



Education Statistics for Western Bahr-el-Ghazal

**Government of
Republic of
South Sudan**

**Ministry of General Education
and Instruction**



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

www.goss.org
© Ministry of General Education and Instruction 2012

This publication may be used as a part or as a whole, provided that the MoGEI is acknowledged as the source of information.

This publication has been produced with financial and technical support from UNICEF, FHI360, and SCISS.

For inquiries or requests, please use the following contact information:

George Mogga / Director for Planning and Budgeting / mgeorgebenjamin@yahoo.com
Fahim Akbar / Senior EMIS Advisor / fakbar@fhi360.org
Moses Kong / EMIS Officer / m21kong@yahoo.com
Paulino Kamba / EMIS Officer / yakalakenyi@gmail.com
Joanes Odera / Programme Associate / jahodero@yahoo.com
Deng Chol Deng / Programme Associate / dddeng19@gmail.com

Foreword

Message from Minister Joseph Ukel Abango



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

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

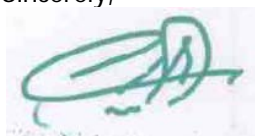
appropriate interventions. Once implemented, EMIS assists us in monitoring if the interventions are having the desired outcome.

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

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

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

Sincerely,



Hon Joseph Ukel Abango
Ministry of General Education and Instruction

Table of Contents

1.0. ACRONYMS	5
2.0. INTRODUCTION.....	6
2.1. Background and Context.....	6
2.2. About the EMIS Unit	6
2.3. Utilisation of EMIS Data	7
2.4. History of EMIS	7
2.5. EMIS Process	7
2.6. About the Booklet.....	7
2.7. How to read the data in this booklet.....	8
3.0. DEFINITIONS	9
3.1. Indicators used to measure coverage	9
3.2. Indicators used to measure access.....	9
3.3. Indicators used to measure resource	10
3.4. Indicators used to measure student flow	10
4.0. EMIS DATA, 2009-2011	12
4.1. Pre-primary school.....	12
4.1.1. Schools.....	12
4.1.2. Pupils	12
4.1.3. Teachers.....	13
4.1.4. Classrooms	13
4.2. Primary school.....	14
4.2.1. Schools.....	14
4.2.2. Pupils	14
4.2.3. Teachers.....	15
4.2.4. Classrooms	15
4.3. Secondary school	17
4.3.1. Schools.....	17
4.3.2. Students	17
4.3.3. Teachers.....	18
4.3.4. Classrooms	19
4.4. Alternative Education System (AES) Centres	20
4.4.1. Centres.....	20
4.4.2. Students	20
4.4.3. Teachers.....	21
4.5. Technical and Vocational Education and Training (TVET)	22
4.5.1. Centres.....	22
4.5.2. Trainees	22
4.5.3. Teachers/trainers.....	22
4.5.4. Programmes	22
5.0. PRE-PRIMARY SCHOOL, 2011	23
5.1. Access	23
5.1.1. Enrolment.....	23
5.1.2. Overage pupils	23
5.2. Resources	24
5.2.1. Schools.....	24
5.2.2. Teachers.....	25
5.2.3. Classrooms	28
5.2.4. Curriculum and instruction.....	29
5.2.5. Facilities	29
6.0. PRIMARY SCHOOL, 2011	31
6.1. Access	31
6.1.1. Enrolment.....	31
6.1.2. Overage pupils	32
6.1.3. New entrants	33
6.1.4. Pupils with special needs	34
6.2. Resources	37
6.2.1. Schools.....	37
6.2.2. Teachers.....	37
6.2.3. Classrooms	41

6.2.4.	Curriculum and instruction.....	42
6.2.5.	Facilities	44
6.3.	Student flow.....	46
6.3.1.	Promotion rate.....	46
6.3.2.	Repetition rate	47
6.3.3.	Dropout rate.....	48
7.0.	SECONDARY SCHOOL, 2011	49
7.1.	Access	49
7.1.1.	Enrolment.....	49
7.1.2.	Overage pupils	49
7.1.3.	Students with special needs.....	50
7.2.	Resources	52
7.2.1.	Schools.....	52
7.2.2.	Teachers.....	52
7.2.3.	Classrooms	55
7.2.4.	Curriculum and instruction.....	55
7.2.5.	Facilities	56
7.3.	Student flow.....	57
7.3.1.	Promotion rate.....	57
7.3.2.	Repetition rate	57
7.3.3.	Dropout rate.....	57
8.0.	ALTERNATIVE EDUCATION SYSTEM (AES), 2011	58
8.1.	Access	58
8.1.1.	Enrolment.....	58
8.2.	Resources	59
8.2.1.	Centres.....	59
8.2.2.	Teachers.....	60
8.2.3.	Classrooms	63
8.2.4.	Curriculum and instruction.....	63
8.3.	Student flow.....	64
8.3.1.	Dropouts	64
8.4.	Programme profiles	65
8.4.1.	Accelerated Learning Programme (ALP)	65
8.4.2.	Basic Functional Adult Literacy (BFAL).....	66
9.0.	TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET), 2011	68
9.1.	Access	68
9.1.1.	Enrolment.....	68
9.2.	Resources	69
9.2.1.	Centres.....	69
9.2.2.	Teachers/trainers.....	69
9.2.3.	Curriculum	70
9.2.4.	Facilities	71
9.3.	Student flow.....	71
9.3.1.	TVET centre completion	71
9.4.	Operations	71
9.4.1.	Operational status.....	71
9.4.2.	Fee/tuition	71
10.0.	Missing schools.....	72
10.1.	Pre-primary schools	72
10.2.	Primary schools	72
10.3.	Secondary schools.....	72
10.4.	TVET centres.....	72

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

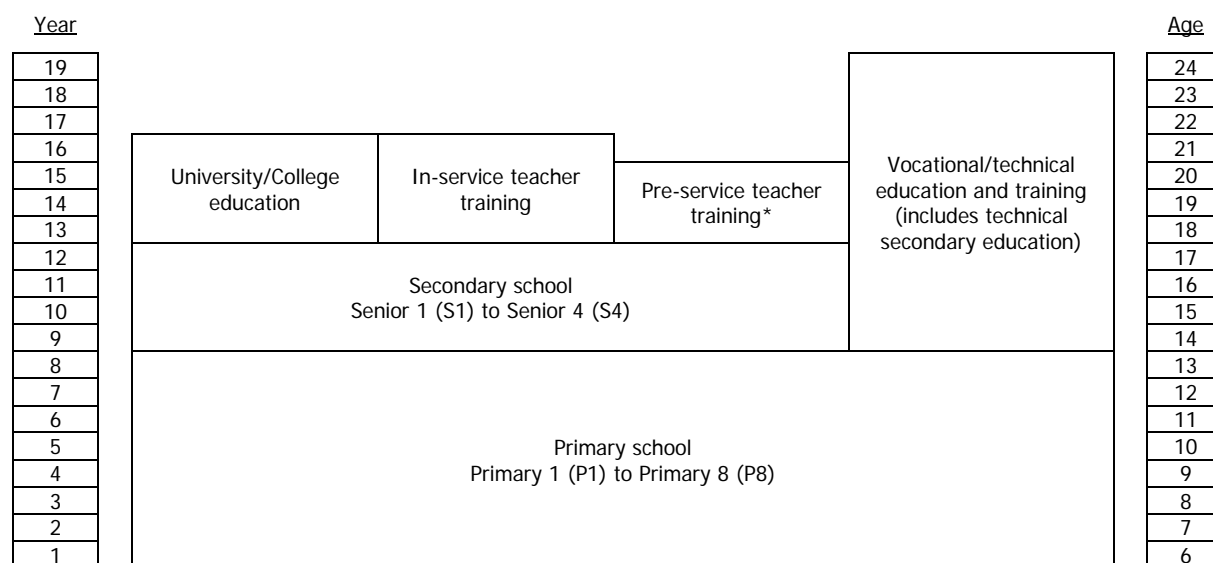
"We cherish education for all our people equally and aim to provide a lifelong education for all children and adults of South Sudan, an education that is relevant and based on the needs of the people, to enable them to be responsible and productive citizens."

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

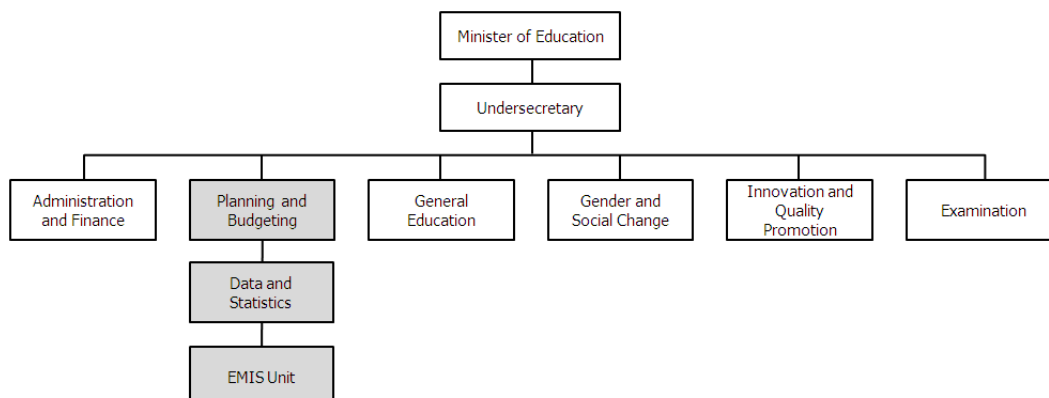


*Pre-service teacher training lasts three (3) years for P8 leavers and two (2) years for secondary leavers.

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.

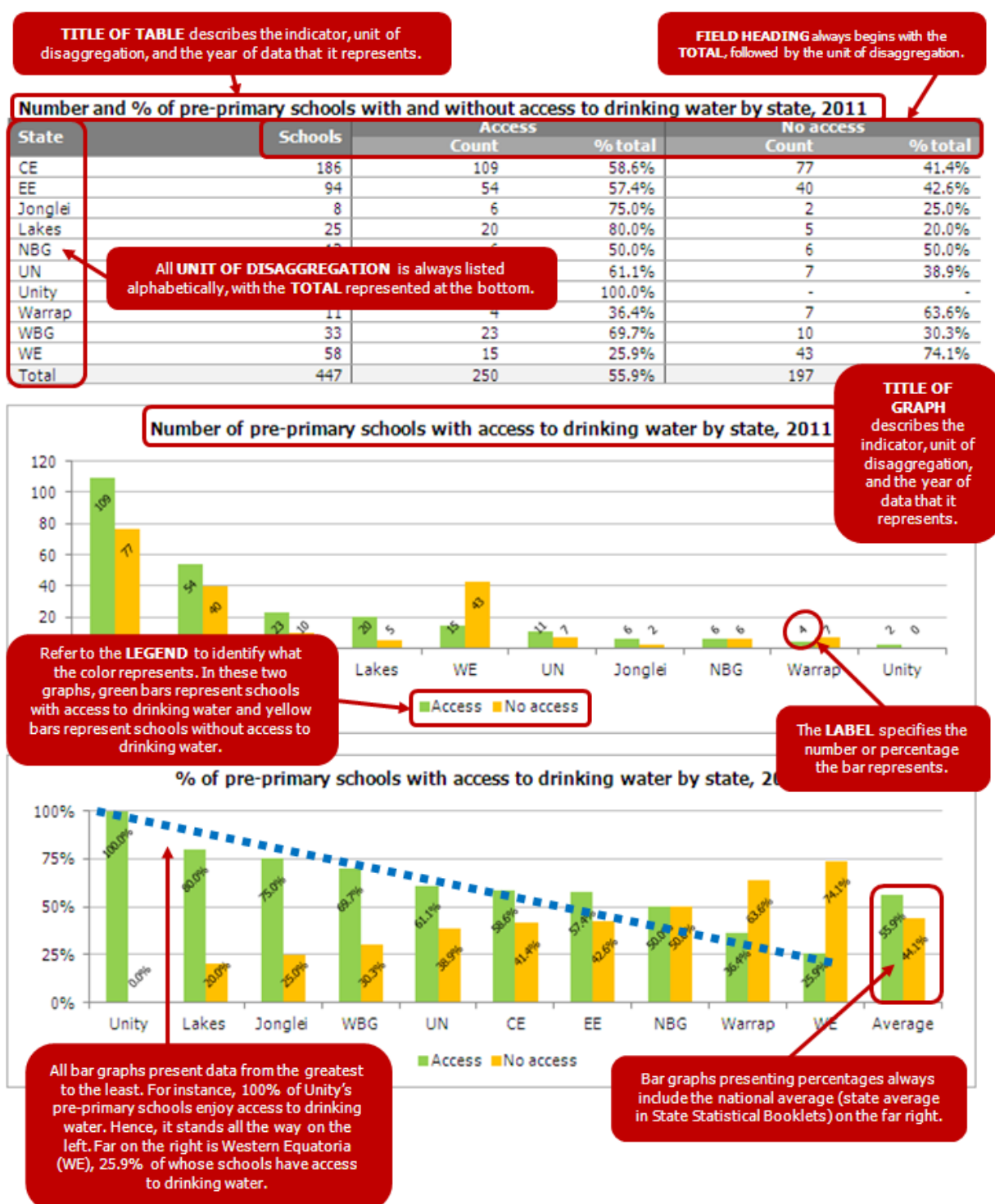
Two (2) types of data were used in the compilation of this booklet: **1)** 2009-2011 AEC outputs and **2)** population projection based on the 2008 population data from the National Bureau of Statistics (NBS).³

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

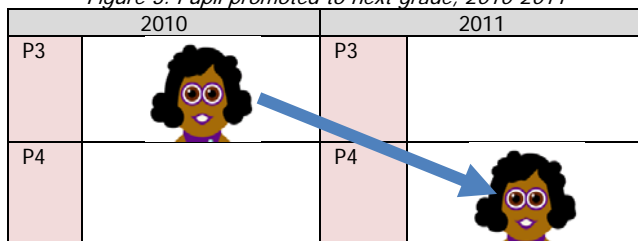
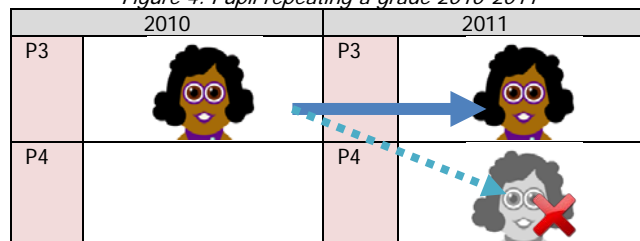


Figure 4. Pupil repeating a grade 2010-2011

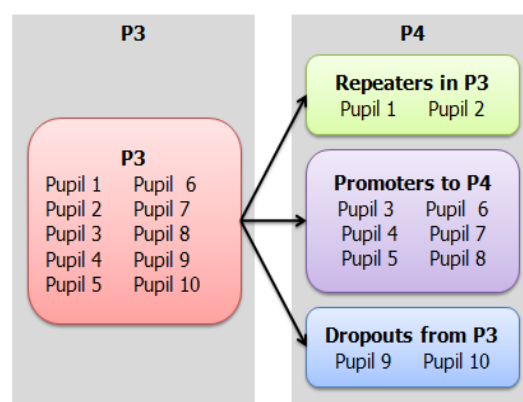


3.4.4. Repetition rate measures the phenomenon of pupils from a cohort repeating a grade, and its effect on the internal efficiency of education systems. It is one of the key indicators for analysing and projecting pupil flows from grade to grade within the education cycle. Repetition rate should ideally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

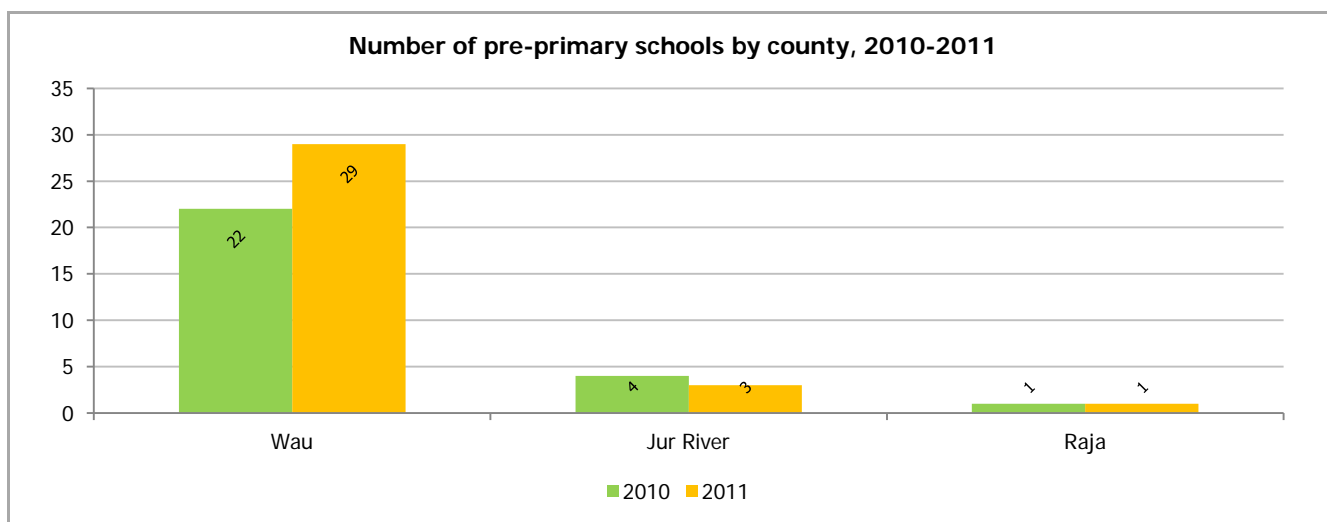
4.1. Pre-primary school

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 %
Jur River	2011	3	3	-	100.0%	-
	2010	4	4	-	100.0%	-
Raja	2011	1	-	1	-	100.0%
	2010	1	-	1	-	100.0%
Wau	2011	29	12	17	41.4%	58.6%
	2010	22	10	12	45.5%	54.5%
Total	2011	33	15	18	45.5%	54.5%
	2010	27	14	13	51.9%	48.1%

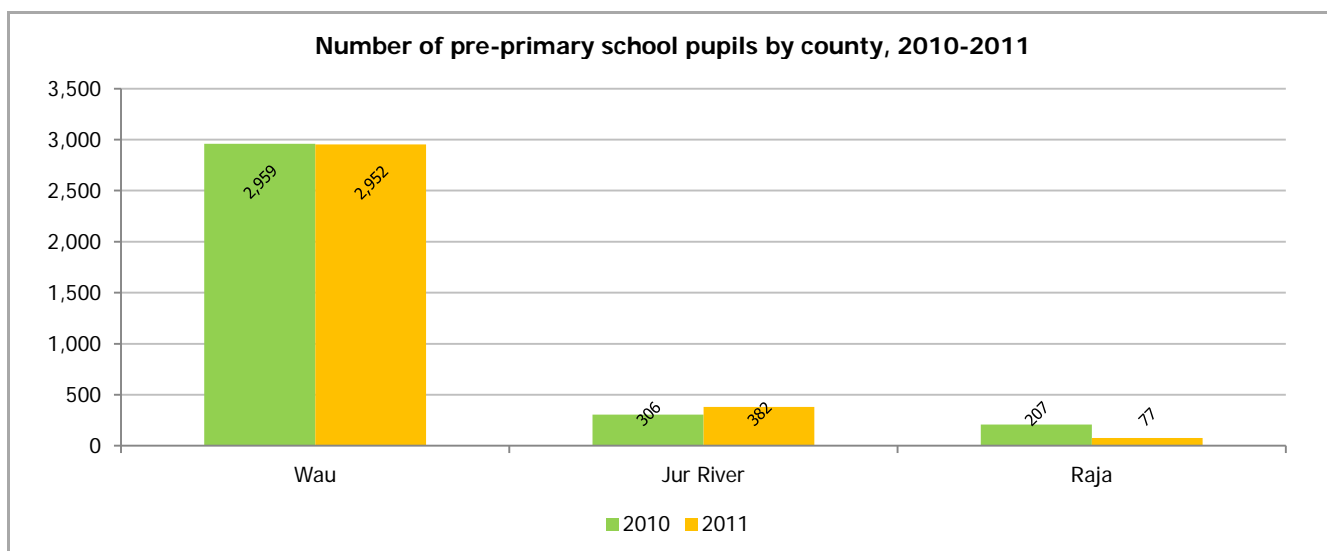
* "Government" includes government and government-aided schools. "Non-government" includes community, NGO-supported, private, other, and unknown ownership type schools.



4.1.2. Pupils

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

County	Year	Total	Male	Female	Male %	Female %
Jur River	2011	382	297	85	77.7%	22.3%
	2010	306	173	133	56.5%	43.5%
Raja	2011	77	44	33	57.1%	42.9%
	2010	207	82	125	39.6%	60.4%
Wau	2011	2,952	1,519	1,433	51.5%	48.5%
	2010	2,959	1,537	1,422	51.9%	48.1%
Total	2011	3,411	1,860	1,551	54.5%	45.5%
	2010	3,472	1,792	1,680	51.6%	48.4%

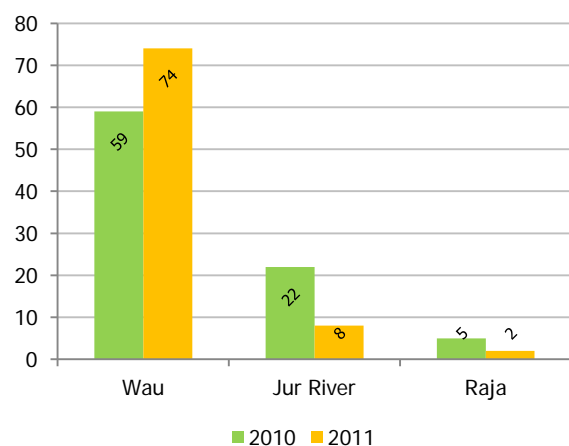


4.1.3. Teachers

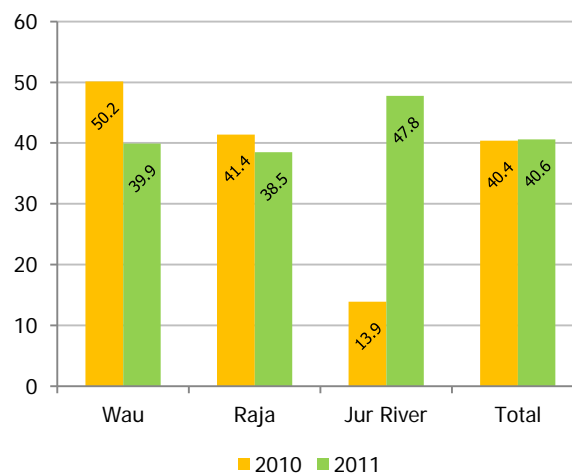
No. and % of pre-primary school teachers and pupil-teacher ratio (PTR) by county and gender, 2010-2011

County	Year	Total	Male	Female	Male %	Female %	PTR
Jur River	2011	8	8	-	100.0%	-	47.8
	2010	22	17	5	77.3%	22.7%	13.9
Raja	2011	2	-	2	-	100.0%	38.5
	2010	5	1	4	20.0%	80.0%	41.4
Wau	2011	74	20	54	27.0%	73.0%	39.9
	2010	59	23	36	39.0%	61.0%	50.2
Total	2011	84	28	56	33.3%	66.7%	40.6
	2010	86	41	45	47.7%	52.3%	40.4

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



Pre-primary school PTR by county, 2010-2011



4.1.4. Classrooms

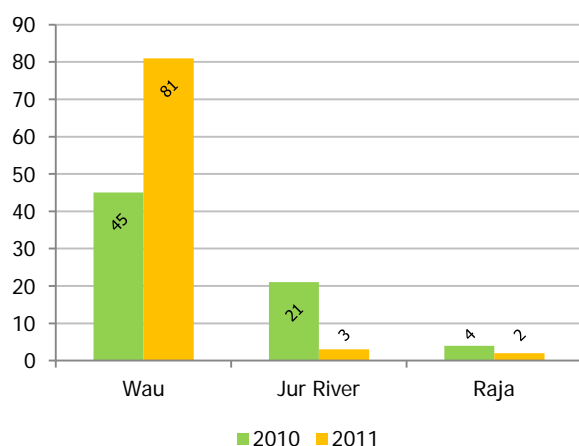
Number of pre-primary school classrooms and pupil-classroom ratio (PCR) by county and type, 2010-2011

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Jur River	2011	3	-	-	3	-	-
	2010	21	6	12	3	-	17.0
Raja	2011	2	-	-	-	2	-
	2010	4	4	-	-	-	51.8
Wau	2011	81	48	14	3	16	47.6
	2010	45	28	4	8	5	92.5
Total	2011	86	48	14	6	18	55.0
	2010	70	38	16	11	5	64.3

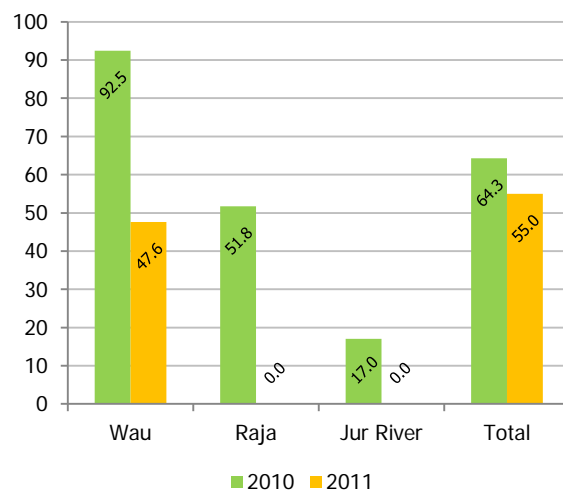
* "Other" includes roof-only, tent, and others.

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

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



Pre-primary school PCR by county, 2010-2011



4.2. Primary school

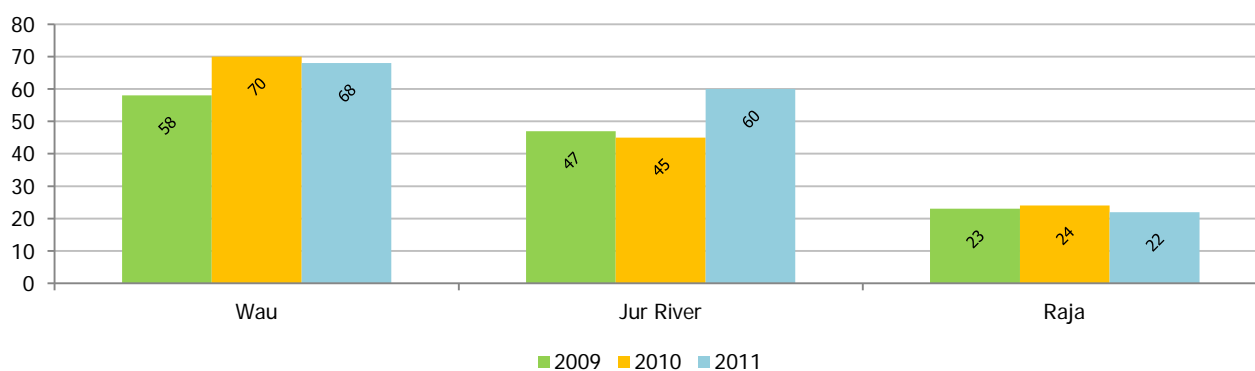
4.2.1. Schools

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

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Jur River	2011	60	49	11	81.7%	18.3%
	2010	45	30	15	66.7%	33.3%
	2009	47	41	6	87.2%	12.8%
Raja	2011	22	14	8	63.6%	36.4%
	2010	24	19	5	79.2%	20.8%
	2009	23	18	5	78.3%	21.7%
Wau	2011	68	44	24	64.7%	35.3%
	2010	70	45	25	64.3%	35.7%
	2009	58	41	17	70.7%	29.3%
Total	2011	150	107	43	71.3%	28.7%
	2010	139	94	45	67.6%	32.4%
	2009	128	100	28	78.1%	21.9%

* "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

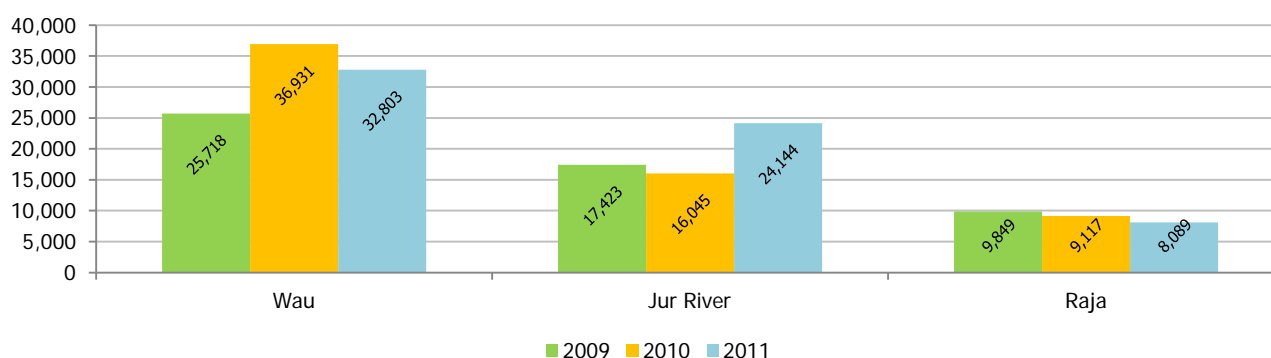


4.2.2. Pupils

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

County	Year	Total	Male	Female	Male %	Female %
Jur River	2011	24,144	17,376	6,768	72.0%	28.0%
	2010	16,045	11,547	4,498	72.0%	28.0%
	2009	17,423	12,746	4,677	73.2%	26.8%
Raja	2011	8,089	4,626	3,463	57.2%	42.8%
	2010	9,117	5,538	3,579	60.7%	39.3%
	2009	9,849	5,945	3,904	60.4%	39.6%
Wau	2011	32,803	17,909	14,894	54.6%	45.4%
	2010	36,931	20,662	16,269	55.9%	44.1%
	2009	25,718	14,234	11,484	55.3%	44.7%
Total	2011	65,036	39,911	25,125	61.4%	38.6%
	2010	62,093	37,747	24,346	60.8%	39.2%
	2009	52,990	32,925	20,065	62.1%	37.9%

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

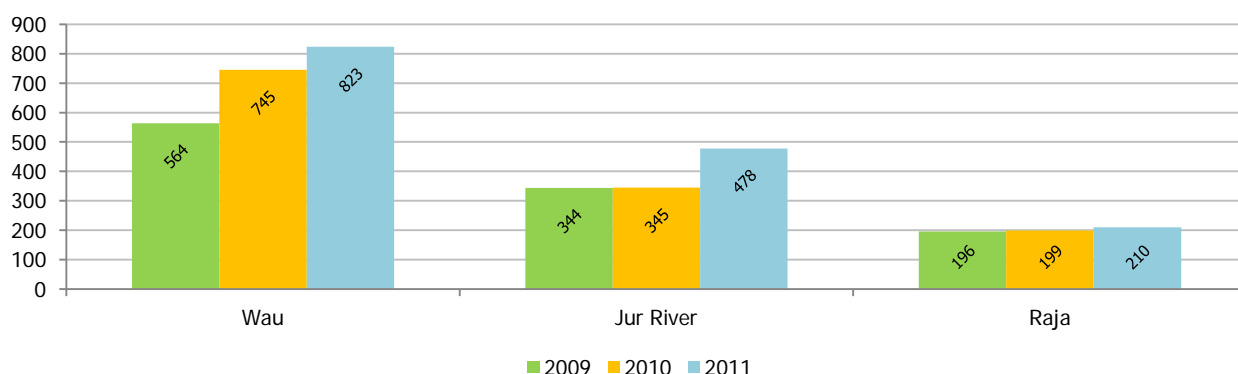


4.2.3. Teachers

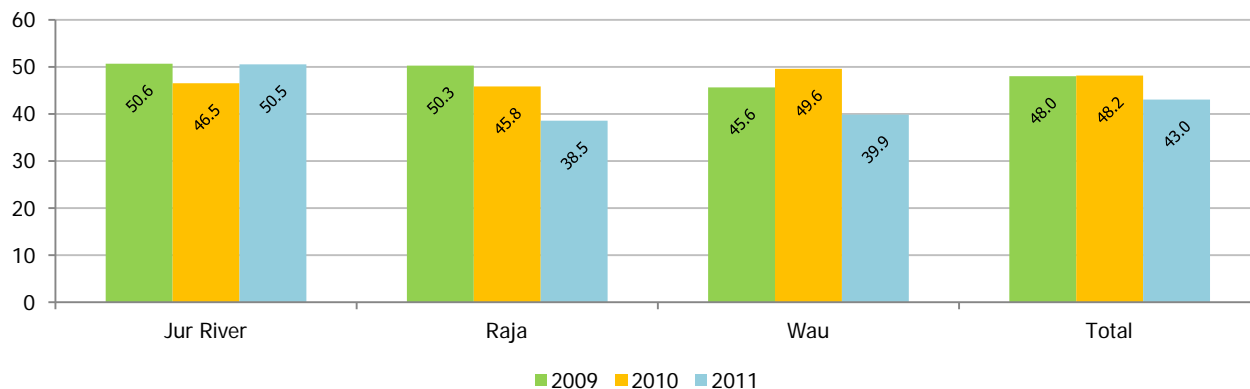
Number and % of primary school teachers, and pupil-teacher ratio (PTR) by county and gender, 2009-2011

County	Year	Total	Male	Female	Male %	Female %	PTR
Jur River	2011	478	449	29	93.9%	6.1%	50.5
	2010	345	327	18	94.8%	5.2%	46.5
	2009	344	316	28	91.9%	8.1%	50.6
Raja	2011	210	163	47	77.6%	22.4%	38.5
	2010	199	155	44	77.9%	22.1%	45.8
	2009	196	146	50	74.5%	25.5%	50.3
Wau	2011	823	587	236	71.3%	28.7%	39.9
	2010	745	542	203	72.8%	27.2%	49.6
	2009	564	393	171	69.7%	30.3%	45.6
Total	2011	1,511	1,199	312	79.4%	20.6%	43.0
	2010	1,289	1,024	265	79.4%	20.6%	48.2
	2009	1,104	855	249	77.4%	22.6%	48.0

Number of primary school teachers by county, 2009-2011



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



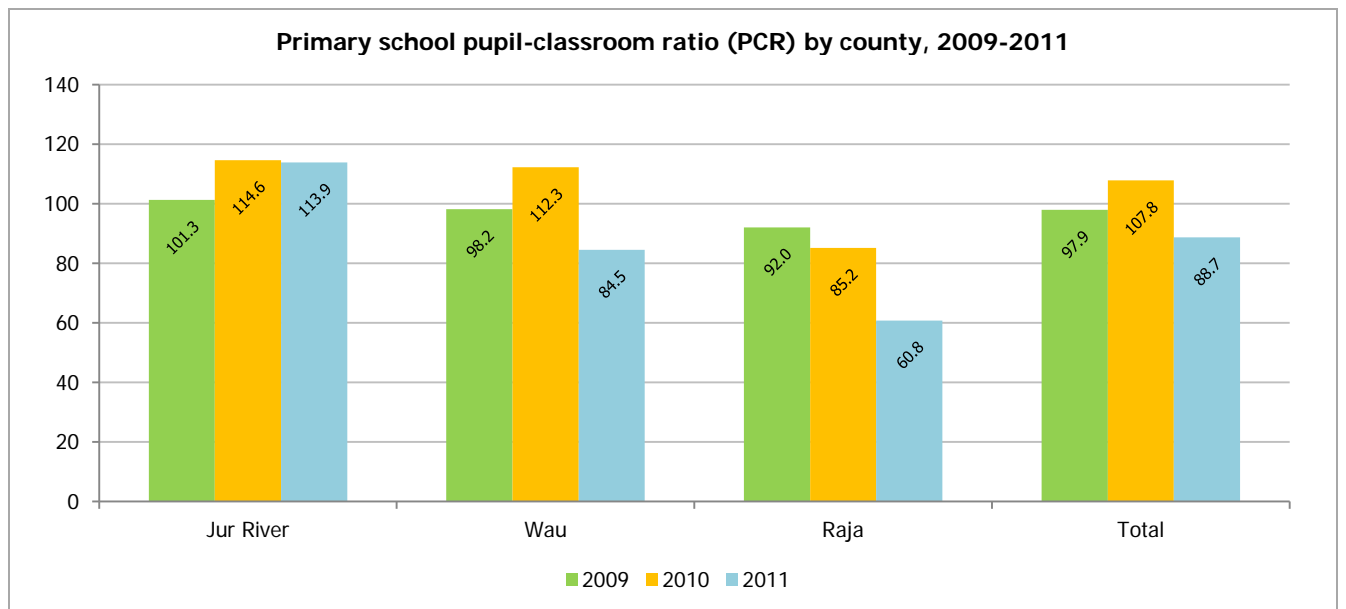
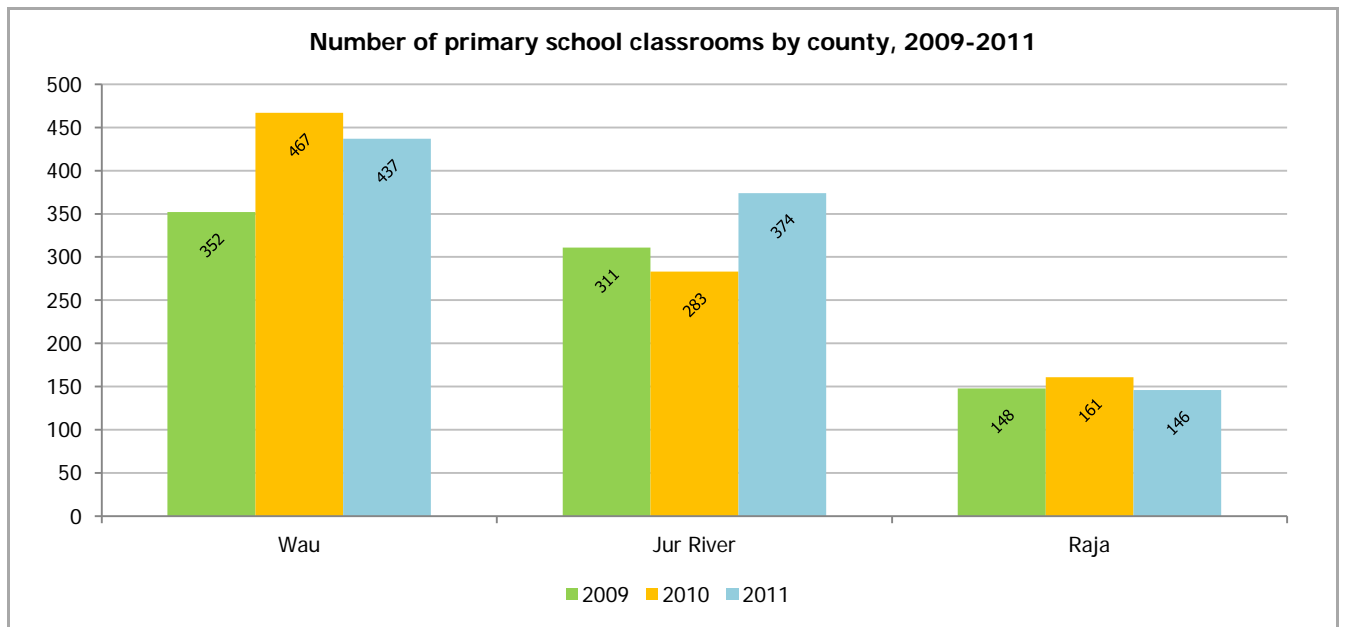
4.2.4. Classrooms

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

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Jur River	2011	374	113	99	110	52	113.9
	2010	283	61	79	76	67	114.6
	2009	311	52	120	87	52	101.3
Raja	2011	146	87	46	5	8	60.8
	2010	161	73	34	21	33	85.2
	2009	148	63	44	19	22	92.0
Wau	2011	437	311	77	12	37	84.5
	2010	467	290	39	32	106	112.3
	2009	352	216	46	29	61	98.2
Total	2011	957	511	222	127	97	88.7
	2010	911	424	152	129	206	107.8
	2009	811	331	210	135	135	97.9

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

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



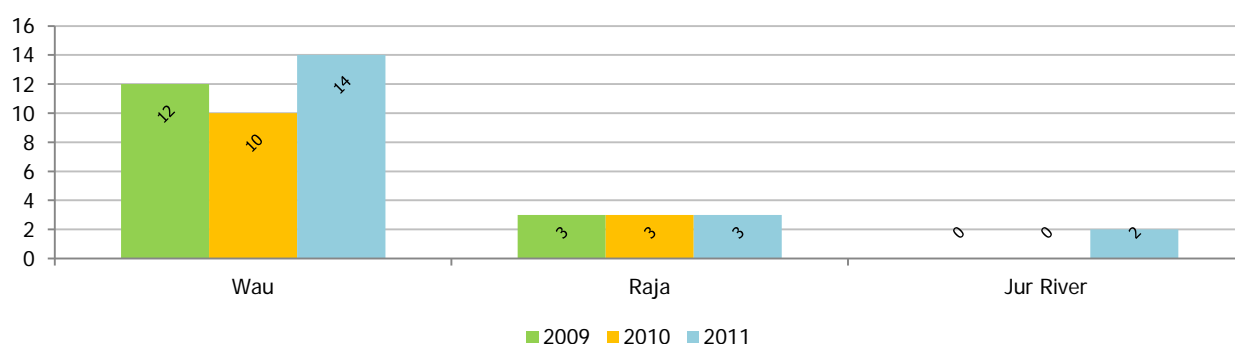
4.3. Secondary school

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 %
Jur River	2011	2	2	-	100.0%	-
	2010	-	-	-	-	-
	2009	-	-	-	-	-
Raja	2011	3	2	1	66.7%	33.3%
	2010	3	2	1	66.7%	33.3%
	2009	3	2	1	66.7%	33.3%
Wau	2011	14	7	7	50.0%	50.0%
	2010	10	6	4	60.0%	40.0%
	2009	12	8	4	66.7%	33.3%
Total	2011	19	11	8	57.9%	42.1%
	2010	13	8	5	61.5%	38.5%
	2009	15	10	5	66.7%	33.3%

Number of secondary schools by county, 2009-2011



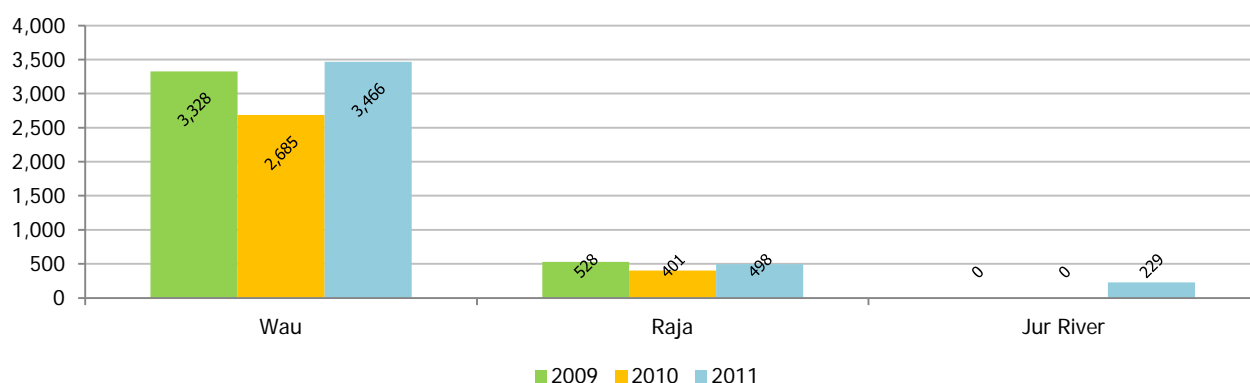
4.3.2. Students

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

County	Year	Total	Male	Female	Male %	Female %
Jur River	2011	229	137	92	59.8%	40.2%
	2010	-	-	-	-	-
	2009	-	-	-	-	-
Raja	2011	498	361	137	72.5%	27.5%
	2010	401	313	88	78.1%	21.9%
	2009	528	406	122	76.9%	23.1%
Wau	2011	3,466	2,180	1,286	62.9%	37.1%
	2010	2,685	1,862	823	69.3%	30.7%
	2009	3,328	2,732	596	82.1%	17.9%
Total	2011	4,193	2,678	1,515	63.9%	36.1%
	2010	3,086	2,175	911	70.5%	29.5%
	2009	3,856	3,138	718	81.4%	18.6%

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

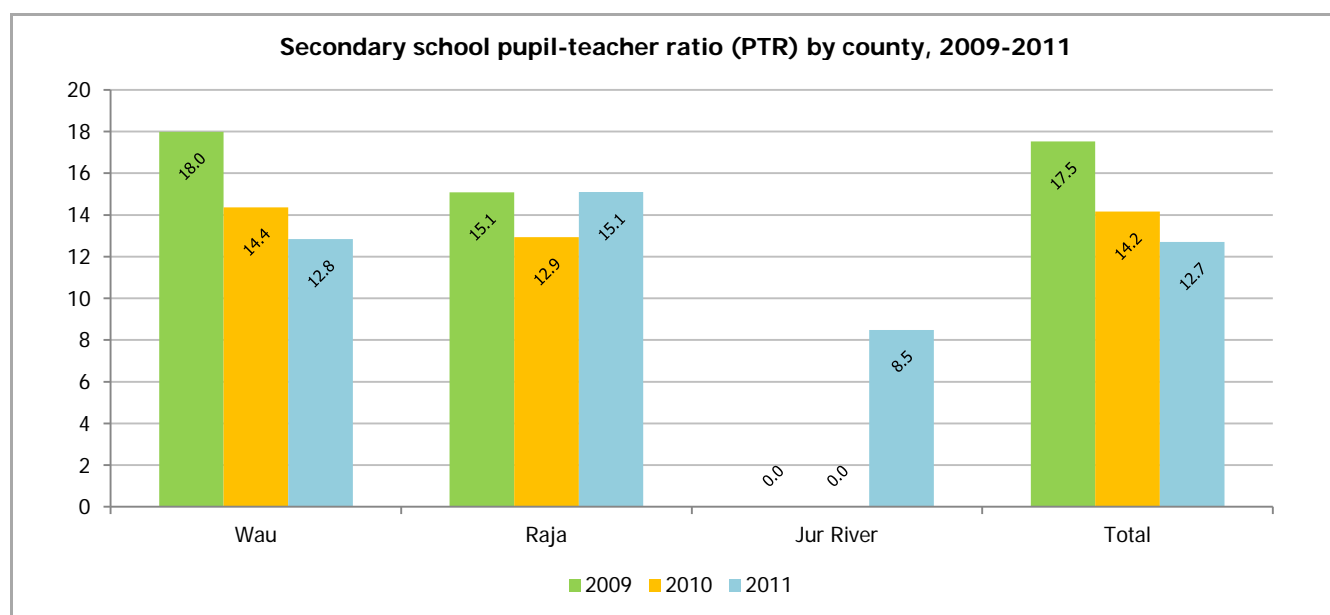
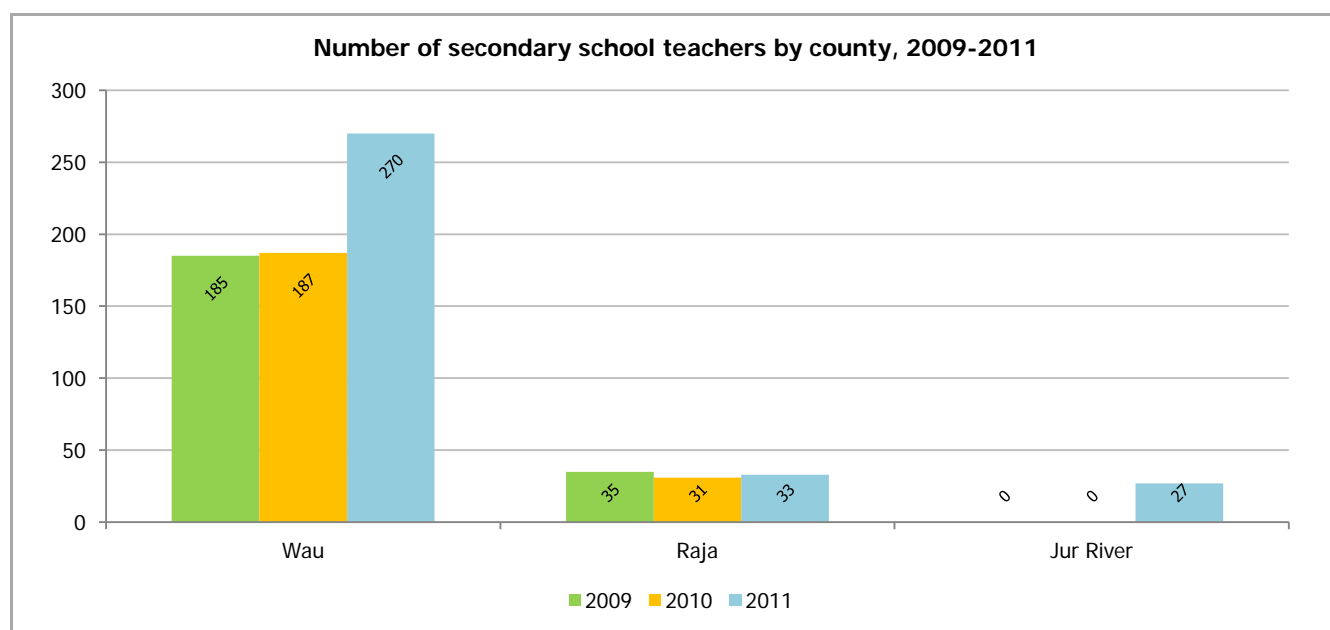
Number of secondary school students by county, 2009-2011



4.3.3. Teachers

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

County	Year	Total	Male	Female	Male %	Female %	PTR
Jur River	2011	27	23	4	85.2%	14.8%	8.5
	2010	-	-	-	-	-	-
	2009	-	-	-	-	-	-
Raja	2011	33	31	2	93.9%	6.1%	15.1
	2010	31	30	1	96.8%	3.2%	12.9
	2009	35	35	-	100.0%	-	15.1
Wau	2011	270	243	27	90.0%	10.0%	12.8
	2010	187	165	22	88.2%	11.8%	14.4
	2009	185	166	19	89.7%	10.3%	18.0
Total	2011	330	297	33	90.0%	10.0%	12.7
	2010	218	195	23	89.4%	10.6%	14.2
	2009	220	201	19	91.4%	8.6%	17.5



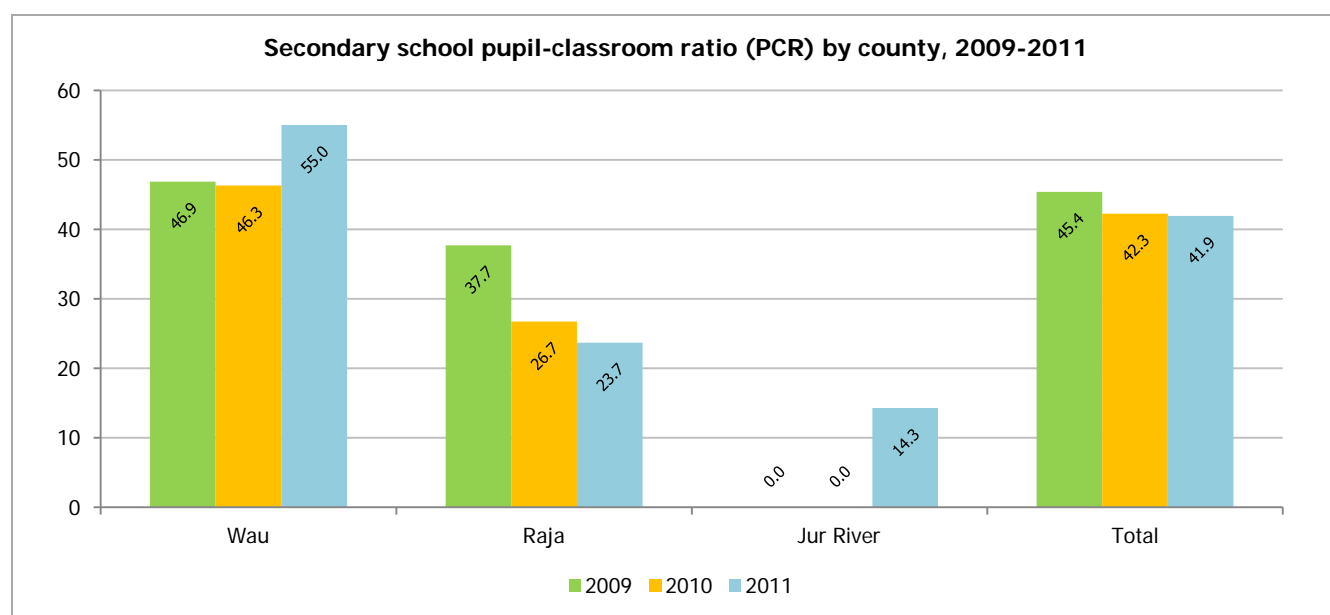
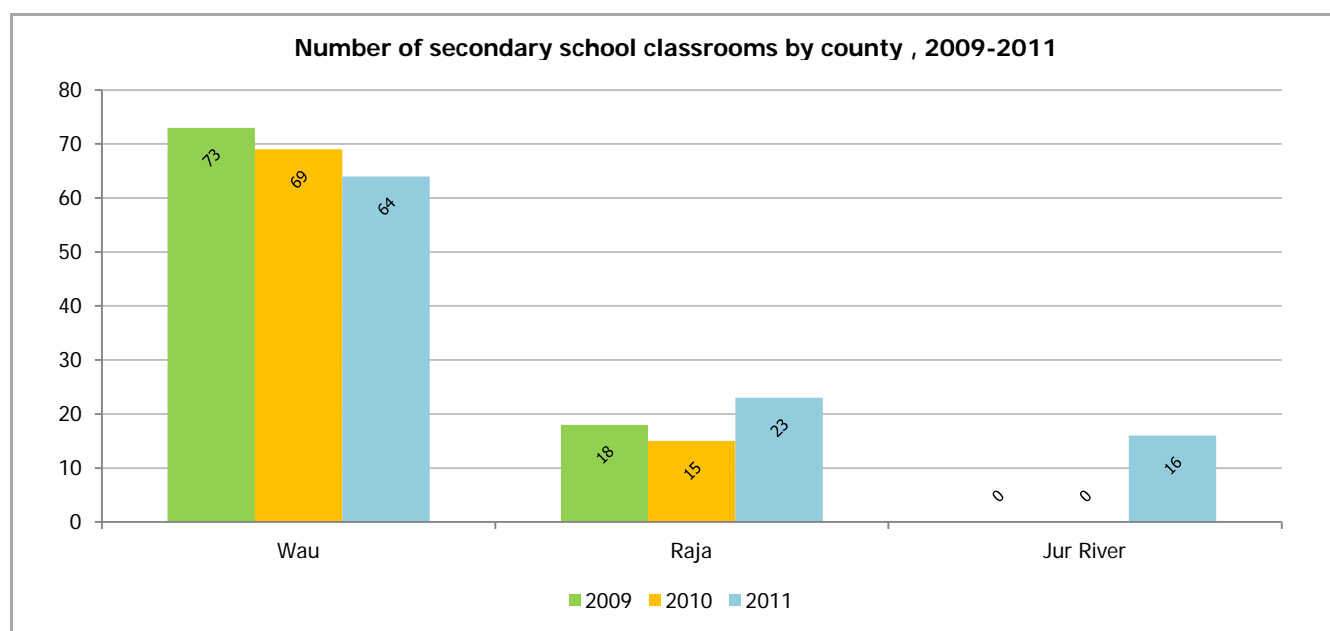
4.3.4. Classrooms

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
Jur River	2011	16	16	-	-	-	14.3
	2010	-	-	-	-	-	-
	2009	-	-	-	-	-	-
Raja	2011	23	15	6	-	2	23.7
	2010	15	12	3	-	-	26.7
	2009	18	13	1	2	2	37.7
Wau	2011	64	52	11	-	1	55.0
	2010	69	42	16	-	11	46.3
	2009	73	63	8	2	-	46.9
Total	2011	103	83	17	-	3	41.9
	2010	84	54	19	-	11	42.3
	2009	91	76	9	4	2	45.4

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

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



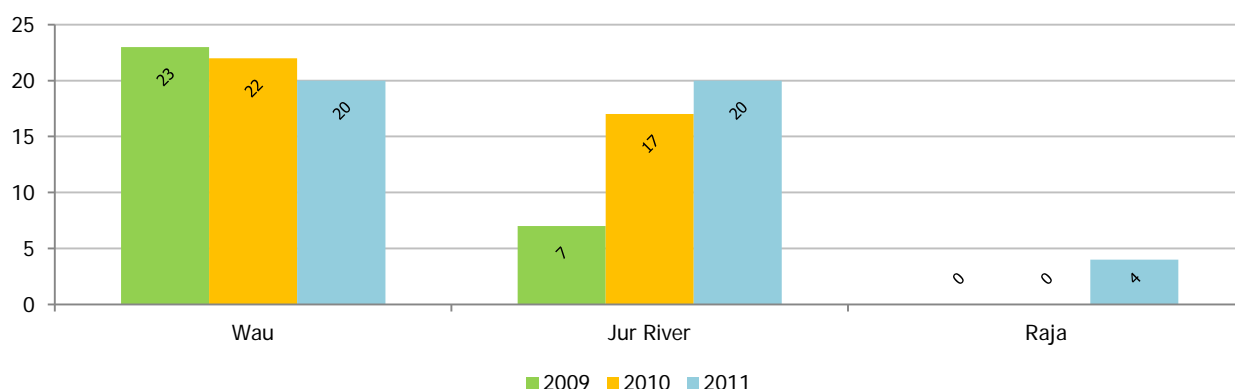
4.4. Alternative Education System (AES) Centres

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 %
Jur River	2011	20	18	2	90.0%	10.0%
	2010	17	13	4	76.5%	23.5%
	2009	7	7	-	100.0%	-
Raja	2011	4	3	1	75.0%	25.0%
	2010	-	-	-	-	-
	2009	-	-	-	-	-
Wau	2011	20	19	1	95.0%	5.0%
	2010	22	15	7	68.2%	31.8%
	2009	23	20	3	87.0%	13.0%
Total	2011	44	40	4	90.9%	9.1%
	2010	39	28	11	71.8%	28.2%
	2009	30	27	3	90.0%	10.0%

Number of AES centres by county, 2009-2011

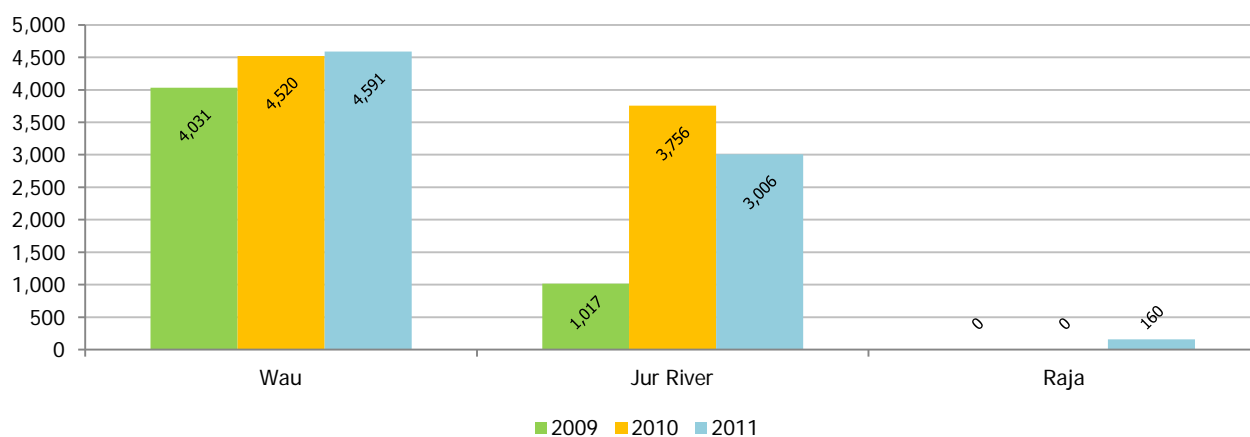


4.4.2. Students

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

County	Year	Total	Male	Female	Male %	Female %
Jur River	2011	3,006	2,104	902	70.0%	30.0%
	2010	3,756	2,416	1,340	64.3%	35.7%
	2009	1,017	703	314	69.1%	30.9%
Raja	2011	160	106	54	66.3%	33.8%
	2010	-	-	-	-	-
	2009	-	-	-	-	-
Wau	2011	4,591	2,748	1,843	59.9%	40.1%
	2010	4,520	2,409	2,111	53.3%	46.7%
	2009	4,031	2,279	1,752	56.5%	43.5%
Total	2011	7,757	4,958	2,799	63.9%	36.1%
	2010	8,276	4,825	3,451	58.3%	41.7%
	2009	5,048	2,982	2,066	59.1%	40.9%

Number of AES learners by county, 2009-2011

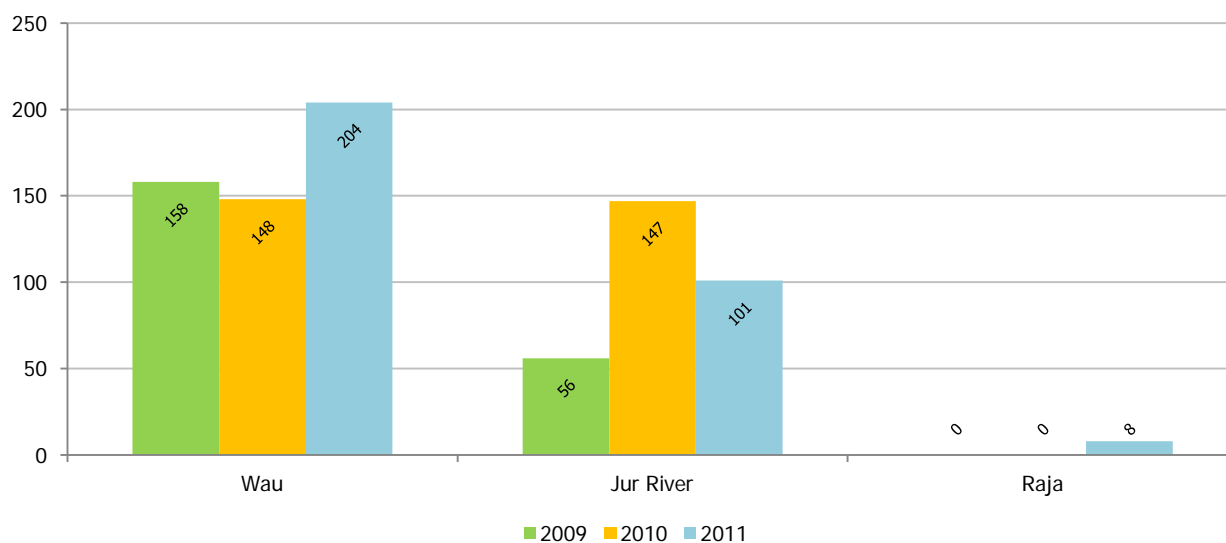


4.4.3. Teachers

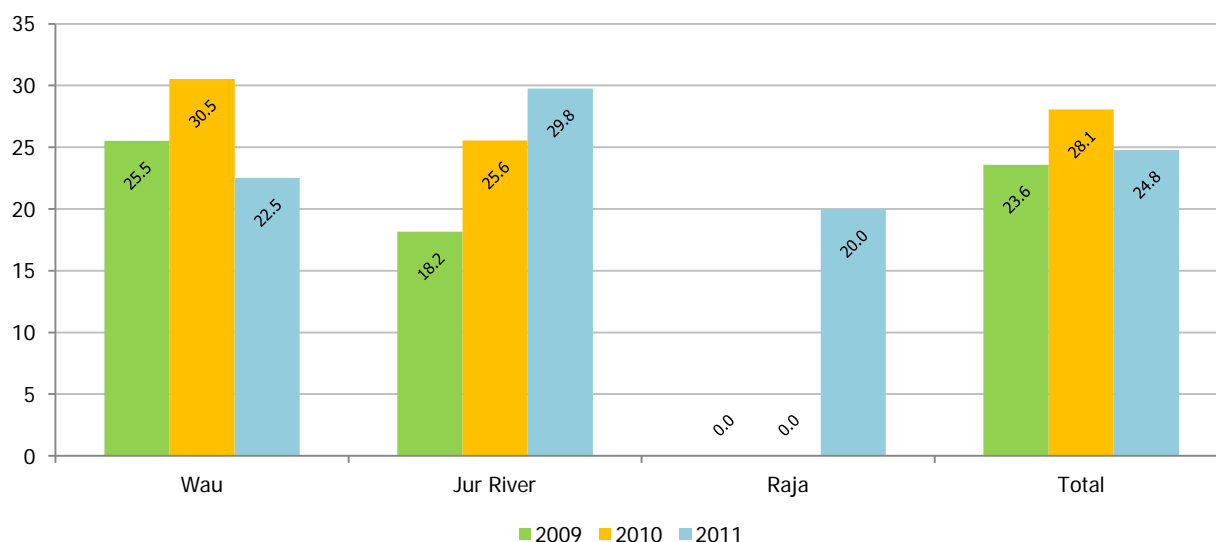
Number and % of AES teachers and pupil-teacher ratio (PTR) by county and gender, 2009-2011

County	Year	Total	Male	Female	Male %	Female %	PTR
Jur River	2011	101	92	9	91.1%	8.9%	29.8
	2010	147	142	5	96.6%	3.4%	25.6
	2009	56	47	9	83.9%	16.1%	18.2
Raja	2011	8	8	-	100.0%	-	20.0
	2010	-	-	-	-	-	-
	2009	-	-	-	-	-	-
Wau	2011	204	189	15	92.6%	7.4%	22.5
	2010	148	134	14	90.5%	9.5%	30.5
	2009	158	142	16	89.9%	10.1%	25.5
Total	2011	313	289	24	92.3%	7.7%	24.8
	2010	295	276	19	93.6%	6.4%	28.1
	2009	214	189	25	88.3%	11.7%	23.6

Number of AES teachers by county, 2009-2011



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



4.5. Technical and Vocational Education and Training (TVET)

4.5.1. Centres

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

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Jur River	2011	1	1	-	100.0%	-
Wau	2011	3	2	1	66.7%	33.3%
Total	2011	4	3	1	75.0%	25.0%

4.5.2. Trainees

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

County	Year	Total	Male	Female	Male %	Female %
Jur River	2011	63	50	13	79.4%	20.6%
Wau	2011	385	349	36	90.6%	9.4%
Total	2011	448	399	49	89.1%	10.9%

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
Jur River	2011	10	8	2	80.0%	20.0%	6.3
Wau	2011	38	36	2	94.7%	5.3%	10.1
Total	2011	48	44	4	91.7%	8.3%	9.3

4.5.4. Programmes

Number of centres by county and course offered, 2011

County	Year	Agriculture	Automotive technology	Carpentry	Computer technology	Hairdressing	Masonry/Construction	Tailoring/Embroidering	Other
Jur River	2011	1	-	-	-	-	-	-	-
Wau	2011	-	3	3	2	3	-	3	-
Total	2011	1	3	3	2	3	-	3	-

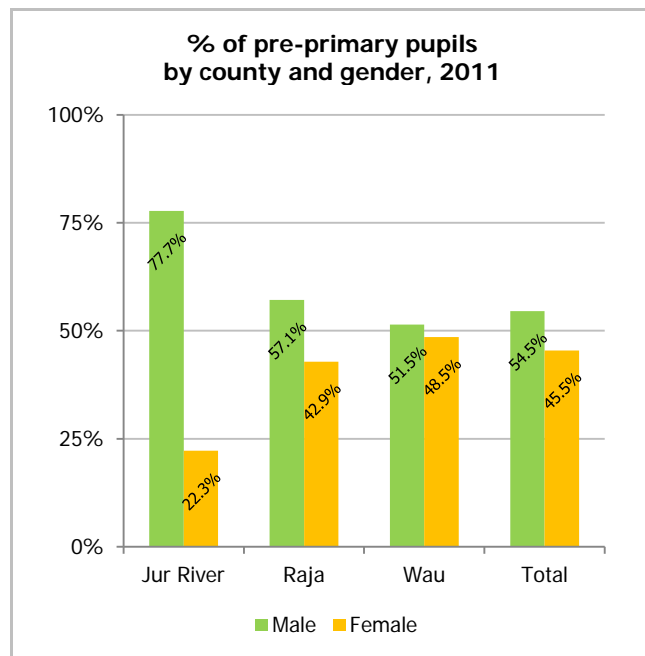
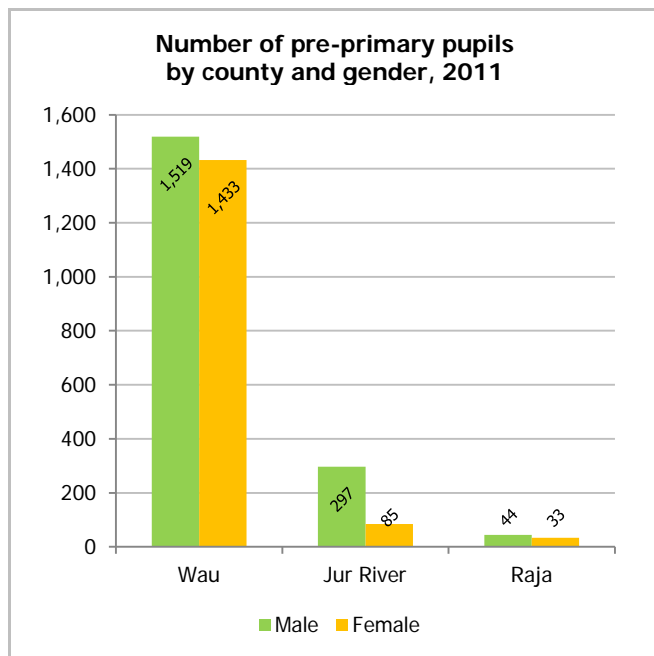
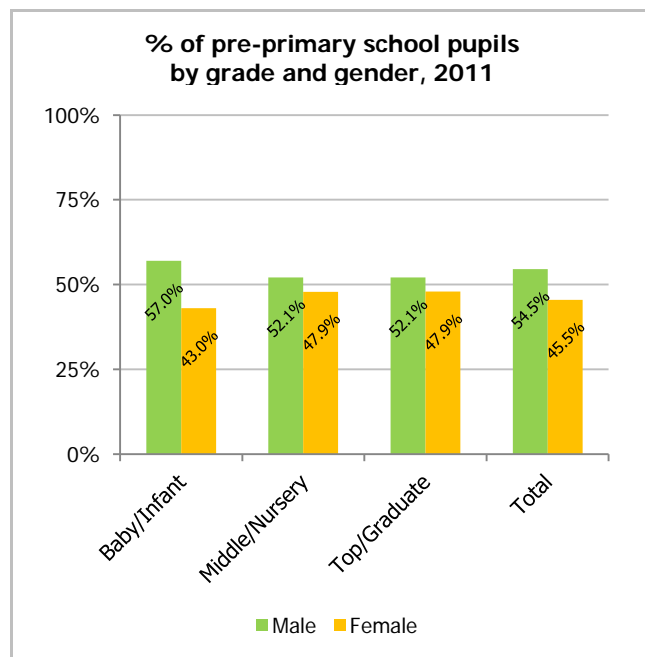
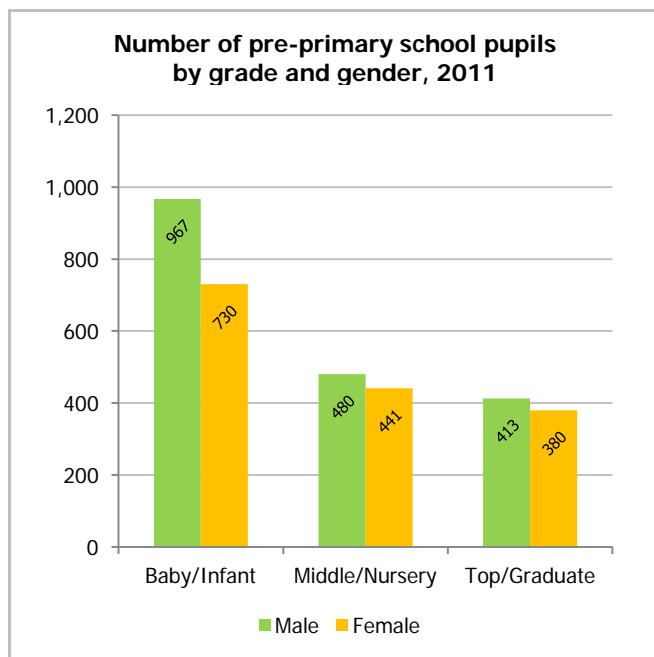
5.0. PRE-PRIMARY SCHOOL, 2011

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
Jur River	382	291	91	-
Raja	77	22	23	32
Wau	2,952	1,384	807	761
Total	3,411	1,697	921	793



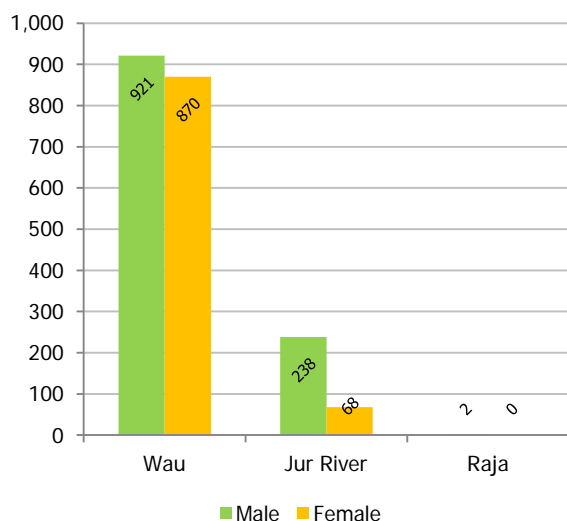
5.1.2. Overage pupils

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

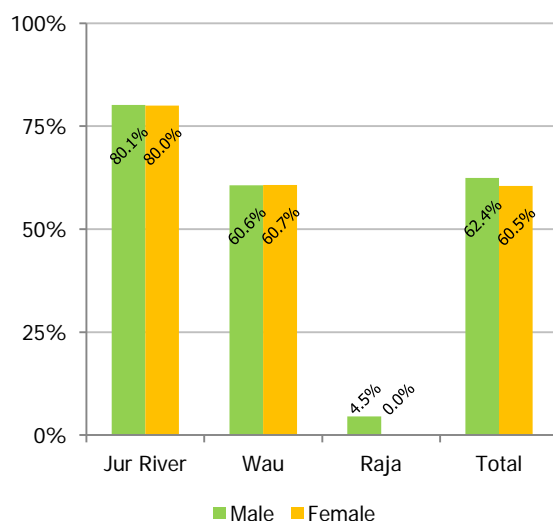
County	Total			Male			Female		
	At age	Overage	% overage	At age	Overage	% overage	At age	Overage	% overage
Jur River	76	306	80.1%	59	238	80.1%	17	68	80.0%
Raja	75	2	2.6%	42	2	4.5%	33	-	-
Wau	1,161	1,791	60.7%	598	921	60.6%	563	870	60.7%
Total	1,312	2,099	61.5%	699	1,161	62.4%	613	938	60.5%

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

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



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

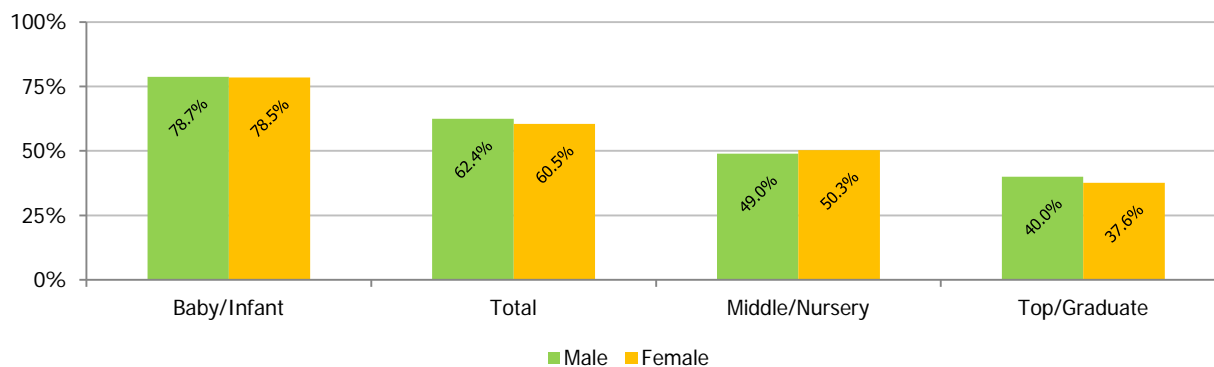


Number and % of pre-primary school at-age and overage pupils by grade and gender, 2011

Grade	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
Baby/Infant	363	1,334	78.6%	206	761	78.7%	157	573	78.5%
Middle/Nursery	464	457	49.6%	245	235	49.0%	219	222	50.3%
Top/Graduate	485	308	38.8%	248	165	40.0%	237	143	37.6%
Total	1,312	2,099	61.5%	699	1,161	62.4%	613	938	60.5%

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

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



5.2. Resources

5.2.1. Schools

Number of pre-primary schools by ownership, 2011

Ownership type	Schools
Community	2
Government	14
Government-aided	1
Private	14
Other	2
Total	33

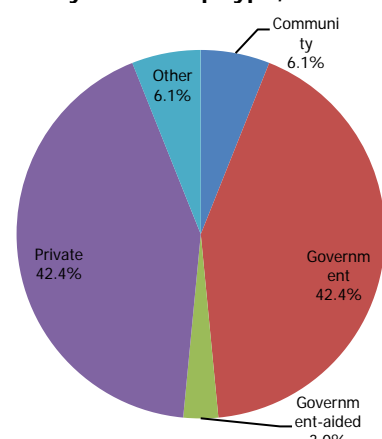
* "Other" includes NGO-supported, unknown, and unspecified other ownership types.

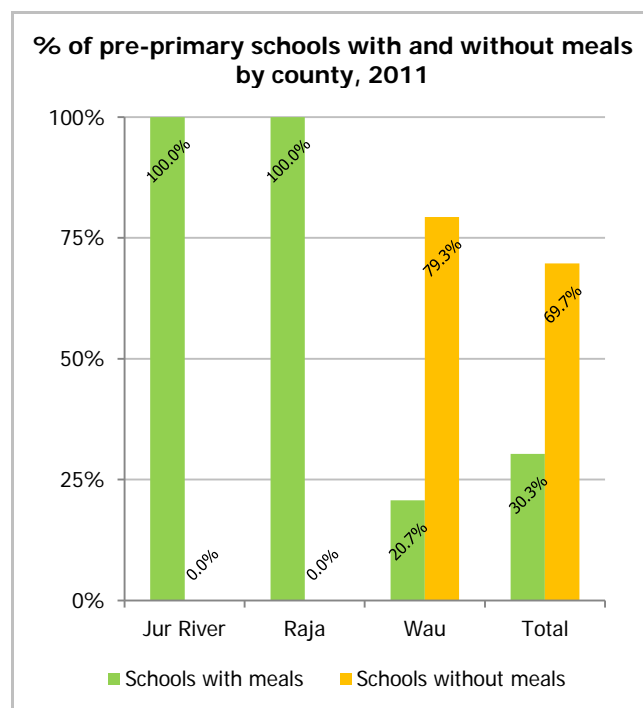
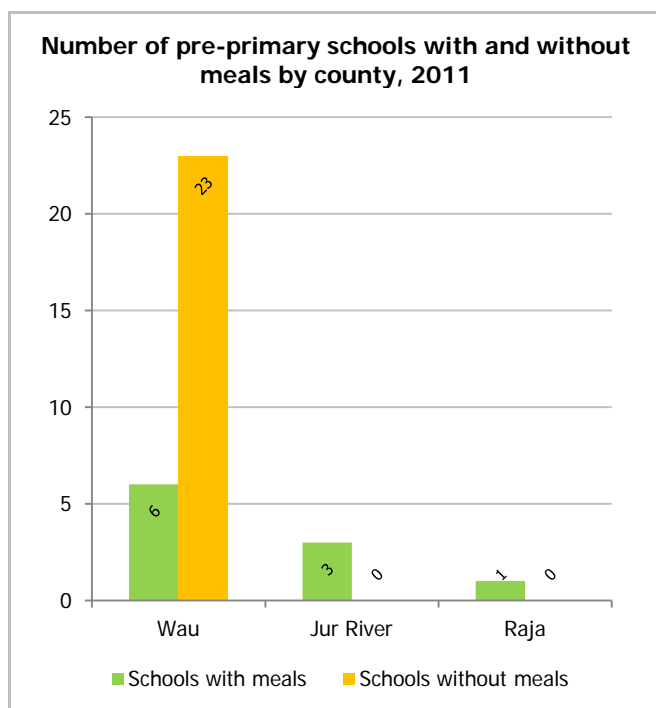
No. and % of pre-primary schools with meals by county, 2011

County	Schools	Schools w/ meals		Schools w/out meals	
		Count	% total	Count	% total
Jur River	3	3	100.0%	-	-
Raja	1	1	100.0%	-	-
Wau	29	6	20.7%	23	79.3%
Total	33	10	30.3%	23	69.7%

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

% of pre-primary schools by ownership type, 2011

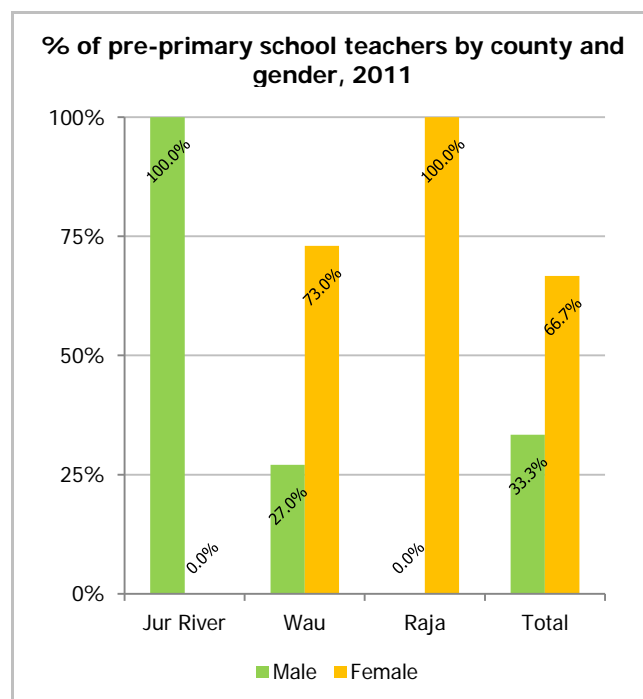
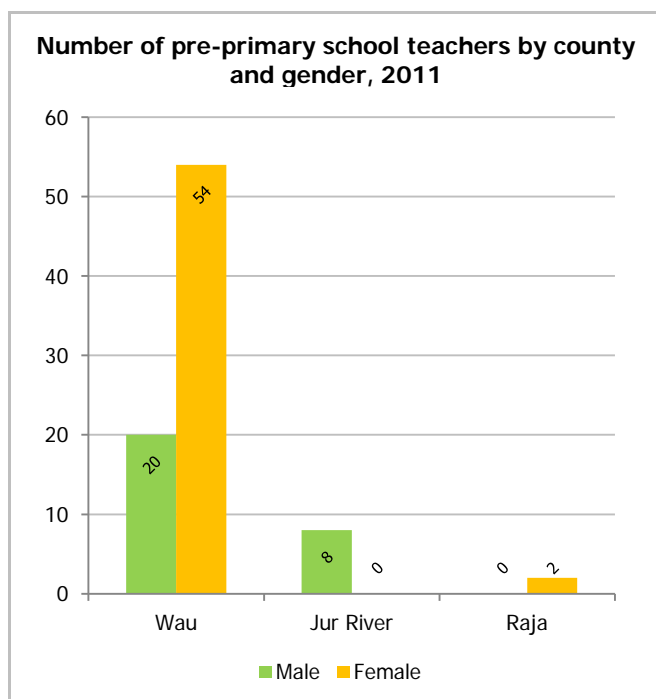




5.2.2. Teachers

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

County	Total	Male		Female	
		Count	% total	Count	% total
Jur River	8	8	100.0%	-	-
Raja	2	-	-	2	100.0%
Wau	74	20	27.0%	54	73.0%
Total	84	28	33.3%	56	66.7%

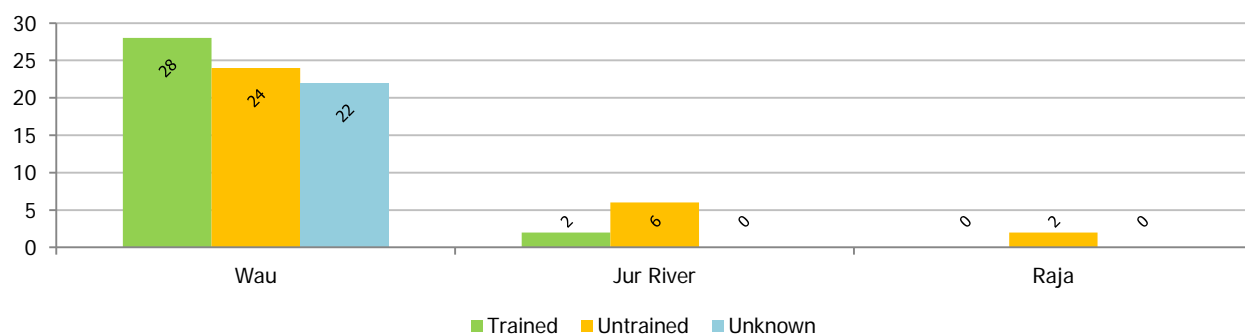


Number and % of pre-primary school teachers by professional qualification and county, 2011

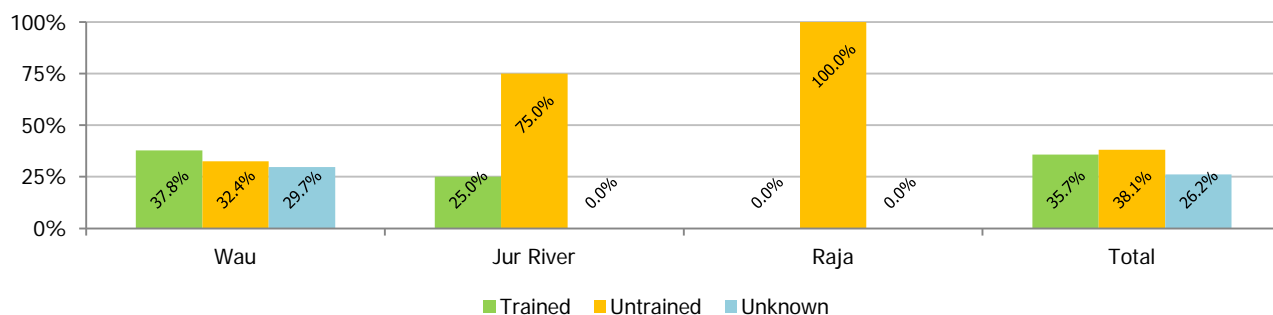
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Jur River	8	2	25.0%	6	75.0%	-	-
Raja	2	-	-	2	100.0%	-	-
Wau	74	28	37.8%	24	32.4%	22	29.7%
Total	84	30	35.7%	32	38.1%	22	26.2%

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

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



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

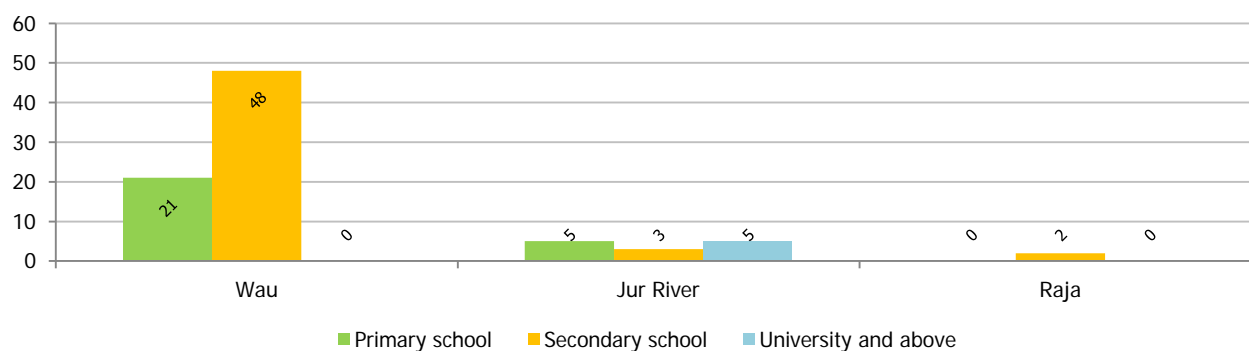


Number and % of pre-primary school teachers by academic qualification and county, 2011

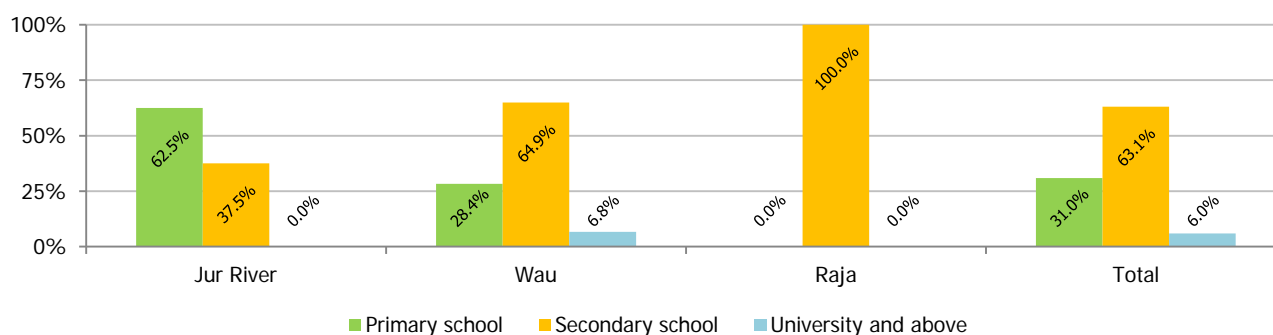
County	Total	Primary School		Secondary School		University and above	
		Count	% total	Count	% total	Count	% total
Jur River	8	5	62.5%	3	37.5%	-	-
Raja	2	-	-	2	100.0%	-	-
Wau	74	21	28.4%	48	64.9%	5	6.8%
Total	84	26	31.0%	53	63.1%	5	6.0%

* "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 pre-primary school teachers by academic qualification and county, 2011



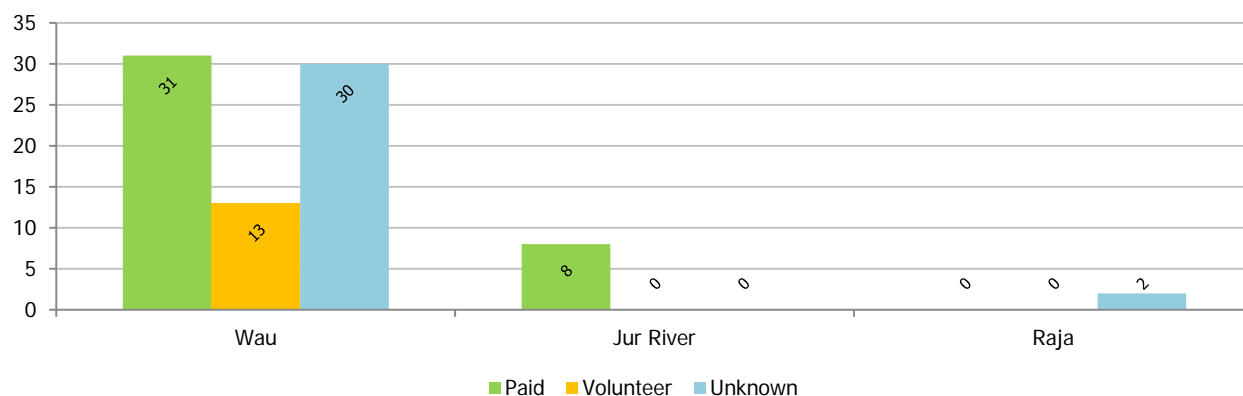
% of pre-primary school teachers by academic qualification and county, 2011



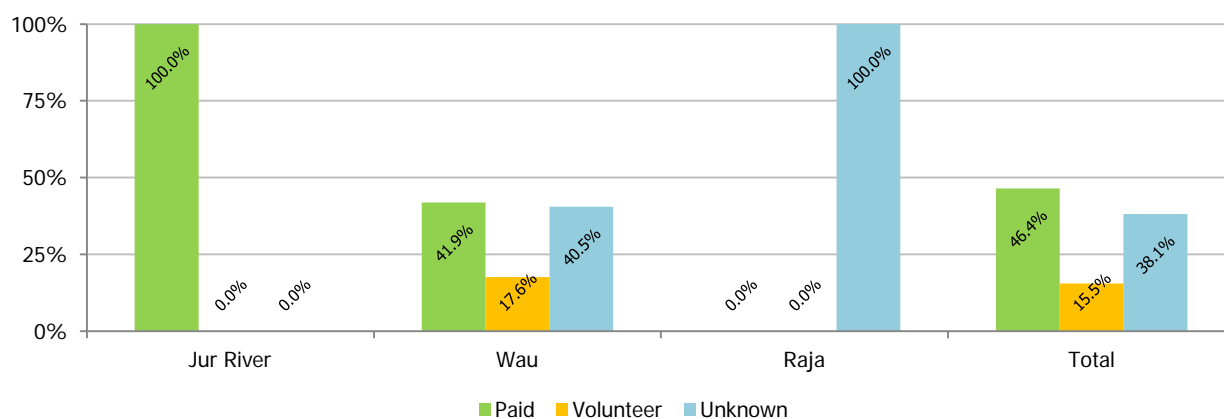
Number and % of pre-primary school teachers by employment status and county, 2011

County	Total	Paid		Volunteer		Unknown	
		Count	% total	Count	% total	Count	% total
Jur River	8	8	100.0%	-	-	-	-
Raja	2	-	-	-	-	2	100.0%
Wau	74	31	41.9%	13	17.6%	30	40.5%
Total	84	39	46.4%	13	15.5%	32	38.1%

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



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

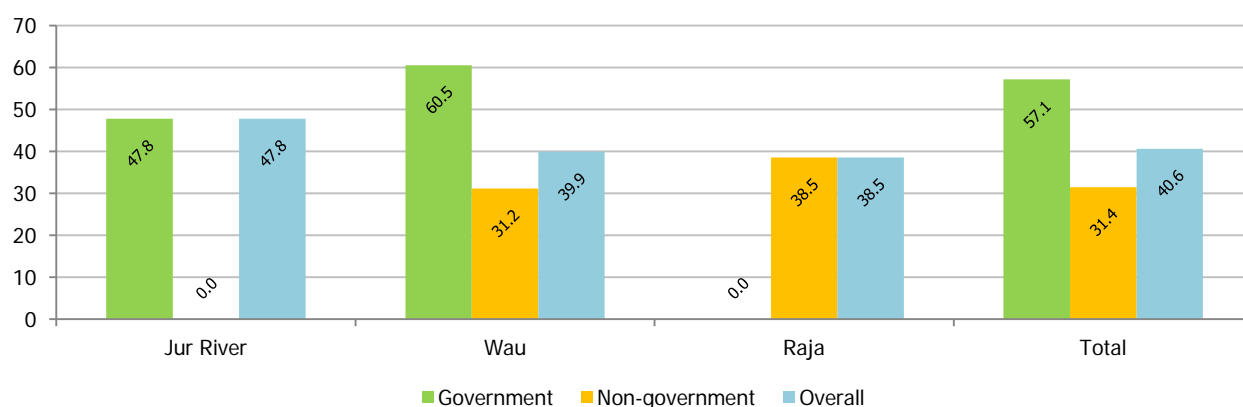


Pre-primary school pupil-teacher ratio (PTR) by county and ownership, 2011

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Jur River	382	8	47.8	382	8	47.8	-	-	-
Raja	77	2	38.5	-	-	-	77	2	38.5
Wau	2,952	74	39.9	1,332	22	60.5	1,620	52	31.2
Total	3,411	84	40.6	1,714	30	57.1	1,697	54	31.4

* "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

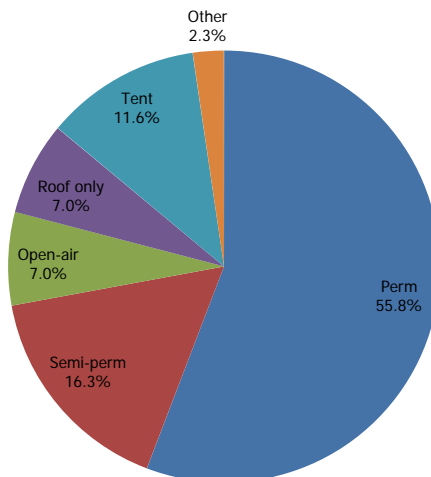


5.2.3. Classrooms

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	Tent	Other	PCR
Jur River	3	-	-	3	-	-	-	-
Raja	2	-	-	-	-	-	2	-
Wau	81	48	14	3	6	10	-	47.6
Total	86	48	14	6	6	10	2	55.0

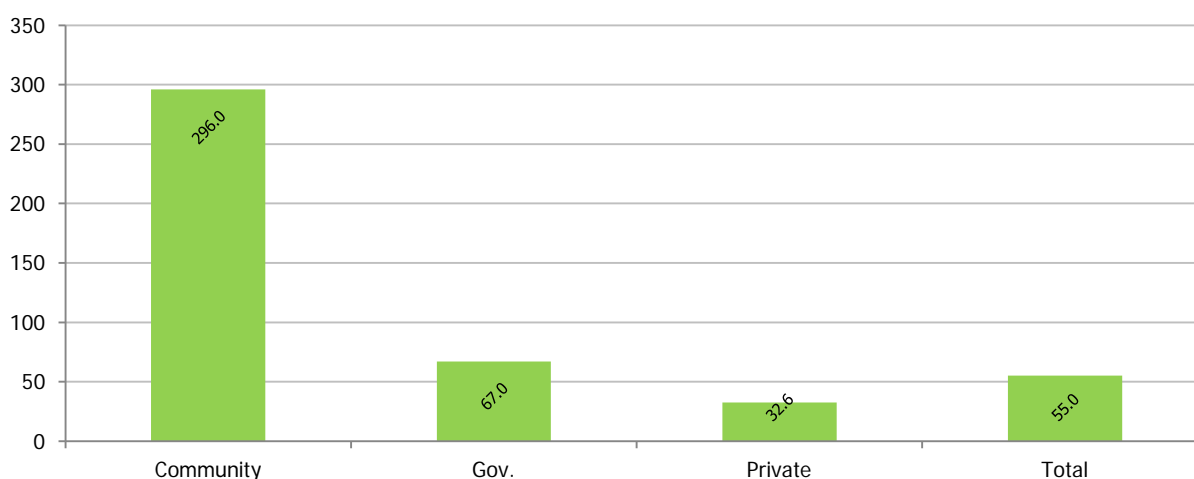
% of pre-primary school classrooms by type, 2011



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

Ownership	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
Community	1	-	1	-	-	-	-	296.0
Gov.	36	19	5	5	4	3	-	67.0
Gov.-aided	1	-	-	1	-	-	-	-
NGO-supported	7	-	-	-	-	7	-	-
Private	41	29	8	-	2	-	2	32.6
Other	-	-	-	-	-	-	-	-
Total	86	48	14	6	6	10	2	55.0

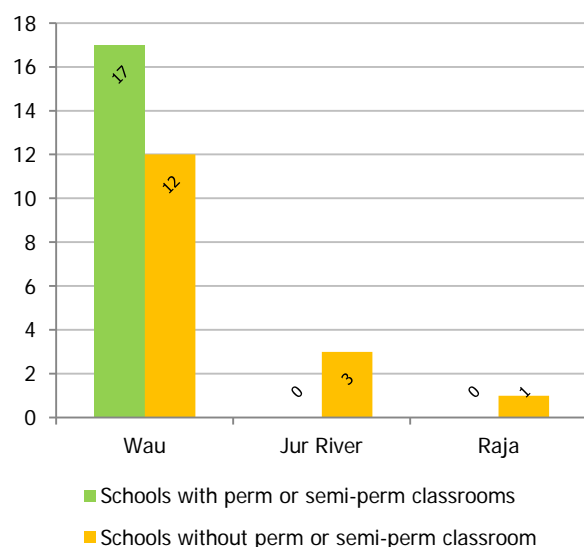
Pre-primary school pupil-classroom ratio (PCR) by ownership, 2011



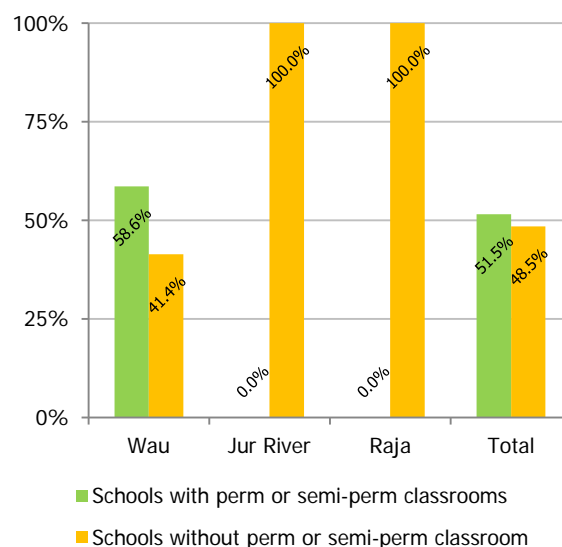
Number and % of pre-primary schools with permanent and semi-permanent classrooms, 2011

County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Jur River	3	-	-	3	100.0%
Raja	1	-	-	1	100.0%
Wau	29	17	58.6%	12	41.4%
Total	33	17	51.5%	16	48.5%

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



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

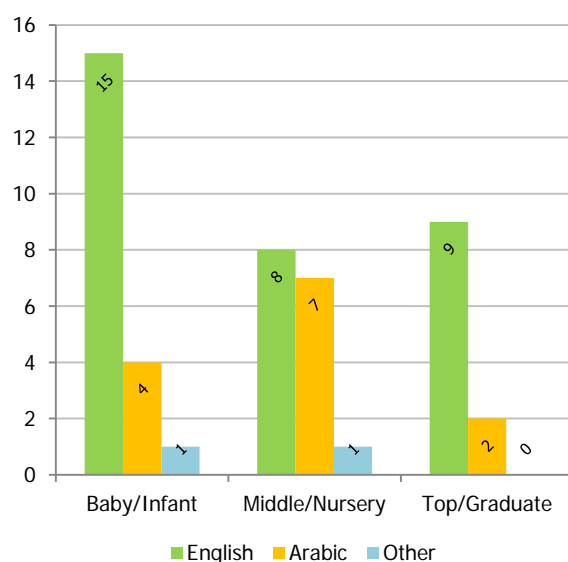


5.2.4. Curriculum and instruction

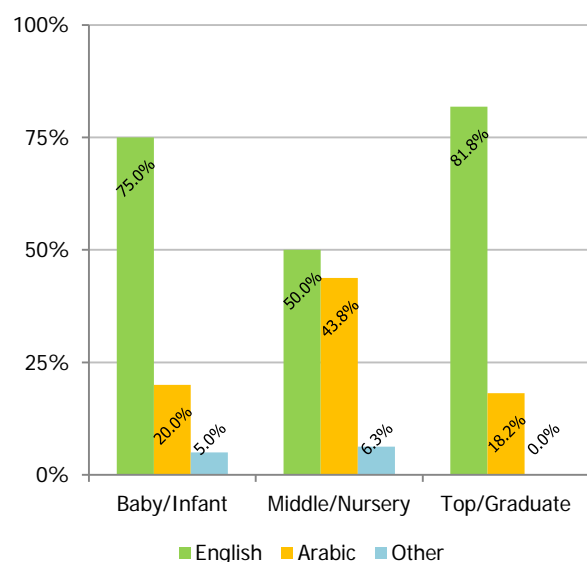
Number and % of pre-primary school by language of instruction and grade, 2011

Language	Baby/Infant	Nursery/Middle	Top/Graduate
English	15 75.0%	8 50.0%	9 81.8%
Arabic	4 20.0%	7 43.8%	2 18.2%
Other	1 5.0%	1 6.3%	- -
Total	20	16	11

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



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

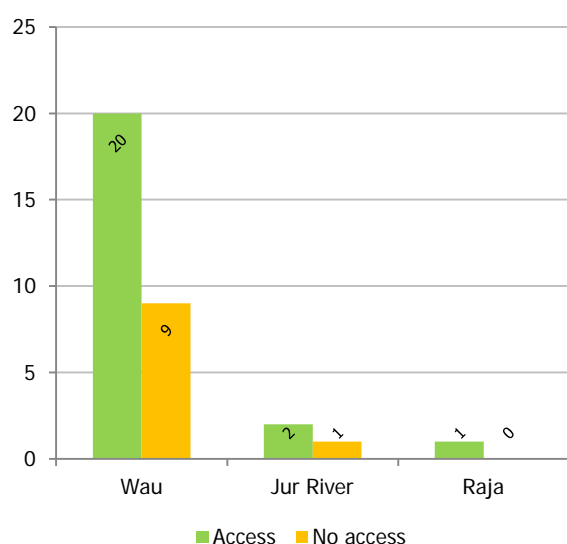


5.2.5. Facilities

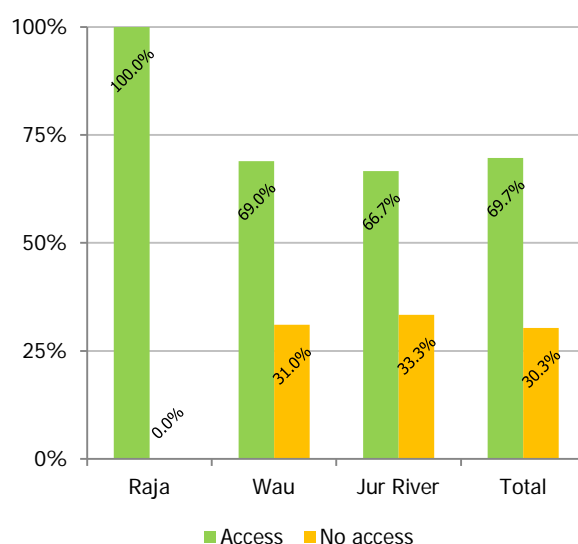
Number and % of pre-primary schools with and without access to drinking water by county, 2011

County	Schools	Access		No access	
		Count	% total	Count	% total
Jur River	3	2	66.7%	1	33.3%
Raja	1	1	100.0%	-	-
Wau	29	20	69.0%	9	31.0%
Total	33	23	69.7%	10	30.3%

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



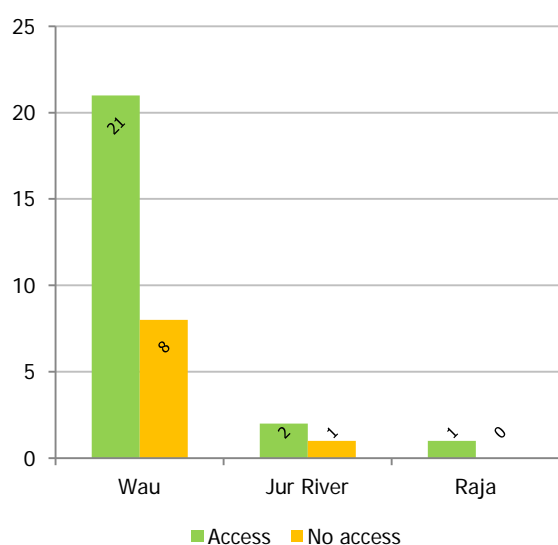
% of pre-primary schools with access to drinking water by county, 2011



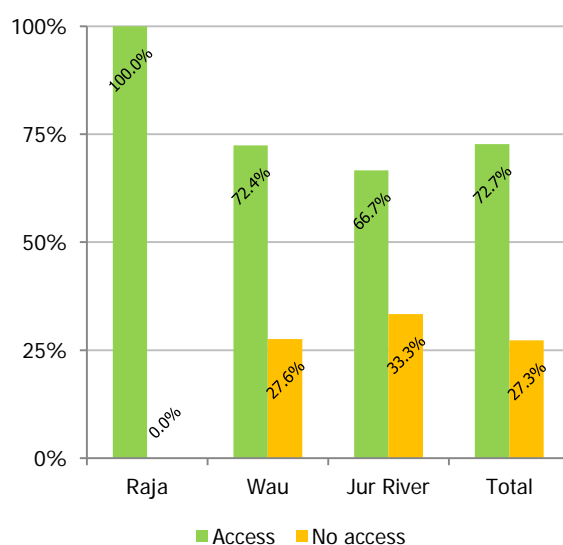
Number and % of pre-primary schools with and without access to latrine by county, 2011

County	Schools	Access		No access	
		Count	% total	Count	% total
Jur River	3	2	66.7%	1	33.3%
Raja	1	1	100.0%	-	-
Wau	29	21	72.4%	8	27.6%
Total	33	24	72.7%	9	27.3%

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



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



6.0. PRIMARY SCHOOL, 2011

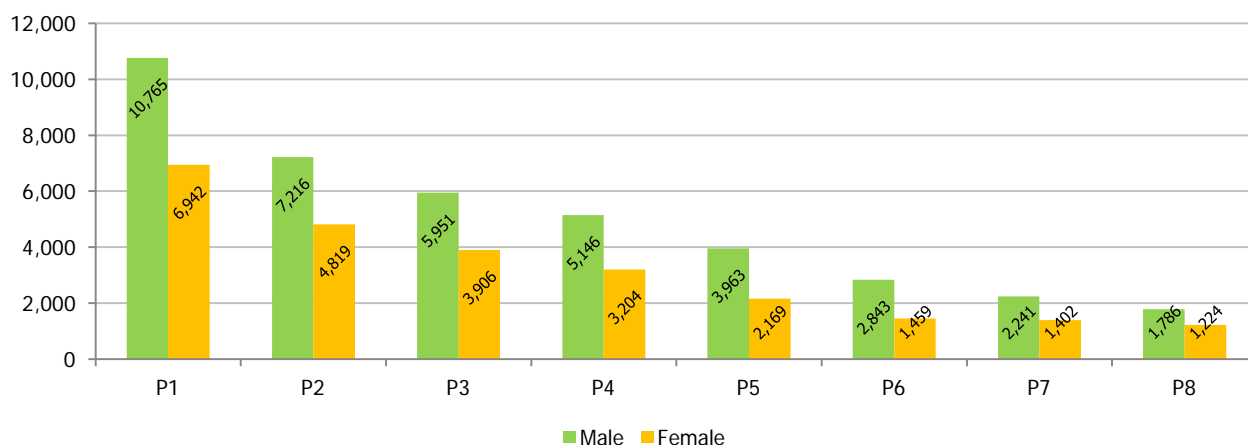
6.1. Access

6.1.1. Enrolment

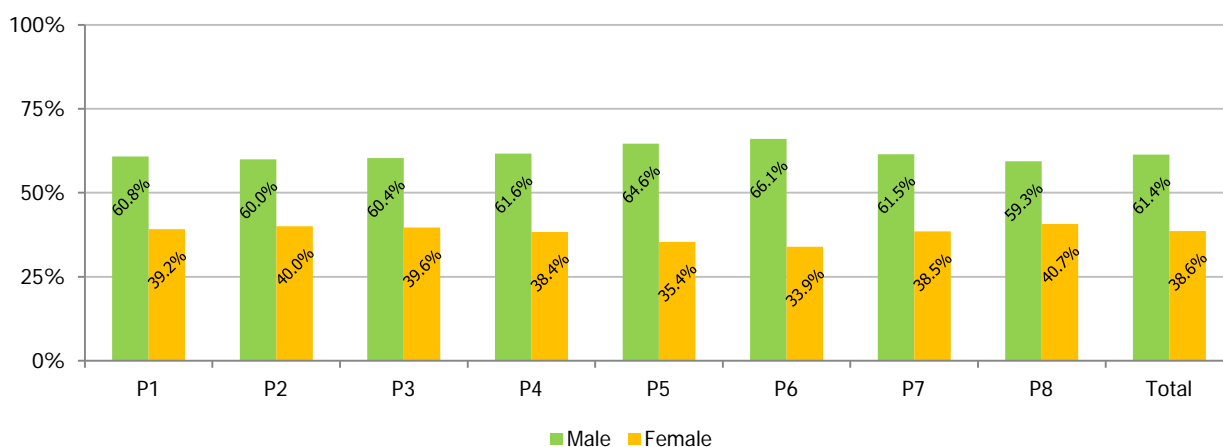
Number of primary school pupils by county and grade, 2011

County	Total	P1	P2	P3	P4	P5	P6	P7	P8
Jur River	24,144	8,042	4,725	3,716	3,047	2,134	1,441	783	256
Raja	8,089	1,732	1,389	1,159	1,090	888	688	683	460
Wau	32,803	7,933	5,921	4,982	4,213	3,110	2,173	2,177	2,294
Total	65,036	17,707	12,035	9,857	8,350	6,132	4,302	3,643	3,010

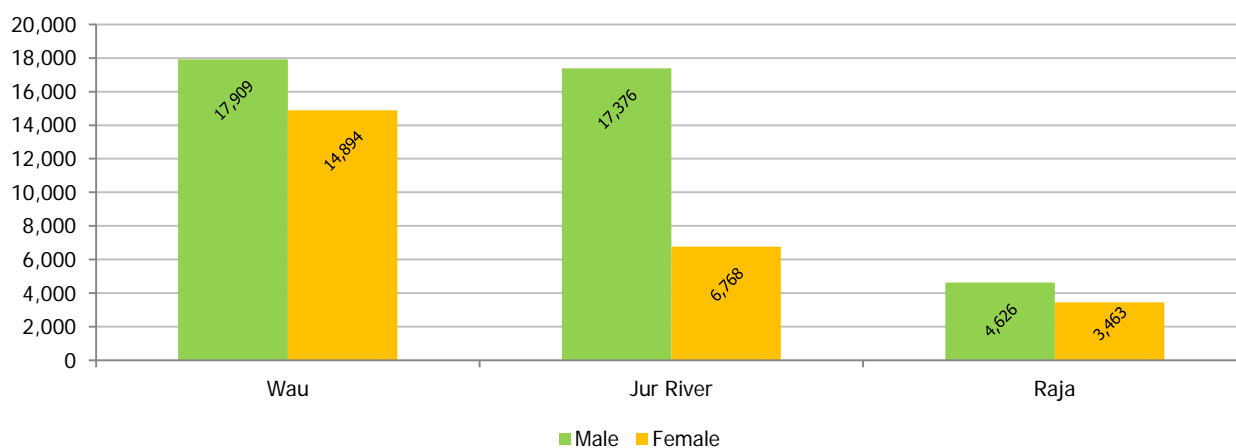
Number of primary school pupils by grade and gender, 2011

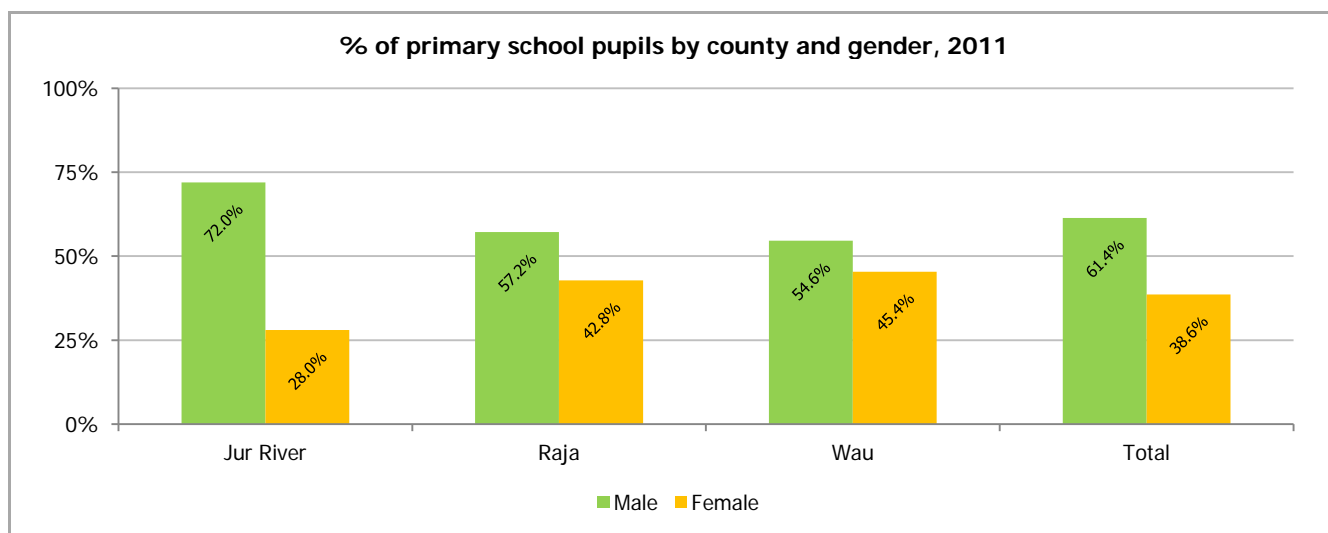


% of primary school pupils by grade and gender, 2011



Number of primary school pupils by county and gender, 2011



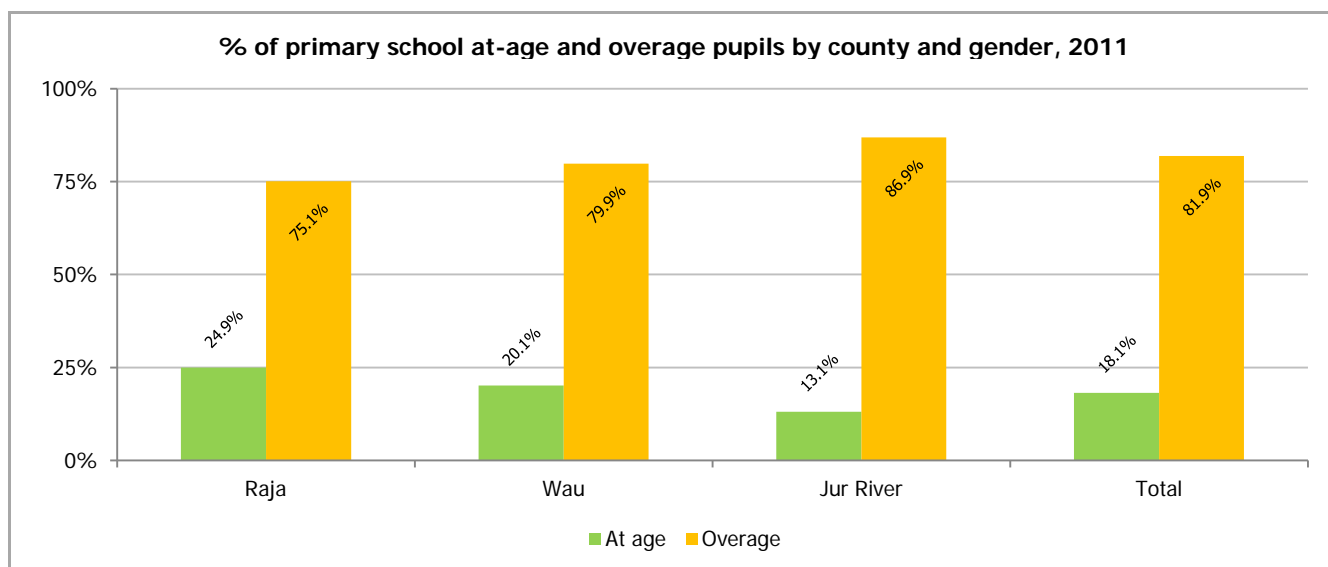
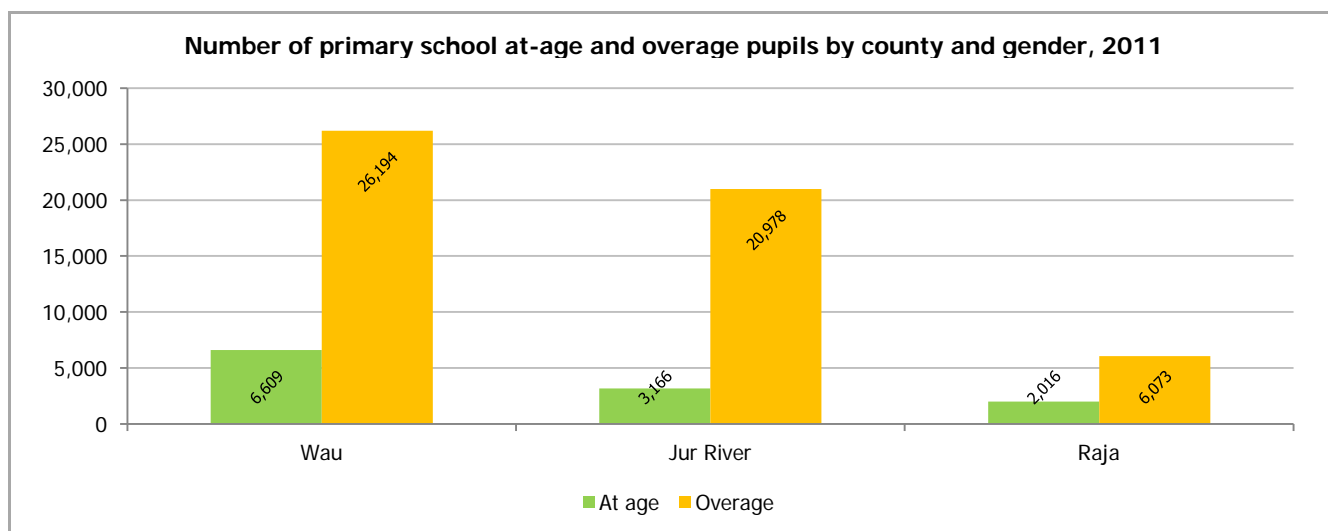


6.1.2. Overage pupils

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 %
Jur River	3,166	20,978	86.9%	2,224	15,152	87.2%	942	5,826	86.1%
Raja	2,016	6,073	75.1%	1,144	3,482	75.3%	872	2,591	74.8%
Wau	6,609	26,194	79.9%	4,067	13,842	77.3%	2,542	12,352	82.9%
Total	11,791	53,245	81.9%	7,435	32,476	81.4%	4,356	20,769	82.7%

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

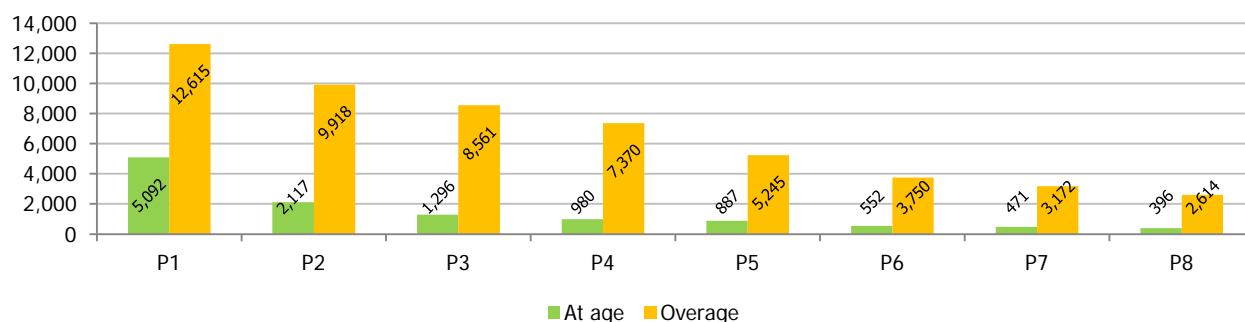


Number and % of primary school at-age and overage pupils by grade and gender, 2011

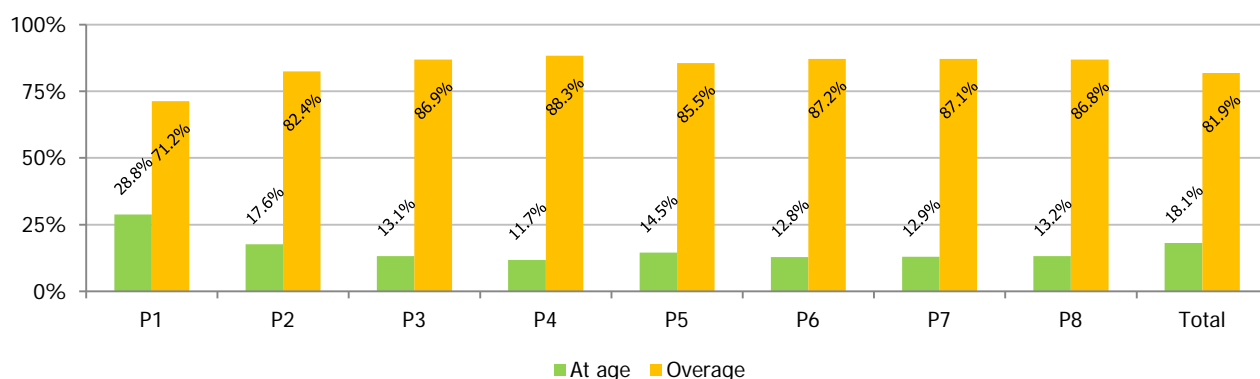
Grade	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
P1	5,092	12,615	71.2%	3,192	7,573	70.3%	1,900	5,042	72.6%
P2	2,117	9,918	82.4%	1,326	5,890	81.6%	791	4,028	83.6%
P3	1,296	8,561	86.9%	826	5,125	86.1%	470	3,436	88.0%
P4	980	7,370	88.3%	631	4,515	87.7%	349	2,855	89.1%
P5	887	5,245	85.5%	582	3,381	85.3%	305	1,864	85.9%
P6	552	3,750	87.2%	357	2,486	87.4%	195	1,264	86.6%
P7	471	3,172	87.1%	277	1,964	87.6%	194	1,208	86.2%
P8	396	2,614	86.8%	244	1,542	86.3%	152	1,072	87.6%
Total	11,791	53,245	81.9%	7,435	32,476	81.4%	4,356	20,769	82.7%

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

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



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

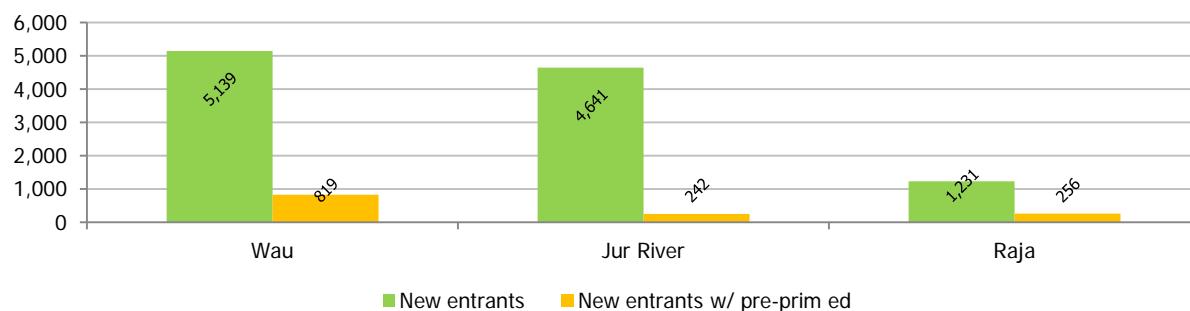


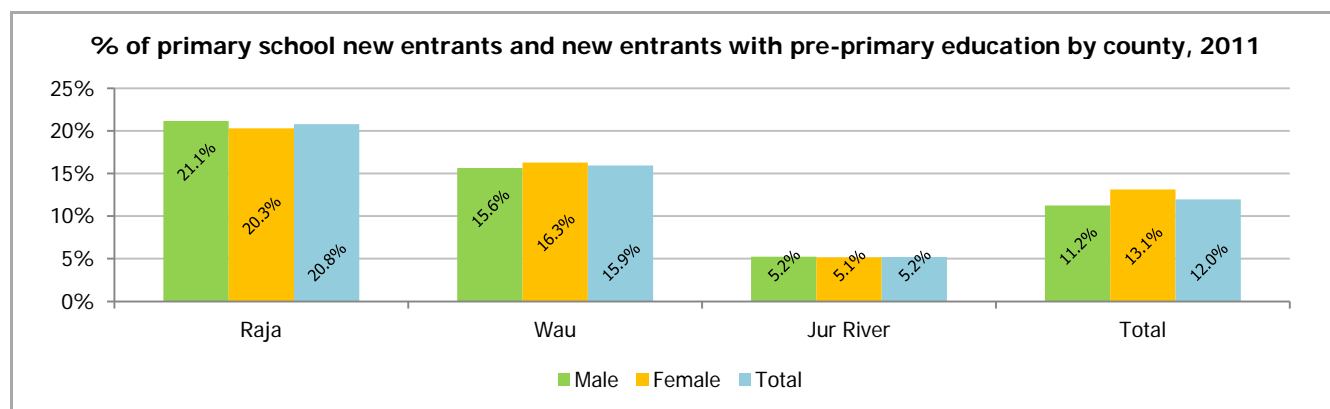
6.1.3. New entrants

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

County	Total			Male			Female		
	New entrants	New entrants w/ pre-prim ed	New entrants w/ pre-prim ed %	New entrants	New entrants w/ pre-prim ed	New entrants w/ pre-prim ed %	New entrants	New entrants w/ pre-prim ed	New entrants w/ pre-prim ed %
Jur River	4,641	242	5.2%	3,262	171	5.2%	1,379	71	5.1%
Raja	1,231	256	20.8%	719	152	21.1%	512	104	20.3%
Wau	5,139	819	15.9%	2,825	442	15.6%	2,314	377	16.3%
Total	11,011	1,317	12.0%	6,806	765	11.2%	4,205	552	13.1%

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

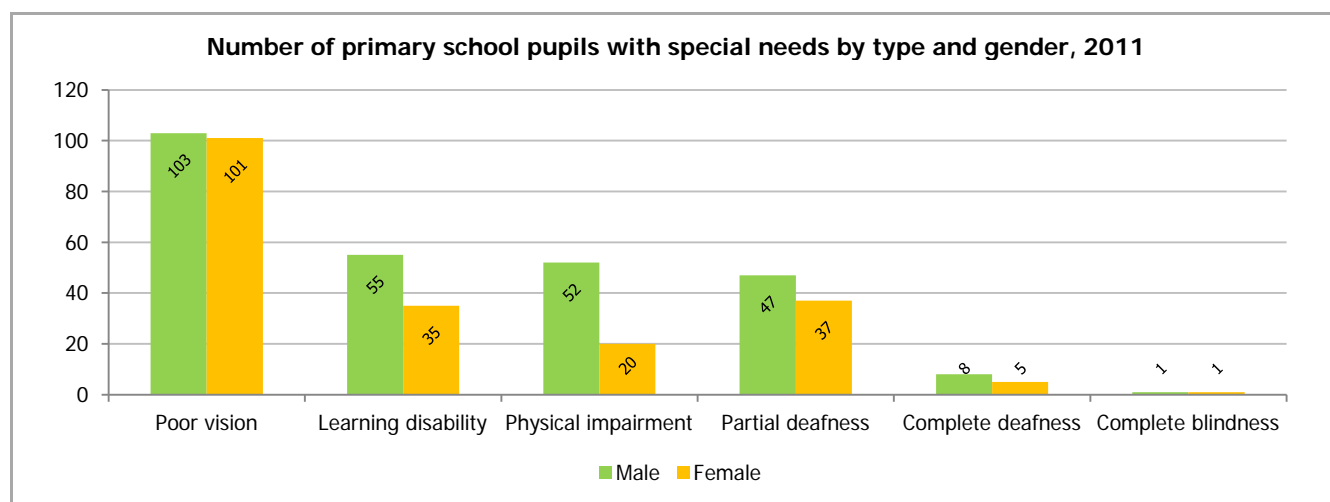
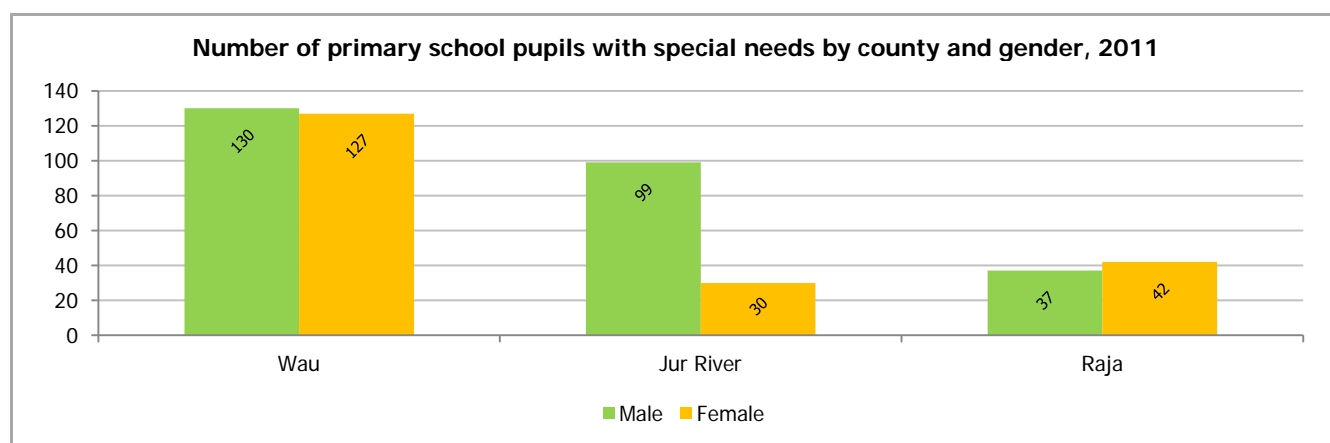




6.1.4. Pupils with special needs

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

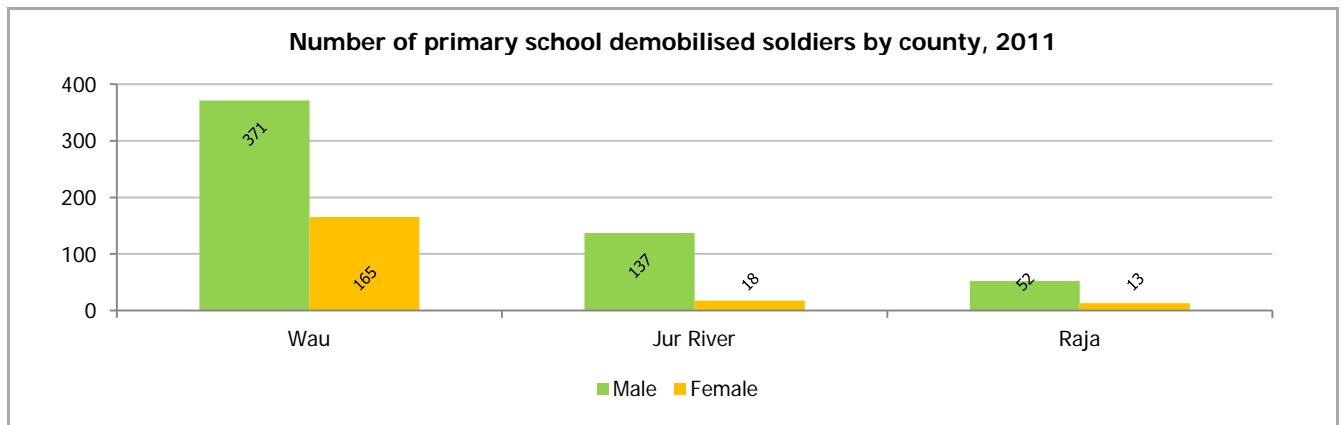
County	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
Jur River	24,144	129	0.5%	17,376	99	0.6%	6,768	30	0.4%
Raja	8,089	79	1.0%	4,626	37	0.8%	3,463	42	1.2%
Wau	32,803	257	0.8%	17,909	130	0.7%	14,894	127	0.8%
Total	65,036	465	0.7%	39,911	266	0.7%	25,125	199	0.8%



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

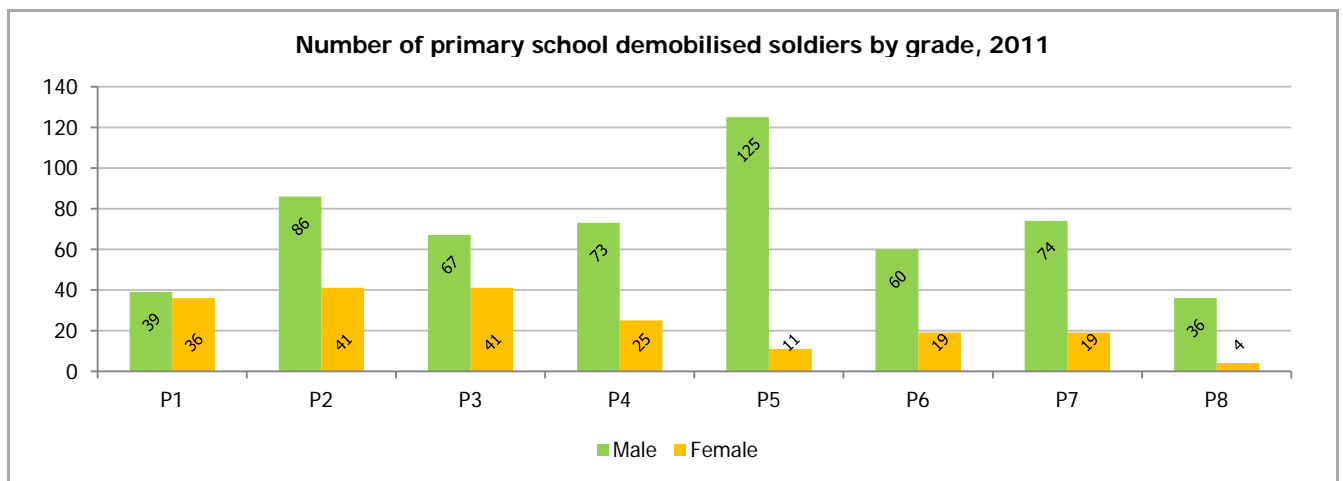
Number and % of primary school demobilised soldiers by county and gender, 2011

County	Total			Male			Female		
	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %
Jur River	24,144	155	0.6%	17,376	137	0.8%	6,768	18	0.3%
Raja	8,089	65	0.8%	4,626	52	1.1%	3,463	13	0.4%
Wau	32,803	536	1.6%	17,909	371	2.0%	14,894	165	1.1%
Total	65,036	756	1.1%	39,911	560	1.4%	25,125	196	0.8%



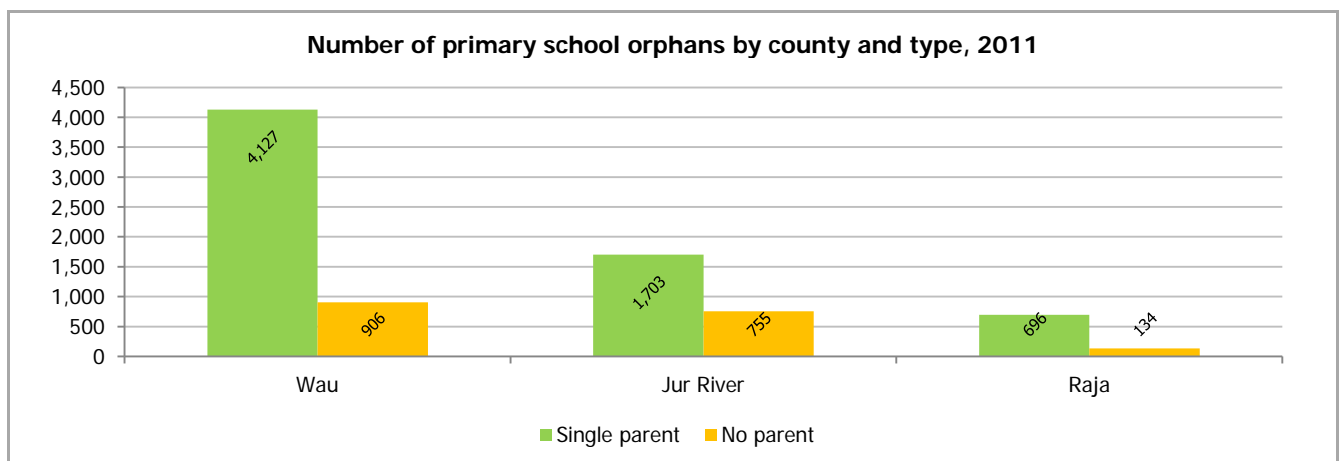
Number and % of primary school demobilised soldiers by grade and gender, 2011

Grade	Total			Male			Female		
	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %
P1	17,707	75	0.4%	10,765	39	0.4%	6,942	36	0.5%
P2	12,035	127	1.0%	7,216	86	1.2%	4,819	41	0.8%
P3	9,857	108	1.1%	5,951	67	1.1%	3,906	41	1.0%
P4	8,350	98	1.2%	5,146	73	1.4%	3,204	25	0.8%
P5	6,132	136	2.2%	3,963	125	3.1%	2,169	11	0.5%
P6	4,302	79	1.8%	2,843	60	2.1%	1,459	19	1.3%
P7	3,643	93	2.5%	2,241	74	3.2%	1,402	19	1.3%
P8	3,010	40	1.3%	1,786	36	2.0%	1,224	4	0.3%
Total	65,036	756	1.1%	39,911	560	1.4%	25,125	196	0.8%

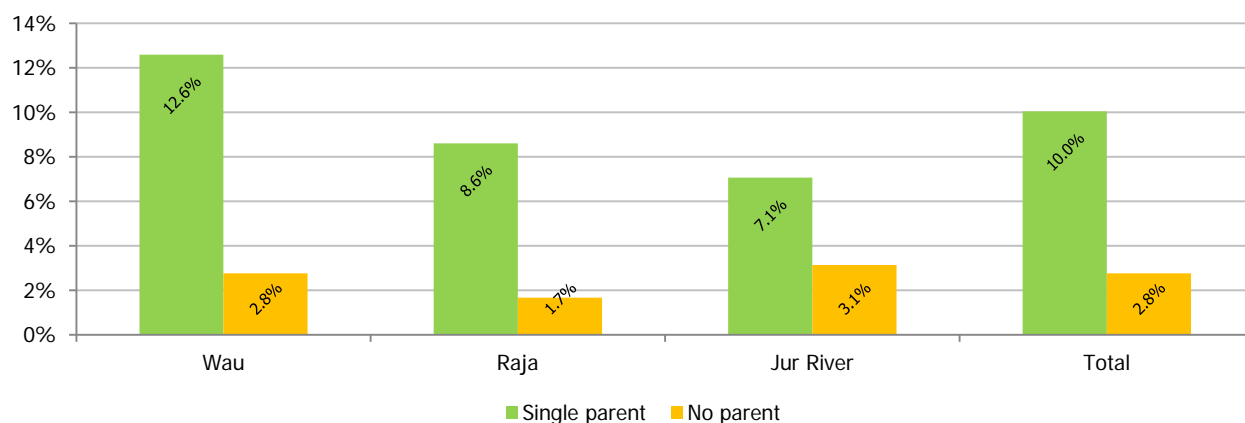


Number and % of primary school orphans by county and type, 2011

County	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
Jur River	24,144	2,458	10.2%	1,703	7.1%	755	3.1%
Raja	8,089	830	10.3%	696	8.6%	134	1.7%
Wau	32,803	5,033	15.3%	4,127	12.6%	906	2.8%
Total	65,036	8,321	12.8%	6,526	10.0%	1,795	2.8%



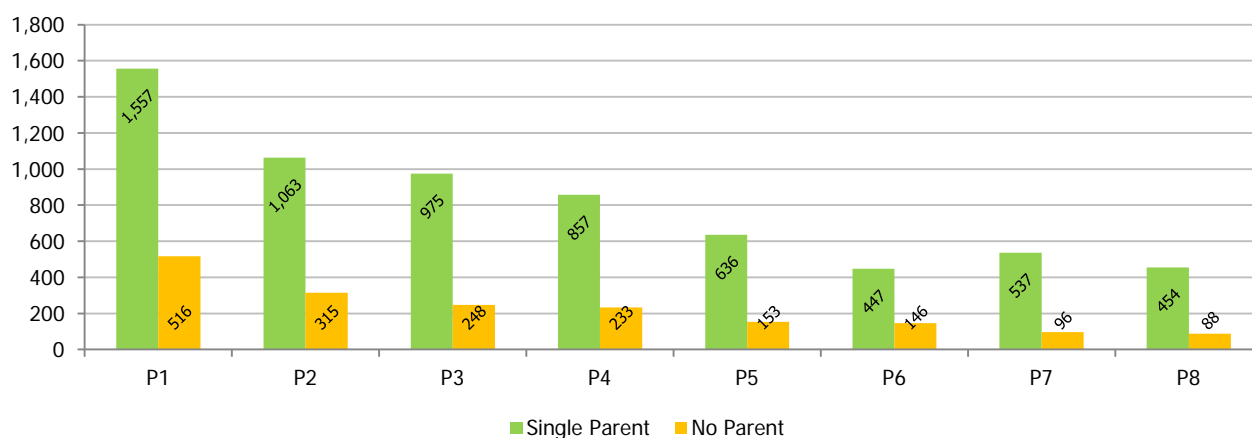
% of primary school orphans by county and type, 2011



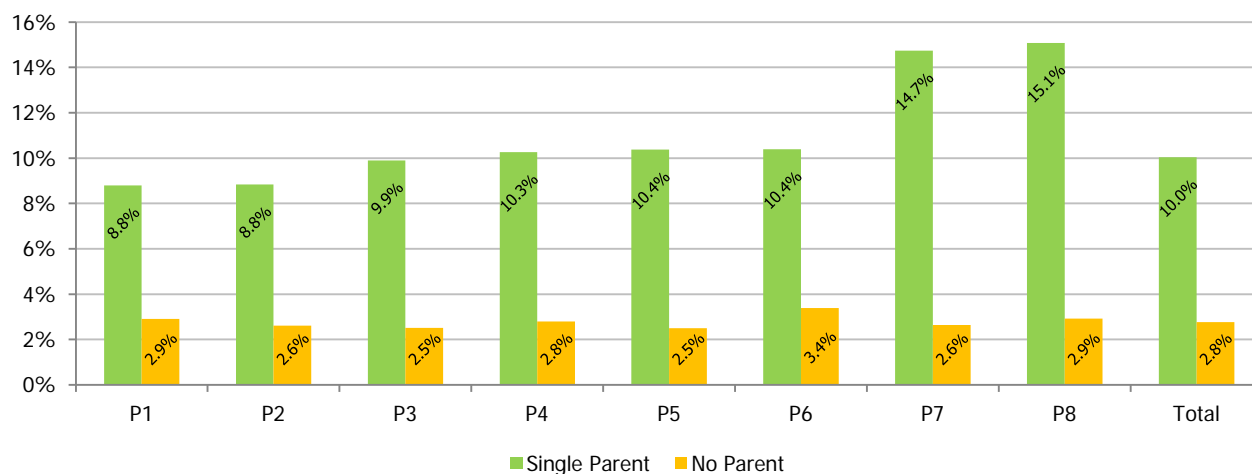
Number and % of primary school orphans by grade and type, 2011

County	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
P1	17,707	2,073	11.7%	1,557	8.8%	516	2.9%
P2	12,035	1,378	11.4%	1,063	8.8%	315	2.6%
P3	9,857	1,223	12.4%	975	9.9%	248	2.5%
P4	8,350	1,090	13.1%	857	10.3%	233	2.8%
P5	6,132	789	12.9%	636	10.4%	153	2.5%
P6	4,302	593	13.8%	447	10.4%	146	3.4%
P7	3,643	633	17.4%	537	14.7%	96	2.6%
P8	3,010	542	18.0%	454	15.1%	88	2.9%
Total	65,036	8,321	12.8%	6,526	10.0%	1,795	2.8%

Number of primary school orphans by grade and type, 2011



% of primary school orphans by grade and type, 2011



6.2. Resources

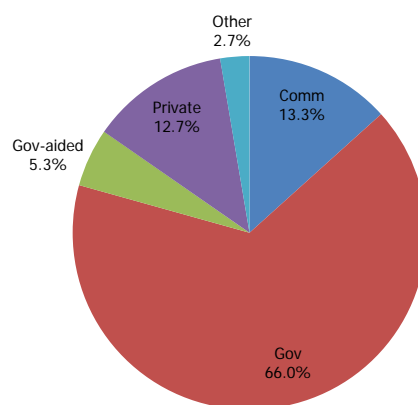
6.2.1. Schools

Number of primary schools by ownership, 2011

Ownership type	Schools
Community	20
Government	99
Government-aided	8
Private	19
Other	4
Total	150

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

% of primary schools by ownership type, 2011

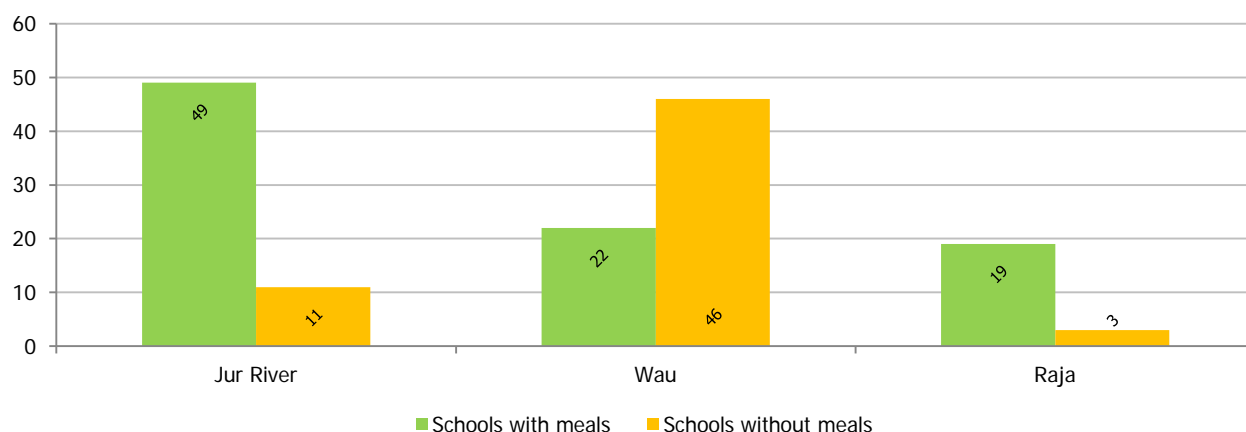


No. and % of prim. schools with meals by county, 2011

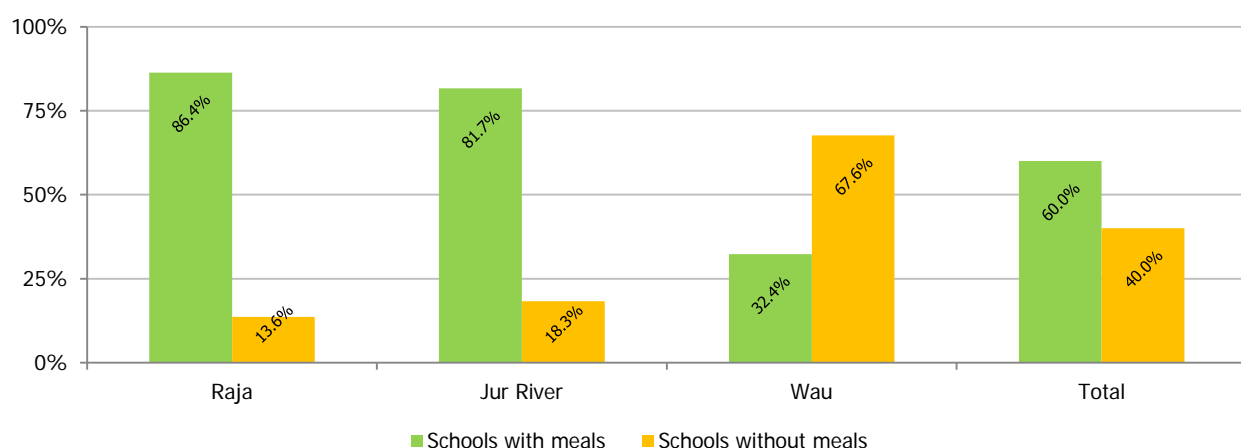
County	Schools	Schools w/ meals		Schools w/out meals	
		Count	% total	Count	% total
Jur River	60	49	81.7%	11	96.4%
Raja	22	19	86.4%	3	97.6%
Wau	68	22	32.4%	46	97.9%
Total	150	90	60.0%	60	40.0%

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

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



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

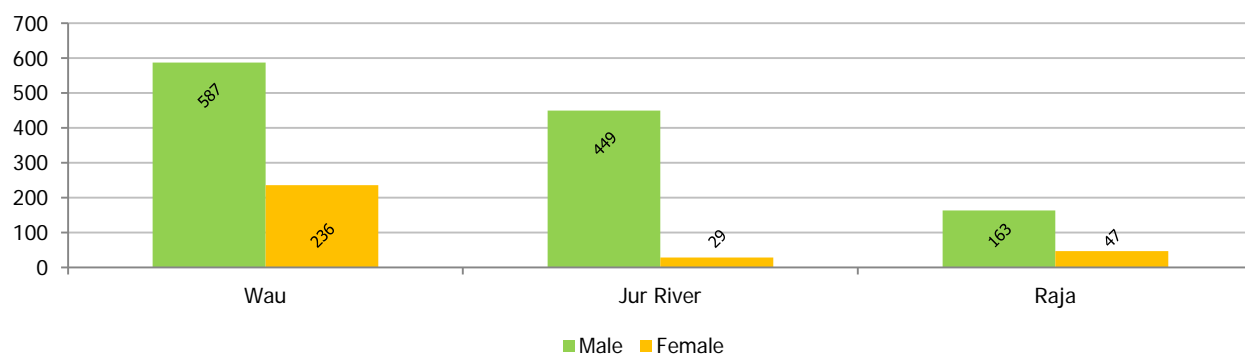


6.2.2. Teachers

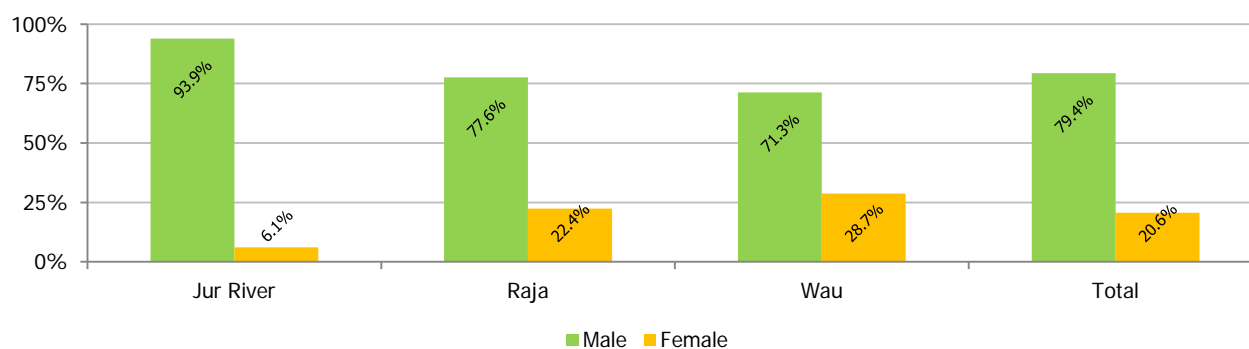
Number and % of primary school teachers by county and gender, 2011

County	Total	Male		Female	
		Count	% total	Count	% total
Jur River	478	449	93.9%	29	6.1%
Raja	210	163	77.6%	47	22.4%
Wau	823	587	71.3%	236	28.7%
Total	1,511	1,199	79.4%	312	20.6%

Number of primary schools teachers by county and gender, 2011



% of primary schools teachers by county and gender, 2011



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

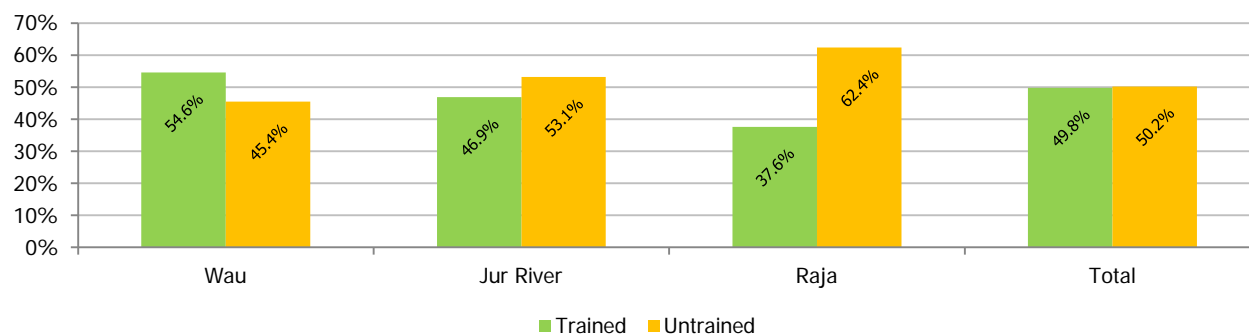
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Jur River	478	224	46.9%	161	33.7%	93	19.5%
Raja	210	79	37.6%	37	17.6%	94	44.8%
Wau	823	449	54.6%	123	14.9%	251	30.5%
Total	1,511	752	49.8%	321	21.2%	438	29.0%

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

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



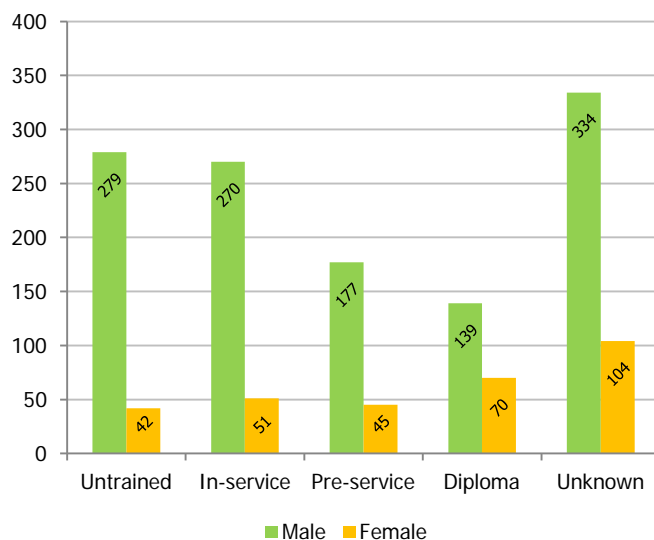
% of primary school teachers by professional qualification and county, 2011



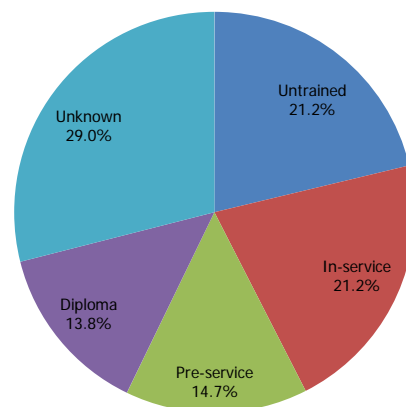
Number and % of primary school teachers by county and qualification type, 2011

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Jur River	478	161	33.7%	157	32.8%	53	11.1%	14	2.9%	93	19.5%
Raja	210	37	17.6%	30	14.3%	26	12.4%	23	11.0%	94	44.8%
Wau	823	123	14.9%	134	16.3%	143	17.4%	172	20.9%	251	30.5%
Total	1,511	321	21.2%	321	21.2%	222	14.7%	209	13.8%	438	29.0%

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



% of primary school teachers by professional qualification, 2011

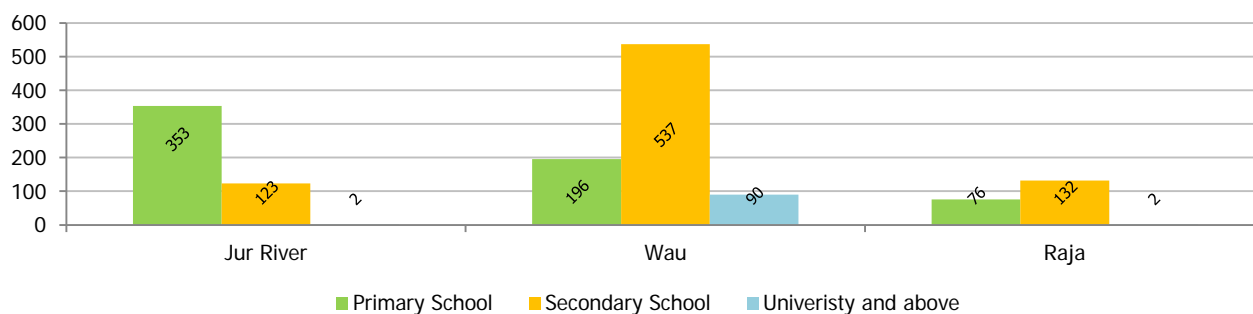


Number and % of primary school teachers by academic qualification and county, 2011

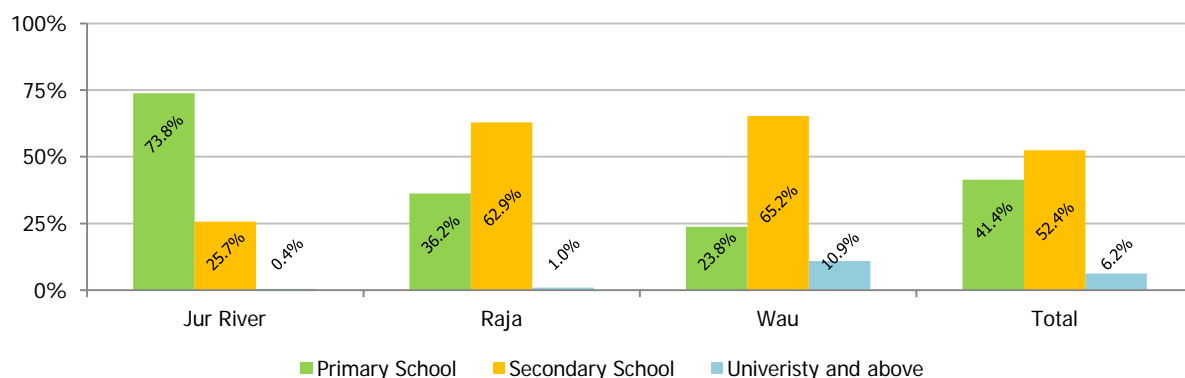
County	Total	Primary School		Secondary School		University and above	
		Count	% total	Count	% total	Count	% total
Jur River	478	353	73.8%	123	25.7%	2	0.4%
Raja	210	76	36.2%	132	62.9%	2	1.0%
Wau	823	196	23.8%	537	65.2%	90	10.9%
Total	1,511	625	41.4%	792	52.4%	94	6.2%

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



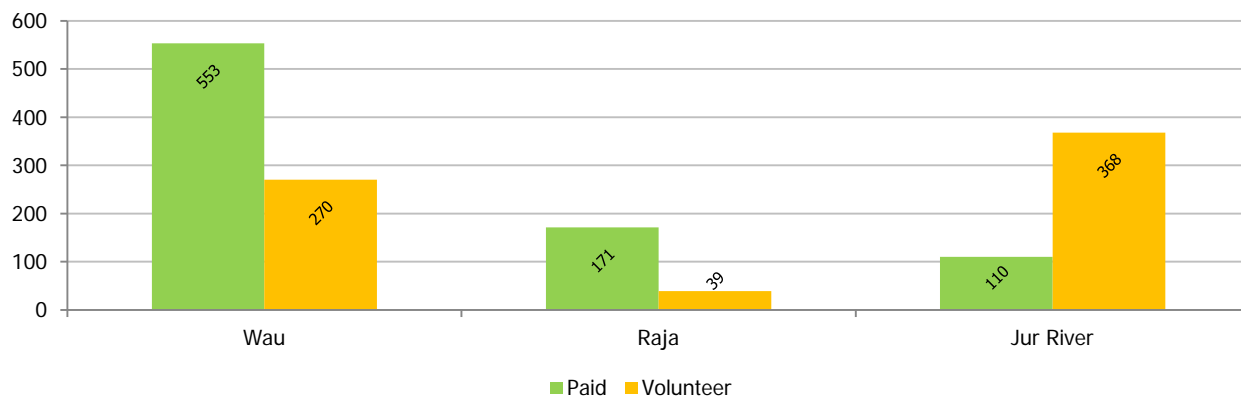
% of primary school teachers by academic qualification and county, 2011



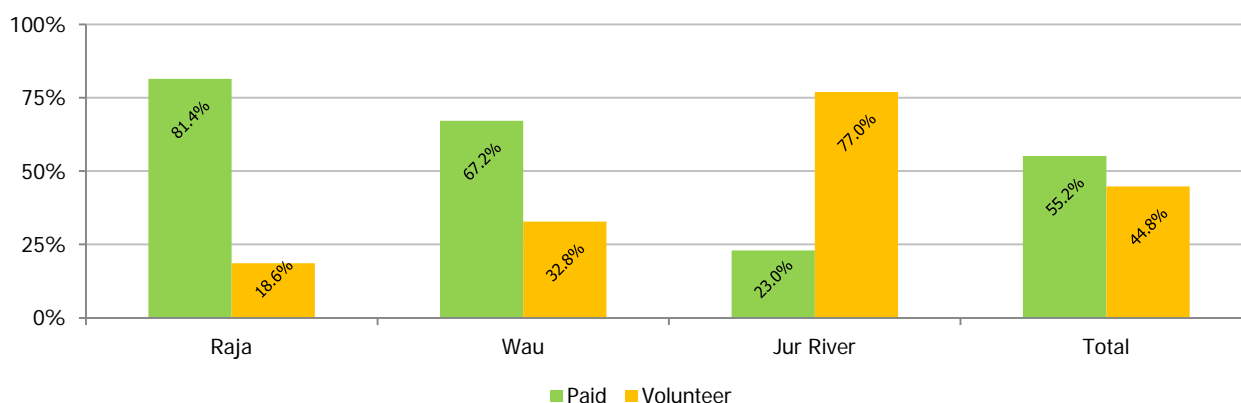
Number and % of primary school teachers by employment status and county, 2011

County	Total	Paid		Volunteer	
		Count	% total	Count	% total
Jur River	478	110	23.0%	368	77.0%
Raja	210	171	81.4%	39	18.6%
Wau	823	553	67.2%	270	32.8%
Total	1,511	834	55.2%	677	44.8%

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



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

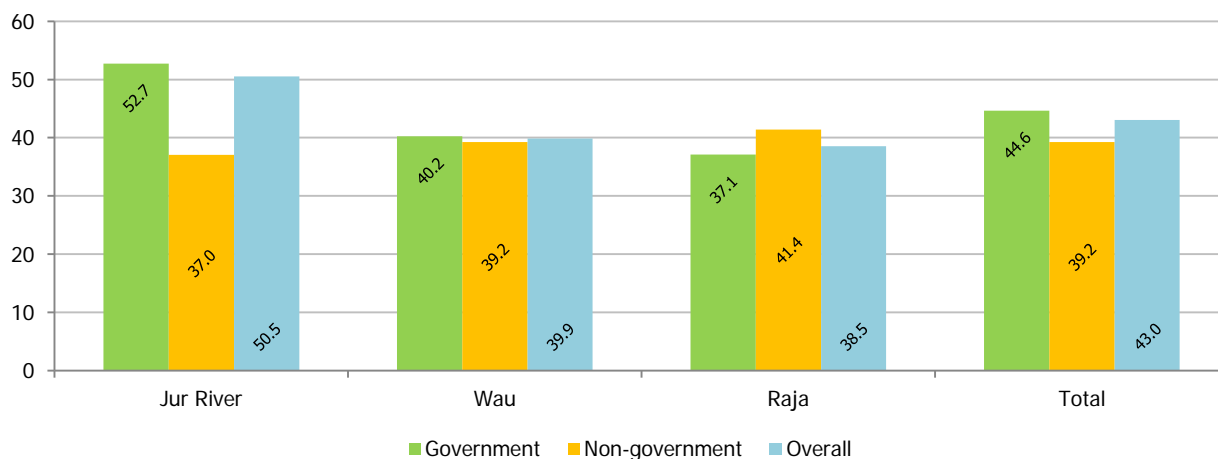


Primary school pupil-teacher ratio (PTR) by county and ownership, 2011

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Jur River	24,144	478	50.5	21,625	410	52.7	2,519	68	37.0
Raja	8,089	210	38.5	5,232	141	37.1	2,857	69	41.4
Wau	32,803	823	39.9	20,641	513	40.2	12,162	310	39.2
Total	65,036	1,511	43.0	47,498	1,064	44.6	17,538	447	39.2

* "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

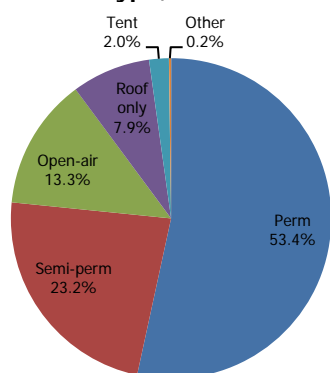


6.2.3. Classrooms

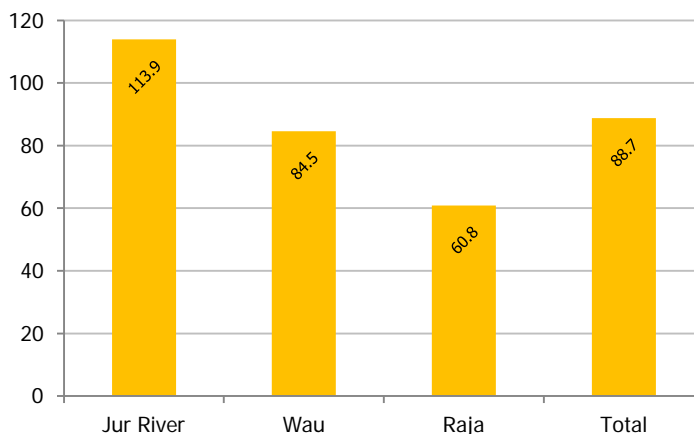
Number of primary school classrooms and pupil-classroom ratio (PCR) by county and type, 2011

County	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
Jur River	374	113	99	110	51	1	-	113.9
Raja	146	87	46	5	6	-	2	60.8
Wau	437	311	77	12	19	18	-	84.5
Total	957	511	222	127	76	19	2	88.7

% of primary school classrooms by type, 2011



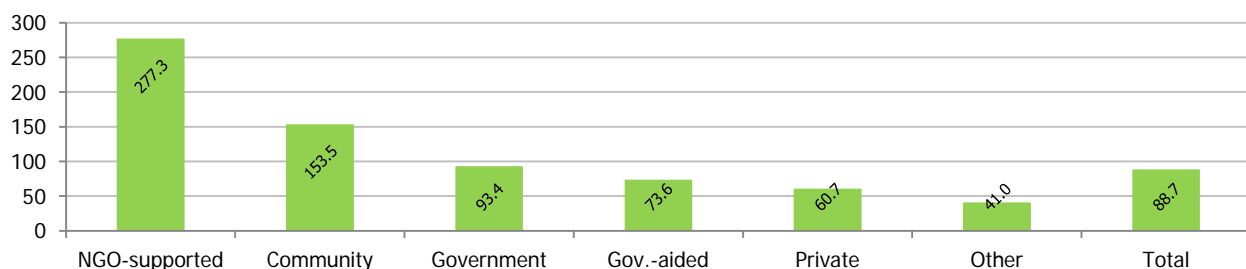
Primary school pupil-classroom ratio (PCR) by county, 2011



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	86	23	22	27	14	-	-	153.5
Gov.-aided	47	28	6	8	4	1	-	73.6
Government	637	312	170	90	50	13	2	93.4
NGO-supported	8	3	-	2	3	-	-	277.3
Private	155	125	21	-	4	5	-	60.7
Other	24	20	3	-	1	-	-	41.0
Total	957	511	222	127	76	19	2	88.7

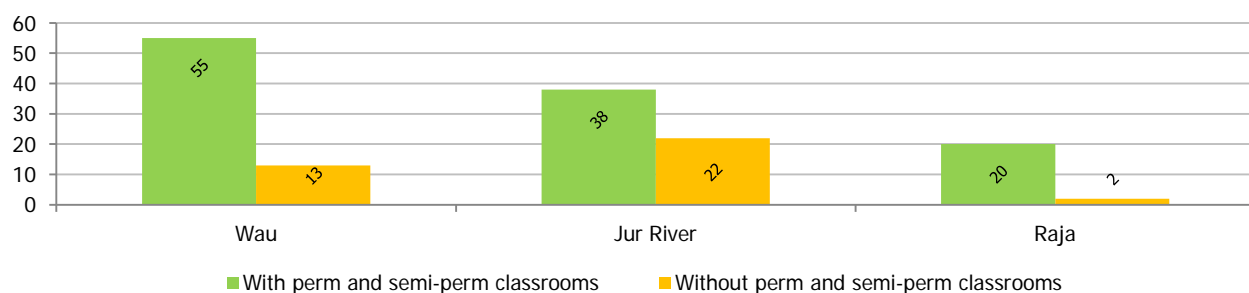
Primary school pupil-classroom ratio (PCR) by ownership, 2011

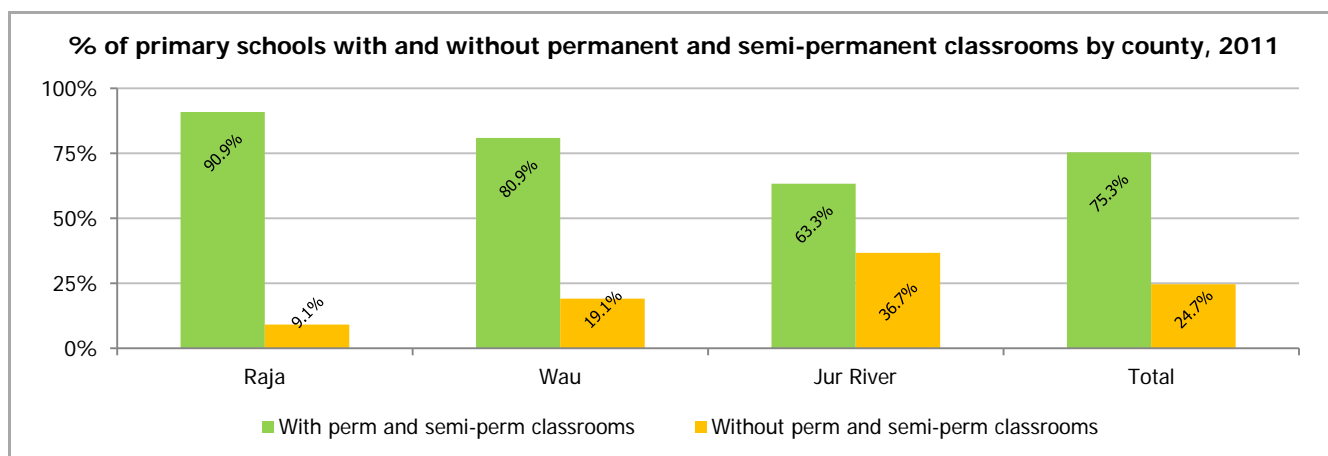


Number and % of primary schools with permanent and semi-permanent classrooms, 2011

County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Jur River	60	38	63.3%	22	36.7%
Raja	22	20	90.9%	2	9.1%
Wau	68	55	80.9%	13	19.1%
Total	150	113	75.3%	37	24.7%

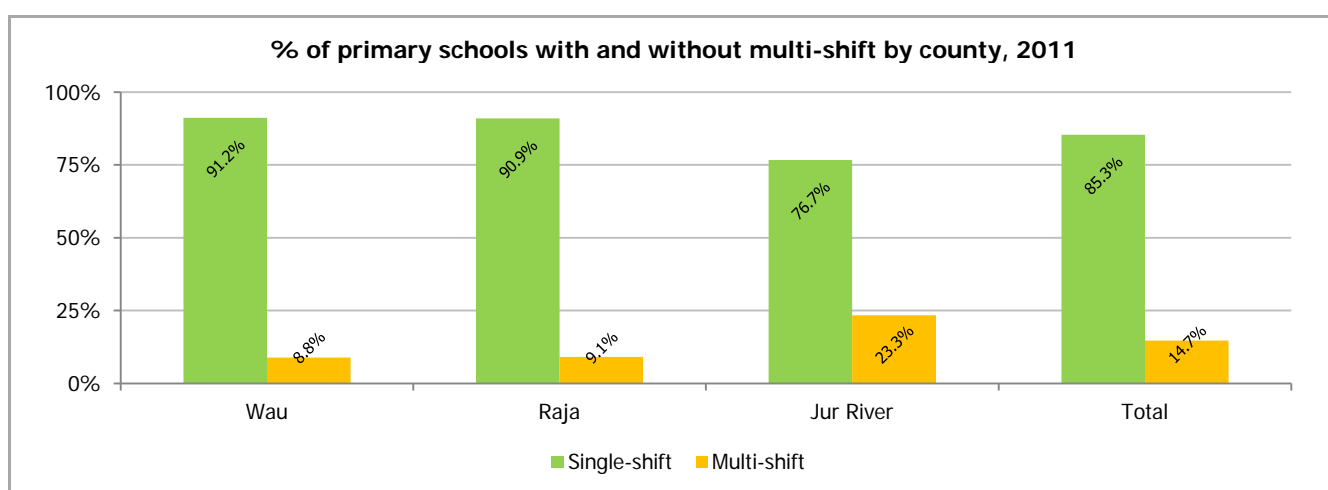
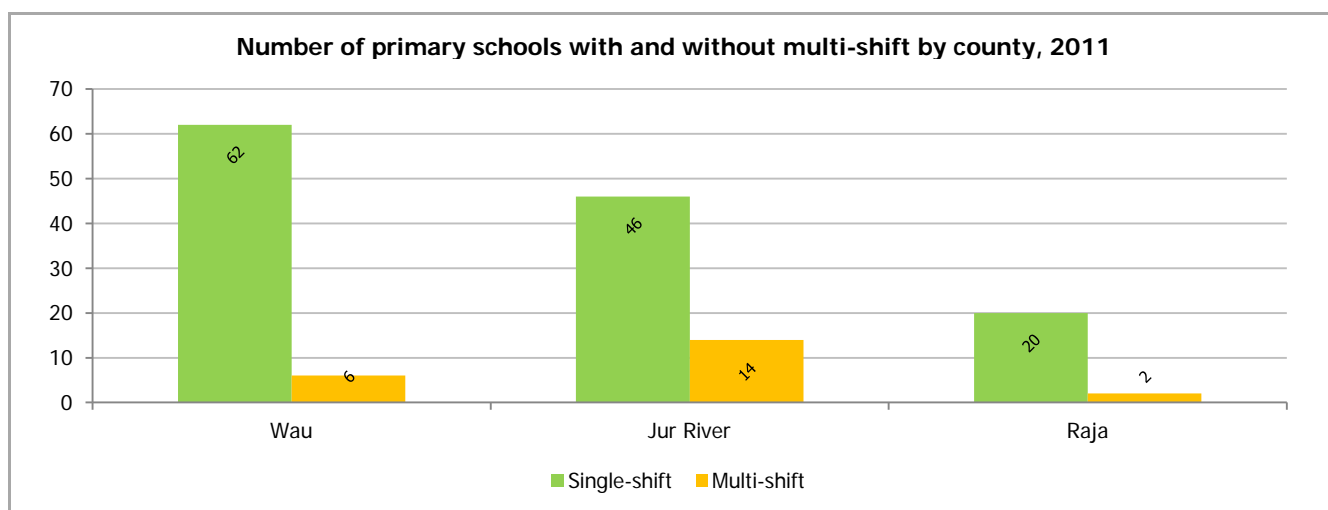
Number of primary schools with and without perm. and semi-perm. classrooms by county, 2011





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

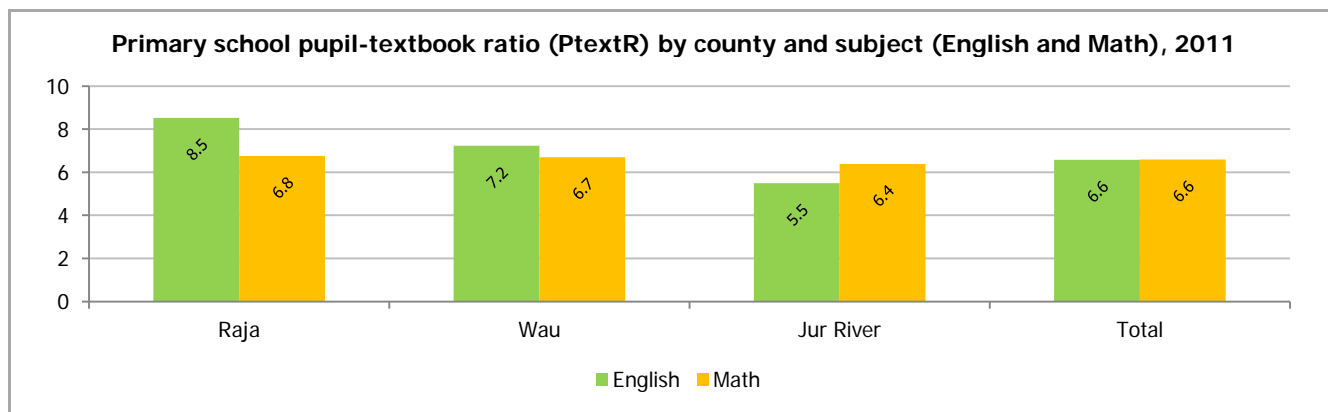
County	Total	Single-shift		Multi-shift	
		Count	% total	Count	% total
Jur River	60	46	76.7%	14	23.3%
Raja	22	20	90.9%	2	9.1%
Wau	68	62	91.2%	6	8.8%
Total	150	128	85.3%	22	14.7%



6.2.4. Curriculum and instruction

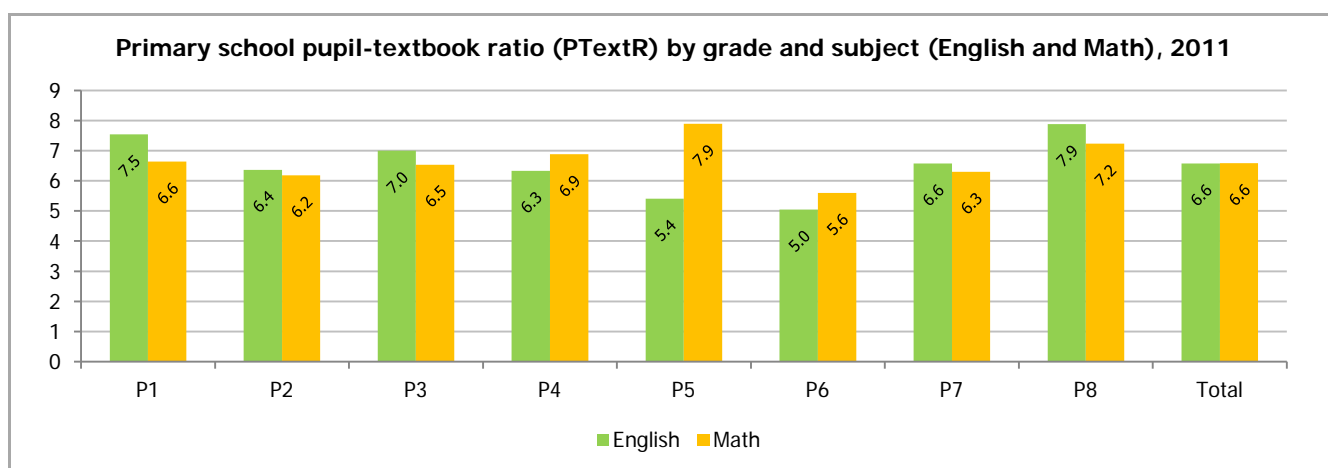
Primary school pupil-textbook ratio (PTextR) by county and subject (English and Math), 2011

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Jur River	24,144	4,401	5.5	3,783	6.4
Raja	8,089	949	8.5	1,198	6.8
Wau	32,803	4,541	7.2	4,895	6.7
Total	65,036	9,891	6.6	9,876	6.6



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	17,707	2,349	7.5	2,669	6.6
P2	12,035	1,892	6.4	1,946	6.2
P3	9,857	1,409	7.0	1,508	6.5
P4	8,350	1,318	6.3	1,214	6.9
P5	6,132	1,135	5.4	777	7.9
P6	4,302	852	5.0	768	5.6
P7	3,643	554	6.6	578	6.3
P8	3,010	382	7.9	416	7.2
Total	65,036	9,891	6.6	9,876	6.6

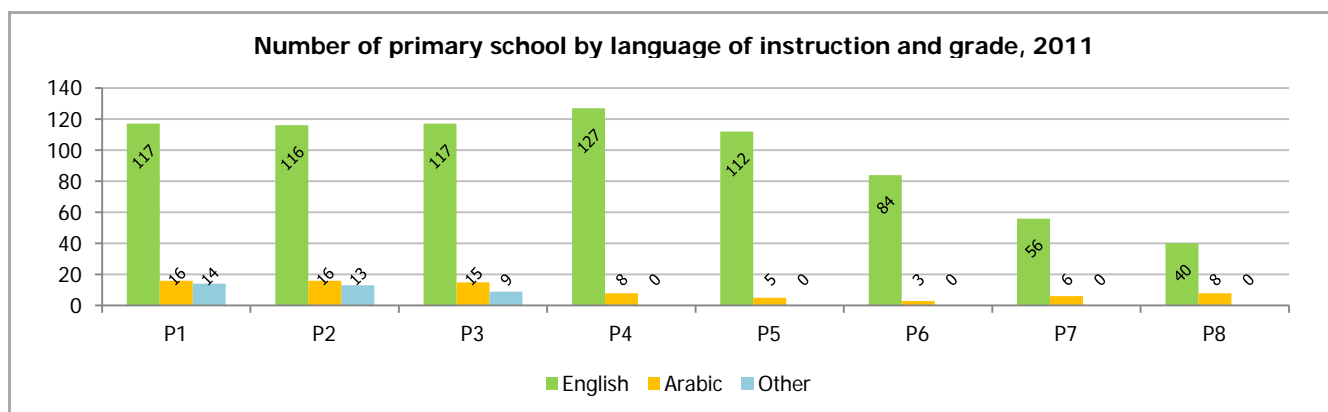


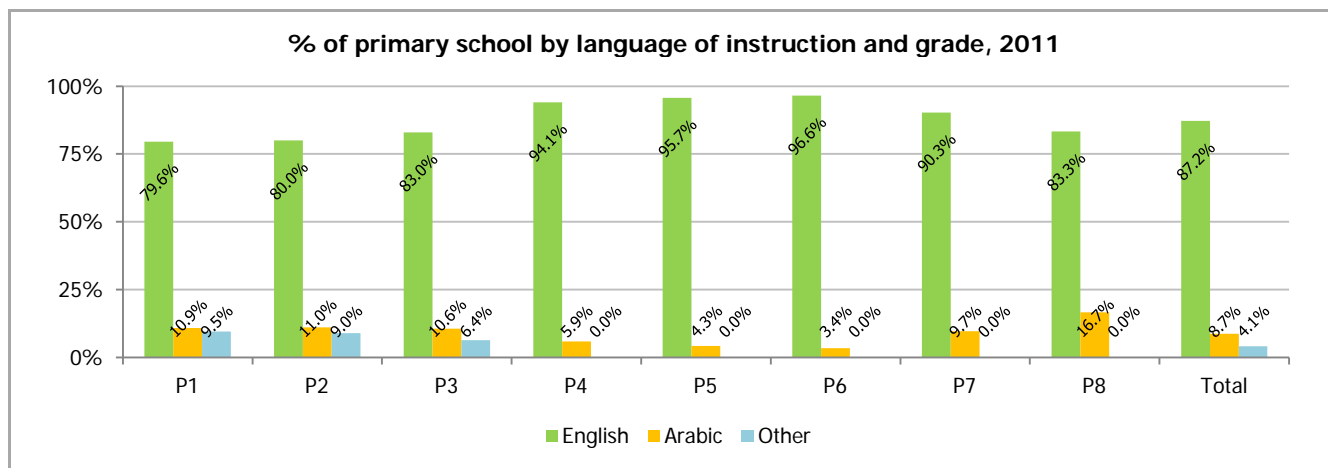
Number of primary schools by language of instruction and grade, 2011

Language	P1	P2	P3	P4	P5	P6	P7	P8
English	117	116	117	127	112	84	56	40
	79.6%	80.0%	83.0%	94.1%	95.7%	96.6%	90.3%	83.3%
Arabic	16	16	15	8	5	3	6	8
	10.9%	11.0%	10.6%	5.9%	4.3%	3.4%	9.7%	16.7%
Other	14	13	9	-	-	-	-	-
	9.5%	9.0%	6.4%	-	-	-	-	-
Total	147	145	141	135	117	87	62	48

* 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.



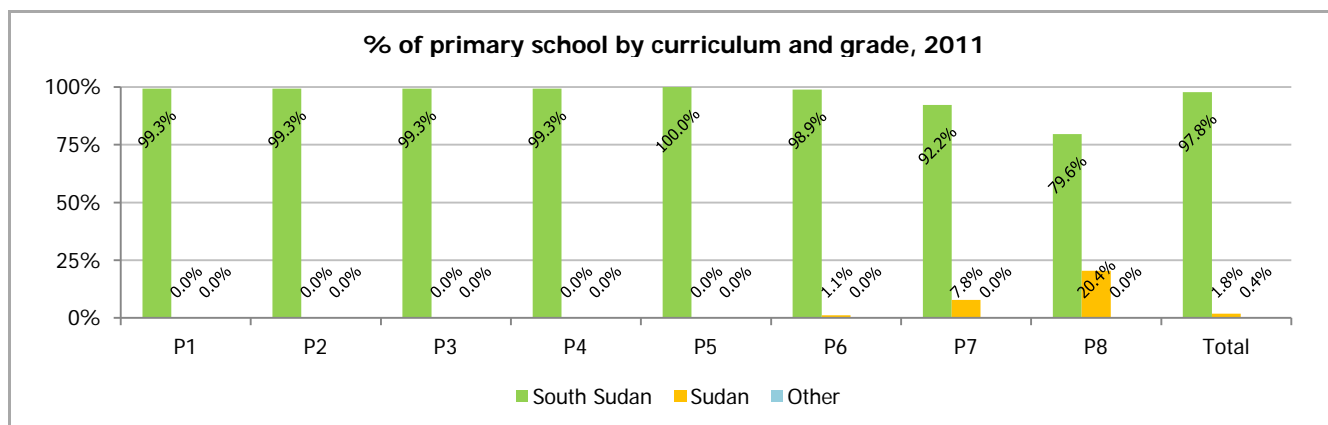
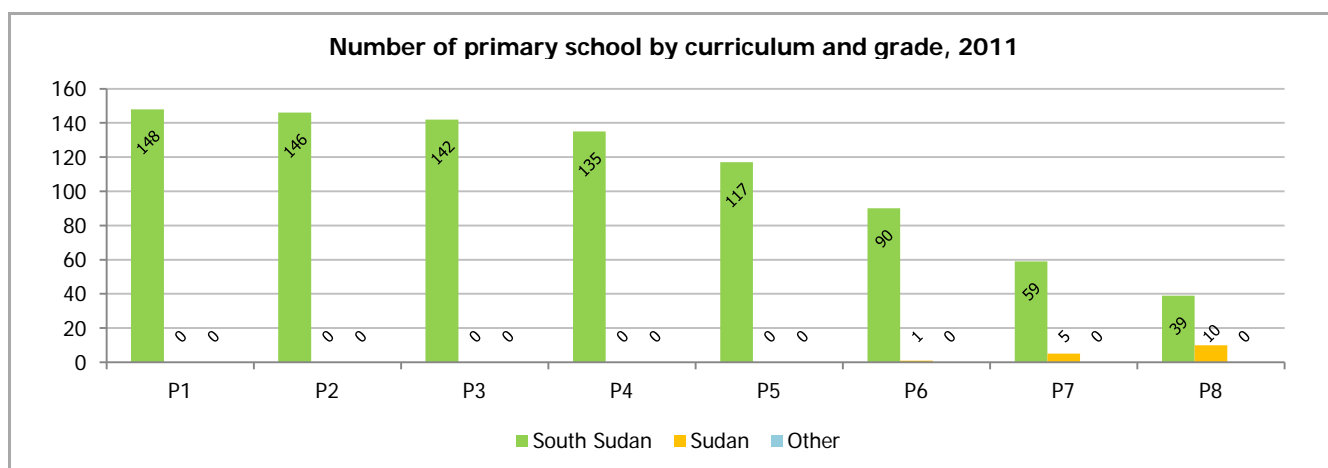


Number and % of primary school by curriculum and grade, 2011

Curriculum	P1	P2	P3	P4	P5	P6	P7	P8
South Sudan	148	146	142	135	117	90	59	39
	99.3%	99.3%	99.3%	99.3%	100.0%	98.9%	92.2%	79.6%
Sudan	-	-	-	-	-	1	5	10
	-	-	-	-	-	1.1%	7.8%	20.4%
Other	1	1	1	1	-	-	-	-
	0.7%	0.7%	0.7%	0.7%	-	-	-	-
Total	149	147	143	136	117	91	64	49

* 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.

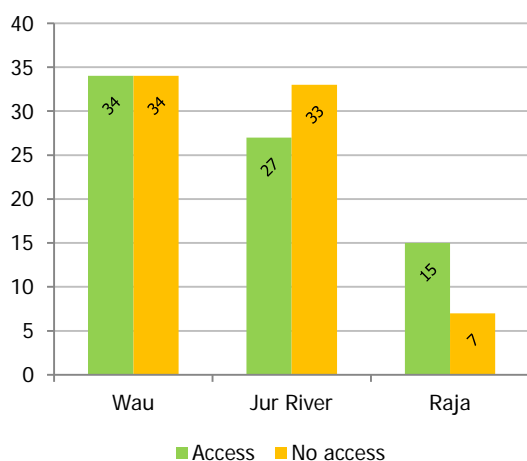


6.2.5. Facilities

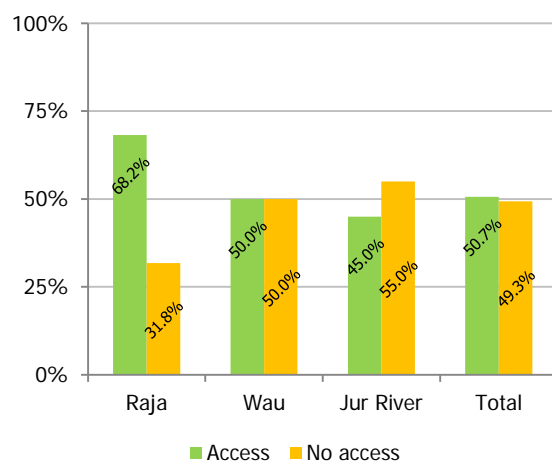
Number and % of primary schools with and without access to drinking water by county, 2011

County	Schools	Access		No access	
		Count	% total	Count	% total
Jur River	60	27	45.0%	33	55.0%
Raja	22	15	68.2%	7	31.8%
Wau	68	34	50.0%	34	50.0%
Total	150	76	50.7%	74	49.3%

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



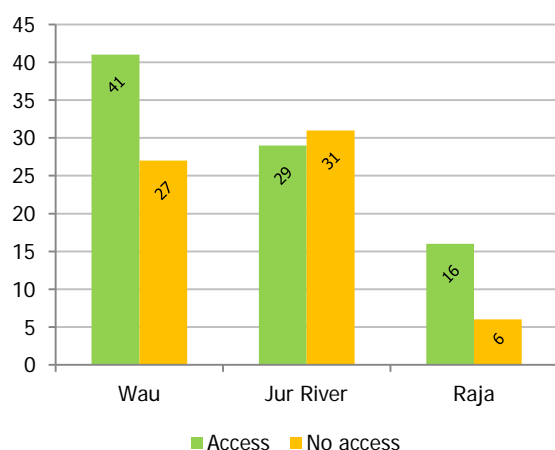
% of primary schools with access to drinking water by county, 2011



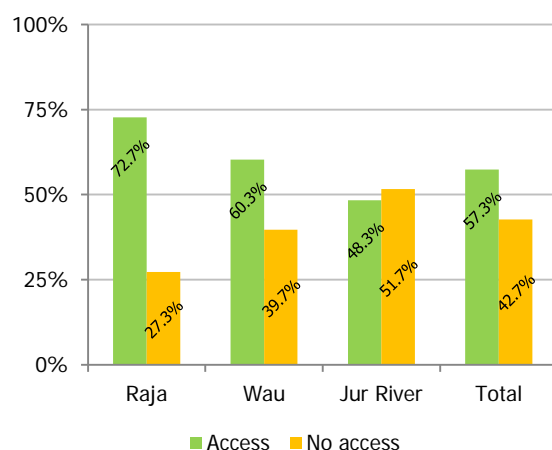
Number and % of primary schools with and without access to latrine by county, 2011

County	Schools	Access		No access	
		Count	% total	Count	% total
Jur River	60	29	48.3%	31	51.7%
Raja	22	16	72.7%	6	27.3%
Wau	68	41	60.3%	27	39.7%
Total	150	86	57.3%	64	42.7%

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



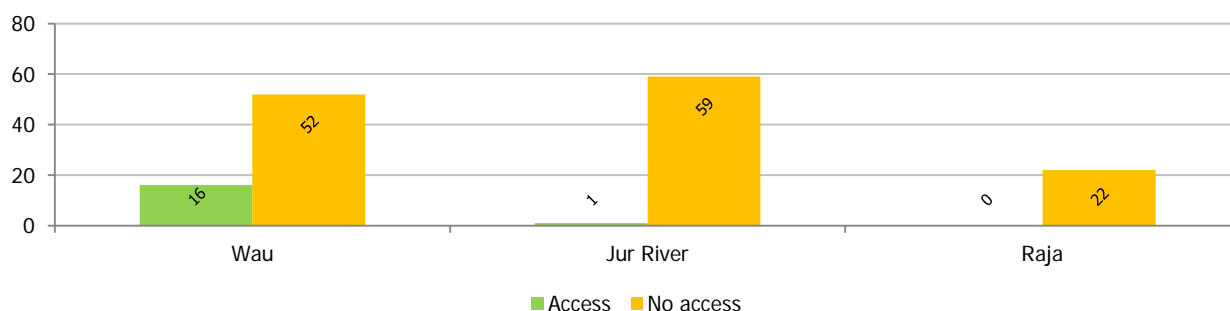
% of primary schools with access to latrine by county, 2011

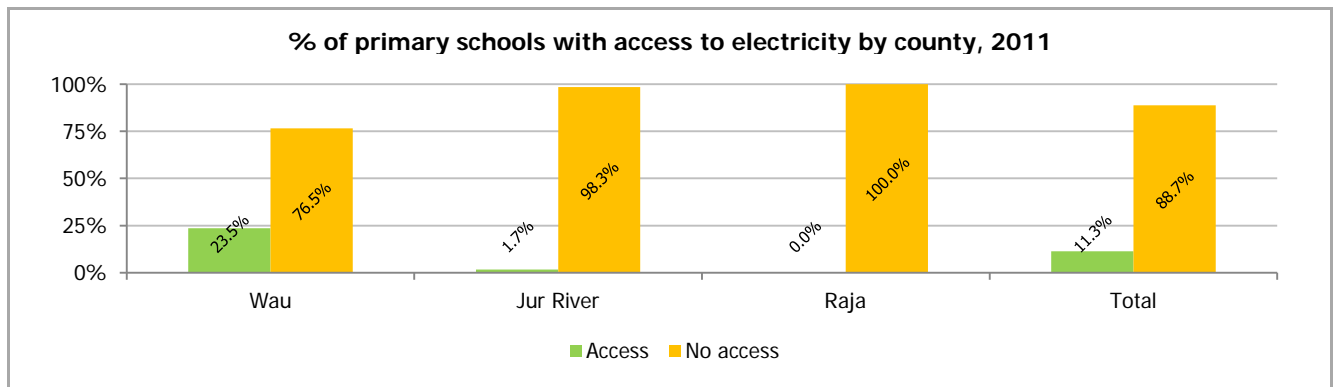


Number and % of primary schools with and without access to electricity by county, 2011

County	Schools	Access		No access	
		Count	% total	Count	% total
Jur River	60	1	1.7%	59	98.3%
Raja	22	-	-	22	100.0%
Wau	68	16	23.5%	52	76.5%
Total	150	17	11.3%	133	88.7%

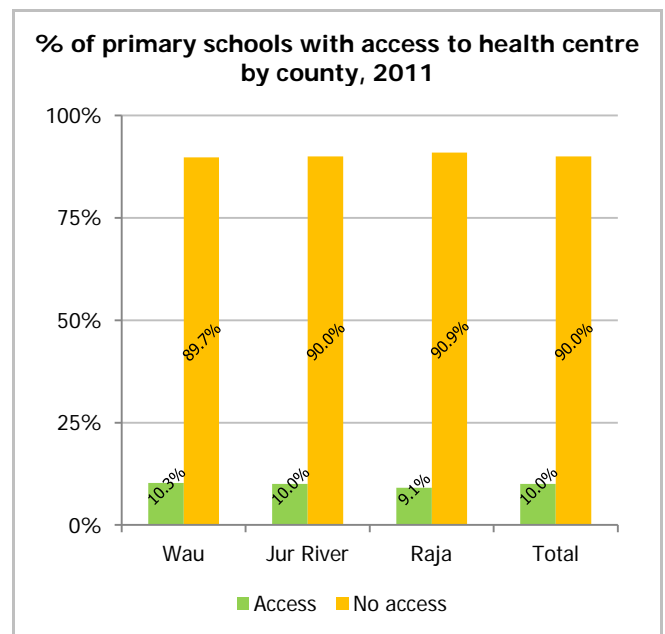
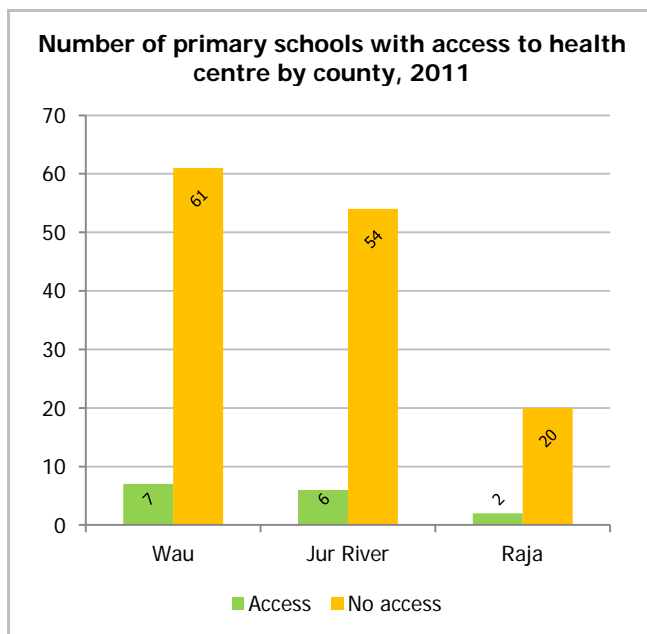
Number of primary schools with access to electricity by county, 2011





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

County	Schools	Access		No access	
		Count	% total	Count	% total
Jur River	60	6	10.0%	54	90.0%
Raja	22	2	9.1%	20	90.9%
Wau	68	7	10.3%	61	89.7%
Total	150	15	10.0%	135	90.0%



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
Jur River	84.9%	105.5%	110.9%	95.5%	97.9%	98.8%	52.9%
Raja	68.5%	68.1%	61.4%	73.0%	65.1%	78.1%	63.8%
Wau	59.9%	68.4%	66.2%	59.5%	55.9%	63.0%	81.1%
Average	69.1%	79.3%	77.3%	71.1%	67.4%	71.3%	74.6%

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

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

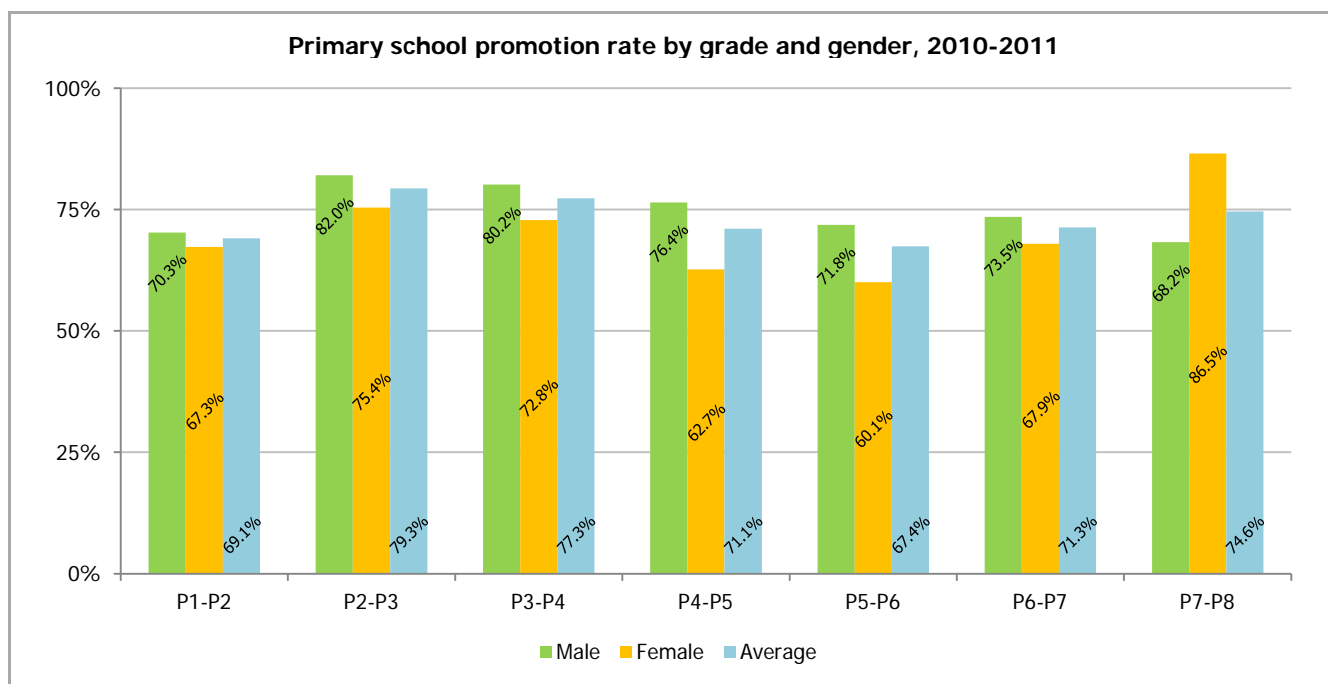
County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Jur River	86.0%	113.5%	111.3%	97.3%	100.9%	100.2%	47.8%
Raja	71.3%	63.1%	58.3%	78.2%	63.2%	69.8%	60.8%
Wau	58.7%	66.4%	67.8%	63.0%	59.2%	65.6%	75.4%
Average	70.3%	82.0%	80.2%	76.4%	71.8%	73.5%	68.2%

* 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
Jur River	82.6%	88.2%	109.7%	89.7%	88.8%	93.6%	94.1%
Raja	64.8%	75.4%	66.3%	66.0%	68.6%	91.1%	69.5%
Wau	61.4%	70.8%	64.2%	55.2%	51.4%	59.8%	90.0%
Average	67.3%	75.4%	72.8%	62.7%	60.1%	67.9%	86.5%

* 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

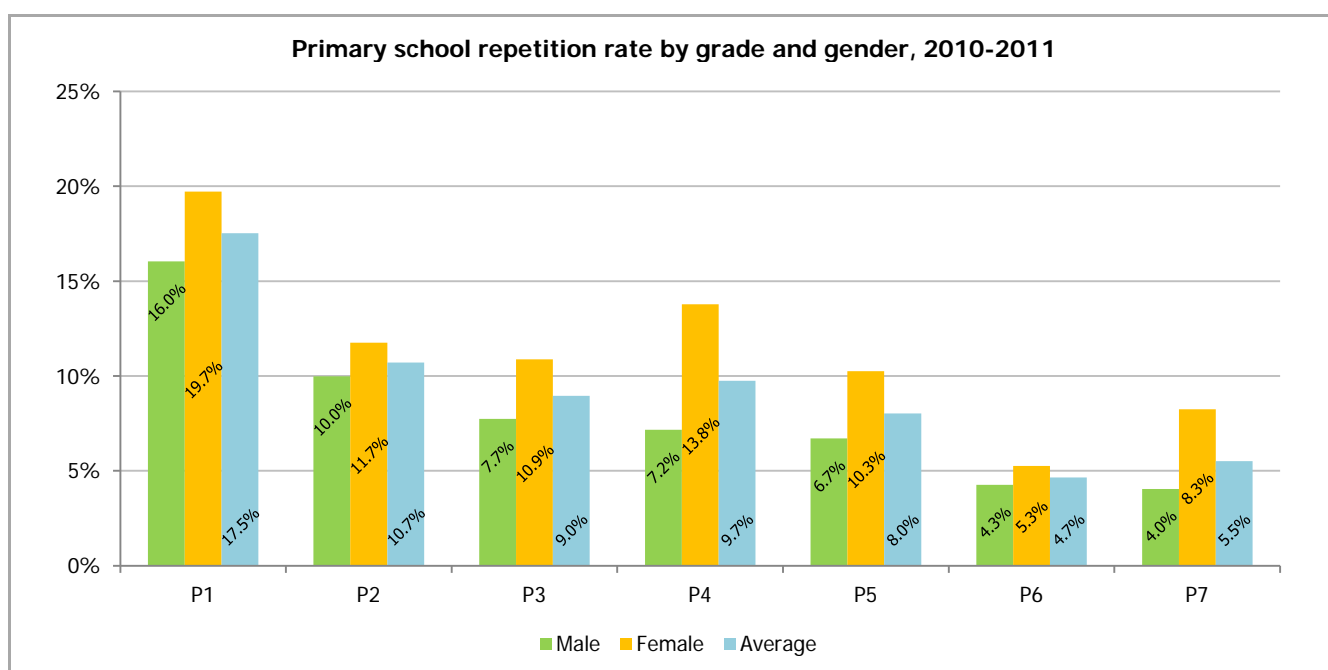
County	P1	P2	P3	P4	P5	P6	P7	P8
Jur River	26.6%	10.9%	7.3%	7.4%	6.1%	4.7%	6.1%	7.5%
Raja	25.5%	10.8%	8.2%	11.9%	9.3%	2.3%	4.7%	2.6%
Wau	10.6%	10.6%	9.9%	10.3%	8.4%	5.3%	5.6%	5.3%
Average	17.5%	10.7%	9.0%	9.7%	8.0%	4.7%	5.5%	4.8%

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

County	P1	P2	P3	P4	P5	P6	P7	P8
Jur River	24.1%	10.2%	6.0%	6.5%	6.0%	4.3%	4.6%	7.9%
Raja	20.8%	8.8%	6.8%	8.0%	8.2%	1.6%	3.9%	2.2%
Wau	9.2%	10.2%	9.1%	7.4%	6.6%	5.0%	3.9%	4.1%
Average	16.0%	10.0%	7.7%	7.2%	6.7%	4.3%	4.0%	4.0%

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

County	P1	P2	P3	P4	P5	P6	P7	P8
Jur River	31.9%	12.6%	11.0%	10.1%	6.2%	6.4%	17.6%	-
Raja	31.7%	13.8%	10.3%	17.1%	11.4%	3.4%	6.3%	3.6%
Wau	12.2%	11.0%	11.0%	14.0%	10.9%	5.6%	8.2%	7.1%
Average	19.7%	11.7%	10.9%	13.8%	10.3%	5.3%	8.3%	6.3%



6.3.3. Dropout rate

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

County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Jur River	-11.5%	-16.4%	-18.2%	-2.8%	-4.0%	-3.5%	41.0%
Raja	6.0%	21.1%	30.5%	15.1%	25.6%	19.6%	31.5%
Wau	29.6%	21.0%	23.9%	30.1%	35.7%	31.7%	13.3%
Average	13.4%	10.0%	13.7%	19.2%	24.6%	24.0%	19.9%

* 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

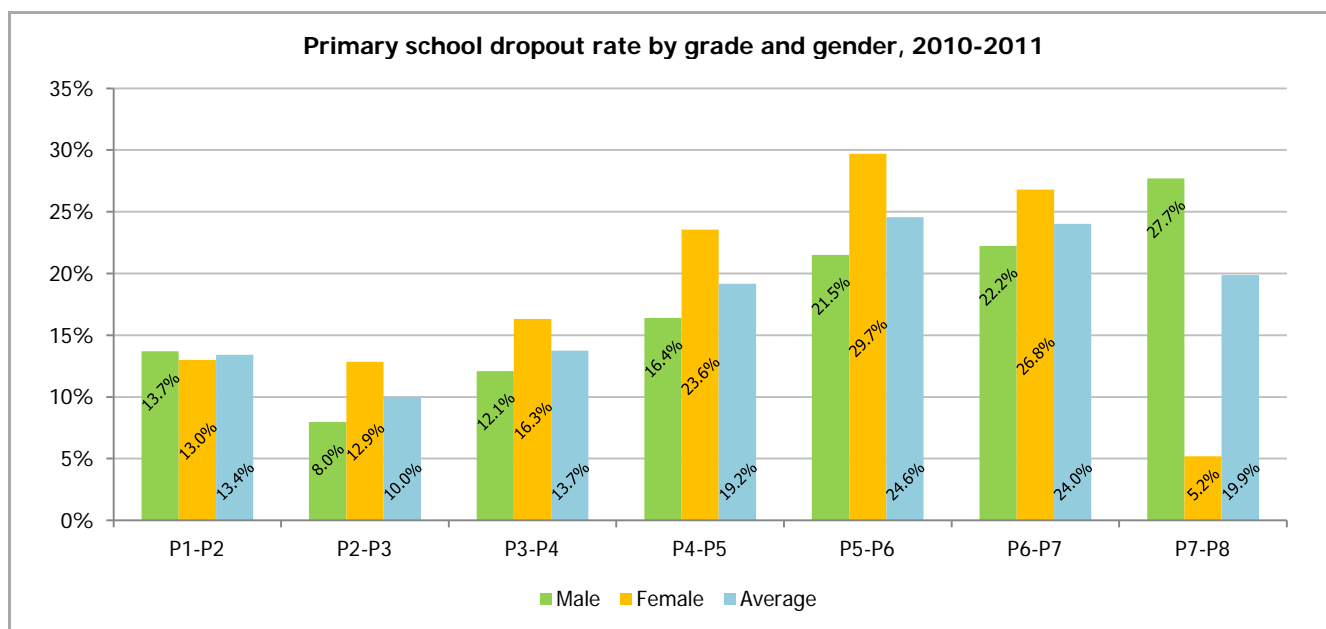
County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Jur River	-10.1%	-23.7%	-17.3%	-3.8%	-7.0%	-4.4%	47.6%
Raja	7.9%	28.1%	34.9%	13.8%	28.6%	28.7%	35.2%
Wau	32.1%	23.4%	23.1%	29.6%	34.2%	29.4%	20.7%
Average	13.7%	8.0%	12.1%	16.4%	21.5%	22.2%	27.7%

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

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

County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Jur River	-14.5%	-0.8%	-20.6%	0.2%	5.0%	0.0%	-11.8%
Raja	3.5%	10.8%	23.4%	16.9%	20.0%	5.5%	24.3%
Wau	26.4%	18.2%	24.8%	30.8%	37.6%	34.7%	1.7%
Average	13.0%	12.9%	16.3%	23.6%	29.7%	26.8%	5.2%

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



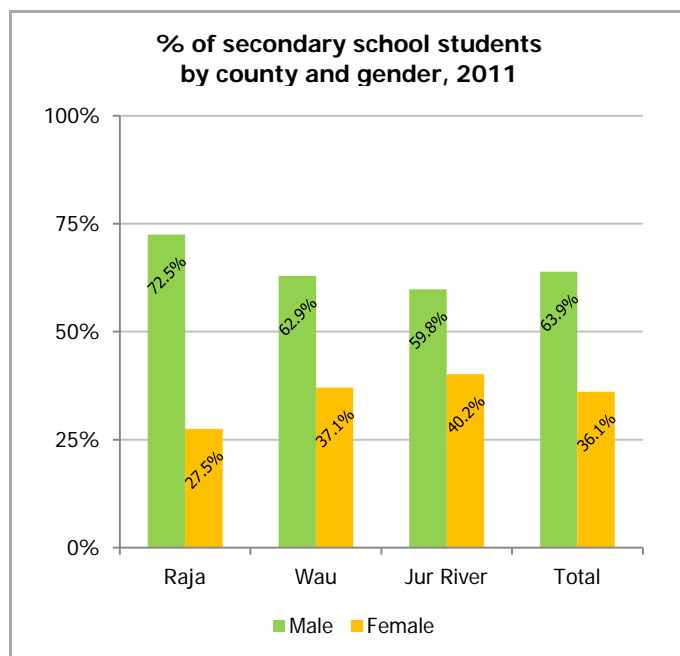
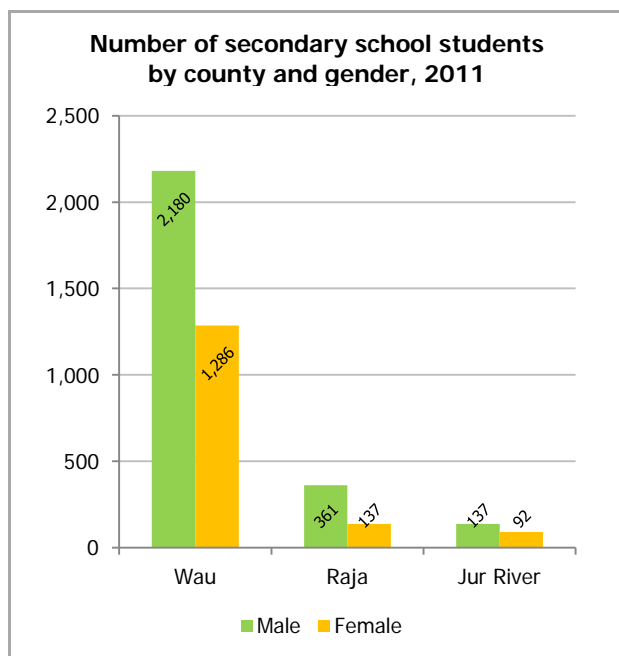
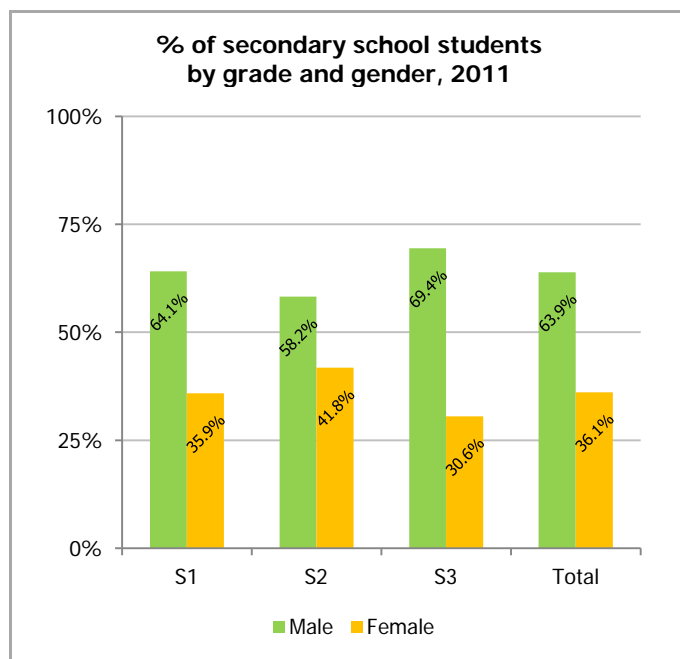
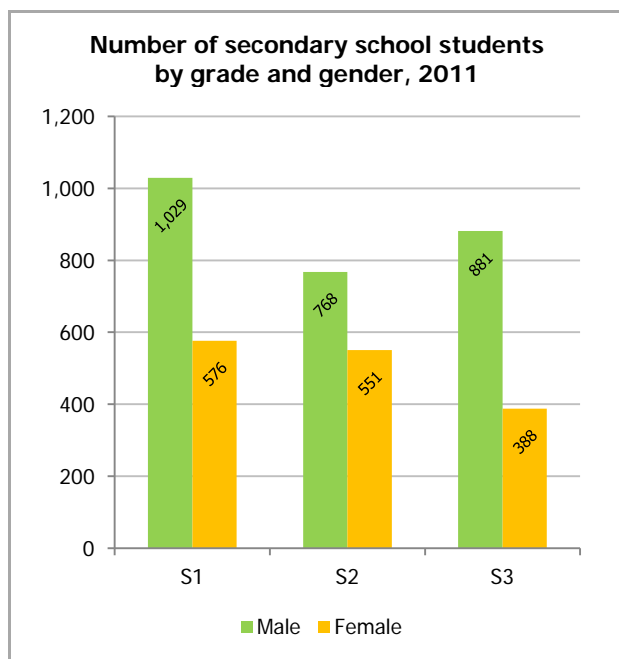
7.0. SECONDARY SCHOOL, 2011

7.1. Access

7.1.1. Enrolment

Number of secondary school students by county and grade, 2011

County	Total	S1	S2	S3
Jur River	229	125	54	50
Raja	498	219	137	142
Wau	3,466	1,261	1,128	1,077
Total	4,193	1,605	1,319	1,269



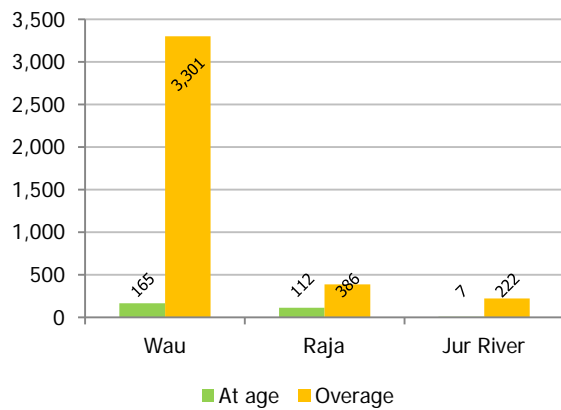
7.1.2. Overage pupils

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

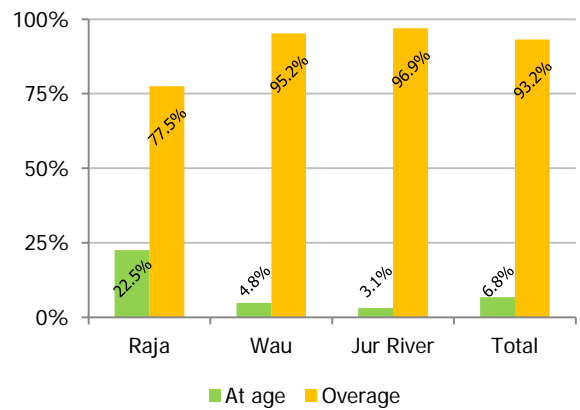
County	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
Jur River	7	222	96.9%	1	136	99.3%	6	86	93.5%
Raja	112	386	77.5%	78	283	78.4%	34	103	75.2%
Wau	165	3,301	95.2%	41	2,139	98.1%	124	1,162	90.4%
Total	284	3,909	93.2%	120	2,558	95.5%	164	1,351	89.2%

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

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



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

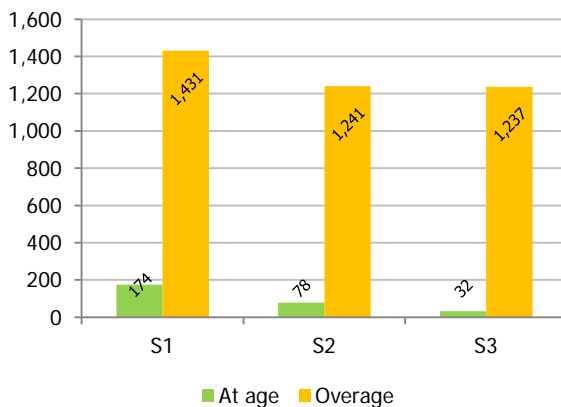


Number and % of secondary school at-age and overage students by grade and gender, 2011

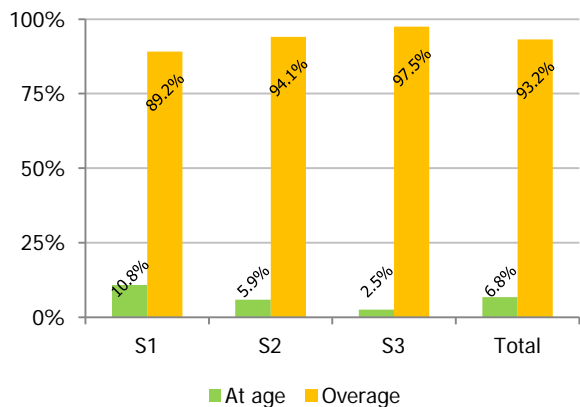
Grade	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
S1	174	1431	89.2%	93	936	91.0%	81	495	85.9%
S2	78	1241	94.1%	27	741	96.5%	51	500	90.7%
S3	32	1237	97.5%	-	881	100.0%	32	356	91.8%
Total	284	3909	93.2%	120	2558	95.5%	164	1351	89.2%

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

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



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

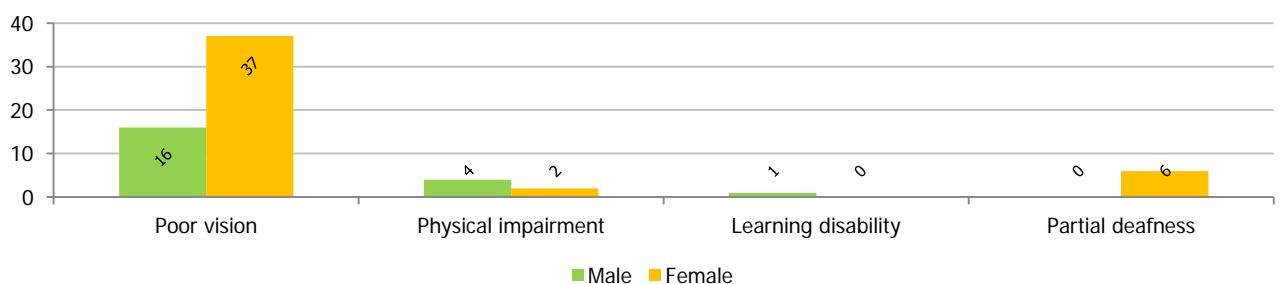


7.1.3. Students with special needs

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

County	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
Jur River	229	4	1.7%	137	1	0.7%	92	3	3.2%
Raja	498	-	-	361	-	-	137	-	-
Wau	3,466	62	1.8%	2,180	20	0.9%	1,286	42	3.2%
Total	4,193	66	1.5%	2,678	21	0.8%	1,515	45	2.9%

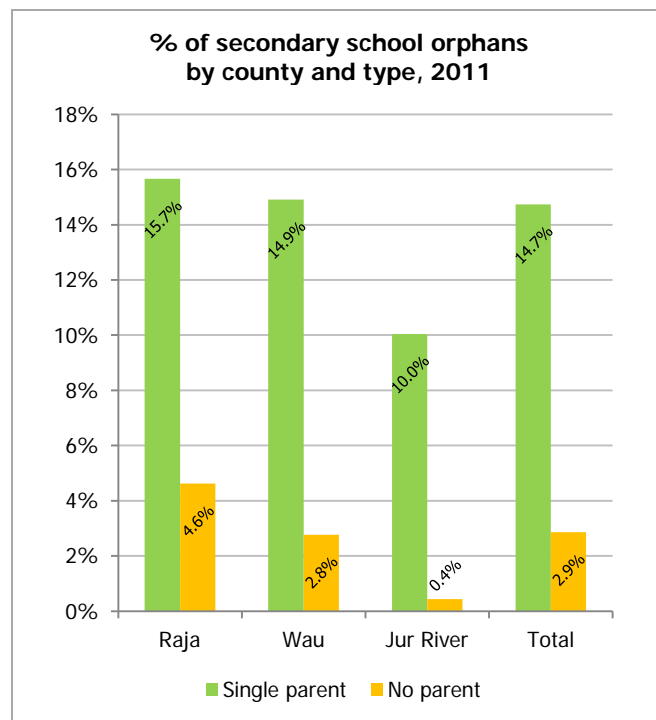
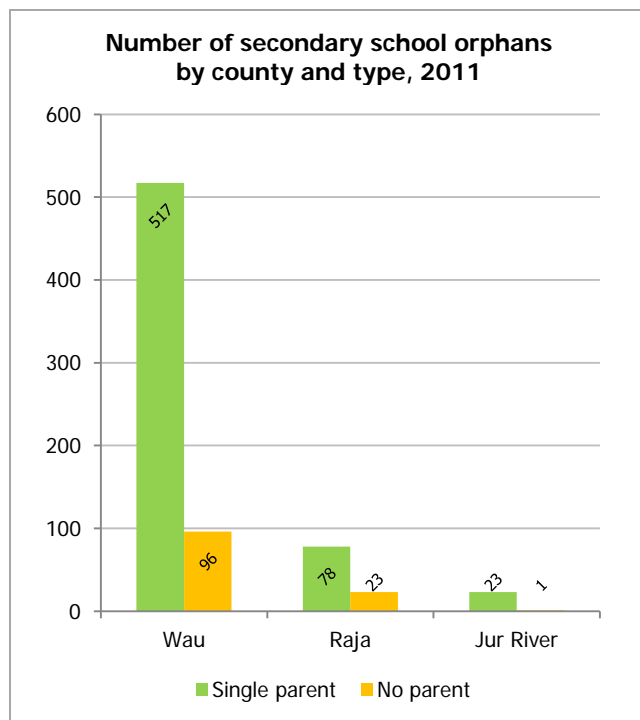
Number of secondary school students with special needs by type and gender, 2011



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

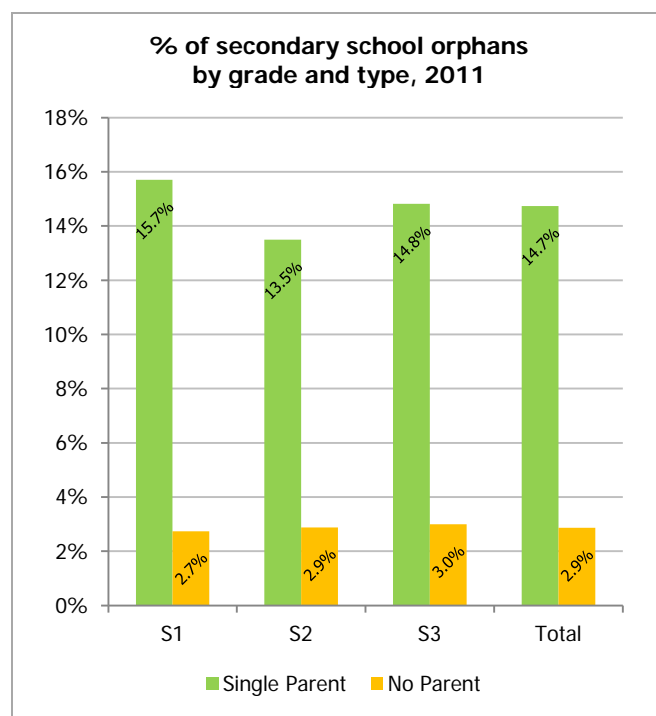
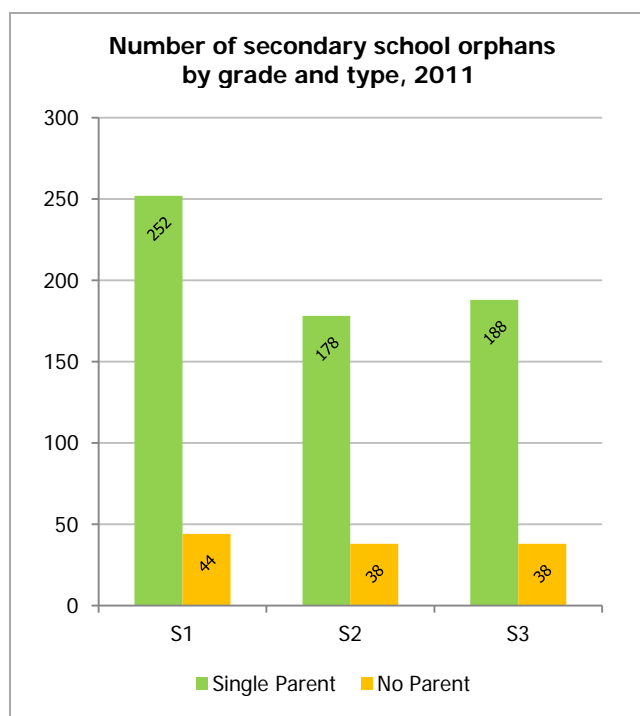
Number and % of secondary school orphans by county and type, 2011

County	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
Jur River	229	24	10.5%	23	10.0%	1	0.4%
Raja	498	101	20.3%	78	15.7%	23	4.6%
Wau	3,466	613	17.7%	517	14.9%	96	2.8%
Total	4,193	738	17.6%	618	14.7%	120	2.9%



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

County	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
S1	1,605	296	18.4%	252	15.7%	44	2.7%
S2	1,319	216	16.4%	178	13.5%	38	2.9%
S3	1,269	226	17.8%	188	14.8%	38	3.0%
Total	4,193	738	17.6%	618	14.7%	120	2.9%



7.2. Resources

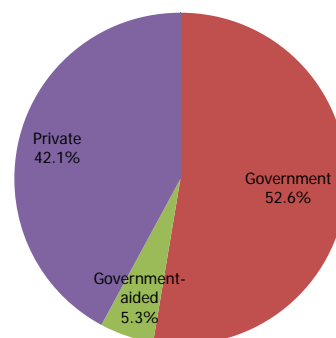
7.2.1. Schools

Number of secondary schools by ownership, 2011

Ownership type	Schools
Government	10
Government-aided	1
Private	8
Total	19

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

% of sec. schools by ownership type, 2011

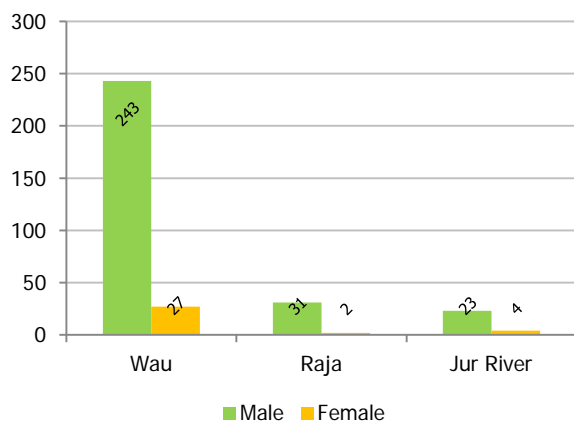


7.2.2. Teachers

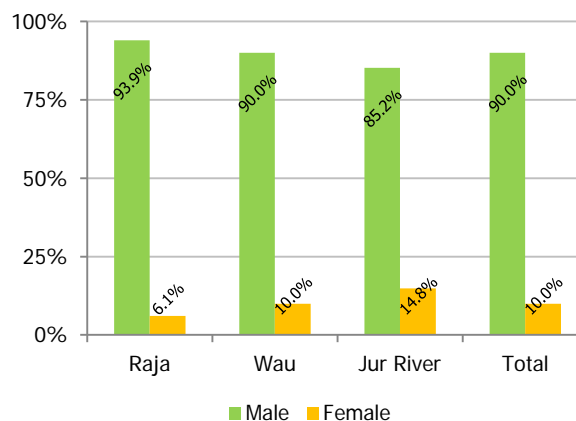
Number and % of secondary school teachers by county and gender, 2011

County	Total	Male		Female	
		Count	% total	Count	% total
Jur River	27	23	85.2%	4	14.8%
Raja	33	31	93.9%	2	6.1%
Wau	270	243	90.0%	27	10.0%
Total	330	297	90.0%	33	10.0%

Number of secondary schools teachers by county and gender, 2011



% of secondary schools teachers by county and gender, 2011

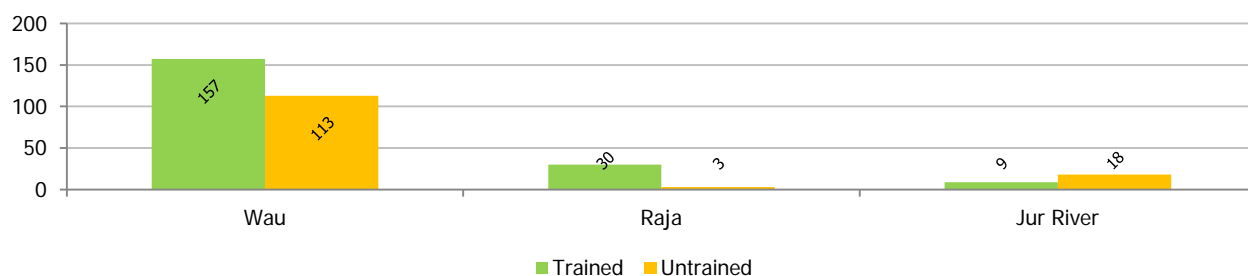


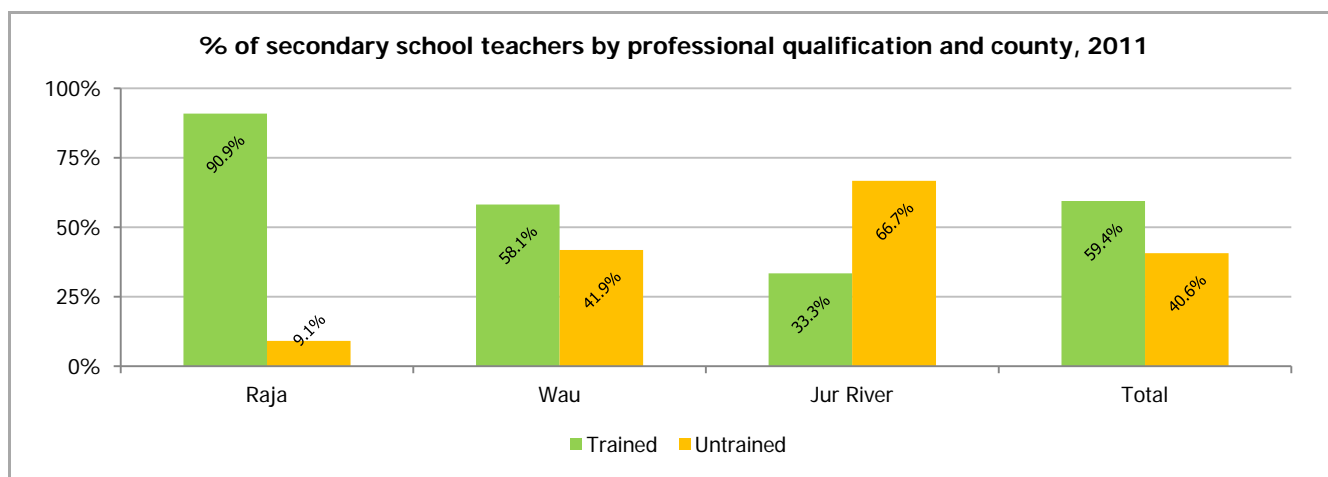
Number and % of secondary school teachers by professional qualification and county, 2011

County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Jur River	27	9	33.3%	7	25.9%	11	40.7%
Raja	33	30	90.9%	-	-	3	9.1%
Wau	270	157	58.1%	31	11.5%	82	30.4%
Total	330	196	59.4%	38	11.5%	96	29.1%

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

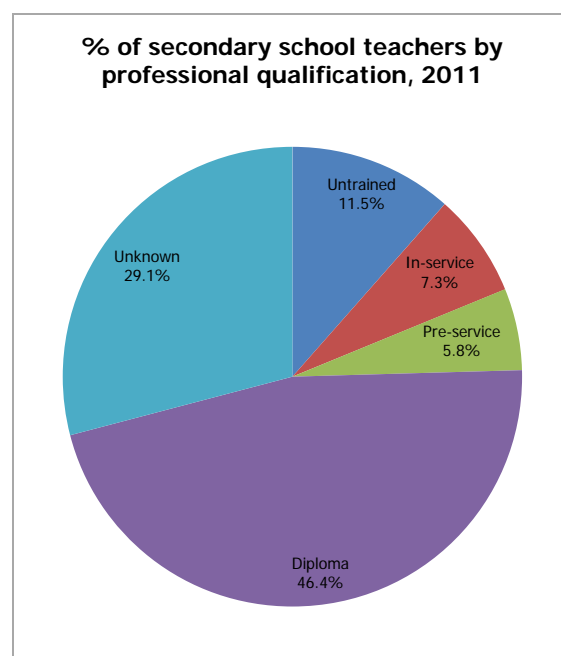
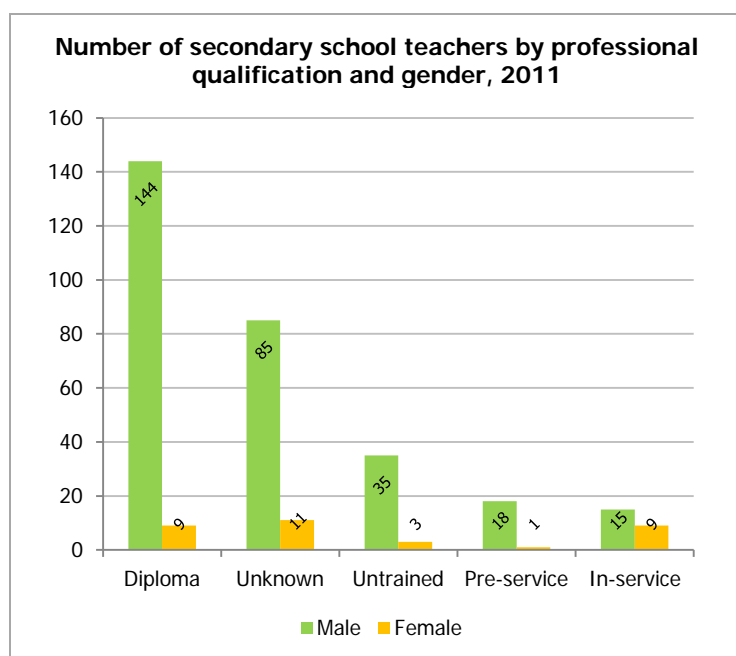
Number of secondary school teachers by professional qualification and county, 2011





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

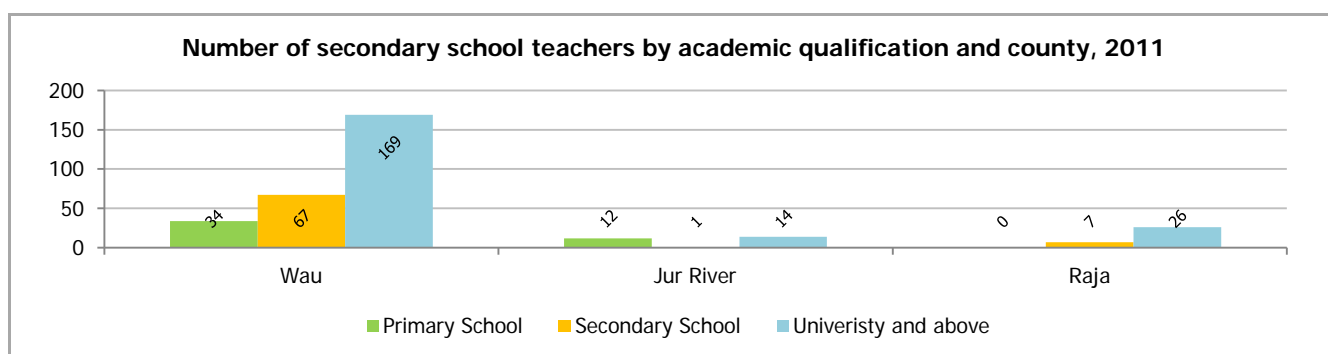
County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Jur River	27	7	25.9%	-	-	-	-	9	33.3%	11	40.7%
Raja	33	-	-	-	-	1	3.0%	29	87.9%	3	9.1%
Wau	270	31	11.5%	24	8.9%	18	6.7%	115	42.6%	82	30.4%
Total	330	38	11.5%	24	7.3%	19	5.8%	153	46.4%	96	29.1%

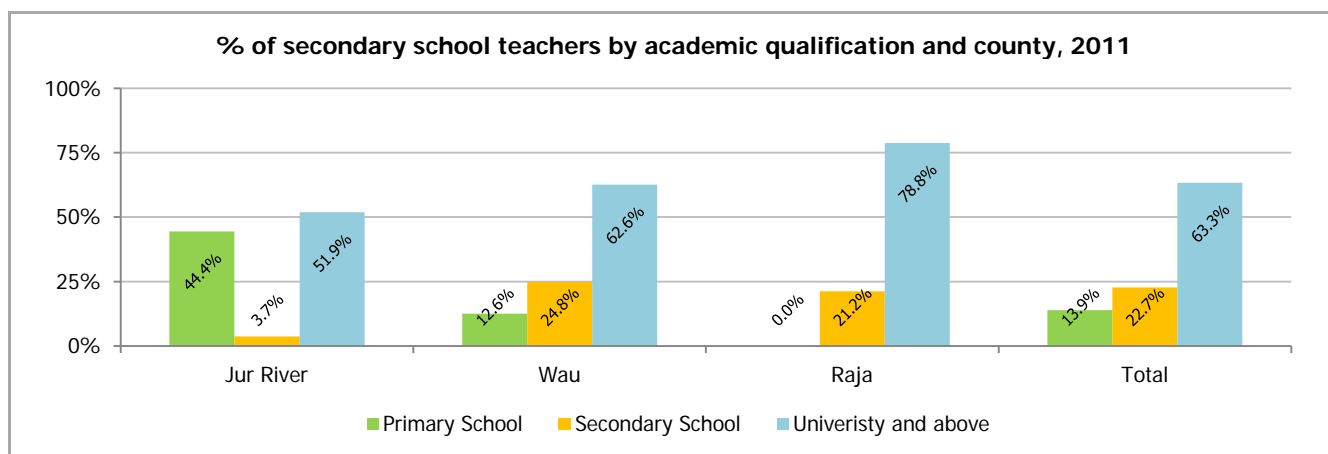


Number and % of secondary school teachers by academic qualification and county, 2011

County	Total	Primary School		Secondary School		University and above	
		Count	% total	Count	% total	Count	% total
Jur River	27	12	44.4%	1	3.7%	14	51.9%
Raja	33	-	-	7	21.2%	26	78.8%
Wau	270	34	12.6%	67	24.8%	169	62.6%
Total	330	46	13.9%	75	22.7%	209	63.3%

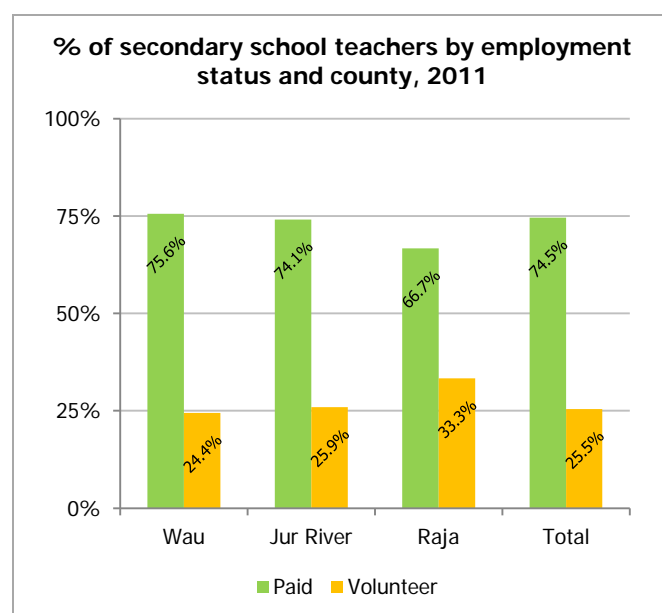
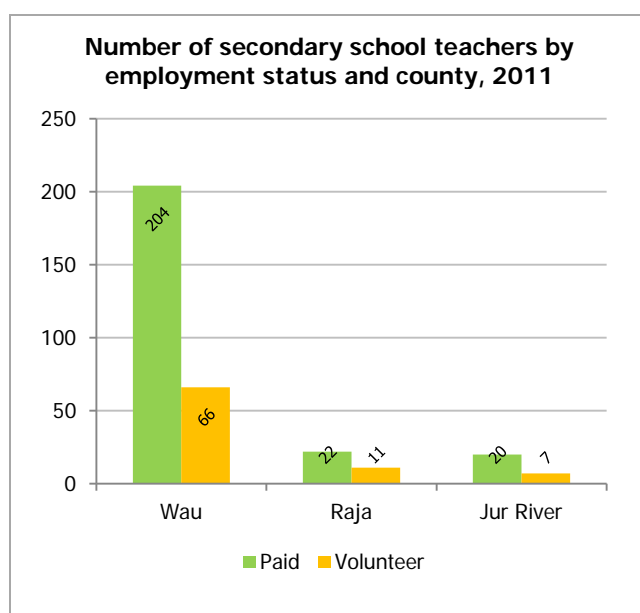
* "Primary school" includes completion of primary and intermediate/lower secondary education levels. "Secondary school" attainment includes completion of secondary, O-level, and/or A-level education levels. "University and above" attainment includes completion of four (4) years of university education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





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

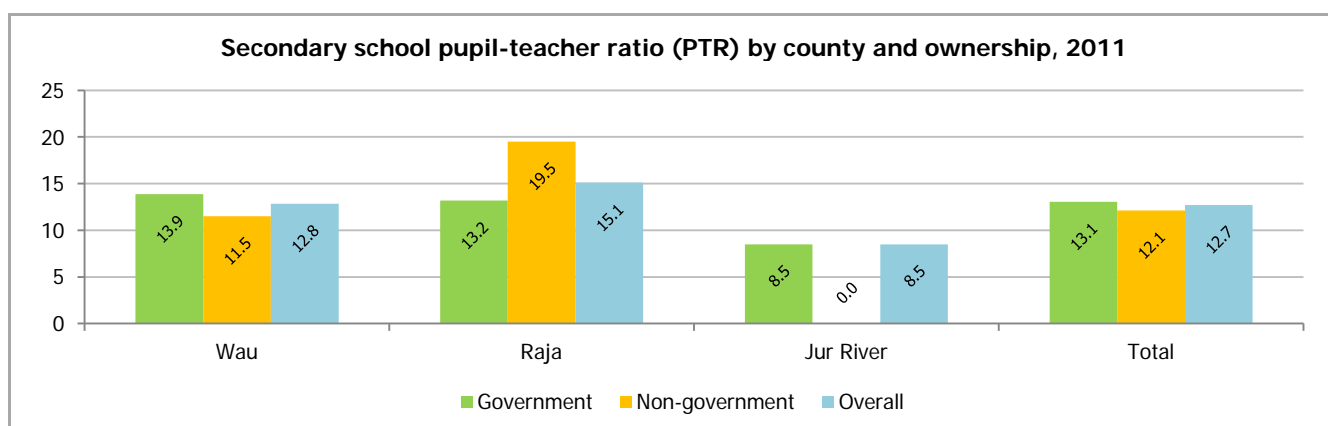
County	Total	Paid		Volunteer	
		Count	% total	Count	% total
Jur River	27	20	74.1%	7	25.9%
Raja	33	22	66.7%	11	33.3%
Wau	270	204	75.6%	66	24.4%
Total	330	246	74.5%	84	25.5%



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
Jur River	229	27	8.5	229	27	8.5	-	-	-
Raja	498	33	15.1	303	23	13.2	195	10	19.5
Wau	3,466	270	12.8	2,120	153	13.9	1,346	117	11.5
Total	4,193	330	12.7	2,652	203	13.1	1,541	127	12.1

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

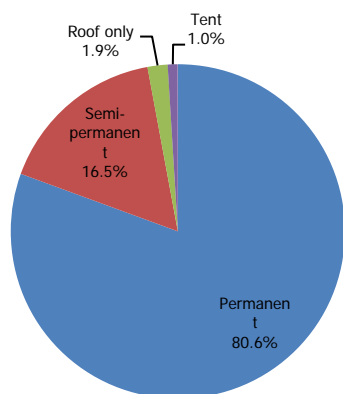


7.2.3. Classrooms

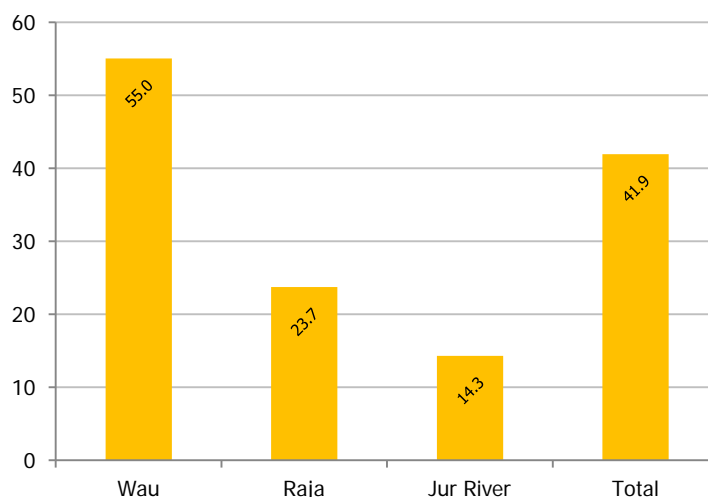
Number of secondary school classrooms and pupil-classroom ratio (PCR) by county and type, 2011

County	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
Jur River	16	16	-	-	-	-	-	14.3
Raja	23	15	6	-	1	1	-	23.7
Wau	64	52	11	-	1	-	-	55.0
Total	103	83	17	-	2	1	-	41.9

% of secondary school classrooms by type, 2011



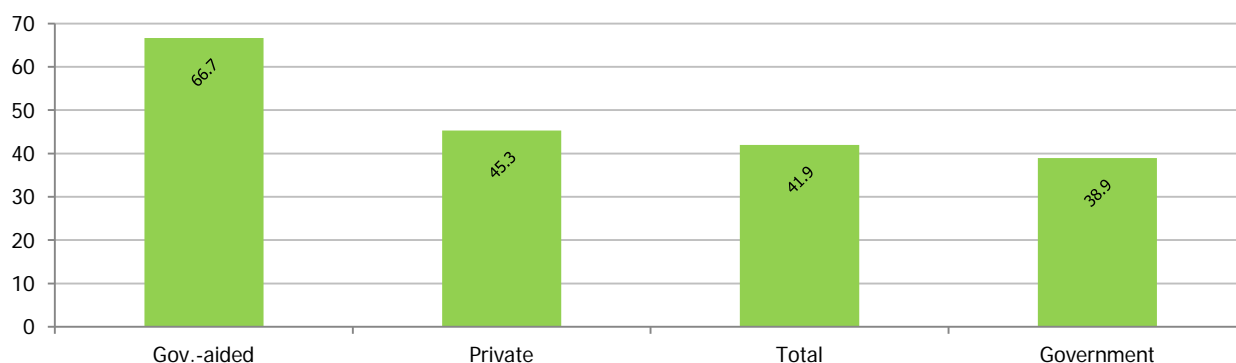
Secondary school pupil-classroom ratio (PCR) by county, 2011



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	3	3	-	-	-	-	-	66.7
Government	66	49	14	-	2	1	-	38.9
Private	34	31	3	-	-	-	-	45.3
Total	103	83	17	-	2	1	-	41.9

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



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

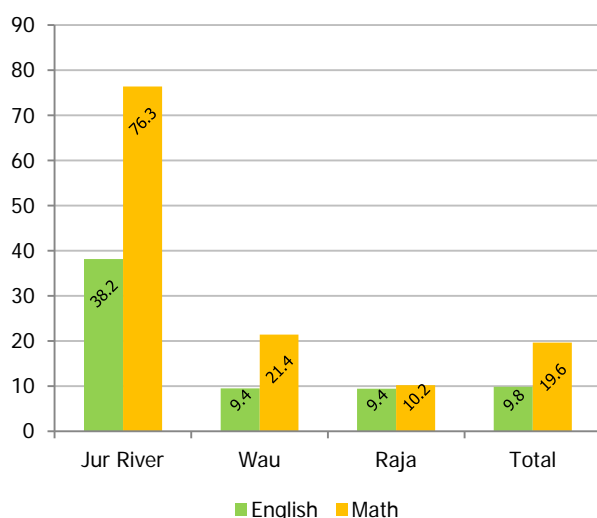
County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Jur River	2	2	100.0%	-	-
Raja	3	3	100.0%	-	-
Wau	14	11	78.6%	3	21.4%
Total	19	16	84.2%	3	15.8%

7.2.4. Curriculum and instruction

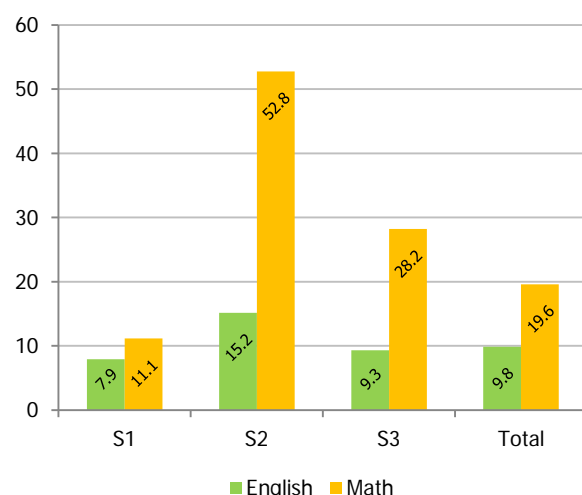
Secondary school pupil-textbook ratio (PTextR) by county and subject (English and Math), 2011

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Jur River	229	6	38.2	3	76.3
Raja	498	53	9.4	49	10.2
Wau	3,466	367	9.4	162	21.4
Total	4,193	426	9.8	214	19.6

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



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



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

Grade	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
S1	1,605	203	7.9	144	11.1
S2	1,319	87	15.2	25	52.8
S3	1,269	136	9.3	45	28.2
Total	4,193	426	9.8	214	19.6

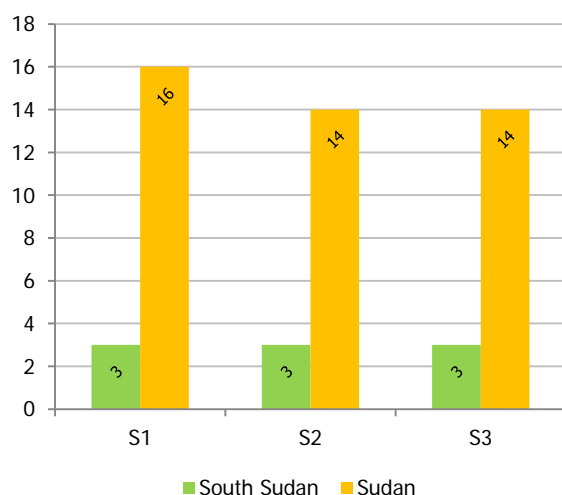
Number and % of secondary school by curriculum and grade, 2011

Curriculum	S1	S2	S3
South Sudan	3	3	3
	15.8%	17.6%	17.6%
Sudan	16	14	14
	84.2%	82.4%	82.4%
Total	19	17	17

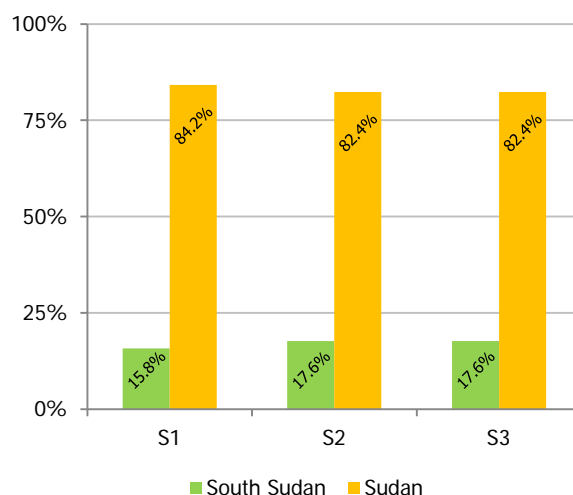
* This section only counted the schools who responded to this question. Those who did not respond were not accounted for.

** 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.

Number of secondary school by curriculum and grade, 2011



% of secondary school by curriculum and grade, 2011



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
Jur River	2	1	50.0%	1	50.0%
Raja	3	2	66.7%	1	33.3%
Wau	14	8	57.1%	6	42.9%
Total	19	11	57.9%	8	42.1%

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

County	Schools	Access		No access	
		Count	% total	Count	% total
Jur River	2	1	50.0%	1	50.0%
Raja	3	3	100.0%	-	-
Wau	14	7	50.0%	7	50.0%
Total	19	11	57.9%	8	42.1%

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

County	Schools	Access		No access	
		Count	% total	Count	% total
Jur River	2	1	50.0%	1	50.0%
Raja	3	1	33.3%	2	66.7%
Wau	14	5	35.7%	9	64.3%
Total	19	7	36.8%	12	63.2%

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

County	Schools	Access		No access	
		Count	% total	Count	% total
Jur River	2	-	-	2	100.0%
Raja	3	-	-	3	100.0%
Wau	14	-	-	14	100.0%
Total	19	-	-	19	100.0%

7.3. Student flow

7.3.1. Promotion rate

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

County	Overall			Male			Female		
	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4
Jur River	-	-	-	-	-	-	-	-	-
Raja	70.8%	89.9%	-	68.1%	82.1%	-	81.8%	112.2%	-
Wau	114.8%	126.5%	-	98.4%	127.3%	-	142.2%	120.2%	-
Average	113.0%	125.7%	-	96.7%	123.0%	-	143.5%	127.2%	-

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

7.3.2. Repetition rate

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

County	Overall				Male				Female			
	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4
Jur River	-	-	-	-	-	-	-	-	-	-	-	-
Raja	21.4%	11.4%	-	-	26.7%	9.4%	-	-	-	17.1%	-	-
Wau	9.5%	11.8%	12.3%	-	14.2%	15.8%	14.6%	-	1.8%	3.9%	4.0%	-
Average	11.4%	11.7%	11.4%	-	16.6%	14.6%	13.6%	-	1.6%	5.7%	3.7%	-

7.3.3. Dropout rate

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

County	Overall			Male			Female		
	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4
Jur River	-	-	-	-	-	-	-	-	-
Raja	7.7%	-1.3%	-	5.2%	8.5%	-	18.2%	-29.3%	-
Wau	-24.3%	-38.3%	87.7%	-12.6%	-43.2%	85.4%	-44.0%	-24.1%	96.0%
Average	-24.3%	-37.4%	88.6%	-13.3%	-37.6%	86.4%	-45.2%	-32.9%	96.3%

* 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

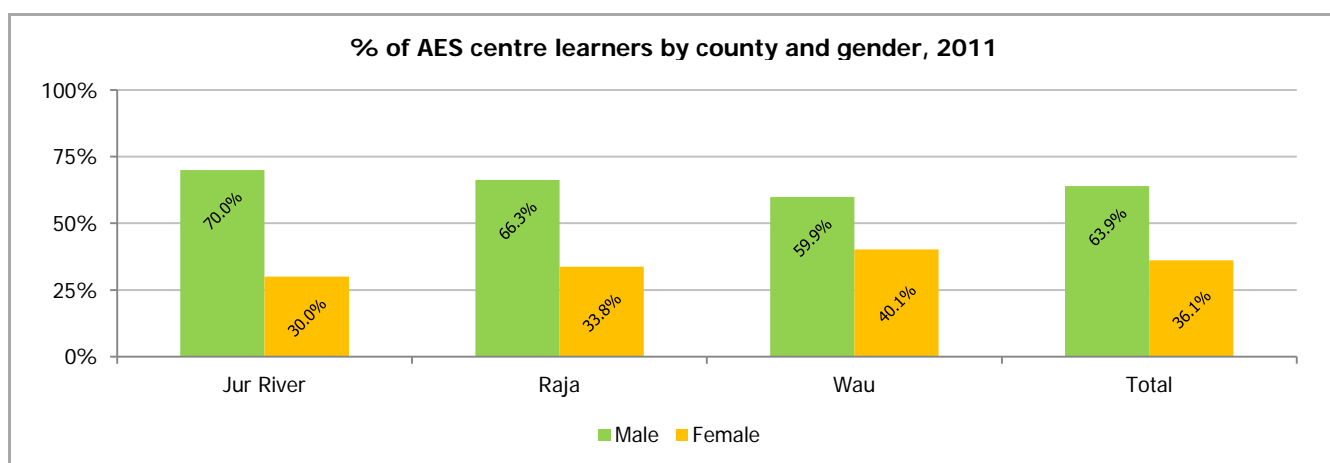
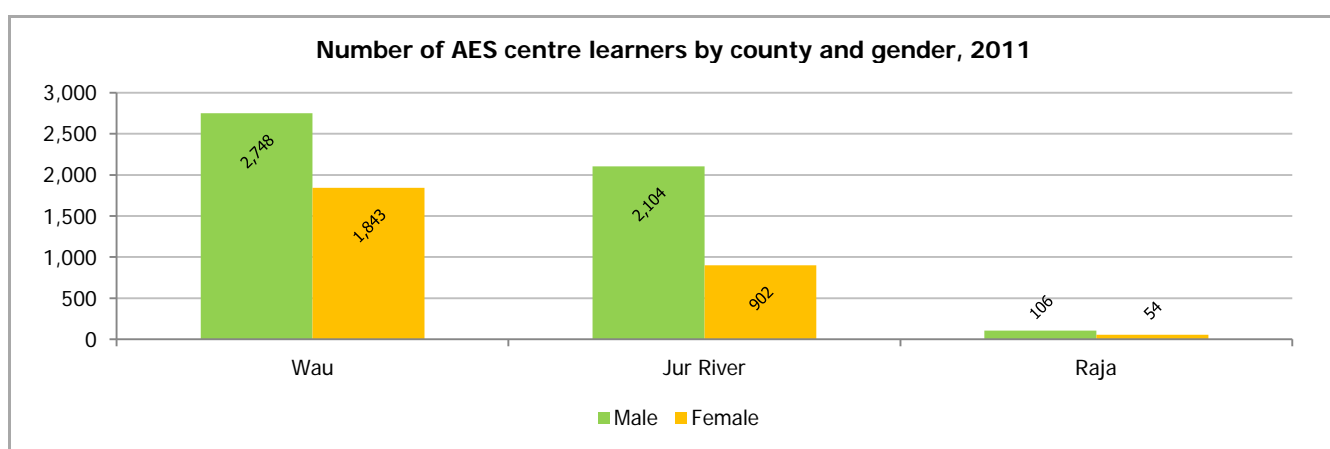
Number of AES centre learners by county and programme, 2011

County	Total	ALP	BFAL
Jur River	3,006	2,834	172
Raja	160	138	22
Wau	4,591	4,571	20
Total	7,757	7,543	214

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

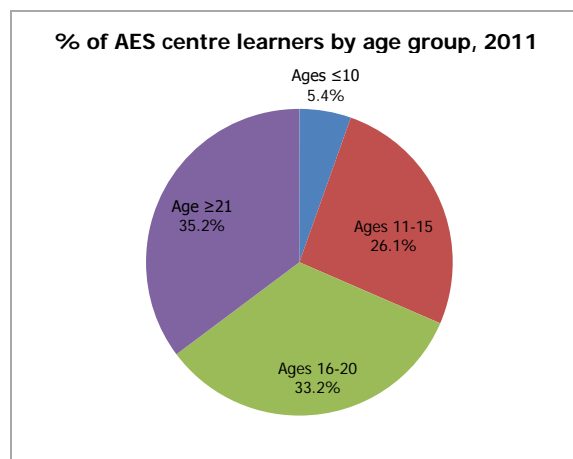
Number and % of AES centre learners by county and gender, 2011

County	Centres	Male		Female	
		Count	% total	Count	% total
Jur River	3,006	2,104	70.0%	902	30.0%
Raja	160	106	66.3%	54	33.8%
Wau	4,591	2,748	59.9%	1,843	40.1%
Total	7,757	4,958	63.9%	2,799	36.1%

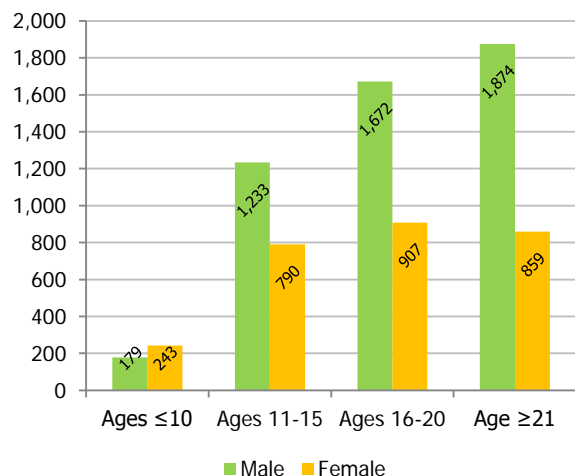


No. of AES centre learners by county and programme, 2011

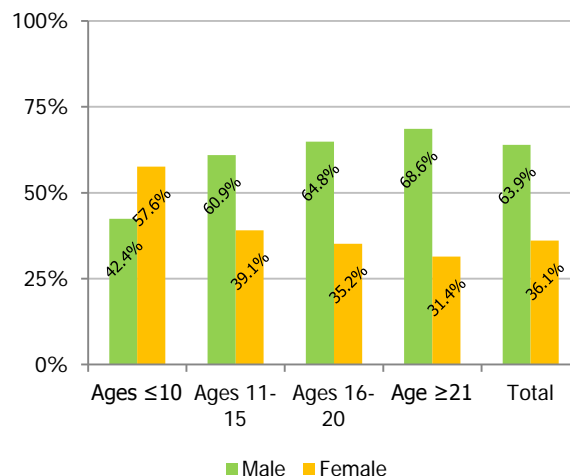
County	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
Jur River	3,006	35	522	1,360	1,089
Raja	160	-	-	-	160
Wau	4,591	387	1,501	1,219	1,484
Total	7,757	422	2,023	2,579	2,733



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



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



8.2. Resources

8.2.1. Centres

Number of AES centres by programme, 2011

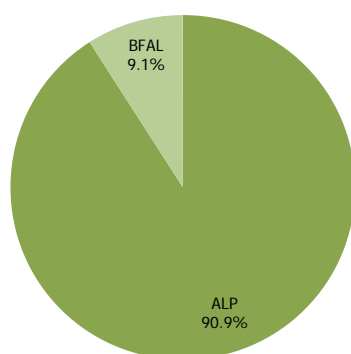
Programme	No. centres
Accelerated Learning Program (ALP)	40
Basic Functional Adult Literacy (BFAL)	4
Total	44

* Some centres have more than one programme.

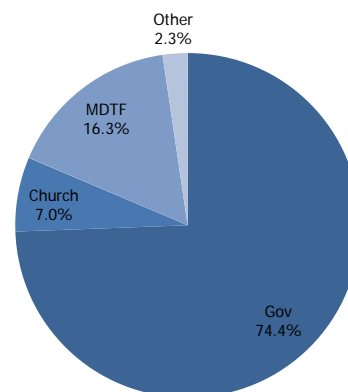
Number of AES centres by funder, 2011

Funder	No. centres
Government	32
Church	3
Multi-Donor Trust Fund (MDTF)	7
Other	1
Unknown	1
Total	44

% of AES centres by programme, 2011



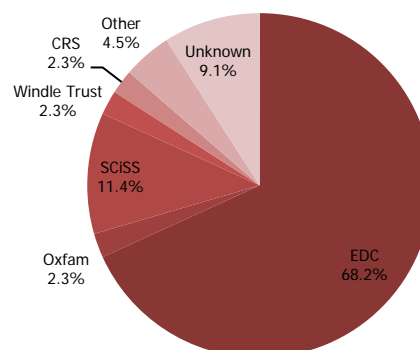
% of AES centres by funder, 2011



No. of AES centres by implementation agency, 2011

Implementation agency	No. centres
Education Development Center (EDC)	30
Oxfam	1
Save the Children in South Sudan (SCISS)	5
Windle Trust	1
Catholic Relief Services (CRS)	1
Other	2
Total	44

% of AES centres by implementation agency, 2011



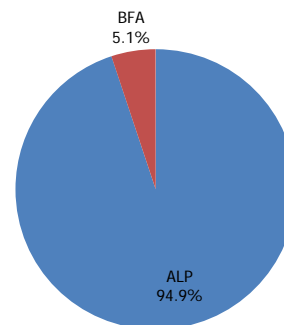
8.2.2. Teachers

Number of AES centre teachers by county and programme, 2011

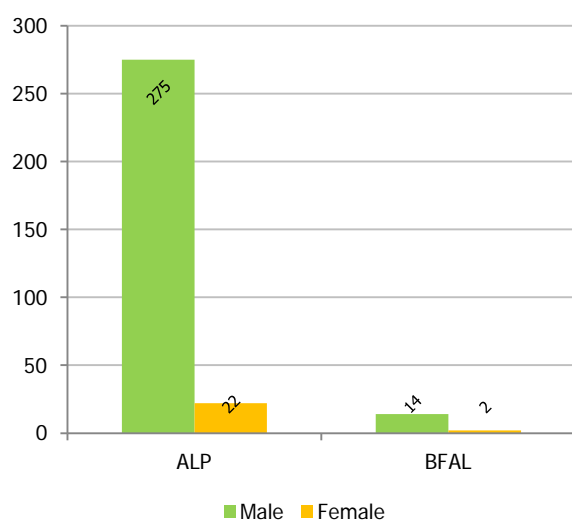
County	Total	ALP	BFAL
Jur River	101	88	13
Raja	8	6	2
Wau	204	203	1
Total	313	297	16

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

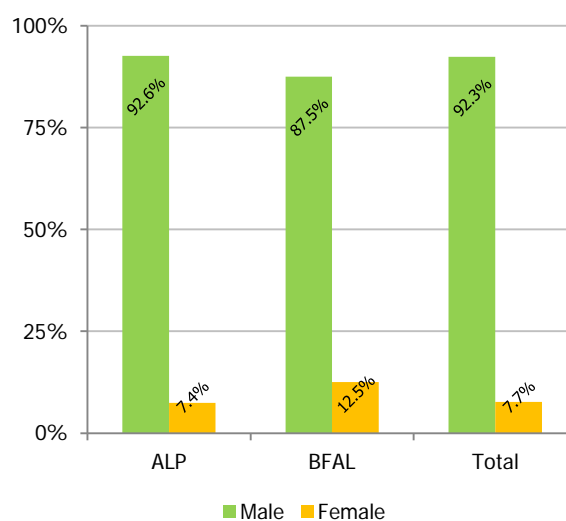
% of AES centre teachers by programme, 2011



Number of AES centre teachers by programme and gender, 2011



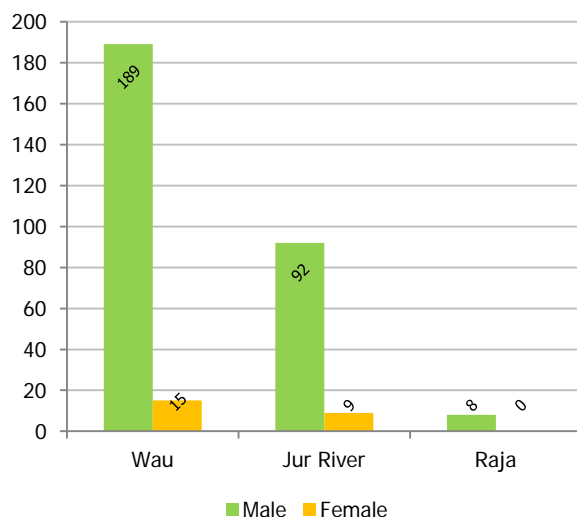
% of AES centre teachers by programme and gender, 2011



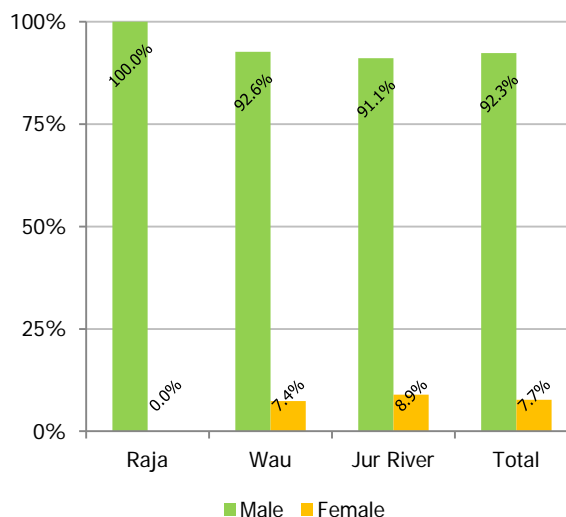
Number and % of AES centre teachers by county and gender, 2011

County	Total	Male		Female		PTR
		Count	% total	Count	% total	
Jur River	101	92	91.1%	9	8.9%	29.8
Raja	8	8	100.0%	-	-	20.0
Wau	204	189	92.6%	15	7.4%	22.5
Total	313	289	92.3%	24	7.7%	24.8

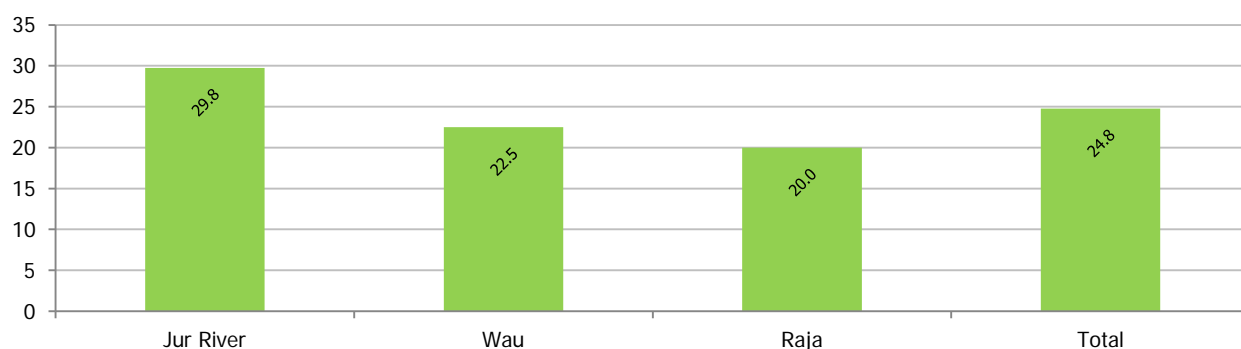
Number of AES centre teachers by county and gender, 2011



% of AES centre teachers by county and gender, 2011



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

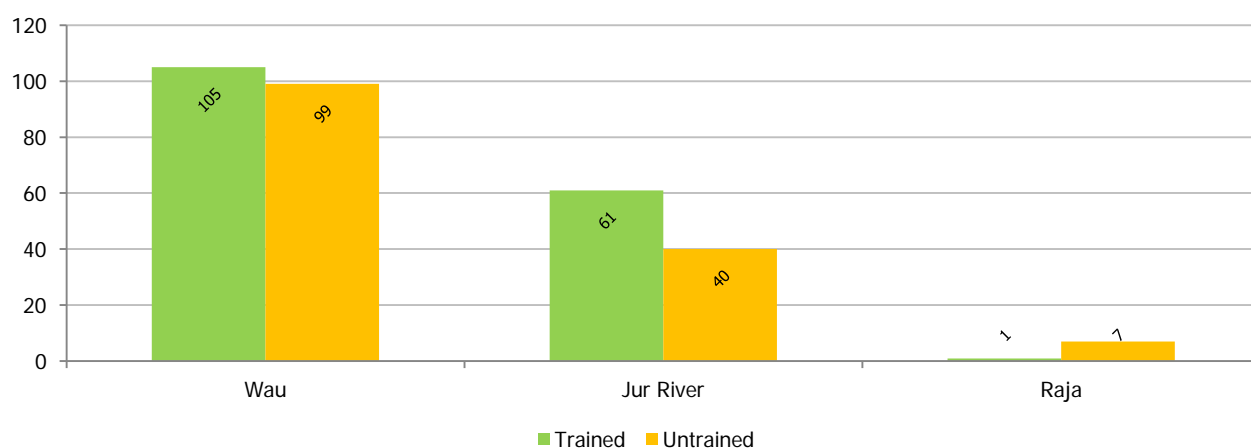


Number and % of AES centre teachers by professional qualification and county, 2011

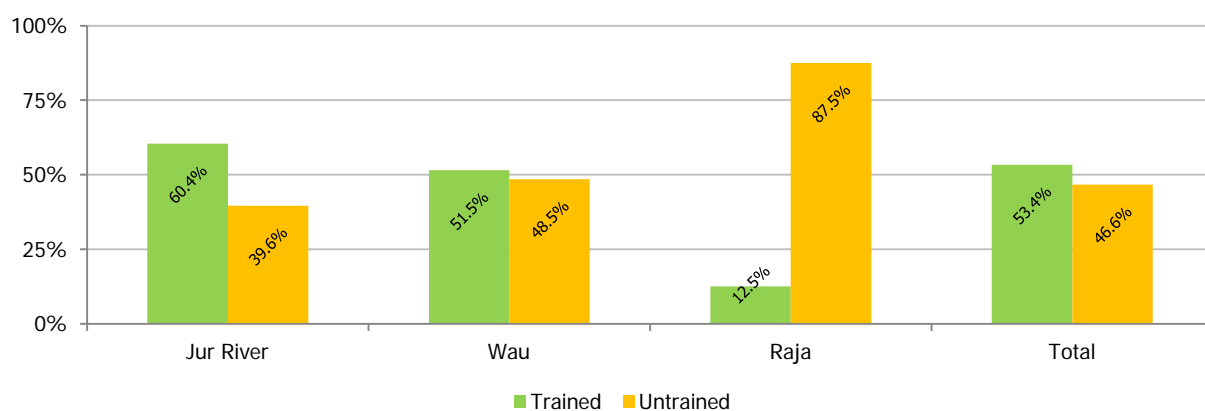
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Jur River	101	61	60.4%	39	38.6%	1	1.0%
Raja	8	1	12.5%	-	-	7	87.5%
Wau	204	105	51.5%	66	32.4%	33	16.2%
Total	313	167	53.4%	105	33.5%	41	13.1%

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

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



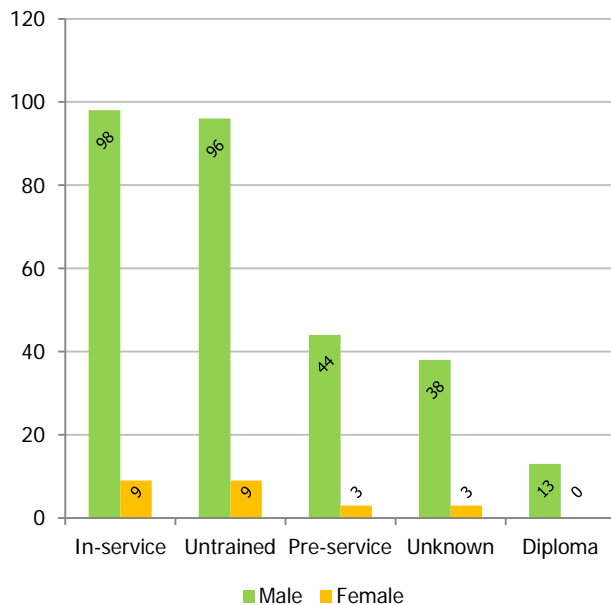
% of AES centre teachers by professional qualification and county, 2011



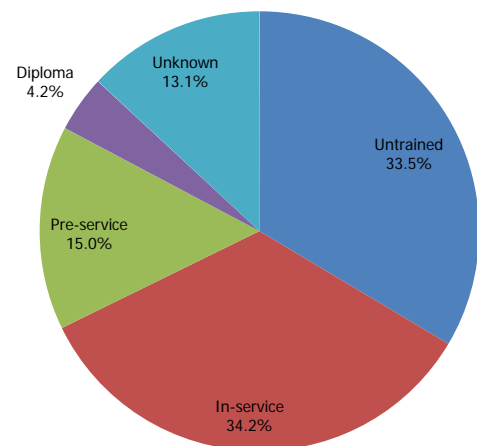
Number and % of AES centre teachers by professional qualification and county, 2011

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Jur River	101	39	38.6%	49	48.5%	11	10.9%	1	1.0%	1	1.0%
Raja	8	-	-	-	-	-	-	1	12.5%	7	87.5%
Wau	204	66	32.4%	58	28.4%	36	17.6%	11	5.4%	33	16.2%
Total	313	105	33.5%	107	34.2%	47	15.0%	13	4.2%	41	13.1%

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



% of AES centre teachers by professional qualification, 2011

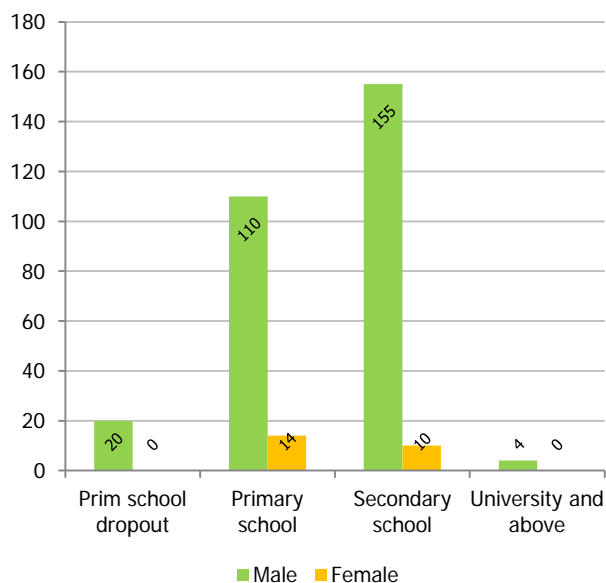


Number and % of AES teachers by academic qualification and county, 2011

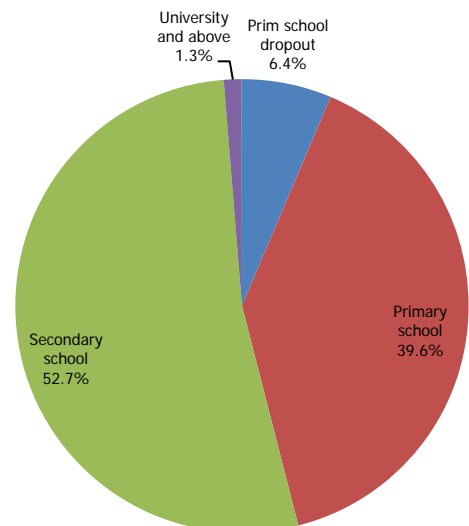
County	Total	Prim school dropout		Primary school		Secondary school		University and above	
		Count	% total	Count	% total	Count	% total	Count	% total
Jur River	101	3	3.0%	73	72.3%	25	24.8%	-	-
Raja	8	7	87.5%	-	-	1	12.5%	-	-
Wau	204	10	4.9%	51	25.0%	139	68.1%	4	2.0%
Total	313	20	6.4%	124	39.6%	165	52.7%	4	1.3%

* "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

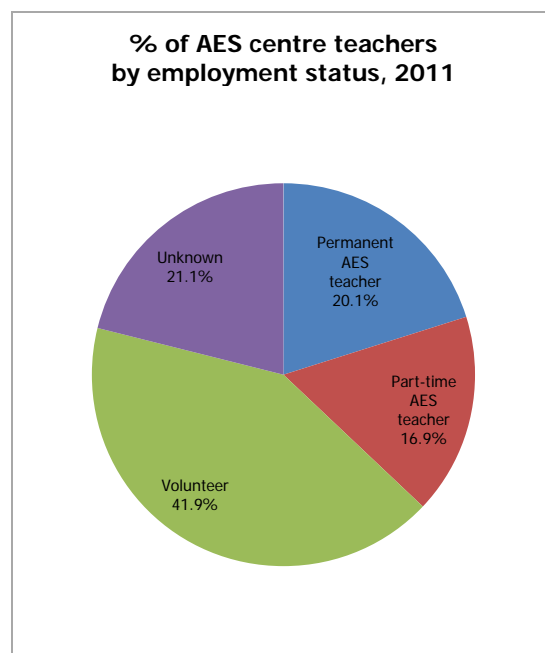
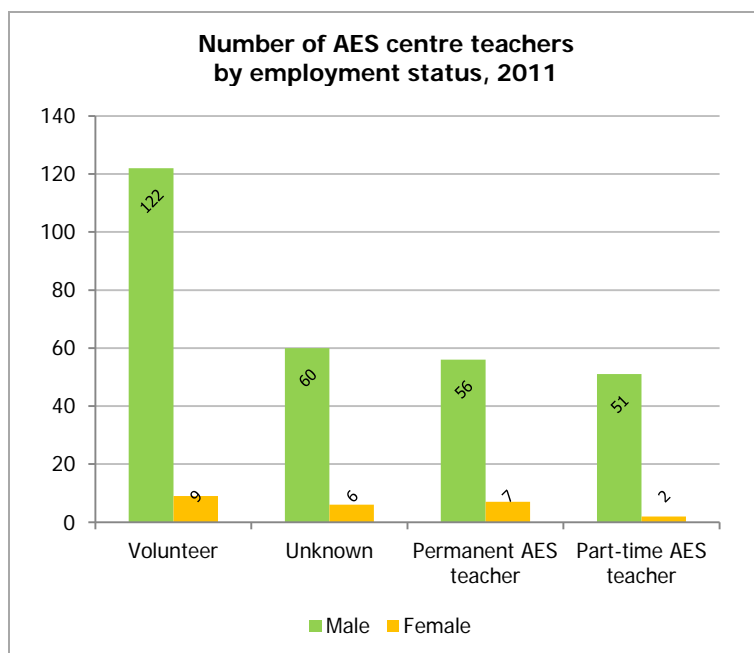


% of AES centre teachers by professional qualification, 2011



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

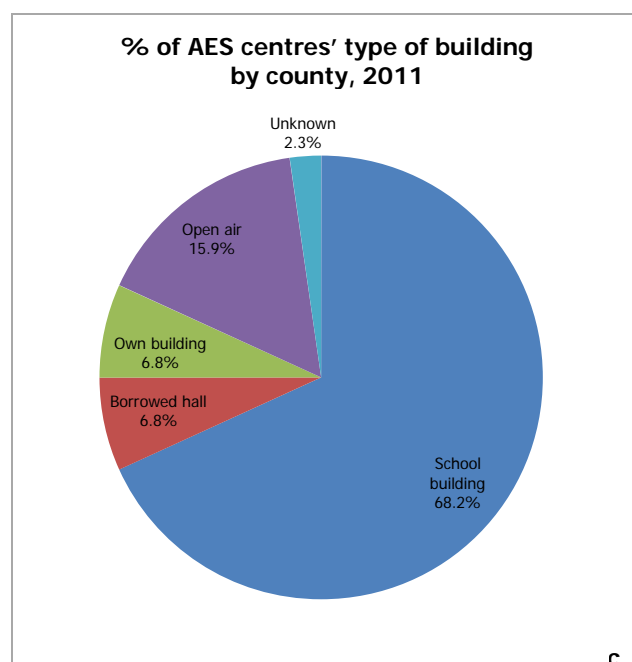
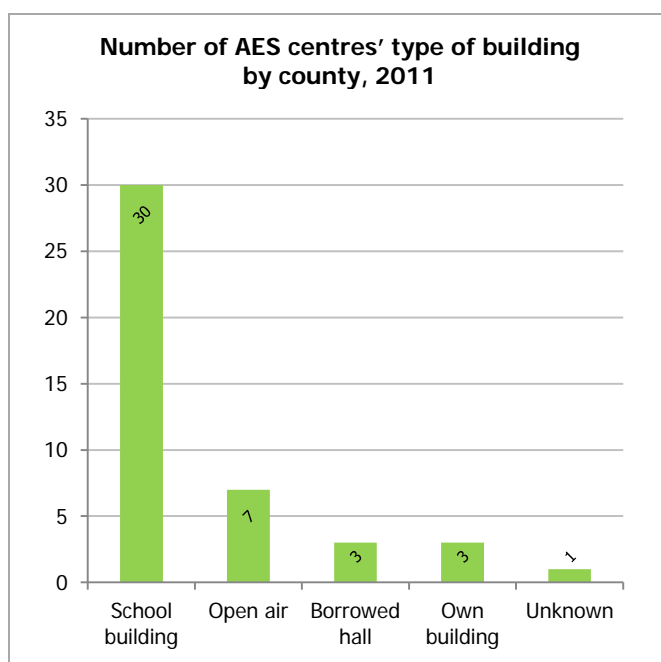
County	Total	Permanent AES teacher		Part-time AES teacher		Volunteer		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
Jur River	101	5	5.0%	2	2.0%	70	69.3%	24	23.8%
Raja	8	-	-	2	25.0%	-	-	6	75.0%
Wau	204	58	28.4%	49	24.0%	61	29.9%	36	17.6%
Total	313	63	20.1%	53	16.9%	131	41.9%	66	21.1%



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
Jur River	20	10	1	2	6	1
Raja	4	3	1	-	-	-
Wau	20	17	1	1	1	-
Total	44	30	3	3	7	1

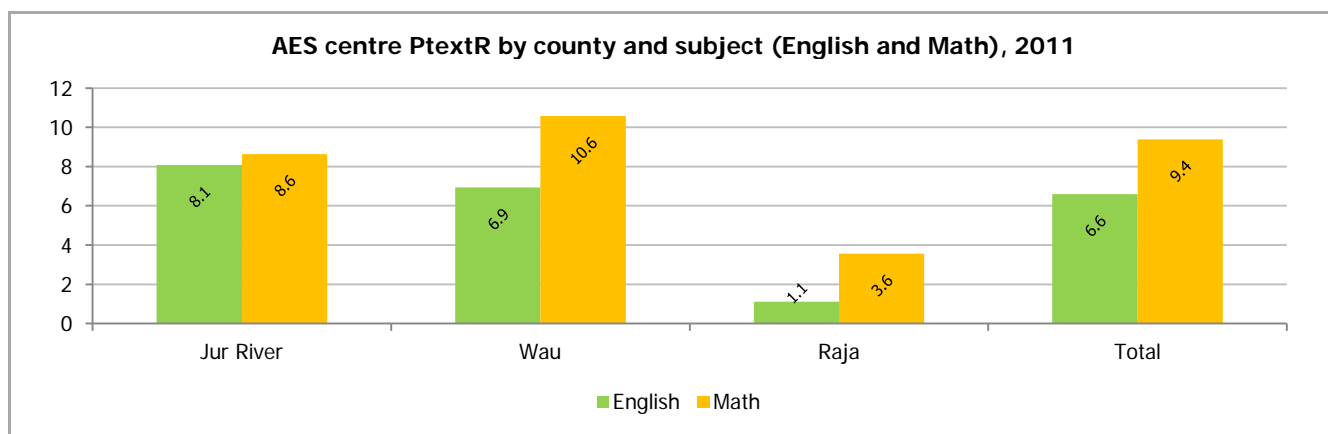


8.2.4. Curriculum and instruction

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

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Jur River	3,006	372	8.1	348	8.6
Raja	160	143	1.1	45	3.6
Wau	4,591	662	6.9	434	10.6
Jur River	3,006	372	8.1	348	8.6
Total	7,757	1,177	6.6	827	9.4

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



8.3. Student flow

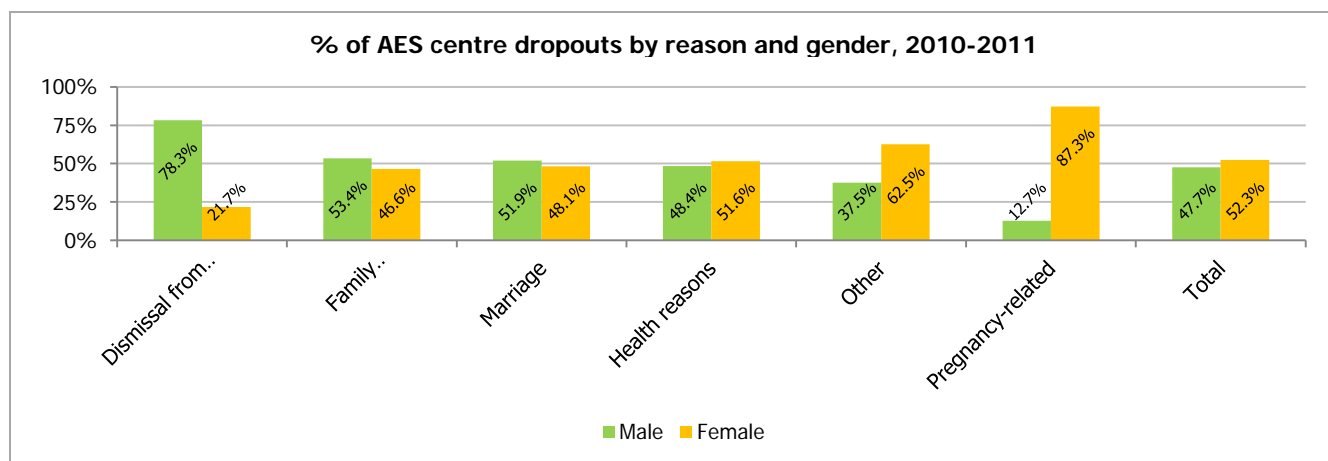
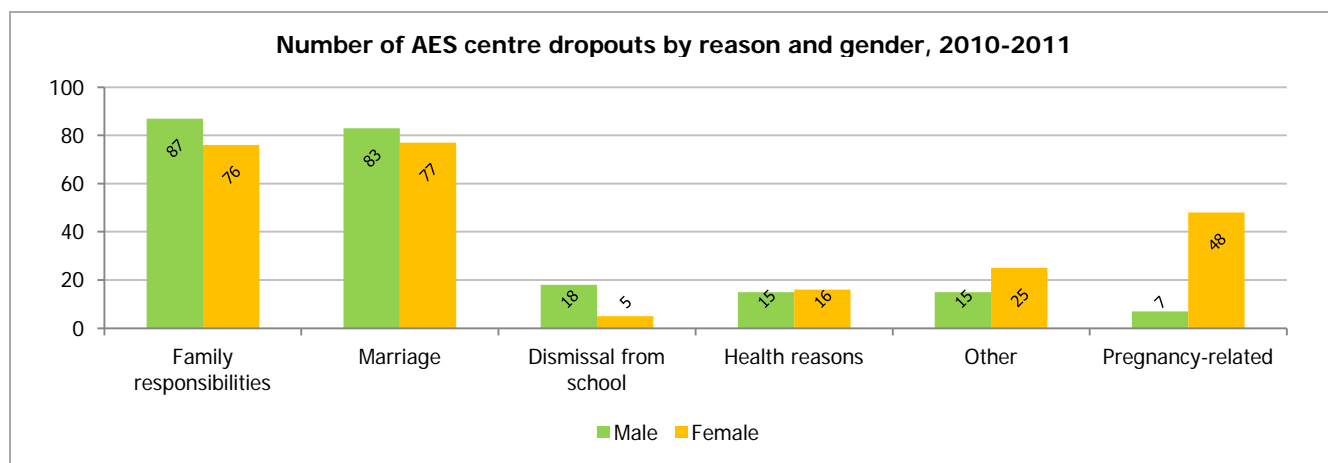
8.3.1. Dropouts

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

County	Total	Male		Female	
		Count	% total	Count	% total
Jur River	283	134	47.3%	149	52.7%
Raja	-	-	-	-	-
Wau	189	91	48.1%	98	51.9%
Total	472	225	47.7%	247	52.3%

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

Reason	Total	Male		Female	
		Count	% total	Count	% total
Dismissal from school	23	18	78.3%	5	21.7%
Family responsibilities	163	87	53.4%	76	46.6%
Health reasons	31	15	48.4%	16	51.6%
Marriage	160	83	51.9%	77	48.1%
Pregnancy-related	55	7	12.7%	48	87.3%
Other	40	15	37.5%	25	62.5%
Total	472	225	47.7%	247	52.3%



8.4. Programme profiles

8.4.1. Accelerated Learning Programme (ALP)

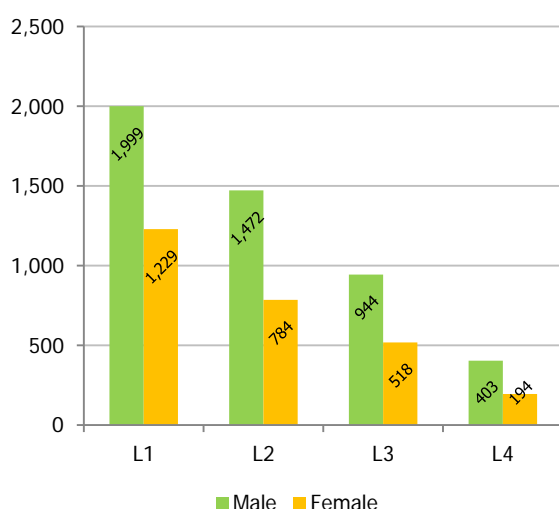
Number of ALP learners by county and grade, 2011

County	Total	L1	L2	L3	L4
Jur River	2,834	1,505	900	406	23
Raja	138	138	-	-	-
Wau	4,571	1,585	1,356	1,056	574
Total	7,543	3,228	2,256	1,462	597

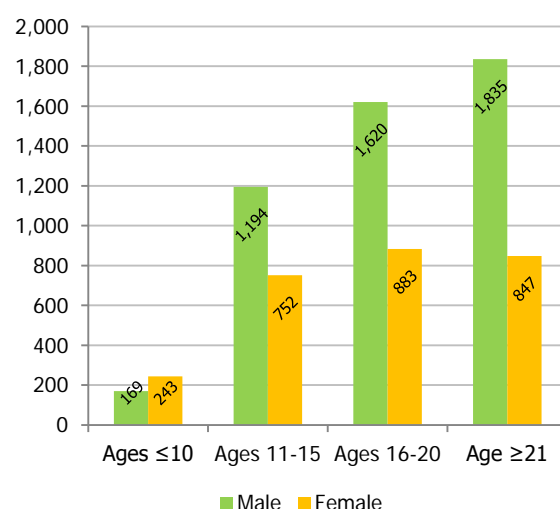
Number and % of ALP learners by grade and age group, 2011

County	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
L1	3,228	176	863	1,052	1,137
		5.5%	26.7%	32.6%	35.2%
L2	2,256	127	575	734	820
		5.6%	25.5%	32.5%	36.3%
L3	1,462	69	385	540	468
		4.7%	26.3%	36.9%	32.0%
L4	597	40	123	177	257
		6.7%	20.6%	29.6%	43.0%
Total	7,543	412	1,946	2,503	2,682
		5.5%	25.8%	33.2%	35.6%

Number of ALP learners by grade and gender, 2011



Number of ALP learners by age group and gender, 2011



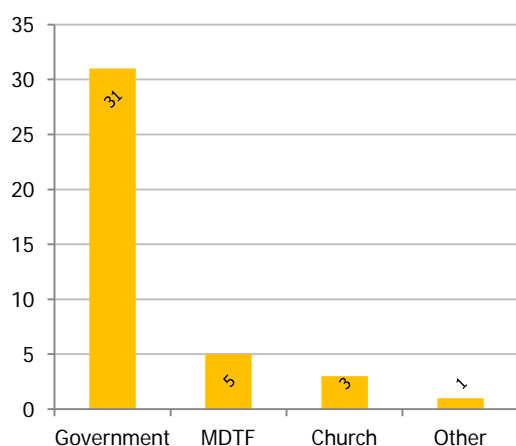
Number of centres with ALP by funder, 2011

Funder	Centres	Centres %
Church	3	7.5%
Government	31	77.5%
MDTF	5	12.5%
Other	1	2.5%
Total	40	100.0%

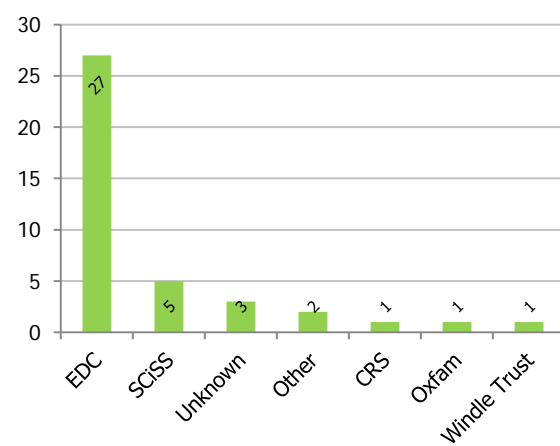
Number of centres with ALP by implementing agency, 2011

Agency	Centres	Centres %
CRS	1	2.5%
EDC	27	67.5%
Oxfam	1	2.5%
SCISS	5	12.5%
Windle Trust	1	2.5%
Other	2	5.0%
Unknown	3	7.5%
Total	40	100.0%

Number of centres with ALP by funder, 2011

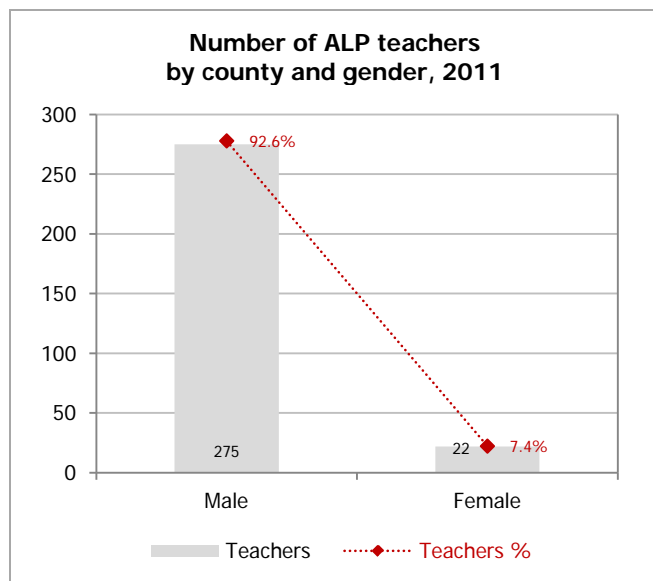


Number of centres with ALP by implementation agency, 2011



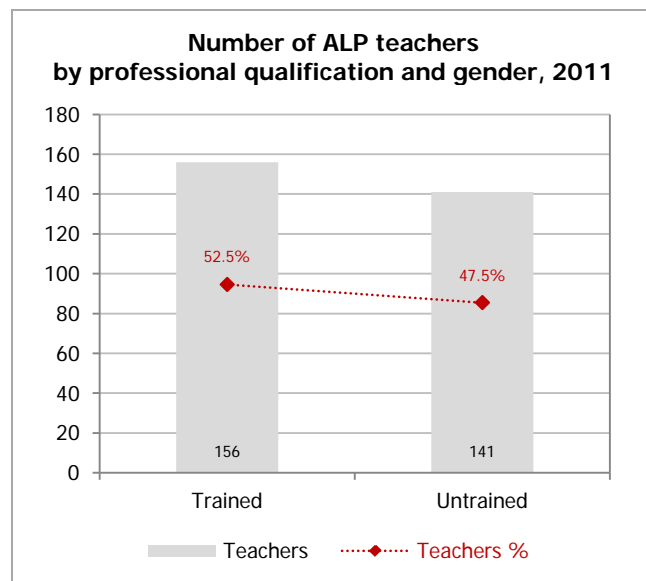
Number and % of ALP teachers by county and gender, 2011

County	Total	Male		Female	
		Count	% total	Count	% total
Jur River	88	81	92.0%	7	8.0%
Raja	6	6	100.0%	-	-
Wau	203	188	92.6%	15	7.4%
Total	297	275	92.6%	22	7.4%



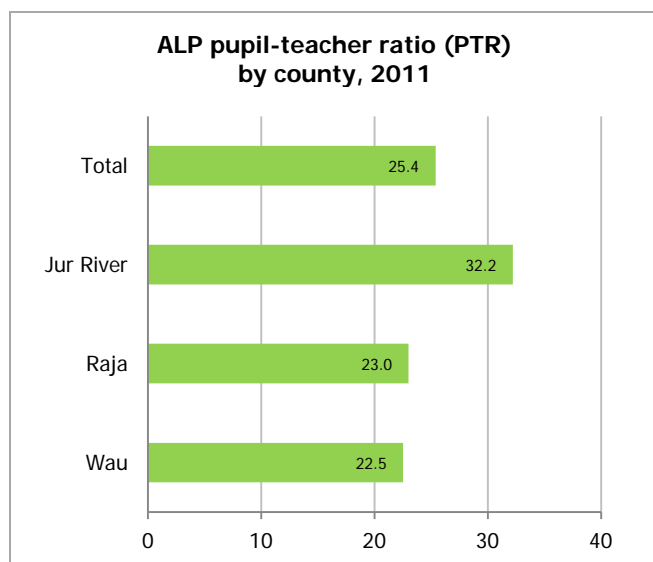
Number and % of ALP teachers by county and professional qualification, 2011

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Jur River	88	50	56.8%	38	43.2%
Raja	6	1	16.7%	5	83.3%
Wau	203	105	51.7%	98	48.3%
Total	297	156	52.5%	141	47.5%



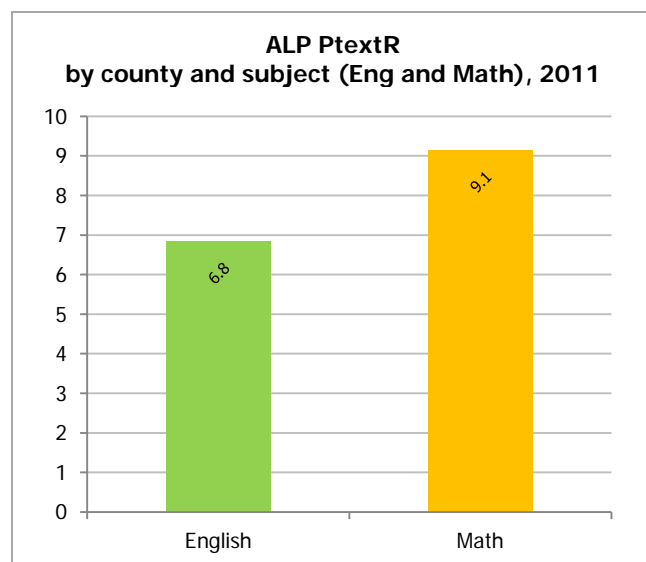
ALP pupil-teacher ratio (PTR) by county, 2011

County	Learner	Teacher	PTR
Jur River	2,834	88	32.2
Raja	138	6	23.0
Wau	4,571	203	22.5
Total	7,543	297	25.4



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

County	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
Jur River	2,834	349	8.1	346	8.2
Raja	138	93	1.5	45	3.1
Wau	4,571	662	6.9	434	10.5
Total	7,543	1,104	6.8	825	9.1



8.4.2. Basic Functional Adult Literacy (BFAL)

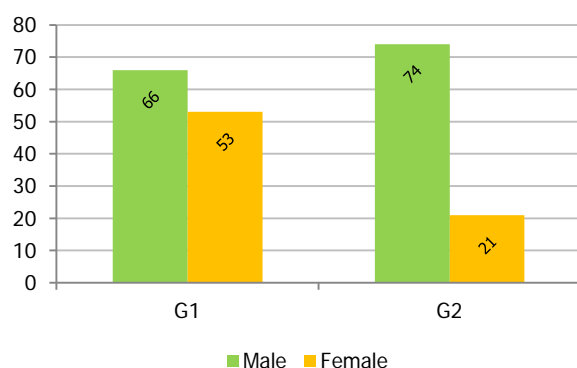
Number of BFAL programme learners by county and grade, 2011

County	Total	G1	G2
Jur River	172	77	95
Raja	22	22	-
Wau	20	20	-
Total	214	119	95

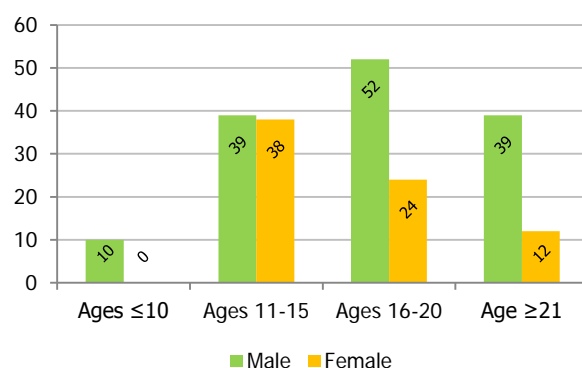
Number and % of BFAL programme learners by grade and age group, 2011

County	Total	Ages 5-10	Ages 11-15	Ages 16-20	Ages 21+
		Count	% total	Count	% total
G1	119	10	8.4%	54	45.4%
G2	95	-	-	23	24.2%
Total	214	10	4.7%	77	36.0%
				76	35.5%
				51	23.8%

Number of BFAL programme learners by grade and gender, 2011



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



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

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

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

Agency	Centres	Centres %
EDC	3	75.0%
Unknown	1	25.0%
Total	4	100.0%

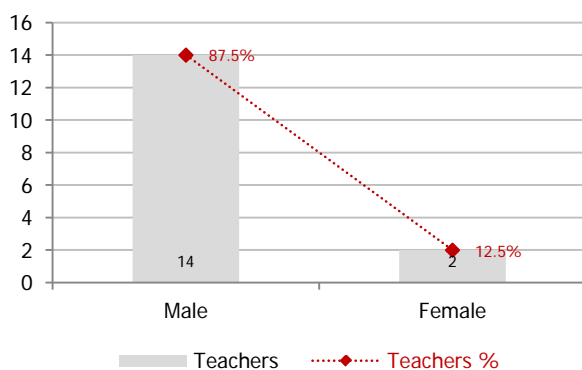
Number and % of BFAL programme teachers by county and gender, 2011

County	Total	Male		Female	
		Count	% total	Count	% total
Jur River	13	11	84.6%	2	15.4%
Raja	2	2	100.0%	-	-
Wau	1	1	100.0%	-	-
Total	16	14	87.5%	2	12.5%

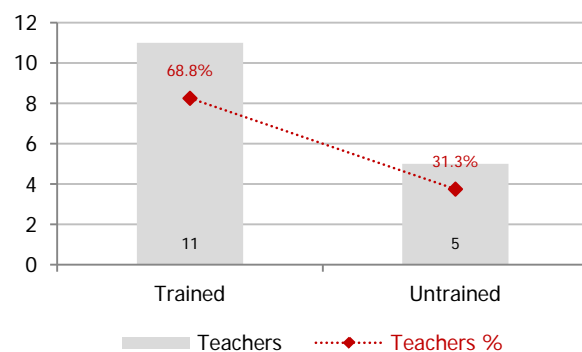
Number and % of BFAL programme teachers by county and professional qualification, 2011

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Jur River	13	11	84.6%	2	15.4%
Raja	2	-	-	2	100.0%
Wau	1	-	-	1	100.0%
Total	16	11	68.8%	5	31.3%

Number of BFAL programme teachers by county and gender, 2011



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



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

County	Learner	Teacher	PTR
Jur River	172	13	13.2
Raja	22	2	11.0
Wau	20	1	20.0
Total	214	16	13.4

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

County	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
Jur River	172	23	7.5	2	86.0
Raja	22	50	0.4	-	-
Wau	20	-	-	-	-
Total	214	73	2.9	2	107.0

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



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

9.1. Access

9.1.1. Enrolment

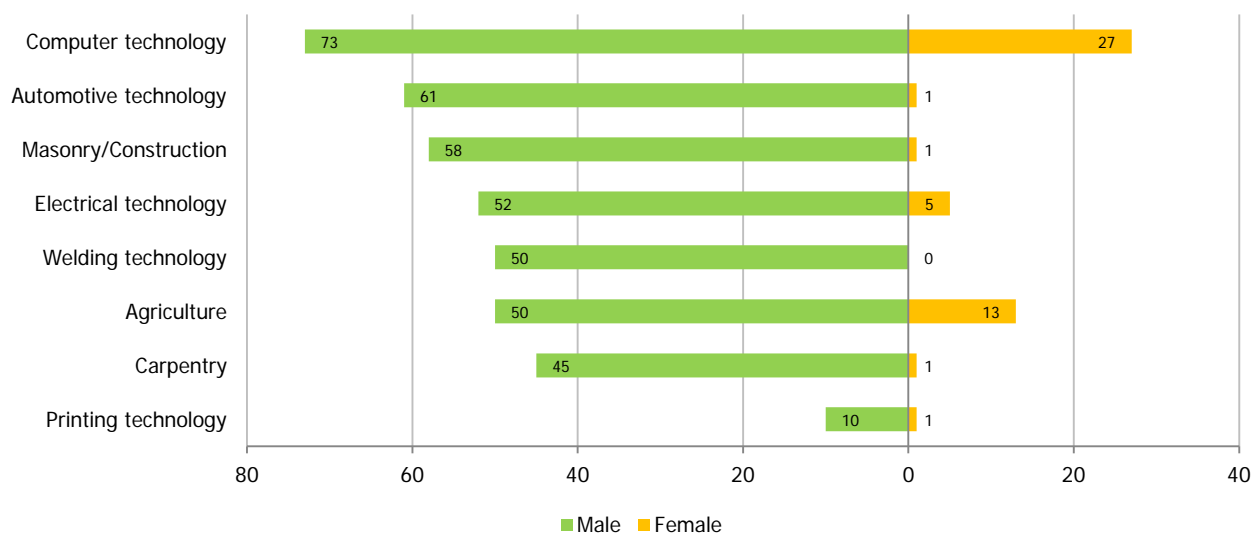
Number and % TVET centre trainees by county and gender, 2011

County	Total	Male		Female	
		Count	% total	Count	% total
Jur River	63	50	79.4%	13	20.6%
Wau	385	349	90.6%	36	9.4%
Total	448	399	89.1%	49	10.9%

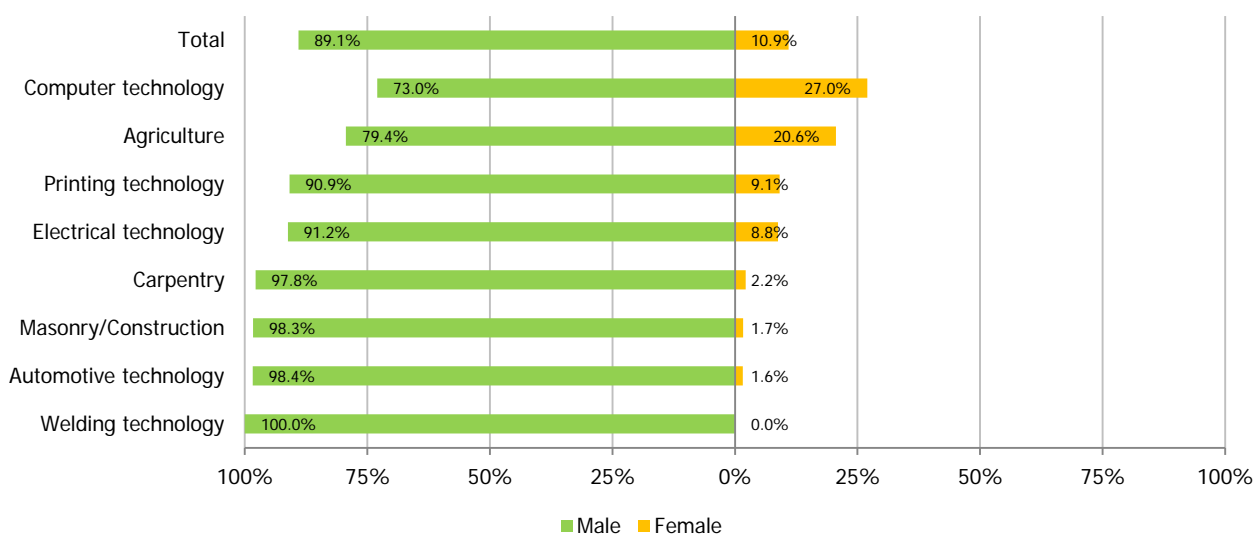
Number and % TVET centre trainees by programme and gender, 2011

Programme	Total	Male		Female	
		Count	% total	Count	% total
Agriculture	63	50	79.4%	13	20.6%
Automotive technology	62	61	98.4%	1	1.6%
Carpentry	46	45	97.8%	1	2.2%
Computer technology	100	73	73.0%	27	27.0%
Electrical technology	57	52	91.2%	5	8.8%
Masonry/Construction	59	58	98.3%	1	1.7%
Printing technology	11	10	90.9%	1	9.1%
Welding technology	50	50	100.0%	-	-
Total	448	399	89.1%	49	10.9%

Number of TVET centre trainees by programme and gender, 2011



% of TVET centre trainees by programme and gender, 2011



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

Type of service for female trainees	Centres	Centres%
Flexible school hours for girls	1	33.3%
Mentoring programme for girls	1	33.3%
Other	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 admission minimum age requirement, 2011

Minimum age requirement	Centres	Centres %
Below 18	3	75.0%
18 to 25	1	25.0%
Above 25	-	0.0%
Total	4	100.0%

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

9.2. Resources

9.2.1. Centres

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

Agency of administration	Centres	Centres %
Central gov	3	75.0%
Religious group	1	25.0%
Total	4	100.0%

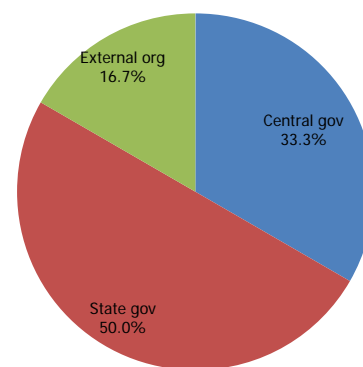
* One centre may have more than one type of service for female trainees.

Number and % of TVET centres by funding source, 2011

Minimum age requirement	Centres	Centres %
Central gov	2	33.3%
State gov	3	50.0%
External org	1	16.7%
Total	6	100.0%

* Some centres have more than one funding source

% of TVET centres by source of funding, 2011



9.2.2. Teachers/trainers

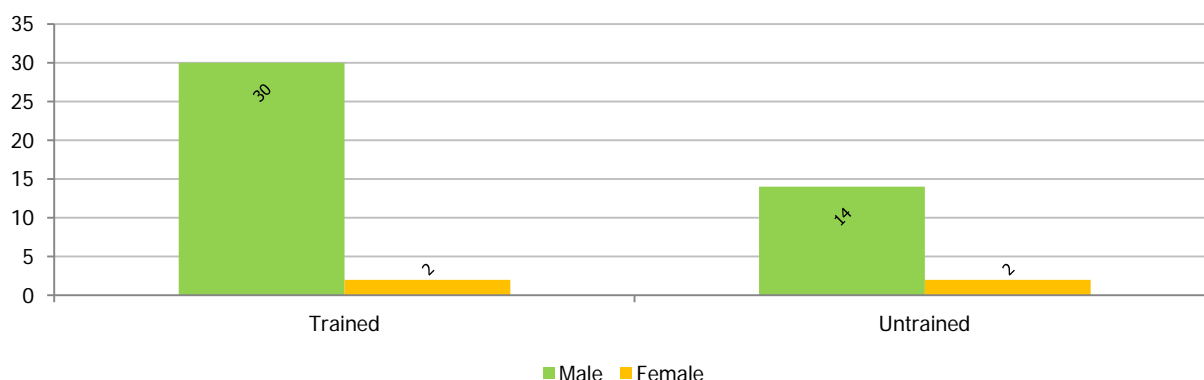
Number and % of TVET centre teachers/trainers by county and gender, 2011

County	Total	Male		Female	
		Count	% total	Count	% total
Jur River	10	8	80.0%	2	20.0%
Wau	38	36	94.7%	2	5.3%
Total	48	44	91.7%	4	8.3%

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

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Jur River	10	10	100.0%	-	-
Wau	38	22	57.9%	16	42.1%
Total	48	32	66.7%	16	33.3%

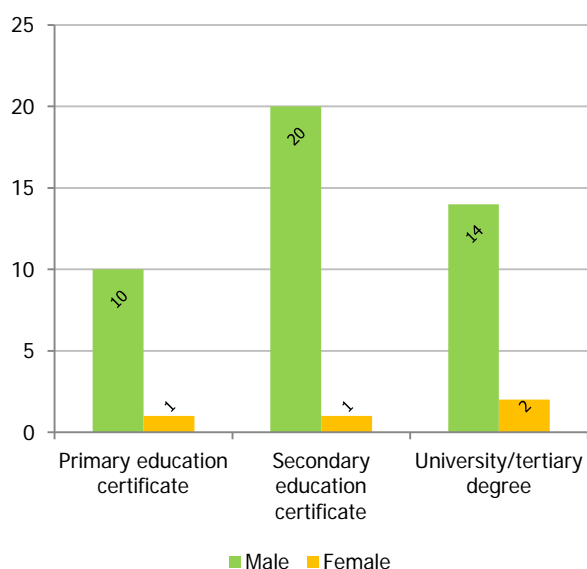
Number of TVET centre teachers/trainers by professional qualification and gender, 2011



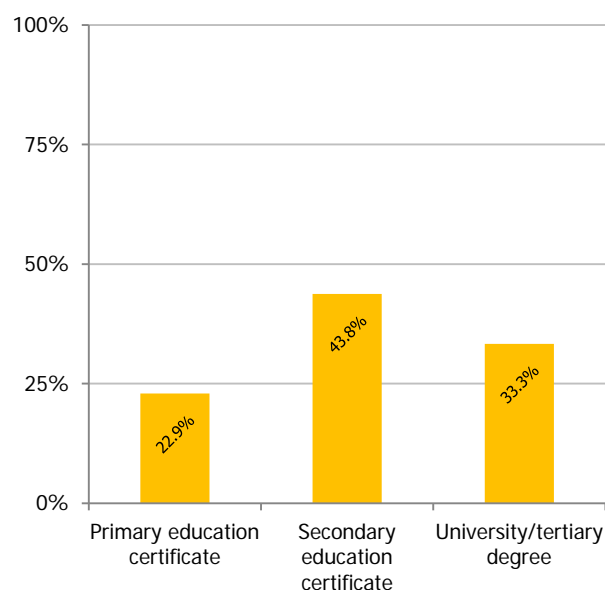
Number and % of TVET centre teachers/trainers by county and academic qualification, 2011

County	Total	Not completed primary education		Primary education certificate		Secondary education certificate		University/tertiary degree	
		Count	% total	Count	% total	Count	% total	Count	% total
Jur River	10	-	-	-	-	-	-	10	100.0%
Wau	38	-	-	11	28.9%	21	55.3%	6	15.8%
Total	48	-	-	11	22.9%	21	43.8%	16	33.3%

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



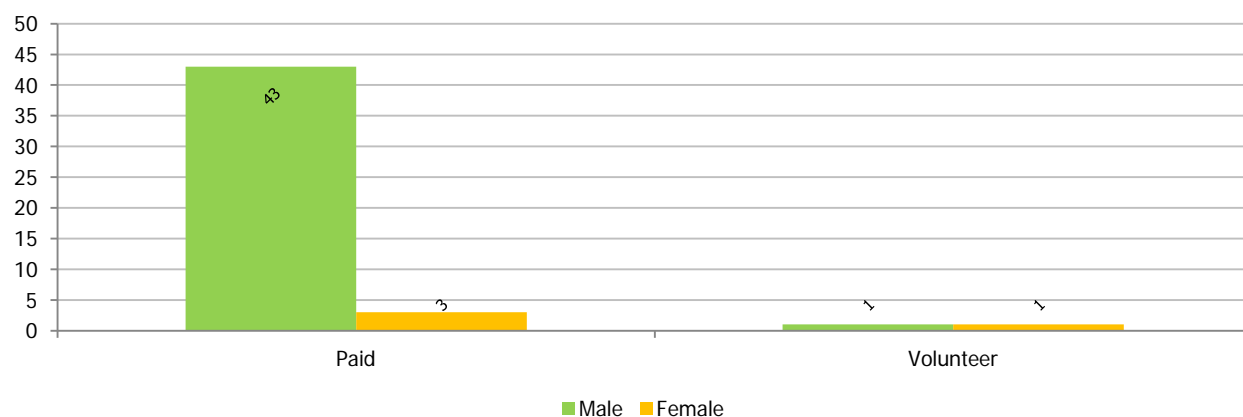
% of TVET centre teachers/trainers by county and academic qualification, 2011



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

County	Total	Paid		Volunteer	
		Count	% total	Count	% total
Jur River	10	8	80.0%	2	20.0%
Wau	38	38	100.0%	-	-
Total	48	46	95.8%	2	4.2%

Number of TVET centre teachers/trainers by type of appointment by gender, 2011



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

Ownership	Trainees	Teachers/trainers	PTR
Central gov	164	33	5.0
Religious group	284	15	18.9
Total	448	48	9.3

9.2.3. Curriculum

Number and % of TVET centres by programmes offered, 2011

Programme	Centres	Centres %
Agriculture	1	5.3%
Automobile tech	3	15.8%
Carpentry	3	15.8%
Computer tech	2	10.5%
Electrical tech	3	15.8%
Masonry/construction	3	15.8%
Printing tech	1	5.3%
Welding tech	3	15.8%
Total	19	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	7.1%
Automobile tech	2	14.3%
Carpentry	2	14.3%
Computer tech	2	14.3%
Electrical tech	2	14.3%
Masonry/construction	2	14.3%
Printing tech	1	7.1%
Welding tech	2	14.3%
Total	14	100.0%

* Some centres teach more than one programme.

Number and % of TVET centres teaching general skills, 2011

Skill	Centres	Centres %
Eng. language	4	40.0%
Entrepre.	2	20.0%
Literacy	2	20.0%
Life skills	1	10.0%
Numeracy	1	10.0%
Total	10	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	33.3%
Entrepre. training	2	66.7%
Total	3	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	3	60.0%
Borrowed curriculum	1	20.0%
School-dev curriculum	1	20.0%
Total	5	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
Jur River	8	8	100.0%	-	-	-	-
Wau	13	13	100.0%	-	-	-	-
Total	21	21	100.0%	-	-	-	-

Number and % of TVET centres with selected facilities, 2011

Facility	Centres with the facility	Centres with the facility %
Dormitory for trainees	1	25.0%
Hand washing facility	3	75.0%
Latrine	2	50.0%
Electricity	2	50.0%
Laboratory/workshop	3	75.0%
Library	3	75.0%
Safe drinking water	4	100.0%

9.3. Student flow

9.3.1. TVET centre completion

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

County	Total	Male		Female	
		Count	% total	Count	% total
Jur River	-	-	-	-	-
Wau	304	277	91.1%	27	8.9%
Total	304	277	91.1%	27	8.9%

9.4. Operations

9.4.1. Operational status

Number and % of TVET centres by operational status, 2011

Source of curriculum	Centres	Centres %
Operational	1	25.0%
Partly operational	3	75.0%
Will start within the next 3 months	-	-
Total	4	100.0%

9.4.2. Fee/tuition

Number and % of TVET centres by fees/tuition

Fees/tuition	Centres	Centres %
<1,000	4	100.0%
1,000-5000	-	-
>5,000	-	-
Total	4	100.0%

10.0. Missing schools

10.1. Pre-primary schools

No.	State	County	Payam	EMIS code	School
1	WBG	Jur River	Udici	80003	Alur pre-primary
2	WBG	Jur River	Udici	80004	Catholic church pre-primary
3	WBG	Wau	Baggari	80002	Ngoholima B pre-primary
4	WBG	Wau	Kpayele	80012	Majiw pre-primary
5	WBG	Wau	Wau	80008	Mar-murgus pre-primary
6	WBG	Wau	Wau	80011	Bilpham pre-primary
7	WBG	Wau	Wau	80024	Hai bashir girls pre-primary
8	WBG	Wau	Wau	80028	hai salam pre-primary

10.2. Primary schools

No.	State	County	Payam	EMIS code	School
1	WBG	Jur River	Kuajina	80240	Achana Primary School
2	WBG	Jur River	Wau Bai	80182	Kur Chok Primary School
3	WBG	Raja	Raja	80224	MANGOK DENG PRIMARY SCHOOL
4	WBG	Wau	Baggari	80152	Sunday Basic Co School ECS
5	WBG	Wau	Wau	80102	Hai Mafaro Rhoda
6	WBG	Wau	Wau	80107	John Paul II Basic
7	WBG	Wau	Wau	80134	St. Micheal Roda

10.3. Secondary schools

No.	State	County	Payam	EMIS code	School
1	WBG	Raja	Raja	80002	Comboni CO Education Secondary School
2	WBG	Wau	Wau	80007	Kuajok Seconadary school
3	WBG	Wau	Wau	80008	Wau Day Seconadary school
4	WBG	Wau	Wau	80016	El Mustafa Secondary School

10.4. TVET centres⁶

No.	State	County	Payam	EMIS code	Centre
1	WBG	Jur River	RocRocDong	42	Wau Co Education Agricultural Secondary School
2	WBG	Wau	Wau	40	Don Bosco Vocational Training Centre
3	WBG	Wau	Wau	41	Wau Vocational Training Centre
4	WBG	Wau	Wau	43	Wau Technical Secondary School

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