



Education Statistics for the Republic of South Sudan

Government of
Republic of
South Sudan



National Statistical Booklet

ETHIOPIA
2013
Final

Republic of South Sudan
Ministry of Education Science and Technology
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 John Gai Yoh



On behalf of the Ministry of Education Science and Technology (MoEST), I am delighted to present the 2013 *National Education Statistical Booklet* for the Republic of South Sudan (RSS). This is the now the 7th edition of the booklet, continuing a process that was begun in 2007 following the Rapid Assessment of Learning Spaces (RALS).

The booklet serves to compile detailed statistical information about South Sudan's educational system down to the state and county level. It presents the data in easy to understand tables and charts, gathered from the Annual Education Census (AEC) questionnaires. This census is carried out at the school level by MoEST's Education Management Information System (EMIS) unit, operating under the Directorate of Planning and Budgeting's Department for Data and Statistics.

The importance of reliable data in planning and budgeting for South Sudan's continued development can't be overstated. Particularly the education sector, on which the future of South Sudan is so dependant, needs are great while resources are limited. In light of this, the EMIS data assists the government of South Sudan in identifying educational needs

and priorities, and in designing appropriate interventions. EMIS assists the Ministry and other relevant agencies in planning execution and monitoring performance.

The work carried out since RALS in 2006 has helped to greatly increase the number of schools reporting data in the AEC. While fewer than half of the country's primary schools were included in RALS, the present edition of the statistical booklet includes data for the vast majority of the country's learning sites, encompassing pre-primary, primary, secondary, and Alternative Education Systems (AES). The range of indicators has also greatly increased, ensuring a more nuanced and detailed understanding of the educational systems' needs and areas to target for improvement. Pupil access, resource inputs, teachers, school efficiency and other data can show government and supporting agencies where to most effectively target resources.

This publication would not have been possible without the cooperation and support from the State Ministries of General Education and Instruction (SMoEST), 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 its generosity in finance support and FHI 360 is technical support for their continuous support in improving South Sudan's EMIS.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Yoh'. The signature is fluid and cursive, written over a light grey background.

Honourable John Gai Yoh
Minister of Education Science and Technology

Table of Contents

FOREWARD	1
TABLE OF CONTENTS	3
1. ACRONYMS	5
2. INTRODUCTION	6
2.1. Background and context.....	6
2.2. About the EMIS unit.....	6
2.3. Utilisation of EMIS data.....	7
2.4. History of EMIS.....	7
2.5. EMIS process.....	7
2.6. About the booklet.....	8
2.7. A note about 2013 data collection.....	8
3. DEFINITIONS	9
3.1. Indicators used to measure coverage.....	9
3.2. Indicators used to measure access.....	9
3.3. Indicators used to measure resource.....	10
3.4. Indicators used to measure student flow.....	10
4. EMIS DATA, 2011-2013	12
4.1. Pre-primary school.....	12
4.1.1. Schools.....	12
4.1.2. Pupils.....	13
4.1.3. Teachers.....	14
4.1.4. Classrooms.....	15
4.2. Primary school.....	17
4.2.1. Schools.....	16
4.2.2. Pupils.....	18
4.2.3. Teachers.....	19
4.2.4. Classrooms.....	20
4.3. Secondary school.....	22
4.3.1. Schools.....	21
4.3.2. Pupils.....	23
4.3.3. Teachers.....	24
4.3.4. Classrooms.....	25
4.4. Alternative Education System (AES) centres.....	27
4.4.1. Centres.....	24
4.4.2. Learners.....	28
4.4.3. Teachers.....	29
5. PRE-PRIMARY SCHOOL, 2013	31
5.1. Access.....	31
5.1.1. Enrolment.....	31
5.1.2. Overage pupils.....	32
5.2. Resources.....	33
5.2.1. Schools.....	33
5.2.2. Teachers.....	34
5.2.3. Classrooms.....	37
5.2.4. Curriculum and instruction.....	39
5.2.5. Facilities.....	39
6. PRIMARY SCHOOL, 2013	42

6.1. Access.....	42
6.1.1. Enrolment.....	42
6.1.2. Overage pupils.....	44
6.1.3. New entrants.....	46
6.1.4. Pupils with special needs.....	48
6.2. Resources.....	52
6.2.1. Schools.....	52
6.2.2. Teachers.....	53
6.2.3. Classrooms.....	58
6.2.4. Curriculum and instruction.....	60
6.2.5. Facilities.....	62
6.3. Student flow.....	66
6.3.1. Promotion rate.....	66
6.3.2. Repetition rate.....	67
6.3.3. Dropout rate.....	69
7. SECONDARY SCHOOLS, 2013.....	71
7.1. Access.....	71
7.1.1. Enrolment.....	71
7.1.2. Overage pupils.....	73
7.1.3. New entrants.....	75
7.1.4. Pupils with special needs.....	76
7.2. Resources.....	79
7.2.1. Schools.....	79
7.2.2. Teachers.....	79
7.2.3. Classrooms.....	84
7.2.4. Curriculum and instruction.....	86
7.2.5. Facilities.....	88
7.3. Student flow.....	92
7.3.1. Promotion rate.....	92
7.3.2. Repetition rate.....	92
7.3.3. Dropout rate.....	93
8. ALTERNATIVE EDUCATION SYSTEM (AES), 2013.....	94
8.1. Access.....	94
8.1.1. Enrolment.....	94
8.2. Resources.....	96
8.2.1. Centres.....	96
8.2.2. Teachers.....	97
8.2.3. Classrooms.....	101
8.2.4. Curriculum and instruction.....	101
8.3. Student flow.....	102
8.3.1. Dropouts.....	102
8.4. Programme profiles.....	104
8.4.1. Accelerated Learning Programme (ALP)	104
8.4.2. Basic Functional Adult Literacy (BFAL)	106
8.4.3. Community Girls School (CGS) programme.....	108
8.4.4. Intensive English Course (IEC) programme.....	110
8.4.5. Pastoralist Mobile School (PMS) programme.....	111
8.4.6. Other programme.....	113
9. MISSING SCHOOLS.....	116
9.1. Pre-primary.....	116
9.2. Primary.....	118
9.3. Secondary.....	123

1. ACRONYMS

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

2. INTRODUCTION

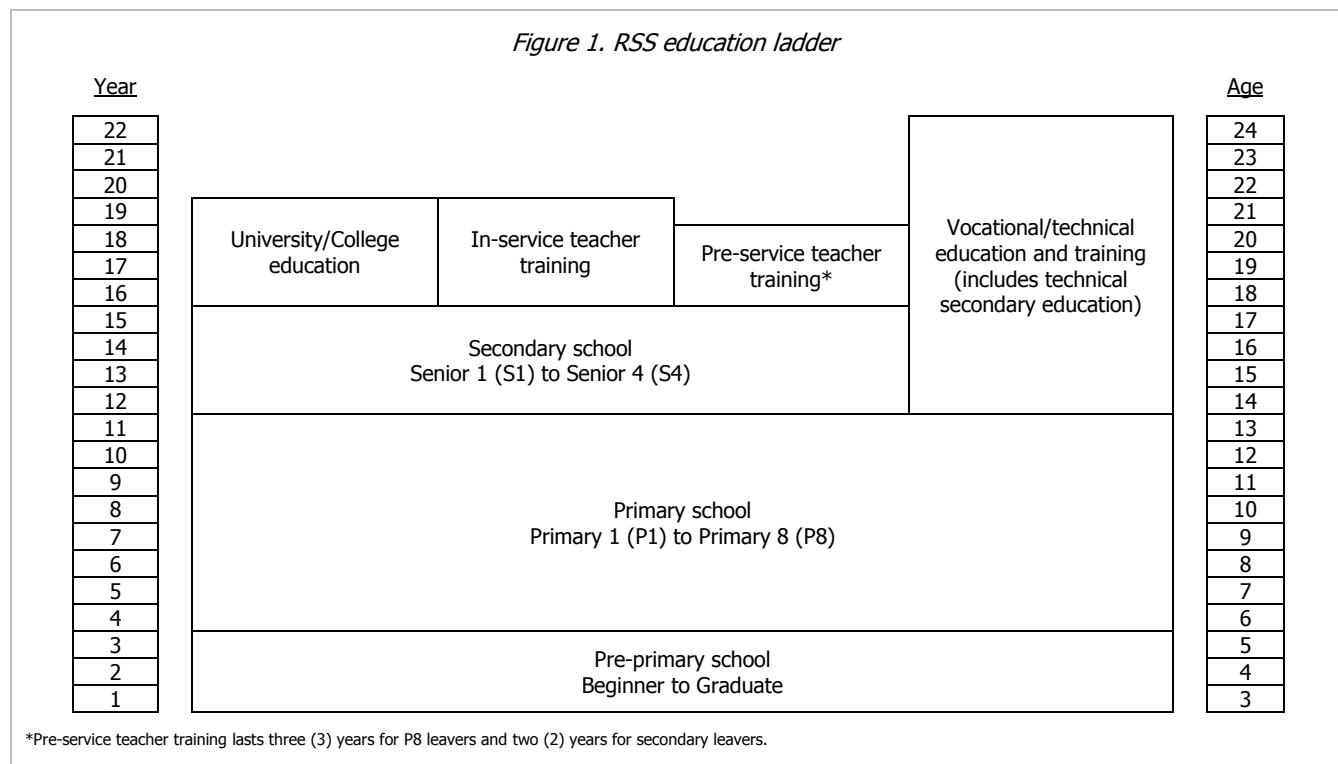
"We cherish education for all our people equally and aim to provide a life-long education of quality for all children, youth and adults of Southern Sudan; an education that is relevant and affordable based on the needs and aspirations of the people, to enable them to become responsible and productive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

RSS MoEST 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 stated 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.¹ **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



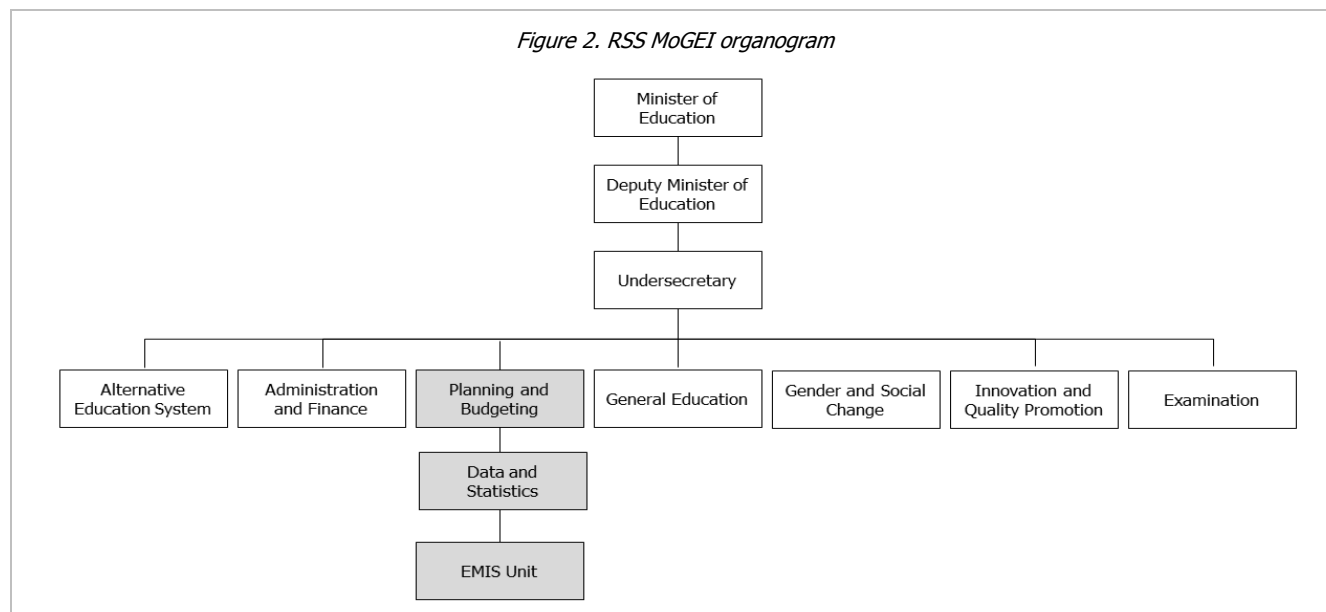
The Ministry's main aim is to ensure that all individuals have access to primary school education regardless of age, special needs, or gender. These goals reflect the government's commitment to achieve two of the eight Millennium Development Goals (MDGs)—goal 2 of "ensuring that, by 2015, children everywhere, 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 data & statistics unit housed within MoEST is in charge of managing EMIS under the Directorate for Planning and Budgeting in the Department for planning. The Unit was established in early 2005, and since then has administered the AEC and managed the storing, analysis, utilisation, and distribution of education information. The organogram below illustrates the structure of the MoGEI.

¹ 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 solutions 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 2006.² 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 98% coverage rate of Pre-primary, Primary, and Secondary in 2013.

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%
2013	98.6%	98.2%	93.3%	-	98.0%

* Primary education coverage rate is the dominant part of this calculation.

2.5. EMIS Process



The “EMIS process” consists of four (4) steps:

² 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.

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

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

2.6. About the Booklet

EMIS data are 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 2013 Primary school coverage of 98.2% is comprised of 3,766 schools. The booklet reports on the schools reporting data, leaving aside the remaining 2% 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)** 2011-2013 AEC outputs and **2)** population projection based on the 2008 population data from the National Bureau of Statistics (NBS).³

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. The EMIS Unit provides additional data upon request (see contact information on pg. 1 of this booklet).

2.7. A Note about 2013 Data Collection

A relatively large number of primary schools reported no entrants and no repeaters this year, which is unusual because in past years the response rate for this section of the questionnaire has been high. In total, 910 primary schools (24.0%) reported no new entrants and 884 (23.3%) reported no repeaters. This will have some impact on the pupil flow numbers reported for primary, as well as intake rates, although the issue did not appear to impact any one state to a greater extent than others. The EMIS unit has planned to follow up with these schools to determine the cause of non-response.

Also important to note is that due to severe insecurity in Jonglei state during the time of data collection, two counties (Pibor and Pochalla) were unable to be included in the AEC.

³ 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 98%.

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 enrol 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 enrol 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 are 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.*⁴The 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

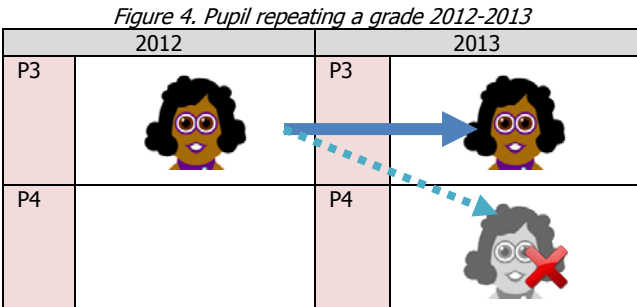
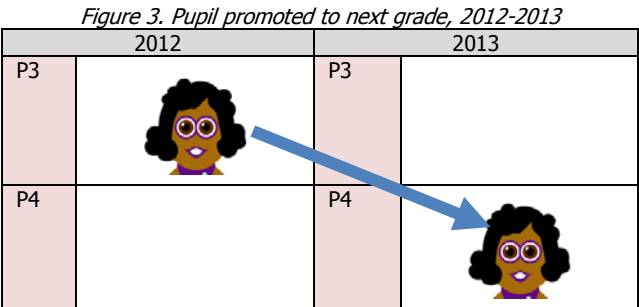
⁴ Permanent classrooms refer to those constructed of bricks or cement. Semi-permanent classrooms refer to those constructed of mud.

3.4.1. Promoted pupils 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 pupil is considered to be promoted. The diagram below illustrates this scenario (see Figure 3 below).

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

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

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).

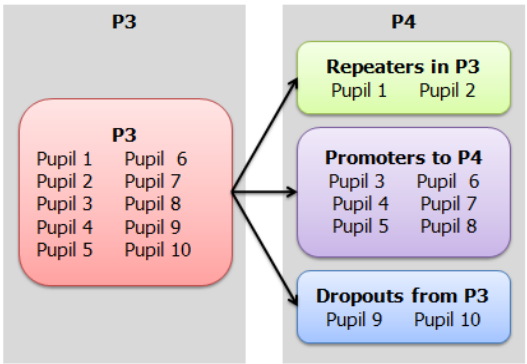


3.4.4. Repetition rate measures the phenomenon of pupils from a cohort repeating a grade, and its effect on the internal efficiency of education systems. It is one of the key indicators for analysing and projecting pupil flows from grade to grade within the education cycle. Repetition rate should ideally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

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

3.4.5. Dropouts refer to pupils who have withdrawn (for any reason) from the school system without completing a given grade in a given school year. The distinction between dropouts and repeaters: repeaters, though not promoted to the next grade level in the following year, do remain in the school system. Dropouts are considered not to.

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



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:

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

4 EMIS Data, 2011-2013

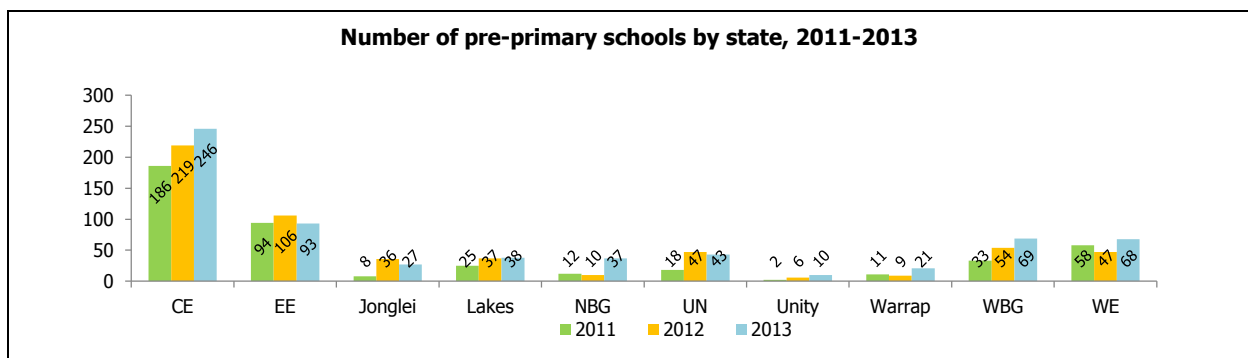
4.1 Pre-primary school

4.1.1 Schools

Number and % of pre-primary schools by state and ownership type, 2011-2013

State	Year	Total	Gov	Non-gov	Gov %	Non-gov %
CE	2013	246	52	194	21.1%	78.9%
	2012	219	43	176	19.6%	80.4%
	2011	186	41	145	22.0%	78.0%
EE	2013	93	46	47	49.5%	50.5%
	2012	106	58	48	54.7%	45.3%
	2011	94	55	39	58.5%	41.5%
Jonglei	2013	27	16	11	59.3%	40.7%
	2012	36	19	17	52.8%	47.2%
	2011	8	4	4	50.0%	50.0%
Lakes	2013	38	32	6	84.2%	15.8%
	2012	37	30	7	81.1%	18.9%
	2011	25	19	6	76.0%	24.0%
NBG	2013	37	16	21	43.2%	56.8%
	2012	10	2	8	20.0%	80.0%
	2011	12	2	10	16.7%	83.3%
UN	2013	43	17	26	39.5%	60.5%
	2012	47	14	33	29.8%	70.2%
	2011	18	7	11	38.9%	61.1%
Unity	2013	10	9	1	90.0%	10.0%
	2012	6	4	2	66.7%	33.3%
	2011	2	-	2	-	100.0%
Warrap	2013	21	13	8	61.9%	38.1%
	2012	9	3	6	33.3%	66.7%
	2011	11	5	6	45.5%	54.5%
WBG	2013	69	38	31	55.1%	44.9%
	2012	54	32	22	59.3%	40.7%
	2011	33	15	18	45.5%	54.5%
WE	2013	68	28	40	41.2%	58.8%
	2012	47	18	29	38.3%	61.7%
	2011	58	27	31	46.6%	53.4%
Total	2013	652	267	385	41.0%	59.0%
	2012	571	223	348	39.1%	60.9%
	2011	447	175	272	39.1%	60.9%

* "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 increased from 447 in 2011 to 652 in 2013.
- ✓ The state that saw the greatest increase in number of pre-primary schools is Central Equatoria, where the number increased from 186 in 2011 to 246 in 2013.
- ✓ The percentage of pre-primary schools by ownership type has stayed relatively constant over the three years. Government and government-aided pre-primary schools account for about 40% of schools.

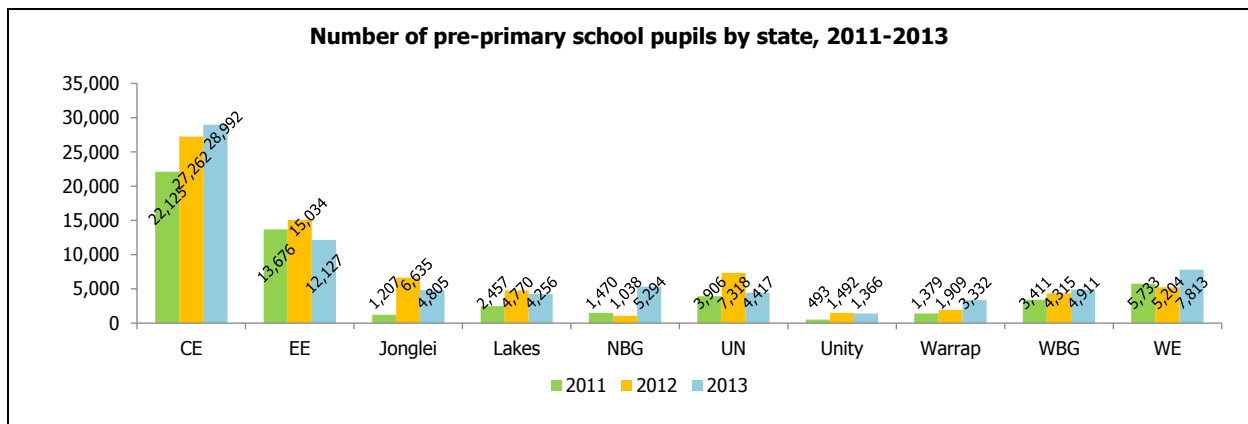
4.1.2

Pupils

Number and % pre-primary school pupil enrolment by state and gender, 2011-2013

State	Year	Total	Male	Female	Male %	Female %
CE	2013	28,992	14,638	14,354	50.5%	49.5%
	2012	27,262	13,957	13,305	51.2%	48.8%
	2011	22,125	11,090	11,035	50.1%	49.9%
EE	2013	12,127	6,035	6,092	49.8%	50.2%
	2012	15,034	7,869	7,165	52.3%	47.7%
	2011	13,676	6,919	6,757	50.6%	49.4%
Jonglei	2013	4,805	2,764	2,041	57.5%	42.5%
	2012	6,635	3,560	3,075	53.7%	46.3%
	2011	1,207	720	487	59.7%	40.3%
Lakes	2013	4,256	2,764	1,492	64.9%	35.1%
	2012	4,770	2,948	1,822	61.8%	38.2%
	2011	2,457	1,420	1,037	57.8%	42.2%
NBG	2013	5,294	2,562	2,732	48.4%	51.6%
	2012	1,038	602	436	58.0%	42.0%
	2011	1,470	885	585	60.2%	39.8%
UN	2013	4,417	2,277	2,140	51.6%	48.4%
	2012	7,318	3,890	3,428	53.2%	46.8%
	2011	3,906	2,176	1,730	55.7%	44.3%
Unity	2013	1,366	765	601	56.0%	44.0%
	2012	1,492	773	719	51.8%	48.2%
	2011	493	259	234	52.5%	47.5%
Warrap	2013	3,332	2,003	1,329	60.1%	39.9%
	2012	1,909	1,101	808	57.7%	42.3%
	2011	1,379	943	436	68.4%	31.6%
WBG	2013	4,911	2,634	2,277	53.6%	46.4%
	2012	4,315	2,275	2,040	52.7%	47.3%
	2011	3,411	1,860	1,551	54.5%	45.5%
WE	2013	7,813	4,094	3,719	52.4%	47.6%
	2012	5,204	2,593	2,611	49.8%	50.2%
	2011	5,733	2,866	2,867	50.0%	50.0%
Total	2013	77,313	40,536	36,777	52.4%	47.6%
	2012	74,977	39,568	35,409	52.8%	47.2%
	2011	55,857	29,138	26,719	52.2%	47.8%

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

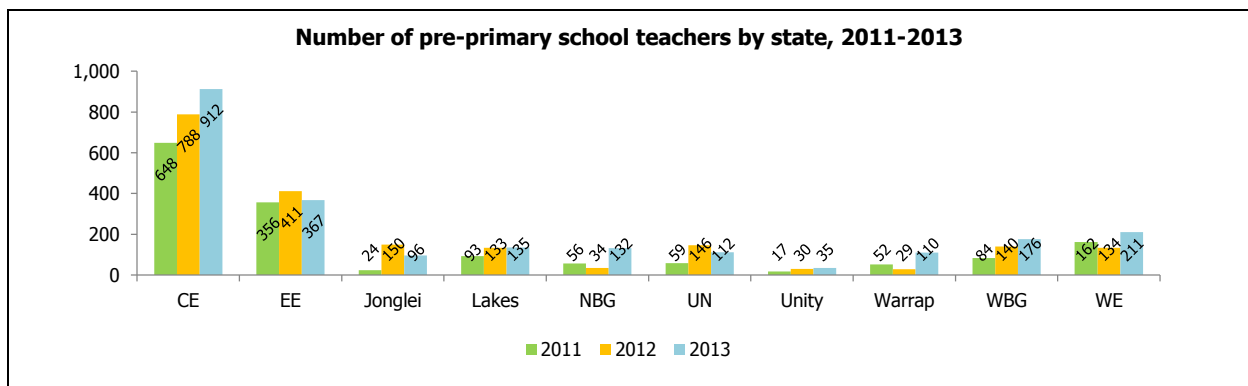


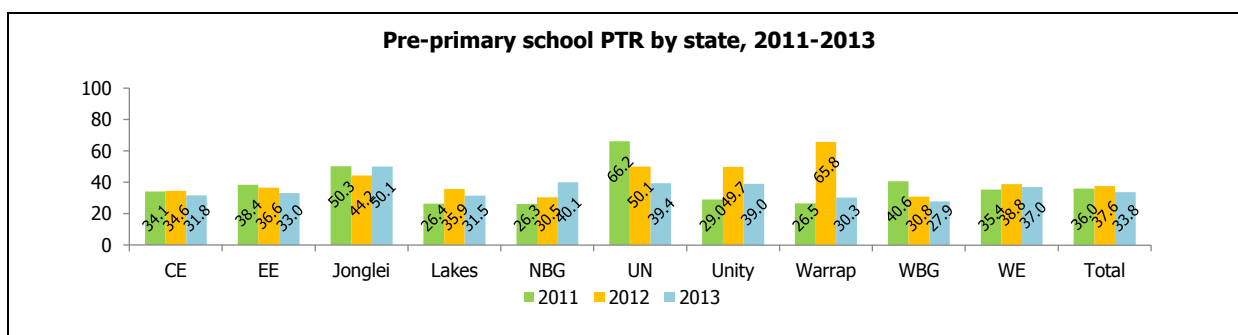
- ✓ The number of pupils at the pre-primary level increased from 55,857 in 2011 to 77,313 in 2013.
- ✓ The state that saw the largest increase in pre-primary pupils is Northern Bahr el Ghazal, where pupils increased from 1,470 to 5,294 over the three years.
- ✓ The gender disparity in enrolments stayed consistent over the three years, at roughly 52% males and 48% females.

4.1.3 Teachers

No. and % of pre-primary school teachers and pupil-teacher ratio (PTR) by state and gender, 2011-2013

State	Year	Total	Male	Female	Male %	Female %	PTR
CE	2013	912	368	544	40.4%	59.6%	31.8
	2012	788	280	508	35.5%	64.5%	34.6
	2011	648	237	411	36.6%	63.4%	34.1
EE	2013	367	107	260	29.2%	70.8%	33.0
	2012	411	160	251	38.9%	61.1%	36.6
	2011	356	117	239	32.9%	67.1%	38.4
Jonglei	2013	96	65	31	67.7%	32.3%	50.1
	2012	150	100	50	66.7%	33.3%	44.2
	2011	24	16	8	66.7%	33.3%	50.3
Lakes	2013	135	109	26	80.7%	19.3%	31.5
	2012	133	107	26	80.5%	19.5%	35.9
	2011	93	74	19	79.6%	20.4%	26.4
NBG	2013	132	89	43	67.4%	32.6%	40.1
	2012	34	31	3	91.2%	8.8%	30.5
	2011	56	46	10	82.1%	17.9%	26.3
UN	2013	112	34	78	30.4%	69.6%	39.4
	2012	146	64	82	43.8%	56.2%	50.1
	2011	59	32	27	54.2%	45.8%	66.2
Unity	2013	35	21	14	60.0%	40.0%	39.0
	2012	30	16	14	53.3%	46.7%	49.7
	2011	17	7	10	41.2%	58.8%	29.0
Warrap	2013	110	86	24	78.2%	21.8%	30.3
	2012	29	21	8	72.4%	27.6%	65.8
	2011	52	42	10	80.8%	19.2%	26.5
WBG	2013	176	75	101	42.6%	57.4%	27.9
	2012	140	71	69	50.7%	49.3%	30.8
	2011	84	28	56	33.3%	66.7%	40.6
WE	2013	211	102	109	48.3%	51.7%	37.0
	2012	134	63	71	47.0%	53.0%	38.8
	2011	162	72	90	44.4%	55.6%	35.4
Total	2013	2,286	1,056	1,230	46.2%	53.8%	33.8
	2012	1,995	913	1,082	45.8%	54.2%	37.6
	2011	1,551	671	880	43.3%	56.7%	36.0





- ✓ The number of teachers at the pre-primary level increased in each state over the three year period, which may be a sign of the growing importance placed on pre-primary education by governments, communities and other stakeholders.
- ✓ The percentage of male teachers increased from 45.8% to 46.2% between 2012 and 2013.
- ✓ The pupil-teacher ratio (PTR), which is a measure of the relative access that pupils have to a teacher, notably decreased in Upper Nile and Warrap states. For more information on PTR see section 3.3.1.

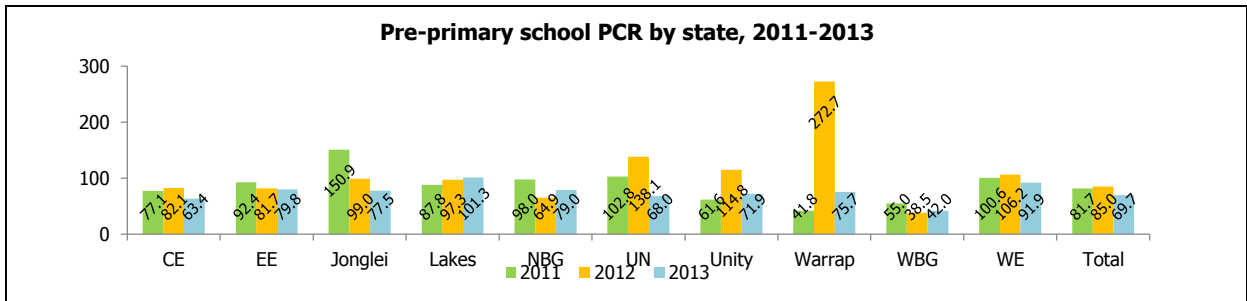
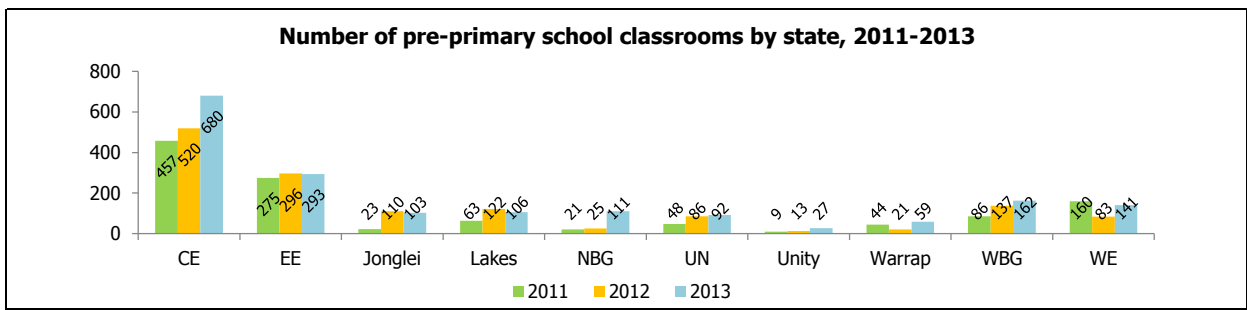
4.1.4 Classrooms

Number of pre-primary school classrooms and pupil-classroom ratio (PCR) by state and type, 2011-2013

State	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
CE	2013	680	218	239	159	64	63.4
	2012	520	171	161	131	57	82.1
	2011	457	124	163	110	60	77.1
EE	2013	293	68	84	113	28	79.8
	2012	296	92	92	67	45	81.7
	2011	275	53	95	108	19	92.4
Jonglei	2013	103	41	21	20	21	77.5
	2012	110	32	35	32	11	99.0
	2011	23	8	-	12	3	150.9
Lakes	2013	106	26	16	59	5	101.3
	2012	122	31	18	62	11	97.3
	2011	63	12	16	31	4	87.8
NBG	2013	111	33	34	27	17	79.0
	2012	25	8	8	8	1	64.9
	2011	21	5	10	4	2	98.0
UN	2013	92	22	43	7	20	68.0
	2012	86	24	29	21	12	138.1
	2011	48	17	21	3	7	102.8
Unity	2013	27	0	19	8	0	71.9
	2012	13	-	13	-	-	114.8
	2011	9	3	5	1	-	61.6
Warrap	2013	59	28	16	8	7	75.7
	2012	21	6	1	7	7	272.7
	2011	44	12	21	11	-	41.8
WBG	2013	162	73	44	33	12	42.0
	2012	137	40	72	7	18	38.5
	2011	86	48	14	6	18	55.0
WE	2013	141	41	44	38	18	91.9
	2012	83	39	10	27	7	106.2
	2011	160	42	15	91	12	100.6
Total	2013	1,774	550	560	472	192	69.7
	2012	1,413	443	439	362	169	85.0
	2011	1,186	324	360	377	125	81.7

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

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



- ✓ In addition to the number of teachers, the number of classrooms also increased greatly between 2011 and 2013, from 1,186 to 1,774.
- ✓ The number of classrooms by type of construction increased in every category as well.
- ✓ The pupil-classroom ratio (PCR), which only takes into account permanent and semi-permanent classrooms, decreased from 81.7 to 69.7 between 2011 and 2012, a welcome sign that resources inputs are increasing faster than enrolments. For more information on how PCR is calculated, see section 3.3.2.

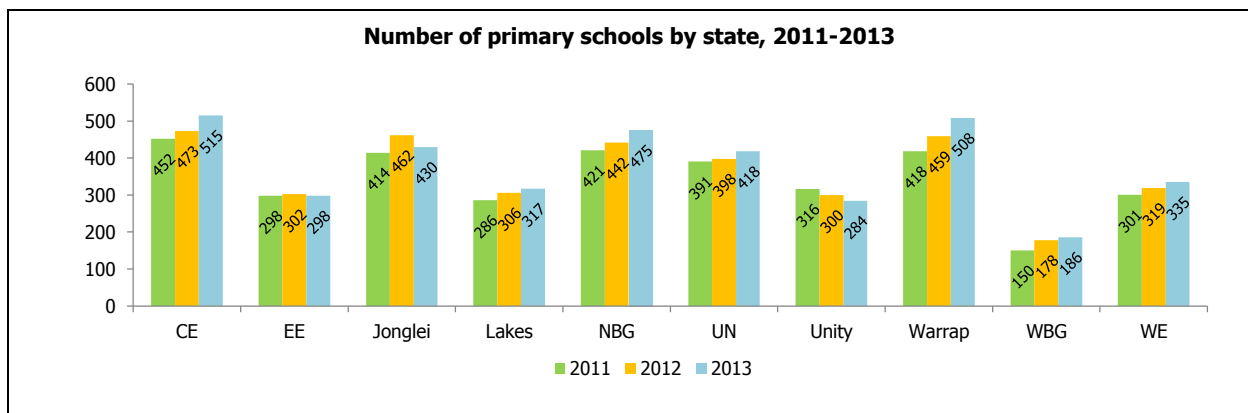
4.2 Primary school

4.2.1 Schools

Number and % of primary schools by state and ownership type, 2011-2013

State	Year	Total	Gov	Non-gov	Gov %	Non-gov %
CE	2013	515	292	223	56.7%	43.3%
	2012	473	270	203	57.1%	42.9%
	2011	452	277	175	61.3%	38.7%
EE	2013	298	220	78	73.8%	26.2%
	2012	302	225	77	74.5%	25.5%
	2011	298	213	85	71.5%	28.5%
Jonglei	2013	430	349	81	81.2%	18.8%
	2012	462	346	116	74.9%	25.1%
	2011	414	347	67	83.8%	16.2%
Lakes	2013	317	276	41	87.1%	12.9%
	2012	306	263	43	85.9%	14.1%
	2011	286	256	30	89.5%	10.5%
NBG	2013	475	344	131	72.4%	27.6%
	2012	442	325	117	73.5%	26.5%
	2011	421	312	109	74.1%	25.9%
UN	2013	418	305	113	73.0%	27.0%
	2012	398	296	102	74.4%	25.6%
	2011	391	287	104	73.4%	26.6%
Unity	2013	284	246	38	86.6%	13.4%
	2012	300	257	43	85.7%	14.3%
	2011	316	284	32	89.9%	10.1%
Warrap	2013	508	383	125	75.4%	24.6%
	2012	459	349	110	76.0%	24.0%
	2011	418	311	107	74.4%	25.6%
WBG	2013	186	121	65	65.1%	34.9%
	2012	178	126	52	70.8%	29.2%
	2011	150	107	43	71.3%	28.7%
WE	2013	335	249	86	74.3%	25.7%
	2012	319	216	103	67.7%	32.3%
	2011	301	234	67	77.7%	22.3%
Total	2013	3,766	2,785	981	74.0%	26.0%
	2012	3,639	2,673	966	73.5%	26.5%
	2011	3,447	2,628	819	76.2%	23.8%

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



- ✓ The number of primary schools increased from 3,447 to 3,766 over the three year period. The percentage of primary schools owned by the government stayed constant, at roughly 75%.
- ✓ It is notable that in Unity state, the number of primary schools decreased over the three year period, from 316 to 284. In all other states the number of schools increased or stayed the same.

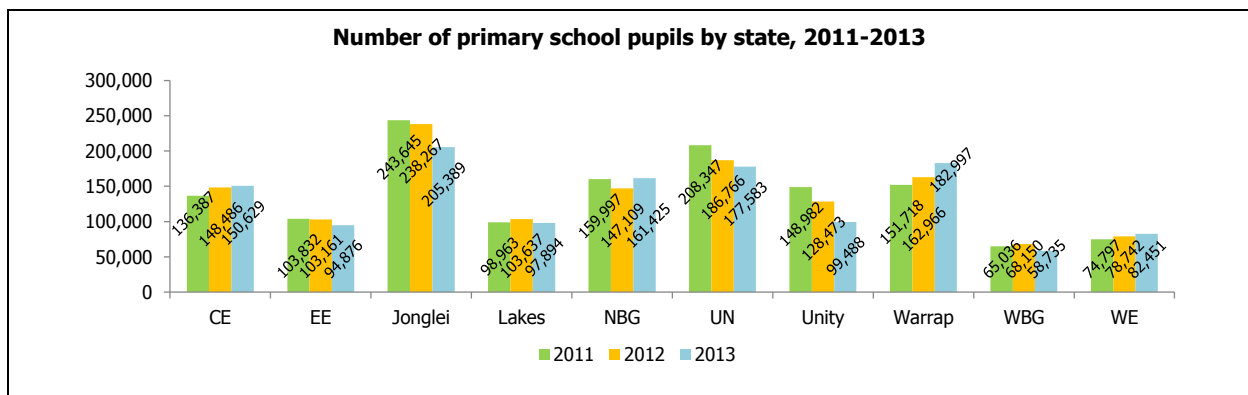
4.2.2

Pupils

Number and % primary school pupil enrolment by state and gender, 2011-2013

State	Year	Total	Male	Female	Male %	Female %
CE	2013	150,629	80,299	70,330	53.3%	46.7%
	2012	148,486	79,205	69,281	53.3%	46.7%
	2011	136,387	73,130	63,257	53.6%	46.4%
EE	2013	94,876	54,860	40,016	57.8%	42.2%
	2012	103,161	60,558	42,603	58.7%	41.3%
	2011	103,832	61,883	41,949	59.6%	40.4%
Jonglei	2013	205,389	123,689	81,700	60.2%	39.8%
	2012	238,267	144,780	93,487	60.8%	39.2%
	2011	243,645	148,997	94,648	61.2%	38.8%
Lakes	2013	97,894	65,801	32,093	67.2%	32.8%
	2012	103,637	70,689	32,948	68.2%	31.8%
	2011	98,963	66,391	32,572	67.1%	32.9%
NBG	2013	161,425	103,552	57,873	64.1%	35.9%
	2012	147,109	93,427	53,682	63.5%	36.5%
	2011	159,997	104,187	55,810	65.1%	34.9%
UN	2013	177,583	105,203	72,380	59.2%	40.8%
	2012	186,766	107,560	79,206	57.6%	42.4%
	2011	208,347	118,041	90,306	56.7%	43.3%
Unity	2013	99,488	63,223	36,265	63.5%	36.5%
	2012	128,473	79,988	48,485	62.3%	37.7%
	2011	148,982	92,245	56,737	61.9%	38.1%
Warrap	2013	182,997	124,320	58,677	67.9%	32.1%
	2012	162,966	110,484	52,482	67.8%	32.2%
	2011	151,718	104,802	46,916	69.1%	30.9%
WBG	2013	58,735	34,778	23,957	59.2%	40.8%
	2012	68,150	41,522	26,628	60.9%	39.1%
	2011	65,036	39,911	25,125	61.4%	38.6%
WE	2013	82,451	45,143	37,308	54.8%	45.2%
	2012	78,742	42,845	35,897	54.4%	45.6%
	2011	74,797	41,530	33,267	55.5%	44.5%
Total	2013	1,311,467	800,868	510,599	61.1%	38.9%
	2012	1,365,757	831,058	534,699	60.8%	39.2%
	2011	1,391,704	851,117	540,587	61.2%	38.8%

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

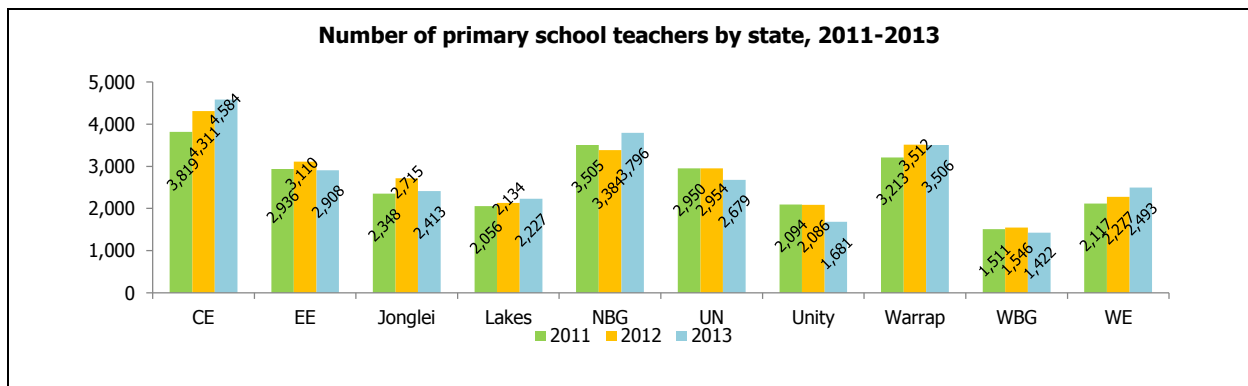


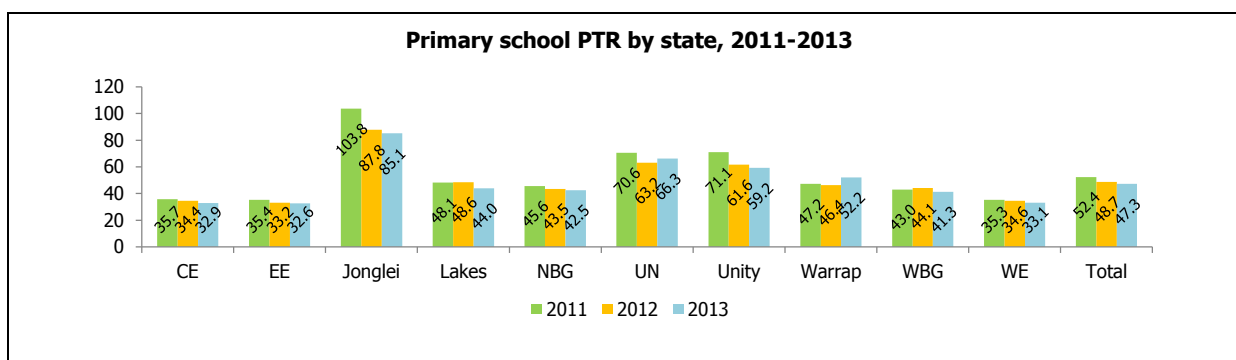
- ✓ The number of pupils at the primary level decreased slightly over the three year period, which is concerning in a country with low enrolment rates such as South Sudan, and a sign that the school system is struggling to attract more children into school.
- ✓ States that saw particularly large decreases in pupil numbers over the three year period include Jonglei, Upper Nile and Unity states, each of which saw decreases of over 25,000 pupils.
- ✓ The gender disparity in primary enrolments stayed constant over the three year period, as over 60% of pupils are males. More needs to be done to enrol girls in school.

4.2.3 Teachers

No. and % of primary school teachers and pupil-teacher ratio (PTR) by state and gender, 2011-2013

State	Year	Total	Male	Female	Male %	Female %	PTR
CE	2013	4,584	3,418	1,166	74.6%	25.4%	32.9
	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
EE	2013	2,908	2,457	451	84.5%	15.5%	32.6
	2012	3,110	2,626	484	84.4%	15.6%	33.2
	2011	2,936	2,514	422	85.6%	14.4%	35.4
Jonglei	2013	2,413	2,260	153	93.7%	6.3%	85.1
	2012	2,715	2,548	167	93.8%	6.2%	87.8
	2011	2,348	2,201	147	93.7%	6.3%	103.8
Lakes	2013	2,227	2,090	137	93.8%	6.2%	44.0
	2012	2,134	1,995	139	93.5%	6.5%	48.6
	2011	2,056	1,919	137	93.3%	6.7%	48.1
NBG	2013	3,796	3,538	258	93.2%	6.8%	42.5
	2012	3,384	3,159	225	93.4%	6.6%	43.5
	2011	3,505	3,226	279	92.0%	8.0%	45.6
UN	2013	2,679	2,273	406	84.8%	15.2%	66.3
	2012	2,954	2,387	567	80.8%	19.2%	63.2
	2011	2,950	2,383	567	80.8%	19.2%	70.6
Unity	2013	1,681	1,602	79	95.3%	4.7%	59.2
	2012	2,086	2,002	84	96.0%	4.0%	61.6
	2011	2,094	1,987	107	94.9%	5.1%	71.1
Warrap	2013	3,506	3,310	196	94.4%	5.6%	52.2
	2012	3,512	3,289	223	93.7%	6.3%	46.4
	2011	3,213	3,009	204	93.7%	6.3%	47.2
WBG	2013	1,422	1,147	275	80.7%	19.3%	41.3
	2012	1,546	1,262	284	81.6%	18.4%	44.1
	2011	1,511	1,199	312	79.4%	20.6%	43.0
WE	2013	2,493	2,116	377	84.9%	15.1%	33.1
	2012	2,277	1,931	346	84.8%	15.2%	34.6
	2011	2,117	1,818	299	85.9%	14.1%	35.3
Total	2013	27,709	24,211	3,498	87.4%	12.6%	47.3
	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





- ✓ The number of primary teachers decreased between 2012 and 2013, but increased over the three year period.
- ✓ Males continue to represent a disproportionate percentage of the primary teaching force. Nationally, almost 9 of every 10 primary teachers are male.
- ✓ Over the three year period, states that saw the largest decrease in number of primary teachers were Upper Nile, Unity and Western Bahr el Ghazal.

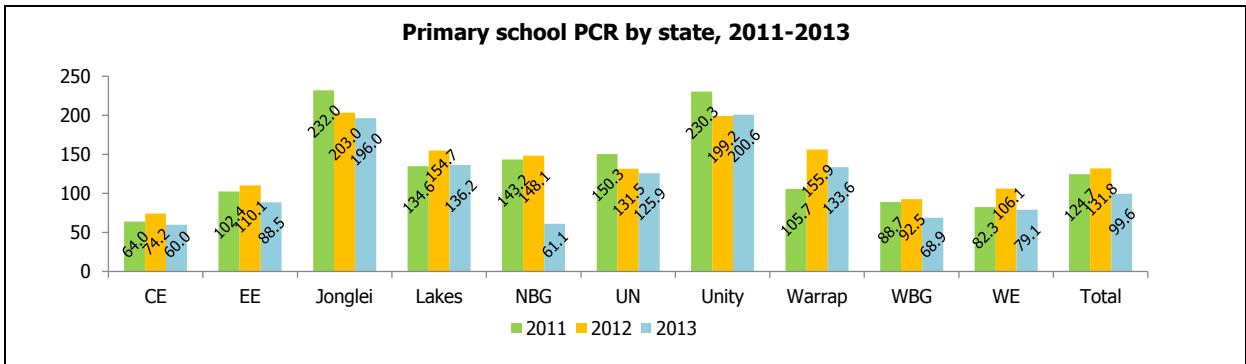
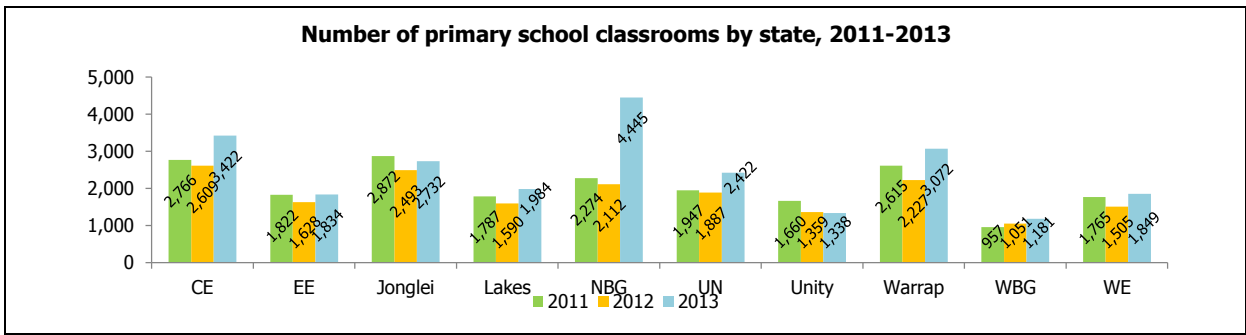
4.2.4 Classrooms

Number of primary school classrooms and pupil-classroom ratio (PCR) by state and type, 2011-2013

State	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
CE	2013	3,422	1,608	901	616	297	60.0
	2012	2,609	1,310	690	273	336	74.2
	2011	2,766	1,356	775	369	266	64.0
EE	2013	1,834	810	262	555	207	88.5
	2012	1,628	692	245	465	226	110.1
	2011	1,822	648	366	560	248	102.4
Jonglei	2013	2,732	508	540	1,407	277	196.0
	2012	2,493	589	585	936	383	203.0
	2011	2,872	409	641	1,376	446	232.0
Lakes	2013	1,984	531	188	1,079	186	136.2
	2012	1,590	452	218	789	131	154.7
	2011	1,787	432	303	895	157	134.6
NBG	2013	4,445	1,152	1,492	1,569	232	61.1
	2012	2,112	605	388	900	219	148.1
	2011	2,274	598	519	885	272	143.2
UN	2013	2,422	937	473	787	225	125.9
	2012	1,887	883	537	304	163	131.5
	2011	1,947	798	588	424	137	150.3
Unity	2013	1,338	259	237	773	69	200.6
	2012	1,359	332	313	623	91	199.2
	2011	1,660	356	291	778	235	230.3
Warrap	2013	3,072	630	740	1,466	236	133.6
	2012	2,227	486	559	847	335	155.9
	2011	2,615	502	933	944	236	105.7
WBG	2013	1,181	608	244	197	132	68.9
	2012	1,051	495	242	186	128	92.5
	2011	957	511	222	127	97	88.7
WE	2013	1,849	808	234	630	177	79.1
	2012	1,505	519	223	565	198	106.1
	2011	1,765	665	244	608	248	82.3
Total	2013	24,279	7,851	5,311	9,079	2,038	99.6
	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

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

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



- ✓ The number of primary classrooms increased between 2011 and 2013, from 20,465 to 24,279. States which saw a decrease in the number of classrooms include Jonglei, Eastern Equatoria and Unity.
- ✓ The number of classrooms by type of construction increased in each category aside from "other", most notably in the open-air category.
- ✓ The PCR at the primary level varies widely by state. States with particularly high PCRs include Jonglei (196), Unity (200.6) and Warrap (133.6).

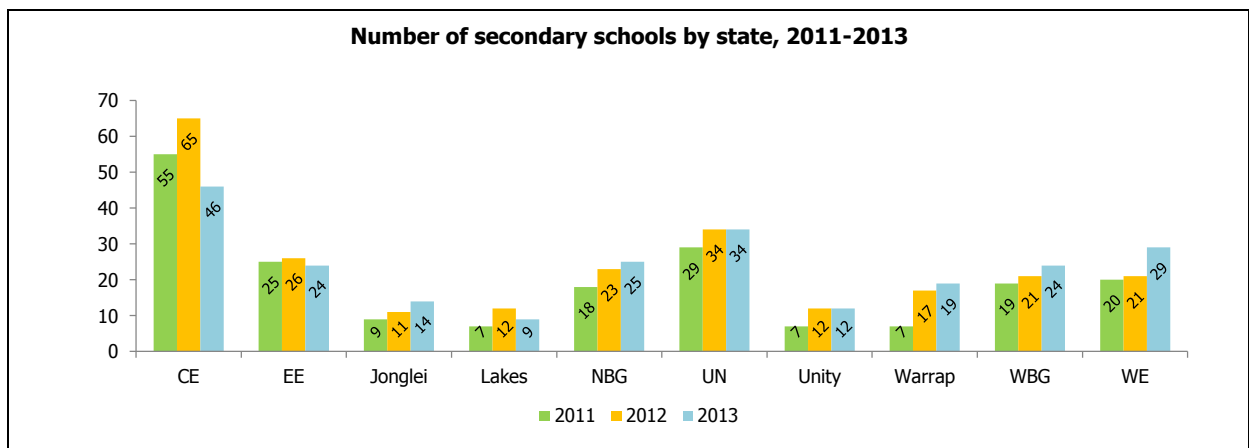
4.3 Secondary school

4.3.1 Schools

Number and % of secondary schools by state and ownership type, 2011-2013

State	Year	Total	Gov	Non-gov	Gov %	Non-gov %
CE	2013	46	23	23	50.0%	50.0%
	2012	65	30	35	46.2%	53.8%
	2011	55	29	26	52.7%	47.3%
EE	2013	24	19	5	79.2%	20.8%
	2012	26	19	7	73.1%	26.9%
	2011	25	18	7	72.0%	28.0%
Jonglei	2013	14	7	7	50.0%	50.0%
	2012	11	5	6	45.5%	54.5%
	2011	9	6	3	66.7%	33.3%
Lakes	2013	9	5	4	55.6%	44.4%
	2012	12	9	3	75.0%	25.0%
	2011	7	4	3	57.1%	42.9%
NBG	2013	25	11	14	44.0%	56.0%
	2012	23	11	12	47.8%	52.2%
	2011	18	11	7	61.1%	38.9%
UN	2013	34	19	15	55.9%	44.1%
	2012	34	23	11	67.6%	32.4%
	2011	29	20	9	69.0%	31.0%
Unity	2013	12	12	0	100.0%	0.0%
	2012	12	11	1	91.7%	8.3%
	2011	7	7	-	100.0%	-
Warrap	2013	19	14	5	73.7%	26.3%
	2012	17	9	8	52.9%	47.1%
	2011	7	5	2	71.4%	28.6%
WBG	2013	24	15	9	62.5%	37.5%
	2012	21	13	8	61.9%	38.1%
	2011	19	11	8	57.9%	42.1%
WE	2013	29	23	6	79.3%	20.7%
	2012	21	16	5	76.2%	23.8%
	2011	20	15	5	75.0%	25.0%
Total	2013	236	148	88	62.7%	37.3%
	2012	242	146	96	60.3%	39.7%
	2011	196	126	70	64.3%	35.7%

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



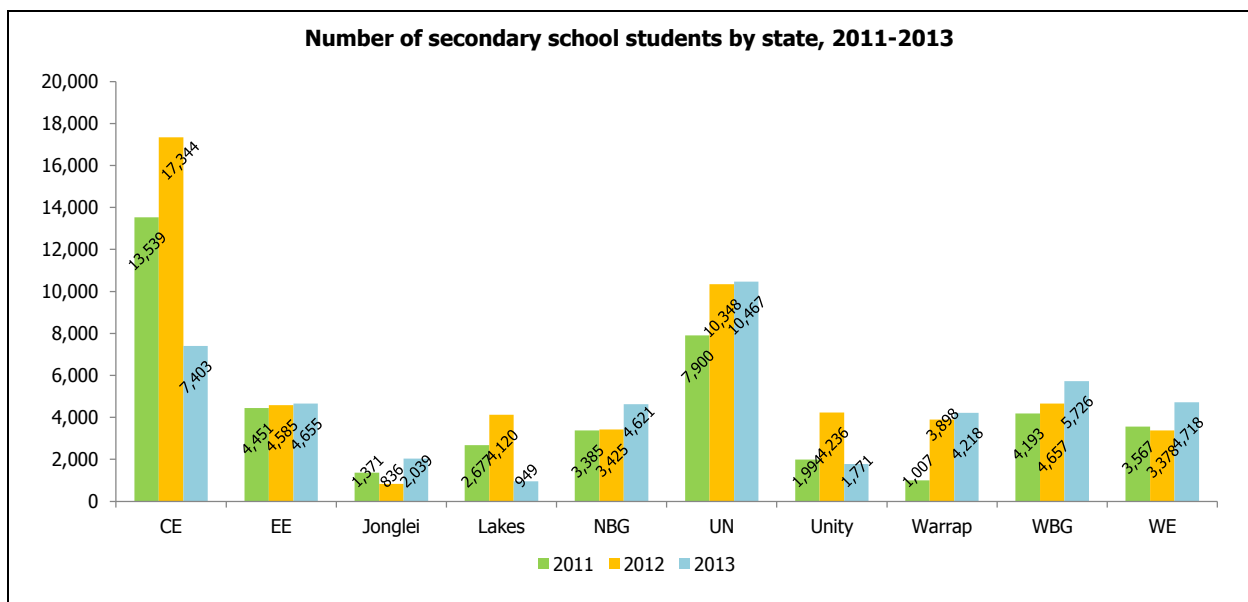
- ✓ The number of secondary schools increased between 2011 and 2013, from 196 to 236. Government continues to represent the largest ownership type, at over 60%.
- ✓ All states saw increases in the number of secondary schools over the three year period, aside from CE and EE.

4.3.2 Pupils

Number and % secondary school pupil enrolment by state and gender, 2011-2013

State	Year	Total	Male	Female	Male %	Female %
CE	2013	7,403	4,926	2,477	66.5%	33.5%
	2012	17,344	10,720	6,624	61.8%	38.2%
	2011	13,539	8,328	5,211	61.5%	38.5%
EE	2013	4,655	3,279	1,376	70.4%	29.6%
	2012	4,585	3,390	1,195	73.9%	26.1%
	2011	4,451	3,268	1,183	73.4%	26.6%
Jonglei	2013	2,039	1,551	488	76.1%	23.9%
	2012	836	729	107	87.2%	12.8%
	2011	1,371	1,101	270	80.3%	19.7%
Lakes	2013	949	628	321	66.2%	33.8%
	2012	4,120	3,457	663	83.9%	16.1%
	2011	2,677	2,288	389	85.5%	14.5%
NBG	2013	4,621	3,537	1,084	76.5%	23.5%
	2012	3,425	2,749	676	80.3%	19.7%
	2011	3,385	2,846	539	84.1%	15.9%
UN	2013	10,467	6,734	3,733	64.3%	35.7%
	2012	10,348	7,260	3,088	70.2%	29.8%
	2011	7,900	5,047	2,853	63.9%	36.1%
Unity	2013	1,771	1,415	356	79.9%	20.1%
	2012	4,236	3,148	1,088	74.3%	25.7%
	2011	1,994	1,737	257	87.1%	12.9%
Warrap	2013	4,218	3,388	830	80.3%	19.7%
	2012	3,898	3,318	580	85.1%	14.9%
	2011	1,007	893	114	88.7%	11.3%
WBG	2013	5,726	3,227	2,499	56.4%	43.6%
	2012	4,657	3,259	1,398	70.0%	30.0%
	2011	4,193	2,678	1,515	63.9%	36.1%
WE	2013	4,718	3,024	1,694	64.1%	35.9%
	2012	3,378	2,016	1,362	59.7%	40.3%
	2011	3,567	2,606	961	73.1%	26.9%
Total	2013	46,567	31,709	14,858	68.1%	31.9%
	2012	56,827	40,046	16,781	70.5%	29.5%
	2011	44,084	30,792	13,292	69.8%	30.2%

* "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.

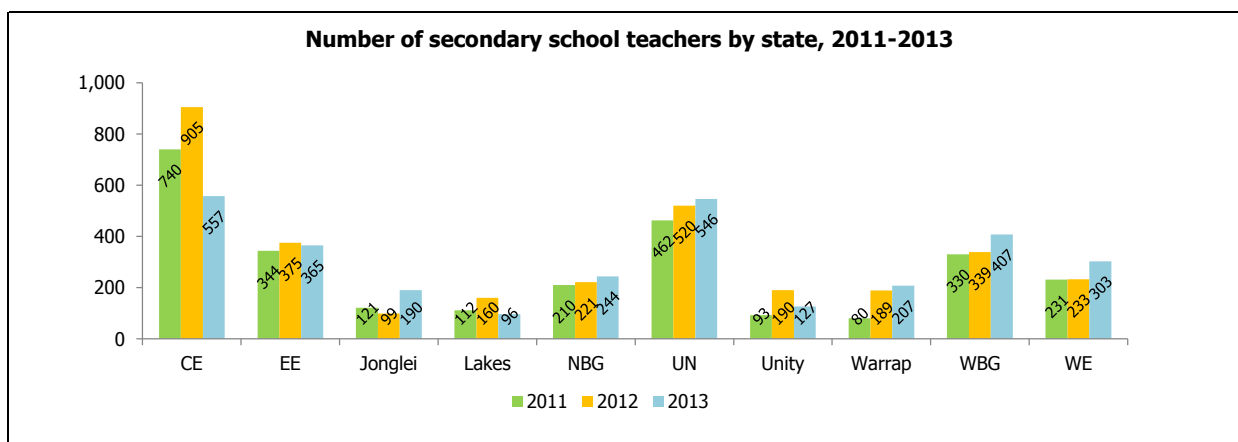


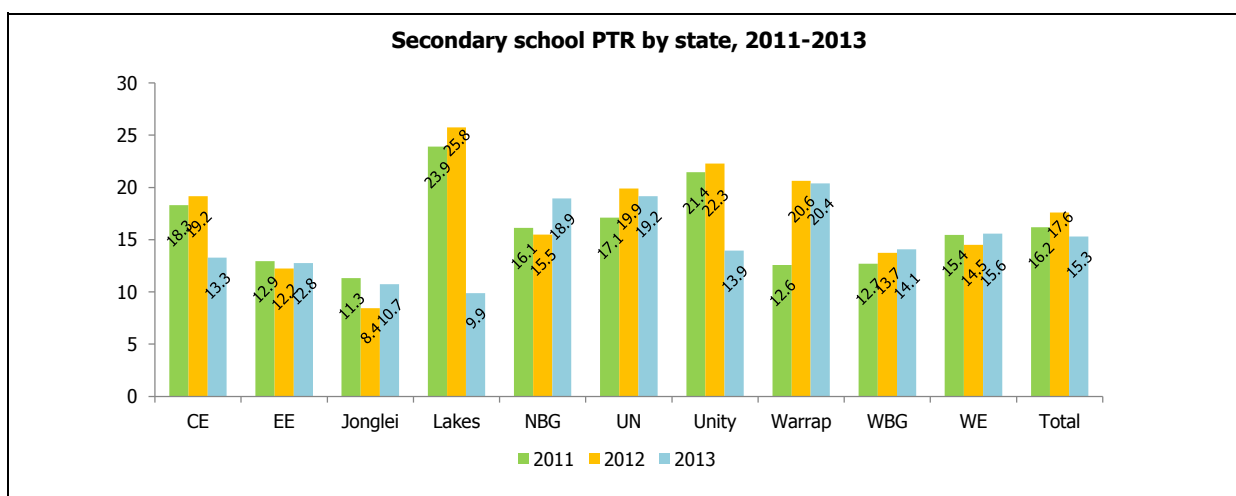
- ✓ The number of secondary pupils increased between 2011 and 2013, but decreased from 2012.
- ✓ Males continue to represent a greater percentage of secondary pupils than females, at almost 70%.
- ✓ A few states saw large decreases in secondary pupils between 2012 and 2013. They include Central Equatoria, Lakes and Unity. On the other hand, Jonglei saw an increase of over 1,000 secondary pupils between 2012 and 2013.

4.3.3 Teachers

No. and % of secondary school teachers and pupil-teacher ratio (PTR) by state and gender, 2011-2013

State	Year	Total	Male	Female	Male %	Female %	PTR
CE	2013	557	462	95	82.9%	17.1%	13.3
	2012	905	775	130	85.6%	14.4%	19.2
	2011	740	633	107	85.5%	14.5%	18.3
EE	2013	365	325	40	89.0%	11.0%	12.8
	2012	375	326	49	86.9%	13.1%	12.2
	2011	344	303	41	88.1%	11.9%	12.9
Jonglei	2013	190	187	3	98.4%	1.6%	10.7
	2012	99	96	3	97.0%	3.0%	8.4
	2011	121	119	2	98.3%	1.7%	11.3
Lakes	2013	96	86	10	89.6%	10.4%	9.9
	2012	160	143	17	89.4%	10.6%	25.8
	2011	112	103	9	92.0%	8.0%	23.9
NBG	2013	244	230	14	94.3%	5.7%	18.9
	2012	221	207	14	93.7%	6.3%	15.5
	2011	210	196	14	93.3%	6.7%	16.1
UN	2013	546	503	43	92.1%	7.9%	19.2
	2012	520	470	50	90.4%	9.6%	19.9
	2011	462	420	42	90.9%	9.1%	17.1
Unity	2013	127	126	1	99.2%	0.8%	13.9
	2012	190	182	8	95.8%	4.2%	22.3
	2011	93	91	2	97.8%	2.2%	21.4
Warrap	2013	207	198	9	95.7%	4.3%	20.4
	2012	189	179	10	94.7%	5.3%	20.6
	2011	80	76	4	95.0%	5.0%	12.6
WBG	2013	407	370	37	90.9%	9.1%	14.1
	2012	339	311	28	91.7%	8.3%	13.7
	2011	330	297	33	90.0%	10.0%	12.7
WE	2013	303	275	28	90.8%	9.2%	15.6
	2012	233	211	22	90.6%	9.4%	14.5
	2011	231	207	24	89.6%	10.4%	15.4
Total	2013	3,042	2,762	280	90.8%	9.2%	15.3
	2012	3,231	2,900	331	89.8%	10.2%	17.6
	2011	2,723	2,445	278	89.8%	10.2%	16.2





- ✓ Similar to pupil enrolments, the number of secondary teachers increased over the three year period but decreased between 2012 and 2013.
- ✓ The secondary teaching force is overwhelmingly male, as this year the percentage of teachers who are male climbed above 90%.
- ✓ The secondary PTR is 15.3 at the national level. States that saw large decreases in PTR over the three year period include Unity, Lakes and Central Equatoria.
- ✓ Warrap saw the largest increase in PTR over the three year period, from 12.6 to 20.4.

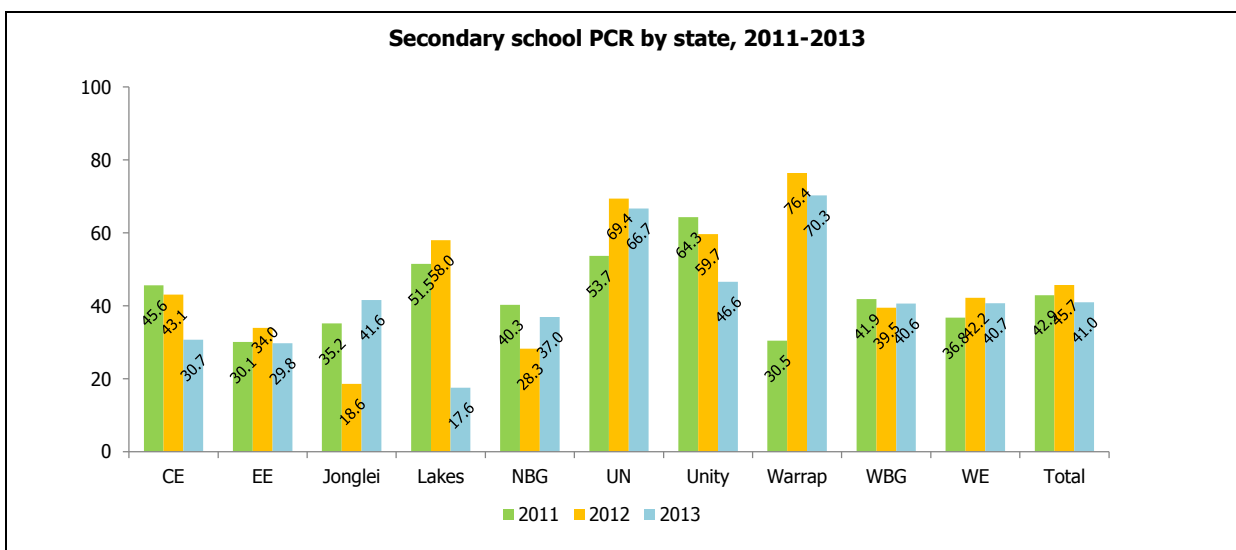
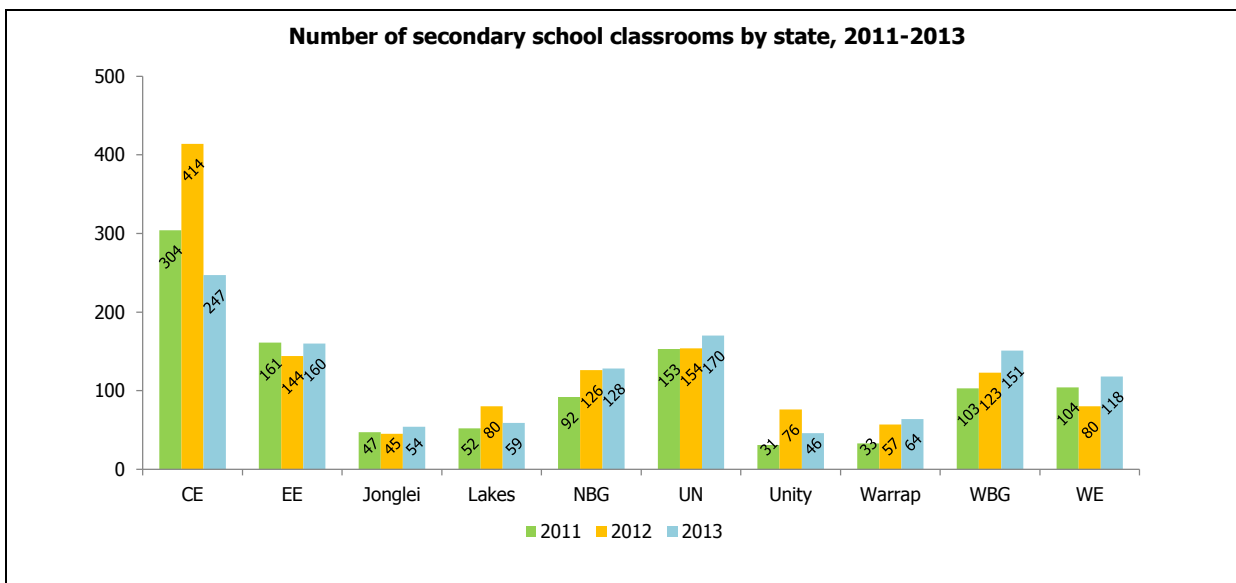
4.3.4 Classrooms

Number of secondary school classrooms and pupil-classroom ratio (PCR) by state and type, 2011-2013

State	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
CE	2013	247	184	57	0	6	30.7
	2012	414	299	103	1	11	43.1
	2011	304	223	74	3	4	45.6
EE	2013	160	138	18	0	4	29.8
	2012	144	124	11	3	6	34.0
	2011	161	130	18	1	12	30.1
Jonglei	2013	54	39	10	5	0	41.6
	2012	45	26	19	-	-	18.6
	2011	47	26	13	3	5	35.2
Lakes	2013	59	48	6	0	5	17.6
	2012	80	62	9	-	9	58.0
	2011	52	50	2	-	-	51.5
NBG	2013	128	110	15	0	3	37.0
	2012	126	96	25	-	5	28.3
	2011	92	72	12	-	8	40.3
UN	2013	170	122	35	9	4	66.7
	2012	154	105	44	-	5	69.4
	2011	153	124	23	3	3	53.7
Unity	2013	46	27	11	4	4	46.6
	2012	76	48	23	-	5	59.7
	2011	31	23	8	-	-	64.3
Warrap	2013	64	45	15	0	4	70.3
	2012	57	44	7	-	6	76.4
	2011	33	31	2	-	-	30.5
WBG	2013	151	127	14	0	10	40.6
	2012	123	105	13	2	3	39.5
	2011	103	83	17	-	3	41.9
WE	2013	118	107	9	1	1	40.7
	2012	80	78	2	-	-	42.2
	2011	104	93	4	2	5	36.8
Total	2013	1,197	947	190	19	41	41.0
	2012	1,299	987	256	6	50	45.7
	2011	1,080	855	173	12	40	42.9

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

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



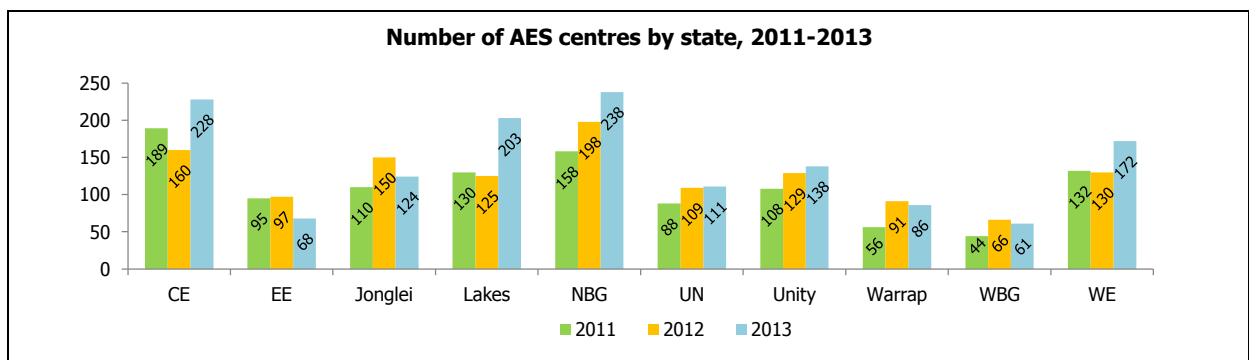
- ✓ The number of secondary classrooms decreased between 2012 and 2013, from 1,299 to 1,197. The largest decrease was in semi-permanent constructed classrooms, from 256 to 190.
- ✓ Central Equatoria, Lakes and Unity are states where the decline in classroom numbers were most notable. In CE the number of classrooms declined from 414 to 247 between 2012 and 2013.
- ✓ The PCR is 41.0 at the national level, which decreased from 45.7 in 2012. States with particularly high PCRs include Warrap (70.3), Upper Nile (66.7) and Unity (46.6).

4.4 Alternative Education System (AES) Centres

4.4.1 Centres

Number and % of AES centres by state and programme type, 2011-2013

State	Year	Total	ALP	Non-ALP	ALP %	Non-ALP %
CE	2013	228	103	125	45.2%	54.8%
	2012	160	78	82	48.8%	51.3%
	2011	189	115	74	60.8%	39.2%
EE	2013	68	63	5	92.6%	7.4%
	2012	97	76	21	78.4%	21.6%
	2011	95	76	19	80.0%	20.0%
Jonglei	2013	124	111	13	89.5%	10.5%
	2012	150	133	17	88.7%	11.3%
	2011	110	97	13	88.2%	11.8%
Lakes	2013	203	119	84	58.6%	41.4%
	2012	125	88	37	70.4%	29.6%
	2011	130	84	46	64.6%	35.4%
NBG	2013	238	215	23	90.3%	9.7%
	2012	198	182	16	91.9%	8.1%
	2011	158	152	6	96.2%	3.8%
UN	2013	111	95	16	85.6%	14.4%
	2012	109	91	18	83.5%	16.5%
	2011	88	73	15	83.0%	17.0%
Unity	2013	138	126	12	91.3%	8.7%
	2012	129	95	34	73.6%	26.4%
	2011	108	89	19	82.4%	17.6%
Warrap	2013	86	73	13	84.9%	15.1%
	2012	91	68	23	74.7%	25.3%
	2011	56	52	4	92.9%	7.1%
WBG	2013	61	52	9	85.2%	14.8%
	2012	66	39	27	59.1%	40.9%
	2011	44	40	4	90.9%	9.1%
WE	2013	172	85	87	49.4%	50.6%
	2012	130	86	44	66.2%	33.8%
	2011	132	99	33	75.0%	25.0%
Total	2013	1,429	1,042	387	72.9%	27.1%
	2012	1,245	929	316	74.6%	25.4%
	2011	1,101	877	231	79.7%	21.0%

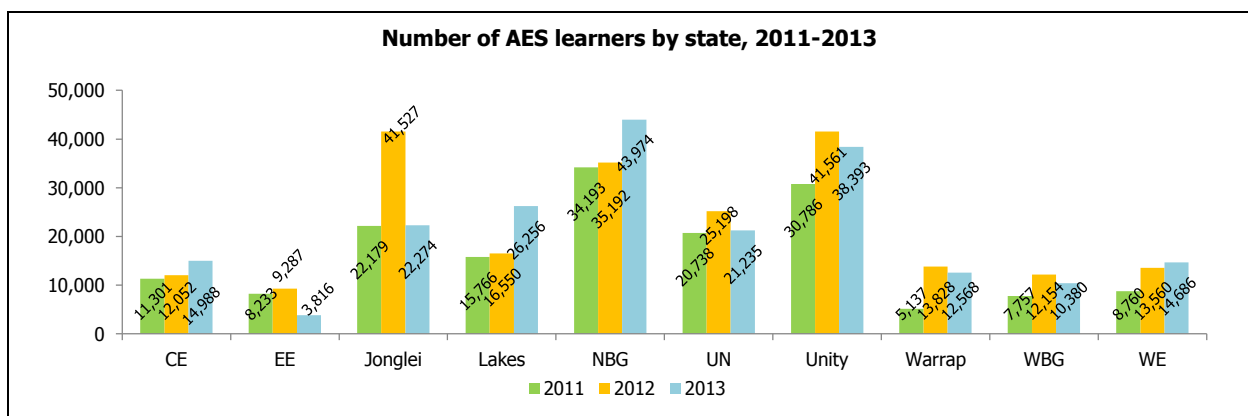


- ✓ The total number of AES centres continued to increase, from 1,245 in 2012 to 1,429 in 2013. The increase is observed in almost all states, except EE and WBG.
- ✓ Centres offering Non-ALP programme as the primary programme make up 29% of all AES centres – a slight increase from 21% in 2011 and 25% in 2012.
- ✓ The percentage of Non-ALP AES centres varies greatly by state. While there are more than 50% of Non-ALP centres in CE and WE, the percentage falls below 10% for EE and NBG.

4.4.2 Learners

Number and % of AES learners by state and gender, 2011-2013

State	Year	Total	Male	Female	Male %	Female %
CE	2013	14,988	7,484	7,504	49.9%	50.1%
	2012	12,052	5,698	6,354	47.3%	52.7%
	2011	11,301	5,481	5,820	48.5%	51.5%
EE	2013	3,816	1,987	1,829	52.1%	47.9%
	2012	9,287	4,871	4,416	52.4%	47.6%
	2011	8,233	4,170	4,063	50.6%	49.4%
Jonglei	2013	22,274	12,426	9,848	55.8%	44.2%
	2012	41,527	24,222	17,305	58.3%	41.7%
	2011	22,179	12,573	9,606	56.7%	43.3%
Lakes	2013	26,256	16,176	10,080	61.6%	38.4%
	2012	16,550	10,458	6,092	63.2%	36.8%
	2011	15,766	9,882	5,884	62.7%	37.3%
NBG	2013	43,974	26,253	17,721	59.7%	40.3%
	2012	35,192	20,377	14,815	57.9%	42.1%
	2011	34,193	21,344	12,849	62.4%	37.6%
UN	2013	21,235	11,624	9,611	54.7%	45.3%
	2012	25,198	14,094	11,104	55.9%	44.1%
	2011	20,738	11,729	9,009	56.6%	43.4%
Unity	2013	38,393	21,774	16,619	56.7%	43.3%
	2012	41,561	22,491	19,070	54.1%	45.9%
	2011	30,786	17,769	13,017	57.7%	42.3%
Warrap	2013	12,568	7,398	5,170	58.9%	41.1%
	2012	13,828	8,492	5,336	61.4%	38.6%
	2011	5,137	3,466	1,671	67.5%	32.5%
WBG	2013	10,380	6,379	4,001	61.5%	38.5%
	2012	12,154	7,321	4,833	60.2%	39.8%
	2011	7,757	4,958	2,799	63.9%	36.1%
WE	2013	14,686	7,588	7,098	51.7%	48.3%
	2012	13,560	6,719	6,841	49.6%	50.4%
	2011	8,760	4,344	4,416	49.6%	50.4%
Total	2013	208,570	119,089	89,481	57.1%	42.9%
	2012	220,909	124,743	96,166	56.5%	43.5%
	2011	164,850	95,716	69,134	58.1%	41.9%

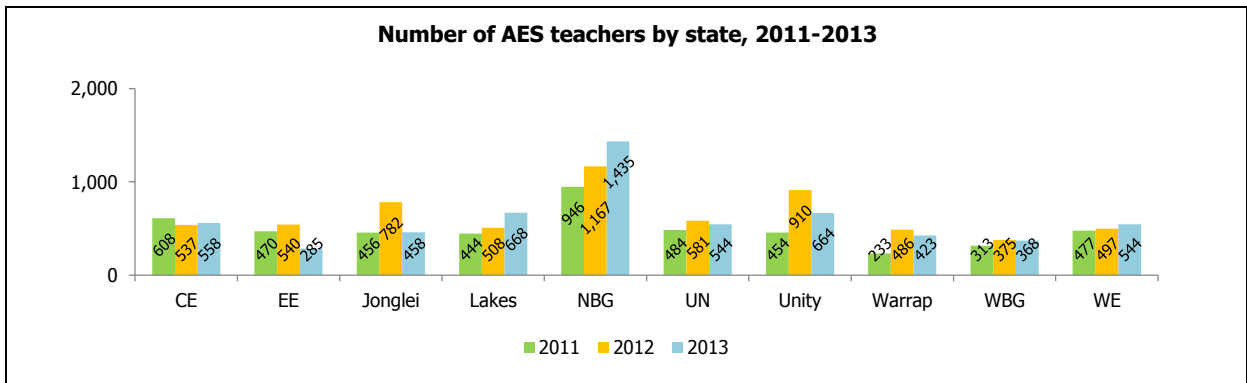


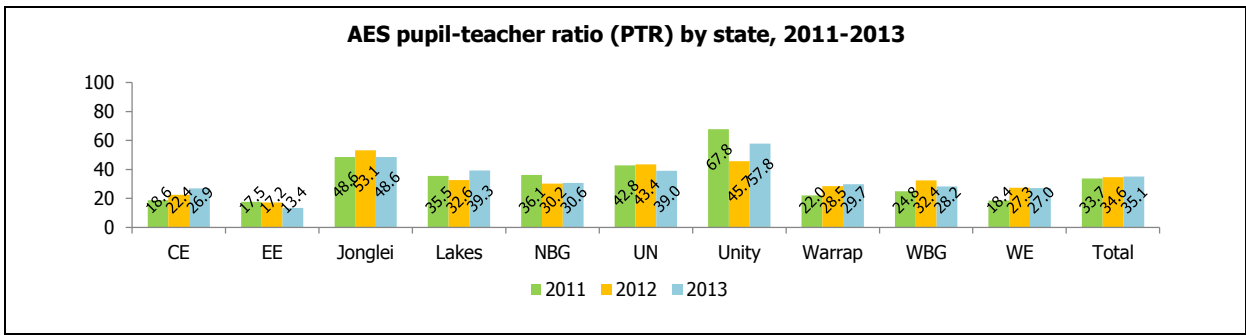
- ✓ After an increase from 2011 to 2012, the number of AES learners decreased by around 12,000 between 2012 and 2013.
- ✓ States with noticeable declines of AES learners are EE and Jonglei, where the enrolment number dropped from 9,287 to 3,816, and 41,527 to 22,274 between 2012 and 2013 respectively.
- ✓ The percentage of male versus female learners stayed relatively constant across the three years, with male learners making up 57% of the total learners enrolled in 2013.

4.4.3 Teachers

No. and % of AES teachers and pupil-teacher ratio (PTR) by state and gender, 2011-2013

State	Year	Total	Male	Female	Male %	Female %	PTR
CE	2013	558	407	151	72.9%	27.1%	26.9
	2012	537	404	133	75.2%	24.8%	22.4
	2011	608	472	136	77.6%	22.4%	18.6
EE	2013	285	240	45	84.2%	15.8%	13.4
	2012	540	444	96	82.2%	17.8%	17.2
	2011	470	386	84	82.1%	17.9%	17.5
Jonglei	2013	458	428	30	93.4%	6.6%	48.6
	2012	782	722	60	92.3%	7.7%	53.1
	2011	456	414	42	90.8%	9.2%	48.6
Lakes	2013	668	581	87	87.0%	13.0%	39.3
	2012	508	461	47	90.7%	9.3%	32.6
	2011	444	379	65	85.4%	14.6%	35.5
NBG	2013	1,435	1,328	107	92.5%	7.5%	30.6
	2012	1,167	1,063	104	91.1%	8.9%	30.2
	2011	946	887	59	93.8%	6.2%	36.1
UN	2013	544	503	41	92.5%	7.5%	39.0
	2012	581	542	39	93.3%	6.7%	43.4
	2011	484	451	33	93.2%	6.8%	42.8
Unity	2013	664	624	40	94.0%	6.0%	57.8
	2012	910	860	50	94.5%	5.5%	45.7
	2011	454	424	30	93.4%	6.6%	67.8
Warrap	2013	423	395	28	93.4%	6.6%	29.7
	2012	486	459	27	94.4%	5.6%	28.5
	2011	233	226	7	97.0%	3.0%	22.0
WBG	2013	368	330	38	89.7%	10.3%	28.2
	2012	375	345	30	92.0%	8.0%	32.4
	2011	313	289	24	92.3%	7.7%	24.8
WE	2013	544	486	58	89.3%	10.7%	27.0
	2012	497	435	62	87.5%	12.5%	27.3
	2011	477	429	48	89.9%	10.1%	18.4
Total	2013	5,947	5,322	625	89.5%	10.5%	35.1
	2012	6,383	5,735	648	89.8%	10.2%	34.6
	2011	4,885	4,357	528	89.2%	10.8%	33.7





- ✓ The number of AES teachers decreased slightly by around 400 from 2012 to 2013.
- ✓ The gender breakdown of AES teachers stayed almost the same, with significantly more male teachers (89%) than female teachers (11%). CE has the highest percentage of female teachers, at 27%, followed by EE at 16%.
- ✓ PTR at the national level increased slightly in 2013, from 34.6 in 2012 to 35.1. EE has the lowest PTR among all states, at 13.4, in contrast to Unity and Jonglei where PTR reaches 58 and 49 respectively.

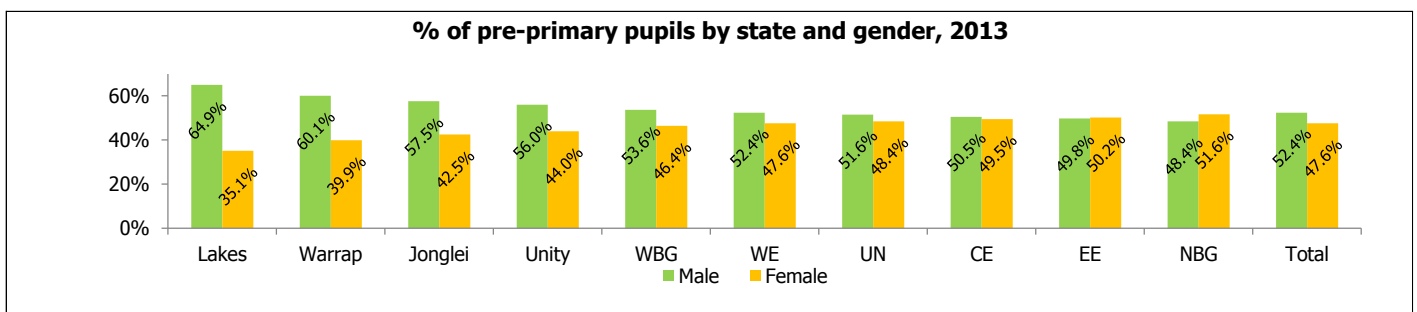
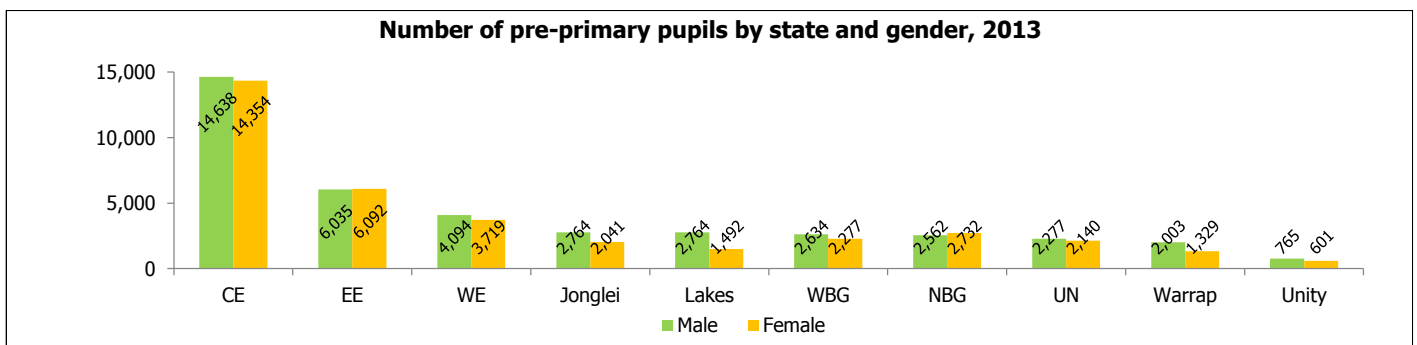
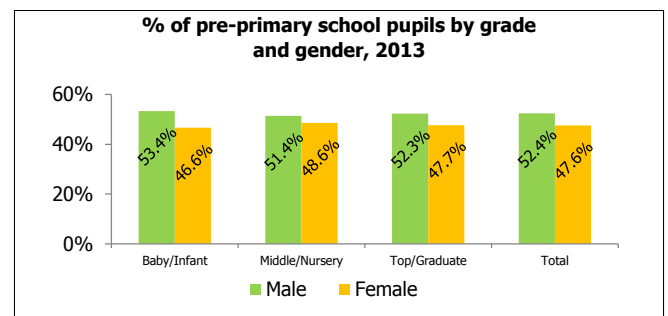
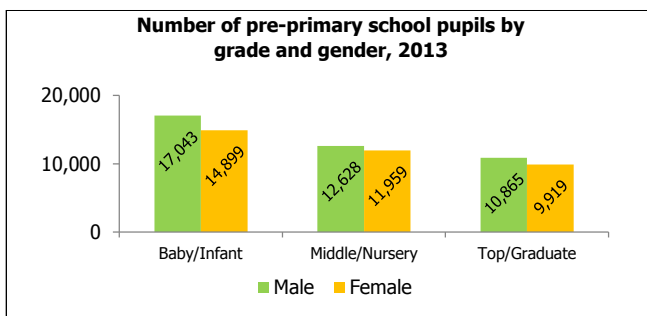
5 PRE-PRIMARY SCHOOL, 2013

5.1. Access

5.1.1 Enrolment

Number of pre-primary school pupils by state and grade, 2013

State	Total	Baby/Infant	Middle/Nursery	Top/Graduate
CE	28,992	11,458	9,276	8,258
EE	12,127	4,791	3,836	3,500
Jonglei	4,805	1,766	1,890	1,149
Lakes	4,256	1,981	1,420	855
NBG	5,294	2,240	1,515	1,539
UN	4,417	2,120	1,230	1,067
Unity	1,366	296	504	566
Warrap	3,332	1,460	1,263	609
WBG	4,911	2,048	1,392	1,471
WE	7,813	3,782	2,261	1,770
Total	77,313	31,942	24,587	20,784



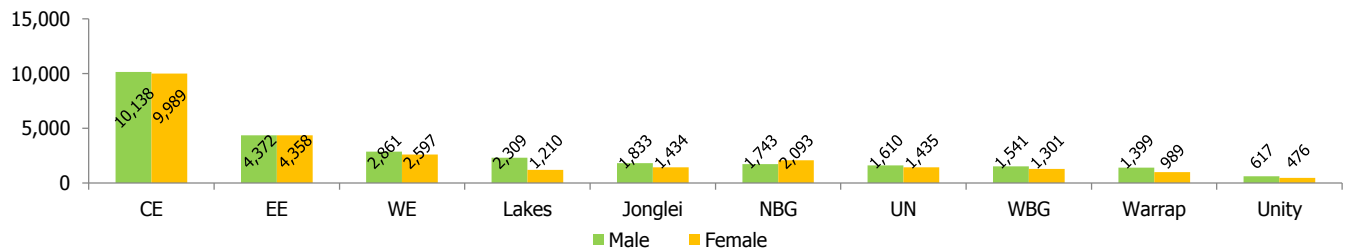
- ✓ There are 77,313 pupils in pre-primary schools in South Sudan. Baby/infant grade has the greatest number, at 31,942, followed by middle/nursery at 24,587 and top/graduate at 20,784.
- ✓ The state with the greatest number of pre-primary pupils is CE, with almost 30,000. EE has the next greatest number, at over 12,000, but no other state has greater than 8,000 pupils.
- ✓ The states with the lowest percentage of females are Lakes (35.1%), Warrap (39.9%) and Jonglei (42.5%).

5.1.2 Overage pupils

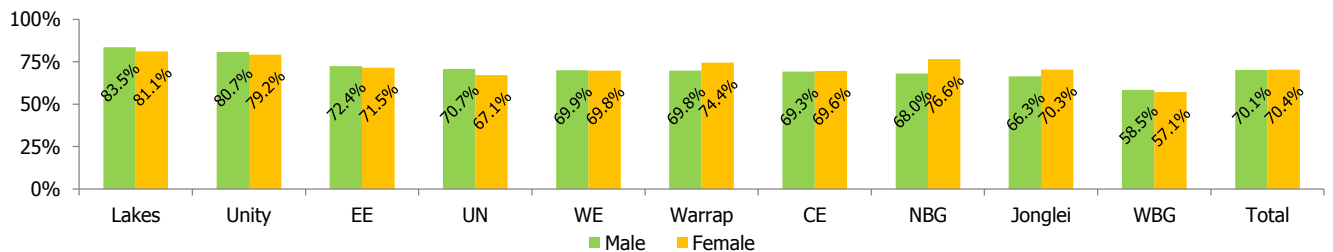
Number of pre-primary school overage pupils by state and gender, by 2013

State	Total			Male			Female		
	At age	Overage	% overage	At age	Overage	% overage	At age	Overage	% overage
CE	8,865	20,127	69.4%	4,500	10,138	69.3%	4,365	9,989	69.6%
EE	3,397	8,730	72.0%	1,663	4,372	72.4%	1,734	4,358	71.5%
Jonglei	1,538	3,267	68.0%	931	1,833	66.3%	607	1,434	70.3%
Lakes	737	3,519	82.7%	455	2,309	83.5%	282	1,210	81.1%
NBG	1,458	3,836	72.5%	819	1,743	68.0%	639	2,093	76.6%
UN	1,372	3,045	68.9%	667	1,610	70.7%	705	1,435	67.1%
Unity	273	1,093	80.0%	148	617	80.7%	125	476	79.2%
Warrap	944	2,388	71.7%	604	1,399	69.8%	340	989	74.4%
WBG	2,069	2,842	57.9%	1,093	1,541	58.5%	976	1,301	57.1%
WE	2,355	5,458	69.9%	1,233	2,861	69.9%	1,122	2,597	69.8%
Total	23,008	54,305	70.2%	12,113	28,423	70.1%	10,895	25,882	70.4%

Number of pre-primary school overage pupils by state and gender, 2013



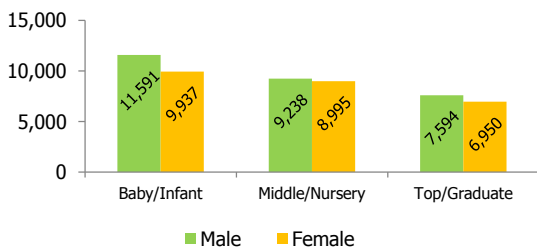
% of pre-primary overage pupils by state and gender, 2013



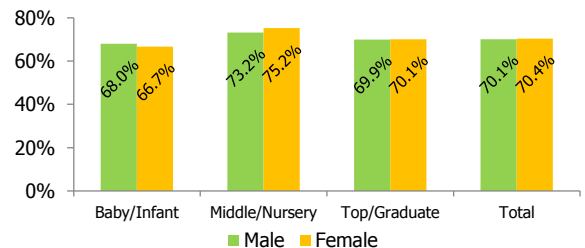
Number and % of pre-primary school at-age and overage pupils by state and gender, by 2013

Grade	Total			Male			Female		
	At age	Overage	%overage	At age	Overage	%overage	At age	Overage	%overage
Baby/Infant	10,414	21,528	67.4%	5,452	11,591	68.0%	4,962	9,937	66.7%
Middle/Nursery	6,354	18,233	74.2%	3,390	9,238	73.2%	2,964	8,995	75.2%
Top/Graduate	6,240	14,544	70.0%	3,271	7,594	69.9%	2,969	6,950	70.1%
Total	23,008	54,305	70.2%	12,113	28,423	70.1%	10,895	25,882	70.4%

Number of pre-primary school overage pupils by grade and gender, 2013



% of pre-primary school overage pupils by grade and gender, 2013



- ✓ In baby/infant grade, age 3 is the appropriate age for grade. Please refer to section 3.2.2. for more information on how overage pupils are defined. In pre-primary education, most pupils are overage, whether male or female (around 70%).
- ✓ The percentage of overage pupils ranges from 57.9% in WBG to 82.7% in Lakes. There is not much of a gender disparity observed in terms of overage pupils
- ✓ By grade, the percentage of overage pupils is greatest in Middle/Nursery (74.2%).

5.2. Resources

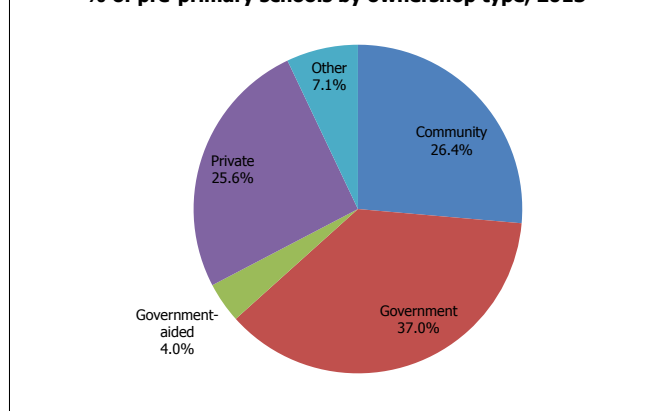
5.2.1 Schools

Number of pre-primary schools by ownership, 2013

Ownership type	Schools
Community	172
Government	241
Government-aided	26
Private	167
Other	46
Total	652

- ✓ The number of pre-primary schools by ownership ranges from 26 government-aided schools to 241 government schools. Government owns the greatest percentage of pre-primary schools, at 34.0%.
- ✓ Community schools also represent a relatively large portion of pre-primary ownership, at 26.4% of the total, followed by private at 25.6% of the total.

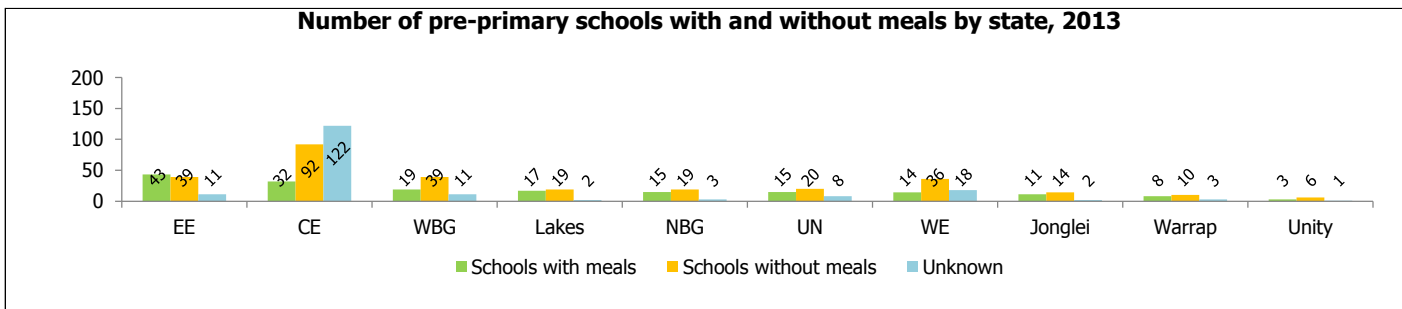
% of pre-primary schools by ownership type, 2013



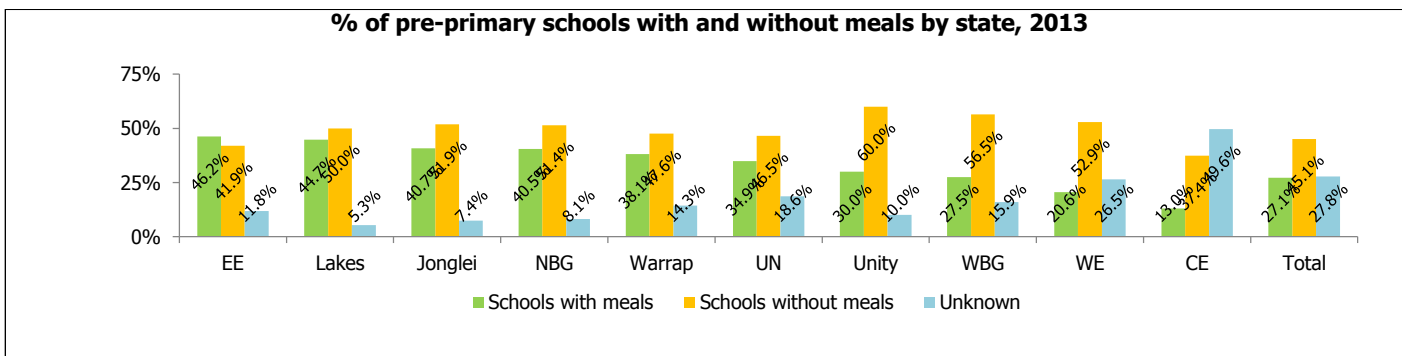
Number and % of pre-primary schools with meals by state, 2013

State	Total	School w/meals		Schools w/out meals		Unknown	
		Count	% total	Count	% total	Count	% total
CE	246	32	13.0%	92	37.4%	122	49.6%
EE	93	43	46.2%	39	41.9%	11	11.8%
Jonglei	27	11	40.7%	14	51.9%	2	7.4%
Lakes	38	17	44.7%	19	50.0%	2	5.3%
NBG	37	15	40.5%	19	51.4%	3	8.1%
UN	43	15	34.9%	20	46.5%	8	18.6%
Unity	10	3	30.0%	6	60.0%	1	10.0%
Warrap	21	8	38.1%	10	47.6%	3	14.3%
WBG	69	19	27.5%	39	56.5%	11	15.9%
WE	68	14	20.6%	36	52.9%	18	26.5%
Total	652	177	27.1%	294	45.1%	181	27.8%

Number of pre-primary schools with and without meals by state, 2013



% of pre-primary schools with and without meals by state, 2013



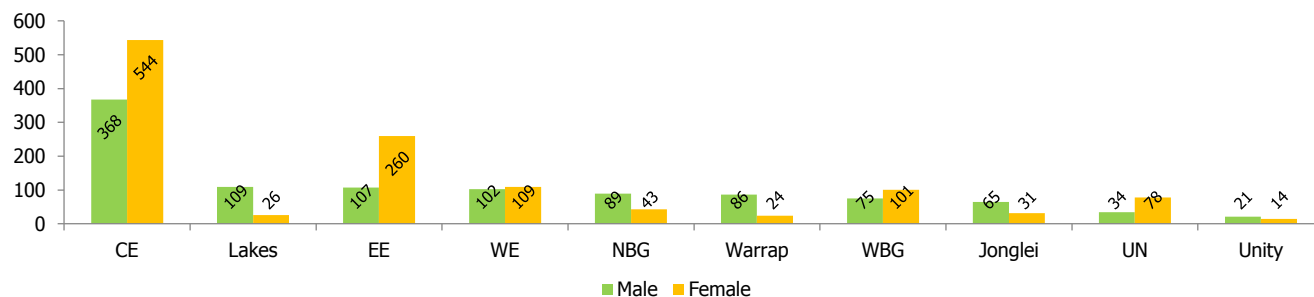
- ✓ Most pre-primary schools in South Sudan do not offer free meals. Overall, 45.1% of pre-primary schools do not have meals during the day.
- ✓ The number of schools with meals ranges from six in Unity to 92 in Central Equatoria. The state with the greatest percentage of schools with meals is Eastern Equatoria, where 46.2% of pre-primary schools offer meals.
- ✓ Offering school meals can be an important way of drawing children into pre-primary school, and offers valuable nutrition which helps students concentrate, stay healthy and may improve learning.

5.2.2 Teachers

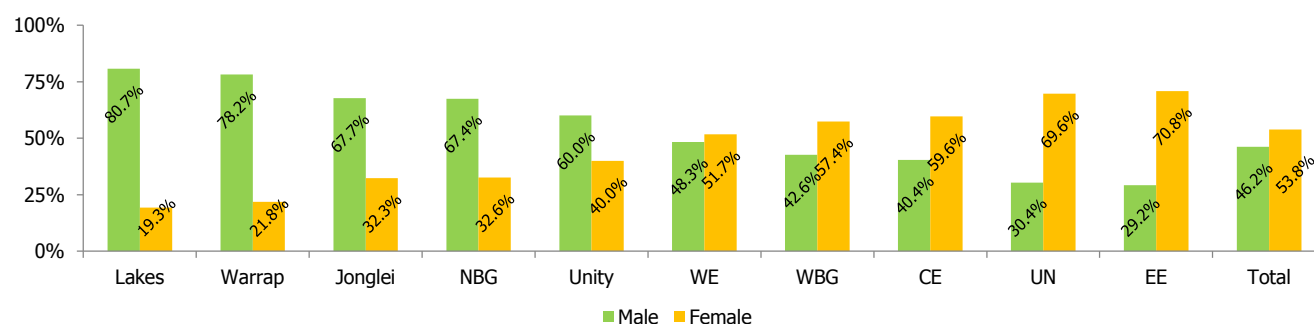
Number and % of pre-primary school teachers by state and gender, 2013

State	Total	Male		Female	
		Count	% total	Count	% total
CE	912	368	40.4%	544	59.6%
EE	367	107	29.2%	260	70.8%
Jonglei	96	65	67.7%	31	32.3%
Lakes	135	109	80.7%	26	19.3%
NBG	132	89	67.4%	43	32.6%
UN	112	34	30.4%	78	69.6%
Unity	35	21	60.0%	14	40.0%
Warrap	110	86	78.2%	24	21.8%
WBG	176	75	42.6%	101	57.4%
WE	211	102	48.3%	109	51.7%
Total	2,286	1,056	46.2%	1,230	53.8%

Number of pre-primary school teachers by state and gender, 2013



% of pre-primary school teachers by state and gender, 2013



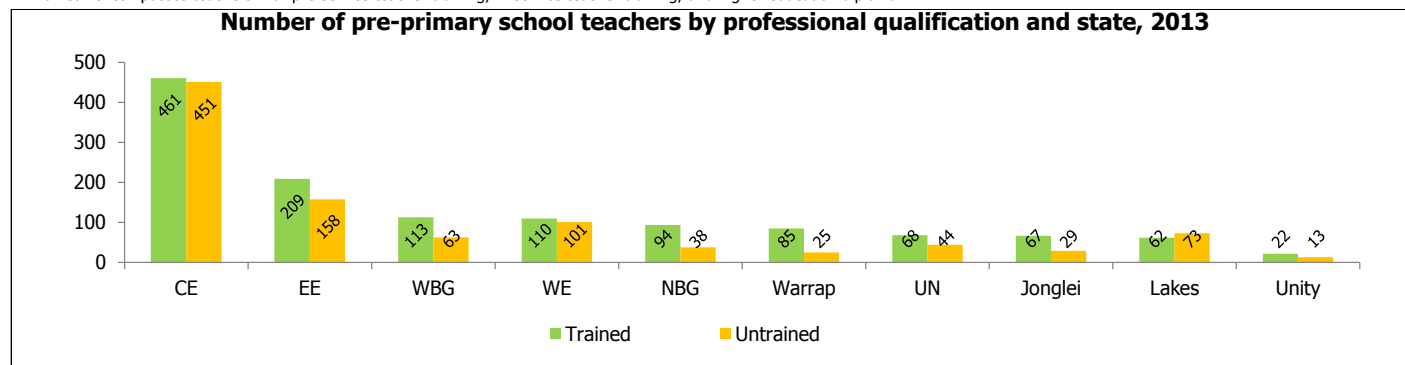
- ✓ The number of pre-primary teachers stands at 2,286; 1,056 males and 1,230 females.
- ✓ The number of teachers ranges from 912 in CE to 35 in Unity.
- ✓ There are two states (Warrap and Lakes), where the percentage of teachers who are female is less than 22%. There are five states (WBG, WE, UN, EE and CE) where the percentage who are female is greater than the percentage who are male.

Number and % of pre-primary school teachers by professional qualification and state, 2013

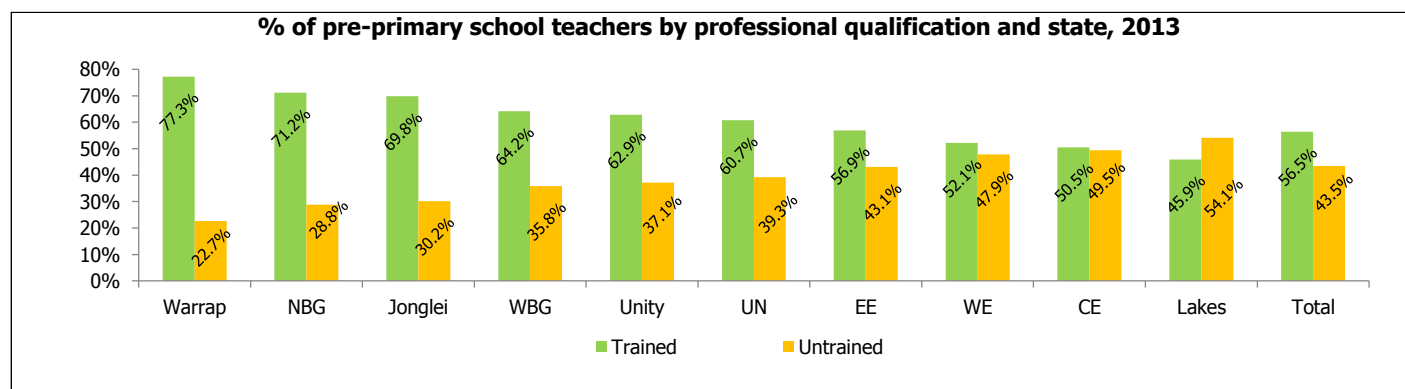
State	Total	Trained		Untrained	
		Count	% total	Count	% total
CE	912	461	50.5%	451	49.5%
EE	367	209	56.9%	158	43.1%
Jonglei	96	67	69.8%	29	30.2%
Lakes	135	62	45.9%	73	54.1%
NBG	132	94	71.2%	38	28.8%
UN	112	68	60.7%	44	39.3%
Unity	35	22	62.9%	13	37.1%
Warrap	110	85	77.3%	25	22.7%
WBG	176	113	64.2%	63	35.8%
WE	211	110	52.1%	101	47.9%
Total	2,286	1,291	56.5%	995	43.5%

**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, 2013



% of pre-primary school teachers by professional qualification and state, 2013



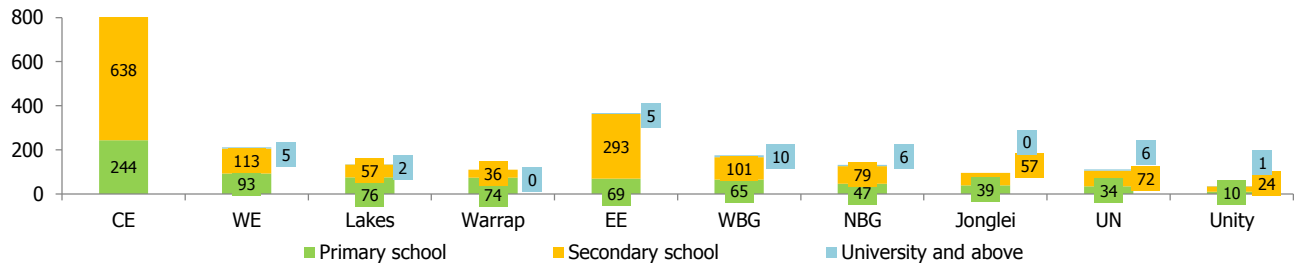
- ✓ The majority of teachers at the pre-primary level are trained, at almost 56.5%. Untrained teachers make up 43.5% of the teaching force.
- ✓ Lakes is the state with the greatest percentage of untrained pre-primary teachers, at 54.1%. The state with the greatest percentage of pre-primary teachers who are trained is Warrap, where 77.3% are trained.

Number and % of pre-primary school teachers by academic qualification and state, 2013

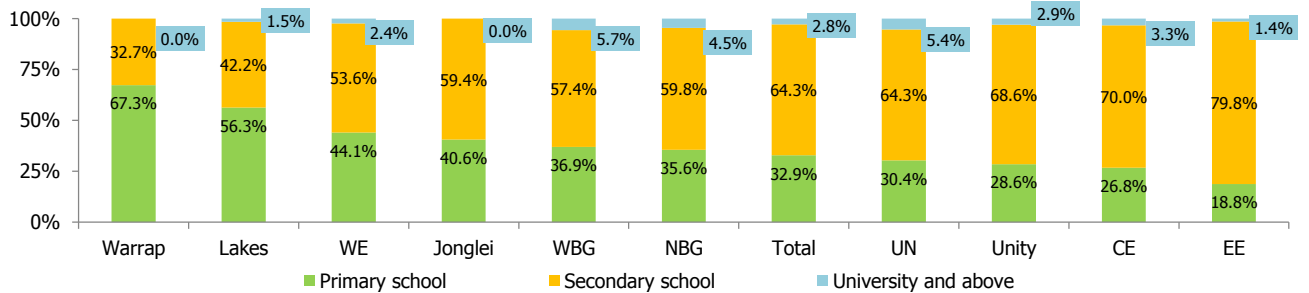
State	Total	Primary School		Secondary School		University and above	
		Count	% total	Count	% total	Count	% total
CE	912	244	26.8%	638	70.0%	30	3.3%
EE	367	69	18.8%	293	79.8%	5	1.4%
Jonglei	96	39	40.6%	57	59.4%	0	0.0%
Lakes	135	76	56.3%	57	42.2%	2	1.5%
NBG	132	47	35.6%	79	59.8%	6	4.5%
UN	112	34	30.4%	72	64.3%	6	5.4%
Unity	35	10	28.6%	24	68.6%	1	2.9%
Warrap	110	74	67.3%	36	32.7%	0	0.0%
WBG	176	65	36.9%	101	57.4%	10	5.7%
WE	211	93	44.1%	113	53.6%	5	2.4%
Total	2,286	751	32.9%	1,470	64.3%	65	2.8%

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

Number of pre-primary school teachers by academic qualification and state, 2013



% of pre-primary school teachers by academic qualification and state, 2013

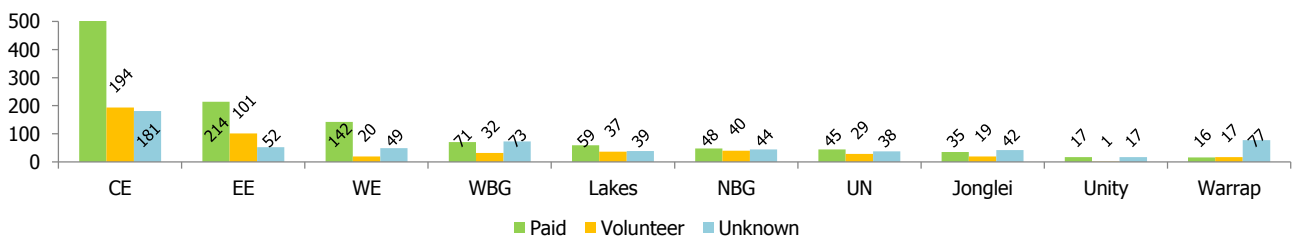


- ✓ The majority of pre-primary teachers in South Sudan completed secondary, O-level and/or A-level education levels, at 64.3%. The next greatest percentage of pre-primary teachers completed primary and intermediate.
- ✓ By state, the percentage of teachers educated to the secondary level varies from 32.7% in Warrap to 79.8% in Eastern Equatoria.
- ✓ Warrap is the state where the greatest percentage of pre-primary teachers were educated only to the primary level, at 67.3%, followed by Lakes at 56.3%. In no other state are greater than 50% of teachers educated only at the primary level.

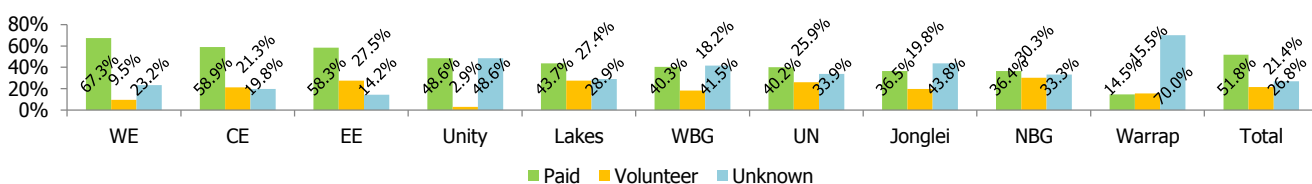
Number and % of pre-primary school teachers by employment status and state, 2013

State	Total	Paid		Volunteer		Unknown	
		Count	% total	Count	% total	Count	% total
CE	912	537	58.9%	194	21.3%	181	19.8%
EE	367	214	58.3%	101	27.5%	52	14.2%
Jonglei	96	35	36.5%	19	19.8%	42	43.8%
Lakes	135	59	43.7%	37	27.4%	39	28.9%
NBG	132	48	36.4%	40	30.3%	44	33.3%
UN	112	45	40.2%	29	25.9%	38	33.9%
Unity	35	17	48.6%	1	2.9%	17	48.6%
Warrap	110	16	14.5%	17	15.5%	77	70.0%
WBG	176	71	40.3%	32	18.2%	73	41.5%
WE	211	142	67.3%	20	9.5%	49	23.2%
Total	2,286	1,184	51.8%	490	21.4%	612	26.8%

Number of pre-primary school teachers by employment status and state, 2013



% of pre-primary school teachers by employment status and state, 2013



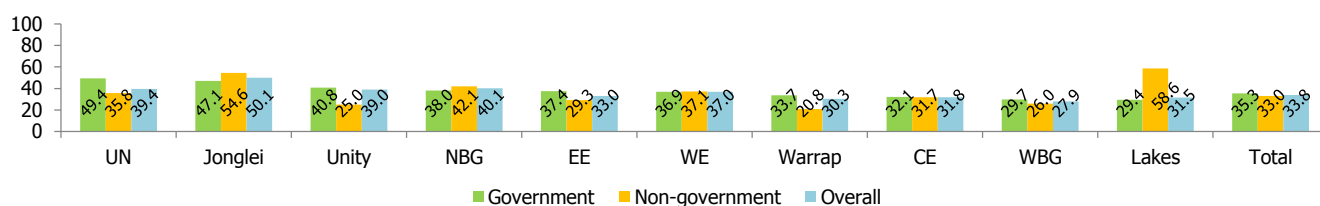
- ✓ The majority of pre-primary teachers in South Sudan are paid, at 51.8%. 21.4% teach on a volunteer basis.
- ✓ The state where the greatest percentage of teachers are paid is Western Equatoria, at almost 67.3%. On the other hand, only 14.5% of teachers are paid in Warrap.
- ✓ A relatively large number of teachers have an unknown employment status, meaning they are not paid by government or the community, but also do not teach on a volunteer basis.

Pre-primary school pupil-teacher ratio (PTR) by state and ownership, by 2013

State	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupils	Teacher	PTR
CE	28,992	912	31.8	5,684	177	32.1	23,308	735	31.7
EE	12,127	367	33.0	6,396	171	37.4	5,621	192	29.3
Jonglei	4,805	96	50.1	2,732	58	47.1	2,073	38	54.6
Lakes	4,256	135	31.5	3,376	115	29.4	820	14	58.6
NBG	5,294	132	40.1	2,432	64	38.0	2,862	68	42.1
UN	4,417	112	39.4	1,481	30	49.4	2,936	82	35.8
Unity	1,366	35	39.0	1,266	31	40.8	100	4	25.0
Warrap	3,332	110	30.3	2,729	81	33.7	603	29	20.8
WBG	4,911	176	27.9	2,700	91	29.7	2,211	85	26.0
WE	7,813	211	37.0	2,765	75	36.9	5,048	136	37.1
Total	77,313	2,286	33.8	31,561	893	35.3	45,882	1,383	33.0

*"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, by 2013



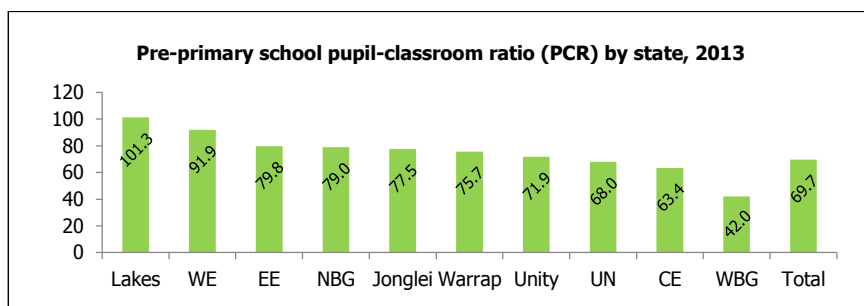
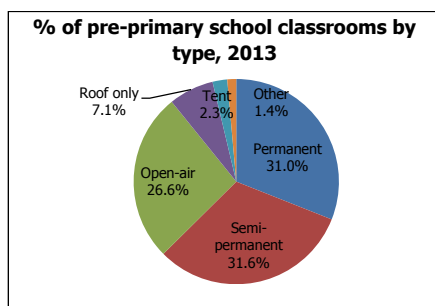
- ✓ The pupil teacher ratio (PTR) is a measure of human resource input indicating the relative access that pupils have to teachers. A high PTR indicates there are few teachers for all pupils, which may have a negative impact on pupil learning.
- ✓ The PTR stands at 33.8 at the pre-primary level in South Sudan, 35.3 in government schools and 33.0 in non-government schools.
- ✓ The state with the greatest PTR is Jonglei at 50.1, while CE, EE, Lakes and Warrap have PTRs below 35.

5.2.3. Classrooms

Number of pre-primary school classrooms and pupil-classroom ratio (PCR) by state and type, 2013

State	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
CE	680	218	239	159	36	18	10	63.4
EE	293	68	84	113	19	1	8	79.8
Jonglei	103	41	21	20	14	2	5	77.5
Lakes	106	26	16	59	5	0	0	101.3
NBG	111	33	34	27	7	10	0	79.0
UN	92	22	43	7	17	2	1	68.0
Unity	27	0	19	8	0	0	0	71.9
Warrap	59	28	16	8	7	0	0	75.7
WBG	162	73	44	33	11	0	1	42.0
WE	141	41	44	38	10	8	0	91.9
Total	1,774	550	560	472	126	41	25	69.7

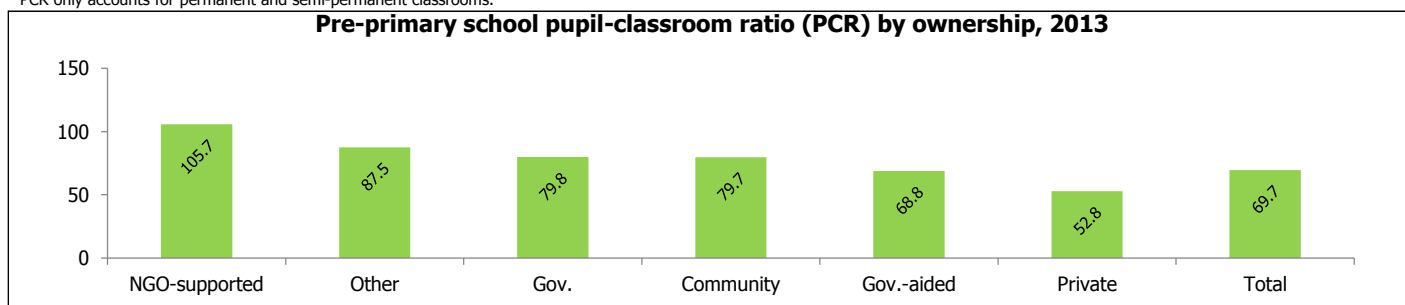
*PCR only accounts for permanent and semi-permanent classrooms.



Number of pre-primary school classrooms and pupil-classroom ratio (PCR) by ownership type, 2013

Ownership	Total	Perms	Semi-perm	Open-air	Roof only	Tent	Other	PCR
Community	411	73	143	140	33	14	8	79.7
Gov.	631	213	135	221	47	11	4	79.8
Gov.-aided	86	30	25	21	7	0	3	68.8
Private	528	211	219	51	27	14	6	52.8
NGO-supported	49	16	10	14	4	2	3	105.7
Other	69	7	28	25	8	0	1	87.5
Total	1,774	550	560	472	126	41	25	69.7

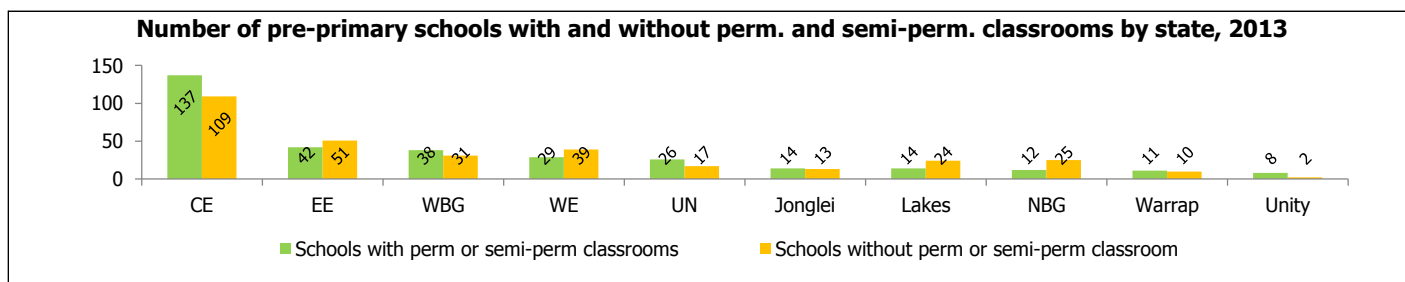
*PCR only accounts for permanent and semi-permanent classrooms.



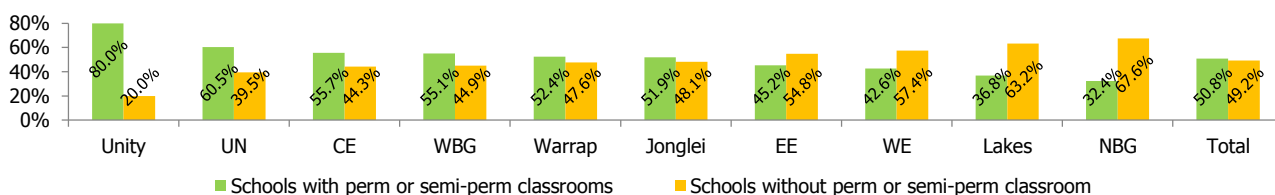
- ✓ The greatest percentage of pre-primary classrooms are semi-permanent structures at 31.6%, followed closely by permanent structures at 31.0%. 26.6% of pre-primary classrooms in South Sudan are open-air.
- ✓ The pupil-classroom ratio (PCR) is another measure of resource input used to indicate the quality of schooling. See 3.3.2. for more information on how the PCR is calculated. It is important to note that it only takes account of permanent and semi-permanent structures.
- ✓ The PCR at the pre-primary level is 69.7, and ranges from 101.3 in Lakes to 42.0 in WBG.

Number and % of pre-primary schools with permanent and semi-permanent classrooms by state, 2013

State	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
CE	246	137	55.7%	109	44.3%
EE	93	42	45.2%	51	54.8%
Jonglei	27	14	51.9%	13	48.1%
Lakes	38	14	36.8%	24	63.2%
NBG	37	12	32.4%	25	67.6%
UN	43	26	60.5%	17	39.5%
Unity	10	8	80.0%	2	20.0%
Warrap	21	11	52.4%	10	47.6%
WBG	69	38	55.1%	31	44.9%
WE	68	29	42.6%	39	57.4%
Total	652	331	50.8%	321	49.2%



% of pre-primary schools with and without perm. and semi-perm. classrooms by state, 2013



- ✓ A roughly equal percentage of pre-primary schools are with permanent and semi-permanent classrooms, compared to without.
- ✓ The number of pre-primary schools with permanent and semi-permanent classrooms ranges from over 100 in CE to only 8 in Unity. There are three states (NBG, Unity and Warrap) where fewer than 13 pre-primary schools have permanent and semi-permanent classrooms.
- ✓ There are only three states (Unity and Upper Nile) where greater than 60% of schools have permanent or semi-permanent classrooms.

5.2.4. Curriculum and instruction

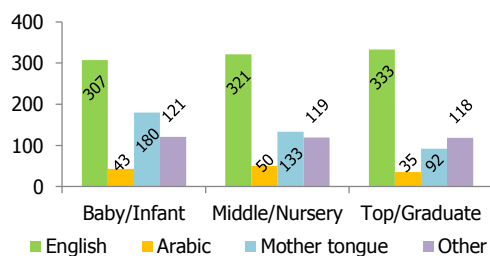
Number and % of pre-primary school by language of instruction and grade, 2013

Language	Baby/Infant	Nursery/Middle	Top/Graduate
English	307 47.2%	321 51.5%	333 57.6%
Arabic	43 6.6%	50 8.0%	35 6.1%
Mother tongue	180 27.6%	133 21.3%	92 15.9%
Other	121 18.6%	119 19.1%	118 20.4%
Total	651	623	578

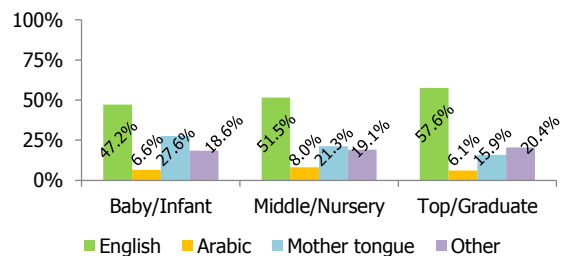
*This section only counted the schools who responded to this question. Those who did not respond were not accounted for.

**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, 2013



% of pre-primary school by language of instruction and grade, by 2013



- ✓ The majority of pre-primary schools, particularly in the top/graduate grade, have English as the language of instruction.
- ✓ The next greatest percentage of pre-primary schools are instructed in Mother Tongue, at 27.6% in the baby/infant grade.
- ✓ Fewer than 8% of pre-primary schools in South Sudan have Arabic as the language of instruction at each grade level.

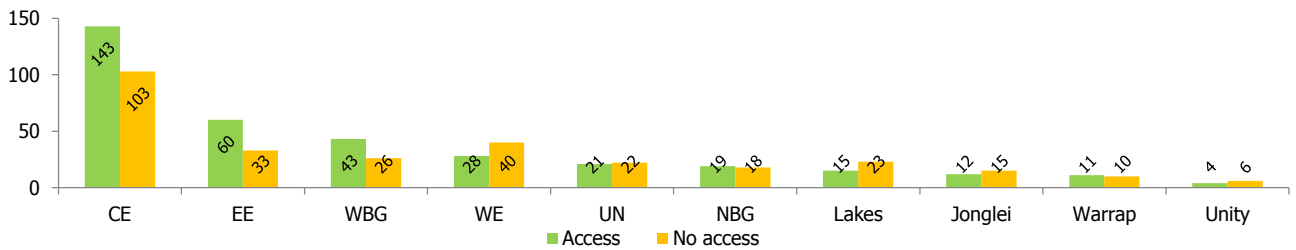
5.2.5. Facilities

Number and % of pre-primary schools with and without access to drinking water by state, 2013

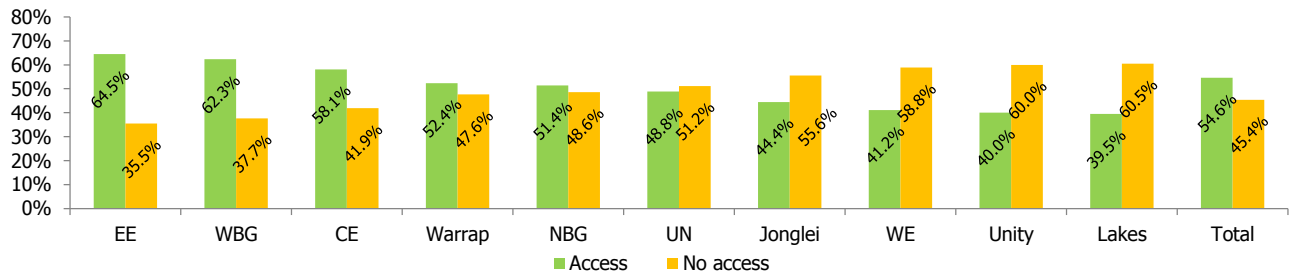
State	Schools	Access		No access	
		Count	% total	Count	% total
CE	246	143	58.1%	103	41.9%
EE	93	60	64.5%	33	35.5%
Jonglei	27	12	44.4%	15	55.6%
Lakes	38	15	39.5%	23	60.5%
NBG	37	19	51.4%	18	48.6%
UN	43	21	48.8%	22	51.2%
Unity	10	4	40.0%	6	60.0%
Warrap	21	11	52.4%	10	47.6%
WBG	69	43	62.3%	26	37.7%
WE	68	28	41.2%	40	58.8%
Total	652	356	54.6%	296	45.4%

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

Number of pre-primary schools with access to drinking water by state, 2013



% of pre-primary schools with access to drinking water by state, 2013



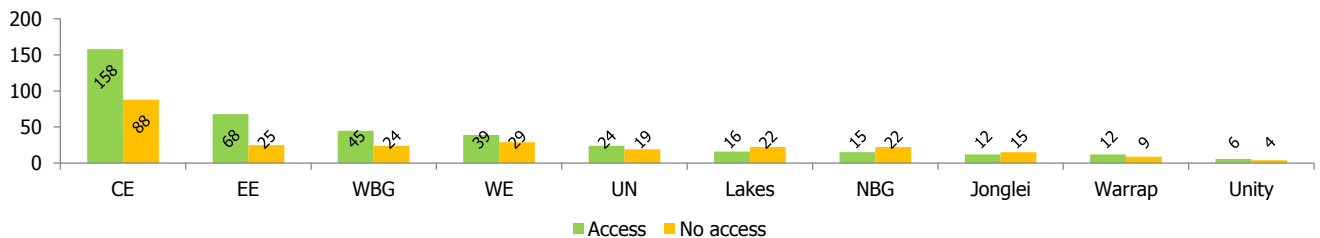
- ✓ Nationally, 54.6% of pre-primary schools have access to drinking water. This ranges from 39.5% in Lakes to 64.5% in EE.
- ✓ There are two states where greater than 60% of pre-primary schools do not have access to water. They are Unity and Lakes.

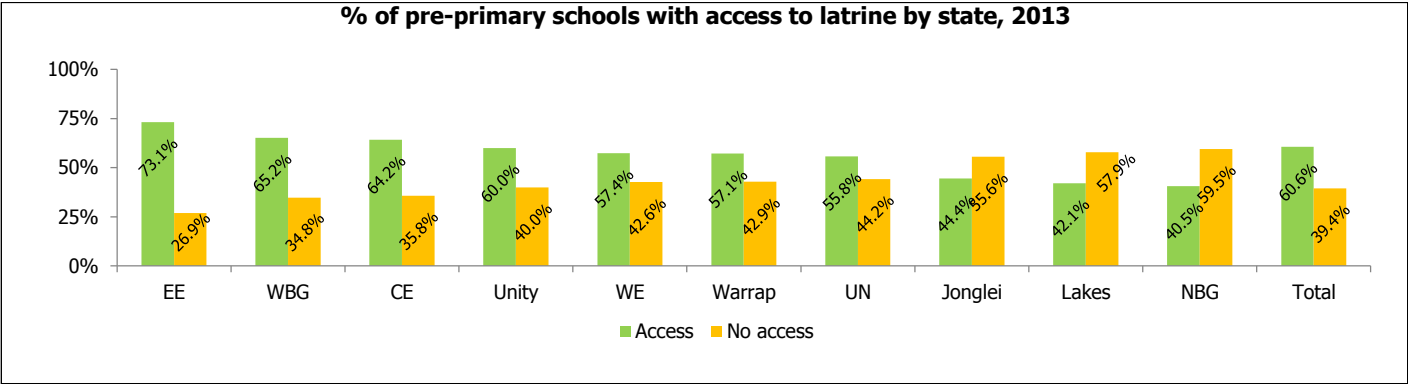
Number and % of pre-primary schools with and without access to latrine by state, 2013

State	Schools	Access		No access	
		Count	% total	Count	% total
CE	246	158	64.2%	88	35.8%
EE	93	68	73.1%	25	26.9%
Jonglei	27	12	44.4%	15	55.6%
Lakes	38	16	42.1%	22	57.9%
NBG	37	15	40.5%	22	59.5%
UN	43	24	55.8%	19	44.2%
Unity	10	6	60.0%	4	40.0%
Warrap	21	12	57.1%	9	42.9%
WBG	69	45	65.2%	24	34.8%
WE	68	39	57.4%	29	42.6%
Total	652	395	60.6%	257	39.4%

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

Number of pre-primary schools with access to latrine by state, 2013





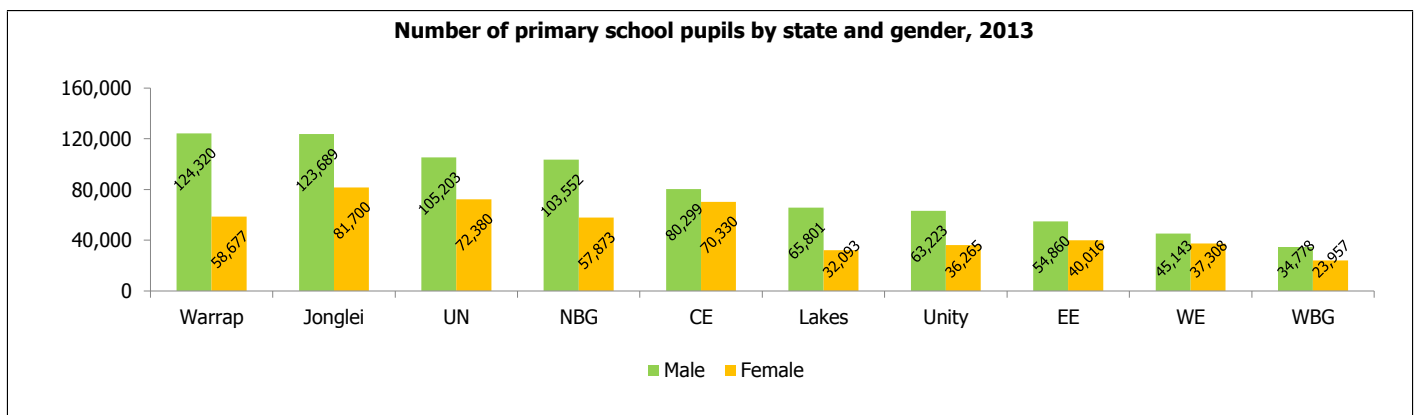
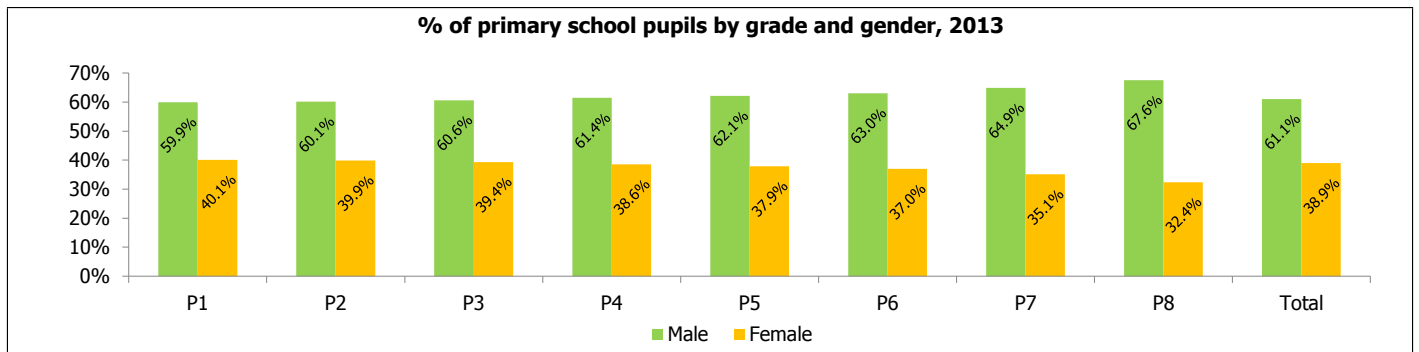
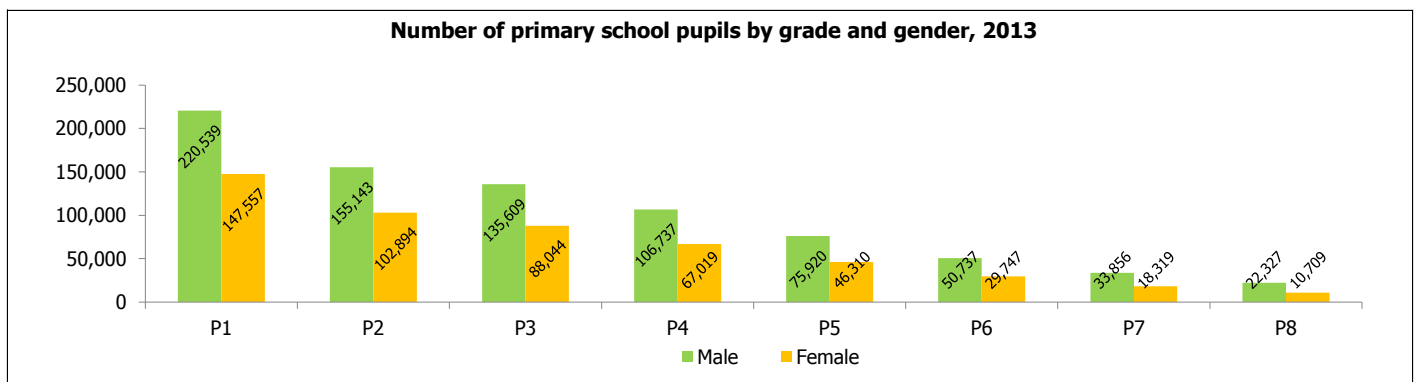
- ✓ 60.6% of pre-primary schools have access to a latrine in South Sudan, although this ranges in number from 6 in Unity to 158 in Central Equatoria.
- ✓ Four states have greater than 60% of pre-primary schools with access to a latrine. They are EE, WBG, CE and Unity.

6.1. Access

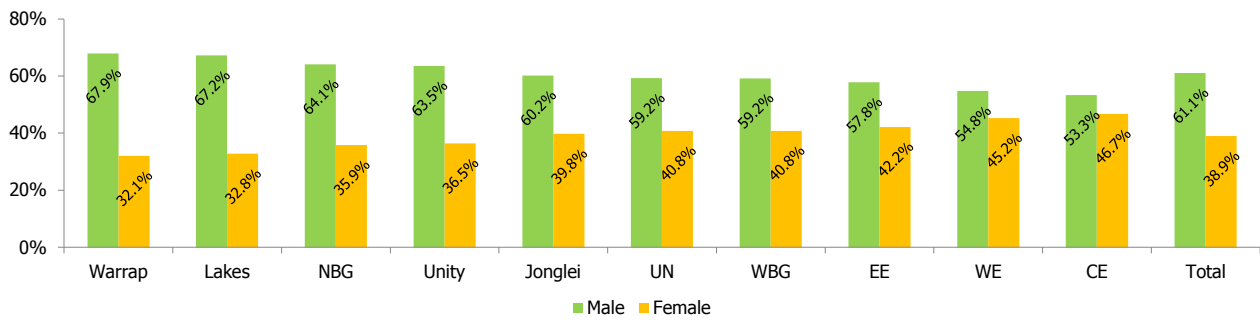
6.1.1. Enrolment

Number of primary school pupils by state and grade, 2013

State	Total	P1	P2	P3	P4	P5	P6	P7	P8
CE	150,629	31,455	24,716	24,542	23,237	18,436	13,131	8,878	6,234
EE	94,876	22,618	17,515	15,764	13,750	10,710	7,116	4,707	2,696
Jonglei	205,389	65,481	44,785	37,112	24,830	16,523	9,633	5,507	1,518
Lakes	97,894	28,478	18,963	15,570	12,394	8,888	6,407	4,475	2,719
NBG	161,425	53,985	31,817	25,475	19,378	13,033	8,718	5,679	3,340
UN	177,583	44,770	35,609	32,027	24,327	15,628	11,113	7,908	6,201
Unity	99,488	31,595	21,632	18,528	12,839	7,152	4,153	2,284	1,305
Warrap	182,997	53,695	35,973	30,511	23,799	18,302	10,457	6,091	4,169
WBG	58,735	14,914	11,205	9,508	7,633	5,772	4,289	3,000	2,414
WE	82,451	21,105	15,822	14,616	11,569	7,786	5,467	3,646	2,440
Total	1,311,467	368,096	258,037	223,653	173,756	122,230	80,484	52,175	33,036



% of primary school pupils by state and gender, 2013



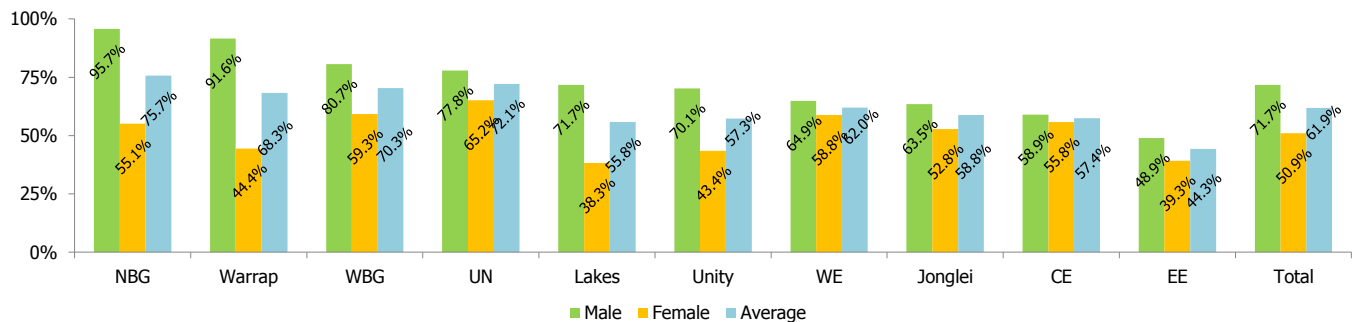
- ✓ Across all states, there is a significant decrease of the number of pupils as the grade progresses from P1 to P8. For example, the total number of pupils drops by more than 90%, from 368,096 in P1 to only 33,036 in P8.
- ✓ Gender disparity in enrolment remains pronounced and consistent in each grade. The percentage of male students is around 60% or more across all grades, in contrast with 40% or less for female students.
- ✓ In terms of enrolment by gender in each state, although every state has more male pupils than female pupils, there are noticeable variations. In states such as Warrap and Lakes, female pupils account for below one third of the total pupil population, whereas in states such as WE and CE, female enrolment is only slightly below 50% of the overall enrolment.

Primary school gross enrolment rate (GER) by state and gender, 2013

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	262,352	150,629	57.4%	136,253	80,299	58.9%	126,099	70,330	55.8%
EE	214,033	94,876	44.3%	112,099	54,860	48.9%	101,935	40,016	39.3%
Jonglei	349,403	205,389	58.8%	194,756	123,689	63.5%	154,648	81,700	52.8%
Lakes	175,515	97,894	55.8%	91,720	65,801	71.7%	83,794	32,093	38.3%
NBG	213,326	161,425	75.7%	108,208	103,552	95.7%	105,118	57,873	55.1%
UN	246,208	177,583	72.1%	135,138	105,203	77.8%	111,070	72,380	65.2%
Unity	173,721	99,488	57.3%	90,145	63,223	70.1%	83,577	36,265	43.4%
Warrap	267,814	182,997	68.3%	135,664	124,320	91.6%	132,150	58,677	44.4%
WBG	83,539	58,735	70.3%	43,109	34,778	80.7%	40,430	23,957	59.3%
WE	133,010	82,451	62.0%	69,559	45,143	64.9%	63,451	37,308	58.8%
Total	2,118,921	1,311,467	61.9%	1,116,651	800,868	71.7%	1,002,271	510,599	50.9%

*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, 2013



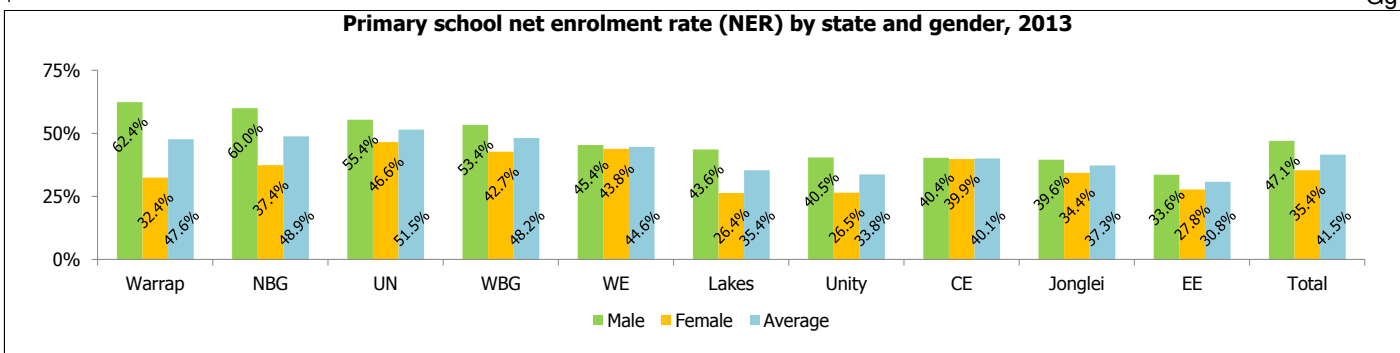
- ✓ The overall gross enrolment rate (GER) in South Sudan is around 60%, with the rate for each state varying from as high as 76% to as low as 44%.
- ✓ The GER by gender in all states demonstrates a disparity in favor of males. The disparity varies across states however, with Warrap and NBG having a gender difference in GER of more than 40%, in contrast with states like CE where GER for male pupils is only 3% more than that for females.

Primary school net enrolment rate (NER) by state and gender, 2013

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	262,352	105,263	40.1%	136,253	55,005	40.4%	126,099	50,258	39.9%
EE	214,033	65,946	30.8%	112,099	37,647	33.6%	101,935	28,299	27.8%
Jonglei	349,403	130,169	37.3%	194,756	77,034	39.6%	154,648	53,135	34.4%
Lakes	175,515	62,119	35.4%	91,720	40,031	43.6%	83,794	22,088	26.4%
NBG	213,326	104,234	48.9%	108,208	64,932	60.0%	105,118	39,302	37.4%
UN	246,208	126,684	51.5%	135,138	74,925	55.4%	111,070	51,759	46.6%
Unity	173,721	58,687	33.8%	90,145	36,501	40.5%	83,577	22,186	26.5%
Warrap	267,814	127,589	47.6%	135,664	84,721	62.4%	132,150	42,868	32.4%
WBG	83,539	40,286	48.2%	43,109	23,025	53.4%	40,430	17,261	42.7%
WE	133,010	59,380	44.6%	69,559	31,569	45.4%	63,451	27,811	43.8%
Total	2,118,921	880,357	41.5%	1,116,651	525,390	47.1%	1,002,271	354,967	35.4%

*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.

Gg



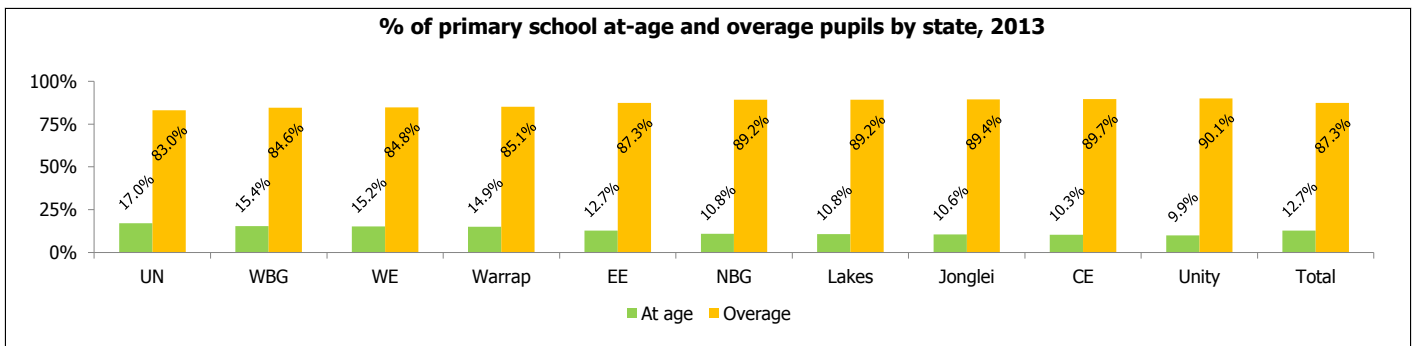
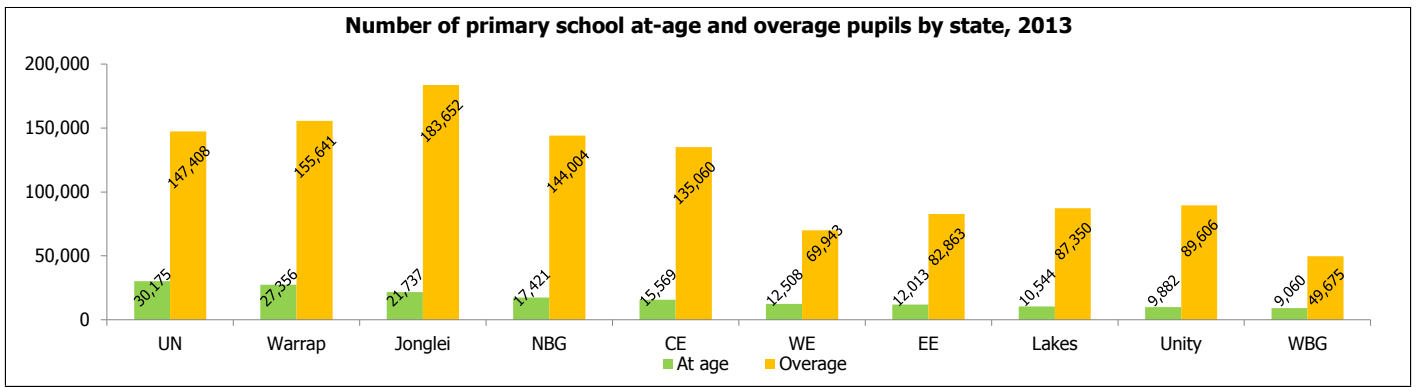
- ✓ The overall net enrolment rate (NER) in South Sudan is 42%, meaning around 2 in every 5 children of the official primary age are enrolled in primary school.
- ✓ Similar to GER, there are varying degrees of gender disparity in the NER of each state. In Warrap, NER for males almost doubles that for females, while female NER in CE and WE almost equals male NER. Overall, NER for male pupils is 12% more than that for female pupils.

6.1.2 Overage pupils

Number and % of primary school at-age and overage pupils by state and gender, 2013

State	Total			Male			Female		
	At age	Overage	% overage	At age	Overage	% overage	At age	Overage	% overage
CE	15,569	135,060	89.7%	8,088	72,211	89.9%	7,481	62,849	89.4%
EE	12,013	82,863	87.3%	6,816	48,044	87.6%	5,197	34,819	87.0%
Jonglei	21,737	183,652	89.4%	13,092	110,597	89.4%	8,645	73,055	89.4%
Lakes	10,544	87,350	89.2%	6,654	59,147	89.9%	3,890	28,203	87.9%
NBG	17,421	144,004	89.2%	10,621	92,931	89.7%	6,800	51,073	88.3%
UN	30,175	147,408	83.0%	18,032	87,171	82.9%	12,143	60,237	83.2%
Unity	9,882	89,606	90.1%	6,192	57,031	90.2%	3,690	32,575	89.8%
Warrap	27,356	155,641	85.1%	17,191	107,129	86.2%	10,165	48,512	82.7%
WBG	9,060	49,675	84.6%	5,049	29,729	85.5%	4,011	19,946	83.3%
WE	12,508	69,943	84.8%	6,696	38,447	85.2%	5,812	31,496	84.4%
Total	166,265	1,145,202	87.3%	98,431	702,437	87.7%	67,834	442,765	86.7%

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

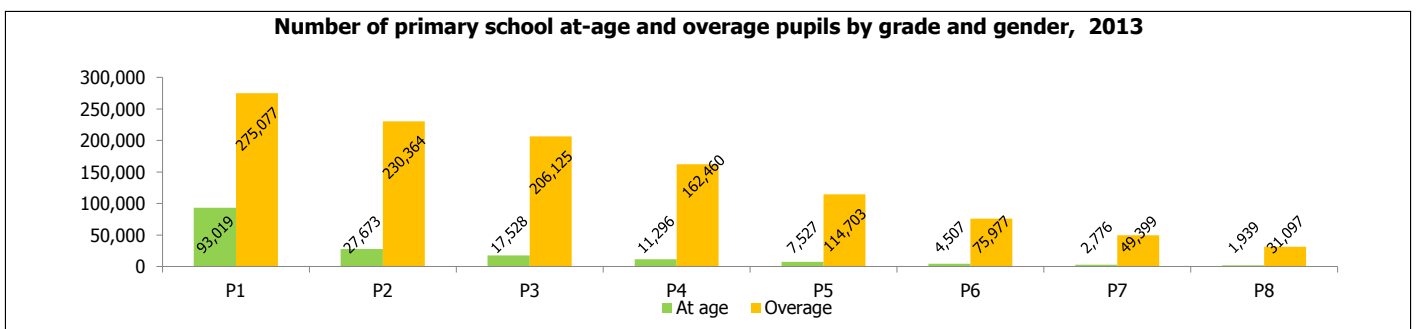


✓ 87% of primary school pupils in South Sudan are overage.
 ✓ In each state, the overage percentage ranges between 80% and 90%, and all states see similar overage rate between male and female pupils.

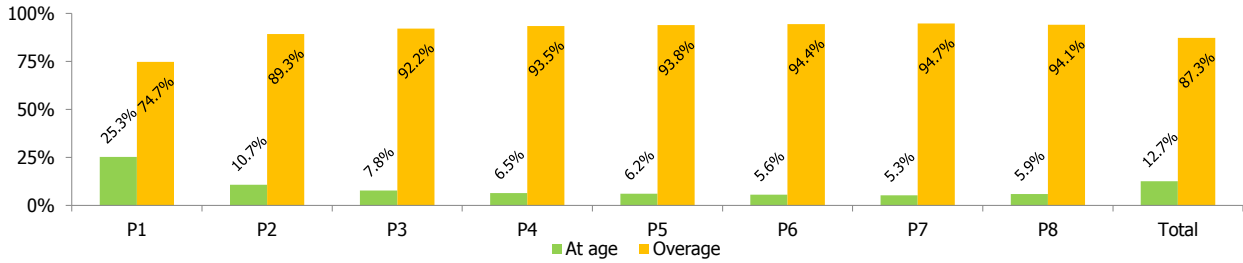
Number and % of primary school at-age and overage pupils by grade and gender, 2013

Grade	Total			Male			Female		
	At age	Overage	% overage	At age	Overage	% overage	At age	Overage	% overage
P1	93,019	275,077	74.7%	54,720	165,819	75.2%	38,299	109,258	74.0%
P2	27,673	230,364	89.3%	16,300	138,843	89.5%	11,373	91,521	88.9%
P3	17,528	206,125	92.2%	10,279	125,330	92.4%	7,249	80,795	91.8%
P4	11,296	162,460	93.5%	6,887	99,850	93.5%	4,409	62,610	93.4%
P5	7,527	114,703	93.8%	4,623	71,297	93.9%	2,904	43,406	93.7%
P6	4,507	75,977	94.4%	2,793	47,944	94.5%	1,714	28,033	94.2%
P7	2,776	49,399	94.7%	1,655	32,201	95.1%	1,121	17,198	93.9%
P8	1,939	31,097	94.1%	1,174	21,153	94.7%	765	9,944	92.9%
Total	166,265	1,145,202	87.3%	98,431	702,437	87.7%	67,834	442,765	86.7%

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



% of primary school at-age and overage pupils by grade, 2013



✓ The percentage of overage pupil by grade gradually increases from 75% in P1 to 94% in P8. In each grade, the overage ratios for male and female students are almost the same. Overall, 87.7% of male pupils are overage, as compared with 86.7% of female pupils being overage.

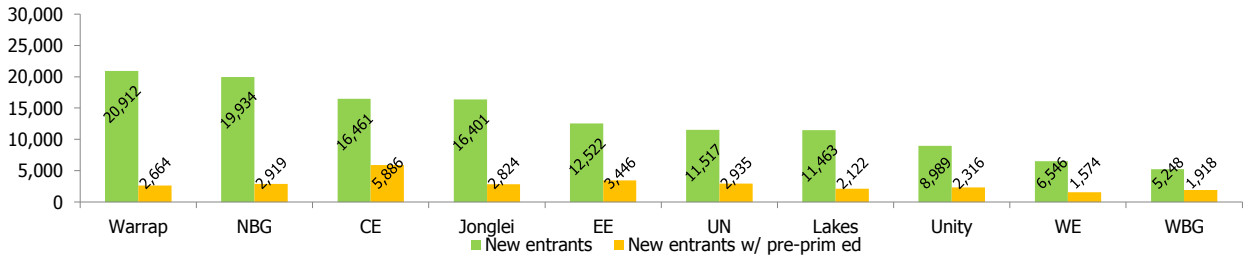
6.1.3 New entrants

Number and % of primary school new entrants with pre-primary education by state and gender, 2013

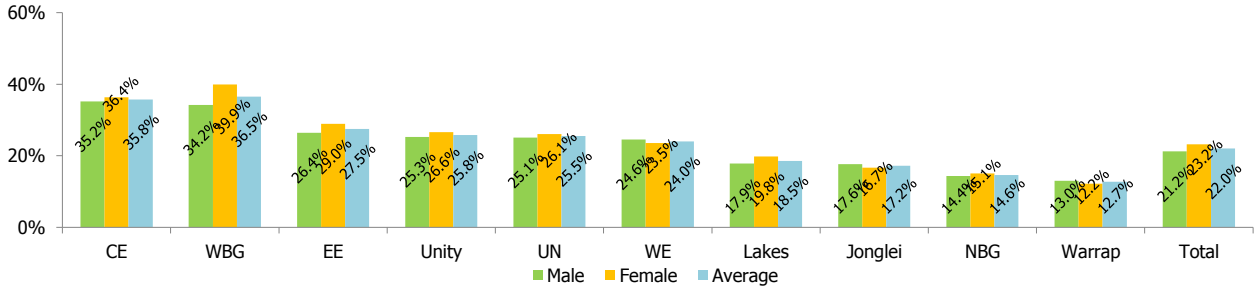
State	Total			Male			Female		
	New entrants	New entrants w/pre-prim ed	New entrants w/pre-prim ed %	New entrants	New entrants w/pre-prim ed	New entrants w/pre-prim ed %	New entrants	New entrants w/pre-prim ed	New entrants w/pre-prim ed %
CE	16,461	5,886	35.8%	8,504	2,991	35.2%	7,957	2,895	36.4%
EE	12,522	3,446	27.5%	7,104	1,877	26.4%	5,418	1,569	29.0%
Jonglei	16,401	2,824	17.2%	9,404	1,657	17.6%	6,997	1,167	16.7%
Lakes	11,463	2,122	18.5%	7,566	1,351	17.9%	3,897	771	19.8%
NBG	19,934	2,919	14.6%	12,220	1,756	14.4%	7,714	1,163	15.1%
UN	11,517	2,935	25.5%	6,703	1,680	25.1%	4,814	1,255	26.1%
Unity	8,989	2,316	25.8%	5,701	1,440	25.3%	3,288	876	26.6%
Warrap	20,912	2,664	12.7%	13,764	1,793	13.0%	7,148	871	12.2%
WBG	5,248	1,918	36.5%	3,084	1,054	34.2%	2,164	864	39.9%
WE	6,546	1,574	24.0%	3,297	810	24.6%	3,249	764	23.5%
Total	129,993	28,604	22.0%	77,347	16,409	21.2%	52,646	12,195	23.2%

*24% of primary schools reported no new entrants this year (see section 2.7).

Number of primary school new entrants and new entrants with pre-primary education by state, 2013



% of primary school new entrants with pre-primary education by gender, 2013



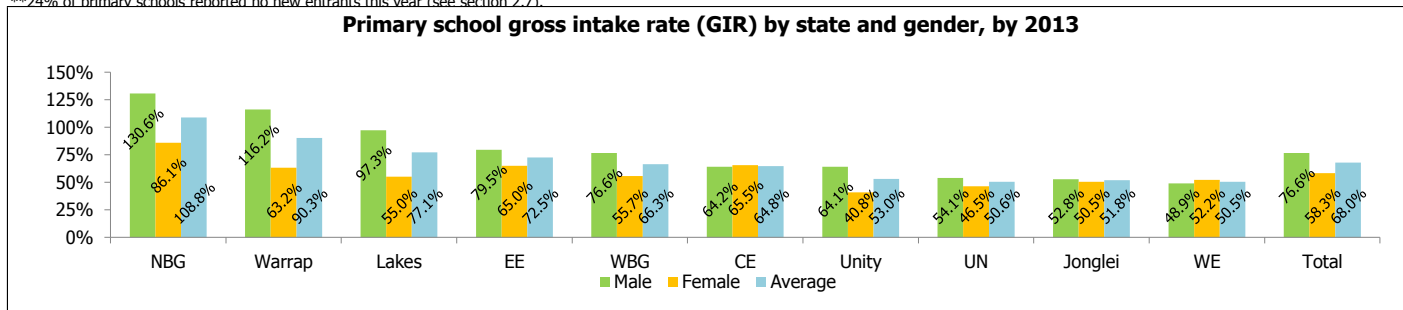
- ✓ Overall, 45% of primary school new entrants have pre-primary education – a significant increase from last year’s ratio of 20%. Interestingly, more percentage of female new entrants have pre-primary education, despite less enrolment number in comparison with male pupils.
- ✓ In the state of UN and WBG, the percentages of female entrants with pre-primary education even reach a significant high rate of more than 80%.

Primary school gross intake rate (GIR) by state and gender, by 2013

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	25,394	16,461	64.8%	13,244	8,504	64.2%	12,149	7,957	65.5%
EE	17,271	12,522	72.5%	8,932	7,104	79.5%	8,339	5,418	65.0%
Jonglei	31,655	16,401	51.8%	17,802	9,404	52.8%	13,853	6,997	50.5%
Lakes	14,865	11,463	77.1%	7,779	7,566	97.3%	7,086	3,897	55.0%
NBG	18,321	19,934	108.8%	9,358	12,220	130.6%	8,963	7,714	86.1%
UN	22,760	11,517	50.6%	12,398	6,703	54.1%	10,362	4,814	46.5%
Unity	16,956	8,989	53.0%	8,895	5,701	64.1%	8,061	3,288	40.8%
Warrap	23,159	20,912	90.3%	11,849	13,764	116.2%	11,310	7,148	63.2%
WBG	7,910	5,248	66.3%	4,027	3,084	76.6%	3,882	2,164	55.7%
WE	12,969	6,546	50.5%	6,745	3,297	48.9%	6,224	3,249	52.2%
Total	191,259	129,993	68.0%	101,029	77,347	76.6%	90,230	52,646	58.3%

*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.

**24% of primary schools reported no new entrants this year (see section 2.7).



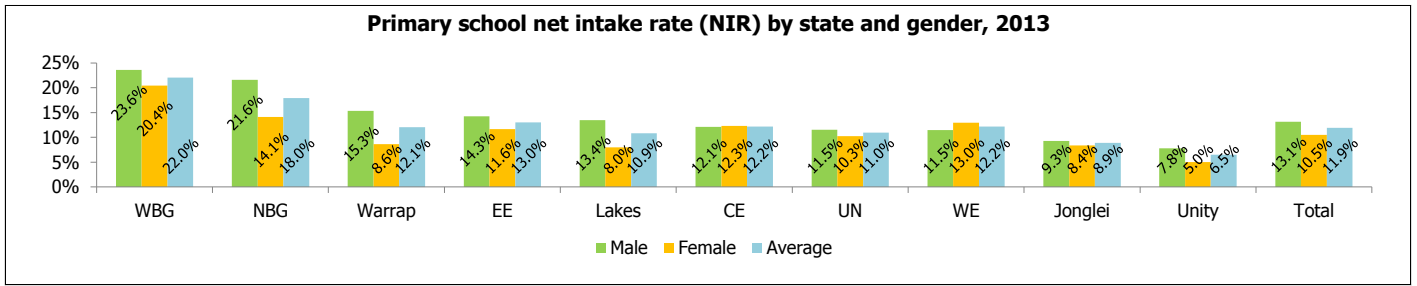
- ✓ The gross intake rate (GIR) varies greatly by state – from 109% in NBG to 51% in UN and WE. There is also huge variation when it comes to gender difference in GIR between states – in the state of Warrap, NBG and Lakes, GIR for male pupils is at least 40 percentage more compared with female pupils; in the state of CE and WE however, GIR for female pupils is slightly more than that for male pupils.

Primary school net intake rate (NIR) by state and gender, 2013

State	Total			Male			Female		
	Age 6 pop	New entrants age 6	GIR	Age 6 pop	New entrants age 6	GIR	Age 6 pop	New entrants age 6	GIR
CE	25,394	3,098	12.2%	13,244	1,602	12.1%	12,149	1,496	12.3%
EE	17,271	2,245	13.0%	8,932	1,274	14.3%	8,339	971	11.6%
Jonglei	31,655	2,817	8.9%	17,802	1,653	9.3%	13,853	1,164	8.4%
Lakes	14,865	1,613	10.9%	7,779	1,046	13.4%	7,086	567	8.0%
NBG	18,321	3,289	18.0%	9,358	2,024	21.6%	8,963	1,265	14.1%
UN	22,760	2,495	11.0%	12,398	1,431	11.5%	10,362	1,064	10.3%
Unity	16,956	1,099	6.5%	8,895	694	7.8%	8,061	405	5.0%
Warrap	23,159	2,793	12.1%	11,849	1,818	15.3%	11,310	975	8.6%
WBG	7,910	1,744	22.0%	4,027	951	23.6%	3,882	793	20.4%
WE	12,969	1,582	12.2%	6,745	774	11.5%	6,224	808	13.0%
Total	191,259	22,775	11.9%	101,029	13,267	13.1%	90,230	9,508	10.5%

*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.

**24% of primary schools reported no new entrants this year (see section 2.7).



- ✓ Compared with the gross intake rate (GIR), the net intake rate (NIR) is significantly lower – only 12% overall, indicating the majority of the children aged 6 are not enrolled into primary school timely.
- ✓ NIR for male pupils are higher than that for female pupils in most states, with the percentage difference ranging from 8% in NBG to 1% in Jonglei and UN. The exceptions are CE and WE, where there are slightly more percentage of NIR for female pupils than for male pupils.

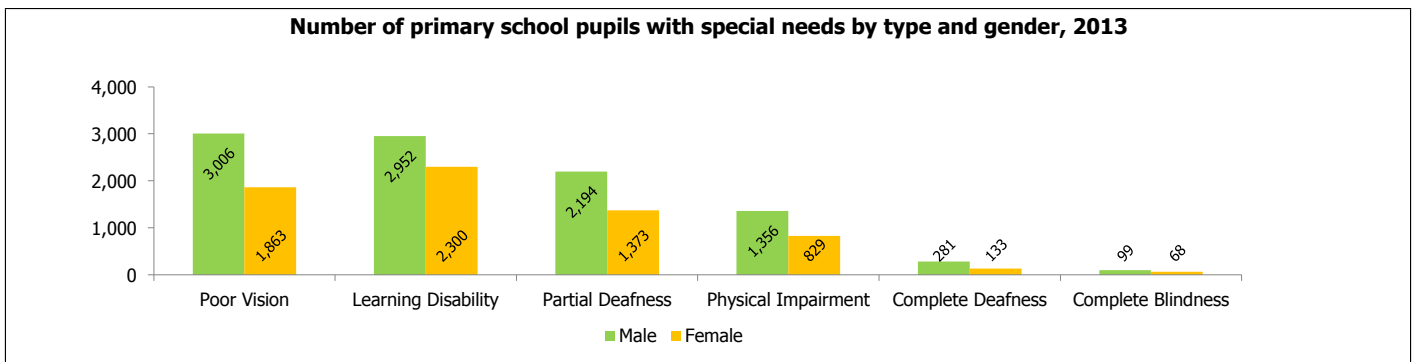
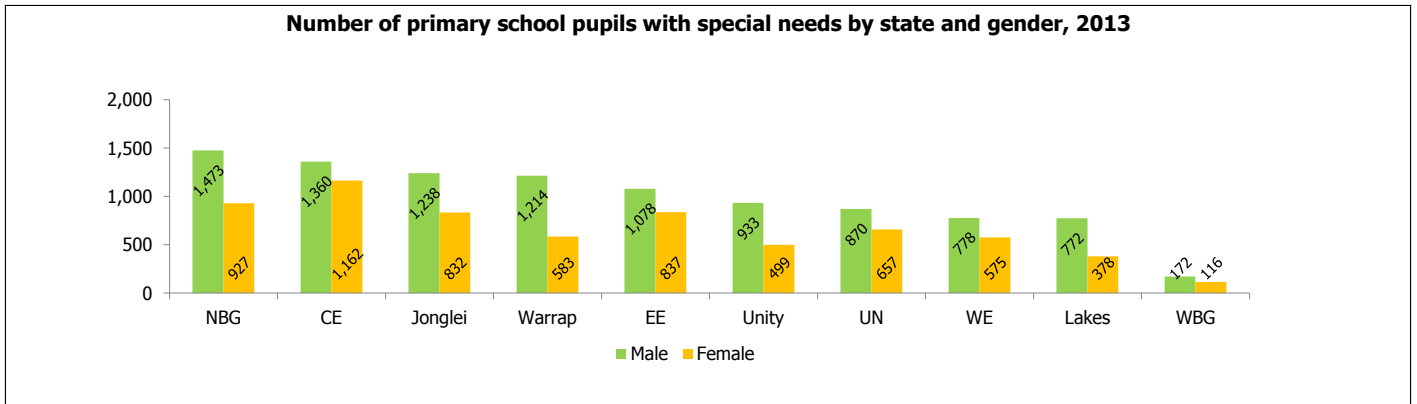
6.1.4 Pupils with special needs

Number and % of primary school pupils with special needs by state and gender, 2013

State	Total			Male			Female		
	All pupils	Spec needs count	Special needs %	All pupils	Spec needs count	Special needs %	All pupils	Spec needs count	Special needs %
CE	150,629	2,522	1.7%	80,299	1,360	1.7%	70,330	1,162	1.7%
EE	94,876	1,915	2.0%	54,860	1,078	2.0%	40,016	837	2.1%
Jonglei	205,389	2,070	1.0%	123,689	1,238	1.0%	81,700	832	1.0%
Lakes	97,894	1,150	1.2%	65,801	772	1.2%	32,093	378	1.2%
NBG	161,425	2,400	1.5%	103,552	1,473	1.4%	57,873	927	1.6%
UN	177,583	1,527	0.9%	105,203	870	0.8%	72,380	657	0.9%
Unity	99,488	1,432	1.4%	63,223	933	1.5%	36,265	499	1.4%
Warrap	182,997	1,797	1.0%	124,320	1,214	1.0%	58,677	583	1.0%
WBG	58,735	288	0.5%	34,778	172	0.5%	23,957	116	0.5%
WE	82,451	1,353	1.6%	45,143	778	1.7%	37,308	575	1.5%
Total	1,311,467	16,454	1.3%	800,868	9,888	1.2%	510,599	6,566	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.

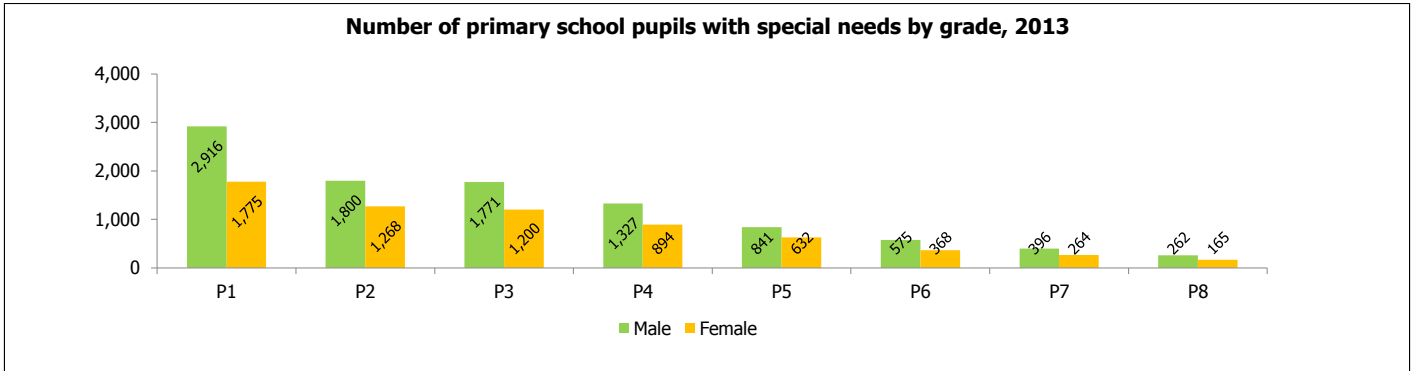


Number and % of primary school pupils with special needs by grade, 2013

Grade	Total			Male			Female		
	All pupils	Spec needs count	Special needs %	All pupils	Spec needs count	Special needs %	All pupils	Spec needs count	Special needs %
P1	368,096	4,691	1.3%	220,539	2,916	1.3%	147,557	1,775	1.2%
P2	258,037	3,068	1.2%	155,143	1,800	1.2%	102,894	1,268	1.2%
P3	223,653	2,971	1.3%	135,609	1,771	1.3%	88,044	1,200	1.4%
P4	173,756	2,221	1.3%	106,737	1,327	1.2%	67,019	894	1.3%
P5	122,230	1,473	1.2%	75,920	841	1.1%	46,310	632	1.4%
P6	80,484	943	1.2%	50,737	575	1.1%	29,747	368	1.2%
P7	52,175	660	1.3%	33,856	396	1.2%	18,319	264	1.4%
P8	33,036	427	1.3%	22,327	262	1.2%	10,709	165	1.5%
Total	1,311,467	16,454	1.3%	800,868	9,888	1.2%	510,599	6,566	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.

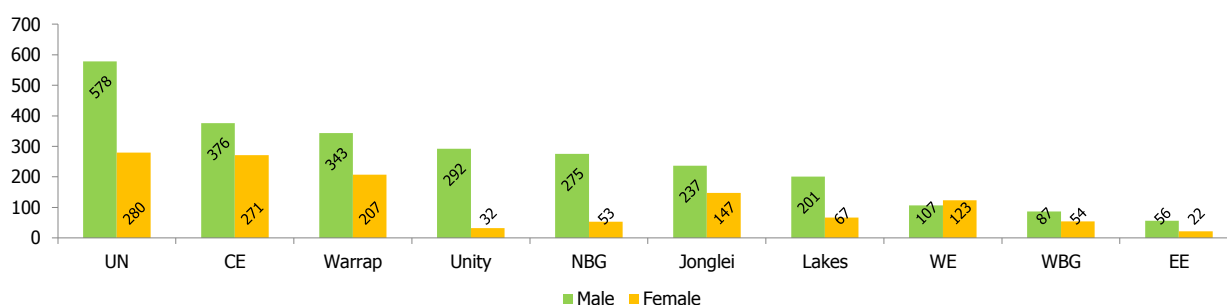


- ✓ The percentage of students with special needs averaged 1.3% of all pupils. There is rather insignificant difference in the percentage of pupils with special needs by state or by gender.
- ✓ For both male and female pupils, poor vision and learning disability are the top two special needs among all disability types.
- ✓ The percentage of students with special needs remains quite consistent across different grades, ranging from 1.2% to 1.3% in all grades. Since the number of students enrolled decreases as grade level increases, the absolute number of students with special needs drops by more than 4,000 from P1 to P8.

Number and % of primary school demobilised soldiers by state and gender, 2013

State	Total			Male			Female		
	All pupils	Demob soldiers	Demob soldiers %	All pupils	Demob soldiers	Demob soldiers %	All pupils	Demob soldiers	Demob soldiers %
CE	150,629	647	0.4%	80,299	376	0.5%	70,330	271	0.4%
EE	94,876	78	0.1%	54,860	56	0.1%	40,016	22	0.1%
Jonglei	205,389	384	0.2%	123,689	237	0.2%	81,700	147	0.2%
Lakes	97,894	268	0.3%	65,801	201	0.3%	32,093	67	0.2%
NBG	161,425	328	0.2%	103,552	275	0.3%	57,873	53	0.1%
UN	177,583	858	0.5%	105,203	578	0.5%	72,380	280	0.4%
Unity	99,488	324	0.3%	63,223	292	0.5%	36,265	32	0.1%
Warrap	182,997	550	0.3%	124,320	343	0.3%	58,677	207	0.4%
WBG	58,735	141	0.2%	34,778	87	0.3%	23,957	54	0.2%
WE	82,451	230	0.3%	45,143	107	0.2%	37,308	123	0.3%
Total	1,311,467	3,808	0.3%	800,868	2,552	0.3%	510,599	1,256	0.2%

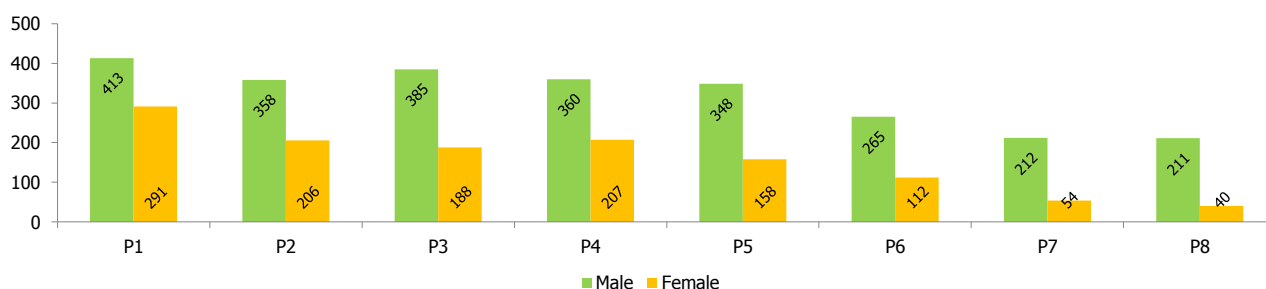
Number of primary school demobilised soldiers by state and gender, 2013



Number and % of primary school demobilised soldiers by grade and gender, 2013

Grade	Total			Male			Female		
	All pupils	Demob soldiers	Demob soldiers %	All pupils	Demob soldiers	Demob soldiers %	All pupils	Demob soldiers	Demob soldiers %
P1	368,096	704	0.2%	220,539	413	0.2%	147,557	291	0.2%
P2	258,037	564	0.2%	155,143	358	0.2%	102,894	206	0.2%
P3	223,653	573	0.3%	135,609	385	0.3%	88,044	188	0.2%
P4	173,756	567	0.3%	106,737	360	0.3%	67,019	207	0.3%
P5	122,230	506	0.4%	75,920	348	0.5%	46,310	158	0.3%
P6	80,484	377	0.5%	50,737	265	0.5%	29,747	112	0.4%
P7	52,175	266	0.5%	33,856	212	0.6%	18,319	54	0.3%
P8	33,036	251	0.8%	22,327	211	0.9%	10,709	40	0.4%
Total	1,311,467	3,808	0.3%	800,868	2,552	0.3%	510,599	1,256	0.2%

Number of primary school demobilised soldiers by grade and gender, 2013

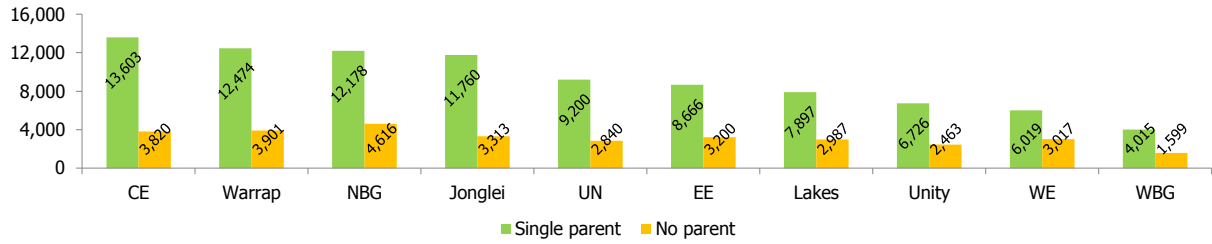


- ✓ There are, on average, 0.3% of primary school pupils who are demobilized soldiers among all states in South Sudan. Demobilized male soldiers outnumber demobilized female soldiers in all state, although the percentages of demobilized soldiers by gender don't differ greatly.
- ✓ In terms of demobilized soldiers by grade, the percentage sees a gradual increase from 0.2% in P1 to 0.8% in P8. As the grade progresses, the percentage of demobilized soldiers among male pupils also increases more compared with that among female pupils.

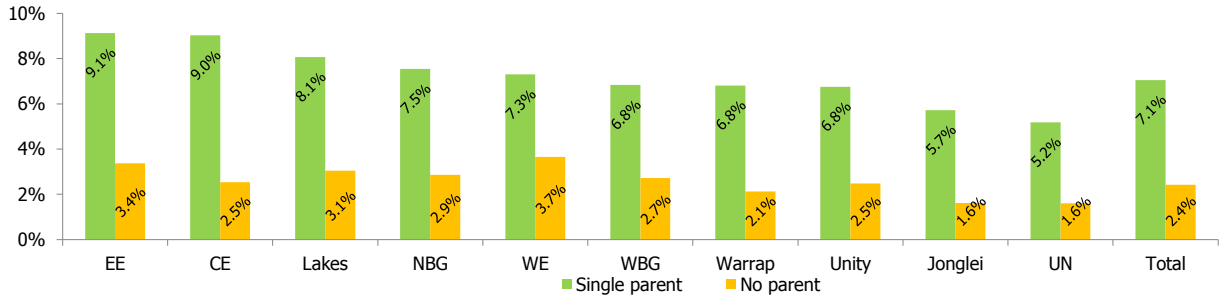
Number and % of primary school orphans by state and type, 2013

State	Enrolment	Total		Single parent		No parent	
		Count	% of enrolment	Count	% of enrolment	Count	% of enrolment
CE	150,629	17,423	11.6%	13,603	9.0%	3,820	2.5%
EE	94,876	11,866	12.5%	8,666	9.1%	3,200	3.4%
Jonglei	205,389	15,073	7.3%	11,760	5.7%	3,313	1.6%
Lakes	97,894	10,884	11.1%	7,897	8.1%	2,987	3.1%
NBG	161,425	16,794	10.4%	12,178	7.5%	4,616	2.9%
UN	177,583	12,040	6.8%	9,200	5.2%	2,840	1.6%
Unity	99,488	9,189	9.2%	6,726	6.8%	2,463	2.5%
Warrap	182,997	16,375	8.9%	12,474	6.8%	3,901	2.1%
WBG	58,735	5,614	9.6%	4,015	6.8%	1,599	2.7%
WE	82,451	9,036	11.0%	6,019	7.3%	3,017	3.7%
Total	1,311,467	124,294	9.5%	92,538	7.1%	31,756	2.4%

Number of primary school orphans by state and type, 2013



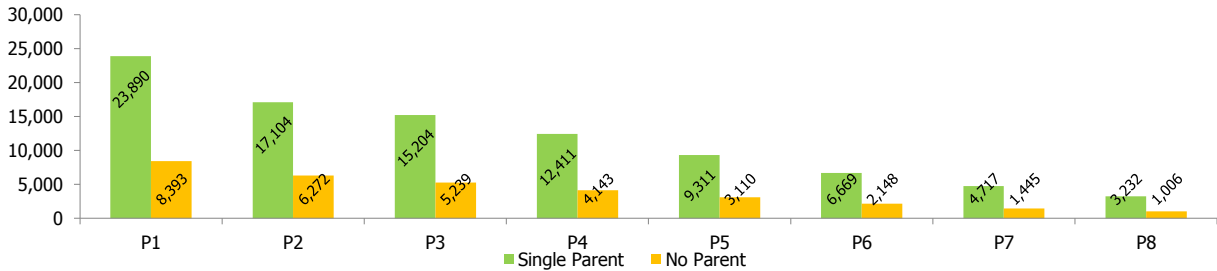
% of primary school orphans by state and type, 2013



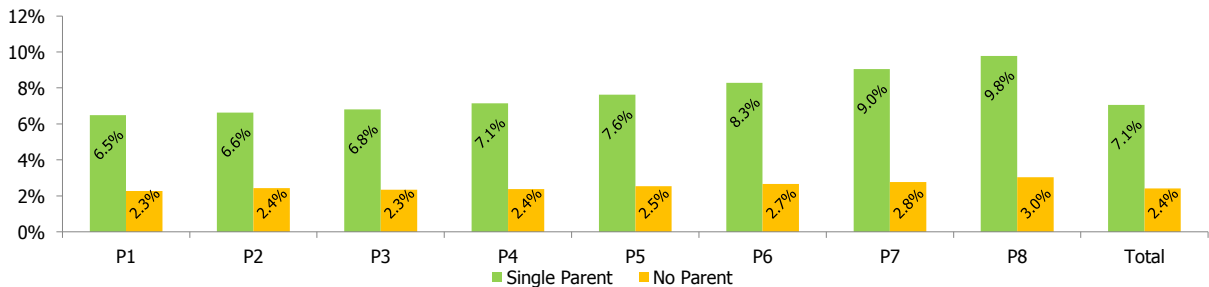
Number and % of primary school orphans by grade and type, 2013

State	Enrolment	Total		Single parent		No parent	
		Count	% of enrolment	Count	% of enrolment	Count	% of enrolment
P1	368,096	32,283	8.8%	23,890	6.5%	8,393	2.3%
P2	258,037	23,376	9.1%	17,104	6.6%	6,272	2.4%
P3	223,653	20,443	9.1%	15,204	6.8%	5,239	2.3%
P4	173,756	16,554	9.5%	12,411	7.1%	4,143	2.4%
P5	122,230	12,421	10.2%	9,311	7.6%	3,110	2.5%
P6	80,484	8,817	11.0%	6,669	8.3%	2,148	2.7%
P7	52,175	6,162	11.8%	4,717	9.0%	1,445	2.8%
P8	33,036	4,238	12.8%	3,232	9.8%	1,006	3.0%
Total	1,311,467	124,294	9.5%	92,538	7.1%	31,756	2.4%

Number of primary school orphans by grade and type, 2013



% of primary school orphans by grade and type, 2013



- ✓ Primary school orphans – pupils with single parent or no parent – make up around 10% of all primary pupils enrolled. Among them, the majority of them (74%) have single parent rather than no parent. Among different states, the percentage of orphans range from 12% in CE to 7% in Jonglei and UN. CE also has the largest number of primary school orphans due to its relatively large number of primary enrolment as well as its second highest percentage of orphans.
- ✓ Although the absolute number of primary school orphans decreases from P1 to P8, the percentage of orphans among all pupils increases from 9% in P1 to 13% in P8. Those with single parent make up the majority of the increase -- from 7% to 10% between P1 and P8, while those with no parent increase slightly by 1% from P1 to P8.

6.2. Resources

6.2.1. Schools

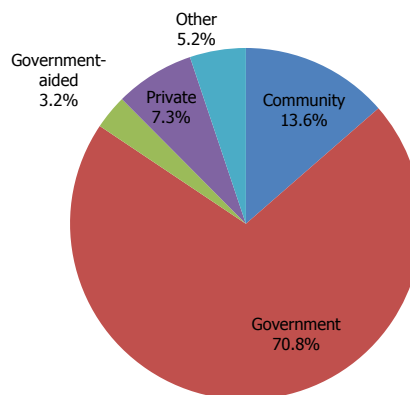
Number of primary schools by ownership, 2013

Ownership type	Schools
Community	512
Government	2,666
Government-aided	119
Private	275
Other	194
Total	3,766

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

- ✓ Primary schools in South Sudan are primarily owned by the government, at 71% among all ownership types. The second largest owner is community, which owns 14% of primary schools.
- ✓ Besides these two ownership types, schools that are government-aided, owned by private or other entities account for only 15% of primary schools.

% of primary schools by ownership type, 2013

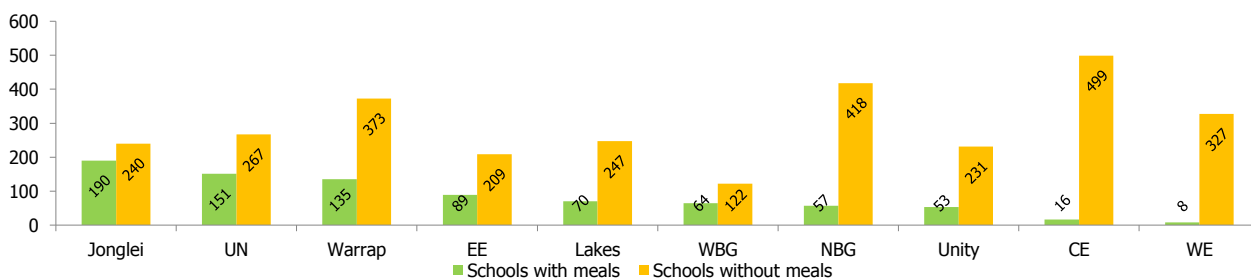


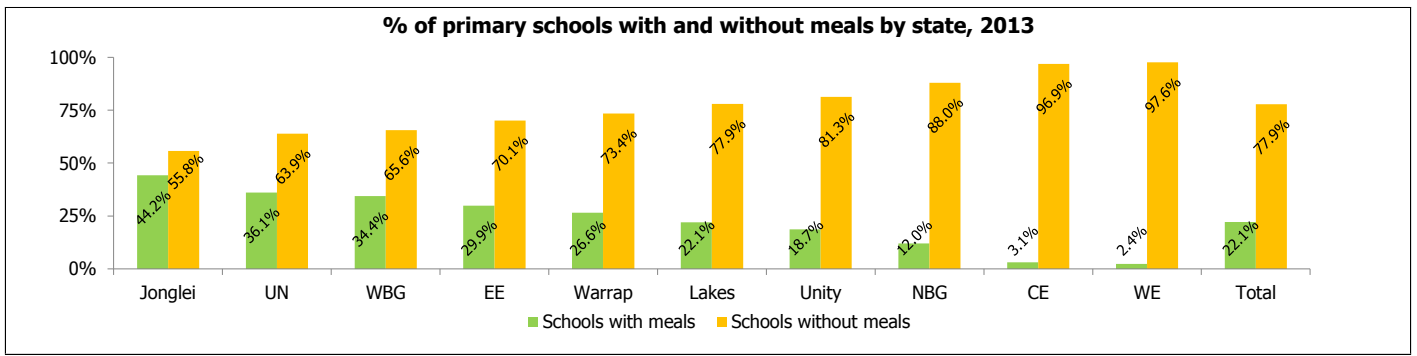
Number and % of primary schools with meals by state, 2013

State	Total	School w/meals		Schools w/out meals	
		Count	% total	Count	% total
CE	515	16	3.1%	499	96.9%
EE	298	89	29.9%	209	70.1%
Jonglei	430	190	44.2%	240	55.8%
Lakes	317	70	22.1%	247	77.9%
NBG	475	57	12.0%	418	88.0%
UN	418	151	36.1%	267	63.9%
Unity	284	53	18.7%	231	81.3%
Warrap	508	135	26.6%	373	73.4%
WBG	186	64	34.4%	122	65.6%
WE	335	8	2.4%	327	97.6%
Total	3,766	833	22.1%	2,933	77.9%

- ✓ In South Sudan, approximately one in five schools provides meals to their pupils. The percentage of schools with meals vary widely across states – while states like Jonglei, UN and WBG have more than one third of schools with meals, states like WE or CE have as few as 2 or 3% of schools with meals.

Number of primary schools with and without meals by state, 2013

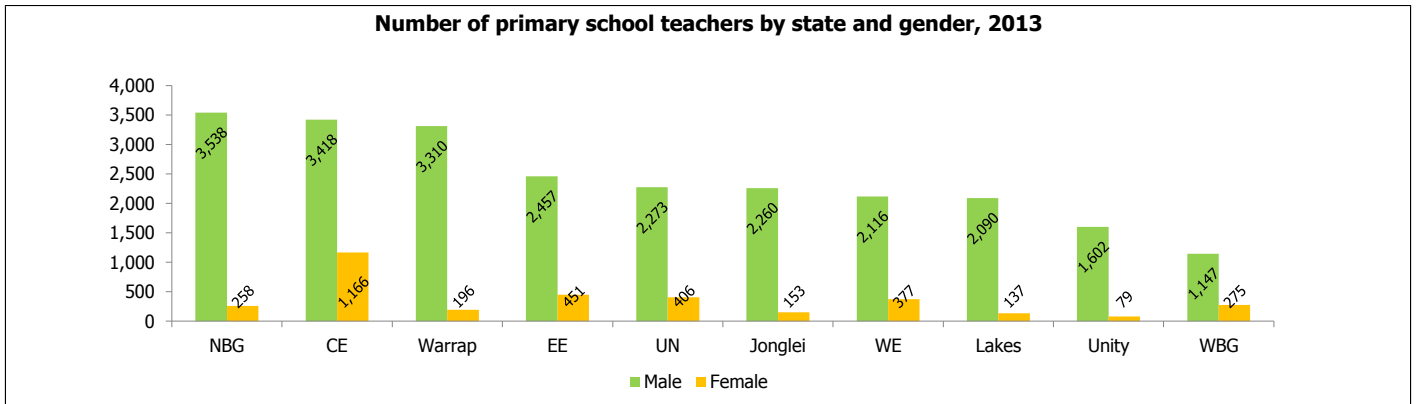




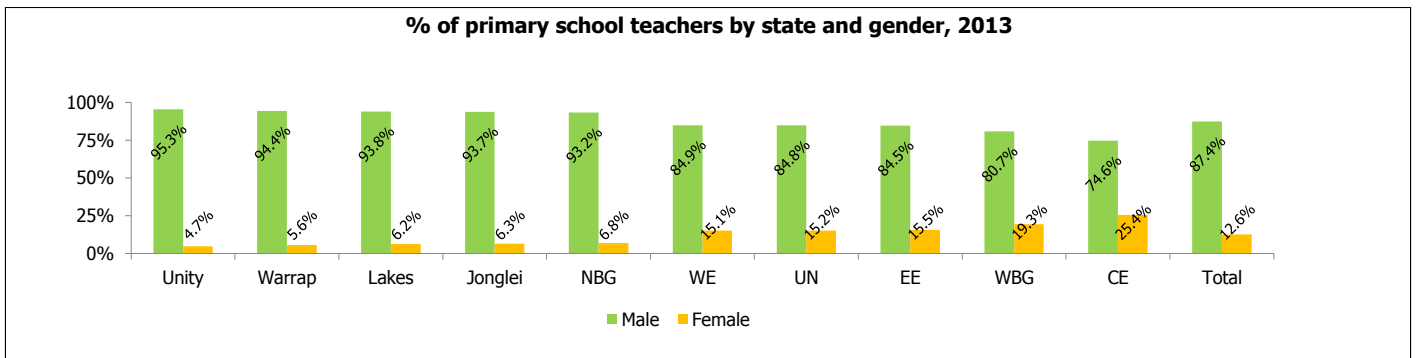
6.2.2. Teachers

Number and % of primary school teachers by state and gender, 2013

State	Total	Male		Female	
		Count	% total	Count	% total
CE	4,584	3,418	74.6%	1,166	25.4%
EE	2,908	2,457	84.5%	451	15.5%
Jonglei	2,413	2,260	93.7%	153	6.3%
Lakes	2,227	2,090	93.8%	137	6.2%
NBG	3,796	3,538	93.2%	258	6.8%
UN	2,679	2,273	84.8%	406	15.2%
Unity	1,681	1,602	95.3%	79	4.7%
Warrap	3,506	3,310	94.4%	196	5.6%
WBG	1,422	1,147	80.7%	275	19.3%
WE	2,493	2,116	84.9%	377	15.1%
Total	27,709	24,211	87.4%	3,498	12.6%



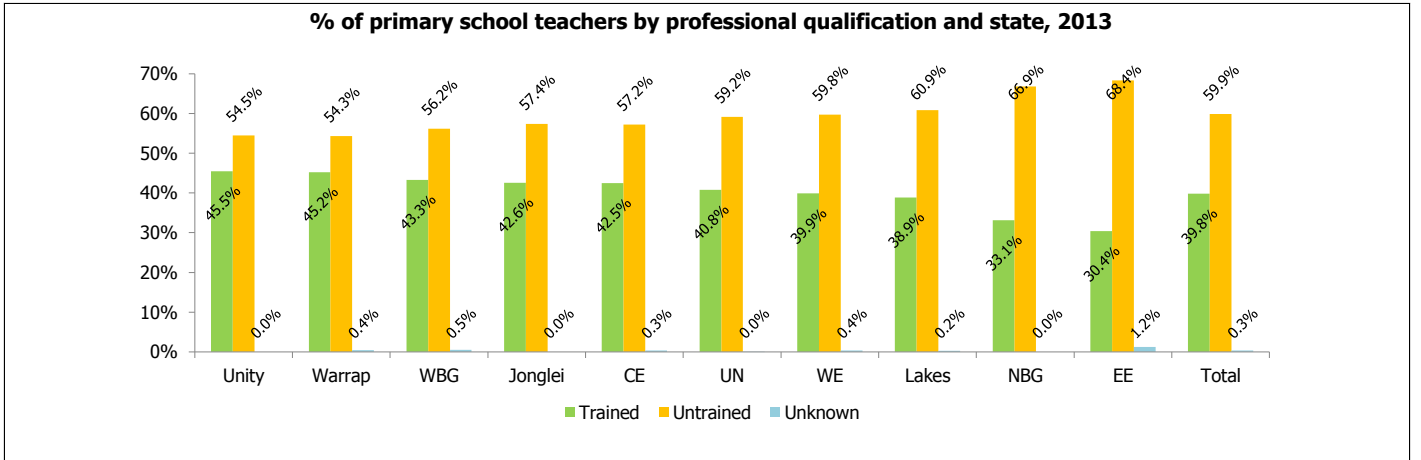
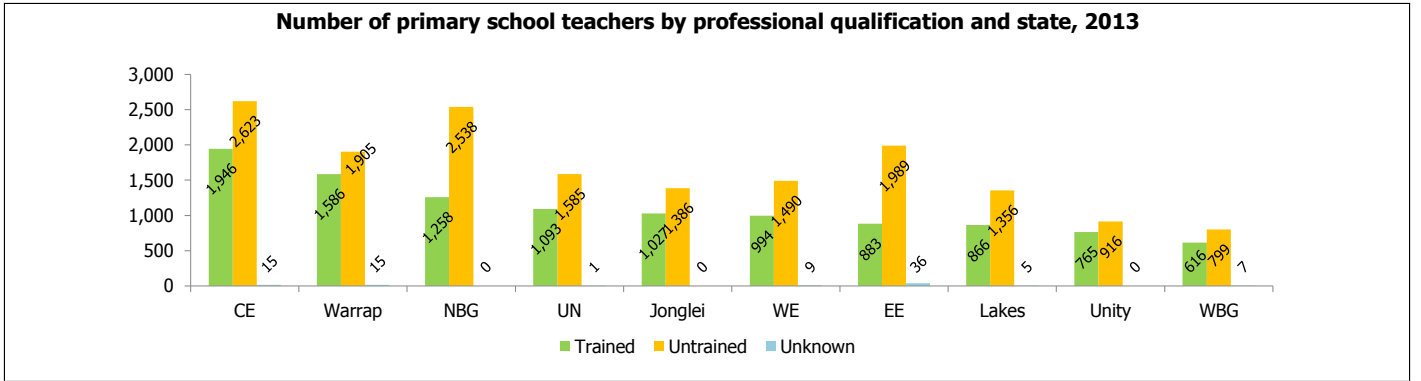
- ✓ The state with the largest number of primary school teachers is CE, at more than 4,500; that with the smallest number is WBG, at less than 1,500.
- ✓ Male teachers make up the majority of the teacher force in all states. Except CE, all other states have more than 80% of male teachers in primary schools, with Unity reaching as high a percentage as 95%. At the national level, 87% of the teachers are males.



Number and % of primary school teachers by professional qualification and state, 2013

State	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
CE	4,584	1,946	42.5%	2,623	57.2%	15	0.3%
EE	2,908	883	30.4%	1,989	68.4%	36	1.2%
Jonglei	2,413	1,027	42.6%	1,386	57.4%	0	0.0%
Lakes	2,227	866	38.9%	1,356	60.9%	5	0.2%
NBG	3,796	1,258	33.1%	2,538	66.9%	0	0.0%
UN	2,679	1,093	40.8%	1,585	59.2%	1	0.0%
Unity	1,681	765	45.5%	916	54.5%	0	0.0%
Warrap	3,506	1,586	45.2%	1,905	54.3%	15	0.4%
WBG	1,422	616	43.3%	799	56.2%	7	0.5%
WE	2,493	994	39.9%	1,490	59.8%	9	0.4%
Total	27,709	11,034	39.8%	16,587	59.9%	88	0.3%

*"Trained" encompasses teachers with grade III certificate, diploma grade V certificate, and degree.

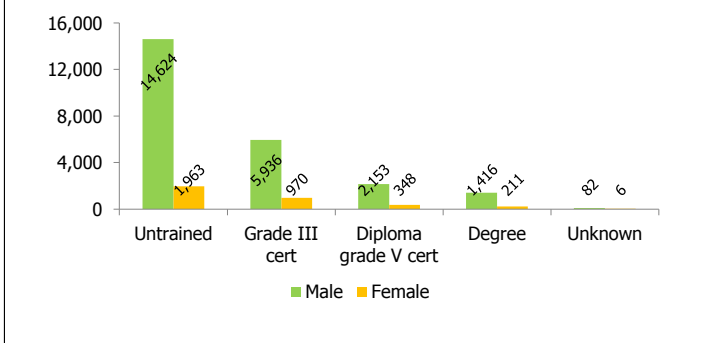


- ✓ At the national level, 60% of the teachers are untrained or unknown with respect to their professional qualification. In terms of the percentage of trained teachers across states, there is a degree of variation from 45% in Unity and Warrap to 30% in EE.
- ✓ It is noteworthy that the category of "trained teachers" itself is comprised of teachers of various qualifications including per-service and in-service teacher training as well as higher education diploma.

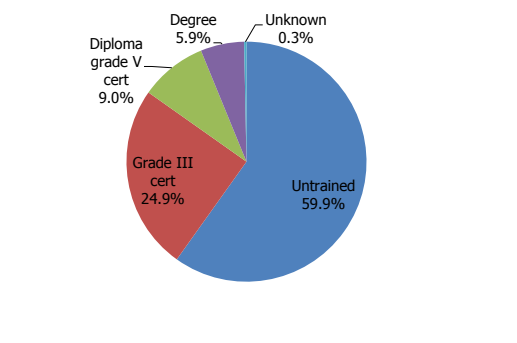
Number and % of primary school teachers by state and qualification type, 2013

State	Total	Untrained		Grade III cert		Diploma grade V cert		Degree		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
CE	4,584	2,623	57.2%	1,289	28.1%	454	9.9%	203	4.4%	15	0.3%
EE	2,908	1,989	68.4%	616	21.2%	164	5.6%	103	3.5%	36	1.2%
Jonglei	2,413	1,386	57.4%	575	23.8%	242	10.0%	210	8.7%	0	0.0%
Lakes	2,227	1,356	60.9%	639	28.7%	131	5.9%	96	4.3%	5	0.2%
NBG	3,796	2,538	66.9%	898	23.7%	288	7.6%	72	1.9%	0	0.0%
UN	2,679	1,585	59.2%	501	18.7%	309	11.5%	283	10.6%	1	0.0%
Unity	1,681	916	54.5%	383	22.8%	167	9.9%	215	12.8%	0	0.0%
Warrap	3,506	1,905	54.3%	1,030	29.4%	346	9.9%	210	6.0%	15	0.4%
WBG	1,422	799	56.2%	286	20.1%	183	12.9%	147	10.3%	7	0.5%
WE	2,493	1,490	59.8%	689	27.6%	217	8.7%	88	3.5%	9	0.4%
Total	27,709	16,587	59.9%	6,906	24.9%	2,501	9.0%	1,627	5.9%	88	0.3%

Number of primary school teachers by professional qualification and gender, 2013



% of primary school teachers by professional qualification, 2013



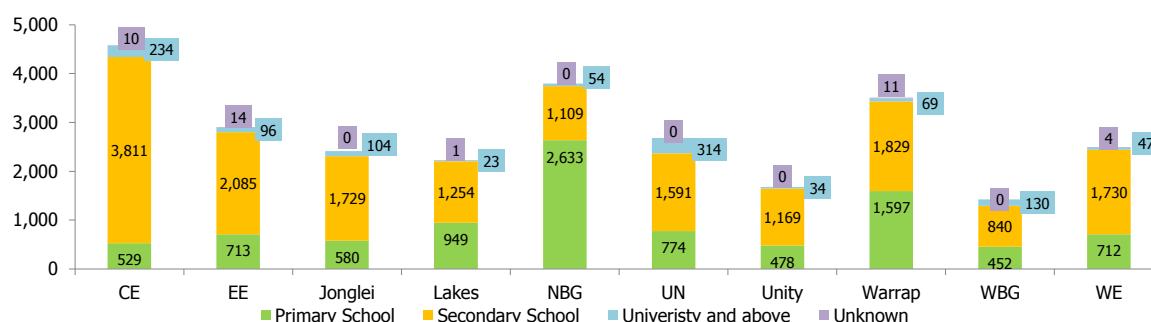
- ✓ Among the 40% of trained teachers at the national level, more than 60% of them have received in-service training as opposed to pre-service training or diploma.
- ✓ The absolute number of trained male teachers is significantly higher than that of trained female teachers due to gender disparity of the teaching force. However, the percentage of trained female teachers is slightly higher than male teachers – 44% for female teachers versus 40% for male teachers.

Number and % of primary school teachers by academic qualification and state, 2013

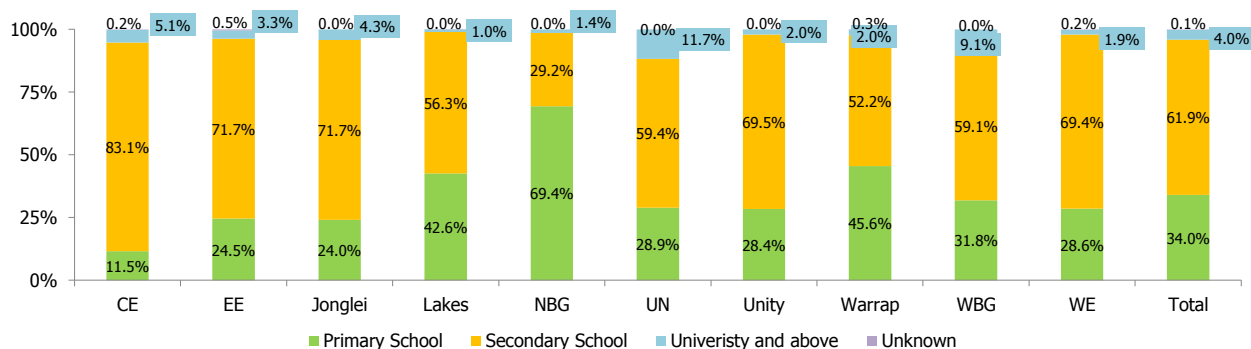
State	Total	Primary School		Secondary School		University and above		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
CE	4,584	529	11.5%	3,811	83.1%	234	5.1%	10	0.2%
EE	2,908	713	24.5%	2,085	71.7%	96	3.3%	14	0.5%
Jonglei	2,413	580	24.0%	1,729	71.7%	104	4.3%	0	0.0%
Lakes	2,227	949	42.6%	1,254	56.3%	23	1.0%	1	0.0%
NBG	3,796	2,633	69.4%	1,109	29.2%	54	1.4%	0	0.0%
UN	2,679	774	28.9%	1,591	59.4%	314	11.7%	0	0.0%
Unity	1,681	478	28.4%	1,169	69.5%	34	2.0%	0	0.0%
Warrap	3,506	1,597	45.6%	1,829	52.2%	69	2.0%	11	0.3%
WBG	1,422	452	31.8%	840	59.1%	130	9.1%	0	0.0%
WE	2,493	712	28.6%	1,730	69.4%	47	1.9%	4	0.2%
Total	27,709	9,417	34.0%	17,147	61.9%	1,105	4.0%	40	0.1%

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

Number of primary school teachers by academic qualification and state, 2013



% of primary school teachers by academic qualification and state, 2013



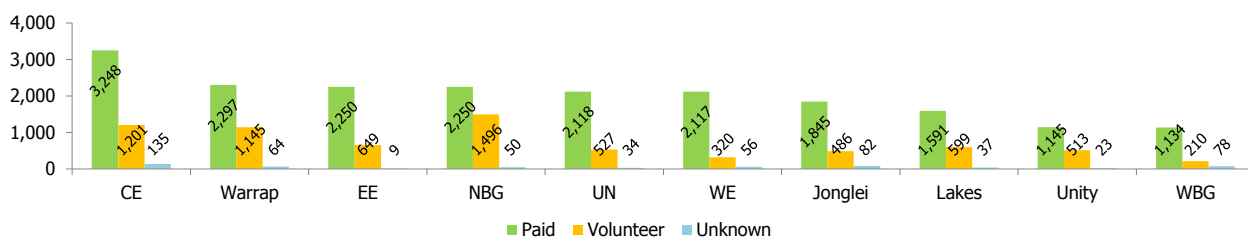
- ✓ In terms of teachers' academic qualification, the majority of the teachers at the national level have secondary school qualification (62%) rather than "primary" (34%) or "university and above" (4%).
- ✓ At the state level however, the composition of teachers' academic qualification vary greatly. In NBG for example, the percentage of teachers with primary school qualification instead of higher levels more than doubles the national average, reaching 70%. In UN and WBG, the percentage of teachers with university and above qualification also far exceeds the national average, at 12% and 9% respectively.

Number and % of primary school teachers by employment status and state, 2013

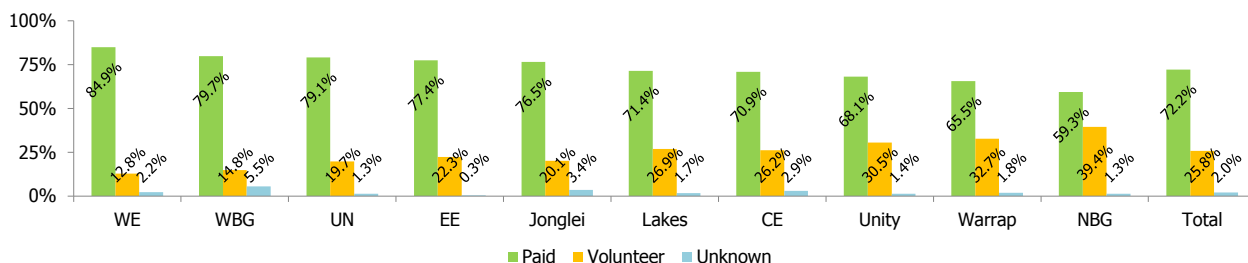
State	Total	Paid		Volunteer		Unknown	
		Count	% total	Count	% total	Count	% total
CE	4,584	3,248	70.9%	1,201	26.2%	135	2.9%
EE	2,908	2,250	77.4%	649	22.3%	9	0.3%
Jonglei	2,413	1,845	76.5%	486	20.1%	82	3.4%
Lakes	2,227	1,591	71.4%	599	26.9%	37	1.7%
NBG	3,796	2,250	59.3%	1,496	39.4%	50	1.3%
UN	2,679	2,118	79.1%	527	19.7%	34	1.3%
Unity	1,681	1,145	68.1%	513	30.5%	23	1.4%
Warrap	3,506	2,297	65.5%	1,145	32.7%	64	1.8%
WBG	1,422	1,134	79.7%	210	14.8%	78	5.5%
WE	2,493	2,117	84.9%	320	12.8%	56	2.2%
Total	27,709	19,995	72.2%	7,146	25.8%	568	2.0%

*Unknown includes part-time teachers whose salary grades are not recorded (see questionnaire)

Number of primary school teachers by employment status and state, 2013



% of primary school teachers by employment status and state, 2013



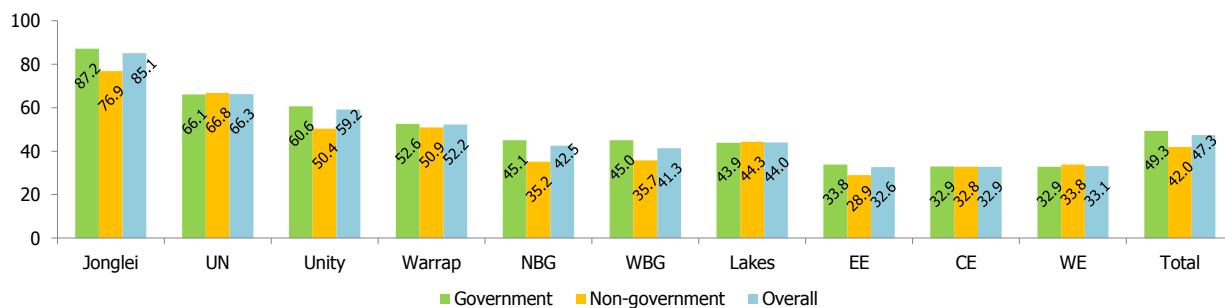
- ✓ Despite the 2% of teachers whose employment status is unknown at the national level, more than 70% of teachers are paid as opposed to roughly 25% of those who volunteer.
- ✓ WE has the highest percentage of paid teachers at 85%, in contrast with NBG which has lower than 60% paid teachers. Similar to NBG with a high percentage of volunteer teachers are Unity and Warrap, where almost one third of the teachers are volunteers.

Primary school pupil-teacher ratio (PTR) by state and ownership, by 2013

State	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupils	Teacher	PTR
CE	150,629	4,584	32.9	85,572	2,603	32.9	65,057	1,981	32.8
EE	94,876	2,908	32.6	74,493	2,203	33.8	20,383	705	28.9
Jonglei	205,389	2,413	85.1	168,501	1,933	87.2	36,888	480	76.9
Lakes	97,894	2,227	44.0	82,301	1,875	43.9	15,593	352	44.3
NBG	161,425	3,796	42.5	127,147	2,821	45.1	34,278	975	35.2
UN	177,583	2,679	66.3	133,908	2,025	66.1	43,675	654	66.8
Unity	99,488	1,681	59.2	87,453	1,442	60.6	12,035	239	50.4
Warrap	182,997	3,506	52.2	144,745	2,754	52.6	38,252	752	50.9
WBG	58,735	1,422	41.3	38,553	857	45.0	20,182	565	35.7
WE	82,451	2,493	33.1	61,895	1,884	32.9	20,556	609	33.8
Total	1,311,467	27,709	47.3	1,004,568	20,397	49.3	306,899	7,312	42.0

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

Primary school pupil-teacher ratio (PTR) by state and ownership, by 2013



- ✓ On the national average, pupil-teacher-ratio (PTR) reaches a high of 47, meaning one teacher has to teach as many as 47 pupils. The PTR for government schools is also slightly higher than that for non-government schools.
- ✓ At the state level, the overall PTR significantly differs across states. While WE, CE, and EE have a relatively low PTR of 33, Jonglei has a prominently high PTR of 85. Consistent with the national trend, non-government schools in most states have lower PTRs compared with government schools. The exceptions are Lakes, UN, and WE where PTRs at non-government schools are slightly higher.

6.2.3. Classrooms

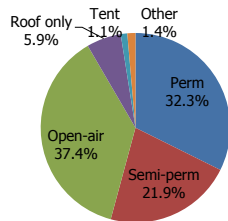
Number of primary school classrooms and pupil-classroom ratio (PCR) by state and type, 2013

State	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
CE	3,422	1,608	901	616	183	51	63	60.0
EE	1,834	810	262	555	150	25	32	88.5
Jonglei	2,732	508	540	1,407	189	32	56	196.0
Lakes	1,984	531	188	1,079	117	11	58	136.2
NBG	4,445	1,152	1,492	1,569	128	30	74	61.1
UN	2,422	937	473	787	178	38	9	125.9
Unity	1,338	259	237	773	49	17	3	200.6
Warrap	3,072	630	740	1,466	192	21	23	133.6
WBG	1,181	608	244	197	97	23	12	68.9
WE	1,849	808	234	630	148	24	5	79.1
Total	24,279	7,851	5,311	9,079	1,431	272	335	99.6

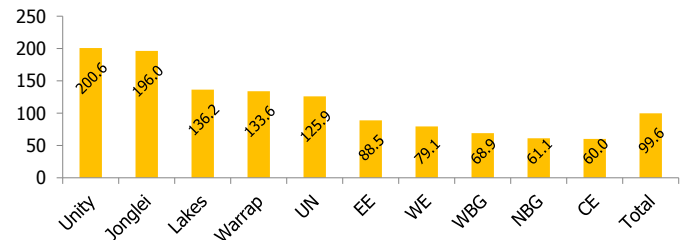
"PCR" only accounts for permanent and semi-permanent classrooms.

- ✓ Permanent and semi-permanent classrooms only account for slightly more than half of all the classrooms in South Sudan. The pupil-classroom ratio (PCR) averages 100 at the national level, with great variations across states. At the high end are Jonglei and Unity where PCR reaches approximately 200; in contrast are states at the low end such as CE and NBG, of which PCRs are well below the national average, at 60 and 61 respectively.

% of primary school classrooms by type, 2013



Primary school pupil-classroom ratio (PCR) by state, 2013

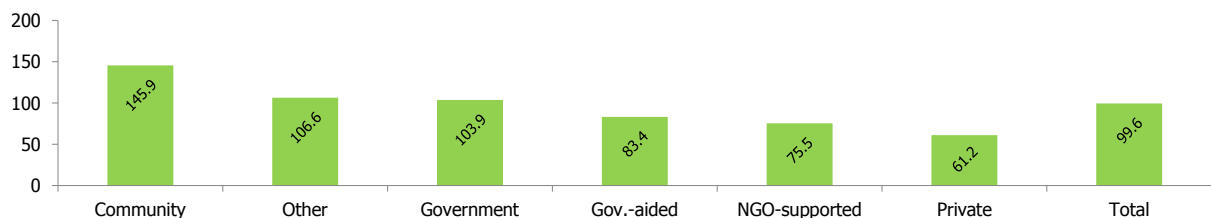


Number of primary school classrooms and pupil-classroom ratio (PCR) by ownership type, 2013

Ownership	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
Community	2,461	408	487	1,328	170	32	36	145.9
Government	17,498	5,497	3,672	6,864	999	203	263	103.9
Gov.-aided	863	462	164	177	34	4	22	83.4
NGO-supported	327	123	78	100	20	4	2	75.5
Private	2,186	1,076	708	241	124	26	11	61.2
Other	944	285	202	369	84	3	1	106.6
Total	24,279	7,851	5,311	9,079	1,431	272	335	99.6

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

Primary school pupil-classroom ratio (PCR) by ownership, 2013

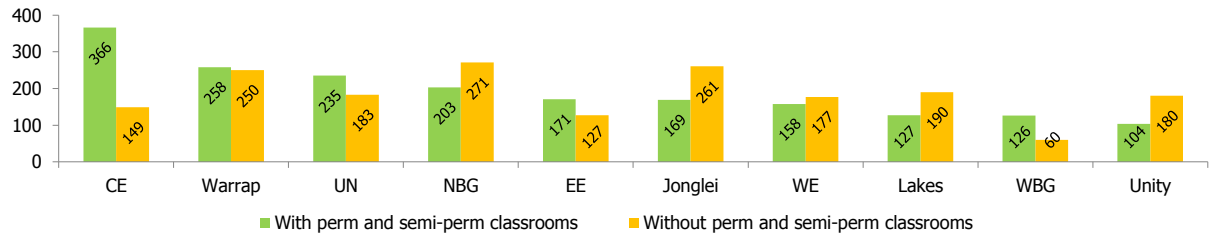


✓ With respect to PCR by ownership type, community schools have the highest PCR of 146 – exceeding the average PCR for all ownership types by almost 50%. Government schools in contrast have a much lower PCR of 104, while private schools have the lowest PCR among all ownership types, at 61.

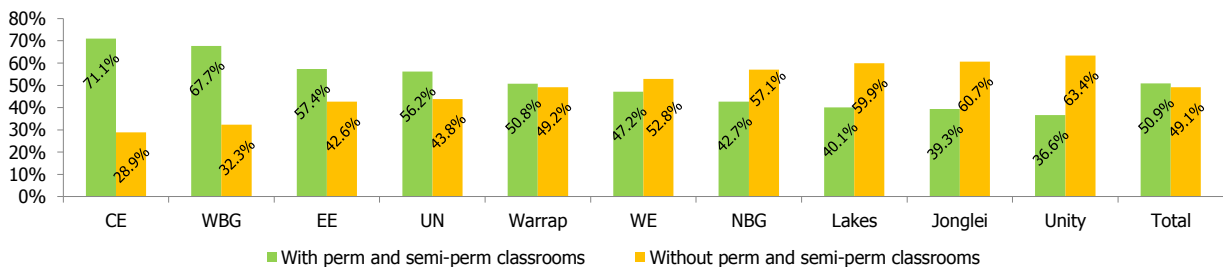
Number and % of primary schools with permanent and semi-permanent classrooms by state, 2013

State	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
CE	515	366	71.1%	149	28.9%
EE	298	171	57.4%	127	42.6%
Jonglei	430	169	39.3%	261	60.7%
Lakes	317	127	40.1%	190	59.9%
NBG	475	203	42.7%	271	57.1%
UN	418	235	56.2%	183	43.8%
Unity	284	104	36.6%	180	63.4%
Warrap	508	258	50.8%	250	49.2%
WBG	186	126	67.7%	60	32.3%
WE	335	158	47.2%	177	52.8%
Total	3,766	1,917	50.9%	1,848	49.1%

Number of primary schools with and without perm. and semi-perm. classrooms by state, 2013



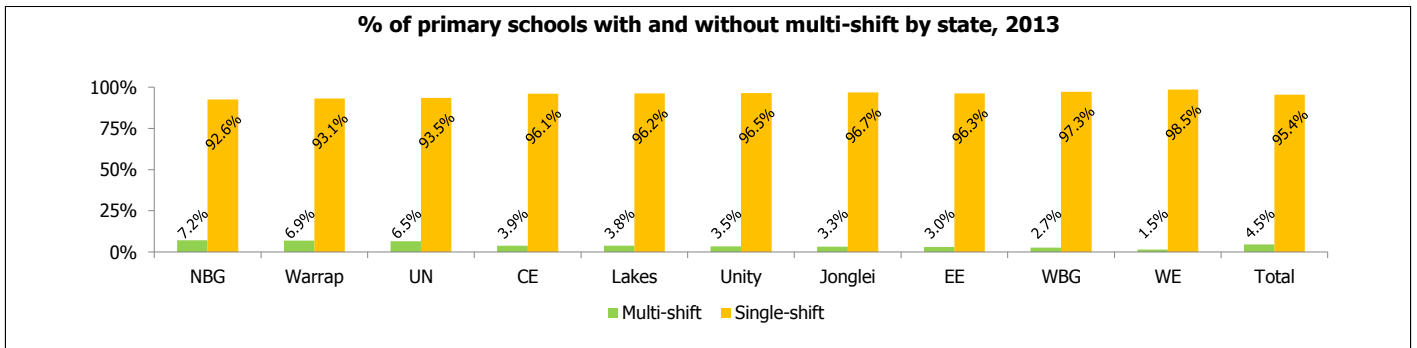
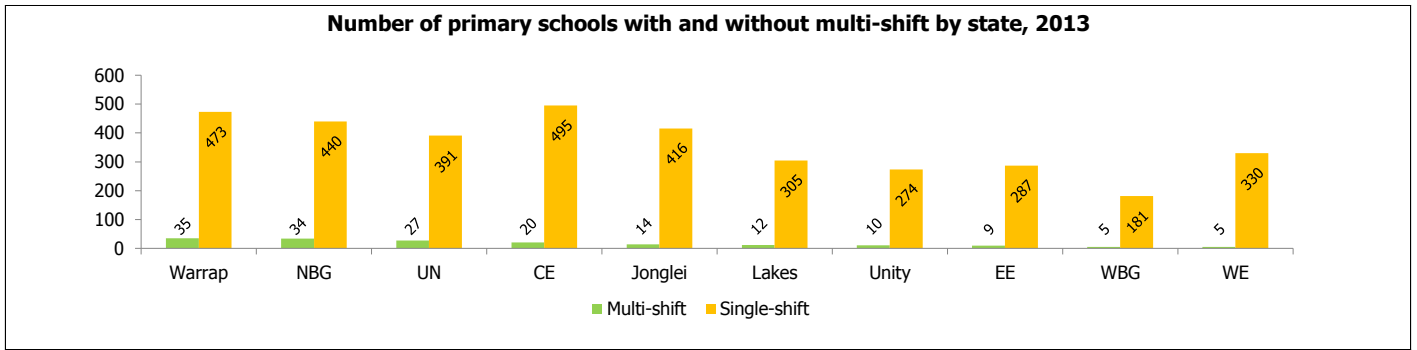
% of primary schools with and without perm. and semi-perm. classrooms by state, 2013



✓ Nationally, the number and percentage of primary schools with permanent or semi-permanent classrooms are almost the same as those without. The comparison across states shows great variation however, with CE having almost twice as many percentages of schools with permanent and semi-permanent classrooms (71%) than Unity (37%).

Number and % of primary schools with and without multi-shift by state, 2013

State	Total	Single-shift		Multi-shift	
		Count	% total	Count	% total
CE	515	495	96.1%	20	3.9%
EE	298	287	96.3%	9	3.0%
Jonglei	430	416	96.7%	14	3.3%
Lakes	317	305	96.2%	12	3.8%
NBG	475	440	92.6%	34	7.2%
UN	418	391	93.5%	27	6.5%
Unity	284	274	96.5%	10	3.5%
Warrap	508	473	93.1%	35	6.9%
WBG	186	181	97.3%	5	2.7%
WE	335	330	98.5%	5	1.5%
Total	3,766	3,592	95.4%	171	4.5%

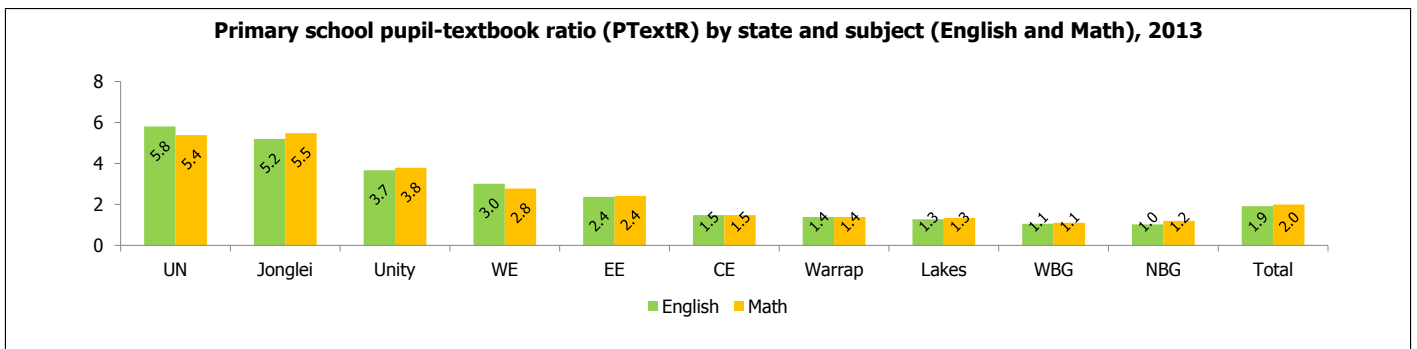


✓ 95% of primary schools in South Sudan are single-shift schools. The states with the most percentage of multi-shift primary schools are NBG and Warrap, at 7%. WE has the lowest percentage of multi-shift schools, at 2%.

6.2.4. Curriculum and instruction

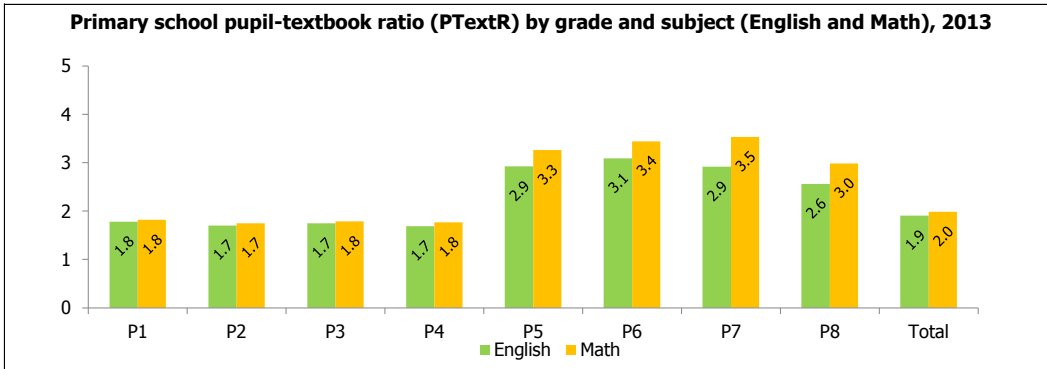
Primary school pupil-textbook ratio (PTextR) by state and subject (English and Math), 2013

State	Enrollment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
CE	150,629	101,673	1.5	101,653	1.5
EE	94,876	40,109	2.4	39,225	2.4
Jonglei	205,389	39,478	5.2	37,445	5.5
Lakes	97,894	77,103	1.3	73,235	1.3
NBG	161,425	156,954	1.0	134,443	1.2
UN	177,583	30,625	5.8	32,973	5.4
Unity	99,488	27,190	3.7	26,278	3.8
Warrap	182,997	131,780	1.4	131,870	1.4
WBG	58,735	55,498	1.1	53,510	1.1
WE	82,451	27,402	3.0	29,741	2.8
Total	1,311,467	687,812	1.9	660,373	2.0



Primary school pupil-textbook ratio (PTextR) by state and subject (English and Math), 2013

State	Enrollment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
P1	368,096	206,434	1.8	202,547	1.8
P2	258,037	151,492	1.7	147,631	1.7
P3	223,653	128,129	1.7	125,196	1.8
P4	173,756	103,088	1.7	98,312	1.8
P5	122,230	41,829	2.9	37,485	3.3
P6	80,484	26,060	3.1	23,371	3.4
P7	52,175	17,886	2.9	14,767	3.5
P8	33,036	12,894	2.6	11,064	3.0
Total	1,311,467	687,812	1.9	660,373	2.0



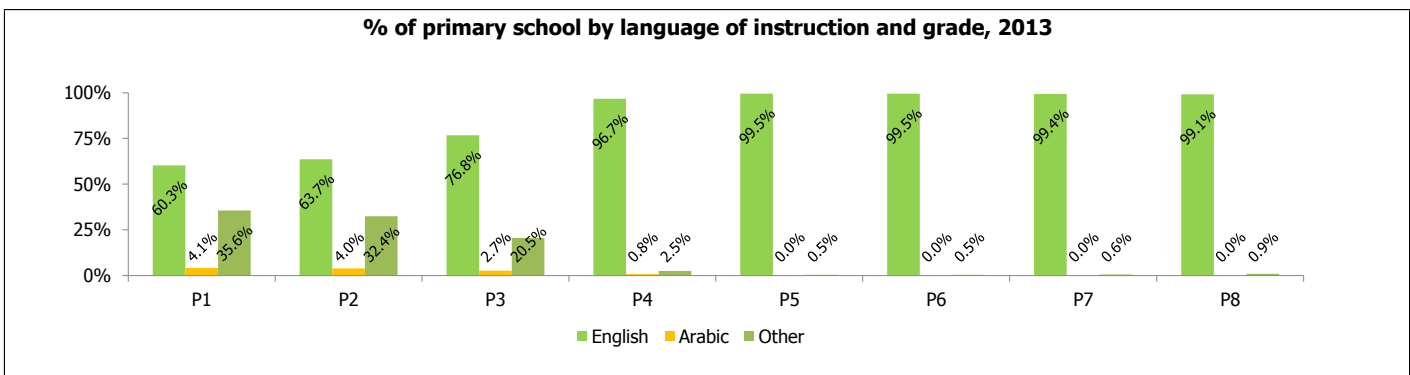
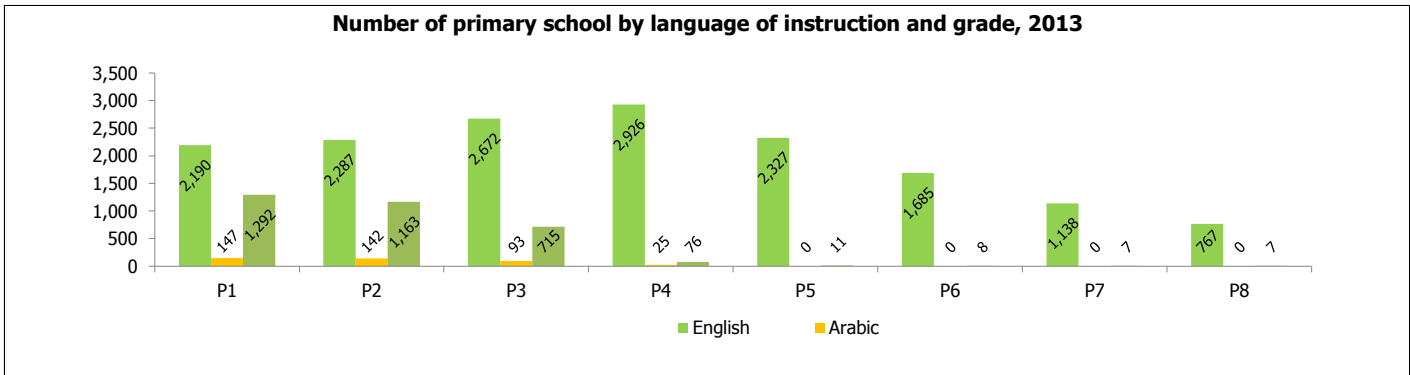
✓ PTextR stays below 2 from P1 to P4, but increases to above 2 or 3 from P5 to P8. PTextR for English textbooks is slightly lower than that for Math textbooks.

Number and % of primary schools by language of instruction and grade, 2013

Language	P1	P2	P3	P4	P5	P6	P7	P8
English	2,190	2,287	2,672	2,926	2,327	1,685	1,138	767
	60.3%	63.7%	76.8%	96.7%	99.5%	99.5%	99.4%	99.1%
Arabic	147	142	93	25	0	0	0	0
	4.1%	4.0%	2.7%	0.8%	0.0%	0.0%	0.0%	0.0%
Other	1292	1163	715	76	11	8	7	7
	35.6%	32.4%	20.5%	2.5%	0.5%	0.5%	0.6%	0.9%
Total	3,629	3,592	3,480	3,027	2,338	1,693	1,145	774

*This section only counted the schools who responded to the 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.



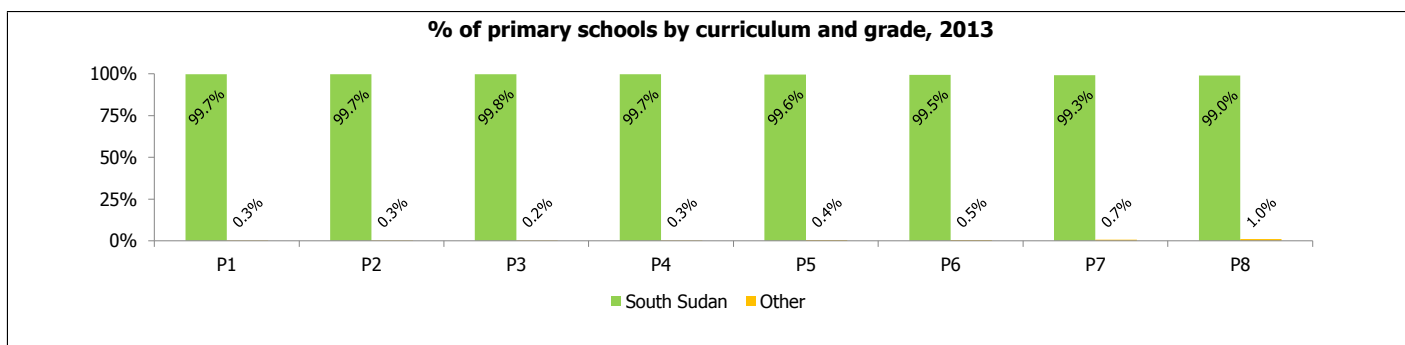
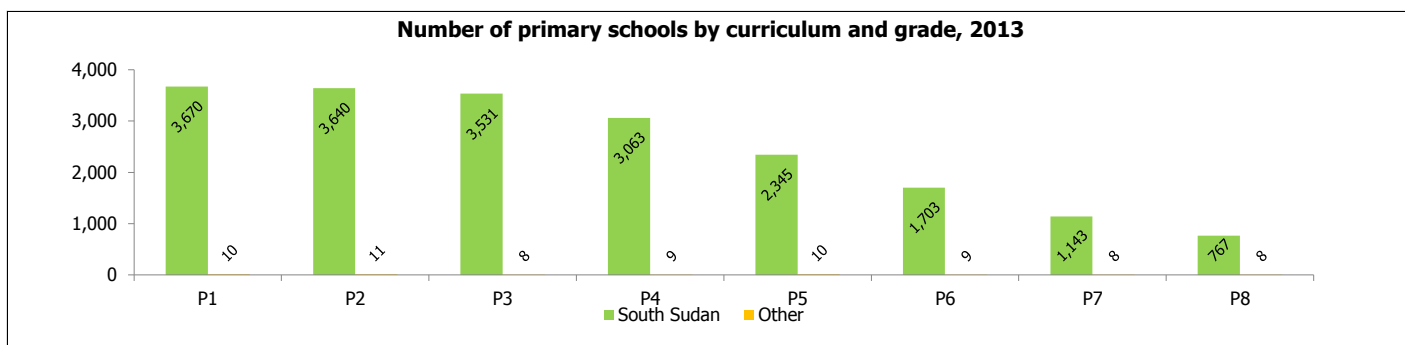
✓ English is the dominant language of instruction used by more than 90% of the primary schools in each grade. From P4 to P8, more than 99% of the schools use English as the language of instruction.

Number and % of primary schools by curriculum and grade, 2013

Curriculum	P1	P2	P3	P4	P5	P6	P7	P8
South Sudan	3,670	3,640	3,531	3,063	2,345	1,703	1,143	767
	99.7%	99.7%	99.8%	99.7%	99.6%	99.5%	99.3%	99.0%
Other	10	11	8	9	10	9	8	8
	0.3%	0.3%	0.2%	0.3%	0.4%	0.5%	0.7%	1.0%
Total	3,680	3,651	3,539	3,072	2,355	1,712	1,151	775

*This section only counted the schools who responded to the 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.



✓ More than 99% of the primary schools in South Sudan use South Sudan curriculum as opposed to other curricula in each grade.

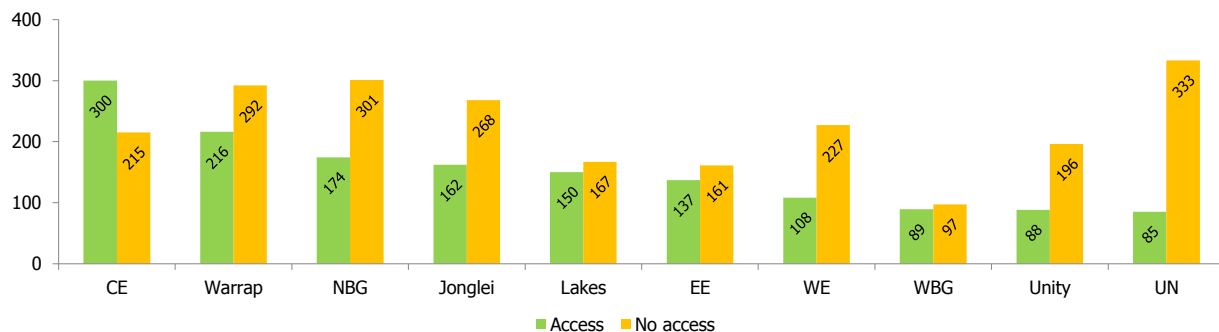
6.2.5. Facilities

Number and % of primary schools with and without access to drinking water by state, 2013

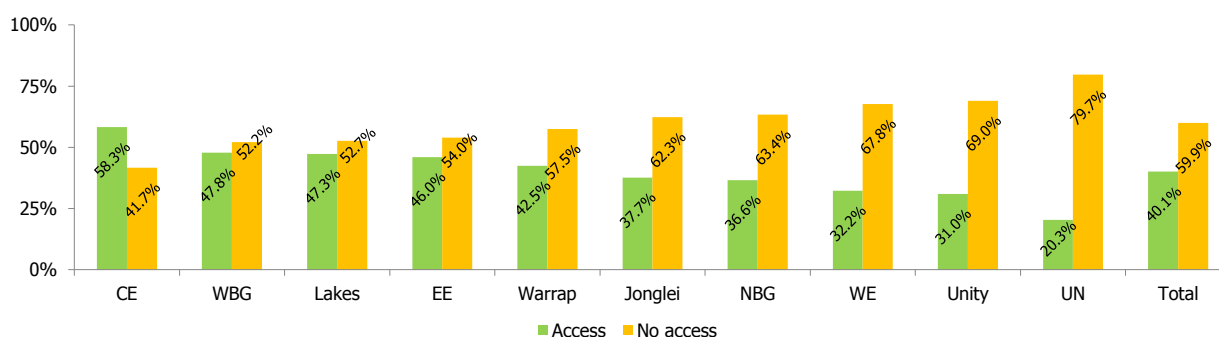
State	Schools	Access		No access	
		Count	% total	Count	% total
CE	515	300	58.3%	215	41.7%
EE	298	137	46.0%	161	54.0%
Jonglei	430	162	37.7%	268	62.3%
Lakes	317	150	47.3%	167	52.7%
NBG	475	174	36.6%	301	63.4%
UN	418	85	20.3%	333	79.7%
Unity	284	88	31.0%	196	69.0%
Warrap	508	216	42.5%	292	57.5%
WBG	186	89	47.8%	97	52.2%
WE	335	108	32.2%	227	67.8%
Total	3,766	1,509	40.1%	2,257	59.9%

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

Number of primary schools with access to drinking water by state, 2013



% of primary schools with access to drinking water by state, 2013



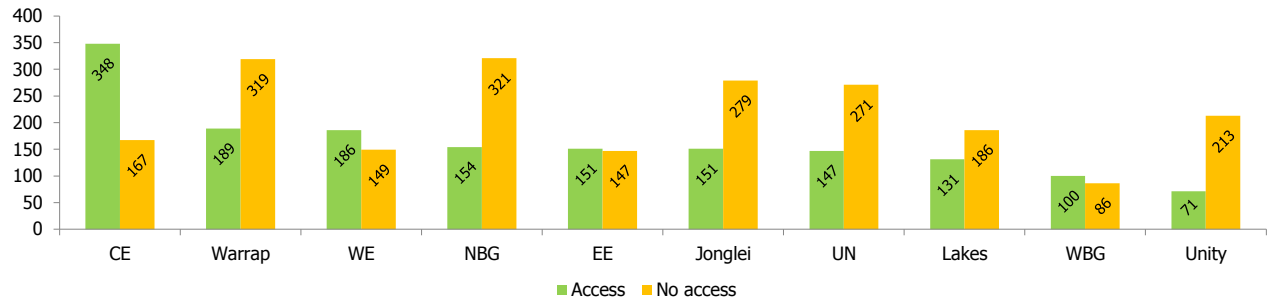
✓ In South Sudan, 60% of primary schools don't have access to drinking water. The situation is worst in UN, Unity and WE where less than one third of primary schools have drinking water access. At the other end are states including CE and WBG where half or almost half of the primary schools can access drinking water.

Number and % of primary schools with and without access to latrine by state, 2013

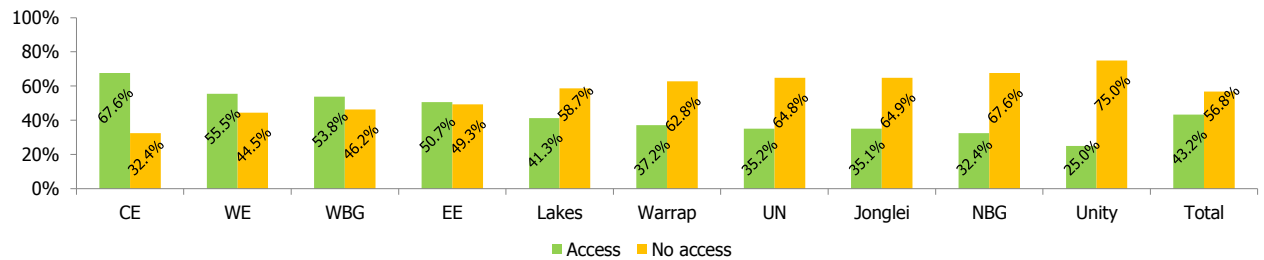
State	Schools	Access		No access	
		Count	% total	Count	% total
CE	515	348	67.6%	167	32.4%
EE	298	151	50.7%	147	49.3%
Jonglei	430	151	35.1%	279	64.9%
Lakes	317	131	41.3%	186	58.7%
NBG	475	154	32.4%	321	67.6%
UN	418	147	35.2%	271	64.8%
Unity	284	71	25.0%	213	75.0%
Warrap	508	189	37.2%	319	62.8%
WBG	186	100	53.8%	86	46.2%
WE	335	186	55.5%	149	44.5%
Total	3,766	1,628	43.2%	2,138	56.8%

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

Number of primary schools with access to latrine by state, 2013



% of primary schools with access to latrine by state, 2013



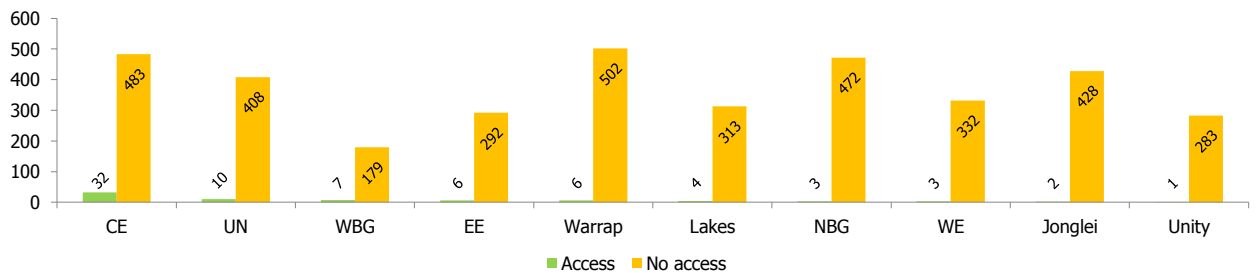
- ✓ Nationally, 43% of primary schools have access to latrine compared with 57% that don't.
- ✓ CE has the largest percentage of primary schools with latrine, at 68%; in contrast is Unity that has the lowest percentage of 25%.

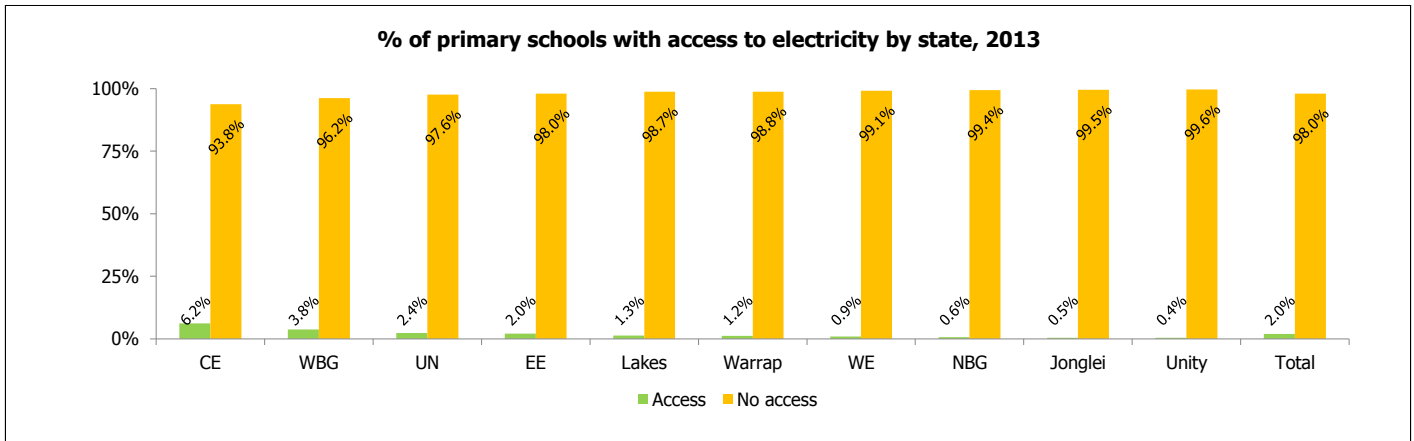
Number and % of primary schools with and without access to electricity by state, 2013

State	Schools	Access		No access	
		Count	% total	Count	% total
CE	515	32	6.2%	483	93.8%
EE	298	6	2.0%	292	98.0%
Jonglei	430	2	0.5%	428	99.5%
Lakes	317	4	1.3%	313	98.7%
NBG	475	3	0.6%	472	99.4%
UN	418	10	2.4%	408	97.6%
Unity	284	1	0.4%	283	99.6%
Warrap	508	6	1.2%	502	98.8%
WBG	186	7	3.8%	179	96.2%
WE	335	3	0.9%	332	99.1%
Total	3,766	74	2.0%	3,692	98.0%

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

Number of primary schools with access to electricity by state, 2013



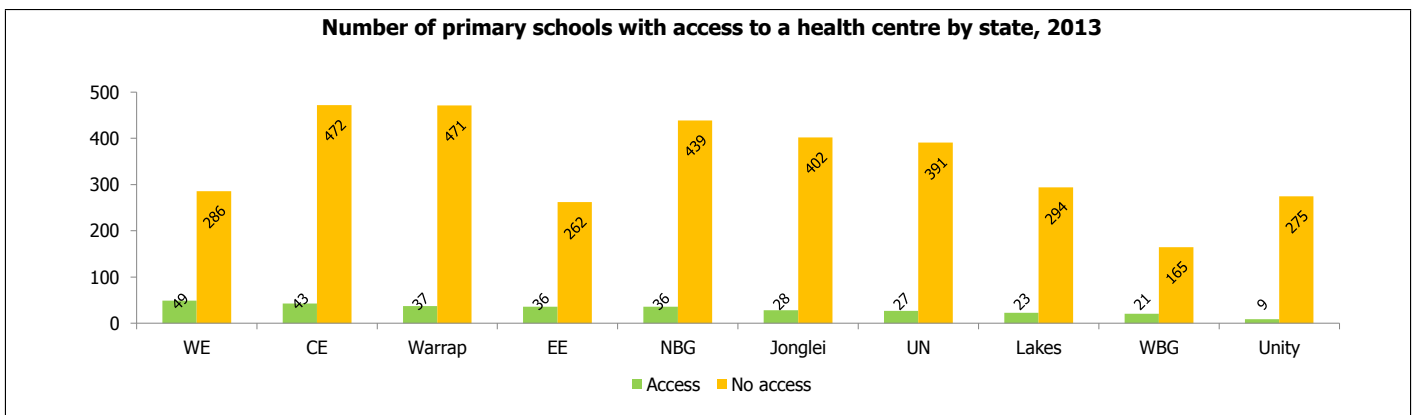


- ✓ Most primary schools in South Sudan lack access to electricity – the percentage of primary schools with access to electricity is only 2% on the national average.
- ✓ States with the most access to electricity are CE and WBG, which have 6% and 4% of primary schools with electricity respectively. Jonglei, NBG, Unity and WE have less than 1% of primary schools with electricity.

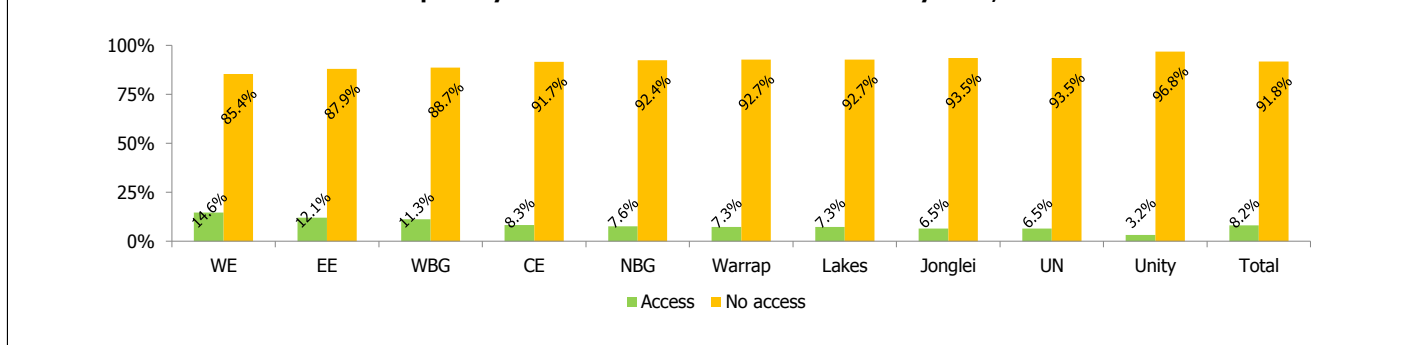
Number and % of primary schools with and without access to health centre by state, 2013

State	Schools	Access		No access	
		Count	% total	Count	% total
CE	515	43	8.3%	472	91.7%
EE	298	36	12.1%	262	87.9%
Jonglei	430	28	6.5%	402	93.5%
Lakes	317	23	7.3%	294	92.7%
NBG	475	36	7.6%	439	92.4%
UN	418	27	6.5%	391	93.5%
Unity	284	9	3.2%	275	96.8%
Warrap	508	37	7.3%	471	92.7%
WBG	186	21	11.3%	165	88.7%
WE	335	49	14.6%	286	85.4%
Total	3,766	309	8.2%	3,457	91.8%

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



% of primary schools with access to health centre by state, 2013



- ✓ Nationally, only 8% of primary schools have access to health centre.
- ✓ At the state level, while states like EE, WBG and WE have more than 10% of primary schools with access to health centre, the percentage fall below 5% - to 3% for Unity.

6.3. Student flow*

6.3.1. Promotion rate

Primary school promotion rate by state and grade, 2012-2013

State	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	65.5%	84.8%	82.2%	72.1%	66.4%	66.0%	72.3%
EE	60.4%	72.2%	68.6%	61.2%	56.0%	60.3%	60.5%
Jonglei	57.2%	70.9%	61.4%	58.6%	60.4%	58.5%	37.1%
Lakes	53.6%	65.1%	65.6%	58.4%	64.2%	69.7%	71.4%
NBG	52.9%	72.1%	77.3%	68.1%	69.7%	72.3%	66.6%
UN	67.5%	76.1%	69.7%	58.5%	63.3%	57.5%	65.1%
Unity	58.9%	70.5%	60.0%	40.1%	43.5%	40.8%	40.0%
Warrap	57.0%	82.2%	80.9%	87.3%	68.4%	63.0%	81.7%
WBG	56.8%	66.8%	66.6%	62.9%	61.1%	61.1%	60.3%
WE	67.9%	83.4%	73.2%	64.1%	59.8%	61.5%	63.1%
Total	59.2%	74.6%	70.7%	63.7%	62.3%	61.8%	64.2%

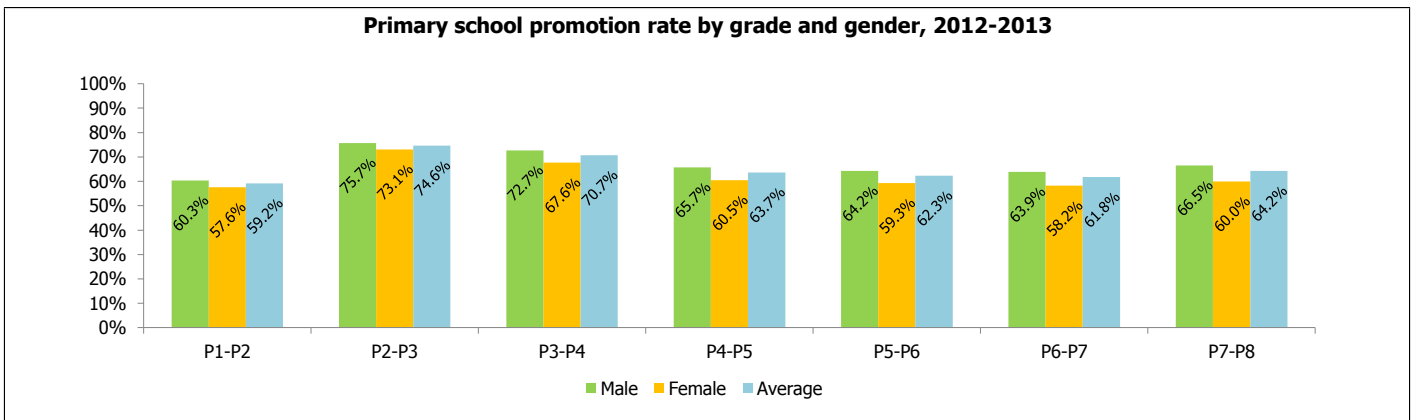
Primary school promotion rate for male pupils by state and grade, 2012-2013

State	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	66.0%	83.2%	83.1%	72.9%	70.1%	67.8%	77.4%
EE	60.7%	70.5%	69.6%	63.1%	57.3%	63.1%	64.6%
Jonglei	57.6%	72.9%	63.5%	60.1%	59.2%	58.5%	38.1%
Lakes	55.3%	64.8%	67.1%	59.7%	65.9%	73.4%	70.4%
NBG	55.9%	75.5%	80.7%	70.8%	72.8%	75.6%	72.1%
UN	69.0%	77.8%	72.5%	60.3%	65.0%	58.3%	65.5%
Unity	62.5%	75.0%	64.1%	44.0%	47.5%	42.7%	42.7%
Warrap	58.3%	82.4%	81.5%	90.7%	71.7%	65.7%	87.6%
WBG	56.1%	66.5%	64.9%	58.6%	56.4%	56.8%	54.2%
WE	68.3%	85.2%	79.0%	66.7%	61.4%	67.4%	64.8%
Total	60.3%	75.7%	72.7%	65.7%	64.2%	63.9%	66.5%

Primary school promotion rate for female pupils by state and grade, 2012-2013

State	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	64.9%	86.6%	81.3%	71.1%	62.1%	63.7%	65.3%
EE	60.2%	74.5%	67.2%	58.5%	54.2%	56.1%	53.8%
Jonglei	56.7%	68.0%	58.1%	56.0%	62.4%	58.6%	34.5%
Lakes	50.4%	65.5%	62.3%	55.3%	60.2%	60.6%	74.6%
NBG	48.3%	66.3%	71.4%	63.1%	63.3%	64.4%	52.5%
UN	65.4%	73.9%	66.0%	55.9%	61.0%	56.4%	64.5%
Unity	53.9%	63.7%	53.9%	34.2%	37.3%	37.0%	34.3%
Warrap	54.4%	81.9%	79.7%	80.0%	60.5%	55.9%	65.6%
WBG	57.9%	67.3%	69.1%	69.4%	68.1%	68.3%	72.6%
WE	67.5%	81.5%	67.1%	60.7%	57.6%	53.4%	60.1%
Total	57.6%	73.1%	67.6%	60.5%	59.3%	58.2%	60.0%

*23.3% of primary schools reported no repeaters this year. See section 2.7 for more information, and see section 3.4 for more information on pupil flow calculations.



- ✓ The primary school promotion rate at the national level ranges from 59% to 75% for each grade. Noticeably, promotion rate for P1 to P2 is the lowest among that for all other grades, implying that many new entrants may lack preparedness for primary school education.
- ✓ There is a noticeable variation in the promotion rate for P7 to P8 across states. While the national average promotion rate for P7 to P8 is 64%, the promotion rate in Warrap reaches 82% -- in contrast to the rates in Jonglei and Unity that falls below or merely reaches 40%.
- ✓ In terms of promotion rate by gender, male pupils have a higher percentage of promotion rate for each grade than female pupils. The gender disparity isn't too pronounced however, with the percentage difference generally falling within the 3% to 5% range.

6.3.2. Repetition rate

Primary school repetition rate by state and grade, 2012-2013

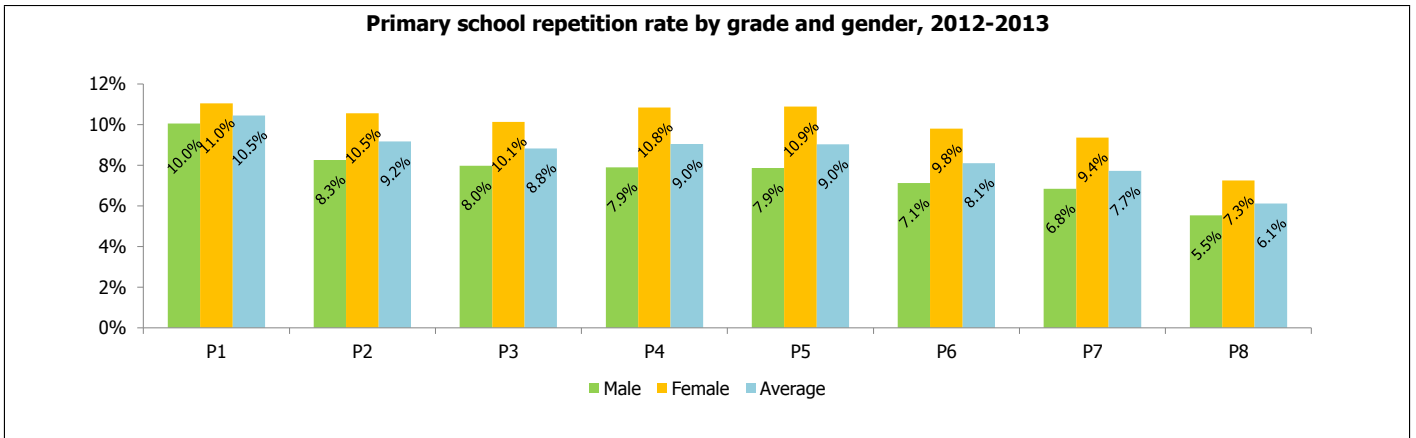
State	P1	P2	P3	P4	P5	P6	P7	P8
CE	14.4%	12.3%	12.2%	16.4%	14.6%	10.7%	8.8%	3.0%
EE	8.2%	9.0%	10.7%	12.8%	13.9%	11.9%	10.2%	6.1%
Jonglei	7.9%	6.8%	6.3%	6.1%	6.9%	7.3%	10.8%	8.9%
Lakes	11.8%	9.5%	8.6%	8.0%	7.9%	8.6%	8.8%	5.0%
NBG	14.0%	11.5%	11.2%	9.3%	8.3%	7.9%	5.4%	5.0%
UN	8.2%	8.4%	7.8%	7.2%	7.6%	7.3%	8.0%	9.9%
Unity	9.7%	8.9%	8.0%	6.0%	5.2%	4.9%	4.8%	5.2%
Warrap	10.1%	8.2%	6.9%	6.0%	5.0%	3.9%	4.0%	3.1%
WBG	10.0%	8.7%	8.7%	10.3%	10.1%	9.6%	7.3%	5.3%
WE	12.7%	11.4%	11.5%	10.0%	9.0%	8.4%	7.7%	10.4%
Total	10.5%	9.2%	8.8%	9.0%	9.0%	8.1%	7.7%	6.1%

Primary school repetition rate for male pupils by state and grade, 2012-2013

State	P1	P2	P3	P4	P5	P6	P7	P8
CE	14.3%	11.5%	12.0%	15.3%	14.0%	9.9%	8.3%	2.6%
EE	7.5%	7.6%	9.7%	10.6%	11.4%	9.1%	8.2%	4.5%
Jonglei	7.4%	6.2%	5.5%	5.2%	5.9%	6.1%	9.7%	7.9%
Lakes	11.2%	7.7%	7.3%	6.5%	6.6%	7.5%	6.7%	3.6%
NBG	13.3%	10.1%	9.9%	8.3%	7.4%	6.4%	4.6%	3.9%
UN	8.0%	7.9%	7.2%	6.8%	7.1%	7.2%	8.2%	8.5%
Unity	9.9%	8.4%	7.5%	5.7%	5.1%	5.5%	4.7%	6.0%
Warrap	9.6%	7.3%	6.1%	5.1%	4.4%	3.6%	3.7%	3.2%
WBG	9.6%	8.5%	7.6%	9.9%	8.5%	9.4%	6.5%	5.9%
WE	13.0%	11.0%	11.6%	9.4%	8.5%	7.8%	6.2%	10.8%
Total	10.0%	8.3%	8.0%	7.9%	7.9%	7.1%	6.8%	5.5%

Primary school repetition rate for female pupils by state and grade, 2012-2013

State	P1	P2	P3	P4	P5	P6	P7	P8
CE	14.5%	13.1%	12.4%	17.7%	15.2%	11.8%	9.4%	3.4%
EE	9.3%	11.0%	12.2%	15.8%	17.5%	16.0%	13.4%	9.4%
Jonglei	8.6%	7.6%	7.5%	7.6%	8.7%	9.5%	13.5%	12.8%
Lakes	13.0%	13.5%	11.4%	11.7%	11.1%	11.3%	15.3%	9.5%
NBG	15.1%	14.0%	13.6%	11.1%	10.3%	11.4%	7.3%	8.1%
UN	8.5%	9.1%	8.6%	7.8%	8.4%	7.5%	7.8%	11.7%
Unity	9.4%	9.6%	8.7%	6.4%	5.3%	3.7%	5.0%	3.4%
Warrap	11.0%	10.1%	8.5%	8.0%	6.6%	4.9%	4.7%	2.8%
WBG	10.6%	8.9%	10.3%	11.0%	12.5%	9.9%	8.9%	4.1%
WE	12.4%	11.9%	11.4%	10.9%	9.6%	9.2%	10.2%	9.6%
Total	11.0%	10.5%	10.1%	10.8%	10.9%	9.8%	9.4%	7.3%



- ✓ At the national level, there is a gradual decrease of repetition rate from 10% in P1 to 6% in P8. This trend is observed in most states as well, with the noticeable exception of EE where repetition rate increases from P1 to P5, then decreases again from P6 to P8.
- ✓ Repetition rate for female pupils is higher than that for male pupils in each grade at the national level. By state, higher repetition rate for female pupils is prevalent as well.

6.3.3. Dropout rate

Primary school dropout rate by state and grade, 2012-2013

State	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	20.2%	2.9%	5.6%	11.5%	19.1%	23.3%	18.9%
EE	31.3%	18.9%	20.7%	26.1%	30.1%	27.8%	29.3%
Jonglei	34.9%	22.3%	32.3%	35.3%	32.6%	34.2%	52.1%
Lakes	34.6%	25.4%	25.8%	33.6%	27.8%	21.7%	19.8%
NBG	33.1%	16.4%	11.5%	22.6%	21.9%	19.9%	28.0%
UN	24.3%	15.5%	22.5%	34.3%	29.1%	35.2%	26.9%
Unity	31.4%	20.6%	32.0%	53.9%	51.3%	54.3%	55.2%
Warrap	32.9%	9.6%	12.2%	6.7%	26.6%	33.0%	14.3%
WBG	33.2%	24.5%	24.8%	26.8%	28.8%	29.3%	32.4%
WE	19.4%	5.1%	15.3%	25.9%	31.2%	30.1%	29.2%
Total	30.4%	16.2%	20.5%	27.3%	28.7%	30.1%	28.1%

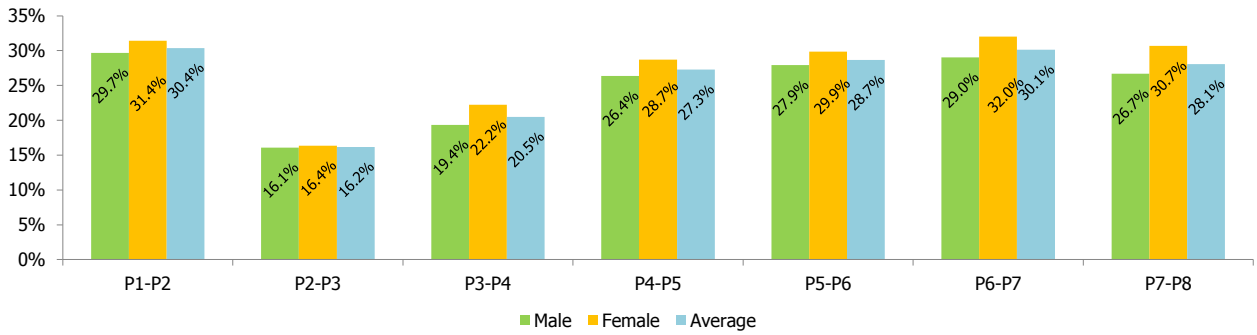
Primary school dropout rate for male pupils by state and grade, 2012-2013

State	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	19.8%	5.2%	5.0%	11.8%	15.9%	22.4%	14.3%
EE	31.9%	21.9%	20.7%	26.3%	31.4%	27.8%	27.2%
Jonglei	35.0%	20.9%	31.1%	34.7%	34.9%	35.4%	52.1%
Lakes	33.5%	27.5%	25.6%	33.8%	27.5%	19.0%	22.8%
NBG	30.8%	14.5%	9.4%	20.9%	19.8%	18.1%	23.2%
UN	23.0%	14.4%	20.3%	32.9%	28.0%	34.5%	26.4%
Unity	27.6%	16.6%	28.4%	50.3%	47.4%	51.8%	52.6%
Warrap	32.1%	10.3%	12.4%	4.2%	23.9%	30.7%	8.7%
WBG	34.4%	25.0%	27.5%	31.6%	35.0%	33.8%	39.2%
WE	18.7%	3.7%	9.4%	24.0%	30.1%	24.8%	28.9%
Total	29.7%	16.1%	19.4%	26.4%	27.9%	29.0%	26.7%

Primary school dropout rate for female pupils by state and grade, 2012-2013

State	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
CE	20.6%	0.3%	6.4%	11.2%	22.7%	24.5%	25.3%
EE	30.6%	14.5%	20.6%	25.7%	28.4%	27.9%	32.8%
Jonglei	34.7%	24.4%	34.4%	36.4%	28.9%	31.9%	52.1%
Lakes	36.6%	21.0%	26.3%	33.0%	28.6%	28.1%	10.1%
NBG	36.6%	19.7%	15.0%	25.8%	26.4%	24.2%	40.2%
UN	26.1%	17.1%	25.4%	36.4%	30.6%	36.1%	27.6%
Unity	36.8%	26.7%	37.4%	59.4%	57.4%	59.3%	60.8%
Warrap	34.6%	8.0%	11.7%	12.0%	32.9%	39.2%	29.7%
WBG	31.6%	23.8%	20.6%	19.5%	19.4%	21.9%	18.4%
WE	20.1%	6.6%	21.6%	28.4%	32.8%	37.5%	29.7%
Total	31.4%	16.4%	22.2%	28.7%	29.9%	32.0%	30.7%

Primary school dropout rate by grade and gender, 2012-2013



- ✓ Dropout rate at the national level fluctuates within the 16% to 30% range at the national level. At the state level, there is more variation of dropout rate when pupils progress to different grades. For example, in CE the dropout rate from P1 to P2 is 20%, while it drops to 6% from P3 to P4. In Unity, dropout rate from P4 to P5 and onwards drastically increases to above 50% -- while that for previous grades is around 30%.
- ✓ Nationally, dropout rate for female pupils is slightly higher than that for male pupils. At the state level, for some grades the gender disparity becomes more pronounced than others. In Warrap for example, female dropout rate for P7 to P8 is 30%, in contrast to only 9% for male pupils.

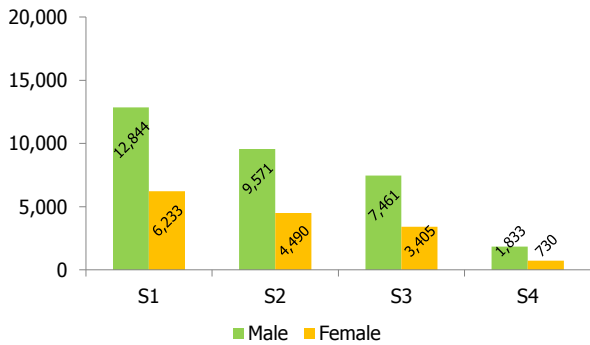
7.1. Access

7.1.1. Enrolment

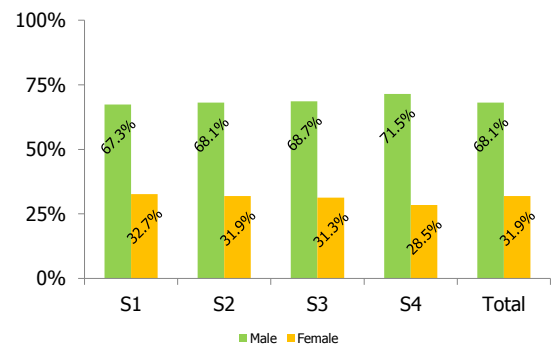
Number of secondary school students by state and grade, 2013

State	Total	S1	S2	S3	S4
CE	7,403	1,846	2,477	2,260	820
EE	4,655	1,914	1,159	910	672
Jonglei	2,039	944	619	436	40
Lakes	949	457	273	150	69
NBG	4,621	2,409	1,362	717	133
UN	10,467	4,125	3,450	2,636	256
Unity	1,771	818	552	390	11
Warrap	4,218	1,983	1,379	856	0
WBG	5,726	2,713	1,484	1,514	15
WE	4,718	1,868	1,306	997	547
Total	46,567	19,077	14,061	10,866	2,563

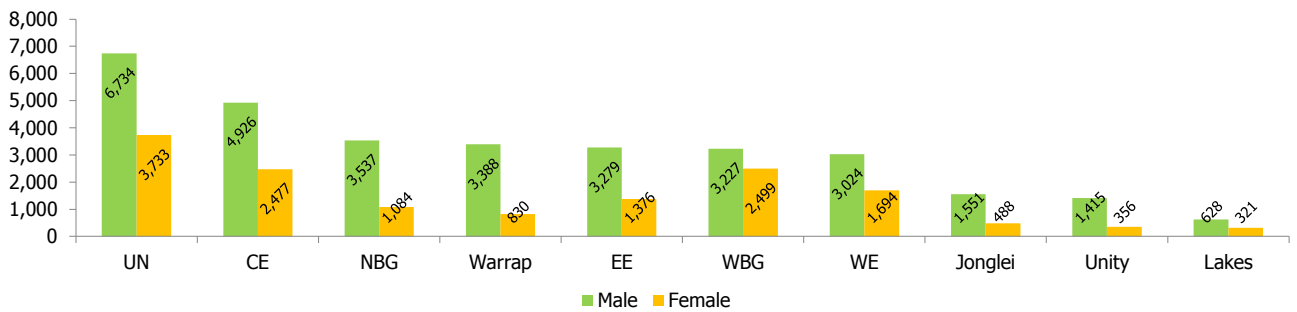
Number of secondary school students by grade and gender, 2013



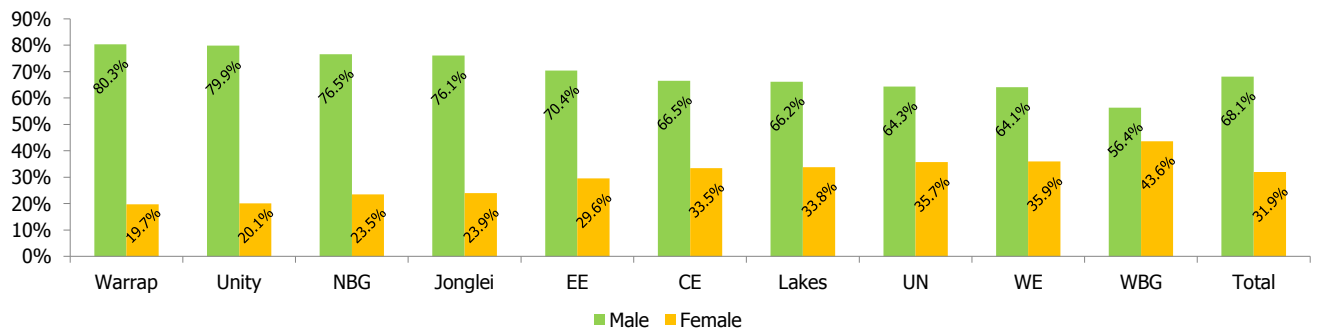
% of secondary school students by grade and gender, 2013



Number of secondary school students by state and gender, 2013



% of secondary school students by state and gender, 2013



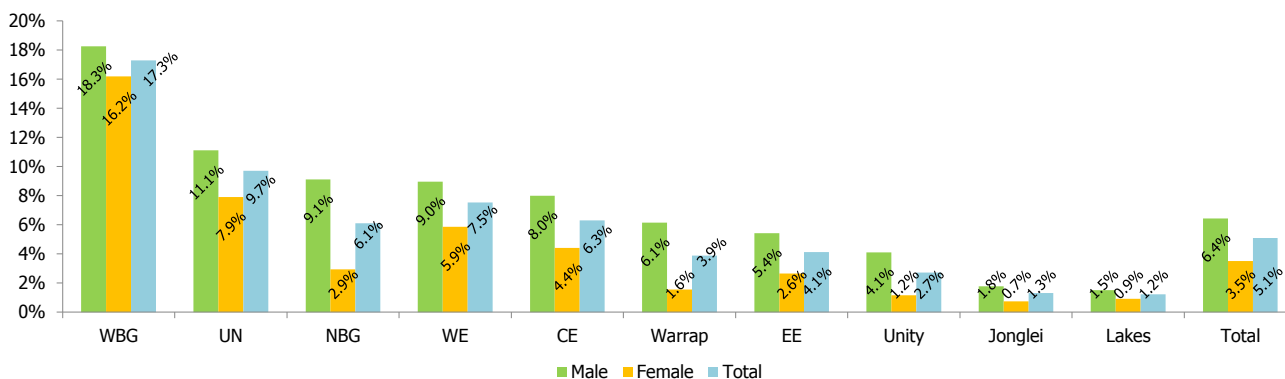
- ✓ South Sudan has around 46,500 students enrolled in secondary school in 2013. The number of students decreases as grade level increases – from 19,077 in S1 to 2,563 in S4.
- ✓ UN has the largest number of secondary students among all states, followed by CE and WBG. Lakes has the smallest number of secondary students, which is slightly below 1,000.
- ✓ In terms of number of students by gender, male students make up around 70% of the student body in each secondary grade. At the state level, gender disparity in secondary enrolment is most pronounced in Warrap and Unity, where male students make up 80% of the student population. WBG sees the least gender difference in enrolment number – 56% male students versus 44% female students.

Secondary school gross enrolment rate (GER) by state and gender, 2013

State	Total			Male			Female		
	Ages 14-17 non	All ages enrolled	GER	Ages 14-17 non	All ages enrolled	GER	Ages 14-17 non	All ages enrolled	GER
CE	117,666	7,403	6.3%	61,576	4,926	8.0%	56,090	2,477	4.4%
EE	112,682	4,655	4.1%	60,556	3,279	5.4%	52,126	1,376	2.6%
Jonglei	154,974	2,039	1.3%	87,944	1,551	1.8%	67,029	488	0.7%
Lakes	77,272	949	1.2%	41,863	628	1.5%	35,409	321	0.9%
NBG	75,697	4,621	6.1%	38,780	3,537	9.1%	36,917	1,084	2.9%
UN	107,721	10,467	9.7%	60,553	6,734	11.1%	47,168	3,733	7.9%
Unity	65,082	1,771	2.7%	34,465	1,415	4.1%	30,618	356	1.2%
Warrap	108,551	4,218	3.9%	55,154	3,388	6.1%	53,397	830	1.6%
WBG	33,100	5,726	17.3%	17,678	3,227	18.3%	15,422	2,499	16.2%
WE	62,686	4,718	7.5%	33,736	3,024	9.0%	28,951	1,694	5.9%
Total	915,432	46,567	5.1%	492,305	31,709	6.4%	423,127	14,858	3.5%

*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.

Secondary school gross enrolment rate (GER) by state and gender, 2013



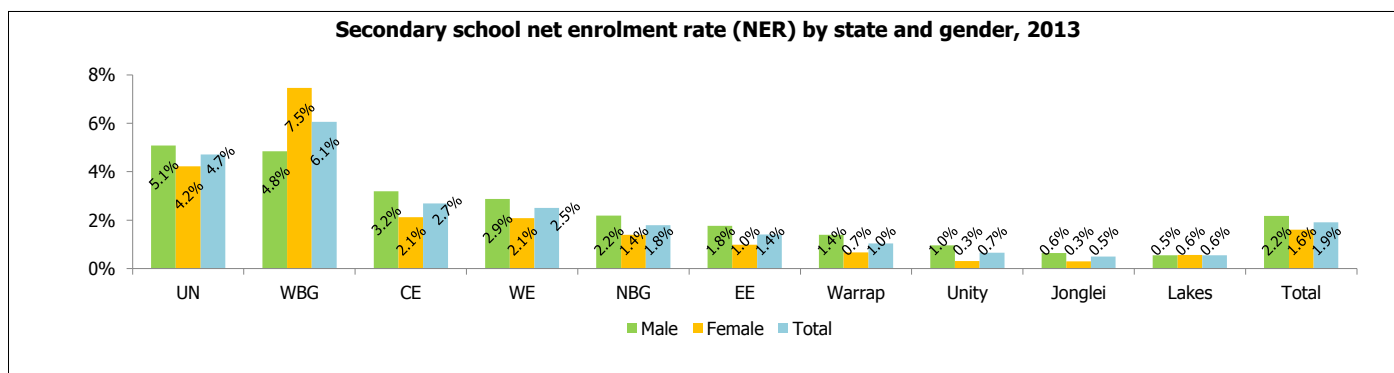
- ✓ Gross enrolment rate (GER) for secondary school is only 5% at the national level, with the GER for male students (6.4%) almost doubling that for female students (3.5%).
- ✓ GER also varies greatly by state, from 1% for Jonglei and Lakes to a high end of 17% for WBG. GER difference by gender in favor of male students is present in all states. In Warrap for example, GER for male students (6.1%) is almost four times as many as that for female students (1.6%)

Secondary school net enrolment rate (NER) by state and gender, 2013

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	117,666	3,157	2.7%	61,576	1,968	3.2%	56,090	1,189	2.1%
EE	112,682	1,579	1.4%	60,556	1,064	1.8%	52,126	515	1.0%
Jonglei	154,974	760	0.5%	87,944	566	0.6%	67,029	194	0.3%
Lakes	77,272	426	0.6%	41,863	228	0.5%	35,409	198	0.6%
NBG	75,697	1,358	1.8%	38,780	846	2.2%	36,917	512	1.4%
UN	107,721	5,073	4.7%	60,553	3,079	5.1%	47,168	1,994	4.2%
Unity	65,082	426	0.7%	34,465	330	1.0%	30,618	96	0.3%
Warrap	108,551	1,120	1.0%	55,154	765	1.4%	53,397	355	0.7%
WBG	33,100	2,006	6.1%	17,678	855	4.8%	15,422	1,151	7.5%
WE	62,686	1,571	2.5%	33,736	969	2.9%	28,951	602	2.1%
Total	915,432	17,476	1.9%	492,305	10,670	2.2%	423,127	6,806	1.6%

*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.

- ✓ At the national level, net enrolment rate (NER) is 2%, with that for each state falling within the range of 1% to 6%.
- ✓ Gender difference is less pronounced in NER as compared with GER – nationally, there is only a 0.6 percentage difference when male NER is compared with female NER. In almost all states, NER for male students is higher than that for female students, with the exception of Lakes and WBG. WBG especially has a noticeably higher NER for female students.



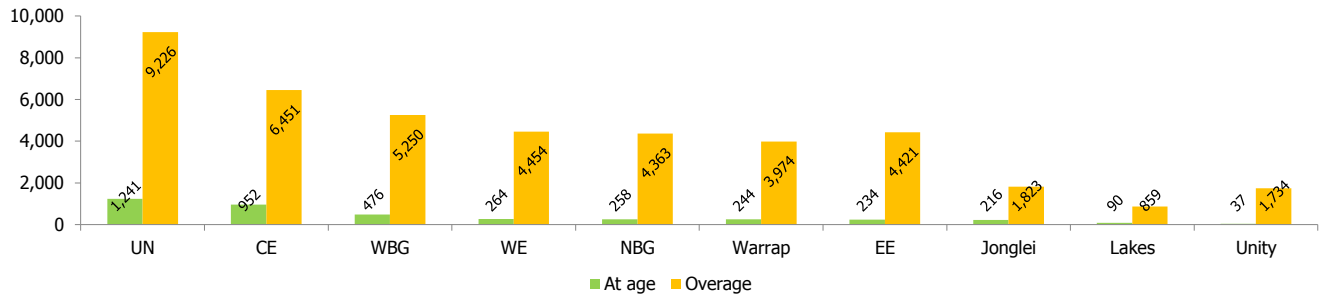
7.1.2. Overage pupils

Number and % of secondary school at-age and overage pupils by state and gender, 2013

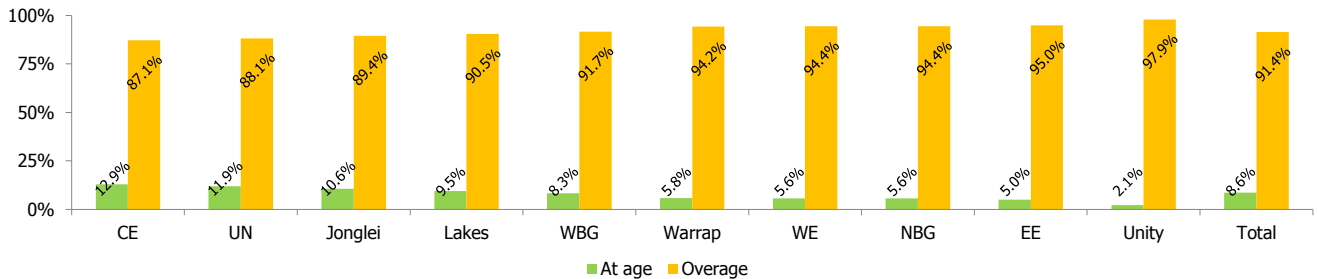
State	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
CE	952	6,451	87.1%	633	4,293	87.1%	319	2,158	87.1%
EE	234	4,421	95.0%	158	3,121	95.2%	76	1,300	94.5%
Jonglei	216	1,823	89.4%	155	1,396	90.0%	61	427	87.5%
Lakes	90	859	90.5%	45	583	92.8%	45	276	86.0%
NBG	258	4,363	94.4%	121	3,416	96.6%	137	947	87.4%
UN	1,241	9,226	88.1%	831	5,903	87.7%	410	3,323	89.0%
Unity	37	1,734	97.9%	29	1,386	98.0%	8	348	97.8%
Warrap	244	3,974	94.2%	196	3,192	94.2%	48	782	94.2%
WBG	476	5,250	91.7%	252	2,975	92.2%	224	2,275	91.0%
WE	264	4,454	94.4%	197	2,827	93.5%	67	1,627	96.0%
Total	4,012	42,555	91.4%	2,617	29,092	91.7%	1,395	13,463	90.6%

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

Number of secondary school at-age and overage pupils by state, 2013



% of secondary school at-age and overage pupils by state, 2013

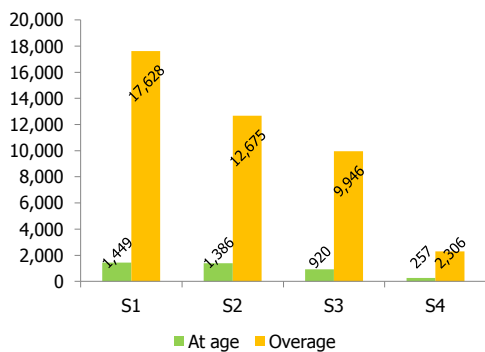


√ Around 9 in 10 secondary school students in South Sudan are overage. There is little variation in terms of overage rate by state or by gender. Unity has the highest overage rate, at 98%.

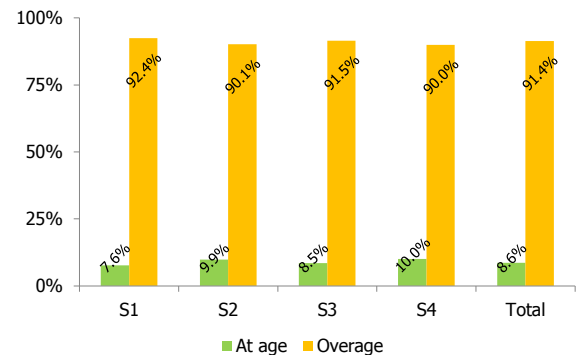
Number and % of secondary at-aged and overage students by grade and gender, by 2013

Grade	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
S1	1,449	17,628	92.4%	936	11,908	92.7%	513	5,720	91.8%
S2	1,386	12,675	90.1%	915	8,656	90.4%	471	4,019	89.5%
S3	920	9,946	91.5%	584	6,877	92.2%	336	3,069	90.1%
S4	257	2,306	90.0%	182	1,651	90.1%	75	655	89.7%
Total	4,012	42,555	91.4%	2,617	29,092	91.7%	1,395	13,463	90.6%

Number of secondary school at age and overage students by grade, 2013



% of secondary school at-age and overage students by grade and gender, 2013



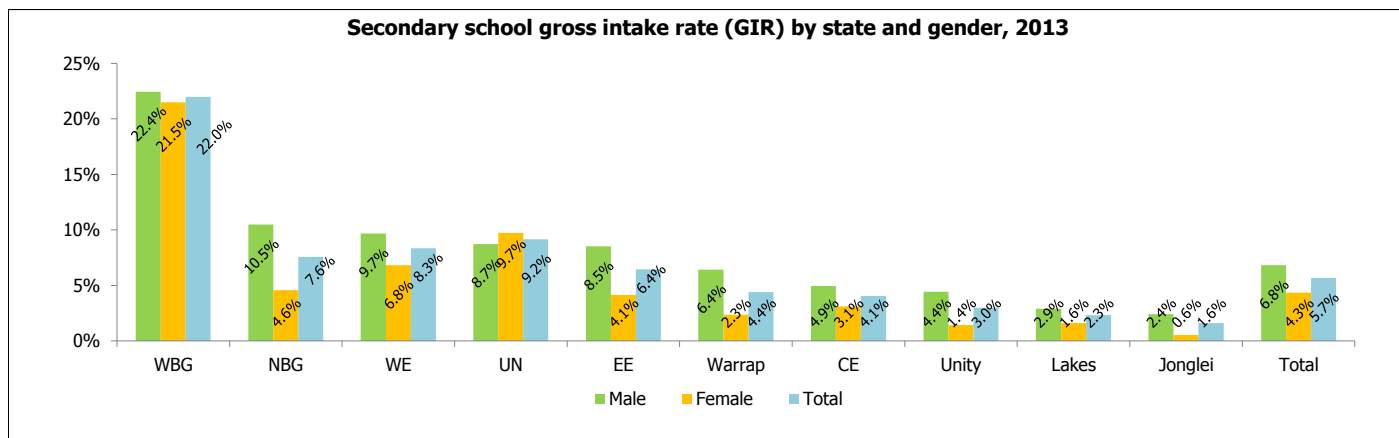
√ The overage rate stays above 90% in each secondary grade. There is little difference in overage rate by gender in each grade.

7.1.3. Intakes

Secondary school gross intake rate (GIR) by state and gender, 2013

State	Total			Male			Female		
	Ages 14 pop	Intakes all ages	GIR	Ages 14 pop	Intakes all ages	GIR	Ages 14 pop	Intakes all ages	GIR
CE	26,990	1,096	4.1%	14,140	698	4.9%	12,850	398	3.1%
EE	25,582	1,650	6.4%	13,562	1,154	8.5%	12,020	496	4.1%
Jonglei	35,840	579	1.6%	20,418	494	2.4%	15,421	85	0.6%
Lakes	17,789	412	2.3%	9,664	281	2.9%	8,125	131	1.6%
NBG	20,254	1,531	7.6%	10,234	1,072	10.5%	10,020	459	4.6%
UN	26,118	2,393	9.2%	14,720	1,285	8.7%	11,398	1,108	9.7%
Unity	15,619	467	3.0%	8,156	361	4.4%	7,463	106	1.4%
Warrap	25,850	1,139	4.4%	13,097	840	6.4%	12,753	299	2.3%
WBG	8,091	1,779	22.0%	4,285	961	22.4%	3,807	818	21.5%
WE	15,299	1,276	8.3%	8,191	792	9.7%	7,108	484	6.8%
Total	217,432	12,322	5.7%	116,467	7,938	6.8%	100,964	4,384	4.3%

*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.

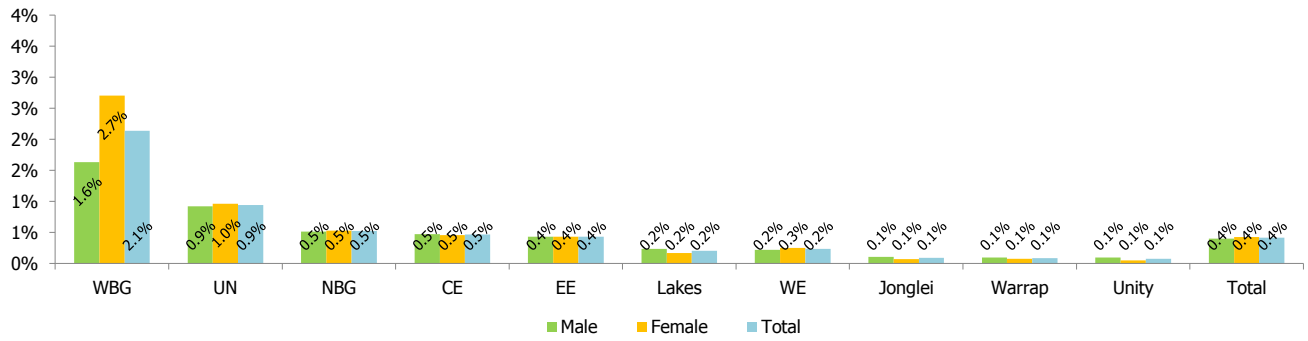


- ✓ Gross intake rate (GIR) at the secondary level is around 6% nationally, which can be further desegregated into 7% for males and 4% for females. WBG has the highest GIR among all states, at 22%, in contrast with Jonglei which has a GIR below 2%.
- ✓ As is the case at the national level, gender disparity in favor of males exists in almost all states. The only exception is UN, where GIR for females is 1 percentage higher than that for males.

Secondary school net intake rate (NIR) by state and gender, 2013

State	Total			Male			Female		
	Age 14 pop	New entrants age 14	NIR	Age 14 pop	New entrants age 14	NIR	Age 14 pop	New entrants age 14	NIR
CE	26,990	126	0.5%	14,140	67	0.5%	12,850	59	0.5%
EE	25,582	111	0.4%	13,562	59	0.4%	12,020	52	0.4%
Jonglei	35,840	33	0.1%	20,418	22	0.1%	15,421	11	0.1%
Lakes	17,789	37	0.2%	9,664	23	0.2%	8,125	14	0.2%
NBG	20,254	106	0.5%	10,234	53	0.5%	10,020	53	0.5%
UN	26,118	246	0.9%	14,720	136	0.9%	11,398	110	1.0%
Unity	15,619	12	0.1%	8,156	8	0.1%	7,463	4	0.1%
Warrap	25,850	23	0.1%	13,097	13	0.1%	12,753	10	0.1%
WBG	8,091	173	2.1%	4,285	70	1.6%	3,807	103	2.7%
WE	15,299	36	0.2%	8,191	18	0.2%	7,108	18	0.3%
Total	217,432	903	0.4%	116,467	469	0.4%	100,964	434	0.4%

Secondary school net intake rate (NIR) by state and gender, 2013



- ✓ Although there are more than 200,000 people who are of the official age to enter secondary school nationally, only 0.4% of them are actually enrolled. Net intake rate (NIR) for almost all states falls below 1%, with the only exception of WBG where NIR reaches 2%.
- ✓ Since the net intake rate (NIR) is too low, there is almost no variance in NIR by gender in each state.

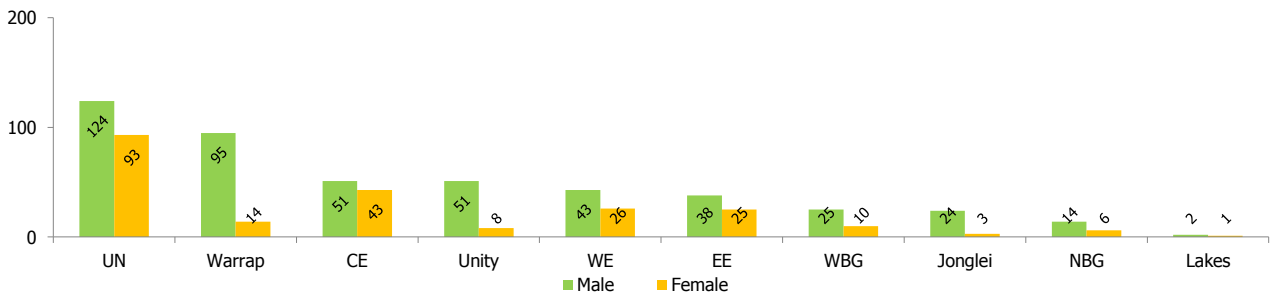
7.1.4. Students with special needs

Number and % of Secondary school pupils with special needs by state and gender, 2013

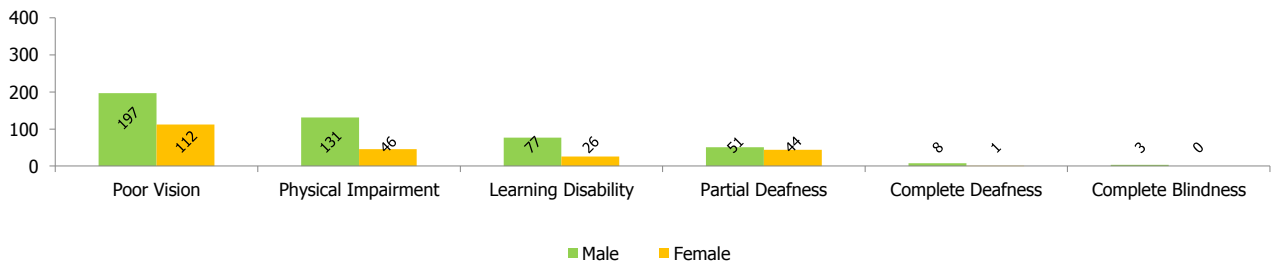
State	Total			Male			Female		
	All students	Spec needs count	Special needs %	All students	Spec needs count	Special needs %	All students	Spec needs count	Special needs %
CE	7,403	94	1.3%	4,926	51	1.0%	2,477	43	1.7%
EE	4,655	63	1.4%	3,279	38	1.2%	1,376	25	1.8%
Jonglei	2,039	27	1.3%	1,551	24	1.5%	488	3	0.6%
Lakes	949	3	0.3%	628	2	0.3%	321	1	0.3%
NBG	4,621	20	0.4%	3,537	14	0.4%	1,084	6	0.6%
UN	10,467	217	2.1%	6,734	124	1.8%	3,733	93	2.5%
Unity	1,771	59	3.3%	1,415	51	3.6%	356	8	2.2%
Warrap	4,218	109	2.6%	3,388	95	2.8%	830	14	1.7%
WBG	5,726	35	0.6%	3,227	25	0.8%	2,499	10	0.4%
WE	4,718	69	1.5%	3,024	43	1.4%	1,694	26	1.5%
Total	46,567	696	1.5%	31,709	467	1.5%	14,858	229	1.5%

*Special needs includes pupils with poor vision, blindness, partial and complete deafness, physical impairment and disability. It does not include pupils in wheelchair.

Number of secondary school students with special needs by state and gender, 2013



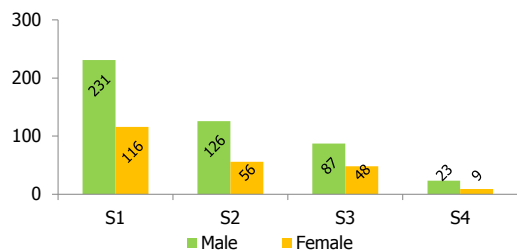
Number of secondary school students with special needs by type and gender, 2013



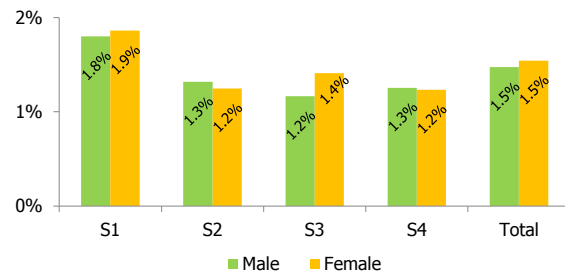
Number and % of secondary school students with special needs by grade, 2013

State	Total			Male			Female		
	All pupils	Spec needs count	Special needs %	All pupils	Spec needs count	Special needs %	All pupils	Spec needs count	Special needs %
S1	19,077	347	1.8%	12,844	231	1.8%	6,233	116	1.9%
S2	14,061	182	1.3%	9,571	126	1.3%	4,490	56	1.2%
S3	10,866	135	1.2%	7,461	87	1.2%	3,405	48	1.4%
S4	2,563	32	1.2%	1,833	23	1.3%	730	9	1.2%
Total	46,567	696	1.5%	31,709	467	1.5%	14,858	229	1.5%

Number of secondary school students with special needs by grade, 2013



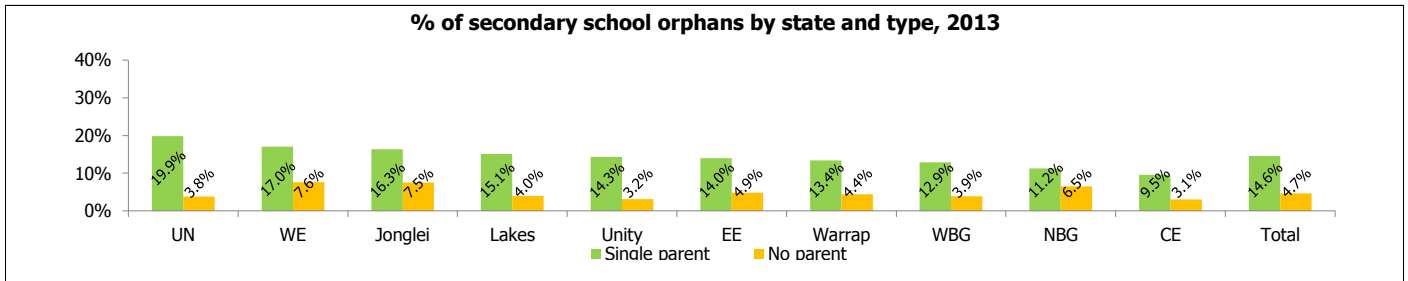
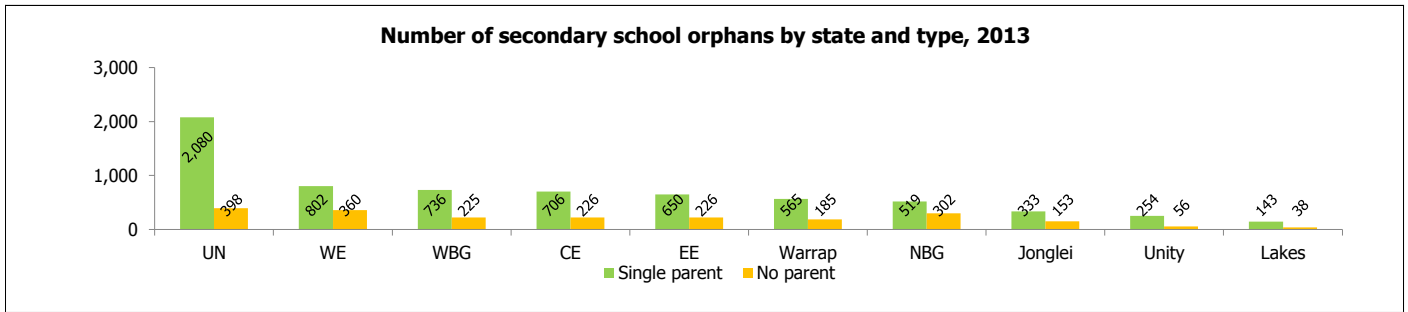
% of secondary school students with special needs by grade, 2013



- ✓ 1.5% of the secondary school students in South Sudan are with special needs. The percentage of students with special needs across states falls within the range of 1% to 3%.
- ✓ Among different types of special needs, poor vision and physical impairment are the top two categories with the highest number of male and female students.
- ✓ The rate of students with special needs stays fairly constant from S1 to S4. There is little difference by gender in each grade as well.

Number and % of secondary school orphans by state and type, 2013

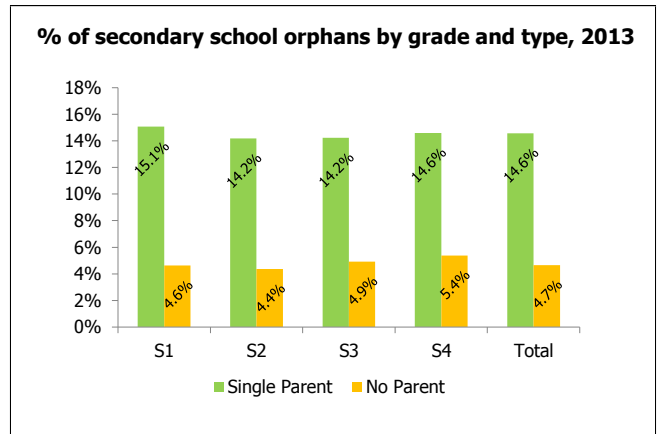
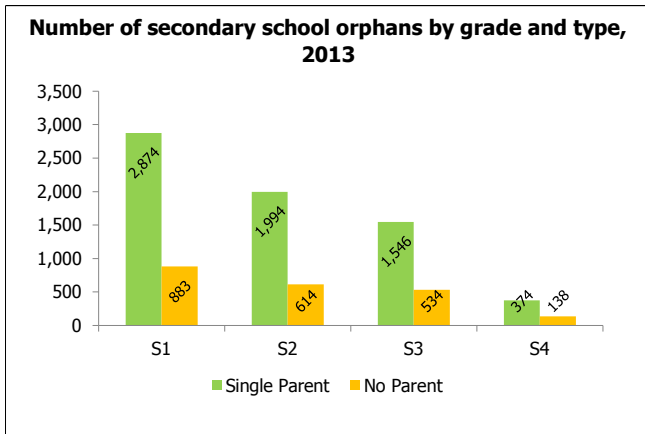
State	Enrolment	Total		Single parent		No parent	
		Count	% of enrolment	Count	% of enrolment	Count	% of enrolment
CE	7,403	932	12.6%	706	9.5%	226	3.1%
EE	4,655	876	18.8%	650	14.0%	226	4.9%
Jonglei	2,039	486	23.8%	333	16.3%	153	7.5%
Lakes	949	181	19.1%	143	15.1%	38	4.0%
NBG	4,621	821	17.8%	519	11.2%	302	6.5%
UN	10,467	2,478	23.7%	2,080	19.9%	398	3.8%
Unity	1,771	310	17.5%	254	14.3%	56	3.2%
Warrap	4,218	750	17.8%	565	13.4%	185	4.4%
WBG	5,726	961	16.8%	736	12.9%	225	3.9%
WE	4,718	1,162	24.6%	802	17.0%	360	7.6%
Total	46,567	8,957	19.2%	6,788	14.6%	2,169	4.7%



- ✓ 20% of the secondary school students at the national level are categorized as orphans, with most of them falling into the "single parent" category (15% of all secondary students) as opposed to "no parent" (5% of all secondary students).
- ✓ In terms of the percentage of secondary school orphans by state, WE has the highest rate at 25% -- almost doubling that of CE.

Number and % of secondary school orphans by grade and type, 2013

State	Enrolment	Total		Single parent		No parent	
		Count	% of enrolment	Count	% of enrolment	Count	% of enrolment
S1	19,077	3,757	19.7%	2,874	15.1%	883	4.6%
S2	14,061	2,608	18.5%	1,994	14.2%	614	4.4%
S3	10,866	2,080	19.1%	1,546	14.2%	534	4.9%
S4	2,563	512	20.0%	374	14.6%	138	5.4%
Total	46,567	8,957	19.2%	6,788	14.6%	2,169	4.7%



- ✓ The percentage of orphans by grade stays fairly constant around the overall rate of 19%. The percentage of secondary students with single parent or no parent in each grade also stays almost the same.

7.2. Resources

7.2.1. Schools

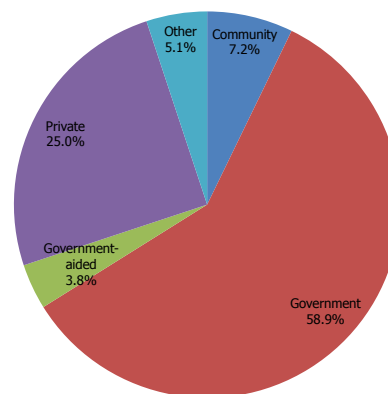
Number of secondary schools by ownership, 2013

Ownership type	Schools
Community	17
Government	139
Government-aided	9
Private	59
Other	12
Total	236

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

√ Among the 236 secondary schools in South Sudan, 59% of them are owned by the government. The second common ownership type is private, at 25%, followed by community at 7%.

% of secondary schools by ownership type, 2013

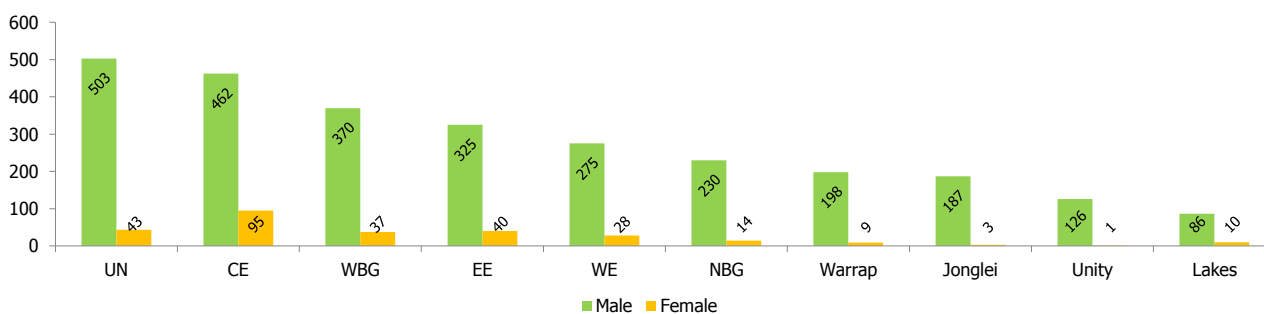


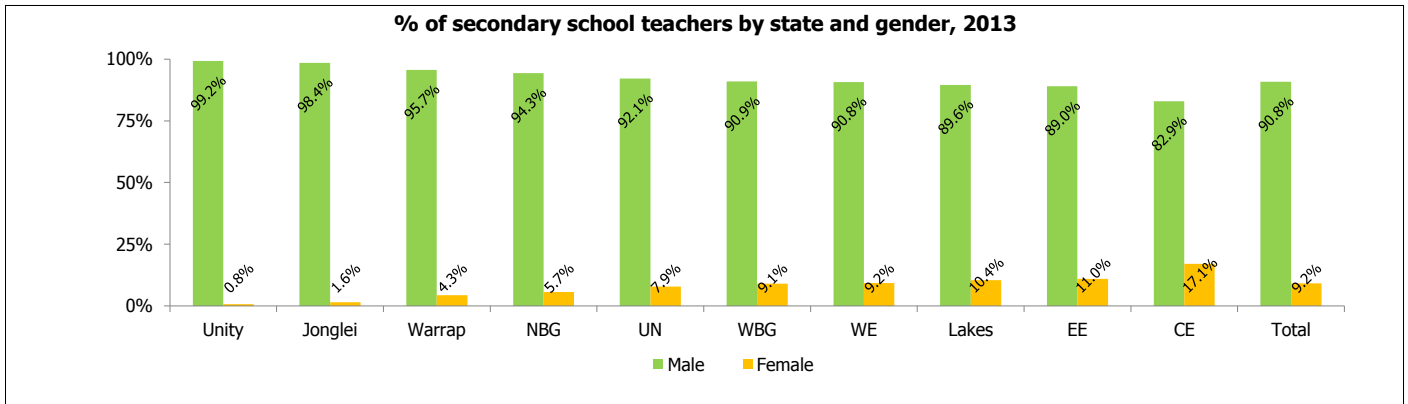
7.2.2. Teachers

Number and % of secondary school teachers by state and gender, 2013

State	Total	Male		Female	
		Count	% total	Count	% total
CE	557	462	82.9%	95	17.1%
EE	365	325	89.0%	40	11.0%
Jonglei	190	187	98.4%	3	1.6%
Lakes	96	86	89.6%	10	10.4%
NBG	244	230	94.3%	14	5.7%
UN	546	503	92.1%	43	7.9%
Unity	127	126	99.2%	1	0.8%
Warrap	207	198	95.7%	9	4.3%
WBG	407	370	90.9%	37	9.1%
WE	303	275	90.8%	28	9.2%
Total	3,042	2,762	90.8%	280	9.2%

Number of secondary school teachers by state and gender, 2013



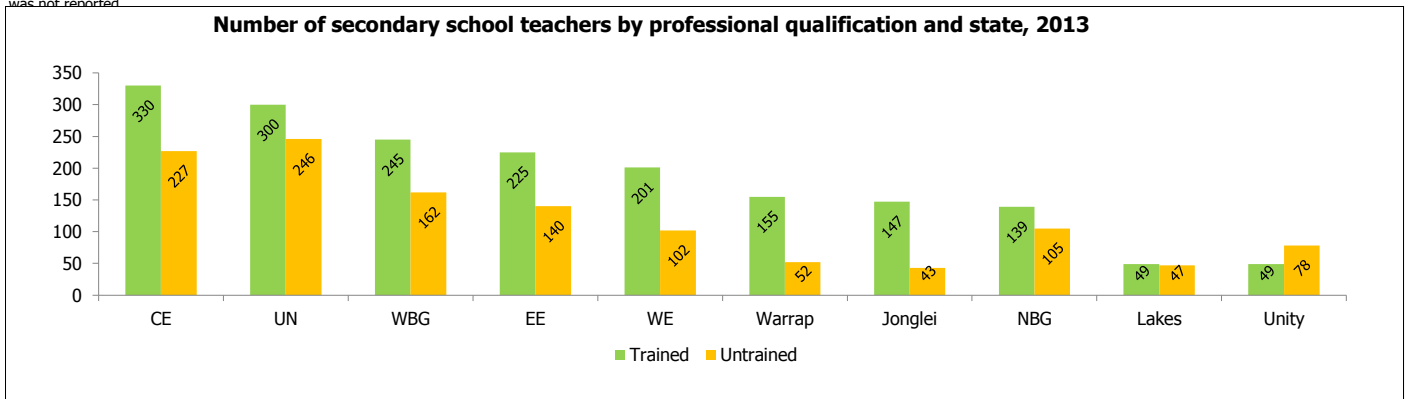


- ✓ There are slightly more than 3,000 secondary school teachers in South Sudan. The number of secondary school teachers varies greatly by state – at the high end are CE and UN which have around 550 secondary school teachers; at the low end is Lakes which has a number of less than 100.
- ✓ Male teachers make up the majority of the teaching force. At the national level, as many as 91% of the teachers are males. By state, there are varying degrees of gender difference in the number of secondary school teachers, with the extreme case being Unity where 99% of the teachers are males. CE has the largest percentage of female teachers, at 17%.

Number and % of secondary school teachers by professional qualification and state, 2013

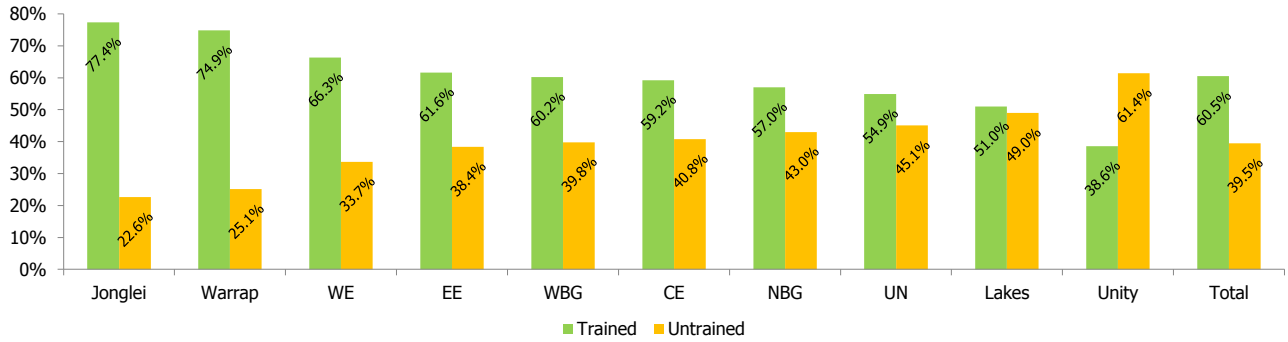
State	Total	Trained		Untrained	
		Count	% total	Count	% total
CE	557	330	59.2%	227	40.8%
EE	365	225	61.6%	140	38.4%
Jonglei	190	147	77.4%	43	22.6%
Lakes	96	49	51.0%	47	49.0%
NBG	244	139	57.0%	105	43.0%
UN	546	300	54.9%	246	45.1%
Unity	127	49	38.6%	78	61.4%
Warrap	207	155	74.9%	52	25.1%
WBG	407	245	60.2%	162	39.8%
WE	303	201	66.3%	102	33.7%
Total	3,042	1,840	60.5%	1,202	39.5%

*"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.



- ✓ 60% of the secondary school teachers in South Sudan are trained, as opposed to 40% who are untrained.
- ✓ By state, Jonglei has the highest rate of trained teachers, at 77%, in contrast to Unity where trained teachers only make up 39% of all teachers.

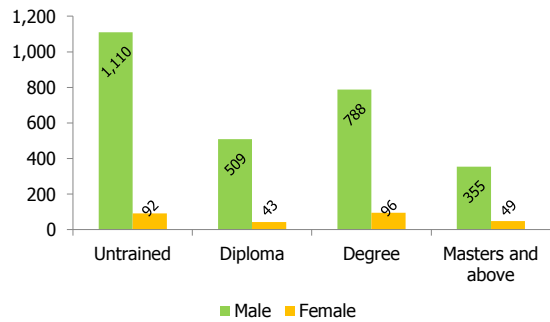
% of secondary school teachers by professional qualification and state, 2013



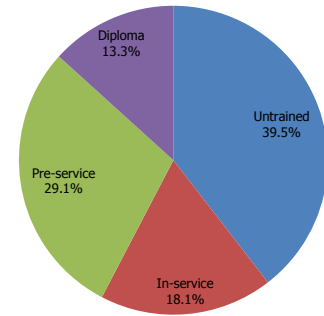
Number and % of secondary school teachers by state and qualification type, 2013

State	Total	Untrained		Diploma		Degree		Masters and above	
		Count	% total	Count	% total	Count	% total	Count	% total
CE	557	227	40.8%	133	23.9%	93	16.7%	104	18.7%
EE	365	140	38.4%	104	28.5%	103	28.2%	18	4.9%
Jonglei	190	43	22.6%	45	23.7%	80	42.1%	22	11.6%
Lakes	96	47	49.0%	15	15.6%	9	9.4%	25	26.0%
NBG	244	105	43.0%	44	18.0%	62	25.4%	33	13.5%
UN	546	246	45.1%	20	3.7%	238	43.6%	42	7.7%
Unity	127	78	61.4%	30	23.6%	16	12.6%	3	2.4%
Warrap	207	52	25.1%	42	20.3%	70	33.8%	43	20.8%
WBG	407	162	39.8%	31	7.6%	156	38.3%	58	14.3%
WE	303	102	33.7%	88	29.0%	57	18.8%	56	18.5%
Total	3,042	1,202	39.5%	552	18.1%	884	29.1%	404	13.3%

Number of secondary school teachers by professional qualification and gender, 2013



% of secondary school teachers by professional qualification, 2013



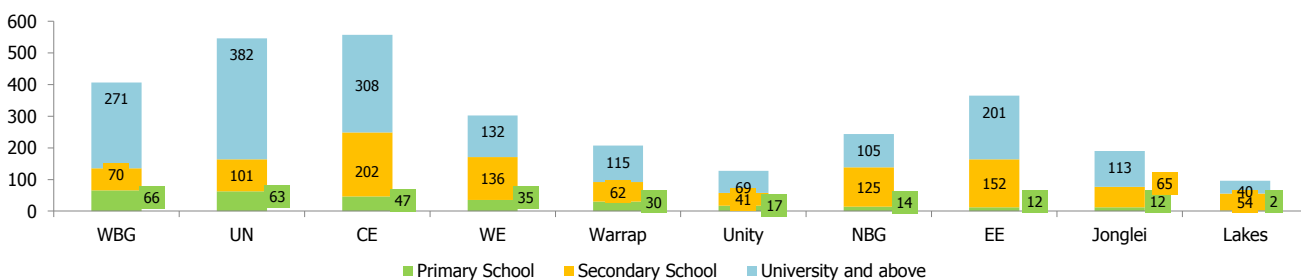
- ✓ Among the trained teachers, "degree" is the most common qualification type -- 29% of all secondary school teachers, compared to 18% who have "diploma", and 13% who have "master and above" qualification type.
- ✓ At the state level, Lakes has the most percentage of teachers with a qualification type of "masters and above", at 26%.

Number and % of secondary school teachers by academic qualification and state, 2013

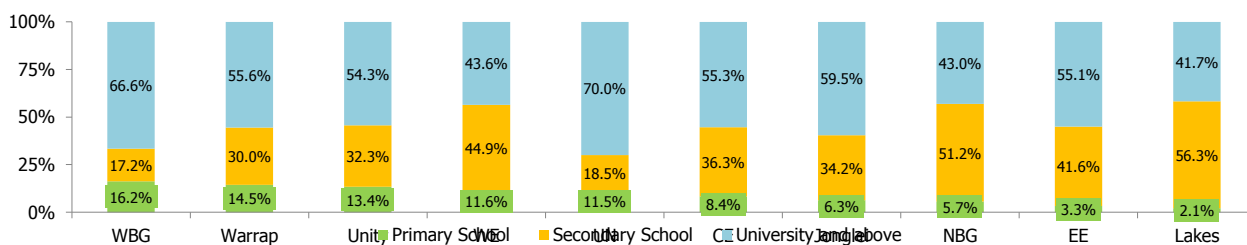
State	Total	Primary School		Secondary School		University and above	
		Count	% total	Count	% total	Count	% total
CE	557	47	8.4%	202	36.3%	308	55.3%
EE	365	12	3.3%	152	41.6%	201	55.1%
Jonglei	190	12	6.3%	65	34.2%	113	59.5%
Lakes	96	2	2.1%	54	56.3%	40	41.7%
NBG	244	14	5.7%	125	51.2%	105	43.0%
UN	546	63	11.5%	101	18.5%	382	70.0%
Unity	127	17	13.4%	41	32.3%	69	54.3%
Warrap	207	30	14.5%	62	30.0%	115	55.6%
WBG	407	66	16.2%	70	17.2%	271	66.6%
WE	303	35	11.6%	136	44.9%	132	43.6%
Total	3,042	298	9.8%	1,008	33.1%	1,736	57.1%

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

Number of secondary school teachers by academic qualification and state, 2013



% of secondary school teachers by academic qualification and state, 2013



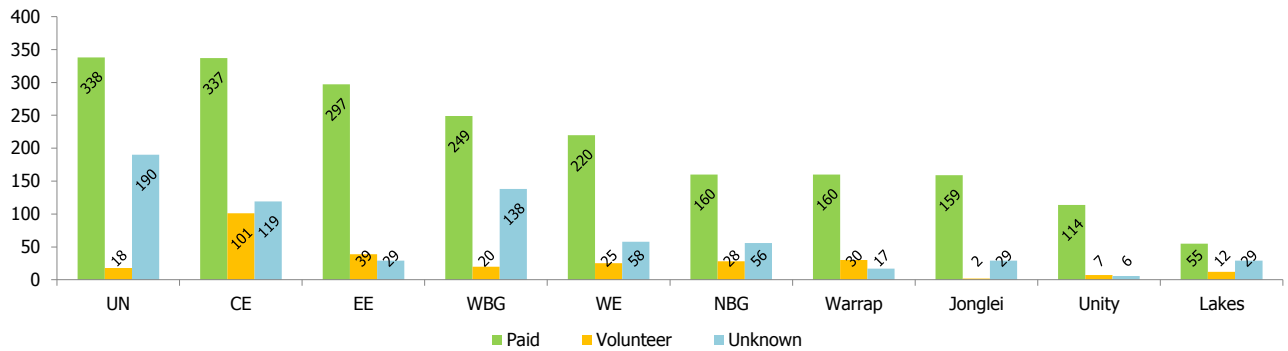
- ✓ Among the 3,042 secondary school teachers at the national level, 57% of them have completed university and above education, followed by 33% who have completed secondary school.
- ✓ By state, the percentage of teachers who have completed university and above education varies from 42% to 70%, with UN having the largest percentage of teachers with "university and above" academic qualification.

Number and % of secondary school teachers by employment status and state, 2013

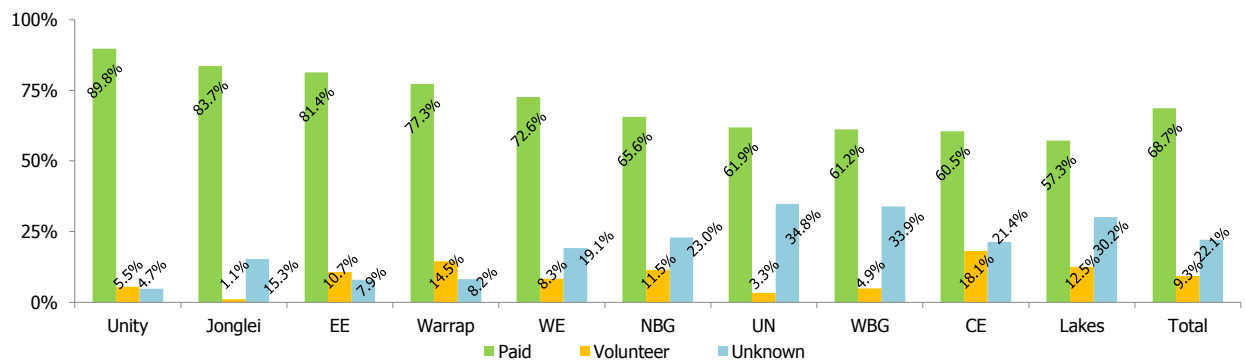
State	Total	Paid		Volunteer		Unknown	
		Count	% total	Count	% total	Count	% total
CE	557	337	60.5%	101	18.1%	119	21.4%
EE	365	297	81.4%	39	10.7%	29	7.9%
Jonglei	190	159	83.7%	2	1.1%	29	15.3%
Lakes	96	55	57.3%	12	12.5%	29	30.2%
NBG	244	160	65.6%	28	11.5%	56	23.0%
UN	546	338	61.9%	18	3.3%	190	34.8%
Unity	127	114	89.8%	7	5.5%	6	4.7%
Warrap	207	160	77.3%	30	14.5%	17	8.2%
WBG	407	249	61.2%	20	4.9%	138	33.9%
WE	303	220	72.6%	25	8.3%	58	19.1%
Total	3,042	2,089	68.7%	282	9.3%	671	22.1%

*"Unknown" includes part-time teachers whose salary grades are not recorded.

Number of secondary school teachers by employment status and state, 2013



% of secondary school teachers by employment status and state, 2013



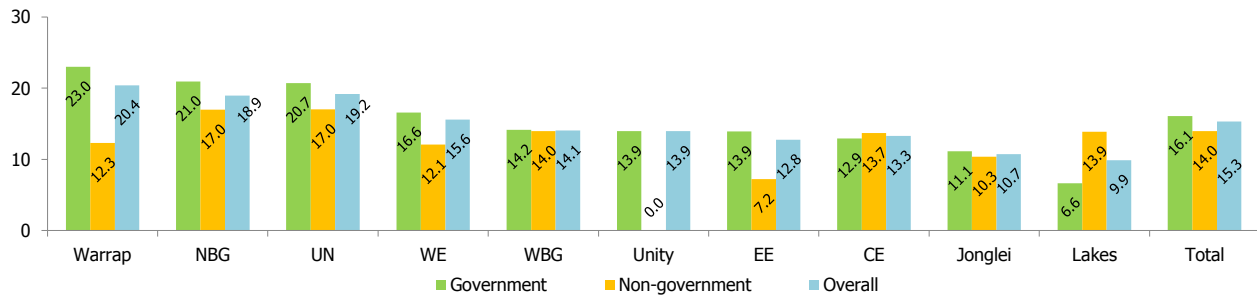
- ✓ By employment status, the majority of secondary school teachers nationally are paid (69%), while 22% of them have an “unknown” status including part-time teachers whose salary grades are not recorded.
- ✓ At the state level, EE, Jonglei and Unity have more than 80% paid teachers, in contrast to Lakes where the percentage is 57%. CE has the largest percentage of volunteer teachers, at 18%.

Secondary school pupil-teacher ratio (PTR) by state and ownership, by 2013

State	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupils	Teacher	PTR
CE	7,403	557	13.3	3,751	290	12.9	3,652	267	13.7
EE	4,655	365	12.8	4,201	302	13.9	454	63	7.2
Jonglei	2,039	190	10.7	1,025	92	11.1	1,014	98	10.3
Lakes	949	96	9.9	352	53	6.6	597	43	13.9
NBG	4,621	244	18.9	2,535	121	21.0	2,086	123	17.0
UN	10,467	546	19.2	6,571	317	20.7	3,896	229	17.0
Unity	1,771	127	13.9	1,771	127	13.9	0	0	0.0
Warrap	4,218	207	20.4	3,590	156	23.0	628	51	12.3
WBG	5,726	407	14.1	3,186	225	14.2	2,540	182	14.0
WE	4,718	303	15.6	3,898	235	16.6	820	68	12.1
Total	46,567	3,042	15.3	30,880	1,918	16.1	15,687	1,124	14.0

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

Secondary school pupil-teacher ratio (PTR) by state and ownership, by 2013



- ✓ On the national average, secondary school pupil-teacher ratio (PTR) is 15.3, meaning one teacher teaches around 15 students in secondary schools. PTR for government schools is slightly higher than that for non-government schools.
- ✓ Warrap has the highest PTR among all states, at 20, in contrast to Lakes which has a PTR of 10. PTR for government schools is higher than that for non-government schools in almost all states, with the exception of CE and Lakes. Noticeably in Lakes, PTR for non-government schools more than doubles that for government schools.

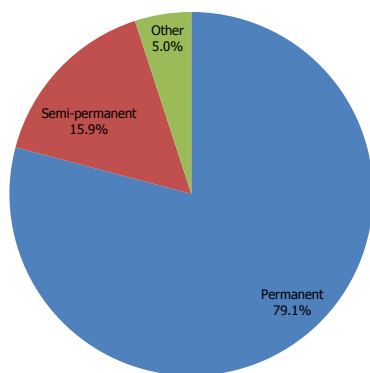
7.2.3. Classrooms

Number of secondary school classrooms and pupil-classroom ratio (PCR) by state and type, 2013

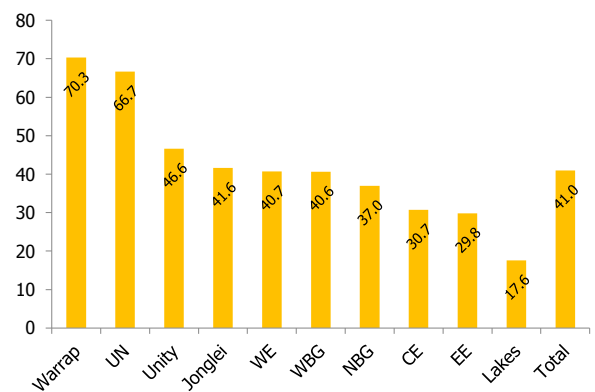
State	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
CE	247	184	57	0	1	1	4	30.7
EE	160	138	18	0	0	0	4	29.8
Jonglei	54	39	10	5	0	0	0	41.6
Lakes	59	48	6	0	5	0	0	17.6
NBG	128	110	15	0	3	0	0	37.0
UN	170	122	35	9	0	4	0	66.7
Unity	46	27	11	4	4	0	0	46.6
Warrap	64	45	15	0	4	0	0	70.3
WBG	151	127	14	0	5	2	3	40.6
WE	118	107	9	1	1	0	0	40.7
Total	1,197	947	190	19	23	7	11	41.0

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

% of secondary school classrooms by type, 2013



Secondary school pupil-classroom ratio (PCR) by state, 2013

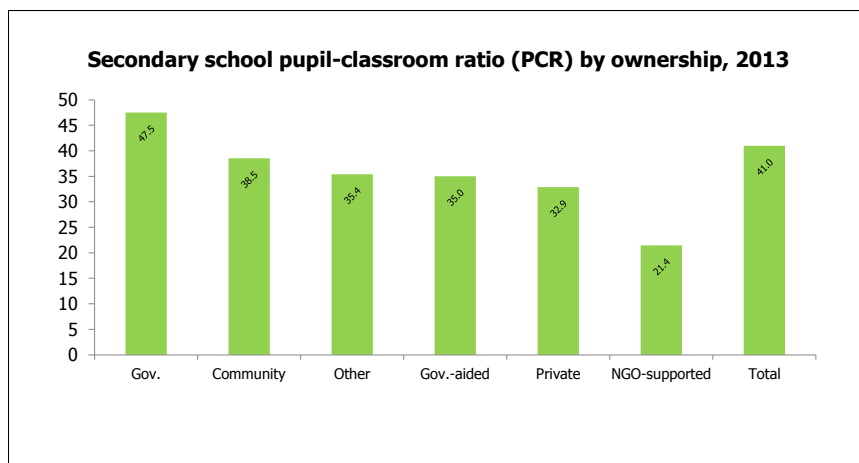


- ✓ Nationally, there are around 1,200 classrooms at secondary level in South Sudan. Most of the classrooms are permanent or semi-permanent, which in total make up 95% of all classrooms.
- ✓ In terms of pupil-classroom ratio (PCR), the national average is 41, while PCR for each state varies greatly. Warrap has the highest PCR, at 70, compared to Lakes where PCR averages 18.

Number of secondary school classrooms and pupil-classroom ratio (PCR) by ownership type, 2013

Ownership	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
Community	80	63	12	5	0	0	0	38.5
Government	648	493	114	14	15	6	6	47.5
Gov.-aided	62	57	1	0	0	0	4	35.0
Private	329	261	59	0	7	1	1	32.9
NGO-supported	33	31	1	0	1	0	0	21.4
Other	45	42	3	0	0	0	0	35.4
Total	1,197	947	190	19	23	7	11	41.0

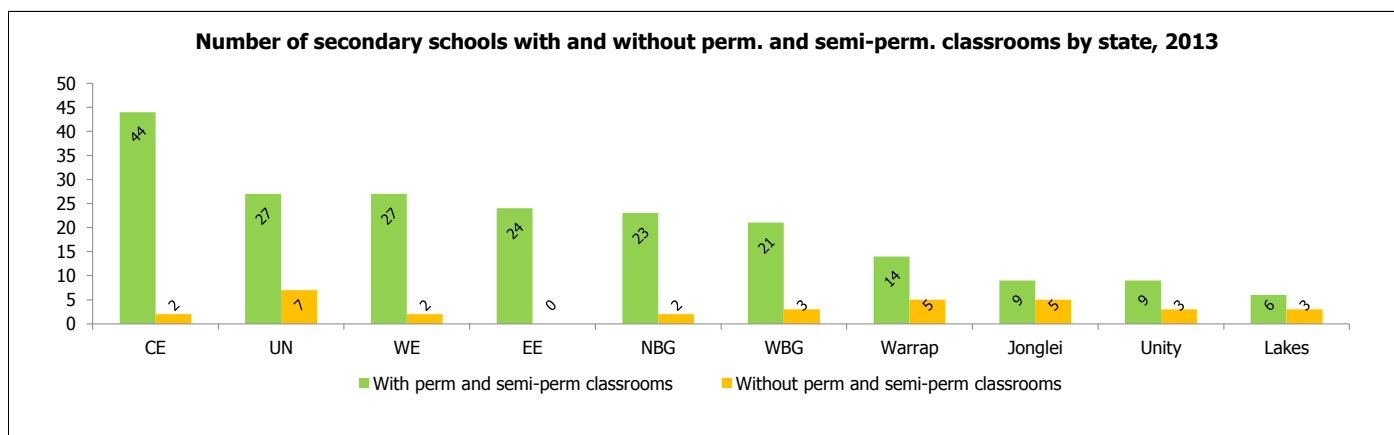
*PCR only accounts for permanent and semi-permanent classrooms.



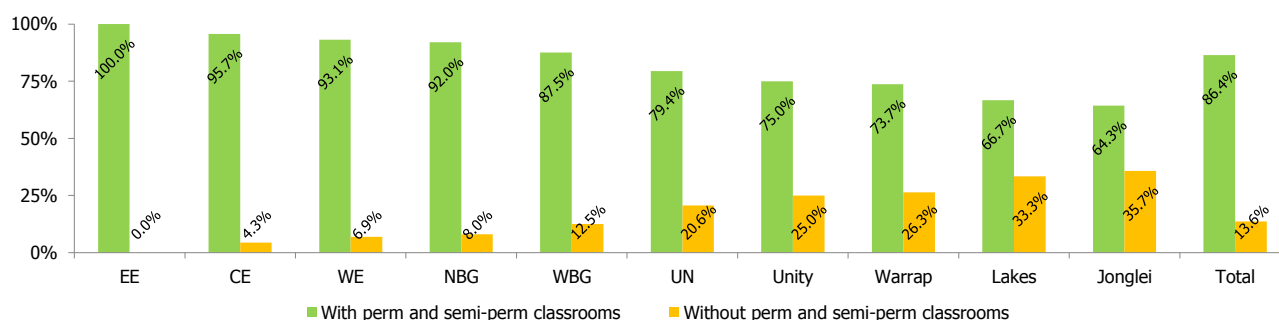
✓ Government schools own 54% of all classrooms in South Sudan, followed by private schools that own 27%. PCR in schools by different ownership type varies greatly – while government schools have the highest PCR of 48, NGO-supported schools have a PCR of only 21.

Number and % of secondary schools with permanent and semi-permanent classrooms by state, 2013

State	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
CE	46	44	95.7%	2	4.3%
EE	24	24	100.0%	0	0.0%
Jonglei	14	9	64.3%	5	35.7%
Lakes	9	6	66.7%	3	33.3%
NBG	25	23	92.0%	2	8.0%
UN	34	27	79.4%	7	20.6%
Unity	12	9	75.0%	3	25.0%
Warrap	19	14	73.7%	5	26.3%
WBG	24	21	87.5%	3	12.5%
WE	29	27	93.1%	2	6.9%
Total	236	204	86.4%	32	13.6%



% of secondary schools with and without perm. and semi-perm. classrooms by state, 2013



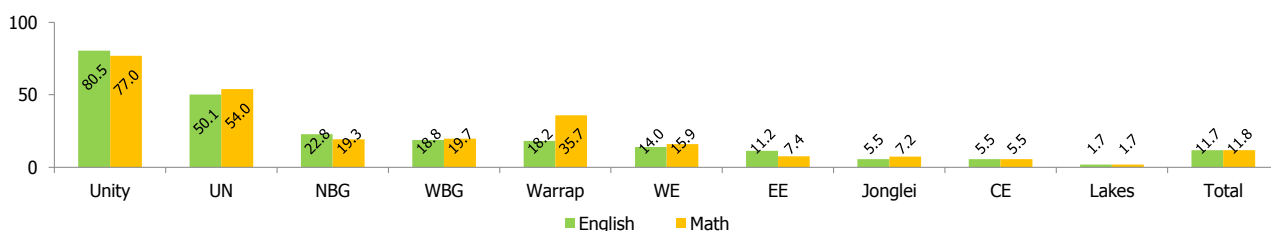
- ✓ Among the 236 secondary schools in South Sudan, 86% of them have permanent or semi-permanent classrooms.
- ✓ At the state level, EE has 100% of schools with permanent or semi-permanent classrooms, in contrast to Jonglei and Lakes where the rate falls below 70%.

7.2.4. Curriculum and instruction

Secondary school pupil-textbook ratio (PTextR) by state and subject (English and Math), 2013

State	Enrollment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
CE	7,403	1,343	5.5	1,334	5.5
EE	4,655	414	11.2	626	7.4
Jonglei	2,039	368	5.5	282	7.2
Lakes	949	557	1.7	556	1.7
NBG	4,621	203	22.8	239	19.3
UN	10,467	209	50.1	194	54.0
Unity	1,771	22	80.5	23	77.0
Warrap	4,218	232	18.2	118	35.7
WBG	5,726	304	18.8	290	19.7
WE	4,718	338	14.0	296	15.9
Total	46,567	3,990	11.7	3,958	11.8

Secondary school pupil-textbook ratio (PTextR) by state and subject (English and Math), 2013

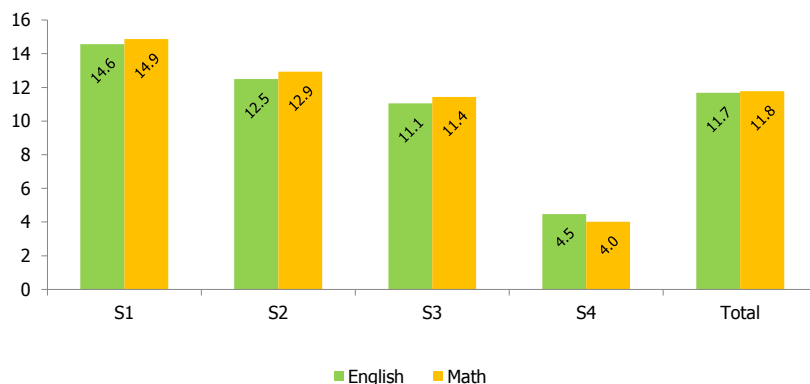


- ✓ At the national level, pupil-textbook ratio (PTextR) in secondary schools is quite high for both English and Math textbooks – one textbook is shared by 12 pupils on average.
- ✓ There is great variation in terms of PTextR by state, which ranges from 2 in Lakes to around 80 in Unity. Generally there is little difference between PTextR for English or Math textbooks, except in Warrap where PTextR for math textbooks almost doubles that for English textbooks.

Secondary school pupil-textbook ratio (PTextR) by grade and subject (English and Math), 2013

State	Enrollment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
S1	19,077	1,309	14.6	1,283	14.9
S2	14,061	1,126	12.5	1,087	12.9
S3	10,866	983	11.1	950	11.4
S4	2,563	572	4.5	638	4.0
Total	46,567	3,990	11.7	3,958	11.8

Secondary school pupil-textbook ratio (PTextR) by grade and subject (English and Math), 2013



√ From S1 to S3, there is a gradual decrease of PTextR for both English and Math textbooks – from 15 in S1, to 13 in S2 and 11 in S3. Interestingly, PTextR then drops significantly in S4 to around 4.

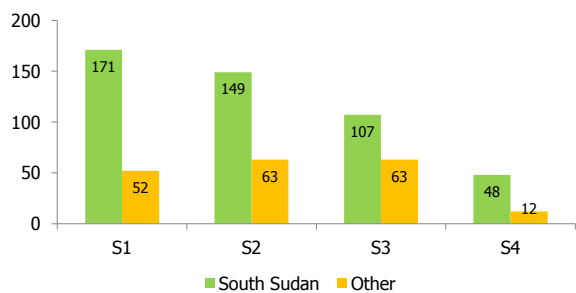
Number and % of secondary schools by curriculum and grade, 2013

Curriculum	S1	S2	S3	S4
South Sudan	171	149	107	48
	76.7%	70.3%	59.4%	80.0%
Other	52	63	73	12
	23.3%	29.7%	40.6%	20.0%
Total	223	212	180	60

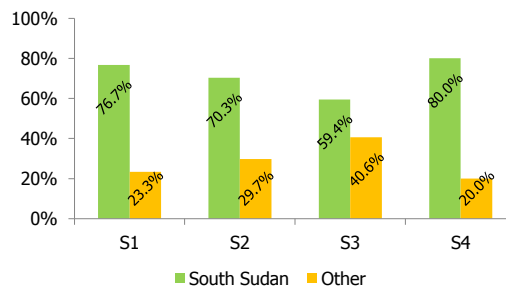
*This section only counted the schools who responded to the question. Those who did not respond were not accounted for.

** 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.

Number of secondary schools by curriculum and grade, 2013



% of secondary schools by curriculum and grade, 2013



√ Most schools use South Sudan curriculum as opposed to other curriculum from S1 to S4. The percentage of schools using South Sudan curriculum generally make up at least 70% of all schools in all grades, except in S3 when the rate drops to 59%.

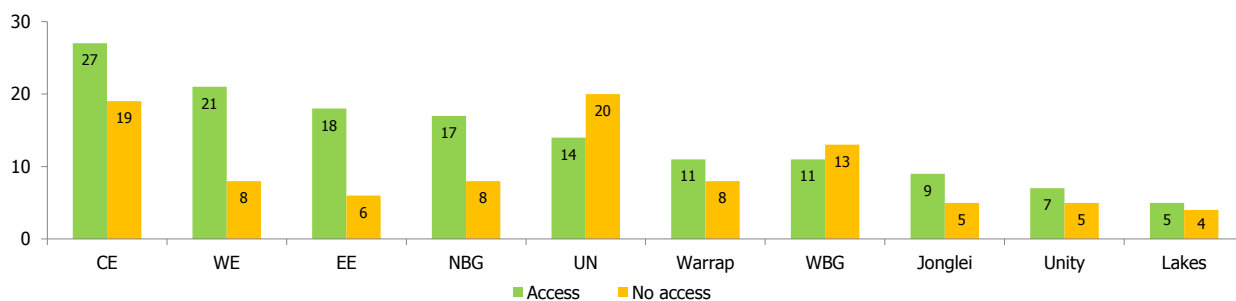
7.2.5. Facilities

Number and % of secondary schools with and without access to drinking water by state, 2013

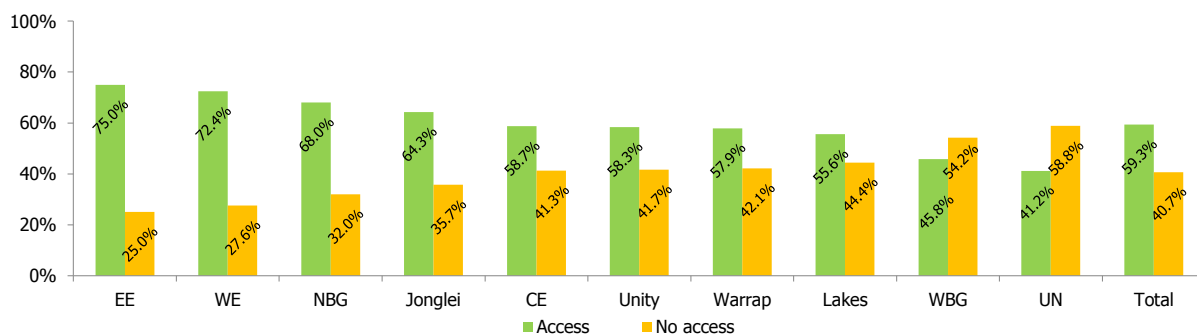
State	Schools	Access		No access	
		Count	% total	Count	% total
CE	46	27	58.7%	19	41.3%
EE	24	18	75.0%	6	25.0%
Jonglei	14	9	64.3%	5	35.7%
Lakes	9	5	55.6%	4	44.4%
NBG	25	17	68.0%	8	32.0%
UN	34	14	41.2%	20	58.8%
Unity	12	7	58.3%	5	41.7%
Warrap	19	11	57.9%	8	42.1%
WBG	24	11	45.8%	13	54.2%
WE	29	21	72.4%	8	27.6%
Total	236	140	59.3%	96	40.7%

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

Number of secondary schools with access to drinking water by state, 2013



% of secondary schools with access to drinking water by state, 2013

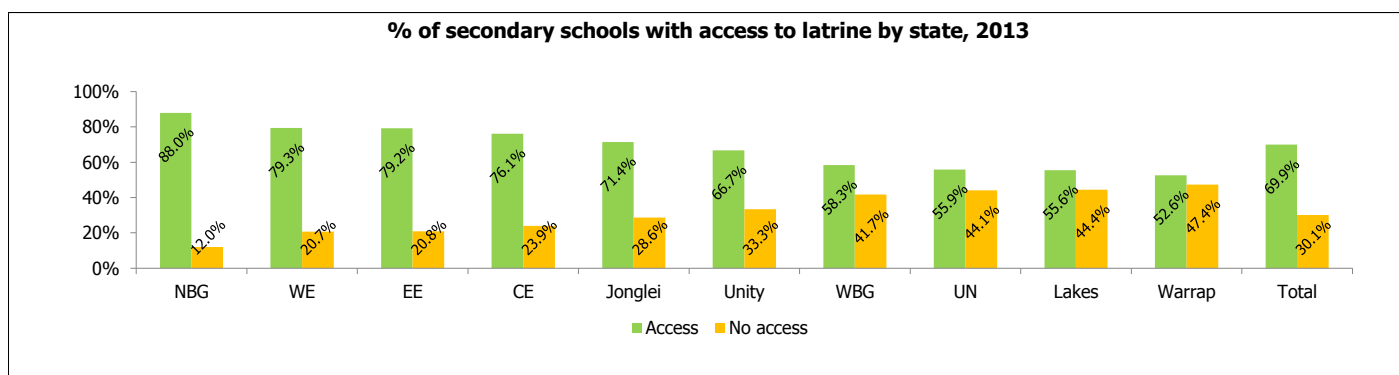
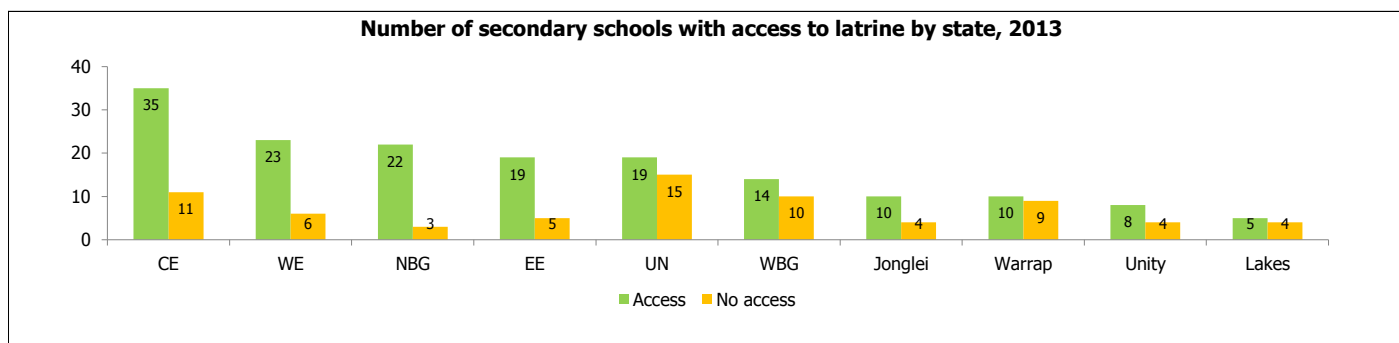


✓ 60% of secondary schools in South Sudan have access to drinking water, compared with 40% that don't. The state with the highest portion of schools with drinking water is EE, at 75%, in contrast to UN with the lowest percentage of 41%.

Number and % of secondary schools with and without access to latrine by state, 2013

State	Schools	Access		No access	
		Count	% total	Count	% total
CE	46	35	76.1%	11	23.9%
EE	24	19	79.2%	5	20.8%
Jonglei	14	10	71.4%	4	28.6%
Lakes	9	5	55.6%	4	44.4%
NBG	25	22	88.0%	3	12.0%
UN	34	19	55.9%	15	44.1%
Unity	12	8	66.7%	4	33.3%
Warrap	19	10	52.6%	9	47.4%
WBG	24	14	58.3%	10	41.7%
WE	29	23	79.3%	6	20.7%
Total	236	165	69.9%	71	30.1%

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



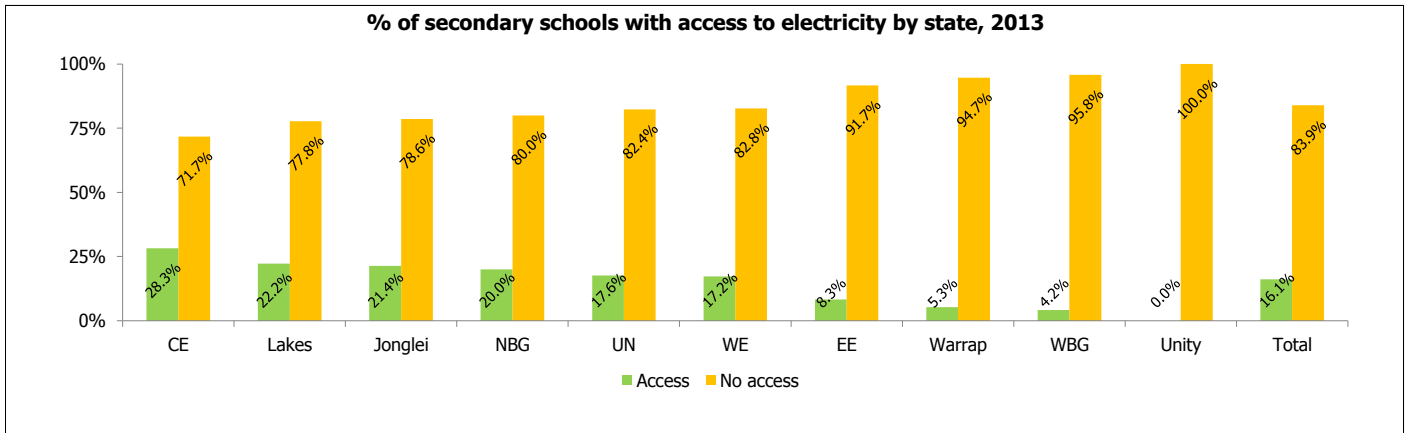
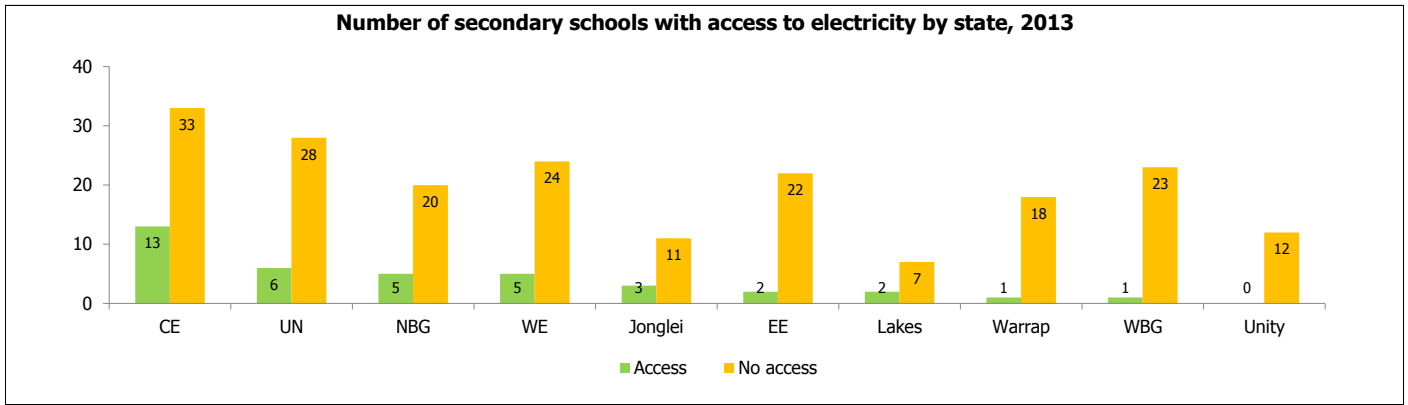
✓ When it comes to access to latrine, nationally 70% of secondary school have the access.

✓ At the state level, the percentage of schools with access to latrine varies from a high of 88% in NBG to a low of 53% in Warrap.

Number and % of secondary schools with and without access to electricity by state, 2013

State	Schools	Access		No access	
		Count	% total	Count	% total
CE	46	13	28.3%	33	71.7%
EE	24	2	8.3%	22	91.7%
Jonglei	14	3	21.4%	11	78.6%
Lakes	9	2	22.2%	7	77.8%
NBG	25	5	20.0%	20	80.0%
UN	34	6	17.6%	28	82.4%
Unity	12	0	0.0%	12	100.0%
Warrap	19	1	5.3%	18	94.7%
WBG	24	1	4.2%	23	95.8%
WE	29	5	17.2%	24	82.8%
Total	236	38	16.1%	198	83.9%

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

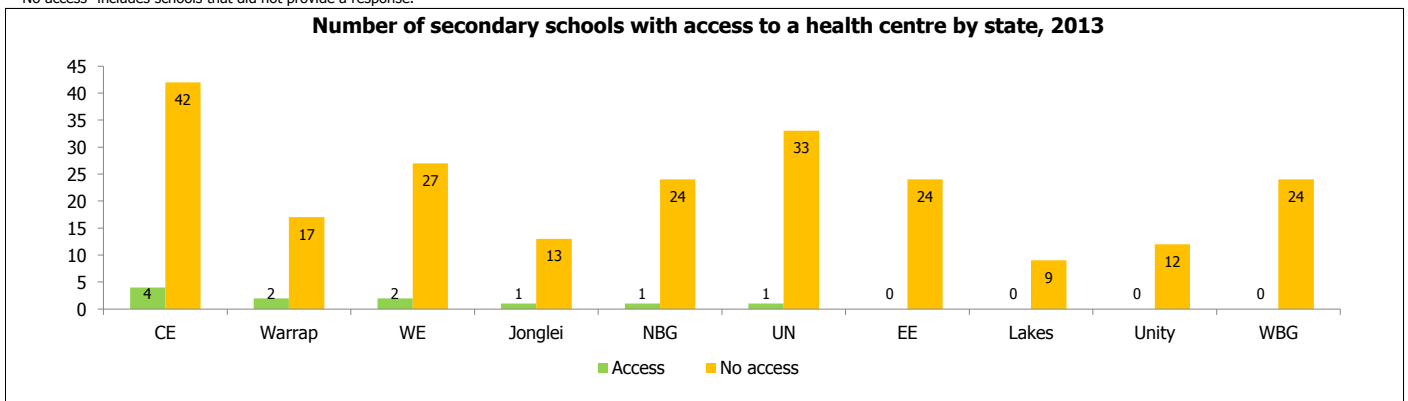


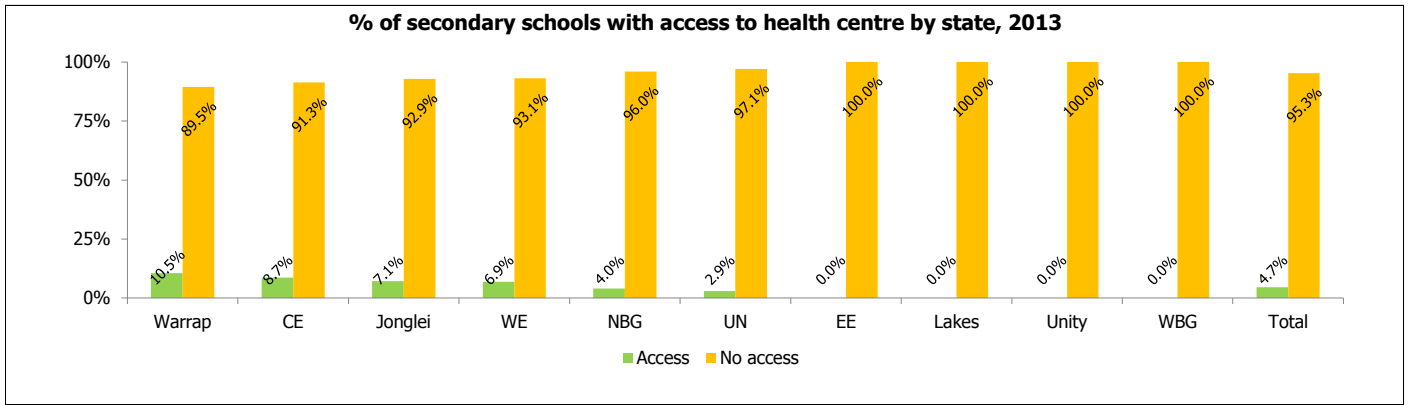
√ Only 16% of secondary schools have access to electricity at the national level. By state, CE has the most number of schools with access to electricity, at 13, whereas in Unity none of the 12 secondary schools have electricity access.

Number and % of secondary schools with and without access to health centre by state, 2013

State	Schools	Access		No access	
		Count	% total	Count	% total
CE	46	4	8.7%	42	91.3%
EE	24	0	0.0%	24	100.0%
Jonglei	14	1	7.1%	13	92.9%
Lakes	9	0	0.0%	9	100.0%
NBG	25	1	4.0%	24	96.0%
UN	34	1	2.9%	33	97.1%
Unity	12	0	0.0%	12	100.0%
Warrap	19	2	10.5%	17	89.5%
WBG	24	0	0.0%	24	100.0%
WE	29	2	6.9%	27	93.1%
Total	236	11	4.7%	225	95.3%

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





√ Only 5% of all secondary schools in South Sudan have access to health centres. The situation is only slightly better in the state of Warrap, CE, Jonglei and WE, where 7% to 11% of schools have access to health centres.

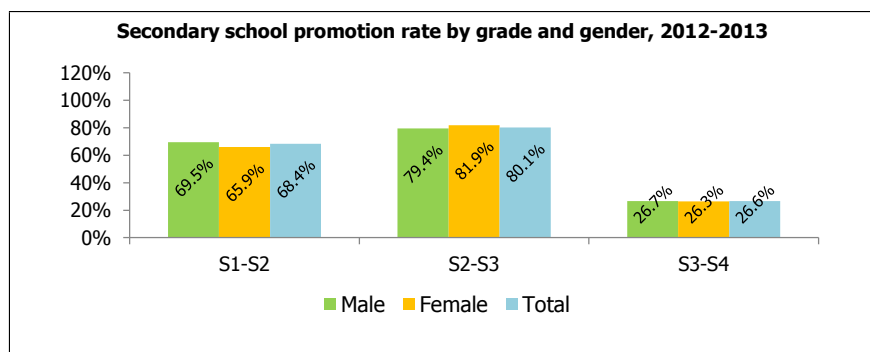
7.3. Student flow

7.3.1. Promotion rate

Secondary school promotion rate by state, grade, and gender, 2012-2013

State	Overall			Male			Female		
	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4
CE	65.0%	87.6%	41.8%	76.2%	91.7%	40.4%	48.5%	80.7%	44.1%
EE	71.9%	77.3%	60.0%	69.6%	73.8%	61.3%	77.5%	86.8%	56.5%
Jonglei	103.6%	134.7%	24.8%	88.9%	125.9%	26.9%	193.0%	176.5%	13.6%
Lakes	61.3%	64.9%	45.1%	57.3%	52.8%	33.0%	72.0%	94.0%	67.9%
NBG	88.6%	70.0%	20.0%	89.5%	66.5%	24.2%	86.1%	91.5%	0.9%
UN	67.9%	81.2%	11.2%	66.6%	78.1%	15.3%	70.4%	89.3%	1.3%
Unity	30.7%	34.4%	2.3%	35.9%	40.1%	3.1%	19.0%	16.0%	0.0%
Warrap	64.0%	70.8%	0.0%	65.4%	71.6%	0.0%	57.7%	65.6%	0.0%
WBG	72.0%	107.0%	1.5%	66.6%	100.4%	1.8%	83.6%	125.4%	0.0%
WE	91.6%	93.4%	65.4%	90.3%	114.4%	79.3%	94.4%	67.5%	46.5%
Total	68.4%	80.1%	26.6%	69.5%	79.4%	26.7%	65.9%	81.9%	26.3%

*Promotion exceeding 100% occur due to high increase in enrolment between 2012 and 2013.



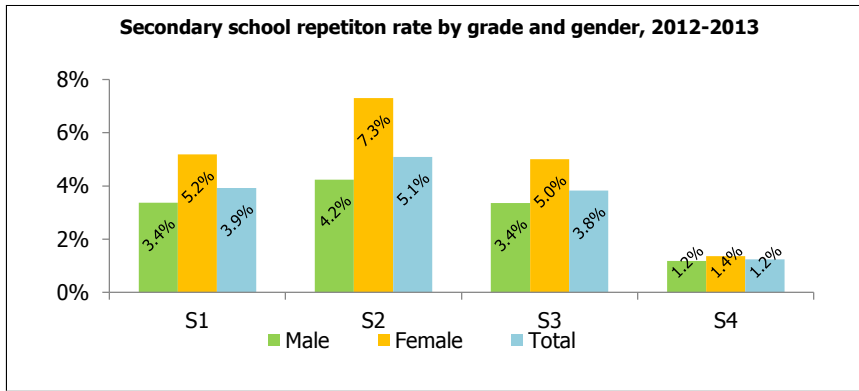
- ✓ The promotion rate is highest between S1 and S3, for both genders.
- ✓ The states with the lowest promotion rates are Unity and Central Equatoria.
- ✓ Promotion rates are typically lower for females. In Warrap and Central Equatoria, they are below 60% between the first two grades of secondary.

7.3.2. Repetition rate

Secondary school repetition rate by state, grade, and gender, 2012-2013

State	Overall				Male				Female			
	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4
CE	3.0%	5.4%	2.3%	1.5%	2.6%	5.7%	2.1%	0.5%	3.5%	4.9%	2.7%	3.4%
EE	7.0%	6.1%	7.0%	1.6%	6.5%	5.6%	6.8%	1.5%	8.3%	7.7%	7.5%	1.8%
Jonglei	4.3%	5.6%	5.0%	-	3.4%	3.7%	5.9%	-	9.3%	14.7%	0.0%	-
Lakes	1.8%	1.8%	1.3%	0.0%	1.6%	1.2%	2.0%	0.0%	2.5%	3.0%	0.0%	0.0%
NBG	1.5%	0.5%	0.5%	0.0%	1.1%	0.2%	0.4%	0.0%	2.5%	2.3%	0.9%	0.0%
UN	3.0%	8.6%	6.3%	0.0%	2.3%	6.2%	4.9%	0.0%	4.5%	14.9%	9.8%	0.0%
Unity	3.1%	2.4%	1.1%	-	2.9%	1.7%	0.8%	-	3.6%	4.7%	1.7%	-
Warrap	2.5%	2.0%	2.8%	-	2.5%	1.5%	2.5%	-	2.3%	4.9%	7.1%	-
WBG	7.8%	4.8%	0.7%	0.0%	6.1%	4.7%	0.7%	0.0%	11.3%	5.2%	0.5%	0.0%
WE	7.6%	4.2%	5.6%	0.4%	6.9%	6.0%	6.6%	0.9%	9.0%	1.9%	4.3%	0.0%
Total	3.9%	5.1%	3.8%	1.2%	3.4%	4.2%	3.4%	1.2%	5.2%	7.3%	5.0%	1.4%

*Promotion exceeding 100% occur due to high increase in enrolment between 2012 and 2013.



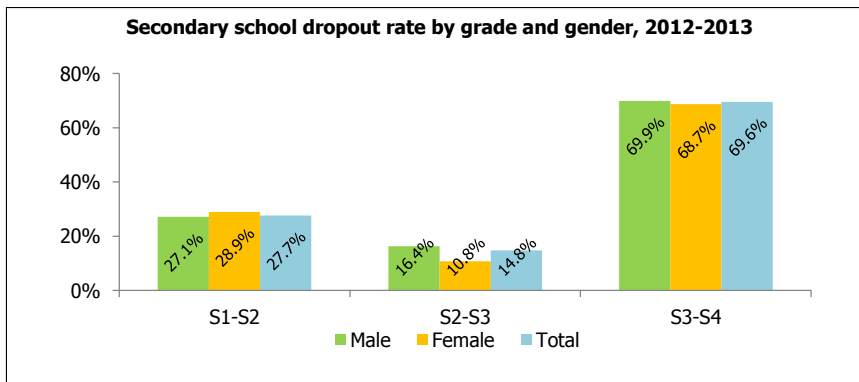
- ✓ Pupil repetition is lower at the secondary level than at the primary level in South Sudan. It reaches a high of 5.1% in S2.
- ✓ Repetition is higher for females than for males, at each grade of secondary school.
- ✓ Eastern Equatoria and Upper Nile are states where pupil repetition appears a bit higher than the rest of the country.

7.3.3. Dropout rate

Secondary school dropout rate by state, grade, and gender, 2012-2013

State	Overall			Male			Female		
	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4
CE	32.0%	7.0%	55.9%	21.2%	2.6%	57.5%	48.0%	14.4%	53.1%
EE	21.1%	16.6%	33.0%	23.9%	20.6%	31.9%	14.2%	5.6%	36.1%
Jonglei	-7.9%	-40.3%	70.2%	7.7%	-29.6%	67.2%	-102.3%	-91.2%	86.4%
Lakes	36.9%	33.3%	53.6%	41.1%	46.0%	65.0%	25.4%	3.0%	32.1%
NBG	9.9%	29.4%	79.5%	9.4%	33.2%	75.4%	11.3%	6.2%	98.2%
UN	29.1%	10.1%	82.5%	31.1%	15.8%	79.8%	25.1%	-4.2%	88.8%
Unity	66.1%	63.1%	96.6%	61.2%	58.1%	96.1%	77.3%	79.2%	98.3%
Warrap	33.5%	27.2%	97.2%	32.1%	26.8%	97.5%	40.0%	29.4%	92.9%
WBG	20.3%	-11.9%	97.9%	27.2%	-5.1%	97.4%	5.1%	-30.6%	99.5%
WE	0.8%	2.4%	29.0%	2.8%	-20.5%	14.1%	-3.4%	30.6%	49.2%
Total	27.7%	14.8%	69.6%	27.1%	16.4%	69.9%	28.9%	10.8%	68.7%

*Negative dropout rates occur due to high increase in enrolment between 2012 and 2013.



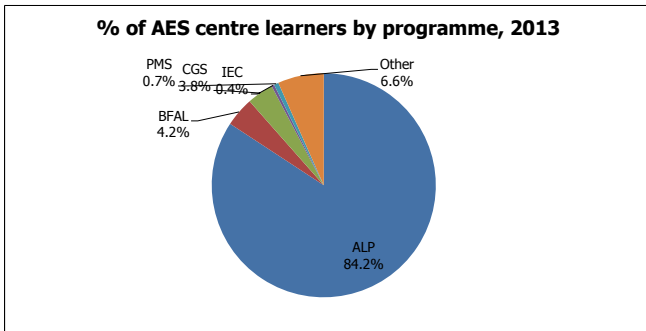
- ✓ The dropout rate appears highest between grades 3 and 4 of secondary. It is almost 70% between these two grades.
- ✓ There does not appear to be a higher dropout rate for females than for males in South Sudan, although female enrolments are also much lower in secondary school.
- ✓ States with particularly high dropout rates are Unity and Lakes.
- ✓ High dropout between S3 and S4 may in part be due to the low number of secondary schools which have S4 as a grade level.

8.1. Access

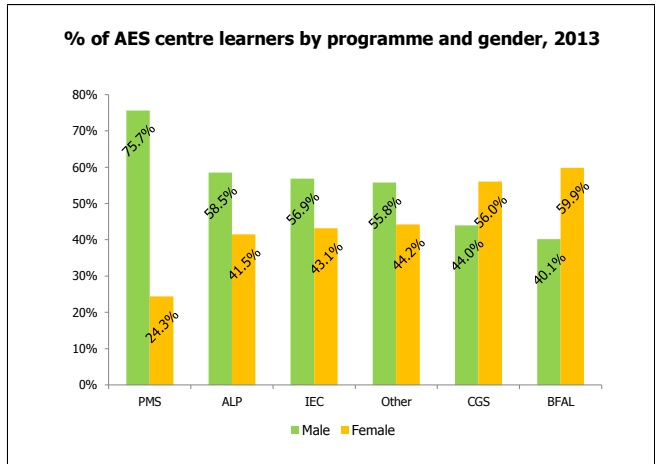
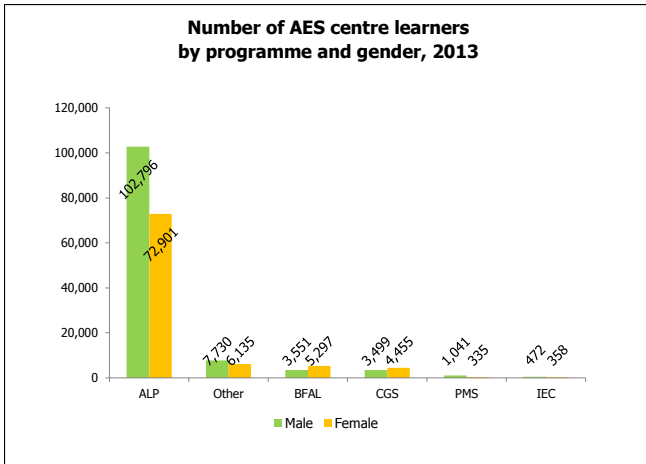
8.1.1. Enrolment

Number of AES centre learners by state and programme, 2013

State	Total	ALP	BFAL	CGS	IEC	PMS	Other
CE	14,988	7,686	1,925	2,489	225	974	1,689
EE	3,816	3,630	74	112	-	-	-
Jonglei	22,274	20,144	372	-	82	92	1,584
Lakes	26,256	18,283	2,192	1,079	85	-	4,617
NBG	43,974	40,720	310	2,000	-	36	908
UN	21,235	19,182	203	92	-	77	1,681
Unity	38,393	36,245	1,311	164	120	-	553
Warrap	12,568	11,520	312	51	86	197	402
WBG	10,380	9,030	985	-	202	-	163
WE	14,686	9,257	1,164	1,967	30	-	2,268
Total	208,570	175,697	8,848	7,954	830	1,376	13,865



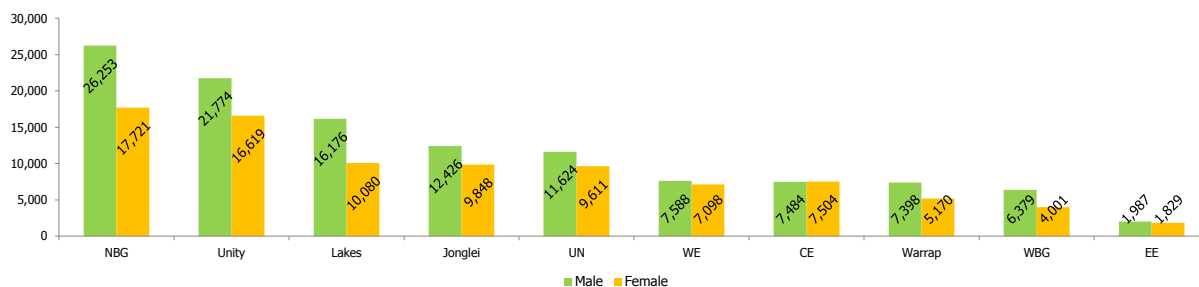
- ✓ There are 208,570 learners enrolled in AES programmes in South Sudan. Among them, more than 80% are enrolled in Accelerated Learning Programme (ALP), followed by 7% in Other programmes and 4% in Basic Functional Adult Literacy (BFAL) programmes.
- ✓ The states with the largest and second largest number of AES learners are NBG and Unity, at 43,974 and 38,393 respectively. In contrast is EE with the smallest number of AES learners, at less than 4,000.
- ✓ For each AES program, the number of learners differs greatly across states. For example, although learners in Pastoralist Mobile Schools (PMS) are located in five states, around 70% of them are concentrated in CE.



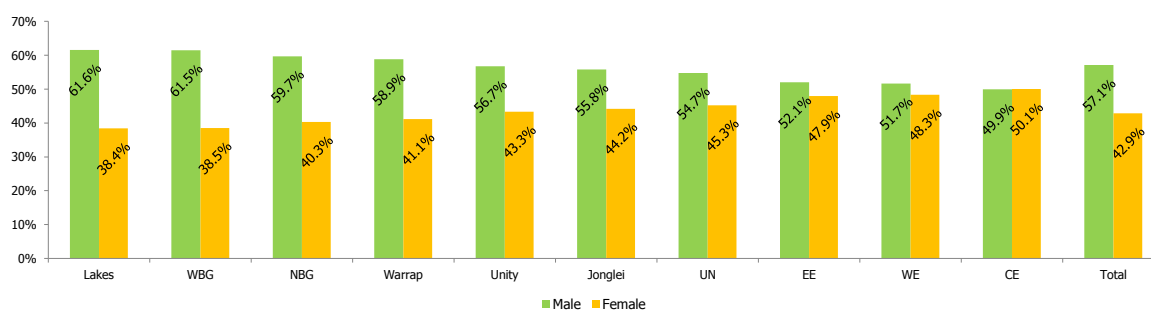
Number and % of AES centre learners by state and gender, 2013

State	Total	Male		Female	
		Count	% total	Count	% total
CE	14,988	7,484	49.9%	7,504	50.1%
EE	3,816	1,987	52.1%	1,829	47.9%
Jonglei	22,274	12,426	55.8%	9,848	44.2%
Lakes	26,256	16,176	61.6%	10,080	38.4%
NBG	43,974	26,253	59.7%	17,721	40.3%
UN	21,235	11,624	54.7%	9,611	45.3%
Unity	38,393	21,774	56.7%	16,619	43.3%
Warrap	12,568	7,398	58.9%	5,170	41.1%
WBG	10,380	6,379	61.5%	4,001	38.5%
WE	14,686	7,588	51.7%	7,098	48.3%
Total	208,570	119,089	57.1%	89,481	42.9%

Number of AES centre learners by state and gender, 2013



% of AES centre learners by state and gender, 2013



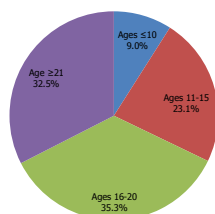
- ✓ At the national level, there are more males enrolled in AES programmes than females (57% versus 43%).
- ✓ Except Community Girls School (CGS) and BFAL, all other AES programmes have more male learners than female learners enrolled. PMS has the greatest gender disparity in enrolment, with 76% of male learners enrolled compared with 24% female learners.
- ✓ In terms of enrolment by state and gender, almost all states have more male AES learners than female learners with the exception of CE. Lakes and WBG have the largest percentage of male learners, at 62%, in contrast to WE and EE where males make up only slightly over 50% of the total enrolment.

Number of AES centre learners by state and age group, 2013

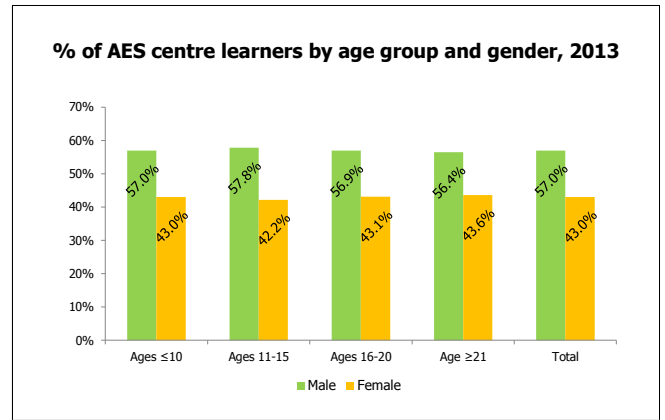
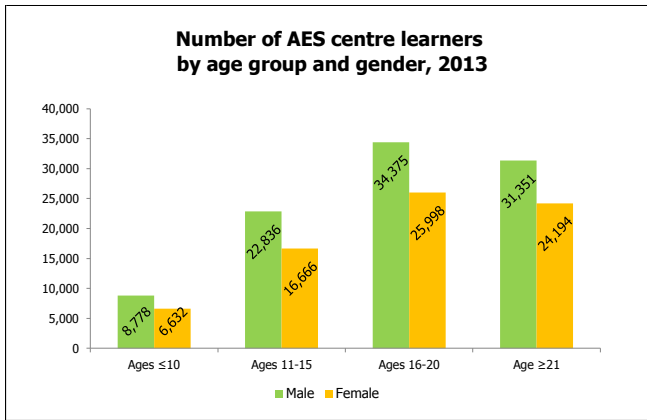
State	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
CE	12,964	1,512	2,818	3,392	5,242
EE	3,282	29	196	1,224	1,833
Jonglei	17,667	828	3,325	7,321	6,193
Lakes	21,287	2,694	3,345	8,318	6,930
NBG	35,339	3,437	11,431	11,687	8,784
UN	19,049	1,293	4,135	5,894	7,727
Unity	31,507	1,902	7,155	12,473	9,977
Warrap	9,636	1,445	2,437	2,911	2,843
WBG	8,335	1,255	2,119	2,950	2,011
WE	11,764	1,015	2,541	4,203	4,005
Total	170,830	15,410	39,502	60,373	55,545

* Note the difference in the student tables in this table. This table only 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, 2013



- ✓ Nationwide, 35% of AES learners fall into the 16-20 age group, followed by 33% in the over 21 age group.
- ✓ By state, generally there are more learners enrolled in the two higher age groups. There are a few variations however – for example, in WBG, there are more learners in the 11-15 age group than the over 21 age group.
- ✓ For each age group, there are more male learners than female learners – the percentage of male learners remains at around 57% across age groups.



8.2. Resources

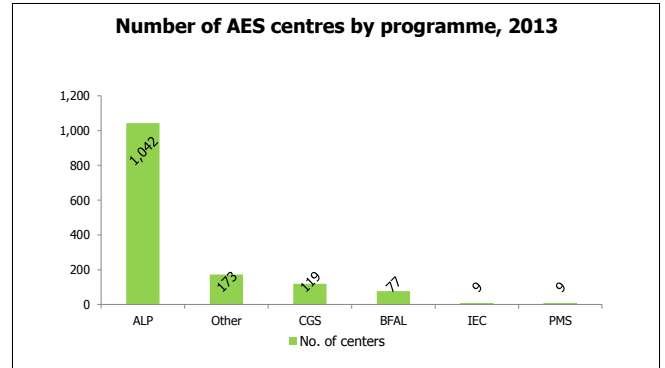
8.2.1. Centres

Number of AES centres by programme, 2013

Programme	No. centres
ALP	1,042
BFAL	77
CGS	119
IEC	9
PMS	9
Other	173

*Total not included because some centres have more than one programme.

✓ Around 73% of AES centres in South Sudan offer ALP programmes, in contrast to less than 1% offering Intensive English Course(IEC) or PMS programmes.

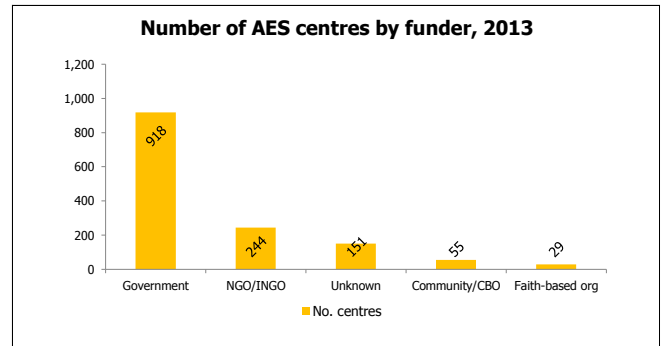


Number of AES centres by funder, 2013

Programme	No. centres
Community/CBO	55
Faith-based org	29
Government	918
NGO/INGO	244
Unknown	151

*Total not included because some centres have more than one funder.

✓ Government is the largest funder for AES centres, which funds 918 AES centres. The second largest funder is NGO/INGO, which funds 244 AES centres.

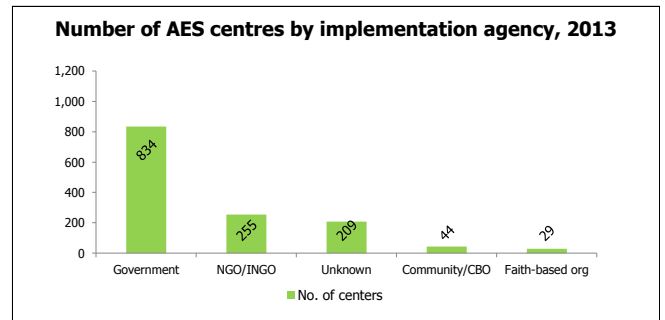


Number of AES centres by implementation agency, 2013

Implementation agency	No. centres
Community/CBO	44
Faith-based org	29
Government	834
NGO/INGO	255
Unknown	209

*Total not included because some centres have more than one funder.

✓ Government is also the largest implementation agency for AES centres. In contrast, very few AES centres are funded by Community/CBO or Faith-based organizations.



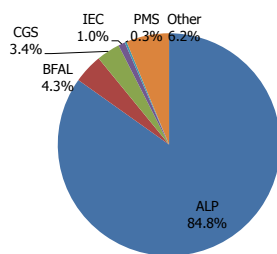
8.2.2. Teachers

Number of AES centre teachers by state and programme, 2013

State	Total	ALP	BFAL	CGS	IEC	PMS	Other
CE	558	333	67	57	13	7	81
EE	285	266	9	10	-	-	-
Jonglei	458	409	12	-	5	3	29
Lakes	668	526	14	39	7	-	82
NBG	1,435	1,302	31	49	-	3	50
UN	544	476	14	3	-	-	51
Unity	664	632	23	2	4	-	3
Warrap	423	383	14	5	5	4	12
WBG	368	309	37	-	15	-	7
WE	544	409	32	38	9	-	56
Total	5,947	5,045	253	203	58	17	371

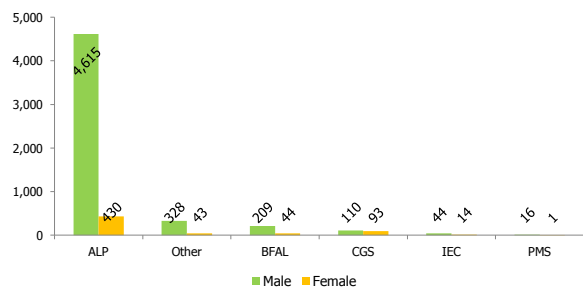
*Some centres have more than one programme. Hence, some teachers may teach more than one programme.

% of AES centre teachers by programme, 2013

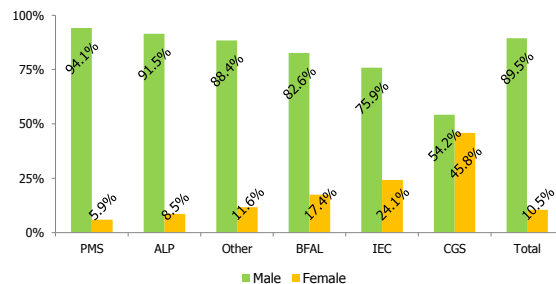


- ✓ There are 5,947 teachers reported for AES centres in South Sudan. It is noteworthy that some teachers teach more than one AES programmes in the same centre.
- ✓ ALP teachers make up the majority of AES teachers, at 85%. In contrast, PMS has only 0.3% of the total teachers.
- ✓ NBG has the largest number of AES teachers, the majority of whom are ALP teachers.
- ✓ EE has the least number of teachers, at less than 300.

Number of AES centre teachers by programme and gender, 2013



% of AES centre teachers by programme and gender, 2013

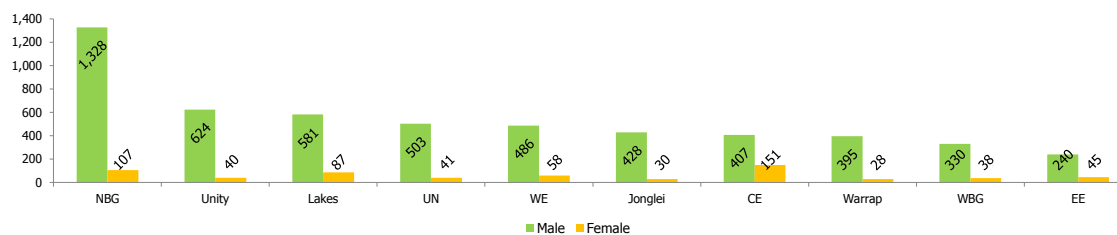


Number and % of AES centre teachers by state and gender, 2013

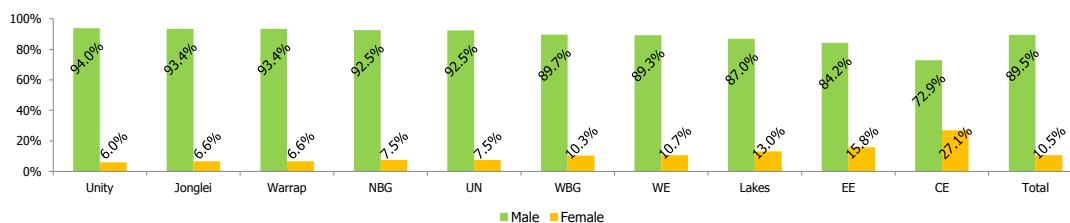
State	Total	Male		Female		PTR
		Count	% total	Count	% total	
CE	558	407	72.9%	151	27.1%	26.9
EE	285	240	84.2%	45	15.8%	13.4
Jonglei	458	428	93.4%	30	6.6%	48.6
Lakes	668	581	87.0%	87	13.0%	39.3
NBG	1,435	1,328	92.5%	107	7.5%	30.6
UN	544	503	92.5%	41	7.5%	39.0
Unity	664	624	94.0%	40	6.0%	57.8
Warrap	423	395	93.4%	28	6.6%	29.7
WBG	368	330	89.7%	38	10.3%	28.2
WE	544	486	89.3%	58	10.7%	27.0
Total	5,947	5,322	89.5%	625	10.5%	35.1

- ✓ There is a noticeable gender disparity in the teaching force – around 90% of AES teachers are males.
- ✓ Gender difference exists across all states. The percentage of female teachers ranges from 6% in Unity to 27% in CE.
- ✓ At the national level, the pupil-teacher ratio (PTR) for AES centres is 35.1.
- ✓ PTRs vary by state, with a high of 58 in Unity and a low of 13 in EE.

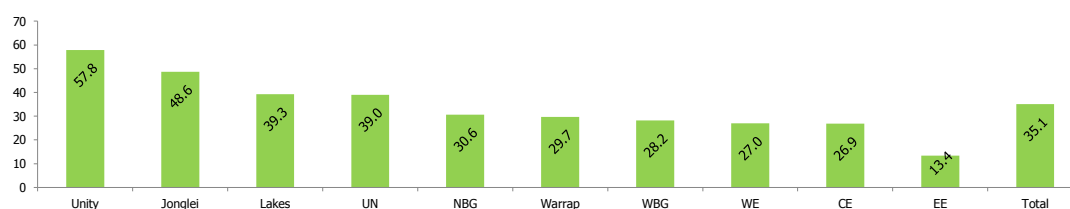
Number of AES centre teachers by state and gender, 2013



% of AES centre teachers by state and gender, 2013



AES centre pupil-teacher ratio (PTR) by state, 2013



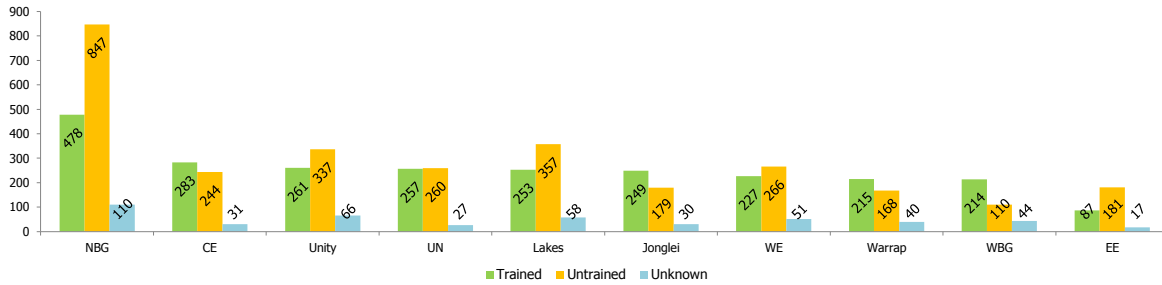
Number and % of AES centre teachers by professional qualification and state, 2013

State	Total	Trained		Untrained		Unknown	
		Count	%total	Count	%total	Count	%total
CE	558	283	50.7%	244	43.7%	31	5.6%
EE	285	87	30.5%	181	63.5%	17	6.0%
Jonglei	458	249	54.4%	179	39.1%	30	6.6%
Lakes	668	253	37.9%	357	53.4%	58	8.7%
NBG	1,435	478	33.3%	847	59.0%	110	7.7%
UN	544	257	47.2%	260	47.8%	27	5.0%
Unity	664	261	39.3%	337	50.8%	66	9.9%
Warrap	423	215	50.8%	168	39.7%	40	9.5%
WBG	368	214	58.2%	110	29.9%	44	12.0%
WE	544	227	41.7%	266	48.9%	51	9.4%
Total	5,947	2,524	42.4%	2,949	49.6%	474	8.0%

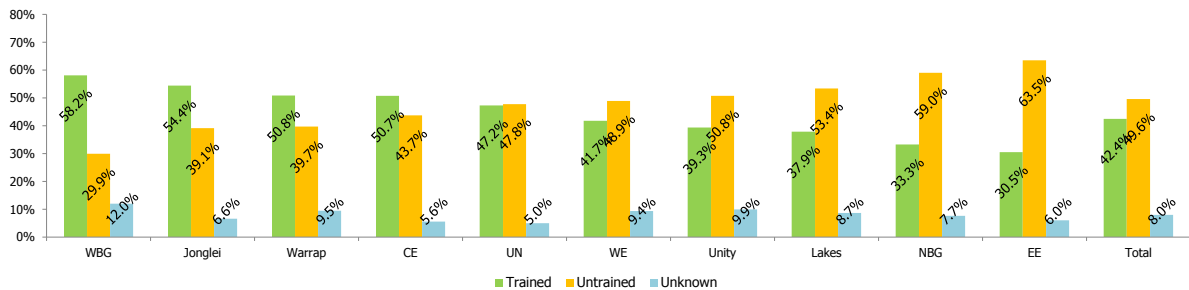
*"Trained" encompasses teachers with pre-service teacher training, in-service teacher training, and higher education diploma. "Unknown" teachers include those whose professional qualification was not reported.

- ✓ Among the 5,947 AES teachers in South Sudan, around half of them are untrained compared with 42% that are trained.
- ✓ WBG has the highest percentage of trained teachers, at 58%, followed by Jonglei and Warrap. In contrast, EE and NBG have less than 35% of trained teachers.

Number of AES centre teachers by professional qualification and state, 2013



% of AES centre teachers by professional qualification and state, 2013

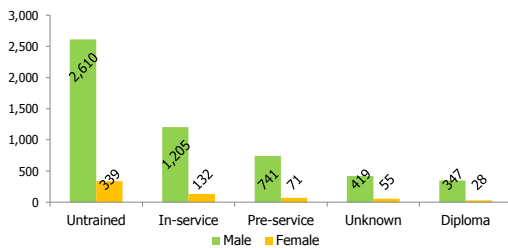


Number and % of AES centre teachers by state and qualification type, 2013

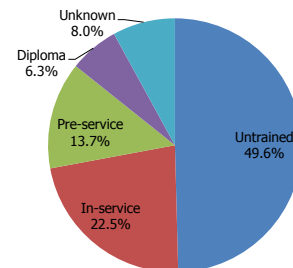
State	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	%total	Count	%total	Count	%total	Count	%total	Count	%total
CE	558	244	43.7%	116	20.8%	103	18.5%	64	11.5%	31	5.6%
EE	285	181	63.5%	19	6.7%	37	13.0%	31	10.9%	17	6.0%
Jonglei	458	179	39.1%	124	27.1%	86	18.8%	39	8.5%	30	6.6%
Lakes	668	357	53.4%	135	20.2%	75	11.2%	43	6.4%	58	8.7%
NBG	1,435	847	59.0%	330	23.0%	116	8.1%	32	2.2%	110	7.7%
UN	544	260	47.8%	73	13.4%	113	20.8%	71	13.1%	27	5.0%
Unity	664	337	50.8%	134	20.2%	91	13.7%	36	5.4%	66	9.9%
Warrap	423	168	39.7%	139	32.9%	59	13.9%	17	4.0%	40	9.5%
WBG	368	110	29.9%	106	28.8%	83	22.6%	25	6.8%	44	12.0%
WE	544	266	48.9%	161	29.6%	49	9.0%	17	3.1%	51	9.4%
Total	5,947	2,949	49.6%	1,337	22.5%	812	13.7%	375	6.3%	474	8.0%

- ✓ Among the 42% of trained AES teachers nationally, around half of them received in-service training. Another 32% of trained teachers received pre-service training.
- ✓ UN and EE are the only two states where more percentage of teachers received pre-service training than in-service training.
- ✓ CE, EE and UN have more than 10% of teachers that received diploma as training.

Number of AES centre teachers by professional qualification and gender, 2013

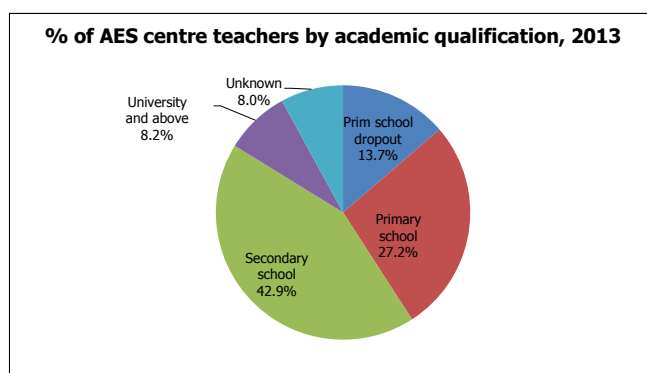
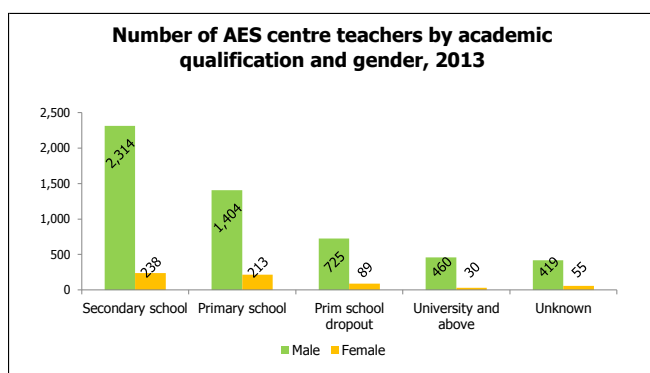


% of AES centre teachers by professional qualification, 2013



Number and % of AES teachers by academic qualification and state, 2013

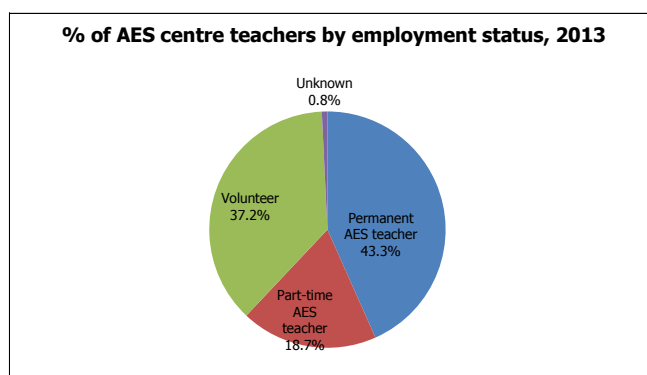
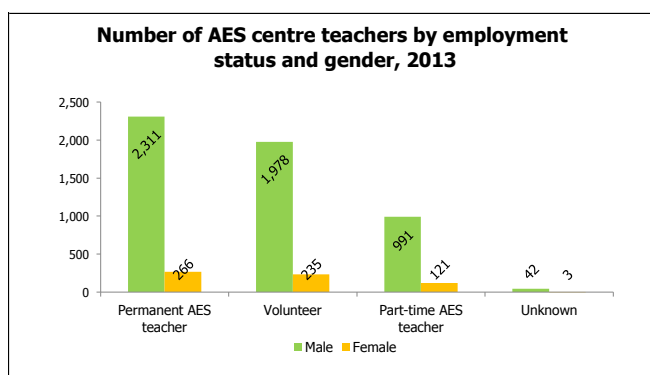
State	Total	Prim school dropout		Primary school		Secondary school		University and above		Unknown	
		Count	%total	Count	%total	Count	%total	Count	%total	Count	%total
CE	558	67	12.0%	34	6.1%	367	65.8%	59	10.6%	31	5.6%
EE	285	22	7.7%	30	10.5%	182	63.9%	34	11.9%	17	6.0%
Jonglei	458	39	8.5%	66	14.4%	257	56.1%	66	14.4%	30	6.6%
Lakes	668	89	13.3%	242	36.2%	209	31.3%	70	10.5%	58	8.7%
NBG	1,435	227	15.8%	656	45.7%	390	27.2%	52	3.6%	110	7.7%
UN	544	110	20.2%	66	12.1%	268	49.3%	73	13.4%	27	5.0%
Unity	664	78	11.7%	213	32.1%	244	36.7%	63	9.5%	66	9.9%
Warrap	423	36	8.5%	131	31.0%	186	44.0%	30	7.1%	40	9.5%
WBG	368	39	10.6%	73	19.8%	189	51.4%	23	6.3%	44	12.0%
WE	544	107	19.7%	106	19.5%	260	47.8%	20	3.7%	51	9.4%
Total	5,947	814	13.7%	1,617	27.2%	2,552	42.9%	490	8.2%	474	8.0%



- ✓ Nationally, the majority of AES teachers received secondary school education, followed by those that completed primary school. Only 8% of teachers completed university and above education.
- ✓ UN has the largest percentage of teachers who are primary school dropouts, at 20%. In contrast, Jonglei has the largest percentage of teachers with university and above degrees, at 14%.
- ✓ Secondary school is the most common academic qualification type for teachers in almost all states, with the exception of Lakes and NBG where more percentage teachers have primary school degrees (at 36% and 46% respectively).

Number and % of AES centre teachers by employment status and state, 2013

State	Total	Permanent AES teacher		Part-time AES teacher		Volunteer		Unknown	
		Count	%total	Count	%total	Count	%total	Count	%total
CE	558	318	57.0%	148	26.5%	89	15.9%	3	0.5%
EE	285	85	29.8%	115	40.4%	83	29.1%	2	0.7%
Jonglei	458	243	53.1%	103	22.5%	107	23.4%	5	1.1%
Lakes	668	299	44.8%	111	16.6%	248	37.1%	10	1.5%
NBG	1,435	466	32.5%	213	14.8%	753	52.5%	3	0.2%
UN	544	285	52.4%	89	16.4%	170	31.3%	0	0.0%
Unity	664	308	46.4%	69	10.4%	282	42.5%	5	0.8%
Warrap	423	114	27.0%	54	12.8%	254	60.0%	1	0.2%
WBG	368	127	34.5%	64	17.4%	171	46.5%	6	1.6%
WE	544	332	61.0%	146	26.8%	56	10.3%	10	1.8%
Total	5,947	2,577	43.3%	1,112	18.7%	2,213	37.2%	45	0.8%



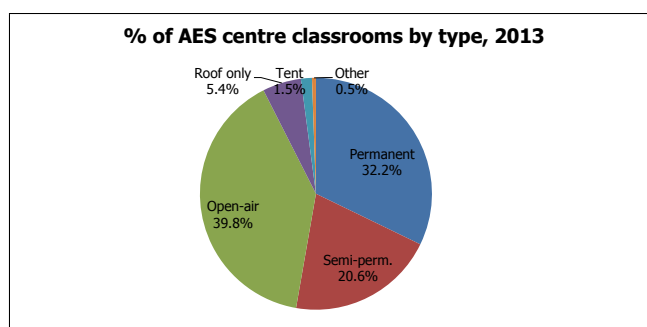
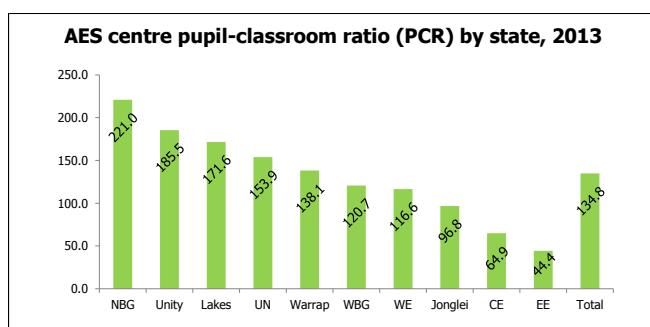
- ✓ A large proportion of AES teachers are hired permanently, at 43% nationwide. At the state level, the percentage of permanent teachers varies from 27% in Warrap to 60% in WE.
- ✓ 37% of AES teachers are volunteers at the national level. Warrap has the largest percentage of volunteer teachers, at 60%, in contrast to 10% in WE.

8.2.3. Classrooms

Number of AES centre classrooms and pupil-classroom ratio (PCR) by state and type, 2013

State	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
CE	283	94	137	35	13	0	4	64.9
EE	145	81	5	46	12	1	0	44.4
Jonglei	353	128	102	66	26	29	2	96.8
Lakes	273	115	38	103	10	5	2	171.6
NBG	857	133	66	635	14	3	6	221.0
UN	184	96	42	28	15	3	0	153.9
Unity	318	88	119	92	18	1	0	185.5
Warrap	179	49	42	67	21	0	0	138.1
WBG	123	57	29	23	12	2	0	120.7
WE	218	103	23	72	17	1	2	116.6
Total	2,933	944	603	1,167	158	45	16	134.8

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



- ✓ In South Sudan, there are 2,933 classrooms for AES centres. Among them, 53% are permanent or semi-permanent, and 40% are open-air.
- ✓ The pupil-classroom ratio (PCR) at the national level is 135. States with a PCR less than 100 are Jonglei, CE and EE.
- ✓ NBG has the largest PCR, at 221, followed by Unity and Lakes.

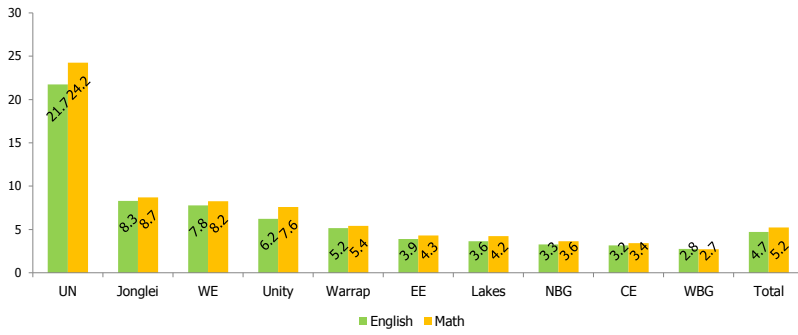
8.2.4. Curriculum and instruction

AES centre pupil-textbook ratio (PTextR) by state and subject (English and Math), 2013

State	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
CE	14,988	4,717	3.2	4,396	3.4
EE	3,816	977	3.9	884	4.3
Jonglei	22,274	2,682	8.3	2,558	8.7
Lakes	26,256	7,234	3.6	6,218	4.2
NBG	43,974	13,393	3.3	12,086	3.6
UN	21,235	977	21.7	876	24.2
Unity	38,393	6,159	6.2	5,050	7.6
Warrap	12,568	2,436	5.2	2,316	5.4
WBG	10,380	3,770	2.8	3,843	2.7
WE	14,686	1,884	7.8	1,782	8.2
Total	208,570	44,229	4.7	40,009	5.2

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

AES centre PTextR by state and subject (English and Math), 2013



- ✓ There are around 44,000 English textbooks and 40,000 Math textbooks in South Sudan.
- ✓ The pupil-textbook ratio (PTextR) is 4.7 for English textbooks, and 5.2 for Math textbooks.
- ✓ At the state level, UN has the highest PTextR – 21.7 for English textbooks and 24.2 for Math textbooks. WBG and CE have the lowest PTextR, at around 3 for both English and Math textbooks.

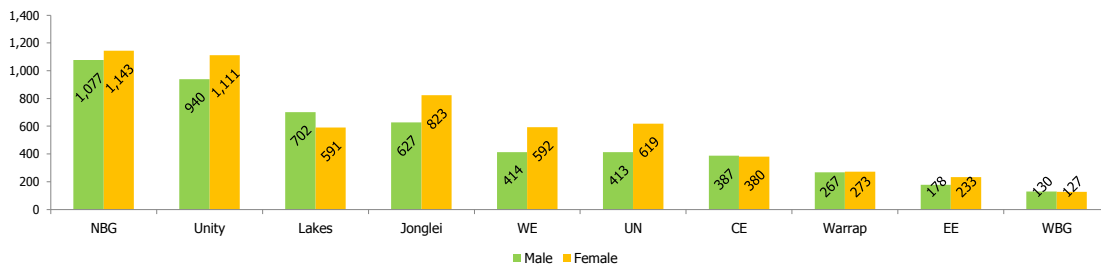
8.3. Student flow

8.3.1. Dropouts

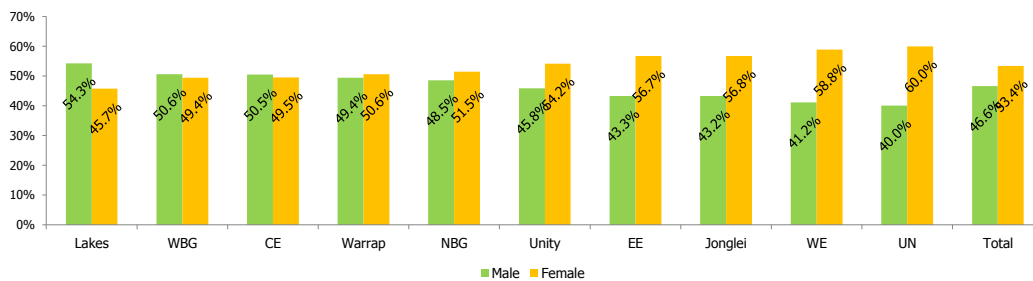
Number and % of AES centre dropouts by state and gender, 2012-2013

State	Total	Male		Female	
		Count	% total	Count	% total
CE	767	387	50.5%	380	49.5%
EE	411	178	43.3%	233	56.7%
Jonglei	1,450	627	43.2%	823	56.8%
Lakes	1,293	702	54.3%	591	45.7%
NBG	2,220	1,077	48.5%	1,143	51.5%
UN	1,032	413	40.0%	619	60.0%
Unity	2,051	940	45.8%	1,111	54.2%
Warrap	540	267	49.4%	273	50.6%
WBG	257	130	50.6%	127	49.4%
WE	1,006	414	41.2%	592	58.8%
Total	11,027	5,135	46.6%	5,892	53.4%

Number of AES centre dropouts by state and gender, 2012-2013



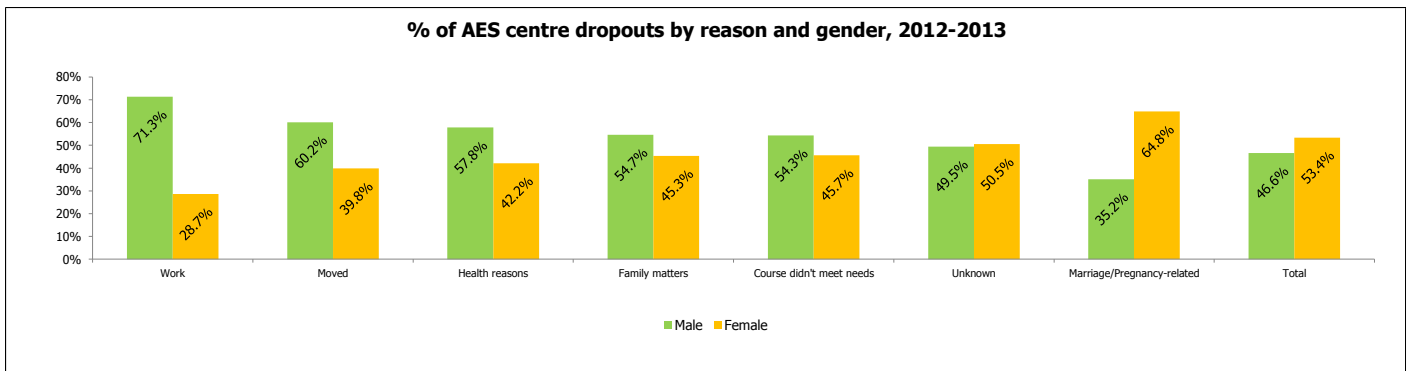
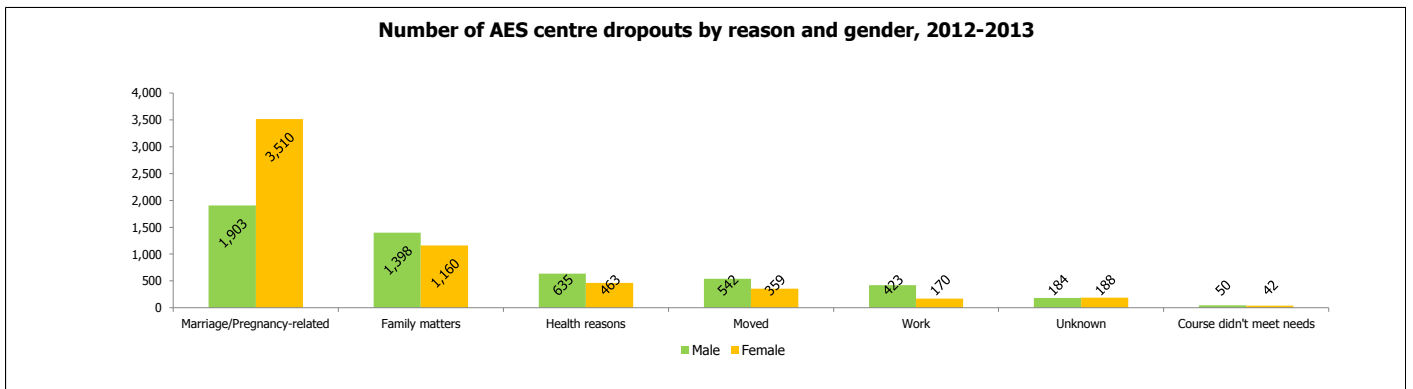
% of AES centre dropouts by state and gender, 2012-2013



- ✓ Slightly more than 11,000 students dropped out between 2012 and 2013 at the national level. Among them, 47% are males and 53% are females.
- ✓ NBG has the largest number of dropouts, at 2,220, followed by Unity at 2,051. At the other end are WBG and EE, which have 257 and 411 dropouts respectively.
- ✓ Most states have more female dropouts than male dropouts except Lakes, WBG and CE. The state with the highest percentage of female dropouts is UN, at 60%.

Number and % of AES centre dropouts by reason and gender, 2012-2013

Reason	Total	Male		Female	
		Count	% total	Count	% total
Marriage/Pregnancy-related	5,413	1,903	35.2%	3,510	64.8%
Health reasons	1,098	635	57.8%	463	42.2%
Family matters	2,558	1,398	54.7%	1,160	45.3%
Work	593	423	71.3%	170	28.7%
Course didn't meet needs	92	50	54.3%	42	45.7%
Moved	901	542	60.2%	359	39.8%
Unknown	372	184	49.5%	188	50.5%
Total	11,027	5,135	46.6%	5,892	53.4%



- ✓ Around half of AES dropouts stop schooling due to marriage/pregnancy-related matters. Family matters and health reasons are the second and third most common reasons for dropouts.
- ✓ The percentage of dropouts that list marriage/pregnancy-related matters as the primary reason is 60% among female dropouts, in contrast to 37% among male dropouts.
- ✓ Among dropouts due to work, 71% are males compared to 29% that are females.

8.4. Programme profiles

8.4.1. Accelerated Learning Programme (ALP)

Number of ALP learners by state and grade, 2013

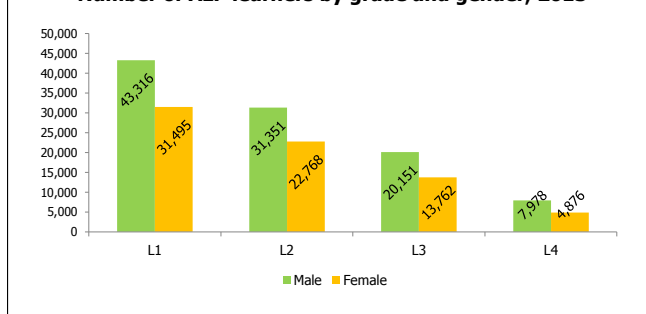
State	Total	L1	L2	L3	L4
CE	7,686	2,677	2,056	1,848	1,105
EE	3,630	1,571	1,059	794	206
Jonglei	20,144	8,644	6,075	3,953	1,472
Lakes	18,283	9,197	5,626	2,505	955
NBG	40,720	16,583	12,756	8,675	2,706
UN	19,182	7,409	6,243	3,804	1,726
Unity	36,245	14,939	11,679	7,180	2,447
Warrap	11,520	5,403	3,764	1,836	517
WBG	9,030	4,497	2,111	1,446	976
WE	9,257	3,891	2,750	1,872	744
Total	175,697	74,811	54,119	33,913	12,854

Number and % of ALP learners by grade and age group (for main programme only), 2013*

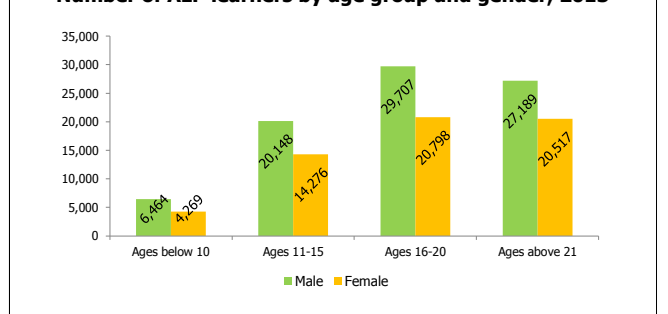
Grade	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
L1	61,414	6,687	16,650	20,093	17,984
L2	43,953	2,725	11,439	15,386	14,403
L3	27,540	952	5,014	11,057	10,517
L4	10,461	369	1,321	3,969	4,802
Total	143,368	10,733	34,424	50,505	47,706
		7.5%	24.0%	35.2%	33.3%

* This table contains information only on the centre's main programme. Age breakdown was not captured for the centres' other programmes. Refer to the 2013 AES questionnaire for details.

Number of ALP learners by grade and gender, 2013



Number of ALP learners by age group and gender, 2013



Number of centres with ALP by funder, 2013

Funder	Centres	Centres %
Government	789	73.0%
Community	47	4.3%
Church	22	2.0%
Mosque	0	0.0%
CBO	4	0.4%
INGO	23	2.1%
NGO	91	8.4%
Unknown	105	9.7%

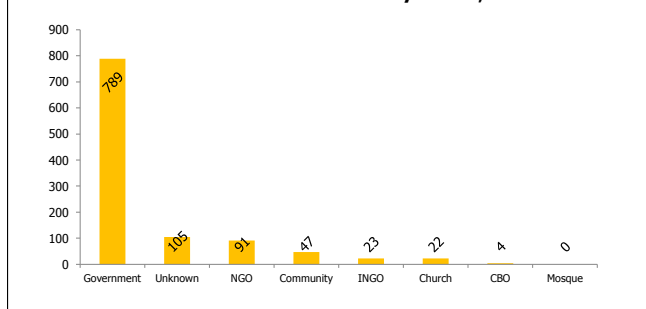
*Total not included because some centres have more than one funder.

Number of centres with ALP by implementing agency, 2013

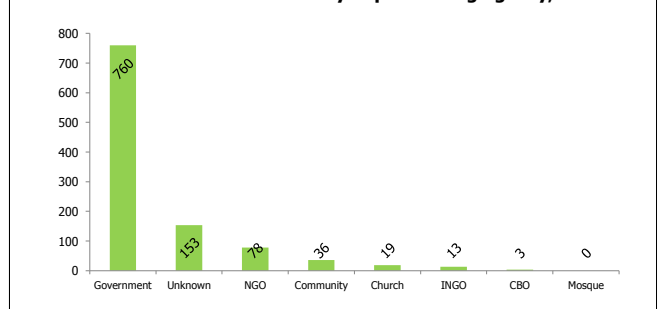
Agency	Centres	Centres %
Government	760	71.6%
Community	36	3.4%
Church	19	1.8%
Mosque	0	0.0%
CBO	3	0.3%
INGO	13	1.2%
NGO	78	7.3%
Unknown	153	14.4%

*Total not included because some centres have more than one implementing agency.

Number of centres with ALP by funder, 2013



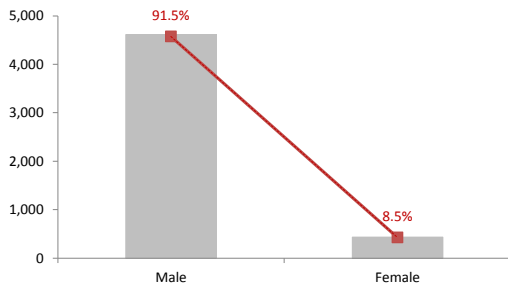
Number of centres with ALP by implementing agency, 2013



Number and % of ALP teachers by state and gender, 2013

State	Total	Male		Female	
		Count	% total	Count	% total
CE	333	273	82.0%	60	18.0%
EE	266	225	84.6%	41	15.4%
Jonglei	409	386	94.4%	23	5.6%
Lakes	526	480	91.3%	46	8.7%
NBG	1,302	1,205	92.5%	97	7.5%
UN	476	442	92.9%	34	7.1%
Unity	632	596	94.3%	36	5.7%
Warrap	383	355	92.7%	28	7.3%
WBG	309	281	90.9%	28	9.1%
WE	409	372	91.0%	37	9.0%
Total	5,045	4,615	91.5%	430	8.5%

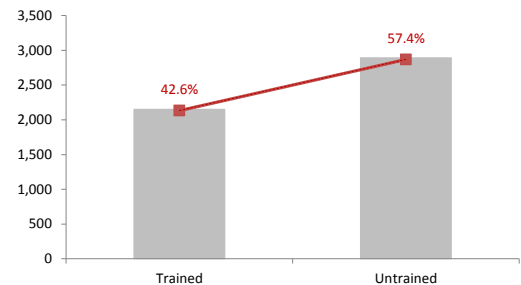
Number and % of ALP teachers by gender, 2013



Number and % of ALP teachers by state and professional qualification, 2013

State	Total	Trained		Untrained/Unknown	
		Count	% total	Count	% total
CE	333	174	52.3%	159	47.7%
EE	266	83	31.2%	183	68.8%
Jonglei	409	216	52.8%	193	47.2%
Lakes	526	206	39.2%	320	60.8%
NBG	1,302	436	33.5%	866	66.5%
UN	476	227	47.7%	249	52.3%
Unity	632	244	38.6%	388	61.4%
Warrap	383	196	51.2%	187	48.8%
WBG	309	178	57.6%	131	42.4%
WE	409	191	46.7%	218	53.3%
Total	5,045	2,151	42.6%	2,894	57.4%

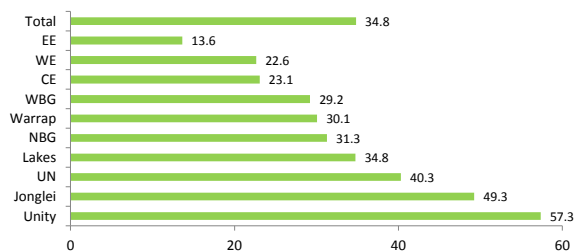
Number and % of ALP teachers by professional qualification, 2013



ALP pupil-teacher ratio (PTR) by state, 2013

State	Learner	Teacher	PTR
CE	7,686	333	23.1
EE	3,630	266	13.6
Jonglei	20,144	409	49.3
Lakes	18,283	526	34.8
NBG	40,720	1,302	31.3
UN	19,182	476	40.3
Unity	36,245	632	57.3
Warrap	11,520	383	30.1
WBG	9,030	309	29.2
WE	9,257	409	22.6
Total	175,697	5,045	34.8

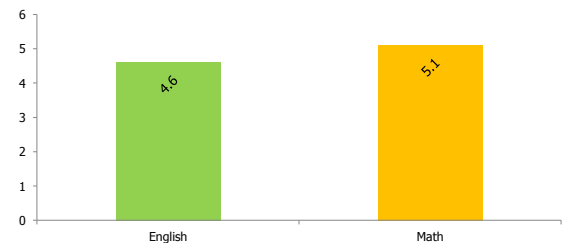
ALP programme pupil-teacher ratio (PTR) by state, 2013



ALP pupil-textbook ratio (PTextR) by state and subject (English and Math), 2013

State	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
CE	7,686	3,971	1.9	3,768	2.0
EE	3,630	959	3.8	872	4.2
Jonglei	20,144	2,105	9.6	1,900	10.6
Lakes	18,283	5,506	3.3	4,592	4.0
NBG	40,720	11,894	3.4	10,759	3.8
UN	19,182	940	20.4	844	22.7
Unity	36,245	5,738	6.3	4,672	7.8
Warrap	11,520	2,237	5.1	2,116	5.4
WBG	9,030	3,251	2.8	3,318	2.7
WE	9,257	1,544	6.0	1,501	6.2
Total	175,697	38,145	4.6	34,342	5.1

ALP programme pupil-textbook ratio (PTextR) by subject (Eng and Math), 2013



- ✓ The number of ALP learners decreases as grade level increases, from 74,811 in L1 to 12,854 in L4.
- ✓ 35% of ALP learners fall into the 16-20 age group, followed by 33% in the over 21 age group.
- ✓ There are more male learners than female learners in each grade level of ALP.
- ✓ Government is the largest funder, as well as the implementation agency for ALP programmes.
- ✓ Among the 5,045 ALP teachers, more than 90% of them are males. The percentage of female teachers for all states stays within the 5% to 20% range.
- ✓ 43% of ALP teachers are trained, as compared to 57% that are untrained or unknown.
- ✓ PTR for ALP programmes averages 35 at the national level, and ranges from 14 in EE to 57 in Unity.
- ✓ PTextR is approximately 5 for English and Math textbooks. UN has the highest rate of PTextR, at around 20.

8.4.2. Basic Functional Adult Literacy (BFAL)

Number of BFAL programme learners by state and grade, 2013

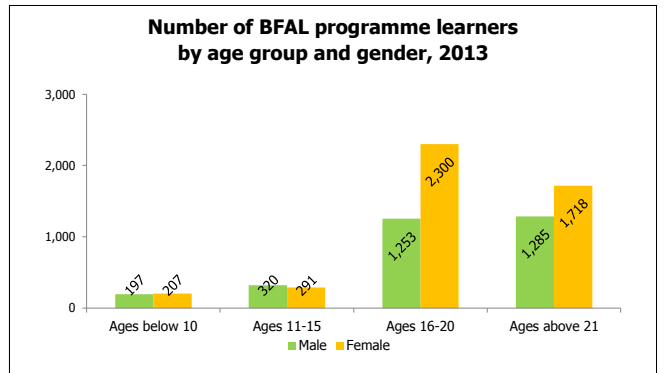
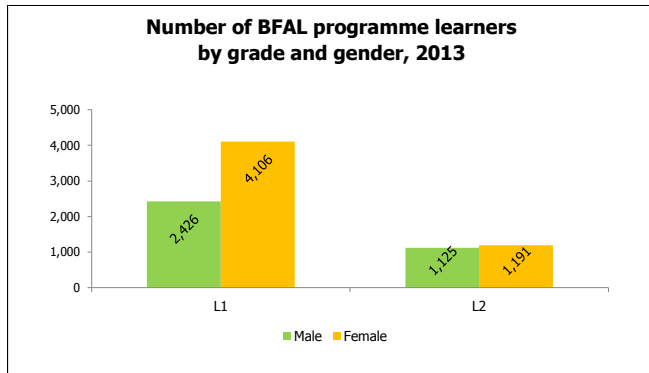
State	Total	L1	L2	L3	L4
CE	1,925	1,518	407	-	-
EE	74	68	6	-	-
Jonglei	372	302	70	-	-
Lakes	2,192	2,020	172	-	-
NBG	310	179	131	-	-
UN	203	142	61	-	-
Unity	1,311	690	621	-	-
Warrap	312	250	62	-	-
WBG	985	548	437	-	-
WE	1,164	815	349	-	-
Total	8,848	6,532	2,316	-	-

* This table only contains information for L1 and L2 as these are the only two grades for BFAL programmes.

Number and % of BFAL programme learners by grade and age group (for main prog. only), 2013

Grade	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
L1	5,617	351	318	2,962	1,986
		6.2%	5.7%	52.7%	35.4%
L2	1,954	53	293	591	1,017
		2.7%	15.0%	30.2%	52.0%
L3	-	-	-	-	-
L4	-	-	-	-	-
Total	7,571	404	611	3,553	3,003
		5.3%	8.1%	46.9%	39.7%

*This table contains information only on the centres' main programme. Age breakdown was not captured for the centres' other programme. Refer to the 2013 AES questionnaire for details



Number and % of centres with BFAL programme by funder, 2013

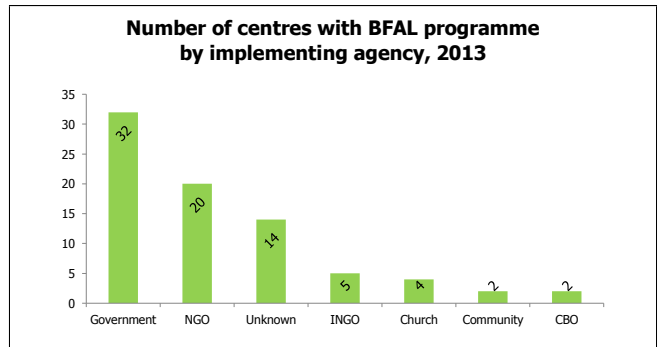
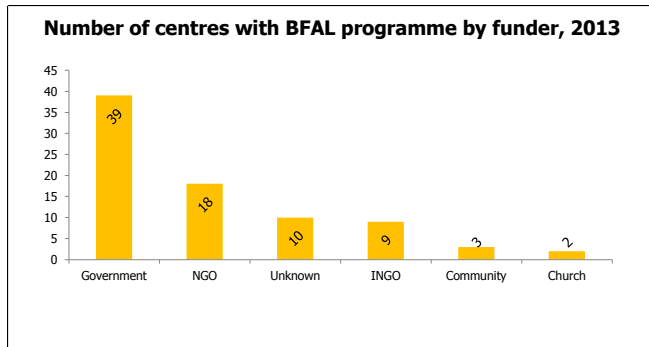
Funder	Centres	Centres %
Government	39	48.1%
Community	3	3.7%
Church	2	2.5%
CBO	0	0.0%
INGO	9	11.1%
NGO	18	22.2%
Unknown	10	12.3%

*Total not included because some centres have more than one funder.

Number and % of centres with BFAL programme by implementing agency, 2013

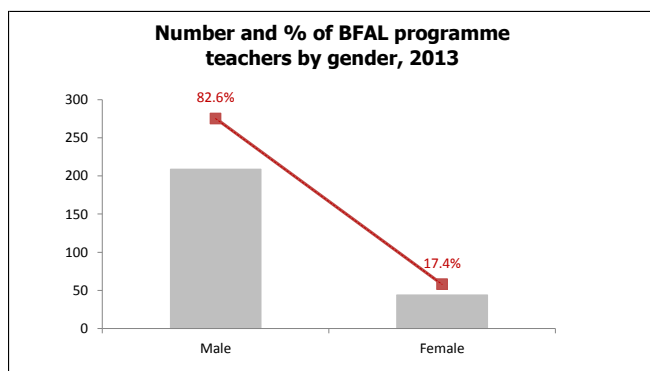
Agency	Centres	Centres %
Government	32	40.5%
Community	2	2.5%
Church	4	5.1%
CBO	2	2.5%
INGO	5	6.3%
NGO	20	25.3%
Unknown	14	17.7%

*Total not included because some centres have more than one implementing agency.



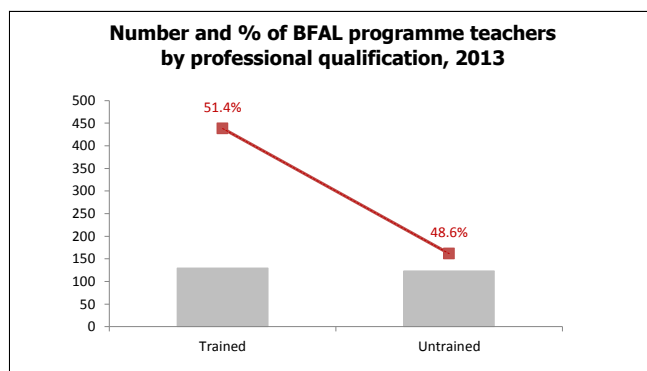
Number and % of BFAL programme teachers by state and gender, 2013

State	Total	Male		Female	
		Count	%total	Count	%total
CE	67	54	80.6%	13	19.4%
EE	9	8	88.9%	1	11.1%
Jonglei	12	10	83.3%	2	16.7%
Lakes	14	13	92.9%	1	7.1%
NBG	31	30	96.8%	1	3.2%
UN	14	12	85.7%	2	14.3%
Unity	23	19	82.6%	4	17.4%
Warrap	14	14	100.0%	0	0.0%
WBG	37	30	81.1%	7	18.9%
WE	32	19	59.4%	13	40.6%
Total	253	209	82.6%	44	17.4%



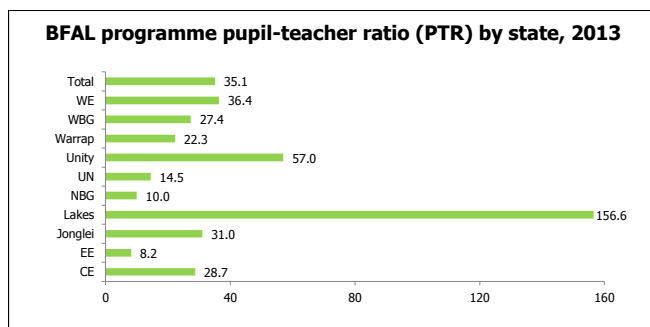
Number and % of BFAL programme teachers by state and professional qualification, 2013

State	Total	Trained		Untrained/Unknown	
		Count	% total	Count	% total
CE	67	36	53.7%	31	46.3%
EE	9	3	33.3%	6	66.7%
Jonglei	12	9	75.0%	3	25.0%
Lakes	14	6	42.9%	8	57.1%
NBG	31	11	35.5%	20	64.5%
UN	14	11	78.6%	3	21.4%
Unity	23	12	52.2%	11	47.8%
Warrap	14	10	71.4%	4	28.6%
WBG	37	21	56.8%	16	43.2%
WE	32	11	34.4%	21	65.6%
Total	253	130	51.4%	123	48.6%



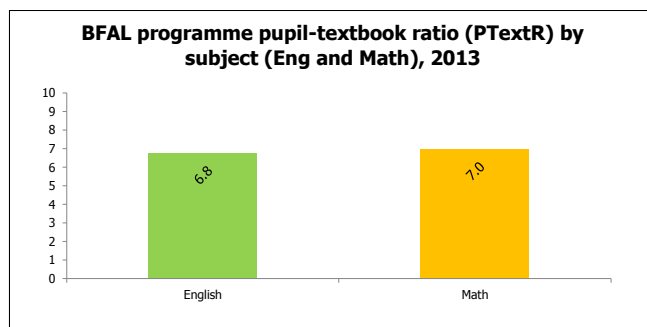
BFAL programme pupil-teacher (PTR) by state, 2013

State	Learner	Teacher	PTR
CE	1,925	67	28.7
EE	74	9	8.2
Jonglei	372	12	31.0
Lakes	2,192	14	156.6
NBG	310	31	10.0
UN	203	14	14.5
Unity	1,311	23	57.0
Warrap	312	14	22.3
WBG	985	36	27.4
WE	1,164	32	36.4
Total	8,848	252	35.1



BFAL programme pupil-textbook ratio (PTextR) by state and subject (English and Math), 2013

State	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
CE	1,925	331	5.8	273	7.1
EE	74	15	4.9	9	8.2
Jonglei	372	242	1.5	315	1.2
Lakes	2,192	181	12.1	178	12.3
NBG	310	275	1.1	275	1.1
UN	203	3	67.7	3	67.7
Unity	1,311	77	17.0	63	20.8
Warrap	312	6	52.0	1	312.0
WBG	985	154	6.4	130	7.6
WE	1,164	23	50.6	19	61.3
Total	8,848	1307	6.8	1266	7.0



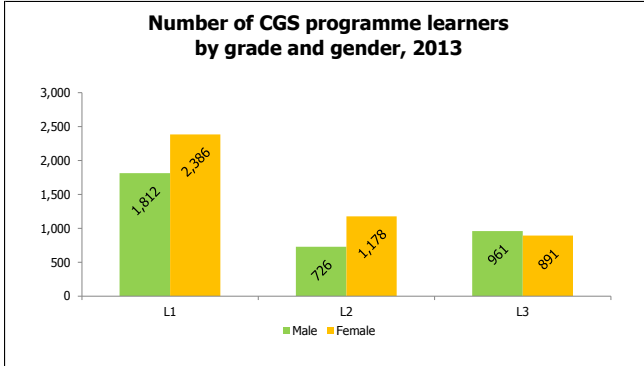
- ✓ Nationally, there are 8,848 BFAL programme learners, with 74% in L1 and 26% in L2.
- ✓ The 16-20 age group is the largest age group for L1, with 53% learners. For L2, the largest age group shifts to over 21, which has 52% of learners.
- ✓ There are around 2,700 more female learners in BFAL programmes than male learners.
- ✓ Funding 48% of all programmes, government is the largest funder for BFAL programmes, followed by NGO that funds 22% of BFAL programmes. Government and NGO are also the largest and second largest implementation agency.
- ✓ 83% of the total BFAL teachers are male on the national average. The percentage of male teachers generally stays above 80% in each state, with the exception of WE, which has 60% male teachers.
- ✓ Slightly above 50% of BFAL teachers are trained.
- ✓ PTR in each state ranges from a low of 8 in EE to a high of 157 in Lakes, with that at the national level averaging 35.
- ✓ PTextR is 7 for English and Math textbooks. NBG has the lowest PTextR of 1, while PTextRs in Warrap and WE all exceed 50.

8.4.3 Community Girl School (CGS) programme

Number of CGS programme learners by state and grade, 2013

State	Total	L1	L2	L3	L4
CE	2,489	1,945	93	451	-
EE	112	36	35	41	-
Lakes	1,079	630	377	72	-
NBG	2,000	727	677	596	-
UN	92	62	17	13	-
Unity	164	38	67	59	-
Warrap	51	25	15	11	-
WE	1,967	735	623	609	-
Total	7,954	4,198	1,904	1,852	-

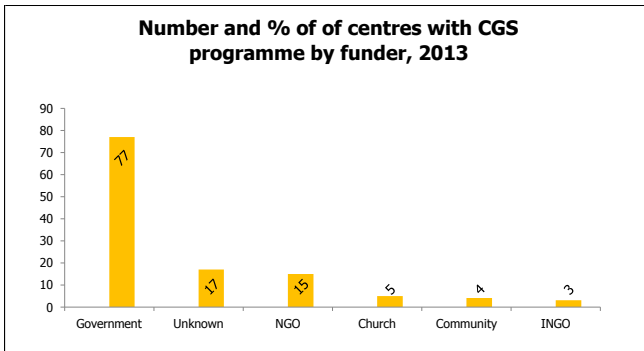
* This table only contains information for L1, L2 and L3 as these are the total grades for CGS programmes.



Number and % of centres with CGS programme by funder, 2013

Funder	Centres	Centres %
Government	77	63.6%
Community	4	3.3%
Church	5	4.1%
INGO	3	2.5%
NGO	15	12.4%
Unknown	17	14.0%

*Total not included because some centres have more than one funder.



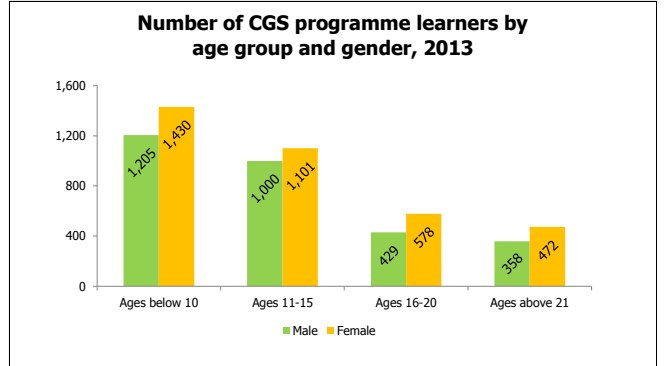
Number and % of CGS programme teachers by state and gender, 2013

State	Total	Male		Female	
		Count	%total	Count	%total
CE	57	4	7.0%	53	93.0%
EE	10	7	70.0%	3	30.0%
Lakes	39	16	41.0%	23	59.0%
NBG	49	42	85.7%	7	14.3%
UN	3	2	66.7%	1	33.3%
Unity	2	2	100.0%	0	0.0%
Warrap	5	5	100.0%	0	0.0%
WE	38	32	84.2%	6	15.8%
Total	203	110	54.2%	93	45.8%

Number and % of CGS programme learners by grade and age group (for main prog. only), 2013

Grade	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
L1	3,455	1,596	946	342	571
		46.2%	27.4%	9.9%	16.5%
L2	1,551	618	585	232	116
		39.8%	37.7%	15.0%	7.5%
L3	1,567	421	570	433	143
		26.9%	36.4%	27.6%	9.1%
Total	6573	2635	2101	1007	830
		40.1%	32.0%	15.3%	12.6%

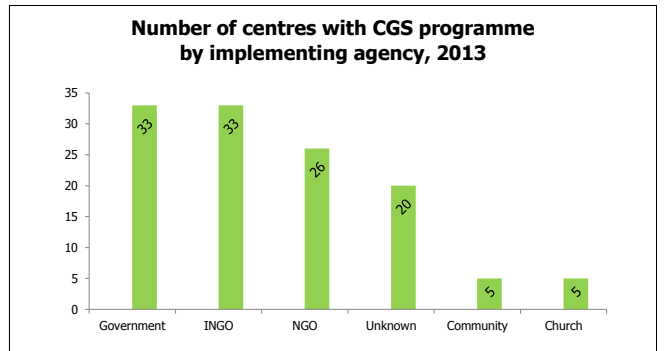
*This table contains information only on the centres' main programme. Age breakdown was not captured for the centres' other programme. Refer to the 2013 AES questionnaire for details.



Number and % of centres with CGS programme by implementing agency, 2013

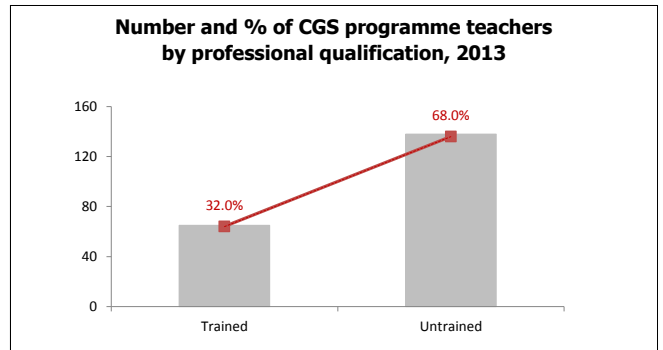
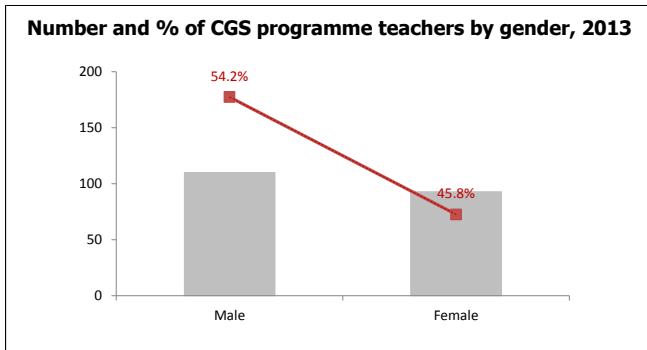
Agency	Centres	Centres %
Government	33	27.0%
Community	5	4.1%
Church	5	4.1%
INGO	33	27.0%
NGO	26	21.3%
Unknown	20	16.4%

*Total not included because some centres have more than one implementing agency.



Number and % of CGS programme teachers by state and professional qualification, 2013

State	Total	Trained		Untrained/Unknown	
		Count	% total	Count	% total
CE	57	14	24.6%	43	75.4%
EE	10	1	10.0%	9	90.0%
Lakes	39	14	35.9%	25	64.1%
NBG	49	14	28.6%	35	71.4%
UN	3	3	100.0%	0	0.0%
Unity	2	1	50.0%	1	50.0%
Warrap	5	1	20.0%	4	80.0%
WE	38	17	44.7%	21	55.3%
Total	203	65	32.0%	138	68.0%

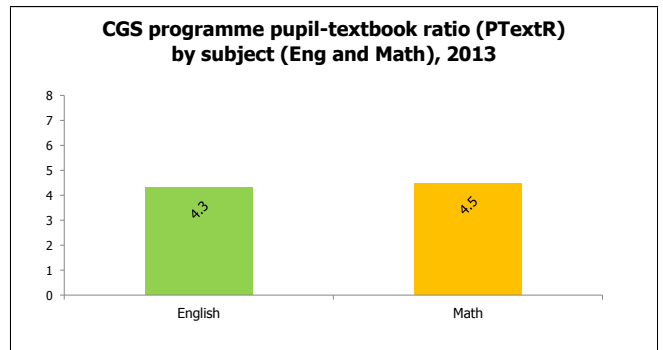
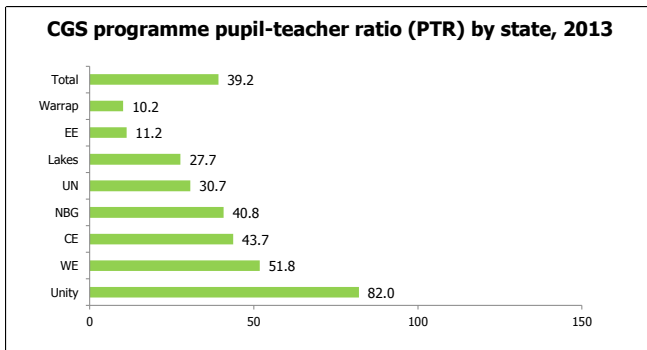


CGS programme pupil-teacher (PTR) by state, 2013

State	Learner	Teacher	PTR
CE	2,489	57	43.7
EE	112	10	11.2
Lakes	1,079	39	27.7
NBG	2,000	49	40.8
UN	92	3	30.7
Unity	164	2	82.0
Warrap	51	5	10.2
WE	1,967	38	51.8
Total	7,954	203	39.2

CGS programme pupil-textbook ratio (PTextR) by state and subject (English and Math), 2013

State	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
CE	2,489	121	20.6	120	20.7
EE	112	3	37.3	3	37.3
Lakes	1,079	645	1.7	635	1.7
NBG	2,000	485	4.1	493	4.1
UN	92	0	-	0	-
Unity	164	276	0.6	263	0.6
Warrap	51	3	17.0	3	17.0
WE	1,967	316	6.2	258	7.6
Total	7,954	1,849	4.3	1,775	4.5



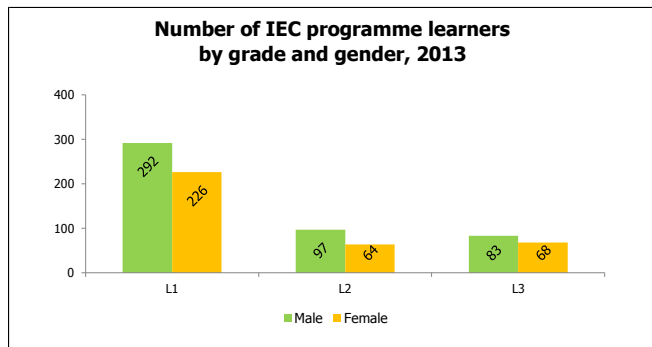
- ✓ As grade level increases from L1 to L3, the number of CGS learners decreases.
- ✓ Learners in the less than 10 age group make up 40% of all CGS learners. As age group goes up, the percentage of learners goes down.
- ✓ There are more female learners than male learners in each grade level and age group.
- ✓ As the largest funder, government funds 64% of CGS programmes. Government and INGO are the largest implementation agencies, with both implementing 27% of all CGS programmes.
- ✓ There is less gender disparity in the makeup of CGS teachers – 54% CGS teachers are males compared with 46% females. Among them, only 32%, or 65 of them, are trained.
- ✓ The average PTR for CGS programmes is 40 at the national level. The state with the highest PTR is Unity, at 82. PTextR for English and Math textbooks is 4.3 and 4.5 respectively.

8.4.4 Intensive English Course (IEC) programme

Number of IEC programme learners by state and grade, 2013

State	Total	L1	L2	L3	L4
CE	225	165	20	40	-
Jonglei	82	40	20	22	-
Lakes	85	85	0	0	-
Unity	120	56	24	40	-
Warrap	86	65	21	0	-
WBG	202	90	63	49	-
WE	30	17	13	0	-
Total	830	518	161	151	-

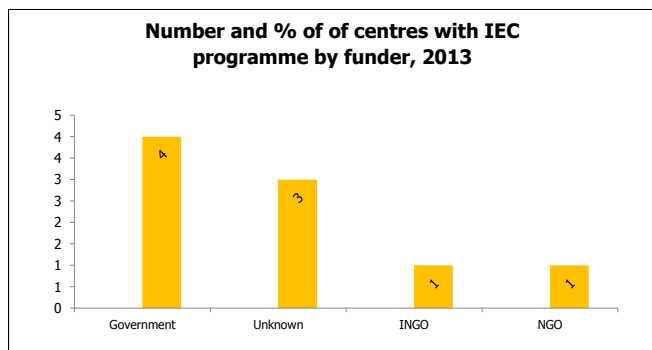
* This table only contains information for L1, L2 and L3 as these are the total grades for IEC programmes.



Number and % of centres with IEC programme by funder, 2013

Funder	Centres	Centres %
Government	4	44.4%
INGO	1	11.1%
NGO	1	11.1%
Unknown	3	33.3%

*Total not included because some centres have more than one funder.



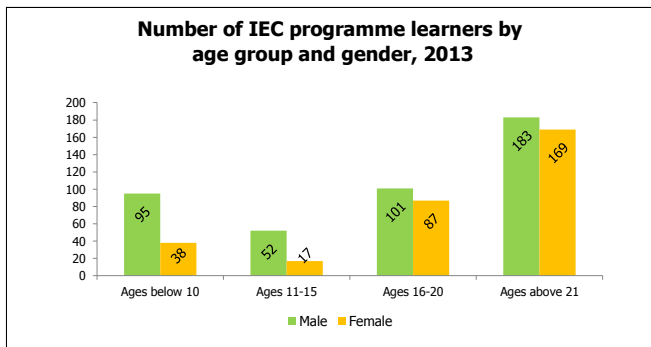
Number and % of IEC programme teachers by state and gender, 2013

State	Total	Male		Female	
		Count	%total	Count	%total
CE	13	7	53.8%	6	46.2%
Jonglei	5	3	60.0%	2	40.0%
Lakes	7	4	57.1%	3	42.9%
Unity	4	4	100.0%	0	0.0%
Warrap	5	5	100.0%	0	0.0%
WBG	15	12	80.0%	3	20.0%
WE	9	9	100.0%	0	0.0%
Total	58	44	75.9%	14	24.1%

Number and % of IEC programme learners by grade and age group (for main prog. only), 2013

Grade	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
L1	473	74	25	118	256
		15.6%	5.3%	24.9%	54.1%
L2	146	32	22	47	45
		21.9%	15.1%	32.2%	30.8%
L3	123	27	22	23	51
		22.0%	17.9%	18.7%	41.5%
Total	742	133	69	188	352
		17.9%	9.3%	25.3%	47.4%

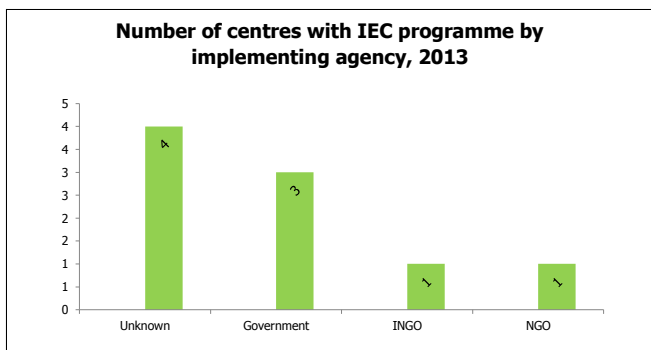
*This table contains information only on the centres' main programme. Age breakdown was not captured for the centres' other programme. Refer to the 2013 AES questionnaire for details



Number and % of centres with IEC programme by implementing agency, 2013

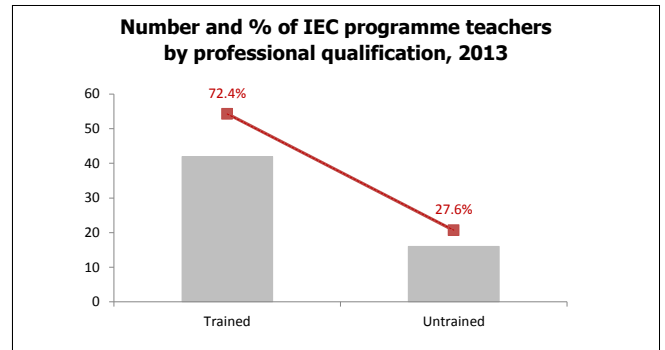
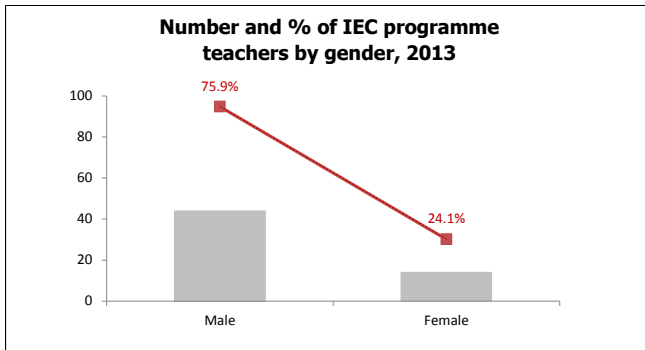
Agency	Centres	Centres %
Government	3	33.3%
INGO	1	11.1%
NGO	1	11.1%
Unknown	4	44.4%

*Total not included because some centres have more than one implementing agency.



Number and % of IEC programme teachers by state and professional qualification, 2013

State	Total	Trained		Untrained/Unknown	
		Count	% total	Count	% total
CE	13	13	100.0%	0	0.0%
Jonglei	5	0	0.0%	5	100.0%
Lakes	7	4	57.1%	3	42.9%
Unity	4	1	25.0%	3	75.0%
Warrap	5	4	80.0%	1	20.0%
WBG	15	15	100.0%	0	0.0%
WE	9	5	55.6%	4	44.4%
Total	58	42	72.4%	16	27.6%

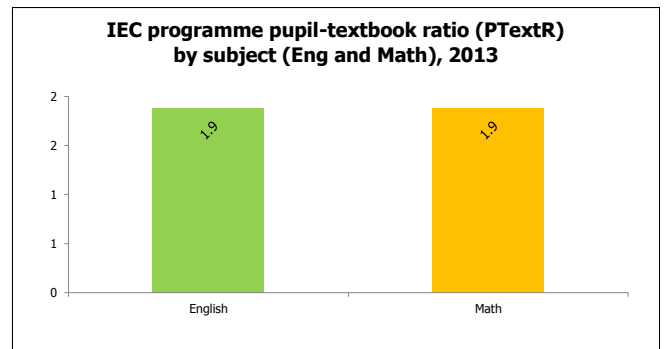
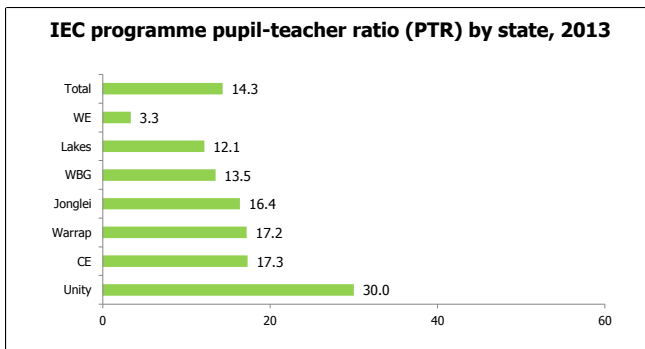


IEC programme pupil-teacher (PTR) by state, 2013

State	Learner	Teacher	PTR
CE	225	13	17.3
Jonglei	82	5	16.4
Lakes	85	7	12.1
Unity	120	4	30.0
Warrap	86	5	17.2
WBG	202	15	13.5
WE	30	9	3.3
Total	830	58	14.3

IEC programme pupil-textbook ratio (PTextR) by state and subject (English and Math), 2013

State	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
CE	225	30	7.5	0	-
Jonglei	82	0	-	0	-
Lakes	85	45	1.9	45	1.9
Unity	120	4	30.0	4	30.0
Warrap	86	0	-	0	-
WBG	202	362	0.6	392	0.5
WE	30	0	-	0	-
Total	830	441	1.9	441	1.9



- ✓ The number of IEC learners drops from 518 in L1 to less than 200 in L2 and L3. By age group, 47% of learners are over 21, and 25% are between 16 and 20.
- ✓ There are slightly more male learners than female learners in each grade. Overall, there are 472 male learners compared with 358 female learners.
- ✓ Government is the largest funder and implementation agency for IEC programmes.
- ✓ Among the 58 IEC programme teachers, 76% of them are males, and 72% are trained.
- ✓ PTR is 14.3 on the national average, and WE has the lowest PTR at 3.
- ✓ PTextR reaches a low of 2 for both English and Math textbooks at the national level, although PTextR in Unity is as high as 30.

8.4.5 Pastoralist Mobile School (PMS) programme

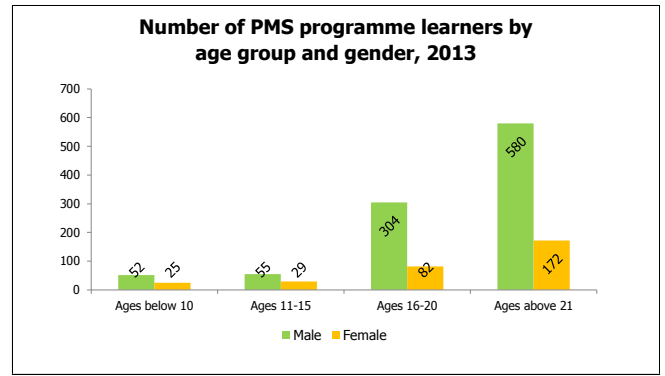
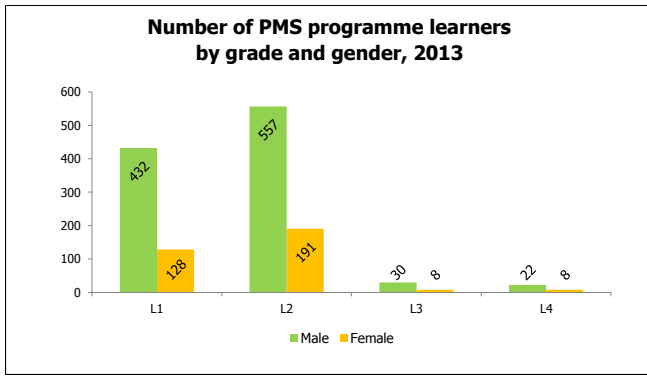
Number of PMS programme learners by state and grade, 2013

State	Total	L1	L2	L3	L4
CE	974	354	620	0	0
Jonglei	92	20	25	17	30
NBG	36	17	19	0	0
UN	77	45	32	0	0
Warrap	197	124	52	21	0
Total	1,376	560	748	38	30

Number and % of PMS programme learners by grade and age group (for main prog. only), 2013

Grade	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
L1	515	47 9.1%	61 11.8%	212 41.2%	195 37.9%
L2	716	30 4.2%	20 2.8%	138 19.3%	528 73.7%
L3	38	0 0.0%	3 7.9%	25 65.8%	10 26.3%
L4	30	0 0.0%	0 0.0%	11 36.7%	19 63.3%
Total	1299	77 5.9%	84 6.5%	386 29.7%	752 57.9%

*This table contains information only on the centres' main programme. Age breakdown was not captured for the centres' other programme. Refer to the 2013 AES questionnaire for details.



Number and % of centres with PMS programme by funder, 2013

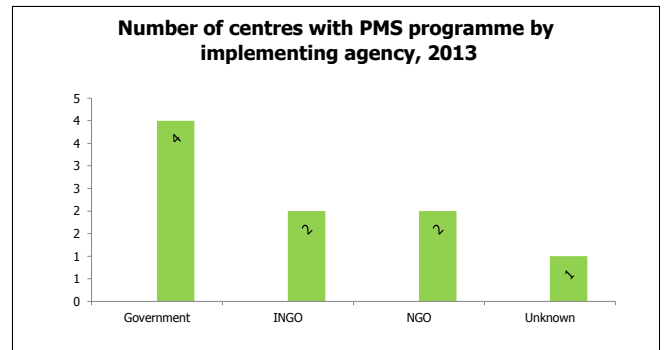
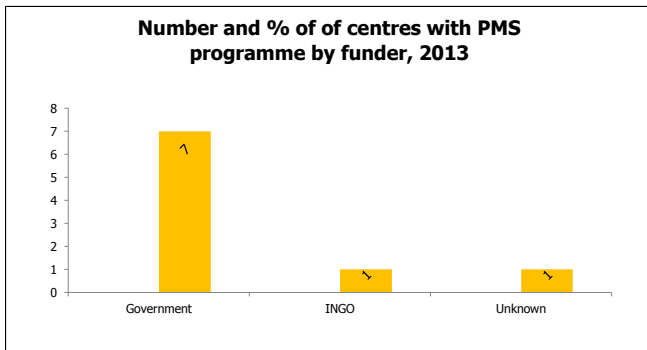
Funder	Centres	Centres %
Government	7	77.8%
INGO	1	11.1%
Unknown	1	11.1%

*Total not included because some centres have more than one funder.

Number and % of centres with PMS programme by implementing agency, 2013

Agency	Centres	Centres %
Government	4	44.4%
INGO	2	22.2%
NGO	2	22.2%
Unknown	1	11.1%

*Total not included because some centres have more than one implementing agency.

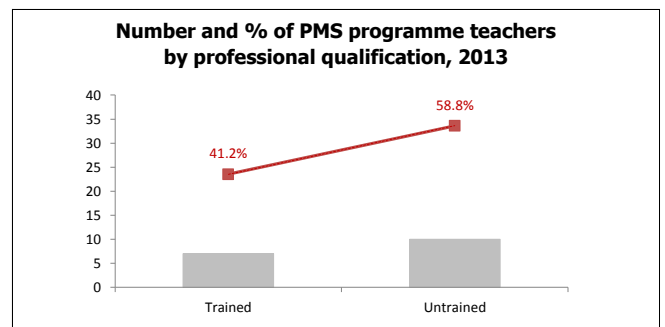
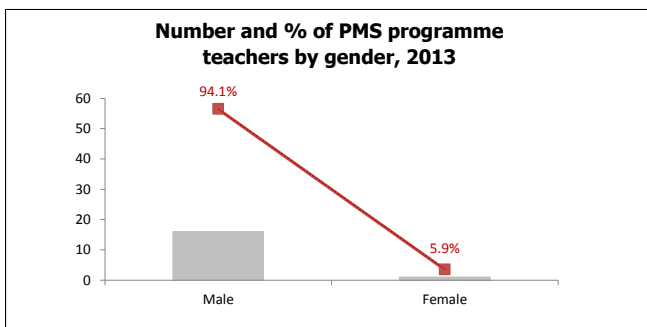


Number and % of PMS programme teachers by state and gender, 2013

State	Total	Male		Female	
		Count	%total	Count	%total
CE	7	7	100.0%	0	0.0%
Jonglei	3	2	66.7%	1	33.3%
NBG	3	3	100.0%	0	0.0%
Warrap	4	4	100.0%	0	0.0%
Total	17	16	94.1%	1	5.9%

Number and % of PMS programme teachers by state and professional qualification, 2013

State	Total	Trained		Untrained/Unknown	
		Count	% total	Count	% total
CE	7	2	28.6%	5	71.4%
Jonglei	3	1	33.3%	2	66.7%
NBG	3	2	66.7%	1	33.3%
Warrap	4	2	50.0%	2	50.0%
Total	17	7	41.2%	10	58.8%



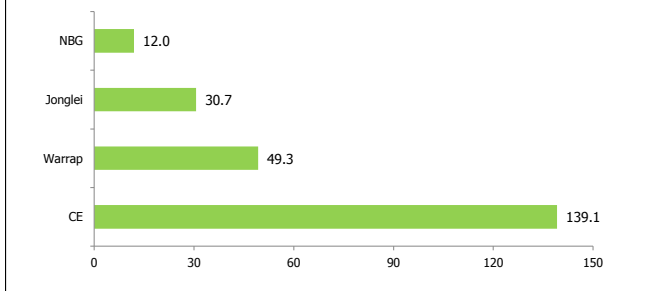
PMS programme pupil-teacher (PTR) by state, 2013

State	Learner	Teacher	PTR
CE	974	7	139.1
Jonglei	92	3	30.7
NBG	36	3	12.0
UN	77	0	-
Warrap	197	4	49.3
Total	1,376	17	80.9

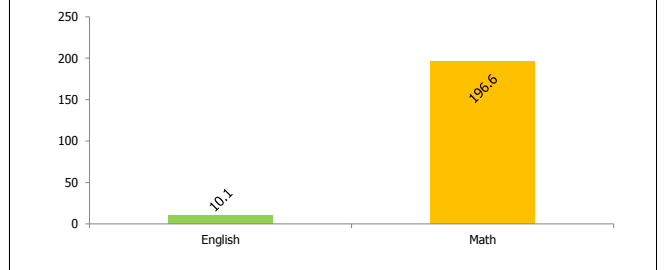
PMS programme pupil-textbook ratio (PTextR) by state and subject (English and Math), 2013

State	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
CE	974	3	324.7	3	324.7
Jonglei	92	5	18.4	4	23.0
NBG	36	128	0.3	0	-
UN	77	0	-	0	-
Warrap	197	0	-	0	-
Total	1,376	136	10.1	7	196.6

PMS programme pupil-teacher ratio (PTR) by state, 2013



PMS programme pupil-textbook ratio (PTextR) by subject (Eng and Math), 2013



- ✓ Most PMS learners are in L1 and L2, which altogether have 95% of all PMS learners.
- ✓ 58% of PMS learners are over 21, and 30% are between 16 and 20.
- ✓ There are significantly more male learners enrolled in PMS programmes than female learners – 1041 versus 335.
- ✓ Government, as the largest funder and implementation agency, funds 78% of PMS programmes and implements 44% of them. INGO and NGO are the second largest funder and implementation agency.
- ✓ Of the 17 total PMS teachers, 16 are male and 7 are trained.
- ✓ PTR for PMS programmes is 80 nationally, and ranges from 12 in NBG to 140 in CE.
- ✓ PTextR is 10 for English and 197 for Math textbooks – a huge discrepancy.

8.4.6 Other programme

Number of other programme learners by state and grade, 2013

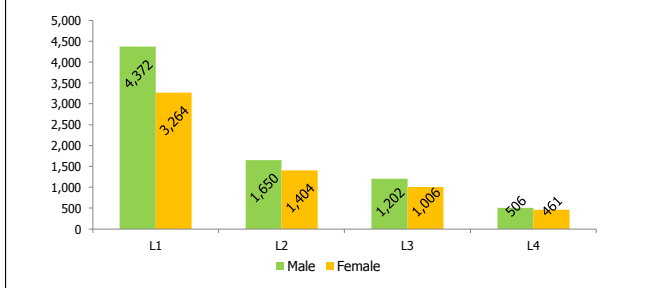
State	Total	L1	L2	L3	L4
CE	1,689	1,022	238	261	168
EE	-	-	-	-	-
Jonglei	1,584	734	491	306	53
Lakes	4,617	2,779	957	654	227
NBG	908	350	345	150	63
UN	1,681	650	491	364	176
Unity	553	142	151	163	97
Warrap	402	177	97	78	50
WBG	163	72	81	10	0
WE	2,268	1,710	203	222	133
Total	13,865	7,636	3,054	2,208	967

Number and % of other programme learners by grade and age group (for main prog. only), 2013

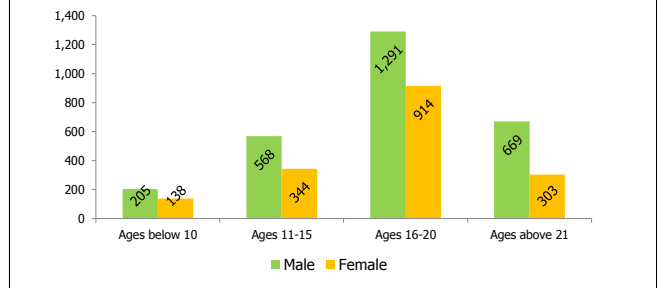
Grade	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
L1	3,084	179	523	1,547	835
		5.8%	17.0%	50.2%	27.1%
L2	549	139	199	138	73
		25.3%	36.2%	25.1%	13.3%
L3	504	25	159	282	38
		5.0%	31.5%	56.0%	7.5%
L4	295	0	31	238	26
		0.0%	10.5%	80.7%	8.8%
Total	4,432	343	912	2,205	972
		7.7%	20.6%	49.8%	21.9%

*This table contains information only on the centres' main programme. Age breakdown was not captured for the centres' other programme. Refer to the 2013 AES questionnaire for details.

Number of other programme learners by grade and gender, 2013



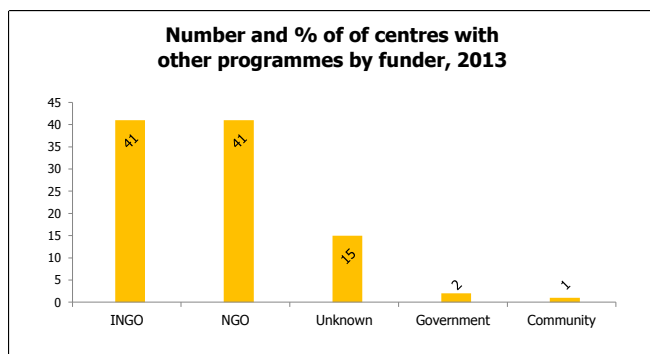
Number of other programme learners by age group and gender, 2013



Number and % of centres with other programme by funder, 2013

Funder	Centres	Centres %
Government	2	2.0%
Community	1	1.0%
INGO	41	41.0%
NGO	41	41.0%
Unknown	15	15.0%

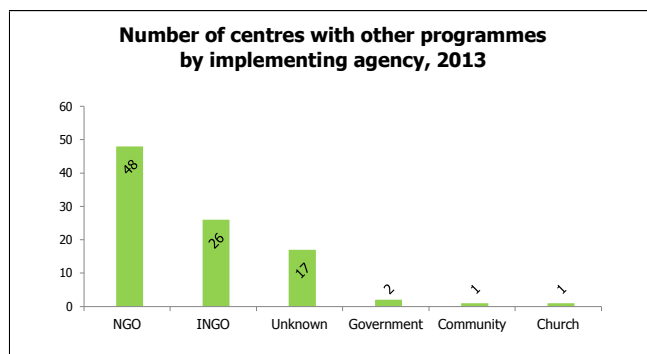
*Total not included because some centres have more than one funder.



Number and % of centres with other programme by implementing agency, 2013

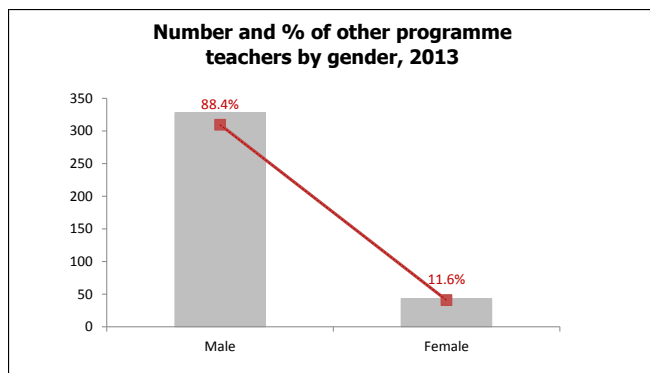
Agency	Centres	Centres %
Government	2	2.1%
Community	1	1.1%
Church	1	1.1%
INGO	26	27.4%
NGO	48	50.5%
Unknown	17	17.9%

*Total not included because some centres have more than one implementing agency.



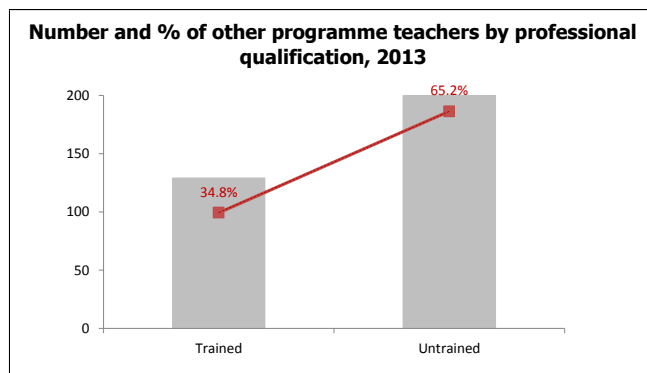
Number and % of other programme teachers by state and gender, 2013

State	Total	Male		Female	
		Count	%total	Count	%total
CE	81	62	76.5%	19	23.5%
EE	-	-	-	-	-
Jonglei	29	27	93.1%	2	6.9%
Lakes	82	68	82.9%	14	17.1%
NBG	50	48	96.0%	2	4.0%
UN	51	47	92.2%	4	7.8%
Unity	3	3	100.0%	0	0.0%
Warrap	12	12	100.0%	0	0.0%
WBG	7	7	100.0%	0	0.0%
WE	56	54	96.4%	2	3.6%
Total	371	328	88.4%	43	11.6%



Number and % of other programme teachers by state and professional qualification, 2013

State	Total	Trained		Untrained/Unknown	
		Count	% total	Count	% total
CE	81	44	54.3%	37	45.7%
EE	-	-	-	-	-
Jonglei	29	23	79.3%	6	20.7%
Lakes	82	23	28.0%	59	72.0%
NBG	50	15	30.0%	35	70.0%
UN	51	16	31.4%	35	68.6%
Unity	3	3	100.0%	0	0.0%
Warrap	12	2	16.7%	10	83.3%
WBG	7	0	0.0%	7	100.0%
WE	56	3	5.4%	53	94.6%
Total	371	129	34.8%	242	65.2%

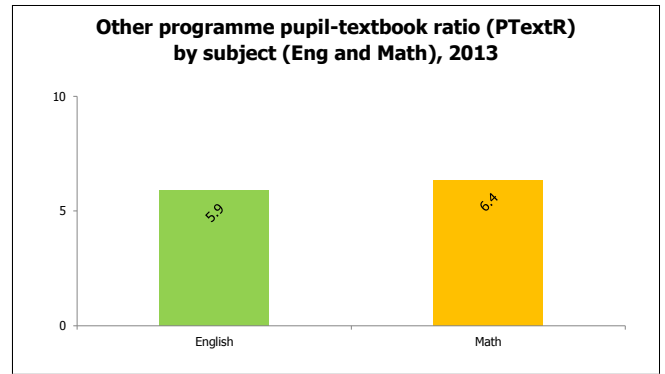
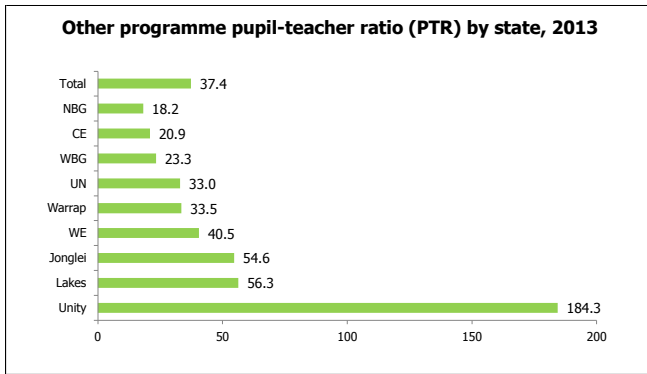


Other programme pupil-teacher ratio (PTR) by state, 2013

State	Learner	Teacher	PTR
CE	1,689	81	20.9
EE	-	-	-
Jonglei	1,584	29	54.6
Lakes	4,617	82	56.3
NBG	908	50	18.2
UN	1,681	51	33.0
Unity	553	3	184.3
Warrap	402	12	33.5
WBG	163	7	23.3
WE	2,268	56	40.5
Total	13,865	371	37.4

Other programme pupil-textbook ratio (PTextR) by state and subject (English and Math), 2013

State	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
CE	1,689	261	6.5	232	7.3
EE	-	-	-	-	-
Jonglei	1,584	330	4.8	339	4.7
Lakes	4,617	857	5.4	768	6.0
NBG	908	611	1.5	559	1.6
UN	1,681	34	49.4	29	58.0
Unity	553	64	8.6	48	11.5
Warrap	402	190	2.1	196	2.1
WBG	163	3	54.3	3	54.3
WE	2,268	1	2268.0	4	567.0
Total	13,865	2,351	5.9	2,178	6.4



- ✓ There are 13,865 learners in total in all other AES programmes. As grade level increases, the number of learners goes down.
- ✓ 16-20 is the largest age group, with 50% of all learners. Learners over 21 drops from 27% in L1 to 9% in L4.
- ✓ Male learners outnumber female learners by around 1,600, and there are more male learners than female learners in each grade.
- ✓ INGO and NGO both fund 41% of other programmes as the two largest funders. NGO as the largest implementation agency implements 50% of all other programmes, followed by INGO that implements 27%.
- ✓ 88% of the 371 teachers in other programmes are males, and 35% of them are trained.
- ✓ PTR reaches 37 at the national level, with huge variations between states – NBG has a PTR of 18, in contrast to Unity that has a PTR of 184.
- ✓ PTextR is 6 for both English and Math textbooks on the national average, but also ranges greatly across states.

9.1. Pre-primary schools

No.	State	County	Payam	EMIS code	School
1	CE	Juba	Juba	83	Juba Christion Pre-primary
2	CE	Juba	Juba	96	Police pre-primary
3	CE	Juba	Juba	97	Juba mabari pre-primary
4	CE	Juba	Juba	106	Wudar pre-primary
5	CE	Juba	Juba	173	Police pre-primary
6	CE	Juba	Kator	92	Elghaida model pre-primary
7	CE	Juba	Munuki	11	Seventh Day Adventist Pre-Primary
8	CE	Juba	Munuki	80	Munuki Pre-primary
9	CE	Juba	Munuki	89	Libya Pre-primary
10	CE	Juba	Munuki	95	Pioneer for ducation Pre-primary
11	CE	Juba	Munuki	172	Muniki East pre-primary
12	CE	Juba	Munuki	180	Munuki Centre pre-primary
13	CE	Juba	Munuki	210	Angutuwa Basic Pre-school
14	CE	Juba	Munuki	225	St.Kizito Pre-School
15	CE	Juba	Wonduruba	311	Wonduruba Nersery
16	CE	Juba	Rejaf	158	Gumba I pre-primary
17	CE	Juba	Rejaf	159	Mary care pre-primary
18	CE	Juba	Rejaf	161	St. vencent pre-primary
19	CE	Juba	Northern Bari	307	Green hill pre-school
20	CE	Kajo-Keji	Kangapo 1	9	Pamoju Primary school
21	CE	Kajo-Keji	Kangapo 2	10	Akuboro Primary school
22	CE	Kajo-Keji	Kangapo 2	29	Lipi pre-primary
23	CE	Kajo-Keji	Kangapo 2	31	Mundari Pre-primary
24	CE	Kajo-Keji	Nyepo	44	M0ndi Pre-primary
25	CE	Lainya	Kenya	7	Baraka Primary School
26	CE	Lainya	Kenya	68	Loka west pre-primary
27	CE	Lainya	Kenya	74	Lura pre-primary
28	CE	Lainya	Kenya	116	ST.peter Pre-primary
29	CE	Lainya	Kupera	3	Kayoki Primary school
30	CE	Lainya	Kupera	107	Jamara II pre-primary
31	CE	Lainya	Kupera	221	Tigesi Pre-Primary School
32	CE	Lainya	Lainya	1	Logwili Primary School
33	CE	Lainya	Lainya	5	Lainya Primary School
34	CE	Lainya	Lainya	77	Togolo mugur pre-primary
35	CE	Lainya	Mukaya	6	Dmo 2 Primary School
36	CE	Lainya	Mukaya	111	Ligi Pre-primary
37	CE	Lainya	Wuji	112	Giinaya pre-primary
38	CE	Morobo	Gulumbi	58	Gullumbi pre-primary
39	CE	Morobo	Gulumbi	117	Giril Pre-primary
40	CE	Morobo	Gulumbi	213	Morobo Public Nursery School
41	CE	Morobo	Kimba	62	Greenbelt union academy pre-
42	CE	Morobo	Kimba	212	Bindu Nursery School
43	CE	Terekeka	Terekeka	206	St.Mary Pre-school
44	CE	Yei River	Lasu	192	Pisak pre-primary
45	CE	Yei River	Mugwo	133	Lumaro Pre-primary
46	CE	Yei River	Wotogo	155	Kularima pre-primary
47	CE	Yei River	Wotogo	182	Logo II pre-primary
48	CE	Yei River	Wotogo	188	Lata pre-primary
49	CE	Yei River	Yei	52	St. Stephen Pre-primary
50	CE	Yei River	Yei	53	St.mary Pre-primary
51	CE	Yei River	Yei	131	Lupapa pre-primary
52	CE	Yei River	Yei	136	MTC army pre-primary
53	CE	Yei River	Yei	138	Kanjoro II pre-primary
54	CE	Yei River	Yei	139	Yangkonye pre-primary
55	CE	Yei River	Yei	153	Kololo pre-primary
56	CE	Yei River	Yei	184	KoiYoom pre-primary
57	CE	Yei River	Yei	189	Sopiri pre-primary
58	CE	Yei River	Yei	193	Ronyi pre-primary
59	CE	Yei River	Yei	194	Mayat pre-primary
60	CE	Yei River	Yei	196	Minyori pre-primary
61	EE	Ikotos	Ikotos	10079	Africa Inland Church Pre Primary
62	EE	Ikotos	Lomohidang North	10081	Saint Kizito Pre Primary
63	EE	Kapoeta East	Narus	10019	Nacelekunyak Pre Primary
64	EE	Kapoeta East	Narus	10046	kamee day Pre Primary
65	EE	Kapoeta East	Narus	10048	truth international Pre Primary
66	EE	Kapoeta East	Narus	10107	Nadapal Day mixed pre-primary
67	EE	Kapoeta East	Narus	10128	Nadapal Day Mix pre-primary
68	EE	Kapoeta East	Mogos	10109	Mogos pre-primary
69	EE	Kapoeta East	Mogos	10110	Moruarengon pre-primary
70	EE	Kapoeta East	Natinga	10027	New Hope Pre Primary
71	EE	Kapoeta East	Natinga	10108	Nakwathon Academy pre-primary
72	EE	Kapoeta East	Lotimor	10044	Lotomor Pre Primary

73	EE	Kapoeta East	Katodori	10029	nangatuny Pre Primary
74	EE	Kapoeta East	Katodori	10030	Lokuma Pre Primary
75	EE	Kapoeta East	Katodori	10036	Goodshepherd-Nanyangacor Pre
76	EE	Kapoeta East	Katodori	10050	Lowoyakali Pre Primary
77	EE	Kapoeta East	Katodori	10052	St. Thomas kuron Pre Primary
78	EE	Kapoeta East	Katodori	10057	African Inland Charch Pre Primary
79	EE	Kapoeta East	Katodori	10102	St. anthony Napiratasikirea pre-
80	EE	Kapoeta North	Lokwamor	10007	LOKWAMON pre primary
81	EE	Kapoeta North	Lomeyang	10016	LOMEYANG nursery
82	EE	Kapoeta North	Najje	10011	NANGO letirne pre-unit
83	EE	Kapoeta North	Najje	10123	Nangoletirae pre-school
84	EE	Kapoeta North	Paringa	10008	PARINGA pre-unit
85	EE	Kapoeta North	Wokubo	10014	MORUPUS pre primary
86	EE	Kapoeta North	Naakwa	10004	HOPE for sudan nursery
87	EE	Kapoeta South	Kapoeta	10098	Good Shepherd Pre Primary
88	EE	Kapoeta South	Longeleya	10089	Namorunyang Pre Primary
89	EE	Kapoeta South	Machi II	10085	nakware Pre Primary
90	EE	Kapoeta South	Pwata	10093	Machukut Pre Primary
91	EE	Lafon	Burgilo	10002	LAFOD nursery
92	EE	Lafon	Lohutok	10001	AIC lohutok pre primary
93	EE	Lafon	Lohutok	10003	IMEHEJEK nusery
94	EE	Magwi	Magwi	10033	IMOLONGO nursery
95	EE	Magwi	Magwi	10034	AYII centra nursery
96	EE	Magwi	Magwi	10037	MAJI nursery
97	EE	Magwi	Magwi	10122	Loudo Nursery School
98	EE	Magwi	Mugali	10024	BILINYA nursery
99	EE	Magwi	Mugali	10026	SAU nursery
100	EE	Magwi	Mugali	10080	MUTEBWA nursery
101	EE	Magwi	Mugali	10082	MUGALI nursery
102	EE	Magwi	Nimule	10051	REY nursery
103	EE	Magwi	Pageri	10020	NYONGWN nursery
104	EE	Magwi	Pageri	10064	AVE MARIA LOA nursery
105	EE	Magwi	Pageri	10066	BABY SHINE nursery
106	EE	Magwi	Lobone	10009	Lobone Pre Primary
107	EE	Magwi	Lobone	10060	LOBONE nursery
108	EE	Torit	Torit	10065	Airportvion Pre Primary
109	EE	Torit	Nyong	10113	Conerstone pre-primary
110	EE	Torit	Nyong	10116	Torit one pre-primary
111	EE	Torit	Nyong	10117	Ibalany pre-primary
112	EE	Budi	Kimotong	10062	kimotong Pre Primary
113	EE	Budi	Budi	10039	chukudum Model Pre Primary
114	EE	Budi	Budi	10061	faith Pre Primary
115	Jonglei	Akobo	Bilkey	20001	Bilkey
116	Jonglei	Piji	Afar	20032	Wunkiir pre-primary
117	Jonglei	Pibor	Boma	20007	Across pre-primary
118	Jonglei	Pochalla	Pochalla	20008	APARAGOM NURSERY
119	Lakes	Cuiebet	Abiriu	30023	Yith Ayuar pre- primary
120	Lakes	Cuiebet	Abiriu	30024	Aluoi pre-primary
121	Lakes	Cuiebet	Cuiebet	30012	Pan-Apuoth-Pri-Primary
122	Lakes	Rumbek East	Atiaba	30008	Atiaba pri-Primary
123	Lakes	Rumbek East	Atiaba	30025	Abinkuac girls pre-primary
124	NBG	Aweil East	Mangok	40001	Tiit chok pre-primary
125	NBG	Aweil East	Mabok Tong	40011	Mabok tong pre-primary
126	NBG	Aweil West	GomJuer Centre	40002	New life academy pre-primary
127	NBG	Aweil Town	Aweil Town North	40003	New sudan model academy pre-
128	Unity	Leer	Dar	50001	Comboni pre-primary
129	Unity	Rubkona	Bentiu	50002	Yarjehc Nursery School
130	UN	Renk	Renk	60002	Renk pre-primary
131	UN	Renk	Renk	60005	Ibrahimsham eldeen pre-primary
132	UN	Malakal	Malakal Central	60013	Christ the king pre-primary
133	UN	Malakal	Malakal Central	60020	Sudan Interior pre-primary
134	UN	Malakal	Malakal South	60019	DAR EL SALAM pre-primary
135	UN	Ulang	Ulang	60023	Koport pre-primary
136	Warrap	Gogrial East	Toch East	70010	Malual aher pre-primary
137	Warrap	Gogrial East	Touch West	70001	Majakliet pre-primary
138	Warrap	Twic	Akoc	70003	Aluel Noon pre-primary
139	Warrap	Twic	Awang	70004	Aweng pre-primary
140	WBG	Jur River	Udici	80003	Alur pre-primary
141	WBG	Jur River	Udici	80004	Catholic church pre-primary
142	WBG	Jur River	Wau Bai	80005	Rociroc wau pre-primary
143	WBG	Raja	Raja	80097	Raja East Pre-primary
144	WBG	Wau	Baggari	80036	Natabu pre-primary
145	WBG	Wau	Wau	80007	New bilpam pre-primary
146	WBG	Wau	Wau	80010	Roda qurania pre-primary
147	WBG	Wau	Wau	80011	Bilpham pre-primary
148	WBG	Wau	Wau	80015	St. Micheal pre-primary
149	WBG	Wau	Wau	80017	Roda alnour pre-primary

150	WBG	Wau	Wau	80018	Sika Hidda pre-primary
151	WBG	Wau	Wau	80023	Alrada Holy quran pre-primary
152	WBG	Wau	Wau	80024	Hai bashir girls pre-primary
153	WBG	Wau	Wau	80028	hai salam pre-primary
154	WBG	Wau	Wau	80030	Police pre-primary
155	WBG	Wau	Wau	80039	Comboni pre-primary
156	WE	Maridi	Maridi	90049	Don Bosco Nursery School
157	WE	Mundri East	Mingoh	90031	Lunjini Girls Academy pre-primary
158	WE	Mundri East	Mingoh	90015	Agyi pre-primary
159	WE	Mundri East	Mingoh	90033	Iyeba I pre-primary
160	WE	Mundri East	Witto	90018	Mariba pre-primary
161	WE	Mundri East	Witto	90032	Mvoroko pre-primary
162	WE	Nagero	Nagero	90003	Diyanga pre-primary
163	WE	Nzara	Nzara	90019	Happy Years pre-primary
164	WE	Nzara	Nzara	90035	Nzara pre-primary
165	WE	Yambio	Bangasu	90005	Anibie pre-primary
166	WE	Yambio	Gangura	90028	Baakiwir pre-primary
167	WE	Yambio	Yambio	90024	Mbiko high pre- primary
168	WE	Yambio	Yambio	90026	Elite pre-primary
169	WE	Mvolo	Mvolo	90010	Gbara pre-primary
170	WE	Mvolo	Mvolo	90012	Mvolo Pre-primary
171	WE	Mvolo	Yeri	90011	Wini kelo pre-primary

12.2. Primary schools

No.	State	County	Payam	EMIS code	School
1	CE	Juba	Juba	8150	Komuyangi PRIMARY SCHOOL
2	CE	Juba	Juba	8311	Juba Model everning primary
3	CE	Juba	Kator	8141	EL QURANIA PRIMARY SCHOOL
4	CE	Juba	Kator	8155	MALAKIA PRIMARY SCHOOL
5	CE	Juba	Kator	8249	St. Theresa Basic
6	CE	Juba	Munuki	8138	ANGUTUNA PRIMARY SCHOOL
7	CE	Juba	Munuki	8260	New Apostolic Church School
8	CE	Juba	Munuki	8377	Atlabara West Basic School
9	CE	Juba	Wonduruba	203	Gumbo Primary school
10	CE	Juba	Wonduruba	457	Wonduruba Primary School
11	CE	Juba	Wonduruba	8130	DOKUNI PRIMARY SCHOOL
12	CE	Juba	Rejaf	8250	Guduggu Yenet Basic
13	CE	Juba	Rejaf	8319	Rejaf West B primary
14	CE	Juba	Rejaf	8389	Lolugu Little Angel Primary School
15	CE	Juba	Dolo	8108	Gumbiri Primary School
16	CE	Juba	Gondokoro	8308	Nyory Primary
17	CE	Juba	Northern Bari	221	Mobil Primary school
18	CE	Juba	Northern Bari	8306	Gwerekek primary
19	CE	Juba	Northern Bari	8386	Nyamini Primary School
20	CE	Juba	Northern Bari	8387	Eloi Primary School
21	CE	Juba	Lokiliri	8235	Sodoni Primary
22	CE	Juba	Lokiliri	8236	Ngerjebi Primary
23	CE	Juba	Lokiliri	8237	Kubi Primary
24	CE	Kajo-Keji	Nyepo	121	Jondale Primary School
25	CE	Kajo-Keji	Nyepo	8268	Mondi Primary school
26	CE	Lainya	Kupera	7	Baraka Primary School
27	CE	Lainya	Kupera	406	Lupayong Primary School
28	CE	Lainya	Lainya	8299	St. philip Lakirarat primary
29	CE	Lainya	Lainya	8373	Killingo Primary School
30	CE	Lainya	Mukaya	46	Mambule Primary School
31	CE	Morobo	Kimbo	389	Asomuko Primaery school
32	CE	Morobo	Lujule	149	Ududra Primary school
33	CE	Morobo	Panyume	8349	Loguni Primary
34	CE	Morobo	Wudabi	86	Yondu West Primary School
35	CE	Morobo	Wudabi	8344	Aloto Primary
36	CE	Terekeka	Muni	402	Yabisak B Primary School
37	CE	Terekeka	Muni	8328	Bokana primary
38	CE	Terekeka	Terekeka	328	Nyikabor Primary school
39	CE	Terekeka	Terekeka	331	St Marys Primary school
40	CE	Terekeka	Terekeka	8405	Harvesters christian school
41	CE	Terekeka	Zemeja	467	St. Mathew Primary School
42	CE	Terekeka	Nyori	8326	Dungkoyo Primary
43	CE	Terekeka	Rego	324	Kwornyang Primary school
44	CE	Terekeka	Tali	8183	AKENWEL PRIMARY SCHOOL
45	CE	Terekeka	Tali	8187	MINA PRIMARY SCHOOL
46	CE	Terekeka	Tali	8188	BARI PRIMARY SCHOOL
47	CE	Terekeka	Tali	8335	Daniel Comboni Primary
48	CE	Terekeka	Tali	8398	Mading Primary School.
49	CE	Terekeka	Rejong	8270	Jonkok Payaya Primary School
50	CE	Yei River	Lasu	339	Kelego Primary school
51	CE	Yei River	Wotogo	79	Logo II Primary school
52	CE	Yei River	Yei	8221	KANJOR II PRIMARY SCHOOL

53	CE	Yei River	Yei	8351	Marjuk Primary School
54	CE	Yei River	Yei	8356	Salam United Methodist Primary
55	CE	Yei River	Yei	8358	Jude Primary School
56	CE	Yei River	Yei	8369	New Generation DreamlandNursery
57	EE	Ikotos	Ikotos	10249	Lofayo Primary School
58	EE	Ikotos	Ikotos	10253	Mosingo Primary School
59	EE	Ikotos	Ikotos	10256	Idimare Primary School
60	EE	Ikotos	Ikotos	10301	Lorima Primary School
61	EE	Ikotos	Lomohidang South	10024	Lodwara II Primary School
62	EE	Ikotos	Lomohidang South	10025	Okorohore Primary School
63	EE	Ikotos	Lomohidang South	10262	Napwojore Primary School
64	EE	Ikotos	Katire	10272	Ibahany Primary School
65	EE	Kapoeta East	Narus	10031	Kamee Mixed Primary School
66	EE	Kapoeta East	Narus	10183	A.I.C Namurpus Primary School
67	EE	Kapoeta East	Narus	10188	St Thomas kuron Pre School
68	EE	Kapoeta East	Narus	10222	Truth international mission Naliel
69	EE	Kapoeta East	Narus	10318	Nacelekunyak Primary School
70	EE	Kapoeta East	Mogos	10003	Mogos Primary school
71	EE	Kapoeta East	Mogos	10380	Moruarengan Primary School
72	EE	Kapoeta East	Natinga	10032	Nakwathom Heritage Academy
73	EE	Kapoeta East	Natinga	10293	New Hope Primary School
74	EE	Kapoeta East	Lotimor	10212	Lotimor Primary school
75	EE	Kapoeta East	Katodori	10001	Lokuma Primary school
76	EE	Kapoeta East	Katodori	10007	Nangatuny Primary school
77	EE	Kapoeta North	Wokubo	10376	Morupus Primary
78	EE	Kapoeta North	Naakwa	10351	Hope 4 Sudan Primary
79	EE	Kapoeta South	Kapoeta	10002	Good Shepherd Primary School
80	EE	Kapoeta South	Machi II	10076	Nakware Basic School
81	EE	Lafon	Longiro	10200	Lodo Primary School
82	EE	Lafon	Longiro	10401	Lobuhanga Primary
83	EE	Magwi	Magwi	10395	Mengo primary
84	EE	Magwi	Magwi	10396	Ikwa primary
85	EE	Magwi	Mugali	10343	Angiel Parents Primary
86	EE	Magwi	Nimule	10404	Gbwu-Gbwu primary
87	EE	Magwi	Nimule	10408	St. Peter Primary
88	EE	Magwi	Lobone	10298	Aker Primary School
89	EE	Magwi	Lobone	10307	Issore Primary School
90	EE	Torit	Bur	10173	Lohila Carum Primary School
91	EE	Torit	Bur	10387	Lomorwo Primary
92	EE	Torit	Bur	10388	Oriaju Primary
93	EE	Torit	Hiyala	10365	Oguruny Primary School
94	EE	Torit	Ifwotu Isaloro	10149	Ibo-Honyek Primary School
95	EE	Torit	Ifwotu Isaloro	10151	Iluma Primary School
96	EE	Torit	Ifwotu Isaloro	10171	Lorifa Primary School
97	EE	Torit	Ifwotu Isaloro	10210	Lohufa Primary school
98	EE	Torit	Imurok	10231	St Mary mero Primary school
99	EE	Torit	Nyong	10302	Dr. John Garang Primary School
100	EE	Torit	Nyong	10417	International Vision Primary
101	EE	Torit	Kudo	10218	Lohilawaca Primary school
102	EE	Budi	Kimotong	10451	Napak primary
103	EE	Budi	Lauro	10217	Randub Primary school
104	EE	Budi	Lauro	10382	Lokiding
105	EE	Budi	Lotukei	10226	Himan Primary School
106	EE	Budi	Komiri	10381	Kuwua
107	EE	Budi	Loudo	10201	Charet Primary school
108	EE	Budi	Loudo	10224	Lohiboth Primary school
109	EE	Budi	Nahichot	10450	Napak primary
110	EE	Budi	Ngarich	10328	Farak -Sika Primary School
111	Jonglei	Akobo	Bilkey	20032	Dilule Primary school
112	Jonglei	Akobo	Bilkey	20099	Presbyterian Primary School
113	Jonglei	Akobo	Bilkey	20671	Okaw Primary
114	Jonglei	Bor	Bor Town	20117	Bor Complex Primary School
115	Jonglei	Bor	Bor Town	20271	Panapet Primary school
116	Jonglei	Bor	Bor Town	20353	Langbaar Mixed Primary School
117	Jonglei	Bor	Bor Town	20361	Bor B Complex Primary
118	Jonglei	Bor	Bor Town	20374	Tuonygeu Primary School
119	Jonglei	Bor	Bor Town	20394	Malou II Primary
120	Jonglei	Bor	Bor Town	20395	Nigel Primary
121	Jonglei	Bor	Bor Town	20396	Langbar A Primary
122	Jonglei	Bor	Bor Town	20625	St. peter primary
123	Jonglei	Bor	Bor Town	20653	St. Andrew Primary
124	Jonglei	Bor	Bor Town	20658	Royal Junior Academy Primary
125	Jonglei	Bor	Bor Town	20659	Peace Academy Primary
126	Jonglei	Bor	Bor Town	20660	Bor Bright Star Primary
127	Jonglei	Bor	Kolnyang	20090	Malual Bur Primary shool
128	Jonglei	Bor	Kolnyang	20123	Malek I Primary School
129	Jonglei	Bor	Kolnyang	20126	Mamer Primary School

130	Jonglei	Bor	Kolnyang	20534	Malek II Primary School
131	Jonglei	Bor	Makuack	20662	Maal Community Primary
132	Jonglei	Bor	Makuack	20675	Malou B Primary School
133	Jonglei	Bor	Makuack	20677	Jalcak Primary School
134	Jonglei	Duk	Duk-Payuel	20442	Akoy Primary School
135	Jonglei	Duk	Panyang	20295	Dak Awan Primary
136	Jonglei	Piji	Belawich	20140	Gumriak
137	Jonglei	Piji	Nyinthok	20419	ECS Basic
138	Jonglei	Nyirol (Diror)	Waat	20469	Koat Primary
139	Jonglei	Nyirol (Diror)	Chuil	20476	Thone Kuach Primary
140	Jonglei	Nyirol (Diror)	Chuil	20507	Chuil Primary
141	Jonglei	Nyirol (Diror)	Chuil	20527	Dini Primary School
142	Jonglei	Old Fangak	Mareng	20191	door primary school
143	Jonglei	Old Fangak	Panguir	20218	Thiangdiar Primary School
144	Jonglei	Pibor	Gumuruk	20357	Agoy Primary School
145	Jonglei	Pibor	Gumuruk	20382	Irret Primary School
146	Jonglei	Pibor	Lekuagole	20223	Lekuagole Primary School
147	Jonglei	Pibor	Lekuagole	20359	Lekuagole Girls P/S
148	Jonglei	Pibor	Lekuagole	20383	Nyergeny Mixed School
149	Jonglei	Pibor	Pibor	20224	Kondako Basic School
150	Jonglei	Pibor	Pibor	20225	Lukurnyang Primary School
151	Jonglei	Pibor	Pibor	20226	Pibor Girls School
152	Jonglei	Pibor	Pibor	20227	Tangajon Basic Education School
153	Jonglei	Pibor	Pibor	20344	Murwan Basic School
154	Jonglei	Pibor	Pibor	20345	Manirang Primary School
155	Jonglei	Pibor	Pibor	20351	Manuyment Primary School
156	Jonglei	Pibor	Pibor	20381	VerthetPrimary School
157	Jonglei	Pibor	Pibor	20384	Kavachoch Primary School
158	Jonglei	Pibor	Pibor	20388	Kirika Girls Primary School
159	Jonglei	Pibor	Pibor	20407	Pibor Basic School
160	Jonglei	Pibor	Boma	20569	Boma Itti Primary School
161	Jonglei	Pibor	Boma	20570	Boma Upper Primary School
162	Jonglei	Pibor	Boma	20571	Ngalongoro Primary School
163	Jonglei	Pibor	Boma	20573	Raad Primary School
164	Jonglei	Pibor	Boma	20574	Orgin Primary School
165	Jonglei	Pibor	Boma	20648	Faith learning primary
166	Jonglei	Pibor	Nyat	20568	Nyat Primary School
167	Jonglei	Pibor	Churi	20567	Churi Primary School
168	Jonglei	Pibor	Mewun	20566	Mewun Primary School
169	Jonglei	Pibor	Mewun	20575	Rumit Primary School
170	Jonglei	Pibor	Kessengor	20565	Nauyapuru Primary School.
171	Jonglei	Pibor	Kessengor	20572	Kor - Ardep Primary School
172	Jonglei	Pibor	Maruwo	20564	Labrab Primary School
173	Jonglei	Pibor	Maruwo	20647	Marwo primary
174	Jonglei	Pochalla	Adongo	20084	Otallo Primary School
175	Jonglei	Pochalla	Adongo	20304	Agapa Primary School
176	Jonglei	Pochalla	Adongo	20305	Ajobie Primary School
177	Jonglei	Pochalla	Akila	20229	Liech Primary School
178	Jonglei	Pochalla	Akila	20230	Okadi Primary School
179	Jonglei	Pochalla	Burator	20093	Omiella Primary School
180	Jonglei	Pochalla	Burator	20231	Daktek Primary School
181	Jonglei	Pochalla	Burator	20232	Nyium Primary School
182	Jonglei	Pochalla	Burator	20673	Middle Primary
183	Jonglei	Pochalla	Pochalla	20233	Adonggol Primary School
184	Jonglei	Pochalla	Pochalla	20235	Obwodi Primary School
185	Jonglei	Pochalla	Pochalla	20236	Ojangbai Primary School
186	Jonglei	Pochalla	Pochalla	20237	Pochalla Primary school
187	Jonglei	Pochalla	Pochalla	20307	Kudhubhate Primary School
188	Jonglei	Pochalla	Pochalla	20672	Tier Lul primary
189	Jonglei	Pochalla	Ajwara	20228	Ajwara Primary School
190	Jonglei	Pochalla	Ajwara	20234	Alari Primary School
191	Jonglei	Uror (Wunror)	Karam	20578	Duok Primary School
192	Jonglei	Uror (Wunror)	Patuet	20652	Pajomar Primary
193	Jonglei	Ayod	Wau	20475	Jiech Primary School
194	Jonglei	Ayod	Kurwuai	20641	Kuerjech primary
195	Jonglei	Ayod	Mogok	20666	Haam Primary
196	Jonglei	Ayod	Pieth	20636	Wan Machar primary
197	Lakes	Cuiebet	Chitchok	30118	Romic
198	Lakes	Cuiebet	Duony	30106	Yith-Magok Primary School
199	Lakes	Cuiebet	Mayath	30439	Langkot primary School
200	Lakes	Rumbek Centre	Rumbek Town	30049	Malual-Kodi Primary School
201	Lakes	Rumbek Centre	Rumbek Town	30059	Malual-Akon Primary School
202	Lakes	Rumbek East	Cueicok	30392	Karagok Primary School
203	Lakes	Wulu	Bahr-gel	30242	Kandibe Primary School
204	Lakes	Wulu	Bahr-gel	30243	Longu Primary School
205	Lakes	Wulu	Bahr-gel	30411	MAYIEL PRIMARY SCHOOL
206	Lakes	Wulu	Bahr-gel	30427	Gbwuru Primary School

207	Lakes	Wulu	Makundi	30261	Bidibadai Primary School
208	Lakes	Yirol East	Pagarau	30286	Pagarau Girls Primary School
209	Lakes	Yirol East	Titagau	30344	Alel Primary School
210	Lakes	Yirol West	Pandit	30398	AMATNHOM PRIMARY SCHOOL
211	Lakes	Yirol West	Yirol Town	30312	Yirol Girls Primary School
212	NBG	Aweil Centre	Chel South	40444	Karkou Primary School
213	NBG	Aweil East	Baac	40069	Vyoon Primary School
214	NBG	Aweil East	Baac	40297	MAKUAC GIRLS PRIMARY
215	NBG	Aweil East	Baac	40340	APIAL PRIMARY SCHOOL
216	NBG	Aweil East	Baac	40472	Mareng Teng Primary School
217	NBG	Aweil East	Makuac	40470	Marial Tong Liai Primary School
218	NBG	Aweil East	Warawar	40629	Matong Primary
219	NBG	Aweil South	Gakrol	40250	Rieth-Nyin Primary School
220	NBG	Aweil West	Ayat Centre	40301	MAYOM AKUANG PRIMARY
221	NBG	Aweil West	Ayat Centre	40517	Wun - Giir
222	NBG	Aweil Town	Kuom	40421	Kuom Primary School
223	Unity	Guit	Kedat	50046	Wichruop Primary School
224	Unity	Guit	Kedat	50334	Kuerchuor Primary School.
225	Unity	Guit	Kedat	50430	Kuerguine primary
226	Unity	Guit	Kuach	50226	Guiy Primary school
227	Unity	Guit	Kuach	50325	Kuach Primary school
228	Unity	Guit	Kuach	50333	KUER KUOL PRIMARY SCHOOL
229	Unity	Guit	Kuach	50463	Gawjal Primary
230	Unity	Guit	Niemni	50045	Moumkuan Primary School
231	Unity	Guit	Niemni	50335	Kuergeng Primary School.
232	Unity	Guit	Nyathor	50051	Nyathoar Primary School.
233	Unity	Guit	Nyathor	50278	Wadul Primary School
234	Unity	Guit	Nyathor	50411	Tuak Primary
235	Unity	Guit	WathNyona	50224	Padhuony PRIMARY SCHOOL
236	Unity	Guit	WathNyona	50281	Heap Primary School
237	Unity	Guit	WathNyona	50462	Nyelcier Primary
238	Unity	Guit	Chotyiell	50252	Nying Primary school
239	Unity	Koch	Ngony	50322	Zhornor Primary School
240	Unity	Koch	Boaw	50323	Buaw Primary School
241	Unity	Leer	Payak	50089	Nyony Primary School
242	Unity	Leer	Pilieny	50109	Thor Nyol Primary School
243	Unity	Leer	Leer	50105	Leah Primary School
244	Unity	Mayiandit	Pabuong	50419	Monjjui primary
245	Unity	Mayom	Byiek	50140	Byei kuac Primary School
246	Unity	Mayom	Mankien	50448	Faustino puok Majok Primary
247	Unity	Mayom	Riah	50452	Ngoany Primary
248	Unity	Mayom	Wangbuor	50449	Utach Primary
249	Unity	Mayom	Biel Kuac	50453	Tuocloka Primary
250	Unity	Mayom	Kuerbone	50194	Kuerbouna Primary School
251	Unity	Panyinjar	Nyal	50005	Kanynhial Primary School
252	Unity	Panyinjar	Pachar	50237	PACHAR Primary School
253	Unity	Panyinjar	Thoanuom	50493	Makur primary
254	Unity	Rubkona	Bentiu	50181	Rubkona Primary School
255	Unity	Rubkona	Bentiu	50233	hamied Ben Rashid Primary School
256	Unity	Rubkona	Bentiu	50393	Barmalual Primary
257	Unity	Rubkona	Bentiu	50397	Seven Day Adventist future Primary
258	Unity	Rubkona	Bentiu	50398	Giama Primary
259	Unity	Rubkona	Bentiu	50400	Bilnyang Primary
260	Unity	Rubkona	Bentiu	50412	Bir Primary School
261	Unity	Rubkona	Bentiu	50415	Kuerbone primary
262	Unity	Rubkona	Bentiu	50417	Machakose Primary
263	Unity	Rubkona	Bentiu	50418	Dawa Islamic primary
264	Unity	Rubkona	Bentiu	50432	Bentiu B primary
265	Unity	Rubkona	Bentiu	50436	Tutur primary
266	Unity	Rubkona	Kaljak	50269	Wanguar Primary school
267	Unity	Ruweng	Panyang	50438	Panyang primary school
268	Unity	Ruweng	Biu	50219	Aliap Primary school
269	Unity	Ruweng	Biu	50468	Agarak Primary
270	Unity	Ruweng	Janjang	50303	Adiei Primary School
271	Unity	Ruweng	Janjang	50311	Awulu Primary School
272	Unity	Ruweng	ALINY	50216	Pachat Primary school
273	Unity	Ruweng	WUNKUR	50172	Panthiai Primary School
274	UN	Baliet	Adong	60665	Abel Thon Malek Primary
275	UN	Baliet	Nyok Kuac	60016	Dut Primary School
276	UN	Baliet	Nyok Rial	60017	Wonding Primary school
277	UN	Baliet	Nyok Rial	60497	Banglai primary
278	UN	Baliet	Nyok Rial	60646	Kopuot primary
279	UN	Baliet	Nyok Rial	60647	Nyongrial primary
280	UN	Fashoda	Kodok	60693	Lemo primary
281	UN	Fashoda	Lul	60279	Lul I Primary School
282	UN	Fashoda	Lul	60282	Bol Primary school
283	UN	Fashoda	Lul	60285	Abanin Primary school

284	UN	Fashoda	Lul	60369	Dekech Primary School
285	UN	Fashoda	Lul	60655	Oriny Primary
286	UN	Maban	Jimkwota	60466	Biewo Primary School
287	UN	Maban	Banishiew	60439	Kanyaji Primary School
288	UN	Maban	Banishiew	60685	Kengoyo primary
289	UN	Maban	Alkor El Ahmar	60499	Kankingo Primary
290	UN	Maban	Boung	60505	Gammage Primary
291	UN	Maban	Boung	60684	Bunj primary school
292	UN	Nasir	Roam	60246	Gachreng Primary School
293	UN	Nasir	Mading	60259	Bijalok Primary school
294	UN	Panyikang	Panyikang	60271	Panyikang Basic School
295	UN	Renk	Geigar	60575	Geiger Boys Primary
296	UN	Renk	Renk	60102	El-dawaa Organisation Basic School
297	UN	Renk	Renk	60652	Dawa Girls primary
298	UN	Longchok	Mathiang	60608	NEW BUILDING JUNIOR SCHOOL
299	UN	Malakal	Malakal North	60475	Alsalam primary
300	UN	Malakal	Malakal Central	60450	E.C.S Epicapal Basic School
301	UN	Malakal	Malakal Central	60469	Sudan Interior Church primary
302	UN	Malakal	Malakal Central	60481	Giada Boys primary
303	UN	Malakal	Malakal Central	60483	Scientific Institute Primary
304	UN	Malakal	Malakal Central	60591	Prophet Moses Primary
305	UN	Malakal	Malakal South	60455	Police Girls Primary School
306	UN	Ulang	Doma	60659	Buong Primary
307	UN	Ulang	Barmach	60307	Barmarch Primary school
308	UN	Ulang	Barmach	60634	Manchom primary
309	UN	Ulang	Barmach	60680	Pawieng Primary
310	UN	Akoka	Bienything	60694	Thonwai primary school
311	Warrap	Gogrial East	Pathoun East	70683	Yiik Adoor Primary
312	Warrap	Gogrial East	Pathoun East	70739	Mayau Dau Alath
313	Warrap	Gogrial East	Pathoun West	70620	Dalaliek primary School
314	Warrap	Gogrial East	Pathoun West	70621	Marial patemkou primary
315	Warrap	Gogrial West	Akon South	70658	Mading Primary
316	Warrap	Gogrial West	Alek West	70393	Ajiing Primary school
317	Warrap	Gogrial West	Kuac South	70608	Mayomkou Primary
318	Warrap	Gogrial West	Raiu	70067	Thur - akoon Primary School
319	Warrap	Gogrial West	Raiu	70316	Pakor Primary School.
320	Warrap	Tonj East	Palal	70670	Wunlaac Primary
321	Warrap	Tonj North	Akop	70505	Mangok Chuei Primary School
322	Warrap	Tonj North	Akop	70584	Maony Let Primary School
323	Warrap	Tonj North	Awul	70578	Ageny primary School
324	Warrap	Tonj North	Awul	70642	Mabior Atok primary
325	Warrap	Tonj North	Awul	70644	War-pac primary
326	Warrap	Tonj North	Rualbelt	70645	Duliet-Aduany primary
327	Warrap	Tonj South	Jak	70549	MAJOK PRIMARY SCHOOL
328	Warrap	Tonj South	Tonj	70134	Tit-Taba Primary School
329	Warrap	Tonj South	Tonj	70382	Warmel Primary School
330	Warrap	Tonj South	Tonj	70665	Konyrot Yikong primary
331	Warrap	Tonj South	Tonj Town	70359	Don Bosco Primary School
332	Warrap	Tonj South	Tonj Town	70386	Agukrot Primary school
333	Warrap	Tonj South	Tonj Town	70388	Lacok Primary School
334	Warrap	Twic	Ajak Kuac	70161	Guk Primary School
335	Warrap	Twic	Turalei	70201	Majok Amuol Primary School
336	WBG	Jur River	Kuajina	80206	AKAU PRIMARY
337	WBG	Jur River	Kuajina	80209	ALUR PRIMARY SCHOOL
338	WBG	Jur River	Kuajina	80266	Dangacak primary
339	WBG	Jur River	Kuajina	80302	Akongo Primary
340	WBG	Jur River	RocRocDong	80181	Jur River Primary School
341	WBG	Jur River	RocRocDong	80275	Eastern bank complex primary
342	WBG	Jur River	RocRocDong	80299	Eastern Bank complex Primary
343	WBG	Jur River	Udici	80031	Katongo primary
344	WBG	Jur River	Udici	80159	Atido Basic School
345	WBG	Jur River	Udici	80233	Alungkuoc
346	WBG	Jur River	Udici	80257	Athol primary
347	WBG	Jur River	Wau Bai	80258	Lol thou primary
348	WBG	Jur River	KANGI	80274	Warcum primary
349	WBG	Jur River	KANGI	80301	Ayom Primary
350	WBG	Jur River	Alur	80238	Nyiraya Basic Primary School
351	WBG	Jur River	Alur	80263	Ekema primary
352	WBG	Raja	Raja	80056	Comboni Boys Primary School
353	WBG	Raja	Raja	80172	Comboni Girls Primary School
354	WBG	Raja	Raja	80224	MANGOK DENG PRIMARY
355	WBG	Wau	Baggari	80150	St Michael Primary School
356	WBG	Wau	Baggari	80269	St. mary primary
357	WBG	Wau	Besselia	80228	Ngo Jamini
358	WBG	Wau	Besselia	80290	Khormalang Primary
359	WBG	Wau	Wau	80102	Hai Mafaro Rhoda
360	WBG	Wau	Wau	80106	haiJebel privat Basic school

361	WBG	Wau	Wau	80134	St. Micheal Roda
362	WBG	Wau	Wau	80140	TOBY BASIC PRIMARY SCHOOL
363	WBG	Wau	Wau	80185	Machakos Primary School
364	WBG	Wau	Wau	80229	St. Francis Primary School
365	WBG	Wau	Wau	80230	Newsite Basic
366	WBG	Wau	Wau	80248	Bhil - Pham Basic School
367	WBG	Wau	Wau	80251	Juma koyango primary
368	WBG	Wau	Wau	80273	South Sudan independence primary
369	WBG	Wau	Wau	80276	Dr. John Garang co edu primary
370	WBG	Wau	Wau North	80250	comfort wau primary
371	WBG	Wau	Wau North	80253	charles lwaga primary
372	WBG	Wau	Wau North	80286	Ganian IDPs Primary
373	WE	Ezo	Bagidi	90214	Mabenge Primary school
374	WE	Ezo	Naandi	90191	ECS Naandi Primary School
375	WE	Maridi	kozi	90659	ONJIRIMA PRIMARY SCHOOL
376	WE	Maridi	Maridi	90698	Town Primary
377	WE	Maridi	Maridi	90700	Owagasa Primary
378	WE	Mundri East	Kediba	90565	kediba
379	WE	Mundri East	Minga	90319	Iyeba I Primary school
380	WE	Mundri West	Kotobi	90341	Odongu Primary school
381	WE	Mundri West	Mundri	90665	Lutuwara primary
382	WE	Mundri West	Mundri	90684	Noami Memorial Primary
383	WE	Mundri West	Bangalo	90491	Moba
384	WE	Nzara	Basukangbi	90613	NAMAMA ii COMMUNITY GIRLS
385	WE	Nzara	Basukangbi	90735	Namama primary
386	WE	Tambura	Namatina	90128	RCC Namatina Primary School
387	WE	Tambura	Namatina	90133	Sinakpuro Primary School
388	WE	Tambura	Tambura	90154	Nzama Community Girls School
389	WE	Tambura	Tambura	90683	Magbiri Primary
390	WE	Yambio	Bangasu	90412	Bangasu Primary school
391	WE	Yambio	Bangasu	90413	Ri-menze 1
392	WE	Yambio	Bangasu	90433	Rimenze II Girl Primary School
393	WE	Yambio	Gangura	90447	Kada Primary School
394	WE	Yambio	Gangura	90457	Namama II Primary School
395	WE	Yambio	Li-Rangu	90465	Makpaturu Primary school
396	WE	Yambio	Yambio	90086	Napere Community Girls School
397	WE	Yambio	Yambio	90113	Nazereth Community Girls School
398	WE	Yambio	Yambio	90628	Baguga Primary School
399	WE	Yambio	Yambio	90635	Dona Primary School
400	WE	Yambio	Yambio	90642	Nazereth II CGS
401	WE	Yambio	Yambio	90660	Nambiongo CGS
402	WE	Yambio	Yambio	90661	Naanzari CGS
403	WE	Yambio	Yambio	90663	Kpirabe CGS
404	WE	Yambio	Yambio	90664	N.S.W.F
405	WE	Yambio	Yambio	90678	Bangasi primary
406	WE	Yambio	Yambio	90682	RCC/St. Mary primary
407	WE	Yambio	Yambio	90686	Irpiro Ophans primary
408	WE	Yambio	Yambio	90689	Duduma Primary
409	WE	Yambio	Yambio	90694	Birisi Primary
410	WE	Mvolo	Yeri	90539	NGORONY Primary school
411	WE	Mvolo	Bogori	90534	Woko Primary School
412	WE	Mvolo	Bogori	90621	Dokorimbere

12.3. Secondary schools

No.	State	County	Payam	EMIS code	School
1	CE	Juba	Juba	16	Wonduruba Secondary School
2	CE	Juba	Juba	37	El Mahad Secondary School
3	CE	Juba	Juba	38	ECS Juba Model S. S
4	CE	Juba	Juba	71	Nile Secondary School
5	CE	Juba	Juba	72	Juba Model Secondary School
6	CE	Juba	Juba	76	Mahad Juba Elim Secondary School
7	CE	Juba	Lobonok	55	Yapa Secondary
8	CE	Juba	Rejaf	51	Rejaf Secondary
9	CE	Kajo-Keji	Kangapo 2	30	Pamoju Girls S.S
10	CE	Kajo-Keji	Liwolo	26	Kerwa Secondary school
11	CE	Morobo	Kimba	6	Kaya Hills College
12	CE	Morobo	Kimba	65	Ras college Secondary
13	CE	Morobo	Lujule	32	Panyana Senior Sec. School
14	CE	Morobo	Wudabi	31	Wudabi Secondary
15	CE	Yei River	Tore	62	Emmanuel Christian Academy
16	CE	Yei River	Wotogo	3	Rubeke Secondary School
17	CE	Yei River	Yei	1	Kings College
18	CE	Yei River	Yei	44	Mugwo Secondary School
19	CE	Yei River	Yei	45	Day Star Academy
20	CE	Yei River	Yei	47	Equatorial College
21	CE	Yei River	Yei	52	Yei public Secondary
22	CE	Yei River	Yei	67	Millenium College Yei

23	EE	Kapoeta South	Kapoeta	10025	Kapoeta South Secondary
24	EE	Magwi	Magwi	10016	Abara Secondary
25	EE	Torit	Hiyala	10024	Hiyala Secondary
26	Jonglei	Bor	Bor Town	20012	Bor Seconday
27	Jonglei	Bor	Bor Town	20013	Alliance Secondary
28	Jonglei	Bor	Bor Town	20016	Sunlight Secondary
29	Jonglei	Bor	Bor Town	20019	Langbaar Modern Academy
30	Jonglei	Pibor	Pibor	20005	Pibor Complex Secondary School
31	Jonglei	Pochalla	Pochalla	20002	Opetti Secondary School
32	Lakes	Rumbek Centre	Rumbek Town	30006	Rumbek S. S
33	Lakes	Rumbek Centre	Rumbek Town	30008	Rumbek National Secondary
34	Lakes	Yirol West	Yirol Town	30004	Panikor Secondary school
35	NBG	Aweil East	Madhol	40011	Madhol Senior Sec. School
36	NBG	Aweil East	Yargot	40009	Yargot Secondary School
37	NBG	Aweil West	Ayat East	40013	Achak Deng Secondary
38	NBG	Aweil West	Guom Juer West	40019	Chelkou Community Secondary
39	NBG	Aweil West	GomJuer Centre	40004	Sacred Heart High School
40	NBG	Aweil West	GomJuer Centre	40025	Aweil West High School
41	NBG	Aweil Town	Aweil Town North	40026	The Profesional Bright Academy
42	Unity	Rubkona	Bentiu	50007	Bentiu Secondary school
43	Unity	Rubkona	Bentiu	50012	Bentiu B Secondary
44	Unity	Ruweng	Panyang	50013	Panyang Secondary
45	UN	Baliet	Nyok Rial	60021	Baliet Secondary School
46	UN	Fashoda	Kodok	60008	Kodok Secondary School
47	UN	Malakal	Malakal North	60026	El Salam Girls Secondary
48	Warrap	Gogrial West	Alek	70008	Standard Secondary
49	Warrap	Tonj South	Thiet	70015	Kur lueth Secondary
50	WBG	Jur River	RocRocDong	80009	Wau Commercial Seconadary School
51	WBG	Jur River	RocRocDong	80019	Wau Co Agricultural Secondary
52	WBG	Raja	Raja	80002	Comboni CO Education Secondary
53	WBG	Wau	Wau	80001	Mayom Secondary School
54	WBG	Wau	Wau	80006	Bussere Boys Secondary School
55	WBG	Wau	Wau	80007	Kuajok Seconadary school
56	WBG	Wau	Wau	80011	El Salaam S. S
57	WBG	Wau	Wau	80016	El Mustafa Secondary School
58	WE	Mvolo	Yeri	90001	Yeri Secondary school