



# Education Statistics for Lakes

**Government of  
Republic of  
South Sudan**

**Ministry of General Education  
and Instruction**



SUDAN

CENTRAL AFRICAN  
REPUBLIC

Northern  
Bahr-EI-Ghazal

Western Bahr-EI-Ghazal

Western Equatoria

DEMOCRATIC  
REPUBLIC OF  
CONGO

Unity

Warrap

Jonglei

**Lakes**

Central  
Equatoria

Upper Nile

Eastern Equatoria

UGANDA

ETHIOPIA

KENYA

State Statistical Booklet

**2011**

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

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## Foreword

### Message from Minister Joseph Ukel Abango



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

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

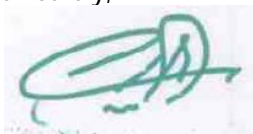
appropriate interventions. Once implemented, EMIS assists us in monitoring if the interventions are having the desired outcome.

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

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

This publication would not have been possible without the cooperation, involvement, and support from the SMoE—in particular, the SMoE EMIS focal points. Their dedication and hard work have been crucial in increasing the education census coverage rates and ensuring the quality of the information gathered. We also thank our partners in the education environment, especially UNICEF and Family Health International 360 (FHI360), for their continuous support in improving the RSS EMIS.

Sincerely,

A handwritten signature in green ink, appearing to be 'J. Abango', written over a light blue grid background.

Hon Joseph Ukel Abango  
Ministry of General Education and Instruction

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## 1.0. ACRONYMS

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

## 2.0. INTRODUCTION

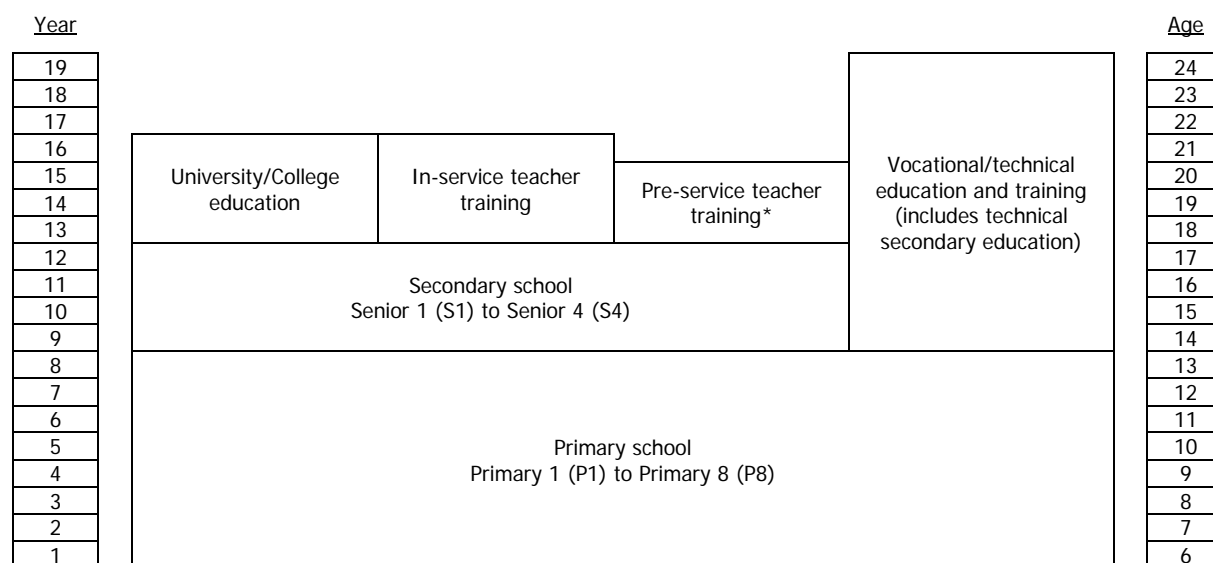
*"We cherish education for all our people equally and aim to provide a lifelong education for all children and adults of South Sudan, an education that is relevant and based on the needs of the people, to enable them to be responsible and productive citizens."*

RSS MoGEI mission

## 2.1. Background and Context

In South Sudan, the majority of adults and children have not had the opportunity to attend school due to decades of civil war. During that time the development of basic services was non-existent and accessing the little infrastructure that did exist was difficult. As a strategy to achieving the goals above the Republic of South Sudan (RSS) Ministry of Education (MoGEI) constructed a parallel system of formal and alternative education systems. The **formal education** ladder is an 8-4-4 system—that is, 8 years of primary education, 4 years of secondary education, and 4 years of higher education. The **alternative education system** (AES) consists of 6 different programmes, and offers flexible entry and exit points for children, youth, and adults. The **technical and vocational education and training** (TVET) prepares trainees for practical and applicable skills that will lead to occupations either in the form of a job or as livelihood.

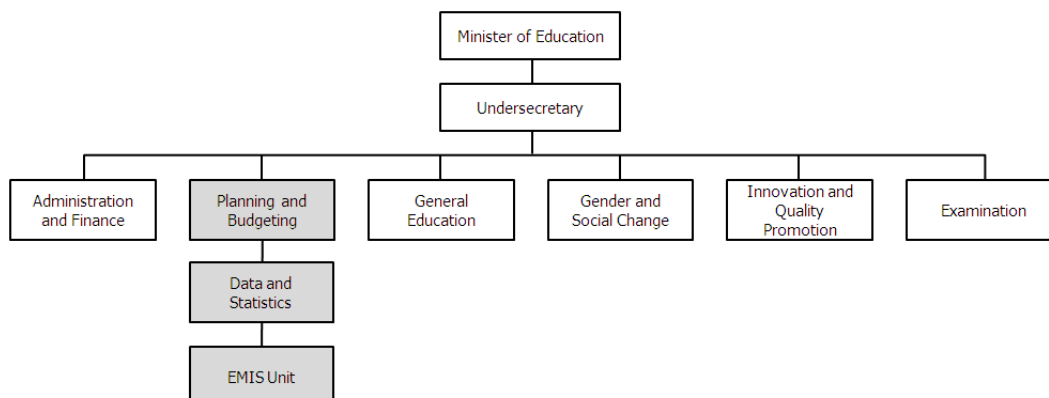
Figure 1. RSS education ladder



The Ministry's main aim is to ensure that all individuals have access to primary school education regardless of age, special needs, and gender. These goals reflect the government's commitment to achieve two of the eight Millennium Development Goals (MDGs) 2 and 3. To this end the Ministry is focusing on developing the basic education sector through **1)** teacher education and professional development, **2)** capital investment, **3)** Alternative Education System, **4)** gender equity and access for all, **5)** capacity enhancement of education institutions.

## 2.2. About the EMIS Unit

Figure 2. RSS MoGEI organogram



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

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

## 2.3. Utilisation of EMIS Data

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

## 2.4. History of EMIS

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

Coverage Rates by Education Sector, 2006-2011

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

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

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

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

## 2.5. EMIS Process



The EMIS Process consists of four (4) steps:

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

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

## 2.6. About the Booklet

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

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

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



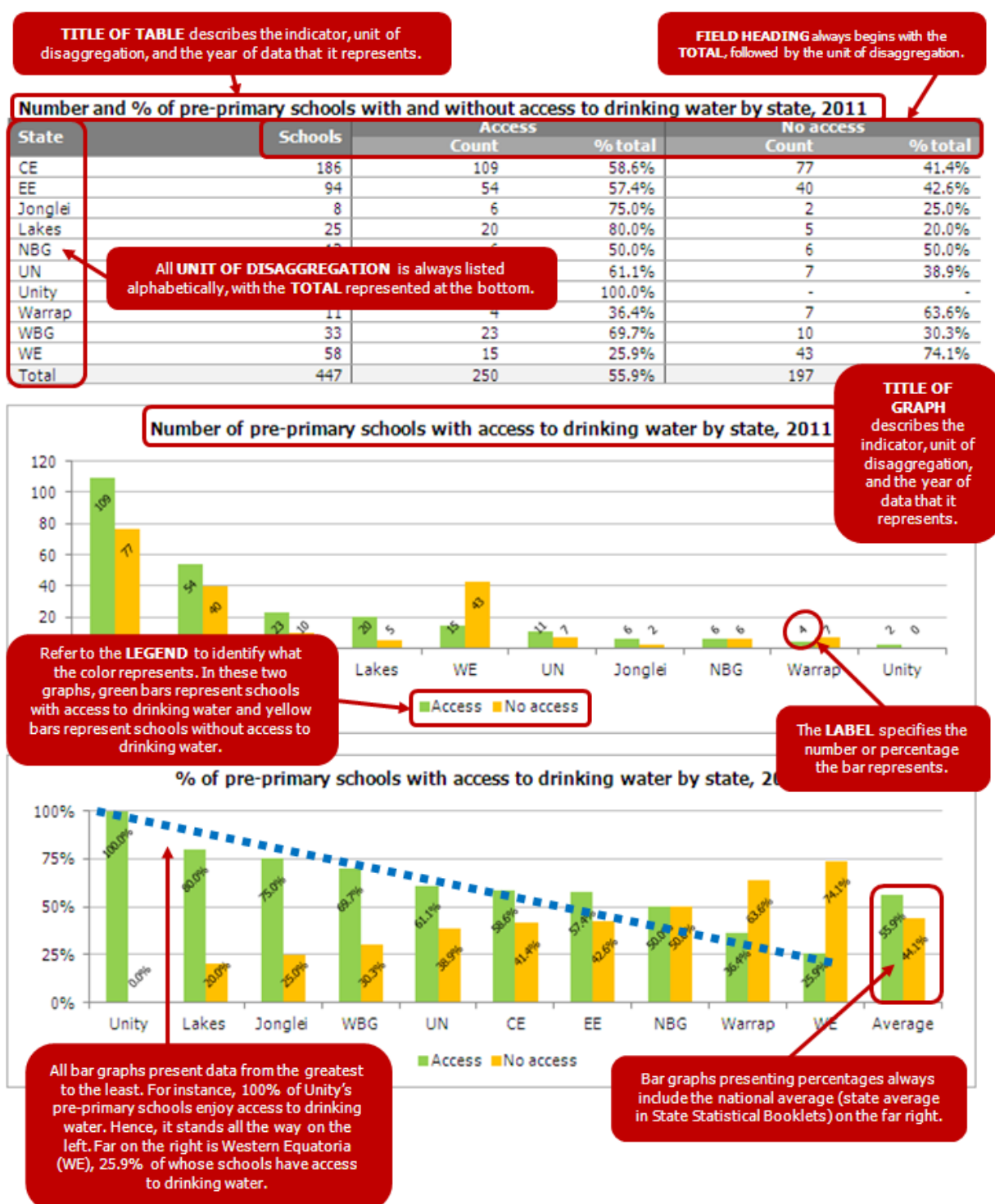
Two (2) types of data were used in the compilation of this booklet: **1)** 2009-2011 AEC outputs and **2)** population projection based on the 2008 population data from the National Bureau of Statistics (NBS).<sup>3</sup>

This booklet is a reference document for government and others relevant organisations, agencies, and individuals. Its purpose is to simply report what was reported by individual schools' head teachers and verified by its respective CEC and SMOE.

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

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

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



<sup>3</sup> Projections have been made using UNESCO Institute of Statistics (UIS)-defined population growth rates. The population numbers do not include migration estimates.

<sup>4</sup> Not all means are used for information that such detailed reporting is not necessary due to the simple representation of data in a table.

### 3.0. DEFINITIONS

#### 3.1. Indicators used to measure coverage

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

#### 3.2. Indicators used to measure access

- 3.2.1. New entrants** refer to new pupils of any age entering P1 for the first time in a school year. Entrants include pupils who have attended school elsewhere but beginning in P1 in a new school. Pupils who have left school but returned to school in P1 are also considered new entrants. Pupils attending P1 at the same school since the previous year are NOT new entrants; they are considered "repeaters" (further defined below). New entrants count is used to calculate the gross intake rate (GIR) and net intake rate (NIR) (also further defined below).

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

- 3.2.2. Gross intake rate (GIR)** indicates the general level of access to primary education. It also indicates the capacity of the education system to provide access to P1 for the official school entrance age population. This rate can be over 100%, when the number of over-aged and under-aged children in P1 is excessive, relative to the children of the right age of admission. The "official primary school entrance age" in South Sudan is age 6. The formula for GIR is:

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

- 3.2.3. Net intake rate (NIR)** shows the level of access to primary education of the eligible population of primary school-entrance age. A high NIR indicates a high degree of access to primary education for children of the official primary school entrance age. For countries wanting to achieve goal of universal primary education, a NIR of 100% will be a necessary. The "official primary school entrance age" in South Sudan is age 6. The formula for NIR is:

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

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

- 3.2.4. Gross enrollment rate (GER)** is used to show the general level of participation in a given level of education. A GER value of 100% indicates that a country is, in principle, able to accommodate all of its school-aged population. The "official school-age" for primary education in South Sudan is 6-13, and secondary education 14-17. The formulas for primary GER and secondary GER are:

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

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

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

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

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

### 3.3. Indicators used to measure resource

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

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

**3.3.2. Pupil-classroom ratio (PCR)** measures the level of basic facilities available in terms of number of classrooms in relation to the size of the pupil population. The higher the PCR, the lower is the relative access of pupils to classrooms. It is generally assumed that a low PCR signifies an environment more conducive to learning, likely in the long run to result in a better performance of the pupils. *To support the education reform towards providing all students with stable learning spaces, this report counts only permanent and semi-permanent classrooms in the calculation.*<sup>5</sup> The formula for PCR is:

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

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

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

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

### 3.4. Indicators used to measure student flow

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

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

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

**3.4.3. Repeaters** refer to pupils who have not been promoted to the next grade level from one year to the next, ending up in the same grade in the current year as last year. A pupil in P3 last year should be in P4 this year. If the pupil has stayed in P3 for this year, the pupil is considered a repeater. The diagram below illustrates this scenario (see Figure 4 below).

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

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

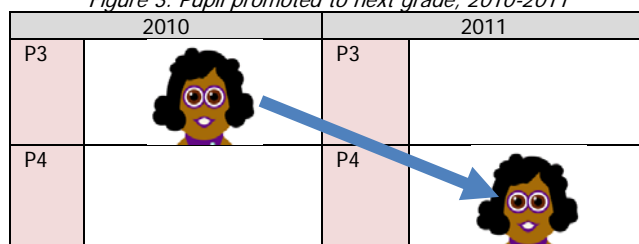
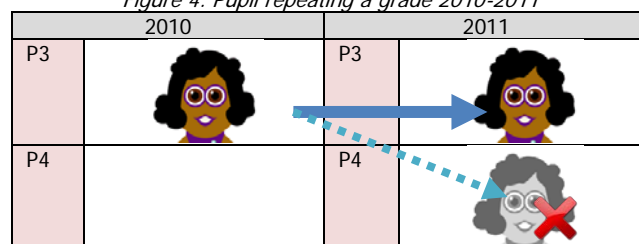


Figure 4. Pupil repeating a grade 2010-2011

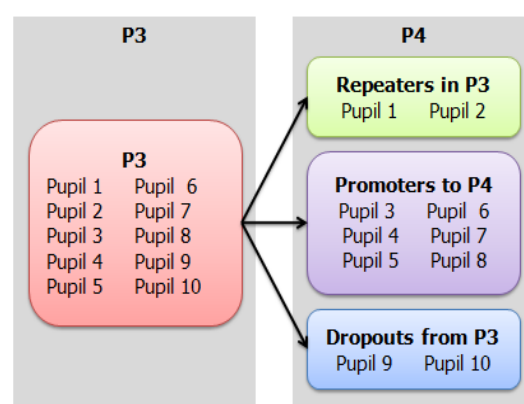


**3.4.4. Repetition rate** measures the phenomenon of pupils from a cohort repeating a grade, and its effect on the internal efficiency of education systems. It is one of the key indicators for analysing and projecting pupil flows from grade to grade within the education cycle. Repetition rate should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

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

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

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



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

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

#### 4.0. EMIS DATA, 2009-2011

#### 4.1. Pre-primary school

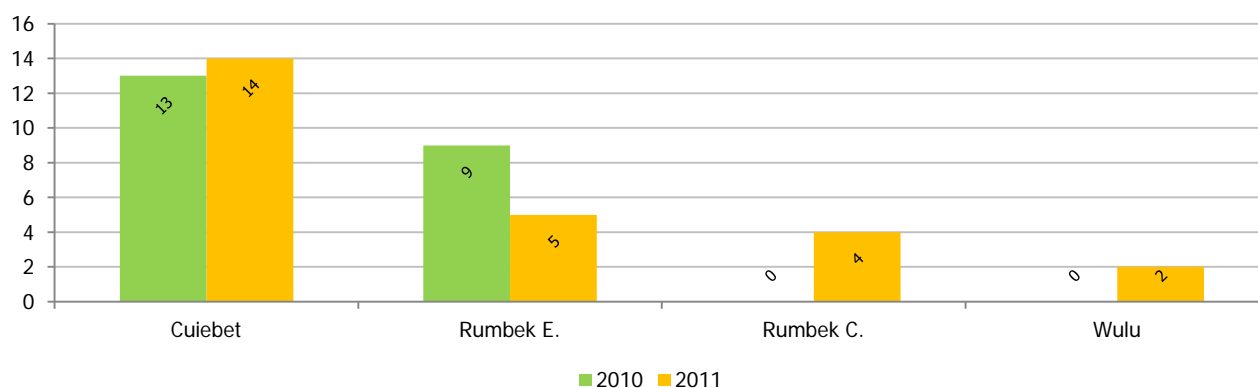
##### 4.1.1. Schools

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

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Cuiebet	2011	14	11	3	78.6%	21.4%
	2010	13	12	1	92.3%	7.7%
Rumbek C.	2011	4	4	-	100.0%	-
	2010	-	-	-	-	-
Rumbek E.	2011	5	3	2	60.0%	40.0%
	2010	9	7	2	77.8%	22.2%
Wulu	2011	2	1	1	50.0%	50.0%
	2010	-	-	-	-	-
Total	2011	25	19	6	76.0%	24.0%
	2010	22	19	3	86.4%	13.6%

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

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

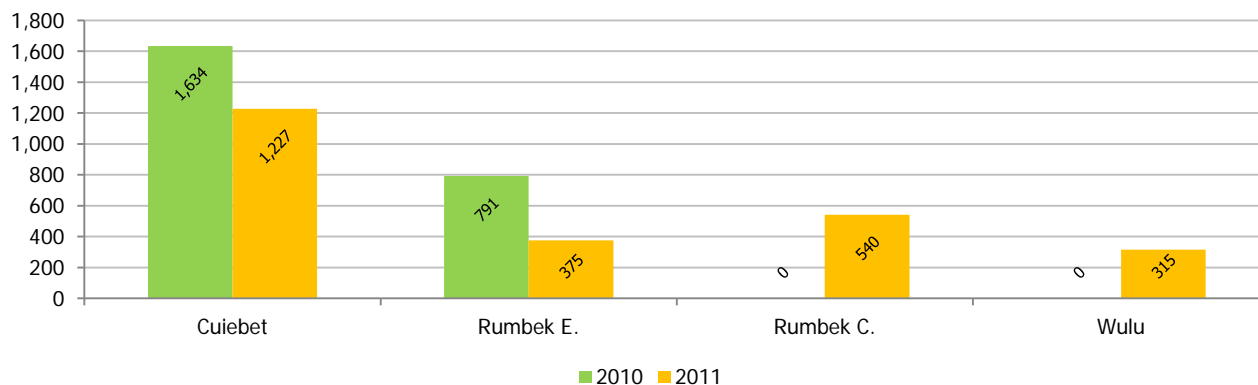


##### 4.1.2. Pupils

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

County	Year	Total	Male	Female	Male %	Female %
Cuiebet	2011	1,227	821	406	66.9%	33.1%
	2010	1,634	859	775	52.6%	47.4%
Rumbek C.	2011	540	314	226	58.1%	41.9%
	2010	-	-	-	-	-
Rumbek E.	2011	375	95	280	25.3%	74.7%
	2010	791	396	395	50.1%	49.9%
Wulu	2011	315	190	125	60.3%	39.7%
	2010	-	-	-	-	-
Total	2011	2,457	1,420	1,037	57.8%	42.2%
	2010	2,425	1,255	1,170	51.8%	48.2%

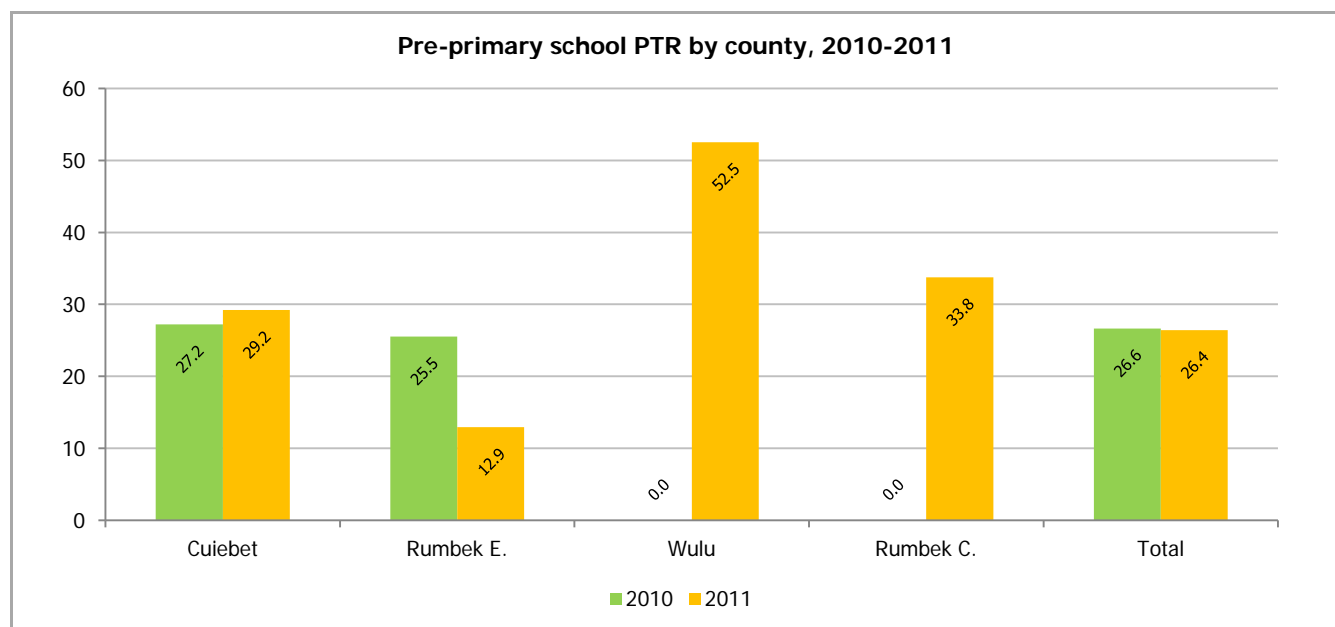
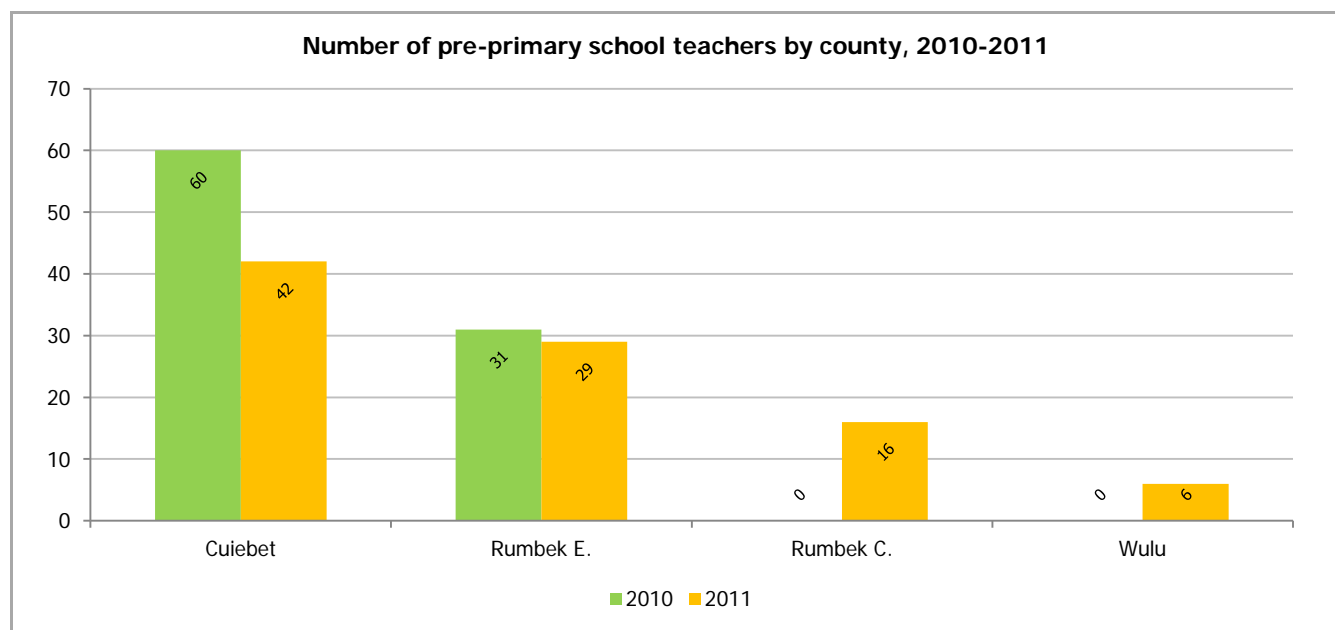
**Number of pre-primary school pupils by county, 2010-2011**



#### 4.1.3. Teachers

**No. and % of pre-primary school teachers and pupil-teacher ratio (PTR) by county and gender, 2010-2011**

County	Year	Total	Male	Female	Male %	Female %	PTR
Cuiebet	2011	42	33	9	78.6%	21.4%	29.2
	2010	60	45	15	75.0%	25.0%	27.2
Rumbek C.	2011	16	12	4	75.0%	25.0%	33.8
	2010	-	-	-	-	-	-
Rumbek E.	2011	29	26	3	89.7%	10.3%	12.9
	2010	31	28	3	90.3%	9.7%	25.5
Wulu	2011	6	3	3	50.0%	50.0%	52.5
	2010	-	-	-	-	-	-
Total	2011	93	74	19	79.6%	20.4%	26.4
	2010	91	73	18	80.2%	19.8%	26.6



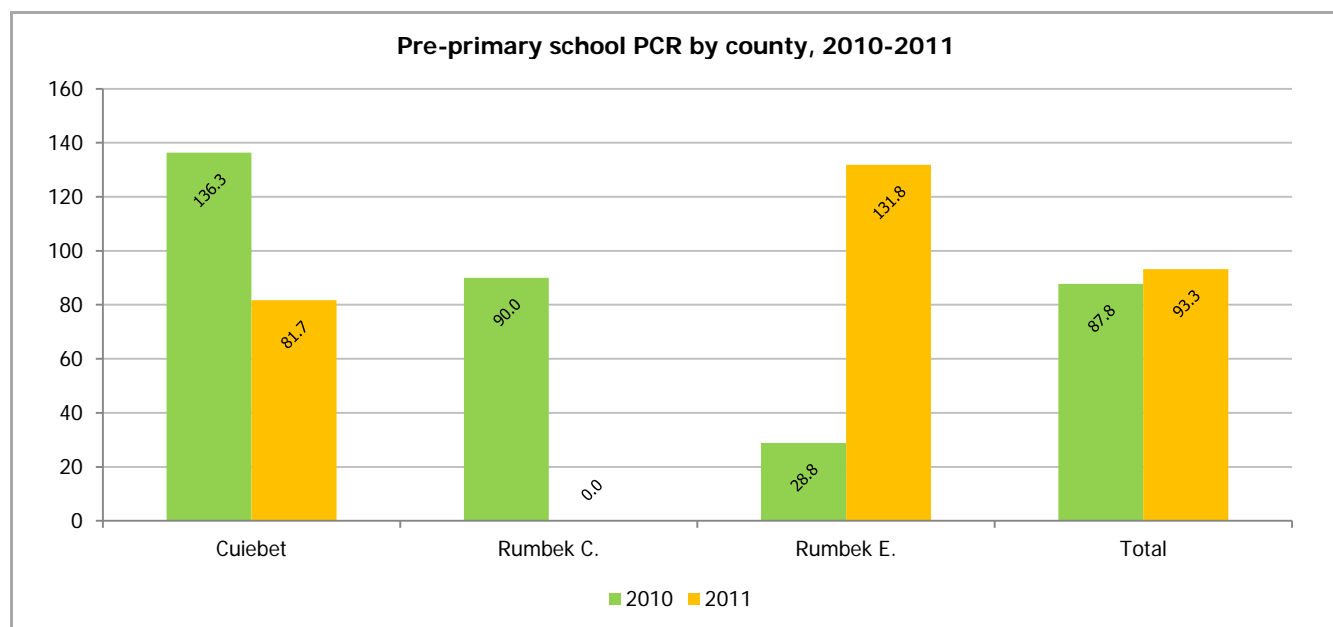
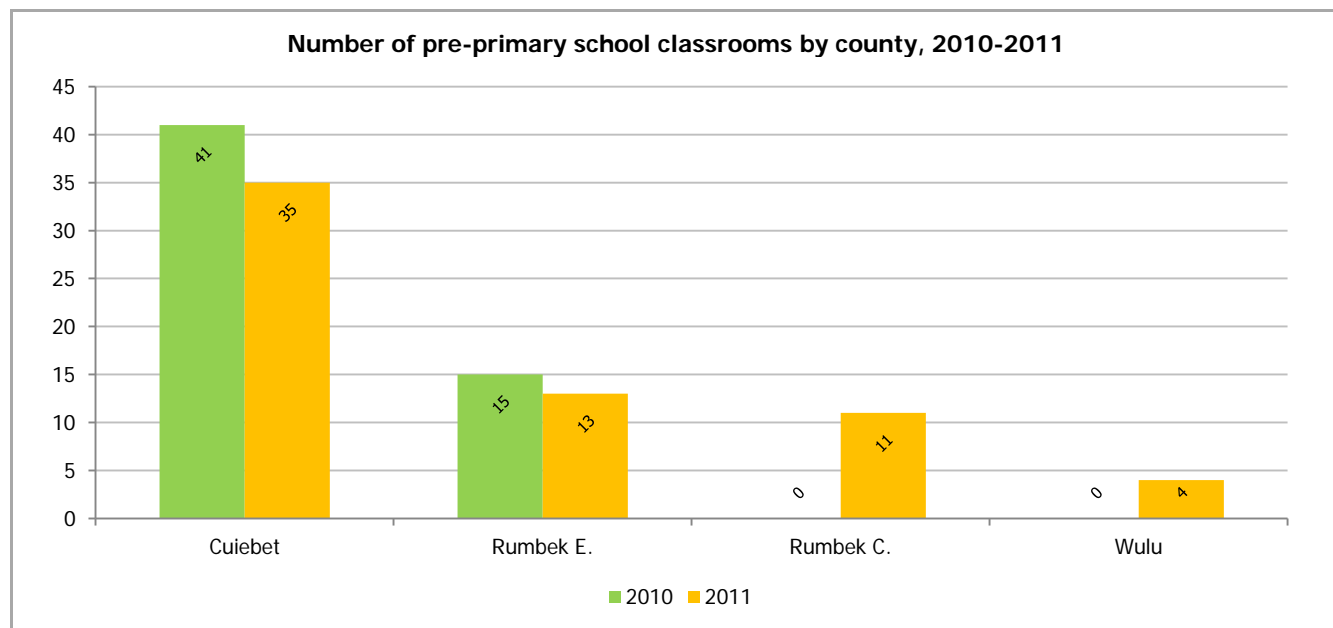
#### 4.1.4. Classrooms

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

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Cuiebet	2011	35	1	8	22	4	136.3
	2010	41	2	18	15	6	81.7
Rumbek C.	2011	11	-	6	5	-	90.0
	2010	-	-	-	-	-	-
Rumbek E.	2011	13	11	2	-	-	28.8
	2010	-	-	-	-	-	-
Wulu	2011	4	-	-	4	-	-
	2010	-	-	-	-	-	-
Total	2011	63	12	16	31	4	87.8
	2010	41	2	18	15	6	121.3

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

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



## 4.2. Primary school

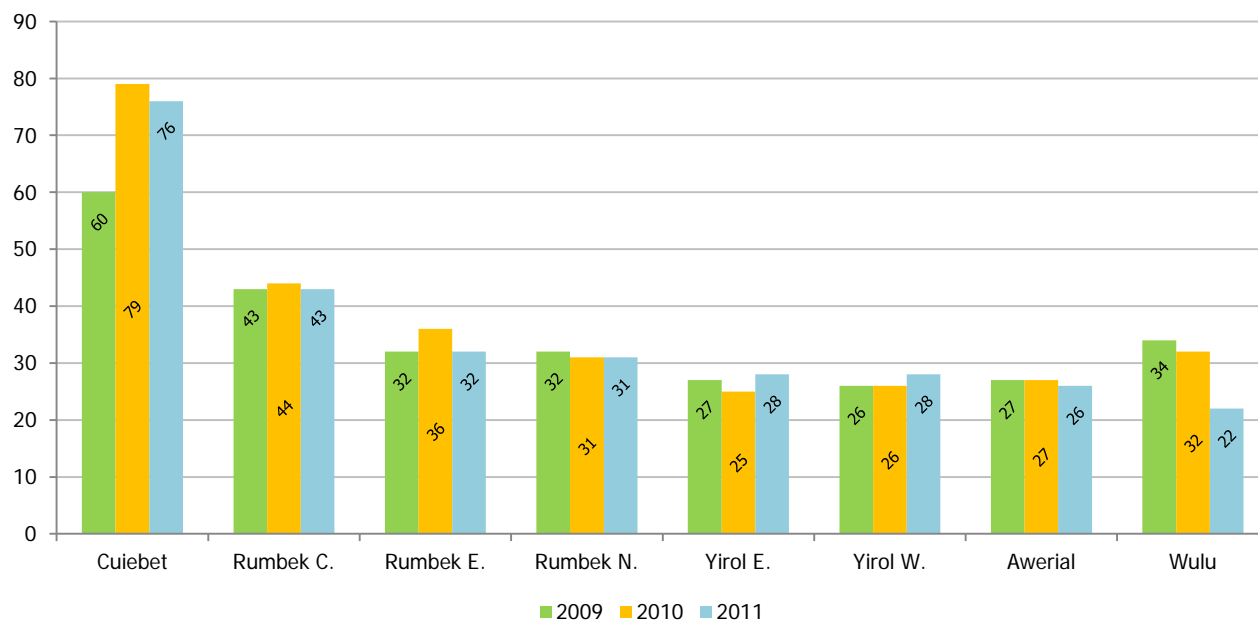
### 4.2.1. Schools

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

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Awerial	2011	26	24	2	92.3%	7.7%
	2010	27	26	1	96.3%	3.7%
	2009	27	26	1	96.3%	3.7%
Cuiebet	2011	76	69	7	90.8%	9.2%
	2010	79	76	3	96.2%	3.8%
	2009	60	60	-	100.0%	-
Rumbek C.	2011	43	39	4	90.7%	9.3%
	2010	44	42	2	95.5%	4.5%
	2009	43	40	3	93.0%	7.0%
Rumbek E.	2011	32	28	4	87.5%	12.5%
	2010	36	31	5	86.1%	13.9%
	2009	32	30	2	93.8%	6.3%
Rumbek N.	2011	31	28	3	90.3%	9.7%
	2010	31	30	1	96.8%	3.2%
	2009	32	31	1	96.9%	3.1%
Wulu	2011	22	20	2	90.9%	9.1%
	2010	32	30	2	93.8%	6.3%
	2009	34	33	1	97.1%	2.9%
Yirol E.	2011	28	24	4	85.7%	14.3%
	2010	25	24	1	96.0%	4.0%
	2009	27	27	-	100.0%	-
Yirol W.	2011	28	24	4	85.7%	14.3%
	2010	26	26	-	100.0%	-
	2009	26	26	-	100.0%	-
Total	2011	286	256	30	89.5%	10.5%
	2010	300	285	15	95.0%	5.0%
	2009	281	273	8	97.2%	2.8%

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

**Number of primary schools by county, 2009-2011**



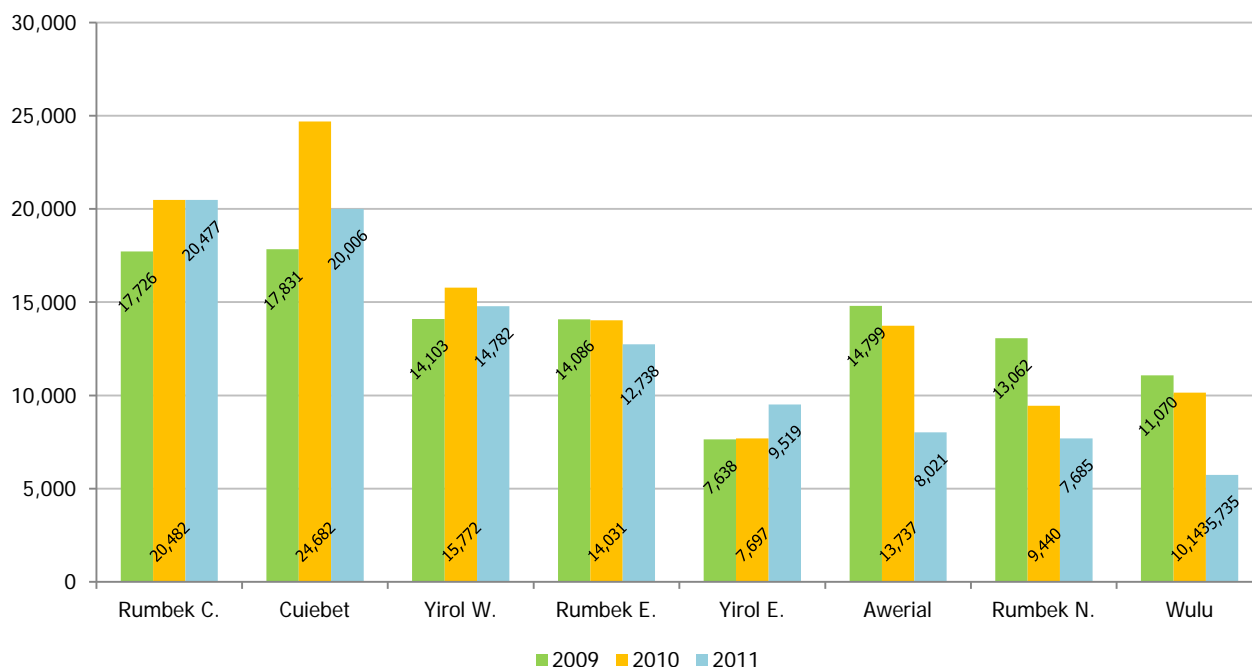


#### 4.2.2. Pupils

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

County	Year	Total	Male	Female	Male %	Female %
Awerial	2011	8,021	5,803	2,218	72.3%	27.7%
	2010	13,737	9,755	3,982	71.0%	29.0%
	2009	14,799	10,956	3,843	74.0%	26.0%
Cuiebet	2011	20,006	13,429	6,577	67.1%	32.9%
	2010	24,682	17,878	6,804	72.4%	27.6%
	2009	17,831	13,197	4,634	74.0%	26.0%
Rumbek C.	2011	20,477	12,862	7,615	62.8%	37.2%
	2010	20,482	13,010	7,472	63.5%	36.5%
	2009	17,726	11,101	6,625	62.6%	37.4%
Rumbek E.	2011	12,738	7,695	5,043	60.4%	39.6%
	2010	14,031	8,472	5,559	60.4%	39.6%
	2009	14,086	8,186	5,900	58.1%	41.9%
Rumbek N.	2011	7,685	6,179	1,506	80.4%	19.6%
	2010	9,440	7,466	1,974	79.1%	20.9%
	2009	13,062	9,620	3,442	73.6%	26.4%
Wulu	2011	5,735	3,643	2,092	63.5%	36.5%
	2010	10,143	7,290	2,853	71.9%	28.1%
	2009	11,070	7,651	3,419	69.1%	30.9%
Yirol E.	2011	9,519	6,558	2,961	68.9%	31.1%
	2010	7,697	5,335	2,362	69.3%	30.7%
	2009	7,638	5,356	2,282	70.1%	29.9%
Yirol W.	2011	14,782	10,222	4,560	69.2%	30.8%
	2010	15,772	11,198	4,574	71.0%	29.0%
	2009	14,103	9,992	4,111	70.9%	29.1%
Total	2011	98,963	66,391	32,572	67.1%	32.9%
	2010	115,984	80,404	35,580	69.3%	30.7%
	2009	110,315	76,059	34,256	68.9%	31.1%

**Number of primary school pupil enrolment by county, 2009-2011**

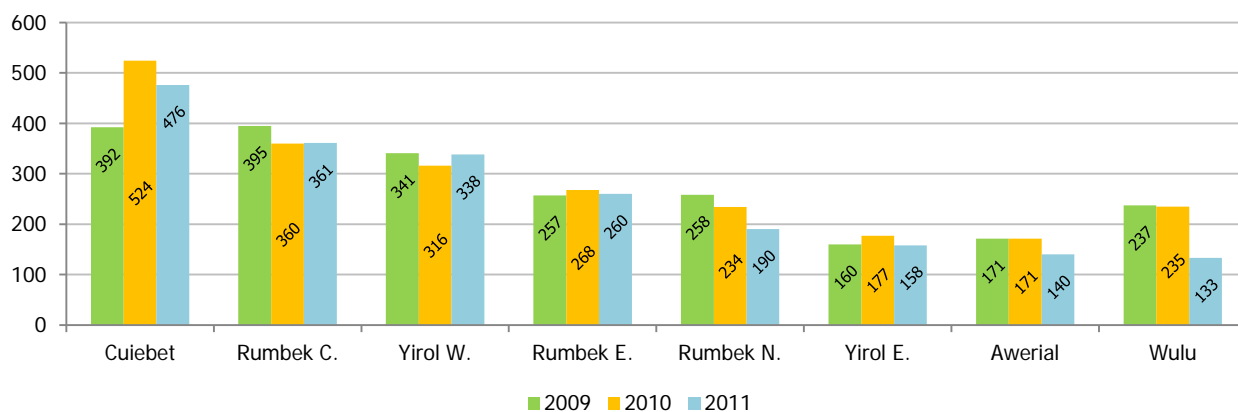


#### 4.2.3. Teachers

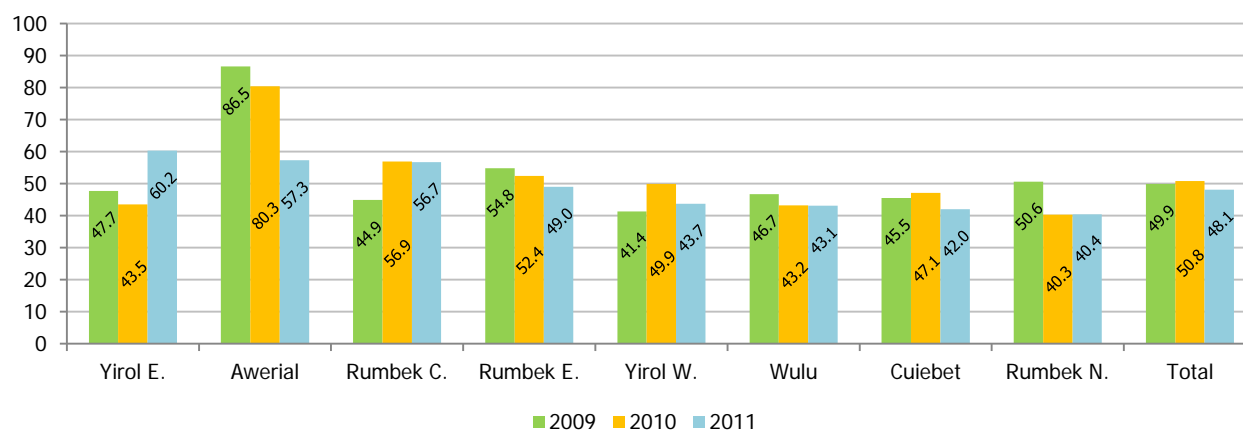
**Number and % of primary school teachers, and pupil-teacher ratio (PTR) by county and gender, 2009-2011**

County	Year	Total	Male	Female	Male %	Female %	PTR
Awerial	2011	140	129	11	92.1%	7.9%	57.3
	2010	171	158	13	92.4%	7.6%	80.3
	2009	171	149	22	87.1%	12.9%	86.5
Cuiebet	2011	476	431	45	90.5%	9.5%	42.0
	2010	524	478	46	91.2%	8.8%	47.1
	2009	392	358	34	91.3%	8.7%	45.5
Rumbek C.	2011	361	342	19	94.7%	5.3%	56.7
	2010	360	333	27	92.5%	7.5%	56.9
	2009	395	364	31	92.2%	7.8%	44.9
Rumbek E.	2011	260	245	15	94.2%	5.8%	49.0
	2010	268	253	15	94.4%	5.6%	52.4
	2009	257	249	8	96.9%	3.1%	54.8
Rumbek N.	2011	190	178	12	93.7%	6.3%	40.4
	2010	234	209	25	89.3%	10.7%	40.3
	2009	258	235	23	91.1%	8.9%	50.6
Wulu	2011	133	128	5	96.2%	3.8%	43.1
	2010	235	225	10	95.7%	4.3%	43.2
	2009	237	223	14	94.1%	5.9%	46.7
Yirol E.	2011	158	141	17	89.2%	10.8%	60.2
	2010	177	155	22	87.6%	12.4%	43.5
	2009	160	143	17	89.4%	10.6%	47.7
Yirol W.	2011	338	325	13	96.2%	3.8%	43.7
	2010	316	305	11	96.5%	3.5%	49.9
	2009	341	324	17	95.0%	5.0%	41.4
Total	2011	2,056	1,919	137	93.3%	6.7%	48.1
	2010	2,285	2,116	169	92.6%	7.4%	50.8
	2009	2,211	2,045	166	92.5%	7.5%	49.9

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



**Primary school pupil-teacher ratio (PTR) by county, 2009-2011**



#### 4.2.4. Classrooms

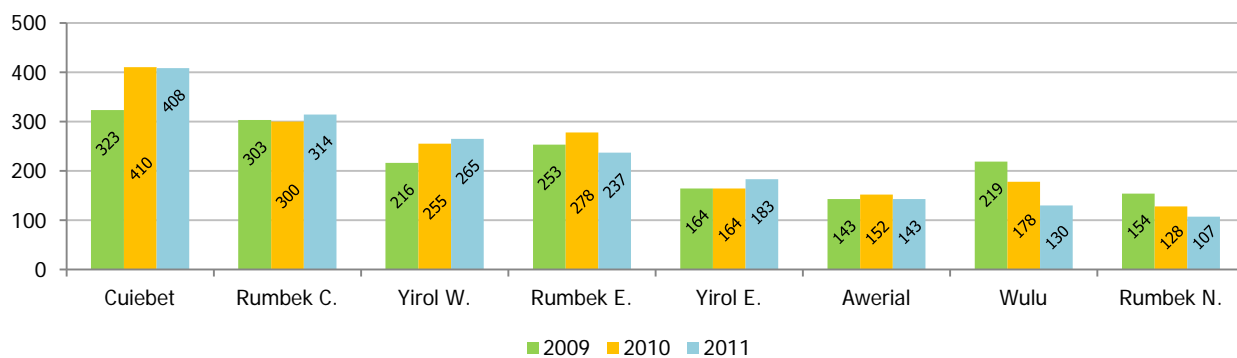
**Number of primary school classrooms and pupil-classroom ratio (PCR) by county and type, 2009-2011**

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Awerial	2011	143	33	2	92	16	229.2
	2010	152	32	13	94	13	305.3
	2009	143	29	39	55	20	217.6
Cuiebet	2011	408	39	84	221	64	162.7
	2010	410	44	62	259	45	232.8
	2009	323	45	61	204	13	168.2
Rumbek C.	2011	314	92	70	145	7	126.4
	2010	300	75	31	158	36	193.2
	2009	303	97	53	141	12	118.2
Rumbek E.	2011	237	75	57	95	10	96.5
	2010	278	66	51	129	32	119.9
	2009	253	66	42	128	17	130.4
Rumbek N.	2011	107	8	3	96	-	698.6
	2010	128	6	2	111	9	1,180.0
	2009	154	13	34	97	10	277.9
Wulu	2011	130	16	29	71	14	127.4
	2010	178	33	32	90	23	156.0
	2009	219	28	107	48	36	82.0
Yirol E.	2011	183	64	17	88	14	117.5
	2010	164	56	18	59	31	104.0
	2009	164	44	30	77	13	103.2
Yirol W.	2011	265	105	41	87	32	101.2
	2010	255	58	63	83	51	130.3
	2009	216	61	48	75	32	129.4
Total	2011	1,787	432	303	895	157	134.6
	2010	1,865	370	272	983	240	180.7
	2009	1,775	383	414	825	153	138.4

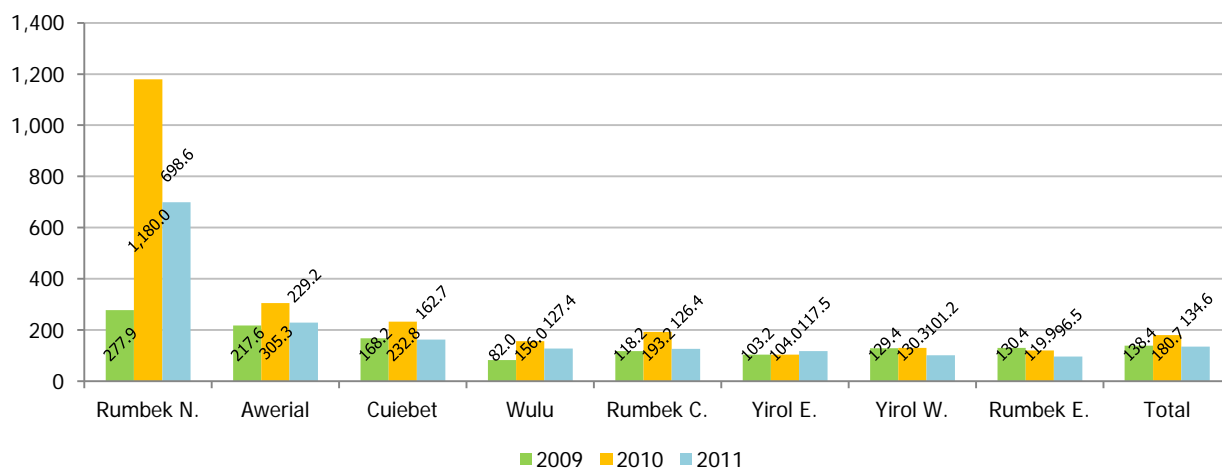
\* "Other" includes roof-only, tent, and others.

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

**Number of primary school classrooms by county, 2009-2011**



**Primary school pupil-classroom ratio (PCR) by county, 2009-2011**



### 4.3. Secondary school

#### 4.3.1. Schools

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

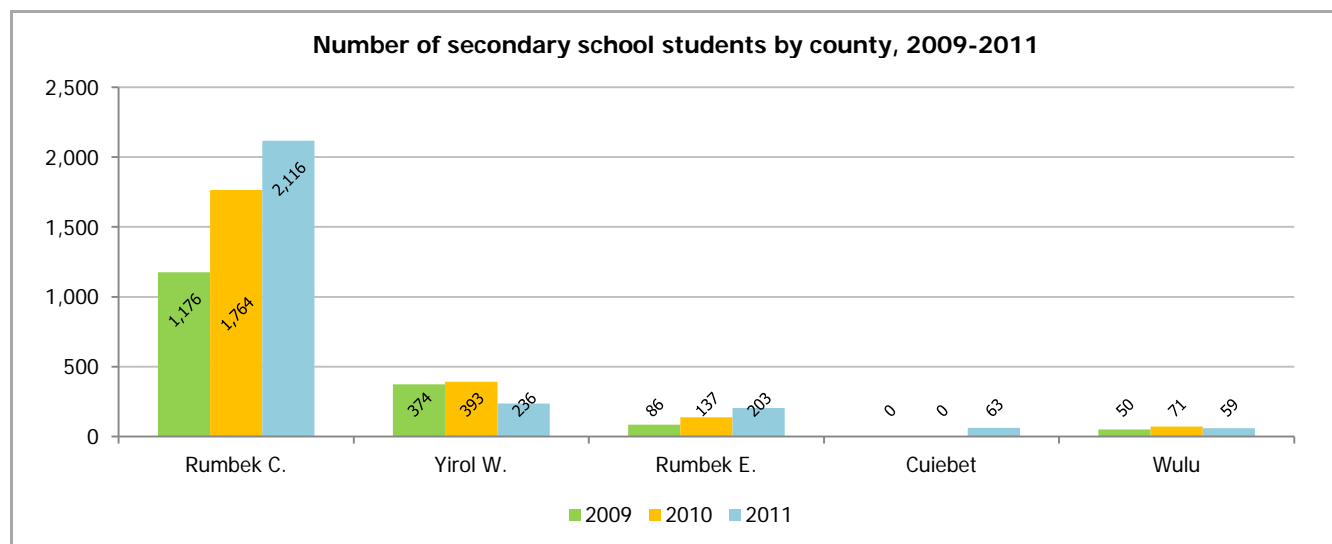
County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Cuiebet	2011	1	-	1	-	100.0%
	2010	-	-	-	-	-
	2009	-	-	-	-	-
Rumbek C.	2011	3	2	1	66.7%	33.3%
	2010	2	1	1	50.0%	50.0%
	2009	1	1	-	100.0%	-
Rumbek E.	2011	1	-	1	-	100.0%
	2010	1	-	1	-	100.0%
	2009	1	1	-	100.0%	-
Wulu	2011	1	1	-	100.0%	-
	2010	1	1	-	100.0%	-
	2009	1	-	1	-	100.0%
Yirol W.	2011	1	1	-	100.0%	-
	2010	2	1	1	50.0%	50.0%
	2009	2	1	1	50.0%	50.0%
Total	2011	7	4	3	57.1%	42.9%
	2010	6	3	3	50.0%	50.0%
	2009	5	3	2	60.0%	40.0%

#### 4.3.2. Students

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

County	Year	Total	Male	Female	Male %	Female %
Cuiebet	2011	63	61	2	96.8%	3.2%
	2010	-	-	-	-	-
	2009	-	-	-	-	-
Rumbek C.	2011	2,116	1,826	290	86.3%	13.7%
	2010	1,764	1,603	161	90.9%	9.1%
	2009	1,176	1,116	60	94.9%	5.1%
Rumbek E.	2011	203	153	50	75.4%	24.6%
	2010	137	104	33	75.9%	24.1%
	2009	86	75	11	87.2%	12.8%
Wulu	2011	59	44	15	74.6%	25.4%
	2010	71	68	3	95.8%	4.2%
	2009	50	41	9	82.0%	18.0%
Yirol W.	2011	236	204	32	86.4%	13.6%
	2010	393	364	29	92.6%	7.4%
	2009	374	356	18	95.2%	4.8%
Total	2011	2,677	2,288	389	85.5%	14.5%
	2010	2,365	2,139	226	90.4%	9.6%
	2009	1,686	1,588	98	94.2%	5.8%

\* "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.

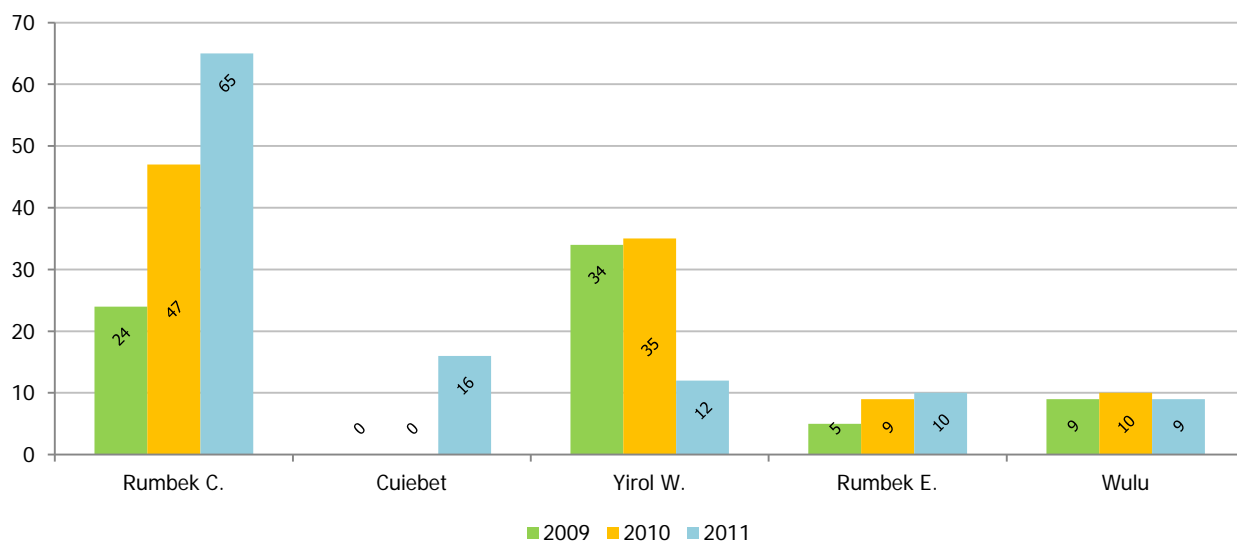


#### 4.3.3. Teachers

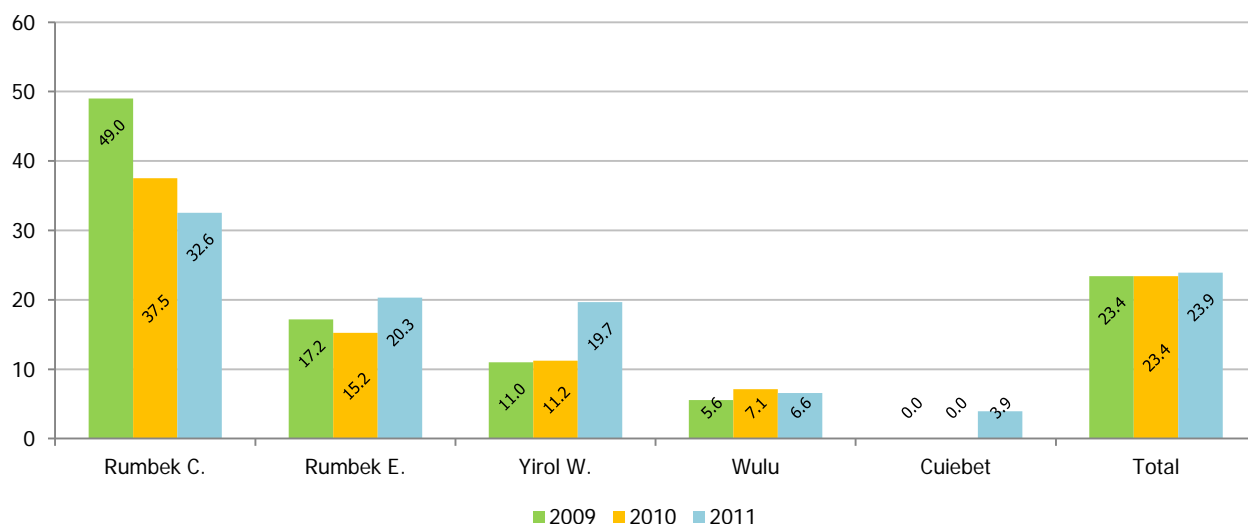
**Number and % of secondary school teachers and pupil-teacher ratio (PTR) by county and gender, 2009-2011**

County	Year	Total	Male	Female	Male %	Female %	PTR
Cuiebet	2011	16	16	-	100.0%	-	3.9
	2010	-	-	-	-	-	-
	2009	-	-	-	-	-	-
Rumbek C.	2011	65	58	7	89.2%	10.8%	32.6
	2010	47	40	7	85.1%	14.9%	37.5
	2009	24	24	-	100.0%	-	49.0
Rumbek E.	2011	10	9	1	90.0%	10.0%	20.3
	2010	9	7	2	77.8%	22.2%	15.2
	2009	5	4	1	80.0%	20.0%	17.2
Wulu	2011	9	8	1	88.9%	11.1%	6.6
	2010	10	10	-	100.0%	-	7.1
	2009	9	9	-	100.0%	-	5.6
Yirol W.	2011	12	12	-	100.0%	-	19.7
	2010	35	34	1	97.1%	2.9%	11.2
	2009	34	30	4	88.2%	11.8%	11.0
Total	2011	112	103	9	92.0%	8.0%	23.9
	2010	101	91	10	90.1%	9.9%	23.4
	2009	72	67	5	93.1%	6.9%	23.4

**Number of secondary school teachers by county, 2009-2011**



**Secondary school pupil-teacher ratio (PTR) by county, 2009-2011**



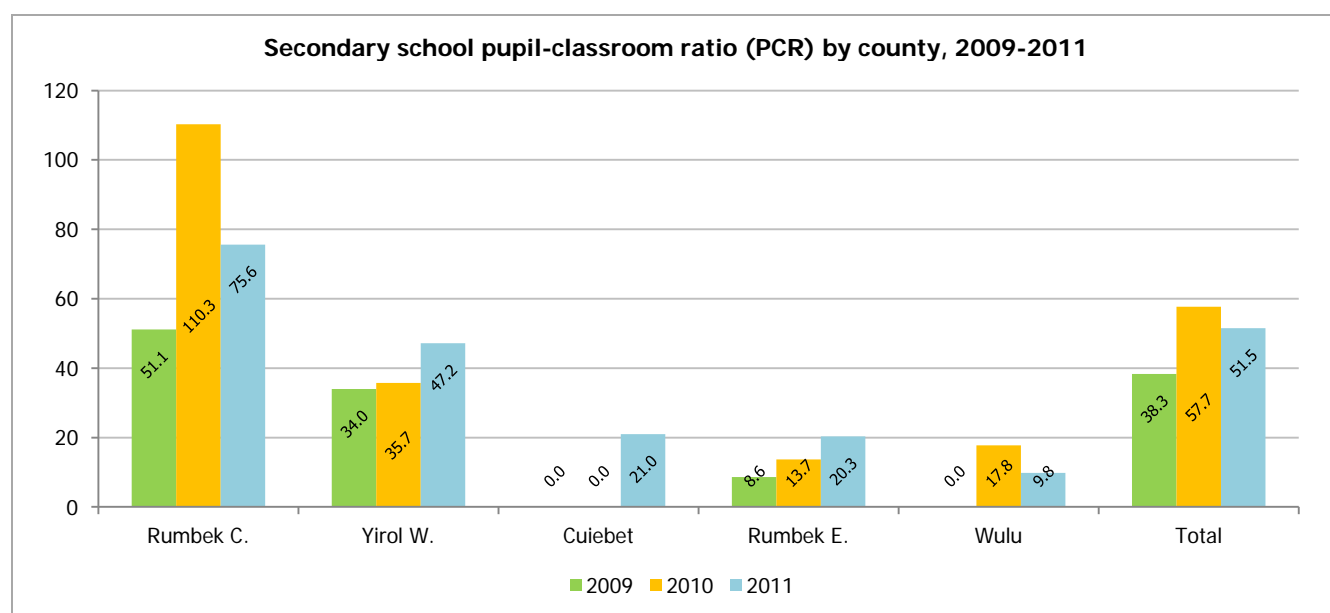
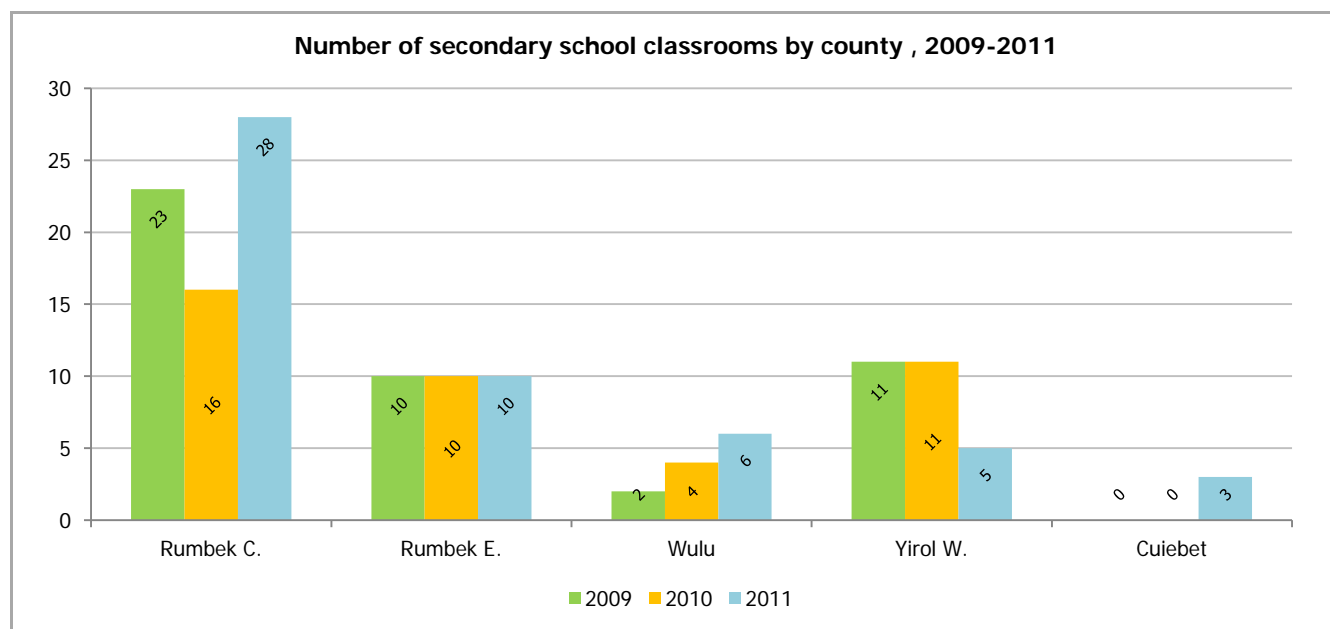
#### 4.3.4. Classrooms

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

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Cuiebet	2011	3	3	-	-	-	21.0
	2010	-	-	-	-	-	-
	2009	-	-	-	-	-	-
Rumbek C.	2011	28	26	2	-	-	75.6
	2010	16	16	-	-	-	110.3
	2009	23	15	8	-	-	51.1
Rumbek E.	2011	10	10	-	-	-	20.3
	2010	10	10	-	-	-	13.7
	2009	10	10	-	-	-	8.6
Wulu	2011	6	6	-	-	-	9.8
	2010	4	4	-	-	-	17.8
	2009	2	-	-	-	2	-
Yirol W.	2011	5	5	-	-	-	47.2
	2010	11	5	6	-	-	35.7
	2009	11	6	5	-	-	34.0
Total	2011	52	50	2	-	-	51.5
	2010	41	35	6	-	-	57.7
	2009	46	31	13	-	2	38.3

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

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



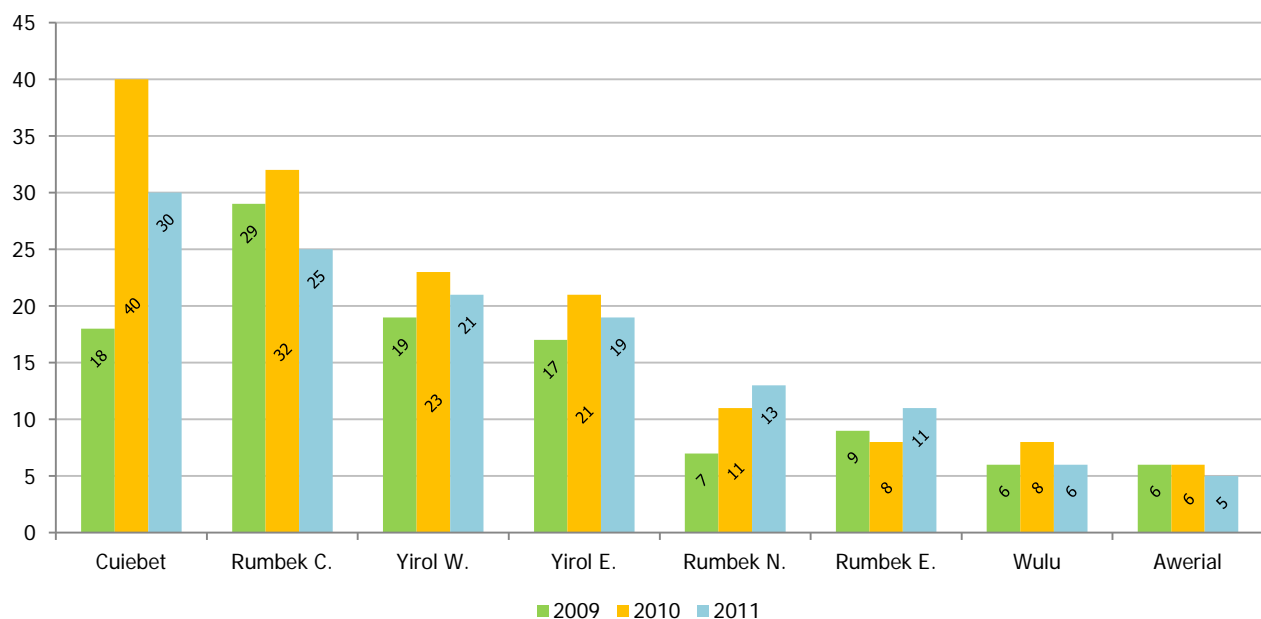
#### 4.4. Alternative Education System (AES) Centres

##### 4.4.1. Centres

**Number and % of AES centres by county and programme type, 2009-2011**

County	Year	Total	ALP	Non-ALP	ALP %	Non-ALP %
Awerial	2011	5	5	-	100.0%	-
	2010	6	6	-	100.0%	-
	2009	6	6	-	100.0%	-
Cuiebet	2011	30	27	3	90.0%	10.0%
	2010	40	25	15	62.5%	37.5%
	2009	18	17	1	94.4%	5.6%
Rumbek C.	2011	25	3	22	12.0%	88.0%
	2010	32	2	30	6.3%	93.8%
	2009	29	4	25	13.8%	86.2%
Rumbek E.	2011	11	-	11	-	100.0%
	2010	8	5	3	62.5%	37.5%
	2009	9	6	3	66.7%	33.3%
Rumbek N.	2011	13	12	1	92.3%	7.7%
	2010	11	5	6	45.5%	54.5%
	2009	7	-	7	-	100.0%
Wulu	2011	6	5	1	83.3%	16.7%
	2010	8	7	1	87.5%	12.5%
	2009	6	3	3	50.0%	50.0%
Yirol E.	2011	19	16	3	84.2%	15.8%
	2010	21	11	10	52.4%	47.6%
	2009	17	17	-	100.0%	-
Yirol W.	2011	21	16	5	76.2%	23.8%
	2010	23	12	11	52.2%	47.8%
	2009	19	12	7	63.2%	36.8%
Total	2011	130	84	46	64.6%	35.4%
	2010	149	73	76	49.0%	51.0%
	2009	111	65	46	58.6%	41.4%

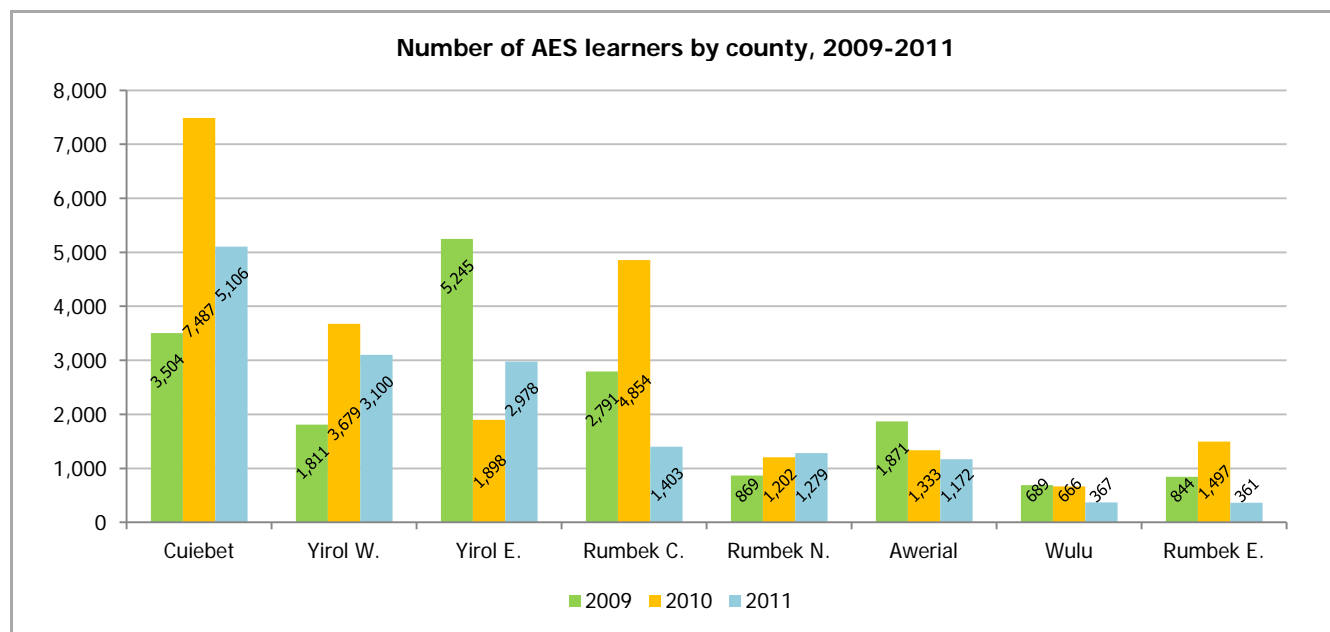
**Number of AES centres by county, 2009-2011**



#### 4.4.2. Students

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

County	Year	Total	Male	Female	Male %	Female %
Awerial	2011	1,172	933	239	79.6%	20.4%
	2010	1,333	925	408	69.4%	30.6%
	2009	1,871	1,051	820	56.2%	43.8%
Cuiebet	2011	5,106	3,280	1,826	64.2%	35.8%
	2010	7,487	4,714	2,773	63.0%	37.0%
	2009	3,504	1,857	1,647	53.0%	47.0%
Rumbek C.	2011	1,403	587	816	41.8%	58.2%
	2010	4,854	2,731	2,123	56.3%	43.7%
	2009	2,791	1,457	1,334	52.2%	47.8%
Rumbek E.	2011	361	139	222	38.5%	61.5%
	2010	1,497	1,004	493	67.1%	32.9%
	2009	844	428	416	50.7%	49.3%
Rumbek N.	2011	1,279	900	379	70.4%	29.6%
	2010	1,202	765	437	63.6%	36.4%
	2009	869	518	351	59.6%	40.4%
Wulu	2011	367	242	125	65.9%	34.1%
	2010	666	447	219	67.1%	32.9%
	2009	689	373	316	54.1%	45.9%
Yirol E.	2011	2,978	1,854	1,124	62.3%	37.7%
	2010	1,898	1,161	737	61.2%	38.8%
	2009	5,245	2,841	2,404	54.2%	45.8%
Yirol W.	2011	3,100	1,947	1,153	62.8%	37.2%
	2010	3,679	2,206	1,473	60.0%	40.0%
	2009	1,811	1,225	586	67.6%	32.4%
Total	2011	15,766	9,882	5,884	62.7%	37.3%
	2010	22,616	13,953	8,663	61.7%	38.3%
	2009	17,624	9,750	7,874	55.3%	44.7%



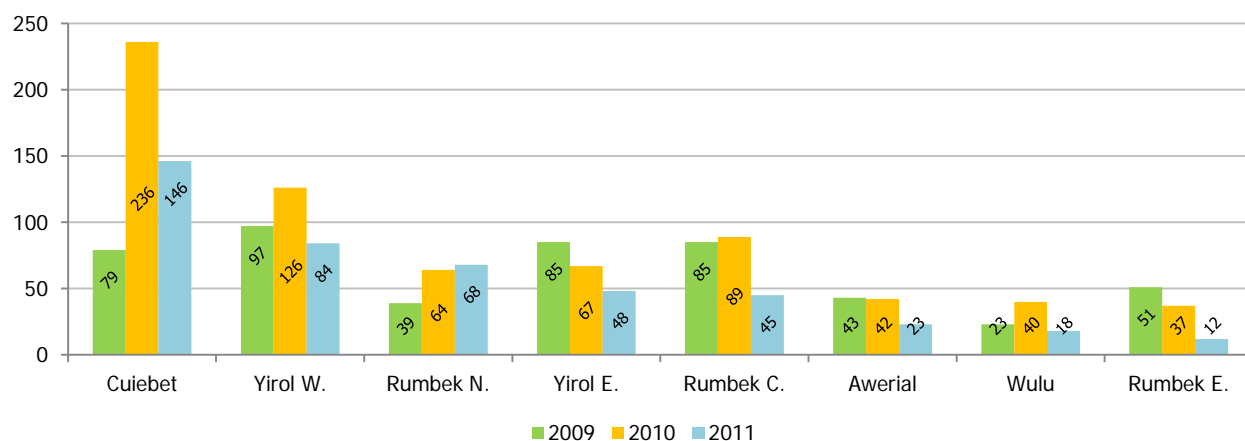


#### 4.4.3. Teachers

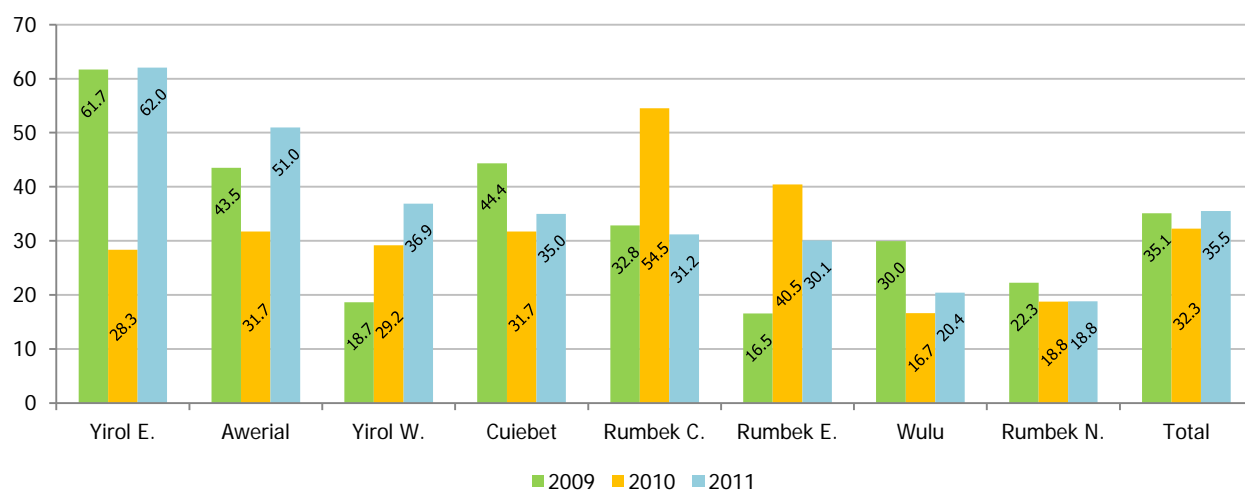
**Number and % of AES teachers and pupil-teacher ratio (PTR) by county and gender, 2009-2011**

County	Year	Total	Male	Female	Male %	Female %	PTR
Awerial	2011	23	19	4	82.6%	17.4%	51.0
	2010	42	37	5	88.1%	11.9%	31.7
	2009	43	33	10	76.7%	23.3%	43.5
Cuiebet	2011	146	138	8	94.5%	5.5%	35.0
	2010	236	215	21	91.1%	8.9%	31.7
	2009	79	75	4	94.9%	5.1%	44.4
Rumbek C.	2011	45	25	20	55.6%	44.4%	31.2
	2010	89	64	25	71.9%	28.1%	54.5
	2009	85	57	28	67.1%	32.9%	32.8
Rumbek E.	2011	12	1	11	8.3%	91.7%	30.1
	2010	37	37	-	100.0%	-	40.5
	2009	51	47	4	92.2%	7.8%	16.5
Rumbek N.	2011	68	55	13	80.9%	19.1%	18.8
	2010	64	53	11	82.8%	17.2%	18.8
	2009	39	31	8	79.5%	20.5%	22.3
Wulu	2011	18	18	-	100.0%	-	20.4
	2010	40	38	2	95.0%	5.0%	16.7
	2009	23	23	-	100.0%	-	30.0
Yirol E.	2011	48	44	4	91.7%	8.3%	62.0
	2010	67	61	6	91.0%	9.0%	28.3
	2009	85	79	6	92.9%	7.1%	61.7
Yirol W.	2011	84	79	5	94.0%	6.0%	36.9
	2010	126	107	19	84.9%	15.1%	29.2
	2009	97	90	7	92.8%	7.2%	18.7
Total	2011	444	379	65	85.4%	14.6%	35.5
	2010	701	612	89	87.3%	12.7%	32.3
	2009	502	435	67	86.7%	13.3%	35.1

**Number of AES teachers by county, 2009-2011**



**AES pupil-teacher ratio (PTR) by county, 2009-2011**



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

##### 4.5.1. Centres

**Number and % of TVET centres by county and ownership type, 2011**

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Rumbek C.	2011	2	-	2	-	100.0%
Rumbek E.	2011	1	-	1	-	100.0%
Yirol W.	2011	1	1	-	100.0%	-
Total	2011	4	1	3	25.0%	75.0%

##### 4.5.2. Trainees

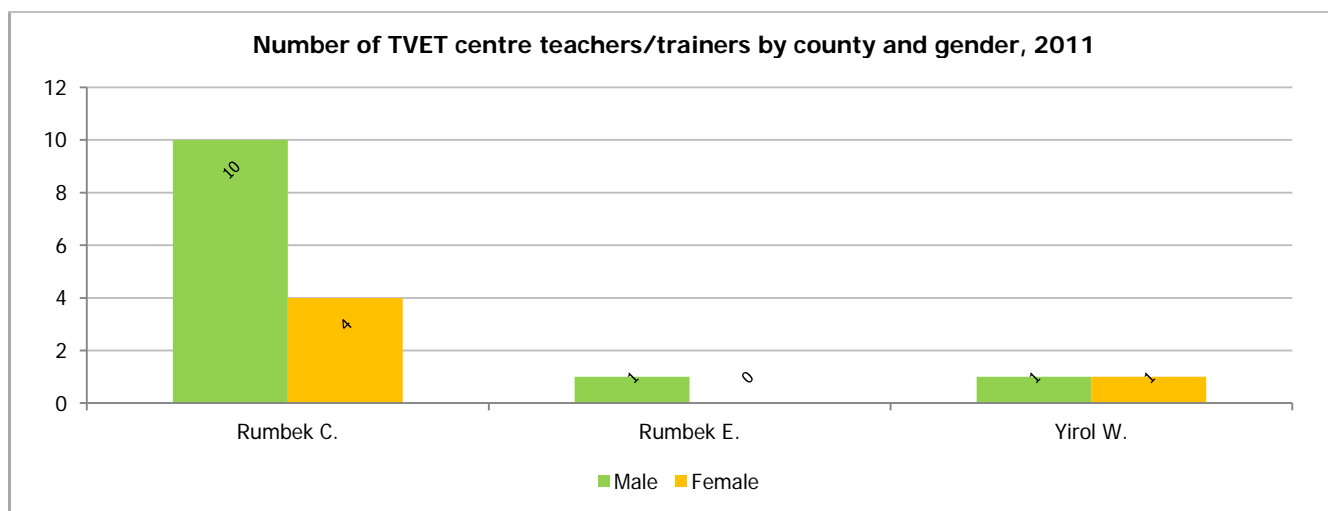
**Number and % of TVET centre trainees by county and gender, 2011**

County	Year	Total	Male	Female	Male %	Female %
Rumbek C.	2011	286	45	241	15.7%	84.3%
Rumbek E.	2011	-	-	-	-	-
Yirol W.	2011	-	-	-	-	-
Total	2011	286	45	241	15.7%	84.3%

##### 4.5.3. Teachers/trainers

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

County	Year	Total	Male	Female	Male %	Female %	PTR
Rumbek C.	2011	14	10	4	71.4%	28.6%	20.4
Rumbek E.	2011	1	1	-	100.0%	-	-
Yirol W.	2011	2	1	1	50.0%	50.0%	-
Total	2011	17	12	5	70.6%	29.4%	16.8



##### 4.5.4. Programmes

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

County	Year	Agriculture	Automotive technology	Carpentry	Computer technology	Hairdressing	Masonry/Construction	Tailoring/Embroidering	Other
Rumbek C.	2011	1	-	1	-	-	1	-	2
Rumbek E.	2011	-	-	1	-	1	1	1	-
Yirol W.	2011	1	1	1	1	-	-	1	-
Total	2011	2	1	3	1	1	2	2	2

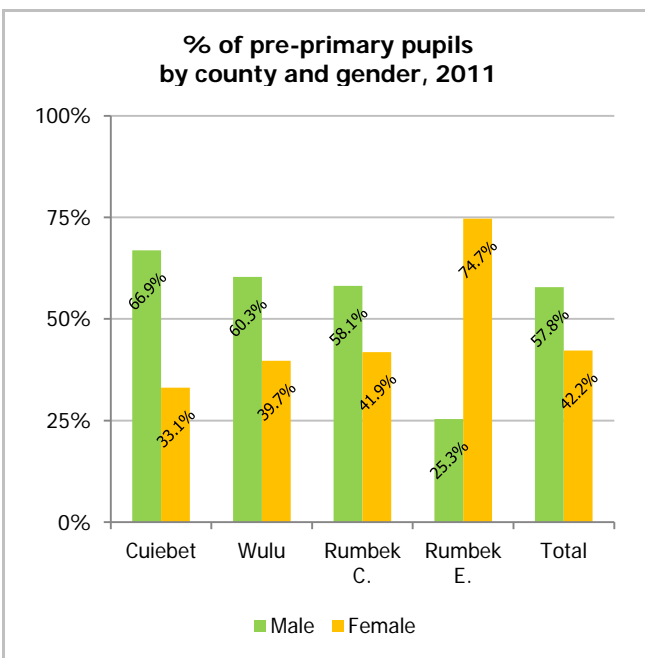
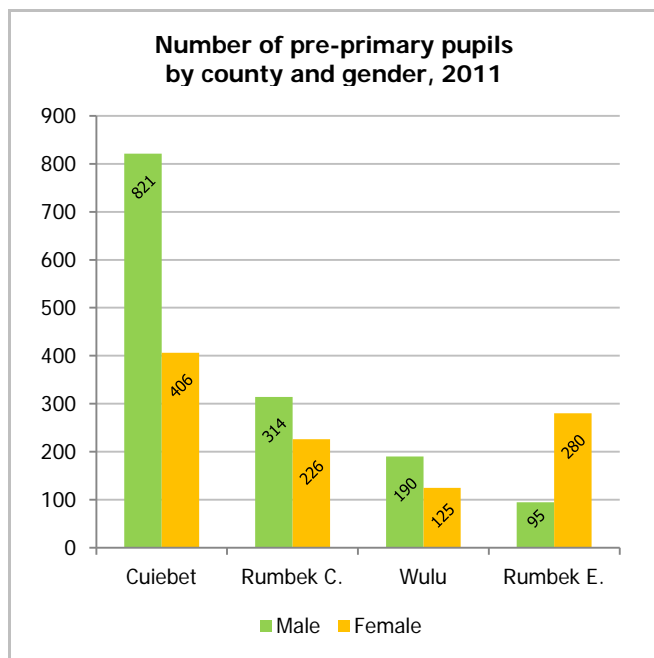
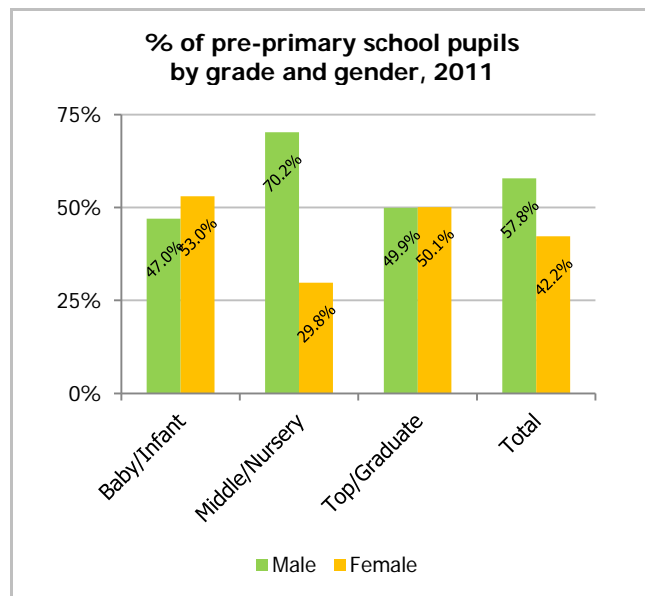
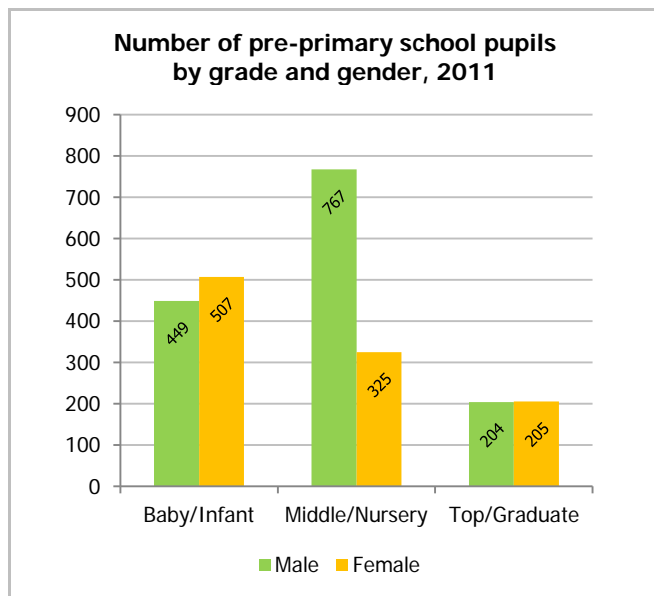
## 5.0. PRE-PRIMARY SCHOOL, 2011

### 5.1. Access

#### 5.1.1. Enrolment

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

County	Total	Baby/Infant	Middle/Nursery	Top/Graduate
Cuiebet	1,227	443	669	115
Rumbek C.	540	208	200	132
Rumbek E.	375	139	136	100
Wulu	315	166	87	62
Total	2,457	956	1,092	409



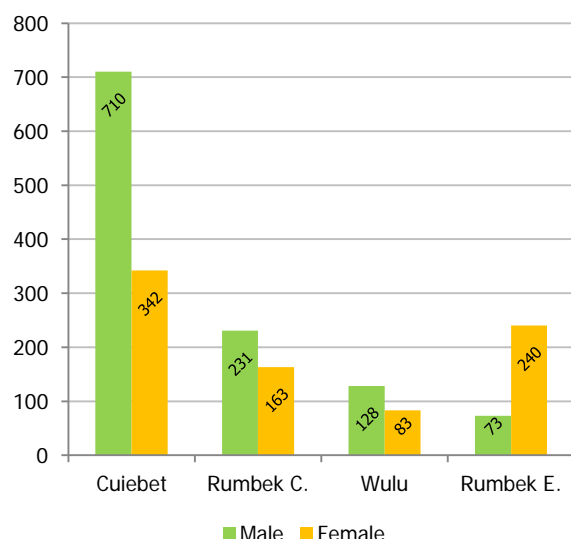
#### 5.1.2. Overage pupils

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

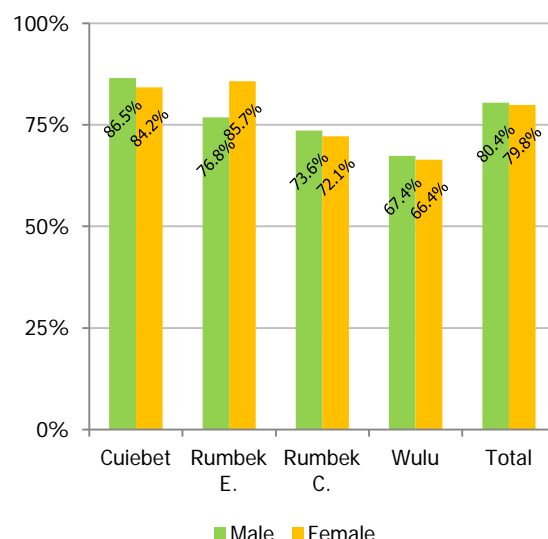
County	Total			Male			Female		
	At age	Overage	% overage	At age	Overage	% overage	At age	Overage	% overage
Cuiebet	175	1,052	85.7%	111	710	86.5%	64	342	84.2%
Rumbek C.	146	394	73.0%	83	231	73.6%	63	163	72.1%
Rumbek E.	62	313	83.5%	22	73	76.8%	40	240	85.7%
Wulu	104	211	67.0%	62	128	67.4%	42	83	66.4%
Total	487	1,970	80.2%	278	1,142	80.4%	209	828	79.8%

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

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



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

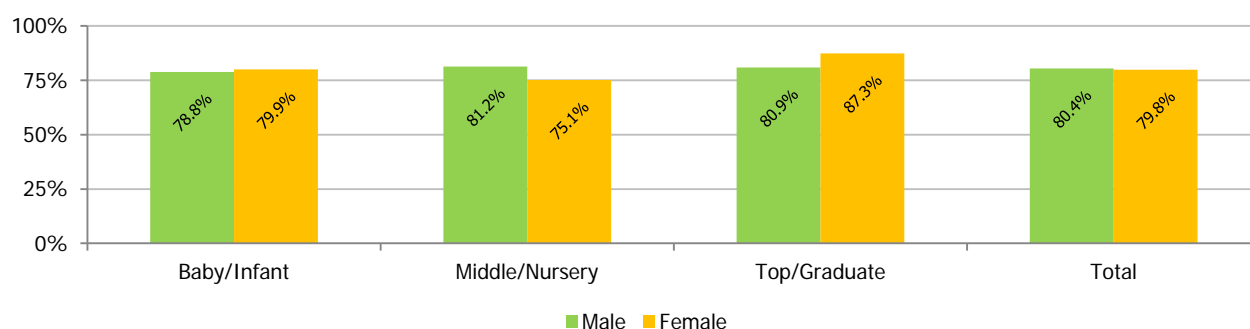


**Number and % of pre-primary school at-age and overage pupils by grade and gender, 2011**

Grade	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
Baby/Infant	197	759	79.4%	95	354	78.8%	102	405	79.9%
Middle/Nursery	225	867	79.4%	144	623	81.2%	81	244	75.1%
Top/Graduate	65	344	84.1%	39	165	80.9%	26	179	87.3%
Total	487	1,970	80.2%	278	1,142	80.4%	209	828	79.8%

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

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



## 5.2. Resources

### 5.2.1. Schools

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

Ownership type	Schools
Community	2
Government	16
Government-aided	3
Other	4
Total	25

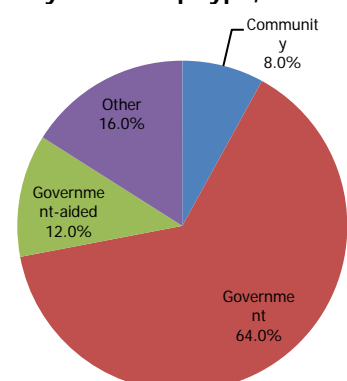
\* "Other" includes NGO-supported, unknown, and unspecified other ownership types.

**No. and % of pre-primary schools with meals by county, 2011**

County	Schools	Schools w/ meals		Schools w/out meals	
		Count	% total	Count	% total
Cuiebet	14	7	50.0%	7	50.0%
Rumbek C.	4	2	50.0%	2	50.0%
Rumbek E.	5	4	80.0%	1	20.0%
Wulu	2	2	100.0%	-	-
Total	25	15	60.0%	10	40.0%

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

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

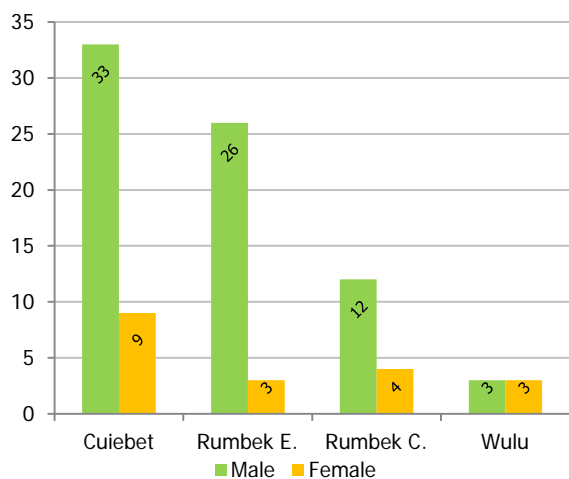


## 5.2.2. Teachers

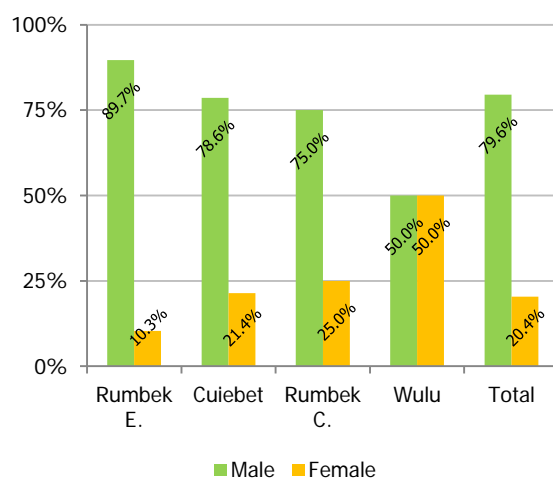
**Number and % of pre-primary school teachers by county and gender, 2011**

County	Total	Male		Female	
		Count	% total	Count	% total
Cuiebet	42	33	78.6%	9	21.4%
Rumbek C.	16	12	75.0%	4	25.0%
Rumbek E.	29	26	89.7%	3	10.3%
Wulu	6	3	50.0%	3	50.0%
Total	93	74	79.6%	19	20.4%

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



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

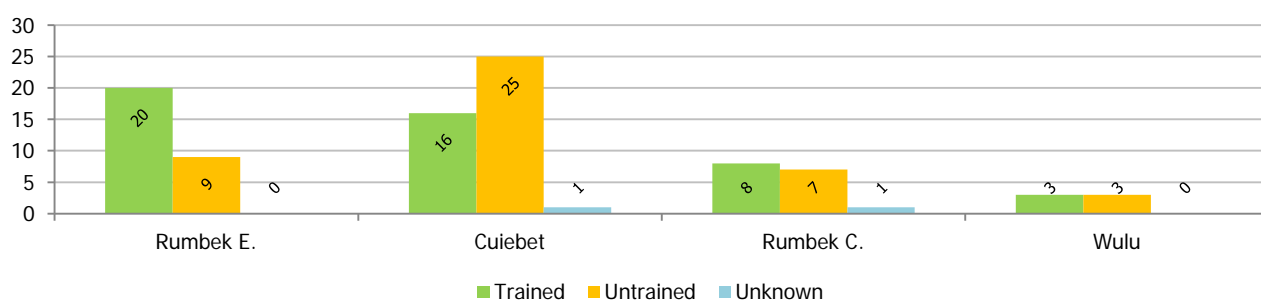


**Number and % of pre-primary school teachers by professional qualification and county, 2011**

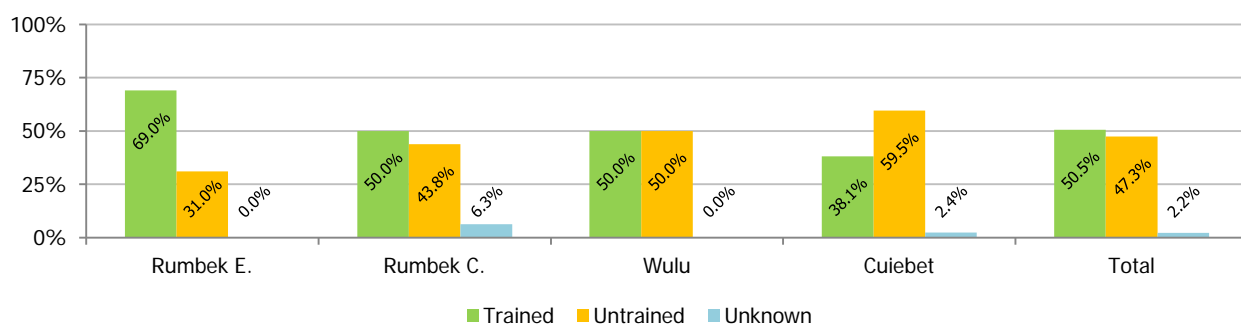
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Cuiebet	42	16	38.1%	25	59.5%	1	2.4%
Rumbek C.	16	8	50.0%	7	43.8%	1	6.3%
Rumbek E.	29	20	69.0%	9	31.0%	-	-
Wulu	6	3	50.0%	3	50.0%	-	-
Total	93	47	50.5%	44	47.3%	2	2.2%

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

**Number of pre-primary school teachers by professional qualification and county, 2011**



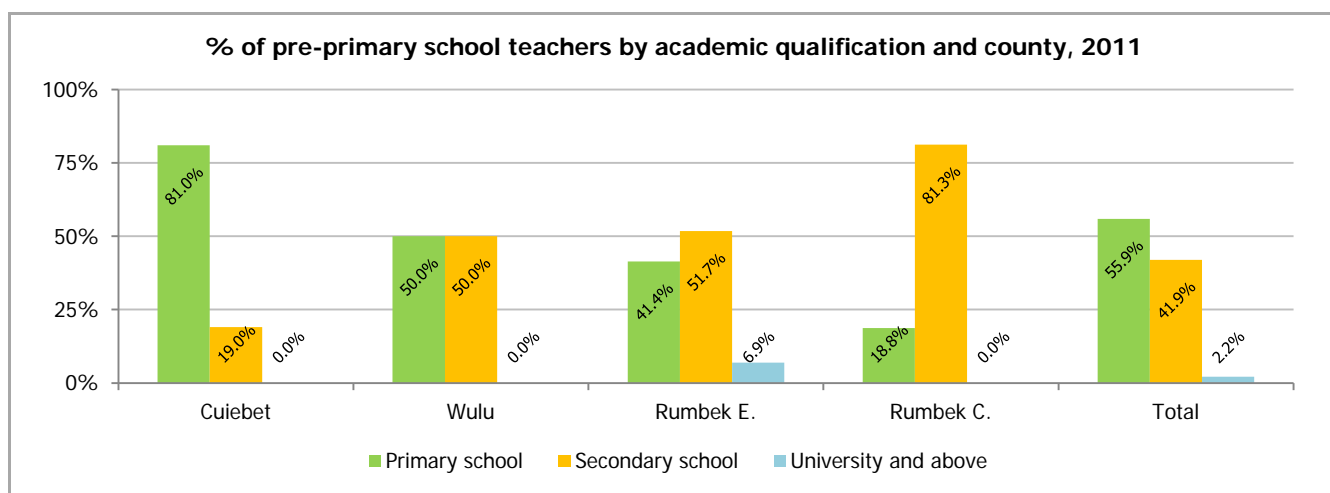
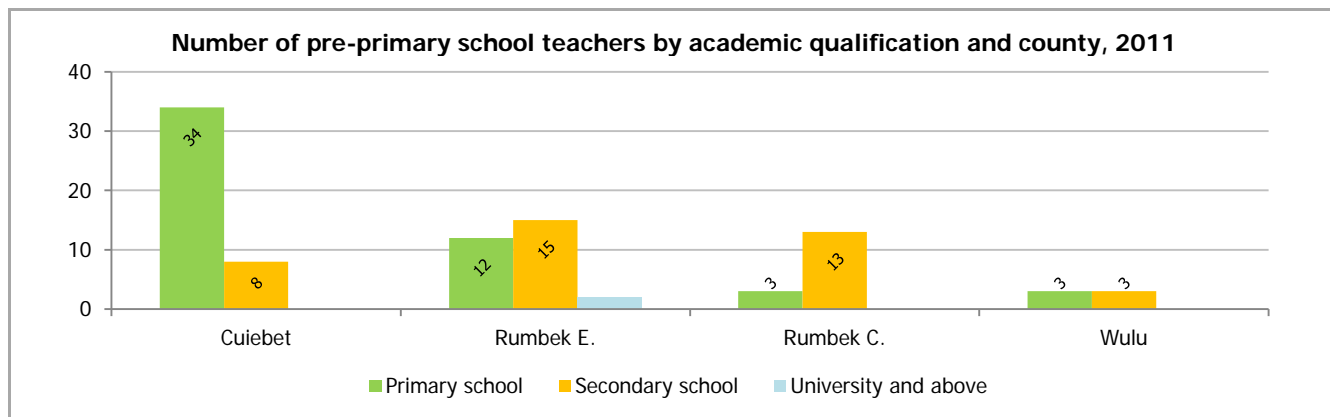
**% of pre-primary school teachers by professional qualification and county, 2011**



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

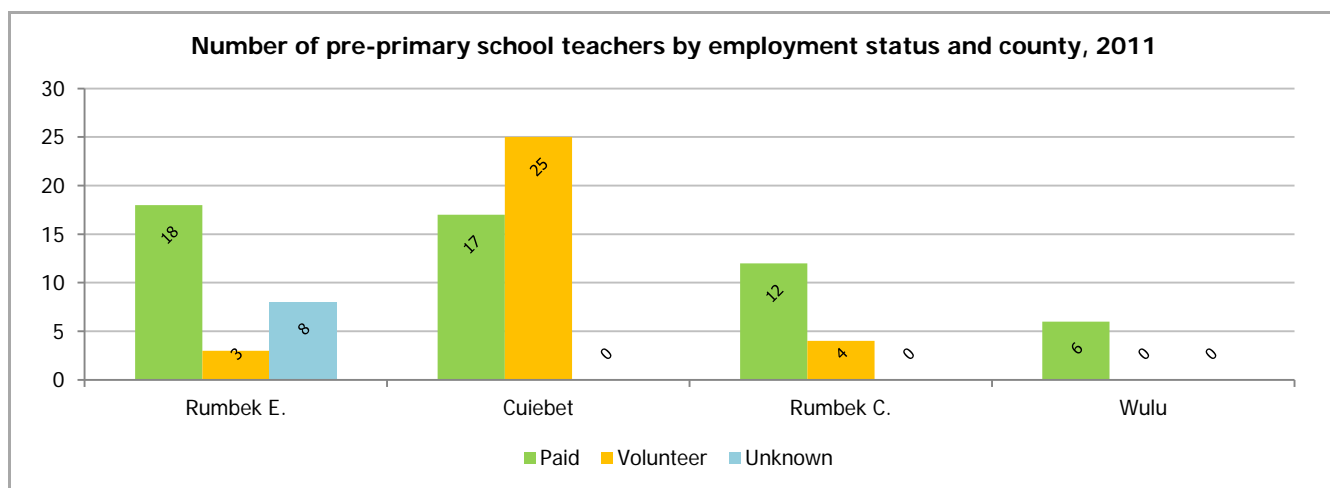
County	Total	Primary School		Secondary School		University and above	
		Count	% total	Count	% total	Count	% total
Cuiebet	42	34	81.0%	8	19.0%	-	-
Rumbek C.	16	3	18.8%	13	81.3%	-	-
Rumbek E.	29	12	41.4%	15	51.7%	2	6.9%
Wulu	6	3	50.0%	3	50.0%	-	-
Total	93	52	55.9%	39	41.9%	2	2.2%

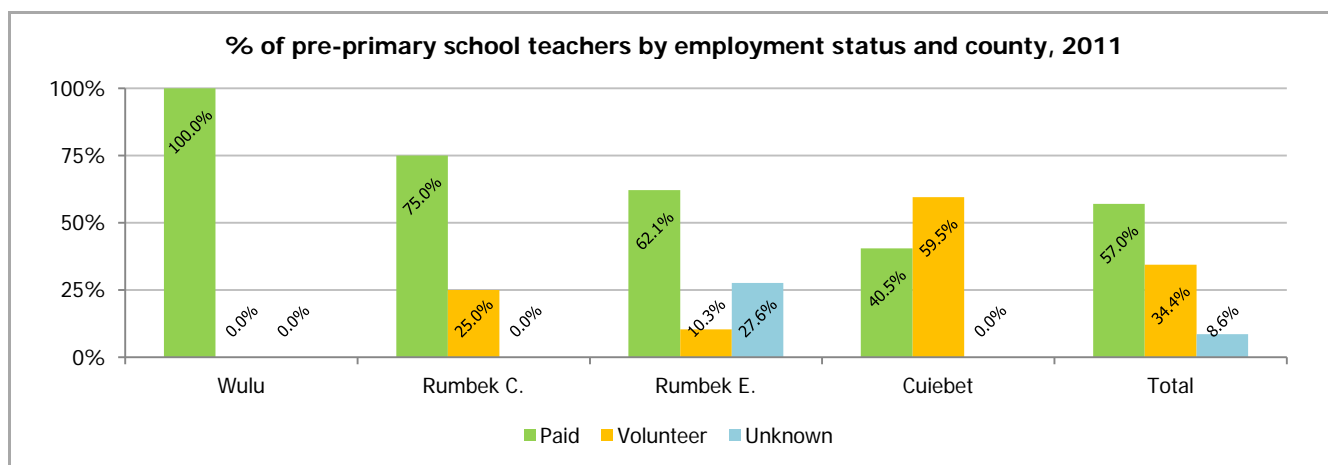
\* "Primary school" includes completion of primary and intermediate/lower secondary education levels. "Secondary school" attainment includes completion of secondary, O-level, and/or A-level education levels. "University and above" attainment includes completion of four (4) years of university education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



### Number and % of pre-primary school teachers by employment status and county, 2011

County	Total	Paid		Volunteer		Unknown	
		Count	% total	Count	% total	Count	% total
Cuiebet	42	17	40.5%	25	59.5%	-	-
Rumbek C.	16	12	75.0%	4	25.0%	-	-
Rumbek E.	29	18	62.1%	3	10.3%	8	27.6%
Wulu	6	6	100.0%	-	-	-	-
Total	93	53	57.0%	32	34.4%	8	8.6%

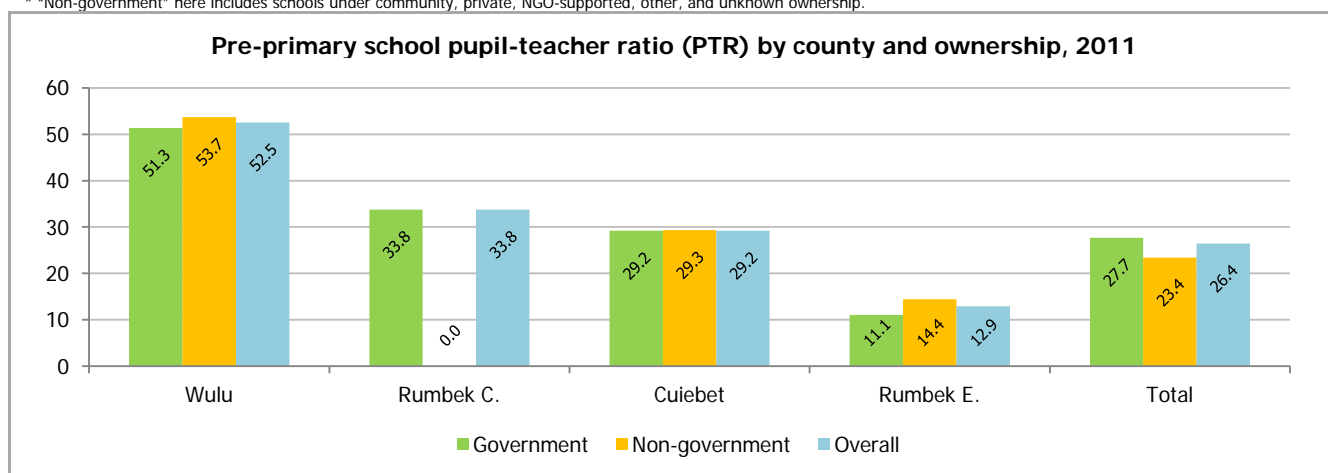




**Pre-primary school pupil-teacher ratio (PTR) by county and ownership, 2011**

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Cuiebet	1,227	42	29.2	963	33	29.2	264	9	29.3
Rumbek C.	540	16	33.8	540	16	33.8	-	-	-
Rumbek E.	375	29	12.9	144	13	11.1	231	16	14.4
Wulu	315	6	52.5	154	3	51.3	161	3	53.7
Total	2,457	93	26.4	1,801	65	27.7	656	28	23.4

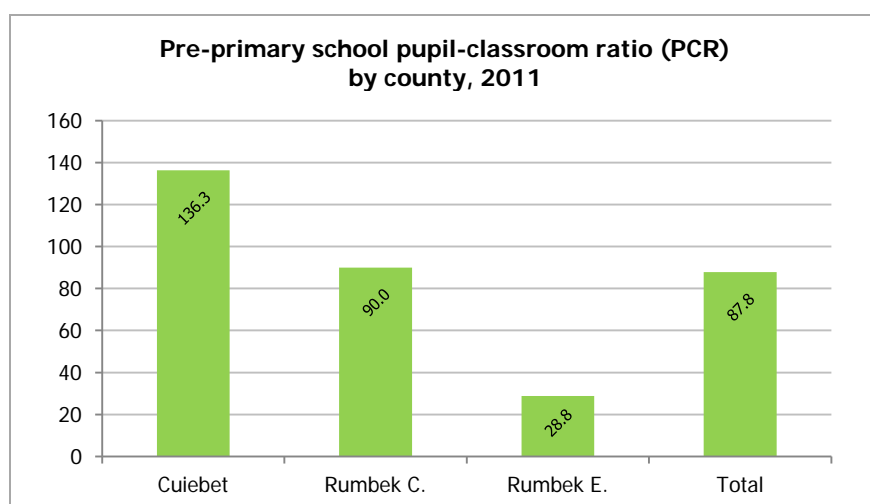
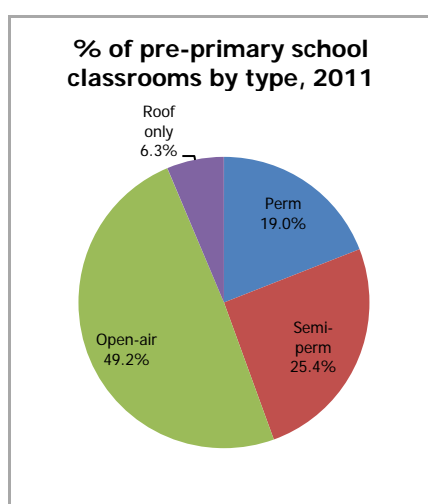
\* "Non-government" here includes schools under community, private, NGO-supported, other, and unknown ownership.



### 5.2.3. Classrooms

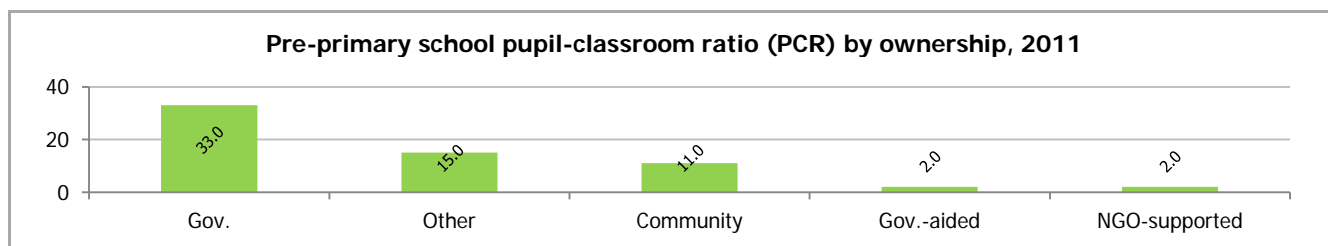
**Number of pre-primary school classrooms and pupil-classroom ratio (PCR) by county and type, 2011**

County	Total	Perm	Semi-perm	Open-air	Roof only	PCR
Cuiebet	35	1	8	22	4	136.3
Rumbek C.	11	-	6	5	-	90.0
Rumbek E.	13	11	2	-	-	28.8
Wulu	4	-	-	4	-	-
Total	63	12	16	31	4	87.8



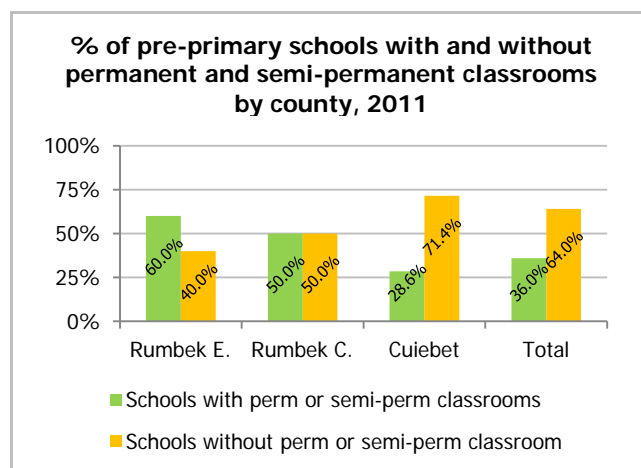
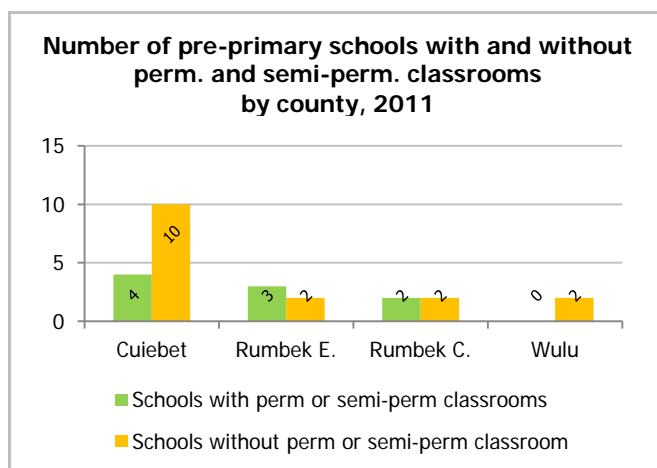
### Number of pre-primary school classrooms and pupil-classroom ratio (PCR) by ownership type, 2011

Ownership	Total	Perm	Semi-perm	Open-air	Roof only	PCR
Community	11	9	-	2	-	27.3
Gov.	33	1	13	19	-	110.6
Gov.-aided	2	-	-	2	-	-
NGO-supported	2	2	-	-	-	27.5
Other	15	-	3	8	4	118.3
Total	63	12	16	31	4	87.8



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

County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Cuiebet	14	4	28.6%	10	71.4%
Rumbek C.	4	2	50.0%	2	50.0%
Rumbek E.	5	3	60.0%	2	40.0%
Wulu	2	-	-	2	100.0%
Total	25	9	36.0%	16	64.0%



#### 5.2.4. Curriculum and instruction

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

Language	Baby/Infant	Nursery/Middle	Top/Graduate
English	6	8	7
	100.0%	100.0%	100.0%
Total	6	8	7

#### 5.2.5. Facilities

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

County	Schools	Access		No access	
		Count	% total	Count	% total
Cuiebet	14	11	78.6%	3	21.4%
Rumbek C.	4	4	100.0%	-	-
Rumbek E.	5	4	80.0%	1	20.0%
Wulu	2	1	50.0%	1	50.0%
Total	25	20	80.0%	5	20.0%

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

County	Schools	Access		No access	
		Count	% total	Count	% total
Cuiebet	14	9	64.3%	5	35.7%
Rumbek C.	4	1	25.0%	3	75.0%
Rumbek E.	5	4	80.0%	1	20.0%
Wulu	2	1	50.0%	1	50.0%
Total	25	15	60.0%	10	40.0%



## 6.0. PRIMARY SCHOOL, 2011

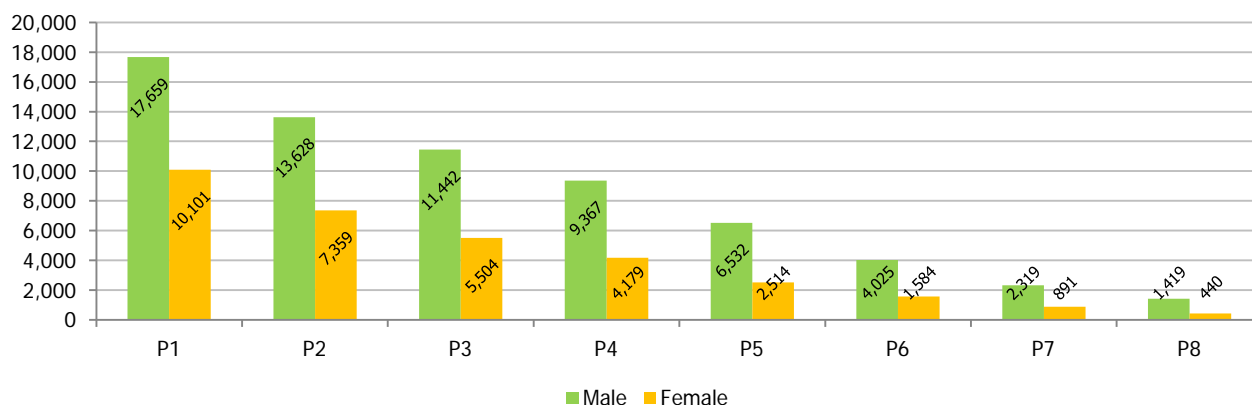
### 6.1. Access

#### 6.1.1. Enrolment

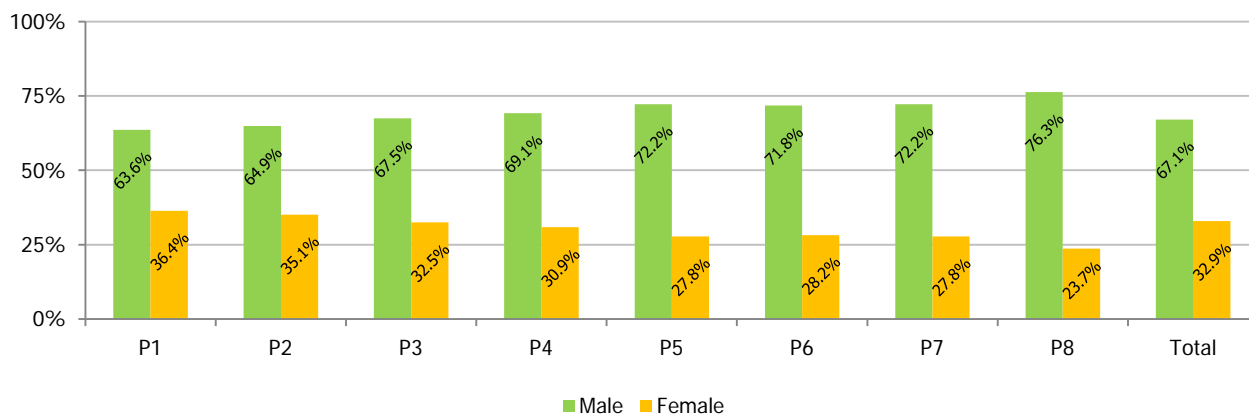
Number of primary school pupils by county and grade, 2011

County	Total	P1	P2	P3	P4	P5	P6	P7	P8
Awerial	8,021	2,685	2,167	1,481	1,060	428	90	76	34
Cuiebet	20,006	6,793	4,711	3,819	2,580	1,281	559	176	87
Rumbek C.	20,477	4,806	3,673	3,294	2,949	2,250	1,544	1,133	828
Rumbek E.	12,738	2,934	2,190	1,825	1,699	1,538	1,179	879	494
Rumbek N.	7,685	2,291	1,949	1,588	964	564	278	51	-
Wulu	5,735	1,770	1,133	941	892	521	291	132	55
Yirol E.	9,519	3,179	2,038	1,510	1,289	827	458	169	49
Yirol W.	14,782	3,302	3,126	2,488	2,113	1,637	1,210	594	312
Total	98,963	27,760	20,987	16,946	13,546	9,046	5,609	3,210	1,859

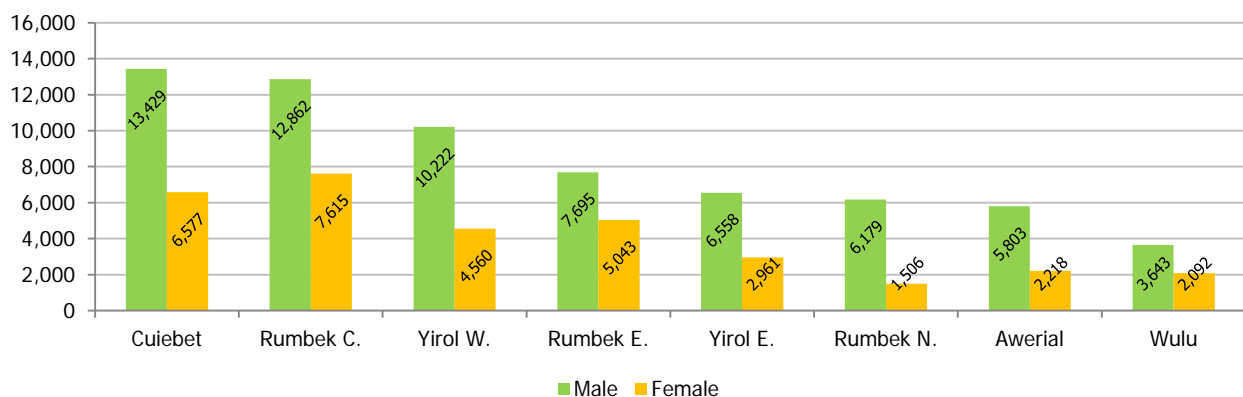
Number of primary school pupils by grade and gender, 2011

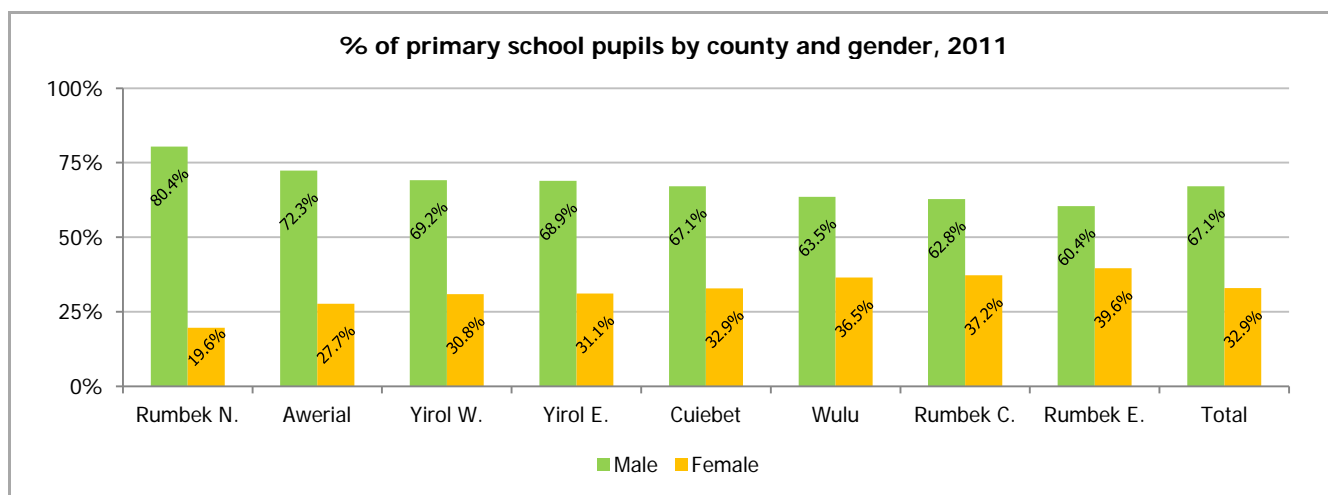


% of primary school pupils by grade and gender, 2011



Number of primary school pupils by county and gender, 2011



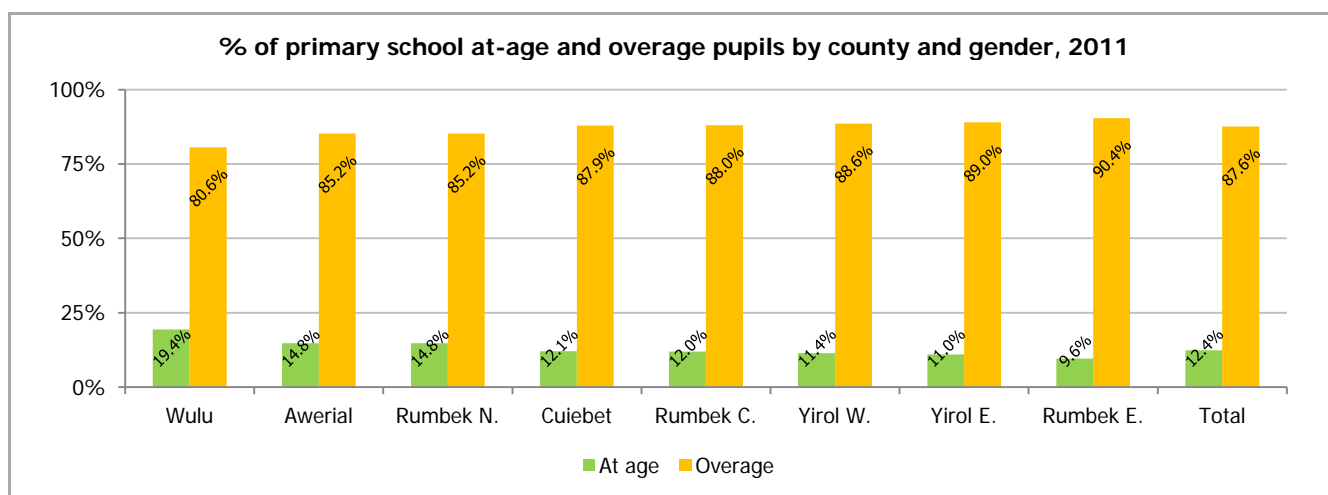
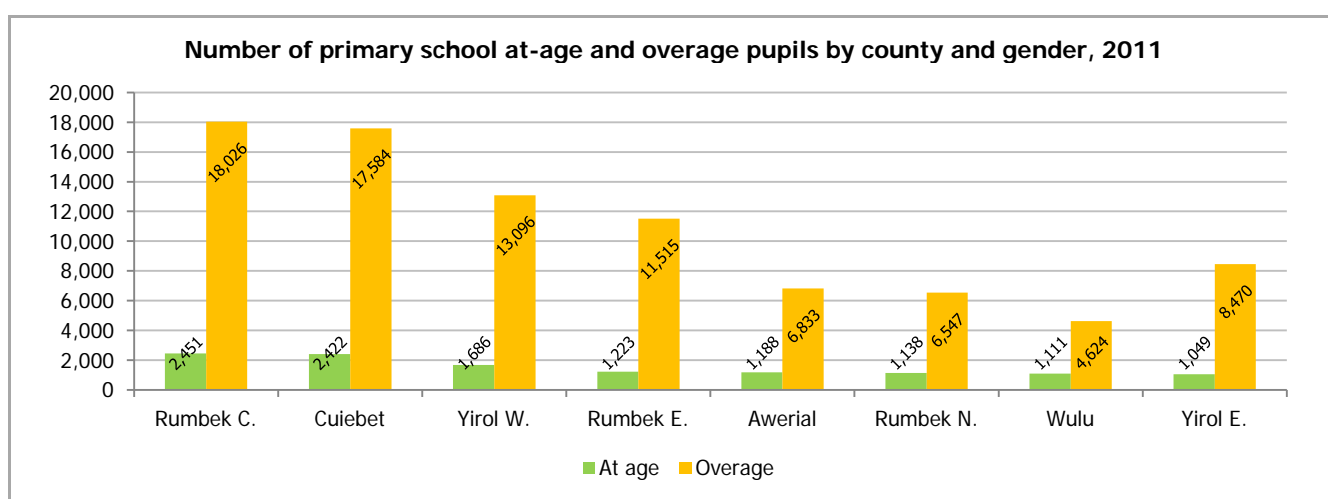


### 6.1.2. Overage pupils

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

County	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
Awerial	1,188	6,833	85.2%	823	4,980	85.8%	365	1,853	83.5%
Cuiebet	2,422	17,584	87.9%	1,464	11,965	89.1%	958	5,619	85.4%
Rumbek C.	2,451	18,026	88.0%	1,415	11,447	89.0%	1,036	6,579	86.4%
Rumbek E.	1,223	11,515	90.4%	725	6,970	90.6%	498	4,545	90.1%
Rumbek N.	1,138	6,547	85.2%	870	5,309	85.9%	268	1,238	82.2%
Wulu	1,111	4,624	80.6%	681	2,962	81.3%	430	1,662	79.4%
Yirol E.	1,049	8,470	89.0%	605	5,953	90.8%	444	2,517	85.0%
Yirol W.	1,686	13,096	88.6%	1,053	9,169	89.7%	633	3,927	86.1%
Total	12,268	86,695	87.6%	7,636	58,755	88.5%	4,632	27,940	85.8%

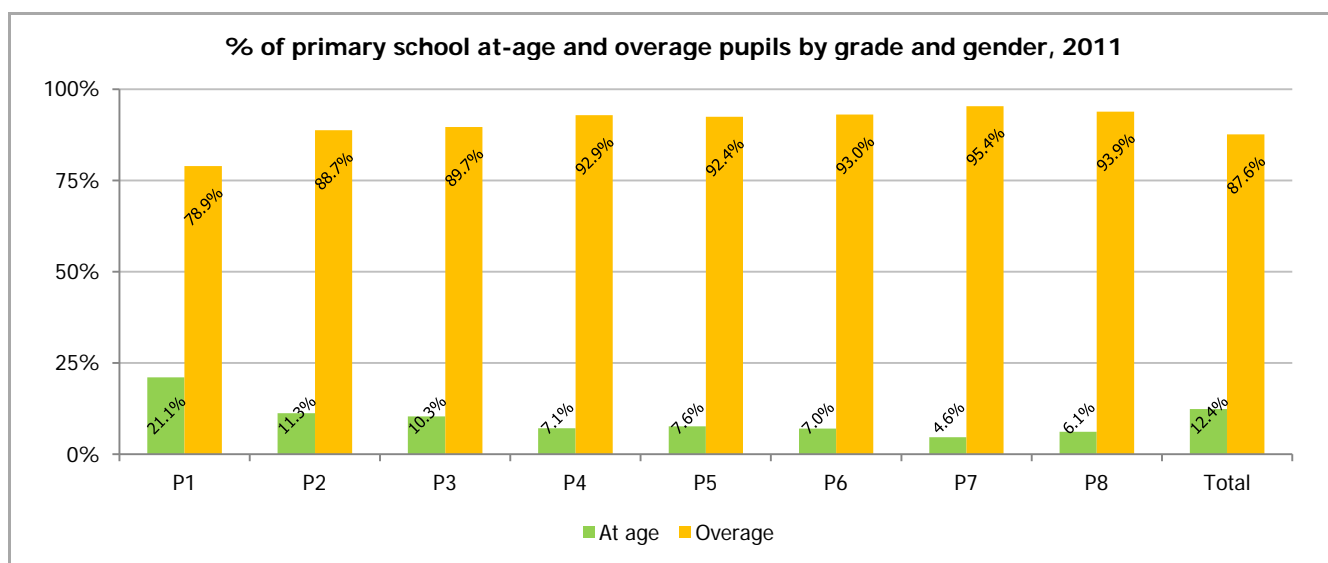
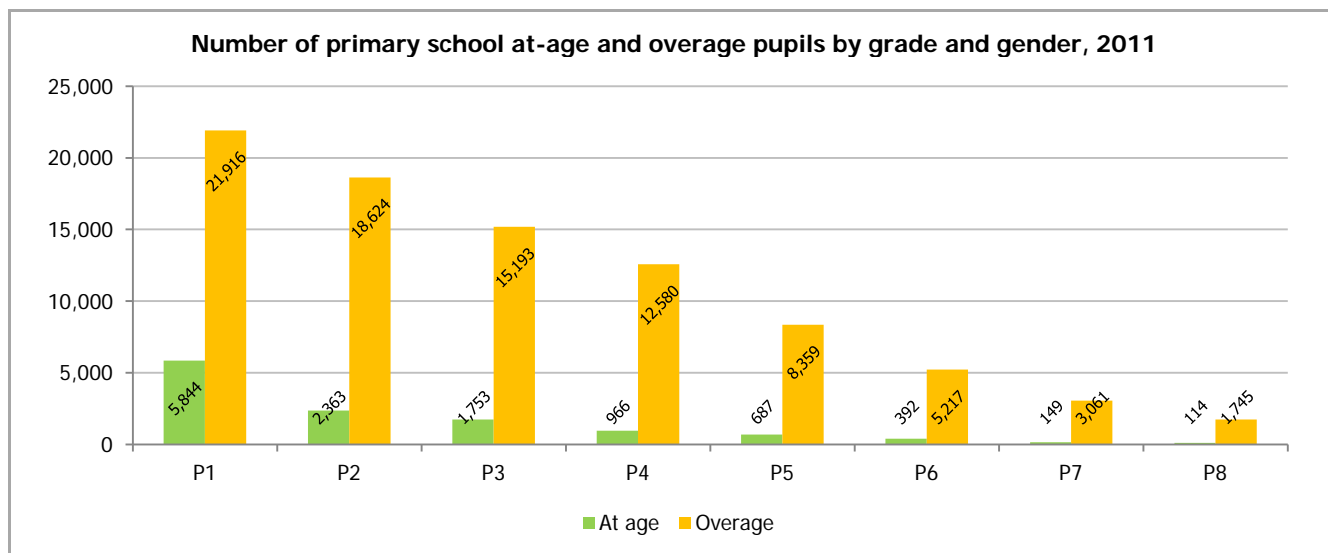
\* "At age" includes under-age and at-age pupils.



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

Grade	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
P1	5,844	21,916	78.9%	3,631	14,028	79.4%	2,213	7,888	78.1%
P2	2,363	18,624	88.7%	1,367	12,261	90.0%	996	6,363	86.5%
P3	1,753	15,193	89.7%	1,145	10,297	90.0%	608	4,896	89.0%
P4	966	12,580	92.9%	639	8,728	93.2%	327	3,852	92.2%
P5	687	8,359	92.4%	467	6,065	92.9%	220	2,294	91.2%
P6	392	5,217	93.0%	231	3,794	94.3%	161	1,423	89.8%
P7	149	3,061	95.4%	99	2,220	95.7%	50	841	94.4%
P8	114	1,745	93.9%	57	1,362	96.0%	57	383	87.0%
Total	12,268	86,695	87.6%	7,636	58,755	88.5%	4,632	27,940	85.8%

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

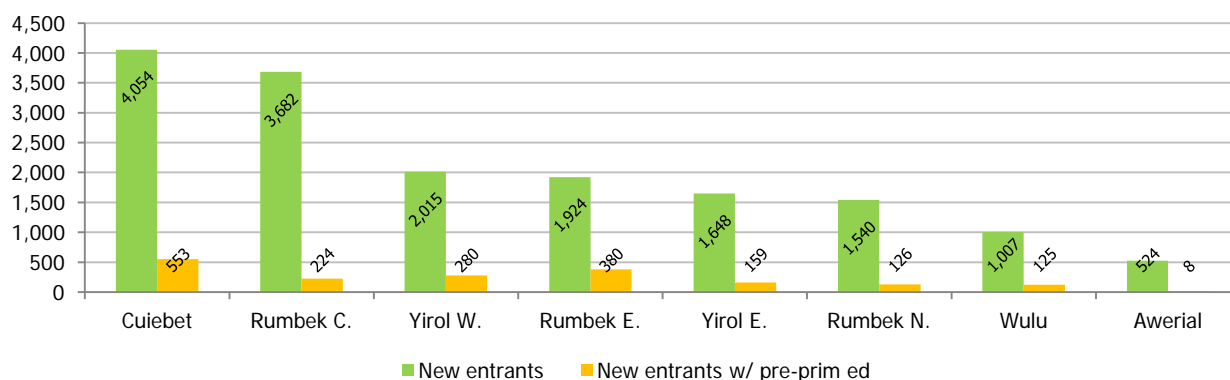


### 6.1.3. New entrants

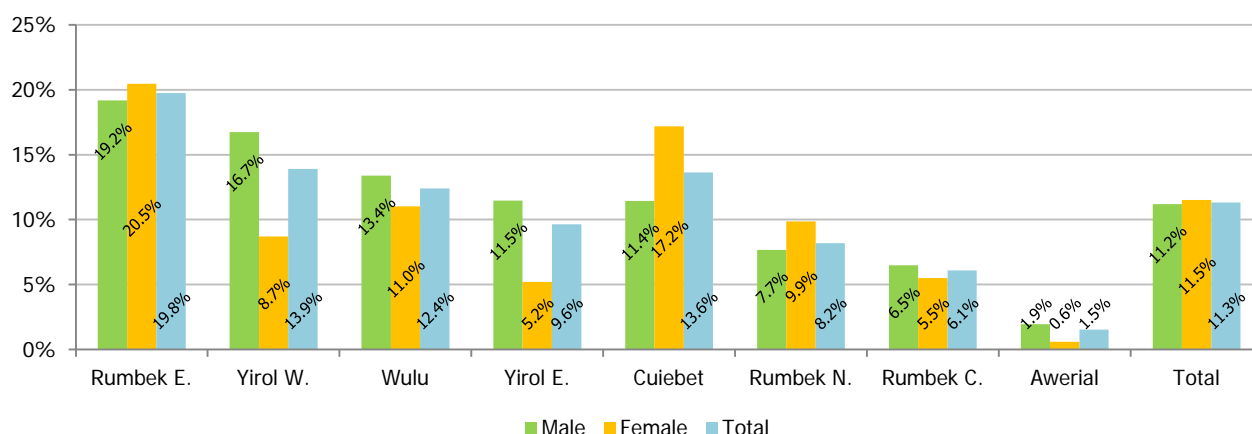
**Number and % of primary school new entrants with pre-primary education by county and gender, 2011**

County	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 %
Awerial	524	8	1.5%	360	7	1.9%	164	1	0.6%
Cuiebet	4,054	553	13.6%	2,499	286	11.4%	1,555	267	17.2%
Rumbek C.	3,682	224	6.1%	2,191	142	6.5%	1,491	82	5.5%
Rumbek E.	1,924	380	19.8%	1,059	203	19.2%	865	177	20.5%
Rumbek N.	1,540	126	8.2%	1,185	91	7.7%	355	35	9.9%
Wulu	1,007	125	12.4%	590	79	13.4%	417	46	11.0%
Yirol E.	1,648	159	9.6%	1,168	134	11.5%	480	25	5.2%
Yirol W.	2,015	280	13.9%	1,303	218	16.7%	712	62	8.7%
Total	16,394	1,855	11.3%	10,355	1,160	11.2%	6,039	695	11.5%

**Number of primary school new entrants and new entrants with pre-primary education by county, 2011**



**% of primary school new entrants and new entrants with pre-primary education by county, 2011**

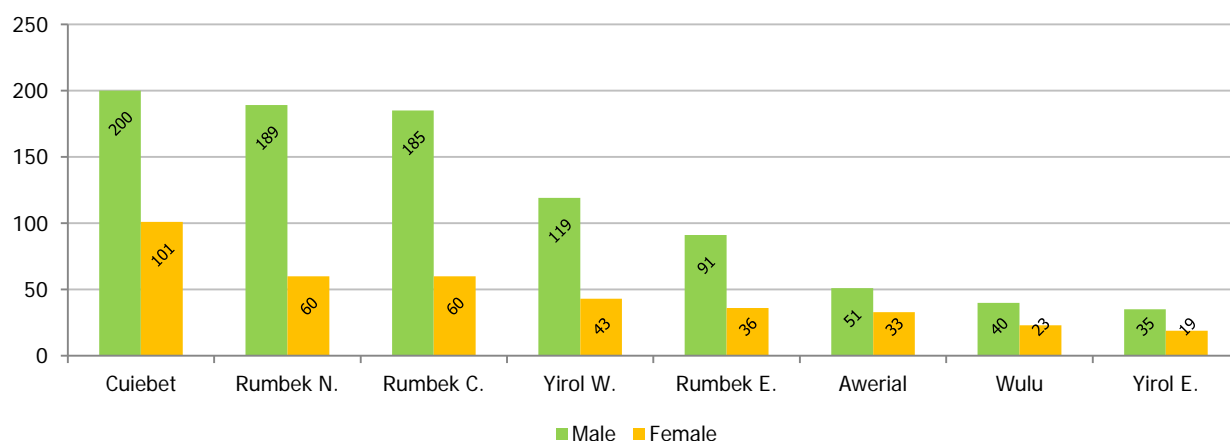


#### 6.1.4. Pupils with special needs

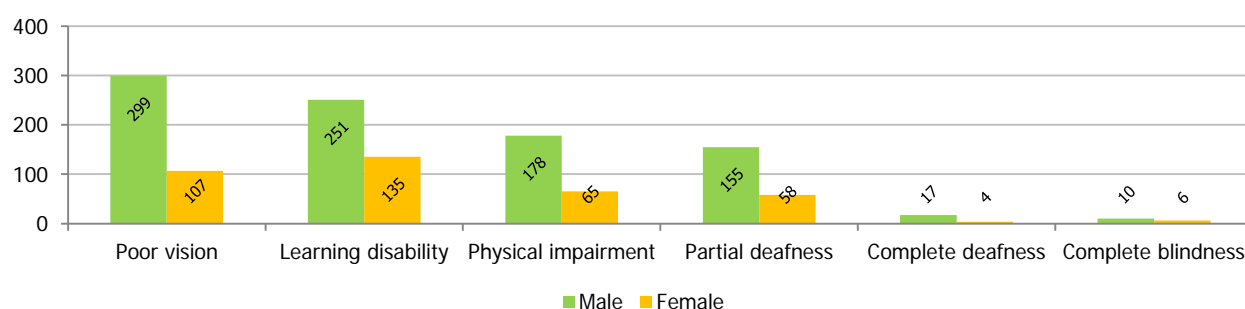
**Number and % of primary school pupils with special needs by county and gender, 2011**

County	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
Awerial	8,021	84	1.0%	5,803	51	0.9%	2,218	33	1.5%
Cuiebet	20,006	301	1.5%	13,429	200	1.5%	6,577	101	1.5%
Rumbek C.	20,477	245	1.2%	12,862	185	1.4%	7,615	60	0.8%
Rumbek E.	12,738	127	1.0%	7,695	91	1.2%	5,043	36	0.7%
Rumbek N.	7,685	249	3.1%	6,179	189	3.0%	1,506	60	3.8%
Wulu	5,735	63	1.1%	3,643	40	1.1%	2,092	23	1.1%
Yirol E.	9,519	54	0.6%	6,558	35	0.5%	2,961	19	0.6%
Yirol W.	14,782	162	1.1%	10,222	119	1.2%	4,560	43	0.9%
Total	98,963	1,285	1.3%	66,391	910	1.4%	32,572	375	1.1%

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



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

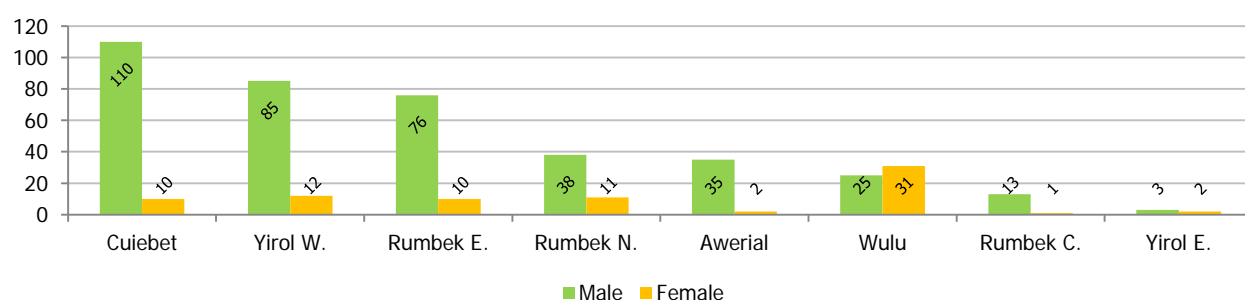


\* "Poor vision" includes pupils whose eye visions require glasses but do not have access to them.

**Number and % of primary school demobilised soldiers by county and gender, 2011**

County	Total			Male			Female		
	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %
Awerial	8,021	37	0.5%	5,803	35	0.6%	2,218	2	0.1%
Cuiebet	20,006	120	0.6%	13,429	110	0.8%	6,577	10	0.2%
Rumbek C.	20,477	14	0.1%	12,862	13	0.1%	7,615	1	0.0%
Rumbek E.	12,738	86	0.7%	7,695	76	1.0%	5,043	10	0.2%
Rumbek N.	7,685	49	0.6%	6,179	38	0.6%	1,506	11	0.7%
Wulu	5,735	56	1.0%	3,643	25	0.7%	2,092	31	1.5%
Yirol E.	9,519	5	0.1%	6,558	3	0.0%	2,961	2	0.1%
Yirol W.	14,782	97	0.7%	10,222	85	0.8%	4,560	12	0.3%
Total	98,963	464	0.5%	66,391	385	0.6%	32,572	79	0.2%

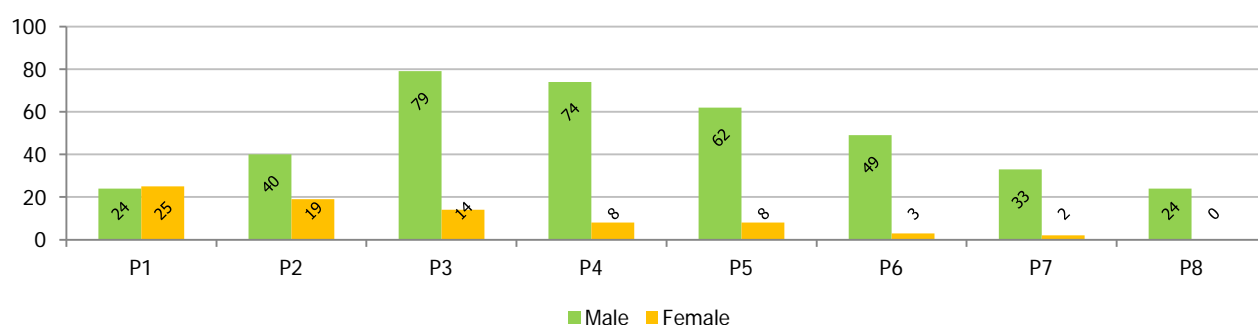
**Number of primary school demobilised soldiers by county, 2011**



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

Grade	Total			Male			Female		
	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %
P1	27,760	49	0.2%	17,659	24	0.1%	10,101	25	0.2%
P2	20,987	59	0.3%	13,628	40	0.3%	7,359	19	0.3%
P3	16,946	93	0.5%	11,442	79	0.7%	5,504	14	0.3%
P4	13,546	82	0.6%	9,367	74	0.8%	4,179	8	0.2%
P5	9,046	70	0.8%	6,532	62	0.9%	2,514	8	0.3%
P6	5,609	52	0.9%	4,025	49	1.2%	1,584	3	0.2%
P7	3,210	35	1.1%	2,319	33	1.4%	891	2	0.2%
P8	1,859	24	1.3%	1,419	24	1.7%	440	-	-
Total	98,963	464	0.5%	66,391	385	0.6%	32,572	79	0.2%

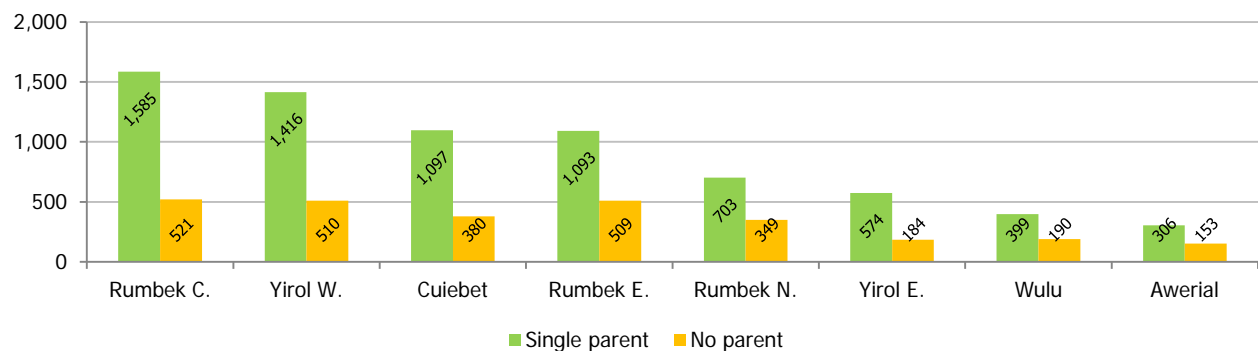
**Number of primary school demobilised soldiers by grade, 2011**



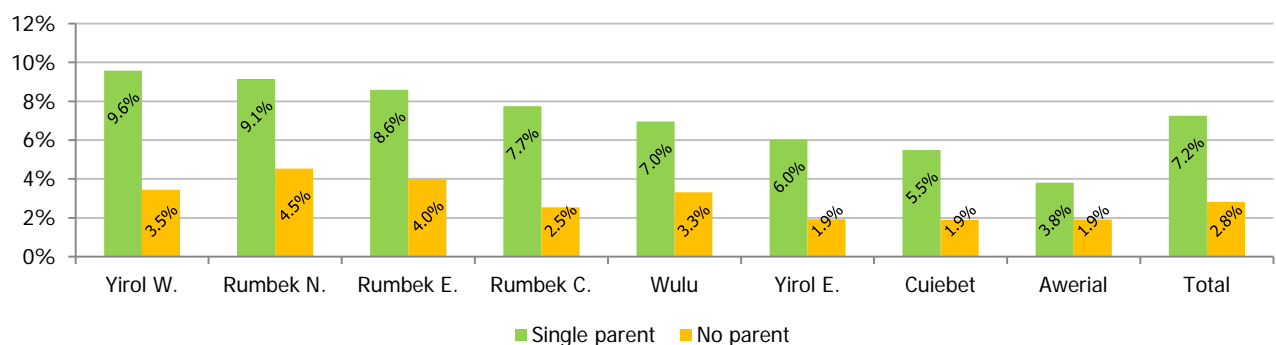
**Number and % of primary school orphans by county and type, 2011**

County	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
Awerial	8,021	459	5.7%	306	3.8%	153	1.9%
Cuiebet	20,006	1,477	7.4%	1,097	5.5%	380	1.9%
Rumbek C.	20,477	2,106	10.3%	1,585	7.7%	521	2.5%
Rumbek E.	12,738	1,602	12.6%	1,093	8.6%	509	4.0%
Rumbek N.	7,685	1,052	13.7%	703	9.1%	349	4.5%
Wulu	5,735	589	10.3%	399	7.0%	190	3.3%
Yirol E.	9,519	758	8.0%	574	6.0%	184	1.9%
Yirol W.	14,782	1,926	13.0%	1,416	9.6%	510	3.5%
Total	98,963	9,969	10.1%	7,173	7.2%	2,796	2.8%

**Number of primary school orphans by county and type, 2011**



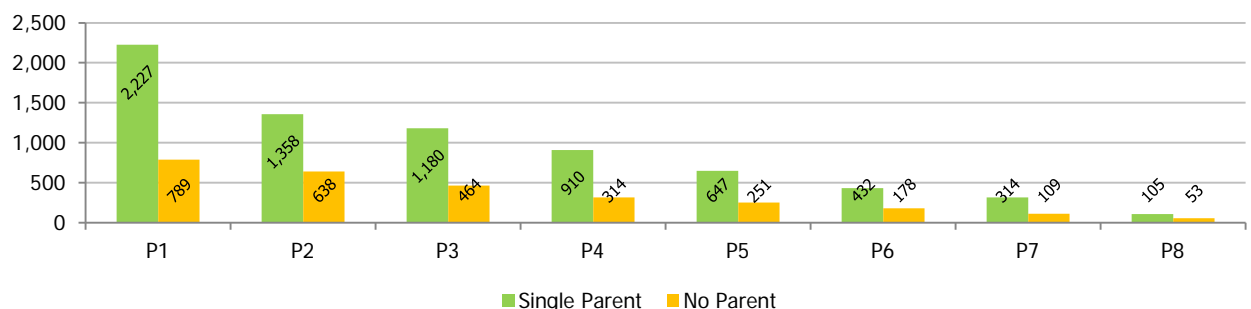
**% of primary school orphans by county and type, 2011**

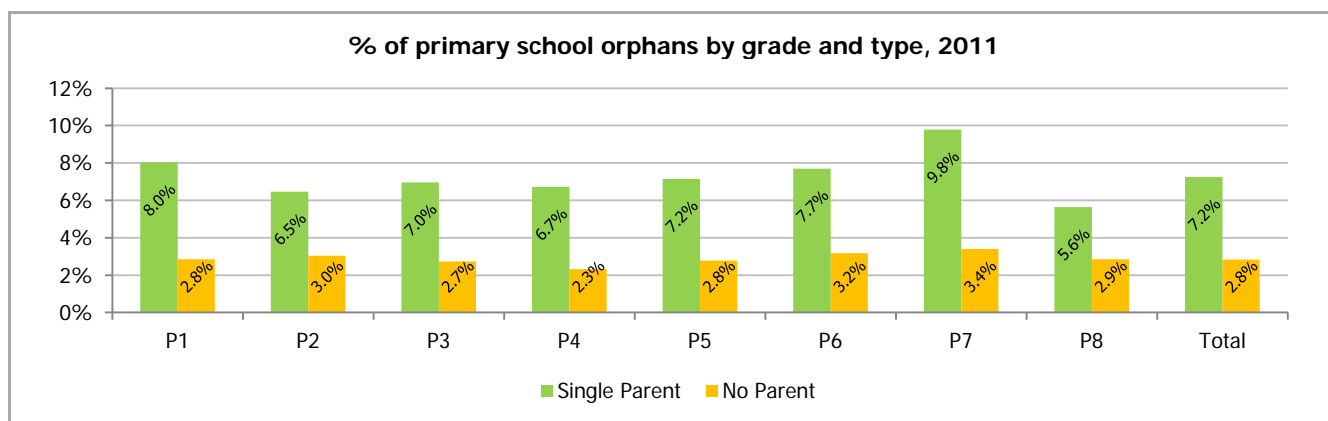


**Number and % of primary school orphans by grade and type, 2011**

County	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
P1	27,760	3,016	10.9%	2,227	8.0%	789	2.8%
P2	20,987	1,996	9.5%	1,358	6.5%	638	3.0%
P3	16,946	1,644	9.7%	1,180	7.0%	464	2.7%
P4	13,546	1,224	9.0%	910	6.7%	314	2.3%
P5	9,046	898	9.9%	647	7.2%	251	2.8%
P6	5,609	610	10.9%	432	7.7%	178	3.2%
P7	3,210	423	13.2%	314	9.8%	109	3.4%
P8	1,859	158	8.5%	105	5.6%	53	2.9%
Total	98,963	9,969	10.1%	7,173	7.2%	2,796	2.8%

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





## 6.2. Resources

### 6.2.1. Schools

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

Ownership type	Schools
Community	16
Government	247
Government-aided	9
Private	9
Other	5
<b>Total</b>	<b>286</b>

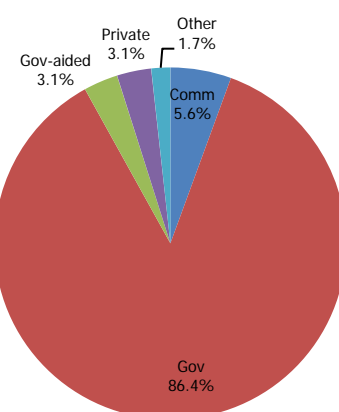
\* "Other" includes NGO-supported, unknown, and unspecified other ownership types.

#### No. and % of prim. schools with meals by county, 2011

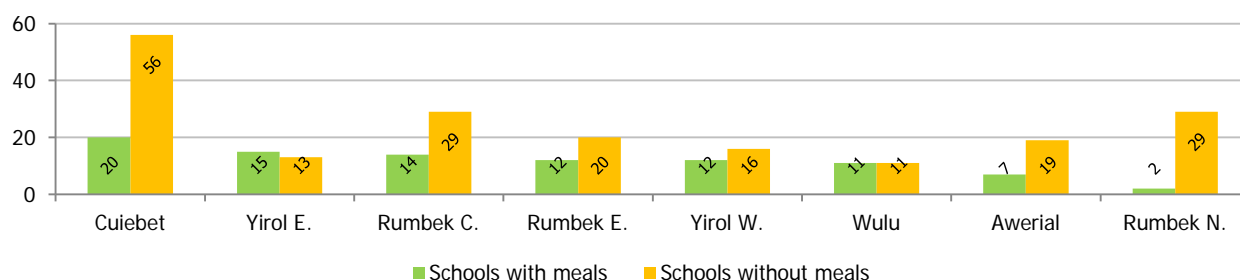
County	Schools	Schools w/ meals		Schools w/out meals	
		Count	% total	Count	% total
Awerial	26	7	26.9%	19	73.1%
Cuiebet	76	20	26.3%	56	73.7%
Rumbek C.	43	14	32.6%	29	67.4%
Rumbek E.	32	12	37.5%	20	62.5%
Rumbek N.	31	2	6.5%	29	93.5%
Wulu	22	11	50.0%	11	50.0%
Yirol E.	28	15	53.6%	13	46.4%
Yirol W.	28	12	42.9%	16	57.1%
<b>Total</b>	<b>286</b>	<b>93</b>	<b>32.5%</b>	<b>193</b>	<b>67.5%</b>

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

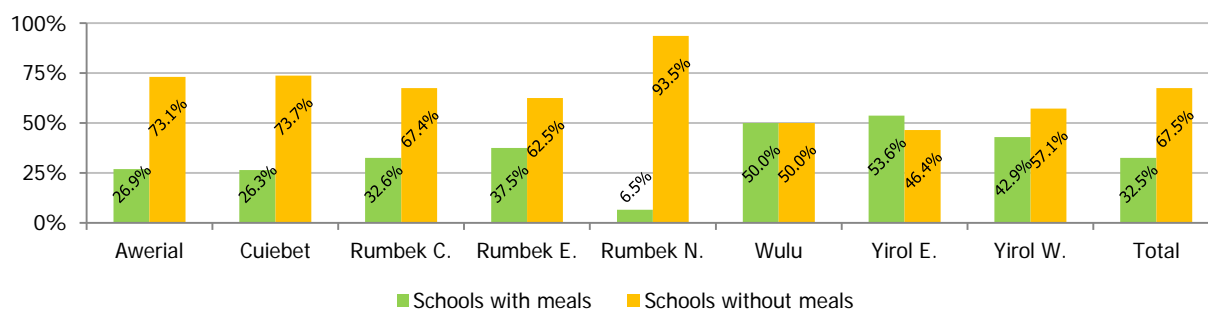
#### % of primary schools by ownership type, 2011



#### Number of primary schools with and without meals by county, 2011



#### % of primary schools with and without meals by county, 2011

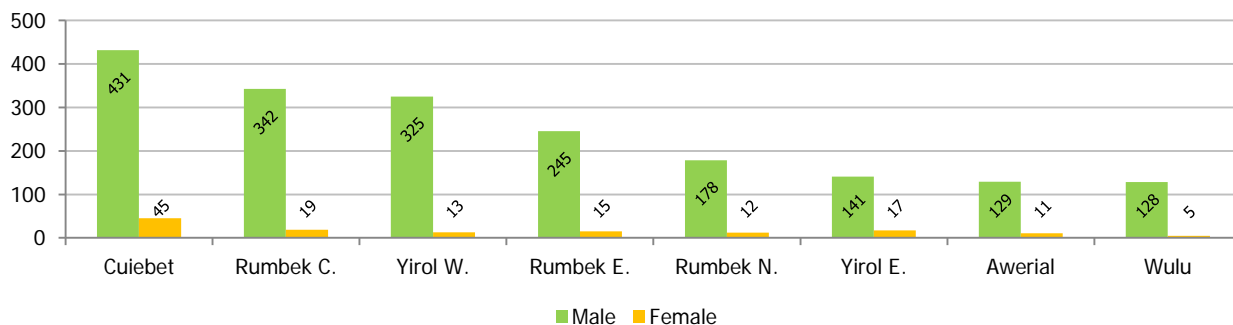


## 6.2.2. Teachers

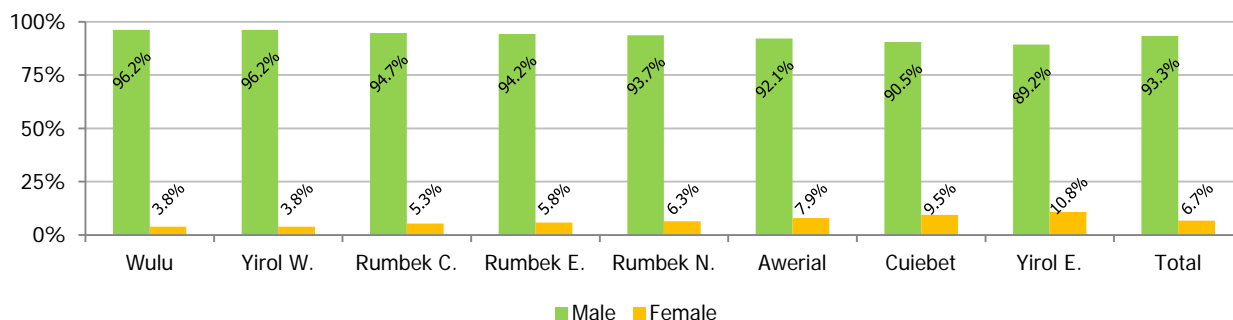
**Number and % of primary school teachers by county and gender, 2011**

County	Total	Male		Female	
		Count	% total	Count	% total
Awerial	140	129	92.1%	11	7.9%
Cuiebet	476	431	90.5%	45	9.5%
Rumbek C.	361	342	94.7%	19	5.3%
Rumbek E.	260	245	94.2%	15	5.8%
Rumbek N.	190	178	93.7%	12	6.3%
Wulu	133	128	96.2%	5	3.8%
Yirol E.	158	141	89.2%	17	10.8%
Yirol W.	338	325	96.2%	13	3.8%
Total	2,056	1,919	93.3%	137	6.7%

**Number of primary schools teachers by county and gender, 2011**



**% of primary schools teachers by county and gender, 2011**

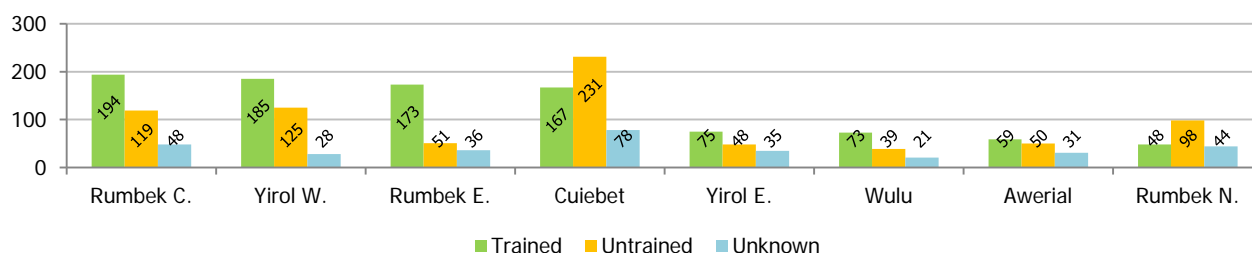


**Number and % of primary school teachers by professional qualification and county, 2011**

County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Awerial	140	59	42.1%	50	35.7%	31	22.1%
Cuiebet	476	167	35.1%	231	48.5%	78	16.4%
Rumbek C.	361	194	53.7%	119	33.0%	48	13.3%
Rumbek E.	260	173	66.5%	51	19.6%	36	13.8%
Rumbek N.	190	48	25.3%	98	51.6%	44	23.2%
Wulu	133	73	54.9%	39	29.3%	21	15.8%
Yirol E.	158	75	47.5%	48	30.4%	35	22.2%
Yirol W.	338	185	54.7%	125	37.0%	28	8.3%
Total	2,056	974	47.4%	761	37.0%	321	15.6%

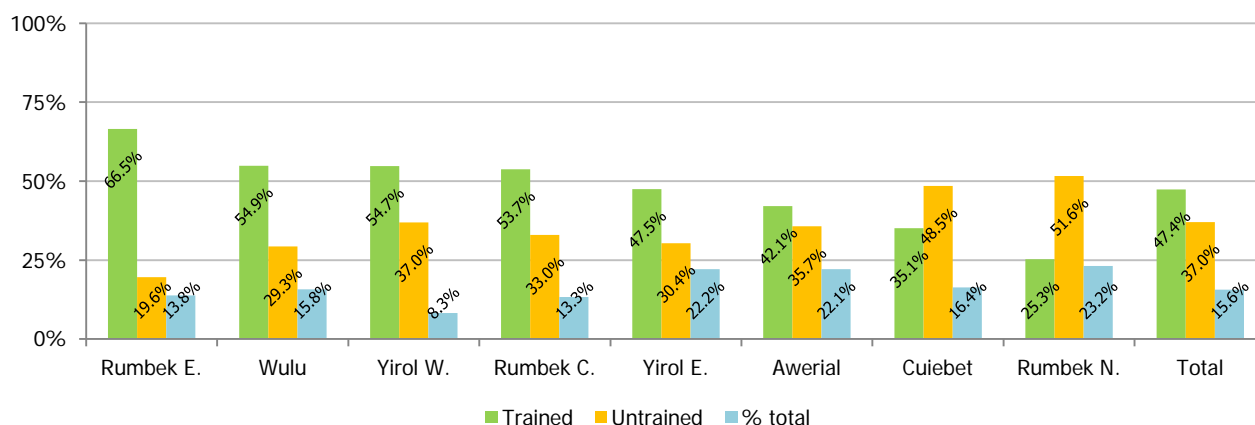
\* "Trained" encompasses teachers with pre-service teacher training, in-service teacher training, and higher education diploma. "Unknown" teachers include those whose professional qualification was not reported.

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





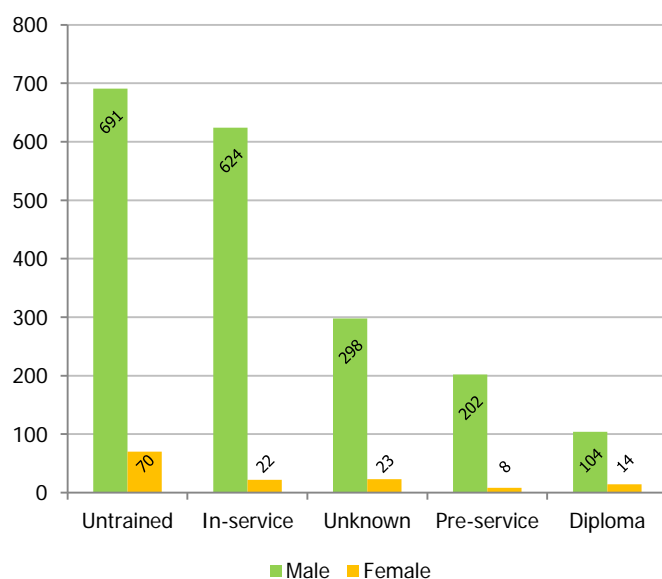
**% of primary school teachers by professional qualification and county, 2011**



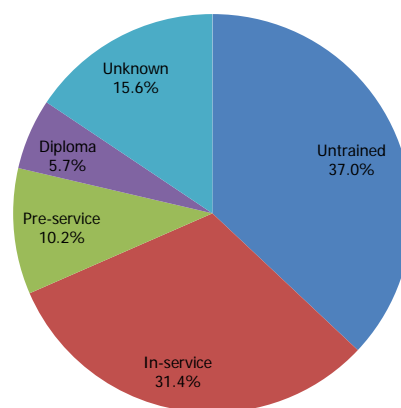
**Number and % of primary school teachers by county and qualification type, 2011**

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Awerial	140	50	35.7%	44	31.4%	9	6.4%	6	4.3%	31	22.1%
Cuiebet	476	231	48.5%	98	20.6%	38	8.0%	31	6.5%	78	16.4%
Rumbek C.	361	119	33.0%	120	33.2%	34	9.4%	40	11.1%	48	13.3%
Rumbek E.	260	51	19.6%	99	38.1%	61	23.5%	13	5.0%	36	13.8%
Rumbek N.	190	98	51.6%	37	19.5%	10	5.3%	1	0.5%	44	23.2%
Wulu	133	39	29.3%	52	39.1%	16	12.0%	5	3.8%	21	15.8%
Yirol E.	158	48	30.4%	51	32.3%	16	10.1%	8	5.1%	35	22.2%
Yirol W.	338	125	37.0%	145	42.9%	26	7.7%	14	4.1%	28	8.3%
Total	2,056	761	37.0%	646	31.4%	210	10.2%	118	5.7%	321	15.6%

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



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

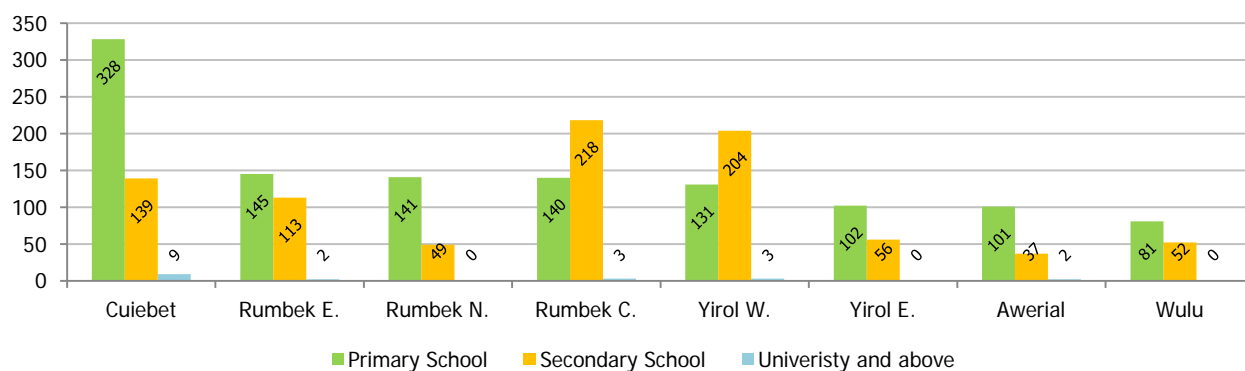


**Number and % of primary school teachers by academic qualification and county, 2011**

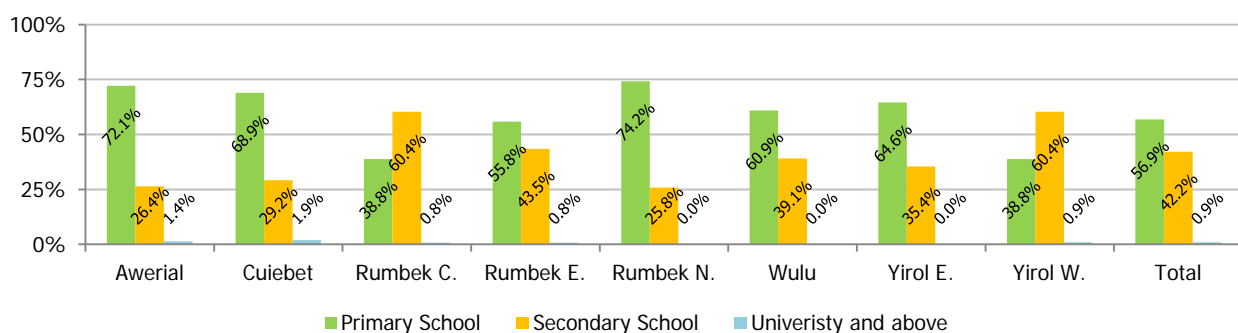
County	Total	Primary School		Secondary School		University and above	
		Count	% total	Count	% total	Count	% total
Awerial	140	101	72.1%	37	26.4%	2	1.4%
Cuiebet	476	328	68.9%	139	29.2%	9	1.9%
Rumbek C.	361	140	38.8%	218	60.4%	3	0.8%
Rumbek E.	260	145	55.8%	113	43.5%	2	0.8%
Rumbek N.	190	141	74.2%	49	25.8%	-	-
Wulu	133	81	60.9%	52	39.1%	-	-
Yirol E.	158	102	64.6%	56	35.4%	-	-
Yirol W.	338	131	38.8%	204	60.4%	3	0.9%
Total	2,056	1,169	56.9%	868	42.2%	19	0.9%

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

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



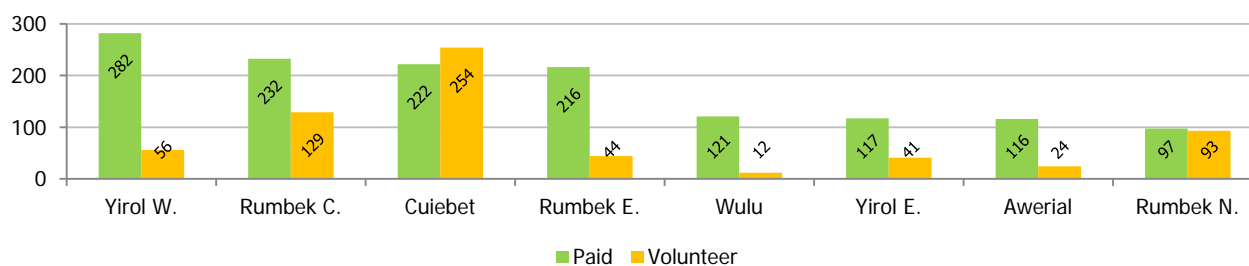
**% of primary school teachers by academic qualification and county, 2011**



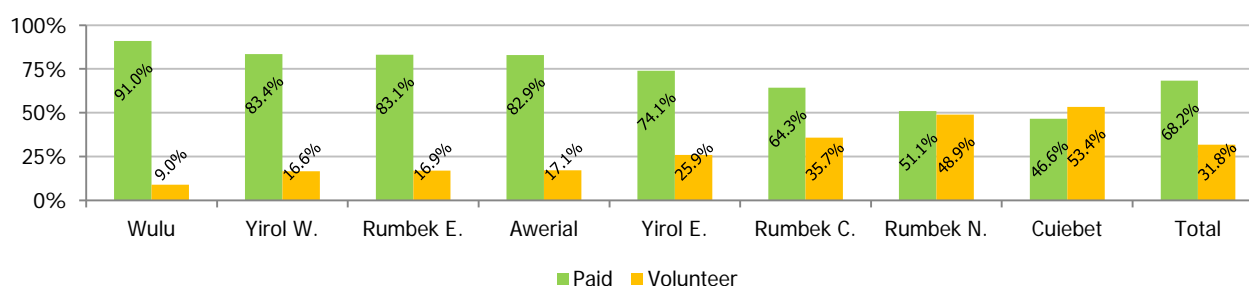
**Number and % of primary school teachers by employment status and county, 2011**

County	Total	Paid		Volunteer	
		Count	% total	Count	% total
Awerial	140	116	82.9%	24	17.1%
Cuiebet	476	222	46.6%	254	53.4%
Rumbek C.	361	232	64.3%	129	35.7%
Rumbek E.	260	216	83.1%	44	16.9%
Rumbek N.	190	97	51.1%	93	48.9%
Wulu	133	121	91.0%	12	9.0%
Yirol E.	158	117	74.1%	41	25.9%
Yirol W.	338	282	83.4%	56	16.6%
Total	2,056	1,403	68.2%	653	31.8%

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



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

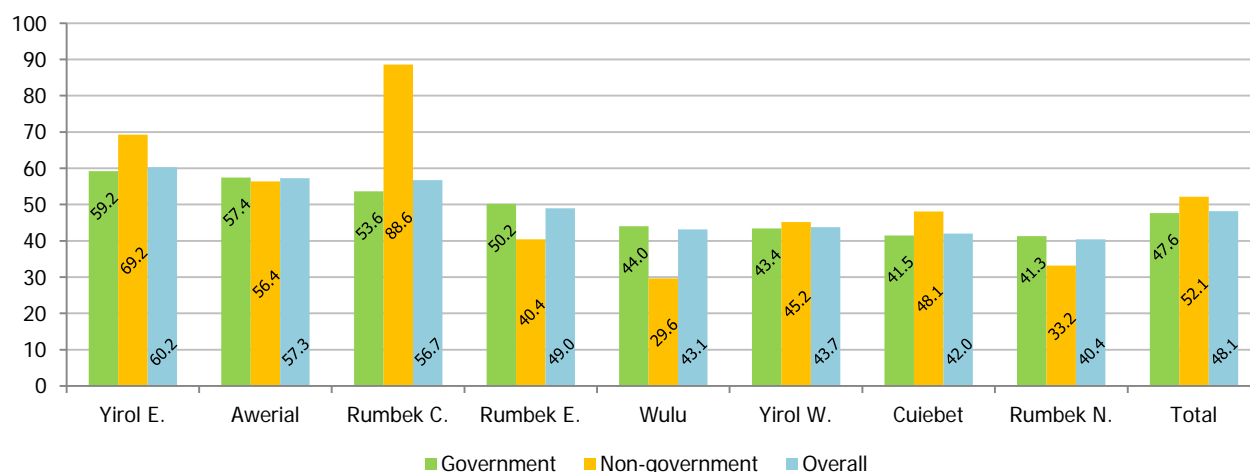


### Primary school pupil-teacher ratio (PTR) by county and ownership, 2011

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Awerial	8,021	140	57.3	7,119	124	57.4	902	16	56.4
Cuiebet	20,006	476	42.0	18,131	437	41.5	1,875	39	48.1
Rumbek C.	20,477	361	56.7	17,642	329	53.6	2,835	32	88.6
Rumbek E.	12,738	260	49.0	11,405	227	50.2	1,333	33	40.4
Rumbek N.	7,685	190	40.4	7,055	171	41.3	630	19	33.2
Wulu	5,735	133	43.1	5,498	125	44.0	237	8	29.6
Yirol E.	9,519	158	60.2	8,342	141	59.2	1,177	17	69.2
Yirol W.	14,782	338	43.7	11,889	274	43.4	2,893	64	45.2
Total	98,963	2,056	48.1	87,081	1,828	47.6	11,882	228	52.1

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

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

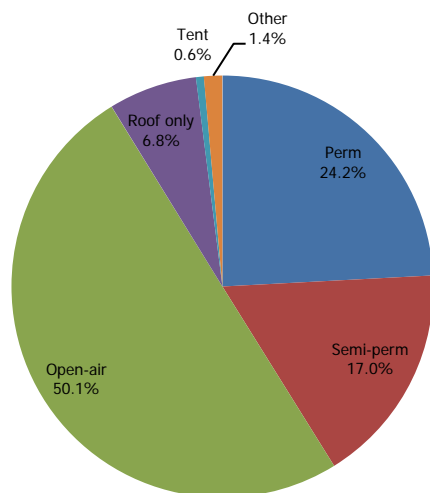


### 6.2.3. Classrooms

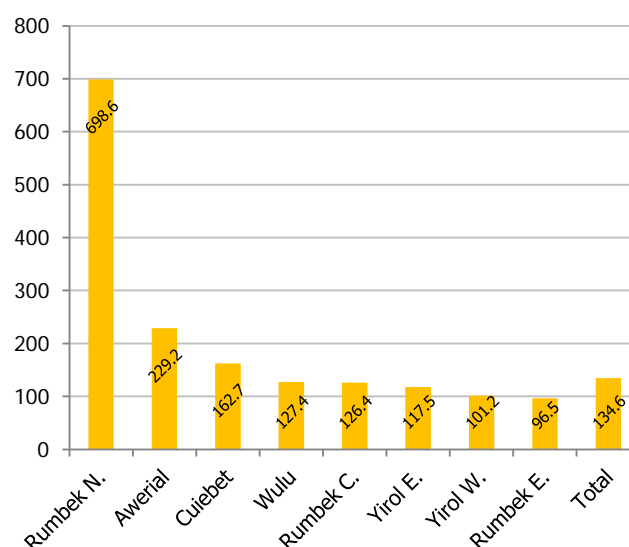
#### Number of primary school classrooms and pupil-classroom ratio (PCR) by county and type, 2011

County	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
Awerial	143	33	2	92	14	2	-	229.2
Cuiebet	408	39	84	221	63	1	-	162.7
Rumbek C.	314	92	70	145	1	1	5	126.4
Rumbek E.	237	75	57	95	8	2	-	96.5
Rumbek N.	107	8	3	96	-	-	-	698.6
Wulu	130	16	29	71	12	-	2	127.4
Yirol E.	183	64	17	88	6	-	8	117.5
Yirol W.	265	105	41	87	17	5	10	101.2
Total	1,787	432	303	895	121	11	25	134.6

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



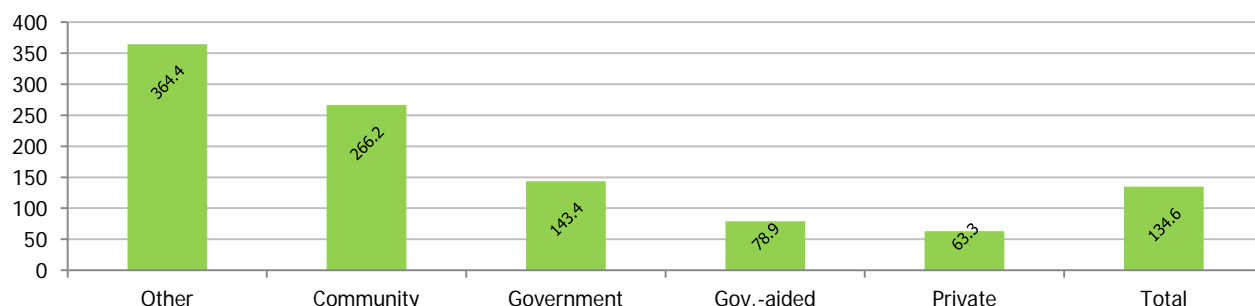
#### Primary school pupil-classroom ratio (PCR) by county, 2011



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

Ownership	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
Community	78	17	2	58	1	0	0	266.2
Gov.-aided	83	49	6	20	0	1	7	78.9
Government	1,503	321	256	780	118	10	18	143.4
NGO-supported	0	0	0	0	0	0	0	0.0
Private	95	45	34	15	1	0	0	63.3
Other	28	0	5	22	1	0	0	364.4
Total	1,787	432	303	895	121	11	25	134.6

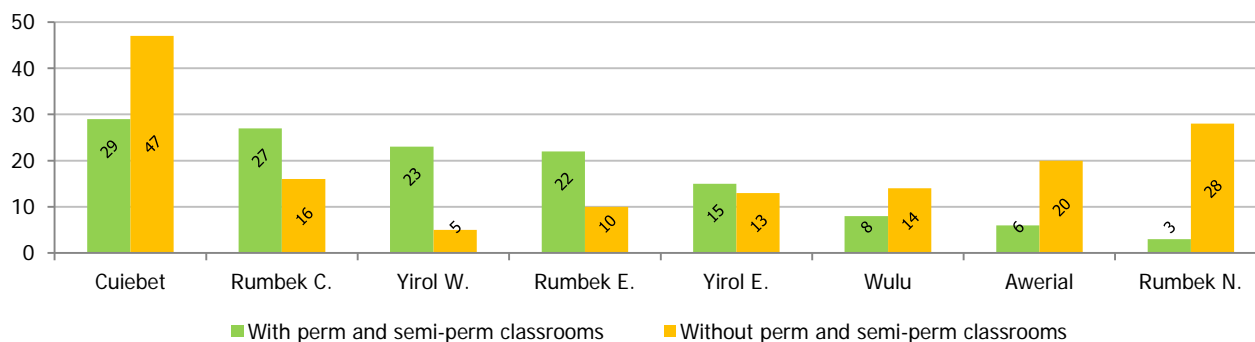
Primary school pupil-classroom ratio (PCR) by ownership, 2011



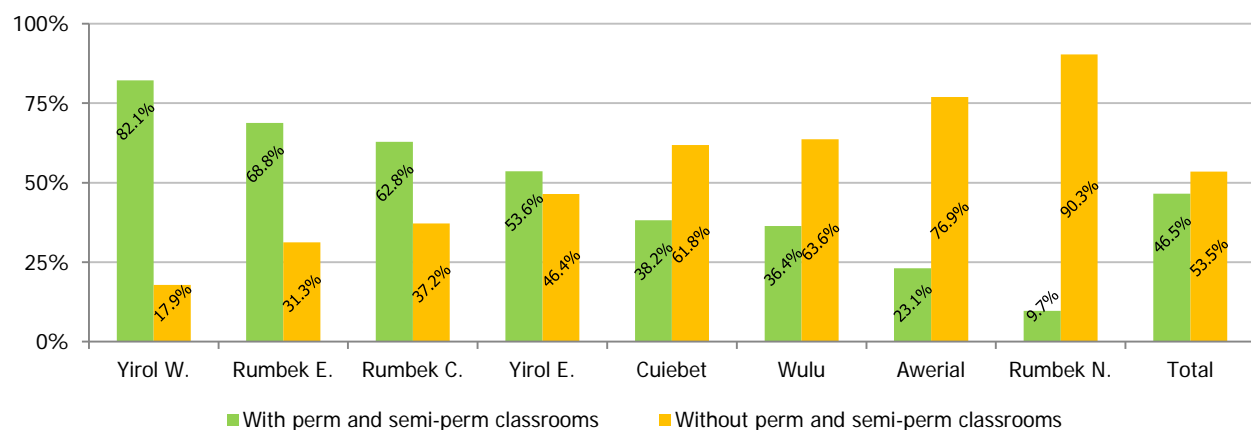
### Number and % of primary schools with permanent and semi-permanent classrooms, 2011

County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Awerial	26	6	23.1%	20	76.9%
Cuiebet	76	29	38.2%	47	61.8%
Rumbek C.	43	27	62.8%	16	37.2%
Rumbek E.	32	22	68.8%	10	31.3%
Rumbek N.	31	3	9.7%	28	90.3%
Wulu	22	8	36.4%	14	63.6%
Yirol E.	28	15	53.6%	13	46.4%
Yirol W.	28	23	82.1%	5	17.9%
Total	286	133	46.5%	153	53.5%

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



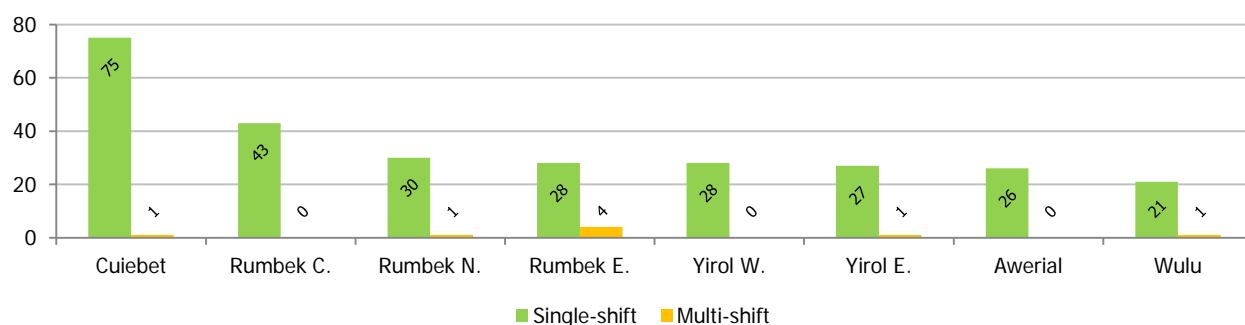
% of primary schools with and without permanent and semi-permanent classrooms by county, 2011



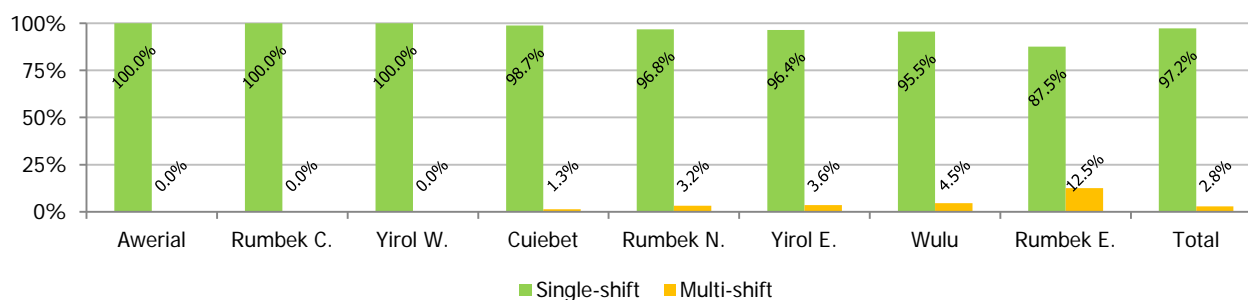
### Number and % of primary schools with and without multi-shift by county, 2011

County	Total	Single-shift		Multi-shift	
		Count	% total	Count	% total
Awerial	26	26	100.0%	-	-
Cuiebet	76	75	98.7%	1	1.3%
Rumbek C.	43	43	100.0%	-	-
Rumbek E.	32	28	87.5%	4	12.5%
Rumbek N.	31	30	96.8%	1	3.2%
Wulu	22	21	95.5%	1	4.5%
Yirol E.	28	27	96.4%	1	3.6%
Yirol W.	28	28	100.0%	-	-
Total	286	278	97.2%	8	2.8%

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



% of primary schools with and without multi-shift by county, 2011

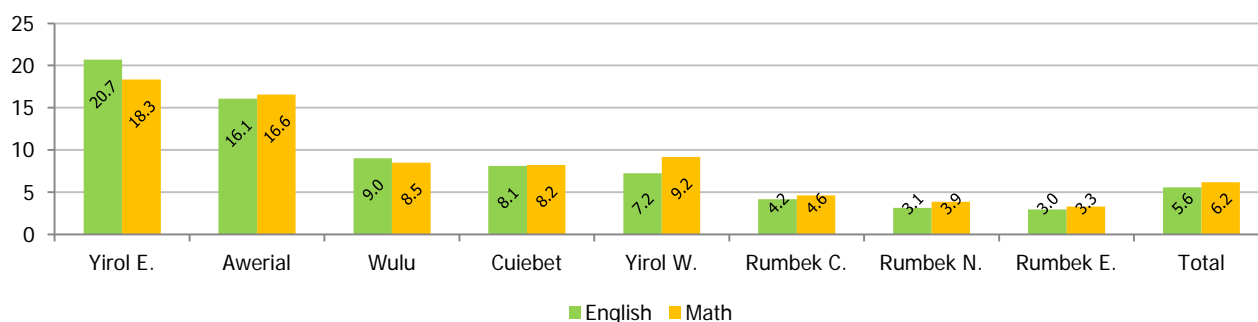


### 6.2.4. Curriculum and instruction

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

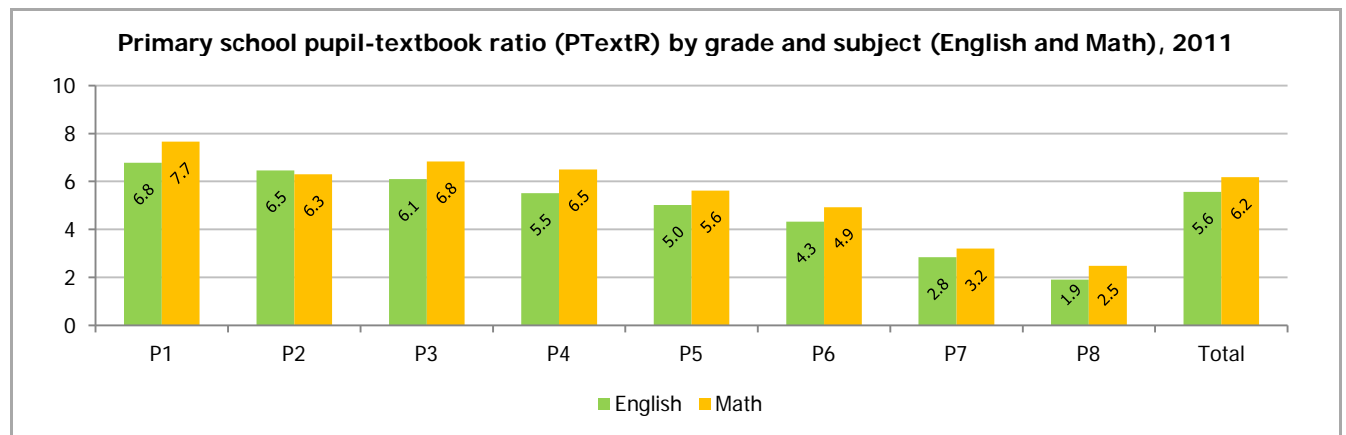
County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Awerial	8,021	499	16.1	484	16.6
Cuiebet	20,006	2,473	8.1	2,430	8.2
Rumbek C.	20,477	4,918	4.2	4,423	4.6
Rumbek E.	12,738	4,302	3.0	3,883	3.3
Rumbek N.	7,685	2,451	3.1	1,989	3.9
Wulu	5,735	635	9.0	675	8.5
Yirol E.	9,519	460	20.7	519	18.3
Yirol W.	14,782	2,043	7.2	1,610	9.2
Total	98,963	17,781	5.6	16,013	6.2

Primary school pupil-textbook ratio (PtextR) by county and subject (English and Math), 2011



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

Grade	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
P1	27,760	4,092	6.8	3,625	7.7
P2	20,987	3,246	6.5	3,332	6.3
P3	16,946	2,778	6.1	2,479	6.8
P4	13,546	2,458	5.5	2,082	6.5
P5	9,046	1,803	5.0	1,608	5.6
P6	5,609	1,298	4.3	1,138	4.9
P7	3,210	1,130	2.8	1,002	3.2
P8	1,859	976	1.9	747	2.5
Total	98,963	17,781	5.6	16,013	6.2

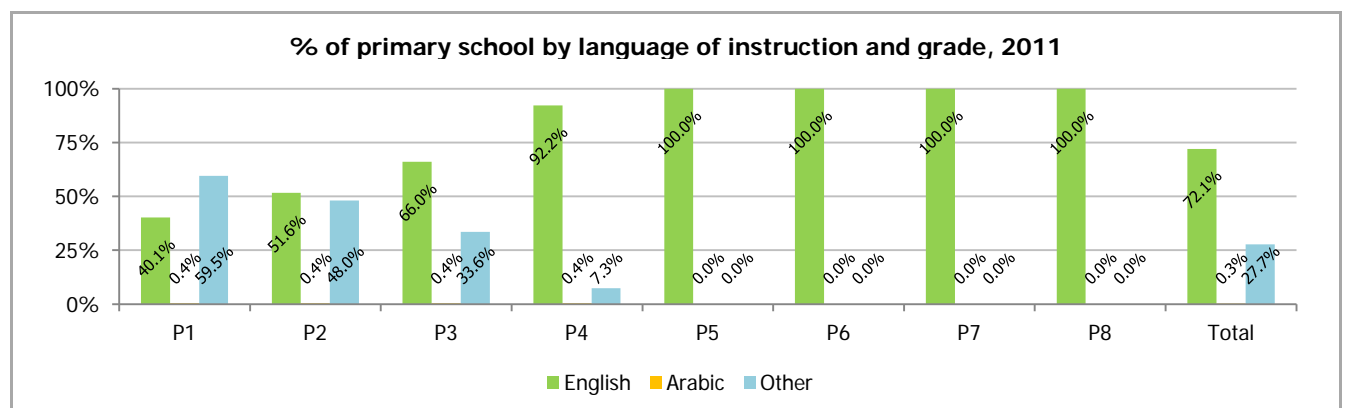
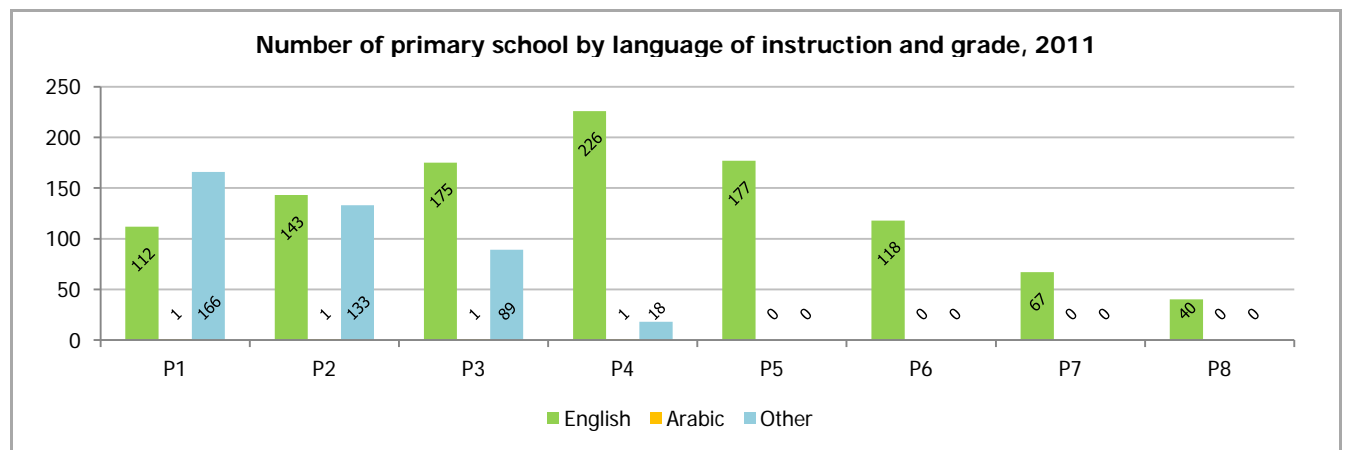


### Number of primary schools by language of instruction and grade, 2011

Language	P1	P2	P3	P4	P5	P6	P7	P8
English	112	143	175	226	177	118	67	40
	40.1%	51.6%	66.0%	92.2%	100.0%	100.0%	100.0%	100.0%
Arabic	1	1	1	1	-	-	-	-
	0.4%	0.4%	0.4%	0.4%	-	-	-	-
Other	166	133	89	18	-	-	-	-
	59.5%	48.0%	33.6%	7.3%	-	-	-	-
Total	279	277	265	245	177	118	67	40

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

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

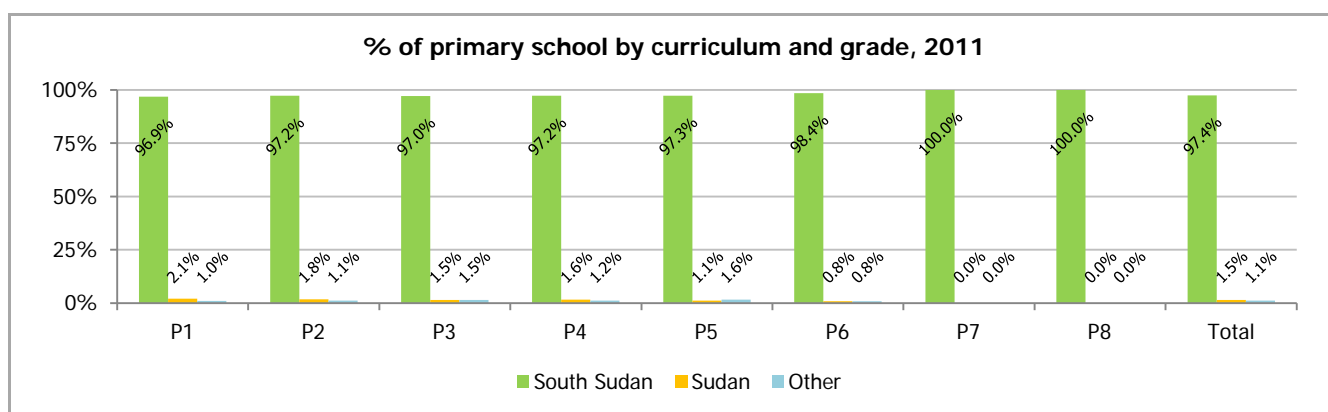
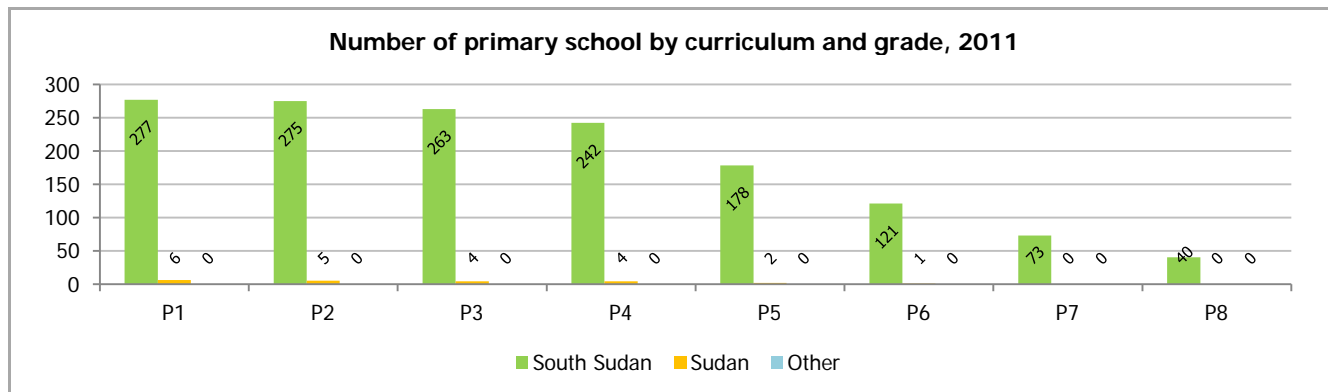


### Number and % of primary school by curriculum and grade, 2011

Curriculum	P1	P2	P3	P4	P5	P6	P7	P8
South Sudan	277	275	263	242	178	121	73	40
	96.9%	97.2%	97.0%	97.2%	97.3%	98.4%	100.0%	100.0%
Kenya	3	3	4	3	3	1	-	-
	1.0%	1.1%	1.5%	1.2%	1.6%	0.8%	-	-
Sudan	6	5	4	4	2	1	-	-
	2.1%	1.8%	1.5%	1.6%	1.1%	0.8%	-	-
Total	286	283	271	249	183	123	73	40

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

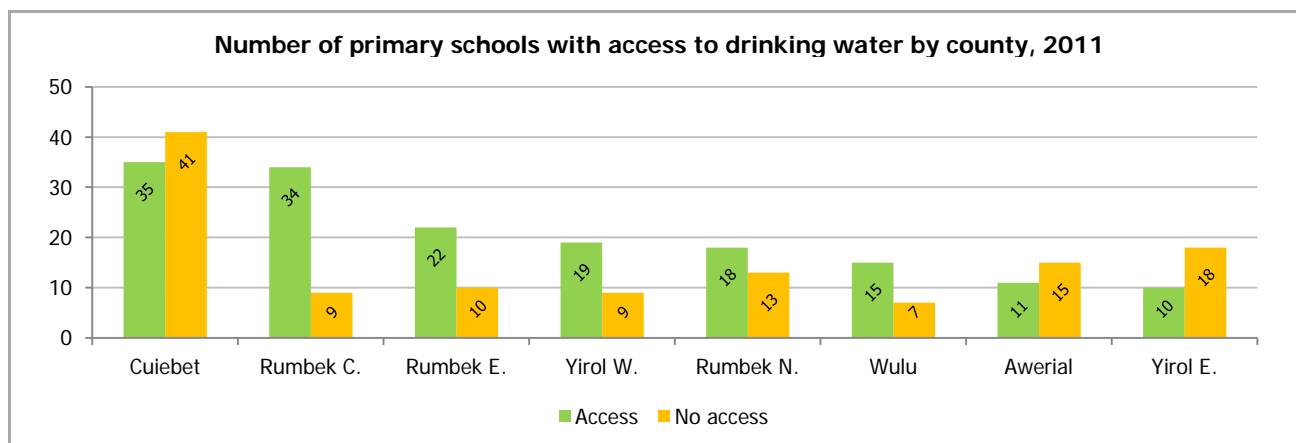
\*\* Not all primary schools offer P1-P8; the grade levels served vary across schools. Some schools serve P1-P4, some serve P5-P8, some serve only P1, etc.

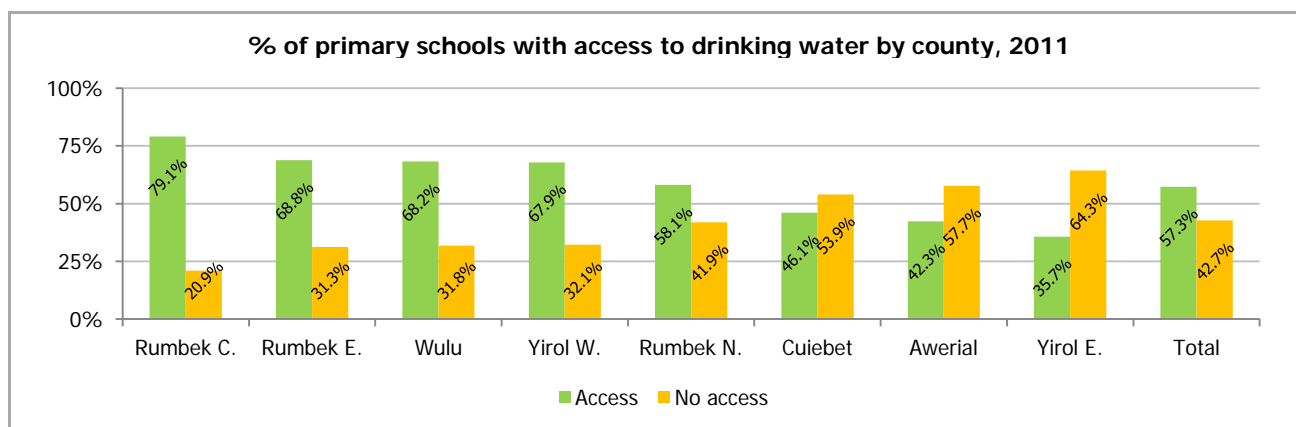


## 6.2.5. Facilities

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

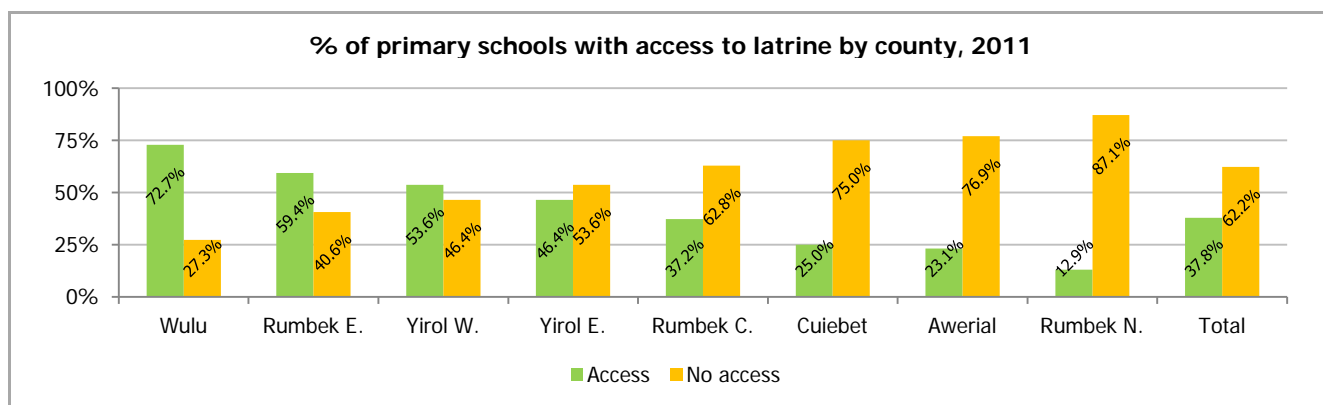
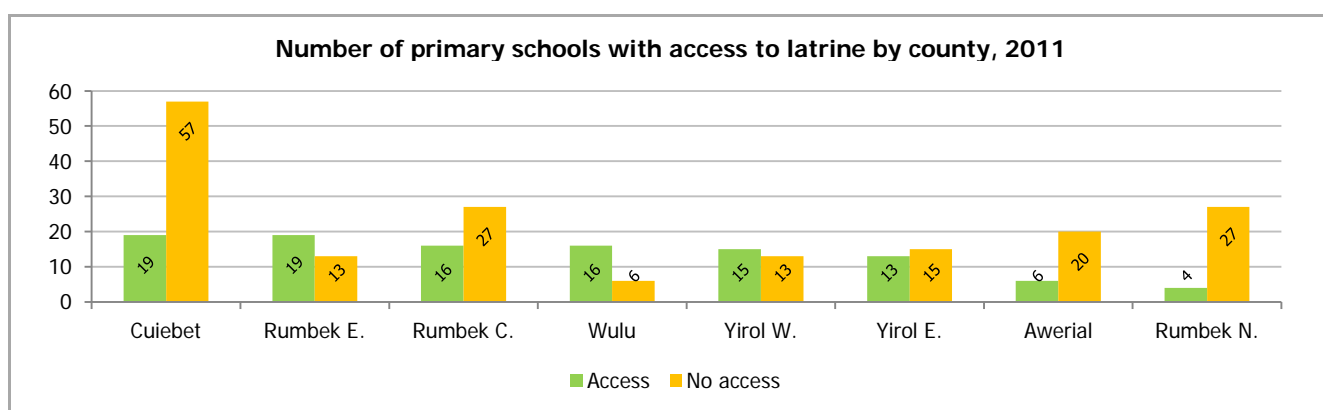
County	Schools	Access		No access	
		Count	% total	Count	% total
Awerial	26	11	42.3%	15	57.7%
Cuiebet	76	35	46.1%	41	53.9%
Rumbek C.	43	34	79.1%	9	20.9%
Rumbek E.	32	22	68.8%	10	31.3%
Rumbek N.	31	18	58.1%	13	41.9%
Wulu	22	15	68.2%	7	31.8%
Yirol E.	28	10	35.7%	18	64.3%
Yirol W.	28	19	67.9%	9	32.1%
Total	286	164	57.3%	122	42.7%





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

County	Schools	Access		No access	
		Count	% total	Count	% total
Awerial	26	6	23.1%	20	76.9%
Cuiebet	76	19	25.0%	57	75.0%
Rumbek C.	43	16	37.2%	27	62.8%
Rumbek E.	32	19	59.4%	13	40.6%
Rumbek N.	31	4	12.9%	27	87.1%
Wulu	22	16	72.7%	6	27.3%
Yirol E.	28	13	46.4%	15	53.6%
Yirol W.	28	15	53.6%	13	46.4%
Total	286	108	37.8%	178	62.2%



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

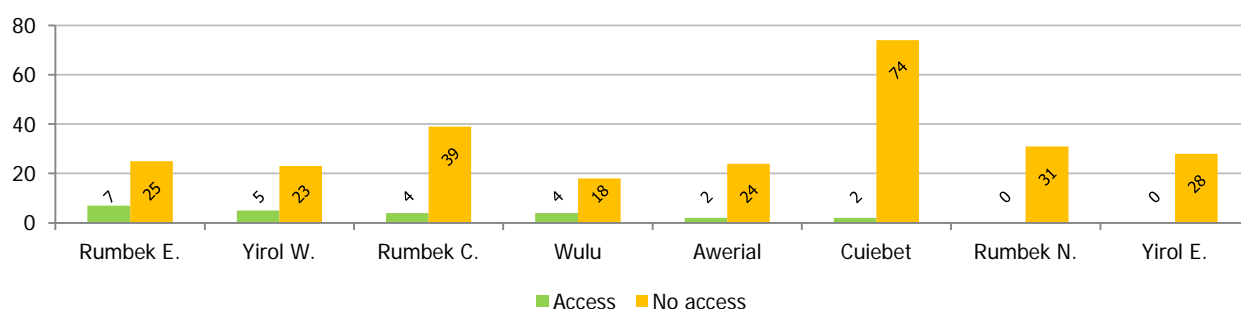
County	Schools	Access		No access	
		Count	% total	Count	% total
Awerial	26	-	-	26	100.0%
Cuiebet	76	1	1.3%	75	98.7%
Rumbek C.	43	-	-	43	100.0%
Rumbek E.	32	-	-	32	100.0%
Rumbek N.	31	-	-	31	100.0%
Wulu	22	-	-	22	100.0%
Yirol E.	28	-	-	28	100.0%
Yirol W.	28	-	-	28	100.0%
Total	286	1	0.3%	285	99.7%



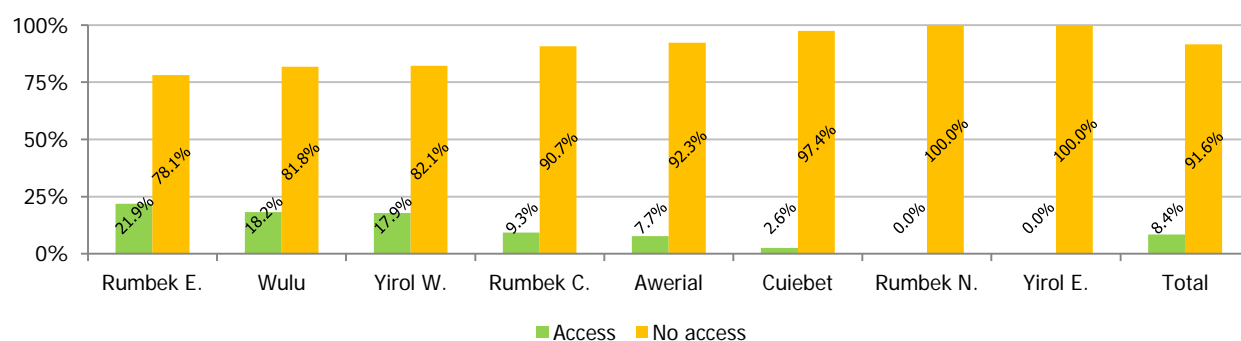
### Number and % of primary schools with and without access to health centre by county, 2011

County	Schools	Access		No access	
		Count	% total	Count	% total
Awerial	26	2	7.7%	24	92.3%
Cuiebet	76	2	2.6%	74	97.4%
Rumbek C.	43	4	9.3%	39	90.7%
Rumbek E.	32	7	21.9%	25	78.1%
Rumbek N.	31	-	-	31	100.0%
Wulu	22	4	18.2%	18	81.8%
Yirol E.	28	-	-	28	100.0%
Yirol W.	28	5	17.9%	23	82.1%
Total	286	24	8.4%	262	91.6%

Number of primary schools with access to health centre by county, 2011



% of primary schools with access to health centre by county, 2011



## 6.3. Student flow

### 6.3.1. Promotion rate

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

County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Awerial	36.6%	41.5%	38.2%	25.7%	12.9%	25.3%	35.4%
Cuiebet	50.1%	59.7%	47.8%	44.7%	32.7%	38.1%	68.7%
Rumbek C.	61.3%	81.1%	77.5%	71.1%	73.6%	84.9%	81.4%
Rumbek E.	58.3%	70.7%	79.3%	77.0%	62.6%	63.5%	50.5%
Rumbek N.	57.6%	57.4%	51.6%	46.9%	50.7%	31.2%	-
Wulu	36.1%	39.5%	43.4%	25.9%	30.0%	38.6%	29.4%
Yirol E.	69.2%	90.3%	87.3%	72.3%	66.8%	63.6%	38.3%
Yirol W.	67.3%	65.7%	68.5%	71.8%	80.4%	61.0%	53.0%
Average	53.6%	62.5%	59.8%	55.3%	55.6%	61.2%	59.6%

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

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

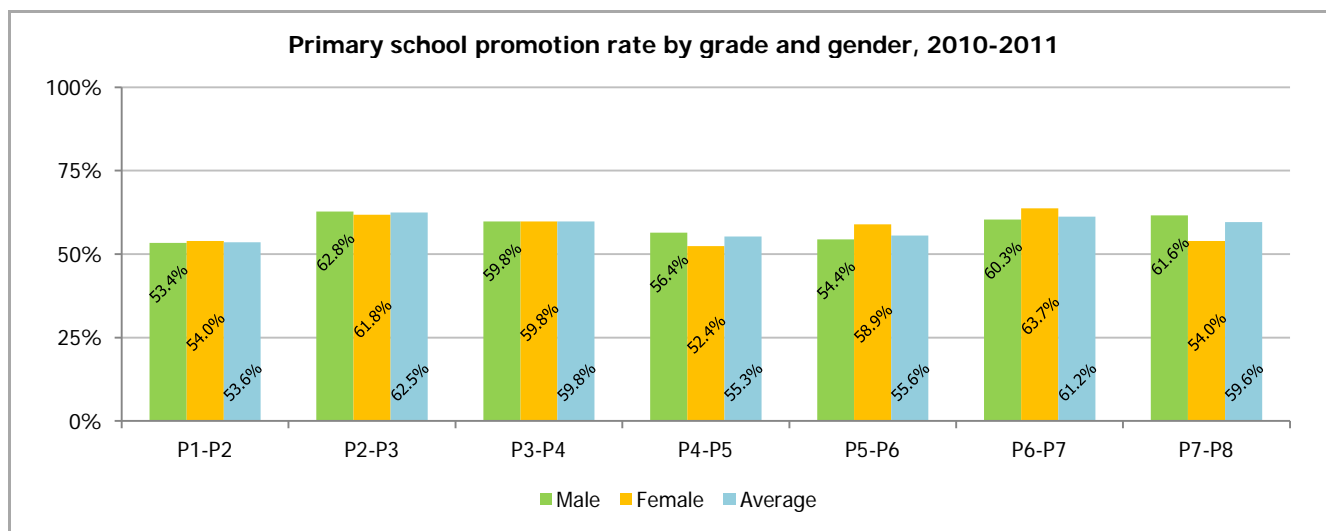
County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Awerial	38.4%	46.2%	42.4%	31.6%	14.6%	23.3%	40.5%
Cuiebet	49.2%	56.7%	43.7%	45.2%	31.0%	41.2%	74.0%
Rumbek C.	63.4%	84.8%	81.7%	77.3%	69.5%	80.0%	88.4%
Rumbek E.	60.8%	76.6%	82.7%	79.7%	64.9%	69.8%	53.0%
Rumbek N.	58.2%	62.0%	53.4%	50.3%	50.2%	30.8%	-
Wulu	35.1%	37.3%	39.6%	22.7%	25.9%	28.6%	28.1%
Yirol E.	68.7%	96.9%	94.0%	67.5%	68.7%	65.9%	35.7%
Yirol W.	63.8%	62.2%	71.8%	75.9%	86.8%	63.2%	53.1%
Average	53.4%	62.8%	59.8%	56.4%	54.4%	60.3%	61.6%

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

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

County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Awerial	32.7%	30.9%	27.5%	10.9%	7.3%	36.4%	-
Cuiebet	52.1%	67.2%	59.6%	43.3%	41.3%	23.4%	18.2%
Rumbek C.	58.3%	75.8%	71.1%	59.4%	83.9%	98.8%	66.5%
Rumbek E.	54.9%	62.8%	74.1%	72.7%	58.8%	53.3%	45.9%
Rumbek N.	55.2%	42.1%	45.2%	34.3%	54.7%	36.4%	-
Wulu	37.9%	44.6%	54.3%	36.2%	43.1%	73.3%	37.0%
Yirol E.	70.1%	78.5%	72.8%	86.1%	59.9%	46.7%	200.0%
Average	54.0%	61.8%	59.8%	52.4%	58.9%	63.7%	54.0%

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



### 6.3.2. Repetition rate

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

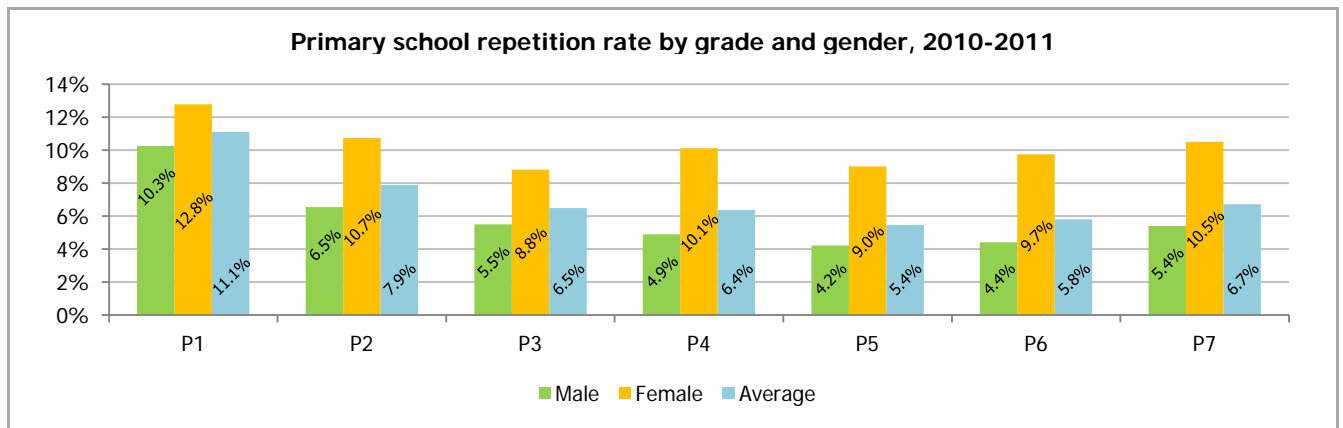
County	P1	P2	P3	P4	P5	P6	P7	P8
Awerial	6.5%	6.5%	6.0%	5.0%	3.6%	1.7%	3.1%	-
Cuiebet	11.1%	6.3%	4.8%	6.1%	3.2%	8.3%	5.2%	8.4%
Rumbek C.	5.1%	10.2%	6.6%	7.2%	7.0%	6.9%	7.3%	2.6%
Rumbek E.	8.5%	8.9%	8.4%	9.0%	6.3%	6.2%	7.0%	5.2%
Rumbek N.	14.7%	4.8%	5.3%	2.6%	2.3%	5.2%	150.0%	-
Wulu	3.9%	6.2%	7.1%	3.2%	3.4%	1.8%	1.1%	-
Yirol E.	13.4%	12.4%	8.2%	9.8%	8.6%	8.4%	7.8%	-
Yirol W.	27.6%	10.1%	8.1%	7.5%	6.8%	4.6%	7.2%	7.7%
Average	11.1%	7.9%	6.5%	6.4%	5.4%	5.8%	6.7%	4.6%

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

County	P1	P2	P3	P4	P5	P6	P7	P8
Awerial	6.5%	6.1%	5.2%	3.6%	2.4%	1.2%	2.4%	-
Cuiebet	9.2%	4.9%	4.3%	5.6%	3.6%	8.9%	5.8%	8.9%
Rumbek C.	3.5%	8.2%	5.6%	5.5%	4.3%	3.6%	5.0%	1.5%
Rumbek E.	9.1%	7.8%	5.8%	5.3%	4.2%	4.9%	5.2%	4.7%
Rumbek N.	14.2%	4.5%	4.8%	1.9%	1.9%	2.8%	100.0%	-
Wulu	3.2%	4.3%	5.0%	2.5%	2.1%	1.9%	1.3%	-
Yirol E.	12.1%	13.0%	8.0%	7.8%	7.0%	7.7%	7.9%	-
Yirol W.	26.5%	8.1%	7.5%	6.3%	7.1%	3.9%	7.0%	7.5%
Average	10.3%	6.5%	5.5%	4.9%	4.2%	4.4%	5.4%	4.1%

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

County	P1	P2	P3	P4	P5	P6	P7	P8
Awerial	6.6%	7.2%	8.0%	8.4%	7.9%	4.5%	8.3%	-
Cuiebet	15.3%	9.8%	6.2%	7.8%	1.5%	5.2%	-	-
Rumbek C.	7.3%	13.1%	8.3%	10.4%	13.8%	16.1%	12.3%	6.4%
Rumbek E.	7.6%	10.4%	12.5%	14.8%	9.7%	8.4%	10.3%	6.1%
Rumbek N.	16.3%	6.0%	7.1%	5.2%	5.7%	36.4%	-	-
Wulu	5.3%	10.7%	13.0%	5.6%	7.6%	1.3%	-	-
Yirol E.	15.7%	11.4%	8.6%	15.7%	14.6%	13.3%	-	-
Yirol W.	29.6%	15.0%	9.7%	10.6%	6.2%	6.9%	8.3%	8.5%
Average	12.8%	10.7%	8.8%	10.1%	9.0%	9.7%	10.5%	6.3%



### 6.3.3. Dropout rate

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

County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Awerial	56.8%	52.1%	55.8%	69.4%	83.5%	73.0%	61.5%
Cuiebet	38.7%	34.0%	47.4%	49.2%	64.1%	53.6%	26.1%
Rumbek C.	33.6%	8.7%	15.8%	21.7%	19.4%	8.2%	11.2%
Rumbek E.	33.2%	20.4%	12.2%	14.0%	31.2%	30.3%	42.5%
Rumbek N.	27.7%	37.8%	43.1%	50.4%	47.1%	63.6%	-50.0%
Wulu	59.9%	54.3%	49.5%	70.9%	66.6%	59.6%	69.5%
Yirol E.	17.4%	-2.7%	4.6%	17.9%	24.6%	28.0%	53.9%
Yirol W.	5.2%	24.3%	23.4%	20.8%	12.8%	34.4%	39.8%
Average	35.3%	29.7%	33.7%	38.4%	39.0%	33.0%	33.7%

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

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

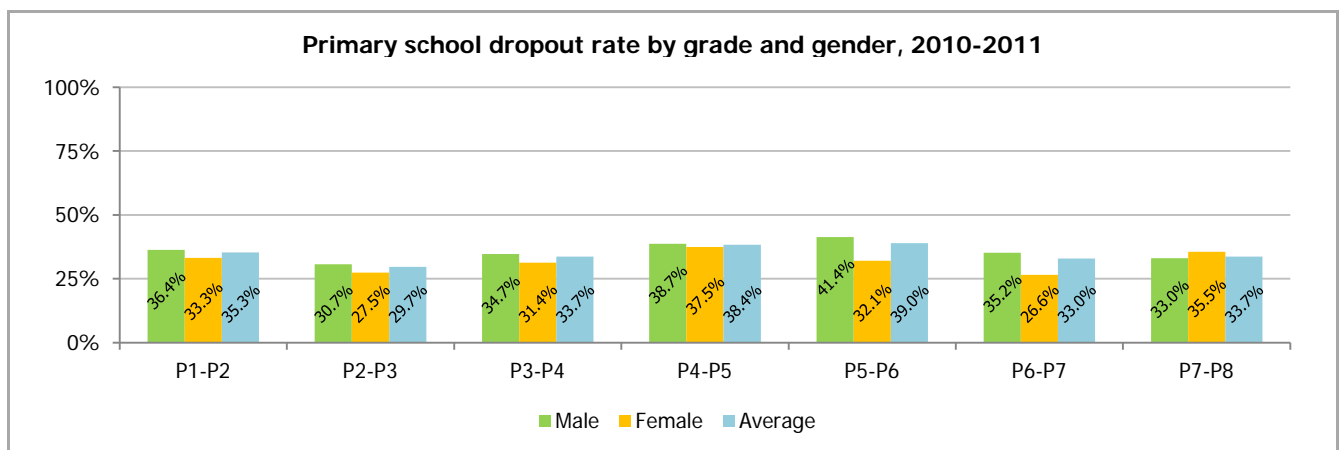
County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Awerial	55.1%	47.6%	52.5%	64.8%	83.1%	75.5%	57.1%
Cuiebet	41.7%	38.4%	52.0%	49.2%	65.5%	49.9%	20.2%
Rumbek C.	33.1%	7.1%	12.7%	17.2%	26.2%	16.4%	6.6%
Rumbek E.	30.1%	15.6%	11.5%	15.0%	30.9%	25.3%	41.7%
Rumbek N.	27.5%	33.5%	41.8%	47.7%	47.9%	66.4%	-
Wulu	61.6%	58.4%	55.4%	74.8%	72.0%	69.5%	70.6%
Yirol E.	19.1%	-9.8%	-1.9%	24.7%	24.4%	26.4%	56.3%
Yirol W.	9.7%	29.7%	20.7%	17.9%	6.2%	32.9%	40.0%
Average	36.4%	30.7%	34.7%	38.7%	41.4%	35.2%	33.0%

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

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

County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Awerial	60.7%	61.9%	64.6%	80.7%	84.8%	59.1%	91.7%
Cuiebet	32.6%	23.0%	34.2%	48.9%	57.2%	71.4%	81.8%
Rumbek C.	34.4%	11.2%	20.6%	30.2%	2.3%	-14.8%	21.2%
Rumbek E.	37.5%	26.8%	13.3%	12.5%	31.5%	38.3%	43.8%
Rumbek N.	28.5%	51.9%	47.7%	60.5%	39.6%	27.3%	-
Wulu	56.8%	44.8%	32.8%	58.2%	49.3%	25.3%	63.0%
Yirol E.	14.2%	10.1%	18.6%	-1.8%	25.5%	40.0%	-100.0%
Yirol W.	-3.2%	10.9%	30.6%	28.3%	29.2%	39.2%	38.9%
Average	33.3%	27.5%	31.4%	37.5%	32.1%	26.6%	35.5%

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



## 7.0. SECONDARY SCHOOL, 2011

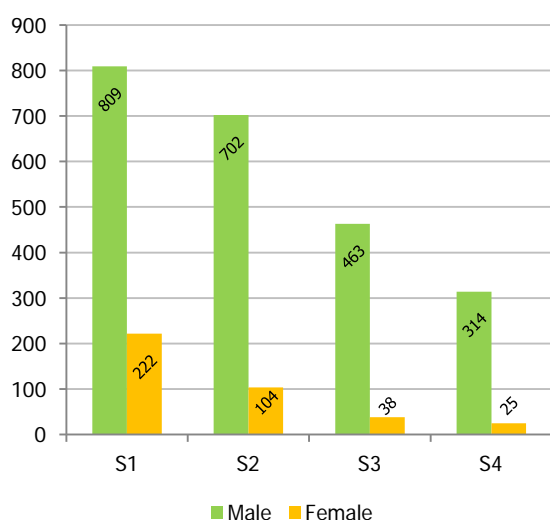
### 7.1. Access

#### 7.1.1. Enrolment

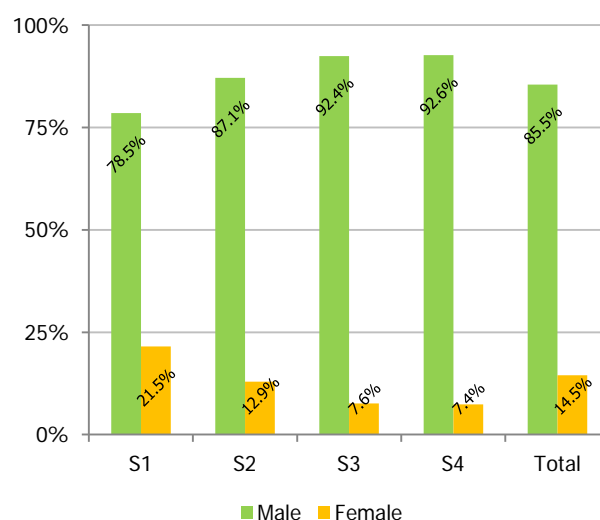
**Number of secondary school students by county and grade, 2011**

County	Total	S1	S2	S3	S4
Cuiebet	63	52	11	-	-
Rumbek C.	2,116	760	649	410	297
Rumbek E.	203	81	64	39	19
Wulu	59	33	26	-	-
Yirol W.	236	105	56	52	23
Total	2,677	1,031	806	501	339

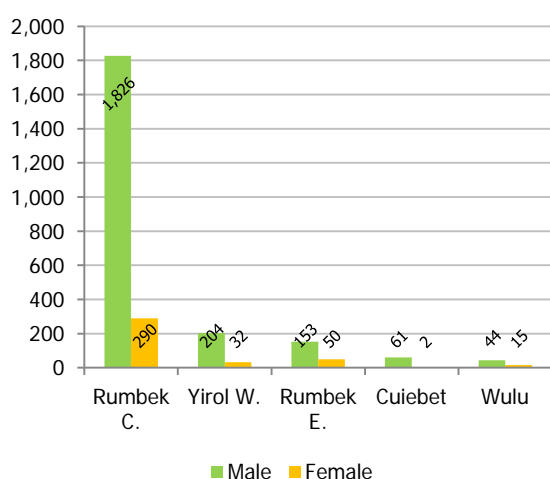
**Number of secondary school students by grade and gender, 2011**



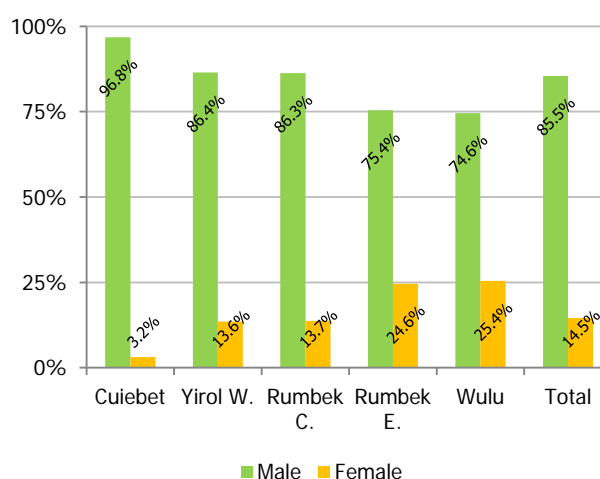
**% of secondary school students by grade and gender, 2011**



**Number of secondary school students by county and gender, 2011**



**% of secondary school students by county and gender, 2011**



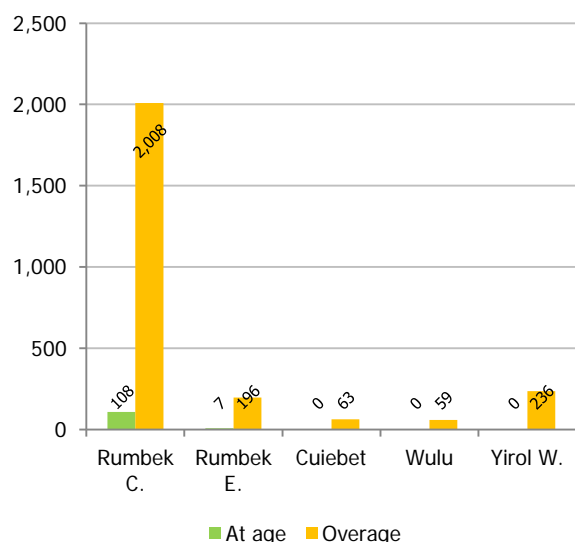
#### 7.1.2. Overage pupils

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

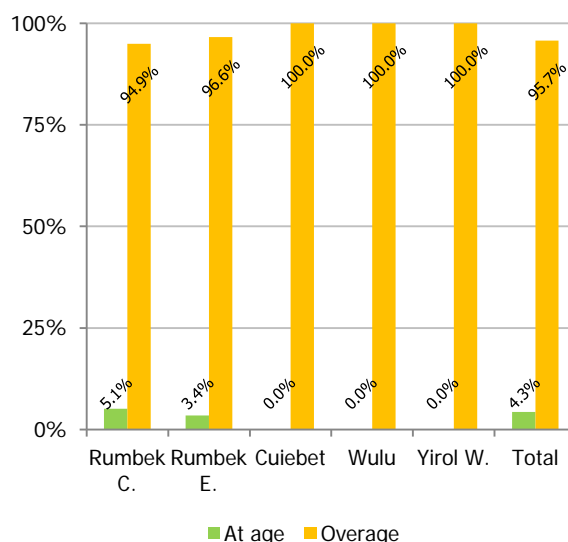
County	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
Cuiebet	-	63	100.0%	-	61	100.0%	-	2	100.0%
Rumbek C.	108	2,008	94.9%	92	1,734	95.0%	16	274	94.5%
Rumbek E.	7	196	96.6%	-	153	100.0%	7	43	86.0%
Wulu	-	59	100.0%	-	44	100.0%	-	15	100.0%
Yirol W.	-	236	100.0%	-	204	100.0%	-	32	100.0%
Total	115	2,562	95.7%	92	2,196	96.0%	23	366	94.1%

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

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



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

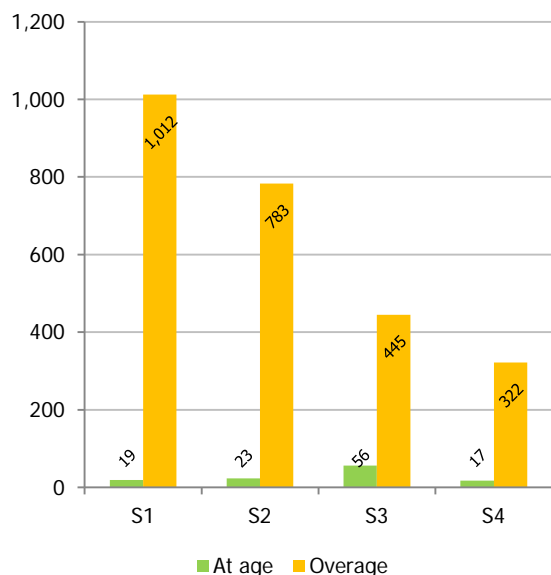


**Number and % of secondary school at-age and overage students by grade and gender, 2011**

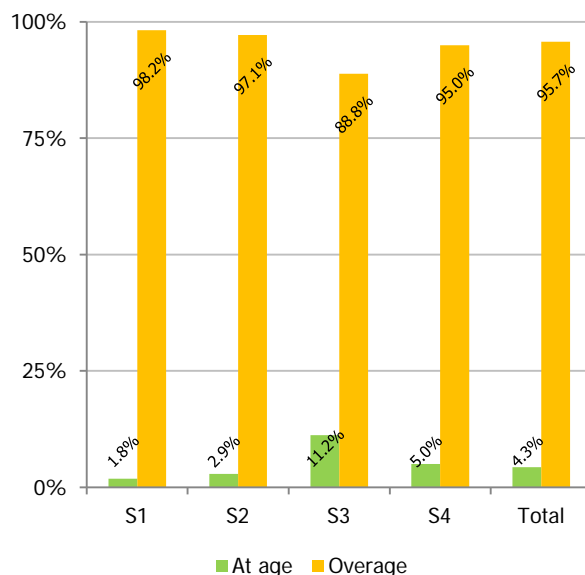
Grade	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
S1	19	1012	98.2%	5	804	99.4%	14	208	93.7%
S2	23	783	97.1%	17	685	97.6%	6	98	94.2%
S3	56	445	88.8%	54	409	88.3%	2	36	94.7%
S4	17	322	95.0%	16	298	94.9%	1	24	96.0%
Total	115	2562	95.7%	92	2196	96.0%	23	366	94.1%

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

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



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

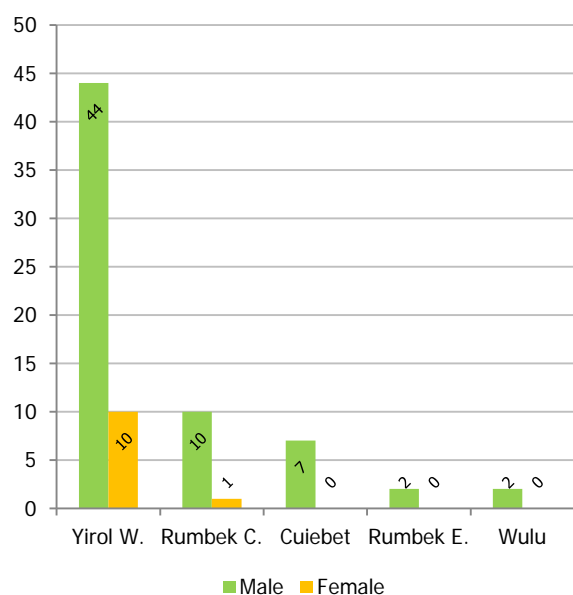


### 7.1.3. Students with special needs

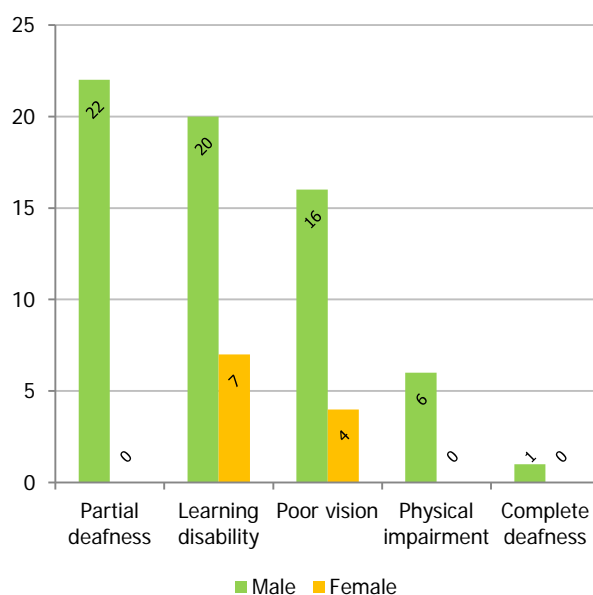
**Number and % of secondary school students with special needs by county and gender, 2011**

County	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
Cuiebet	63	7	10.0%	61	7	10.3%	2	-	-
Rumbek C.	2,116	11	0.5%	1,826	10	0.5%	290	1	0.3%
Rumbek E.	203	2	1.0%	153	2	1.3%	50	-	-
Wulu	59	2	3.3%	44	2	4.3%	15	-	-
Yirol W.	236	54	18.6%	204	44	17.7%	32	10	23.8%
Total	2,677	76	2.8%	2,288	65	2.8%	389	11	2.8%

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



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

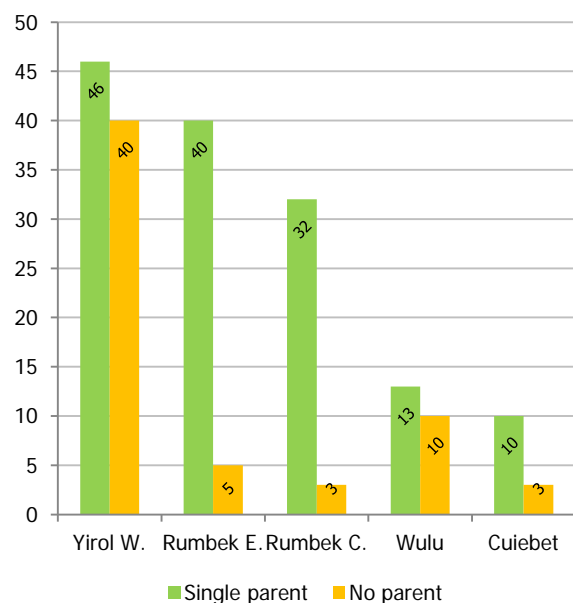


\* "Poor vision" includes pupils whose eye visions require glasses but do not have access to them.

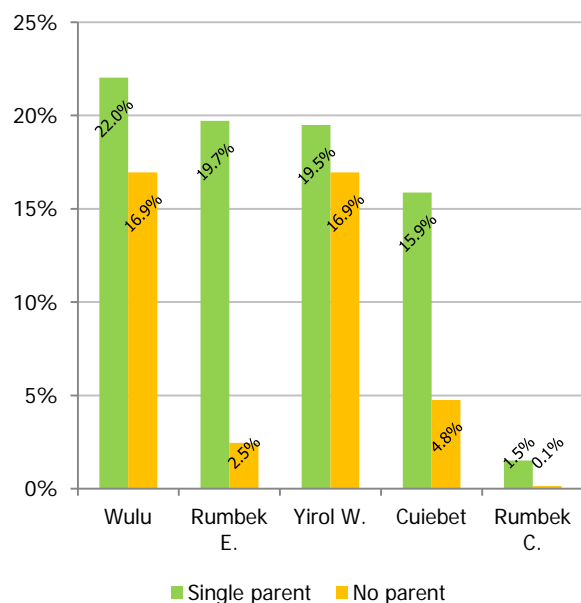
**Number and % of secondary school orphans by county and type, 2011**

County	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
Cuiebet	63	13	20.6%	10	15.9%	3	4.8%
Rumbek C.	2,116	35	1.7%	32	1.5%	3	0.1%
Rumbek E.	203	45	22.2%	40	19.7%	5	2.5%
Wulu	59	23	39.0%	13	22.0%	10	16.9%
Yirol W.	236	86	36.4%	46	19.5%	40	16.9%
Total	2,677	202	7.5%	141	5.3%	61	2.3%

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

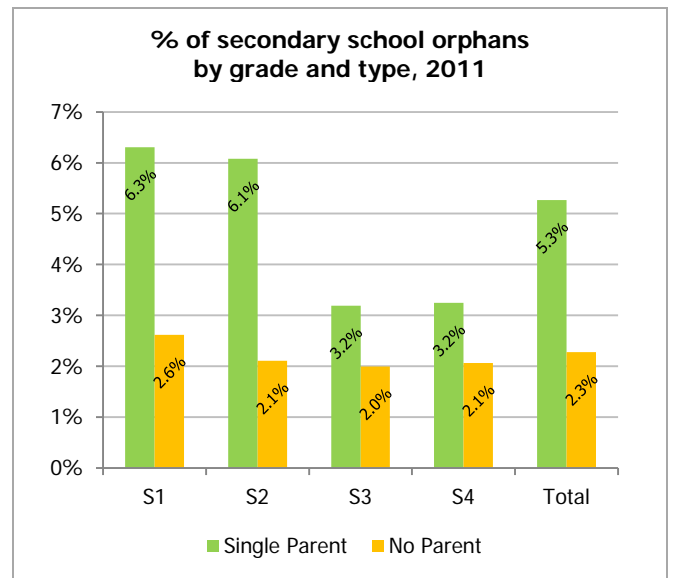
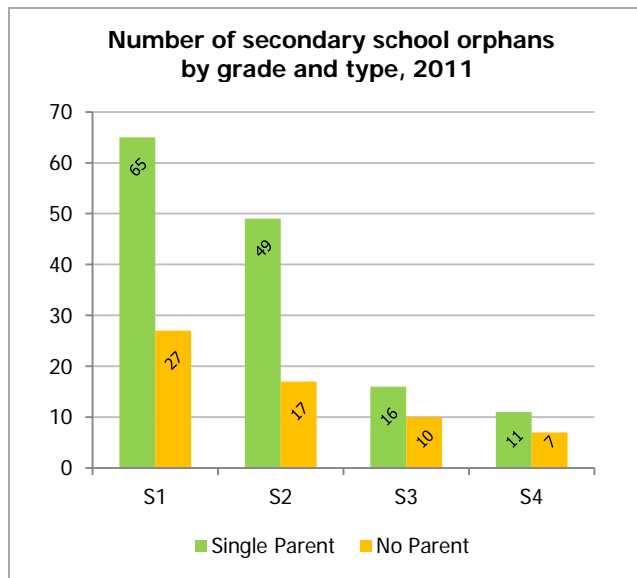


**% of secondary school orphans by county and type, 2011**



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

County	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
S1	1,031	92	8.9%	65	6.3%	27	2.6%
S2	806	66	8.2%	49	6.1%	17	2.1%
S3	501	26	5.2%	16	3.2%	10	2.0%
S4	339	18	5.3%	11	3.2%	7	2.1%
Total	2,677	202	7.5%	141	5.3%	61	2.3%



## 7.2. Resources

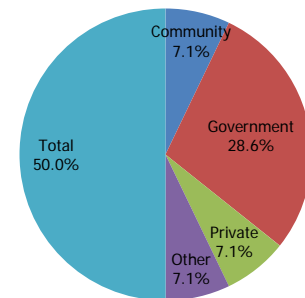
### 7.2.1. Schools

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

Ownership type	Schools
Community	1
Government	4
Private	1
Other	1
<b>Total</b>	<b>7</b>

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

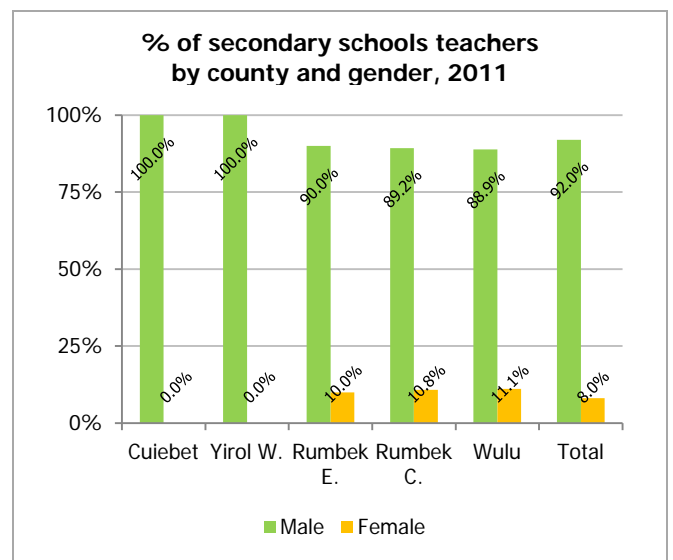
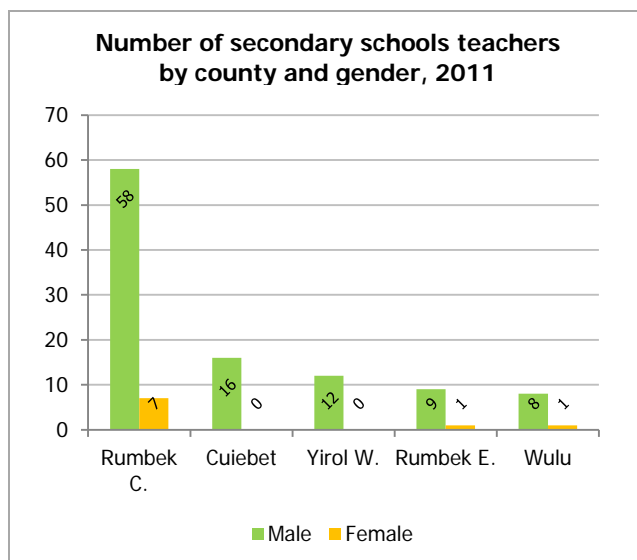
**% of sec. schools by ownership type, 2011**



### 7.2.2. Teachers

**Number and % of secondary school teachers by county and gender, 2011**

County	Total	Male		Female	
		Count	% total	Count	% total
Cuiebet	16	16	100.0%	-	-
Rumbek C.	65	58	89.2%	7	10.8%
Rumbek E.	10	9	90.0%	1	10.0%
Wulu	9	8	88.9%	1	11.1%
Yirol W.	12	12	100.0%	-	-
<b>Total</b>	<b>112</b>	<b>103</b>	<b>92.0%</b>	<b>9</b>	<b>8.0%</b>

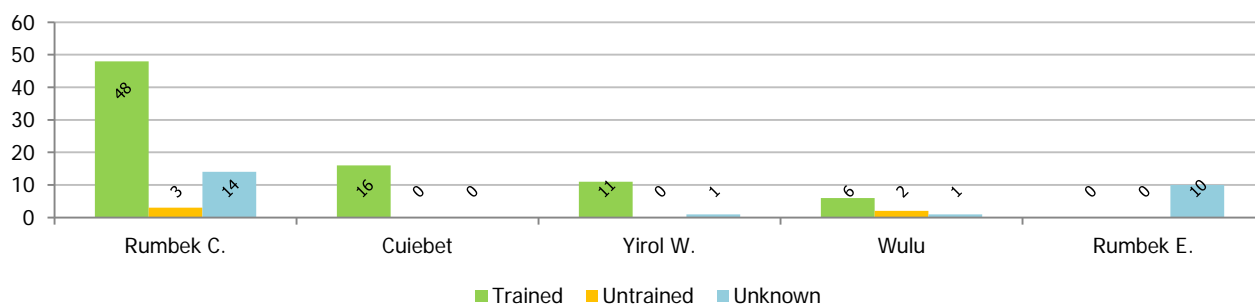


### Number and % of secondary school teachers by professional qualification and county, 2011

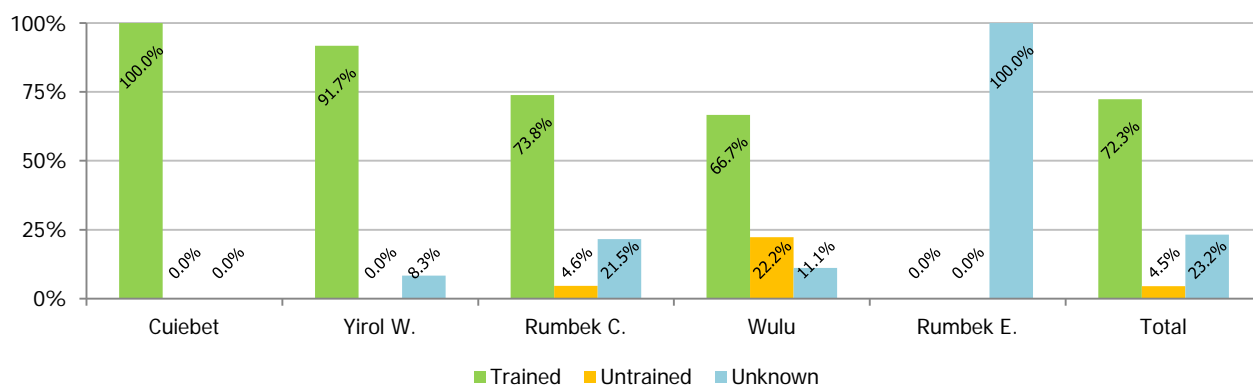
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Cuiebet	16	16	100.0%	-	-	-	-
Rumbek C.	65	48	73.8%	3	4.6%	14	21.5%
Rumbek E.	10	-	-	-	-	10	100.0%
Wulu	9	6	66.7%	2	22.2%	1	11.1%
Yirol W.	12	11	91.7%	-	-	1	8.3%
Total	112	81	72.3%	5	4.5%	26	23.2%

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

### Number of secondary school teachers by professional qualification and county, 2011



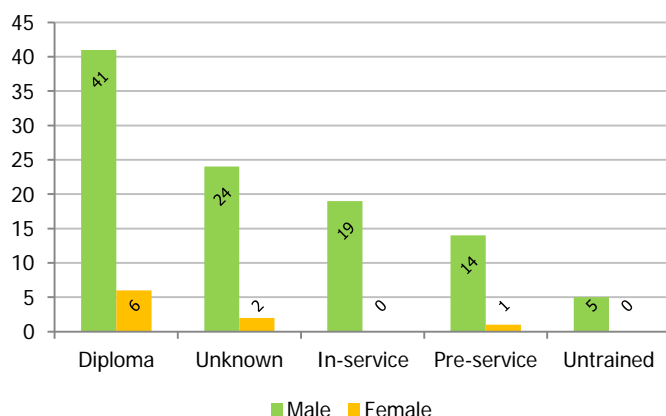
### % of secondary school teachers by professional qualification and county, 2011



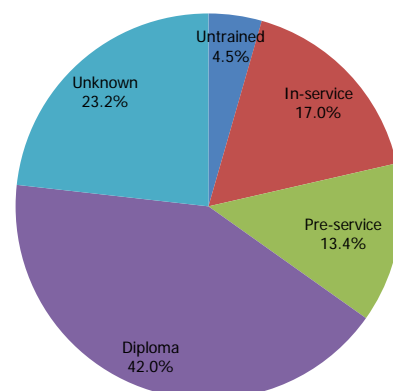
### Number and % of secondary school teachers by professional qualification and county, 2011

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Cuiebet	16	-	-	11	68.8%	5	31.3%	-	-	-	-
Rumbek C.	65	3	4.6%	7	10.8%	7	10.8%	34	52.3%	14	21.5%
Rumbek E.	10	-	-	-	-	-	-	-	-	10	100.0%
Wulu	9	2	22.2%	1	11.1%	3	33.3%	2	22.2%	1	11.1%
Yirol W.	12	-	-	-	-	-	-	11	91.7%	1	8.3%
Total	112	5	4.5%	19	17.0%	15	13.4%	47	42.0%	26	23.2%

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



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



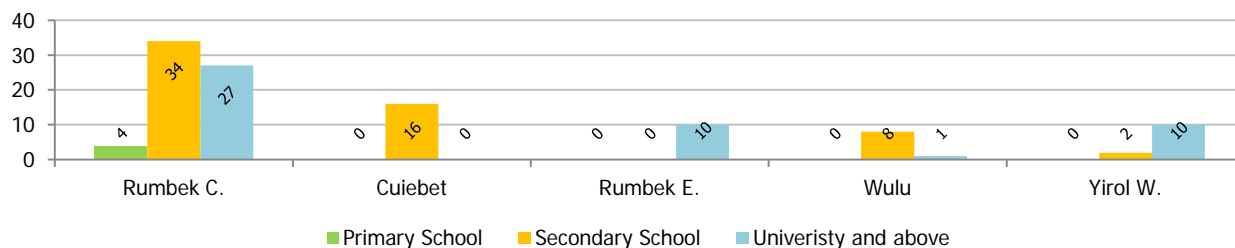


### Number and % of secondary school teachers by academic qualification and county, 2011

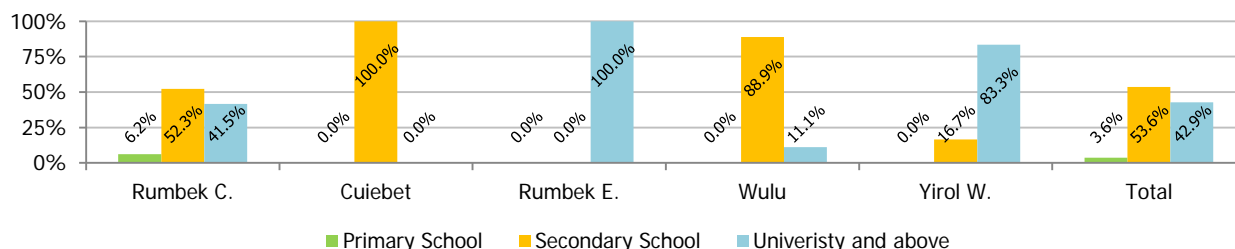
County	Total	Primary School		Secondary School		University and above	
		Count	% total	Count	% total	Count	% total
Cuiebet	16	-	-	16	100.0%	-	-
Rumbek C.	65	4	6.2%	34	52.3%	27	41.5%
Rumbek E.	10	-	-	-	-	10	100.0%
Wulu	9	-	-	8	88.9%	1	11.1%
Yirol W.	12	-	-	2	16.7%	10	83.3%
Total	112	4	3.6%	60	53.6%	48	42.9%

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

### Number of secondary school teachers by academic qualification and county, 2011



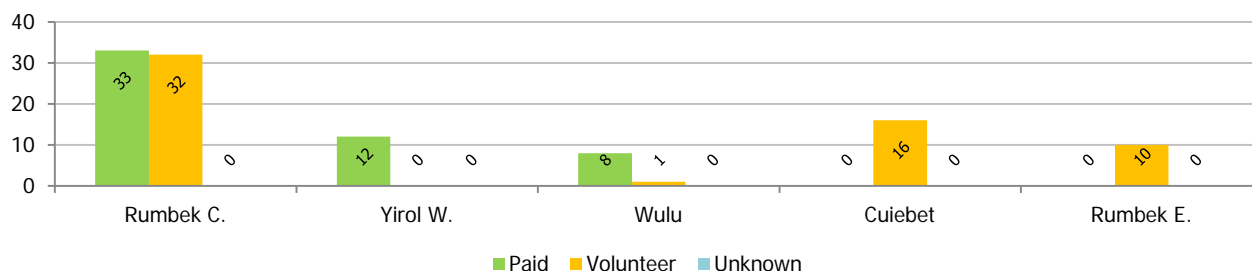
### % of secondary school teachers by academic qualification and county, 2011



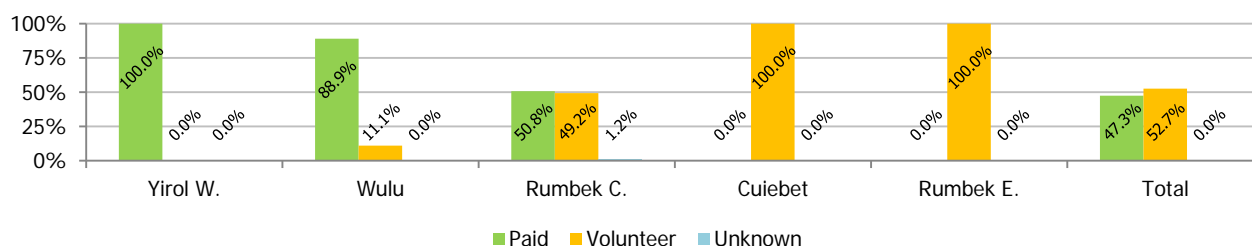
### Number and % of secondary school teachers by employment status and county, 2011

County	Total	Paid		Volunteer	
		Count	% total	Count	% total
Cuiebet	16	-	-	16	100.0%
Rumbek C.	65	33	50.8%	32	49.2%
Rumbek E.	10	-	-	10	100.0%
Wulu	9	8	88.9%	1	11.1%
Yirol W.	12	12	100.0%	-	-
Total	112	53	47.3%	59	52.7%

### Number of secondary school teachers by employment status and county, 2011



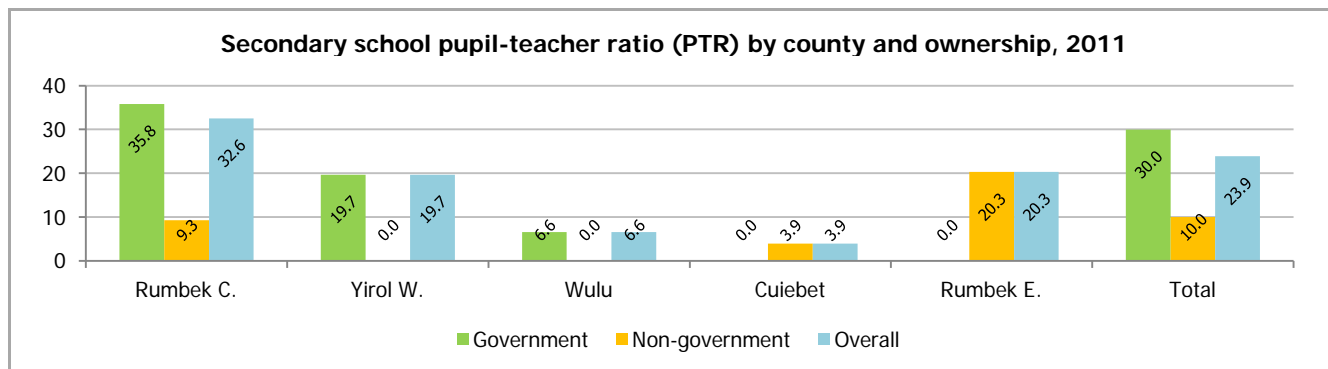
### % of secondary school teachers by employment status and county, 2011



### Secondary school pupil-teacher ratio (PTR) by county and ownership, 2011

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Cuiebet	63	16	3.9	-	-	-	63	16	3.9
Rumbek C.	2,116	65	32.6	2,042	57	35.8	74	8	9.3
Rumbek E.	203	10	20.3	-	-	-	203	10	20.3
Wulu	59	9	6.6	59	9	6.6	-	-	-
Yirol W.	236	12	19.7	236	12	19.7	-	-	-
Total	2,677	112	23.9	2,337	78	30.0	340	34	10.0

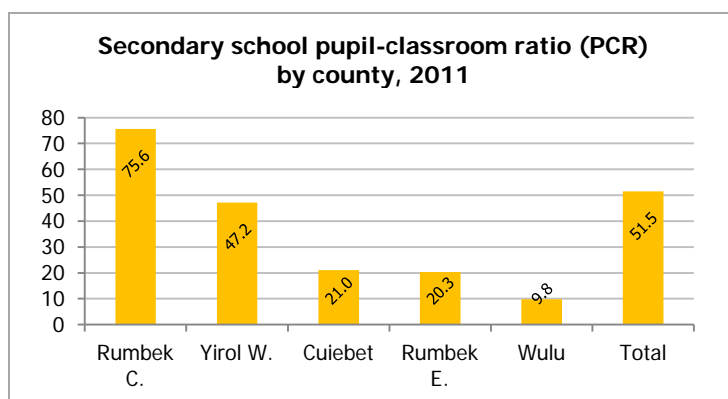
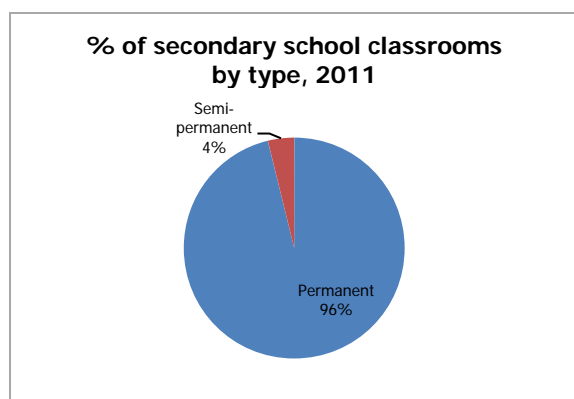
\* "Non-government" here includes schools under community, private, NGO-supported, other, and unknown ownership.



### 7.2.3. Classrooms

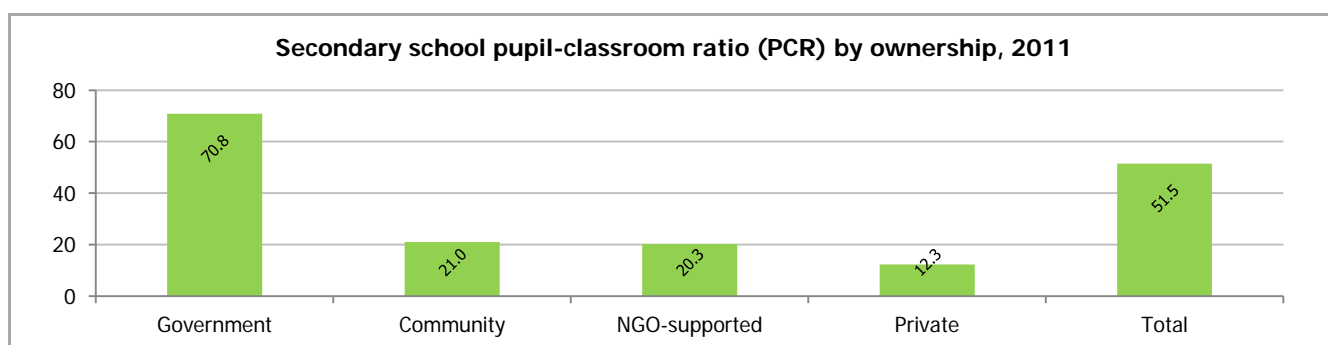
#### Number of secondary school classrooms and pupil-classroom ratio (PCR) by county and type, 2011

County	Total	Perm	Semi-perm	PCR
Cuiebet	3	3	-	21.0
Rumbek C.	28	26	2	75.6
Rumbek E.	10	10	-	20.3
Wulu	6	6	-	9.8
Yirol W.	5	5	-	47.2
Total	52	50	2	51.5



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

Ownership	Total	Perm	Semi-perm	PCR
Community	3	3	-	21.0
Government	33	31	2	70.8
NGO-supported	10	10	-	20.3
Private	6	6	-	12.3
Total	52	50	2	51.5



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

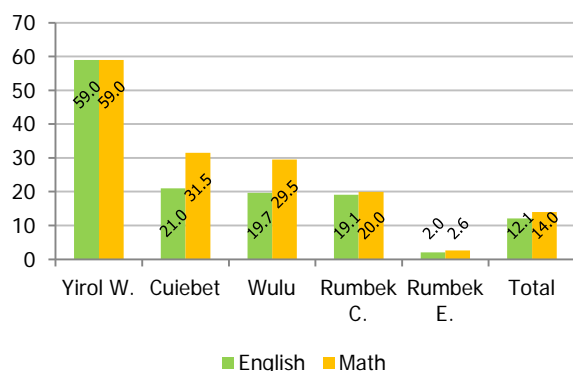
County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Cuiebet	1	1	100.0%	-	-
Rumbek C.	3	3	100.0%	-	-
Rumbek E.	1	1	100.0%	-	-
Wulu	1	1	100.0%	-	-
Yirol W.	1	1	100.0%	-	-
Total	7	7	100.0%	-	-

### 7.2.4. Curriculum and instruction

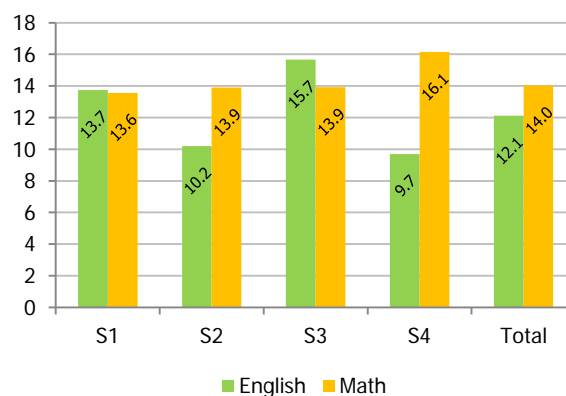
#### Secondary school pupil-textbook ratio (PTextR) by county and subject (English and Math), 2011

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Cuiebet	63	3	21.0	2	31.5
Rumbek C.	2,116	111	19.1	106	20.0
Rumbek E.	203	100	2.0	77	2.6
Wulu	59	3	19.7	2	29.5
Yirol W.	236	4	59.0	4	59.0
Total	2,677	221	12.1	191	14.0

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



Secondary school pupil-textbook ratio (PtextR) by grade and subject (Eng and Math), 2011



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

Grade	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
S1	1,031	75	13.7	76	13.6
S2	806	79	10.2	58	13.9
S3	501	32	15.7	36	13.9
S4	339	35	9.7	21	16.1
Total	2,677	221	12.1	191	14.0

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

Curriculum	S1	S2	S3	S4
South Sudan	6 85.7%	5 83.3%	4 100.0%	3 75.0%
Uganda	1 14.3%	1 16.7%	-	-
Sudan	-	-	-	1 25.0%
Total	7	6	4	4

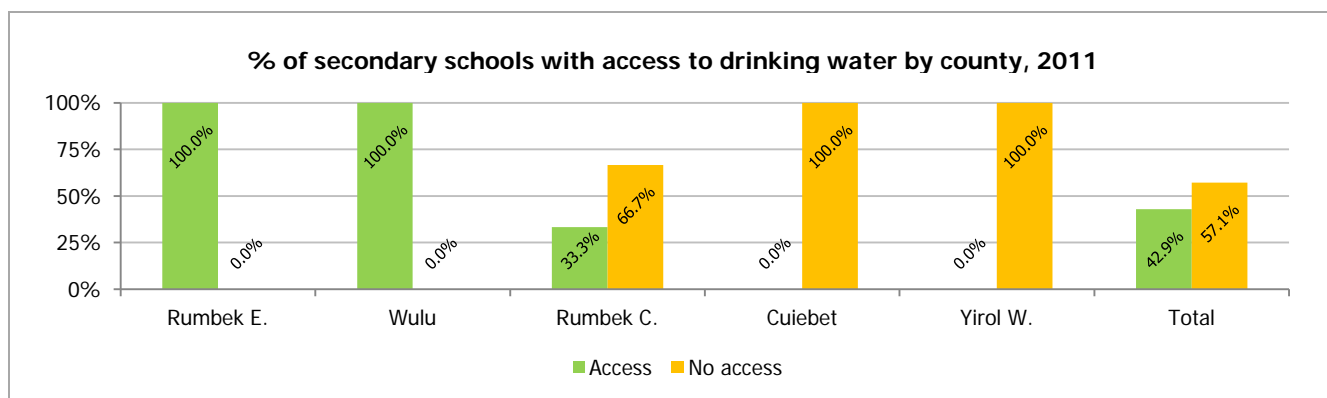
\* This section only counted the schools who responded to this question. Those who did not respond were not accounted for.

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

### 7.2.5. Facilities

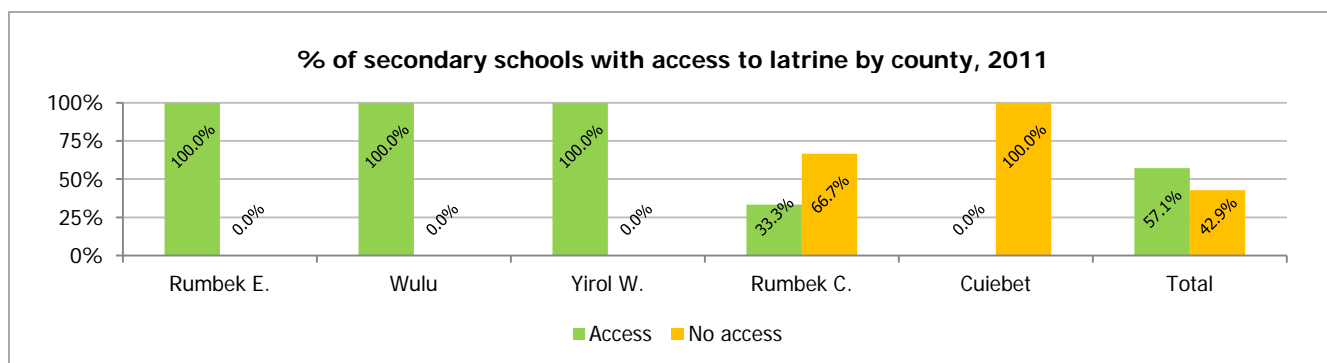
#### Number and % of secondary schools with and without access to drinking water by county, 2011

County	Schools	Access		No access	
		Count	% total	Count	% total
Cuiebet	1	-	-	1	100.0%
Rumbek C.	3	1	33.3%	2	66.7%
Rumbek E.	1	1	100.0%	-	-
Wulu	1	1	100.0%	-	-
Yirol W.	1	-	-	1	100.0%
Total	7	3	42.9%	4	57.1%



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

County	Schools	Access		No access	
		Count	% total	Count	% total
Cuiebet	1	-	-	1	100.0%
Rumbek C.	3	1	33.3%	2	66.7%
Rumbek E.	1	1	100.0%	-	-
Wulu	1	1	100.0%	-	-
Yirol W.	1	1	100.0%	-	-
Total	7	4	57.1%	3	42.9%



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

County	Schools	Access		No access	
		Count	% total	Count	% total
Cuiebet	1	-	-	1	100.0%
Rumbek C.	3	2	66.7%	1	33.3%
Rumbek E.	1	-	-	1	100.0%
Wulu	1	1	100.0%	-	-
Yirol W.	1	-	-	1	100.0%
Total	7	3	42.9%	4	57.1%

**Number and % of secondary schools with and without access to health centre by county, 2011**

County	Schools	Access		No access	
		Count	% total	Count	% total
Cuiebet	1	-	-	1	100.0%
Rumbek C.	3	-	-	3	100.0%
Rumbek E.	1	-	-	1	100.0%
Wulu	1	-	-	1	100.0%
Yirol W.	1	-	-	1	100.0%
Total	7	-	-	7	100.0%

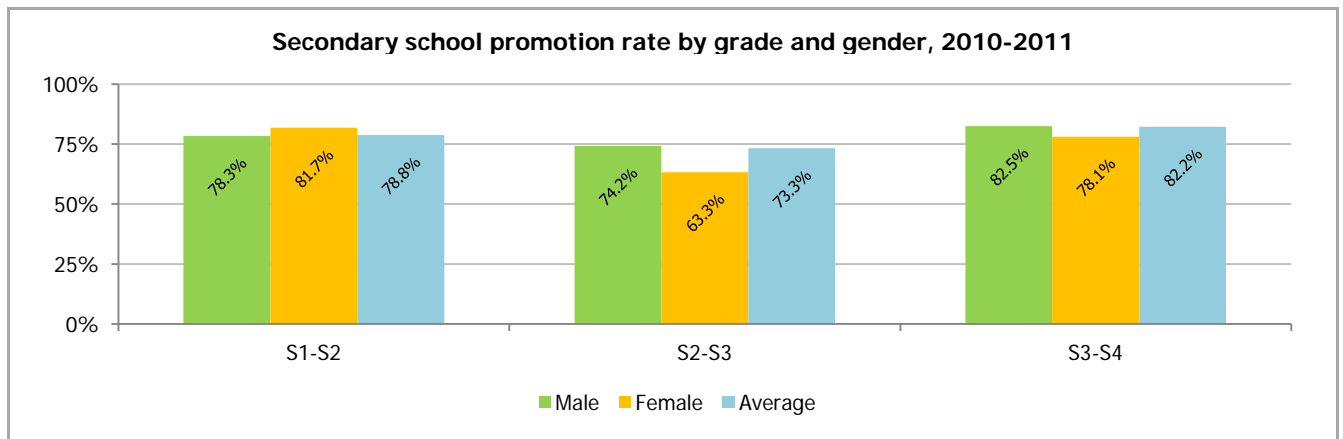
### 7.3. Student flow

#### 7.3.1. Promotion rate

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

County	Overall			Male			Female		
	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4
Cuiebet	-	-	-	-	-	-	-	-	-
Rumbek C.	86.8%	81.8%	105.3%	87.4%	83.9%	107.3%	81.9%	61.7%	82.6%
Rumbek E.	85.5%	84.1%	70.8%	84.8%	83.8%	61.9%	87.0%	85.7%	133.3%
Wulu	46.4%	-	-	39.6%	-	-	166.7%	-	-
Yirol W.	38.9%	43.0%	22.1%	36.2%	42.6%	21.4%	58.8%	50.0%	33.3%
Average	78.8%	73.3%	82.2%	78.3%	74.2%	82.5%	81.7%	63.3%	78.1%

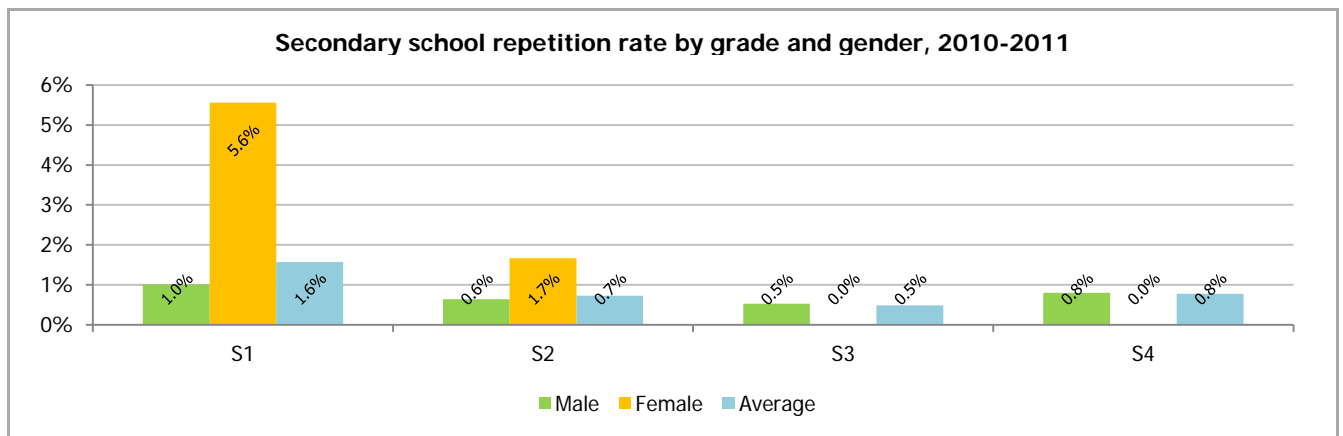
\* Promotion exceeding 100% occur due to high increase in enrolment between 2010 and 2011.



### 7.3.2. Repetition rate

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

County	Overall				Male				Female			
	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4
Cuiebet	-	-	-	-	-	-	-	-	-	-	-	-
Rumbek C.	1.5%	-	-	-	0.8%	-	-	-	7.2%	-	-	-
Rumbek E.	1.4%	11.4%	8.3%	-	2.2%	10.8%	9.5%	-	-	14.3%	-	-
Wulu	1.8%	-	-	-	1.9%	-	-	-	-	-	-	-
Yirol W.	-	-	-	-	-	-	-	-	-	-	-	-
Average	1.6%	0.7%	0.5%	0.8%	1.0%	0.6%	0.5%	0.8%	5.6%	1.7%	-	-

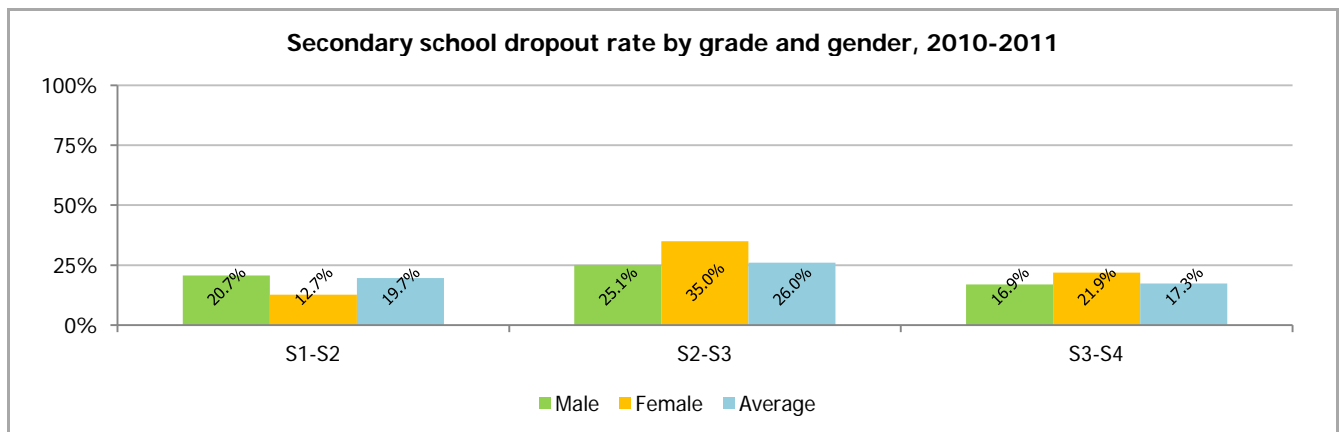


### 7.3.3. Dropout rate

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

County	Overall			Male			Female		
	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4
Cuiebet	-	-	-	-	-	-	-	-	-
Rumbek C.	11.8%	18.2%	-5.3%	11.9%	16.1%	-7.3%	10.8%	38.3%	17.4%
Rumbek E.	13.0%	4.5%	20.8%	13.0%	5.4%	28.6%	13.0%	0.0%	-33.3%
Wulu	51.8%	-	-	58.5%	-	-	-66.7%	-	-
Yirol W.	61.1%	57.0%	77.9%	63.8%	57.4%	78.6%	41.2%	50.0%	66.7%
Average	19.7%	26.0%	17.3%	20.7%	25.1%	16.9%	12.7%	35.0%	21.9%

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



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

### 8.1. Access

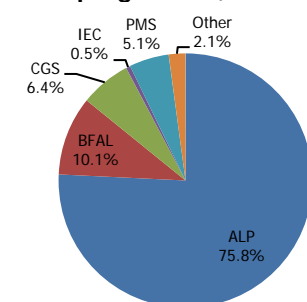
#### 8.1.1. Enrolment

**Number of AES centre learners by county and programme, 2011**

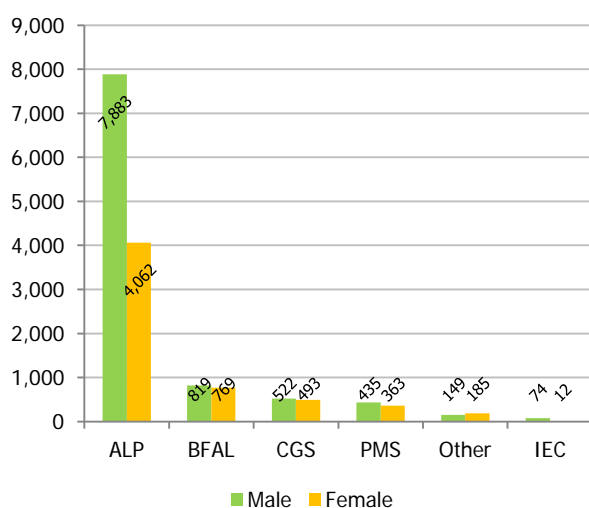
County	Total	ALP	BFAL	CGS	IEC	PMS	Other
Awerial	1,172	1,172	-	-	-	-	-
Cuiebet	5,106	4,535	60	-	-	511	-
Rumbek C.	1,403	519	314	300	-	30	240
Rumbek E.	361	-	60	301	-	-	-
Rumbek N.	1,279	1,234	-	-	-	-	45
Wulu	367	318	-	-	-	-	49
Yirol E.	2,978	2,653	325	-	-	-	-
Yirol W.	3,100	1,514	829	414	86	257	-
<b>Total</b>	<b>15,766</b>	<b>11,945</b>	<b>1,588</b>	<b>1,015</b>	<b>86</b>	<b>798</b>	<b>334</b>

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

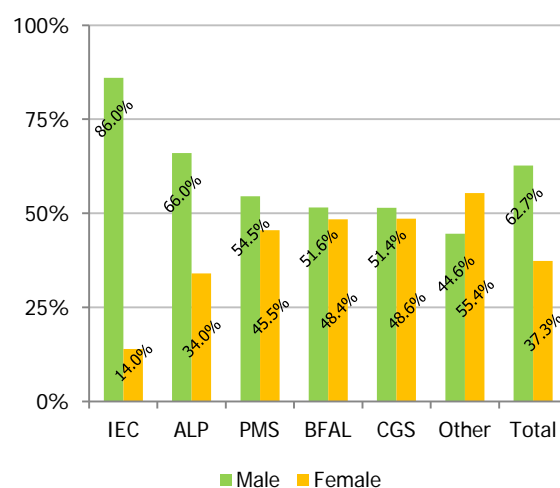
**% of AES centre learners by programme, 2011**



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



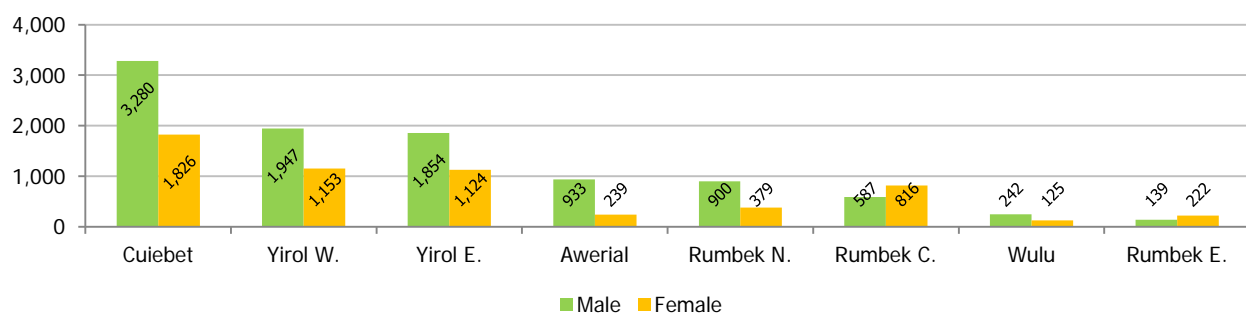
**% of AES centre learners by programme and gender, 2011**

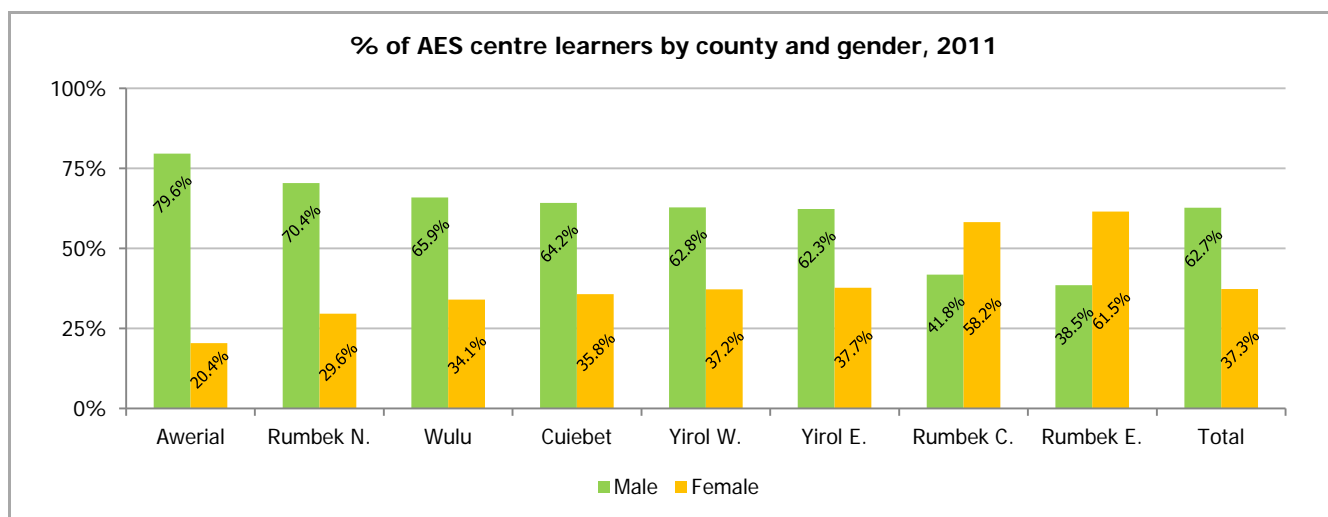


**Number and % of AES centre learners by county and gender, 2011**

County	Centres	Male		Female	
		Count	% total	Count	% total
Awerial	1,172	933	79.6%	239	20.4%
Cuiebet	5,106	3,280	64.2%	1,826	35.8%
Rumbek C.	1,403	587	41.8%	816	58.2%
Rumbek E.	361	139	38.5%	222	61.5%
Rumbek N.	1,279	900	70.4%	379	29.6%
Wulu	367	242	65.9%	125	34.1%
Yirol E.	2,978	1,854	62.3%	1,124	37.7%
Yirol W.	3,100	1,947	62.8%	1,153	37.2%
<b>Total</b>	<b>15,766</b>	<b>9,882</b>	<b>62.7%</b>	<b>5,884</b>	<b>37.3%</b>

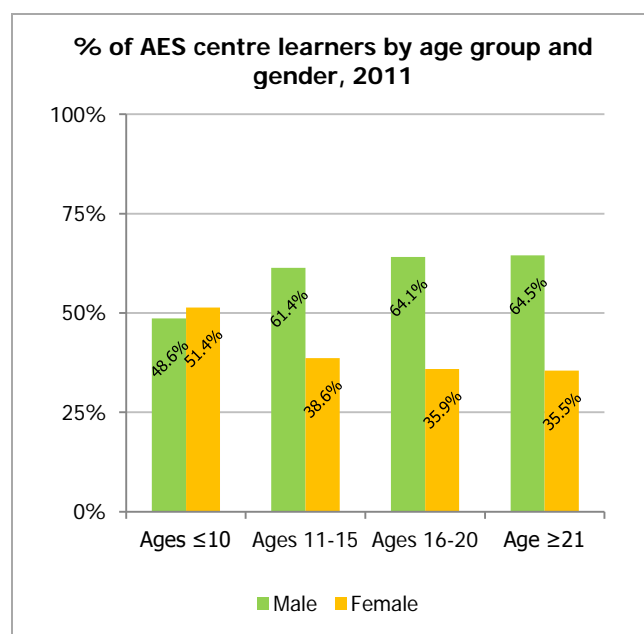
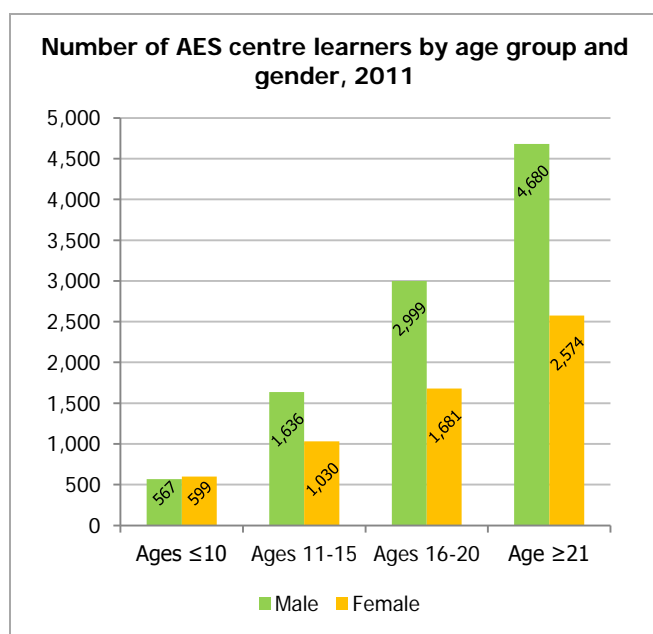
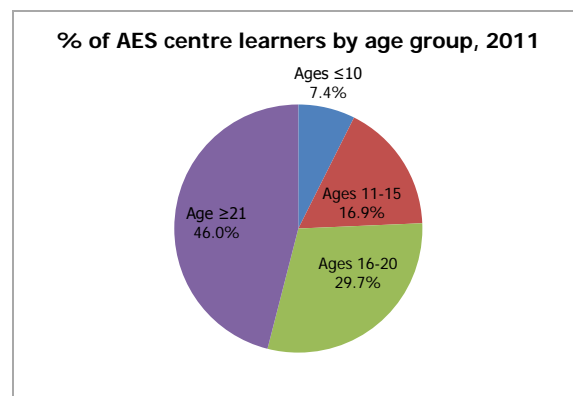
**Number of AES centre learners by county and gender, 2011**





**No. of AES centre learners by county and programme, 2011**

County	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
Awerial	1,172	73	279	363	457
Cuiebet	5,106	-	229	2,107	2,770
Rumbek C.	1,403	390	287	491	235
Rumbek E.	361	301	-	16	44
Rumbek N.	1,279	76	210	494	499
Wulu	367	-	165	123	79
Yirol E.	2,978	78	778	502	1,620
Yirol W.	3,100	248	718	584	1,550
Total	15,766	1,166	2,666	4,680	7,254



## 8.2. Resources

### 8.2.1. Centres

**Number of AES centres by programme, 2011**

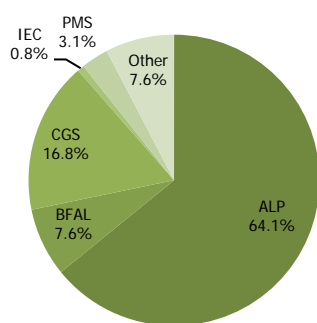
Programme	No. centres
Accelerated Learning Programme (ALP)	84
Basic Functional Adult Literacy (BFAL)	10
Community Girls School	22
Intensive English Course (IEC)	1
Pastoralist Mobile School (PMS)	4
Other	10
Total	131

\* Some centres have more than one programme.

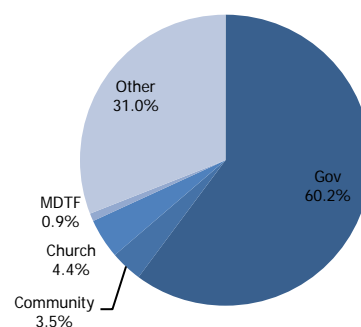
**Number of AES centres by funder, 2011**

Funder	No. centres
Government	68
Community	4
Church	5
Multi-Donor Trust Fund (MDTF)	1
Other	35
Unknown	17
Total	130

**% of AES centres by programme, 2011**



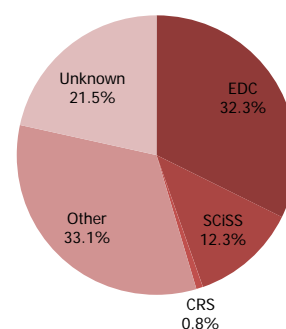
**% of AES centres by funder, 2011**



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

Implementation agency	No. centres
Education Development Center (EDC)	42
Save the Children in South Sudan (SCISS)	16
Catholic Relief Services (CRS)	1
Other	43

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



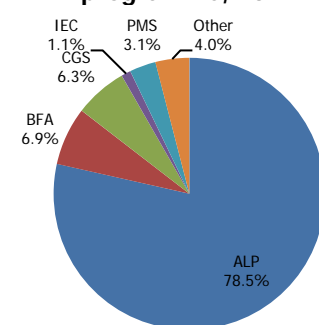
## 8.2.2. Teachers

**Number of AES centre teachers by county and programme, 2011**

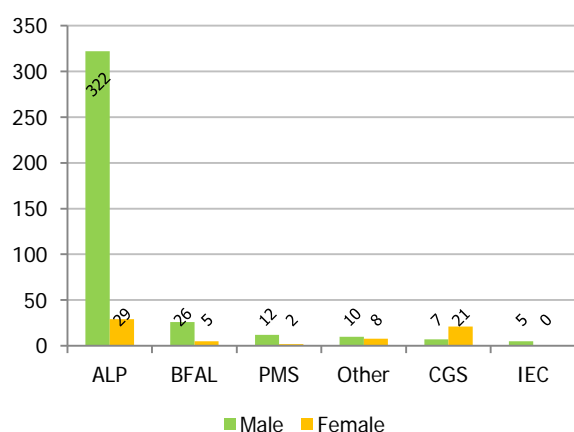
County	Total	ALP	BFAL	CGS	IEC	PMS	Other
Awerial	23	23	-	-	-	-	-
Cuiebet	146	133	2	-	-	11	-
Rumbek C.	45	13	14	10	-	1	7
Rumbek E.	12	-	2	10	-	-	-
Rumbek N.	68	60	-	-	-	-	8
Wulu	18	15	-	-	-	-	3
Yirol E.	48	42	6	-	-	-	-
Yirol W.	84	65	7	8	5	2	-
<b>Total</b>	<b>444</b>	<b>351</b>	<b>31</b>	<b>28</b>	<b>5</b>	<b>14</b>	<b>18</b>

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

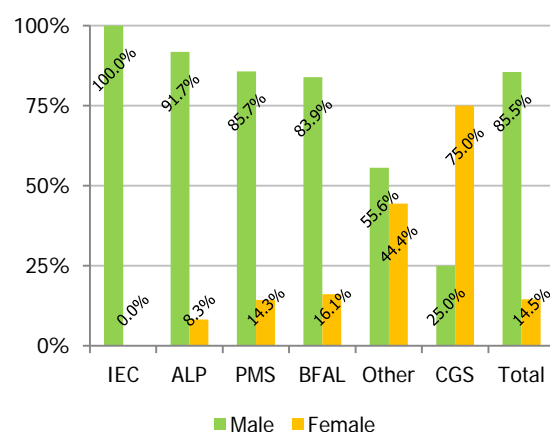
**% of AES centre teachers by programme, 2011**



**Number of AES centre teachers by programme and gender, 2011**



**% of AES centre teachers by programme and gender, 2011**

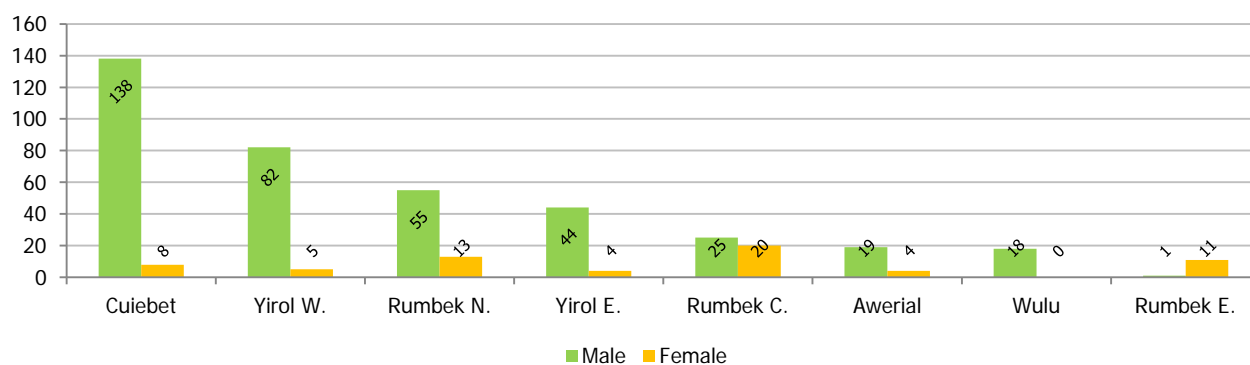




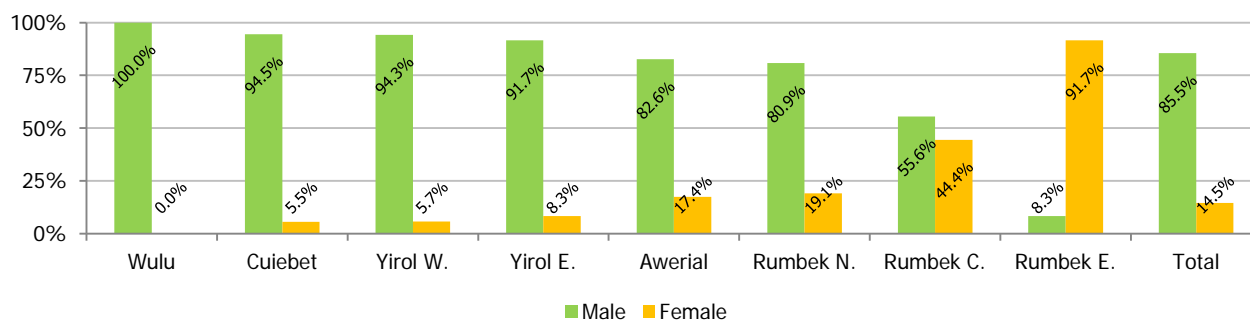
**Number and % of AES centre teachers by county and gender, 2011**

County	Total	Male		Female		PTR
		Count	% total	Count	% total	
Awerial	23	19	82.6%	4	17.4%	51.0
Cuiebet	146	138	94.5%	8	5.5%	35.0
Rumbek C.	45	25	55.6%	20	44.4%	30.5
Rumbek E.	12	1	8.3%	11	91.7%	30.1
Rumbek N.	68	55	80.9%	13	19.1%	18.8
Wulu	18	18	100.0%	-	-	20.4
Yirol E.	48	44	91.7%	4	8.3%	62.0
Yirol W.	87	82	94.3%	5	5.7%	35.6
Total	447	382	85.5%	65	14.5%	35.2

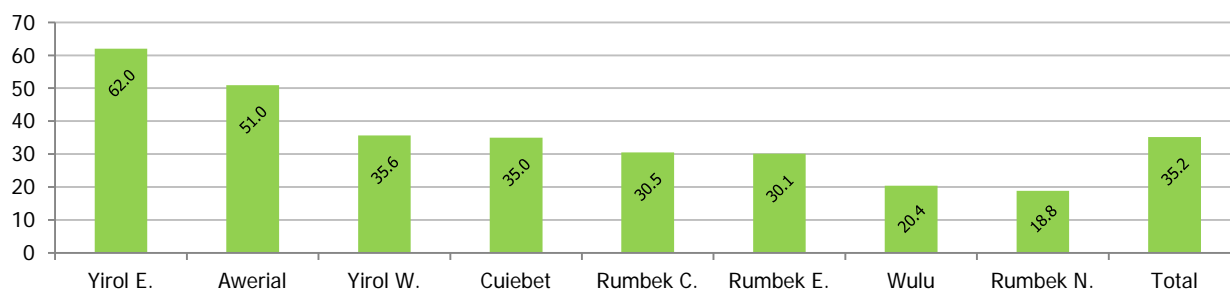
**Number of AES centre teachers by county and gender, 2011**



**% of AES centre teachers by county and gender, 2011**



**AES centre pupil-teacher ratio (PTR) by county, 2011**

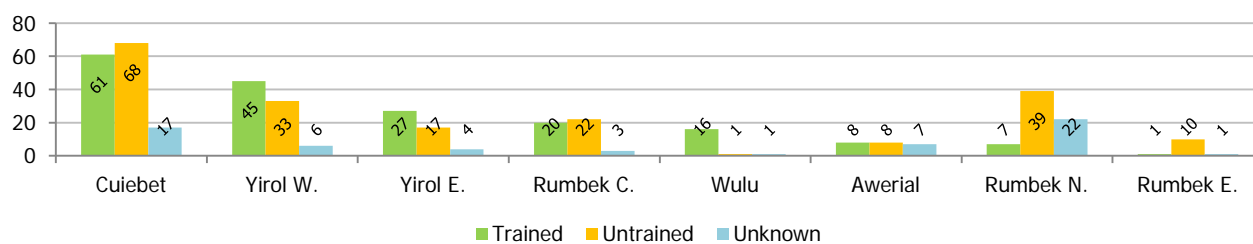


**Number and % of AES centre teachers by professional qualification and county, 2011**

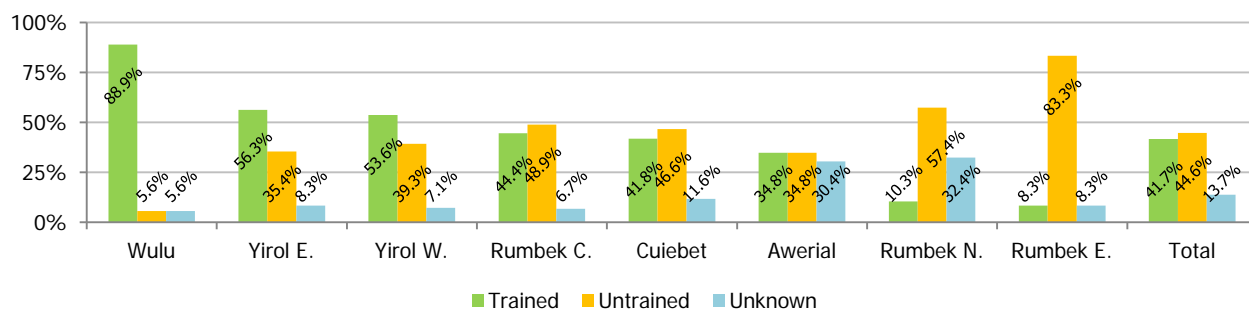
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Awerial	23	8	34.8%	8	34.8%	7	30.4%
Cuiebet	146	61	41.8%	68	46.6%	17	11.6%
Rumbek C.	45	20	44.4%	22	48.9%	3	6.7%
Rumbek E.	12	1	8.3%	10	83.3%	1	8.3%
Rumbek N.	68	7	10.3%	39	57.4%	22	32.4%
Wulu	18	16	88.9%	1	5.6%	1	5.6%
Yirol E.	48	27	56.3%	17	35.4%	4	8.3%
Yirol W.	84	45	53.6%	33	39.3%	6	7.1%
Total	444	185	41.7%	198	44.6%	61	13.7%

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

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



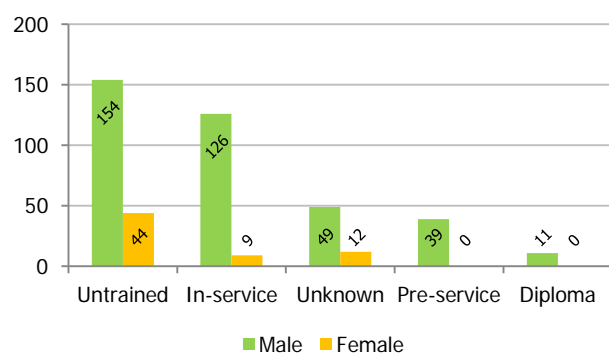
**% of AES centre teachers by professional qualification and county, 2011**



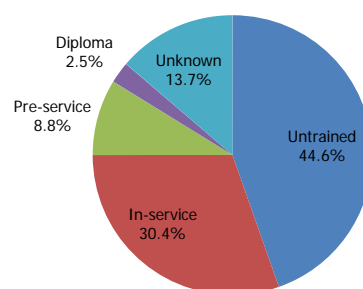
**Number and % of AES centre teachers by professional qualification and county, 2011**

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Awerial	23	8	34.8%	5	21.7%	2	8.7%	1	4.3%	7	30.4%
Cuiebet	146	68	46.6%	44	30.1%	12	8.2%	5	3.4%	17	11.6%
Rumbek C.	45	22	48.9%	15	33.3%	4	8.9%	1	2.2%	3	6.7%
Rumbek E.	12	10	83.3%	1	8.3%	-	-	-	-	1	8.3%
Rumbek N.	68	39	57.4%	4	5.9%	3	4.4%	-	-	22	32.4%
Wulu	18	1	5.6%	15	83.3%	1	5.6%	-	-	1	5.6%
Yirol E.	48	17	35.4%	18	37.5%	9	18.8%	-	-	4	8.3%
Yirol W.	84	33	39.3%	33	39.3%	8	9.5%	4	4.8%	6	7.1%
Total	444	198	44.6%	135	30.4%	39	8.8%	11	2.5%	61	13.7%

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



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

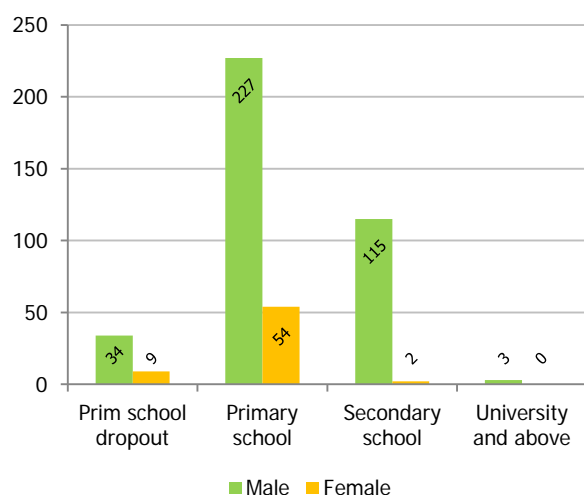


**Number and % of AES teachers by academic qualification and county, 2011**

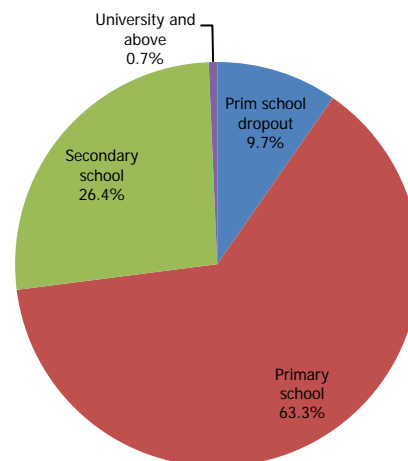
County	Total	Prim school dropout		Primary school		Secondary school		University and above	
		Count	% total	Count	% total	Count	% total	Count	% total
Awerial	23	3	13.0%	13	56.5%	6	26.1%	1	4.3%
Cuiebet	146	16	11.0%	107	73.3%	21	14.4%	2	1.4%
Rumbek C.	45	1	2.2%	27	60.0%	17	37.8%	-	-
Rumbek E.	12	1	8.3%	11	91.7%	-	-	-	-
Rumbek N.	68	13	19.1%	46	67.6%	9	13.2%	-	-
Wulu	18	4	22.2%	8	44.4%	6	33.3%	-	-
Yirol E.	48	2	4.2%	32	66.7%	14	29.2%	-	-
Yirol W.	84	3	3.6%	37	44.0%	44	52.4%	-	-
Total	444	43	9.7%	281	63.3%	117	26.4%	3	0.7%

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

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



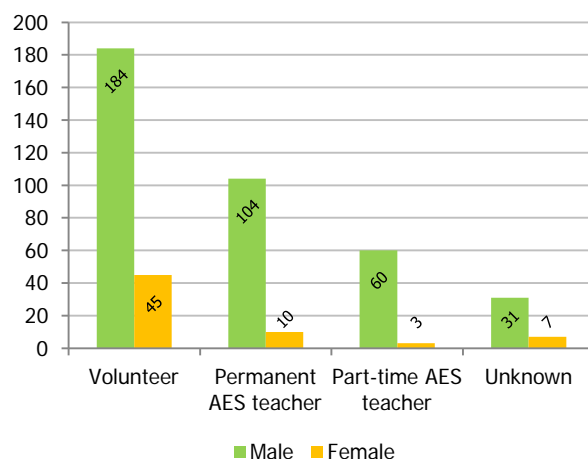
**% of AES centre teachers by professional qualification, 2011**



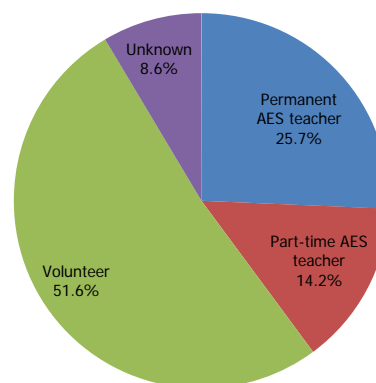
**Number and % of AES centre teachers by employment status and county, 2011**

County	Total	Permanent AES teacher		Part-time AES teacher		Volunteer		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
Awerial	23	7	30.4%	3	13.0%	13	56.5%	-	-
Cuiebet	146	26	17.8%	18	12.3%	90	61.6%	12	8.2%
Rumbek C.	45	12	26.7%	6	13.3%	26	57.8%	1	2.2%
Rumbek E.	12	-	-	-	-	12	100.0%	-	-
Rumbek N.	68	12	17.6%	8	11.8%	26	38.2%	22	32.4%
Wulu	18	8	44.4%	8	44.4%	2	11.1%	-	-
Yirol E.	48	22	45.8%	6	12.5%	17	35.4%	3	6.3%
Yirol W.	84	27	32.1%	14	16.7%	43	51.2%	-	-
<b>Total</b>	<b>444</b>	<b>114</b>	<b>25.7%</b>	<b>63</b>	<b>14.2%</b>	<b>229</b>	<b>51.6%</b>	<b>38</b>	<b>8.6%</b>

**Number of AES centre teachers by employment status, 2011**



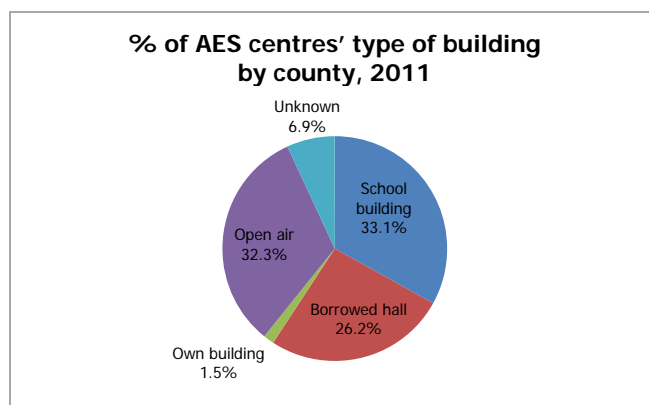
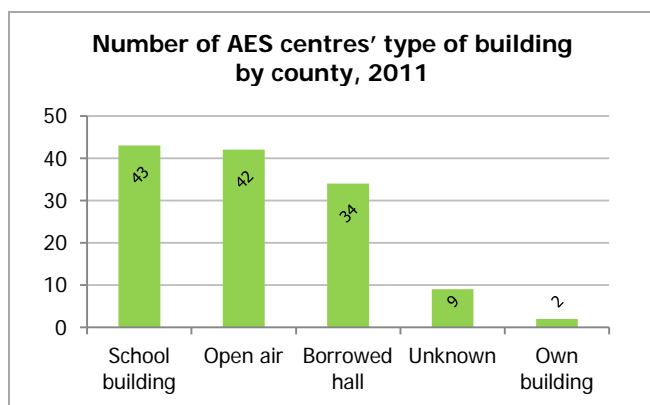
**% of AES centre teachers by employment status, 2011**



### 8.2.3. Classrooms

**Number and % of AES centres' type of building by county, 2011**

County	Total	School building	Borrowed hall	Own building	Open air	Unknown
Awerial	5	3	-	-	2	-
Cuiebet	30	18	1	-	11	-
Rumbek C.	25	1	20	1	2	1
Rumbek E.	11	-	10	-	1	-
Rumbek N.	13	-	2	-	10	1
Wulu	6	4	-	-	2	-
Yirol E.	19	6	-	-	9	4
Yirol W.	21	11	1	1	5	3
<b>Total</b>	<b>130</b>	<b>43</b>	<b>34</b>	<b>2</b>	<b>42</b>	<b>9</b>

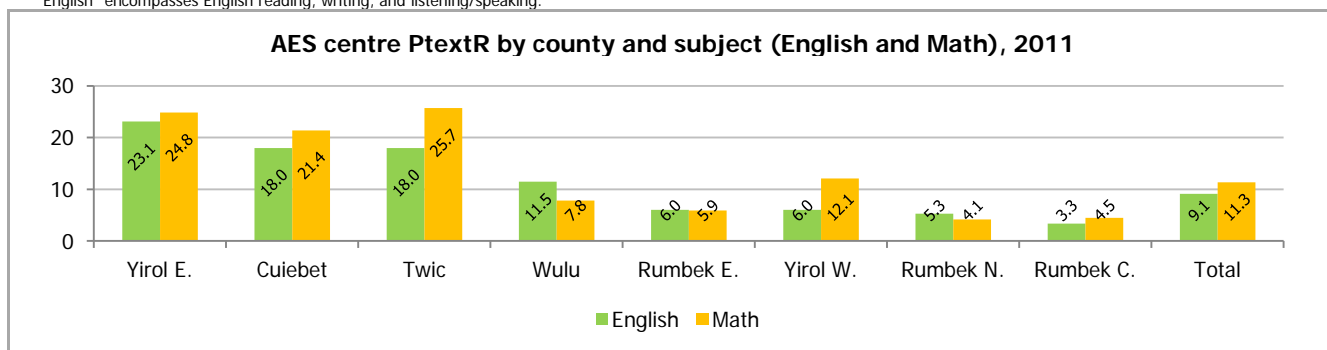


#### 8.2.4. Curriculum and instruction

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

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Awerial	1,172	41	28.6	49	23.9
Cuiebet	5,106	284	18.0	239	21.4
Rumbek C.	1,403	420	3.3	312	4.5
Rumbek E.	361	60	6.0	61	5.9
Rumbek N.	1,279	243	5.3	309	4.1
Wulu	367	32	11.5	47	7.8
Yirol E.	2,978	129	23.1	120	24.8
Yirol W.	3,100	518	6.0	256	12.1
Total	15,766	1,727	9.1	1,393	11.3

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

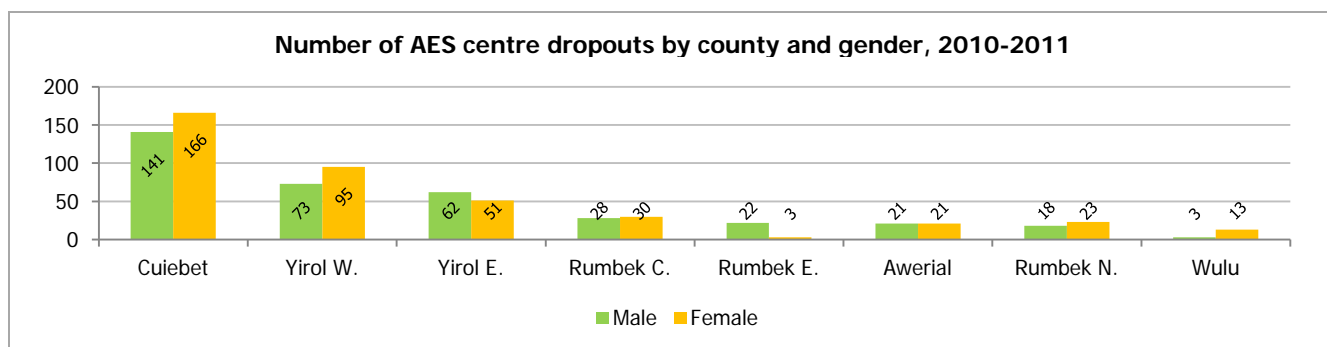


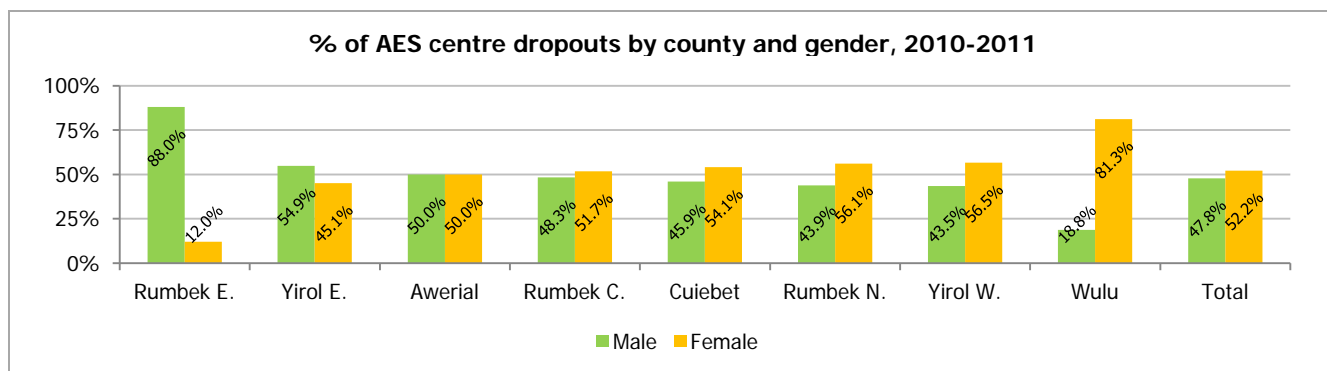
#### 8.3. Student flow

##### 8.3.1. Dropouts

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

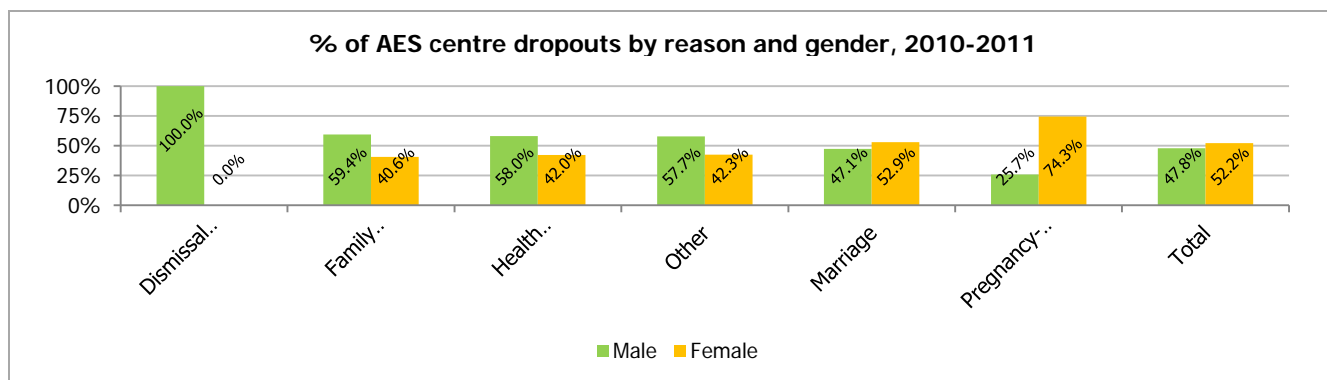
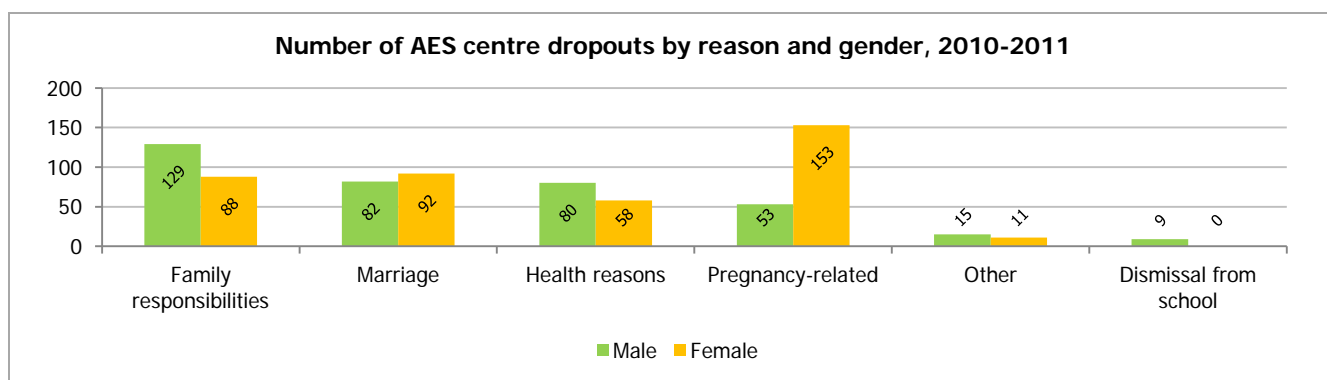
County	Total	Male		Female	
		Count	% total	Count	% total
Awerial	42	21	50.0%	21	50.0%
Cuiebet	307	141	45.9%	166	54.1%
Rumbek C.	58	28	48.3%	30	51.7%
Rumbek E.	25	22	88.0%	3	12.0%
Rumbek N.	41	18	43.9%	23	56.1%
Wulu	16	3	18.8%	13	81.3%
Yirol E.	113	62	54.9%	51	45.1%
Yirol W.	168	73	43.5%	95	56.5%
Total	770	368	47.8%	402	52.2%





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

Reason	Total	Male		Female	
		Count	% total	Count	% total
Dismissal from school	9	9	100.0%	-	-
Family responsibilities	217	129	59.4%	88	40.6%
Health reasons	138	80	58.0%	58	42.0%
Marriage	174	82	47.1%	92	52.9%
Pregnancy-related	206	53	25.7%	153	74.3%
Other	26	15	57.7%	11	42.3%
Total	770	368	47.8%	402	52.2%



## 8.4. Programme profiles

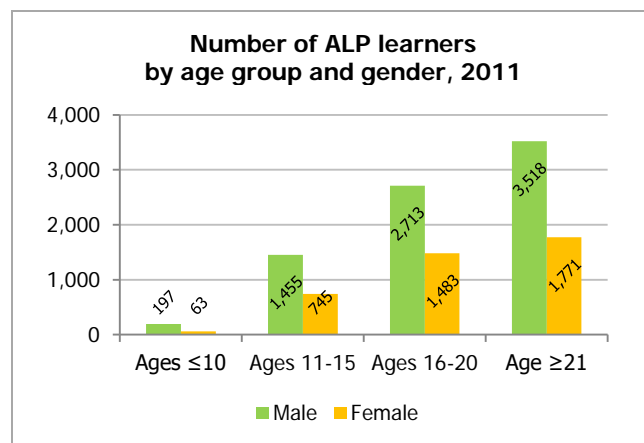
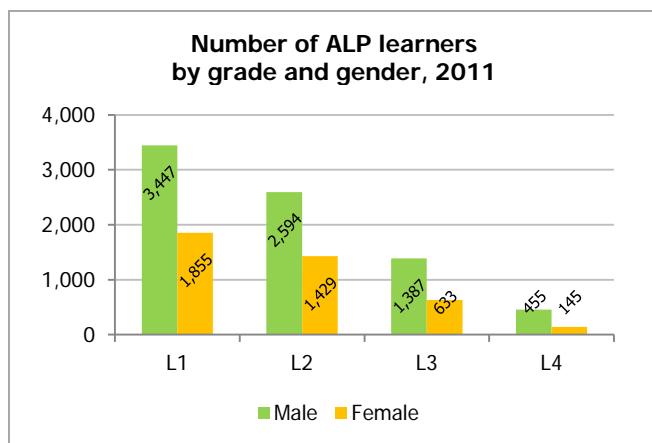
### 8.4.1. Accelerated Learning Programme (ALP)

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

County	Total	L1	L2	L3	L4
Awerial	1,172	455	360	232	125
Cuiebet	4,535	2,331	1,435	638	131
Rumbek C.	519	213	155	151	-
Rumbek N.	1,234	678	455	101	-
Wulu	318	148	138	32	-
Yirol E.	2,653	866	890	622	275
Yirol W.	1,514	611	590	244	69
Total	11,945	5,302	4,023	2,020	600

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

County	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
L1	5,302	146	1,039	1,861	2,256
		2.8%	19.6%	35.1%	42.5%
L2	4,023	100	751	1,500	1,672
		2.5%	18.7%	37.3%	41.6%
L3	2,020	12	299	715	994
		0.6%	14.8%	35.4%	49.2%
L4	600	2	111	120	367
		0.3%	18.5%	20.0%	61.2%
Total	11,945	260	2,200	4,196	5,289
		2.2%	18.4%	35.1%	44.3%

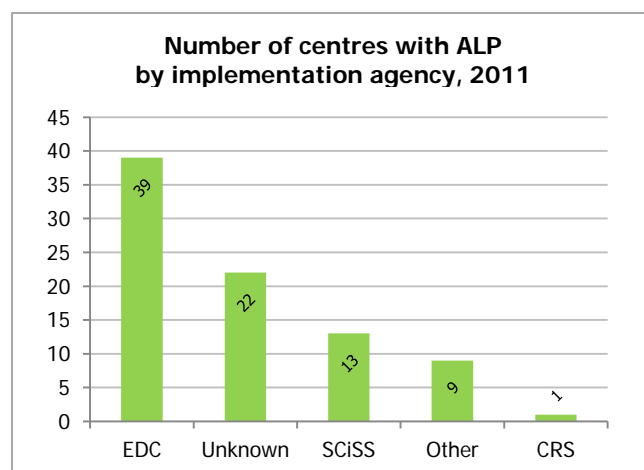
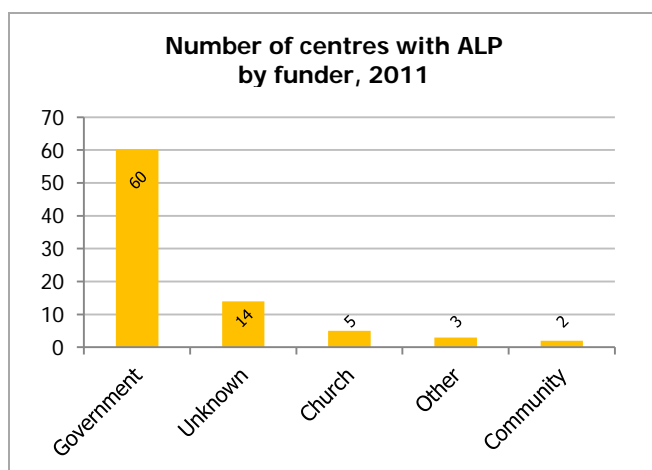


**Number of centres with ALP by funder, 2011**

Funder	Centres	Centres %
Church	5	6.0%
Community	2	2.4%
Government	60	71.4%
Other	3	3.6%
Unknown	14	16.7%
Total	84	100.0%

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

Agency	Centres	Centres %
CRS	1	1.2%
EDC	39	46.4%
SCISS	13	15.5%
Other	9	10.7%
Unknown	22	26.2%
Total	84	100.0%

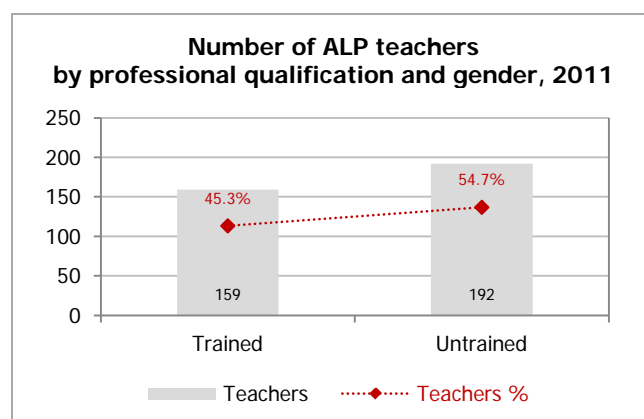
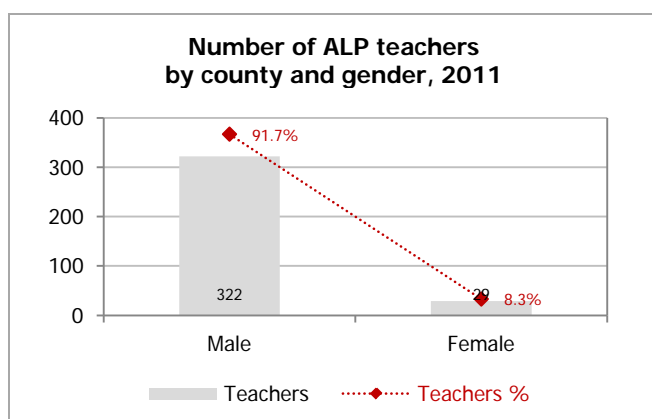


**Number and % of ALP teachers by county and gender, 2011**

County	Total	Male		Female	
		Count	% total	Count	% total
Awerial	23	19	82.6%	4	17.4%
Cuiebet	133	126	94.7%	7	5.3%
Rumbek C.	13	13	100.0%	-	-
Rumbek N.	60	48	80.0%	12	20.0%
Wulu	15	15	100.0%	-	-
Yirol E.	42	39	92.9%	3	7.1%
Yirol W.	65	62	95.4%	3	4.6%
Total	351	322	91.7%	29	8.3%

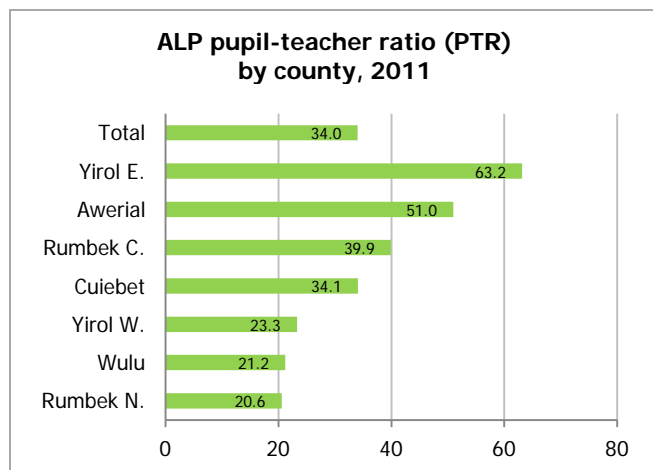
**Number and % of ALP teachers by county and professional qualification, 2011**

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Awerial	23	8	34.8%	15	65.2%
Cuiebet	133	58	43.6%	75	56.4%
Rumbek C.	13	11	84.6%	2	15.4%
Rumbek N.	60	7	11.7%	53	88.3%
Wulu	15	13	86.7%	2	13.3%
Yirol E.	42	25	59.5%	17	40.5%
Yirol W.	65	37	56.9%	28	43.1%
Total	351	159	45.3%	192	54.7%



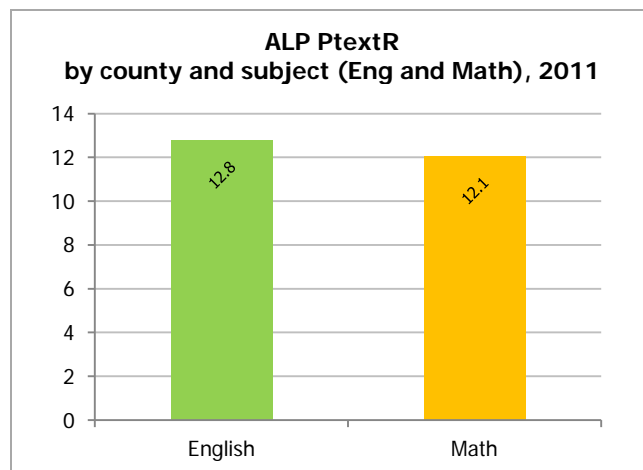
**ALP pupil-teacher ratio (PTR) by county, 2011**

County	Learner	Teacher	PTR
Awerial	1,172	23	51.0
Cuiebet	4,535	133	34.1
Rumbek C.	519	13	39.9
Rumbek N.	1,234	60	20.6
Wulu	318	15	21.2
Yirol E.	2,653	42	63.2
Yirol W.	1,514	65	23.3
Total	11,945	351	34.0



**ALP PTextR by county and subject (English and Math), 2011**

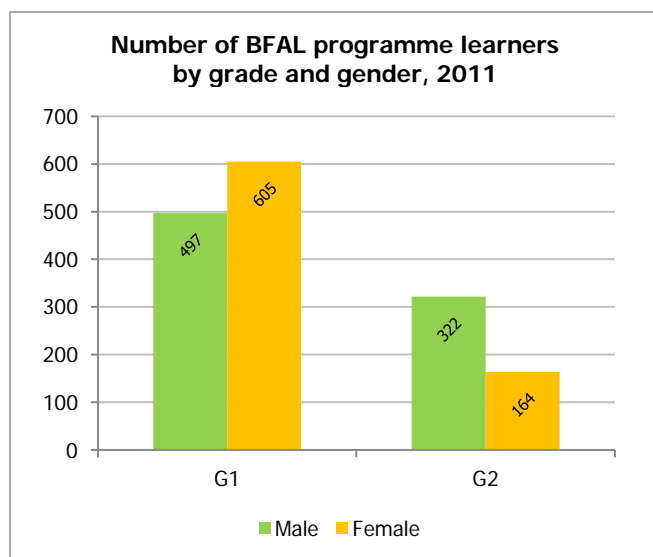
County	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
Awerial	1,172	41	28.6	49	23.9
Cuiebet	4,535	274	16.6	231	19.6
Rumbek C.	519	64	8.1	52	10.0
Rumbek N.	1,234	240	5.1	307	4.0
Wulu	318	32	9.9	47	6.8
Yirol E.	2,653	81	32.8	106	25.0
Yirol W.	1,514	202	7.5	197	7.7
Total	11,945	934	12.8	989	12.1



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

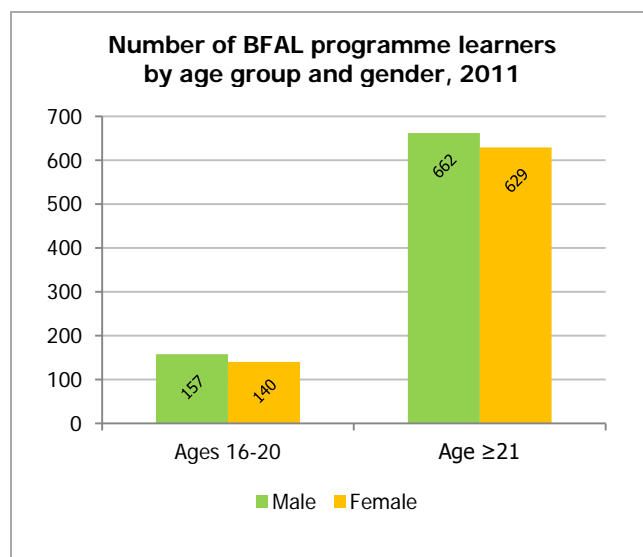
**Number of BFAL programme learners by county and grade, 2011**

County	Total	G1	G2
Cuiebet	60	25	35
Rumbek C.	314	185	129
Rumbek E.	60	60	-
Yirol E.	325	213	112
Yirol W.	829	619	210
Total	1,588	1,102	486



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

County	Total	Ages 16-20	Ages 21+
G1	1,102	212	890
		19.2%	80.8%
G2	486	85	401
		17.5%	82.5%
Total	1,588	297	1,291
		18.7%	81.3%



**Number and % of centres with BFAL programme by funder, 2011**

Funder	Centres	Centres %
Community	1	10.0%
Government	5	50.0%
Other	3	30.0%
Unknown	1	10.0%
Total	10	100.0%

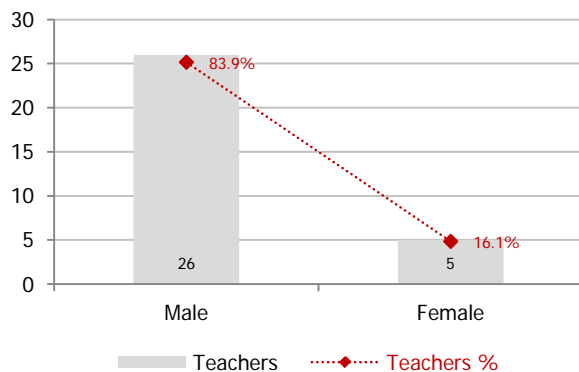
**Number and % of centres with BFAL programme by implementing agency, 2011**

Agency	Centres	Centres %
EDC	2	20.0%
SCISS	2	20.0%
Other	3	30.0%
Unknown	3	30.0%
Total	10	100.0%

**Number and % of BFAL programme teachers by county and gender, 2011**

County	Total	Male		Female	
		Count	% total	Count	% total
Cuiebet	2	2	100.0%	-	-
Rumbek C.	14	12	85.7%	2	14.3%
Rumbek E.	2	1	50.0%	1	50.0%
Yirol E.	6	5	83.3%	1	16.7%
Yirol W.	7	6	85.7%	1	14.3%
Total	31	26	83.9%	5	16.1%

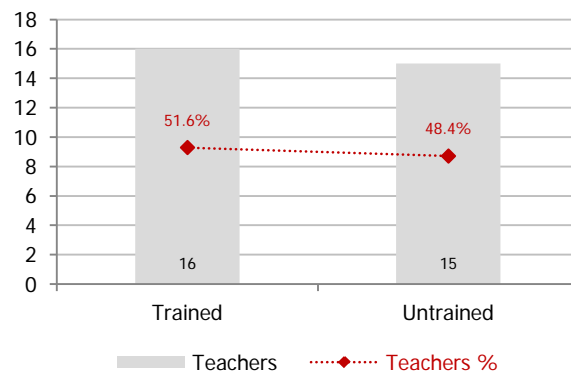
**Number of BFAL programme teachers by county and gender, 2011**



**Number and % of BFAL programme teachers by county and professional qualification, 2011**

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Cuiebet	2	-	-	2	100.0%
Rumbek C.	14	9	64.3%	5	35.7%
Rumbek E.	2	1	50.0%	1	50.0%
Yirol E.	6	2	33.3%	4	66.7%
Yirol W.	7	4	57.1%	3	42.9%
Total	31	16	51.6%	15	48.4%

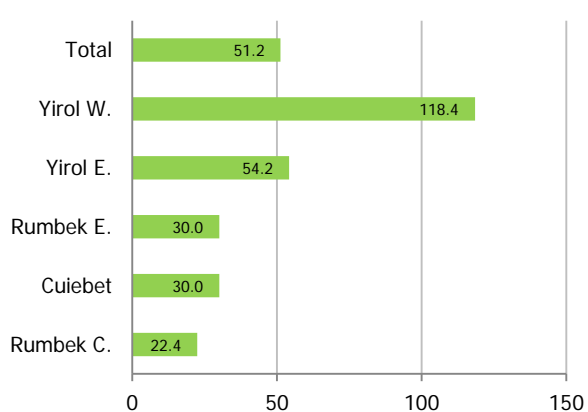
**Number of BFAL programme teachers by professional qualification and gender, 2011**



**BFAL programme pupil-teacher ratio (PTR) by county, 2011**

County	Learner	Teacher	PTR
Cuiebet	60	2	30.0
Rumbek C.	314	14	22.4
Rumbek E.	60	2	30.0
Yirol E.	325	6	54.2
Yirol W.	829	7	118.4
Total	1,588	31	51.2

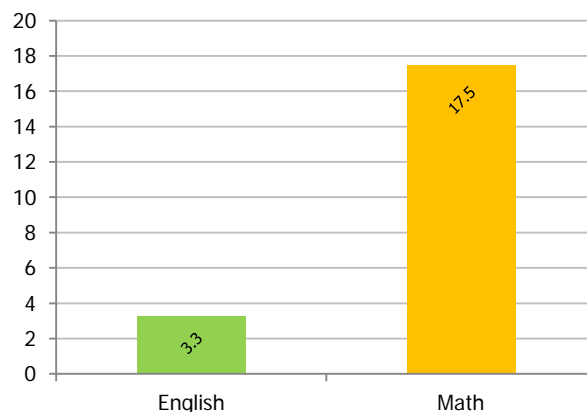
**BFAL programme pupil-teacher ratio (PTR) by county, 2011**



**BFAL programme PTextR by county and subject (English and Math), 2011**

County	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
Cuiebet	60	2	30.0	2	30.0
Rumbek C.	314	166	1.9	70	4.5
Rumbek E.	60	-	-	1	60.0
Yirol E.	325	48	6.8	14	23.2
Yirol W.	829	267	3.1	4	207.3
Total	1,588	483	3.3	91	17.5

**BFAL programme PtextR by county and subject (Eng and Math), 2011**



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

**Number of CGS programme learners by county and grade, 2011**

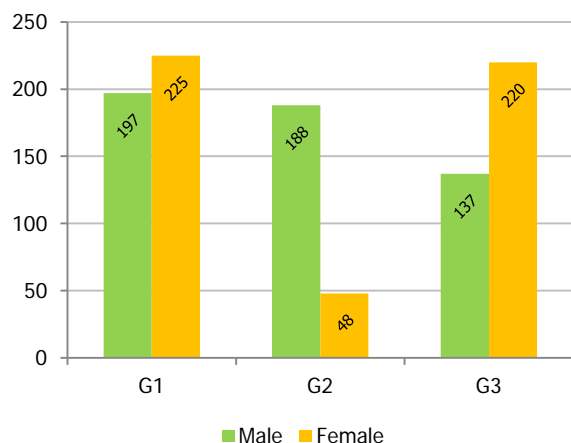
County	Total	G1	G2	G3
Rumbek C.	300	-	-	300
Rumbek E.	301	301	-	-
Yirol W.	414	121	236	57
Rumbek C.	300	-	-	300
Total	1,015	422	236	357

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

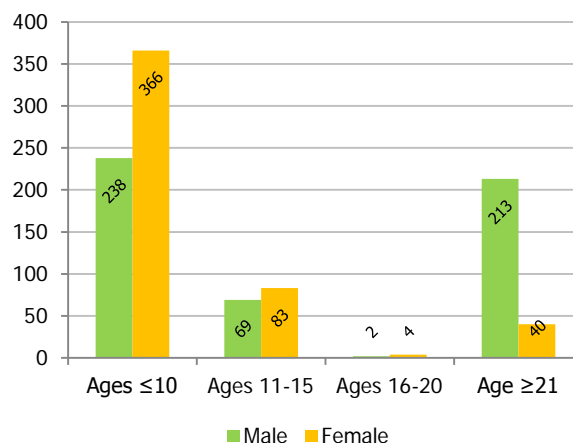
County	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
		Count	Count	Count	Count
G1	422	349	-	-	73
		82.7%	-	-	17.3%
G2	236	31	22	3	180
		13.1%	9.3%	1.3%	76.3%
G3	357	224	130	3	-
		62.7%	36.4%	0.8%	-
Total	1,015	604	152	6	253
		59.5%	15.0%	0.6%	24.9%



**Number of CGS programme learners by grade and gender, 2011**



**Number of CGS programme learners by age group and gender, 2011**



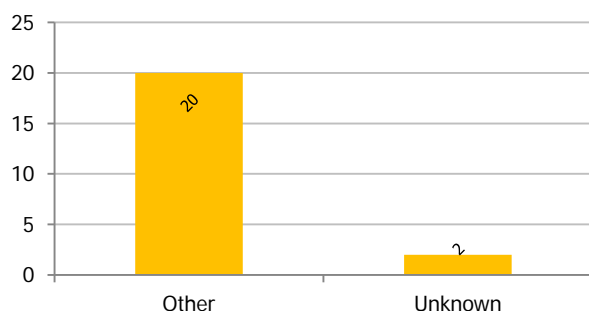
**Number and % of centres with CGS programme by funder, 2011**

Funder	Centres	Centres %
Other	20	90.9%
Unknown	2	9.1%
Total	22	100.0%

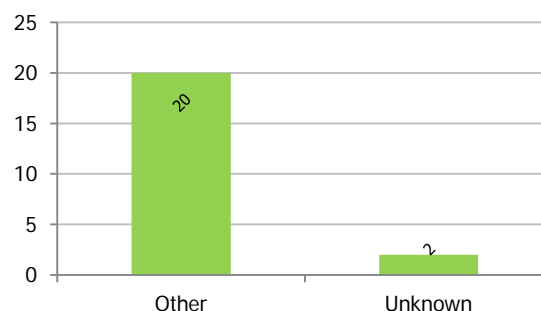
**Number and % of centres with CGS programme by implementing agency, 2011**

Agency	Centres	Centres %
Other	20	90.9%
Unknown	2	9.1%
Total	22	100.0%

**Number and % of centres with CGS programme by funder, 2011**



**Number and % of centres with CGS programme by implementation agency, 2011**



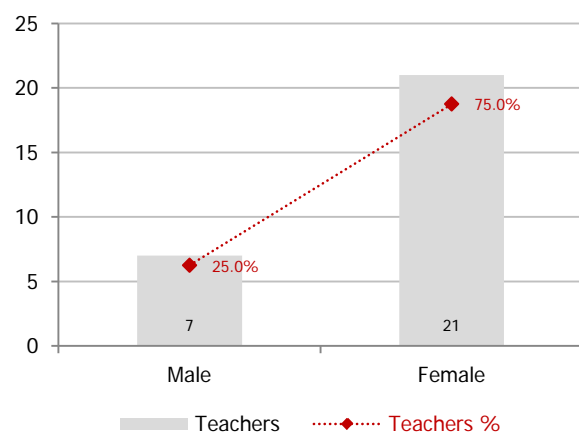
**Number and % of CGS programme teachers by county and gender, 2011**

County	Total	Male		Female	
		Count	% total	Count	% total
Rumbek C.	10	-	-	10	100.0%
Rumbek E.	10	-	-	10	100.0%
Yirol W.	8	7	87.5%	1	12.5%
Total	28	7	25.0%	21	75.0%

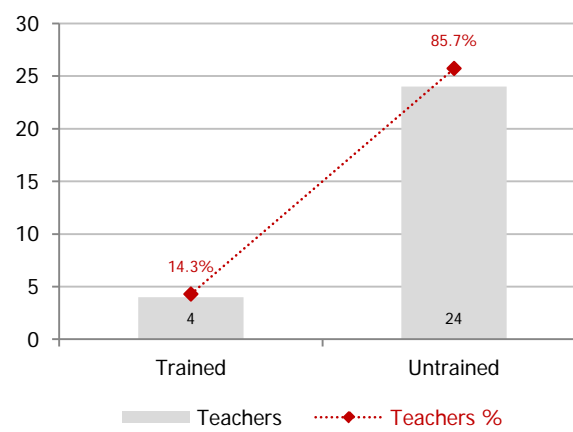
**Number and % of CGS programme teachers by county and professional qualification, 2011**

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Rumbek C.	10	-	-	10	100.0%
Rumbek E.	10	-	-	10	100.0%
Yirol W.	8	4	50.0%	4	50.0%
Total	28	4	14.3%	24	85.7%

**Number of CGS programme teachers by county and gender, 2011**



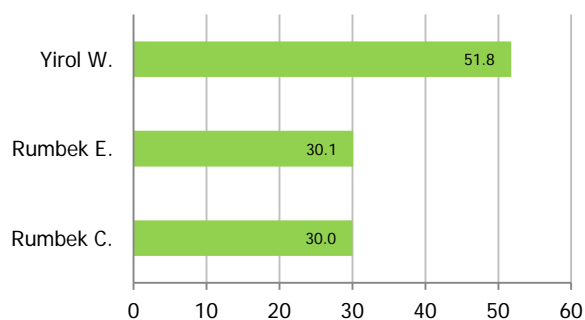
**Number of CGS programme teachers by professional qualification and gender, 2011**



#### CGS programme pupil-teacher ratio (PTR) by county, 2011

County	Learner	Teacher	PTR
Rumbek C.	300	10	30.0
Rumbek E.	301	10	30.1
Yirol W.	414	8	51.8
Total	1,015	28	36.3

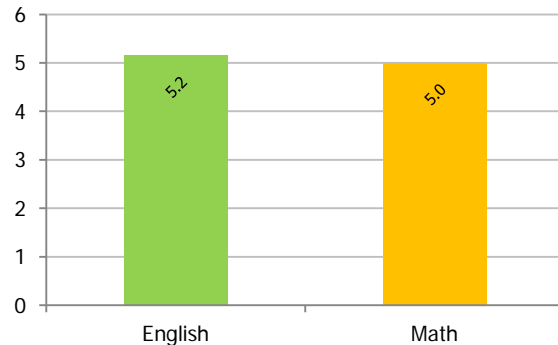
CGS programme pupil-teacher ratio (PTR) by county, 2011



#### CGS programme PTextR by county and subject (English and Math), 2011

County	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
Rumbek C.	300	100	3.0	100	3.0
Rumbek E.	301	60	5.0	60	5.0
Yirol W.	414	37	11.2	43	9.6
Total					

CGS programme PTextR by county and subject (Eng and Math), 2011



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

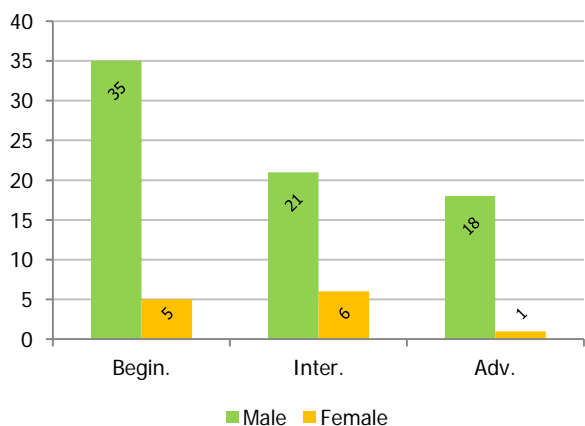
##### Number of IEC programme learners by county and grade, 2011

County	Total	Begin.	Inter.	Adv.
Yirol W.	86	40	27	19
Total	86	40	27	19

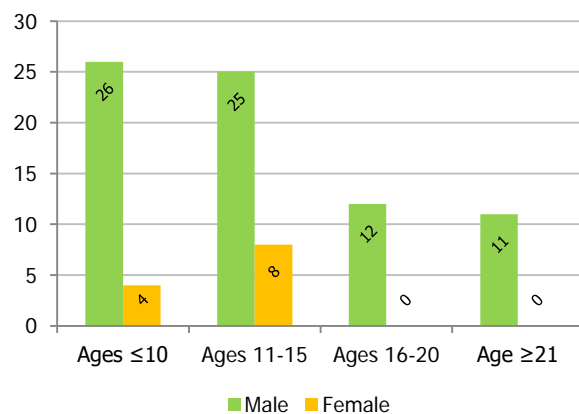
##### Number and % of IEC programme learners by grade and age group, 2011

County	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
		Count	Count	Count	Count
Beginner	40	17	12	3	8
		42.5%	30.0%	7.5%	20.0%
Intermediate	27	7	11	9	-
		25.9%	40.7%	33.3%	-
Advanced	19	6	10	-	3
		31.6%	52.6%	-	15.8%
Total	86	30	33	12	11
		34.9%	38.4%	14.0%	12.8%

Number of IEC programme learners by grade and gender, 2011



Number of IEC programme learners by age group and gender, 2011



##### Number of centres with IEC programme by funder, 2011

Funder	Centres	Centres %
Unknown	1	100.0%
Total	1	100.0%

##### Number of centres with IEC programme by implementing agency, 2011

Agency	Centres	Centres %
Unknown	1	100.0%
Total	1	100.0%

##### Number and % of IEC programme teachers by county and gender, 2011

County	Total	Male		Female	
		Count	% total	Count	% total
Yirol W.	5	5	100.0%	-	-
Total	5	5	100.0%	-	-

##### Number and % of IEC programme teachers by county and professional qualification, 2011

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Yirol W.	5	1	20.0%	4	80.0%
Total	5	1	20.0%	4	80.0%

### IEC programme pupil-teacher ratio (PTR) by county, 2011

County	Learner	Teacher	PTR
Yirol W.	86	5	17.2
Total	86	5	17.2

### IEC programme PTextR by county and subject (English and Math), 2011

County	Enrol.	English	
		Count	PTextR
Yirol W.	86	10	8.6
Total	86	10	8.6

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

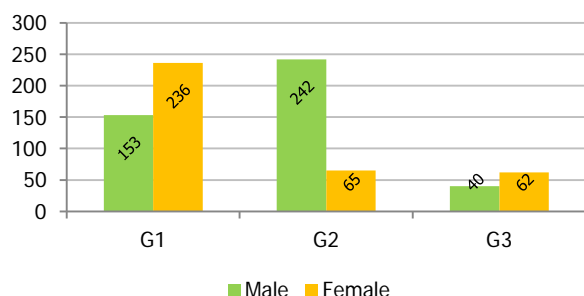
### Number of PMS programme learners by county and grade, 2011

County	Total	G1	G2	G3
Cuiebet	511	168	271	72
Rumbek C.	30	-	-	30
Yirol W.	257	221	36	-
Total	798	389	307	102

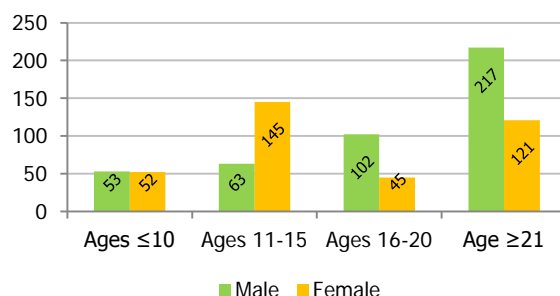
### Number of % of PMS programme learners by grade and age group, 2011

County	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
G1	389	83 21.3%	148 38.0%	38 9.8%	120 30.8%
G2	307	-	47 15.3%	78 25.4%	182 59.3%
G3	102	22 21.6%	13 12.7%	31 30.4%	36 35.3%
Total	798	105 13.2%	208 26.1%	147 18.4%	338 42.4%

Number of PMS programme learners by grade and gender, 2011



Number of PMS programme learners by age group and gender, 2011



### Number of centres with PMS programme by funder, 2011

Funder	Centres	Centres %
Community	1	25.0%
Government	2	50.0%
MDTF	1	25.0%
Total	4	100.0%

### Number of centres with PMS programme by implementing agency, 2011

Agency	Centres	Centres %
EDC	1	25.0%
SCISS	1	25.0%
Other	1	25.0%
Unknown	1	25.0%
Total	4	100.0%

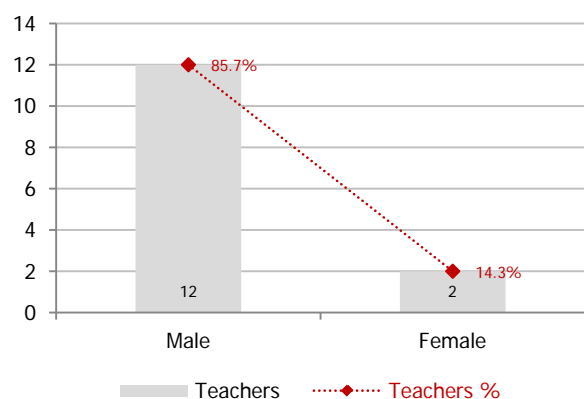
### Number and % of PMS programme teachers by county and gender, 2011

County	Total	Male		Female	
		Count	% total	Count	% total
Cuiebet	11	10	90.9%	1	9.1%
Rumbek C.	1	-	-	1	100.0%
Yirol W.	2	2	100.0%	-	-
Total	14	12	85.7%	2	14.3%

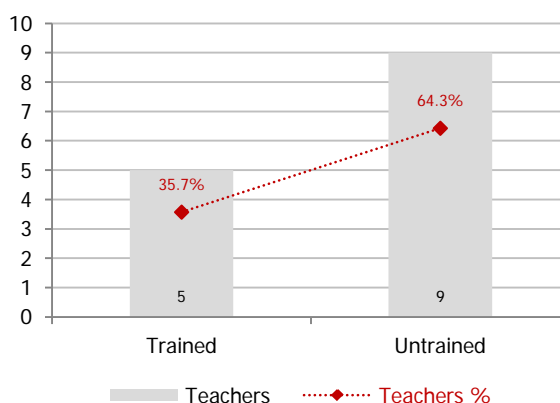
### Number and % of PMS programme teachers by county and professional qualification, 2011

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Cuiebet	11	3	27.3%	8	72.7%
Rumbek C.	1	-	-	1	100.0%
Yirol W.	2	2	100.0%	-	-
Total	14	5	35.7%	9	64.3%

Number of PMS programme teachers by county and gender, 2011

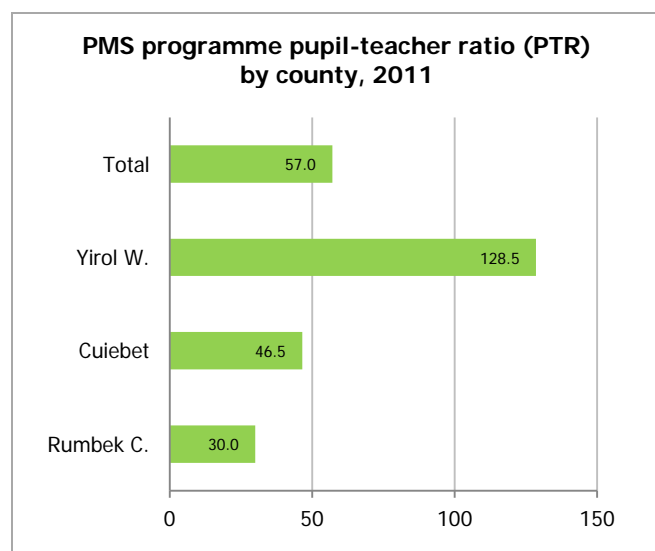


Number of PMS programme teachers by professional qualification and gender, 2011



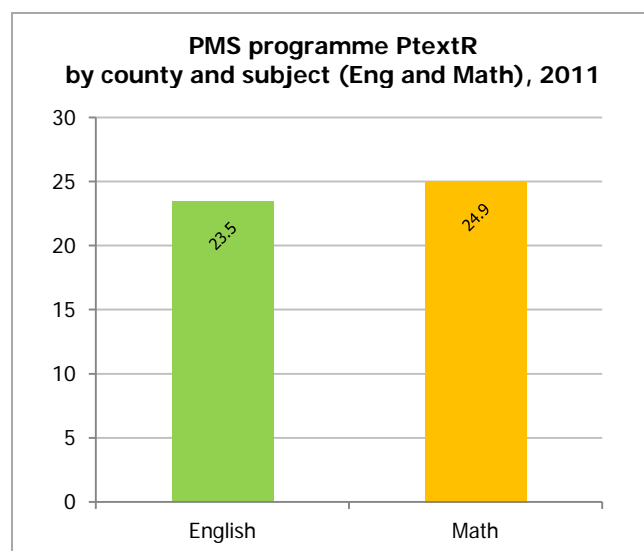
**PMS programme pupil-teacher ratio (PTR) by county, 2011**

County	Learner	Teacher	PTR
Cuiebet	511	11	46.5
Rumbek C.	30	1	30.0
Yirol W.	257	2	128.5
Total	798	14	57.0



**PMS programme PTextR by county and subject (English and Math), 2011**

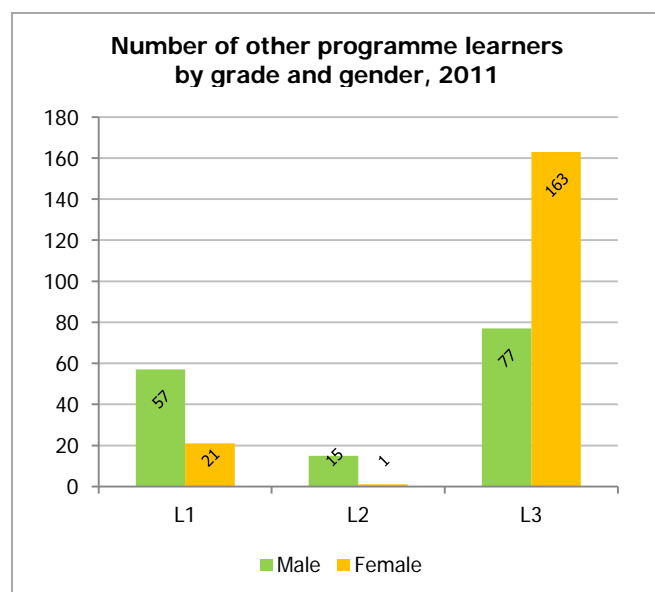
County	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
Cuiebet	511	8	63.9	6	85.2
Rumbek C.	30	10	3.0	10	3.0
Yirol W.	257	16	16.1	16	16.1
Total	798	34	23.5	32	24.9



#### 8.4.6. Other programme

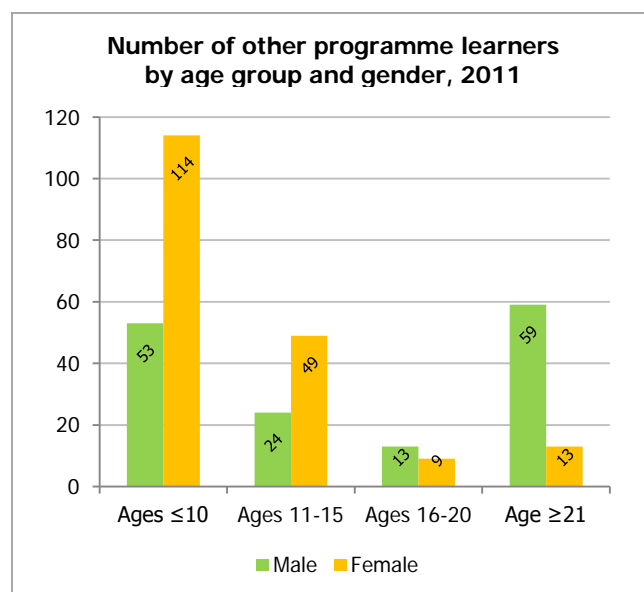
**Number of other programme learners by county and grade, 2011**

County	Total	L1	L2	L3
Rumbek C.	240	-	-	240
Rumbek N.	45	45	-	-
Total	334	78	16	240



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

County	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
L1	78	-	-	22	56
		-	-	28.2%	71.8%
L2	16	-	-	-	16
		-	-	-	100.0%
L3	240	167	73	-	-
		69.6%	30.4%	-	-
Total	334	167	73	22	72
		50.0%	21.9%	6.6%	21.6%



**Number of centres with other programmes by funder, 2011**

Funder	Centres	Centres %
Government	1	10.0%
Other	9	90.0%
Total	10	100.0%

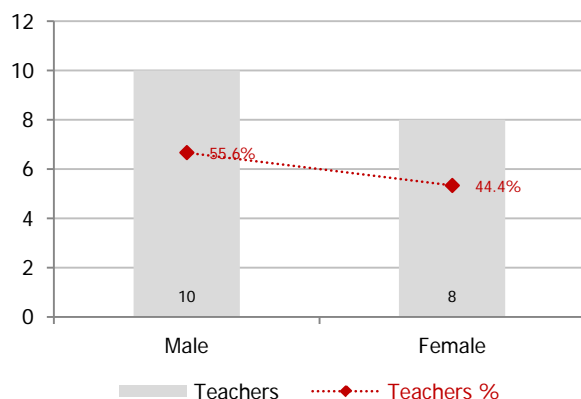
**Number of centres with other programmes by implementing agency, 2011**

Agency	Centres	Centres %
Other	10	100.0%
Total	10	100.0%

**Number and % of other programme teachers by county and gender, 2011**

County	Total	Male		Female	
		Count	% total	Count	% total
Rumbek C.	7	-	-	7	100.0%
Rumbek N.	8	7	87.5%	1	12.5%
Wulu	3	3	100.0%	-	-
Total	18	10	55.6%	8	44.4%

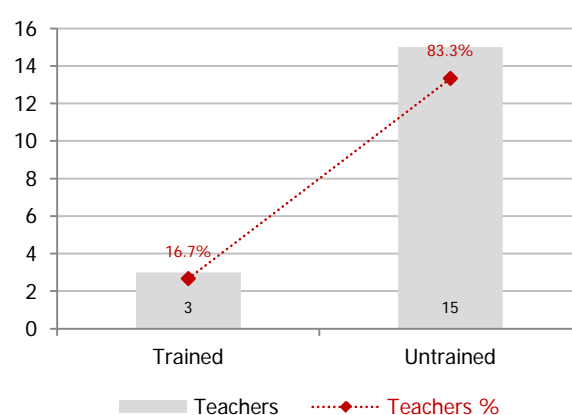
**Number of other programme teachers by county and gender, 2011**



**Number and % of other programme teachers by county and professional qualification, 2011**

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Rumbek C.	7	-	-	7	100.0%
Rumbek N.	8	-	-	8	100.0%
Wulu	3	3	100.0%	-	-
Total	18	3	16.7%	15	83.3%

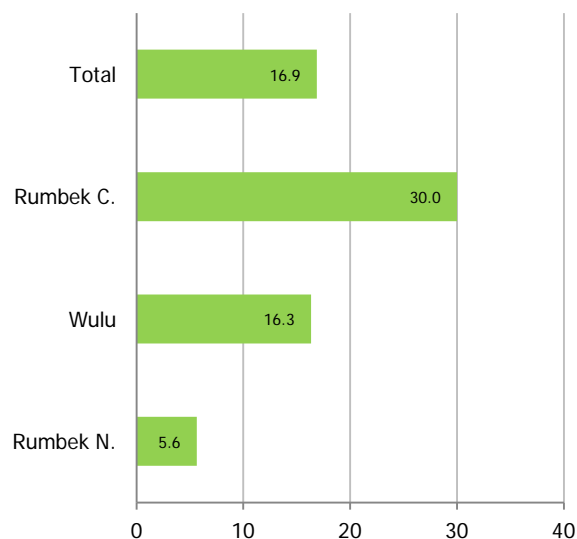
**Number of other programme teachers by professional qualification and gender, 2011**



**Other programme pupil-teacher ratio (PTR) by county, 2011**

County	Learner	Teacher	PTR
Rumbek C.	210	7	30.0
Rumbek N.	45	8	5.6
Wulu	49	3	16.3
Total	304	18	16.9

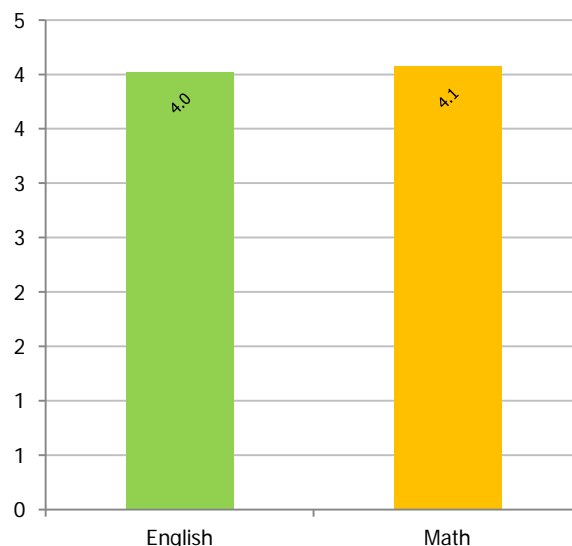
**Other programme pupil-teacher ratio (PTR) by county, 2011**



**Other programme PTextR by county and subject (English and Math), 2011**

County	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
Rumbek C.	240	80	3.0	80	3.0
Rumbek N.	45	3	15.0	2	22.5
Wulu	49	-	-	-	-
Total	334	83	4.0	82	4.1

**Other programme PtextR by county and subject (Eng and Math), 2011**



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

### 9.1. Access

#### 9.1.1. Enrolment

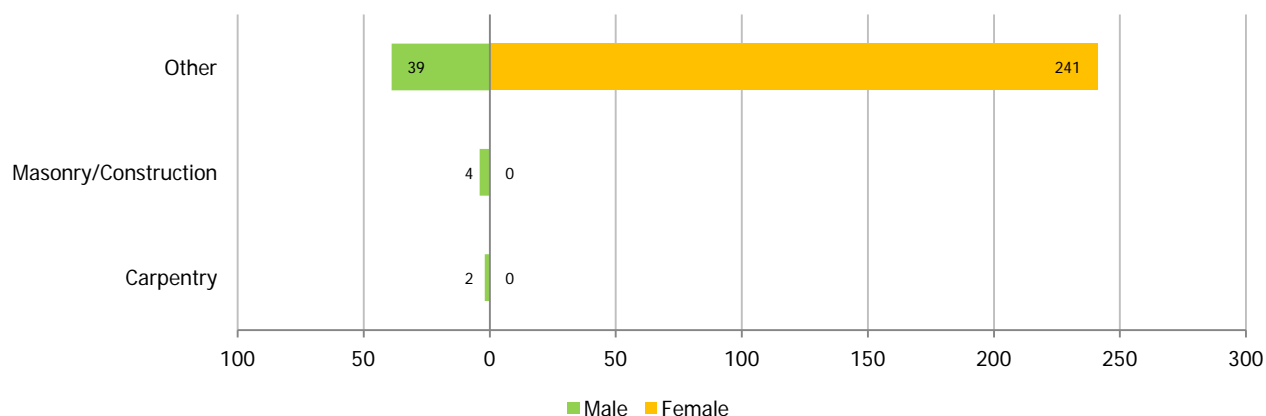
**Number and % TVET centre trainees by county and gender, 2011**

County	Total	Male		Female	
		Count	% total	Count	% total
Rumbek C.	286	45	15.7%	241	84.3%
Rumbek E.	-	-	-	-	-
Yirol W.	-	-	-	-	-
Total	286	45	15.7%	241	84.3%

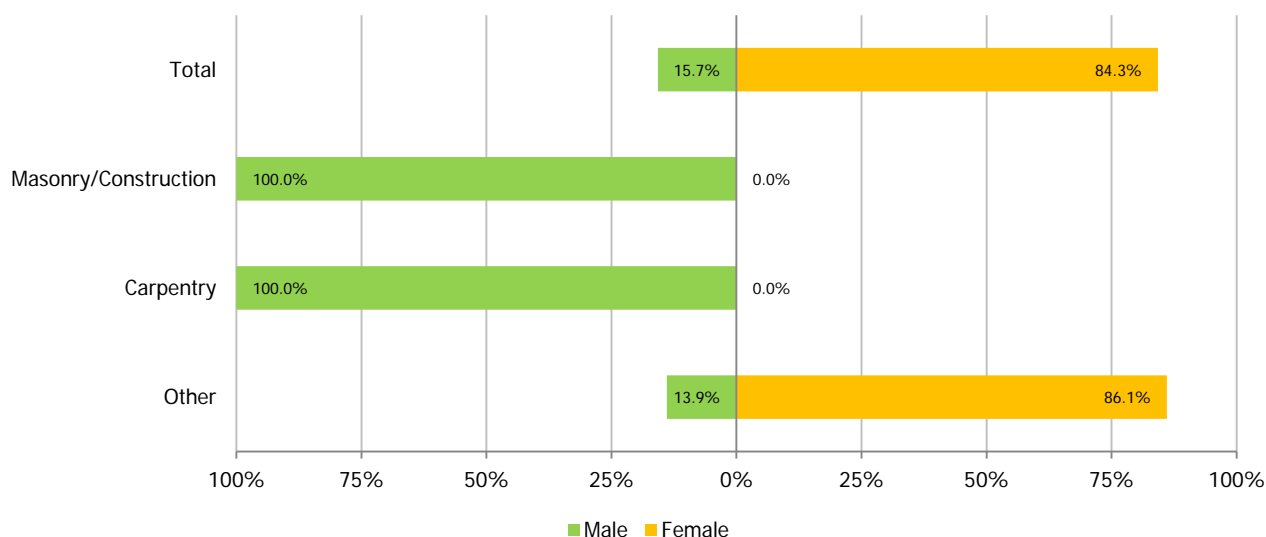
**Number and % TVET centre trainees by programme and gender, 2011**

Programme	Total	Male		Female	
		Count	% total	Count	% total
Carpentry	2	2	100.0%	-	-
Masonry/Construction	4	4	100.0%	-	-
Other	280	39	13.9%	241	86.1%
Total	286	45	15.7%	241	84.3%

**Number of TVET centre trainees by programme and gender, 2011**



**% of TVET centre trainees by programme and gender, 2011**



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

Type of service for female trainees	Centres	Centres%
Flexible school hours for girls	3	60.0%
Focused tutoring for girls	2	40.0%
Other	1	20.0%
Total	5	100.0%

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

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

Minimum age requirement	Centres	Centres %
Below 18	1	25.0%
18 to 25	1	25.0%
Above 25	-	0.0%
Total	4	100.0%

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

## 9.2. Resources

### 9.2.1. Centres

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

Agency of administration	Centres	Centres %
Central gov	1	25.0%
NGO/Int'l partner	2	50.0%
Religious group	1	25.0%
Total	4	100.0%

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

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

Minimum age requirement	Centres	Centres %
Central gov	1	20.0%
State gov	1	20.0%
External org	3	60.0%
Total	5	100.0%

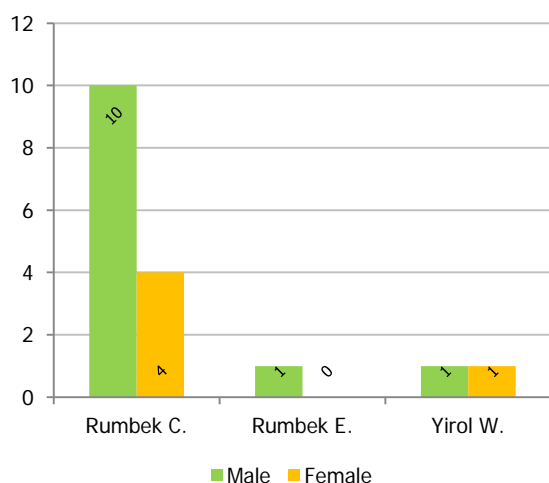
\* Some centres have more than one funding source.

### 9.2.2. Teachers/trainers

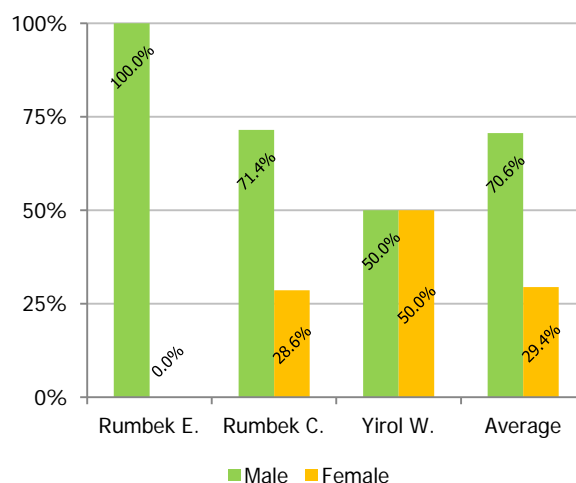
**Number and % of TVET centre teachers/trainers by county and gender, 2011**

County	Total	Male		Female	
		Count	% total	Count	% total
Rumbek C.	14	10	71.4%	4	28.6%
Rumbek E.	1	1	100.0%	-	-
Yirol W.	2	1	50.0%	1	50.0%
Total	17	12	70.6%	5	29.4%

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



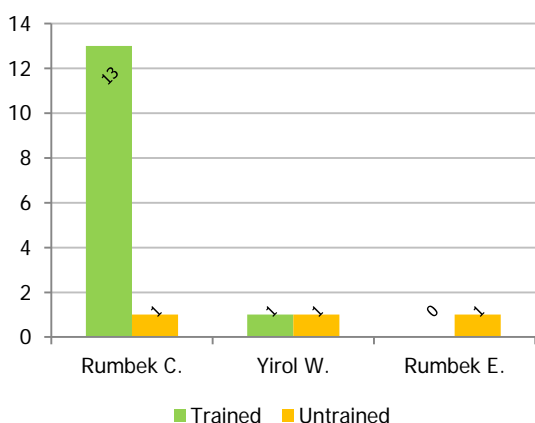
**% of TVET centre teachers/trainers by county and gender, 2011**



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

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Rumbek C.	14	13	92.9%	1	7.1%
Rumbek E.	1	-	-	1	100.0%
Yirol W.	2	1	50.0%	1	50.0%
Total	17	14	82.4%	3	17.6%

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



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



### Number and % of TVET centre teachers/trainers by county and academic qualification, 2011

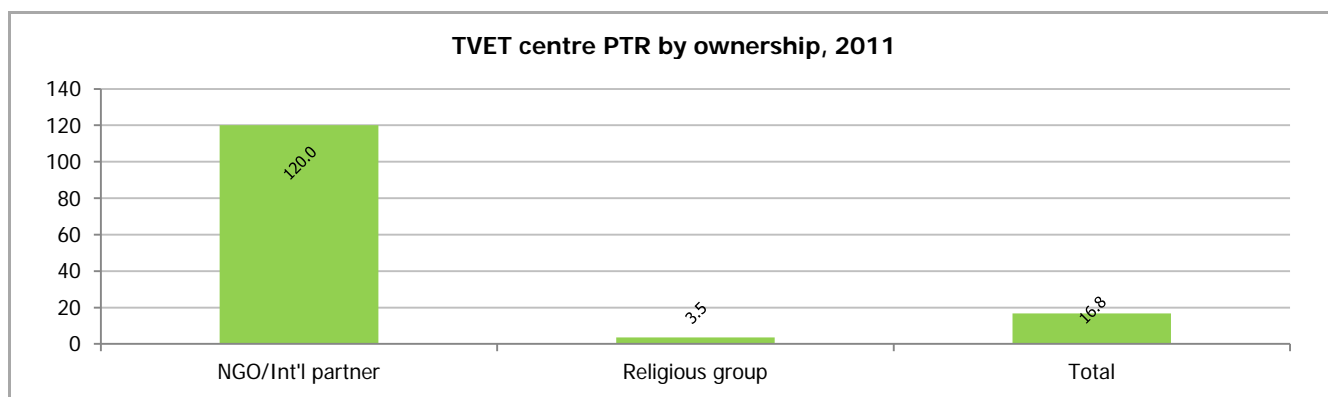
County	Total	Not completed primary education		Primary education certificate		Secondary education certificate		University/tertiary degree	
		Count	% total	Count	% total	Count	% total	Count	% total
Rumbek C.	14	1	7.1%	-	-	6	42.9%	7	50.0%
Rumbek E.	1	1	100.0%	-	-	-	-	-	-
Yirol W.	2	-	-	-	-	-	-	2	100.0%
Total	17	2	11.8%	-	-	6	35.3%	9	52.9%

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

County	Total	Paid		Volunteer	
		Count	% total	Count	% total
Rumbek C.	14	9	64.3%	5	35.7%
Rumbek E.	1	1	100.0%	-	-
Yirol W.	2	2	100.0%	-	-
Total	17	12	70.6%	5	29.4%

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

Ownership	Trainees	Teachers/trainers	PTR
Central gov	-	2	-
NGO/Int'l partner	240	2	120.0
Religious group	46	13	3.5
Total	286	17	16.8



## 9.2.3. Curriculum

### Number and % of TVET centres by programmes offered, 2011

Programme	Centres	Centres %
Agriculture	2	14.3%
Automobile tech	1	7.1%
Carpentry	3	21.4%
Computer tech	1	7.1%
Hairdressing	1	7.1%
Masonry/construction	2	14.3%
Tailoring/embroidering	2	14.3%
Other	2	14.3%
Total	14	100.0%

\* Some centres teach more than one programme.

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

Skill	Centres	Centres %
Eng. language	1	9.1%
Entrepren.	2	18.2%
Literacy	2	18.2%
Life skills	3	27.3%
Numeracy	3	27.3%
Total	11	100.0%

\* Some centres teach more than one skill.

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

Programme	Centres	Centres %
Carpentry	2	28.6%
Hairdressing	1	14.3%
Masonry/construction	2	28.6%
Tailoring/embroidering	1	14.3%
Other	1	14.3%
Total	7	100.0%

\* Some centres teach more than one programme.

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

Service	Centres	Centres %
Entrepren. training	1	50.0%
Toolkit	1	50.0%
Total	2	100.0%

\* Some centres teach more than one skill.

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

Source of curriculum	Centres	Centres %
Gov curriculum	2	50.0%
Borrowed curriculum	1	25.0%
School-dev curriculum	1	25.0%
Total	4	100.0%

\* Some centres offer more than one service.



#### 9.2.4. Facilities

**Number and % of TVET centre classrooms by county and type, 2011**

County	Total	Permanent		Semi-permanent		Other	
		Count	% total	Count	% total	Count	% total
Rumbek C.	16	8	50.0%	6	37.5%	2	12.5%
Rumbek E.	-	-	-	-	-	-	-
Yirol W.	1	1	100.0%	-	-	-	-
Total	17	9	52.9%	6	35.3%	2	11.8%

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

Facility	Centres with the facility	Centres with the facility %
Dormitory for trainees	2	50.0%
Hand washing facility	3	75.0%
Latrine	2	50.0%
Production space/incubator	1	25.0%
Staff/teachers/trainers quarters	2	50.0%
Electricity	2	50.0%
Safe drinking water	3	75.0%

#### 9.3. Student flow

##### 9.3.1. TVET centre completion

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

County	Total	Male		Female	
		Count	% total	Count	% total
Rumbek C.	300	-	-	300	100.0%
Rumbek E.	-	-	-	-	-
Yirol W.	-	-	-	-	-
Total	300	-	-	300	100.0%

#### 9.4. Operations

##### 9.4.1. Operational status

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

Source of curriculum	Centres	Centres %
Operational	3	75.0%
Partly operational	1	25.0%
Total	4	100.0%

##### 9.4.2. Fee/tuition

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

Fees/tuition	Centres	Centres %
<1,000	1	100.0%
Total	1	100.0%

## 10.0. Missing schools

### 10.1. Pre-primary schools

No.	State	County	Payam	EMIS code	School
1	Lakes	Cuiebet	Cuiebet	30012	Pan-Apuoth-Pri-Primary
2	Lakes	Rumbek E.	Cueicok	30006	kar-Ajok Pri-Primary
3	Lakes	Rumbek E.	Pacong	30003	Atiriu Pre-Primary
4	Lakes	Rumbek E.	Pacong	30007	Pan-Awac Pri-Primary
5	Lakes	Rumbek E.	Pacong	30009	Pacong Pri-Primary
6	Lakes	Rumbek E.	Paloch	30002	paloch Primary

### 10.2. Primary schools

No.	State	County	Payam	EMIS code	School
1	Lakes	Awerial	Banagok	30082	Hoor Primary School
2	Lakes	Cuiebet	Chitchok	30020	Tiap - Tiap Primary School
3	Lakes	Cuiebet	Cuiebet	30317	JOOR PRIMARY SCHOOL
4	Lakes	Cuiebet	Cuiebet	30342	Abyei Janai Primary School
5	Lakes	Cuiebet	Cuiebet	30431	Mabil Primary School
6	Lakes	Cuiebet	Mayath	30439	Langkot primary School
7	Lakes	Rumbek C.	Matangai	30429	Lia Mabui Primary School
8	Lakes	Rumbek E.	Aduel	30382	Mapour Primary School
9	Lakes	Rumbek E.	Maleng Agok	30203	Malengagok Primary School
10	Lakes	Rumbek E.	Pacong	30379	Pan-awac Primary School
11	Lakes	Rumbek E.	Pacong	30456	Aliriu
12	Lakes	Wulu	Bahr-gel	30242	Kandibe Primary School
13	Lakes	Wulu	Bahr-gel	30333	Makila Primary School
14	Lakes	Wulu	Makundi	30259	Madulu Primary School
15	Lakes	Wulu	Makundi	30428	Dulo Primary School
16	Lakes	Wulu	Wulu	30412	KAMING PRIMARY SCHOOL
17	Lakes	Wulu	Wulu	30413	LOLBUOL PRIMARY SCHOOL

### 10.3. Secondary schools

No.	State	County	Payam	EMIS code	School
1	Lakes	Yirol W.	Yirol Town	30002	Mapuordit Secondary school

### 10.4. TVET centres<sup>6</sup>

No.	State	County	Payam	EMIS code	Centre
1	Lakes	Rumbek C.	Matangai	58	Cueibet Ireneo Dut Vocational Institute
2	Lakes	Rumbek C.	Rumbek Town	35	Women for Women international
3	Lakes	Rumbek E.	Akot	36	Atiriu Youth Education Centre
4	Lakes	Yirol W.	Aluak-Luak	34	Aluakluak Women Vocational Training Centre

<sup>6</sup> The full list of TVET centres is provided here upon the request of the Ministry of Labor.