# Education Statistics
## for Unity

## Government of Republic of South Sudan

**Ministry of General Education and Instruction**

Unity

SUDAN

Upper Nile

Northern
Bahr-El-Ghazal

Warrap

Western Bahr-El-Ghazal

Jonglei

Lakes

CENTRAL AFRICAN
REPUBLIC

Western Equatoria

Central
Equatoria

Eastern Equatoria

ETHIOPIA

DEMOCRATIC
REPUBLIC OF
CONGO

UGANDA

KENYA

State Statistical Booklet
## 2011

1

# 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,

Hon Joseph Ukel Abango
Ministry of General Education and Instruction

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# 1.0. ACRONYMS

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

## 2.0.    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.it's really



*Figure 1. RSS education ladder*

*Pre-service teacher training lasts three (3) years for P8 leavers and two (2) years for secondary leavers.
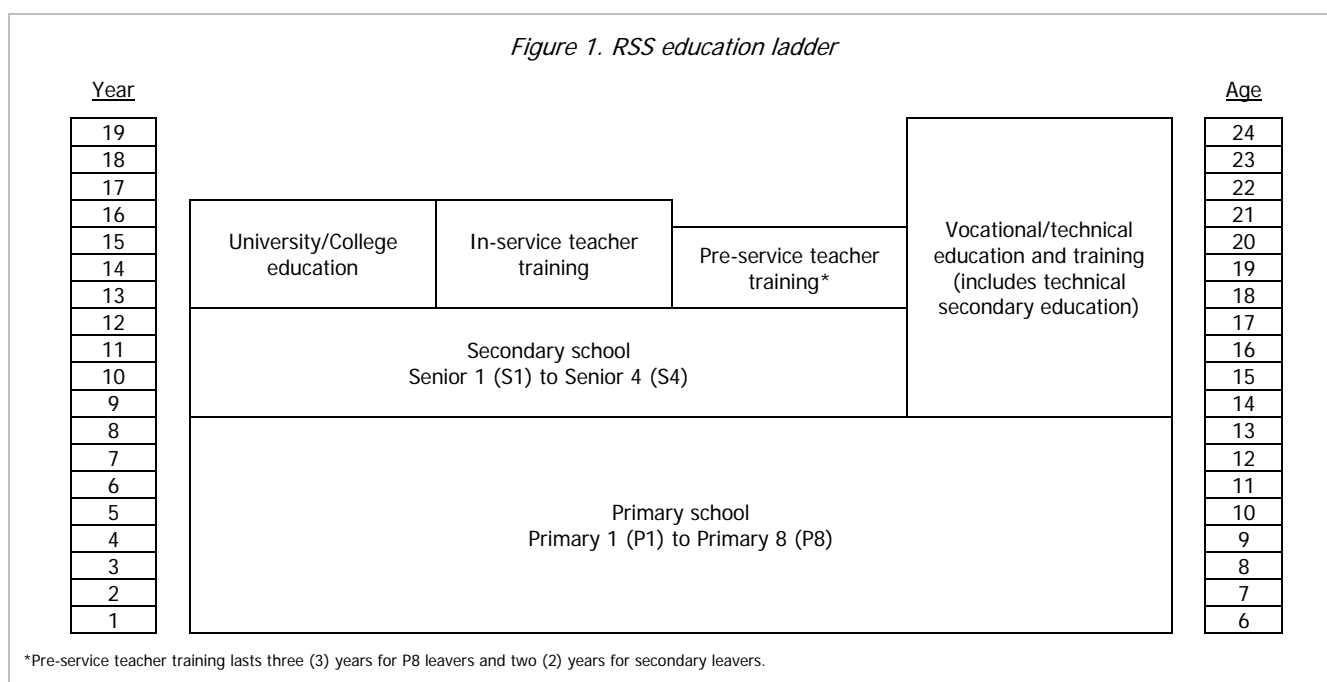
The Ministry's main aim is to ensure that all individuals have access to primary school education regardless of age, special needs, and gender. These goals reflect the government's commitment to achieve two of the eight Millennium Development Goals (MDGs) 2 and 3. To this end the Ministry is focusing 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*
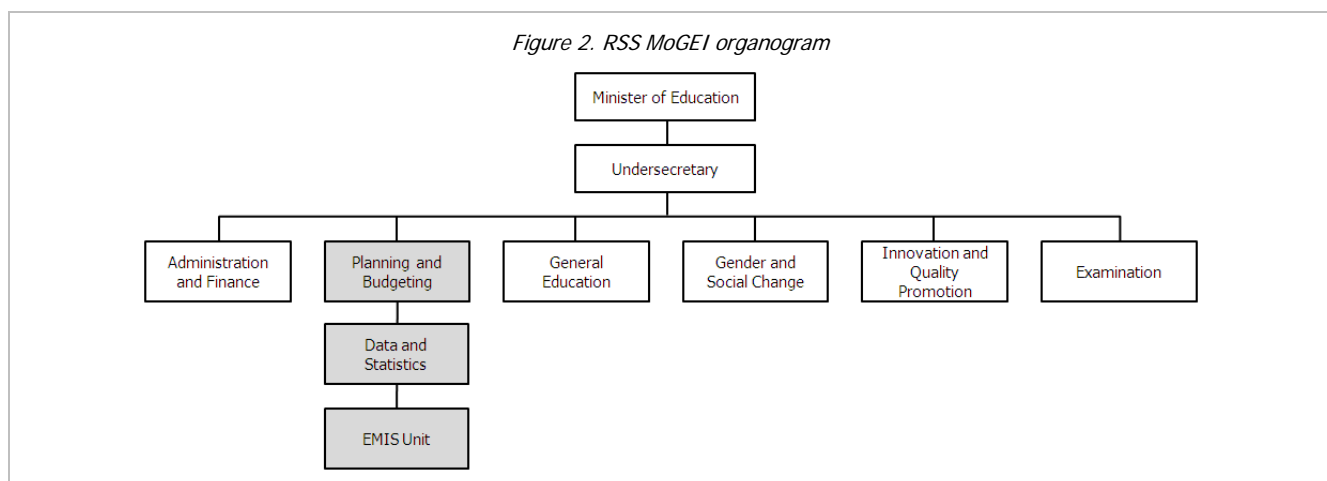
The EMIS Unit is housed within MoGEI under the Directorate for Planning and Budgeting in the Department for Data and Statistics. The Unit was established in early 2007, and since then has administered the AEC and managed the storing,

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.[1] 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.[2]

## 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 organizations 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.

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[1] 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.
[2] 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).[3]

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.[4] There are only two types of graphs: **1)** bar graph and **2)** pie graph. Below describes the various aspects of data presentation for increased understanding and interpretation of the numbers.

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

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

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

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

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

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



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

Refer to the **LEGEND** to identify what the color represents. In these two graphs, green bars represent schools with access to drinking water and yellow bars represent schools without access to drinking water.

The **LABEL** specifies the number or percentage the bar represents.



**% of pre-primary schools with access to drinking water by state, 20**

All bar graphs present data from the greatest to the least. For instance, 100% of Unity's pre-primary schools enjoy access to drinking water. Hence, it stands all the way on the left. Far on the right is Western Equatoria (WE), 25.9% of whose schools have access to drinking water.

Bar graphs presenting percentages always include the national average (state average in State Statistical Booklets) on the far right.

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[3] Projections have been made using UNESCO Institute of Statistics (UIS)-defined population growth rates. The population numbers do not include migration estimates.
[4] 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?" | YES | I'm attending P1 for the very first time. |
| | NO | 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:

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

**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:

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

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.*[5] 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).

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[5] 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
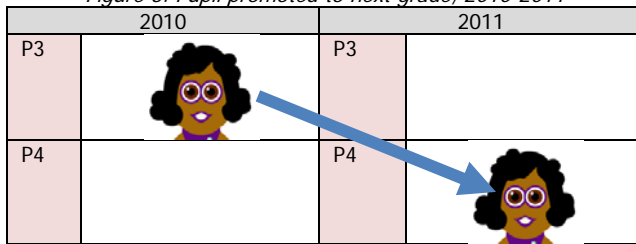
Figure 4. Pupil repeating a grade 2010-2011
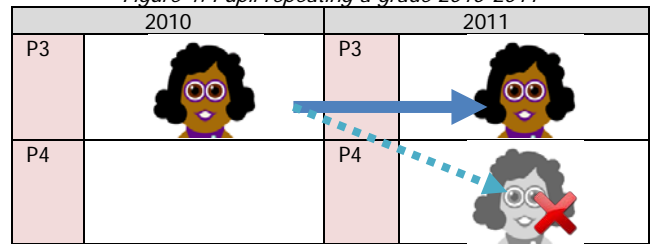
**3.4.4.** **Repetition rate** measures the phenomenon of pupils from a cohort repeating a grade, and its effect on the internal efficiency of education systems. It is one of the key indicators for analysing and projecting pupil flows from grade to grade within the education cycle. Repetition rate should 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.

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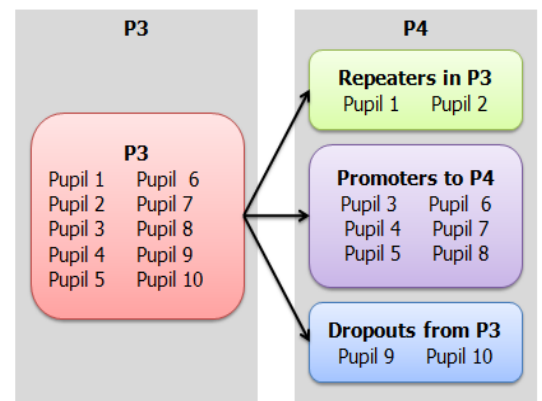


**3.4.6.** **Dropout rate** monitors education system coverage and student progression by measuring the proportion of students in a given cohort dropping out of—or leaving—the system altogether. The formula for dropout rate is:

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

## 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 % |
|---|---|---|---|---|---|---|
| Leer | 2011 | 1 | - | 1 | - | 100.0% |
| Rubkona | 2011 | 1 | - | 1 | - | 100.0% |
| Total | 2011 | 2 | - | 2 | - | 100.0% |

\* "Government" includes government and government-aided schools. "Non-government" includes community, NGO-supported, private, other, and unknown ownership type schools.
\* 2011 was the first year pre-primary school data was collected in Unity state.

#### 4.1.2.    Pupils

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

| County | Year | Total | Male | Female | Male % | Female % |
|---|---|---|---|---|---|---|
| Leer | 2011 | 191 | 110 | 81 | 57.6% | 42.4% |
| Rubkona | 2011 | 302 | 149 | 153 | 49.3% | 50.7% |
| Total | 2011 | 493 | 259 | 234 | 52.5% | 47.5% |

#### 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 |
|---|---|---|---|---|---|---|---|
| Leer | 2011 | 7 | - | 7 | - | 100.0% | 27.3 |
| Rubkona | 2011 | 10 | 7 | 3 | 70.0% | 30.0% | 30.2 |
| Total | 2011 | 17 | 7 | 10 | 41.2% | 58.8% | 29.0 |

#### 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 |
|---|---|---|---|---|---|---|---|
| Leer | 2011 | 3 | 3 | - | - | - | 63.7 |
| Rubkona | 2011 | 6 | - | 5 | 1 | - | 60.4 |
| Total | 2011 | 9 | 3 | 5 | 1 | - | 61.6 |

\* "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 % |
|---|---|---|---|---|---|---|
| Abiemnom | 2011 | 9 | 6 | 3 | 66.7% | 33.3% |
|  | 2010 | 8 | 3 | 5 | 37.5% | 62.5% |
|  | 2009 | 7 | 3 | 4 | 42.9% | 57.1% |
| Guit | 2011 | 24 | 23 | 1 | 95.8% | 4.2% |
|  | 2010 | 31 | 30 | 1 | 96.8% | 3.2% |
|  | 2009 | 25 | 25 | - | 100.0% | - |
| Koch | 2011 | 39 | 34 | 5 | 87.2% | 12.8% |
|  | 2010 | 41 | 39 | 2 | 95.1% | 4.9% |
|  | 2009 | 36 | 36 | - | 100.0% | - |
| Leer | 2011 | 33 | 30 | 3 | 90.9% | 9.1% |
|  | 2010 | 33 | 28 | 5 | 84.8% | 15.2% |
|  | 2009 | 32 | 31 | 1 | 96.9% | 3.1% |
| Mayiandit | 2011 | 33 | 29 | 4 | 87.9% | 12.1% |
|  | 2010 | 34 | 30 | 4 | 88.2% | 11.8% |
|  | 2009 | 33 | 30 | 3 | 90.9% | 9.1% |
| Mayom | 2011 | 43 | 42 | 1 | 97.7% | 2.3% |
|  | 2010 | 44 | 44 | - | 100.0% | - |
|  | 2009 | 38 | 36 | 2 | 94.7% | 5.3% |
| Panyinjiar | 2011 | 40 | 37 | 3 | 92.5% | 7.5% |
|  | 2010 | 41 | 38 | 3 | 92.7% | 7.3% |
|  | 2009 | 32 | 32 | - | 100.0% | - |
| Rubkona | 2011 | 54 | 45 | 9 | 83.3% | 16.7% |
|  | 2010 | 48 | 41 | 7 | 85.4% | 14.6% |
|  | 2009 | 46 | 41 | 5 | 89.1% | 10.9% |
| Ruweng | 2011 | 41 | 38 | 3 | 92.7% | 7.3% |
|  | 2010 | 41 | 41 | - | 100.0% | - |
|  | 2009 | 40 | 39 | 1 | 97.5% | 2.5% |
| Total | 2011 | 316 | 284 | 32 | 89.9% | 10.1% |
|  | 2010 | 321 | 294 | 27 | 91.6% | 8.4% |
|  | 2009 | 289 | 273 | 16 | 94.5% | 5.5% |

\* "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
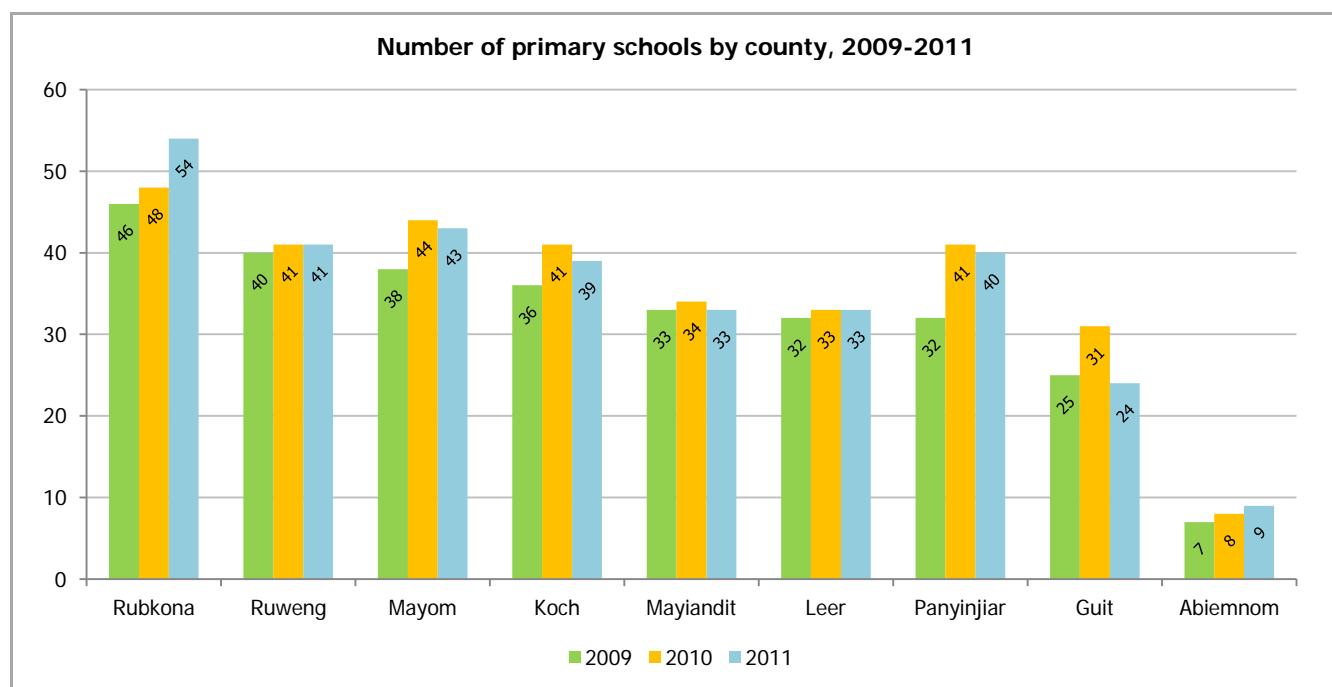
## 4.2.2. Pupils

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

| County | Year | Total | Male | Female | Male % | Female % |
|--------|------|-------|------|--------|--------|----------|
| Abiemnom | 2011 | 3,914 | 2,014 | 1,900 | 51.5% | 48.5% |
| | 2010 | 3,198 | 1,596 | 1,602 | 49.9% | 50.1% |
| | 2009 | 3,099 | 1,504 | 1,595 | 48.5% | 51.5% |
| Guit | 2011 | 8,702 | 5,520 | 3,182 | 63.4% | 36.6% |
| | 2010 | 18,019 | 11,037 | 6,982 | 61.3% | 38.7% |
| | 2009 | 15,167 | 9,922 | 5,245 | 65.4% | 34.6% |
| Koch | 2011 | 19,923 | 12,250 | 7,673 | 61.5% | 38.5% |
| | 2010 | 17,401 | 11,569 | 5,832 | 66.5% | 33.5% |
| | 2009 | 16,030 | 11,131 | 4,899 | 69.4% | 30.6% |
| Leer | 2011 | 18,105 | 10,748 | 7,357 | 59.4% | 40.6% |
| | 2010 | 17,969 | 11,466 | 6,503 | 63.8% | 36.2% |
| | 2009 | 17,229 | 10,836 | 6,393 | 62.9% | 37.1% |
| Mayiandit | 2011 | 18,357 | 11,160 | 7,197 | 60.8% | 39.2% |
| | 2010 | 20,539 | 13,135 | 7,404 | 64.0% | 36.0% |
| | 2009 | 21,929 | 13,675 | 8,254 | 62.4% | 37.6% |
| Mayom | 2011 | 26,513 | 17,138 | 9,375 | 64.6% | 35.4% |
| | 2010 | 33,878 | 23,923 | 9,955 | 70.6% | 29.4% |
| | 2009 | 19,103 | 13,802 | 5,301 | 72.3% | 27.7% |
| Panyinjiar | 2011 | 15,882 | 9,976 | 5,906 | 62.8% | 37.2% |
| | 2010 | 14,226 | 9,264 | 4,962 | 65.1% | 34.9% |
| | 2009 | 12,140 | 7,851 | 4,289 | 64.7% | 35.3% |
| Rubkona | 2011 | 26,468 | 16,969 | 9,499 | 64.1% | 35.9% |
| | 2010 | 19,962 | 14,049 | 5,913 | 70.4% | 29.6% |
| | 2009 | 29,226 | 21,628 | 7,598 | 74.0% | 26.0% |
| Ruweng | 2011 | 11,118 | 6,470 | 4,648 | 58.2% | 41.8% |
| | 2010 | 10,070 | 6,206 | 3,864 | 61.6% | 38.4% |
| | 2009 | 11,301 | 6,856 | 4,445 | 60.7% | 39.3% |
| Total | 2011 | 148,982 | 92,245 | 56,737 | 61.9% | 38.1% |
| | 2010 | 155,262 | 102,245 | 53,017 | 65.9% | 34.1% |
| | 2009 | 145,224 | 97,205 | 48,019 | 66.9% | 33.1% |



Number of primary school pupil enrolment by county, 2009-2011
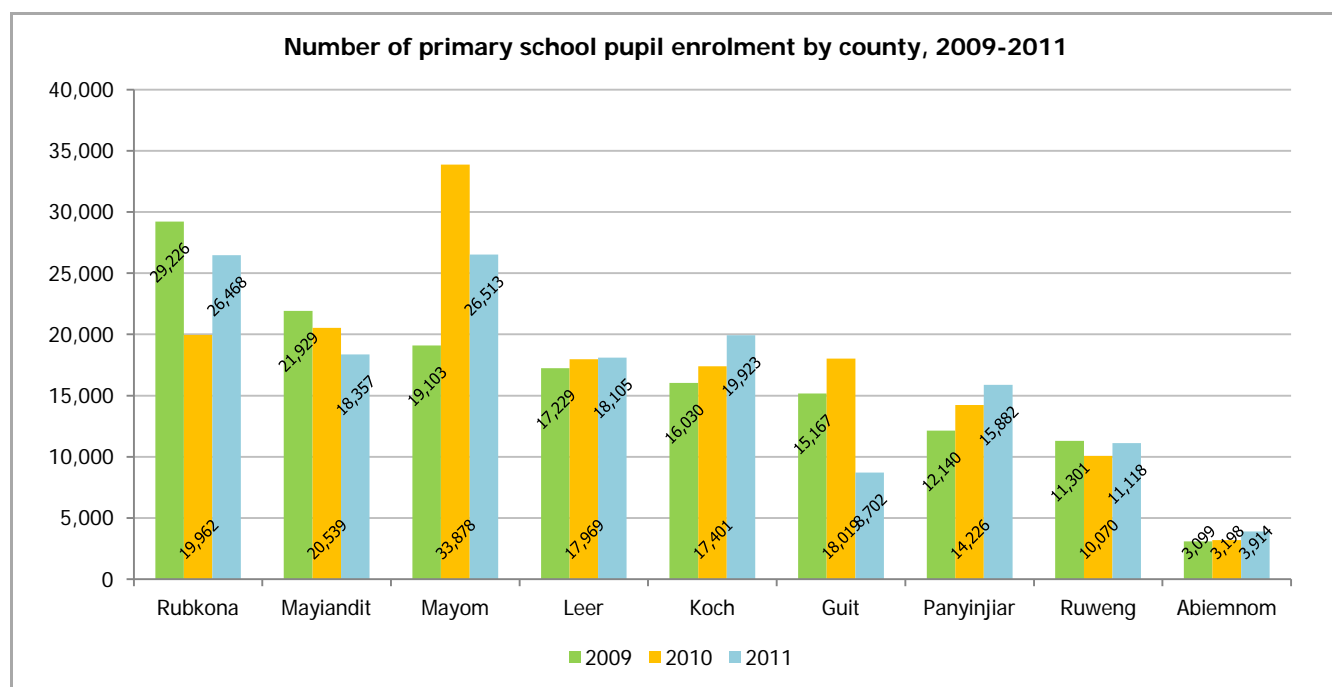
### 4.2.3. Teachers

**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 |
|---|---|---|---|---|---|---|---|
| Abiemnom | 2011 | 65 | 58 | 7 | 89.2% | 10.8% | 60.2 |
|  | 2010 | 53 | 50 | 3 | 94.3% | 5.7% | 60.3 |
|  | 2009 | 89 | 77 | 12 | 86.5% | 13.5% | 34.8 |
| Guit | 2011 | 138 | 129 | 9 | 93.5% | 6.5% | 63.1 |
|  | 2010 | 143 | 139 | 4 | 97.2% | 2.8% | 126.0 |
|  | 2009 | 121 | 118 | 3 | 97.5% | 2.5% | 125.3 |
| Koch | 2011 | 282 | 260 | 22 | 92.2% | 7.8% | 70.6 |
|  | 2010 | 205 | 193 | 12 | 94.1% | 5.9% | 84.9 |
|  | 2009 | 200 | 184 | 16 | 92.0% | 8.0% | 80.2 |
| Leer | 2011 | 270 | 263 | 7 | 97.4% | 2.6% | 67.1 |
|  | 2010 | 292 | 276 | 16 | 94.5% | 5.5% | 61.5 |
|  | 2009 | 325 | 309 | 16 | 95.1% | 4.9% | 53.0 |
| Mayiandit | 2011 | 173 | 168 | 5 | 97.1% | 2.9% | 106.1 |
|  | 2010 | 202 | 198 | 4 | 98.0% | 2.0% | 101.7 |
|  | 2009 | 260 | 238 | 22 | 91.5% | 8.5% | 84.3 |
| Mayom | 2011 | 316 | 311 | 5 | 98.4% | 1.6% | 83.9 |
|  | 2010 | 445 | 432 | 13 | 97.1% | 2.9% | 76.1 |
|  | 2009 | 440 | 413 | 27 | 93.9% | 6.1% | 43.4 |
| Panyinjiar | 2011 | 208 | 203 | 5 | 97.6% | 2.4% | 76.4 |
|  | 2010 | 269 | 259 | 10 | 96.3% | 3.7% | 52.9 |
|  | 2009 | 174 | 164 | 10 | 94.3% | 5.7% | 69.8 |
| Rubkona | 2011 | 423 | 399 | 24 | 94.3% | 5.7% | 62.6 |
|  | 2010 | 417 | 400 | 17 | 95.9% | 4.1% | 47.9 |
|  | 2009 | 546 | 491 | 55 | 89.9% | 10.1% | 53.5 |
| Ruweng | 2011 | 219 | 196 | 23 | 89.5% | 10.5% | 50.8 |
|  | 2010 | 224 | 197 | 27 | 87.9% | 12.1% | 45.0 |
|  | 2009 | 233 | 212 | 21 | 91.0% | 9.0% | 48.5 |
| Total | 2011 | 2,094 | 1,987 | 107 | 94.9% | 5.1% | 71.1 |
|  | 2010 | 2,250 | 2,144 | 106 | 95.3% | 4.7% | 69.0 |
|  | 2009 | 2,388 | 2,206 | 182 | 92.4% | 7.6% | 60.8 |



Number of primary school teachers by county, 2009-2011



Primary school pupil-teacher ratio (PTR) by county, 2009-2011
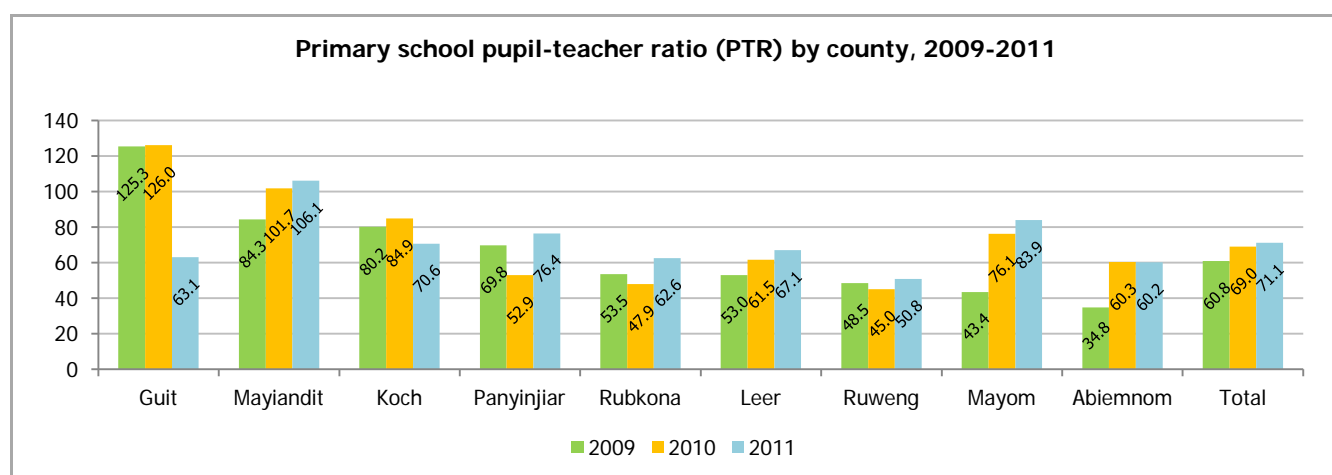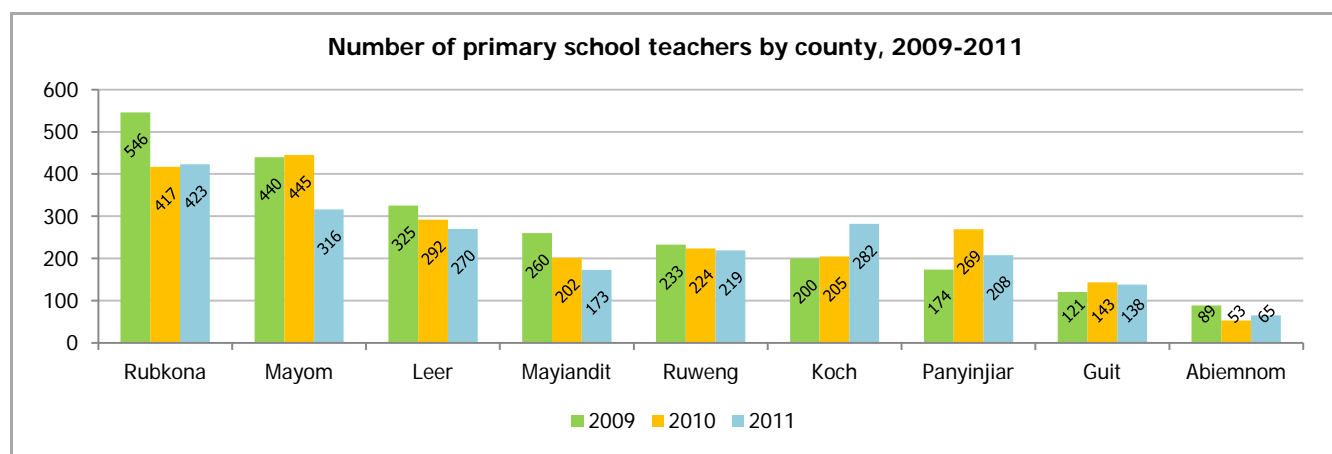
## 4.2.4. Classrooms

**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 |
|--------|------|-------|------|-----------|----------|-------|-----|
| Abiemnom | 2011 | 42 | 8 | - | 12 | 22 | 489.3 |
|  | 2010 | 25 | 8 | - | 17 | - | 399.8 |
|  | 2009 | 26 | 8 | 6 | 4 | 8 | 221.4 |
| Guit | 2011 | 141 | 71 | 15 | 48 | 7 | 101.2 |
|  | 2010 | 171 | 54 | 17 | 96 | 4 | 253.8 |
|  | 2009 | 122 | 43 | 1 | 67 | 11 | 344.7 |
| Koch | 2011 | 214 | 36 | 45 | 100 | 33 | 246.0 |
|  | 2010 | 114 | 21 | 9 | 64 | 20 | 580.0 |
|  | 2009 | 185 | 37 | 47 | 88 | 13 | 190.8 |
| Leer | 2011 | 219 | 21 | 51 | 108 | 39 | 251.5 |
|  | 2010 | 155 | 20 | 41 | 55 | 39 | 294.6 |
|  | 2009 | 196 | 35 | 68 | 67 | 26 | 167.3 |
| Mayiandit | 2011 | 136 | 12 | 59 | 50 | 15 | 258.5 |
|  | 2010 | 157 | 12 | 32 | 97 | 16 | 466.8 |
|  | 2009 | 165 | 6 | 39 | 111 | 9 | 487.3 |
| Mayom | 2011 | 268 | 49 | 10 | 188 | 21 | 449.4 |
|  | 2010 | 268 | 53 | 20 | 153 | 42 | 464.1 |
|  | 2009 | 229 | 71 | 51 | 100 | 7 | 156.6 |
| Panyinjiar | 2011 | 153 | 11 | 37 | 82 | 23 | 330.9 |
|  | 2010 | 201 | 12 | 37 | 115 | 37 | 290.3 |
|  | 2009 | 171 | 14 | 83 | 71 | 3 | 125.2 |
| Rubkona | 2011 | 329 | 80 | 51 | 136 | 62 | 202.0 |
|  | 2010 | 304 | 68 | 54 | 153 | 29 | 163.6 |
|  | 2009 | 314 | 82 | 80 | 142 | 10 | 180.4 |
| Ruweng | 2011 | 158 | 68 | 23 | 54 | 13 | 122.2 |
|  | 2010 | 170 | 59 | 67 | 7 | 37 | 79.9 |
|  | 2009 | 181 | 53 | 74 | 23 | 31 | 89.0 |
| Total | 2011 | 1,660 | 356 | 291 | 778 | 235 | 230.3 |
|  | 2010 | 1,565 | 307 | 277 | 757 | 224 | 265.9 |
|  | 2009 | 1,589 | 349 | 449 | 673 | 118 | 182.0 |

\* "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

16
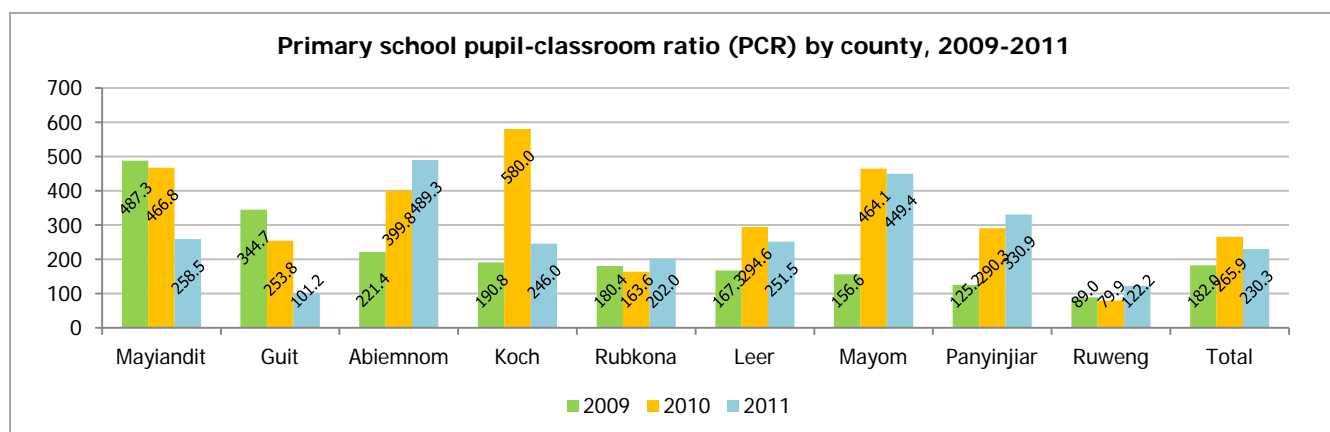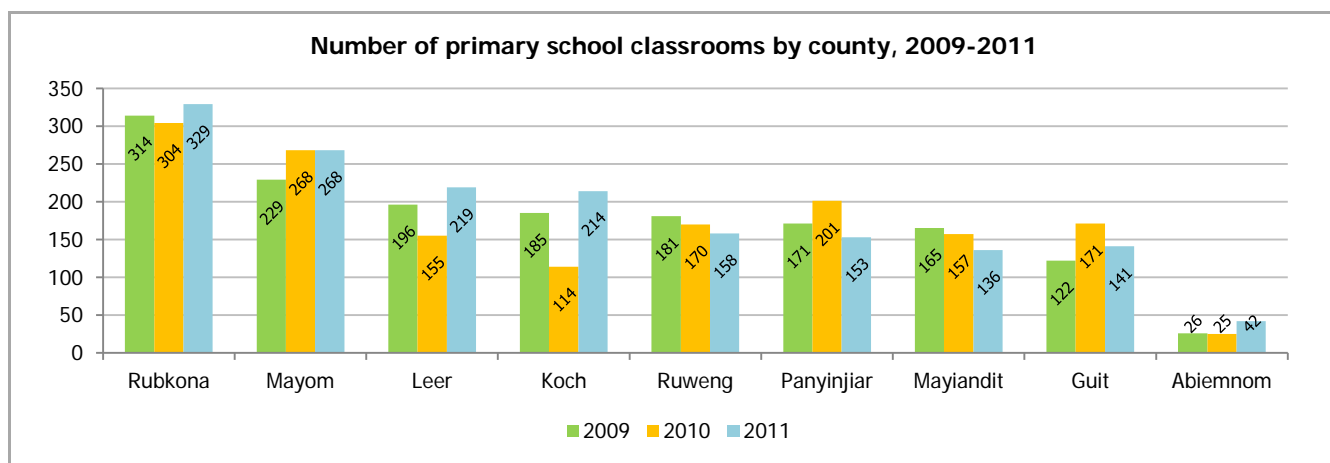
### 4.3. Secondary school

#### 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 % |
|---|---|---|---|---|---|---|
| Abiemnom | 2011 | 1 | 1 | - | 100.0% | - |
| | 2010 | 1 | 1 | - | 100.0% | - |
| | 2009 | - | - | - | - | - |
| Guit | 2011 | 1 | 1 | - | 100.0% | - |
| | 2010 | - | - | - | - | - |
| | 2009 | - | - | - | - | - |
| Koch | 2011 | 1 | 1 | - | 100.0% | - |
| | 2010 | 1 | 1 | - | 100.0% | - |
| | 2009 | 1 | 1 | - | 100.0% | - |
| Leer | 2011 | 1 | 1 | - | 100.0% | - |
| | 2010 | 1 | 1 | - | 100.0% | - |
| | 2009 | 1 | 1 | - | 100.0% | - |
| Mayom | 2011 | 1 | 1 | - | 100.0% | - |
| | 2010 | - | - | - | - | - |
| | 2009 | 1 | 1 | - | 100.0% | - |
| Panyinjiar | 2011 | - | - | - | - | - |
| | 2010 | - | - | - | - | - |
| | 2009 | 2 | 2 | - | 100.0% | - |
| Rubkona | 2011 | 2 | 2 | - | 100.0% | - |
| | 2010 | 1 | - | 1 | - | 100.0% |
| | 2009 | 1 | 1 | - | 100.0% | - |
| Ruweng | 2011 | - | - | - | - | - |
| | 2010 | 1 | 1 | - | 100.0% | - |
| | 2009 | 2 | 2 | - | 100.0% | - |
| Total | 2011 | 7 | 7 | - | 100.0% | - |
| | 2010 | 5 | 4 | 1 | 80.0% | 20.0% |
| | 2009 | 8 | 8 | - | 100.0% | - |

#### 4.3.2. Students

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

| County | Year | Total | Male | Female | Male % | Female % |
|---|---|---|---|---|---|---|
| Abiemnom | 2011 | 129 | 88 | 41 | 68.2% | 31.8% |
| | 2010 | 107 | 86 | 21 | 80.4% | 19.6% |
| | 2009 | - | - | - | - | - |
| Guit | 2011 | 24 | 24 | - | 100.0% | - |
| | 2010 | - | - | - | - | - |
| | 2009 | - | - | - | - | - |
| Koch | 2011 | 436 | 356 | 80 | 81.7% | 18.3% |
| | 2010 | 93 | 89 | 4 | 95.7% | 4.3% |
| | 2009 | 102 | 99 | 3 | 97.1% | 2.9% |
| Leer | 2011 | 90 | 86 | 4 | 95.6% | 4.4% |
| | 2010 | 128 | 104 | 24 | 81.3% | 18.8% |
| | 2009 | 167 | 129 | 38 | 77.2% | 22.8% |
| Mayom | 2011 | 320 | 257 | 63 | 80.3% | 19.7% |
| | 2010 | - | - | - | - | - |
| | 2009 | 28 | 28 | - | 100.0% | - |
| Panyinjiar | 2011 | - | - | - | - | - |
| | 2010 | - | - | - | - | - |
| | 2009 | 332 | 307 | 25 | 92.5% | 7.5% |
| Rubkona | 2011 | 995 | 926 | 69 | 93.1% | 6.9% |
| | 2010 | 180 | 148 | 32 | 82.2% | 17.8% |
| | 2009 | 302 | 296 | 6 | 98.0% | 2.0% |
| Ruweng | 2011 | - | - | - | - | - |
| | 2010 | 140 | 109 | 31 | 77.9% | 22.1% |
| | 2009 | 265 | 224 | 41 | 84.5% | 15.5% |
| Total | 2011 | 1,994 | 1,737 | 257 | 87.1% | 12.9% |
| | 2010 | 648 | 536 | 112 | 82.7% | 17.3% |
| | 2009 | 1,196 | 1,083 | 113 | 90.6% | 9.4% |

\* "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.

**Number of secondary school students by county, 2009-2011**
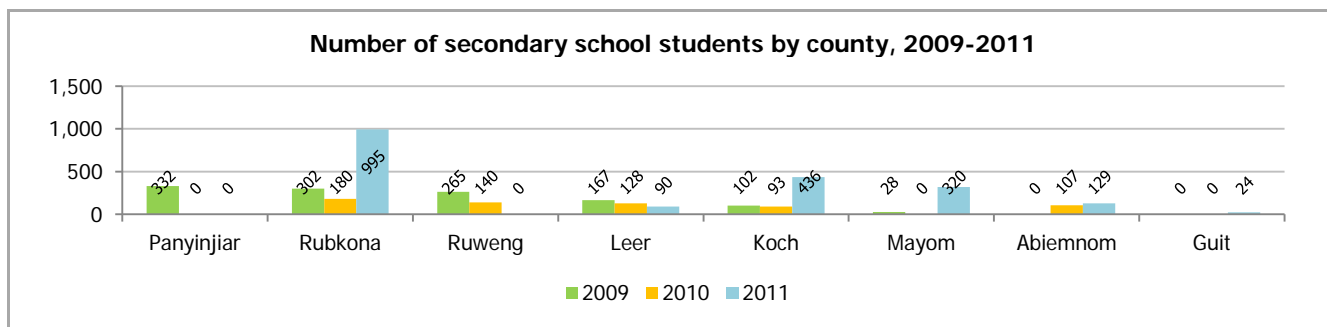
### 4.3.3. Teachers

**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 |
|---|---|---|---|---|---|---|---|
| Abiemnom | 2011 | 18 | 18 | - | 100.0% | - | 7.2 |
| | 2010 | 21 | 20 | 1 | 95.2% | 4.8% | 5.1 |
| | 2009 | - | - | - | - | - | - |
| Guit | 2011 | 12 | 12 | - | 100.0% | - | 2.0 |
| | 2010 | - | - | - | - | - | - |
| | 2009 | - | - | - | - | - | - |
| Koch | 2011 | 11 | 11 | - | 100.0% | - | 39.6 |
| | 2010 | 5 | 5 | - | 100.0% | - | 18.6 |
| | 2009 | 11 | 9 | 2 | 81.8% | 18.2% | 9.3 |
| Leer | 2011 | 7 | 7 | - | 100.0% | - | 12.9 |
| | 2010 | 16 | 15 | 1 | 93.8% | 6.3% | 8.0 |
| | 2009 | 30 | 23 | 7 | 76.7% | 23.3% | 5.6 |
| Mayom | 2011 | 11 | 11 | - | 100.0% | - | 29.1 |
| | 2010 | - | - | - | - | - | - |
| | 2009 | 10 | 10 | - | 100.0% | - | 2.8 |
| Panyinjiar | 2011 | - | - | - | - | - | - |
| | 2010 | - | - | - | - | - | - |
| | 2009 | 16 | 16 | - | 100.0% | - | 20.8 |
| Rubkona | 2011 | 34 | 32 | 2 | 94.1% | 5.9% | 29.3 |
| | 2010 | 16 | 16 | - | 100.0% | - | 11.3 |
| | 2009 | 38 | 30 | 8 | 78.9% | 21.1% | 7.9 |
| Ruweng | 2011 | - | - | - | - | - | - |
| | 2010 | 19 | 18 | 1 | 94.7% | 5.3% | 7.4 |
| | 2009 | 30 | 29 | 1 | 96.7% | 3.3% | 8.8 |
| Total | 2011 | 93 | 91 | 2 | 97.8% | 2.2% | 21.4 |
| | 2010 | 77 | 74 | 3 | 96.1% | 3.9% | 8.4 |
| | 2009 | 135 | 117 | 18 | 86.7% | 13.3% | 8.9 |



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



**Secondary school pupil-teacher ratio (PTR) by county, 2009-2011**
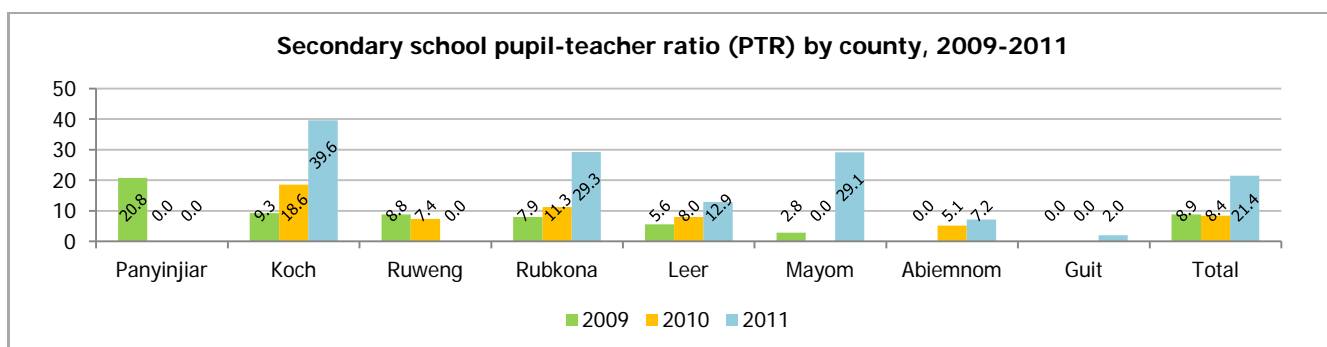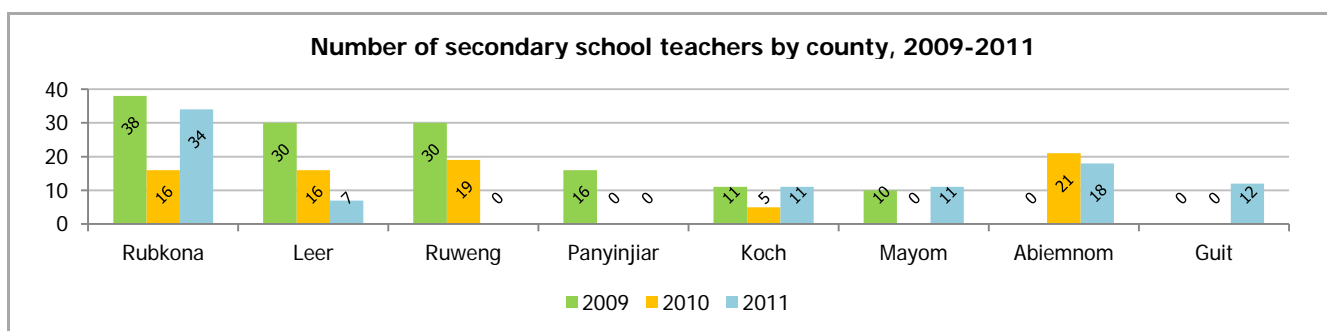
### 4.3.4. Classrooms

**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 |
|---|---|---|---|---|---|---|---|
| Abiemnom | 2011 | 4 | 4 | - | - | - | 32.3 |
|  | 2010 | 8 | 4 | - | - | 4 | 26.8 |
|  | 2009 | - | - | - | - | - | - |
| Guit | 2011 | 4 | 4 | - | - | - | 6.0 |
|  | 2010 | - | - | - | - | - | - |
|  | 2009 | - | - | - | - | - | - |
| Koch | 2011 | 1 | - | 1 | - | - | 436.0 |
|  | 2010 | 8 | 4 | 1 | 3 | - | 18.6 |
|  | 2009 | 4 | - | 4 | - | - | 25.5 |
| Leer | 2011 | 4 | 4 | - | - | - | 22.5 |
|  | 2010 | 4 | 4 | - | - | - | 32.0 |
|  | 2009 | 4 | - | - | 4 | - | - |
| Mayom | 2011 | 6 | - | 6 | - | - | 53.3 |
|  | 2010 | - | - | - | - | - | - |
|  | 2009 | 4 | 4 | - | - | - | 7.0 |
| Panyinjiar | 2011 | - | - | - | - | - | - |
|  | 2010 | - | - | - | - | - | - |
|  | 2009 | 10 | 6 | 4 | - | - | 33.2 |
| Rubkona | 2011 | 12 | 11 | 1 | - | - | 82.9 |
|  | 2010 | 4 | - | 4 | - | - | 45.0 |
|  | 2009 | 8 | 6 | 2 | - | - | 37.8 |
| Ruweng | 2011 | - | - | - | - | - | - |
|  | 2010 | 4 | 3 | 1 | - | - | 35.0 |
|  | 2009 | 8 | 6 | 1 | - | 1 | 37.9 |
| Total | 2011 | 31 | 23 | 8 | - | - | 64.3 |
|  | 2010 | 28 | 15 | 6 | 3 | 4 | 30.9 |
|  | 2009 | 38 | 22 | 11 | 4 | 1 | 36.2 |

\* "Other" includes roof-only, tent, and others.
\*\* PCR only accounts for permanent and semi-permanent classrooms.



Number of secondary school classrooms by county , 2009-2011



Secondary school pupil-classroom ratio (PCR) by county, 2009-2011
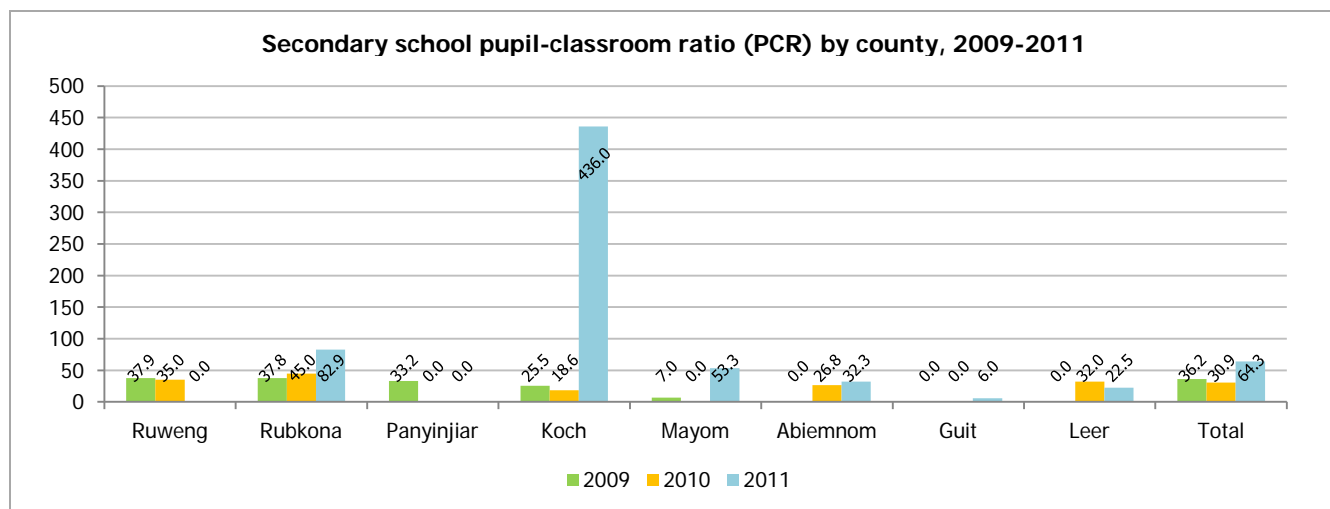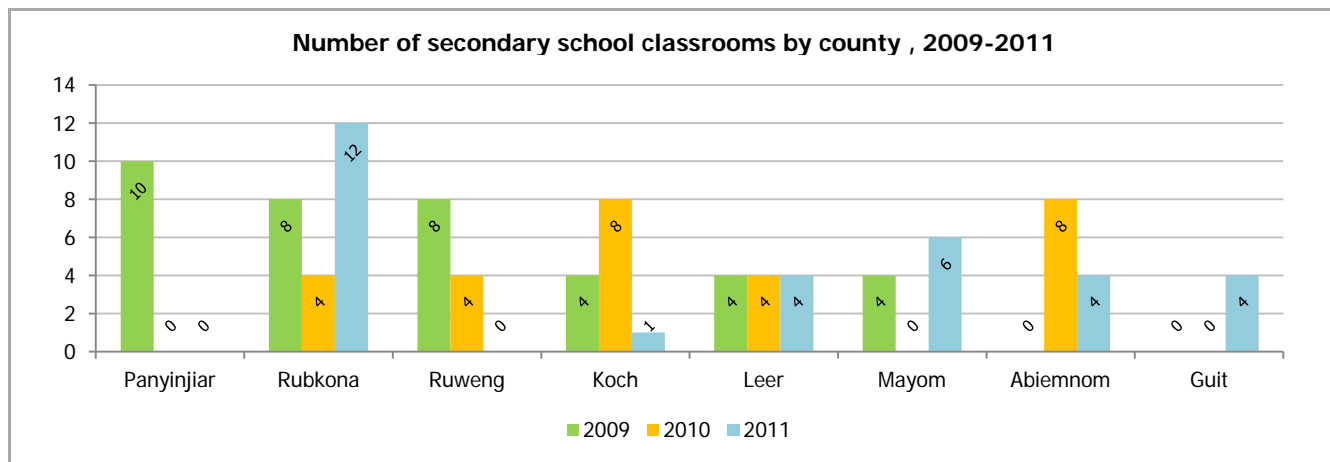
## 4.4. Alternative Education System (AES) Centres

### 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 % |
|--------|------|------:|----:|--------:|------:|----------:|
| Abiemnom | 2011 | 4 | 3 | 1 | 75.0% | 25.0% |
| | 2010 | 4 | 4 | - | 100.0% | - |
| | 2009 | 11 | 11 | - | 100.0% | - |
| Guit | 2011 | 8 | 3 | 5 | 37.5% | 62.5% |
| | 2010 | 11 | 7 | 4 | 63.6% | 36.4% |
| | 2009 | 10 | 10 | - | 100.0% | - |
| Koch | 2011 | 9 | 9 | - | 100.0% | - |
| | 2010 | 7 | 4 | 3 | 57.1% | 42.9% |
| | 2009 | 11 | 11 | - | 100.0% | - |
| Leer | 2011 | 10 | 9 | 1 | 90.0% | 10.0% |
| | 2010 | 13 | 10 | 3 | 76.9% | 23.1% |
| | 2009 | 20 | 13 | 7 | 65.0% | 35.0% |
| Mayiandit | 2011 | 14 | 14 | - | 100.0% | - |
| | 2010 | 12 | 8 | 4 | 66.7% | 33.3% |
| | 2009 | 12 | 12 | - | 100.0% | - |
| Mayom | 2011 | 23 | 22 | 1 | 95.7% | 4.3% |
| | 2010 | 19 | 17 | 2 | 89.5% | 10.5% |
| | 2009 | 10 | 10 | - | 100.0% | - |
| Panyinjiar | 2011 | 19 | 19 | - | 100.0% | - |
| | 2010 | 18 | 16 | 2 | 88.9% | 11.1% |
| | 2009 | 19 | 19 | - | 100.0% | - |
| Parieng | 2011 | - | - | - | - | - |
| | 2010 | - | - | - | - | - |
| | 2009 | 1 | 1 | - | 100.0% | - |
| Rubkona | 2011 | 15 | 10 | 5 | 66.7% | 33.3% |
| | 2010 | 15 | 9 | 6 | 60.0% | 40.0% |
| | 2009 | 21 | 19 | 2 | 90.5% | 9.5% |
| Ruweng | 2011 | 6 | - | 6 | - | 100.0% |
| | 2010 | 10 | 8 | 2 | 80.0% | 20.0% |
| | 2009 | 8 | 6 | 2 | 75.0% | 25.0% |
| Total | 2011 | 108 | 89 | 19 | 82.4% | 17.6% |
| | 2010 | 109 | 83 | 26 | 76.1% | 23.9% |
| | 2009 | 123 | 112 | 11 | 91.1% | 8.9% |



Number of AES centres by county, 2009-2011
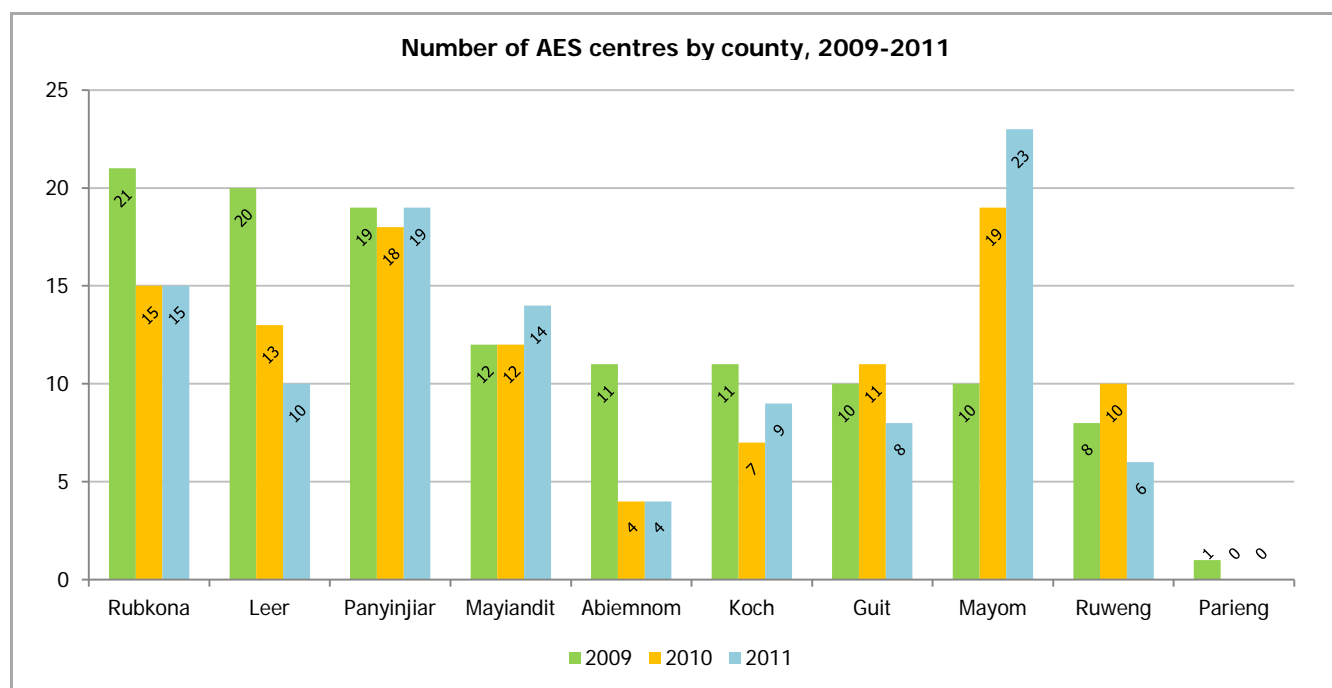
## 4.4.2. Students

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

| County | Year | Total | Male | Female | Male % | Female % |
|---|---|---|---|---|---|---|
| Abiemnom | 2011 | 754 | 410 | 344 | 54.4% | 45.6% |
| | 2010 | 337 | 137 | 200 | 40.7% | 59.3% |
| | 2009 | 3,462 | 1,787 | 1,675 | 51.6% | 48.4% |
| Guit | 2011 | 1,965 | 948 | 1,017 | 48.2% | 51.8% |
| | 2010 | 8,301 | 4,437 | 3,864 | 53.5% | 46.5% |
| | 2009 | 6,055 | 3,612 | 2,443 | 59.7% | 40.3% |
| Koch | 2011 | 2,335 | 1,468 | 867 | 62.9% | 37.1% |
| | 2010 | 3,217 | 2,037 | 1,180 | 63.3% | 36.7% |
| | 2009 | 2,440 | 1,294 | 1,146 | 53.0% | 47.0% |
| Leer | 2011 | 3,535 | 1,826 | 1,709 | 51.7% | 48.3% |
| | 2010 | 3,523 | 1,838 | 1,685 | 52.2% | 47.8% |
| | 2009 | 5,720 | 2,994 | 2,726 | 52.3% | 47.7% |
| Mayiandit | 2011 | 2,409 | 1,322 | 1,087 | 54.9% | 45.1% |
| | 2010 | 6,477 | 3,640 | 2,837 | 56.2% | 43.8% |
| | 2009 | 5,211 | 3,144 | 2,067 | 60.3% | 39.7% |
| Mayom | 2011 | 5,876 | 3,732 | 2,144 | 63.5% | 36.5% |
| | 2010 | 7,886 | 5,190 | 2,696 | 65.8% | 34.2% |
| | 2009 | 5,017 | 3,178 | 1,839 | 63.3% | 36.7% |
| Panyinjiar | 2011 | 4,641 | 2,428 | 2,213 | 52.3% | 47.7% |
| | 2010 | 3,819 | 1,889 | 1,930 | 49.5% | 50.5% |
| | 2009 | 3,925 | 2,249 | 1,676 | 57.3% | 42.7% |
| Parieng | 2011 | - | - | - | - | - |
| | 2010 | - | - | - | - | - |
| | 2009 | 65 | 19 | 46 | 29.2% | 70.8% |
| Rubkona | 2011 | 8,822 | 5,327 | 3,495 | 60.4% | 39.6% |
| | 2010 | 8,326 | 4,450 | 3,876 | 53.4% | 46.6% |
| | 2009 | 8,267 | 4,641 | 3,626 | 56.1% | 43.9% |
| Ruweng | 2011 | 449 | 308 | 141 | 68.6% | 31.4% |
| | 2010 | 892 | 409 | 483 | 45.9% | 54.1% |
| | 2009 | 805 | 325 | 480 | 40.4% | 59.6% |
| Total | 2011 | 30,786 | 17,769 | 13,017 | 57.7% | 42.3% |
| | 2010 | 42,778 | 24,027 | 18,751 | 56.2% | 43.8% |
| | 2009 | 40,967 | 23,243 | 17,724 | 56.7% | 43.3% |



Number of AES learners by county, 2009-2011
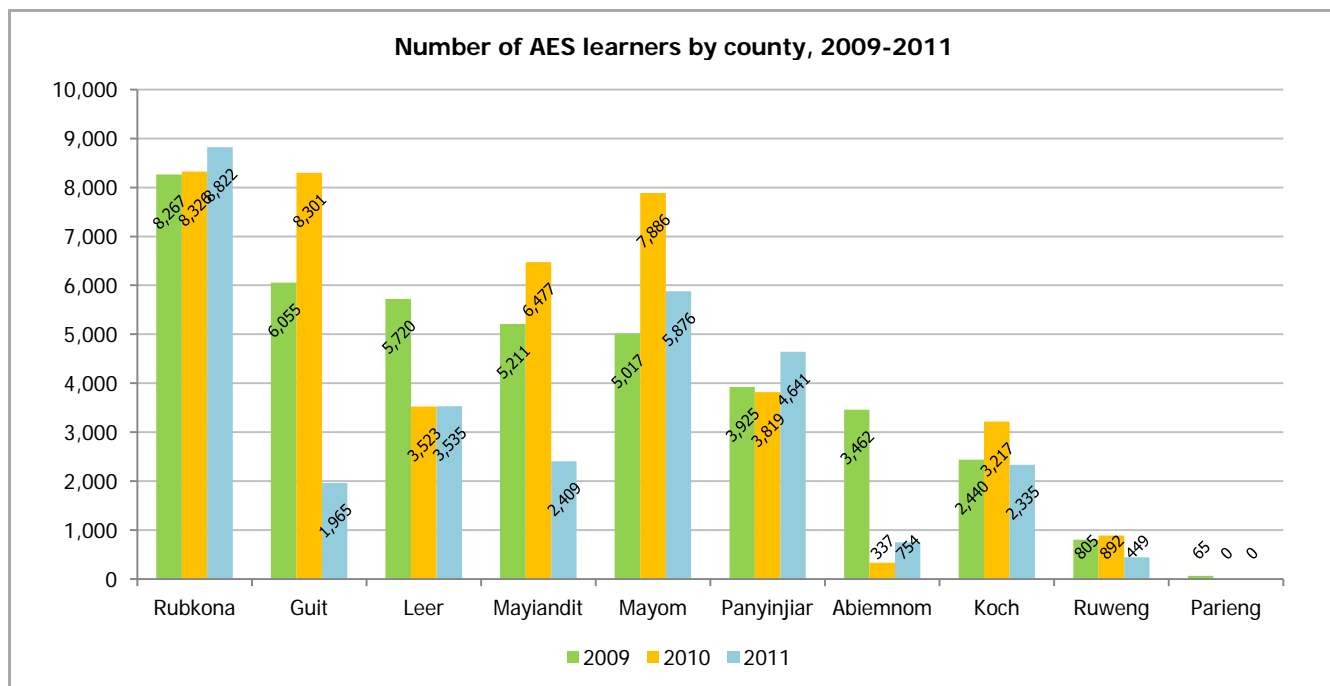
## 4.4.3. Teachers

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

| County | Year | Total | Male | Female | Male % | Female % | PTR |
|---|---|---|---|---|---|---|---|
| Abiemnom | 2011 | 19 | 16 | 3 | 84.2% | 15.8% | 39.7 |
|  | 2010 | 41 | 32 | 9 | 78.0% | 22.0% | 8.2 |
|  | 2009 | 62 | 49 | 13 | 79.0% | 21.0% | 55.8 |
| Guit | 2011 | 16 | 16 | - | 100.0% | - | 122.8 |
|  | 2010 | 41 | 40 | 1 | 97.6% | 2.4% | 202.5 |
|  | 2009 | 60 | 58 | 2 | 96.7% | 3.3% | 100.9 |
| Koch | 2011 | 35 | 32 | 3 | 91.4% | 8.6% | 66.7 |
|  | 2010 | 60 | 57 | 3 | 95.0% | 5.0% | 53.6 |
|  | 2009 | 75 | 72 | 3 | 96.0% | 4.0% | 32.5 |
| Leer | 2011 | 64 | 56 | 8 | 87.5% | 12.5% | 55.2 |
|  | 2010 | 75 | 73 | 2 | 97.3% | 2.7% | 47.0 |
|  | 2009 | 118 | 103 | 15 | 87.3% | 12.7% | 48.5 |
| Mayiandit | 2011 | 42 | 42 | - | 100.0% | - | 57.4 |
|  | 2010 | 60 | 58 | 2 | 96.7% | 3.3% | 108.0 |
|  | 2009 | 95 | 95 | - | 100.0% | - | 54.9 |
| Mayom | 2011 | 115 | 112 | 3 | 97.4% | 2.6% | 51.1 |
|  | 2010 | 173 | 166 | 7 | 96.0% | 4.0% | 45.6 |
|  | 2009 | 90 | 86 | 4 | 95.6% | 4.4% | 55.7 |
| Panyinjiar | 2011 | 72 | 67 | 5 | 93.1% | 6.9% | 64.5 |
|  | 2010 | 72 | 63 | 9 | 87.5% | 12.5% | 53.0 |
|  | 2009 | 109 | 98 | 11 | 89.9% | 10.1% | 36.0 |
| Parieng | 2011 | - | - | - | - | - | - |
|  | 2010 | - | - | - | - | - | - |
|  | 2009 | 5 | 5 | - | 100.0% | - | 13.0 |
| Rubkona | 2011 | 65 | 59 | 6 | 90.8% | 9.2% | 135.7 |
|  | 2010 | 126 | 113 | 13 | 89.7% | 10.3% | 66.1 |
|  | 2009 | 174 | 155 | 19 | 89.1% | 10.9% | 47.5 |
| Ruweng | 2011 | 26 | 24 | 2 | 92.3% | 7.7% | 17.3 |
|  | 2010 | 45 | 41 | 4 | 91.1% | 8.9% | 19.8 |
|  | 2009 | 66 | 61 | 5 | 92.4% | 7.6% | 12.2 |
| Total | 2011 | 454 | 424 | 30 | 93.4% | 6.6% | 67.8 |
|  | 2010 | 693 | 643 | 50 | 92.8% | 7.2% | 61.7 |
|  | 2009 | 854 | 782 | 72 | 91.6% | 8.4% | 48.0 |



Number of AES teachers by county, 2009-2011



AES pupil-teacher ratio (PTR) by county, 2009-2011
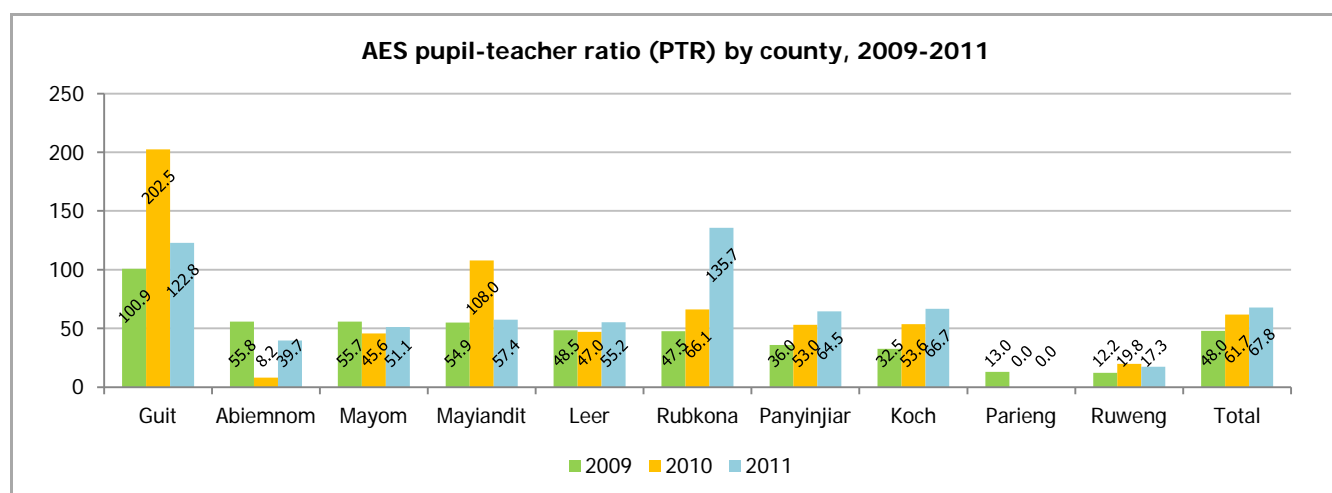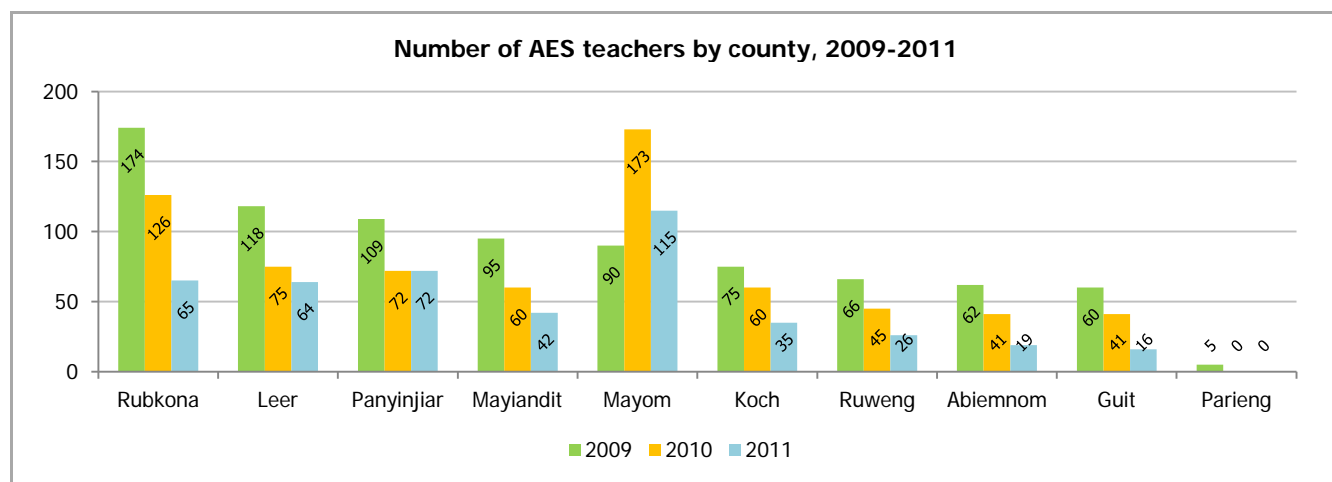
**4.5.    Technical and Vocational Education and Training (TVET)**

**4.5.1.    Centres**

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

| County | Year | Total | Gov | Non-gov | Gov % | Non-gov % |
|--------|------|-------|-----|---------|-------|-----------|
| Leer | 2011 | 1 | - | 1 | - | 100.0% |
| Total | 2011 | 1 | - | 1 | - | 100.0% |

**4.5.2.    Trainees**

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

| County | Year | Total | Male | Female | Male % | Female % |
|--------|------|-------|------|--------|--------|----------|
| Leer | 2011 | 21 | 19 | 2 | 90.5% | 9.5% |
| Total | 2011 | 21 | 19 | 2 | 90.5% | 9.5% |

**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 |
|--------|------|-------|------|--------|--------|----------|-----|
| Leer | 2011 | 5 | 4 | 1 | 80.0% | 20.0% | 4.2 |
| Total | 2011 | 5 | 4 | 1 | 80.0% | 20.0% | 4.2 |

**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 |
|--------|------|-------------|----------------------|-----------|---------------------|--------------|----------------------|------------------------|-------|
| Leer | 2011 | 1 | - | - | - | - | - | - | - |
| Total | 2011 | 1 | - | - | - | - | - | - | - |

## 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 |
|--------|-------|-------------|----------------|--------------|
| Leer | 191 | - | 132 | 59 |
| Rubkona | 302 | 122 | 103 | 77 |
| Total | 493 | 122 | 235 | 136 |



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



**% of pre-primary school pupils by grade and gender, 2011**
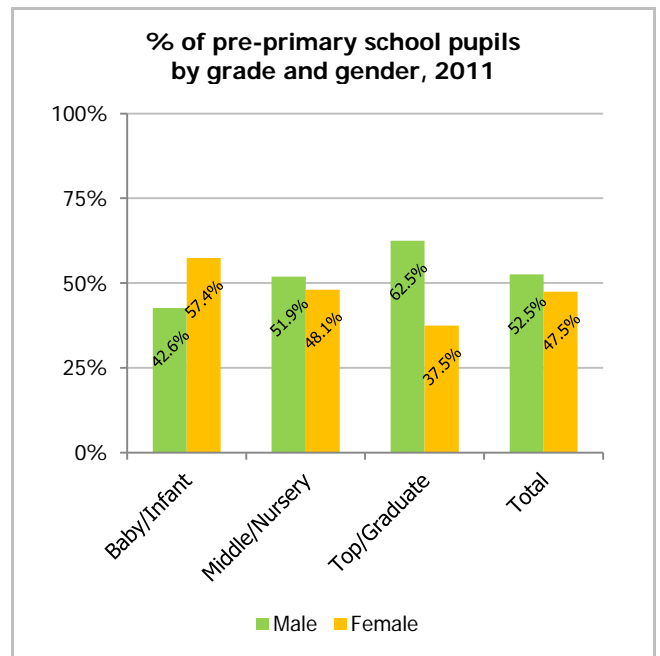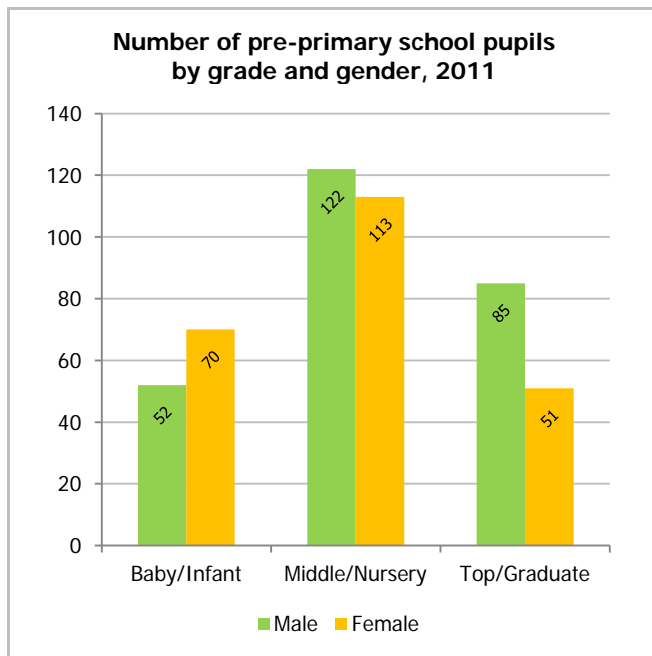
#### 5.1.2.    Overage pupils

**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 |
| Leer | 1 | 190 | 99.5% | 1 | 109 | 99.1% | - | 81 | 100.0% |
| Rubkona | 164 | 138 | 45.7% | 83 | 66 | 44.3% | 81 | 72 | 47.1% |
| Total | 165 | 328 | 66.5% | 84 | 175 | 67.6% | 81 | 153 | 65.4% |

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

**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 | 70 | 52 | 42.6% | 25 | 27 | 51.9% | 45 | 25 | 35.7% |
| Middle/Nursery | 50 | 185 | 78.7% | 29 | 93 | 76.2% | 21 | 92 | 81.4% |
| Top/Graduate | 45 | 91 | 66.9% | 30 | 55 | 64.7% | 15 | 36 | 70.6% |
| Total | 165 | 328 | 66.5% | 84 | 175 | 67.6% | 81 | 153 | 65.4% |

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



**% of pre-primary school overage pupils by grade and gender, 2011**
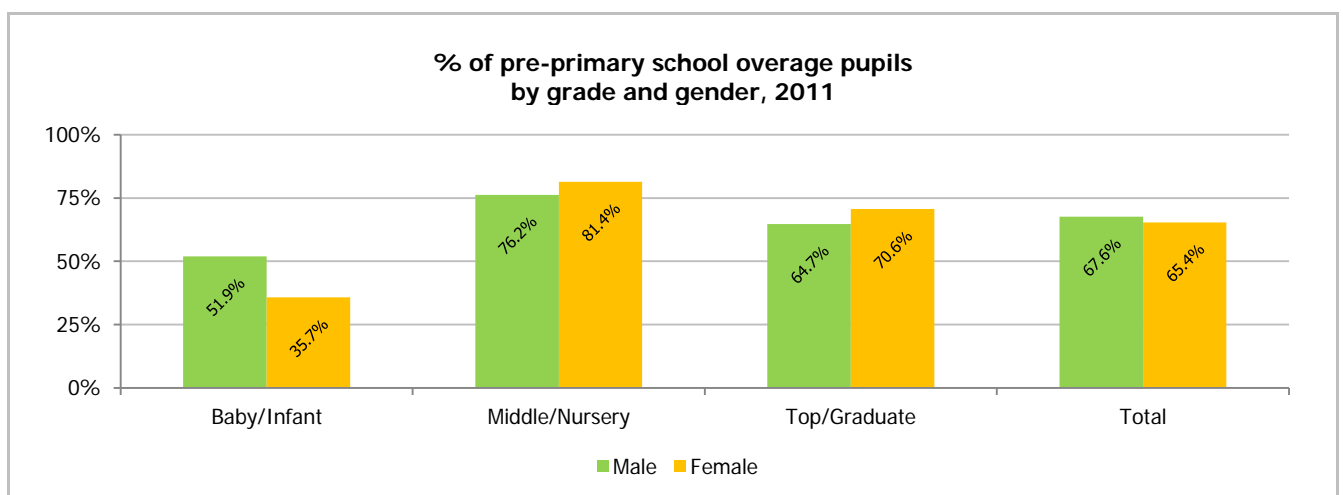
## 5.2. Resources

### 5.2.1. Schools

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

| Ownership type | Schools |
|---|---|
| Private | 2 |
| Total | 2 |

\* "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 | | Count | Schools w/out meals |
|---|---|---|---|---|---|
| | | Count | % total | | % total |
| Leer | 1 | - | - | 1 | 100.0% |
| Rubkona | 1 | - | - | 1 | 100.0% |
| Total | 2 | - | - | 2 | 100.0% |

\* "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.

### 5.2.2. Teachers

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

| County | Total | Male | | Female | |
|---|---|---|---|---|---|
| | | Count | % total | Count | % total |
| Leer | 7 | - | - | 7 | 100.0% |
| Rubkona | 10 | 7 | 70.0% | 3 | 30.0% |
| Total | 17 | 7 | 41.2% | 10 | 58.8% |

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

| County | Total | Trained | | Untrained | |
|---|---|---|---|---|---|
| | | Count | % total | Count | % total |
| Leer | 7 | 1 | 14.3% | 6 | 85.7% |
| Rubkona | 10 | 8 | 80.0% | 2 | 20.0% |
| Total | 17 | 9 | 52.9% | 8 | 47.1% |

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

**Number and % of 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 |
| Leer | 7 | 6 | 85.7% | 1 | 14.3% | - | - |
| Rubkona | 10 | - | - | 10 | 100.0% | - | - |
| Total | 17 | 6 | 35.3% | 11 | 64.7% | - | - |

\* "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 and % of pre-primary school teachers by employment status and county, 2011**

| County | Total | Paid | | Volunteer | | Unknown | |
|---|---|---|---|---|---|---|---|
| | | Count | % total | Count | % total | Count | % total |
| Leer | 7 | 7 | 100.0% | - | - | - | - |
| Rubkona | 10 | 9 | 90.0% | - | - | 1 | 10.0% |
| Total | 17 | 16 | 94.1% | - | - | 1 | 5.9% |

**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 |
| Leer | 191 | 7 | 27.3 | - | - | - | 191 | 7 | 27.3 |
| Rubkona | 302 | 10 | 30.2 | - | - | - | 302 | 10 | 30.2 |
| Total | 493 | 17 | 29.0 | - | - | - | 493 | 17 | 29.0 |

\* "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 | Tent | Other | PCR |
|---|---|---|---|---|---|---|---|---|
| Leer | 3 | 3 | - | - | - | - | - | 63.7 |
| Rubkona | 6 | - | 5 | 1 | - | - | - | 60.4 |
| Total | 9 | 3 | 5 | 1 | - | - | - | 61.6 |

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

| Ownership | Total | Perm | Semi-perm | Open-air | Roof only | Tent | Other | PCR |
|---|---|---|---|---|---|---|---|---|
| Private | 9 | 3 | 5 | 1 | - | - | - | 61.6 |
| Total | 9 | 3 | 5 | 1 | - | - | - | 61.6 |

**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 |
| Leer | 1 | 1 | 100.0% | - | - |
| Rubkona | 1 | 1 | 100.0% | - | - |
| Total | 2 | 2 | 100.0% | - | - |

## 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 | - | 1 | 1 |
| | - | 100.0% | 100.0% |
| Total | - | 100.0% | 100.0% |

## 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 |
| Leer | 1 | 1 | 100.0% | - | - |
| Rubkona | 1 | 1 | 100.0% | - | - |
| Total | 2 | 2 | 100.0% | - | - |

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

| County | Schools | Access | | No access | |
|---|---|---|---|---|---|
| | | Count | % total | Count | % total |
| Leer | 1 | 1 | 100.0% | - | - |
| Rubkona | 1 | 1 | 100.0% | - | - |
| Total | 2 | 2 | 100.0% | - | - |

## 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 |
|---|---|---|---|---|---|---|---|---|---|
| Abiemnom | 3,914 | 1,209 | 869 | 531 | 477 | 318 | 182 | 161 | 167 |
| Guit | 8,702 | 2,818 | 1,939 | 1,560 | 1,190 | 785 | 207 | 149 | 54 |
| Koch | 19,923 | 5,438 | 4,400 | 4,072 | 2,913 | 1,699 | 1,009 | 248 | 144 |
| Leer | 18,105 | 4,965 | 3,694 | 3,118 | 2,607 | 1,791 | 1,356 | 352 | 222 |
| Mayiandit | 18,357 | 5,091 | 4,179 | 3,515 | 2,590 | 1,306 | 1,022 | 396 | 258 |
| Mayom | 26,513 | 8,777 | 6,177 | 5,036 | 3,221 | 1,679 | 870 | 507 | 246 |
| Panyinjiar | 15,882 | 5,363 | 3,436 | 2,765 | 2,220 | 1,276 | 527 | 216 | 79 |
| Rubkona | 26,468 | 7,211 | 5,117 | 4,235 | 3,507 | 2,170 | 1,498 | 1,192 | 1,538 |
| Ruweng | 11,118 | 4,086 | 2,169 | 1,745 | 1,153 | 708 | 513 | 389 | 355 |
| Total | 148,982 | 44,958 | 31,980 | 26,577 | 19,878 | 11,732 | 7,184 | 3,610 | 3,063 |



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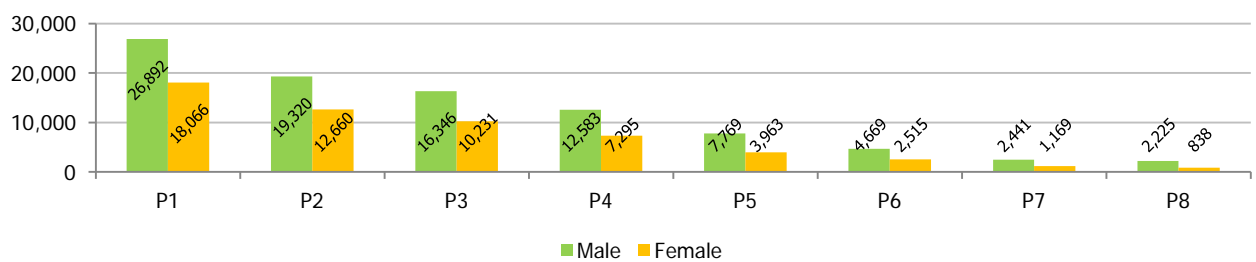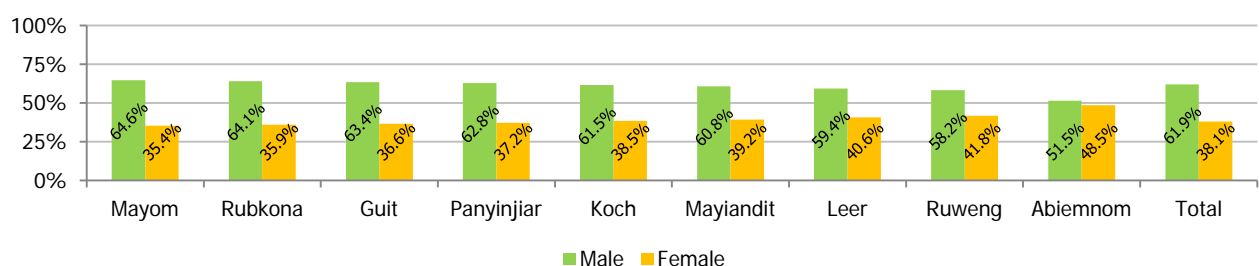


**% of primary school pupils by grade and gender, 2011**
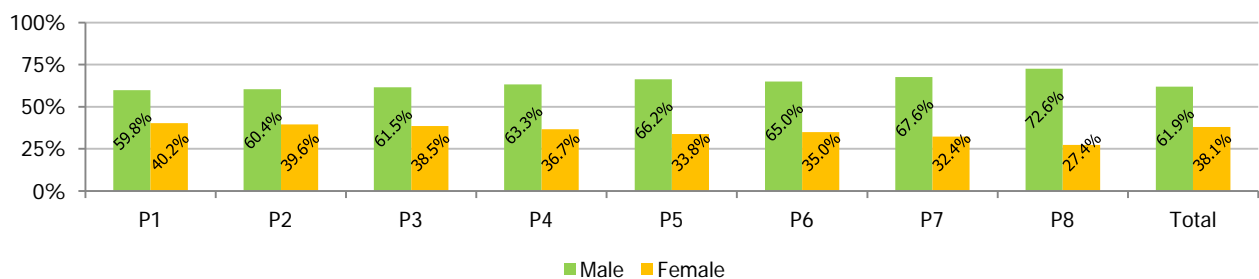


**Number of primary school pupils by county and gender, 2011**
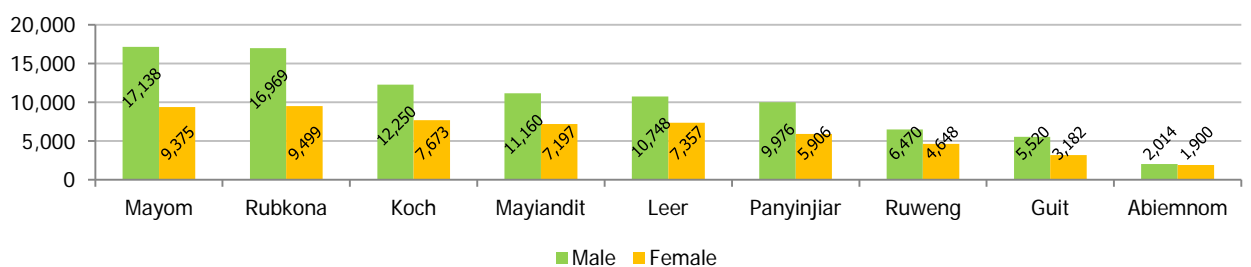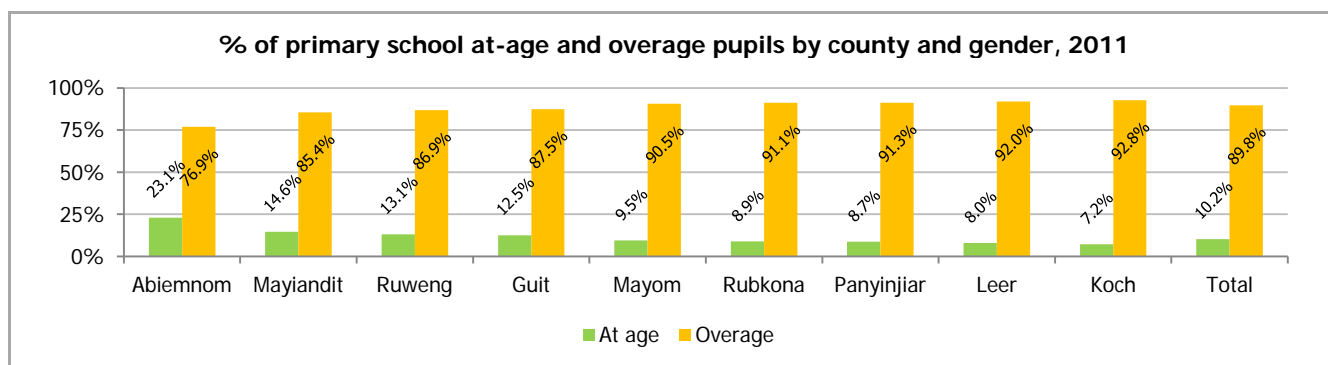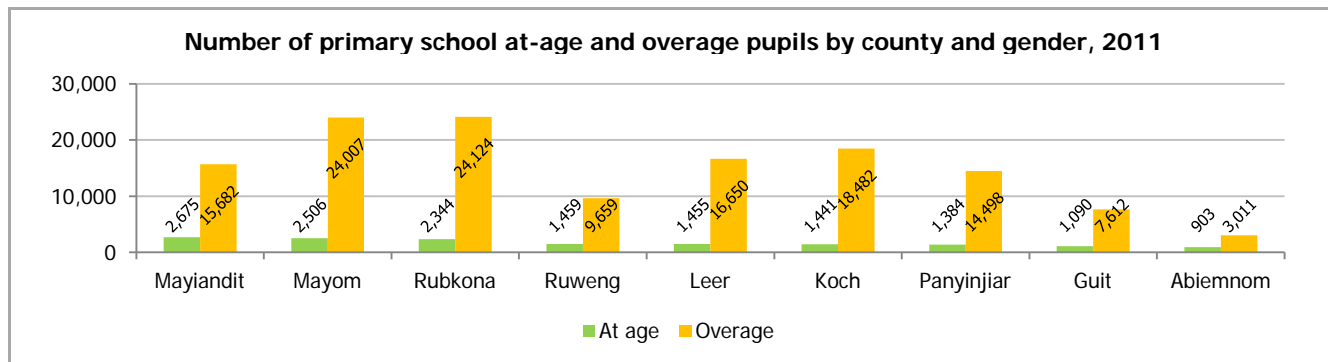


**% of primary school pupils by county and gender, 2011**

## 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 % |
| Abiemnom | 903 | 3,011 | 76.9% | 444 | 1,570 | 78.0% | 459 | 1,441 | 75.8% |
| Guit | 1,090 | 7,612 | 87.5% | 705 | 4,815 | 87.2% | 385 | 2,797 | 87.9% |
| Koch | 1,441 | 18,482 | 92.8% | 833 | 11,417 | 93.2% | 608 | 7,065 | 92.1% |
| Leer | 1,455 | 16,650 | 92.0% | 855 | 9,893 | 92.0% | 600 | 6,757 | 91.8% |
| Mayiandit | 2,675 | 15,682 | 85.4% | 1,636 | 9,524 | 85.3% | 1,039 | 6,158 | 85.6% |
| Mayom | 2,506 | 24,007 | 90.5% | 1,537 | 15,601 | 91.0% | 969 | 8,406 | 89.7% |
| Panyinjiar | 1,384 | 14,498 | 91.3% | 882 | 9,094 | 91.2% | 502 | 5,404 | 91.5% |
| Rubkona | 2,344 | 24,124 | 91.1% | 1,429 | 15,540 | 91.6% | 915 | 8,584 | 90.4% |
| Ruweng | 1,459 | 9,659 | 86.9% | 849 | 5,621 | 86.9% | 610 | 4,038 | 86.9% |
| Total | 15,257 | 133,725 | 89.8% | 9,170 | 83,075 | 90.1% | 6,087 | 50,650 | 89.3% |

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



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



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

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

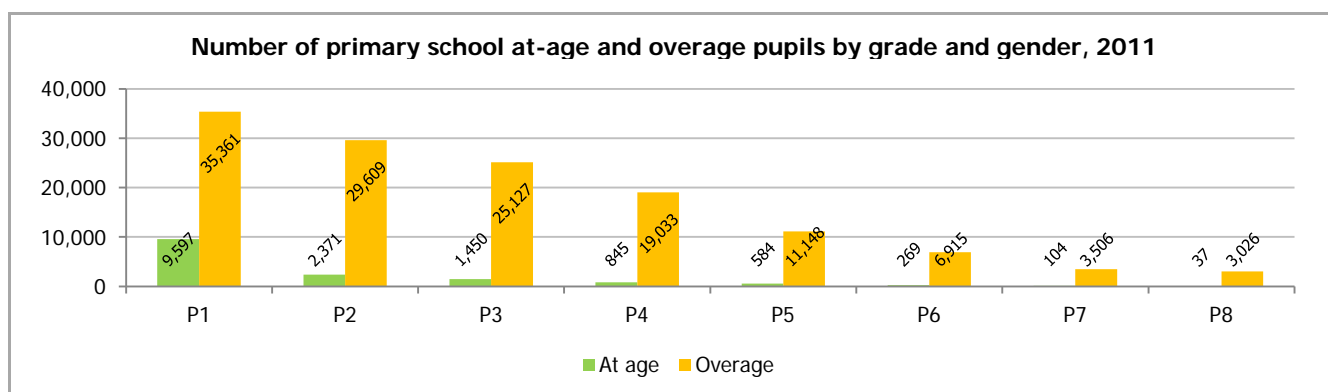| Grade | Total | | | Male | | | Female | | |
|-------|-------|---------|-----------|-------|---------|-----------|--------|---------|-----------|
| | At age | Overage | Overage % | At age | Overage | Overage % | At age | Overage | Overage % |
| P1 | 9,597 | 35,361 | 78.7% | 5,633 | 21,259 | 79.1% | 3,964 | 14,102 | 78.1% |
| P2 | 2,371 | 29,609 | 92.6% | 1,424 | 17,896 | 92.6% | 947 | 11,713 | 92.5% |
| P3 | 1,450 | 25,127 | 94.5% | 895 | 15,451 | 94.5% | 555 | 9,676 | 94.6% |
| P4 | 845 | 19,033 | 95.7% | 563 | 12,020 | 95.5% | 282 | 7,013 | 96.1% |
| P5 | 584 | 11,148 | 95.0% | 396 | 7,373 | 94.9% | 188 | 3,775 | 95.3% |
| P6 | 269 | 6,915 | 96.3% | 172 | 4,497 | 96.3% | 97 | 2,418 | 96.1% |
| P7 | 104 | 3,506 | 97.1% | 58 | 2,383 | 97.6% | 46 | 1,123 | 96.1% |
| P8 | 37 | 3,026 | 98.8% | 29 | 2,196 | 98.7% | 8 | 830 | 99.0% |
| Total | 15,257 | 133,725 | 89.8% | 9,170 | 83,075 | 90.1% | 6,087 | 50,650 | 89.3% |

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



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

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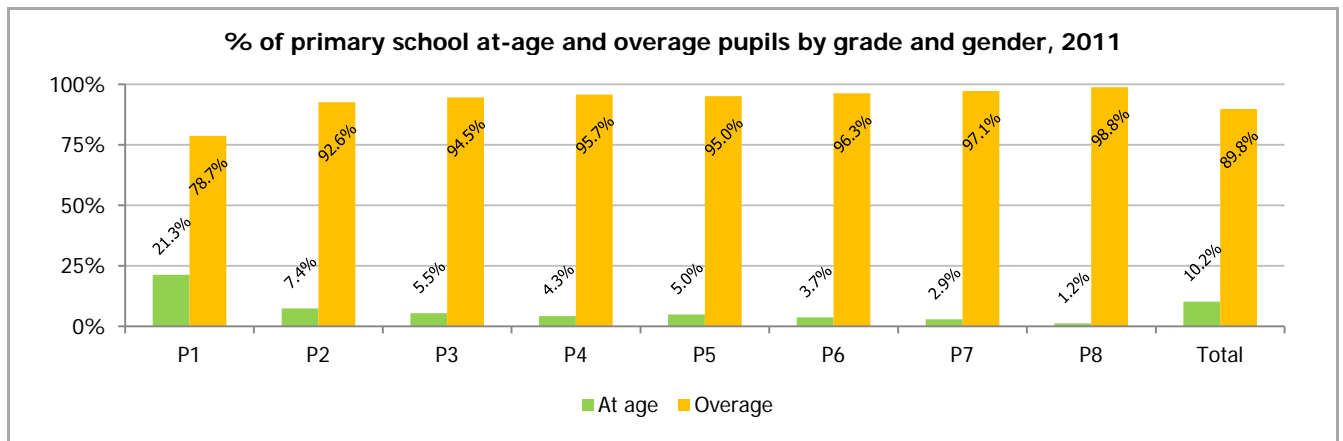


### 6.1.3. New entrants

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

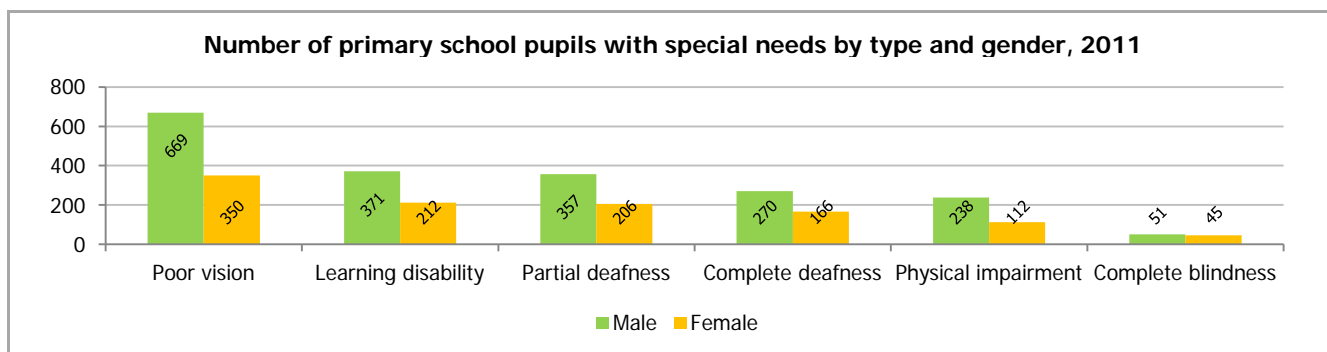| County | Total | | | Male | | | Female | | |
|---|---|---|---|---|---|---|---|---|---|
| | New entrants | New entrants w/ pre-prim ed | New entrants w/ pre-prim ed % | New entrants | New entrants w/ pre-prim ed | New entrants w/ pre-prim ed % | New entrants | New entrants w/ pre-prim ed | New entrants w/ pre-prim ed % |
| Abiemnom | 874 | 269 | 30.8% | 408 | 121 | 29.7% | 466 | 148 | 31.8% |
| Guit | 2,126 | 310 | 14.6% | 1,346 | 184 | 13.7% | 780 | 126 | 16.2% |
| Koch | 3,920 | 352 | 9.0% | 2,366 | 234 | 9.9% | 1,554 | 118 | 7.6% |
| Leer | 4,418 | 459 | 10.4% | 2,593 | 287 | 11.1% | 1,825 | 172 | 9.4% |
| Mayiandit | 1,584 | 204 | 12.9% | 986 | 138 | 14.0% | 598 | 66 | 11.0% |
| Mayom | 7,603 | 1,260 | 16.6% | 4,811 | 755 | 15.7% | 2,792 | 505 | 18.1% |
| Panyinjiar | 3,787 | 185 | 4.9% | 2,400 | 118 | 4.9% | 1,387 | 67 | 4.8% |
| Rubkona | 4,191 | 333 | 7.9% | 2,575 | 197 | 7.7% | 1,616 | 136 | 8.4% |
| Ruweng | 3,172 | 466 | 14.7% | 1,736 | 259 | 14.9% | 1,436 | 207 | 14.4% |
| Total | 31,675 | 3,838 | 12.1% | 19,221 | 2,293 | 11.9% | 12,454 | 1,545 | 12.4% |
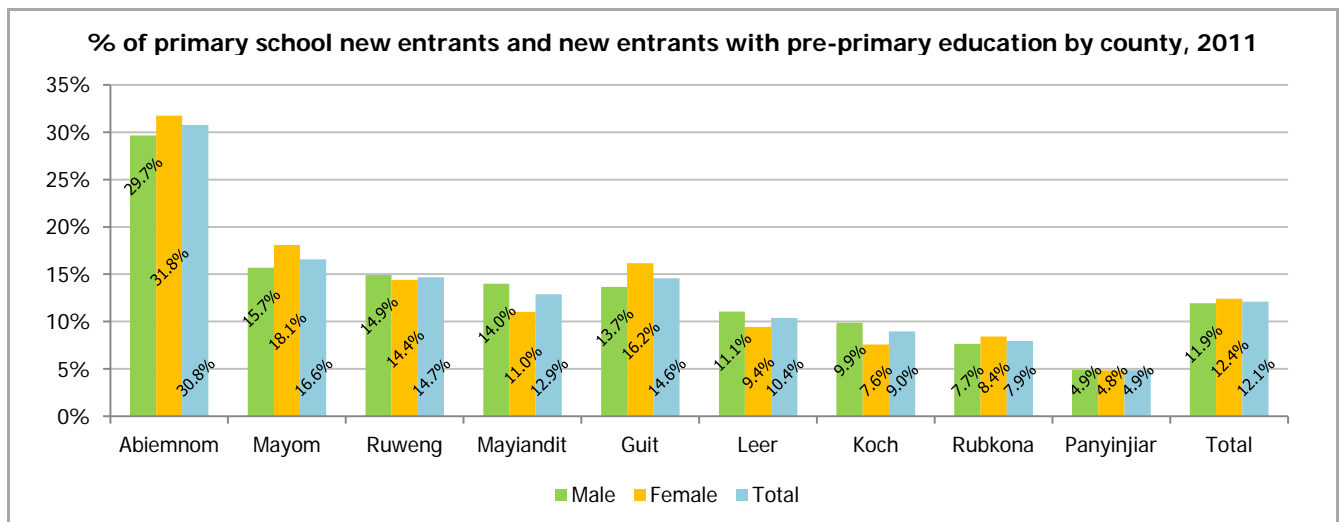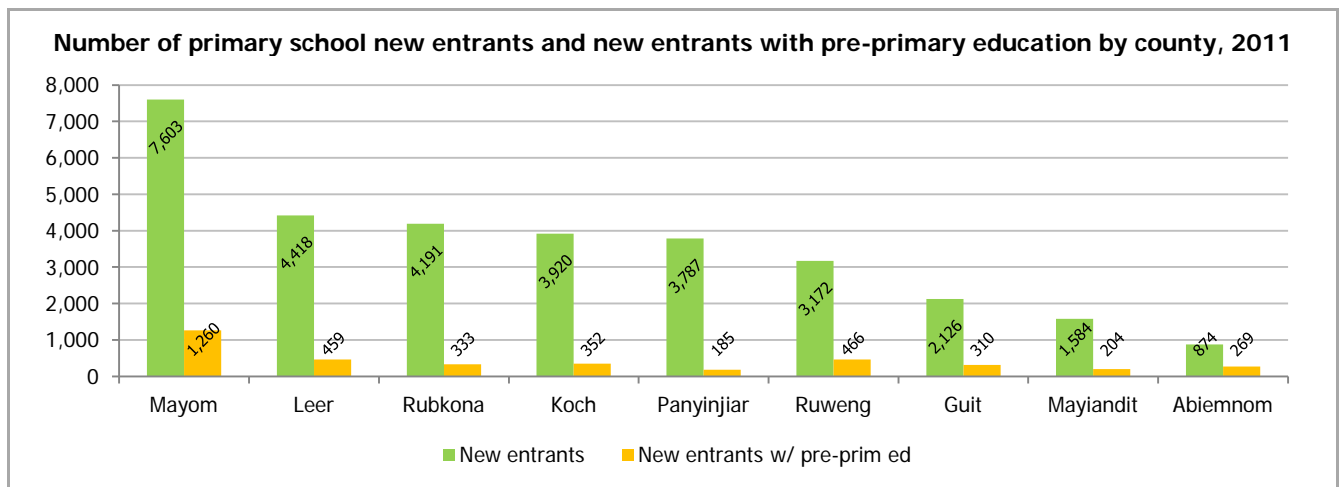
### 6.1.4. Pupils with special needs

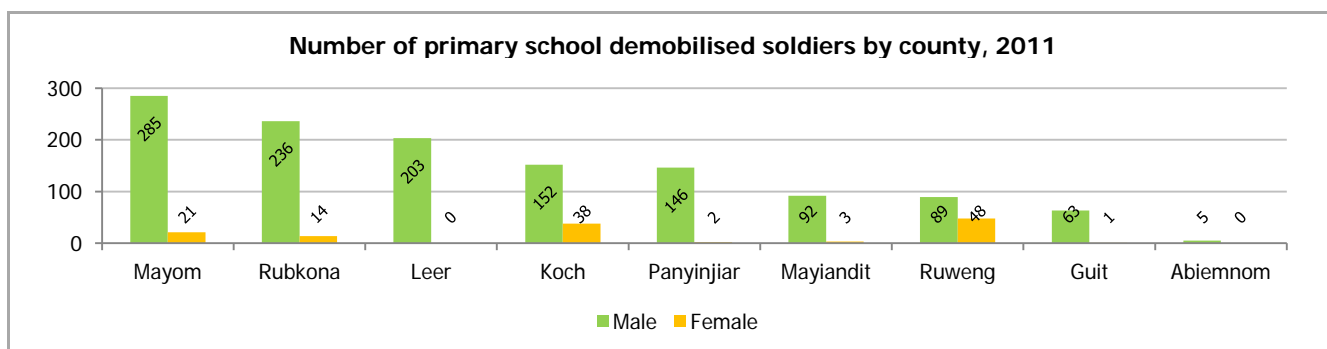**Number and % of primary school pupils with special needs by county and gender, 2011**

| 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 % |
| Abiemnom | 3,914 | 23 | 0.6% | 2,014 | 16 | 0.8% | 1,900 | 7 | 0.4% |
| Guit | 8,702 | 125 | 1.4% | 5,520 | 82 | 1.5% | 3,182 | 43 | 1.3% |
| Koch | 19,923 | 688 | 3.3% | 12,250 | 409 | 3.2% | 7,673 | 279 | 3.5% |
| Leer | 18,105 | 376 | 2.0% | 10,748 | 238 | 2.2% | 7,357 | 138 | 1.8% |
| Mayiandit | 18,357 | 189 | 1.0% | 11,160 | 119 | 1.1% | 7,197 | 70 | 1.0% |
| Mayom | 26,513 | 427 | 1.6% | 17,138 | 300 | 1.7% | 9,375 | 127 | 1.3% |
| Panyinjiar | 15,882 | 479 | 2.9% | 9,976 | 306 | 3.0% | 5,906 | 173 | 2.8% |
| Rubkona | 26,468 | 639 | 2.4% | 16,969 | 413 | 2.4% | 9,499 | 226 | 2.3% |
| Ruweng | 11,118 | 101 | 0.9% | 6,470 | 73 | 1.1% | 4,648 | 28 | 0.6% |
| Total | 148,982 | 3,047 | 2.0% | 92,245 | 1,956 | 2.1% | 56,737 | 1,091 | 1.9% |
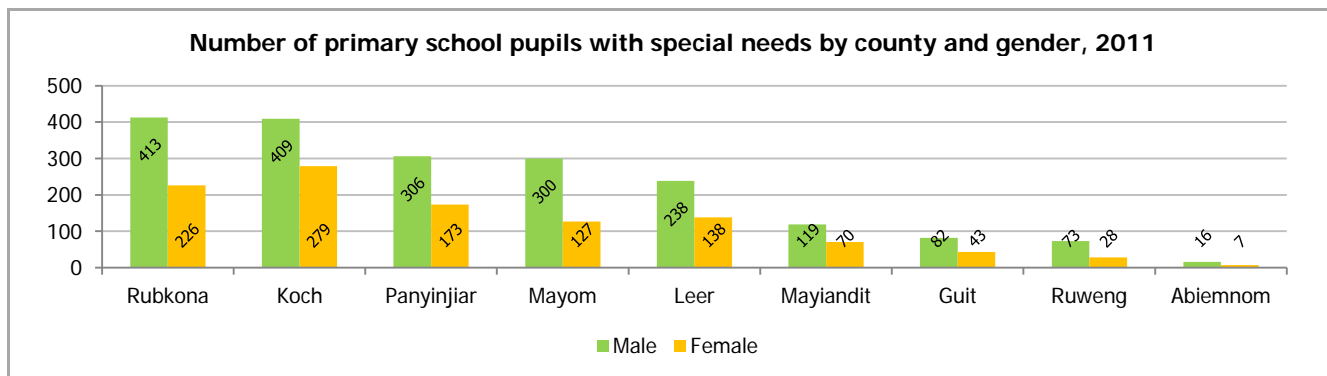


Number of primary school pupils with special needs by county and gender, 2011



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 % |
| Abiemnom | 3,914 | 5 | 0.1% | 2,014 | 5 | 0.2% | 1,900 | - | - |
| Guit | 8,702 | 64 | 0.7% | 5,520 | 63 | 1.1% | 3,182 | 1 | 0.0% |
| Koch | 19,923 | 190 | 0.9% | 12,250 | 152 | 1.2% | 7,673 | 38 | 0.5% |
| Leer | 18,105 | 203 | 1.1% | 10,748 | 203 | 1.9% | 7,357 | - | - |
| Mayiandit | 18,357 | 95 | 0.5% | 11,160 | 92 | 0.8% | 7,197 | 3 | 0.0% |
| Mayom | 26,513 | 306 | 1.1% | 17,138 | 285 | 1.6% | 9,375 | 21 | 0.2% |
| Panyinjiar | 15,882 | 148 | 0.9% | 9,976 | 146 | 1.4% | 5,906 | 2 | 0.0% |
| Rubkona | 26,468 | 250 | 0.9% | 16,969 | 236 | 1.4% | 9,499 | 14 | 0.1% |
| Ruweng | 11,118 | 137 | 1.2% | 6,470 | 89 | 1.4% | 4,648 | 48 | 1.0% |
| Total | 148,982 | 1,398 | 0.9% | 92,245 | 1,271 | 1.4% | 56,737 | 127 | 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 | 44,958 | 142 | 0.3% | 26,892 | 111 | 0.4% | 18,066 | 31 | 0.2% |
| P2 | 31,980 | 173 | 0.5% | 19,320 | 152 | 0.8% | 12,660 | 21 | 0.2% |
| P3 | 26,577 | 245 | 0.9% | 16,346 | 219 | 1.3% | 10,231 | 26 | 0.3% |
| P4 | 19,878 | 311 | 1.5% | 12,583 | 286 | 2.2% | 7,295 | 25 | 0.3% |
| P5 | 11,732 | 237 | 2.0% | 7,769 | 217 | 2.7% | 3,963 | 20 | 0.5% |
| P6 | 7,184 | 168 | 2.3% | 4,669 | 164 | 3.4% | 2,515 | 4 | 0.2% |
| P7 | 3,610 | 73 | 2.0% | 2,441 | 73 | 2.9% | 1,169 | - | - |
| P8 | 3,063 | 49 | 1.6% | 2,225 | 49 | 2.2% | 838 | - | - |
| Total | 148,982 | 1,398 | 0.9% | 92,245 | 1,271 | 1.4% | 56,737 | 127 | 0.2% |
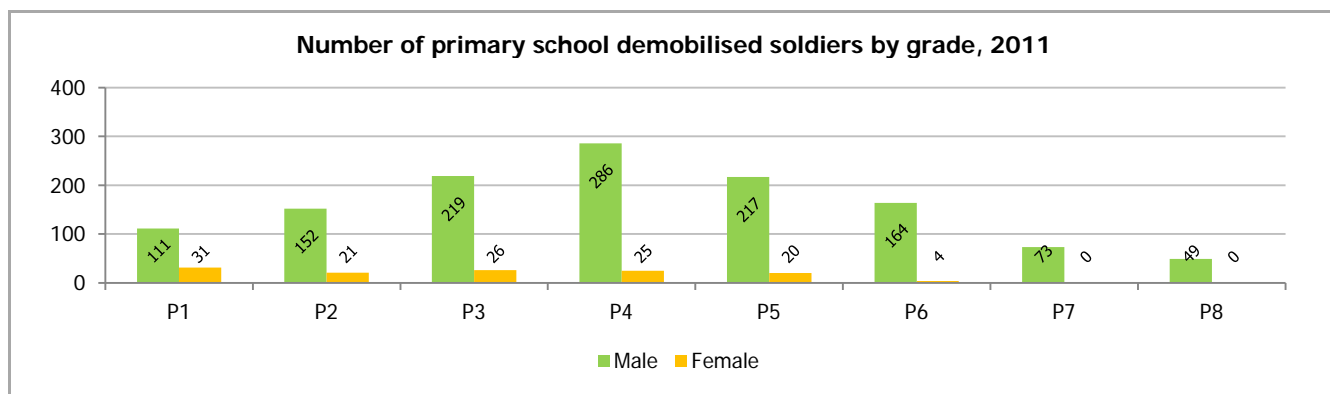


Number of primary school demobilised soldiers by grade, 2011

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

| County | Enrolment | Total | | Single parent | | No parent | |
|---|---|---|---|---|---|---|---|
| | | Count | % enrolment | Count | % enrolment | Count | % enrolment |
| Abiemnom | 3,914 | 363 | 9.3% | 233 | 6.0% | 130 | 3.3% |
| Guit | 8,702 | 723 | 8.3% | 482 | 5.5% | 241 | 2.8% |
| Koch | 19,923 | 2,000 | 10.0% | 1,277 | 6.4% | 723 | 3.6% |
| Leer | 18,105 | 1,350 | 7.5% | 927 | 5.1% | 423 | 2.3% |
| Mayiandit | 18,357 | 1,414 | 7.7% | 880 | 4.8% | 534 | 2.9% |
| Mayom | 26,513 | 1,923 | 7.3% | 1,337 | 5.0% | 586 | 2.2% |
| Panyinjiar | 15,882 | 1,862 | 11.7% | 1,335 | 8.4% | 527 | 3.3% |
| Rubkona | 26,468 | 2,024 | 7.6% | 1,194 | 4.5% | 830 | 3.1% |
| Ruweng | 11,118 | 1,816 | 16.3% | 1,173 | 10.6% | 643 | 5.8% |
| Total | 148,982 | 13,475 | 9.0% | 8,838 | 5.9% | 4,637 | 3.1% |
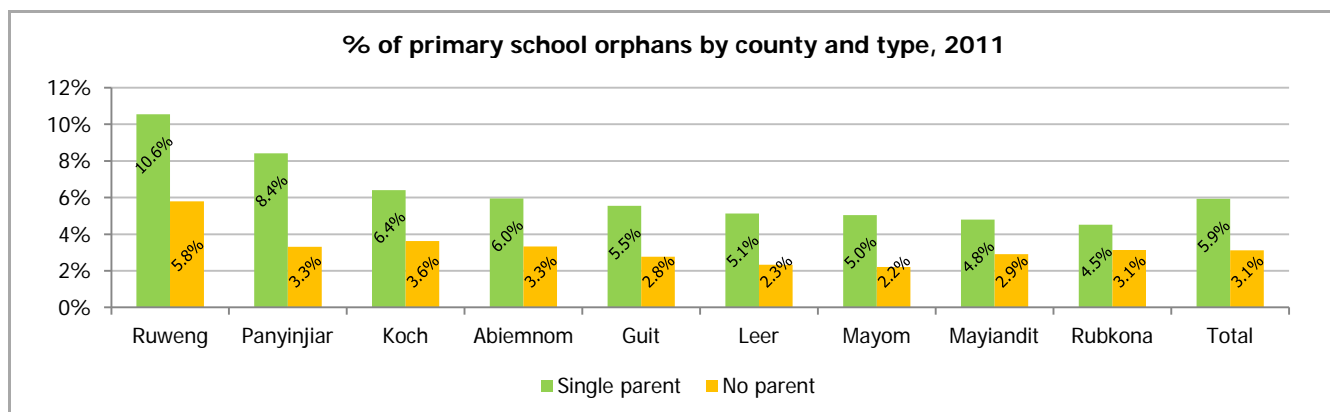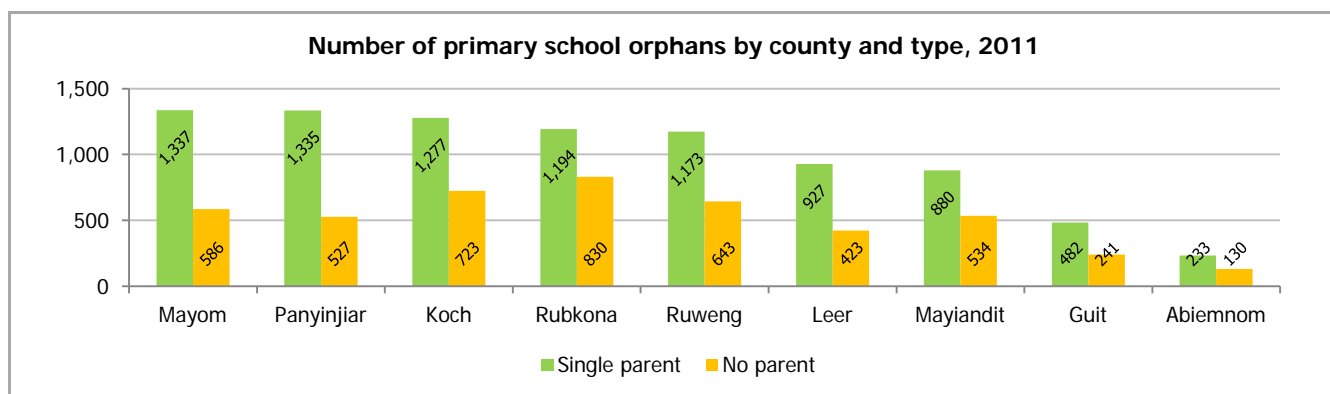


Number of primary school orphans by county and type, 2011



% 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 | 44,958 | 4,229 | 9.4% | 2,844 | 6.3% | 1,385 | 3.1% |
| P2 | 31,980 | 2,862 | 8.9% | 1,896 | 5.9% | 966 | 3.0% |
| P3 | 26,577 | 2,183 | 8.2% | 1,468 | 5.5% | 715 | 2.7% |
| P4 | 19,878 | 1,885 | 9.5% | 1,182 | 5.9% | 703 | 3.5% |
| P5 | 11,732 | 1,188 | 10.1% | 719 | 6.1% | 469 | 4.0% |
| P6 | 7,184 | 565 | 7.9% | 353 | 4.9% | 212 | 3.0% |
| P7 | 3,610 | 318 | 8.8% | 224 | 6.2% | 94 | 2.6% |
| P8 | 3,063 | 245 | 8.0% | 152 | 5.0% | 93 | 3.0% |
| Total | 148,982 | 13,475 | 9.0% | 8,838 | 5.9% | 4,637 | 3.1% |



Number of primary school orphans by grade and type, 2011



% of primary school orphans by grade and type, 2011
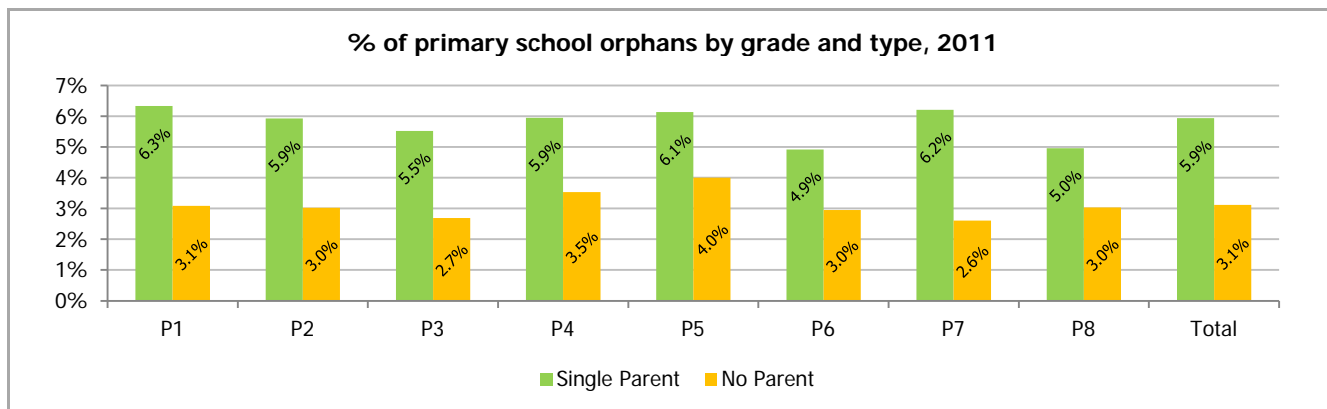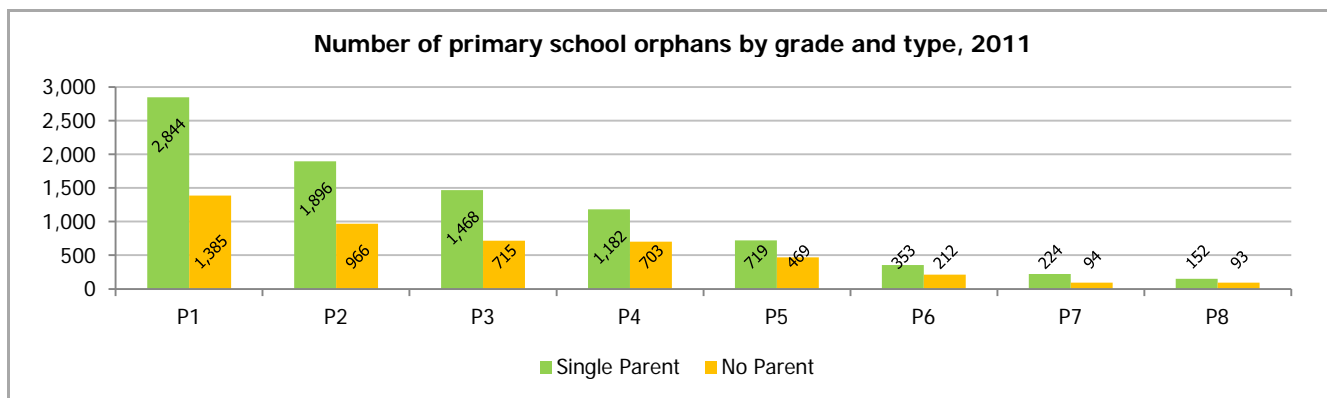
## 6.2.  Resources

### 6.2.1.  Schools

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

| Ownership type | Schools |
|---|---|
| Community | 18 |
| Government | 278 |
| Government-aided | 6 |
| Private | 7 |
| Other | 7 |
| Total | 316 |

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



% of primary schools by ownership type, 2011

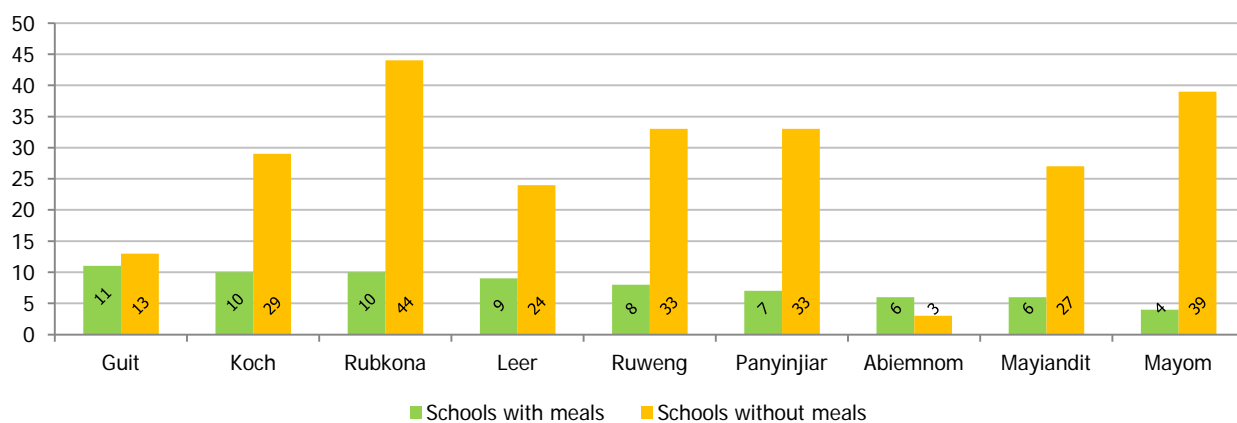**No. and % of prim. schools with meals by county, 2011**

| County | Schools | Schools w/ meals | | Schools w/out meals | |
|---|---|---|---|---|---|
| | | Count | % total | Count | % total |
| Abiemnom | 9 | 6 | 66.7% | 3 | 33.3% |
| Guit | 24 | 11 | 45.8% | 13 | 54.2% |
| Koch | 39 | 10 | 25.6% | 29 | 74.4% |
| Leer | 33 | 9 | 27.3% | 24 | 72.7% |
| Mayiandit | 33 | 6 | 18.2% | 27 | 81.8% |
| Mayom | 43 | 4 | 9.3% | 39 | 90.7% |
| Panyinjiar | 40 | 7 | 17.5% | 33 | 82.5% |
| Rubkona | 54 | 10 | 18.5% | 44 | 81.5% |
| Ruweng | 41 | 8 | 19.5% | 33 | 80.5% |
| Total | 316 | 71 | 22.5% | 245 | 77.5% |

* "Schools with meals" refers to schools that have reported to be receiving meals from an external entity.
Remaining schools either do not receive meals from an external entity or did not respond..
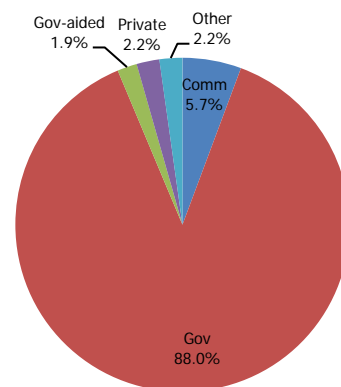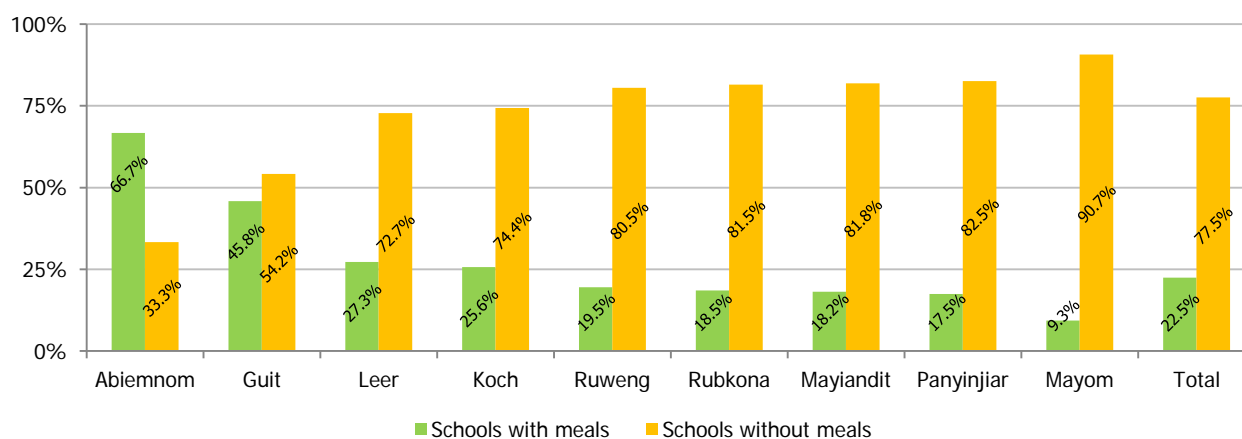
**Number of primary schools with and without meals by county, 2011**



**% 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 |
| Abiemnom | 65 | 58 | 89.2% | 7 | 10.8% |
| Guit | 138 | 129 | 93.5% | 9 | 6.5% |
| Koch | 282 | 260 | 92.2% | 22 | 7.8% |
| Leer | 270 | 263 | 97.4% | 7 | 2.6% |
| Mayiandit | 173 | 168 | 97.1% | 5 | 2.9% |
| Mayom | 316 | 311 | 98.4% | 5 | 1.6% |
| Panyinjiar | 208 | 203 | 97.6% | 5 | 2.4% |
| Rubkona | 423 | 399 | 94.3% | 24 | 5.7% |
| Ruweng | 219 | 196 | 89.5% | 23 | 10.5% |
| Total | 2,094 | 1,987 | 94.9% | 107 | 5.1% |



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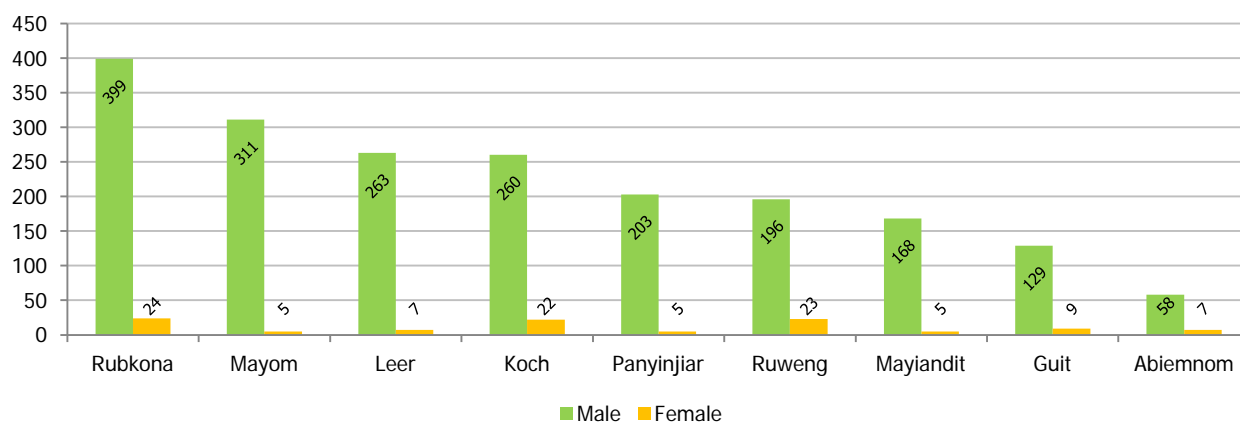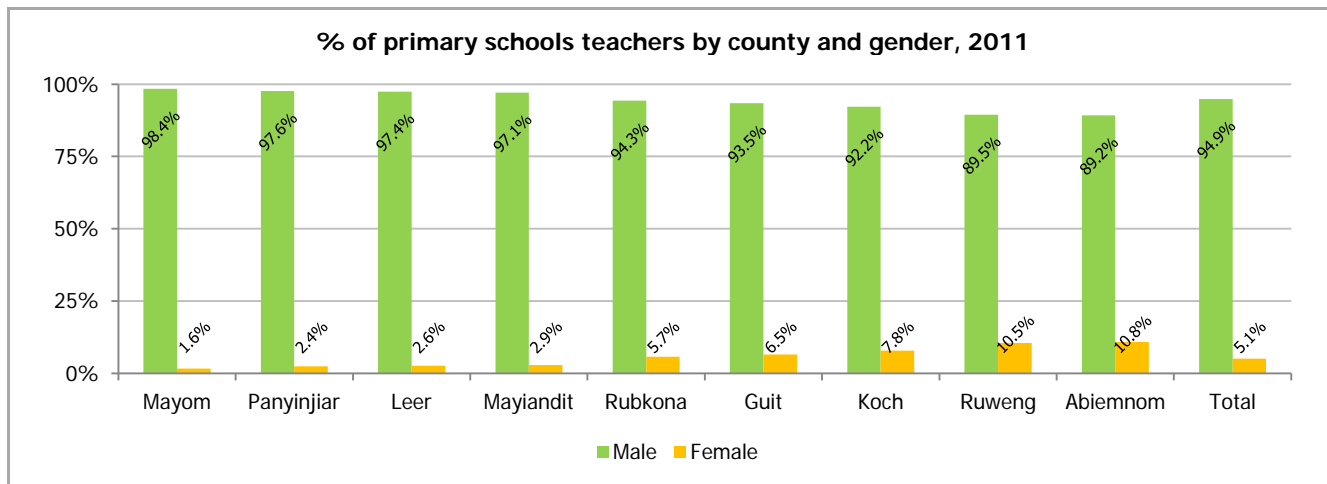
## % of primary schools teachers by county and gender, 2011



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

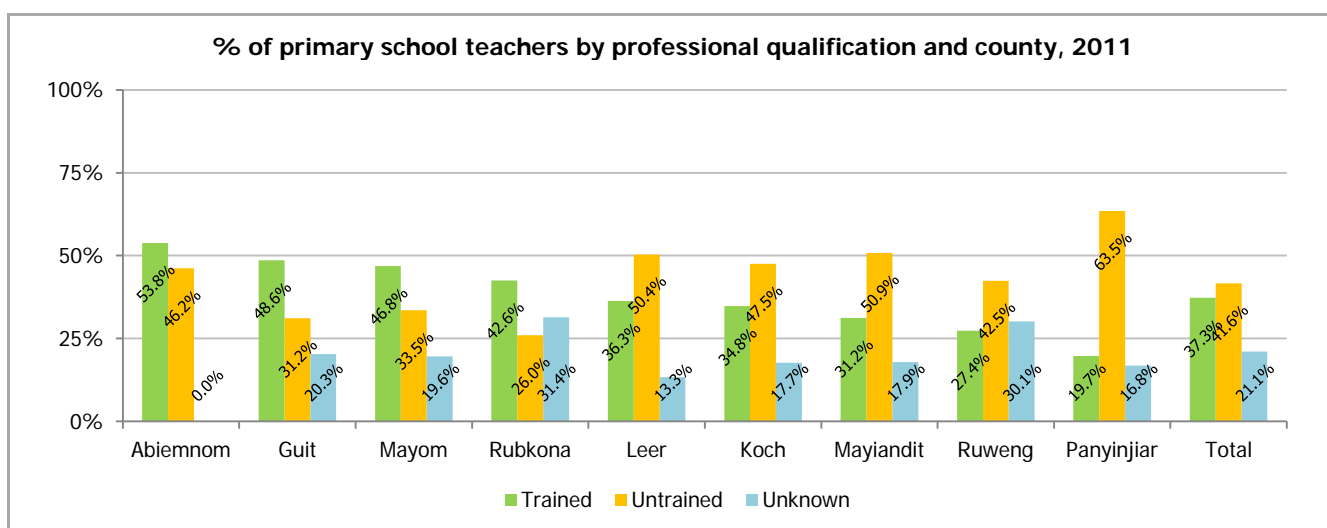| County | Total | Trained | | Untrained | | Unknown | |
|---|---|---|---|---|---|---|---|
| | | Count | % total | Count | % total | Count | % total |
| Abiemnom | 65 | 35 | 53.8% | 30 | 46.2% | - | - |
| Guit | 138 | 67 | 48.6% | 43 | 31.2% | 28 | 20.3% |
| Koch | 282 | 98 | 34.8% | 134 | 47.5% | 50 | 17.7% |
| Leer | 270 | 98 | 36.3% | 136 | 50.4% | 36 | 13.3% |
| Mayiandit | 173 | 54 | 31.2% | 88 | 50.9% | 31 | 17.9% |
| Mayom | 316 | 148 | 46.8% | 106 | 33.5% | 62 | 19.6% |
| Panyinjiar | 208 | 41 | 19.7% | 132 | 63.5% | 35 | 16.8% |
| Rubkona | 423 | 180 | 42.6% | 110 | 26.0% | 133 | 31.4% |
| Ruweng | 219 | 60 | 27.4% | 93 | 42.5% | 66 | 30.1% |
| Total | 2,094 | 781 | 37.3% | 872 | 41.6% | 441 | 21.1% |

* "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.
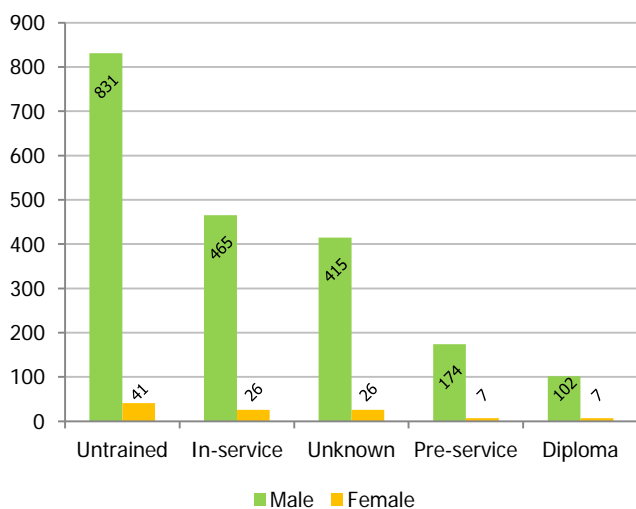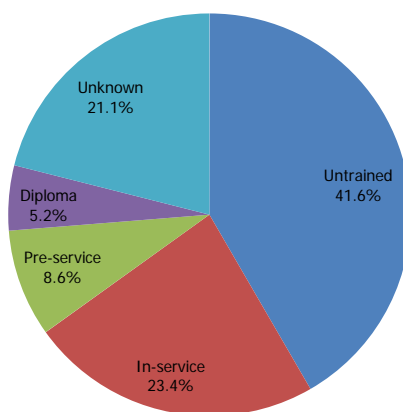


Number of primary school teachers by professional qualification and county, 2011



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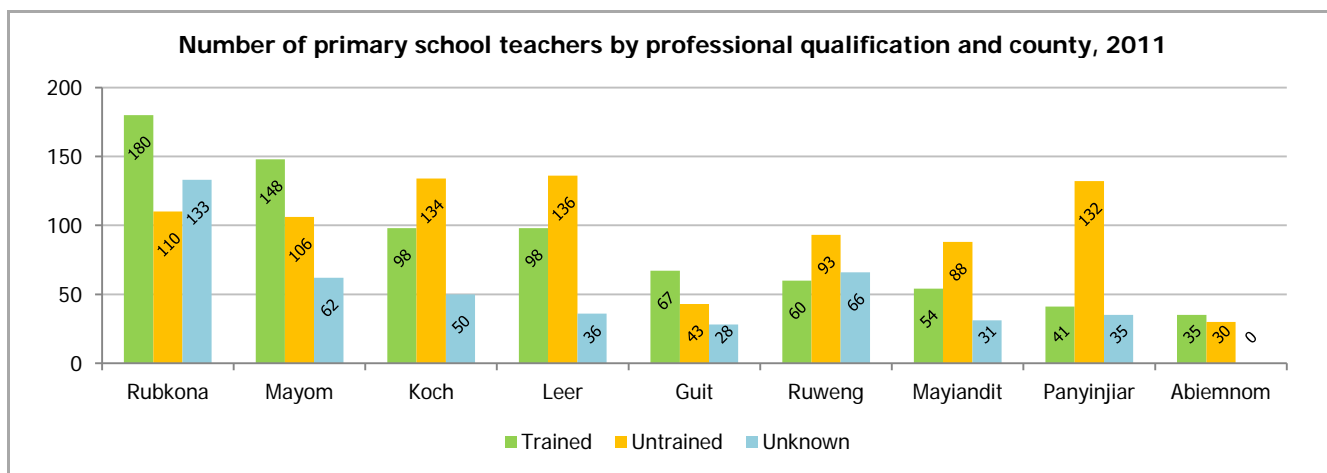
**Number and % of primary school teachers by county and qualification type, 2011**

| County | Total | Untrained | | In-service | | Pre-service | | Diploma | | Unknown | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Count | % total | Count | % total | Count | % total | Count | % total | Count | % total |
| Abiemnom | 65 | 30 | 46.2% | 27 | 41.5% | 4 | 6.2% | 4 | 6.2% | - | - |
| Guit | 138 | 43 | 31.2% | 48 | 34.8% | 15 | 10.9% | 4 | 2.9% | 28 | 20.3% |
| Koch | 282 | 134 | 47.5% | 53 | 18.8% | 10 | 3.5% | 35 | 12.4% | 50 | 17.7% |
| Leer | 270 | 136 | 50.4% | 64 | 23.7% | 26 | 9.6% | 8 | 3.0% | 36 | 13.3% |
| Mayiandit | 173 | 88 | 50.9% | 28 | 16.2% | 17 | 9.8% | 9 | 5.2% | 31 | 17.9% |
| Mayom | 316 | 106 | 33.5% | 91 | 28.8% | 41 | 13.0% | 16 | 5.1% | 62 | 19.6% |
| Panyinjiar | 208 | 132 | 63.5% | 29 | 13.9% | 10 | 4.8% | 2 | 1.0% | 35 | 16.8% |
| Rubkona | 423 | 110 | 26.0% | 112 | 26.5% | 48 | 11.3% | 20 | 4.7% | 133 | 31.4% |
| Ruweng | 219 | 93 | 42.5% | 39 | 17.8% | 10 | 4.6% | 11 | 5.0% | 66 | 30.1% |
| Total | 2,094 | 872 | 41.6% | 491 | 23.4% | 181 | 8.6% | 109 | 5.2% | 441 | 21.1% |



**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 |
| Abiemnom | 65 | 16 | 24.6% | 38 | 58.5% | 11 | 16.9% |
| Guit | 138 | 21 | 15.2% | 115 | 83.3% | 2 | 1.4% |
| Koch | 282 | 123 | 43.6% | 153 | 54.3% | 6 | 2.1% |
| Leer | 270 | 128 | 47.4% | 136 | 50.4% | 6 | 2.2% |
| Mayiandit | 173 | 102 | 59.0% | 71 | 41.0% | - | - |
| Mayom | 316 | 129 | 40.8% | 182 | 57.6% | 5 | 1.6% |
| Panyinjiar | 208 | 140 | 67.3% | 68 | 32.7% | - | - |
| Rubkona | 423 | 111 | 26.2% | 297 | 70.2% | 15 | 3.5% |
| Ruweng | 219 | 87 | 39.7% | 123 | 56.2% | 9 | 4.1% |
| Total | 2,094 | 857 | 40.9% | 1,183 | 56.5% | 54 | 2.6% |

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



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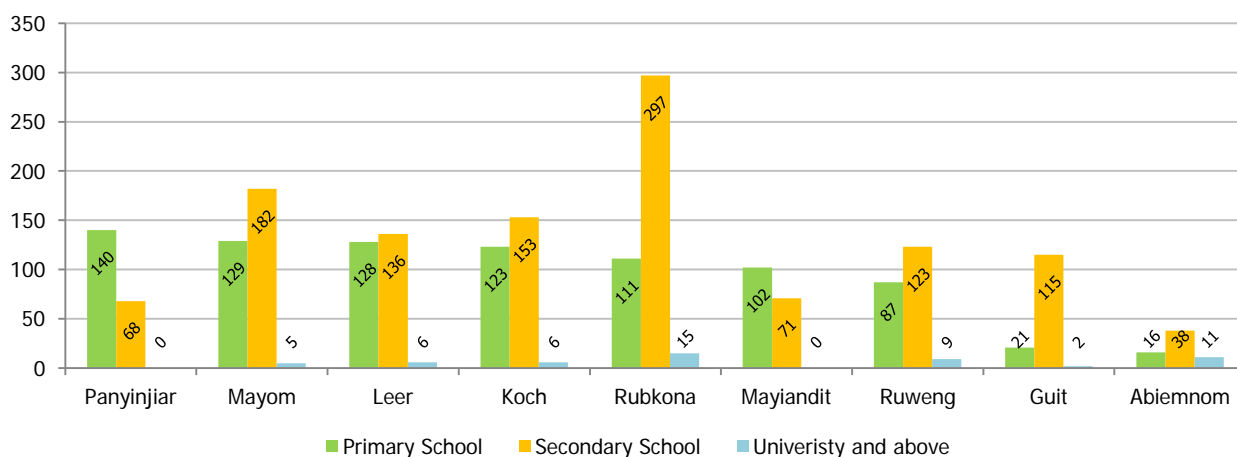
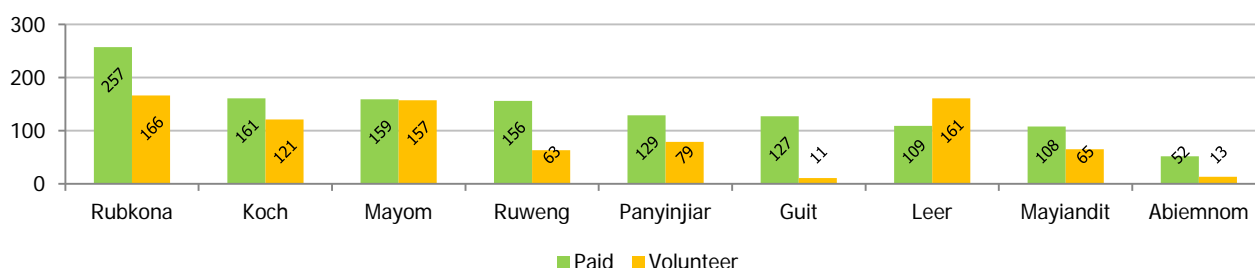**% of primary school teachers by academic qualification and county, 2011**
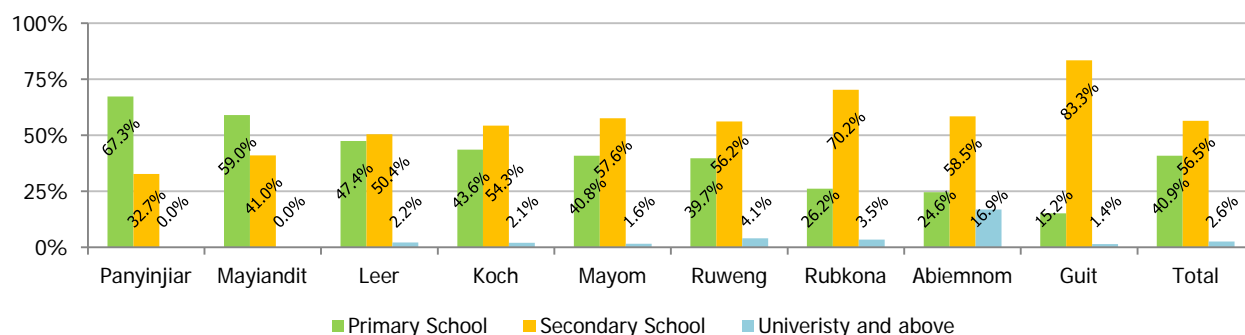
**Number and % of primary school teachers by employment status and county, 2011**

| County | Total | Paid | | Volunteer | |
|---|---|---|---|---|---|
| | | Count | % total | Count | % total |
| Abiemnom | 65 | 52 | 80.0% | 13 | 20.0% |
| Guit | 138 | 127 | 92.0% | 11 | 8.0% |
| Koch | 282 | 161 | 57.1% | 121 | 42.9% |
| Leer | 270 | 109 | 40.4% | 161 | 59.6% |
| Mayiandit | 173 | 108 | 62.4% | 65 | 37.6% |
| Mayom | 316 | 159 | 50.3% | 157 | 49.7% |
| Panyinjiar | 208 | 129 | 62.0% | 79 | 38.0% |
| Rubkona | 423 | 257 | 60.8% | 166 | 39.2% |
| Ruweng | 219 | 156 | 71.2% | 63 | 28.8% |
| Total | 2,094 | 1,258 | 60.1% | 836 | 39.9% |



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



**% of primary school teachers by employment status and county, 2011**
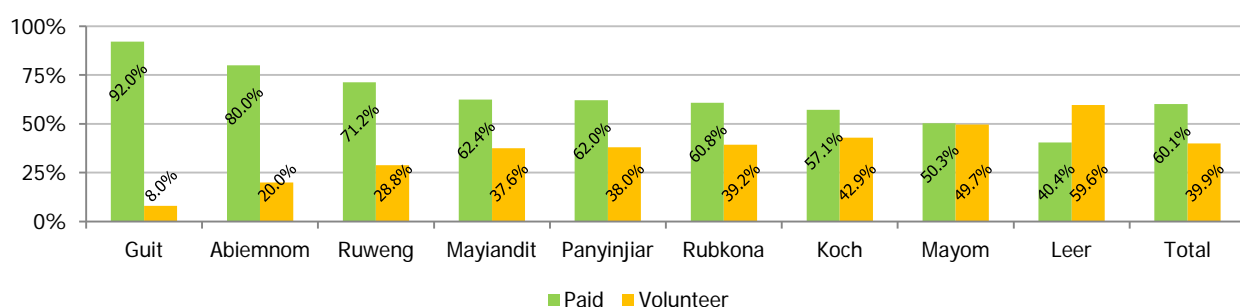
**Primary school pupil-teacher ratio (PTR) by county and ownership, 2011**

| County | Overall | | | Government | | | Non-government | | |
|---|---|---|---|---|---|---|---|---|---|
| | Pupil | Teacher | PTR | Pupil | Teacher | PTR | Pupil | Teacher | PTR |
| Abiemnom | 3,914 | 65 | 60.2 | 2,168 | 46 | 47.1 | 1,746 | 19 | 91.9 |
| Guit | 8,702 | 138 | 63.1 | 8,654 | 133 | 65.1 | 48 | 5 | 9.6 |
| Koch | 19,923 | 282 | 70.6 | 17,070 | 237 | 72.0 | 2,853 | 45 | 63.4 |
| Leer | 18,105 | 270 | 67.1 | 16,995 | 245 | 69.4 | 1,110 | 25 | 44.4 |
| Mayiandit | 18,357 | 173 | 106.1 | 15,763 | 150 | 105.1 | 2,594 | 23 | 112.8 |
| Mayom | 26,513 | 316 | 83.9 | 25,877 | 301 | 86.0 | 636 | 15 | 42.4 |
| Panyinjiar | 15,882 | 208 | 76.4 | 14,868 | 195 | 76.2 | 1,014 | 13 | 78.0 |
| Rubkona | 26,468 | 423 | 62.6 | 21,980 | 369 | 59.6 | 4,488 | 54 | 83.1 |
| Ruweng | 11,118 | 219 | 50.8 | 10,627 | 202 | 52.6 | 491 | 17 | 28.9 |
| Total | 148,982 | 2,094 | 71.1 | 134,002 | 1,878 | 71.4 | 14,980 | 216 | 69.4 |

* "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**
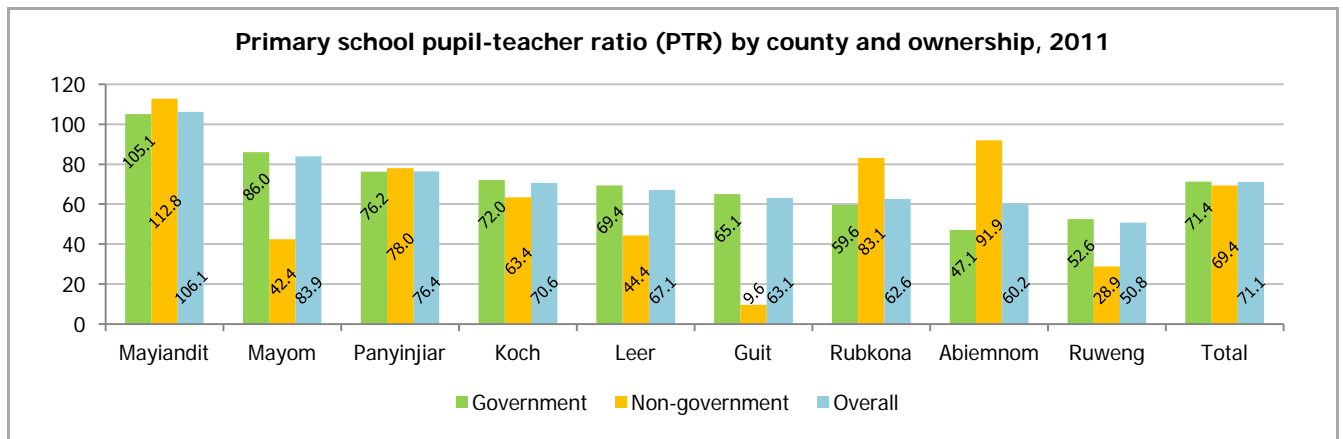
### 6.2.3. Classrooms

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

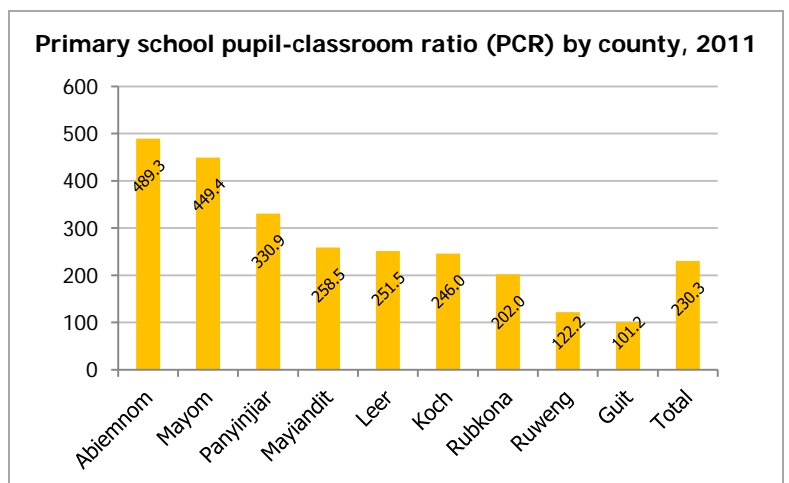| County | Total | Perm | Semi-perm | Open-air | Roof only | Tent | Other | PCR |
|---|---|---|---|---|---|---|---|---|
| Abiemnom | 42 | 8 | - | 12 | - | - | 22 | 489.3 |
| Guit | 141 | 71 | 15 | 48 | 7 | - | - | 101.2 |
| Koch | 214 | 36 | 45 | 100 | 33 | - | - | 246.0 |
| Leer | 219 | 21 | 51 | 108 | 36 | 1 | 2 | 251.5 |
| Mayiandit | 136 | 12 | 59 | 50 | 10 | - | 5 | 258.5 |
| Mayom | 268 | 49 | 10 | 188 | 10 | - | 11 | 449.4 |
| Panyinjiar | 153 | 11 | 37 | 82 | 20 | 2 | 1 | 330.9 |
| Rubkona | 329 | 80 | 51 | 136 | 35 | 12 | 15 | 202.0 |
| Ruweng | 158 | 68 | 23 | 54 | 13 | - | - | 122.2 |
| Total | 1,660 | 356 | 291 | 778 | 164 | 15 | 56 | 230.3 |
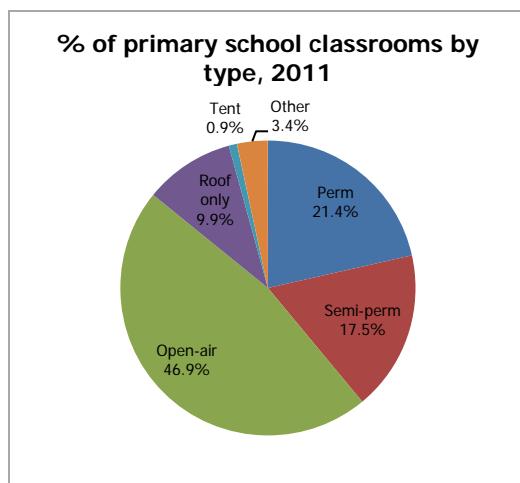


**% of primary school classrooms by type, 2011**



**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 | 69 | 23 | 6 | 28 | - | - | 12 | 252.3 |
| Gov.-aided | 53 | 13 | 13 | 23 | 4 | - | - | 175.2 |
| Government | 1,443 | 299 | 247 | 696 | 152 | 13 | 36 | 237.1 |
| NGO-supported | 4 | - | 4 | - | - | - | - | 128.8 |
| Private | 62 | 10 | 13 | 24 | 7 | - | 8 | 176.1 |
| Other | 29 | 11 | 8 | 7 | 1 | 2 | - | 163.1 |
| Total | 1,660 | 356 | 291 | 778 | 164 | 15 | 56 | 230.3 |
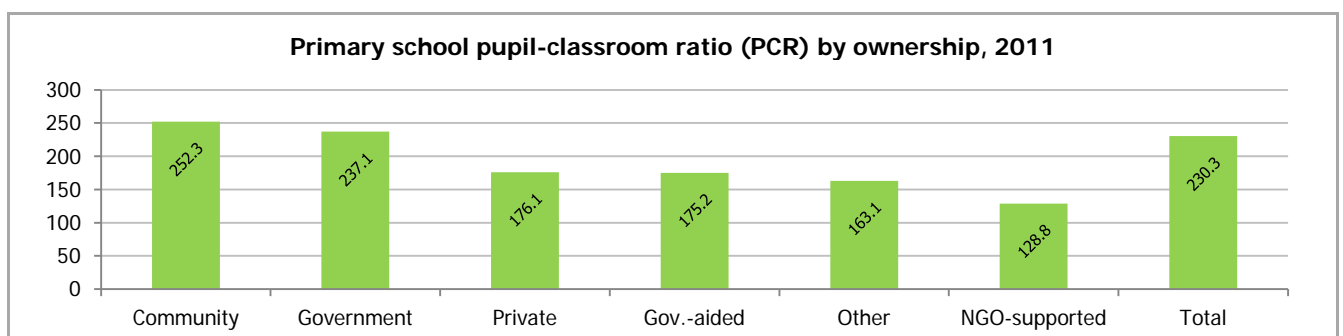


**Primary school pupil-classroom ratio (PCR) by ownership, 2011**

**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 |
| Abiemnom | 9 | 2 | 22.2% | 7 | 77.8% |
| Guit | 24 | 19 | 79.2% | 5 | 20.8% |
| Koch | 39 | 16 | 41.0% | 23 | 59.0% |
| Leer | 33 | 17 | 51.5% | 16 | 48.5% |
| Mayiandit | 33 | 22 | 66.7% | 11 | 33.3% |
| Mayom | 43 | 12 | 27.9% | 31 | 72.1% |
| Panyinjiar | 40 | 11 | 27.5% | 29 | 72.5% |
| Rubkona | 54 | 22 | 40.7% | 32 | 59.3% |
| Ruweng | 41 | 15 | 36.6% | 26 | 63.4% |
| Total | 316 | 136 | 43.0% | 180 | 57.0% |



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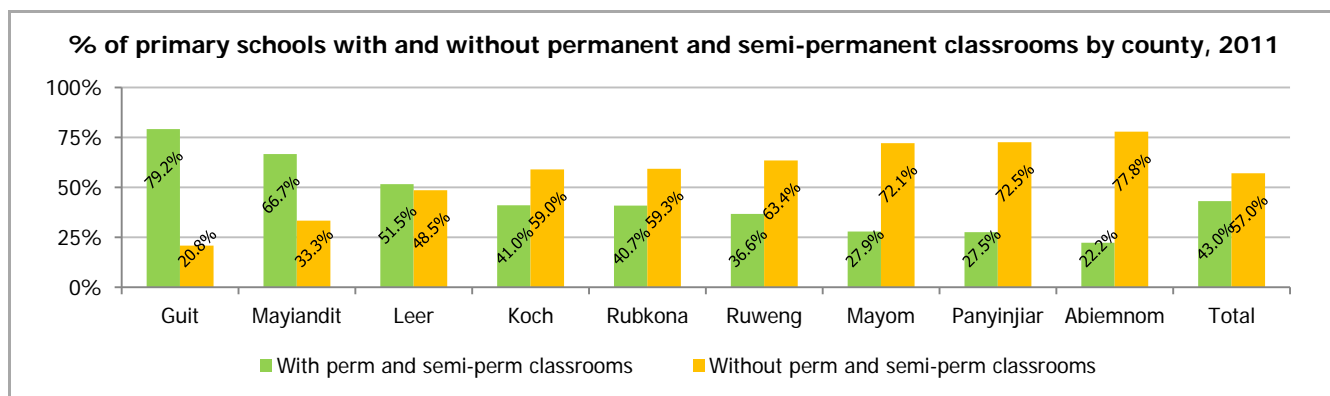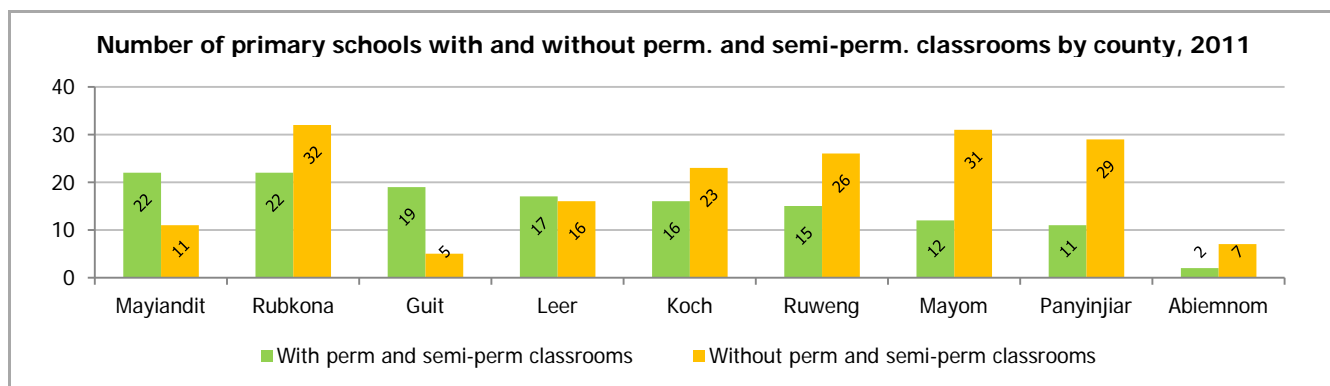
**Number and % of primary schools with and without multi-shift by county, 2011**

| County | Total | Single-shift | | Multi-shift | |
|---|---|---|---|---|---|
| | | Count | % total | Count | % total |
| Abiemnom | 9 | 9 | 100.0% | - | - |
| Guit | 24 | 22 | 91.7% | 2 | 8.3% |
| Koch | 39 | 37 | 94.9% | 2 | 5.1% |
| Leer | 33 | 31 | 93.9% | 2 | 6.1% |
| Mayiandit | 33 | 32 | 97.0% | 1 | 3.0% |
| Mayom | 43 | 43 | 100.0% | - | - |
| Panyinjiar | 40 | 34 | 85.0% | 6 | 15.0% |
| Rubkona | 54 | 43 | 79.6% | 11 | 20.4% |
| Ruweng | 41 | 36 | 87.8% | 5 | 12.2% |
| Total | 316 | 287 | 90.8% | 29 | 9.2% |



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

**% of primary schools with and without multi-shift by county, 2011**
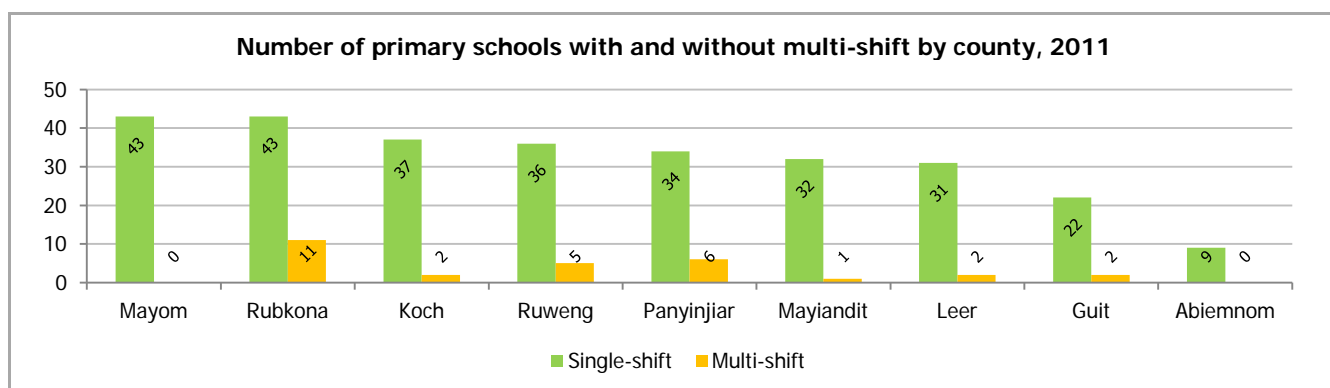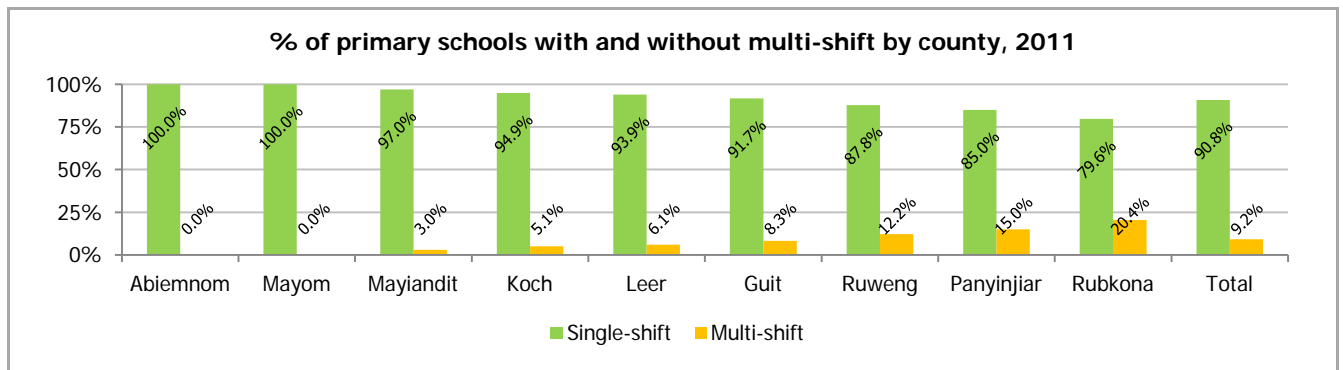
### 6.2.4. Curriculum and instruction

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

| County | Enrolment | English textbooks | | Math textbooks | |
|---|---|---|---|---|---|
| | | Count | PTextR | Count | PTextR |
| Abiemnom | 3,914 | 398 | 9.8 | 484 | 8.1 |
| Guit | 8,702 | 1,444 | 6.0 | 1,040 | 8.4 |
| Koch | 19,923 | 4,883 | 4.1 | 5,013 | 4.0 |
| Leer | 18,105 | 1,408 | 12.9 | 1,306 | 13.9 |
| Mayiandit | 18,357 | 983 | 18.7 | 795 | 23.1 |
| Mayom | 26,513 | 1,329 | 19.9 | 1,690 | 15.7 |
| Panyinjiar | 15,882 | 791 | 20.1 | 730 | 21.8 |
| Rubkona | 26,468 | 2,280 | 11.6 | 1,331 | 19.9 |
| Ruweng | 11,118 | 796 | 14.0 | 920 | 12.1 |
| Total | 148,982 | 14,312 | 10.4 | 13,309 | 11.2 |
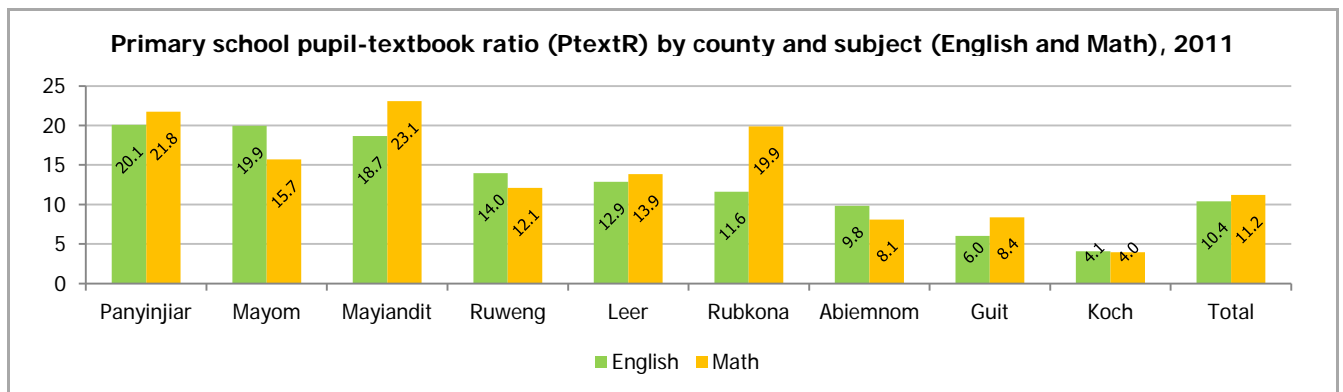


**Primary school pupil-textbook ratio (PtextR) by county and subject (English and Math), 2011**

**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 | 44,958 | 3,534 | 12.7 | 3,159 | 14.2 |
| P2 | 31,980 | 3,287 | 9.7 | 2,830 | 11.3 |
| P3 | 26,577 | 2,747 | 9.7 | 2,565 | 10.4 |
| P4 | 19,878 | 1,985 | 10.0 | 1,976 | 10.1 |
| P5 | 11,732 | 1,233 | 9.5 | 1,420 | 8.3 |
| P6 | 7,184 | 833 | 8.6 | 872 | 8.2 |
| P7 | 3,610 | 502 | 7.2 | 360 | 10.0 |
| P8 | 3,063 | 191 | 16.0 | 127 | 24.1 |
| Total | 148,982 | 14,312 | 10.4 | 13,309 | 11.2 |



**Primary school pupil-textbook ratio (PTextR) by grade and subject (English and Math), 2011**
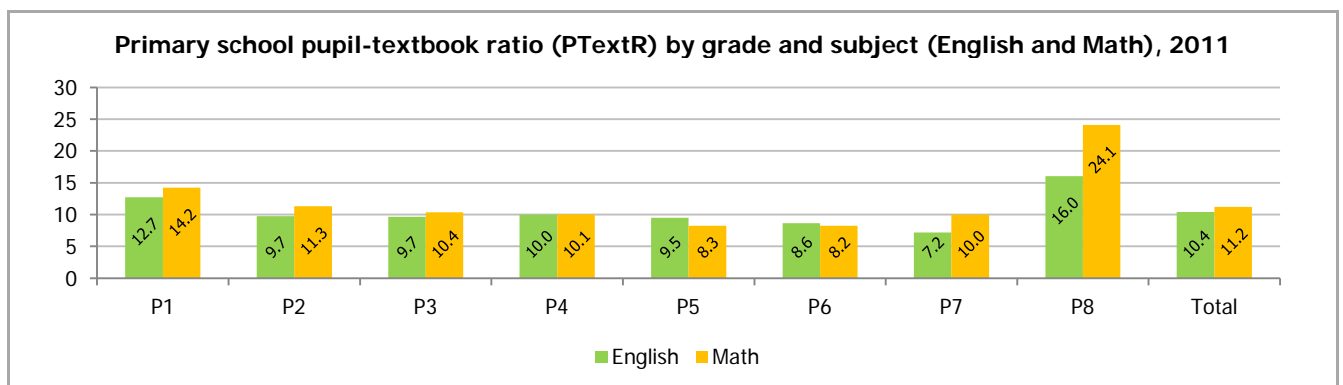
## Number of primary schools by language of instruction and grade, 2011

| Language | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 |
|---|---|---|---|---|---|---|---|---|
| English | 143 | 180 | 210 | 241 | 162 | 104 | 61 | 33 |
|  | 47.2% | 61.9% | 73.7% | 95.6% | 97.6% | 96.3% | 95.3% | 89.2% |
| Arabic | 3 | 2 | 2 | 1 | 3 | 3 | 3 | 4 |
|  | 1.0% | 0.7% | 0.7% | 0.4% | 1.8% | 2.8% | 4.7% | 10.8% |
| Other | 157 | 109 | 73 | 10 | 1 | 1 | - | - |
|  | 51.8% | 37.5% | 25.6% | 4.0% | 0.6% | 0.9% | - | - |
| Total | 303 | 291 | 285 | 252 | 166 | 108 | 64 | 37 |

* 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 of primary school by language of instruction and grade, 2011



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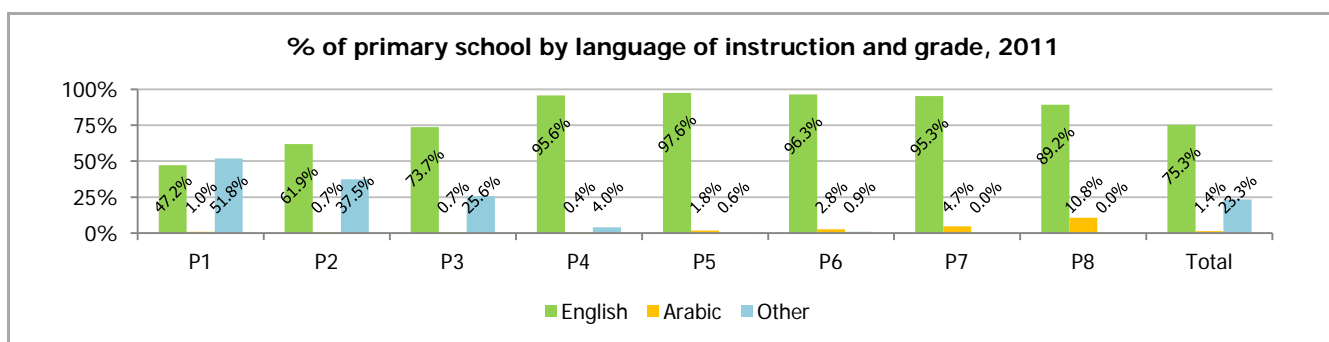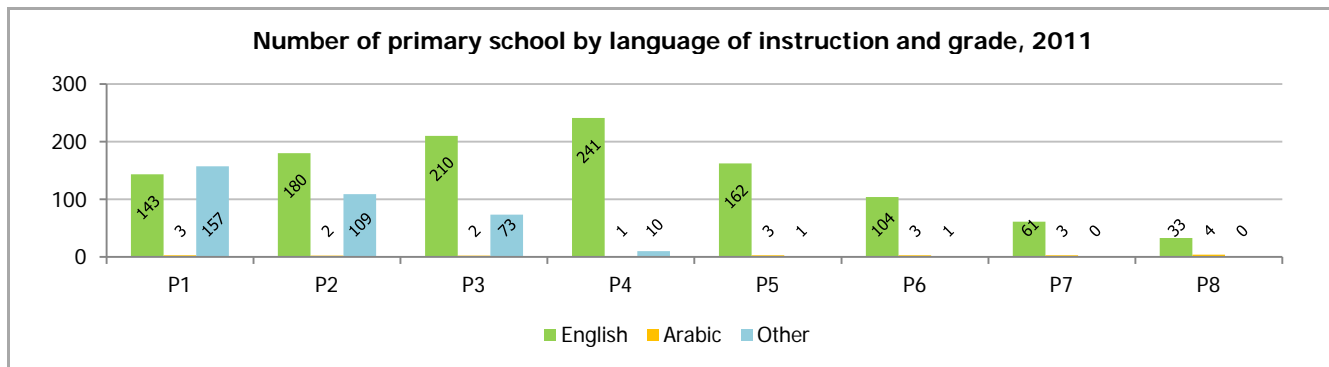
## Number and % of primary school by curriculum and grade, 2011

| Curriculum | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 |
|---|---|---|---|---|---|---|---|---|
| South Sudan | 312 | 299 | 292 | 256 | 171 | 110 | 65 | 30 |
|  | 99.7% | 99.7% | 99.7% | 99.6% | 98.8% | 98.2% | 95.6% | 75.0% |
| Sudan | 1 | 1 | 1 | 1 | 2 | 2 | 3 | 10 |
|  | 0.3% | 0.3% | 0.3% | 0.4% | 1.2% | 1.8% | 4.4% | 25.0% |
| Total | 313 | 300 | 293 | 257 | 173 | 112 | 68 | 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.
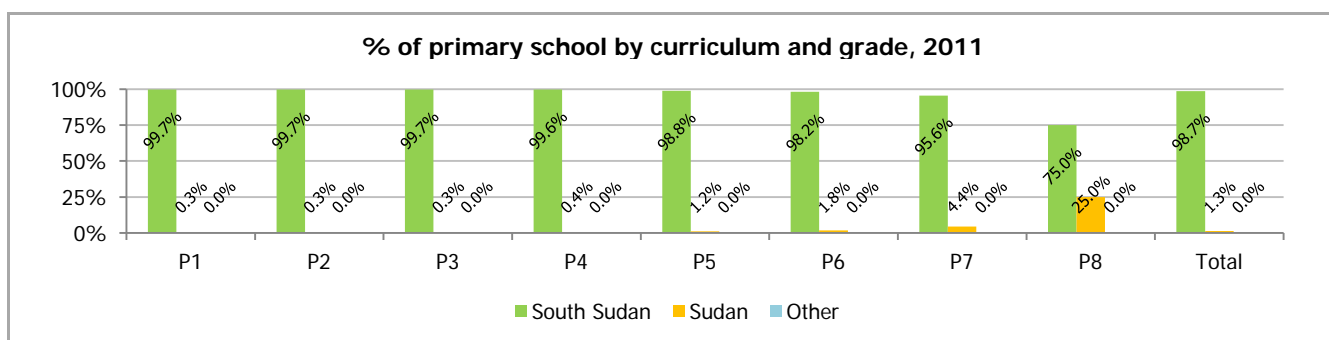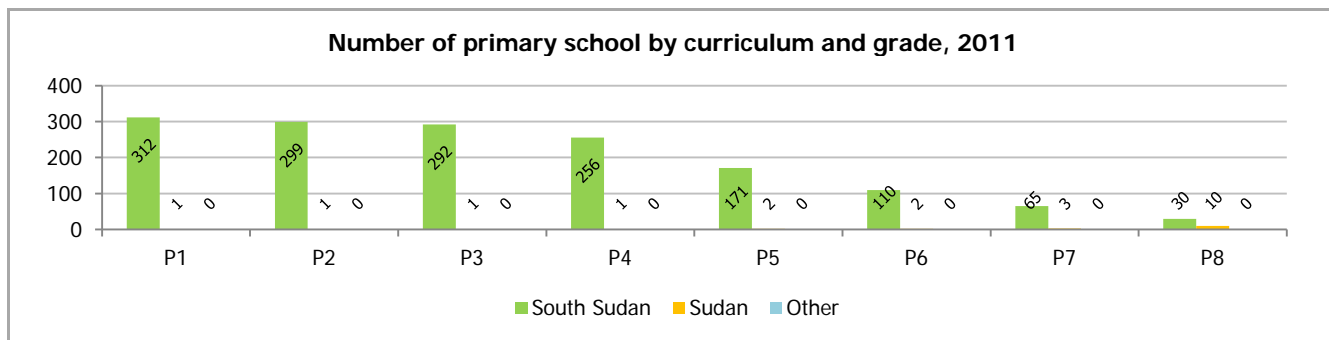


Number of primary school by curriculum and grade, 2011



% of primary school by curriculum and grade, 2011

40

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

| County | Schools | Access | | No access | |
| --- | --- | --- | --- | --- | --- |
| | | Count | % total | Count | % total |
| Abiemnom | 9 | 7 | 77.8% | 2 | 22.2% |
| Guit | 24 | 8 | 33.3% | 16 | 66.7% |
| Koch | 39 | 2 | 5.1% | 37 | 94.9% |
| Leer | 33 | 5 | 15.2% | 28 | 84.8% |
| Mayiandit | 33 | 3 | 9.1% | 30 | 90.9% |
| Mayom | 43 | 3 | 7.0% | 40 | 93.0% |
| Panyinjiar | 40 | 15 | 37.5% | 25 | 62.5% |
| Rubkona | 54 | 23 | 42.6% | 31 | 57.4% |
| Ruweng | 41 | 3 | 7.3% | 38 | 92.7% |
| Total | 316 | 69 | 21.8% | 247 | 78.2% |
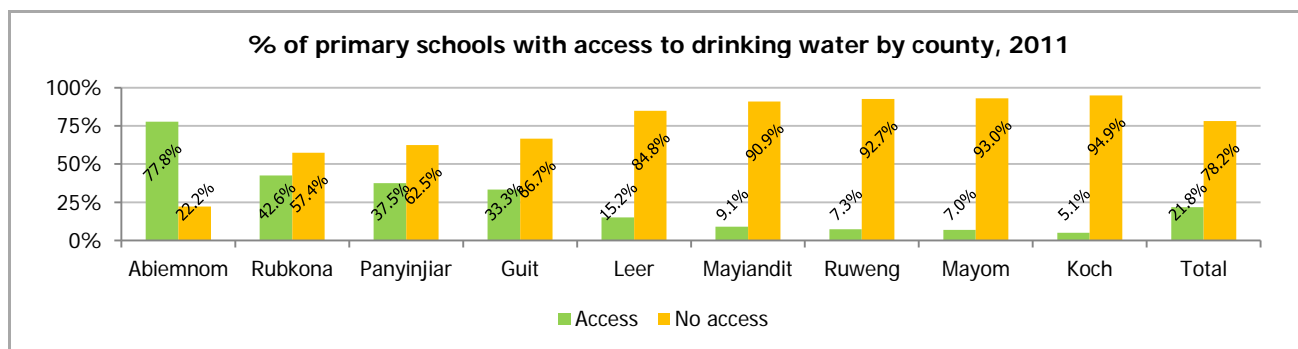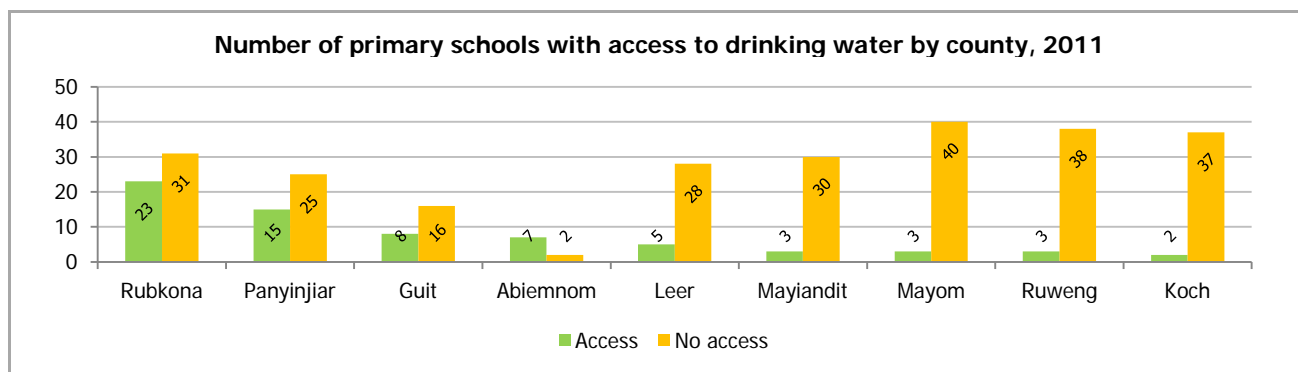


Number of primary schools with access to drinking water by county, 2011



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

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

| County | Schools | Access | | No access | |
| --- | --- | --- | --- | --- | --- |
| | | Count | % total | Count | % total |
| Abiemnom | 9 | 7 | 77.8% | 2 | 22.2% |
| Guit | 24 | 2 | 8.3% | 22 | 91.7% |
| Koch | 39 | 4 | 10.3% | 35 | 89.7% |
| Leer | 33 | 3 | 9.1% | 30 | 90.9% |
| Mayiandit | 33 | 3 | 9.1% | 30 | 90.9% |
| Mayom | 43 | 5 | 11.6% | 38 | 88.4% |
| Panyinjiar | 40 | 16 | 40.0% | 24 | 60.0% |
| Rubkona | 54 | 11 | 20.4% | 43 | 79.6% |
| Ruweng | 41 | 7 | 17.1% | 34 | 82.9% |
| Total | 316 | 58 | 18.4% | 258 | 81.6% |
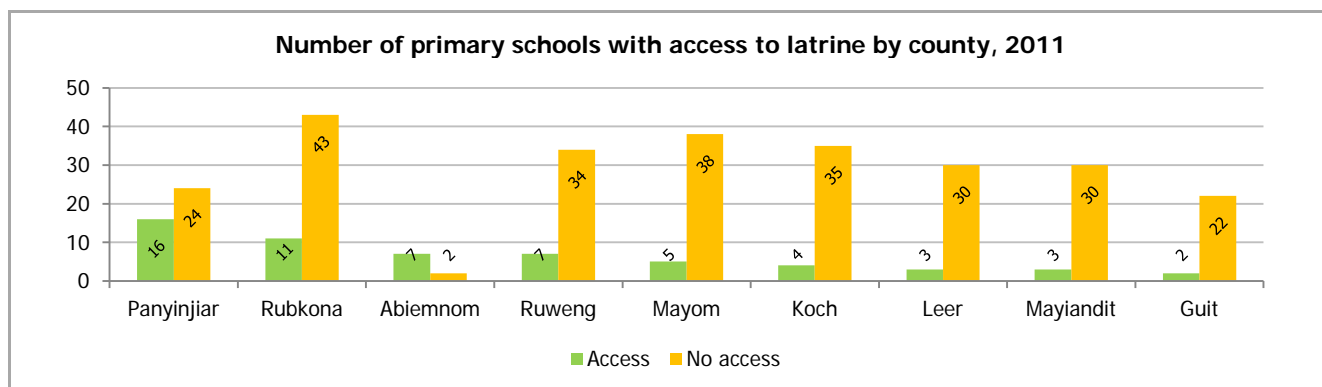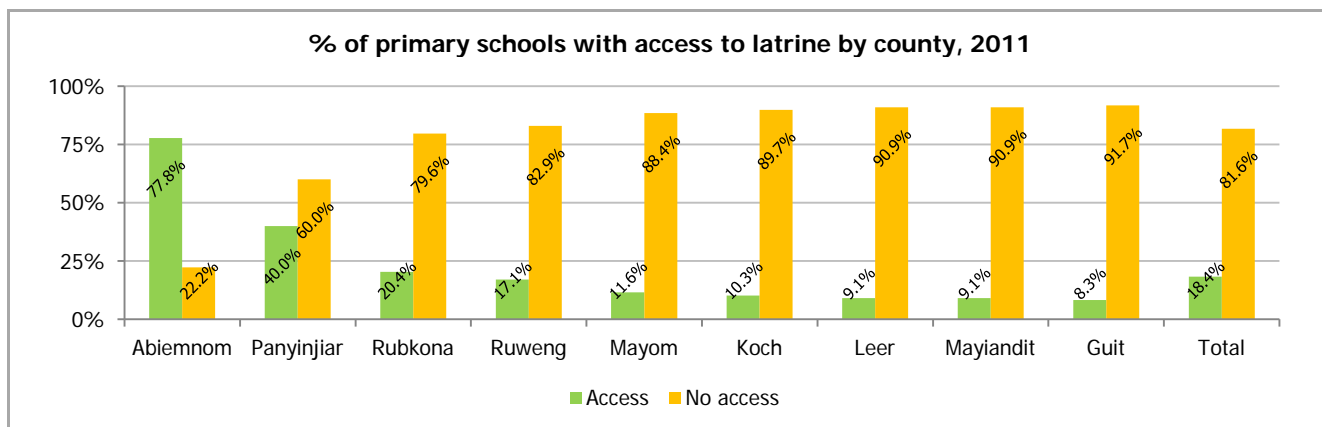


Number of primary schools with access to latrine by county, 2011

## % of primary schools with access to latrine by county, 2011



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

| County | Schools | Access | | No access | |
|---|---|---|---|---|---|
| | | Count | % total | Count | % total |
| Abiemnom | 9 | - | - | 9 | 100.0% |
| Guit | 24 | - | - | 24 | 100.0% |
| Koch | 39 | - | - | 39 | 100.0% |
| Leer | 33 | - | - | 33 | 100.0% |
| Mayiandit | 33 | - | - | 33 | 100.0% |
| Mayom | 43 | - | - | 43 | 100.0% |
| Panyinjiar | 40 | - | - | 40 | 100.0% |
| Rubkona | 54 | 1 | 1.9% | 53 | 98.1% |
| Ruweng | 41 | - | - | 41 | 100.0% |
| Total | 316 | 1 | 0.3% | 315 | 99.7% |
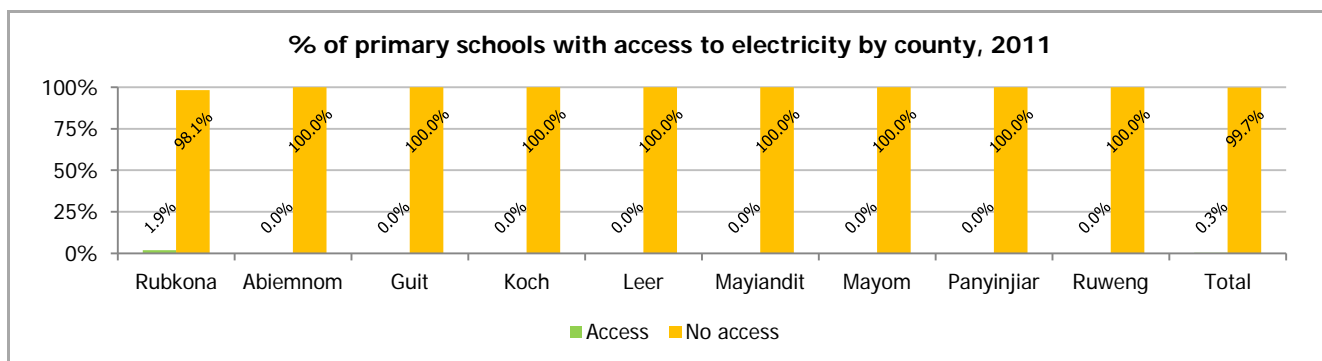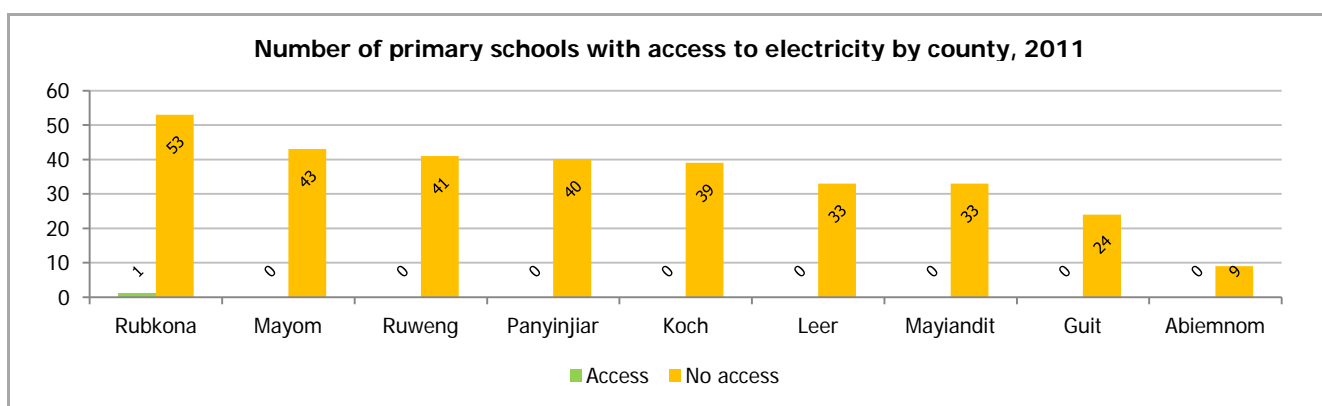
## Number of primary schools with access to electricity by county, 2011



## % of primary schools with access to electricity by county, 2011



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

| County | Schools | Access | | No access | |
|---|---|---|---|---|---|
| | | Count | % total | Count | % total |
| Abiemnom | 9 | - | - | 9 | 100.0% |
| Guit | 24 | - | - | 24 | 100.0% |
| Koch | 39 | - | - | 39 | 100.0% |
| Leer | 33 | - | - | 33 | 100.0% |
| Mayiandit | 33 | 3 | 9.1% | 30 | 90.9% |
| Mayom | 43 | - | | 43 | 100.0% |
| Panyinjiar | 40 | 7 | 17.5% | 33 | 82.5% |
| Rubkona | 54 | - | - | 54 | 100.0% |
| Ruweng | 41 | 1 | 2.4% | 40 | 97.6% |
| Total | 316 | 11 | 3.5% | 305 | 96.5% |

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

| County | Access | No access |
|---|---|---|
| Panyinjiar | 7 | 33 |
| Mayiandit | 3 | 30 |
| Ruweng | 1 | 40 |
| Abiemnom | 0 | 9 |
| Guit | 0 | 24 |
| Koch | 0 | 39 |
| Leer | 0 | 33 |
| Mayom | 0 | 43 |
| Rubkona | 0 | 54 |



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

| County | Access | No access |
|---|---|---|
| Panyinjiar | 17.5% | 82.5% |
| Mayiandit | 9.1% | 90.9% |
| Ruweng | 2.4% | 97.6% |
| Abiemnom | 0.0% | 100.0% |
| Guit | 0.0% | 100.0% |
| Koch | 0.0% | 100.0% |
| Leer | 0.0% | 100.0% |
| Mayom | 0.0% | 100.0% |
| Rubkona | 0.0% | 100.0% |
| Total | 3.5% | 96.5% |

## 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 |
|---|---|---|---|---|---|---|---|
| Abiemnom | 53.9% | 76.7% | 85.9% | 91.5% | 69.7% | 143.9% | 156.3% |
| Guit | 32.3% | 34.5% | 35.0% | 27.9% | 12.4% | 27.4% | 14.4% |
| Koch | 67.9% | 101.4% | 77.5% | 82.8% | 82.5% | 46.7% | 170.9% |
| Leer | 58.1% | 74.7% | 81.0% | 68.7% | 76.2% | 34.4% | 46.8% |
| Mayiandit | 66.1% | 76.6% | 66.2% | 36.9% | 63.0% | 43.5% | 78.0% |
| Mayom | 40.7% | 56.3% | 52.2% | 48.4% | 77.6% | 136.3% | 131.8% |
| Panyinjiar | 63.6% | 78.2% | 88.1% | 61.2% | 38.1% | 33.7% | 36.9% |
| Rubkona | 64.0% | 97.2% | 111.5% | 98.5% | 127.0% | 157.8% | 280.6% |
| Ruweng | 64.1% | 61.0% | 58.6% | 66.8% | 94.8% | 132.2% | 113.3% |
| Average | 54.5% | 70.6% | 69.3% | 58.3% | 67.1% | 70.2% | 116.8% |

* 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 |
|---|---|---|---|---|---|---|---|
| Abiemnom | 59.0% | 83.5% | 80.0% | 93.0% | 77.9% | 242.6% | 186.0% |
| Guit | 31.7% | 38.3% | 39.7% | 31.1% | 13.8% | 27.1% | 19.9% |
| Koch | 62.5% | 90.7% | 70.1% | 88.5% | 85.7% | 42.4% | 125.8% |
| Leer | 56.6% | 71.1% | 79.7% | 63.1% | 67.9% | 34.5% | 47.2% |
| Mayiandit | 60.0% | 76.1% | 66.2% | 40.1% | 55.0% | 42.3% | 80.7% |
| Mayom | 37.0% | 52.9% | 48.9% | 46.8% | 70.8% | 126.7% | 146.0% |
| Panyinjiar | 66.1% | 79.1% | 84.0% | 56.2% | 36.5% | 33.8% | 32.2% |
| Rubkona | 58.4% | 88.5% | 103.4% | 89.4% | 109.3% | 147.0% | 297.9% |
| Ruweng | 62.9% | 60.5% | 63.4% | 66.9% | 85.8% | 126.0% | 106.1% |
| Average | 51.2% | 68.0% | 67.3% | 57.8% | 63.2% | 69.3% | 123.0% |

* 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 |
|---|---|---|---|---|---|---|---|
| Abiemnom | 49.3% | 71.1% | 92.5% | 89.4% | 59.2% | 66.7% | 128.3% |
| Guit | 33.4% | 29.0% | 27.9% | 23.0% | 9.8% | 27.9% | 3.9% |
| Koch | 77.7% | 123.0% | 91.8% | 72.1% | 73.8% | 60.7% | 335.3% |
| Leer | 60.5% | 80.4% | 83.3% | 80.5% | 96.1% | 34.2% | 46.2% |
| Mayiandit | 77.6% | 77.3% | 66.2% | 31.3% | 80.0% | 46.2% | 73.6% |
| Mayom | 49.0% | 63.9% | 60.4% | 53.0% | 99.2% | 165.9% | 72.7% |
| Panyinjiar | 59.5% | 76.4% | 96.2% | 72.6% | 41.3% | 33.5% | 49.1% |
| Rubkona | 76.1% | 116.4% | 132.4% | 123.9% | 181.2% | 187.8% | 237.8% |
| Ruweng | 65.9% | 61.6% | 51.5% | 66.7% | 112.8% | 144.7% | 131.0% |
| Average | 60.6% | 75.4% | 73.2% | 59.2% | 76.2% | 72.2% | 103.3% |

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

**Primary school promotion rate by grade and gender, 2010-2011**
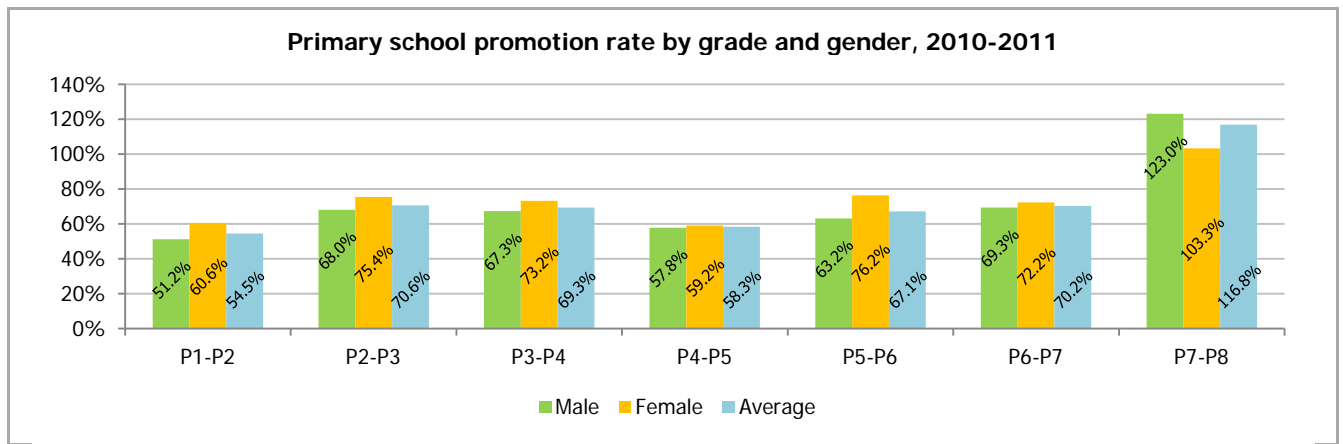
## 6.3.2. Repetition rate

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

| County | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 |
|---|---|---|---|---|---|---|---|---|
| Abiemnom | 16.6% | 30.2% | 19.9% | 17.6% | 7.3% | 17.8% | 6.8% | 7.8% |
| Guit | 7.0% | 4.4% | 3.2% | 2.0% | 2.8% | 2.6% | 1.1% | - |
| Koch | 13.8% | 6.9% | 4.3% | 6.5% | 2.6% | 5.6% | 17.7% | 12.5% |
| Leer | 6.6% | 10.7% | 9.9% | 9.8% | 8.7% | 10.0% | 3.6% | 10.6% |
| Mayiandit | 36.3% | 3.4% | 2.9% | 3.1% | 3.6% | 2.1% | 2.1% | 3.7% |
| Mayom | 4.4% | 3.7% | 4.4% | 4.7% | 4.3% | 5.5% | 8.8% | 17.9% |
| Panyinjiar | 21.3% | 13.1% | 12.8% | 10.8% | 7.6% | 7.8% | 8.3% | 7.5% |
| Rubkona | 13.3% | 5.5% | 5.1% | 4.1% | 5.5% | 5.9% | 2.8% | 3.4% |
| Ruweng | 11.1% | 5.5% | 5.0% | 5.3% | 6.0% | 8.4% | 3.7% | 6.4% |
| Average | 12.9% | 6.4% | 5.7% | 5.7% | 5.2% | 6.3% | 4.2% | 7.1% |

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

| County | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 |
|---|---|---|---|---|---|---|---|---|
| Abiemnom | 15.6% | 32.2% | 18.1% | 12.8% | 11.5% | 31.9% | 14.0% | 11.8% |
| Guit | 6.1% | 4.1% | 2.7% | 1.7% | 2.2% | 3.2% | 1.2% | - |
| Koch | 11.2% | 6.2% | 3.8% | 5.6% | 1.7% | 2.6% | 11.3% | 14.3% |
| Leer | 5.6% | 9.8% | 7.7% | 7.5% | 5.8% | 8.0% | 2.7% | 11.1% |
| Mayiandit | 34.2% | 2.5% | 2.0% | 2.8% | 2.1% | 1.0% | 1.4% | 4.9% |
| Mayom | 3.7% | 3.2% | 3.7% | 3.4% | 3.3% | 2.2% | 6.6% | 13.0% |
| Panyinjiar | 18.7% | 11.7% | 10.1% | 8.8% | 6.1% | 6.1% | 5.4% | 6.7% |
| Rubkona | 12.1% | 4.0% | 3.8% | 3.5% | 4.3% | 4.0% | 2.8% | 3.5% |
| Ruweng | 10.2% | 4.0% | 3.5% | 4.3% | 4.9% | 8.3% | 3.7% | 7.1% |
| Average | 11.5% | 5.5% | 4.5% | 4.6% | 3.9% | 4.7% | 3.7% | 7.3% |

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

| County | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 |
|---|---|---|---|---|---|---|---|---|
| Abiemnom | 17.5% | 28.6% | 21.9% | 23.9% | 1.9% | 6.7% | - | - |
| Guit | 8.5% | 4.8% | 4.0% | 2.5% | 3.9% | 1.6% | 0.8% | - |
| Koch | 18.4% | 8.3% | 5.3% | 8.2% | 5.0% | 15.4% | 41.2% | 6.3% |
| Leer | 8.1% | 12.0% | 14.0% | 14.7% | 15.8% | 14.0% | 5.5% | 6.7% |
| Mayiandit | 40.1% | 4.9% | 4.4% | 3.6% | 6.7% | 4.7% | 3.3% | - |
| Mayom | 6.0% | 4.8% | 6.3% | 8.4% | 7.3% | 15.9% | 18.2% | 87.5% |
| Panyinjiar | 25.6% | 15.7% | 18.1% | 15.3% | 10.4% | 11.0% | 15.8% | 10.0% |
| Rubkona | 15.9% | 8.7% | 8.6% | 5.7% | 9.2% | 11.2% | 2.6% | 3.0% |
| Ruweng | 12.4% | 7.7% | 7.2% | 7.2% | 8.1% | 8.5% | 3.4% | 4.2% |
| Average | 15.6% | 8.2% | 8.1% | 7.9% | 8.2% | 9.7% | 5.3% | 6.3% |



**Primary school repetition rate by grade and gender, 2010-2011**
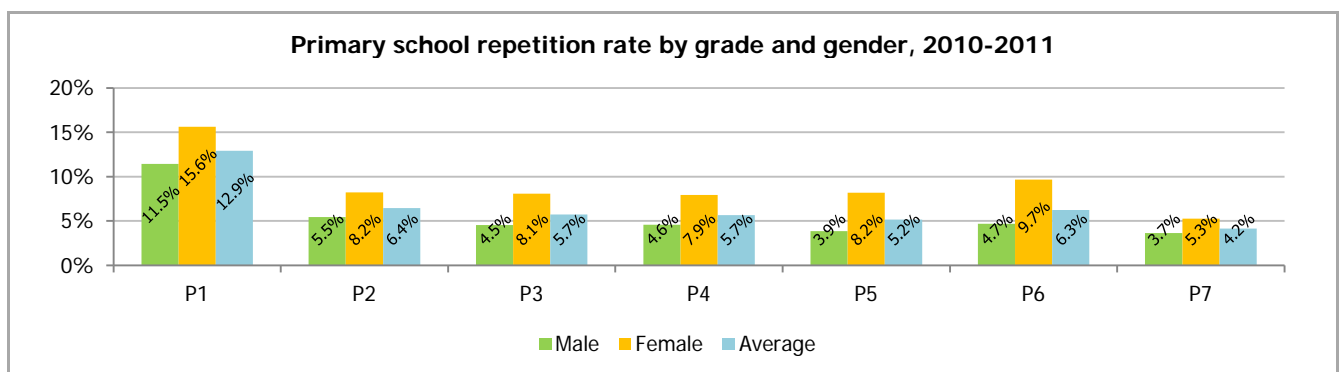
### 6.3.3. Dropout rate

**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 |
|---|---|---|---|---|---|---|---|
| Abiemnom | 29.4% | -6.9% | -5.7% | -9.1% | 23.1% | -61.7% | -63.1% |
| Guit | 60.6% | 61.1% | 61.7% | 70.1% | 84.8% | 69.9% | 84.5% |
| Koch | 18.4% | -8.2% | 18.2% | 10.7% | 14.9% | 47.7% | -88.6% |
| Leer | 35.3% | 14.6% | 9.1% | 21.5% | 15.1% | 55.5% | 49.5% |
| Mayiandit | -2.4% | 20.0% | 30.9% | 60.0% | 33.4% | 54.4% | 19.8% |
| Mayom | 54.9% | 40.0% | 43.4% | 46.8% | 18.2% | -41.8% | -40.6% |
| Panyinjiar | 15.1% | 8.8% | -0.9% | 28.0% | 54.2% | 58.5% | 54.9% |
| Rubkona | 22.6% | -2.7% | -16.6% | -2.5% | -32.5% | -63.7% | -183.4% |
| Ruweng | 24.8% | 33.5% | 36.4% | 27.8% | -0.8% | -40.6% | -16.9% |
| Average | 32.6% | 23.0% | 24.9% | 36.1% | 27.7% | 23.5% | -21.0% |

\* 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 |
|---|---|---|---|---|---|---|---|
| Abiemnom | 25.4% | -15.7% | 1.9% | -5.9% | 10.7% | -174.5% | -100.0% |
| Guit | 62.2% | 57.6% | 57.6% | 67.2% | 84.0% | 69.6% | 78.9% |
| Koch | 26.3% | 3.2% | 26.1% | 5.9% | 12.6% | 54.9% | -37.1% |
| Leer | 37.7% | 19.0% | 12.6% | 29.4% | 26.4% | 57.5% | 50.2% |
| Mayiandit | 5.7% | 21.4% | 31.7% | 57.0% | 42.8% | 56.7% | 17.9% |
| Mayom | 59.2% | 43.9% | 47.4% | 49.8% | 25.8% | -28.9% | -52.6% |
| Panyinjiar | 15.1% | 9.2% | 5.9% | 34.9% | 57.3% | 60.1% | 62.4% |
| Rubkona | 29.5% | 7.5% | -7.1% | 7.1% | -13.6% | -51.0% | -200.8% |
| Ruweng | 26.9% | 35.5% | 33.2% | 28.8% | 9.3% | -34.4% | -9.8% |
| Average | 37.4% | 26.6% | 28.2% | 37.6% | 33.0% | 26.0% | -26.7% |

\* 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 |
|---|---|---|---|---|---|---|---|
| Abiemnom | 33.1% | 0.3% | -14.5% | -13.4% | 38.8% | 26.7% | -28.3% |
| Guit | 58.1% | 66.2% | 68.1% | 74.6% | 86.3% | 70.5% | 95.3% |
| Koch | 3.9% | -31.3% | 2.9% | 19.7% | 21.1% | 23.9% | -276.5% |
| Leer | 31.4% | 7.6% | 2.7% | 4.8% | -11.9% | 51.8% | 48.3% |
| Mayiandit | -17.8% | 17.7% | 29.5% | 65.0% | 13.4% | 49.1% | 23.1% |
| Mayom | 45.0% | 31.2% | 33.4% | 38.6% | -6.5% | -81.8% | 9.1% |
| Panyinjiar | 15.0% | 7.9% | -14.3% | 12.2% | 48.3% | 55.5% | 35.1% |
| Rubkona | 8.1% | -25.1% | -41.0% | -29.6% | -90.4% | -99.0% | -140.4% |
| Ruweng | 21.7% | 30.6% | 41.3% | 26.1% | -20.9% | -53.2% | -34.5% |
| Average | 23.8% | 16.4% | 18.7% | 32.9% | 15.6% | 18.1% | -8.5% |

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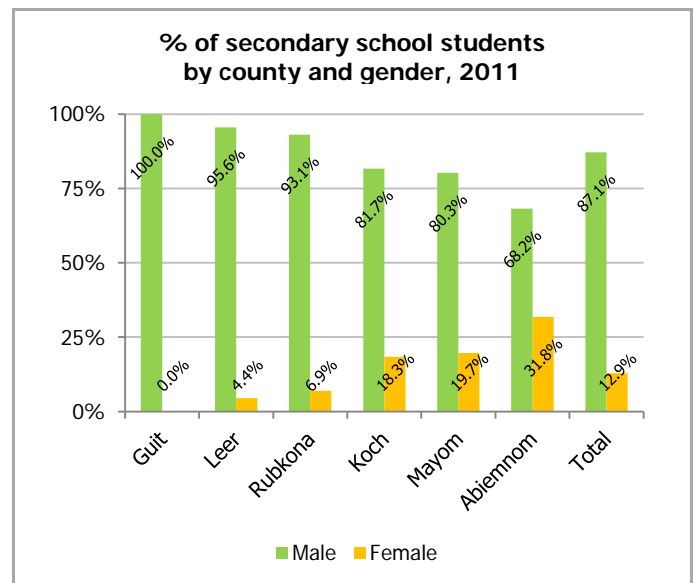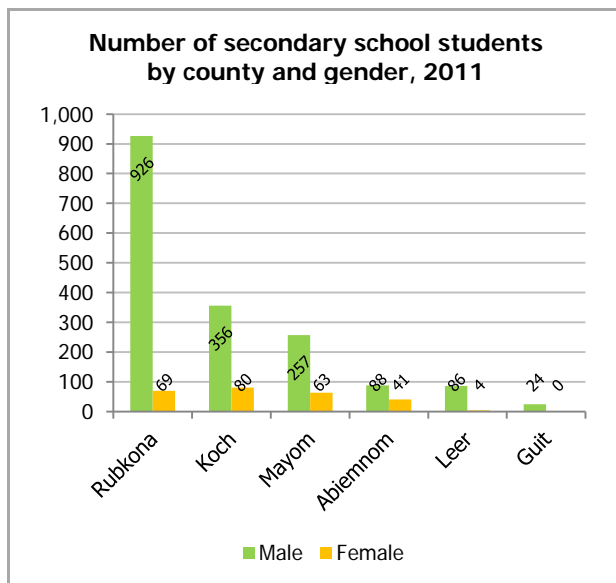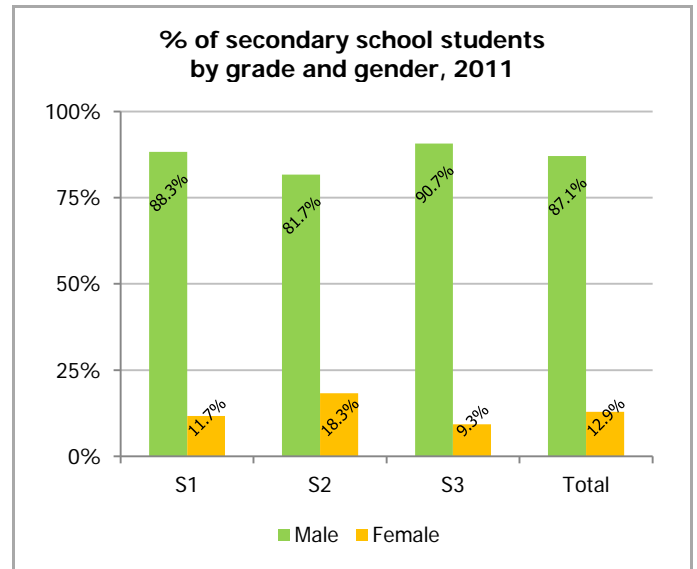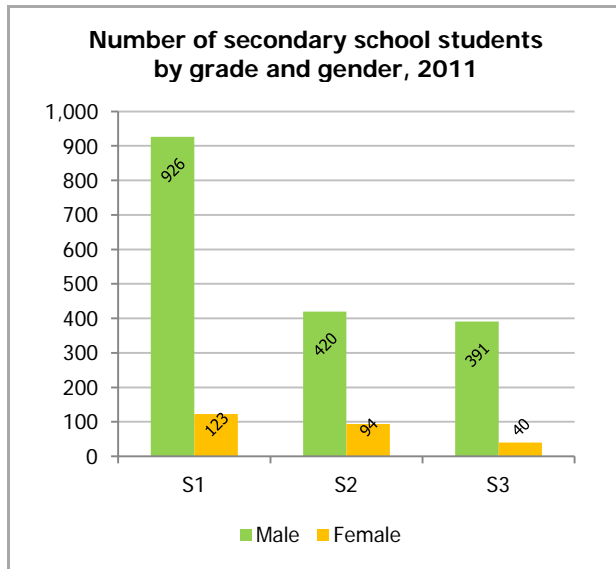


Primary school dropout rate by grade and gender, 2010-2011
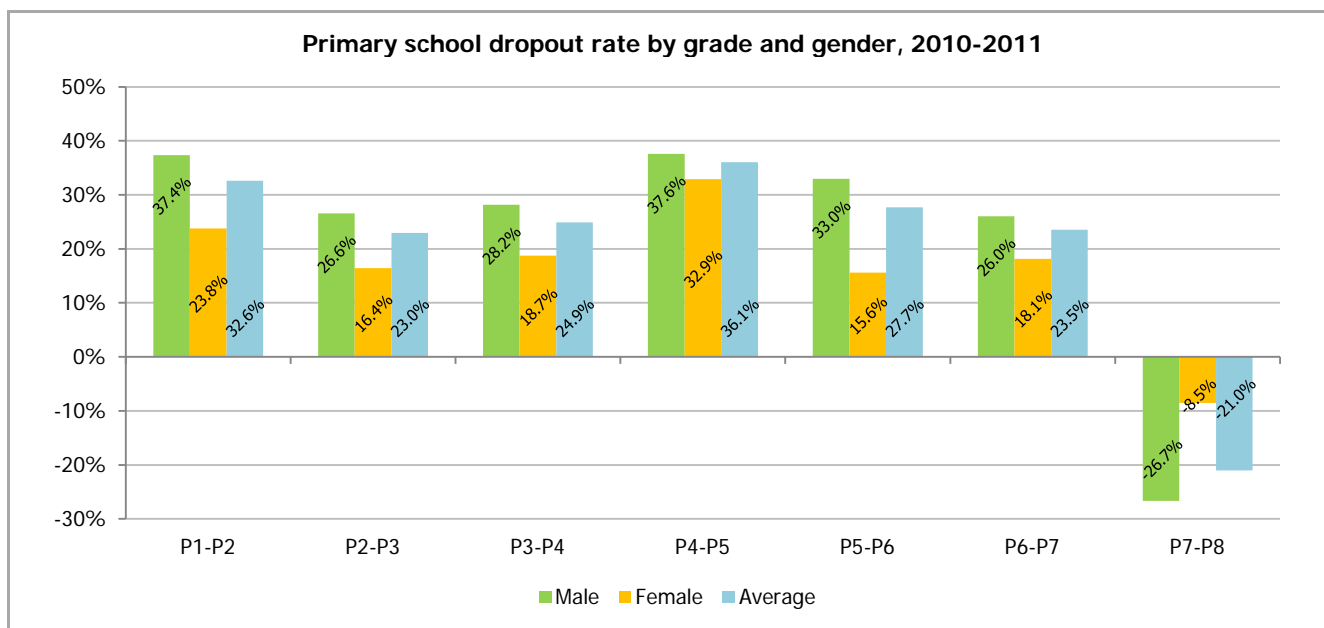
## 7.0.    SECONDARY SCHOOL, 2011

### 7.1.    Access

#### 7.1.1.    Enrolment

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

| County | Total | S1 | S2 | S3 |
|---|---|---|---|---|
| Abiemnom | 129 | 49 | 38 | 42 |
| Guit | 24 | 14 | 10 | - |
| Koch | 436 | 183 | 155 | 98 |
| Leer | 90 | 48 | 31 | 11 |
| Mayom | 320 | 229 | 40 | 51 |
| Rubkona | 995 | 526 | 240 | 229 |
| Total | 1,994 | 1,049 | 514 | 431 |









#### 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 % |
| Abiemnom | 5 | 124 | 96.1% | 4 | 84 | 95.5% | 1 | 40 | 97.6% |
| Guit | 1 | 23 | 95.8% | 1 | 23 | 95.8% | - | - | - |
| Koch | 36 | 400 | 91.7% | 32 | 324 | 91.0% | 4 | 76 | 95.0% |
| Leer | 8 | 82 | 91.1% | 7 | 79 | 91.9% | 1 | 3 | 75.0% |
| Mayom | - | 320 | 100.0% | - | 257 | 100.0% | - | 63 | 100.0% |
| Rubkona | 63 | 932 | 93.7% | 54 | 872 | 94.2% | 9 | 60 | 87.0% |
| Total | 113 | 1,881 | 94.3% | 98 | 1,639 | 94.4% | 15 | 242 | 94.2% |
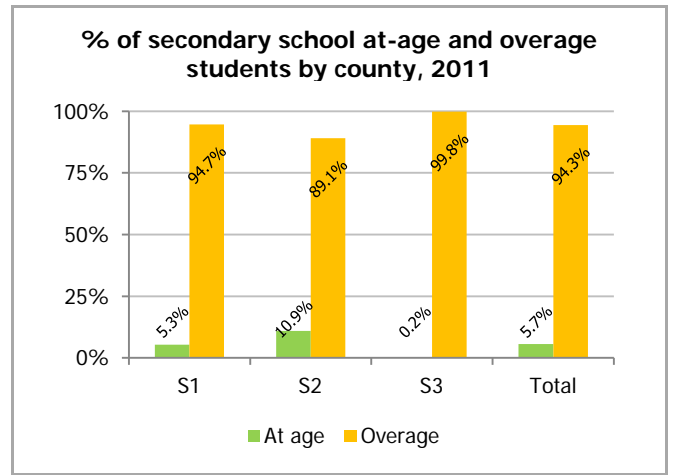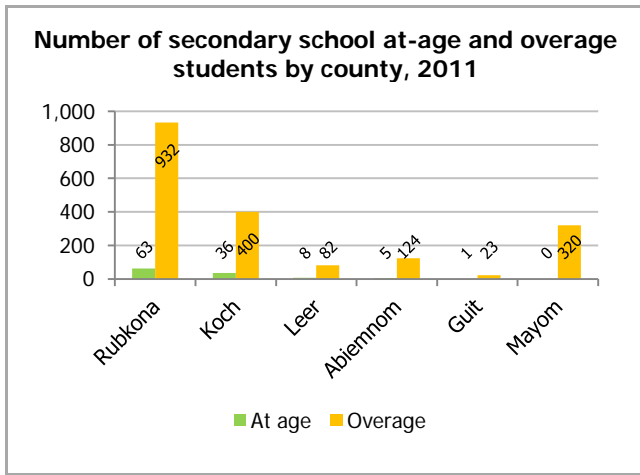
* "At age" includes under-age and at-age pupils.

**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**

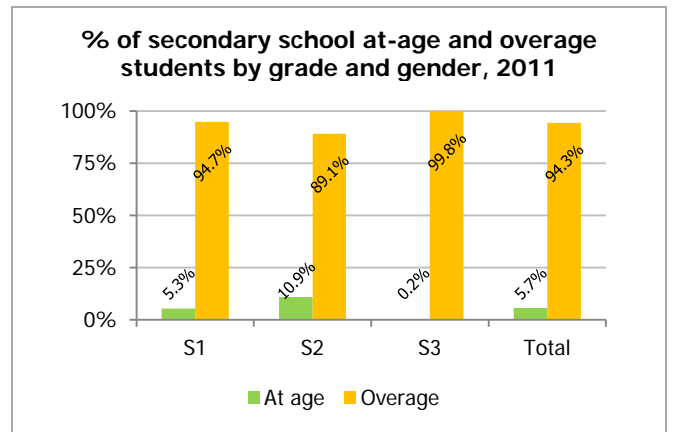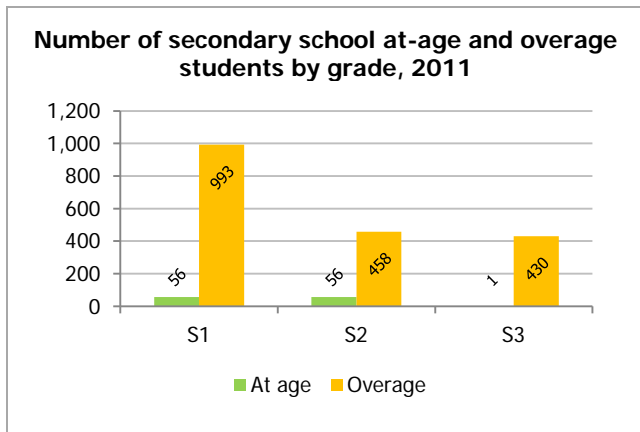| Grade | Total | | | Male | | | Female | | |
|-------|-------|---------|-----------|-------|---------|-----------|--------|---------|-----------|
| | At age | Overage | Overage % | At age | Overage | Overage % | At age | Overage | Overage % |
| S1 | 56 | 993 | 94.7% | 48 | 878 | 94.8% | 8 | 115 | 93.5% |
| S2 | 56 | 458 | 89.1% | 49 | 371 | 88.3% | 7 | 87 | 92.6% |
| S3 | 1 | 430 | 99.8% | 1 | 390 | 99.7% | 0 | 40 | 100.0% |
| Total | 113 | 1881 | 94.3% | 98 | 1639 | 94.4% | 15 | 242 | 94.2% |

* "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 % |
| Abiemnom | 129 | 16 | 11.0% | 88 | 10 | 10.2% | 41 | 6 | 12.8% |
| Guit | 24 | 3 | 11.1% | 24 | 3 | 11.1% | - | - | - |
| Koch | 436 | 20 | 4.4% | 356 | 13 | 3.5% | 80 | 7 | 8.0% |
| Leer | 90 | - | - | 86 | - | - | 4 | - | - |
| Mayom | 320 | - | - | 257 | - | - | 63 | - | - |
| Rubkona | 995 | 9 | 0.9% | 926 | 8 | 0.9% | 69 | 1 | 1.4% |
| Total | 1,994 | 48 | 2.4% | 1,737 | 34 | 1.9% | 257 | 14 | 5.2% |
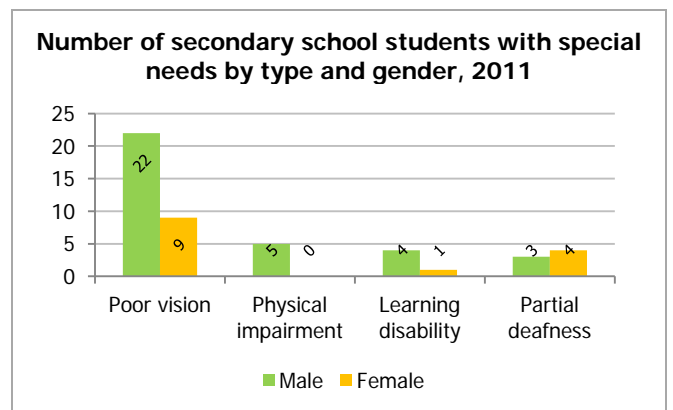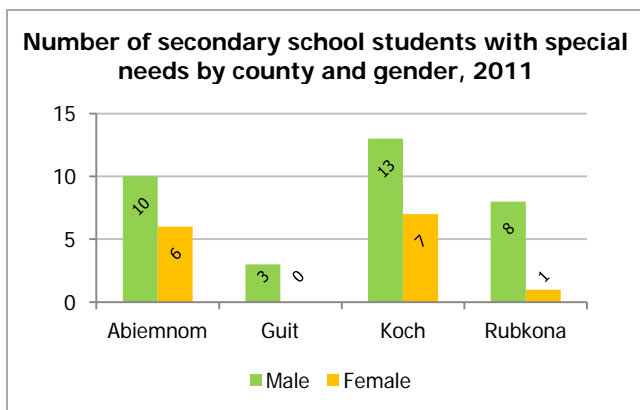


**Number of secondary school students with special needs by county and gender, 2011**



**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 |
| Abiemnom | 129 | 29 | 22.5% | 29 | 22.5% | - | - |
| Guit | 24 | 5 | 20.8% | 4 | 16.7% | 1 | 4.2% |
| Koch | 436 | 6 | 1.4% | 6 | 1.4% | - | - |
| Leer | 90 | 18 | 20.0% | 10 | 11.1% | 8 | 8.9% |
| Mayom | 320 | - | - | - | - | - | - |
| Rubkona | 995 | 55 | 5.5% | 32 | 3.2% | 23 | 2.3% |
| Total | 1,994 | 113 | 5.7% | 81 | 4.1% | 32 | 1.6% |
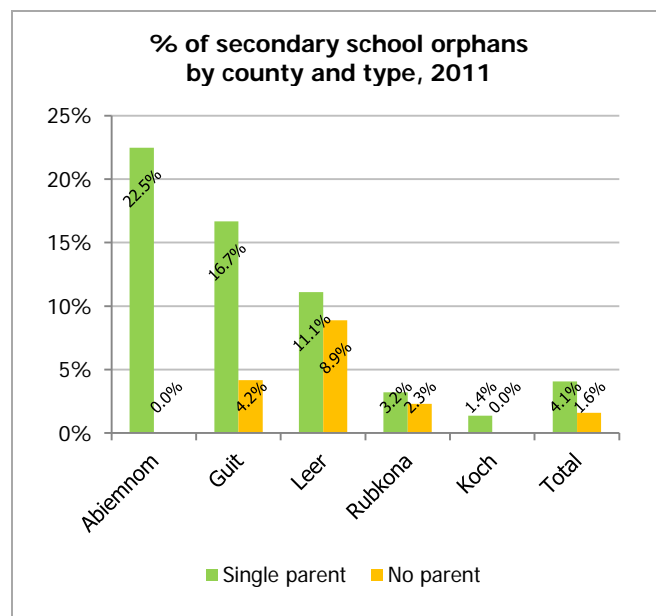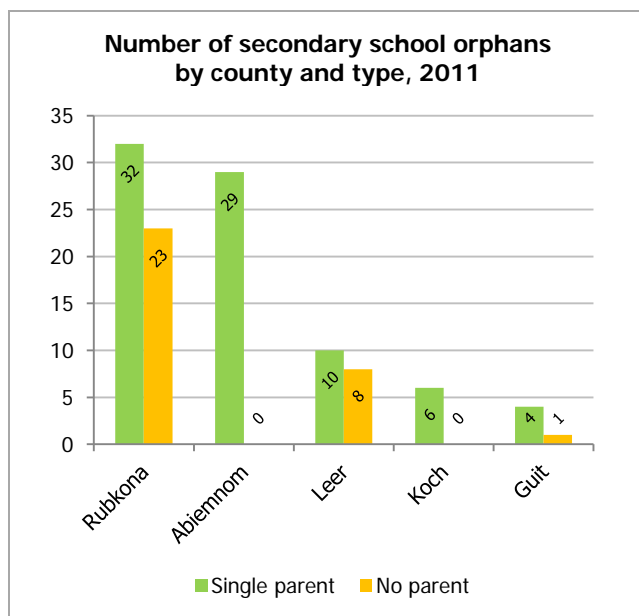


Number of secondary school orphans by county and type, 2011



% 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 | 1,049 | 34 | 3.2% | 27 | 2.6% | 7 | 0.7% |
| S2 | 514 | 45 | 8.8% | 25 | 4.9% | 20 | 3.9% |
| S3 | 431 | 34 | 7.9% | 29 | 6.7% | 5 | 1.2% |
| Total | 1,994 | 113 | 5.7% | 81 | 4.1% | 32 | 1.6% |



Number of secondary school orphans by grade and type, 2011



% of secondary school orphans by grade and type, 2011
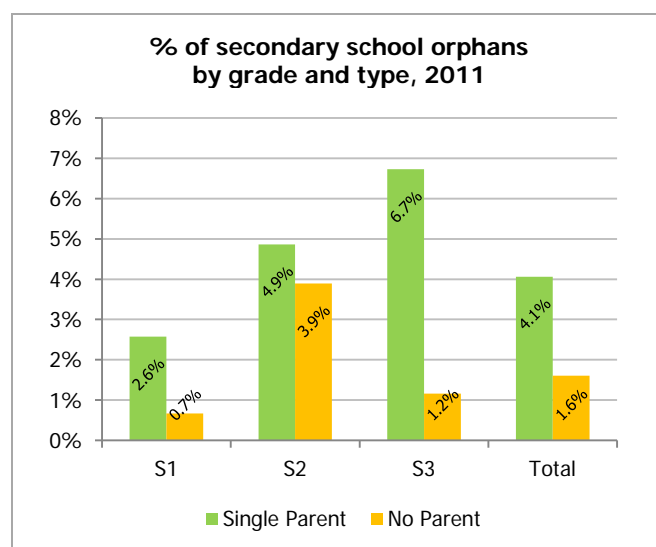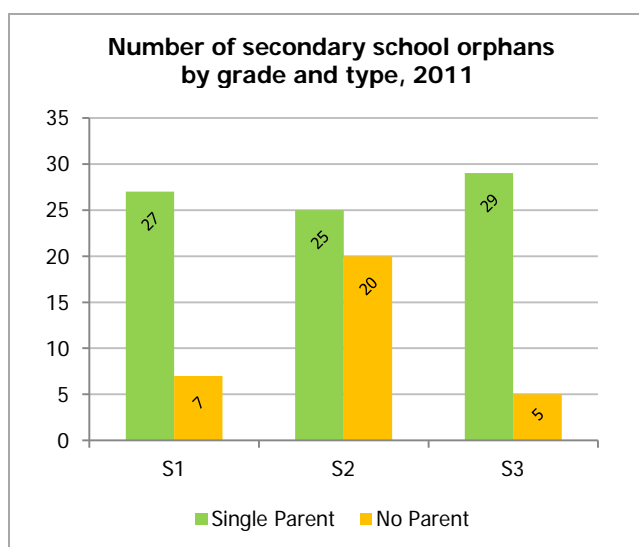
## 7.2. Resources

### 7.2.1. Schools

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

| Ownership type | Schools |
|---|---|
| Government | 7 |
| Total | 7 |

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

### 7.2.2. Teachers

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

| County | Total | Male | | Female | |
|---|---|---|---|---|---|
| | | Count | % total | Count | % total |
| Abiemnom | 18 | 18 | 100.0% | - | - |
| Guit | 12 | 12 | 100.0% | - | - |
| Koch | 11 | 11 | 100.0% | - | - |
| Leer | 7 | 7 | 100.0% | - | - |
| Mayom | 11 | 11 | 100.0% | - | - |
| Rubkona | 34 | 32 | 94.1% | 2 | 5.9% |
| Total | 93 | 91 | 97.8% | 2 | 2.2% |
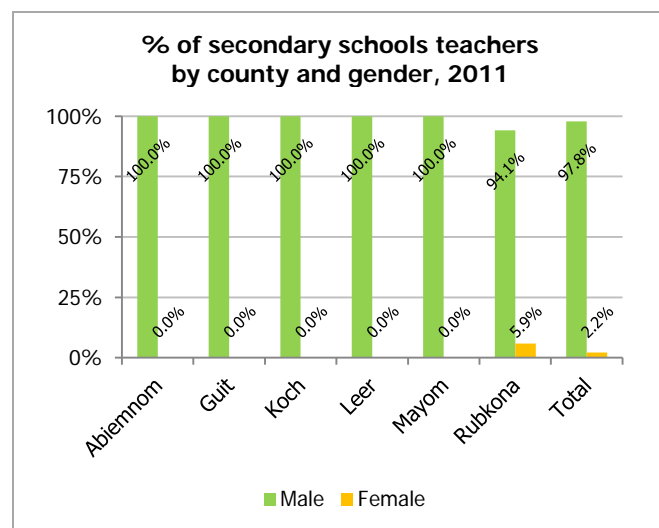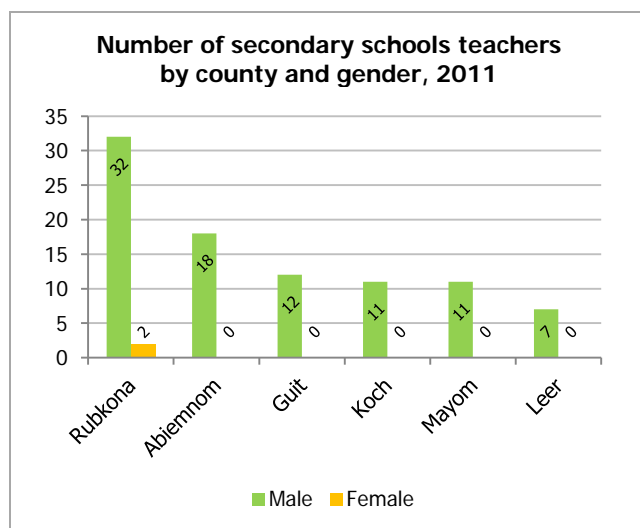




**Number and % of secondary school teachers by professional qualification and county, 2011**

| County | Total | Trained | | Untrained | | Unknown | |
|---|---|---|---|---|---|---|---|
| | | Count | % total | Count | % total | Count | % total |
| Abiemnom | 18 | 9 | 50.0% | 9 | 50.0% | - | - |
| Guit | 12 | 1 | 8.3% | 3 | 25.0% | 8 | 66.7% |
| Koch | 11 | 10 | 90.9% | 1 | 9.1% | - | - |
| Leer | 7 | 2 | 28.6% | - | - | 5 | 71.4% |
| Mayom | 11 | 1 | 9.1% | - | - | 10 | 90.9% |
| Rubkona | 34 | 13 | 38.2% | 6 | 17.6% | 15 | 44.1% |
| Total | 93 | 36 | 38.7% | 19 | 20.4% | 38 | 40.9% |

\* "Trained" encompasses teachers with pre-service teacher training, in-service teacher training, and higher education diploma. "Unknown" teachers include those whose professional qualification was not reported.
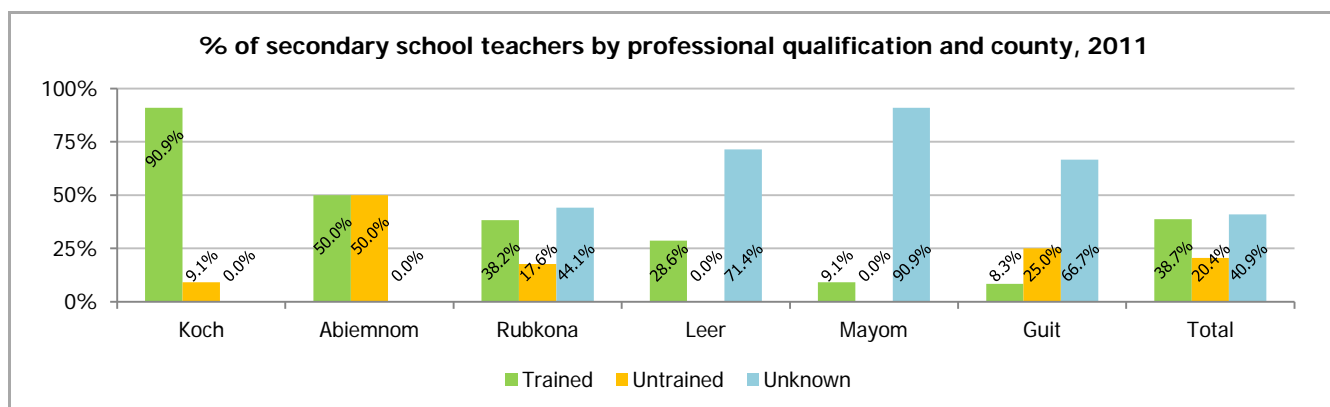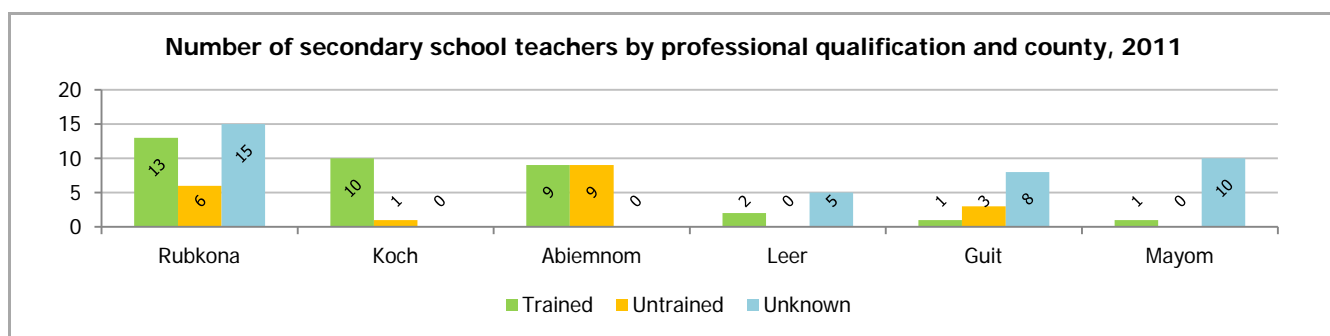
**Number and % of secondary school teachers by professional qualification and county, 2011**

| County | Total | Untrained | | In-service | | Pre-service | | Diploma | | Unknown | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Count | % total | Count | % total | Count | % total | Count | % total | Count | % total |
| Abiemnom | 18 | 9 | 50.0% | 2 | 11.1% | 1 | 5.6% | 6 | 33.3% | - | - |
| Guit | 12 | 3 | 25.0% | 1 | 8.3% | - | - | - | - | 8 | 66.7% |
| Koch | 11 | 1 | 9.1% | 8 | 72.7% | 1 | 9.1% | 1 | 9.1% | - | - |
| Leer | 7 | - | - | - | - | - | - | 2 | 28.6% | 5 | 71.4% |
| Mayom | 11 | - | - | 1 | 9.1% | - | - | - | - | 10 | 90.9% |
| Rubkona | 34 | 6 | 17.6% | 5 | 14.7% | 4 | 11.8% | 4 | 11.8% | 15 | 44.1% |
| Total | 93 | 19 | 20.4% | 17 | 18.3% | 6 | 6.5% | 13 | 14.0% | 38 | 40.9% |



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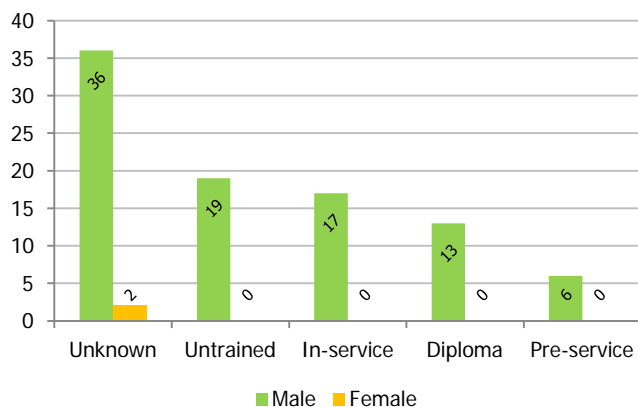


% of secondary school teachers by professional qualification, 2011
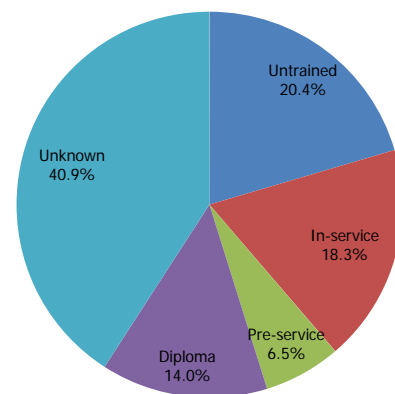
**Number and % of secondary school teachers by academic qualification and county, 2011**

| County | Total | Primary School | | Secondary School | | University and above | |
|---|---|---|---|---|---|---|---|
| | | Count | % total | Count | % total | Count | % total |
| Abiemnom | 18 | - | - | 5 | 27.8% | 13 | 72.2% |
| Guit | 12 | - | - | 2 | 16.7% | 10 | 83.3% |
| Koch | 11 | - | - | 9 | 81.8% | 2 | 18.2% |
| Leer | 7 | - | - | 7 | 100.0% | - | - |
| Mayom | 11 | - | - | - | - | 11 | 100.0% |
| Rubkona | 34 | - | - | 15 | 44.1% | 19 | 55.9% |
| Total | 93 | - | - | 38 | 40.9% | 55 | 59.1% |

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



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



% of secondary school teachers by academic qualification and county, 2011
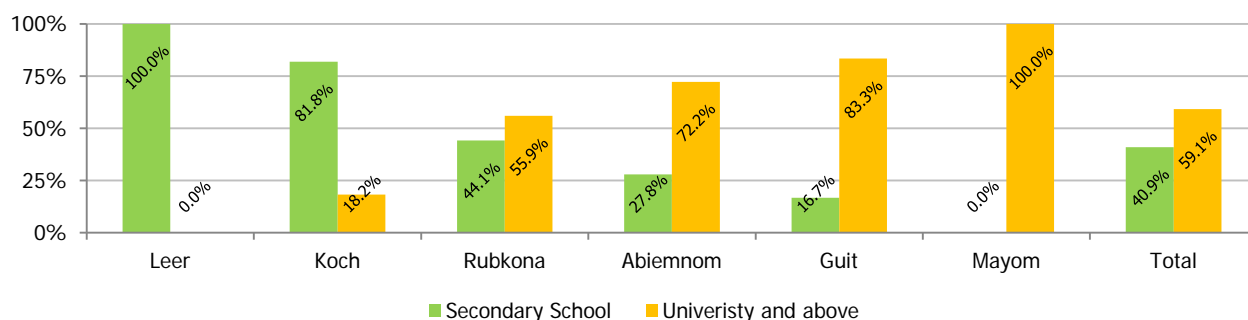
**Number and % of secondary school teachers by employment status and county, 2011**

| County | Total | Paid | | Volunteer | | Unknown | |
|---|---|---|---|---|---|---|---|
| | | Count | % total | Count | % total | Count | % total |
| Abiemnom | 18 | 18 | 100.0% | - | - | - | - |
| Guit | 12 | 12 | 100.0% | - | - | - | - |
| Koch | 11 | 11 | 100.0% | - | - | - | - |
| Leer | 7 | 7 | 100.0% | - | - | - | - |
| Mayom | 11 | 11 | 100.0% | - | - | - | - |
| Rubkona | 34 | 18 | 52.9% | 8 | 23.5% | 8 | 23.5% |
| Total | 93 | 77 | 82.8% | 8 | 8.6% | 8 | 8.6% |
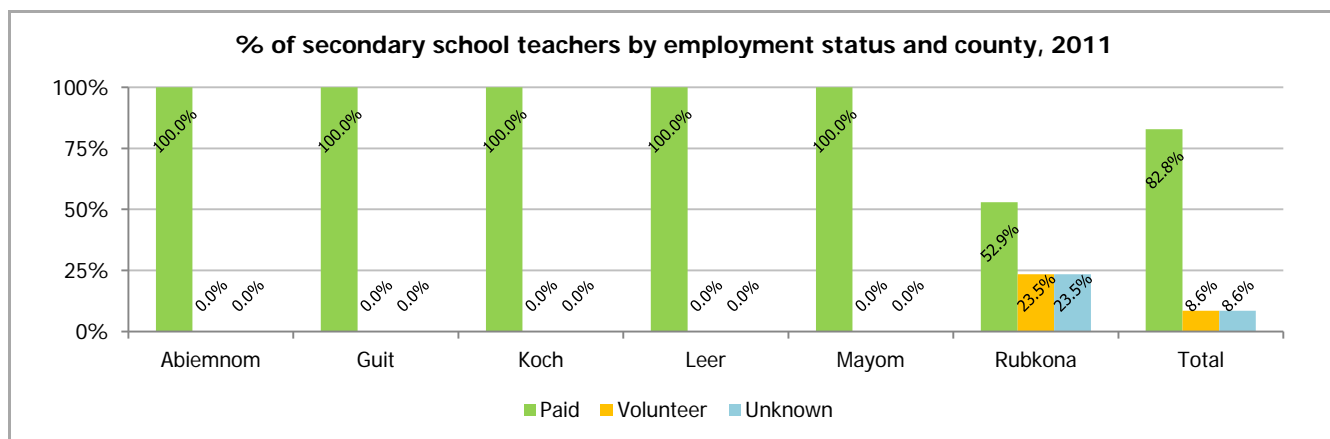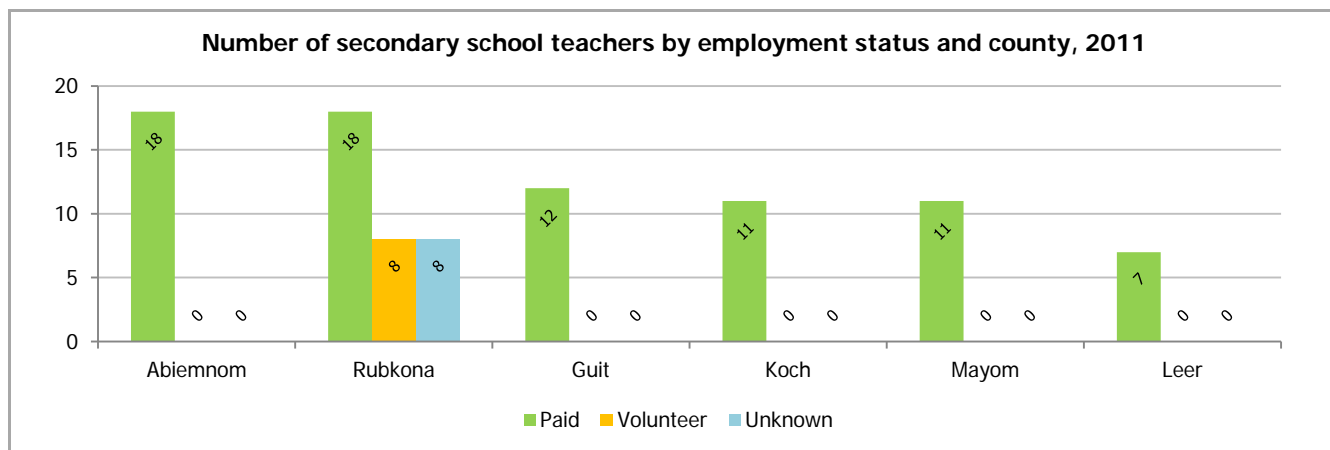


Number of secondary school teachers by employment status and county, 2011



% 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 |
| Abiemnom | 129 | 18 | 7.2 | 129 | 18 | 7.2 | - | - | - |
| Guit | 24 | 12 | 2.0 | 24 | 12 | 2.0 | - | - | - |
| Koch | 436 | 11 | 39.6 | 436 | 11 | 39.6 | - | - | - |
| Leer | 90 | 7 | 12.9 | 90 | 7 | 12.9 | - | - | - |
| Mayom | 320 | 11 | 29.1 | 320 | 11 | 29.1 | - | - | - |
| Rubkona | 995 | 34 | 29.3 | 995 | 34 | 29.3 | - | - | - |
| Total | 1,994 | 93 | 21.4 | 1,994 | 93 | 21.4 | - | - | - |

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



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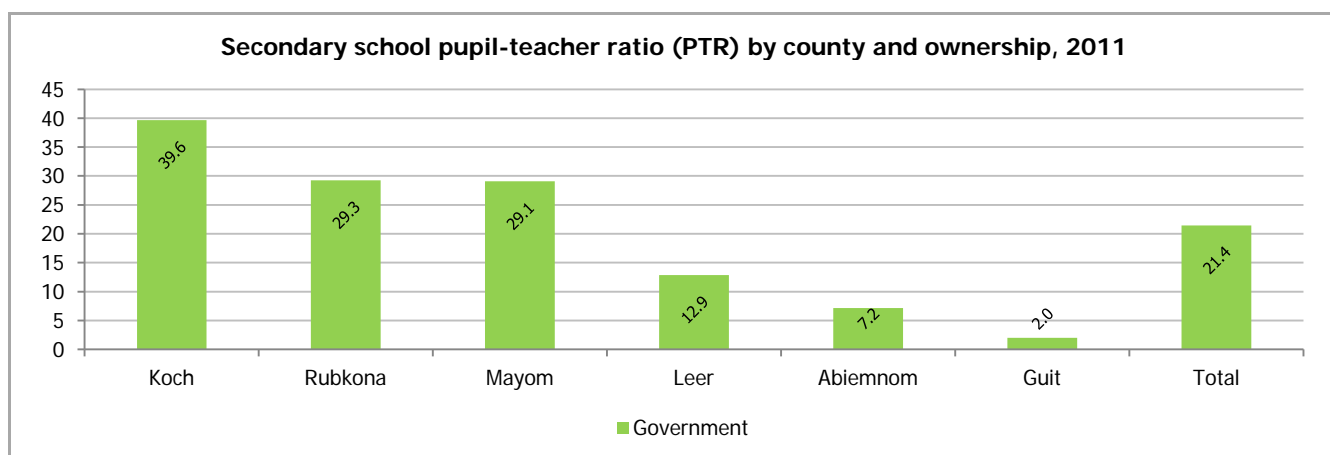
### 7.2.3. Classrooms

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

| County | Total | Perm | Semi-perm | PCR |
|---|---|---|---|---|
| Abiemnom | 4 | 4 | - | 32.3 |
| Guit | 4 | 4 | - | 6.0 |
| Koch | 1 | - | 1 | 436.0 |
| Leer | 4 | 4 | - | 22.5 |
| Mayom | 6 | - | 6 | 53.3 |
| Rubkona | 12 | 11 | 1 | 82.9 |
| Total | 31 | 23 | 8 | 64.3 |



% of secondary school classrooms by type, 2011



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

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

| Ownership | Total | Perm | Semi-perm | PCR |
|---|---|---|---|---|
| Government | 31 | 23 | 8 | 64.3 |
| Total | 31 | 23 | 8 | 64.3 |

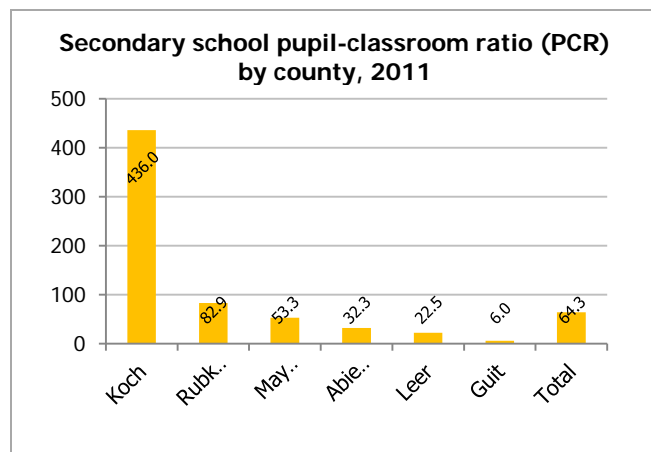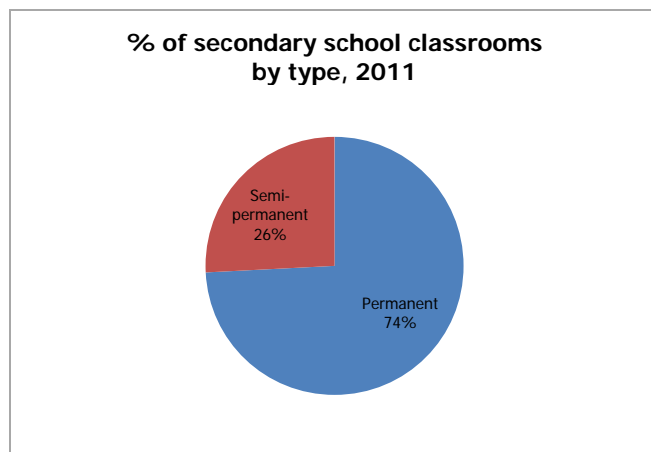**Number and % of secondary schools with permanent and semi-permanent classrooms, 2011**

| County | Total | With perm and semi-perm classrooms | | Without perm and semi-perm classrooms | |
|---|---|---|---|---|---|
| | | Count | % total | Count | % total |
| Abiemnom | 1 | 1 | 100.0% | - | - |
| Guit | 1 | 1 | 100.0% | - | - |
| Koch | 1 | 1 | 100.0% | - | - |
| Leer | 1 | 1 | 100.0% | - | - |
| Mayom | 1 | 1 | 100.0% | - | - |
| Rubkona | 2 | 2 | 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 |
| Abiemnom | 129 | 46 | 2.8 | 55 | 2.3 |
| Guit | 24 | - | - | - | - |
| Koch | 436 | 3 | 145.3 | 4 | 109.0 |
| Leer | 90 | 34 | 2.6 | 19 | 4.7 |
| Mayom | 320 | - | - | - | - |
| Rubkona | 995 | 5 | 199.0 | 6 | 165.8 |
| Total | 1,994 | 88 | 22.7 | 84 | 23.7 |
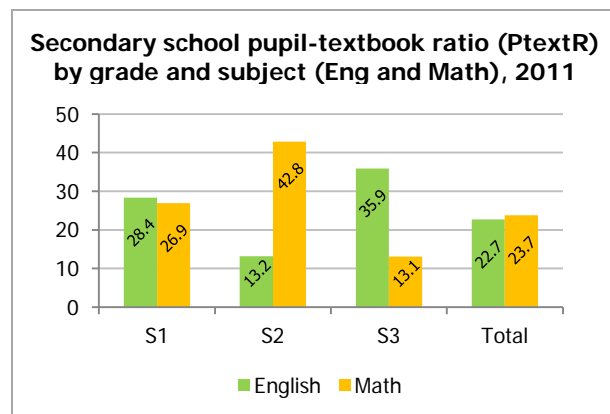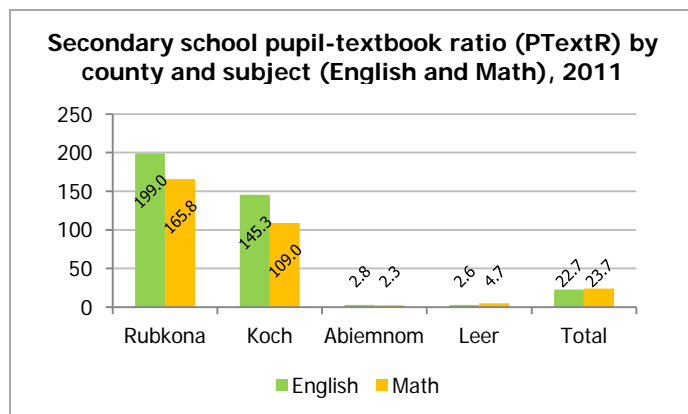


Secondary school pupil-textbook ratio (PTextR) by county and subject (English and Math), 2011



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 | 1,049 | 37 | 28.4 | 39 | 26.9 |
| S2 | 514 | 39 | 13.2 | 12 | 42.8 |
| S3 | 431 | 12 | 35.9 | 33 | 13.1 |
| Total | 1,994 | 88 | 22.7 | 84 | 23.7 |

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

| Curriculum | S1 | S2 | S3 |
|---|---|---|---|
| South Sudan | 2 | 2 | 1 |
| | 33.3% | 33.3% | 20.0% |
| Sudan | 4 | 4 | 4 |
| | 66.7% | 66.7% | 80.0% |
| Total | 6 | 6 | 5 |

\* 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 |
| Abiemnom | 1 | 1 | 100.0% | - | - |
| Guit | 1 | - | - | 1 | 100.0% |
| Koch | 1 | - | - | 1 | 100.0% |
| Leer | 1 | - | - | 1 | 100.0% |
| Mayom | 1 | - | - | 1 | 100.0% |
| Rubkona | 2 | - | - | 2 | 100.0% |
| Total | 7 | 1 | 14.3% | 6 | 85.7% |

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

| County | Schools | Access | | No access | |
|---|---|---|---|---|---|
| | | Count | % total | Count | % total |
| Abiemnom | 1 | 1 | 100.0% | - | - |
| Guit | 1 | - | - | 1 | 100.0% |
| Koch | 1 | 1 | 100.0% | - | - |
| Leer | 1 | 1 | 100.0% | - | - |
| Mayom | 1 | - | - | 1 | 100.0% |
| Rubkona | 2 | - | - | 2 | 100.0% |
| Total | 7 | 3 | 42.9% | 4 | 57.1% |

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

| County | Schools | Access | | No access | |
|---|---|---|---|---|---|
| | | Count | % total | Count | % total |
| Abiemnom | 1 | 1 | 100.0% | - | - |
| Guit | 1 | - | - | 1 | 100.0% |
| Koch | 1 | - | - | 1 | 100.0% |
| Leer | 1 | - | - | 1 | 100.0% |
| Mayom | 1 | - | - | 1 | 100.0% |
| Rubkona | 2 | - | - | 2 | 100.0% |
| Total | 7 | 1 | 14.3% | 6 | 85.7% |

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

| County | Schools | Access | | No access | |
|---|---|---|---|---|---|
| | | Count | % total | Count | % total |
| Abiemnom | 1 | - | - | 1 | 100.0% |
| Guit | 1 | - | - | 1 | 100.0% |
| Koch | 1 | - | - | 1 | 100.0% |
| Leer | 1 | - | - | 1 | 100.0% |
| Mayom | 1 | - | - | 1 | 100.0% |
| Rubkona | 2 | - | - | 2 | 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 | S1-S2 | S2-S3 | S1-S2 | S2-S3 |
| Abiemnom | 67.3% | 123.5% | 50.0% | 124.0% | 127.3% | 122.2% |
| Guit | - | - | - | - | - | - |
| Koch | 431.4% | 379.2% | 363.6% | 352.2% | 1550.0% | 1000.0% |
| Leer | 46.8% | 22.0% | 67.4% | 25.0% | - | - |
| Mayom | - | - | - | - | - | - |
| Rubkona | 436.4% | 508.9% | 431.1% | 562.5% | 460.0% | 80.0% |
| Average | 250.2% | 293.1% | 259.1% | 312.1% | 216.7% | 175.0% |

\* 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 | S1 | S2 | S3 | S1 | S2 | S3 |
| Abiemnom | - | 14.7% | - | - | 16.0% | - | - | 11.1% | - |
| Guit | - | - | - | - | - | - | - | - | - |
| Koch | 5.7% | 16.7% | 20.6% | - | 13.0% | 6.1% | 100.0% | 100.0% | 500.0% |
| Leer | 3.2% | 4.9% | 8.0% | 4.7% | 2.8% | 8.0% | - | 20.0% | - |
| Mayom | - | - | - | - | - | - | - | - | - |
| Rubkona | - | - | - | - | - | - | - | - | - |
| Average | 2.0% | 7.6% | 5.5% | 1.3% | 6.5% | 2.8% | 4.8% | 15.0% | 26.3% |

### 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 |
| Abiemnom | 32.7% | -38.2% | - | 50.0% | -40.0% | - | -27.3% | -33.3% | - |
| Guit | - | - | - | - | - | - | - | - | - |
| Koch | -337.1% | -295.8% | 79.4% | -263.6% | -265.2% | 93.9% | -1550.0% | -1000.0% | -400.0% |
| Leer | 50.0% | 73.2% | 92.0% | 27.9% | 72.2% | 92.0% | - | 80.0% | - |
| Mayom | - | - | - | - | - | - | - | - | - |
| Rubkona | -336.4% | -408.9% | - | -331.1% | -462.5% | - | -360.0% | 20.0% | - |
| Average | -152.2% | -200.7% | 94.5% | -160.4% | -218.5% | 97.2% | -121.4% | -90.0% | 73.7% |

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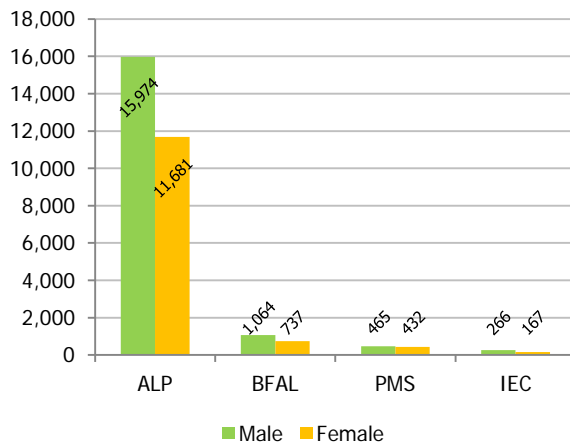
**Number of AES centre learners by county and programme, 2011**

| County | Total | ALP | BFAL | IEC | PMS |
|---|---|---|---|---|---|
| Abiemnom | 754 | 674 | 80 | - | - |
| Guit | 1,965 | 1,028 | 552 | 158 | 227 |
| Koch | 2,335 | 2,335 | - | - | - |
| Leer | 3,535 | 3,080 | - | - | 455 |
| Mayiandit | 2,409 | 2,409 | - | - | - |
| Mayom | 5,876 | 5,601 | - | 275 | - |
| Panyinjiar | 4,641 | 4,641 | - | - | - |
| Rubkona | 8,822 | 7,887 | 720 | - | 215 |
| Ruweng | 449 | - | 449 | - | - |
| Total | 30,786 | 27,655 | 1,801 | 433 | 897 |

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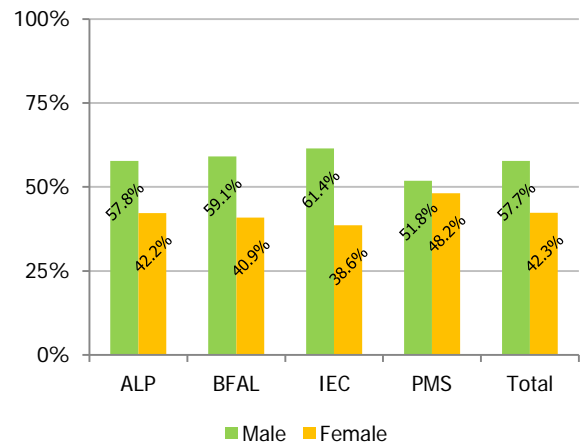


% of AES centre learners by programme, 2011
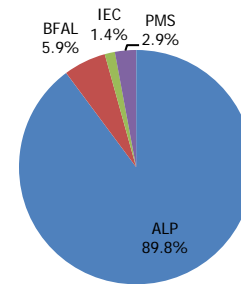


Number of AES centre learners by programme and gender, 2011



% 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 |
| Abiemnom | 754 | 410 | 54.4% | 344 | 45.6% |
| Guit | 1,965 | 948 | 48.2% | 1,017 | 51.8% |
| Koch | 2,335 | 1,468 | 62.9% | 867 | 37.1% |
| Leer | 3,535 | 1,826 | 51.7% | 1,709 | 48.3% |
| Mayiandit | 2,409 | 1,322 | 54.9% | 1,087 | 45.1% |
| Mayom | 5,876 | 3,732 | 63.5% | 2,144 | 36.5% |
| Panyinjiar | 4,641 | 2,428 | 52.3% | 2,213 | 47.7% |
| Rubkona | 8,822 | 5,327 | 60.4% | 3,495 | 39.6% |
| Ruweng | 449 | 308 | 68.6% | 141 | 31.4% |
| Total | 30,786 | 17,769 | 57.7% | 13,017 | 42.3% |



Number of AES centre learners by county and gender, 2011

## % of AES centre learners by county and gender, 2011



Chart: % of AES centre learners by county and gender, 2011

| County | Male | Female |
|---|---|---|
| Ruweng | 68.6% | 31.4% |
| Mayom | 63.5% | 36.5% |
| Koch | 62.9% | 37.1% |
| Rubkona | 60.4% | 39.6% |
| Mayiandit | 54.9% | 45.1% |
| Abiemnom | 54.4% | 45.6% |
| Panyinjiar | 52.3% | 47.7% |
| Leer | 51.7% | 48.3% |
| Guit | 48.2% | 51.8% |
| Total | 57.7% | 42.3% |
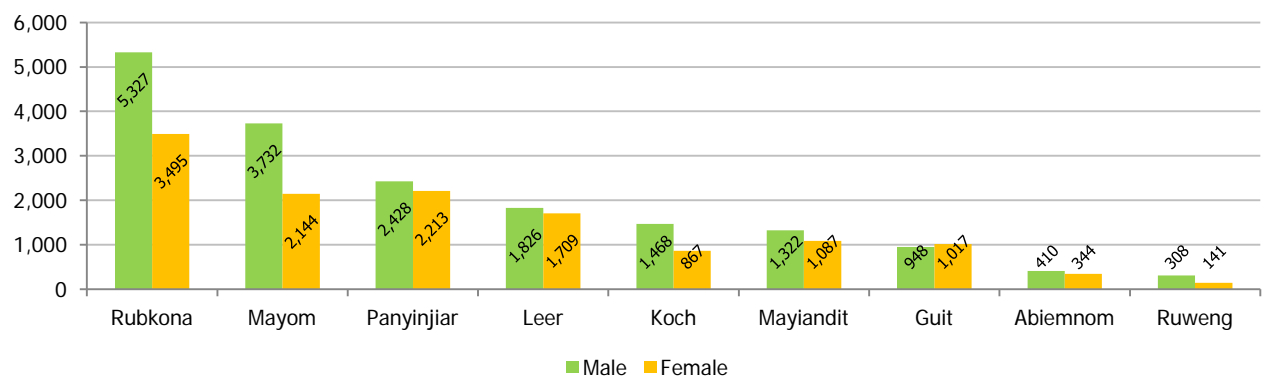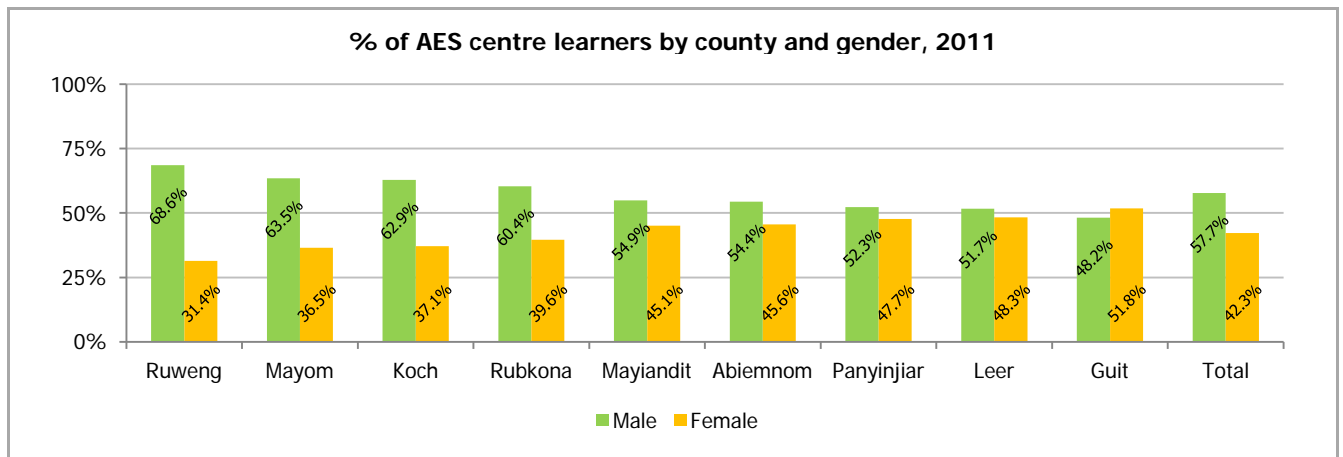
### No. of AES centre learners by county and programme, 2011

| County | Total | Ages ≤10 | Ages 11-15 | Ages 16-20 | Ages ≥21 |
|---|---|---|---|---|---|
| Abiemnom | 754 | - | 38 | 158 | 558 |
| Guit | 1,965 | - | 209 | 486 | 1,270 |
| Koch | 2,335 | 5 | 112 | 951 | 1,267 |
| Leer | 3,535 | 20 | 727 | 1,374 | 1,414 |
| Mayiandit | 2,409 | 4 | 250 | 967 | 1,188 |
| Mayom | 5,876 | 51 | 1,203 | 2,372 | 2,250 |
| Panyinjiar | 4,641 | 1 | 503 | 2,258 | 1,879 |
| Rubkona | 8,822 | 3 | 1,070 | 3,455 | 4,294 |
| Ruweng | 449 | 49 | 66 | 138 | 196 |
| Total | 30,786 | 133 | 4,178 | 12,159 | 14,316 |

### % of AES centre learners by age group, 2011



Pie chart: % of AES centre learners by age group, 2011
- Ages ≤10: 0.4%
- Ages 11-15: 13.6%
- Ages 16-20: 39.5%
- Age ≥21: 46.5%

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



| Age group | Male | Female |
|---|---|---|
| Ages ≤10 | 69 | 64 |
| Ages 11-15 | 2,490 | 1,688 |
| Ages 16-20 | 7,040 | 5,119 |
| Age ≥21 | 8,170 | 6,146 |

### % of AES centre learners by age group and gender, 2011



| Age group | Male | Female |
|---|---|---|
| Ages ≤10 | 51.9% | 48.1% |
| Ages 11-15 | 59.6% | 40.4% |
| Ages 16-20 | 57.9% | 42.1% |
| Age ≥21 | 57.1% | 42.9% |
| Total | 57.7% | 42.3% |

## 8.2. Resources

### 8.2.1. Centres

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

| Programme | No. centres |
|---|---|
| Accelerated Learning Programme (ALP) | 89 |
| Basic Functional Adult Literacy (BFAL) | 13 |
| Intensive English Course (IEC) | 2 |
| Pastoralist Mobile School (PMS) | 4 |
| Total | 108 |

* Some centres have more than one programme.

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

| Funder | No. centres |
|---|---|
| Government | 96 |
| Community | 2 |
| Church | 1 |
| Multi-Donor Trust Fund (MDTF) | 3 |
| Other | 3 |
| Unknown | 3 |
| Total | 108 |

## % of AES centres by programme, 2011
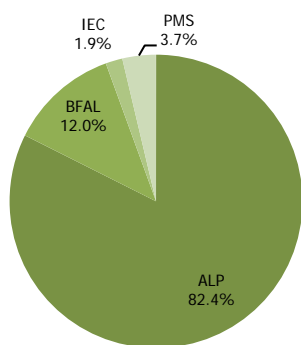


## % of AES centres by funder, 2011



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

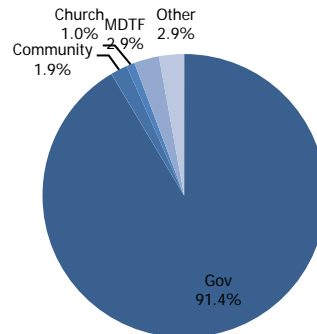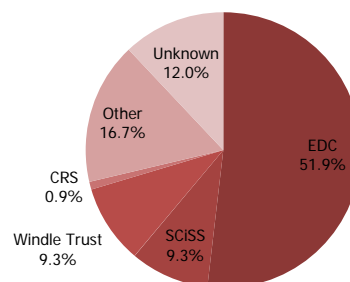| Implementation agency | No. centres |
|---|---|
| Education Development Center (EDC) | 56 |
| Save the Children in South Sudan (SCiSS) | 10 |
| Windle Trust | 10 |
| Catholic Relief Services (CRS) | 1 |
| Other | 18 |

## % 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 | IEC | PMS |
|---|---|---|---|---|---|
| Abiemnom | 19 | 14 | 5 | - | - |
| Guit | 16 | 5 | 6 | 3 | 2 |
| Koch | 35 | 35 | - | - | - |
| Leer | 64 | 60 | - | - | 4 |
| Mayiandit | 42 | 42 | - | - | - |
| Mayom | 115 | 107 | - | 8 | - |
| Panyinjiar | 72 | 72 | - | - | - |
| Rubkona | 65 | 48 | 13 | - | 4 |
| Ruweng | 26 | - | 26 | - | - |
| Total | 454 | 383 | 50 | 11 | 10 |

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

## % of AES centre teachers by programme, 2011
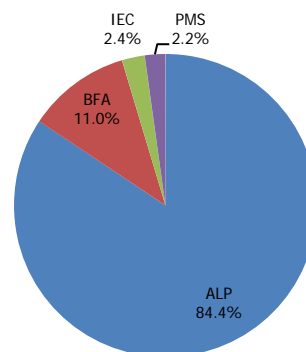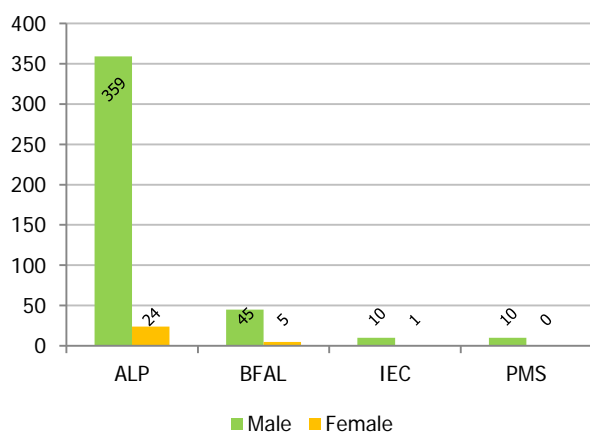


## Number of AES centre teachers by programme and gender, 2011



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

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

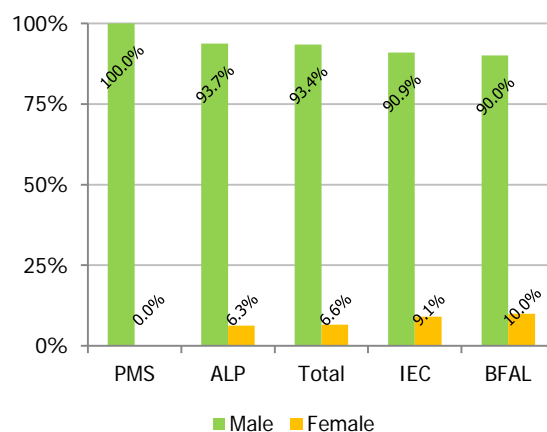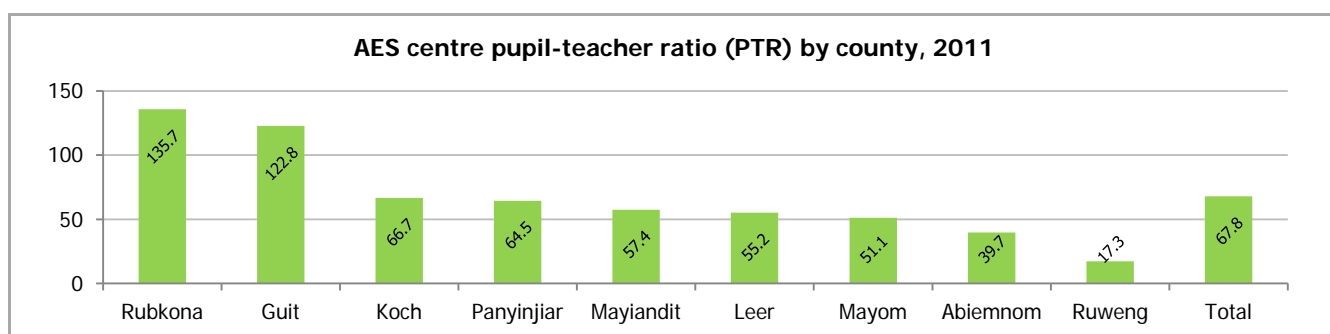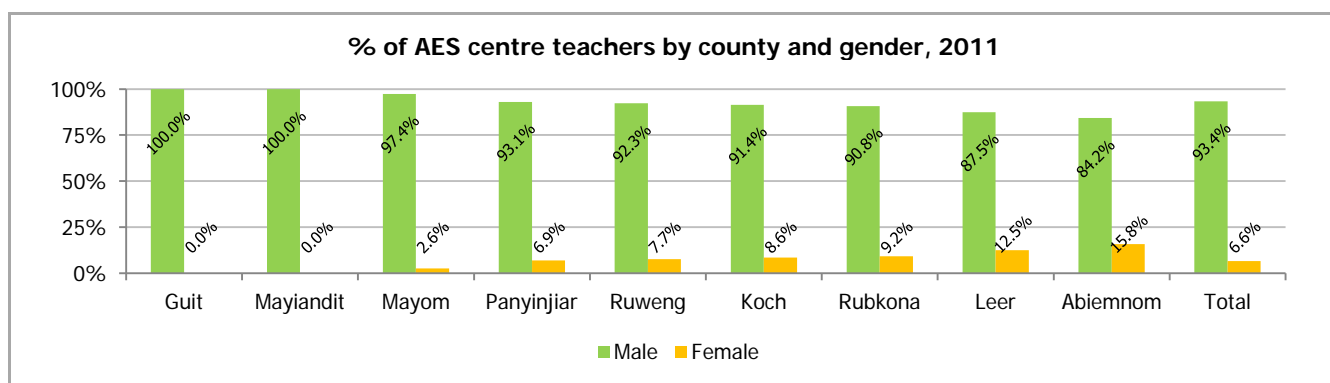| County | Total | Male | | Female | | PTR |
|---|---|---|---|---|---|---|
| | | Count | % total | Count | % total | |
| Abiemnom | 19 | 16 | 84.2% | 3 | 15.8% | 39.7 |
| Guit | 16 | 16 | 100.0% | - | - | 122.8 |
| Koch | 35 | 32 | 91.4% | 3 | 8.6% | 66.7 |
| Leer | 64 | 56 | 87.5% | 8 | 12.5% | 55.2 |
| Mayiandit | 42 | 42 | 100.0% | - | - | 57.4 |
| Mayom | 115 | 112 | 97.4% | 3 | 2.6% | 51.1 |
| Panyinjiar | 72 | 67 | 93.1% | 5 | 6.9% | 64.5 |
| Rubkona | 65 | 59 | 90.8% | 6 | 9.2% | 135.7 |
| Ruweng | 26 | 24 | 92.3% | 2 | 7.7% | 17.3 |
| Total | 454 | 424 | 93.4% | 30 | 6.6% | 67.8 |
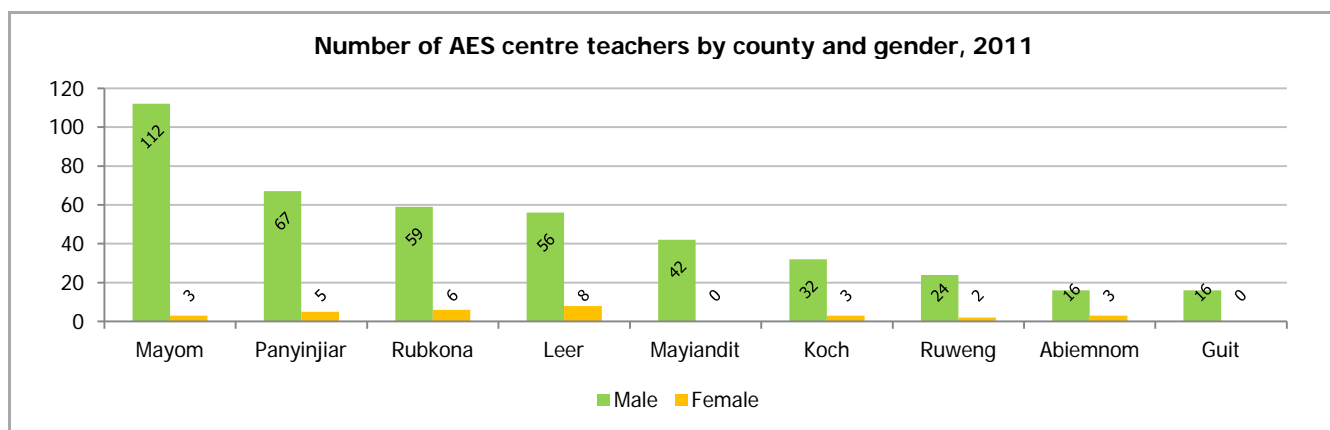


Number of AES centre teachers by county and gender, 2011



% 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 |
| Abiemnom | 19 | 7 | 36.8% | 10 | 52.6% | 2 | 10.5% |
| Guit | 16 | 3 | 18.8% | 13 | 81.3% | - | - |
| Koch | 35 | 9 | 25.7% | 25 | 71.4% | 1 | 2.9% |
| Leer | 64 | 10 | 15.6% | 52 | 81.3% | 2 | 3.1% |
| Mayiandit | 42 | 8 | 19.0% | 34 | 81.0% | - | - |
| Mayom | 115 | 27 | 23.5% | 64 | 55.7% | 24 | 20.9% |
| Panyinjiar | 72 | 13 | 18.1% | 55 | 76.4% | 4 | 5.6% |
| Rubkona | 65 | 9 | 13.8% | 36 | 55.4% | 20 | 30.8% |
| Ruweng | 26 | 7 | 26.9% | 11 | 42.3% | 8 | 30.8% |
| Total | 454 | 93 | 20.5% | 300 | 66.1% | 61 | 13.4% |

* "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
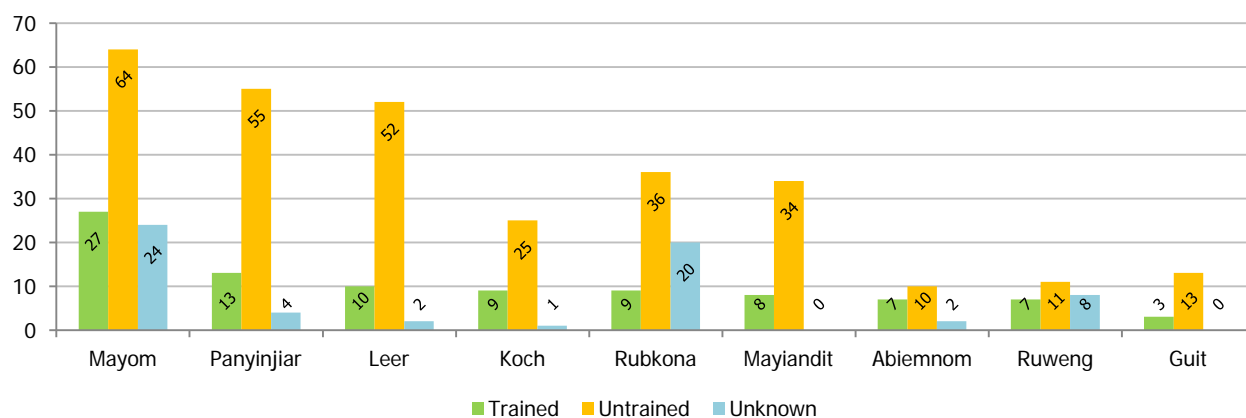


% of AES centre teachers by professional qualification and county, 2011
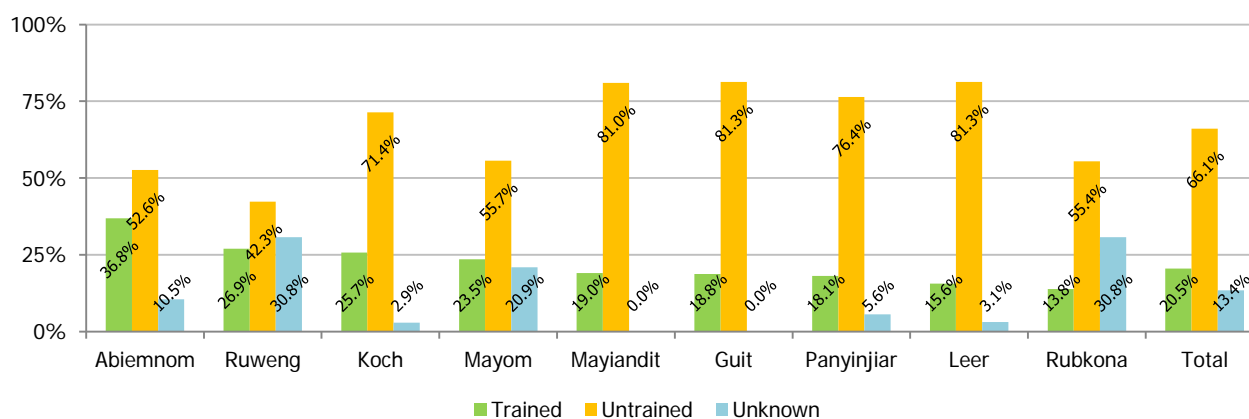
**Number and % of AES centre teachers by professional qualification and county, 2011**

| County | Total | Untrained | | In-service | | Pre-service | | Diploma | | Unknown | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Count | % total | Count | % total | Count | % total | Count | % total | Count | % total |
| Abiemnom | 19 | 10 | 52.6% | 6 | 31.6% | 1 | 5.3% | - | - | 2 | 10.5% |
| Guit | 16 | 13 | 81.3% | 1 | 6.3% | 1 | 6.3% | 1 | 6.3% | - | - |
| Koch | 35 | 25 | 71.4% | 9 | 25.7% | - | - | - | - | 1 | 2.9% |
| Leer | 64 | 52 | 81.3% | 5 | 7.8% | 4 | 6.3% | 1 | 1.6% | 2 | 3.1% |
| Mayiandit | 42 | 34 | 81.0% | 7 | 16.7% | 1 | 2.4% | - | - | - | - |
| Mayom | 115 | 64 | 55.7% | 24 | 20.9% | 2 | 1.7% | 1 | 0.9% | 24 | 20.9% |
| Panyinjiar | 72 | 55 | 76.4% | 7 | 9.7% | 4 | 5.6% | 2 | 2.8% | 4 | 5.6% |
| Rubkona | 65 | 36 | 55.4% | 6 | 9.2% | 2 | 3.1% | 1 | 1.5% | 20 | 30.8% |
| Ruweng | 26 | 11 | 42.3% | 4 | 15.4% | 1 | 3.8% | 2 | 7.7% | 8 | 30.8% |
| Total | 454 | 300 | 66.1% | 69 | 15.2% | 16 | 3.5% | 8 | 1.8% | 61 | 13.4% |



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



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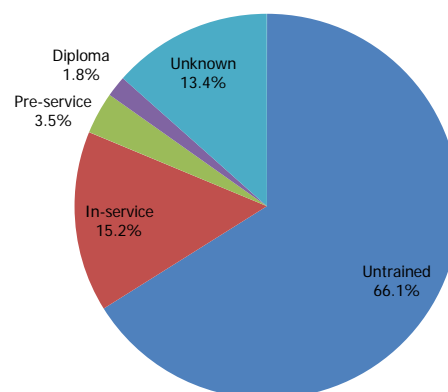
**Number and % of AES teachers by academic qualification and county, 2011**

| County | Total | Prim school dropout | | Primary school | | Secondary school | | University and above | |
|---|---|---|---|---|---|---|---|---|---|
| | | Count | % total | Count | % total | Count | % total | Count | % total |
| Abiemnom | 19 | - | - | 15 | 78.9% | 4 | 21.1% | - | - |
| Guit | 16 | - | - | 5 | 31.3% | 8 | 50.0% | 3 | 18.8% |
| Koch | 35 | 1 | 2.9% | 28 | 80.0% | 6 | 17.1% | - | - |
| Leer | 64 | 1 | 1.6% | 34 | 53.1% | 29 | 45.3% | - | - |
| Mayiandit | 42 | - | - | 28 | 66.7% | 14 | 33.3% | - | - |
| Mayom | 115 | 7 | 6.1% | 71 | 61.7% | 37 | 32.2% | - | - |
| Panyinjiar | 72 | - | - | 58 | 80.6% | 14 | 19.4% | - | - |
| Rubkona | 65 | 19 | 29.2% | 16 | 24.6% | 30 | 46.2% | - | - |
| Ruweng | 26 | - | - | 9 | 34.6% | 17 | 65.4% | - | - |
| Total | 454 | 28 | 6.2% | 264 | 58.1% | 159 | 35.0% | 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.
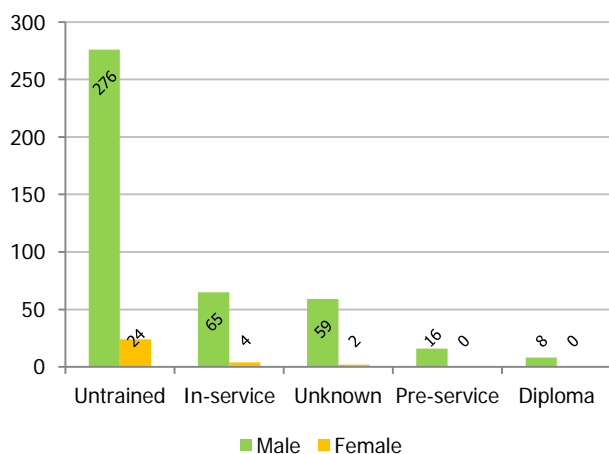


Number of AES centre teachers by professional qualification and gender, 2011



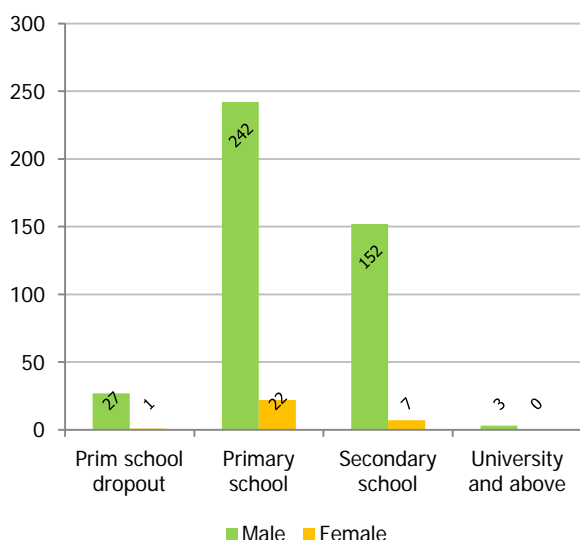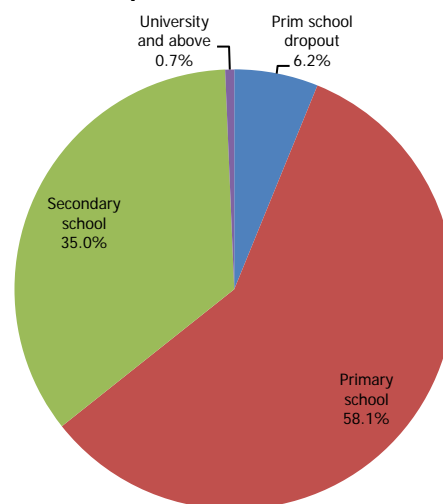% of AES centre teachers by professional qualification, 2011

**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 |
| Abiemnom | 19 | 13 | 68.4% | 6 | 31.6% | - | - | - | - |
| Guit | 16 | 14 | 87.5% | - | - | 2 | 12.5% | - | - |
| Koch | 35 | 13 | 37.1% | 4 | 11.4% | 17 | 48.6% | 1 | 2.9% |
| Leer | 64 | 28 | 43.8% | - | - | 36 | 56.3% | - | - |
| Mayiandit | 42 | 22 | 52.4% | 2 | 4.8% | 18 | 42.9% | - | - |
| Mayom | 115 | 12 | 10.4% | 12 | 10.4% | 83 | 72.2% | 8 | 7.0% |
| Panyinjiar | 72 | 34 | 47.2% | 11 | 15.3% | 23 | 31.9% | 4 | 5.6% |
| Rubkona | 65 | 19 | 29.2% | 2 | 3.1% | 25 | 38.5% | 19 | 29.2% |
| Ruweng | 26 | 12 | 46.2% | 5 | 19.2% | 2 | 7.7% | 7 | 26.9% |
| Total | 454 | 167 | 36.8% | 42 | 9.3% | 206 | 45.4% | 39 | 8.6% |



Number of AES centre teachers by employment status, 2011
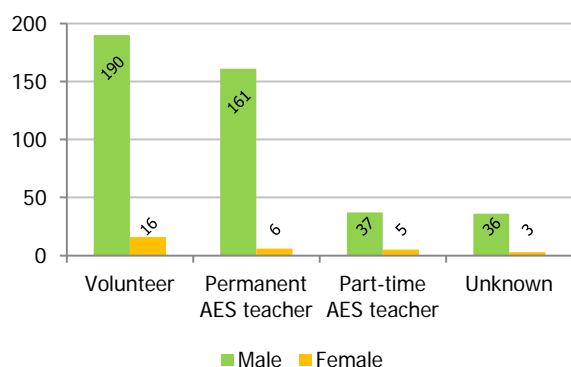


% of AES centre teachers by employment status, 2011
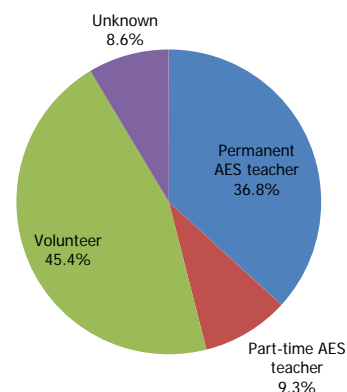
## 8.2.3. Classrooms

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

| County | Total | School building | Borrowed hall | Own building | Open air | Unknown |
|--------|-------|-----------------|---------------|--------------|----------|---------|
| Abiemnom | 4 | 3 | - | - | - | 1 |
| Guit | 8 | 3 | 1 | - | 3 | 1 |
| Koch | 9 | 5 | 1 | 1 | 2 | - |
| Leer | 10 | 5 | 2 | 2 | 1 | - |
| Mayiandit | 14 | 10 | 1 | - | 3 | - |
| Mayom | 23 | 11 | - | - | 11 | 1 |
| Panyinjiar | 19 | 9 | 2 | - | 8 | - |
| Rubkona | 15 | 7 | 1 | - | 5 | 2 |
| Ruweng | 6 | 5 | - | 1 | - | - |
| Total | 108 | 58 | 8 | 4 | 33 | 5 |



Number of AES centres' type of building by county, 2011



% of AES centres' type of building by county, 2011
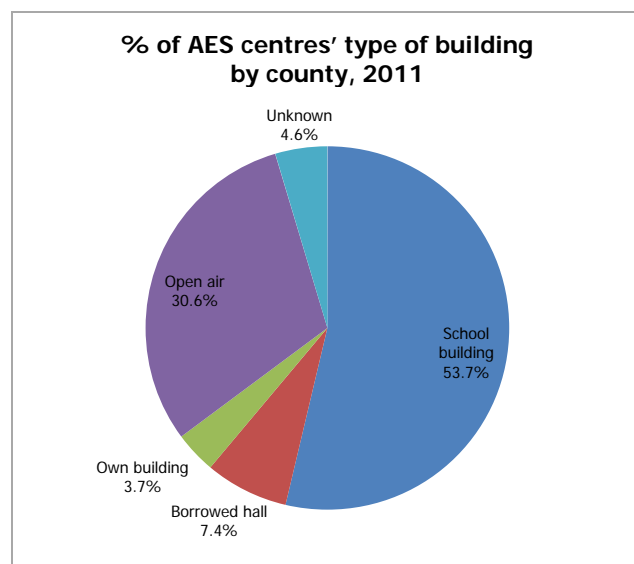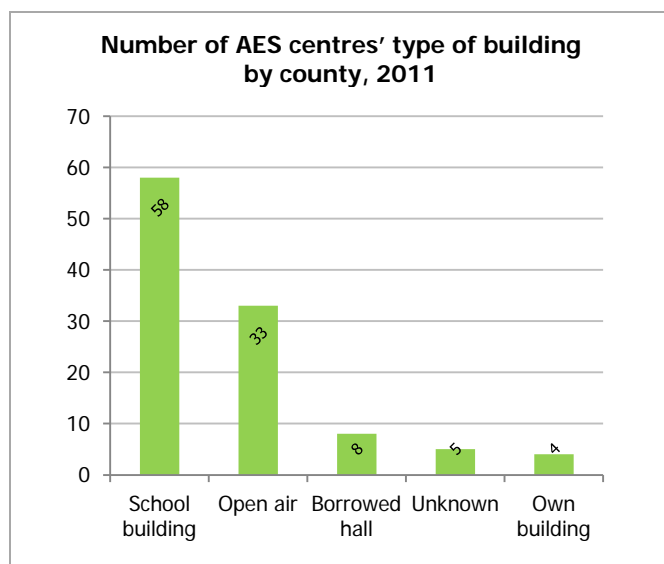
## 8.2.4. Curriculum and instruction

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

| County | Enrolment | English textbooks | | Math textbooks | |
|--------|-----------|-------|--------|-------|--------|
| | | Count | PTextR | Count | PTextR |
| Abiemnom | 754 | 23 | 32.8 | 18 | 41.9 |
| Guit | 1,965 | 46 | 42.7 | 13 | 151.2 |
| Koch | 2,335 | 279 | 8.4 | 207 | 11.3 |
| Leer | 3,535 | 373 | 9.5 | 386 | 9.2 |
| Mayiandit | 2,409 | 177 | 13.6 | 180 | 13.4 |
| Mayom | 5,876 | 388 | 15.1 | 351 | 16.7 |
| Panyinjiar | 4,641 | 252 | 18.4 | 285 | 16.3 |
| Rubkona | 8,822 | 207 | 42.6 | 151 | 58.4 |
| Ruweng | 449 | 6 | 74.8 | 1 | 449.0 |
| Total | 30,786 | 1,751 | 17.6 | 1,592 | 19.3 |

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



AES centre PtextR by county and subject (English and Math), 2011
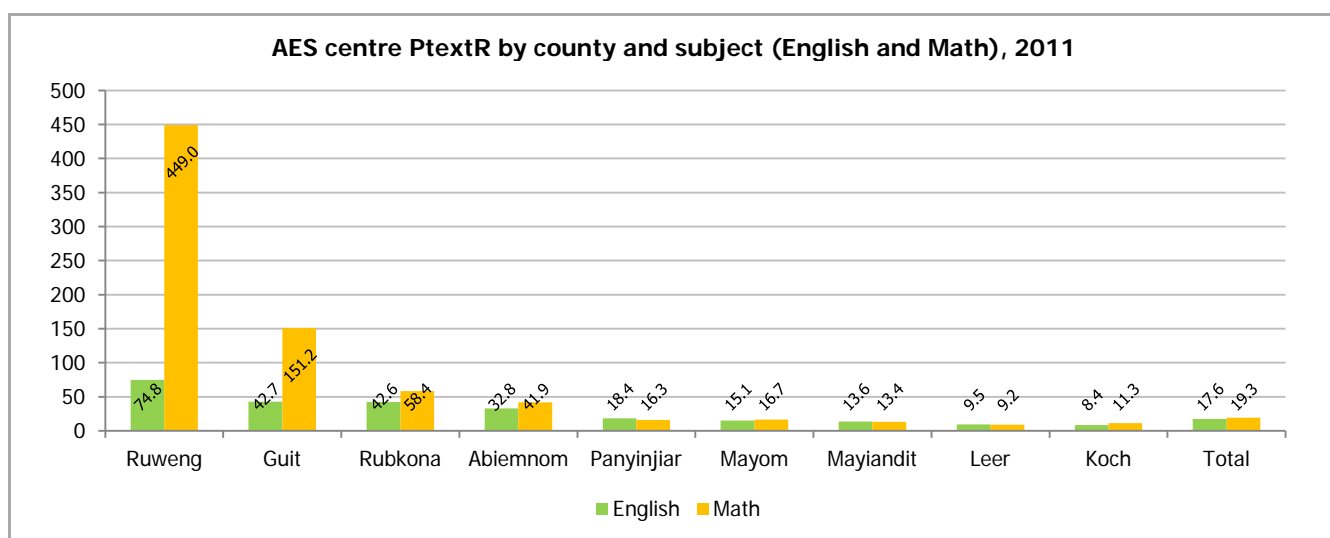
## 8.3. Student flow

### 8.3.1. Dropouts

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

| County | Total | Male | | Female | |
|---|---|---|---|---|---|
| | | Count | % total | Count | % total |
| Abiemnom | 113 | 86 | 76.1% | 27 | 23.9% |
| Guit | 48 | 16 | 33.3% | 32 | 66.7% |
| Koch | 117 | 59 | 50.4% | 58 | 49.6% |
| Leer | 369 | 175 | 47.4% | 194 | 52.6% |
| Mayiandit | 128 | 55 | 43.0% | 73 | 57.0% |
| Mayom | 1,277 | 611 | 47.8% | 666 | 52.2% |
| Panyinjiar | 516 | 218 | 42.2% | 298 | 57.8% |
| Rubkona | 82 | 39 | 47.6% | 43 | 52.4% |
| Ruweng | 23 | 5 | 21.7% | 18 | 78.3% |
| Total | 2,673 | 1,264 | 47.3% | 1,409 | 52.7% |



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



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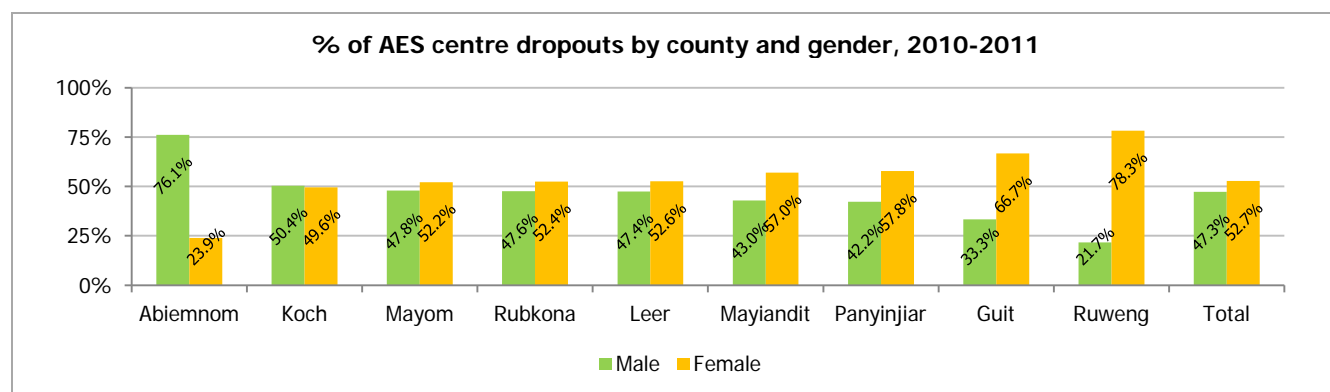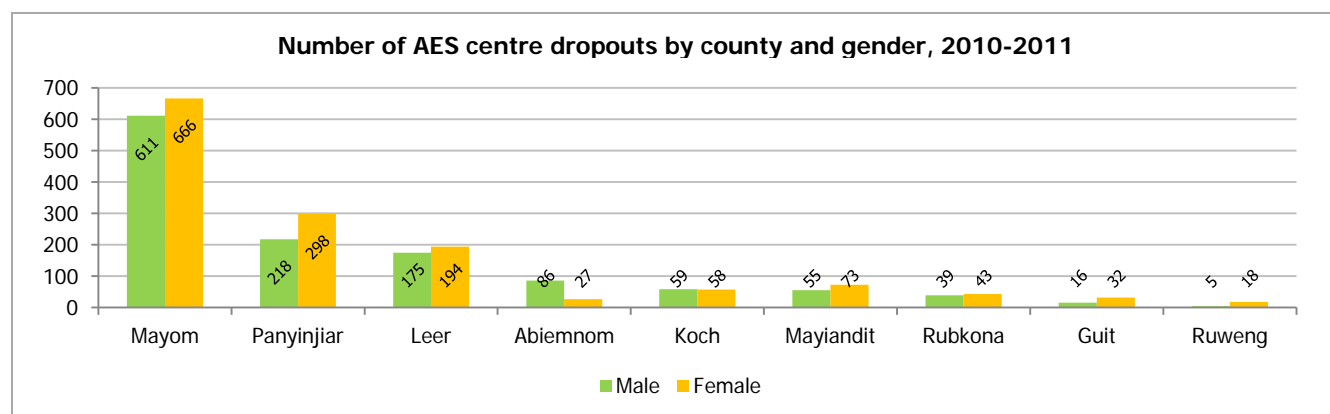
**Number of AES centre dropouts by reason and gender, 2010-2011**

| Reason | Total | Male | | Female | |
|---|---|---|---|---|---|
| | | Count | % total | Count | % total |
| Dismissal from school | 96 | 60 | 62.5% | 36 | 37.5% |
| Family responsibilities | 721 | 381 | 52.8% | 340 | 47.2% |
| Health reasons | 357 | 206 | 57.7% | 151 | 42.3% |
| Marriage | 852 | 447 | 52.5% | 405 | 47.5% |
| Pregnancy-related | 406 | 39 | 9.6% | 367 | 90.4% |
| Other | 241 | 131 | 54.4% | 110 | 45.6% |
| Total | 2,673 | 1,264 | 47.3% | 1,409 | 52.7% |



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

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

| Reason | Male | Female |
|---|---|---|
| Dismissa... | 62.5% | 37.5% |
| Health... | 57.7% | 42.3% |
| Other | 54.4% | 45.6% |
| Family... | 52.8% | 47.2% |
| Marriage | 52.5% | 47.5% |
| Pregnan... | 9.6% | 90.4% |
| Total | 47.3% | 52.7% |
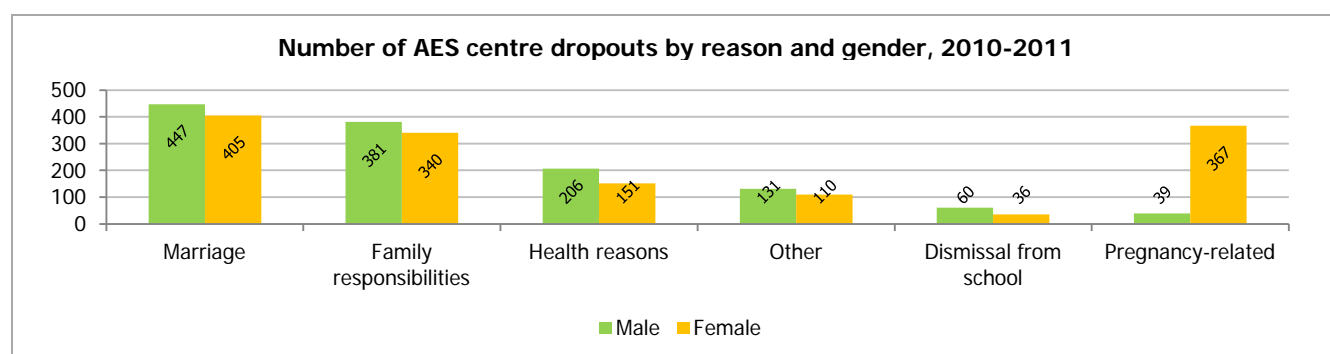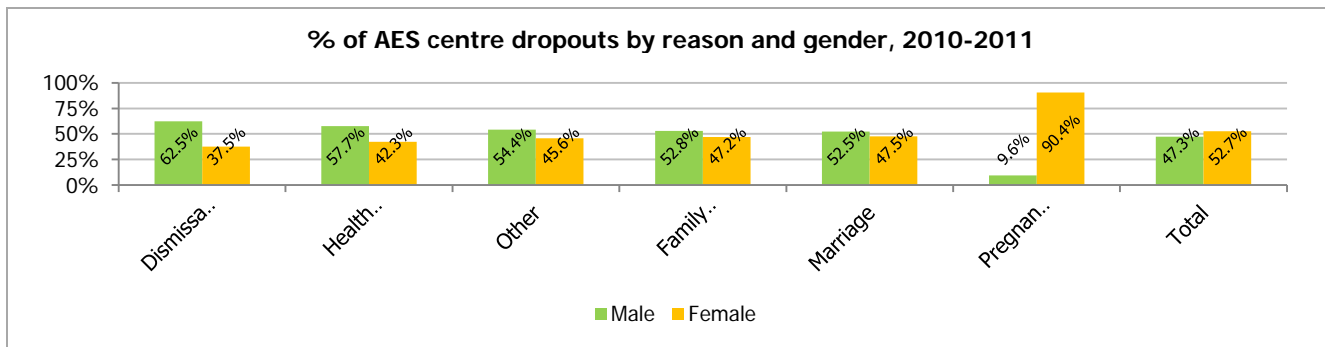
## 8.4. Programme profiles

### 8.4.1. Accelerated Learning Programme (ALP)

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

| County | Total | L1 | L2 | L3 | L4 |
|---|---|---|---|---|---|
| Abiemnom | 674 | 332 | 269 | 39 | 34 |
| Guit | 1,028 | 416 | 364 | 248 | - |
| Koch | 2,335 | 940 | 628 | 562 | 205 |
| Leer | 3,080 | 733 | 863 | 895 | 589 |
| Mayiandit | 2,409 | 1,494 | 664 | 243 | 8 |
| Mayom | 5,601 | 2,011 | 1,430 | 1,381 | 779 |
| Panyinjiar | 4,641 | 1,525 | 1,548 | 1,122 | 446 |
| Rubkona | 7,887 | 2,574 | 1,946 | 1,811 | 1,556 |
| Total | 27,655 | 10,025 | 7,712 | 6,301 | 3,617 |

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

| County | Total | Ages ≤10 | Ages 11-15 | Ages 16-20 | Ages ≥21 |
|---|---|---|---|---|---|
| L1 | 10,025 | 28 | 1,812 | 4,138 | 4,047 |
| | | 0.3% | 18.1% | 41.3% | 40.4% |
| L2 | 7,712 | 4 | 1,071 | 3,230 | 3,407 |
| | | 0.1% | 13.9% | 41.9% | 44.2% |
| L3 | 6,301 | 13 | 605 | 2,586 | 3,097 |
| | | 0.2% | 9.6% | 41.0% | 49.2% |
| L4 | 3,617 | - | 235 | 1,572 | 1,810 |
| | | - | 6.5% | 43.5% | 50.0% |
| Total | 27,655 | 45 | 3,723 | 11,526 | 12,361 |
| | | 0.2% | 13.5% | 41.7% | 44.7% |



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

| Grade | Male | Female |
|---|---|---|
| L1 | 5,861 | 4,164 |
| L2 | 4,320 | 3,392 |
| L3 | 3,573 | 2,728 |
| L4 | 2,220 | 1,397 |



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

| Age group | Male | Female |
|---|---|---|
| Ages ≤10 | 34 | 11 |
| Ages 11-15 | 2,197 | 1,526 |
| Ages 16-20 | 6,674 | 4,852 |
| Age ≥21 | 7,069 | 5,292 |
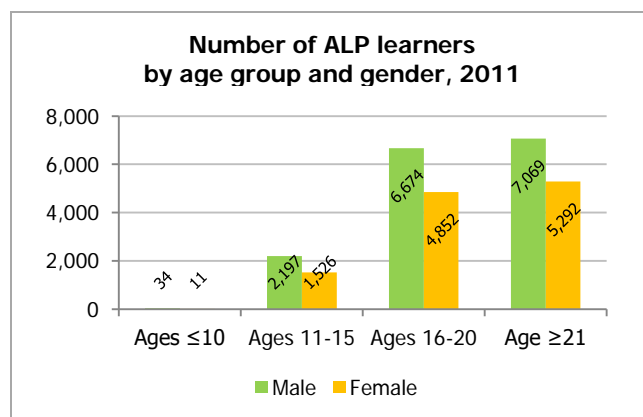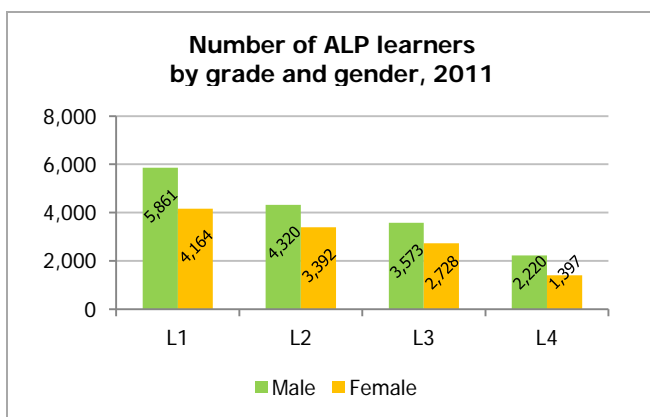
**Number of centres with ALP by funder, 2011**

| Funder | Centres | Centres % |
|---|---|---|
| Church | 1 | 1.1% |
| Community | 2 | 2.2% |
| Government | 78 | 87.6% |
| MDTF | 3 | 3.4% |
| Other | 3 | 3.4% |
| Unknown | 2 | 2.2% |
| Total | 89 | 100.0% |

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

| Agency | Centres | Centres % |
|---|---|---|
| CRS | 1 | 1.1% |
| EDC | 50 | 56.2% |
| SCiSS | 7 | 7.9% |
| Windle Trust | 7 | 7.9% |
| Other | 15 | 16.9% |
| Unknown | 9 | 10.1% |
| Total | 89 | 100.0% |
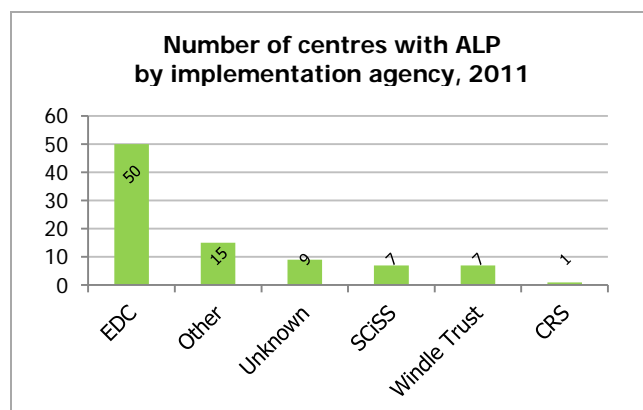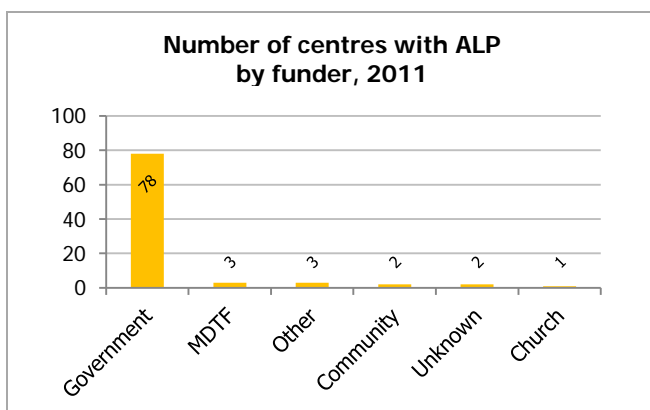


**Number of centres with ALP by funder, 2011**

| Funder | Centres |
|---|---|
| Government | 78 |
| MDTF | 3 |
| Other | 3 |
| Community | 2 |
| Unknown | 2 |
| Church | 1 |



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

| Agency | Centres |
|---|---|
| EDC | 50 |
| Other | 15 |
| Unknown | 9 |
| SCiSS | 7 |
| Windle Trust | 7 |
| CRS | 1 |

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

| County | Total | Male | | Female | |
|---|---|---|---|---|---|
| | | Count | % total | Count | % total |
| Abiemnom | 14 | 11 | 78.6% | 3 | 21.4% |
| Guit | 5 | 5 | 100.0% | - | - |
| Koch | 35 | 32 | 91.4% | 3 | 8.6% |
| Leer | 60 | 52 | 86.7% | 8 | 13.3% |
| Mayiandit | 42 | 42 | 100.0% | - | - |
| Mayom | 107 | 105 | 98.1% | 2 | 1.9% |
| Panyinjiar | 72 | 67 | 93.1% | 5 | 6.9% |
| Rubkona | 48 | 45 | 93.8% | 3 | 6.3% |
| Total | 383 | 359 | 93.7% | 24 | 6.3% |
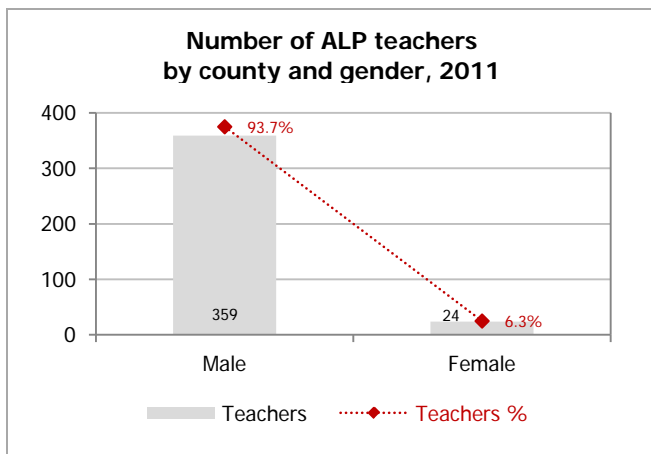
**Number and % of ALP teachers by county and professional qualification, 2011**

| County | Total | Trained | | Untrained | |
|---|---|---|---|---|---|
| | | Count | % total | Count | % total |
| Abiemnom | 14 | 5 | 35.7% | 9 | 64.3% |
| Guit | 5 | 1 | 20.0% | 4 | 80.0% |
| Koch | 35 | 9 | 25.7% | 26 | 74.3% |
| Leer | 60 | 9 | 15.0% | 51 | 85.0% |
| Mayiandit | 42 | 8 | 19.0% | 34 | 81.0% |
| Mayom | 107 | 24 | 22.4% | 83 | 77.6% |
| Panyinjiar | 72 | 13 | 18.1% | 59 | 81.9% |
| Rubkona | 48 | 7 | 14.6% | 41 | 85.4% |
| Total | 383 | 76 | 19.8% | 307 | 80.2% |



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



**Number of ALP teachers by professional qualification and gender, 2011**
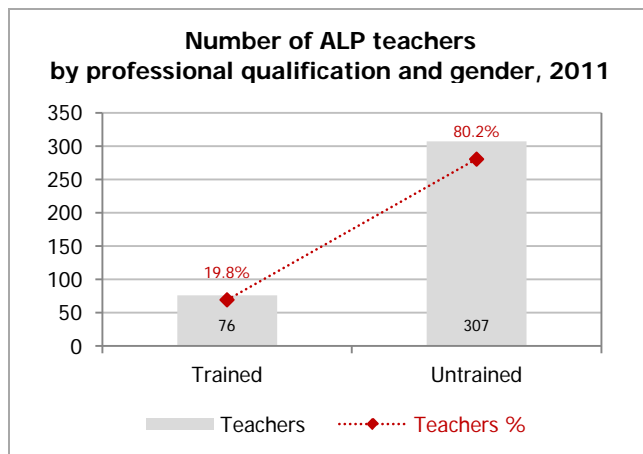
**ALP pupil-teacher ratio (PTR) by county, 2011**

| County | Learner | Teacher | PTR |
|---|---|---|---|
| Abiemnom | 674 | 14 | 48.1 |
| Guit | 1,028 | 5 | 205.6 |
| Koch | 2,335 | 35 | 66.7 |
| Leer | 3,080 | 60 | 51.3 |
| Mayiandit | 2,409 | 42 | 57.4 |
| Mayom | 5,601 | 107 | 52.3 |
| Panyinjiar | 4,641 | 72 | 64.5 |
| Rubkona | 7,887 | 48 | 164.3 |
| Total | 27,655 | 383 | 72.2 |
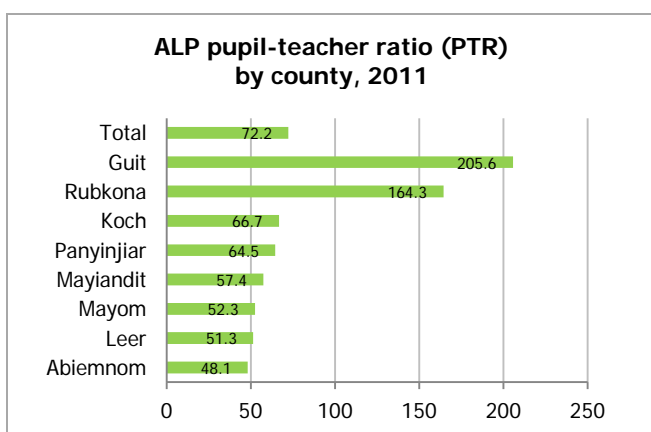
**ALP PTextR by county and subject (English and Math), 2011**

| County | Enrol. | English | | Math | |
|---|---|---|---|---|---|
| | | Count | PTextR | Count | PTextR |
| Abiemnom | 674 | 23 | 29.3 | 18 | 37.4 |
| Guit | 1,028 | 12 | 85.7 | 7 | 146.9 |
| Koch | 2,335 | 279 | 8.4 | 207 | 11.3 |
| Leer | 3,080 | 359 | 8.6 | 376 | 8.2 |
| Mayiandit | 2,409 | 177 | 13.6 | 180 | 13.4 |
| Mayom | 5,601 | 383 | 14.6 | 351 | 16.0 |
| Panyinjiar | 4,641 | 252 | 18.4 | 285 | 16.3 |
| Rubkona | 7,887 | 134 | 58.9 | 117 | 67.4 |
| Total | 27,655 | 1,619 | 17.1 | 1,541 | 17.9 |



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



**ALP PtextR by county and subject (Eng and Math), 2011**
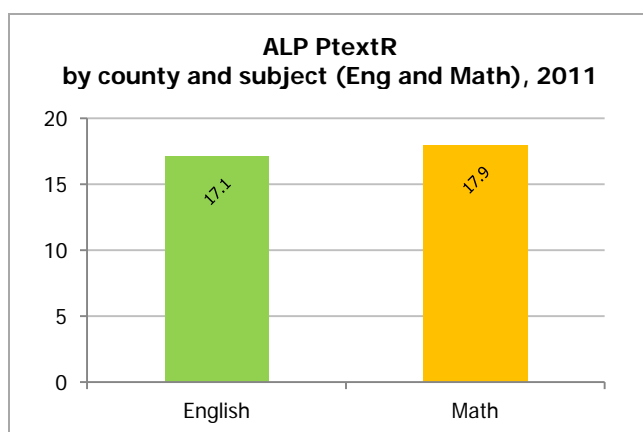
### 8.4.2. Basic Functional Adult Literacy (BFAL)

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

| County | Total | G1 | G2 |
|---|---|---|---|
| Abiemnom | 80 | - | 80 |
| Guit | 552 | 325 | 227 |
| Rubkona | 720 | 492 | 228 |
| Ruweng | 449 | 320 | 129 |
| Total | 1,801 | 1,137 | 664 |

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

| County | Total | Ages 5-10 | Ages 11-15 | Ages 16-20 | Ages 21+ |
|---|---|---|---|---|---|
| G1 | 1,137 | 24 | 34 | 202 | 877 |
| | | 2.1% | 3.0% | 17.8% | 77.1% |
| G2 | 664 | 25 | 70 | 98 | 471 |
| | | 3.8% | 10.5% | 14.8% | 70.9% |
| Total | 1,801 | 49 | 104 | 300 | 1,348 |
| | | 2.7% | 5.8% | 16.7% | 74.8% |

## Number of BFAL programme learners by grade and gender, 2011



## Number of BFAL programme learners by age group and gender, 2011
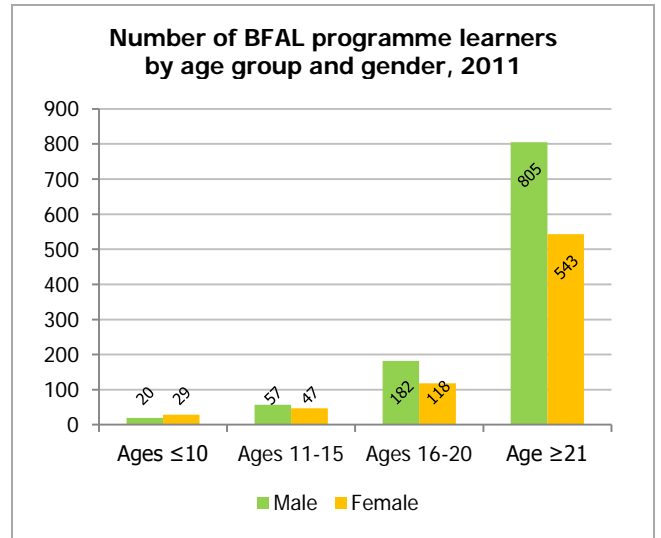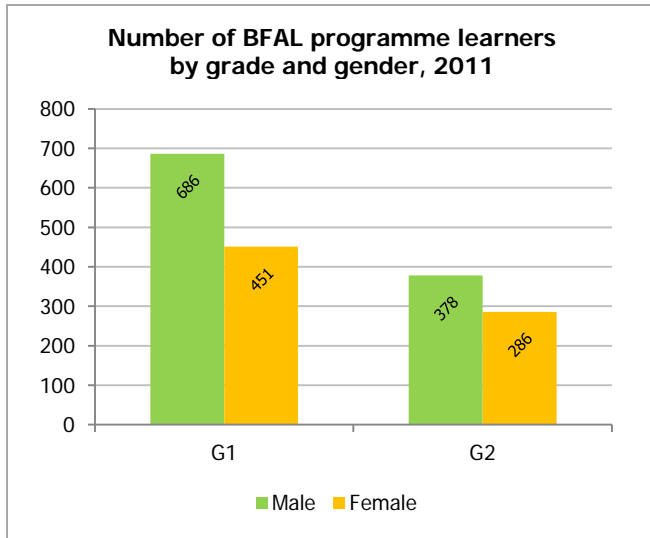


**Number and % of centres with BFAL programme by funder, 2011**

| Funder | Centres | Centres % |
|---|---|---|
| Government | 13 | 100.0% |
| Total | 13 | 100.0% |

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

| Agency | Centres | Centres % |
|---|---|---|
| EDC | 3 | 23.1% |
| SCiSS | 3 | 23.1% |
| Windle Trust | 3 | 23.1% |
| Other | 2 | 15.4% |
| Unknown | 2 | 15.4% |
| Total | 13 | 100.0% |

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

| County | Total | Male | | Female | |
|---|---|---|---|---|---|
| | | Count | % total | Count | % total |
| Abiemnom | 5 | 2 | 40.0% | 3 | 60.0% |
| Guit | 6 | - | - | 6 | 100.0% |
| Rubkona | 13 | 2 | 15.4% | 11 | 84.6% |
| Ruweng | 26 | 7 | 26.9% | 19 | 73.1% |
| Total | 50 | 11 | 22.0% | 39 | 78.0% |

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

| County | Total | Trained | | Untrained | |
|---|---|---|---|---|---|
| | | Count | % total | Count | % total |
| Abiemnom | 5 | 2 | 40.0% | 3 | 60.0% |
| Guit | 6 | - | - | 6 | 100.0% |
| Rubkona | 13 | 2 | 15.4% | 11 | 84.6% |
| Ruweng | 26 | 7 | 26.9% | 19 | 73.1% |
| Total | 50 | 11 | 22.0% | 39 | 78.0% |

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



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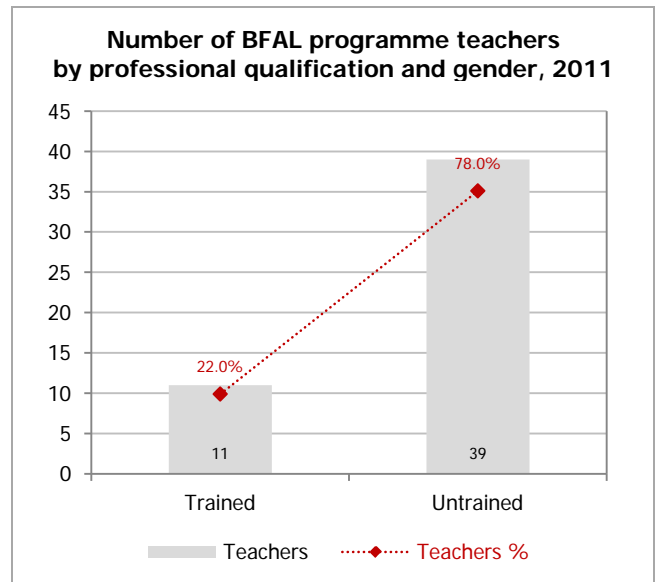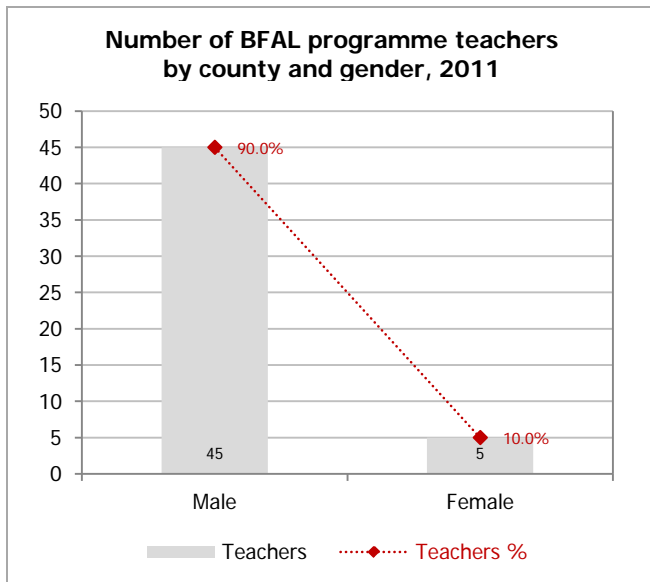


**BFAL programme pupil-teacher ratio (PTR) by county, 2011**

| County | Learner | Teacher | PTR |
|---|---|---|---|
| Abiemnom | 80 | 5 | 16.0 |
| Guit | 552 | 6 | 92.0 |
| Rubkona | 720 | 13 | 55.4 |
| Ruweng | 449 | 26 | 17.3 |
| Total | 1,801 | 50 | 36.0 |

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

| County | Enrol. | English | | Math | |
|---|---|---|---|---|---|
| | | Count | PTextR | Count | PTextR |
| Abiemnom | 80 | - | - | - | - |
| Guit | 552 | 13 | 42.5 | 3 | 184.0 |
| Rubkona | 720 | 59 | 12.2 | 13 | 55.4 |
| Ruweng | 449 | 6 | 74.8 | 1 | 449.0 |
| Total | 1,801 | 78 | 23.1 | 17 | 105.9 |

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



**BFAL programme PtextR by county and subject (Eng and Math), 2011**
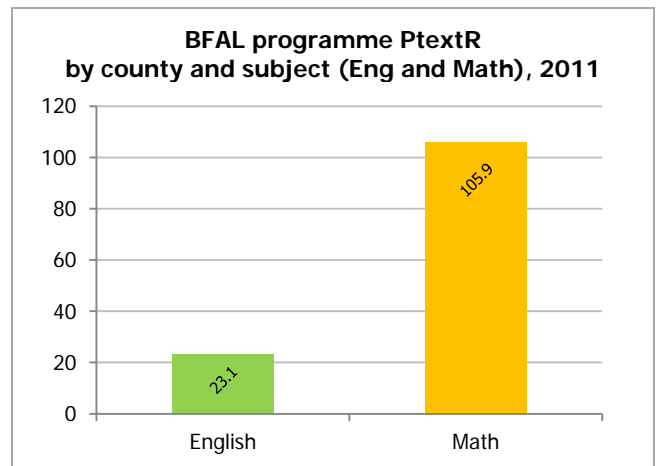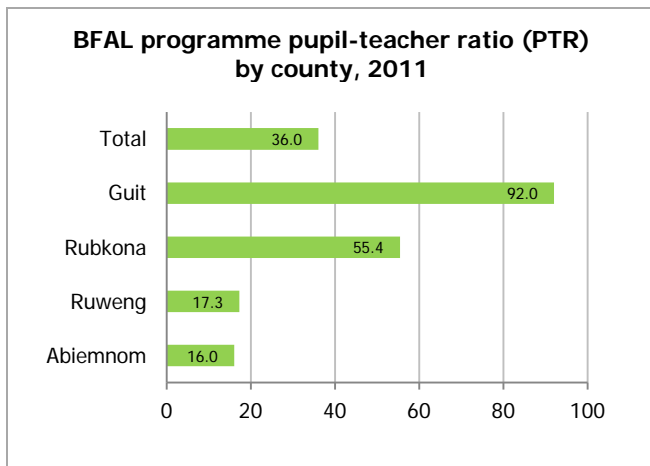
### 8.4.3. Intensive English Course (IEC) programme

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

| County | Total | Begin. | Inter. | Adv. |
|---|---|---|---|---|
| Guit | 158 | 88 | 47 | 23 |
| Mayom | 275 | 93 | 121 | 61 |
| Total | 433 | 181 | 168 | 84 |

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

| County | Total | Ages ≤10 | Ages 11-15 | Ages 16-20 | Ages ≥21 |
|---|---|---|---|---|---|
| Beginner | 181 | 3 | 80 | 47 | 51 |
| | | 1.7% | 44.2% | 26.0% | 28.2% |
| Intermediate | 168 | 12 | 57 | 41 | 58 |
| | | 7.1% | 33.9% | 24.4% | 34.5% |
| Advanced | 84 | 1 | 31 | 20 | 32 |
| | | 1.2% | 36.9% | 23.8% | 38.1% |
| Total | 433 | 16 | 168 | 108 | 141 |
| | | 3.7% | 38.8% | 24.9% | 32.6% |



**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 % |
|---|---|---|
| Government | 2 | 100.0% |
| Total | 2 | 100.0% |

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

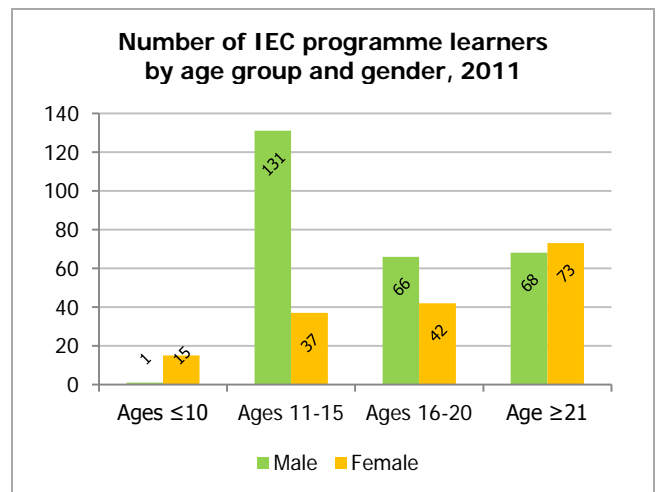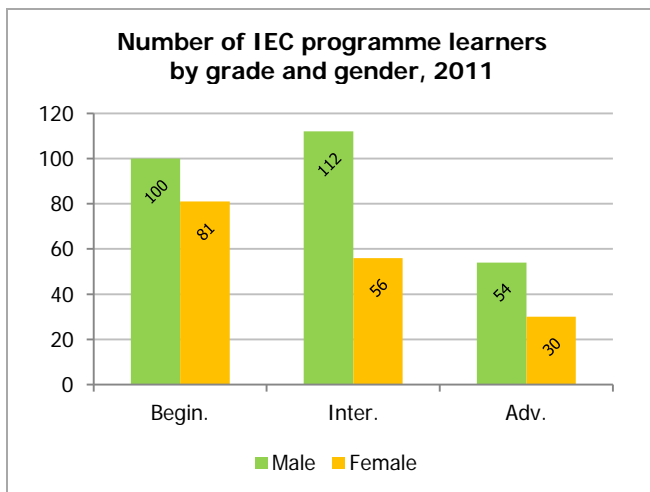| Agency | Centres | Centres % |
|---|---|---|
| EDC | 1 | 50.0% |
| Unknown | 1 | 50.0% |
| Total | 2 | 100.0% |

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

| County | Total | Male | | Female | |
|---|---|---|---|---|---|
| | | Count | % total | Count | % total |
| Guit | 3 | 3 | 100.0% | - | - |
| Mayom | 8 | 7 | 87.5% | 1 | 12.5% |
| Total | 11 | 10 | 90.9% | 1 | 9.1% |

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

| County | Total | Trained | | Untrained | |
|---|---|---|---|---|---|
| | | Count | % total | Count | % total |
| Guit | 3 | 2 | 66.7% | 1 | 33.3% |
| Mayom | 8 | 3 | 37.5% | 5 | 62.5% |
| Total | 11 | 5 | 45.5% | 6 | 54.5% |

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

| County | Learner | Teacher | PTR |
|---|---|---|---|
| Guit | 158 | 3 | 52.7 |
| Mayom | 275 | 8 | 34.4 |
| Total | 433 | 11 | 39.4 |

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

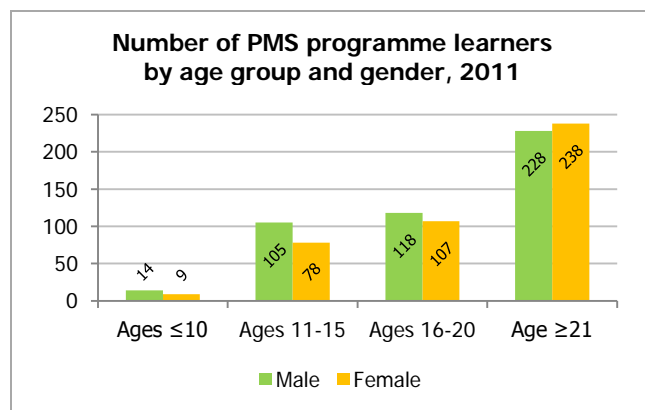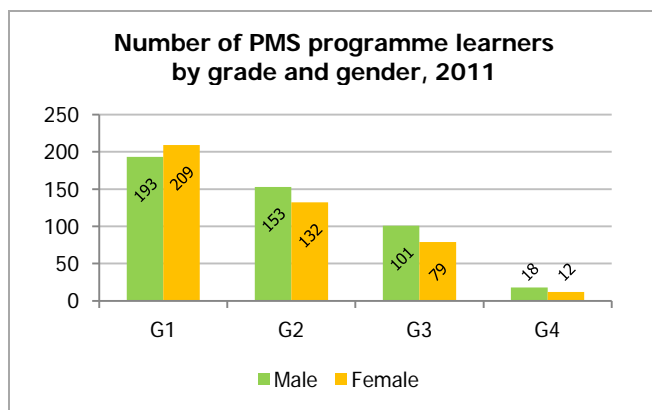| County | Enrol. | English | |
|---|---|---|---|
| | | Count | PTextR |
| Guit | 158 | 18 | 8.8 |
| Mayom | 275 | 5 | 55.0 |
| Total | 433 | 23 | 18.8 |

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

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

| County | Total | G1 | G2 | G3 | G4 |
|---|---|---|---|---|---|
| Guit | 227 | 126 | 101 | - | - |
| Leer | 455 | 181 | 130 | 139 | 5 |
| Rubkona | 215 | 95 | 54 | 41 | 25 |
| Total | 897 | 402 | 285 | 180 | 30 |

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

| County | Total | Ages ≤10 | Ages 11-15 | Ages 6-20 | Ages ≥21 |
|---|---|---|---|---|---|
| G1 | 402 | 12 | 73 | 84 | 233 |
| | | 3.0% | 18.2% | 20.9% | 58.0% |
| G2 | 285 | 10 | 40 | 74 | 161 |
| | | 3.5% | 14.0% | 26.0% | 56.5% |
| G3 | 180 | 1 | 61 | 56 | 62 |
| | | 0.6% | 33.9% | 31.1% | 34.4% |
| G4 | 30 | - | 9 | 11 | 10 |
| | | - | 30.0% | 36.7% | 33.3% |
| Total | 897 | 23 | 183 | 225 | 466 |
| | | 2.6% | 20.4% | 25.1% | 52.0% |



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 % |
|---|---|---|
| Government | 3 | 75.0% |
| Unknown | 1 | 25.0% |
| Total | 4 | 100.0% |

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

| Agency | Centres | Centres % |
|---|---|---|
| EDC | 2 | 50.0% |
| 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 Count | % total | Female Count | % total |
|---|---|---|---|---|---|
| Guit | 2 | 2 | 100.0% | - | - |
| Leer | 4 | 4 | 100.0% | - | - |
| Rubkona | 4 | 4 | 100.0% | - | - |
| Total | 10 | 10 | 100.0% | - | - |

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

| County | Total | Trained Count | % total | Untrained Count | % total |
|---|---|---|---|---|---|
| Guit | 2 | - | - | 2 | 100.0% |
| Leer | 4 | 1 | 25.0% | 3 | 75.0% |
| Rubkona | 4 | - | - | 4 | 100.0% |
| Total | 10 | 1 | 10.0% | 9 | 90.0% |

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

| County | Learner | Teacher | PTR |
|---|---|---|---|
| Guit | 227 | 2 | 113.5 |
| Leer | 455 | 4 | 113.8 |
| Rubkona | 215 | 4 | 53.8 |
| Total | 897 | 10 | 89.7 |

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

| County | Enrol. | English Count | PTextR | Math Count | PTextR |
|---|---|---|---|---|---|
| Guit | 227 | 3 | 75.7 | 3 | 75.7 |
| Leer | 455 | 14 | 32.5 | 10 | 45.5 |
| Rubkona | 215 | 14 | 15.4 | 21 | 10.2 |
| Total | 897 | 31 | 28.9 | 34 | 26.4 |



PMS programme PtextR by county and subject (Eng and Math), 2011
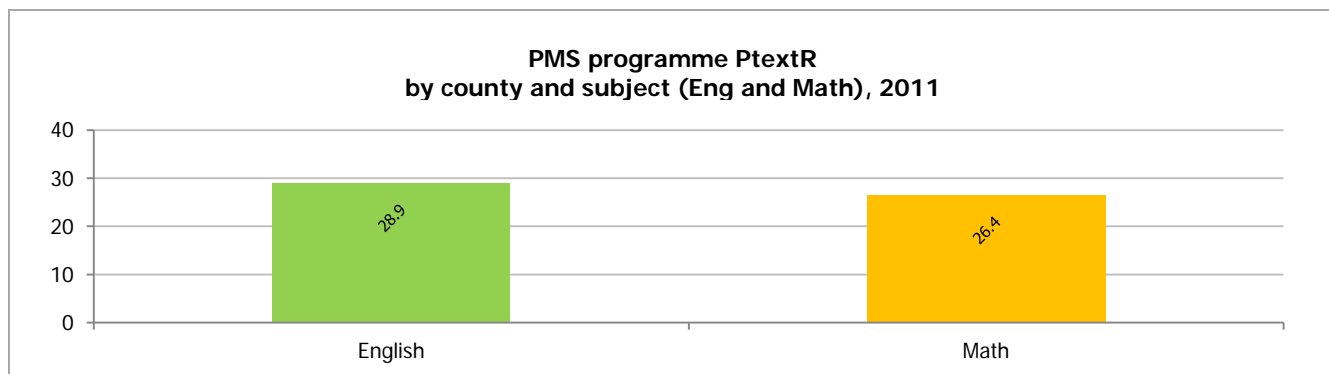
## 9.0. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET), 2011

### 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 |
| Leer | 21 | 19 | 90.5% | 2 | 9.5% |
| Total | 21 | 19 | 90.5% | 2 | 9.5% |

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

| Programme | Total | Male | | Female | |
|---|---|---|---|---|---|
| | | Count | % total | Count | % total |
| Agriculture | 21 | 19 | 90.5% | 2 | 9.5% |
| Total | 21 | 19 | 90.5% | 2 | 9.5% |

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

| Type of service for female trainees | Centres | Centres% |
|---|---|---|
| Flexible school hours for girls | 1 | 100.0% |
| Total | 1 | 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 % |
|---|---|---|
| Unknown | 1 | 100.0% |
| Total | 1 | 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 % |
|---|---|---|
| Religious group | 1 | 100.0% |
| Total | 1 | 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 % |
|---|---|---|
| External org | 1 | 100.0% |
| Total | 1 | 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 |
| Leer | 5 | 4 | 80.0% | 1 | 20.0% |
| Total | 5 | 4 | 80.0% | 1 | 20.0% |

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

| County | Total | Trained | | Untrained | |
|---|---|---|---|---|---|
| | | Count | % total | Count | % total |
| Leer | 5 | 5 | 100.0% | - | - |
| Total | 5 | 5 | 100.0% | - | - |

**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 |
| Leer | 5 | - | - | - | - | 1 | 20.0% | 4 | 80.0% |
| Total | 5 | - | - | - | - | 1 | 20.0% | 4 | 80.0% |

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

| County | Total | Paid | | Volunteer | |
|---|---|---|---|---|---|
| | | Count | % total | Count | % total |
| Leer | 5 | 4 | 80.0% | 1 | 20.0% |
| Total | 5 | 4 | 80.0% | 1 | 20.0% |

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

| Ownership | Trainees | Teachers/trainers | PTR |
|---|---|---|---|
| Religious group | 21 | 5 | 4.2 |
| Total | 21 | 5 | 4.2 |

### 9.2.3. Curriculum

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

| Programme | Centres | Centres % |
|---|---|---|
| Agriculture | 1 | 100.0% |
| Total | 1 | 100.0% |

\* Some centres teach more than one programme.

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

| Programme | Centres | Centres % |
|---|---|---|
| Agriculture | 1 | 100.0% |
| Total | 1 | 100.0% |

\* Some centres teach more than one programme.

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

| Skill | Centres | Centres % |
|---|---|---|
| Eng. language | 1 | 33.3% |
| Entrepre. | 1 | 33.3% |
| Numeracy | 1 | 33.3% |
| Total | 3 | 100.0% |

\* Some centres teach more than one skill.

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

| Service | Centres | Centres % |
|---|---|---|
| Toolkit | 1 | 100.0% |
| Total | 1 | 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 | 1 | 100.0% |
| Borrowed curriculum | - | - |
| School-dev curriculum | - | - |
| Total | 1 | 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 |
| Leer | 2 | 2 | 100.0% | - | - | - | - |
| Total | 2 | 2 | 100.0% | - | - | - | - |

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

| Facility | Centres with the facility | Centres with the facility % |
|---|---|---|
| Dormitory for trainees | 1 | 100.0% |
| Hand washing facility | - | - |
| Latrine | 1 | 100.0% |
| Production space/incubator | - | - |
| Staff/teachers/trainers quarters | 1 | 100.0% |
| Electricity | - | - |
| Laboratory/workshop | - | - |
| Library | - | - |
| Safe drinking water | 1 | 100.0% |

## 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 |
| Leer | 3 | 3 | 100.0% | - | - |
| Total | 3 | 3 | 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 | 1 | 100.0% |
| Total | 1 | 100.0% |

### 9.4.2. Fee/tuition

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

| Fees/tuition | Centres | Centres % |
|---|---|---|
| <1,000 | - | - |
| 1,000-5000 | 1 | 100.0% |
| >5,000 | - | - |
| Total | 1 | 100.0% |

## 10.0.    Missing schools

### 10.1.    Primary schools

| No. | State | County | Payam | EMIS code | School |
|---|---|---|---|---|---|
| 1 | Unity | Guit | Nyathor | 50314 | Kuarthaak Primary School |
| 2 | Unity | Guit | WathNyona | 50251 | Kalnyona Primary School |
| 3 | Unity | Guit | WathNyona | 50281 | Heap Primary School |
| 4 | Unity | Leer | Adok | 50108 | Naak Primary School |
| 5 | Unity | Leer | Adok | 50327 | Gor Primary School |
| 6 | Unity | Leer | Pilieny | 50109 | Thor Nyol  Primary School |
| 7 | Unity | Mayiandit | Pabuong | 50127 | Dongol Primary School |
| 8 | Unity | Mayiandit | Pabuong | 50373 | Madol Primary |

### 10.2.    Secondary schools

| No. | State | County | Payam | EMIS code | School |
|---|---|---|---|---|---|
| 1 | Unity | Panyinjiar | Ganyliel | 50004 | Ganyliel Secondary school |
| 2 | Unity | Panyinjiar | Nyal | 50005 | Nyal Secondary School |
| 3 | Unity | Ruweng | Panyang | 50001 | Pariang Secondary School |

### 10.3.    TVET centres[6]

| No. | State | County | Payam | EMIS code | Centre |
|---|---|---|---|---|---|
| 1 | Unity | Leer | Leer | 49 | St Daniel Comboni Vocational Training Centre |

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[6] The full list of TVET centres is provided here upon the request of the Ministry of Labor.