



Education Statistics for Upper Nile

**Government of
Republic of
South Sudan**

**Ministry of General Education
and Instruction**



SUDAN

Upper Nile

ETHIOPIA

CENTRAL AFRICAN
REPUBLIC

DEMOCRATIC
REPUBLIC OF
CONGO

UGANDA

KENYA

State Statistical Booklet

2011

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

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Foreword

Message from Minister Joseph Ukel Abango



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

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

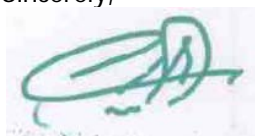
appropriate interventions. Once implemented, EMIS assists us in monitoring if the interventions are having the desired outcome.

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

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

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

Sincerely,

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

Hon Joseph Ukel Abango
Ministry of General Education and Instruction

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1.0. ACRONYMS

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

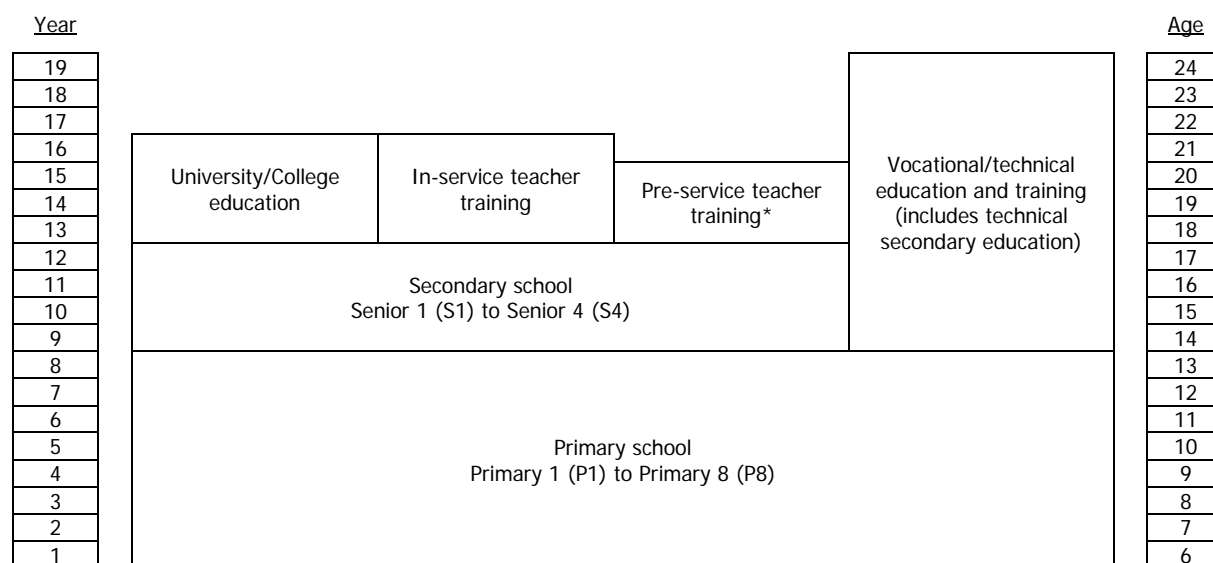
"We cherish education for all our people equally and aim to provide a lifelong education for all children and adults of South Sudan, an education that is relevant and based on the needs of the people, to enable them to be responsible and productive citizens."

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.

Figure 1. RSS education ladder

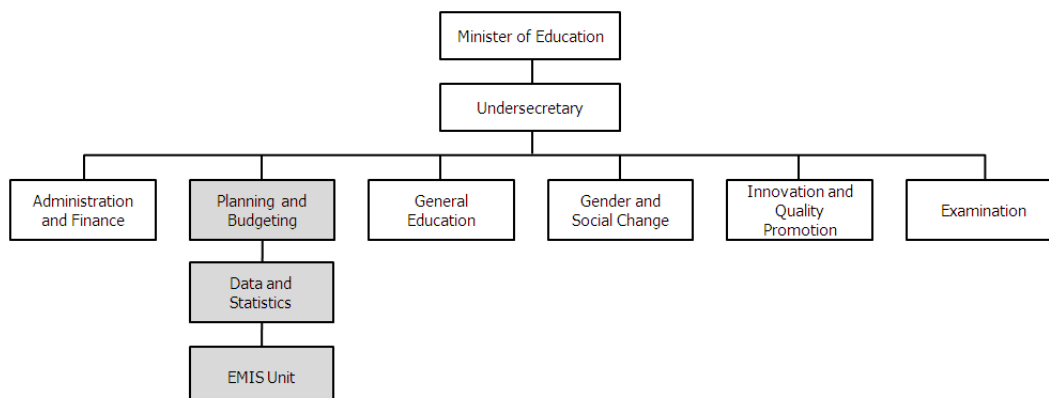


*Pre-service teacher training lasts three (3) years for P8 leavers and two (2) years for secondary leavers.

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 organisations on the application of EMIS data in building short-, mid-, and long-term strategic plans and budgets.

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

2.6. About the Booklet

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

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.

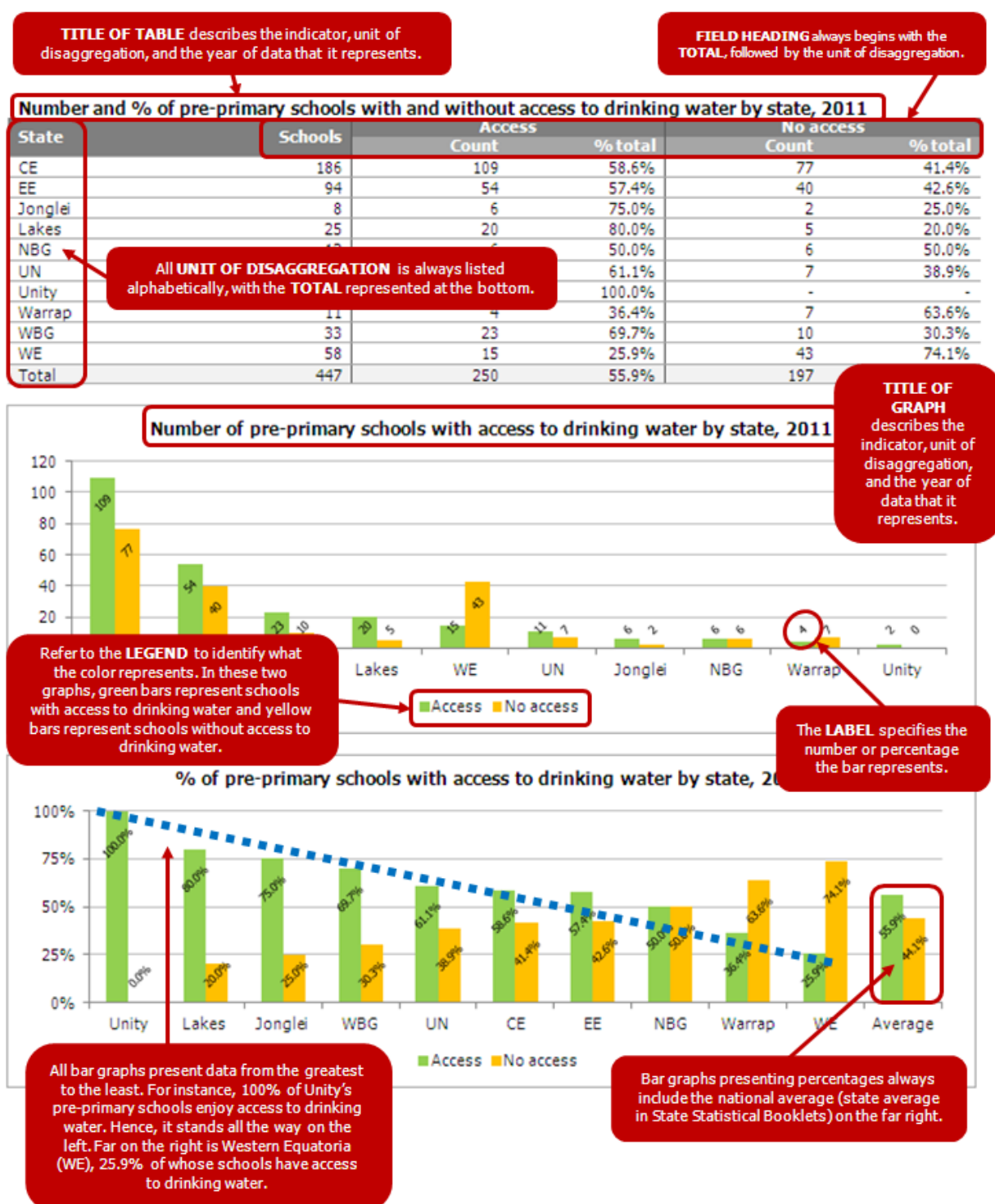
Two (2) types of data were used in the compilation of this booklet: **1)** 2009-2011 AEC outputs and **2)** population projection based on the 2008 population data from the National Bureau of Statistics (NBS).³

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.



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:

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

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

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

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

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

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

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

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

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

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

3.3. Indicators used to measure resource

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

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

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

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

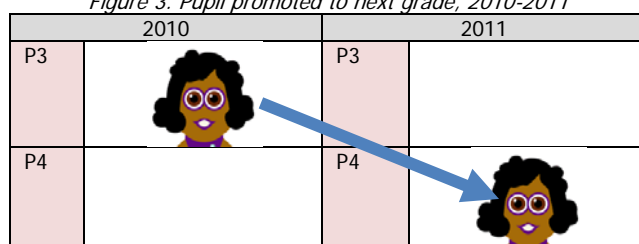
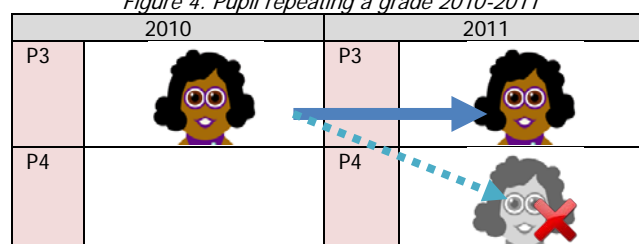


Figure 4. Pupil repeating a grade 2010-2011

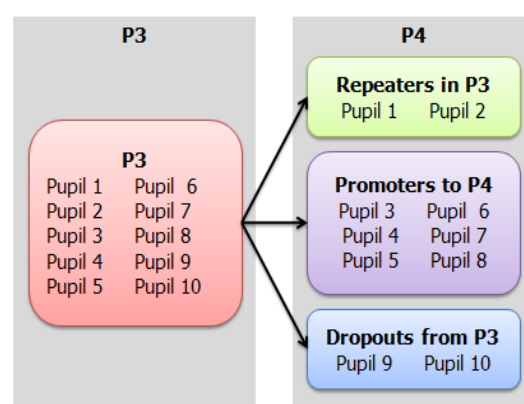


3.4.4. Repetition rate measures the phenomenon of pupils from a cohort repeating a grade, and its effect on the internal efficiency of education systems. It is one of the key indicators for analysing and projecting pupil flows from grade to grade within the education cycle. Repetition rate should ideally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

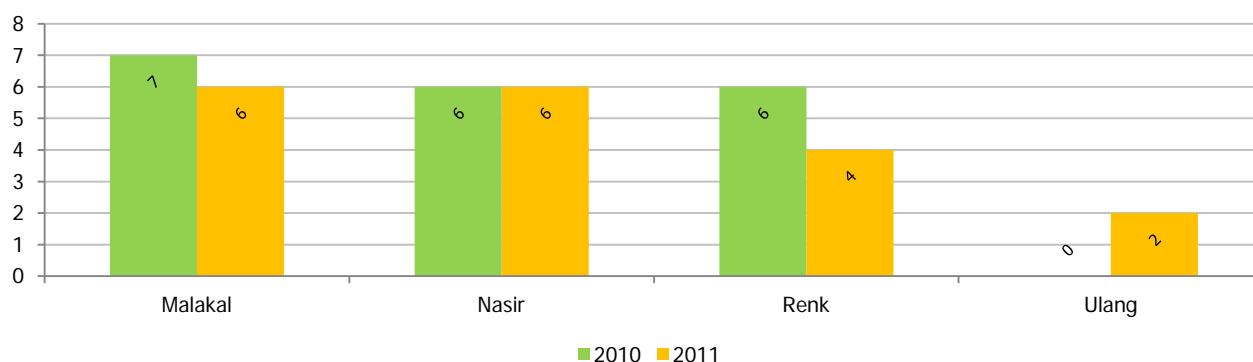
4.1.1. Schools

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

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Malakal	2011	6	2	4	33.3%	66.7%
	2010	7	-	7	-	100.0%
Nasir	2011	6	-	6	-	100.0%
	2010	6	-	6	-	100.0%
Renk	2011	4	4	-	100.0%	-
	2010	6	2	4	33.3%	66.7%
Ulang	2011	2	1	1	50.0%	50.0%
	2010	-	-	-	-	-
Total	2011	18	7	11	38.9%	61.1%
	2010	19	2	17	10.5%	89.5%

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

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

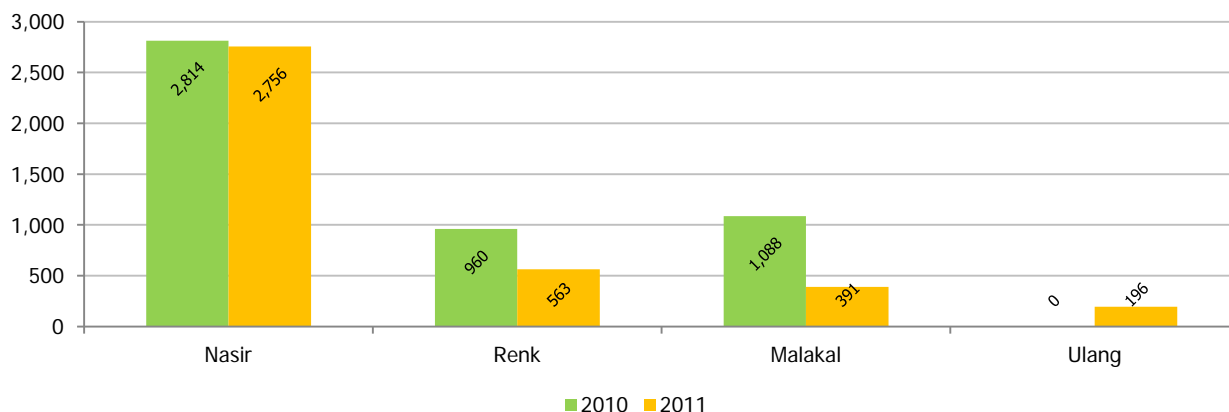


4.1.2. Pupils

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

County	Year	Total	Male	Female	Male %	Female %
Malakal	2011	391	185	206	47.3%	52.7%
	2010	1,088	544	544	50.0%	50.0%
Nasir	2011	2,756	1,588	1,168	57.6%	42.4%
	2010	2,814	1,543	1,271	54.8%	45.2%
Renk	2011	563	296	267	52.6%	47.4%
	2010	960	481	479	50.1%	49.9%
Ulang	2011	196	107	89	54.6%	45.4%
	2010	-	-	-	-	-
Total	2011	3,906	2,176	1,730	55.7%	44.3%
	2010	4,862	2,568	2,294	52.8%	47.2%

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

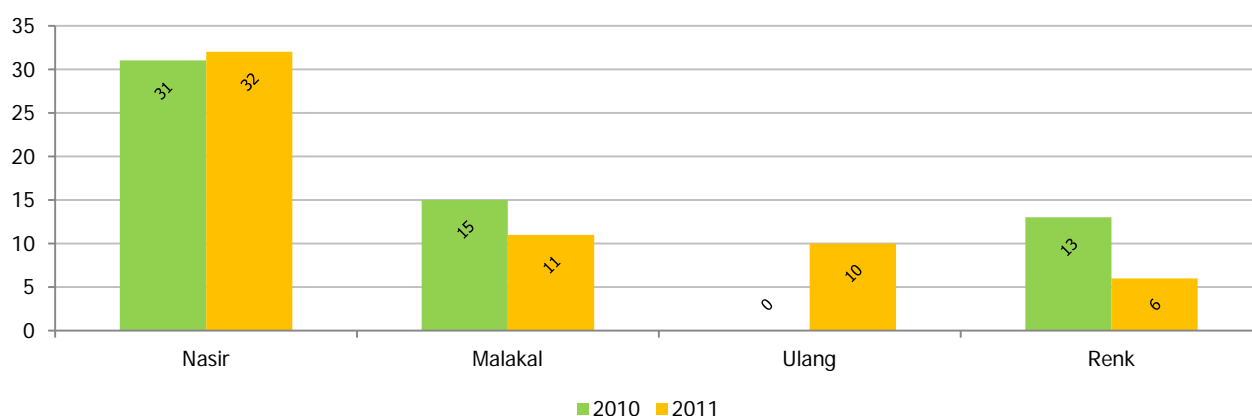


4.1.3. Teachers

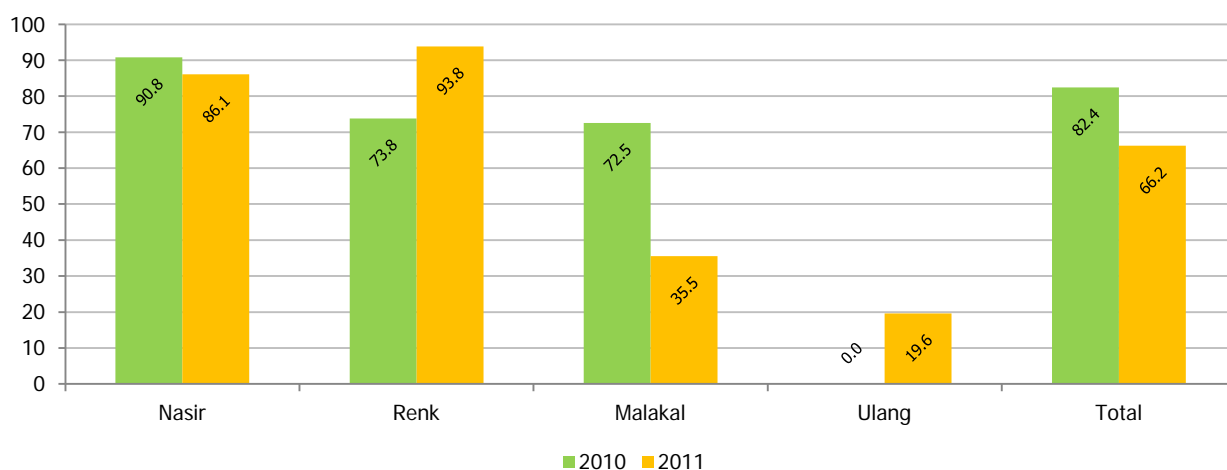
No. and % of pre-primary school teachers and pupil-teacher ratio (PTR) by county and gender, 2010-2011

County	Year	Total	Male	Female	Male %	Female %	PTR
Malakal	2011	11	3	8	27.3%	72.7%	35.5
	2010	15	1	14	6.7%	93.3%	72.5
Nasir	2011	32	21	11	65.6%	34.4%	86.1
	2010	31	22	9	71.0%	29.0%	90.8
Renk	2011	6	-	6	-	100.0%	93.8
	2010	13	1	12	7.7%	92.3%	73.8
Ulang	2011	10	8	2	80.0%	20.0%	19.6
	2010	-	-	-	-	-	-
Total	2011	59	32	27	54.2%	45.8%	66.2
	2010	59	24	35	40.7%	59.3%	82.4

Number of pre-primary school teachers by county, 2010-2011



Pre-primary school PTR by county, 2010-2011



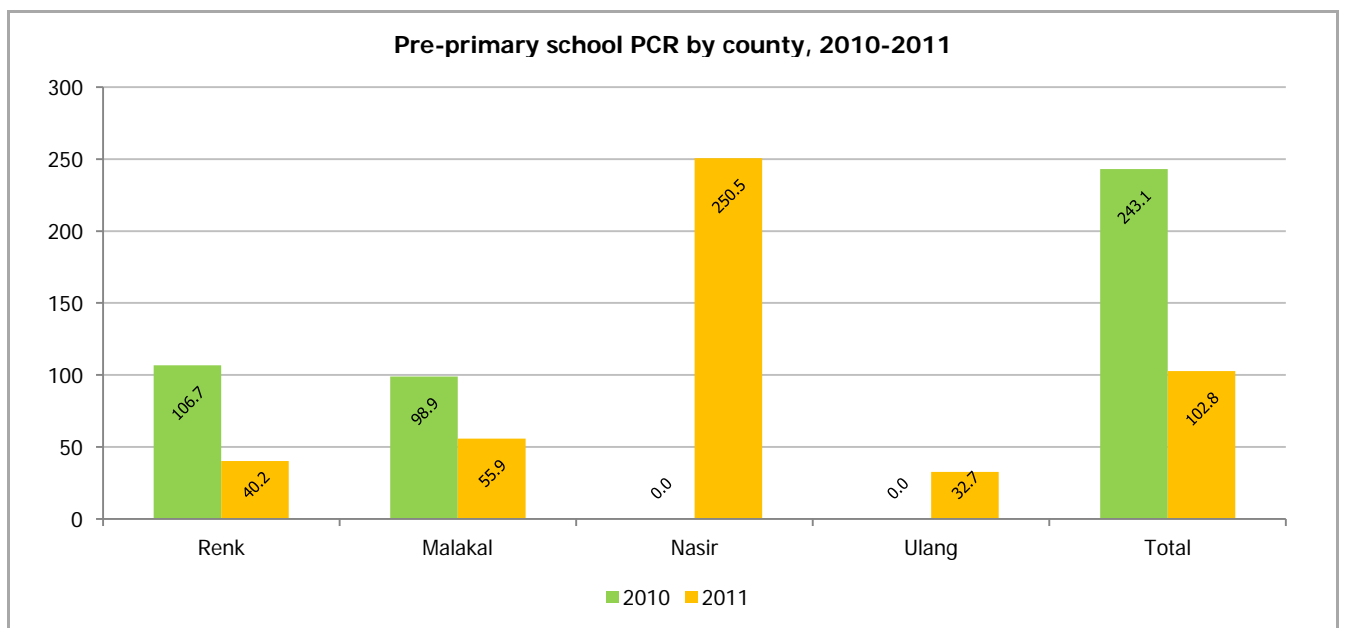
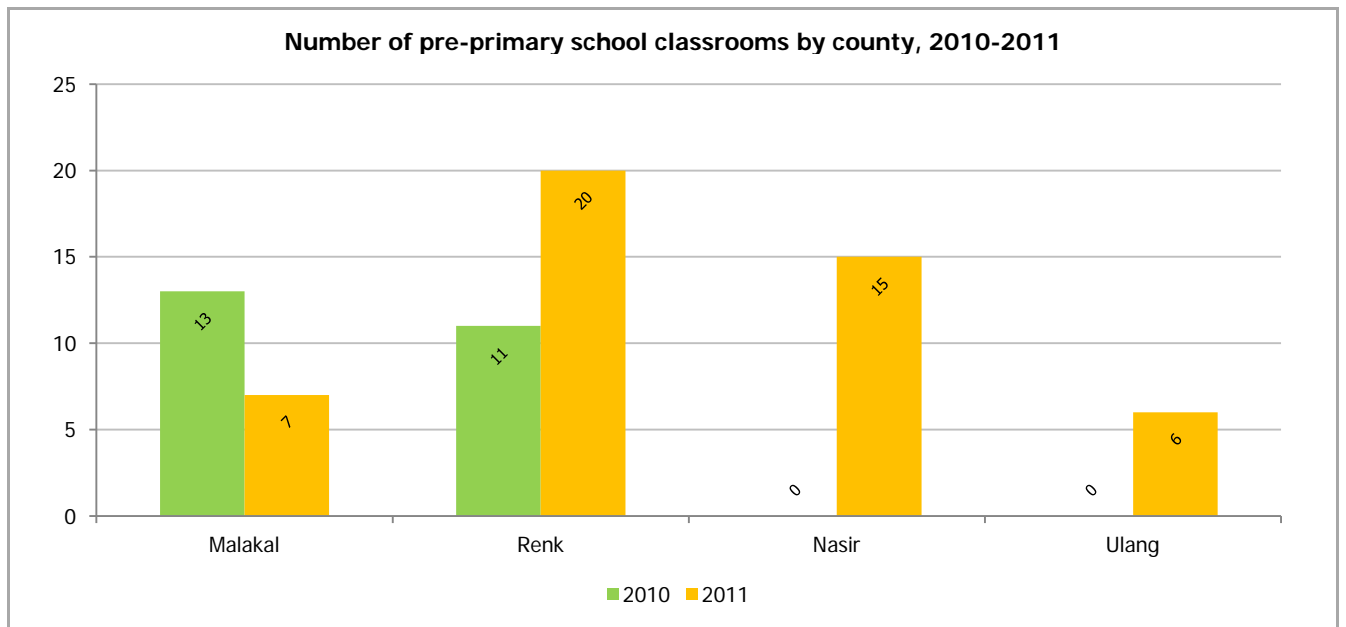
4.1.4. Classrooms

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
Malakal	2011	7	2	5	-	-	55.9
	2010	13	4	7	2	-	98.9
Nasir	2011	15	4	7	-	4	250.5
	2010	-	-	-	-	-	-
Renk	2011	20	10	4	3	3	40.2
	2010	11	5	4	-	2	106.7
Ulang	2011	6	1	5	-	-	32.7
	2010	-	-	-	-	-	-
Total	2011	48	17	21	3	7	102.8
	2010	24	9	11	2	2	243.1

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

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



4.2. Primary school

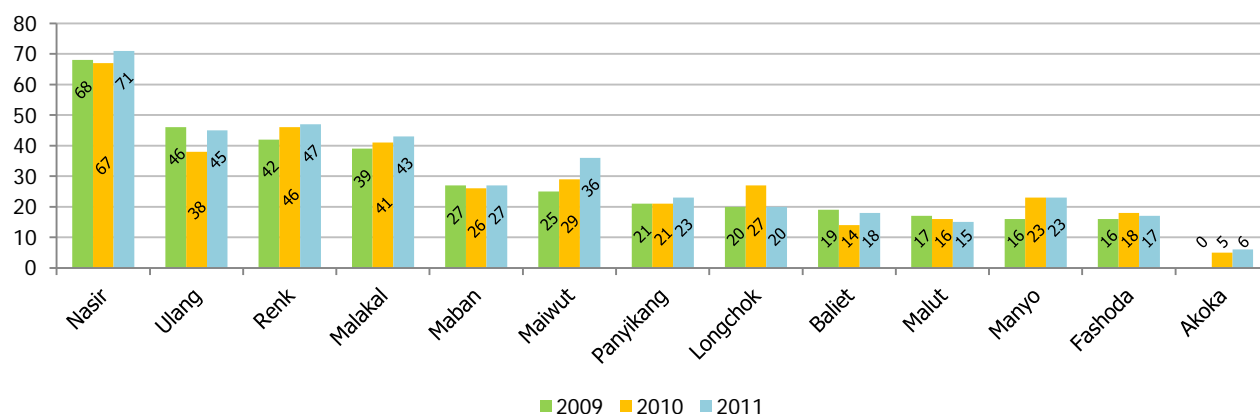
4.2.1. Schools

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

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Akoka	2011	6	4	2	66.7%	33.3%
	2010	5	4	1	80.0%	20.0%
	2009	-	-	-	-	-
Baliat	2011	18	17	1	94.4%	5.6%
	2010	14	13	1	92.9%	7.1%
	2009	19	12	7	63.2%	36.8%
Fashoda	2011	17	10	7	58.8%	41.2%
	2010	18	5	13	27.8%	72.2%
	2009	16	15	1	93.8%	6.3%
Longchok	2011	20	18	2	90.0%	10.0%
	2010	27	7	20	25.9%	74.1%
	2009	20	18	2	90.0%	10.0%
Maban	2011	27	18	9	66.7%	33.3%
	2010	26	20	6	76.9%	23.1%
	2009	27	26	1	96.3%	3.7%
Maiwut	2011	36	30	6	83.3%	16.7%
	2010	29	26	3	89.7%	10.3%
	2009	25	25	-	100.0%	-
Malakal	2011	43	32	11	74.4%	25.6%
	2010	41	29	12	70.7%	29.3%
	2009	39	31	8	79.5%	20.5%
Malut	2011	15	10	5	66.7%	33.3%
	2010	16	12	4	75.0%	25.0%
	2009	17	14	3	82.4%	17.6%
Manyo	2011	23	18	5	78.3%	21.7%
	2010	23	13	10	56.5%	43.5%
	2009	16	14	2	87.5%	12.5%
Nasir	2011	71	49	22	69.0%	31.0%
	2010	67	56	11	83.6%	16.4%
	2009	68	54	14	79.4%	20.6%
Panyikang	2011	23	18	5	78.3%	21.7%
	2010	21	16	5	76.2%	23.8%
	2009	21	20	1	95.2%	4.8%
Renk	2011	47	33	14	70.2%	29.8%
	2010	46	33	13	71.7%	28.3%
	2009	42	36	6	85.7%	14.3%
Ulang	2011	45	30	15	66.7%	33.3%
	2010	38	18	20	47.4%	52.6%
	2009	46	32	14	69.6%	30.4%
Total	2011	391	287	104	73.4%	26.6%
	2010	371	252	119	67.9%	32.1%
	2009	356	297	59	83.4%	16.6%

* "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

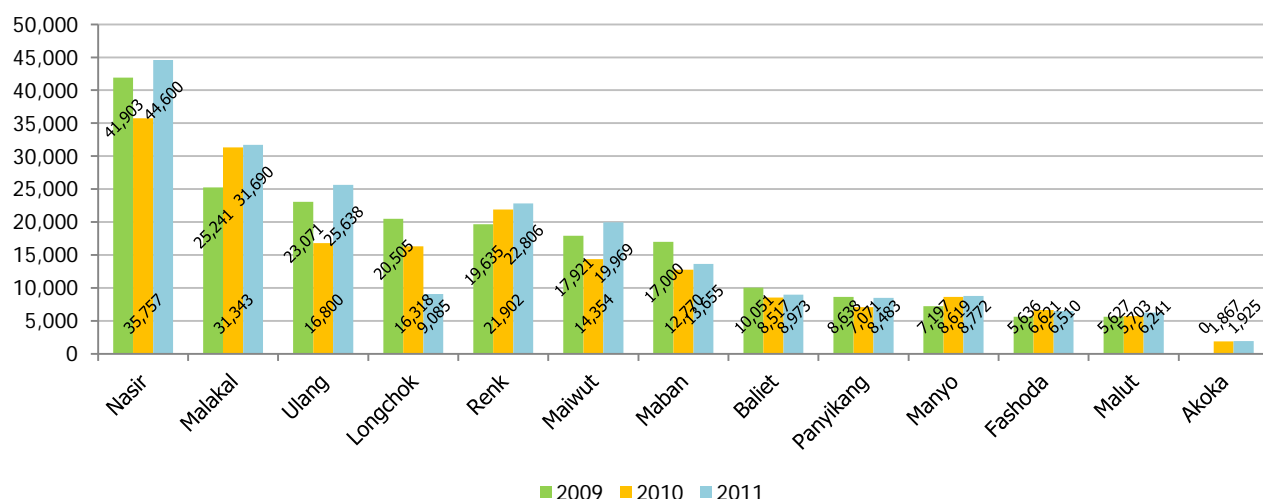


4.2.2. Pupils

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

County	Year	Total	Male	Female	Male %	Female %
Akoka	2011	1,925	1,220	705	63.4%	36.6%
	2010	1,867	1,324	543	70.9%	29.1%
	2009	-	-	-	-	-
Baliet	2011	8,973	4,946	4,027	55.1%	44.9%
	2010	8,517	4,658	3,859	54.7%	45.3%
	2009	10,051	6,614	3,437	65.8%	34.2%
Fashoda	2011	6,510	3,830	2,680	58.8%	41.2%
	2010	6,621	4,006	2,615	60.5%	39.5%
	2009	5,636	3,406	2,230	60.4%	39.6%
Longchok	2011	9,085	5,678	3,407	62.5%	37.5%
	2010	16,318	10,237	6,081	62.7%	37.3%
	2009	20,505	12,435	8,070	60.6%	39.4%
Maban	2011	13,655	7,835	5,820	57.4%	42.6%
	2010	12,770	7,301	5,469	57.2%	42.8%
	2009	17,000	10,161	6,839	59.8%	40.2%
Maiwut	2011	19,969	11,845	8,124	59.3%	40.7%
	2010	14,354	8,629	5,725	60.1%	39.9%
	2009	17,921	11,038	6,883	61.6%	38.4%
Malakal	2011	31,690	15,658	16,032	49.4%	50.6%
	2010	31,343	16,357	14,986	52.2%	47.8%
	2009	25,241	12,417	12,824	49.2%	50.8%
Malut	2011	6,241	3,549	2,692	56.9%	43.1%
	2010	5,703	3,329	2,374	58.4%	41.6%
	2009	5,627	3,542	2,085	62.9%	37.1%
Manyo	2011	8,772	4,639	4,133	52.9%	47.1%
	2010	8,619	4,718	3,901	54.7%	45.3%
	2009	7,197	4,244	2,953	59.0%	41.0%
Nasir	2011	44,600	25,831	18,769	57.9%	42.1%
	2010	35,757	22,662	13,095	63.4%	36.6%
	2009	41,903	26,437	15,466	63.1%	36.9%
Panyikang	2011	8,483	4,646	3,837	54.8%	45.2%
	2010	7,071	3,816	3,255	54.0%	46.0%
	2009	8,638	4,706	3,932	54.5%	45.5%
Renk	2011	22,806	12,316	10,490	54.0%	46.0%
	2010	21,902	11,819	10,083	54.0%	46.0%
	2009	19,635	10,904	8,731	55.5%	44.5%
Ulang	2011	25,638	16,048	9,590	62.6%	37.4%
	2010	16,800	9,928	6,872	59.1%	40.9%
	2009	23,071	13,888	9,183	60.2%	39.8%
Total	2011	208,347	118,041	90,306	56.7%	43.3%
	2010	187,642	108,784	78,858	58.0%	42.0%
	2009	202,425	119,792	82,633	59.2%	40.8%

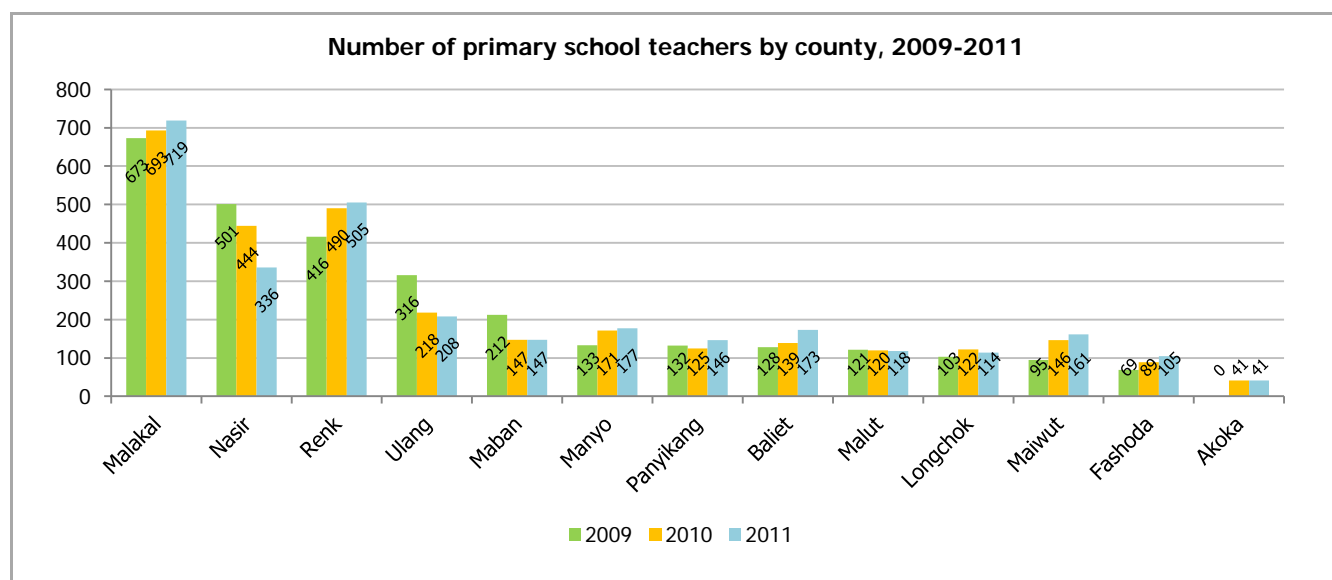
Number of primary school pupil enrolment by county, 2009-2011

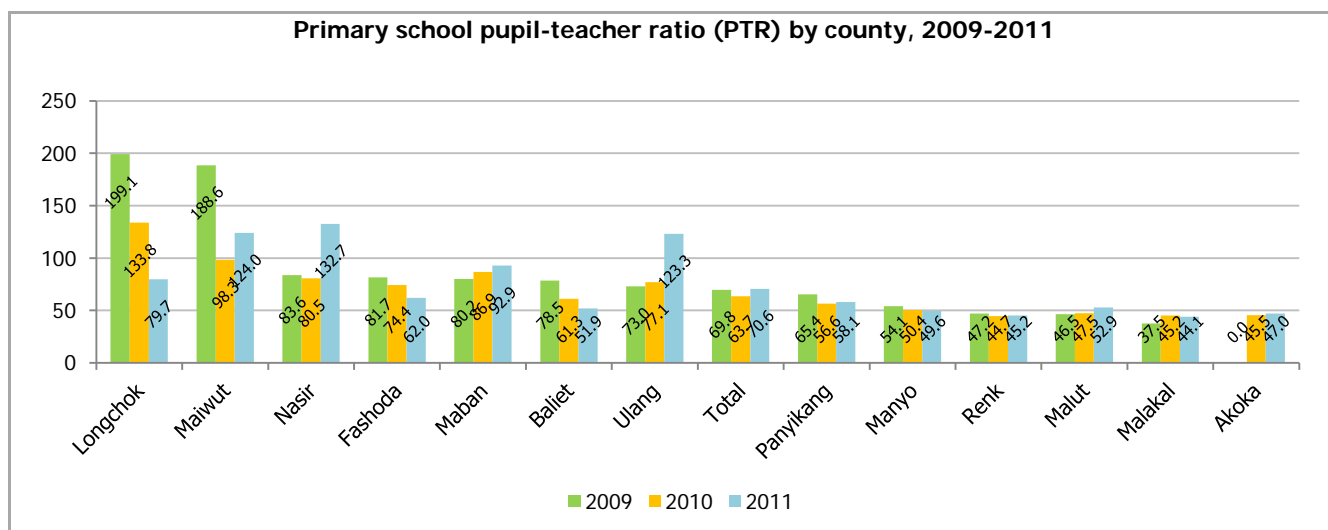


4.2.3. Teachers

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
Akoka	2011	41	38	3	92.7%	7.3%	47.0
	2010	41	38	3	92.7%	7.3%	45.5
	2009	-	-	-	-	-	-
Baliet	2011	173	156	17	90.2%	9.8%	51.9
	2010	139	129	10	92.8%	7.2%	61.3
	2009	128	121	7	94.5%	5.5%	78.5
Fashoda	2011	105	103	2	98.1%	1.9%	62.0
	2010	89	85	4	95.5%	4.5%	74.4
	2009	69	65	4	94.2%	5.8%	81.7
Longchok	2011	114	108	6	94.7%	5.3%	79.7
	2010	122	119	3	97.5%	2.5%	133.8
	2009	103	100	3	97.1%	2.9%	199.1
Maban	2011	147	136	11	92.5%	7.5%	92.9
	2010	147	138	9	93.9%	6.1%	86.9
	2009	212	187	25	88.2%	11.8%	80.2
Maiwut	2011	161	157	4	97.5%	2.5%	124.0
	2010	146	143	3	97.9%	2.1%	98.3
	2009	95	86	9	90.5%	9.5%	188.6
Malakal	2011	719	499	220	69.4%	30.6%	44.1
	2010	693	487	206	70.3%	29.7%	45.2
	2009	673	431	242	64.0%	36.0%	37.5
Malut	2011	118	108	10	91.5%	8.5%	52.9
	2010	120	118	2	98.3%	1.7%	47.5
	2009	121	114	7	94.2%	5.8%	46.5
Manyo	2011	177	134	43	75.7%	24.3%	49.6
	2010	171	151	20	88.3%	11.7%	50.4
	2009	133	107	26	80.5%	19.5%	54.1
Nasir	2011	336	322	14	95.8%	4.2%	132.7
	2010	444	413	31	93.0%	7.0%	80.5
	2009	501	443	58	88.4%	11.6%	83.6
Panyikang	2011	146	135	11	92.5%	7.5%	58.1
	2010	125	117	8	93.6%	6.4%	56.6
	2009	132	127	5	96.2%	3.8%	65.4
Renk	2011	505	284	221	56.2%	43.8%	45.2
	2010	490	258	232	52.7%	47.3%	44.7
	2009	416	232	184	55.8%	44.2%	47.2
Ulang	2011	208	203	5	97.6%	2.4%	123.3
	2010	218	205	13	94.0%	6.0%	77.1
	2009	316	291	25	92.1%	7.9%	73.0
Total	2011	2,950	2,383	567	80.8%	19.2%	70.6
	2010	2,945	2,401	544	81.5%	18.5%	63.7
	2009	2,899	2,304	595	79.5%	20.5%	69.8





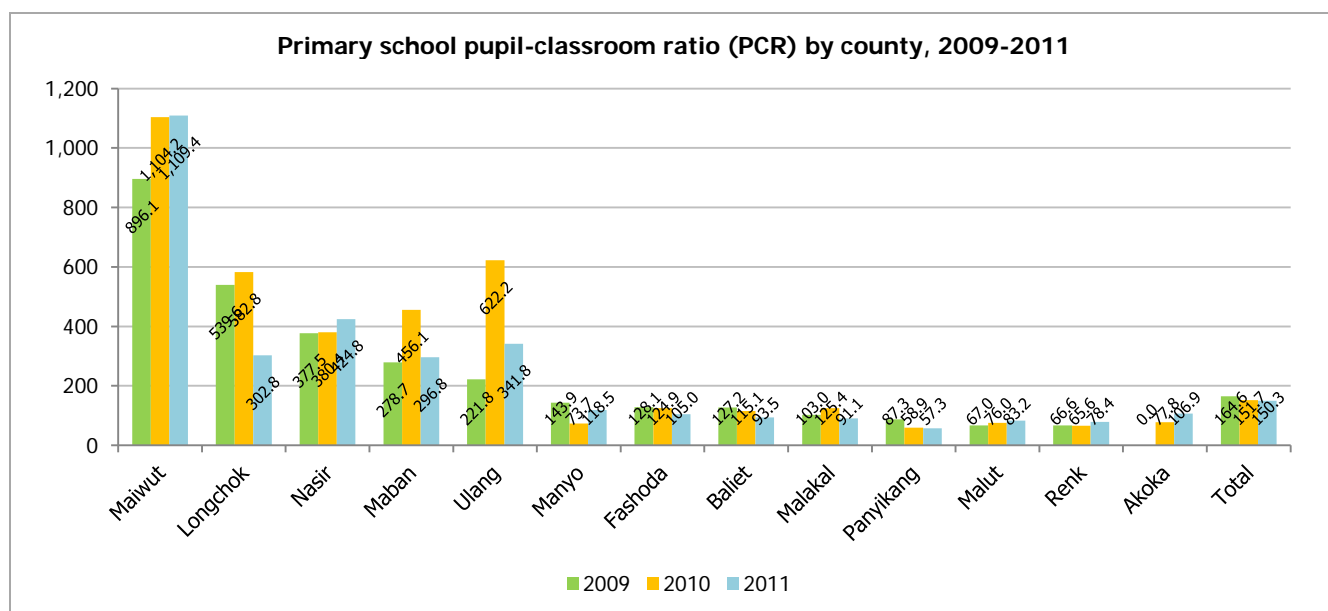
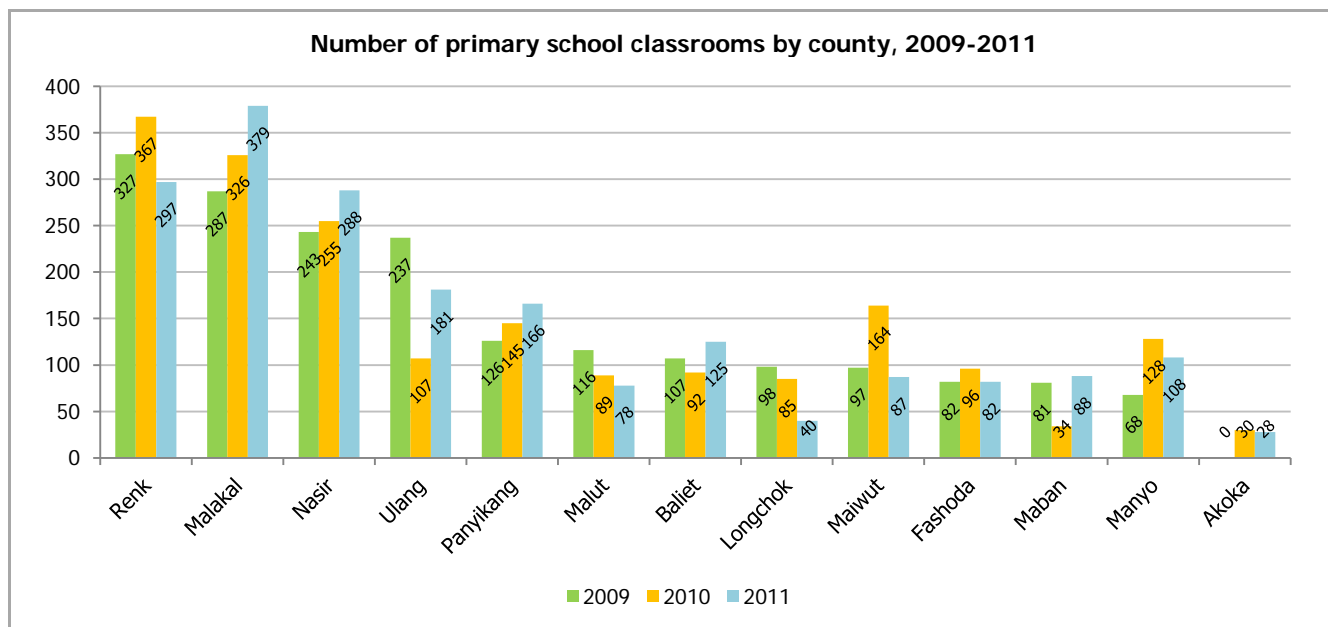
4.2.4. Classrooms

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
Akoka	2011	28	8	10	3	7	106.9
	2010	30	4	20	4	2	77.8
	2009	-	-	-	-	-	-
Baliet	2011	125	33	63	18	11	93.5
	2010	92	21	53	10	8	115.1
	2009	107	8	71	22	6	127.2
Fashoda	2011	82	34	28	8	12	105.0
	2010	96	18	35	41	2	124.9
	2009	82	11	33	29	9	128.1
Longchok	2011	40	24	6	7	3	302.8
	2010	85	23	5	51	6	582.8
	2009	98	20	18	52	8	539.6
Maban	2011	88	45	1	35	7	296.8
	2010	34	24	4	4	2	456.1
	2009	81	32	29	18	2	278.7
Maiwut	2011	87	13	5	68	1	1,109.4
	2010	164	13	-	151	-	1,104.2
	2009	97	12	8	70	7	896.1
Malakal	2011	379	185	163	11	20	91.1
	2010	326	123	127	24	52	125.4
	2009	287	127	118	17	25	103.0
Malut	2011	78	46	29	1	2	83.2
	2010	89	64	11	2	12	76.0
	2009	116	58	26	11	21	67.0
Manyo	2011	108	42	32	13	21	118.5
	2010	128	54	63	4	7	73.7
	2009	68	24	26	5	13	143.9
Nasir	2011	288	48	57	159	24	424.8
	2010	255	48	46	140	21	380.4
	2009	243	54	57	100	32	377.5
Panyikang	2011	166	59	89	13	5	57.3
	2010	145	43	77	8	17	58.9
	2009	126	36	63	17	10	87.3
Renk	2011	297	247	44	2	4	78.4
	2010	367	270	64	7	26	65.6
	2009	327	241	54	8	24	66.6
Ulang	2011	181	14	61	86	20	341.8
	2010	107	13	14	75	5	622.2
	2009	237	7	97	82	51	221.8
Total	2011	1,947	798	588	424	137	150.3
	2010	1,918	718	519	521	160	151.7
	2009	1,869	630	600	431	208	164.6

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

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



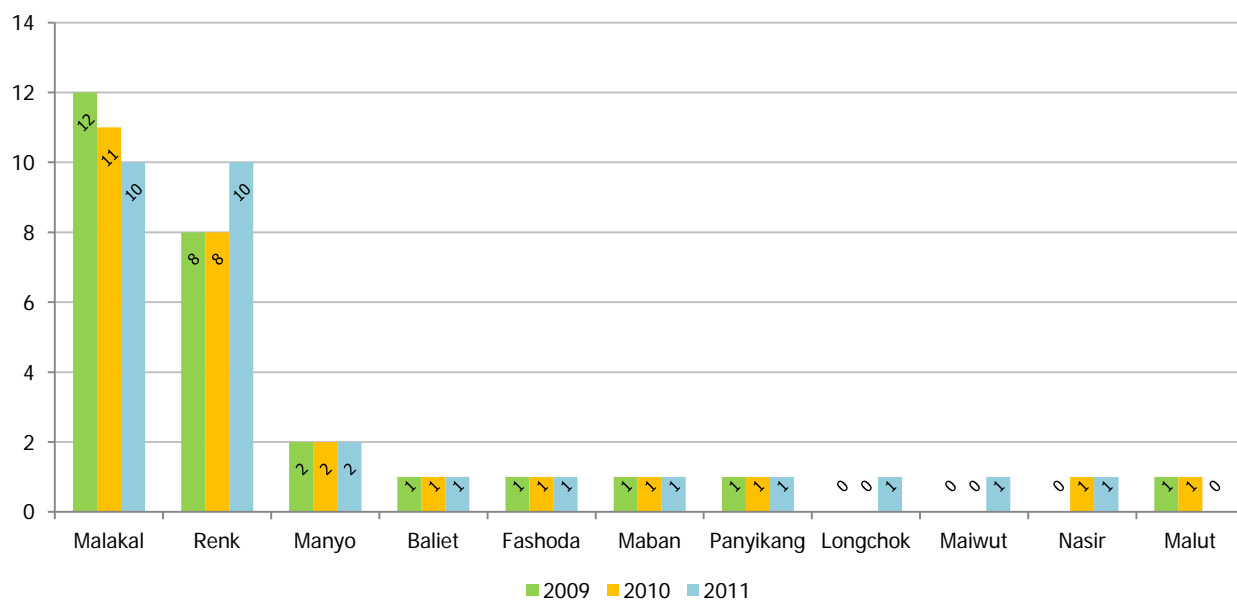
4.3. Secondary school

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 %
Baliet	2011	1	1	-	100.0%	-
	2010	1	1	-	100.0%	-
	2009	1	1	-	100.0%	-
Fashoda	2011	1	1	-	100.0%	-
	2010	1	1	-	100.0%	-
	2009	1	1	-	100.0%	-
Longchok	2011	1	1	-	100.0%	-
	2010	-	-	-	-	-
	2009	-	-	-	-	-
Maban	2011	1	1	-	100.0%	-
	2010	1	1	-	100.0%	-
	2009	1	1	-	100.0%	-
Maiwut	2011	1	1	-	100.0%	-
	2010	-	-	-	-	-
	2009	-	-	-	-	-
Malakal	2011	10	6	4	60.0%	40.0%
	2010	11	6	5	54.5%	45.5%
	2009	12	7	5	58.3%	41.7%
Malut	2011	-	-	-	-	-
	2010	1	-	1	-	100.0%
	2009	1	1	-	100.0%	-
Manyo	2011	2	2	-	100.0%	-
	2010	2	2	-	100.0%	-
	2009	2	1	1	50.0%	50.0%
Nasir	2011	1	1	-	100.0%	-
	2010	1	1	-	100.0%	-
	2009	-	-	-	-	-
Panyikang	2011	1	1	-	100.0%	-
	2010	1	1	-	100.0%	-
	2009	1	1	-	100.0%	-
Renk	2011	10	5	5	50.0%	50.0%
	2010	8	4	4	50.0%	50.0%
	2009	8	4	4	50.0%	50.0%
Total	2011	29	20	9	69.0%	31.0%
	2010	27	17	10	63.0%	37.0%
	2009	27	17	10	63.0%	37.0%

Number of secondary schools by county, 2009-2011

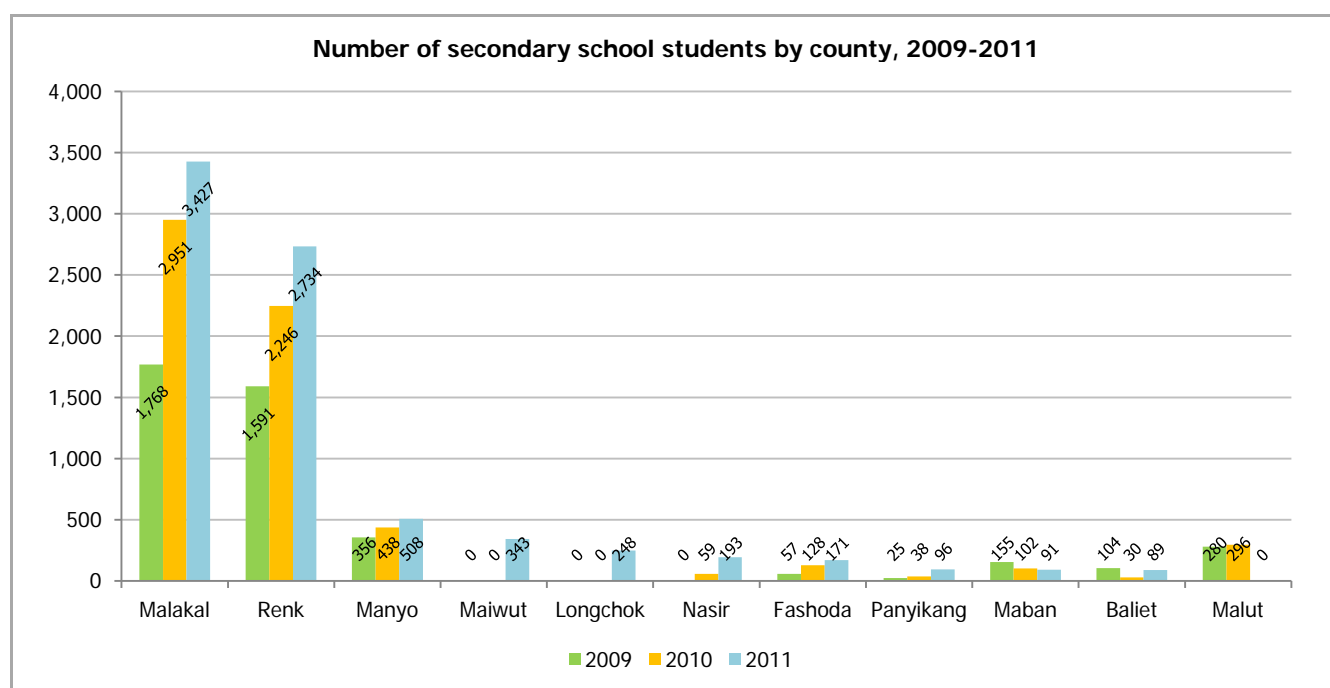


4.3.2. Students

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

County	Year	Total	Male	Female	Male %	Female %
Baliet	2011	89	70	19	78.7%	21.3%
	2010	30	27	3	90.0%	10.0%
	2009	104	87	17	83.7%	16.3%
Fashoda	2011	171	126	45	73.7%	26.3%
	2010	128	92	36	71.9%	28.1%
	2009	57	40	17	70.2%	29.8%
Longchok	2011	248	218	30	87.9%	12.1%
	2010	-	-	-	-	-
	2009	-	-	-	-	-
Maban	2011	91	77	14	84.6%	15.4%
	2010	102	85	17	83.3%	16.7%
	2009	155	53	102	34.2%	65.8%
Maiwut	2011	343	307	36	89.5%	10.5%
	2010	-	-	-	-	-
	2009	-	-	-	-	-
Malakal	2011	3,427	2,008	1,419	58.6%	41.4%
	2010	2,951	1,821	1,130	61.7%	38.3%
	2009	1,768	1,384	384	78.3%	21.7%
Malut	2011	-	-	-	-	-
	2010	296	245	51	82.8%	17.2%
	2009	280	235	45	83.9%	16.1%
Manyo	2011	508	308	200	60.6%	39.4%
	2010	438	300	138	68.5%	31.5%
	2009	356	222	134	62.4%	37.6%
Nasir	2011	193	179	14	92.7%	7.3%
	2010	59	53	6	89.8%	10.2%
	2009	-	-	-	-	-
Panyikang	2011	96	79	17	82.3%	17.7%
	2010	38	34	4	89.5%	10.5%
	2009	25	19	6	76.0%	24.0%
Renk	2011	2,734	1,675	1,059	61.3%	38.7%
	2010	2,246	1,406	840	62.6%	37.4%
	2009	1,591	921	670	57.9%	42.1%
Total	2011	7,900	5,047	2,853	63.9%	36.1%
	2010	6,288	4,063	2,225	64.6%	35.4%
	2009	4,336	2,961	1,375	68.3%	31.7%

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

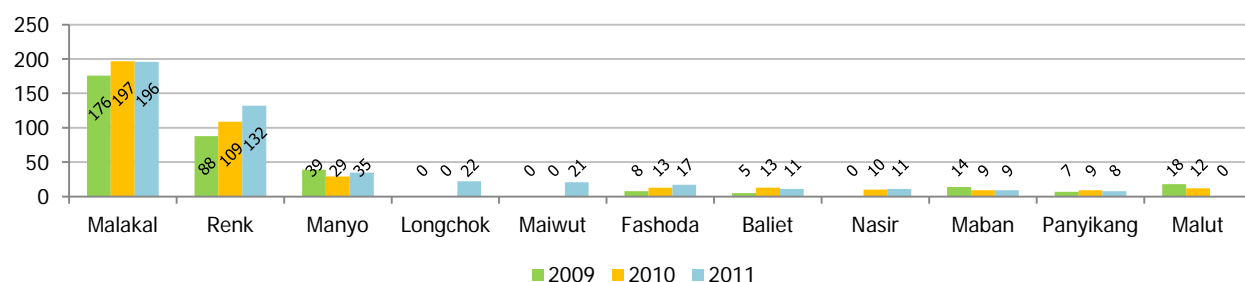


4.3.3. Teachers

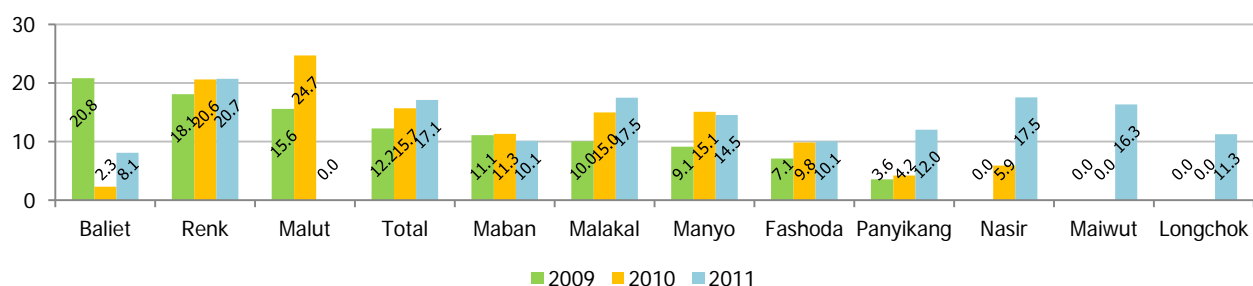
Number and % of secondary school teachers and pupil-teacher ratio (PTR) by county and gender, 2009-2011

County	Year	Total	Male	Female	Male %	Female %	PTR
Baliet	2011	11	11	-	100.0%	-	8.1
	2010	13	13	-	100.0%	-	2.3
	2009	5	5	-	100.0%	-	20.8
Fashoda	2011	17	17	-	100.0%	-	10.1
	2010	13	13	-	100.0%	-	9.8
	2009	8	8	-	100.0%	-	7.1
Longchok	2011	22	22	-	100.0%	-	11.3
	2010	-	-	-	-	-	-
	2009	-	-	-	-	-	-
Maban	2011	9	9	-	100.0%	-	10.1
	2010	9	9	-	100.0%	-	11.3
	2009	14	10	4	71.4%	28.6%	11.1
Maiwut	2011	21	21	-	100.0%	-	16.3
	2010	-	-	-	-	-	-
	2009	-	-	-	-	-	-
Malakal	2011	196	174	22	88.8%	11.2%	17.5
	2010	197	167	30	84.8%	15.2%	15.0
	2009	176	155	21	88.1%	11.9%	10.0
Malut	2011	-	-	-	-	-	-
	2010	12	12	-	100.0%	-	24.7
	2009	18	18	-	100.0%	-	15.6
Manyo	2011	35	33	2	94.3%	5.7%	14.5
	2010	29	26	3	89.7%	10.3%	15.1
	2009	39	36	3	92.3%	7.7%	9.1
Nasir	2011	11	11	-	100.0%	-	17.5
	2010	10	10	-	100.0%	-	5.9
	2009	-	-	-	-	-	-
Panyikang	2011	8	8	-	100.0%	-	12.0
	2010	9	9	-	100.0%	-	4.2
	2009	7	7	-	100.0%	-	3.6
Renk	2011	132	114	18	86.4%	13.6%	20.7
	2010	109	92	17	84.4%	15.6%	20.6
	2009	88	67	21	76.1%	23.9%	18.1
Total	2011	462	420	42	90.9%	9.1%	17.1
	2010	401	351	50	87.5%	12.5%	15.7
	2009	355	306	49	86.2%	13.8%	12.2

Number of secondary school teachers by county, 2009-2011



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



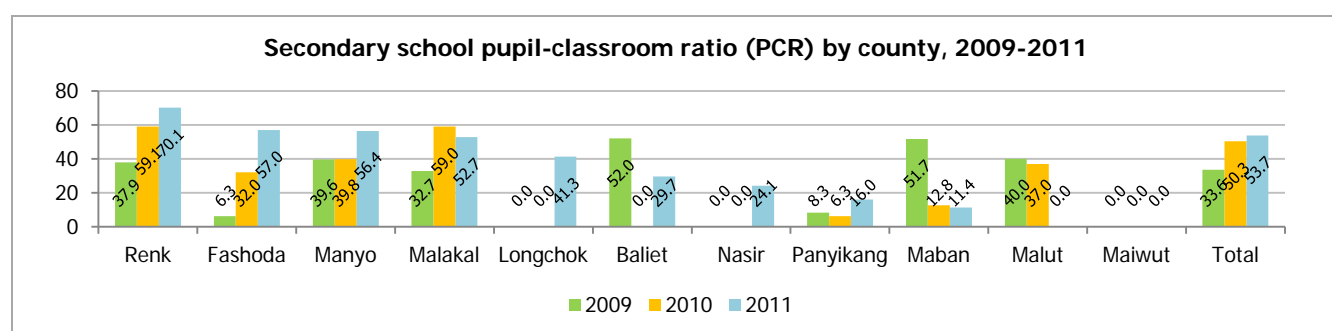
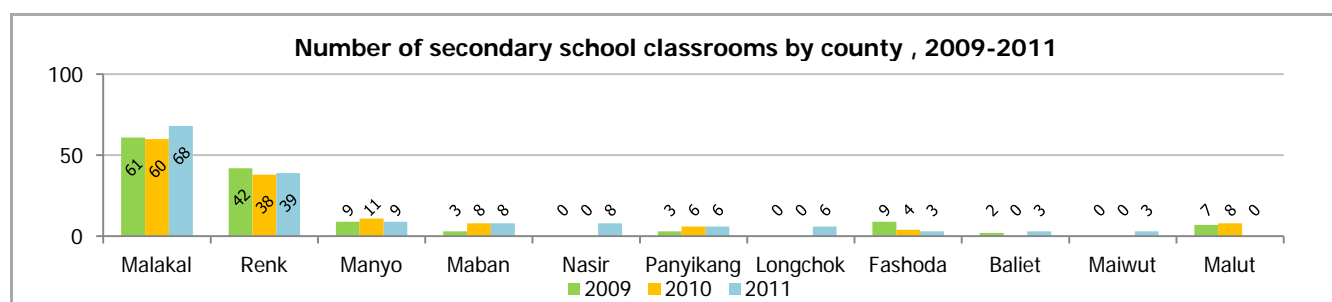
4.3.4. Classrooms

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
Baliet	2011	3	-	3	-	-	29.7
	2010	-	-	-	-	-	-
	2009	2	-	2	-	-	52.0
Fashoda	2011	3	3	-	-	-	57.0
	2010	4	4	-	-	-	32.0
	2009	9	4	5	-	-	6.3
Longchok	2011	6	6	-	-	-	41.3
	2010	-	-	-	-	-	-
	2009	-	-	-	-	-	-
Maban	2011	8	8	-	-	-	11.4
	2010	8	8	-	-	-	12.8
	2009	3	3	-	-	-	51.7
Maiwut	2011	3	-	-	3	-	-
	2010	-	-	-	-	-	-
	2009	-	-	-	-	-	-
Malakal	2011	68	45	20	-	3	52.7
	2010	60	36	14	-	10	59.0
	2009	61	40	14	-	7	32.7
Malut	2011	-	-	-	-	-	-
	2010	8	8	-	-	-	37.0
	2009	7	7	-	-	-	40.0
Manyo	2011	9	9	-	-	-	56.4
	2010	11	9	2	-	-	39.8
	2009	9	8	1	-	-	39.6
Nasir	2011	8	8	-	-	-	24.1
	2010	-	-	-	-	-	-
	2009	-	-	-	-	-	-
Panyikang	2011	6	6	-	-	-	16.0
	2010	6	6	-	-	-	6.3
	2009	3	3	-	-	-	8.3
Renk	2011	39	39	-	-	-	70.1
	2010	38	37	1	-	-	59.1
	2009	42	41	1	-	-	37.9
Total	2011	153	124	23	3	3	53.7
	2010	135	108	17	-	10	50.3
	2009	136	106	23	-	7	33.6

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

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



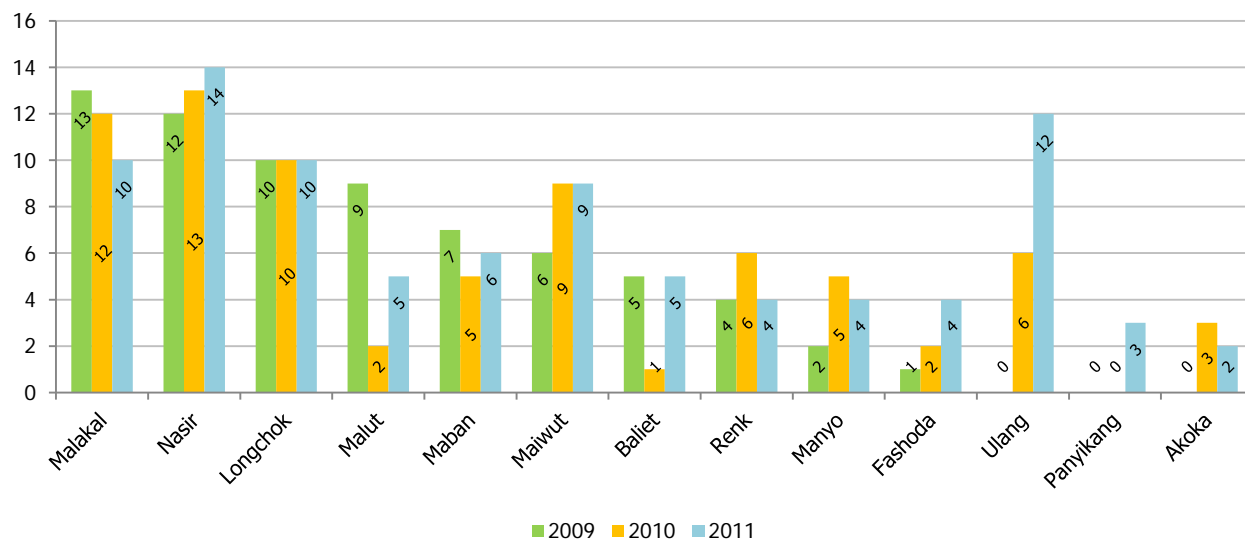
4.4. Alternative Education System (AES) Centres

4.4.1. Centres

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

County	Year	Total	ALP	Non-ALP	ALP %	Non-ALP %
Akoka	2011	2	1	1	50.0%	50.0%
	2010	3	-	3	-	100.0%
	2009	-	-	-	-	-
Baliet	2011	5	4	1	80.0%	20.0%
	2010	1	1	-	100.0%	-
	2009	5	4	1	80.0%	20.0%
Fashoda	2011	4	3	1	75.0%	25.0%
	2010	2	1	1	50.0%	50.0%
	2009	1	1	-	100.0%	-
Longchok	2011	10	10	-	100.0%	-
	2010	10	10	-	100.0%	-
	2009	10	8	2	80.0%	20.0%
Maban	2011	6	5	1	83.3%	16.7%
	2010	5	4	1	80.0%	20.0%
	2009	7	5	2	71.4%	28.6%
Maiwut	2011	9	7	2	77.8%	22.2%
	2010	9	9	-	100.0%	-
	2009	6	5	1	83.3%	16.7%
Malakal	2011	10	8	2	80.0%	20.0%
	2010	12	6	6	50.0%	50.0%
	2009	13	12	1	92.3%	7.7%
Malut	2011	5	5	-	100.0%	-
	2010	2	1	1	50.0%	50.0%
	2009	9	7	2	77.8%	22.2%
Manyo	2011	4	1	3	25.0%	75.0%
	2010	5	3	2	60.0%	40.0%
	2009	2	1	1	50.0%	50.0%
Nasir	2011	14	12	2	85.7%	14.3%
	2010	13	12	1	92.3%	7.7%
	2009	12	11	1	91.7%	8.3%
Panyikang	2011	3	3	-	100.0%	-
	2010	-	-	-	-	-
	2009	-	-	-	-	-
Renk	2011	4	4	-	100.0%	-
	2010	6	3	3	50.0%	50.0%
	2009	4	2	2	50.0%	50.0%
Ulang	2011	12	10	2	83.3%	16.7%
	2010	10	1	9	10.0%	90.0%
	2009	-	-	-	-	-
Total	2011	88	73	15	83.0%	17.0%
	2010	78	51	27	65.4%	34.6%
	2009	69	56	13	81.2%	18.8%

Number of AES centres by county, 2009-2011

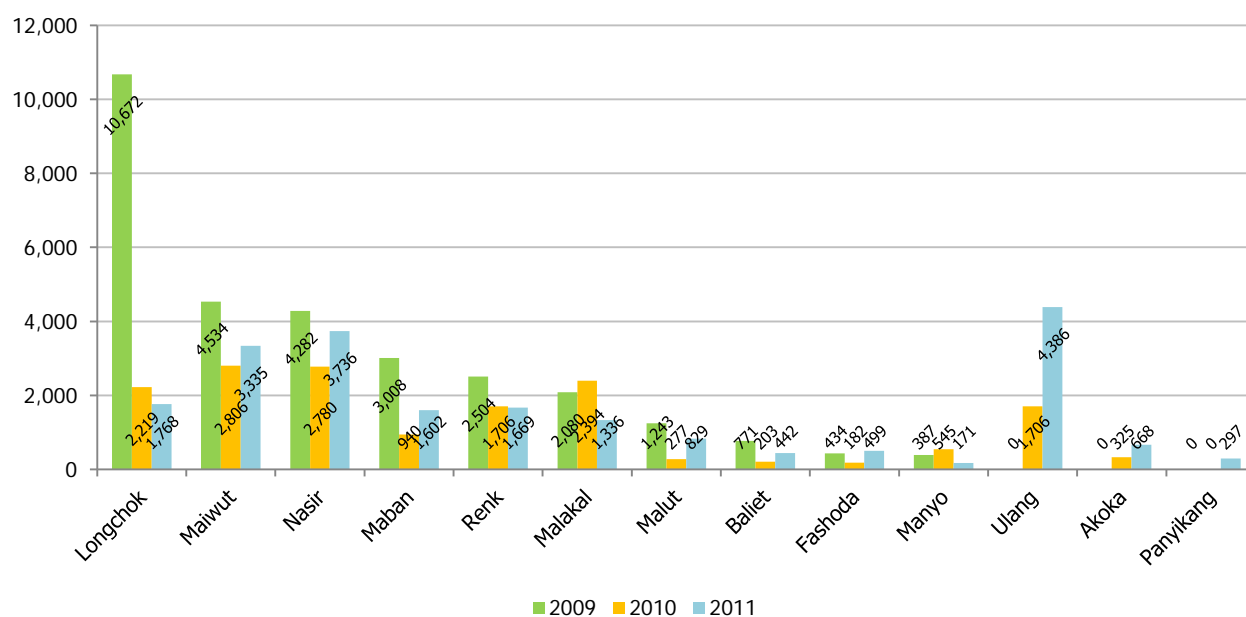


4.4.2. Students

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

County	Year	Total	Male	Female	Male %	Female %
Akoka	2011	668	389	279	58.2%	41.8%
	2010	325	179	146	55.1%	44.9%
	2009	-	-	-	-	-
Baliet	2011	442	205	237	46.4%	53.6%
	2010	203	67	136	33.0%	67.0%
	2009	771	341	430	44.2%	55.8%
Fashoda	2011	499	317	182	63.5%	36.5%
	2010	182	64	118	35.2%	64.8%
	2009	434	314	120	72.4%	27.6%
Longchok	2011	1,768	874	894	49.4%	50.6%
	2010	2,219	1,110	1,109	50.0%	50.0%
	2009	10,672	3,254	7,418	30.5%	69.5%
Maban	2011	1,602	1,035	567	64.6%	35.4%
	2010	940	596	344	63.4%	36.6%
	2009	3,008	1,869	1,139	62.1%	37.9%
Maiwut	2011	3,335	1,928	1,407	57.8%	42.2%
	2010	2,806	1,372	1,434	48.9%	51.1%
	2009	4,534	2,268	2,266	50.0%	50.0%
Malakal	2011	1,336	785	551	58.8%	41.2%
	2010	2,394	1,498	896	62.6%	37.4%
	2009	2,080	1,281	799	61.6%	38.4%
Malut	2011	829	321	508	38.7%	61.3%
	2010	277	161	116	58.1%	41.9%
	2009	1,243	564	679	45.4%	54.6%
Manyo	2011	171	78	93	45.6%	54.4%
	2010	545	241	304	44.2%	55.8%
	2009	387	90	297	23.3%	76.7%
Nasir	2011	3,736	2,123	1,613	56.8%	43.2%
	2010	2,780	1,621	1,159	58.3%	41.7%
	2009	4,282	2,611	1,671	61.0%	39.0%
Panyikang	2011	297	180	117	60.6%	39.4%
	2010	-	-	-	-	-
	2009	-	-	-	-	-
Renk	2011	1,669	944	725	56.6%	43.4%
	2010	1,706	1,056	650	61.9%	38.1%
	2009	2,504	1,359	1,145	54.3%	45.7%
Ulang	2011	4,386	2,550	1,836	58.1%	41.9%
	2010	7,537	4,225	3,312	56.1%	43.9%
	2009	-	-	-	-	-
Total	2011	20,738	11,729	9,009	56.6%	43.4%
	2010	21,914	12,190	9,724	55.6%	44.4%
	2009	29,915	13,951	15,964	46.6%	53.4%

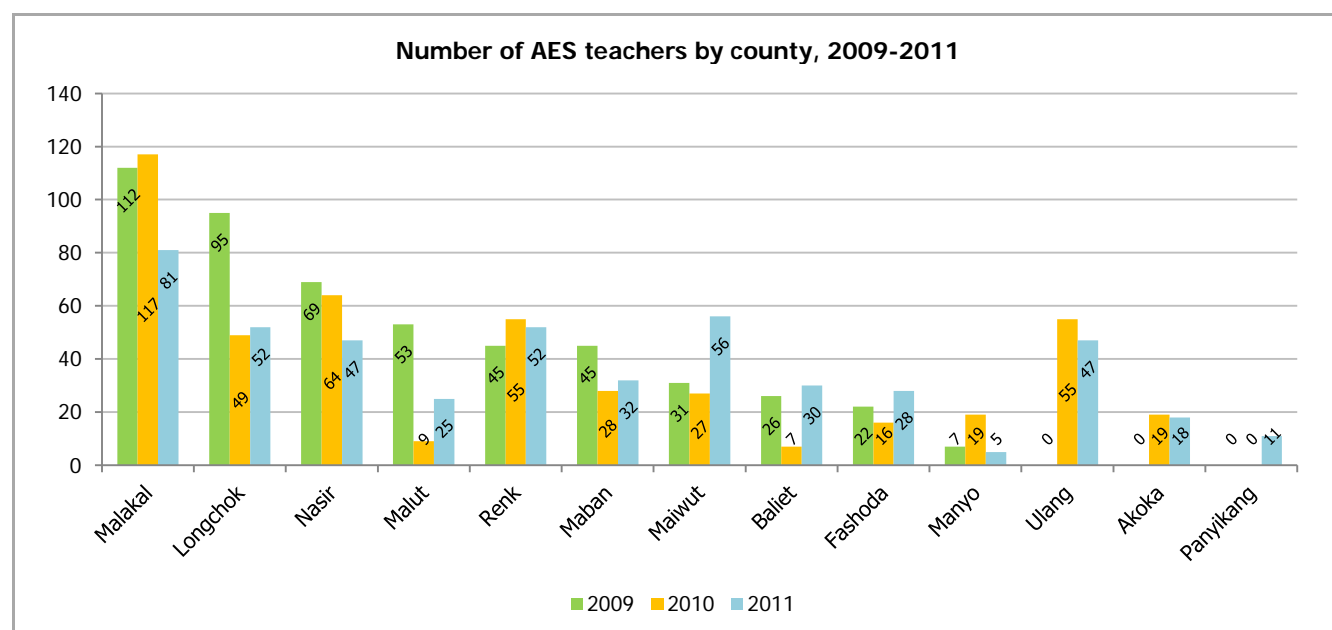
Number of AES learners by county, 2009-2011

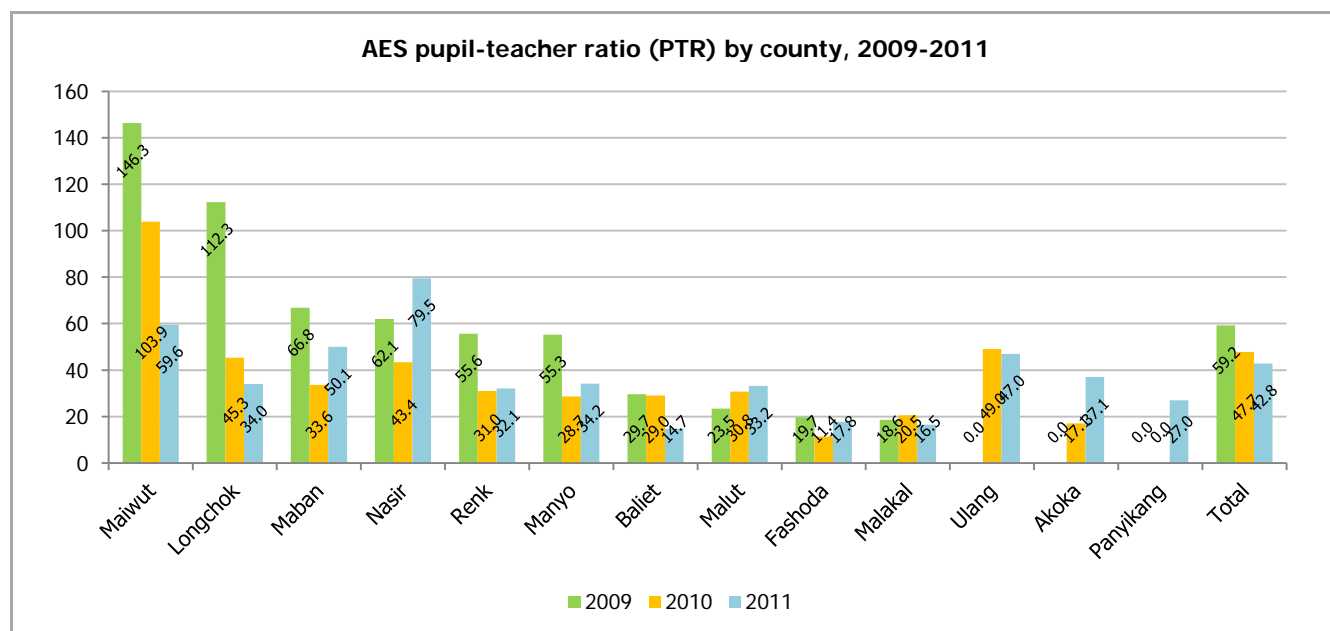


4.4.3. Teachers

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

County	Year	Total	Male	Female	Male %	Female %	PTR
Akoka	2011	18	17	1	94.4%	5.6%	37.1
	2010	19	19	-	100.0%	-	17.1
	2009	-	-	-	-	-	-
Baliet	2011	30	30	-	100.0%	-	14.7
	2010	7	7	-	100.0%	-	29.0
	2009	26	26	-	100.0%	-	29.7
Fashoda	2011	28	28	-	100.0%	-	17.8
	2010	16	16	-	100.0%	-	11.4
	2009	22	22	-	100.0%	-	19.7
Longchok	2011	52	50	2	96.2%	3.8%	34.0
	2010	49	49	-	100.0%	-	45.3
	2009	95	90	5	94.7%	5.3%	112.3
Maban	2011	32	32	-	100.0%	-	50.1
	2010	28	28	-	100.0%	-	33.6
	2009	45	44	1	97.8%	2.2%	66.8
Maiwut	2011	56	52	4	92.9%	7.1%	59.6
	2010	27	24	3	88.9%	11.1%	103.9
	2009	31	22	9	71.0%	29.0%	146.3
Malakal	2011	81	78	3	96.3%	3.7%	16.5
	2010	117	110	7	94.0%	6.0%	20.5
	2009	112	109	3	97.3%	2.7%	18.6
Malut	2011	25	23	2	92.0%	8.0%	33.2
	2010	9	9	-	100.0%	-	30.8
	2009	53	50	3	94.3%	5.7%	23.5
Manyo	2011	5	5	-	100.0%	-	34.2
	2010	19	18	1	94.7%	5.3%	28.7
	2009	7	6	1	85.7%	14.3%	55.3
Nasir	2011	47	41	6	87.2%	12.8%	79.5
	2010	64	58	6	90.6%	9.4%	43.4
	2009	69	63	6	91.3%	8.7%	62.1
Panyikang	2011	11	11	-	100.0%	-	27.0
	2010	-	-	-	-	-	-
	2009	-	-	-	-	-	-
Renk	2011	52	41	11	78.8%	21.2%	32.1
	2010	55	52	3	94.5%	5.5%	31.0
	2009	45	39	6	86.7%	13.3%	55.6
Ulang	2011	47	43	4	91.5%	8.5%	93.3
	2010	49	48	1	98.0%	2.0%	153.8
	2009	-	-	-	-	-	-
Total	2011	484	451	33	93.2%	6.8%	42.8
	2010	459	438	21	95.4%	4.6%	47.7
	2009	505	471	34	93.3%	6.7%	59.2





4.5. Technical and Vocational Education and Training (TVET)

4.5.1. Centres

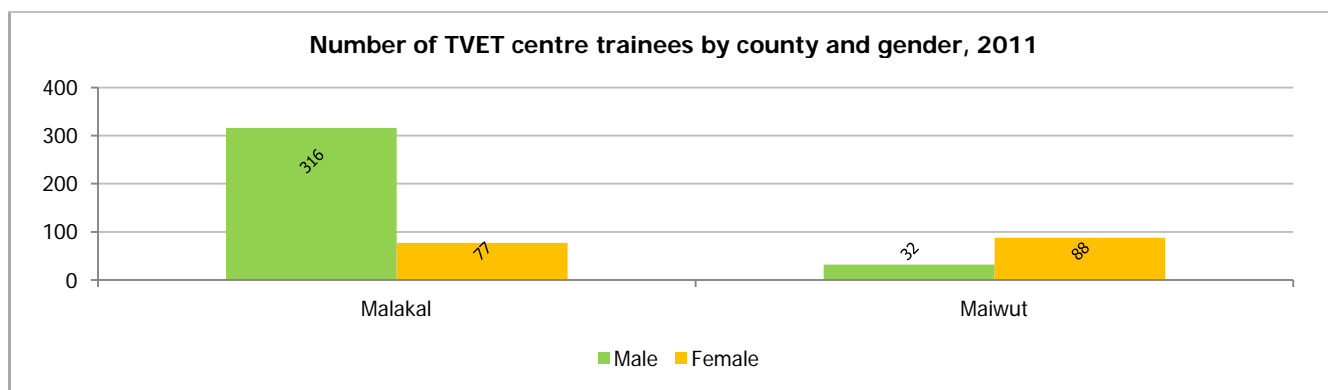
Number and % of TVET centres by county and ownership type, 2011

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Maiwut	2011	1	-	1	-	100.0%
Malakal	2011	2	2	-	100.0%	-
Total	2011	3	2	1	66.7%	33.3%

4.5.2. Trainees

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

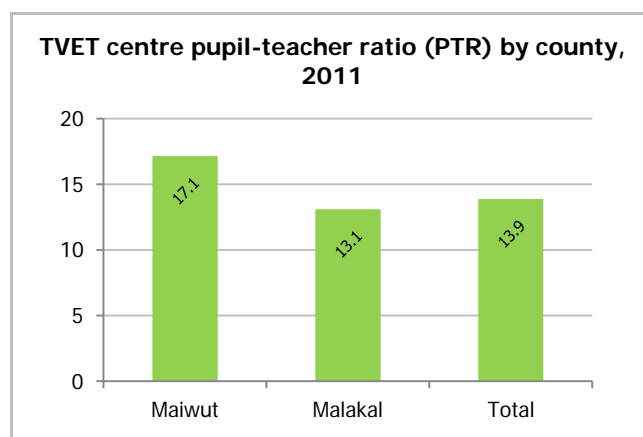
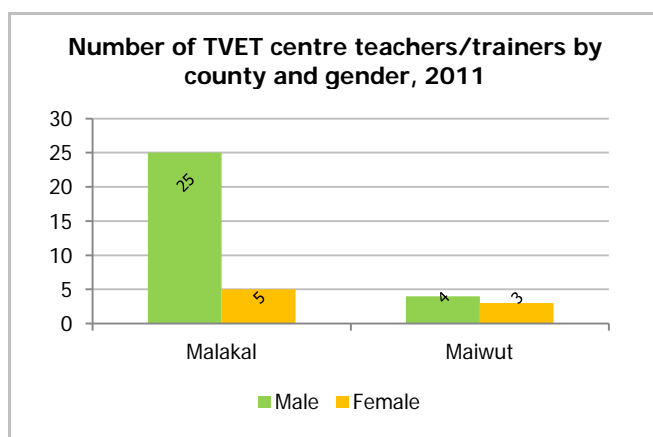
County	Year	Total	Male	Female	Male %	Female %
Maiwut	2011	120	32	88	26.7%	73.3%
Malakal	2011	393	316	77	80.4%	19.6%
Total	2011	513	348	165	67.8%	32.2%



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
Maiwut	2011	7	4	3	57.1%	42.9%	17.1
Malakal	2011	30	25	5	83.3%	16.7%	13.1
Total	2011	37	29	8	78.4%	21.6%	13.9



4.5.4. Programmes

Number of centres by county and course offered, 2011

County	Year	Agriculture	Automotive technology	Carpentry	Electrical technology	Masonry/Construction	Tailoring/Embroidering	Welding Technology	Other
Maiwut	2011	1	-	-	-	-	1	-	1
Malakal	2011	-	1	1	1	1	1	1	-
Total	2011	1	1	1	1	1	2	1	-

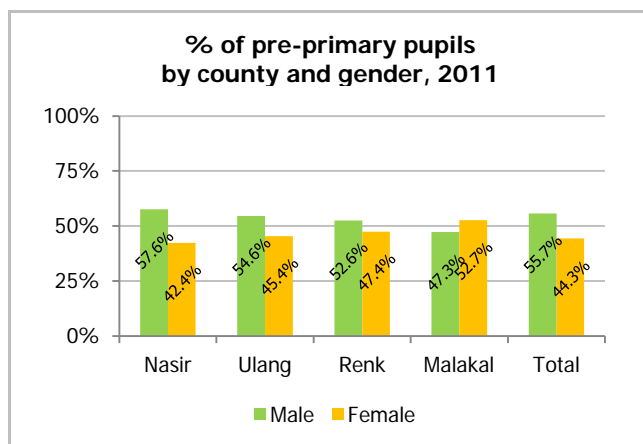
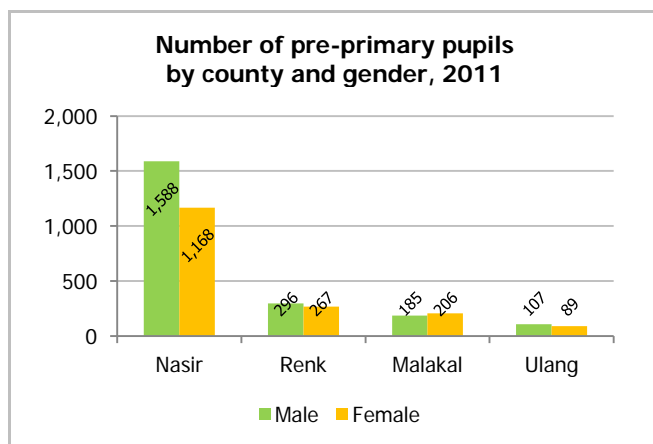
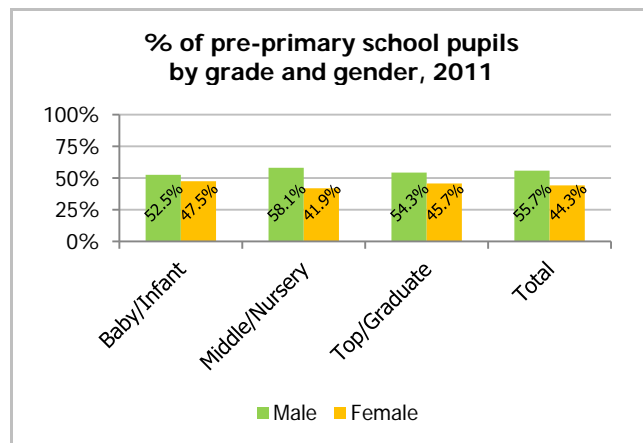
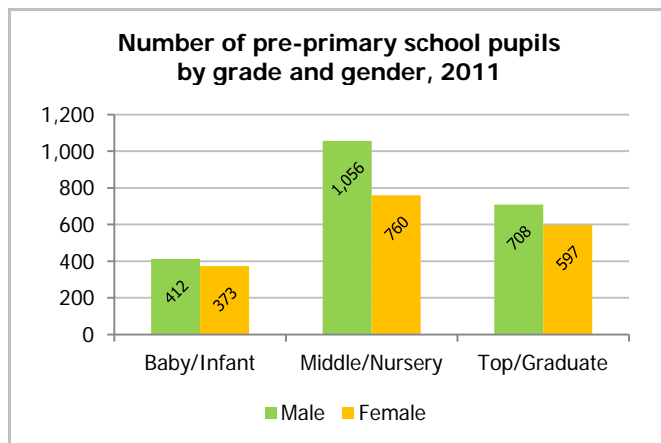
5.0. PRE-PRIMARY SCHOOL, 2011

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
Malakal	391	269	81	41
Nasir	2,756	189	1,541	1,026
Renk	563	203	162	198
Ulang	196	124	32	40
Total	3,906	785	1,816	1,305

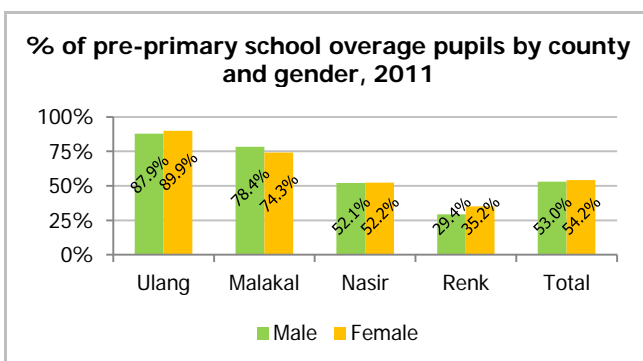
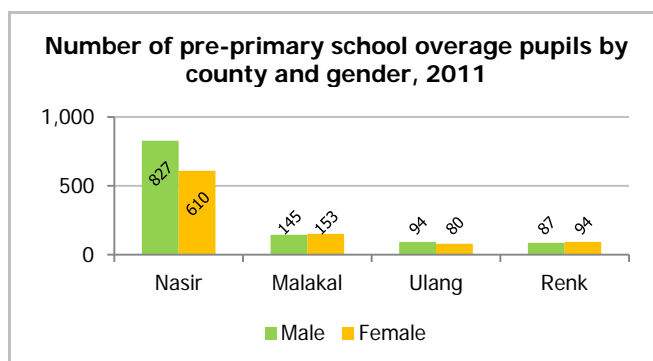


5.1.2. Overage pupils

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
Malakal	93	298	76.2%	40	145	78.4%	53	153	74.3%
Nasir	1,319	1,437	52.1%	761	827	52.1%	558	610	52.2%
Renk	382	181	32.1%	209	87	29.4%	173	94	35.2%
Ulang	22	174	88.8%	13	94	87.9%	9	80	89.9%
Total	1,816	2,090	53.5%	1,023	1,153	53.0%	793	937	54.2%

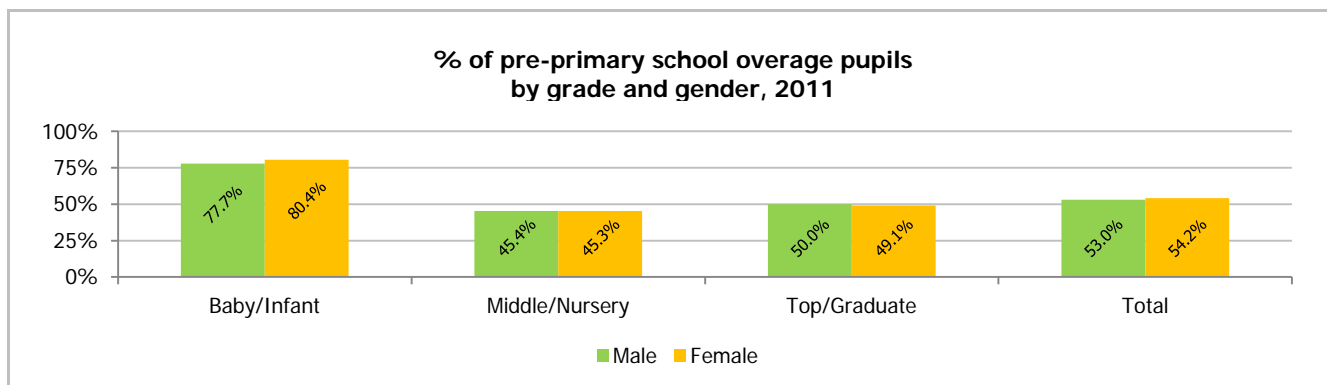
* "At age" includes under-age and at-age pupils.



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	165	620	79.0%	92	320	77.7%	73	300	80.4%
Middle/Nursery	993	823	45.3%	577	479	45.4%	416	344	45.3%
Top/Graduate	658	647	49.6%	354	354	50.0%	304	293	49.1%
Total	1,816	2,090	53.5%	1,023	1,153	53.0%	793	937	54.2%

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



5.2. Resources

5.2.1. Schools

Number of pre-primary schools by ownership, 2011

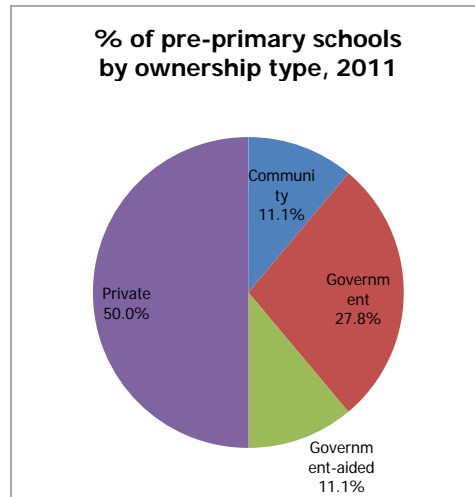
Ownership type	Schools
Community	2
Government	5
Government-aided	2
Private	9
Total	18

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

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

County	Schools	Schools w/ meals		Schools w/out meals	
		Count	% total	Count	% total
Malakal		6	66.7%	2	
Nasir		6	16.7%	5	
Renk		4	100.0%	-	
Ulang		2	-	2	
Total		18	9	50.0%	9

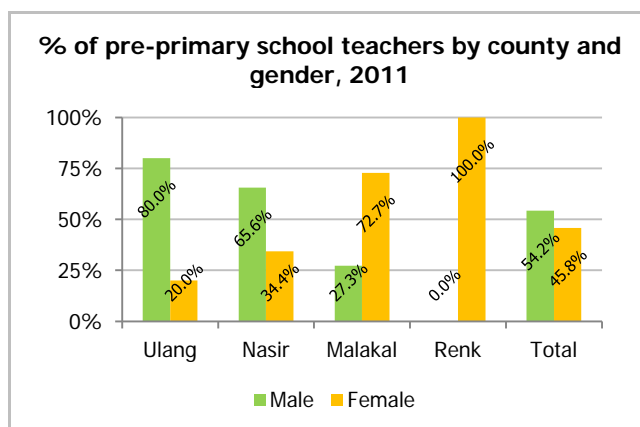
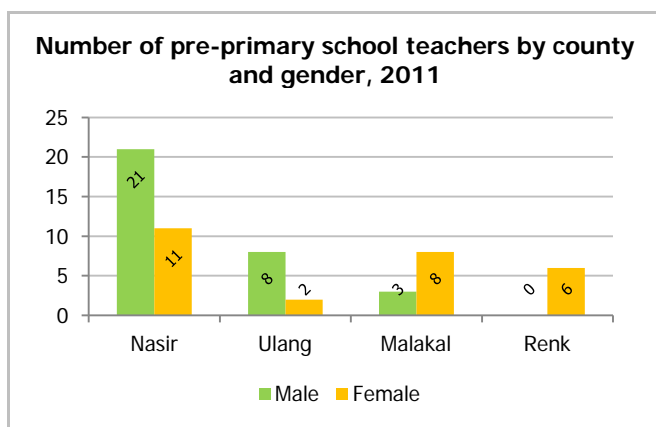
* "Schools with meals" refers to schools that have reported to be receiving meals from an external entity. Remaining schools either do not receive meals from an external entity or did not respond.



5.2.2. Teachers

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

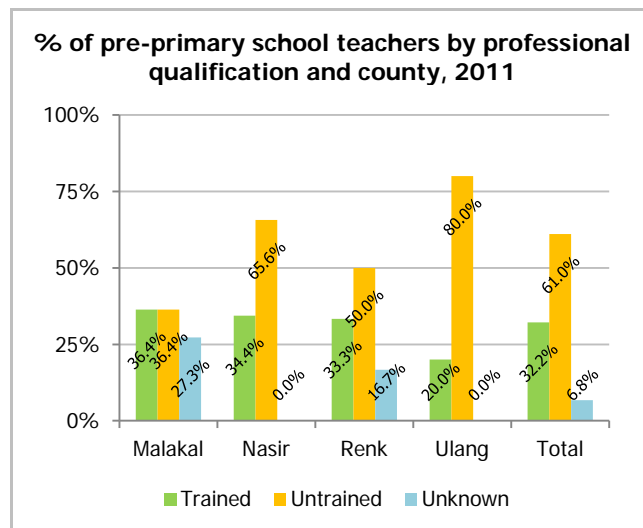
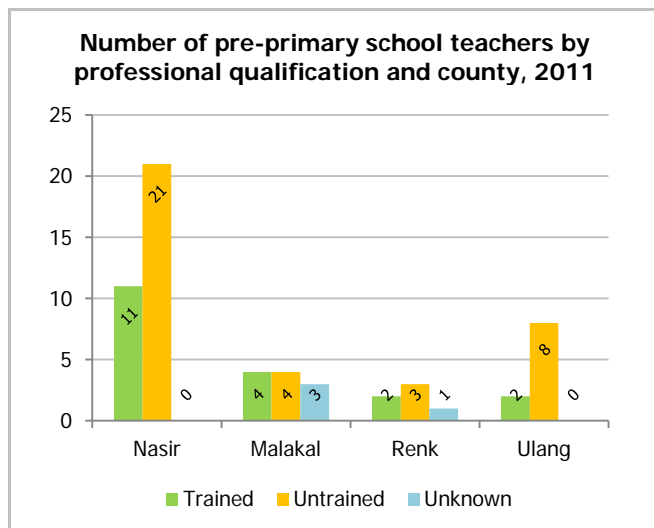
County	Total	Male		Female	
		Count	% total	Count	% total
Malakal	11	3	27.3%	8	72.7%
Nasir	32	21	65.6%	11	34.4%
Renk	6	-	-	6	100.0%
Ulang	10	8	80.0%	2	20.0%
Total	59	32	54.2%	27	45.8%



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

County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Malakal	11	4	36.4%	4	36.4%	3	27.3%
Nasir	32	11	34.4%	21	65.6%	-	-
Renk	6	2	33.3%	3	50.0%	1	16.7%
Ulang	10	2	20.0%	8	80.0%	-	-
Total	59	19	32.2%	36	61.0%	4	6.8%

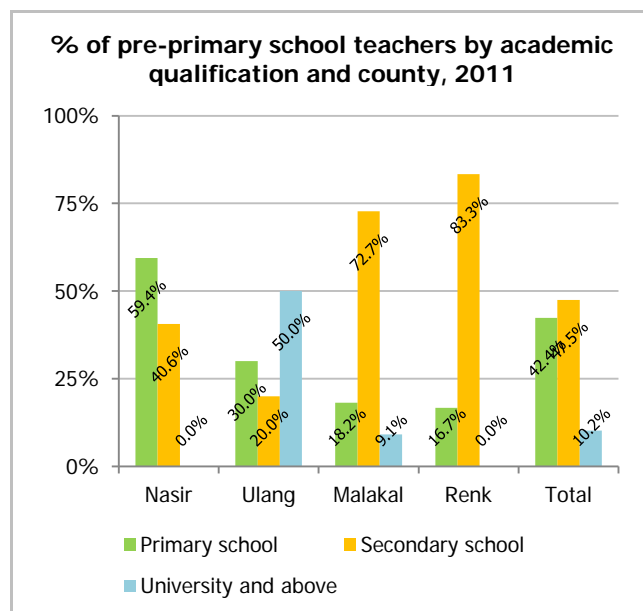
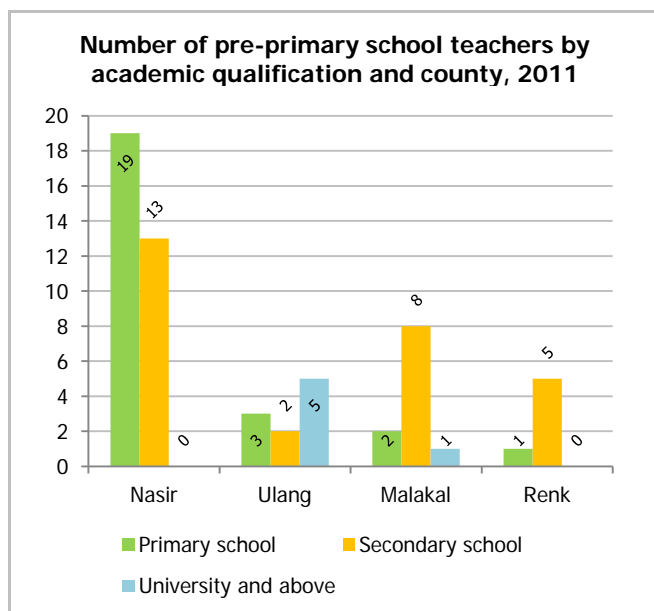
* "Trained" encompasses teachers with pre-service teacher training, in-service teacher training, and higher education diploma. "Unknown" teachers include those whose professional qualification was not reported.



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
Malakal	11	2	18.2%	8	72.7%	1	9.1%
Nasir	32	19	59.4%	13	40.6%	-	-
Renk	6	1	16.7%	5	83.3%	-	-
Ulang	10	3	30.0%	2	20.0%	5	50.0%
Total	59	25	42.4%	28	47.5%	6	10.2%

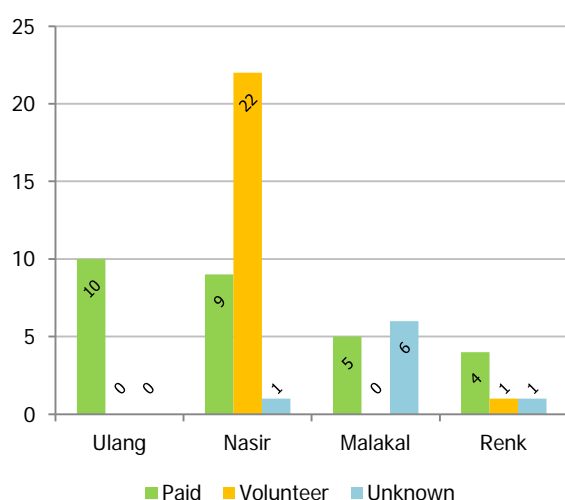
* "Primary school" includes completion of primary and intermediate/lower secondary education levels. "Secondary school" attainment includes completion of secondary, O-level, and/or A-level education levels. "University and above" attainment includes completion of four (4) years of university education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



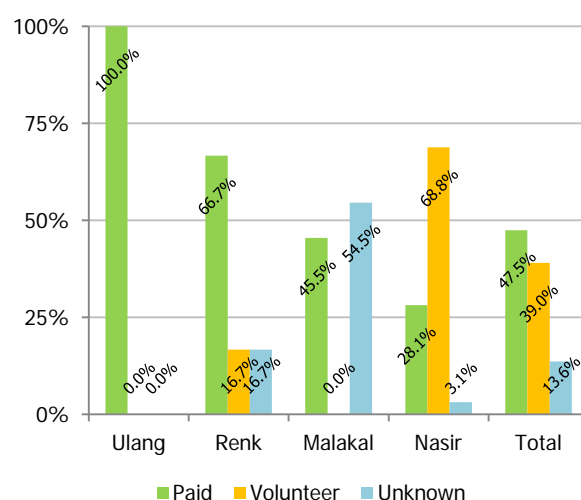
Number and % of pre-primary school teachers by employment status and county, 2011

County	Total	Paid		Volunteer		Unknown	
		Count	% total	Count	% total	Count	% total
Malakal	11	5	45.5%	-	-	6	54.5%
Nasir	32	9	28.1%	22	68.8%	1	3.1%
Renk	6	4	66.7%	1	16.7%	1	16.7%
Ulang	10	10	100.0%	-	-	-	-
Total	59	28	47.5%	23	39.0%	8	13.6%

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



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

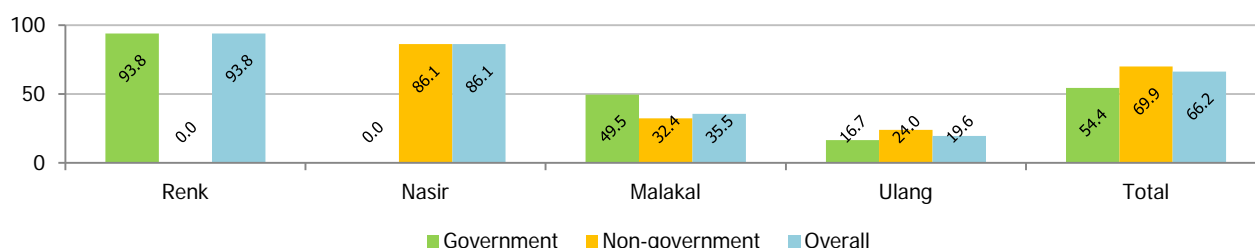


Pre-primary school pupil-teacher ratio (PTR) by county and ownership, 2011

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Malakal	391	11	35.5	99	2	49.5	292	9	32.4
Nasir	2,756	32	86.1	-	-	-	2,756	32	86.1
Renk	563	6	93.8	563	6	93.8	-	-	-
Ulang	196	10	19.6	100	6	16.7	96	4	24.0
Total	3,906	59	66.2	762	14	54.4	3,144	45	69.9

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

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

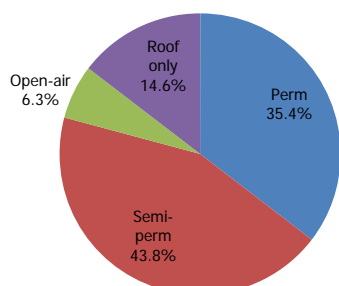


5.2.3. Classrooms

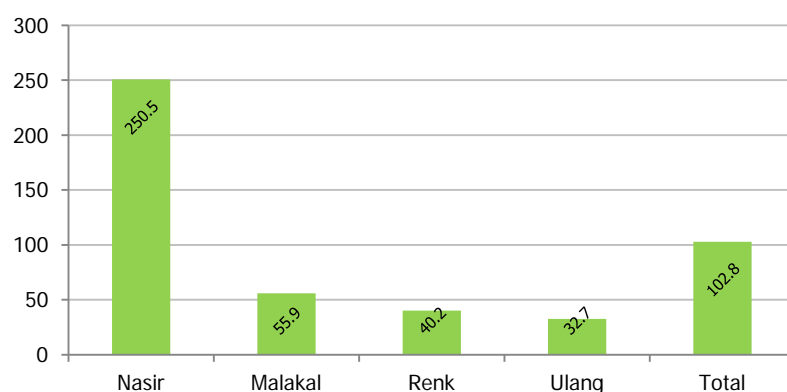
Number of pre-primary school classrooms and pupil-classroom ratio (PCR) by county and type, 2011

County	Total	Perm	Semi-perm	Open-air	Roof only	PCR
Malakal	7	2	5	-	-	55.9
Nasir	15	4	7	-	4	250.5
Renk	20	10	4	3	3	40.2
Ulang	6	1	5	-	-	32.7
Total	48	17	21	3	7	102.8

% of pre-primary school classrooms by type, 2011

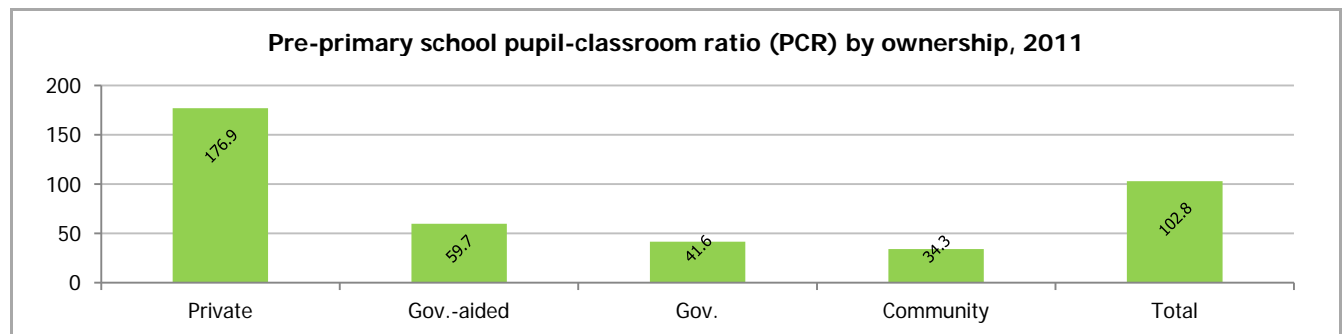


Pre-primary school pupil-classroom ratio (PCR) by county, 2011



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

Ownership	Total	Perm	Semi-perm	Open-air	Roof only	PCR
Community	4	-	4	-	-	34.3
Gov.	19	8	6	2	3	41.6
Gov.-aided	4	3	-	1	-	59.7
Private	21	6	11	-	4	176.9
Total	48	17	21	3	7	102.8



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

County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Malakal	6	3	50.0%	3	50.0%
Nasir	6	4	66.7%	2	33.3%
Renk	4	4	100.0%	-	-
Ulang	2	2	100.0%	-	-
Total	18	13	72.2%	5	27.8%

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	5 100.0%	8 88.9%	7 100.0%
Arabic	-	1 11.1%	-
Total	5	9	7

5.2.5. Facilities

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

County	Schools	Access		No access	
		Count	% total	Count	% total
Malakal	6	4	66.7%	2	33.3%
Nasir	6	3	50.0%	3	50.0%
Renk	4	4	100.0%	-	-
Ulang	2	-	-	2	100.0%
Total	18	11	61.1%	7	38.9%

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

County	Schools	Access		No access	
		Count	% total	Count	% total
Malakal	6	4	66.7%	2	33.3%
Nasir	6	4	66.7%	2	33.3%
Renk	4	4	100.0%	-	-
Ulang	2	-	-	2	100.0%
Total	18	12	66.7%	6	33.3%

6.0. PRIMARY SCHOOL, 2011

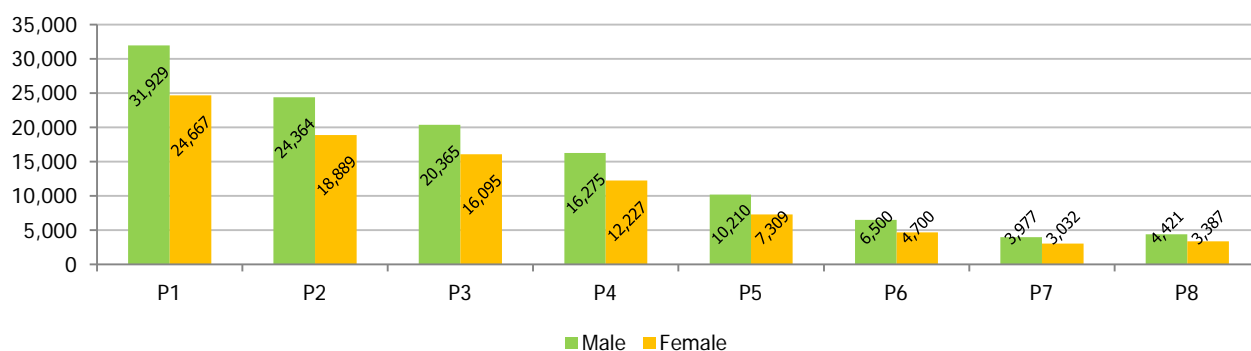
6.1. Access

6.1.1. Enrolment

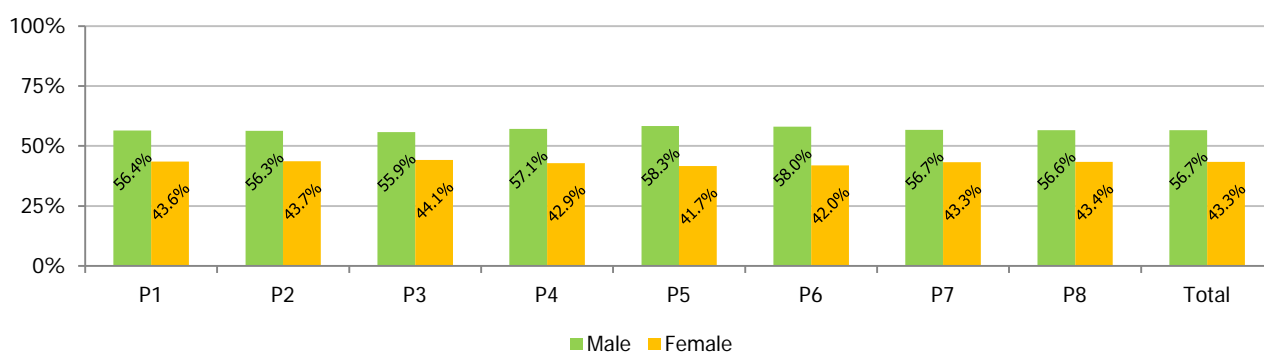
Number of primary school pupils by county and grade, 2011

County	Total	P1	P2	P3	P4	P5	P6	P7	P8
Akoka	1,925	720	410	291	236	193	75	-	-
Baliét	8,973	2,553	1,752	1,541	1,190	833	617	330	157
Fashoda	6,510	2,332	1,219	885	770	523	318	308	155
Longchok	9,085	3,271	1,967	1,569	1,194	629	384	71	-
Maban	13,655	5,215	3,872	2,771	1,252	328	99	51	67
Maiwut	19,969	5,918	4,537	3,874	3,116	1,513	822	116	73
Malakal	31,690	5,054	4,735	4,400	4,275	3,753	3,271	2,790	3,412
Malut	6,241	1,714	1,277	1,024	823	689	323	190	201
Manyo	8,772	1,866	1,526	1,400	1,207	993	743	444	593
Nasir	44,600	14,415	10,780	8,654	6,353	2,849	929	444	176
Panyikang	8,483	2,095	1,526	1,632	1,279	975	630	223	123
Renk	22,806	3,856	3,450	3,239	2,907	2,599	2,172	1,744	2,839
Ulang	25,638	7,587	6,202	5,180	3,900	1,642	817	298	12
Total	208,347	56,596	43,253	36,460	28,502	17,519	11,200	7,009	7,808

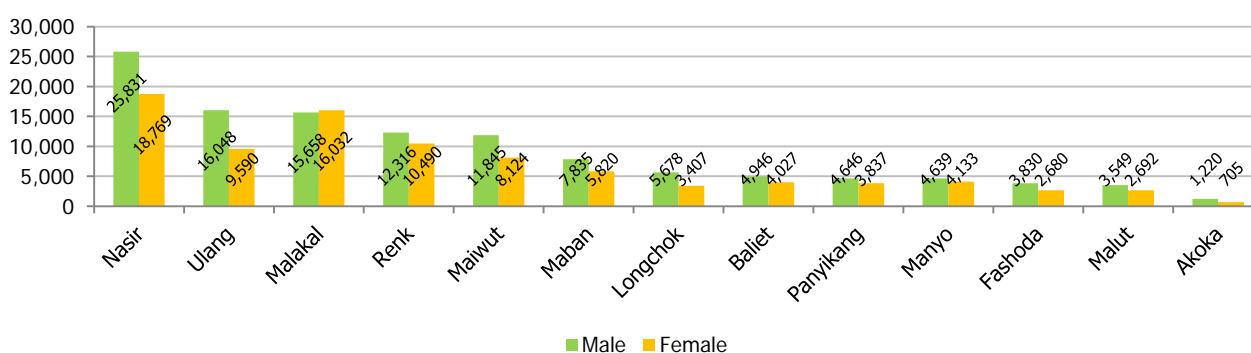
Number of primary school pupils by grade and gender, 2011

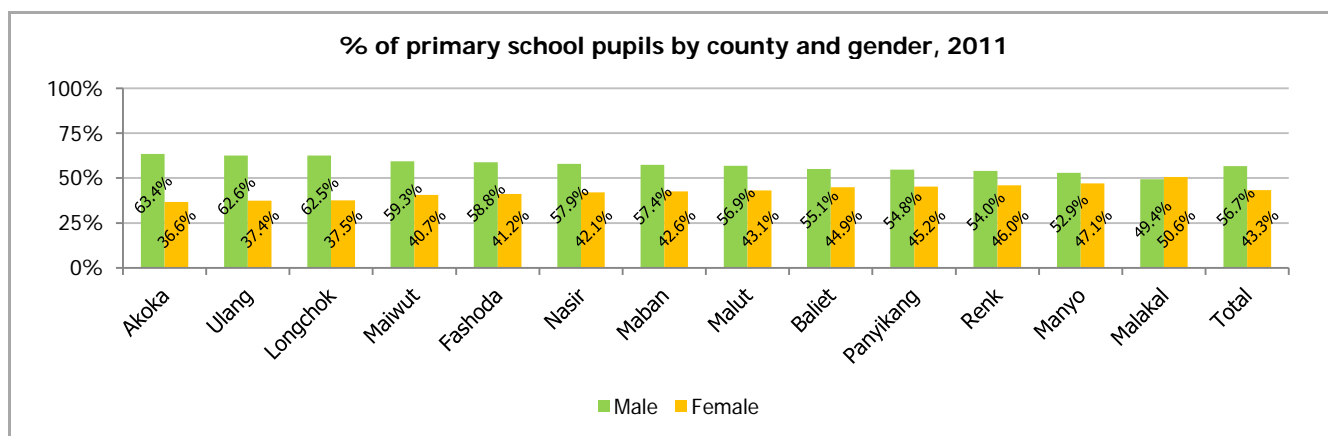


% of primary school pupils by grade and gender, 2011



Number of primary school pupils by county and gender, 2011



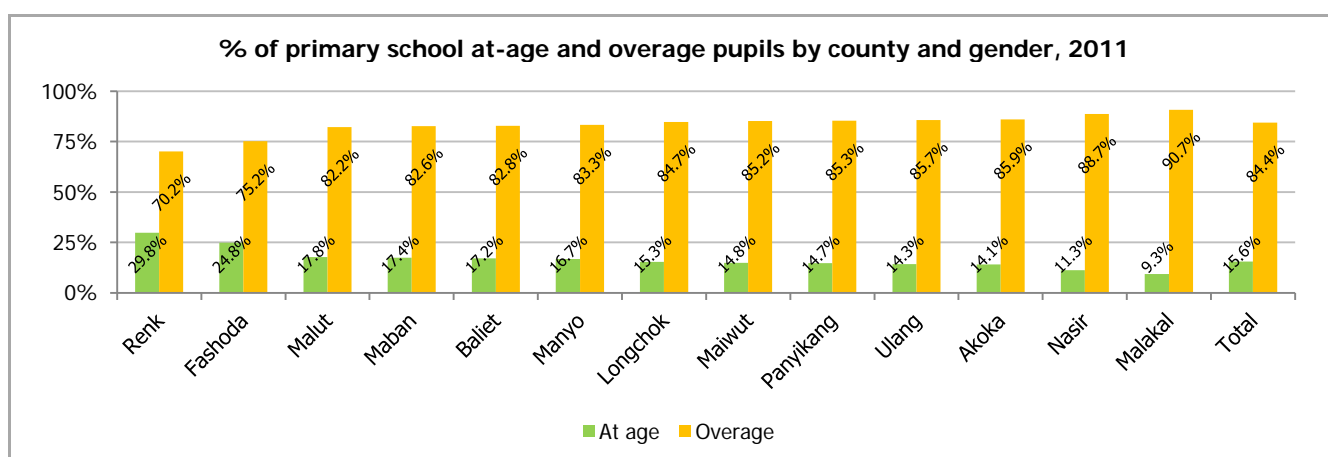
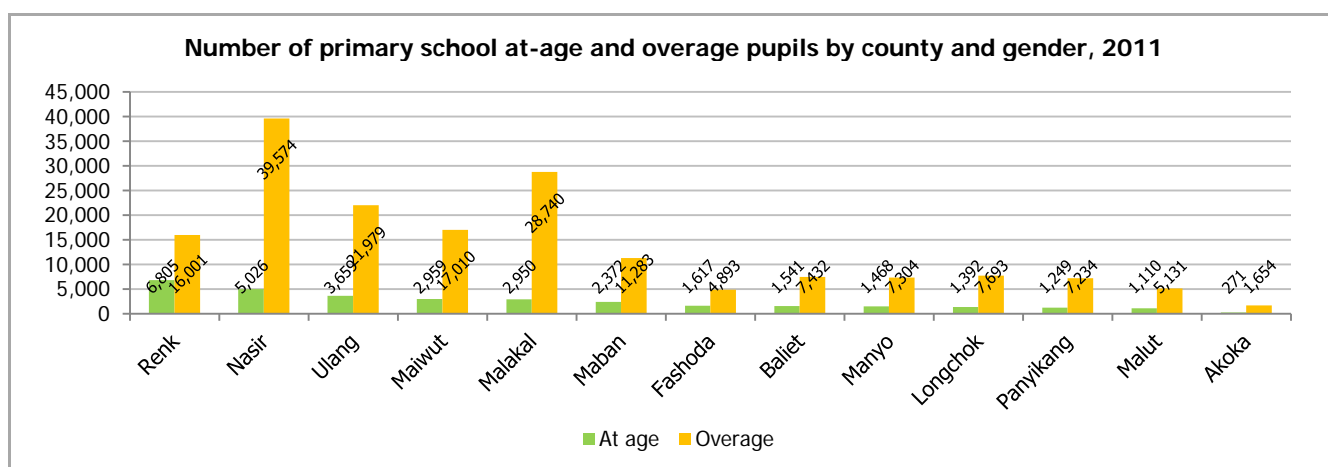


6.1.2. Overage pupils

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

County	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
Akoka	271	1,654	85.9%	172	1,048	85.9%	99	606	86.0%
Baliet	1,541	7,432	82.8%	886	4,060	82.1%	655	3,372	83.7%
Fashoda	1,617	4,893	75.2%	985	2,845	74.3%	632	2,048	76.4%
Longchok	1,392	7,693	84.7%	894	4,784	84.3%	498	2,909	85.4%
Maban	2,372	11,283	82.6%	1,317	6,518	83.2%	1,055	4,765	81.9%
Maiwut	2,959	17,010	85.2%	1,718	10,127	85.5%	1,241	6,883	84.7%
Malakal	2,950	28,740	90.7%	1,839	13,819	88.3%	1,111	14,921	93.1%
Malut	1,110	5,131	82.2%	687	2,862	80.6%	423	2,269	84.3%
Manyo	1,468	7,304	83.3%	899	3,740	80.6%	569	3,564	86.2%
Nasir	5,026	39,574	88.7%	2,974	22,857	88.5%	2,052	16,717	89.1%
Panyikang	1,249	7,234	85.3%	602	4,044	87.0%	647	3,190	83.1%
Renk	6,805	16,001	70.2%	3,445	8,871	72.0%	3,360	7,130	68.0%
Ulang	3,659	21,979	85.7%	2,245	13,803	86.0%	1,414	8,176	85.3%
Total	32,419	175,928	84.4%	18,663	99,378	84.2%	13,756	76,550	84.8%

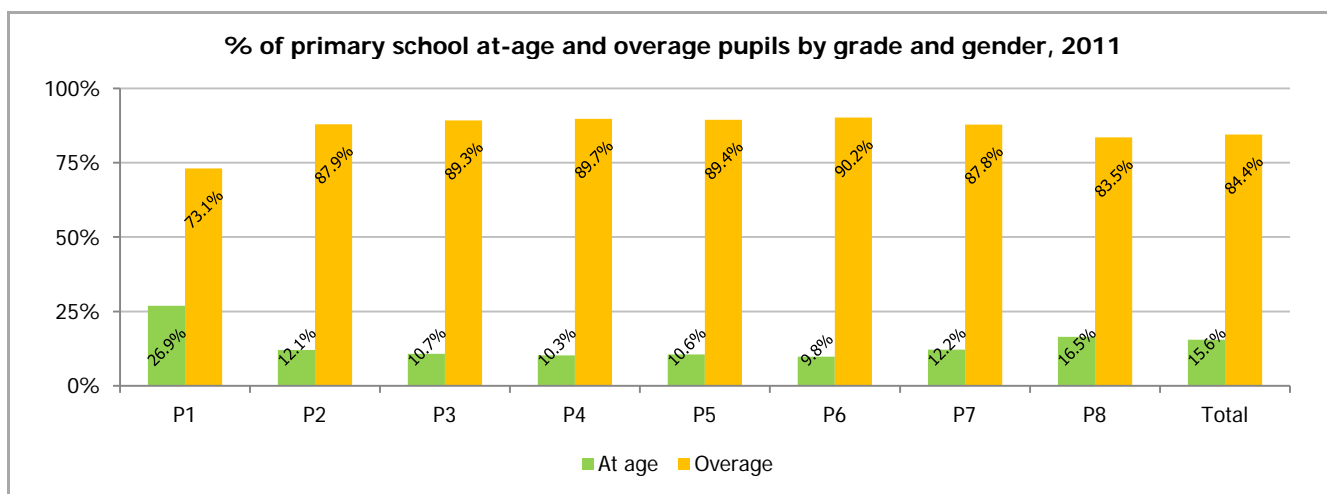
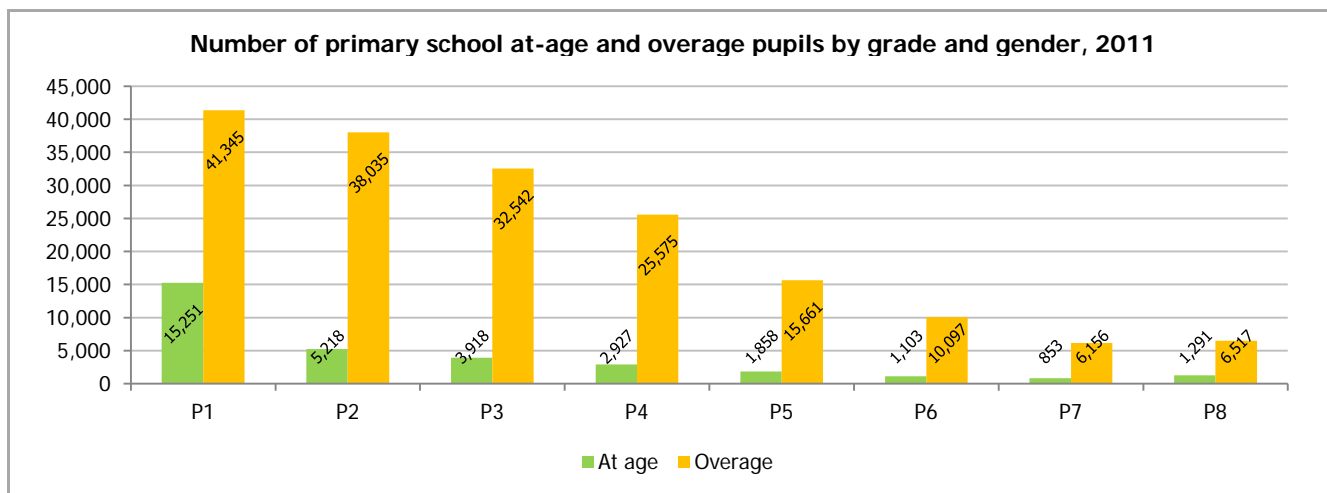
* "At age" includes under-age and at-age pupils.



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

Grade	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
P1	15,251	41,345	73.1%	8,553	23,376	73.2%	6,698	17,969	72.8%
P2	5,218	38,035	87.9%	3,053	21,311	87.5%	2,165	16,724	88.5%
P3	3,918	32,542	89.3%	2,315	18,050	88.6%	1,603	14,492	90.0%
P4	2,927	25,575	89.7%	1,683	14,592	89.7%	1,244	10,983	89.8%
P5	1,858	15,661	89.4%	1,154	9,056	88.7%	704	6,605	90.4%
P6	1,103	10,097	90.2%	624	5,876	90.4%	479	4,221	89.8%
P7	853	6,156	87.8%	538	3,439	86.5%	315	2,717	89.6%
P8	1,291	6,517	83.5%	743	3,678	83.2%	548	2,839	83.8%
Total	32,419	175,928	84.4%	18,663	99,378	84.2%	13,756	76,550	84.8%

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

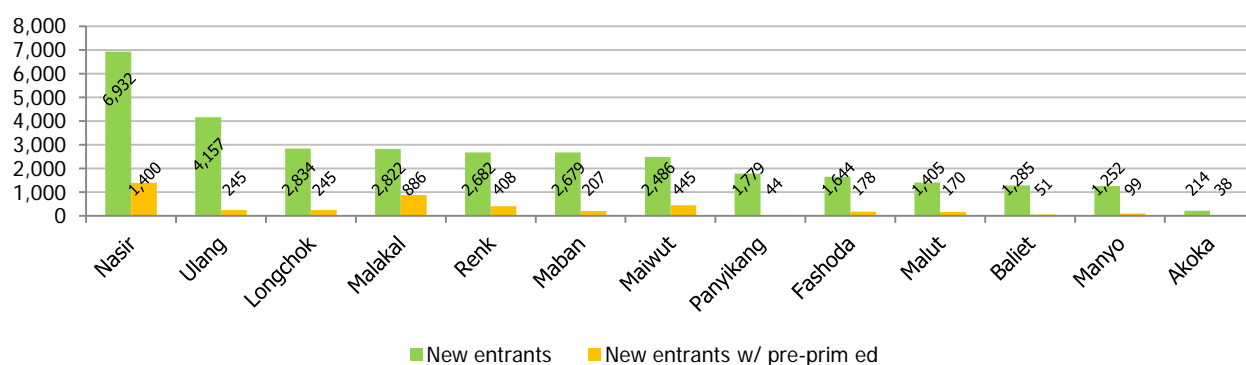


6.1.3. New entrants

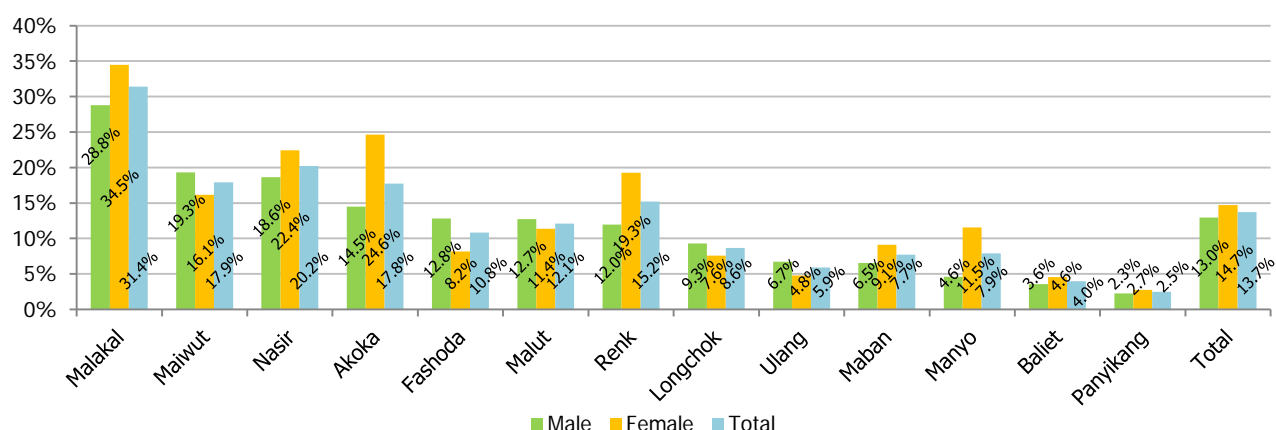
Number and % of primary school new entrants with pre-primary education by county and gender, 2011

County	Total			Male			Female		
	New entrants	New entrants w/ pre-prim ed	New entrants w/ pre-prim ed %	New entrants	New entrants w/ pre-prim ed	New entrants w/ pre-prim ed %	New entrants	New entrants w/ pre-prim ed	New entrants w/ pre-prim ed %
Akoka	214	38	17.8%	145	21	14.5%	69	17	24.6%
Ballet	1,285	51	4.0%	781	28	3.6%	504	23	4.6%
Fashoda	1,644	178	10.8%	945	121	12.8%	699	57	8.2%
Longchok	2,834	245	8.6%	1,742	162	9.3%	1,092	83	7.6%
Maban	2,679	207	7.7%	1,452	95	6.5%	1,227	112	9.1%
Maiwut	2,486	445	17.9%	1,389	268	19.3%	1,097	177	16.1%
Malakal	2,822	886	31.4%	1,522	438	28.8%	1,300	448	34.5%
Malut	1,405	170	12.1%	738	94	12.7%	667	76	11.4%
Manyo	1,252	99	7.9%	654	30	4.6%	598	69	11.5%
Nasir	6,932	1,400	20.2%	4,064	757	18.6%	2,868	643	22.4%
Panyikang	1,779	44	2.5%	1,011	23	2.3%	768	21	2.7%
Renk	2,682	408	15.2%	1,495	179	12.0%	1,187	229	19.3%
Ulang	4,157	245	5.9%	2,394	161	6.7%	1,763	84	4.8%
Total	32,171	4,416	13.7%	18,332	2,377	13.0%	13,839	2,039	14.7%

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



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

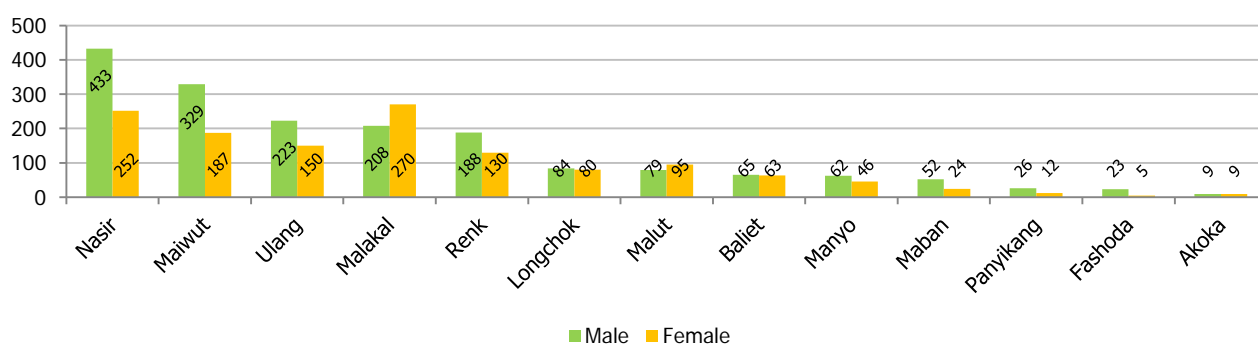


6.1.4. Pupils with special needs

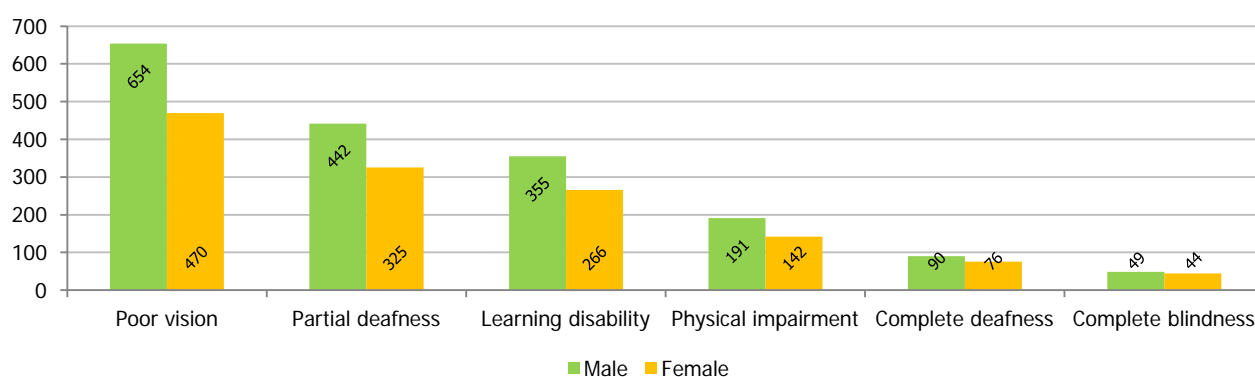
Number and % of primary school pupils with special needs by county and gender, 2011

County	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
Akoka	1,925	18	0.9%	1,220	9	0.7%	705	9	1.3%
Baliet	8,973	128	1.4%	4,946	65	1.3%	4,027	63	1.5%
Fashoda	6,510	28	0.4%	3,830	23	0.6%	2,680	5	0.2%
Longchok	9,085	164	1.8%	5,678	84	1.5%	3,407	80	2.3%
Maban	13,655	76	0.6%	7,835	52	0.7%	5,820	24	0.4%
Maiwut	19,969	516	2.5%	11,845	329	2.7%	8,124	187	2.3%
Malakal	31,690	478	1.5%	15,658	208	1.3%	16,032	270	1.7%
Malut	6,241	174	2.7%	3,549	79	2.2%	2,692	95	3.4%
Manyo	8,772	108	1.2%	4,639	62	1.3%	4,133	46	1.1%
Nasir	44,600	685	1.5%	25,831	433	1.6%	18,769	252	1.3%
Panyikang	8,483	38	0.4%	4,646	26	0.6%	3,837	12	0.3%
Renk	22,806	318	1.4%	12,316	188	1.5%	10,490	130	1.2%
Ulang	25,638	373	1.4%	16,048	223	1.4%	9,590	150	1.5%
Total	208,347	3,104	1.5%	118,041	1,781	1.5%	90,306	1,323	1.4%

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

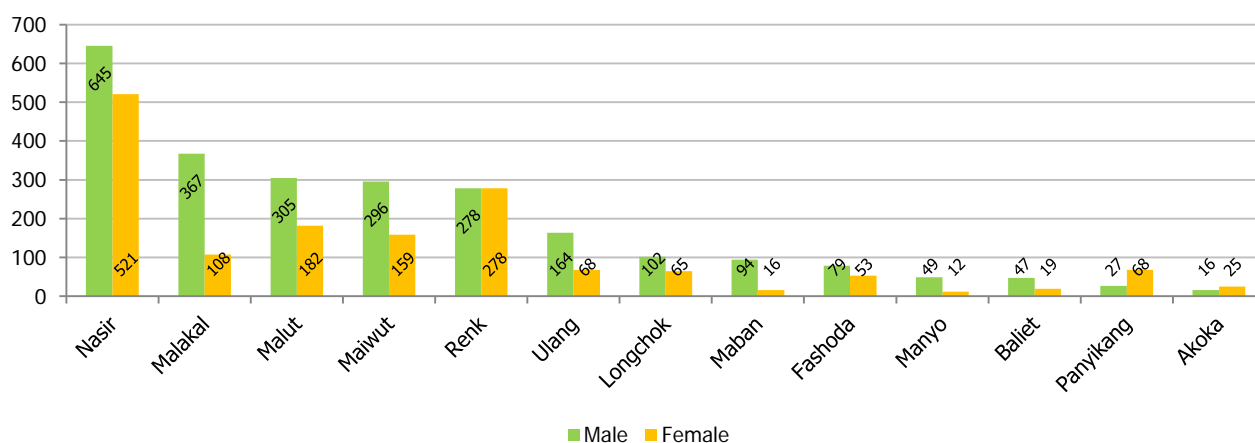


* "Poor vision" includes pupils whose eye visions require glasses but do not have access to them.

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 %
Akoka	1,925	41	2.1%	1,220	16	1.3%	705	25	3.4%
Baliet	8,973	66	0.7%	4,946	47	0.9%	4,027	19	0.5%
Fashoda	6,510	132	2.0%	3,830	79	2.0%	2,680	53	1.9%
Longchok	9,085	167	1.8%	5,678	102	1.8%	3,407	65	1.9%
Maban	13,655	110	0.8%	7,835	94	1.2%	5,820	16	0.3%
Maiwut	19,969	455	2.2%	11,845	296	2.4%	8,124	159	1.9%
Malakal	31,690	475	1.5%	15,658	367	2.3%	16,032	108	0.7%
Malut	6,241	487	7.2%	3,549	305	7.9%	2,692	182	6.3%
Manyo	8,772	61	0.7%	4,639	49	1.0%	4,133	12	0.3%
Nasir	44,600	1,166	2.5%	25,831	645	2.4%	18,769	521	2.7%
Panyikang	8,483	95	1.1%	4,646	27	0.6%	3,837	68	1.7%
Renk	22,806	556	2.4%	12,316	278	2.2%	10,490	278	2.6%
Ulang	25,638	232	0.9%	16,048	164	1.0%	9,590	68	0.7%
Total	208,347	4,043	1.9%	118,041	2,469	2.0%	90,306	1,574	1.7%

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	56,596	878	1.5%	31,929	527	1.6%	24,667	351	1.4%
P2	43,253	820	1.9%	24,364	496	2.0%	18,889	324	1.7%
P3	36,460	722	1.9%	20,365	414	2.0%	16,095	308	1.9%
P4	28,502	677	2.3%	16,275	413	2.5%	12,227	264	2.1%
P5	17,519	409	2.3%	10,210	270	2.6%	7,309	139	1.9%
P6	11,200	203	1.8%	6,500	130	2.0%	4,700	73	1.5%
P7	7,009	162	2.3%	3,977	104	2.5%	3,032	58	1.9%
P8	7,808	172	2.2%	4,421	115	2.5%	3,387	57	1.7%
Total	208,347	4,043	1.9%	118,041	2,469	2.0%	90,306	1,574	1.7%

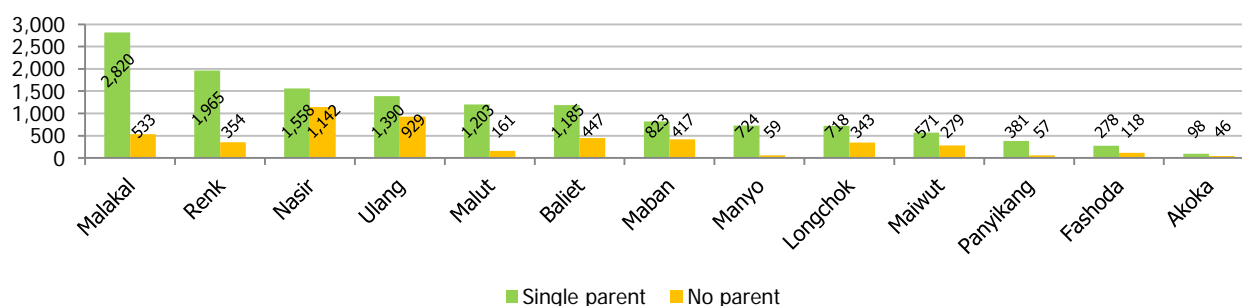
Number of primary school demobilised soldiers by grade, 2011



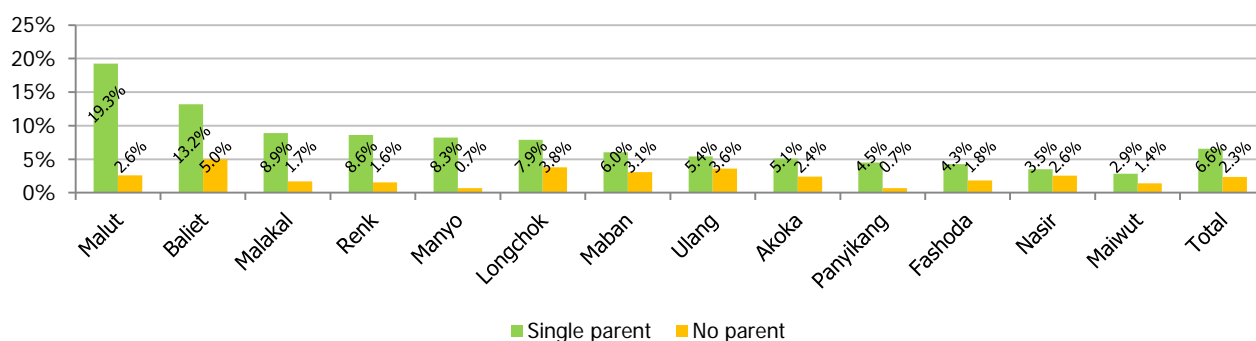
Number and % of primary school orphans by county and type, 2011

County	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
Akoka	1,925	144	7.5%	98	5.1%	46	2.4%
Baliat	8,973	1,632	18.2%	1,185	13.2%	447	5.0%
Fashoda	6,510	396	6.1%	278	4.3%	118	1.8%
Longchok	9,085	1,061	11.7%	718	7.9%	343	3.8%
Maban	13,655	1,240	9.1%	823	6.0%	417	3.1%
Maiwut	19,969	850	4.3%	571	2.9%	279	1.4%
Malakal	31,690	3,353	10.6%	2,820	8.9%	533	1.7%
Malut	6,241	1,364	21.9%	1,203	19.3%	161	2.6%
Manyo	8,772	783	8.9%	724	8.3%	59	0.7%
Nasir	44,600	2,700	6.1%	1,558	3.5%	1,142	2.6%
Panyikang	8,483	438	5.2%	381	4.5%	57	0.7%
Renk	22,806	2,319	10.2%	1,965	8.6%	354	1.6%
Ulang	25,638	2,319	9.0%	1,390	5.4%	929	3.6%
Total	208,347	18,599	8.9%	13,714	6.6%	4,885	2.3%

Number of primary school orphans by county and type, 2011

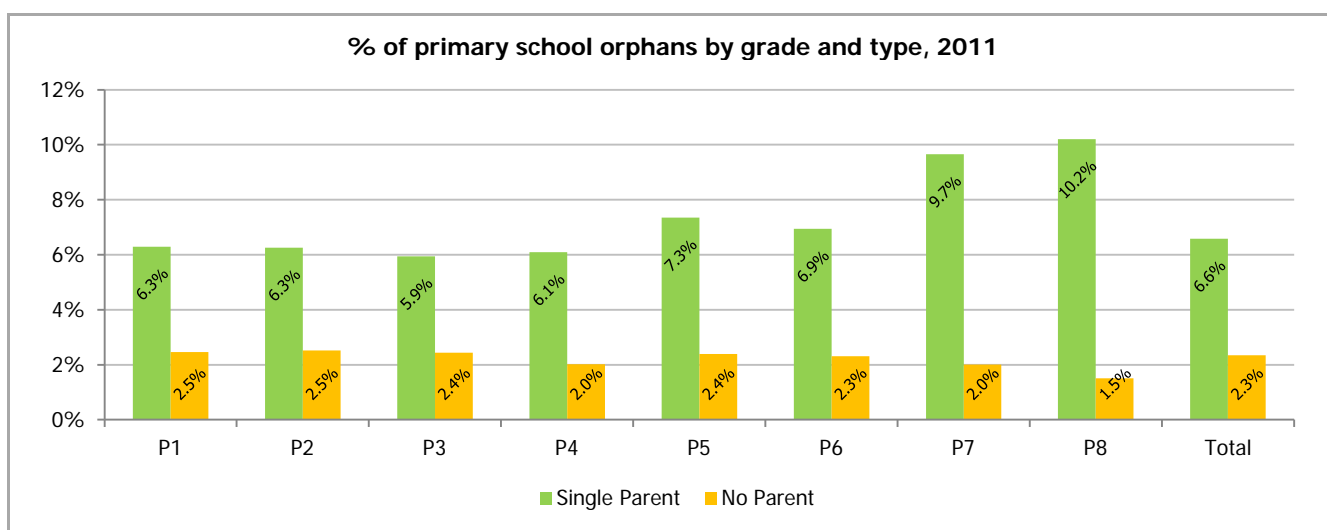
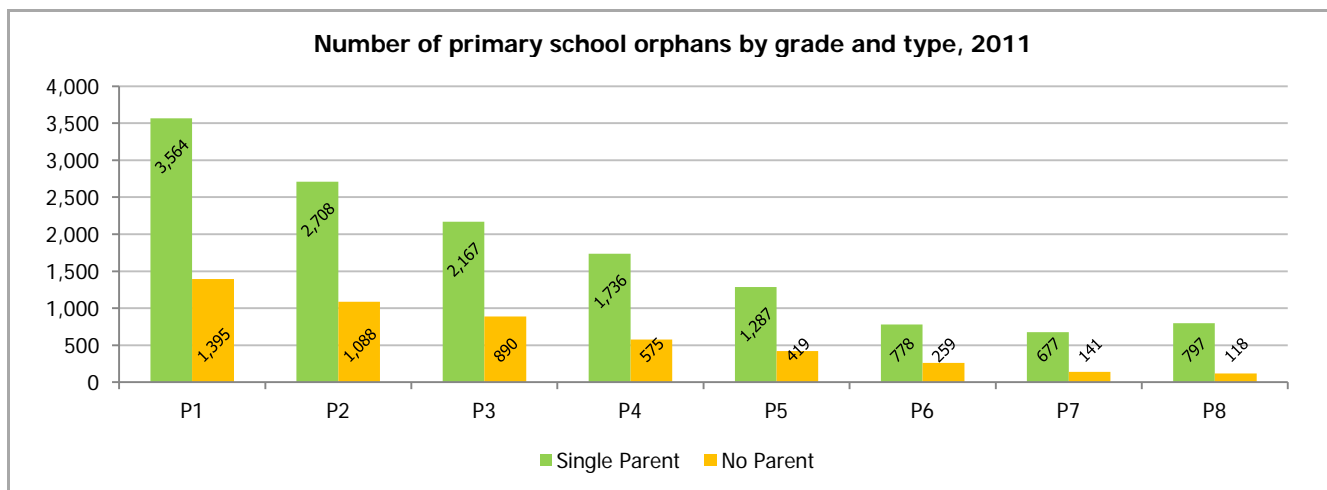


% of primary school orphans by county and type, 2011



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	56,596	4,959	8.8%	3,564	6.3%	1,395	2.5%
P2	43,253	3,796	8.8%	2,708	6.3%	1,088	2.5%
P3	36,460	3,057	8.4%	2,167	5.9%	890	2.4%
P4	28,502	2,311	8.1%	1,736	6.1%	575	2.0%
P5	17,519	1,706	9.7%	1,287	7.3%	419	2.4%
P6	11,200	1,037	9.3%	778	6.9%	259	2.3%
P7	7,009	818	11.7%	677	9.7%	141	2.0%
P8	7,808	915	11.7%	797	10.2%	118	1.5%
Total	208,347	18,599	8.9%	13,714	6.6%	4,885	2.3%



6.2. Resources

6.2.1. Schools

Number of primary schools by ownership, 2011

Ownership type	Schools
Community	46
Government	275
Government-aided	12
Private	23
Other	35
Total	391

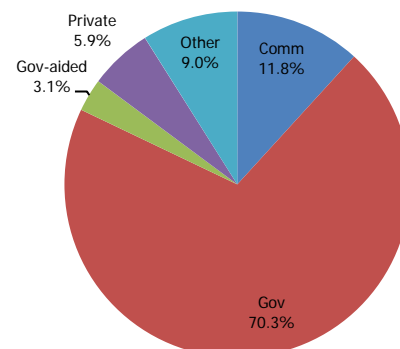
* "Other" includes NGO-supported, unknown, and unspecified other ownership types.

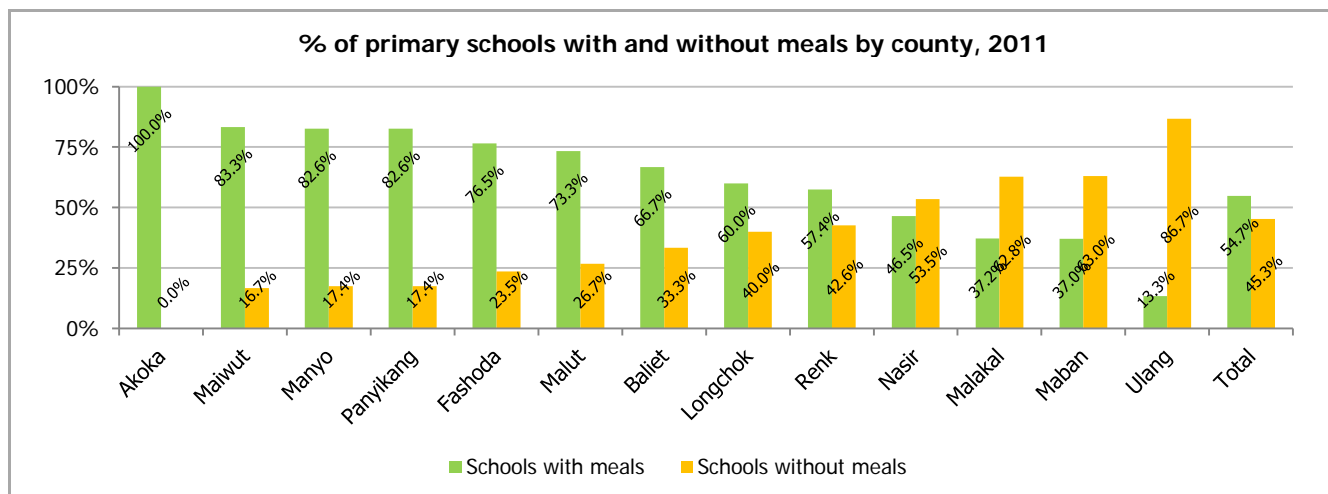
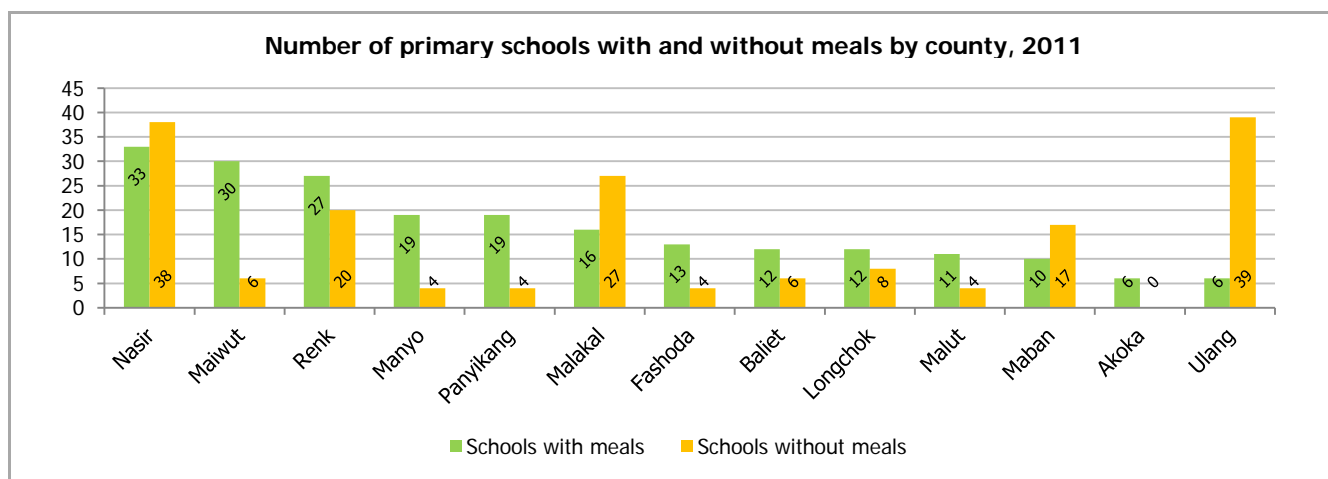
No. and % of prim. schools with meals by county, 2011

County	Schools	Schools w/ meals		Schools w/out meals	
		Count	% total	Count	% total
Akoka	6	6	100.0%	-	-
Baliet	18	12	66.7%	6	33.3%
Fashoda	17	13	76.5%	4	23.5%
Longchok	20	12	60.0%	8	40.0%
Maban	27	10	37.0%	17	63.0%
Maiwut	36	30	83.3%	6	16.7%
Malakal	43	16	37.2%	27	62.8%
Malut	15	11	73.3%	4	26.7%
Manyo	23	19	82.6%	4	17.4%
Nasir	71	33	46.5%	38	53.5%
Panyikang	23	19	82.6%	4	17.4%
Renk	47	27	57.4%	20	42.6%
Ulang	45	6	13.3%	39	86.7%
Total	391	214	54.7%	177	45.3%

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

% of primary schools by ownership type, 2011

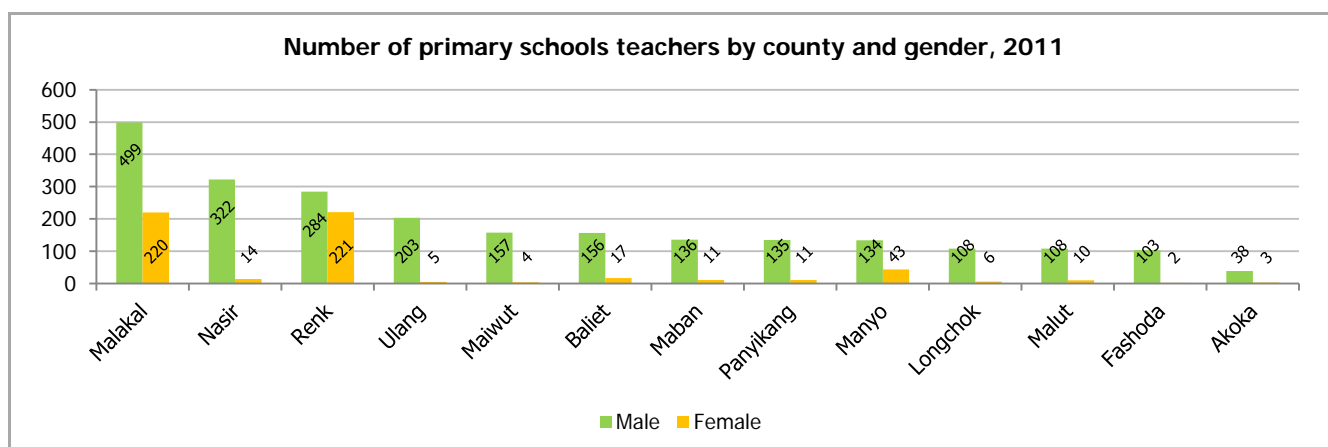


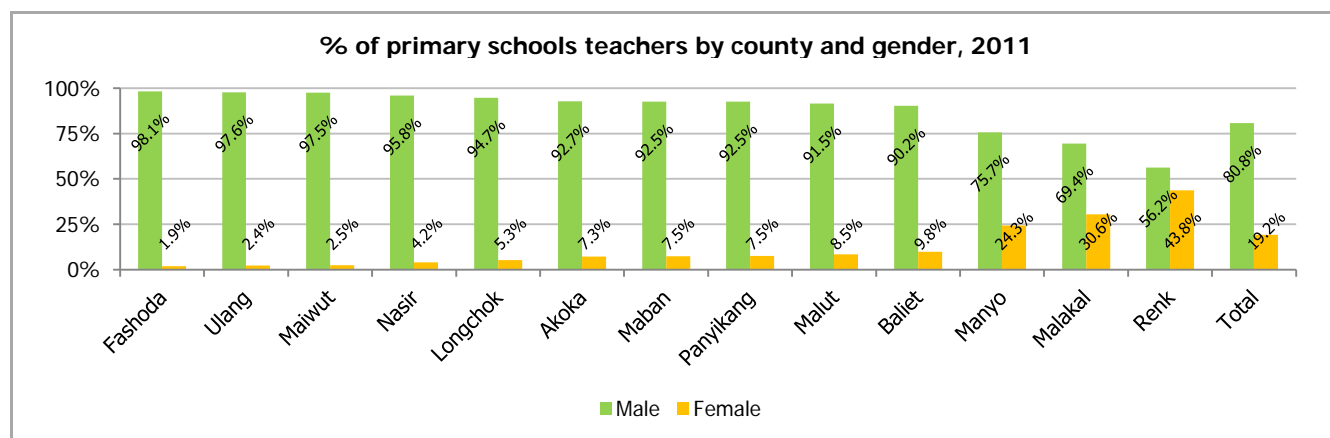


6.2.2. Teachers

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

County	Total	Male		Female	
		Count	% total	Count	% total
Akoka	41	38	92.7%	3	7.3%
Baliat	173	156	90.2%	17	9.8%
Fashoda	105	103	98.1%	2	1.9%
Longchok	114	108	94.7%	6	5.3%
Maban	147	136	92.5%	11	7.5%
Maiwut	161	157	97.5%	4	2.5%
Malakal	719	499	69.4%	220	30.6%
Malut	118	108	91.5%	10	8.5%
Manyo	177	134	75.7%	43	24.3%
Nasir	336	322	95.8%	14	4.2%
Panyikang	146	135	92.5%	11	7.5%
Renk	505	284	56.2%	221	43.8%
Ulang	208	203	97.6%	5	2.4%
Total	2,950	2,383	80.8%	567	19.2%

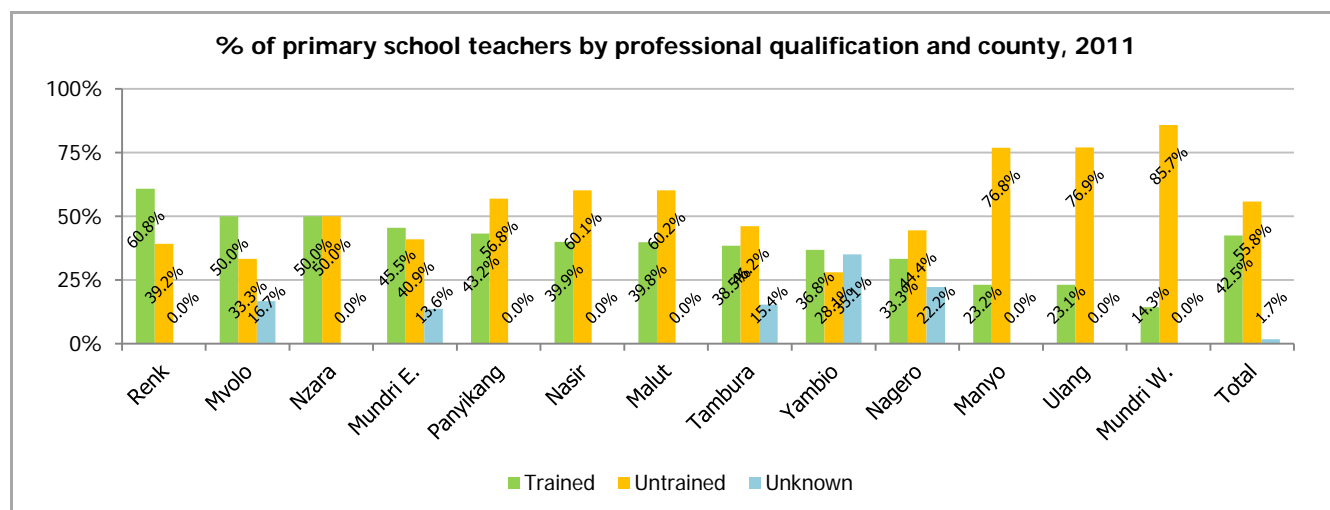
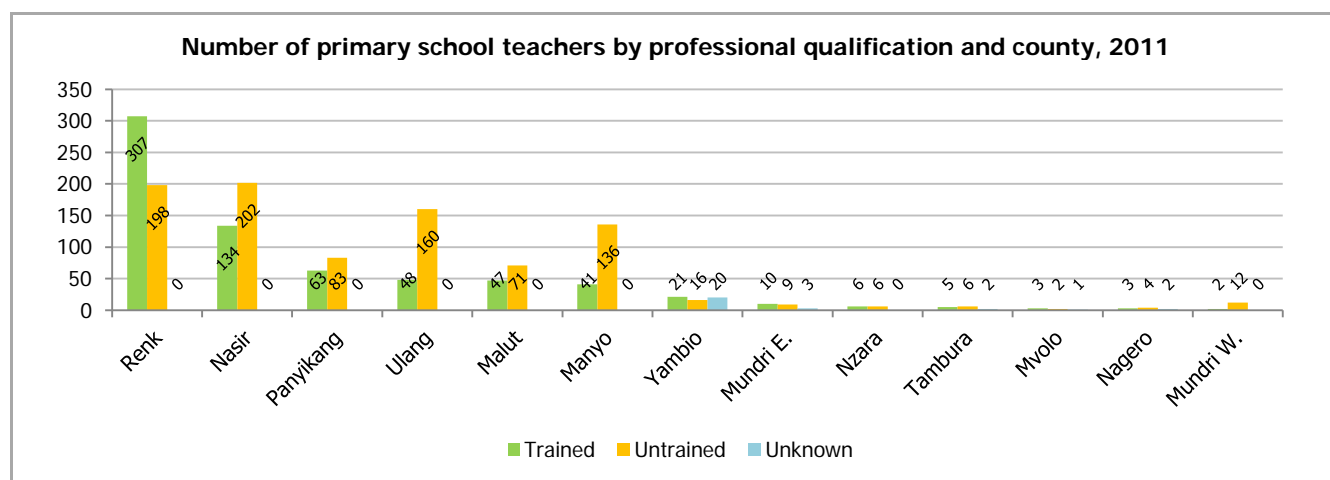




Number and % of primary school teachers by professional qualification and county, 2011

County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Akoka	41	10	45.5%	9	40.9%	3	13.6%
Baliet	173	2	14.3%	12	85.7%	-	-
Fashoda	105	3	50.0%	2	33.3%	1	16.7%
Longchok	114	3	33.3%	4	44.4%	2	22.2%
Maban	147	6	50.0%	6	50.0%	-	-
Maiwut	161	5	38.5%	6	46.2%	2	15.4%
Malakal	719	21	36.8%	16	28.1%	20	35.1%
Malut	118	47	39.8%	71	60.2%	-	-
Manyo	177	41	23.2%	136	76.8%	-	-
Nasir	336	134	39.9%	202	60.1%	-	-
Panyikang	146	63	43.2%	83	56.8%	-	-
Renk	505	307	60.8%	198	39.2%	-	-
Ulang	208	48	23.1%	160	76.9%	-	-
Total	1,623	690	42.5%	905	55.8%	28	1.7%

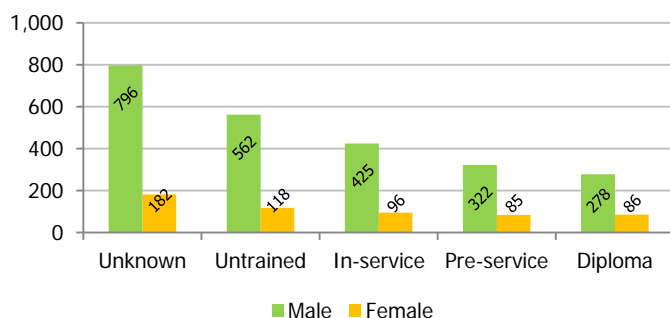
* "Trained" encompasses teachers with pre-service teacher training, in-service teacher training, and higher education diploma. "Unknown" teachers include those whose professional qualification was not reported.



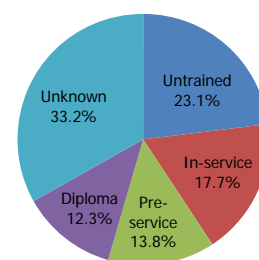
Number and % of primary school teachers by county and qualification type, 2011

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Akoka	41	7	17.1%	10	24.4%	3	7.3%	2	4.9%	19	46.3%
Baliat	173	78	45.1%	9	5.2%	5	2.9%	18	10.4%	63	36.4%
Fashoda	105	29	27.6%	9	8.6%	6	5.7%	6	5.7%	55	52.4%
Longchok	114	25	21.9%	27	23.7%	14	12.3%	33	28.9%	15	13.2%
Maban	147	42	28.6%	26	17.7%	9	6.1%	8	5.4%	62	42.2%
Maiwut	161	57	35.4%	42	26.1%	28	17.4%	23	14.3%	11	6.8%
Malakal	719	155	21.6%	138	19.2%	132	18.4%	104	14.5%	190	26.4%
Malut	118	11	9.3%	20	16.9%	13	11.0%	14	11.9%	60	50.8%
Manyo	177	38	21.5%	22	12.4%	10	5.6%	9	5.1%	98	55.4%
Nasir	336	105	31.3%	56	16.7%	65	19.3%	13	3.9%	97	28.9%
Panyikang	146	59	40.4%	24	16.4%	28	19.2%	11	7.5%	24	16.4%
Renk	505	51	10.1%	103	20.4%	85	16.8%	119	23.6%	147	29.1%
Ulang	208	23	11.1%	35	16.8%	9	4.3%	4	1.9%	137	65.9%
Total	2,950	680	23.1%	521	17.7%	407	13.8%	364	12.3%	978	33.2%

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



% of primary school teachers by professional qualification, 2011

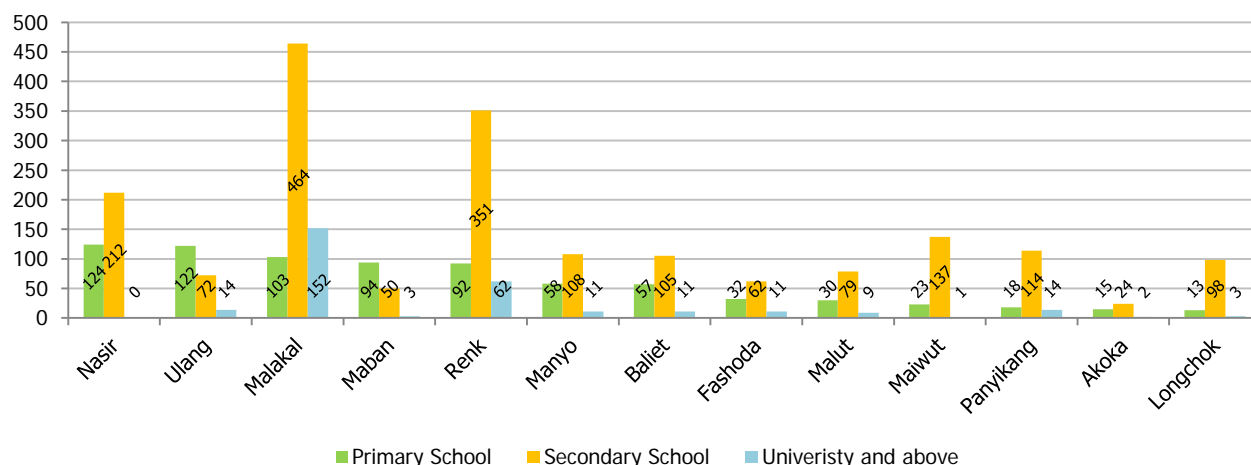


Number and % of primary school teachers by academic qualification and county, 2011

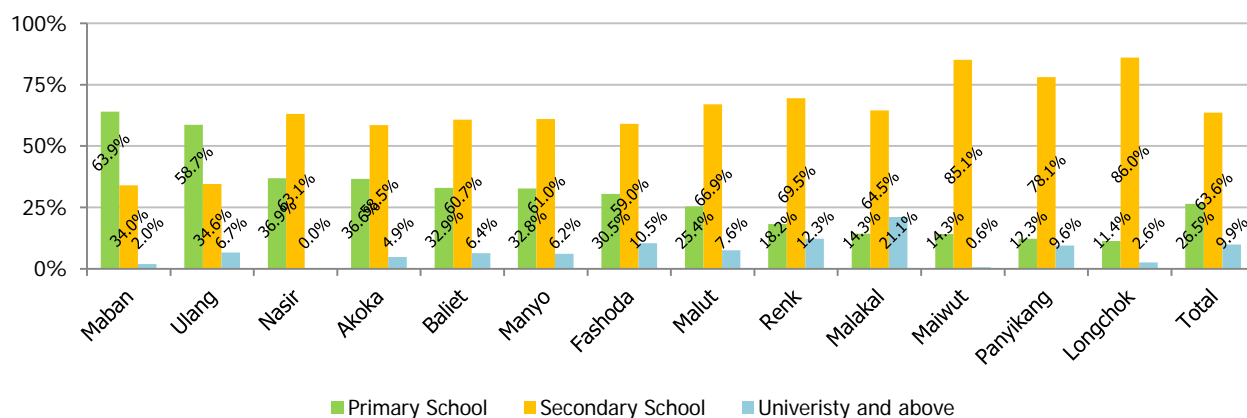
County	Total	Primary School		Secondary School		University and above	
		Count	% total	Count	% total	Count	% total
Akoka	41	15	36.6%	24	58.5%	2	4.9%
Baliat	173	57	32.9%	105	60.7%	11	6.4%
Fashoda	105	32	30.5%	62	59.0%	11	10.5%
Longchok	114	13	11.4%	98	86.0%	3	2.6%
Maban	147	94	63.9%	50	34.0%	3	2.0%
Maiwut	161	23	14.3%	137	85.1%	1	0.6%
Malakal	719	103	14.3%	464	64.5%	152	21.1%
Malut	118	30	25.4%	79	66.9%	9	7.6%
Manyo	177	58	32.8%	108	61.0%	11	6.2%
Nasir	336	124	36.9%	212	63.1%	-	-
Panyikang	146	18	12.3%	114	78.1%	14	9.6%
Renk	505	92	18.2%	351	69.5%	62	12.3%
Ulang	208	122	58.7%	72	34.6%	14	6.7%
Total	2,950	781	26.5%	1,876	63.6%	293	9.9%

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

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



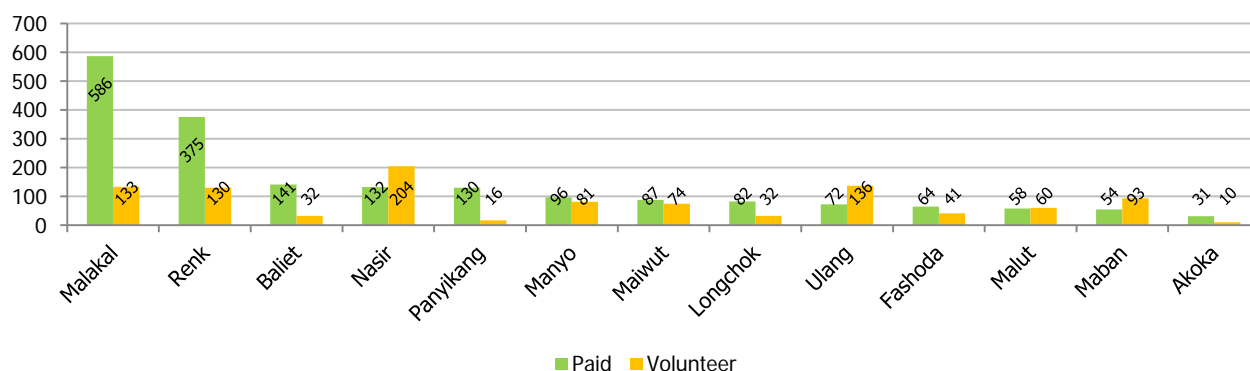
% of primary school teachers by academic qualification and county, 2011



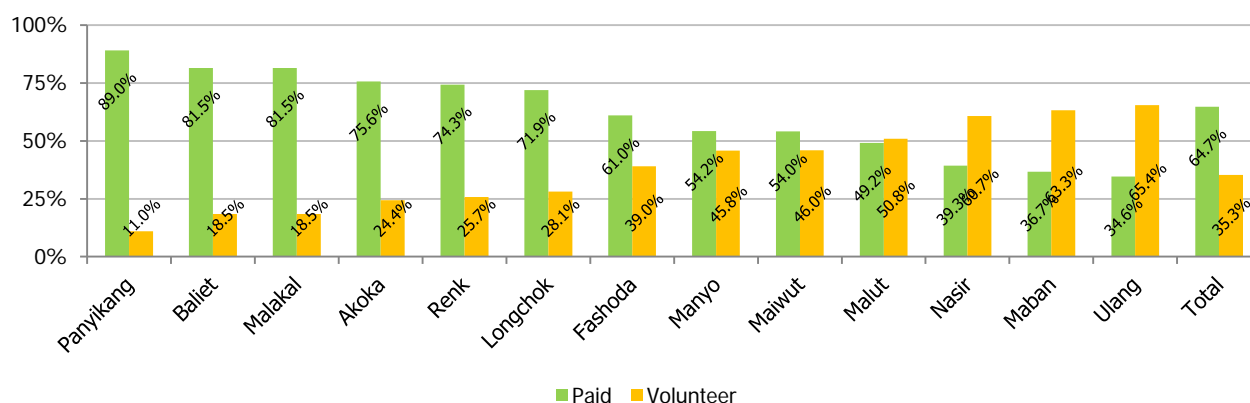
Number and % of primary school teachers by employment status and county, 2011

County	Total	Paid		Volunteer	
		Count	% total	Count	% total
Akoka	41	31	75.6%	10	24.4%
Baliat	173	141	81.5%	32	18.5%
Fashoda	105	64	61.0%	41	39.0%
Longchok	114	82	71.9%	32	28.1%
Maban	147	54	36.7%	93	63.3%
Maiwut	161	87	54.0%	74	46.0%
Malakal	719	586	81.5%	133	18.5%
Malut	118	58	49.2%	60	50.8%
Manyo	177	96	54.2%	81	45.8%
Nasir	336	132	39.3%	204	60.7%
Panyikang	146	130	89.0%	16	11.0%
Renk	505	375	74.3%	130	25.7%
Ulang	208	72	34.6%	136	65.4%
Total	2,950	1,908	64.7%	1,042	35.3%

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



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

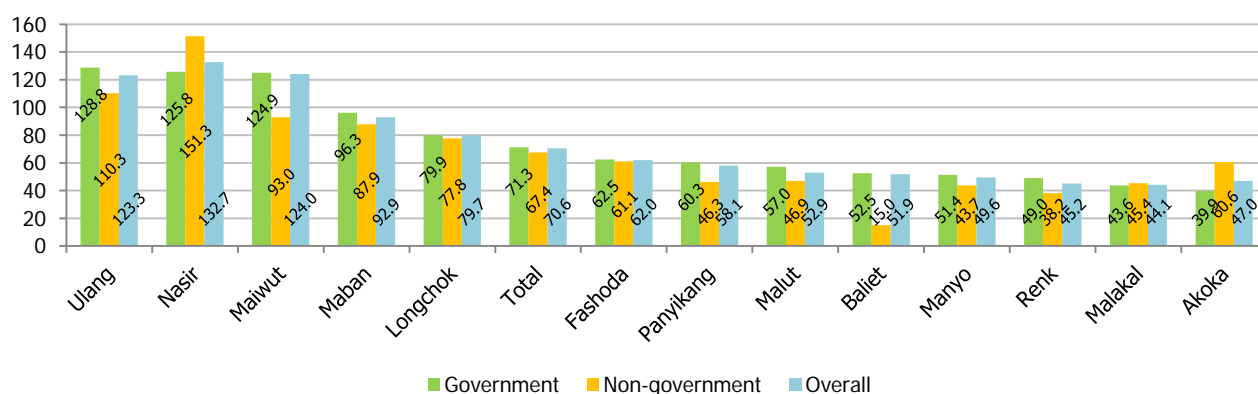


Primary school pupil-teacher ratio (PTR) by county and ownership, 2011

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Akoka	1,925	41	47.0	1,077	27	39.9	848	14	60.6
Baliat	8,973	173	51.9	8,928	170	52.5	45	3	15.0
Fashoda	6,510	105	62.0	4,310	69	62.5	2,200	36	61.1
Longchok	9,085	114	79.7	8,152	102	79.9	933	12	77.8
Maban	13,655	147	92.9	8,471	88	96.3	5,184	59	87.9
Maiwut	19,969	161	124.0	15,742	126	124.9	2,883	31	93.0
Malakal	31,690	719	44.1	22,982	527	43.6	8,708	192	45.4
Malut	6,241	118	52.9	3,992	70	57.0	2,249	48	46.9
Manyo	8,772	177	49.6	6,937	135	51.4	1,835	42	43.7
Nasir	44,600	336	132.7	30,828	245	125.8	13,772	91	151.3
Panyikang	8,483	146	58.1	7,419	123	60.3	1,064	23	46.3
Renk	22,806	505	45.2	15,965	326	49.0	6,841	179	38.2
Ulang	25,638	208	123.3	18,798	146	128.8	6,840	62	110.3
Total	208,347	2,950	70.6	153,601	2,154	71.3	53,402	792	67.4

* "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

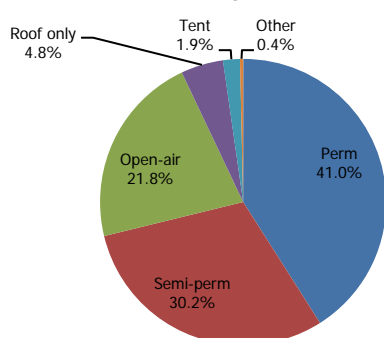


6.2.3. Classrooms

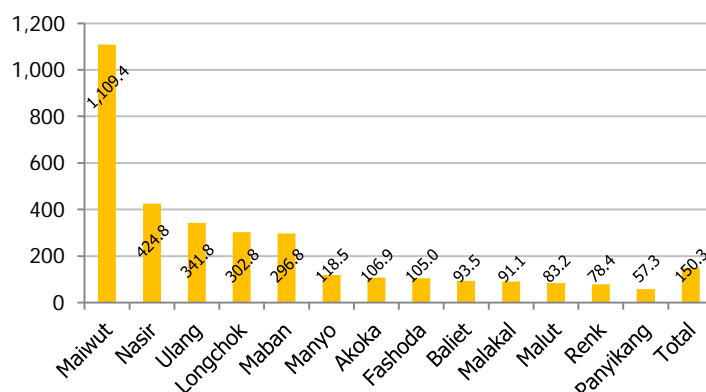
Number of primary school classrooms and pupil-classroom ratio (PCR) by county and type, 2011

County	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
Akoka	28	8	10	3	7	-	-	106.9
Baliat	125	33	63	18	11	-	-	93.5
Fashoda	82	34	28	8	6	6	-	105.0
Longchok	40	24	6	7	3	-	-	302.8
Maban	88	45	1	35	6	1	-	296.8
Maiwut	87	13	5	68	1	-	-	1,109.4
Malakal	379	185	163	11	9	9	2	91.1
Malut	78	46	29	1	2	-	-	83.2
Manyo	108	42	32	13	8	9	4	118.5
Nasir	288	48	57	159	20	4	-	424.8
Panyikang	166	59	89	13	5	-	-	57.3
Renk	297	247	44	2	3	-	1	78.4
Ulang	181	14	61	86	12	8	-	341.8
Total	1,947	798	588	424	93	37	7	150.3

% of primary school classrooms by type, 2011



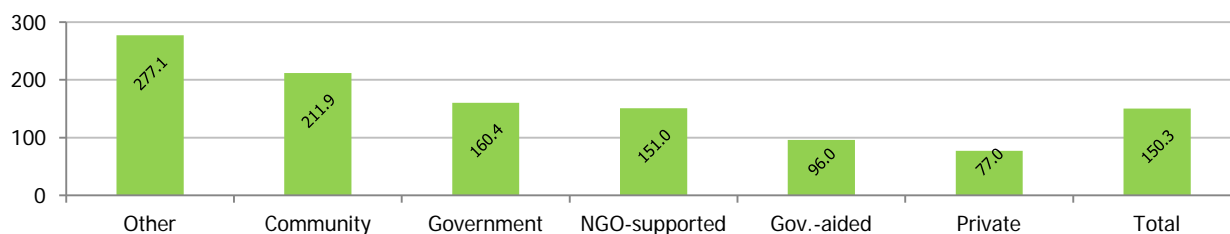
Primary school pupil-classroom ratio (PCR) by county, 2011



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	172	29	59	64	13	7	-	211.9
Gov.-aided	89	63	22	1	3	-	-	96.0
Government	1,312	532	375	306	73	21	5	160.4
NGO-supported	97	27	37	20	4	9	-	151.0
Private	205	127	76	-	-	-	2	77.0
Other	72	20	19	33	-	-	-	277.1
Total	1,947	798	588	424	93	37	7	150.3

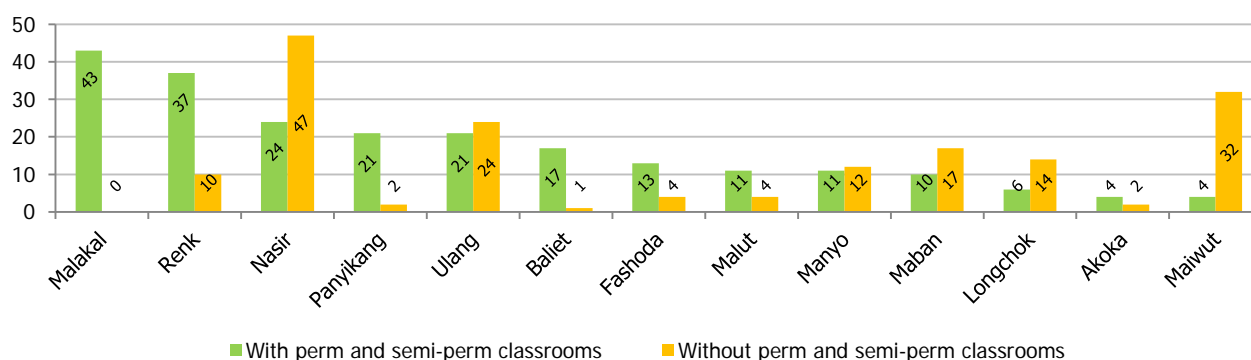
Primary school pupil-classroom ratio (PCR) by ownership, 2011



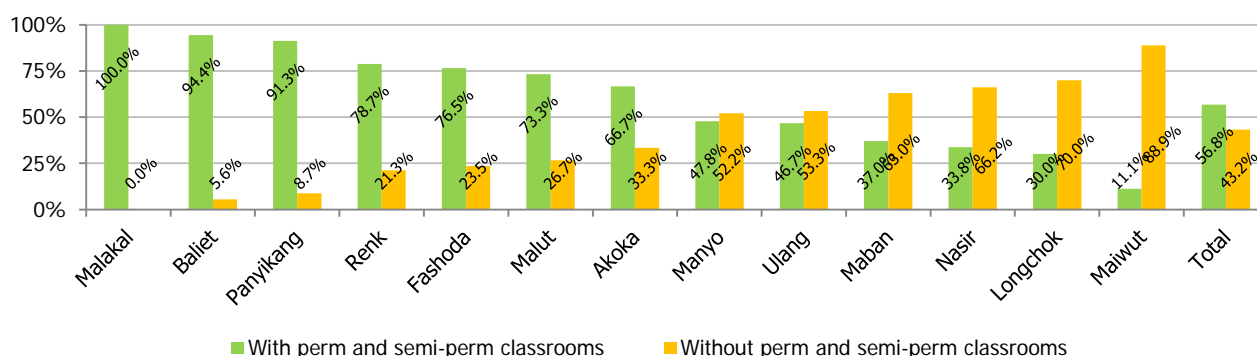
Number and % of primary schools with permanent and semi-permanent classrooms, 2011

County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Akoka	6	4	66.7%	2	33.3%
Baliat	18	17	94.4%	1	5.6%
Fashoda	17	13	76.5%	4	23.5%
Longchok	20	6	30.0%	14	70.0%
Maban	27	10	37.0%	17	63.0%
Maiwut	36	4	11.1%	32	88.9%
Malakal	43	43	100.0%	-	-
Malut	15	11	73.3%	4	26.7%
Manyo	23	11	47.8%	12	52.2%
Nasir	71	24	33.8%	47	66.2%
Panyikang	23	21	91.3%	2	8.7%
Renk	47	37	78.7%	10	21.3%
Ulang	45	21	46.7%	24	53.3%
Total	391	222	56.8%	169	43.2%

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



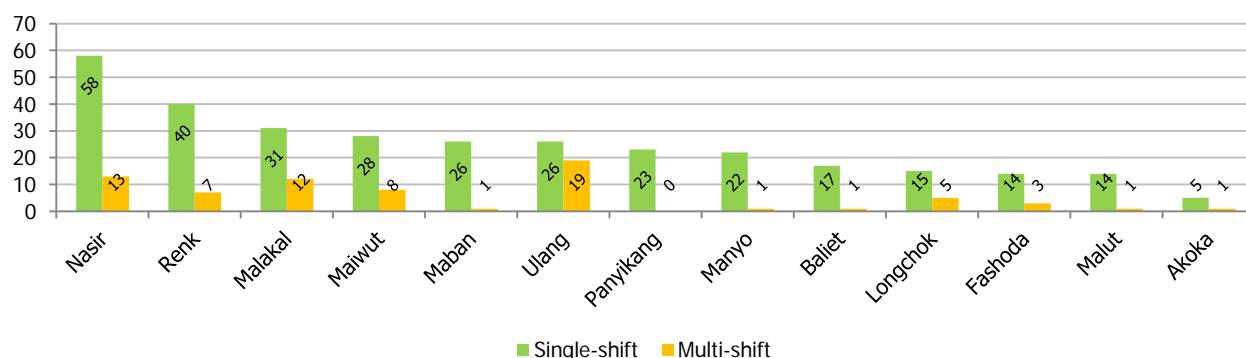
% of primary schools with and without permanent and semi-permanent classrooms by county, 2011



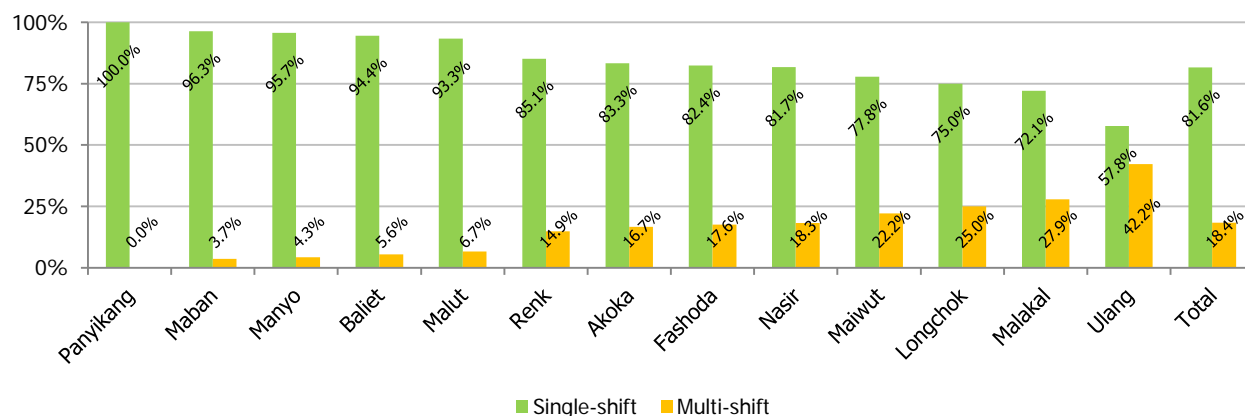
Number and % of primary schools with and without multi-shift by county, 2011

County	Total	Single-shift		Multi-shift	
		Count	% total	Count	% total
Akoka	6	5	83.3%	1	16.7%
Baliét	18	17	94.4%	1	5.6%
Fashoda	17	14	82.4%	3	17.6%
Longchok	20	15	75.0%	5	25.0%
Maban	27	26	96.3%	1	3.7%
Maiwut	36	28	77.8%	8	22.2%
Malakal	43	31	72.1%	12	27.9%
Malut	15	14	93.3%	1	6.7%
Manyo	23	22	95.7%	1	4.3%
Nasir	71	58	81.7%	13	18.3%
Panyikang	23	23	100.0%	-	-
Renk	47	40	85.1%	7	14.9%
Ulang	45	26	57.8%	19	42.2%
Total	391	319	81.6%	72	18.4%

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



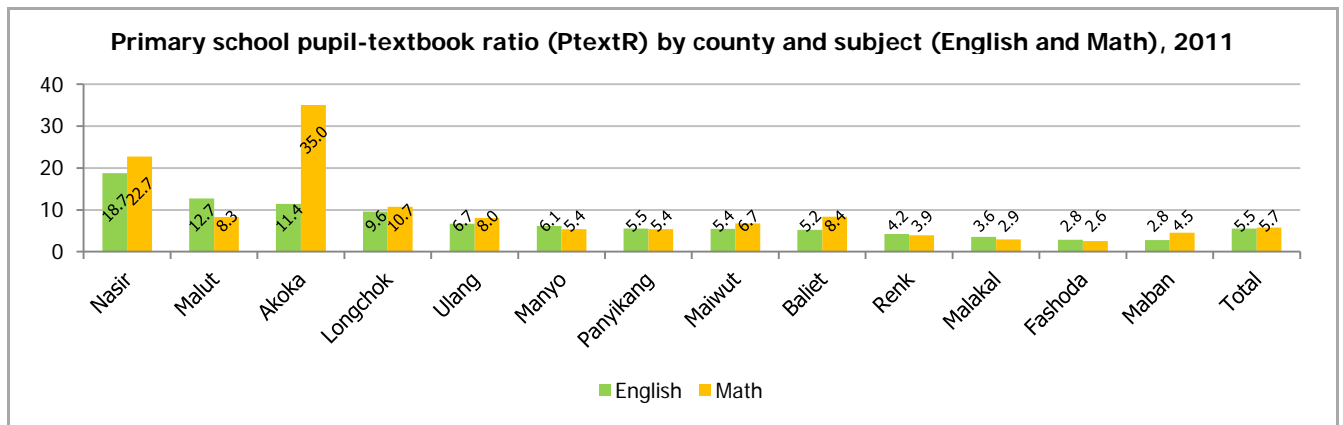
% of primary schools with and without multi-shift by county, 2011



6.2.4. Curriculum and instruction

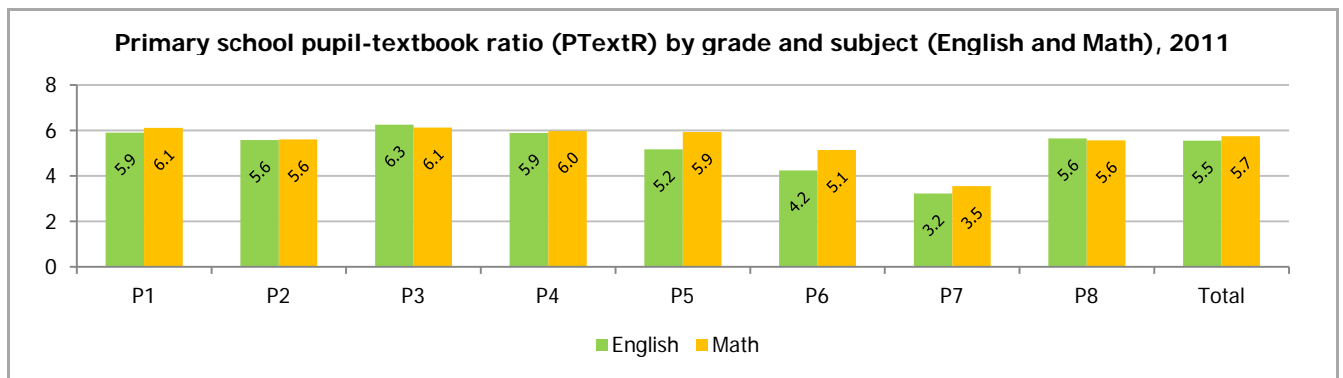
Primary school pupil-textbook ratio (PTextR) by county and subject (English and Math), 2011

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Akoka	1,925	169	11.4	55	35.0
Baliét	8,973	1,719	5.2	1,070	8.4
Fashoda	6,510	2,302	2.8	2,526	2.6
Longchok	9,085	946	9.6	846	10.7
Maban	13,655	4,879	2.8	3,029	4.5
Maiwut	19,969	3,675	5.4	2,960	6.7
Malakal	31,690	8,880	3.6	10,843	2.9
Malut	6,241	490	12.7	756	8.3
Manyo	8,772	1,428	6.1	1,635	5.4
Nasir	44,600	2,383	18.7	1,963	22.7
Panyikang	8,483	1,537	5.5	1,575	5.4
Renk	22,806	5,369	4.2	5,782	3.9
Ulang	25,638	3,823	6.7	3,196	8.0
Total	208,347	37,600	5.5	36,236	5.7



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	56,596	9,586	5.9	9,271	6.1
P2	43,253	7,761	5.6	7,720	5.6
P3	36,460	5,830	6.3	5,953	6.1
P4	28,502	4,839	5.9	4,770	6.0
P5	17,519	3,389	5.2	2,956	5.9
P6	11,200	2,643	4.2	2,182	5.1
P7	7,009	2,170	3.2	1,978	3.5
P8	7,808	1,382	5.6	1,406	5.6
Total	208,347	37,600	5.5	36,236	5.7

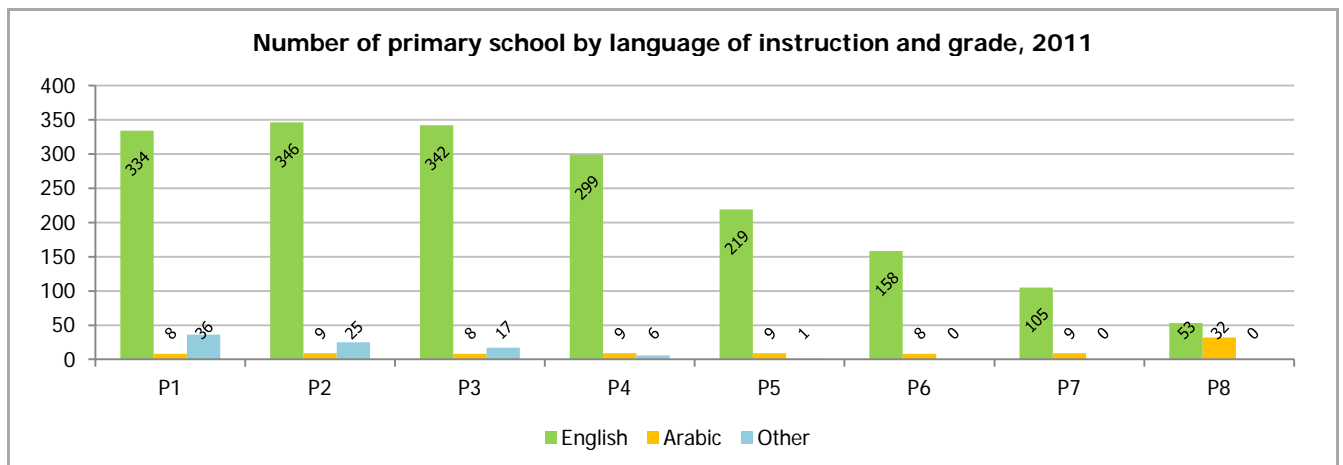


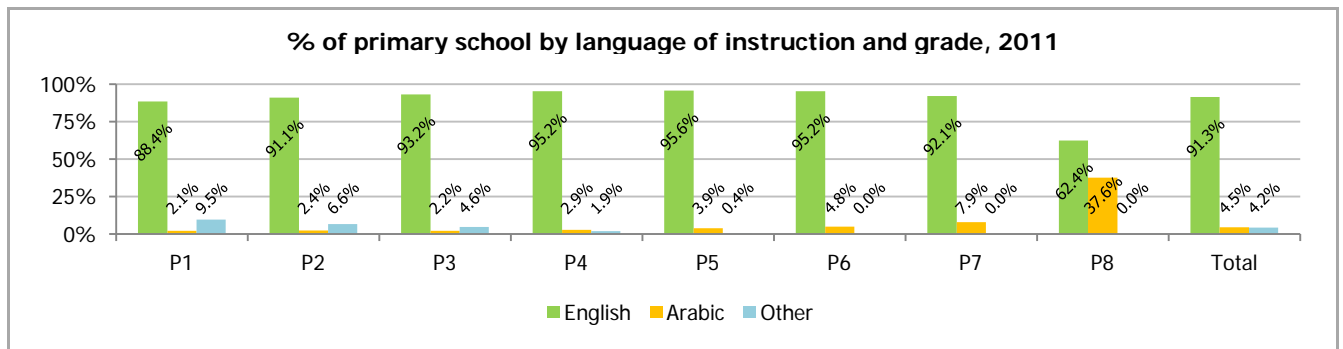
Number of primary schools by language of instruction and grade, 2011

Language	P1	P2	P3	P4	P5	P6	P7	P8
English	334	346	342	299	219	158	105	53
	88.4%	91.1%	93.2%	95.2%	95.6%	95.2%	92.1%	62.4%
Arabic	8	9	8	9	9	8	9	32
	2.1%	2.4%	2.2%	2.9%	3.9%	4.8%	7.9%	37.6%
Other	36	25	17	6	1	-	-	-
	9.5%	6.6%	4.6%	1.9%	0.4%	-	-	-
Total	378	380	367	314	229	166	114	85

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

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



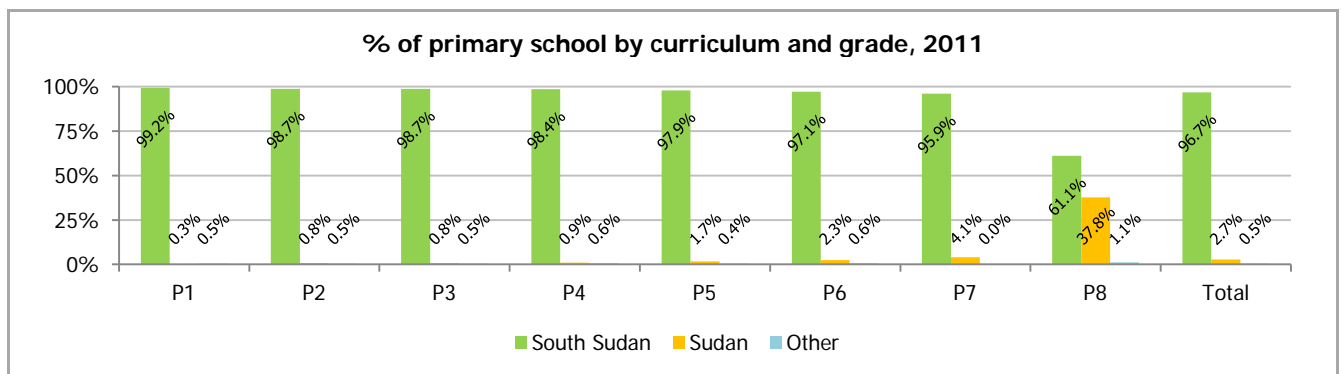
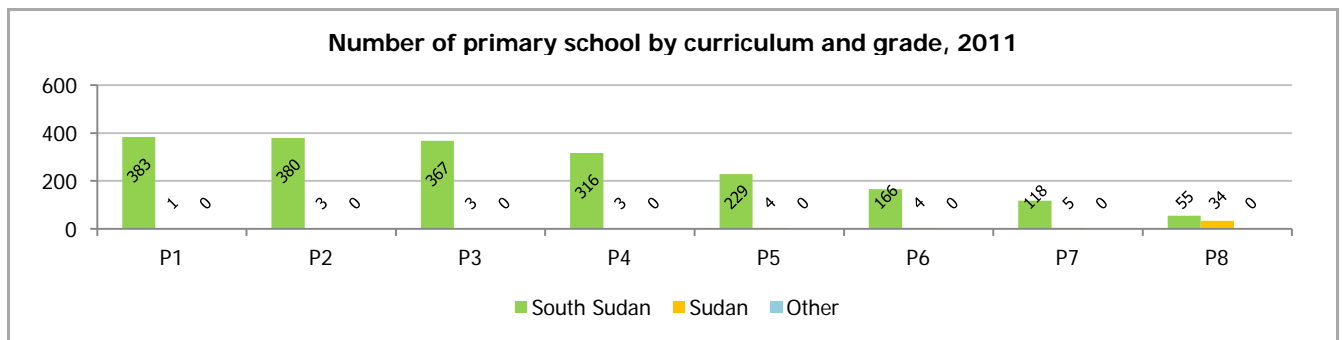


Number and % of primary school by curriculum and grade, 2011

Curriculum	P1	P2	P3	P4	P5	P6	P7	P8
South Sudan	383 99.2%	380 98.7%	367 98.7%	316 98.4%	229 97.9%	166 97.1%	118 95.9%	55 61.1%
Uganda	1 0.3%	1 0.3%	1 0.3%	1 0.3%	1 0.4%	1 0.6%	-	1 1.1%
Kenya	1 0.3%	1 0.3%	1 0.3%	1 0.3%	-	-	-	-
Sudan	1 0.3%	3 0.8%	3 0.8%	3 0.9%	4 1.7%	4 2.3%	5 4.1%	34 37.8%
Total	386	385	372	321	234	171	123	90

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

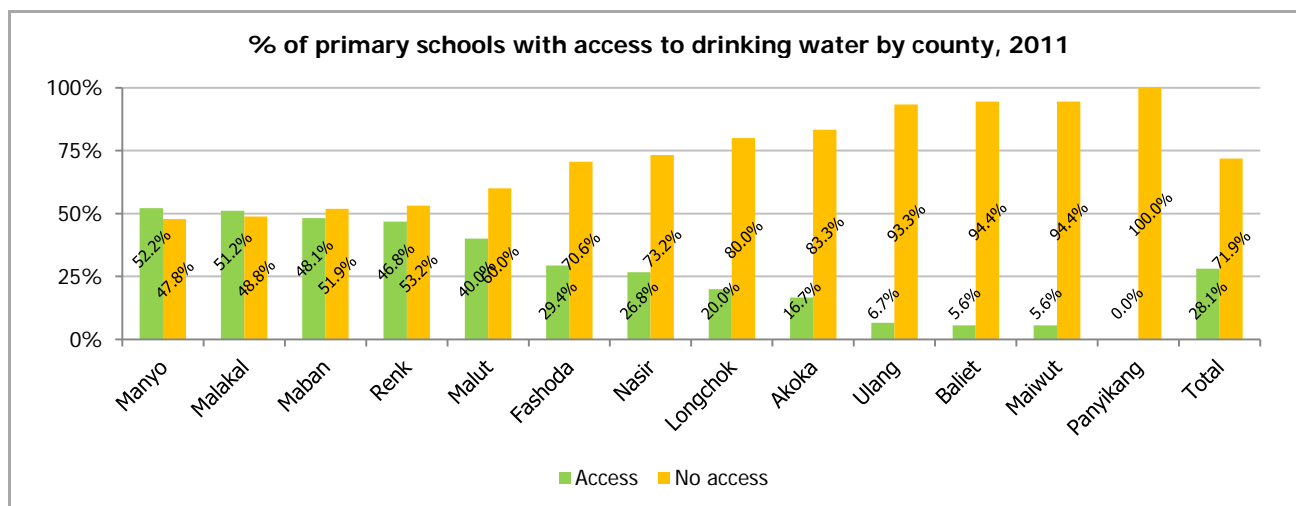
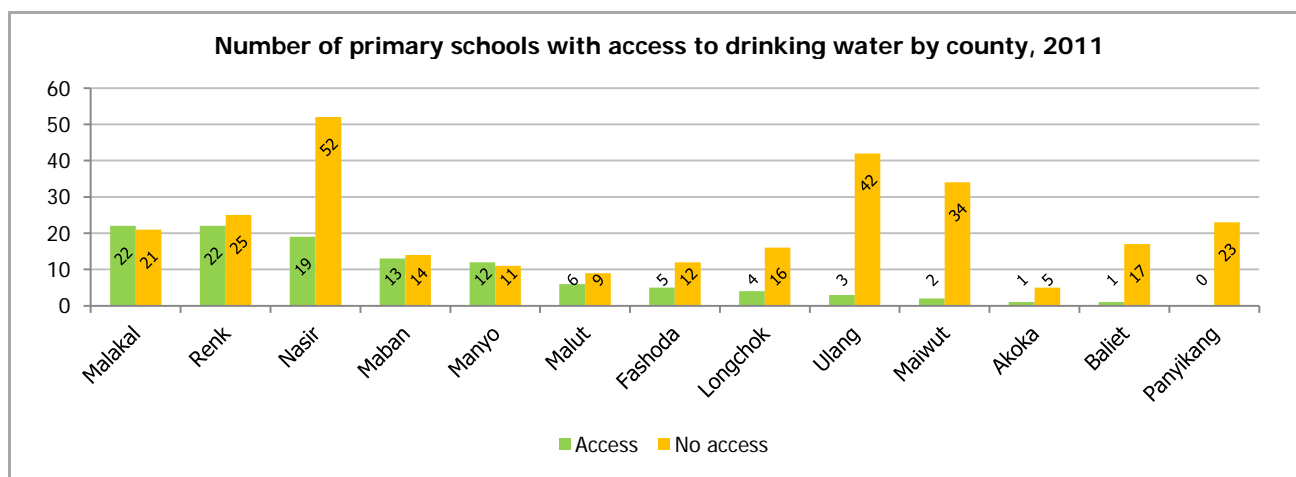
** Not all primary schools offer P1-P8; the grade levels served vary across schools. Some schools serve P1-P4, some serve P5-P8, some serve only P1, etc.



6.2.5. Facilities

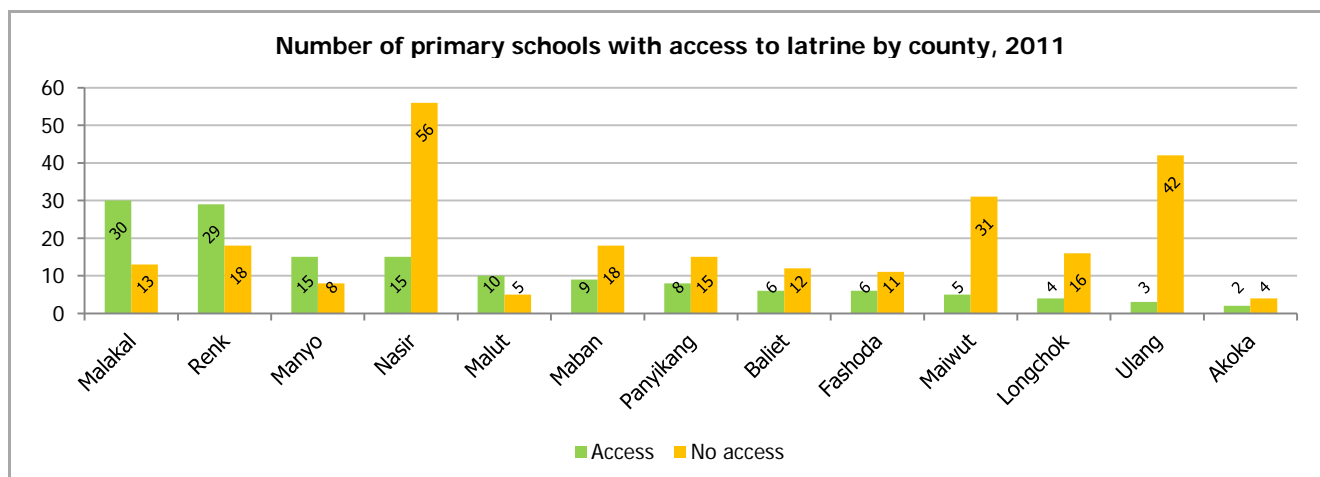
Number and % of primary schools with and without access to drinking water by county, 2011

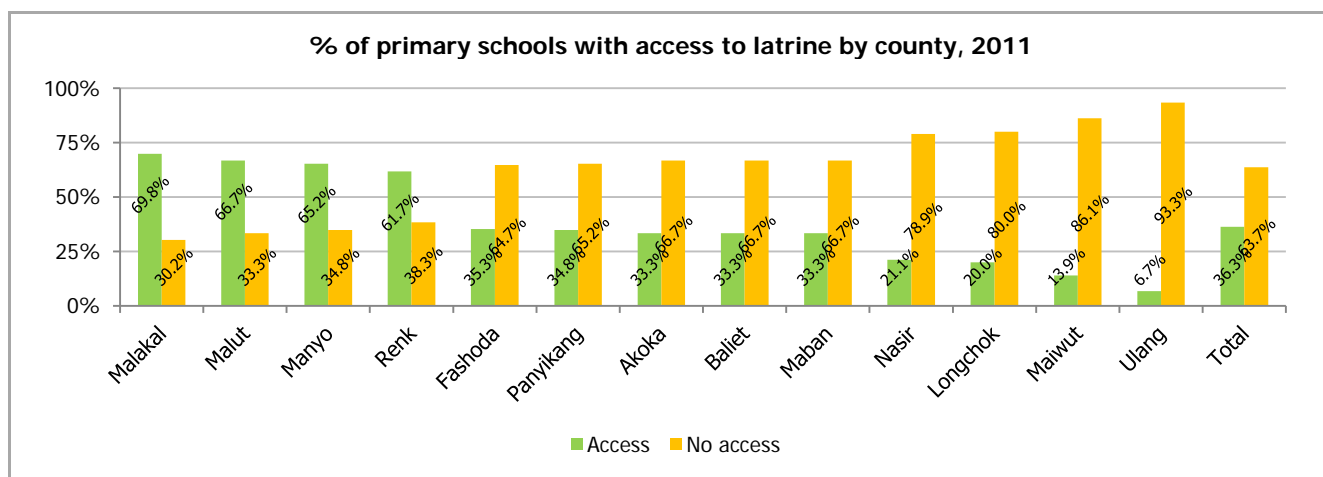
County	Schools	Access		No access	
		Count	% total	Count	% total
Akoka	6	1	16.7%	5	83.3%
Baliet	18	1	5.6%	17	94.4%
Fashoda	17	5	29.4%	12	70.6%
Longchok	20	4	20.0%	16	80.0%
Maban	27	13	48.1%	14	51.9%
Maiwut	36	2	5.6%	34	94.4%
Malakal	43	22	51.2%	21	48.8%
Malut	15	6	40.0%	9	60.0%
Manyo	23	12	52.2%	11	47.8%
Nasir	71	19	26.8%	52	73.2%
Panyikang	23	-	-	23	100.0%
Renk	47	22	46.8%	25	53.2%
Ulang	45	3	6.7%	42	93.3%
Total	391	110	28.1%	281	71.9%



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

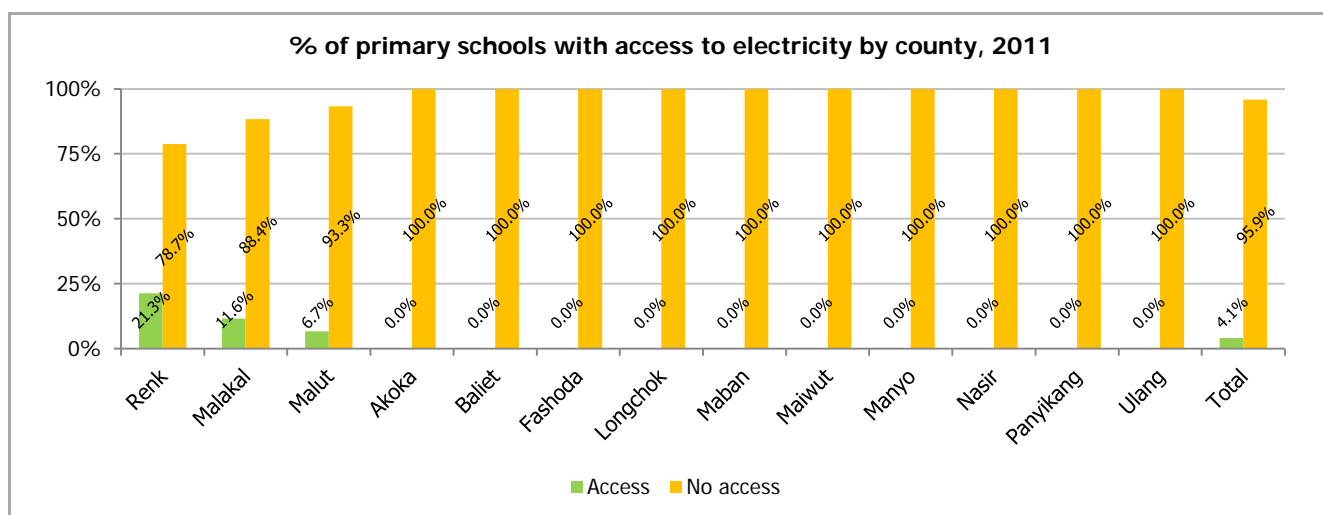
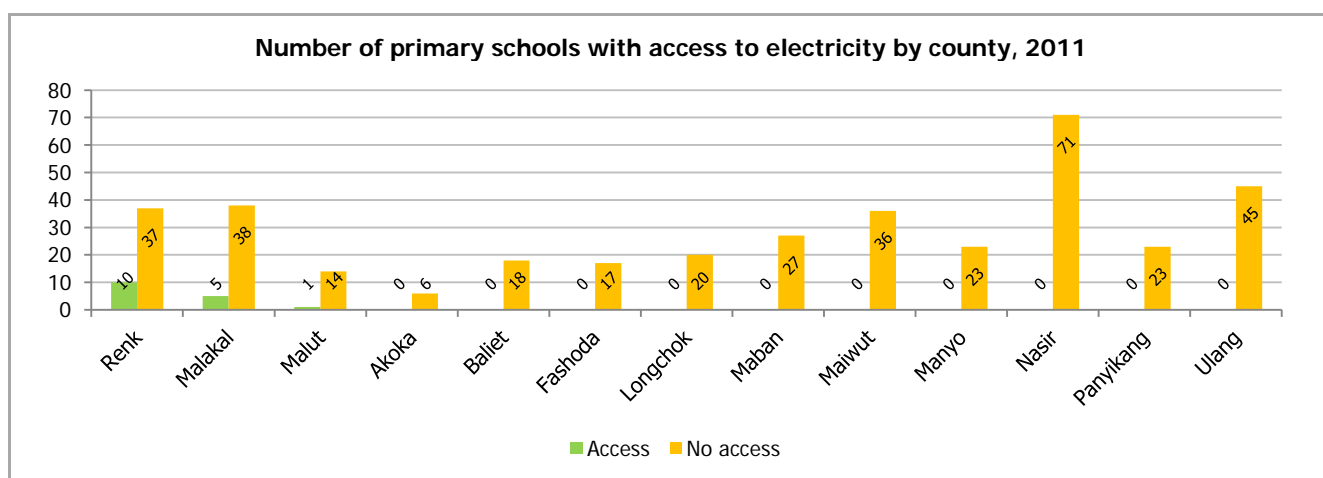
County	Schools	Access		No access	
		Count	% total	Count	% total
Akoka	6	2	33.3%	4	66.7%
Baliat	18	6	33.3%	12	66.7%
Fashoda	17	6	35.3%	11	64.7%
Longchok	20	4	20.0%	16	80.0%
Maban	27	9	33.3%	18	66.7%
Maiwut	36	5	13.9%	31	86.1%
Malakal	43	30	69.8%	13	30.2%
Malut	15	10	66.7%	5	33.3%
Manyo	23	15	65.2%	8	34.8%
Nasir	71	15	21.1%	56	78.9%
Panyikang	23	8	34.8%	15	65.2%
Renk	47	29	61.7%	18	38.3%
Ulang	45	3	6.7%	42	93.3%
Total	391	142	36.3%	249	63.7%





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

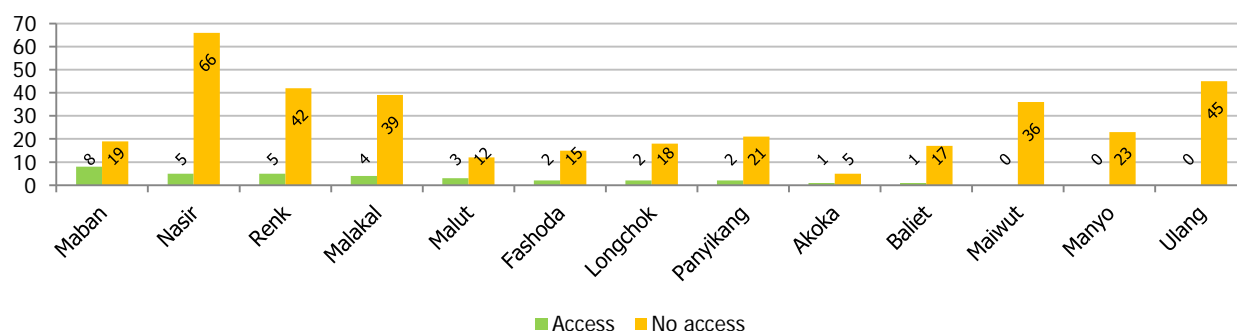
County	Schools	Access		No access	
		Count	% total	Count	% total
Akoka	6	-	-	6	100.0%
Baliet	18	-	-	18	100.0%
Fashoda	17	-	-	17	100.0%
Longchok	20	-	-	20	100.0%
Maban	27	-	-	27	100.0%
Maiwut	36	-	-	36	100.0%
Malakal	43	5	11.6%	38	88.4%
Malut	15	1	6.7%	14	93.3%
Manyo	23	-	-	23	100.0%
Nasir	71	-	-	71	100.0%
Panyikang	23	-	-	23	100.0%
Renk	47	10	21.3%	37	78.7%
Ulang	45	-	-	45	100.0%
Total	391	16	4.1%	375	95.9%



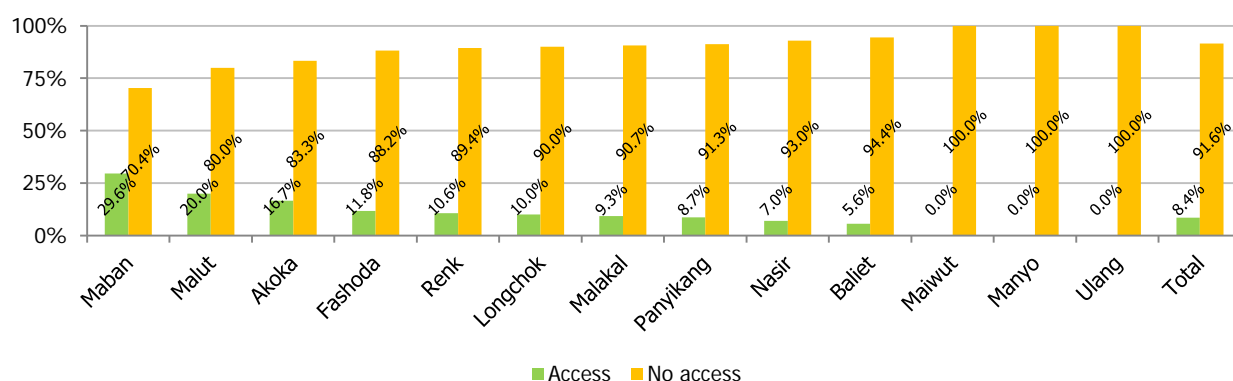
Number and % of primary schools with and without access to health centre by county, 2011

County	Schools	Access		No access	
		Count	% total	Count	% total
Akoka	6	1	16.7%	5	83.3%
Baliet	18	1	5.6%	17	94.4%
Fashoda	17	2	11.8%	15	88.2%
Longchok	20	2	10.0%	18	90.0%
Maban	27	8	29.6%	19	70.4%
Maiwut	36	-	-	36	100.0%
Malakal	43	4	9.3%	39	90.7%
Malut	15	3	20.0%	12	80.0%
Manyo	23	-	-	23	100.0%
Nasir	71	5	7.0%	66	93.0%
Panyikang	23	2	8.7%	21	91.3%
Renk	47	5	10.6%	42	89.4%
Ulang	45	-	-	45	100.0%
Total	391	33	8.4%	358	91.6%

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



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



6.3. Student flow

6.3.1. Promotion rate

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

County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Akoka	45.1%	75.3%	83.3%	89.8%	90.4%	-	-
Baliet	70.3%	80.0%	74.1%	59.8%	72.2%	54.5%	38.7%
Fashoda	65.2%	53.7%	69.7%	53.7%	47.8%	95.4%	83.3%
Longchok	62.8%	44.7%	32.5%	23.2%	26.9%	10.8%	-
Maban	58.3%	89.0%	57.8%	41.4%	15.1%	100.0%	110.5%
Maiwut	108.7%	106.4%	118.6%	58.2%	59.5%	24.6%	94.8%
Malakal	74.8%	78.5%	89.9%	80.9%	87.3%	93.1%	93.1%
Malut	89.2%	68.8%	71.5%	75.9%	57.5%	56.8%	63.9%
Manyo	69.0%	82.2%	91.0%	79.0%	76.0%	61.8%	108.2%
Nasir	85.9%	94.8%	81.7%	59.0%	45.7%	65.9%	113.5%
Panyikang	81.9%	101.5%	92.0%	84.4%	84.2%	61.2%	52.5%
Renk	75.4%	90.4%	86.4%	85.8%	82.0%	79.7%	111.8%
Ulang	127.1%	118.6%	99.1%	48.3%	87.5%	149.7%	42.9%
Total	81.7%	87.4%	81.0%	62.3%	66.6%	72.7%	86.2%

* 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

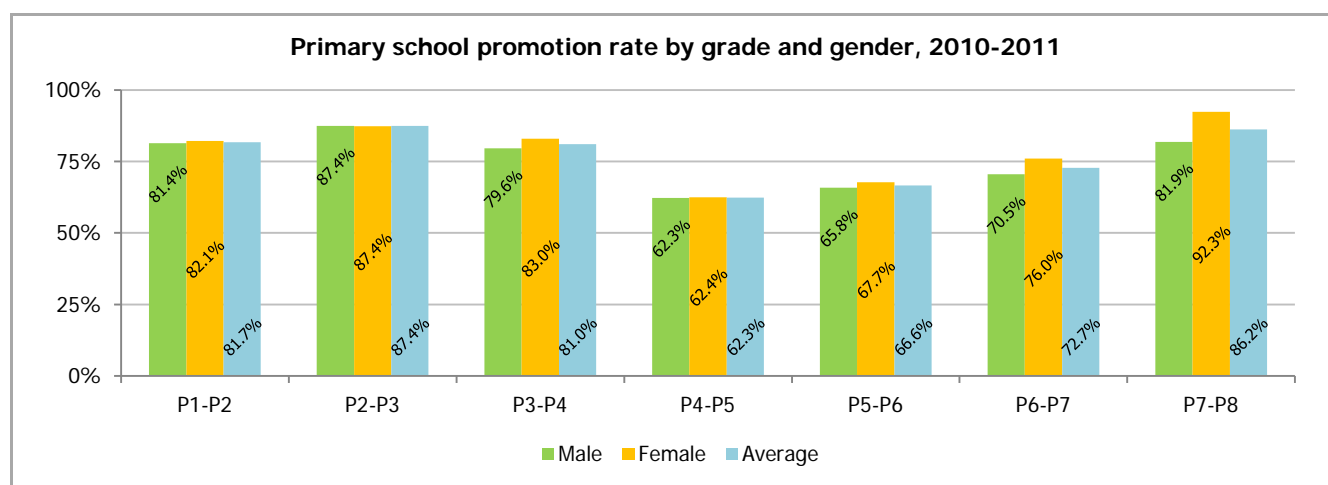
County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Akoka	40.7%	63.9%	77.7%	80.5%	90.8%	-	-
Baliét	70.3%	80.0%	81.9%	64.0%	72.9%	56.0%	45.7%
Fashoda	64.7%	50.6%	68.2%	57.2%	55.1%	72.1%	134.8%
Longchok	67.3%	45.7%	34.2%	26.8%	25.8%	12.7%	-
Maban	60.5%	91.9%	58.5%	42.9%	19.8%	72.7%	114.0%
Maiwut	104.4%	114.9%	117.4%	59.2%	58.8%	23.4%	110.4%
Malakal	71.2%	78.4%	86.2%	75.1%	82.9%	84.9%	85.8%
Malut	88.3%	75.3%	79.9%	81.1%	52.6%	51.8%	58.6%
Manyo	74.2%	78.6%	88.0%	79.5%	72.7%	67.3%	103.2%
Nasir	80.9%	87.2%	71.0%	53.4%	49.8%	67.4%	130.0%
Panyikang	80.0%	96.0%	98.0%	97.1%	93.0%	73.7%	60.6%
Renk	74.9%	95.0%	91.8%	87.3%	77.3%	85.3%	108.0%
Ulang	135.7%	127.9%	108.4%	56.7%	105.1%	139.6%	48.0%
Total	81.4%	87.4%	79.6%	62.3%	65.8%	70.5%	81.9%

* 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
Akoka	54.8%	103.7%	95.5%	123.9%	88.9%	-	-
Baliét	70.3%	80.1%	64.6%	54.9%	71.0%	52.4%	29.2%
Fashoda	65.8%	58.7%	71.9%	48.7%	36.8%	146.5%	-
Longchok	56.2%	43.2%	29.5%	18.1%	28.9%	8.1%	-
Maban	55.6%	84.9%	56.7%	38.9%	10.0%	181.8%	100.0%
Maiwut	115.6%	96.9%	120.6%	56.6%	60.9%	27.4%	69.0%
Malakal	78.6%	78.6%	93.9%	87.7%	91.9%	103.1%	100.9%
Malut	90.3%	62.8%	59.6%	67.6%	68.1%	67.7%	78.9%
Manyo	63.8%	86.2%	94.2%	78.4%	80.4%	54.8%	115.5%
Nasir	94.1%	107.0%	100.6%	69.7%	37.3%	61.4%	57.1%
Panyikang	84.3%	107.3%	86.0%	70.5%	72.6%	43.2%	27.8%
Renk	75.9%	85.4%	80.5%	84.1%	88.1%	73.6%	117.2%
Ulang	115.2%	105.8%	85.9%	35.7%	59.2%	189.7%	-
Total	82.1%	87.4%	83.0%	62.4%	67.7%	76.0%	92.3%

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



6.3.2. Repetition rate

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

County	P1	P2	P3	P4	P5	P6	P7	P8
Akoka	5.4%	2.7%	2.5%	0.9%	-	-	-	-
Baliét	12.5%	14.4%	10.3%	9.0%	8.3%	7.0%	12.8%	1.5%
Fashoda	7.7%	4.3%	5.4%	2.9%	0.9%	-	-	-
Longchok	10.3%	3.1%	1.0%	1.8%	0.6%	1.7%	0.1%	-
Maban	31.8%	8.6%	6.1%	6.7%	2.2%	11.4%	12.3%	10.0%
Maiwut	20.0%	5.2%	6.8%	4.9%	5.8%	5.5%	6.5%	-
Malakal	16.3%	8.9%	9.2%	7.8%	9.2%	9.0%	7.1%	15.0%
Malut	12.9%	9.7%	9.3%	16.3%	21.9%	9.8%	3.6%	11.5%
Manyo	14.2%	9.6%	10.2%	7.9%	8.0%	6.4%	3.3%	6.4%
Nasir	45.5%	6.4%	4.7%	5.0%	4.3%	1.6%	1.9%	-
Panyikang	9.1%	6.5%	9.5%	5.8%	4.9%	3.6%	0.9%	8.2%
Renk	9.8%	8.8%	7.4%	7.8%	9.1%	8.1%	2.2%	10.2%
Ulang	20.3%	8.7%	8.9%	6.5%	6.2%	20.2%	32.1%	-
Total	23.9%	7.4%	6.7%	6.2%	6.8%	7.0%	4.6%	9.6%

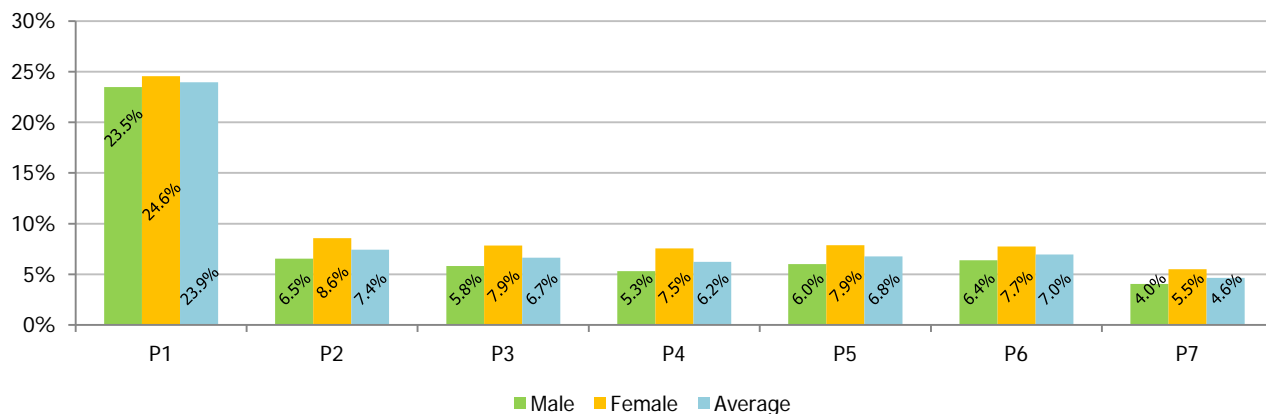
Primary school repetition rate for male pupils by county and grade, 2010-2011

County	P1	P2	P3	P4	P5	P6	P7	P8
Akoka	4.9%	0.4%	0.5%	0.6%	-	-	-	-
Bali	15.0%	12.9%	9.6%	6.7%	6.4%	7.0%	13.0%	1.6%
Fashoda	8.9%	2.7%	3.1%	3.0%	1.3%	-	-	-
Longchok	9.7%	2.1%	1.0%	1.8%	0.2%	0.8%	0.2%	-
Maban	31.9%	8.6%	5.5%	6.3%	3.1%	12.1%	14.0%	10.3%
Maiwut	20.3%	5.2%	6.7%	3.6%	4.9%	5.1%	2.1%	-
Malakal	18.5%	9.2%	8.6%	7.0%	8.9%	8.5%	6.8%	18.4%
Malut	12.2%	10.1%	9.2%	13.3%	14.1%	9.6%	4.4%	9.8%
Manyo	9.3%	7.3%	8.7%	6.1%	6.6%	5.2%	1.9%	5.6%
Nasir	43.8%	5.5%	3.8%	4.0%	3.4%	1.4%	0.8%	-
Panyikang	7.9%	6.5%	9.2%	5.3%	3.6%	2.3%	-	1.3%
Renk	8.2%	8.7%	6.8%	7.7%	10.5%	8.6%	1.9%	8.1%
Ulang	14.0%	6.5%	7.9%	5.8%	4.9%	14.9%	20.0%	-
Total	23.5%	6.5%	5.8%	5.3%	6.0%	6.4%	4.0%	9.5%

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

County	P1	P2	P3	P4	P5	P6	P7	P8
Akoka	6.5%	8.3%	6.8%	2.2%	-	-	-	-
Bali	9.8%	16.1%	11.2%	11.5%	11.2%	7.1%	12.5%	1.4%
Fashoda	6.0%	6.8%	8.8%	2.8%	0.4%	-	-	-
Longchok	11.3%	4.6%	1.1%	1.9%	1.2%	3.1%	-	-
Maban	31.7%	8.6%	7.0%	7.4%	1.3%	9.1%	7.1%	9.1%
Maiwut	19.6%	5.2%	6.8%	6.8%	7.4%	6.7%	13.8%	-
Malakal	14.0%	8.6%	9.9%	8.7%	9.5%	9.6%	7.4%	10.0%
Malut	13.6%	9.4%	9.5%	20.9%	38.8%	10.1%	1.4%	17.0%
Manyo	19.2%	12.1%	11.8%	10.3%	10.1%	7.9%	5.3%	8.2%
Nasir	48.3%	7.9%	6.3%	6.9%	6.1%	2.4%	5.7%	-
Panyikang	10.6%	6.6%	9.8%	6.4%	6.6%	5.4%	3.7%	30.4%
Renk	11.5%	8.9%	8.0%	8.0%	7.4%	7.4%	2.6%	13.4%
Ulang	29.0%	11.8%	10.2%	7.6%	8.2%	41.0%	133.3%	-
Total	24.6%	8.6%	7.9%	7.5%	7.9%	7.7%	5.5%	9.8%

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
Akoka	49.4%	22.0%	14.2%	9.3%	9.6%	-	-
Bali	17.2%	5.6%	15.6%	31.3%	19.5%	38.5%	48.5%
Fashoda	27.1%	42.1%	25.0%	43.4%	51.3%	4.6%	16.7%
Longchok	26.8%	52.2%	66.5%	74.9%	72.5%	87.5%	99.9%
Maban	9.8%	2.4%	36.1%	51.9%	82.7%	-11.4%	-22.8%
Maiwut	-28.7%	-11.6%	-25.4%	37.0%	34.7%	69.8%	-1.3%
Malakal	8.9%	12.5%	0.9%	11.3%	3.5%	-2.1%	-0.2%
Malut	-2.1%	21.5%	19.1%	7.9%	20.7%	33.4%	32.5%
Manyo	16.8%	8.2%	-1.2%	13.1%	16.0%	31.8%	-11.5%
Nasir	-31.4%	-1.2%	13.6%	35.9%	50.0%	32.4%	-15.5%
Panyikang	8.9%	-8.1%	-1.4%	9.7%	10.9%	35.2%	46.6%
Renk	14.8%	0.8%	6.3%	6.4%	8.9%	12.3%	-14.0%
Ulang	-47.4%	-27.4%	-7.9%	45.1%	6.3%	-69.9%	25.0%
Total	-5.6%	5.2%	12.4%	31.4%	26.6%	20.3%	9.2%

* 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
Akoka	54.4%	35.7%	21.8%	18.9%	9.2%	-	-
Baliet	14.7%	7.1%	8.5%	29.3%	20.7%	37.0%	41.3%
Fashoda	26.4%	46.7%	28.7%	39.8%	43.6%	27.9%	-34.8%
Longchok	23.0%	52.3%	64.8%	71.4%	74.0%	86.5%	99.8%
Maban	7.6%	-0.5%	35.9%	50.8%	77.2%	15.2%	-27.9%
Maiwut	-24.7%	-20.1%	-24.1%	37.2%	36.3%	71.5%	-12.5%
Malakal	10.3%	12.3%	5.2%	17.9%	8.2%	6.6%	7.4%
Malut	-0.6%	14.6%	10.9%	5.6%	33.3%	38.5%	36.9%
Manyo	16.5%	14.1%	3.4%	14.4%	20.7%	27.6%	-5.2%
Nasir	-24.6%	7.3%	25.1%	42.6%	46.8%	31.2%	-30.8%
Panyikang	12.1%	-2.5%	-7.2%	-2.4%	3.4%	23.9%	39.4%
Renk	16.8%	-3.8%	1.4%	5.1%	12.2%	6.1%	-9.8%
Ulang	-49.7%	-34.4%	-16.4%	37.4%	-10.0%	-54.5%	32.0%
Total	-4.9%	6.0%	14.6%	32.4%	28.1%	23.1%	14.1%

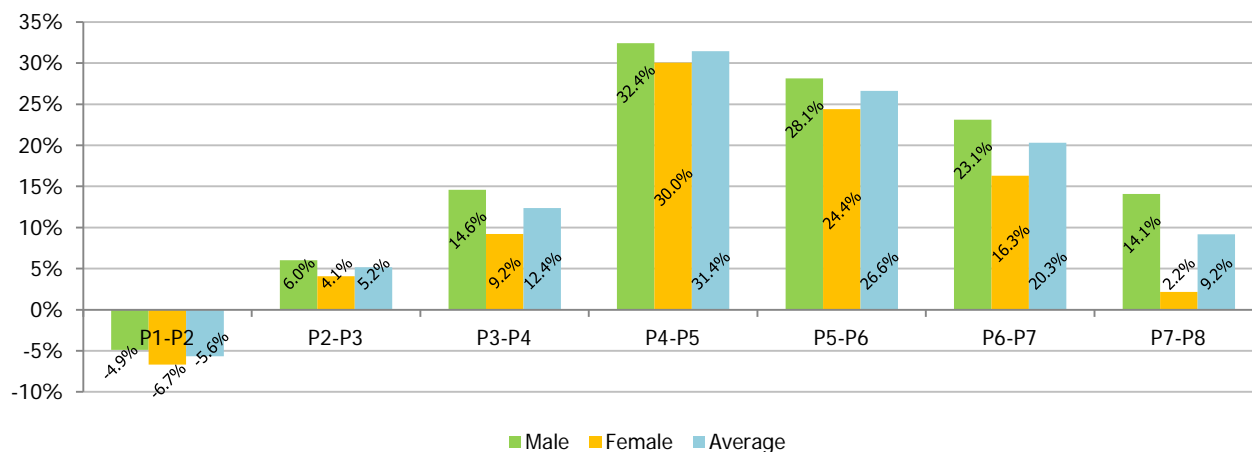
* Negative dropout rates occur due to high increase in enrolment between 2010 and 2011.

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
Akoka	38.7%	-12.0%	-2.3%	-26.1%	11.1%	-	-
Baliet	19.9%	3.9%	24.2%	33.6%	17.8%	40.6%	58.3%
Fashoda	28.2%	34.4%	19.3%	48.5%	62.8%	-46.5%	-
Longchok	32.5%	52.2%	69.4%	80.0%	69.9%	88.8%	-
Maban	12.6%	6.5%	36.3%	53.7%	88.6%	-90.9%	-7.1%
Maiwut	-35.2%	-2.1%	-27.5%	36.6%	31.7%	65.9%	17.2%
Malakal	7.4%	12.7%	-3.8%	3.6%	-1.3%	-12.6%	-8.3%
Malut	-3.9%	27.8%	30.9%	11.5%	-6.9%	22.2%	19.7%
Manyo	17.1%	1.6%	-6.0%	11.3%	9.5%	37.3%	-20.9%
Nasir	-42.4%	-14.9%	-6.8%	23.4%	56.6%	36.1%	37.1%
Panyikang	5.2%	-13.9%	4.2%	23.1%	20.8%	51.4%	68.5%
Renk	12.6%	5.6%	11.6%	7.9%	4.5%	19.0%	-19.8%
Ulang	-44.2%	-17.6%	3.9%	56.7%	32.6%	-130.8%	-33.3%
Total	-6.7%	4.1%	9.2%	30.0%	24.4%	16.3%	2.2%

* 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

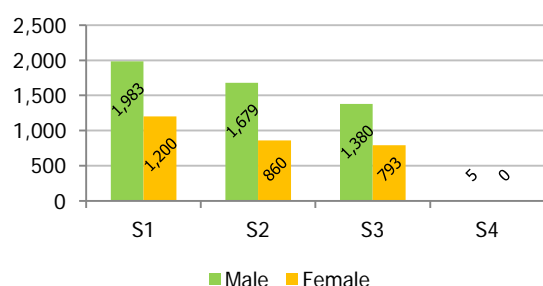
7.1. Access

7.1.1. Enrolment

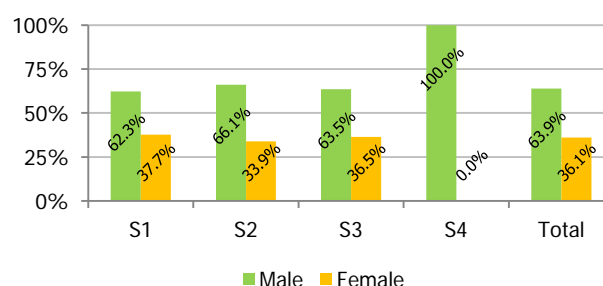
Number of secondary school students by county and grade, 2011

County	Total	S1	S2	S3	S4
Baliat	89	49	25	15	-
Fashoda	171	83	60	28	-
Longchok	248	101	91	56	-
Maban	91	38	32	21	-
Maiwut	343	114	116	113	-
Malakal	3,427	1,296	1,156	975	-
Manyo	508	259	140	104	5
Nasir	193	136	38	19	-
Panyikang	96	37	21	38	-
Renk	2,734	1,070	860	804	-
Total	7,900	3,183	2,539	2,173	5

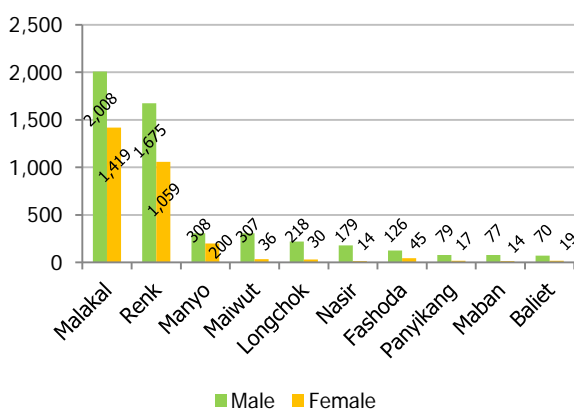
Number of secondary school students by grade and gender, 2011



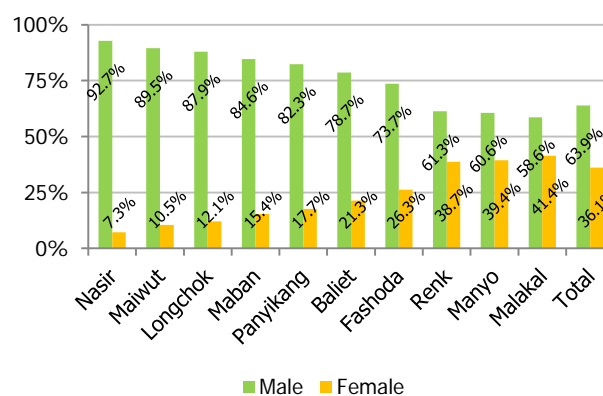
% of secondary school students by grade and gender, 2011



Number of secondary school students by county and gender, 2011



% of secondary school students by county and gender, 2011



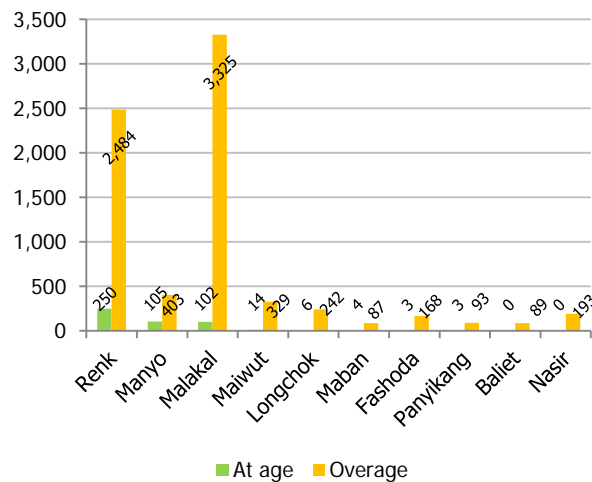
7.1.2. Overage pupils

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

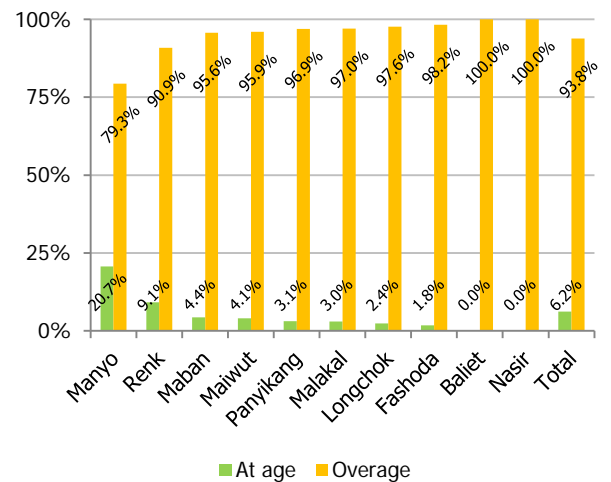
County	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
Baliat	-	89	100.0%	-	70	100.0%	-	19	100.0%
Fashoda	3	168	98.2%	1	125	99.2%	2	43	95.6%
Longchok	6	242	97.6%	5	213	97.7%	1	29	96.7%
Maban	4	87	95.6%	3	74	96.1%	1	13	92.9%
Maiwut	14	329	95.9%	13	294	95.8%	1	35	97.2%
Malakal	102	3,325	97.0%	59	1,949	97.1%	43	1,376	97.0%
Manyo	105	403	79.3%	65	243	78.9%	40	160	80.0%
Nasir	-	193	100.0%	-	179	100.0%	-	14	100.0%
Panyikang	3	93	96.9%	2	77	97.5%	1	16	94.1%
Renk	250	2,484	90.9%	76	1,599	95.5%	174	885	83.6%
Total	487	7,413	93.8%	224	4,823	95.6%	263	2,590	90.8%

* "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

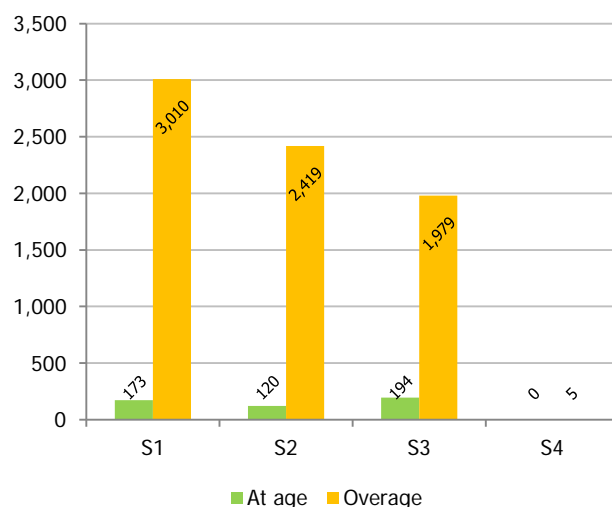


Number and % of secondary school at-age and overage students by grade and gender, 2011

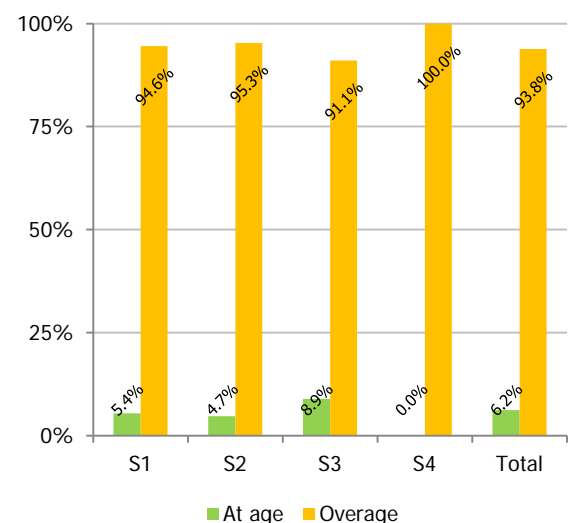
Grade	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
S1	173	3010	94.6%	99	1884	95.0%	74	1126	93.8%
S2	120	2419	95.3%	77	1602	95.4%	43	817	95.0%
S3	194	1979	91.1%	48	1332	96.5%	146	647	81.6%
S4	0	5	100.0%	0	5	100.0%	0	0	0.0%
Total	487	7413	93.8%	224	4823	95.6%	263	2590	90.8%

* "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

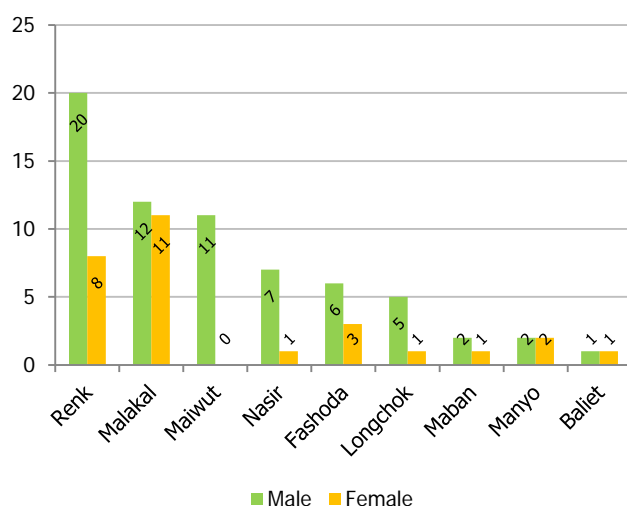


7.1.3. Students with special needs

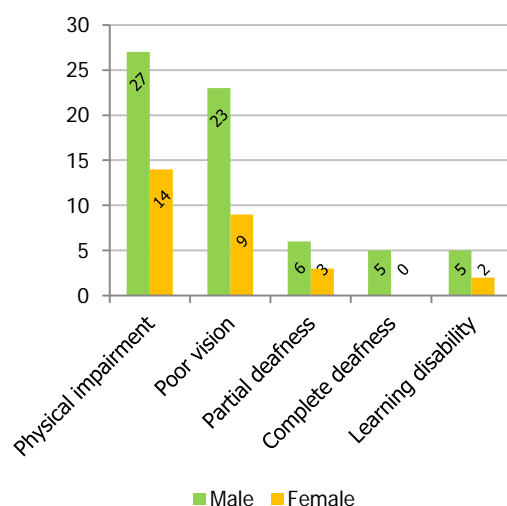
Number and % of secondary school students with special needs by county and gender, 2011

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 %
Baliet	89	2	2.2%	70	1	1.4%	19	1	5.0%
Fashoda	171	9	5.0%	126	6	4.5%	45	3	6.3%
Longchok	248	6	2.4%	218	5	2.2%	30	1	3.2%
Maban	91	3	3.2%	77	2	2.5%	14	1	6.7%
Maiwut	343	11	3.1%	307	11	3.5%	36	-	-
Malakal	3,427	23	0.7%	2,008	12	0.6%	1,419	11	0.8%
Manyo	508	4	0.8%	308	2	0.6%	200	2	1.0%
Nasir	193	8	4.0%	179	7	3.8%	14	1	6.7%
Panyikang	96	-	-	79	-	-	17	-	-
Renk	2,734	28	1.0%	1,675	20	1.2%	1,059	8	0.7%
Total	7,900	94	1.2%	5,047	66	1.3%	2,853	28	1.0%

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

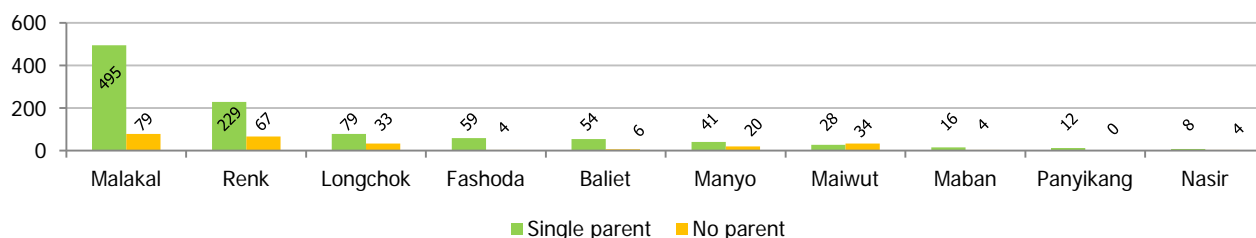


* "Poor vision" includes pupils whose eye visions require glasses but do not have access to them.

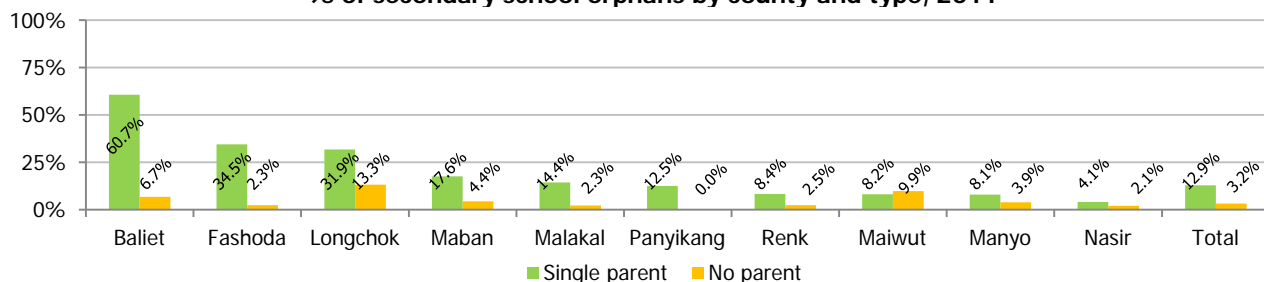
Number and % of secondary school orphans by county and type, 2011

County	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
Baliet	89	60	67.4%	54	60.7%	6	6.7%
Fashoda	171	63	36.8%	59	34.5%	4	2.3%
Longchok	248	112	45.2%	79	31.9%	33	13.3%
Maban	91	20	22.0%	16	17.6%	4	4.4%
Maiwut	343	62	18.1%	28	8.2%	34	9.9%
Malakal	3,427	574	16.7%	495	14.4%	79	2.3%
Manyo	508	61	12.0%	41	8.1%	20	3.9%
Nasir	193	12	6.2%	8	4.1%	4	2.1%
Panyikang	96	12	12.5%	12	12.5%	-	-
Renk	2,734	296	10.8%	229	8.4%	67	2.5%
Total	7,900	1,272	16.1%	1,021	12.9%	251	3.2%

Number of secondary school orphans by county and type, 2011

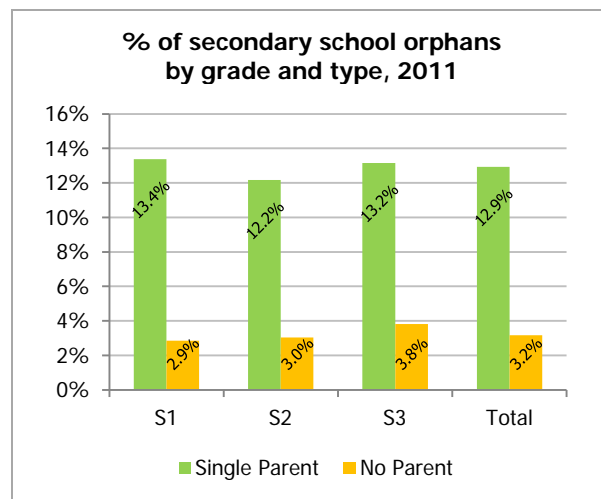
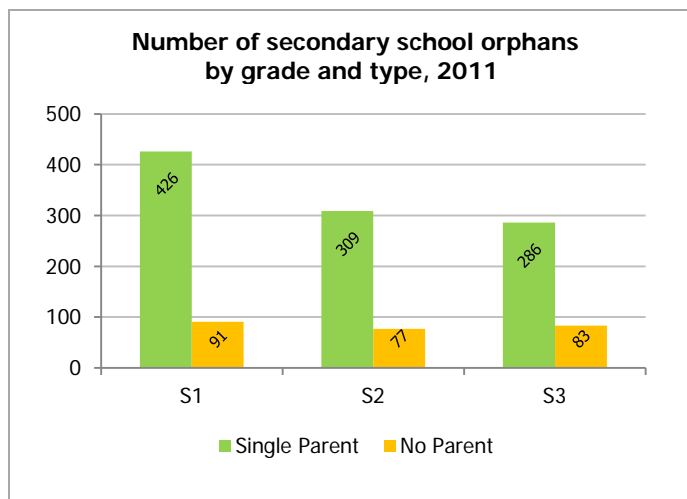


% of secondary school orphans by county and type, 2011



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	3,183	517	16.2%	426	13.4%	91	2.9%
S2	2,539	386	15.2%	309	12.2%	77	3.0%
S3	2,173	369	17.0%	286	13.2%	83	3.8%
S4	5	-	-	-	-	-	-
Total	7,900	1,272	16.1%	1,021	12.9%	251	3.2%



7.2. Resources

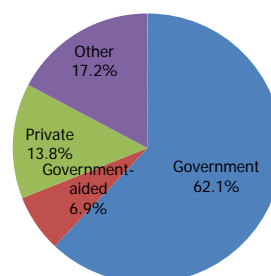
7.2.1. Schools

Number of secondary schools by ownership, 2011

Ownership type	Schools
Government	18
Government-aided	2
Private	4
Other	5
Total	29

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

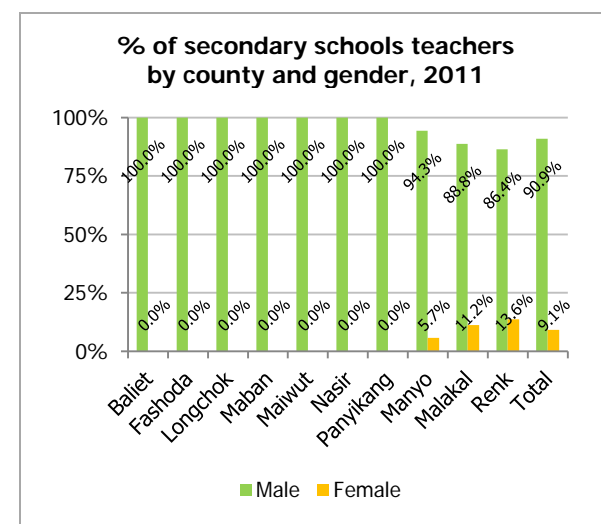
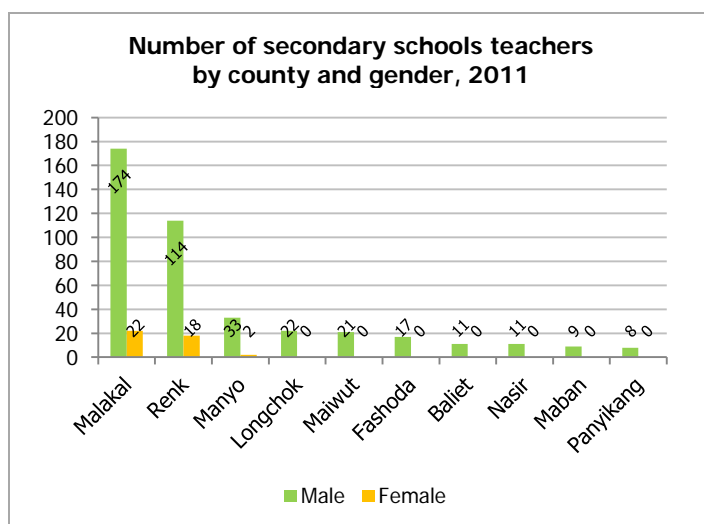
% of sec. schools by ownership type, 2011



7.2.2. Teachers

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

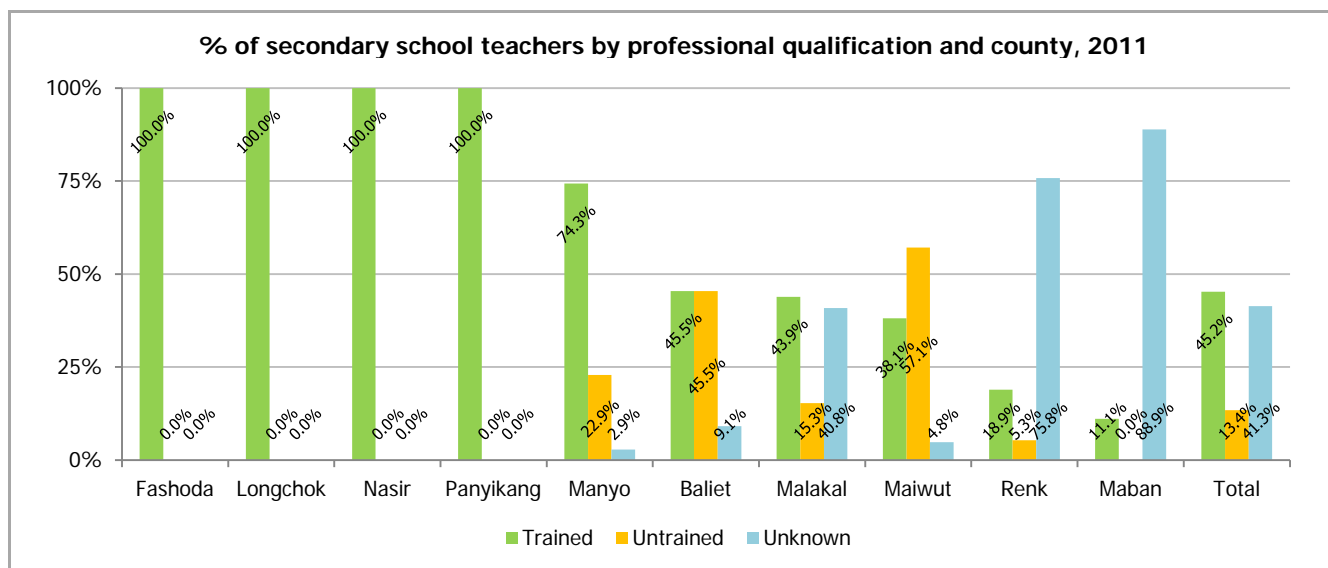
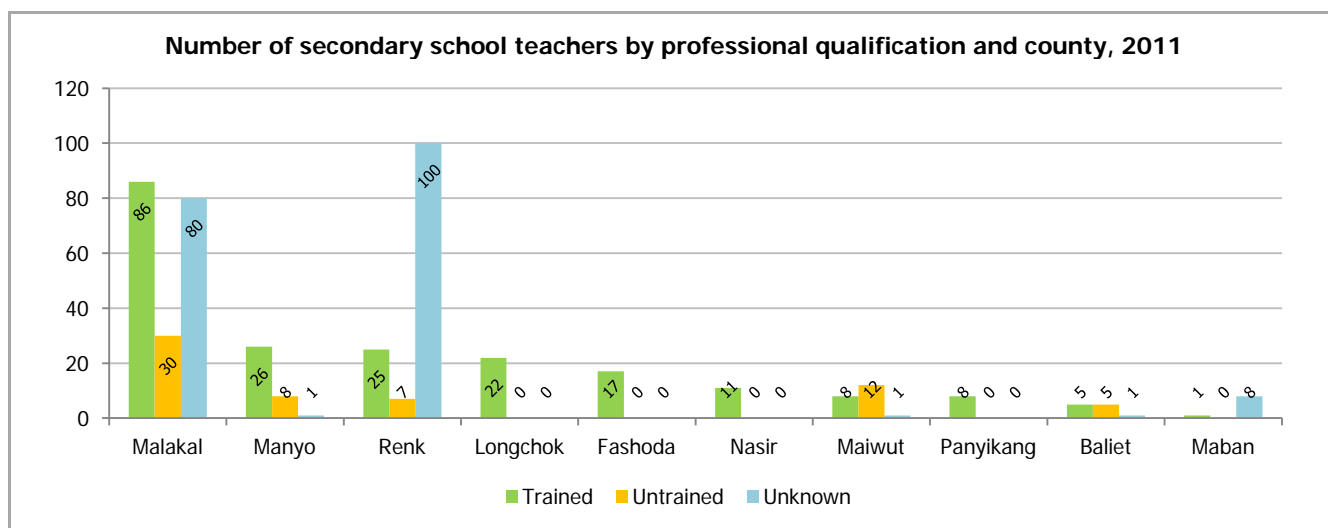
County	Total	Male		Female	
		Count	% total	Count	% total
Baliat	11	11	100.0%	-	-
Fashoda	17	17	100.0%	-	-
Longchok	22	22	100.0%	-	-
Maban	9	9	100.0%	-	-
Maiwut	21	21	100.0%	-	-
Malakal	196	174	88.8%	22	11.2%
Manyo	35	33	94.3%	2	5.7%
Nasir	11	11	100.0%	-	-
Panyikang	8	8	100.0%	-	-
Renk	132	114	86.4%	18	13.6%
Total	462	420	90.9%	42	9.1%



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

County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Bali	11	5	45.5%	5	45.5%	1	9.1%
Fashoda	17	17	100.0%	-	-	-	-
Longchok	22	22	100.0%	-	-	-	-
Maban	9	1	11.1%	-	-	8	88.9%
Maiwut	21	8	38.1%	12	57.1%	1	4.8%
Malakal	196	86	43.9%	30	15.3%	80	40.8%
Manyo	35	26	74.3%	8	22.9%	1	2.9%
Nasir	11	11	100.0%	-	-	-	-
Panyikang	8	8	100.0%	-	-	-	-
Renk	132	25	18.9%	7	5.3%	100	75.8%
Total	462	209	45.2%	62	13.4%	191	41.3%

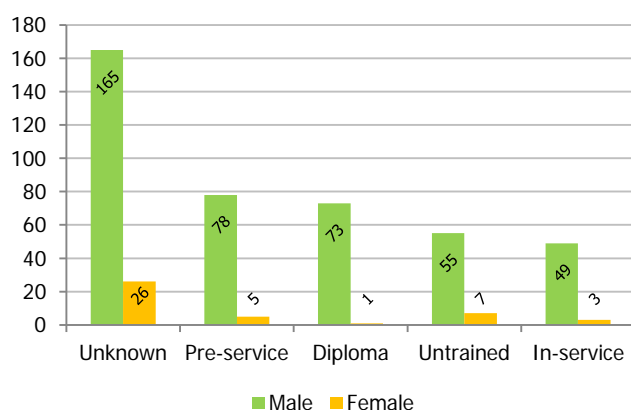
* "Trained" encompasses teachers with pre-service teacher training, in-service teacher training, and higher education diploma. "Unknown" teachers include those whose professional qualification was not reported.



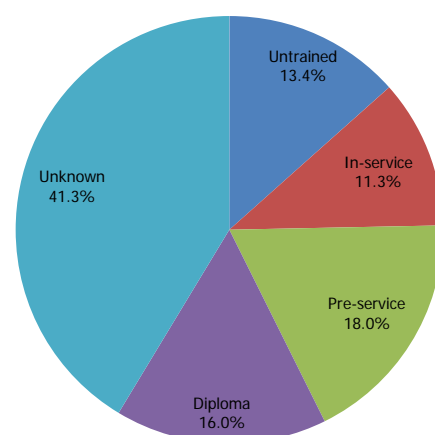
Number and % of secondary school teachers by professional qualification and county, 2011

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Bali	11	5	45.5%	-	-	-	-	5	45.5%	1	9.1%
Fashoda	17	-	-	4	23.5%	12	70.6%	1	5.9%	-	-
Longchok	22	-	-	7	31.8%	8	36.4%	7	31.8%	-	-
Maban	9	-	-	-	-	-	-	1	11.1%	8	88.9%
Maiwut	21	12	57.1%	-	-	-	-	8	38.1%	1	4.8%
Malakal	196	30	15.3%	35	17.9%	28	14.3%	23	11.7%	80	40.8%
Manyo	35	8	22.9%	1	2.9%	24	68.6%	1	2.9%	1	2.9%
Nasir	11	-	-	-	-	-	-	11	100.0%	-	-
Panyikang	8	-	-	-	-	8	100.0%	-	-	-	-
Renk	132	7	5.3%	5	3.8%	3	2.3%	17	12.9%	100	75.8%
Total	462	62	13.4%	52	11.3%	83	18.0%	74	16.0%	191	41.3%

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



% of secondary school teachers by professional qualification, 2011

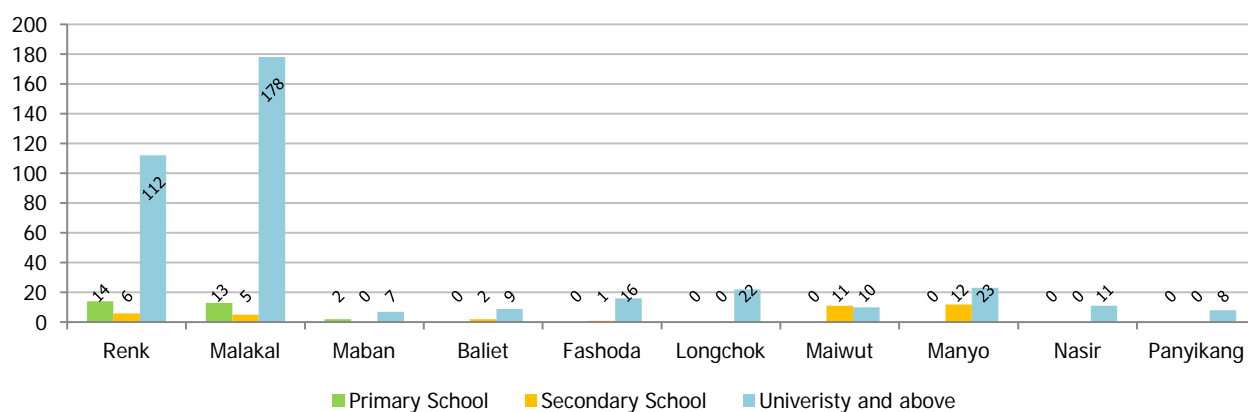


Number and % of secondary school teachers by academic qualification and county, 2011

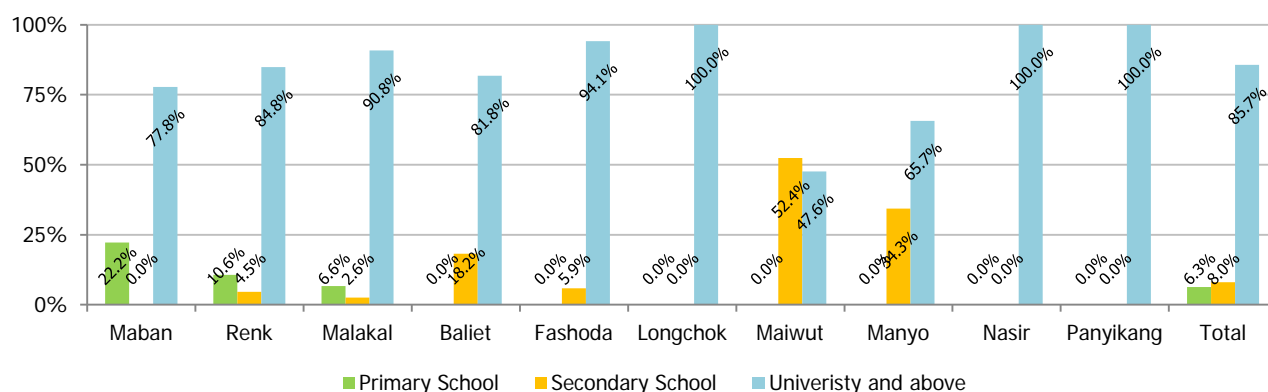
County	Total	Primary School		Secondary School		University and above	
		Count	% total	Count	% total	Count	% total
Baliet	11	-	-	2	18.2%	9	81.8%
Fashoda	17	-	-	1	5.9%	16	94.1%
Longchok	22	-	-	-	-	22	100.0%
Maban	9	2	22.2%	-	-	7	77.8%
Maiwut	21	-	-	11	52.4%	10	47.6%
Malakal	196	13	6.6%	5	2.6%	178	90.8%
Manyo	35	-	-	12	34.3%	23	65.7%
Nasir	11	-	-	-	-	11	100.0%
Panyikang	8	-	-	-	-	8	100.0%
Renk	132	14	10.6%	6	4.5%	112	84.8%
Total	462	29	6.3%	37	8.0%	396	85.7%

* "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 secondary school teachers by academic qualification and county, 2011



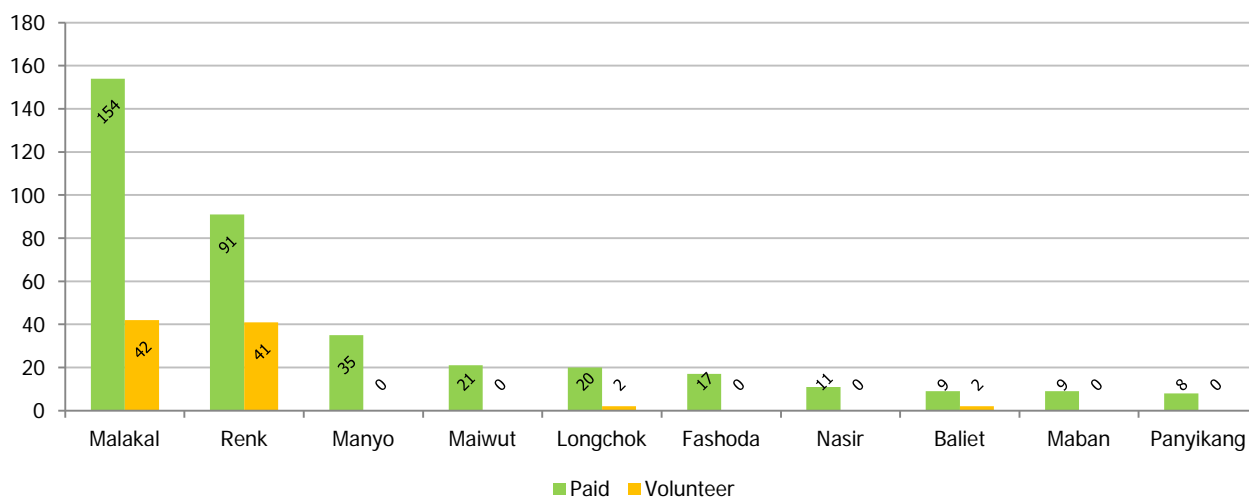
% of secondary school teachers by academic qualification and county, 2011



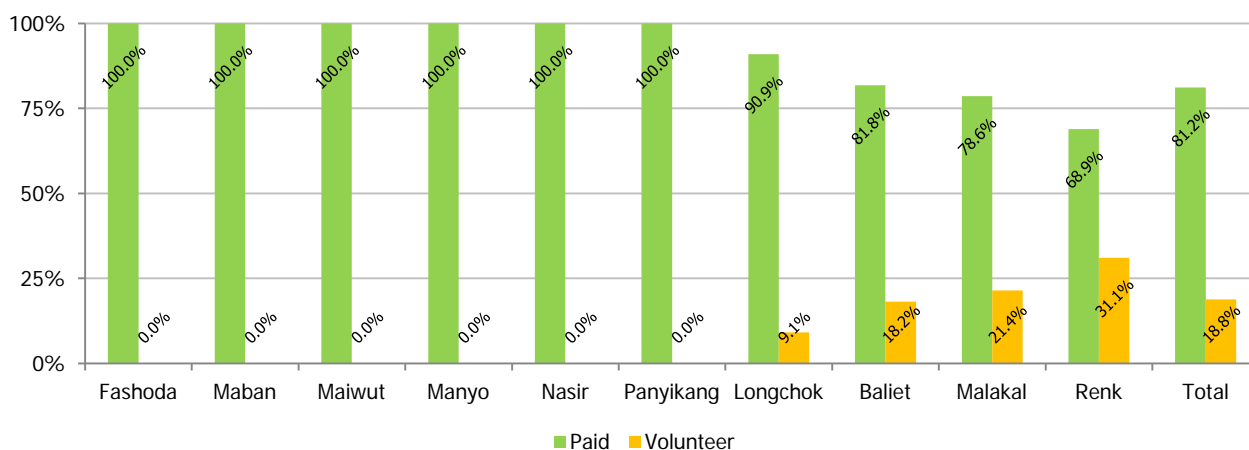
Number and % of secondary school teachers by employment status and county, 2011

County	Total	Paid		Volunteer	
		Count	% total	Count	% total
Baliet	11	9	81.8%	2	18.2%
Fashoda	17	17	100.0%	-	-
Longchok	22	20	90.9%	2	9.1%
Maban	9	9	100.0%	-	-
Maiwut	21	21	100.0%	-	-
Malakal	196	154	78.6%	42	21.4%
Manyo	35	35	100.0%	-	-
Nasir	11	11	100.0%	-	-
Panyikang	8	8	100.0%	-	-
Renk	132	91	68.9%	41	31.1%
Total	462	375	81.2%	87	18.8%

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



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

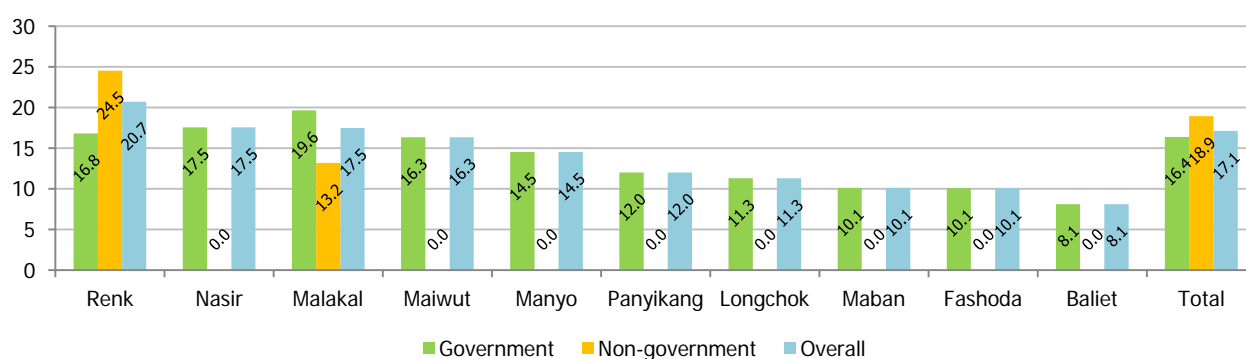


Secondary school pupil-teacher ratio (PTR) by county and ownership, 2011

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Baliet	89	11	8.1	89	11	8.1	-	-	-
Fashoda	171	17	10.1	171	17	10.1	-	-	-
Longchok	248	22	11.3	248	22	11.3	-	-	-
Maban	91	9	10.1	91	9	10.1	-	-	-
Maiwut	343	21	16.3	343	21	16.3	-	-	-
Malakal	3,427	196	17.5	2,570	131	19.6	857	65	13.2
Manyo	508	35	14.5	508	35	14.5	-	-	-
Nasir	193	11	17.5	193	11	17.5	-	-	-
Panyikang	96	8	12.0	96	8	12.0	-	-	-
Renk	2,734	132	20.7	1,092	65	16.8	1,642	67	24.5
Total	7,900	462	17.1	5,401	330	16.4	2,499	132	18.9

* "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

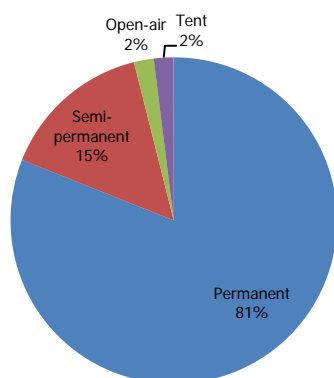


7.2.3. Classrooms

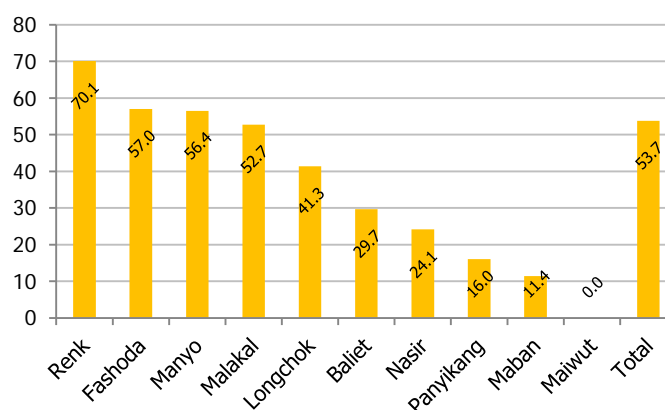
Number of secondary school classrooms and pupil-classroom ratio (PCR) by county and type, 2011

County	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
Baliet	3	-	3	-	-	-	-	29.7
Fashoda	3	3	-	-	-	-	-	57.0
Longchok	6	6	-	-	-	-	-	41.3
Maban	8	8	-	-	-	-	-	11.4
Maiwut	3	-	-	3	-	-	-	-
Malakal	68	45	20	-	-	3	-	52.7
Manyo	9	9	-	-	-	-	-	56.4
Nasir	8	8	-	-	-	-	-	24.1
Panyikang	6	6	-	-	-	-	-	16.0
Renk	39	39	-	-	-	-	-	70.1
Total	153	124	23	3	-	3	-	53.7

% of secondary school classrooms by type, 2011



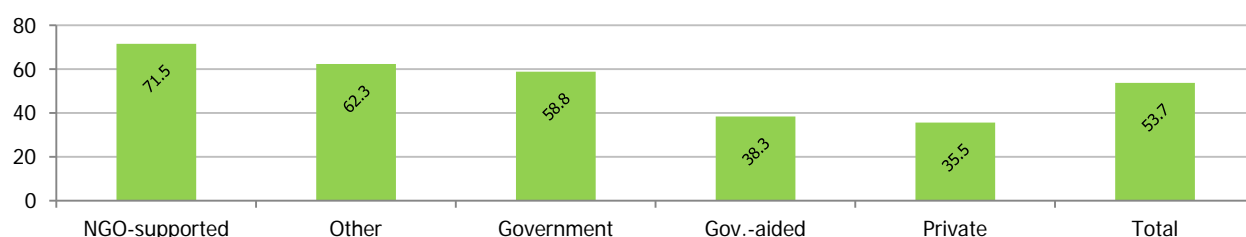
Secondary school pupil-classroom ratio (PCR) by county, 2011



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

Ownership	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
Gov.-aided	6	6	-	-	-	-	-	38.3
Government	94	71	17	3	-	3	-	58.8
NGO-supported	6	6	-	-	-	-	-	71.5
Private	32	28	4	-	-	-	-	35.5
Other	15	13	2	-	-	-	-	62.3
Total	153	124	23	3	-	3	-	53.7

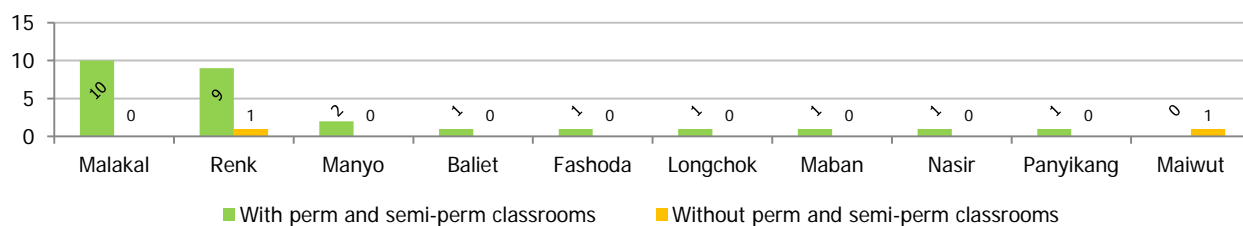
Secondary school pupil-classroom ratio (PCR) by ownership, 2011



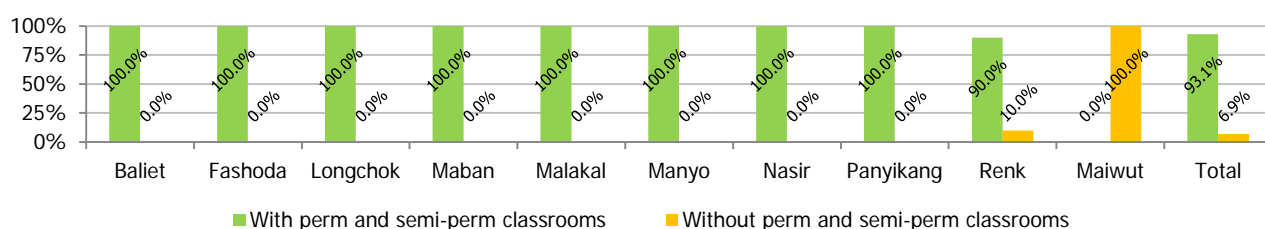
Number and % of secondary schools with permanent and semi-permanent classrooms, 2011

County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Baliet	1	1	100.0%	-	-
Fashoda	1	1	100.0%	-	-
Longchok	1	1	100.0%	-	-
Maban	1	1	100.0%	-	-
Maiwut	1	-	-	1	100.0%
Malakal	10	10	100.0%	-	-
Manyo	2	2	100.0%	-	-
Nasir	1	1	100.0%	-	-
Panyikang	1	1	100.0%	-	-
Renk	10	9	90.0%	1	10.0%
Total	29	27	93.1%	2	6.9%

Number of secondary schools with and without perm. and semi-perm. Classrooms by county, 2011



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

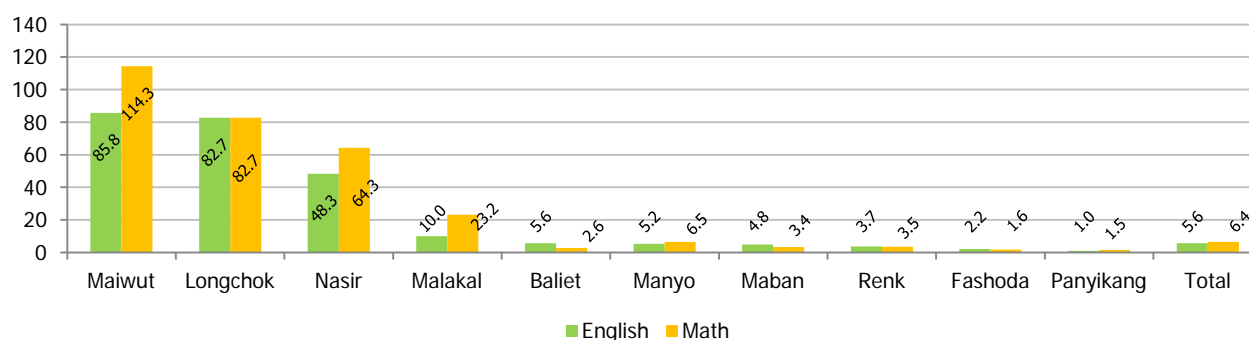


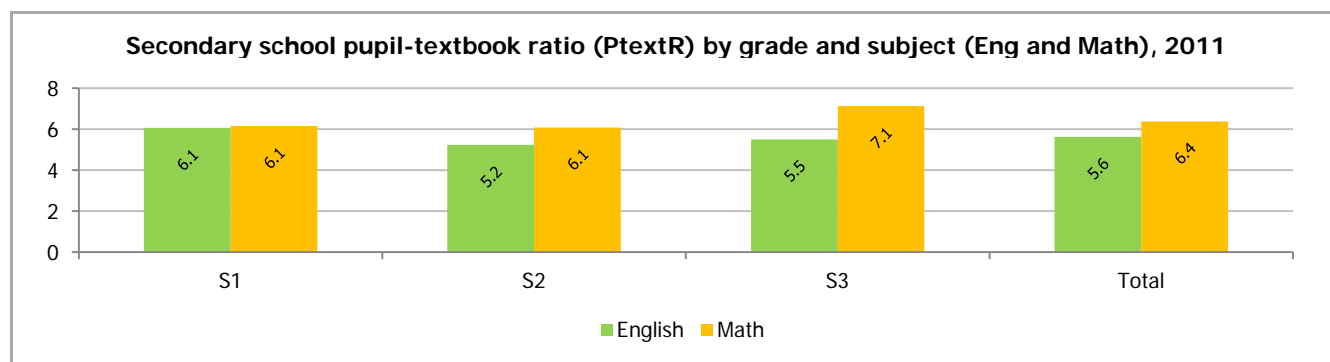
7.2.4. Curriculum and instruction

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

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Baliet	89	16	5.6	34	2.6
Fashoda	171	78	2.2	105	1.6
Longchok	248	3	82.7	3	82.7
Maban	91	19	4.8	27	3.4
Maiwut	343	4	85.8	3	114.3
Malakal	3,427	344	10.0	148	23.2
Manyo	508	97	5.2	78	6.5
Nasir	193	4	48.3	3	64.3
Panyikang	96	98	1.0	65	1.5
Renk	2,734	744	3.7	775	3.5
Total	7,900	1,407	5.6	1,241	6.4

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





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

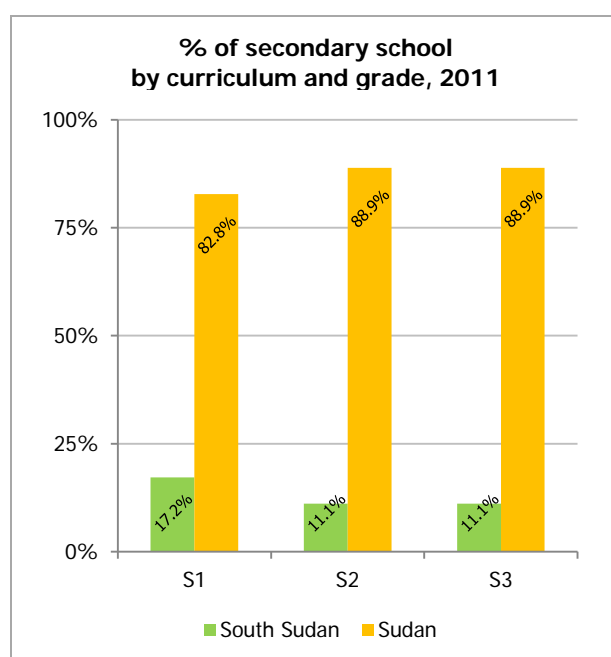
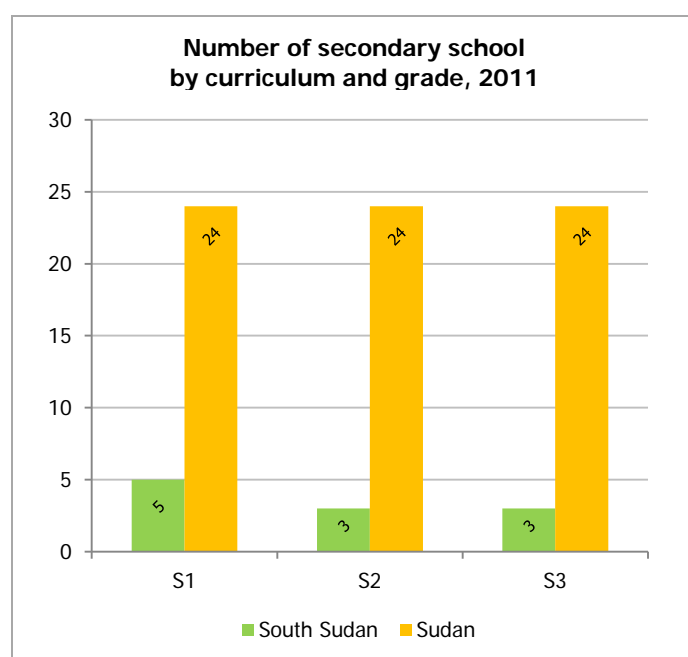
Grade	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
S1	3,183	526	6.1	518	6.1
S2	2,539	486	5.2	418	6.1
S3	2,173	395	5.5	305	7.1
S4	5	-	-	-	-
Total	7,900	1,407	5.6	1,241	6.4

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

Curriculum	S1	S2	S3	S4
South Sudan	5 17.2%	3 11.1%	3 11.1%	-
Sudan	24 82.8%	24 88.9%	24 88.9%	-
Total	29	27	27	-

* 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.

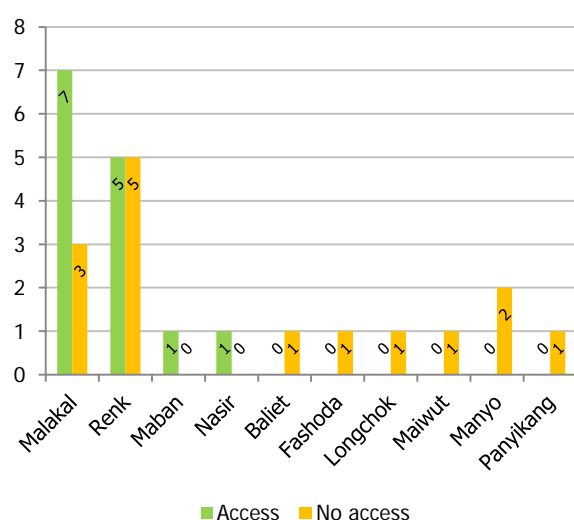


7.2.5. Facilities

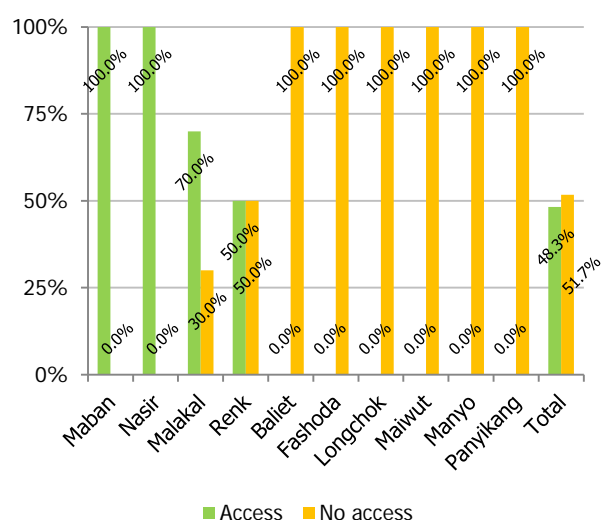
Number and % of secondary schools with and without access to drinking water by county, 2011

County	Schools	Access		No access	
		Count	% total	Count	% total
Baliet	1	-	-	1	100.0%
Fashoda	1	-	-	1	100.0%
Longchok	1	-	-	1	100.0%
Maban	1	1	100.0%	-	-
Maiwut	1	-	-	1	100.0%
Malakal	10	7	70.0%	3	30.0%
Manyo	2	-	-	2	100.0%
Nasir	1	1	100.0%	-	-
Panyikang	1	-	-	1	100.0%
Renk	10	5	50.0%	5	50.0%
Total	29	14	48.3%	15	51.7%

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



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



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

County	Schools	Access		No access	
		Count	% total	Count	% total
Baliet	1	-	-	1	100.0%
Fashoda	1	-	-	1	100.0%
Longchok	1	1	100.0%	-	-
Maban	1	1	100.0%	-	-
Maiwut	1	-	-	1	100.0%
Malakal	10	8	80.0%	2	20.0%
Manyo	2	1	50.0%	1	50.0%
Nasir	1	1	100.0%	-	-
Panyikang	1	-	-	1	100.0%
Renk	10	7	70.0%	3	30.0%
Total	29	19	65.5%	10	34.5%

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

County	Schools	Access		No access	
		Count	% total	Count	% total
Baliet	1	-	-	1	100.0%
Fashoda	1	-	-	1	100.0%
Longchok	1	-	-	1	100.0%
Maban	1	1	100.0%	-	-
Maiwut	1	-	-	1	100.0%
Malakal	10	3	30.0%	7	70.0%
Manyo	2	-	-	2	100.0%
Nasir	1	-	-	1	100.0%
Panyikang	1	-	-	1	100.0%
Renk	10	2	20.0%	8	80.0%
Total	29	6	20.7%	23	79.3%

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

County	Schools	Access		No access	
		Count	% total	Count	% total
Baliet	1	-	-	1	100.0%
Fashoda	1	-	-	1	100.0%
Longchok	1	-	-	1	100.0%
Maban	1	-	-	1	100.0%
Maiwut	1	-	-	1	100.0%
Malakal	10	1	10.0%	9	90.0%
Manyo	2	-	-	2	100.0%
Nasir	1	-	-	1	100.0%
Panyikang	1	-	-	1	100.0%
Renk	10	1	10.0%	9	90.0%
Total	29	2	6.9%	27	93.1%

7.3. Student flow

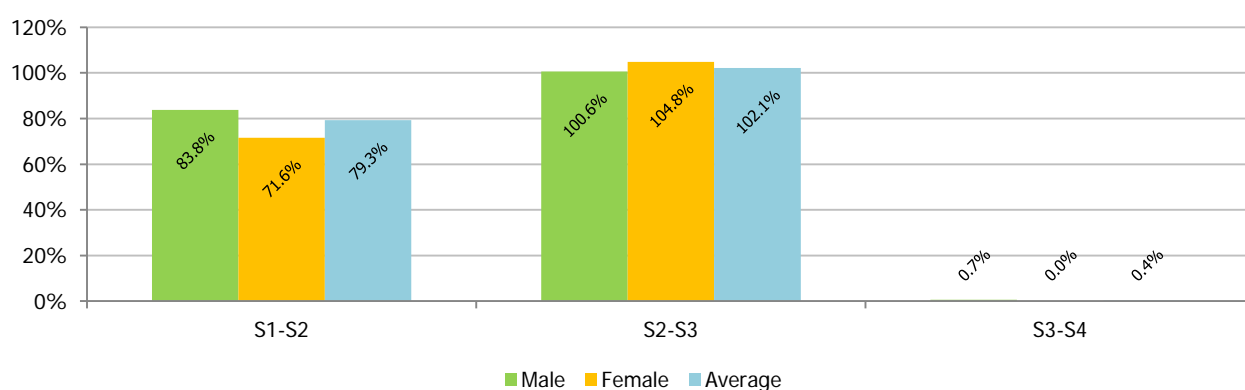
7.3.1. Promotion rate

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

County	Overall			Male			Female		
	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4
Baliat	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4
Fashoda	83.3%	-	-	70.4%	-	-	200.0%	-	-
Longchok	80.3%	75.7%	-	83.7%	88.5%	-	70.6%	45.5%	-
Maban	-	-	-	-	-	-	-	-	-
Maiwut	75.0%	43.3%	-	82.8%	50.0%	-	42.9%	-	-
Malakal	-	-	-	-	-	-	-	-	-
Manyo	58.7%	82.7%	-	57.2%	78.3%	-	61.1%	89.2%	-
Nasir	68.8%	74.4%	4.0%	63.6%	57.1%	6.0%	80.0%	113.5%	-
Panyikang	105.7%	79.2%	-	120.0%	82.6%	-	20.0%	-	-
Renk	123.5%	181.0%	-	93.8%	161.1%	-	600.0%	300.0%	-
Total	89.8%	109.0%	-	97.5%	100.8%	-	78.2%	124.7%	-

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

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

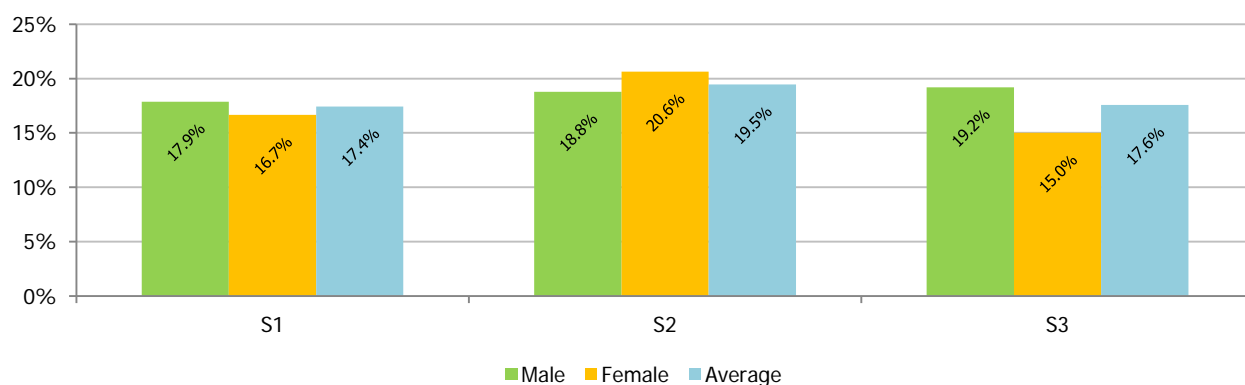


7.3.2. Repetition rate

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

County	Overall				Male				Female			
	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4
Baliat	-	-	-	-	-	-	-	-	-	-	-	-
Fashoda	12.1%	18.9%	-	-	8.2%	11.5%	-	-	23.5%	36.4%	-	-
Longchok	-	-	-	-	-	-	-	-	-	-	-	-
Maban	13.9%	16.7%	22.2%	-	6.9%	15.4%	20.0%	-	42.9%	25.0%	33.3%	-
Maiwut	-	-	-	-	-	-	-	-	-	-	-	-
Malakal	26.4%	32.5%	34.1%	-	27.6%	34.3%	36.7%	-	24.5%	29.7%	29.3%	-
Manyo	5.2%	6.6%	11.2%	-	3.0%	3.6%	9.5%	-	10.0%	13.5%	14.6%	-
Nasir	62.9%	4.2%	-	-	70.0%	4.3%	-	-	20.0%	-	-	-
Panyikang	-	-	-	-	-	-	-	-	-	-	-	-
Renk	4.5%	5.6%	1.2%	-	4.2%	4.8%	-	-	5.0%	7.2%	2.6%	-
Total	17.4%	19.5%	17.6%	-	17.9%	18.8%	19.2%	-	16.7%	20.6%	15.0%	-

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

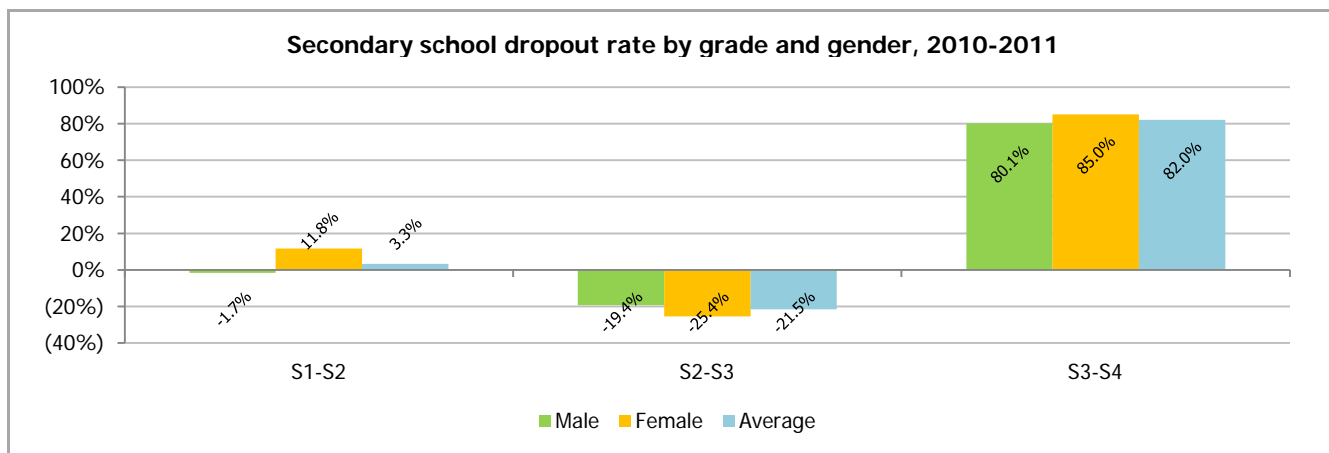


7.3.3. Dropout rate

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
Baliet	16.7%	-	-	29.6%	-	-	-100.0%	-	-
Fashoda	7.6%	5.4%	-	8.2%	0.0%	-	5.9%	18.2%	-
Longchok	-	-	-	-	-	-	-	-	-
Maban	11.1%	40.0%	77.8%	10.3%	34.6%	80.0%	14.3%	75.0%	66.7%
Maiwut	-	-	-	-	-	-	-	-	-
Malakal	14.9%	-15.1%	65.9%	15.2%	-12.6%	63.3%	14.4%	-18.9%	70.7%
Manyo	26.0%	19.0%	84.8%	33.3%	39.3%	84.5%	10.0%	-27.0%	85.4%
Nasir	-68.6%	16.7%	-	-90.0%	13.0%	-	60.0%	-	-
Panyikang	-23.5%	-81.0%	-	6.3%	-61.1%	-	-500.0%	-200.0%	-
Renk	5.7%	-14.6%	98.8%	-1.6%	-5.6%	-	16.9%	-31.9%	97.4%
Total	3.3%	-21.5%	82.0%	-1.7%	-19.4%	80.1%	11.8%	-25.4%	85.0%

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



8.0. ALTERNATIVE EDUCATION SYSTEM (AES), 2011

8.1. Access

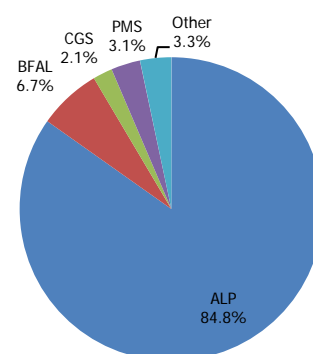
8.1.1. Enrolment

Number of AES centre learners by county and programme, 2011

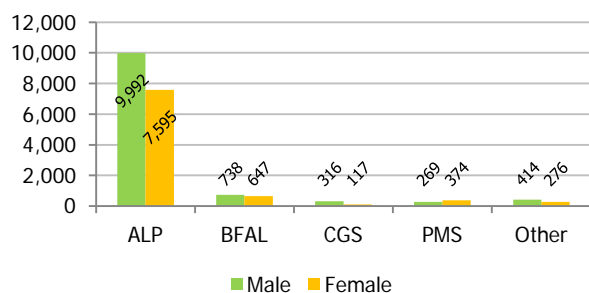
County	Total	ALP	BFAL	CGS	PMS	Other
Akoka	668	205	463	-	-	-
Baliét	442	377	-	-	-	65
Fashoda	499	413	86	-	-	-
Longchok	1,768	1,768	-	-	-	-
Maban	1,602	1,171	431	-	-	-
Maiwut	3,335	2,356	-	-	389	590
Malakal	1,336	1,274	27	-	-	35
Malut	829	829	-	-	-	-
Manyo	171	48	123	-	-	-
Nasir	3,736	3,437	45	-	254	-
Panyikang	297	297	-	-	-	-
Renk	1,669	1,669	-	-	-	-
Ulang	4,386	3,743	210	433	-	-
Total	20,738	17,587	1,385	433	643	690

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

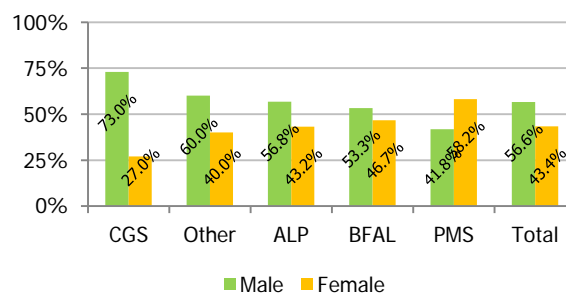
% of AES centre learners by programme, 2011



Number of AES centre learners by programme and gender, 2011



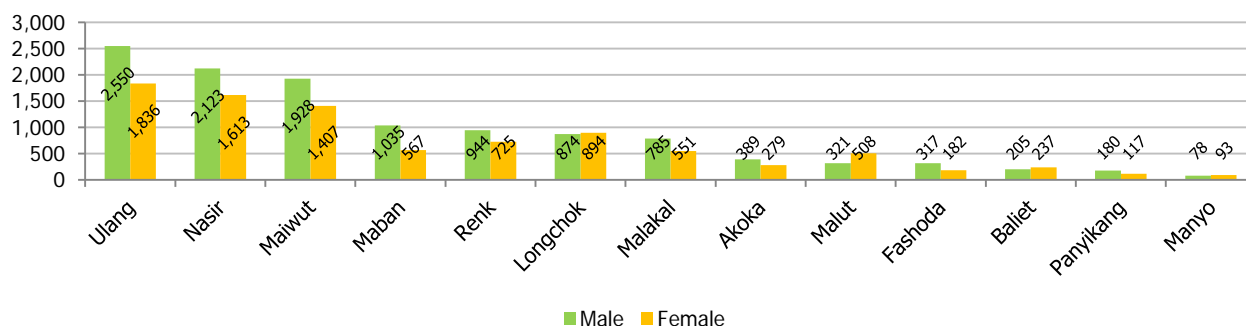
% of AES centre learners by programme and gender, 2011

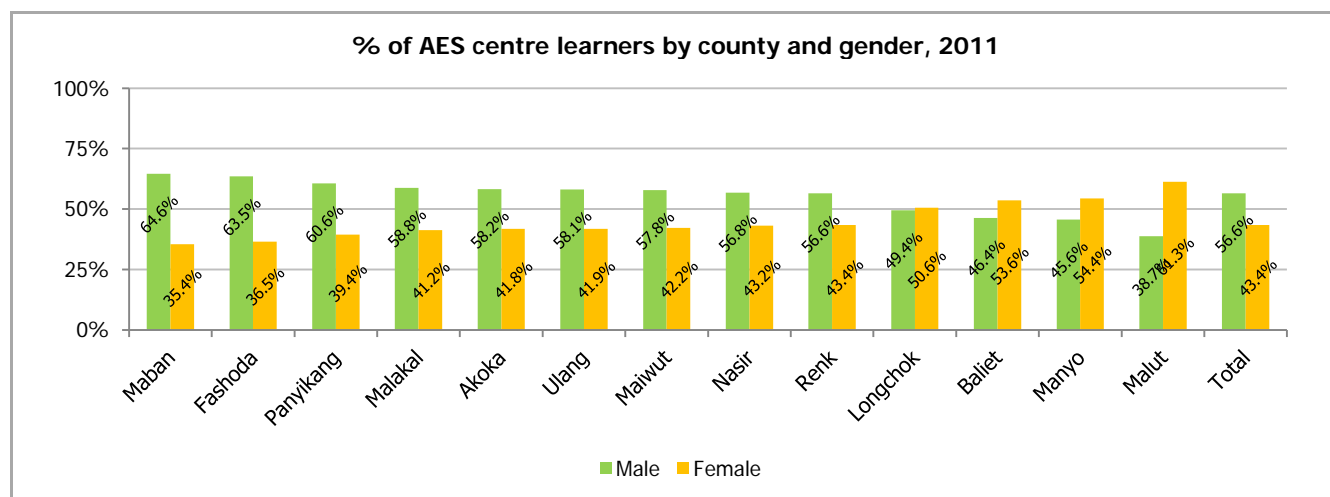


Number and % of AES centre learners by county and gender, 2011

County	Centres	Male		Female	
		Count	% total	Count	% total
Akoka	668	389	58.2%	279	41.8%
Baliét	442	205	46.4%	237	53.6%
Fashoda	499	317	63.5%	182	36.5%
Longchok	1,768	874	49.4%	894	50.6%
Maban	1,602	1,035	64.6%	567	35.4%
Maiwut	3,335	1,928	57.8%	1,407	42.2%
Malakal	1,336	785	58.8%	551	41.2%
Malut	829	321	38.7%	508	61.3%
Manyo	171	78	45.6%	93	54.4%
Nasir	3,736	2,123	56.8%	1,613	43.2%
Panyikang	297	180	60.6%	117	39.4%
Renk	1,669	944	56.6%	725	43.4%
Ulang	4,386	2,550	58.1%	1,836	41.9%
Total	20,738	11,729	56.6%	9,009	43.4%

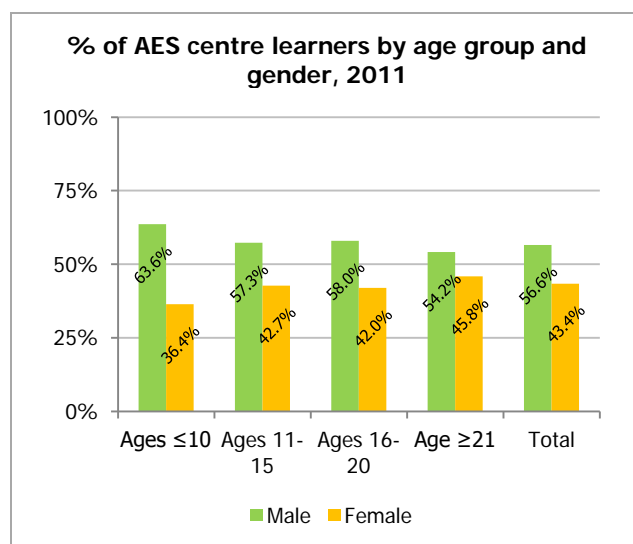
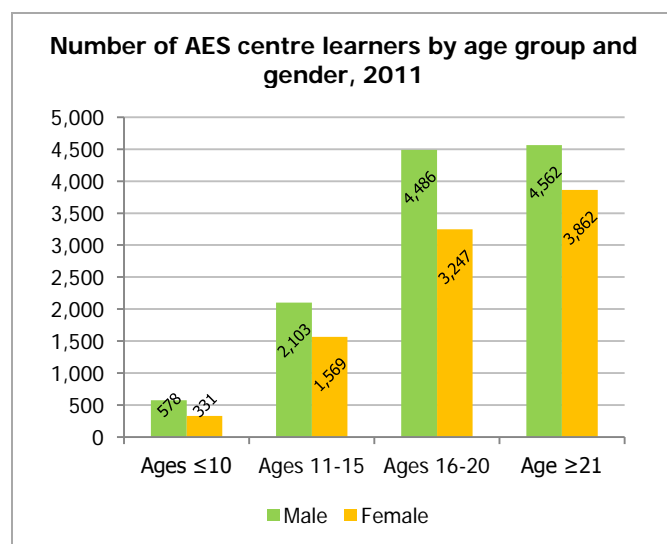
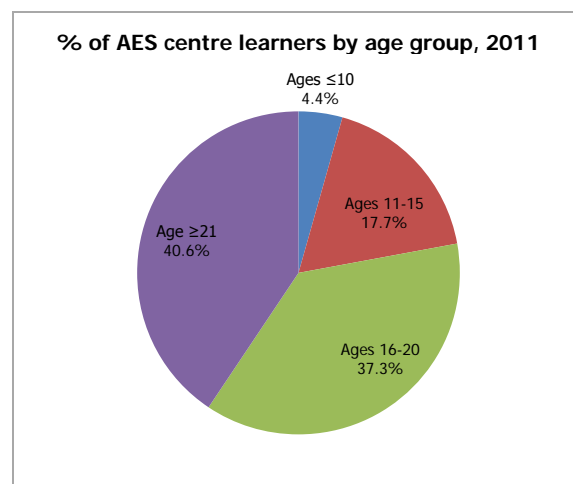
Number of AES centre learners by county and gender, 2011





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

County	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
Akoka	668	-	211	290	167
Baliet	442	-	9	101	332
Fashoda	499	58	293	148	-
Longchok	1,768	-	179	589	1,000
Maban	1,602	43	265	852	442
Maiwut	3,335	-	114	1,159	2,062
Malakal	1,336	50	426	526	334
Malut	829	-	83	314	432
Manyo	171	-	-	26	145
Nasir	3,736	350	886	1,234	1,266
Panyikang	297	-	95	146	56
Renk	1,669	-	274	650	745
Ulang	4,386	408	837	1,698	1,443
Total	20,738	909	3,672	7,733	8,424



8.2. Resources

8.2.1. Centres

Number of AES centres by programme, 2011

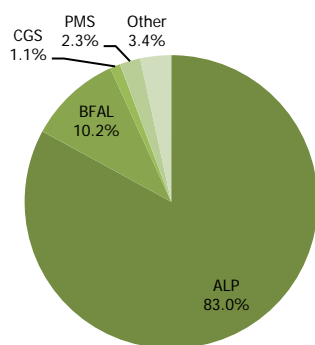
Programme	No. centres
Accelerated Learning Programme (ALP)	73
Basic Functional Adult Literacy (BFAL)	9
Community Girls School	1
Pastoralist Mobile School (PMS)	2
Other	3
Total	88

* Some centres have more than one programme.

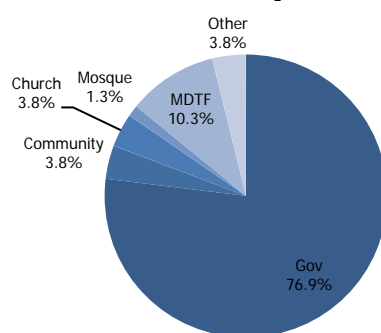
Number of AES centres by funder, 2011

Funder	No. centres
Government	60
Community	3
Church	3
Mosque	1
Multi-Donor Trust Fund (MDTF)	8
Other	3
Unknown	10
Total	88

% of AES centres by programme, 2011



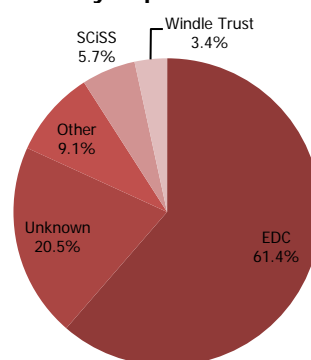
% of AES centres by funder, 2011



No. of AES centres by implementation agency, 2011

Implementation agency	No. centres
Education Development Centre (EDC)	54
Catholic Relief Services (CRS)	5
Other	3
Total	8

% of AES centres by implementation agency, 2011



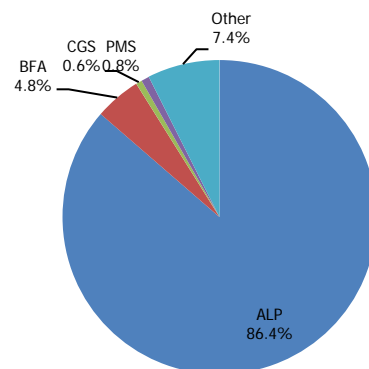
8.2.2. Teachers

Number of AES centre teachers by county and programme, 2011

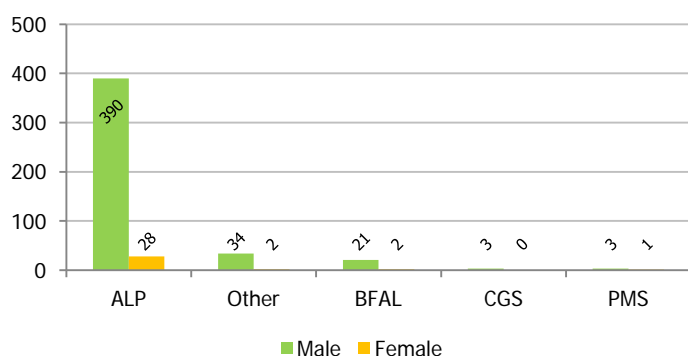
County	Total	ALP	BFAL	CGS	PMS	Other
Akoka	18	9	9	-	-	-
Baliet	30	25	-	-	-	5
Fashoda	28	25	3	-	-	-
Longchok	52	52	-	-	-	-
Maban	32	31	1	-	-	-
Maiwut	56	28	-	-	1	27
Malakal	81	75	2	-	-	4
Malut	25	25	-	-	-	-
Manyo	5	2	3	-	-	-
Nasir	47	42	2	-	3	-
Panyikang	11	11	-	-	-	-
Renk	52	52	-	-	-	-
Ulang	47	41	3	3	-	-
Total	484	418	23	3	4	36

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

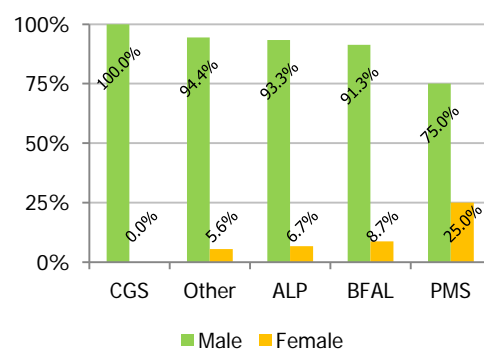
% of AES centre teachers by programme, 2011



Number of AES centre teachers by programme and gender, 2011



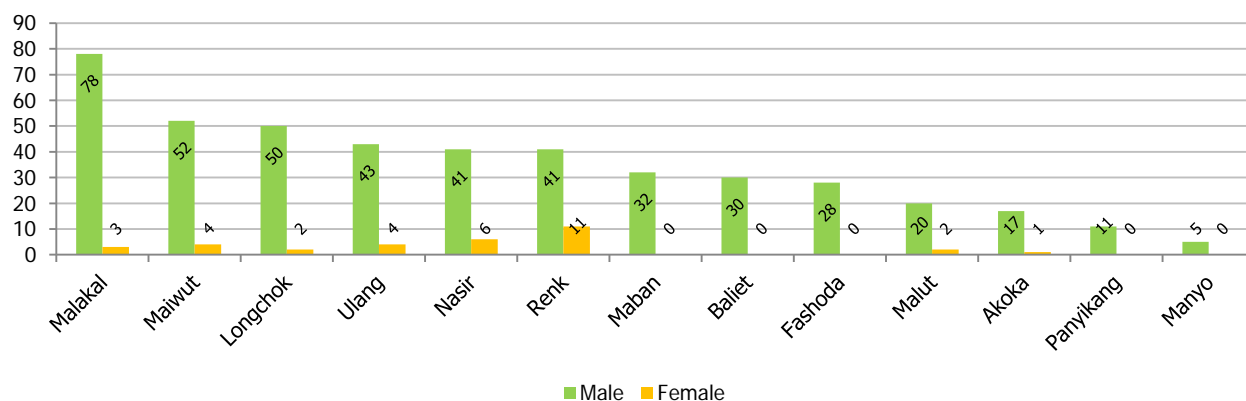
% of AES centre teachers by programme and gender, 2011



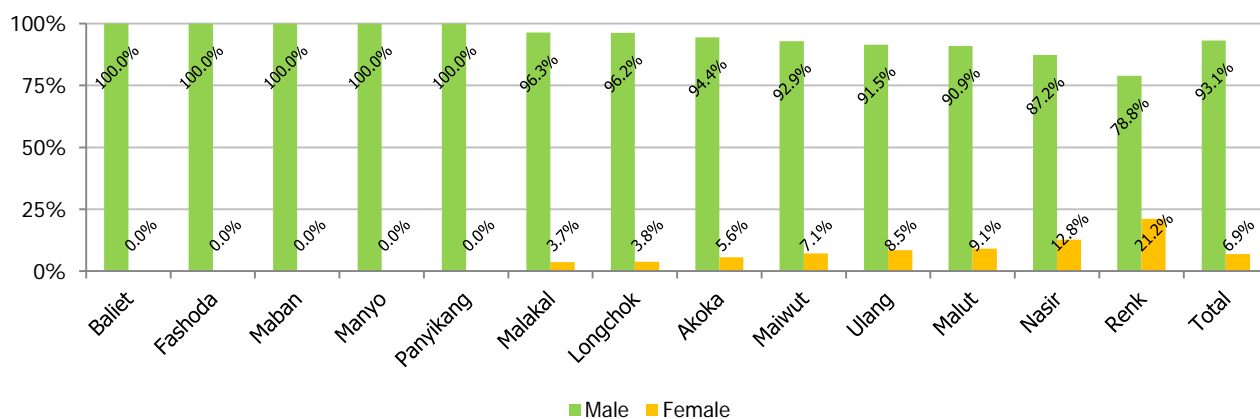
Number and % of AES centre teachers by county and gender, 2011

County	Total	Male		Female		PTR
		Count	% total	Count	% total	
Akoka	18	17	94.4%	1	5.6%	37.1
Bali	30	30	100.0%	-	-	14.7
Fashoda	28	28	100.0%	-	-	17.8
Longchok	52	50	96.2%	2	3.8%	34.0
Maban	32	32	100.0%	-	-	50.1
Maiwut	56	52	92.9%	4	7.1%	59.6
Malakal	81	78	96.3%	3	3.7%	16.5
Malut	22	20	90.9%	2	9.1%	37.7
Manyo	5	5	100.0%	-	-	34.2
Nasir	47	41	87.2%	6	12.8%	79.5
Panyikang	11	11	100.0%	-	-	27.0
Renk	52	41	78.8%	11	21.2%	32.1
Ulang	47	43	91.5%	4	8.5%	93.3
Total	481	448	93.1%	33	6.9%	43.1

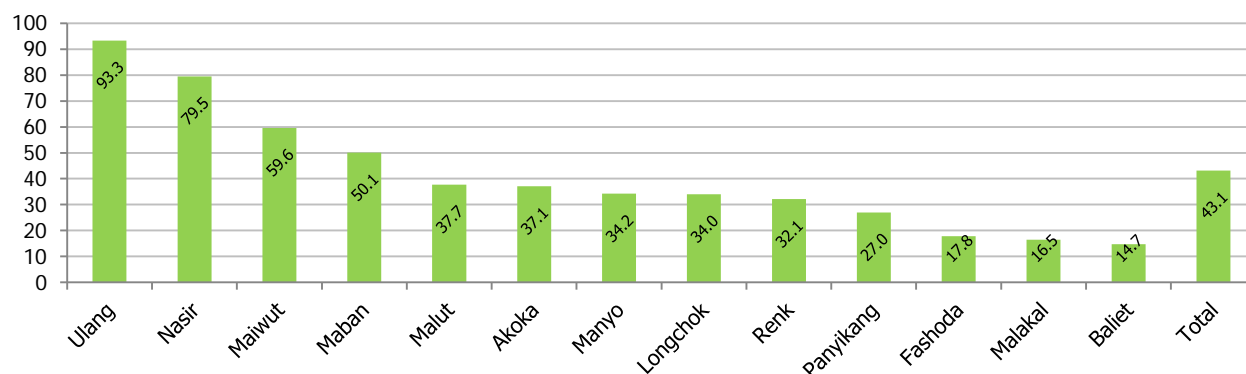
Number of AES centre teachers by county and gender, 2011



% of AES centre teachers by county and gender, 2011



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

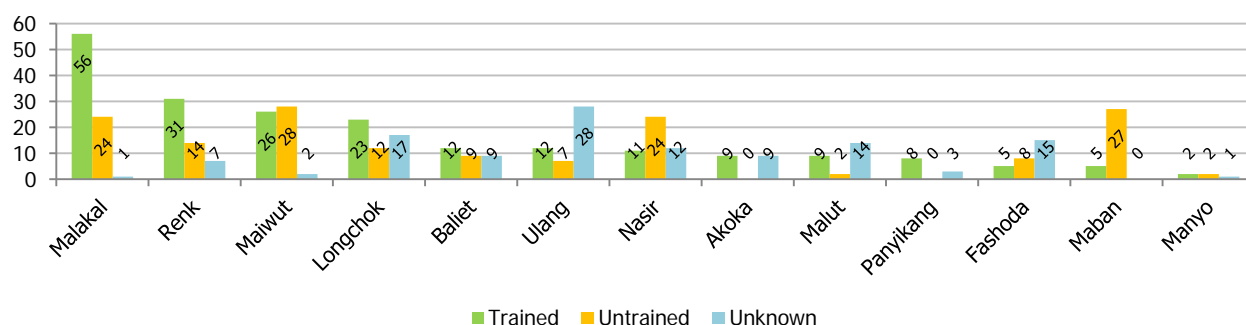


Number and % of AES centre teachers by professional qualification and county, 2011

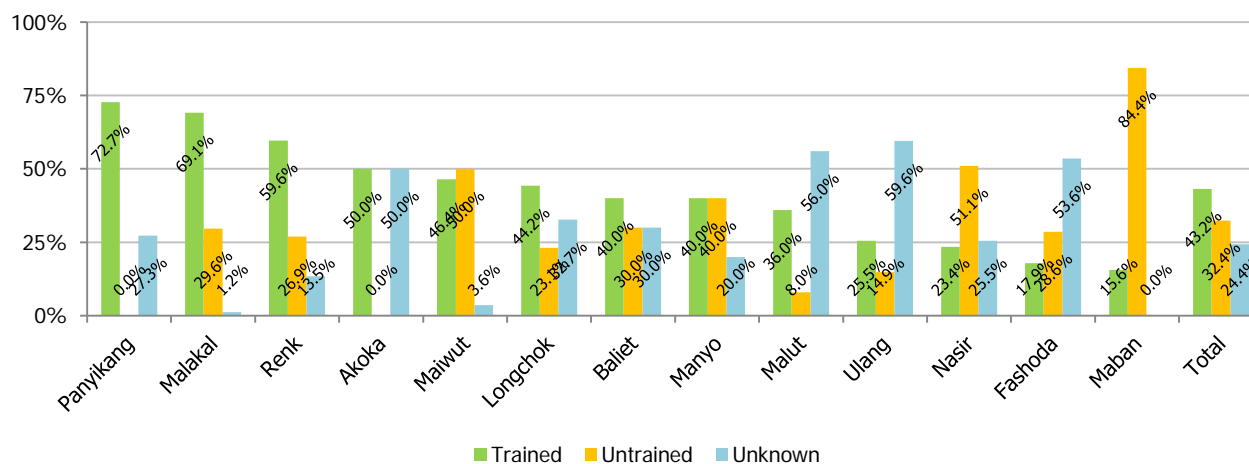
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Akoka	18	9	50.0%	-	-	9	50.0%
Baliat	30	12	40.0%	9	30.0%	9	30.0%
Fashoda	28	5	17.9%	8	28.6%	15	53.6%
Longchok	52	23	44.2%	12	23.1%	17	32.7%
Maban	32	5	15.6%	27	84.4%	-	-
Maiwut	56	26	46.4%	28	50.0%	2	3.6%
Malakal	81	56	69.1%	24	29.6%	1	1.2%
Malut	25	9	36.0%	2	8.0%	14	56.0%
Manyo	5	2	40.0%	2	40.0%	1	20.0%
Nasir	47	11	23.4%	24	51.1%	12	25.5%
Panyikang	11	8	72.7%	-	-	3	27.3%
Renk	52	31	59.6%	14	26.9%	7	13.5%
Ulang	47	12	25.5%	7	14.9%	28	59.6%
Total	484	209	43.2%	157	32.4%	118	24.4%

* "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



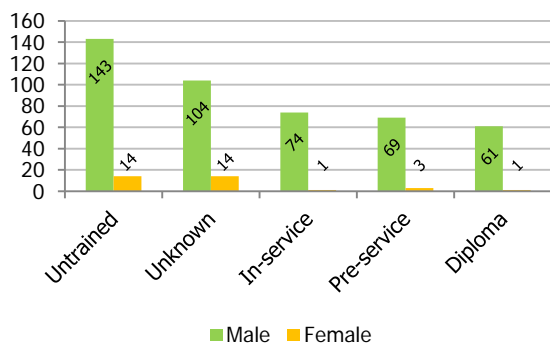
% of AES centre teachers by professional qualification and county, 2011



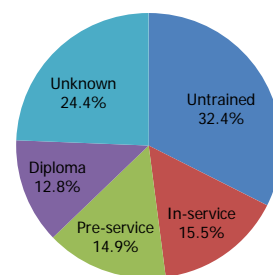
Number and % of AES centre teachers by professional qualification and county, 2011

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Akoka	18	-	-	9	50.0%	-	-	-	-	9	50.0%
Baliat	30	9	30.0%	8	26.7%	2	6.7%	2	6.7%	9	30.0%
Fashoda	28	8	28.6%	5	17.9%	-	-	-	-	15	53.6%
Longchok	52	12	23.1%	7	13.5%	9	17.3%	7	13.5%	17	32.7%
Maban	32	27	84.4%	4	12.5%	1	3.1%	-	-	-	-
Maiwut	56	28	50.0%	18	32.1%	5	8.9%	3	5.4%	2	3.6%
Malakal	81	24	29.6%	8	9.9%	22	27.2%	26	32.1%	1	1.2%
Malut	25	2	8.0%	3	12.0%	3	12.0%	3	12.0%	14	56.0%
Manyo	5	2	40.0%	-	-	-	-	2	40.0%	1	20.0%
Nasir	47	24	51.1%	5	10.6%	6	12.8%	-	-	12	25.5%
Panyikang	11	-	-	2	18.2%	-	-	6	54.5%	3	27.3%
Renk	52	14	26.9%	1	1.9%	18	34.6%	12	23.1%	7	13.5%
Ulang	47	7	14.9%	5	10.6%	6	12.8%	1	2.1%	28	59.6%
Total	484	157	32.4%	75	15.5%	72	14.9%	62	12.8%	118	24.4%

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



% of AES centre teachers by professional qualification, 2011

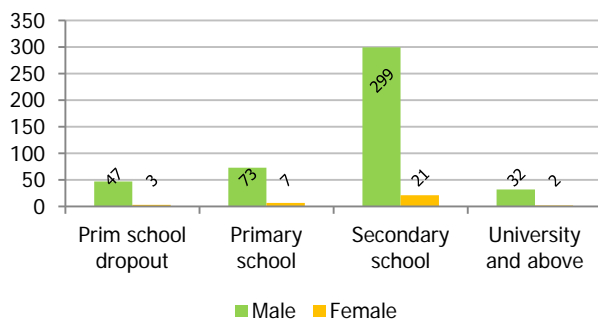


Number and % of AES teachers by academic qualification and county, 2011

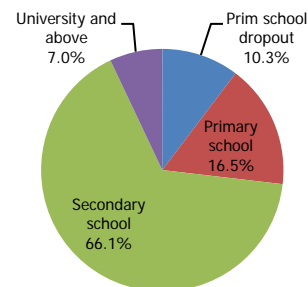
County	Total	Prim school dropout		Primary school		Secondary school		University and above	
		Count	% total	Count	% total	Count	% total	Count	% total
Akoka	18	5	27.8%	1	5.6%	11	61.1%	1	5.6%
Baliut	30	11	36.7%	4	13.3%	15	50.0%	-	-
Fashoda	28	3	10.7%	12	42.9%	12	42.9%	1	3.6%
Longchok	52	7	13.5%	6	11.5%	38	73.1%	1	1.9%
Maban	32	1	3.1%	14	43.8%	17	53.1%	-	-
Maiwut	56	2	3.6%	15	26.8%	39	69.6%	-	-
Malakal	81	-	-	1	1.2%	57	70.4%	23	28.4%
Malut	25	-	-	3	12.0%	21	84.0%	1	4.0%
Manyo	5	-	-	-	-	5	100.0%	-	-
Nasir	47	6	12.8%	12	25.5%	29	61.7%	-	-
Panyikang	11	3	27.3%	-	-	8	72.7%	-	-
Renk	52	1	1.9%	4	7.7%	41	78.8%	6	11.5%
Ulang	47	11	23.4%	8	17.0%	27	57.4%	1	2.1%
Total	484	50	10.3%	80	16.5%	320	66.1%	34	7.0%

* "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

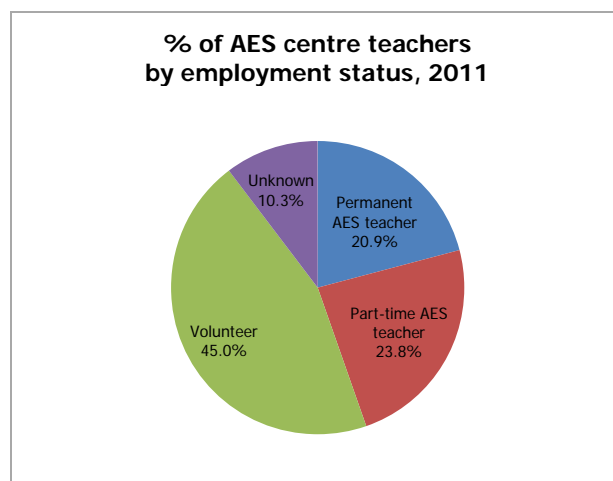
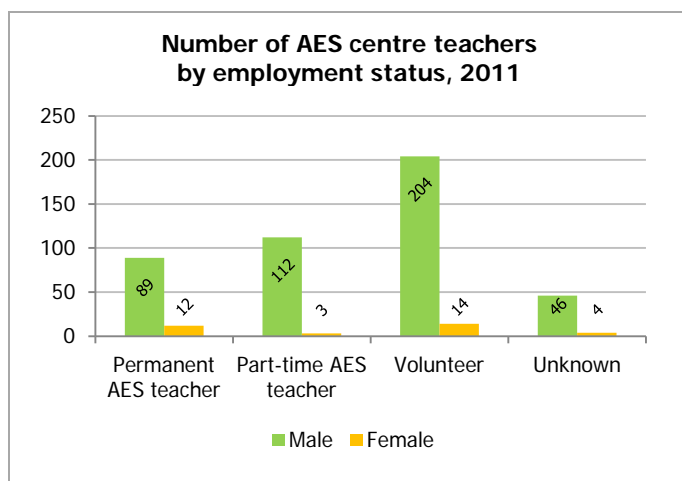


% of AES centre teachers by professional qualification, 2011



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

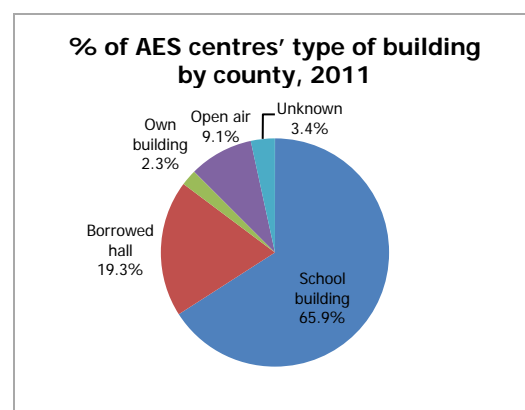
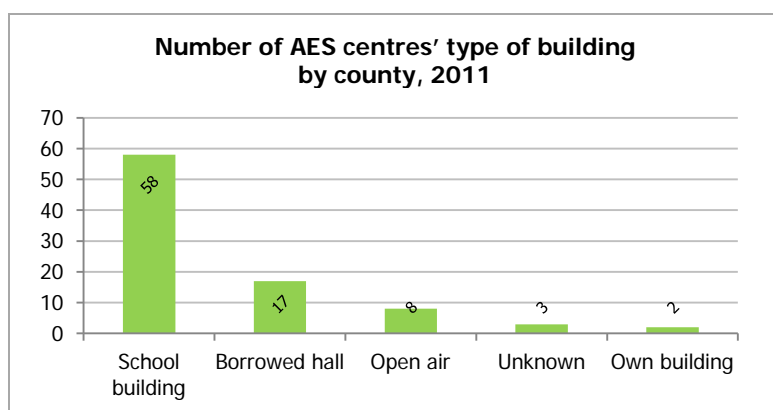
County	Total	Permanent AES teacher		Part-time AES teacher		Volunteer		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
Akoka	18	-	-	9	50.0%	-	-	9	50.0%
Baliut	30	1	3.3%	-	-	29	96.7%	-	-
Fashoda	28	15	53.6%	3	10.7%	-	-	10	35.7%
Longchok	52	6	11.5%	15	28.8%	28	53.8%	3	5.8%
Maban	32	6	18.8%	6	18.8%	19	59.4%	1	3.1%
Maiwut	56	13	23.2%	2	3.6%	39	69.6%	2	3.6%
Malakal	81	11	13.6%	43	53.1%	27	33.3%	-	-
Malut	25	2	8.0%	6	24.0%	17	68.0%	-	-
Manyo	5	2	40.0%	-	-	1	20.0%	2	40.0%
Nasir	47	-	-	15	31.9%	22	46.8%	10	21.3%
Panyikang	11	-	-	10	90.9%	1	9.1%	-	-
Renk	52	36	69.2%	-	-	13	25.0%	3	5.8%
Ulang	47	9	19.1%	6	12.8%	22	46.8%	10	21.3%
Total	484	101	20.9%	115	23.8%	218	45.0%	50	10.3%



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
Akoka	2	2	-	-	-	-
Baliet	5	3	2	-	-	-
Fashoda	4	4	-	-	-	-
Longchok	10	7	2	-	1	-
Maban	6	5	1	-	-	-
Maiwut	9	1	3	-	5	-
Malakal	10	7	1	1	1	-
Malut	5	2	3	-	-	-
Manyo	4	3	-	-	-	1
Nasir	14	10	1	1	-	2
Panyikang	3	3	-	-	-	-
Renk	4	4	-	-	-	-
Ulang	12	7	4	-	1	-
Total	88	58	17	2	8	3

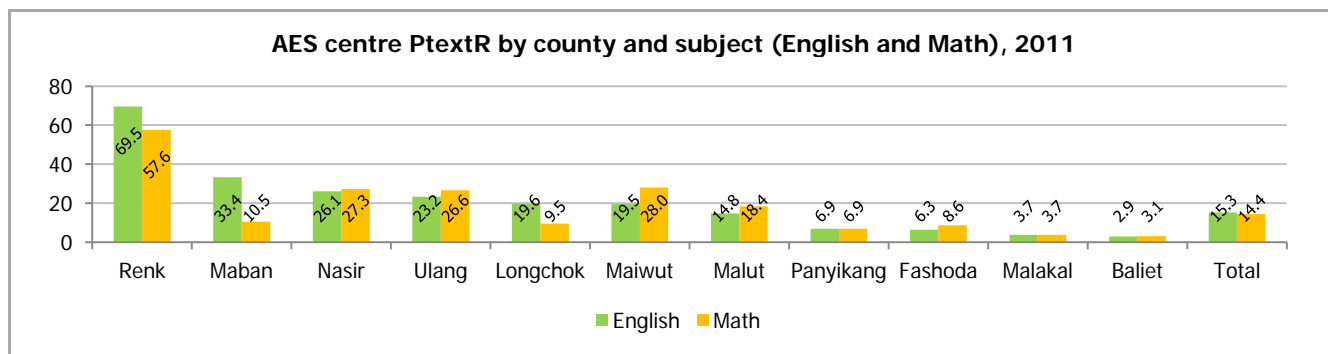


8.2.4. Curriculum and instruction

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

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Akoka	668	-	-	-	-
Baliet	442	153	2.9	144	3.1
Fashoda	499	79	6.3	58	8.6
Longchok	1,768	90	19.6	187	9.5
Maban	1,602	48	33.4	152	10.5
Maiwut	3,335	171	19.5	119	28.0
Malakal	1,336	360	3.7	358	3.7
Malut	829	56	14.8	45	18.4
Manyo	171	-	-	-	-
Nasir	3,736	143	26.1	137	27.3
Panyikang	297	43	6.9	43	6.9
Renk	1,669	24	69.5	29	57.6
Ulang	4,386	189	23.2	165	26.6
Total	20,738	1,356	15.3	1,437	14.4

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

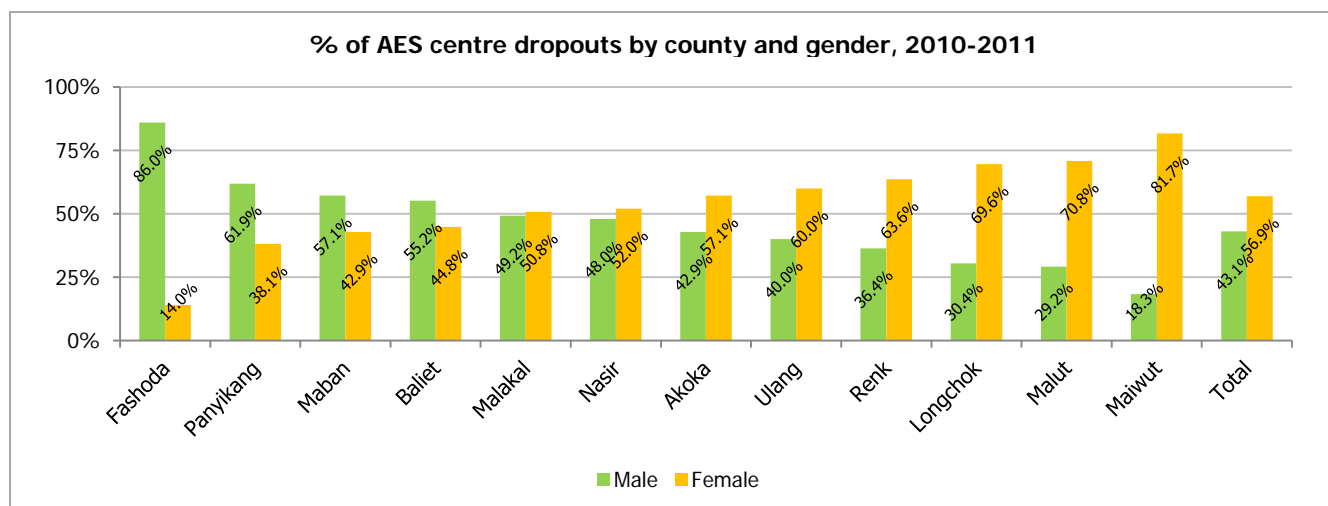
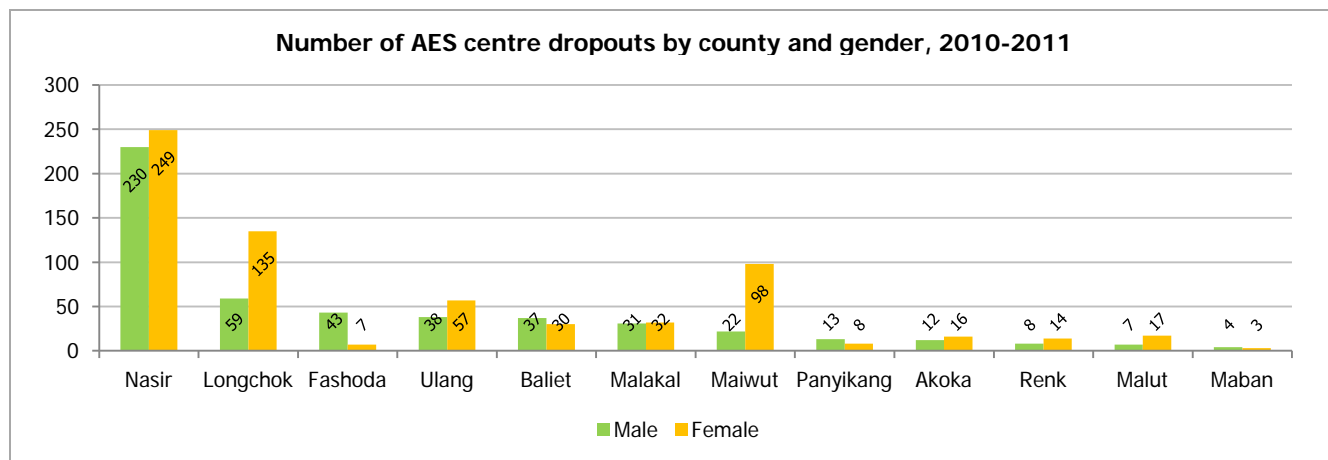


8.3. Student flow

8.3.1. Dropouts

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

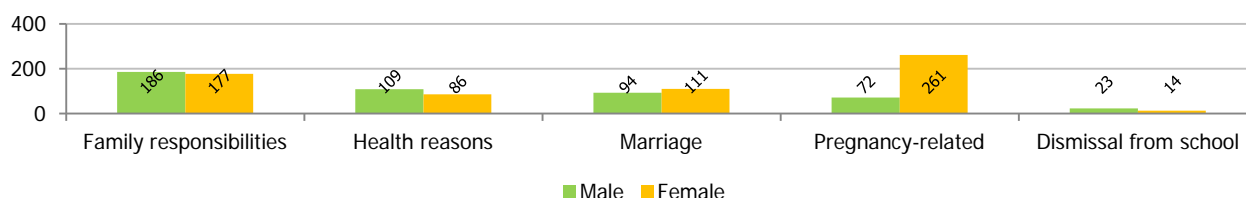
County	Total	Male		Female	
		Count	% total	Count	% total
Akoka	28	12	42.9%	16	57.1%
Baliet	67	37	55.2%	30	44.8%
Fashoda	50	43	86.0%	7	14.0%
Longchok	194	59	30.4%	135	69.6%
Maban	7	4	57.1%	3	42.9%
Maiwut	120	22	18.3%	98	81.7%
Malakal	63	31	49.2%	32	50.8%
Malut	24	7	29.2%	17	70.8%
Manyo	-	-	-	-	-
Nasir	479	230	48.0%	249	52.0%
Panyikang	21	13	61.9%	8	38.1%
Renk	22	8	36.4%	14	63.6%
Ulang	95	38	40.0%	57	60.0%
Total	1,170	504	43.1%	666	56.9%



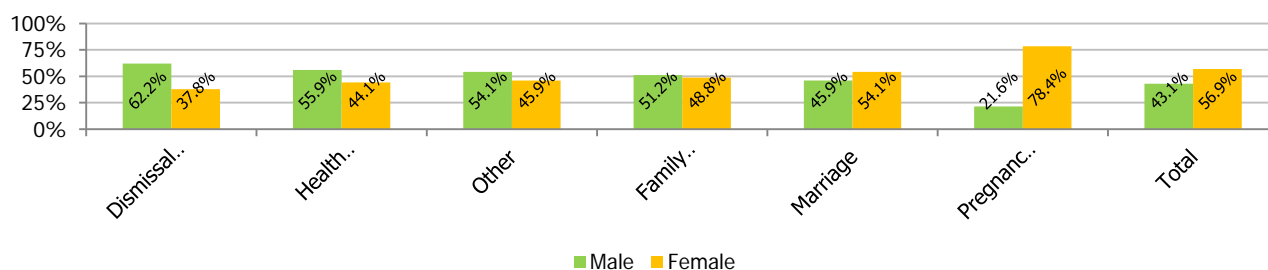
Number of AES centre dropouts by reason and gender, 2010-2011

Reason	Total	Male		Female	
		Count	% total	Count	% total
Dismissal from school	37	23	62.2%	14	37.8%
Family responsibilities	363	186	51.2%	177	48.8%
Health reasons	195	109	55.9%	86	44.1%
Marriage	205	94	45.9%	111	54.1%
Pregnancy-related	333	72	21.6%	261	78.4%
Other	37	20	54.1%	17	45.9%
Total	1,170	504	43.1%	666	56.9%

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



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



8.4. Programme profiles

8.4.1. Accelerated Learning Programme (ALP)

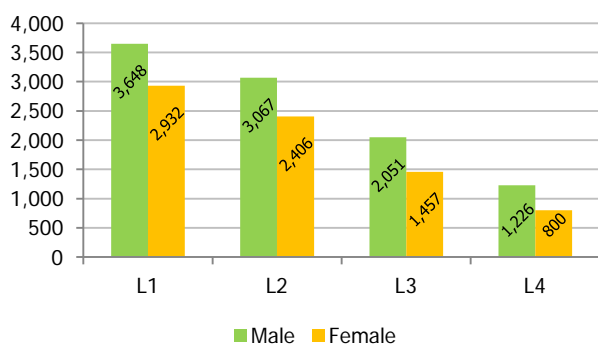
Number of ALP learners by county and grade, 2011

County	Total	L1	L2	L3	L4
Akoka	205	105	70	30	-
Baliet	377	155	122	64	36
Fashoda	413	295	98	20	-
Longchok	1,768	559	511	368	330
Maban	1,171	403	439	280	49
Maiwut	2,356	1,076	864	234	182
Malakal	1,274	381	355	282	256
Malut	829	252	205	218	154
Manyo	48	15	16	17	-
Nasir	3,437	1,517	1,185	587	148
Panyikang	297	138	124	16	19
Renk	1,669	606	394	392	277
Ulang	3,743	1,078	1,090	1,000	575
Total	17,587	6,580	5,473	3,508	2,026

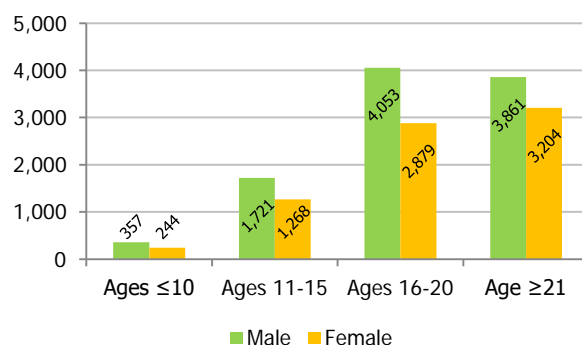
Number and % of ALP learners by grade and age group, 2011

County	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
L1	6,580	402	1,343	2,834	2,001
		6.1%	20.4%	43.1%	30.4%
L2	5,473	163	945	2,226	2,139
		3.0%	17.3%	40.7%	39.1%
L3	3,508	36	549	1,226	1,697
		1.0%	15.6%	34.9%	48.4%
L4	2,026	-	152	646	1,228
		-	7.5%	31.9%	60.6%
Total	17,587	601	2,989	6,932	7,065
		3.4%	17.0%	39.4%	40.2%

Number of ALP learners by grade and gender, 2011

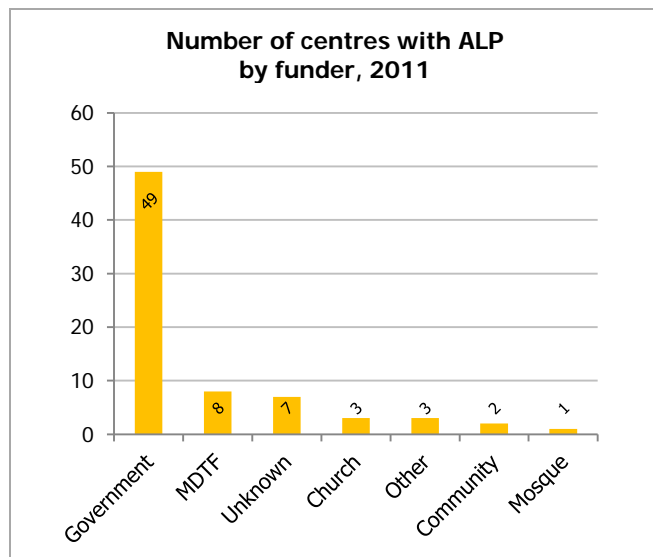


Number of ALP learners by age group and gender, 2011



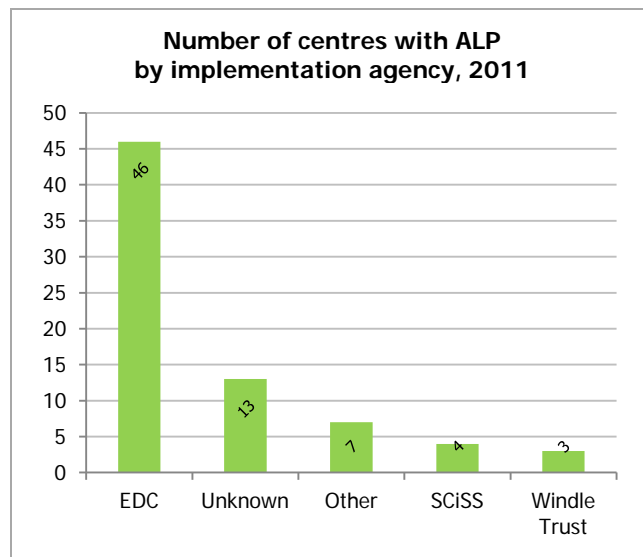
Number of centres with ALP by funder, 2011

Funder	Centres	Centres %
Church	3	4.1%
Community	2	2.7%
Government	49	67.1%
MDTF	8	11.0%
Mosque	1	1.4%
Other	3	4.1%
Unknown	7	9.6%
Total	73	100.0%



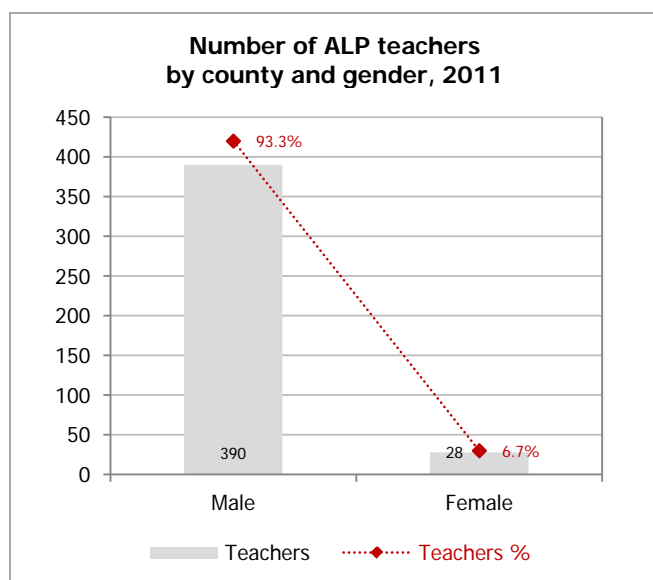
Number of centres with ALP by implementing agency, 2011

Agency	Centres	Centres %
EDC	46	63.0%
SCISS	4	5.5%
Windle Trust	3	4.1%
Other	7	9.6%
Unknown	13	17.8%
Total	73	100.0%



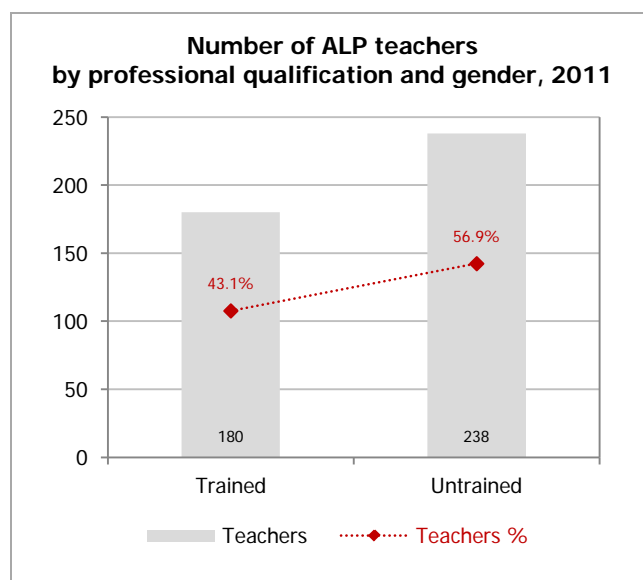
Number and % of ALP teachers by county and gender, 2011

County	Total	Male		Female	
		Count	% total	Count	% total
Akoka	9	9	100.0%	-	-
Baliet	25	25	100.0%	-	-
Fashoda	25	25	100.0%	-	-
Longchok	52	50	96.2%	2	3.8%
Maban	31	31	100.0%	-	-
Maiwut	28	25	89.3%	3	10.7%
Malakal	75	74	98.7%	1	1.3%
Malut	25	23	92.0%	2	8.0%
Manyo	2	2	100.0%	-	-
Nasir	42	37	88.1%	5	11.9%
Panyikang	11	11	100.0%	-	-
Renk	52	41	78.8%	11	21.2%
Ulang	41	37	90.2%	4	9.8%
Total	418	390	93.3%	28	6.7%



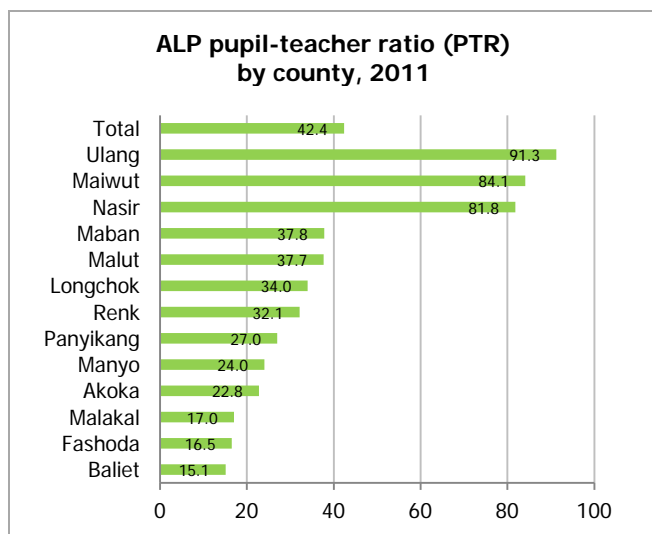
Number and % of ALP teachers by county and professional qualification, 2011

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Akoka	9	9	100.0%	-	-
Baliet	25	12	48.0%	13	52.0%
Fashoda	25	5	20.0%	20	80.0%
Longchok	52	23	44.2%	29	55.8%
Maban	31	4	12.9%	27	87.1%
Maiwut	28	9	32.1%	19	67.9%
Malakal	75	51	68.0%	24	32.0%
Malut	25	9	36.0%	16	64.0%
Manyo	2	-	-	2	100.0%
Nasir	42	11	26.2%	31	73.8%
Panyikang	11	8	72.7%	3	27.3%
Renk	52	31	59.6%	21	40.4%
Ulang	41	8	19.5%	33	80.5%
Total	418	180	43.1%	238	56.9%



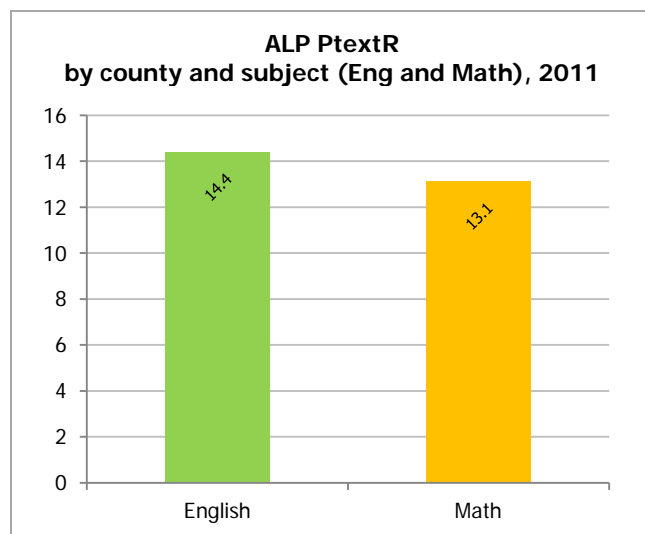
ALP pupil-teacher ratio (PTR) by county, 2011

County	Learner	Teacher	PTR
Akoka	205	9	22.8
Baliet	377	25	15.1
Fashoda	413	25	16.5
Longchok	1,768	52	34.0
Maban	1,171	31	37.8
Maiwut	2,356	28	84.1
Malakal	1,274	75	17.0
Malut	829	22	37.7
Manyo	48	2	24.0
Nasir	3,437	42	81.8
Panyikang	297	11	27.0
Renk	1,669	52	32.1
Ulang	3,743	41	91.3
Total	17,587	415	42.4



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

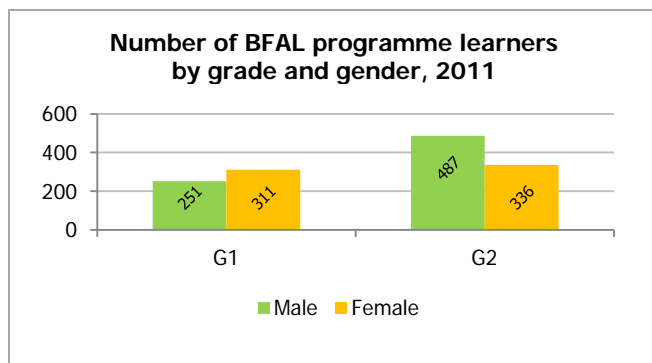
County	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
Akoka	205	-	-	-	-
Baliet	377	136	2.8	129	2.9
Fashoda	413	76	5.4	55	7.5
Longchok	1,768	90	19.6	187	9.5
Maban	1,171	48	24.4	152	7.7
Maiwut	2,356	155	15.2	103	22.9
Malakal	1,274	298	4.3	326	3.9
Malut	829	56	14.8	45	18.4
Manyo	48	-	-	-	-
Nasir	3,437	131	26.2	130	26.4
Panyikang	297	43	6.9	43	6.9
Renk	1,669	24	69.5	29	57.6
Ulang	3,743	166	22.5	141	26.5
Total	17,587	1,223	14.4	1,340	13.1



8.4.2. Basic Functional Adult Literacy (BFAL)

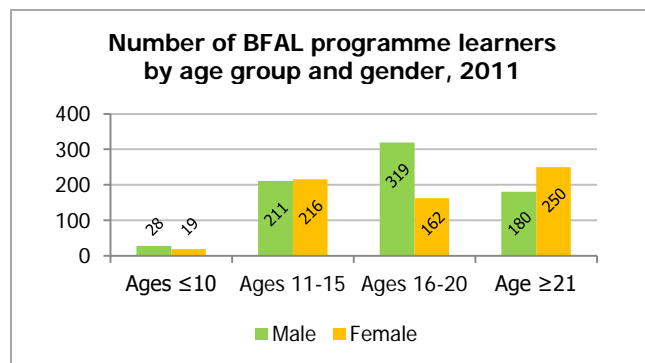
Number of BFAL programme learners by county and grade, 2011

County	Total	G1	G2
Akoka	463	148	315
Fashoda	86	44	42
Maban	431	176	255
Malakal	27	20	7
Manyo	123	51	72
Nasir	45	38	7
Ulang	210	85	125
Total	1,385	562	823



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	562	22	191	157	192
		3.9%	34.0%	27.9%	34.2%
G2	823	25	236	324	238
		3.0%	28.7%	39.4%	28.9%
Total	1,385	47	427	481	430
		3.4%	30.8%	34.7%	31.0%



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

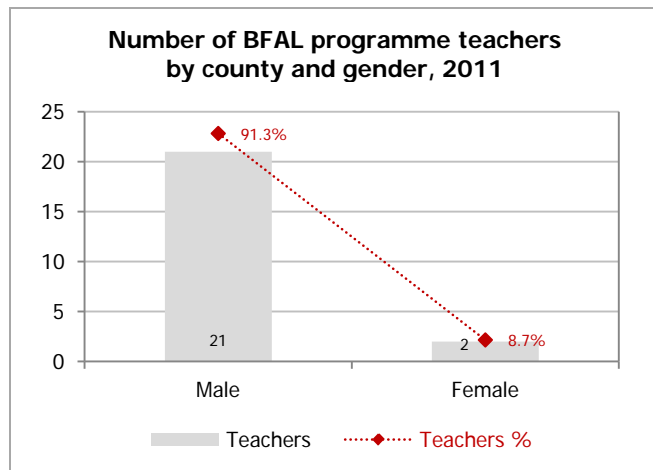
Funder	Centres	Centres %
Fashoda	1	11.1%
Maban	6	66.7%
Ulang	2	22.2%
Total	9	100.0%

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

Agency	Centres	Centres %
EDC	4	44.4%
SCISS	1	11.1%
Unknown	4	44.4%
Total	9	100.0%

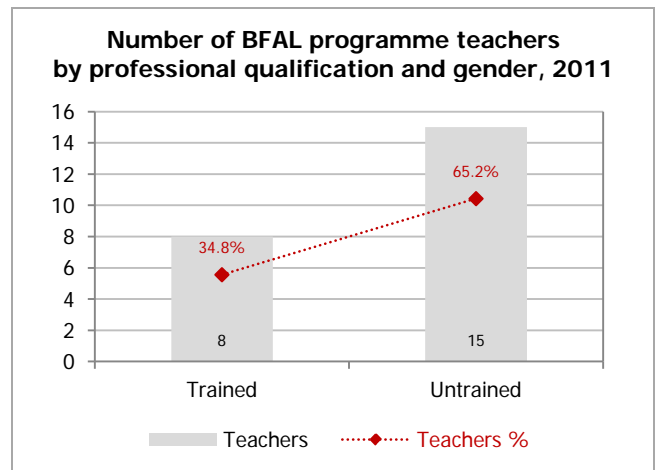
Number and % of BFAL programme teachers by county and gender, 2011

County	Total	Male		Female	
		Count	% total	Count	% total
Akoka	9	8	88.9%	1	11.1%
Fashoda	3	3	100.0%	-	-
Maban	1	1	100.0%	-	-
Malakal	2	1	50.0%	1	50.0%
Manyo	3	3	100.0%	-	-
Nasir	2	2	100.0%	-	-
Ulang	3	3	100.0%	-	-
Total	23	21	91.3%	2	8.7%



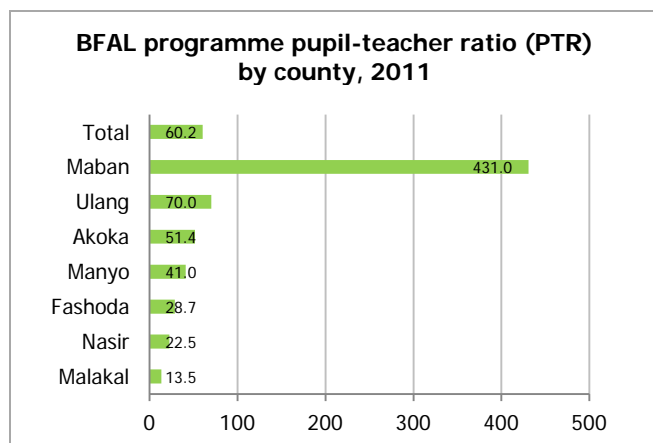
Number and % of BFAL programme teachers by county and professional qualification, 2011

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Akoka	9	-	-	9	100.0%
Fashoda	3	-	-	3	100.0%
Maban	1	1	100.0%	-	-
Malakal	2	2	100.0%	-	-
Manyo	3	2	66.7%	1	33.3%
Nasir	2	-	-	2	100.0%
Ulang	3	3	100.0%	-	-
Total	23	8	34.8%	15	65.2%



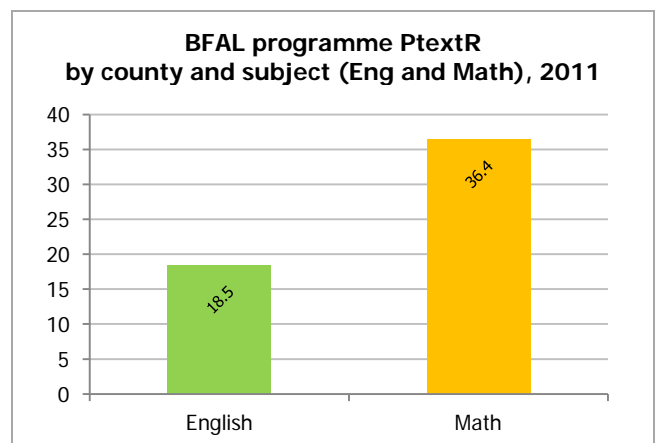
BFAL programme pupil-teacher ratio (PTR) by county, 2011

County	Learner	Teacher	PTR
Akoka	463	9	51.4
Fashoda	86	3	28.7
Maban	431	1	431.0
Malakal	27	2	13.5
Manyo	123	3	41.0
Nasir	45	2	22.5
Ulang	210	3	70.0
Total	1,385	23	60.2



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

County	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
Akoka	463	-	-	-	-
Fashoda	86	3	28.7	3	28.7
Maban	431	-	-	-	-
Malakal	27	60	0.5	30	0.9
Manyo	123	-	-	-	-
Nasir	45	8	5.6	3	15.0
Ulang	210	4	52.5	2	105.0
Total	1,385	75	18.5	38	36.4



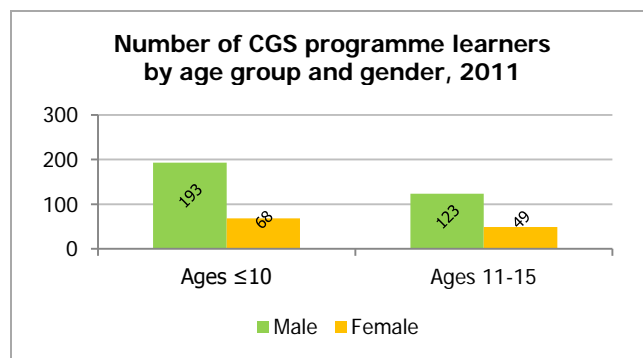
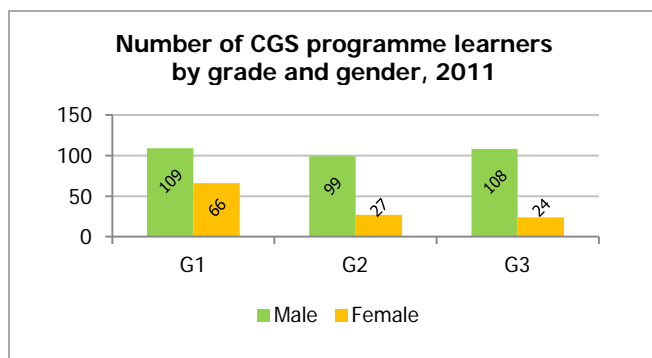
8.4.3. Community Girl School (CGS) programme

Number of CGS programme learners by county and grade, 2011

County	Total	G1	G2	G3
Ulang	433	175	126	132
Total	433	175	126	132

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

County	Total	Ages ≤10		Ages 11-15	
		Count	% total	Count	% total
G1	175	106	60.6%	69	39.4%
G2	126	70	55.6%	56	44.4%
G3	132	85	64.4%	47	35.6%
Total	433	261	60.3%	172	39.7%



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

Funder	Centres	Centres %
Government	1	100.0%
Total	1	100.0%

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

Agency	Centres	Centres %
EDC	1	100.0%
Total	1	100.0%

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

County	Total	Male		Female	
		Count	% total	Count	% total
Ulang	3	3	100.0%	-	-
Total	3	3	100.0%	-	-

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

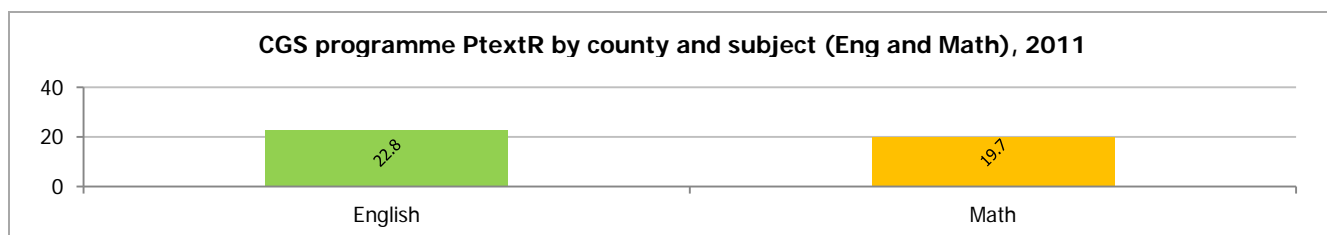
County	Total	Trained		Untrained	
		Count	% total	Count	% total
Ulang	3	1	33.3%	2	66.7%
Total	3	1	33.3%	2	66.7%

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

County	Learner	Teacher	PTR
Ulang	433	3	144.3
Total	433	3	144.3

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

County	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
Ulang	433	19	22.8	22	19.7
Total	433	19	22.8	22	19.7



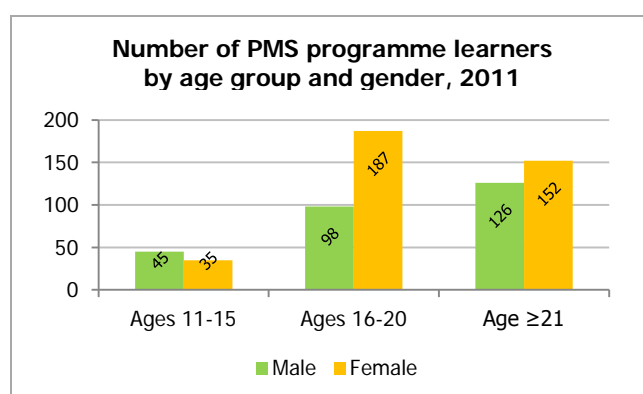
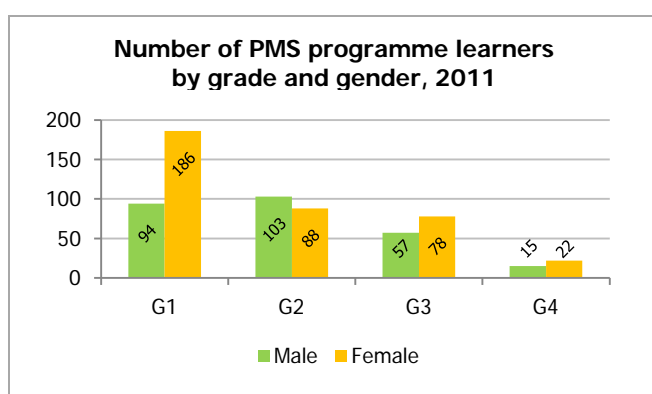
8.4.4. Pastoralist Mobile School (PMS) programme

Number of PMS programme learners by county and grade, 2011

County	Total	G1	G2	G3	G4
Maiwut	389	157	130	65	37
Nasir	254	123	61	70	-
Total	643	280	191	135	37

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

County	Total	Ages 11-15	Ages 16-20	Ages ≥21
G1	280	80 28.6%	116 41.4%	84 30.0%
G2	191	-	84 44.0%	107 56.0%
G3	135	-	51 37.8%	84 62.2%
G4	37	-	34 91.9%	3 8.1%
Total	643	80 12.4%	285 44.3%	278 43.2%



Number of centres with PMS programme by funder, 2011

Funder	Centres	Centres %
Government	1	50.0%
Unknown	1	50.0%
Total	2	100.0%

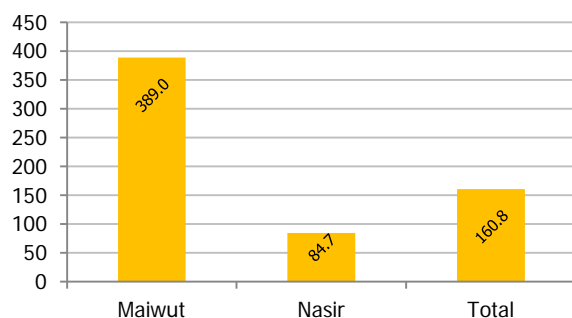
Number and % of PMS programme teachers by county and gender, 2011

County	Total	Male		Female	
		Count	% total	Count	% total
Maiwut	1	1	100.0%	-	-
Nasir	3	2	66.7%	1	33.3%
Total	4	3	75.0%	1	25.0%

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

County	Learner	Teacher	PTR
Maiwut	389	1	389.0
Nasir	254	3	84.7
Total	643	4	160.8

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



Number of centres with PMS programme by implementing agency, 2011

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

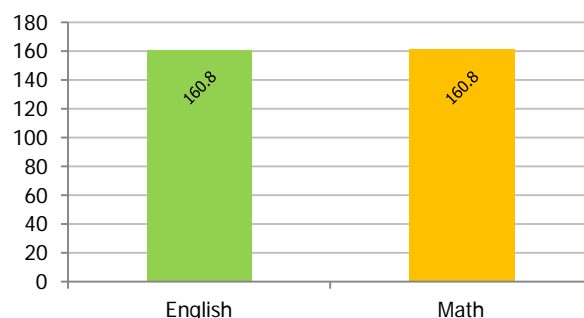
Number and % of PMS programme teachers by county and professional qualification, 2011

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Maiwut	1	1	100.0%	-	-
Nasir	3	-	-	3	100.0%
Total	4	1	25.0%	3	75.0%

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

County	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
Maiwut	389	-	-	-	-
Nasir	254	4	63.5	4	63.5
Total	643	4	160.8	4	160.8

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



8.4.5. Other programme

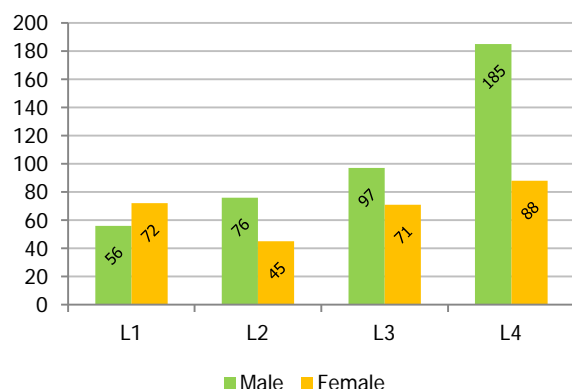
Number of other programme learners by county and grade, 2011

County	Total	L1	L2	L3	L4
Baliet	65	34	18	13	-
Maiwut	590	68	94	155	273
Malakal	35	26	9	-	-
Total	690	128	121	168	273

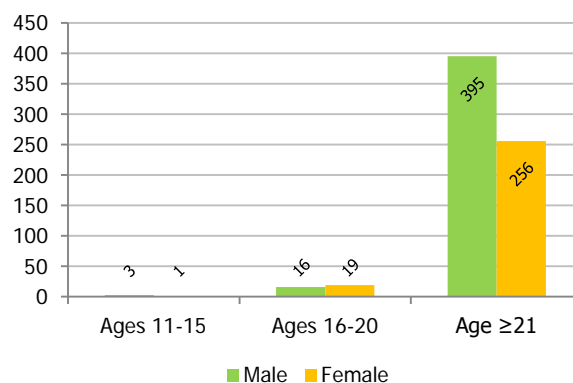
Number and % of other programme learners by grade and age group, 2011

County	Total	Ages			
		≤10	11-15	16-20	≥21
L1	128	-	2	18	108
		-	1.6%	14.1%	84.4%
L2	121	-	2	9	110
		-	1.7%	7.4%	90.9%
L3	168	-	-	8	160
		-	-	4.8%	95.2%
L4	273	-	-	-	273
		-	-	-	100.0%
Total	690	-	4	35	651
		-	0.6%	5.1%	94.3%

Number of other programme learners by grade and gender, 2011



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



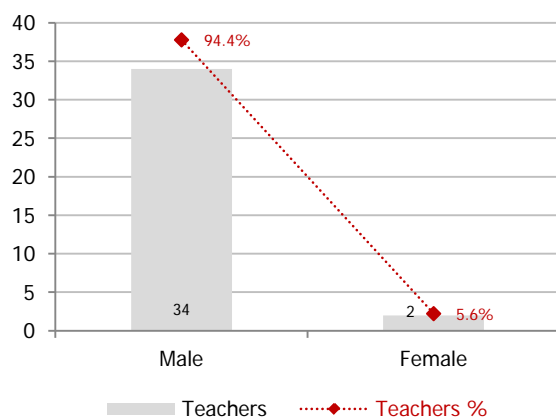
Number of centres with other programmes by funder, 2011

Funder	Centres	Centres %
Government	3	100.0%
Total	3	100.0%

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

County	Total	Male		Female	
		Count	% total	Count	% total
Baliet	5	5	100.0%	-	-
Maiwut	27	26	96.3%	1	3.7%
Malakal	4	3	75.0%	1	25.0%
Total	36	34	94.4%	2	5.6%

Number of other programme teachers by county and gender, 2011



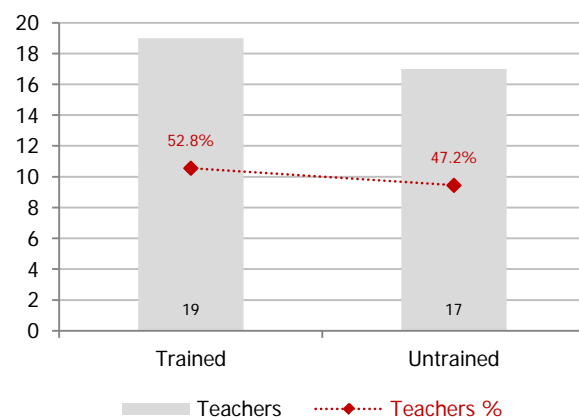
Number of centres with other programmes by implementing agency, 2011

Agency	Centres	Centres %
EDC	2	66.7%
Other	1	33.3%
Total	3	100.0%

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

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Baliet	5	-	-	5	100.0%
Maiwut	27	16	59.3%	11	40.7%
Malakal	4	3	75.0%	1	25.0%
Total					

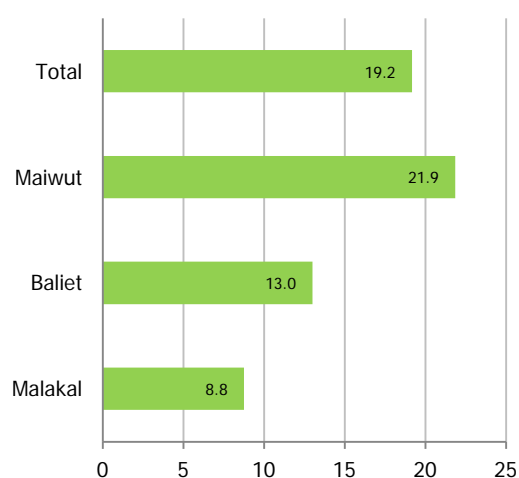
Number of other programme teachers by professional qualification and gender, 2011



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

County	Learner	Teacher	PTR
Baliet	65	5	13.0
Maiwut	590	27	21.9
Malakal	35	4	8.8
Total	690	36	19.2

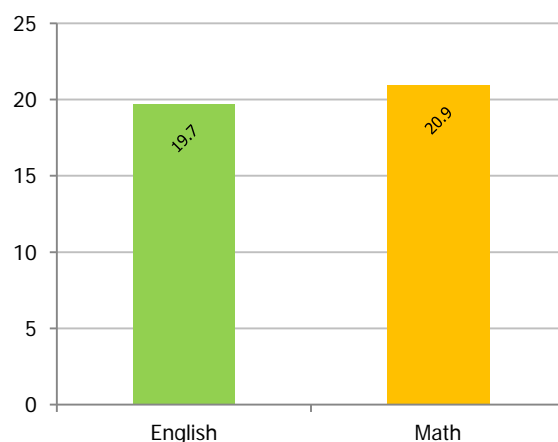
Other programme pupil-teacher ratio (PTR) by county, 2011



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

County	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
Baliet	65	17	3.8	15	4.3
Maiwut	590	16	36.9	16	36.9
Malakal	35	2	17.5	2	17.5
Total	690	35	19.7	33	20.9

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



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

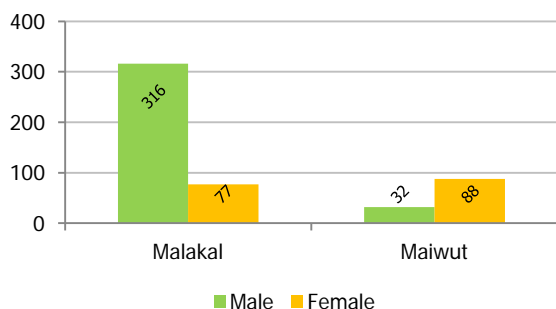
9.1. Access

9.1.1. Enrolment

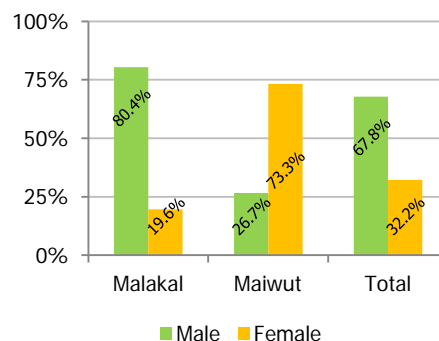
Number and % TVET centre trainees by county and gender, 2011

County	Total	Male		Female	
		Count	% total	Count	% total
Maiwut	120	32	26.7%	88	73.3%
Malakal	393	316	80.4%	77	19.6%
Total	513	348	67.8%	165	32.2%

Number of TVET centre trainees by county and gender, 2011



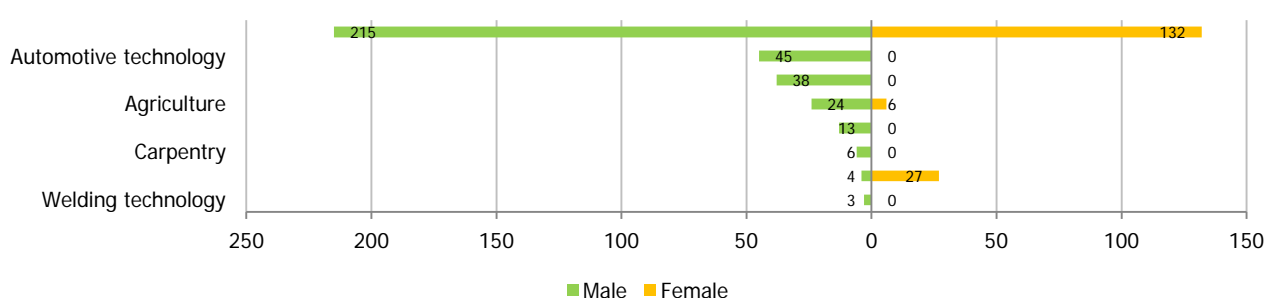
% of TVET centre trainees by county and gender, 2011



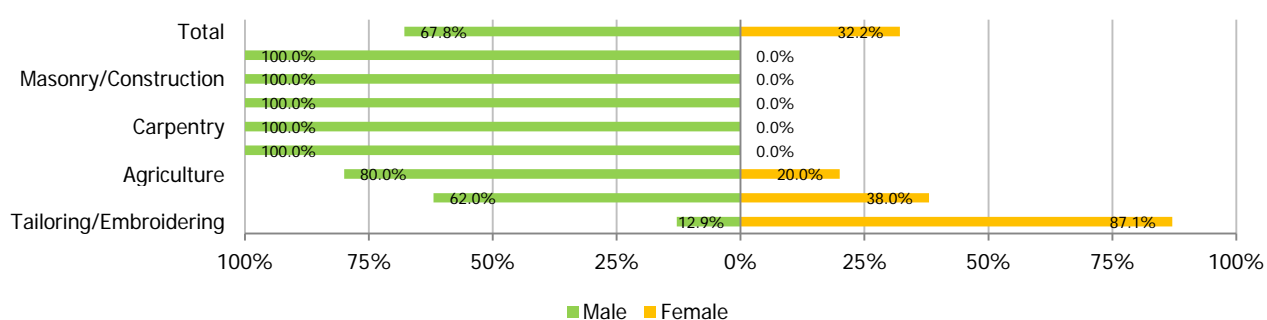
Number and % TVET centre trainees by programme and gender, 2011

Programme	Total	Male		Female	
		Count	% total	Count	% total
Agriculture	30	24	80.0%	6	20.0%
Automotive technology	45	45	100.0%	-	-
Carpentry	6	6	100.0%	-	-
Electrical technology	38	38	100.0%	-	-
Masonry/Construction	13	13	100.0%	-	-
Other	347	215	62.0%	132	38.0%
Tailoring/Embroidering	31	4	12.9%	27	87.1%
Welding technology	3	3	100.0%	-	-
Total	513	348	67.8%	165	32.2%

Number of TVET centre trainees by programme and gender, 2011



% of TVET centre trainees by programme and gender, 2011



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

Type of service for female trainees	Centres	Centres%
Focused tutoring for girls	3	100.0%
Total	3	100.0%

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

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

Minimum age requirement	Centres	Centres %
Below 18	3	100.0%
Total	3	100.0%

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

9.2. Resources

9.2.1. Centres

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

Agency of administration	Centres	Centres %
Central gov	1	33.3%
NGO/Int'l partner	1	33.3%
County gov	1	33.3%
Total	3	100.0%

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

Number and % of TVET centres by funding source, 2011

Minimum age requirement	Centres	Centres %
Central gov	1	25.0%
External org	3	75.0%
Total	4	100.0%

* Some centres have more than one funding source.

9.2.2. Teachers/trainers

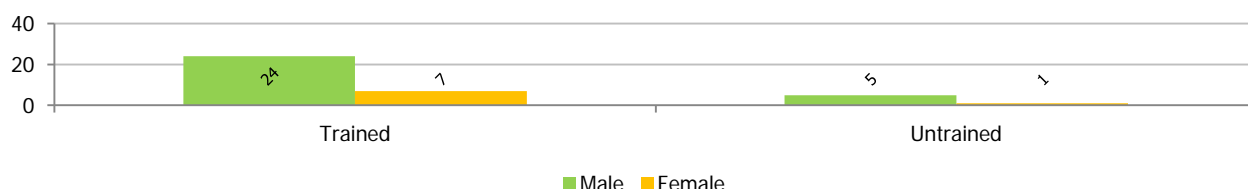
Number and % of TVET centre teachers/trainers by county and gender, 2011

County	Total	Male		Female	
		Count	% total	Count	% total
Maiwut	7	4	57.1%	3	42.9%
Malakal	30	25	83.3%	5	16.7%
Total	37	29	78.4%	8	21.6%

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

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Maiwut	7	2	28.6%	5	71.4%
Malakal	30	29	96.7%	1	3.3%
Total	37	31	83.8%	6	16.2%

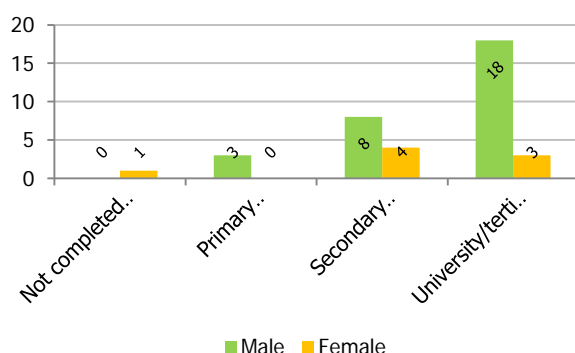
% of TVET centre teachers/trainers by county and professional qualification, 2011



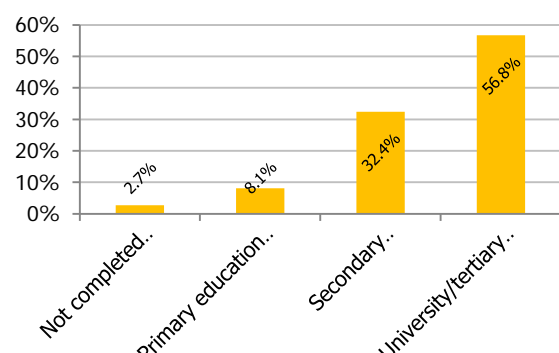
Number and % of TVET centre teachers/trainers by county and academic qualification, 2011

County	Total	Not completed primary education		Primary education certificate		Secondary education certificate		University/tertiary degree	
		Count	% total	Count	% total	Count	% total	Count	% total
Maiwut	7	1	14.3%	-	-	5	71.4%	1	14.3%
Malakal	30	-	-	3	10.0%	7	23.3%	20	66.7%
Total	37	1	2.7%	3	8.1%	12	32.4%	21	56.8%

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



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

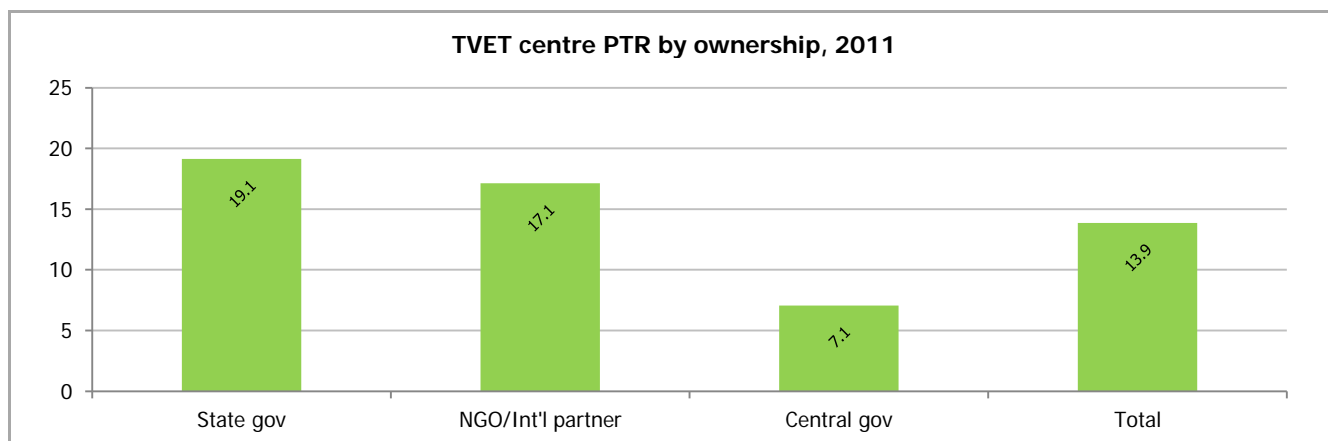


Number and % of TVET centre teachers/trainers by county and appointment type, 2011

County	Total	Paid		Volunteer	
		Count	% total	Count	% total
Maiwut	7	7	100.0%	-	-
Malakal	30	30	100.0%	-	-
Total	37	37	100.0%		

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

Ownership	Trainees	Teachers/trainers	PTR
Unknown	106	15	7.1
Central gov	287	15	19.1
County gov	120	7	17.1
Total	513	37	13.9



9.2.3. Curriculum

Number and % of TVET centres by programmes offered, 2011

Programme	Centres	Centres %
Agriculture	1	10.0%
Automobile tech	1	10.0%
Carpentry	1	10.0%
Electrical tech	1	10.0%
Masonry/construction	1	10.0%
Tailoring/embroidering	2	20.0%
Welding tech	1	10.0%
Other	2	20.0%
Total	10	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	10.0%
Automobile tech	1	10.0%
Carpentry	1	10.0%
Electrical tech	1	10.0%
Masonry/construction	1	10.0%
Tailoring/embroidering	2	20.0%
Welding tech	1	10.0%
Other	2	20.0%
Total	10	100.0%

* Some centres teach more than one programme.

Number and % of TVET centres teaching general skills, 2011

Skill	Centres	Centres %
Eng. language	2	28.6%
Entrepre.	1	14.3%
IT skills	1	14.3%
Numeracy	2	28.6%
Other	1	14.3%
Total	7	100.0%

* Some centres teach more than one skill.

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

Service	Centres	Centres %
Apprenticeship	1	20.0%
Entrepren. training	2	40.0%
Job promotion activities	1	20.0%
Other	1	20.0%
Total	5	100.0%

* Some centres teach more than one skill.

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

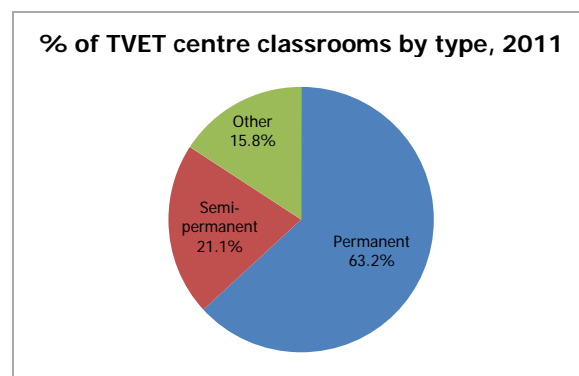
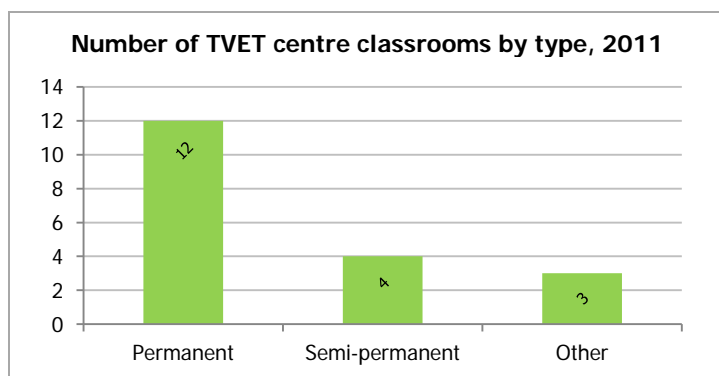
Source of curriculum	Centres	Centres %
Gov curriculum	2	66.7%
School-dev curriculum	1	33.3%
Total	3	100.0%

* 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
Maiwut	2	2	100.0%	-	-	-	-
Malakal	17	10	58.8%	4	23.5%	3	17.6%
Total	19	12	63.2%	4	21.1%	3	15.8%



Number and % of TVET centres with selected facilities, 2011

Facility	Centres with the facility	Centres with the facility %
Dormitory for trainees	1	33.3%
Hand washing facility	1	33.3%
Latrine	3	100.0%
Staff/teachers/trainers quarters	2	66.7%
Electricity	1	33.3%
Safe drinking water	2	66.7%

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
Maiwut	103	21	20.4%	82	79.6%
Malakal	39	33	84.6%	6	15.4%
Total	142	54	38.0%	88	62.0%

9.4. Operations

9.4.1. Operational status

Number and % of TVET centres by operational status, 2011

Source of curriculum	Centres	Centres %
Operational	3	100.0%
Total	3	100.0%

9.4.2. Fee/tuition

Number and % of TVET centres by fees/tuition

Fees/tuition	Centres	Centres %
<1,000	3	100.0%
Total	3	100.0%

10.0. Missing schools

10.1. Pre-primary schools

No.	State	County	Payam	EMIS code	School
1	UN	Malakal	Malakal Central	60013	Christ the king pre-primary
2	UN	Malakal	Malakal Central	60015	Hai saha pre-primary
3	UN	Malakal	Malakal Central	60016	Jalaba pre-primary
4	UN	Renk	Renk	60001	Comboni catholic church pre-primary
5	UN	Renk	Renk	60003	Manydeng ajing pre-primary
6	UN	Renk	Renk	60004	Renk 3 pre-primary

10.2. Primary schools

No.	State	County	Payam	EMIS code	School
1	UN	Malakal	Malakal Central	60480	St. Lwanga Catholic primary
2	UN	Malakal	Malakal North	60158	Malakia Boys Basic School
3	UN	Malakal	Malakal South	60455	Police Girls Primary School
4	UN	Malut	Malut	60047	New Sudant Basic school

10.3. Secondary schools

No.	State	County	Payam	EMIS code	School
1	UN	Malakal	Malakal Central	60007	Arop Co Education Secondary School
2	UN	Malakal	Malakal Central	60023	Good Shepherd Presbyterian Secondary
3	UN	Malakal	Malakal North	60026	El Salam Girls Secondary
4	UN	Malut	Malut	60014	Melut Coronation Secondary school

10.4. TVET centres⁶

No.	State	County	Payam	EMIS code	Centre
1	UN	Malakal	Malakal Central	47	Malakal Commercial Secondary School
2	UN	Malakal	Malakal South	46	Malakal Vocational Training Centre
3	UN	Maiwut	Pagak	48	ADRA Pagak Way Station

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