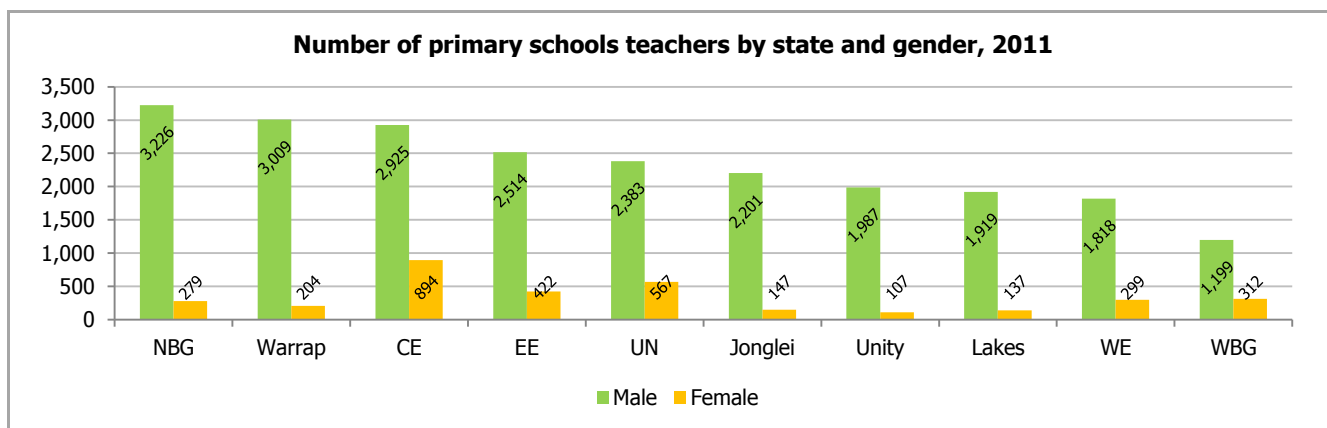


- ✓ The majority of states in South Sudan do not provide meals: on average, 70.7% of primary schools do not provide meals while 29.3% do provide meals. Note the exception of UN, where 60% of schools provide meals.
- ✓ In CE and WE, there are almost no schools that provide meals with just 3.1% and 2.0%, respectively, providing meals in school.
- ✓ Providing feeding during primary school creates an incentive for attending school and has been shown to contribute to increased achievement and completion rates.<sup>8</sup>

## 6.2.2. Teachers

**Number and % of primary school teachers by state and gender, 2011**

State	Total	Male		Female	
		Count	% total	Count	% total
CE	3,819	2,925	76.6%	894	23.4%
EE	2,936	2,514	85.6%	422	14.4%
Jonglei	2,348	2,201	93.7%	147	6.3%
Lakes	2,056	1,919	93.3%	137	6.7%
NBG	3,505	3,226	92.0%	279	8.0%
UN	2,950	2,383	80.8%	567	19.2%
Unity	2,094	1,987	94.9%	107	5.1%
Warrap	3,213	3,009	93.7%	204	6.3%
WBG	1,511	1,199	79.4%	312	20.6%
WE	2,117	1,818	85.9%	299	14.1%
Total	26,549	23,181	87.3%	3,368	12.7%



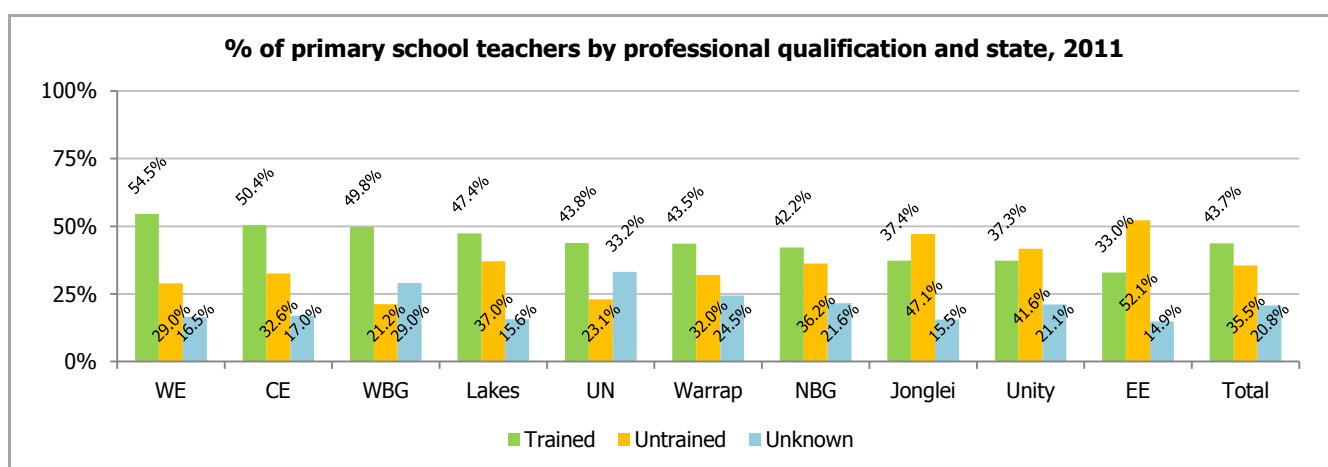
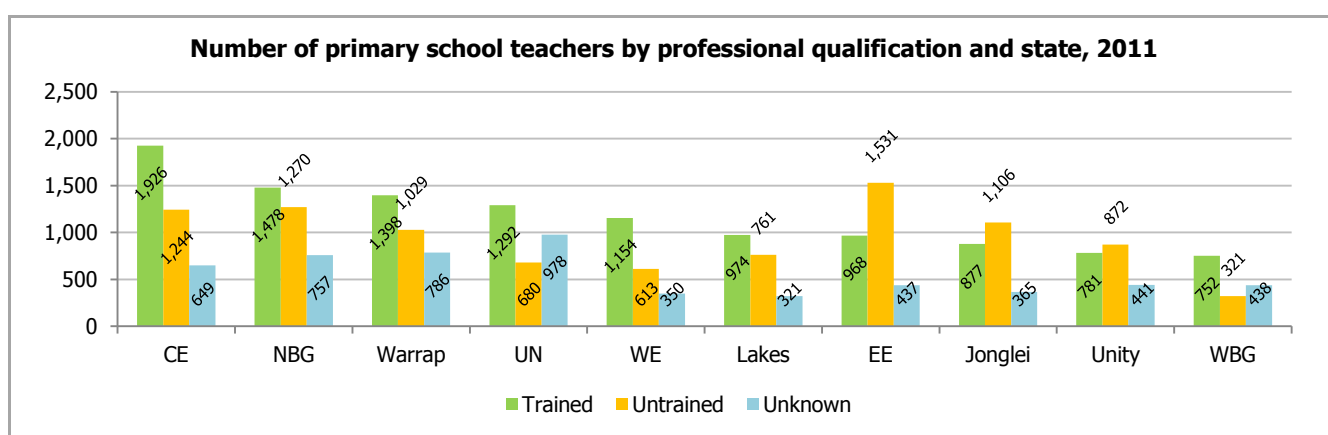
<sup>8</sup> <http://documents.wfp.org/stellent/groups/public/documents/newsroom/wfp225966.pdf>

- ✓ Note the gender disparity within the teacher population: 87.3% of the teachers are male, while only 12.7% are female. 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.<sup>9</sup>

### Number and % of primary school teachers by professional qualification and state, 2011

State	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
CE	3,819	1,926	50.4%	1,244	32.6%	649	17.0%
EE	2,936	968	33.0%	1,531	52.1%	437	14.9%
Jonglei	2,348	877	37.4%	1,106	47.1%	365	15.5%
Lakes	2,056	974	47.4%	761	37.0%	321	15.6%
NBG	3,505	1,478	42.2%	1,270	36.2%	757	21.6%
UN	2,950	1,292	43.8%	680	23.1%	978	33.2%
Unity	2,094	781	37.3%	872	41.6%	441	21.1%
Warrap	3,213	1,398	43.5%	1,029	32.0%	786	24.5%
WBG	1,511	752	49.8%	321	21.2%	438	29.0%
WE	2,117	1,154	54.5%	613	29.0%	350	16.5%
<b>Total</b>	<b>26,549</b>	<b>11,600</b>	<b>43.7%</b>	<b>9,427</b>	<b>35.5%</b>	<b>5,522</b>	<b>20.8%</b>

\* "Trained" encompasses teachers with pre-service teacher training, in-service teacher training, and higher education diploma. "Unknown" teachers include those whose professional qualification was not reported.



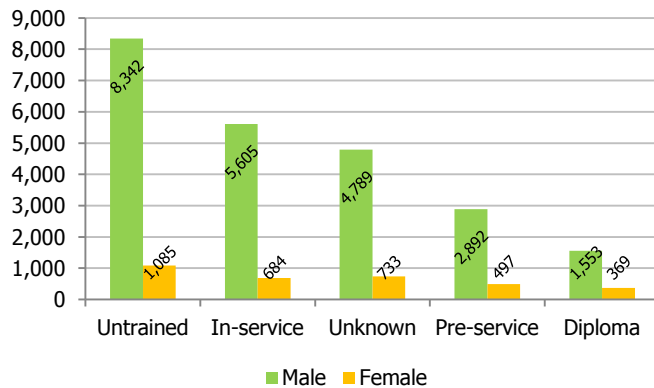
### Number and % of primary school teachers by state and qualification type, 2011

State	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
CE	3,819	1,244	32.6%	750	19.6%	766	20.1%	410	10.7%	649	17.0%
EE	2,936	1,531	52.1%	429	14.6%	355	12.1%	184	6.3%	437	14.9%
Jonglei	2,348	1,106	47.1%	428	18.2%	253	10.8%	196	8.3%	365	15.5%
Lakes	2,056	761	37.0%	646	31.4%	210	10.2%	118	5.7%	321	15.6%
NBG	3,505	1,270	36.2%	993	28.3%	361	10.3%	124	3.5%	757	21.6%
UN	2,950	680	23.1%	521	17.7%	407	13.8%	364	12.3%	978	33.2%
Unity	2,094	872	41.6%	491	23.4%	181	8.6%	109	5.2%	441	21.1%
Warrap	3,213	1,029	32.0%	917	28.5%	357	11.1%	124	3.9%	786	24.5%
WBG	1,511	321	21.2%	321	21.2%	222	14.7%	209	13.8%	438	29.0%
WE	2,117	613	29.0%	793	37.5%	277	13.1%	84	4.0%	350	16.5%
<b>Total</b>	<b>26,549</b>	<b>9,427</b>	<b>35.5%</b>	<b>6,289</b>	<b>23.7%</b>	<b>3,389</b>	<b>12.8%</b>	<b>1,922</b>	<b>7.2%</b>	<b>5,522</b>	<b>20.8%</b>

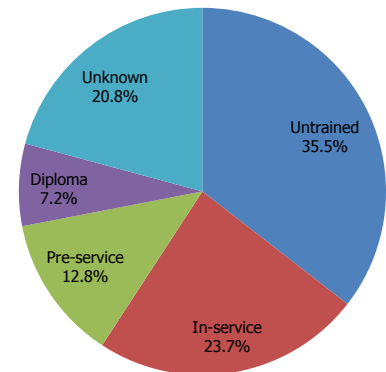
<sup>9</sup> <http://unesdoc.unesco.org/images/0014/001459/145990e.pdf>

- ✓ 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 teaching force. For example, one must note that although CE has the greatest number of primary school teachers, just over half of them have received teacher training. Nationally, in total, 43.7% of primary school teachers are trained, meaning 56.3% of teachers in primary education are untrained.

**Number of primary school teachers by professional qualification and gender, 2011**



**% of primary school teachers by professional qualification, 2011**



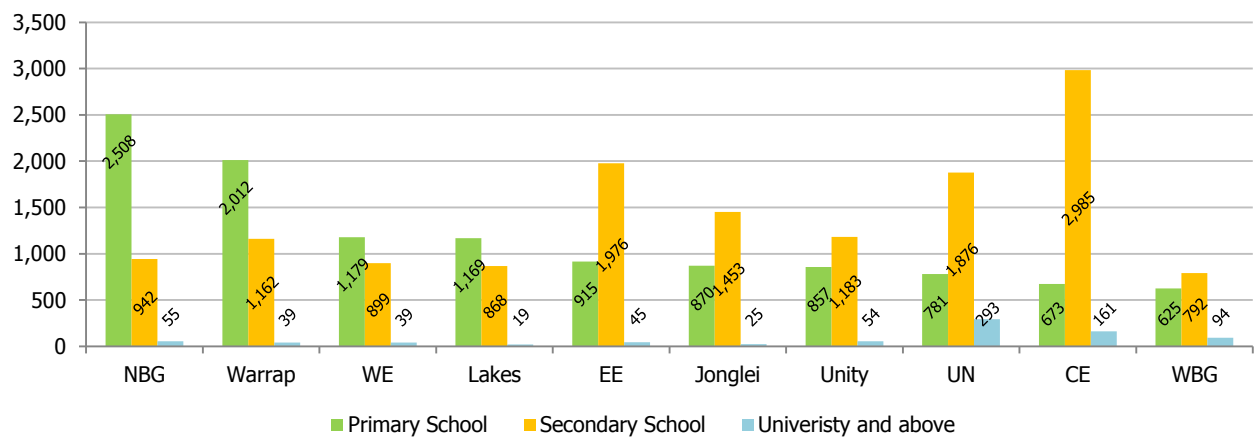
- ✓ It is important to track not only the number of teachers but also the percentage of trained teachers to measure the gaps in the quality of the teaching force and hence assist in the subsequent allocation of resources.
- ✓ There is a severe shortage of trained primary school teachers. About 7% of them hold a university degree or certificate; 36% of primary teachers are untrained.

**Number and % of primary school teachers by academic qualification and state, 2011**

State	Total	Primary School		Secondary School		University and above	
		Count	% total	Count	% total	Count	% total
CE	3,819	673	17.6%	2,985	78.2%	161	4.2%
EE	2,936	915	31.2%	1,976	67.3%	45	1.5%
Jonglei	2,348	870	37.1%	1,453	61.9%	25	1.1%
Lakes	2,056	1,169	56.9%	868	42.2%	19	0.9%
NBG	3,505	2,508	71.6%	942	26.9%	55	1.6%
UN	2,950	781	26.5%	1,876	63.6%	293	9.9%
Unity	2,094	857	40.9%	1,183	56.5%	54	2.6%
Warrap	3,213	2,012	62.6%	1,162	36.2%	39	1.2%
WBG	1,511	625	41.4%	792	52.4%	94	6.2%
WE	2,117	1,179	55.7%	899	42.5%	39	1.8%
<b>Total</b>	<b>26,549</b>	<b>11,589</b>	<b>43.7%</b>	<b>14,136</b>	<b>53.2%</b>	<b>824</b>	<b>3.1%</b>

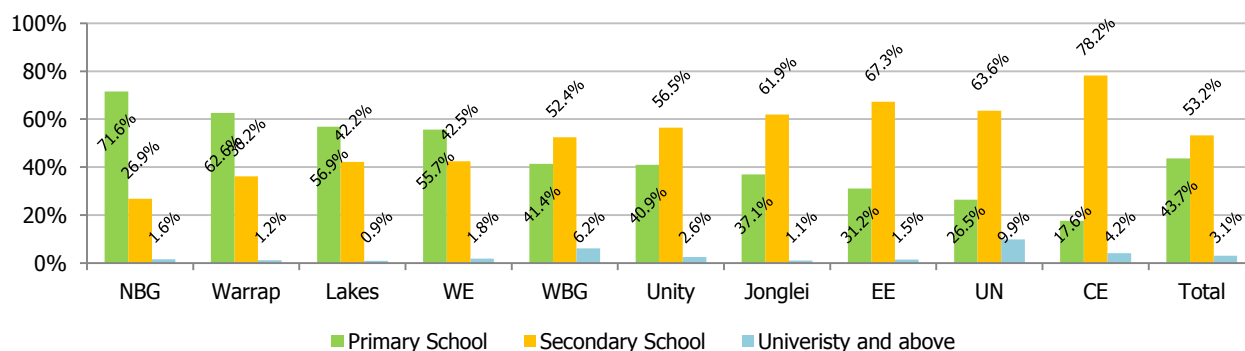
\* "Primary school" includes completion of primary and intermediate/lower secondary education levels. "Secondary school" attainment includes completion of secondary, O-level, and/or A-level education levels. "University and above" attainment includes completion of four (4) years of university education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

**Number of primary school teachers by academic qualification and state, 2011**





**% of primary school teachers by academic qualification and state, 2011**

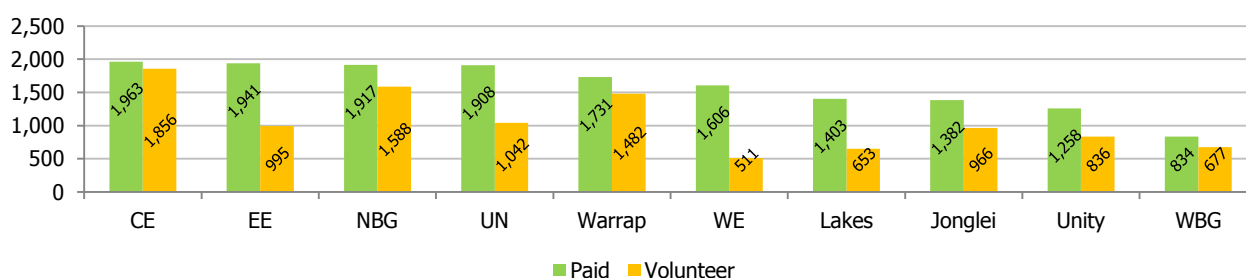


- ✓ It is important to track the academic qualification of teachers to measure the gaps in the quality of the teaching force.
- ✓ In four states, the majority of teachers have completed primary education. In the other six, the majority of the teachers have completed secondary education. University degree (or beyond) is very rare. Overall, secondary school completers comprise the largest percentage of teachers (53.2%).
- ✓ 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.

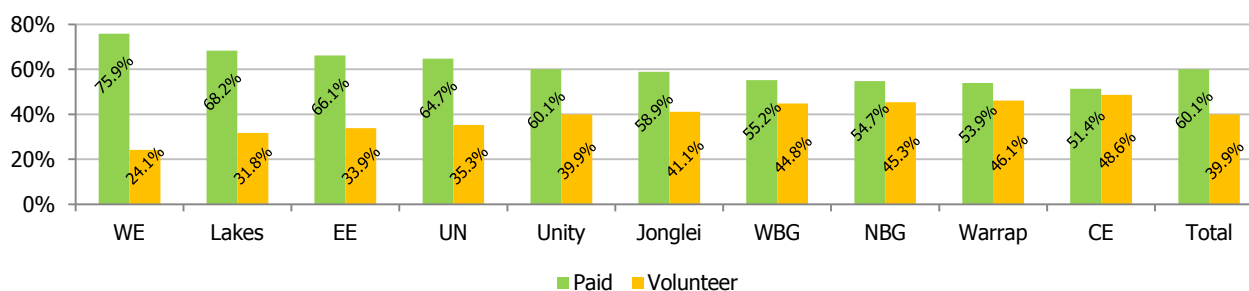
**Number and % of primary school teachers by employment status and state, 2011**

State	Total	Paid		Volunteer	
		Count	% total	Count	% total
CE	3,819	1,963	51.4%	1,856	48.6%
EE	2,936	1,941	66.1%	995	33.9%
Jonglei	2,348	1,382	58.9%	966	41.1%
Lakes	2,056	1,403	68.2%	653	31.8%
NBG	3,505	1,917	54.7%	1,588	45.3%
UN	2,950	1,908	64.7%	1,042	35.3%
Unity	2,094	1,258	60.1%	836	39.9%
Warrap	3,213	1,731	53.9%	1,482	46.1%
WBG	1,511	834	55.2%	677	44.8%
WE	2,117	1,606	75.9%	511	24.1%
Total	26,549	15,943	60.1%	10,606	39.9%

**Number of primary school teachers by employment status and state, 2011**



**% of primary school teachers by employment status and state, 2011**

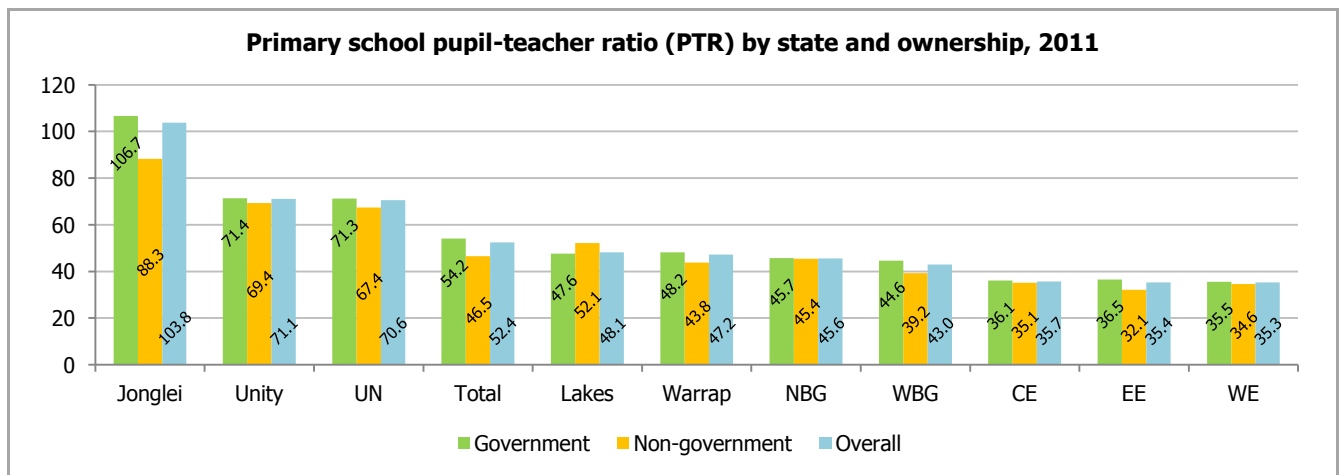


- ✓ The primary education sector relies heavily on volunteer teachers. In five states, more than 40% if the teachers are volunteers. Absorbing the volunteer teachers in the government system will have sizable cost implications. Nationally, 40% of the teaching force consists of volunteers.

### Primary school pupil-teacher ratio (PTR) by state and ownership, 2011

State	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
CE	136,387	3,819	35.7	85,242	2,363	36.1	51,145	1,456	35.1
EE	103,832	2,936	35.4	79,524	2,179	36.5	24,308	757	32.1
Jonglei	243,645	2,348	103.8	210,983	1,978	106.7	32,662	370	88.3
Lakes	98,963	2,056	48.1	87,081	1,828	47.6	11,882	228	52.1
NBG	159,997	3,505	45.6	123,455	2,700	45.7	36,542	805	45.4
UN	208,347	2,950	70.6	153,601	2,154	71.3	53,402	792	67.4
Unity	148,982	2,094	71.1	134,002	1,878	71.4	14,980	216	69.4
Warrap	151,718	3,213	47.2	121,204	2,517	48.2	30,514	696	43.8
WBG	65,036	1,511	43.0	47,498	1,064	44.6	17,538	447	39.2
WE	74,797	2,117	35.3	61,034	1,719	35.5	13,763	398	34.6
Total	1,391,704	26,549	52.4	1,103,624	20,380	54.2	286,736	6,165	46.5

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



- ✓ Primary PTR measures the level of human resources input in terms of the 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 the relative access of pupils to teachers. See section 3.3.1 for the calculation formula.
- ✓ PTR varies across each state. PTR in the Equatorias are low (around 36:1), while the PTR in Jonglei, Unity, and UN suggest need for increased teacher recruitment.
- ✓ A 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 (240,000+), as well as the highest PTR (104:1).
- ✓ 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.

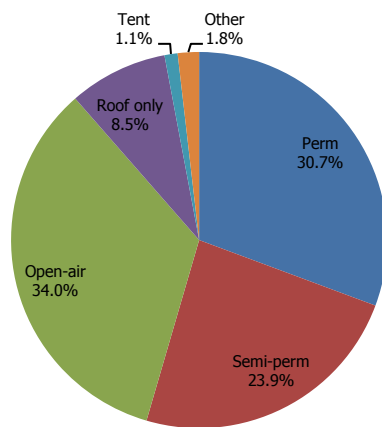
### 6.2.3. Classrooms

#### Number of primary school classrooms and pupil-classroom ratio (PCR) by state and type, 2011

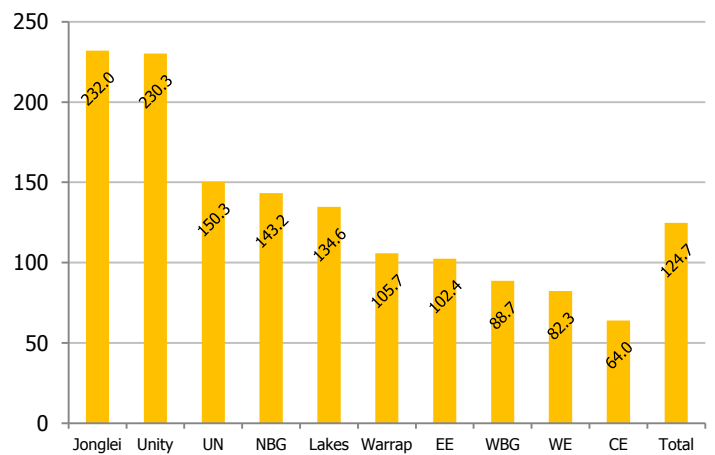
State	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
CE	2,766	1,356	775	369	157	21	88	64.0
EE	1,822	648	366	560	207	30	11	102.4
Jonglei	2,872	409	641	1,376	252	50	144	232.0
Lakes	1,787	432	303	895	121	11	25	134.6
NBG	2,274	598	519	885	225	27	20	143.2
UN	1,947	798	588	424	93	37	7	150.3
Unity	1,660	356	291	778	164	15	56	230.3
Warrap	2,615	502	933	944	226	-	10	105.7
WBG	957	511	222	127	76	19	2	88.7
WE	1,765	665	244	608	216	21	11	82.3
Total	20,465	6,275	4,882	6,966	1,737	231	374	124.7

- ✓ Primary PCR measures the level of basic facilities available in terms of number of class rooms in relation to the size of the pupil population. The higher the PCR, the lower the relative access of pupils to classrooms. The lower the PCR, the more conducive an environment is to learning/, resulting in improved pupil performance.
- ✓ All states present high pupil-classroom ratios (PCR); all states but CE, WBG 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 Jonglei has 2,872 classrooms, it has a high PCR of 232 pupils per classroom. On the contrary, CE has 2,766 classrooms with a lower PCR of 64 pupils per classroom.
- ✓ PCR at primary schools is high across all types of ownership. Community schools have the highest PCR (142), while private schools have the lowest PCR (69.7).

**% of primary school classrooms by type, 2011**



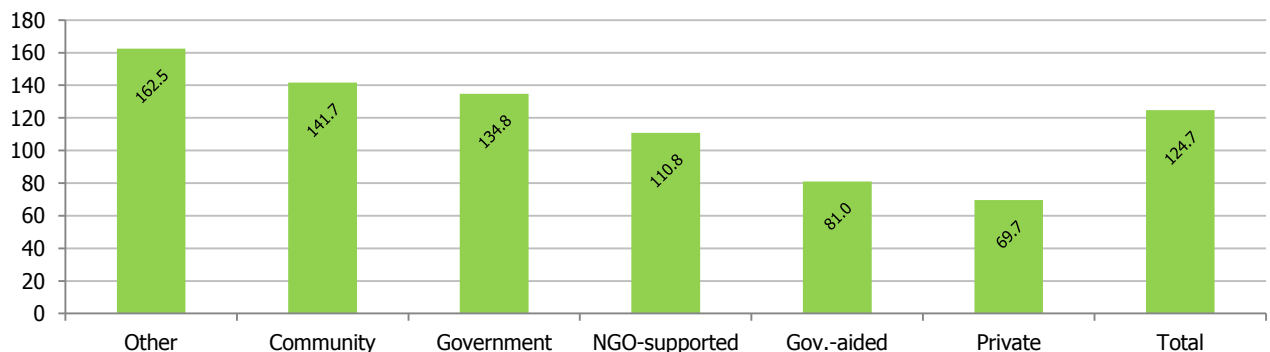
**Primary school pupil-classroom ratio (PCR) by state, 2011**



**Number of primary school classrooms and pupil-classroom ratio (PCR) by ownership type, 2011**

Ownership	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
Community	2,232	342	672	877	256	44	41	141.7
Gov.-aided	1,007	540	187	195	55	14	16	81.0
Government	15,000	4,437	3,314	5,496	1,328	137	288	134.8
NGO-supported	306	117	99	60	16	11	3	110.8
Private	1,486	733	506	139	62	23	23	69.7
Other	434	106	104	199	20	2	3	162.5
Total	20,465	6,275	4,882	6,966	1,737	231	374	124.7

**Primary school pupil-classroom ratio (PCR) by ownership, 2011**



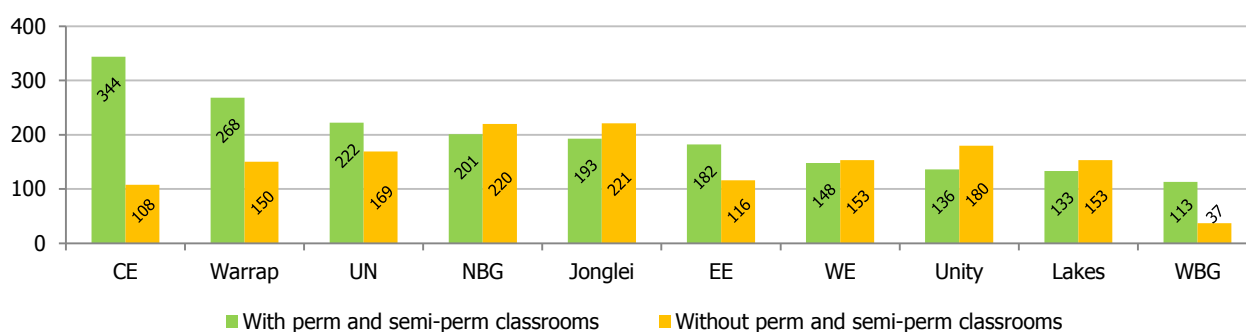
- ✓ The national average PCR is 124.7—meaning that, on average, 124 to 125 pupils share a classroom during instruction. This indicates a school's availability of infrastructural resources. The lowest PCR is found in schools under private ownership: 69.7, which is still very high. Government schools, which comprise 72.5% of all the schools, have a PCR of 134.8.

**Number and % of primary schools with permanent and semi-permanent classrooms, 2011**

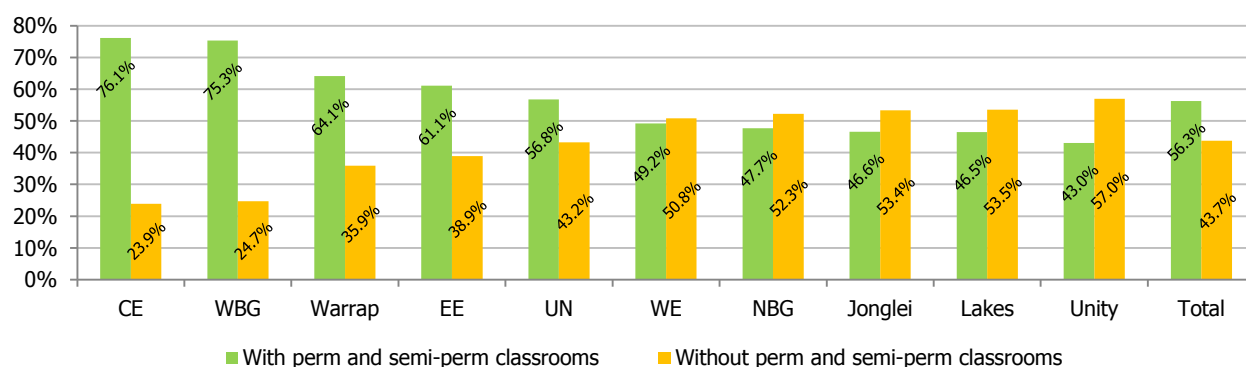
State	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
CE	452	344	76.1%	108	23.9%
EE	298	182	61.1%	116	38.9%
Jonglei	414	193	46.6%	221	53.4%
Lakes	286	133	46.5%	153	53.5%
NBG	421	201	47.7%	220	52.3%
UN	391	222	56.8%	169	43.2%
Unity	316	136	43.0%	180	57.0%
Warrap	418	268	64.1%	150	35.9%
WBG	150	113	75.3%	37	24.7%
WE	301	148	49.2%	153	50.8%
Total	3,447	1,940	56.3%	1,507	43.7%

- ✓ There is a large proportion of open-air, roof only, and tent primary school classrooms in South Sudan: 43.7%. These schools are unable to provide a safe, appropriate environment conducive to learning.

**Number of primary schools with and without perm. and semi-perm. classrooms by state, 2011**



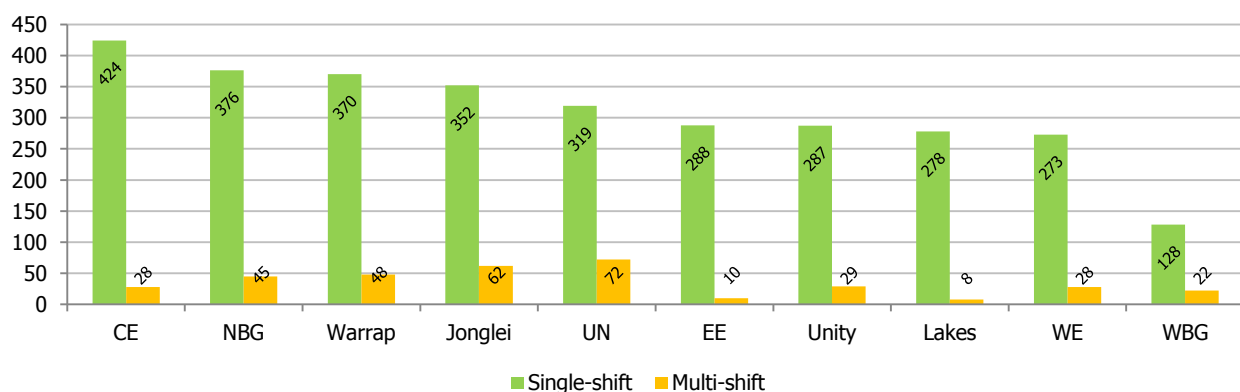
**% of primary schools with and without permanent and semi-permanent classrooms by state, 2011**



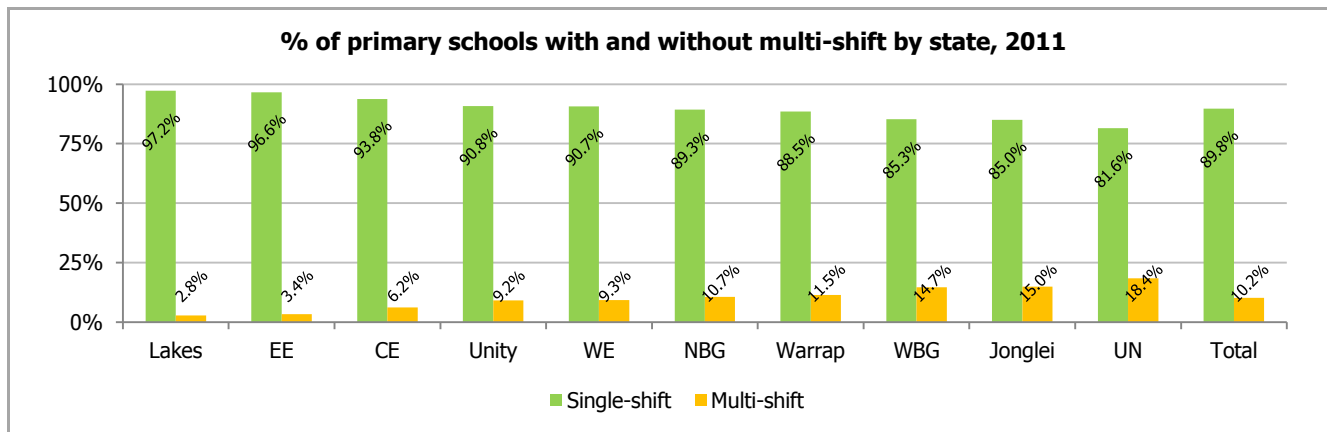
**Number and % of primary schools with and without multi-shift by state, 2011**

State	Total	Single-shift		Multi-shift	
		Count	% total	Count	% total
CE	452	424	93.8%	28	6.2%
EE	298	288	96.6%	10	3.4%
Jonglei	414	352	85.0%	62	15.0%
Lakes	286	278	97.2%	8	2.8%
NBG	421	376	89.3%	45	10.7%
UN	391	319	81.6%	72	18.4%
Unity	316	287	90.8%	29	9.2%
Warrap	418	370	88.5%	48	11.5%
WBG	150	128	85.3%	22	14.7%
WE	301	273	90.7%	28	9.3%
Total	3,447	3,095	89.8%	352	10.2%

**Number of primary schools with and without multi-shift by state, 2011**



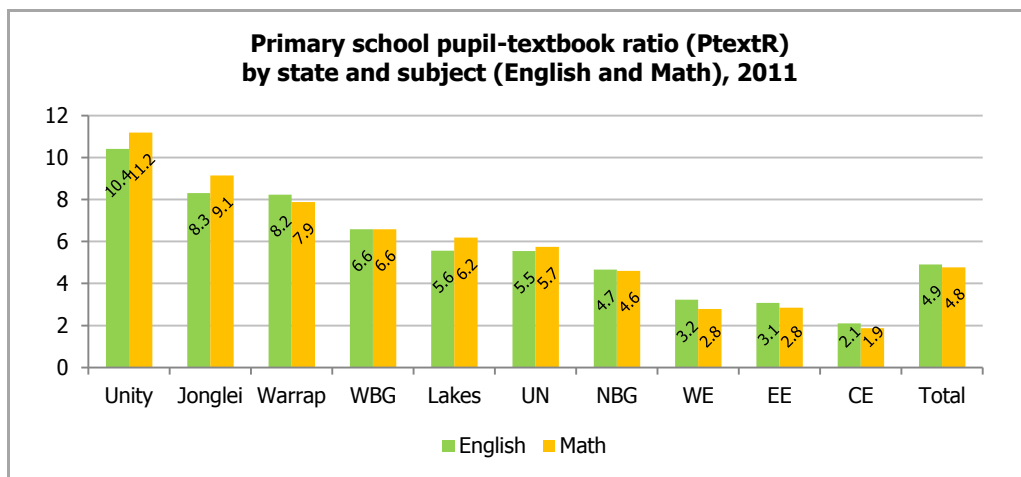
✓ Schools hold multiple shifts largely due to lack of resources—teachers, classrooms, finances, textbooks, etc.—to conduct a full-day session. In South Sudan, only about 10% of primary schools run multiple shifts. The large difference in the number of schools with single shift and multiple shifts is consistent throughout all 10 states.



#### 6.2.4. Curriculum and instruction

##### Primary school pupil-textbook ratio (PTextR) by state and subject (English and Math), 2011

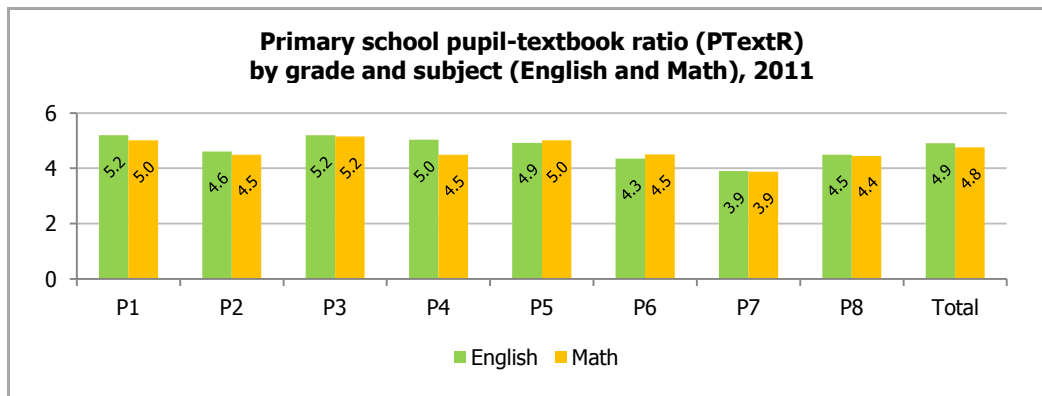
State	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
CE	136,387	65,149	2.1	72,697	1.9
EE	103,832	33,816	3.1	36,533	2.8
Jonglei	243,645	29,329	8.3	26,655	9.1
Lakes	98,963	17,781	5.6	16,013	6.2
NBG	159,997	34,353	4.7	34,796	4.6
UN	208,347	37,600	5.5	36,236	5.7
Unity	148,982	14,312	10.4	13,309	11.2
Warrap	151,718	18,426	8.2	19,247	7.9
WBG	65,036	9,891	6.6	9,876	6.6
WE	74,797	23,221	3.2	26,891	2.8
Total	1,391,704	283,878	4.9	292,253	4.8



- ✓ Average pupil-textbook ratio (PTextR) is 4.9 for English and 4.8 for Math. This means that 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, 10-11 pupils share one textbook in UN.

##### Primary school pupil-textbook ratio (PTextR) by grade and subject (English and Math), 2011

Grade	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
P1	417,254	80,336	5.2	83,215	5.0
P2	282,570	61,340	4.6	62,909	4.5
P3	235,939	45,443	5.2	45,763	5.2
P4	188,248	37,407	5.0	41,930	4.5
P5	118,049	23,968	4.9	23,541	5.0
P6	74,542	17,144	4.3	16,545	4.5
P7	44,575	11,439	3.9	11,483	3.9
P8	30,527	6,801	4.5	6,867	4.4
Total	1,391,704	283,878	4.9	292,253	4.8



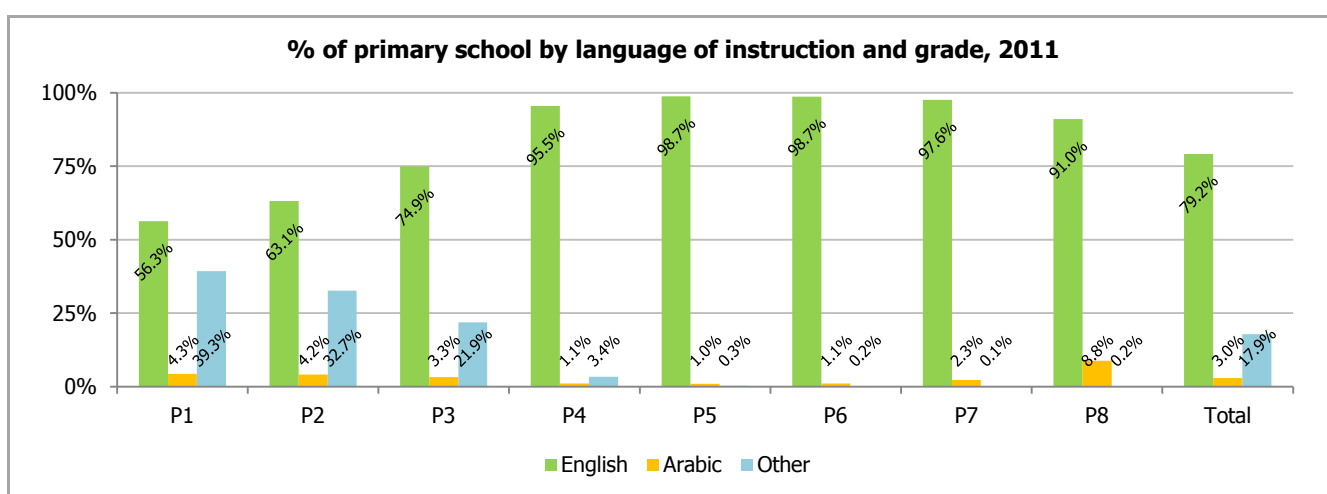
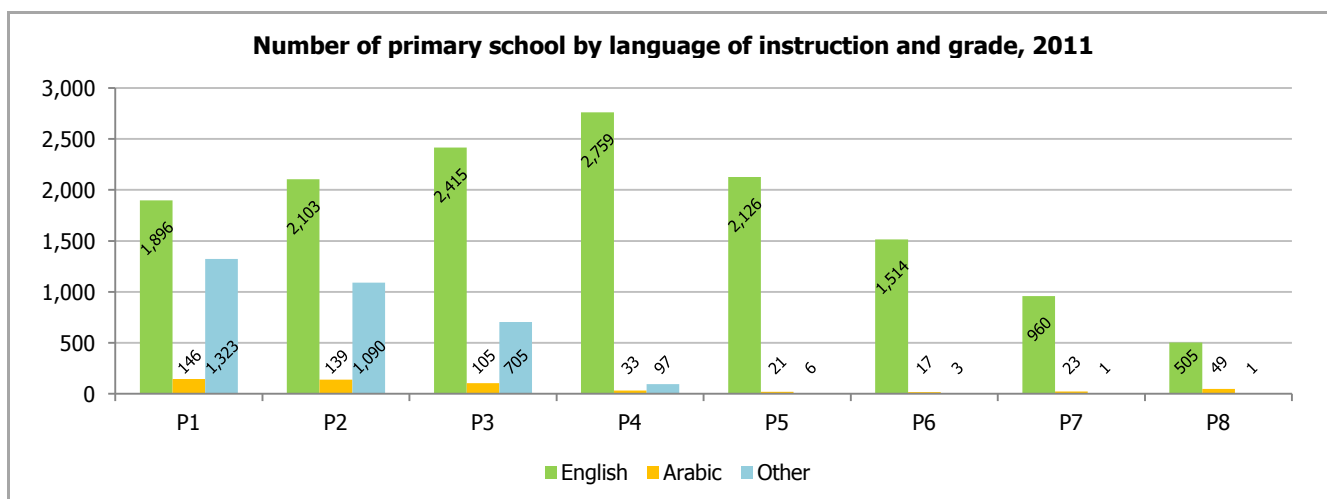
- ✓ The pupil-textbook ratio (PTextR) for both English and Math are slightly higher in grades P1-P5.
- ✓ The decline in PTextR in the upper grade levels can be attributed to the rapid decline in the number of students in those grade levels.

**Number of primary schools by language of instruction and grade, 2011**

Language	P1	P2	P3	P4	P5	P6	P7	P8
English	1,896	2,103	2,415	2,759	2,126	1,514	960	505
	56.3%	63.1%	74.9%	95.5%	98.7%	98.7%	97.6%	91.0%
Arabic	146	139	105	33	21	17	23	49
	4.3%	4.2%	3.3%	1.1%	1.0%	1.1%	2.3%	8.8%
Other	1,323	1,090	705	97	6	3	1	1
	39.3%	32.7%	21.9%	3.4%	0.3%	0.2%	0.1%	0.2%
<b>Total</b>	<b>3,365</b>	<b>3,332</b>	<b>3,225</b>	<b>2,889</b>	<b>2,153</b>	<b>1,534</b>	<b>984</b>	<b>555</b>

\* 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.



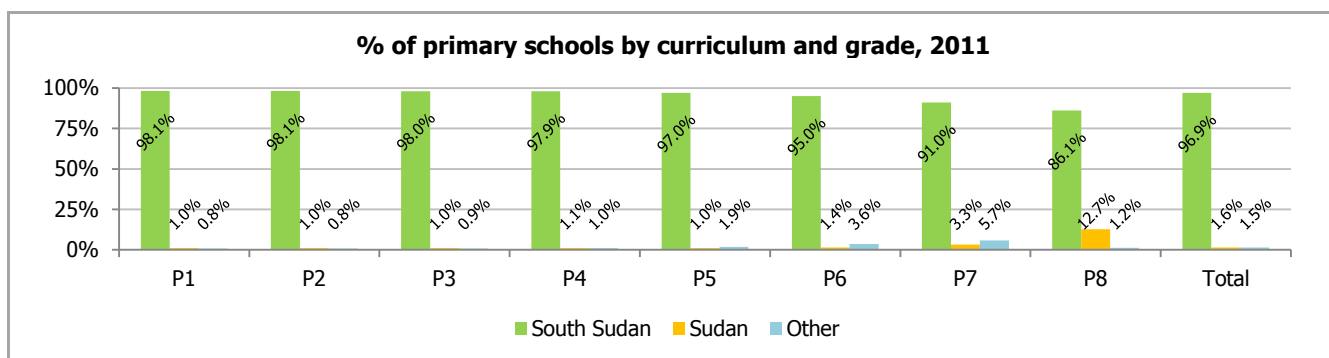
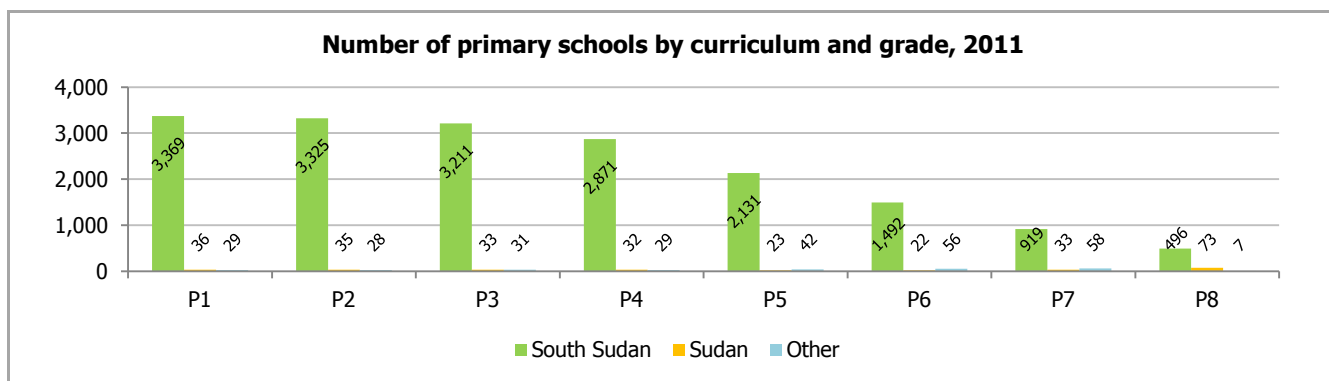
- ✓ As the official language of instruction in South Sudan, English is the most commonly used language of instruction in primary schools, especially in the upper primary grade levels. From P5-P8 over 90% of primary schools are taught in English.
- ✓ Note in the lower primary grade levels P1-P3, "other", signifying the various different Mother Tongue languages in South Sudan, represents a significant proportion of primary school languages of instruction.
- ✓ Use of Arabic, though minimal across the board, maintains its influence across P1-P3 and then again at P8.

### Number and % of primary schools by curriculum and grade, 2011

Curriculum	P1	P2	P3	P4	P5	P6	P7	P8
South Sudan	3,369	3,325	3,211	2,871	2,131	1,492	919	496
	98.1%	98.1%	98.0%	97.9%	97.0%	95.0%	91.0%	86.1%
Uganda	16	16	17	16	33	48	54	3
	0.5%	0.5%	0.5%	0.5%	1.5%	3.1%	5.3%	0.5%
Kenya	9	9	11	10	7	6	3	3
	0.3%	0.3%	0.3%	0.3%	0.3%	0.4%	0.3%	0.5%
Sudan	36	35	33	32	23	22	33	73
	1.0%	1.0%	1.0%	1.1%	1.0%	1.4%	3.3%	12.7%
Other	4	3	3	3	2	2	1	1
	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%
<b>Total</b>	<b>3,434</b>	<b>3,388</b>	<b>3,275</b>	<b>2,932</b>	<b>2,196</b>	<b>1,570</b>	<b>1,010</b>	<b>576</b>

\* This section only counts 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 South Sudan have adapted the South Sudanese curriculum. A few schools that lack South Sudanese instruction materials use Kenyan, Ugandan, and Ethiopian curricula.
- ✓ The use of "other", -nearly 100% of which consists of traditional Sudanese curriculum- represents the smallest proportion of curricula being utilised.

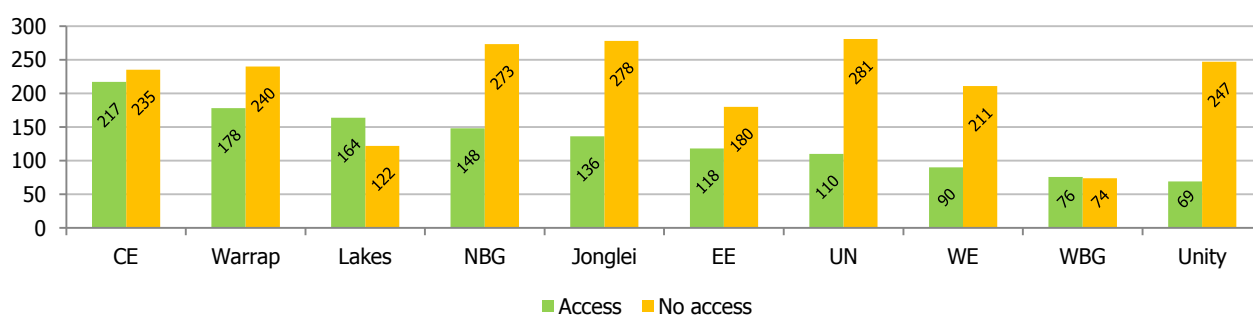
### 6.2.5. Facilities

#### Number and % of primary schools with and without access to drinking water by state, 2011

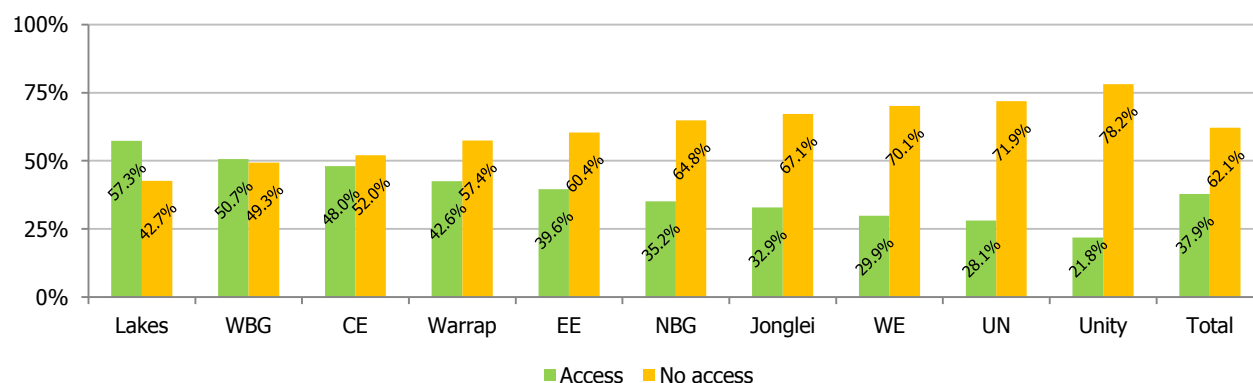
State	Schools	Access		No access	
		Count	% total	Count	% total
CE	452	217	48.0%	235	52.0%
EE	298	118	39.6%	180	60.4%
Jonglei	414	136	32.9%	278	67.1%
Lakes	286	164	57.3%	122	42.7%
NBG	421	148	35.2%	273	64.8%
UN	391	110	28.1%	281	71.9%
Unity	316	69	21.8%	247	78.2%
Warrap	418	178	42.6%	240	57.4%
WBG	150	76	50.7%	74	49.3%
WE	301	90	29.9%	211	70.1%
<b>Total</b>	<b>3,447</b>	<b>1,306</b>	<b>37.9%</b>	<b>2,141</b>	<b>62.1%</b>

- ✓ Resources should be secured across all states to ensure that schools have greater access to water to provide an environment more conducive to learning. Inadequate access to drinking water can lead to pupils not attending or underperforming in school.
- ✓ With the exception of Lakes, and WBG, the majority of primary schools do not have access to drinking water. 62.1% of primary schools do not have access to drinking water. Note that Unity has the highest percentage of inaccessibility to drinking water (78.2%).

**Number of primary schools with access to drinking water by state, 2011**



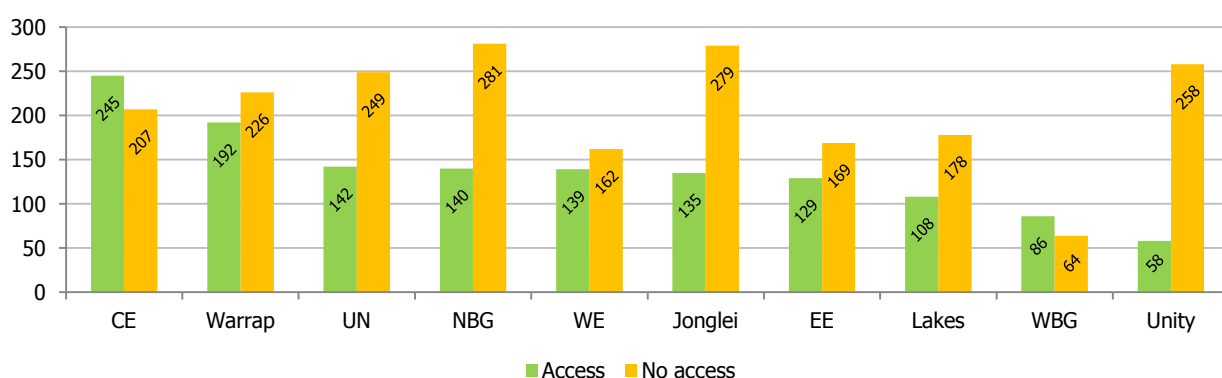
**% of primary schools with access to drinking water by state, 2011**



**Number and % of primary schools with and without access to latrine by state, 2011**

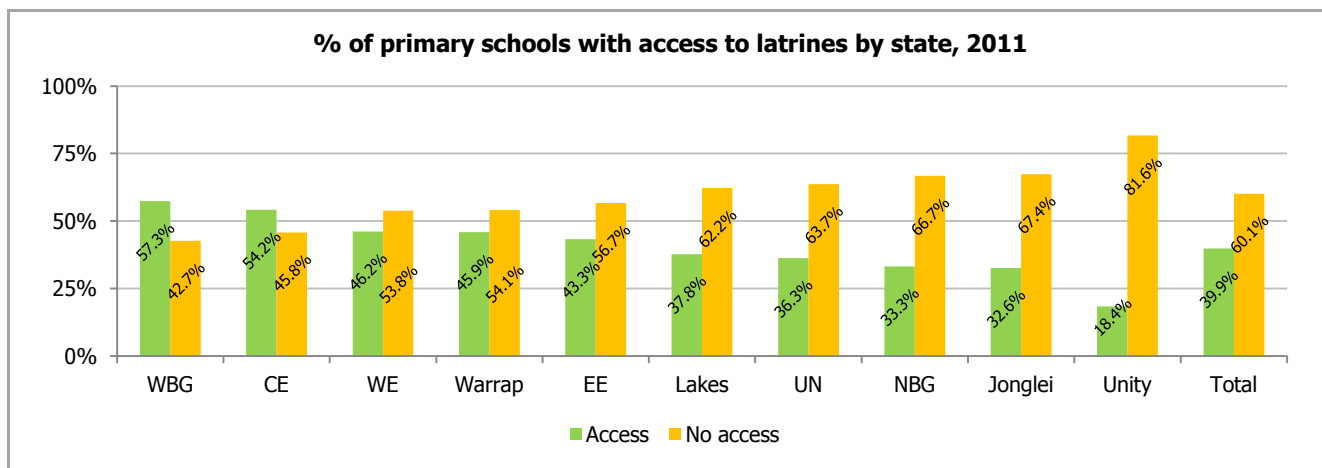
State	Schools	Access		No access	
		Count	% total	Count	% total
CE	452	245	54.2%	207	45.8%
EE	298	129	43.3%	169	56.7%
Jonglei	414	135	32.6%	279	67.4%
Lakes	286	108	37.8%	178	62.2%
NBG	421	140	33.3%	281	66.7%
UN	391	142	36.3%	249	63.7%
Unity	316	58	18.4%	258	81.6%
Warrap	418	192	45.9%	226	54.1%
WBG	150	86	57.3%	64	42.7%
WE	301	139	46.2%	162	53.8%
Total	3,447	1,374	39.9%	2,073	60.1%

**Number of primary schools with access to latrines by state, 2011**



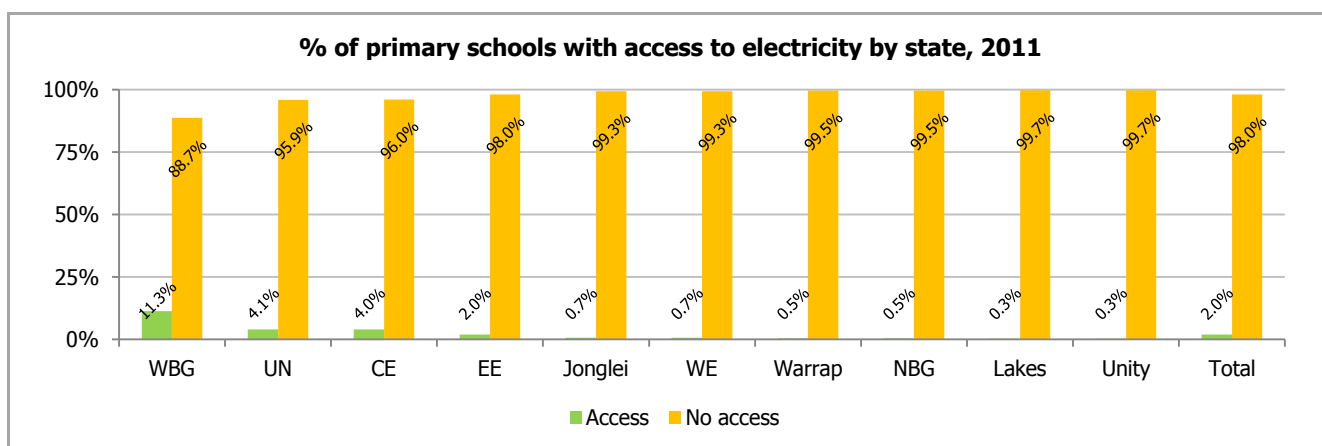
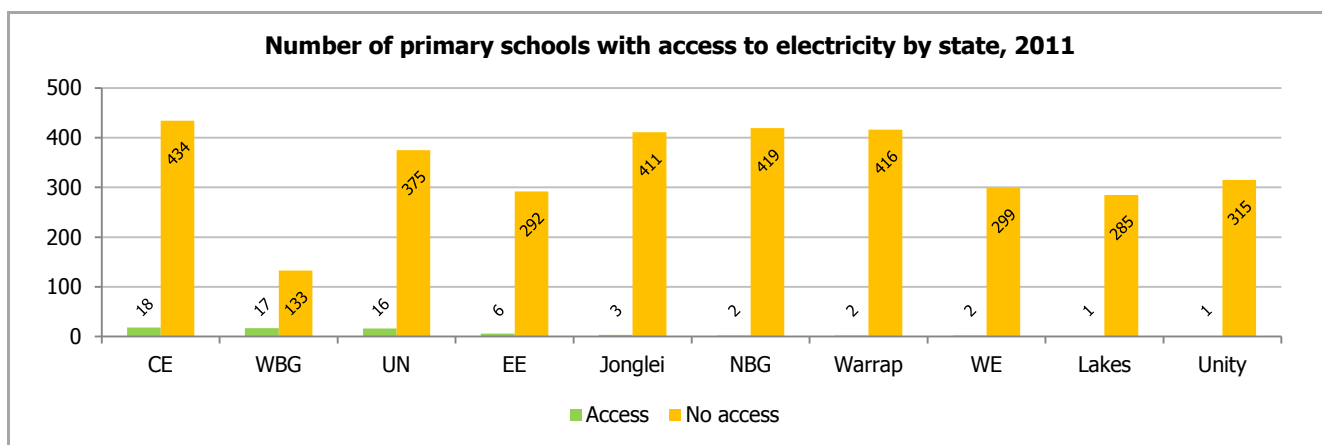
- ✓ Inadequate access to latrines can lead to pupil illness, underperformance and non-attendance in schools.
- ✓ With the exception of WBG, and CE, the majority of primary schools have little to no access to latrines. 60.1% of primary schools do not have access to latrines. Note that Unity has the highest percentage of inaccessibility to latrines at 81.6%.
- ✓ Resources should be secured across all states to ensure that schools have greater access to latrines to provide an environment more conducive to learning, especially for female students.





**Number and % of primary schools with and without access to electricity by state, 2011**

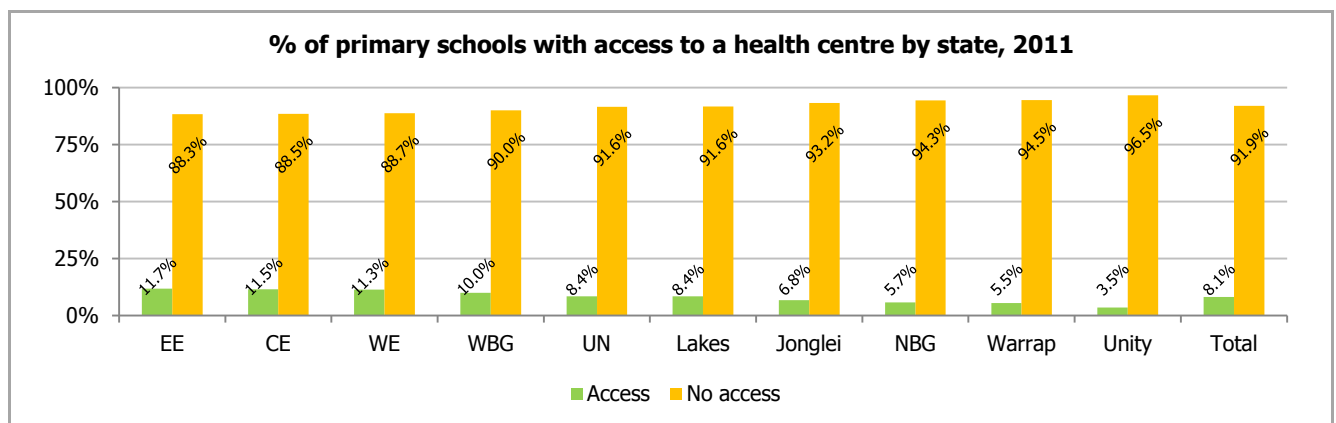
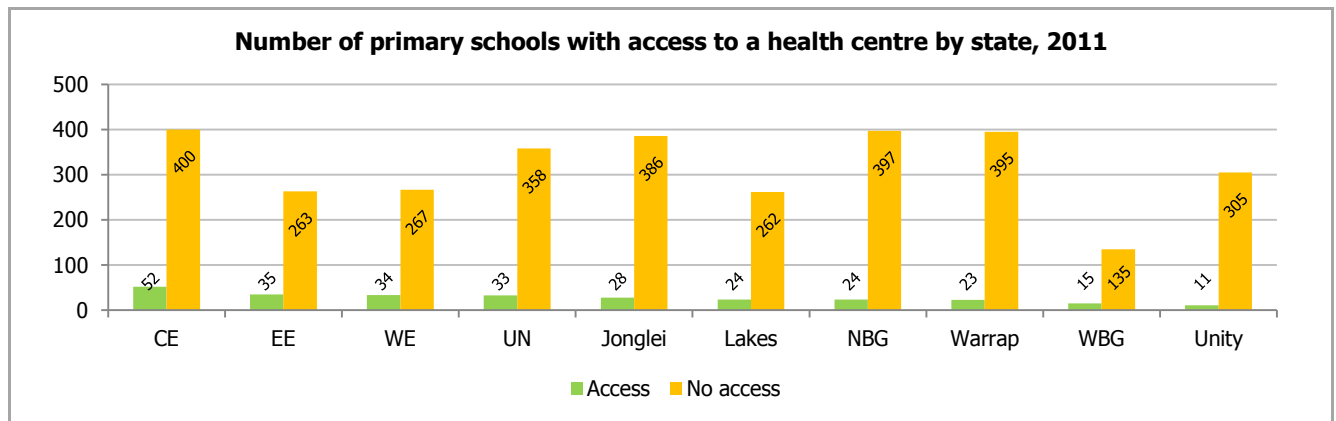
State	Schools	Access		No access	
		Count	% total	Count	% total
CE	452	18	4.0%	434	96.0%
EE	298	6	2.0%	292	98.0%
Jonglei	414	3	0.7%	411	99.3%
Lakes	286	1	0.3%	285	99.7%
NBG	421	2	0.5%	419	99.5%
UN	391	16	4.1%	375	95.9%
Unity	316	1	0.3%	315	99.7%
Warrap	418	2	0.5%	416	99.5%
WBG	150	17	11.3%	133	88.7%
WE	301	2	0.7%	299	99.3%
Total	3,447	68	2.0%	3,379	98.0%



- ✓ There is almost complete inaccessibility to electricity in all 10 states. Only 2% of primary schools that have access to electricity.
- ✓ Note in WBG, a small proportion of schools have access to electricity: 11.3%.

## Number and % of primary schools with and without access to health centre by state, 2011

State	Schools	Access		No access	
		Count	% total	Count	% total
CE	452	52	11.5%	400	88.5%
EE	298	35	11.7%	263	88.3%
Jonglei	414	28	6.8%	386	93.2%
Lakes	286	24	8.4%	262	91.6%
NBG	421	24	5.7%	397	94.3%
UN	391	33	8.4%	358	91.6%
Unity	316	11	3.5%	305	96.5%
Warrap	418	23	5.5%	395	94.5%
WBG	150	15	10.0%	135	90.0%
WE	301	34	11.3%	267	88.7%
Total	3,447	279	8.1%	3,168	91.9%



- ✓ There is almost complete inaccessibility to health centres in all 10 states. Over 90% of primary schools in South Sudan do not have access to health centers in the primary schools.

## 6.3. Student flow

### 6.3.1. Promotion rate

#### Primary school promotion rate by state and grade, 2010-2011

State	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	64.4%	79.1%	78.0%	62.6%	64.8%	72.6%	53.0%
EE	56.9%	68.0%	72.3%	60.3%	55.6%	49.2%	54.7%
Jonglei	61.9%	70.7%	66.4%	50.1%	49.1%	43.2%	38.8%
Lakes	53.6%	62.5%	59.8%	55.3%	55.6%	61.2%	59.6%
NBG	52.8%	78.0%	80.2%	64.2%	67.6%	73.5%	85.6%
UN	81.7%	87.4%	81.0%	62.3%	66.6%	72.7%	86.2%
Unity	54.5%	70.6%	69.3%	58.3%	67.1%	70.2%	116.8%*
Warrap	50.9%	60.7%	58.4%	50.1%	41.9%	41.8%	51.9%
WBG	69.1%	79.3%	77.3%	71.1%	67.4%	71.3%	74.6%
WE	67.8%	82.9%	73.9%	68.7%	73.9%	68.8%	76.3%
Average	60.2%	73.0%	70.8%	58.4%	59.0%	61.5%	68.6%

\* Promotion exceeding 100% occur due to high increase in enrolment between 2010 and 2011.

### Primary school promotion rate for male pupils by state and grade, 2010-2011

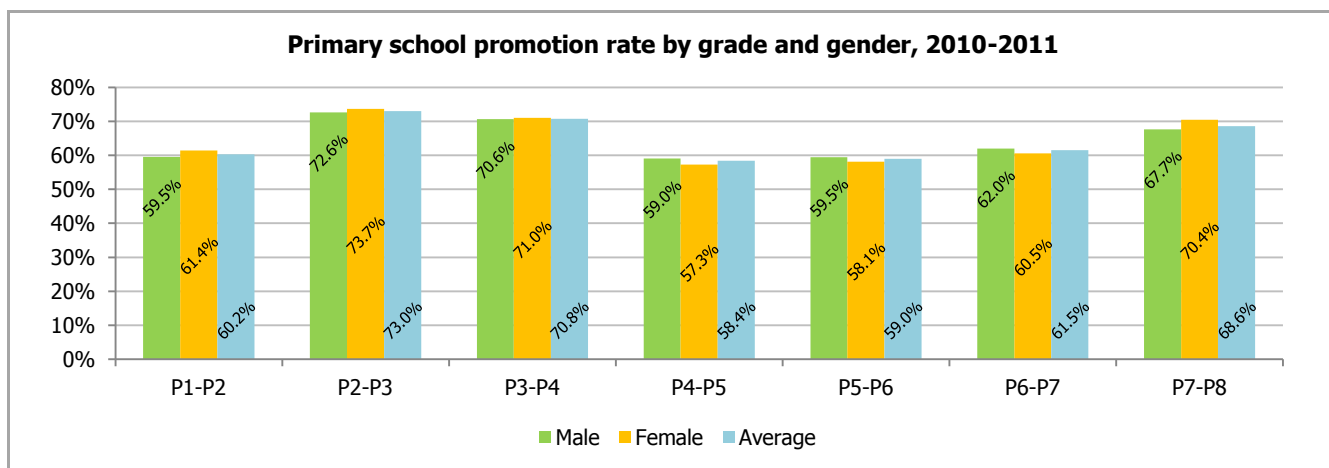
State	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	64.4%	77.7%	80.7%	64.1%	67.5%	77.0%	51.8%
EE	56.7%	68.8%	72.2%	61.9%	58.2%	53.8%	60.2%
Jonglei	62.5%	72.5%	67.4%	51.6%	52.0%	46.2%	38.6%
Lakes	53.4%	62.8%	59.8%	56.4%	54.4%	60.3%	61.6%
NBG	53.8%	78.4%	81.1%	66.0%	68.0%	72.7%	84.0%
UN	81.4%	87.4%	79.6%	62.3%	65.8%	70.5%	81.9%
Unity	51.2%	68.0%	67.3%	57.8%	63.2%	69.3%	123.0%*
Warrap	51.0%	60.5%	58.6%	49.4%	42.9%	43.3%	52.7%
WBG	70.3%	82.0%	80.2%	76.4%	71.8%	73.5%	68.2%
WE	67.6%	84.2%	76.7%	69.6%	76.1%	67.5%	78.2%
Average	59.5%	72.6%	70.6%	59.0%	59.5%	62.0%	67.7%

\* Promotion exceeding 100% occur due to high increase in enrolment between 2010 and 2011.

### Primary school promotion rate for female pupils by state and grade, 2010-2011

State	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	64.4%	80.8%	75.1%	60.9%	61.5%	67.6%	54.8%
EE	57.4%	66.9%	72.5%	57.9%	51.8%	41.8%	44.2%
Jonglei	60.9%	67.9%	64.8%	47.6%	44.3%	37.6%	39.4%
Lakes	54.0%	61.8%	59.8%	52.4%	58.9%	63.7%	54.0%
NBG	51.1%	77.2%	78.3%	59.9%	66.4%	75.7%	91.2%
UN	82.1%	87.4%	83.0%	62.4%	67.7%	76.0%	92.3%
Unity	60.6%	75.4%	73.2%	59.2%	76.2%	72.2%	103.3%*
Warrap	50.9%	61.3%	57.7%	52.0%	39.0%	37.1%	48.8%
WBG	67.3%	75.4%	72.8%	62.7%	60.1%	67.9%	86.5%
WE	68.0%	81.5%	70.4%	67.5%	70.7%	71.0%	73.2%
Average	61.4%	73.7%	71.0%	57.3%	58.1%	60.5%	70.4%

\* Promotion exceeding 100% occur due to high increase in enrolment between 2010 and 2011.



- ✓ Promotion rate is highest between P2-P3 at 73.0% and lowest in P4-P5 at 58.4%. Rates are relatively consistent across gender with no major disparities.

### 6.3.2. Repetition rate

#### Primary school repetition rate by state and grade, 2010-2011

State	P1	P2	P3	P4	P5	P6	P7	P8
CE	19.9%	13.5%	14.8%	16.0%	15.3%	13.5%	9.7%	7.5%
EE	10.1%	9.3%	10.2%	11.8%	13.1%	11.2%	9.7%	3.6%
Jonglei	18.3%	7.9%	7.1%	6.7%	5.7%	6.2%	8.4%	4.4%
Lakes	11.1%	7.9%	6.5%	6.4%	5.4%	5.8%	6.7%	4.6%
NBG	16.3%	9.9%	8.7%	7.4%	6.9%	5.5%	5.4%	3.9%
UN	23.9%	7.4%	6.7%	6.2%	6.8%	7.0%	4.6%	9.6%
Unity	12.9%	6.4%	5.7%	5.7%	5.2%	6.3%	4.2%	7.1%
Warrap	15.1%	7.1%	6.4%	5.8%	4.8%	4.9%	3.6%	7.8%
WBG	17.5%	10.7%	9.0%	9.7%	8.0%	4.7%	5.5%	4.8%
WE	16.3%	14.1%	13.3%	12.4%	12.1%	10.1%	10.1%	14.4%
Average	16.3%	8.7%	8.2%	8.3%	8.1%	7.8%	6.7%	7.2%

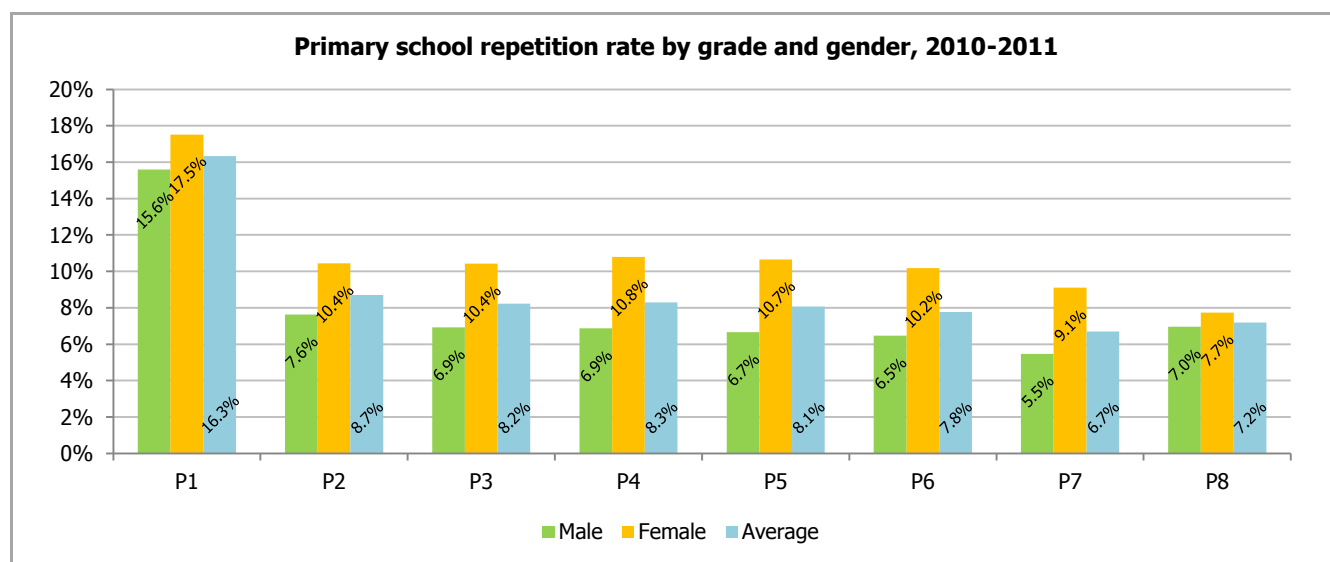
- ✓ Repetition rate is highest in P1 at 16.3% and lowest in P7 at 6.7%. Rates vary across gender with females more likely to repeat at each grade level.

### Primary school repetition rate for male pupils by state and grade, 2010-2011

State	P1	P2	P3	P4	P5	P6	P7	P8
CE	19.5%	12.7%	14.1%	14.8%	14.1%	12.9%	8.3%	7.5%
EE	9.5%	8.6%	8.3%	10.4%	11.4%	9.3%	8.1%	3.4%
Jonglei	19.1%	6.9%	5.8%	5.6%	4.8%	5.0%	7.5%	5.2%
Lakes	10.3%	6.5%	5.5%	4.9%	4.2%	4.4%	5.4%	4.1%
NBG	15.2%	8.6%	7.3%	6.0%	5.7%	4.4%	3.3%	3.2%
UN	23.5%	6.5%	5.8%	5.3%	6.0%	6.4%	4.0%	9.5%
Unity	11.5%	5.5%	4.5%	4.6%	3.9%	4.7%	3.7%	7.3%
Warrap	14.0%	6.0%	5.4%	5.0%	4.0%	4.4%	3.3%	7.5%
WBG	16.0%	10.0%	7.7%	7.2%	6.7%	4.3%	4.0%	4.0%
WE	16.8%	13.8%	13.0%	11.4%	10.8%	8.1%	8.3%	16.0%
Average	15.6%	7.6%	6.9%	6.9%	6.7%	6.5%	5.5%	7.0%

### Primary school repetition rate for female pupils by state and grade, 2010-2011

State	P1	P2	P3	P4	P5	P6	P7	P8
CE	20.3%	14.5%	15.6%	17.4%	16.7%	14.3%	11.6%	7.5%
EE	11.0%	10.2%	13.3%	13.8%	15.6%	14.3%	12.6%	3.9%
Jonglei	17.0%	9.3%	9.2%	8.5%	7.4%	8.5%	10.6%	2.6%
Lakes	12.8%	10.7%	8.8%	10.1%	9.0%	9.7%	10.5%	6.3%
NBG	18.2%	12.2%	11.4%	10.7%	10.6%	8.9%	12.4%	8.0%
UN	24.6%	8.6%	7.9%	7.5%	7.9%	7.7%	5.5%	9.8%
Unity	15.6%	8.2%	8.1%	7.9%	8.2%	9.7%	5.3%	6.3%
Warrap	17.3%	9.6%	8.8%	8.3%	7.3%	6.4%	4.8%	9.7%
WBG	19.7%	11.7%	10.9%	13.8%	10.3%	5.3%	8.3%	6.3%
WE	15.7%	14.5%	13.8%	13.7%	14.0%	13.5%	12.9%	11.0%
Average	17.5%	10.4%	10.4%	10.8%	10.7%	10.2%	9.1%	7.7%



### 6.3.3. Dropout rate

#### Primary school dropout rate by state and grade, 2010-2011

State	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	15.7%	7.3%	7.1%	21.4%	19.9%	13.8%	37.3%
EE	32.9%	22.7%	17.5%	27.9%	31.3%	39.6%	35.7%
Jonglei	19.9%	21.5%	26.5%	43.2%	45.2%	50.6%	52.8%
Lakes	35.3%	29.7%	33.7%	38.4%	39.0%	33.0%	33.7%
NBG	30.9%	12.1%	11.2%	28.4%	25.4%	20.9%	9.0%
UN	-5.6%*	5.2%	12.4%	31.4%	26.6%	20.3%	9.2%
Unity	32.6%	23.0%	24.9%	36.1%	27.7%	23.5%	-21.0%*
Warrap	34.0%	32.2%	35.2%	44.1%	53.3%	53.3%	44.5%
WBG	13.4%	10.0%	13.7%	19.2%	24.6%	24.0%	19.9%
WE	15.9%	2.9%	12.8%	18.9%	14.0%	21.0%	13.6%
Average	23.4%	18.3%	21.0%	33.3%	32.9%	30.8%	24.7%

\* Negative dropout rates occur due to high increase in enrolment between 2010 and 2011.

### Primary school dropout rate for male pupils by state and grade, 2010-2011

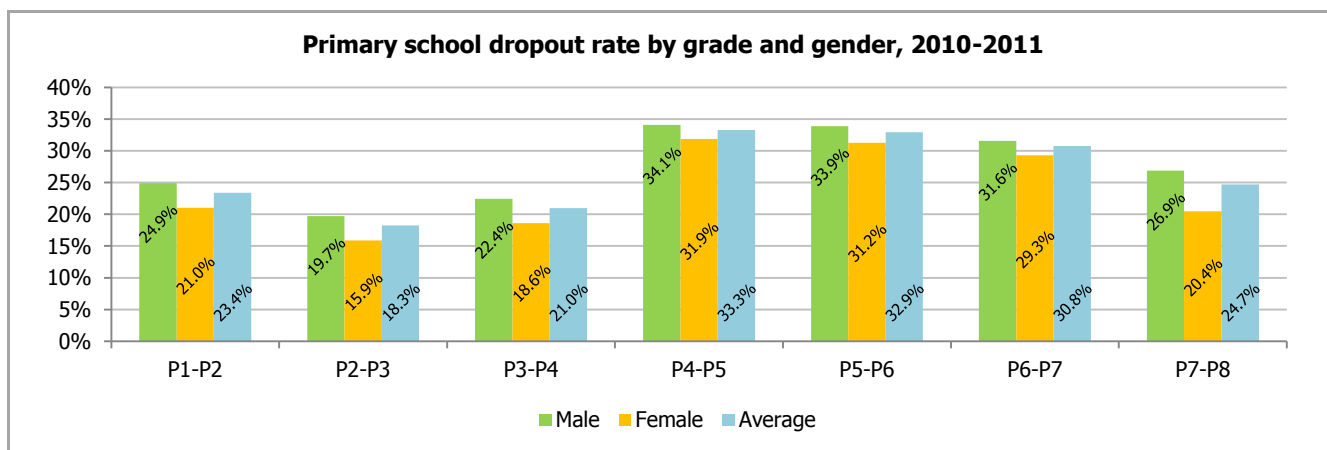
State	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	16.1%	9.6%	5.1%	21.1%	18.4%	10.1%	39.9%
EE	33.8%	22.5%	19.5%	27.7%	30.4%	36.8%	31.7%
Jonglei	18.4%	20.6%	26.8%	42.9%	43.2%	48.8%	53.9%
Lakes	36.4%	30.7%	34.7%	38.7%	41.4%	35.2%	33.0%
NBG	30.9%	12.9%	11.6%	28.0%	26.3%	22.9%	12.8%
UN	-4.9%*	6.0%	14.6%	32.4%	28.1%	23.1%	14.1%
Unity	37.4%	26.6%	28.2%	37.6%	33.0%	26.0%	-26.7%*
Warrap	35.0%	33.5%	36.0%	45.6%	53.1%	52.3%	44.0%
WBG	13.7%	8.0%	12.1%	16.4%	21.5%	22.2%	27.7%
WE	15.6%	2.0%	10.3%	19.0%	13.2%	24.3%	13.4%
Average	24.9%	19.7%	22.4%	34.1%	33.9%	31.6%	26.9%

\* Negative dropout rates occur due to high increase in enrolment between 2010 and 2011.

### Primary school dropout rate for female pupils by state and grade, 2010-2011

State	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	15.3%	4.7%	9.3%	21.7%	21.8%	18.1%	33.6%
EE	31.6%	23.0%	14.2%	28.3%	32.6%	43.9%	43.2%
Jonglei	22.1%	22.7%	25.9%	43.9%	48.4%	53.9%	50.0%
Lakes	33.3%	27.5%	31.4%	37.5%	32.1%	26.6%	35.5%
NBG	30.7%	10.6%	10.4%	29.4%	23.0%	15.4%	-3.6%*
UN	-6.7%*	4.1%	9.2%	30.0%	24.4%	16.3%	2.2%
Unity	23.8%	16.4%	18.7%	32.9%	15.6%	18.1%	-8.5%*
Warrap	31.9%	29.0%	33.5%	39.7%	53.7%	56.5%	46.5%
WBG	13.0%	12.9%	16.3%	23.6%	29.7%	26.8%	5.2%
WE	16.3%	4.0%	15.8%	18.8%	15.3%	15.5%	13.9%
Average	21.0%	15.9%	18.6%	31.9%	31.2%	29.3%	20.4%

\* Negative dropout rates occur due to high increase in enrolment between 2010 and 2011.



- ✓ Dropout rate is highest in P4-P5 at 33.3% and lowest in P2-P3 at 18.3%. Rates vary across gender with males slightly more likely to dropout at each grade level.

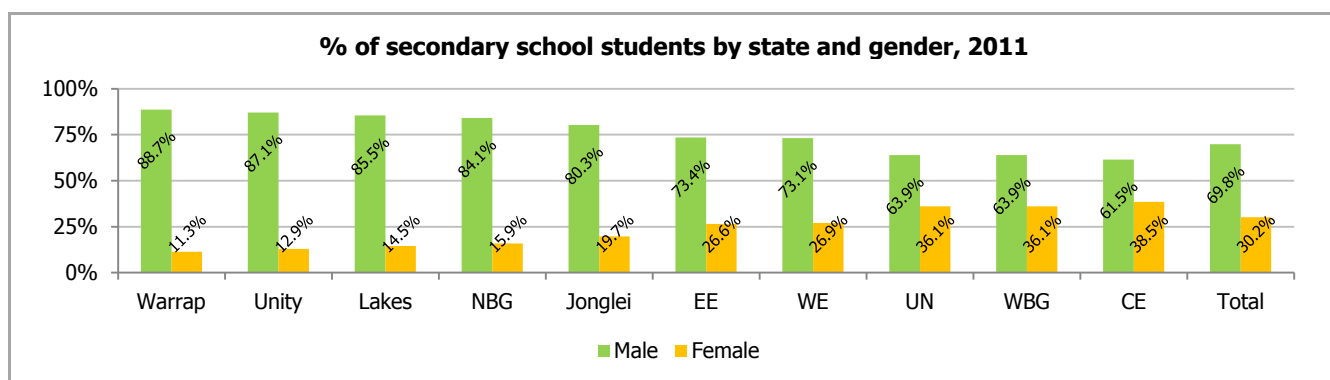
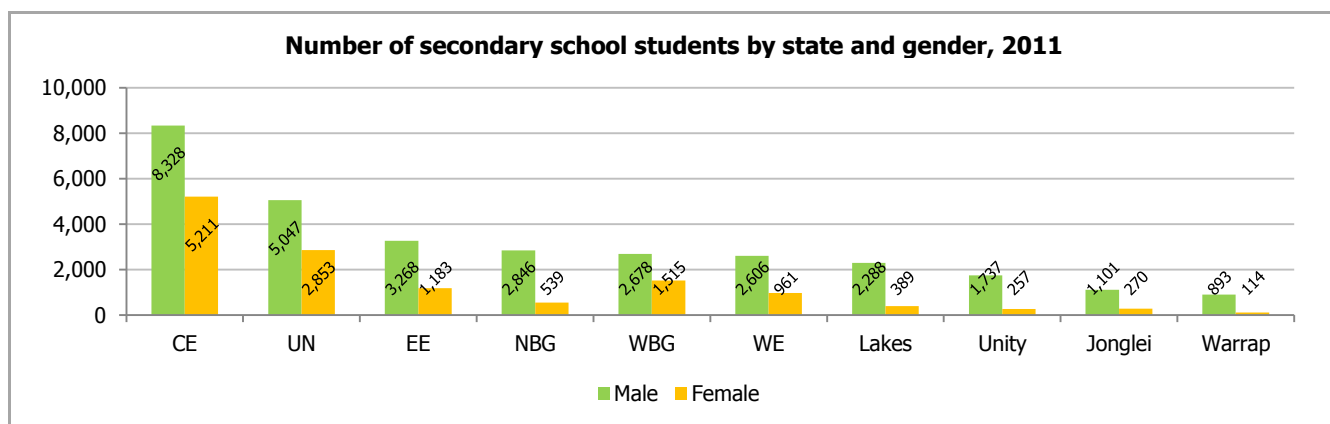
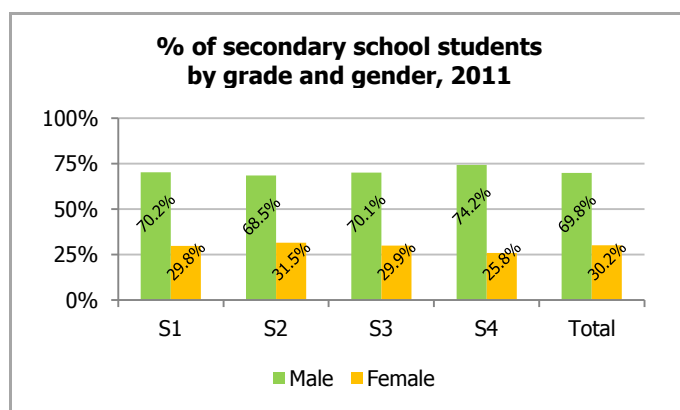
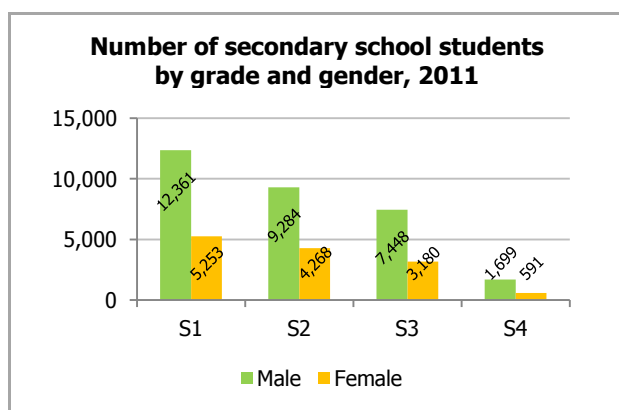
## 7.0. SECONDARY SCHOOL, 2011

### 7.1. Access

#### 7.1.1. Enrolment

**Number of secondary school students by state and grade, 2011**

State	Total	S1	S2	S3	S4
CE	13,539	5,123	4,106	3,296	1,014
EE	4,451	1,456	1,388	1,012	595
Jonglei	1,371	699	390	255	27
Lakes	2,677	1,031	806	501	339
NBG	3,385	1,597	1,101	677	10
UN	7,900	3,183	2,539	2,173	5
Unity	1,994	1,049	514	431	-
Warrap	1,007	490	304	213	-
WBG	4,193	1,605	1,319	1,269	-
WE	3,567	1,381	1,085	801	300
Total	44,084	17,614	13,552	10,628	2,290

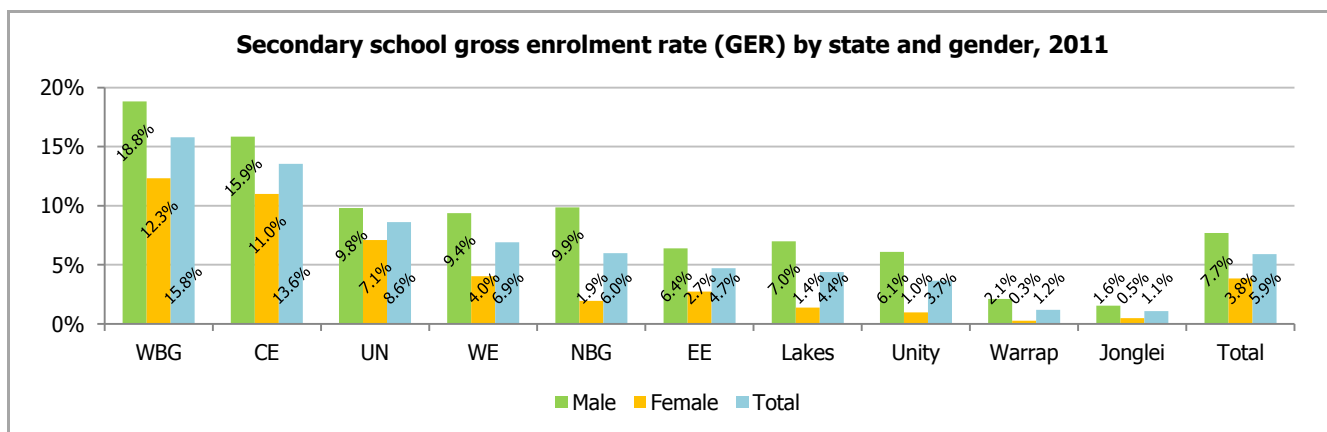


- ✓ There are just over 44,000 students (of all ages) enrolled in secondary education. The greatest number of secondary school students can be found in CE (13,539).
- ✓ Note the uneven distribution of the student population. While there are 17,614 students in S1, there are only 2,290 students in S4—a decrease of 87%.
- ✓ The distribution of pupils between male and female is uneven, with girls comprising only 30% of the student population in 2011.

## Secondary school gross enrolment rate (GER) by state and gender, 2011

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	99,871	13,539	13.6%	52,520	8,328	15.9%	47,351	5,211	11.0%
EE	94,565	4,451	4.7%	51,186	3,268	6.4%	43,379	1,183	2.7%
Jonglei	125,638	1,371	1.1%	70,893	1,101	1.6%	54,744	270	0.5%
Lakes	61,209	2,677	4.4%	32,763	2,288	7.0%	28,446	389	1.4%
NBG	56,533	3,385	6.0%	28,886	2,846	9.9%	27,647	539	1.9%
UN	91,633	7,900	8.6%	51,446	5,047	9.8%	40,187	2,853	7.1%
Unity	54,534	1,994	3.7%	28,487	1,737	6.1%	26,047	257	1.0%
Warrap	84,221	1,007	1.2%	42,364	893	2.1%	41,857	114	0.3%
WBG	26,535	4,193	15.8%	14,233	2,678	18.8%	12,302	1,515	12.3%
WE	51,710	3,567	6.9%	27,831	2,606	9.4%	23,879	961	4.0%
Total	746,448	44,084	5.9%	400,608	30,792	7.7%	345,840	13,292	3.8%

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

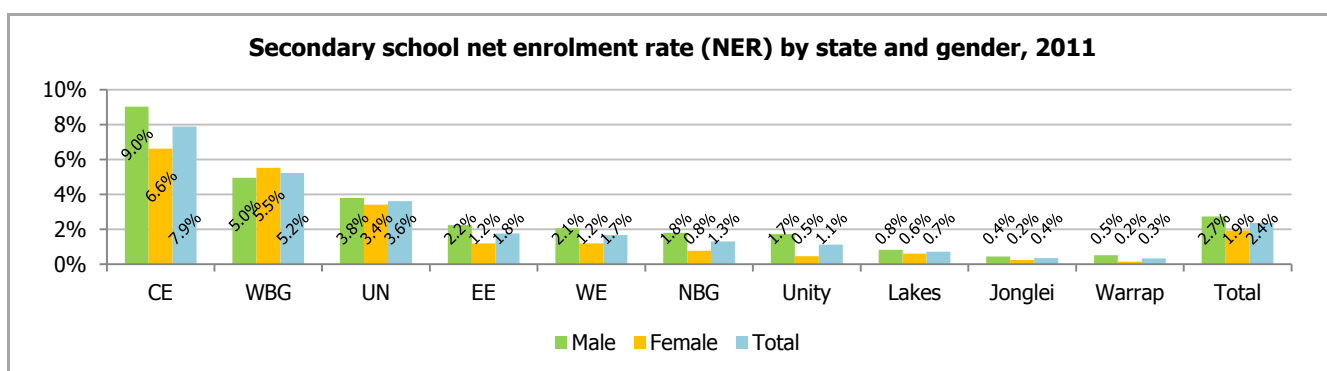


- ✓ Secondary GER measures accessibility to education for students of all ages compared to the official secondary school age population. Secondary GER value of 100% indicates that a country's education system is, in principle, able to accommodate all of its secondary school age population. The official secondary school age in South Sudan is 14-17. See Section 3.2.4 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 age children, or presence of out-of-school children. Note that the average GER is below 20% in all 10 states, with values considerably lower for females than males. In general, the enrolment for secondary schools is very low.

## Secondary school net enrolment rate (NER) by state and gender, 2011

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	99,871	7,872	7.9%	52,520	4,740	9.0%	47,351	3,132	6.6%
EE	94,565	1,664	1.8%	51,186	1,147	2.2%	43,379	517	1.2%
Jonglei	125,638	453	0.4%	70,893	317	0.4%	54,744	136	0.2%
Lakes	61,209	444	0.7%	32,763	270	0.8%	28,446	174	0.6%
NBG	56,533	738	1.3%	28,886	522	1.8%	27,647	216	0.8%
UN	91,633	3,322	3.6%	51,446	1,951	3.8%	40,187	1,371	3.4%
Unity	54,534	615	1.1%	28,487	492	1.7%	26,047	123	0.5%
Warrap	84,221	285	0.3%	42,364	218	0.5%	41,857	67	0.2%
WBG	26,535	1,386	5.2%	14,233	706	5.0%	12,302	680	5.5%
WE	51,710	863	1.7%	27,831	575	2.1%	23,879	288	1.2%
Total	746,448	17,642	2.4%	400,608	10,938	2.7%	345,840	6,704	1.9%

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



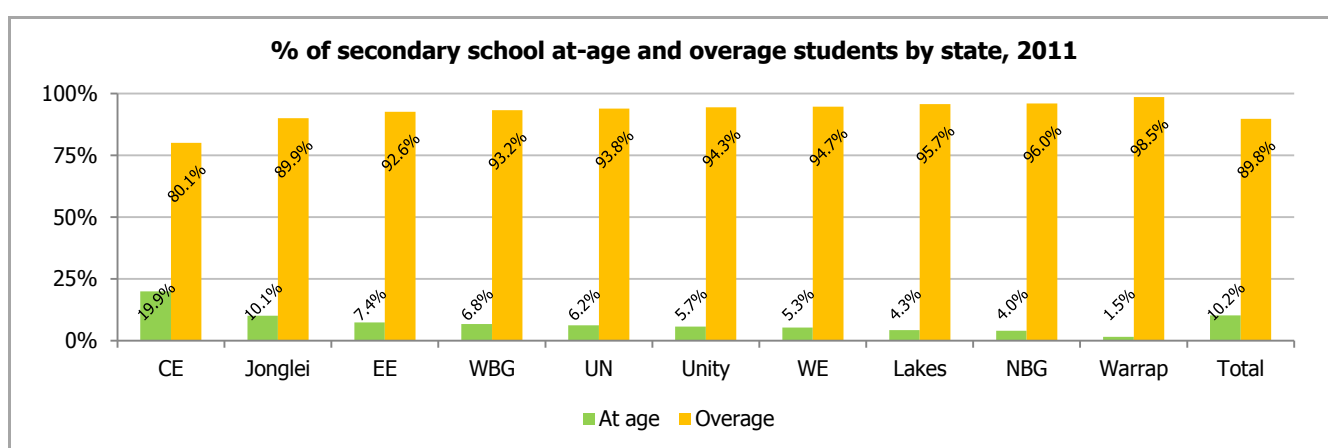
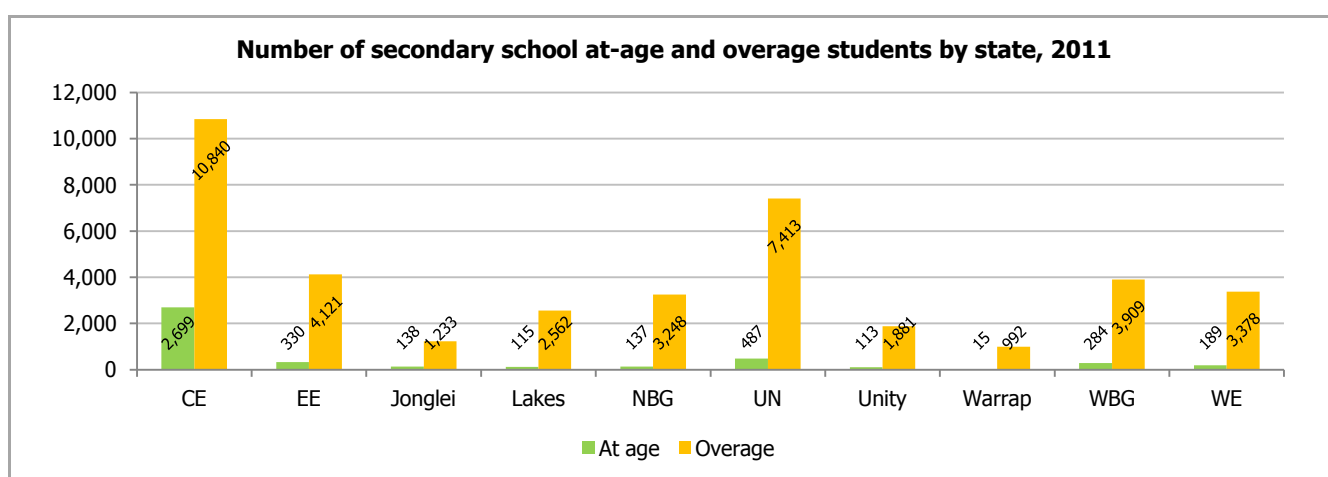
- ✓ The secondary NER is the share of children of secondary school age that are enrolled in secondary school. If all children of secondary school age are enrolled in secondary school, the secondary NER is 100%. By definition, the NER cannot exceed 100%. See Section 3.2.5 for the calculation formula.
- ✓ 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 below 10%.

## 7.1.2. Overage pupils

### Number and % of secondary school at-age and overage students by state and gender, 2011

State	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
CE	2,699	10,840	80.1%	1,700	6,628	79.6%	999	4,212	80.8%
EE	330	4,121	92.6%	260	3,008	92.0%	70	1,113	94.1%
Jonglei	138	1,233	89.9%	95	1,006	91.4%	43	227	84.1%
Lakes	115	2,562	95.7%	92	2,196	96.0%	23	366	94.1%
NBG	137	3,248	96.0%	98	2,748	96.6%	39	500	92.8%
UN	487	7,413	93.8%	224	4,823	95.6%	263	2,590	90.8%
Unity	113	1,881	94.3%	98	1,639	94.4%	15	242	94.2%
Warrap	15	992	98.5%	14	879	98.4%	1	113	99.1%
WBG	284	3,909	93.2%	120	2,558	95.5%	164	1,351	89.2%
WE	189	3,378	94.7%	121	2,485	95.4%	68	893	92.9%
Total	4,507	39,577	89.8%	2,822	27,970	90.8%	1,685	11,607	87.3%

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



- ✓ Overall, the number of overage students is high, irrespective of gender or state. The lowest percentage of overage students is CE (80.1%), while the highest percentage of overage students is Warrap state (98.5%), with almost all students registering as overage.

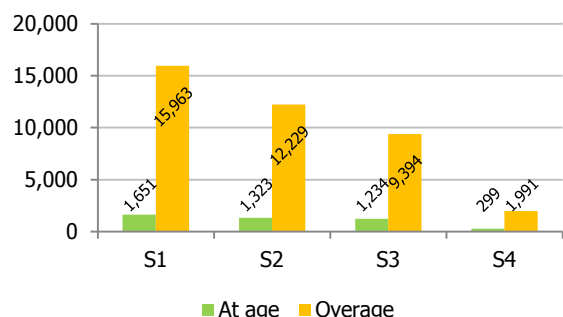
### Number and % of secondary school at-age and overage students by grade and gender, 2011

Grade	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
S1	1651	15963	90.6%	1079	11282	91.3%	572	4681	89.1%
S2	1323	12229	90.2%	819	8465	91.2%	504	3764	88.2%
S3	1234	9394	88.4%	722	6726	90.3%	512	2668	83.9%
S4	299	1991	86.9%	202	1497	88.1%	97	494	83.6%
Total	4507	39577	89.8%	2822	27970	90.8%	1685	11607	87.3%

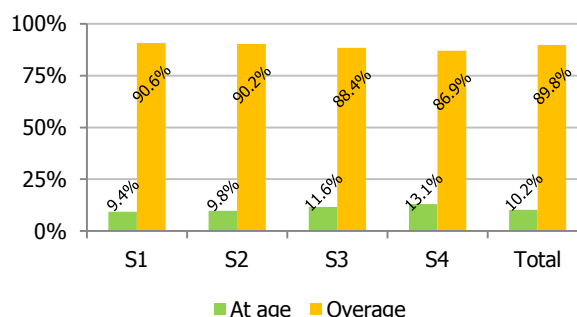
\* "At age" includes under-age and at-age pupils.



**Number of secondary school at-age and overage students by grade, 2011**



**% of secondary school at-age and overage students by grade and gender, 2011**



- ✓ There is no great variation in the percentage of overage secondary school students with almost 90% of the students overage, whether broken down by grade level or gender.

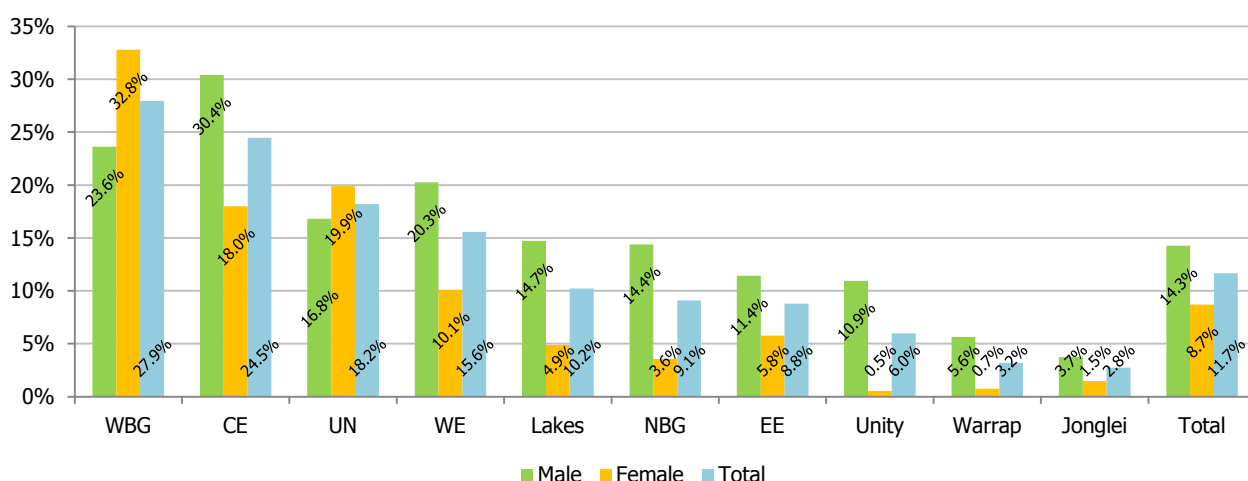
### 7.1.3. Intakes

**Secondary school gross intake rate (GIR) by state and gender, 2011**

State	Total			Male			Female		
	Age 14 pop	Intakes all ages	GIR	Age 14 pop	Intakes all ages	GIR	Age 14 pop	Intakes all ages	GIR
CE	18,457	4,514	24.5%	9,625	2,924	30.4%	8,831	1,590	18.0%
EE	15,608	1,375	8.8%	8,394	959	11.4%	7,214	416	5.8%
Jonglei	23,184	640	2.8%	13,045	489	3.7%	10,139	151	1.5%
Lakes	10,924	1,115	10.2%	5,897	869	14.7%	5,028	246	4.9%
NBG	10,954	995	9.1%	5,592	804	14.4%	5,362	191	3.6%
UN	18,059	3,286	18.2%	9,956	1,674	16.8%	8,103	1,612	19.9%
Unity	10,411	622	6.0%	5,442	595	10.9%	4,969	27	0.5%
Warrap	14,367	458	3.2%	7,183	405	5.6%	7,184	53	0.7%
WBG	5,313	1,485	27.9%	2,806	663	23.6%	2,507	822	32.8%
WE	9,706	1,512	15.6%	5,232	1,060	20.3%	4,474	452	10.1%
Total	136,984	16,002	11.7%	73,173	10,442	14.3%	63,811	5,560	8.7%

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

**Secondary school gross intake rate (GIR) by state and gender, 2011**



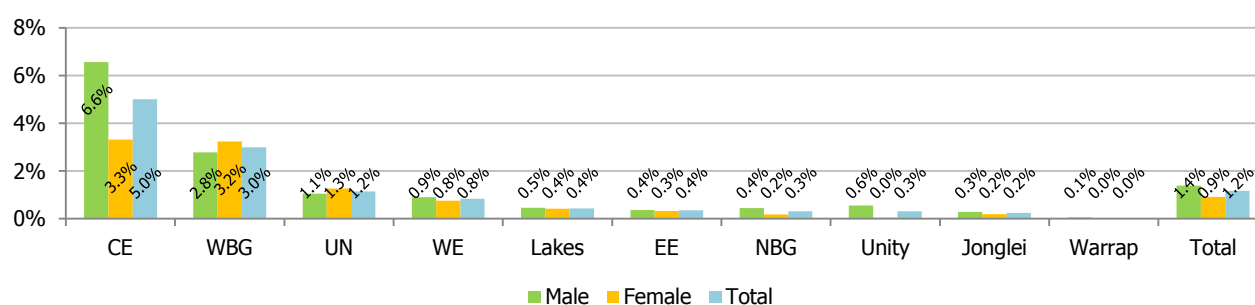
- ✓ "Intakes" refer to students who have entered secondary education (in S1) for the first time. Students who are repeating S1 or have attended S1 at another school are not included. There exists a wide gender disparity amongst intakes, with the number of male intakes amounting to more than double the number of female intakes in the majority of states.
- ✓ GIR measures access level of intakes of all ages compared to the official secondary intake age population. GIR 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 South Sudan is 14. See Section 3.2.2 for a calculation formula.
- ✓ GIR value exceeding 100% indicates enrolment of some children above or below the secondary intake age. GIR above 100% is usually an indicator of overage enrollment, for example due to repetition or late entry. On the other hand, GIR value below 100% indicates non-enrolment of secondary school intake age children, or the presence of out-of-school children. Note that GIR is below 30% in all 10 states.

## Secondary school net intake rate (NIR) by state and gender, 2011

State	Total			Male			Female		
	Age 14 pop	Intakes age 14	NIR	Age 14 pop	Intakes age 14	NIR	Age 14 pop	Intakes age 14	NIR
CE	18,457	925	5.0%	9,625	632	6.6%	8,831	293	3.3%
EE	15,608	55	0.4%	8,394	31	0.4%	7,214	24	0.3%
Jonglei	23,184	57	0.2%	13,045	38	0.3%	10,139	19	0.2%
Lakes	10,924	48	0.4%	5,897	27	0.5%	5,028	21	0.4%
NBG	10,954	35	0.3%	5,592	25	0.4%	5,362	10	0.2%
UN	18,059	208	1.2%	9,956	105	1.1%	8,103	103	1.3%
Unity	10,411	32	0.3%	5,442	30	0.6%	4,969	2	0.0%
Warrap	14,367	4	0.0%	7,183	4	0.1%	7,184	-	-
WBG	5,313	159	3.0%	2,806	78	2.8%	2,507	81	3.2%
WE	9,706	81	0.8%	5,232	47	0.9%	4,474	34	0.8%
<b>Total</b>	<b>136,984</b>	<b>1,604</b>	<b>1.2%</b>	<b>73,173</b>	<b>1,017</b>	<b>1.4%</b>	<b>63,811</b>	<b>587</b>	<b>0.9%</b>

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

## Secondary school net intake rate (NIR) by state and gender, 2011



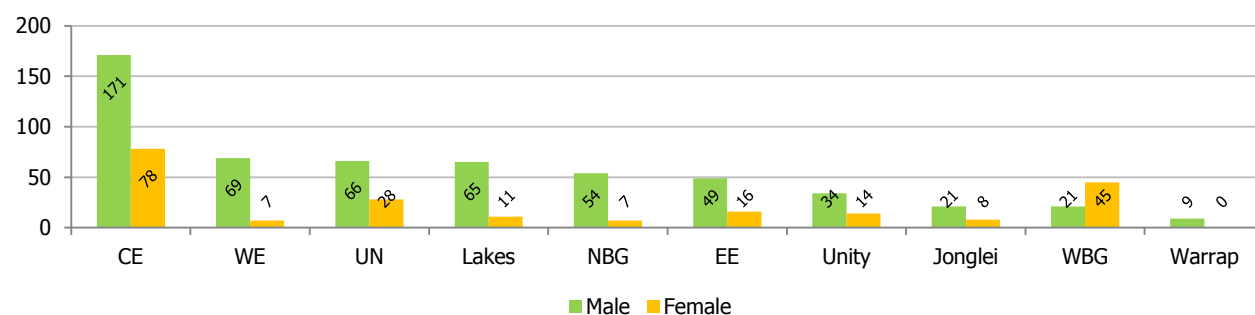
- ✓ NIR measures access level of intake of the official secondary entrance age compared to the official secondary intake age population. NIR value of 100% indicates that a country's education system is, in principle, able to accommodate all of its secondary intake age population. The official secondary school intake age in South Sudan is 14. By definition, the NIR cannot exceed 100%. See Section 3.2.3 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 1.2%-in other words only 1.2% of the 14 year-old population is enrolled in secondary school on time.

### 7.1.4. Students with special needs

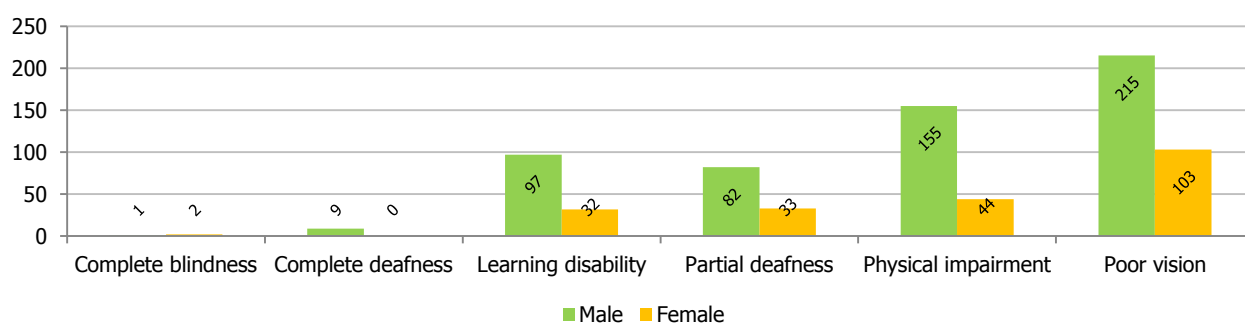
#### Number and % of secondary school students with special needs by state and gender, 2011

State	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
CE	13,539	249	1.8%	8,328	171	2.0%	5,211	78	1.5%
EE	4,451	65	1.4%	3,268	49	1.5%	1,183	16	1.3%
Jonglei	1,371	29	2.1%	1,101	21	1.9%	270	8	2.9%
Lakes	2,677	76	2.8%	2,288	65	2.8%	389	11	2.8%
NBG	3,385	61	1.8%	2,846	54	1.9%	539	7	1.3%
UN	7,900	94	1.2%	5,047	66	1.3%	2,853	28	1.0%
Unity	1,994	48	2.4%	1,737	34	1.9%	257	14	5.2%
Warrap	1,007	9	0.9%	893	9	1.0%	114	-	-
WBG	4,193	66	1.5%	2,678	21	0.8%	1,515	45	2.9%
WE	3,567	76	2.1%	2,606	69	2.6%	961	7	0.7%
<b>Total</b>	<b>44,084</b>	<b>773</b>	<b>1.7%</b>	<b>30,792</b>	<b>559</b>	<b>1.8%</b>	<b>13,292</b>	<b>214</b>	<b>1.6%</b>

#### Number of secondary school students with special needs by state and gender, 2011



**Number of secondary school students with special needs by type and gender, 2011**



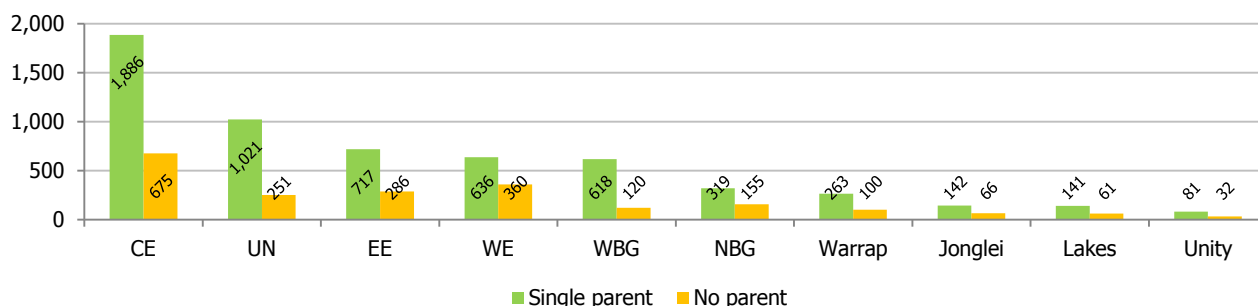
\* "Poor vision" includes pupils whose eye visions require glasses but do not have access to them.

- ✓ On national average, 1.7% of secondary school students have special needs, the majority of whom have poor vision or physical impairment.
- ✓ In total, there are substantially more male pupils with special needs (except in WBG) – proportional to the total male student population.

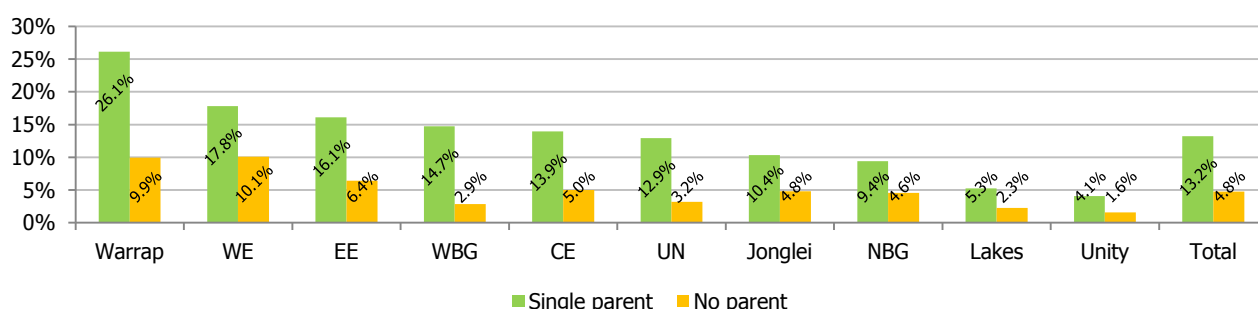
**Number and % of secondary school orphans by state and type, 2011**

State	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
CE	13,539	2,561	18.9%	1,886	13.9%	675	5.0%
EE	4,451	1,003	22.5%	717	16.1%	286	6.4%
Jonglei	1,371	208	15.2%	142	10.4%	66	4.8%
Lakes	2,677	202	7.5%	141	5.3%	61	2.3%
NBG	3,385	474	14.0%	319	9.4%	155	4.6%
UN	7,900	1,272	16.1%	1,021	12.9%	251	3.2%
Unity	1,994	113	5.7%	81	4.1%	32	1.6%
Warrap	1,007	363	36.0%	263	26.1%	100	9.9%
WBG	4,193	738	17.6%	618	14.7%	120	2.9%
WE	3,567	996	27.9%	636	17.8%	360	10.1%
Total	44,084	7,930	18.0%	5,824	13.2%	2,106	4.8%

**Number of secondary school orphans by state and type, 2011**



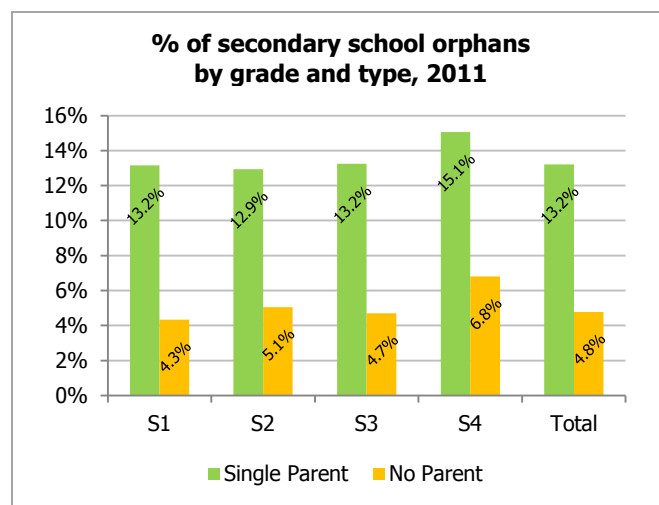
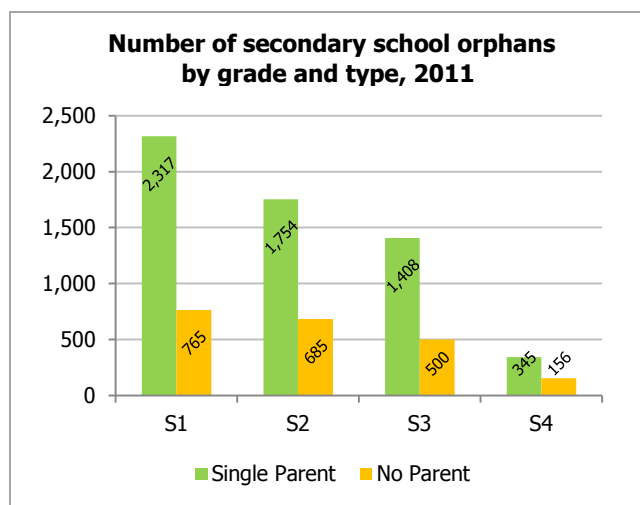
**% of secondary school orphans by state and type, 2011**



- ✓ On a national average, 13.2% of the secondary school student population is single-parent orphans and 4.8% is no-parent orphans. In total, 18% of the student population is orphans.
- ✓ These percentages are significantly higher than primary school (10.4%). This is likely because students at higher grade levels are older and hence have greater chance of having experienced loss of family members.

### Number and % of secondary school orphans by grade and type, 2011

State	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
S1	17,614	3,082	17.5%	2,317	13.2%	765	4.3%
S2	13,552	2,439	18.0%	1,754	12.9%	685	5.1%
S3	10,628	1,908	18.0%	1,408	13.2%	500	4.7%
S4	2,290	501	21.9%	345	15.1%	156	6.8%
Total	44,084	7,930	18.0%	5,824	13.2%	2,106	4.8%



- ✓ Although student numbers decrease from S1-S4, the proportion of those who are orphans increases from 17.5% in S1 to 21.9% in S4. This increase is likely because students at higher grade levels are older and therefore have a greater chance of having lost family members during the war.

## 7.2. Resources

### 7.2.1. Schools

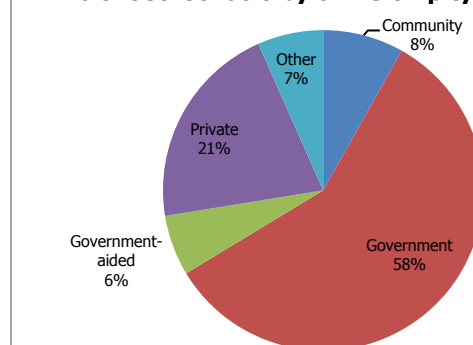
#### Number of secondary schools by ownership, 2011

Ownership type	Schools
Community	16
Government	114
Government-aided	12
Private	41
Other	13
Total	196

\* "Other" includes NGO-supported, unknown, and unspecified other ownership types.

- ✓ Amongst the 196 secondary schools in South Sudan, almost 60% (114) are government-owned, that is the operation of the school, including teacher payroll, is supported by the government. Unlike primary schools there are a substantial percentage of secondary schools (21%) supported by private agencies or NGOs.

#### % of sec. schools by ownership type, 2011

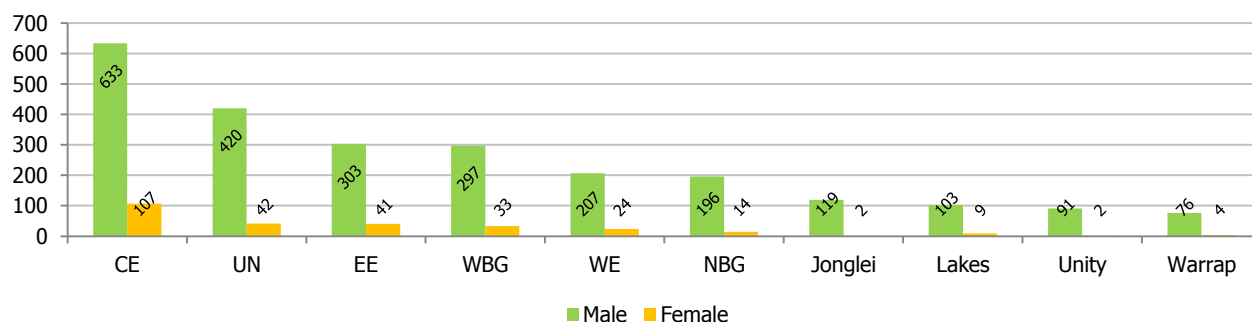


### 7.2.2. Teachers

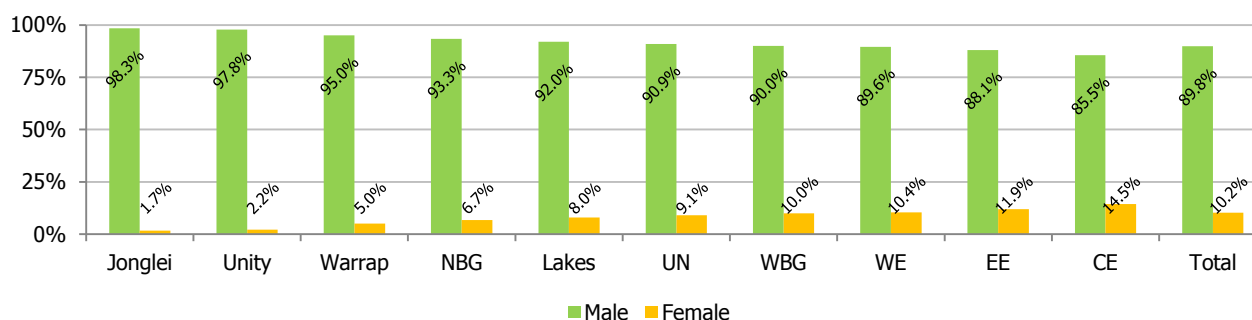
#### Number and % of secondary school teachers by state and gender, 2011

State	Total	Male		Female	
		Count	% total	Count	% total
CE	740	633	85.5%	107	14.5%
EE	344	303	88.1%	41	11.9%
Jonglei	121	119	98.3%	2	1.7%
Lakes	112	103	92.0%	9	8.0%
NBG	210	196	93.3%	14	6.7%
UN	462	420	90.9%	42	9.1%
Unity	93	91	97.8%	2	2.2%
Warrap	80	76	95.0%	4	5.0%
WBG	330	297	90.0%	33	10.0%
WE	231	207	89.6%	24	10.4%
Total	2,723	2,445	89.8%	278	10.2%

**Number of secondary schools teachers by state and gender, 2011**



**% of secondary schools teachers by state and gender, 2011**



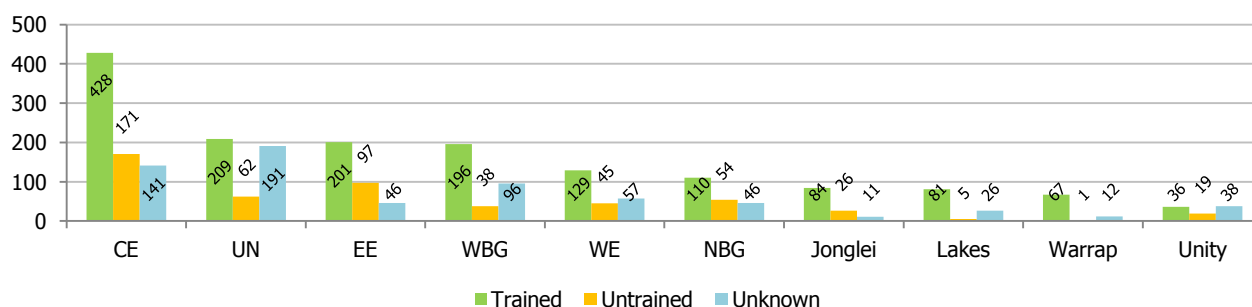
- ✓ There is a substantial degree of gender disparity within the teacher population. 89.8% of secondary teachers are male, while only 10.2% are female. The highest proportion of female teachers can be found in CE with 107 (14.5%) and the lowest in Jonglei with 2 (1.7%).
- ✓ Research suggests that focused 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.<sup>10</sup>

**Number and % of secondary school teachers by professional qualification and state, 2011**

State	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
CE	740	428	57.8%	171	23.1%	141	19.1%
EE	344	201	58.4%	97	28.2%	46	13.4%
Jonglei	121	84	69.4%	26	21.5%	11	9.1%
Lakes	112	81	72.3%	5	4.5%	26	23.2%
NBG	210	110	52.4%	54	25.7%	46	21.9%
UN	462	209	45.2%	62	13.4%	191	41.3%
Unity	93	36	38.7%	19	20.4%	38	40.9%
Warrap	80	67	83.8%	1	1.3%	12	15.0%
WBG	330	196	59.4%	38	11.5%	96	29.1%
WE	231	129	55.8%	45	19.5%	57	24.7%
<b>Total</b>	<b>2,723</b>	<b>1,541</b>	<b>56.6%</b>	<b>518</b>	<b>19.0%</b>	<b>664</b>	<b>24.4%</b>

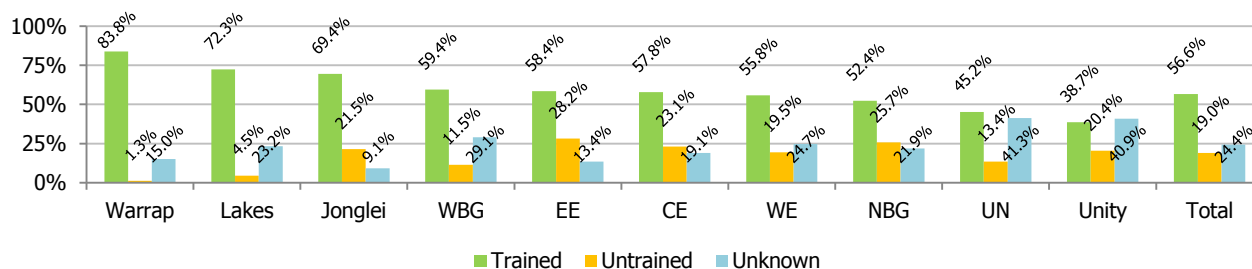
\* "Trained" encompasses teachers with pre-service teacher training, in-service teacher training, and higher education diploma. "Unknown" teachers include those whose professional qualification was not reported.

**Number of secondary school teachers by professional qualification and state, 2011**



<sup>10</sup> <http://unesdoc.unesco.org/images/0014/001459/145990e.pdf>

**% of secondary school teachers by professional qualification and state, 2011**

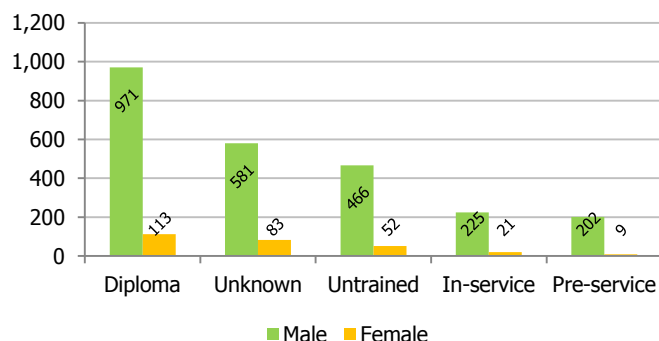


- ✓ It is important to track not only the number of teachers but also the percentage of trained teachers to measure the gaps in the quality of teaching force. For example, one must note that although CE has the greatest number of secondary school teachers, over 40% of them have not received teacher training. Nationally, in total, 56.6% of secondary school teachers are trained, meaning 43.4% of teachers in secondary education are untrained.

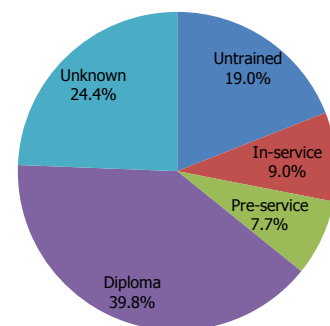
**Number and % of secondary school teachers by professional qualification and state, 2011**

State	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
CE	740	171	23.1%	53	7.2%	29	3.9%	346	46.8%	141	19.1%
EE	344	97	28.2%	7	2.0%	5	1.5%	189	54.9%	46	13.4%
Jonglei	121	26	21.5%	33	27.3%	19	15.7%	32	26.4%	11	9.1%
Lakes	112	5	4.5%	19	17.0%	15	13.4%	47	42.0%	26	23.2%
NBG	210	54	25.7%	14	6.7%	17	8.1%	79	37.6%	46	21.9%
UN	462	62	13.4%	52	11.3%	83	18.0%	74	16.0%	191	41.3%
Unity	93	19	20.4%	17	18.3%	6	6.5%	13	14.0%	38	40.9%
Warrap	80	1	1.3%	4	5.0%	5	6.3%	58	72.5%	12	15.0%
WBG	330	38	11.5%	24	7.3%	19	5.8%	153	46.4%	96	29.1%
WE	231	45	19.5%	23	10.0%	13	5.6%	93	40.3%	57	24.7%
Total	2,723	518	19.0%	246	9.0%	211	7.7%	1,084	39.8%	664	24.4%

**Number of secondary school teachers by professional qualification and gender, 2011**



**% of secondary school teachers by professional qualification, 2011**



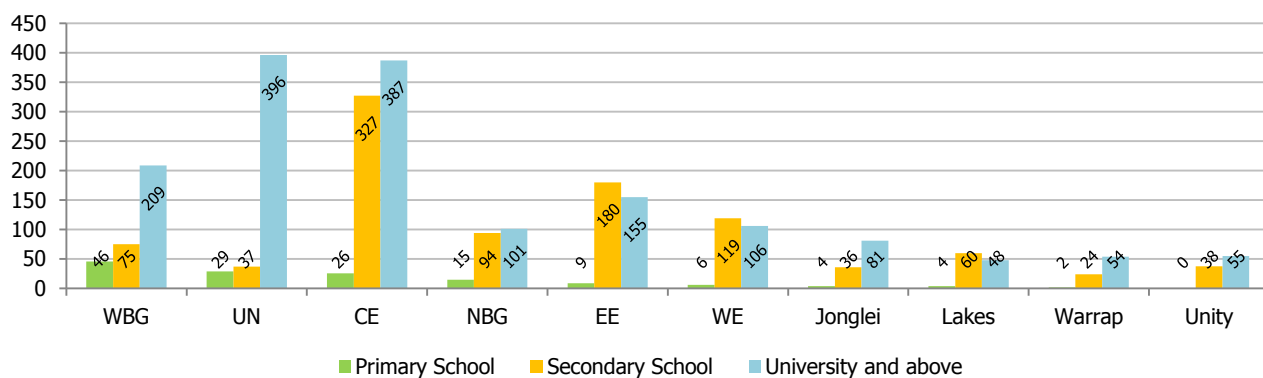
- ✓ It is important to track not only the number of teachers but also the percentage of trained teachers to measure the gaps in the quality of the teaching force and hence assist in the subsequent allocation of resources.
- ✓ Nearly 40% of secondary school teachers hold a university diploma. This is a large contrast against academic qualifications of primary school teachers, among whom only 7% hold a university degree.

**Number and % of secondary school teachers by academic qualification and state, 2011**

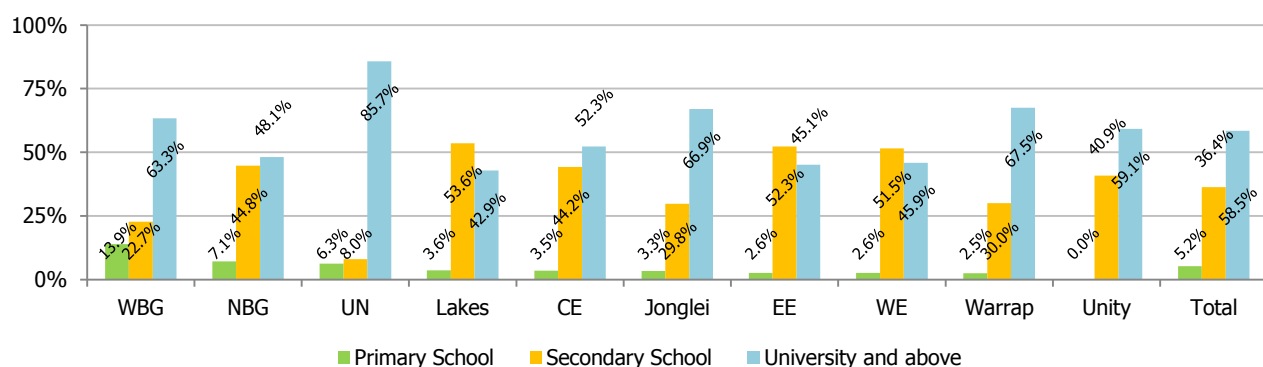
State	Total	Primary School		Secondary School		University and above	
		Count	% total	Count	% total	Count	% total
CE	740	26	3.5%	327	44.2%	387	52.3%
EE	344	9	2.6%	180	52.3%	155	45.1%
Jonglei	121	4	3.3%	36	29.8%	81	66.9%
Lakes	112	4	3.6%	60	53.6%	48	42.9%
NBG	210	15	7.1%	94	44.8%	101	48.1%
UN	462	29	6.3%	37	8.0%	396	85.7%
Unity	93	-	-	38	40.9%	55	59.1%
Warrap	80	2	2.5%	24	30.0%	54	67.5%
WBG	330	46	13.9%	75	22.7%	209	63.3%
WE	231	6	2.6%	119	51.5%	106	45.9%
Total	2,723	141	5.2%	990	36.4%	1,592	58.5%

\* "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.

**Number of secondary school teachers by academic qualification and state, 2011**



**% of secondary school teachers by academic qualification and state, 2011**

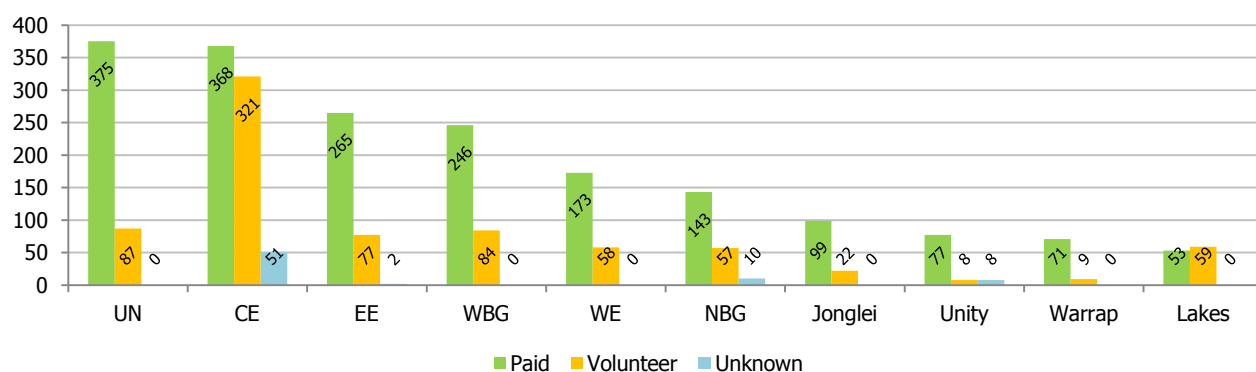


- ✓ It is important to track the academic qualification of teachers to measure the gaps in the quality of the teaching force.
- ✓ Unlike in primary education, the majority of secondary school teachers have completed secondary or university education. Note in UN, 85.7% of the teacher population is university-trained.

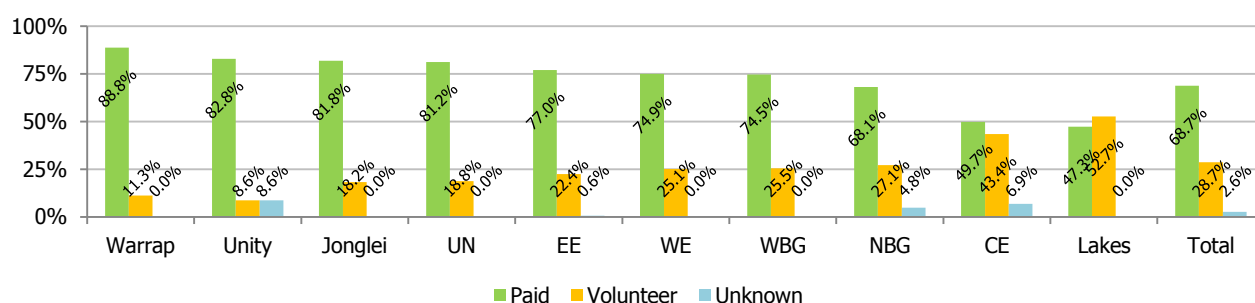
**Number and % of secondary school teachers by employment status and state, 2011**

State	Total	Paid		Volunteer		Unknown	
		Count	% total	Count	% total	Count	% total
CE	740	368	49.7%	321	43.4%	51	6.9%
EE	344	265	77.0%	77	22.4%	2	0.6%
Jonglei	121	99	81.8%	22	18.2%	-	-
Lakes	112	53	47.3%	59	52.7%	-	-
NBG	210	143	68.1%	57	27.1%	10	4.8%
UN	462	375	81.2%	87	18.8%	-	-
Unity	93	77	82.8%	8	8.6%	8	8.6%
Warrap	80	71	88.8%	9	11.3%	-	-
WBG	330	246	74.5%	84	25.5%	-	-
WE	231	173	74.9%	58	25.1%	-	-
Total	2,723	1,870	68.7%	782	28.7%	71	2.6%

**Number of secondary school teachers by employment status and state, 2011**



**% of secondary school teachers by employment status and state, 2011**



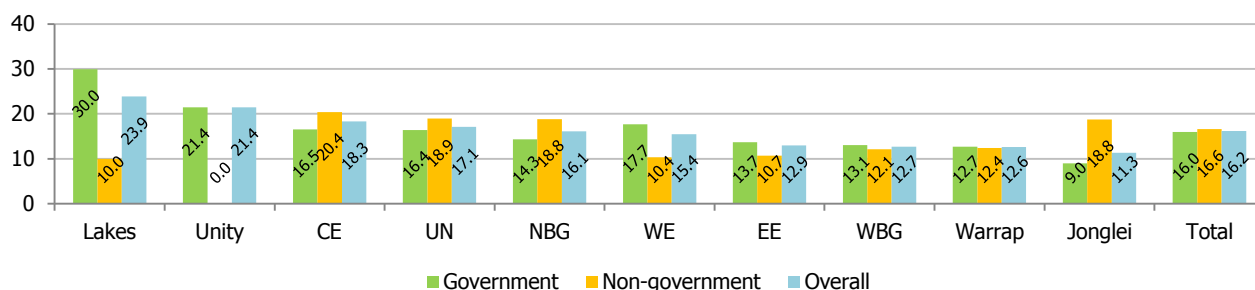
✓ As in pre-primary and primary sectors, the secondary education sector relies heavily on volunteer teachers, representing almost 30% of the secondary teacher population. In Lakes, over 50% of all teachers are volunteers. Absorbing the volunteer teachers into the government system will have sizable cost implications.

**Secondary school pupil-teacher ratio (PTR) by state and ownership, 2011**

State	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
CE	13,539	740	18.3	6,615	400	16.5	6,924	340	20.4
EE	4,451	344	12.9	3,555	260	13.7	896	84	10.7
Jonglei	1,371	121	11.3	827	92	9.0	544	29	18.8
Lakes	2,677	112	23.9	2,337	78	30.0	340	34	10.0
NBG	3,385	210	16.1	1,991	139	14.3	1,130	60	18.8
UN	7,900	462	17.1	5,401	330	16.4	2,499	132	18.9
Unity	1,994	93	21.4	1,994	93	21.4	-	-	-
Warrap	1,007	80	12.6	747	59	12.7	260	21	12.4
WBG	4,193	330	12.7	2,652	203	13.1	1,541	127	12.1
WE	3,567	231	15.4	2,842	161	17.7	725	70	10.4
Total	44,084	2,723	16.2	28,961	1,815	16.0	14,859	897	16.6

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

**Secondary school pupil-teacher ratio (PTR) by state and ownership, 2011**



- ✓ Secondary PTR measures the level of human resources input in terms of the number of teachers in relation to the number of students. A high PTR suggests that each teacher has to be responsible for a large number of students. In other words, the higher the PTR, the lower the relative access of students to teachers. See section 3.3.1 for the calculation formula.
- ✓ Unlike in primary schools, PTR in secondary education is low in all 10 states.
- ✓ Contrary to primary school PTR, the government-owned schools' ratio is lower than non-government schools.

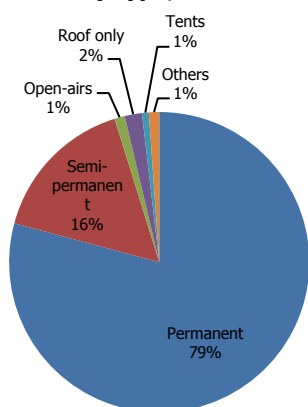
### 7.2.3. Classrooms

**Number of secondary school classrooms and pupil-classroom ratio (PCR) by state and type, 2011**

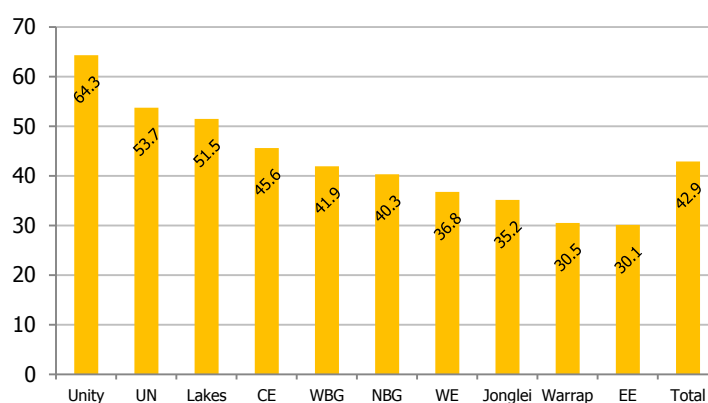
State	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
CE	304	223	74	3	2	-	2	45.6
EE	161	130	18	1	4	-	8	30.1
Jonglei	47	26	13	3	5	-	-	35.2
Lakes	52	50	2	-	-	-	-	51.5
NBG	92	72	12	-	4	4	-	40.3
UN	153	124	23	3	-	3	-	53.7
Unity	31	23	8	-	-	-	-	64.3
Warrap	33	31	2	-	-	-	-	30.5
WBG	103	83	17	-	2	1	-	41.9
WE	104	93	4	2	3	-	2	36.8
Total	1,080	855	173	12	20	8	12	42.9



**% of secondary school classrooms by type, 2011**



**Secondary school pupil-classroom ratio (PCR) by state, 2011**

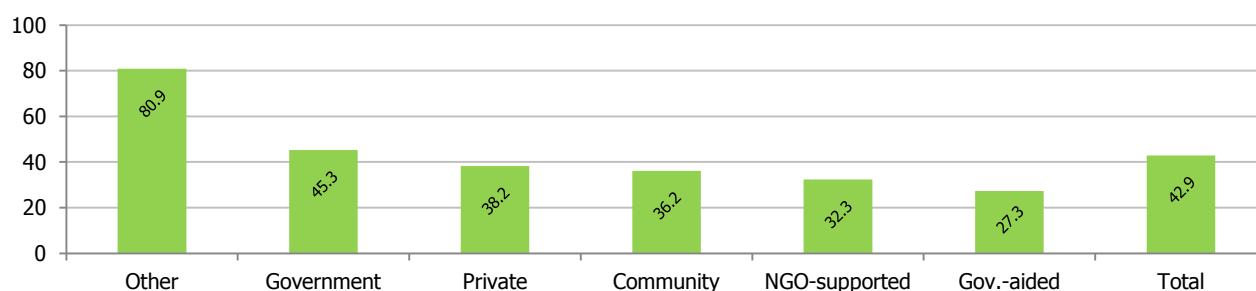


- ✓ Secondary PCR measures the level of basic facilities available in terms of number of class rooms in relation to the size of the student population. The higher the PCR, the lower the relative access of students to classrooms. The lower the PCR, the more conducive an environment is to learning, resulting in improved student performance.
- ✓ Large numbers of classrooms does not necessarily mean low PCR. For instance, while UN has 153 classrooms, it has a high PCR of 54 students per classroom. On the contrary, EE has 161 classrooms with a lower PCR of 30 students per classroom.
- ✓ The majority of schools pupil-classroom ratio (PCR) is below 50:1, with the exception of Lakes, UN and Unity. National average is 43 students per classroom. This suggests that more resources need to be directed towards building of appropriate classrooms.

**Number of secondary school classrooms and pupil-classroom ratio (PCR) by ownership type, 2011**

Ownership	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
Community	68	33	26	3	4	-	2	36.2
Gov.-aided	63	53	6	-	-	-	4	27.3
Government	643	509	95	9	16	8	6	45.3
NGO-supported	34	34	-	-	-	-	-	32.3
Private	237	193	44	-	-	-	-	38.2
Other	35	33	2	-	-	-	-	80.9
Total	1,080	855	173	12	20	8	12	42.9

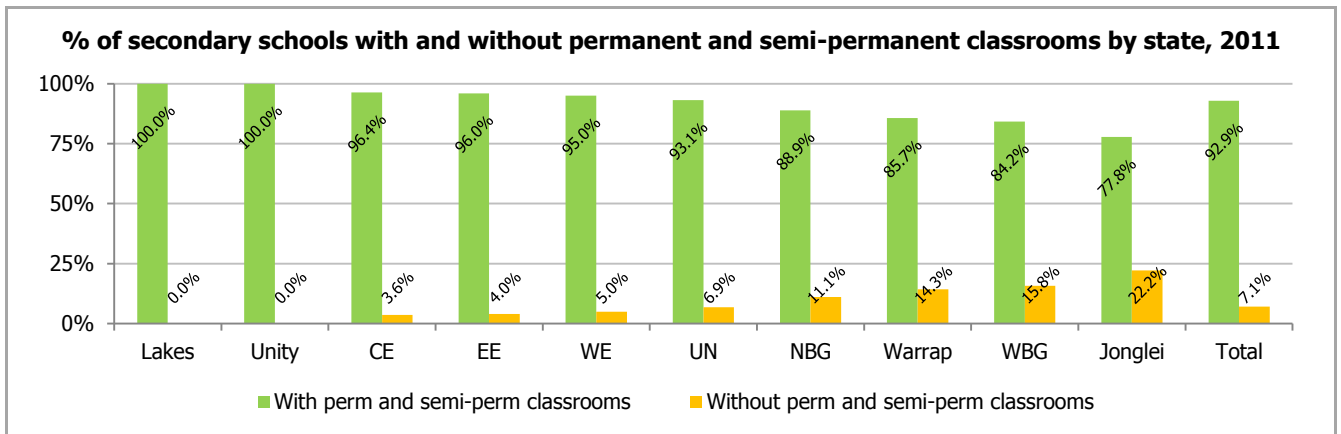
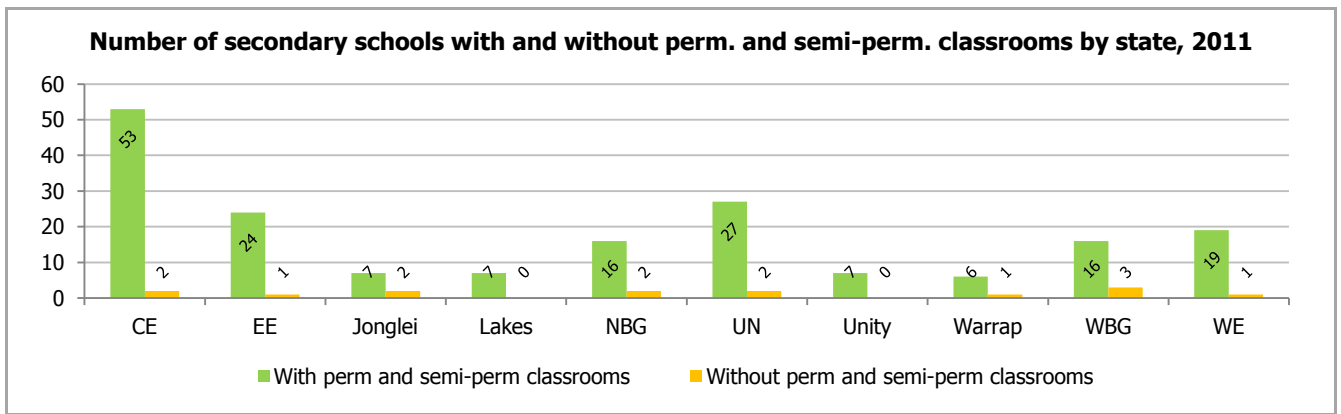
**Secondary school pupil-classroom ratio (PCR) by ownership, 2011**



- ✓ PCR is significantly lower in secondary schools (average 43:1) than primary schools (average 125:1). This means that, on average, 42 to 43 students share a classroom during instruction. Government schools still have a higher PCR; however, PCR in schools under other types of ownership do not differ much, which indicates that the classroom availability is more or less consistent across secondary schools despite type of ownership.

**Number and % of secondary schools with permanent and semi-permanent classrooms, 2011**

State	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
CE	55	53	96.4%	2	3.6%
EE	25	24	96.0%	1	4.0%
Jonglei	9	7	77.8%	2	22.2%
Lakes	7	7	100.0%	-	-
NBG	18	16	88.9%	2	11.1%
UN	29	27	93.1%	2	6.9%
Unity	7	7	100.0%	-	-
Warrap	7	6	85.7%	1	14.3%
WBG	19	16	84.2%	3	15.8%
WE	20	19	95.0%	1	5.0%
Total	196	182	92.9%	14	7.1%

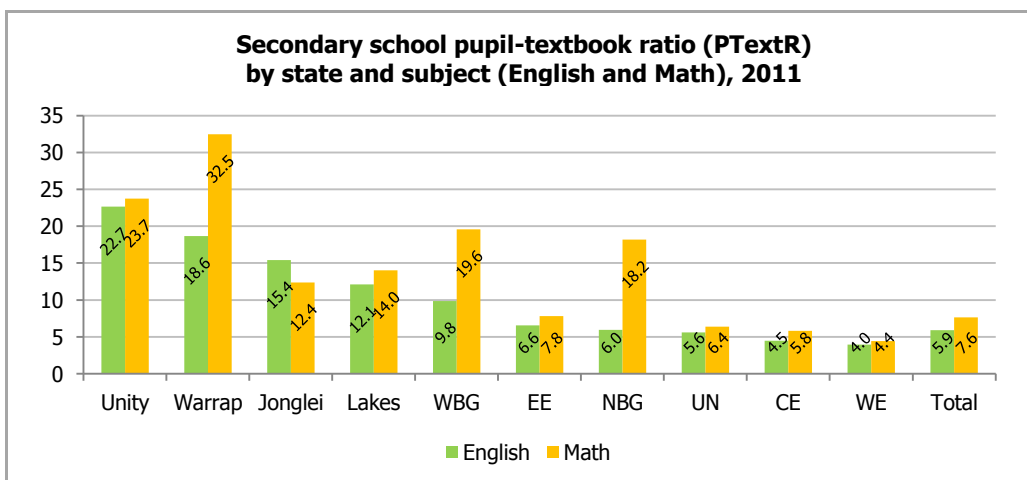


✓ Note the disproportionately small number of open-air, roof only, and tent classrooms (7.1%) against primary schools (43.7%). Most classrooms have permanent and semi-permanent structures, providing a safe, appropriate environment conducive to learning.

#### 7.2.4. Curriculum and instruction

##### Secondary school pupil-textbook ratio (PTextR) by state and subject (English and Math), 2011

State	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
CE	13,539	3,029	4.5	2,338	5.8
EE	4,451	679	6.6	570	7.8
Jonglei	1,371	89	15.4	111	12.4
Lakes	2,677	221	12.1	191	14.0
NBG	3,385	568	6.0	186	18.2
UN	7,900	1,407	5.6	1,241	6.4
Unity	1,994	88	22.7	84	23.7
Warrap	1,007	54	18.6	31	32.5
WBG	4,193	426	9.8	214	19.6
WE	3,567	901	4.0	807	4.4
Total	44,084	7,462	5.9	5,773	7.6

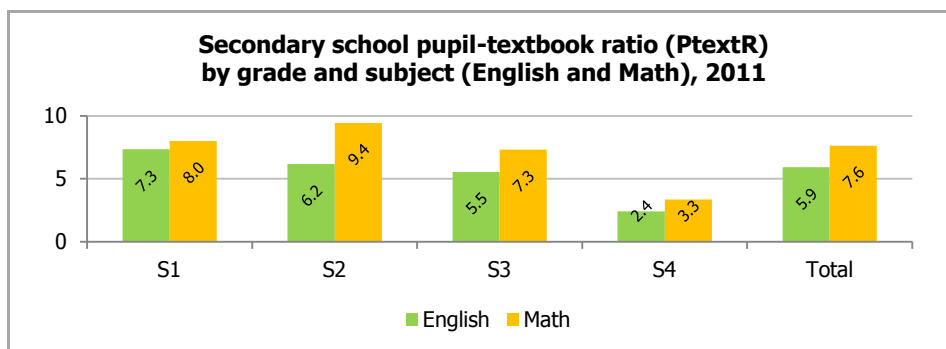


✓ Average pupil-textbook ratio is 5.9 for English and 7.6 for Math. This means there is only one textbook for 6-7 pupils to share in each subject.

✓ Resources are scarcer in some states than in others. While 4-5 students share a Math textbook in WE, 32-33 students share one math text book in Warrap.

##### Secondary school pupil-textbook ratio (PTextR) by grade and subject (English and Math), 2011

Grade	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
S1	17,614	2,400	7.3	2,201	8.0
S2	13,552	2,195	6.2	1,435	9.4
S3	10,628	1,915	5.5	1,451	7.3
S4	2,290	952	2.4	686	3.3
Total	44,084	7,462	5.9	5,773	7.6



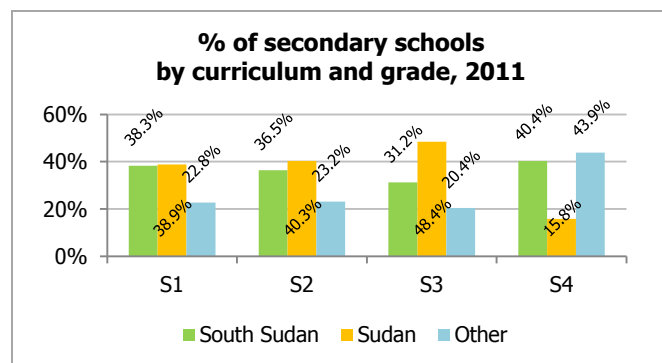
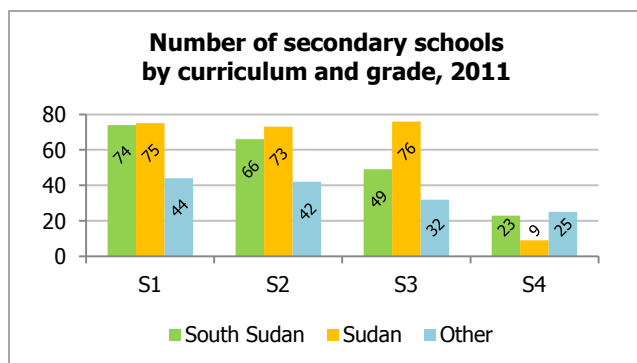
✓ The higher the grade level, the lower the pupil-textbook ratio, for both English and Math. By S4, the ratios are 2.4 and 3.3 for English and Math, respectively- which means for every two students there is one textbook. This occurs most likely due to high attrition of pupils in the upper grade levels.

### Number and % of secondary schools by curriculum and grade, 2011

Curriculum	S1	S2	S3	S4
South Sudan	74 38.3%	66 36.5%	49 31.2%	23 40.4%
Uganda	34 17.6%	33 18.2%	28 17.8%	23 40.4%
Kenya	8 4.1%	8 4.4%	4 2.5%	1 1.8%
Sudan	75 38.9%	73 40.3%	76 48.4%	9 15.8%
Other	2 1.0%	1 0.6%	-	1 1.8%
Total	193	181	157	57

\* This section only counted the schools who responded to this question. Those who did not respond were not accounted for.

\*\* Not all secondary schools offer S1-S4; the grade levels served vary across schools. Some schools serve S1-S2, some serve S3-S4, some serve only S1, etc.



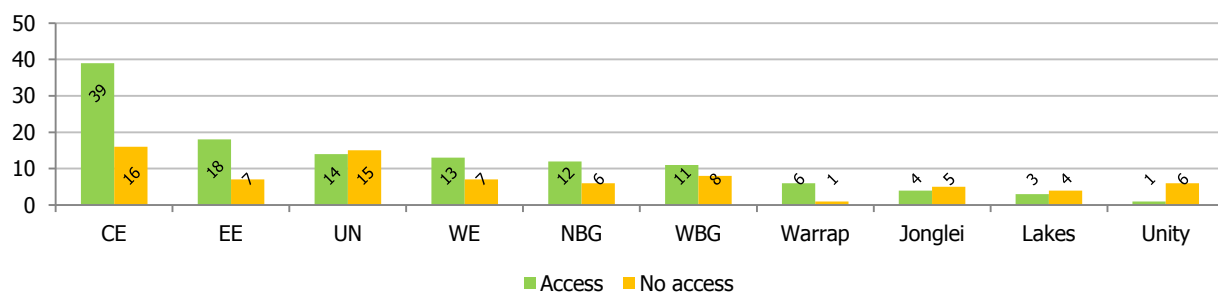
- ✓ Between S1 and S3 the majority of schools utilise the South Sudan curriculum or the Sudanese curriculum. In S4 the majority of schools use either South Sudanese curriculum or the Ugandan.
- ✓ The Kenyan curriculum and "other" represent the smallest proportion of curricula being utilised.

## 7.2.5. Facilities

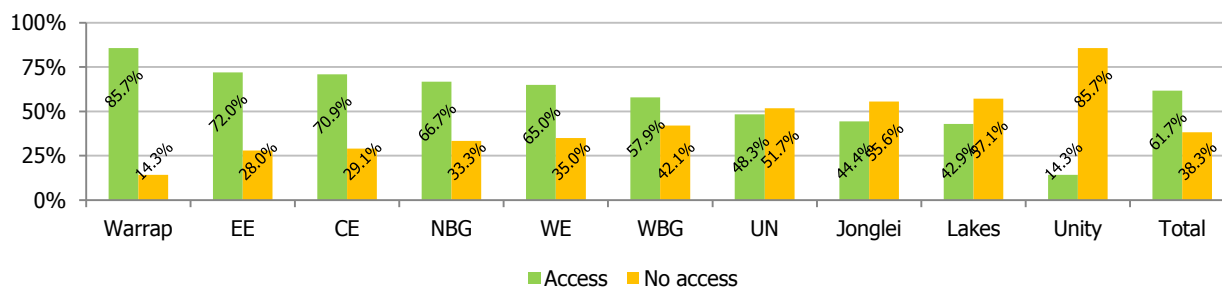
### Number and % of secondary schools with and without access to drinking water by state, 2011

State	Schools	Access		No access	
		Count	% total	Count	% total
CE	55	39	70.9%	16	29.1%
EE	25	18	72.0%	7	28.0%
Jonglei	9	4	44.4%	5	55.6%
Lakes	7	3	42.9%	4	57.1%
NBG	18	12	66.7%	6	33.3%
UN	29	14	48.3%	15	51.7%
Unity	7	1	14.3%	6	85.7%
Warrap	7	6	85.7%	1	14.3%
WBG	19	11	57.9%	8	42.1%
WE	20	13	65.0%	7	35.0%
Total	196	121	61.7%	75	38.3%

**Number of secondary schools with access to drinking water by state, 2011**



**% of secondary schools with access to drinking water by state, 2011**



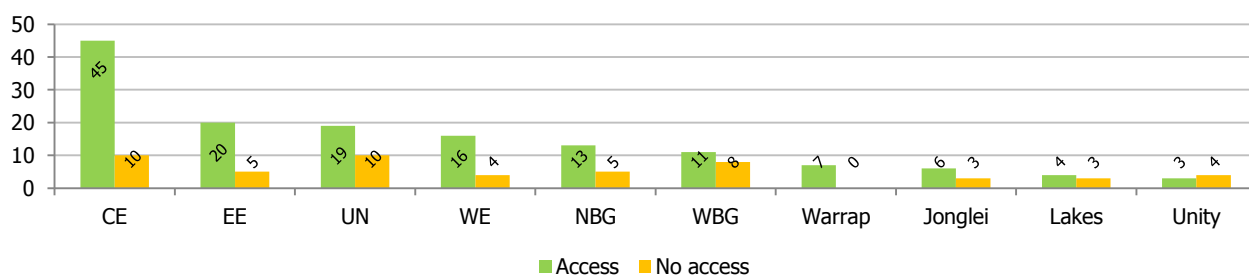
- ✓ Inadequate access to drinking water can lead to pupils not attending or underperforming in school.
- ✓ Unlike primary schools, the majority of secondary schools have access to drinking water. On average 38.3% of secondary schools have no access to drinking water.
- ✓ Note in Unity over 85% percent of secondary schools don't have access to drinking water.
- ✓ Resources should be secured across all states to ensure that schools have greater access to water to provide an environment more conducive to learning.

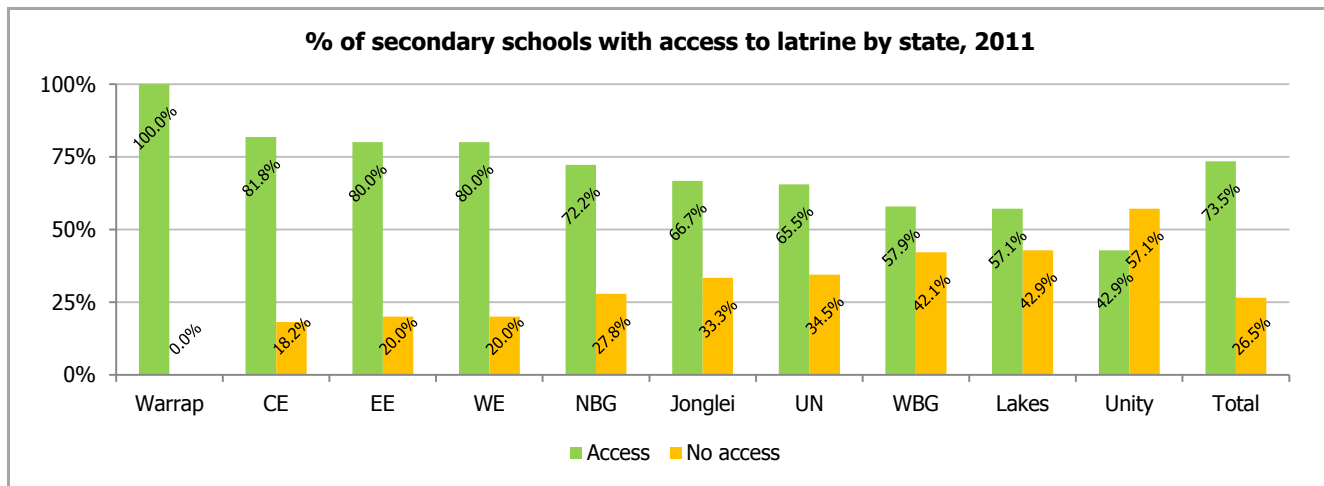
**Number and % of secondary schools with and without access to latrine by state, 2011**

State	Schools	Access		No access	
		Count	% total	Count	% total
CE	55	45	81.8%	10	18.2%
EE	25	20	80.0%	5	20.0%
Jonglei	9	6	66.7%	3	33.3%
Lakes	7	4	57.1%	3	42.9%
NBG	18	13	72.2%	5	27.8%
UN	29	19	65.5%	10	34.5%
Unity	7	3	42.9%	4	57.1%
Warrap	7	7	100.0%	-	-
WBG	19	11	57.9%	8	42.1%
WE	20	16	80.0%	4	20.0%
Total	196	144	73.5%	52	26.5%

- ✓ Inadequate access to latrines can lead to pupil illness, underperformance and non-attendance in schools.
- ✓ Unlike primary schools, the majority of secondary schools have access to latrines. On average 26.5% of secondary schools have no access to latrines.
- ✓ Note in Warrap all schools have access to latrines.
- ✓ Resources should be secured across all states to ensure that schools have greater access to latrines to provide an environment more conducive to learning, especially for female students.

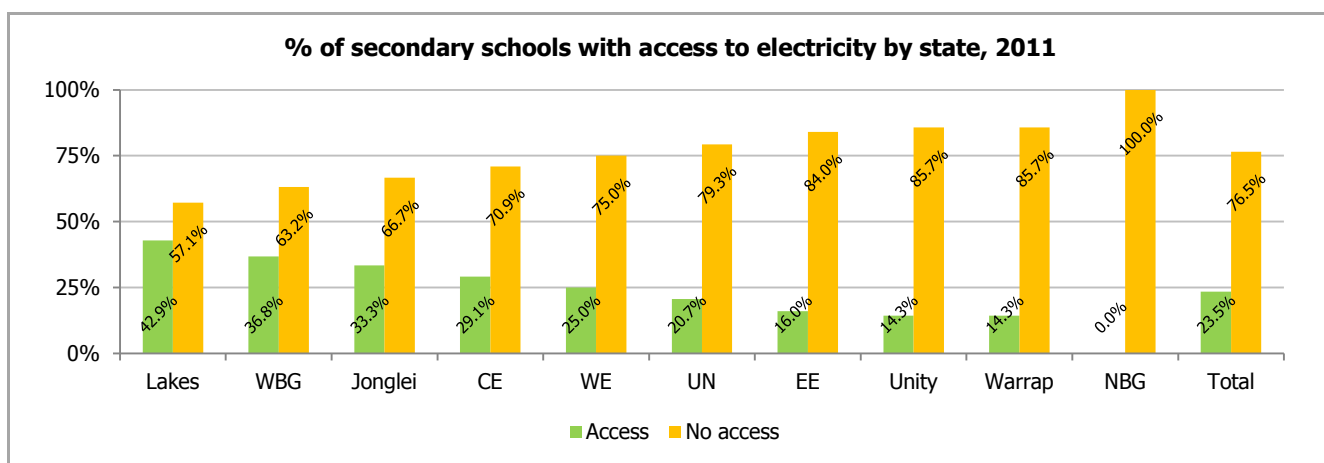
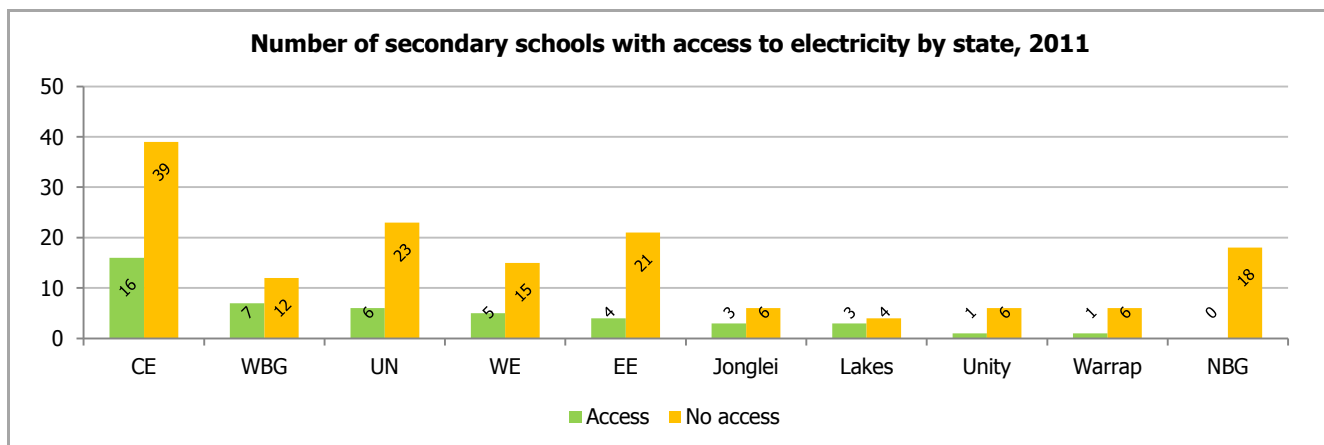
**Number of secondary schools with access to latrine by state, 2011**





**Number and % of secondary schools with and without access to electricity by state, 2011**

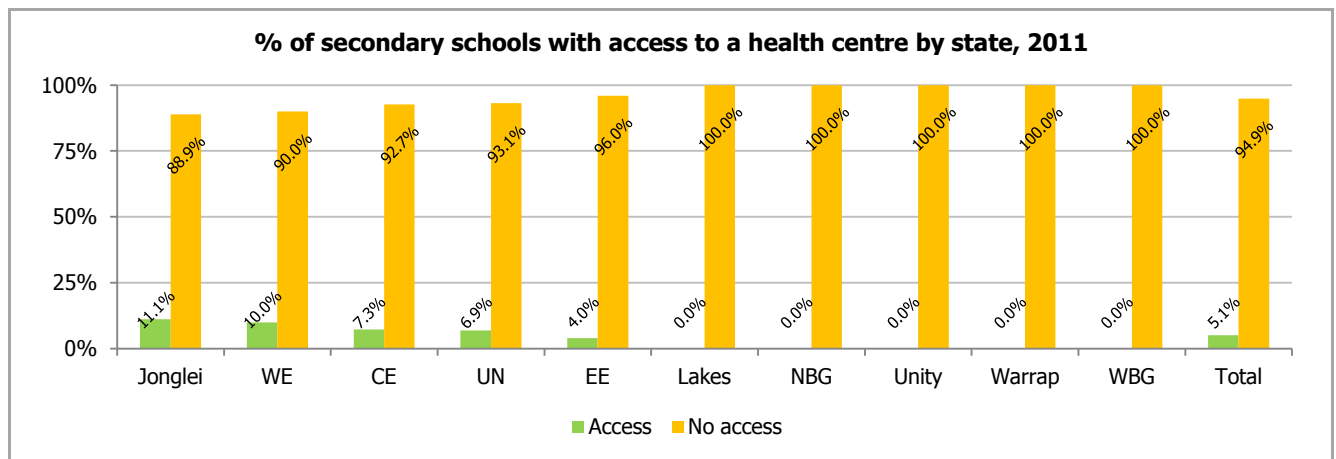
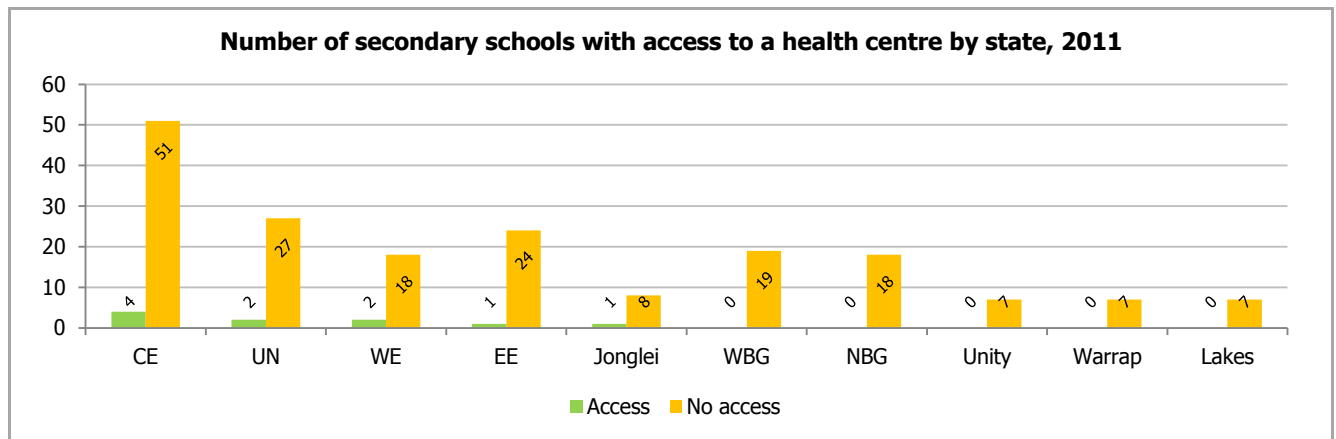
State	Schools	Access		No access	
		Count	% total	Count	% total
CE	55	16	29.1%	39	70.9%
EE	25	4	16.0%	21	84.0%
Jonglei	9	3	33.3%	6	66.7%
Lakes	7	3	42.9%	4	57.1%
NBG	18	-	-	18	100.0%
UN	29	6	20.7%	23	79.3%
Unity	7	1	14.3%	6	85.7%
Warrap	7	1	14.3%	6	85.7%
WBG	19	7	36.8%	12	63.2%
WE	20	5	25.0%	15	75.0%
Total	196	46	23.5%	150	76.5%



✓ In total, only 23.5% of secondary schools have access to electricity. Note in NBG, no secondary school has access to electricity.

### Number and % of secondary schools with and without access to health centre by state, 2011

State	Schools	Access		No access	
		Count	% total	Count	% total
CE	55	4	7.3%	51	92.7%
EE	25	1	4.0%	24	96.0%
Jonglei	9	1	11.1%	8	88.9%
Lakes	7	-	-	7	100.0%
NBG	18	-	-	18	100.0%
UN	29	2	6.9%	27	93.1%
Unity	7	-	-	7	100.0%
Warrap	7	-	-	7	100.0%
WBG	19	-	-	19	100.0%
WE	20	2	10.0%	18	90.0%
Total	196	10	5.1%	186	94.9%



- ✓ In total, almost 95% of secondary schools are inaccessible to health centres.
- ✓ Note there is no access to health centres in five states: Lakes, NBG, Unity, Warrap and WBG.

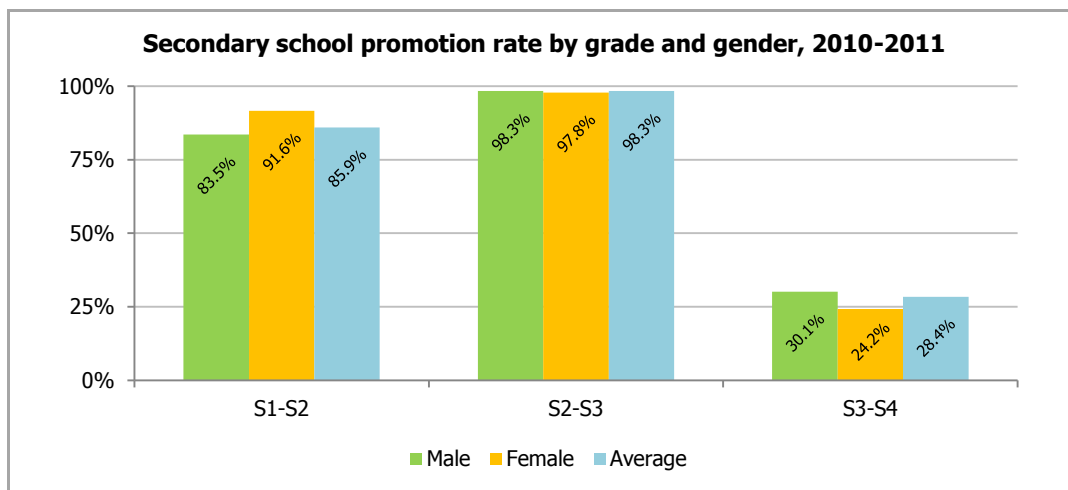
## 7.3. Student flow

### 7.3.1. Promotion rate

#### Secondary school promotion rate by state, grade, and gender, 2010-2011

State	Overall			Male			Female		
	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4
CE	87.3%	89.9%	34.3%	84.8%	89.4%	36.9%	91.2%	90.8%	30.3%
EE	80.5%	92.6%	76.7%	78.6%	101.6%*	80.9%	85.4%	69.8%	63.0%
Jonglei	108.2%*	179.4%*	48.2%	101.7%*	167.8%*	44.9%	144.2%*	284.6%*	71.4%
Lakes	78.8%	73.3%	82.2%	78.3%	74.2%	82.5%	81.7%	63.3%	78.1%
NBG	101.4%*	107.3%*	1.8%	96.4%	89.7%	1.8%	164.9%*	524.0%*	-
UN	79.3%	102.1%*	0.4%	83.8%	100.6%*	0.7%	71.6%	104.8%*	-
Unity	250.2%*	293.1%*	-	259.1%*	312.1%*	-	216.7%*	175.0%*	-
Warrap	28.3%	63.0%	-	27.3%	66.2%	-	39.3%	38.5%	-
WBG	113.0%*	125.7%*	-	96.7%	123.0%*	-	143.5%*	127.2%*	-
WE	84.9%	82.4%	37.6%	86.2%	87.0%	36.5%	79.4%	68.9%	39.7%
Average	85.9%	98.3%	28.4%	83.5%	98.3%	30.1%	91.6%	97.8%	24.2%

\* Promotion exceeding 100% occur due to high increase in enrolment between 2010 and 2011.

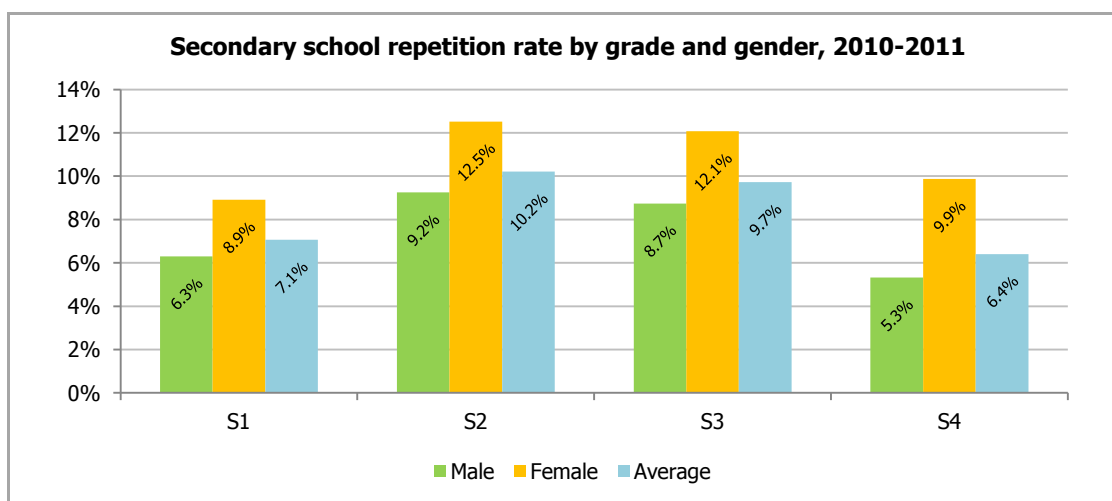


✓ Promotion rate is highest between S2-S3 at 98.3.0% and lowest in S3-P4 at 28.4%. Females have a higher promotion rate in S1-S2 than males by 8.1% but this dips in S3-S4, where males surpass females in promotion rates by 5.9%.

### 7.3.2. Repetition rate

**Secondary school repetition rate by state, grade, and gender, 2010-2011**

State	Overall				Male				Female			
	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4
CE	5.0%	6.2%	6.4%	3.8%	3.5%	4.9%	3.9%	3.2%	7.5%	8.3%	10.1%	5.0%
EE	2.6%	4.0%	7.1%	1.6%	1.8%	3.8%	6.0%	1.0%	4.6%	4.5%	10.9%	3.2%
Jonglei	7.9%	16.8%	35.7%	0.0%	5.6%	10.2%	32.7%	0.0%	21.2%	76.9%	57.1%	0.0%
Lakes	1.6%	0.7%	0.5%	0.8%	1.0%	0.6%	0.5%	0.8%	5.6%	1.7%	0.0%	0.0%
NBG	3.1%	6.3%	5.0%	-	2.1%	4.0%	2.6%	-	15.6%	60.0%	87.5%	-
UN	17.4%	19.5%	17.6%	0.0%	17.9%	18.8%	19.2%	0.0%	16.7%	20.6%	15.0%	0.0%
Unity	2.0%	7.6%	5.5%	-	1.3%	6.5%	2.8%	-	4.8%	15.0%	26.3%	-
Warrap	2.2%	8.4%	2.1%	-	2.1%	7.2%	2.2%	-	2.4%	17.9%	0.0%	-
WBG	11.4%	11.7%	11.4%	-	16.6%	14.6%	13.6%	-	1.6%	5.7%	3.7%	-
WE	6.1%	22.4%	19.0%	33.5%	5.7%	21.8%	16.3%	31.6%	7.0%	24.1%	27.8%	37.9%
Average	7.1%	10.2%	9.7%	6.4%	6.3%	9.2%	8.7%	5.3%	8.9%	12.5%	12.1%	9.9%



✓ Repetition rate is highest in S2 at 10.2% and lowest in P4 at 6.4%. Rates vary across gender with females more likely to repeat at each grade level.

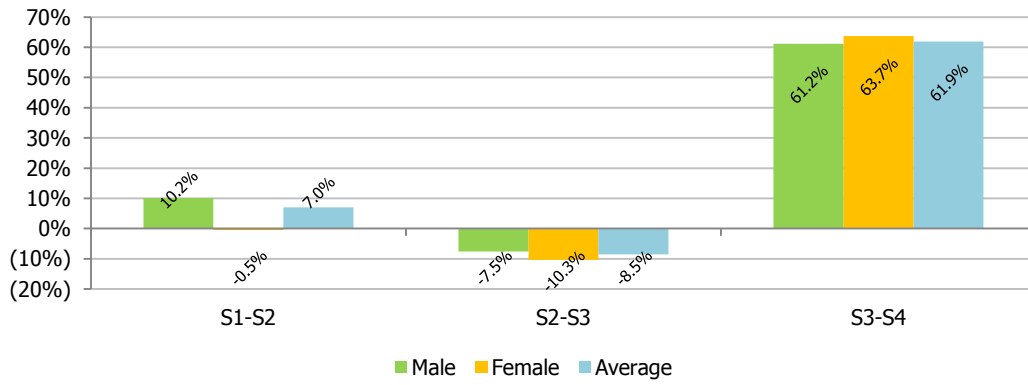
### 7.3.3. Dropout rate

**Secondary school dropout rate by state and grade, 2010-2011**

State	Overall			Male			Female		
	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4
CE	7.7%	3.8%	59.3%	11.8%	5.7%	59.2%	1.3%	0.8%	59.6%
EE	16.9%	3.4%	16.2%	19.5%	-5.4%	13.1%	10.0%	25.8%	26.1%
Jonglei	-16.2%*	-96.2%*	16.1%	-7.3%*	-78.0%*	22.4%	-65.4%*	-261.5%*	-28.6%*
Lakes	19.7%	26.0%	17.3%	20.7%	25.1%	16.9%	12.7%	35.0%	21.9%
NBG	-4.5%*	-13.6%*	93.2%	1.5%	6.2%	95.6%	-80.5%*	-484.0%*	12.5%
UN	3.3%	-21.5%*	82.0%	-1.7%*	-19.4%*	80.1%	11.8%	-25.4%*	85.0%
Unity	-152.2%*	-200.7%*	94.5%	-160.4%*	-218.5%*	97.2%	-121.4%*	-90.0%*	73.7%
Warrap	69.5%	28.6%	97.9%	70.6%	26.6%	97.8%	58.3%	43.6%	100.0%
WBG	-24.3%*	-37.4%*	88.6%	-13.3%*	-37.6%*	86.4%	-45.2%*	-32.9%*	96.3%
WE	9.0%	-4.8%*	43.4%	8.1%	-8.8%*	47.3%	13.6%	7.0%	32.5%
Average	7.0%	-8.5%*	61.9%	10.2%	-7.5%*	61.2%	-0.5%*	-10.3%*	63.7%

\* Negative dropout rates occur due to high increase in enrolment between 2010 and 2011.

**Secondary school dropout rate by grade and gender, 2010-2011**



- ✓ Dropout rate is highest in S3-S4 at 61.9% and lowest in S2-S3 at -8.5%.
- ✓ Rates vary across gender with males more likely to dropout at each grade level.



## 8.0. ALTERNATIVE EDUCATION SYSTEM (AES), 2011

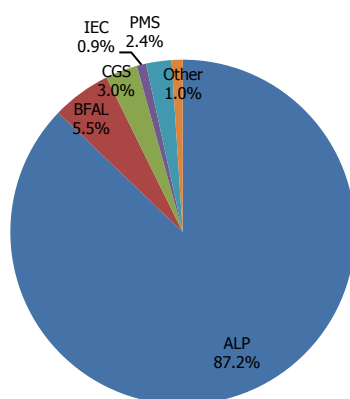
### 8.1. Access

#### 8.1.1. Enrolment

**Number of AES centre learners by state and program, 2011**

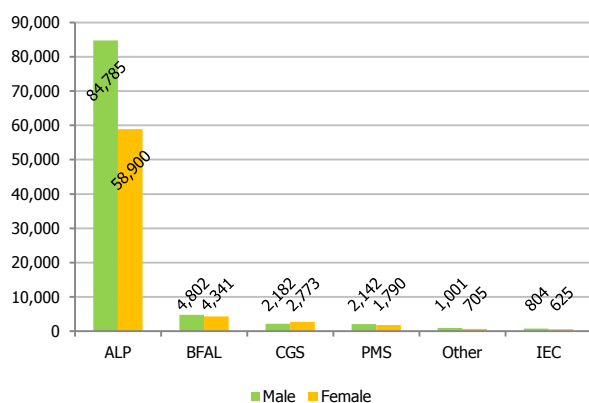
State	Total	ALP	BFAL	CGS	IEC	PMS	Other
CE	11,301	7,671	1,908	1,062	225	323	112
EE	8,233	6,794	872	86	89	250	142
Jonglei	22,179	19,550	763	86	596	872	312
Lakes	15,766	11,945	1,588	1,015	86	798	334
NBG	34,193	33,235	113	720	-	125	-
UN	20,738	17,587	1,385	433	-	643	690
Unity	30,786	27,655	1,801	-	433	897	-
Warrap	5,137	4,996	141	-	-	-	-
WBG	7,757	7,543	214	-	-	-	-
WE	8,760	6,709	358	1,553	-	24	116
<b>Total</b>	<b>164,850</b>	<b>143,685</b>	<b>9,143</b>	<b>4,955</b>	<b>1,429</b>	<b>3,932</b>	<b>1,706</b>

**% of AES centre learners by program, 2011**

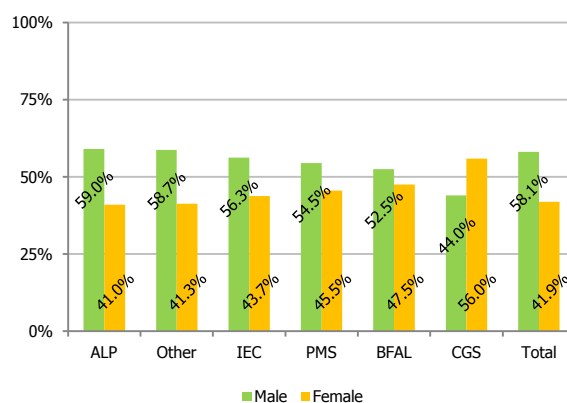


- ✓ AES is a system of prescribed courses of study which assist an otherwise out-of-school learner, children or adults, to accelerate his/her learning either to join the formal education system or to gain needed skills for a productive life. Six categories have been delineated in the annual education census: Accelerated Learning Program (ALP); Basic Functional Adult Literacy (BFAL); Community Girls Schools (CGS); Intensive English Courses (IEC); Pastoralist Mobile Schools (PMS); and other.
- ✓ Note the uneven distribution of AES programs in South Sudan. 87% of all AES learners are ALP, reaching out to 143,685 people. This compresses 8 years of primary education into 4 years, so a graduate may continue on to secondary education.

**Number of AES centre learners by program and gender, 2011**

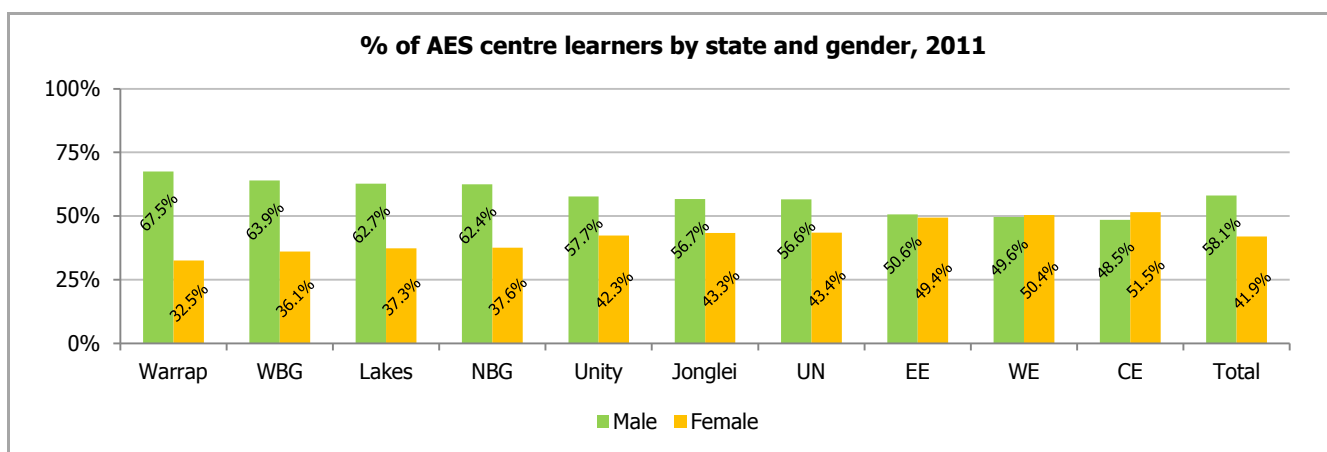
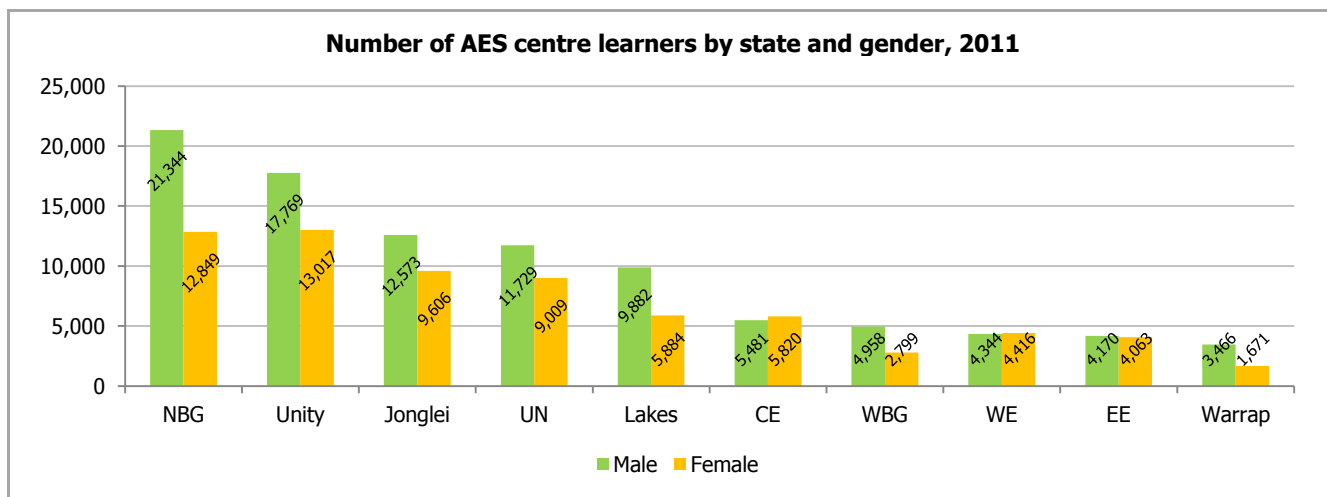


**% of AES centre learners by program and gender, 2011**



**Number and % of AES centre learners by state and gender, 2011**

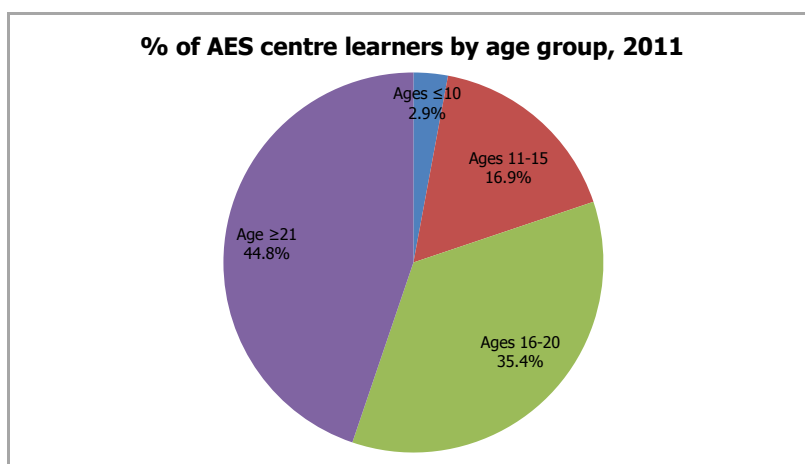
State	Centres	Male		Female	
		Count	% total	Count	% total
CE	11,301	5,481	48.5%	5,820	51.5%
EE	8,233	4,170	50.6%	4,063	49.4%
Jonglei	22,179	12,573	56.7%	9,606	43.3%
Lakes	15,766	9,882	62.7%	5,884	37.3%
NBG	34,193	21,344	62.4%	12,849	37.6%
UN	20,738	11,729	56.6%	9,009	43.4%
Unity	30,786	17,769	57.7%	13,017	42.3%
Warrap	5,137	3,466	67.5%	1,671	32.5%
WBG	7,757	4,958	63.9%	2,799	36.1%
WE	8,760	4,344	49.6%	4,416	50.4%
<b>Total</b>	<b>164,850</b>	<b>95,716</b>	<b>58.1%</b>	<b>69,134</b>	<b>41.9%</b>



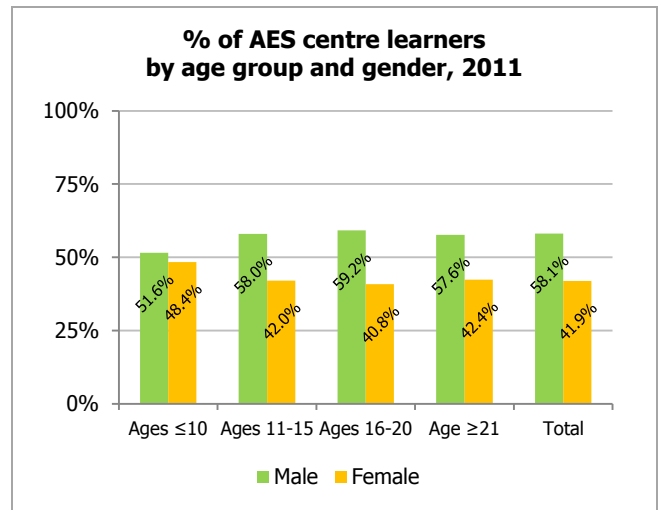
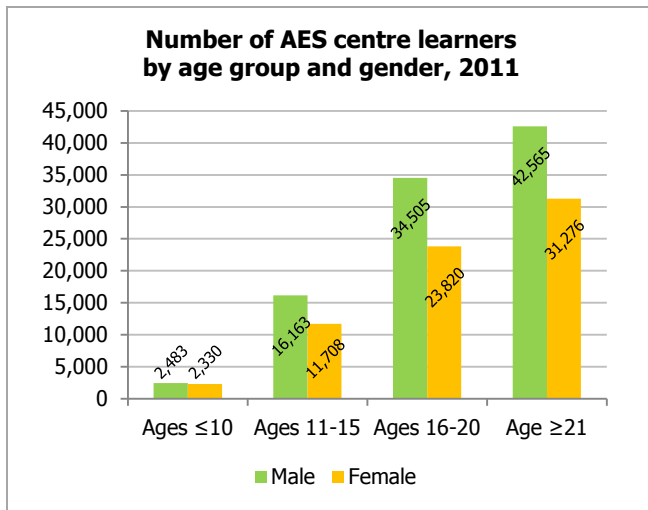
- ✓ As in other sectors of education, the majority of learners in AES programs are male- representing 58.1% of total learners.
- ✓ Note, in CE and WE females dominate the AES programs with 51% and 50.4% respectively.

### Number of AES centre learners by state and age group, 2011

State	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
CE	11,301	436	2,512	3,474	4,879
EE	8,233	9	177	1,895	6,152
Jonglei	22,179	645	3,403	8,010	10,121
Lakes	15,766	1,166	2,666	4,680	7,254
NBG	34,193	388	7,350	12,962	13,493
UN	20,738	909	3,672	7,733	8,424
Unity	30,786	133	4,178	12,159	14,316
Warrap	5,137	40	484	1,931	2,682
WBG	7,757	422	2,023	2,579	2,733
WE	8,760	665	1,406	2,902	3,787
Total	164,850	4,813	27,871	58,325	73,841



- ✓ AES formed shortly after the CPA as a response to the educational needs of demobilised soldiers. Since then the system has largely targeted adult students who did not have educational opportunities at a school age during the conflict. While, AES programs, by their very nature, reach out to all different age groups, to this day, the largest portion of AES enrolment consists of adult learners over the age of 21 (45%).
- ✓ Note, there is a still significant number of child learners- under the age of 16 (32,684) who are turning to alternate means of attaining basic education.



## 8.2. Resources

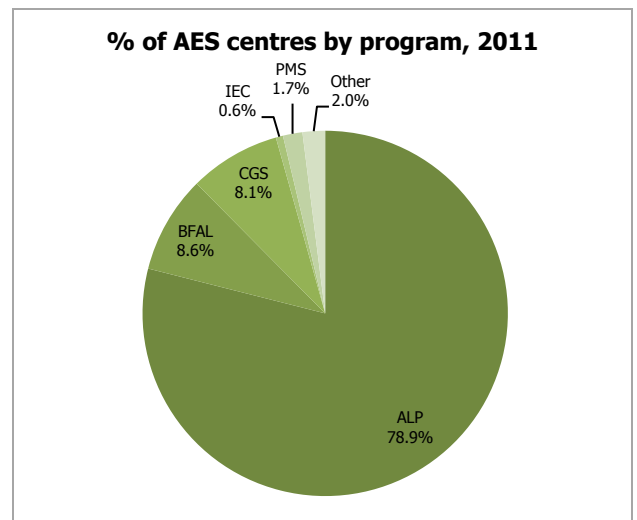
### 8.2.1. Centres

#### Number of AES centres by program, 2011

Program	No. centres
Accelerated Learning Program (ALP)	870
Basic Functional Adult Literacy (BFAL)	95
Community Girls School	89
Intensive English Course (IEC)	7
Pastoralist Mobile School (PMS)	19
Other	22
<b>Total</b>	<b>1,102</b>

\* Some centres have more than one program.

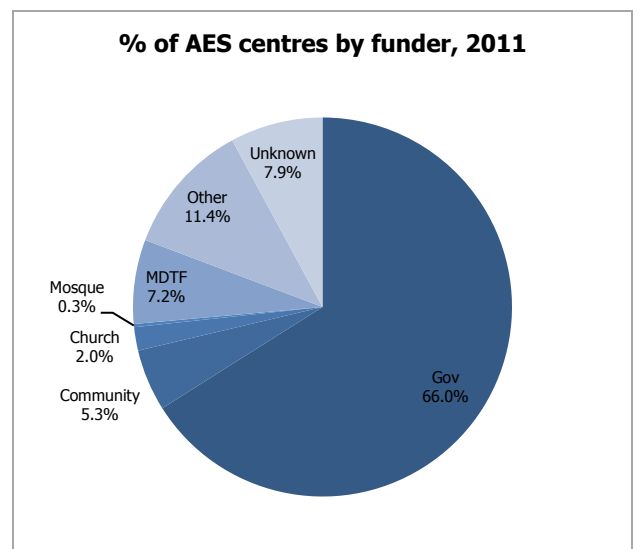
- ✓ Reflecting the high numbers of AES learners, ALP represents the dominant number of AES centres by program, with 78.9% of all AES programs ALP.



#### Number of AES centres by funder, 2011

Funder	No. centres
Government	727
Community	58
Church	22
Mosque	3
Multi-Donor Trust Fund (MDTF)	79
Other	125
Unknown	87
<b>Total</b>	<b>1,101</b>

- ✓ AES is funded largely by the government, but also significantly by NGOs and the community. The government is the largest supporter of AES funding 71.7% of AES centers. "Other" includes mostly unknowns, as well as Oxfam, SCISS, NRC and EDC.

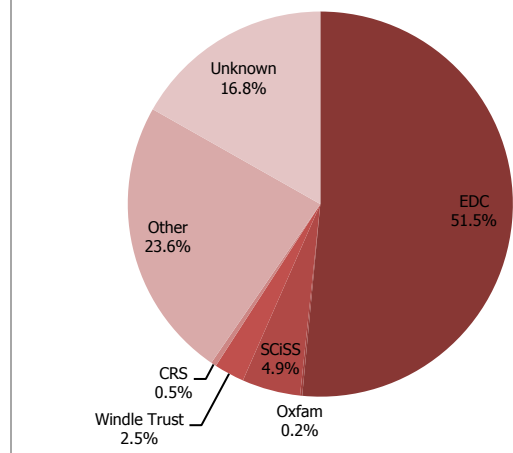


### No. of AES centres by implementation agency, 2011

Implementation agency	No. centres
Education Development Center (EDC)	567
Oxfam	2
Save the Children in South Sudan (SCISS)	54
Windle Trust	28
Catholic Relief Services (CRS)	5
Other	260
Unknown	185
<b>Total</b>	<b>1,101</b>

- ✓ AES programs are implemented by partner agencies. The Educational Development Centre (EDC), with its SSIRI program, has the largest presence in the alternative education sector. "Other" mostly encompasses centers whose program implementation agency is unknown. 185 centres fall into the unknown category.

### % of AES centres by implementation agency, 2011



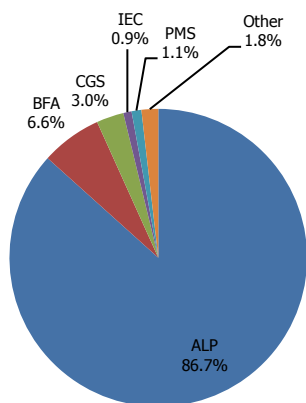
## 8.2.2. Teachers

### Number of AES centre teachers by state and program, 2011

State	Total	ALP	BFAL	CGS	IEC	PMS	Other
CE	608	443	104	35	9	12	5
EE	470	403	44	8	3	3	9
Jonglei	456	400	25	4	16	3	8
Lakes	444	351	31	28	5	14	18
NBG	946	917	5	25	-	4	-
UN	484	418	23	3	-	4	36
Unity	454	383	50	-	11	10	-
Warrap	233	225	8	-	-	-	-
WBG	313	297	16	-	-	-	-
WE	477	403	17	42	-	2	13
<b>Total</b>	<b>4,885</b>	<b>4,240</b>	<b>323</b>	<b>145</b>	<b>44</b>	<b>52</b>	<b>89</b>

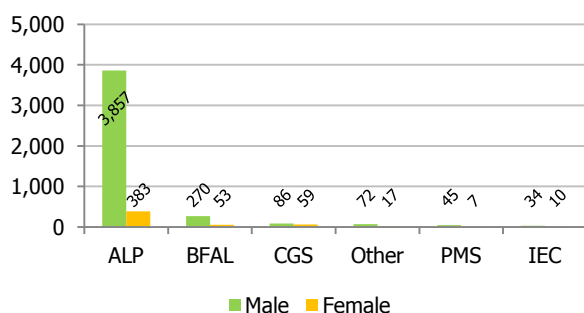
\* Some centres have more than one program. Hence, some teachers may teach more than one program.

### % of AES centre teachers by program, 2011

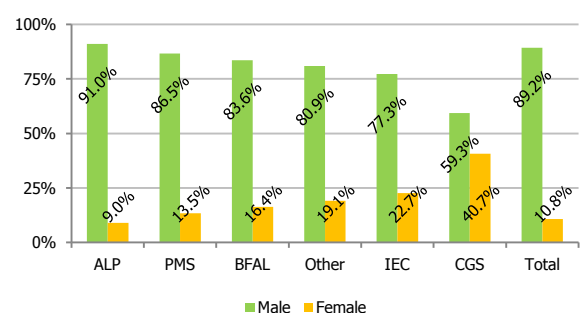


- ✓ The percentage distribution of teachers corresponds with the percentage distribution of learners. For instance, 86.7% of AES teachers teach ALP sessions, attended by 87.2% of AES learners.
- ✓ On national average, nearly 89% of the teachers are male and 11% female. This percentage distribution is consistent across all programs but CGS. This is understandable as CGS targets girls. The data reflects the program's effort to recruit female teachers, as a method of providing an environment comfortable to girls.

### Number of AES centre teachers by program and gender, 2011

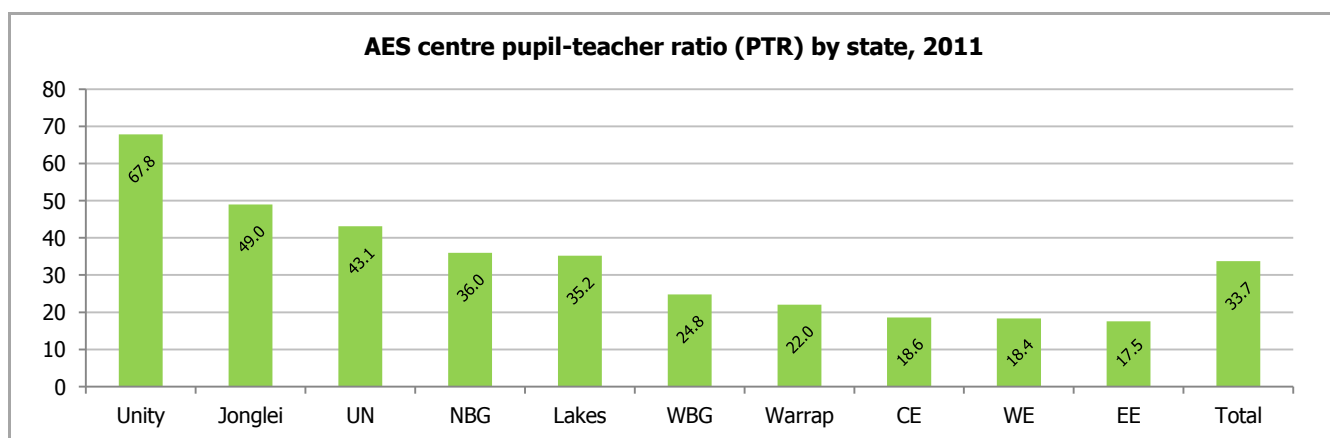
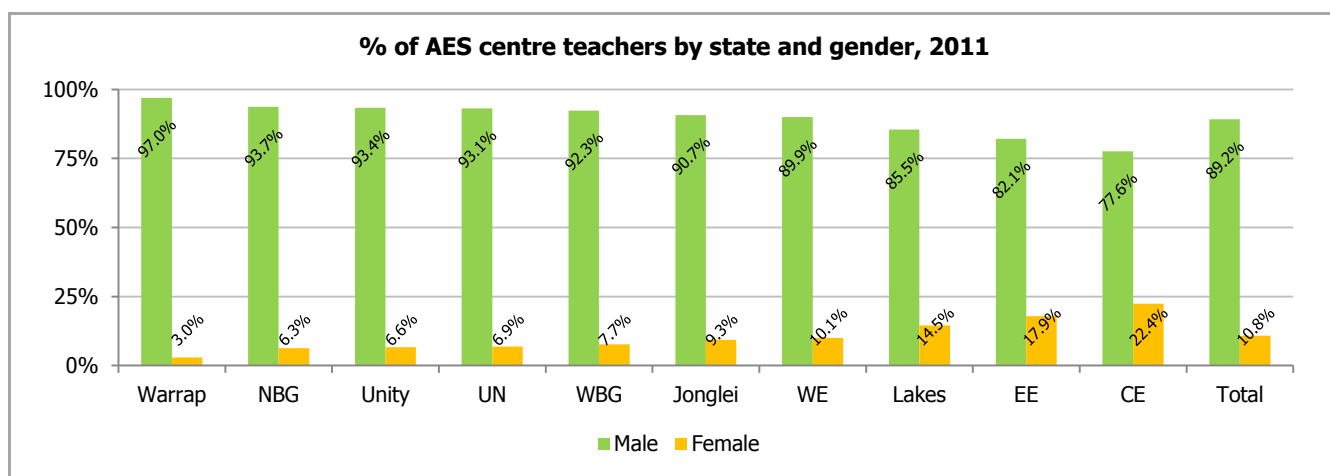
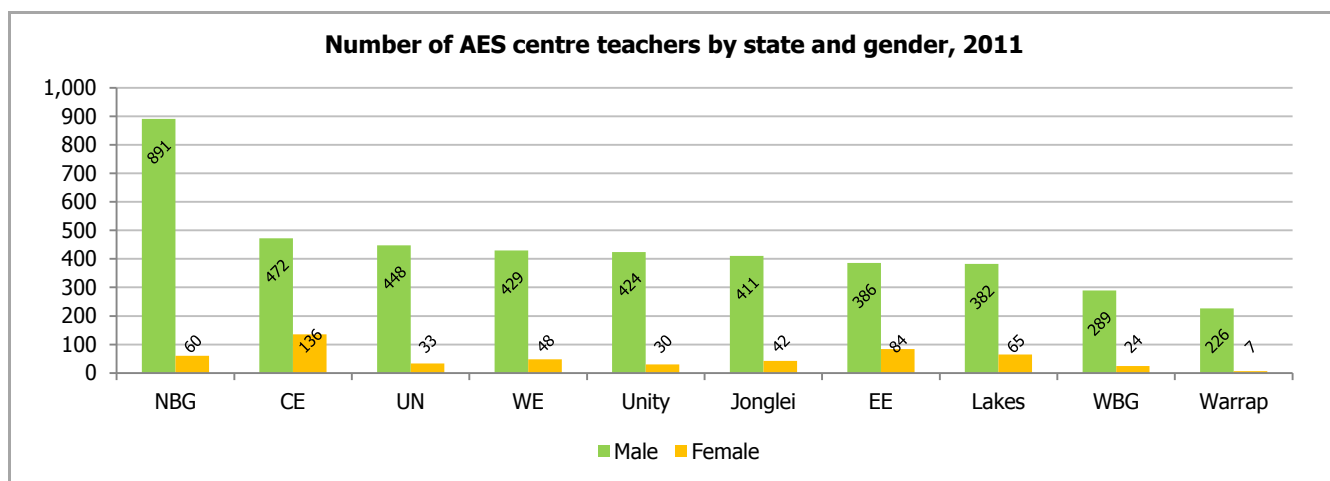


### % of AES centre teachers by program and gender, 2011



### Number and % of AES centre teachers by state and gender, 2011

State	Total	Male		Female		PTR
		Count	% total	Count	% total	
CE	608	472	77.6%	136	22.4%	18.6
EE	470	386	82.1%	84	17.9%	17.5
Jonglei	453	411	90.7%	42	9.3%	49.0
Lakes	447	382	85.5%	65	14.5%	35.2
NBG	951	891	93.7%	60	6.3%	36.0
UN	481	448	93.1%	33	6.9%	43.1
Unity	454	424	93.4%	30	6.6%	67.8
Warrap	233	226	97.0%	7	3.0%	22.0
WBG	313	289	92.3%	24	7.7%	24.8
WE	477	429	89.9%	48	10.1%	18.4
Total	4,887	4,358	89.2%	529	10.8%	33.7

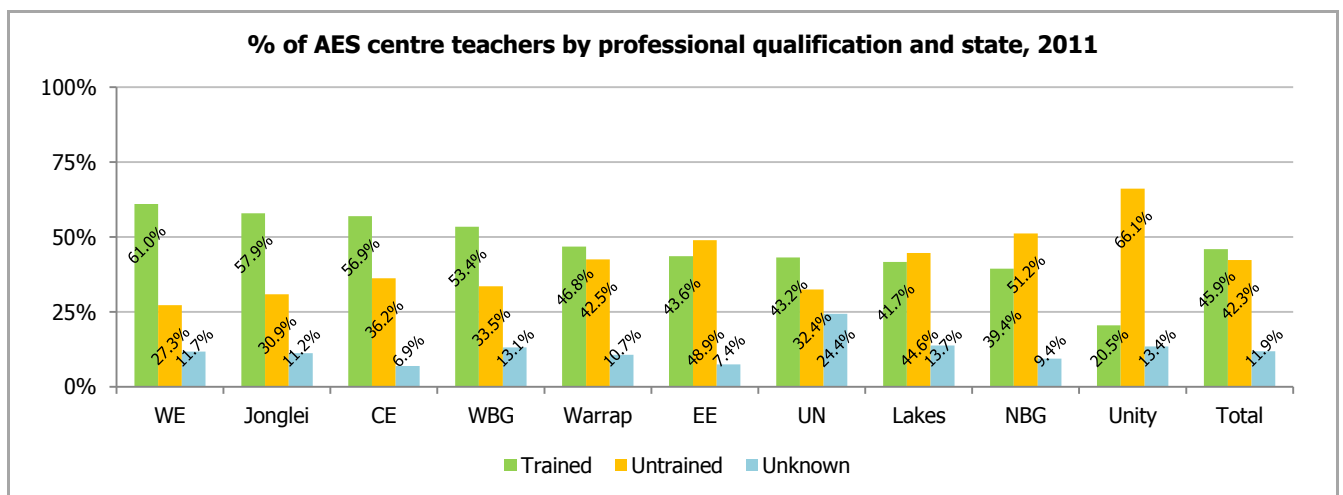
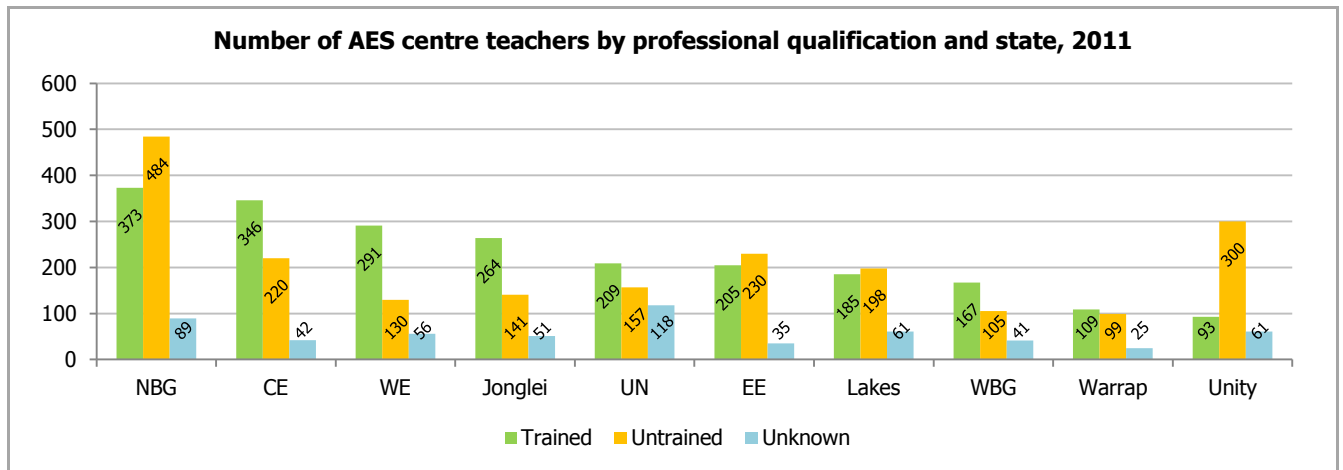


- ✓ Only 10% of all AES teachers are female. CE represents the state with the largest proportion of female teachers at 22.4%. With only 10.8% of AES teachers female, resources should be allocated to achieve more gender equity among AES teachers.

### Number and % of AES centre teachers by professional qualification and state, 2011

State	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
CE	608	346	56.9%	220	36.2%	42	6.9%
EE	470	205	43.6%	230	48.9%	35	7.4%
Jonglei	456	264	57.9%	141	30.9%	51	11.2%
Lakes	444	185	41.7%	198	44.6%	61	13.7%
NBG	946	373	39.4%	484	51.2%	89	9.4%
UN	484	209	43.2%	157	32.4%	118	24.4%
Unity	454	93	20.5%	300	66.1%	61	13.4%
Warrap	233	109	46.8%	99	42.5%	25	10.7%
WBG	313	167	53.4%	105	33.5%	41	13.1%
WE	477	291	61.0%	130	27.3%	56	11.7%
<b>Total</b>	<b>4,885</b>	<b>2,242</b>	<b>45.9%</b>	<b>2,064</b>	<b>42.3%</b>	<b>579</b>	<b>11.9%</b>

\* "Trained" encompasses teachers with pre-service teacher training, in-service teacher training, and higher education diploma. "Unknown" teachers include those whose professional qualification was not reported.

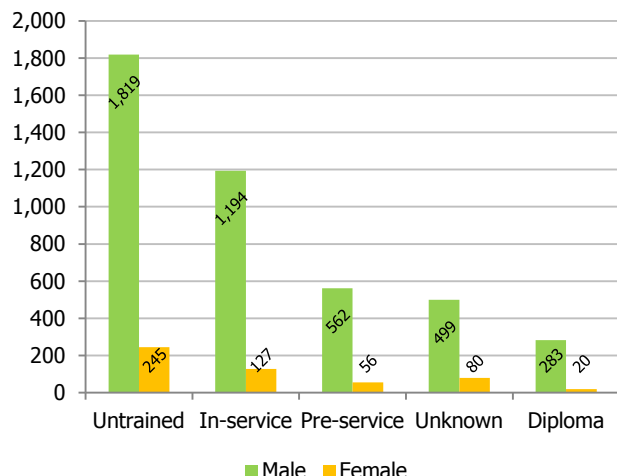


- ✓ It is important to track not only the number of teachers but also the percentage of trained teachers to measure the gaps in the quality of teaching force. For example, one must note that although NBG has the greatest number of AES teachers, over 60% of them have not received training. Nationally, in total, 54.1% of AES teachers are not trained.

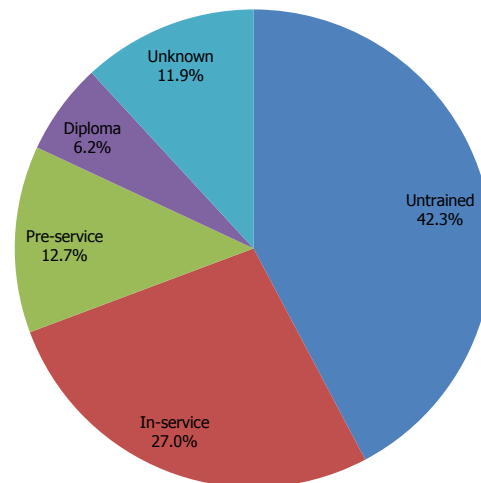
### Number and % of AES centre teachers by professional qualification and state, 2011

State	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
CE	608	220	36.2%	197	32.4%	91	15.0%	58	9.5%	42	6.9%
EE	470	230	48.9%	82	17.4%	76	16.2%	47	10.0%	35	7.4%
Jonglei	456	141	30.9%	126	27.6%	80	17.5%	58	12.7%	51	11.2%
Lakes	444	198	44.6%	135	30.4%	39	8.8%	11	2.5%	61	13.7%
NBG	946	484	51.2%	238	25.2%	101	10.7%	34	3.6%	89	9.4%
UN	484	157	32.4%	75	15.5%	72	14.9%	62	12.8%	118	24.4%
Unity	454	300	66.1%	69	15.2%	16	3.5%	8	1.8%	61	13.4%
Warrap	233	99	42.5%	80	34.3%	24	10.3%	5	2.1%	25	10.7%
WBG	313	105	33.5%	107	34.2%	47	15.0%	13	4.2%	41	13.1%
WE	477	130	27.3%	212	44.4%	72	15.1%	7	1.5%	56	11.7%
<b>Total</b>	<b>4,885</b>	<b>2,064</b>	<b>42.3%</b>	<b>1,321</b>	<b>27.0%</b>	<b>618</b>	<b>12.7%</b>	<b>303</b>	<b>6.2%</b>	<b>579</b>	<b>11.9%</b>

**Number of AES centre teachers by professional qualification and gender, 2011**



**% of AES centre teachers by professional qualification, 2011**



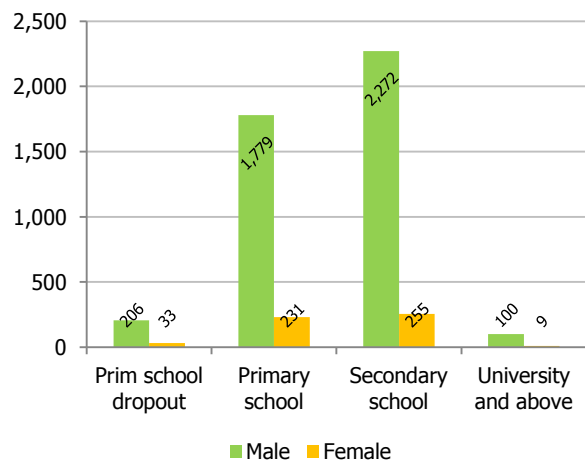
- ✓ It is important to track not only the number of trained teachers but also their professional qualification to measure the gaps in the quality of teaching force. The majority of the 45.9% trained teachers have received in-service training. Resources need to be allocated to ensure that teachers involved in alternative education receive the appropriate training.

**Number and % of AES teachers by academic qualification and state, 2011**

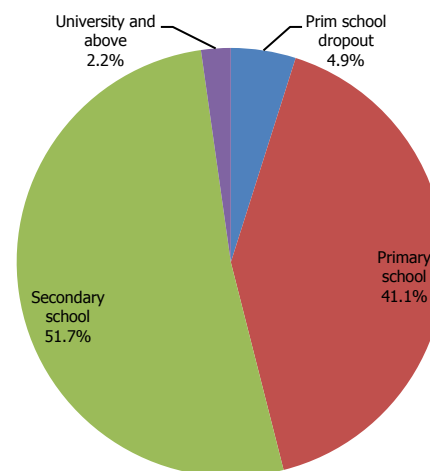
State	Total	Prim school dropout		Primary school		Secondary school		University and above	
		Count	% total	Count	% total	Count	% total	Count	% total
CE	608	13	2.1%	84	13.8%	484	79.6%	27	4.4%
EE	470	10	2.1%	89	18.9%	353	75.1%	18	3.8%
Jonglei	456	12	2.6%	118	25.9%	318	69.7%	8	1.8%
Lakes	444	43	9.7%	281	63.3%	117	26.4%	3	0.7%
NBG	946	37	3.9%	615	65.0%	286	30.2%	8	0.8%
Unity	484	50	10.3%	80	16.5%	320	66.1%	34	7.0%
UN	454	28	6.2%	264	58.1%	159	35.0%	3	0.7%
Warrap	233	5	2.1%	121	51.9%	106	45.5%	1	0.4%
WBG	313	20	6.4%	124	39.6%	165	52.7%	4	1.3%
WE	477	21	4.4%	234	49.1%	219	45.9%	3	0.6%
<b>Total</b>	<b>4,885</b>	<b>239</b>	<b>4.9%</b>	<b>2,010</b>	<b>41.1%</b>	<b>2,527</b>	<b>51.7%</b>	<b>109</b>	<b>2.2%</b>

\* "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.

**Number of AES centre teachers by professional qualification and gender, 2011**



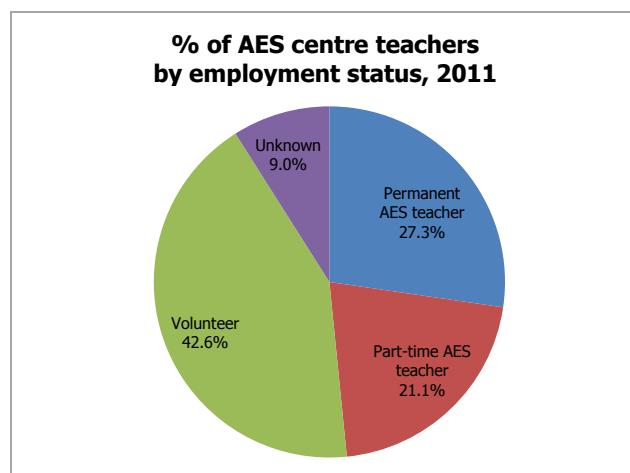
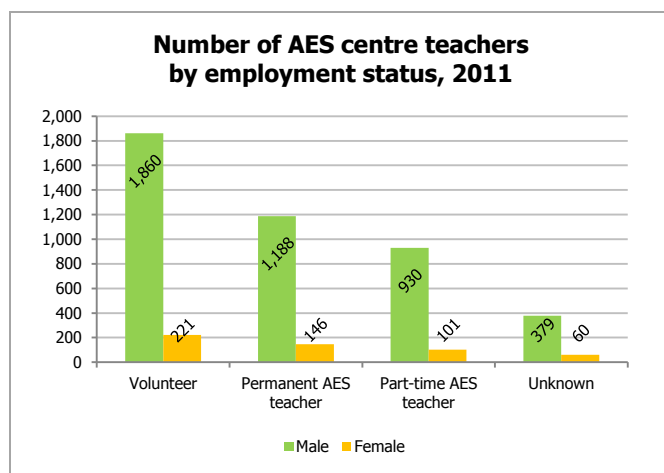
**% of AES centre teachers by professional qualification, 2011**



- ✓ It is important to track the academic qualification of teachers to measure the gaps in the quality of the teaching force.
- ✓ Amongst the 90% of AES teachers whose academic qualification is known, the largest number of them has finished secondary school. On national average, 51.7% of AES teachers have completed secondary schooling.
- ✓ AES teachers in general have lower academic qualifications compared to teachers in other sectors of education. Over 60% of pre-primary school teachers and 53.2% of primary school teachers have completed secondary education, while almost 60% of secondary school teachers have completed tertiary education.

### Number and % of AES centre teachers by employment status and state, 2011

State	Total	Permanent AES teacher		Part-time AES teacher		Volunteer		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
CE	608	200	32.9%	106	17.4%	254	41.8%	48	7.9%
EE	470	95	20.2%	170	36.2%	185	39.4%	20	4.3%
Jonglei	456	115	25.2%	117	25.7%	184	40.4%	40	8.8%
Lakes	444	114	25.7%	63	14.2%	229	51.6%	38	8.6%
NBG	946	242	25.6%	180	19.0%	468	49.5%	56	5.9%
UN	484	101	20.9%	115	23.8%	218	45.0%	50	10.3%
Unity	454	167	36.8%	42	9.3%	206	45.4%	39	8.6%
Warrap	233	57	24.5%	23	9.9%	116	49.8%	37	15.9%
WBG	313	63	20.1%	53	16.9%	131	41.9%	66	21.1%
WE	477	180	37.7%	162	34.0%	90	18.9%	45	9.4%
<b>Total</b>	<b>4,885</b>	<b>1,334</b>	<b>27.3%</b>	<b>1,031</b>	<b>21.1%</b>	<b>2,081</b>	<b>42.6%</b>	<b>439</b>	<b>9.0%</b>

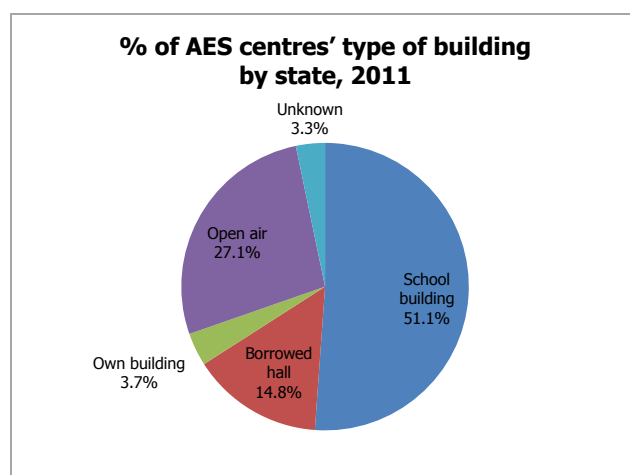
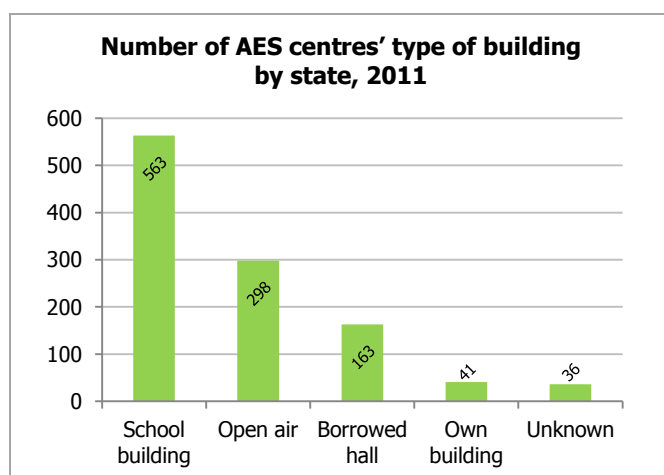


- ✓ Unlike primary and secondary schools, AES centres rely heavily on volunteers (42.6%). Only 27.3% of all teachers are permanent.
- ✓ Note too that a large proportion of AES teachers are part time (21.1%). This is reasonable because a large proportion of centres share a compound of buildings with primary or secondary schools (See Section 8.2.3). After morning or before afternoon primary school classes, the same teachers may be teaching AES students.

### 8.2.3. Classrooms

#### Number and % of AES centres' type of building by state, 2011

State	Total	School building	Borrowed hall	Own building	Open air	Unknown
CE	189	88	73	9	16	3
EE	95	55	7	5	24	4
Jonglei	110	79	9	5	14	3
Lakes	130	43	34	2	42	9
NBG	158	57	6	6	87	2
Unity	88	58	17	2	8	3
UN	108	58	8	4	33	5
Warrap	47	32	3	-	10	2
WBG	44	30	3	3	7	1
WE	132	63	3	5	57	4
<b>Total</b>	<b>1,101</b>	<b>563</b>	<b>163</b>	<b>41</b>	<b>298</b>	<b>36</b>





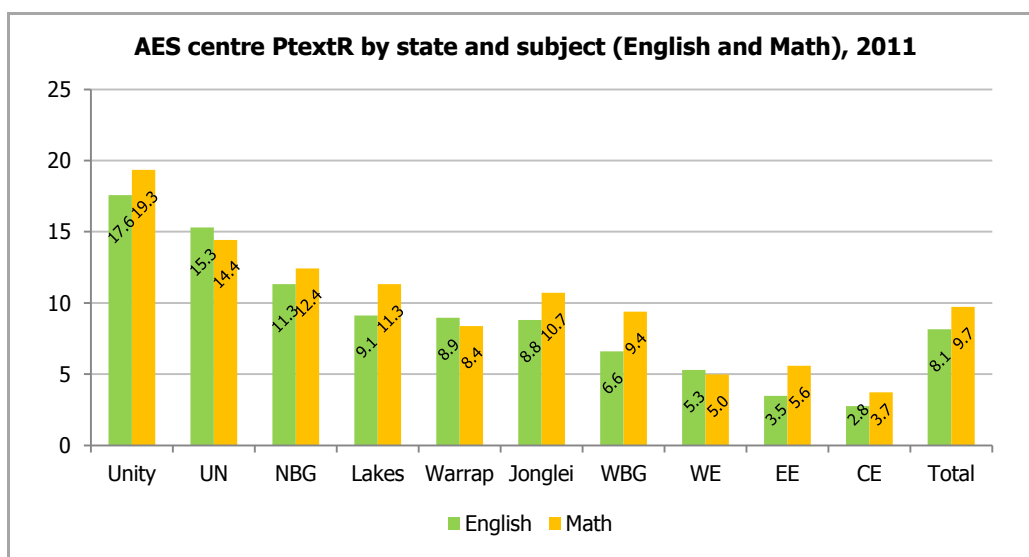
- ✓ AES centres rarely own their own compound, buildings or classrooms. 51.1% of the centers share space with primary or secondary schools. Over a quarter of them provide instruction in an open-air/under-the-tree setting.
- ✓ Sharing of learning space with primary and secondary schools makes it logistically possible for teachers to teach part-time at AES centers. As shown in section 8.2.2, more than 20% of AES teachers are part-time.

## 8.2.4. Curriculum and instruction

### AES centre pupil-textbook ratio (PTextR) by state and subject (English and Math), 2011

State	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
CE	11,301	4,094	2.8	3,032	3.7
EE	8,233	2,367	3.5	1,474	5.6
Jonglei	22,179	2,522	8.8	2,070	10.7
Lakes	15,766	1,727	9.1	1,393	11.3
NBG	34,193	3,019	11.3	2,751	12.4
UN	20,738	1,356	15.3	1,437	14.4
Unity	30,786	1,751	17.6	1,592	19.3
Warrap	5,137	574	8.9	614	8.4
WBG	7,757	1,177	6.6	827	9.4
WE	8,760	1,654	5.3	1,760	5.0
Total	164,850	20,241	8.1	16,950	9.7

\* "English" encompasses English reading, writing, and listening/speaking.



- ✓ AES pupil-textbook ratio ranges from 2.8 to 17.6 for English and from 3.7 to 19.3 for Math. National average is 8.1 for English and 9.7 for Math. This means 7-8 students share an English textbook and 9-10 students share a Math textbook.
- ✓ Note the pupil-textbook ratio is highest in Warrap.

## 8.3. Student flow

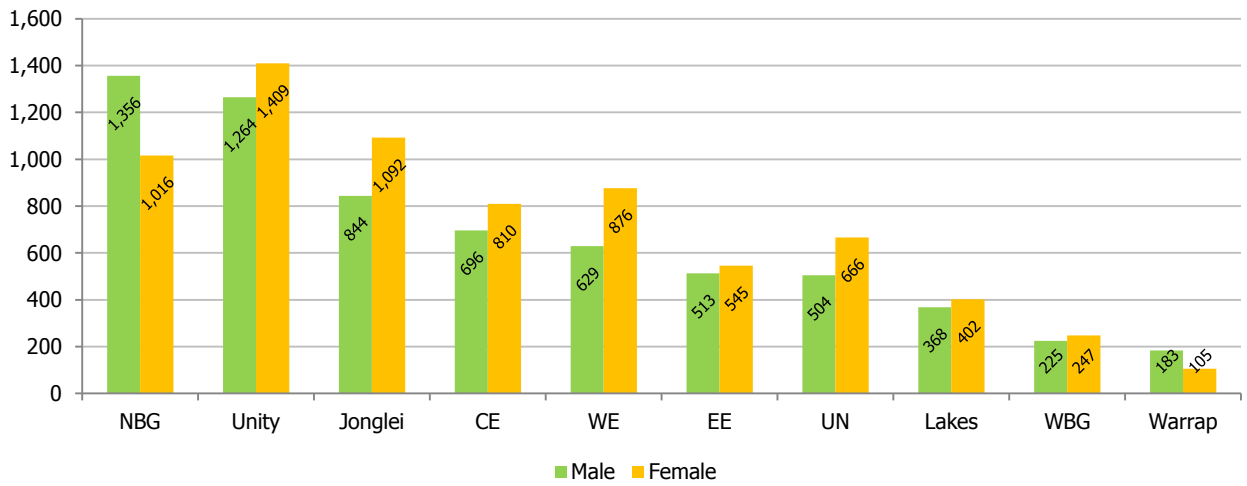
### 8.3.1. Dropouts

#### Number and % of AES centre dropouts by state and gender, 2010-2011

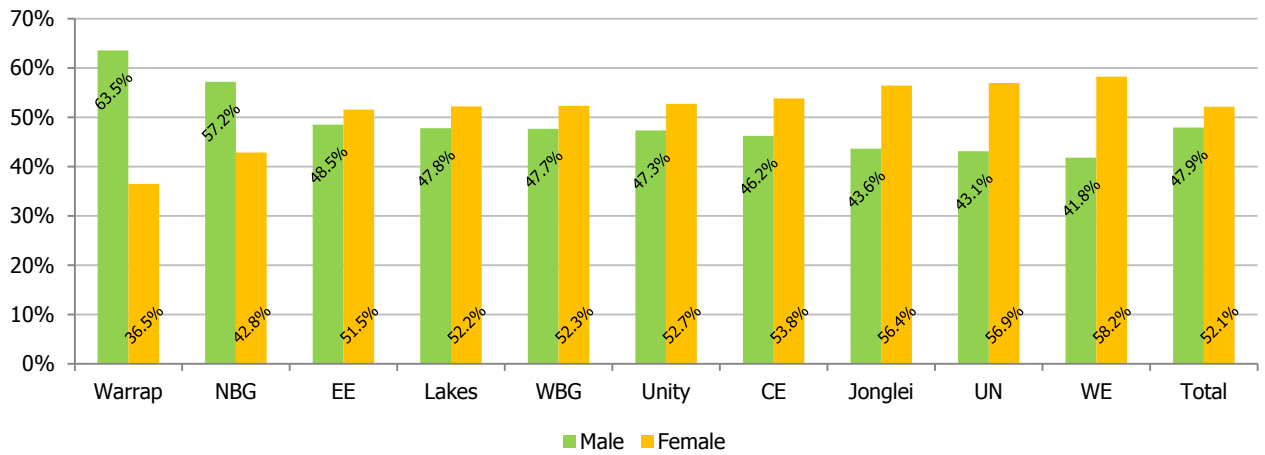
State	Total	Male		Female	
		Count	% total	Count	% total
CE	1,506	696	46.2%	810	53.8%
EE	1,058	513	48.5%	545	51.5%
Jonglei	1,936	844	43.6%	1,092	56.4%
Lakes	770	368	47.8%	402	52.2%
NBG	2,372	1,356	57.2%	1,016	42.8%
UN	1,170	504	43.1%	666	56.9%
Unity	2,673	1,264	47.3%	1,409	52.7%
Warrap	288	183	63.5%	105	36.5%
WBG	472	225	47.7%	247	52.3%
WE	1,505	629	41.8%	876	58.2%
Total	13,750	6,582	47.9%	7,168	52.1%

- ✓ In total, 13,750 learners dropped out of AES programs in 2011. Among the dropouts, there is little gender disparity with males representing 47.9% and females with 52.1%.
- ✓ Note the high proportionality of dropouts in Unity and NBG, and the low number of dropouts in Warrap and WBG.

**Number of AES centre dropouts by state and gender, 2010-2011**



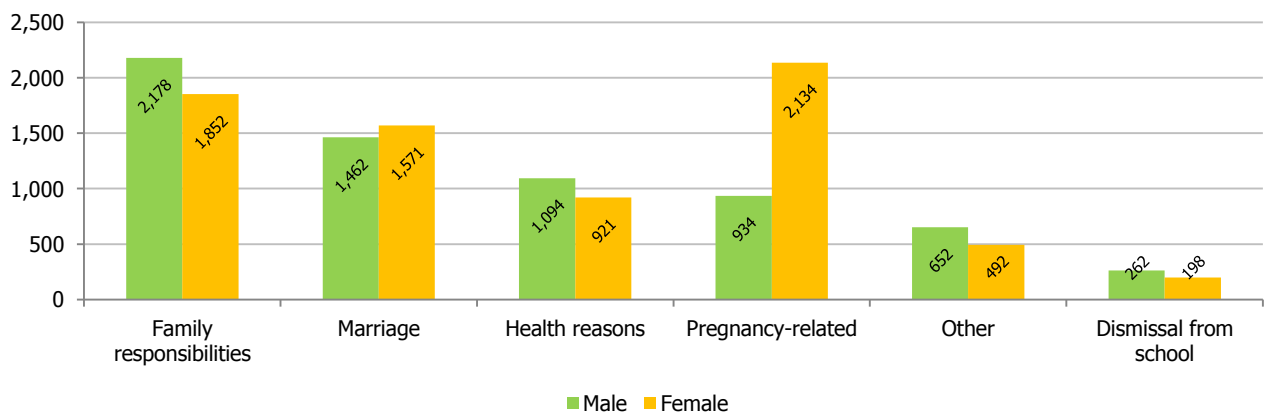
**% of AES centre dropouts by state and gender, 2010-2011**



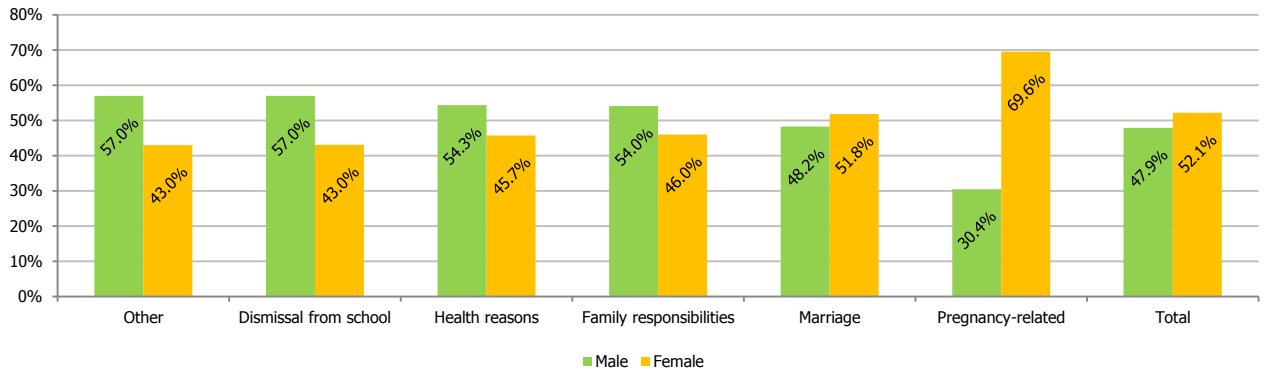
**Number of AES centre dropouts by reason and gender, 2010-2011**

Reason	Total	Male		Female	
		Count	% total	Count	% total
Dismissal from school	460	262	57.0%	198	43.0%
Family responsibilities	4,030	2,178	54.0%	1,852	46.0%
Health reasons	2,015	1,094	54.3%	921	45.7%
Marriage	3,033	1,462	48.2%	1,571	51.8%
Pregnancy-related	3,068	934	30.4%	2,134	69.6%
Other	1,144	652	57.0%	492	43.0%
<b>Total</b>	<b>13,750</b>	<b>6,582</b>	<b>47.9%</b>	<b>7,168</b>	<b>52.1%</b>

**Number of AES centre dropouts by reason and gender, 2010-2011**



**% of AES centre dropouts by reason and gender, 2010-2011**



- ✓ In total, 13,750 learners dropped out of AES programs in 2011. Among the dropouts, there is little gender disparity with males representing 47.9% and females 52.1% of the dropouts.
- ✓ Family responsibilities are the top reason for student dropout from alternative education. This is quite reasonable, for most AES students are past primary school age; the greatest percentage of the AES population is over 21.
- ✓ Note pregnancy related issues, especially among females, represents the most significant reason for AES dropout.

## 8.4. Program profiles

### 8.4.1. Accelerated Learning Program (ALP)

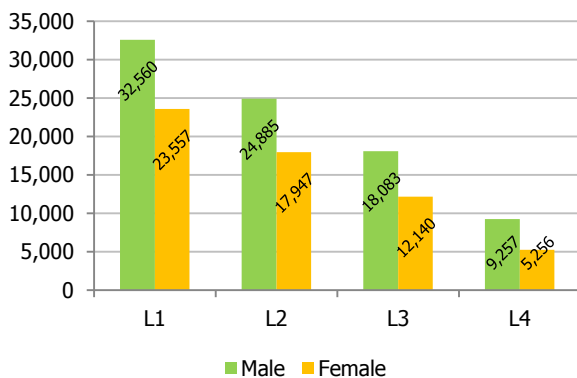
**Number of ALP learners by state and grade, 2011**

State	Total	L1	L2	L3	L4
CE	7,671	2,385	2,255	1,799	1,232
EE	6,794	2,861	2,024	1,252	657
Jonglei	19,550	7,984	5,887	3,955	1,724
Lakes	11,945	5,302	4,023	2,020	600
NBG	33,235	13,013	9,894	7,361	2,967
UN	17,587	6,580	5,473	3,508	2,026
Unity	27,655	10,025	7,712	6,301	3,617
Warrap	4,996	2,305	1,315	1,029	347
WBG	7,543	3,228	2,256	1,462	597
WE	6,709	2,434	1,993	1,536	746
Total	143,685	56,117	42,832	30,223	14,513

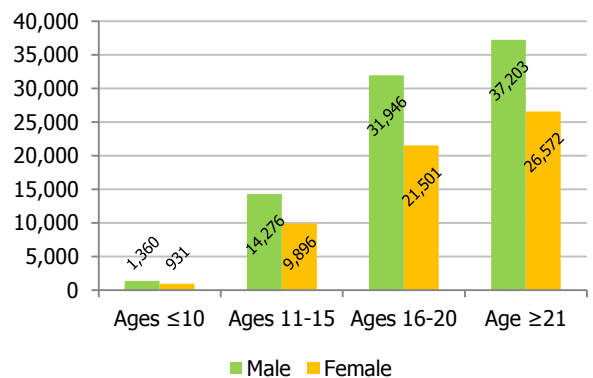
**Number and % of ALP learners by grade and age group, 2011**

State	Total	Ages			
		≤10	11-15	16-20	≥21
L1	56,117	1,324	12,140	20,392	22,261
		2.4%	21.6%	36.3%	39.7%
L2	42,832	716	7,170	16,413	18,533
		1.7%	16.7%	38.3%	43.3%
L3	30,223	1,000	3,766	11,358	14,909
		0.6%	12.5%	37.6%	49.3%
L4	14,513	61	1,096	5,284	8,072
		0.4%	7.6%	36.4%	55.6%
Total	143,685	2,291	24,172	53,447	63,775
		1.6%	16.8%	37.2%	44.4%

**Number of ALP learners by grade and gender, 2011**



**Number of ALP learners by age group and gender, 2011**

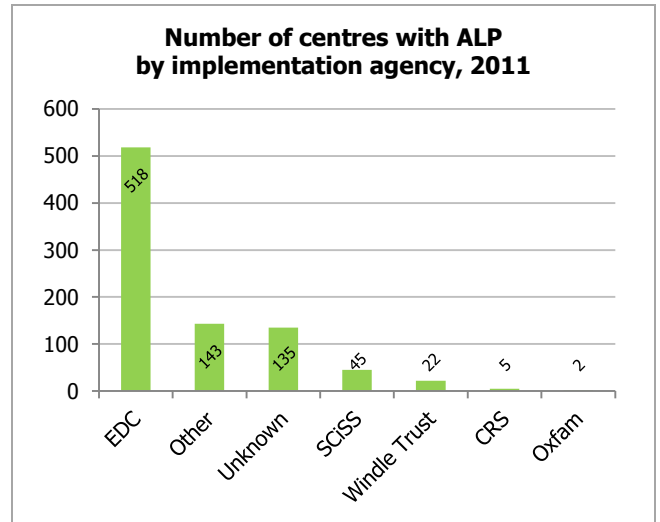
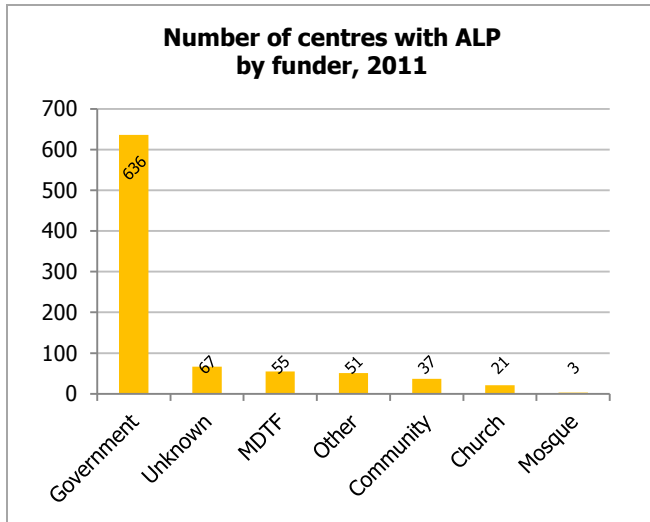


**Number of centers with ALP by funder, 2011**

Funder	Centres	Centres %
Church	21	2.4%
Community	37	4.3%
Government	636	73.1%
MDTF	55	6.3%
Mosque	3	0.3%
Other	51	5.9%
Unknown	67	7.7%
Total	870	100.0%

**Number of centers with ALP by implementing agency, 2011**

Agency	Centres	Centres %
CRS	5	0.6%
EDC	518	59.5%
Oxfam	2	0.2%
SCISS	45	5.2%
Windle Trust	22	2.5%
Other	143	16.4%
Unknown	135	15.5%
Total	870	100.0%



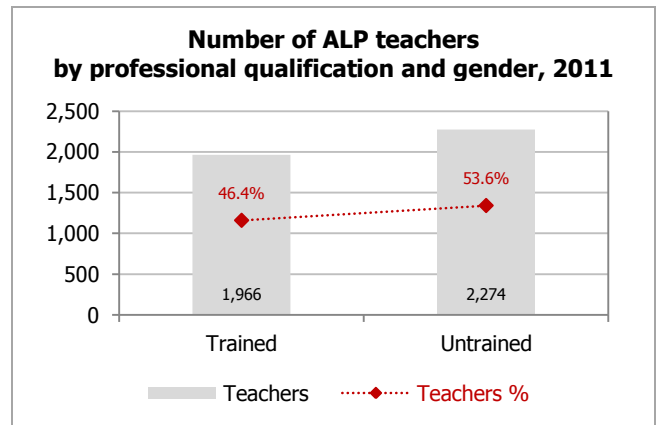
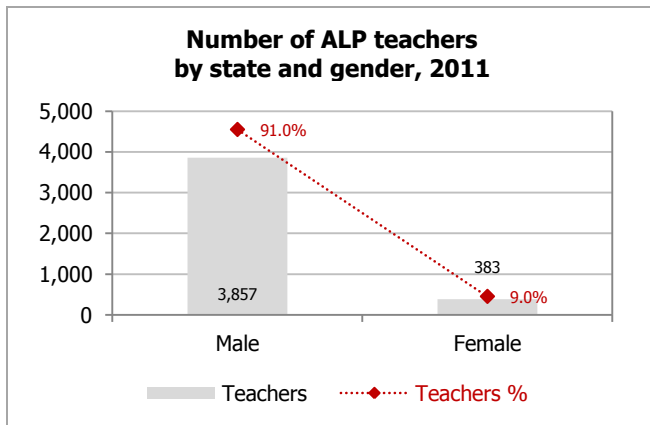
✓ The Accelerated Learning Program (ALP) is the largest of all AES programs and compresses 8 years of primary education into 4 years, so a graduate may continue on to secondary education. The majority of ALP learners are male and over the age of 21 (44.4%). The government is the principal funder of ALP centres (73.1%).

### Number and % of ALP teachers by state and gender, 2011

State	Total	Male		Female	
		Count	% total	Count	% total
CE	443	371	83.7%	72	16.3%
EE	403	334	82.9%	69	17.1%
Jonglei	400	370	92.5%	30	7.5%
Lakes	351	322	91.7%	29	8.3%
NBG	917	860	93.8%	57	6.2%
UN	418	390	93.3%	28	6.7%
Unity	383	359	93.7%	24	6.3%
Warrap	225	218	96.9%	7	3.1%
WBG	297	275	92.6%	22	7.4%
WE	403	358	88.8%	45	11.2%
Total	4,240	3,857	91.0%	383	9.0%

### Number and % of ALP teachers by state and professional qualification, 2011

State	Total	Trained		Untrained	
		Count	% total	Count	% total
CE	443	264	59.6%	179	40.4%
EE	403	179	44.4%	224	55.6%
Jonglei	400	227	56.8%	173	43.3%
Lakes	351	159	45.3%	192	54.7%
NBG	917	361	39.4%	556	60.6%
UN	418	180	43.1%	238	56.9%
Unity	383	76	19.8%	307	80.2%
Warrap	225	108	48.0%	117	52.0%
WBG	297	156	52.5%	141	47.5%
WE	403	256	63.5%	147	36.5%
Total	4,240	1,966	46.4%	2,274	53.6%

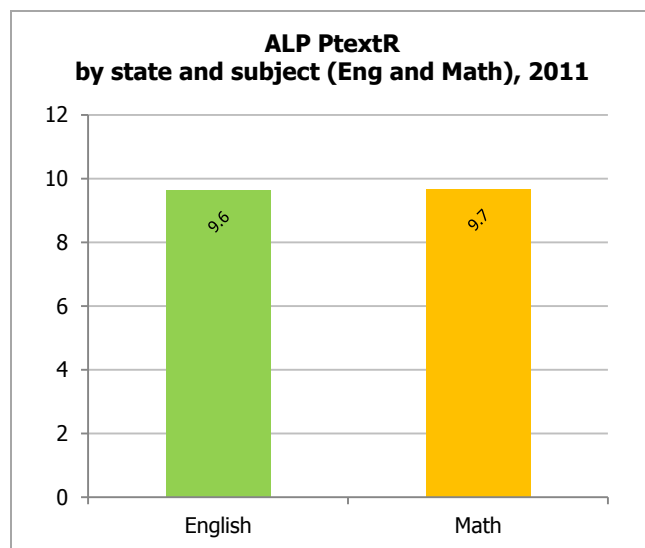
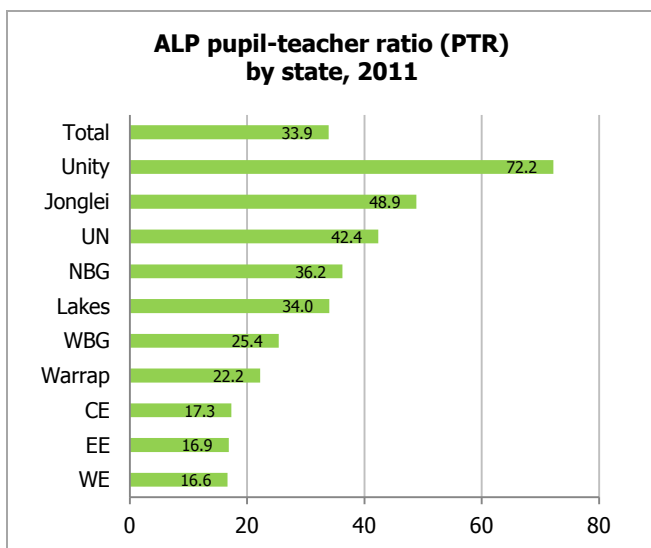


### ALP pupil-teacher ratio (PTR) by state, 2011

State	Learner	Teacher	PTR
CE	7,671	443	17.3
EE	6,794	403	16.9
Jonglei	19,550	400	48.9
Lakes	11,945	351	34.0
NBG	33,235	917	36.2
UN	17,587	415	42.4
Unity	27,655	383	72.2
Warrap	4,996	225	22.2
WBG	7,543	297	25.4
WE	6,709	403	16.6
Total	143,685	4,237	33.9

### ALP PTextR by state and subject (English and Math), 2011

State	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
CE	7,671	2,006	3.8	2,487	3.1
EE	6,794	815	8.3	830	8.2
Jonglei	19,550	2,239	8.7	1,910	10.2
Lakes	11,945	934	12.8	989	12.1
NBG	33,235	3,004	11.1	2,739	12.1
UN	17,587	1,223	14.4	1,340	13.1
Unity	27,655	1,619	17.1	1,541	17.9
Warrap	4,996	566	8.8	606	8.2
WBG	7,543	1,104	6.8	825	9.1
WE	6,709	1,404	4.8	1,561	4.3
Total	143,685	14,914	9.6	14,828	9.7



- ✓ Over 90% of all ALP teachers are male (91%). The percentage of trained teachers varies across states, with the lowest in Unity (19.8%) and highest in WE (63.5%). Most of the ALP teachers remain untrained (53.6%). On national average the pupil-teacher ratio (PTR) also varies across states. While Unity has a high PTR of 72, CE and WE have a low PTR of 16.9.
- ✓ On national average the Pupil Textbook Ratio is 9-10 learners to one textbook in both English and Math.

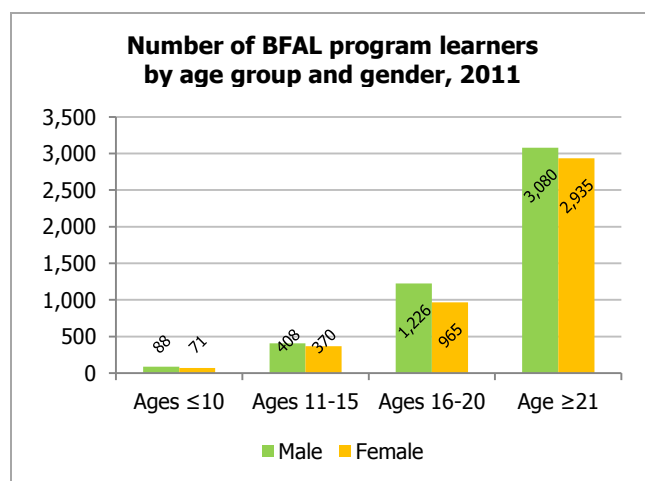
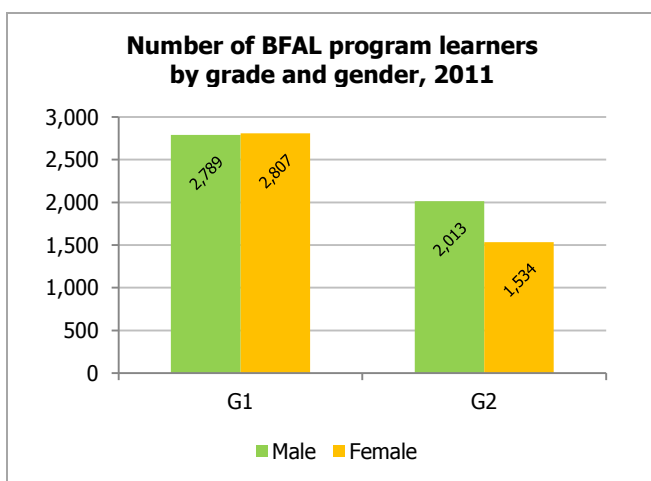
### 8.4.2. Basic Functional Adult Literacy (BFAL)

**Number of BFAL program learners by state and grade, 2011**

State	Total	G1	G2
CE	1,908	1,253	655
EE	872	628	244
Jonglei	763	400	363
Lakes	1,588	1,102	486
NBG	113	91	22
UN	1,385	562	823
Unity	1,801	1,137	664
Warrap	141	97	44
WBG	214	119	95
WE	358	207	151
Total	9,143	5,596	3,547

**Number and % of BFAL program learners by grade and age group, 2011**

State	Total	Ages 5-10	Ages 11-15	Ages 16-20	Ages 21+
G1	5,596	92	391	1,277	3,836
		1.6%	7.0%	22.8%	68.5%
G2	3,547	67	387	914	2,179
		1.9%	10.9%	25.8%	61.4%
Total	9,143	159	778	2,191	6,015
		1.7%	8.5%	24.0%	65.8%

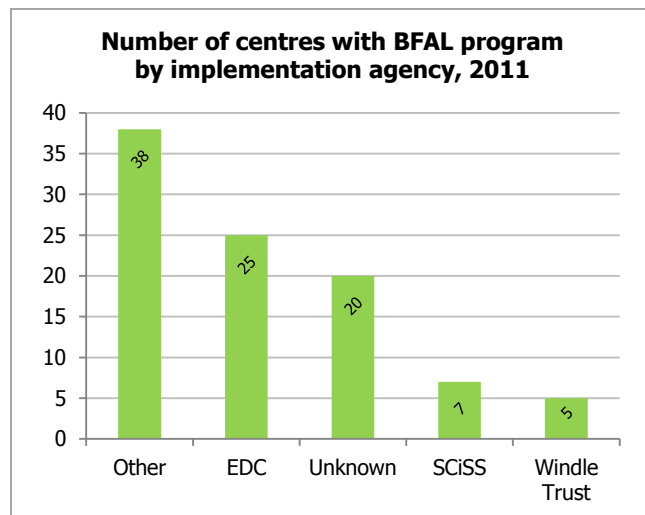
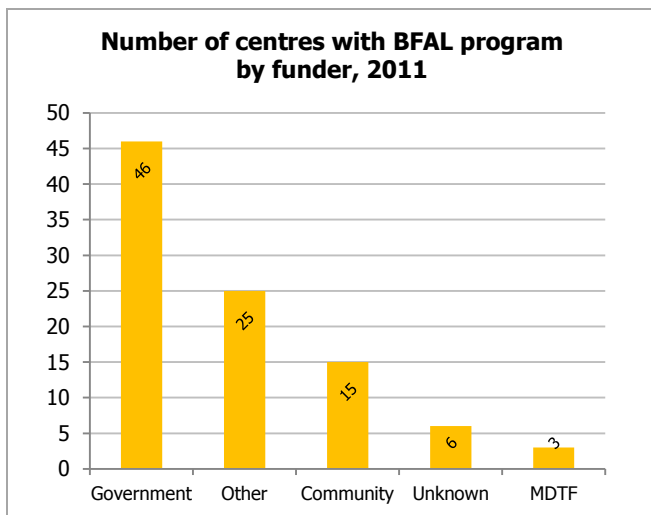


**Number and % of centers with BFAL program by funder, 2011**

Funder	Centres	Centres %
Church	-	-
Community	15	15.8%
Government	46	48.4%
MDTF	3	3.2%
Mosque	-	-
Other	25	26.3%
Unknown	6	6.3%
Total	95	100.0%

**Number and % of centers with BFAL program by implementing agency, 2011**

Agency	Centres	Centres %
CRS	-	-
EDC	25	26.3%
Oxfam	-	-
SCISS	7	7.4%
Windle Trust	5	5.3%
Other	38	40.0%
Unknown	20	21.1%
Total	95	100.0%



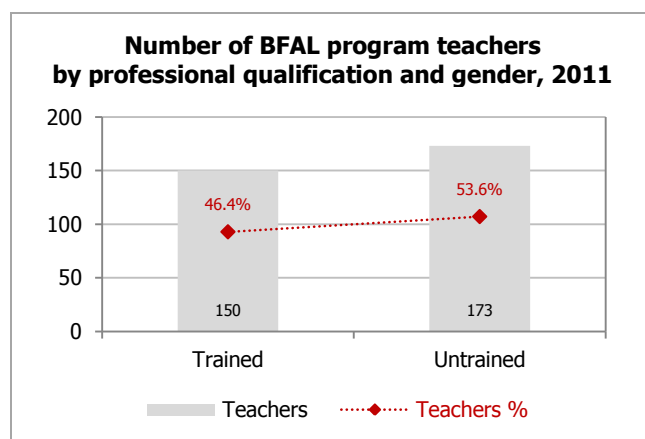
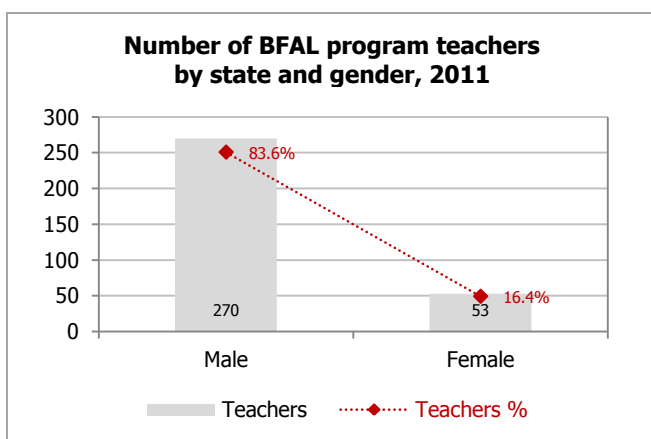
✓ Basic Functional Adult Literacy (BFAL) programmes provide basic literacy education for illiterate adults. It affords an opportunity to those who missed out on the chance to gain formal education. The majority of BFAL learners are male and over the age of 21 (65.8%). Almost half of all BFAL programs are funded by the government (48.4%).

### Number and % of BFAL program teachers by state and gender, 2011

State	Total	Male		Female	
		Count	% total	Count	% total
CE	104	82	78.8%	22	21.2%
EE	44	34	77.3%	10	22.7%
Jonglei	25	19	76.0%	6	24.0%
Lakes	31	26	83.9%	5	16.1%
NBG	5	4	80.0%	1	20.0%
UN	23	21	91.3%	2	8.7%
Unity	50	45	90.0%	5	10.0%
Warrap	8	8	100.0%	-	-
WBG	16	14	87.5%	2	12.5%
WE	17	17	100.0%	-	-
<b>Total</b>	<b>323</b>	<b>270</b>	<b>83.6%</b>	<b>53</b>	<b>16.4%</b>

### Number and % of BFAL program teachers by state and professional qualification, 2011

State	Total	Trained		Untrained	
		Count	% total	Count	% total
CE	104	53	51.0%	51	49.0%
EE	44	18	40.9%	26	59.1%
Jonglei	25	21	84.0%	4	16.0%
Lakes	31	16	51.6%	15	48.4%
NBG	5	3	60.0%	2	40.0%
UN	23	8	34.8%	15	65.2%
Unity	50	11	22.0%	39	78.0%
Warrap	8	1	12.5%	7	87.5%
WBG	16	11	68.8%	5	31.3%
WE	17	8	47.1%	9	52.9%
<b>Total</b>	<b>323</b>	<b>150</b>	<b>46.4%</b>	<b>173</b>	<b>53.6%</b>

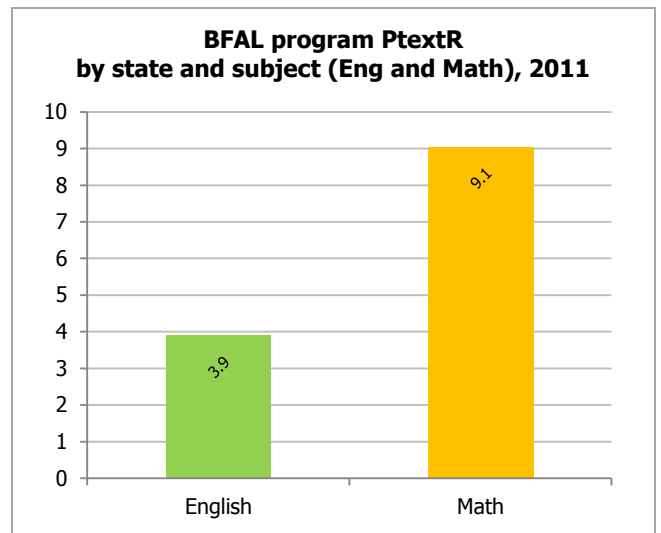
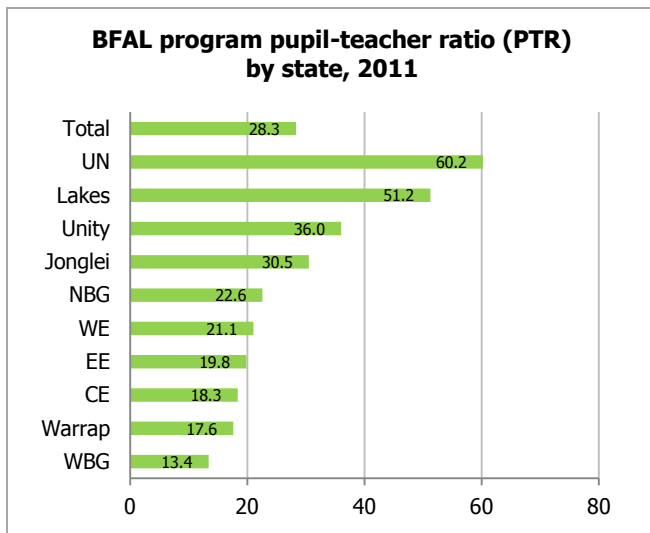


### BFAL program pupil-teacher ratio (PTR) by state, 2011

State	Learner	Teacher	PTR
CE	1,908	104	18.3
EE	872	44	19.8
Jonglei	763	25	30.5
Lakes	1,588	31	51.2
NBG	113	5	22.6
UN	1,385	23	60.2
Unity	1,801	50	36.0
Warrap	141	8	17.6
WBG	214	16	13.4
WE	358	17	21.1
<b>Total</b>	<b>9,143</b>	<b>323</b>	<b>28.3</b>

### BFAL program PTextR by state and subject (English and Math), 2011

State	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
CE	1,908	424	4.5	197	9.7
EE	872	1,060	0.8	632	1.4
Jonglei	763	57	13.4	25	30.5
Lakes	1,588	483	3.3	91	17.5
NBG	113	90	1.3	-	-
UN	1,385	75	18.5	38	36.4
Unity	1,801	78	23.1	17	105.9
Warrap	141	8	17.6	8	17.6
WBG	214	73	2.9	2	107.0
WE	358	-	-	-	-
<b>Total</b>	<b>9,143</b>	<b>2,348</b>	<b>3.9</b>	<b>1,010</b>	<b>9.1</b>



- ✓ Over 80% of all BFAL teachers are male (83.6%). The percentage of trained teachers varies across states, with the lowest in Warrap (12.5%) and highest in Jonglei (84%). Most of the BFAL teachers remain untrained (53.6%). On national average the pupil-teacher ratio (PTR) also varies across states. While UN has a high PTR of 62.2, WBG has a low PTR of 13.4.
- ✓ On national average the Pupil Textbook Ratio is 3-4 learners to one textbook in English and 9-10 in math.

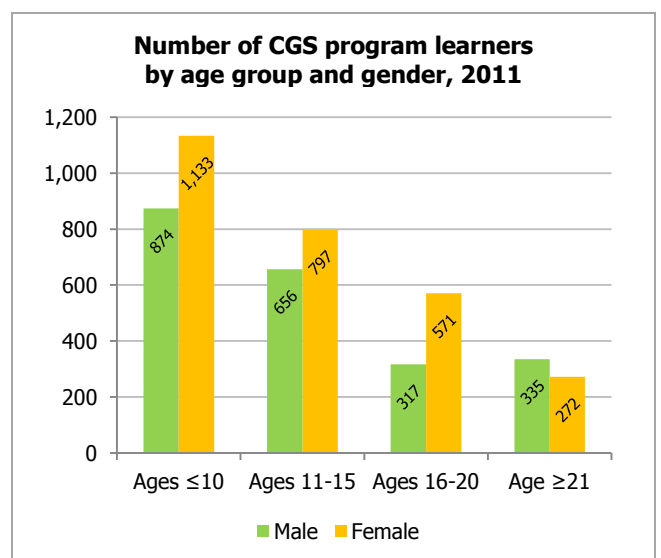
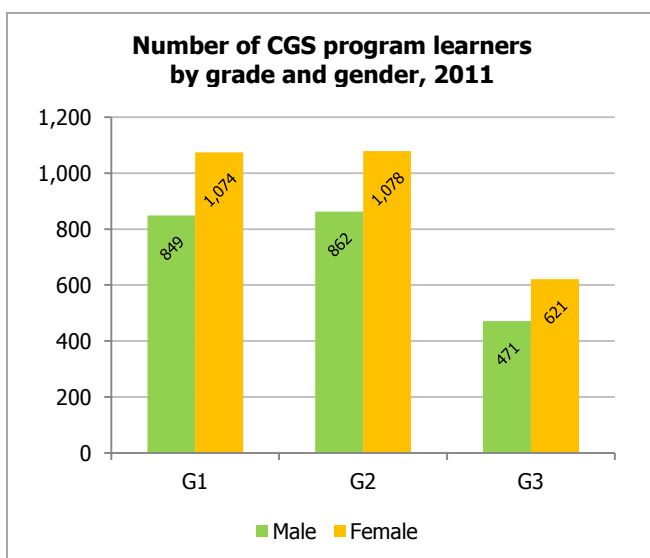
### 8.4.3. Community Girl School (CGS) program

**Number of CGS program learners by state and grade, 2011**

State	Total	G1	G2	G3
CE	1,062	311	732	19
EE	86	53	18	15
Jonglei	86	33	33	20
Lakes	1,015	422	236	357
NBG	720	278	225	217
UN	433	175	126	132
Unity	-	-	-	-
Warrap	-	-	-	-
WBG	-	-	-	-
WE	1,553	651	570	332
Total	4,955	1,923	1,940	1,092

**Number and % of CGS program learners by grade and age group, 2011**

State	Total	Ages ≤10	Ages 11-1	Ages 16-2	Ages ≥21
G1	1,923	1,014	421	327	161
		52.7%	21.9%	17.0%	8.4%
G2	1,940	603	655	375	307
		31.1%	33.8%	19.3%	15.8%
G3	1,092	390	377	186	119
		35.7%	34.5%	17.0%	12.7%
Total	4,955	2,007	1,453	888	607
		40.5%	29.3%	17.9%	12.3%



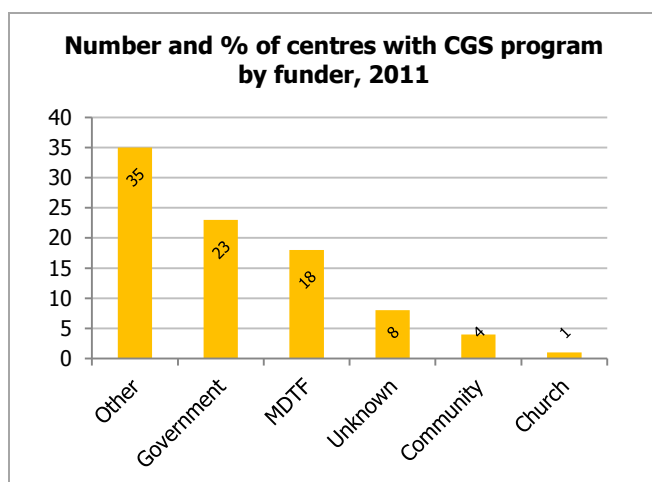
**Number and % of centers with CGS program by funder, 2011**

Funder	Centres	Centres %
Church	1	1.1%
Community	4	4.5%
Government	23	25.8%
MDTF	18	20.2%
Mosque	-	-
Other	35	39.3%
Unknown	8	9.0%

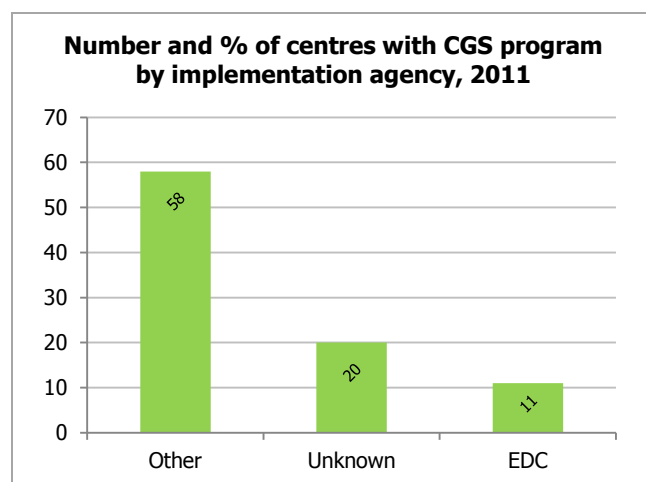
**Number and % of centers with CGS program by implementing agency, 2011**

Agency	Centres	Centres %
CRS	-	-
EDC	11	12.4%
Oxfam	-	-
SCISS	-	-
Windle Trust	-	-
Other	58	65.2%
Unknown	20	22.5%

Total	89	100.0%
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Total	89	100.0%
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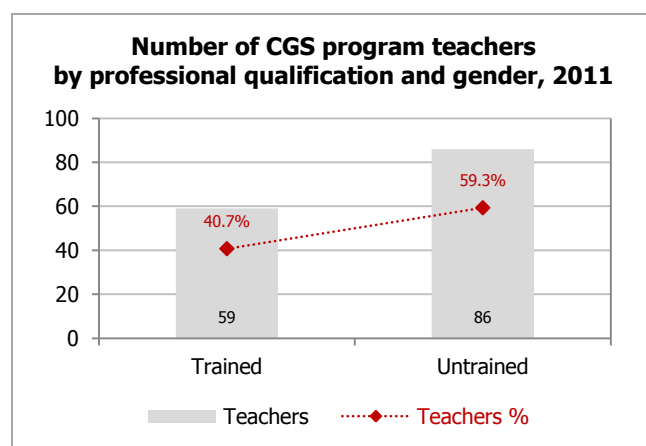
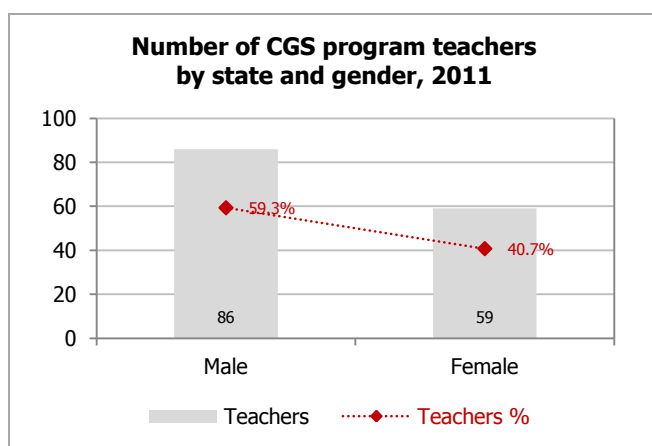
- ✓ Community Girls Schools (CGS) deliver basic education at an accelerated pace, providing a protective environment for young girls and ensuring that they are academically prepared to continue their education in mainstream schools. CGS covers the 4 first four years of primary school in 3 years, to ensure that graduates can enter grade 5 of the regular system. The CGSs, in some cases also includes boys, and are placed in or near communities without regular schools to encourage the enrollment of girls. Hence, the majority of CGS learners are female and under the age of 10 (40.5%).

### Number and % of CGS program teachers by state and gender, 2011

State	Total	Male		Female	
		Count	% total	Count	% total
CE	35	2	5.7%	33	94.3%
EE	8	8	100.0%	-	-
Jonglei	4	4	100.0%	-	-
Lakes	28	7	25.0%	21	75.0%
NBG	25	23	92.0%	2	8.0%
UN	3	3	100.0%	-	-
Unity	-	-	-	-	-
Warrap	-	-	-	-	-
WBG	-	-	-	-	-
WE	42	39	92.9%	3	7.1%
Total	145	86	59.3%	59	40.7%

### Number and % of CGS program teachers by state and professional qualification, 2011

State	Total	Trained		Untrained	
		Count	% total	Count	% total
CE	35	16	45.7%	19	54.3%
EE	8	2	25.0%	6	75.0%
Jonglei	4	3	75.0%	1	25.0%
Lakes	28	4	14.3%	24	85.7%
NBG	25	12	48.0%	13	52.0%
UN	3	1	33.3%	2	66.7%
Unity	-	-	-	-	-
Warrap	-	-	-	-	-
WBG	-	-	-	-	-
WE	42	21	50.0%	21	50.0%
Total	145	59	40.7%	86	59.3%



### CGS program pupil-teacher ratio (PTR) by state, 2011

State	Learner	Teacher	PTR
CE	1,062	35	30.3
EE	86	8	10.8
Jonglei	86	4	21.5
Lakes	1,015	28	36.3
NBG	720	25	28.8
UN	433	3	144.3
Unity	-	-	-
Warrap	-	-	-
WBG	-	-	-
WE	1,553	42	37.0

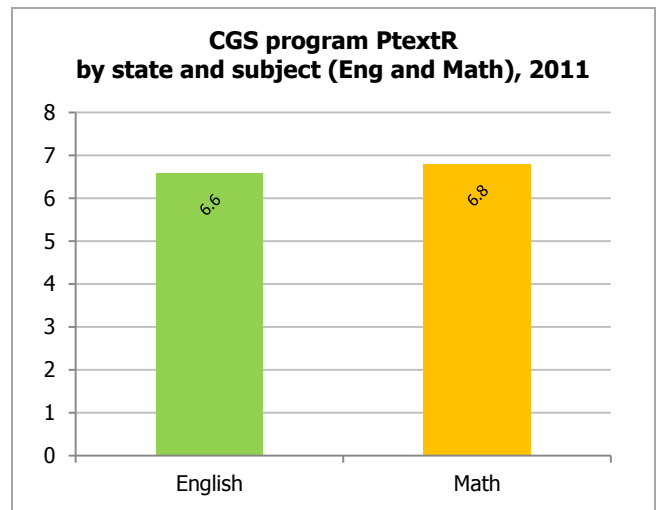
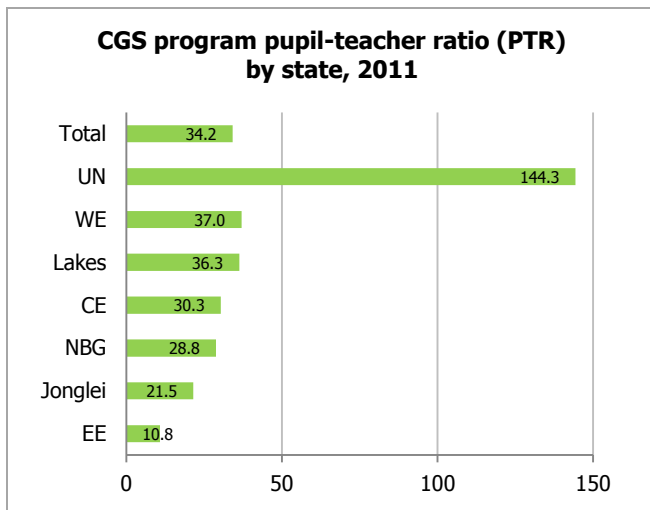
### CGS program PTextR by state and subject (English and Math), 2011

State	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
CE	1,062	291	3.6	305	3.5
EE	86	-	-	-	-
Jonglei	86	3	28.7	3	28.7
Lakes	1,015	197	5.2	203	5.0
NBG	720	12	60.0	9	80.0
UN	433	19	22.8	22	19.7
Unity	-	-	-	-	-
Warrap	-	-	-	-	-
WBG	-	-	-	-	-
WE	1,553	231	6.7	187	8.3



Total	4,955	145	34.2
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Total	4,955	753	6.6	729	6.8
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- ✓ Unlike other education AES programs, over 40% of CGS teachers are female (40.7%). The percentage of trained teachers varies across states, with the lowest in Lakes (14.3%) and highest in Jonglei (75%). Most of the CGS teachers remain untrained (59.3%). On national average the pupil-teacher ratio (PTR) also varies across states. While UN has a high PTR of 144.3, EE has a low PTR of 10.8.
- ✓ On national average the Pupil Textbook Ratio is 6-7 learners to one textbook in both English and math.

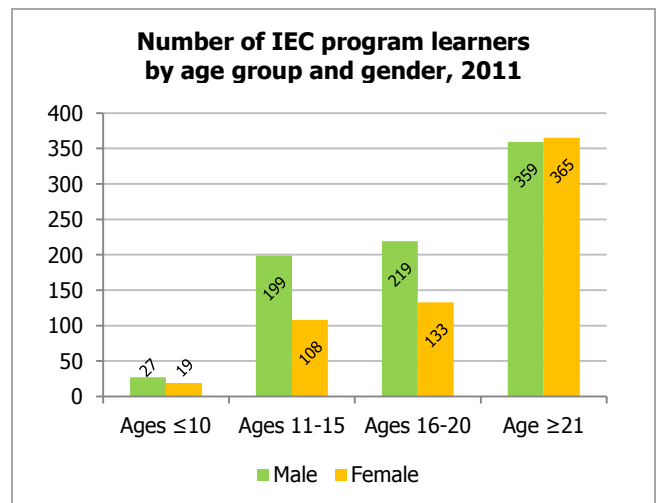
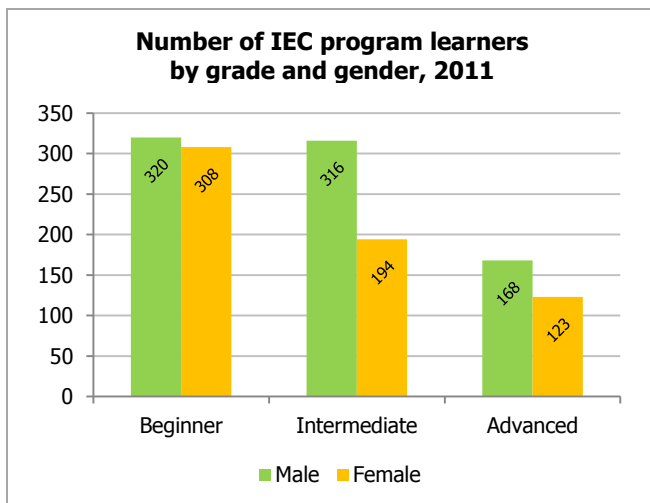
#### 8.4.4. Intensive English Course (IEC) program

**Number of IEC program learners by state and grade, 2011**

State	Total	Begin.	Inter.	Adv.
CE	225	137	88	-
EE	89	57	32	-
Jonglei	596	213	195	188
Lakes	86	40	27	19
NBG	-	-	-	-
UN	-	-	-	-
Unity	433	181	168	84
Warrap	-	-	-	-
WBG	-	-	-	-
WE	-	-	-	-
Total	1,429	628	510	291

**Number and % of IEC program learners by grade and age group, 2011**

State	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
Begin.	628	20	121	159	328
		3.2%	19.3%	25.3%	52.2%
Inter.	510	19	115	109	267
		3.7%	22.5%	21.4%	52.4%
Adv.	291	7	71	84	129
		2.4%	24.4%	28.9%	44.3%
Total	1,429	46	307	352	724
		3.2%	21.5%	24.6%	50.7%



**Number of centers with IEC program by funder, 2011**

Funder	Centres	Centres %
Church	-	-
Community	1	14.3%
Government	5	71.4%
MDF	-	-
Mosque	-	-
Other	-	-
Unknown	1	14.3%

**Number of centers with IEC program by implementing agency, 2011**

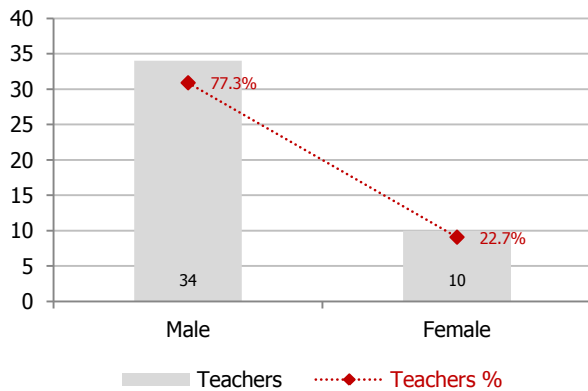
Agency	Centres	Centres %
CRS	-	-
EDC	2	28.6%
Oxfam	-	-
SCISS	-	-
Windle Trust	1	14.3%
Other	1	14.3%
Unknown	3	42.9%

Total	7	100.0%
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### Number and % of IEC program teachers by state and gender, 2011

State	Total	Male		Female	
		Count	% total	Count	% total
CE	9	5	55.6%	4	44.4%
EE	3	3	100.0%	-	-
Jonglei	16	11	68.8%	5	31.3%
Lakes	5	5	100.0%	-	-
NBG	-	-	-	-	-
UN	-	-	-	-	-
Unity	11	10	90.9%	1	9.1%
Warrap	-	-	-	-	-
WBG	-	-	-	-	-
WE	-	-	-	-	-
Total	44	34	77.3%	10	22.7%

**Number of IEC program teachers by state and gender, 2011**

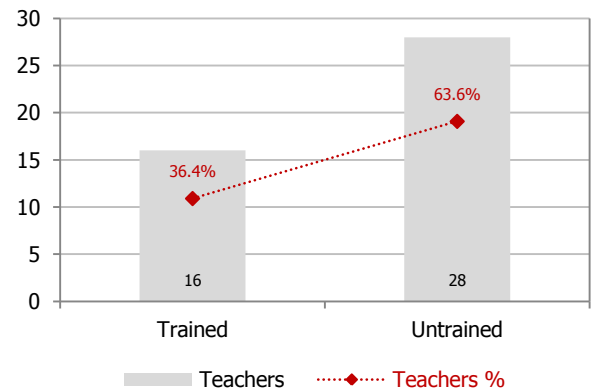


Total	7	100.0%
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### Number and % of IEC program teachers by state and professional qualification, 2011

State	Total	Trained		Untrained	
		Count	% total	Count	% total
CE	9	7	77.8%	2	22.2%
EE	3	-	-	3	100.0%
Jonglei	16	3	18.8%	13	81.3%
Lakes	5	1	20.0%	4	80.0%
NBG	-	-	-	-	-
UN	-	-	-	-	-
Unity	11	5	45.5%	6	54.5%
Warrap	-	-	-	-	-
WBG	-	-	-	-	-
WE	-	-	-	-	-
Total	44	16	36.4%	28	63.6%

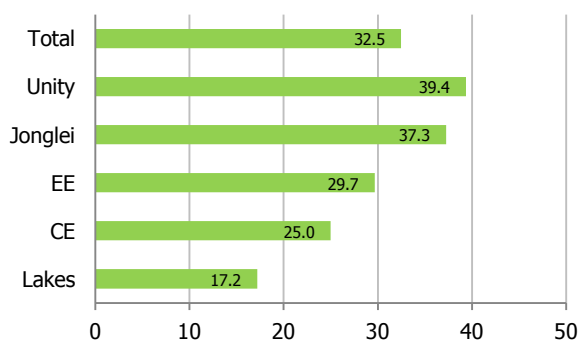
**Number of IEC program teachers by professional qualification and gender, 2011**



### IEC program pupil-teacher ratio (PTR) by state, 2011

State	Learner	Teacher	PTR
CE	225	9	25.0
EE	89	3	29.7
Jonglei	596	16	37.3
Lakes	86	5	17.2
NBG	-	-	-
UN	-	-	-
Unity	433	11	39.4
Warrap	-	-	-
WBG	-	-	-
WE	-	-	-
Total	1,429	44	32.5

**IEC program pupil-teacher ratio (PTR) by state, 2011**



### IEC program PTextR by state and subject (English and Math), 2011

State	Enrol.	English	
		Count	PTextR
CE	225	1,338	0.2
EE	89	480	0.2
Jonglei	596	73	8.2
Lakes	86	10	8.6
NBG	-	-	-
UN	-	-	-
Unity	433	23	18.8
Warrap	-	-	-
WBG	-	-	-
WE	-	-	-
Total	1,429	1,924	0.7

- ✓ In South Sudan, English is the language of instruction in education. Since South Sudan gained independence in 2011, Intensive English Courses (IEC) in 7 centres have assisted reform in the education system as the system makes the transition from Arabic to English pattern instruction. The IEC program consists of three courses: 1) intensive English, 2) general English, and 3) beginner English. The majority of IEC learners are male and over the age of 21 (50.7%).
- ✓ Like other AES programs the majority of teachers are male (77.3%). The percentage of trained teachers varies across states, with the lowest in EE (0%) and highest in CE (77.5%). Most of the CGS teachers remain untrained (63.6%). On national average the pupil-teacher ratio (PTR) is 32.5.
- ✓ On national average the Pupil Textbook Ratio is 1 learner to one textbook in English.

### 8.4.5. Pastoralist Mobile School (PMS) program

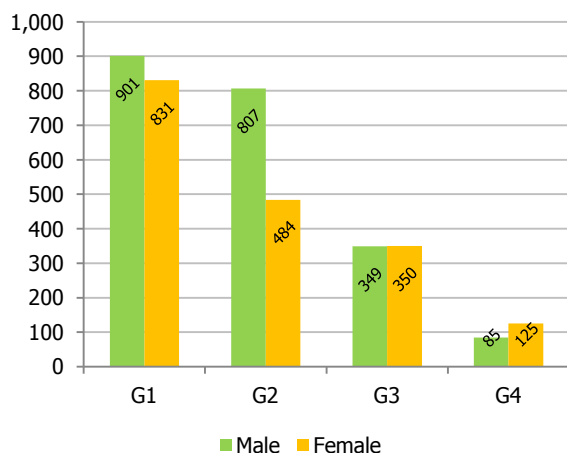
**Number of PMS program learners by state and grade, 2011**

State	Total	G1	G2	G3	G4
CE	323	100	102	70	51
EE	250	121	129	-	-
Jonglei	872	360	239	181	92
Lakes	798	389	307	102	-
NBG	125	77	31	17	-
UN	643	280	191	135	37
Unity	897	402	285	180	30
Warrap	-	-	-	-	-
WBG	-	-	-	-	-
WE	24	3	7	14	-
Total	3,932	1,732	1,291	699	210

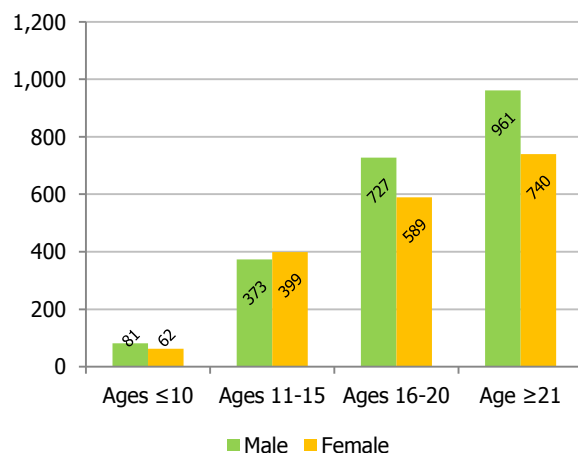
**Number of % of PMS program learners by grade and age group, 2011**

State	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
G1	1,732	110 6.4%	475 27.4%	446 25.8%	701 40.5%
G2	1,291	10 0.8%	177 13.7%	571 44.2%	533 41.3%
G3	699	23 3.3%	96 13.7%	232 33.2%	348 49.8%
G4	210	-	24 11.4%	67 31.9%	119 56.7%
Total	3,932	143 3.6%	772 19.6%	1,316 33.5%	1,701 43.3%

**Number of PMS program learners by grade and gender, 2011**



**Number of PMS program learners by age group and gender, 2011**



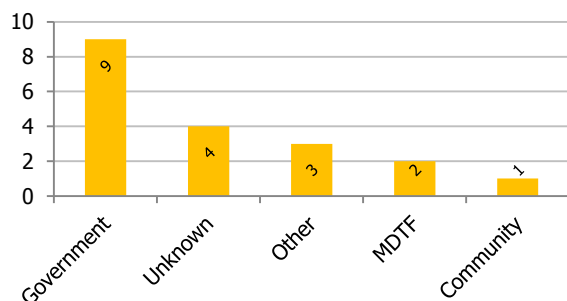
**Number of centers with PMS program by funder, 2011**

Funder	Centres	Centres %
Church	-	-
Community	1	5.3%
Government	9	47.4%
MDTF	2	10.5%
Mosque	-	-
Other	3	15.8%
Unknown	4	21.1%
Total	19	100.0%

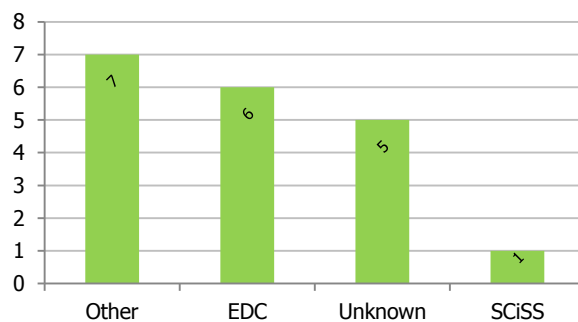
**Number of centers with PMS program by implementing agency, 2011**

Agency	Centres	Centres %
CRS	-	-
EDC	6	31.6%
Oxfam	-	-
SCISS	1	5.3%
Windle Trust	-	-
Other	7	36.8%
Unknown	5	26.3%
Total	19	100.0%

**Number of centres with PMS program by funder, 2011**



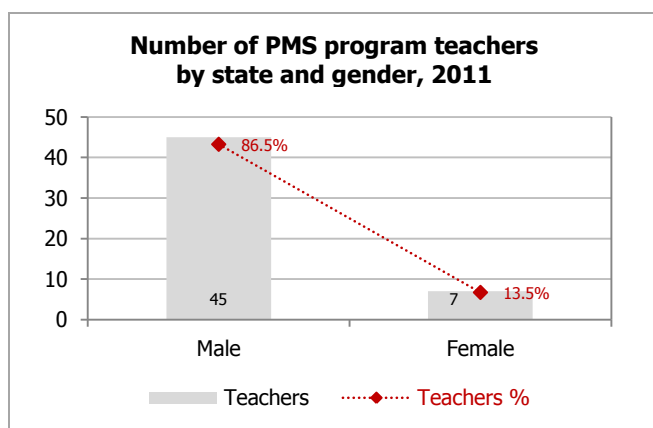
**Number of centres with PMS program by implementation agency, 2011**



- ✓ Pastoralist Mobile Schools (PMS) provide 3 years of flexible basic education. Many pastoralist communities don't have access to formal education, as they are only obtainable in permanent settlements; PMS programs fill this niche. They fit in with community and family activities and movements; they enable a close relationship to develop between the community and the school and they allow children to learn in their home environment.
- ✓ The majority of PMS learners are male (except in G4) and over the age of 21 (43.3%).
- ✓ The government is the principal funder of PMS schools (47.4%).

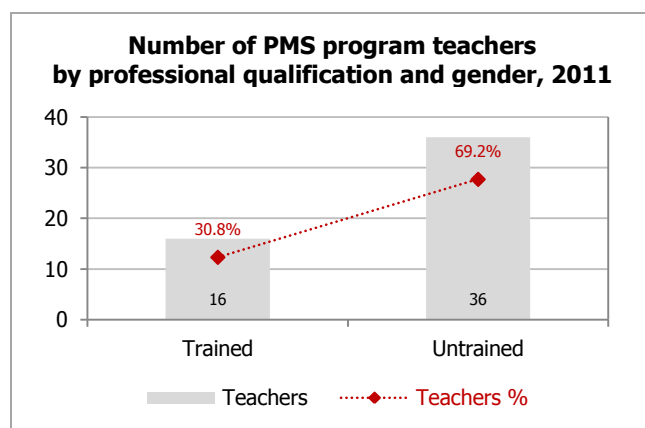
### Number and % of PMS program teachers by state and gender, 2011

State	Total	Male		Female	
		Count	% total	Count	% total
CE	12	8	66.7%	4	33.3%
EE	3	3	100.0%	-	-
Jonglei	3	3	100.0%	-	-
Lakes	14	12	85.7%	2	14.3%
NBG	4	4	100.0%	-	-
UN	4	3	75.0%	1	25.0%
Unity	10	10	100.0%	-	-
Warrap	-	-	-	-	-
WBG	-	-	-	-	-
WE	2	2	100.0%	-	-
Total	52	45	86.5%	7	13.5%



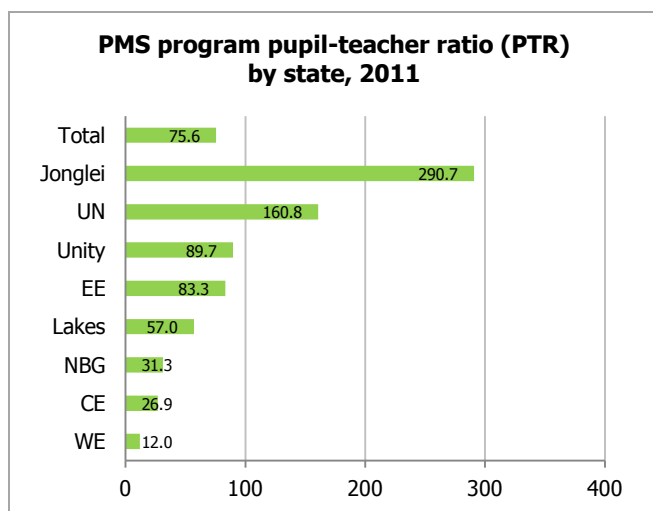
### Number and % of PMS program teachers by state and professional qualification, 2011

State	Total	Trained		Untrained	
		Count	% total	Count	% total
CE	12	4	33.3%	8	66.7%
EE	3	-	-	3	100.0%
Jonglei	3	3	100.0%	-	-
Lakes	14	5	35.7%	9	64.3%
NBG	4	-	-	4	100.0%
UN	4	1	25.0%	3	75.0%
Unity	10	1	10.0%	9	90.0%
Warrap	-	-	-	-	-
WBG	-	-	-	-	-
WE	2	2	100.0%	-	-
Total	52	16	30.8%	36	69.2%



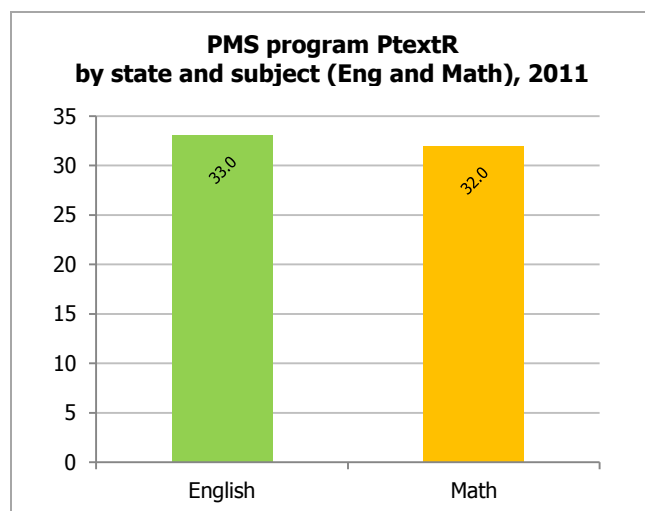
### PMS program pupil-teacher ratio (PTR) by state, 2011

State	Learner	Teacher	PTR
EE	250	3	83.3
Jonglei	872	3	290.7
Lakes	798	14	57.0
NBG	125	4	31.3
UN	643	4	160.8
Unity	897	10	89.7
Warrap	-	-	-
WBG	-	-	-
WE	24	2	12.0
Total	3,932	52	75.6



### PMS program PTextR by state and subject (English and Math), 2011

State	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
CE	323	22	14.7	31	10.4
EE	250	4	62.5	4	62.5
Jonglei	872	9	96.9	10	87.2
Lakes	798	34	23.5	32	24.9
NBG	125	3	41.7	3	41.7
UN	643	4	160.8	4	160.8
Unity	897	31	28.9	34	26.4
Warrap	-	-	-	-	-
WBG	-	-	-	-	-
WE	24	12	2.0	5	4.8
Total	3,932	119	33.0	123	32.0



- ✓ Like other AES programs the majority of PMS teachers are male (86.5%). The percentage of trained teachers varies across states, with the lowest in EE and NBG (0%) and highest in Jonglei and WE (100%). On national average the pupil-teacher ratio (PTR) is 75.6. Note the high PTR in Jonglei (290.7) and UN (160.8).
- ✓ On national average the Pupil Textbook Ratio is 32-33 learners to one textbook in English and math.

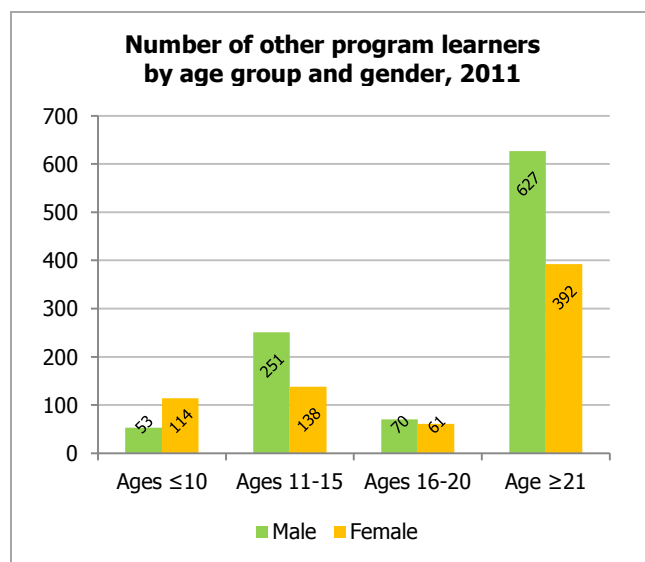
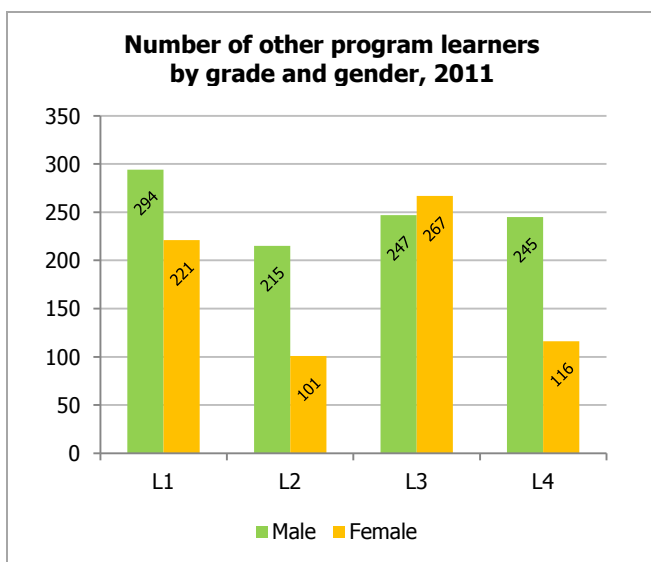
### 8.4.6. Other program

**Number of other program learners by state and grade, 2011**

State	Total	L1	L2	L3	L4
CE	112	43	32	22	15
EE	142	102	34	1	5
Jonglei	312	125	76	59	52
Lakes	334	78	16	240	-
NBG	-	-	-	-	-
UN	690	128	121	168	273
Unity	-	-	-	-	-
Warrap	-	-	-	-	-
WBG	-	-	-	-	-
WE	116	39	37	24	16
Total	1,706	515	316	514	361

**Number and % of other program learners by grade and age group, 2011**

State	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
L1	515	-	127	101	287
		-	24.7%	19.6%	55.7%
L2	316	-	78	21	217
		-	24.7%	6.6%	68.7%
L3	514	167	132	9	206
		32.5%	25.7%	1.8%	40.1%
L4	361	-	52	-	309
		-	14.4%	-	85.6%
Total	1,706	167	389	131	1,019
		9.8%	22.8%	7.7%	59.7%

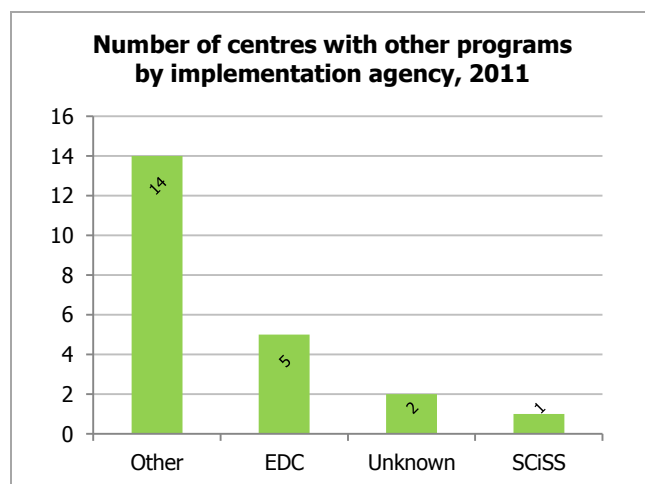
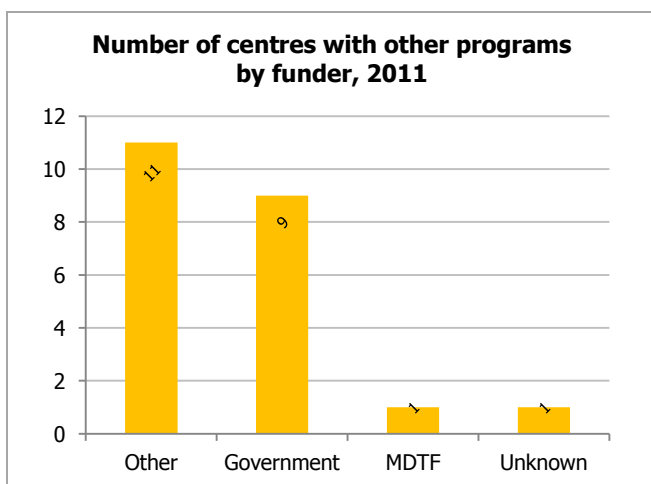


**Number of centers with other programs by funder, 2011**

Funder	Centres	Centres %
Church	-	-
Community	-	-
Government	9	40.9%
MDTF	1	4.5%
Mosque	-	-
Other	11	50.0%
Unknown	1	4.5%
Total	22	100.0%

**Number of centers with other programs by implementing agency, 2011**

Agency	Centres	Centres %
CRS	-	-
EDC	5	22.7%
Oxfam	-	-
SCISS	1	4.5%
Windle Trust	-	-
Other	14	63.6%
Unknown	2	9.1%
Total	22	100.0%

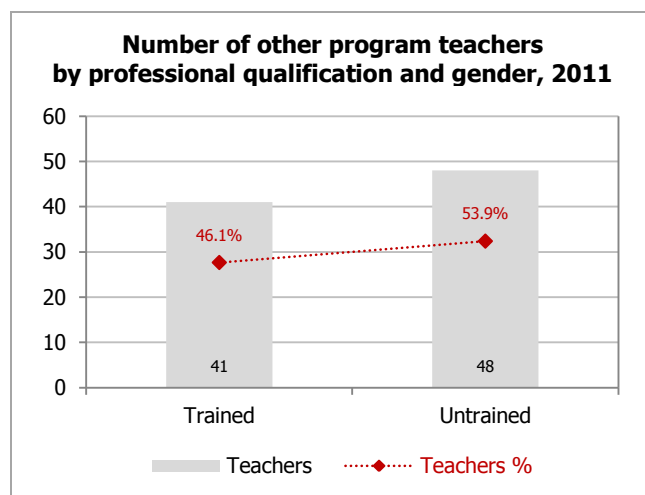
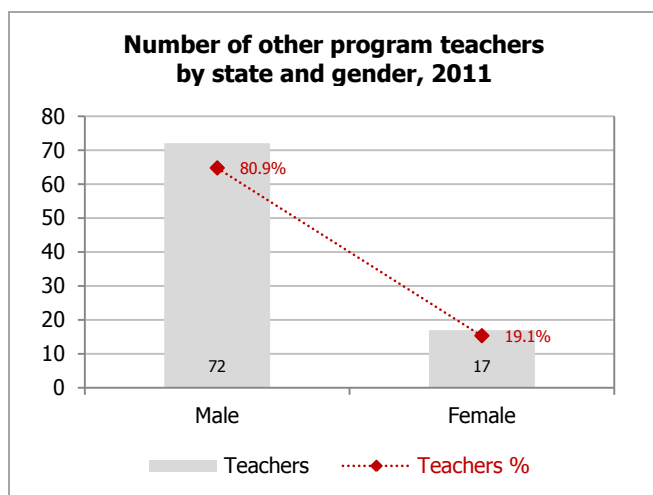


### Number and % of other program teachers by state and gender, 2011

State	Total	Male		Female	
		Count	% total	Count	% total
CE	5	4	80.0%	1	20.0%
EE	9	4	44.4%	5	55.6%
Jonglei	8	7	87.5%	1	12.5%
Lakes	18	10	55.6%	8	44.4%
NBG	-	-	-	-	-
UN	36	34	94.4%	2	5.6%
Unity	-	-	-	-	-
Warrap	-	-	-	-	-
WBG	-	-	-	-	-
WE	13	13	100.0%	-	-
Total	89	72	80.9%	17	19.1%

### Number and % of other program teachers by state and professional qualification, 2011

State	Total	Trained		Untrained	
		Count	% total	Count	% total
CE	5	2	40.0%	3	60.0%
EE	9	6	66.7%	3	33.3%
Jonglei	8	7	87.5%	1	12.5%
Lakes	18	3	16.7%	15	83.3%
NBG	-	-	-	-	-
UN	36	19	52.8%	17	47.2%
Unity	-	-	-	-	-
Warrap	-	-	-	-	-
WBG	-	-	-	-	-
WE	13	4	30.8%	9	69.2%
Total	89	41	46.1%	48	53.9%

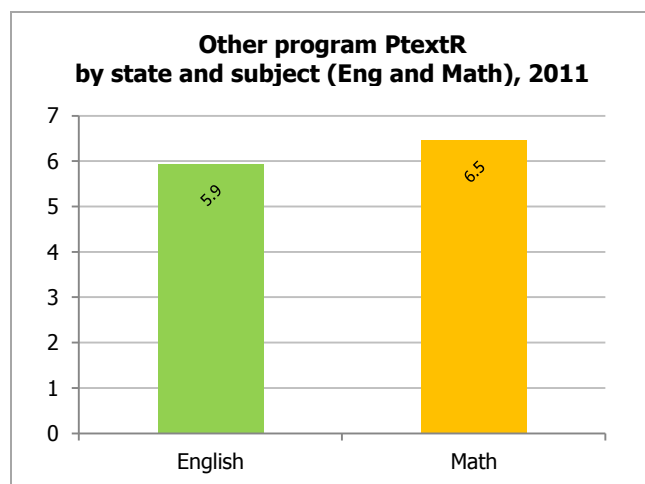
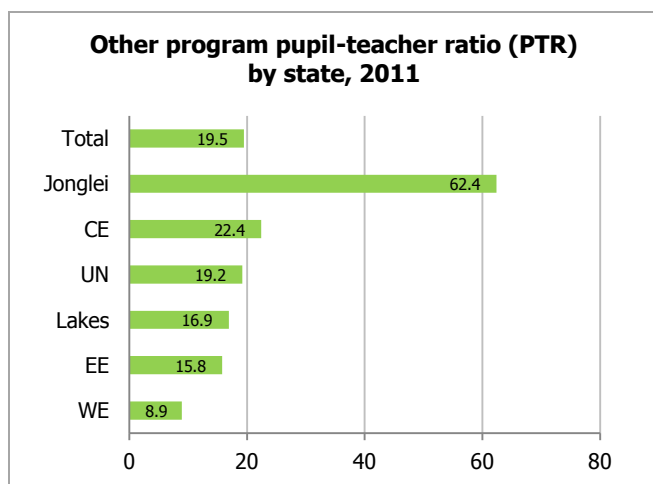


### Other program pupil-teacher ratio (PTR) by state, 2011

State	Learner	Teacher	PTR
CE	112	5	22.4
EE	142	9	15.8
Jonglei	312	5	62.4
Lakes	304	18	16.9
NBG	-	-	-
UN	690	36	19.2
Unity	-	-	-
Warrap	-	-	-
WBG	-	-	-
WE	116	13	8.9
Total	1,676	86	19.5

### Other program PTextR by state and subject (English and Math), 2011

State	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
CE	112	13	8.6	12	9.3
EE	142	8	17.8	8	17.8
Jonglei	312	141	2.2	122	2.6
Lakes	334	83	4.0	82	4.1
NBG	-	-	-	-	-
UN	690	35	19.7	33	20.9
Unity	-	-	-	-	-
Warrap	-	-	-	-	-
WBG	-	-	-	-	-
WE	116	7	16.6	7	16.6
Total	1,706	287	5.9	264	6.5



✓ "Other" which represents a significant portion of AES centers, encompasses centres whose program is unknown. The majority of these programs can be found in UN.

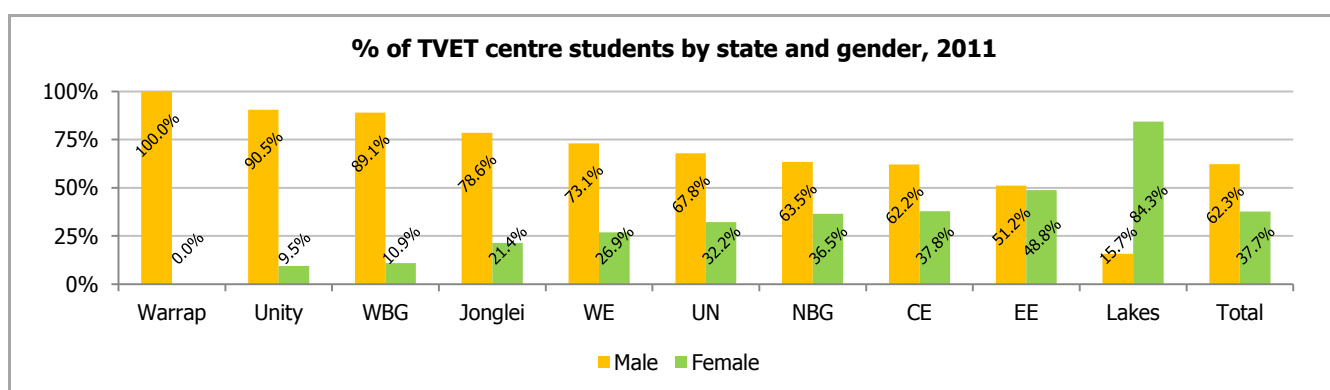
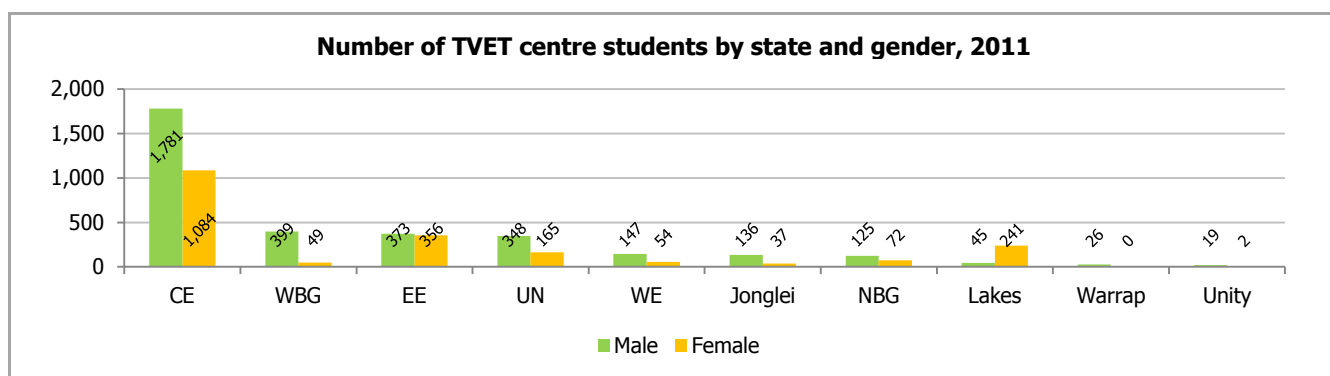
## 9.0. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TEVT), 2011

### 9.1. Access

#### 9.1.1. Enrolment

**Number and % TVET centre students by state and gender, 2011**

State	Total	Male		Female	
		Count	% total	Count	% total
CE	2,865	1,781	62.2%	1,084	37.8%
EE	729	373	51.2%	356	48.8%
Jonglei	173	136	78.6%	37	21.4%
Lakes	286	45	15.7%	241	84.3%
NBG	197	125	63.5%	72	36.5%
UN	513	348	67.8%	165	32.2%
Unity	21	19	90.5%	2	9.5%
Warrap	26	26	100.0%	-	-
WBG	448	399	89.1%	49	10.9%
WE	201	147	73.1%	54	26.9%
Total	5,459	3,399	62.3%	2,060	37.7%

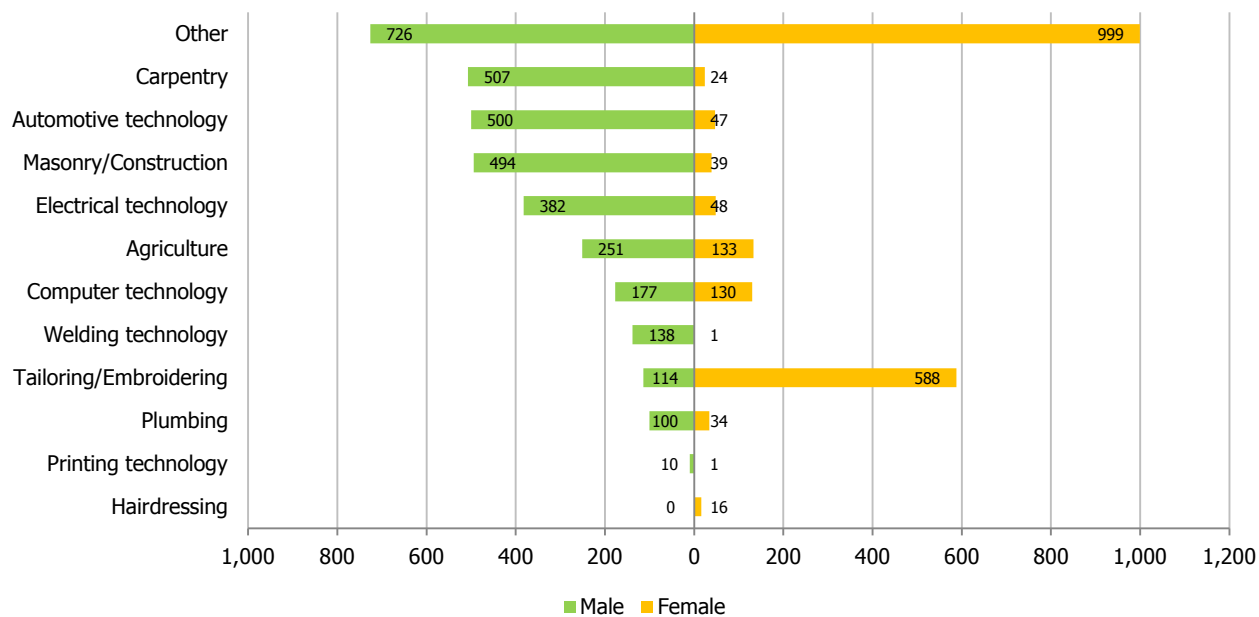


- ✓ There are almost 5,500 students enrolled in TVET programmes. The distribution of students between states is uneven. The majority of TVET centres are concentrated in CE which represents almost half of all TVET centres.
- ✓ Note the gender disparity between TVET students across all states except Lakes. Females comprise only 37.7% of the student population. In Warrap, no females are enrolled in any TVET centre.

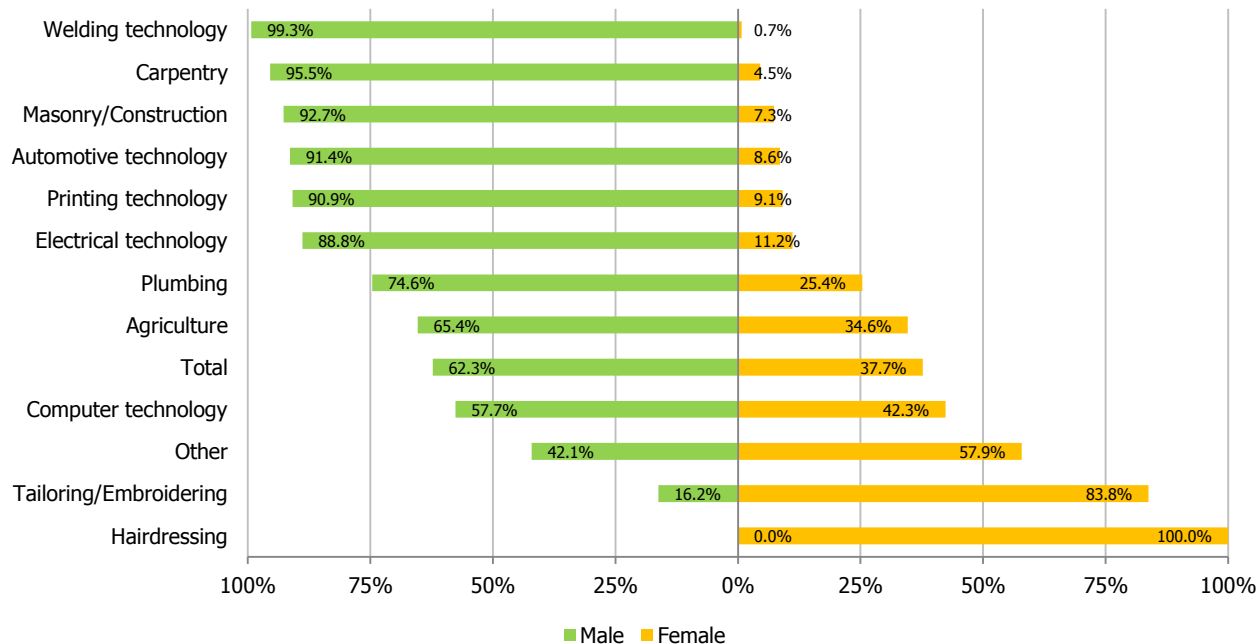
**Number and % TVET centre students by program and gender, 2011**

Program	Total	Male		Female	
		Count	% total	Count	% total
Agriculture	384	251	65.4%	133	34.6%
Automotive technology	547	500	91.4%	47	8.6%
Carpentry	531	507	95.5%	24	4.5%
Computer technology	307	177	57.7%	130	42.3%
Electrical technology	430	382	88.8%	48	11.2%
Hairdressing	16	-	-	16	100.0%
Masonry/Construction	533	494	92.7%	39	7.3%
Other	1,725	726	42.1%	999	57.9%
Plumbing	134	100	74.6%	34	25.4%
Printing technology	11	10	90.9%	1	9.1%
Tailoring/Embroidering	702	114	16.2%	588	83.8%
Welding technology	139	138	99.3%	1	0.7%
Total	5,459	3,399	62.3%	2,060	37.7%

**Number of TVET centre students by program and gender, 2011**



**% of TVET centre students by program and gender, 2011**



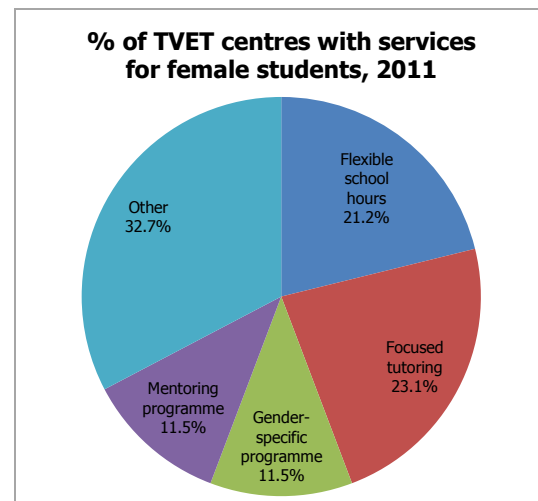
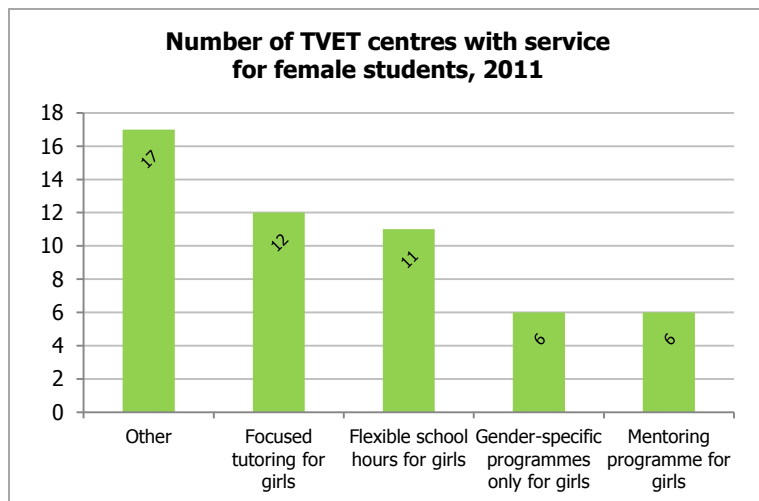
✓ Unlike formal education, TVET is program-orientated for a broad-based preparation for the world of work. Wide gender disparity exists within programs with males dominating the technology and manual work areas such as welding technology (99.3%), and Carpentry (95.5%) and females dominating the areas of hairdressing, tailoring and other. "Other", which provides the largest number of students by TVET programs, and encompasses centres whose program is unknown.

**Number and % of TVET centres with service for female students, 2011**

Type of service for female students	Centres	Centres%
Flexible school hours for girls	11	21.2%
Focused tutoring for girls	12	23.1%
Gender-specific programmes only for girls	6	11.5%
Mentoring programme for girls	6	11.5%
Other	17	32.7%
<b>Total</b>	<b>52</b>	<b>100.0%</b>

\* One centre may have more than one type of service for female students.





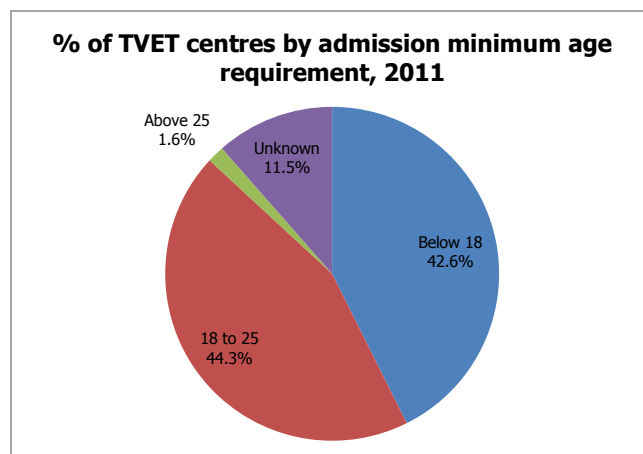
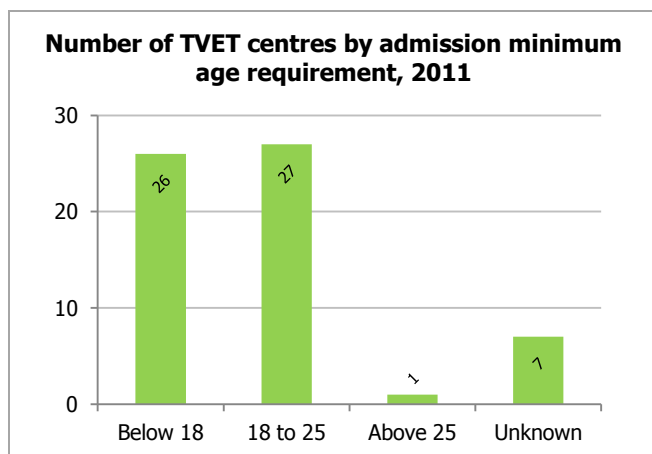
- ✓ Considering the gender disparities witnessed within all the other educational sectors, TVET provides gender specific services to attract more female enrolment.
- ✓ The majority of these services fall into the category marked "other" (32.7%).
- ✓ Positive discriminatory services such as focused tutoring (23.1%) and flexible school hours for girls (21.2%) offer incentives for females to enroll in TVET as they are not limited by factors which may have inhibited them from attending formal education.

**Number and % of TVET centres by admission minimum age requirement, 2011**

Minimum age requirement	Centres	Centres %
Below 18	26	42.6%
18 to 25	27	44.3%
Above 25	1	1.6%
Unknown	7	11.5%
Total	61	100.0%

\* One centre may have more than one type of service for female students.

- ✓ The majority the student population admitted to TVET centres are below 18 or between the ages of 18 and 25. - representing over 85% of the TVET admissions collectively.
- ✓ With only 1 centre dedicated to above 25 year olds, resources need to be allocated to ensure over 25 year olds are aware, and encouraged to participate in TVET programmes.



**9.2. Resources**

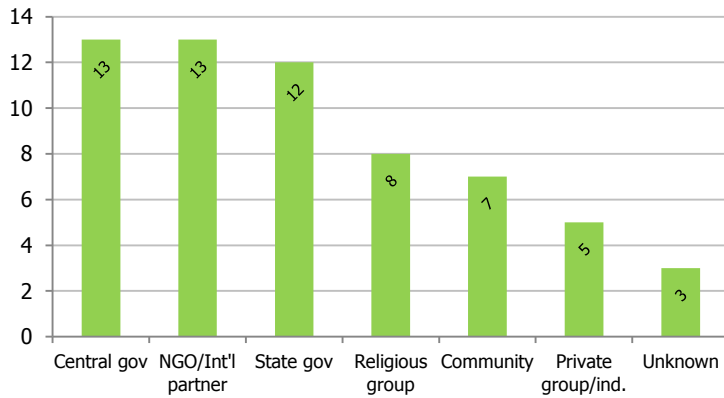
**9.2.1. Centres**

**No. and % of TVET centres by agency of administration, 2011**

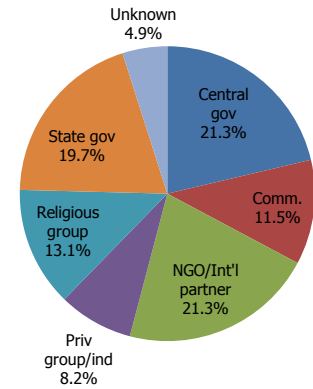
Ownership	Centres	Centres %
Central gov	13	21.3%
Community	7	11.5%
NGO/Int'l partner	13	21.3%
Private group/ind.	5	8.2%
Religious group	8	13.1%
State gov	12	19.7%
Unknown	3	4.9%
Total	61	100.0%

- ✓ The largest agency of administration for TVET is the government, consisting of 41% of the entire TVET centres; 21% at the central level and 20% at state level. A significant proportion of centres are supported by NGOs and the international partners (21.3%), communities (13.1%), religious groups (13.1%) and private groups (8.2%). The remaining 4.9% of centres are from unknown sources.

**Number of TVET centres by agency of administration, 2011**



**% of TVET centres by agency of administration, 2011**



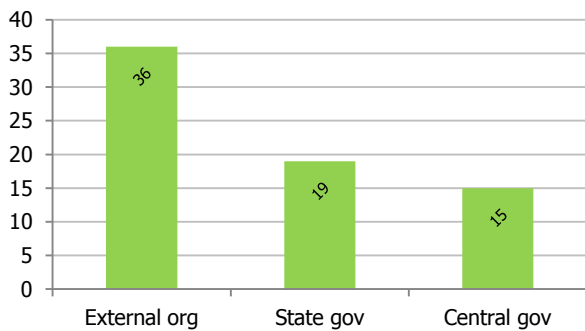
**No. and % of TVET centres by funding source, 2011**

Funding source	Centres	Centres %
Central gov	15	21.4%
State gov	19	27.1%
External org	36	51.4%
Total	70	100.0%

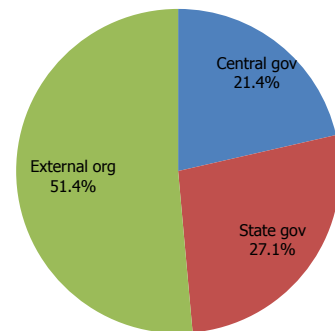
\* Some centres have more than one funding source.

✓ TVET is funded largely by external organisations (51.4%). The government supports 48.5% of TVET centers, with the state government providing 27.1% and central government providing the remaining 21.4%.

**Number of TVET centres by source of funding, 2011**



**% of TVET centres by source of funding, 2011**

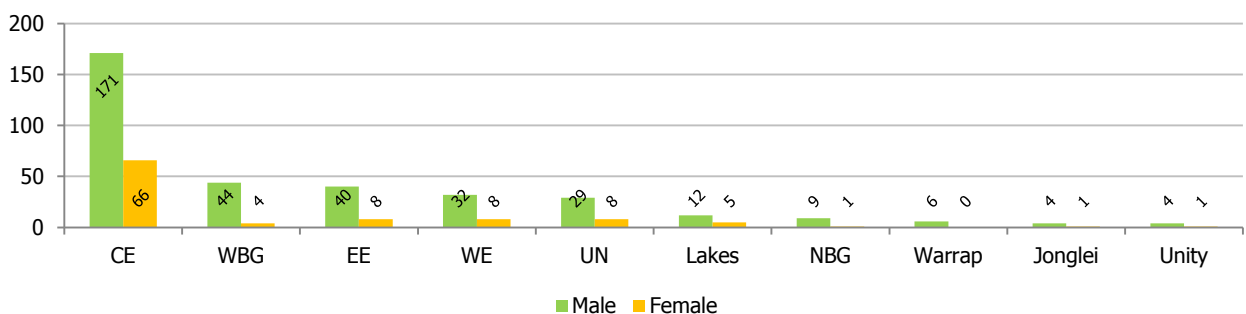


## 9.2.2. Teachers/trainers

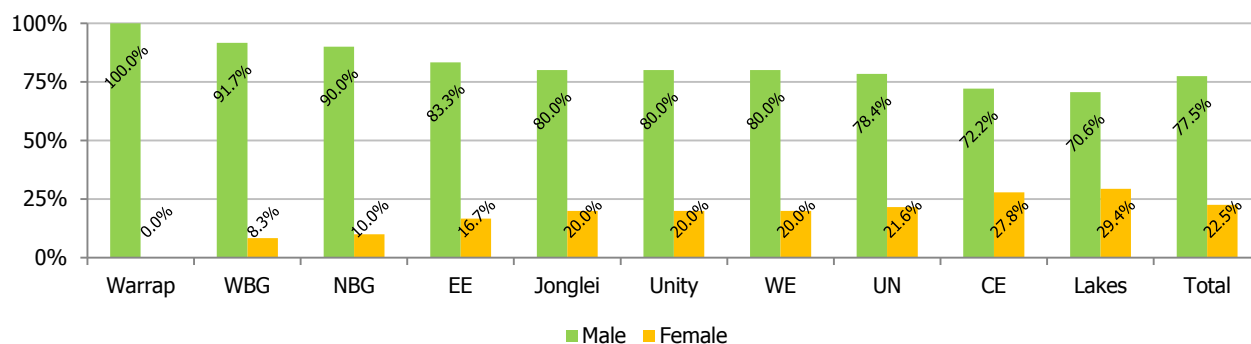
**Number and % of TVET centre teachers/trainers by state and gender, 2011**

State	Total	Male		Female	
		Count	% total	Count	% total
CE	237	171	72.2%	66	27.8%
EE	48	40	83.3%	8	16.7%
Jonglei	5	4	80.0%	1	20.0%
Lakes	17	12	70.6%	5	29.4%
NBG	10	9	90.0%	1	10.0%
UN	37	29	78.4%	8	21.6%
Unity	5	4	80.0%	1	20.0%
Warrap	6	6	100.0%	-	-
WBG	48	44	91.7%	4	8.3%
WE	40	32	80.0%	8	20.0%
Total	453	351	77.5%	102	22.5%

**Number of TVET centre teachers/trainers by state and gender, 2011**



**% of TVET centre teachers/trainers by state and gender, 2011**



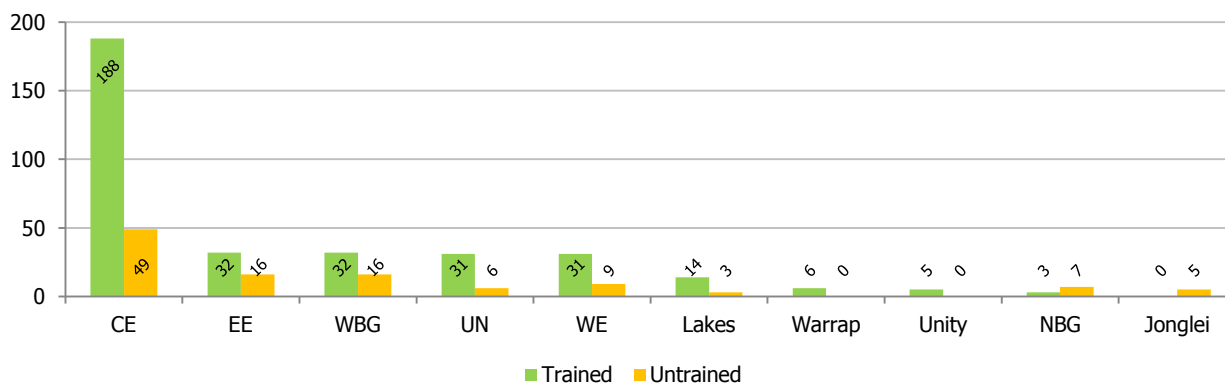
✓ Note the gender disparity between male and female TVET teachers. Nearly 80% of all TVET teachers are male. In Warrap, all teachers are male, corresponding with the all male student population.

**Number and % of TVET centre teachers/trainers by state and professional qualification, 2011**

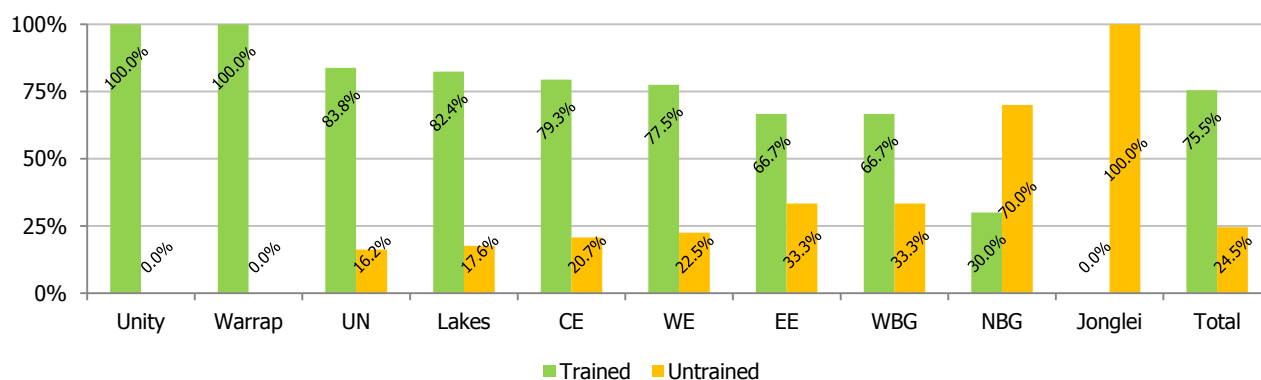
State	Total	Trained		Untrained	
		Count	% total	Count	% total
CE	237	188	79.3%	49	20.7%
EE	48	32	66.7%	16	33.3%
Jonglei	5	-	-	5	100.0%
Lakes	17	14	82.4%	3	17.6%
NBG	10	3	30.0%	7	70.0%
UN	37	31	83.8%	6	16.2%
Unity	5	5	100.0%	-	-
Warrap	6	6	100.0%	-	-
WBG	48	32	66.7%	16	33.3%
WE	40	31	77.5%	9	22.5%
Total	453	342	75.5%	111	24.5%

\* "Trained" encompasses the teachers who were formally certified/trained from an accredited institution. "Untrained" includes those who were not formally certified/trained from an accredited institution.

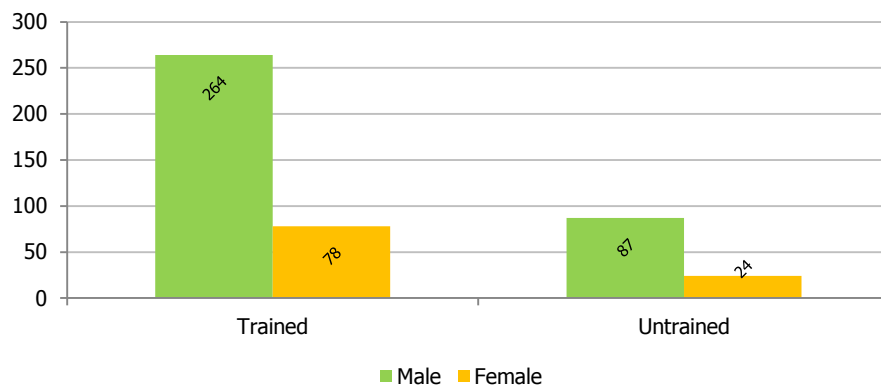
**Number of TVET centre teachers/trainers by state and professional qualification, 2011**



**% of TVET centre teachers/trainers by state and professional qualification, 2011**



**Number of TVET centre teachers/trainers by professional qualification and gender, 2011**

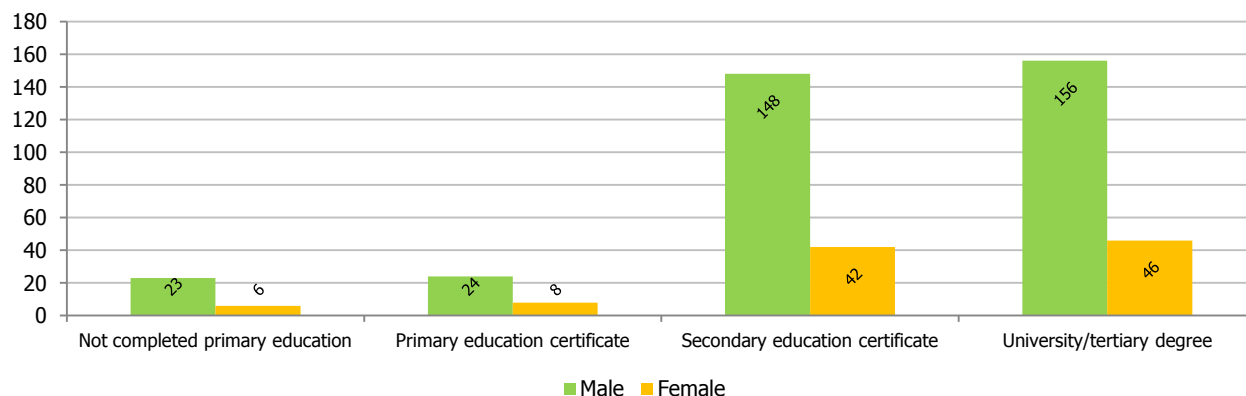


- ✓ It is important to track not only the number of teachers but also the percentage of trained teachers to measure the gaps in the quality of teaching force.
- ✓ 75% of TVET teachers/trainers are trained. This percentage varies across states, with the lowest being 30% in NBG. In NBG and Jonglei, the number of untrained teacher/trainers is greater than the trained. Note in Jonglei, no teachers have been trained.

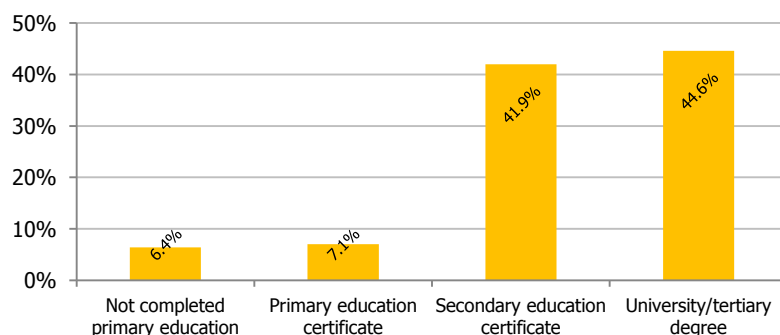
**Number and % of TVET centre teachers/trainers by state and academic qualification, 2011**

State	Total	Not completed primary education		Primary education certificate		Secondary education certificate		University/tertiary degree	
		Count	% total	Count	% total	Count	% total	Count	% total
CE	237	22	9.3%	13	5.5%	84	35.4%	118	49.8%
EE	48	1	2.1%	2	4.2%	39	81.3%	6	12.5%
Jonglei	5	1	20.0%	-	-	4	80.0%	-	-
Lakes	17	2	11.8%	-	-	6	35.3%	9	52.9%
NBG	10	1	10.0%	3	30.0%	5	50.0%	1	10.0%
UN	37	1	2.7%	3	8.1%	12	32.4%	21	56.8%
Unity	5	-	-	-	-	1	20.0%	4	80.0%
Warrap	6	-	-	-	-	1	16.7%	5	83.3%
WBG	48	-	-	11	22.9%	21	43.8%	16	33.3%
WE	40	1	2.5%	-	-	17	42.5%	22	55.0%
Total	453	29	6.4%	32	7.1%	190	41.9%	202	44.6%

**Number of TVET centre teachers/trainers by academic qualification and gender, 2011**



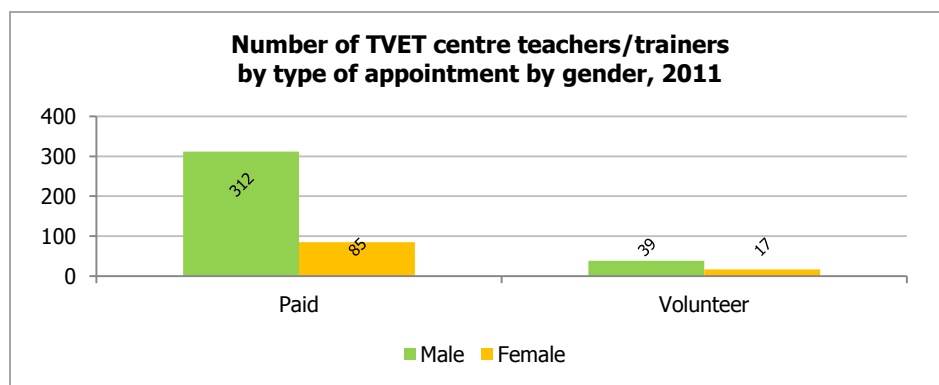
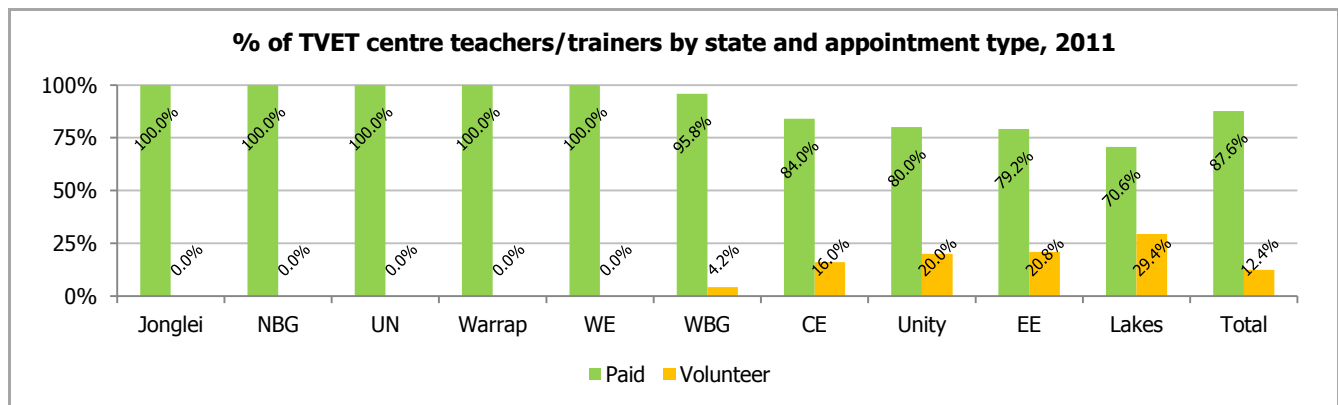
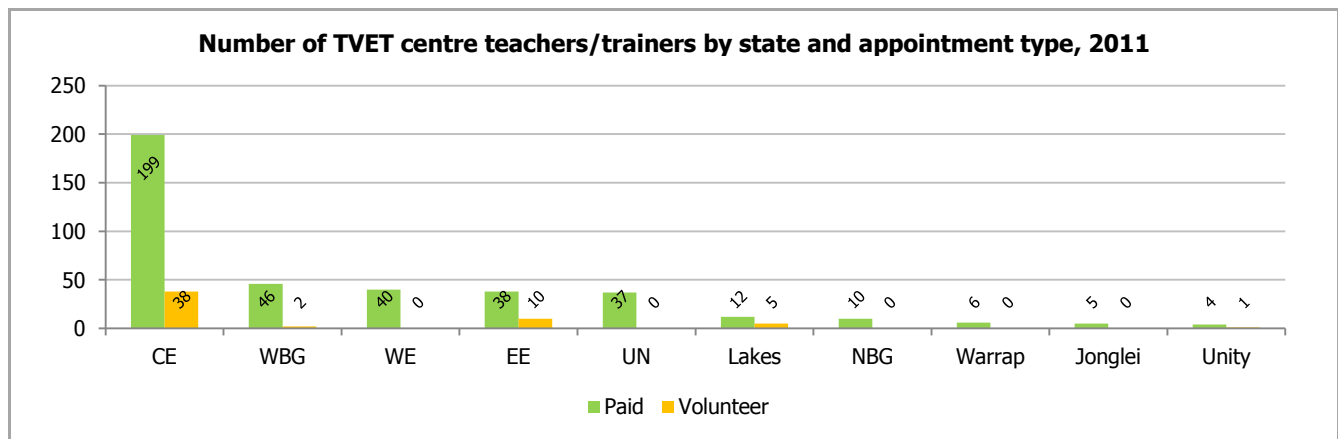
**% of TVET centre teachers/trainers by state and academic qualification, 2011**



- ✓ It is important to track the academic qualification of teachers to measure the gaps in the quality of the teaching force.
- ✓ The largest proportions of teacher/trainers hold a university/tertiary degree (44.6%). On national average, a little over 40% have finished Secondary school. The remaining portion either have only finished primary school (7.1%) or not at all (6.4%).
- ✓ TVET teacher/trainers in general have a higher academic qualification compared to teachers in other sectors of education, with less than 10% of pre-primary, primary, secondary and AES teachers having completed tertiary education.

### Number and % of TVET centre teachers/trainers by state and appointment type, 2011

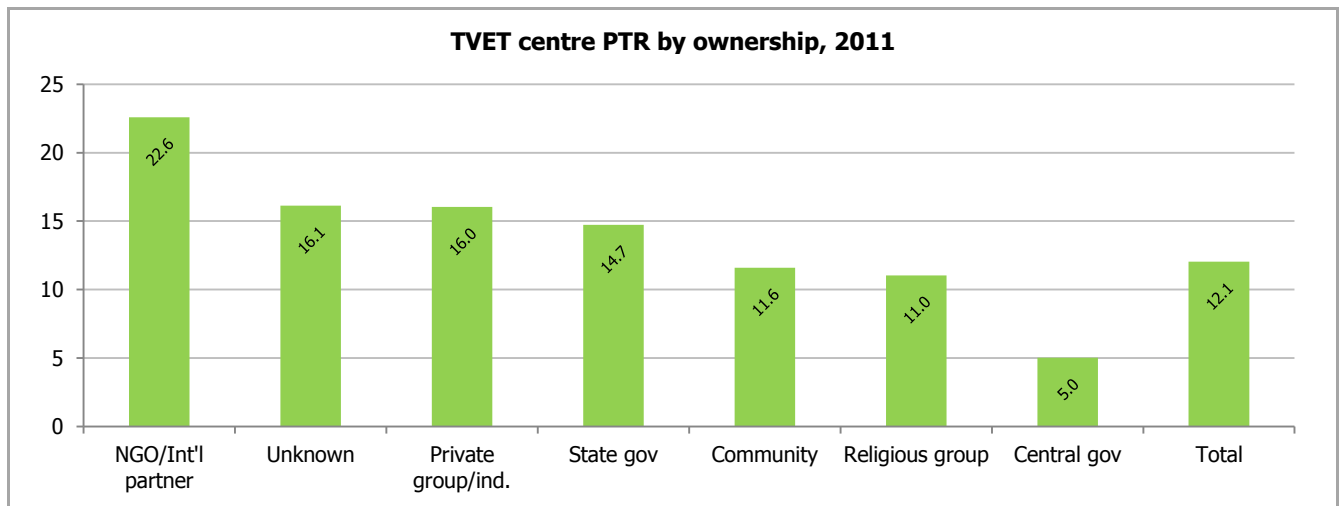
State	Total	Paid		Volunteer	
		Count	% total	Count	% total
CE	237	199	84.0%	38	16.0%
EE	48	38	79.2%	10	20.8%
Jonglei	5	5	100.0%	-	-
Lakes	17	12	70.6%	5	29.4%
NBG	10	10	100.0%	-	-
UN	37	37	100.0%	-	-
Unity	5	4	80.0%	1	20.0%
Warrap	6	6	100.0%	-	-
WBG	48	46	95.8%	2	4.2%
WE	40	40	100.0%	-	-
Total	453	397	87.6%	56	12.4%



- ✓ Unlike the pre-primary, primary, and to a lesser degree the secondary sector, the TVET education sector relies little on volunteer teachers. In five states, 100% of all TVET teachers are paid.
- ✓ In total, only 12.4% of all TVET teachers/trainers are volunteers, with the highest proportion of TVET volunteers in Lakes (29.4%).

### TVET centre pupil-teacher ratio (PTR) by ownership, 2011

Ownership	Students	Teachers/trainers	PTR
Unknown	226	14	16.1
Central gov	694	138	5.0
State gov	1,369	93	14.7
NGO/Int'l partner	1,310	58	22.6
Private group/ind.	561	35	16.0
Religious group	696	63	11.0
Community	603	52	11.6
Total	5,459	453	12.1



- ✓ TVET PTR measures the level of human resources input in terms of the number of teachers/trainers in relation to the number of students. A high PTR suggests that each teacher/trainer has to be responsible for a large number of students. In other words, the higher the PTR, the lower the relative access of students to teachers. See section 3.3.1 for the calculation formula.
- ✓ PTR in TVET is low. The highest PTR for TVET is 23 students per instructor. This indicates that students in TVET have access to individual attention from instructors.

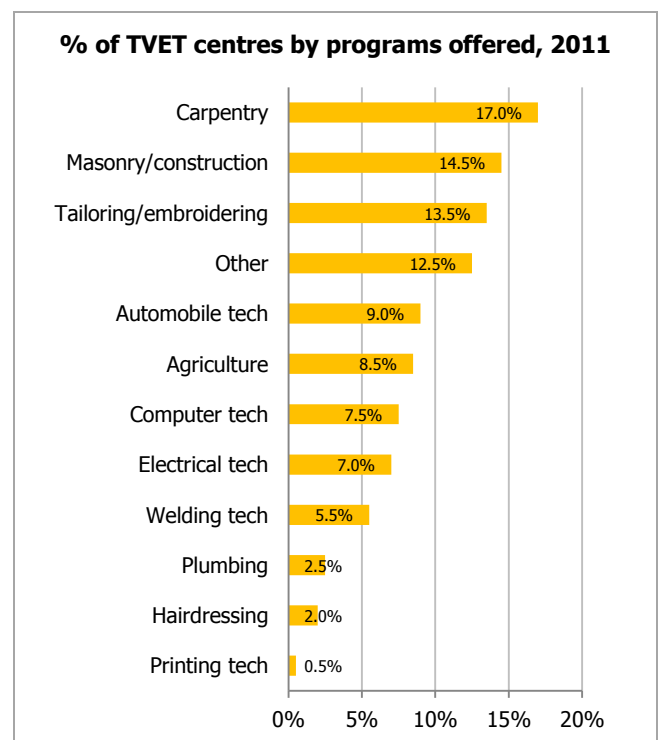
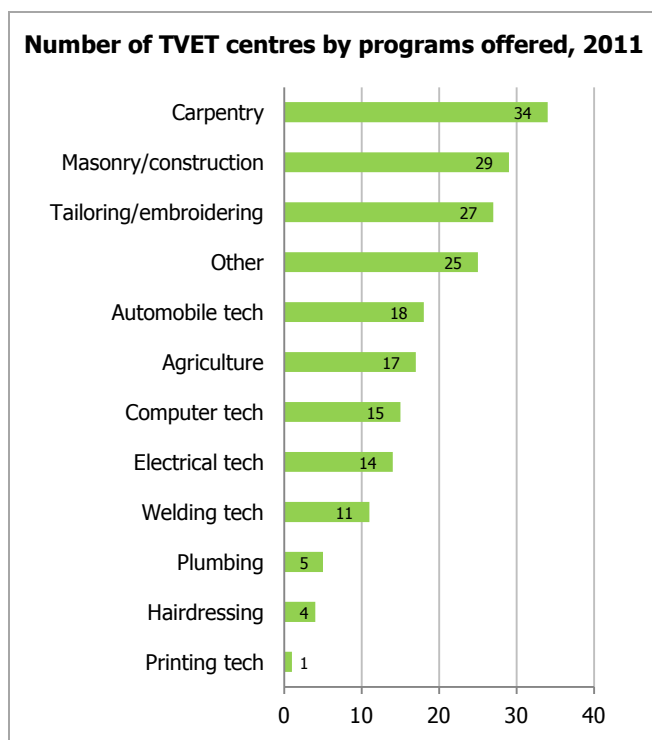
### 9.2.3. Curriculum

**Number and % of TVET centres by programs offered, 2011**

Program	Centres	Centres %
Agriculture	17	8.5%
Automobile tech	18	9.0%
Carpentry	34	17.0%
Computer tech	15	7.5%
Electrical tech	14	7.0%
Hairdressing	4	2.0%
Masonry/construction	29	14.5%
Plumbing	5	2.5%
Printing tech	1	0.5%
Tailoring/embroidering	27	13.5%
Welding tech	11	5.5%
Other	25	12.5%
Total	200	100.0%

\* Some centres teach more than one program.

- ✓ The majority of centres are offering the programmes of carpentry (17%), masonry/construction (14.5%) and tailoring/embroidering (13.5%). "Other" programmes also comprise a significant proportion of TVET centres; encompassing programmes which are unknown.
- ✓ The programmes which are least available are printing technology (0.5%) and hairdressing (2%).

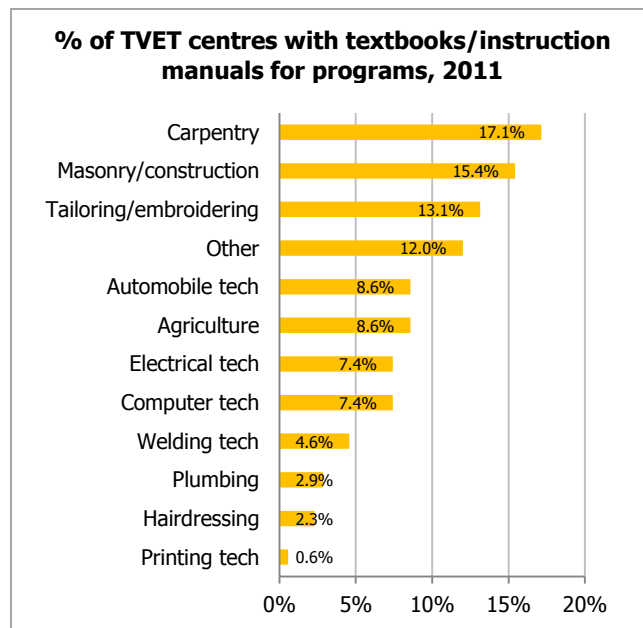
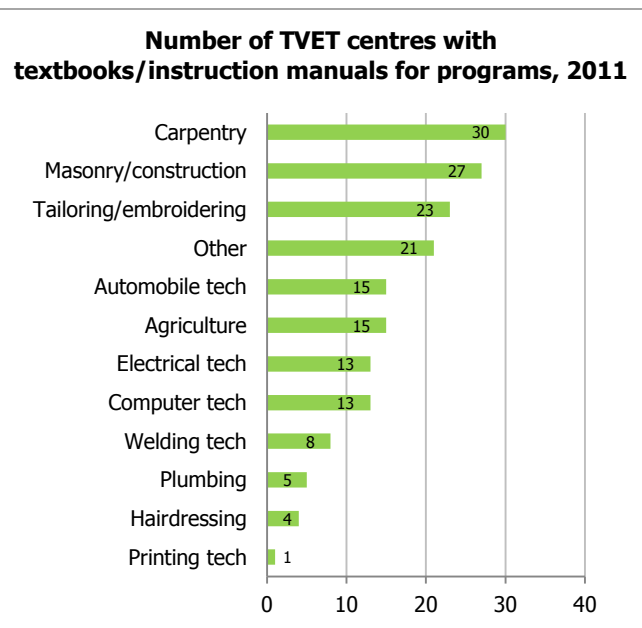


### Number and % of TVET centres with textbooks/instruction manuals for programs, 2011

Program	Centres	Centres with text/inst manuals
Agriculture	15	8.6%
Automobile tech	15	8.6%
Carpentry	30	17.1%
Computer tech	13	7.4%
Electrical tech	13	7.4%
Hairdressing	4	2.3%
Masonry/const	27	15.4%
Plumbing	5	2.9%
Printing tech	1	0.6%
Tailoring/embr	23	13.1%
Welding tech	8	4.6%
Other	21	12.0%
<b>Total</b>	<b>175</b>	<b>100.0%</b>

\* Some centres teach more than one program.

- ✓ TVET textbook/instruction manuals for programs are scarce. Less than 20% of all programs provide textbooks/instruction manuals.
- ✓ The majority of textbooks/instruction manuals are on offer in the programmes with the most amount of pupils: carpentry (17.1%), masonry/construction (15.4%), tailoring/embroidery (13.1%) and other (12%). The least amount of textbooks/instruction manuals are available in printing technology (0.6%) and hairdressing (2.3%).

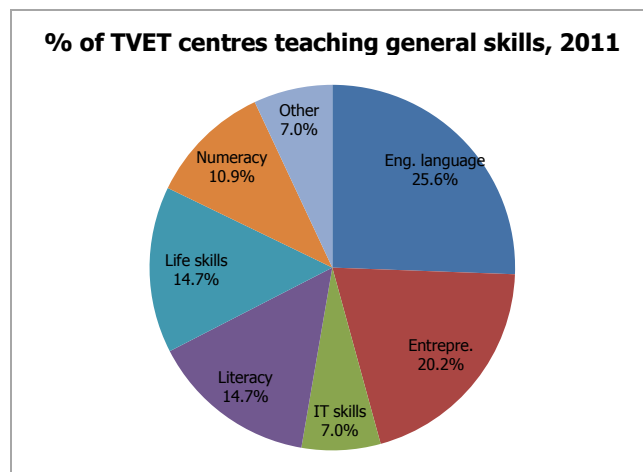
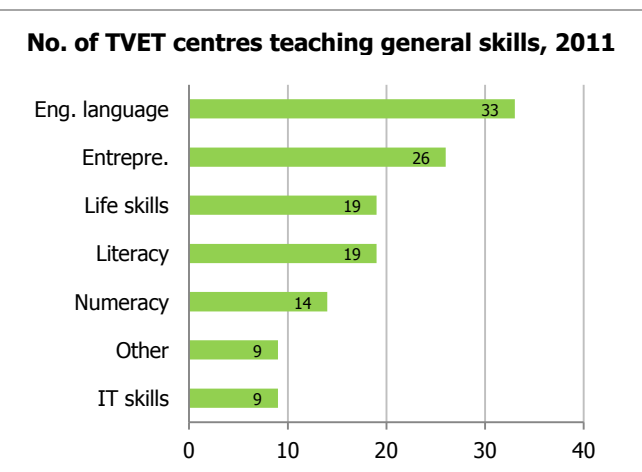


### Number and % of TVET centres teaching general skills, 2011

Skill	Centres	Centres %
Eng. language	33	25.6%
Entrepre.	26	20.2%
IT skills	9	7.0%
Literacy	19	14.7%
Life skills	19	14.7%
Numeracy	14	10.9%
Other	9	7.0%
<b>Total</b>	<b>129</b>	<b>100.0%</b>

\* Some centres teach more than one skill.

- ✓ The dominant general skills on offer in TVET centres are in English language (25.6%) and entrepreneurship (20.2%). These represent almost half of the general skills on offer.
- ✓ The least available skill on offer is IT skills with only 7% of centres offering teaching on this subject.



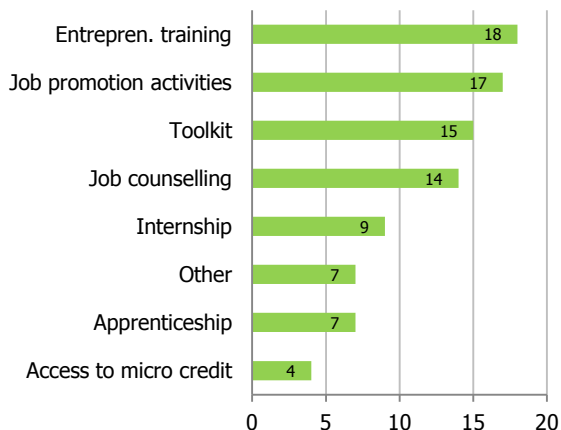
### Number and % of TVET centres offering services that enhance employability, 2011

Service	Centres	Centres %
Access to micro credit	4	4.4%
Apprenticeship	7	7.7%
Entrepren. training	18	19.8%
Internship	9	9.9%
Job counselling	14	15.4%
Job promotion activities	17	18.7%
Toolkit	15	16.5%
Other	7	7.7%
Total	91	100.0%

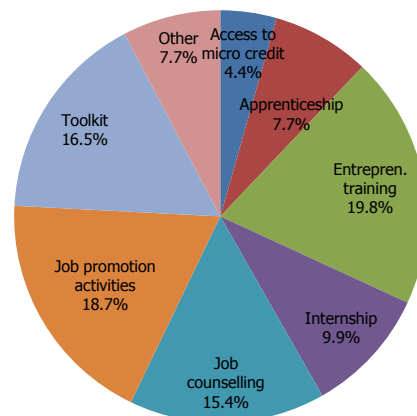
\* Some centres offer more than one service.

- ✓ The dominant services on offer enhancing employability is entrepreneurship training (19.8%)
- ✓ The least available skill on offer is access to micro credit with only 4% of centres offering teaching on this subject.

### Number of TVET centres offering services That enhance employability, 2011



### % of TVET centres offering services That enhance employability, 2011



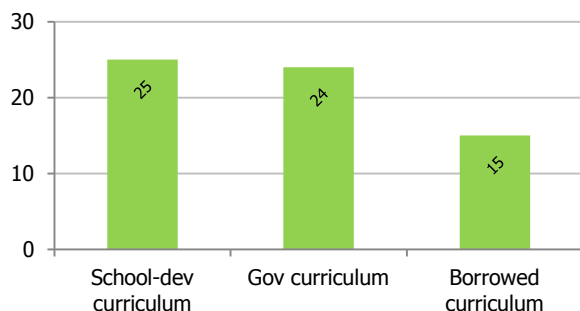
### Number and % of TVET centres by source of curriculum, 2011

Service	Centres	Centres %
Gov curriculum	24	37.5%
Borrowed curriculum	15	23.4%
School-dev curriculum	25	39.1%
Total	64	100.0%

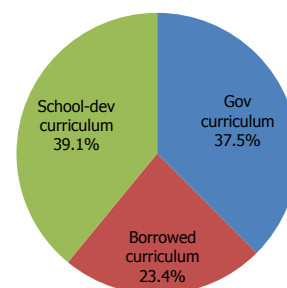
\* Some centres offer more than one service.

- ✓ The majority of TVET curriculums are school developed, representing almost 40% of all TVET centres.
- ✓ Government curriculums also represent a significant portion of TVET curricula at 37.5% while borrowed curriculum comprises the remaining 23.4%.

### No. of TVET centres by source of curriculum, 2011



### % of TVET centres by source of curriculum, 2011



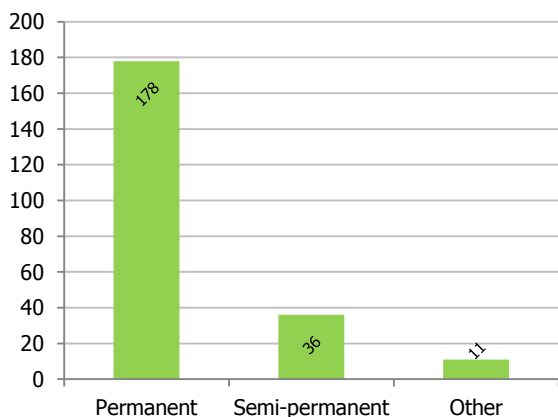
## 9.2.4. Facilities

### Number and % of TVET centre classrooms by state and type, 2011

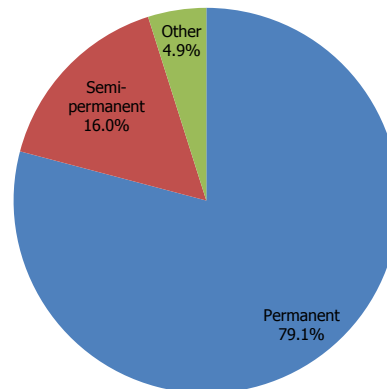
State	Total	Permanent		Semi-permanent		Other	
		Count	% total	Count	% total	Count	% total
CE	102	88	86.3%	20	19.6%	2	2.0%
EE	25	22	88.0%	2	8.0%	1	4.0%
Jonglei	8	5	62.5%	3	37.5%	-	-
Lakes	17	9	52.9%	6	35.3%	2	11.8%
NBG	8	6	75.0%	1	12.5%	1	12.5%
UN	19	12	63.2%	4	21.1%	3	15.8%
Unity	2	2	100.0%	-	-	-	-
Warrap	2	2	100.0%	-	-	-	-
WBG	21	21	100.0%	-	-	-	-
WE	13	11	84.6%	-	-	2	15.4%
Total	217	178	82.0%	36	16.6%	11	5.1%



**Number of TVET centre classrooms by type, 2011**



**% of TVET centre classrooms by type, 2011**

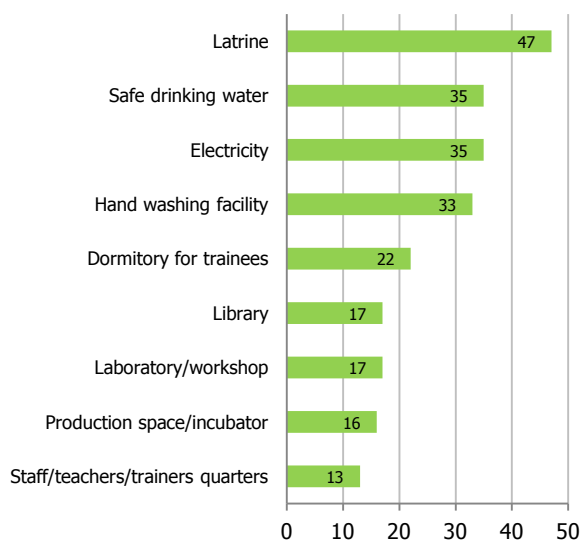


**No. and % of TVET centres with selected facilities, 2011**

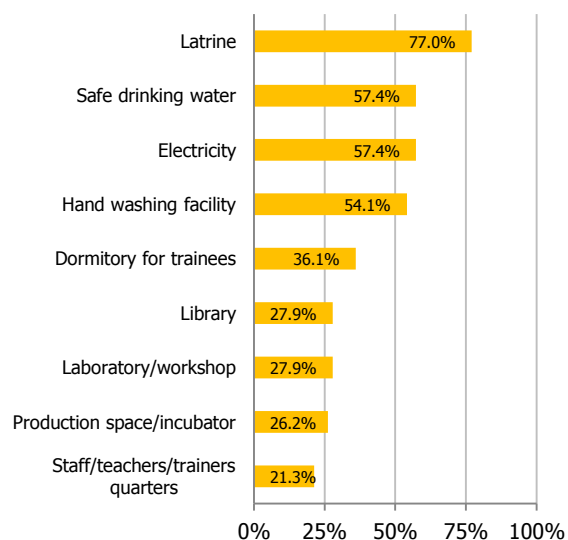
Facility	Centres with the facility	Centres with the facility %
Dormitory for students	22	36.1%
Hand washing facility	33	54.1%
Latrine	47	77.0%
Production space/incubator	16	26.2%
Staff/teachers/trainers quarters	13	21.3%
Electricity	35	57.4%
Laboratory/workshop	17	27.9%
Library	17	27.9%
Safe drinking water	35	57.4%

- ✓ The majority of TVET centres have latrines (77%) electricity (57.4%), safe drinking water (57.4%) and hand washing facilities (54.1%). Inadequate access to such facilities can lead to pupil illness, underperformance and non-attendance in schools. Resources must be allocated to ensure that all students receive training in a safe environment conducive for learning.
- ✓ Other centres offer facilities which are often specific to the training e.g. laboratory/workshop and library.

**No. of TVET centres with selected facilities, 2011**



**% of TVET centres with selected facilities, 2011**

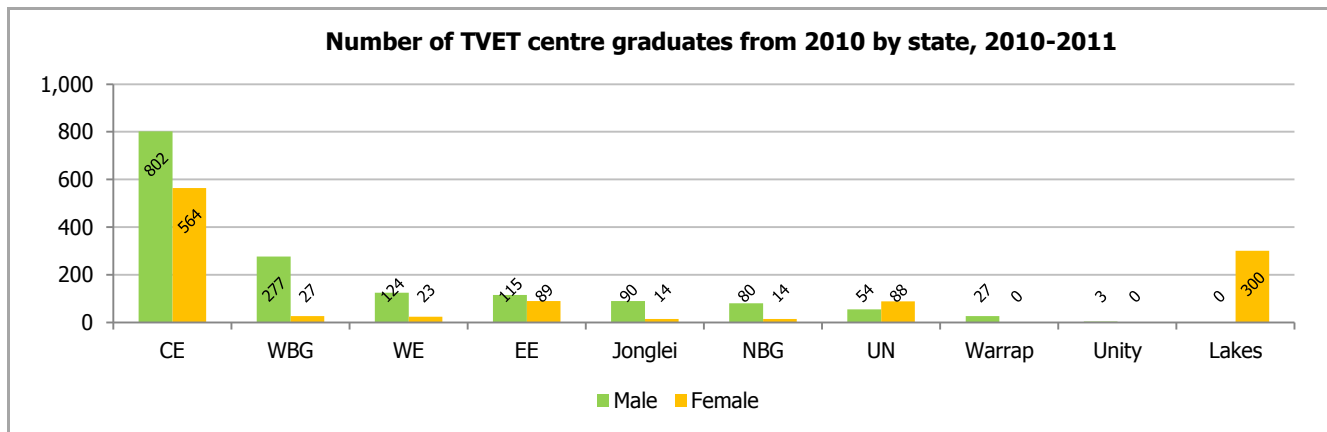


### 9.3. Student flow

#### 9.3.1. TVET centre completion

**Number and % of TVET centre graduates by state, 2010-2011**

State	Total	Male		Female	
		Count	% total	Count	% total
CE	1,366	802	58.7%	564	41.3%
EE	204	115	56.4%	89	43.6%
Jonglei	104	90	86.5%	14	13.5%
Lakes	300	-	-	300	100.0%
NBG	94	80	85.1%	14	14.9%
UN	142	54	38.0%	88	62.0%
Unity	3	3	100.0%	-	-
Warrap	27	27	100.0%	-	-
WBG	304	277	91.1%	27	8.9%
WE	147	124	84.4%	23	15.6%
Total	2,691	1,572	58.4%	1,119	41.6%



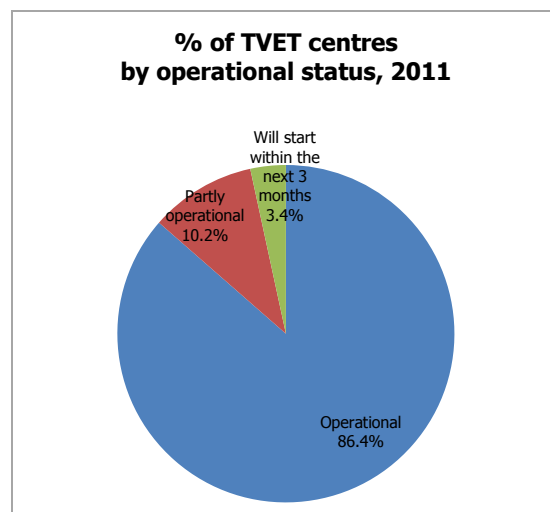
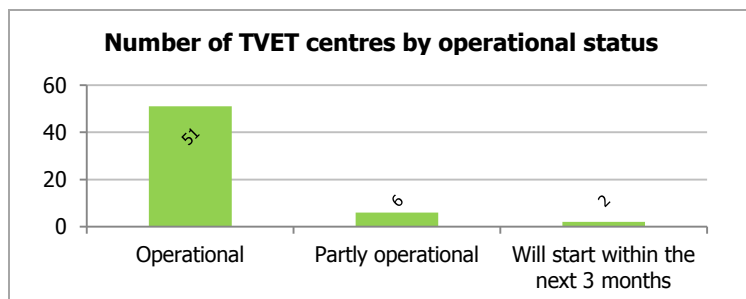
- ✓ Completion rate is highest for males (58.4%), with females more likely not to complete TVET training- only 41.6% of female graduate on average. Note in Lakes, of 300 females, there is a 100% completion rate and for males in Unity (3 centres) and Warrap (27 centres), there is also a 100% completion rate.
- ✓ The lowest completion rate can be found in WBG for females (8.9%) and in UN for males (38%).

## 9.4. Operations

### 9.4.1. Operational status

**Number and % of TVET centres by operational status, 2011**

Operational status	Centres	Centres %
Operational	51	86.4%
Partly operational	6	10.2%
Will start within the next 3 months	2	3.4%
Total	59	100.0%

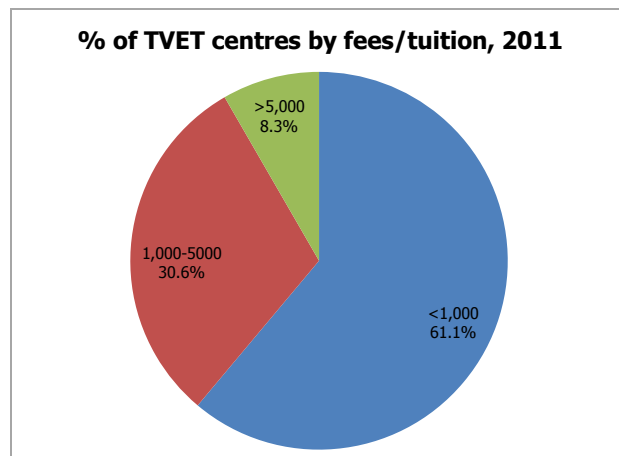
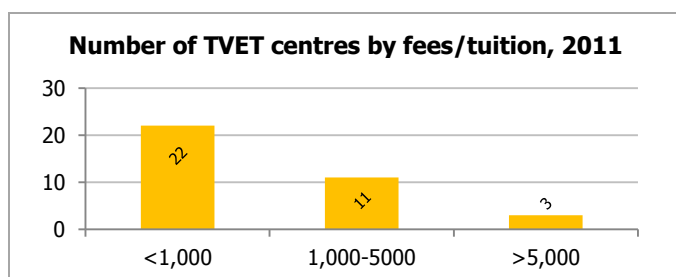


- ✓ 86.4% of all TVET centres are operational. This means that the centres themselves are fully functional.
- ✓ A little over 10% are partly operational while only two centres will commence within the next three months.

### 9.4.2. Fee/tuition

**Number and % of TVET centres by fees/tuition, 2011**

Fees/tuition	Centres	Centres %
<1,000	22	61.1%
1,000-5000	11	30.6%
>5,000	3	8.3%
Total	36	100.0%



- ✓ 61.1% of TVET centres have a fee/tuition of less than 1,000 South Sudanese pounds. With over almost 40% of TVET centres charging over 1,000 in fees/tuition, resources should be allocated to ensure that TVET education is accessible to all.

## 10.0. Missing schools

## 10.1. Pre-primary schools

No.	State	County	Payam	EMIS code	School
1	CE	Juba	Juba	81	Juba christian Pre-primary
2	CE	Juba	Juba	83	Juba Christian Pre-primary
3	CE	Juba	Juba	96	Police pre-primary
4	CE	Juba	Juba	97	Juba mabari pre-primary
5	CE	Juba	Juba	106	Wudar pre-primary
6	CE	Juba	Kator	85	Mamy care pre-primary
7	CE	Juba	Munuki	11	Seventth Day Adventist Pre-Primary
8	CE	Juba	Munuki	88	Muniuki centre pre-primary
9	CE	Juba	Munuki	89	Libya Pre-primary
10	CE	Juba	Munuki	94	Atlabara west pre-primary
11	CE	Juba	Munuki	95	Pioneer for ducation Pre-primary
12	CE	Juba	Rejaf	159	Mary care pre-primary
13	CE	Juba	Rejaf	161	St. vencent pre-primary
14	CE	Kajo-Keji	Kangapo 1	8	Litoba Primary School
15	CE	Kajo-Keji	Kangapo 1	9	Pamoju Primary school
16	CE	Kajo-Keji	Kangapo 2	10	Akuboro Primary school
17	CE	Kajo-Keji	Lire	124	Bajur pre-primary
18	CE	Kajo-Keji	Liwolo	18	Ajio I Pre-primary
19	CE	Kajo-Keji	Liwolo	125	Morsak Pre-primary
20	CE	Kajo-Keji	Nyepo	46	Kansuk one pre-primary
21	CE	Lainya	Kenya	7	Baraka Primary School
22	CE	Lainya	Kupera	3	Kayoki Primary school
23	CE	Lainya	Kupera	76	Kupera Pre-primary
24	CE	Lainya	Kupera	107	Jamara II pre-primary
25	CE	Lainya	Lainya	1	Logwili Primary School
26	CE	Lainya	Lainya	5	Lainya Primary School
27	CE	Lainya	Lainya	77	Togolo mugur pre-primary
28	CE	Lainya	Mukaya	4	Komoi Primary School
29	CE	Lainya	Mukaya	6	Dmo 2 Primary School
30	CE	Lainya	Mukaya	78	London Pre-primary
31	CE	Lainya	Wuji	71	Wuji Pre-primary
32	CE	Lainya	Wuji	73	Wuji II Pre-primary
33	CE	Lainya	Wuji	75	Gwoloro Pre-primary
34	CE	Lainya	Wuji	112	Giinaya pre-primary
35	CE	Morobo	Gulumbi	58	Gullumbi pre-primary
36	CE	Morobo	Gulumbi	117	Giril Pre-primary
37	CE	Morobo	Kimba	62	Greenbelt union academy pre-primary
38	CE	Yei River	Mugwo	70	Songoma pre-primary
39	CE	Yei River	Wotogo	2	Kagelu Primary School
40	CE	Yei River	Wotogo	14	Lata Pre-Primary
41	CE	Yei River	Wotogo	155	Kularima pre-primary
42	CE	Yei River	Yei	52	St. Stephen Pre-primary
43	CE	Yei River	Yei	53	St.mary Pre-primary
44	CE	Yei River	Yei	136	MTC army pre-primary
45	CE	Yei River	Yei	153	Kololo pre-primary
46	EE	Budi	Budi	10039	chukudum Model Pre Primary
47	EE	Budi	Budi	10061	faith Pre Primary
48	EE	Budi	Kimotong	10062	kimotong Pre Primary
49	EE	Kapoeta E.	Katodori	10030	Lokuma Pre Primary
50	EE	Kapoeta E.	Katodori	10036	Goodshepherd-Nanyangacor Pre Primary
51	EE	Kapoeta E.	Katodori	10055	St Anthony Napirtasikiria Pre primary
52	EE	Kapoeta E.	Katodori	10057	African Inland Charch Pre Primary
53	EE	Kapoeta E.	Katodori	10102	St. anthony Napiratasikirea pre-primary
54	EE	Kapoeta E.	Narus	10042	narus Mixed Pre Primary
55	EE	Kapoeta E.	Narus	10046	kamee day Pre Primary
56	EE	Kapoeta N.	Najie	10011	NANGO letirne pre-unit
57	EE	Kapoeta S.	Kapoeta	10091	Kapoeta Mixed Pre Primary
58	EE	Kapoeta S.	Kapoeta	10098	Good Shepherd Pre Primary
59	EE	Kapoeta S.	Machi I	10083	Katiko Pre Primary
60	EE	Kapoeta S.	Machi II	10085	nakware Pre Primary
61	EE	Kapoeta S.	Pwata	10093	Machukut Pre Primary
62	EE	Lafon	Burgilo	10002	LAFOD nursery
63	EE	Lafon	Lohutok	10003	IMEHEJEK nusery
64	EE	Magwi	Lobone	10009	Lobone Pre Primary
65	EE	Magwi	Lobone	10060	LOBONE nursery
66	EE	Magwi	Magwi	10033	IMOLONGO nursery
67	EE	Magwi	Magwi	10034	AYII centra nursery
68	EE	Magwi	Magwi	10038	AGORO central nursery
69	EE	Magwi	Mugali	10028	ANUMADRICI nursery
70	EE	Magwi	Mugali	10080	MUTEBWA nursery

No.	State	County	Payam	EMIS code	School
71	EE	Magwi	Mugali	10082	MUGALI nursery
72	EE	Magwi	Pageri	10049	NYANGIRI nursery
73	EE	Magwi	Pageri	10064	AVE MARIA LOA nursery
74	EE	Magwi	Pageri	10070	PATIBI nursery
75	Lakes	Cuiebet	Cuiebet	30012	Pan-Apuoth-Pri-Primary
76	Lakes	Rumbek E.	Cueicok	30006	kar-Ajok Pri-Primary
77	Lakes	Rumbek E.	Pacong	30003	Atiriu Pre-Primary
78	Lakes	Rumbek E.	Pacong	30007	Pan-Awac Pri-Primary
79	Lakes	Rumbek E.	Pacong	30009	Pacong Pri-Primary
80	Lakes	Rumbek E.	Paloch	30002	paloch Primary
81	NBG	Aweil E.	Mangok	40001	Tiit chok pre-primary
82	NBG	Aweil W.	GomJuer Centre	40002	New life academy pre-primary
83	UN	Malakal	Malakal Central	60013	Christ the king pre-primary
84	UN	Malakal	Malakal Central	60015	Hai saha pre-primary
85	UN	Malakal	Malakal Central	60016	Jalaba pre-primary
86	UN	Renk	Renk	60001	Comboni catholic church pre-primary
87	UN	Renk	Renk	60003	Manydeng ajing pre-primary
88	UN	Renk	Renk	60004	Renk 3 pre-primary
89	Warrap	Twic	Akoc	70007	Akec pre-primary
90	WBG	Jur River	Udici	80003	Alur pre-primary
91	WBG	Jur River	Udici	80004	Catholic church pre-primary
92	WBG	Wau	Baggari	80002	Ngoholima B pre-primary
93	WBG	Wau	Kpayele	80012	Majiw pre-primary
94	WBG	Wau	Wau	80008	Mar-murgus pre-primary
95	WBG	Wau	Wau	80011	Bilpham pre-primary
96	WBG	Wau	Wau	80024	Hai bashir girls pre-primary
97	WBG	Wau	Wau	80028	hai salam pre-primary

## 10.2. Primary schools

No.	State	County	Payam	EMIS code	School
1	CE	Juba	Bungu	8229	Bungu primary I
2	CE	Juba	Juba	256	St Francis Primary school
3	CE	Lainya	Kupera	3	Kayoki Primary school
4	CE	Lainya	Lainya	153	Kilingo Primary School
5	CE	Lainya	Lainya	298	Museruk Primary school
6	CE	Lainya	Mukaya	46	Mambule Primary School
7	CE	Lainya	Mukaya	396	Tomoret Primary school
8	CE	Lainya	Mukaya	399	Luwangoro Primary school
9	CE	Lainya	Mukaya	400	Kirbala Primary school
10	CE	Lainya	Mukaya	401	Kokonga Primary school
11	CE	Lainya	Wuji	146	Giwaya Primary school
12	CE	Terekeka	Zemeja	467	St. Mathew Primary School
13	EE	Budi	Komiri	10234	Helecit Primary school
14	EE	Budi	Lotukei	10226	New Cush Primary School
15	EE	Budi	Loudo	10228	Lobitang Primary school
16	EE	Ikotos	Katire	10273	Imilai Primary School
17	EE	Ikotos	Lomohidang South	10025	Okorohore Primary School
18	EE	Magwi	Mugali	10314	Mutebwa Primary School
19	EE	Magwi	Pageri	10341	Moli Andru Primary
20	EE	Torit	Bur	10145	oriaju Primary School
21	EE	Torit	Bur	10387	Lomorwo Primary
22	EE	Torit	Hiyala	10144	Loguruny Primary School
23	EE	Torit	Hiyala	10147	Tirrangore Primary School
24	EE	Torit	Ifwotu Isaloro	10151	Iluma Primary School
25	Jonglei	Akobo	Barmach	20114	Wechjal Primary School
26	Jonglei	Akobo	Barmach	20319	Ulang Primary School
27	Jonglei	Akobo	Barmach	20320	Juwa Primary School
28	Jonglei	Akobo	Barmach	20321	Dang Jop Primary School
29	Jonglei	Akobo	Buong	20102	Buong Primary School
30	Jonglei	Akobo	Buong	20324	Wech Reat Primary School
31	Jonglei	Akobo	Buong	20326	Koat Beel Primary School
32	Jonglei	Akobo	Buong	20337	Malon Primary School
33	Jonglei	Akobo	Buong	20380	Kuer Chiidiew 2 Primary School
34	Jonglei	Akobo	Diror	20314	Diror Primary School
35	Jonglei	Akobo	Diror	20340	Tuel kuach Primary School
36	Jonglei	Akobo	Diror	20362	Niw-Niew Primary School
37	Jonglei	Akobo	Diror	20618	KaiKuiny Primary
38	Jonglei	Akobo	Diror	20619	Tangnyang primary
39	Jonglei	Akobo	Diror	20620	Padoi Primary
40	Jonglei	Akobo	Walgak	20113	Walgat Primary School
41	Jonglei	Akobo	Walgak	20308	KuerNyuo Primary School
42	Jonglei	Akobo	Walgak	20313	Unkuel Primary School

No.	State	County	Payam	EMIS code	School
43	Jonglei	Akobo	Walgak	20327	Koat Bech Primary School
44	Jonglei	Bor	Bor Town	20117	Bor Complex Primary School
45	Jonglei	Old Fangak	Pom	20369	Abdalla Chuol Primary School
46	Jonglei	Pibor	Gumuruk	20357	Agoy Primary School
47	Jonglei	Pibor	Gumuruk	20382	Irret Primary School
48	Jonglei	Pibor	Lekuagole	20223	Lekuagole Primary School
49	Jonglei	Pibor	Lekuagole	20359	Lekuagole Girls P/S
50	Jonglei	Pibor	Lekuagole	20383	Nyergeny Mixed School
51	Jonglei	Pibor	Pibor	20224	Kondako Basic School
52	Jonglei	Pibor	Pibor	20225	Lukurnyang Primary School
53	Jonglei	Pibor	Pibor	20226	Pibor Girls School
54	Jonglei	Pibor	Pibor	20227	Tangajon Basic Education School
55	Jonglei	Pibor	Pibor	20344	Murwan Basic School
56	Jonglei	Pibor	Pibor	20345	Manyirang Primary School
57	Jonglei	Pibor	Pibor	20351	Manuyment Primary School
58	Jonglei	Pibor	Pibor	20381	Verthet Primary School
59	Jonglei	Pibor	Pibor	20384	Kavachoch Primary School
60	Jonglei	Pibor	Pibor	20388	Kirika Girls Primary School
61	Jonglei	Pibor	Pibor	20407	Pibor Basic School
62	Jonglei	Piji	Alam	20135	Amat Nyang Primary School
63	Jonglei	Twic E.	Jonglei	20065	Mark Nikkel Primary school
64	Jonglei	Uror	Karam	20578	Duok Primary School
65	Lakes	Awerial	Banagok	30082	Hoor Primary School
66	Lakes	Cuiebet	Chitchok	30020	Tiap - Tiap Primary School
67	Lakes	Cuiebet	Cuiebet	30317	JOOR PRIMARY SCHOOL
68	Lakes	Cuiebet	Cuiebet	30342	Abyei Janai Primary School
69	Lakes	Cuiebet	Cuiebet	30431	Mabil Primary School
70	Lakes	Cuiebet	Mayath	30439	Langkot primary School
71	Lakes	Rumbek C.	Matangai	30429	Lia Mabui Primary School
72	Lakes	Rumbek E.	Aduel	30382	Mapour Primary School
73	Lakes	Rumbek E.	Maleng Agok	30203	Malengagok Primary School
74	Lakes	Rumbek E.	Pacong	30379	Pan-awac Primary School
75	Lakes	Rumbek E.	Pacong	30456	Aliriu
76	Lakes	Wulu	Bahr-gel	30242	Kandibe Primary School
77	Lakes	Wulu	Bahr-gel	30333	Makila Primary School
78	Lakes	Wulu	Makundi	30259	Madulu Primary School
79	Lakes	Wulu	Makundi	30428	Dulo Primary School
80	Lakes	Wulu	Wulu	30412	KAMING PRIMARY SCHOOL
81	Lakes	Wulu	Wulu	30413	LOLBUOL PRIMARY SCHOOL
82	NBG	Aweil C.	Barmayen	40386	Maluilakot primary school
83	NBG	Aweil C.	Chel South	40444	Karkou Primary School
84	NBG	Aweil E.	Dokul	40443	War Nyiel Primary School
85	NBG	Aweil E.	Mabok Tong	40538	Rumjok Primary School
86	NBG	Aweil E.	Malual Baai	40109	Mathian Dut Akot
87	NBG	Aweil S.	Tarweng	40411	Mariik Primary School
88	NBG	Aweil Town	Aweil Town East	40585	Aweil Madina Primary School
89	NBG	Aweil Town	Aweil Town North	40499	Maper West Primary School
90	NBG	Aweil W.	Ayat West	40323	NYINBOULEI PRIMARY SCHOOL
91	UN	Malakal	Malakal Central	60480	St. Lwanga Catholic primary
92	UN	Malakal	Malakal North	60158	Malakia Boys Basic School
93	UN	Malakal	Malakal South	60455	Police Girls Primary School
94	UN	Malut	Malut	60047	New Sudant Basic school
95	Unity	Guit	Nyathor	50314	Kuarthaak Primary School
96	Unity	Guit	WathNyona	50251	Kalnyona Primary School
97	Unity	Guit	WathNyona	50281	Heap Primary School
98	Unity	Leer	Adok	50108	Naak Primary School
99	Unity	Leer	Adok	50327	Gor Primary School
100	Unity	Leer	Pilieny	50109	Thor Nyol Primary School
101	Unity	Mayiandit	Pabuong	50127	Dongol Primary School
102	Unity	Mayiandit	Pabuong	50373	Madol Primary
103	Warrap	Gogrial E.	Pathoun East	70429	Mayom Biong Primary School
104	Warrap	Gogrial W.	Alek North	70020	Mabior Mun Primary School
105	Warrap	Gogrial W.	Gogrial	70038	Malual Awien Primary School
106	Warrap	Tonj E.	Paliang	70467	Rumabuth Primary School
107	Warrap	Tonj N.	Alabek	70493	Majaklou Primary School
108	Warrap	Tonj S.	Wanhalel	70148	Ayuaath Primary School
109	Warrap	Tonj S.	Wanhalel	70153	Wanhalel Basic School
110	Warrap	Tonj S.	Wanhalel	70380	Mabior Yar Primary School
111	Warrap	Twic	Pan-nyok	70186	Pannyok Primary School
112	Warrap	Twic	Pan-nyok	70193	Tualie Primary School
113	Warrap	Twic	Turalei	70201	Majok Amuol Primary School
114	WBG	Jur River	Kuajina	80240	Achana Primary School
115	WBG	Jur River	Wau Bai	80182	Kur Chok Primary School
116	WBG	Raja	Raja	80224	MANGOK DENG PRIMARY SCHOOL

No.	State	County	Payam	EMIS code	School
117	WBG	Wau	Baggari	80152	Sunday Basic Co School ECS
118	WBG	Wau	Wau	80102	Hai Mafaro Rhoda
119	WBG	Wau	Wau	80107	John Paul II Basic
120	WBG	Wau	Wau	80134	St. Micheal Roda
121	WE	Maridi	kozi	90659	ONJIRIMA PRIMARY SCHOOL
122	WE	Mundri E.	Kediba	90525	Mirigue Primary school
123	WE	Mundri E.	Kediba	90565	kediba
124	WE	Mundri W.	Mundri	90335	Janga Primary School (Goribalau)
125	WE	Mvolo	Bogori	90534	Woko Primary School
126	WE	Mvolo	Bogori	90621	Dokorimbere
127	WE	Mvolo	Dari	90622	Ngoronya Primary School
128	WE	Mvolo	Yeri	90619	Tiboro
129	WE	Nzara	Basukangbi	90613	NAMAMA ii COMMUNITY GIRLS SCHOOL
130	WE	Tambura	Tambura	90591	Magbiri Primary School
131	WE	Yambio	Bangasu	90413	Ri-menze 1
132	WE	Yambio	Bangasu	90433	Rimenze II Girl Primary School
133	WE	Yambio	Yambio	90075	Naakiri Primary School
134	WE	Yambio	Yambio	90113	Nazereth Community Girls School
135	WE	Yambio	Yambio	90633	Lutheran Primary School
136	WE	Yambio	Yambio	90642	Nazereth II CGS
137	WE	Yambio	Yambio	90660	Nambiongo CGS
138	WE	Yambio	Yambio	90661	Naanzari CGS
139	WE	Yambio	Yambio	90662	Guruba
140	WE	Yambio	Yambio	90663	Kpirabe CGS
141	WE	Yambio	Yambio	90664	N.S.W.F

### 10.3. Secondary schools

No.	State	County	Payam	EMIS code	School
1	CE	Juba	Juba	4	Juba Day Secondary school
2	CE	Juba	Juba	16	Wonduruba Secondary School
3	CE	Juba	Juba	63	ECS JUBA MODEL SS
4	CE	Kajo-Keji	Kangapo 1	24	Pamoju Girls Secondary School
5	CE	Kajo-Keji	Liwolo	26	Kerwa Secondary school
6	CE	Lainya	Wuji	18	Limuro Secondary School
7	CE	Morobo	Kimba	6	Kaya Hills College
8	CE	Morobo	Wudabi	31	Wudabi Secondary
9	CE	Yei River	Yei	44	Mugwo Secondary School
10	EE	Magwi	Magwi	10016	Abara Secondary
11	Jonglei	Bor	Bor Town	20009	Bor Secondary School
12	Jonglei	Bor	Bor Town	20010	Malek Secondary School
13	Jonglei	Old Fangak	Old Fangak	20004	Pangack
14	Jonglei	Pibor	Pibor	20005	Pibor Complex Secondary School
15	Jonglei	Piji	Afar	20001	Atar Secondary School
16	Jonglei	Pochalla	Pochalla	20002	Opetti Secondary School
17	Lakes	Yirol W.	Yirol Town	30002	Mapuordit Secondary school
18	NBG	Aweil E.	Madhol	40011	Madhol Senior Sec. School
19	NBG	Aweil W.	GomJuer Centre	40004	Sacred Heart High School
20	UN	Malakal	Malakal Central	60007	Arop Co Education Secondary School
21	UN	Malakal	Malakal Central	60023	Good Shepherd Presbyterian Secondary
22	UN	Malakal	Malakal North	60026	El Salam Girls Secondary
23	UN	Malut	Malut	60014	Melut Coronation Secondary school
24	Unity	Panyinjar	Ganyliel	50004	Ganyliel Secondary school
25	Unity	Panyinjar	Nyal	50005	Nyal Secondary School
26	Unity	Ruweng	Panyang	50001	Pariang Secondary School
27	Unity	Ruweng	Panyang	50009	Panriang Co-Education Sec. School
28	Warrap	Gogrial W.	Akon South	70004	Akon Secondary school
29	Warrap	Gogrial W.	Kuac North	70003	Kwajok Secondary school
30	WBG	Raja	Raja	80002	Comboni CO Education Secondary School
31	WBG	Wau	Wau	80007	Kwajok Seconadary school
32	WBG	Wau	Wau	80008	Wau Day Seconadary school
33	WBG	Wau	Wau	80016	El Mustafa Secondary School
34	WE	Yambio	Yambio	90014	Yabongo Evening Secondary school

## 11.0. TVET centres<sup>11</sup>

No.	State	County	Payam	EMIS code	Centre
1	CE	Juba	Juba	1	Equatoria States Union of Physically Disabled
2	CE	Juba	Juba	2	SSMAA
3	CE	Juba	Juba	7	Health Science Institute
4	CE	Juba	Juba	8	SFM Basic Skills Centre
5	CE	Juba	Juba	9	Juba Technical Secondary School
6	CE	Juba	Juba	11	Youth Training Center
7	CE	Juba	Juba	12	Central Equatoria Association
8	CE	Juba	Juba	27	Juba Catering Services
9	CE	Juba	Juba	29	Juba Multi Purpose Training Centre
10	CE	Juba	Juba	61	Supiri Institute of Management and Information Technology
11	CE	Juba	Juba	63	WSHDO
12	CE	Juba	Munuki	6	Older People Development Organisation
13	CE	Juba	Munuki	60	Nile Institute of Technology
14	CE	Juba	Munuki	62	Pita Women Association
15	CE	Juba	Munuki	64	Sudan Council of Churches
16	CE	Juba	Lobonok	10	Lobnok Vocational Training Centre
17	CE	Juba	Rejaf	5	St Vincent de Paul
18	CE	Kajo-Keji	Kangapo 1	23	Kajokeji Vocational Training School
19	CE	Kajo-Keji	Kangapo 2	22	Seed Effect Vocational School
20	CE	Kajo-Keji	Lire	25	Lire Vocational Training Centre
21	CE	Kajo-Keji	Lire	26	Christian Woman Association
22	CE	Kajo-Keji	Liwolo	24	Sokare Skills Training
23	CE	Lainya	Lainya	20	Lainya Vocational Training Institute
24	CE	Lainya	Lainya	21	Lainya Civil Society Resources Organization Centre
25	CE	Yei River	Wotogo	19	Kagelu Forestry Training Centre
26	CE	Yei River	Yei	3	Equatoria Woman Association
27	CE	Yei River	Yei	13	Yei Agricultural Training Centre
28	CE	Yei River	Yei	14	Yei Vocational Training College
29	CE	Yei River	Yei	15	Norwegian Peoples Aids Yei Vocational Training Centre
30	CE	Yei River	Yei	16	Yeyejita Vocational
31	CE	Yei River	Yei	17	Yei National Health Training Institute
32	CE	Yei River	Yei	18	Yei Crops Training Centre
33	EE	Ikotos	Imotong	50	Imatong Life Skills
34	EE	Kapoeta E.	Narus	56	St Joseph TVET
35	EE	Magwi	Magwi	55	Magwi TVET
36	EE	Magwi	Lobone	52	For God TVET
37	EE	Torit	Hiyala	54	Hiyala TVET
38	EE	Torit	Torit	51	Torit Technical Secondary School (IOM DDR training centre)
39	EE	Torit	Torit	57	Torit Asset Building Group
40	EE	Budi	Komiri	53	Chukudum TVET
41	Jonglei	Akobo	Bilkey	37	Akobo Vocational Training Centre
42	Jonglei	Bor	Baidit	38	Makolcui Vocational Training Centre
43	Lakes	Rumbek C.	Matangai	58	Cueibet Ireneo Dut Vocational Institute
44	Lakes	Rumbek C.	Rumbek Town	35	Women for Women international
45	Lakes	Rumbek E.	Akot	36	Atiriu Youth Education Centre
46	Lakes	Yirol W.	Aluak-Luak	34	Aluakluak Women Vocational Training Centre
47	NBG	Aweil E.	Baac	44	Malualkon TVET Centre
48	NBG	Aweil E.	Baac	45	Women Centre Gordhim
49	Unity	Leer	Leer	49	St Daniel Comboni Vocational Training Centre
50	UN	Malakal	Malakal Central	47	Malakal Commercial Secondary School
51	UN	Malakal	Malakal South	46	Malakal Vocational Training Centre
52	UN	Maiwut	Pagak	48	ADRA Pagak Way Station
53	Warrap	Tonj N.	Manalor	39	Marial Lou Livestock Training Centre
54	WBG	Jur River	RocRocDong	42	Wau Co Education Agricultural Secondary School
55	WBG	Wau	Wau	40	Don Bosco Vocational Training Centre
56	WBG	Wau	Wau	41	Wau Vocational Training Centre
57	WBG	Wau	Wau	43	Wau Technical Secondary School
58	WE	Maridi	Mambe	31	EAVA
59	WE	Mundri W.	Amadi	59	Amadi Rural Development Institute
60	WE	Nzara	Nzara	32	Agricultural Technology Training Centre
61	WE	Yambio	Yambio	33	Tindoka Vocational Training Centre

<sup>11</sup> The full list of TVET centres is provided here upon the request of the Ministry of Labor.