



# Education Statistics for the Republic of South Sudan

**Government of  
Republic of  
South Sudan**

**Ministry of General Education  
and Instruction**



SUDAN

CENTRAL AFRICAN  
REPUBLIC

National Statistical Booklet

ETHIOPIA

# 2012

**Final**

DEMOCRATIC  
REPUBLIC OF  
CONGO

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KENYA

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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Message from Honourable Minister Joseph Ukel Abango



On behalf of the Ministry of General Education and Instruction (MoGEI), I am pleased to present the 2012 edition of the *National Education Statistical Booklet* of the Republic of South Sudan (RSS). It is the 6<sup>th</sup> in a series of publications initiated in 2007, following the Rapid Assessment of Learning Spaces (RALS) conducted in 2006.

The primary purpose of the booklet is to provide a compilation of statistical information covering the broad field of South Sudan's education from pre-primary to higher education. The booklet reports the results of the data gathered from the Annual Education Census (AEC) questionnaires, carried out by the MoGEI's Education Management Information System (EMIS) Unit, operating under the Directorate of Planning and Budgeting's Department for Data and Statistics.

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 the government of South Sudan identify educational needs and priorities and design appropriate interventions. EMIS assists the Ministry and other relevant agencies in monitoring them.

Since the system's inception from the 2006 RALS study, coverage of schools has increased dramatically. The RALS covered less than half of the country's primary school and other learning spaces. This year, we are proud to present a coverage rate of 95% across all sectors of South Sudan's education system—pre-primary, primary, secondary, Alternative Education Systems (AES), technical and vocational education and training (TVET), and Higher Education (Teacher Training Institutes (TTI), colleges, and universities).

This publication contains information on a variety of subjects in South Sudan's education, including the number of schools, centres, institutions, colleges, universities, teachers, school infrastructure, learning materials, and student/learner flow. Although the *Booklet* contains some important information on the supporting agencies, such partner donor organizations, more detailed information is available from their offices and partners. In addition to updating many of the statistics that have appeared in previous years, this edition contains new data on teacher attrition.

Much of the work has been accomplished, but great amount of work remain ahead. The standardized process and practices of administering the EMIS is undergoing transfer from the central MoGEI EMIS Unit to the State Ministries of General Education and Instruction (SMoGEI). The capacity building efforts under the direct supervision of the SMoGEI include decentralized data entry, geographic information system (GIS) coordinates collection, school registers rollout, and the annual data utilization workshops. The MoGEI EMIS Unit hopes to have decentralized all these efforts to the states by 2013.

This publication would not have been possible without the cooperation and support from the SMoGEI, the county education offices (CEO), and the schools, centres, institutions, colleges and universities across South Sudan. The dedication and hard work of the state EMIS focal points, County Education Directors, Payam Supervisors, and the Head teachers in all sectors of schools were crucial in increasing the education census coverage rates and ensuring the quality of the information gathered. We also thank our partners, especially UNICEF and Family Health International 360 (FHI360), for their continuous support in improving South Sudan's EMIS.

Sincerely,



Honorable Joseph Ukel Abango  
Minister of General Education and Instruction

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## 1. 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
<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. INTRODUCTION

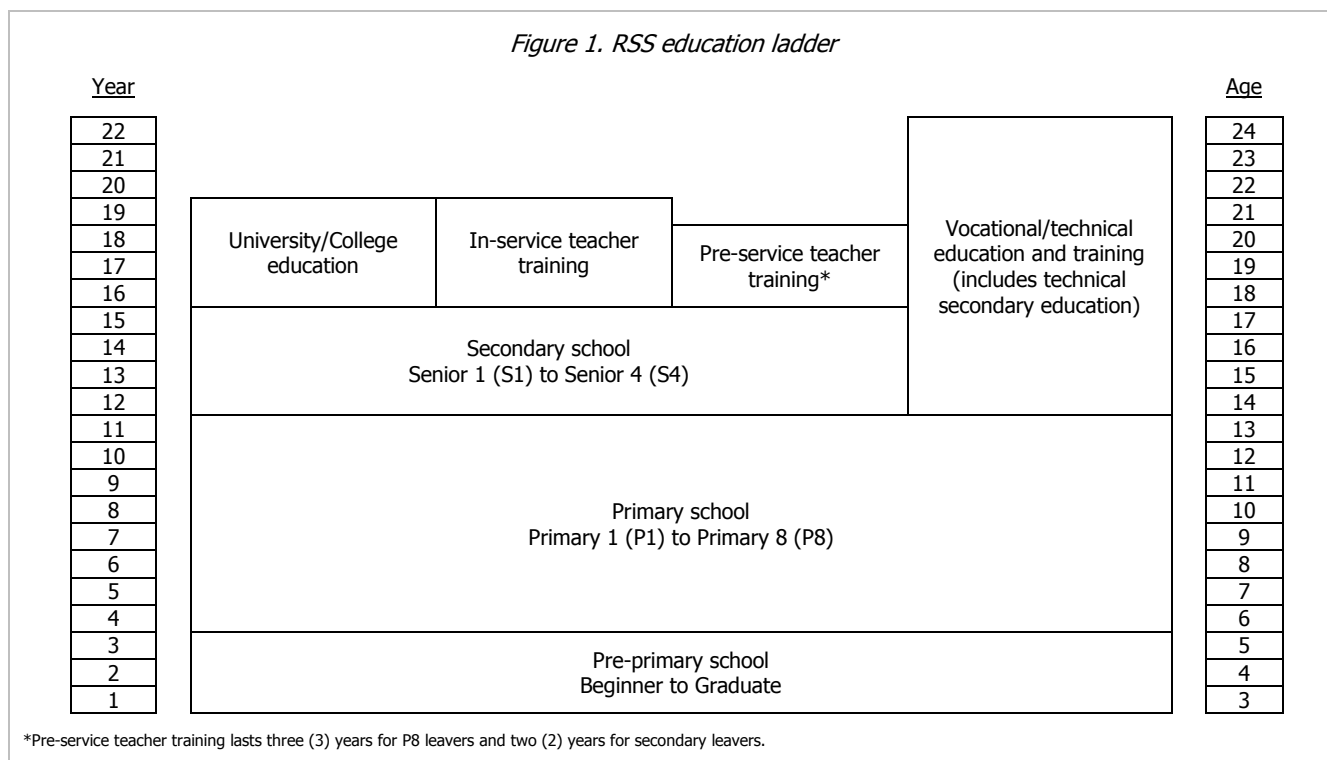
"We cherish education for all our people equally and aim to provide a life-long education of quality for all children, youth and adults of Southern Sudan; an education that is relevant and affordable based on the needs and aspirations of the people, to enable them to become responsible and productive citizens."

RSS MoGEI mission

### 2.1. Background and Context

In the Republic of South Sudan (RSS), 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 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 programmes, and offers flexible entry and exit points for children, youth, and adults. **Universities** provide 2- to 4-year tertiary education that lead to diploma or bachelor's degree.<sup>1</sup> **Teacher training institutes** through their in-service and pre-service training help populate the teaching workforce. The **technical and vocational education and training** (TVET) prepares students for practical and applicable skills that will lead to employment via various programmes ranging from months to years.

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, or gender. These goals reflect the government's commitment to achieve two of the eight Millennium Development Goals (MDGs)—goal 2 of "ensuring that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling" and goal 3 of "eliminating gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015." 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.

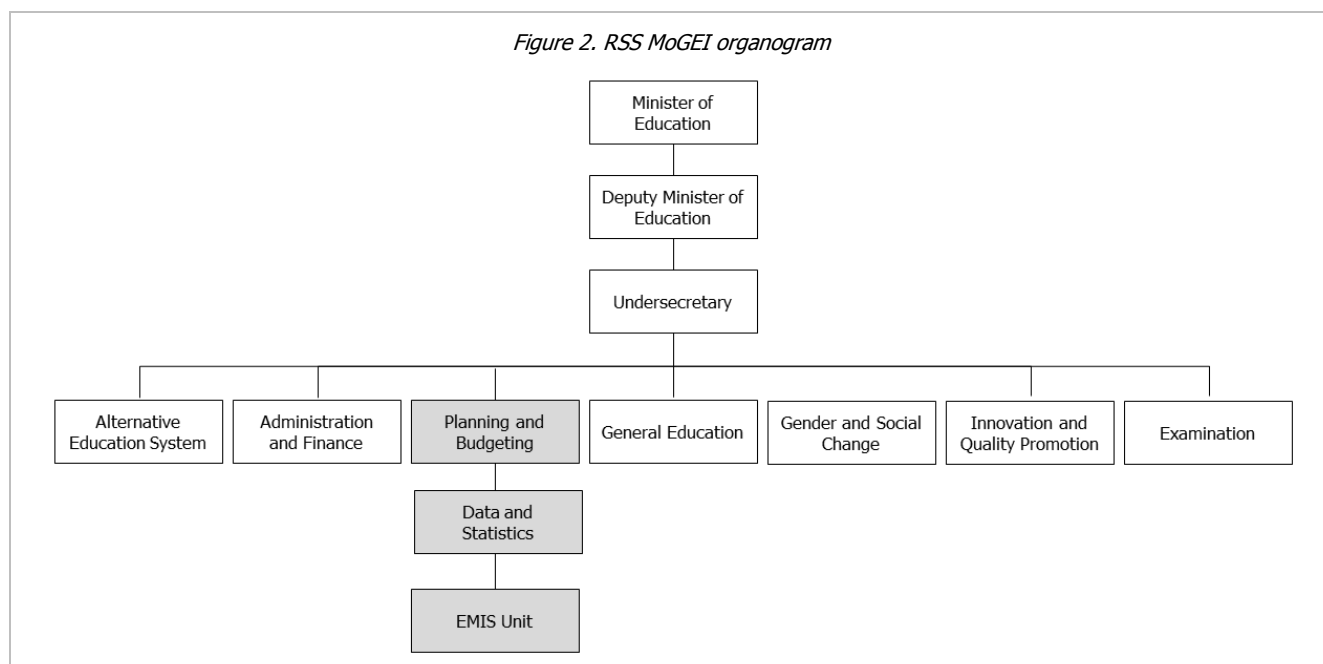
### 2.2. About the EMIS Unit

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 above illustrates the structure of the MoGEI.

<sup>1</sup> 2012 AEC collected data from nine universities. All reported that they confer only diplomas and bachelor's degrees.



Figure 2. RSS MoGEI organogram



### 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 current and baseline data. Consistent updates are necessary to ensure their continued utilisation.

### 2.4. History of EMIS

EMIS in the RSS has come a long way. The baseline data was collected through the Rapid Assessment of Learning Spaces (RALS) in 2006.<sup>2</sup> EMIS as a government effort was commenced in 2007, when 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 91% coverage rate of Pre-primary, Primary, and Secondary in 2012.

Coverage Rates by Education Sector, 2006-2012

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%
2012	79.2%	93.5%	86.7%	-	91.0%

\* The results from the 2011 AES baseline study has not yet fully been compared with the 2012 EMIS AES data. The baseline will be established upon reconciliation of the two datasets.  
 \*\* Primary education coverage rate is the dominant part of this calculation. As of 2012, there were more than 3,644 primary schools, while there were less than 300 secondary schools.

### 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.

<sup>2</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 Programme (SBEP)-led Annual Education Census (AEC) in 2005.

- 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**

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EMIS data is collected from government schools as well as private and community-run schools. As there are 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 2012 Primary school coverage of 95% is comprised of 3,644 schools. The booklet reports on the 189 schools, leaving aside the remaining 5% of unknown schools. There exists no baseline data for AES; MoGEI currently possesses no list of AES centres or total number AES centres. Schools that were tracked since 2007 but were not confirmed to be closed—hence “missing”—are listed in the Section 10 of this booklet.

Two (2) types of data were used in the compilation of this booklet: **1)** 2010-2012 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 other relevant organisations, agencies, and individuals. Its purpose is to report in a summarized format the data that 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 [www.southsudanemis.org](http://www.southsudanemis.org). The EMIS Unit provides additional data upon request (see contact information on pg. 1 of this booklet).

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<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.

### 3. 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 2012, the overall coverage rate was 92%.

#### 3.2. Indicators used to measure access

**3.2.1. Underage** pupils refer to pupils whose age is under the official age for a grade level. In South Sudan, the official age is 3 to 5 for grades baby, middle, and graduate in pre-primary school; 6 to 13 for grades P1-P8, in primary school; and 14 to 17 for grades S1-S4 in secondary school. A P1 pupil at the age of 6 is considered "at-age"; a P1 pupil at the age of 5 or below is considered "underage." Schools may enroll underage pupils when there is a shortage of schools that accommodate to appropriate (i.e., higher) grade levels.

**3.2.2. Overage pupils** refer to pupils whose age is above the official age for a grade level. In South Sudan, the official age for pre-primary school is 3-5 for grades baby, middle, and graduate, respectively; 6-13 for primary school for grades P1-P8, respectively; and 14-17 for secondary school for grades S1-S4, respectively. A pupil who is in P1 at the age of 6 is at-age; a pupil who is in P1 at the age of 7 or above is considered "overage." Schools may enroll overage pupils when pupils have previously missed schooling or there is a shortage of schools that accommodate to appropriate (i.e., lower) grade levels.

**3.2.3. 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  
**NEW ENTRANT?**"

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

**3.2.4. 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:

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

**3.2.5. 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.

**3.2.6. Gross enrolment 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:

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

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

**3.2.7. Net enrolment 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>4</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

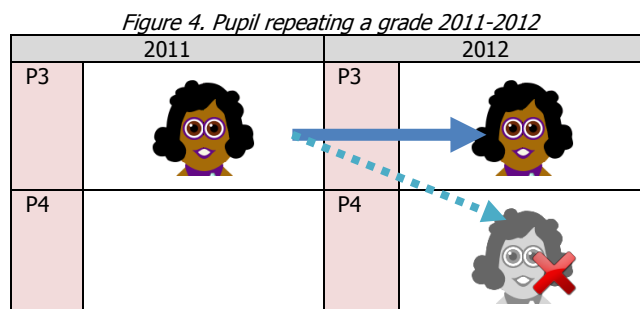
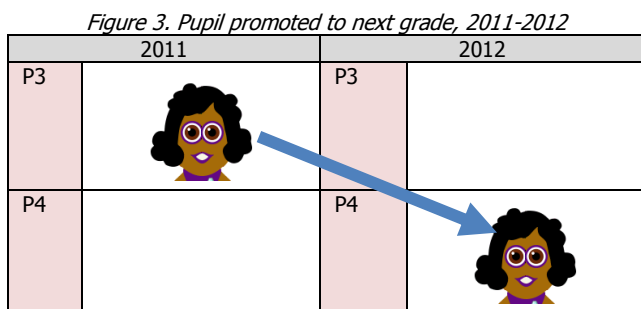
**3.4.1. Promoters** refer to pupils who have moved on to the next grade level from one year to the next, ending up in one grade level higher from last year. By convention, a pupil in P3 last year should be in P4 this year. If a pupil has moved on to P4 for this year, the pupils is considered a promoter. 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.

<sup>4</sup> Permanent classrooms refer to those constructed of bricks or cement. Semi-permanent classrooms refer to those constructed of mud.

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

**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).

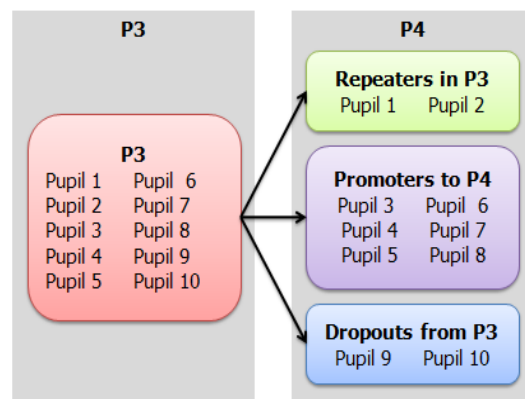


**3.4.4. Repetition rate** measures the phenomenon of pupils from a cohort repeating a grade, and its effect on the internal efficiency of education systems. It is one of the key indicators for analysing and projecting pupil flows from grade to grade within the education cycle. Repetition rate should 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.

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



**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. EMIS DATA, 2010-2012

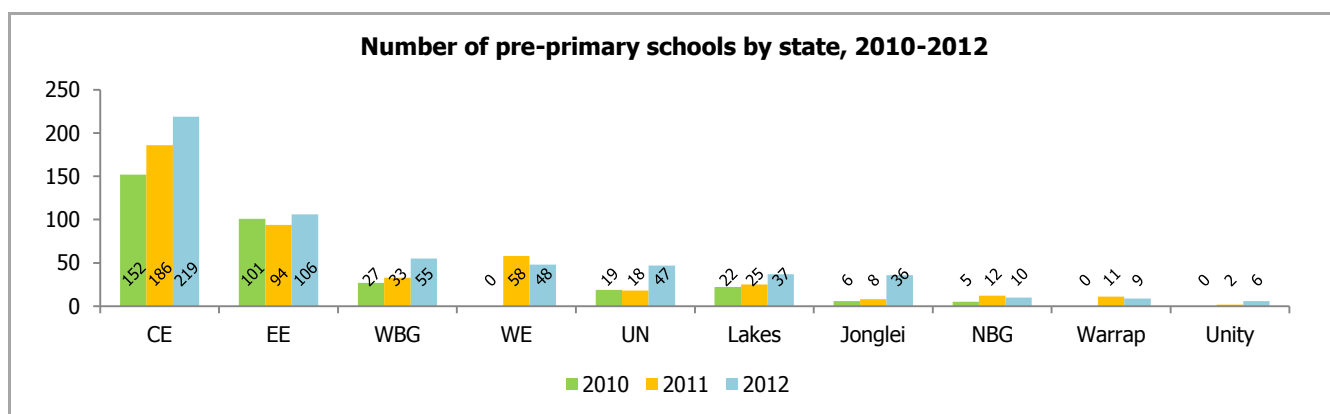
### 4.1. Pre-primary school

#### 4.1.1. Schools

**Number and % of pre-primary schools by state and ownership type, 2010-2012**

State	Year	Total	Gov	Non-gov	Gov %	Non-gov %
CE	2012	219	43	176	19.6%	80.4%
	2011	186	41	145	22.0%	78.0%
	2010	152	40	112	26.3%	73.7%
EE	2012	106	58	48	54.7%	45.3%
	2011	94	55	39	58.5%	41.5%
	2010	101	70	31	69.3%	30.7%
Jonglei	2012	36	19	17	52.8%	47.2%
	2011	8	4	4	50.0%	50.0%
	2010	6	5	1	83.3%	16.7%
Lakes	2012	37	30	7	81.1%	18.9%
	2011	25	19	6	76.0%	24.0%
	2010	22	19	3	86.4%	13.6%
NBG	2012	10	2	8	20.0%	80.0%
	2011	12	2	10	16.7%	83.3%
	2010	5	3	2	60.0%	40.0%
UN	2012	47	14	33	29.8%	70.2%
	2011	18	7	11	38.9%	61.1%
	2010	19	2	17	10.5%	89.5%
Unity	2012	6	4	2	66.7%	33.3%
	2011	2	-	2	-	100.0%
	2010	-	-	-	-	-
Warrap	2012	9	3	6	33.3%	66.7%
	2011	11	5	6	45.5%	54.5%
	2010	-	-	-	-	-
WBG	2012	54	32	22	59.3%	40.7%
	2011	33	15	18	45.5%	54.5%
	2010	27	14	13	51.9%	48.1%
WE	2012	47	18	29	38.3%	61.7%
	2011	58	27	31	46.6%	53.4%
	2010	-	-	-	-	-
Total	2012	571	223	348	39.1%	60.9%
	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.



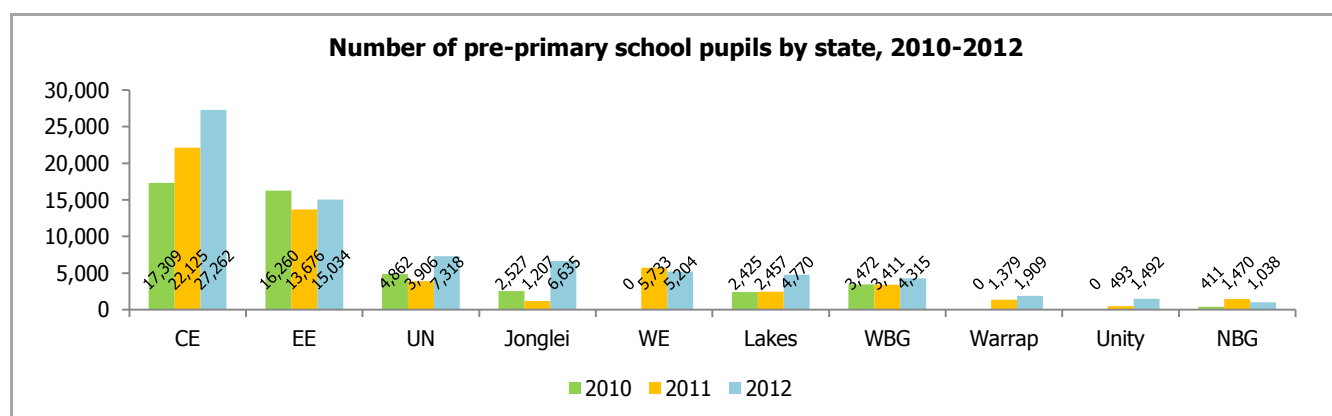
- ✓ The number of pre-primary schools generally continued to grow in 2012. All states but WE, NBG, and Warrap saw an increase in the number of pre-primary schools. Overall, there was an increase of 126 pre-primary schools between 2011 and 2012. For WE, NBG, and Warrap, the decrease is largely due to non-response as opposed to cessation in operation.
- ✓ Nearly 61% of the pre-primary schools are operated by non-government entities. This is unlike primary and secondary schools, the majority of which are government-run.

#### 4.1.2. Pupils

**Number and % pre-primary school pupil enrolment by state and gender, 2010-2012**

State	Year	Total	Male	Female	Male %	Female %
CE	2012	27,262	13,957	13,305	51.2%	48.8%
	2011	22,125	11,090	11,035	50.1%	49.9%
	2010	17,309	8,660	8,649	50.0%	50.0%

State	Year	Total	Male	Female	Male %	Female %
EE	2012	15,034	7,869	7,165	52.3%	47.7%
	2011	13,676	6,919	6,757	50.6%	49.4%
	2010	16,260	8,598	7,662	52.9%	47.1%
Jonglei	2012	6,635	3,560	3,075	53.7%	46.3%
	2011	1,207	720	487	59.7%	40.3%
	2010	2,527	1,368	1,159	54.1%	45.9%
Lakes	2012	4,770	2,948	1,822	61.8%	38.2%
	2011	2,457	1,420	1,037	57.8%	42.2%
	2010	2,425	1,255	1,170	51.8%	48.2%
NBG	2012	1,038	602	436	58.0%	42.0%
	2011	1,470	885	585	60.2%	39.8%
	2010	411	243	168	59.1%	40.9%
UN	2012	7,318	3,890	3,428	53.2%	46.8%
	2011	3,906	2,176	1,730	55.7%	44.3%
	2010	4,862	2,568	2,294	52.8%	47.2%
Unity	2012	1,492	773	719	51.8%	48.2%
	2011	493	259	234	52.5%	47.5%
	2010	-	-	-	-	-
Warrap	2012	1,909	1,101	808	57.7%	42.3%
	2011	1,379	943	436	68.4%	31.6%
	2010	-	-	-	-	-
WBG	2012	4,315	2,275	2,040	52.7%	47.3%
	2011	3,411	1,860	1,551	54.5%	45.5%
	2010	3,472	1,792	1,680	51.6%	48.4%
WE	2012	5,204	2,593	2,611	49.8%	50.2%
	2011	5,733	2,866	2,867	50.0%	50.0%
	2010	-	-	-	-	-
Total	2012	74,977	39,568	35,409	52.8%	47.2%
	2011	55,857	29,138	26,719	52.2%	47.8%
	2010	47,266	24,484	22,782	51.8%	48.2%



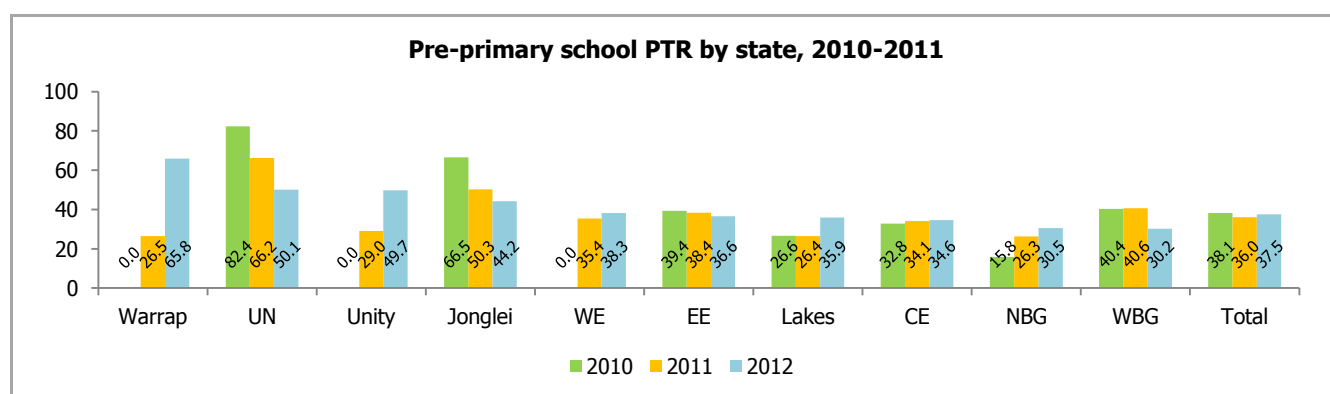
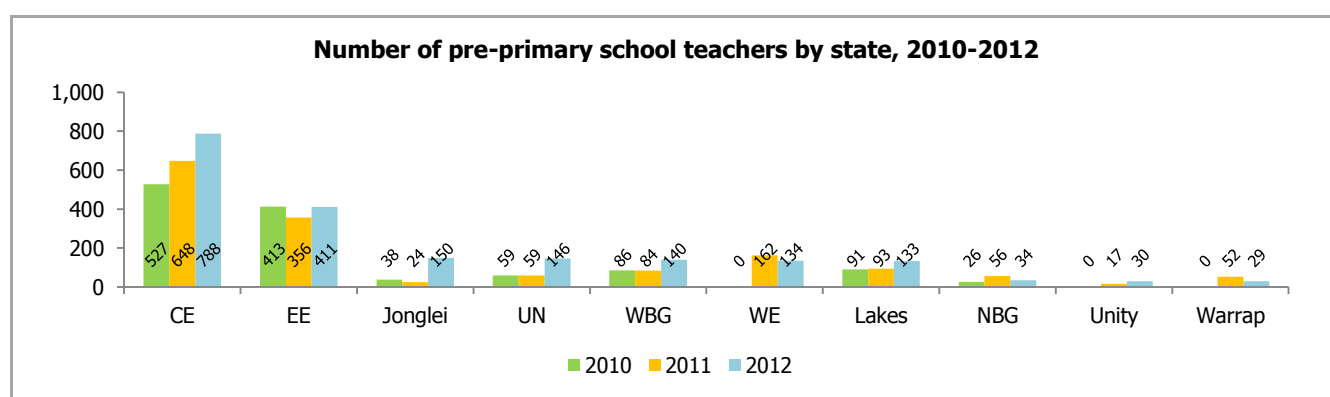
- ✓ Consistent with the increase in the number of schools, the number of pre-primary pupils increased by 19,120 between 2011 and 2012. Among the 19,120 pupils, 10,430 (55%) were boys and 8,690 (45%) were girls.
- ✓ The stark difference between pre-primary sector and other sectors of education is the gender parity. Although there are more boys than girls, the ratio between male and female is close to 1:1. This means boy and girls have nearly equal access to pre-primary education.

#### 4.1.3. Teachers

##### No. and % of pre-primary school teachers and pupil-teacher ratio (PTR) by state and gender, 2010-2012

State	Year	Total	Male	Female	Male %	Female %	PTR
CE	2012	788	280	508	35.5%	64.5%	34.6
	2011	648	237	411	36.6%	63.4%	34.1
	2010	527	221	306	41.9%	58.1%	32.8
EE	2012	411	160	251	38.9%	61.1%	36.6
	2011	356	117	239	32.9%	67.1%	38.4
	2010	413	171	242	41.4%	58.6%	39.4
Jonglei	2012	150	100	50	66.7%	33.3%	44.2
	2011	24	16	8	66.7%	33.3%	50.3
	2010	38	26	12	68.4%	31.6%	66.5
Lakes	2012	133	107	26	80.5%	19.5%	35.9
	2011	93	74	19	79.6%	20.4%	26.4
	2010	91	73	18	80.2%	19.8%	26.6
NBG	2012	34	31	3	91.2%	8.8%	30.5
	2011	56	46	10	82.1%	17.9%	26.3
	2010	26	22	4	84.6%	15.4%	15.8

State	Year	Total	Male	Female	Male %	Female %	PTR
UN	2012	146	64	82	43.8%	56.2%	50.1
	2011	59	32	27	54.2%	45.8%	66.2
	2010	59	24	35	40.7%	59.3%	82.4
Unity	2012	30	16	14	53.3%	46.7%	49.7
	2011	17	7	10	41.2%	58.8%	29.0
	2010	-	-	-	-	-	-
Warrap	2012	29	21	8	72.4%	27.6%	65.8
	2011	52	42	10	80.8%	19.2%	26.5
	2010	-	-	-	-	-	-
WBG	2012	140	71	69	50.7%	49.3%	30.8
	2011	84	28	56	33.3%	66.7%	40.6
	2010	86	41	45	47.7%	52.3%	40.4
WE	2012	134	63	71	47.0%	53.0%	38.8
	2011	162	72	90	44.4%	55.6%	35.4
	2010	-	-	-	-	-	-
Total	2012	1,995	913	1,082	45.8%	54.2%	37.6
	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 teachers increased as well between 2011 and 2012. 243 (54%) male teachers and 206 (46%) female teachers were added to the teacher population. Notice that the ratio between additional male and additional female teachers is nearly equal to the ratio between additional male and additional female pupils.
- ✓ The pupil-teacher ratio (PTR) increased between 2011 and 2012, from 36.0 to 37.6. This means that the increase in pupils was greater than the increase in teachers. For every teacher, there was 1.5 student added to the system.
- ✓ Jonglei is an interesting case. The number of pre-primary schools increased from 6 to 36 between 2010 and 2012. The number of pupils increased rapidly as well, from 2,527 to 6,635—nearly 4,000 additional pupils. The system added 112 teachers in response. Jonglei thus managed to lower the PTR, as it reduced from 66.5 in 2010 to 44.2 in 2012.
- ✓ As with pupils, the gender parity among pre-primary school teachers is nearly 1:1—with more than 50% of teachers being female.

#### 4.1.4. Classrooms

##### Number of pre-primary school classrooms and pupil-classroom ratio (PCR) by state and type, 2010-2012

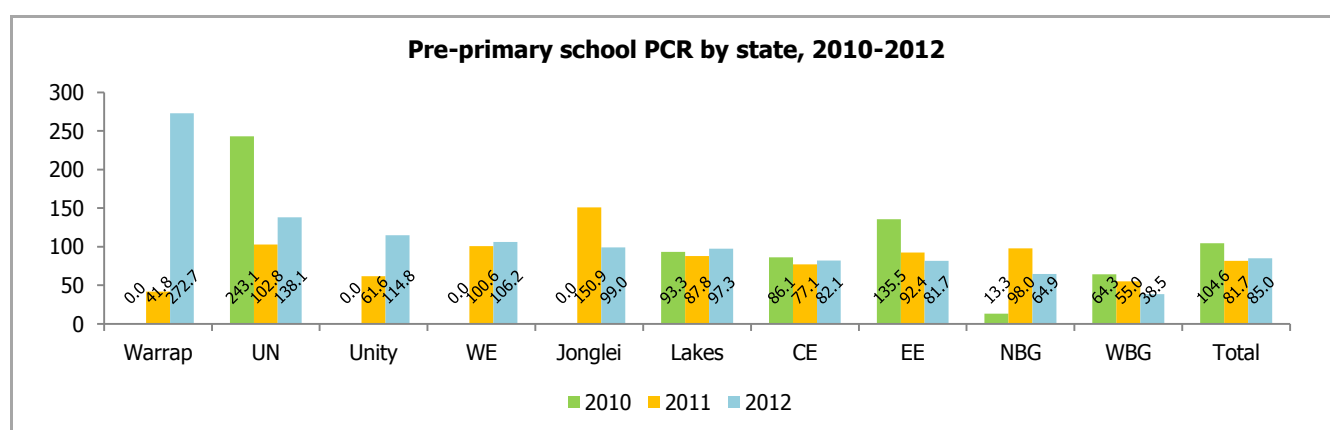
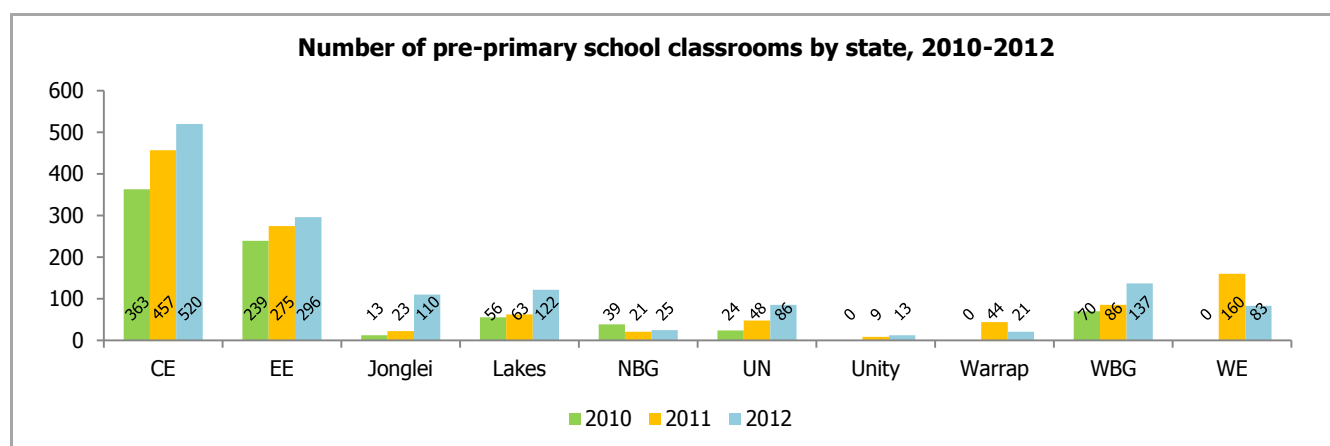
State	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
CE	2012	520	171	161	131	57	82.1
	2011	457	124	163	110	60	77.1
	2010	363	101	100	127	35	86.1
EE	2012	296	92	92	67	45	81.7
	2011	275	53	95	108	19	92.4
	2010	239	45	75	94	25	135.5
Jonglei	2012	110	32	35	32	11	99.0
	2011	23	8	-	12	3	150.9
	2010	13	-	-	10	3	-



State	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Lakes	2012	122	31	18	62	11	97.3
	2011	63	12	16	31	4	87.8
	2010	56	6	20	24	6	93.3
NBG	2012	25	8	8	8	1	64.9
	2011	21	5	10	4	2	98.0
	2010	39	14	17	8	-	13.3
UN	2012	86	24	29	21	12	138.1
	2011	48	17	21	3	7	102.8
	2010	24	9	11	2	2	243.1
Unity	2012	13	-	13	-	-	114.8
	2011	9	3	5	1	-	61.6
	2010	-	-	-	-	-	-
Warrap	2012	21	6	1	7	7	272.7
	2011	44	12	21	11	-	41.8
	2010	-	-	-	-	-	-
WBG	2012	137	40	72	7	18	38.5
	2011	86	48	14	6	18	55.0
	2010	70	38	16	11	5	64.3
WE	2012	83	39	10	27	7	106.2
	2011	160	42	15	91	12	100.6
	2010	-	-	-	-	-	-
Total	2012	1,413	443	439	362	169	85.0
	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.



- ✓ In most states, the number of classrooms increased since last year, particularly in Jonglei—by 87. This is plausible given the increase in the number of schools, pupils, and teachers. Unlike PTR, however, the PCR is very high in South Sudan for pre-primary schools. On average, there are nearly 85 pupils per permanent and semi-permanent classroom (PCR takes into account only permanent or semi-permanent structure).

## 4.2. Primary school

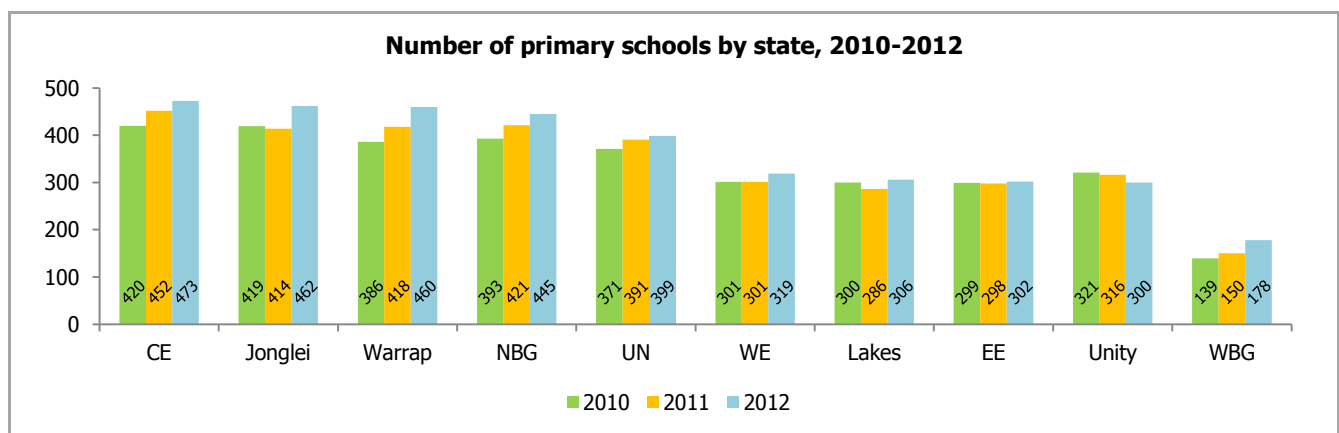
### 4.2.1. Schools

**Number and % of primary schools by state and ownership type, 2010-2012**

State	Year	Total	Gov	Non-gov	Gov %	Non-gov %
CE	2012	473	270	203	57.1%	42.9%
	2011	452	277	175	61.3%	38.7%
	2010	420	277	143	66.0%	34.0%
EE	2012	302	225	77	74.5%	25.5%
	2011	298	213	85	71.5%	28.5%
	2010	299	216	83	72.2%	27.8%
Jonglei	2012	462	346	116	74.9%	25.1%
	2011	414	347	67	83.8%	16.2%
	2010	419	365	54	87.1%	12.9%
Lakes	2012	306	263	43	85.9%	14.1%
	2011	286	256	30	89.5%	10.5%
	2010	300	285	15	95.0%	5.0%
NBG	2012	442	325	117	73.5%	26.5%
	2011	421	312	109	74.1%	25.9%
	2010	393	311	82	79.1%	20.9%
UN	2012	398	296	102	74.4%	25.6%
	2011	391	287	104	73.4%	26.6%
	2010	371	252	119	67.9%	32.1%
Unity	2012	300	257	43	85.7%	14.3%
	2011	316	284	32	89.9%	10.1%
	2010	321	294	27	91.6%	8.4%
Warrap	2012	459	349	110	76.0%	24.0%
	2011	418	311	107	74.4%	25.6%
	2010	386	346	40	89.6%	10.4%
WBG	2012	178	126	52	70.8%	29.2%
	2011	150	107	43	71.3%	28.7%
	2010	139	94	45	67.6%	32.4%
WE	2012	319	216	103	67.7%	32.3%
	2011	301	234	67	77.7%	22.3%
	2010	301	250	51	83.1%	16.9%
Total	2012	3,639	2,673	966	73.5%	26.5%
	2011	3,447	2,628	819	76.2%	23.8%
	2010	3,349	2,690	659	80.3%	19.7%

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

- ✓ There was an increase in the number of primary schools in 2012, in almost all states, except in Unity where the number of primary schools dropped. Unlike the pre-primary sector, the growth was gradual and steady, potentially indicating that school construction has become stabilized.
- ✓ The number of primary schools slightly decreased in Unity between 2011 and 2012 (16 fewer schools), but the percentage of non-government-owned schools increased.
- ✓ Nearly  $\frac{3}{4}$  of all primary schools continue to be government-operated; the remaining schools are supported by NGOs or managed by private entities.

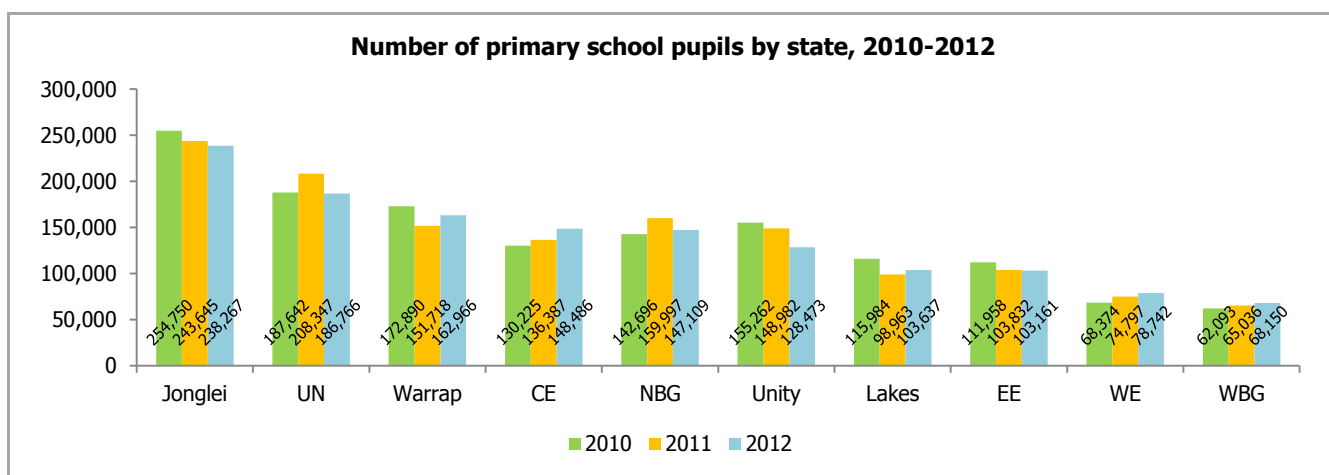


### 4.2.2. Pupils

**Number and % of primary school pupils by state and gender, 2010-2012**

State	Year	Total	Male	Female	Male %	Female %
CE	2012	148,486	79,205	69,281	53.3%	46.7%
	2011	136,387	73,130	63,257	53.6%	46.4%
	2010	130,225	70,233	59,992	53.9%	46.1%

EE	2012	103,161	60,558	42,603	58.7%	41.3%
	2011	103,832	61,883	41,949	59.6%	40.4%
	2010	111,958	67,431	44,527	60.2%	39.8%
Jonglei	2012	238,267	144,780	93,487	60.8%	39.2%
	2011	243,645	148,997	94,648	61.2%	38.8%
	2010	254,750	156,422	98,328	61.4%	38.6%
Lakes	2012	103,637	70,689	32,948	68.2%	31.8%
	2011	98,963	66,391	32,572	67.1%	32.9%
	2010	115,984	80,404	35,580	69.3%	30.7%
NBG	2012	147,109	93,427	53,682	63.5%	36.5%
	2011	159,997	104,187	55,810	65.1%	34.9%
	2010	142,696	95,647	47,049	67.0%	33.0%
UN	2012	186,766	107,560	79,206	57.6%	42.4%
	2011	208,347	118,041	90,306	56.7%	43.3%
	2010	187,642	108,784	78,858	58.0%	42.0%
Unity	2012	128,473	79,988	48,485	62.3%	37.7%
	2011	148,982	92,245	56,737	61.9%	38.1%
	2010	155,262	102,245	53,017	65.9%	34.1%
Warrap	2012	162,966	110,484	52,482	67.8%	32.2%
	2011	151,718	104,802	46,916	69.1%	30.9%
	2010	172,890	123,084	49,806	71.2%	28.8%
WBG	2012	68,150	41,522	26,628	60.9%	39.1%
	2011	65,036	39,911	25,125	61.4%	38.6%
	2010	62,093	37,747	24,346	60.8%	39.2%
WE	2012	78,742	42,845	35,897	54.4%	45.6%
	2011	74,797	41,530	33,267	55.5%	44.5%
	2010	68,374	38,211	30,163	55.9%	44.1%
Total	2012	1,365,757	831,058	534,699	60.8%	39.2%
	2011	1,391,704	851,117	540,587	61.2%	38.8%
	2010	1,401,874	880,208	521,666	62.8%	37.2%



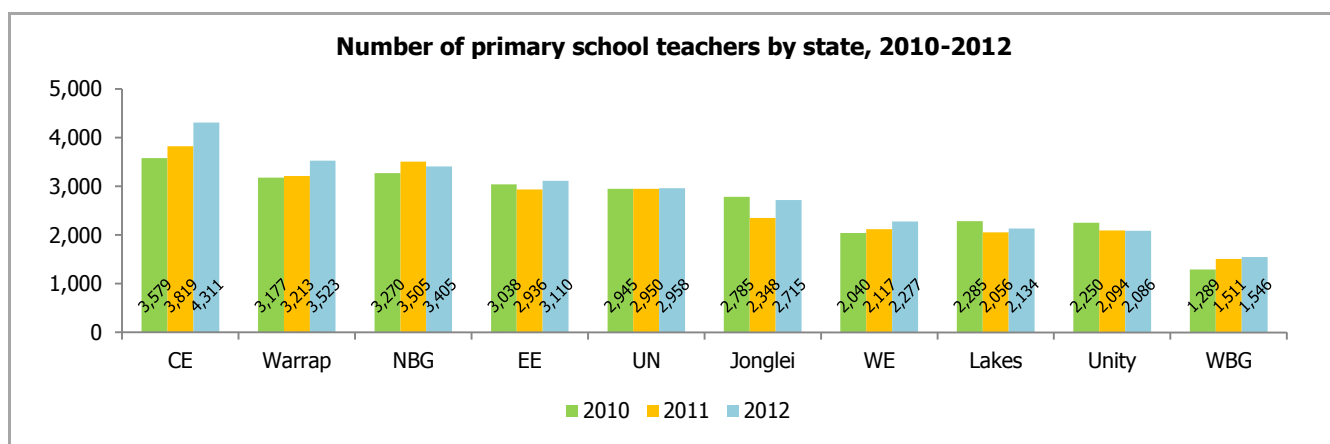
- ✓ With the exception of CE, Lakes, WE, NBG and WBG, which have seen an increase in the number of pupils enrolled, there has been a decrease in enrolment in the other states since 2010. Between 2011 and 2012, 26,000 fewer pupils were reported. This may indicate that the system has passed the peak of enrolment surge, and is entering a phase of stabilization.
- ✓ Slowly but consistently, gender parity has increased over time. The percentage of female pupils increased from 37.2% in 2010 to 39.2% in 2012. This two percentage point difference encompasses 13,000 girls. The increase does not appear to be solely due to increase in access to education among girls, however. The number of boys enrolled has decreased by nearly 50,000 since 2010, and this rapid decline is largely what causes the percentage of girls enrolled to increase.

#### 4.2.3. Teachers

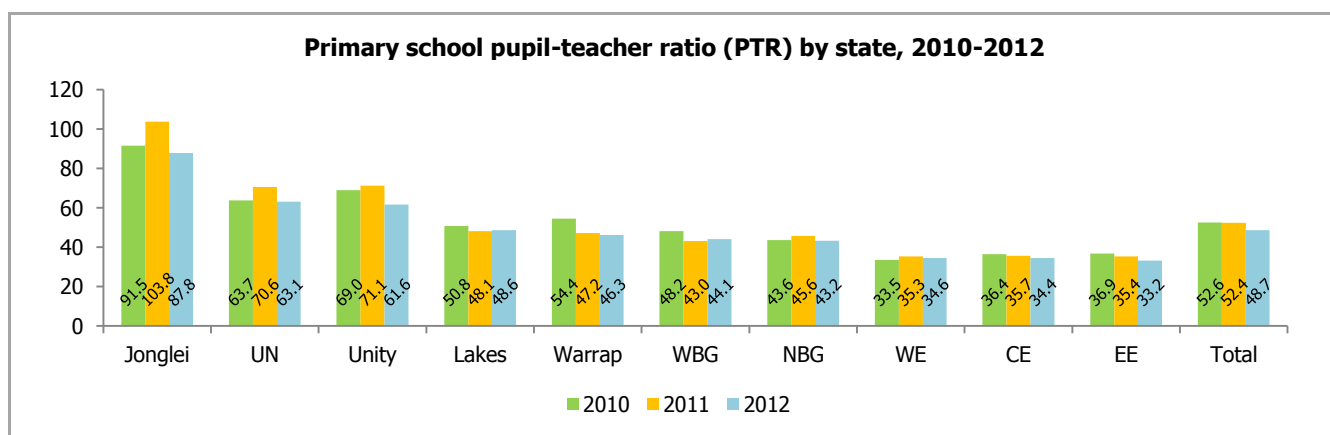
##### Number and % of primary school teachers, and pupil-teacher ratio (PTR) by state and gender, 2010-2012

State	Year	Total	Male	Female	Male %	Female %	PTR
CE	2012	4,311	3,252	1,059	75.4%	24.6%	34.4
	2011	3,819	2,925	894	76.6%	23.4%	35.7
	2010	3,579	2,720	859	76.0%	24.0%	36.4
EE	2012	3,110	2,626	484	84.4%	15.6%	33.2
	2011	2,936	2,514	422	85.6%	14.4%	35.4
	2010	3,038	2,632	406	86.6%	13.4%	36.9
Jonglei	2012	2,715	2,548	167	93.8%	6.2%	87.8
	2011	2,348	2,201	147	93.7%	6.3%	103.8
	2010	2,785	2,559	226	91.9%	8.1%	91.5
Lakes	2012	2,134	1,995	139	93.5%	6.5%	48.6
	2011	2,056	1,919	137	93.3%	6.7%	48.1
	2010	2,285	2,116	169	92.6%	7.4%	50.8

State	Year	Total	Male	Female	Male %	Female %	PTR
NBG	2012	3,384	3,159	225	93.4%	6.6%	43.5
	2011	3,505	3,226	279	92.0%	8.0%	45.6
	2010	3,270	3,051	219	93.3%	6.7%	43.6
UN	2012	2,954	2,387	567	80.8%	19.2%	63.2
	2011	2,950	2,383	567	80.8%	19.2%	70.6
	2010	2,945	2,401	544	81.5%	18.5%	63.7
Unity	2012	2,086	2,002	84	96.0%	4.0%	61.6
	2011	2,094	1,987	107	94.9%	5.1%	71.1
	2010	2,250	2,144	106	95.3%	4.7%	69.0
Warrap	2012	3,512	3,289	223	93.7%	6.3%	46.4
	2011	3,213	3,009	204	93.7%	6.3%	47.2
	2010	3,177	2,975	202	93.6%	6.4%	54.4
WBG	2012	1,546	1,262	284	81.6%	18.4%	44.1
	2011	1,511	1,199	312	79.4%	20.6%	43.0
	2010	1,289	1,024	265	79.4%	20.6%	48.2
WE	2012	2,277	1,931	346	84.8%	15.2%	34.6
	2011	2,117	1,818	299	85.9%	14.1%	35.3
	2010	2,040	1,750	290	85.8%	14.2%	33.5
Total	2012	28,029	24,451	3,578	87.2%	12.8%	48.7
	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



- ✓ Overall, there was a slight increase in the number of teachers in 2012 compared to 2010 and 2011, despite the decrease in the overall number of pupils enrolled during these 3 years. CE has seen the highest increase in the number of teachers.
- ✓ The gender disparity is still high; 87.2% of the teachers are male and only 12.8% of the teachers are female, largely consistent with 2010. This disparity among teachers is greater than that of pupil's. Year after year, a nearly equal proportion of male and female teachers are entering the teaching profession.
- ✓ With the decrease in the number of pupils and increase in the number of teachers, overall, PTR has decreased—from 52.6 in 2010 to 48.7 in 2012. States like Jonglei, UN, and Unity are still experiencing a PTR above 60. A high PTR jeopardizes quality of learning opportunities. The Equatorias—CE, EE, and WE—enjoy a PTR below 35, which is healthy by international standards.



#### 4.2.4. Classrooms

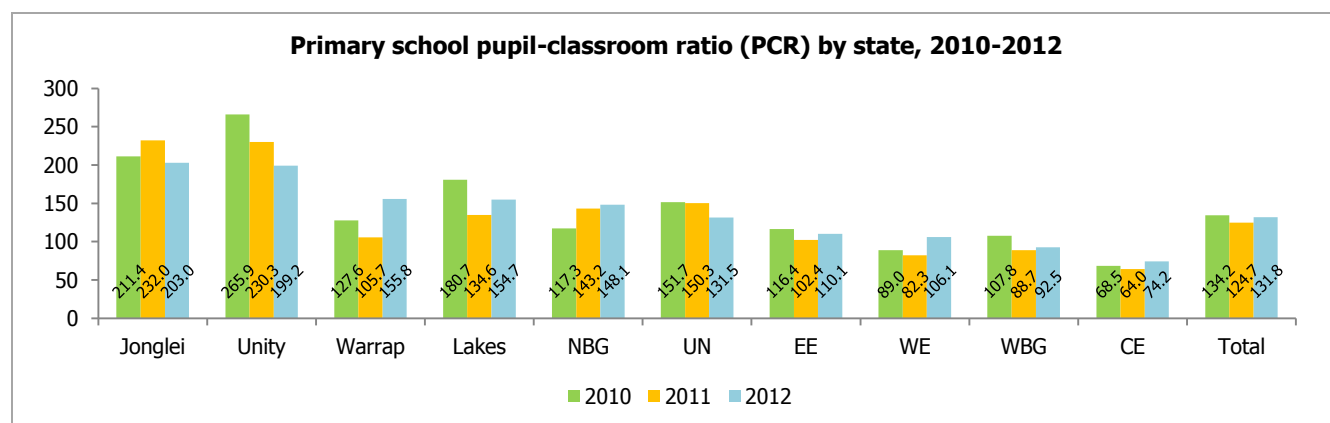
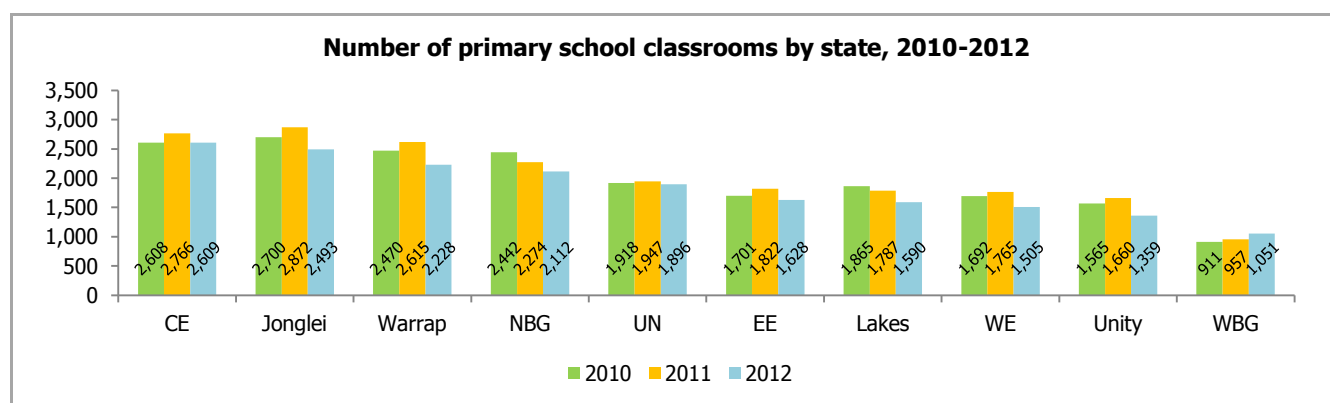
**Number of primary school classrooms and pupil-classroom ratio (PCR) by state and type, 2010-2012**

State	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
CE	2012	2,609	1,310	690	273	336	74.2
	2011	2,766	1,356	775	369	266	64.0
	2010	2,608	1,211	690	386	321	68.5

State	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
EE	2012	1,628	692	245	465	226	110.1
	2011	1,822	648	366	560	248	102.4
	2010	1,701	593	369	456	283	116.4
Jonglei	2012	2,493	589	585	936	383	203.0
	2011	2,872	409	641	1,376	446	232.0
	2010	2,700	380	825	1,128	367	211.4
Lakes	2012	1,590	452	218	789	131	154.7
	2011	1,787	432	303	895	157	134.6
	2010	1,865	370	272	983	240	180.7
NBG	2012	2,112	605	388	900	219	148.1
	2011	2,274	598	519	885	272	143.2
	2010	2,442	627	590	831	394	117.3
UN	2012	1,887	883	537	304	163	131.5
	2011	1,947	798	588	424	137	150.3
	2010	1,918	718	519	521	160	151.7
Unity	2012	1,359	332	313	623	91	199.2
	2011	1,660	356	291	778	235	230.3
	2010	1,565	307	277	757	224	265.9
Warrap	2012	2,227	486	559	847	335	155.9
	2011	2,615	502	933	944	236	105.7
	2010	2,470	395	960	764	351	127.6
WBG	2012	1,051	495	242	186	128	92.5
	2011	957	511	222	127	97	88.7
	2010	911	424	152	129	206	107.8
WE	2012	1,505	519	223	565	198	106.1
	2011	1,765	665	244	608	248	82.3
	2010	1,692	625	143	633	291	89.0
Total	2012	18,461	6,363	4,000	5,888	2,210	131.8
	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

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

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



- ✓ Despite an increase in the number of schools, the number of classrooms has declined over time. Generally, there has been a slight increase in the number of permanent classrooms and decrease in semi-permanent classrooms. Meanwhile, the number of open-air and other classrooms (i.e., tent and roof-only) has remained more or less constant.
- ✓ PCR, which accounts only for permanent and semi-permanent classrooms, has decreased slightly, but still remains very high. For every classroom, there are more than 130 pupils. (The lowest PCR is in CE, at 74.2. and the highest is 230.3 in Unity.) The high PCR combined with high PTR may jeopardize the learning environment due to a lack of human and infrastructural resources.

### 4.3. Secondary school

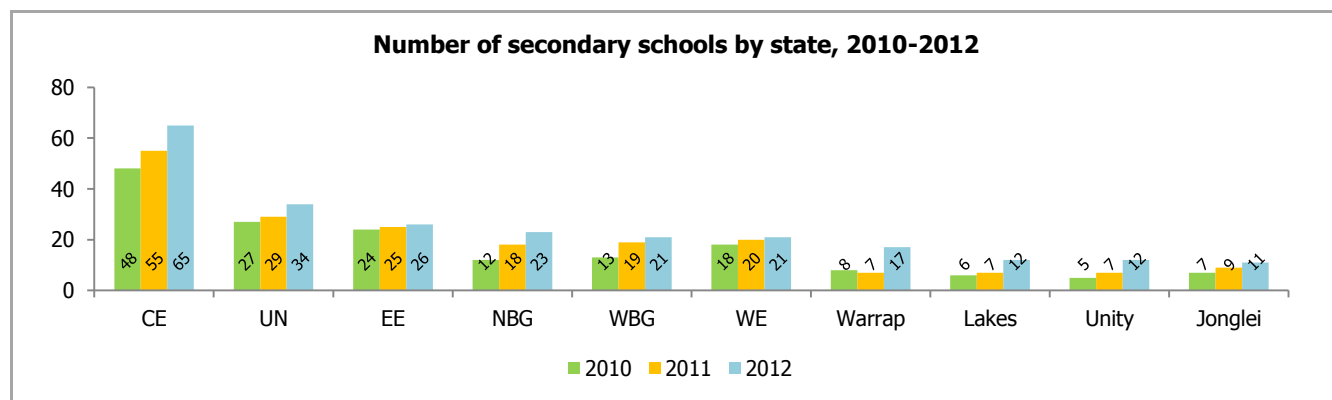
#### 4.3.1. Schools

**Number and % of secondary schools by state and ownership type, 2010-2012**

State	Year	Total	Gov	Non-gov	Gov %	Non-gov %
CE	2012	65	30	35	46.2%	53.8%
	2011	55	29	26	52.7%	47.3%
	2010	48	30	18	62.5%	37.5%
EE	2012	26	19	7	73.1%	26.9%
	2011	25	18	7	72.0%	28.0%
	2010	24	19	5	79.2%	20.8%
Jonglei	2012	11	5	6	45.5%	54.5%
	2011	9	6	3	66.7%	33.3%
	2010	7	6	1	85.7%	14.3%
Lakes	2012	12	9	3	75.0%	25.0%
	2011	7	4	3	57.1%	42.9%
	2010	6	3	3	50.0%	50.0%
NBG	2012	23	11	12	47.8%	52.2%
	2011	18	11	7	61.1%	38.9%
	2010	12	7	5	58.3%	41.7%
UN	2012	34	23	11	67.6%	32.4%
	2011	29	20	9	69.0%	31.0%
	2010	27	17	10	63.0%	37.0%
Unity	2012	12	11	1	91.7%	8.3%
	2011	7	7	-	100.0%	-
	2010	5	4	1	80.0%	20.0%
Warrap	2012	17	9	8	52.9%	47.1%
	2011	7	5	2	71.4%	28.6%
	2010	8	4	4	50.0%	50.0%
WBG	2012	21	13	8	61.9%	38.1%
	2011	19	11	8	57.9%	42.1%
	2010	13	8	5	61.5%	38.5%
WE	2012	21	16	5	76.2%	23.8%
	2011	20	15	5	75.0%	25.0%
	2010	18	14	4	77.8%	22.2%
Total	2012	242	146	96	60.3%	39.7%
	2011	196	126	70	64.3%	35.7%
	2010	168	112	56	66.7%	33.3%

- ✓ The number of secondary schools steadily increased between 2010 and 2012. This is an important trend to note, as the proportion of secondary schools is too few compared to 3,600+ primary schools with more than 1.3 million pupils. This demonstrates a lack of access to secondary education; to enter schooling after completing P8 is a privilege in South Sudan for the majority of the population. However, the total number of secondary schools is still significantly less than that of primary schools. This indicates that the pipeline from primary and secondary is uneven; the secondary school system is too small to accommodate to the large number of primary school students completing P8.
- ✓ Nearly 60% of the secondary schools are government-owned; the remaining 40% are NGO-supported or privately owned. This marks a significant decrease in the rate of government ownership of secondary schools; in 2010, nearly 67% of secondary schools were government-owned.

**Number of secondary schools by state, 2010-2012**



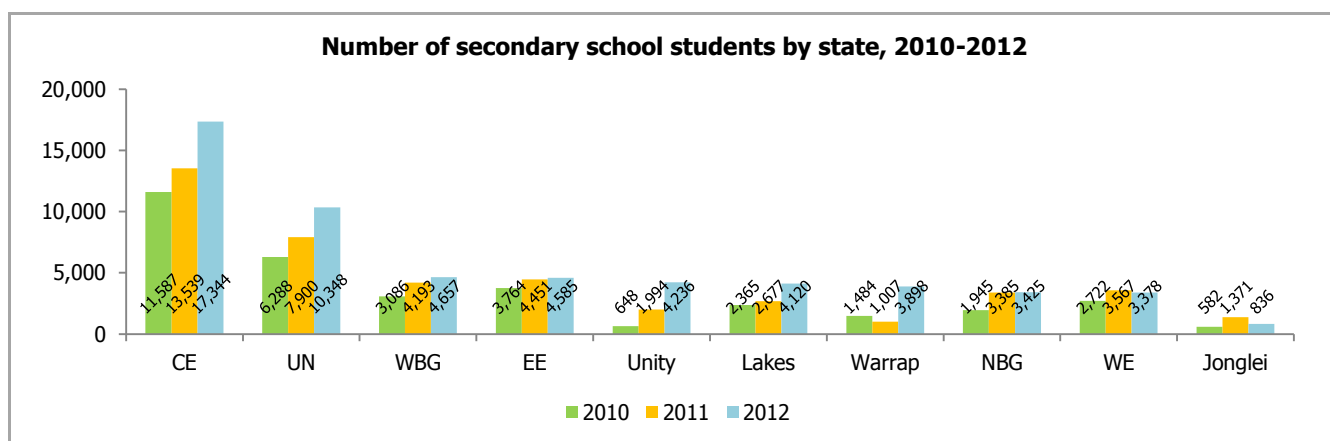
#### 4.3.2. Students

**Number and % of secondary school students by state and gender, 2010-2012**

State	Year	Total	Male	Female	Male %	Female %
CE	2012	17,344	10,720	6,624	61.8%	38.2%
	2011	13,539	8,328	5,211	61.5%	38.5%
	2010	11,587	7,139	4,448	61.6%	38.4%

State	Year	Total	Male	Female	Male %	Female %
EE	2012	4,585	3,390	1,195	73.9%	26.1%
	2011	4,451	3,268	1,183	73.4%	26.6%
	2010	3,764	2,761	1,003	73.4%	26.6%
Jonglei	2012	836	729	107	87.2%	12.8%
	2011	1,371	1,101	270	80.3%	19.7%
	2010	582	502	80	86.3%	13.7%
Lakes	2012	4,120	3,457	663	83.9%	16.1%
	2011	2,677	2,288	389	85.5%	14.5%
	2010	2,365	2,139	226	90.4%	9.6%
NBG	2012	3,425	2,749	676	80.3%	19.7%
	2011	3,385	2,846	539	84.1%	15.9%
	2010	1,945	1,835	110	94.3%	5.7%
UN	2012	10,348	7,260	3,088	70.2%	29.8%
	2011	7,900	5,047	2,853	63.9%	36.1%
	2010	6,288	4,063	2,225	64.6%	35.4%
Unity	2012	4,236	3,148	1,088	74.3%	25.7%
	2011	1,994	1,737	257	87.1%	12.9%
	2010	648	536	112	82.7%	17.3%
Warrap	2012	3,898	3,318	580	85.1%	14.9%
	2011	1,007	893	114	88.7%	11.3%
	2010	1,484	1,348	136	90.8%	9.2%
WBG	2012	4,657	3,259	1,398	70.0%	30.0%
	2011	4,193	2,678	1,515	63.9%	36.1%
	2010	3,086	2,175	911	70.5%	29.5%
WE	2012	3,378	2,016	1,362	59.7%	40.3%
	2011	3,567	2,606	961	73.1%	26.9%
	2010	2,722	1,984	738	72.9%	27.1%
Total	2012	56,827	40,046	16,781	70.5%	29.5%
	2011	44,084	30,792	13,292	69.8%	30.2%
	2010	34,471	24,482	9,989	71.0%	29.0%

\* "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.



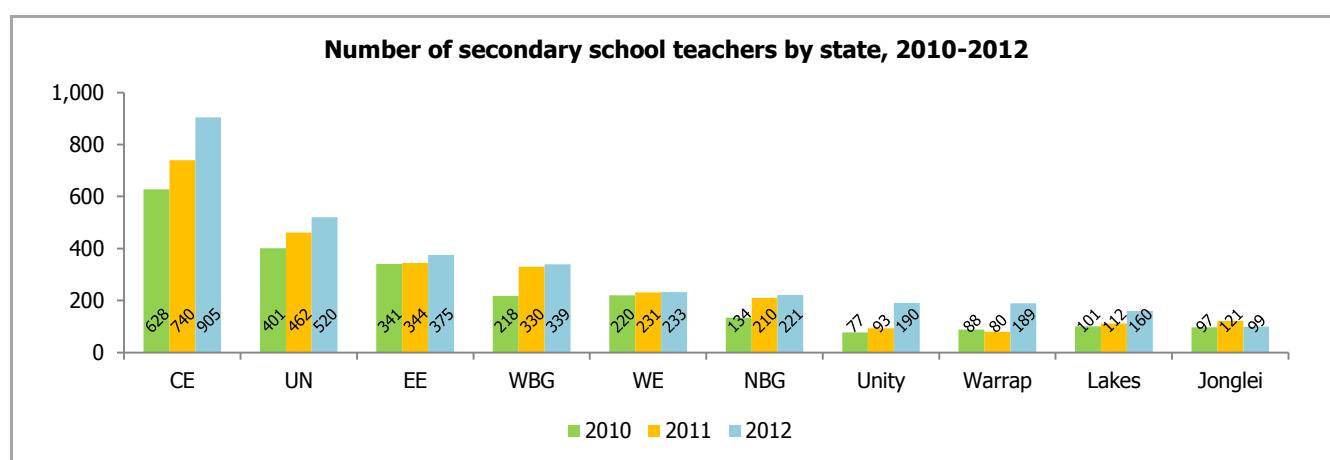
- ✓ The number of secondary school students has increased significantly in most states (with the exception of WE and Jonglei). This is a positive trend, as it is an indication of strengthened pool of human capital in the system.
- ✓ Male students appear to have consistently more access to secondary. Since 2010, 70% of secondary school students have been male. The largest disparity is seen in Jonglei, where more than 87% of the already very low number of secondary school students is male. The limited chance to pursue education beyond primary level indicates that women are consequently granted less opportunity to develop professional skills, contribute to society outside their homes, and rise in leadership.

#### 4.3.3. Teachers

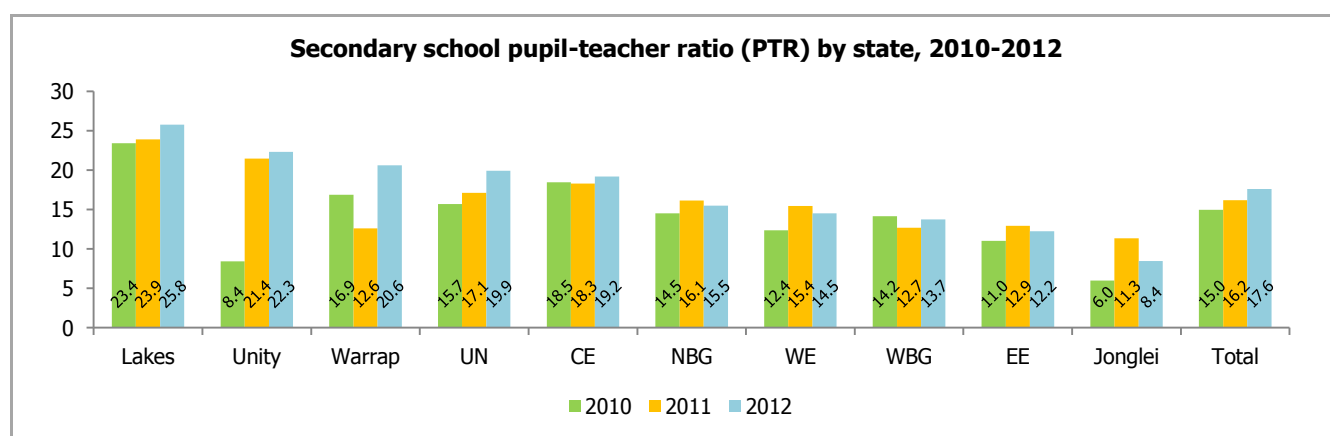
##### Number and % of secondary school teachers and pupil-teacher ratio (PTR) by state and gender, 2010-2012

State	Year	Total	Male	Female	Male %	Female %	PTR
CE	2012	905	775	130	85.6%	14.4%	19.2
	2011	740	633	107	85.5%	14.5%	18.3
	2010	628	547	81	87.1%	12.9%	18.5
EE	2012	375	326	49	86.9%	13.1%	12.2
	2011	344	303	41	88.1%	11.9%	12.9
	2010	341	296	45	86.8%	13.2%	11.0
Jonglei	2012	99	96	3	97.0%	3.0%	8.4
	2011	121	119	2	98.3%	1.7%	11.3
	2010	97	93	4	95.9%	4.1%	6.0
Lakes	2012	160	143	17	89.4%	10.6%	25.8
	2011	112	103	9	92.0%	8.0%	23.9
	2010	101	91	10	90.1%	9.9%	23.4

State	Year	Total	Male	Female	Male %	Female %	PTR
NBG	2012	221	207	14	93.7%	6.3%	15.5
	2011	210	196	14	93.3%	6.7%	16.1
	2010	134	128	6	95.5%	4.5%	14.5
UN	2012	520	470	50	90.4%	9.6%	19.9
	2011	462	420	42	90.9%	9.1%	17.1
	2010	401	351	50	87.5%	12.5%	15.7
Unity	2012	190	182	8	95.8%	4.2%	22.3
	2011	93	91	2	97.8%	2.2%	21.4
	2010	77	74	3	96.1%	3.9%	8.4
Warrap	2012	189	179	10	94.7%	5.3%	20.6
	2011	80	76	4	95.0%	5.0%	12.6
	2010	88	85	3	96.6%	3.4%	16.9
WBG	2012	339	311	28	91.7%	8.3%	13.7
	2011	330	297	33	90.0%	10.0%	12.7
	2010	218	195	23	89.4%	10.6%	14.2
WE	2012	233	211	22	90.6%	9.4%	14.5
	2011	231	207	24	89.6%	10.4%	15.4
	2010	220	202	18	91.8%	8.2%	12.4
Total	2012	3,231	2,900	331	89.8%	10.2%	17.6
	2011	2,723	2,445	278	89.8%	10.2%	16.2
	2010	2,305	2,062	243	89.5%	10.5%	15.0



- ✓ The number of secondary teachers has increased in all states but Jonglei. This makes sense as Jonglei had a decrease in the number of secondary school students. There is a high level of gender disparity within secondary teachers in that nearly 90% of the teaching force is male. Given that research has found that female teachers attract girl students, this trend maybe worth noting for future policy discussions on targeted teacher recruitment, female student retention and completion, and development of a healthier, more gender-balanced student pipeline.
- ✓ PTR is consistently low in secondary schools, indicating that these schools have adequate human resources and an environment that is manageable and conducive to learning as far as general teacher availability is concerned. However, with schools and students growing slightly faster than the number of teachers, the PTR has increased by over 2.5 since 2010.



#### 4.3.4. Classrooms

**Number of secondary school classrooms and pupil-classroom ratio (PCR) by state and type, 2010-2012**

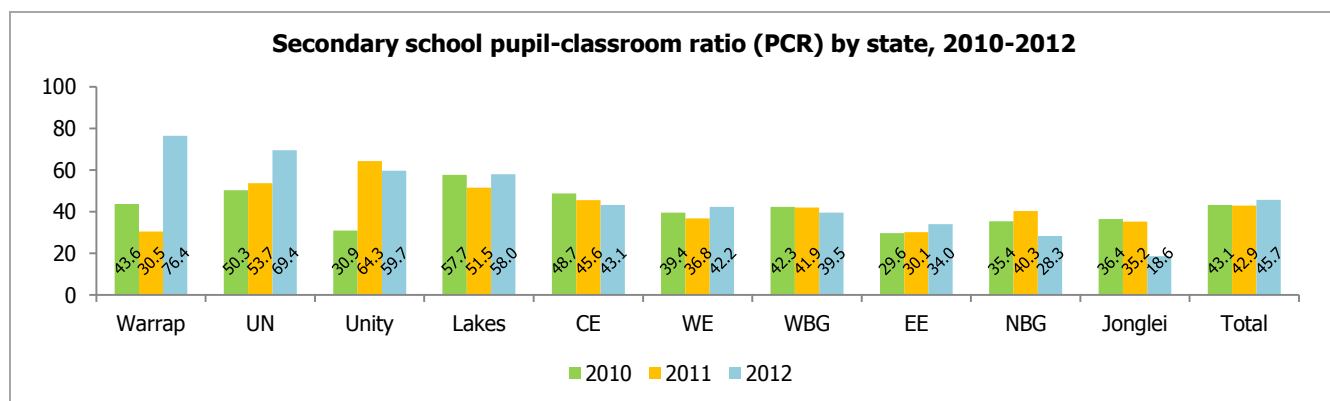
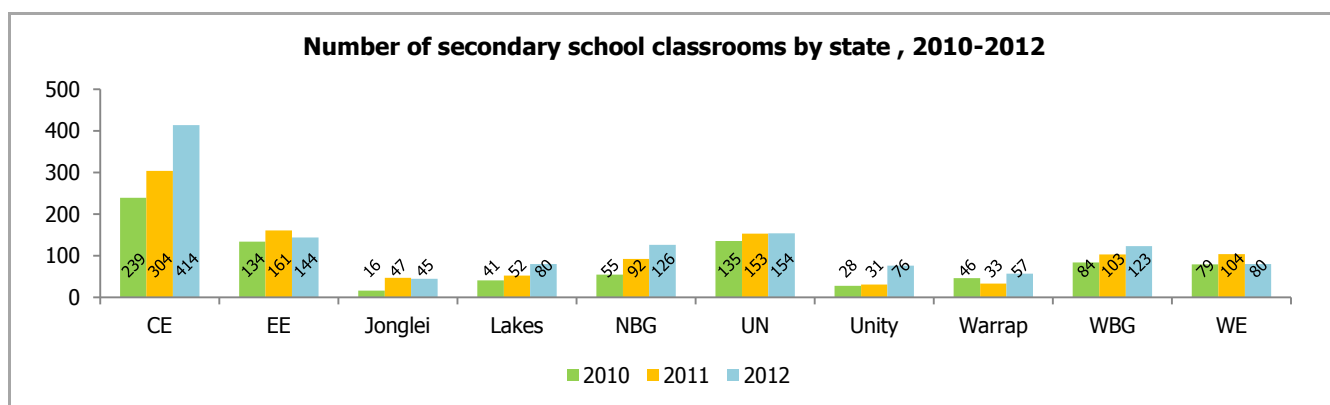
State	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
CE	2012	414	299	103	1	11	43.1
	2011	304	223	74	3	4	45.6
	2010	239	170	68	-	1	48.7



State	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
EE	2012	144	124	11	3	6	34.0
	2011	161	130	18	1	12	30.1
	2010	134	118	9	1	6	29.6
Jonglei	2012	45	26	19	-	-	18.6
	2011	47	26	13	3	5	35.2
	2010	16	16	-	-	-	36.4
Lakes	2012	80	62	9	-	9	58.0
	2011	52	50	2	-	-	51.5
	2010	41	35	6	-	-	57.7
NBG	2012	126	96	25	-	5	28.3
	2011	92	72	12	-	8	40.3
	2010	55	48	7	-	-	35.4
UN	2012	154	105	44	-	5	69.4
	2011	153	124	23	3	3	53.7
	2010	135	108	17	-	10	50.3
Unity	2012	76	48	23	-	5	59.7
	2011	31	23	8	-	-	64.3
	2010	28	15	6	3	4	30.9
Warrap	2012	57	44	7	-	6	76.4
	2011	33	31	2	-	-	30.5
	2010	46	31	3	-	12	43.6
WBG	2012	123	105	13	2	3	39.5
	2011	103	83	17	-	3	41.9
	2010	84	54	19	-	11	42.3
WE	2012	80	78	2	-	-	42.2
	2011	104	93	4	2	5	36.8
	2010	79	65	4	1	9	39.4
Total	2012	1,299	987	256	6	50	45.7
	2011	1,080	855	173	12	40	42.9
	2010	857	660	139	5	53	43.1

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

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



- ✓ In general the number of classrooms has increased as well. In CE, classrooms increased by over 100; however, due to a faster rate of growth in student numbers, the PCR has increased—from 42.9 to 45.4. This means that for every classroom, there has been an increase of between 2 and 2.5 students.
- ✓ Note the increase in the number of permanent and semi-permanent classrooms, as compared to the rather steady counts of open-air and other types of classrooms (i.e., roof-only, tent, and other types). Secondary schools in South Sudan are not only increasing in terms of number of schools, students, and teachers, but also in the amount of infrastructure available—and in this case, the type of infrastructure. The data indicates that administrators care about securing safe and stable learning environments—hence the focused increase on permanent and semi-permanent classrooms.

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

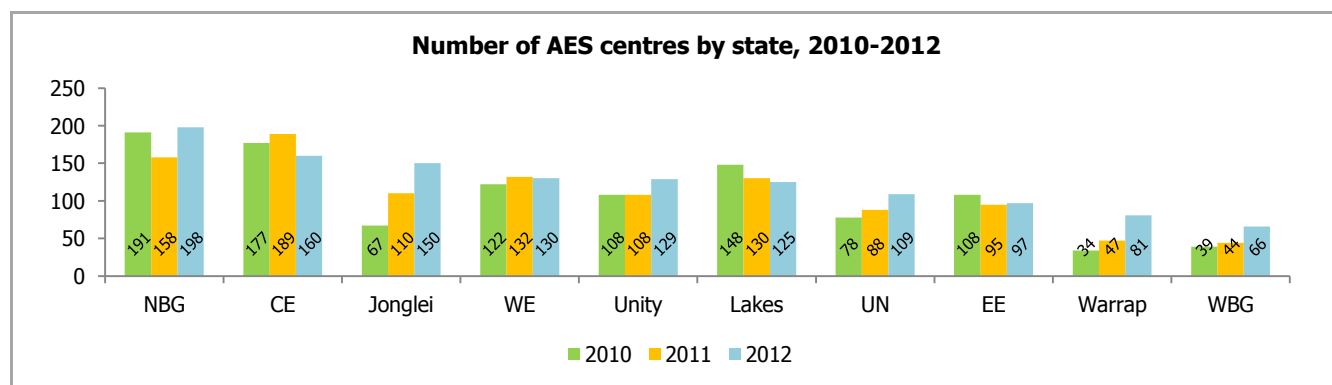
AES data in this booklet is preliminary and should not be used as final. The changes introduced to the 2012 AES questionnaire have introduced implications for the analysis that requires substantial review. The EMIS Unit is dedicating efforts to finalize the analysis. When using the data contained herein and referencing this booklet as the source, please add or supplement with the following note: "Note that this data is not final and is subject to change. The Ministry of General Education and Instruction's EMIS Unit is currently reviewing the details."

##### 4.4.1. Centres

**Number and % of AES centres by state and programme type, 2010-2012**

State	Year	Total	ALP	Non-ALP	ALP %	Non-ALP %
CE	2012	160	78	82	48.8%	51.3%
	2011	189	115	74	60.8%	39.2%
	2010	177	104	73	58.8%	41.2%
EE	2012	97	76	21	78.4%	21.6%
	2011	95	76	19	80.0%	20.0%
	2010	108	72	36	66.7%	33.3%
Jonglei	2012	150	133	17	88.7%	11.3%
	2011	110	97	13	88.2%	11.8%
	2010	67	52	15	77.6%	22.4%
Lakes	2012	125	88	37	70.4%	29.6%
	2011	130	84	46	64.6%	35.4%
	2010	148	73	75	49.3%	50.7%
NBG	2012	198	182	16	91.9%	8.1%
	2011	158	152	6	96.2%	3.8%
	2010	191	165	26	86.4%	13.6%
UN	2012	109	91	18	83.5%	16.5%
	2011	88	73	15	83.0%	17.0%
	2010	78	51	27	65.4%	34.6%
Unity	2012	129	95	34	73.6%	26.4%
	2011	108	89	19	82.4%	17.6%
	2010	108	83	25	76.9%	23.1%
Warrap	2012	81	61	20	75.3%	24.7%
	2011	47	45	2	95.7%	4.3%
	2010	34	20	14	58.8%	41.2%
WBG	2012	66	39	27	59.1%	40.9%
	2011	44	40	4	90.9%	9.1%
	2010	39	28	11	71.8%	28.2%
WE	2012	130	86	44	66.2%	33.8%
	2011	132	99	33	75.0%	25.0%
	2010	122	83	39	68.0%	32.0%
Total	2012	1,245	929	316	74.6%	25.4%
	2011	1,101	870	231	79.0%	21.0%
	2010	1,072	731	341	68.2%	31.8%

- ✓ The percentage of AES centres that are non-ALP increased from 21% to 25.4% between 2011-2012, but decreased since 2010, when it was 31.8%.
- ✓ States that have seen a large decrease in non-ALP AES centres since 2010 include Warrap, UN, Lakes, Jonglei, and EE. In CE, the percentage that are non-ALP increased to the point where the majority of AES centres are non-ALP.

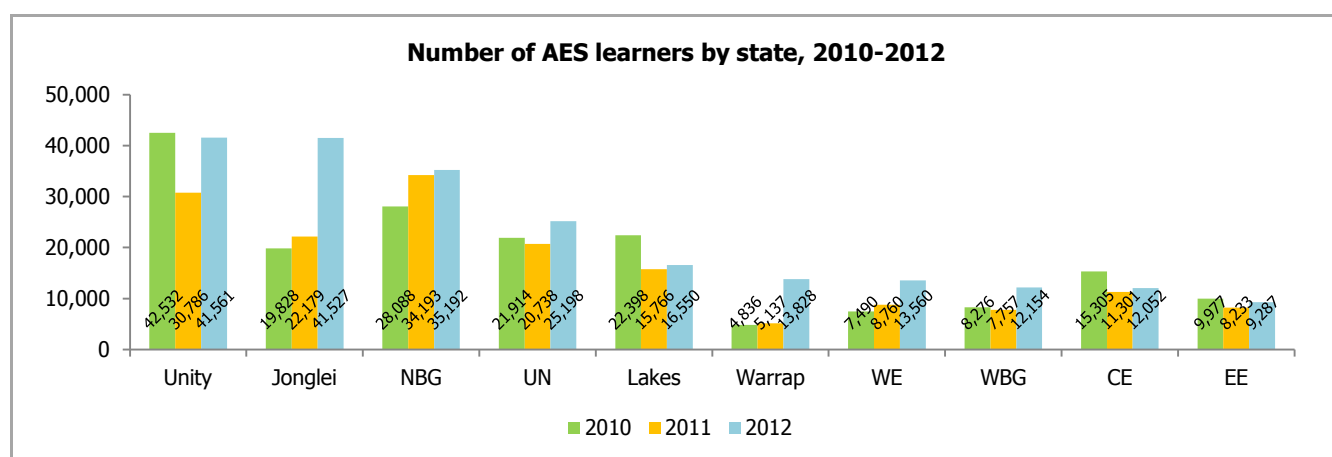


##### 4.4.2. Learners

**Number and % of AES learners by state and gender, 2010-2012**

State	Year	Total	Male	Female	Male %	Female %
CE	2012	12,052	5,698	6,354	47.3%	52.7%
	2011	11,301	5,481	5,820	48.5%	51.5%
	2010	15,305	8,038	7,267	52.5%	47.5%

State	Year	Total	Male	Female	Male %	Female %
EE	2012	9,287	4,871	4,416	52.4%	47.6%
	2011	8,233	4,170	4,063	50.6%	49.4%
	2010	9,977	5,235	4,742	52.5%	47.5%
Jonglei	2012	41,527	24,222	17,305	58.3%	41.7%
	2011	22,179	12,573	9,606	56.7%	43.3%
	2010	19,828	10,980	8,848	55.4%	44.6%
Lakes	2012	16,550	10,458	6,092	63.2%	36.8%
	2011	15,766	9,882	5,884	62.7%	37.3%
	2010	22,398	13,839	8,559	61.8%	38.2%
NBG	2012	35,192	20,377	14,815	57.9%	42.1%
	2011	34,193	21,344	12,849	62.4%	37.6%
	2010	28,088	17,337	10,751	61.7%	38.3%
UN	2012	25,198	14,094	11,104	55.9%	44.1%
	2011	20,738	11,729	9,009	56.6%	43.4%
	2010	21,914	12,190	9,724	55.6%	44.4%
Unity	2012	41,561	22,491	19,070	54.1%	45.9%
	2011	30,786	17,769	13,017	57.7%	42.3%
	2010	42,532	23,910	18,622	56.2%	43.8%
Warrap	2012	13,828	8,492	5,336	61.4%	38.6%
	2011	5,137	3,466	1,671	67.5%	32.5%
	2010	4,836	2,826	2,010	58.4%	41.6%
WBG	2012	12,154	7,321	4,833	60.2%	39.8%
	2011	7,757	4,958	2,799	63.9%	36.1%
	2010	8,276	4,825	3,451	58.3%	41.7%
WE	2012	13,560	6,719	6,841	49.6%	50.4%
	2011	8,760	4,344	4,416	49.6%	50.4%
	2010	7,490	3,536	3,954	47.2%	52.8%
Total	2012	220,909	124,743	96,166	56.5%	43.5%
	2011	164,850	95,716	69,134	58.1%	41.9%
	2010	180,644	102,716	77,928	56.9%	43.1%



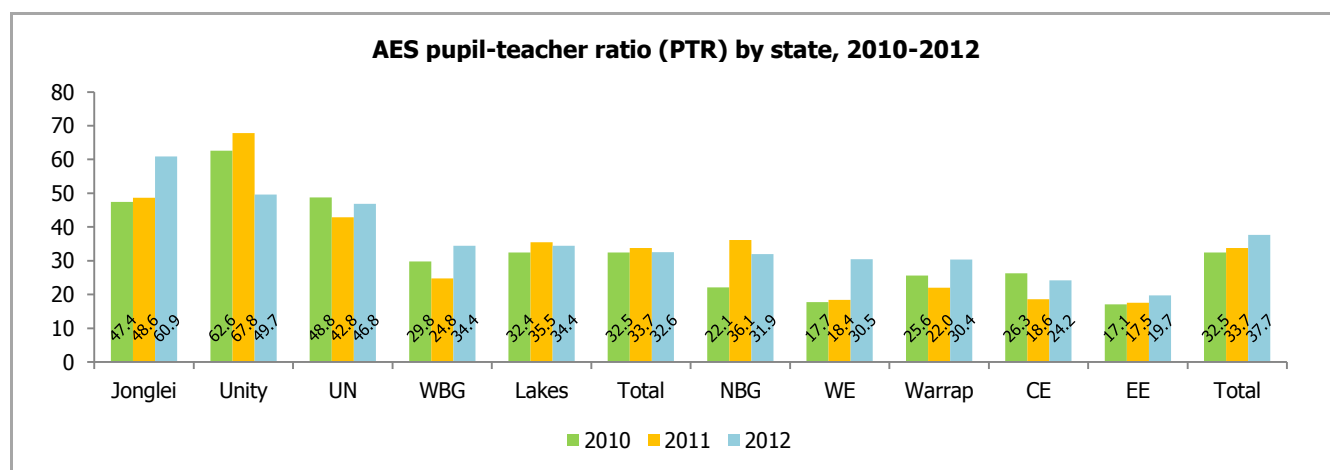
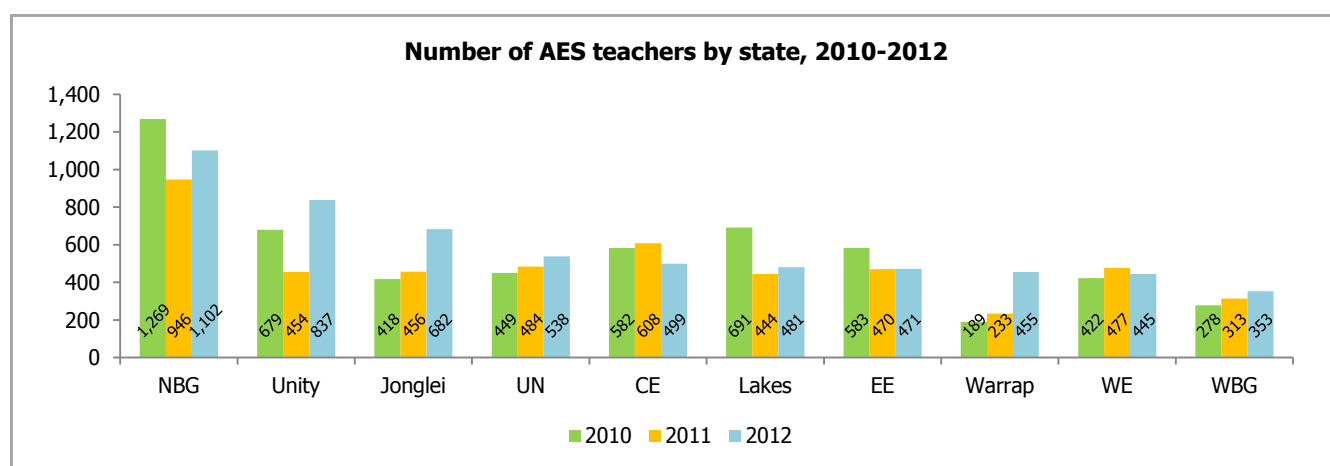
- ✓ After decreasing between 2010 and 2011, the number of AES learners increased dramatically between 2011 and 2012, from 164,850 to 220,909. Despite the dramatic change in enrolments, the gender breakdown has stayed relatively constant.
- ✓ States that have seen a large increase in the number of AES learners include Jonglei and Warrap, each of which saw an increase of over 100% between 2010 and 2012.

#### 4.4.3. Teachers

##### Number and % of AES teachers and pupil-teacher ratio (PTR) by state and gender, 2010-2012

State	Year	Total	Male	Female	Male %	Female %	PTR
CE	2012	499	375	124	75.2%	24.8%	24.2
	2011	608	472	136	77.6%	22.4%	18.6
	2010	582	471	111	80.9%	19.1%	26.3
EE	2012	471	382	89	81.1%	18.9%	19.7
	2011	470	386	84	82.1%	17.9%	17.5
	2010	583	499	84	85.6%	14.4%	17.1
Jonglei	2012	682	632	50	92.7%	7.3%	60.9
	2011	456	414	42	90.8%	9.2%	48.6
	2010	418	385	33	92.1%	7.9%	47.4
Lakes	2012	481	438	43	91.1%	8.9%	34.4
	2011	444	379	65	85.4%	14.6%	35.5
	2010	691	602	89	87.1%	12.9%	32.4
NBG	2012	1,102	1,015	87	92.1%	7.9%	31.9
	2011	946	887	59	93.8%	6.2%	36.1
	2010	1,269	1,162	107	91.6%	8.4%	22.1

State	Year	Total	Male	Female	Male %	Female %	PTR
UN	2012	538	502	36	93.3%	6.7%	46.8
	2011	484	451	33	93.2%	6.8%	42.8
	2010	449	428	21	95.3%	4.7%	48.8
Unity	2012	837	790	47	94.4%	5.6%	49.7
	2011	454	424	30	93.4%	6.6%	67.8
	2010	679	629	50	92.6%	7.4%	62.6
Warrap	2012	455	433	22	95.2%	4.8%	30.4
	2011	233	226	7	97.0%	3.0%	22.0
	2010	189	180	9	95.2%	4.8%	25.6
WBG	2012	353	326	27	92.4%	7.6%	34.4
	2011	313	289	24	92.3%	7.7%	24.8
	2010	278	259	19	93.2%	6.8%	29.8
WE	2012	445	390	55	87.6%	12.4%	30.5
	2011	477	429	48	89.9%	10.1%	18.4
	2010	422	381	41	90.3%	9.7%	17.7
Total	2012	5,863	5,283	580	90.1%	9.9%	37.7
	2011	4,885	4,357	528	89.2%	10.8%	33.7
	2010	5,560	4,996	564	89.9%	10.1%	32.5



- ✓ The number of AES teachers has stayed relatively constant from 2010 to 2012. The number of teachers slightly increased from 5,560 in 2010 to 5,863 in 2012.
- ✓ The percentage of AES teachers who are male has stayed relatively constant as well, staying at roughly 90% of all teachers.
- ✓ The PTR increased from 32.5 to 37.7 between 2010 and 2012, a reflection of the increasing number of students and stagnant number of teachers. States that saw the biggest change include Jonglei (47.4 to 60.9), Unity (62.6 to 49.7), NBG (22.1 to 31.9) and WE (17.7 to 30.5).

## 4.5. Higher education

### 4.5.1. University

**Number of universities, students by gender, and instructors by state, 2012**

State	Year	Universities	Students		Instructors	PTR
			Male	Female		
CE	2012	7	859	342	187	6.4
Jonglei	2012	1	347	28	51	7.4
WE	2012	1	289	91	21	18.1
Total	2012	9	1,495	461	259	7.6

### 4.5.2. Technical and vocational education and training (TVET)

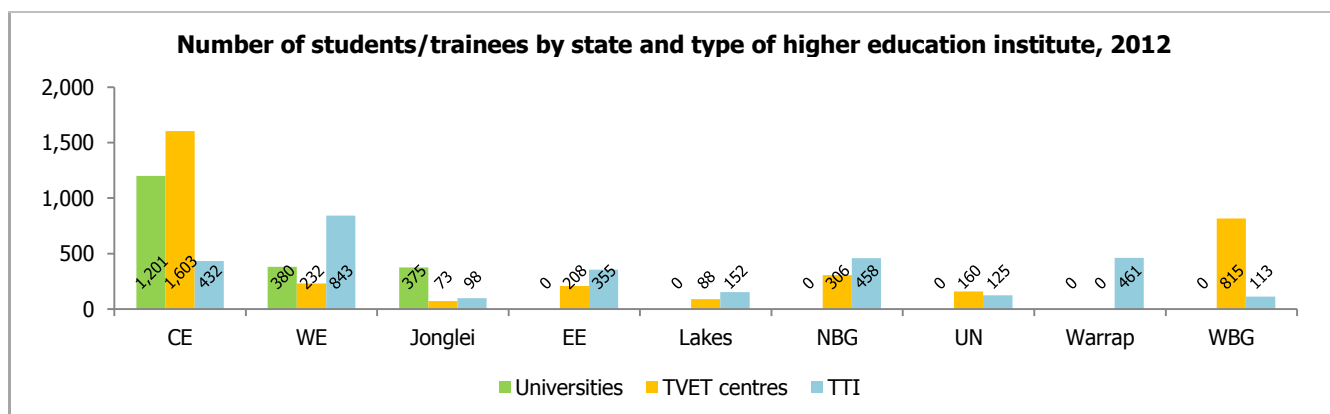
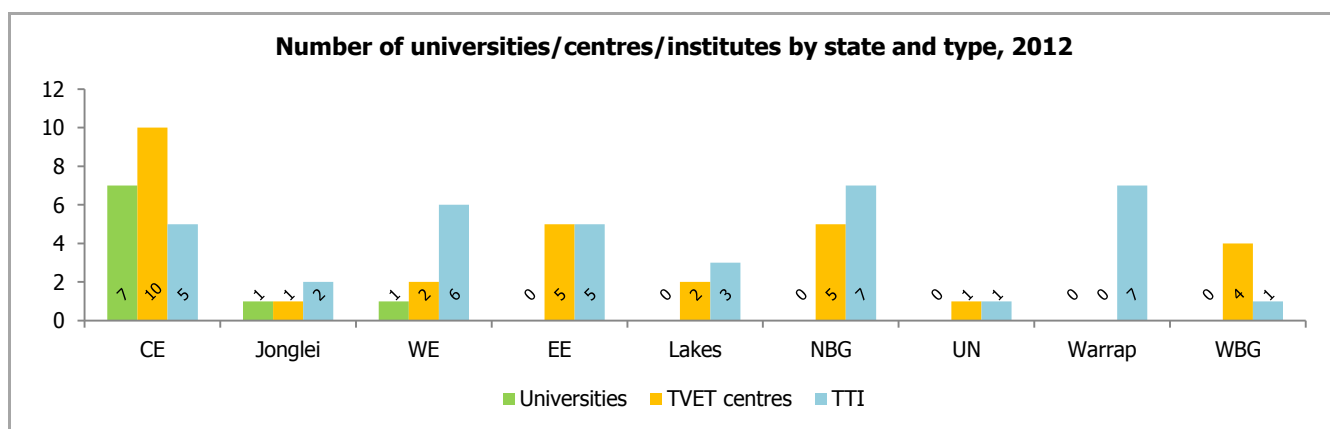
**Number of TVET centres, students by gender, and trainers by state, 2012**

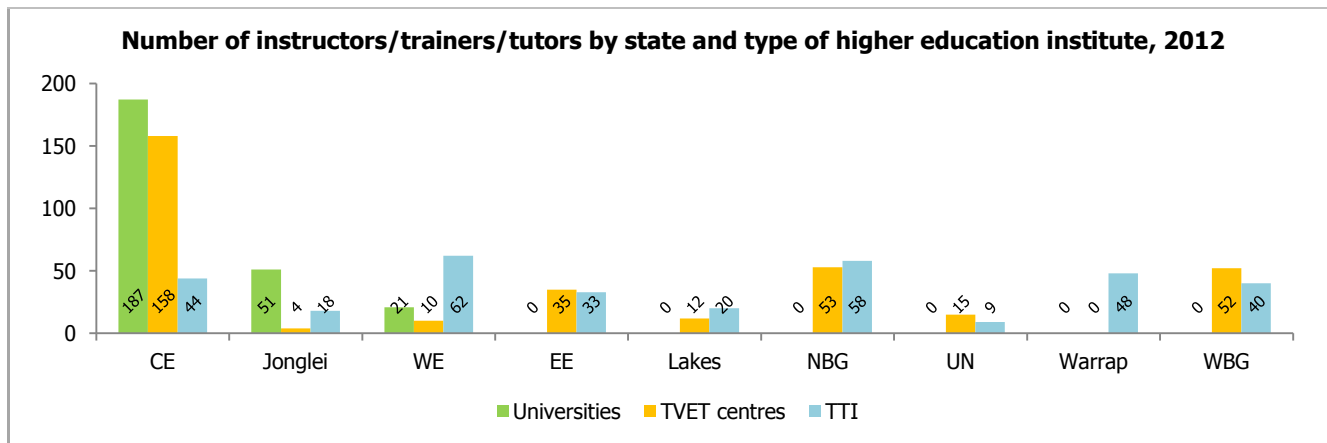
State	Year	Centres	Trainees		Trainers	PTR
			Male	Female		
CE	2012	10	1,341	262	158	10.1
EE	2012	5	137	71	35	5.9
Jonglei	2012	1	62	11	4	18.3
Lakes	2012	2	85	3	12	7.3
NGB	2012	5	237	69	53	5.8
UN	2012	1	128	32	15	10.7
WBG	2012	4	718	97	52	15.7
WE	2012	2	158	74	10	23.2
Total	2012	30	2,866	619	339	10.3

### 4.5.3. Teacher training institute (TTI)

**Number of TTI, students by gender, and instructors by state, 2012**

State	Year	Institutes	Students		Tutors	PTR
			Male	Female		
CE	2012	5	303	129	44	9.8
EE	2012	5	285	70	33	10.8
Jonglei	2012	2	90	8	18	5.4
Lakes	2012	3	140	12	20	7.6
NBG	2012	7	376	82	58	7.9
UN	2012	1	105	20	9	13.9
Warrap	2012	7	395	66	48	9.6
WBG	2012	1	97	16	40	2.8
WE	2012	6	733	110	62	13.6
Total	2012	37	2,524	513	332	9.1





- ✓ Overall, the total number of higher education enrolment is very low compared to other sectors. While primary and secondary sectors together have more than 1.4 million pupils/students, there are less than 1,500 university students. The higher education sector (i.e., universities, TVET, and TTI together) has only about 7,000 students/trainees.
- ✓ Access to higher education varies across the 10 states. With the exception of CE, Jonglei, and WE, not all states have all types of higher education institution. Most states have at least one TVET centres and TTI, but not a university.
- ✓ Consistent across all three types of higher education are 1) gender parity and 2) low PTR. Nearly 80% or more than 80% of the students/trainees are male; females comprise a little more than or less than 20% of the higher education student pipeline.
- ✓ Meanwhile, PTR is consistently below 15 across all sectors, with the exception of TVET PTR in a few states.

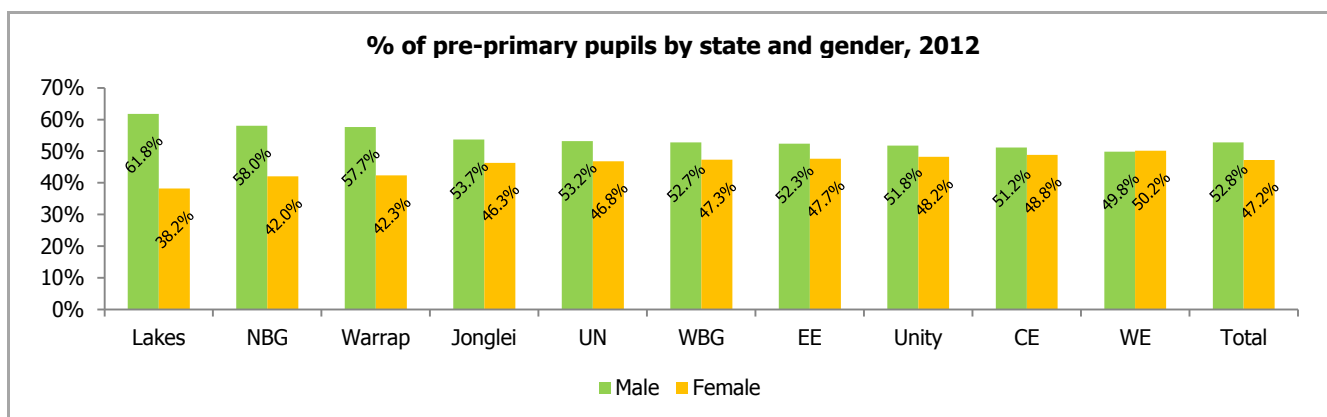
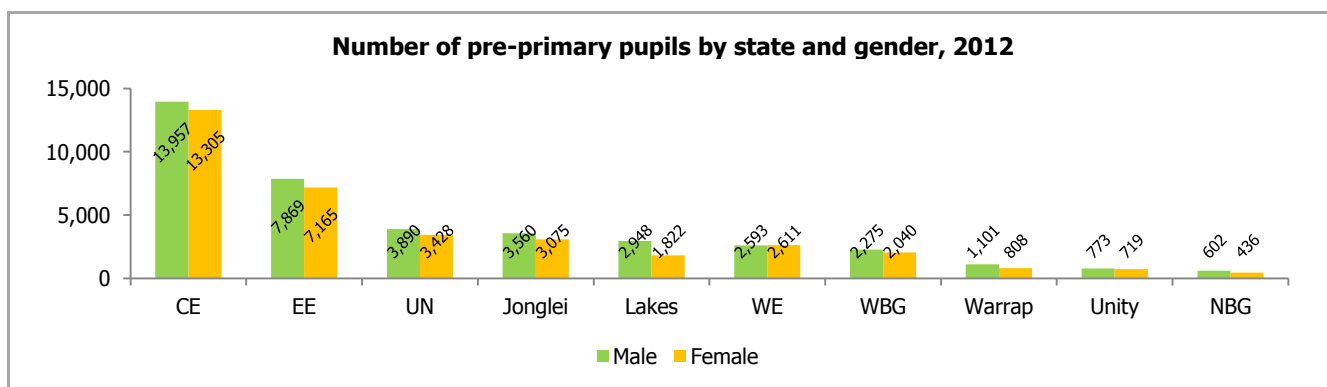
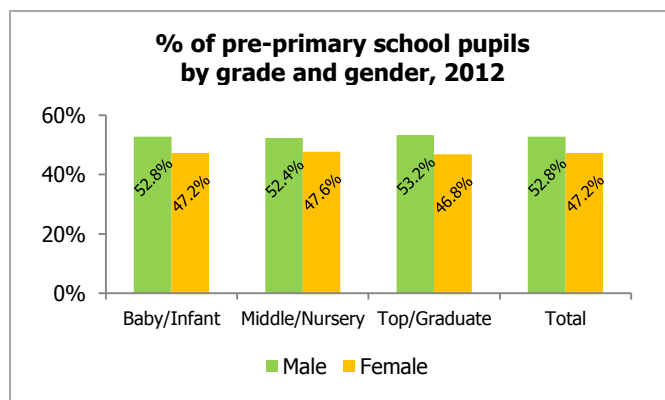
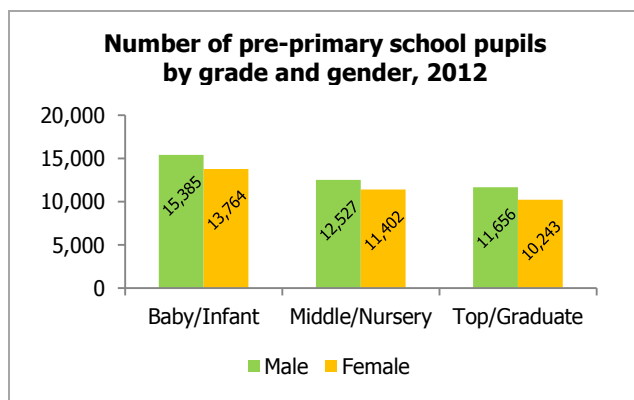
## 5. PRE-PRIMARY SCHOOL, 2012

### 5.1. Access

#### 5.1.1. Enrolment

**Number of pre-primary school pupils by state and grade, 2012**

State	Total	Baby/Infant	Middle/Nursery	Top/Graduate
CE	27,262	10,554	8,572	8,136
EE	15,034	5,742	5,030	4,262
Jonglei	6,635	3,024	1,832	1,779
Lakes	4,770	2,315	1,480	975
NBG	1,038	559	280	199
UN	7,318	2,371	2,654	2,293
Unity	1,492	890	333	269
Warrap	1,909	522	804	583
WBG	4,315	1,285	1,271	1,759
WE	5,204	1,887	1,673	1,644
Total	74,977	29,149	23,929	21,899



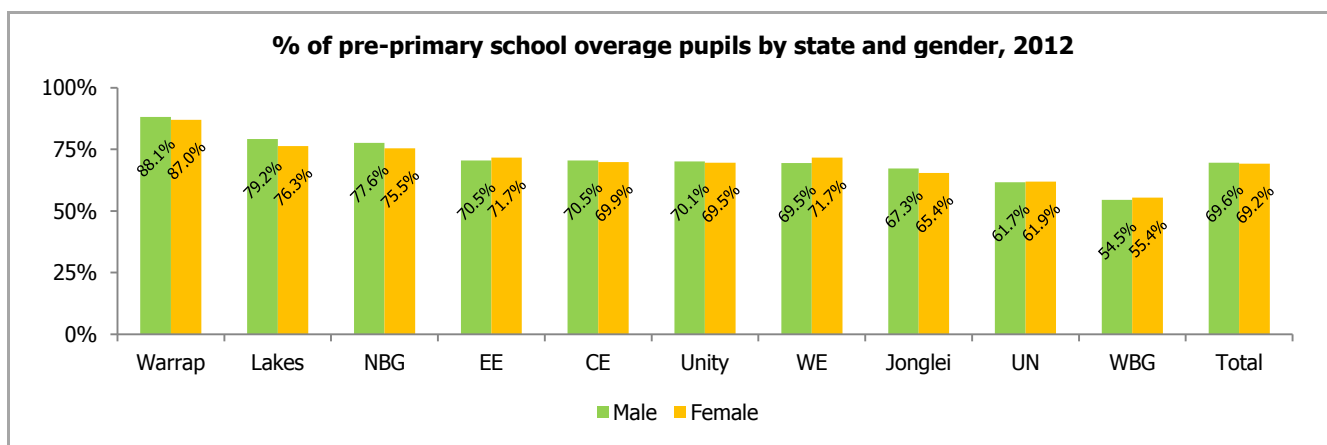
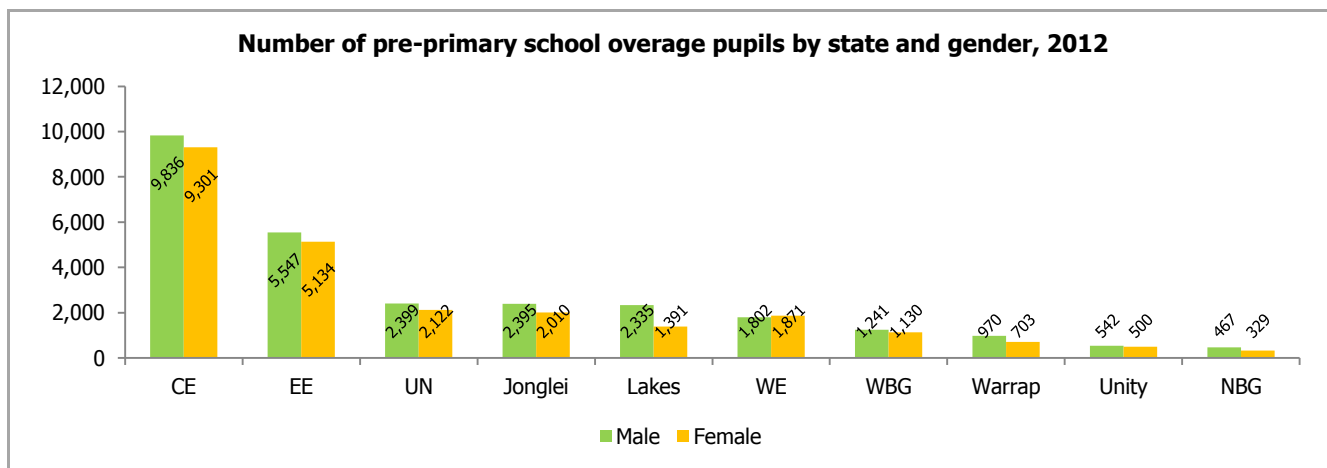
- ✓ There were 74,977 pupils in pre-primary school in South Sudan in 2012. The baby/infant group made up the largest portion of this total, at 29,149 pupils.
- ✓ As in other levels of schooling, there is a gender disparity in favour of males at the pre-primary level. There were 39,568 males and 35,409 females in pre-primary school in 2012.
- ✓ By far the states with the largest pre-primary enrollments are CE and EE, which enrolled over 27,000 and 15,000 pupils respectively. At the lower end are NBG and Unity with enrolments under 1,500 total pupils.

## 5.1.2. Overage pupils

**Number and % of pre-primary school at-age and overage pupils by state and gender, 2012**

State	Total			Male			Female		
	At age	Overage	% overage	At age	Overage	% overage	At age	Overage	% overage
CE	8,125	19,137	70.2%	4,121	9,836	70.5%	4,004	9,301	69.9%
EE	4,353	10,681	71.0%	2,322	5,547	70.5%	2,031	5,134	71.7%
Jonglei	2,230	4,405	66.4%	1,165	2,395	67.3%	1,065	2,010	65.4%
Lakes	1,044	3,726	78.1%	613	2,335	79.2%	431	1,391	76.3%
NBG	242	796	76.7%	135	467	77.6%	107	329	75.5%
UN	2,797	4,521	61.8%	1,491	2,399	61.7%	1,306	2,122	61.9%
Unity	450	1,042	69.8%	231	542	70.1%	219	500	69.5%
Warrap	236	1,673	87.6%	131	970	88.1%	105	703	87.0%
WBG	1,944	2,371	54.9%	1,034	1,241	54.5%	910	1,130	55.4%
WE	1,531	3,673	70.6%	791	1,802	69.5%	740	1,871	71.7%
Total	22,952	52,025	69.4%	12,034	27,534	69.6%	10,918	24,491	69.2%

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



- ✓ The percentage of overage pupils stands at 69.4% nationally. Both females and males are overage at roughly equal percentages, 69.2% and 69.6% respectively.
- ✓ All states have a percentage of overage pre-primary pupils that falls in the range of 60-80%; the only exceptions are Warrap at 87.6% and WBG at 54.9%.

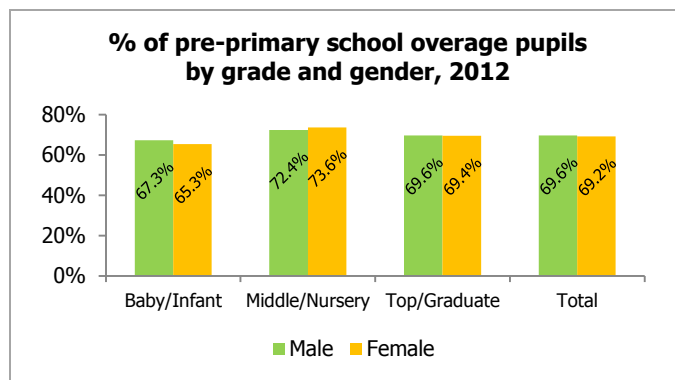
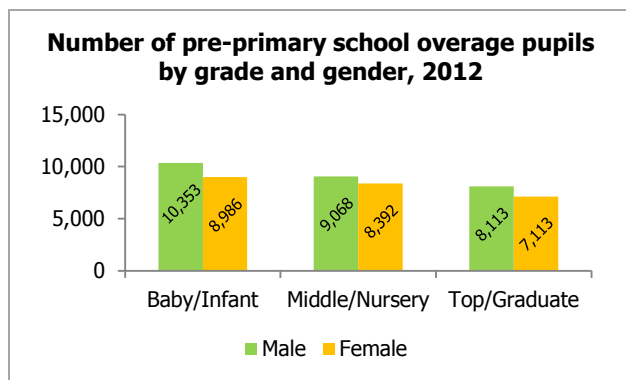
**Number and % of pre-primary school at-age and overage pupils by grade and gender, 2012**

Grade	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
Baby/Infant	9,810	19,339	66.3%	5,032	10,353	67.3%	4,778	8,986	65.3%
Middle/Nursery	6,469	17,460	73.0%	3,459	9,068	72.4%	3,010	8,392	73.6%
Top/Graduate	6,673	15,226	69.5%	3,543	8,113	69.6%	3,130	7,113	69.4%
Total	22,952	52,025	69.4%	12,034	27,534	69.6%	10,918	24,491	69.2%

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

- ✓ There are roughly equal proportions of males and females who are overage at each grade level of pre-primary schooling. In total, 69.4% of pre-primary pupils are overage.





## 5.2. Resources

### 5.2.1. Schools

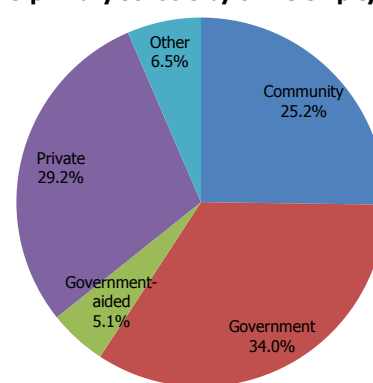
#### Number of pre-primary schools by ownership, 2012

Ownership type	Schools
Community	144
Government	194
Government-aided	29
Private	167
Other	37
<b>Total</b>	<b>571</b>

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

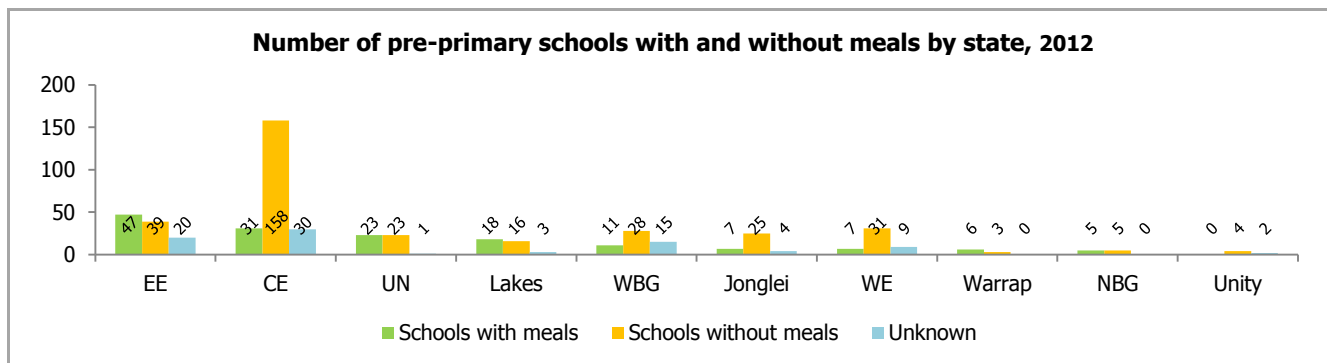
- ✓ In South Sudan, the types of pre-primary school ownership are varied; however, 88.4% of the total 571 schools are under private, community or government ownership. With only 6.5% falling into the Other category.
- ✓ Government-aided and other are the other two types of school ownership, at 29 and 37 schools respectively.

#### % of pre-primary schools by ownership type, 2012

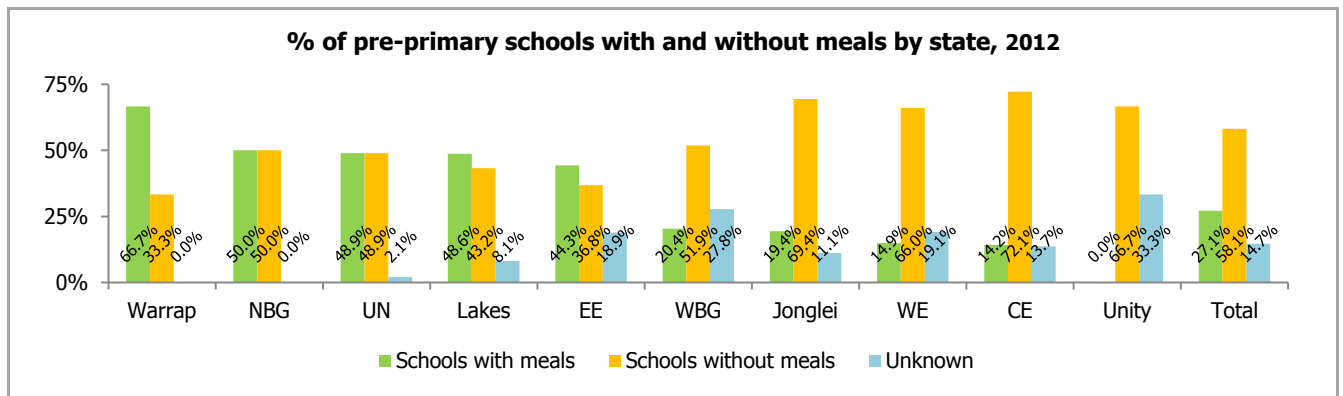


#### Number and % of pre-primary schools with meals by state, 2012

State	Total	Schools w/ meals		Schools w/out meals		Unknown	
		Count	% total	Count	% total	Count	% total
CE	219	31	14.2%	158	72.1%	30	13.7%
EE	106	47	44.3%	39	36.8%	20	18.9%
Jonglei	36	7	19.4%	25	69.4%	4	11.1%
Lakes	37	18	48.6%	16	43.2%	3	8.1%
NBG	10	5	50.0%	5	50.0%	0	0.0%
UN	47	23	48.9%	23	48.9%	1	2.1%
Unity	6	0	0.0%	4	66.7%	2	33.3%
Warrap	9	6	66.7%	3	33.3%	0	0.0%
WBG	54	11	20.4%	28	51.9%	15	27.8%
WE	47	7	14.9%	31	66.0%	9	19.1%
<b>Total</b>	<b>571</b>	<b>155</b>	<b>27.1%</b>	<b>332</b>	<b>58.1%</b>	<b>84</b>	<b>14.7%</b>



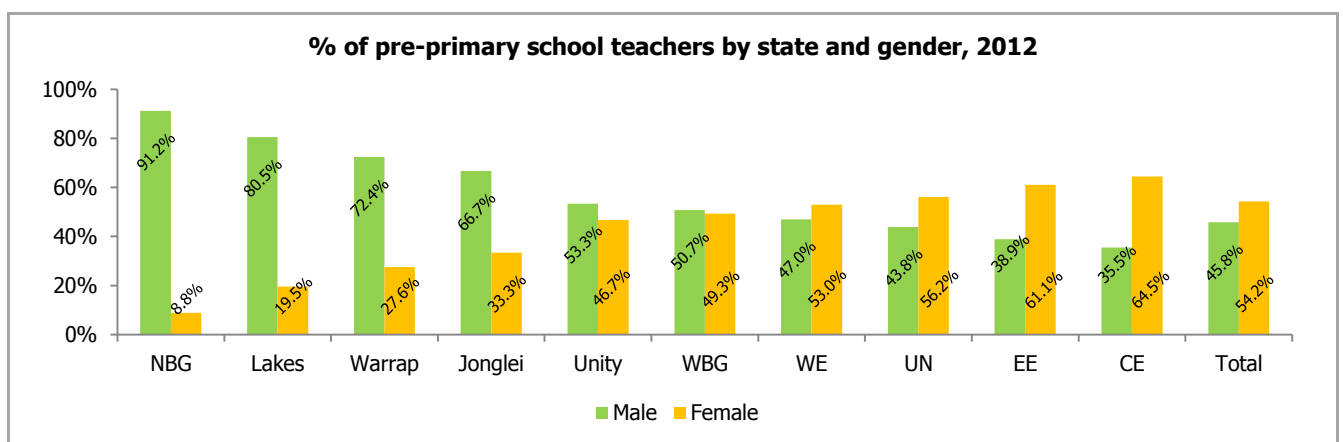
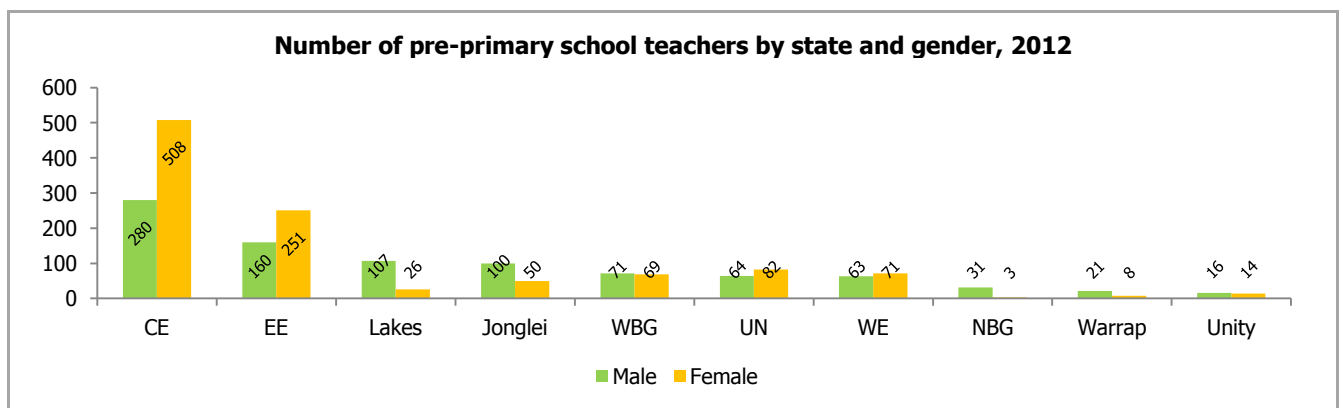
- ✓ For the country, a total of 58.1% of the pre-primary schools don't have meals. With the growing emphasis among policymakers and the general public on early childhood development, this may be a particular area of concern, as school meals often represent a significant source of nutrition and may also be an incentive for parents to send children to school.
- ✓ Warrap is the only state whose number of pre-primary schools with meals is greater than the number of pre-primary schools without meals.
- ✓ In the state with the largest number of pre-primary schools reporting, CE, 72.1% of the schools did not have meals.



## 5.2.2. Teachers

**Number and % of pre-primary school teachers by state and gender, 2012**

State	Total	Male		Female	
		Count	% total	Count	% total
CE	788	280	35.5%	508	64.5%
EE	411	160	38.9%	251	61.1%
Jonglei	150	100	66.7%	50	33.3%
Lakes	133	107	80.5%	26	19.5%
NBG	34	31	91.2%	3	8.8%
UN	146	64	43.8%	82	56.2%
Unity	30	16	53.3%	14	46.7%
Warrap	29	21	72.4%	8	27.6%
WBG	140	71	50.7%	69	49.3%
WE	134	63	47.0%	71	53.0%
Total	1,995	913	45.8%	1,082	54.2%



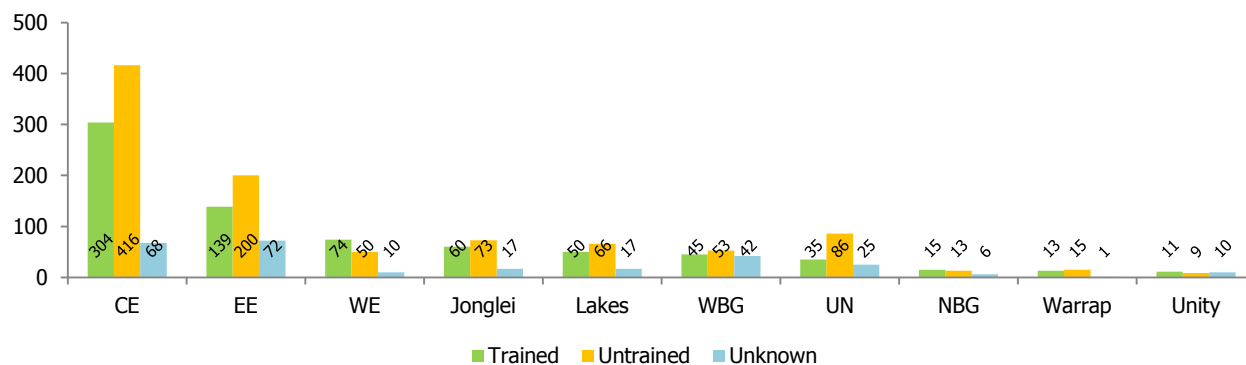
- ✓ Overall, there are more female pre-primary teachers in South Sudan with 54.2% of pre-primary teachers that are female in 2012, compared to 45.8% that are male. However, four states, NBG, Lakes, Warrap and Jonglei, have a significant gender disparity in the pre-primary teaching force in favour of males. Only two states, CE and EE, show significant gender disparities in favour of female teachers.
- ✓ The number of pre-primary teachers by state mostly mirrors the number of pupils, with CE and EE representing by far the largest number of teachers.

## Number and % of pre-primary school teachers by professional qualification and state, 2012

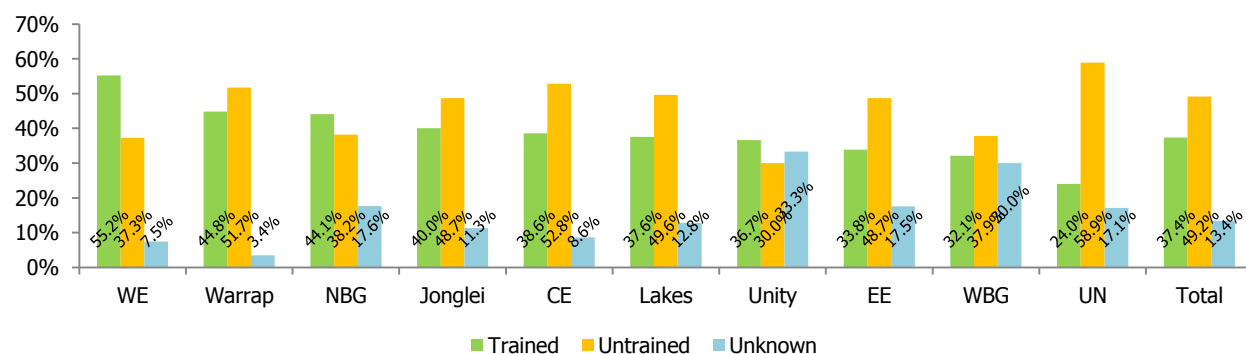
State	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
CE	788	304	38.6%	416	52.8%	68	8.6%
EE	411	139	33.8%	200	48.7%	72	17.5%
Jonglei	150	60	40.0%	73	48.7%	17	11.3%
Lakes	133	50	37.6%	66	49.6%	17	12.8%
NBG	34	15	44.1%	13	38.2%	6	17.6%
UN	146	35	24.0%	86	58.9%	25	17.1%
Unity	30	11	36.7%	9	30.0%	10	33.3%
Warrap	29	13	44.8%	15	51.7%	1	3.4%
WBG	140	45	32.1%	53	37.9%	42	30.0%
WE	134	74	55.2%	50	37.3%	10	7.5%
<b>Total</b>	<b>1,995</b>	<b>746</b>	<b>37.4%</b>	<b>981</b>	<b>49.2%</b>	<b>268</b>	<b>13.4%</b>

\* "Trained" encompasses teachers with pre-service teacher training, in-service teacher training, and higher education diploma.

### Number of pre-primary school teachers by professional qualification and state, 2012



### % of pre-primary school teachers by professional qualification and state, 2012



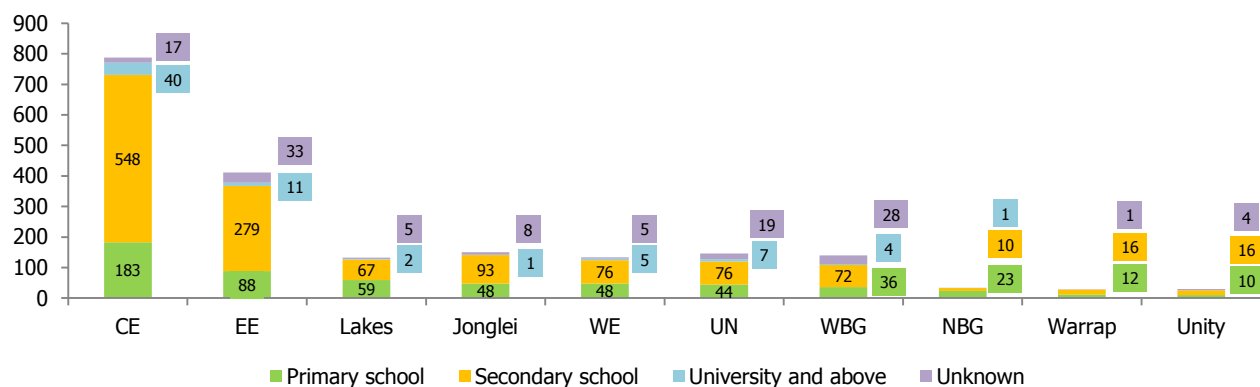
- ✓ 746 out of a total 1,995 pre-primary teachers are considered trained, in 2012 as compared to 981 who are considered untrained.
- ✓ The percentage of trained to untrained teachers varies widely by state. There are three states where the percentage of trained teachers is higher; WE, NBG and Unity.
- ✓ The percentage of teachers with unknown qualifications is relatively high in Unity and WBG, where it is above 30% in each.

## Number and % of pre-primary school teachers by academic qualification and state, 2012

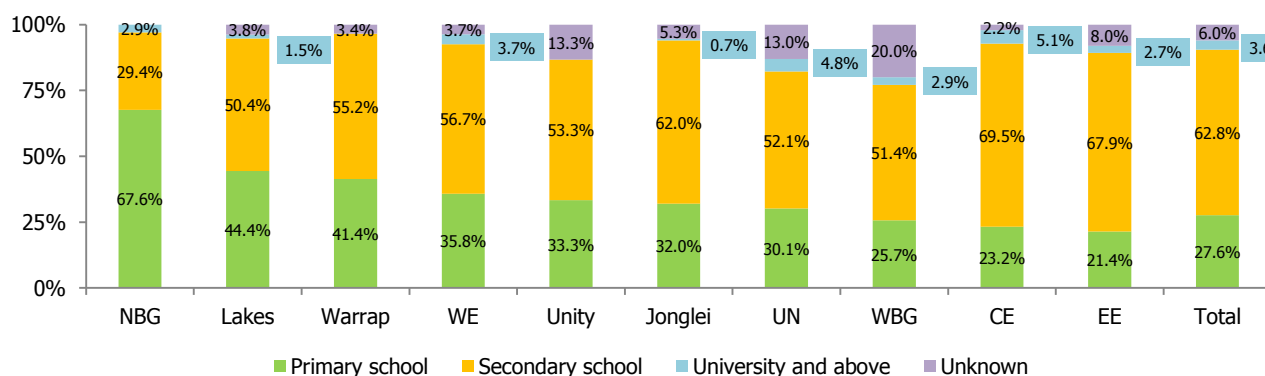
State	Total	Primary School		Secondary School		University and above		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
CE	788	183	23.2%	548	69.5%	40	5.1%	17	2.2%
EE	411	88	21.4%	279	67.9%	11	2.7%	33	8.0%
Jonglei	150	48	32.0%	93	62.0%	1	0.7%	8	5.3%
Lakes	133	59	44.4%	67	50.4%	2	1.5%	5	3.8%
NBG	34	23	67.6%	10	29.4%	1	2.9%	-	-
UN	146	44	30.1%	76	52.1%	7	4.8%	19	13.0%
Unity	30	10	33.3%	16	53.3%	-	-	4	13.3%
Warrap	29	12	41.4%	16	55.2%	-	-	1	3.4%
WBG	140	36	25.7%	72	51.4%	4	2.9%	28	20.0%
WE	134	48	35.8%	76	56.7%	5	3.7%	5	3.7%
<b>Total</b>	<b>1,995</b>	<b>551</b>	<b>27.6%</b>	<b>1,253</b>	<b>62.8%</b>	<b>71</b>	<b>3.6%</b>	<b>120</b>	<b>6.0%</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, 2012**



**% of pre-primary school teachers by academic qualification and state, 2012**

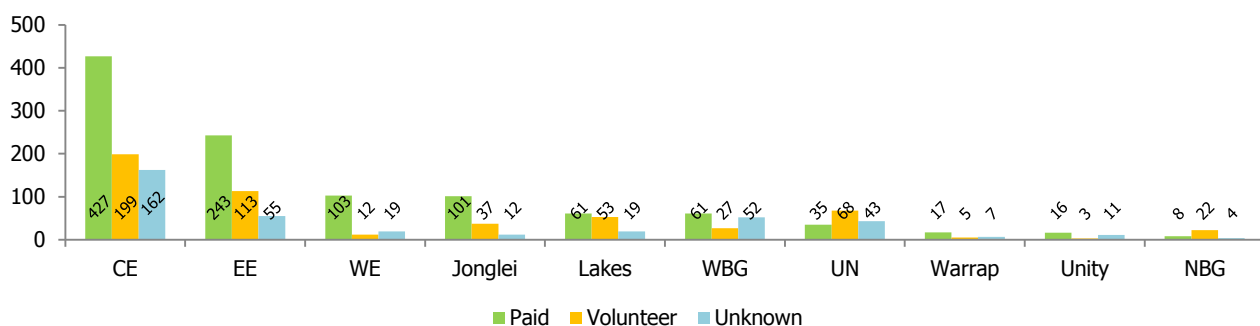


- ✓ The largest percentage of pre-primary teachers attained school at the secondary level relative to those who attended only primary or tertiary. 1,253 teachers have attained secondary level schooling, compared to 668 who have attained primary and 71 tertiary.
- ✓ Every state but one has between 50-70% of its pre-primary teaching force educated to the secondary level. NBG has only 29.4% of its pre-primary teachers educated to the secondary level, with 67.6% educated at the primary level. NBG is also the only state where a larger proportion of teachers were educated at the primary level over secondary level.

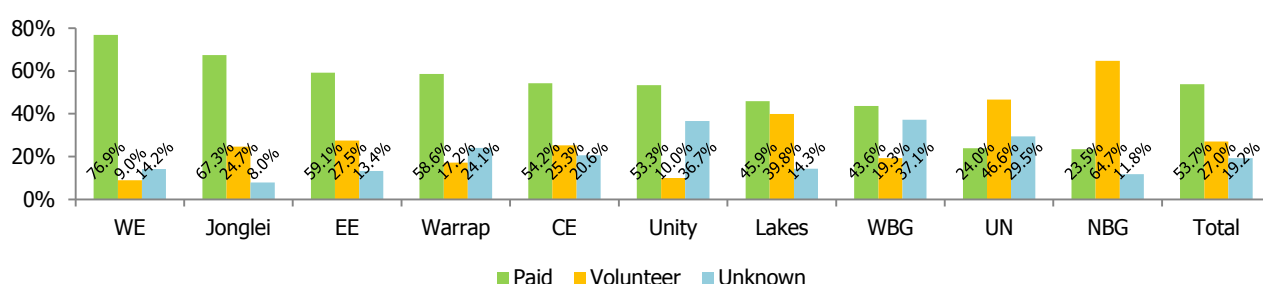
**Number and % of pre-primary school teachers by employment status and state, 2012**

State	Total	Paid		Volunteer		Unknown	
		Count	% total	Count	% total	Count	% total
CE	788	427	54.2%	199	25.3%	162	20.6%
EE	411	243	59.1%	113	27.5%	55	13.4%
Jonglei	150	101	67.3%	37	24.7%	12	8.0%
Lakes	133	61	45.9%	53	39.8%	19	14.3%
NBG	34	8	23.5%	22	64.7%	4	11.8%
UN	146	35	24.0%	68	46.6%	43	29.5%
Unity	30	16	53.3%	3	10.0%	11	36.7%
Warrap	29	17	58.6%	5	17.2%	7	24.1%
WBG	140	61	43.6%	27	19.3%	52	37.1%
WE	134	103	76.9%	12	9.0%	19	14.2%
Total	1,995	1,072	53.7%	539	27.0%	384	19.2%

**Number of pre-primary school teachers by employment status and state, 2012**



**% of pre-primary school teachers by employment status and state, 2012**



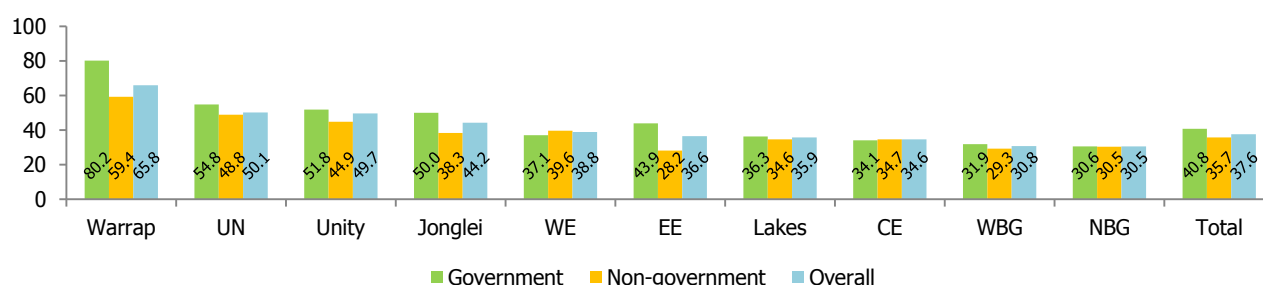
- ✓ 53.7% of the pre-primary teaching force is paid in South Sudan, compared to 27% who are volunteers and 19.2% who are of unknown employment status.
- ✓ Lakes is the only state where the number of paid and the number of volunteer teachers is roughly equal, at 61 and 53 respectively. In most others, the number of paid teachers is significantly greater than the number of volunteers.
- ✓ In UN and NBG states, the number of volunteer teachers is greater than the number of paid teachers, but these are also states where the overall number of pre-primary teachers is low.

**Pre-primary school pupil-teacher ratio (PTR) by state and ownership, 2012**

State	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
CE	27,262	788	34.6	4,946	145	34.1	22,316	643	34.7
EE	15,034	411	36.6	9,623	219	43.9	5,411	192	28.2
Jonglei	6,635	150	44.2	3,798	76	50.0	2,837	74	38.3
Lakes	4,770	133	35.9	3,663	101	36.3	1,107	32	34.6
NBG	1,038	34	30.5	245	8	30.6	793	26	30.5
UN	7,318	146	50.1	1,752	32	54.8	5,566	114	48.8
Unity	1,492	30	49.7	1,088	21	51.8	404	9	44.9
Warrap	1,909	29	65.8	722	9	80.2	1,187	20	59.4
WBG	4,315	140	30.8	2,618	82	31.9	1,697	58	29.3
WE	5,204	134	38.8	1,522	41	37.1	3,682	93	39.6
Total	74,977	1,995	37.6	29,977	734	40.8	45,000	1,261	35.7

\* "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, 2012**



- ✓ The pre-primary pupil-teacher ratio is comparable in government versus non-government schools, at 40.8 and 35.7 respectively.
- ✓ The states with the largest number of pre-primary pupils, CE and EE, have pupil teacher ratios of 34.6 and 36.6 respectively. The state with the highest pupil-teacher ratio (65.8), Warrap, has 29 pre-primary teachers for 1,909 pupils.

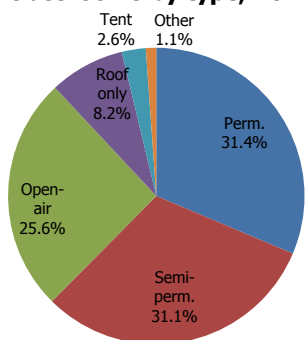
### 5.2.3. Classrooms

**Number of pre-primary school classrooms and pupil-classroom ratio (PCR) by state and type, 2012**

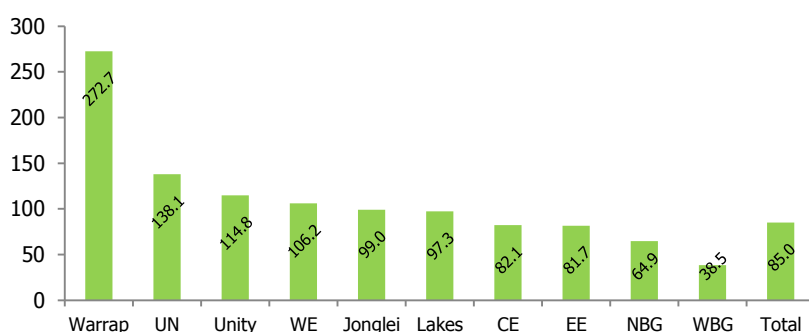
State	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
CE	520	171	161	131	39	7	11	82.1
EE	296	92	92	67	32	10	3	81.7
Jonglei	110	32	35	32	9	-	2	99.0
Lakes	122	31	18	62	7	4	-	97.3
NBG	25	8	8	8	-	1	-	64.9
UN	86	24	29	21	11	1	-	138.1
Unity	13	-	13	-	-	-	-	114.8
Warrap	21	6	1	7	3	4	-	272.7
WBG	137	40	72	7	11	7	-	38.5
WE	83	39	10	27	4	3	-	106.2
Total	1,413	443	439	362	116	37	16	85.0

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

**% of pre-primary school classrooms by type, 2012**



**Pre-primary school pupil-classroom ratio (PCR) by state, 2012**

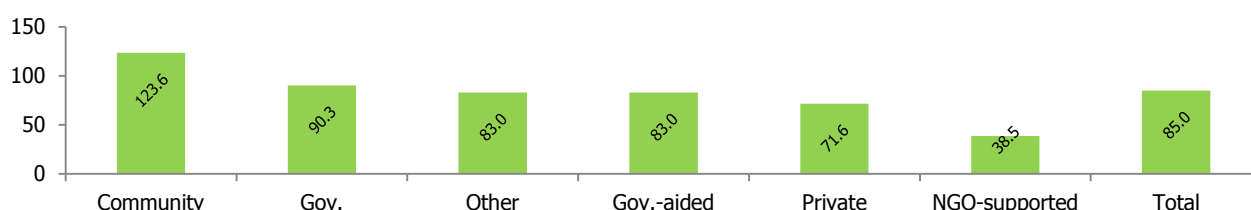


**Number of pre-primary school classrooms and pupil-classroom ratio (PCR) by ownership type, 2012**

Ownership	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
Community	297	44	70	129	42	5	7	123.6
Gov.	484	135	139	168	30	10	2	90.3
Gov.-aided	86	33	30	5	14	1	3	83.0
Private	457	184	180	41	28	20	4	71.6
NGO-supported	18	14	2	2	-	-	-	38.5
Other	71	33	18	17	2	1	-	83.0
<b>Total</b>	<b>1,413</b>	<b>443</b>	<b>439</b>	<b>362</b>	<b>116</b>	<b>37</b>	<b>16</b>	<b>85.0</b>

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

**Pre-primary school pupil-classroom ratio (PCR) by ownership, 2012**

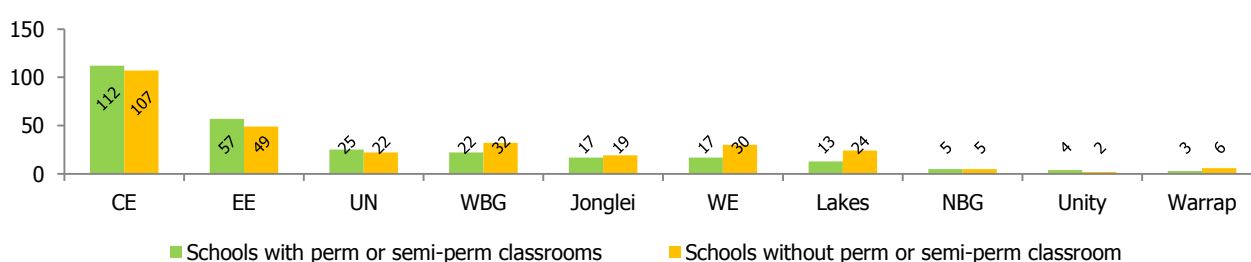


- ✓ At the national level, 62.5% of pre-primary classrooms are either permanent or semi-permanent, while 25.5% are open-air.
- ✓ Lakes is the only state where there is a significantly larger number of classrooms that are open-air relative to those that are permanent or semi-permanent. In Lakes, 62 classrooms are open-air (there are 31 permanent and 18 semi-permanent classrooms).
- ✓ The pupil-classroom ratio (PCR) varies greatly by state. At the high end, Warrap has a PCR of 272.7; while at the low extreme WBG has a PCR of 38.5. Other states range in the middle with ranges from 64.9 (NBG) to 138.1 (UN).

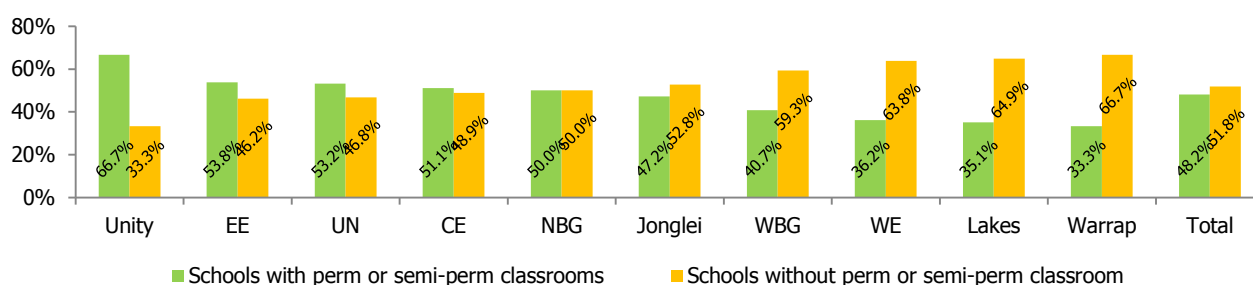
**Number and % of pre-primary schools with permanent and semi-permanent classrooms by state, 2012**

State	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
CE	219	112	51.1%	107	48.9%
EE	106	57	53.8%	49	46.2%
Jonglei	36	17	47.2%	19	52.8%
Lakes	37	13	35.1%	24	64.9%
NBG	10	5	50.0%	5	50.0%
UN	47	25	53.2%	22	46.8%
Unity	6	4	66.7%	2	33.3%
Warrap	9	3	33.3%	6	66.7%
WBG	54	22	40.7%	32	59.3%
WE	47	17	36.2%	30	63.8%
<b>Total</b>	<b>571</b>	<b>275</b>	<b>48.2%</b>	<b>296</b>	<b>51.8%</b>

**Number of pre-primary schools with and without perm. and semi-perm. classrooms by state, 2012**



**% of pre-primary schools with and without permanent and semi-permanent classrooms by state, 2012**



- ✓ Community schools have over twice as many open-air classrooms as permanent or semi-permanent ones. This is in contrast to government, government aided and other types of schools, where permanent and semi-permanent structures represent a larger share of the types of available classrooms.
- ✓ The number of schools with permanent and semi-permanent classrooms is roughly equal at the national level. This can mask greater disparities at the state level, evidenced in that Unity has significantly more pre-primary schools with permanent or semi-permanent classrooms (66.7% compared to 33.3%), and WE, Lakes and Warrap have significantly more schools without permanent or semi-permanent classrooms.

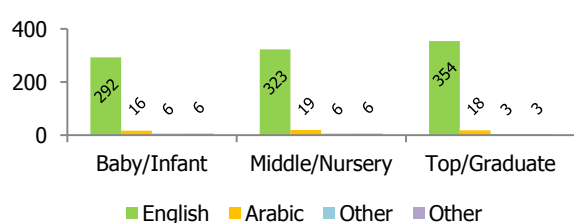
## 5.2.4. Curriculum and instruction

**Number and % of pre-primary school by language of instruction and grade, 2012**

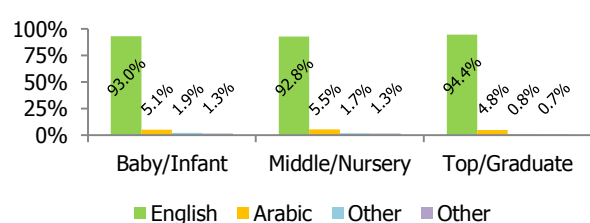
Language	Baby/Infant	Nursery/Middle	Top/Graduate
English	292 62.9%	323 69.5%	354 79.7%
Arabic	16 3.4%	19 4.1%	18 4.1%
Mother tongue	150 32.3%	117 25.2%	69 15.5%
Other	6 1.3%	6 1.3%	3 0.7%
<b>Total</b>	<b>464</b>	<b>465</b>	<b>444</b>

\* This section only counted the schools who responded to this question. Those who did not respond were not accounted for.  
 \*\* Not all pre-primary schools cover all 3 grade levels; the grade levels served vary across schools.

**Number of pre-primary school by language of instruction and grade, 2012**



**% of pre-primary school by language of instruction and grade, 2012**



- ✓ English is the dominant language of instruction at each grade of pre-primary school in South Sudan.
- ✓ Arabic is the language of instruction for roughly 5% of pre-primary schools, while other languages make up less than 2%.

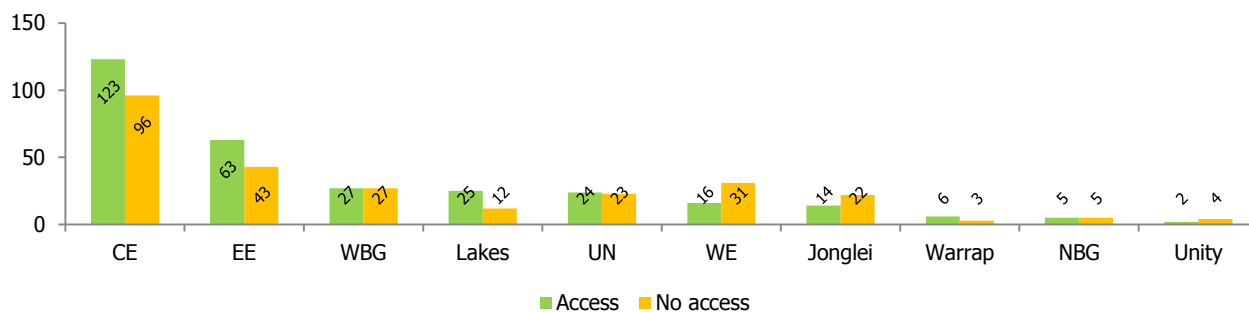
## 5.2.5. Facilities

**Number and % of pre-primary schools with and without access to drinking water by state, 2012**

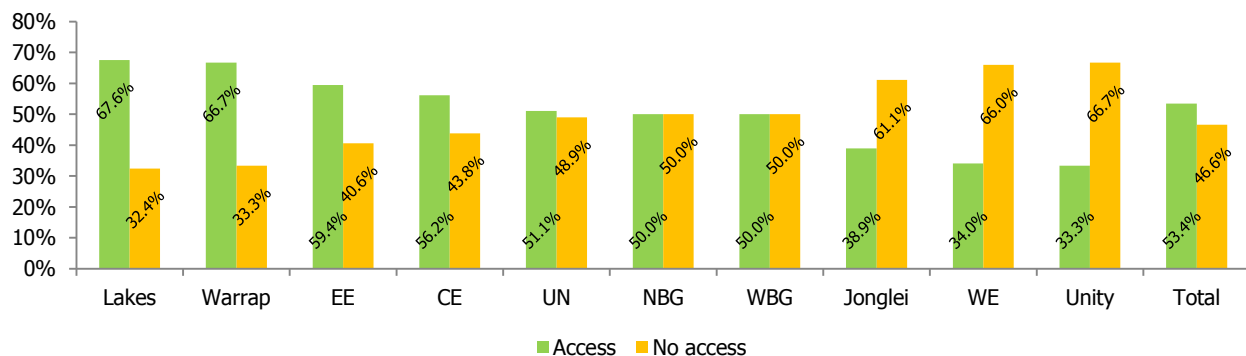
State	Schools	Access		No access	
		Count	% total	Count	% total
CE	219	123	56.2%	96	43.8%
EE	106	63	59.4%	43	40.6%
Jonglei	36	14	38.9%	22	61.1%
Lakes	37	25	67.6%	12	32.4%
NBG	10	5	50.0%	5	50.0%
UN	47	24	51.1%	23	48.9%
Unity	6	2	33.3%	4	66.7%
Warrap	9	6	66.7%	3	33.3%
WBG	54	27	50.0%	27	50.0%
WE	47	16	34.0%	31	66.0%
<b>Total</b>	<b>571</b>	<b>305</b>	<b>53.4%</b>	<b>266</b>	<b>46.6%</b>

\* "No access" includes schools that did not provide a response.

**Number of pre-primary schools with access to drinking water by state, 2012**



**% of pre-primary schools with access to drinking water by state, 2012**



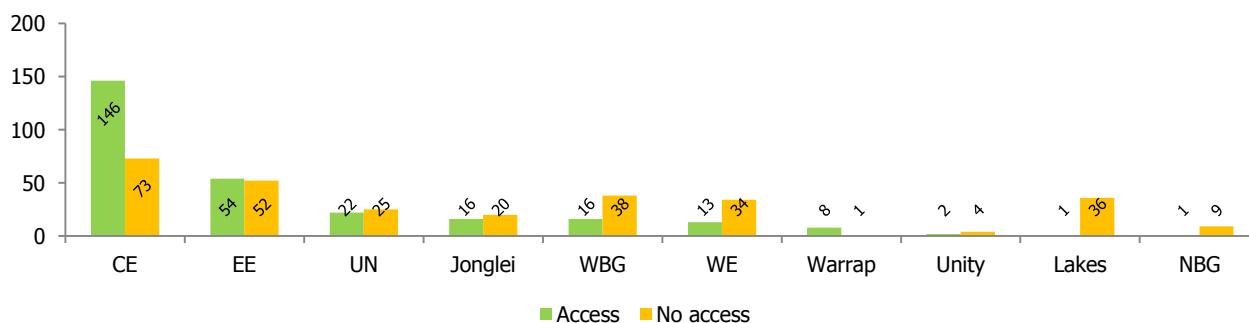
- ✓ A slightly higher number of pre-primary schools have access to drinking water in South Sudan compared to those that do not. 53.4% of pre-primary schools have access to drinking water at the national level.
- ✓ At the state level, roughly two-thirds of pre-primary schools in WE and Unity do not have access to drinking water (although there are only 6 schools reported in Unity).
- ✓ Lakes and Warrap have a relatively high percentage of pre-primary schools with access to drinking water, but even in these two states about one third of schools do not have access to drinking water.

**Number and % of pre-primary schools with and without access to latrine by state, 2012**

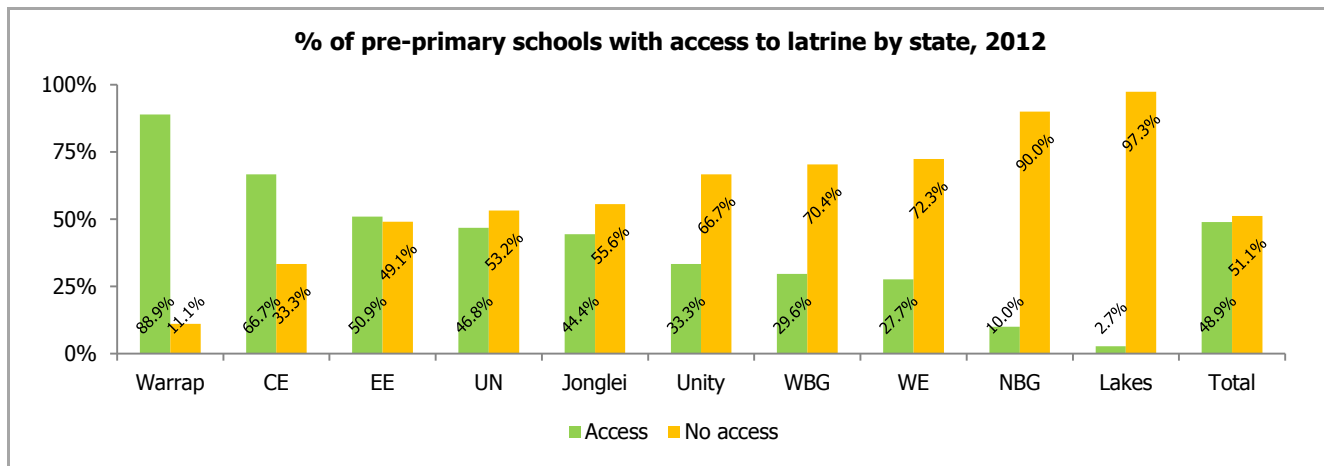
State	Schools	Access		No access	
		Count	% total	Count	% total
CE	219	146	66.7%	73	33.3%
EE	106	54	50.9%	52	49.1%
Jonglei	36	16	44.4%	20	55.6%
Lakes	37	1	2.7%	36	97.3%
NBG	10	1	10.0%	9	90.0%
UN	47	22	46.8%	25	53.2%
Unity	6	2	33.3%	4	66.7%
Warrap	9	8	88.9%	1	11.1%
WBG	54	16	29.6%	38	70.4%
WE	47	13	27.7%	34	72.3%
Total	571	279	48.9%	292	51.1%

\* "No access" includes schools that did not provide a response.

**Number of pre-primary schools with access to latrine by state, 2012**







- ✓ In South Sudan a roughly equal number of schools have access to latrines as those that do not have access--at 279 with latrines compared to 292 without. The national total figure is deceiving, as it does not reflect the variances at the state level ranging from 2.7% of schools with latrines in Lakes to 88.9% in Warrap.
- ✓ Lakes has the greatest disparity in availability of latrines. Here, only 1 pre-primary school has access to latrines while the other 36 do not.

## 6. PRIMARY SCHOOL, 2012

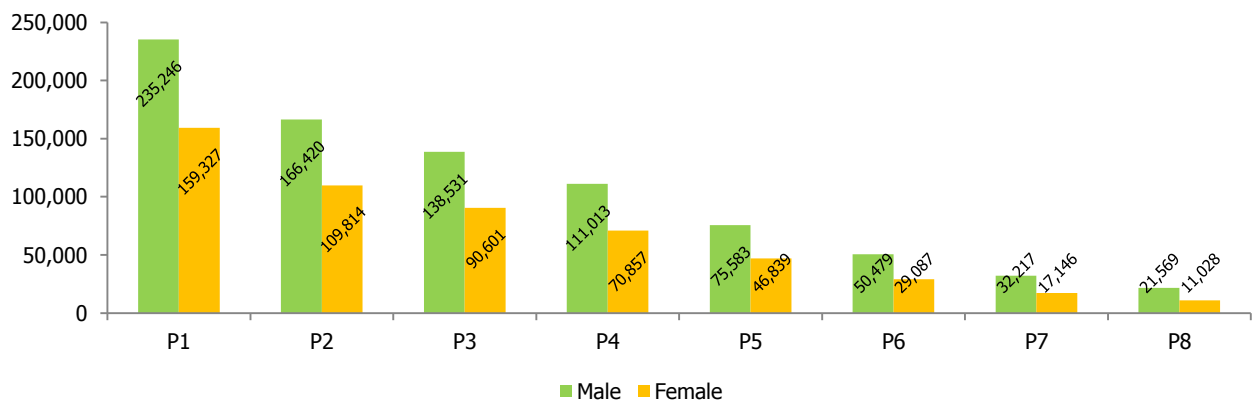
### 6.1. Access

#### 6.1.1. Enrolment

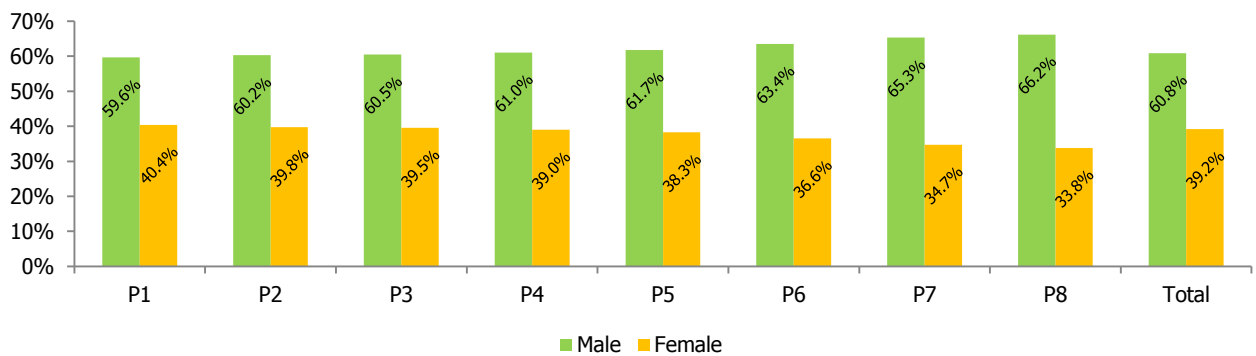
**Number of primary school pupils by state and grade, 2012**

State	Total	P1	P2	P3	P4	P5	P6	P7	P8
CE	148,486	32,165	25,381	24,119	22,372	17,873	12,459	8,613	5,504
EE	103,161	25,760	19,441	17,556	15,098	11,396	7,316	4,209	2,385
Jonglei	238,267	78,467	53,965	42,405	30,112	16,739	9,684	4,684	2,211
Lakes	103,637	30,584	21,122	17,091	14,087	9,392	5,808	3,523	2,030
NBG	147,109	50,191	30,046	22,194	17,558	11,555	7,356	4,848	3,361
UN	186,766	46,918	38,656	32,625	25,836	16,315	12,116	8,273	6,027
Unity	128,473	38,642	26,613	22,044	18,148	10,697	6,179	3,493	2,657
Warrap	162,966	53,874	32,505	26,564	19,469	13,939	8,946	4,794	2,875
WBG	68,150	17,997	13,190	10,574	8,421	6,480	4,379	3,454	3,655
WE	78,742	19,975	15,315	13,960	10,769	8,036	5,323	3,472	1,892
Total	1,365,757	394,573	276,234	229,132	181,870	122,422	79,566	49,363	32,597

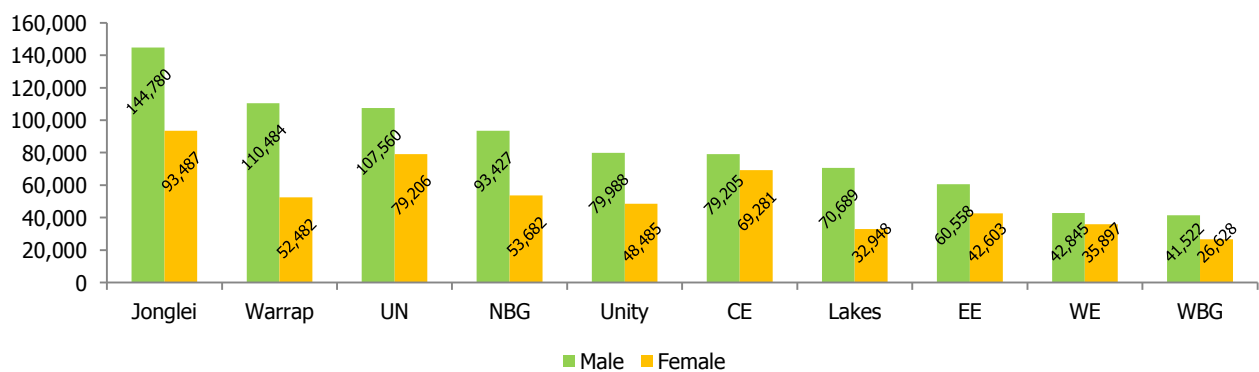
**Number of primary school pupils by grade and gender, 2012**



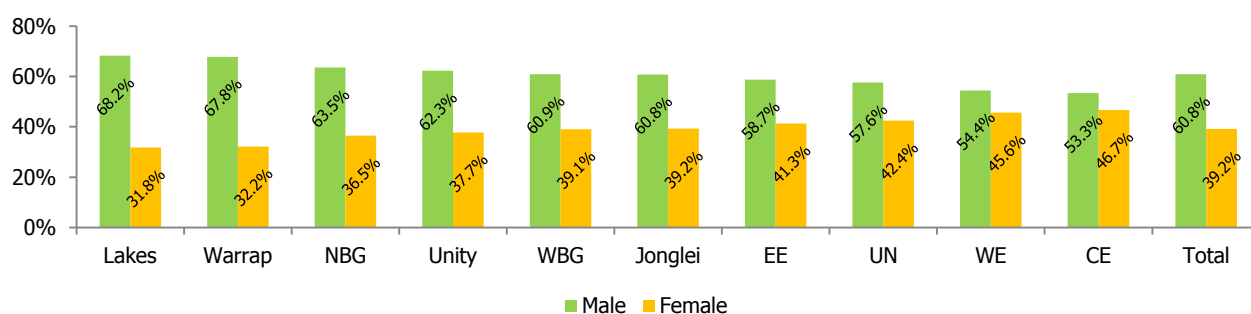
**% of primary school pupils by grade and gender, 2012**



**Number of primary school pupils by state and gender, 2012**



**% of primary school pupils by state and gender, 2012**



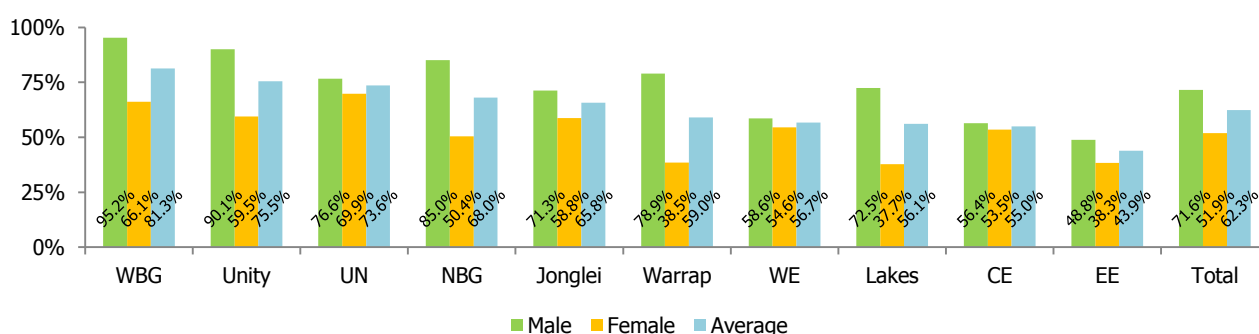
- ✓ The number of primary school pupils decreases significantly as grade level increases. For both genders, the P4 number of pupils is less than 50% the total number of P1 pupils, and similarly the number of P6 pupils is less than 50% the number of P4 pupils. This raises considerable policy implications regarding primary schooling efficiency and issues around retention.
- ✓ Also significant to note is the gender disparity by grade levels which gradually increases throughout Primary school. By P8, there are roughly 3 male for every 2 female primary school pupils.
- ✓ Across states, there is also a significant gender disparity in favor of boys. This is especially pronounced in Warrap and Lakes, where there are over twice as many boys as girls enrolled. At the other end are WE and CE which, although still favoring boys, have a closer to equal pupil enrollment rates in terms of gender.

**Primary school gross enrolment rate (GER) by state and gender, 2012**

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	264,397	148,486	56.2%	137,388	79,205	57.7%	127,009	69,281	54.5%
EE	222,724	103,161	46.3%	116,933	60,558	51.8%	105,790	42,603	40.3%
Jonglei	354,191	238,267	67.3%	197,716	144,780	73.2%	156,475	93,487	59.7%
Lakes	178,743	103,637	58.0%	93,769	70,689	75.4%	84,974	32,948	38.8%
NBG	215,625	147,109	68.2%	109,274	93,427	85.5%	106,350	53,682	50.5%
UN	249,992	186,766	74.7%	137,700	107,560	78.1%	112,292	79,206	70.5%
Unity	172,677	128,473	74.4%	89,562	79,988	89.3%	83,116	48,485	58.3%
Warrap	270,965	162,966	60.1%	137,151	110,484	80.6%	133,814	52,482	39.2%
WBG	83,863	68,150	81.3%	43,442	41,522	95.6%	40,421	26,628	65.9%
WE	135,570	78,742	58.1%	71,128	42,845	60.2%	64,442	35,897	55.7%
Total	2,148,746	1,365,757	63.6%	1,134,063	831,058	73.3%	1,014,683	534,699	52.7%

\* Population projection is based on the 2008 SSCSE and UIS-defined population growth rates. Population numbers do not include migration estimates. Projections have been refined since the previous publication of this booklet.

**Primary school gross enrolment rate (GER) by state and gender, 2012**

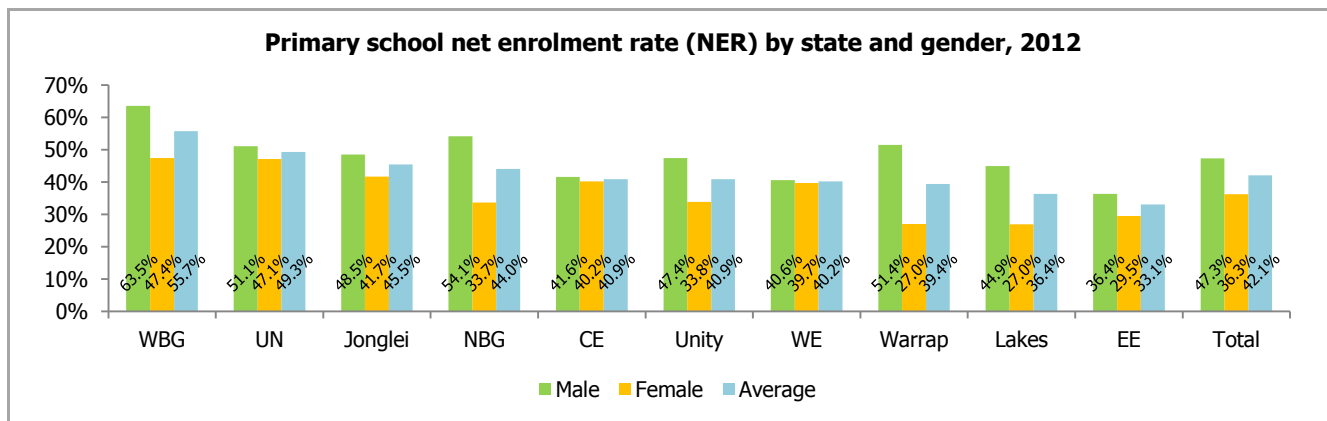


- ✓ The gross enrolment rate (GER) for males is almost 20 percentage points higher than for females in South Sudan. This is indicative of a significant gender disparity in access to primary school.
- ✓ GER varies widely from state to state, but in no state is the female GER greater than the male GER. Warrap and Lakes are among the states with the lowest GER for females. In these states the GER for female pupils is roughly half that for males.

## Primary school net enrolment rate (NER) by state and gender, 2012

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	264,397	108,190	40.9%	137,388	57,180	41.6%	127,009	51,010	40.2%
EE	222,724	73,678	33.1%	116,933	42,518	36.4%	105,790	31,160	29.5%
Jonglei	354,191	161,045	45.5%	197,716	95,798	48.5%	156,475	65,247	41.7%
Lakes	178,743	65,004	36.4%	93,769	42,099	44.9%	84,974	22,905	27.0%
NBG	215,625	94,967	44.0%	109,274	59,162	54.1%	106,350	35,805	33.7%
UN	249,992	123,266	49.3%	137,700	70,344	51.1%	112,292	52,922	47.1%
Unity	172,677	70,573	40.9%	89,562	42,476	47.4%	83,116	28,097	33.8%
Warrap	270,965	106,716	39.4%	137,151	70,552	51.4%	133,814	36,164	27.0%
WBG	83,863	46,737	55.7%	43,442	27,582	63.5%	40,421	19,155	47.4%
WE	135,570	54,445	40.2%	71,128	28,869	40.6%	64,442	25,576	39.7%
<b>Total</b>	<b>2,148,746</b>	<b>904,621</b>	<b>42.1%</b>	<b>1,134,063</b>	<b>536,580</b>	<b>47.3%</b>	<b>1,014,683</b>	<b>368,041</b>	<b>36.3%</b>

\* Population projection is based on the 2008 SSCSE and UIS-defined population growth rates. Population numbers do not include migration estimates. Projections have been refined since the previous publication of this booklet.



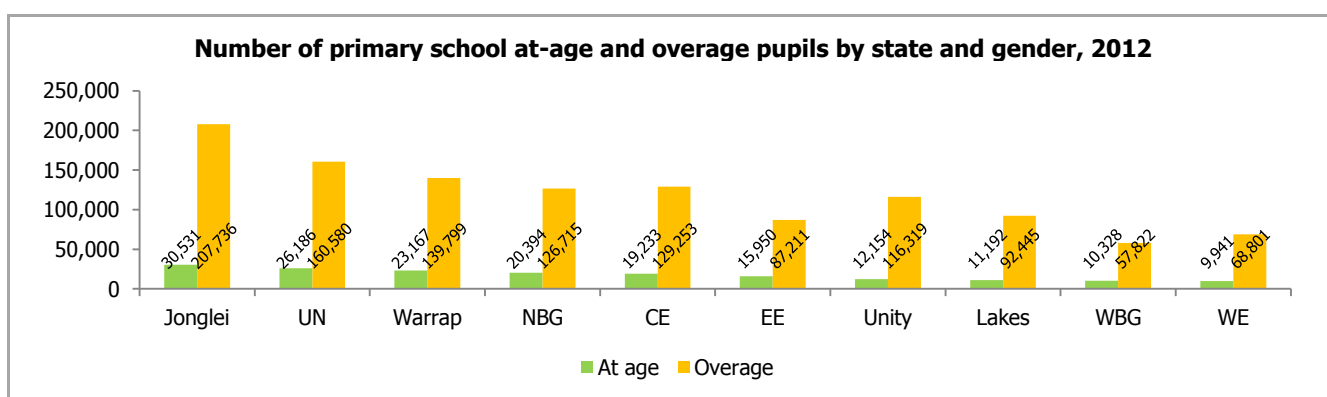
- ✓ The primary gross enrolment rate varies widely by state and by gender, from 63.5% for males in WBG to 27.0% for females in Warrap and Lakes.
- ✓ The net enrolment rate also varies widely, and in only one state (WBG) are more than half of all primary pupils of the official Primary age.
- ✓ Gender disparities are generally less pronounced when looking at the net enrolment rate compared to the gross enrolment rate; however, there are a few states, notably Warrap, Lakes and NBG, where the difference is significant.

### 6.1.2. Overage pupils

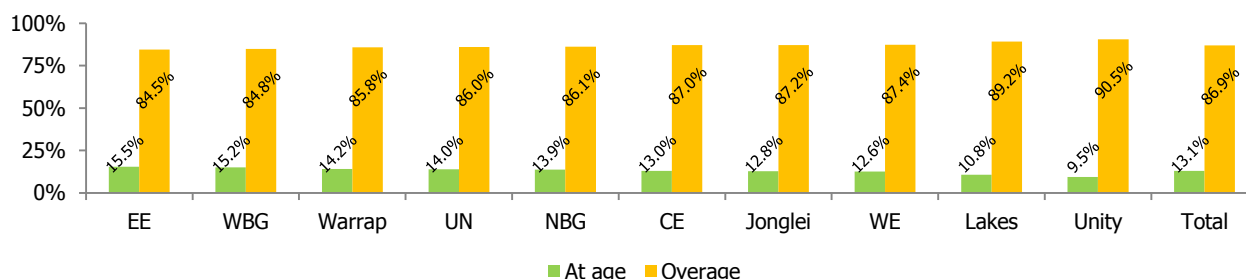
#### Number and % of primary school at-age and overage pupils by state and gender, 2012

State	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
CE	19,233	129,253	87.0%	10,258	68,947	87.0%	8,975	60,306	87.0%
EE	15,950	87,211	84.5%	9,440	51,118	84.4%	6,510	36,093	84.7%
Jonglei	30,531	207,736	87.2%	18,377	126,403	87.3%	12,154	81,333	87.0%
Lakes	11,192	92,445	89.2%	6,993	63,696	90.1%	4,199	28,749	87.3%
NBG	20,394	126,715	86.1%	12,523	80,904	86.6%	7,871	45,811	85.3%
UN	26,186	160,580	86.0%	14,705	92,855	86.3%	11,481	67,725	85.5%
Unity	12,154	116,319	90.5%	7,286	72,702	90.9%	4,868	43,617	90.0%
Warrap	23,167	139,799	85.8%	15,132	95,352	86.3%	8,035	44,447	84.7%
WBG	10,328	57,822	84.8%	6,732	34,790	83.8%	3,596	23,032	86.5%
WE	9,941	68,801	87.4%	5,383	37,462	87.4%	4,558	31,339	87.3%
<b>Total</b>	<b>179,076</b>	<b>1,186,681</b>	<b>86.9%</b>	<b>106,829</b>	<b>724,229</b>	<b>87.1%</b>	<b>72,247</b>	<b>462,452</b>	<b>86.5%</b>

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



**% of primary school at-age and overage pupils by state and gender, 2012**



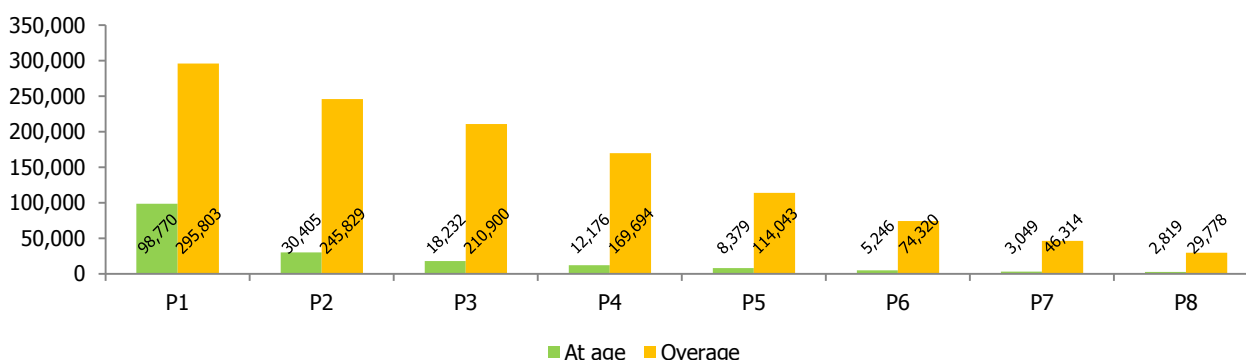
✓ A large number of primary pupils in South Sudan are overage for their grade. In no state and for neither gender is there less than 84% of pupils that are overage. This issue is seen in both sexes at a relatively even rate, with overage of 87.1% of males and 86.5% of females for the country.

**Number and % of primary school at-age and overage pupils by grade and gender, 2012**

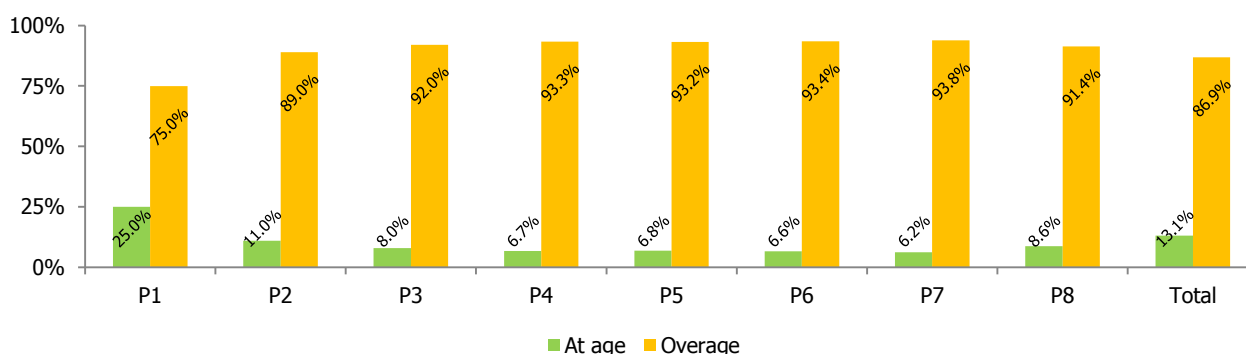
Grade	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
P1	98,770	295,803	75.0%	58,196	177,050	75.3%	40,574	118,753	74.5%
P2	30,405	245,829	89.0%	18,253	148,167	89.0%	12,152	97,662	88.9%
P3	18,232	210,900	92.0%	11,265	127,266	91.9%	6,967	83,634	92.3%
P4	12,176	169,694	93.3%	7,376	103,637	93.4%	4,800	66,057	93.2%
P5	8,379	114,043	93.2%	5,040	70,543	93.3%	3,339	43,500	92.9%
P6	5,246	74,320	93.4%	3,217	47,262	93.6%	2,029	27,058	93.0%
P7	3,049	46,314	93.8%	1,895	30,322	94.1%	1,154	15,992	93.3%
P8	2,819	29,778	91.4%	1,587	19,982	92.6%	1,232	9,796	88.8%
Total	179,076	1,186,681	86.9%	106,829	724,229	87.1%	72,247	462,452	86.5%

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

**Number of primary school at-age and overage pupils by grade and gender, 2012**



**% of primary school at-age and overage pupils by grade and gender, 2012**



✓ The percentage of overage pupils is high and generally increases throughout primary school. The smallest proportion of overage pupils is in P1, but even here 75% of pupils are overage.

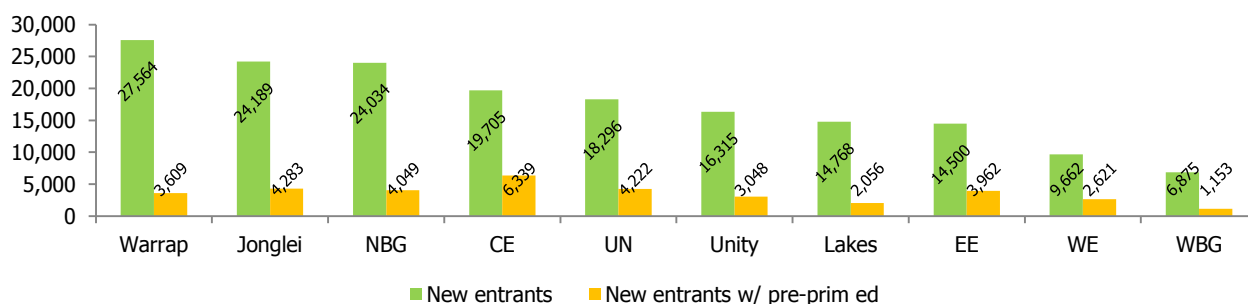
✓ Again the gender disparity by grade is not as pronounced, meaning roughly the same proportion of boys as girls are overage in each grade. The largest difference between the sexes is in P8, where the percentage of overage male pupils is 3% less than that for females.

### 6.1.3. New entrants

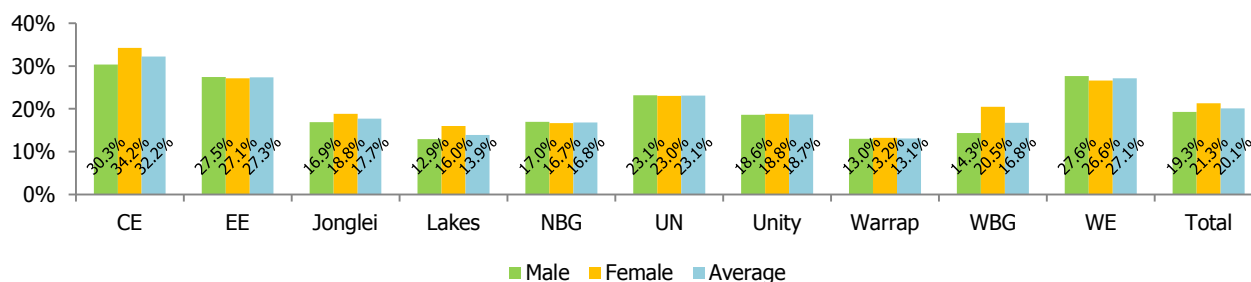
**Number and % of primary school new entrants with pre-primary education by state and gender, 2012**

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	19,705	6,339	32.2%	10,416	3,159	30.3%	9,289	3,180	34.2%
EE	14,500	3,962	27.3%	8,396	2,305	27.5%	6,104	1,657	27.1%
Jonglei	24,189	4,283	17.7%	13,883	2,344	16.9%	10,306	1,939	18.8%
Lakes	14,768	2,056	13.9%	9,915	1,280	12.9%	4,853	776	16.0%
NBG	24,034	4,049	16.8%	14,442	2,450	17.0%	9,592	1,599	16.7%
UN	18,296	4,222	23.1%	10,479	2,424	23.1%	7,817	1,798	23.0%
Unity	16,315	3,048	18.7%	10,107	1,880	18.6%	6,208	1,168	18.8%
Warrap	27,564	3,609	13.1%	17,619	2,294	13.0%	9,945	1,315	13.2%
WBG	6,875	1,153	16.8%	4,164	597	14.3%	2,711	556	20.5%
WE	9,662	2,621	27.1%	5,027	1,389	27.6%	4,635	1,232	26.6%
Total	175,908	35,342	20.1%	104,448	20,122	19.3%	71,460	15,220	21.3%

**Number of primary school new entrants and new entrants with pre-primary education by state, 2012**



**% of primary school new entrants and new entrants with pre-primary education by state, 2012**



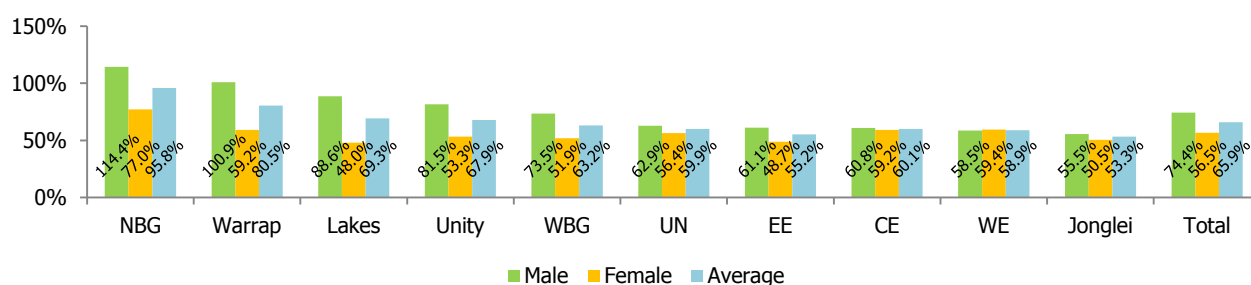
- ✓ The percentage of new entrants into primary school who have pre-primary education ranges from 13.1% in Warrap to 27.3% in EE. Although a slightly higher percentage of female new entrants have pre-primary education, their overall numbers are much less than males, indicating the priority that boys are given over girls in terms of educational access.
- ✓ The low percentage of new entrants with pre-primary experience indicates that some students may be entering the formal school system with a great advantage relative to their peers with no pre-primary experience in terms of knowledge and skills.

**Primary school gross intake rate (GIR) by state and gender, 2012**

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	32,811	19,705	60.1%	17,119	10,416	60.8%	15,692	9,289	59.2%
EE	26,282	14,500	55.2%	13,752	8,396	61.1%	12,529	6,104	48.7%
Jonglei	45,390	24,189	53.3%	24,996	13,883	55.5%	20,393	10,306	50.5%
Lakes	21,299	14,768	69.3%	11,190	9,915	88.6%	10,109	4,853	48.0%
NBG	25,084	24,034	95.8%	12,629	14,442	114.4%	12,455	9,592	77.0%
UN	30,539	18,296	59.9%	16,669	10,479	62.9%	13,870	7,817	56.4%
Unity	24,041	16,315	67.9%	12,398	10,107	81.5%	11,643	6,208	53.3%
Warrap	34,253	27,564	80.5%	17,463	17,619	100.9%	16,790	9,945	59.2%
WBG	10,883	6,875	63.2%	5,664	4,164	73.5%	5,219	2,711	51.9%
WE	16,403	9,662	58.9%	8,597	5,027	58.5%	7,807	4,635	59.4%
Total	266,985	175,908	65.9%	140,478	104,448	74.4%	126,507	71,460	56.5%

\* Population projection is based on the 2008 SSCCE and UIS-defined population growth rates. Population numbers do not include migration estimates. Projections have been refined since the previous publication of this booklet.

**Primary school gross intake rate (GIR) by state and gender, 2012**



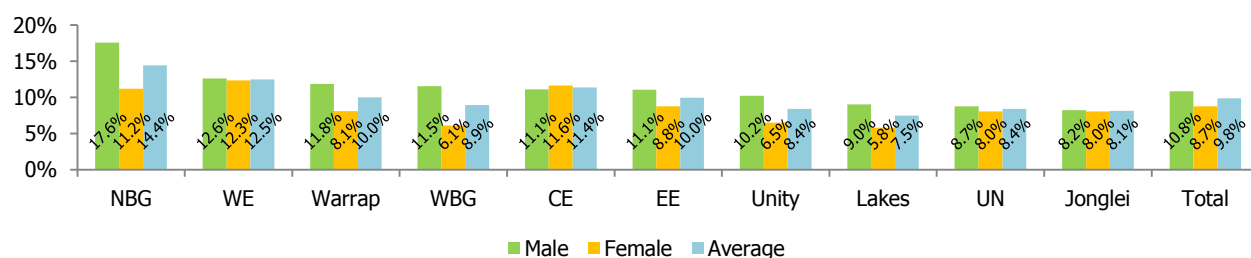
✓ The gross intake rate into the first grade of primary is much higher for boys (67.3%) than that of girls (51.4%). By state, there is also much greater disparity in intake rates for males than for females. The gross intake rate for males ranges from 53.5% in UN to 90.7% in Warrap.

**Primary school net intake rate (NIR) by state and gender, 2012**

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	32,811	3,727	11.4%	17,119	1,902	11.1%	15,692	1,825	11.6%
EE	26,282	2,617	10.0%	13,752	1,520	11.1%	12,529	1,097	8.8%
Jonglei	45,390	3,686	8.1%	24,996	2,050	8.2%	20,393	1,636	8.0%
Lakes	21,299	1,593	7.5%	11,190	1,009	9.0%	10,109	584	5.8%
NBG	25,084	3,614	14.4%	12,629	2,219	17.6%	12,455	1,395	11.2%
UN	30,539	2,570	8.4%	16,669	1,455	8.7%	13,870	1,115	8.0%
Unity	24,041	2,023	8.4%	12,398	1,266	10.2%	11,643	757	6.5%
Warrap	34,253	3,423	10.0%	17,463	2,067	11.8%	16,790	1,356	8.1%
WBG	10,883	971	8.9%	5,664	653	11.5%	5,219	318	6.1%
WE	16,403	2,044	12.5%	8,597	1,083	12.6%	7,807	961	12.3%
Total	266,985	26,268	9.8%	140,478	15,224	10.8%	126,507	11,044	8.7%

\* Population projection is based on the 2008 SSCSE and UIS-defined population growth rates. Population numbers do not include migration estimates. Projections have been refined since the previous publication of this booklet.

**Primary school net intake rate (NIR) by state and gender, 2012**



✓ Net intake rates (NIR) into the first grade of primary are also relatively low ranging from 5.2% for girls in Lakes to 12.2% for boys in WE. The low number of age-appropriate entrants into the first grade of primary is reflected in pupils throughout the primary system where there are a large number of overage pupils in all grades.

#### 6.1.4. Pupils with special needs

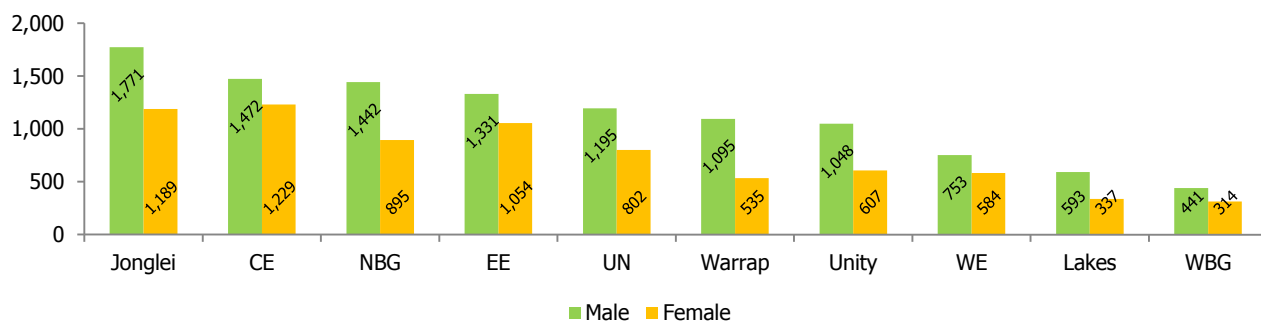
**Number and % of primary school pupils with special needs by state and gender, 2012**

State	Total			Male			Female		
	All pupils	Spec needs count	Special needs %	All pupils	Special needs count	Special needs %	All pupils	Special needs count	Special needs %
CE	148,486	2,701	1.8%	79,205	1,472	1.8%	69,281	1,229	1.7%
EE	103,161	2,385	2.3%	60,558	1,331	2.2%	42,603	1,054	2.4%
Jonglei	238,267	2,960	1.2%	144,780	1,771	1.2%	93,487	1,189	1.3%
Lakes	103,637	930	0.9%	70,689	593	0.8%	32,948	337	1.0%
NBG	147,109	2,337	1.6%	93,427	1,442	1.5%	53,682	895	1.6%
UN	186,766	1,997	1.1%	107,560	1,195	1.1%	79,206	802	1.0%
Unity	128,473	1,655	1.3%	79,988	1,048	1.3%	48,485	607	1.2%
Warrap	162,966	1,630	1.0%	110,484	1,095	1.0%	52,482	535	1.0%
WBG	68,150	755	1.1%	41,522	441	1.1%	26,628	314	1.2%
WE	78,742	1,337	1.7%	42,845	753	1.7%	35,897	584	1.6%
Total	1,365,757	18,687	1.3%	831,058	11,141	1.3%	534,699	7,546	1.4%

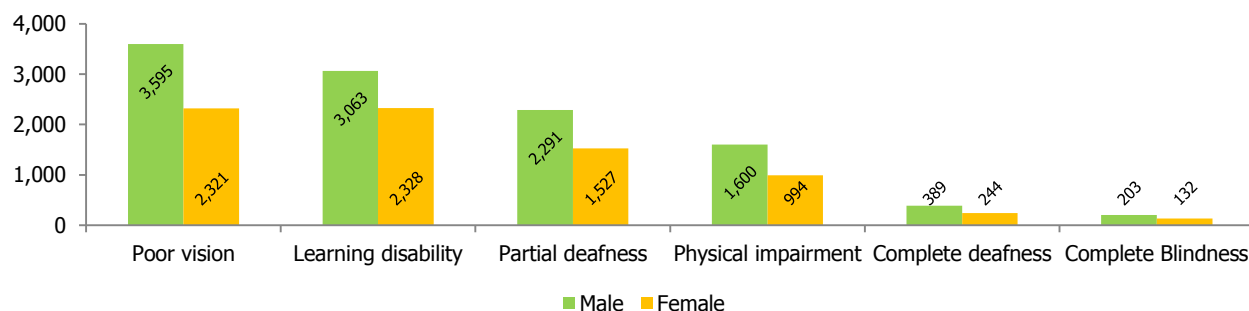
\* "Poor vision" includes pupils whose eye visions require glasses but do not have access to them.

\*\* Students in wheelchair not accounted for in this booklet.

**Number of primary school pupils with special needs by state and gender, 2012**



**Number of primary school pupils with special needs by type and gender, 2012**



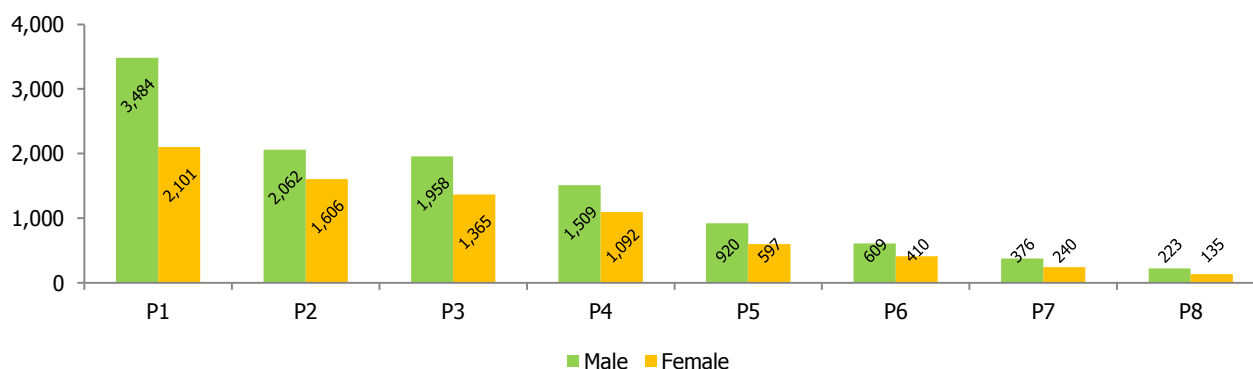
**Number and % of primary school pupils with special needs by grade, 2012**

Grade	Total			Male			Female		
	All pupils	Spec needs count	Special needs %	All pupils	Special needs count	Special needs %	All pupils	Special needs count	Special needs %
P1	394,573	5,585	1.4%	235,246	3,484	1.5%	159,327	2,101	1.3%
P2	276,234	3,668	1.3%	166,420	2,062	1.2%	109,814	1,606	1.4%
P3	229,132	3,323	1.4%	138,531	1,958	1.4%	90,601	1,365	1.5%
P4	181,870	2,601	1.4%	111,013	1,509	1.3%	70,857	1,092	1.5%
P5	122,422	1,517	1.2%	75,583	920	1.2%	46,839	597	1.3%
P6	79,566	1,019	1.3%	50,479	609	1.2%	29,087	410	1.4%
P7	49,363	616	1.2%	32,217	376	1.2%	17,146	240	1.4%
P8	32,597	358	1.1%	21,569	223	1.0%	11,028	135	1.2%
Total	1,365,757	18,687	1.3%	831,058	11,141	1.3%	534,699	7,546	1.4%

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

\*\* Students in wheelchair not accounted for in this booklet.

**Number of primary school pupils with special needs by grade, 2012**

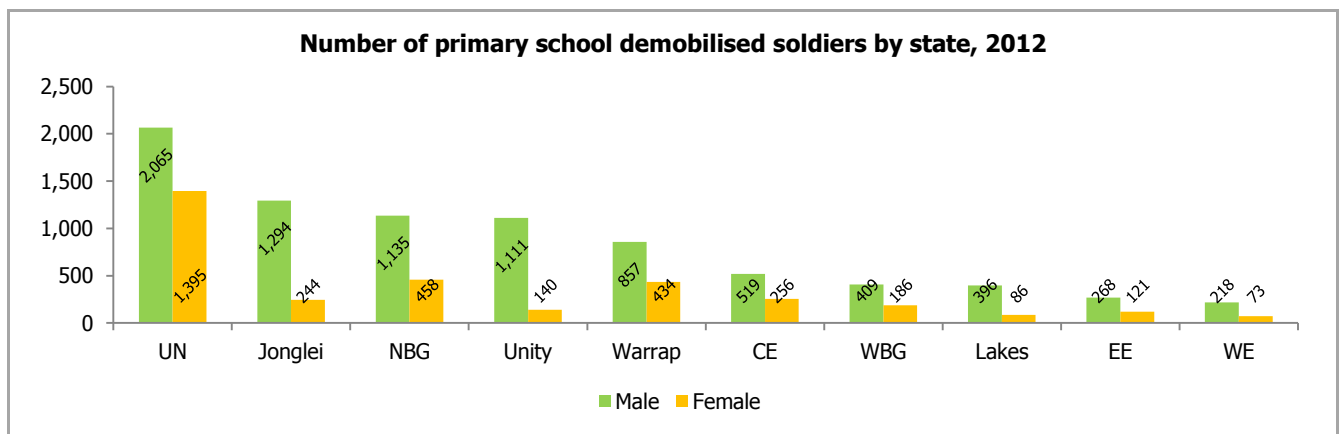


- ✓ There is a low number of students with special needs reported in South Sudan. In only one state (EE) do special needs students make up more than 2% of primary students.
- ✓ Poor vision is the largest special needs category that primary students fall into, but learning disability, partial deafness and physical impairment are other important categories. The disparity between boys and girls seen in the above graph is likely a result of the lower number of females in primary school, rather than true gender differences in rates of special needs.
- ✓ Complete deafness and complete blindness also represent important categories of special needs among primary students in South Sudan. These students are likely to be at a great learning disadvantage relative to their peers.



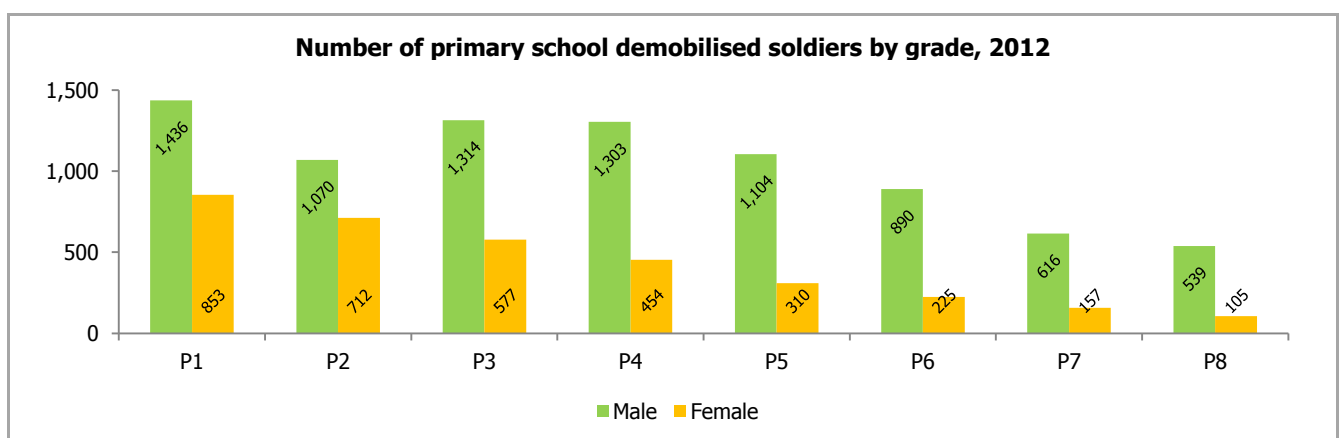
### Number and % of primary school demobilised soldiers by state and gender, 2012

State	Total			Male			Female		
	All pupils	Demob soldiers	Demob soldiers %	All pupils	Demob soldiers	Demob soldiers %	All pupils	Demob soldiers	Demob soldiers %
CE	148,486	775	0.5%	79,205	519	0.7%	69,281	256	0.4%
EE	103,161	389	0.4%	60,558	268	0.4%	42,603	121	0.3%
Jonglei	238,267	1,538	0.6%	144,780	1,294	0.9%	93,487	244	0.3%
Lakes	103,637	482	0.5%	70,689	396	0.6%	32,948	86	0.3%
NBG	147,109	1,593	1.1%	93,427	1,135	1.2%	53,682	458	0.8%
UN	186,766	3,460	1.8%	107,560	2,065	1.9%	79,206	1,395	1.7%
Unity	128,473	1,251	1.0%	79,988	1,111	1.4%	48,485	140	0.3%
Warrap	162,966	1,291	0.8%	110,484	857	0.8%	52,482	434	0.8%
WBG	68,150	595	0.9%	41,522	409	1.0%	26,628	186	0.7%
WE	78,742	291	0.4%	42,845	218	0.5%	35,897	73	0.2%
Total	1,365,757	11,665	0.8%	831,058	8,272	1.0%	534,699	3,393	0.6%



### Number and % of primary school demobilised soldiers by grade and gender, 2012

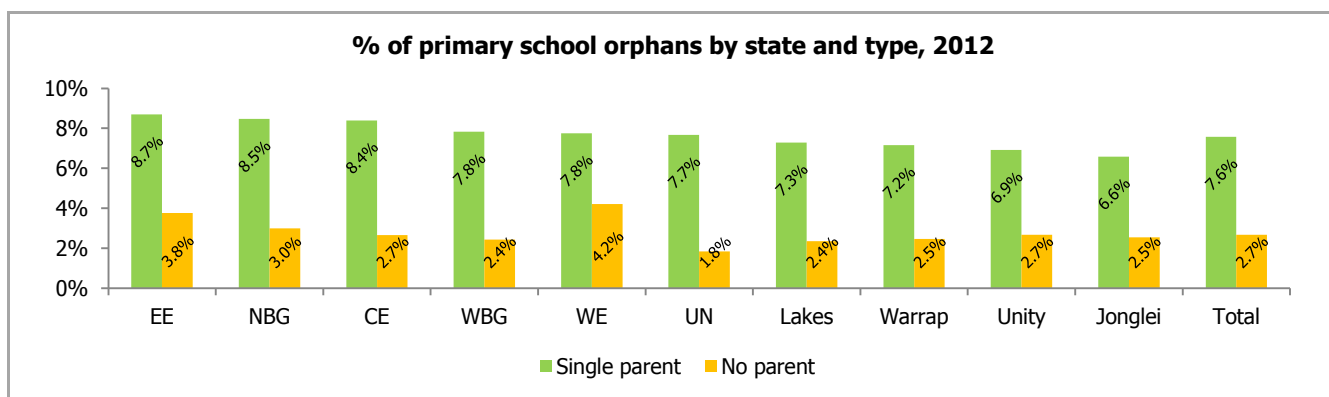
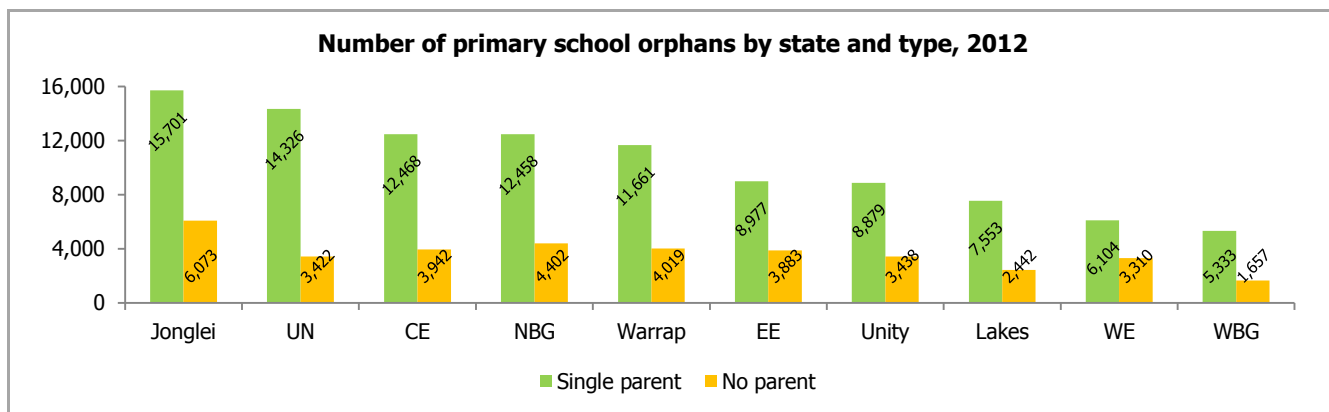
Grade	Total			Male			Female		
	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %
P1	394,573	2,289	0.6%	235,246	1,436	0.6%	159,327	853	0.5%
P2	276,234	1,782	0.6%	166,420	1,070	0.6%	109,814	712	0.6%
P3	229,132	1,891	0.8%	138,531	1,314	0.9%	90,601	577	0.6%
P4	181,870	1,757	1.0%	111,013	1,303	1.2%	70,857	454	0.6%
P5	122,422	1,414	1.1%	75,583	1,104	1.4%	46,839	310	0.7%
P6	79,566	1,115	1.4%	50,479	890	1.7%	29,087	225	0.8%
P7	49,363	773	1.5%	32,217	616	1.9%	17,146	157	0.9%
P8	32,597	644	1.9%	21,569	539	2.4%	11,028	105	0.9%
Total	1,365,757	11,665	0.8%	831,058	8,272	1.0%	534,699	3,393	0.6%



- ✓ The number of demobilised soldiers in primary school is much higher among males than females. UN state has a disproportionately high number of demobilised female soldiers in primary school relative to other states,
- ✓ The number of demobilised soldiers decreases steadily for females throughout the grades of primary school, while for males the numbers stay relatively constant until P6 when they begin to decrease.
- ✓ Although the percentage of demobilised soldiers in primary school is relatively small, schooling represents a chance for them to increase their opportunities as they grow older. Every effort should be made to ensure that demobilised child soldiers are provided great educational opportunities.

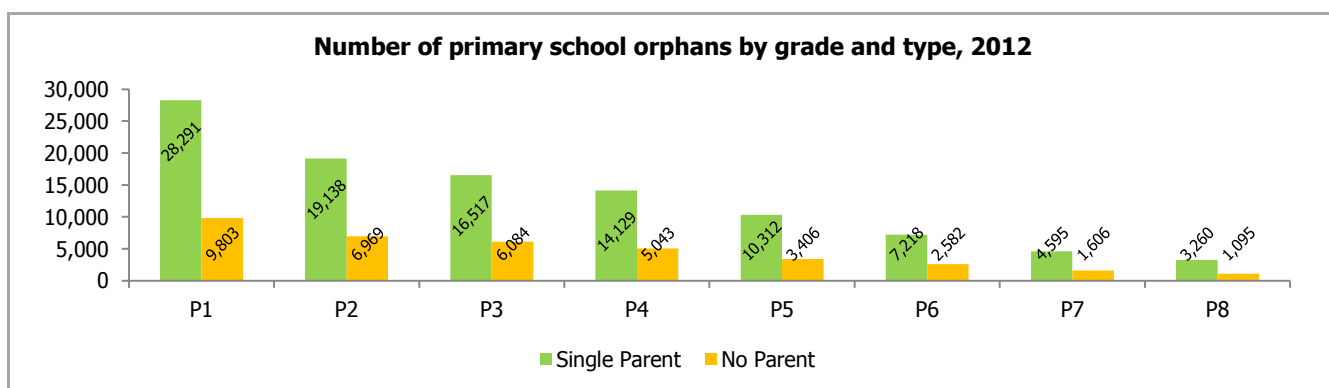
### Number and % of primary school orphans by state and type, 2012

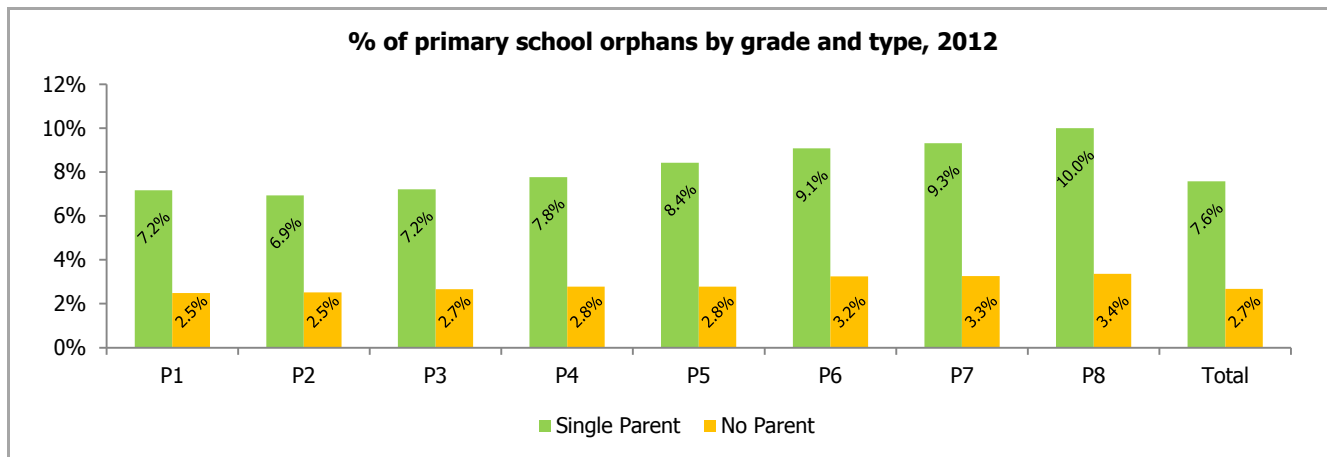
State	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
CE	148,486	16,410	11.1%	12,468	8.4%	3,942	2.7%
EE	103,161	12,860	12.5%	8,977	8.7%	3,883	3.8%
Jonglei	238,267	21,774	9.1%	15,701	6.6%	6,073	2.5%
Lakes	103,637	9,995	9.6%	7,553	7.3%	2,442	2.4%
NBG	147,109	16,860	11.5%	12,458	8.5%	4,402	3.0%
UN	186,766	17,748	9.5%	14,326	7.7%	3,422	1.8%
Unity	128,473	12,317	9.6%	8,879	6.9%	3,438	2.7%
Warrap	162,966	15,680	9.6%	11,661	7.2%	4,019	2.5%
WBG	68,150	6,990	10.3%	5,333	7.8%	1,657	2.4%
WE	78,742	9,414	12.0%	6,104	7.8%	3,310	4.2%
Total	1,365,757	140,048	10.3%	103,460	7.6%	36,588	2.7%



### Number and % of primary school orphans by grade and type, 2012

State	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
P1	394,573	38,094	9.7%	28,291	7.2%	9,803	2.5%
P2	276,234	26,107	9.5%	19,138	6.9%	6,969	2.5%
P3	229,132	22,601	9.9%	16,517	7.2%	6,084	2.7%
P4	181,870	19,172	10.5%	14,129	7.8%	5,043	2.8%
P5	122,422	13,718	11.2%	10,312	8.4%	3,406	2.8%
P6	79,566	9,800	12.3%	7,218	9.1%	2,582	3.2%
P7	49,363	6,201	12.6%	4,595	9.3%	1,606	3.3%
P8	32,597	4,355	13.4%	3,260	10.0%	1,095	3.4%
Total	1,365,757	140,048	10.3%	103,460	7.6%	36,588	2.7%





- ✓ The percentage of orphans that make up total primary pupils ranges from 9.1% in Jonglei to 12.5% in EE. In terms of raw numbers, there are almost three times as many single parent orphans as no parent orphans in primary school.
- ✓ The percentage of primary pupils who are orphans slowly but steadily increases along with grade level, although it is not clear as to whether this is a reflection of the declining student population or another reason.
- ✓ Although past research in Sub Saharan Africa has shown that orphanhood is not necessarily an indicator of educational vulnerability,<sup>5</sup> it is important for policymakers to ensure all children are able to access educational opportunities.

## 6.2. Resources

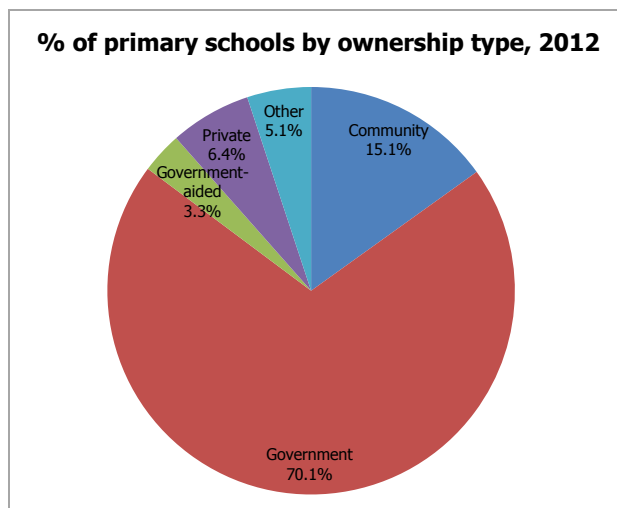
### 6.2.1. Schools

#### Number of primary schools by ownership, 2012

Ownership type	Schools
Community	550
Government	2,554
Government-aided	119
Private	232
Other	184
Total	3,639

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

- ✓ By far government owned schools make up the largest number of primary schools by ownership type is, at 2,554. The next highest ownership type isare community owned schools, at 550.
- ✓ As seen in the chart, schools with ownership types other that are different than community or government are few in number, and represent only 14.8% of all primary schools in the country.

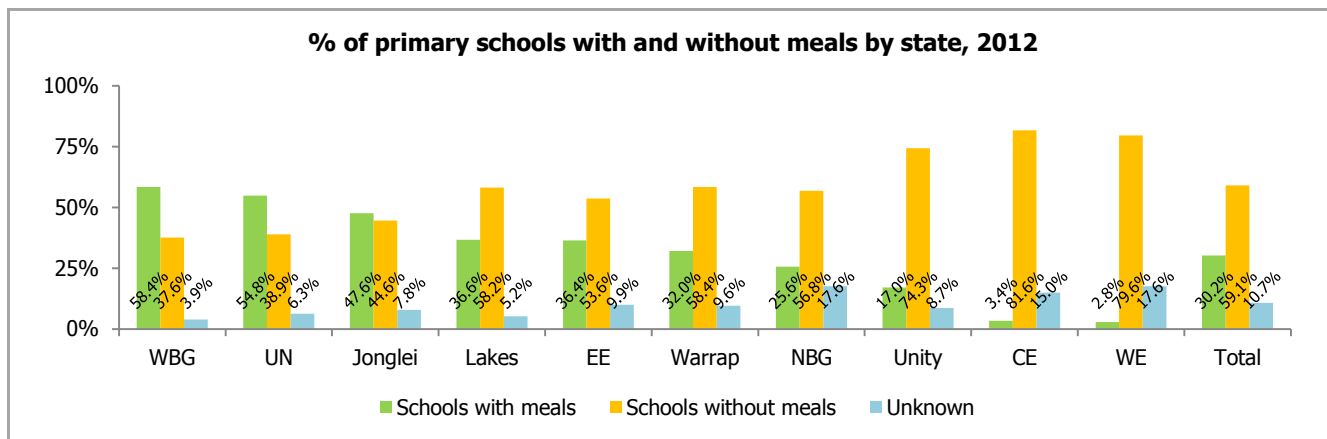
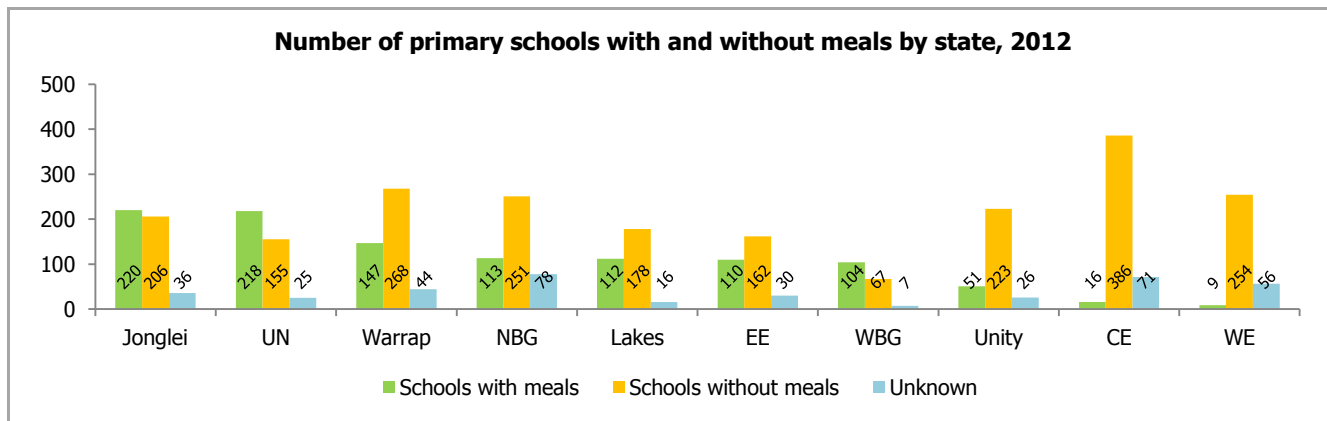


#### Number and % of pre-primary schools with meals by state, 2012

State	Total	Schools w/ meals		Schools w/out meals		Unknown	
		Count	% total	Count	% total	Count	% total
CE	473	16	3.4%	386	81.6%	71	15.0%
EE	302	110	36.4%	162	53.6%	30	9.9%
Jonglei	462	220	47.6%	206	44.6%	36	7.8%
Lakes	306	112	36.6%	178	58.2%	16	5.2%
NBG	442	113	25.6%	251	56.8%	78	17.6%
UN	398	218	54.8%	155	38.9%	25	6.3%
Unity	300	51	17.0%	223	74.3%	26	8.7%
Warrap	459	147	32.0%	268	58.4%	44	9.6%
WBG	178	104	58.4%	67	37.6%	7	3.9%
WE	319	9	2.8%	254	79.6%	56	17.6%
Total	3,639	1,100	30.2%	2,150	59.1%	389	10.7%

- ✓ At the national level, only 30.2% of primary schools have meals provided. There are two states which have extremely low numbers of primary schools with meals, CE and WE, at 3.4% and 2.8% respectively.
- ✓ There are only two states, WBG and UN, where the number of primary schools with meals is greater than those without.
- ✓ School meals can represent an important way of lowering the opportunity cost of primary school for families that may place prioritized income generation over school enrolment.

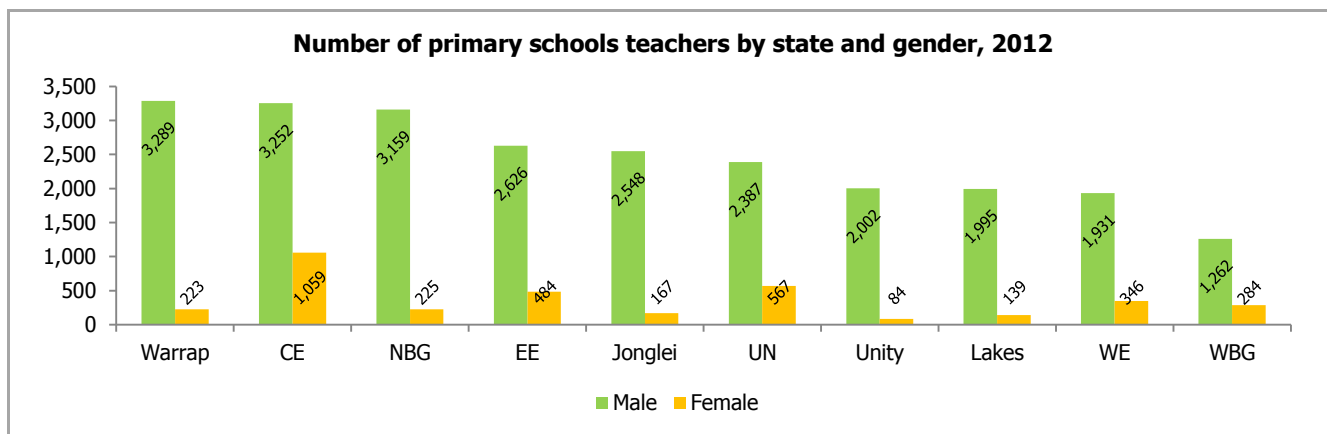
<sup>5</sup> Smiley, A., Omoeva, C., Sylla, B., Chaluda, A. (2012) *Orphans and vulnerable children: Trends in access and experience in eastern and southern Africa*. FHI 360: Washington, DC.



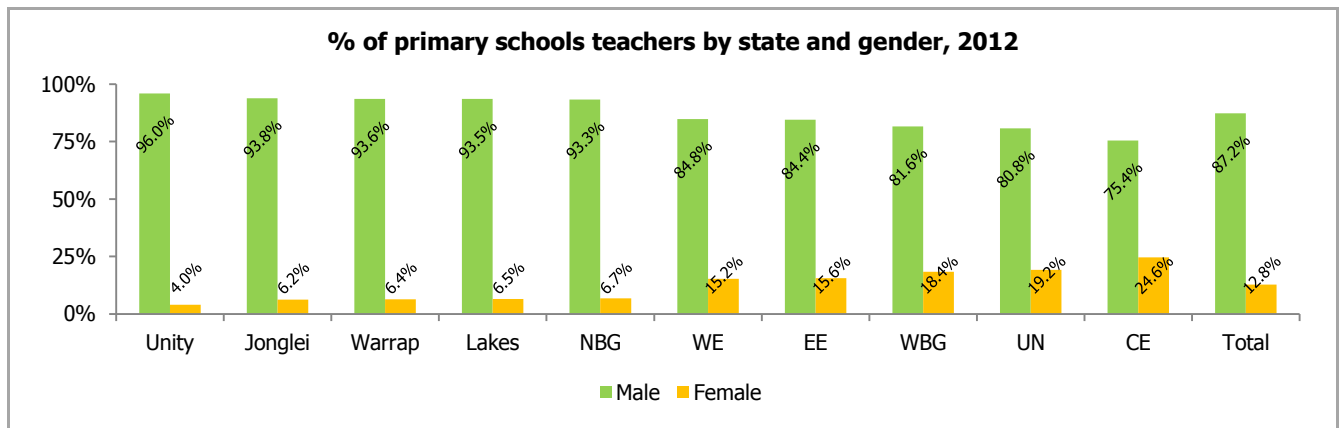
## 6.2.2. Teachers

### Number and % of primary school teachers by state and gender, 2012

State	Total	Male		Female	
		Count	% total	Count	% total
CE	4,311	3,252	75.4%	1,059	24.6%
EE	3,110	2,626	84.4%	484	15.6%
Jonglei	2,715	2,548	93.8%	167	6.2%
Lakes	2,134	1,995	93.5%	139	6.5%
NBG	3,384	3,159	93.4%	225	6.6%
UN	2,954	2,387	80.8%	567	19.2%
Unity	2,086	2,002	96.0%	84	4.0%
Warrap	3,512	3,289	93.7%	223	6.3%
WBG	1,546	1,262	81.6%	284	18.4%
WE	2,277	1,931	84.8%	346	15.2%
Total	28,029	24,451	87.2%	3,578	12.8%



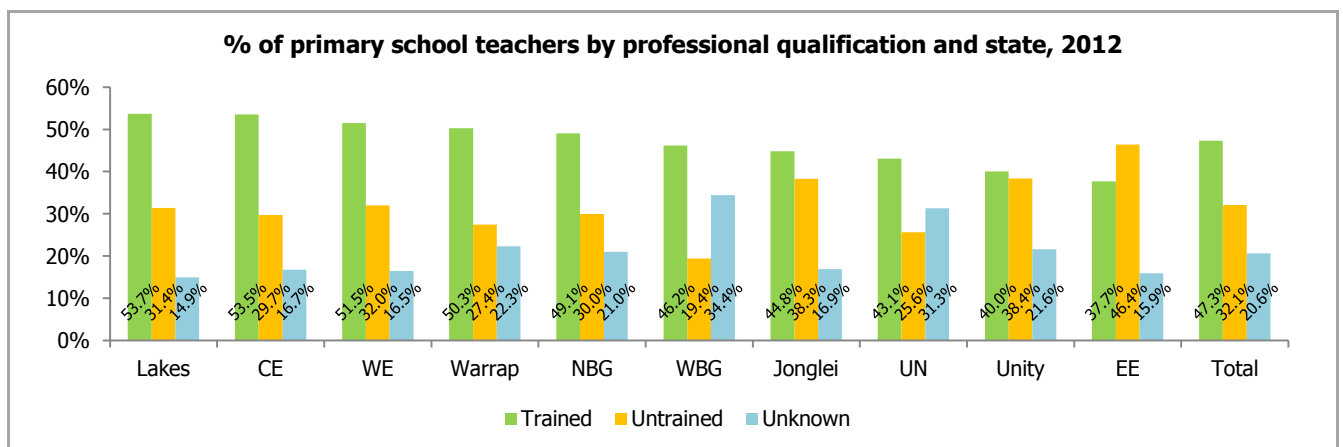
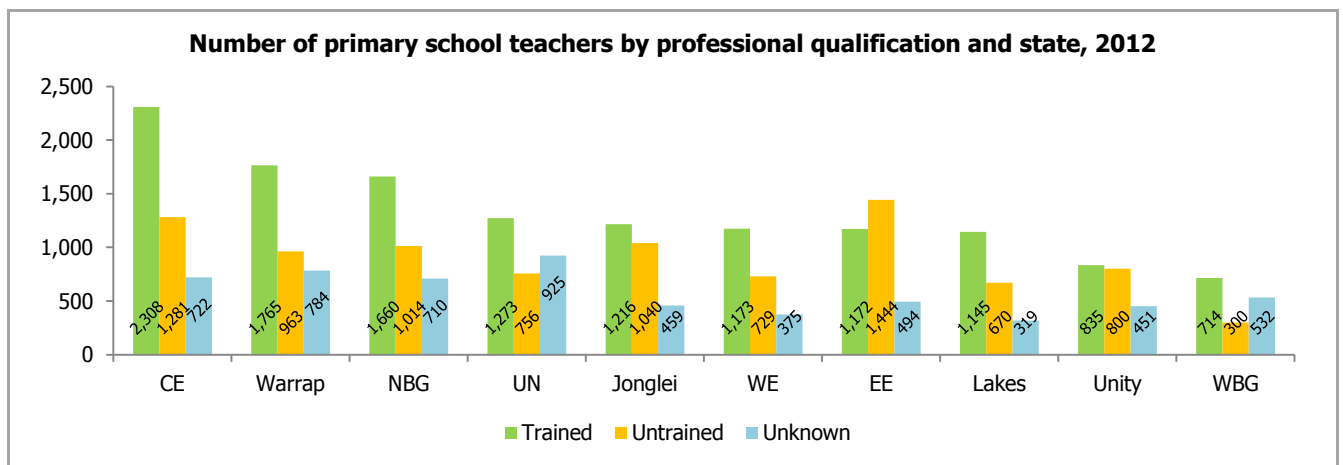
- ✓ There are 28,029 total primary school teachers in South Sudan in the 2012 school year. Four states have more than 3,000 total teachers; these are Warrap, EE, CE and NBG.
- ✓ The disparity between male and female teachers is striking. At one extreme is Unity state, with females representing only 4% of the teaching force. CE has the greatest proportion of female teachers at just under 25%.



**Number and % of primary school teachers by professional qualification and state, 2012**

State	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
CE	4,311	2,308	53.5%	1,281	29.7%	722	16.7%
EE	3,110	1,172	37.7%	1,444	46.4%	494	15.9%
Jonglei	2,715	1,216	44.8%	1,040	38.3%	459	16.9%
Lakes	2,134	1,145	53.7%	670	31.4%	319	14.9%
NBG	3,384	1,660	49.1%	1,014	30.0%	710	21.0%
UN	2,954	1,273	43.1%	756	25.6%	925	31.3%
Unity	2,086	835	40.0%	800	38.4%	451	21.6%
Warrap	3,512	1,765	50.3%	963	27.4%	784	22.3%
WBG	1,546	714	46.2%	300	19.4%	532	34.4%
WE	2,277	1,173	51.5%	729	32.0%	375	16.5%
Total	28,029	13,261	47.3%	8,997	32.1%	5,771	20.6%

\* "Trained" encompasses teachers with pre-service teacher training, in-service teacher training, and higher education diploma.

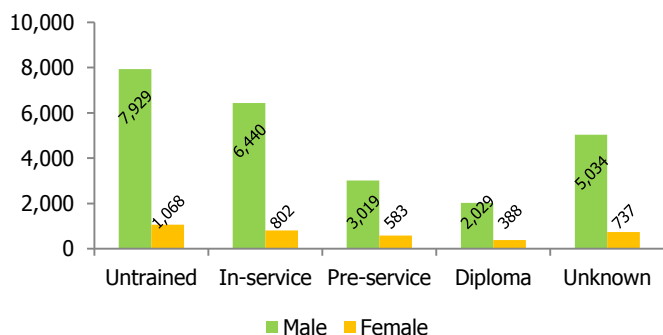


- ✓ In general, trained teachers represent a greater portion of all primary teachers than those who are un-trained. The only state where this is not true is EE where 46% of the teaching force is untrained.
- ✓ A relatively large proportion of teachers also have unknown qualifications. Nationally, 20.6% of the primary teaching force has unknown qualifications.
- ✓ The percentage of trained teachers is an important indicator of the quality of a schooling system.

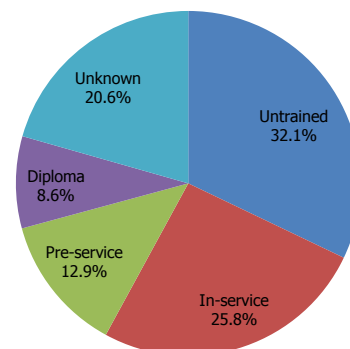
### Number and % of primary school teachers by state and qualification type, 2012

State	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
CE	4,311	1,281	29.7%	883	20.5%	880	20.4%	545	12.6%	722	16.7%
EE	3,110	1,444	46.4%	450	14.5%	462	14.9%	260	8.4%	494	15.9%
Jonglei	2,715	1,040	38.3%	659	24.3%	263	9.7%	294	10.8%	459	16.9%
Lakes	2,134	670	31.4%	806	37.8%	230	10.8%	109	5.1%	319	14.9%
NBG	3,384	1,014	30.0%	1,216	35.9%	307	9.1%	137	4.0%	710	21.0%
UN	2,954	756	25.6%	571	19.3%	341	11.5%	361	12.2%	925	31.3%
Unity	2,086	800	38.4%	460	22.1%	180	8.6%	195	9.3%	451	21.6%
Warrap	3,512	963	27.4%	1,115	31.7%	457	13.0%	193	5.5%	784	22.3%
WBG	1,546	300	19.4%	362	23.4%	161	10.4%	191	12.4%	532	34.4%
WE	2,277	729	32.0%	720	31.6%	321	14.1%	132	5.8%	375	16.5%
<b>Total</b>	<b>28,029</b>	<b>8,997</b>	<b>32.1%</b>	<b>7,242</b>	<b>25.8%</b>	<b>3,602</b>	<b>12.9%</b>	<b>2,417</b>	<b>8.6%</b>	<b>5,771</b>	<b>20.6%</b>

Number of primary school teachers by professional qualification and gender, 2012



% of primary school teachers by professional qualification, 2012



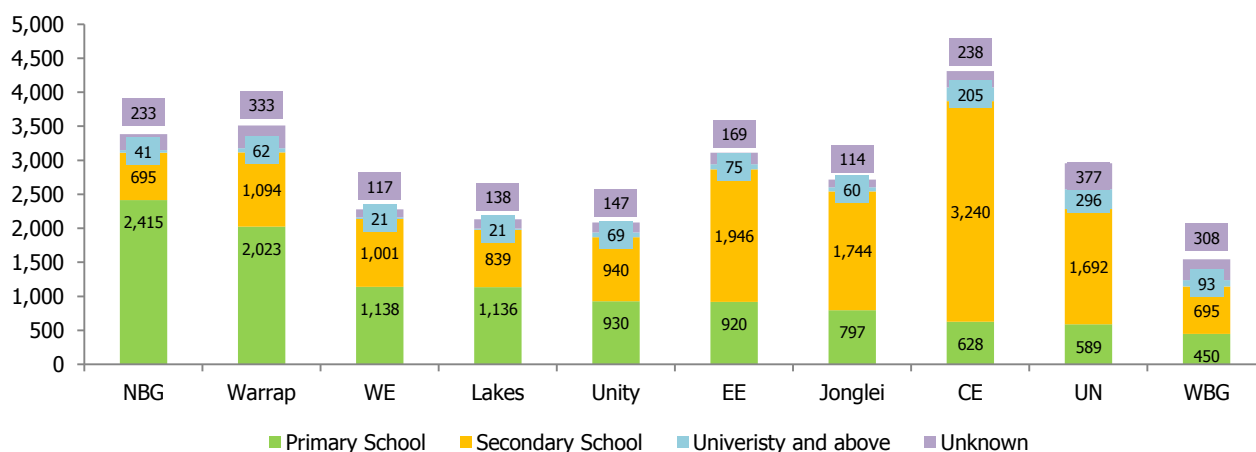
- ✓ Among primary teachers with qualifications, roughly three times as many more teachers have had in-service training than those who have a full diploma. There are also about twice as many teachers with in-service training compared to pre-service.
- ✓ The proportion of females stayed relatively constant compared to males across teaching qualification groups.

### Number and % of primary school teachers by academic qualification and state, 2012

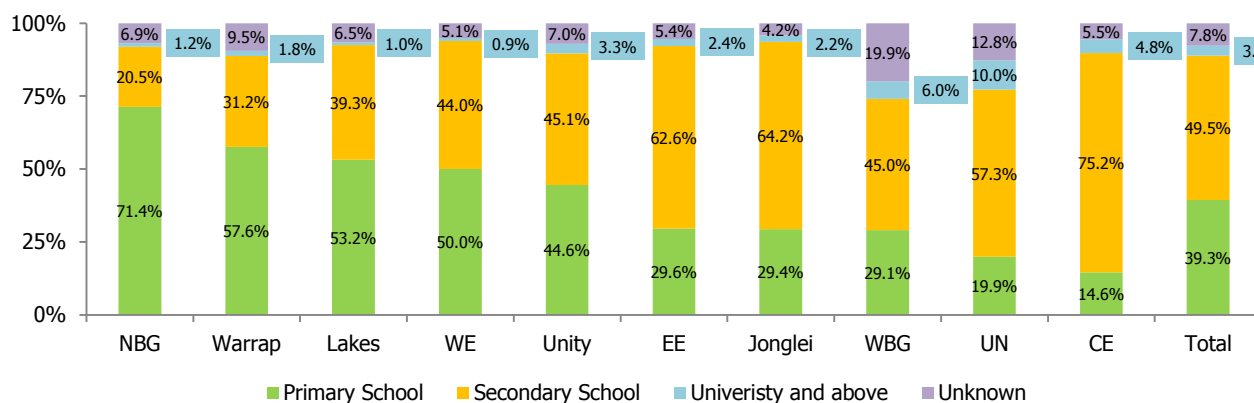
State	Total	Primary School		Secondary School		University and above		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
CE	4,311	628	14.6%	3,240	75.2%	205	4.8%	238	5.5%
EE	3,110	920	29.6%	1,946	62.6%	75	2.4%	169	5.4%
Jonglei	2,715	797	29.4%	1,744	64.2%	60	2.2%	114	4.2%
Lakes	2,134	1,136	53.2%	839	39.3%	21	1.0%	138	6.5%
NBG	3,384	2,415	71.4%	695	20.5%	41	1.2%	233	6.9%
UN	2,954	589	19.9%	1,692	57.3%	296	10.0%	377	12.8%
Unity	2,086	930	44.6%	940	45.1%	69	3.3%	147	7.0%
Warrap	3,512	2,023	57.6%	1,094	31.2%	62	1.8%	333	9.5%
WBG	1,546	450	29.1%	695	45.0%	93	6.0%	308	19.9%
WE	2,277	1,138	50.0%	1,001	44.0%	21	0.9%	117	5.1%
<b>Total</b>	<b>28,029</b>	<b>11,026</b>	<b>39.3%</b>	<b>13,886</b>	<b>49.5%</b>	<b>943</b>	<b>3.4%</b>	<b>2,174</b>	<b>7.8%</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, 2012



**% of primary school teachers by academic qualification and state, 2012**

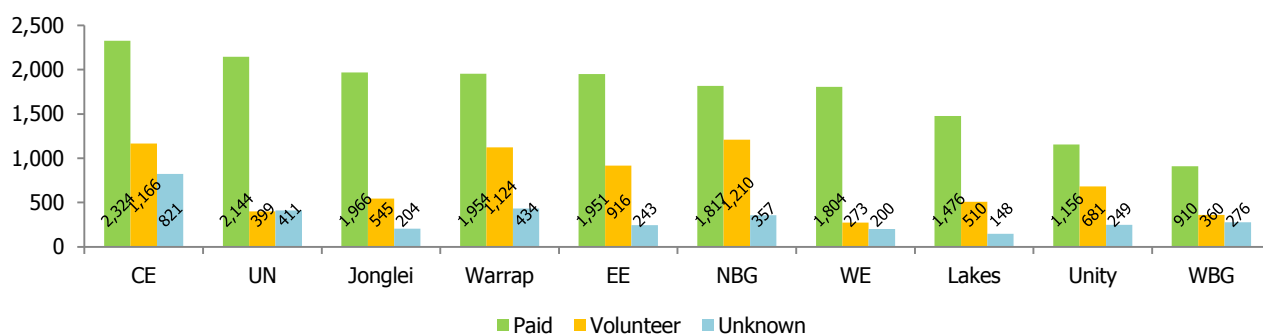


- ✓ The number and percentage of teachers with different levels of academic qualifications vary widely from state to state. In two states, EE and CE, primary teachers with academic qualifications from university or other higher education institutions represent more than 5% of the teaching force.
- ✓ Despite this, the majority of primary school teachers have been educated at the secondary level. This too varies greatly by state, and in NBG and Warrap states there are a greater proportion of primary teachers with only a primary school education.

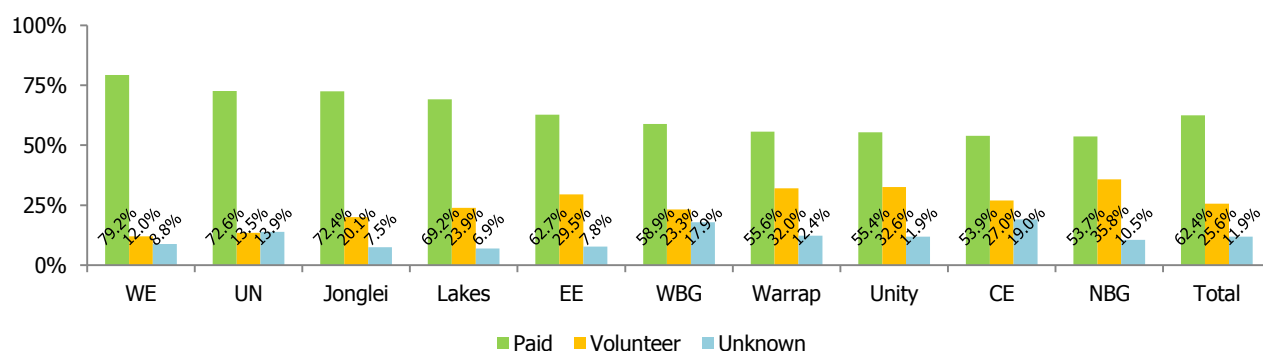
**Number and % of primary school teachers by employment status and state, 2012**

State	Total	Paid		Volunteer		Unknown	
		Count	% total	Count	% total	Count	% total
CE	4,311	2,324	53.9%	1,166	27.0%	821	19.0%
EE	3,110	1,951	62.7%	916	29.5%	243	7.8%
Jonglei	2,715	1,966	72.4%	545	20.1%	204	7.5%
Lakes	2,134	1,476	69.2%	510	23.9%	148	6.9%
NBG	3,384	1,817	53.7%	1,210	35.8%	357	10.5%
UN	2,954	2,144	72.6%	399	13.5%	411	13.9%
Unity	2,086	1,156	55.4%	681	32.6%	249	11.9%
Warrap	3,512	1,954	55.6%	1,124	32.0%	434	12.4%
WBG	1,546	910	58.9%	360	23.3%	276	17.9%
WE	2,277	1,804	79.2%	273	12.0%	200	8.8%
Total	28,029	17,502	62.4%	7,184	25.6%	3,343	11.9%

**Number of primary school teachers by employment status and state, 2012**



**% of primary school teachers by employment status and state, 2012**

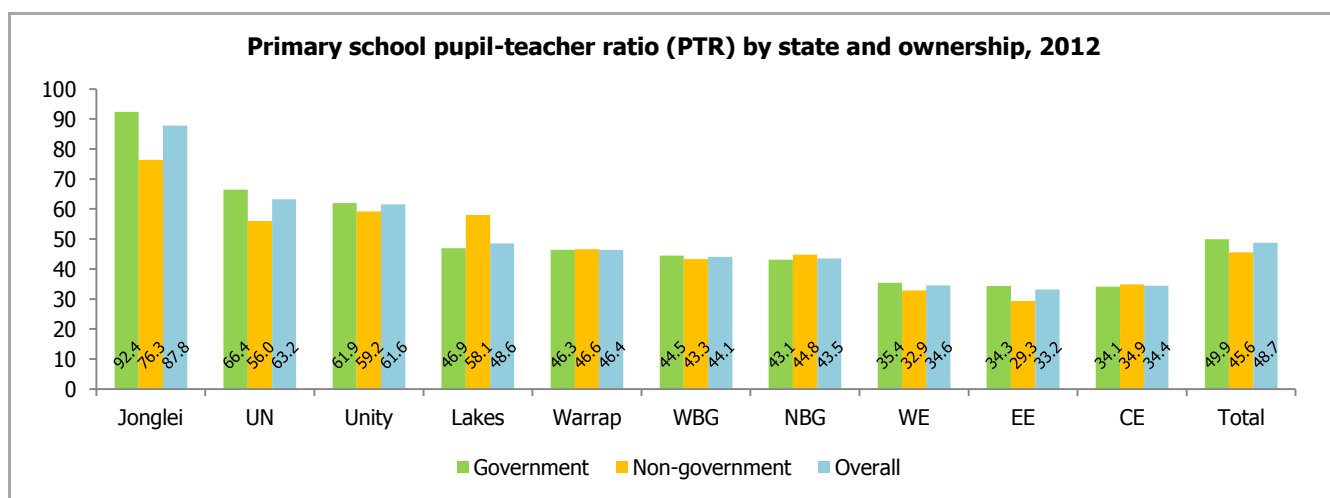


- ✓ There are three states where the percentage of primary school teachers who are volunteers is greater than 30%; NBG, Unity and Warrap. At the other hand, in WE, UN, and Jonglei states more than 70% of the primary school teaching force is paid.

### Primary school pupil-teacher ratio (PTR) by state and ownership, 2012

State	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
CE	148,486	4,311	34.4	85,480	2,505	34.1	63,006	1,806	34.9
EE	103,161	3,110	33.2	82,167	2,393	34.3	20,994	717	29.3
Jonglei	238,267	2,715	87.8	178,333	1,930	92.4	59,934	785	76.3
Lakes	103,637	2,134	48.6	85,462	1,821	46.9	18,175	313	58.1
NBG	147,109	3,384	43.5	111,722	2,594	43.1	35,387	790	44.8
UN	186,766	2,954	63.2	135,716	2,043	66.4	51,050	911	56.0
Unity	128,473	2,086	61.6	113,014	1,825	61.9	15,459	261	59.2
Warrap	162,966	3,512	46.4	129,990	2,805	46.3	32,976	707	46.6
WBG	68,150	1,546	44.1	45,260	1,017	44.5	22,890	529	43.3
WE	78,742	2,277	34.6	55,203	1,561	35.4	23,539	716	32.9
Total	1,365,757	28,029	48.7	1,022,347	20,494	49.9	343,410	7,535	45.6

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



- ✓ At the national level, the pupil-teacher ratio is above 45.0 whether one is looking at government or non-government primary schools in South Sudan.
- ✓ At the state level, the pupil-teacher ratio varies widely between states and between types of schools. In EE, at the low end, it is 29.3 in non-government schools while in Jonglei, at the high end it is 76.3 in non-government schools. Additionally, in CE government schools PTR is 34.1 while again in Jonglei, at the high end, it is 92.4.
- ✓ The states with overall pupil-teacher ratios under 40 at the primary level are CE, EE and WE.

### 6.2.3. Classrooms

#### Number of primary school classrooms and pupil-classroom ratio (PCR) by state and type, 2012

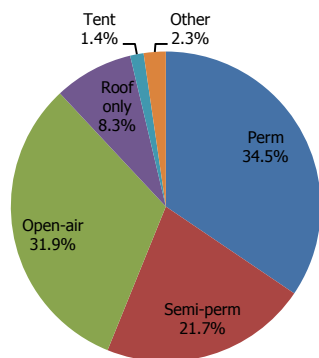
State	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
CE	2,609	1,310	690	273	145	49	142	74.2
EE	1,628	692	245	465	156	26	44	110.1
Jonglei	2,493	589	585	936	292	24	67	203.0
Lakes	1,590	452	218	789	98	10	23	154.7
NBG	2,112	605	388	900	174	33	12	148.1
UN	1,887	883	537	304	126	28	9	131.5
Unity	1,359	332	313	623	53	20	18	199.2
Warrap	2,227	486	559	847	247	18	70	155.9
WBG	1,051	495	242	186	104	16	8	92.5
WE	1,505	519	223	565	132	35	31	106.1
Total	18,461	6,363	4,000	5,888	1,527	259	424	131.8

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

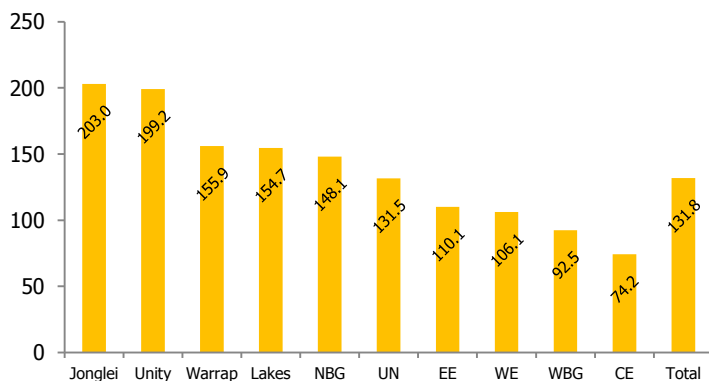
- ✓ Similar to the pupil-teacher ratio, the pupil-classroom ratio varies greatly from state to state. At the low end is CE with a PCR of 74.2, but at the high end are states like Unity and Jonglei, with PCRs of 199.2 and 203.0, respectively.
- ✓ The number of open-air classrooms is over 50% the number of permanent and semi-permanent classrooms combined, at the national level.



**% of primary school classrooms by type, 2012**



**Primary school pupil-classroom ratio (PCR) by state, 2012**

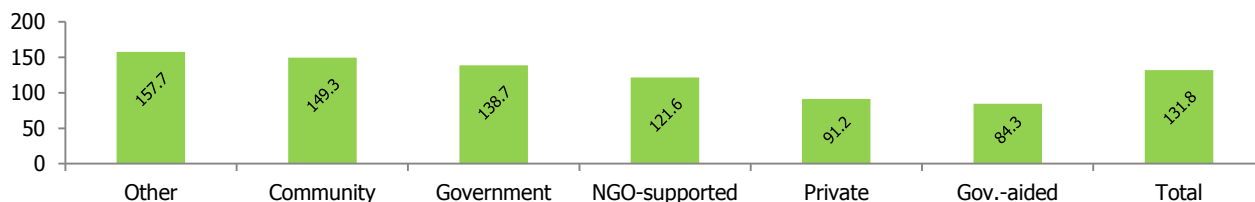


**Number of primary school classrooms and pupil-classroom ratio (PCR) by ownership type, 2012**

Ownership	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
Community	2,326	457	619	842	297	52	59	149.3
Government	13,060	4,505	2,515	4,570	1,001	150	319	138.7
Gov.-aided	798	416	164	134	62	7	15	84.3
NGO-supported	260	130	56	57	11	4	2	121.6
Private	1,412	618	534	95	119	32	14	91.2
Other	605	237	112	190	37	14	15	157.7
Total	18,461	6,363	4,000	5,888	1,527	259	424	131.8

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

**Primary school pupil-classroom ratio (PCR) by ownership, 2012**

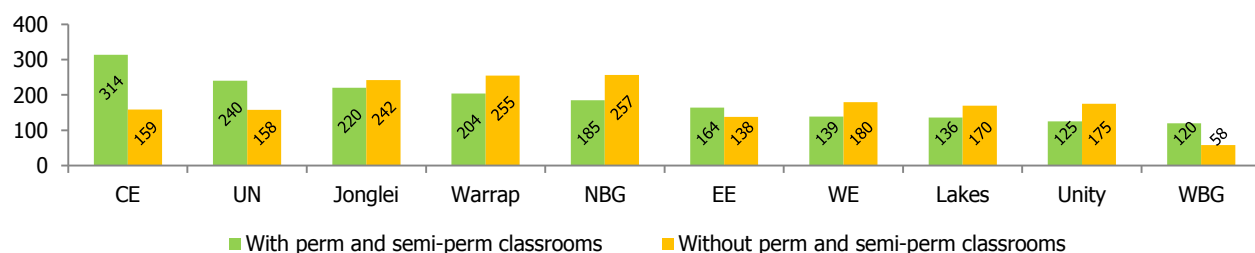


- ✓ Looking at the pupil-classroom ratio by ownership type shows that government and private schools have the lowest rates, at 84.3 and 91.2 respectively.
- ✓ Government ownership represents the greatest number of primary schools in the country with 13,060 schools. The next highest ownership type is from community schools with 2,326 schools.

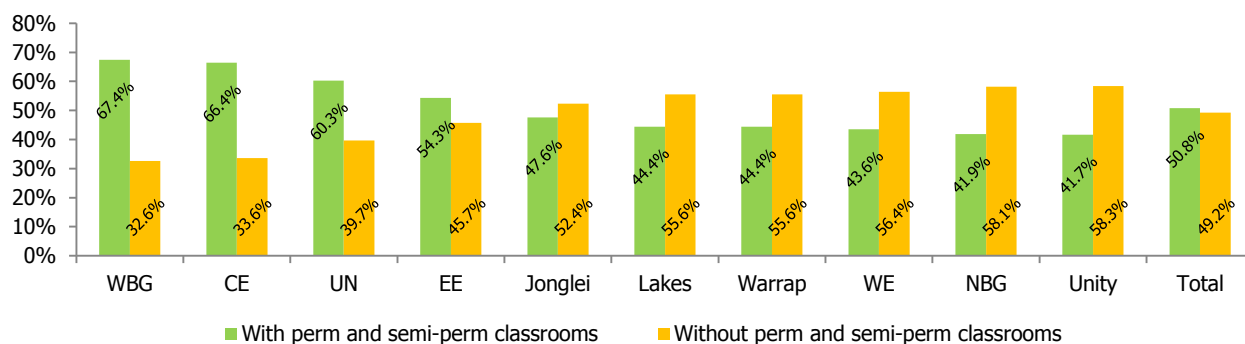
**Number and % of primary schools with permanent and semi-permanent classrooms by state, 2012**

State	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
CE	473	314	66.4%	159	33.6%
EE	302	164	54.3%	138	45.7%
Jonglei	462	220	47.6%	242	52.4%
Lakes	306	136	44.4%	170	55.6%
NBG	442	185	41.9%	257	58.1%
UN	398	240	60.3%	158	39.7%
Unity	300	125	41.7%	175	58.3%
Warrap	459	204	44.4%	255	55.6%
WBG	178	120	67.4%	58	32.6%
WE	319	139	43.6%	180	56.4%
Total	3,639	1,847	50.8%	1,792	49.2%

**Number of primary schools with and without perm. and semi-perm. classrooms by state, 2012**



**% of primary schools with and without permanent and semi-permanent classrooms by state, 2012**

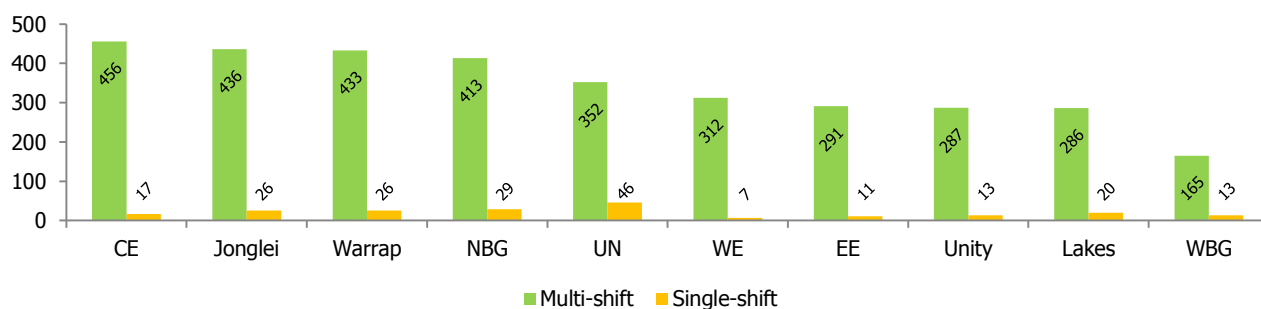


- ✓ There are an almost equal number of primary schools with permanent and semi-permanent classrooms as those without, at the national level. At the state level, the percentage of primary schools with permanent and semi-permanent classrooms ranges from 41.7% in Unity to 67.4% in WBG.

**Number and % of primary schools with and without multi-shift by state, 2012**

State	Total	Single-shift		Multi-shift	
		Count	% total	Count	% total
CE	473	17	3.6%	456	96.4%
EE	302	11	3.6%	291	96.4%
Jonglei	462	26	5.6%	436	94.4%
Lakes	306	20	6.5%	286	93.5%
NBG	442	29	6.6%	413	93.4%
UN	398	46	11.6%	352	88.4%
Unity	300	13	4.3%	287	95.7%
Warrap	459	26	5.7%	433	94.3%
WBG	178	13	7.3%	165	92.7%
WE	319	7	2.2%	312	97.8%
Total	3,639	208	5.7%	3,431	94.3%

**Number of primary schools with and without multi-shift by state, 2012**



**% of primary schools with and without multi-shift by state, 2012**

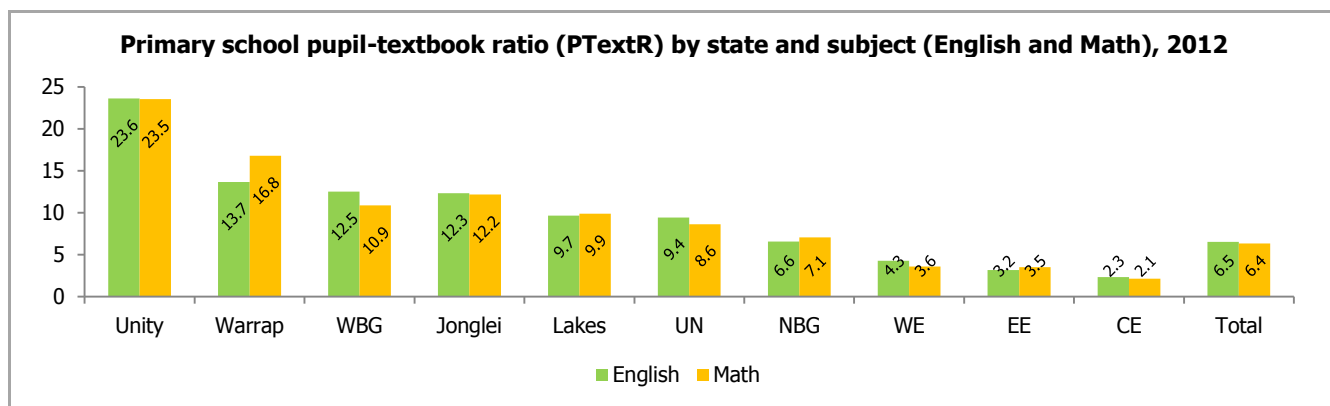


- ✓ Shift system is used when schools cannot accommodate to the large number of students due to the lack of infrastructure and/or human resources. Given that 94.1% of primary schools in South Sudan are multi-shift (in only one state, UN, are fewer than 90% of the schools multi-shift) whilst the PTR and PCR remain high, shift system could be looked as an option for better allocation of resources. It may be possible that two schools are operating in the same compound – one in the morning and the other in the afternoon – which is a common form of the shift system, but reporting in the AEC as two different schools.
- ✓ The states with the fewest number of single-shift primary schools is WE at 7.

## 6.2.4. Curriculum and instruction

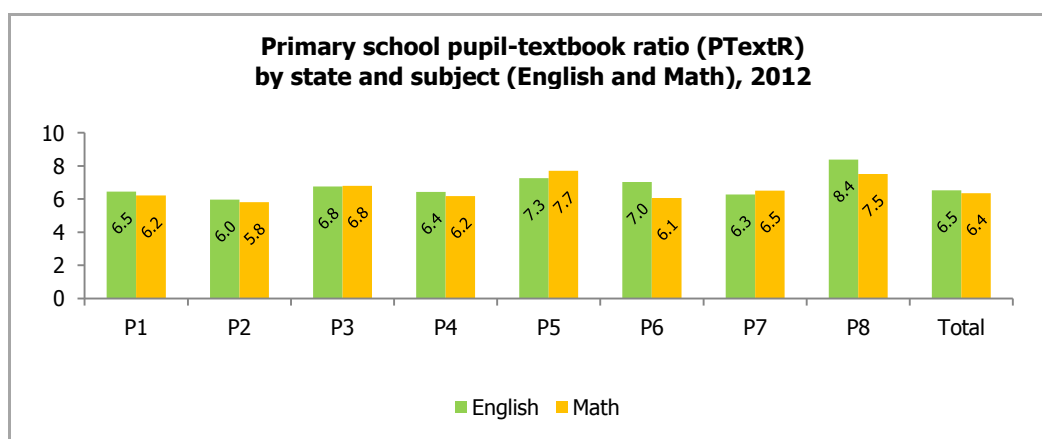
### Primary school pupil-textbook ratio (PTextR) by state and subject (English and Math), 2012

State	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
CE	148,486	63,449	2.3	69,666	2.1
EE	103,161	32,678	3.2	29,366	3.5
Jonglei	238,267	19,316	12.3	19,564	12.2
Lakes	103,637	10,720	9.7	10,502	9.9
NBG	147,109	22,377	6.6	20,852	7.1
UN	186,766	19,831	9.4	21,655	8.6
Unity	128,473	5,437	23.6	5,460	23.5
Warrap	162,966	11,922	13.7	9,709	16.8
WBG	68,150	5,454	12.5	6,278	10.9
WE	78,742	18,348	4.3	22,026	3.6
Total	1,365,757	209,532	6.5	215,078	6.4



### Primary school pupil-textbook ratio (PTextR) by grade and subject (English and Math), 2012

Grade	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
P1	394,573	61,099	6.5	63,548	6.2
P2	276,234	46,298	6.0	47,544	5.8
P3	229,132	33,927	6.8	33,670	6.8
P4	181,870	28,276	6.4	29,412	6.2
P5	122,422	16,858	7.3	15,887	7.7
P6	79,566	11,317	7.0	13,102	6.1
P7	49,363	7,865	6.3	7,577	6.5
P8	32,597	3,892	8.4	4,338	7.5
Total	1,365,757	209,532	6.5	215,078	6.4



✓ By grade, there is also a roughly equal PTextR for both English and Math textbooks. The PTextR does not get any lower than 6.0 pupils per English textbook in P2, at the national level.

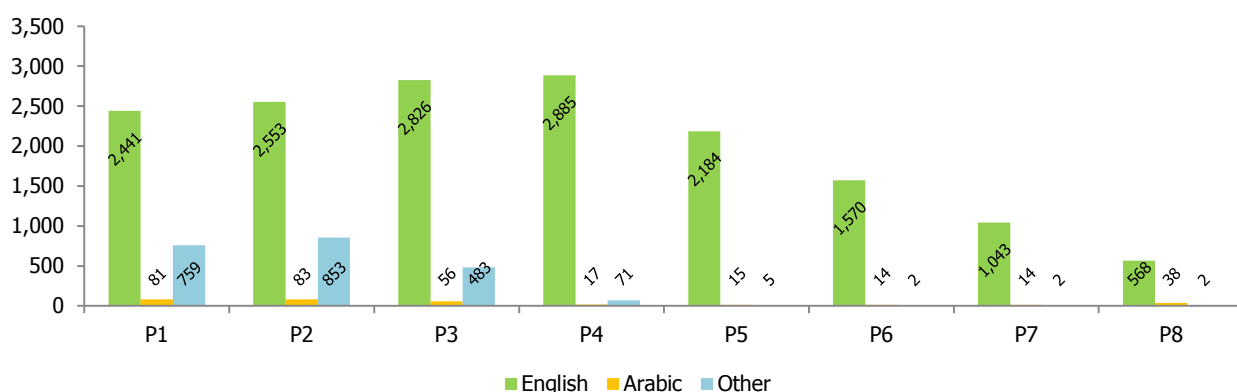
### Number of primary schools by language of instruction and grade, 2012

Language	P1	P2	P3	P4	P5	P6	P7	P8
English	2,441 74.4%	2,553 73.2%	2,826 84.0%	2,885 97.0%	2,184 99.1%	1,570 99.0%	1,043 98.5%	568 93.4%
Arabic	81 2.5%	83 2.4%	56 1.7%	17 0.6%	15 0.7%	14 0.9%	14 1.3%	38 6.3%
Other	759 23.1%	853 24.4%	483 14.4%	71 2.4%	5 0.2%	2 0.1%	2 0.2%	2 0.3%
Total	3,281	3,489	3,365	2,973	2,204	1,586	1,059	608

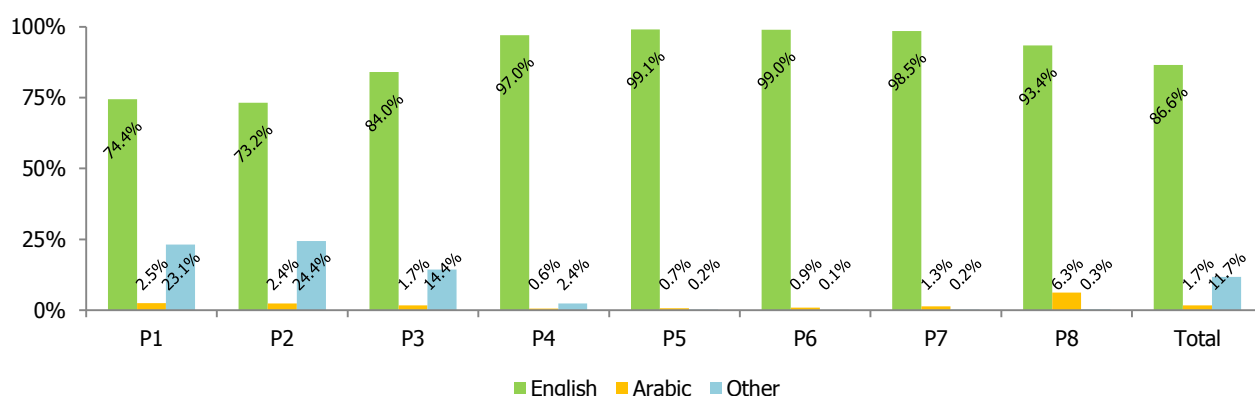
\* This section only counted the schools who responded to this question. Those who did not respond were not accounted for.

\*\* Not all primary schools offer P1-P8; the grade levels served vary across schools. Some schools serve P1-P4, some serve P5-P8, some only P1, etc.

**Number of primary school by language of instruction and grade, 2012**



**% of primary school by language of instruction and grade, 2012**



- ✓ As in pre-primary school, English is overwhelmingly the language of instruction at the primary level in South Sudan. Roughly 99% of P5 and P6 students are taught in English.
- ✓ At the lower grades (P1 to P3), roughly 15 to 25% of primary students are taught in a language other than English or Arabic. This proportion drops significantly after these grades, however.

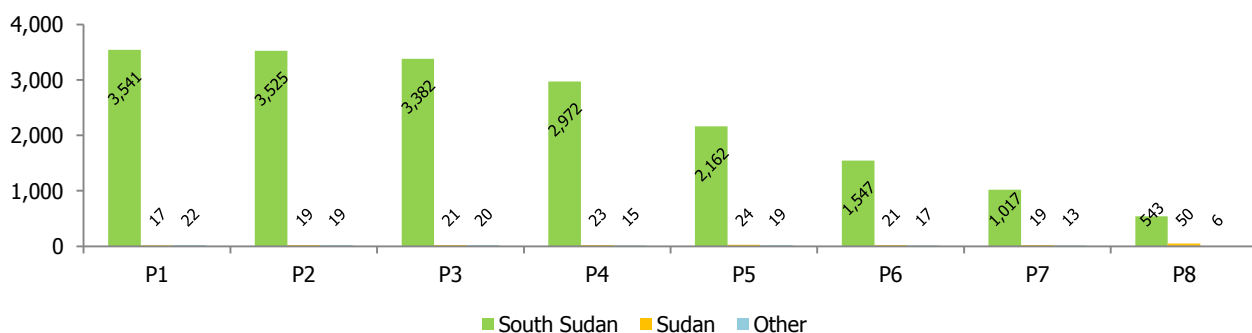
**Number and % of primary schools by curriculum and grade, 2012**

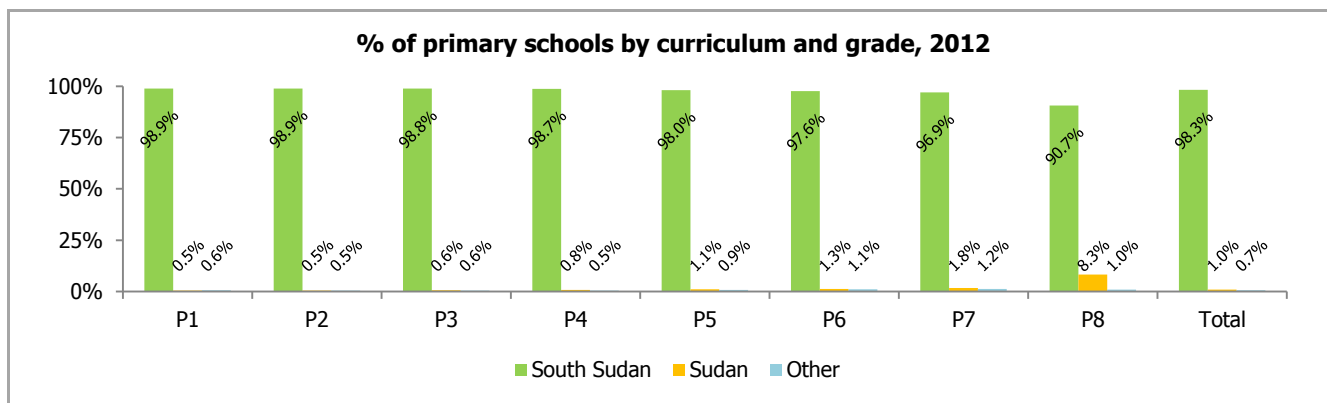
Curriculum	P1	P2	P3	P4	P5	P6	P7	P8
South Sudan	3,541 98.9%	3,525 98.9%	3,382 98.8%	2,972 98.7%	2,162 98.0%	1,547 97.6%	1,017 96.9%	543 90.7%
Uganda	5 0.1%	3 0.1%	5 0.1%	4 0.1%	8 0.4%	8 0.5%	7 0.7%	1 0.2%
Kenya	15 0.4%	14 0.4%	13 0.4%	10 0.3%	10 0.5%	8 0.5%	6 0.6%	4 0.7%
Sudan	17 0.5%	19 0.5%	21 0.6%	23 0.8%	24 1.1%	21 1.3%	19 1.8%	50 8.3%
Other	2 0.1%	2 0.1%	2 0.1%	1 0.0%	1 0.0%	1 0.1%	-	1 0.2%
<b>Total</b>	<b>3,580</b>	<b>3,563</b>	<b>3,423</b>	<b>3,010</b>	<b>2,205</b>	<b>1,585</b>	<b>1,049</b>	<b>599</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 only P1, etc.

**Number of primary schools by curriculum and grade, 2012**





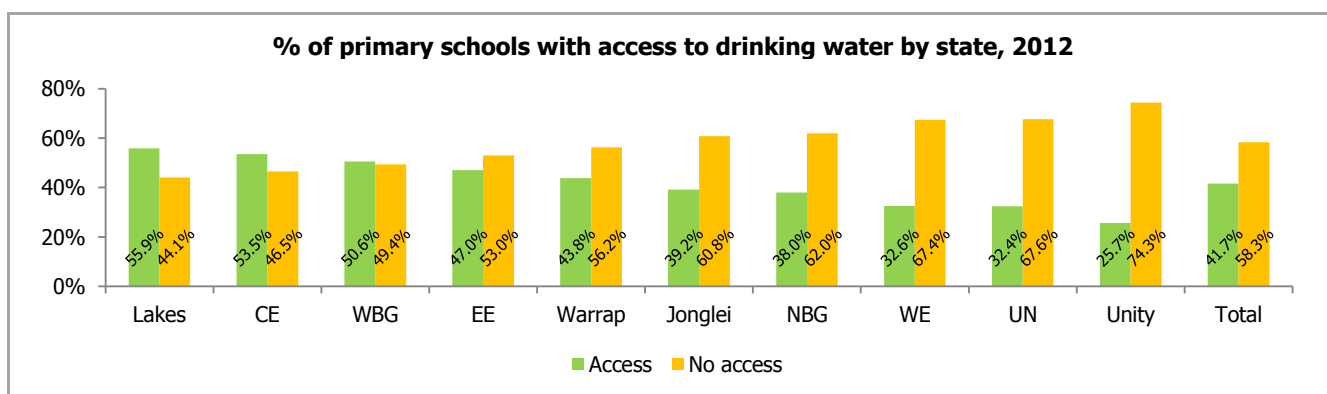
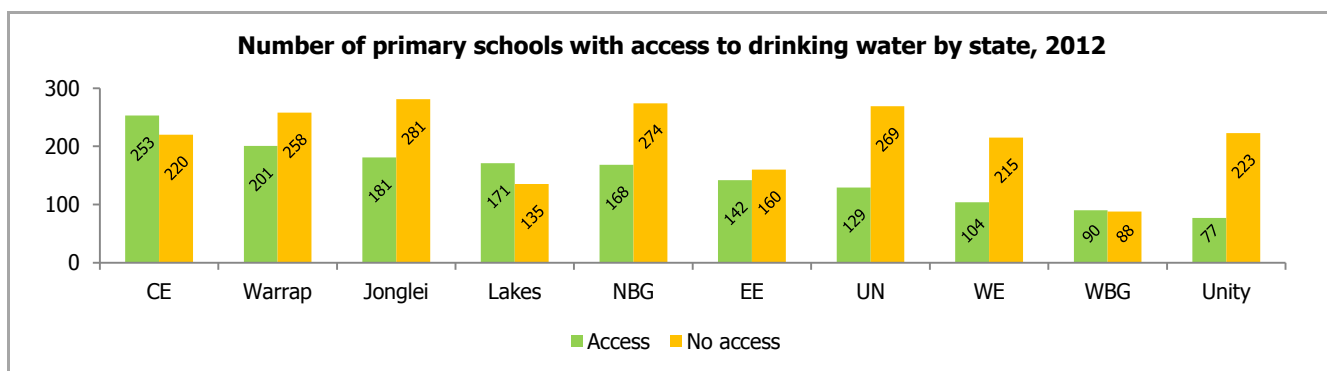
- ✓ The South Sudanese curriculum is by far the dominant curriculum taught in the country's primary schools. At 8%, P8 has the greatest number primary schools teaching the Sudanese curriculum. This is partly a reflection of the relatively low number of primary schools that have this grade level, compared to those that have lower primary grades.

## 6.2.5. Facilities

**Number and % of primary schools with and without access to drinking water by state, 2012**

State	Schools	Access		No access	
		Count	% total	Count	% total
CE	473	253	53.5%	220	46.5%
EE	302	142	47.0%	160	53.0%
Jonglei	462	181	39.2%	281	60.8%
Lakes	306	171	55.9%	135	44.1%
NBG	442	168	38.0%	274	62.0%
UN	398	129	32.4%	269	67.6%
Unity	300	77	25.7%	223	74.3%
Warrap	459	201	43.8%	258	56.2%
WBG	178	90	50.6%	88	49.4%
WE	319	104	32.6%	215	67.4%
Total	3,639	1,516	41.7%	2,123	58.3%

\* "No access" includes schools that did not provide a response.

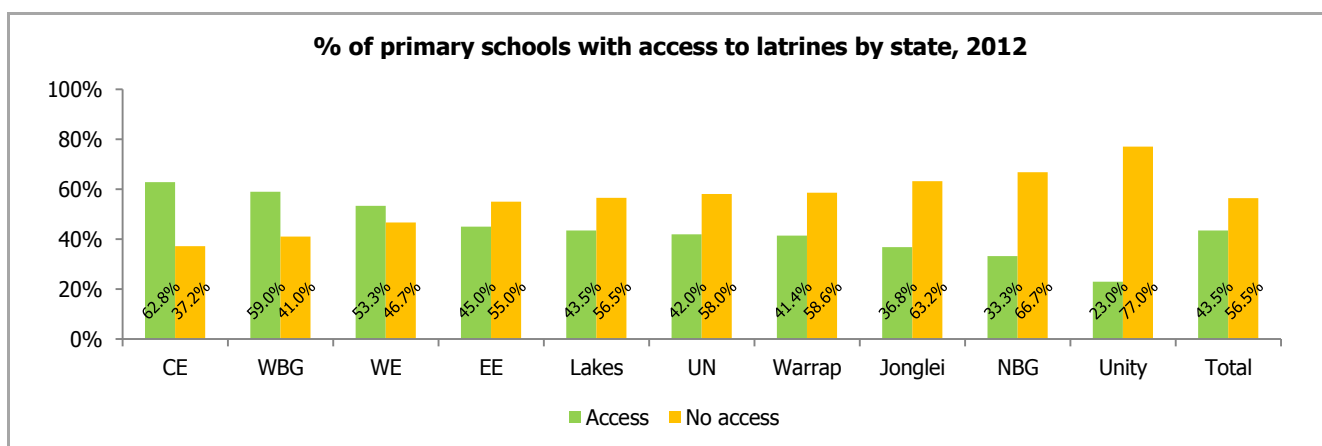
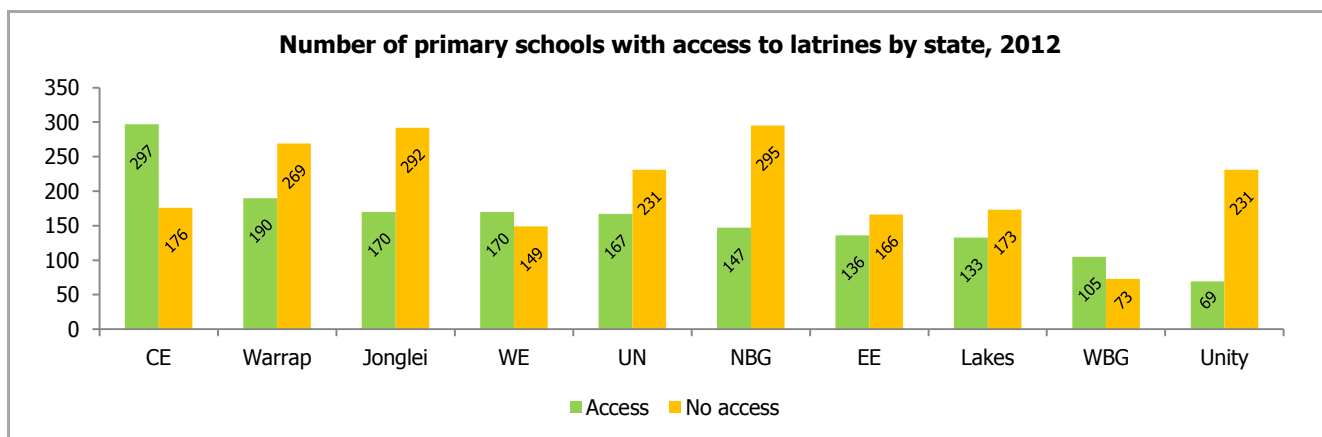


- ✓ At the national level, 58.3% of primary schools have no access to drinking water, while 41.7% have access.
- ✓ At the state level, in WE, Unity, UN, NBG and Jonglei states more than 60% of primary schools do not have access to water.
- ✓ The state with the highest number of schools with access to drinking water is Lakes at 55.9%.

## Number and % of primary schools with and without access to latrines by state, 2012

State	Schools	Access		No access	
		Count	% total	Count	% total
CE	473	297	62.8%	176	37.2%
EE	302	136	45.0%	166	55.0%
Jonglei	462	170	36.8%	292	63.2%
Lakes	306	133	43.5%	173	56.5%
NBG	442	147	33.3%	295	66.7%
UN	398	167	42.0%	231	58.0%
Unity	300	69	23.0%	231	77.0%
Warrap	459	190	41.4%	269	58.6%
WBG	178	105	59.0%	73	41.0%
WE	319	170	53.3%	149	46.7%
<b>Total</b>	<b>3,639</b>	<b>1,584</b>	<b>43.5%</b>	<b>2,055</b>	<b>56.5%</b>

\* "No access" includes schools that did not provide a response.

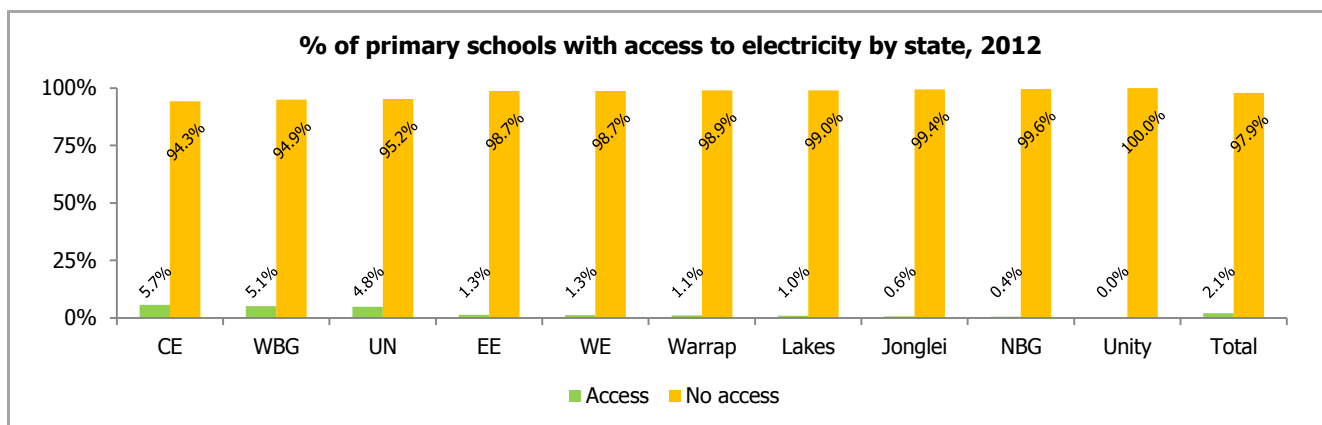
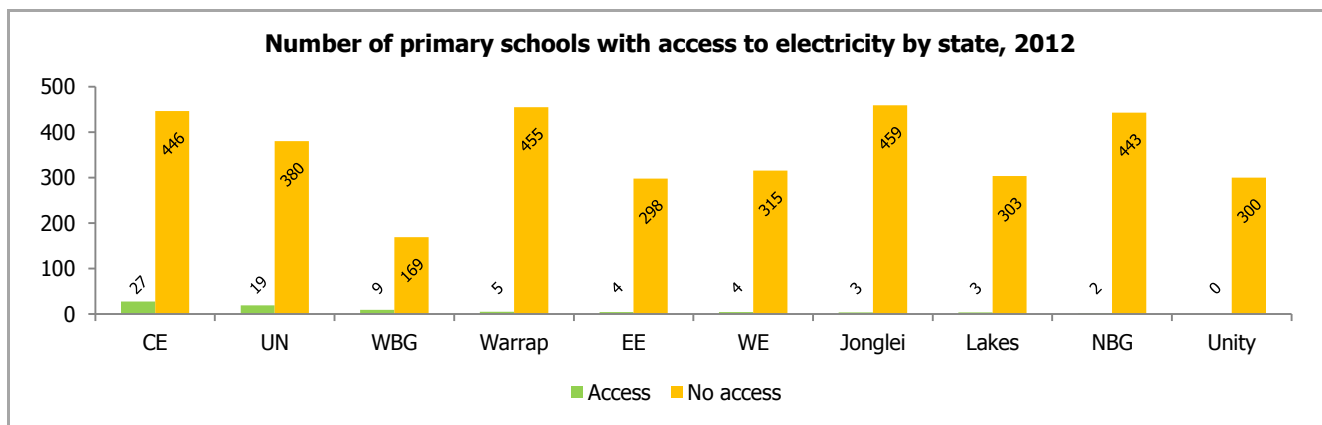


- ✓ Nationally, 56.5% of primary schools have no access to latrines, compared to 43.5% who do have access to latrines.
- ✓ In Unity and NBG states, there are less than 34% of primary schools that have access to latrines. In Unity, 77% of primary schools do not have access to latrines.

## Number and % of primary schools with and without access to electricity by state, 2012

State	Schools	Access		No access	
		Count	% total	Count	% total
CE	473	27	5.7%	446	94.3%
EE	302	4	1.3%	298	98.7%
Jonglei	462	3	0.6%	459	99.4%
Lakes	306	3	1.0%	303	99.0%
NBG	442	2	0.5%	440	99.5%
UN	398	19	4.8%	379	95.2%
Unity	300	-	-	300	100.0%
Warrap	459	5	1.1%	454	98.9%
WBG	178	9	5.1%	169	94.9%
WE	319	4	1.3%	315	98.7%
<b>Total</b>	<b>3,639</b>	<b>76</b>	<b>2.1%</b>	<b>3,563</b>	<b>97.9%</b>

\* "No access" includes schools that did not provide a response.

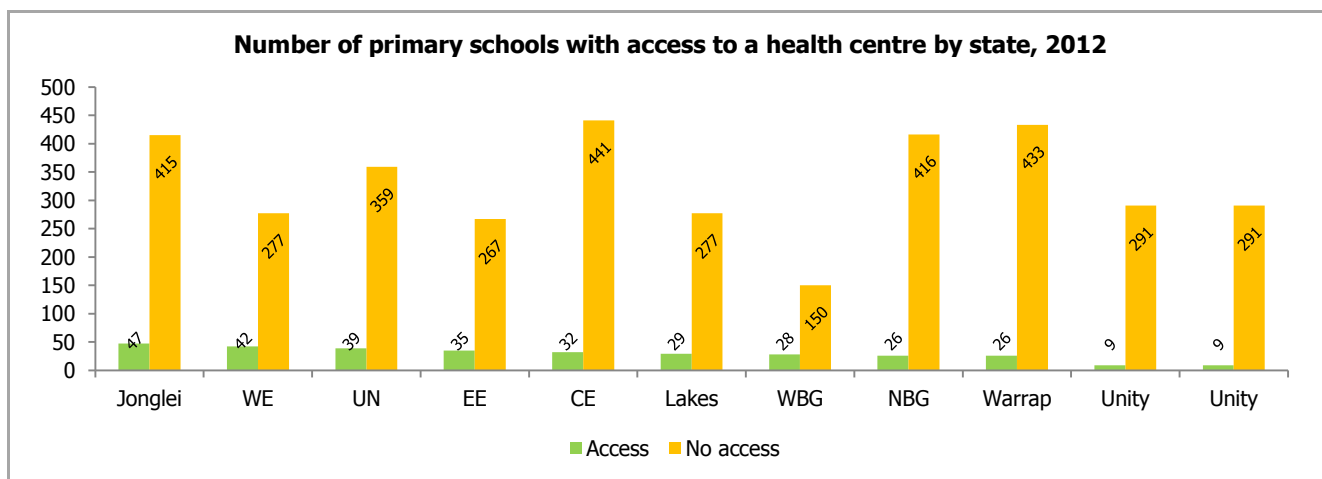


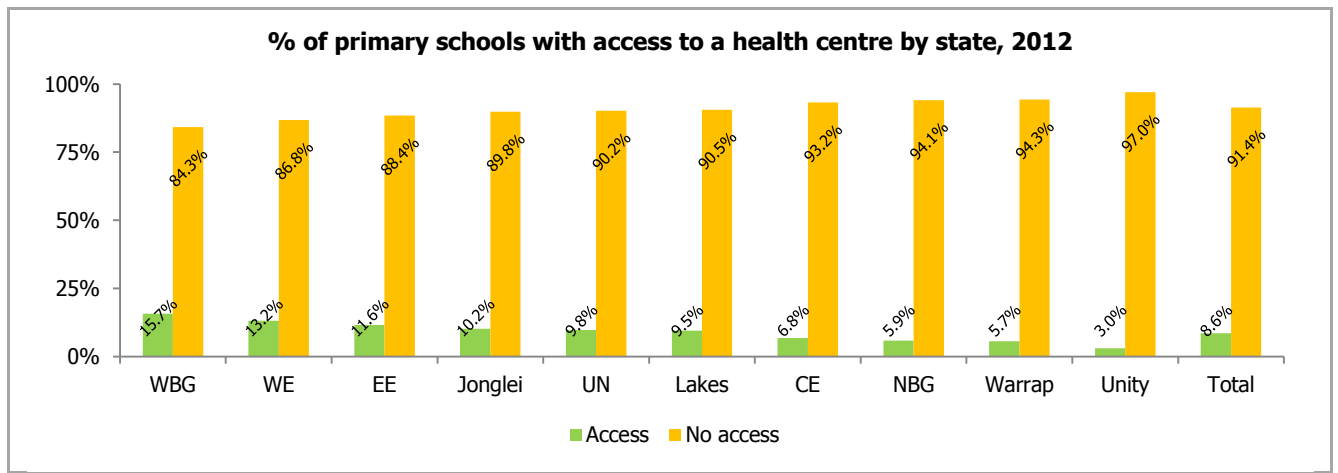
- ✓ The overwhelming majority of primary schools in South Sudan have no access to electricity. At the national level, 97.9% of primary schools do not have electricity.
- ✓ At the state level, only CE and UN have more than 10 primary schools with access to electricity. Meanwhile in Unity, not a single school has electricity.

### Number and % of primary schools with and without access to health centre by state, 2012

State	Schools	Access		No access	
		Count	% total	Count	% total
CE	473	32	6.8%	441	93.2%
EE	302	35	11.6%	267	88.4%
Jonglei	462	47	10.2%	415	89.8%
Lakes	306	29	9.5%	277	90.5%
NBG	442	26	5.9%	416	94.1%
UN	398	39	9.8%	359	90.2%
Unity	300	9	3.0%	291	97.0%
Warrap	459	26	5.7%	433	94.3%
WBG	178	28	15.7%	150	84.3%
WE	319	42	13.2%	277	86.8%
Total	3,639	313	8.6%	3,326	91.4%

\* "No access" includes schools that did not provide a response.





- ✓ Nationally, 91.4% of primary schools do not have access to a health centre. In no state are there more than 50 primary schools with access to a health centre.
- ✓ The number of primary schools with access to a health centre ranges from 9 in Unity to 47 in Jonglei.

### 6.3. Student flow

#### 6.3.1. Promotion rate

##### Primary school promotion rate by state and grade, 2011-2012

State	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	67.0%	93.7%	89.1%	77.3%	76.2%	76.8%	65.6%
EE	65.5%	76.1%	75.0%	66.3%	63.6%	60.8%	69.2%
Jonglei	64.8%	74.2%	64.5%	46.1%	49.0%	39.0%	41.9%
Lakes	68.7%	74.2%	77.1%	64.3%	59.1%	57.2%	55.8%
NBG	44.8%	64.8%	65.0%	55.6%	59.2%	67.0%	70.0%
UN	62.3%	68.7%	64.6%	51.2%	61.2%	64.6%	73.7%
Unity	55.1%	64.3%	64.1%	50.7%	50.2%	46.5%	71.4%
Warrap	55.6%	77.0%	74.5%	72.1%	76.4%	72.2%	83.4%
WBG	67.4%	78.9%	76.5%	70.3%	65.4%	74.9%	96.0%
WE	69.5%	86.4%	72.8%	71.2%	67.5%	61.9%	55.5%
Average	60.2%	74.1%	70.5%	59.7%	62.0%	61.2%	68.0%

\* Promotion exceeding 100% occur due to high increase in enrolment between 2011 and 2012.

##### Primary school promotion rate for male pupils by state and grade, 2011-2012

State	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	68.4%	93.7%	89.3%	77.4%	78.8%	78.9%	60.6%
EE	67.2%	75.5%	74.6%	66.2%	64.0%	61.7%	71.8%
Jonglei	64.7%	76.4%	66.4%	47.5%	51.0%	42.8%	50.0%
Lakes	74.4%	78.8%	80.3%	65.8%	58.5%	60.9%	59.6%
NBG	46.4%	66.0%	64.5%	56.1%	58.6%	65.7%	70.6%
UN	64.7%	71.2%	68.3%	51.8%	60.0%	65.5%	75.5%
Unity	57.6%	66.2%	65.5%	51.9%	52.9%	50.0%	73.7%
Warrap	56.5%	77.5%	74.0%	71.9%	77.0%	69.3%	85.9%
WBG	66.4%	80.9%	79.3%	70.4%	64.6%	77.7%	101.7%
WE	67.1%	85.2%	76.8%	72.4%	68.8%	65.0%	59.5%
Average	61.3%	75.4%	71.9%	60.3%	62.5%	62.7%	69.9%

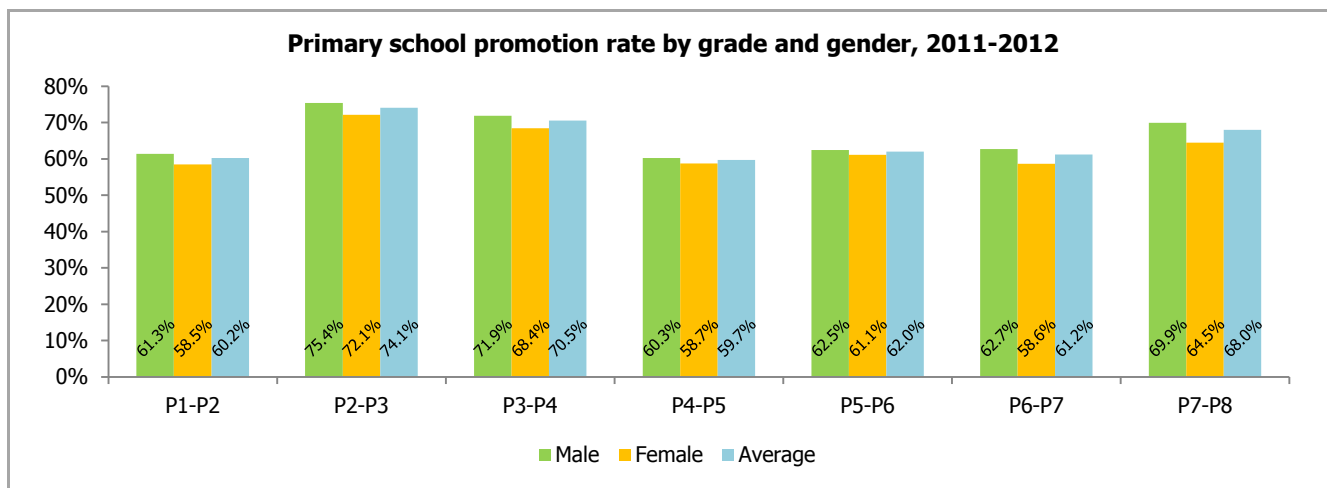
\* Promotion exceeding 100% occur due to high increase in enrolment between 2011 and 2012.

##### Primary school promotion rate for female pupils by state and grade, 2011-2012

State	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	65.5%	93.5%	88.8%	77.1%	73.0%	74.0%	71.9%
EE	63.1%	76.9%	75.6%	66.5%	63.0%	59.4%	64.3%
Jonglei	65.0%	70.9%	61.5%	43.8%	45.5%	31.6%	23.8%
Lakes	58.7%	65.6%	70.6%	60.9%	60.7%	47.7%	45.8%
NBG	42.3%	62.6%	65.9%	54.5%	60.9%	70.6%	68.6%
UN	59.2%	65.6%	59.8%	50.5%	62.8%	63.5%	71.3%
Unity	51.4%	61.5%	61.8%	48.7%	45.1%	39.9%	66.7%
Warrap	53.7%	76.1%	75.5%	72.6%	75.0%	81.5%	74.5%
WBG	69.0%	75.9%	72.4%	70.1%	66.9%	69.5%	87.1%
WE	72.3%	87.8%	68.1%	69.7%	65.7%	57.4%	49.4%
Average	58.5%	72.1%	68.4%	58.7%	61.1%	58.6%	64.5%

\* Promotion exceeding 100% occur due to high increase in enrolment between 2011 and 2012.





- ✓ The promotion rate for primary school generally stays in the 60-70% range for both males and females, at the national level. For both genders, it is noticeable that there is a low promotion rate between P1 and P2, which may be a reflection of the low rate of participation in pre-primary schooling and pupils' lack of preparedness. This is particularly noticeable in NBG state, where the promotion rate between P1 and P2 is 44.8% for both genders.
- ✓ Also important to note is that in Jonglei state the promotion rate dips below 50% between P4 and P5 and stays at this level for the duration of primary.

### 6.3.2. Repetition rate

**Primary school repetition rate by state and grade, 2011-2012**

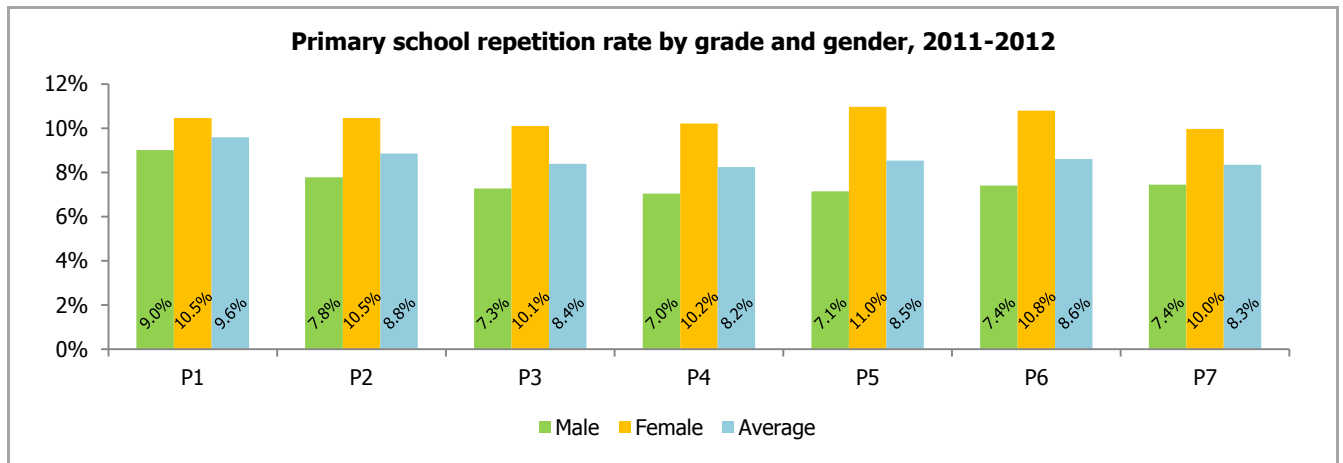
State	P1	P2	P3	P4	P5	P6	P7	P8
CE	11.5%	11.5%	11.8%	14.2%	14.7%	12.3%	5.6%	3.7%
EE	8.3%	8.3%	8.6%	9.5%	10.2%	9.7%	8.5%	5.6%
Jonglei	9.2%	7.6%	6.9%	5.7%	5.7%	5.9%	9.5%	13.1%
Lakes	9.7%	9.8%	9.0%	7.5%	7.5%	8.2%	9.8%	12.9%
NBG	10.9%	11.3%	9.0%	7.9%	7.0%	7.9%	7.8%	6.3%
UN	7.7%	7.8%	7.9%	8.0%	9.8%	12.5%	14.8%	11.1%
Unity	7.1%	5.8%	5.5%	5.6%	5.2%	4.0%	4.3%	2.6%
Warrap	10.0%	8.2%	7.7%	6.7%	5.9%	6.1%	6.8%	4.8%
WBG	11.7%	10.4%	10.9%	10.5%	10.0%	8.6%	6.3%	5.2%
WE	13.7%	13.1%	11.8%	11.2%	9.8%	8.0%	7.3%	9.2%
Average	9.6%	8.8%	8.4%	8.2%	8.5%	8.6%	8.3%	7.5%

**Primary school repetition rate for male pupils by state and grade, 2011-2012**

State	P1	P2	P3	P4	P5	P6	P7	P8
CE	11.4%	10.7%	11.2%	13.1%	13.1%	11.9%	6.1%	3.1%
EE	7.9%	7.5%	7.8%	8.1%	8.6%	8.0%	6.6%	4.1%
Jonglei	8.7%	6.6%	5.8%	4.8%	4.7%	5.0%	8.7%	12.4%
Lakes	8.8%	8.6%	7.4%	6.5%	6.0%	7.6%	9.9%	11.3%
NBG	10.4%	9.4%	7.9%	6.9%	6.5%	6.3%	5.8%	5.8%
UN	6.9%	6.8%	6.7%	7.1%	8.7%	11.6%	13.1%	12.9%
Unity	6.8%	5.0%	4.6%	4.5%	4.3%	3.3%	4.3%	2.9%
Warrap	9.1%	7.5%	6.5%	5.3%	5.0%	5.2%	5.9%	5.5%
WBG	12.1%	9.5%	10.1%	9.0%	7.5%	6.1%	4.6%	4.0%
WE	12.8%	12.5%	10.7%	10.6%	9.3%	7.1%	6.8%	8.6%
Average	9.0%	7.8%	7.3%	7.0%	7.1%	7.4%	7.4%	7.4%

**Primary school repetition rate for female pupils by state and grade, 2011-2012**

State	P1	P2	P3	P4	P5	P6	P7	P8
CE	11.6%	12.4%	12.4%	15.5%	16.7%	12.8%	4.9%	4.5%
EE	8.8%	9.4%	9.9%	11.5%	12.6%	12.4%	12.3%	9.6%
Jonglei	10.0%	9.2%	8.4%	7.1%	7.6%	7.5%	11.2%	14.8%
Lakes	11.4%	12.0%	12.2%	9.8%	11.6%	9.8%	9.5%	17.7%
NBG	11.8%	14.8%	11.2%	10.1%	8.3%	12.0%	12.7%	7.9%
UN	8.8%	9.3%	9.4%	9.3%	11.3%	13.8%	16.9%	8.7%
Unity	7.7%	7.0%	6.9%	7.6%	7.0%	5.2%	4.2%	1.8%
Warrap	11.8%	9.8%	10.3%	10.1%	8.5%	9.3%	9.9%	2.1%
WBG	10.9%	11.8%	12.2%	13.0%	14.5%	13.3%	9.0%	6.9%
WE	14.7%	13.8%	13.0%	11.9%	10.4%	9.3%	8.2%	10.2%
Average	10.5%	10.5%	10.1%	10.2%	11.0%	10.8%	10.0%	7.8%



- ✓ At the national level, the primary repetition rate does not fluctuate much, remaining around 8-9% for each grade of primary.
- ✓ For some states, the repetition rate is high in lower grades and gets lower around P6 or P7. CE, NBG, WBG and WE states share this trend. On the other hand, a few states have repetition rates which increase in the latter years of primary, with the exceptions of Jonglei, Lakes and UN.
- ✓ By gender disaggregation, females have a somewhat higher repetition rate than males. This trend appears more noticeable in the states of NBG and WBG.

### 6.3.3. Dropout rate

#### Primary school dropout rate by state and grade, 2011-2012

State	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	21.5%	-5.1%	-0.9%	8.5%	9.1%	11.0%	28.9%
EE	26.2%	15.7%	16.3%	24.2%	26.2%	29.5%	22.2%
Jonglei	26.0%	18.1%	28.7%	48.2%	45.3%	55.1%	48.6%
Lakes	21.6%	16.0%	13.9%	28.2%	33.3%	34.6%	34.4%
NBG	44.2%	23.9%	26.0%	36.5%	33.8%	25.1%	22.2%
UN	30.0%	23.4%	27.5%	40.7%	29.1%	22.9%	11.6%
Unity	37.8%	29.9%	30.4%	43.6%	44.6%	49.6%	24.3%
Warrap	34.4%	14.7%	17.8%	21.1%	17.6%	21.7%	9.8%
WBG	20.9%	10.7%	12.6%	19.2%	24.6%	16.5%	-2.4%
WE	16.8%	0.5%	15.4%	17.6%	22.8%	30.1%	37.1%
Average	30.2%	17.1%	21.1%	32.1%	29.5%	30.2%	23.7%

\* Negative dropout rates occur due to high increase in enrolment between 2011 and 2012.

#### Primary school dropout rate for male pupils by state and grade, 2011-2012

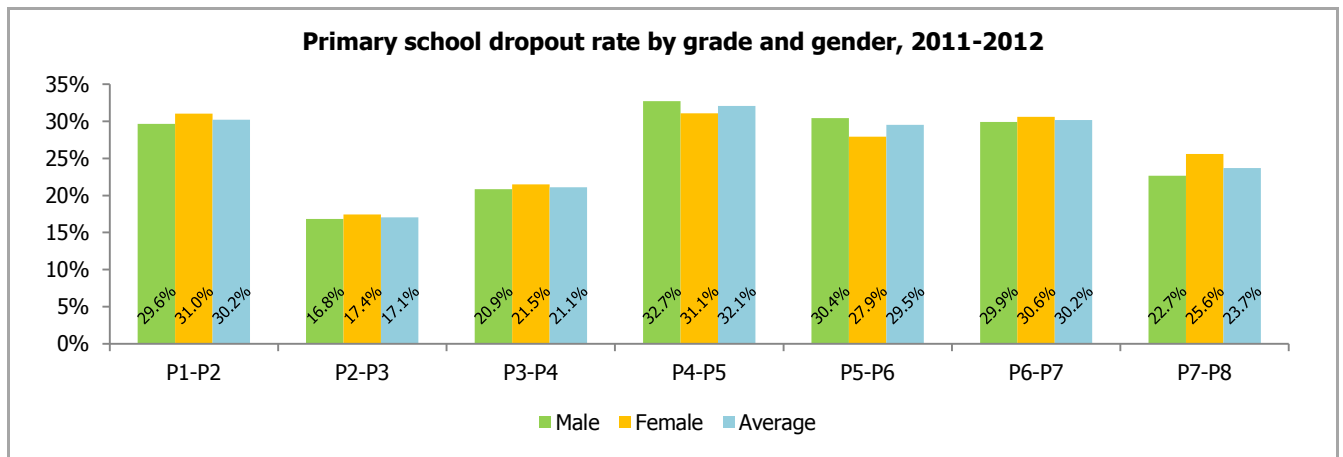
State	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	20.2%	-4.5%	-0.5%	9.5%	8.1%	9.2%	33.3%
EE	24.9%	17.0%	17.6%	25.7%	27.4%	30.3%	21.6%
Jonglei	26.6%	17.0%	27.8%	47.7%	44.4%	52.1%	41.3%
Lakes	16.8%	12.6%	12.3%	27.7%	35.5%	31.5%	30.4%
NBG	43.3%	24.7%	27.6%	37.0%	35.0%	27.9%	23.6%
UN	28.5%	22.1%	25.0%	41.1%	31.4%	22.9%	11.4%
Unity	35.7%	28.8%	29.9%	43.5%	42.8%	46.7%	22.0%
Warrap	34.4%	15.0%	19.5%	22.7%	18.0%	25.6%	8.3%
WBG	21.5%	9.6%	10.6%	20.7%	27.9%	16.1%	-6.3%
WE	20.1%	2.4%	12.4%	17.0%	21.9%	27.9%	33.7%
Average	29.6%	16.8%	20.9%	32.7%	30.4%	29.9%	22.7%

\* Negative dropout rates occur due to high increase in enrolment between 2011 and 2012.

#### Primary school dropout rate for female pupils by state and grade, 2011-2012

State	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	23.0%	-5.9%	-1.3%	7.4%	10.4%	13.2%	23.2%
EE	28.0%	13.7%	14.5%	21.9%	24.4%	28.3%	23.4%
Jonglei	24.9%	19.9%	30.1%	49.1%	47.0%	60.8%	65.0%
Lakes	29.9%	22.4%	17.2%	29.3%	27.7%	42.6%	44.7%
NBG	45.8%	22.6%	22.9%	35.4%	30.8%	17.4%	18.6%
UN	32.0%	25.1%	30.7%	40.2%	25.9%	22.7%	11.8%
Unity	40.9%	31.5%	31.3%	43.8%	48.0%	54.9%	29.1%
Warrap	34.5%	14.1%	14.1%	17.2%	16.6%	9.2%	15.5%
WBG	20.1%	12.2%	15.5%	16.9%	18.5%	17.2%	3.9%
WE	13.0%	-1.6%	18.8%	18.3%	23.9%	33.3%	42.4%
Average	31.0%	17.4%	21.5%	31.1%	27.9%	30.6%	25.6%

\* Negative dropout rates occur due to high increase in enrolment between 2011 and 2012.



- ✓ At the national level, the dropout rate between P1 and P2 is high, again reflecting the idea that pupils may enter the school system unprepared, due in part to a lack of participation in pre-primary schooling. The dropout rates between P2-P3, P3-P4, and P7-P8 are lower than for other grades.
- ✓ Dropout rates are particularly high in Jonglei and Unity states at upper grades of primary where they are 55.1% in Jonglei and 49.6% in Unity.
- ✓ At the state level, there does not appear to be much difference between genders in terms of dropout rates, although dropout rates for females in Jonglei are notably high towards the end of the primary cycle.

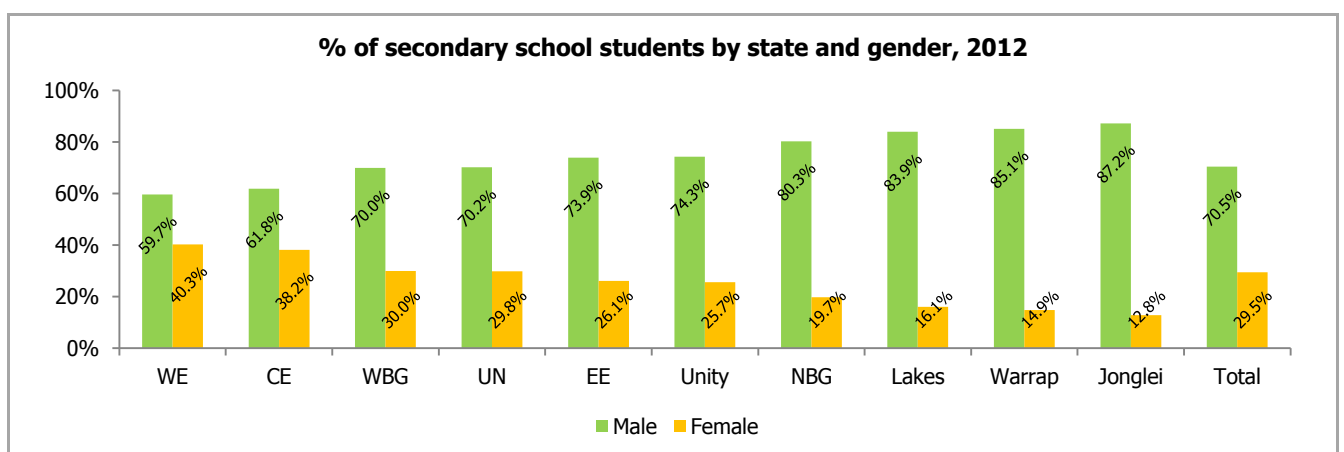
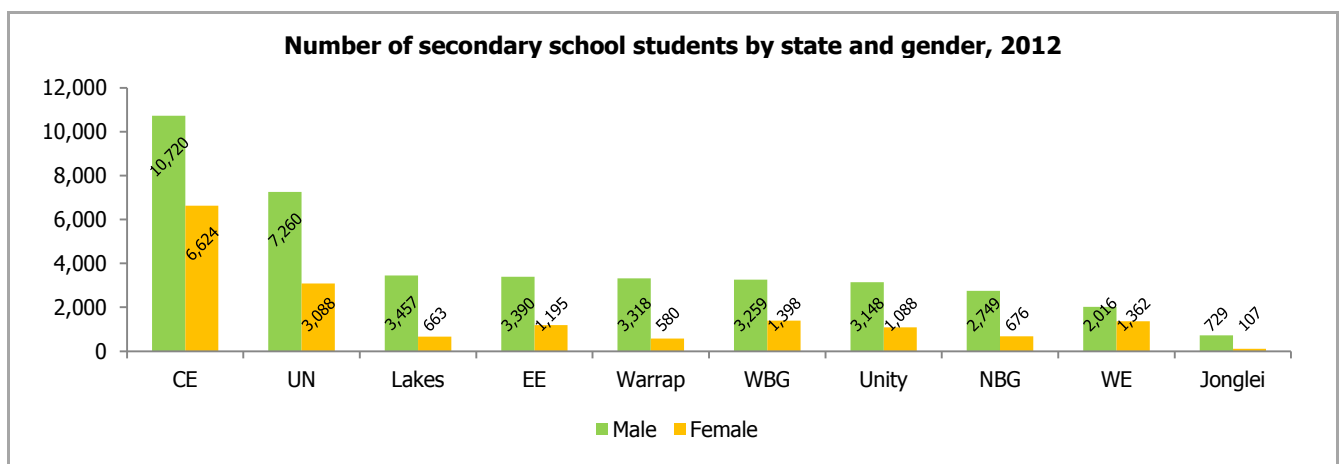
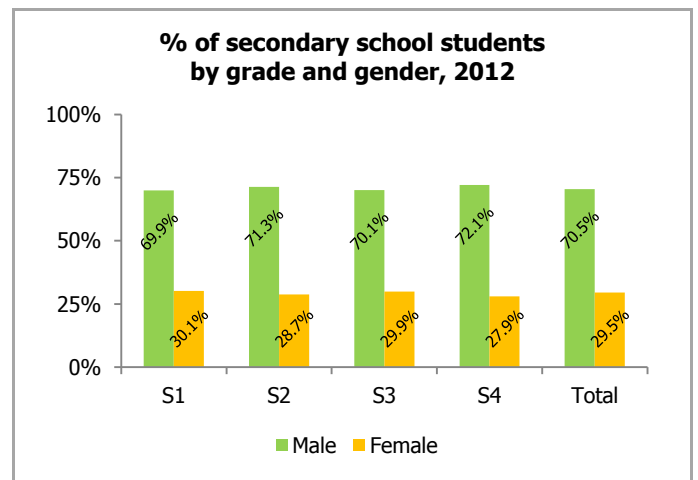
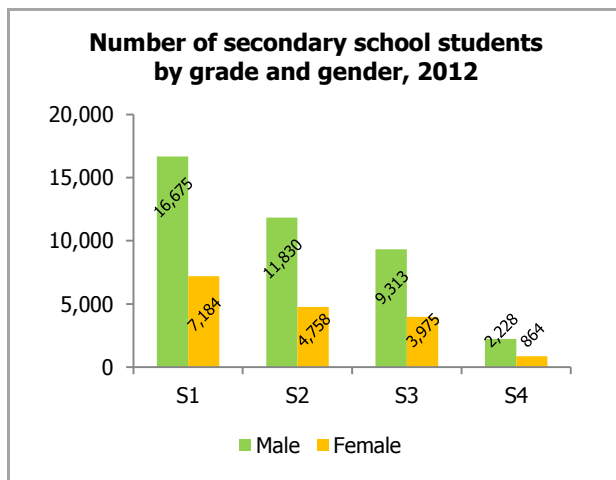
## 7. SECONDARY SCHOOL, 2012

### 7.1. Access

#### 7.1.1. Enrolment

**Number of secondary school students by state and grade, 2012**

State	Total	S1	S2	S3	S4
CE	17,344	6,628	4,990	4,503	1,223
EE	4,585	1,679	1,186	1,150	570
Jonglei	836	407	273	156	-
Lakes	4,120	1,633	1,183	812	492
NBG	3,425	1,561	1,097	650	117
UN	10,348	4,795	3,095	2,417	41
Unity	4,236	2,030	1,286	920	-
Warrap	3,898	1,921	1,208	766	3
WBG	4,657	1,924	1,342	1,200	191
WE	3,378	1,281	928	714	455
Total	56,827	23,859	16,588	13,288	3,092



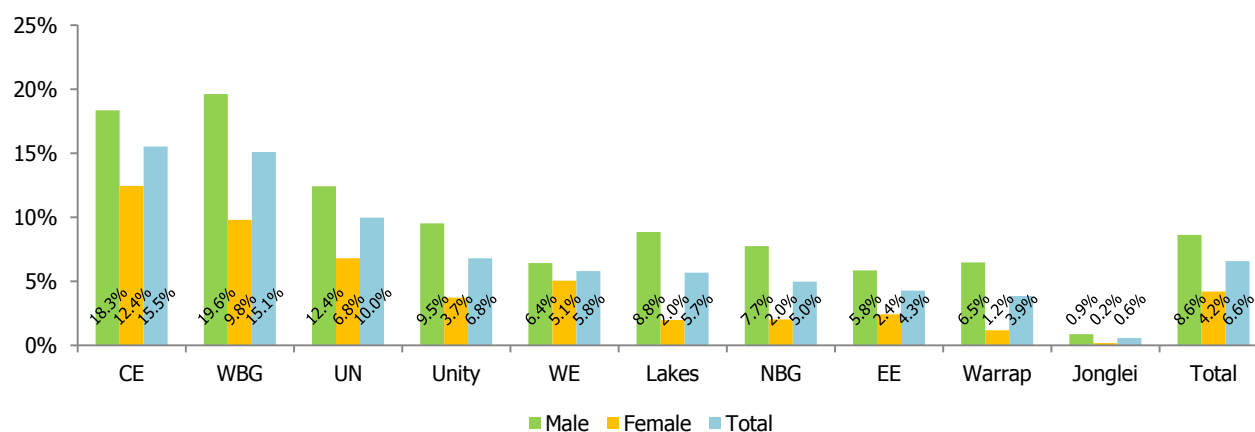
- ✓ The number of secondary students decreases as grade level increases. It goes from 23,859 in S1 to 3,092 in S4.
- ✓ The high level of gender disparity favouring males is during these years stays relatively constant throughout the cycle. Throughout the 4 grades of secondary there are more than 2 male students for every 1 female.
- ✓ This gender disparity is present at the state level as well as national. Extreme cases of disparity include the states of NBG, Lakes, Warrap and Jonglei, each of which has less than 20% of its secondary pupils being female.

### Secondary school gross enrolment rate (GER) by state and gender, 2012

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	111,723	17,344	15.5%	58,476	10,720	18.3%	53,247	6,624	12.4%
EE	107,669	4,585	4.3%	58,073	3,390	5.8%	49,596	1,195	2.4%
Jonglei	147,188	836	0.6%	83,297	729	0.9%	63,891	107	0.2%
Lakes	72,693	4,120	5.7%	39,140	3,457	8.8%	33,552	663	2.0%
NBG	69,023	3,425	5.0%	35,505	2,749	7.7%	33,519	676	2.0%
UN	103,854	10,348	10.0%	58,455	7,260	12.4%	45,399	3,088	6.8%
Unity	62,400	4,236	6.8%	33,042	3,148	9.5%	29,358	1,088	3.7%
Warrap	101,202	3,898	3.9%	51,347	3,318	6.5%	49,855	580	1.2%
WBG	30,883	4,657	15.1%	16,605	3,259	19.6%	14,277	1,398	9.8%
WE	58,341	3,378	5.8%	31,386	2,016	6.4%	26,954	1,362	5.1%
Total	864,976	56,827	6.6%	465,327	40,046	8.6%	399,649	16,781	4.2%

\* Population projection is based on the 2008 SSCCE and UIS-defined population growth rates. Population numbers do not include migration estimates. Projections have been refined since the previous publication of this booklet.

### Secondary school gross enrolment rate (GER) by state and gender, 2012



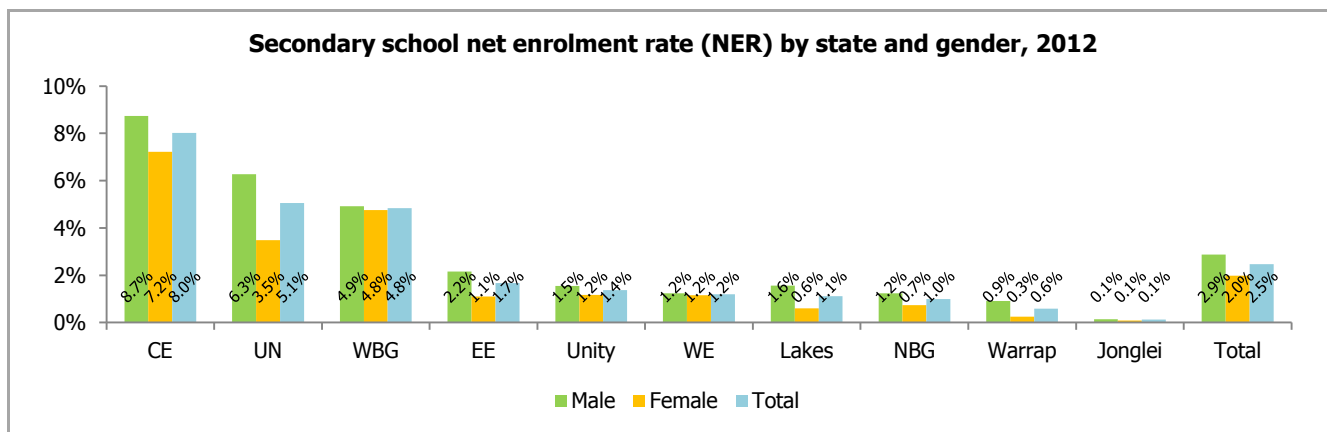
- ✓ The GER for both sexes is 6.6% at the secondary level. No state has a secondary GER greater than 18%.
- ✓ Interesting to note is that the state with the largest population in the 14-17 year-old age group has the lowest GER. Jonglei has a GER of 0.9% for males and 0.2% for females. At the same time CE, the state with the second largest population of that age group, has a secondary school GER of 18.3% for males and 12.4% for females.

### Secondary school net enrolment rate (NER) by state and gender, 2012

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	111,723	8,959	8.0%	58,476	5,111	8.7%	53,247	3,848	7.2%
EE	107,669	1,800	1.7%	58,073	1,252	2.2%	49,596	548	1.1%
Jonglei	147,188	181	0.1%	83,297	123	0.1%	63,891	58	0.1%
Lakes	72,693	810	1.1%	39,140	609	1.6%	33,552	201	0.6%
NBG	69,023	685	1.0%	35,505	439	1.2%	33,519	246	0.7%
UN	103,854	5,252	5.1%	58,455	3,670	6.3%	45,399	1,582	3.5%
Unity	62,400	854	1.4%	33,042	510	1.5%	29,358	344	1.2%
Warrap	101,202	599	0.6%	51,347	472	0.9%	49,855	127	0.3%
WBG	30,883	1,496	4.8%	16,605	816	4.9%	14,277	680	4.8%
WE	58,341	701	1.2%	31,386	389	1.2%	26,954	312	1.2%
Total	864,976	21,337	2.5%	465,327	13,391	2.9%	399,649	7,946	2.0%

\* Population projection is based on the 2008 SSCCE and UIS-defined population growth rates. Population numbers do not include migration estimates. Projections have been refined since the previous publication of this booklet.

- ✓ In South Sudan, only 2.5% of those who are of official age for secondary are enrolled. This comes out to 21,337 out of a total projected population of 864,976, 14-17 year-olds.
- ✓ Only four states have more than 1,000 students; these states are WBG, UN, EE and CE.

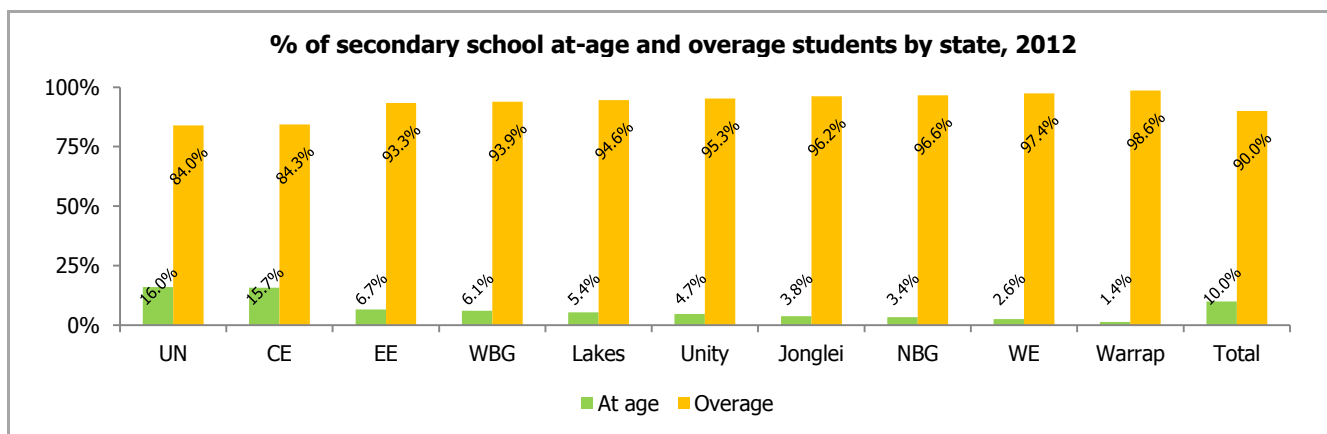
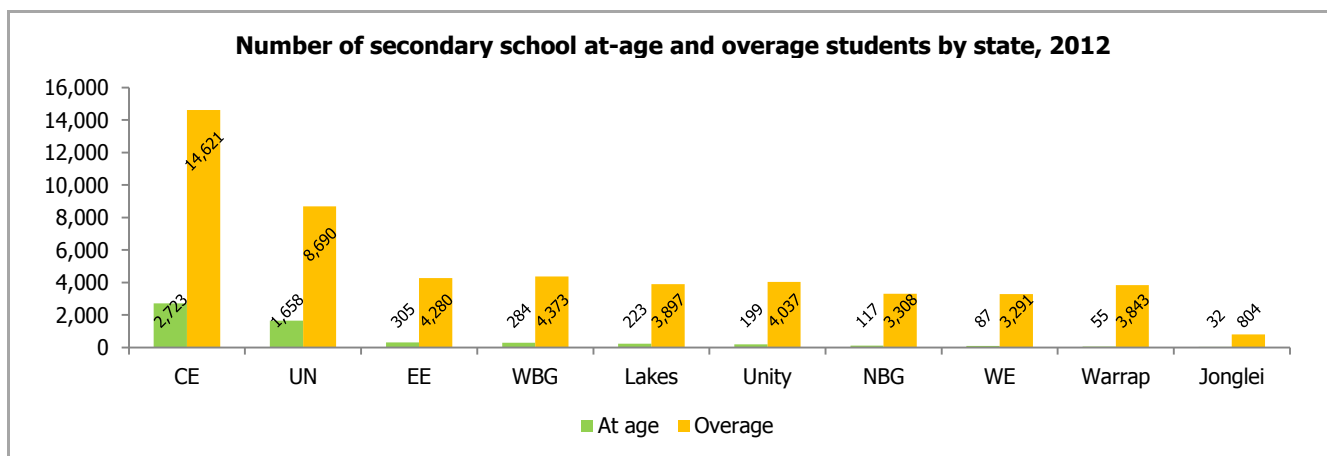


## 7.1.2. Overage pupils

### Number and % of secondary school at-age and overage students by state and gender, 2012

State	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
CE	2,723	14,621	84.3%	1,639	9,081	84.7%	1,084	5,540	83.6%
EE	305	4,280	93.3%	218	3,172	93.6%	87	1,108	92.7%
Jonglei	32	804	96.2%	21	708	97.1%	11	96	89.7%
Lakes	223	3,897	94.6%	211	3,246	93.9%	12	651	98.2%
NBG	117	3,308	96.6%	65	2,684	97.6%	52	624	92.3%
UN	1,658	8,690	84.0%	1,325	5,935	81.7%	333	2,755	89.2%
Unity	199	4,037	95.3%	139	3,009	95.6%	60	1,028	94.5%
Warrap	55	3,843	98.6%	43	3,275	98.7%	12	568	97.9%
WBG	284	4,373	93.9%	179	3,080	94.5%	105	1,293	92.5%
WE	87	3,291	97.4%	46	1,970	97.7%	41	1,321	97.0%
Total	5,683	51,144	90.0%	3,886	36,160	90.3%	1,797	14,984	89.3%

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

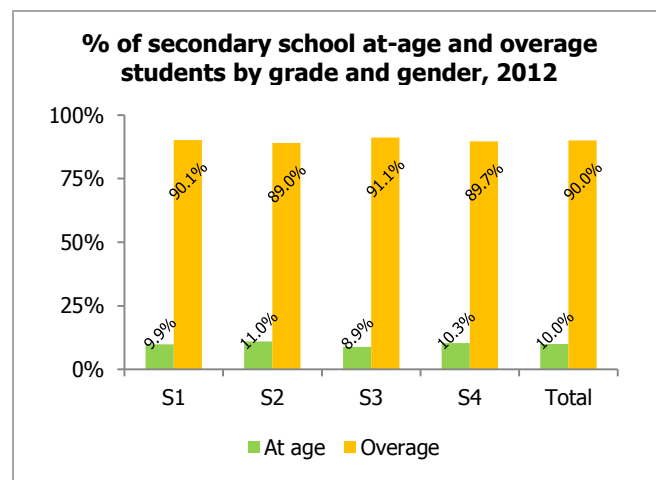
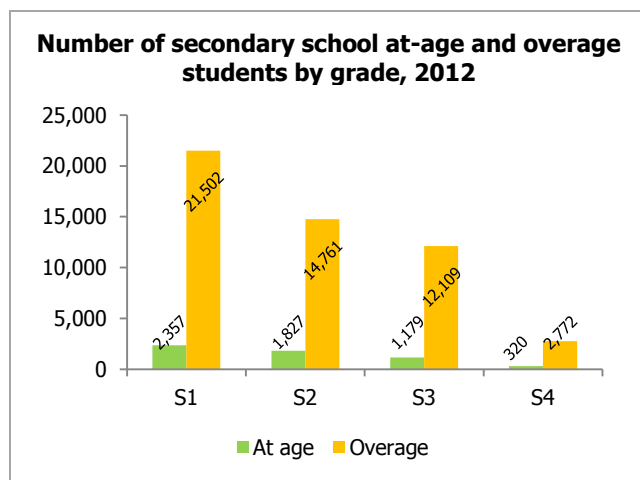


✓ In total, 90.0% of the secondary school students are overage in South Sudan. Except in UN and CE, over 80% of secondary pupils are overage.

### Number and % of secondary school at-age and overage students by grade and gender, 2012

Grade	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
S1	2,357	21,502	90.1%	1,729	14,946	89.6%	628	6,556	91.3%
S2	1,827	14,761	89.0%	1,317	10,513	88.9%	510	4,248	89.3%
S3	1,179	12,109	91.1%	655	8,658	93.0%	524	3,451	86.8%
S4	320	2,772	89.7%	185	2,043	91.7%	135	729	84.4%
Total	5,683	51,144	90.0%	3,886	36,160	90.3%	1,797	14,984	89.3%

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



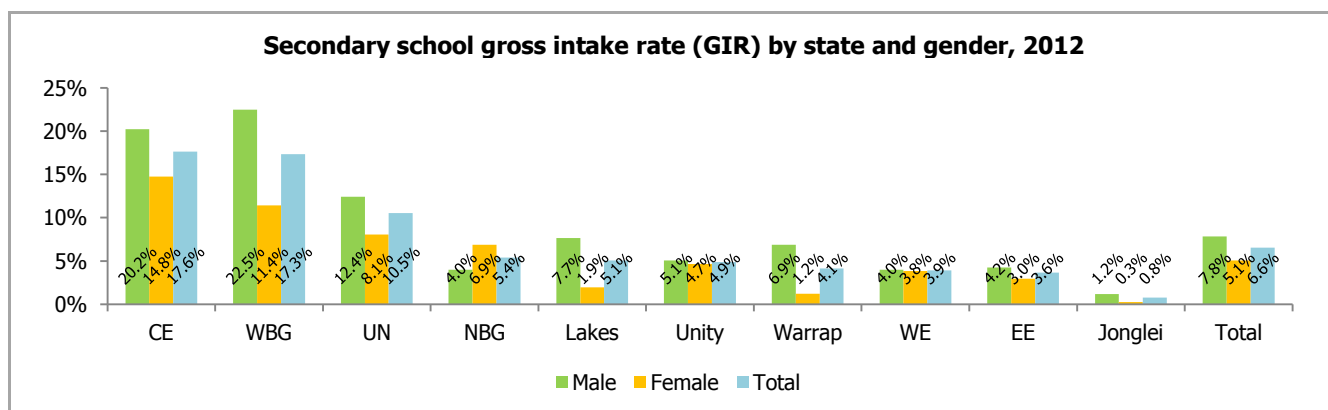
- ✓ The percentage of overage students in secondary school stands at 90.0%, roughly the same proportion for males and females and in each grade.

### 7.1.3. Intakes

#### Secondary school gross intake rate (GIR) by state and gender, 2012

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	37,824	6,664	17.6%	19,823	4,007	20.2%	18,002	2,657	14.8%
EE	38,328	1,397	3.6%	20,585	872	4.2%	17,743	525	3.0%
Jonglei	52,751	417	0.8%	30,094	358	1.2%	22,657	59	0.3%
Lakes	27,075	1,371	5.1%	14,756	1,131	7.7%	12,319	240	1.9%
NBG	25,428	1,371	5.4%	13,022	519	4.0%	12,406	852	6.9%
UN	33,827	3,562	10.5%	19,083	2,372	12.4%	14,744	1,190	8.1%
Unity	21,336	1,041	4.9%	11,474	582	5.1%	9,862	459	4.7%
Warrap	38,966	1,607	4.1%	20,010	1,374	6.9%	18,956	233	1.2%
WBG	10,747	1,862	17.3%	5,747	1,291	22.5%	5,000	571	11.4%
WE	19,555	765	3.9%	10,516	418	4.0%	9,039	347	3.8%
Total	305,838	20,057	6.6%	165,112	12,924	7.8%	140,726	7,133	5.1%

\* Population projection is based on the 2008 SSCSE and UIS-defined population growth rates. Population numbers do not include migration estimates. Projections have been refined since the previous publication of this booklet.

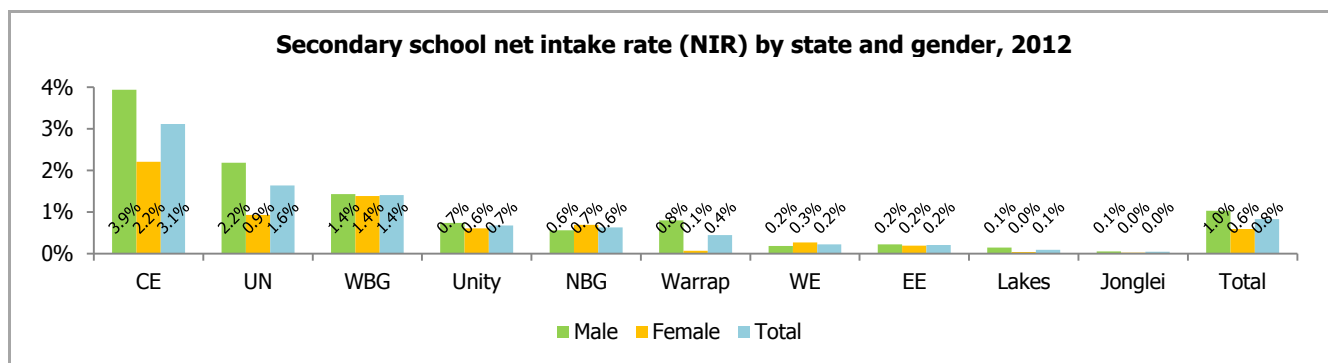


- ✓ The gross intake rate (GIR) at the secondary level is noticeably higher in CE and in WBG than in the rest of the country. These two states have a GIR of 35.0% or more compared to 14.6% nationally.
- ✓ The states with the lowest gross intake rate, EE, Jonglei and WE, have a GIR of less than 10%.
- ✓ There are significant gender disparities in secondary GIR across states. An example of this is in Lakes where male GIR is 19.2% and female GIR is only 4.8%. Only one state (NBG) has a higher GIR for females than for males.

## Secondary school net intake rate (NIR) by state and gender, 2012

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	37,824	1,177	3.1%	19,823	780	3.9%	18,002	397	2.2%
EE	38,328	80	0.2%	20,585	46	0.2%	17,743	34	0.2%
Jonglei	52,751	21	0.0%	30,094	16	0.1%	22,657	5	0.0%
Lakes	27,075	25	0.1%	14,756	21	0.1%	12,319	4	0.0%
NBG	25,428	159	0.6%	13,022	73	0.6%	12,406	86	0.7%
UN	33,827	554	1.6%	19,083	417	2.2%	14,744	137	0.9%
Unity	21,336	144	0.7%	11,474	84	0.7%	9,862	60	0.6%
Warrap	38,966	173	0.4%	20,010	160	0.8%	18,956	13	0.1%
WBG	10,747	151	1.4%	5,747	82	1.4%	5,000	69	1.4%
WE	19,555	43	0.2%	10,516	19	0.2%	9,039	24	0.3%
Total	305,838	2,527	0.8%	165,112	1,698	1.0%	140,726	829	0.6%

\* Population projection is based on the 2008 SSCCE and UIS-defined population growth rates. Population numbers do not include migration estimates. Projections have been refined since the previous publication of this booklet.



- ✓ The net intake rate (NIR), defined as the intake of students of the official age to enter the first grade level of secondary, is only 1.8% nationally. While 1,177 students of the official age are enrolled in the first grade of secondary in CE, only 21 are enrolled in Jonglei.
- ✓ NIR for females is especially low as is evident in Jonglei and Lakes where respectively only 5 and 4 14 year old females are enrolled in the first grade of secondary.

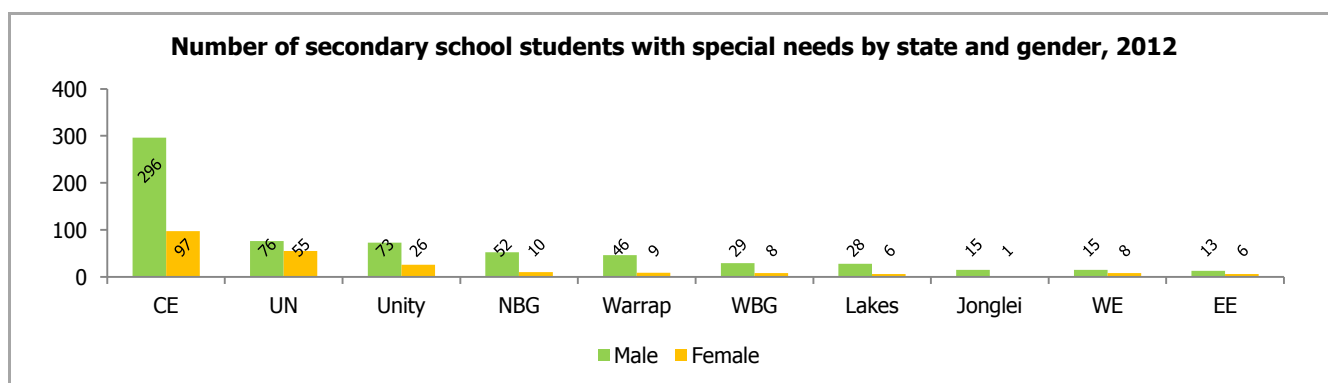
### 7.1.4. Students with special needs

#### Number and % of secondary school students with special needs by state and gender, 2012

State	Total			Male			Female		
	All students	Spec needs students	Special needs %	All students	Spec needs students	Special needs %	All students	Spec needs students	Special needs %
CE	17,344	393	2.3%	10,720	296	2.8%	6,624	97	1.5%
EE	4,585	19	0.4%	3,390	13	0.4%	1,195	6	0.5%
Jonglei	836	16	1.9%	729	15	2.1%	107	1	0.9%
Lakes	4,120	34	0.8%	3,457	28	0.8%	663	6	0.9%
NBG	3,425	62	1.8%	2,749	52	1.9%	676	10	1.5%
UN	10,348	131	1.3%	7,260	76	1.0%	3,088	55	1.8%
Unity	4,236	99	2.3%	3,148	73	2.3%	1,088	26	2.4%
Warrap	3,898	55	1.4%	3,318	46	1.4%	580	9	1.6%
WBG	4,657	37	0.8%	3,259	29	0.9%	1,398	8	0.6%
WE	3,378	23	0.7%	2,016	15	0.7%	1,362	8	0.6%
Total	56,827	869	1.5%	40,046	643	1.6%	16,781	226	1.3%

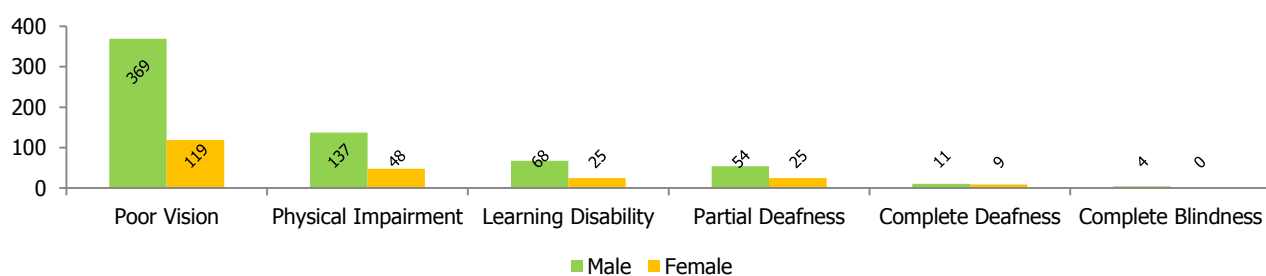
\* "Poor vision" includes pupils whose eye visions require glasses but do not have access to them.

\*\* Students in wheelchair not accounted for in this booklet.





**Number of secondary school students with special needs by type and gender, 2012**



**Number and % of secondary school students with special needs by grade, 2012**

Grade	Total			Male			Female		
	All students	Spec needs students	Special needs %	All students	Spec needs students	Special needs %	All students	Spec needs students	Special needs %
S1	23,859	367	1.5%	16,675	254	1.5%	7,184	113	1.6%
S2	16,588	263	1.6%	11,830	207	1.7%	4,758	56	1.2%
S3	13,288	212	1.6%	9,313	164	1.8%	3,975	48	1.2%
S4	3,092	27	0.9%	2,228	18	0.8%	864	9	1.0%
Total	56,827	869	1.5%	40,046	643	1.6%	16,781	226	1.3%

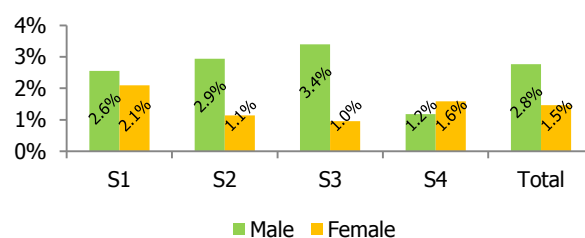
\* "Poor vision" includes pupils whose eye visions require glasses but do not have access to them.

\*\* Students in wheelchair not accounted for in this booklet.

**Number of secondary school students with special needs by grade, 2012**



**% of secondary school students with special needs by grade, 2012**

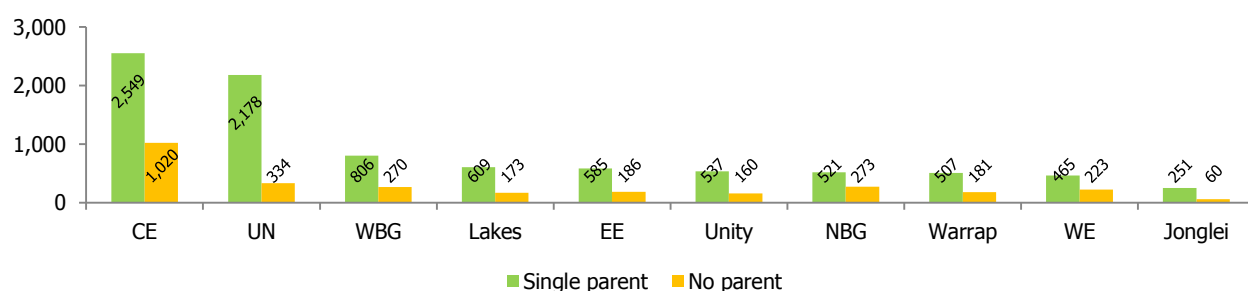


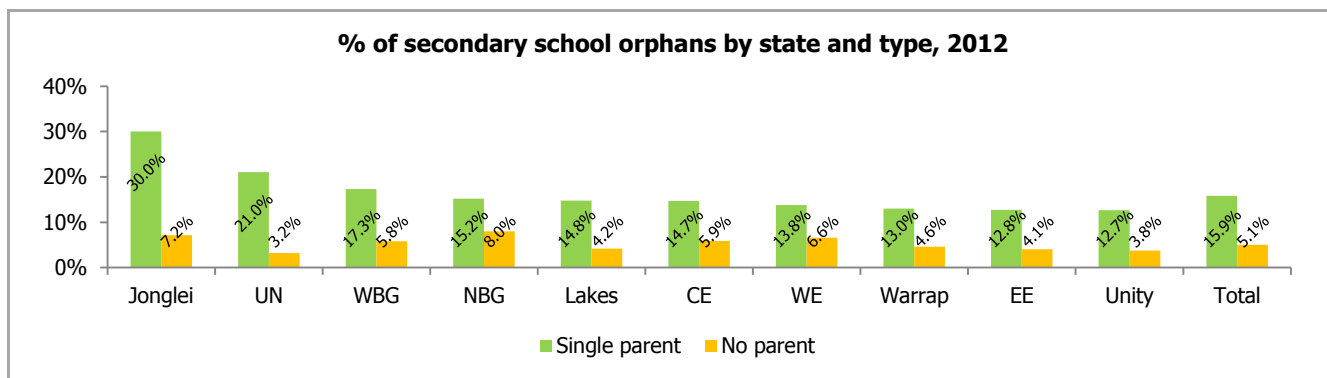
- ✓ 1.5% of secondary students are considered special needs. This rate stays relatively constant by gender and by state.
- ✓ Students with poor vision represent the largest subset of students with disabilities at 488 secondary students.

**Number and % of secondary school orphans by state and type, 2012**

State	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
CE	17,344	3,569	20.6%	2,549	14.7%	1,020	5.9%
EE	4,585	771	16.8%	585	12.8%	186	4.1%
Jonglei	836	311	37.2%	251	30.0%	60	7.2%
Lakes	4,120	782	19.0%	609	14.8%	173	4.2%
NBG	3,425	794	23.2%	521	15.2%	273	8.0%
UN	10,348	2,512	24.3%	2,178	21.0%	334	3.2%
Unity	4,236	697	16.5%	537	12.7%	160	3.8%
Warrap	3,898	688	17.7%	507	13.0%	181	4.6%
WBG	4,657	1,076	23.1%	806	17.3%	270	5.8%
WE	3,378	688	20.4%	465	13.8%	223	6.6%
Total	56,827	11,888	20.9%	9,008	15.9%	2,880	5.1%

**Number of secondary school orphans by state and type, 2012**

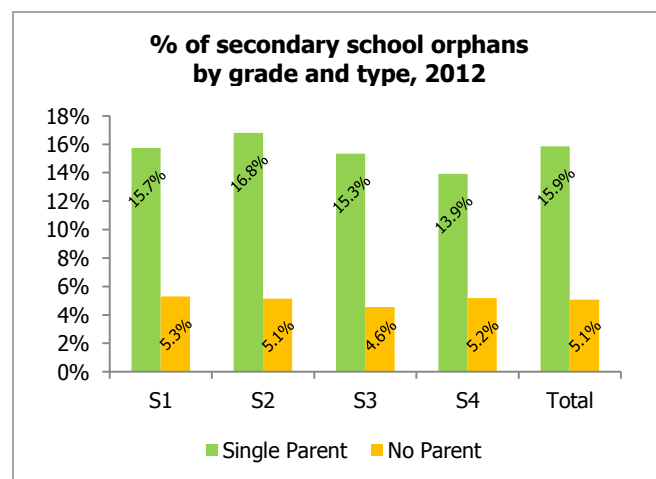
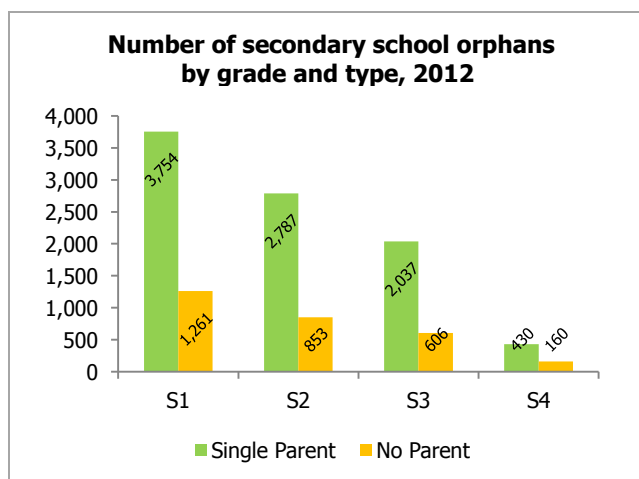




- ✓ At the national level, 20.9% of the students enrolled in secondary are orphans. 15.9% are single parent orphans and 5.1% are no parent orphans.
- ✓ At the state level the percentage of single parent orphans in secondary school ranges from 12.7% in Unity to 30.0% in Jonglei. The percentage of no parent orphans ranges from 3.2% in UN to 8.0% in NBG.

**Number and % of secondary school orphans by grade and type, 2012**

State	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
S1	23,859	5,015	21.0%	3,754	15.7%	1,261	5.3%
S2	16,588	3,640	21.9%	2,787	16.8%	853	5.1%
S3	13,288	2,643	19.9%	2,037	15.3%	606	4.6%
S4	3,092	590	19.1%	430	13.9%	160	5.2%
Total	56,827	11,888	20.9%	9,008	15.9%	2,880	5.1%



- ✓ By grade, the percentage of orphans does not fluctuate much in secondary school. This remains true when considering both single and no parent orphans.

**7.2. Resources**

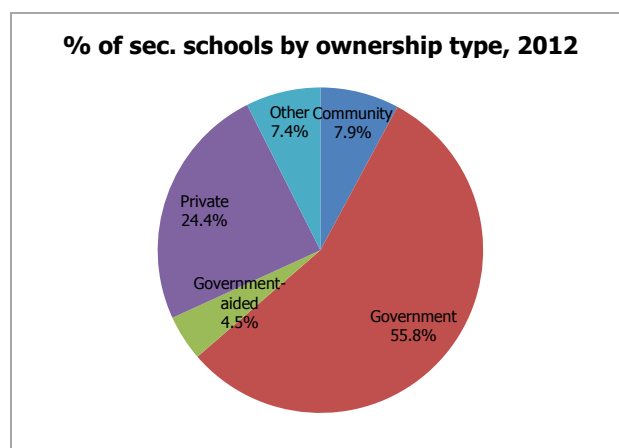
**7.2.1. Schools**

**Number of secondary schools by ownership, 2012**

Ownership type	Schools
Community	19
Government	135
Government-aided	11
Private	59
Other	18
Total	242

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

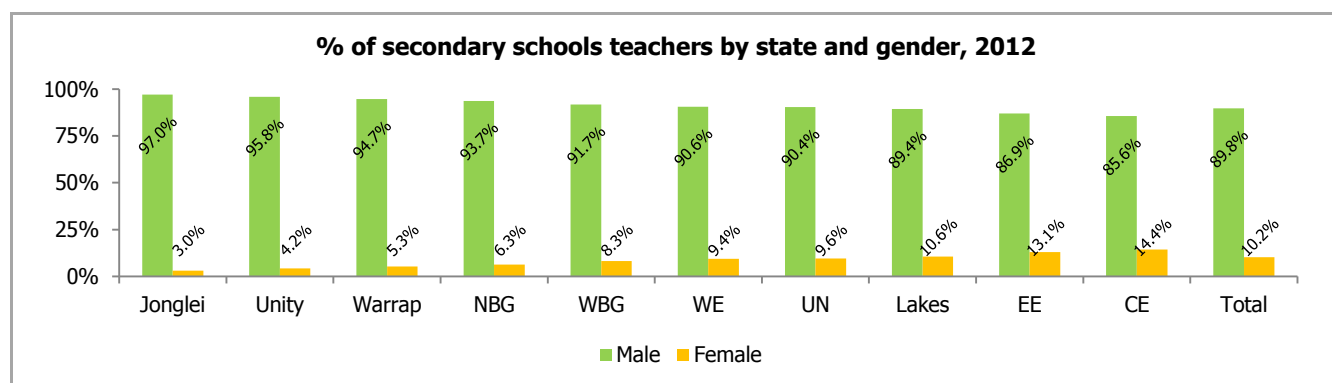
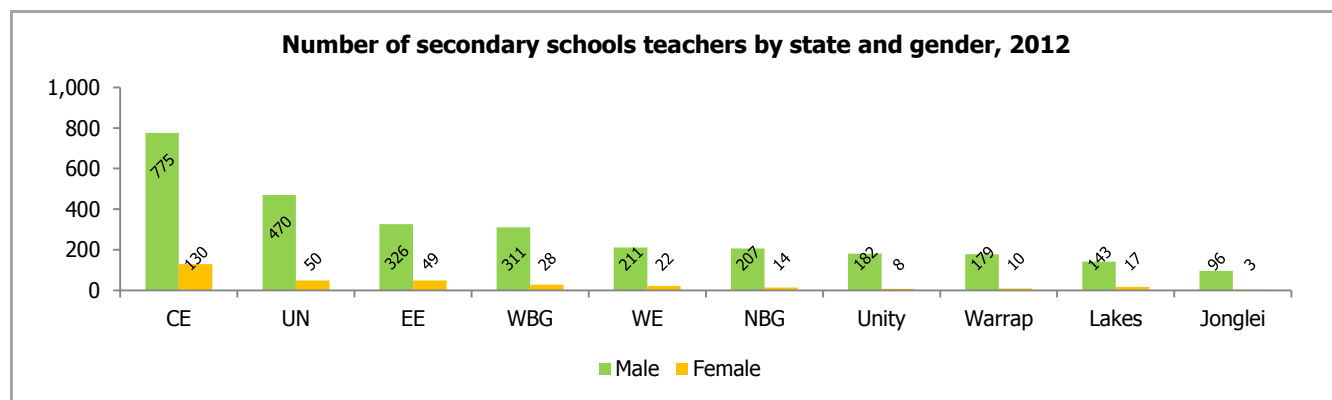
- ✓ In South Sudan, the majority of secondary schools are owned by the government, which represents 55.8% of the overall ownership type of school.
- ✓ Private ownership make-up the next highest rate of ownership, at 24.4%. The rest of the schools are divided relatively evenly between community, government-aided and other.



## 7.2.2. Teachers

**Number and % of secondary school teachers by state and gender, 2012**

State	Total	Male		Female	
		Count	% total	Count	% total
CE	905	775	85.6%	130	14.4%
EE	375	326	86.9%	49	13.1%
Jonglei	99	96	97.0%	3	3.0%
Lakes	160	143	89.4%	17	10.6%
NBG	221	207	93.7%	14	6.3%
UN	520	470	90.4%	50	9.6%
Unity	190	182	95.8%	8	4.2%
Warrap	189	179	94.7%	10	5.3%
WBG	339	311	91.7%	28	8.3%
WE	233	211	90.6%	22	9.4%
Total	3,231	2,900	89.8%	331	10.2%



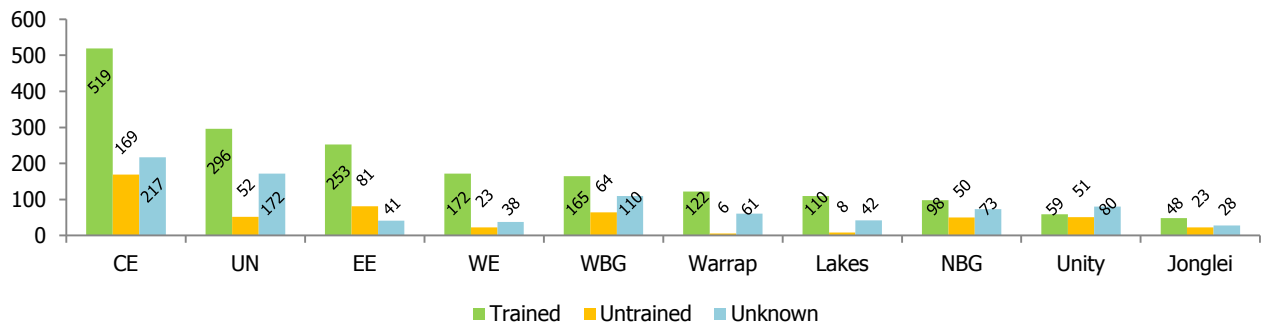
- ✓ In total there are 3,231 secondary school teachers in South Sudan. There is a large and persistent gender disparity favouring males from state to state as well as at the national level, where roughly 90% of secondary school teachers are male.
- ✓ In Jonglei, 97% of secondary school teachers are male; there are only 3 total female secondary school teachers in the state.
- ✓ The overwhelming gender disparity among secondary school teachers may in part be a cause of the gender disparity in pupil enrollments as it is known that higher rates of female teachers can lead to increases in female student enrolment.

**Number and % of secondary school teachers by professional qualification and state, 2012**

State	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
CE	905	519	57.3%	169	18.7%	217	24.0%
EE	375	253	67.5%	81	21.6%	41	10.9%
Jonglei	99	48	48.5%	23	23.2%	28	28.3%
Lakes	160	110	68.8%	8	5.0%	42	26.3%
NBG	221	98	44.3%	50	22.6%	73	33.0%
UN	520	296	56.9%	52	10.0%	172	33.1%
Unity	190	59	31.1%	51	26.8%	80	42.1%
Warrap	189	122	64.6%	6	3.2%	61	32.3%
WBG	339	165	48.7%	64	18.9%	110	32.4%
WE	233	172	73.8%	23	9.9%	38	16.3%
Total	3,231	1,842	57.0%	527	16.3%	862	26.7%

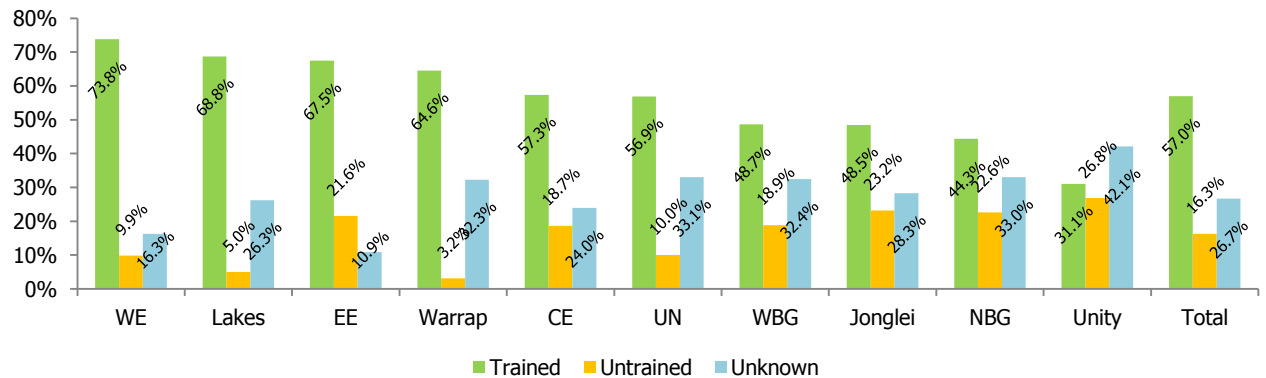
\* "Trained" encompasses teachers with pre-service teacher training, in-service teacher training, and higher education diploma. "Unknown" teachers include those whose professional qualification was not reported.

**Number of secondary school teachers by professional qualification and state, 2012**



- ✓ At the secondary level, 57% of secondary school teachers are trained, compared to 16.3% who are untrained and a sizeable portion of the teaching force ,26.7%, that have unknown qualifications.
- ✓ The states with the largest proportion of trained secondary school teachers include WE at 73.8%, Lakes at 68.8%, and EE at 67.5%.

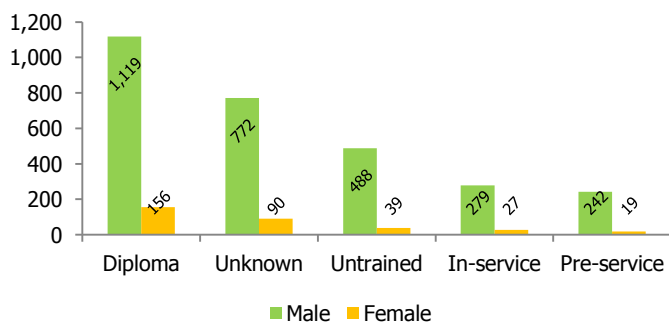
**% of secondary school teachers by professional qualification and state, 2012**



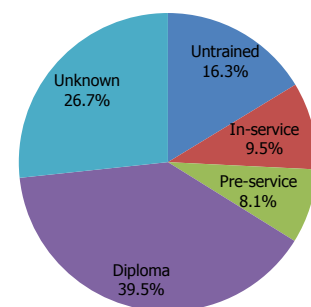
**Number and % of secondary school teachers by professional qualification and state, 2012**

State	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
CE	905	169	18.7%	58	6.4%	34	3.8%	427	47.2%	217	24.0%
EE	375	81	21.6%	7	1.9%	13	3.5%	233	62.1%	41	10.9%
Jonglei	99	23	23.2%	18	18.2%	12	12.1%	18	18.2%	28	28.3%
Lakes	160	8	5.0%	32	20.0%	37	23.1%	41	25.6%	42	26.3%
NBG	221	50	22.6%	24	10.9%	20	9.0%	54	24.4%	73	33.0%
UN	520	52	10.0%	73	14.0%	84	16.2%	139	26.7%	172	33.1%
Unity	190	51	26.8%	15	7.9%	8	4.2%	36	18.9%	80	42.1%
Warrap	189	6	3.2%	23	12.2%	37	19.6%	62	32.8%	61	32.3%
WBG	339	64	18.9%	39	11.5%	-	-	126	37.2%	110	32.4%
WE	233	23	9.9%	17	7.3%	16	6.9%	139	59.7%	38	16.3%
Total	3,231	527	16.3%	306	9.5%	261	8.1%	1,275	39.5%	862	26.7%

**Number of secondary school teachers by professional qualification and gender, 2012**



**% of secondary school teachers by professional qualification, 2012**

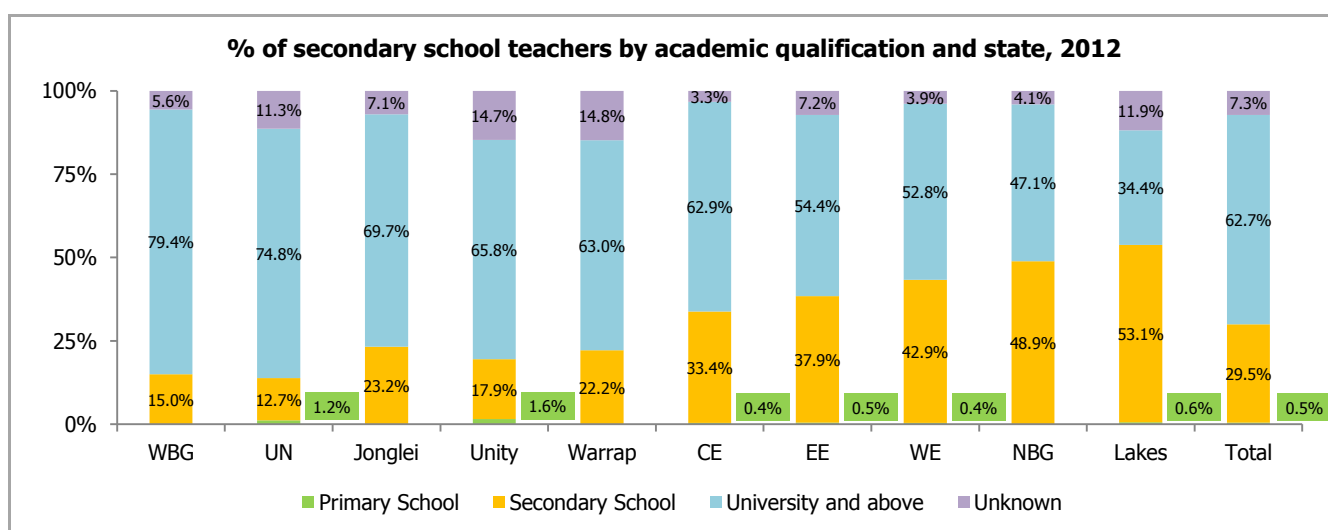
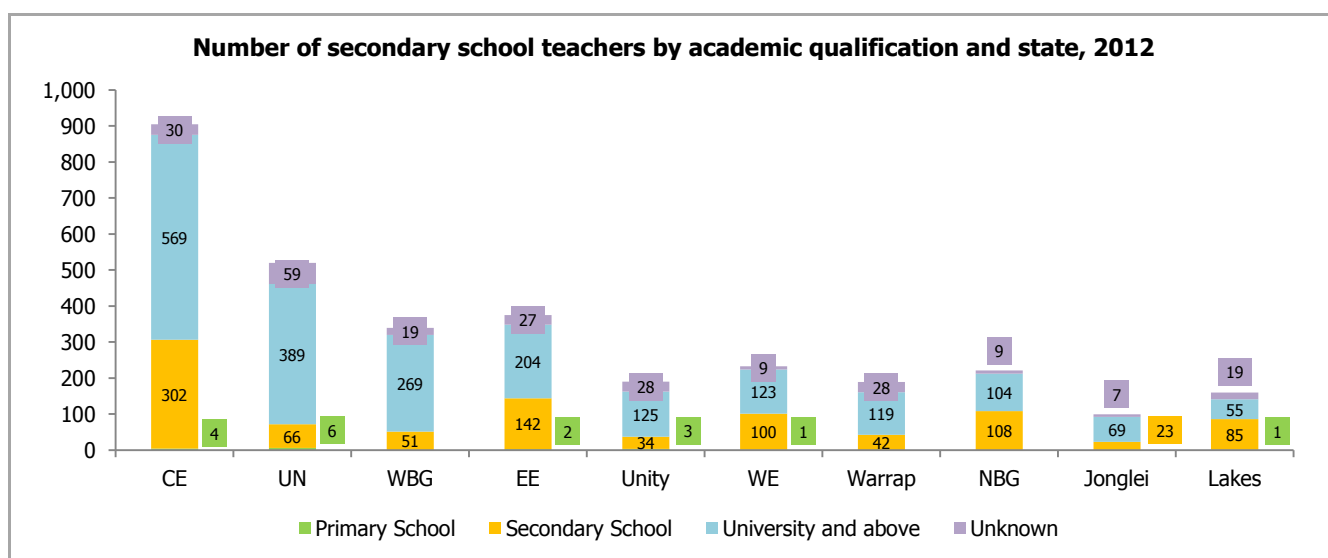


- ✓ In every state, the percentage of trained teachers is greater than the percentage of untrained teachers at the secondary level. Only in Unity state there are roughly equal percentages of trained and untrained teachers, while a relatively large percentage of teachers have unknown qualifications.
- ✓ Among trained teachers, diplomas represent the greatest type of qualification in terms of teacher numbers. 39.5% of secondary school teachers have a diploma, compared to 9.5% who have in-service qualifications and 8.1% who have pre-service qualifications.
- ✓ By state, the percentage of secondary school teachers can vary widely, from 18.2% in Jonglei to 62.1% in EE.

### Number and % of secondary school teachers by academic qualification and state, 2012

State	Total	Primary School		Secondary School		University and above	
		Count	% total	Count	% total	Count	% total
CE	905	34	3.8%	302	33.4%	569	62.9%
EE	375	29	7.7%	142	37.9%	204	54.4%
Jonglei	99	7	7.1%	23	23.2%	69	69.7%
Lakes	160	20	12.5%	85	53.1%	55	34.4%
NBG	221	9	4.1%	108	48.9%	104	47.1%
UN	520	65	12.5%	66	12.7%	389	74.8%
Unity	190	31	16.3%	34	17.9%	125	65.8%
Warrap	189	28	14.8%	42	22.2%	119	63.0%
WBG	339	19	5.6%	51	15.0%	269	79.4%
WE	233	10	4.3%	100	42.9%	123	52.8%
<b>Total</b>	<b>3,231</b>	<b>252</b>	<b>7.8%</b>	<b>953</b>	<b>29.5%</b>	<b>2,026</b>	<b>62.7%</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.

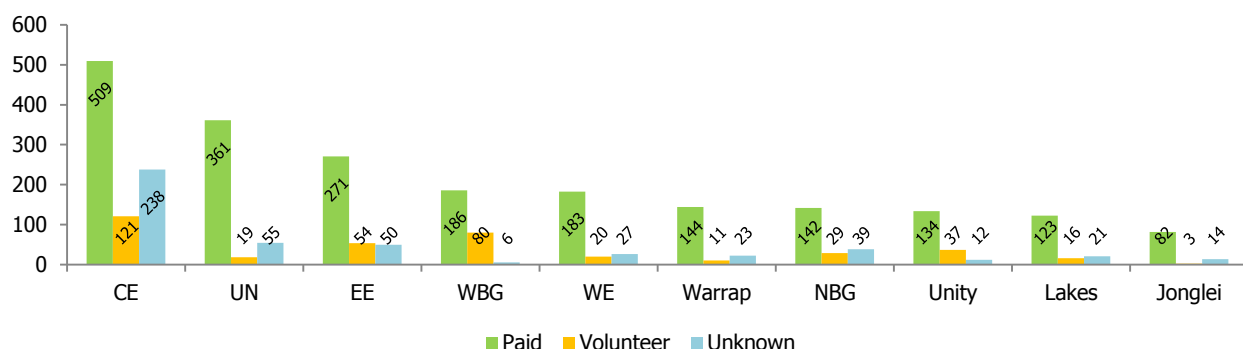


- ✓ Nationally, 62.7% of secondary school teachers have been educated to the university level or above.
- ✓ Secondary school teachers who have only been educated through the primary school level represent 7.8% of the total number of teachers. This ranges from 3.8% in CE to 16.3% in Unity.
- ✓ Secondary school teachers with university and above qualifications make up the majority of secondary school teachers broken down by academic qualification in every state except for Lakes and NBG. In Lakes, 34.4% of secondary school teachers have university and above qualifications, compared to 53.1% who have secondary qualifications.

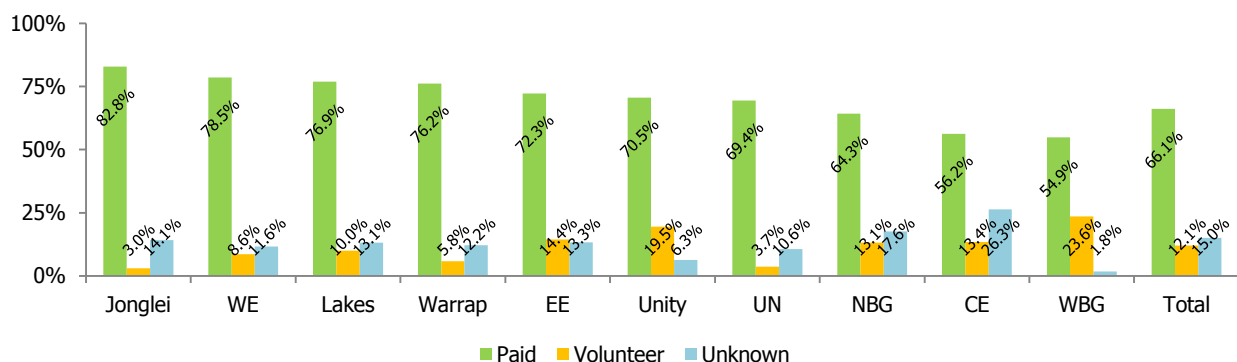
## Number and % of secondary school teachers by employment status and state, 2012

State	Total	Paid		Volunteer		Unknown	
		Count	% total	Count	% total	Count	% total
CE	905	509	56.2%	121	13.4%	238	26.3%
EE	375	271	72.3%	54	14.4%	50	13.3%
Jonglei	99	82	82.8%	3	3.0%	14	14.1%
Lakes	160	123	76.9%	16	10.0%	21	13.1%
NBG	221	142	64.3%	29	13.1%	39	17.6%
UN	520	361	69.4%	19	3.7%	55	10.6%
Unity	190	134	70.5%	37	19.5%	12	6.3%
Warrap	189	144	76.2%	11	5.8%	23	12.2%
WBG	339	186	54.9%	80	23.6%	6	1.8%
WE	233	183	78.5%	20	8.6%	27	11.6%
Total	3,231	2,135	66.1%	390	12.1%	485	15.0%

Number of secondary school teachers by employment status and state, 2012



% of secondary school teachers by employment status and state, 2012



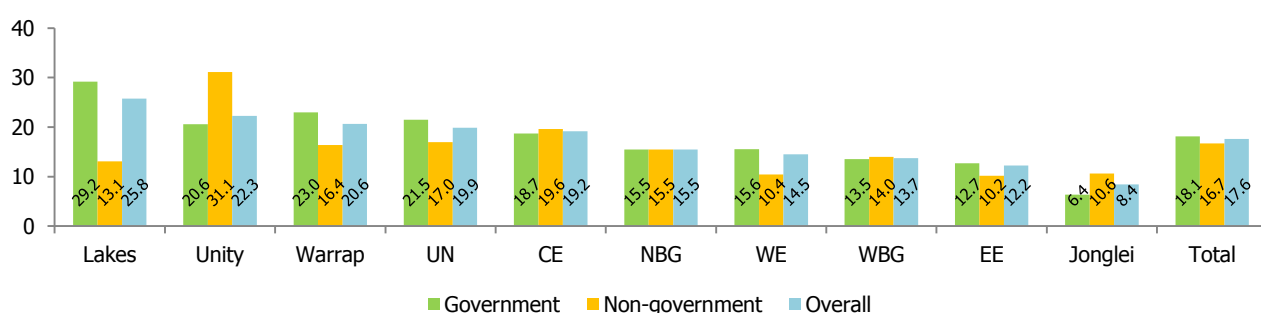
- ✓ The majority of secondary school teachers in South Sudan are paid for their work. 66.1% of secondary school teachers are paid, compared to 12.1% who are volunteer.
- ✓ This is also true at the state level, where in no state do volunteer secondary school teachers make up more than 25% of the teaching force.
- ✓ There is a relatively high percentage of teachers who receive unknown compensation at the secondary level. Nationally, this stands at 15.0%.

## Secondary school pupil-teacher ratio (PTR) by state and ownership, 2012

State	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
CE	17,344	905	19.2	8,902	475	18.7	8,442	430	19.6
EE	4,585	375	12.2	3,831	301	12.7	754	74	10.2
Jonglei	836	99	8.4	325	51	6.4	511	48	10.6
Lakes	4,120	160	25.8	3,674	126	29.2	446	34	13.1
NBG	3,425	221	15.5	2,061	133	15.5	1,364	88	15.5
UN	10,348	520	19.9	7,297	340	21.5	3,051	180	17.0
Unity	4,236	190	22.3	3,271	159	20.6	965	31	31.1
Warrap	3,898	189	20.6	2,784	121	23.0	1,114	68	16.4
WBG	4,657	339	13.7	2,352	174	13.5	2,305	165	14.0
WE	3,378	233	14.5	2,878	185	15.6	500	48	10.4
Total	56,827	3,231	17.6	37,375	2,065	18.1	19,452	1,166	16.7

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

**Secondary school pupil-teacher ratio (PTR) by state and ownership, 2012**



- ✓ In general the pupil-teacher ratio (PTR) is much lower at the secondary level than primary. Nationally this ratio stands at 17.6, and is roughly the same for government and non-government ownership.
- ✓ By state, the PTR tends to be roughly the same for government and non-government ownership types. Only in Unity where the non-government school PTR is significantly higher than for the other two types of schools and Lakes where it is much lower is there a noticeable difference. However, no state has a PTR above 31.1, whether considering government or non-government ownership.

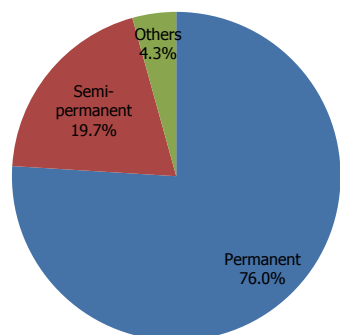
### 7.2.3. Classrooms

**Number of secondary school classrooms and pupil-classroom ratio (PCR) by state and type, 2012**

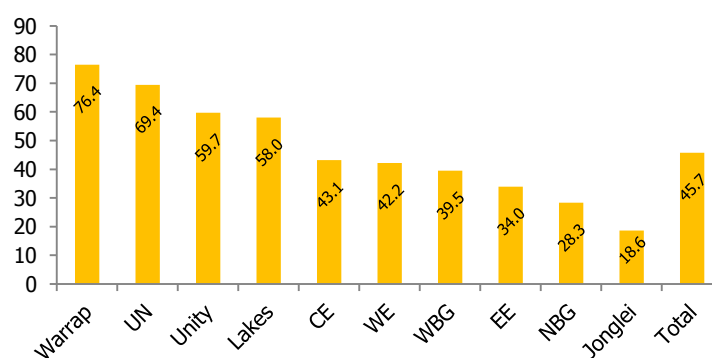
State	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
CE	414	299	103	1	9	2	-	43.1
EE	144	124	11	3	1	-	5	34.0
Jonglei	45	26	19	-	-	-	-	18.6
Lakes	80	62	9	-	8	1	-	58.0
NBG	126	96	25	-	2	3	-	28.3
UN	154	105	44	-	-	5	-	69.4
Unity	76	48	23	-	-	5	-	59.7
Warrap	57	44	7	-	4	-	2	76.4
WBG	123	105	13	2	1	-	2	39.5
WE	80	78	2	-	-	-	-	42.2
Total	1,299	987	256	6	25	16	9	45.7

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

**% of secondary school classrooms by type, 2012**



**Secondary school pupil-classroom ratio (PCR) by state, 2012**

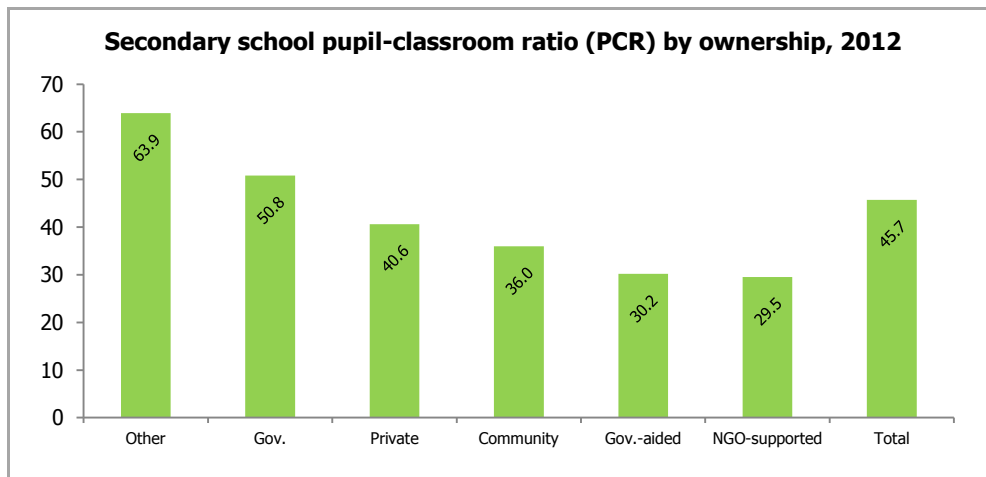


- ✓ The pupil-classroom ratio (PCR) varies widely by state, from 18.6 students per classroom in Jonglei to 76.4 in Warrap.

**Number of secondary school classrooms and pupil-classroom ratio (PCR) by ownership type, 2012**

Ownership	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
Community	76	48	19	3	5	1	-	36.0
Gov.	709	606	87	2	4	6	4	50.8
Gov.-aided	77	70	2	-	-	1	4	30.2
NGO-supported	59	36	17	-	1	5	-	29.5
Other	44	31	9	1	2	1	-	63.9
Private	334	196	122	-	13	2	1	40.6
Total	1,299	987	256	6	25	16	9	45.7

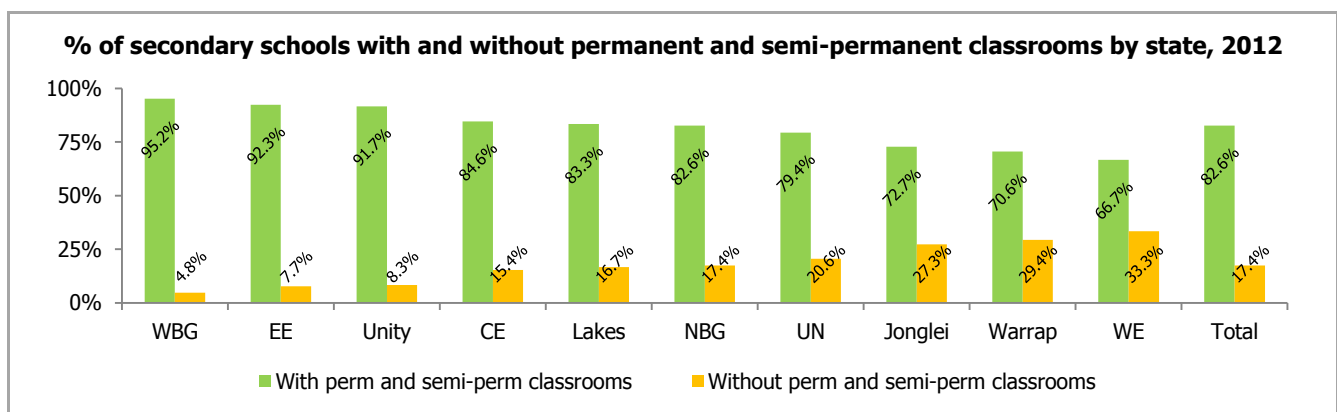
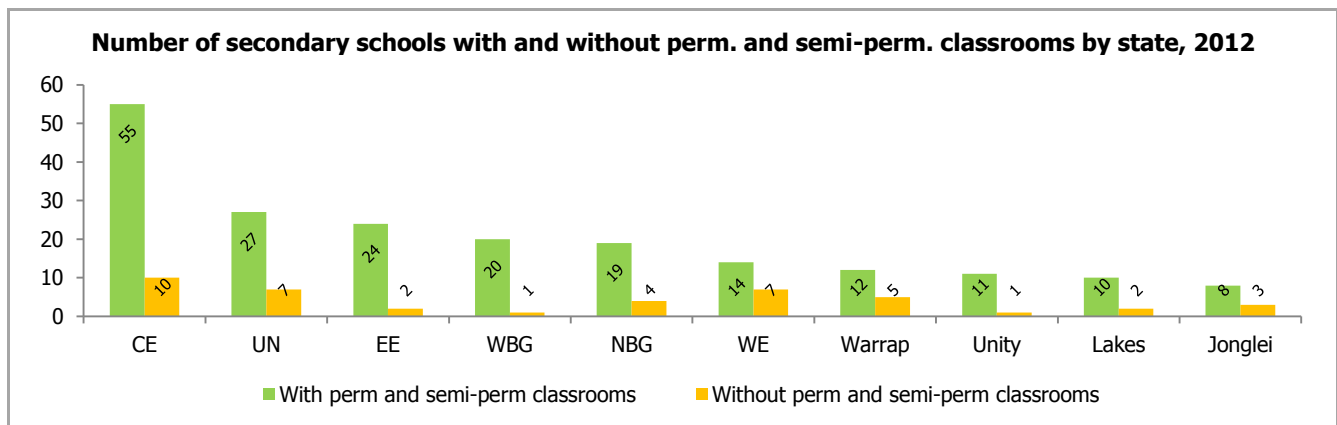
\* PCR only accounts for permanent and semi-permanent classrooms.



- ✓ Across ownership types the vast majority of secondary school classrooms are either permanent or semi-permanent structures. In government schools, there are 70 permanent classrooms compared to only 2 semi-permanent ones.
- ✓ PCR varies by ownership type ranging from 29.5 in NGO-supported schools to 63.9 in schools classified as other.

### Number and % of secondary schools with permanent and semi-permanent classrooms by state, 2012

State	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
CE	65	55	84.6%	10	15.4%
EE	26	24	92.3%	2	7.7%
Jonglei	11	8	72.7%	3	27.3%
Lakes	12	10	83.3%	2	16.7%
NBG	23	19	82.6%	4	17.4%
UN	34	27	79.4%	7	20.6%
Unity	12	11	91.7%	1	8.3%
Warrap	17	12	70.6%	5	29.4%
WBG	21	20	95.2%	1	4.8%
WE	21	14	66.7%	7	33.3%
Total	242	200	82.6%	42	17.4%



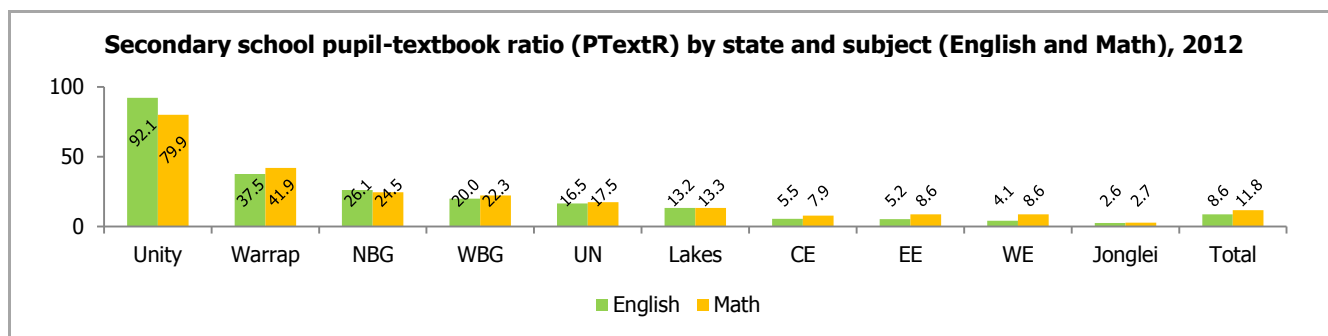
- ✓ 82.6% of secondary schools have permanent and semi-permanent classrooms at the national level, while only 17.4% do not have permanent and semi-permanent classrooms.
- ✓ By state most schools have classrooms that are permanent and semipermanent structures as well. The states that have the largest proportion of schools that do not have permanent and semi-permanent classrooms are WE (33.3%) and Warrap (29.4%).



## 7.2.4. Curriculum and instruction

### Secondary school pupil-textbook ratio (PTextR) by state and subject (English and Math), 2012

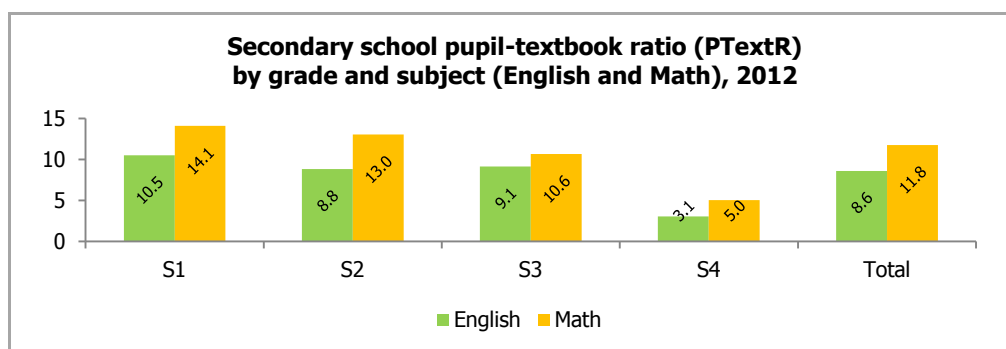
State	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
CE	17,344	3,141	5.5	2,200	7.9
EE	4,585	886	5.2	531	8.6
Jonglei	836	327	2.6	313	2.7
Lakes	4,120	312	13.2	309	13.3
NBG	3,425	131	26.1	140	24.5
UN	10,348	628	16.5	591	17.5
Unity	4,236	46	92.1	53	79.9
Warrap	3,898	104	37.5	93	41.9
WBG	4,657	233	20.0	209	22.3
WE	3,378	815	4.1	393	8.6
Total	56,827	6,623	8.6	4,832	11.8



- ✓ At the national level there are more English textbooks than Math textbooks. Only two states, Unity and NBG, have more Math than English textbooks.
- ✓ Unity and Warrap states stand out as having the highest pupil-textbook ratios at 92.1 in Unity for English and 79.9 for Math.

### Secondary school pupil-textbook ratio (PTextR) by grade and subject (English and Math), 2012

Grade	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
S1	23,859	2,274	10.5	1,695	14.1
S2	16,588	1,882	8.8	1,273	13.0
S3	13,288	1,455	9.1	1,249	10.6
S4	3,092	1,012	3.1	615	5.0
Total	56,827	6,623	8.6	4,832	11.8



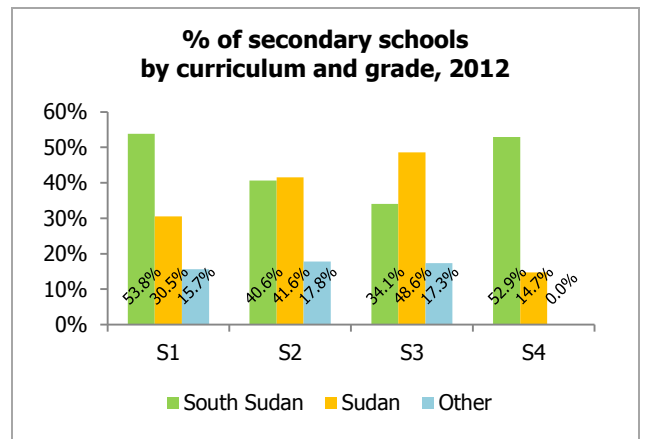
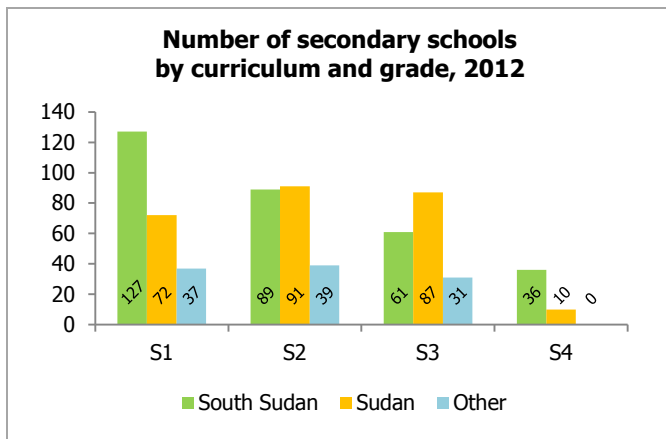
- ✓ The pupil-textbook ratio progressively decreases by grade, at the national level.
- ✓ In S4 there are 3.1 pupils for every English textbook, and 5.0 pupils for every Math textbook. These compare to 8.6 and 11.8 across all grades respectively.

### Number and % of secondary schools by curriculum and grade, 2012

Curriculum	S1	S2	S3	S4
South Sudan	127 53.8%	89 40.6%	61 34.1%	36 52.9%
Uganda	25 10.6%	27 12.3%	27 15.1%	21 30.9%
Kenya	11 4.7%	11 5.0%	3 1.7%	1 1.5%
Sudan	72 30.5%	91 41.6%	87 48.6%	10 14.7%
Other	1 0.4%	1 0.5%	1 0.6%	- -
Total	236	219	179	68

\* 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 only S1, etc.



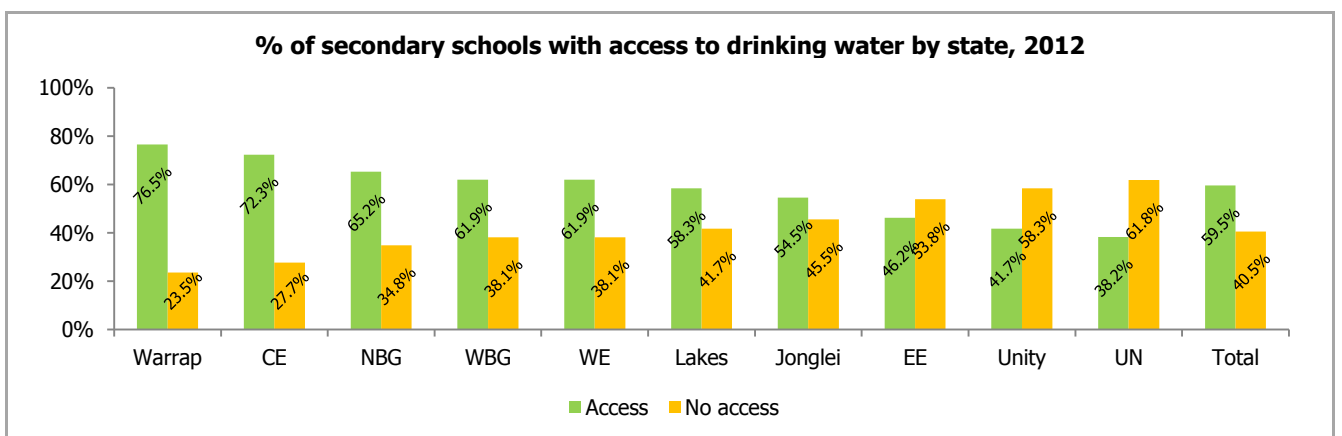
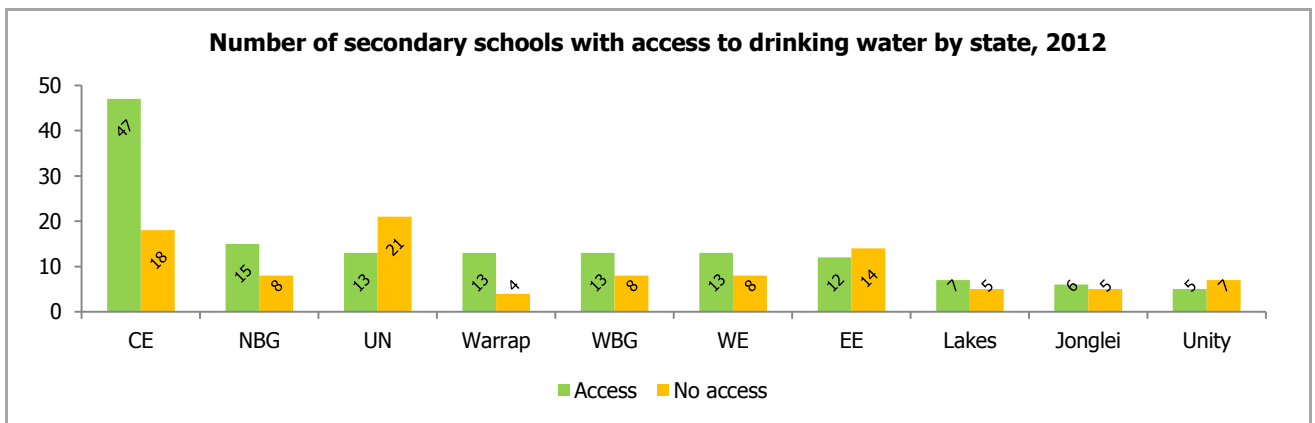
- ✓ Unlike in primary school, the Sudanese and Ugandan curricula are followed by a significant percentage of secondary schools relative to the south Sudanese curriculum. For example, the Sudanese curriculum is actually followed in a greater proportion of secondary schools in S2 and S3, than the South Sudanese curriculum.
- ✓ Also notable is that by S4, 30.9% of secondary schools follow the Ugandan curriculum, compared to 52.9% that follow the South Sudanese curriculum.

## 7.2.5. Facilities

**Number and % of secondary schools with and without access to drinking water by state, 2012**

State	Schools	Access		No access	
		Count	% total	Count	% total
CE	65	47	72.3%	18	27.7%
EE	26	12	46.2%	14	53.8%
Jonglei	11	6	54.5%	5	45.5%
Lakes	12	7	58.3%	5	41.7%
NBG	23	15	65.2%	8	34.8%
UN	34	13	38.2%	21	61.8%
Unity	12	5	41.7%	7	58.3%
Warrap	17	13	76.5%	4	23.5%
WBG	21	13	61.9%	8	38.1%
WE	21	13	61.9%	8	38.1%
Total	242	144	59.5%	98	40.5%

\* "No access" includes schools that did not provide a response.

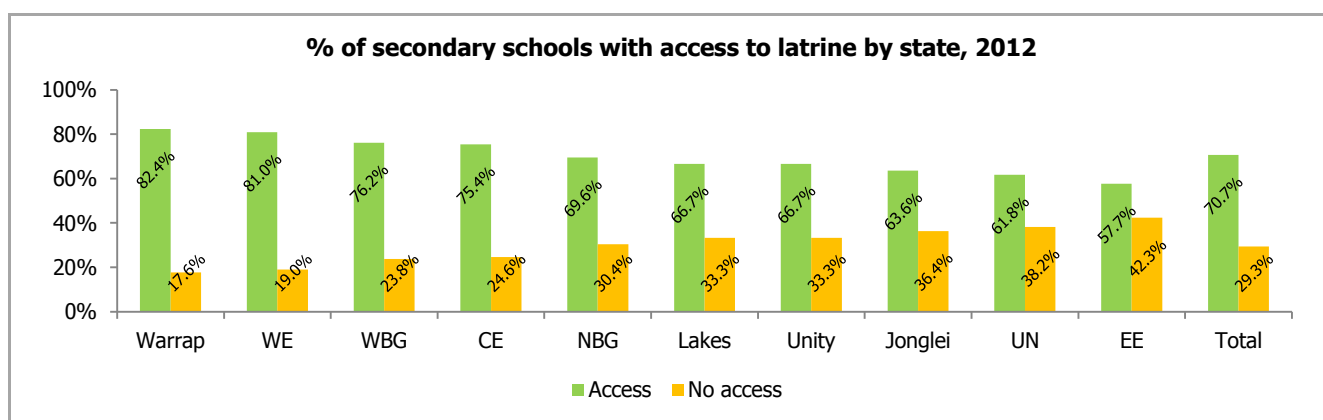
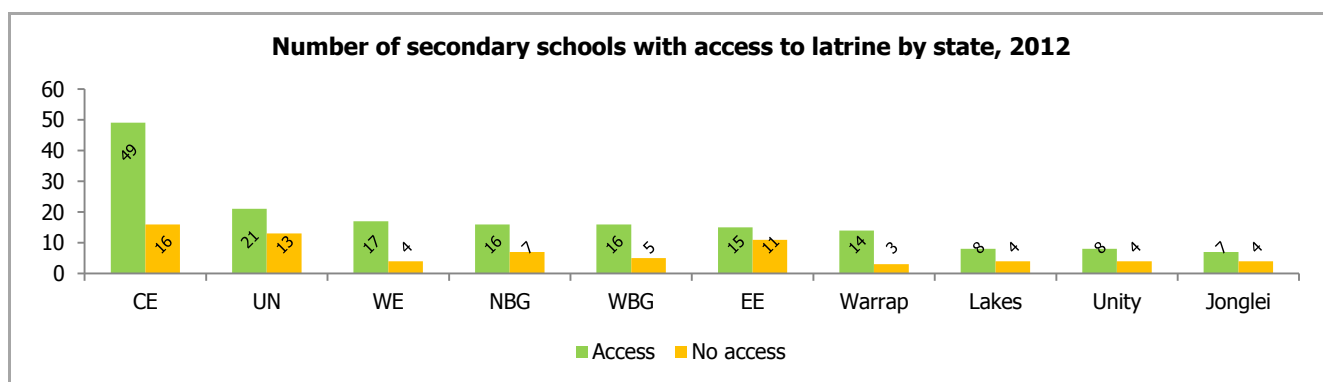


- ✓ 59.5% of secondary schools have access to drinking water compared to 40.5% that do not.
- ✓ There are three states where the percentage of secondary schools without access to water is greater than the percentage that do have access; EE, Unity and UN.

### Number and % of secondary schools with and without access to latrine by state, 2012

State	Schools	Access		No access	
		Count	% total	Count	% total
CE	65	49	75.4%	16	24.6%
EE	26	15	57.7%	11	42.3%
Jonglei	11	7	63.6%	4	36.4%
Lakes	12	8	66.7%	4	33.3%
NBG	23	16	69.6%	7	30.4%
UN	34	21	61.8%	13	38.2%
Unity	12	8	66.7%	4	33.3%
Warrap	17	14	82.4%	3	17.6%
WBG	21	16	76.2%	5	23.8%
WE	21	17	81.0%	4	19.0%
<b>Total</b>	<b>242</b>	<b>171</b>	<b>70.7%</b>	<b>71</b>	<b>29.3%</b>

\* "No access" includes schools that did not provide a response.



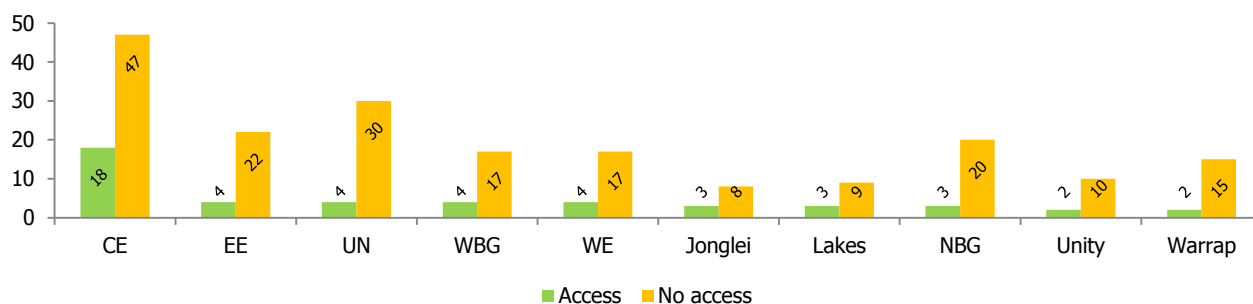
- ✓ The majority of secondary schools in have access to latrines. Nationally, 70.7% have access to latrines while 29.3% do not.
- ✓ There are no states where the percentage of secondary schools with no access to latrines is greater than the percentage that do have access. In Warrap and WE, over 80% of secondary schools have access to latrines.

### Number and % of secondary schools with and without access to electricity by state, 2012

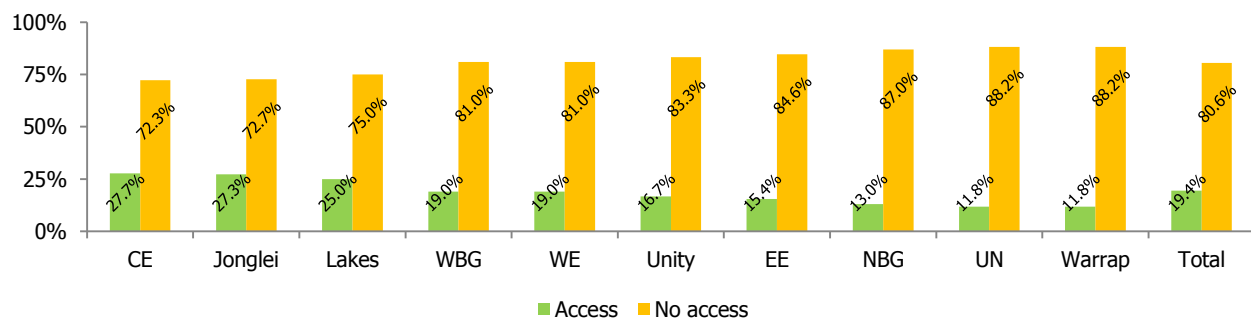
State	Schools	Access		No access	
		Count	% total	Count	% total
CE	65	18	27.7%	47	72.3%
EE	26	4	15.4%	22	84.6%
Jonglei	11	3	27.3%	8	72.7%
Lakes	12	3	25.0%	9	75.0%
NBG	23	3	13.0%	20	87.0%
UN	34	4	11.8%	30	88.2%
Unity	12	2	16.7%	10	83.3%
Warrap	17	2	11.8%	15	88.2%
WBG	21	4	19.0%	17	81.0%
WE	21	4	19.0%	17	81.0%
<b>Total</b>	<b>242</b>	<b>47</b>	<b>19.4%</b>	<b>195</b>	<b>80.6%</b>

\* "No access" includes schools that did not provide a response.

**Number of secondary schools with access to electricity by state, 2012**



**% of secondary schools with access to electricity by state, 2012**



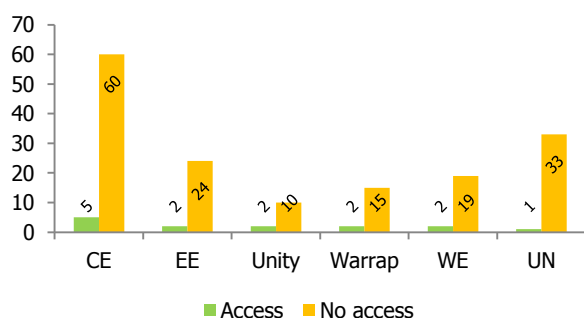
- ✓ Similar to primary school, the vast majority of secondary schools in South Sudan have no access to electricity. Nationally over 80% of secondary schools have no access to electricity.
- ✓ In the three states with the highest number of secondary schools (CE, EE and UN) only 26 secondary schools have access to electricity compared to 99 that do not.

**Number and % of secondary schools with and without access to health centre by state, 2012**

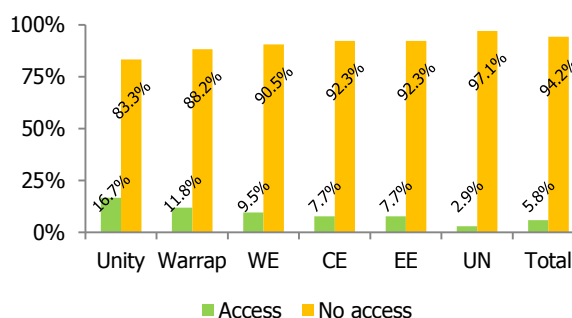
State	Schools	Access		No access	
		Count	% total	Count	% total
CE	65	5	7.7%	60	92.3%
EE	26	2	7.7%	24	92.3%
Jonglei	11	-	-	11	-
Lakes	12	-	-	12	-
NBG	23	-	-	23	-
UN	34	1	2.9%	33	97.1%
Unity	12	2	16.7%	10	83.3%
Warrap	17	2	11.8%	15	88.2%
WBG	21	-	-	21	-
WE	21	2	9.5%	19	90.5%
Total	242	14	5.8%	228	94.2%

\* "No access" includes schools that did not provide a response.

**Number of secondary schools with access to a health centre by state, 2012**



**% of secondary schools with access to a health centre by state, 2012**



- ✓ In CE there are 5 total secondary schools with access to a health centre. In no other states are there more than 2 secondary schools with access to health centres.
- ✓ At the national level, almost 95% of secondary schools do not have access to a health centre.

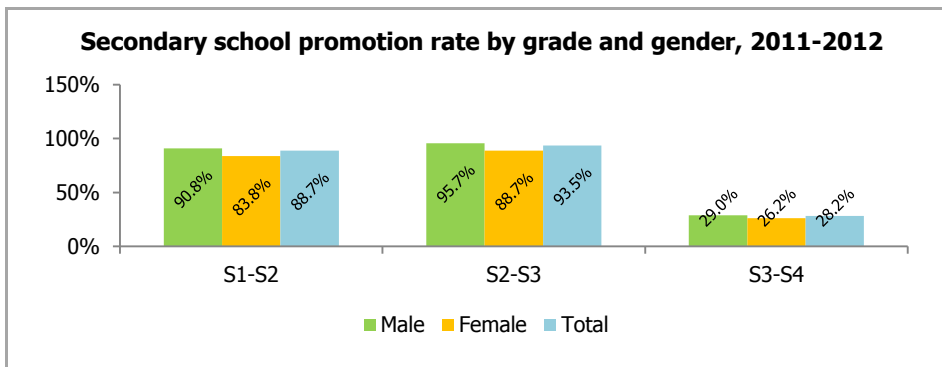
### 7.3. Student flow

#### 7.3.1. Promotion rate

**Secondary school promotion rate by state, grade, and gender, 2011-2012**

State	Overall			Male			Female		
	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4
CE	89.8%	102.4%*	35.2%	86.9%	101.1%*	40.5%	95.1%	104.2%*	27.0%
EE	77.1%	80.5%	55.0%	82.3%	83.1%	56.5%	65.1%	74.1%	49.8%
Jonglei	37.2%	39.2%	-	39.8%	43.0%	-	26.6%	25.9%	-
Lakes	103.6%*	99.3%	94.6%	112.4%*	98.0%	96.3%	71.6%	107.7%*	73.7%
NBG	65.1%	53.3%	17.3%	66.7%	50.6%	19.5%	56.4%	71.8%	8.7%
UN	92.4%	92.9%	1.9%	107.3%*	100.7%*	2.9%	67.8%	77.8%	0.1%
Unity	118.3%*	165.6%*	-	104.4%*	160.0%*	-	220.0%*	189.2%*	-
Warrap	239.6%*	248.7%*	1.4%	236.0%*	264.0%*	1.5%	266.1%*	147.5%*	-
WBG	80.6%	89.2%	15.1%	89.9%	116.0%*	10.6%	64.1%	51.7%	25.3%
WE	65.0%	63.3%	56.3%	49.4%	49.3%	36.7%	104.9%*	101.0%*	115.6%*
Total	88.7%	93.5%	28.2%	90.8%	95.7%	29.0%	83.8%	88.7%	26.2%

\* Promotion exceeding 100% occur due to high increase in enrolment between 2011 and 2012.

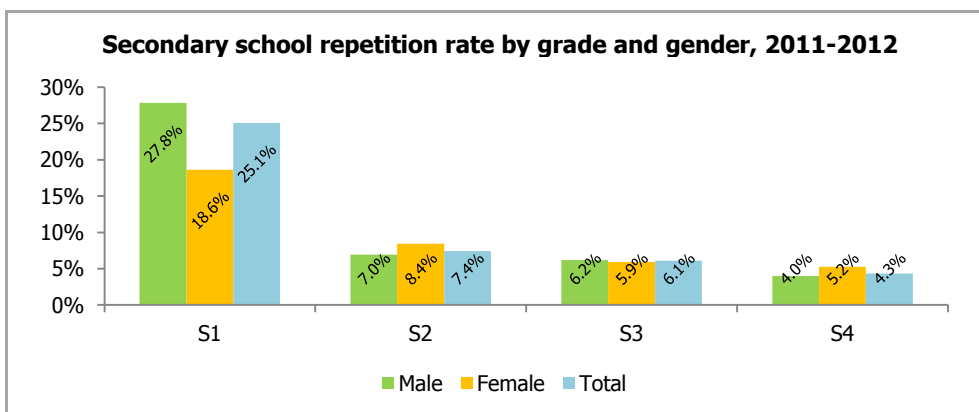


- ✓ The promotion rate is comparable between the sexes at the national level. However, it is noticeable that the promotion rate between S3 and S4 is much lower than for the first two grades.
- ✓ Promotion rate exceeds 100% when more students enrol in the current year than the previous year. Unity presents an extreme case.

#### 7.3.2. Repetition rate

**Secondary school repetition rate by state, grade, and gender, 2011-2012**

State	Overall				Male				Female			
	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4
CE	20.0%	9.4%	9.1%	6.3%	22.9%	9.2%	9.2%	6.0%	14.8%	9.8%	8.9%	7.0%
EE	11.9%	4.5%	3.3%	2.2%	14.7%	4.5%	3.8%	2.3%	5.3%	4.7%	1.3%	1.7%
Jonglei	13.7%	3.3%	1.2%	-	15.0%	3.9%	1.4%	-	8.6%	1.2%	-	-
Lakes	22.4%	14.3%	2.4%	5.3%	27.8%	7.8%	1.7%	4.8%	2.7%	57.7%	10.5%	12.0%
NBG	24.2%	5.3%	9.3%	-	25.4%	4.3%	9.6%	-	17.9%	12.0%	8.0%	-
UN	21.0%	6.0%	2.6%	-	25.3%	6.3%	2.1%	-	13.9%	5.6%	3.5%	-
Unity	53.3%	21.1%	28.6%	-	39.7%	21.0%	28.4%	-	153.3%	21.5%	30.0%	-
Warrap	101.6%	11.2%	4.7%	-	101.6%	9.1%	3.0%	-	101.7%	25.0%	26.7%	-
WBG	17.1%	3.6%	1.9%	-	17.4%	4.9%	2.2%	-	16.7%	1.8%	1.3%	-
WE	37.5%	2.9%	3.4%	1.3%	41.2%	2.7%	3.5%	1.4%	28.0%	3.4%	3.0%	1.2%
Total	25.1%	7.4%	6.1%	4.3%	27.8%	7.0%	6.2%	4.0%	18.6%	8.4%	5.9%	5.2%



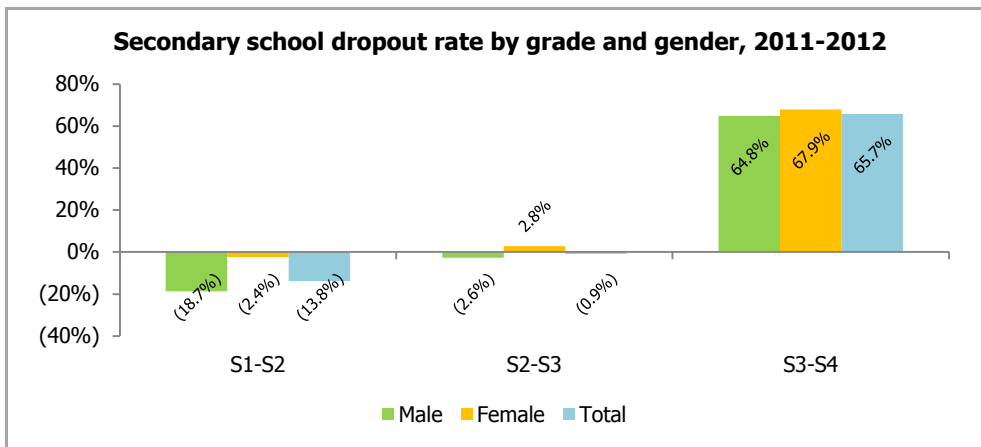
- ✓ The repetition rate is low for both sexes at the national level. However it states like Jonglei, Lakes and NBG, it increases as the grade levels increase.
- ✓ The large number of repetition rate in Unity due to a dramatic increase in enrolment (and subsequently reporting of repeaters.)

### 7.3.3. Dropout rate

**Secondary school dropout rate by state and grade, 2011-2012**

State	Overall			Male			Female		
	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4
CE	-9.9%*	-11.8%*	55.8%	-9.8%*	-10.3%*	50.3%	-9.9%*	-13.9%*	64.1%
EE	11.0%	15.0%	41.7%	3.0%	12.4%	39.7%	29.6%	21.2%	48.9%
Jonglei	49.1%	57.4%	98.8%	45.2%	53.1%	98.6%	64.7%	72.9%	-
Lakes	-26.0%*	-13.5%*	3.0%	-40.2%*	-5.8%*	1.9%	25.7%	-65.4%*	15.8%
NBG	10.8%	41.4%	73.4%	7.9%	45.2%	70.9%	25.7%	16.2%	83.3%
UN	-13.4%*	1.0%	95.5%	-32.6%*	-7.0%*	95.0%	18.3%	16.6%	96.3%
Unity	-71.6%*	-86.7%*	71.4%	-44.2%*	-81.0%*	71.6%	-273.3%*	-110.8%*	70.0%
Warrap	-241.2%*	-159.9%*	93.9%	-237.6%*	-173.1%*	95.5%	-267.8%*	-72.5%*	73.3%
WBG	2.2%	7.2%	83.1%	-7.3%*	-21.0%*	87.3%	19.3%	46.5%	73.5%
WE	-2.5%*	33.8%	40.3%	9.3%	48.0%	59.8%	-32.9%*	-4.4%*	-18.6%*
Total	-13.8%*	-0.9%*	65.7%	-18.7%*	-2.6%*	64.8%	-2.4%*	2.8%	67.9%

\* Negative dropout rates occur due to high increase in enrolment between 2011 and 2012.



- ✓ The dropout rate is actually negative between the first 3 grades of secondary (due to increase in enrolment), but is clearly high between S3 and S4, for both males and females. By state the dropout rate is over 90% in Warrap, Unity and Jonglei for these grades.
- ✓ The promotion between S3 and S4 seems to be a widespread challenge.

## 8. ALTERNATIVE EDUCATION SYSTEM (AES), 2012

AES data in this booklet is preliminary and should not be used as final. The changes introduced to the 2012 AES questionnaire have introduced implications for the analysis that requires substantial review. The EMIS Unit is dedicating efforts to finalize the analysis. When using the data contained herein and referencing this booklet as the source, please add or supplement with the following note: "Note that this data is not final and is subject to change. The Ministry of General Education and Instruction's EMIS Unit is currently reviewing the details."

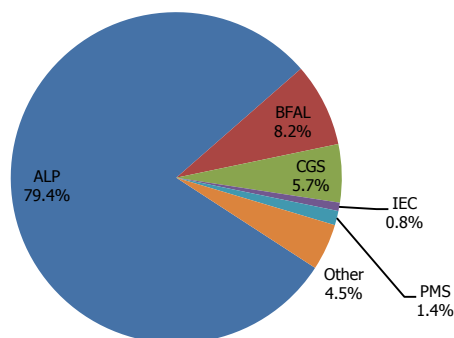
### 8.1. Access

#### 8.1.1. Enrolment

**Number of AES centre learners by state and programme, 2012**

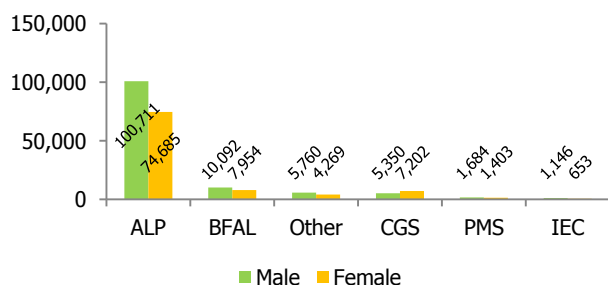
State	Total	ALP	BFAL	CGS	IEC	PMS	Other
CE	12,052	7,901	976	2,156	70	-	949
EE	9,287	7,453	987	110	31	95	611
Jonglei	41,527	37,476	2,167	61	207	-	1,616
Lakes	16,550	12,064	2,176	1,179	81	512	538
NBG	35,192	32,136	220	1,035	-	-	1,801
UN	25,198	21,522	1,501	721	81	462	911
Unity	41,561	29,821	3,909	2,727	615	1,970	2,519
Warrap	13,828	10,302	2,177	979	-	48	322
WBG	12,154	8,043	3,044	-	649	-	418
WE	13,560	8,678	889	3,584	65	-	344
Total	220,909	175,396	18,046	12,552	1,799	3,087	10,029

**% of AES centre learners by programme, 2012**

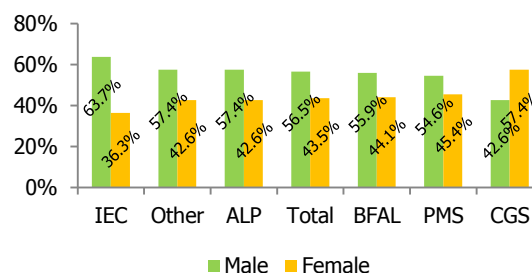


- ✓ The number of learners in AES programs in South Sudan is 220,909, and the majority (79.4%) of these are in Accelerated Learning Programmes (ALP).
- ✓ Basic Functional Adult Literacy (BFAL) programmes and Community Girls Schools (CGS) represent the next largest enrolments in AES programmes, at 8.2% and 5.7% of the total, respectively.
- ✓ The states with the highest enrolment in AES programs are Unity (41,561), Jonglei (41,527) and NBG (35,192).
- ✓ There are five states with over 1,000 CGS learners; CE, Lakes, NBG, Unity and WE.
- ✓ Although five states have Pastoralist Mobile Schools (PMS), PMS learners are largely concentrated in Unity state, which has 1,970 learners in PMS—almost 2/3 of all PMS learners.

**Number of AES centre learners by programme and gender, 2012**

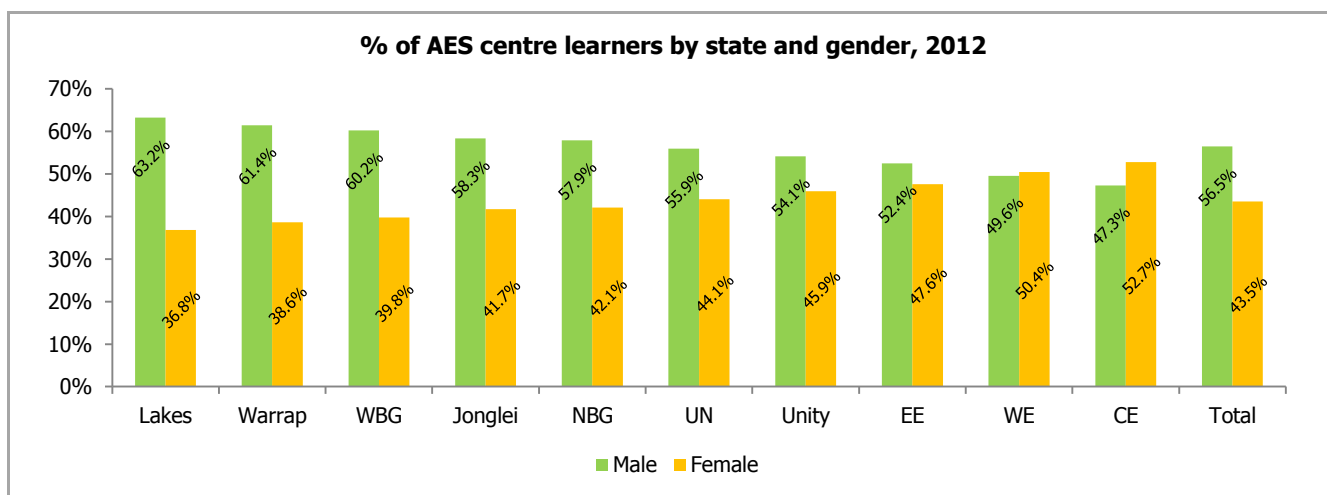
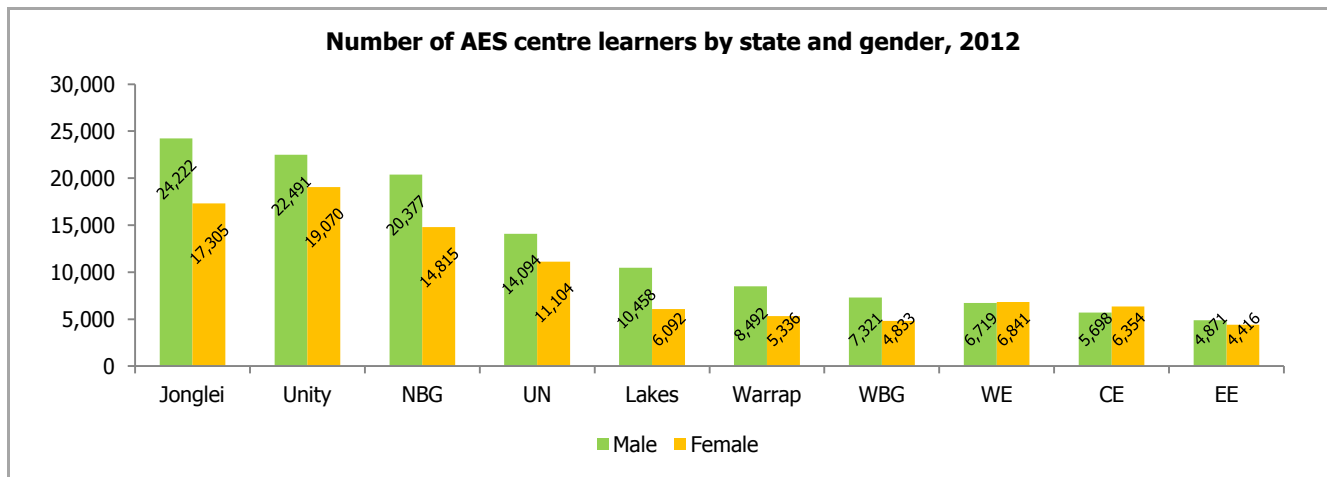


**% of AES centre learners by programme and gender, 2012**



**Number and % of AES centre learners by state and gender, 2012**

State	Total	Male		Female	
		Count	% total	Count	% total
CE	12,052	5,698	47.3%	6,354	52.7%
EE	9,287	4,871	52.4%	4,416	47.6%
Jonglei	41,527	24,222	58.3%	17,305	41.7%
Lakes	16,550	10,458	63.2%	6,092	36.8%
NBG	35,192	20,377	57.9%	14,815	42.1%
UN	25,198	14,094	55.9%	11,104	44.1%
Unity	41,561	22,491	54.1%	19,070	45.9%
Warrap	13,828	8,492	61.4%	5,336	38.6%
WBG	12,154	7,321	60.2%	4,833	39.8%
WE	13,560	6,719	49.6%	6,841	50.4%
Total	220,909	124,743	56.5%	96,166	43.5%



- ✓ There are more males (56.5%) than females (43.5%) enrolled in AES programmes in South Sudan.
- ✓ In three states, Lakes, Warrap and WBG, males make up more than 60% of AES enrollments.
- ✓ There are two states, CE (52.7%) and WE (50.4%), where females make up more than 50% of total AES enrolments.
- ✓ By type of AES program, CGS is the only one where there is an enrolment disparity in favour of females. Although, interestingly, males still make up over 40% of CGS enrolments.
- ✓ Other AES programs all have more males than females enrolled.

### Number of AES centre learners by state and age group, 2012

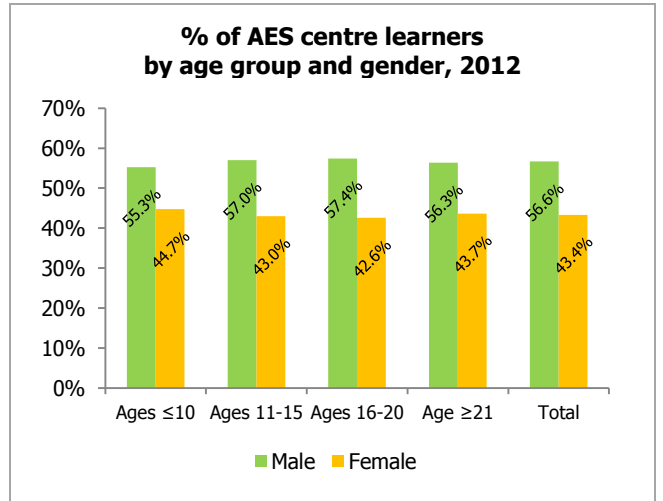
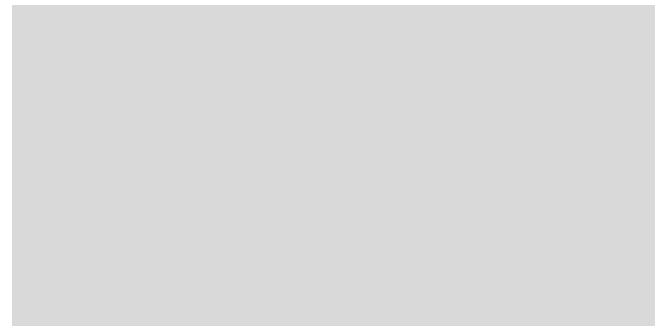
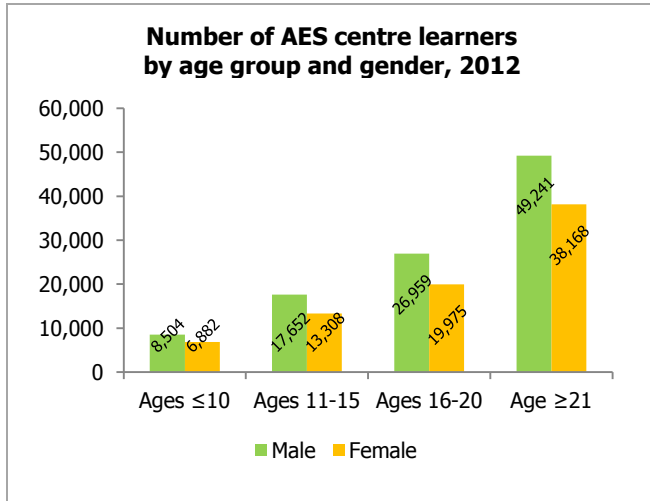
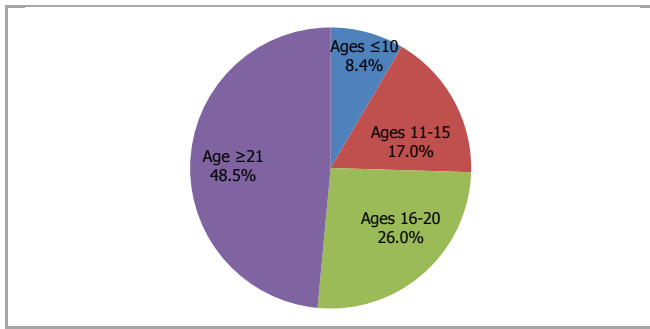
State	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
CE	10,599	874	2,682	2,279	4,764
EE	7,883	179	461	1,658	5,585
Jonglei	36,950	2,545	5,940	9,936	18,529
Lakes	14,067	737	2,352	3,645	7,333
NBG	29,301	2,921	8,213	8,010	10,157
UN	21,687	1,530	3,441	6,424	10,292
Unity	37,349	1,775	4,487	9,834	21,253
Warrap	11,973	1,142	2,110	2,773	5,948
WBG	8,753	2,038	901	2,431	3,383
WE	9,662	2,126	1,504	1,970	4,062
<b>Total</b>	<b>188,224</b>	<b>15,867</b>	<b>32,091</b>	<b>48,960</b>	<b>91,306</b>

\* Note the difference in the student totals (220,909). This table contains information only on primary programmes in the AES centres, as the secondary programme information does not capture age breakdowns. Refer to the AES questionnaire for details.

### % of AES centre learners by age group, 2012

- ✓ The largest age group of AES learners is 21 and older (91,306 learners).
- ✓ By state, the general trend is for there to be a greater number of AES learners in higher age groups. In WE however, the number of learners who are 10 years-old or younger is greater than both the number of learners in the 11-15 age group and the number of learners in the 16-20 age group.
- ✓ There are 4 states—Jonglei, NBG, UN, and Unity—whose number of learners in the 21 or older age group is above 10,000.





## 8.2. Resources

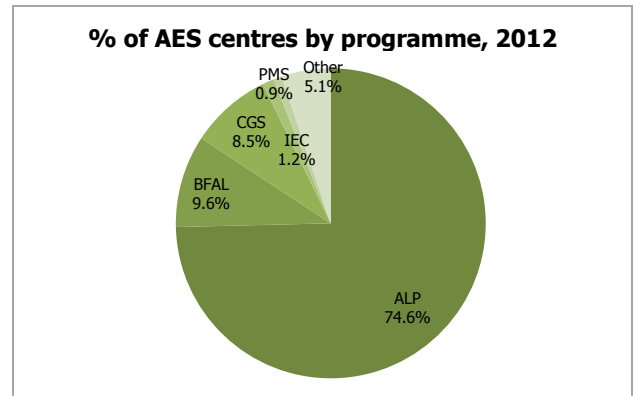
### 8.2.1. Centres

#### Number of AES centres by programme, 2012

Programme	No. centres
Accelerated Learning Program (ALP)	929
Basic Functional Adult Literacy (BFAL)	120
Community Girls School	106
Intensive English Course (IEC)	15
Pastoralist Mobile School (PMS)	11
Other	64
<b>Total</b>	<b>1,245</b>

\* Some centres have more than one programme.

- ✓ As stated previously, ALP programs represent the greatest portion of AES centres. Almost 3 out of every 4 AES centres is an ALP program.

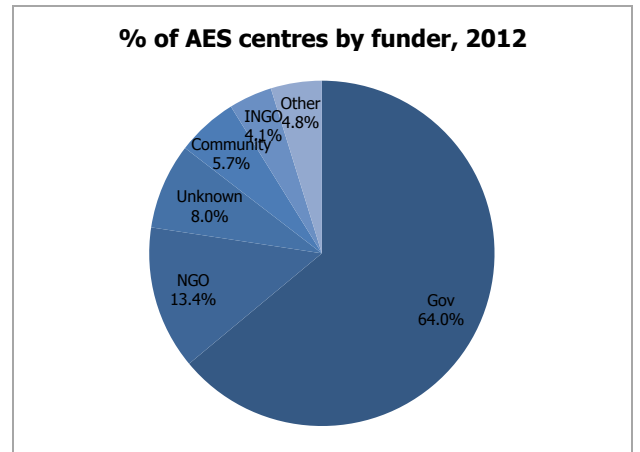


#### Number of AES centres by funder, 2012

Funder	No. centres
Government	804
Community	72
Church	44
Mosque	1
CBO	15
INGO	51
NGO	169
Unknown	101
<b>Total</b>	<b>1,257</b>

\* Some centres have more than one funder. Hence the larger number of total centers reported than the baseline number of centres (1,245).

- ✓ The government funds the greatest number of AES centres, at 804. Next highest are NGOs which fund 169 centres.



#### No. of AES centres by implementation agency, 2012

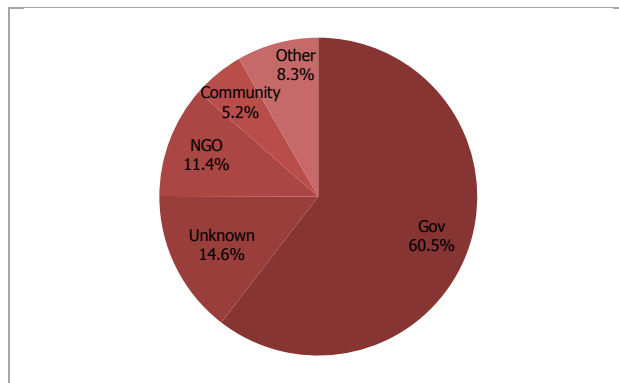
Implementation agency	No. centres
Government	749
Community	65
Church	33



Mosque	1
CBO	23
INGO	46
NGO	141
Unknown	181
<b>Total</b>	<b>1,239</b>

\* Not all centre may have an implementation agency. Hence the smaller number of total centres reported than the baseline number of centres (1,245).

- ✓ The implementation agency responsible for the greatest number of AES centres is the government, at over 60%.



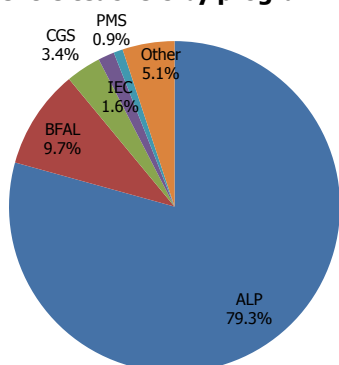
## 8.2.2. Teachers

### Number of AES centre teachers by state and programme, 2012

State	Total	ALP	BFAL	CGS	IEC	PMS	Other
CE	499	318	87	44	2	-	48
EE	471	370	58	-	-	2	41
Jonglei	682	609	30	-	7	-	36
Lakes	481	356	81	31	1	7	5
NBG	1,102	1,003	20	21	-	-	58
UN	538	463	26	3	5	12	29
Unity	837	608	95	21	37	30	46
Warrap	455	358	57	26	-	2	12
WBG	353	204	97	-	33	-	19
WE	445	360	18	55	8	-	4
<b>Total</b>	<b>5,863</b>	<b>4,649</b>	<b>569</b>	<b>201</b>	<b>93</b>	<b>53</b>	<b>298</b>

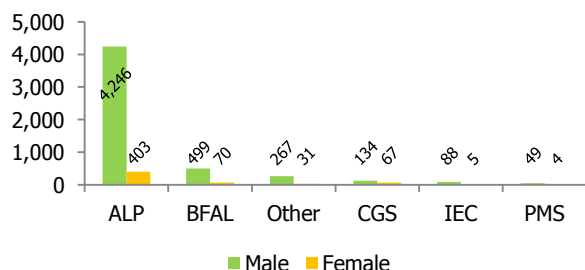
\* Some centres have more than one programme. Hence, some teachers may teach more than one programme.

### % of AES centre teachers by programme, 2012

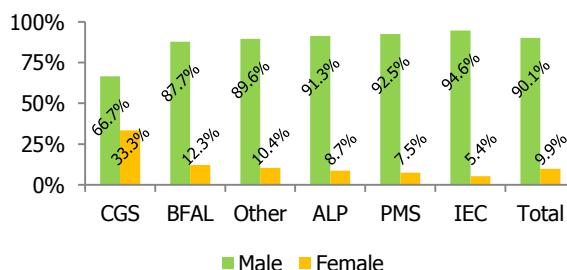


- ✓ There are 5,863 teachers in AES centres in South Sudan.
- ✓ Almost 80% of AES teachers teach in ALPs.
- ✓ The BFAL program has the next highest proportion of with almost 10% of the total.
- ✓ The state with the greatest number of AES teachers is NBG, at 1,102.
- ✓ The vast majority of the AES teachers in NBG (1,003) are in ALPs.
- ✓ The AES programs with the lowest number of teachers are IEC and PMS, which each have fewer than 100 teachers for the country.
- ✓ By type of programme, only ALP and BFAL have teachers in every state in South Sudan.
- ✓ Similar to learners, the state with the highest number of PMS teachers is Unity, with 30.

### Number of AES centre teachers by programme and gender, 2012



### % of AES centre teachers by programme and gender, 2012

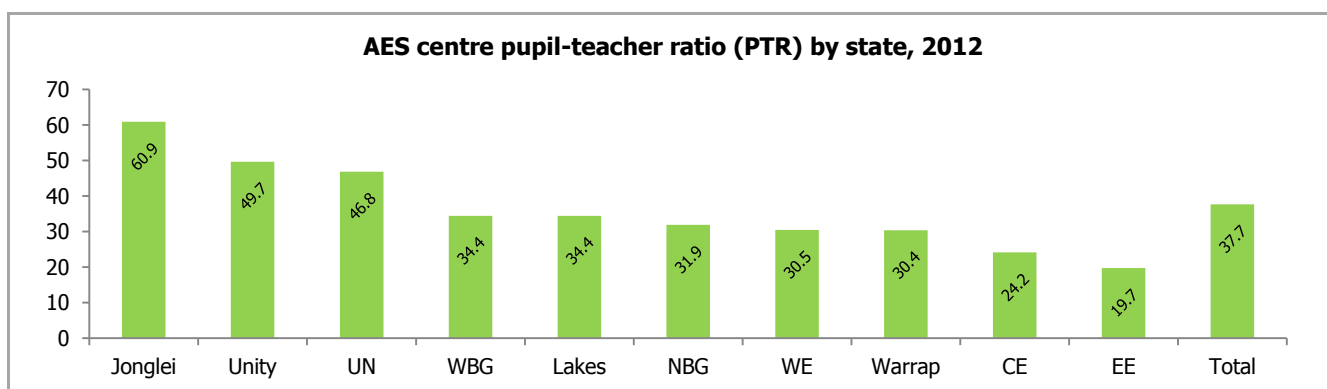
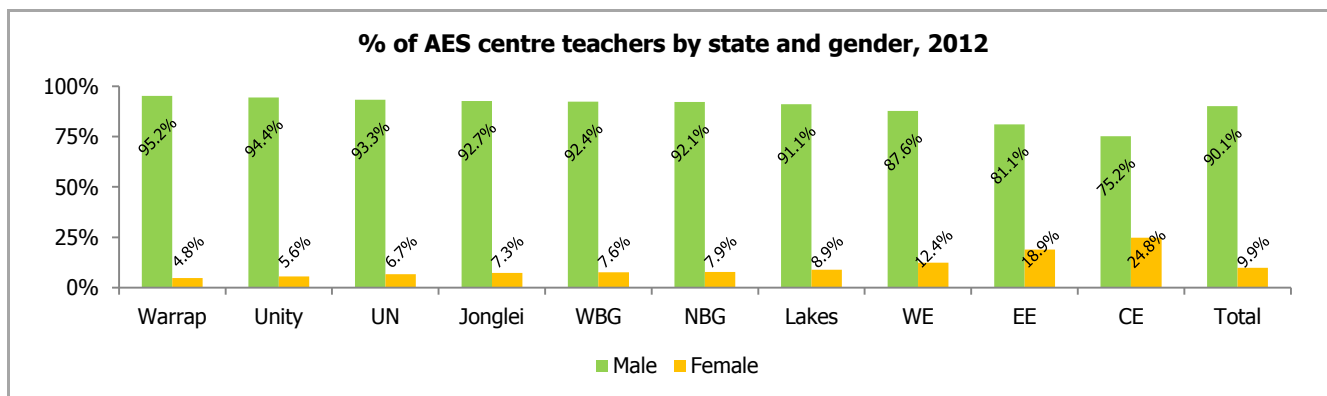
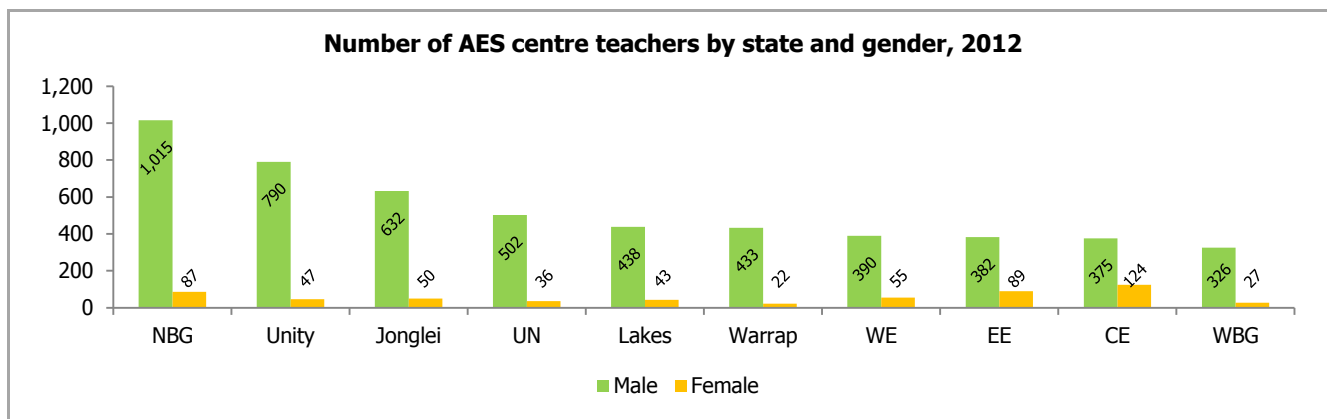


### Number and % of AES centre teachers by state and gender, 2012

State	Total	Male		Female		PTR
		Count	% total	Count	% total	
CE	499	375	75.2%	124	24.8%	24.2
EE	471	382	81.1%	89	18.9%	19.7
Jonglei	682	632	92.7%	50	7.3%	60.9
Lakes	481	438	91.1%	43	8.9%	34.4
NBG	1,102	1,015	92.1%	87	7.9%	31.9
UN	538	502	93.3%	36	6.7%	46.8
Unity	837	790	94.4%	47	5.6%	49.7

State	Total	Male		Female		PTR
		Count	% total	Count	% total	
Warrap	455	433	95.2%	22	4.8%	30.4
WBG	353	326	92.4%	27	7.6%	34.4
WE	445	390	87.6%	55	12.4%	30.5
Total	5,863	5,283	90.1%	580	9.9%	37.7

- ✓ Similar to other school levels in South Sudan, there is a great disparity in the number of male and female teachers in AES centres.
- ✓ At 33.3% CGS programmes have the greatest percentage of female teachers. In all other AES centre the percentage of female teachers 12.3% or less.
- ✓ The state with the greatest percentage of female AES teachers (24.8%) is CE.
- ✓ There are 4,246 male ALP teachers, which represents over 72% of all teachers (both genders) across all AES programmes.
- ✓ The pupil-teacher ratio in AES centres is 37.7, and it ranges from 19.7 in EE to 60.9 in Jonglei.

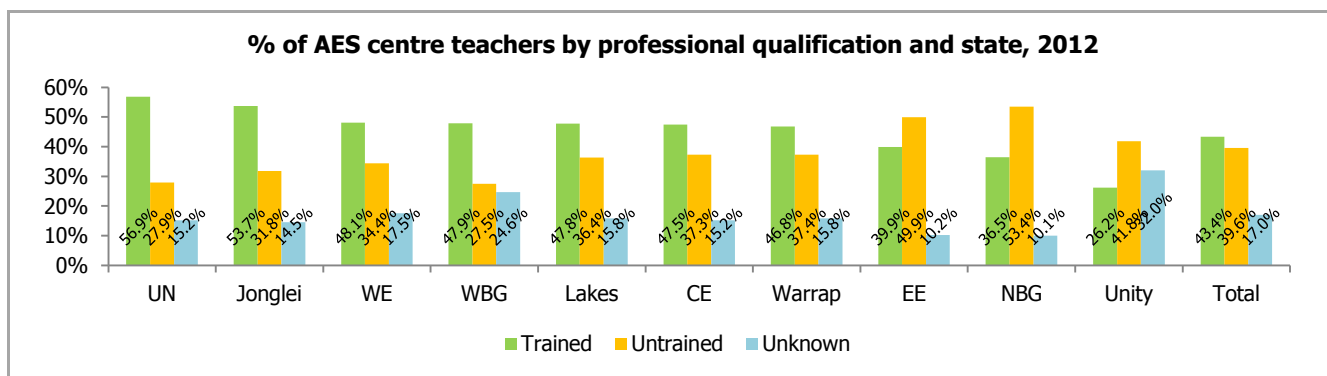
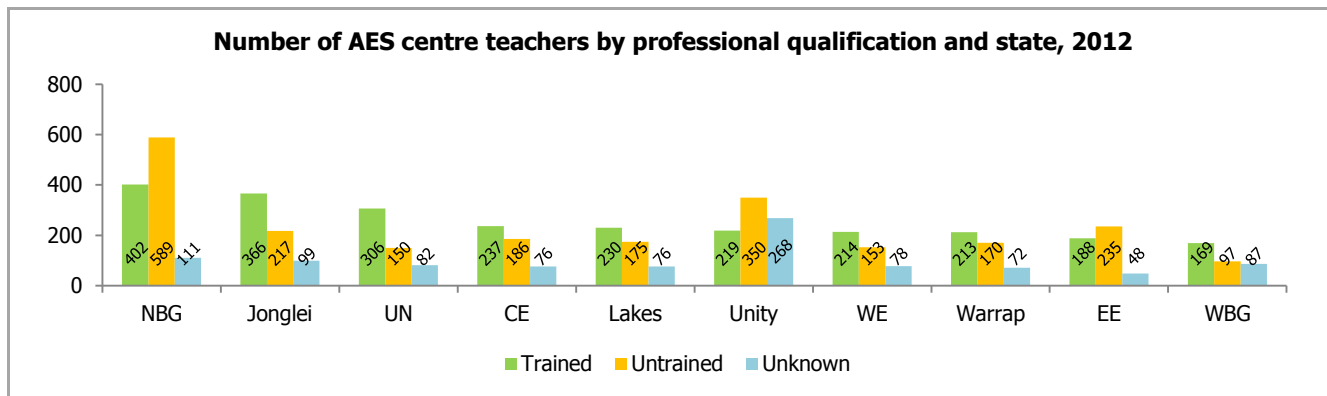


**Number and % of AES centre teachers by professional qualification and state, 2012**

State	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
CE	499	237	47.5%	186	37.3%	76	15.2%
EE	471	188	39.9%	235	49.9%	48	10.2%
Jonglei	682	366	53.7%	217	31.8%	99	14.5%
Lakes	481	230	47.8%	175	36.4%	76	15.8%
NBG	1,102	402	36.5%	589	53.4%	111	10.1%
UN	538	306	56.9%	150	27.9%	82	15.2%
Unity	837	219	26.2%	350	41.8%	268	32.0%
Warrap	455	213	46.8%	170	37.4%	72	15.8%
WBG	353	169	47.9%	97	27.5%	87	24.6%
WE	445	214	48.1%	153	34.4%	78	17.5%
Total	5,863	2,544	43.4%	2,322	39.6%	997	17.0%

\* "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.

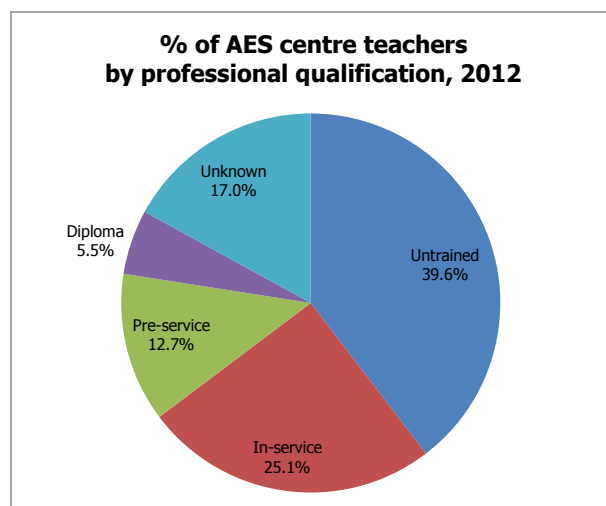
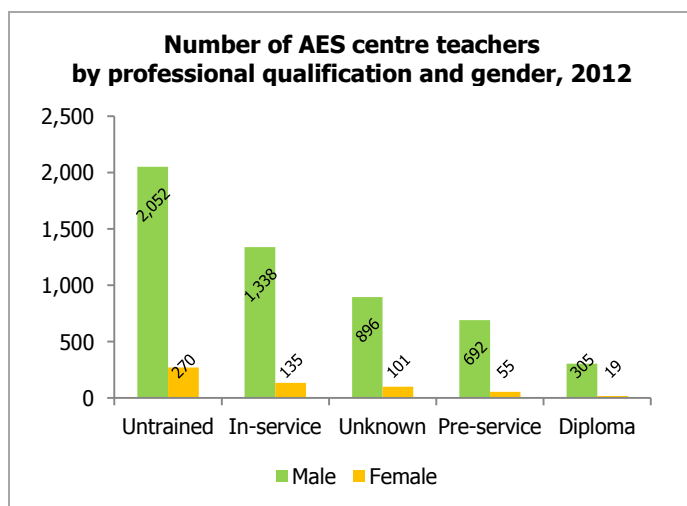
- ✓ A relatively large percentage of teachers in AES centres are untrained at 39.6%, compared to 43.4% who are trained.
- ✓ In three states, Unity, NBG and EE, the percentage of untrained AES centre teachers is greater than the percentage of trained teachers.
- ✓ Over 50% of AES centre teachers in Jonglei and UN states are trained, and in WE, WBG, Lakes, CE and Warrap states over 40% are trained.



**Number and % of AES centre teachers by state and qualification type, 2012**

State	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
CE	499	186	37.3%	139	27.9%	65	13.0%	33	6.6%	76	15.2%
EE	471	235	49.9%	79	16.8%	76	16.1%	33	7.0%	48	10.2%
Jonglei	682	217	31.8%	184	27.0%	114	16.7%	68	10.0%	99	14.5%
Lakes	481	175	36.4%	173	36.0%	45	9.4%	12	2.5%	76	15.8%
NBG	1,102	589	53.4%	284	25.8%	91	8.3%	27	2.5%	111	10.1%
UN	538	150	27.9%	106	19.7%	127	23.6%	73	13.6%	82	15.2%
Unity	837	350	41.8%	131	15.7%	58	6.9%	30	3.6%	268	32.0%
Warrap	455	170	37.4%	127	27.9%	67	14.7%	19	4.2%	72	15.8%
WBG	353	97	27.5%	92	26.1%	55	15.6%	22	6.2%	87	24.6%
WE	445	153	34.4%	158	35.5%	49	11.0%	7	1.6%	78	17.5%
Total	5,863	2,322	39.6%	1,473	25.1%	747	12.7%	324	5.5%	997	17.0%

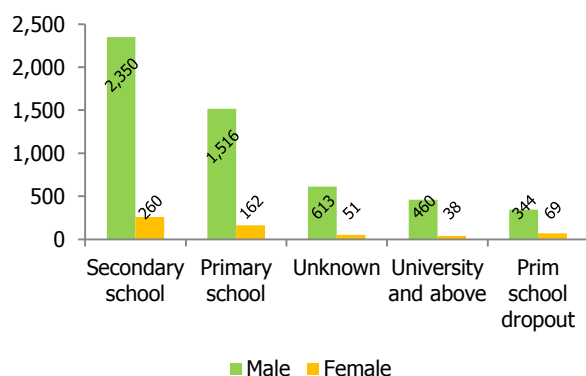
- ✓ The greatest proportion of AES centre teachers who are trained received in-service training—25.1% of all teachers—followed by pre-service training (12.7%) and diploma at (5.5%).
- ✓ The states with the largest percentage of AES teachers who have diplomas, 10% AES teachers or more, are Jonglei and UN.
- ✓ UN is the only state where the percentage of AES teachers with pre-service training is greater than those with in-service training.



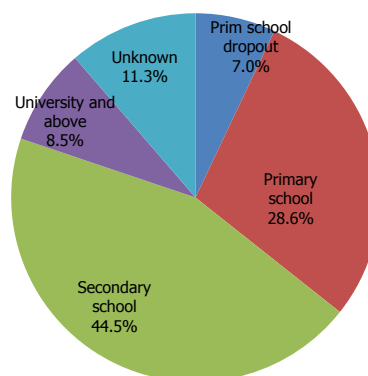
### Number and % of AES teachers by academic qualification and state, 2012

State	Total	Prim school dropout		Primary school		Secondary school		University and above		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
CE	499	2	0.4%	36	7.2%	378	75.8%	41	8.2%	53	10.6%
EE	471	20	4.2%	91	19.3%	302	64.1%	53	11.3%	41	8.7%
Jonglei	682	19	2.8%	141	20.7%	333	48.8%	93	13.6%	50	7.3%
Lakes	481	83	17.3%	138	28.7%	191	39.7%	22	4.6%	46	9.6%
NBG	1,102	124	11.3%	602	54.6%	267	24.2%	47	4.3%	64	5.8%
UN	538	17	3.2%	73	13.6%	291	54.1%	101	18.8%	56	10.4%
Unity	837	60	7.2%	224	26.8%	302	36.1%	65	7.8%	205	24.5%
Warrap	455	26	5.7%	170	37.4%	183	40.2%	32	7.0%	47	10.3%
WBG	353	27	7.6%	78	22.1%	153	43.3%	29	8.2%	67	19.0%
WE	445	35	7.9%	125	28.1%	210	47.2%	15	3.4%	35	7.9%
<b>Total</b>	<b>5,863</b>	<b>413</b>	<b>7.0%</b>	<b>1,678</b>	<b>28.6%</b>	<b>2,610</b>	<b>44.5%</b>	<b>498</b>	<b>8.5%</b>	<b>664</b>	<b>11.3%</b>

**Number of AES centre teachers by academic qualification and gender, 2012**



**% of AES centre teachers by academic qualification, 2012**

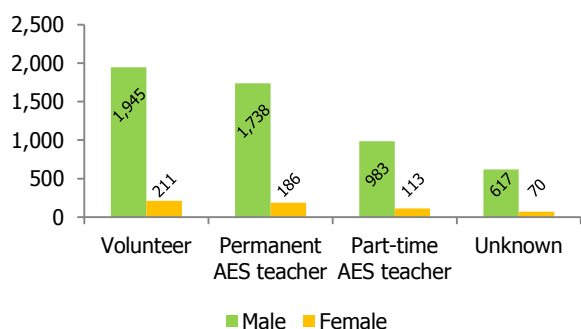


- ✓ 44.5% of AES teachers received secondary education, while 28.6% only completed primary school.
- ✓ Although the overall proportion of AES teachers who were primary school dropouts is relatively low at 7.0%, this varies by state. Lakes (17.3%) and NBG (11.3%) are the states where the greatest proportion of AES teachers is primary dropouts.
- ✓ Jonglei (2.8%) and CE (0.4%) are the states with the smallest proportion of AES teachers who did not complete primary.

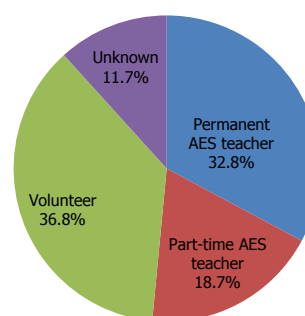
### Number and % of AES centre teachers by employment status and state, 2012

State	Total	Permanent AES teacher		Part-time AES teacher		Volunteer		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
CE	499	236	47.3%	115	23.0%	87	17.4%	61	12.2%
EE	471	136	28.9%	142	30.1%	165	35.0%	28	5.9%
Jonglei	682	250	36.7%	190	27.9%	190	27.9%	52	7.6%
Lakes	481	205	42.6%	58	12.1%	157	32.6%	61	12.7%
NBG	1,102	296	26.9%	174	15.8%	569	51.6%	63	5.7%
UN	538	117	21.7%	162	30.1%	226	42.0%	33	6.1%
Unity	837	236	28.2%	46	5.5%	309	36.9%	246	29.4%
Warrap	455	98	21.5%	67	14.7%	234	51.4%	56	12.3%
WBG	353	137	38.8%	23	6.5%	165	46.7%	28	7.9%
WE	445	213	47.9%	119	26.7%	54	12.1%	59	13.3%
<b>Total</b>	<b>5,863</b>	<b>1,924</b>	<b>32.8%</b>	<b>1,096</b>	<b>18.7%</b>	<b>2,156</b>	<b>36.8%</b>	<b>687</b>	<b>11.7%</b>

**Number of AES centre teachers by employment status, 2012**



**% of AES centre teachers by employment status, 2012**



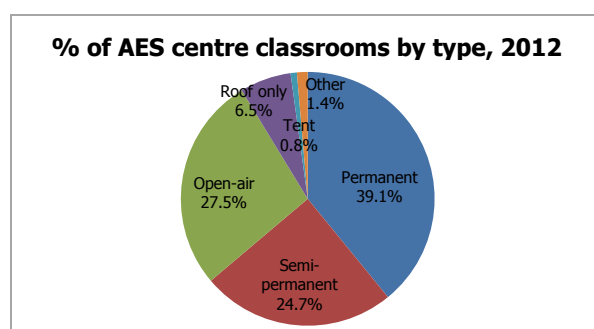
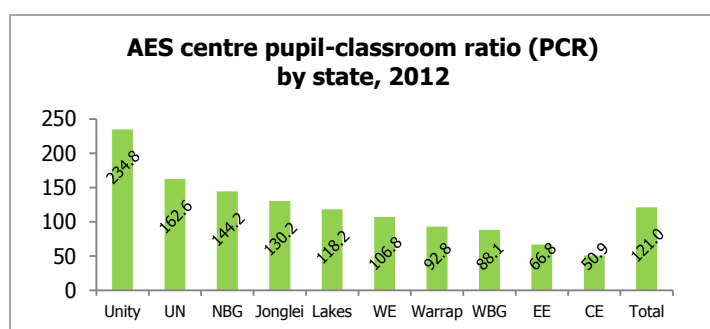
- ✓ The greatest proportion of AES centre teachers are hired on a volunteer status in South Sudan.
- ✓ Nationally, 36.8% of teachers are volunteers. This ranges from state to state 12.1% in WE and 51.6% in NBG.
- ✓ A greater proportion of AES teachers are permanent 32.8% compared to 18.7% who are part-time. This also varies from state to state. The states with more part-time than permanent AES teachers are UN and EE.
- ✓ A relatively high proportion 11.7% of AES teachers are reported to have unknown employment status.

### 8.2.3. Classrooms

**Number of AES centre classrooms and pupil-classroom ratio (PCR) by state and type, 2012**

State	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
CE	299	134	103	50	1	-	11	50.9
EE	203	97	42	36	27	1	-	66.8
Jonglei	471	179	140	98	39	7	8	130.2
Lakes	265	93	47	110	12	3	-	118.2
NBG	387	187	57	110	24	1	8	144.2
Unity	202	61	94	29	15	-	3	162.6
UN	330	104	73	134	9	3	7	234.8
Warrap	248	72	77	73	25	1	-	92.8
WBG	180	82	56	28	12	-	2	88.1
WE	274	109	18	117	23	7	-	106.8
Total	2,859	1,118	707	785	187	23	39	121.0

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



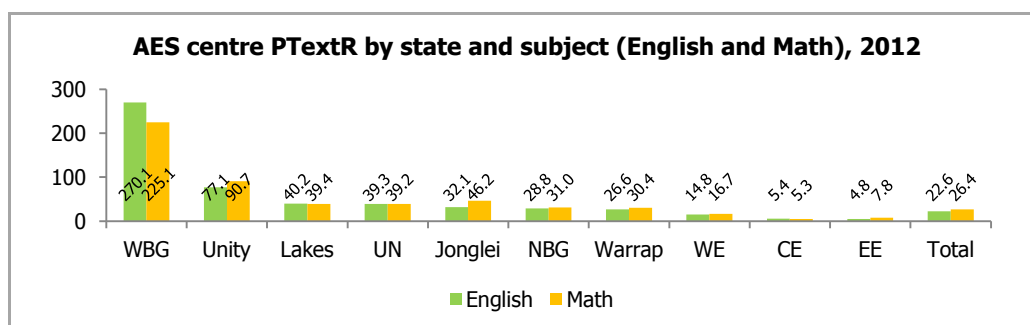
- ✓ The pupil-classroom ratio (PCR) of 121.0 is high for AES centres. This ratio ranges from 50.9 in CE to 234.8 in UN.
- ✓ Nationally, there are six states where the PCR is over 100.0—Jonglei, Lakes, NBG, Unity, UN and WE.
- ✓ At the national level 63% of AES classrooms in South Sudan are permanent or semi-permanent structures. This compares to open-air classrooms at 27.5% and roof only classrooms at 6.5%.
- ✓ The states where there are 100 or more open-air or roof only classrooms are WE, UN, NBG, Lakes and Jonglei.

### 8.2.4. Curriculum and instruction

**AES centre pupil-textbook ratio (PTextR) by state and subject (English and Math), 2012**

State	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
CE	12,052	2,236	5.4	2,293	5.3
EE	9,287	1,928	4.8	1,188	7.8
Jonglei	41,527	1,293	32.1	898	46.2
Lakes	16,550	412	40.2	420	39.4
NBG	35,192	1,224	28.8	1,135	31.0
UN	25,198	641	39.3	643	39.2
Unity	41,561	539	77.1	458	90.7
Warrap	13,828	519	26.6	455	30.4
WBG	12,154	45	270.1	54	225.1
WE	13,560	917	14.8	811	16.7
Total	220,909	9,754	22.6	8,355	26.4

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



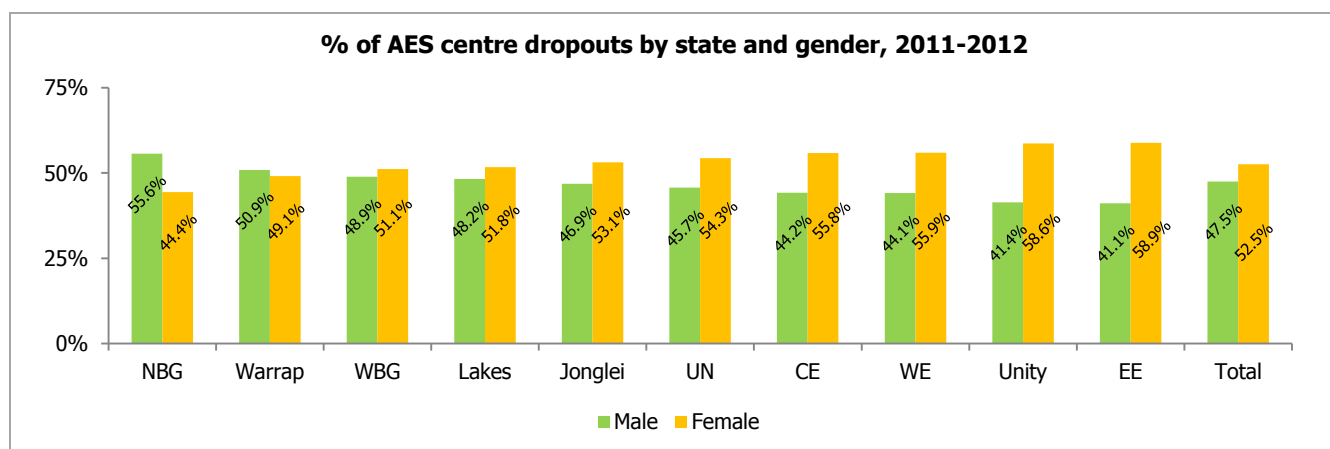
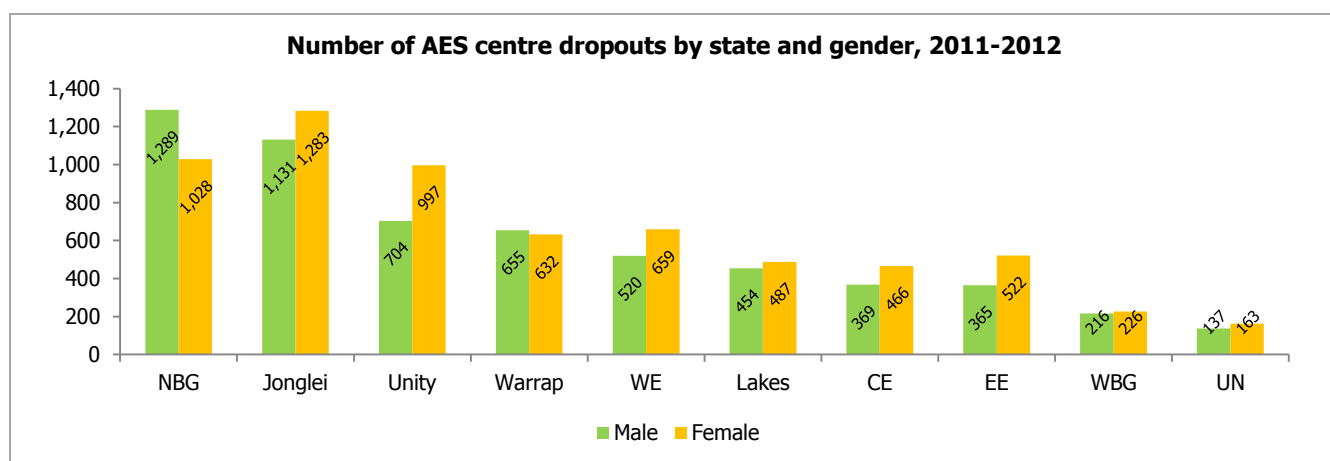
- ✓ There are 22.6 pupils per English textbook and 26.4 pupils per Math textbook.
- ✓ The states with the lowest PTextR are CE (5.3) and EE (7.8), while all other states have PTextRs over 30.

### 8.3. Student flow

#### 8.3.1. Dropouts

**Number and % of AES centre dropouts by state and gender, 2011-2012**

State	Total	Male		Female	
		Count	% total	Count	% total
CE	835	369	44.2%	466	55.8%
EE	887	365	41.1%	522	58.9%
Jonglei	2,414	1,131	46.9%	1,283	53.1%
Lakes	941	454	48.2%	487	51.8%
NBG	2,317	1,289	55.6%	1,028	44.4%
UN	300	137	45.7%	163	54.3%
Unity	1,701	704	41.4%	997	58.6%
Warrap	1,287	655	50.9%	632	49.1%
WBG	442	216	48.9%	226	51.1%
WE	1,179	520	44.1%	659	55.9%
Total	12,303	5,840	47.5%	6,463	52.5%



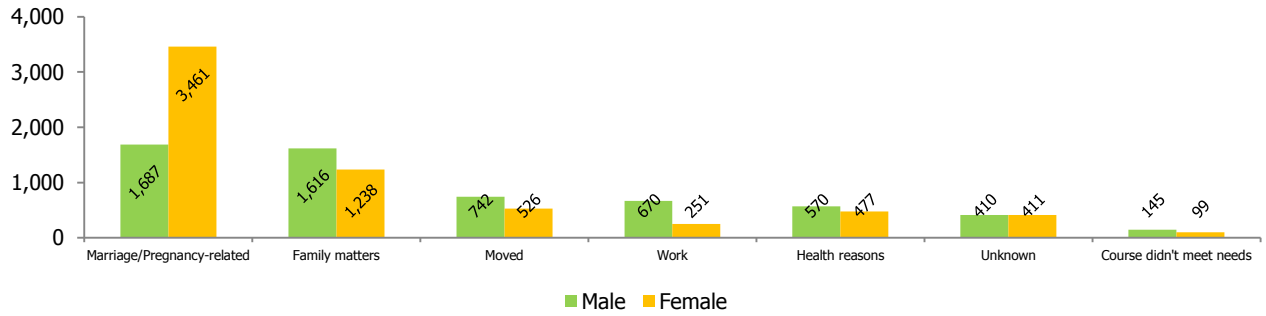
- ✓ The number of dropouts from AES centres at the national level is 12,303—6,463 females and 5,840 males.
- ✓ In Warrap and NBG have 49.1% and 44.4% female dropouts respectively. All other states have more female than male dropouts.
- ✓ The states with the greatest gender disparity in AES dropouts are EE, Unity, WE and CE, each of which has a 10% or greater difference in dropout by gender between males and females. In all these cases female dropouts outnumber males.
- ✓ In NBG the percentage of male dropouts is 10% higher than for females.

**Number of AES centre dropouts by reason and gender, 2011-2012**

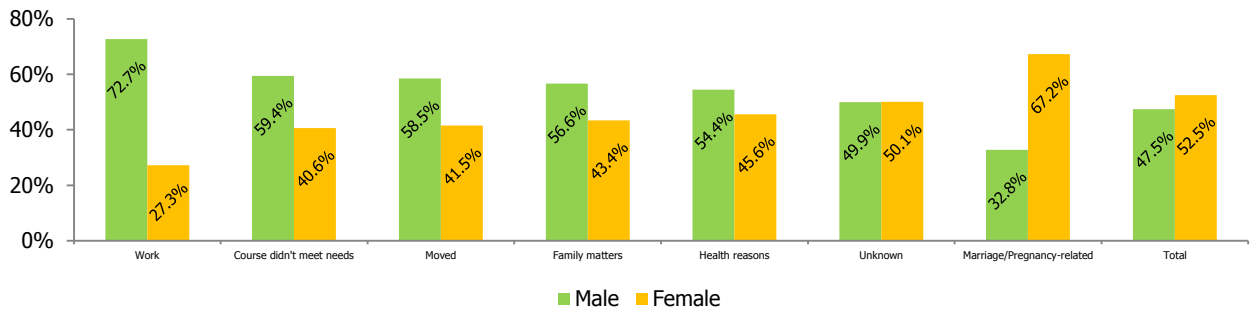
Reason	Total	Male		Female	
		Count	% total	Count	% total
Marriage/Pregnancy-related	5,148	1,687	32.8%	3,461	67.2%
Health reasons	1,047	570	54.4%	477	45.6%
Family matters	2,854	1,616	56.6%	1,238	43.4%
Work	921	670	72.7%	251	27.3%
Course didn't meet needs	244	145	59.4%	99	40.6%
Moved	1,268	742	58.5%	526	41.5%
Unknown	821	410	49.9%	411	50.1%
Total	12,303	5,840	47.5%	6,463	52.5%



**Number of AES centre dropouts by reason and gender, 2011-2012**



**% of AES centre dropouts by reason and gender, 2011-2012**



- ✓ At 5,148 dropouts nationally, most AES learners dropout due to marriage or pregnancy. 32.8% of dropouts due to marriage or pregnancy are from male learners and 67.2% are females.
- ✓ Marriage or pregnancy is the only category where there are more female than male dropouts.
- ✓ Other important causes of dropout are family matters, moving and health reasons. In each of these categories a slightly greater number of males than females.
- ✓ Of dropouts due to work (921), 72.7% are males compared to 27.3% that are females.

## 8.4. Programme profiles

### 8.4.1. Accelerated Learning Programme (ALP)

**Number of ALP learners by state and grade, 2012**

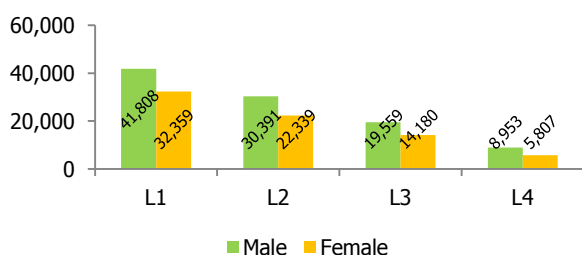
State	Total	L1	L2	L3	L4
CE	7,901	2,500	2,443	1,648	1,310
EE	7,453	3,014	2,117	1,615	707
Jonglei	37,476	15,816	11,614	7,487	2,559
Lakes	12,064	6,669	3,566	1,338	491
NBG	32,136	14,806	9,740	5,539	2,051
UN	21,522	8,242	6,325	5,136	1,819
Unity	29,821	10,675	8,615	6,062	4,469
Warrap	10,302	4,828	3,307	1,709	458
WBG	8,043	3,839	2,534	1,520	150
WE	8,678	3,778	2,469	1,685	746
Total	175,396	74,167	52,730	33,739	14,760

**Number and % of ALP learners by grade and age group (for main programme only), 2012\***

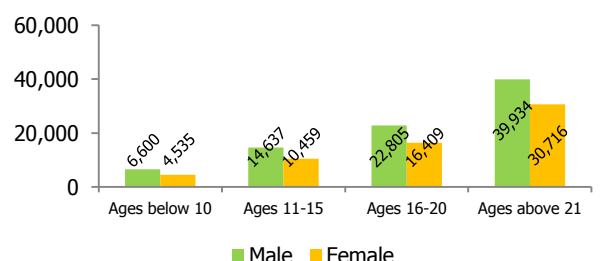
Grade	Total	Ages			
		≤10	11-15	16-20	≥21
L1	62,986	6,865	13,119	15,631	27,371
		10.9%	20.8%	24.8%	43.5%
L2	43,442	2,750	7,631	12,080	20,981
		6.3%	17.6%	27.8%	48.3%
L3	27,695	1,303	3,312	8,388	14,692
		4.7%	12.0%	30.3%	53.0%
L4	11,972	217	1,034	3,115	7,606
		1.8%	8.6%	26.0%	63.5%
Total	146,095	11,135	25,096	39,214	70,650
		7.6%	17.2%	26.8%	48.4%

\* This table contains information only on the centres' main programme. Age breakdown was not captured for the centres' other programmes. Refer to the 2012 AES questionnaire for details.

**Number of ALP learners by grade and gender, 2012**

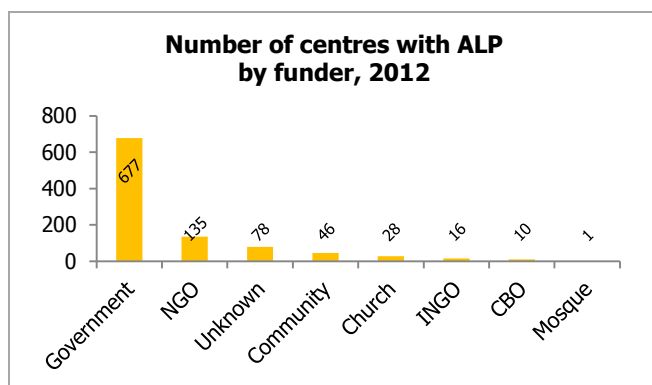


**Number of ALP learners by age group and gender, 2012**



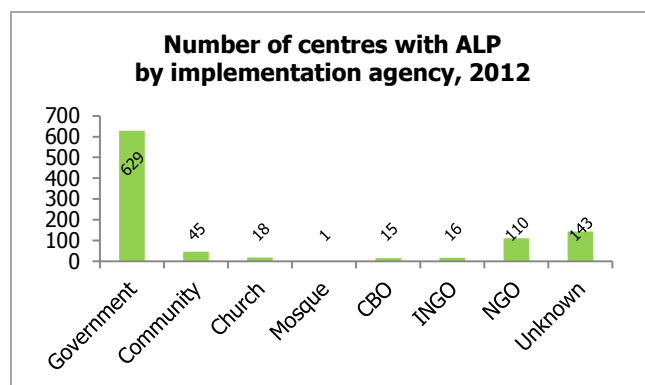
### Number of centres with ALP by funder, 2012

Funder	Centres	Centres %
Government	677	68.3%
Community	46	4.6%
Church	28	2.8%
Mosque	1	0.1%
CBO	10	1.0%
INGO	16	1.6%
NGO	135	13.6%
Unknown	78	7.9%
Total	991	100.0%



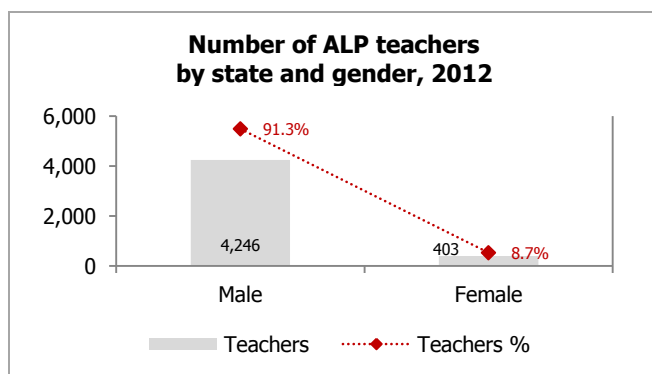
### Number of centres with ALP by implementing agency, 2012

Agency	Centres	Centres %
Government	629	64.4%
Community	45	4.6%
Church	18	1.8%
Mosque	1	0.1%
CBO	15	1.5%
INGO	16	1.6%
NGO	110	11.3%
Unknown	143	14.6%
Total	977	100.0%



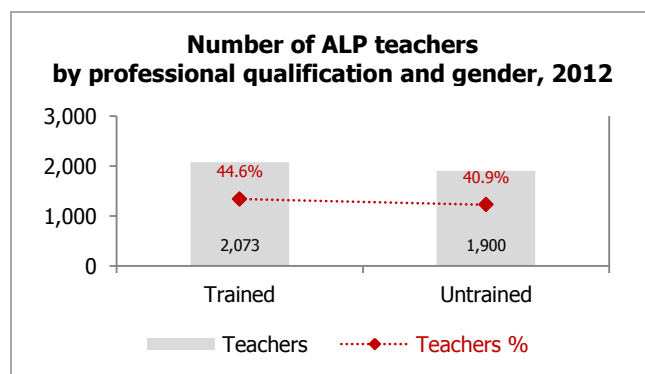
### Number and % of ALP teachers by state and gender, 2012

State	Total	Male		Female	
		Count	% total	Count	% total
CE	318	267	84.0%	51	16.0%
EE	370	298	80.5%	72	19.5%
Jonglei	609	566	92.9%	43	7.1%
Lakes	356	332	93.3%	24	6.7%
NBG	1,003	922	91.9%	81	8.1%
UN	463	436	94.2%	27	5.8%
Unity	608	576	94.7%	32	5.3%
Warrap	358	342	95.5%	16	4.5%
WBG	204	186	91.2%	18	8.8%
WE	360	321	89.2%	39	10.8%
Total	4,649	4,246	91.3%	403	8.7%



### Number and % of ALP teachers by state and professional qualification, 2012

State	Total	Trained		Untrained/Unknown	
		Count	% total	Count	% total
CE	318	174	54.7%	144	45.3%
EE	370	150	40.5%	220	59.5%
Jonglei	609	338	55.5%	271	44.5%
Lakes	356	184	51.7%	172	48.3%
NBG	1,003	346	34.5%	657	65.5%
UN	463	269	58.1%	194	41.9%
Unity	608	158	26.0%	450	74.0%
Warrap	358	169	47.2%	189	52.8%
WBG	204	108	52.9%	96	47.1%
WE	360	177	49.2%	183	50.8%
Total	4,649	2,073	44.6%	2,576	55.4%

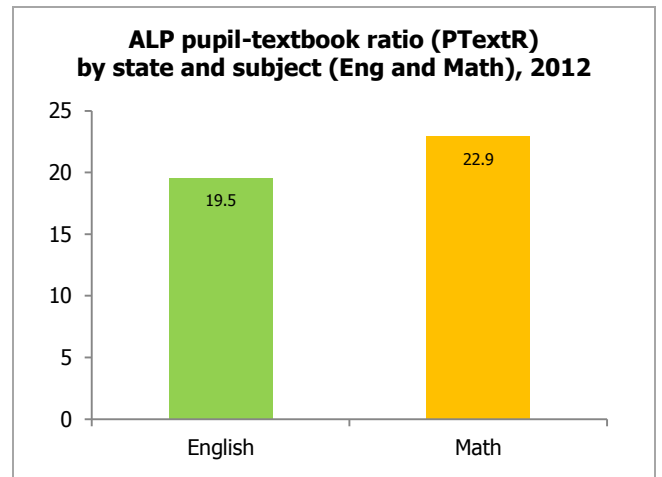
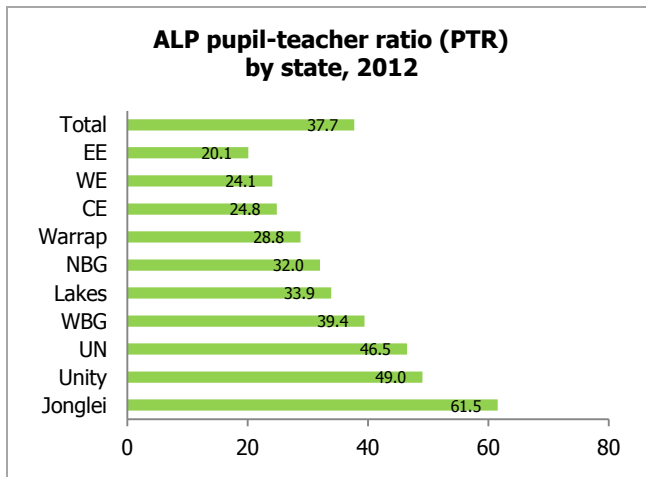


### ALP pupil-teacher ratio (PTR) by state, 2012

State	Learner	Teacher	PTR
CE	7,901	318	24.8
EE	7,453	370	20.1
Jonglei	37,476	609	61.5
Lakes	12,064	356	33.9
NBG	32,136	1,003	32.0
UN	21,522	463	46.5
Unity	29,821	608	49.0
Warrap	10,302	358	28.8
WBG	8,043	204	39.4
WE	8,678	360	24.1
Total	175,396	4,649	37.7

### ALP pupil-textbook ratio (PTextR) by state and subject (English and Math), 2012

State	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
CE	7,901	2,112	3.7	2,215	3.6
EE	7,453	1,825	4.1	1,090	6.8
Jonglei	37,476	1,141	32.8	769	48.7
Lakes	12,064	402	30.0	405	29.8
NBG	32,136	1,137	28.3	1,044	30.8
UN	21,522	523	41.2	528	40.8
Unity	29,821	505	59.1	440	67.8
Warrap	10,302	485	21.2	432	23.8
WBG	8,043	38	211.7	38	211.7
WE	8,678	806	10.8	696	12.5
Total	175,396	8,974	19.5	7,657	22.9



- ✓ The number of ALP learners gradually decreases by grade, while gradually increasing by age. Almost 50% of ALP learners are 21 years old or older, and over 42% are in L1.
- ✓ At each grade and in each age group there is a greater number of male than female learners. This trend is seen throughout the school system.
- ✓ Funding 68.3% of all programmes, government is the largest funder of ALPs. It is also the largest implementing agency at 64.4% of the total.
- ✓ 91.3% of ALP teachers are male and 8.7% are female. The greatest percentage of female ALP teachers is in EE, where they make-up almost 20% of the total number of teachers.
- ✓ The pupil-teacher ratio is 37.7 for the country, and most states are in the 20-40 range. Only UN (46.5), Unity (49.0), and Jonglei (61.5) have PTRs above 40.
- ✓ The pupil-textbook ratio is 19.5 for English and 22.9 for Math. WBG stands out as having far and away the greatest PTextRs in both subjects, at over 200. The next highest state (Unity) has PTextRs in the 60-70 range.

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

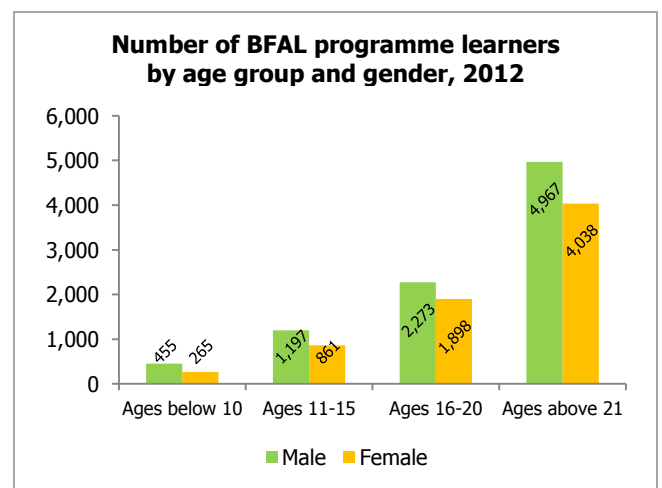
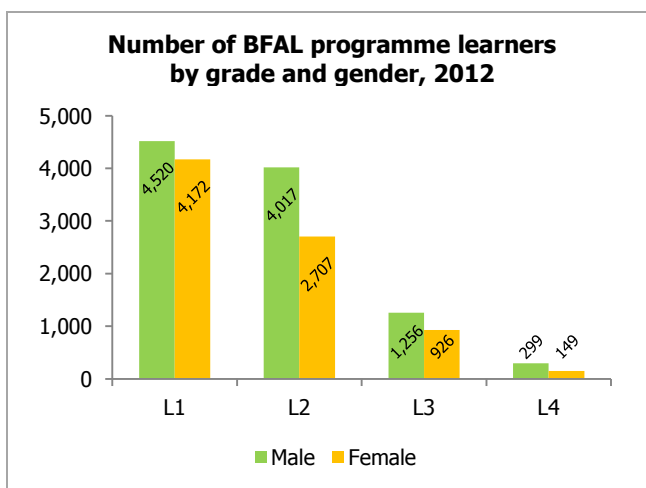
**Number of BFAL programme learners by state and grade, 2012**

State	Total	L1	L2	L3	L4
CE	976	551	295	80	50
EE	987	492	422	73	-
Jonglei	2,167	936	826	272	133
Lakes	2,176	1,001	865	264	46
NBG	220	100	97	19	4
UN	1,501	733	589	163	16
Unity	3,909	1,752	1,332	797	28
Warrap	2,177	1,377	624	143	33
WBG	3,044	1,324	1,268	314	138
WE	889	426	406	57	-
Total	18,046	8,692	6,724	2,182	448

**Number and % of BFAL programme learners by grade and age group (for main prog. only), 2012\***

State	Total	Ages			
		≤10	11-15	16-20	≥21
L1	7,590	499	1,023	1,942	4,126
		6.6%	13.5%	25.6%	54.4%
L2	6,001	208	859	1,581	3,353
		3.5%	14.3%	26.3%	55.9%
L3	2,023	13	148	598	1,264
		0.6%	7.3%	29.6%	62.5%
L4	340	-	28	50	262
		-	8.2%	14.7%	77.1%
Total	15,954	720	2,058	4,171	9,005
		4.5%	12.9%	26.1%	56.4%

\* This table contains information only on the centres' main programme. Age breakdown was not captured for the centres' other programmes. Refer to the 2012 AES questionnaire for details.



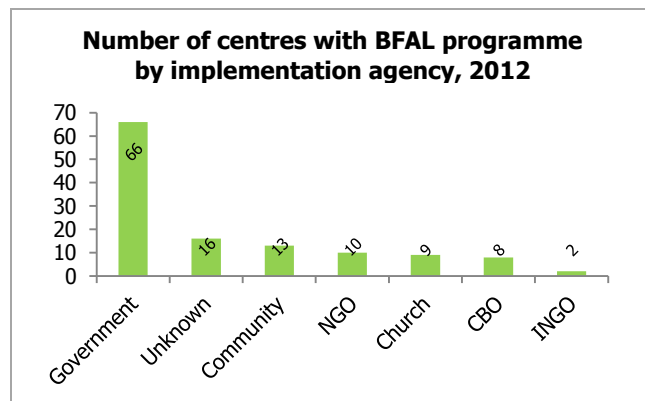
### Number and % of centres with BFAL programme by funder, 2012

Funder	Centres	Centres %
Government	66	52.8%
Community	17	13.6%
Church	9	7.2%
CBO	4	3.2%
INGO	4	3.2%
NGO	13	10.4%
Unknown	12	9.6%
Total	125	100.0%



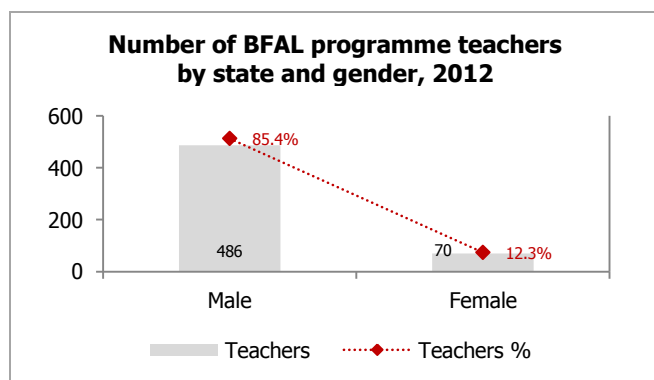
### Number and % of centres with BFAL programme by implementing agency, 2012

Agency	Centres	Centres %
Government	66	53.2%
Community	13	10.5%
Church	9	7.3%
CBO	8	6.5%
INGO	2	1.6%
NGO	10	8.1%
Unknown	16	12.9%
Total	124	100.0%



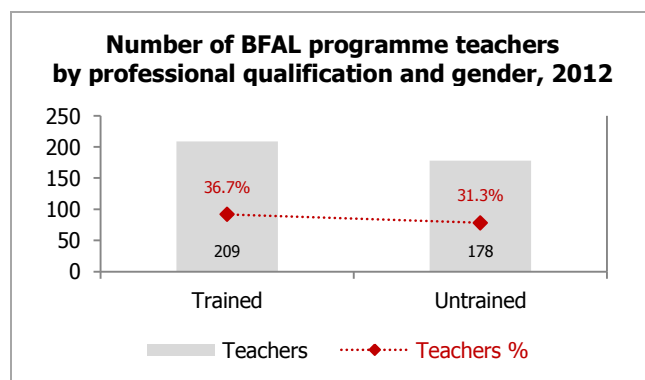
### Number and % of BFAL programme teachers by state and gender, 2012

State	Total	Male		Female	
		Count	% total	Count	% total
CE	87	64	73.6%	23	26.4%
EE	58	50	86.2%	8	13.8%
Jonglei	30	27	90.0%	3	10.0%
Lakes	81	74	91.4%	7	8.6%
NBG	20	17	85.0%	3	15.0%
UN	26	19	73.1%	7	26.9%
Unity	95	90	94.7%	5	5.3%
Warrap	57	40	70.2%	4	7.0%
WBG	97	89	91.8%	8	8.2%
WE	18	16	88.9%	2	11.1%
Total	569	486	85.4%	70	12.3%



### Number and % of BFAL programme teachers by state and professional qualification, 2012

State	Total	Trained		Untrained/Unknown	
		Count	% total	Count	% total
CE	87	32	36.8%	55	63.2%
EE	58	18	31.0%	40	69.0%
Jonglei	30	11	36.7%	19	63.3%
Lakes	81	34	42.0%	47	58.0%
NBG	20	18	90.0%	2	10.0%
UN	26	10	38.5%	16	61.5%
Unity	95	24	25.3%	71	74.7%
Warrap	57	15	26.3%	29	50.9%
WBG	97	37	38.1%	60	61.9%
WE	18	10	55.6%	8	44.4%
Total	569	209	36.7%	347	61.0%

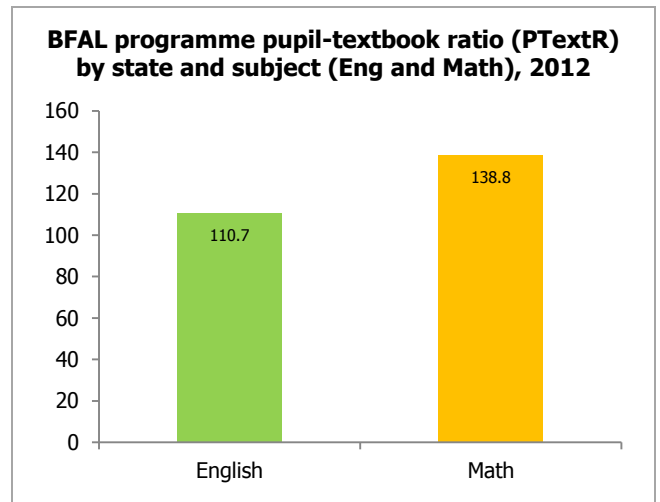
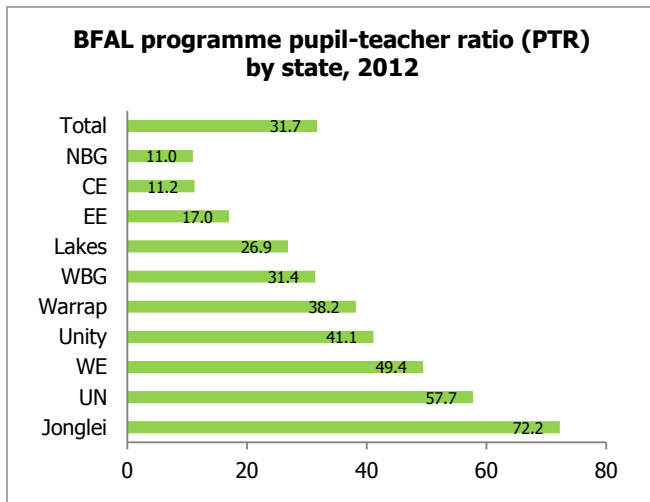


### BFAL programme pupil-teacher ratio (PTR) by state, 2012

State	Learner	Teacher	PTR
CE	976	87	11.2
EE	987	58	17.0
Jonglei	2,167	30	72.2
Lakes	2,176	81	26.9
NBG	220	20	11.0
UN	1,501	26	57.7
Unity	3,909	95	41.1
Warrap	2,177	57	38.2
WBG	3,044	97	31.4
WE	889	18	49.4
Total	18,046	569	31.7

### BFAL programme pupil-textbook ratio (PTextR) by state and subject (English and Math), 2012

State	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
CE	976	21	46.5	16	61.0
EE	987	-	-	-	-
Jonglei	2,167	15	144.5	12	180.6
Lakes	2,176	4	544.0	6	362.7
NBG	220	11	20.0	8	27.5
UN	1,501	87	17.3	74	20.3
Unity	3,909	-	-	-	-
Warrap	2,177	10	217.7	-	-
WBG	3,044	-	-	-	-
WE	889	15	59.3	14	63.5
Total	18,046	163	110.7	130	138.8



- ✓ There are 18,046 BFAL learners in South Sudan. The number of BFAL learners decreases by grade and similar to ALP, increases by age group.
- ✓ Also similar to ALP, government funds and is the implementing agency for the greatest number of BFAL programmes in South Sudan, representing over 50% of programmes.
- ✓ It is important to note that the number of grade levels in BFAL programmes changed from 2 in 2011 to 4 in 2012.
- ✓ 85.4% of BFAL teachers are male, while the state with the greatest percentage of female teachers is CE (26.4%).
- ✓ 36.7% of BFAL teachers are trained compared to 31.3% who are untrained. The state with the greatest percentage of untrained teachers is EE at 58.6%. The next highest is Warrap at 42.1%.
- ✓ The pupil-teacher ratio for BFAL programmes is 31.7 for the country, but this ranges widely from state to state. For example it is 11.0 in NBG compared to 72.2 in Jonglei.

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

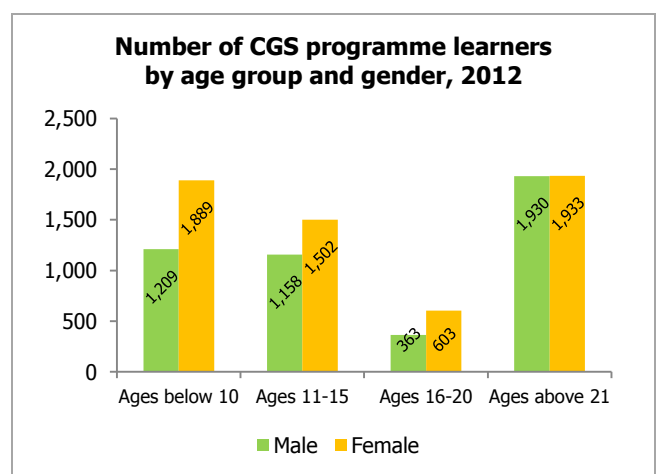
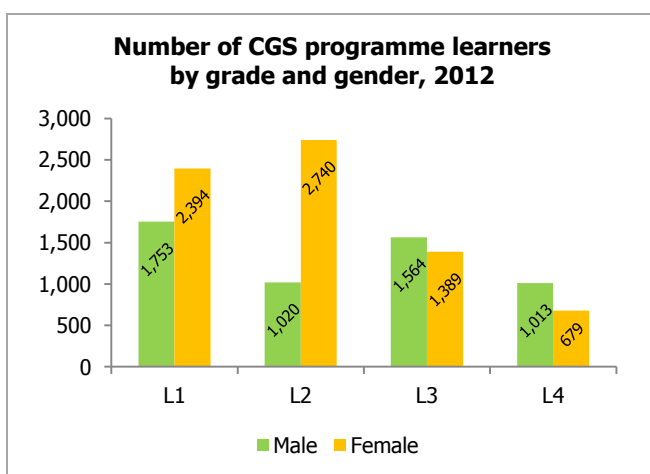
Number of CGS programme learners by state and grade, 2012

State	Total	L1	L2	L3	L4
CE	2,156	91	1,030	1,035	-
EE	110	47	38	25	-
Jonglei	61	25	16	20	-
Lakes	1,179	556	469	154	-
NBG	1,035	303	364	348	20
UN	721	721	-	-	-
Unity	2,727	375	432	304	1,616
Warrap	979	439	244	296	-
WE	3,584	1,590	1,167	771	56
Total	12,552	4,147	3,760	2,953	1,692

Number and % of CGS programme learners by grade and age group (for main prog. only), 2012\*

State	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
L1	2,859	1,045	528	242	1,044
		36.6%	18.5%	8.5%	36.5%
L2	3,328	1,354	1,182	274	518
		40.7%	35.5%	8.2%	15.6%
L3	2,693	681	933	422	657
		25.3%	34.6%	15.7%	24.4%
L4	1,707	18	17	28	1,644
		1.1%	1.0%	1.6%	96.3%
Total	10,587	3,098	2,660	966	3,863
		29.3%	25.1%	9.1%	36.5%

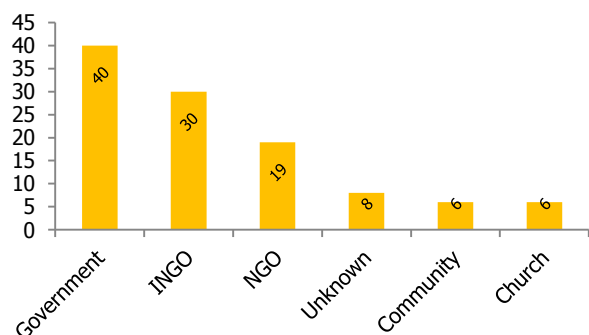
\* This table contains information only on the centres' main programme. Age breakdown was not captured for the centres' other programmes. Refer to the 2012 AES questionnaire for details.



### Number and % of centres with CGS programme by funder, 2012

Funder	Centres	Centres %
Government	40	36.7%
Community	6	5.5%
Church	6	5.5%
INGO	30	27.5%
NGO	19	17.4%
Unknown	8	7.3%
Total	109	100.0%

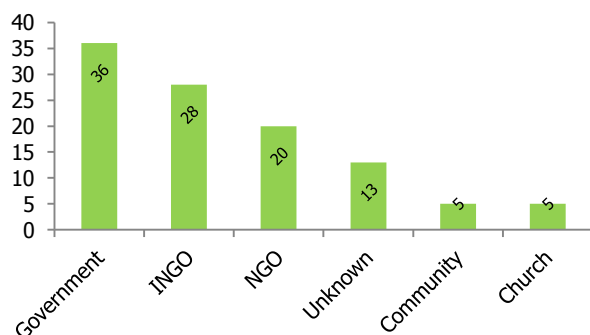
### Number and % of centres with CGS programme by funder, 2012



### Number and % of centres with CGS programme by implementing agency, 2012

Agency	Centres	Centres %
Government	36	33.6%
Community	5	4.7%
Church	5	4.7%
INGO	28	26.2%
NGO	20	18.7%
Unknown	13	12.1%
Total	107	100.0%

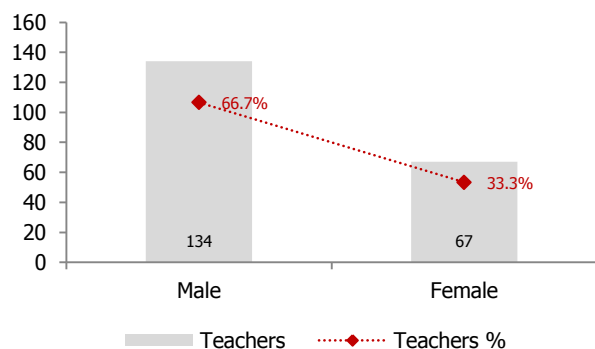
### Number and % of centres with CGS programme by implementation agency, 2012



### Number and % of CGS programme teachers by state and gender, 2012

State	Total	Male		Female	
		Count	% total	Count	% total
CE	44	4	9.1%	40	90.9%
Lakes	31	19	61.3%	12	38.7%
NBG	21	21	100.0%	-	-
UN	3	3	100.0%	-	-
Unity	21	20	95.2%	1	4.8%
Warrap	26	24	92.3%	2	7.7%
WE	55	43	78.2%	12	21.8%
Total	201	134	66.7%	67	33.3%

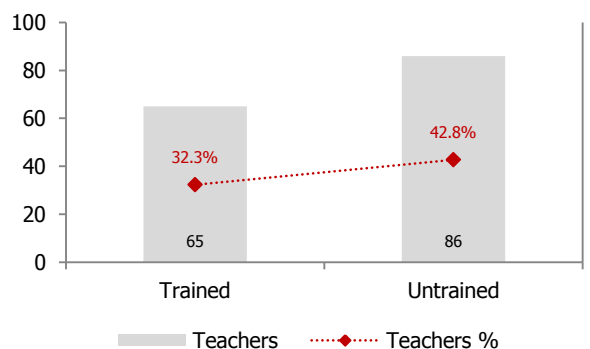
### Number of CGS programme teachers by state and gender, 2012



### Number and % of CGS programme teachers by state and professional qualification, 2012

State	Total	Trained		Untrained/Unknown	
		Count	% total	Count	% total
CE	44	11	25.0%	33	75.0%
Lakes	31	6	19.4%	25	80.6%
NBG	21	8	38.1%	13	61.9%
UN	3	1	33.3%	2	66.7%
Unity	21	1	4.8%	20	95.2%
Warrap	26	15	57.7%	11	42.3%
WE	55	23	41.8%	32	58.2%
Total	201	65	32.3%	136	67.7%

### Number of CGS programme teachers by professional qualification and gender, 2012

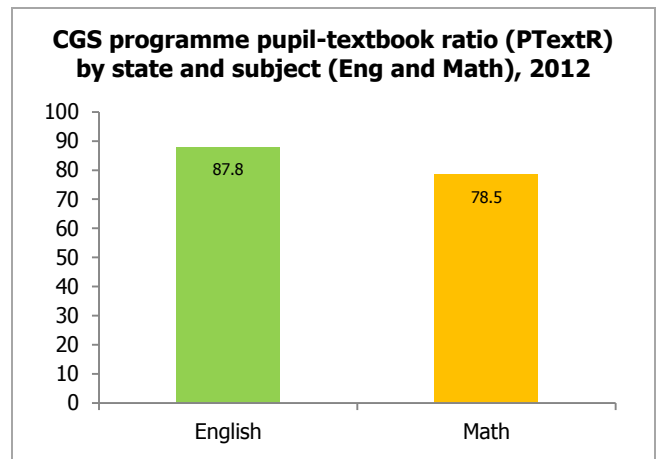
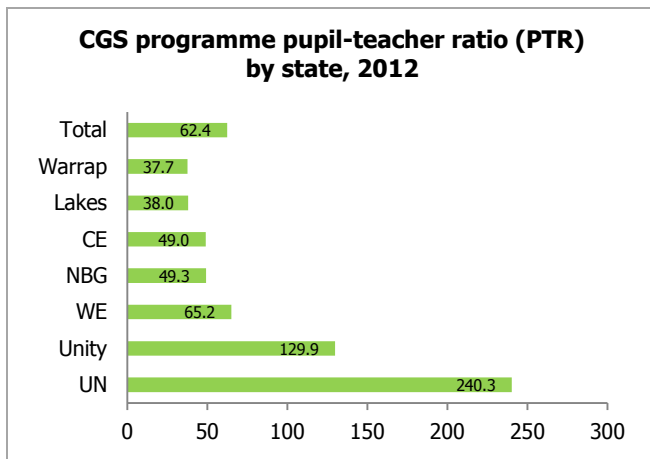


### CGS programme pupil-teacher ratio (PTR) by state, 2012

State	Learner	Teacher	PTR
CE	2,156	44	49.0
EE	110	-	-
Jonglei	61	-	-
Lakes	1,179	31	38.0
NBG	1,035	21	49.3
UN	721	3	240.3
Unity	2,727	21	129.9
Warrap	979	26	37.7
WE	3,584	55	65.2
Total	12,552	201	62.4

### CGS programme pupil-textbook ratio (PTextR) by state and subject (English and Math), 2012

State	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
CE	2,156	-	-	-	-
EE	110	4	27.5	4	27.5
Jonglei	61	-	-	-	-
Lakes	1,179	-	-	-	-
NBG	1,035	33	31.4	39	26.5
UN	721	16	45.1	16	45.1
Unity	2,727	4	681.8	4	681.8
Warrap	979	-	-	-	-
WE	3,584	86	41.7	97	36.9
Total	12,552	143	87.8	160	78.5



- ✓ The number of Community Girls School learners decreases by grade but is much more even compared to other types of AES programmes. Although there are 1,692 learners in CGS grade 4, almost all of them are in Unity state. It is important to note that the number of grades in CGS increased from 3 to 4 over the past year.
- ✓ Only 9.1% of CGS learners are in the 16-20 age group. This compares to 29.3% who are under 10, 25.1% who are 11-15, and 36.5% who are older than 21.
- ✓ Although government is the greatest single funder and implementing agency for CGS programmes, NGOs and INGOs represent a much greater portion compared to other types of AES programmes. Together they fund 45% of CGS programmes.
- ✓ There are 201 total CGS teachers in South Sudan, 134 males and 67 females. However in CE state, 91% of CGS teachers are female.
- ✓ There are more untrained than trained CGS teachers in South Sudan, at 42.8% compared to 32.3%. The state with the greatest percentage of untrained CGS teachers is CE at 68.2%.
- ✓ The pupil-teacher ratio ranges from 37.7 in Warrap to 240.3 in UN. There are four states where the PTR is under 50; Warrap, Lakes, CE and NBG.
- ✓ The pupil-textbook ratio is 87.8 in English and 78.5 in Math. Unity is at a noticeable disadvantage; with only 4 textbooks each for English and Math compared to 2,727 learners, it has a PTextR of 681.8.

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

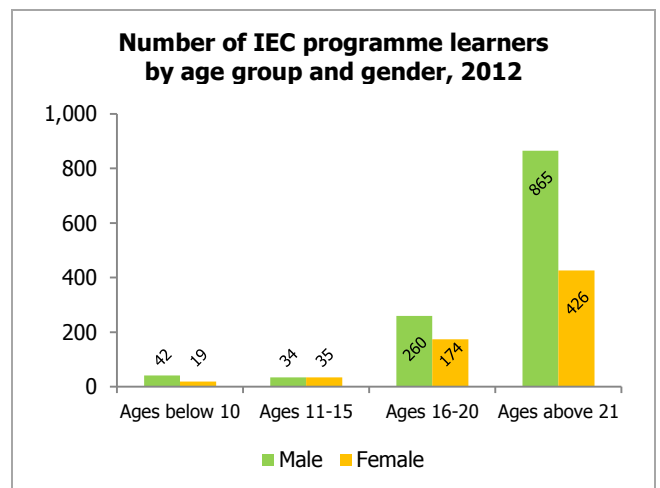
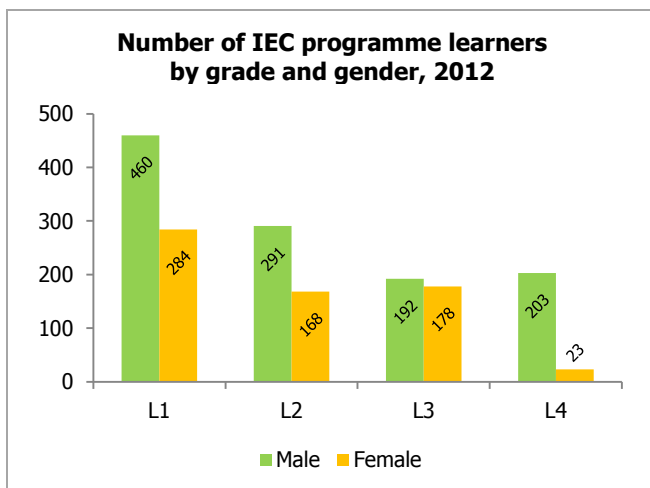
**Number of IEC programme learners by state and grade, 2012**

State	Total	L1	L2	L3	L4
CE	70	-	-	44	26
EE	31	18	9	4	-
Jonglei	207	97	80	30	-
Lakes	81	81	-	-	-
UN	81	47	34	-	-
Unity	615	281	219	109	6
WBG	649	184	101	170	194
WE	65	36	16	13	-
Total	1,799	744	459	370	226

**Number and % of IEC programme learners by grade and age group (for main prog. only), 2012\***

State	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
L1	752	-	29	197	526
		-	3.9%	26.2%	69.9%
L2	481	-	21	133	327
		-	4.4%	27.7%	68.0%
L3	378	19	10	53	296
		5.0%	2.6%	14.0%	78.3%
L4	244	42	9	51	142
		17.2%	3.7%	20.9%	58.2%
Total	1,855	61	69	434	1,291
		3.3%	3.7%	23.4%	69.6%

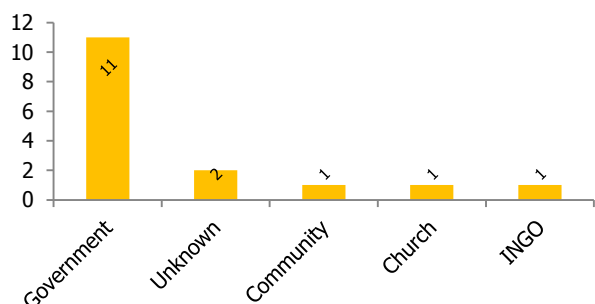
\* This table contains information only on the centres' main programme. Age breakdown was not captured for the centres' other programmes. Refer to the 2012 AES questionnaire for details.



### Number of centres with IEC programme by funder, 2012

Funder	Centres	Centres %
Government	11	68.8%
Community	1	6.3%
Church	1	6.3%
INGO	1	6.3%
Unknown	2	12.5%
Total	16	100.0%

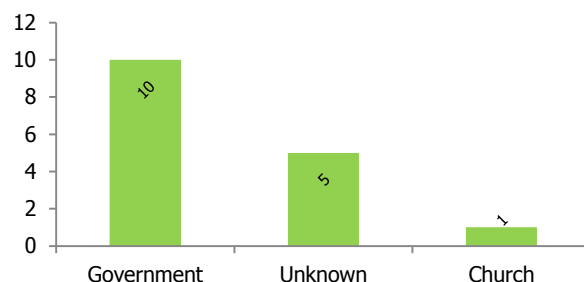
### Number and % of centres with IEC programme by funder, 2012



### Number of centres with IEC programme by implementing agency, 2012

Agency	Centres	Centres %
Government	10	62.5%
Church	1	6.3%
Unknown	5	31.3%
Total	16	100.0%

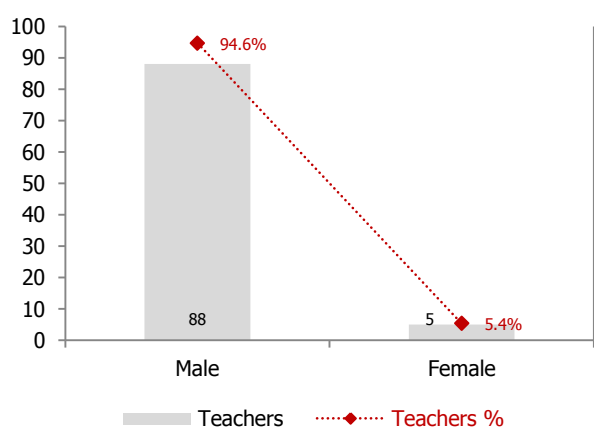
### Number and % of centres with IEC programme by implementation agency, 2012



### Number and % of IEC programme teachers by state and gender, 2012

State	Total	Male		Female	
		Count	% total	Count	% total
CE	2	2	100.0%	-	-
Jonglei	7	6	85.7%	1	14.3%
Lakes	1	1	100.0%	-	-
UN	5	5	100.0%	-	-
Unity	37	35	94.6%	2	5.4%
WBG	33	32	97.0%	1	3.0%
WE	8	7	87.5%	1	12.5%
Total	93	88	94.6%	5	5.4%

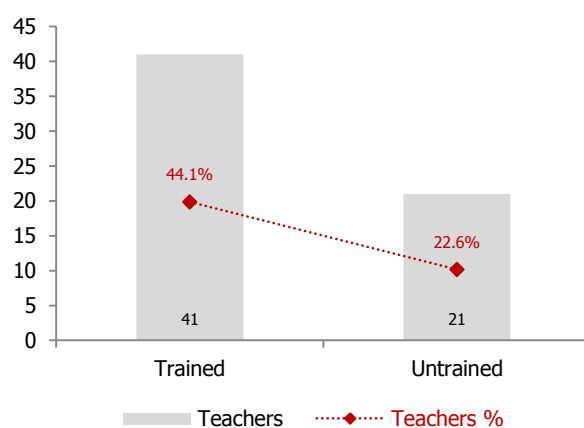
### Number of IEC programme teachers by state and gender, 2012



### Number and % of IEC programme teachers by state and professional qualification, 2012

State	Total	Trained		Untrained/Unknown	
		Count	% total	Count	% total
CE	2	2	100.0%	-	-
Jonglei	7	4	57.1%	3	42.9%
Lakes	1	1	100.0%	-	-
UN	5	5	100.0%	-	-
Unity	37	7	18.9%	30	81.1%
WBG	33	21	63.6%	12	36.4%
WE	8	1	12.5%	7	87.5%
Total	93	41	44.1%	52	55.9%

### Number of IEC programme teachers by professional qualification and gender, 2012



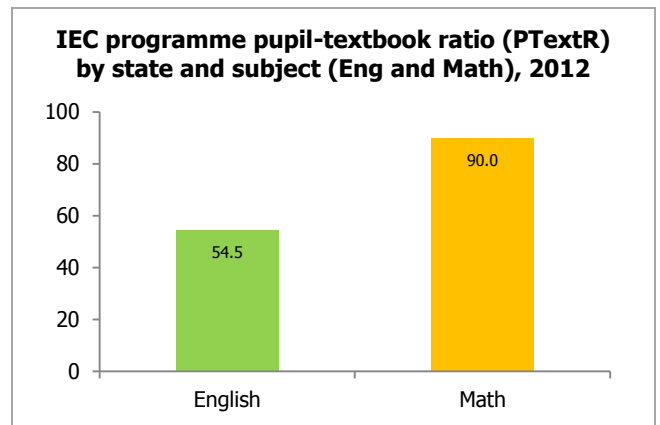
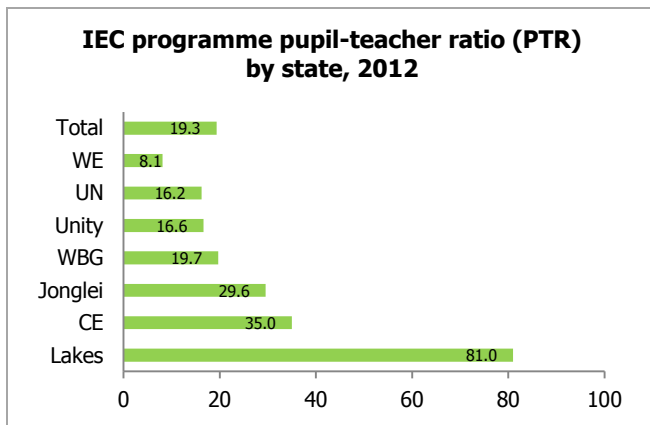
### IEC programme pupil-teacher ratio (PTR) by state, 2012

State	Learner	Teacher	PTR
CE	70	2	35.0
EE	31	-	-
Jonglei	207	7	29.6
Lakes	81	1	81.0
UN	81	5	16.2
Unity	615	37	16.6
WBG	649	33	19.7
WE	65	8	8.1
Total	1,799	93	19.3

### IEC programme pupil-textbook ratio (PTextR) by state and subject (English and Math), 2012

State	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
CE	70	-	-	-	-
EE	31	-	-	-	-
Jonglei	207	-	-	-	-
Lakes	81	-	-	-	-
UN	81	-	-	-	-
Unity	615	16	38.4	-	-
WBG	649	7	92.7	16	40.6
WE	65	10	6.5	4	16.3
Total	1,799	33	54.5	20	90.0





- ✓ The number of Intensive English Course (IEC) learners is 1,799, and ranges from 744 in L1 to 226 in L4. Almost 70% of IEC programme learners are 21 years-old or older.
- ✓ Government, the primary funder of IEC programmes, funds 68.8% of IEC, and the main implementing agency at 62.5%.
- ✓ Females are at a distinct disadvantage in IEC enrolments compared to males. Particularly in L4, there are only 23 females compared to 203 males.
- ✓ Nationally, 95% of IEC teachers are male. There are only 5 female IEC teachers in the country. At the same time, 44.1% of IEC teachers are trained and 22.6% are untrained.
- ✓ The pupil-teacher ratio for IEC programmes ranges from 8.1 in WE to 81.0 in Lakes, however all states except Lakes have PTRs under 40.
- ✓ The pupil-textbook ratio is 54.5 for English and 90.0 for Math, although it should be noted that the focus of IEC programmes is teaching English so the Math PTextR would be expected to be higher.

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

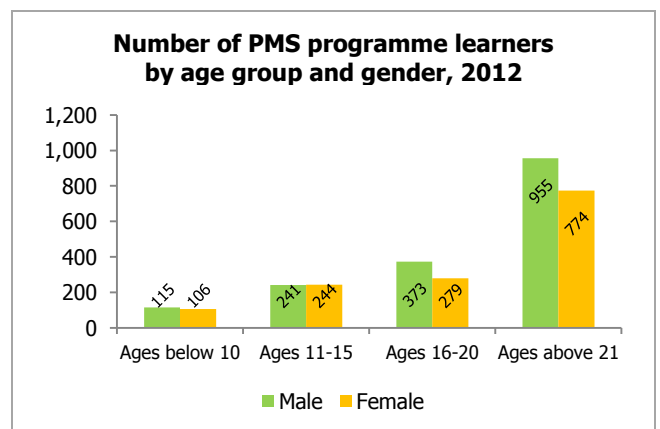
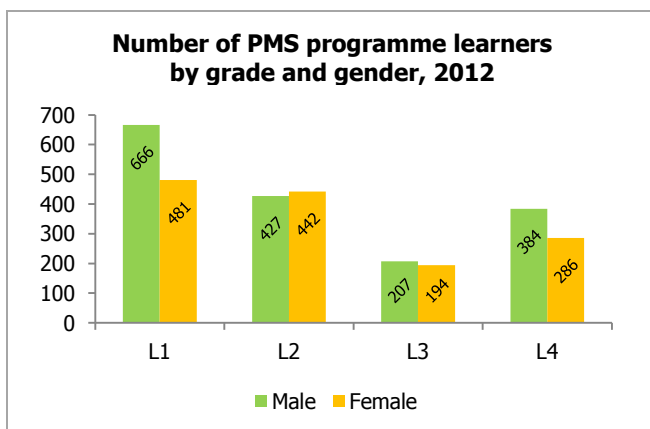
**Number of PMS programme learners by state and grade, 2012**

State	Total	L1	L2	L3	L4
EE	95	44	51	-	-
Lakes	512	306	206	-	-
UN	462	235	129	63	35
Unity	1,970	536	469	330	635
Warrap	48	26	14	8	-
Total	3,087	1,147	869	401	670

**Number of % of PMS programme learners by grade and age group (for main prog. only), 2012\***

State	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
L1	1,147	172	277	162	536
		15.0%	24.1%	14.1%	46.7%
L2	869	28	124	286	431
		3.2%	14.3%	32.9%	49.6%
L3	401	20	50	156	175
		5.0%	12.5%	38.9%	43.6%
L4	670	1	34	48	587
		0.1%	5.1%	7.2%	87.6%
Total	3,087	221	485	652	1,729
		7.2%	15.7%	21.1%	56.0%

\* This table contains information only on the centres' main programme. Age breakdown was not captured for the centres' other programmes. Refer to the 2012 AES questionnaire for details.



**Number of centres with PMS programme by funder, 2012**

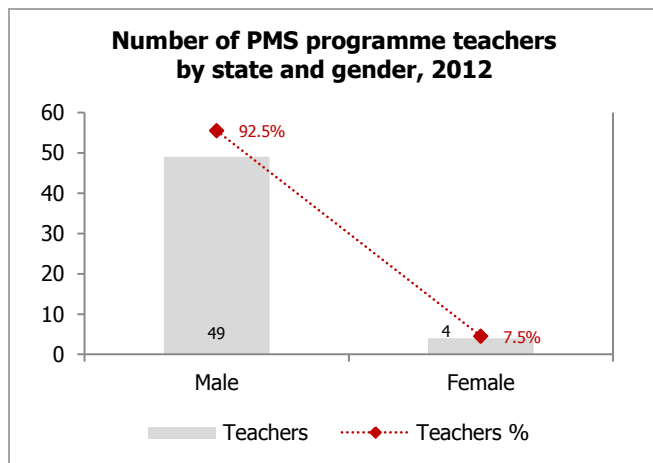
Funder	Centres	Centres %
Government	8	66.7%
Community	1	8.3%
CBO	1	8.3%
NGO	2	16.7%
Total	12	100.0%

**Number of centres with PMS programme by implementing agency, 2012**

Agency	Centres	Centres %
Government	6	54.5%
Community	1	9.1%
NGO	1	9.1%
Unknown	3	27.3%
Total	11	100.0%

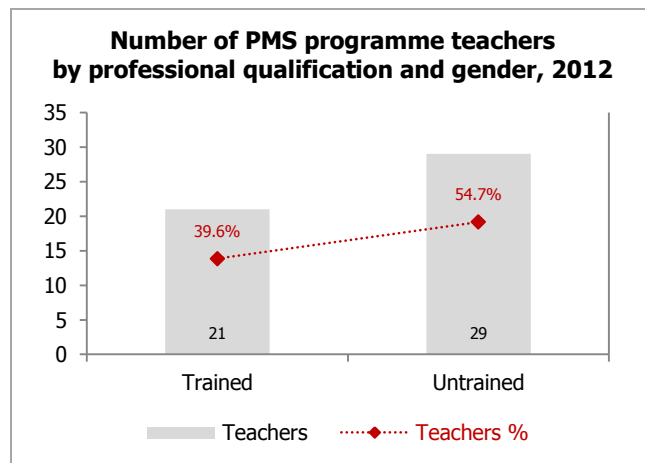
### Number and % of PMS programme teachers by state and gender, 2012

State	Total	Male		Female	
		Count	% total	Count	% total
EE	2	2	100.0%	-	-
Lakes	7	7	100.0%	-	-
UN	12	11	91.7%	1	8.3%
Unity	30	27	90.0%	3	10.0%
Warrap	2	2	100.0%	-	-
Total	53	49	92.5%	4	7.5%



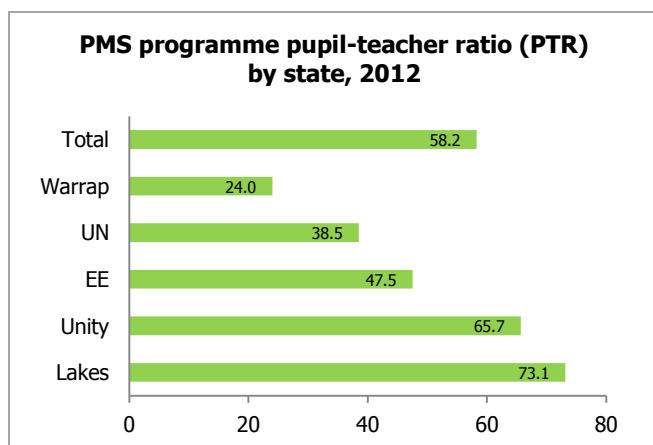
### Number and % of PMS programme teachers by state and professional qualification, 2012

State	Total	Trained		Untrained	
		Count	% total	Count	% total
EE	2	-	-	2	100.0%
Lakes	7	4	57.1%	3	42.9%
UN	12	1	8.3%	11	91.7%
Unity	30	16	53.3%	14	46.7%
Warrap	2	-	-	2	100.0%
Total	53	21	39.6%	32	60.4%



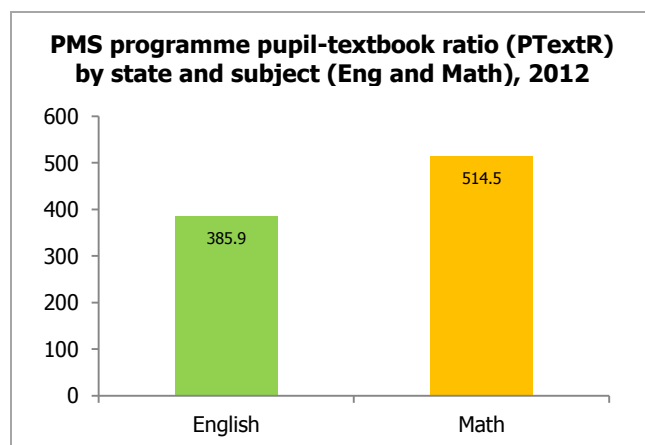
### PMS programme pupil-teacher ratio (PTR) by state, 2012

State	Learner	Teacher	PTR
EE	95	2	47.5
Lakes	512	7	73.1
UN	462	12	38.5
Unity	1,970	30	65.7
Warrap	48	2	24.0
Total	3,087	53	58.2



### PMS programme PTextR by state and subject (English and Math), 2012

State	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
EE	95	-	-	-	-
Lakes	512	-	-	-	-
UN	462	-	-	-	-
Unity	1,970	8	246.3	6	328.3
Warrap	48	-	-	-	-
Total	3,087	8	385.9	6	514.5



- ✓ The number of learners in Pastoralist Mobile Schools is greatest in L1, where it is 1,147 and then decreases in each grade after that.
- ✓ 56% of PMS learners are 21 or over.
- ✓ 66.7% of PMS programmes are funded by the government, compared to 16.7% that are funded by NGOs.
- ✓ The government is the implementing agent for 50% of the PMS programmes, while 25% have unknown implementing agency.
- ✓ There are 53 teachers in PMS programmes in South Sudan, 92% of which are male. There are only 4 female teachers in these types of programmes.
- ✓ The PTR in PMS programmes ranges from 24.0 in Warrap to 73.1 in Lakes, and is 58.2 for the country.
- ✓ Unity is the only one state that has textbooks in PMS programmes. Unity has 8 English textbooks and 6 Math textbooks for 1,970 students; a PTextR of 246.3 for English and 328.3 for Math.

### 8.4.6. Other programme

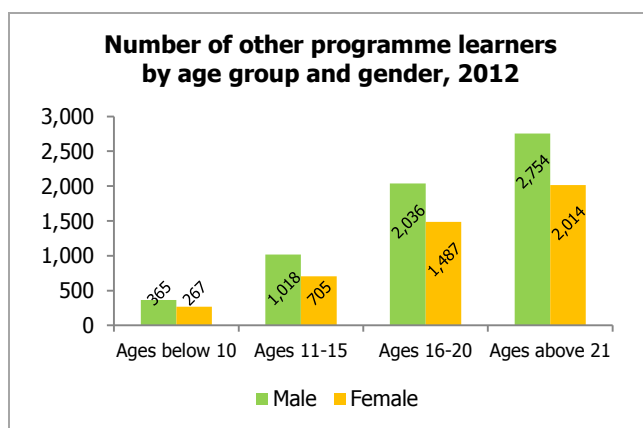
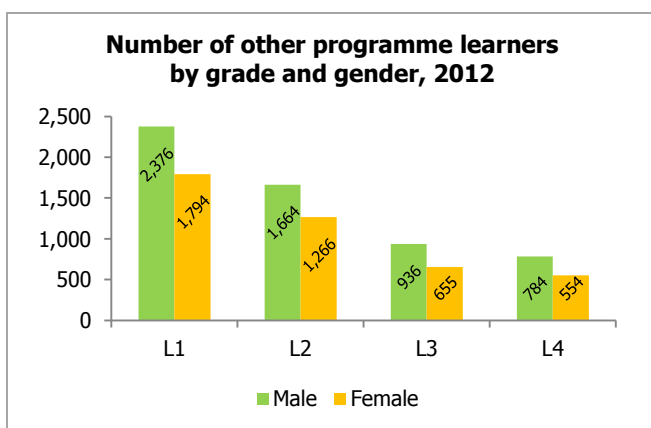
**Number of other programme learners by state and grade, 2012**

State	Total	L1	L2	L3	L4
CE	949	358	342	109	140
EE	611	260	222	55	74
Jonglei	1,616	722	618	223	53
Lakes	538	171	152	111	104
NBG	1,801	1,048	347	268	138
UN	911	442	337	117	15
Unity	2,519	708	608	438	765
Warrap	322	170	89	57	6
WBG	418	180	97	108	33
WE	344	111	118	105	10
<b>Total</b>	<b>10,029</b>	<b>4,170</b>	<b>2,930</b>	<b>1,591</b>	<b>1,338</b>

**Number and % of other programme learners by grade and age group (for main prog. only), 2012\***

State	Total	Ages			
		≤10	11-15	16-20	≥21
L1	4,533	450	823	1,365	1,895
		9.9%	18.2%	30.1%	41.8%
L2	3,002	131	460	1,013	1,398
		4.4%	15.3%	33.7%	46.6%
L3	1,736	51	322	673	690
		2.9%	18.5%	38.8%	39.7%
L4	1,375	-	118	472	785
		-	8.6%	34.3%	57.1%
Total	10,646	632	1,723	3,523	4,768
		5.9%	16.2%	33.1%	44.8%

\* This table contains information only on the centres' main programme. Age breakdown was not captured for the centres' other programmes. Refer to the 2012 AES questionnaire for details.



**Number of centres with other programmes by funder, 2012**

Funder	Centres	Centres %
Government	2	50.0%
Community	1	25.0%
Unknown	1	25.0%
<b>Total</b>	<b>4</b>	<b>100.0%</b>

**Number of centres with other programmes by implementing agency, 2012**

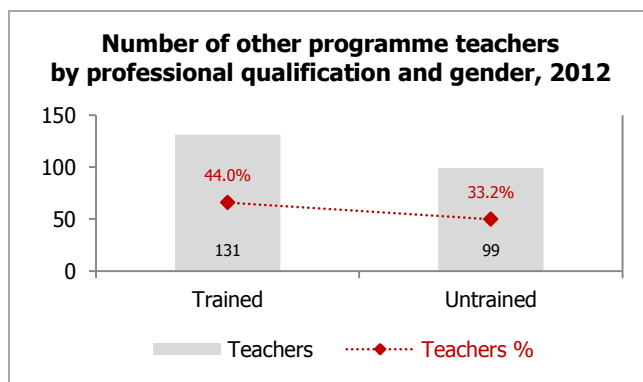
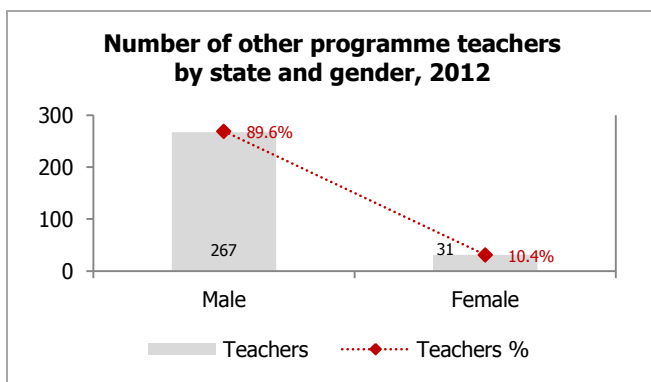
Agency	Centres	Centres %
Government	2	50.0%
Community	1	25.0%
Unknown	1	25.0%
<b>Total</b>	<b>4</b>	<b>100.0%</b>

**Number and % of other programme teachers by state and gender, 2012**

State	Total	Male		Female	
		Count	% total	Count	% total
CE	48	38	79.2%	10	20.8%
EE	41	32	78.0%	9	22.0%
Jonglei	36	33	91.7%	3	8.3%
Lakes	5	5	100.0%	-	-
NBG	58	55	94.8%	3	5.2%
UN	29	28	96.6%	1	3.4%
Unity	46	42	91.3%	4	8.7%
Warrap	12	12	100.0%	-	-
WBG	19	19	100.0%	-	-
WE	4	3	75.0%	1	25.0%
<b>Total</b>	<b>298</b>	<b>267</b>	<b>89.6%</b>	<b>31</b>	<b>10.4%</b>

**Number and % of other programme teachers by state and professional qualification, 2012**

State	Total	Trained		Untrained/Unknown	
		Count	% total	Count	% total
CE	48	18	37.5%	30	62.5%
EE	41	20	48.8%	21	51.2%
Jonglei	36	13	36.1%	23	63.9%
Lakes	5	1	20.0%	4	80.0%
NBG	58	30	51.7%	28	48.3%
UN	29	20	69.0%	9	31.0%
Unity	46	13	28.3%	33	71.7%
Warrap	12	10	83.3%	2	16.7%
WBG	19	3	15.8%	16	84.2%
WE	4	3	75.0%	1	25.0%
<b>Total</b>	<b>298</b>	<b>131</b>	<b>44.0%</b>	<b>167</b>	<b>56.0%</b>



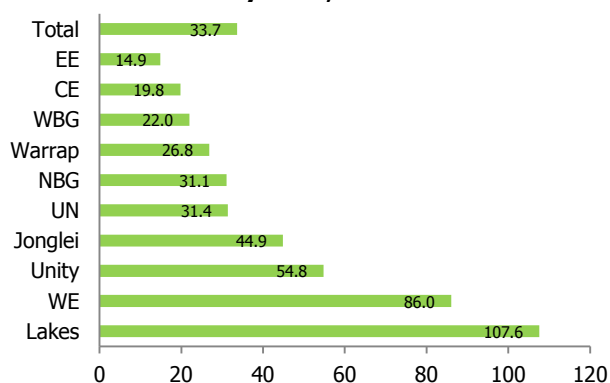
### Other programme pupil-teacher ratio (PTR) by state, 2012

State	Learner	Teacher	PTR
CE	949	48	19.8
EE	611	41	14.9
Jonglei	1,616	36	44.9
Lakes	538	5	107.6
NBG	1,801	58	31.1
UN	911	29	31.4
Unity	2,519	46	54.8
Warrap	322	12	26.8
WBG	418	19	22.0
WE	344	4	86.0
Total	10,029	298	33.7

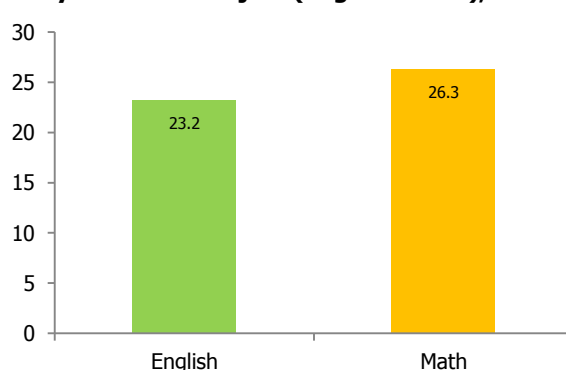
### Other programme PTextR by state and subject (English and Math), 2012

State	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
CE	949	103	9.2	62	15.3
EE	611	99	6.2	94	6.5
Jonglei	1,616	137	11.8	117	13.8
Lakes	538	6	89.7	9	59.8
NBG	1,801	43	41.9	44	40.9
UN	911	15	60.7	25	36.4
Unity	2,519	6	419.8	8	314.9
Warrap	322	24	13.4	23	14.0
WBG	418	-	-	-	-
WE	344	-	-	-	-
Total	10,029	433	23.2	382	26.3

#### Other programme pupil-teacher ratio (PTR) by state, 2012



#### Other programme PTextR by state and subject (Eng and Math), 2012



- ✓ In South Sudan there are 10,029 AES learners in programmes other than ALP, BFAL, CGS, IEC, or PMS.
- ✓ Their numbers range from 4,170 in L1 to 1,338 in L4. Most learners in the other category (44.8%) are 21 year-old or older and 33.1% are between 16 and 20 years-old.
- ✓ As with other programmes, those that fall into the other category have an enrolment gender disparity.
- ✓ The number of males is greater than the number of females for each grade level and age group.
- ✓ Similar to other types of AES programmes, government is the primary funder and implementing agency.
- ✓ Roughly 90% of teachers of other AES programmes are males. A higher proportion of all teachers are trained, as well. 44.0% are trained compared to 33.2% who are untrained.
- ✓ The pupil-teacher ratio varies widely from state to state in AES programmes classified as other. PTR ranges from a low of 14.9 in EE to a high of 107.6 in Lakes.
- ✓ The PTextR in other programmes also varies widely. It ranges from 6.2 in English and 6.5 in Math for EE to 419.8 in English and 314.9 in Math for Unity.

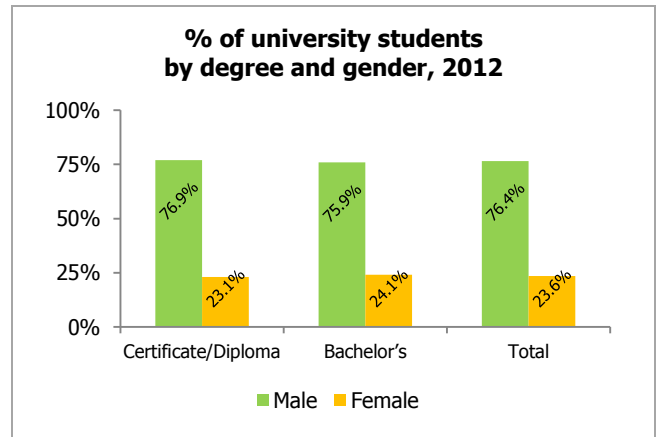
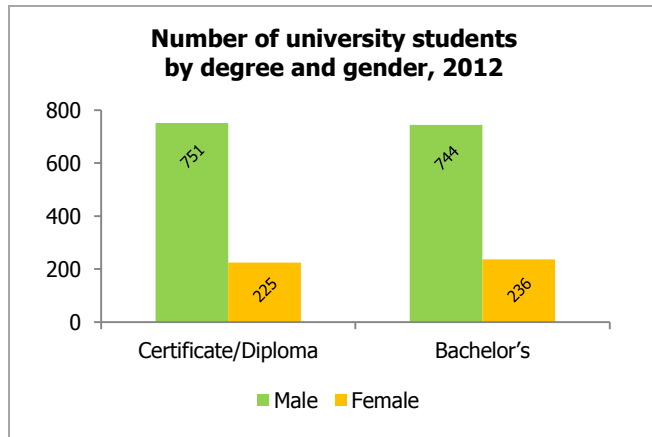
## 9. UNIVERSITY, 2012

### 9.1. Access

#### 9.1.1. Enrolment

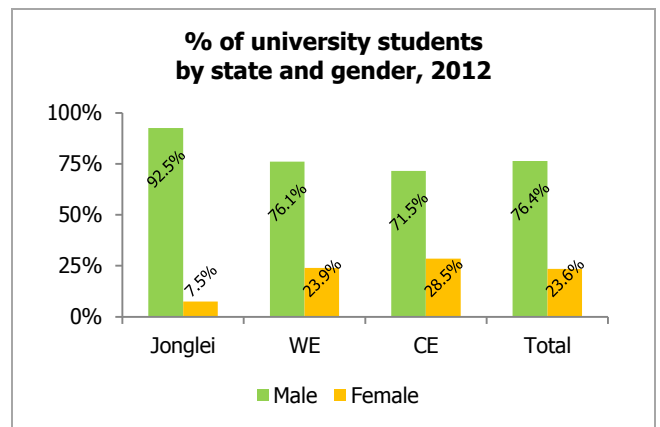
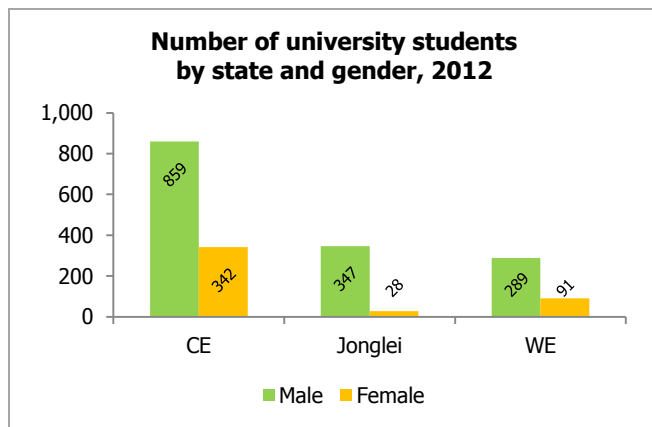
##### Number and % of university students by state and degree, 2012

State	Total	Certificate/diploma		Bachelor's	
		Count	% total	Count	% total
CE	1,201	388	32.3%	813	67.7%
Jonglei	375	299	79.7%	76	20.3%
WE	380	289	76.1%	91	23.9%
Total	1,956	976	49.9%	980	50.1%



##### Number of university students by state and gender, 2012

State	Total	Male		Female	
		Count	% total	Count	% total
CE	1,201	859	71.5%	342	28.5%
Jonglei	375	347	92.5%	28	7.5%
WE	380	289	76.1%	91	23.9%
Total	1,956	1,495	76.4%	461	23.6%



##### Number and % of university students by discipline and degree, 2012

Discipline	Total	Certificate/diploma		Bachelor's	
		Count	% total	Count	% total
Agriculture	203	-	-	203	100.0%
Business/Public Administration	876	235	26.8%	641	73.2%
Economics	299	299	100.0%	-	-
Education	62	48	77.4%	14	22.6%
English	46	46	100.0%	-	-
Environmental Studies	14	-	-	14	100.0%
Information and Computer Science	29	29	100.0%	-	-
Law	24	-	-	24	100.0%
Nursing/Midwifery	208	194	93.3%	14	6.7%
Philosophy	28	28	100.0%	-	-
Procurement and Logistics	18	3	16.7%	15	83.3%
Science and Technology	65	50	76.9%	15	23.1%
Social Welfare and Social Administration	52	35	67.3%	17	32.7%
Theology	32	9	28.1%	23	71.9%
Total	1,956	976	49.9%	980	50.1%

## Number and % of university students by discipline and gender, 2012

Discipline	Total	Male		Female	
		Count	% total	Count	% total
Agriculture	203	173	85.2%	30	14.8%
Business/Public Administration	876	626	71.5%	250	28.5%
Economics	299	273	91.3%	26	8.7%
Education	62	55	88.7%	7	11.3%
English	46	29	63.0%	17	37.0%
Environmental Studies	14	14	100.0%	-	-
Information and Computer Science	29	21	72.4%	8	27.6%
Law	24	23	95.8%	1	4.2%
Nursing/Midwifery	208	125	60.1%	83	39.9%
Philosophy	28	28	100.0%	-	-
Procurement and Logistics	18	16	88.9%	2	11.1%
Science and Technology	65	49	75.4%	16	24.6%
Social Welfare and Social Administration	52	31	59.6%	21	40.4%
Theology	32	32	100.0%	-	-
Total	1,956	1,495	76.4%	461	23.6%

- ✓ The number of university students who are pursuing certificate/diploma courses compared to those enrolled at the Bachelor's level is fairly equal. In CE, 67.7% of university students are pursuing a Bachelor's degree but in Jonglei and WE, about 20-30% of university students are getting Bachelor's.
- ✓ Only three states have university students, CE (which contains over 50% of the total), Jonglei, and WE.
- ✓ The greatest number of Bachelor's degree students are enrolled in Business/Public Administration (641) and Agriculture (203). The greatest number of diploma/certificate students are enrolled in Business/Public Administration (235), Economics (299) and Nursing/Midwifery (194).
- ✓ There is a male/female gender disparity in every discipline at university level. The disciplines with the most equal number of males and females are Nursing/Midwifery (39.9% female), English (37% female) and Social Welfare and Social Administration (40.4%).

## 9.2. Resources

### 9.2.1. Universities

#### Universities by state, 2012

State	County	University
CE	Juba	Catholic University of South Sudan
CE	Juba	SouthSudan management Institute
CE	Juba	St. paul National Major Seminary
CE	Juba	St.Mary College
CE	Yei River	Emmanuel Christian College
CE	Yei River	Institute of Prof. and Civil Studies
CE	Yei River	Yei National Health Training institute
Jonglei	Bor	Dr. John Garang Memorial University
WE	Yambio	Makere University College
Total		9

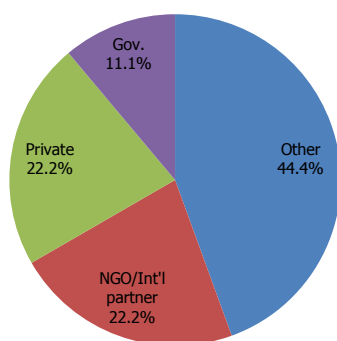
#### No. and % of universities by ownership, 2012

Ownership	Count	% total
Gov.	1	11.1%
NGO/Int'l partner	2	22.2%
Other	4	44.4%
Private	2	22.2%
Total	9	100.0%

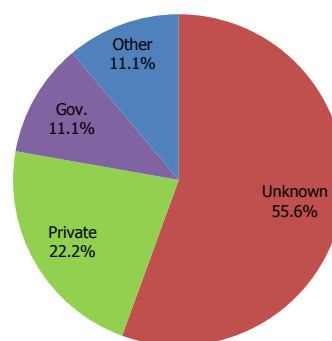
#### No. and % of universities by funding source, 2012

Funding source	Count	% total
Gov.	1	11.1%
Other	1	11.1%
Private	2	22.2%
Unknown	5	55.6%
Total	9	100.0%

% of universities by ownership, 2012



% of universities by funding source, 2012

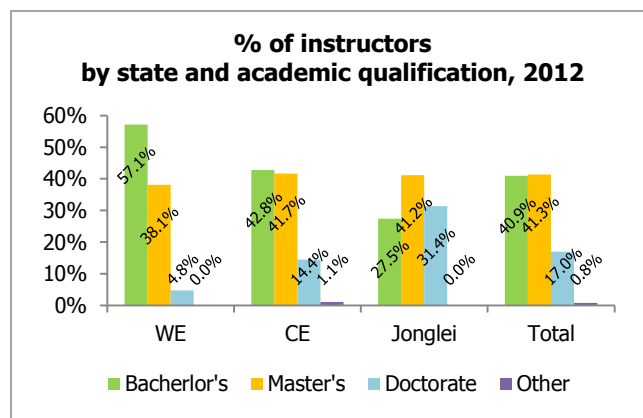
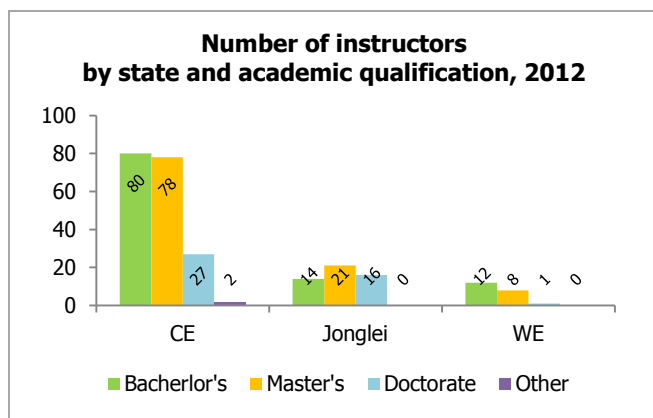


- ✓ There are nine total universities in South Sudan, seven of which are in CE (4 in Juba and 3 in Yei River), and one each in Jonglei and WE.
- ✓ At the university level, the government owns and funds only 1 of the 9 institutions. The rest are spread among NGO/international partners, private and other/unknown sources.

## 9.2.2. Instructors

**Number and % of instructors by state and academic qualification, 2012**

State	Total	Bachelor's		Master's		Doctorate		Other		PTR
		Count	% total	Count	% total	Count	% total	Count	% total	
CE	187	80	42.8%	78	41.7%	27	14.4%	2	1.1%	6.4
Jonglei	51	14	27.5%	21	41.2%	16	31.4%	-	-	7.4
WE	21	12	57.1%	8	38.1%	1	4.8%	-	-	18.1
Total	259	106	40.9%	107	41.3%	44	17.0%	2	0.8%	7.6



- ✓ CE has the greatest number of instructors at the university level, at 187 of the total 259.
- ✓ Nationally, a roughly equal number of instructors have a Master's (41.3%) as a Bachelor's (40.9%). Only 17% have a Doctorate.

## 9.2.3. Curriculum

**Number and % universities by discipline and degree offered, 2012**

Discipline	Total	Certificate/diploma		Bachelor's	
		Count	% total	Count	% total
Agriculture	7	-	-	2	22.2%
Business/Public Administration	8	5	55.6%	3	33.3%
Economics	1	1	11.1%	-	-
Education	3	2	22.2%	1	11.1%
English	1	1	11.1%	-	-
Environmental Studies	1	-	-	1	11.1%
Information and Computer Science	1	-	-	1	11.1%
Law	1	-	-	1	11.1%
Nursing/Midwifery	2	2	22.2%	-	-
Philosophy	1	1	11.1%	-	-
Procurement and Logistics	1	-	-	1	11.1%
Science and Technology	1	1	11.1%	-	-
Social Welfare and Administration	2	1	11.1%	1	11.1%
Theology	3	1	11.1%	2	22.2%

- ✓ Business/Public Administration is the discipline offered by the greatest number of universities in South Sudan. There are five universities offering certificate/diplomas and three offering Bachelor's.

## 9.3. Student flow

### 9.3.1. University completion

**Number and % of completers by discipline and degree offered, 2011-2012**

Discipline	Total	Certificate/diploma		Bachelor's	
		Count	% total	Count	% total
Economics	22	-	-	22	100.0%
Science	12	-	-	12	100.0%
Total	34	-	-	34	100.0%

- ✓ Completers reported consist only of Bachelor's degrees in Economics and Science.

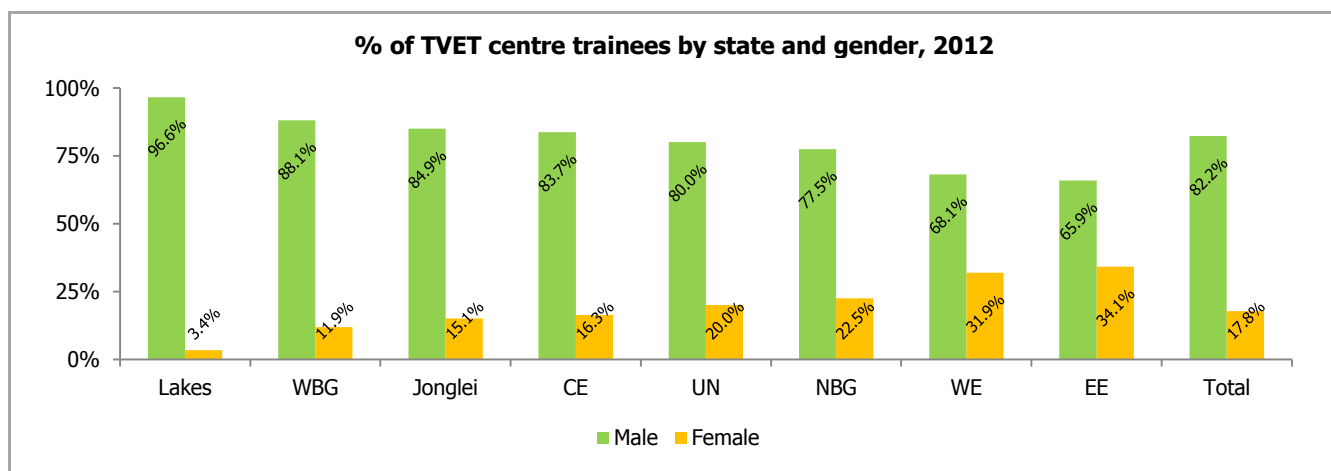
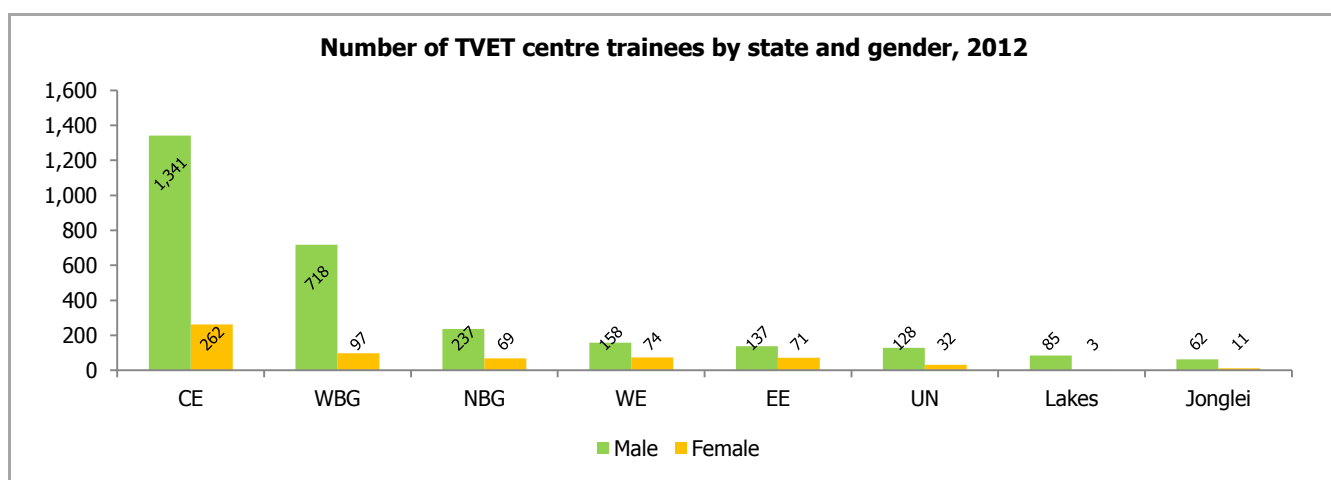
## 10. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TEVT), 2012

### 10.1. Access

#### 10.1.1. Enrolment

Number and % TVET centre trainees by state and gender, 2012

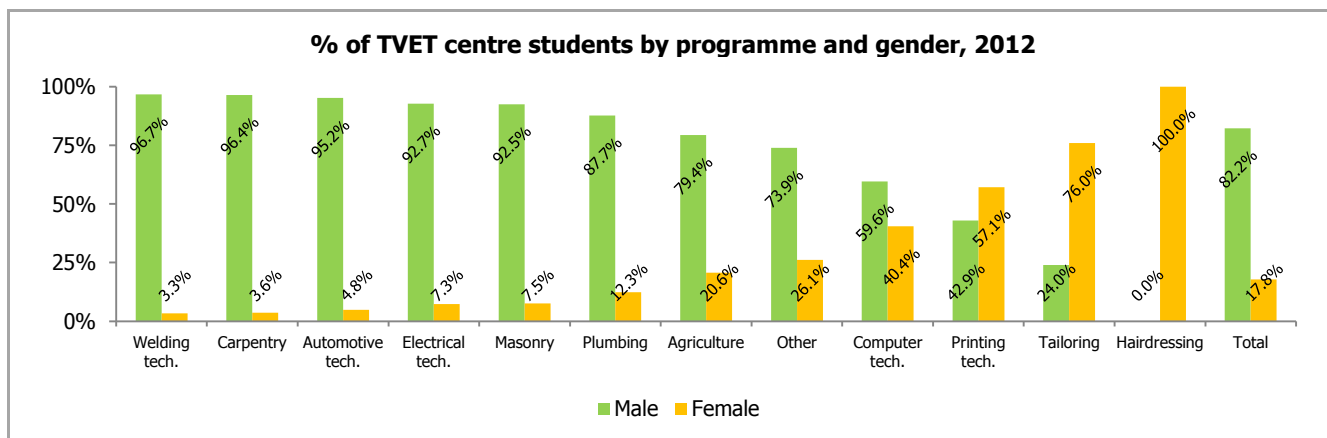
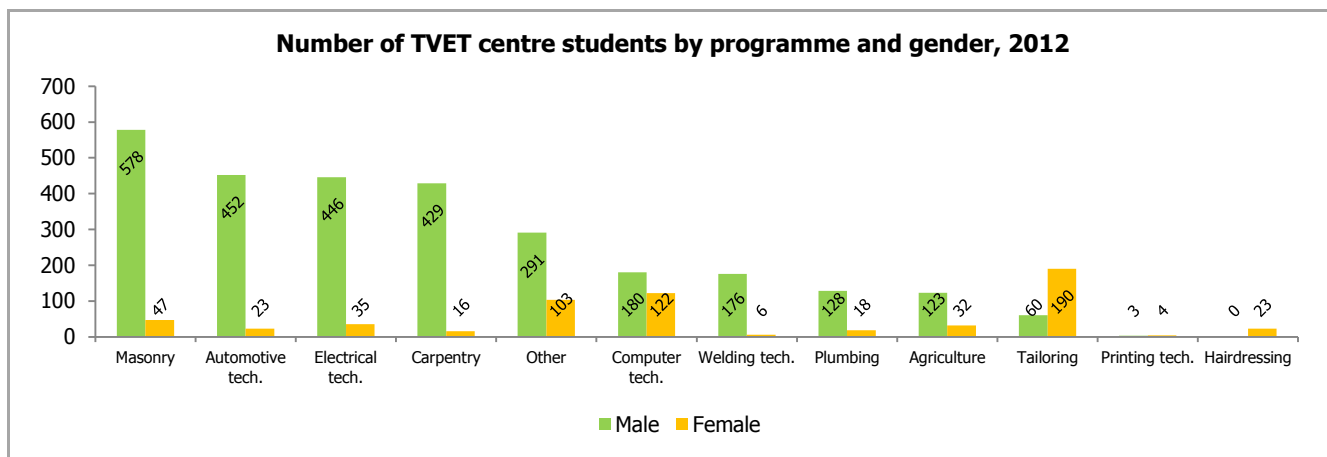
State	Total	Male		Female	
		Count	% total	Count	% total
CE	1,603	1,341	83.7%	262	16.3%
EE	208	137	65.9%	71	34.1%
Jonglei	73	62	84.9%	11	15.1%
Lakes	88	85	96.6%	3	3.4%
NGB	306	237	77.5%	69	22.5%
UN	160	128	80.0%	32	20.0%
WBG	815	718	88.1%	97	11.9%
WE	232	158	68.1%	74	31.9%
Total	3,485	2,866	82.2%	619	17.8%



Number and % TVET centre trainees by programme and gender, 2012

Programme	Total	Male		Female	
		Count	% total	Count	% total
Agriculture	155	123	79.4%	32	20.6%
Automotive tech.	475	452	95.2%	23	4.8%
Carpentry	445	429	96.4%	16	3.6%
Computer tech.	302	180	59.6%	122	40.4%
Electrical tech.	481	446	92.7%	35	7.3%
Hairdressing	23	-	-	23	100.0%
Masonry/Construction	625	578	92.5%	47	7.5%
Plumbing	146	128	87.7%	18	12.3%
Printing tech.	7	3	42.9%	4	57.1%
Tailoring/Embroidering	250	60	24.0%	190	76.0%
Welding tech.	182	176	96.7%	6	3.3%
Other	394	291	73.9%	103	26.1%
Total	3,485	2,866	82.2%	619	17.8%

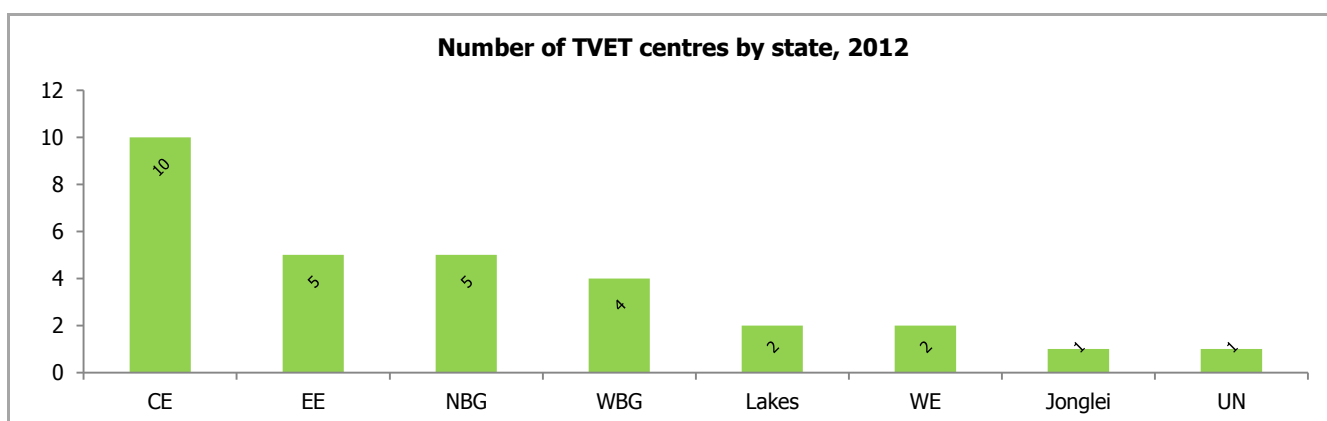




- ✓ TVET centre trainees are mostly male (84.0%).
- ✓ The largest number of trainees is in CE (1,258), followed by WBG (815).
- ✓ The number of trainees varies greatly across programmes and gender.
- ✓ Overall, the masonry/construction programme has the largest number of trainees enrolled.
- ✓ While 92.5% of the 625 trainees are male, tailoring/embroidery, printing technology, and hairdressing consist mostly of females (more than 50%).

## 10.2. Resources

### 10.2.1. Centres



#### Number and % of TVET centres by agency of administration, 2012

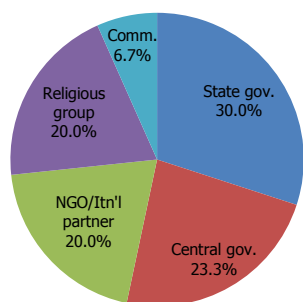
Agency	Centres	Centres %
Central gov.	7	23.3%
State gov.	9	30.0%
NGO/Int'l partner	6	20.0%
Religious group	6	20.0%
Comm.	2	6.7%
Total	30	100.0%

#### Number and % of TVET centres by funding source, 2012

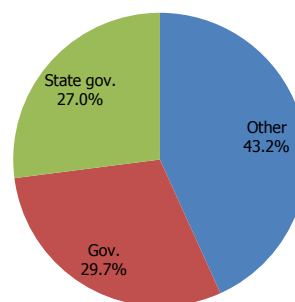
Funding source	Centres	Centres %
Gov.	11	29.7%
State gov.	10	27.0%
Other	16	43.2%
Total	37	100.0%

\* Some centres have more than one funding source.

**% of TVET centres by agency of admin., 2012**



**% of TVET centres by funding source, 2012**

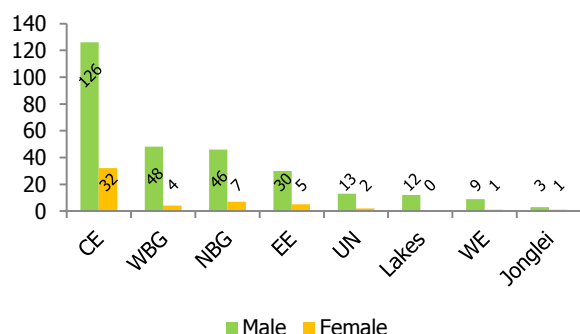


## 10.2.2. Teachers/trainers

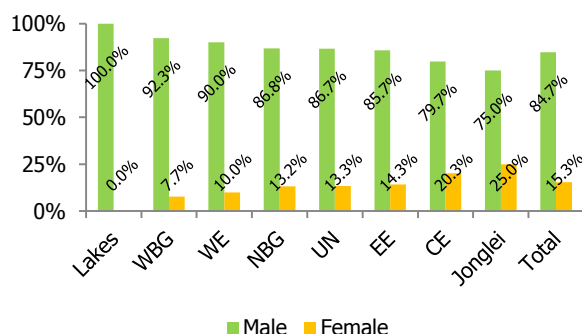
**Number and % of TVET centre teachers/trainers and PTR by state and gender, 2012**

State	Total	Male		Female		PTR
		Count	% total	Count	% total	
CE	158	126	79.7%	32	20.3%	10.1
EE	35	30	85.7%	5	14.3%	5.9
Jonglei	4	3	75.0%	1	25.0%	18.3
Lakes	12	12	100.0%	-	-	7.3
NGB	53	46	86.8%	7	13.2%	5.8
UN	15	13	86.7%	2	13.3%	10.7
WBG	52	48	92.3%	4	7.7%	15.7
WE	10	9	90.0%	1	10.0%	23.2
Total	339	287	84.7%	52	15.3%	10.3

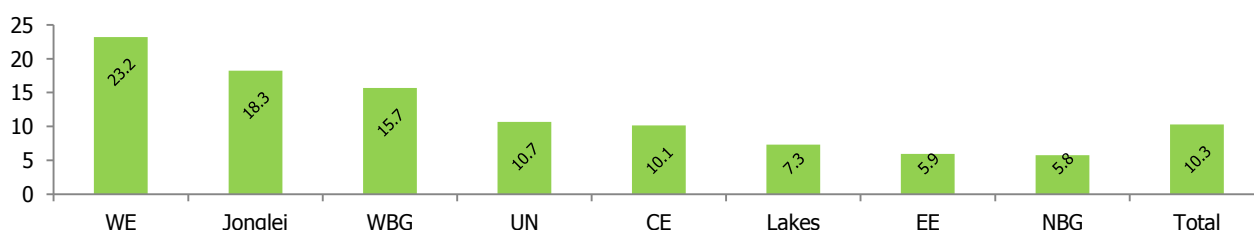
**Number of TVET centre teachers/trainers by state and gender, 2012**



**% of TVET centre teachers/trainers by state and gender, 2012**



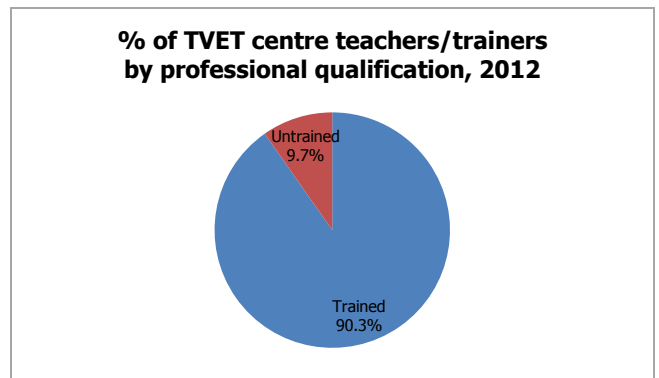
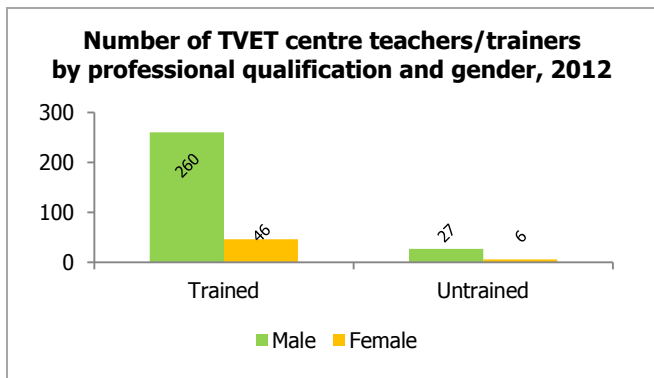
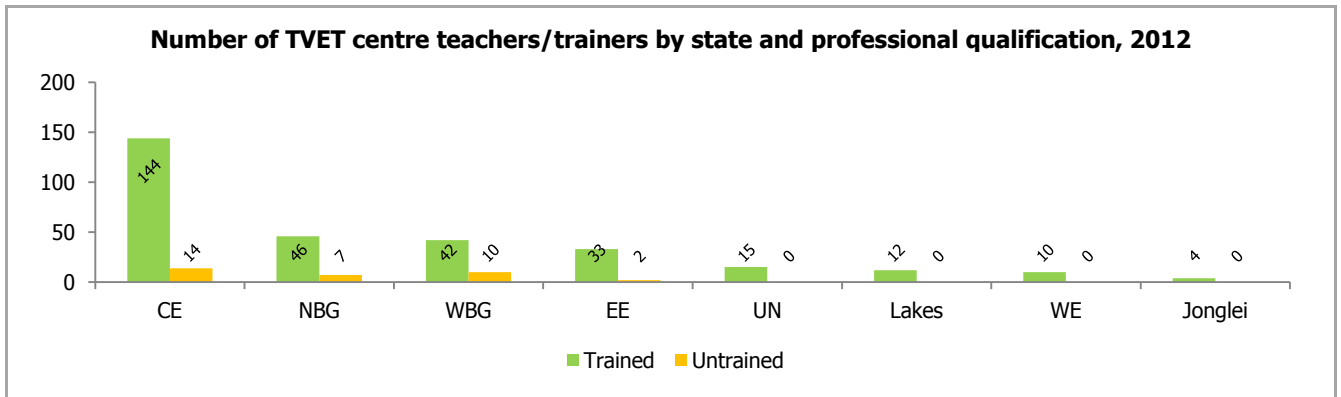
**PTR of TVET centres by state, 2012**



**Number and % of TVET centre teachers/trainers by state and professional qualification, 2012**

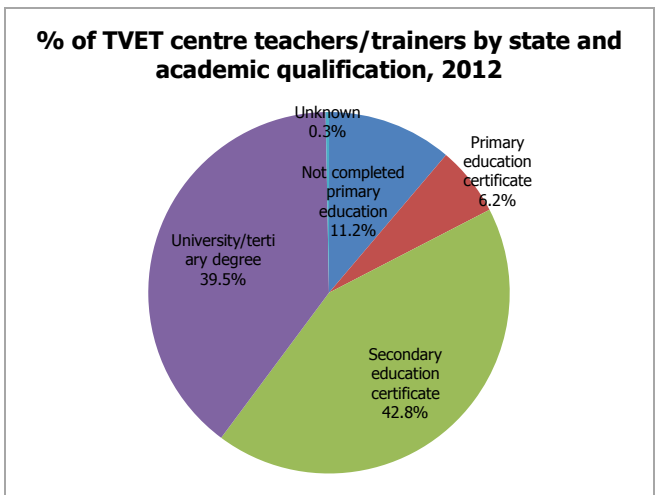
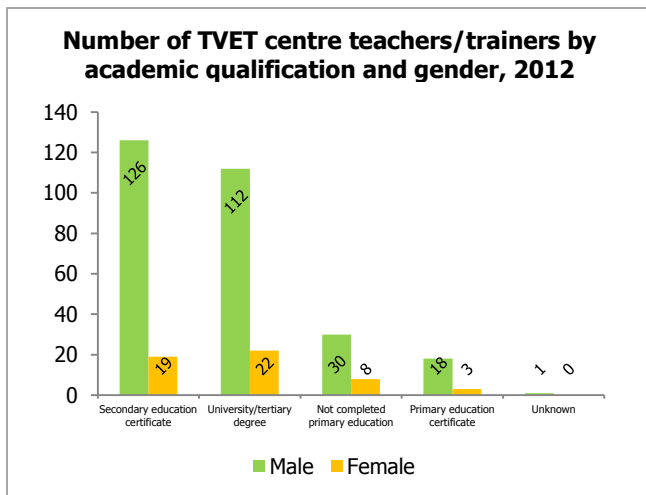
State	Total	Trained		Untrained	
		Count	% total	Count	% total
CE	158	144	91.1%	14	8.9%
EE	35	33	94.3%	2	5.7%
Jonglei	4	4	100.0%	-	-
Lakes	12	12	100.0%	-	-
NGB	53	46	86.8%	7	13.2%
UN	15	15	100.0%	-	-
WBG	52	42	80.8%	10	19.2%
WE	10	10	100.0%	-	-
Total	339	306	90.3%	33	9.7%

\* "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 and % of TVET centre teachers/trainers by state and academic qualification, 2012**

State	Total	Not completed primary ed.		Primary ed. certificate		Secondary ed. certificate		University/ tertiary degree		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
CE	158	30	19.0%	1	0.6%	52	32.9%	75	47.5%	-	-
EE	35	-	-	3	8.6%	32	91.4%	-	-	-	-
Jonglei	4	-	-	2	50.0%	2	50.0%	-	-	-	-
Lakes	12	-	-	-	-	6	50.0%	6	50.0%	-	-
NGB	53	8	15.1%	15	28.3%	24	45.3%	5	9.4%	1	1.9%
UN	15	-	-	-	-	14	93.3%	1	6.7%	-	-
WBG	52	-	-	-	-	10	19.2%	42	80.8%	-	-
WE	10	-	-	-	-	5	50.0%	5	50.0%	-	-
Total	339	38	11.2%	21	6.2%	145	42.8%	134	39.5%	1	0.3%



- ✓ Mirroring the with the trainee population, more than 84% of the trainer force is male.
- ✓ The pupil-teacher ratio (PTR) is for TVET at manageable levels; the highest PTR is in WE at 23.2.
- ✓ The national average PTR is 10.3. This is reasonable as TVET requires hands-on, interactive instruction.
- ✓ More than 90% of the TVET trainers are trained. Academic qualifications of the trainers consist mostly of secondary education certificate and university degrees.
- ✓ Unlike other sectors, TVET centres have various agency of administration and source of funding.
- ✓ The central government, state government, and other interest groups such as NGO/international partner and religious groups share the responsibilities of governing and supporting the centres.

### 10.2.3. Curriculum and instruction

**Number and % of TVET centres by programmes offered, 2012**

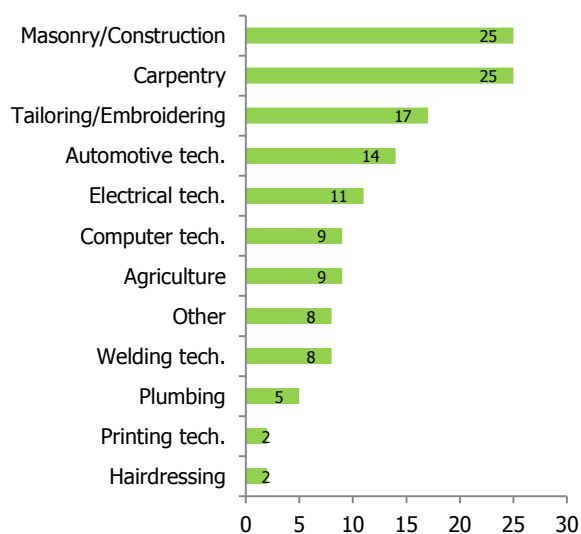
Programme	Centres	Centres %
Agriculture	9	30.0%
Automotive tech.	14	46.7%
Carpentry	25	83.3%
Computer tech.	9	30.0%
Electrical tech.	11	36.7%
Hairdressing	2	6.7%
Masonry/Construction	25	83.3%
Plumbing	5	16.7%
Printing tech.	2	6.7%
Tailoring/Embroidering	17	56.7%
Welding tech.	8	26.7%
Other	8	26.7%

\* Some centres teach more than one programme.

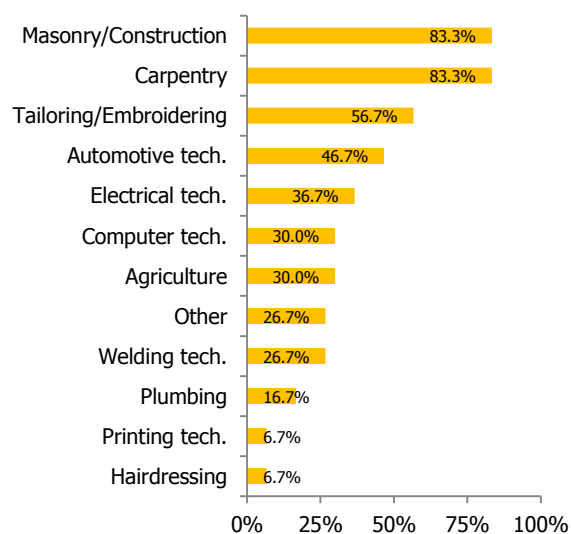
\*\* The denominator is the total number of TVET centres, or 30.

- ✓ 83.3% of the 30 TVET centres teach masonry/construction, while only 2 centres teach hairdressing.
- ✓ The balance between demand and supply in programmes offered may be worth noting.
- ✓ For instance, while 56.7% of the centres teach tailoring/embroidering, the demand for the programme, as seen by trainee numbers, is not as high as some other programmes that are offered less, such as computer technology.

**No. of TVET centres by programmes offered, 2012**



**% of TVET centres by programmes offered, 2012**

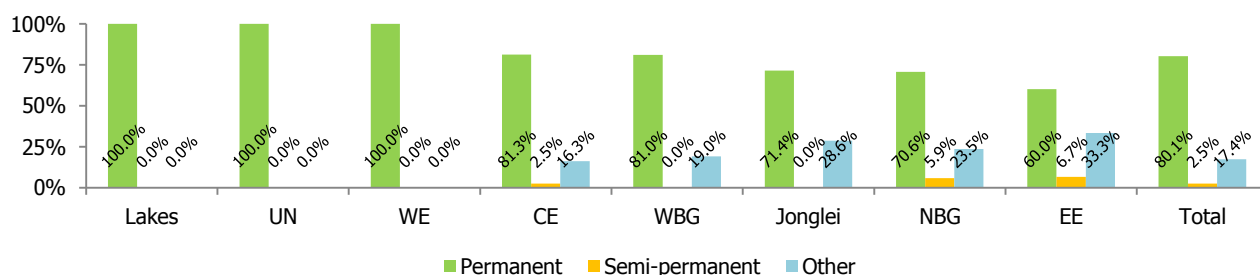


### 10.2.4. Facilities

**Number and % of TVET centre classrooms by state and type, 2012**

State	Total	Permanent		Semi-permanent		Other	
		Count	% total	Count	% total	Count	% total
CE	80	65	81.3%	2	2.5%	13	16.3%
EE	15	9	60.0%	1	6.7%	5	33.3%
Jonglei	7	5	71.4%	-	-	2	28.6%
Lakes	5	5	100.0%	-	-	-	-
NGB	17	12	70.6%	1	5.9%	4	23.5%
UN	8	8	100.0%	-	-	-	-
WBG	21	17	81.0%	-	-	4	19.0%
WE	8	8	100.0%	-	-	-	-
Total	161	129	80.1%	4	2.5%	28	17.4%

**% of TVET centre classrooms by state and type, 2012**



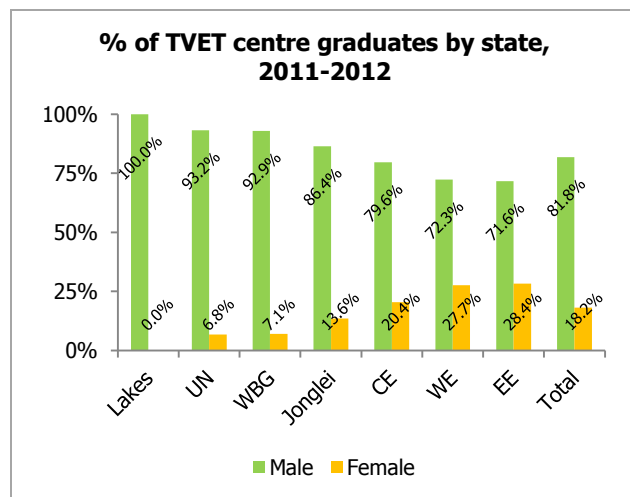
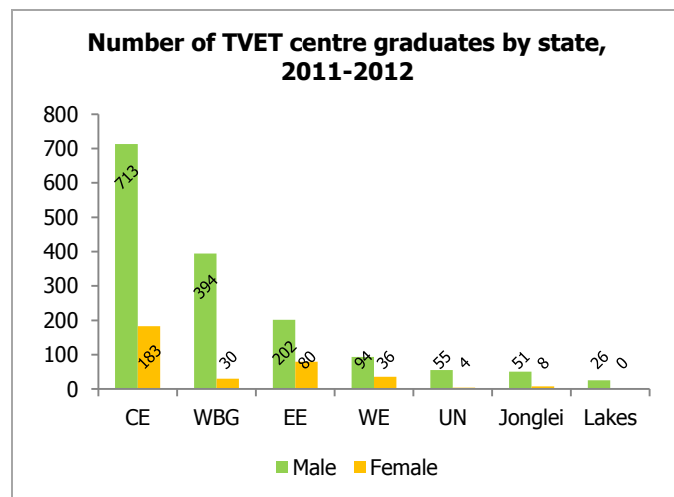
- ✓ Most of the TVET centres operate in permanent structures. This is expected as TVET requires equipment, storage for tools, workshops, etc.

### 10.3. Student flow

#### 10.3.1. TVET centre completion

**Number and % of TVET centre graduates by state, 2011-2012**

State	Total	Male		Female	
		Count	% total	Count	% total
CE	896	713	79.6%	183	20.4%
EE	282	202	71.6%	80	28.4%
Jonglei	59	51	86.4%	8	13.6%
Lakes	26	26	100.0%	-	-
NGB	-	-	-	-	-
UN	59	55	93.2%	4	6.8%
WBG	424	394	92.9%	30	7.1%
WE	130	94	72.3%	36	27.7%
Total	1,876	1,535	81.8%	341	18.2%



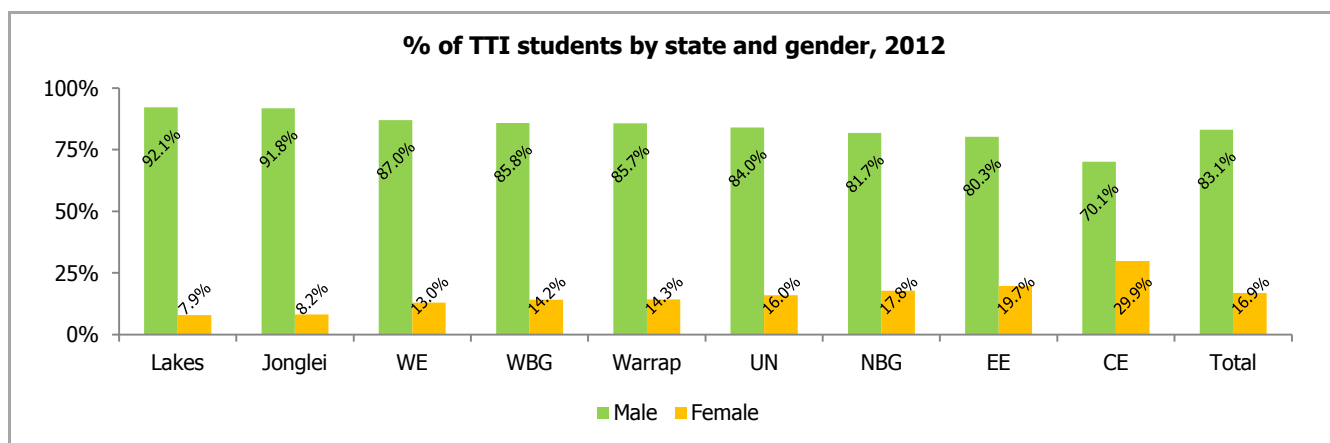
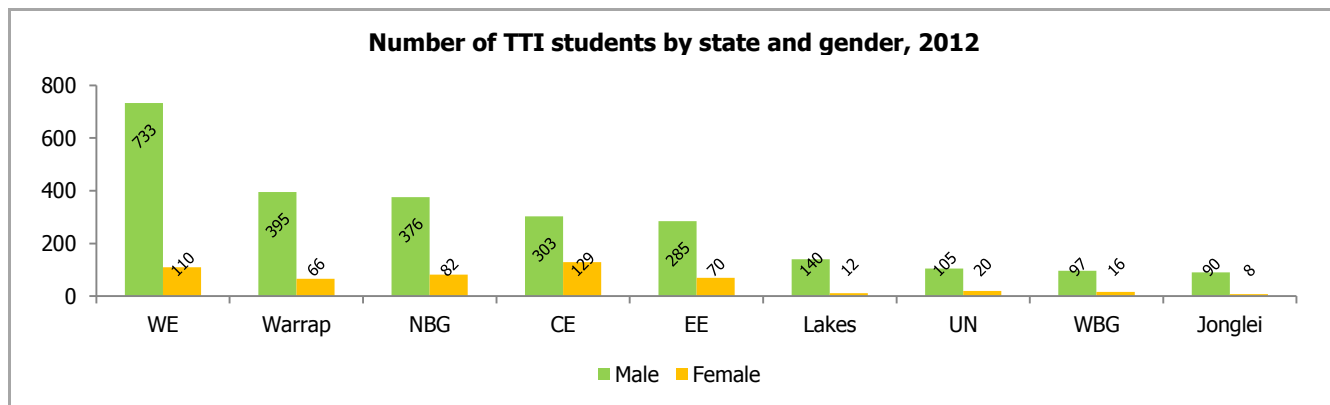
- ✓ As with enrolment, more than 80% of last year's graduates consisted of male trainees.
- ✓ CE, which has the largest number of centres (10), produced the largest number of graduates (896), followed by WBG (424).

## 11. TEACHER TRAINING INSTITUTES, 2012

### 11.1.1. Enrolment

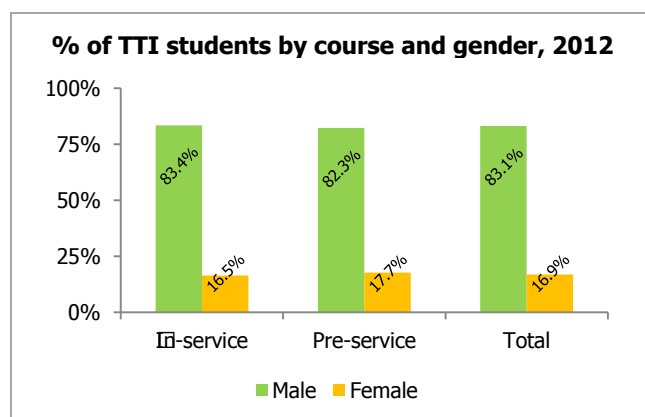
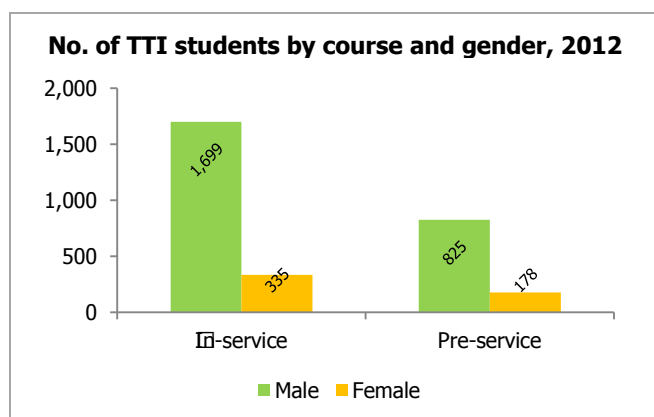
Number and % TTI students by state and gender, 2012

State	Total	Male		Female	
		Count	% total	Count	% total
CE	432	303	70.1%	129	29.9%
EE	355	285	80.3%	70	19.7%
Jonglei	98	90	91.8%	8	8.2%
Lakes	152	140	92.1%	12	7.9%
NBG	460	376	81.7%	82	17.8%
UN	125	105	84.0%	20	16.0%
Warrap	461	395	85.7%	66	14.3%
WBG	113	97	85.8%	16	14.2%
WE	843	733	87.0%	110	13.0%
Total	3,039	2,524	83.1%	513	16.9%



Number and % of TTI students by course and gender, 2012

Course	Total	Male		Female	
		Count	% total	Count	% total
Pre-service	1,003	825	82.3%	178	17.7%
In-service	2,036	1,699	83.4%	335	16.5%
Total	3,039	2,524	83.1%	513	16.9%



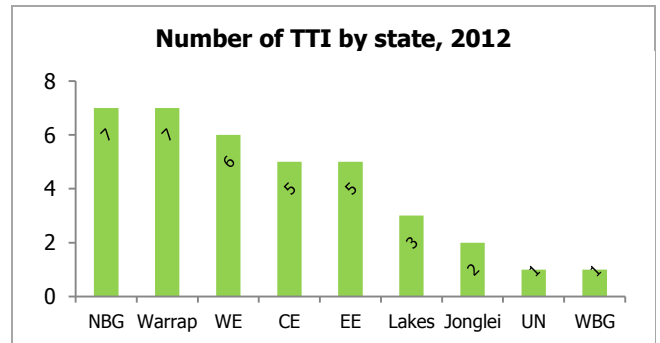
- ✓ The majority of students in teacher training institutions (TTI) are male. Only 16.9% of students are female.
- ✓ CE is the only state where over 20% of students are female. In two states (Lakes and Jonglei) over 90% of the students are male.
- ✓ Most TTI students in South Sudan are enrolled in in-service training. 2,036 are in-service, while 1,003 are pre-service.
- ✓ WE is the state with the most TTI students, at 843. The next highest is Warrap, where there are 461 students.

## 11.2. Resources

### 11.2.1. Institutes

**Number of TTI by state, 2012**

State	Institutes
CE	5
EE	5
Jonglei	2
Lakes	3
NBG	7
UN	1
Warrap	7
WBG	1
WE	6
Total	37

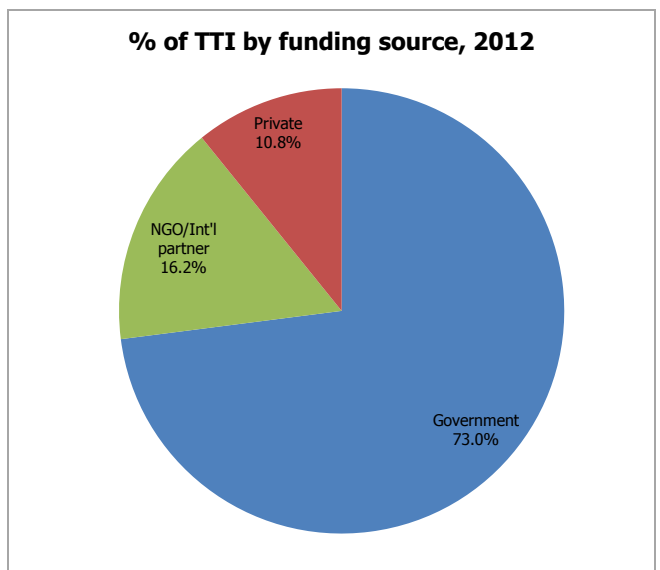
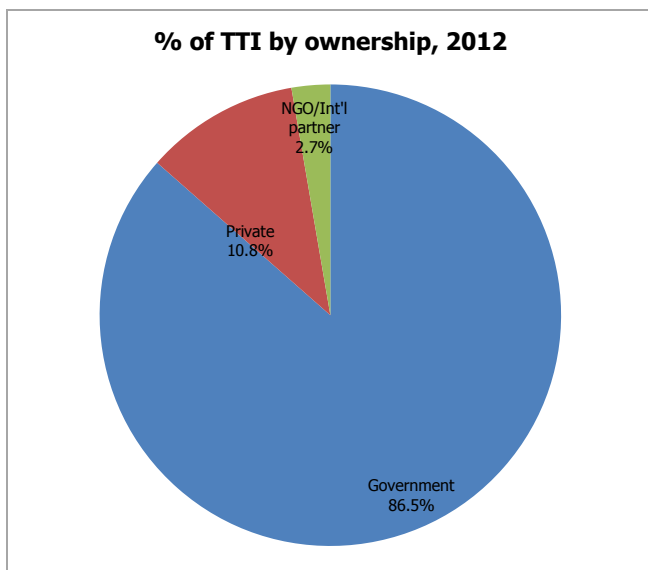
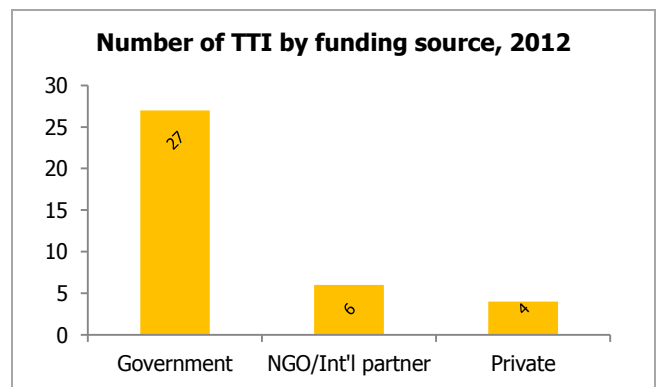
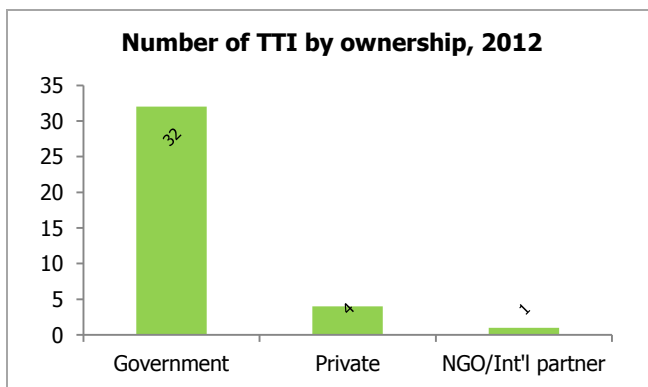


**Number and % of TTI by ownership, 2012**

Ownership	Institutes	Institutes %
Government	32	86.5%
NGO/Int'l partner	1	2.7%
Private	4	10.8%
Total	37	100.0%

**Number and % of TTI by funding source, 2012**

Funding source	Institutes	Institutes %
Government	27	73.0%
NGO/Int'l partner	6	16.2%
Private	4	10.8%
Total	37	100.0%

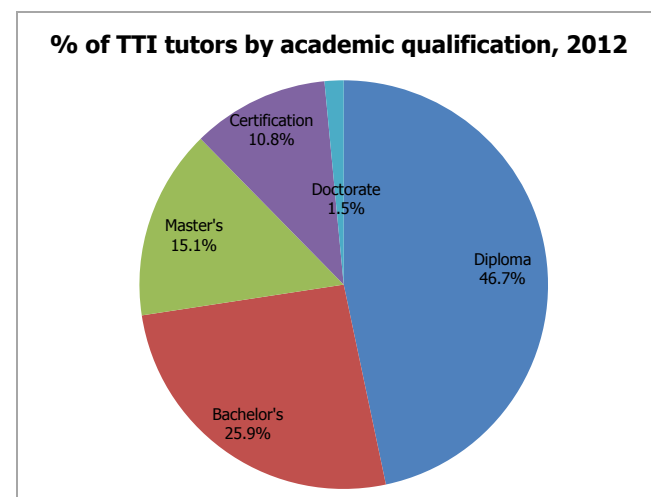
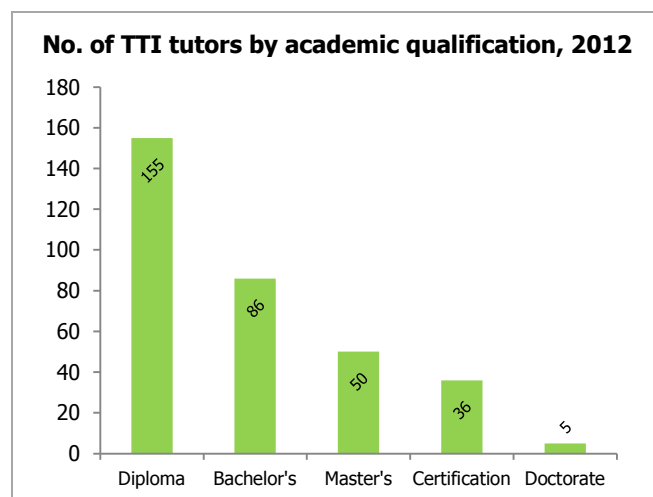
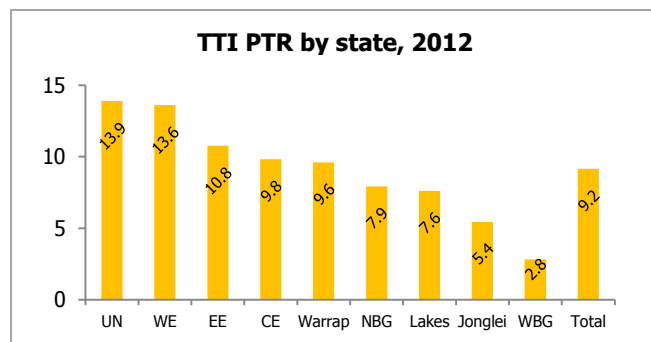
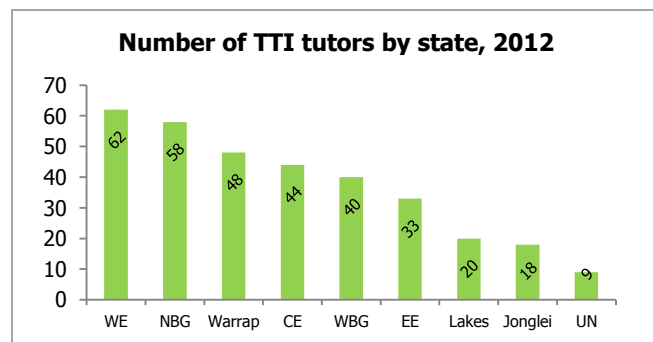


- ✓ There are a total of 37 TTIs in South Sudan. NBG and Warrap are the states with the greatest number of TTIs with seven each, followed by WE with six.
- ✓ 32 of the 37 TTIs are owned by the government.
- ✓ 27 TTIs get their funding from the government. A total of ten TTIs get their funding from NGOs or private partners.

## 11.2.2. Tutors

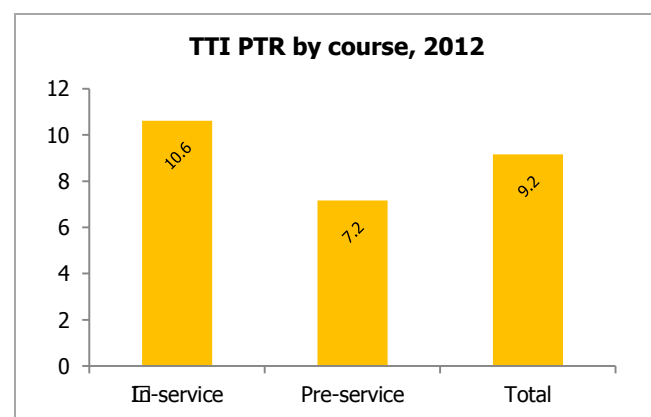
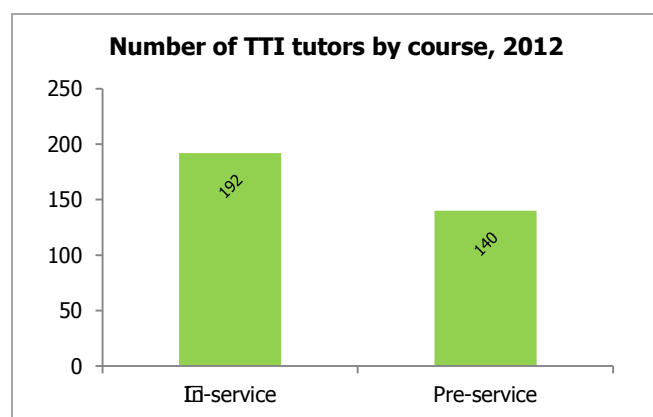
**Number of TTI tutors by state and academic qualification, 2012**

State	Total	Certification	Diploma	Bachelor's	Master's	Doctorate	PTR
CE	44	6	15	18	5	-	9.8
EE	33	-	26	7	-	-	10.8
Jonglei	18	-	17	1	-	-	5.4
Lakes	20	7	5	2	6	-	7.6
NBG	58	11	43	4	-	-	7.9
UN	9	-	-	5	2	2	13.9
Warrap	48	9	28	11	-	-	9.6
WBG	40	-	-	13	24	3	2.8
WE	62	3	21	25	13	-	13.6
Total	332	36	155	86	50	5	9.2



**Number and % of TTI tutors and PTR by course, 2012**

Course	Tutors	Tutors %	PTR
Pre-service	140	42.2%	7.2
In-service	192	57.8%	10.6
Total	332	100.0%	9.2



- ✓ There are a total of 332 tutors in TTIs in South Sudan. The largest group (46.7% of the total) have a diploma, while the next largest (25.9%) have a Bachelor's. Only 16.6% have a Master's or Doctorate.
- ✓ The pupil-teacher ratio in TTIs is 9.8, which ranges from 2.8 in WBG to 13.9 in UN. It is 10.6 in in-service courses and 7.2 in pre-service ones.

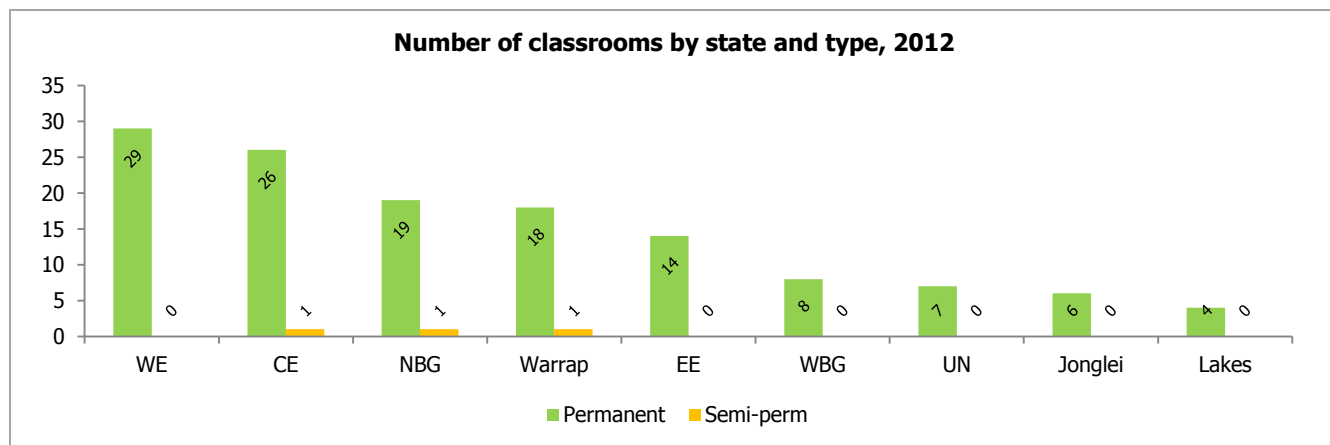


### 11.2.3. Classrooms

**Number and % of TTI classrooms by state and type, 2012**

State	Total	Permanent		Semi-permanent	
		Count	% total	Count	% total
CE	27	26	96.3%	1	3.7%
EE	14	14	100.0%	-	-
Jonglei	6	6	100.0%	-	-
Lakes	4	4	100.0%	-	-
NBG	20	19	95.0%	1	5.0%
UN	7	7	100.0%	-	-
Warrap	19	18	94.7%	1	5.3%
WBG	8	8	100.0%	-	-
WE	29	29	100.0%	-	-
<b>Total</b>	<b>134</b>	<b>131</b>	<b>97.8%</b>	<b>3</b>	<b>2.2%</b>

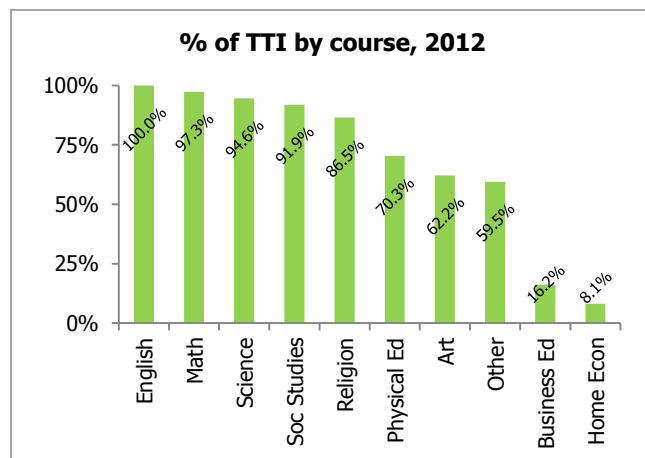
\* Information on roof-only, tent, and open-air classrooms were collected. Institute's responses reported that they do not have such classroom types. Therefore, this booklet only reports on the permanent and semi-permanent classroom types.



### 11.2.4. Curriculum and instruction

**Number and % of TTI by course, 2012**

Course	Institutes	Institutes %
Art	23	62.2%
Business Ed	6	16.2%
English	37	100.0%
Home Econ	3	8.1%
Math	36	97.3%
Physical Ed	26	70.3%
Religion	32	86.5%
Science	35	94.6%
Soc Studies	34	91.9%
Other	22	59.5%



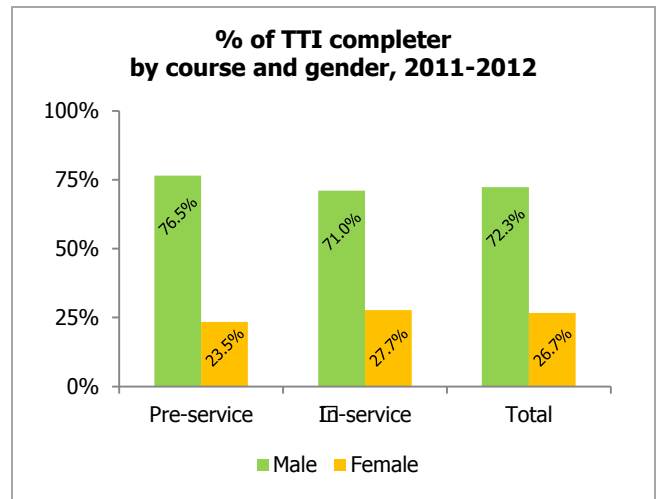
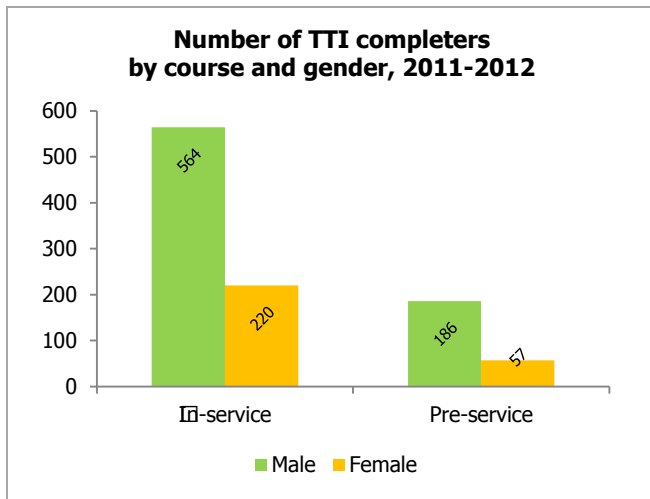
- ✓ Of the 134 classrooms in TTIs in South Sudan, only 3 are semi-permanent compared to 131 permanent ones. The semi-permanent classrooms are in CE, NBG and Warrap.
- ✓ All 37 TTIs in South Sudan offer English as a course. Other common courses offered in TTIs include Math, Science, and Social Studies, offered in 36, 35 and 34 institutions respectively.
- ✓ The least-offered courses are Business Education (6) and Home Econ. (3).

## 11.3. Student flow

### 11.3.1. TTI completion

**Number and % TTI completers by course and gender, 2012**

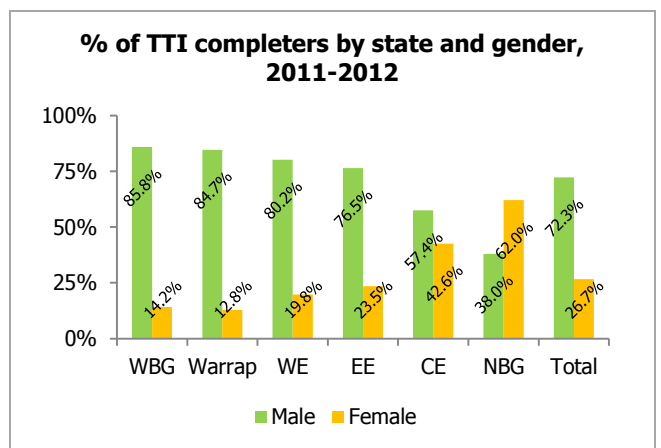
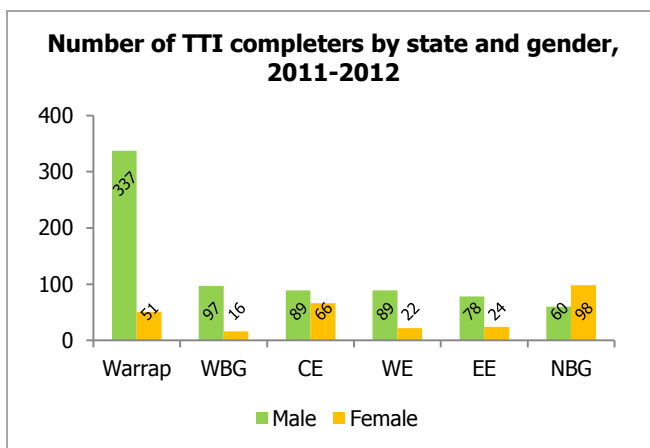
Course	Total	Male		Female	
		Count	% total	Count	% total
Pre-service	243	186	76.5%	57	23.5%
In-service	794	564	71.0%	220	27.7%
<b>Total</b>	<b>1,037</b>	<b>750</b>	<b>72.3%</b>	<b>277</b>	<b>26.7%</b>



- ✓ 72.3% of TTI completers are male, compared to 26.7% who are female. This can vary widely by state. In NBG 62% of completers are female while 42% are female in CE. In no other state however, are more than 23.5% of completers female.
- ✓ Similar to enrolments, there are more in-service completers than pre-service ones. For the country, there are 794 in-service completers compared to 243 pre-service ones.

### Number and % of TTI completers by state and gender, 2011-2012

State	Total	Male		Female	
		Count	% total	Count	% total
CE	155	89	57.4%	66	42.6%
EE	102	78	76.5%	24	23.5%
Jonglei	-	-	-	-	-
Lakes	-	-	-	-	-
NBG	158	60	38.0%	98	62.0%
UN	-	-	-	-	-
Warrap	398	337	84.7%	51	12.8%
WBG	113	97	85.8%	16	14.2%
WE	111	89	80.2%	22	19.8%
Total	1,037	750	72.3%	277	26.7%



## 12. Missing schools

### 12.1. 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	80	Munuki Pre-primary
8	CE	Juba	Munuki	88	Muniuki centre pre-primary
9	CE	Juba	Munuki	95	Pioneer for ducation Pre-primary
10	CE	Juba	Munuki	105	Western Star pre-primary
11	CE	Juba	Munuki	169	Nation pre-primary
12	CE	Juba	Munuki	172	Muniki East pre-primary
13	CE	Juba	Munuki	174	Seventh day Adventist pre-primary
14	CE	Juba	Munuki	176	Libya Pre-primary
15	CE	Juba	Munuki	207	Gudele Hill Kindergarten school
16	CE	Juba	Munuki	222	Hope Nursery School
17	CE	Juba	Rejaf	12	Guma III Pre-Primary
18	CE	Juba	Rejaf	158	Gumba I pre-primary
19	CE	Juba	Rejaf	159	Mary care pre-primary
20	CE	Juba	Rejaf	160	Godo Pre-primary
21	CE	Kajo-Keji	Kangapo 1	9	Pamoju Primary school
22	CE	Kajo-Keji	Kangapo 1	35	Mojo Pre-primary
23	CE	Kajo-Keji	Kangapo 1	42	Kiri sokare Pre-primary
24	CE	Kajo-Keji	Kangapo 1	199	Sodogo pre-primary
25	CE	Kajo-Keji	Kangapo 2	10	Akuboro Primary school
26	CE	Kajo-Keji	Kangapo 2	29	Lipi pre-primary
27	CE	Kajo-Keji	Kangapo 2	31	Mundari Pre-primary
28	CE	Kajo-Keji	Lire	122	Bibi pre-primary
29	CE	Kajo-Keji	Liwolo	18	Ajio I Pre-primary
30	CE	Kajo-Keji	Liwolo	125	Morsak Pre-primary
31	CE	Kajo-Keji	Nyepo	46	Kansuk one pre-primary
32	CE	Lainya	Kenyi	7	Baraka Primary School
33	CE	Lainya	Kenyi	74	Lura pre-primary
34	CE	Lainya	Kenyi	116	ST.peter Pre-primary
35	CE	Lainya	Kupera	3	Kayoki Primary school
36	CE	Lainya	Kupera	76	Kupera Pre-primary
37	CE	Lainya	Kupera	107	Jamara II pre-primary
38	CE	Lainya	Lainya	1	Logwili Primary School
39	CE	Lainya	Lainya	5	Lainya Primary School
40	CE	Lainya	Lainya	77	Togolo mugur pre-primary
41	CE	Lainya	Mukaya	4	Komoi Primary School
42	CE	Lainya	Mukaya	6	Dmo 2 Primary School
43	CE	Lainya	Mukaya	78	London Pre-primary
44	CE	Lainya	Wuji	71	Wuji Pre-primary
45	CE	Morobo	Gulumbi	55	Prgressive pre-primary
46	CE	Morobo	Gulumbi	58	Gullumbi pre-primary
47	CE	Morobo	Gulumbi	117	Giril Pre-primary
48	CE	Morobo	Gulumbi	213	Morobo Public Nursery School
49	CE	Morobo	Kimba	62	Greenbelt union academy pre-primary
50	CE	Morobo	Kimba	212	Bindu Nursery School
51	CE	Terekeka	Terekeka	13	Terekeka Pre-primary
52	CE	Terekeka	Terekeka	206	St.Mary Pre-school
53	CE	Yei River	Lasu	192	Pisak pre-primary
54	CE	Yei River	Mugwo	163	Jamago pre-primary
55	CE	Yei River	Wotogo	155	Kularima pre-primary
56	CE	Yei River	Wotogo	182	Logo II pre-primary
57	CE	Yei River	Wotogo	188	Lata pre-primary
58	CE	Yei River	Wotogo	248	Evenesia Nursery School
59	CE	Yei River	Yei	52	St. Stephen Pre-primary
60	CE	Yei River	Yei	53	St.mary Pre-primary
61	CE	Yei River	Yei	136	MTC army pre-primary
62	CE	Yei River	Yei	139	Yangkonye pre-primary
63	CE	Yei River	Yei	184	KoiYoom pre-primary
64	CE	Yei River	Yei	189	Sopiri pre-primary
65	EE	Kapoeta E.	Katodori	10036	Goodshepherd-Nanyangacor Pre Primary
66	EE	Kapoeta E.	Katodori	10055	St Anthony Napirtasikiria Pre primary
67	EE	Kapoeta E.	Katodori	10057	African Inland Charch Pre Primary
68	EE	Kapoeta E.	Katodori	10102	St. anthony Napiratasikirea pre-primary
69	EE	Kapoeta E.	Mogos	10109	Mogos pre-primary
70	EE	Kapoeta E.	Narus	10019	Nacelekunyuk Pre Primary

No.	State	County	Payam	EMIS code	School
71	EE	Kapoeta E.	Narus	10025	Kaldo Pre Primary
72	EE	Kapoeta E.	Narus	10046	kamee day Pre Primary
73	EE	Kapoeta E.	Narus	10048	truth international Pre Primary
74	EE	Kapoeta E.	Natinga	10027	New Hope Pre Primary
75	EE	Kapoeta N.	Lokwamor	10007	LOKWAMON pre primary
76	EE	Kapoeta N.	Naakwa	10004	HOPE for sudan nursery
77	EE	Kapoeta N.	Najje	10011	NANGO letirne pre-unit
78	EE	Kapoeta N.	Wokubo	10014	MORUPUS pre primary
79	EE	Kapoeta S.	Kapoeta	10098	Good Shepherd Pre Primary
80	EE	Kapoeta S.	Longeleya	10087	Narekedae Pre Primary
81	EE	Lafon	Burgilo	10002	LAFOD nursery
82	EE	Lafon	Lohutok	10003	IMEHEJEK nusery
83	EE	Magwi	Lobone	10009	Lobone Pre Primary
84	EE	Magwi	Lobone	10060	LOBONE nursery
85	EE	Magwi	Magwi	10033	IMOLONGO nursery
86	EE	Magwi	Magwi	10038	AGORO central nursery
87	EE	Magwi	Magwi	10040	MAGWI nursery
88	EE	Magwi	Magwi	10105	Angel pre-primary
89	EE	Magwi	Pageri	10020	NYONGWN nursery
90	EE	Magwi	Pageri	10064	AVE MARIA LOA nursery
91	EE	Magwi	Pageri	10066	BABY SHINE nursery
92	EE	Magwi	Pageri	10068	OPARI nursery
93	EE	Torit	Nyong	10116	Torit one pre-primary
94	Jonglei	Pochalla	Pochalla	20008	APARAGOM NURSERY
95	Lakes	Cuiebet	Abiriu	30011	Gul-Mar Pri-Primary
96	Lakes	Cuiebet	Abiriu	30014	Abiriu Pri-Primary
97	Lakes	Cuiebet	Abiriu	30016	MALIAL AKENO Marial Akeng Pri-Primary
98	Lakes	Cuiebet	Abiriu	30024	Aluoi pre-primary
99	Lakes	Cuiebet	Cuiebet	30012	Pan-Apuoth-Pri-Primary
100	Lakes	Cuiebet	Malou Pec	30010	Malou Pec Pri-Primary
101	Lakes	Cuiebet	Malou Pec	30015	Langdit Pre-Primary
102	Lakes	Cuiebet	Ngap	30018	Agangrial Pre-Primary
103	NBG	Aweil E.	Mangar-Tong	40010	Parot Akerthi pre-primary
104	NBG	Aweil E.	Mangok	40001	Tiit chok pre-primary
105	NBG	Aweil Town	Aweil Town East	40004	Zirah pre-primary
106	NBG	Aweil Town	Aweil Town North	40003	New sudan model academy pre-primary
107	NBG	Aweil Town	Aweil Town North	40005	Salam pre-primary
108	NBG	Aweil W.	GomJuer Centre	40002	New life academy pre-primary
109	UN	Malakal	Malakal Central	60013	Christ the king pre-primary
110	UN	Malakal	Malakal North	60014	Mario kwero pre-primary
111	UN	Renk	Renk	60005	Ibrahimsham eldeen pre-primary
112	Warrap	Gogrial E.	Touch West	70001	Majakliet pre-primary
113	Warrap	Twic	Akoc	70003	Aluel Noon pre-primary
114	Warrap	Twic	Akoc	70007	Akec pre-primary
115	Warrap	Twic	Awang	70004	Aweng pre-primary
116	Warrap	Twic	Wunrok	70005	Orphan pre-primary
117	WBG	Jur River	Udici	80004	Catholic church pre-primary
118	WBG	Jur River	Udici	80006	Gette pre-primary
119	WBG	Jur River	Wau Bai	80005	Rociroc wau pre-primary
120	WBG	Wau	Kpayele	80012	Majiw pre-primary
121	WBG	Wau	Wau	80001	Sawa-sawa pre-primary
122	WBG	Wau	Wau	80007	New bilpam pre-primary
123	WBG	Wau	Wau	80010	Roda qurania pre-primary
124	WBG	Wau	Wau	80017	Roda alnour pre-primary
125	WBG	Wau	Wau	80019	Lokoloko pre-primary
126	WBG	Wau	Wau	80024	Hai bashir girls pre-primary
127	WBG	Wau	Wau	80029	Newsite pre-primary
128	WBG	Wau	Wau	80032	Clavrio girls pre-primary
129	WBG	Wau	Wau	80037	St. Paul pre-primary
130	WBG	Wau	Wau	80039	Comboni pre-primary
131	WE	Ezo	Andari	90043	Andari pre-primary
132	WE	Ezo	Andari	90057	andari pre school
133	WE	Maridi	Maridi	90051	Christ the king pre-primary
134	WE	Maridi	Maridi	90055	Town pre-primary
135	WE	Maridi	Maridi	90056	Spc Hill side pre-primary
136	WE	Mundri E.	Minga	90015	Agyi pre-primary
137	WE	Mundri E.	Minga	90020	Minga pre-primary
138	WE	Mundri E.	Minga	90033	Iyeba I pre-primary
139	WE	Mundri E.	Witto	90016	Mideh pre-primary
140	WE	Mundri E.	Witto	90018	Mariba pre-primary
141	WE	Mundri E.	Witto	90032	Mvoroko pre-primary
142	WE	Nagero	Nagero	90040	Kpangagbara Pre-primary
143	WE	Tambura	Tambura	90058	crist the king

No.	State	County	Payam	EMIS code	School
144	WE	Yambio	Gangura	90028	Baakiwir pre-primary
145	WE	Yambio	Yambio	90008	Young Angles nur pre-primary
146	WE	Yambio	Yambio	90022	Nabagu pre-primary
147	WE	Yambio	Yambio	90023	Gbudue pre-primary
148	WE	Yambio	Yambio	90027	Gracia pre-primary
149	WE	Yambio	Yambio	90029	Gbiadie pre-primary
150	WE	Yambio	Yambio	90061	Alpha & Omega Nursery School

## 12.2. Primary schools

No.	State	County	Payam	EMIS code	School
1	CE	Juba	Lokiliri	8233	Odemo Primary
2	CE	Juba	Lokiliri	8237	Kubi Primary
3	CE	Juba	Munuki	268	Atlabara West Primary school
4	CE	Juba	Munuki	8138	ANGUTUNA PRIMARY SCHOOL
5	CE	Juba	Rejaf	8250	Guduggu Yenet Basic
6	CE	Kajo-Keji	Nyepo	121	Jondale Primary School
7	CE	Lainya	Kupera	3	Kayoki Primary school
8	CE	Lainya	Kupera	406	Lupayong Primary School
9	CE	Lainya	Lainya	153	Kilingo Primary School
10	CE	Lainya	Lainya	297	Gwasere Primary school
11	CE	Lainya	Lainya	298	Museruk Primary school
12	CE	Lainya	Lainya	8299	St. philip Lakirarat primary
13	CE	Lainya	Lainya	8304	New Site II primary
14	CE	Lainya	Mukaya	4	Komoyi Primary School
15	CE	Lainya	Mukaya	46	Mambule Primary School
16	CE	Lainya	Mukaya	396	Tomoret Primary school
17	CE	Lainya	Mukaya	399	Luwangoro Primary school
18	CE	Lainya	Mukaya	400	Kirbala Primary school
19	CE	Lainya	Mukaya	401	Kokonga Primary school
20	CE	Lainya	Wuji	146	Giwaya Primary school
21	CE	Lainya	Wuji	469	Birigo Primary School
22	CE	Morobo	Lujule	143	Lujulo w Primary school
23	CE	Terekeka	Muni	402	Yabisak B Primary School
24	CE	Terekeka	Muni	8328	Bokana primary
25	CE	Terekeka	Nyori	8326	Dungkoyo Primary
26	CE	Terekeka	Nyori	8329	Moridi primary
27	CE	Terekeka	Rego	324	Kwornyang Primary school
28	CE	Terekeka	Rego	468	Maka-Magor Primary School
29	CE	Terekeka	Rego	8330	Mogira Primary
30	CE	Terekeka	Tali	8183	AKENWEL PRIMARY SCHOOL
31	CE	Terekeka	Tali	8188	BARI PRIMARY SCHOOL
32	CE	Terekeka	Terekeka	328	Nyikabor Primary school
33	CE	Terekeka	Terekeka	331	St Marys Primary school
34	CE	Terekeka	Terekeka	333	Terekeka Primary school
35	CE	Terekeka	Zemeja	467	St. Mathew Primary School
36	CE	Yei River	Lasu	339	Kelego Primary school
37	CE	Yei River	Wotogo	79	Logo II Primary school
38	CE	Yei River	Yei	8216	MARJUK PRIMARY SCHOOL
39	CE	Yei River	Yei	8221	KANJOR II PRIMARY SCHOOL
40	EE	Budi	Loudo	10175	Celele
41	EE	Ikotos	Ikotos	10012	Huma Primary School
42	EE	Ikotos	Ikotos	10249	Lofayo Primary School
43	EE	Ikotos	Ikotos	10250	Ngutube Primary School
44	EE	Ikotos	Ikotos	10301	Lorima Primary School
45	EE	Ikotos	Lomohidang South	10024	Lodwara II Primary School
46	EE	Kapoeta E.	Narus	10031	Kamee Mixed Primary School
47	EE	Kapoeta E.	Narus	10222	Truth international mission Naliel Primary school
48	EE	Kapoeta E.	Narus	10318	Nacelekunyak Primary School
49	EE	Kapoeta E.	Natinga	10293	New Hope Primary School
50	EE	Kapoeta N.	Lokwamor	10043	Lokwamor Primary School
51	EE	Kapoeta N.	Naakwa	10351	Hope 4 Sudan Primary
52	EE	Kapoeta N.	Wokubo	10376	Morupus Primary
53	EE	Kapoeta S.	Kapoeta	10002	Good Shepherd Primary School
54	EE	Lafon	Burgilo	10090	Nyadida
55	EE	Lafon	Burgilo	10091	Taar Primary School
56	EE	Lafon	Longiro	10103	Idali Primary School
57	EE	Lafon	Longiro	10401	Lobuhanga Primary
58	EE	Lafon	Lopit North East	10112	Imuluha Primary school
59	EE	Lafon	Marguna	10096	Puchwa Primary School
60	EE	Magwi	Magwi	10121	Ohitir Primary School
61	EE	Magwi	Magwi	10281	Ofiriha Primary School
62	EE	Magwi	Magwi	10294	Agoro Primary School

No.	State	County	Payam	EMIS code	School
63	EE	Magwi	Magwi	10395	Mengo primary
64	EE	Magwi	Magwi	10396	Ikwa primary
65	EE	Torit	Bur	10387	Lomorwo Primary
66	EE	Torit	Bur	10388	Oriaju Primary
67	EE	Torit	Hiyala	10144	Loguruny Primary School
68	EE	Torit	Ifwotu Isaloro	10171	Lorifa Primary School
69	EE	Torit	Imurok	10157	Lobule Primary School
70	EE	Torit	Imurok	10237	Loheye Primary school
71	Jonglei	Akobo	Buong	20326	Koat Beel Primary School
72	Jonglei	Ayod	Pajek	20640	Kalel primary
73	Jonglei	Ayod	Pieth	20638	Kuernyang primary
74	Jonglei	Bor	Bor Town	20117	Bor Complex Primary School
75	Jonglei	Bor	Bor Town	20394	Malou II Primary
76	Jonglei	Bor	Bor Town	20625	St. peter primary
77	Jonglei	Bor	Makuack	20038	Kapaat II Primary school
78	Jonglei	Duk	Panyang	20012	Pajut Primary School
79	Jonglei	Duk	Panyang	20438	KACTONG Primary School
80	Jonglei	Duk	Panyang	20646	Turu primary
81	Jonglei	Nyirrol	Waat	20502	Bor Duot Primary
82	Jonglei	OF	Mareng	20194	Nyading Primary School
83	Jonglei	OF	Old Fangak	20207	Chatbora Primary School
84	Jonglei	Pibor	Churi	20567	Churi Primary School
85	Jonglei	Pibor	Lekuagole	20383	Nyergeny Mixed School
86	Jonglei	Pibor	Mewun	20566	Mewun Primary School
87	Jonglei	Pibor	Mewun	20575	Rumit Primary School
88	Jonglei	Pibor	Nyat	20568	Nyat Primary School
89	Jonglei	Pibor	Pibor	20381	VerthetPrimary School
90	Lakes	Awerial	Puluk	30098	Mingkaman I Primary School
91	Lakes	Cuiebet	Abiriu	30371	Pan-Wumbel Primary School
92	Lakes	Cuiebet	Chitchok	30118	Romic
93	Lakes	Cuiebet	Chitchok	30443	Ramateer Primary School
94	Lakes	Cuiebet	Duony	30360	Duony Primary School
95	Lakes	Cuiebet	Duony	30441	Anek Mathiang Girls Primary School
96	Lakes	Cuiebet	Mayath	30373	Aguem Primary School
97	Lakes	Cuiebet	Mayath	30439	Langkot primary School
98	Lakes	Cuiebet	Mayath	30440	Malualchum (2) Primary school
99	Lakes	Cuiebet	Pagor	30117	Rorbar Primary School
100	Lakes	Rumbek C.	Rumbek Town	30052	Rumbek One E C S Primary School
101	Lakes	Wulu	Bahr-gel	30242	Kandibe Primary School
102	Lakes	Wulu	Bahr-gel	30411	MAYIEL PRIMARY SCHOOL
103	Lakes	Wulu	Makundi	30262	Makundi Primary School
104	Lakes	Yirol W.	Yirol Town	30469	St. Daniel comboni primary
105	NBG	Aweil C.	Abull	40005	Mani Upper Primary School
106	NBG	Aweil C.	Barmayen	40386	Maluilakot primary school
107	NBG	Aweil C.	Nyalath	40383	Apada primary school
108	NBG	Aweil E.	Mabok Tong	40083	Majak-Deng-Agur Primary School
109	NBG	Aweil E.	Mabok Tong	40538	Rumjok Primary School
110	NBG	Aweil E.	Mabok Tong	40605	Athet Dit primary
111	NBG	Aweil E.	Malual Baai	40109	Mathian Dut Akot
112	NBG	Aweil E.	Malual Baai	40550	Thorkuel Primary
113	NBG	Aweil E.	Malual Baai	40561	Chuom Akot
114	NBG	Aweil E.	Mangar-Tong	40488	Marol Ajourng Itii Primary School
115	NBG	Aweil E.	Mangok Lou	40484	Mabil Tokyep Primary School
116	NBG	Aweil N.	Malual East	40183	Maper Dut Primary School
117	NBG	Aweil N.	Malual East	40192	Makuac Kotic Primary School
118	NBG	Aweil S.	Kuom	40416	Panadhot Kuom Primary School
119	NBG	Aweil S.	Tarweng	40248	Majak Primary School
120	NBG	Aweil Town	Aweil Town East	40564	Faith Primary School
121	NBG	Aweil Town	Aweil Town North	40593	Mary mackillop primary
122	NBG	Aweil Town	Aweil town West	40594	New Junior Academic primary
123	UN	Baliet	Abwong	60420	Nyong Jok Primary School
124	UN	Baliet	Adong	60427	Tubow Basic School
125	UN	Fashoda	Ditwok	60370	Abeynyayo Primary School
126	UN	Fashoda	Kodok	60117	Paroch Primary school
127	UN	Maban	Alkor El Ahmar	60499	Kankingo Primary
128	UN	Maban	Alkor El Ahmar	60502	New Guffa Primary
129	UN	Maban	Banishiew	60413	YawaJI Primary School
130	UN	Maban	Banishiew	60501	Banishiew Primary
131	UN	Maban	Banishiew	60504	Dongjei Primary
132	UN	Maban	Boung	60505	Gammage Primary
133	UN	Maban	Jimkwota	60466	Biewo Primary School
134	UN	Maban	Jimkwota	60500	Jinkuota Primary
135	UN	Maiwut	Jotome	60330	Pamir Primary school
136	UN	Maiwut	Maiwut	60595	Woor primary

No.	State	County	Payam	EMIS code	School
137	UN	Maiwut	Maiwut	60639	Wakuach primary
138	UN	Malakal	Malakal Central	60567	St. Lwanga
139	UN	Malut	Goldra	60065	Salaam Primary
140	UN	Malut	Paloch	60057	Pariak Basic School
141	UN	Malut	Panomdit	60517	Nyayok Primary
142	UN	Nasir	Nasir	60560	Wath War Primary
143	UN	Nasir	Wanding	60255	Lirer Primary School
144	UN	Nasir	Wanding	60438	Bimjor Primary Scool
145	UN	Panyikang	Nakdiar	60139	Odwar and Ogot (Abujuba)
146	UN	Panyikang	Nakdiar	60272	Nagder Boys Primary School
147	UN	Panyikang	Panyikang	60543	Nyilwak II primary
148	UN	Renk	Renk	60102	El-dawaa Organisation Basic School Boys
149	UN	Renk	Renk	60619	Alatham primary
150	UN	Ulang	Doma	60323	Tuare Primary School
151	UN	Ulang	Nyongor	60316	Wechdengnyang Primary School
152	Unity	Guit	Kuach	50333	KUER KUOL PRIMARY SCHOOL
153	Unity	Koch	Ngony	50321	Mir Mir Primary School
154	Unity	Leer	Payak	50089	Nyony Primary School
155	Unity	Leer	Payak	50429	PCOS evening primary
156	Unity	Leer	Pilieny	50109	Thor Nyol Primary School
157	Unity	Mayiandit	Tharjathbour	50338	LANGBIEL PRIMARY SCHOOL
158	Unity	Mayom	Biel Kuac	50384	Tongtol Primary
159	Unity	Mayom	Byiek	50140	Byei kuac Primary School
160	Unity	Mayom	Byiek	50141	NorGai Primary School
161	Unity	Mayom	Byiek	50374	Tocloke
162	Unity	Mayom	Kuerbone	50260	Zulek Primary school
163	Unity	Mayom	Kuerbone	50385	Libgok Primary
164	Unity	Mayom	Kueryiek	50142	Northony Primary School
165	Unity	Mayom	Kueryiek	50426	Christ the king primary
166	Unity	Mayom	Mankien	50147	Wanam Primary School
167	Unity	Mayom	Mankien	50328	Pouk Majok
168	Unity	Mayom	Ngop	50339	CHAN TUT PRIMARY SCHOOL
169	Unity	Mayom	Riah	50424	Nyakawne primary
170	Unity	Mayom	Riah	50425	Nyolbor primary
171	Unity	Mayom	Ruadhnyiboul	50301	Koac Koac Primary School
172	Unity	Mayom	Ruadhnyiboul	50387	Gech jang Primary
173	Unity	Mayom	Ruadhnyiboul	50389	Norjudy Primary
174	Unity	Mayom	Ruadhnyiboul	50390	Koatna Primary
175	Unity	Mayom	Wangbuor	50189	KUDE PRIMARY SCHOOL
176	Unity	Mayom	Wangkei	50312	Urach Primary School
177	Unity	Panyinjar	Chuk	50235	Mapear Primary School
178	Unity	Panyinjar	Chuk	50356	HACHKUOR PRIMARY SCHOOL
179	Unity	Panyinjar	Ganyliel	50034	Yai Primary School
180	Unity	Panyinjar	Khol	50029	Majak Primary School
181	Unity	Panyinjar	Nyal	50013	Garbek Primary School
182	Unity	Panyinjar	Pachar	50028	Wargang Primary School
183	Unity	Panyinjar	Pachar	50032	Pulmok Primary School
184	Unity	Panyinjar	Pachar	50354	MAR PRIMARY SCHOOL
185	Unity	Panyinjar	Thoanuom	50355	PULMOR PRIMARY SCHOOL
186	Unity	Rubkona	Bentiu	50233	hamied Ben Rashid Primary School
187	Unity	Rubkona	Bentiu	50362	Deng Jack primary
188	Unity	Rubkona	Bentiu	50395	Dingding Primary
189	Unity	Rubkona	Bentiu	50397	Seven Day Advantist future Primary
190	Unity	Rubkona	Bentiu	50413	Bentiu Death primary
191	Unity	Rubkona	Bentiu	50415	Kuerbone primary
192	Unity	Rubkona	Bentiu	50432	Bentiu B primary
193	Unity	Rubkona	Bentiu	50435	Zion Primary
194	Unity	Rubkona	Bentiu	50436	Tutur primary
195	Unity	Rubkona	Kaljak	50399	Boryian Primary
196	Unity	Rubkona	Nhialdiu	50367	CHOR PRIMARY SCHOOL
197	Unity	Rubkona	Nhialdiu	50402	Wang tai Primary
198	Unity	Rubkona	WATHJOAK	50276	Wanglok Primary school
199	Unity	Rubkona	WATHJOAK	50285	Rubnyegai Primary school
200	Unity	Rubkona	WATHJOAK	50360	WATHJOAK PRIMARY SCHOOL
201	Unity	Rubkona	Zorbor	50268	Boaw Primary school
202	Unity	Ruweng	Parieng	50167	Managuer Primary school
203	Warrap	Gogrial W.	Akon North	70396	Gordeng Primary School
204	Warrap	Gogrial W.	Akon South	70327	Mading Primary School
205	Warrap	Gogrial W.	Alek North	70319	Maluil Aluel
206	Warrap	Tonj N.	Akop	70527	Ngoth Primary School
207	Warrap	Tonj N.	Akop	70584	Maony Let Primary School
208	Warrap	Tonj N.	Awul	70500	Aporlang Primary School
209	Warrap	Tonj S.	Tonj	70365	Wungier Primary School
210	Warrap	Tonj S.	Tonj Town	70388	Lacok Primary School

No.	State	County	Payam	EMIS code	School
211	Warrap	Twic	Ajak Kuac	70160	MOLBANG PRIMARY SCHOOL (olbang)
212	Warrap	Twic	Akoc	70626	Magar thon primary
213	Warrap	Twic	Turalei	70654	St. Joseph Primary
214	WBG	Jur River	KANGI	80170	Kangi Primary School
215	WBG	Jur River	Udici	80004	Bar Akol Basic School
216	WBG	Jur River	Udici	80257	Athol primary
217	WBG	Jur River	Wau Bai	80182	Kur Chok Primary School
218	WBG	Raja	Raja	80056	Comboni Boys Primary School
219	WBG	Raja	Raja	80071	Gata Ragil Basic School
220	WBG	Raja	Raja	80172	Comboni Co-Education School
221	WBG	Raja	Raja	80224	MANGOK DENG PRIMARY SCHOOL
222	WBG	Wau	Besselia	80228	Ngo Jamini
223	WBG	Wau	Kpayele	80193	Majiw Primary School
224	WBG	Wau	Wau	80102	Hai Mafaro Rhoda
225	WBG	Wau	Wau	80106	haiJebel privat Basic school
226	WBG	Wau	Wau	80134	St. Micheal Roda
227	WBG	Wau	Wau	80169	Zagoloana Primary School
228	WBG	Wau	Wau	80194	Ngacigak Primary School
229	WBG	Wau	Wau	80198	Libety Basic Primary School
230	WBG	Wau	Wau	80229	St. Francis Primary School
231	WBG	Wau	Wau	80246	Sunday Primary School
232	WBG	Wau	Wau	80276	Dr. John Garang co edu primary
233	WBG	Wau	Wau North	80250	comfort wau primary
234	WE	Ezo	Bagidi	90214	Mabenge Primary school
235	WE	Maridi	kozi	90259	UNJIRIMA Primary School
236	WE	Mundri W.	Mundri	90665	Lutuwaru primary
237	WE	Mvolo	Bogori	90531	Kperikudu Primary School
238	WE	Mvolo	Bogori	90534	Woko Primary School
239	WE	Mvolo	Dari	90622	Ngoronya Primary School
240	WE	Nzara	Basukangbi	90613	NAMAMA ii COMMUNITY GIRLS SCHOOL
241	WE	Tambura	Tambura	90671	Magbiri Primary
242	WE	Yambio	Bangasu	90413	Ri-menze 1
243	WE	Yambio	Bangasu	90433	Rimenze II Girl Primary School
244	WE	Yambio	Gangura	90453	Masumbu Primary school
245	WE	Yambio	Yambio	90086	Napere Community Girls School
246	WE	Yambio	Yambio	90113	Nazereth Community Girls School
247	WE	Yambio	Yambio	90647	Bazungua I
248	WE	Yambio	Yambio	90660	Nambiongo CGS
249	WE	Yambio	Yambio	90661	Naanzari CGS
250	WE	Yambio	Yambio	90662	Guruba
251	WE	Yambio	Yambio	90663	Kpirabe CGS
252	WE	Yambio	Yambio	90664	N.S.W.F
253	WE	Yambio	Yambio	90672	St.mary primary
254	WE	Yambio	Yambio	90678	Bangasi primary

### 12.3. 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	38	ECS Juba Model S. S
4	CE	Juba	Juba	63	ECS JUBA MODEL SS
5	CE	Juba	Lobonok	55	Yapa Secondary
6	CE	Juba	Rejaf	51	Rejaf Secondary
7	CE	Kajo-Keji	Liwolo	26	Kerwa Secondary school
8	CE	Lainya	Wuji	18	Limuro Secondary School
9	CE	Morobo	Kimba	6	Kaya Hills College
10	CE	Morobo	Wudabi	31	Wudabi Secondary
11	CE	Yei River	Yei	44	Mugwo Secondary School
12	CE	Yei River	Yei	45	Day Star Academy
13	EE	Ikotos	Losite	10023	Bira Secondary
14	Jonglei	Bor	Bor Town	20009	Bor Secondary School
15	Jonglei	Bor	Bor Town	20010	Malek Secondary School
16	Jonglei	Bor	Bor Town	20012	Bor Secondary
17	Jonglei	Bor	Bor Town	20013	Alliance Secondary
18	Jonglei	Bor	Makuack	20008	Werkok Mixed S. S
19	Jonglei	Pochalla	Pochalla	20002	Opetti Secondary School
20	NBG	Aweil E.	Baac	40020	Majok Akoon Secondary
21	NBG	Aweil E.	Yargot	40009	Yargot Secondary School
22	NBG	Aweil W.	GomJuer Centre	40004	Sacred Heart High School
23	UN	Malakal	Malakal Central	60006	St Lwanga Secondary School
24	UN	Malakal	Malakal North	60003	Malakal Al Shabia Secondary School
25	UN	Malakal	Malakal North	60026	El Salam Girls Secondary



No.	State	County	Payam	EMIS code	School
26	Unity	Leer	Leer	50010	Emma Secondary
27	Unity	Panyinjar	Ganyliel	50004	Ganyliel Secondary school
28	Unity	Panyinjar	Nyal	50005	Nyal Secondary School
29	WBG	Raja	Raja	80002	Comboni CO Education Secondary School
30	WBG	Wau	Besselia	80003	Mbili Girls Secondary school
31	WBG	Wau	Besselia	80005	Amuktar Secondary school
32	WBG	Wau	Wau	80001	Mayom Secondary School
33	WBG	Wau	Wau	80007	Kuajok Seconadary school
34	WBG	Wau	Wau	80017	South Sudan Independence Secondary
35	WBG	Wau	Wau	80022	Mustafa Secondary
36	WE	Maridi	Maridi	90015	Maridi High School
37	WE	Mundri W.	Mundri	90021	Comprehensive Academy Secondary