



Education Statistics for Jonglei

**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

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Foreword

Message from Minister Joseph Ukel Abango



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

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

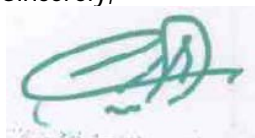
appropriate interventions. Once implemented, EMIS assists us in monitoring if the interventions are having the desired outcome.

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

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

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

Sincerely,

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

Hon Joseph Ukel Abango
Ministry of General Education and Instruction

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1.0. ACRONYMS

AEC	Annual Education Census
AES	Alternative Education System
ALP	Accelerated Learning Programme
BFAL	Basic Functional Adult Literacy
CE	Central Equatoria
CEC	County Education Centre
CGS	Community Girls School
CRS	Catholic Relief Services
DDM	(Global ED*ASSIST) Data Dissemination Module
DP	Duken Padiet
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
Twic E.	Twic East
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

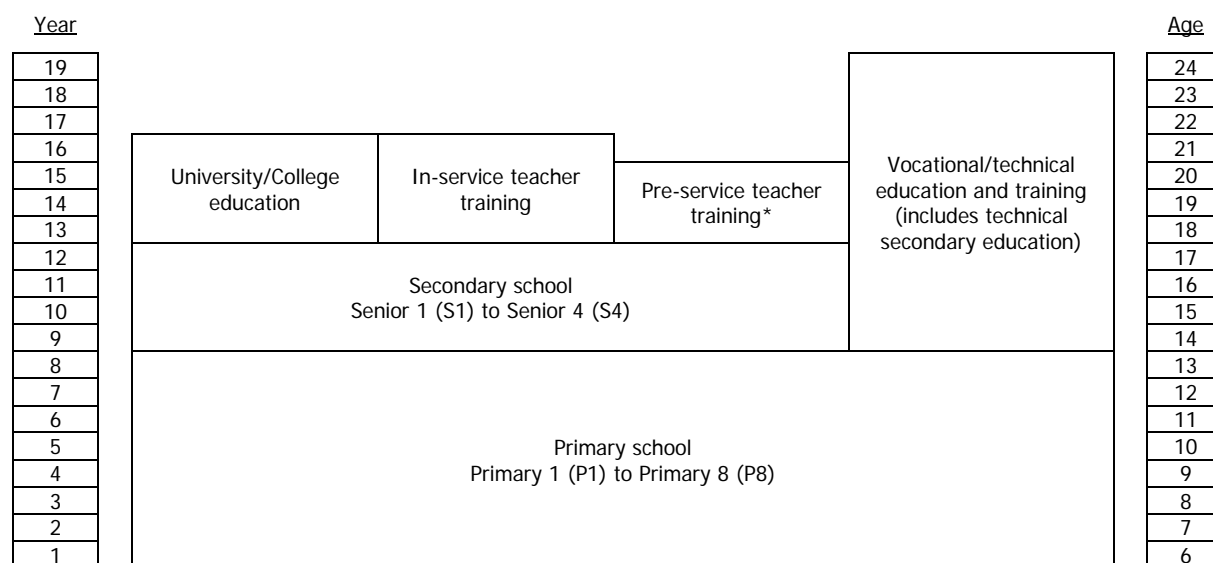
"We cherish education for all our people equally and aim to provide a lifelong education for all children and adults of South Sudan, an education that is relevant and based on the needs of the people, to enable them to be responsible and productive citizens."

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

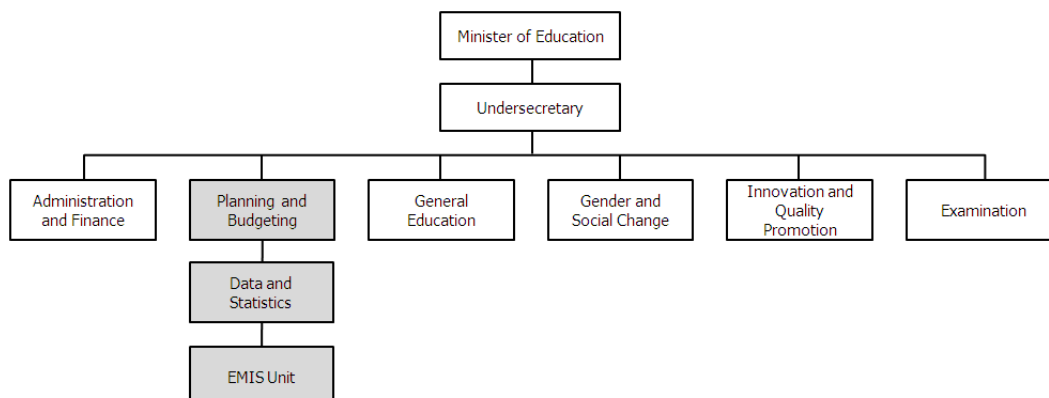


*Pre-service teacher training lasts three (3) years for P8 leavers and two (2) years for secondary leavers.

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.

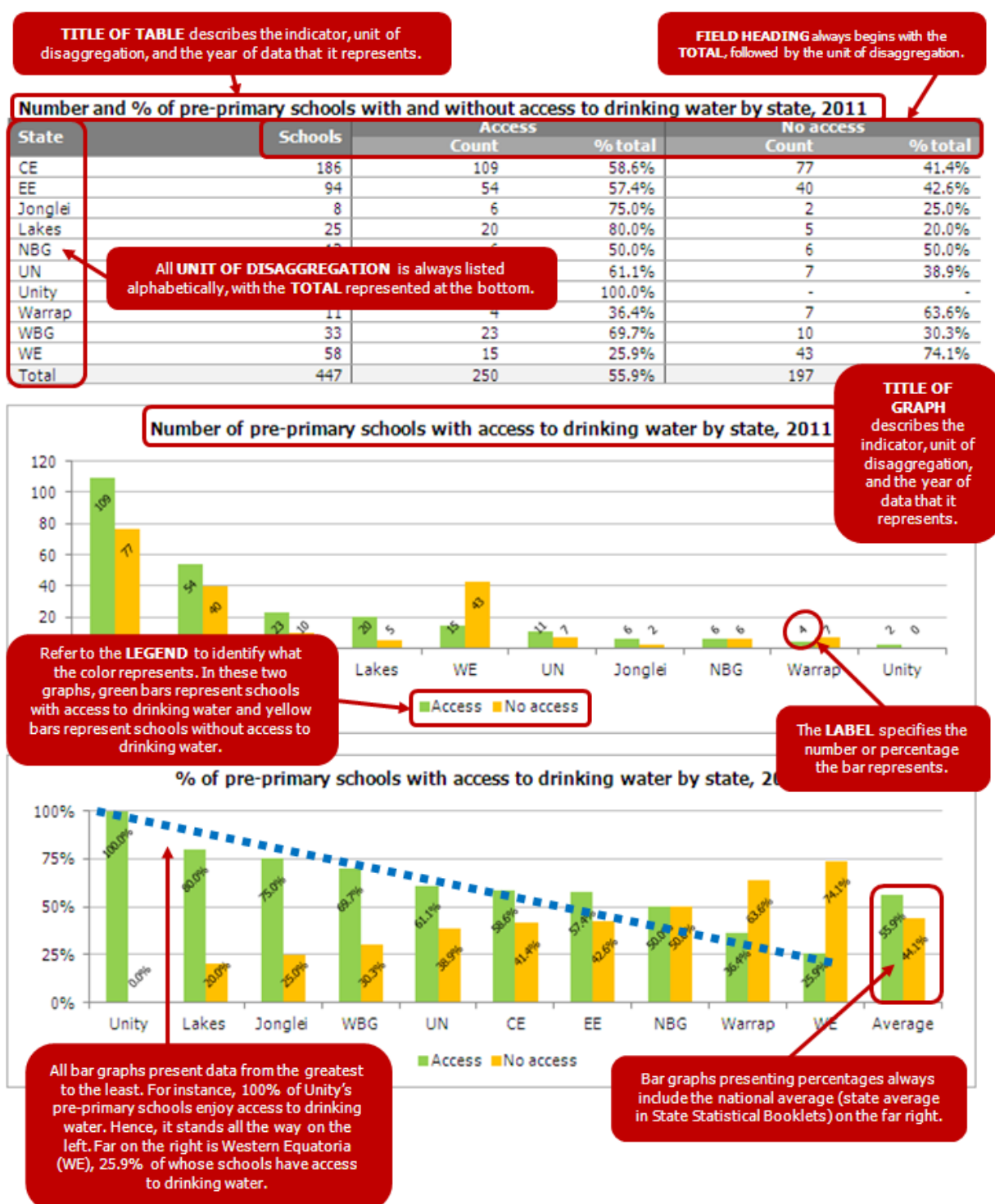
Two (2) types of data were used in the compilation of this booklet: **1)** 2009-2011 AEC outputs and **2)** population projection based on the 2008 population data from the National Bureau of Statistics (NBS).³

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

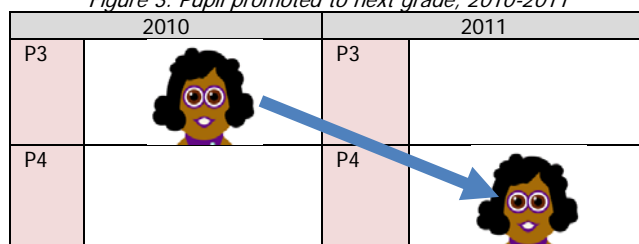
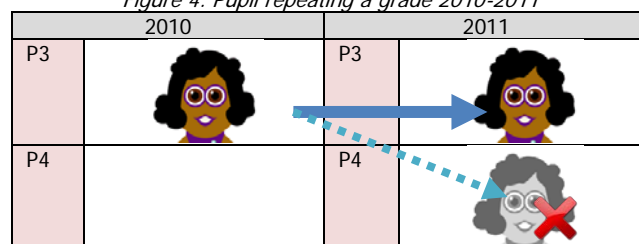


Figure 4. Pupil repeating a grade 2010-2011

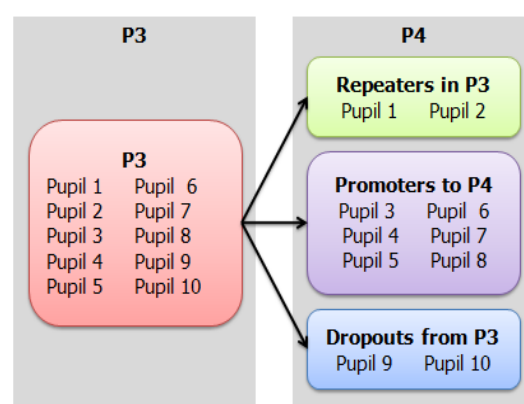


3.4.4. Repetition rate measures the phenomenon of pupils from a cohort repeating a grade, and its effect on the internal efficiency of education systems. It is one of the key indicators for analysing and projecting pupil flows from grade to grade within the education cycle. Repetition rate should ideally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

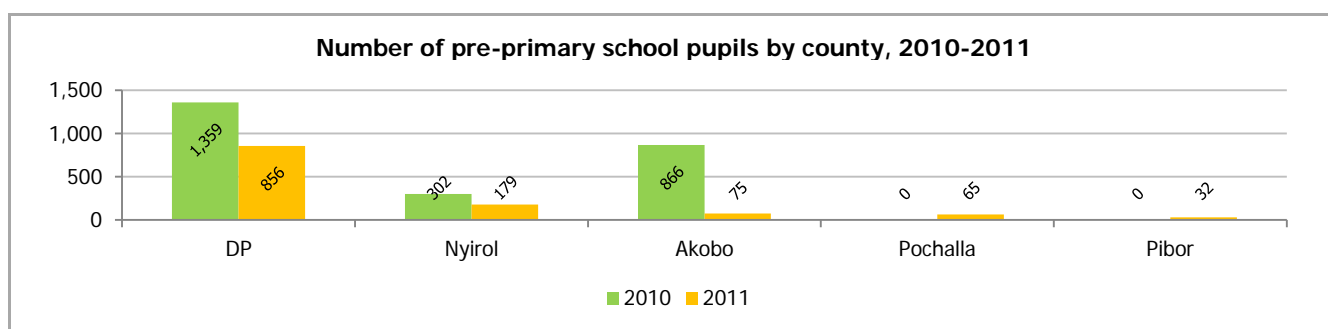
County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Akobo	2011	1	-	1	-	100.0%
	2010	1	1	-	100.0%	-
DP	2011	4	2	2	50.0%	50.0%
	2010	4	4	-	100.0%	-
Nyirol	2011	1	1	-	100.0%	-
	2010	1	-	1	-	100.0%
Pibor	2011	1	-	1	-	100.0%
	2010	-	-	-	-	-
Pochalla	2011	1	1	-	100.0%	-
	2010	-	-	-	-	-
Total	2011	8	4	4	50.0%	50.0%
	2010	6	5	1	83.3%	16.7%

* "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

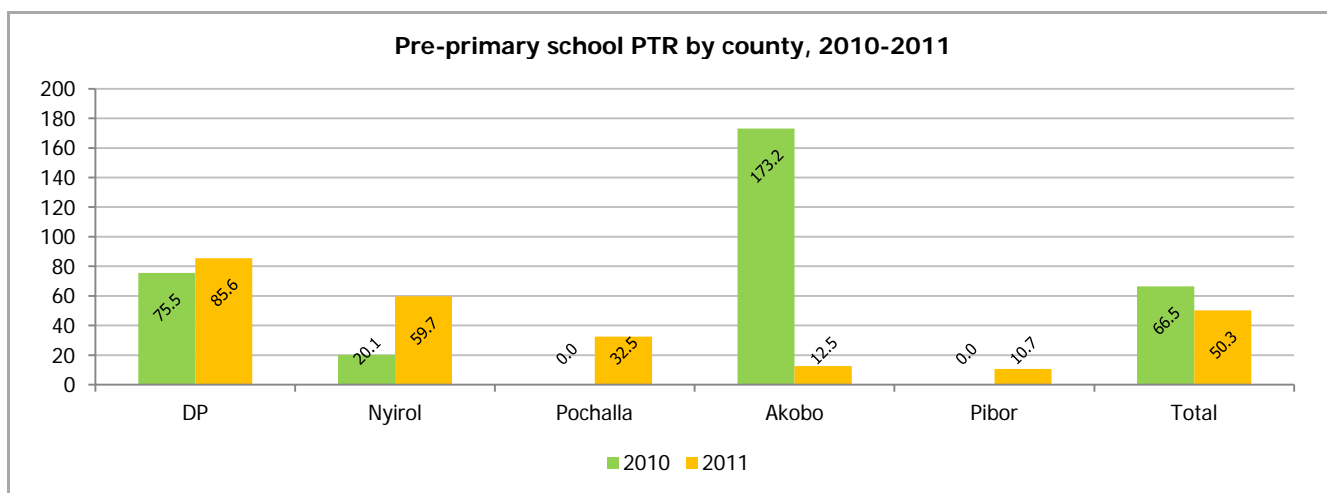
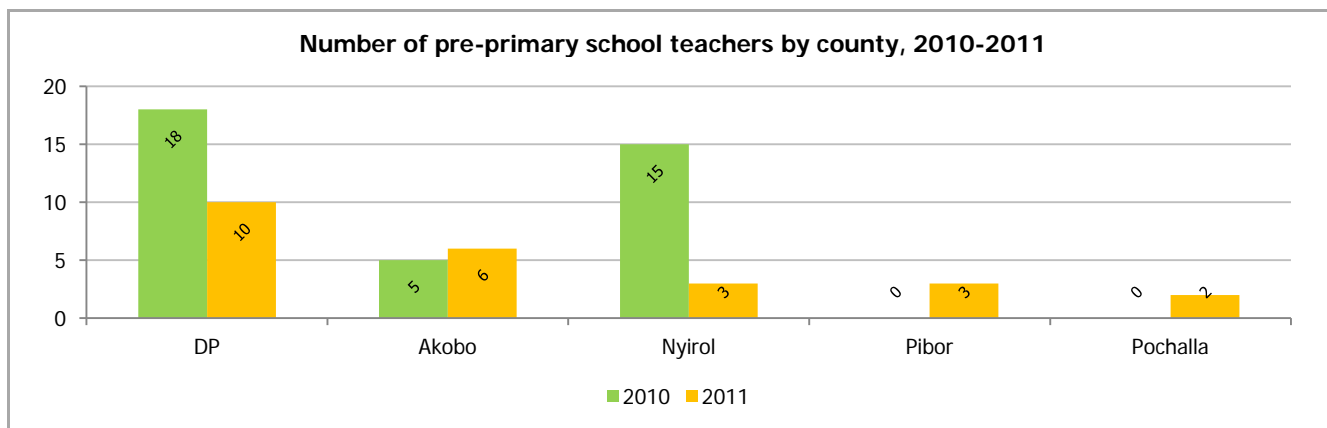
County	Year	Total	Male	Female	Male %	Female %
Akobo	2011	75	70	5	93.3%	6.7%
	2010	866	533	333	61.5%	38.5%
DP	2011	856	490	366	57.2%	42.8%
	2010	1,359	713	646	52.5%	47.5%
Nyirol	2011	179	98	81	54.7%	45.3%
	2010	302	122	180	40.4%	59.6%
Pibor	2011	32	16	16	50.0%	50.0%
	2010	-	-	-	-	-
Pochalla	2011	65	46	19	70.8%	29.2%
	2010	-	-	-	-	-
Total	2011	1,207	720	487	59.7%	40.3%
	2010	2,527	1,368	1,159	54.1%	45.9%



4.1.3. Teachers

Number 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
Akobo	2011	6	6	-	100.0%	-	12.5
	2010	5	5	-	100.0%	-	173.2
DP	2011	10	6	4	60.0%	40.0%	85.6
	2010	18	11	7	61.1%	38.9%	75.5
Nyirol	2011	3	2	1	66.7%	33.3%	59.7
	2010	15	10	5	66.7%	33.3%	20.1
Pibor	2011	3	2	1	66.7%	33.3%	10.7
	2010	-	-	-	-	-	-
Pochalla	2011	2	-	2	-	100.0%	32.5
	2010	-	-	-	-	-	-
Total	2011	24	16	8	66.7%	33.3%	50.3
	2010	38	26	12	68.4%	31.6%	66.5



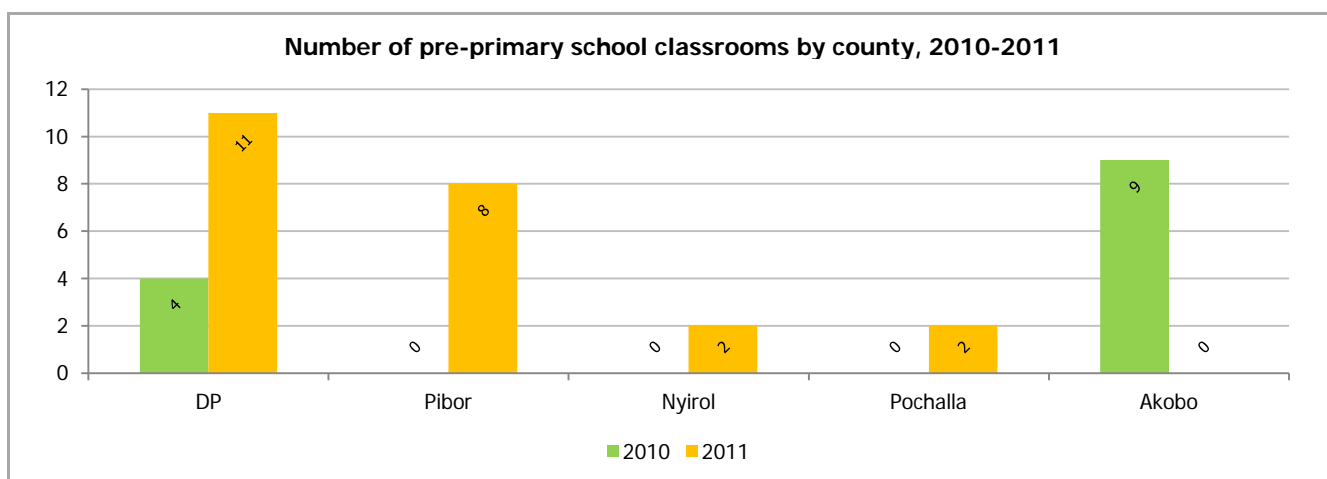
4.1.4. Classrooms

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
Akobo	2011	-	-	-	-	-	-
	2010	9	-	-	9	-	-
DP	2011	11	-	-	8	3	-
	2010	4	-	-	1	3	-
Nyirol	2011	2	-	-	2	-	-
	2010	-	-	-	-	-	-
Pibor	2011	8	8	-	-	-	4.0
	2010	-	-	-	-	-	-
Pochalla	2011	2	-	-	2	-	-
	2010	-	-	-	-	-	-
Total	2011	23	8	-	12	3	150.9
	2010	13	-	-	10	3	-

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

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



4.2. Primary school

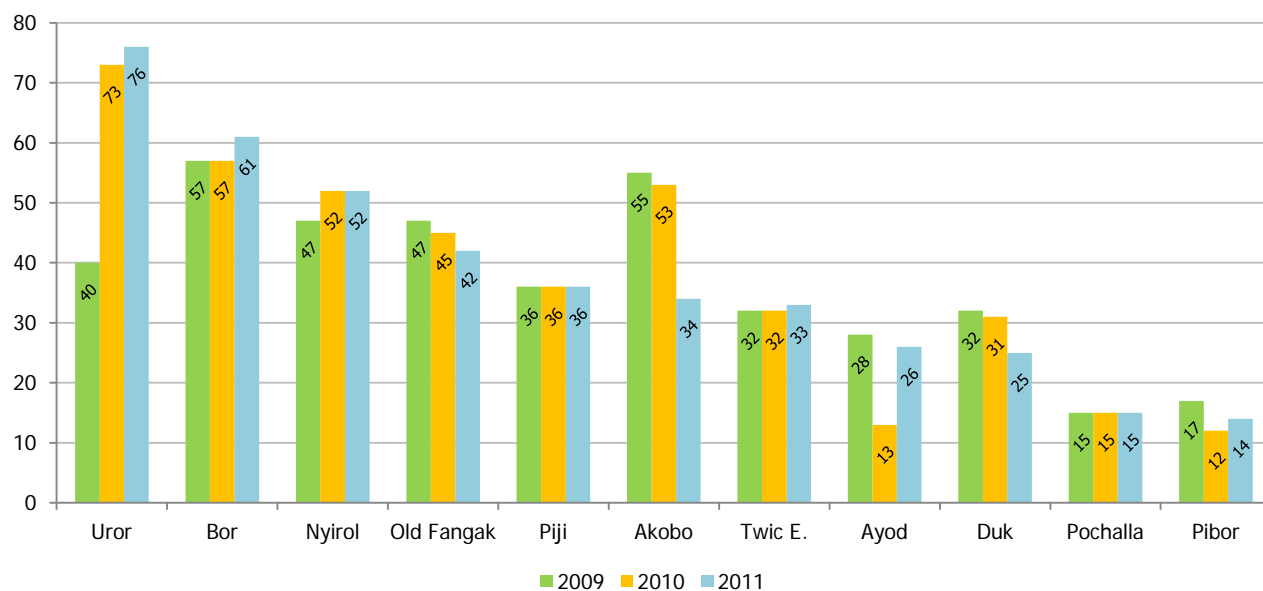
4.2.1. Schools

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

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Akobo	2011	34	31	3	91.2%	8.8%
	2010	53	52	1	98.1%	1.9%
	2009	55	53	2	96.4%	3.6%
Ayod	2011	26	23	3	88.5%	11.5%
	2010	13	9	4	69.2%	30.8%
	2009	28	25	3	89.3%	10.7%
Bor	2011	61	42	19	68.9%	31.1%
	2010	57	43	14	75.4%	24.6%
	2009	57	53	4	93.0%	7.0%
Duk	2011	25	22	3	88.0%	12.0%
	2010	31	21	10	67.7%	32.3%
	2009	32	21	11	65.6%	34.4%
Nyirol	2011	52	51	1	98.1%	1.9%
	2010	52	51	1	98.1%	1.9%
	2009	47	47	-	100.0%	-
Old Fangak	2011	42	23	19	54.8%	45.2%
	2010	45	40	5	88.9%	11.1%
	2009	47	40	7	85.1%	14.9%
Pibor	2011	14	11	3	78.6%	21.4%
	2010	12	11	1	91.7%	8.3%
	2009	17	11	6	64.7%	35.3%
Piji	2011	36	29	7	80.6%	19.4%
	2010	36	31	5	86.1%	13.9%
	2009	36	32	4	88.9%	11.1%
Pochalla	2011	15	15	-	100.0%	-
	2010	15	15	-	100.0%	-
	2009	15	15	-	100.0%	-
Twic E.	2011	33	30	3	90.9%	9.1%
	2010	32	22	10	68.8%	31.3%
	2009	32	23	9	71.9%	28.1%
Uror	2011	76	70	6	92.1%	7.9%
	2010	73	70	3	95.9%	4.1%
	2009	40	40	-	100.0%	-
Total	2011	414	347	67	83.8%	16.2%
	2010	419	365	54	87.1%	12.9%
	2009	406	360	46	88.7%	11.3%

* "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

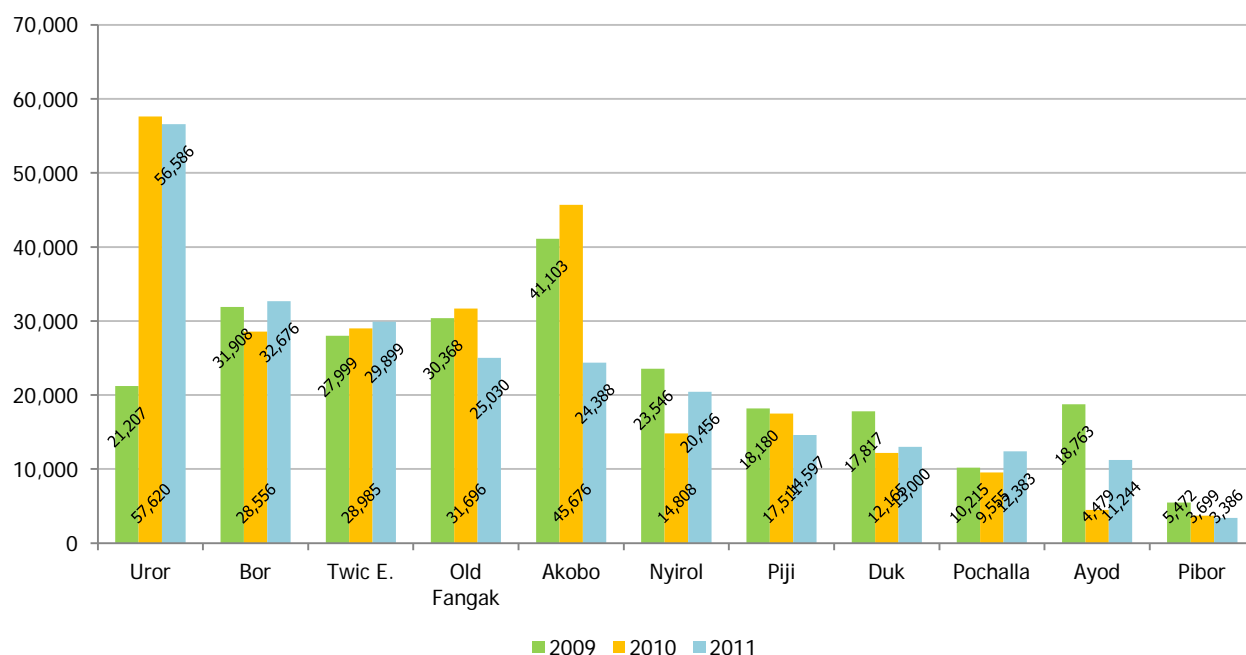


4.2.2. Pupils

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

County	Year	Total	Male	Female	Male %	Female %
Akobo	2011	24,388	15,652	8,736	64.2%	35.8%
	2010	45,676	29,794	15,882	65.2%	34.8%
	2009	41,103	26,552	14,551	64.6%	35.4%
Ayod	2011	11,244	7,397	3,847	65.8%	34.2%
	2010	4,479	2,777	1,702	62.0%	38.0%
	2009	18,763	12,622	6,141	67.3%	32.7%
Bor	2011	32,676	18,577	14,099	56.9%	43.1%
	2010	28,556	16,700	11,856	58.5%	41.5%
	2009	31,908	18,879	13,029	59.2%	40.8%
Duk	2011	13,000	8,091	4,909	62.2%	37.8%
	2010	12,165	7,450	4,715	61.2%	38.8%
	2009	17,817	10,930	6,887	61.3%	38.7%
Nyirol	2011	20,456	12,845	7,611	62.8%	37.2%
	2010	14,808	10,394	4,414	70.2%	29.8%
	2009	23,546	14,536	9,010	61.7%	38.3%
Old Fangak	2011	25,030	14,797	10,233	59.1%	40.9%
	2010	31,696	18,581	13,115	58.6%	41.4%
	2009	30,368	19,161	11,207	63.1%	36.9%
Pibor	2011	3,386	2,354	1,032	69.5%	30.5%
	2010	3,699	2,484	1,215	67.2%	32.8%
	2009	5,472	3,794	1,678	69.3%	30.7%
Piji	2011	14,597	8,695	5,902	59.6%	40.4%
	2010	17,511	10,680	6,831	61.0%	39.0%
	2009	18,180	11,298	6,882	62.1%	37.9%
Pochalla	2011	12,383	6,905	5,478	55.8%	44.2%
	2010	9,555	5,016	4,539	52.5%	47.5%
	2009	10,215	5,674	4,541	55.5%	44.5%
Twic E.	2011	29,899	17,087	12,812	57.1%	42.9%
	2010	28,985	16,773	12,212	57.9%	42.1%
	2009	27,999	16,036	11,963	57.3%	42.7%
Uror	2011	56,586	36,597	19,989	64.7%	35.3%
	2010	57,620	35,773	21,847	62.1%	37.9%
	2009	21,207	13,940	7,267	65.7%	34.3%
Total	2011	243,645	148,997	94,648	61.2%	38.8%
	2010	254,750	156,422	98,328	61.4%	38.6%
	2009	246,578	153,422	93,156	62.2%	37.8%

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

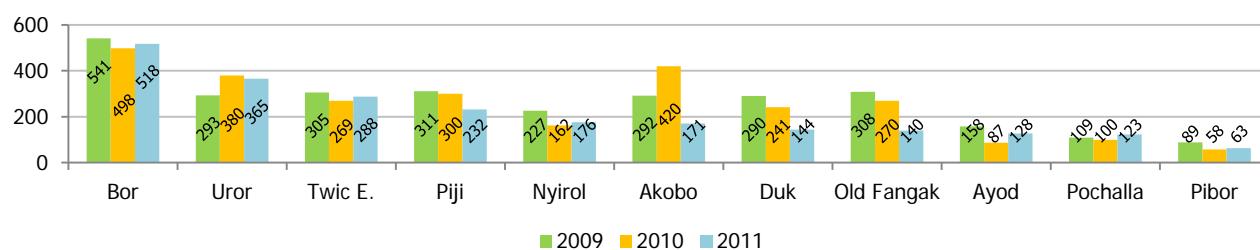


4.2.3. Teachers

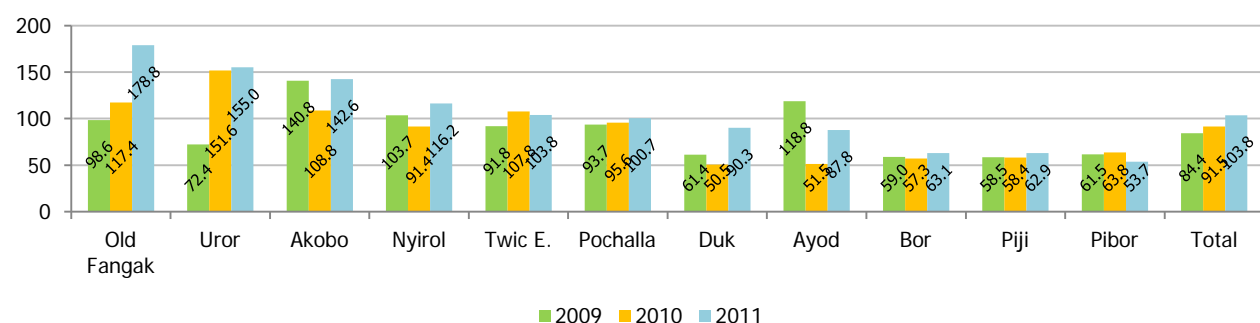
Number and % of primary school teachers, and pupil-teacher ratio (PTR) by county and gender, 2009-2011

County	Year	Total	Male	Female	Male %	Female %	PTR
Akobo	2011	171	169	2	98.8%	1.2%	142.6
	2010	420	406	14	96.7%	3.3%	108.8
	2009	292	283	9	96.9%	3.1%	140.8
Ayod	2011	128	116	12	90.6%	9.4%	87.8
	2010	87	73	14	83.9%	16.1%	51.5
	2009	158	149	9	94.3%	5.7%	118.8
Bor	2011	518	461	57	89.0%	11.0%	63.1
	2010	498	445	53	89.4%	10.6%	57.3
	2009	541	482	59	89.1%	10.9%	59.0
Duk	2011	144	139	5	96.5%	3.5%	90.3
	2010	241	226	15	93.8%	6.2%	50.5
	2009	290	269	21	92.8%	7.2%	61.4
Nyirol	2011	176	170	6	96.6%	3.4%	116.2
	2010	162	154	8	95.1%	4.9%	91.4
	2009	227	216	11	95.2%	4.8%	103.7
Old Fangak	2011	140	140	-	100.0%	-	178.8
	2010	270	232	38	85.9%	14.1%	117.4
	2009	308	271	37	88.0%	12.0%	98.6
Pibor	2011	63	61	2	96.8%	3.2%	53.7
	2010	58	56	2	96.6%	3.4%	63.8
	2009	89	86	3	96.6%	3.4%	61.5
Piji	2011	232	219	13	94.4%	5.6%	62.9
	2010	300	268	32	89.3%	10.7%	58.4
	2009	311	272	39	87.5%	12.5%	58.5
Pochalla	2011	123	120	3	97.6%	2.4%	100.7
	2010	100	96	4	96.0%	4.0%	95.6
	2009	109	104	5	95.4%	4.6%	93.7
Twic E.	2011	288	268	20	93.1%	6.9%	103.8
	2010	269	250	19	92.9%	7.1%	107.8
	2009	305	277	28	90.8%	9.2%	91.8
Uror	2011	365	338	27	92.6%	7.4%	155.0
	2010	380	353	27	92.9%	7.1%	151.6
	2009	293	268	25	91.5%	8.5%	72.4
Total	2011	2,348	2,201	147	93.7%	6.3%	103.8
	2010	2,785	2,559	226	91.9%	8.1%	91.5
	2009	2,923	2,677	246	91.6%	8.4%	84.4

Number of primary school teachers by county, 2009-2011



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



4.2.4. Classrooms

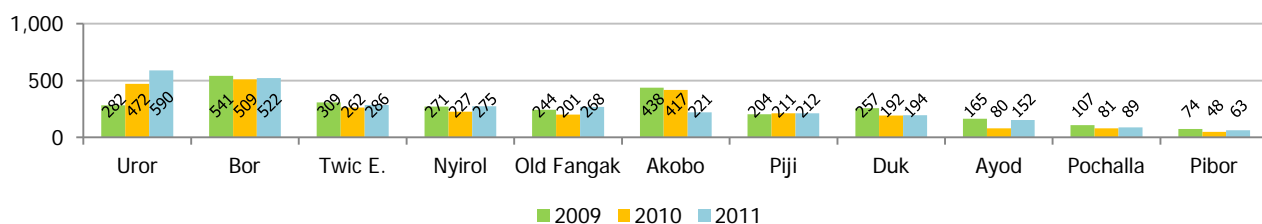
Number of primary school classrooms and pupil-classroom ratio (PCR) by county and type, 2009-2011

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Akobo	2011	221	24	14	175	8	641.8
	2010	417	44	103	258	12	310.7
	2009	438	47	117	268	6	250.6
Ayod	2011	152	19	51	74	8	160.6
	2010	80	19	17	29	15	124.4
	2009	165	28	72	49	16	187.6
Bor	2011	522	129	229	92	72	91.3
	2010	509	120	231	69	89	81.4
	2009	541	117	276	102	46	81.2
Duk	2011	194	74	3	73	44	168.8
	2010	192	29	35	91	37	190.1
	2009	257	76	83	77	21	112.1
Nyirol	2011	275	3	18	164	90	974.1
	2010	227	13	31	91	92	336.5
	2009	271	13	102	144	12	204.7
Old Fangak	2011	268	10	106	152	-	215.8
	2010	201	43	36	108	14	401.2
	2009	244	18	31	178	17	619.8
Pibor	2011	63	26	8	25	4	99.6
	2010	48	8	3	22	15	336.3
	2009	74	18	36	12	8	101.3
Piji	2011	212	21	50	100	41	205.6
	2010	211	25	47	89	50	243.2
	2009	204	9	53	116	26	293.2
Pochalla	2011	89	26	24	30	9	247.7
	2010	81	12	26	28	15	251.4
	2009	107	43	27	20	17	145.9
Twic E.	2011	286	58	112	84	32	175.9
	2010	262	52	122	83	5	166.6
	2009	309	47	141	85	36	148.9
Uror	2011	590	19	26	407	138	1,257.5
	2010	472	15	174	260	23	304.9
	2009	282	7	101	162	12	196.4
Total	2011	2,872	409	641	1,376	446	232.0
	2010	2,700	380	825	1,128	367	211.4
	2009	2,892	423	1,039	1,213	217	168.7

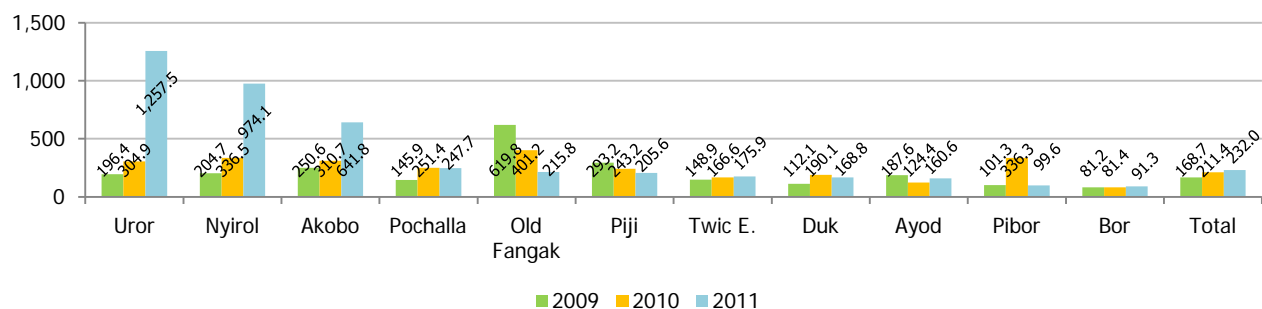
* "Other" includes roof-only, tent, and others.

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

Number of primary school classrooms by county, 2009-2011



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



4.3. Secondary school

4.3.1. Schools

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

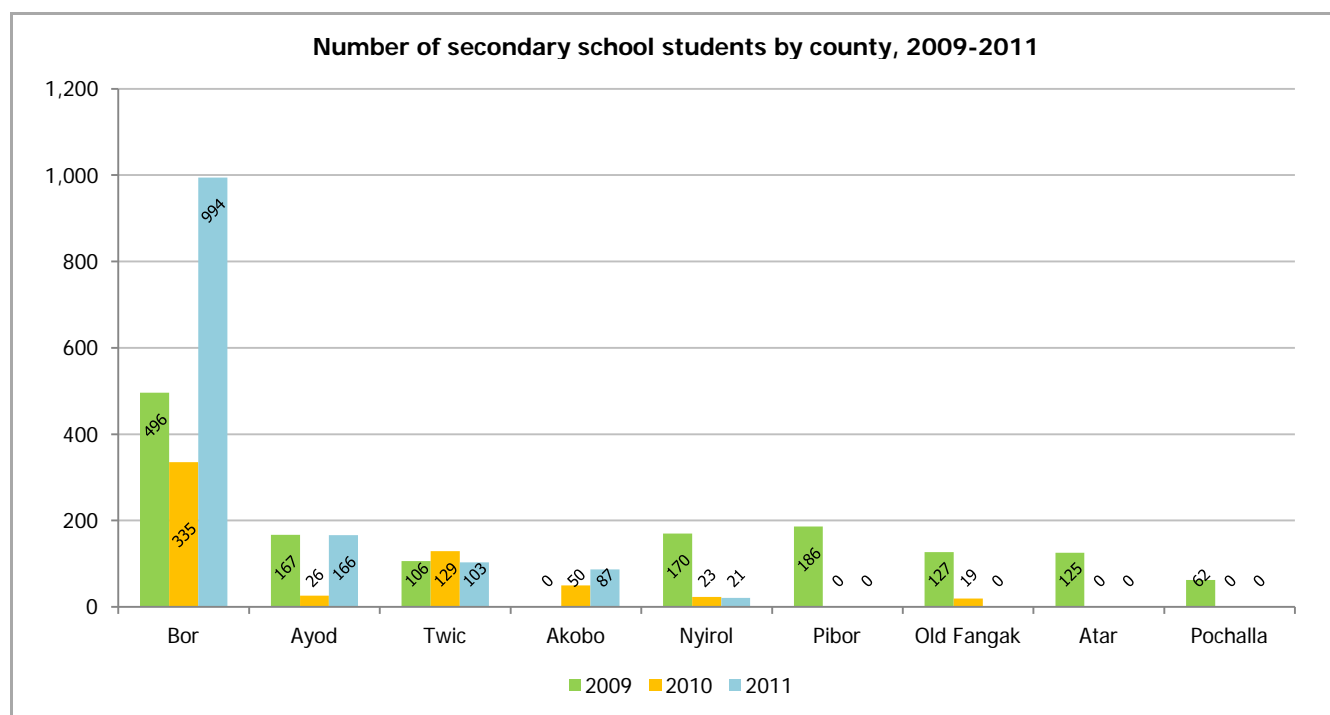
County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Akobo	2011	1	1	-	100.0%	-
	2010	1	1	-	100.0%	-
	2009	-	-	-	-	-
Ayod	2011	1	1	-	100.0%	-
	2010	1	1	-	100.0%	-
	2009	1	1	-	100.0%	-
Bor	2011	5	2	3	40.0%	60.0%
	2010	2	1	1	50.0%	50.0%
	2009	3	3	-	100.0%	-
Atar	2011	-	-	-	-	-
	2010	-	-	-	-	-
	2009	1	1	-	100.0%	-
Nyirol	2011	1	1	-	100.0%	-
	2010	1	1	-	100.0%	-
	2009	1	1	-	100.0%	-
Old Fangak	2011	-	-	-	-	-
	2010	1	1	-	100.0%	-
	2009	1	1	-	100.0%	-
Pibor	2011	-	-	-	-	-
	2010	-	-	-	-	-
	2009	1	1	-	100.0%	-
Pochalla	2011	-	-	-	-	-
	2010	-	-	-	-	-
	2009	1	-	1	-	100.0%
Twic	2011	1	1	-	100.0%	-
	2010	1	1	-	100.0%	-
	2009	1	1	-	100.0%	-
Total	2011	9	6	3	66.7%	33.3%
	2010	7	6	1	85.7%	14.3%
	2009	10	9	1	90.0%	10.0%

4.3.2. Students

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

County	Year	Total	Male	Female	Male %	Female %
Akobo	2011	87	84	3	96.6%	3.4%
	2010	50	47	3	94.0%	6.0%
	2009	-	-	-	-	-
Ayod	2011	166	156	10	94.0%	6.0%
	2010	26	25	1	96.2%	3.8%
	2009	167	154	13	92.2%	7.8%
Bor	2011	994	746	248	75.1%	24.9%
	2010	335	278	57	83.0%	17.0%
	2009	496	412	84	83.1%	16.9%
Atar	2011	-	-	-	-	-
	2010	-	-	-	-	-
	2009	125	99	26	79.2%	20.8%
Nyirol	2011	21	20	1	95.2%	4.8%
	2010	23	23	-	100.0%	-
	2009	170	105	65	61.8%	38.2%
Old Fangak	2011	-	-	-	-	-
	2010	19	15	4	78.9%	21.1%
	2009	127	82	45	64.6%	35.4%
Pibor	2011	-	-	-	-	-
	2010	-	-	-	-	-
	2009	186	96	90	51.6%	48.4%
Pochalla	2011	-	-	-	-	-
	2010	-	-	-	-	-
	2009	62	55	7	88.7%	11.3%
Twic	2011	103	95	8	92.2%	7.8%
	2010	129	114	15	88.4%	11.6%
	2009	106	88	18	83.0%	17.0%
Total	2011	1,371	1,101	270	80.3%	19.7%
	2010	582	502	80	86.3%	13.7%
	2009	1,439	1,091	348	75.8%	24.2%

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

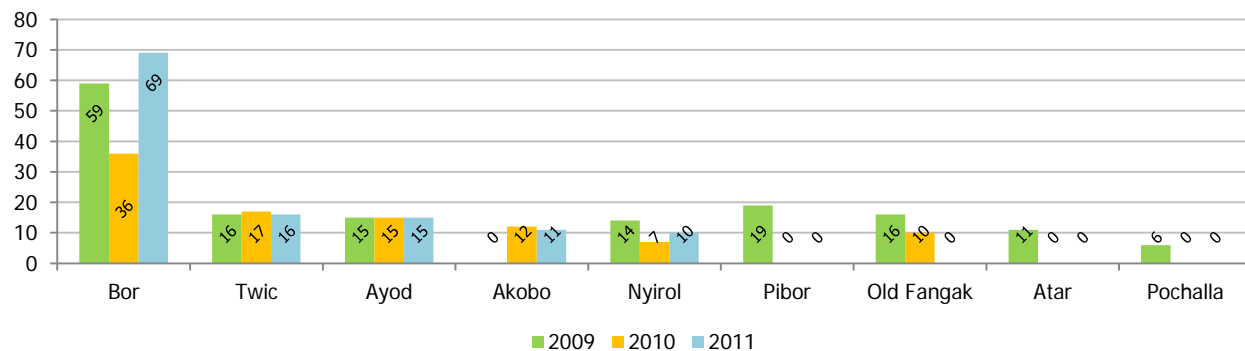


4.3.3. Teachers

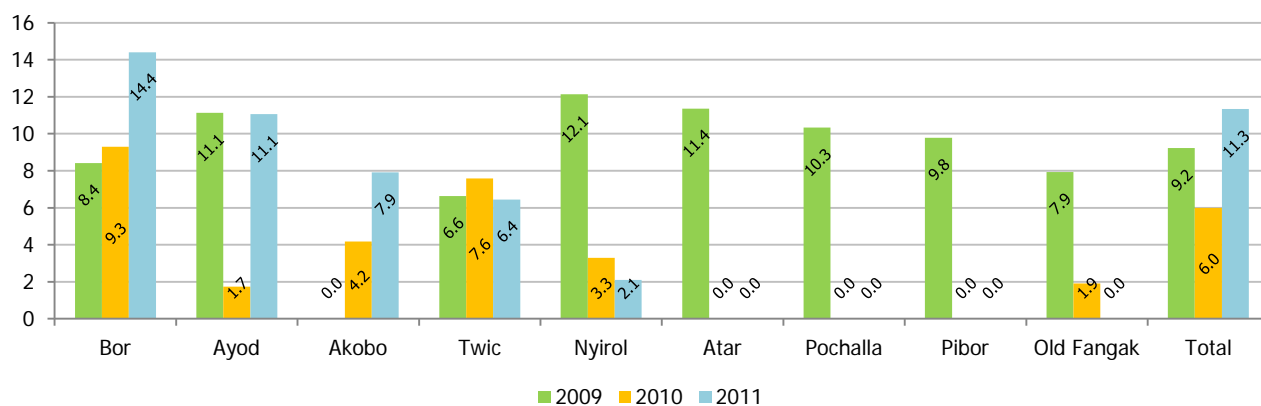
Number and % of secondary school teachers and pupil-teacher ratio (PTR) by county and gender, 2009-2011

County	Year	Total	Male	Female	Male %	Female %	PTR
Akobo	2011	11	11	-	100.0%	-	7.9
	2010	12	12	-	100.0%	-	4.2
	2009	-	-	-	-	-	-
Ayod	2011	15	15	-	100.0%	-	11.1
	2010	15	14	1	93.3%	6.7%	1.7
	2009	15	14	1	93.3%	6.7%	11.1
Bor	2011	69	67	2	97.1%	2.9%	14.4
	2010	36	34	2	94.4%	5.6%	9.3
	2009	59	53	6	89.8%	10.2%	8.4
Atar	2011	-	-	-	-	-	-
	2010	-	-	-	-	-	-
	2009	11	11	-	100.0%	-	11.4
Nyirol	2011	10	10	-	100.0%	-	2.1
	2010	7	7	-	100.0%	-	3.3
	2009	14	13	1	92.9%	7.1%	12.1
Old Fangak	2011	-	-	-	-	-	-
	2010	10	9	1	90.0%	10.0%	1.9
	2009	16	13	3	81.3%	18.8%	7.9
Pibor	2011	-	-	-	-	-	-
	2010	-	-	-	-	-	-
	2009	19	18	1	94.7%	5.3%	9.8
Pochalla	2011	-	-	-	-	-	-
	2010	-	-	-	-	-	-
	2009	6	6	-	100.0%	-	10.3
Twic	2011	16	16	-	100.0%	-	6.4
	2010	17	17	-	100.0%	-	7.6
	2009	16	16	-	100.0%	-	6.6
Total	2011	121	119	2	98.3%	1.7%	11.3
	2010	97	93	4	95.9%	4.1%	6.0
	2009	156	144	12	92.3%	7.7%	9.2

Number of secondary school teachers by county, 2009-2011



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



4.3.4. Classrooms

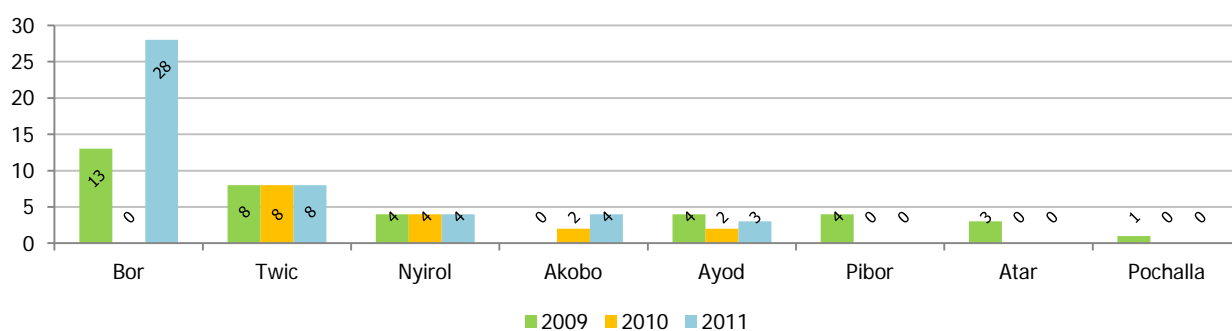
Number of secondary school classrooms and pupil-classroom ratio (PCR) by county and type, 2009-2011

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Akobo	2011	4	4	-	-	-	21.8
	2010	2	2	-	-	-	25.0
	2009	-	-	-	-	-	-
Ayod	2011	3	-	-	3	-	-
	2010	2	2	-	-	-	13.0
	2009	4	-	4	-	-	41.8
Bor	2011	28	10	13	-	5	43.2
	2010	-	-	-	-	-	-
	2009	13	13	-	-	-	38.2
Atar	2011	-	-	-	-	-	-
	2010	-	-	-	-	-	-
	2009	3	3	-	-	-	41.7
Nyirol	2011	4	4	-	-	-	5.3
	2010	4	4	-	-	-	5.8
	2009	4	-	4	-	-	42.5
Old Fangak	2011	-	-	-	-	-	-
	2010	-	-	-	-	-	-
	2009	-	-	-	-	-	-
Pibor	2011	-	-	-	-	-	-
	2010	-	-	-	-	-	-
	2009	4	4	-	-	-	46.5
Pochalla	2011	-	-	-	-	-	-
	2010	-	-	-	-	-	-
	2009	1	-	1	-	-	62.0
Twic	2011	8	8	-	-	-	12.9
	2010	8	8	-	-	-	16.1
	2009	8	8	-	-	-	13.3
Total	2011	47	26	13	3	5	35.2
	2010	16	16	-	-	-	36.4
	2009	37	28	9	-	-	38.9

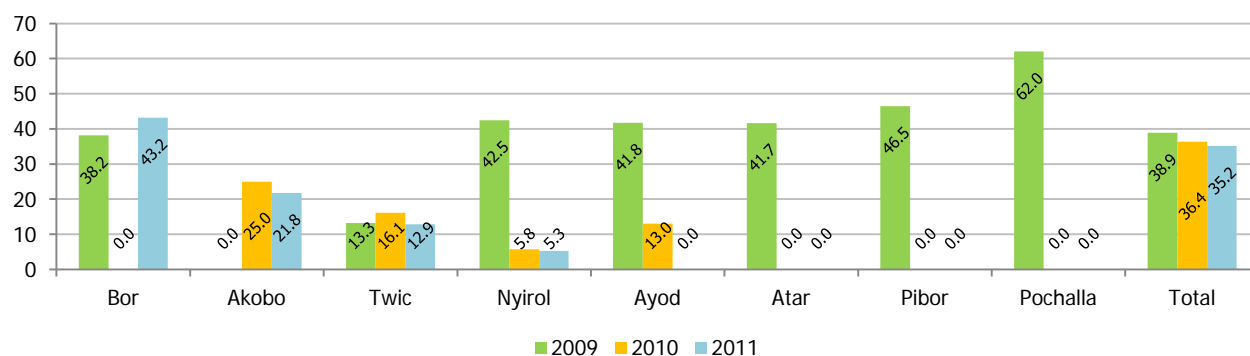
* "Other" includes roof-only, tent, and others.

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

Number of secondary school classrooms by county , 2009-2011



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



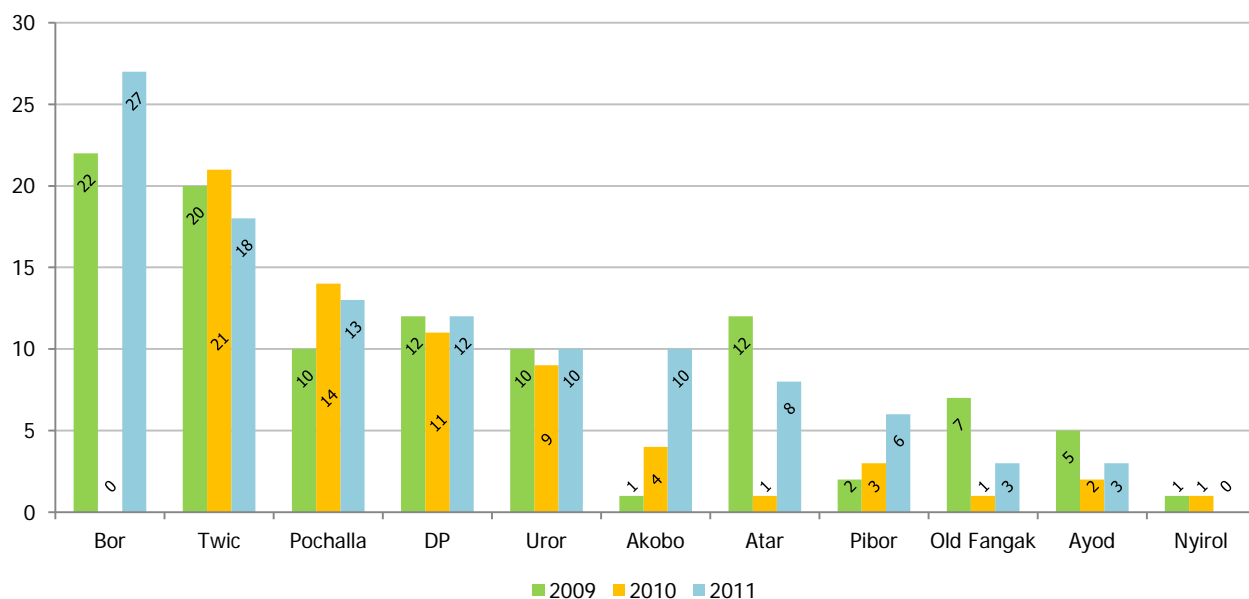
4.4. Alternative Education System (AES) Centres

4.4.1. Centres

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

County	Year	Total	ALP	Non-ALP	ALP %	Non-ALP %
Akobo	2011	10	9	1	90.0%	10.0%
	2010	4	3	1	75.0%	25.0%
	2009	1	1	-	100.0%	-
Atar	2011	8	7	1	87.5%	12.5%
	2010	1	-	1	-	100.0%
	2009	12	7	5	58.3%	41.7%
Ayod	2011	3	3	-	100.0%	-
	2010	2	-	2	-	100.0%
	2009	5	3	2	60.0%	40.0%
Bor	2011	27	22	5	81.5%	18.5%
	2010	-	-	-	-	-
	2009	22	8	14	36.4%	63.6%
DP	2011	12	12	-	100.0%	-
	2010	11	10	1	90.9%	9.1%
	2009	12	11	1	91.7%	8.3%
Nyirol	2011	-	-	-	-	-
	2010	1	1	-	100.0%	-
	2009	1	-	1	-	100.0%
Old Fangak	2011	3	1	2	33.3%	66.7%
	2010	1	-	1	-	100.0%
	2009	7	7	-	100.0%	-
Pibor	2011	6	6	-	100.0%	-
	2010	3	3	-	100.0%	-
	2009	2	-	2	-	100.0%
Pochalla	2011	13	12	1	92.3%	7.7%
	2010	14	14	-	100.0%	-
	2009	10	10	-	100.0%	-
Twic	2011	18	15	3	83.3%	16.7%
	2010	21	12	9	57.1%	42.9%
	2009	20	9	11	45.0%	55.0%
Uror	2011	10	10	-	100.0%	-
	2010	9	9	-	100.0%	-
	2009	10	10	-	100.0%	-
Total	2011	110	97	13	88.2%	11.8%
	2010	67	52	15	77.6%	22.4%
	2009	102	66	36	64.7%	35.3%

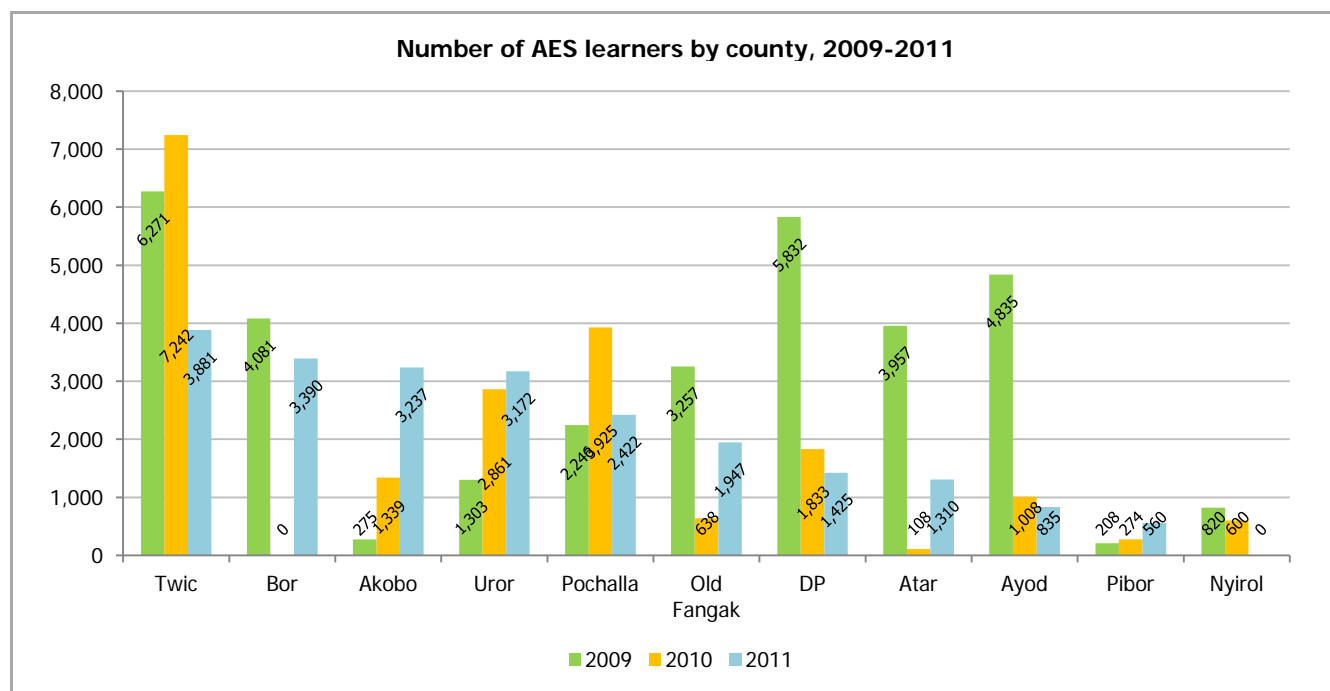
Number of AES centres by county, 2009-2011



4.4.2. Students

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

County	Year	Total	Male	Female	Male %	Female %
Akobo	2011	3,237	1,790	1,447	55.3%	44.7%
	2010	1,339	876	463	65.4%	34.6%
	2009	275	189	86	68.7%	31.3%
Atar	2011	1,310	790	520	60.3%	39.7%
	2010	108	74	34	68.5%	31.5%
	2009	3,957	2,284	1,673	57.7%	42.3%
Ayod	2011	835	525	310	62.9%	37.1%
	2010	1,008	564	444	56.0%	44.0%
	2009	4,835	2,322	2,513	48.0%	52.0%
Bor	2011	3,390	1,794	1,596	52.9%	47.1%
	2010	-	-	-	-	-
	2009	4,081	2,185	1,896	53.5%	46.5%
DP	2011	1,425	853	572	59.9%	40.1%
	2010	1,833	1,148	685	62.6%	37.4%
	2009	5,832	3,325	2,507	57.0%	43.0%
Nyirol	2011	-	-	-	-	-
	2010	600	357	243	59.5%	40.5%
	2009	820	342	478	41.7%	58.3%
Old Fangak	2011	1,947	1,291	656	66.3%	33.7%
	2010	638	410	228	64.3%	35.7%
	2009	3,257	2,009	1,248	61.7%	38.3%
Pibor	2011	560	372	188	66.4%	33.6%
	2010	274	200	74	73.0%	27.0%
	2009	208	168	40	80.8%	19.2%
Pochalla	2011	2,422	1,285	1,137	53.1%	46.9%
	2010	3,925	2,139	1,786	54.5%	45.5%
	2009	2,246	1,174	1,072	52.3%	47.7%
Twic	2011	3,881	1,832	2,049	47.2%	52.8%
	2010	7,242	3,509	3,733	48.5%	51.5%
	2009	6,271	3,275	2,996	52.2%	47.8%
Uror	2011	3,172	2,041	1,131	64.3%	35.7%
	2010	2,861	1,703	1,158	59.5%	40.5%
	2009	1,303	921	382	70.7%	29.3%
Total	2011	22,179	12,573	9,606	56.7%	43.3%
	2010	19,828	10,980	8,848	55.4%	44.6%
	2009	33,085	18,194	14,891	55.0%	45.0%

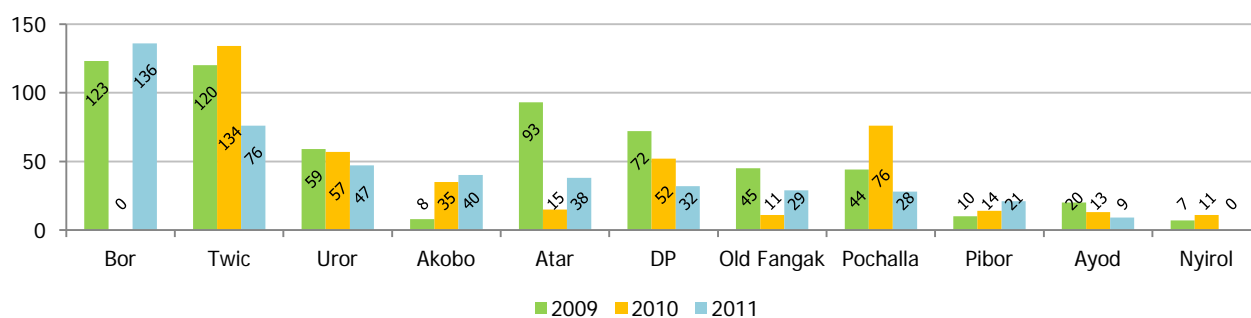


4.4.3. Teachers

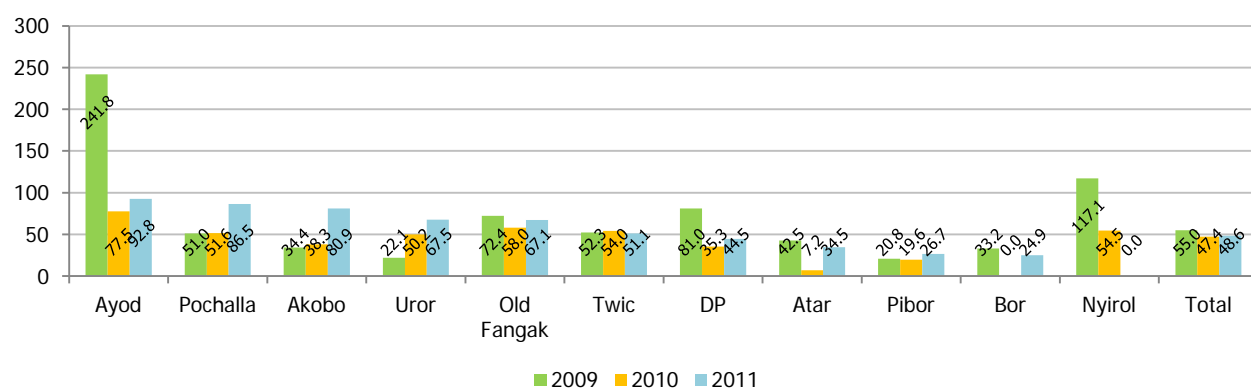
Number and % of AES teachers and pupil-teacher ratio (PTR) by county and gender, 2009-2011

County	Year	Total	Male	Female	Male %	Female %	PTR
Akobo	2011	40	37	3	92.5%	7.5%	80.9
	2010	35	32	3	91.4%	8.6%	38.3
	2009	8	8	-	100.0%	-	34.4
Atar	2011	38	31	7	81.6%	18.4%	34.5
	2010	15	14	1	93.3%	6.7%	7.2
	2009	93	78	15	83.9%	16.1%	42.5
Ayod	2011	9	9	-	100.0%	-	92.8
	2010	13	12	1	92.3%	7.7%	77.5
	2009	20	16	4	80.0%	20.0%	241.8
Bor	2011	136	125	11	91.9%	8.1%	24.9
	2010	-	-	-	-	-	-
	2009	123	114	9	92.7%	7.3%	33.2
DP	2011	32	31	1	96.9%	3.1%	44.5
	2010	52	50	2	96.2%	3.8%	35.3
	2009	72	65	7	90.3%	9.7%	81.0
Nyirol	2011	-	-	-	-	-	-
	2010	11	11	-	100.0%	-	54.5
	2009	7	7	-	100.0%	-	117.1
Old Fangak	2011	29	26	3	89.7%	10.3%	67.1
	2010	11	11	-	100.0%	-	58.0
	2009	45	40	5	88.9%	11.1%	72.4
Pibor	2011	21	20	1	95.2%	4.8%	26.7
	2010	14	12	2	85.7%	14.3%	19.6
	2009	10	10	-	100.0%	-	20.8
Pochalla	2011	28	26	2	92.9%	7.1%	86.5
	2010	76	71	5	93.4%	6.6%	51.6
	2009	44	44	-	100.0%	-	51.0
Twic	2011	76	66	10	86.8%	13.2%	51.1
	2010	134	120	14	89.6%	10.4%	54.0
	2009	120	110	10	91.7%	8.3%	52.3
Uror	2011	47	43	4	91.5%	8.5%	67.5
	2010	57	52	5	91.2%	8.8%	50.2
	2009	59	52	7	88.1%	11.9%	22.1
Total	2011	456	414	42	90.8%	9.2%	48.6
	2010	418	385	33	92.1%	7.9%	47.4
	2009	601	544	57	90.5%	9.5%	55.0

Number of AES teachers by county, 2009-2011



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



4.5. Technical and Vocational Education and Training (TVET)

4.5.1. Centres

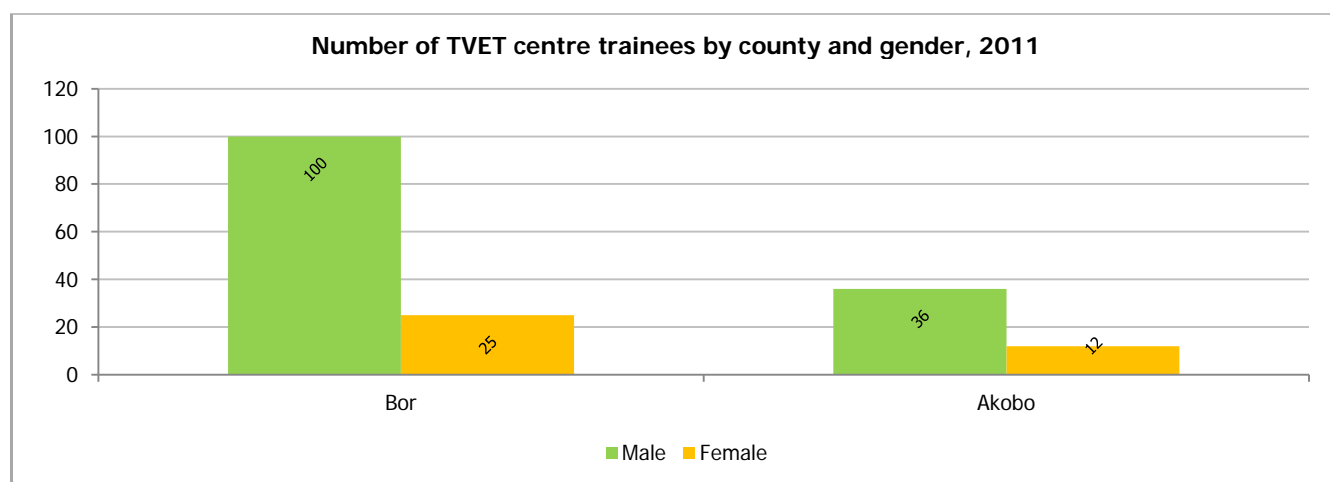
Number and % of TVET centres by county and ownership type, 2011

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Akobo	2011	1	-	1	-	100.0%
Bor	2011	1	1	-	100.0%	-
Total	2011	2	1	1	50.0%	50.0%

4.5.2. Trainees

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

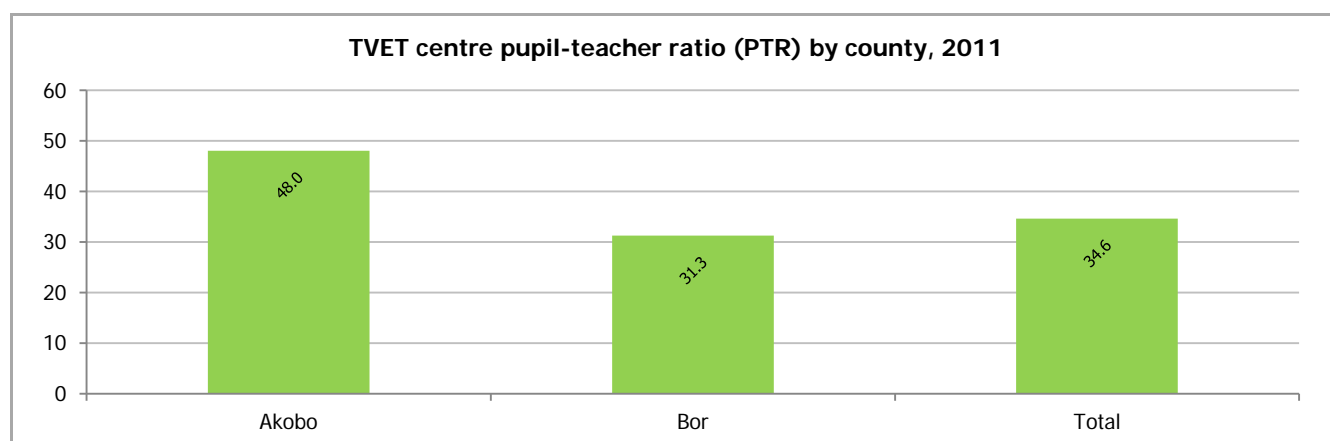
County	Year	Total	Male	Female	Male %	Female %
Akobo	2011	48	36	12	75.0%	25.0%
Bor	2011	125	100	25	80.0%	20.0%
Total	2011	173	136	37	78.6%	21.4%



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
Akobo	2011	1	1	-	100.0%	-	48.0
Bor	2011	4	3	1	75.0%	25.0%	31.3
Total	2011	5	4	1	80.0%	20.0%	34.6



4.5.4. Programmes

Number of centres by county and course offered, 2011

County	Year	Automotive technology	Carpentry	Masonry/ Construction	Tailoring/ Embroidering	Welding technology
Akobo	2011	-	1	-	1	1
Bor	2011	1	1	1	1	1
Total	2011	1	2	1	2	2

5.0. PRE-PRIMARY SCHOOL, 2011

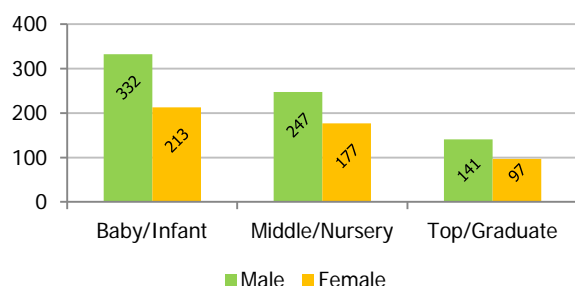
5.1. Access

5.1.1. Enrolment

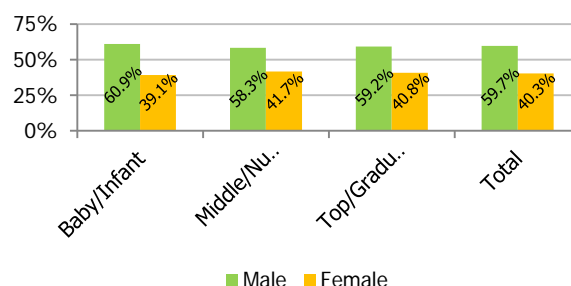
Number of pre-primary school pupils by county and grade, 2011

County	Total	Baby/Infant	Middle/Nursery	Top/Graduate
Akobo	75	42	20	13
DP	856	319	312	225
Nyirol	179	87	92	-
Pibor	32	32	-	-
Pochalla	65	65	-	-
Total	1,207	545	424	238

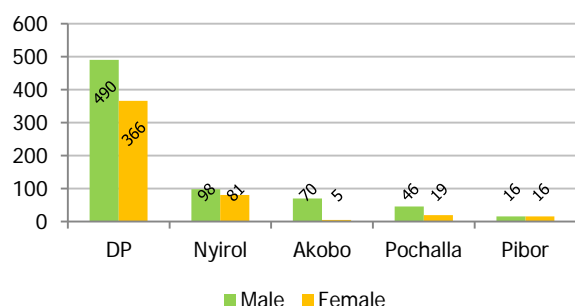
Number of pre-primary school pupils by grade and gender, 2011



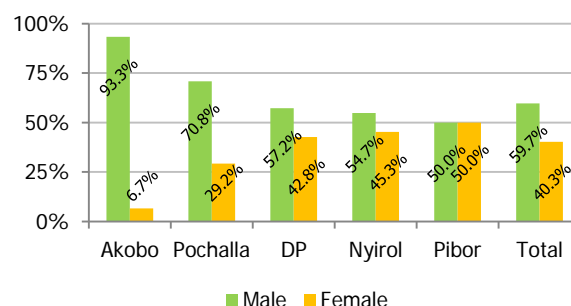
% of pre-primary school pupils by grade and gender, 2011



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



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



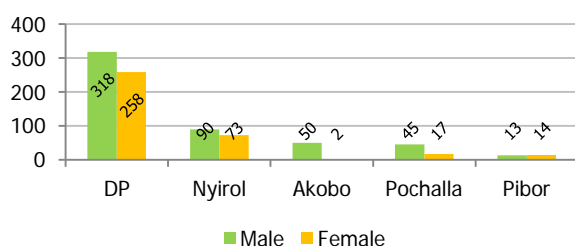
5.1.2. Overage pupils

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

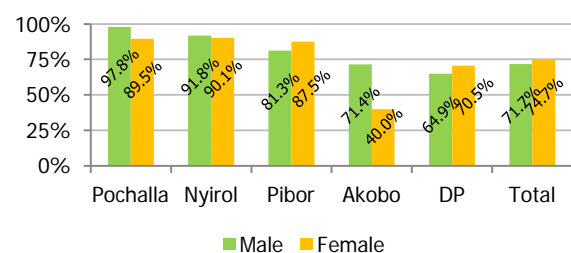
County	Total			Male			Female		
	At age	Overage	% overage	At age	Overage	% overage	At age	Overage	% overage
Akobo	23	52	69.3%	20	50	71.4%	3	2	40.0%
DP	280	576	67.3%	172	318	64.9%	108	258	70.5%
Nyirol	16	163	91.1%	8	90	91.8%	8	73	90.1%
Pibor	5	27	84.4%	3	13	81.3%	2	14	87.5%
Pochalla	3	62	95.4%	1	45	97.8%	2	17	89.5%
Total	327	880	72.9%	204	516	71.7%	123	364	74.7%

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

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



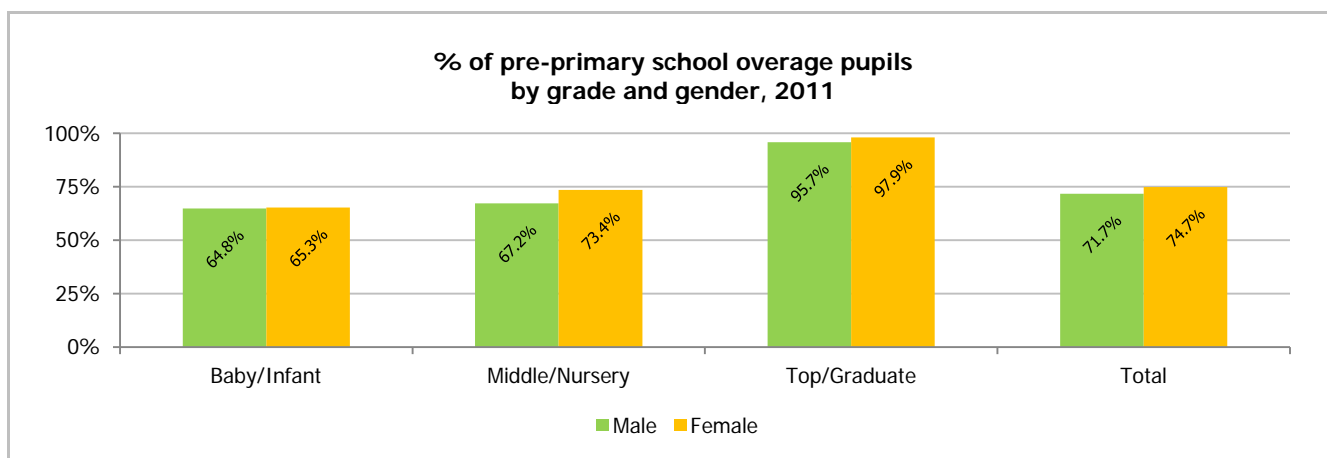
% of pre-primary school overage pupils by county and gender, 2011



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	191	354	65.0%	117	215	64.8%	74	139	65.3%
Middle/Nursery	128	296	69.8%	81	166	67.2%	47	130	73.4%
Top/Graduate	8	230	96.6%	6	135	95.7%	2	95	97.9%
Total	327	880	72.9%	204	516	71.7%	123	364	74.7%

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



5.2. Resources

5.2.1. Schools

Number of pre-primary schools by ownership, 2011

Ownership type	Schools
Community	3
Government	4
Other	1
Total	8

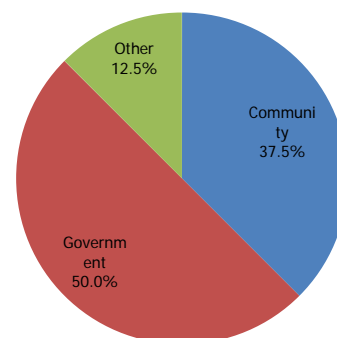
* "Other" includes NGO-supported, unknown, and unspecified other ownership types.

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

County	Schools	Schools w/ meals		Schools w/out meals	
		Count	% total	Count	% total
Akobo	1	-	-	1	100.0%
DP	4	-	-	4	100.0%
Nyirrol	1	-	-	1	100.0%
Pibor	1	1	100.0%	-	-
Pochalla	1	-	-	1	100.0%
Total	8	1	12.5%	7	87.5%

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

% 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
Akobo	6	6	100.0%	-	-
DP	10	6	60.0%	4	40.0%
Nyirrol	3	2	66.7%	1	33.3%
Pibor	3	2	66.7%	1	33.3%
Pochalla	2	-	-	2	100.0%
Total	24	16	66.7%	8	33.3%

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

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Akobo	6	-	-	6	100.0%
DP	10	5	50.0%	5	50.0%
Nyirrol	3	-	-	3	100.0%
Pibor	3	1	33.3%	2	66.7%
Pochalla	2	1	50.0%	1	50.0%
Total	24	7	29.2%	17	70.8%

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

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

County	Total	Primary School		Secondary School	
		Count	% total	Count	% total
Akobo	6	6	100.0%	-	-
DP	10	6	60.0%	4	40.0%
Nyirol	3	3	100.0%	-	-
Pibor	3	1	33.3%	2	66.7%
Pochalla	2	1	50.0%	1	50.0%
Total	24	17	70.8%	7	29.2%

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

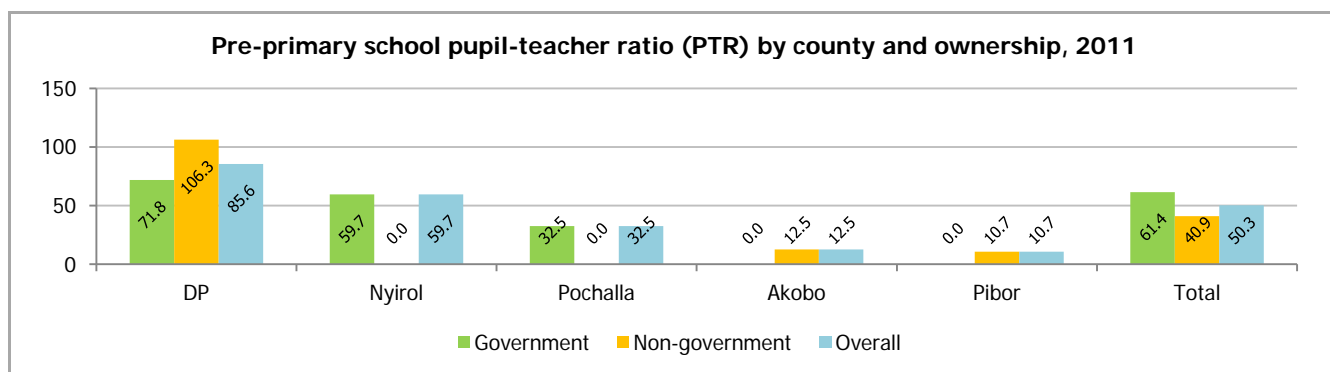
Number and % of pre-primary school teachers by employment status and county, 2011

County	Total	Paid		Volunteer	
		Count	% total	Count	% total
Akobo	6	-	-	6	100.0%
DP	10	6	60.0%	4	40.0%
Nyirol	3	3	100.0%	-	-
Pibor	3	3	100.0%	-	-
Pochalla	2	2	100.0%	-	-
Total	24	14	58.3%	10	41.7%

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
Akobo	75	6	12.5	-	-	-	75	6	12.5
DP	856	10	85.6	431	6	71.8	425	4	106.3
Nyirol	179	3	59.7	179	3	59.7	-	-	-
Pibor	32	3	10.7	-	-	-	32	3	10.7
Pochalla	65	2	32.5	65	2	32.5	-	-	-
Total	1,207	24	50.3	675	11	61.4	532	13	40.9

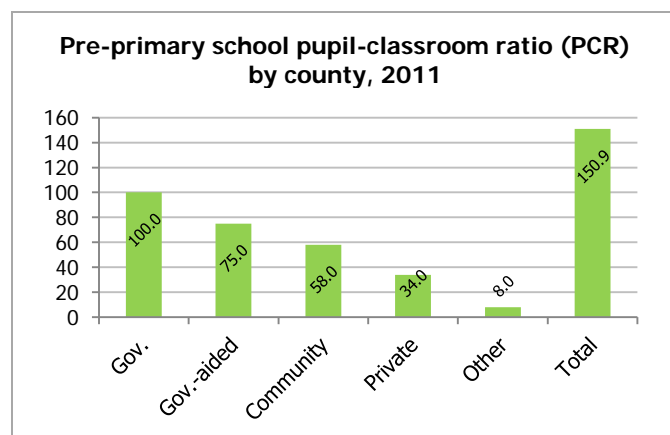
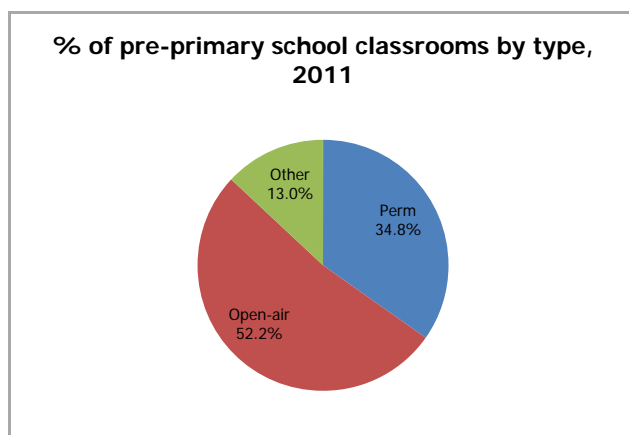
* "Non-government" here includes schools under community, private, NGO-supported, other, and unknown ownership.



5.2.3. Classrooms

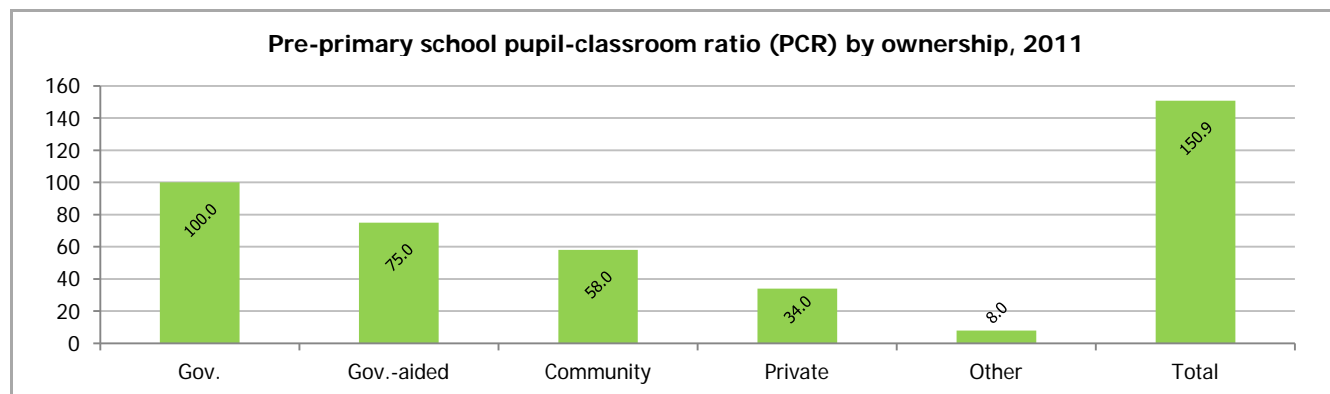
Number of pre-primary school classrooms and pupil-classroom ratio (PCR) by county and type, 2011

County	Total	Perm	Open-air	Other	PCR
DP	11	-	8	3	-
Nyirol	2	-	2	-	-
Pibor	8	8	-	-	4.0
Pochalla	2	-	2	-	-
Total	23	8	12	3	150.9



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

Ownership	Total	Perm	Open-air	Other	PCR
Community	7	-	5	2	-
Gov.	8	-	7	1	-
NGO-supported	8	8	-	-	4.0
Total	23	8	12	3	150.9


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
Akobo	1	-	-	1	100.0%
DP	4	-	-	4	100.0%
Nyirol	1	-	-	1	100.0%
Pibor	1	1	100.0%	-	-
Pochalla	1	-	-	1	100.0%
Total	8	1	12.5%	7	87.5%

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

Language	Baby/Infant	Nursery/Middle	Top/Graduate
English	1 16.7%	- -	1 25.0%
Other	5 83.3%	5 100.0%	3 75.0%
Total	6	5	4

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
Akobo	1	-	-	1	100.0%
DP	4	4	100.0%	-	-
Nyirol	1	-	-	1	100.0%
Pibor	1	1	100.0%	-	-
Pochalla	1	1	100.0%	-	-
Total	8	6	75.0%	2	25.0%

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

County	Schools	Access		No access	
		Count	% total	Count	% total
Akobo	1	-	-	1	100.0%
DP	4	2	50.0%	2	50.0%
Nyirol	1	-	-	1	100.0%
Pibor	1	1	100.0%	-	-
Pochalla	1	-	-	1	100.0%
Total	8	3	37.5%	5	62.5%

6.0. PRIMARY SCHOOL, 2011

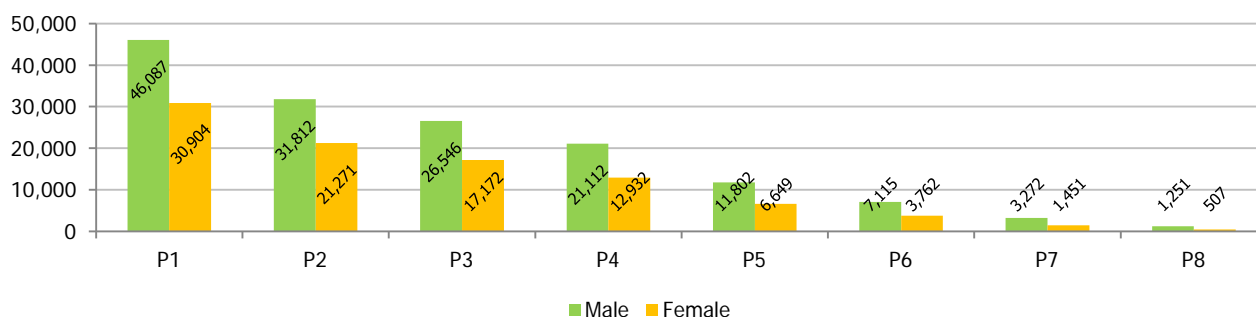
6.1. Access

6.1.1. Enrolment

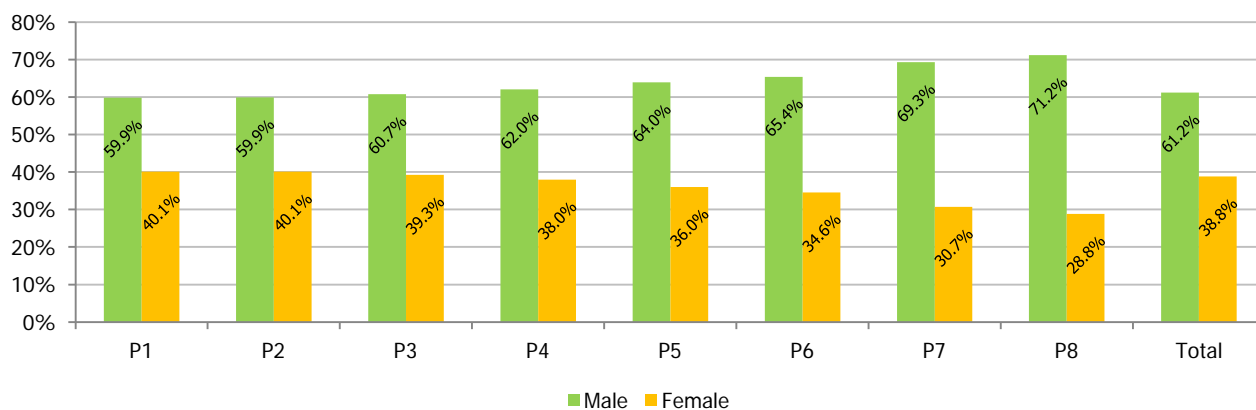
Number of primary school pupils by county and grade, 2011

County	Total	P1	P2	P3	P4	P5	P6	P7	P8
Akobo	24,388	5,976	5,491	5,157	4,206	2,175	1,096	196	91
Ayod	11,244	4,072	2,361	1,940	1,755	704	280	80	52
Bor	32,676	9,427	5,802	5,222	4,483	3,110	2,257	1,457	918
DP	13,000	5,112	2,963	2,035	1,247	785	512	297	49
Nyirrol	20,456	8,077	5,260	4,209	2,054	525	274	41	16
Old Fangak	25,030	6,183	5,261	4,612	4,372	2,309	1,621	672	-
Pibor	3,386	1,543	947	552	301	33	10	-	-
Piji	14,597	4,308	3,456	2,500	2,043	1,251	617	337	85
Pochalla	12,383	4,608	2,806	2,089	1,542	715	362	185	76
Twic E.	29,899	10,332	5,981	4,590	3,436	2,364	1,810	1,016	370
Uror	56,586	17,353	12,755	10,812	8,605	4,480	2,038	442	101
Total	243,645	76,991	53,083	43,718	34,044	18,451	10,877	4,723	1,758

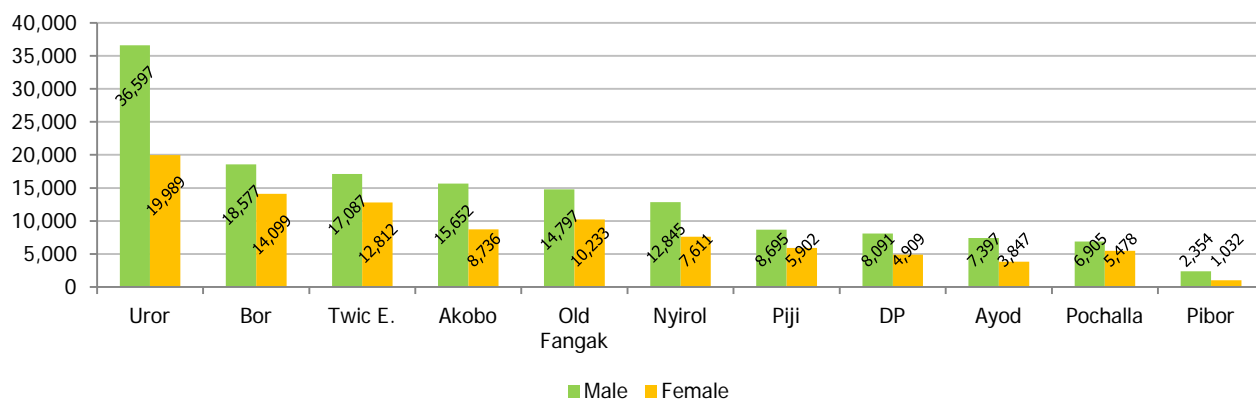
Number of primary school pupils by grade and gender, 2011

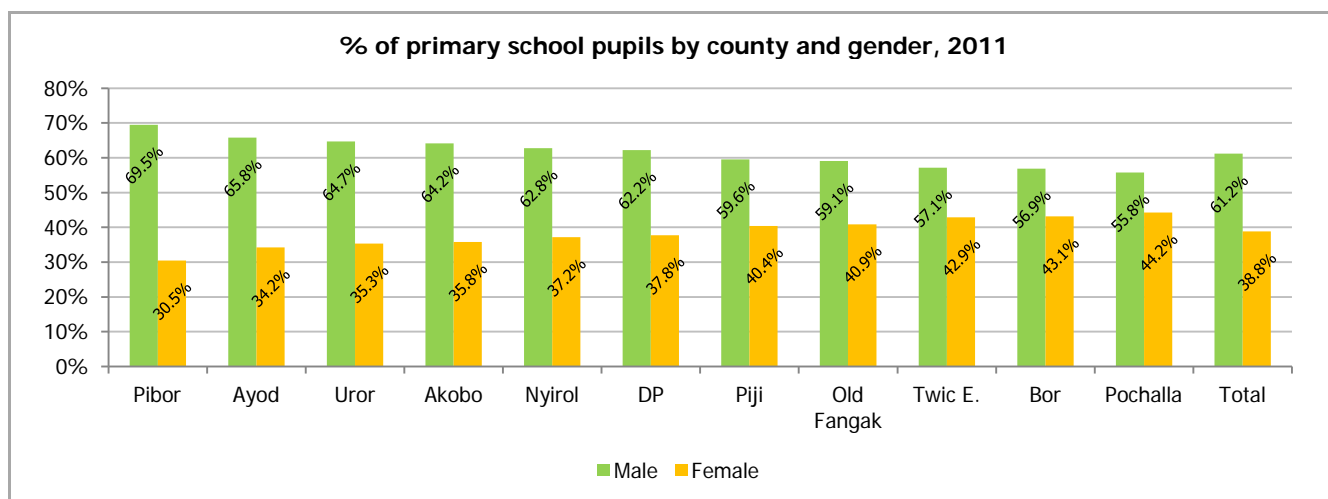


% of primary school pupils by grade and gender, 2011



Number of primary school pupils by county and gender, 2011



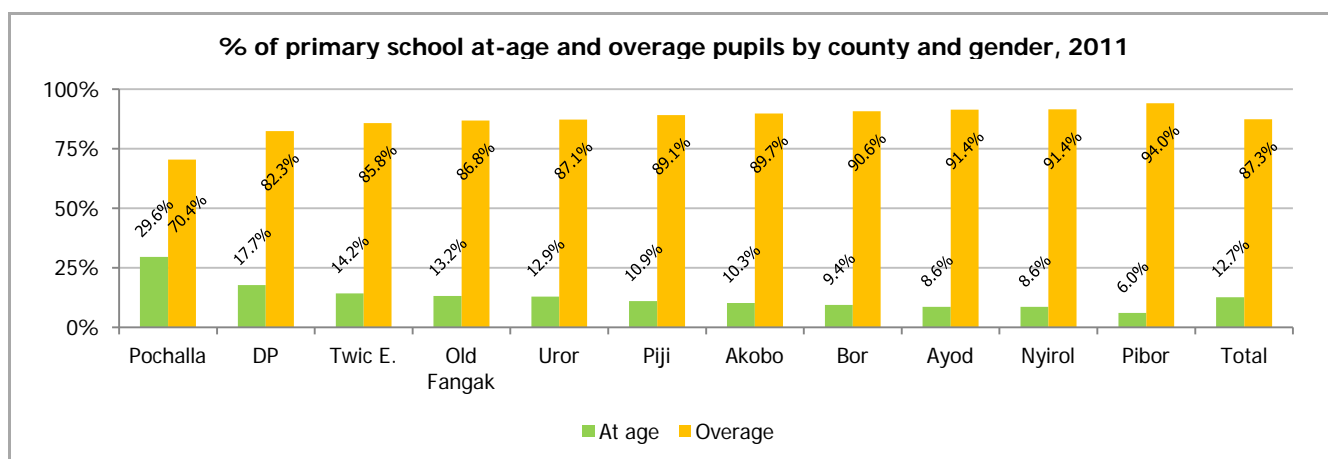
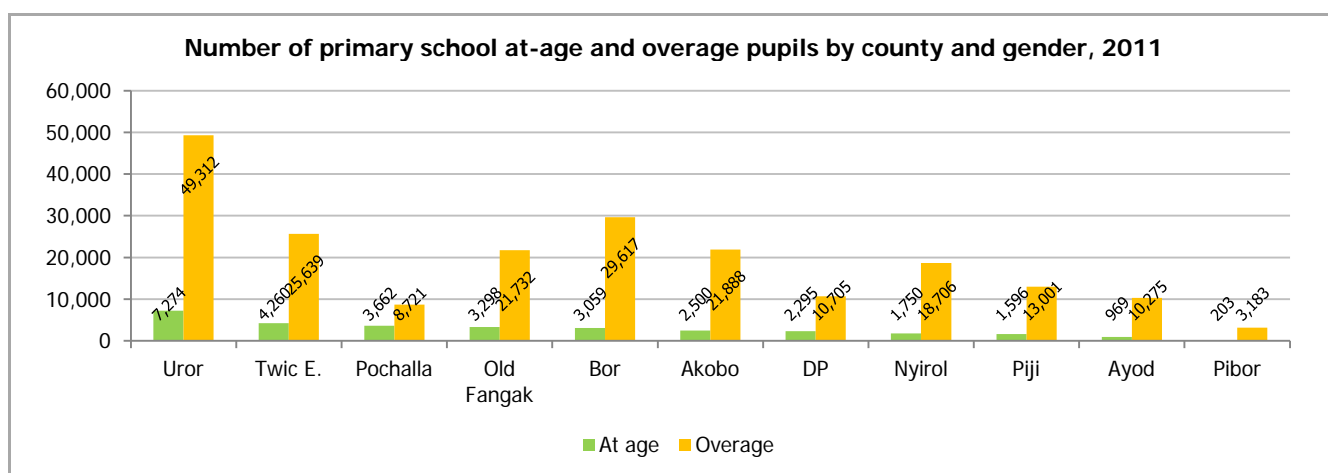


6.1.2. Overage pupils

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 %
Akobo	2,500	21,888	89.7%	1,603	14,049	89.8%	897	7,839	89.7%
Ayod	969	10,275	91.4%	612	6,785	91.7%	357	3,490	90.7%
Bor	3,059	29,617	90.6%	1,585	16,992	91.5%	1,474	12,625	89.5%
DP	2,295	10,705	82.3%	1,452	6,639	82.1%	843	4,066	82.8%
Nyirol	1,750	18,706	91.4%	1,057	11,788	91.8%	693	6,918	90.9%
Old Fangak	3,298	21,732	86.8%	1,977	12,820	86.6%	1,321	8,912	87.1%
Pibor	203	3,183	94.0%	127	2,227	94.6%	76	956	92.6%
Piji	1,596	13,001	89.1%	931	7,764	89.3%	665	5,237	88.7%
Pochalla	3,662	8,721	70.4%	1,991	4,914	71.2%	1,671	3,807	69.5%
Twic E.	4,260	25,639	85.8%	2,362	14,725	86.2%	1,898	10,914	85.2%
Uror	7,274	49,312	87.1%	4,681	31,916	87.2%	2,593	17,396	87.0%
Total	30,866	212,779	87.3%	18,378	130,619	87.7%	12,488	82,160	86.8%

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

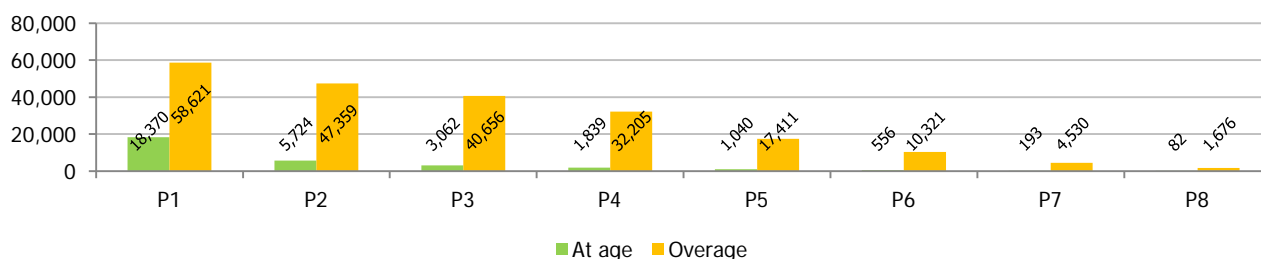


Number and % of primary school at-age and overage pupils by grade and gender, 2011

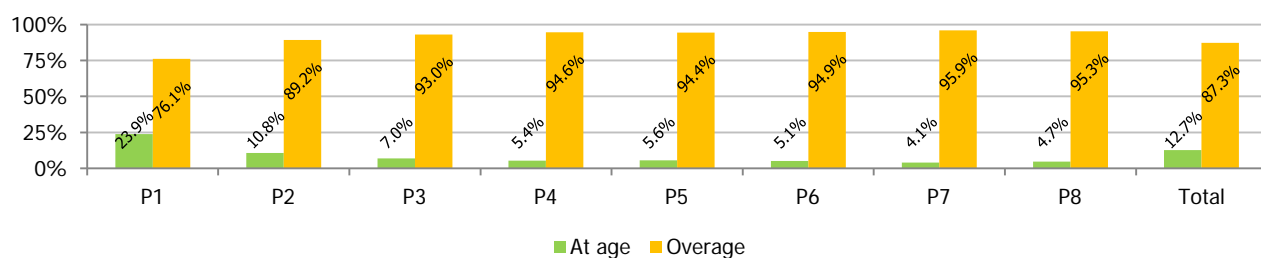
Grade	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
P1	18,370	58,621	76.1%	10,719	35,368	76.7%	7,651	23,253	75.2%
P2	5,724	47,359	89.2%	3,457	28,355	89.1%	2,267	19,004	89.3%
P3	3,062	40,656	93.0%	1,866	24,680	93.0%	1,196	15,976	93.0%
P4	1,839	32,205	94.6%	1,111	20,001	94.7%	728	12,204	94.4%
P5	1,040	17,411	94.4%	689	11,113	94.2%	351	6,298	94.7%
P6	556	10,321	94.9%	353	6,762	95.0%	203	3,559	94.6%
P7	193	4,530	95.9%	126	3,146	96.1%	67	1,384	95.4%
P8	82	1,676	95.3%	57	1,194	95.4%	25	482	95.1%
Total	30,866	212,779	87.3%	18,378	130,619	87.7%	12,488	82,160	86.8%

* "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

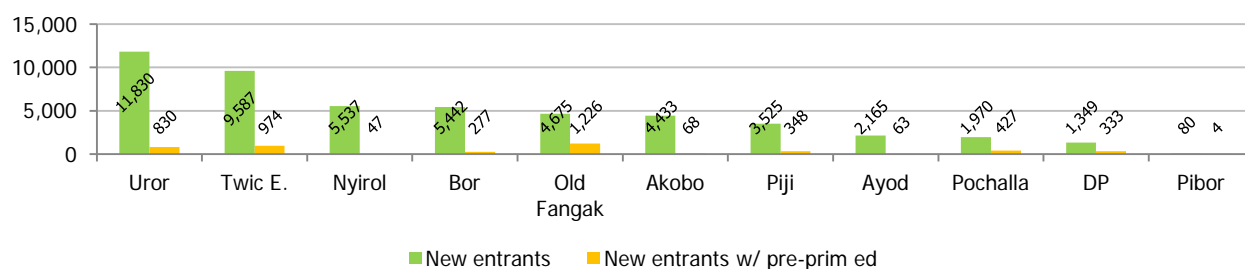


6.1.3. New entrants

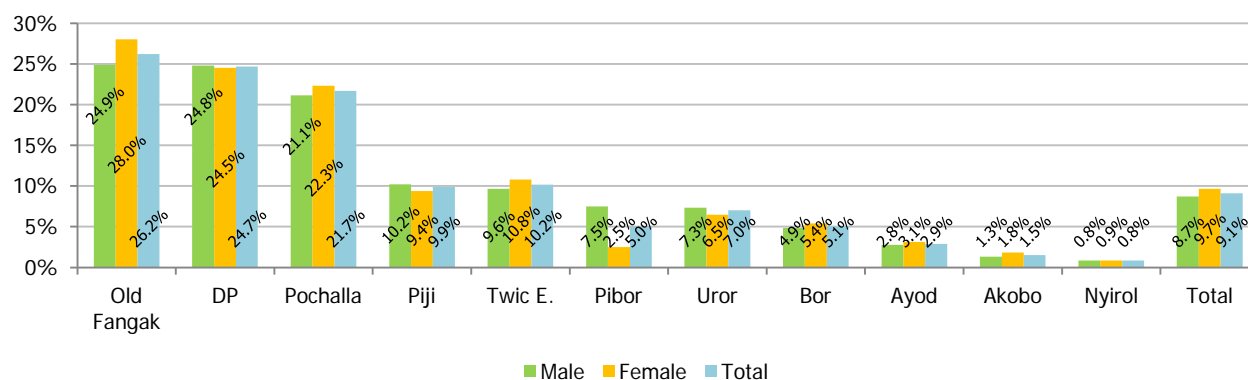
Number and % of primary school new entrants with pre-primary education by county and gender, 2011

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 %
Akobo	4,433	68	1.5%	2,583	34	1.3%	1,850	34	1.8%
Ayod	2,165	63	2.9%	1,366	38	2.8%	799	25	3.1%
Bor	5,442	277	5.1%	3,144	153	4.9%	2,298	124	5.4%
DP	1,349	333	24.7%	770	191	24.8%	579	142	24.5%
Nyirrol	5,537	47	0.8%	3,570	30	0.8%	1,967	17	0.9%
Old Fangak	4,675	1,226	26.2%	2,676	666	24.9%	1,999	560	28.0%
Pibor	80	4	5.0%	40	3	7.5%	40	1	2.5%
Piji	3,525	348	9.9%	2,056	210	10.2%	1,469	138	9.4%
Pochalla	1,970	427	21.7%	1,069	226	21.1%	901	201	22.3%
Twic E.	9,587	974	10.2%	5,291	510	9.6%	4,296	464	10.8%
Uror	11,830	830	7.0%	7,337	539	7.3%	4,493	291	6.5%
Total	50,593	4,597	9.1%	29,902	2,600	8.7%	20,691	1,997	9.7%

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



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

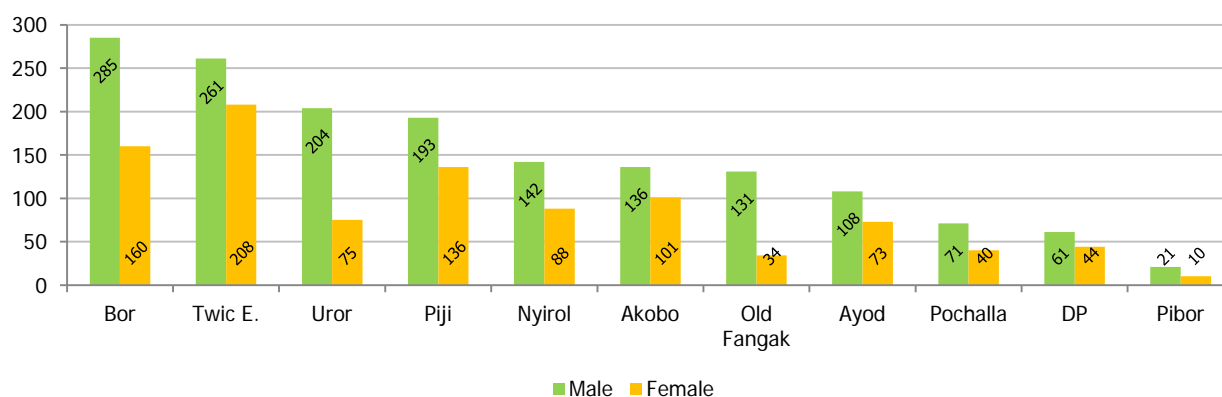


6.1.4. Pupils with special needs

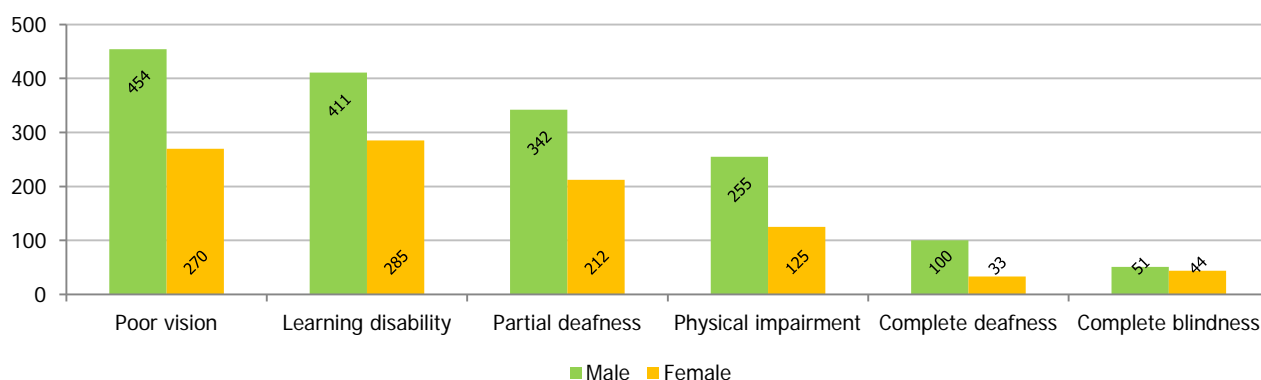
Number and % of primary school pupils with special needs by county and gender, 2011

County	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
Akobo	24,388	237	1.0%	15,652	136	0.9%	8,736	101	1.1%
Ayod	11,244	181	1.6%	7,397	108	1.4%	3,847	73	1.9%
Bor	32,676	445	1.3%	18,577	285	1.5%	14,099	160	1.1%
DP	13,000	105	0.8%	8,091	61	0.7%	4,909	44	0.9%
Nyirol	20,456	230	1.1%	12,845	142	1.1%	7,611	88	1.1%
Old Fangak	25,030	165	0.7%	14,797	131	0.9%	10,233	34	0.3%
Pibor	3,386	31	0.9%	2,354	21	0.9%	1,032	10	1.0%
Piji	14,597	329	2.2%	8,695	193	2.2%	5,902	136	2.3%
Pochalla	12,383	111	0.9%	6,905	71	1.0%	5,478	40	0.7%
Twic E.	29,899	469	1.5%	17,087	261	1.5%	12,812	208	1.6%
Uror	56,586	279	0.5%	36,597	204	0.6%	19,989	75	0.4%
Total	243,645	2,582	1.0%	148,997	1,613	1.1%	94,648	969	1.0%

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



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

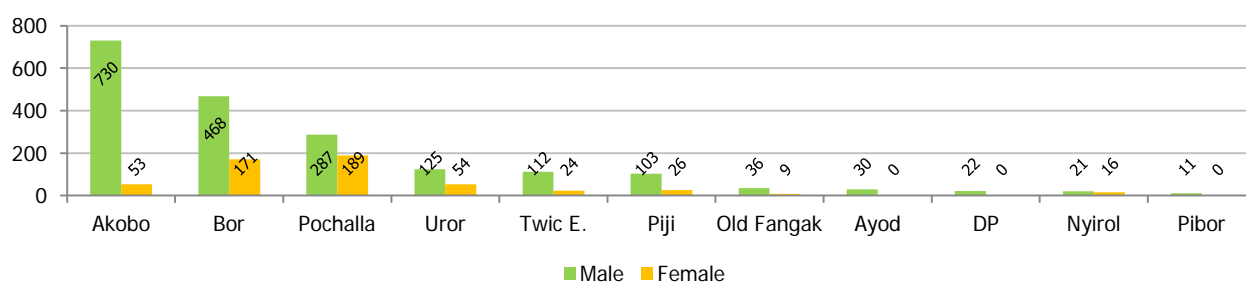


* "Poor vision" includes pupils whose eye visions require glasses but do not have access to them.

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

County	Total			Male			Female		
	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %
Akobo	24,388	783	3.1%	15,652	730	4.5%	8,736	53	0.6%
Ayod	11,244	30	0.3%	7,397	30	0.4%	3,847	-	-
Bor	32,676	639	1.9%	18,577	468	2.5%	14,099	171	1.2%
DP	13,000	22	0.2%	8,091	22	0.3%	4,909	-	-
Nyirol	20,456	37	0.2%	12,845	21	0.2%	7,611	16	0.2%
Old Fangak	25,030	45	0.2%	14,797	36	0.2%	10,233	9	0.1%
Pibor	3,386	11	0.3%	2,354	11	0.5%	1,032	-	-
Piji	14,597	129	0.9%	8,695	103	1.2%	5,902	26	0.4%
Pochalla	12,383	476	3.7%	6,905	287	4.0%	5,478	189	3.3%
Twic E.	29,899	136	0.5%	17,087	112	0.7%	12,812	24	0.2%
Uror	56,586	179	0.3%	36,597	125	0.3%	19,989	54	0.3%
Total	243,645	2,487	1.0%	148,997	1,945	1.3%	94,648	542	0.6%

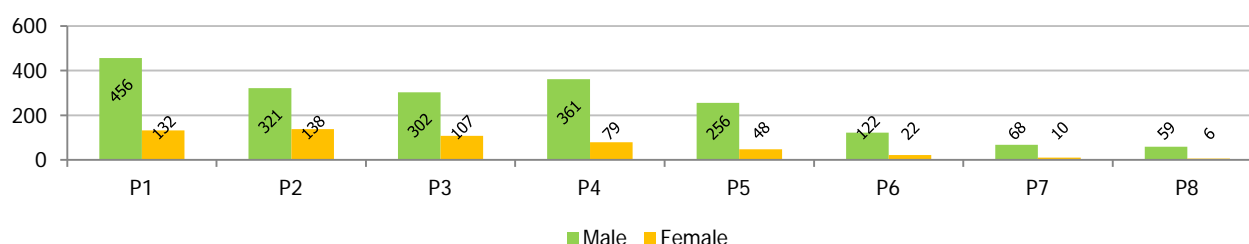
Number of primary school demobilised soldiers by county, 2011



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

Grade	Total			Male			Female		
	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %
P1	76,991	588	0.8%	46,087	456	1.0%	30,904	132	0.4%
P2	53,083	459	0.9%	31,812	321	1.0%	21,271	138	0.6%
P3	43,718	409	0.9%	26,546	302	1.1%	17,172	107	0.6%
P4	34,044	440	1.3%	21,112	361	1.7%	12,932	79	0.6%
P5	18,451	304	1.6%	11,802	256	2.1%	6,649	48	0.7%
P6	10,877	144	1.3%	7,115	122	1.7%	3,762	22	0.6%
P7	4,723	78	1.6%	3,272	68	2.0%	1,451	10	0.7%
P8	1,758	65	3.6%	1,251	59	4.5%	507	6	1.2%
Total	243,645	2,487	1.0%	148,997	1,945	1.3%	94,648	542	0.6%

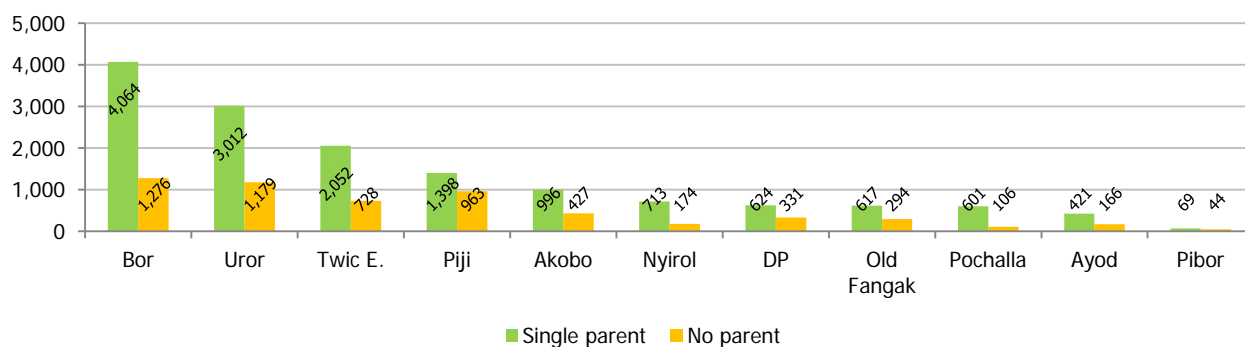
Number of primary school demobilised soldiers by grade, 2011



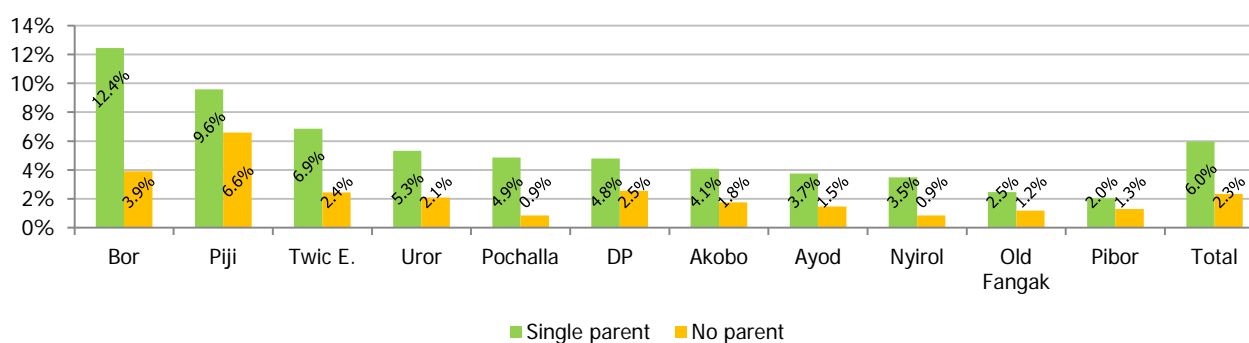
Number and % of primary school orphans by county and type, 2011

County	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
Akobo	24,388	1,423	5.8%	996	4.1%	427	1.8%
Ayod	11,244	587	5.2%	421	3.7%	166	1.5%
Bor	32,676	5,340	16.3%	4,064	12.4%	1,276	3.9%
DP	13,000	955	7.3%	624	4.8%	331	2.5%
Nyirol	20,456	887	4.3%	713	3.5%	174	0.9%
Old Fangak	25,030	911	3.6%	617	2.5%	294	1.2%
Pibor	3,386	113	3.3%	69	2.0%	44	1.3%
Piji	14,597	2,361	16.2%	1,398	9.6%	963	6.6%
Pochalla	12,383	707	5.7%	601	4.9%	106	0.9%
Twic E.	29,899	2,780	9.3%	2,052	6.9%	728	2.4%
Uror	56,586	4,191	7.4%	3,012	5.3%	1,179	2.1%
Total	243,645	20,255	8.3%	14,567	6.0%	5,688	2.3%

Number of primary school orphans by county and type, 2011



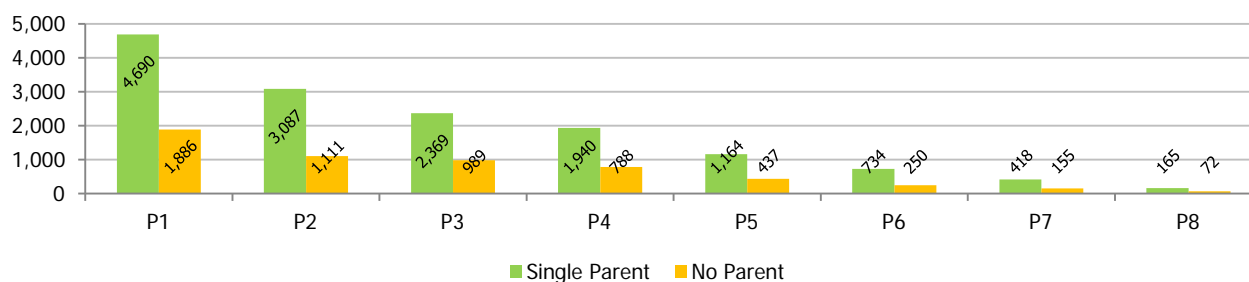
% of primary school orphans by county and type, 2011



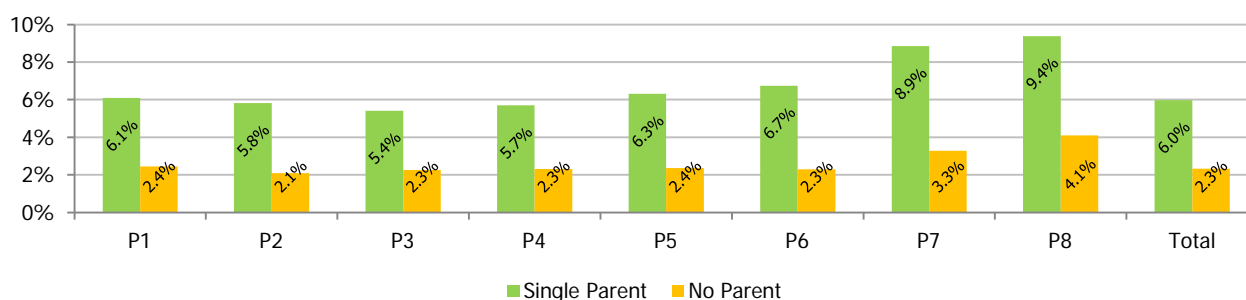
Number and % of primary school orphans by grade and type, 2011

County	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
P1	76,991	6,576	8.5%	4,690	6.1%	1,886	2.4%
P2	53,083	4,198	7.9%	3,087	5.8%	1,111	2.1%
P3	43,718	3,358	7.7%	2,369	5.4%	989	2.3%
P4	34,044	2,728	8.0%	1,940	5.7%	788	2.3%
P5	18,451	1,601	8.7%	1,164	6.3%	437	2.4%
P6	10,877	984	9.0%	734	6.7%	250	2.3%
P7	4,723	573	12.1%	418	8.9%	155	3.3%
P8	1,758	237	13.5%	165	9.4%	72	4.1%
Total	243,645	20,255	8.3%	14,567	6.0%	5,688	2.3%

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	36
Government	337
Government-aided	10
Private	11
Other	20
Total	414

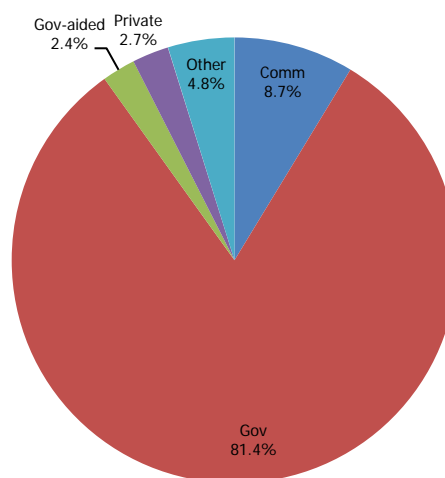
* "Other" includes NGO-supported, unknown, and unspecified other ownership types.

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

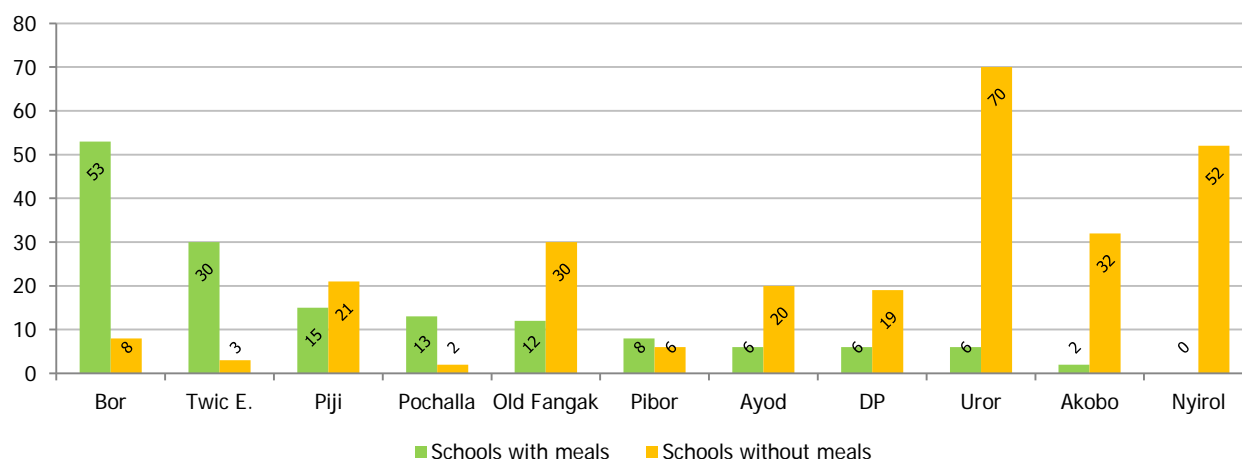
County	Schools	Schools w/ meals		Schools w/ meals
		Count	% total	Count
Akobo	34	2	5.9%	32
Ayod	26	6	23.1%	20
Bor	61	53	86.9%	8
DP	25	6	24.0%	19
Nyirol	52	-	-	52
Old Fangak	42	12	28.6%	30
Pibor	14	8	57.1%	6
Piji	36	15	41.7%	21
Pochalla	15	13	86.7%	2
Twic E.	33	30	90.9%	3
Uror	76	6	7.9%	70
Total	414	151	36.5%	263

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

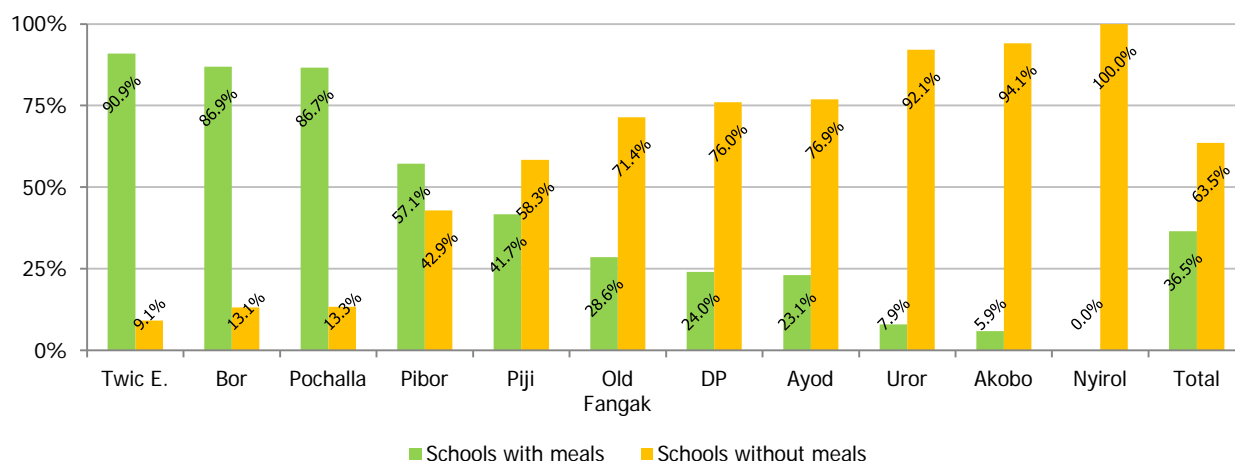
% of primary schools by ownership type, 2011



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



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

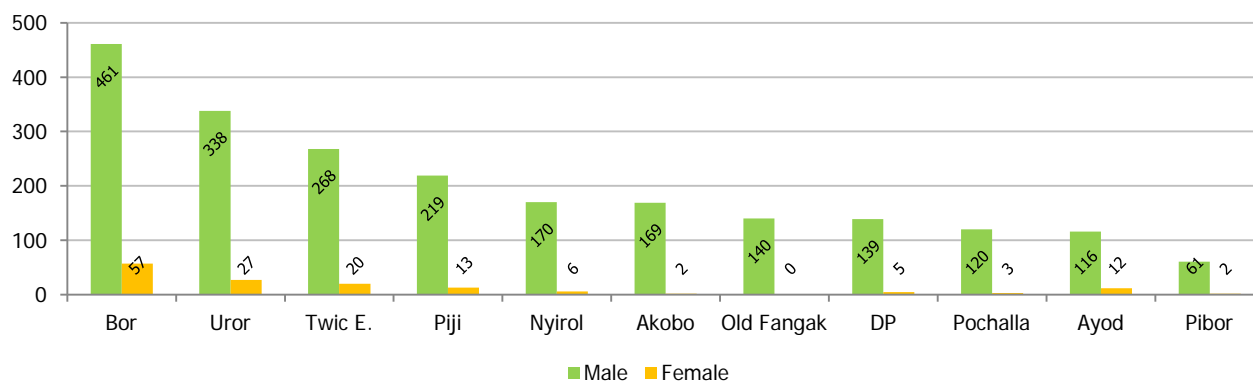


6.2.2. Teachers

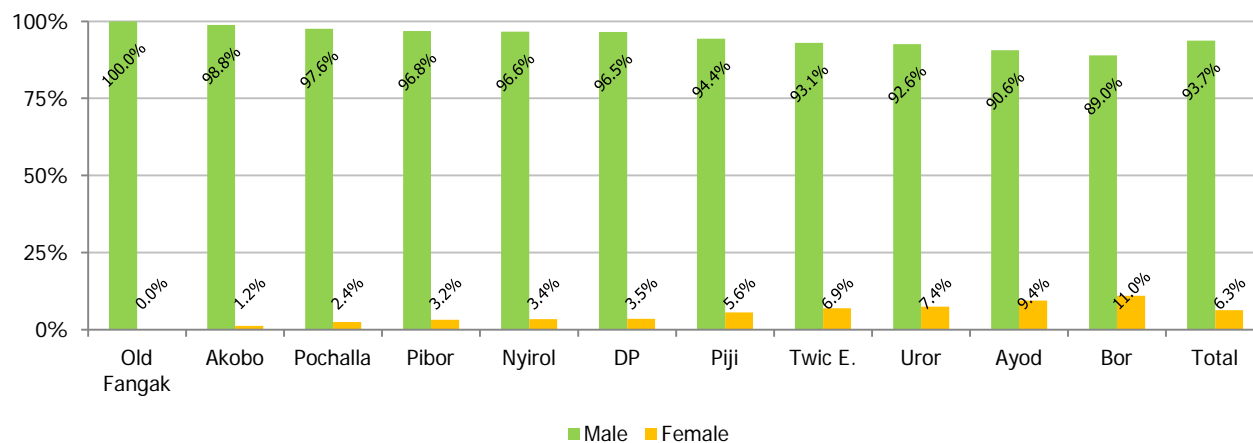
Number and % of primary school teachers by county and gender, 2011

County	Total	Male		Female	
		Count	% total	Count	% total
Akobo	171	169	98.8%	2	1.2%
Ayod	128	116	90.6%	12	9.4%
Bor	518	461	89.0%	57	11.0%
DP	144	139	96.5%	5	3.5%
Nyirol	176	170	96.6%	6	3.4%
Old Fangak	140	140	100.0%	-	-
Pibor	63	61	96.8%	2	3.2%
Piji	232	219	94.4%	13	5.6%
Pochalla	123	120	97.6%	3	2.4%
Twic E.	288	268	93.1%	20	6.9%
Uror	365	338	92.6%	27	7.4%
Total	2,348	2,201	93.7%	147	6.3%

Number of primary schools teachers by county and gender, 2011



% of primary schools teachers by county and gender, 2011

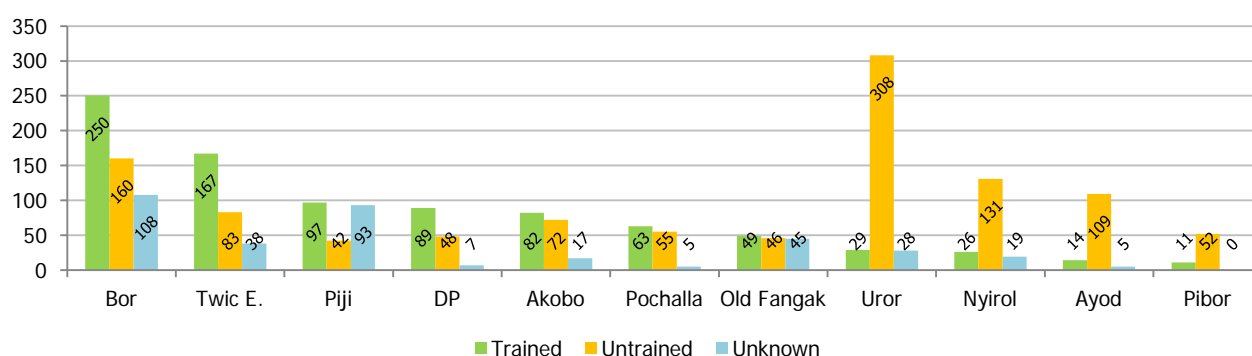


Number and % of primary school teachers by professional qualification and county, 2011

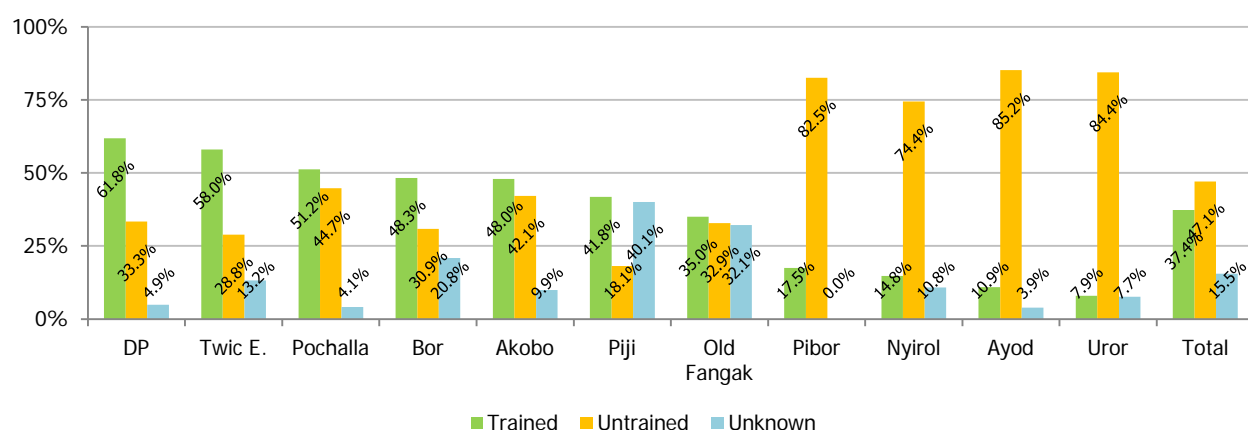
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Akobo	171	82	48.0%	72	42.1%	17	9.9%
Ayod	128	14	10.9%	109	85.2%	5	3.9%
Bor	518	250	48.3%	160	30.9%	108	20.8%
DP	144	89	61.8%	48	33.3%	7	4.9%
Nyirol	176	26	14.8%	131	74.4%	19	10.8%
Old Fangak	140	49	35.0%	46	32.9%	45	32.1%
Pibor	63	11	17.5%	52	82.5%	-	-
Piji	232	97	41.8%	42	18.1%	93	40.1%
Pochalla	123	63	51.2%	55	44.7%	5	4.1%
Twic E.	288	167	58.0%	83	28.8%	38	13.2%
Uror	365	29	7.9%	308	84.4%	28	7.7%
Total	2,348	877	37.4%	1,106	47.1%	365	15.5%

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

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



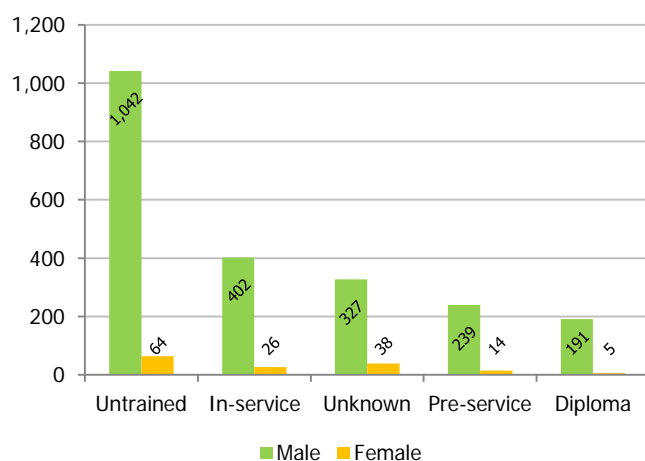
% of primary school teachers by professional qualification and county, 2011



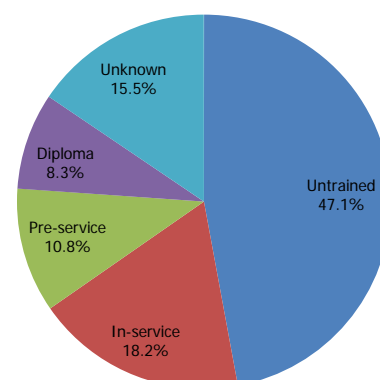
Number and % of primary school teachers by county and qualification type, 2011

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Akobo	171	72	42.1%	23	13.5%	41	24.0%	18	10.5%	17	9.9%
Ayod	128	109	85.2%	10	7.8%	1	0.8%	3	2.3%	5	3.9%
Bor	518	160	30.9%	99	19.1%	78	15.1%	73	14.1%	108	20.8%
DP	144	48	33.3%	80	55.6%	7	4.9%	2	1.4%	7	4.9%
Nyirol	176	131	74.4%	15	8.5%	9	5.1%	2	1.1%	19	10.8%
Old Fangak	140	46	32.9%	36	25.7%	5	3.6%	8	5.7%	45	32.1%
Pibor	63	52	82.5%	9	14.3%	2	3.2%	-	-	-	-
Piji	232	42	18.1%	42	18.1%	35	15.1%	20	8.6%	93	40.1%
Pochalla	123	55	44.7%	23	18.7%	33	26.8%	7	5.7%	5	4.1%
Twic E.	288	83	28.8%	72	25.0%	40	13.9%	55	19.1%	38	13.2%
Uror	365	308	84.4%	19	5.2%	2	0.5%	8	2.2%	28	7.7%
Total	2,348	1,106	47.1%	428	18.2%	253	10.8%	196	8.3%	365	15.5%

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



% of primary school teachers by professional qualification, 2011

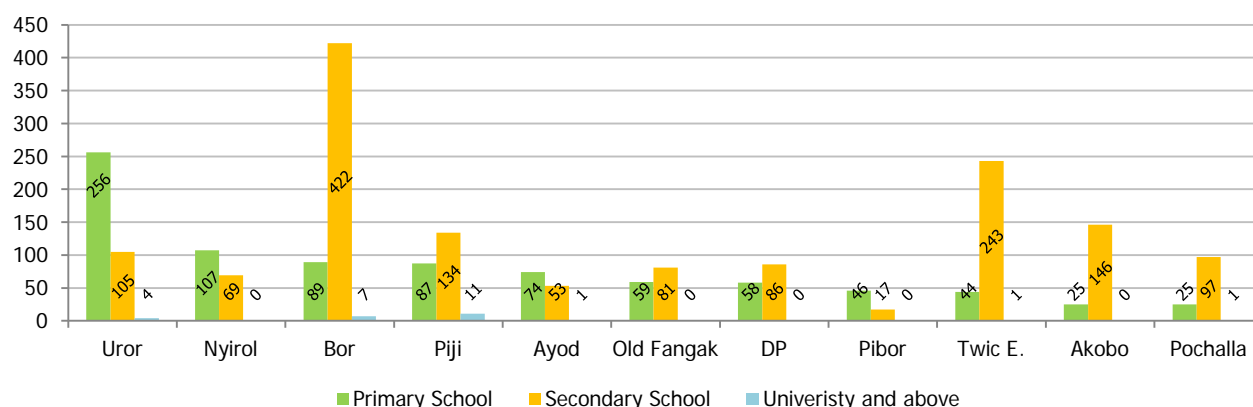


Number and % of primary school teachers by academic qualification and county, 2011

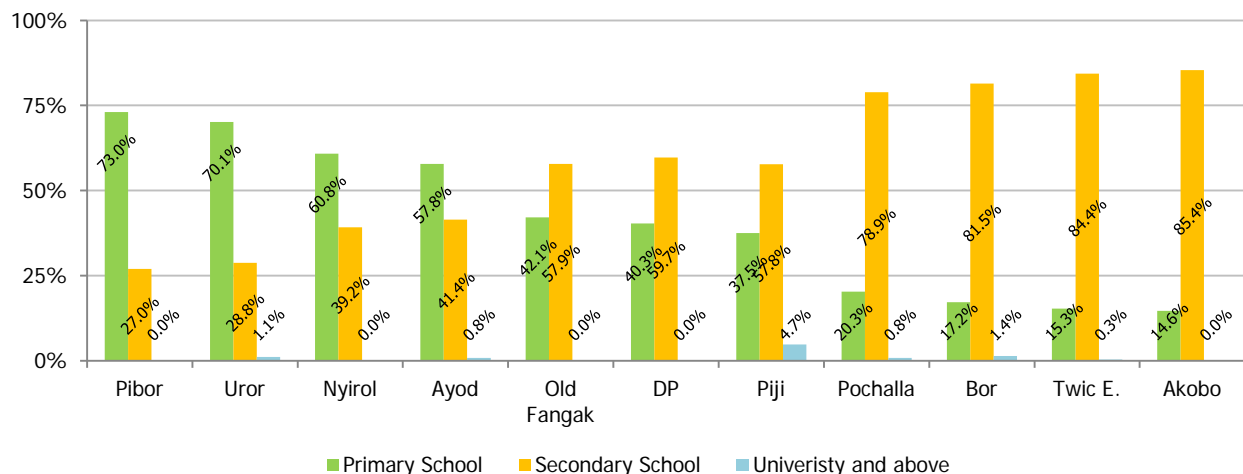
County	Total	Primary School		Secondary School		University and above	
		Count	% total	Count	% total	Count	% total
Akobo	171	25	14.6%	146	85.4%	-	-
Ayod	128	74	57.8%	53	41.4%	1	0.8%
Bor	518	89	17.2%	422	81.5%	7	1.4%
DP	144	58	40.3%	86	59.7%	-	-
Nyirol	176	107	60.8%	69	39.2%	-	-
Old Fangak	140	59	42.1%	81	57.9%	-	-
Pibor	63	46	73.0%	17	27.0%	-	-
Piji	232	87	37.5%	134	57.8%	11	4.7%
Pochalla	123	25	20.3%	97	78.9%	1	0.8%
Twic E.	288	44	15.3%	243	84.4%	1	0.3%
Uror	365	256	70.1%	105	28.8%	4	1.1%
Total	2,348	870	37.1%	1,453	61.9%	25	1.1%

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

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



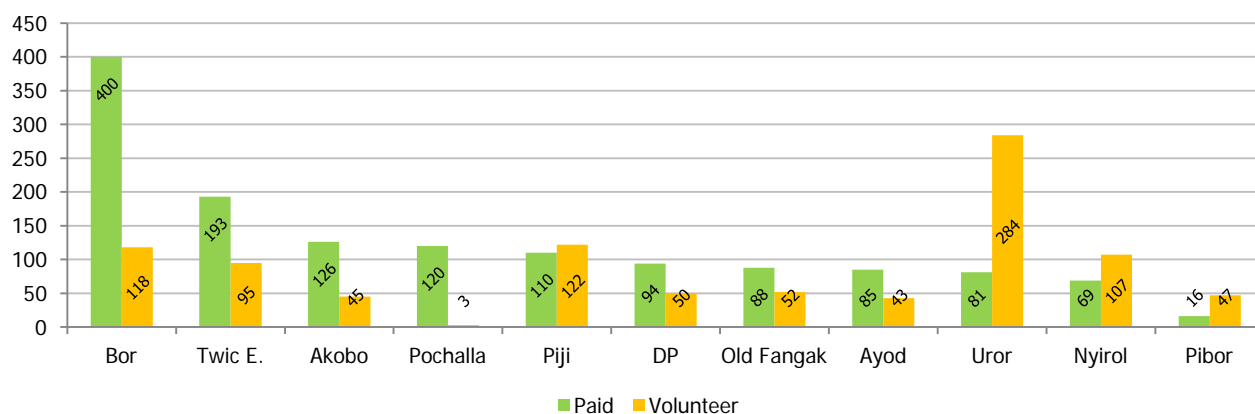
% of primary school teachers by academic qualification and county, 2011



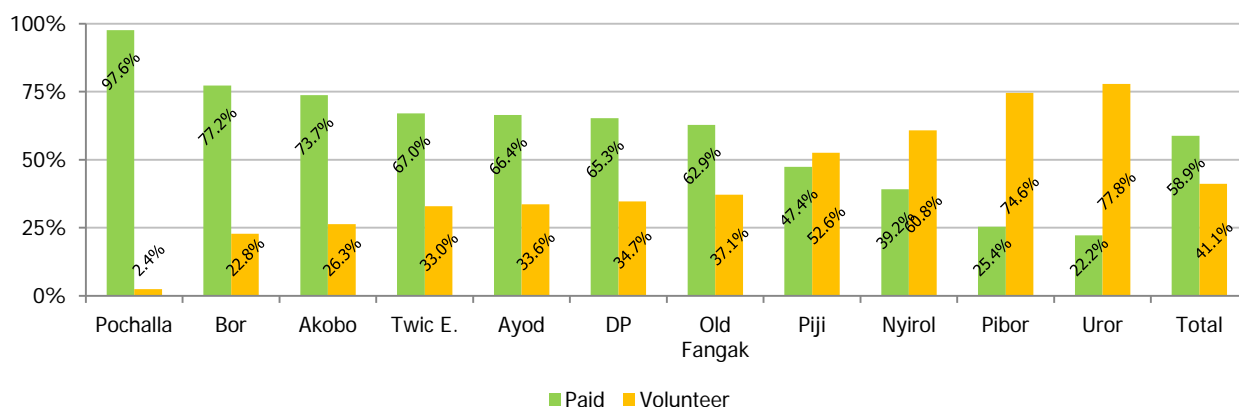
Number and % of primary school teachers by employment status and county, 2011

County	Total	Paid		Volunteer	
		Count	% total	Count	% total
Akobo	171	126	73.7%	45	26.3%
Ayod	128	85	66.4%	43	33.6%
Bor	518	400	77.2%	118	22.8%
DP	144	94	65.3%	50	34.7%
Nyirol	176	69	39.2%	107	60.8%
Old Fangak	140	88	62.9%	52	37.1%
Pibor	63	16	25.4%	47	74.6%
Piji	232	110	47.4%	122	52.6%
Pochalla	123	120	97.6%	3	2.4%
Twic E.	288	193	67.0%	95	33.0%
Uror	365	81	22.2%	284	77.8%
Total	2,348	1,382	58.9%	966	41.1%

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



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

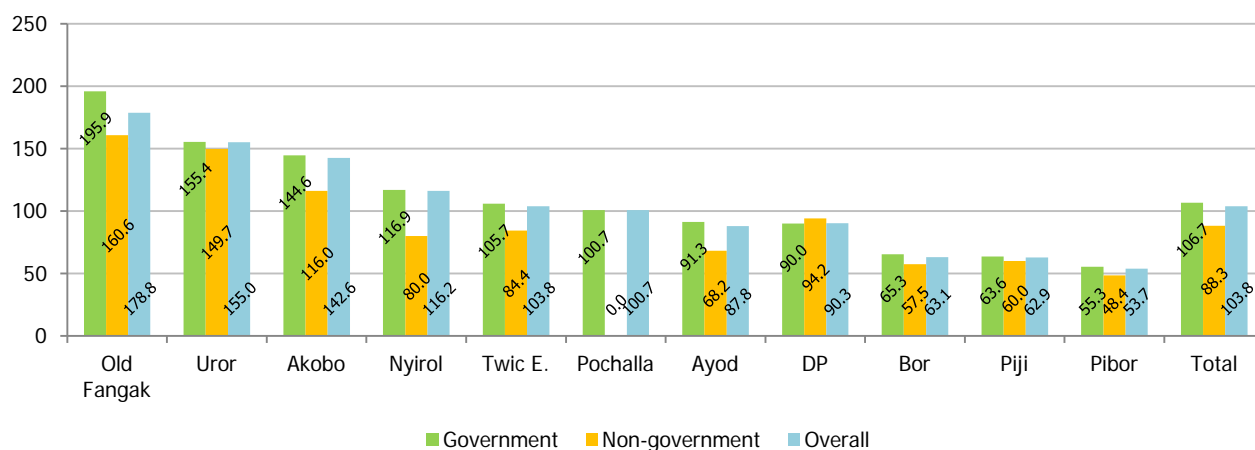


Primary school pupil-teacher ratio (PTR) by county and ownership, 2011

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Akobo	24,388	171	142.6	22,996	159	144.6	1,392	12	116.0
Ayod	11,244	128	87.8	9,949	109	91.3	1,295	19	68.2
Bor	32,676	518	63.1	24,274	372	65.3	8,402	146	57.5
DP	13,000	144	90.3	11,964	133	90.0	1,036	11	94.2
Nyirol	20,456	176	116.2	20,216	173	116.9	240	3	80.0
Old Fangak	25,030	140	178.8	14,108	72	195.9	10,922	68	160.6
Pibor	3,386	63	53.7	2,708	49	55.3	678	14	48.4
Piji	14,597	232	62.9	11,837	186	63.6	2,760	46	60.0
Pochalla	12,383	123	100.7	12,383	123	100.7	-	-	-
Twic E.	29,899	288	103.8	27,705	262	105.7	2,194	26	84.4
Urur	56,586	365	155.0	52,843	340	155.4	3,743	25	149.7
Total	243,645	2,348	103.8	210,983	1,978	106.7	32,662	370	88.3

* "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

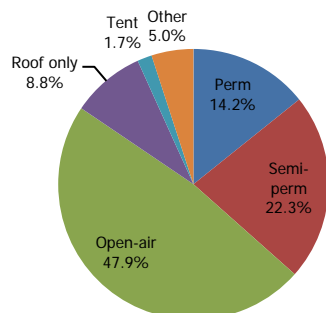


6.2.3. Classrooms

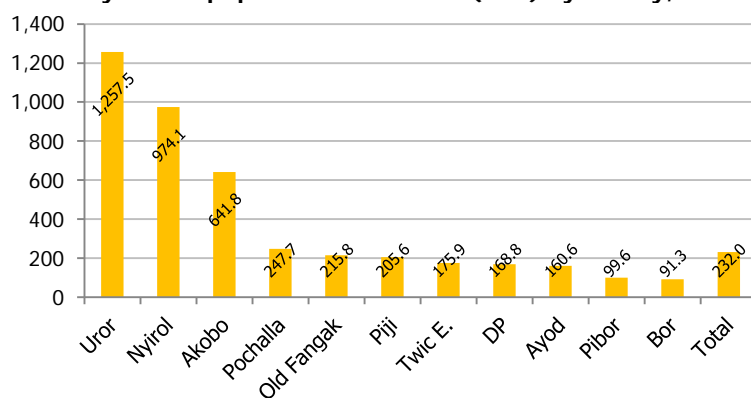
Number of primary school classrooms and pupil-classroom ratio (PCR) by county and type, 2011

County	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
Akobo	221	24	14	175	8	-	-	641.8
Ayod	152	19	51	74	5	3	-	160.6
Bor	522	129	229	92	61	2	9	91.3
DP	194	74	3	73	7	-	37	168.8
Nyirol	275	3	18	164	12	18	60	974.1
Old Fangak	268	10	106	152	-	-	-	215.8
Pibor	63	26	8	25	4	-	-	99.6
Piji	212	21	50	100	25	16	-	205.6
Pochalla	89	26	24	30	9	-	-	247.7
Twic E.	286	58	112	84	23	9	-	175.9
Uror	590	19	26	407	98	2	38	1,257.5
Total	2,872	409	641	1,376	252	50	144	232.0

% of primary school classrooms by type, 2011



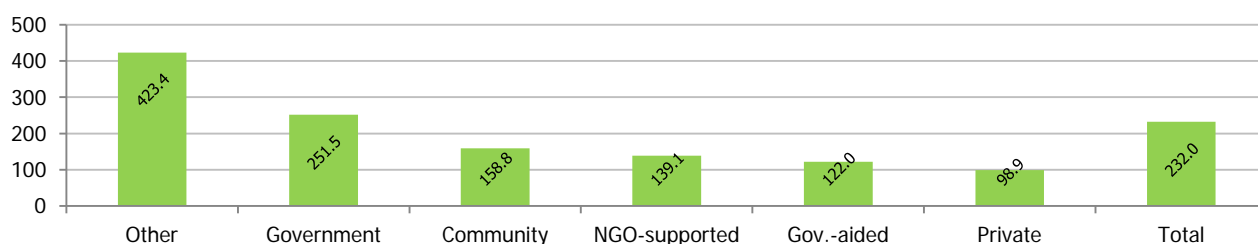
Primary school pupil-classroom ratio (PCR) by county, 2011



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	271	18	100	115	17	11	10	158.8
Gov.-aided	68	15	22	21	2	6	2	122.0
Government	2,327	360	461	1,138	213	26	129	251.5
NGO-supported	34	10	9	8	2	2	3	139.1
Private	72	6	31	25	5	5	0	98.9
Other	100	0	18	69	13	0	0	423.4
Total	2,872	409	641	1,376	252	50	144	232.0

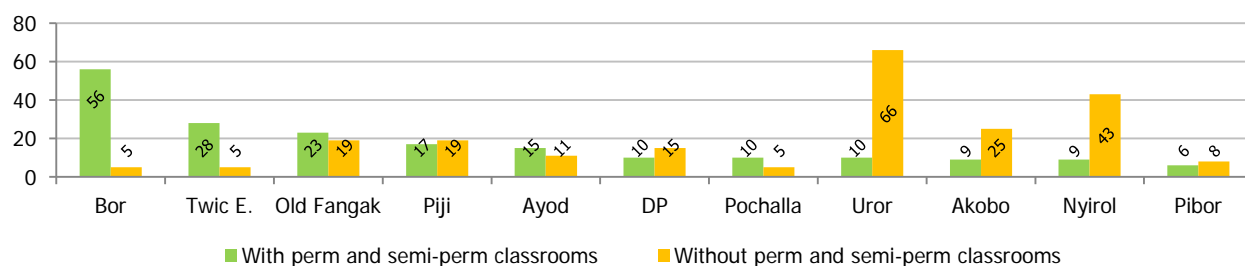
Primary school pupil-classroom ratio (PCR) by ownership, 2011



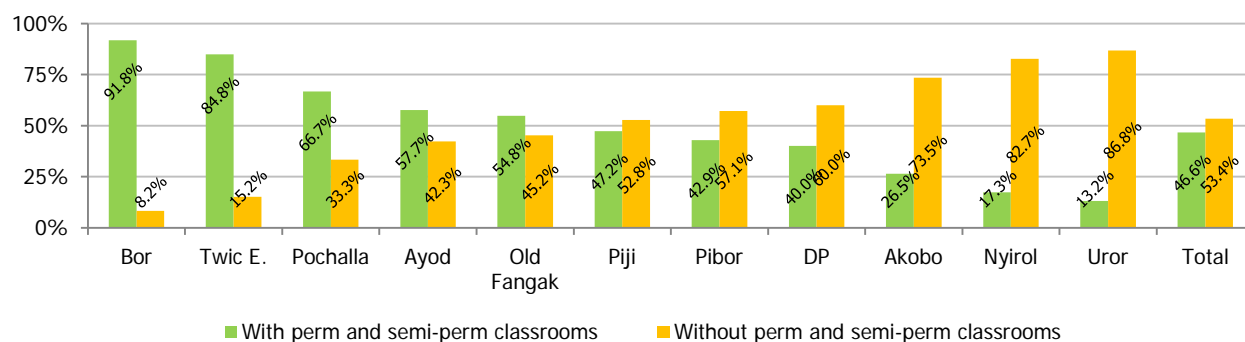
Number and % of primary schools with permanent and semi-permanent classrooms, 2011

County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Akobo	34	9	26.5%	25	73.5%
Ayod	26	15	57.7%	11	42.3%
Bor	61	56	91.8%	5	8.2%
DP	25	10	40.0%	15	60.0%
Nyirol	52	9	17.3%	43	82.7%
Old Fangak	42	23	54.8%	19	45.2%
Pibor	14	6	42.9%	8	57.1%
Piji	36	17	47.2%	19	52.8%
Pochalla	15	10	66.7%	5	33.3%
Twic E.	33	28	84.8%	5	15.2%
Uror	76	10	13.2%	66	86.8%
Total	414	193	46.6%	221	53.4%

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



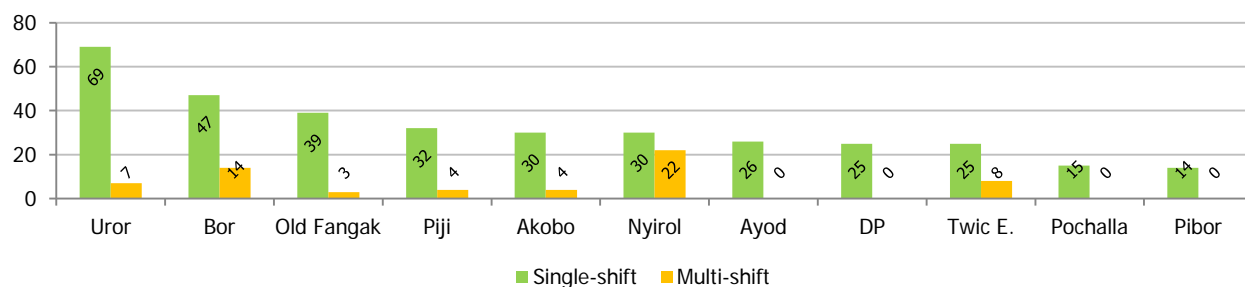
% of primary schools with and without permanent and semi-permanent classrooms by county, 2011



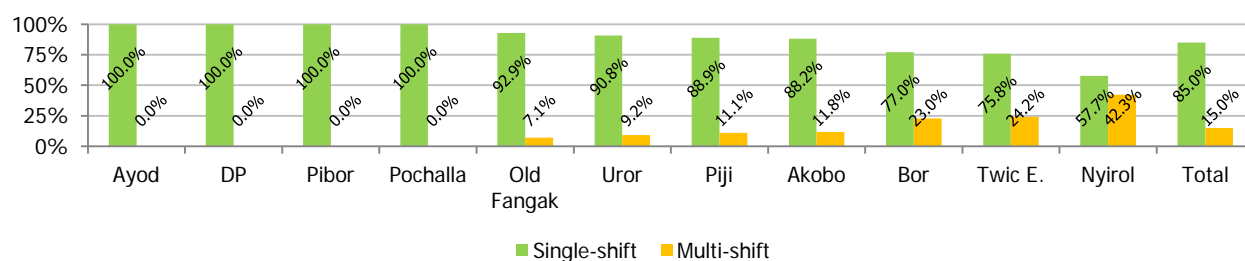
Number and % of primary schools with and without multi-shift by county, 2011

County	Total	Single-shift		Multi-shift	
		Count	% total	Count	% total
Akobo	34	30	88.2%	4	11.8%
Ayod	26	26	100.0%	-	-
Bor	61	47	77.0%	14	23.0%
DP	25	25	100.0%	-	-
Nyirol	52	30	57.7%	22	42.3%
Old Fangak	42	39	92.9%	3	7.1%
Pibor	14	14	100.0%	-	-
Piji	36	32	88.9%	4	11.1%
Pochalla	15	15	100.0%	-	-
Twic E.	33	25	75.8%	8	24.2%
Uror	76	69	90.8%	7	9.2%
Total	414	352	85.0%	62	15.0%

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



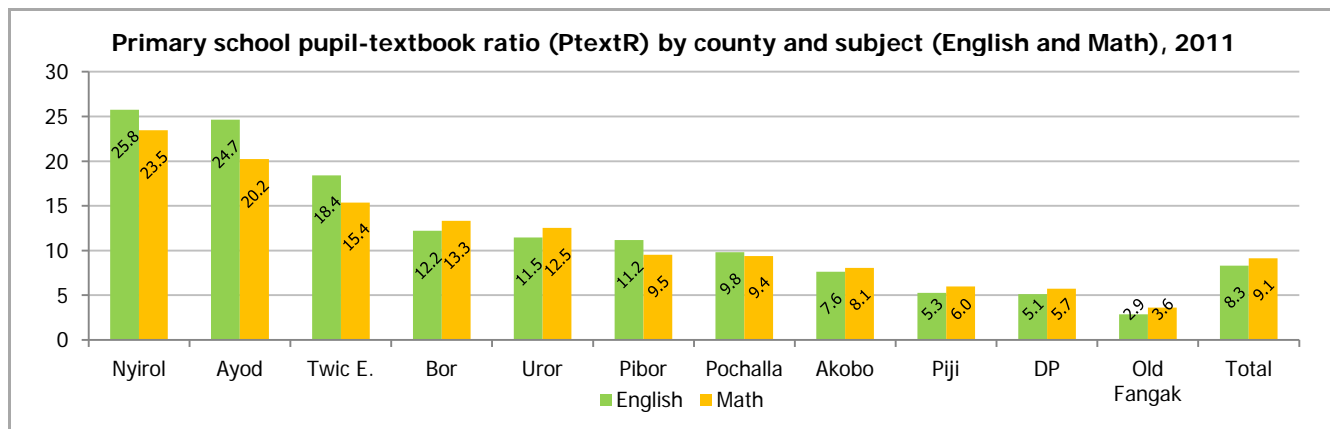
% of primary schools with and without multi-shift by county, 2011



6.2.4. Curriculum and instruction

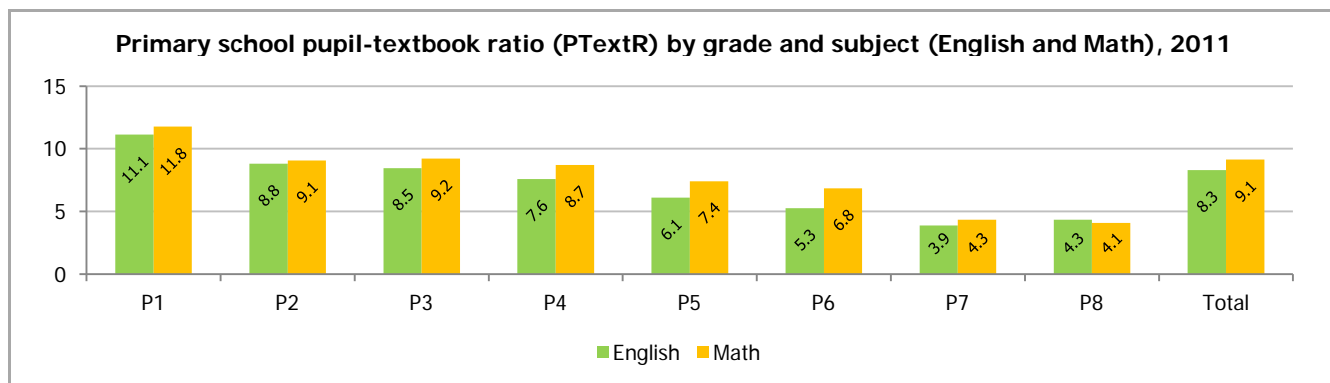
Primary school pupil-textbook ratio (PTextR) by county and subject (English and Math), 2011

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Akobo	24,388	3,205	7.6	3,028	8.1
Ayod	11,244	456	24.7	556	20.2
Bor	32,676	2,680	12.2	2,452	13.3
DP	13,000	2,548	5.1	2,267	5.7
Nyirol	20,456	794	25.8	872	23.5
Old Fangak	25,030	8,757	2.9	6,909	3.6
Pibor	3,386	303	11.2	356	9.5
Piji	14,597	2,768	5.3	2,437	6.0
Pochalla	12,383	1,261	9.8	1,318	9.4
Twic E.	29,899	1,624	18.4	1,944	15.4
Uror	56,586	4,933	11.5	4,516	12.5
Total	243,645	29,329	8.3	26,655	9.1



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	76,991	6,915	11.1	6,540	11.8
P2	53,083	6,032	8.8	5,851	9.1
P3	43,718	5,172	8.5	4,741	9.2
P4	34,044	4,489	7.6	3,916	8.7
P5	18,451	3,030	6.1	2,493	7.4
P6	10,877	2,069	5.3	1,592	6.8
P7	4,723	1,216	3.9	1,092	4.3
P8	1,758	406	4.3	430	4.1
Total	243,645	29,329	8.3	26,655	9.1



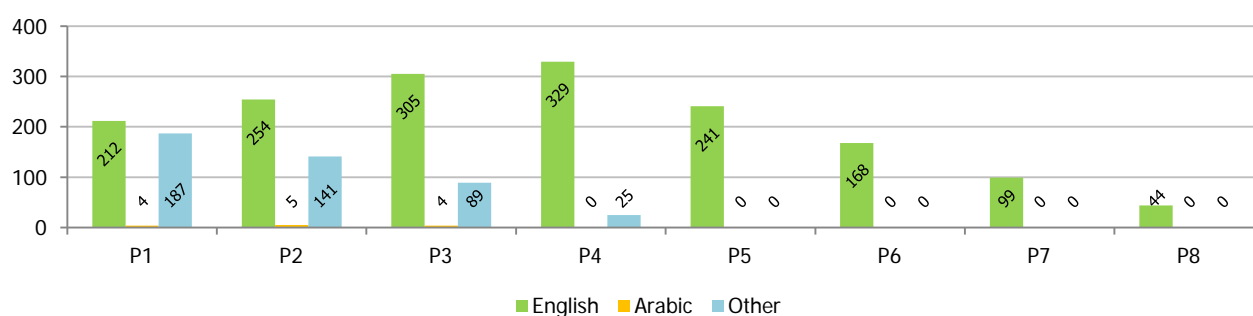
Number of primary schools by language of instruction and grade, 2011

Language	P1	P2	P3	P4	P5	P6	P7	P8
English	212	254	305	329	241	168	99	44
Arabic	4	5	4	-	-	-	-	-
Other	187	141	89	25	-	-	-	-
Total	403	400	398	354	241	168	99	44

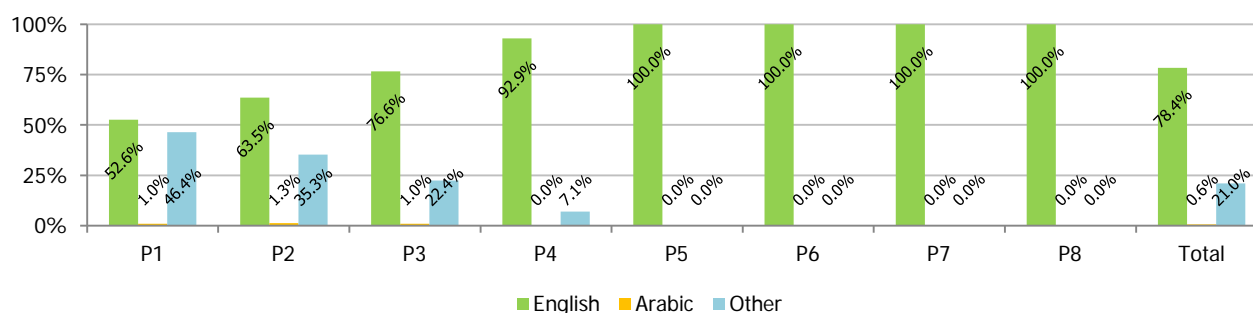
* This section only counted the schools who responded to this question. Those who did not respond were not accounted for.

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

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



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



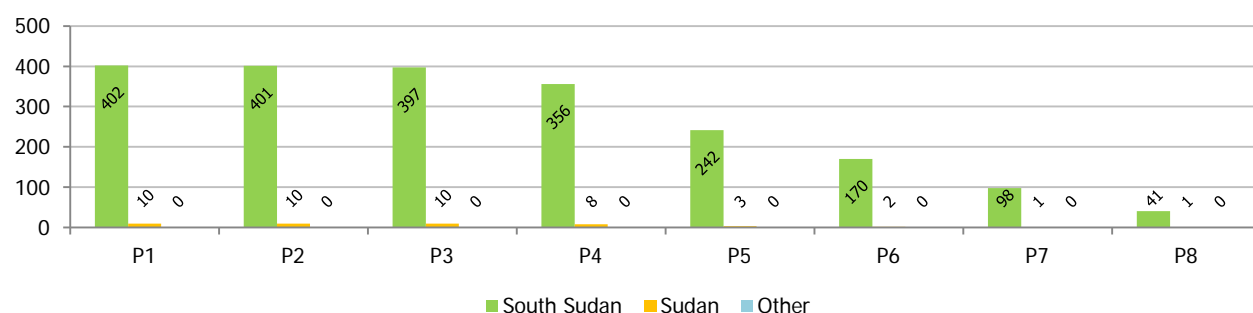
Number and % of primary school by curriculum and grade, 2011

Curriculum	P1	P2	P3	P4	P5	P6	P7	P8
South Sudan	402 97.1%	401 96.9%	397 97.1%	356 97.5%	242 98.8%	170 98.3%	98 98.0%	41 95.3%
Uganda	-	1 0.2%	-	-	-	-	-	-
Kenya	2 0.5%	2 0.5%	2 0.5%	1 0.3%	-	1 0.6%	1 1.0%	1 2.3%
Sudan	10 2.4%	10 2.4%	10 2.4%	8 2.2%	3 1.2%	2 1.2%	1 1.0%	1 2.3%
Total	414	414	409	365	245	173	100	43

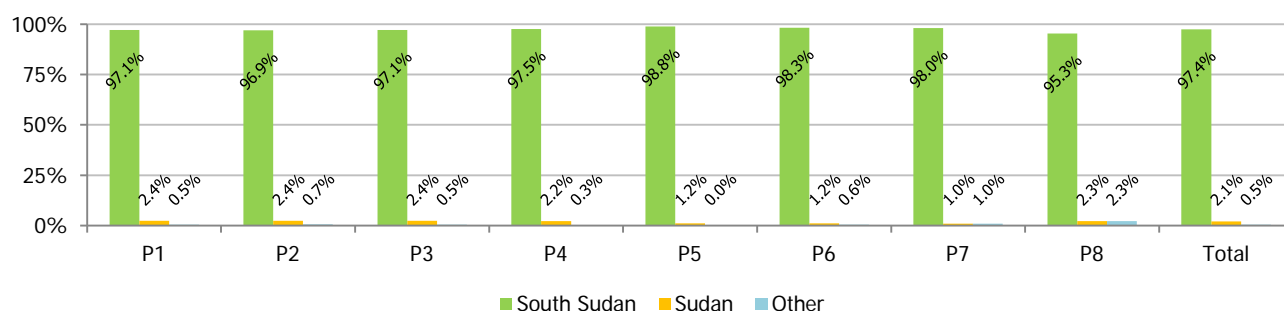
* This section only counts the schools who responded to this question. Those who did not respond were not accounted for.

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

Number of primary school by curriculum and grade, 2011



% of primary school by curriculum and grade, 2011

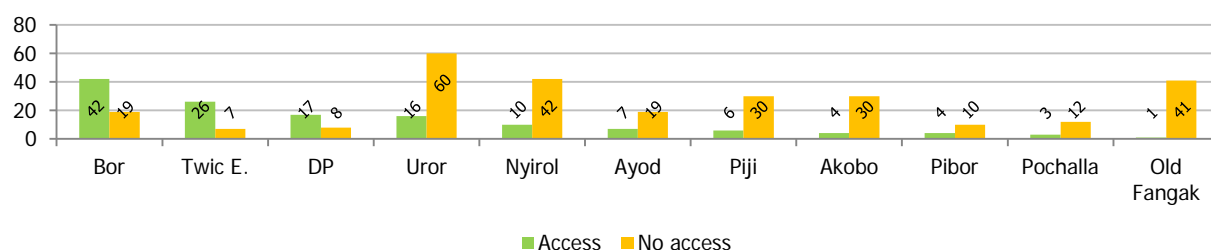


6.2.5. Facilities

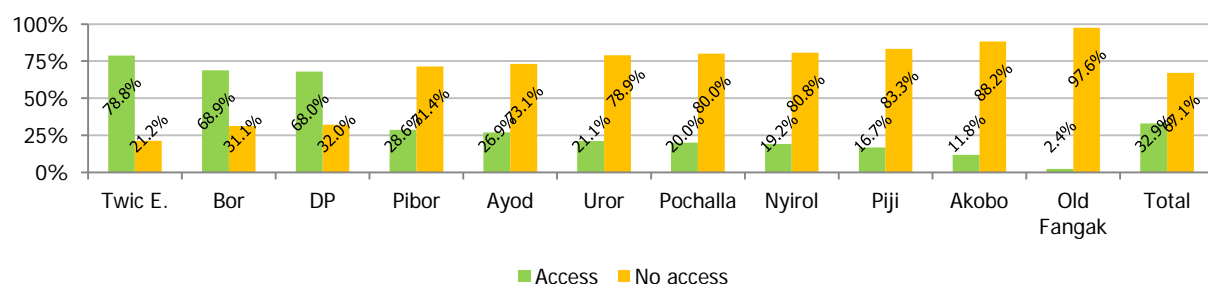
Number and % of primary schools with and without access to drinking water by county, 2011

County	Schools	Access		No access	
		Count	% total	Count	% total
Akobo	34	4	11.8%	30	88.2%
Ayod	26	7	26.9%	19	73.1%
Bor	61	42	68.9%	19	31.1%
DP	25	17	68.0%	8	32.0%
Nyirol	52	10	19.2%	42	80.8%
Old Fangak	42	1	2.4%	41	97.6%
Pibor	14	4	28.6%	10	71.4%
Piji	36	6	16.7%	30	83.3%
Pochalla	15	3	20.0%	12	80.0%
Twic E.	33	26	78.8%	7	21.2%
Uror	76	16	21.1%	60	78.9%
Total	414	136	32.9%	278	67.1%

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



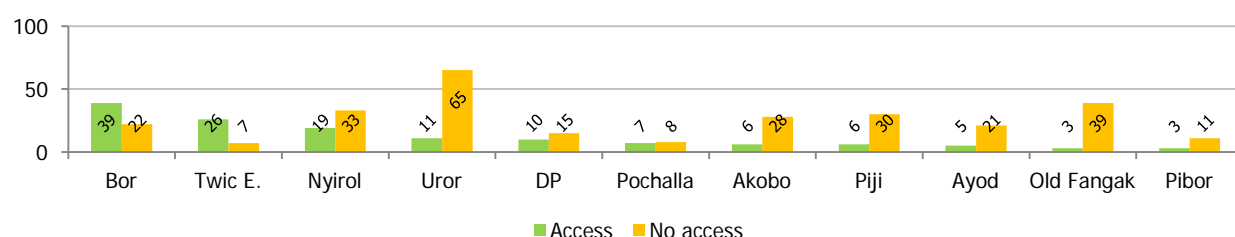
% of primary schools with access to drinking water by county, 2011



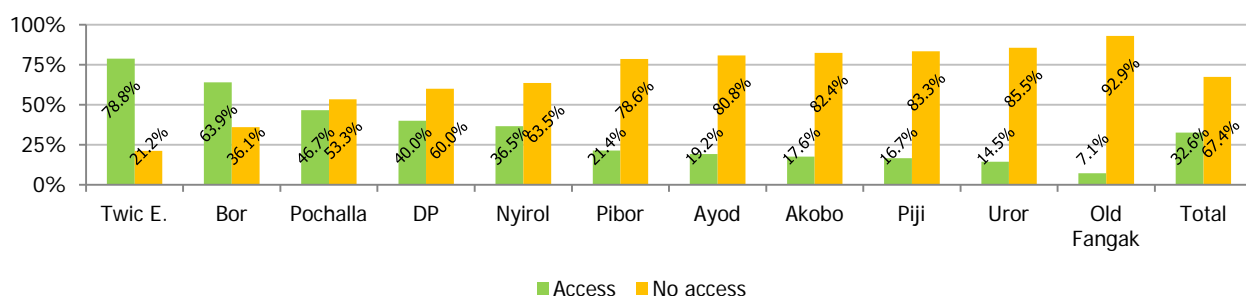
Number and % of primary schools with and without access to latrine by county, 2011

County	Schools	Access		No access	
		Count	% total	Count	% total
Akobo	34	6	17.6%	28	82.4%
Ayod	26	5	19.2%	21	80.8%
Bor	61	39	63.9%	22	36.1%
DP	25	10	40.0%	15	60.0%
Nyirol	52	19	36.5%	33	63.5%
Old Fangak	42	3	7.1%	39	92.9%
Pibor	14	3	21.4%	11	78.6%
Piji	36	6	16.7%	30	83.3%
Pochalla	15	7	46.7%	8	53.3%
Twic E.	33	26	78.8%	7	21.2%
Uror	76	11	14.5%	65	85.5%
Total	414	135	32.6%	279	67.4%

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



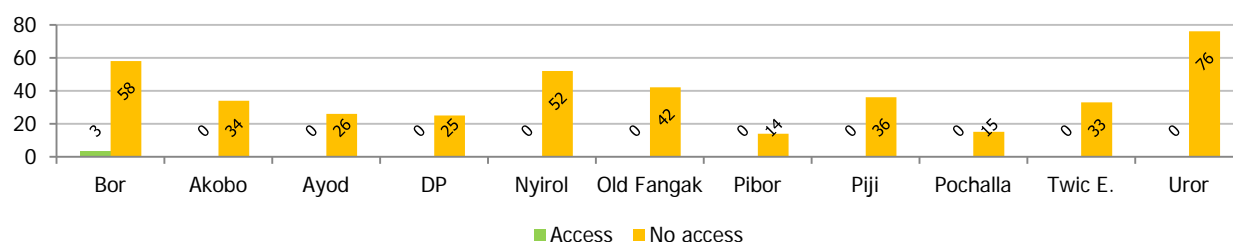
% of primary schools with access to latrine by county, 2011



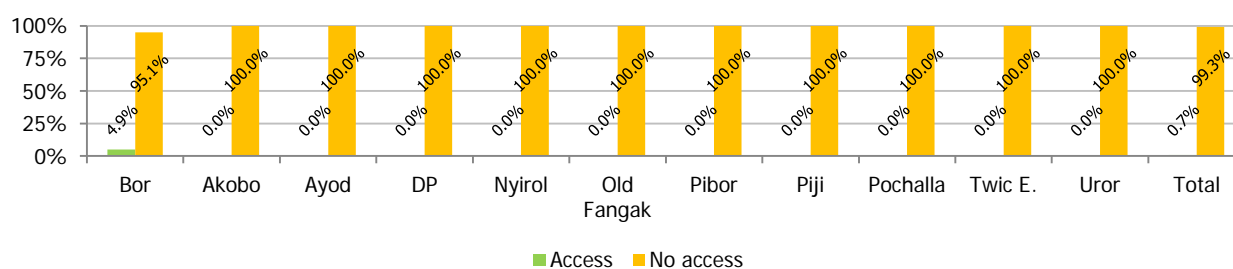
Number and % of primary schools with and without access to electricity by county, 2011

County	Schools	Access		No access	
		Count	% total	Count	% total
Akobo	34	-	-	34	100.0%
Ayod	26	-	-	26	100.0%
Bor	61	3	4.9%	58	95.1%
DP	25	-	-	25	100.0%
Nyirol	52	-	-	52	100.0%
Old Fangak	42	-	-	42	100.0%
Pibor	14	-	-	14	100.0%
Piji	36	-	-	36	100.0%
Pochalla	15	-	-	15	100.0%
Twic E.	33	-	-	33	100.0%
Uror	76	-	-	76	100.0%
Total	414	3	0.7%	411	99.3%

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

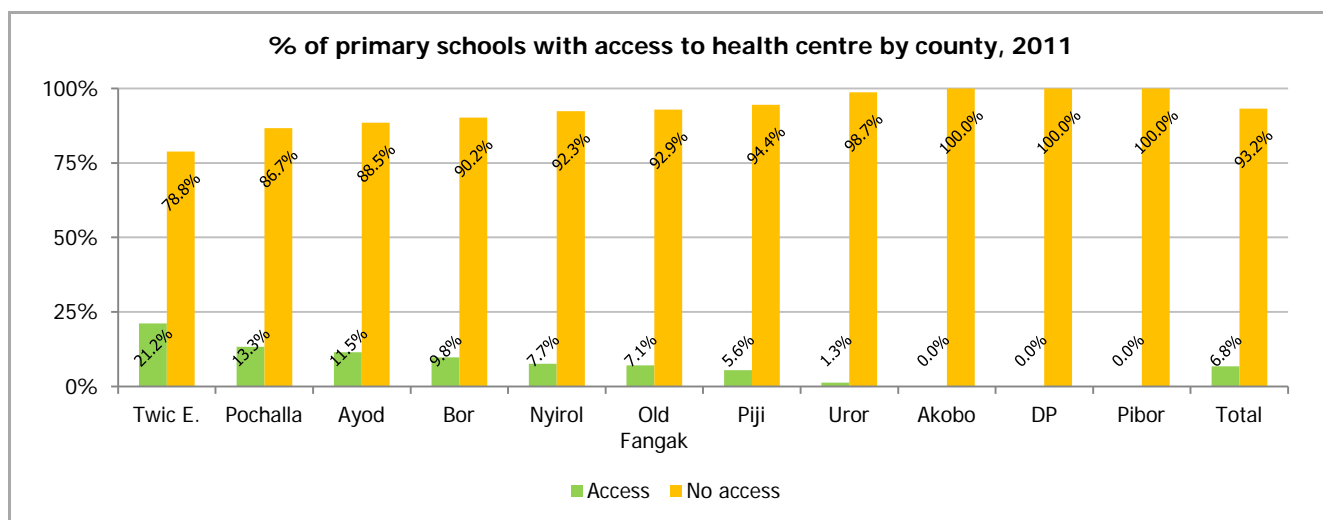
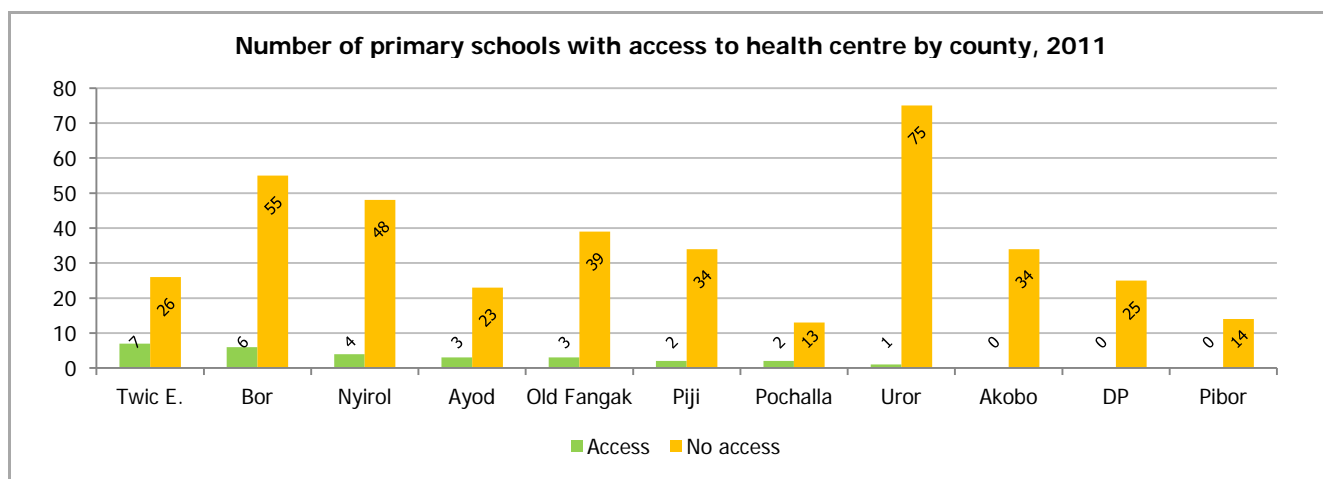


% of primary schools with access to electricity by county, 2011



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

County	Schools	Access		No access	
		Count	% total	Count	% total
Akobo	34	-	-	34	100.0%
Ayod	26	3	11.5%	23	88.5%
Bor	61	6	9.8%	55	90.2%
DP	25	-	-	25	100.0%
Nyirol	52	4	7.7%	48	92.3%
Old Fangak	42	3	7.1%	39	92.9%
Pibor	14	-	-	14	100.0%
Piji	36	2	5.6%	34	94.4%
Pochalla	15	2	13.3%	13	86.7%
Twic E.	33	7	21.2%	26	78.8%
Uror	76	1	1.3%	75	98.7%
Total	414	28	6.8%	386	93.2%



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
Akobo	34.7%	45.0%	44.2%	28.6%	26.8%	21.6%	48.1%
Ayod	130.1%	170.8%	264.7%	110.9%	103.4%	88.9%	66.7%
Bor	60.4%	83.4%	83.2%	76.5%	81.0%	70.5%	83.4%
DP	53.8%	68.8%	59.9%	65.3%	63.8%	69.2%	22.4%
Nyirol	98.4%	89.2%	71.8%	36.5%	34.8%	9.4%	6.7%
Old Fangak	71.7%	64.3%	69.7%	41.2%	44.4%	29.6%	-
Pibor	59.7%	58.1%	43.0%	12.1%	8.5%	-	-
Piji	63.9%	62.9%	65.3%	44.1%	31.2%	38.2%	15.1%
Pochalla	70.4%	91.5%	117.3%	70.0%	34.1%	92.4%	42.1%
Twic E.	52.4%	73.2%	69.0%	60.5%	68.6%	54.0%	39.7%
Uror	69.1%	74.2%	60.1%	54.6%	52.9%	25.9%	32.3%
Total	61.9%	70.7%	66.4%	50.1%	49.1%	43.2%	38.8%

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

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

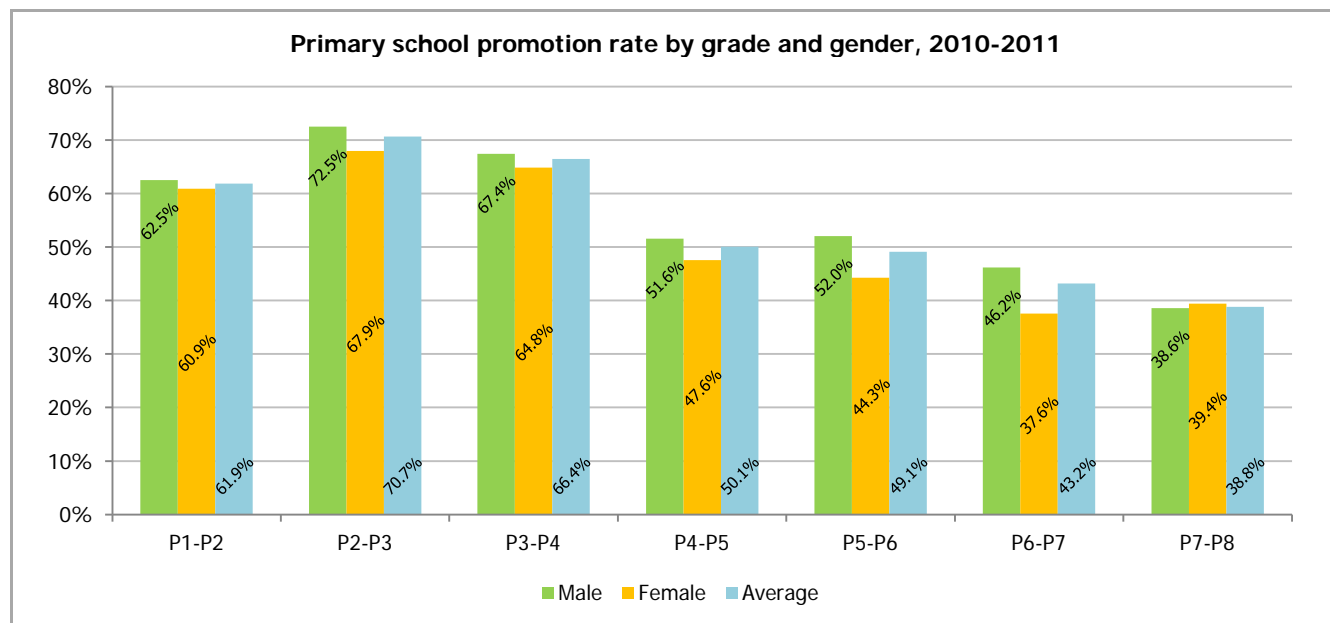
County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Akobo	33.7%	45.0%	43.2%	30.3%	27.7%	22.3%	52.5%
Ayod	138.1%	205.7%	270.4%	120.8%	78.8%	87.5%	44.9%
Bor	60.9%	89.7%	85.6%	75.6%	86.8%	72.4%	78.6%
DP	55.3%	70.0%	62.6%	68.8%	67.0%	66.8%	26.8%
Nyirol	88.4%	82.6%	64.4%	33.7%	35.9%	11.5%	9.9%
Old Fangak	75.7%	62.5%	73.3%	44.4%	44.5%	31.2%	-
Pibor	61.8%	60.6%	47.4%	17.5%	13.5%	-	-
Piji	65.7%	62.2%	62.7%	42.1%	34.9%	40.1%	18.3%
Pochalla	71.5%	97.8%	123.9%	73.8%	54.4%	89.1%	43.3%
Twic E.	52.8%	74.5%	71.0%	63.1%	73.0%	61.1%	42.2%
Uror	70.8%	80.2%	64.6%	58.3%	59.7%	33.6%	31.9%
Total	62.5%	72.5%	67.4%	51.6%	52.0%	46.2%	38.6%

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

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

County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Akobo	36.3%	44.9%	46.1%	24.9%	24.6%	19.4%	20.0%
Ayod	116.5%	126.8%	256.1%	93.8%	163.6%	92.3%	142.9%
Bor	59.8%	75.4%	80.1%	77.8%	72.0%	67.1%	94.7%
DP	51.4%	66.9%	56.0%	59.7%	58.9%	74.1%	9.4%
Nyirrol	121.1%	103.7%	92.2%	44.0%	32.3%	5.6%	-
Old Fangak	66.4%	66.8%	64.9%	37.0%	44.2%	26.5%	-
Pibor	55.7%	52.1%	32.3%	-	-	-	-
Piji	61.3%	64.0%	69.4%	47.5%	25.4%	34.3%	7.6%
Pochalla	69.0%	84.4%	109.1%	65.2%	24.1%	100.0%	40.9%
Twic E.	51.9%	71.7%	66.3%	56.9%	62.0%	42.7%	34.1%
Uror	66.4%	65.2%	52.6%	47.8%	40.7%	12.7%	33.8%
Total	60.9%	67.9%	64.8%	47.6%	44.3%	37.6%	39.4%

* 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

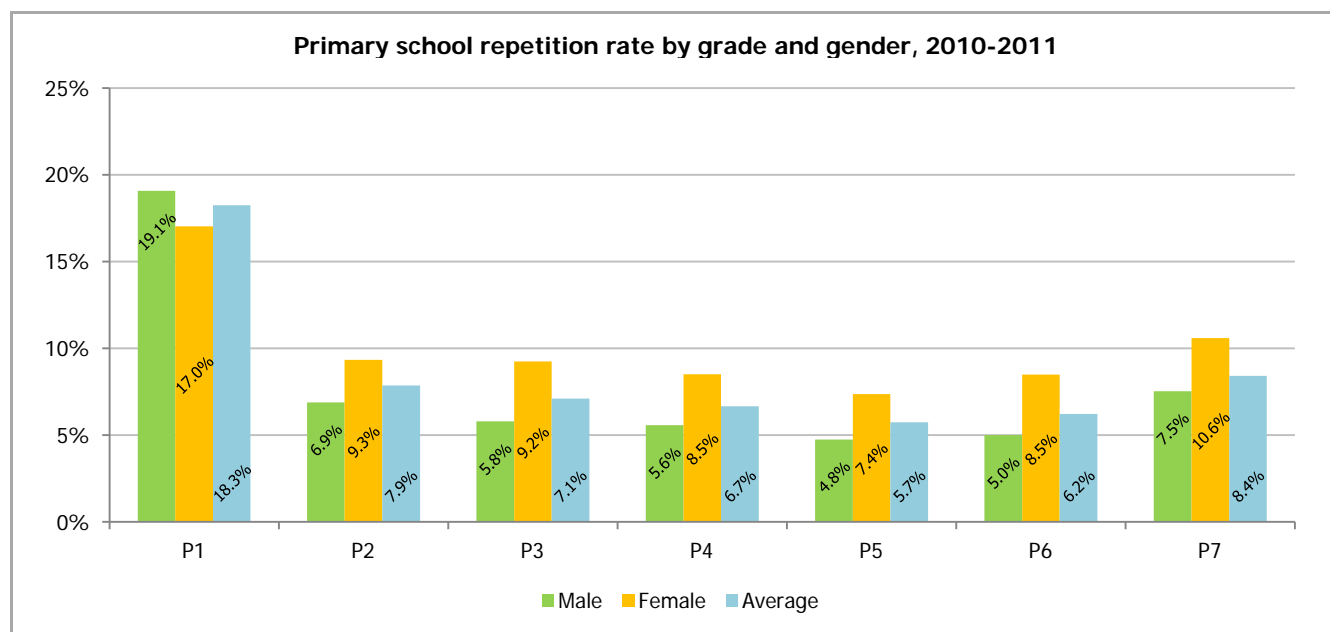
County	P1	P2	P3	P4	P5	P6	P7	P8
Akobo	9.2%	5.6%	3.9%	3.8%	3.6%	6.6%	21.9%	5.1%
Ayod	37.7%	13.2%	24.7%	8.6%	8.6%	5.6%	-	19.6%
Bor	23.6%	13.1%	12.4%	14.0%	10.2%	10.2%	10.5%	2.6%
DP	63.1%	11.5%	8.5%	8.1%	6.2%	9.0%	5.7%	2.2%
Nyirrol	37.6%	6.8%	10.5%	9.5%	5.1%	4.1%	1.0%	-
Old Fangak	14.5%	2.7%	3.8%	4.0%	2.7%	2.3%	4.2%	-
Pibor	1.7%	1.9%	4.4%	3.8%	3.4%	-	-	-
Piji	11.8%	8.4%	7.5%	4.8%	6.0%	4.4%	4.7%	1.9%
Pochalla	6.9%	6.6%	12.8%	10.4%	6.0%	4.9%	7.9%	1.1%
Twic E.	6.3%	11.7%	11.4%	9.0%	9.9%	9.5%	12.6%	11.8%
Uror	17.0%	8.2%	5.2%	6.0%	4.8%	4.4%	7.7%	-
Total	18.3%	7.9%	7.1%	6.7%	5.7%	6.2%	8.4%	4.4%

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

County	P1	P2	P3	P4	P5	P6	P7	P8
Akobo	9.7%	6.0%	4.5%	3.9%	4.1%	8.0%	25.3%	6.3%
Ayod	38.9%	14.3%	24.7%	7.2%	7.4%	6.3%	-	25.0%
Bor	24.0%	10.6%	8.7%	10.6%	6.6%	7.4%	8.5%	3.2%
DP	71.7%	8.8%	6.8%	6.6%	4.2%	7.9%	2.5%	3.6%
Nyirrol	32.7%	5.0%	7.0%	6.9%	3.1%	3.0%	1.5%	-
Old Fangak	15.1%	2.0%	2.6%	3.4%	1.8%	2.1%	3.6%	-
Pibor	1.7%	1.1%	4.4%	4.8%	5.4%	-	-	-
Piji	11.8%	7.4%	5.8%	3.9%	4.6%	2.6%	2.9%	1.6%
Pochalla	6.1%	5.1%	8.8%	7.9%	8.8%	3.9%	7.8%	2.1%
Twic E.	5.7%	9.8%	9.7%	7.5%	8.4%	7.2%	11.6%	12.2%
Uror	18.1%	7.8%	4.4%	5.4%	4.5%	3.5%	7.3%	-
Total	19.1%	6.9%	5.8%	5.6%	4.8%	5.0%	7.5%	5.2%

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

County	P1	P2	P3	P4	P5	P6	P7	P8
Akobo	8.5%	4.9%	2.9%	3.6%	2.4%	2.3%	-	-
Ayod	35.8%	11.9%	24.7%	11.1%	11.7%	3.8%	-	-
Bor	23.1%	16.3%	17.2%	19.0%	15.9%	15.4%	15.2%	0.7%
DP	49.6%	15.6%	11.0%	10.5%	9.4%	11.1%	15.1%	-
Nyirol	48.5%	10.7%	20.1%	16.8%	10.0%	6.3%	-	-
Old Fangak	13.6%	3.6%	5.5%	5.0%	4.0%	2.7%	6.0%	-
Pibor	1.9%	3.8%	4.5%	1.4%	-	-	-	-
Piji	11.7%	9.7%	10.0%	6.4%	8.1%	8.0%	8.9%	2.4%
Pochalla	7.9%	8.3%	17.9%	13.6%	4.6%	7.0%	8.0%	-
Twic E.	7.1%	14.1%	13.7%	11.3%	12.0%	13.0%	14.8%	10.8%
Uror	15.3%	8.8%	6.5%	7.1%	5.5%	5.9%	9.2%	-
Total	17.0%	9.3%	9.2%	8.5%	7.4%	8.5%	10.6%	2.6%



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
Akobo	56.1%	49.4%	51.8%	67.7%	69.6%	71.7%	30.1%
Ayod	-67.8%	-84.0%	-189.4%	-19.5%	-12.0%	5.6%	33.3%
Bor	16.1%	3.4%	4.4%	9.6%	8.8%	19.3%	6.1%
DP	-17.0%	19.7%	31.6%	26.6%	30.0%	21.8%	71.9%
Nyirol	-36.0%	4.0%	17.7%	54.0%	60.0%	86.4%	92.3%
Old Fangak	13.8%	33.0%	26.5%	54.7%	52.9%	68.1%	95.8%
Pibor	38.6%	40.0%	52.6%	84.1%	88.1%	-	-
Piji	24.4%	28.7%	27.3%	51.1%	62.8%	57.4%	80.2%
Pochalla	22.7%	1.9%	-30.1%	19.6%	59.9%	2.7%	50.0%
Twic E.	41.3%	15.1%	19.6%	30.4%	21.5%	36.5%	47.7%
Uror	13.9%	17.6%	34.7%	39.4%	42.2%	69.7%	60.1%
Total	19.9%	21.5%	26.5%	43.2%	45.2%	50.6%	52.8%

* 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

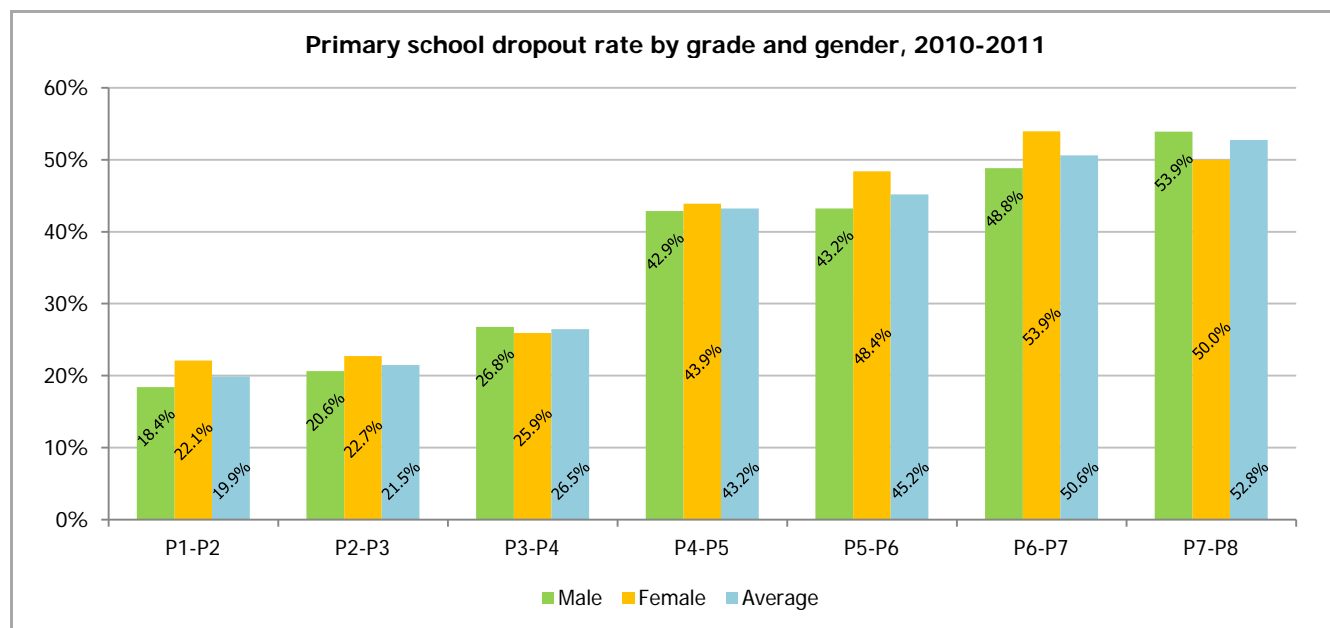
County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Akobo	56.6%	49.0%	52.3%	65.8%	68.2%	69.7%	22.2%
Ayod	-77.0%	-120.0%	-195.1%	-28.0%	13.8%	6.3%	55.1%
Bor	15.2%	-0.4%	5.7%	13.8%	6.6%	20.2%	12.9%
DP	-27.0%	21.2%	30.6%	24.6%	28.9%	25.3%	70.7%
Nyirol	-21.1%	12.4%	28.6%	59.4%	61.0%	85.5%	88.5%
Old Fangak	9.2%	35.5%	24.1%	52.3%	53.7%	66.7%	96.4%
Pibor	36.6%	38.3%	48.2%	77.7%	81.1%	-	-
Piji	22.4%	30.4%	31.4%	54.0%	60.5%	57.3%	78.8%
Pochalla	22.4%	-2.9%	-32.7%	18.4%	36.8%	7.0%	48.9%
Twic E.	41.6%	15.8%	19.3%	29.5%	18.6%	31.7%	46.2%
Uror	11.2%	12.0%	31.0%	36.3%	35.8%	62.9%	60.9%
Total	18.4%	20.6%	26.8%	42.9%	43.2%	48.8%	53.9%

* 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
Akobo	55.2%	50.2%	50.9%	71.5%	73.0%	78.3%	80.0%
Ayod	-52.2%	-38.7%	-180.8%	-4.9%	-75.3%	3.8%	-42.9%
Bor	17.1%	8.3%	2.7%	3.2%	12.2%	17.5%	-9.9%
DP	-1.0%	17.5%	33.0%	29.7%	31.7%	14.8%	75.5%
Nyirol	-69.7%	-14.4%	-12.3%	39.2%	57.7%	88.2%	-
Old Fangak	19.9%	29.6%	29.6%	58.0%	51.8%	70.8%	94.0%
Pibor	42.4%	44.1%	63.1%	98.6%	-	-	-
Piji	27.0%	26.3%	20.6%	46.1%	66.5%	57.7%	83.5%
Pochalla	23.1%	7.3%	-27.0%	21.2%	71.3%	-7.0%	51.1%
Twic E.	41.0%	14.2%	20.0%	31.8%	26.0%	44.3%	51.1%
Uror	18.3%	26.0%	40.9%	45.0%	53.8%	81.4%	56.9%
Total	22.1%	22.7%	25.9%	43.9%	48.4%	53.9%	50.0%

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



7.0. SECONDARY SCHOOL, 2011

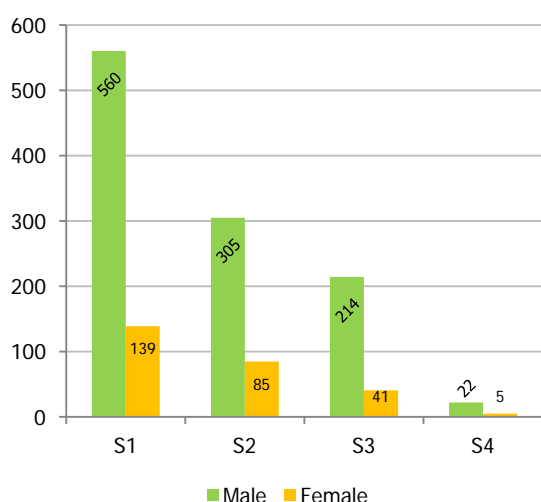
7.1. Access

7.1.1. Enrolment

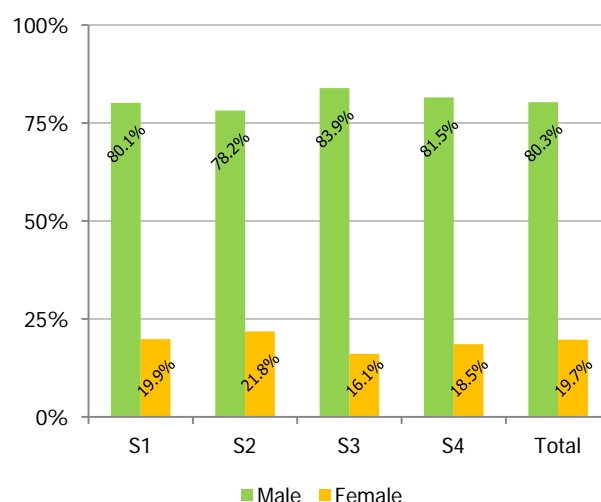
Number of secondary school students by county and grade, 2011

County	Total	S1	S2	S3	S4
Akobo	87	44	22	21	-
Ayod	166	69	51	46	-
Bor	994	514	285	168	27
Nyirol	21	14	7	-	-
Twic	103	58	25	20	-
Total	1,371	699	390	255	27

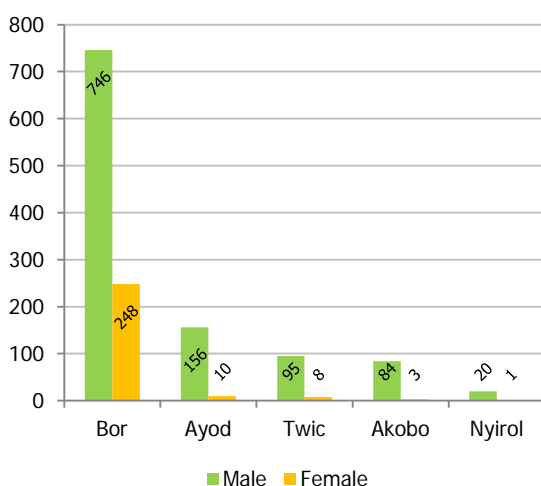
Number of secondary school students by grade and gender, 2011



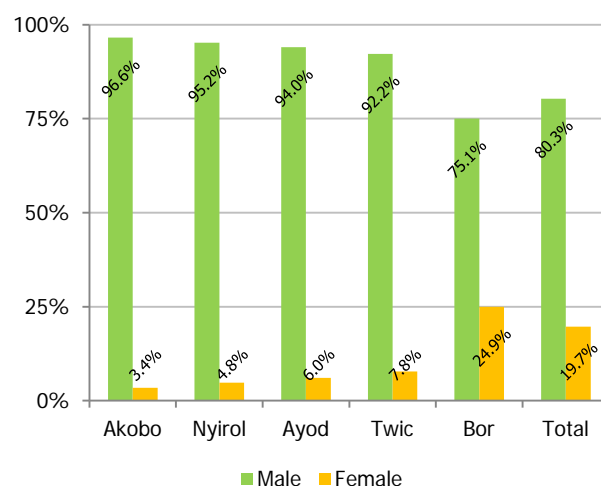
% of secondary school students by grade and gender, 2011



Number of secondary school students by county and gender, 2011



% of secondary school students by county and gender, 2011



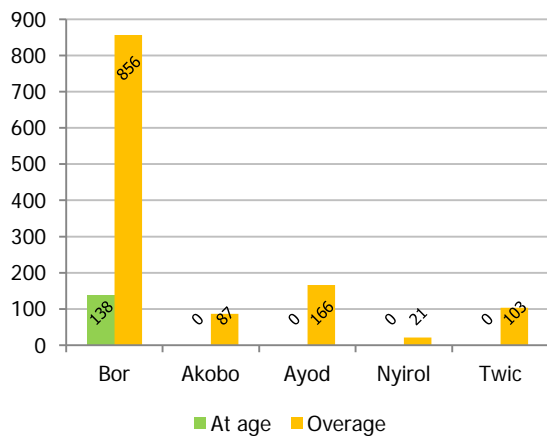
7.1.2. Overage pupils

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

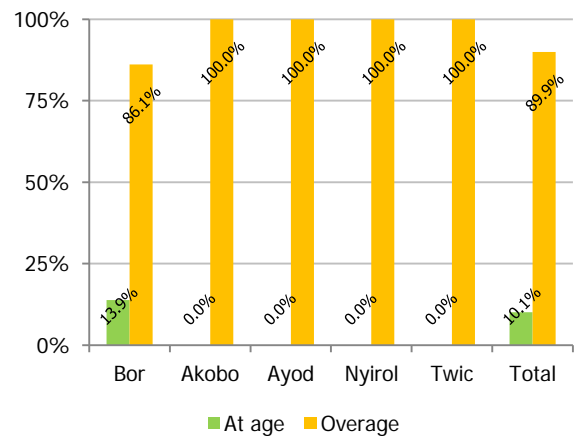
County	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
Akobo	-	87	100.0%	-	84	100.0%	-	3	100.0%
Ayod	-	166	100.0%	-	156	100.0%	-	10	100.0%
Bor	138	856	86.1%	95	651	87.3%	43	205	82.7%
Nyirol	-	21	100.0%	-	20	100.0%	-	1	100.0%
Twic	-	103	100.0%	-	95	100.0%	-	8	100.0%
Total	138	1,233	89.9%	95	1,006	91.4%	43	227	84.1%

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

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



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

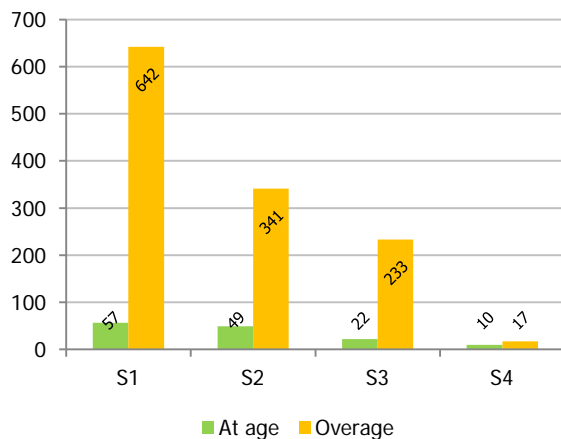


Number and % of secondary school at-age and overage students by grade and gender, 2011

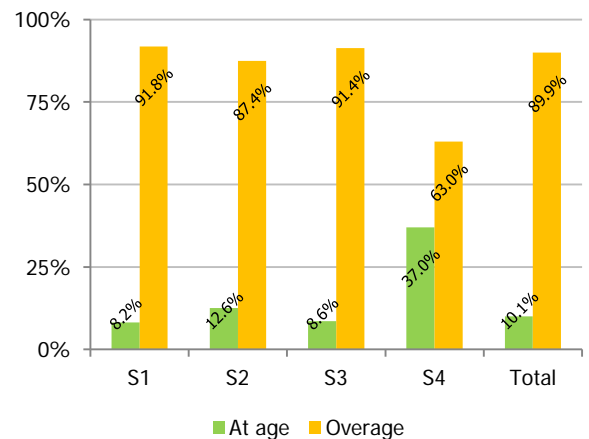
Grade	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
S1	57	642	91.8%	38	522	93.2%	19	120	86.3%
S2	49	341	87.4%	35	270	88.5%	14	71	83.5%
S3	22	233	91.4%	15	199	93.0%	7	34	82.9%
S4	10	17	63.0%	7	15	68.2%	3	2	40.0%
Total	138	1233	89.9%	95	1006	91.4%	43	227	84.1%

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

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



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



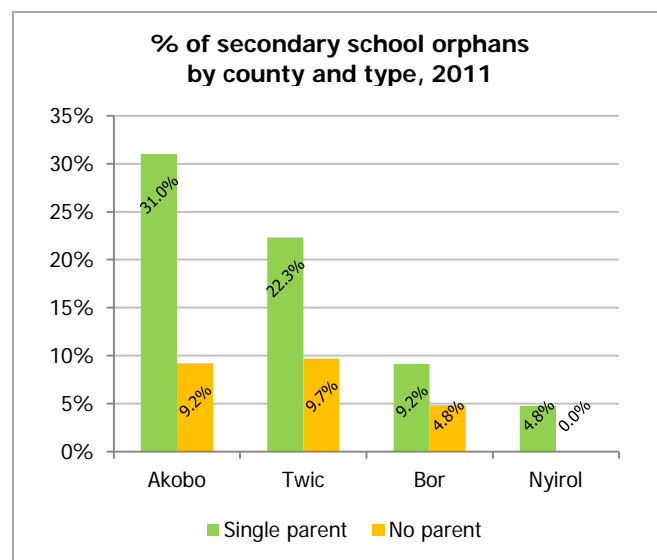
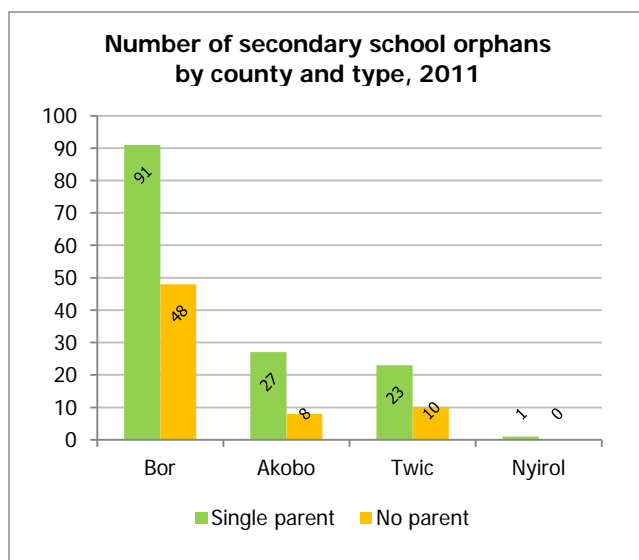
7.1.3. Students with special needs

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

County	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
Akobo	87	3	3.3%	84	3	3.4%	3	-	-
Ayod	166	8	4.6%	156	5	3.1%	10	3	23.1%
Bor	994	15	1.5%	746	10	1.3%	248	5	2.0%
Nyirol	21	2	8.7%	20	2	9.1%	1	-	-
Twic	103	1	1.0%	95	1	1.0%	8	-	-
Total	1,371	29	2.1%	1,101	21	1.9%	270	8	2.9%

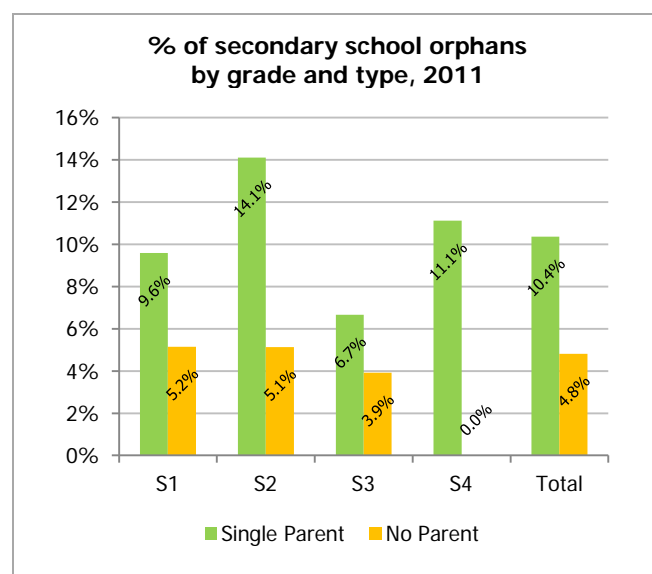
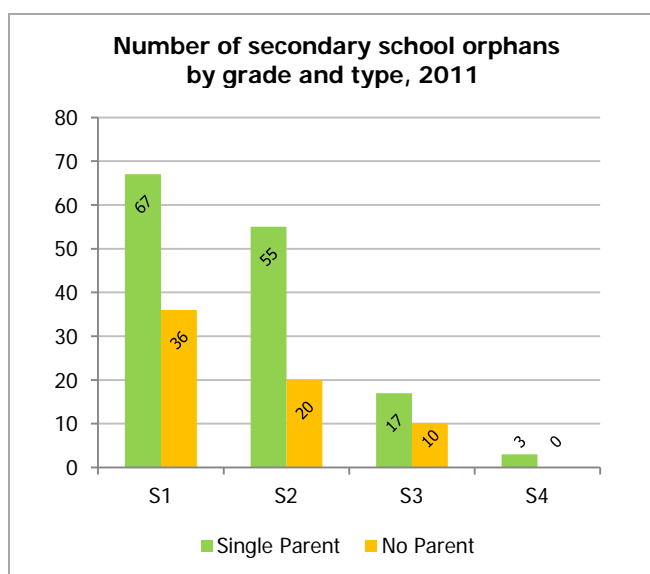
Number and % of secondary school orphans by county and type, 2011

County	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
Akobo	87	35	40.2%	27	31.0%	8	9.2%
Ayod	166	-	-	-	-	-	-
Bor	994	139	14.0%	91	9.2%	48	4.8%
Nyirol	21	1	4.8%	1	4.8%	-	-
Twic	103	33	32.0%	23	22.3%	10	9.7%
Total	1,371	208	15.2%	142	10.4%	66	4.8%



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	699	103	14.7%	67	9.6%	36	5.2%
S2	390	75	19.2%	55	14.1%	20	5.1%
S3	255	27	10.6%	17	6.7%	10	3.9%
S4	27	3	11.1%	3	11.1%	-	-
Total	1,371	208	15.2%	142	10.4%	66	4.8%



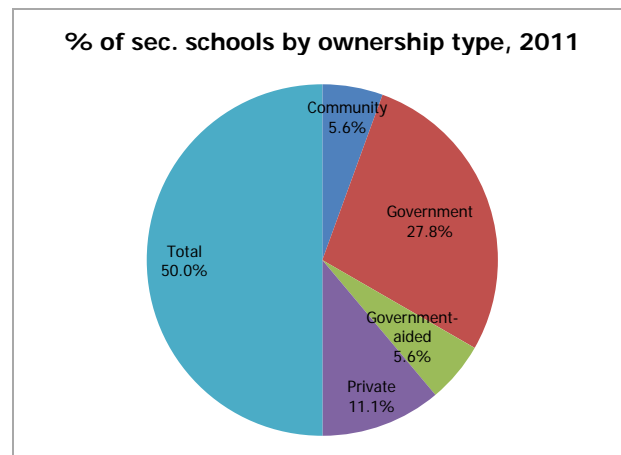
7.2. Resources

7.2.1. Schools

Number of secondary schools by ownership, 2011

Ownership type	Schools
Community	1
Government	5
Government-aided	1
Private	2
Total	9

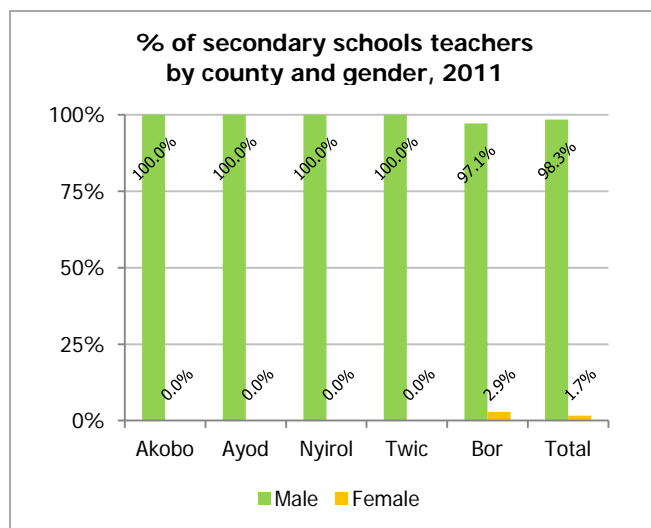
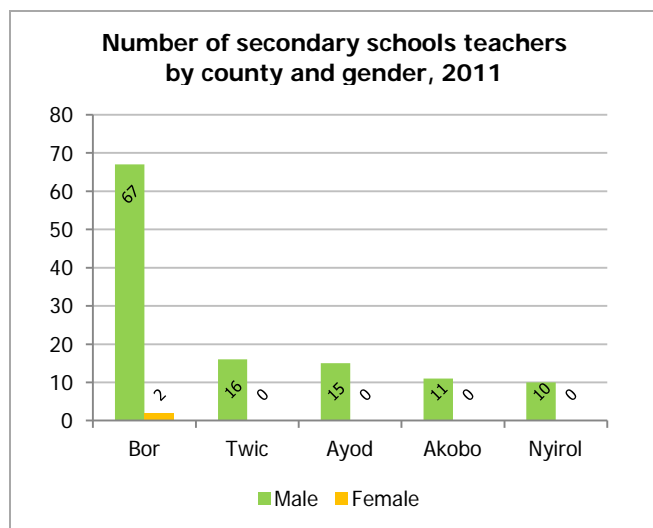
* "Other" includes NGO-supported, unknown, and unspecified other ownership types.



7.2.2. Teachers

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

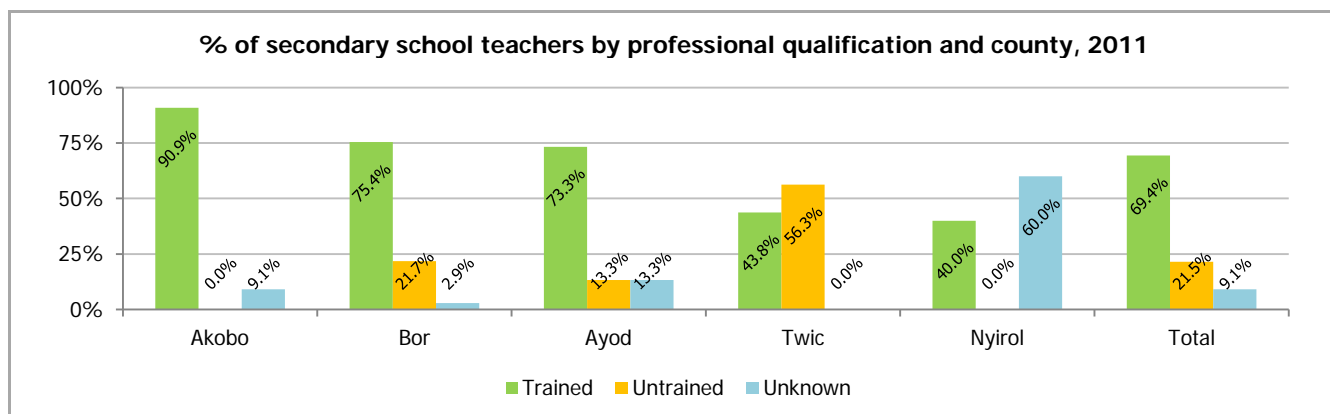
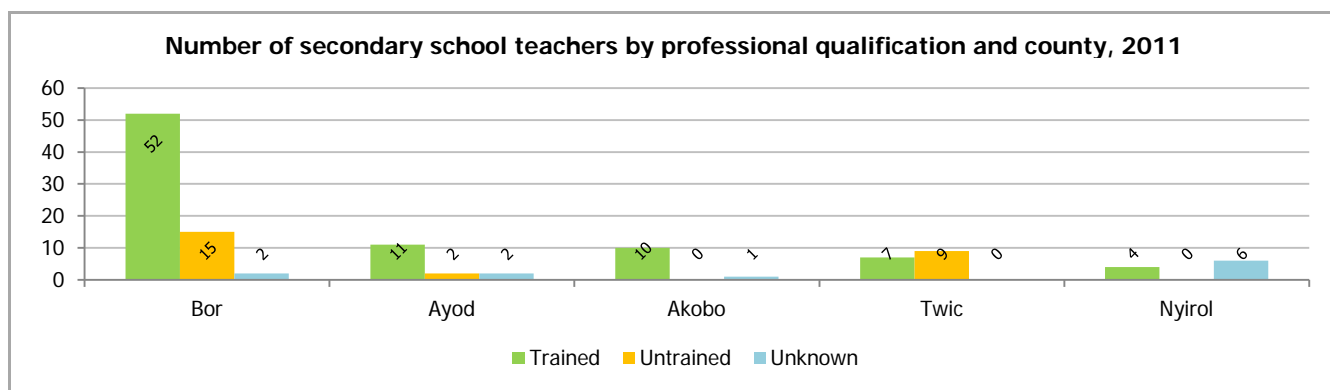
County	Total	Male		Female	
		Count	% total	Count	% total
Akobo	11	11	100.0%	-	-
Ayod	15	15	100.0%	-	-
Bor	69	67	97.1%	2	2.9%
Nyirol	10	10	100.0%	-	-
Twic	16	16	100.0%	-	-
Total	121	119	98.3%	2	1.7%



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

County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Akobo	11	10	90.9%	-	-	1	9.1%
Ayod	15	11	73.3%	2	13.3%	2	13.3%
Bor	69	52	75.4%	15	21.7%	2	2.9%
Nyirol	10	4	40.0%	-	-	6	60.0%
Twic	16	7	43.8%	9	56.3%	-	-
Total	121	84	69.4%	26	21.5%	11	9.1%

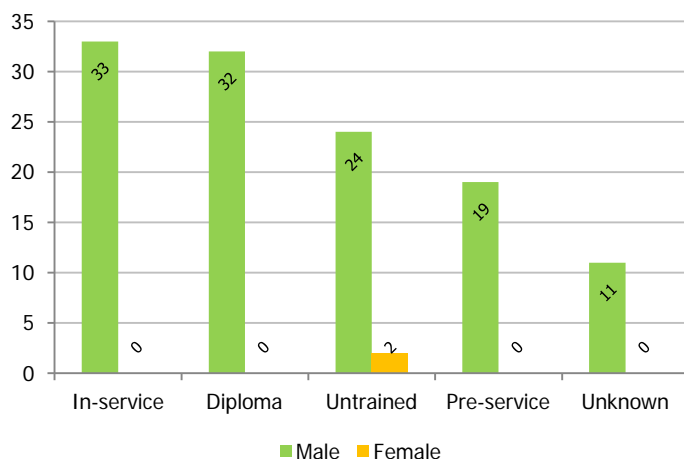
* "Trained" encompasses teachers with pre-service teacher training, in-service teacher training, and higher education diploma. "Unknown" teachers include those whose professional qualification was not reported.



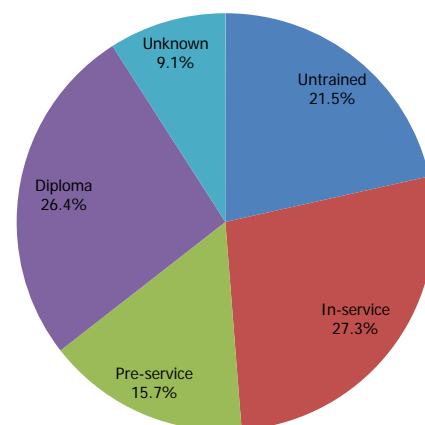
Number and % of secondary school teachers by professional qualification and county, 2011

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Akobo	11	-	-	-	-	-	-	10	90.9%	1	9.1%
Ayod	15	2	13.3%	11	73.3%	-	-	-	-	2	13.3%
Bor	69	15	21.7%	19	27.5%	17	24.6%	16	23.2%	2	2.9%
Nyirol	10	-	-	-	-	-	-	4	40.0%	6	60.0%
Twic	16	9	56.3%	3	18.8%	2	12.5%	2	12.5%	-	-
Total	121	26	21.5%	33	27.3%	19	15.7%	32	26.4%	11	9.1%

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



% of secondary school teachers by professional qualification, 2011

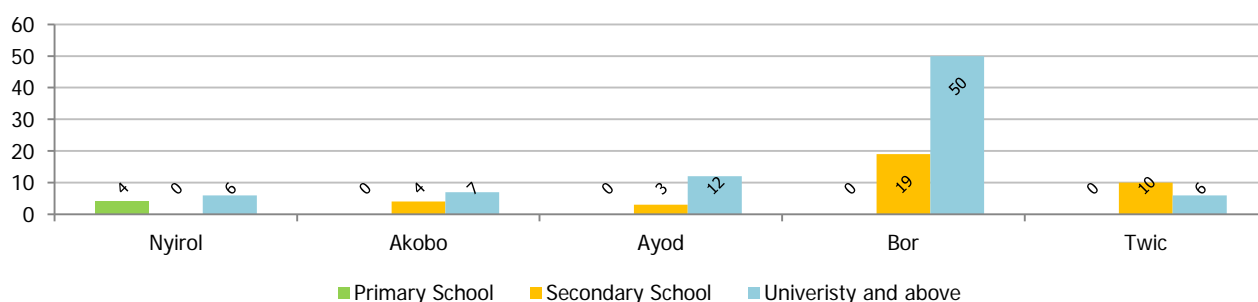


Number and % of secondary school teachers by academic qualification and county, 2011

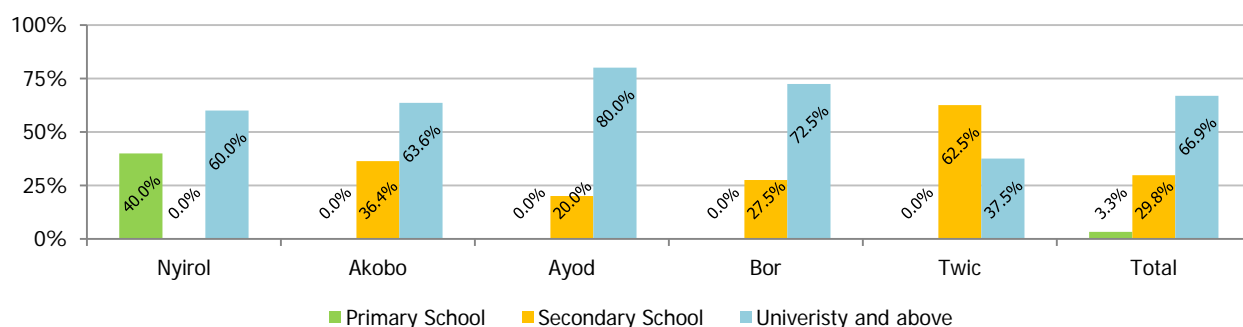
County	Total	Primary School		Secondary School		University and above	
		Count	% total	Count	% total	Count	% total
Akobo	11	-	-	4	36.4%	7	63.6%
Ayod	15	-	-	3	20.0%	12	80.0%
Bor	69	-	-	19	27.5%	50	72.5%
Nyirol	10	4	40.0%	-	-	6	60.0%
Twic	16	-	-	10	62.5%	6	37.5%
Total	121	4	3.3%	36	29.8%	81	66.9%

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

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



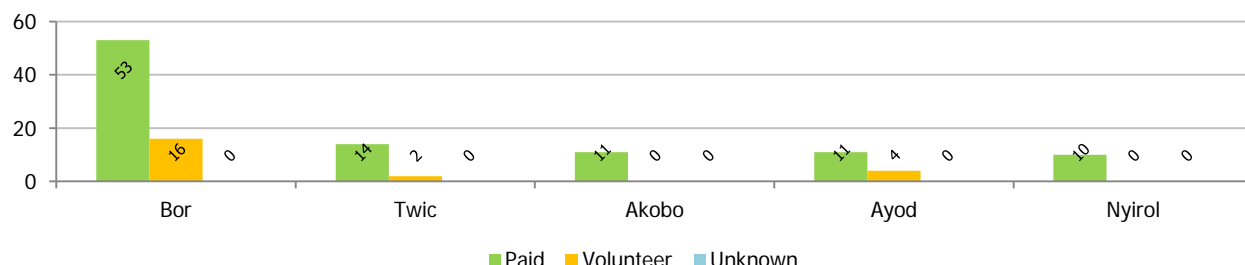
% of secondary school teachers by academic qualification and county, 2011



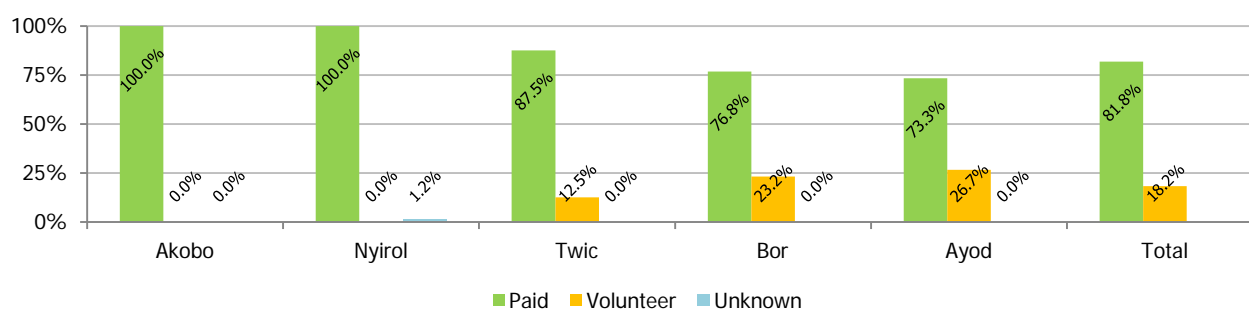
Number and % of secondary school teachers by employment status and county, 2011

County	Total	Paid		Volunteer	
		Count	% total	Count	% total
Akobo	11	11	100.0%	-	-
Ayod	15	11	73.3%	4	26.7%
Bor	69	53	76.8%	16	23.2%
Nyirol	10	10	100.0%	-	-
Twic	16	14	87.5%	2	12.5%
Total	121	99	81.8%	22	18.2%

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



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

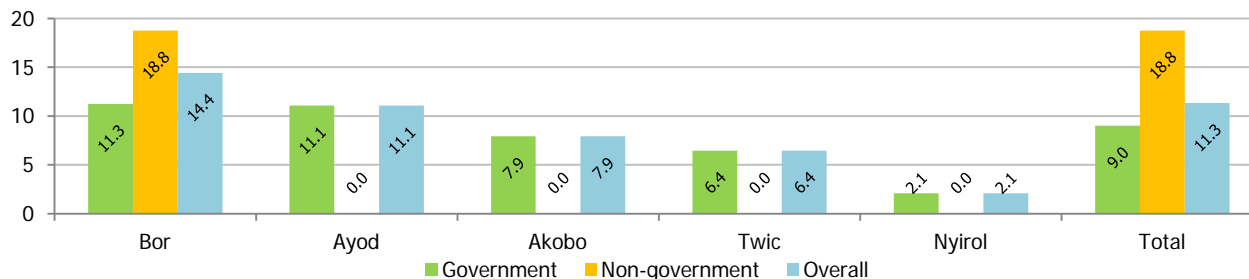


Secondary school pupil-teacher ratio (PTR) by county and ownership, 2011

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Akobo	87	11	7.9	87	11	7.9	-	-	-
Ayod	166	15	11.1	166	15	11.1	-	-	-
Bor	994	69	14.4	450	40	11.3	544	29	18.8
Nyirol	21	10	2.1	21	10	2.1	-	-	-
Twic	103	16	6.4	103	16	6.4	-	-	-
Total	1,371	121	11.3	827	92	9.0	544	29	18.8

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

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

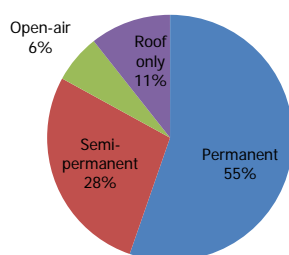


7.2.3. Classrooms

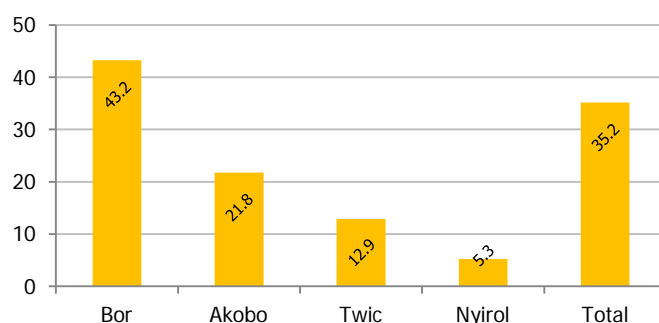
Number of secondary school classrooms and pupil-classroom ratio (PCR) by county and type, 2011

County	Total	Perm	Semi-perm	Open-air	Roof only	PCR
Akobo	4	4	-	-	-	21.8
Ayod	3	-	-	3	-	-
Bor	28	10	13	-	5	43.2
Nyirol	4	4	-	-	-	5.3
Twic	8	8	-	-	-	12.9
Total	47	26	13	3	5	35.2

% of secondary school classrooms by type, 2011



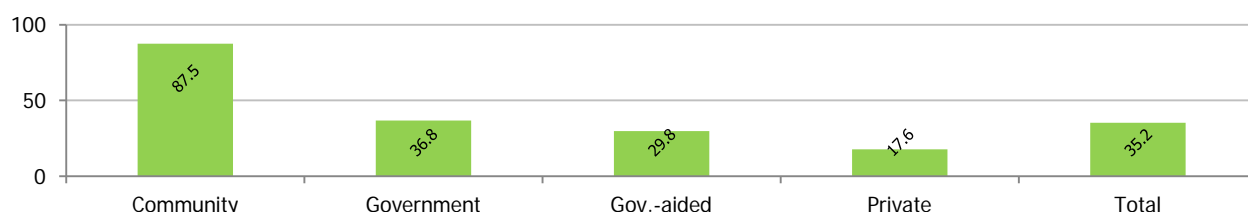
Secondary school pupil-classroom ratio (PCR) by county, 2011



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

Ownership	Total	Perm	Semi-perm	Open-air	Roof only	PCR
Community	4	-	4	-	-	87.5
Gov.-aided	8	2	6	-	-	29.8
Government	24	16	-	3	5	36.8
Private	11	8	3	-	-	17.6
Total	47	26	13	3	5	35.2

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



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

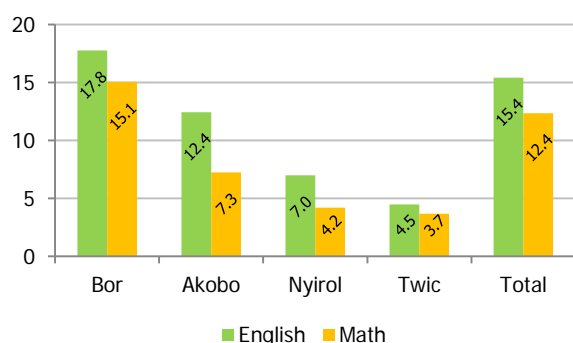
County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Akobo	1	1	100.0%	-	-
Ayod	1	-	-	1	100.0%
Bor	5	4	80.0%	1	20.0%
Nyirol	1	1	100.0%	-	-
Twic	1	1	100.0%	-	-
Total	9	7	77.8%	2	22.2%

7.2.4. Curriculum and instruction

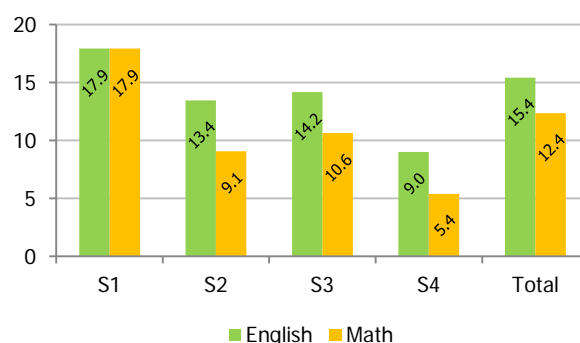
Secondary school pupil-textbook ratio (PTextR) by county and subject (English and Math), 2011

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Akobo	87	7	12.4	12	7.3
Bor	994	56	17.8	66	15.1
Nyirol	21	3	7.0	5	4.2
Twic	103	23	4.5	28	3.7
Total	1,371	89	15.4	111	12.4

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



Secondary school pupil-textbook ratio (PTextR) by grade and subject (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	699	39	17.9	39	17.9
S2	390	29	13.4	43	9.1
S3	255	18	14.2	24	10.6
S4	27	3	9.0	5	5.4
Total	1,371	89	15.4	111	12.4

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

Curriculum	S1	S2	S3	S4
South Sudan	3 37.5%	3 37.5%	-	-
Uganda	1 12.5%	1 12.5%	-	-
Kenya	2 25.0%	2 25.0%	2 40.0%	1 100.0%
Sudan	2 25.0%	2 25.0%	3 60.0%	-
Total	8	8	5	1

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

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

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

County	Schools	Access		No access	
		Count	% total	Count	% total
Akobo	1	-	-	1	100.0%
Ayod	1	-	-	1	100.0%
Bor	5	3	60.0%	2	40.0%
Nyirol	1	-	-	1	100.0%
Twic	1	1	100.0%	-	-
Total	9	4	44.4%	5	55.6%

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

County	Schools	Access		No access	
		Count	% total	Count	% total
Akobo	1	-	-	1	100.0%
Ayod	1	-	-	1	100.0%
Bor	5	4	80.0%	1	20.0%
Nyirol	1	1	100.0%	-	-
Twic	1	1	100.0%	-	-
Total	9	6	66.7%	3	33.3%

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

County	Schools	Access		No access	
		Count	% total	Count	% total
Akobo	1	-	-	1	100.0%
Ayod	1	-	-	1	100.0%
Bor	5	2	40.0%	3	60.0%
Nyirol	1	-	-	1	100.0%
Twic	1	1	100.0%	-	-
Total	9	3	33.3%	6	66.7%

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

County	Schools	Access		No access	
		Count	% total	Count	% total
Akobo	1	-	-	1	100.0%
Ayod	1	-	-	1	100.0%
Bor	5	1	20.0%	4	80.0%
Nyirol	1	-	-	1	100.0%
Twic	1	-	-	1	100.0%
Total	9	1	11.1%	8	88.9%

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
Akobo	51.7%	81.0%	-	66.7%	75.0%	-	-150.0%	200.0%	-
Ayod	221.7%	1533.3%	-	213.6%	1500.0%	-	400.0%	-	-
Bor	140.6%	192.4%	96.4%	129.4%	175.0%	88.0%	184.6%	300.0%	166.7%
Nyirol	30.4%	-	-	30.4%	-	-	-	-	-
Twic	34.2%	71.4%	-	36.5%	70.4%	-	20.0%	100.0%	-
Total	108.2%	179.4%	48.2%	101.7%	167.8%	44.9%	144.2%	284.6%	71.4%

* 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
Akobo	6.9%	33.3%	-	-	7.4%	20.0%	-	-	-	300.0%	-	-
Ayod	-	-	-	-	-	-	-	-	-	-	-	-
Bor	12.5%	19.0%	57.1%	-	8.5%	11.8%	48.0%	-	28.2%	63.6%	133.3%	-
Nyirol	4.3%	-	-	-	4.3%	-	-	-	-	-	-	-
Twic	-	-	-	-	-	-	-	-	-	-	-	-
Total	7.9%	16.8%	35.7%	-	5.6%	10.2%	32.7%	-	21.2%	76.9%	57.1%	-

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
Akobo	41.4%	-14.3%	-	25.9%	5.0%	-	250.0%	-400.0%	-
Ayod	-121.7%	-1433.3%	-	-113.6%	-1400.0%	-	-300.0%	-	-
Bor	-53.1%	-111.4%	-53.6%	-37.9%	-86.8%	-36.0%	-112.8%	-263.6%	-200.0%
Nyirol	65.2%	-	-	65.2%	-	-	-	-	-
Twic	65.8%	28.6%	-	63.5%	29.6%	-	80.0%	-	-
Total	-16.2%	-96.2%	16.1%	-7.3%	-78.0%	22.4%	-65.4%	-261.5%	-28.6%

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

8.0. ALTERNATIVE EDUCATION SYSTEM (AES), 2011

8.1. Access

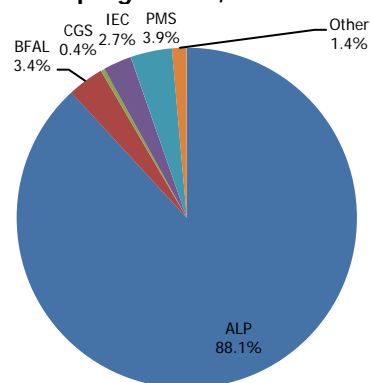
8.1.1. Enrolment

Number of AES centre learners by county and programme, 2011

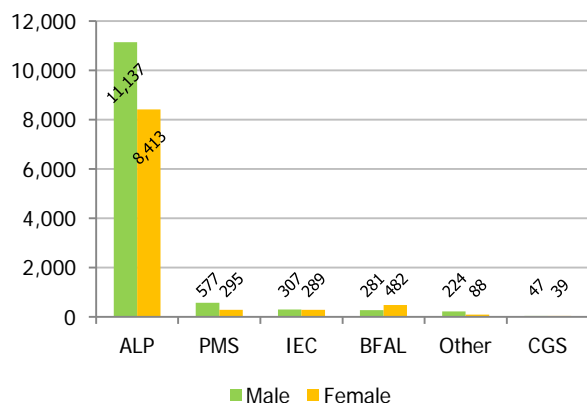
County	Total	ALP	BFAL	CGS	IEC	PMS	Other
Akobo	3,237	2,942	295	-	-	-	-
Atar	1,310	998	-	-	-	-	312
Ayod	835	835	-	-	-	-	-
Bor	3,390	3,065	239	86	-	-	-
DP	1,425	1,425	-	-	-	-	-
Old Fangak	1,947	566	-	-	509	872	-
Pibor	560	560	-	-	-	-	-
Pochalla	2,422	2,422	-	-	-	-	-
Twic	3,881	3,565	229	-	87	-	-
Uror	3,172	3,172	-	-	-	-	-
Total	22,179	19,550	763	86	596	872	312

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

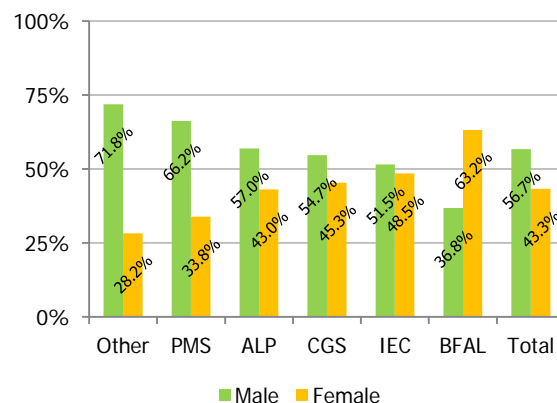
% of AES centre learners by programme, 2011



Number of AES centre learners by programme and gender, 2011



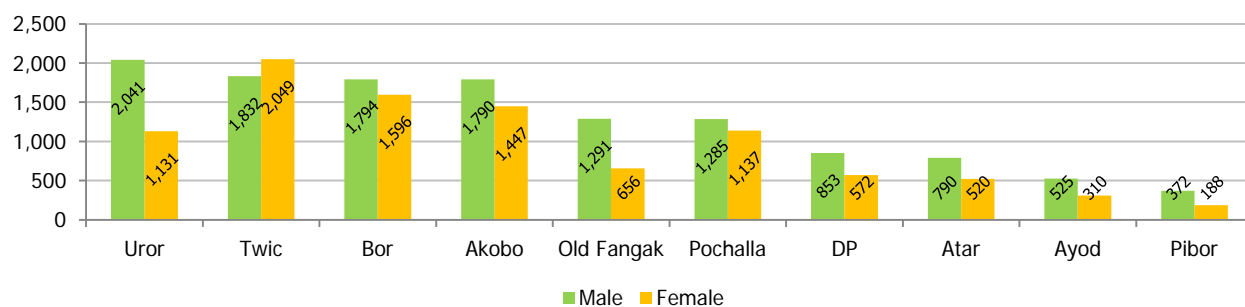
% of AES centre learners by programme and gender, 2011

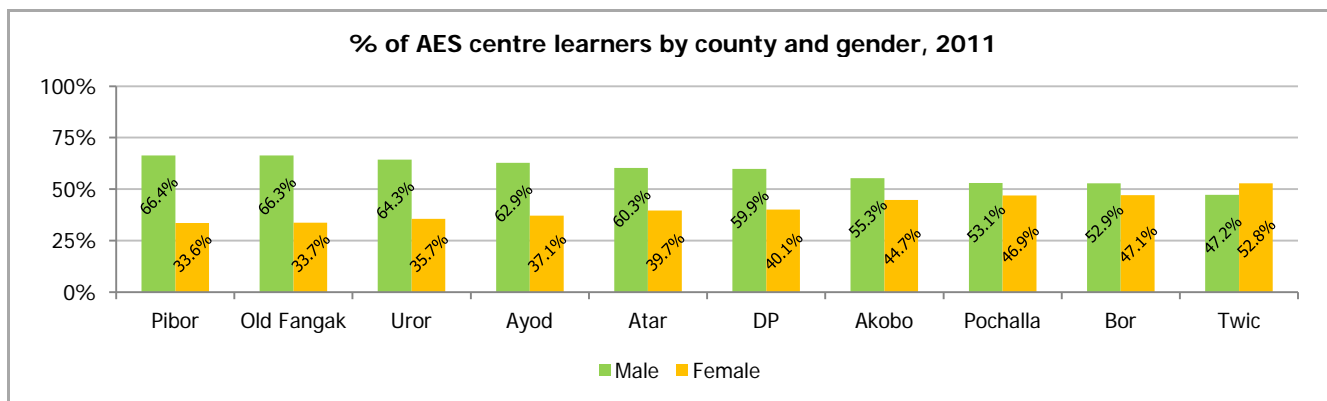


Number and % of AES centre learners by county and gender, 2011

County	Centres	Male		Female	
		Count	% total	Count	% total
Akobo	3,237	1,790	55.3%	1,447	44.7%
Atar	1,310	790	60.3%	520	39.7%
Ayod	835	525	62.9%	310	37.1%
Bor	3,390	1,794	52.9%	1,596	47.1%
DP	1,425	853	59.9%	572	40.1%
Old Fangak	1,947	1,291	66.3%	656	33.7%
Pibor	560	372	66.4%	188	33.6%
Pochalla	2,422	1,285	53.1%	1,137	46.9%
Twic	3,881	1,832	47.2%	2,049	52.8%
Uror	3,172	2,041	64.3%	1,131	35.7%
Total	22,179	12,573	56.7%	9,606	43.3%

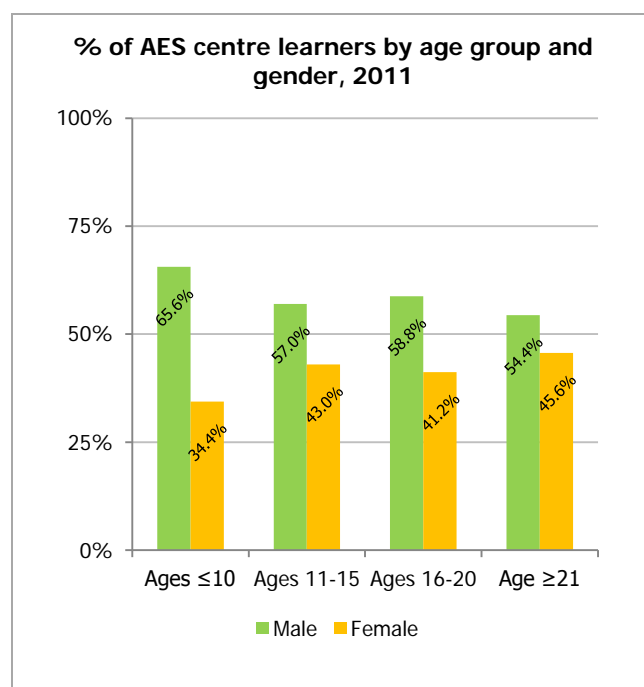
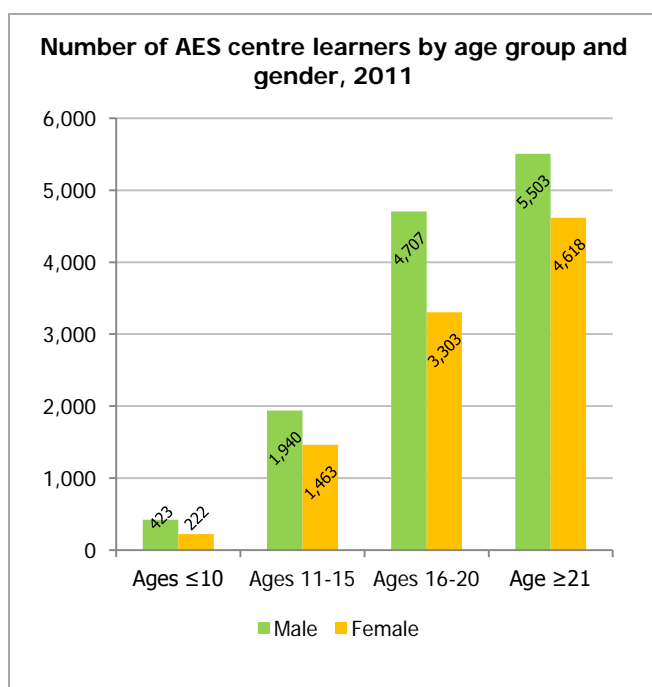
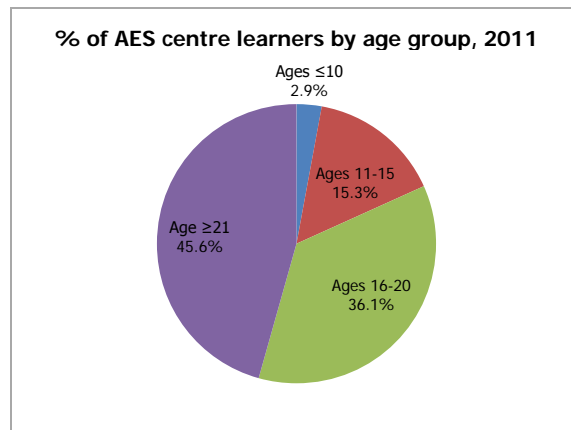
Number of AES centre learners by county and gender, 2011





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

County	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
Akobo	3,237	-	866	1,237	1,134
Atar	1,310	-	435	452	423
Ayod	835	149	192	257	237
Bor	3,390	4	251	759	2,376
DP	1,425	-	104	386	935
Old Fangak	1,947	-	190	926	831
Pibor	560	-	172	251	137
Pochalla	2,422	304	434	623	1,061
Twic	3,881	-	446	1,668	1,767
Uror	3,172	188	313	1,451	1,220
Total	22,179	645	3,403	8,010	10,121



8.2. Resources

8.2.1. Centres

Number of AES centres by programme, 2011

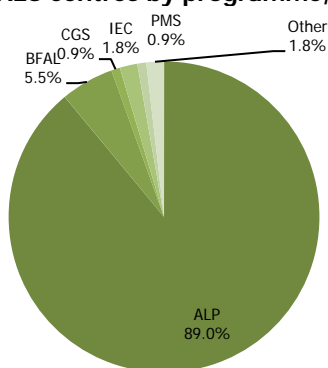
Programme	No. centres
Accelerated Learning Programme (ALP)	97
Basic Functional Adult Literacy (BFAL)	6
Community Girls School	1
Intensive English Course (IEC)	2
Pastoralist Mobile School (PMS)	1
Other	2
Total	109

* Some centres have more than one programme.

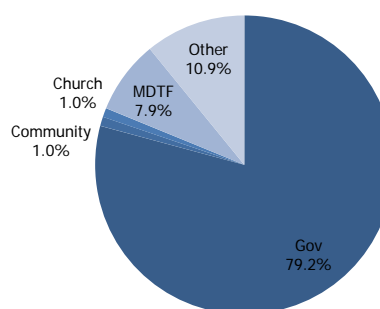
Number of AES centres by funder, 2011

Funder	No. centres
Government	80
Community	1
Church	1
Multi-Donor Trust Fund (MDTF)	8
Other	11
Unknown	9
Total	110

% of AES centres by programme, 2011



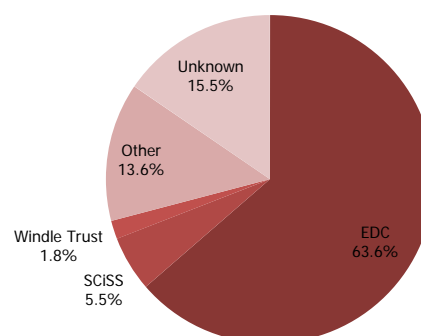
% of AES centres by funder, 2011



No. of AES centres by implementation agency, 2011

Implementation agency	No. centres
Education Development Centre (EDC)	70
Save the Children in South Sudan (SCISS)	6
Windle Trust	2
Other	15
Unknown	17
Total	110

% of AES centres by implementation agency, 2011



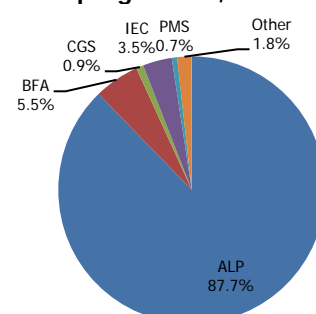
8.2.2. Teachers

Number of AES centre teachers by county and programme, 2011

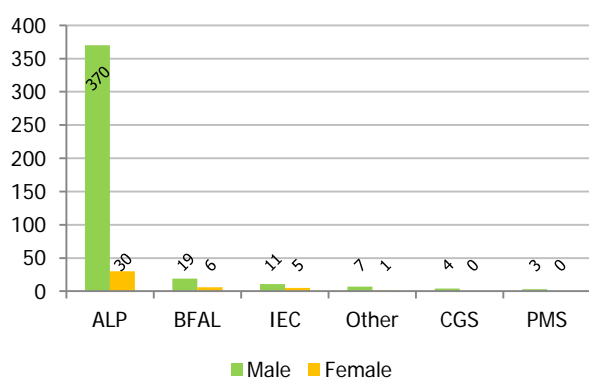
County	Total	ALP	BFAL	CGS	IEC	PMS	Other
Akobo	40	37	3	-	-	-	-
Atar	38	33	-	-	-	-	5
Ayod	9	9	-	-	-	-	-
Bor	136	116	16	4	-	-	-
DP	32	32	-	-	-	-	-
Old Fangak	29	14	-	-	12	3	-
Pibor	21	21	-	-	-	-	-
Pochalla	28	28	-	-	-	-	-
Twic	76	63	6	-	4	-	3
Uror	47	47	-	-	-	-	-
Total	456	400	25	4	16	3	8

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

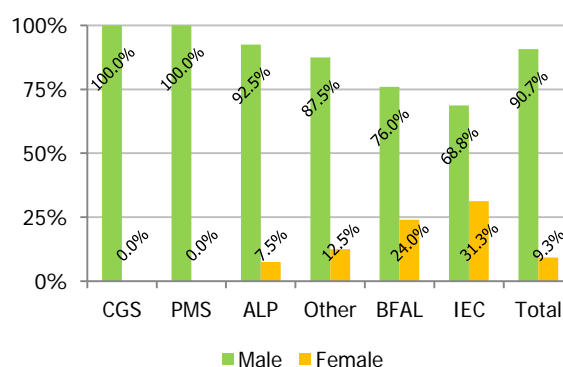
% of AES centre teachers by programme, 2011



Number of AES centre teachers by programme and gender, 2011



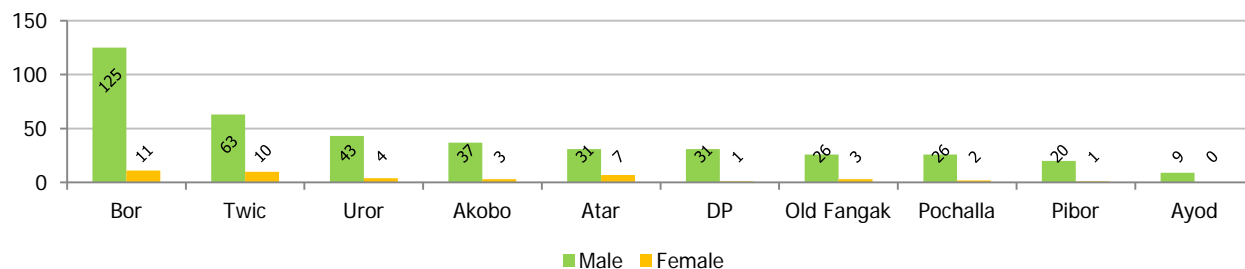
% of AES centre teachers by programme and gender, 2011



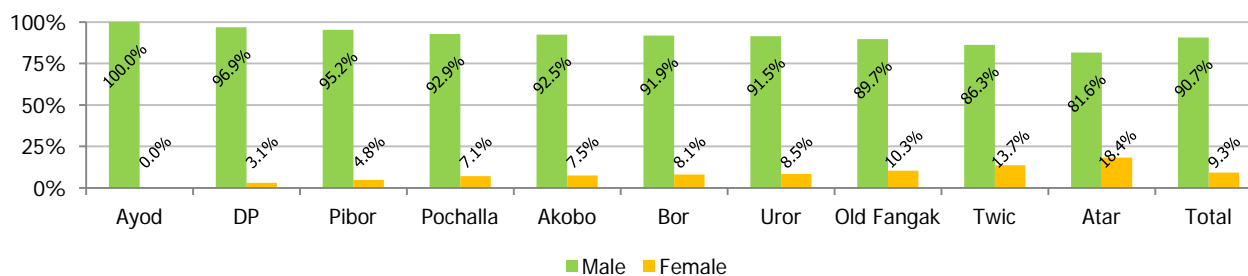
Number and % of AES centre teachers by county and gender, 2011

County	Total	Male		Female		PTR
		Count	% total	Count	% total	
Akobo	40	37	92.5%	3	7.5%	80.9
Atar	38	31	81.6%	7	18.4%	34.5
Ayod	9	9	100.0%	-	-	92.8
Bor	136	125	91.9%	11	8.1%	24.9
DP	32	31	96.9%	1	3.1%	44.5
Old Fangak	29	26	89.7%	3	10.3%	67.1
Pibor	21	20	95.2%	1	4.8%	26.7
Pochalla	28	26	92.9%	2	7.1%	86.5
Twic	73	63	86.3%	10	13.7%	53.2
Uror	47	43	91.5%	4	8.5%	67.5
Total	453	411	90.7%	42	9.3%	49.0

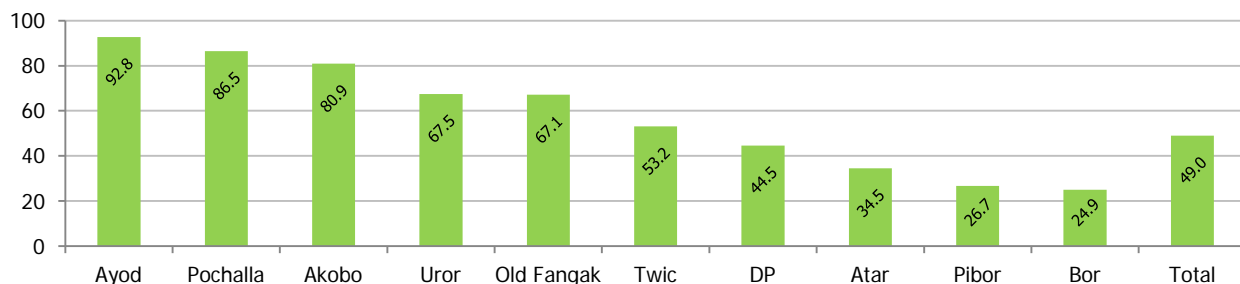
Number of AES centre teachers by county and gender, 2011



% of AES centre teachers by county and gender, 2011



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

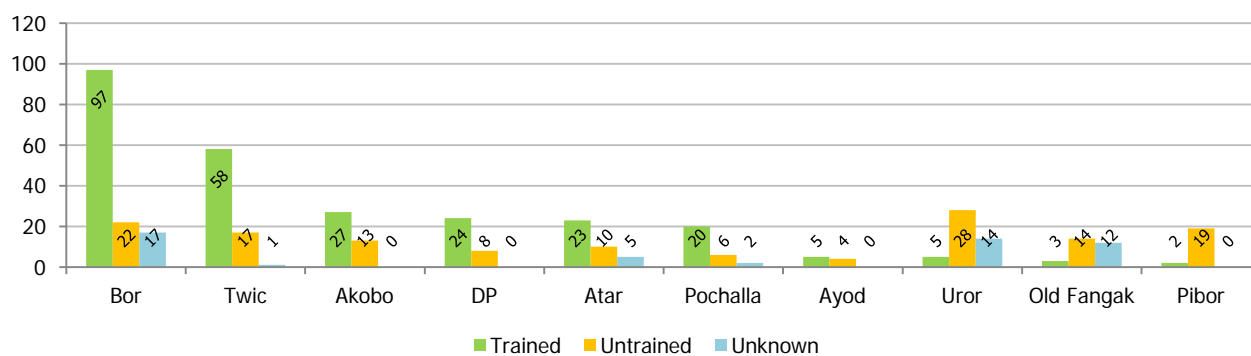


Number and % of AES centre teachers by professional qualification and county, 2011

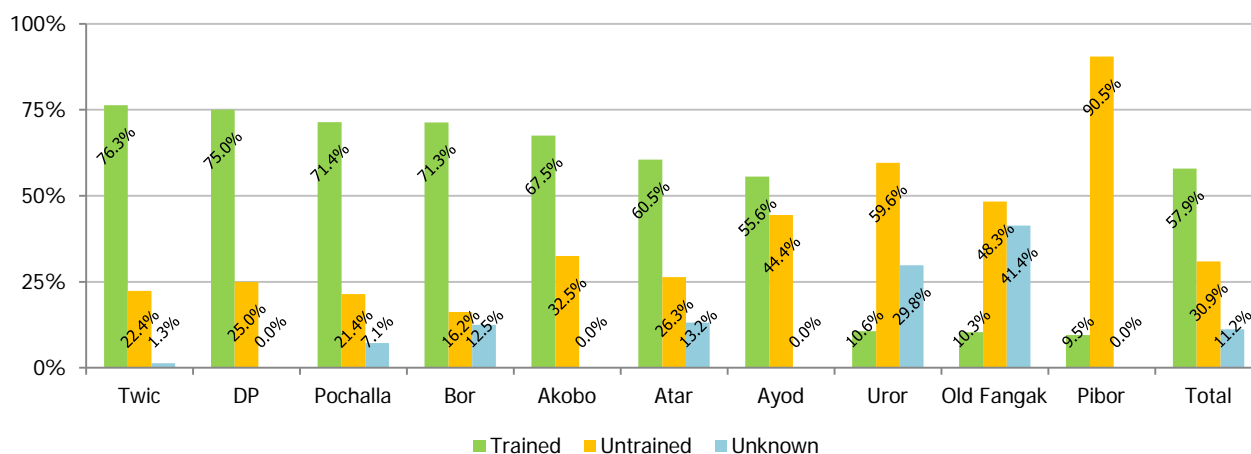
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Akobo	40	27	67.5%	13	32.5%	-	-
Atar	38	23	60.5%	10	26.3%	5	13.2%
Ayod	9	5	55.6%	4	44.4%	-	-
Bor	136	97	71.3%	22	16.2%	17	12.5%
DP	32	24	75.0%	8	25.0%	-	-
Old Fangak	29	3	10.3%	14	48.3%	12	41.4%
Pibor	21	2	9.5%	19	90.5%	-	-
Pochalla	28	20	71.4%	6	21.4%	2	7.1%
Twic	76	58	76.3%	17	22.4%	1	1.3%
Uror	47	5	10.6%	28	59.6%	14	29.8%
Total	456	264	57.9%	141	30.9%	51	11.2%

* "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 AES centre teachers by professional qualification and county, 2011



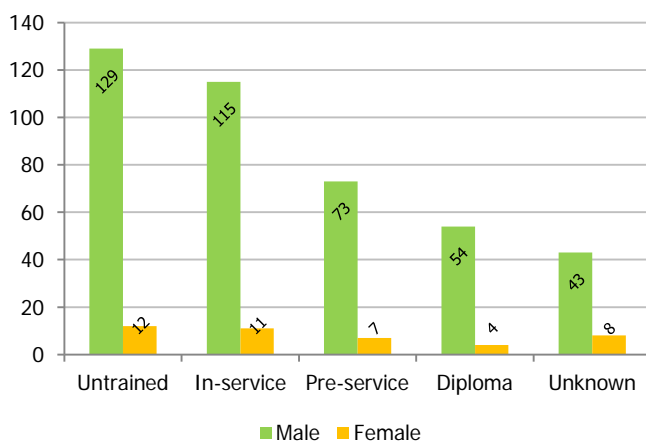
% of AES centre teachers by professional qualification and county, 2011



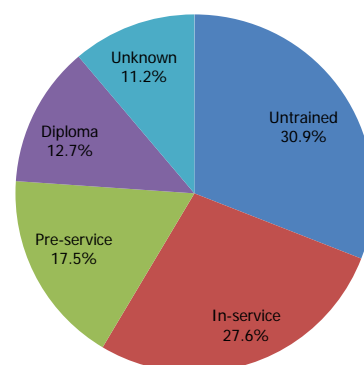
Number and % of AES centre teachers by professional qualification and county, 2011

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Akobo	40	13	32.5%	19	47.5%	6	15.0%	2	5.0%	0	0.0%
Atar	38	10	26.3%	7	18.4%	10	26.3%	6	15.8%	5	13.2%
Ayod	9	4	44.4%	1	11.1%	3	33.3%	1	11.1%	0	0.0%
Bor	136	22	16.2%	34	25.0%	32	23.5%	31	22.8%	17	12.5%
DP	32	8	25.0%	22	68.8%	2	6.3%	0	0.0%	0	0.0%
Old Fangak	29	14	48.3%	3	10.3%	-	-	0	0.0%	12	41.4%
Pibor	21	19	90.5%	2	9.5%	-	-	0	0.0%	0	0.0%
Pochalla	28	6	21.4%	11	39.3%	9	32.1%	0	0.0%	2	7.1%
Twic	76	17	22.4%	23	30.3%	18	23.7%	17	22.4%	1	1.3%
Uror	47	28	59.6%	4	8.5%	-	-	1	2.1%	14	29.8%
Total	456	141	30.9%	126	27.6%	80	17.5%	58	12.7%	51	11.2%

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



% of AES centre teachers by professional qualification, 2011

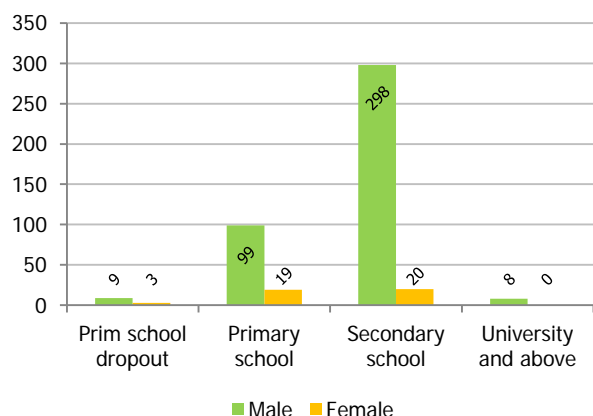


Number and % of AES teachers by academic qualification and county, 2011

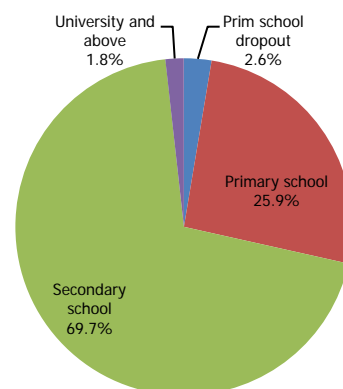
County	Total	Prim school dropout		Primary school		Secondary school		University and above	
		Count	% total	Count	% total	Count	% total	Count	% total
Akobo	40	-	-	14	35.0%	26	65.0%	-	-
Atar	38	5	13.2%	8	21.1%	24	63.2%	1	2.6%
Ayod	9	-	-	2	22.2%	7	77.8%	-	-
Bor	136	3	2.2%	12	8.8%	115	84.6%	6	4.4%
DP	32	-	-	12	37.5%	20	62.5%	-	-
Old Fangak	29	1	3.4%	10	34.5%	17	58.6%	1	3.4%
Pibor	21	-	-	7	33.3%	14	66.7%	-	-
Pochalla	28	1	3.6%	13	46.4%	14	50.0%	-	-
Twic	76	-	-	10	13.2%	66	86.8%	-	-
Uror	47	2	4.3%	30	63.8%	15	31.9%	-	-
Total	456	12	2.6%	118	25.9%	318	69.7%	8	1.8%

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

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



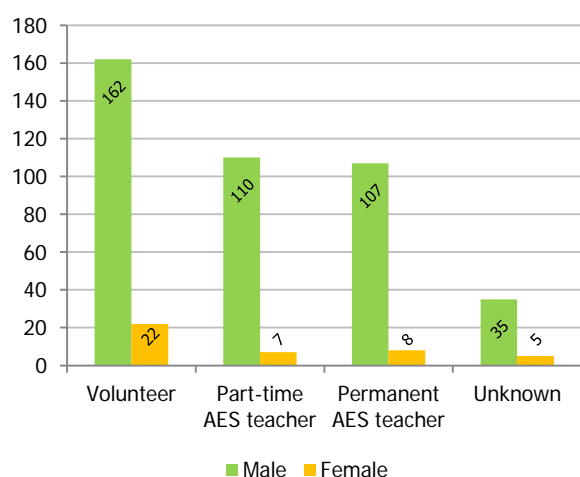
% of AES centre teachers by professional qualification, 2011



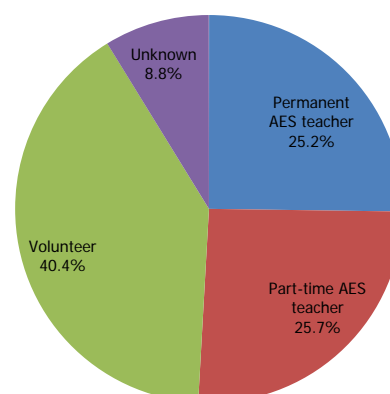
Number and % of AES centre teachers by employment status and county, 2011

County	Total	Permanent AES teacher		Part-time AES teacher		Volunteer		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
Akobo	40	17	42.5%	8	20.0%	15	37.5%	-	-
Atar	38	1	2.6%	5	13.2%	31	81.6%	1	2.6%
Ayod	9	-	-	5	55.6%	2	22.2%	2	22.2%
Bor	136	32	23.5%	27	19.9%	55	40.4%	22	16.2%
DP	32	16	50.0%	9	28.1%	7	21.9%	-	-
Old Fangak	29	14	48.3%	1	3.4%	2	6.9%	12	41.4%
Pibor	21	6	28.6%	-	-	15	71.4%	-	-
Pochalla	28	7	25.0%	18	64.3%	1	3.6%	2	7.1%
Twic	76	14	18.4%	38	50.0%	24	31.6%	-	-
Uror	47	8	17.0%	6	12.8%	32	68.1%	1	2.1%
Total	456	115	25.2%	117	25.7%	184	40.4%	40	8.8%

Number of AES centre teachers by employment status, 2011



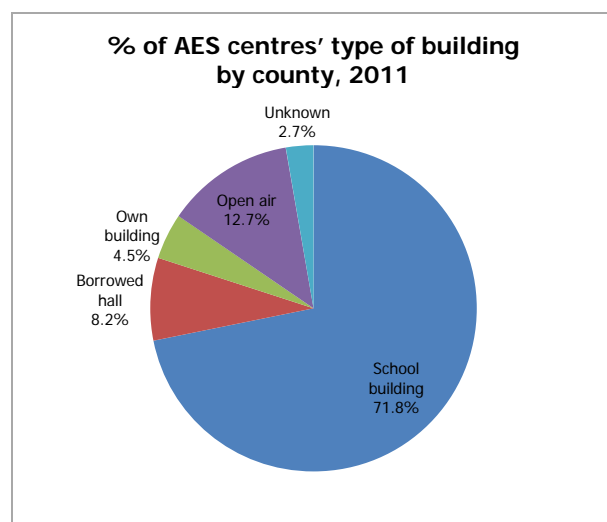
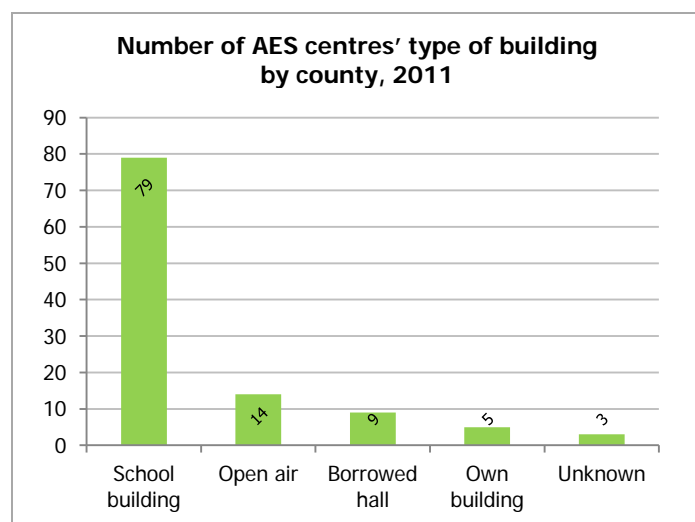
% of AES centre teachers by employment status, 2011



8.2.3. Classrooms

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

County	Total	School building	Borrowed hall	Own building	Open air	Unknown
Akobo	10	5	-	-	5	-
Atar	8	5	1	-	1	1
Ayod	3	1	1	-	1	-
Bor	27	21	4	1	-	1
DP	12	11	1	-	-	-
Old Fangak	3	2	-	-	1	-
Pibor	6	1	-	3	2	-
Pochalla	13	9	1	-	2	1
Twic	18	17	-	1	-	-
Uror	10	7	1	-	2	-
Total	110	79	9	5	14	3

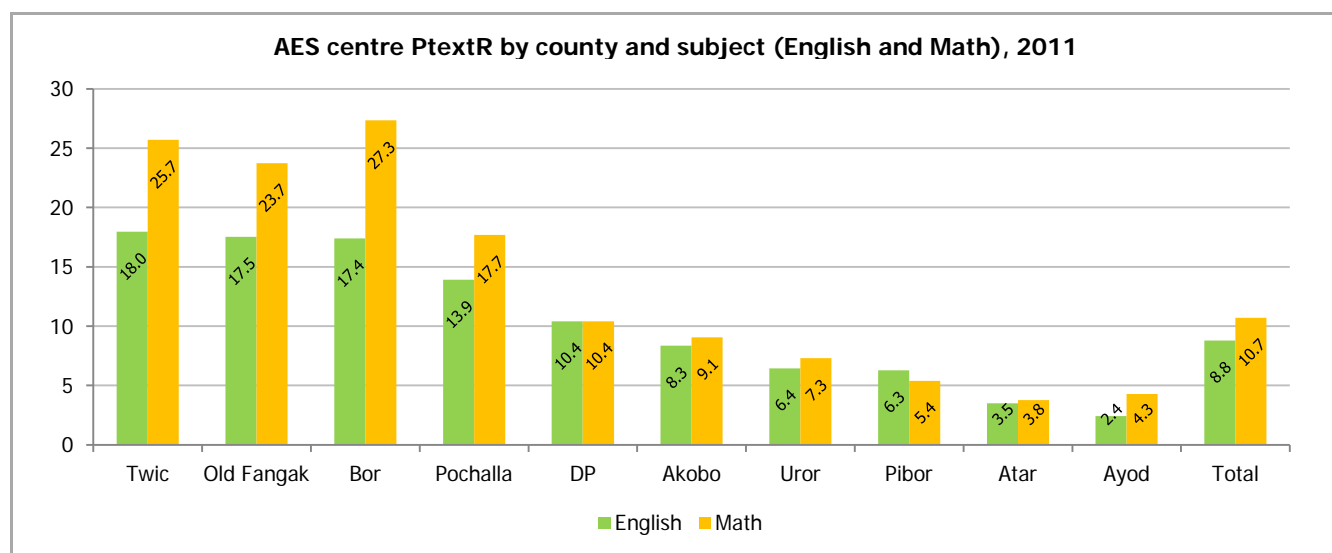


8.2.4. Curriculum and instruction

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

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Akobo	3,237	388	8.3	357	9.1
Atar	1,310	374	3.5	348	3.8
Ayod	835	345	2.4	195	4.3
Bor	3,390	195	17.4	124	27.3
DP	1,425	137	10.4	137	10.4
Old Fangak	1,947	111	17.5	82	23.7
Pibor	560	89	6.3	104	5.4
Pochalla	2,422	174	13.9	137	17.7
Twic	3,881	216	18.0	151	25.7
Uror	3,172	493	6.4	435	7.3
Total	22,179	2,522	8.8	2,070	10.7

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



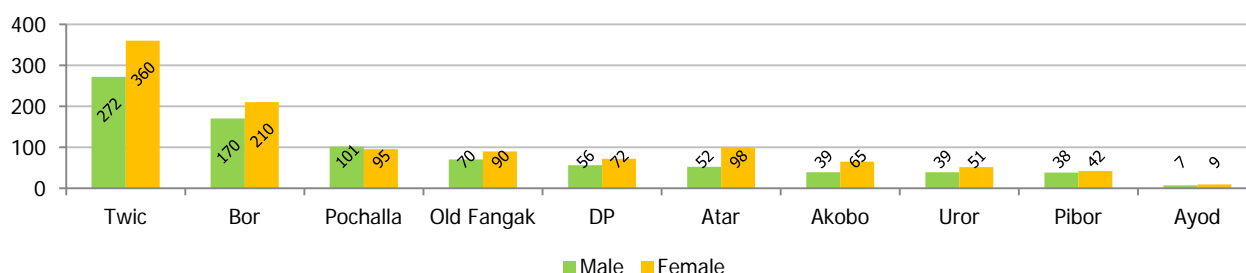
8.3. Student flow

8.3.1. Dropouts

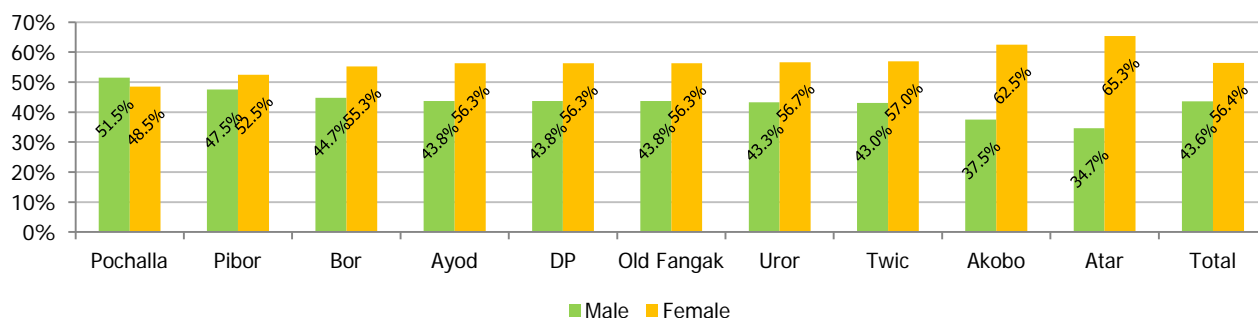
Number and % of AES centre dropouts by county and gender, 2010-2011

County	Total	Male		Female	
		Count	% total	Count	% total
Akobo	104	39	37.5%	65	62.5%
Atar	150	52	34.7%	98	65.3%
Ayod	16	7	43.8%	9	56.3%
Bor	380	170	44.7%	210	55.3%
DP	128	56	43.8%	72	56.3%
Old Fangak	160	70	43.8%	90	56.3%
Pibor	80	38	47.5%	42	52.5%
Pochalla	196	101	51.5%	95	48.5%
Twic	632	272	43.0%	360	57.0%
Uror	90	39	43.3%	51	56.7%
Total	1,936	844	43.6%	1,092	56.4%

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



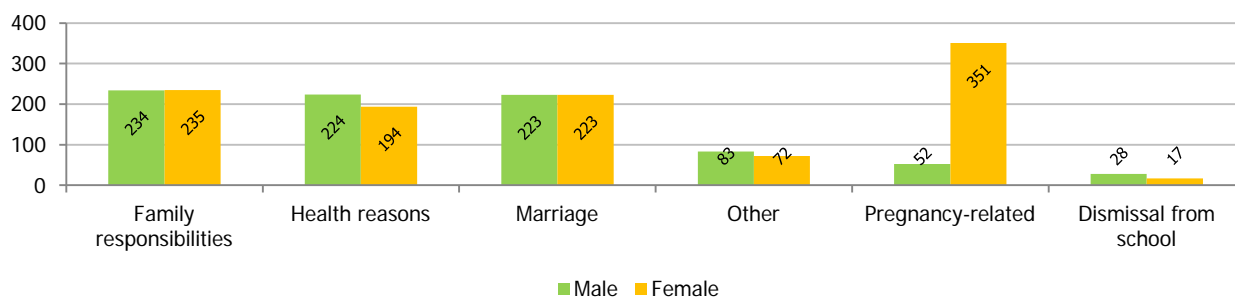
% of AES centre dropouts by county and gender, 2010-2011



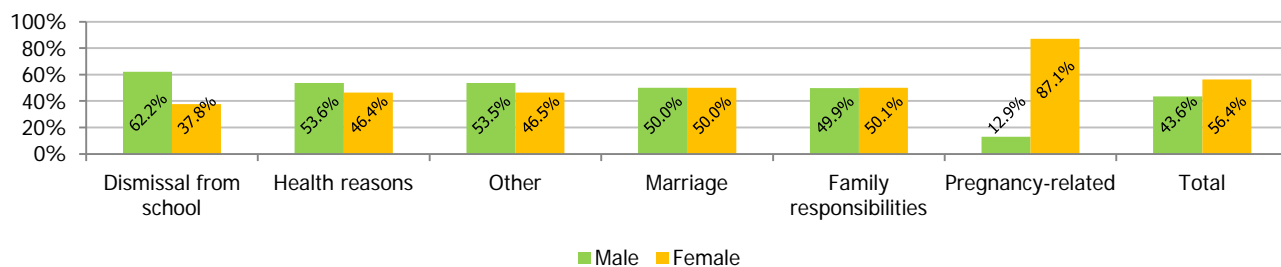
Number of AES centre dropouts by reason and gender, 2010-2011

Reason	Total	Male		Female	
		Count	% total	Count	% total
Dismissal from school	45	28	62.2%	17	37.8%
Family responsibilities	469	234	49.9%	235	50.1%
Health reasons	418	224	53.6%	194	46.4%
Marriage	446	223	50.0%	223	50.0%
Pregnancy-related	403	52	12.9%	351	87.1%
Other	155	83	53.5%	72	46.5%
Total	1,936	844	43.6%	1,092	56.4%

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



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



8.4. Programme profiles

8.4.1. Accelerated Learning Programme (ALP)

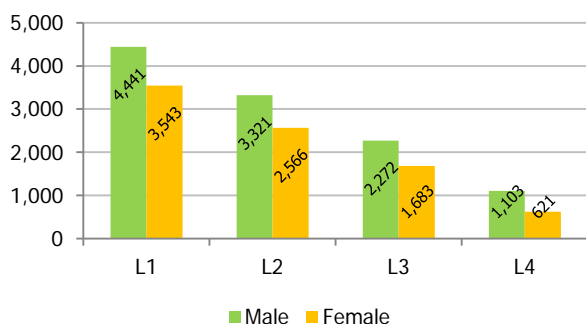
Number of ALP learners by county and grade, 2011

County	Total	L1	L2	L3	L4
Akobo	2,942	1,001	942	701	298
Atar	998	328	271	244	155
Ayod	835	323	226	199	87
Bor	3,065	1,331	839	587	308
DP	1,425	698	540	187	-
Old Fangak	566	121	166	124	155
Pibor	560	280	200	59	21
Pochalla	2,422	1,140	842	218	222
Twic	3,565	1,507	1,067	943	48
Uror	3,172	1,255	794	693	430
Total	19,550	7,984	5,887	3,955	1,724

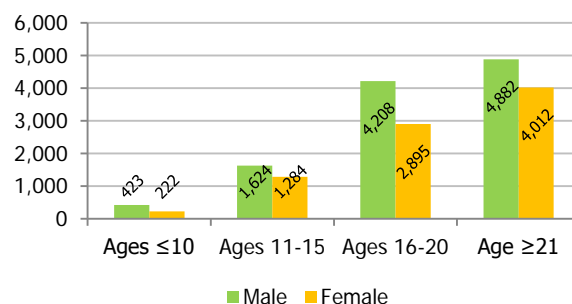
Number and % of ALP learners by grade and age group, 2011

County	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
L1	7,984	358	1,488	2,831	3,307
		4.5%	18.6%	35.5%	41.4%
L2	5,887	214	790	2,251	2,632
		3.6%	13.4%	38.2%	44.7%
L3	3,955	54	484	1,401	2,016
		1.4%	12.2%	35.4%	51.0%
L4	1,724	19	146	620	939
		1.1%	8.5%	36.0%	54.5%
Total	19,550	645	2,908	7,103	8,894
		3.3%	14.9%	36.3%	45.5%

Number of ALP learners by grade and gender, 2011



Number of ALP learners by age group and gender, 2011



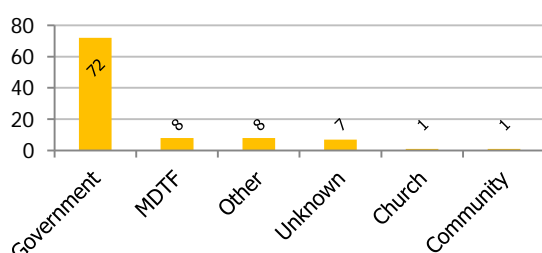
Number of centres with ALP by funder, 2011

Funder	Centres	Centres %
Church	1	1.0%
Community	1	1.0%
Government	72	74.2%
MDTF	8	8.2%
Other	8	8.2%
Unknown	7	7.2%
Total	97	100.0%

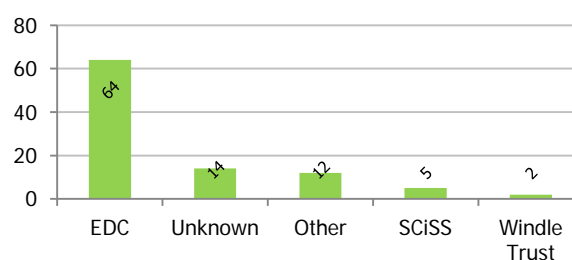
Number of centres with ALP by implementing agency, 2011

Agency	Centres	Centres %
EDC	64	66.0%
SCISS	5	5.2%
Windle Trust	2	2.1%
Other	12	12.4%
Unknown	14	14.4%
Total	97	100.0%

Number of centres with ALP by funder, 2011

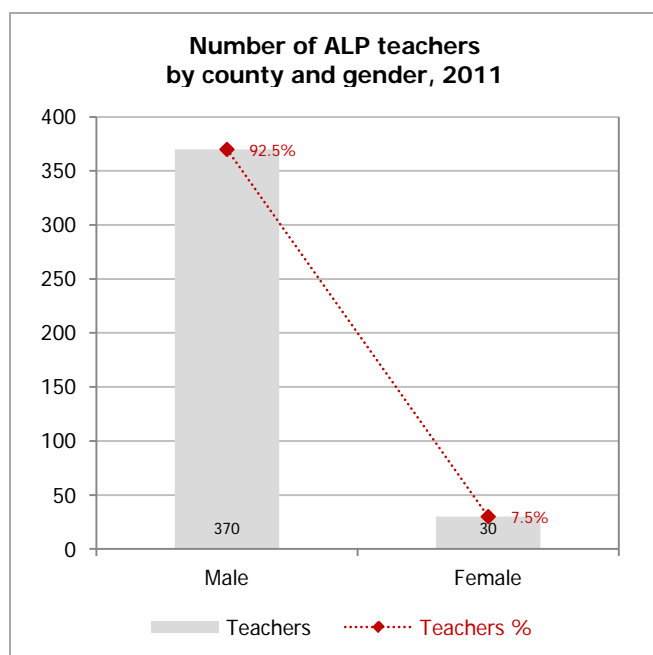


Number of centres with ALP by implementation agency, 2011



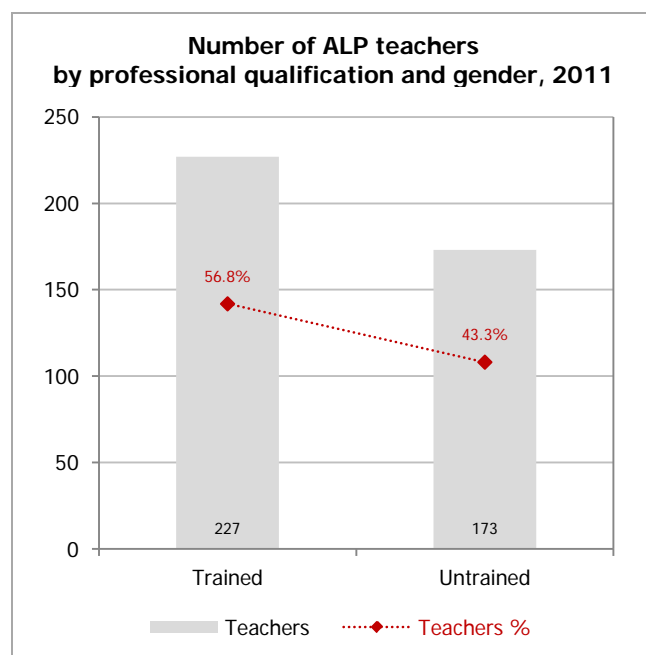
Number and % of ALP teachers by county and gender, 2011

County	Total	Male		Female	
		Count	% total	Count	% total
Akobo	37	34	91.9%	3	8.1%
Atar	33	27	81.8%	6	18.2%
Ayod	9	9	100.0%	-	-
Bor	116	109	94.0%	7	6.0%
DP	32	31	96.9%	1	3.1%
Old Fangak	14	14	100.0%	-	-
Pibor	21	20	95.2%	1	4.8%
Pochalla	28	26	92.9%	2	7.1%
Twic	63	57	90.5%	6	9.5%
Uror	47	43	91.5%	4	8.5%
Total	400	370	92.5%	30	7.5%



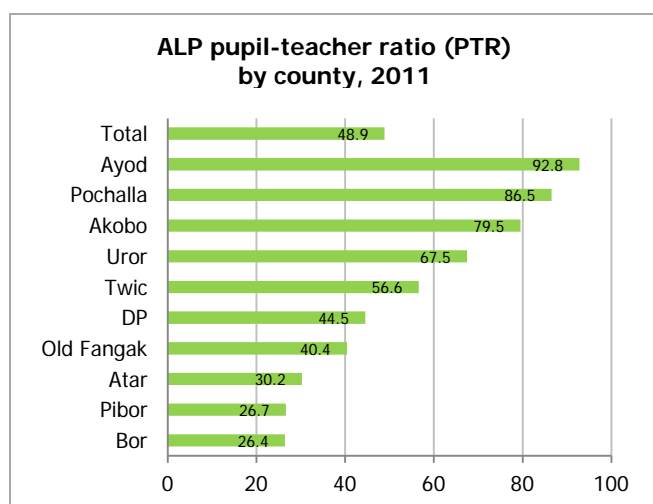
Number and % of ALP teachers by county and professional qualification, 2011

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Akobo	37	24	64.9%	13	35.1%
Atar	33	18	54.5%	15	45.5%
Ayod	9	5	55.6%	4	44.4%
Bor	116	79	68.1%	37	31.9%
DP	32	24	75.0%	8	25.0%
Old Fangak	14	-	-	14	100.0%
Pibor	21	2	9.5%	19	90.5%
Pochalla	28	20	71.4%	8	28.6%
Twic	63	50	79.4%	13	20.6%
Uror	47	5	10.6%	42	89.4%
Total	400	227	56.8%	173	43.3%



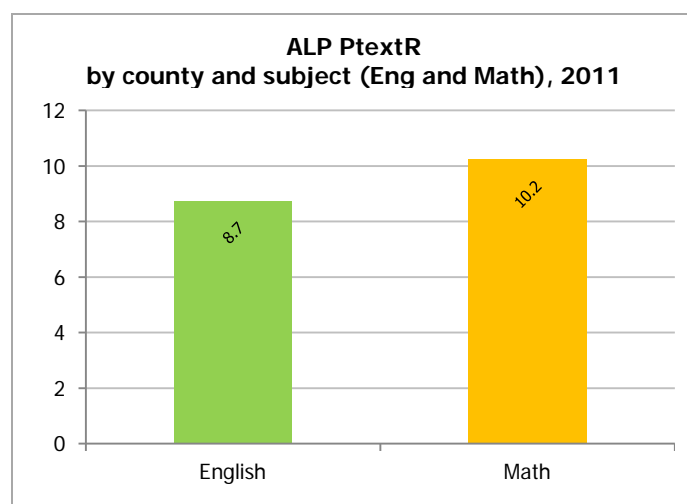
ALP pupil-teacher ratio (PTR) by county, 2011

County	Learner	Teacher	PTR
Akobo	2,942	37	79.5
Atar	998	33	30.2
Ayod	835	9	92.8
Bor	3,065	116	26.4
DP	1,425	32	44.5
Old Fangak	566	14	40.4
Pibor	560	21	26.7
Pochalla	2,422	28	86.5
Twic	3,565	63	56.6
Uror	3,172	47	67.5
Total	19,550	400	48.9



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

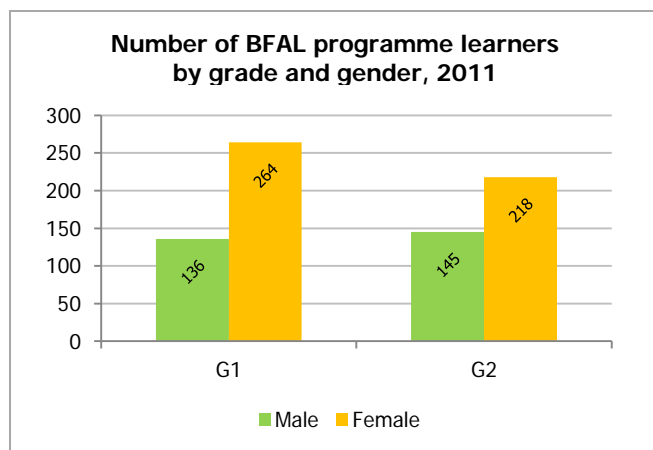
County	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
Akobo	2,942	388	7.6	357	8.2
Atar	998	233	4.3	226	4.4
Ayod	835	345	2.4	195	4.3
Bor	3,065	165	18.6	118	26.0
DP	1,425	137	10.4	137	10.4
Old Fangak	566	67	8.4	72	7.9
Pibor	560	89	6.3	104	5.4
Pochalla	2,422	174	13.9	137	17.7
Twic	3,565	148	24.1	129	27.6
Uror	3,172	493	6.4	435	7.3
Total	19,550	2,239	8.7	1,910	10.2



8.4.2. Basic Functional Adult Literacy (BFAL)

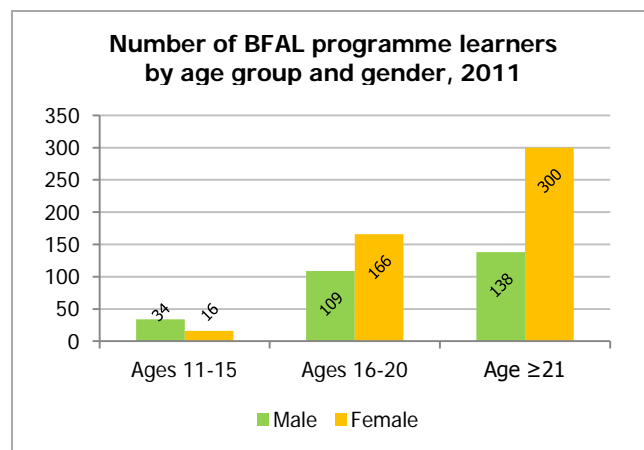
Number of BFAL programme learners by county and grade, 2011

County	Total	G1	G2
Akobo	295	135	160
Bor	239	155	84
Twic	229	110	119
Total	763	400	363



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

County	Total	Ages 11-15	Ages 16-20	Ages 21+
G1	400	26 6.5%	139 34.8%	235 58.8%
G2	363	24 6.6%	136 37.5%	203 55.9%
Total	763	50 6.6%	275 36.0%	438 57.4%



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

Funder	Centres	Centres %
Government	2	33.3%
Other	3	50.0%
Unknown	1	16.7%
Total	6	100.0%

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

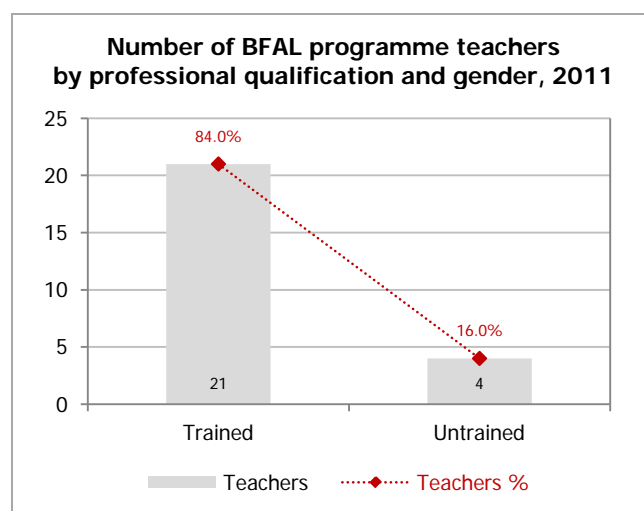
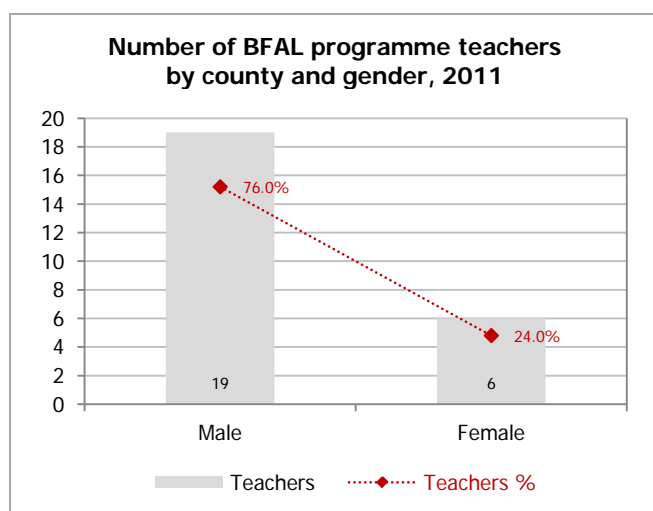
Agency	Centres	Centres %
EDC	2	33.3%
Other	3	50.0%
Unknown	1	16.7%
Total	6	100.0%

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

County	Total	Male		Female	
		Count	% total	Count	% total
Akobo	3	3	100.0%	-	-
Bor	16	12	75.0%	4	25.0%
Twic	6	4	66.7%	2	33.3%
Total	25	19	76.0%	6	24.0%

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

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Akobo	3	3	100.0%	-	-
Bor	16	15	93.8%	1	6.3%
Twic	6	3	50.0%	3	50.0%
Total	25	21	84.0%	4	16.0%

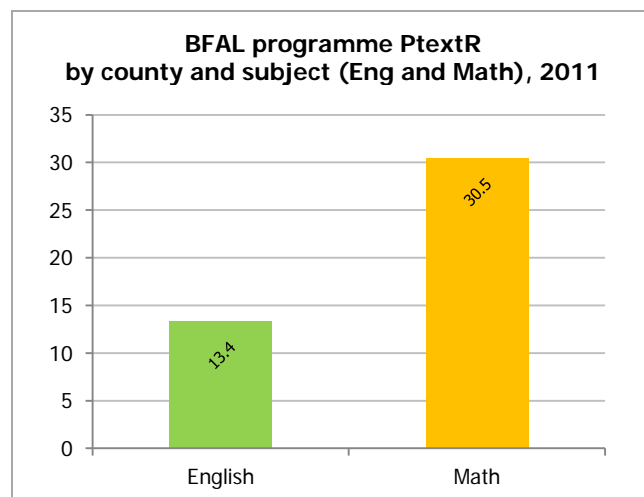
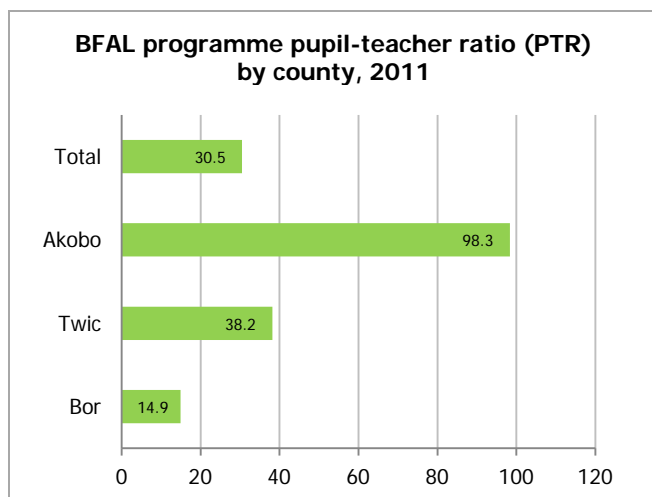


BFAL programme pupil-teacher ratio (PTR) by county, 2011

County	Learner	Teacher	PTR
Akobo	295	3	98.3
Bor	239	16	14.9
Twic	229	6	38.2
Total	763	25	30.5

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

County	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
Akobo	295	-	-	-	-
Bor	239	27	8.9	3	79.7
Twic	229	30	7.6	22	10.4
Total	763	57	13.4	25	30.5



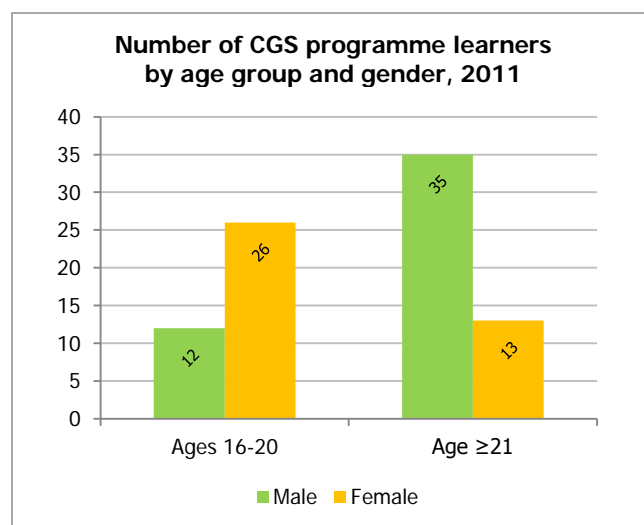
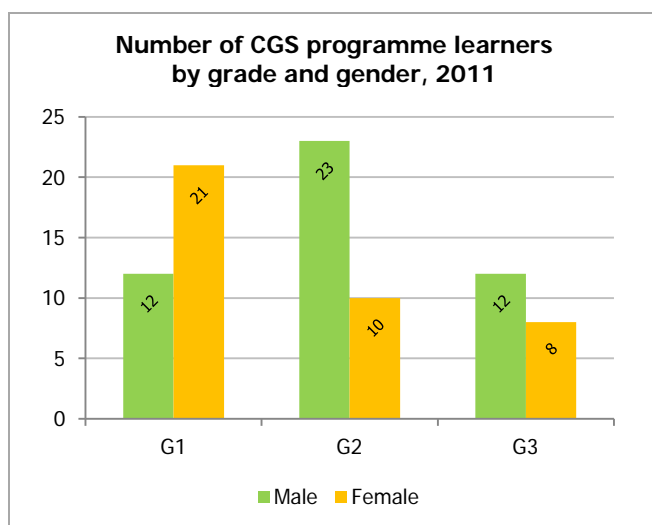
8.4.3. Community Girl School (CGS) programme

Number of CGS programme learners by county and grade, 2011

County	Total	G1	G2	G3
Bor	86	33	33	20
Total	86	33	33	20

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

County	Total	Ages 16-20	Ages ≥21
G1	33	17 51.5%	16 48.5%
G2	33	10 30.3%	23 69.7%
G3	20	11 55.0%	9 45.0%
Total	86	38 44.2%	48 55.8%



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

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

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

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

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

County	Total	Male		Female	
		Count	% total	Count	% total
Bor	4	4	100.0%	-	-
Total	4	4	100.0%	-	-

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

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Bor	4	3	75.0%	1	25.0%
Total	4	3	75.0%	1	25.0%

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

County	Learner	Teacher	PTR
Bor	86	4	21.5
Total	86	4	21.5

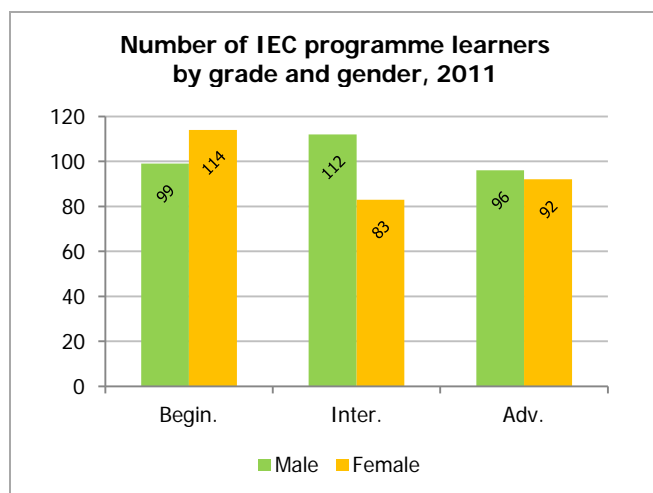
CGS programme PTextR by county and subject (English and Math), 2011

County	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
Bor	86	3	28.7	3	28.7
Total	86	3	28.7	3	28.7

8.4.4. Intensive English Course (IEC) programme

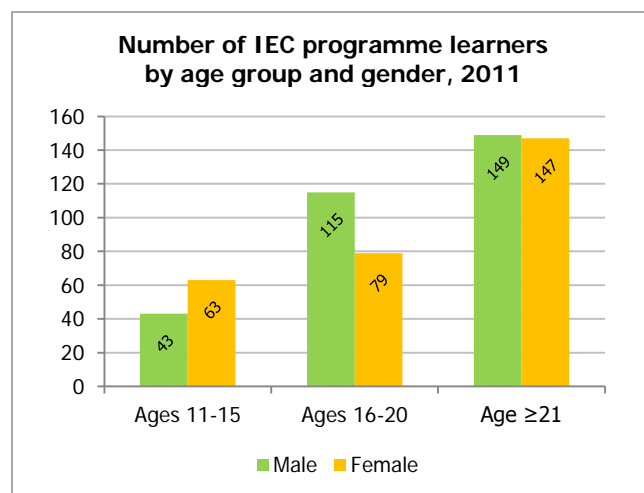
Number of IEC programme learners by county and grade, 2011

County	Total	Begin.	Inter.	Adv.
Old Fangak	509	174	173	162
Twic	87	39	22	26
Total	596	213	195	188



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

County	Total	Ages 11-15	Ages 16-20	Ages ≥21
Begin.	213	29 13.6%	79 37.1%	105 49.3%
Inter.	195	47 24.1%	51 26.2%	97 49.7%
Adv.	188	30 16.0%	64 34.0%	94 50.0%
Total	596	106 17.8%	194 32.6%	296 49.7%



Number of centres with IEC programme by funder, 2011

Funder	Centres	Centres %
Government	2	100.0%
Total	2	100.0%

Number of centres with IEC programme by implementing agency, 2011

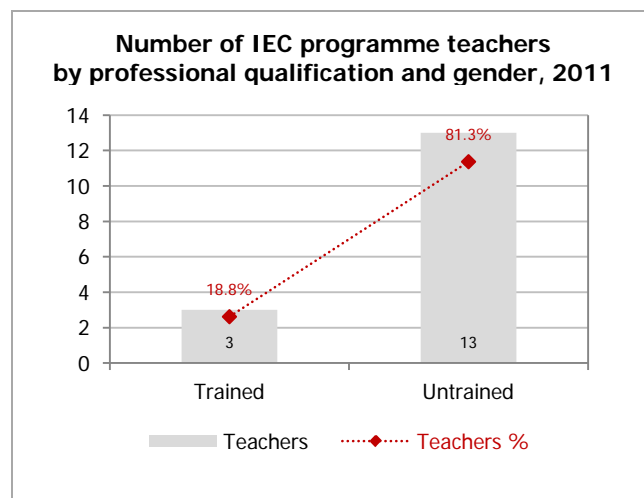
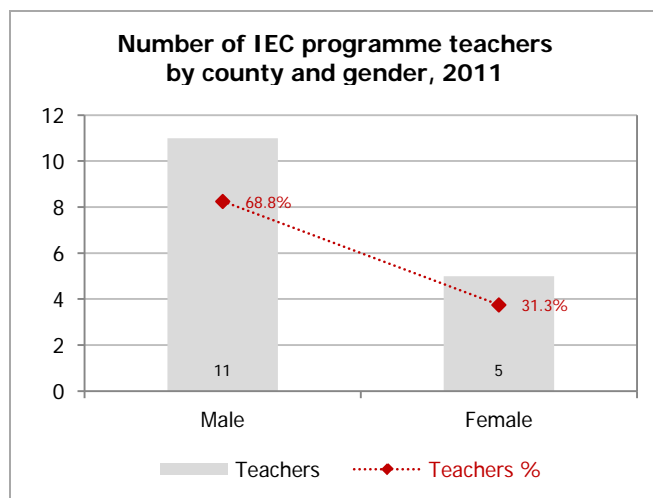
Agency	Centres	Centres %
EDC	1	50.0%
Unknown	1	50.0%
Total	2	100.0%

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

County	Total	Male		Female	
		Count	% total	Count	% total
Old Fangak	12	9	75.0%	3	25.0%
Twic	4	2	50.0%	2	50.0%
Total	16	11	68.8%	5	31.3%

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

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Old Fangak	12	-	-	12	100.0%
Twic	4	3	75.0%	1	25.0%
Total	16	3	18.8%	13	81.3%

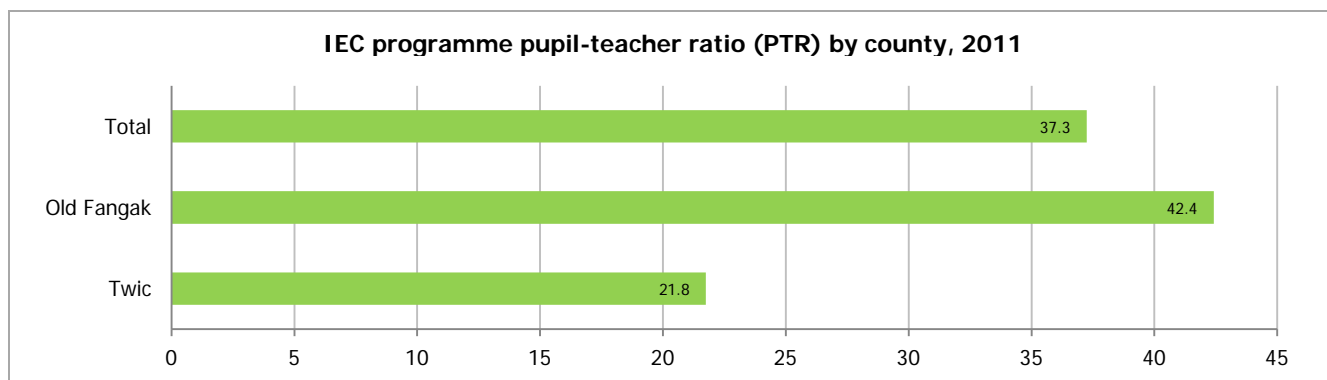


IEC programme pupil-teacher ratio (PTR) by county, 2011

County	Learner	Teacher	PTR
Old Fangak	509	12	42.4
Twic	87	4	21.8
Total	596	16	37.3

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

County	Enrol.	English	
		Count	PTextR
Old Fangak	509	35	14.5
Twic	87	38	2.3
Total	596	73	8.2



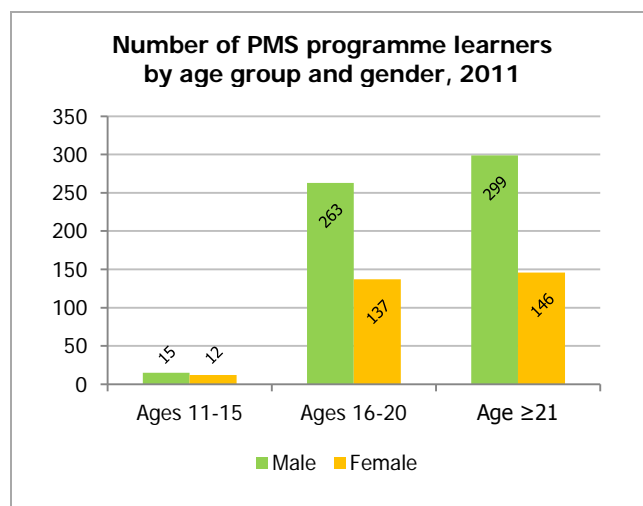
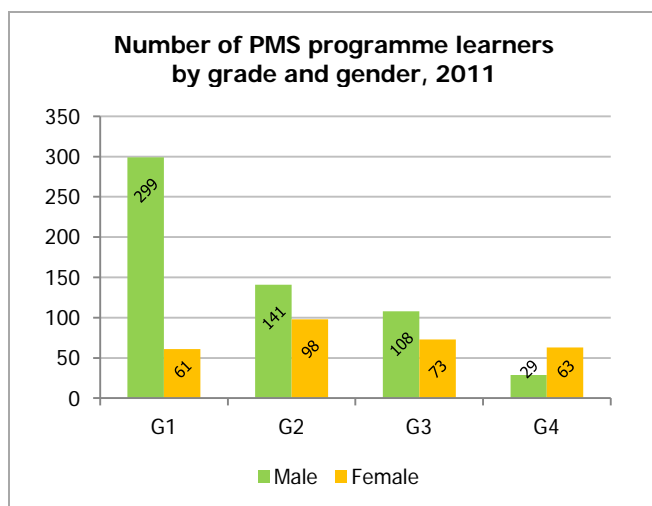
8.4.5. Pastoralist Mobile School (PMS) programme

Number of PMS programme learners by county and grade, 2011

County	Total	G1	G2	G3	G4
Old Fangak	872	360	239	181	92
Total	872	360	239	181	92

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

County	Total	Ages 11-15	Ages 16-20	Ages ≥21
G1	360	27 7.5%	134 37.2%	199 55.3%
G2	239	-	198 82.8%	41 17.2%
G3	181	-	68 37.6%	113 62.4%
G4	92	-	-	92 100.0%
Total	872	27 3.1%	400 45.9%	445 51.0%



Number of centres with PMS programme by funder, 2011

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

Number of centres with PMS programme by implementing agency, 2011

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

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

County	Total	Male		Female	
		Count	% total	Count	% total
Old Fangak	3	3	100.0%	-	-
Total	3	3	100.0%	-	-

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

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Old Fangak	3	3	100.0%	-	-
Total	3	3	100.0%	-	-

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

County	Learner	Teacher	PTR
Old Fangak	872	3	290.7
Total	872	3	290.7

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

County	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
Old Fangak	872	9	96.9	10	87.2
Total	872	9	96.9	10	87.2

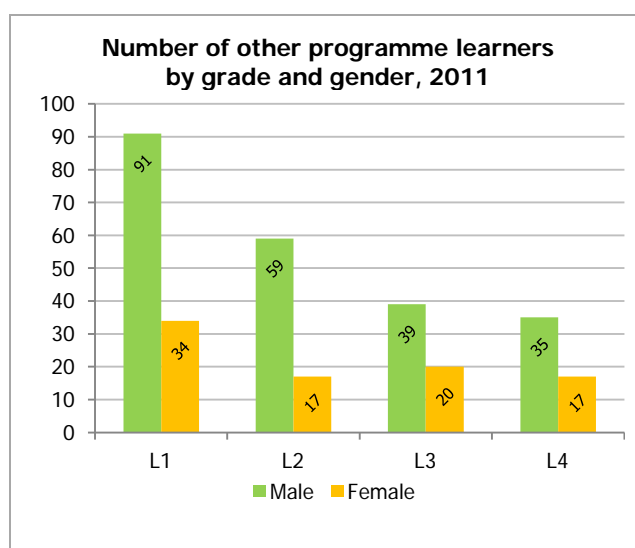
8.4.6. Other programmes

Number of other programme learners by county and grade, 2011

County	Total	L1	L2	L3	L4
Atar	312	125	76	59	52
Total	312	125	76	59	52

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

County	Total	Ages 11-15	
L1	125	125	100.0%
L2	76	76	100.0%
L3	59	59	100.0%
L4	52	52	100.0%
Total	312	312	100.0%



Number of centres with other programmes by funder, 2011

Funder	Centres	Centres %
Government	2	100.0%
Total	2	100.0%

Number of centres with other programmes by implementing agency, 2011

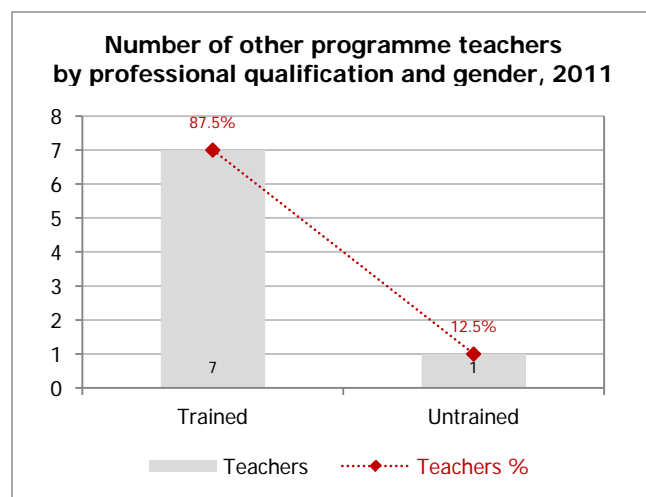
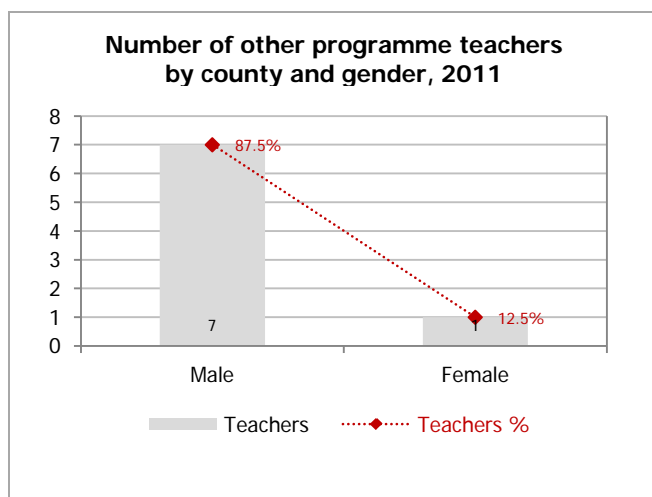
Agency	Centres	Centres %
EDC	1	50.0%
SCISS	1	50.0%
Total	2	100.0%

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

County	Total	Male		Female	
		Count	% total	Count	% total
Atar	5	4	80.0%	1	20.0%
Twic	3	3	100.0%	-	-
Total	8	7	87.5%	1	12.5%

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

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Atar	5	5	100.0%	-	-
Twic	3	2	66.7%	1	33.3%
Total	8	7	87.5%	1	12.5%



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

County	Learner	Teacher	PTR
Akobo	Learner	Teacher	PTR
Ayod	312	5	62.4
Total	312	5	62.4

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

County	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
Atar	312	141	2.2	122	2.6
Total	312	141	2.2	122	2.6

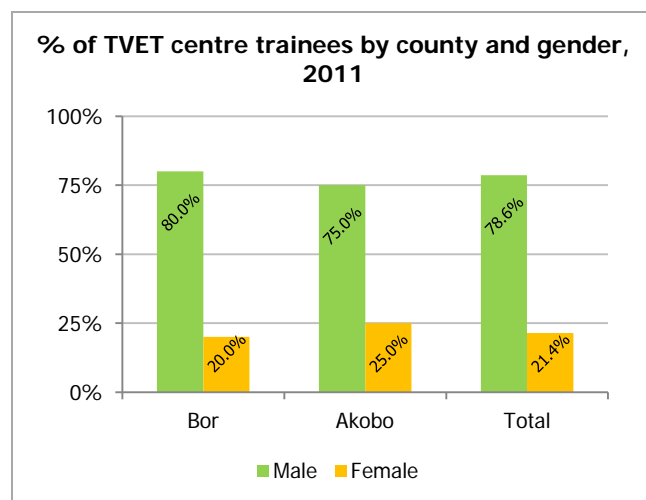
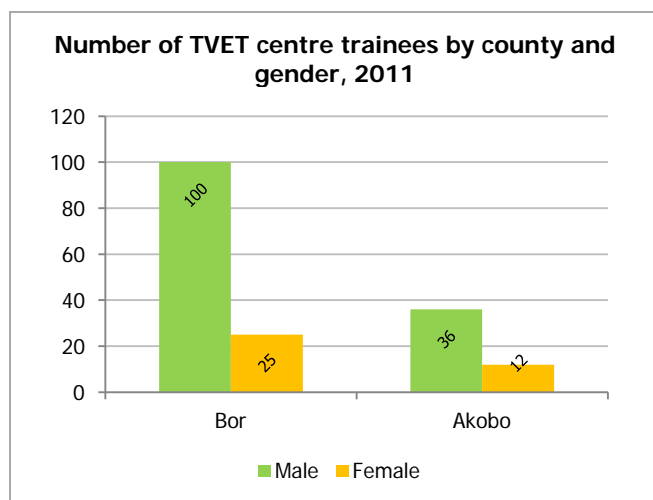
9.0. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET), 2011

9.1. Access

9.1.1. Enrolment

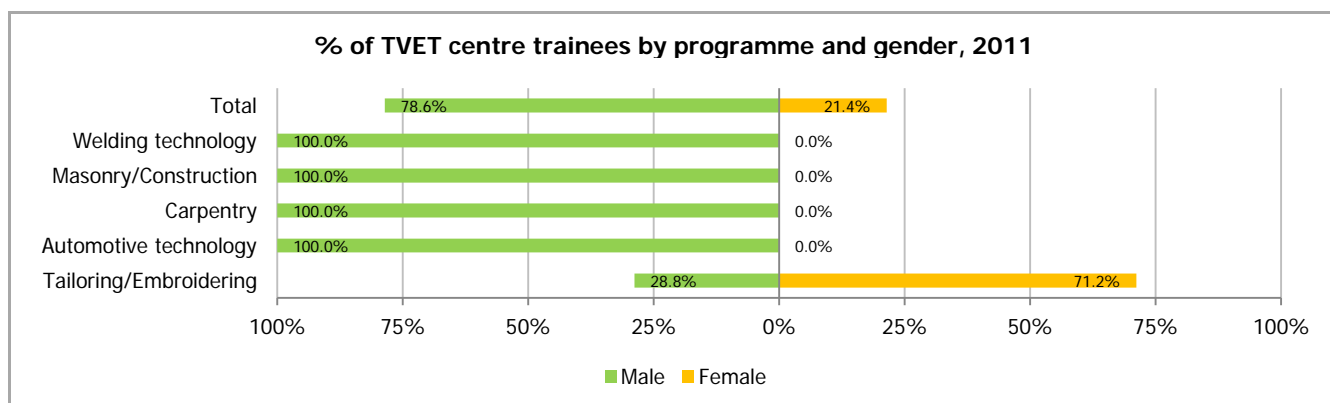
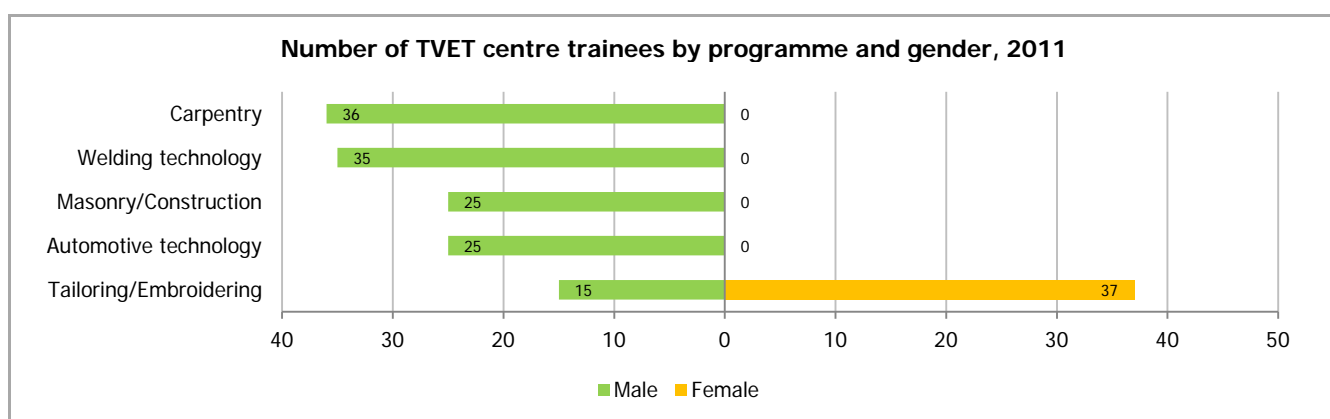
Number and % TVET centre trainees by county and gender, 2011

County	Total	Male		Female	
		Count	% total	Count	% total
Akobo	48	36	75.0%	12	25.0%
Bor	125	100	80.0%	25	20.0%
Total	173	136	78.6%	37	21.4%



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

Programme	Total	Male		Female	
		Count	% total	Count	% total
Automotive technology	25	25	100.0%	-	-
Carpentry	36	36	100.0%	-	-
Masonry/Construction	25	25	100.0%	-	-
Tailoring/Embroidering	52	15	28.8%	37	71.2%
Welding technology	35	35	100.0%	-	-
Total	173	136	78.6%	37	21.4%



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%
Focused tutoring for girls	1	33.3%
Mentoring programme for girls	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	1	50.0%
18 to 25	1	50.0%
Total	2	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 %
NGO/Int'l partner	1	50.0%
County gov	1	50.0%
Total	2	100.0%

Number and % of TVET centres by funding source, 2011

Funding source	Centres	Centres %
County gov	1	33.3%
External org	2	66.7%
Total	3	100.0%

* Some centres have more than one funding source.

9.2.2. Teachers/trainers

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

County	Total	Male		Female	
		Count	% total	Count	% total
Akobo	1	1	100.0%	-	-
Bor	4	3	75.0%	1	25.0%
Total	5	4	80.0%	1	20.0%

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

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Akobo	1	-	-	1	100.0%
Bor	4	-	-	4	100.0%
Total	5	-	-	5	100.0%

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

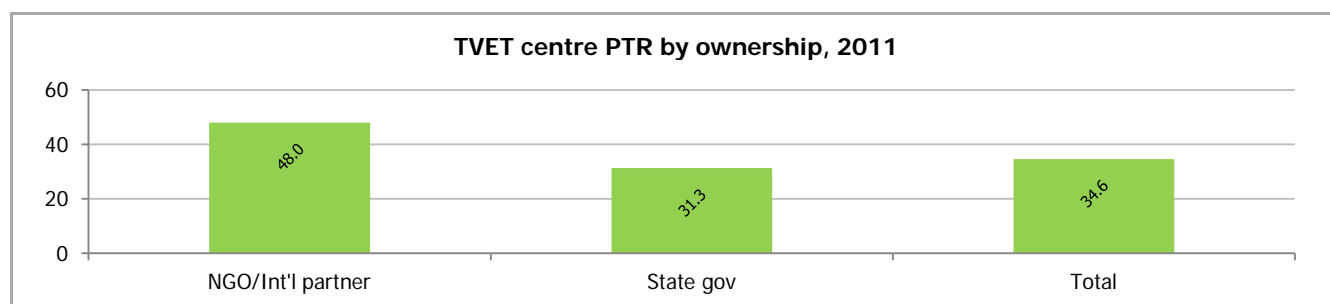
County	Total	Not completed primary education		Primary education certificate		Secondary education certificate		University/tertiary degree	
		Count	% total	Count	% total	Count	% total	Count	% total
Akobo	1	1	100.0%	-	-	-	-	-	-
Bor	4	-	-	-	-	4	100.0%	-	-
Total	5	1	20.0%	-	-	4	80.0%	-	-

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

County	Total	Paid		Volunteer	
		Count	% total	Count	% total
Akobo	1	1	100.0%	-	-
Bor	4	4	100.0%	-	-
Total	5	5	100.0%	-	-

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

Ownership	Trainees	Teachers/trainers	PTR
County gov	125	4	31.3
NGO/Int'l partner	48	1	48.0
Total	173	5	34.6



9.2.3. Curriculum

Number and % of TVET centres by programmes offered, 2011

Programme	Centres	Centres %
Automobile tech	1	12.5%
Carpentry	2	25.0%
Masonry/construction	1	12.5%
Tailoring/embroidering	2	25.0%
Welding tech	2	25.0%
Total	8	100.0%

* Some centres teach more than one programme.

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

Programme	Centres	Centres %
Automobile tech	1	20.0%
Carpentry	1	20.0%
Masonry/construction	1	20.0%
Tailoring/embroidering	1	20.0%
Welding tech	1	20.0%
Total	5	100.0%

* Some centres teach more than one programme.

Number and % of TVET centres teaching general skills, 2011

Skill	Centres	Centres %
Eng. language	1	50.0%
Literacy	1	50.0%
Total	2	100.0%

* Some centres teach more than one skill.

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

Service	Centres	Centres %
Job counselling	1	33.3%
Job promotion activities	1	33.3%
Toolkit	1	33.3%
Total	3	100.0%

* Some centres teach more than one skill.

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

Service	Centres	Centres %
Gov curriculum	1	50.0%
School-dev curriculum	1	50.0%
Total	2	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	
		Count	% total	Count	% total
Akobo	3	-	-	3	100.0%
Bor	5	5	100.0%	-	-
Total	8	5	62.5%	3	37.5%

Number and % of TVET centres with selected facilities, 2011

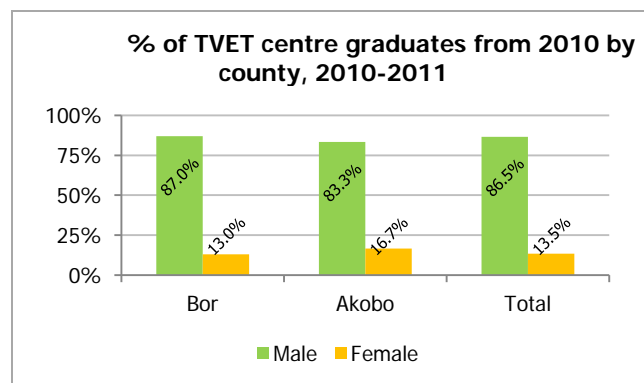
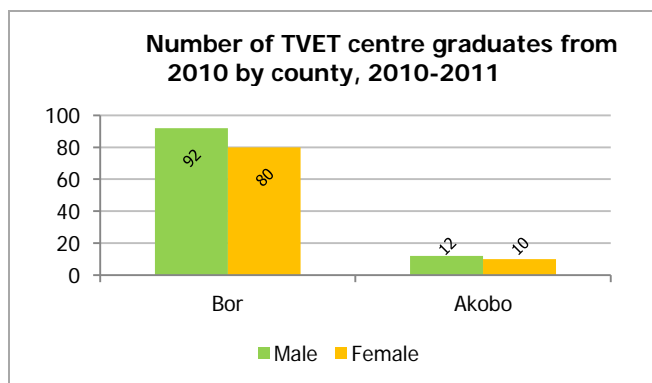
Facility	Centres with the facility	Centres with the facility %
Dormitory for trainees	1	50.0%
Latrine	1	50.0%
Staff/teachers/trainers quarters	1	50.0%
Electricity	1	50.0%
Laboratory/workshop	1	50.0%
Library	1	50.0%
Safe drinking water	1	50.0%

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
Akobo	12	10	83.3%	2	16.7%
Bor	92	80	87.0%	12	13.0%
Total	104	90	86.5%	14	13.5%



9.4. Operations

9.4.1. Operational status

No. and % of TVET centres by operational status, 2011

Operational status	Centres	Centres %
Operational	2	100.0%
Total	2	100.0%

10.0. Missing schools

10.1. Primary schools

No.	State	County	Payam	EMIS code	School
1	Jonglei	Akobo	Barmach	20114	Wechjal Primary School
2	Jonglei	Akobo	Barmach	20319	Ulang Primary School
3	Jonglei	Akobo	Barmach	20320	Juwa Primary School
4	Jonglei	Akobo	Barmach	20321	Dang Jop Primary School
5	Jonglei	Akobo	Buong	20102	Buong Primary School
6	Jonglei	Akobo	Buong	20324	Wech Reat Primary School
7	Jonglei	Akobo	Buong	20326	Koat Beel Primary School
8	Jonglei	Akobo	Buong	20337	Malon Primary School
9	Jonglei	Akobo	Buong	20380	Kuer Chiidiew 2 Primary School
10	Jonglei	Akobo	Diror	20314	Diror Primary School
11	Jonglei	Akobo	Diror	20340	Tuel kuach Primary School
12	Jonglei	Akobo	Diror	20362	Niw-Niew Primary School
13	Jonglei	Akobo	Diror	20618	KaiKuiny Primary
14	Jonglei	Akobo	Diror	20619	Tangnyang primary
15	Jonglei	Akobo	Diror	20620	Padoi Primary
16	Jonglei	Akobo	Walgak	20113	Walgat Primary School
17	Jonglei	Akobo	Walgak	20308	KuerNyuon Primary School
18	Jonglei	Akobo	Walgak	20313	Unkuel Primary School
19	Jonglei	Akobo	Walgak	20327	Koat Bech Primary School
20	Jonglei	Bor	Bor Town	20117	Bor Complex Primary School
21	Jonglei	Old Fangak	Pom	20369	Abdalla Chuol Primary School
22	Jonglei	Pibor	Gumuruk	20357	Agoy Primary School
23	Jonglei	Pibor	Gumuruk	20382	Irret Primary School
24	Jonglei	Pibor	Lekuagole	20223	Lekuagole Primary School
25	Jonglei	Pibor	Lekuagole	20359	Lekuagole Girls P/S
26	Jonglei	Pibor	Lekuagole	20383	Nyergeny Mixed School
27	Jonglei	Pibor	Pibor	20224	Kondako Basic School
28	Jonglei	Pibor	Pibor	20225	Lukurnyang Primary School
29	Jonglei	Pibor	Pibor	20226	Pibor Girls School
30	Jonglei	Pibor	Pibor	20227	Tangajon Basic Education School
31	Jonglei	Pibor	Pibor	20344	Murwan Basic School
32	Jonglei	Pibor	Pibor	20345	Manyirang Primary School
33	Jonglei	Pibor	Pibor	20351	Manuyment Primary School
34	Jonglei	Pibor	Pibor	20381	Verthet Primary School
35	Jonglei	Pibor	Pibor	20384	Kavachoch Primary School
36	Jonglei	Pibor	Pibor	20388	Kirika Girls Primary School
37	Jonglei	Pibor	Pibor	20407	Pibor Basic School
38	Jonglei	Piji	Alam	20135	Amat Nyang Primary School
39	Jonglei	Twic E.	Jonglei	20065	Mark Nikkel Primary school
40	Jonglei	Uror	Karam	20578	Duok Primary School

10.2. Secondary schools

No.	State	County	Payam	EMIS code	School
1	Jonglei	Bor	Bor Town	20009	Bor Secondary School
2	Jonglei	Bor	Bor Town	20010	Malek Secondary School
3	Jonglei	Old Fangak	Old Fangak	20004	Pangack
4	Jonglei	Pibor	Pibor	20005	Pibor Complex Secondary School
5	Jonglei	Piji	Afar	20001	Atar Secondary School
6	Jonglei	Pochalla	Pochalla	20002	Opetti Secondary School

10.3. TVET centres⁶

No.	State	County	Payam	EMIS code	Centre
1	Jonglei	Akobo	Bilkey	37	Akobo Vocational Training Centre
2	Jonglei	Bor	Baidit	38	Makolcui Vocational Training Centre

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