GOVERNMENT OF THE REPUBLIC OF SOUTH SUDAN

EDUCATION STATISTICS

FOR THE REPUBLIC OF SOUTH SUDAN

CENTRAL EQUATORIA

2015

Republic of South Sudan
Ministry of Education, Science & Technology (MoEST)
Directorate of Planning and Budgeting
Data and Statistics Unit
Juba, South Sudan

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This publication has been produced with financial assistance from the European Union and technical support from the United Nations Children's Fund (UNICEF) and Altai Consulting. The MoEST is also grateful for the technical input provided by the National Bureau of Statistics and education partners in regards to the validation of the 2015 Annual Education Census data.

Soft copies of all the state and national booklets, along with the EMIS baseline list of schools and other related documents, can be accessed and downloaded at: www.southsudanemis.org.

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Message from the Honourable Minister Clement Maring

On behalf of the Ministry of Education, Science & Technology (MoEST), I am pleased to present the 2015 edition of the *Central Equatoria Education Statistical Booklet* of the Republic of South Sudan (RSS). It is the 8th in a series of publications initiated in 2007, with only one interruption in 2014, a significant achievement for a new nation like South Sudan.

The purpose of the booklet is to provide a detailed compilation of statistical information covering key indicators of South Sudan's education sector, from pre-primary to higher education. It reports the results of the data gathered from the Annual Education Census (AEC) carried out by the Directorate of Planning and Budgeting's Data and Statistics Unit (DSU), which sits within the MoEST and operates the Education Management Information System (EMIS), in collaboration with State Ministries of Education (SMoE).

To plan and manage our education system effectively, South Sudan needs reliable and credible data. We need information about how the system is developing and changing over time, how different geographical areas vary across the country, and how South Sudan compares vis-à-vis its neighbours or countries facing similar socio-economic situations. The *General Education Act, 2012*, makes specific provisions in this regard:

> *Art. 8 (Io): The National Ministry of General Education shall exercise and carry out the following roles and functions: […] Conduct educational research to determine the quality of education system in South Sudan and use the results of such a research findings for planning purposes.*

By providing systematic and quality knowledge to education stakeholders about the status of the education system as a whole and the learning outcomes in the country, EMIS assists the Government of South Sudan (GoSS) in identifying education needs and priorities, and in designing appropriate interventions. EMIS also assists the Ministry and other relevant agencies in providing critical information to monitor our performance against key indicators of the Education for All (EFA) and the new Sustainable Development Goals (SDGs). Enrolment and intake rates, pupil-teacher ratios, gender parity, and access to learning materials, among other data, can help government and supporting agencies identify where to most effectively allocate limited resources in the face of competing priorities.

This year, as a result of insecurity in parts of the country, the Ministry conducted data collection across only 7 out of 10 states. Yet, we were able to reach out to more than 6,000 Head Teachers and over 7,500 schools and educational institutions. Additional data collection was carried out independently across 45% of all counties in the Greater Upper Nile (GUN) area, adding significant quantitative and qualitative insights about the state of education in emergency. Overall, despite significant implementation challenges, comparisons with 2013 and 2012 show that the 2015 data is coherent and of good quality. This is partly due to the comprehensive baseline exercise conducted in 2014, which consolidated the EMIS database as the most comprehensive list of all education establishments in the country, as well as school verification visits undertaken by Ministry officials.

Besides, in 2015, the long-awaited decentralisation of EMIS was initiated, with greater involvement of state ministries and county officials in the implementation of the AEC, and the piloting of data entry in Central Equatoria and Western Bahr-el-Ghazal states. The Ministry also made great strides towards increased ownership of EMIS by putting key staff on government contracts and ensuring that the new organisational structure of the Ministry encompassed the management and operation of EMIS at national and subnational levels. Additionally, for the first time, data analysis was conducted in South Sudan by the EMIS team, representing a great source of pride for the Ministry. These significant achievements demonstrate our commitment towards the sustainability of EMIS as captured in our long-term strategy for the expansion of decentralised activities and capacity building in all states, which is the most viable and effective way of raising and utilising resources over the long term.

This publication would not have been possible without the cooperation and support from the SMoE, county and *payam* Education Offices, and all the schools, centres, institutions, colleges, and universities across South Sudan. The dedication and hard work of the EMIS team and State Focal Points, County Education Directors, *Payam* Supervisors, and Head Teachers were crucial in increasing the education census coverage and in ensuring the quality of the information gathered. We also thank our partners, especially the European Union (EU) for its generous financial assistance, as well as UNICEF and Altai Consulting, for their continuous support in improving South Sudan's EMIS.

Sincerely,

Honourable Clement Maring
Central Equatoria State Minister of Education, Science & Technology

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ACRONYMS

AEC	Annual Education Census
AET	Africa Education Trust
AES	Alternative Education System
ALP	Accelerated Learning Programme
BALP	Basic Adult Literacy Programme
BFAL	Basic Functional Adult Literacy
BoG	Board of Governance
CEQ	Central Equatoria State
CEO	County Education Office
CGS	Community Girls School
CPA	Comprehensive Peace Agreement
DP&B	Department for Planning and Budgeting
DSU	Data and Statistics Unit
ECDE	Early Childhood Development and Education (previously referred to as Pre-Primary or PPR)
EDC	Education Development Centre
EEQ	Eastern Equatoria State
EFA	Education for All
EMIS	Education Management Information System
ESA	Education Sector Analysis
ESP	Education Sector Plan
EU	European Union
FHI360	Family Health International 360
GER	Gross Enrolment Rate
GESS	Girls' Education South Sudan
GIR	Gross Intake Rate
GIS	Geographic Information System
GPE	Global Partnership for Education
GPI	Gender Parity Index
GUN	Greater Upper Nile
ICT	Information and Communication Technology
IEC	Intensive English Course
LAK	Lakes State
MoEST	Ministry of Education, Science, and Technology
NBG	Northern Bahr-El-Ghazal State
NBS	National Bureau of Statistics
NER	Net Enrolment Rate
NGO	Non-Governmental Organisation
NIR	Net Intake Rate
PCR	Pupil-Classroom Ratio
PEP	Pastoralist Education Programme
PRI	Primary
PTA	Parent-Teacher Association
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
SBEP	Sudan Basic Education Programme
SDGs	Sustainable Development Goals
SEC	Secondary
SMC	School Management Committee
SMoE	State Ministry of Education
SoE	Secretariat of Education
SPLM	Sudan People's Liberation Movement
SSSAMS	South Sudan School Attendance Monitoring System
TTI	Teacher Training Institute
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute of Statistics
UNI	University
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WAR	Warrap State
WBG	Western Bahr-El-Ghazal State
WEQ	Western Equatoria State

1. INTRODUCTION

"We cherish education for all our people equally and aim to provide a life-long education of quality for all children, youth and adults of Southern Sudan; an education that is relevant and affordable based on the needs and aspirations of the people, to enable them to become responsible and productive citizens."

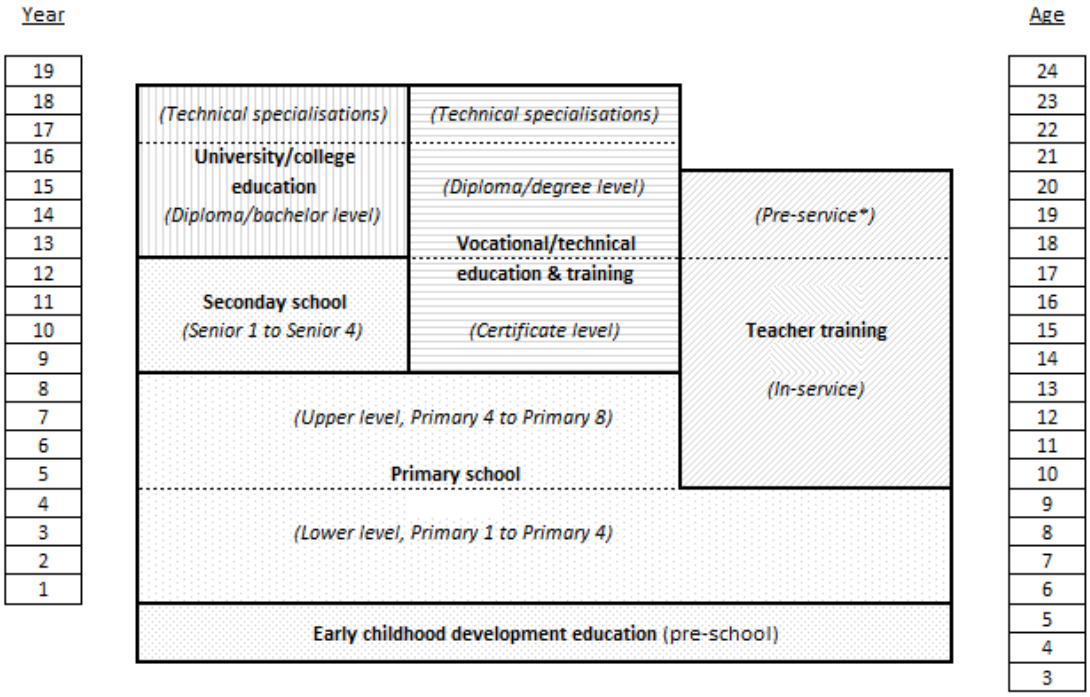
RSS MoEST mission, 1994

1.1. Background and Context

In the RSS, 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 infrastructure was difficult. As a strategy to achieving its mission, the MoEST constructed a system of formal and Alternative Education Systems (AES).

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.[1] AES consist of 6 different programmes, including Accelerated Learning Programme (ALP) and Community Girls School (CGS), and offers flexible entry and exit points for children, youth, and adults. Teacher Training Institutes (TTI), through their in-service and pre-service training, help populate the teaching workforce. The Technical and Vocational Education and Training (TVET) prepares students with practical and applicable skills that will lead to employment via various programmes that range in length from months to years.

Figure 1. RSS education ladder



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

The GoSS set 2022 as the target for achieving Education for All (EFA). To this end, the Ministry is focusing on developing the education sector through 1) teacher education and professional development, 2) the implementation of new funding mechanisms to support schools and girls education, 3) development of AES with a focus on adult literacy and education for hard to reach children, and 5) capacity enhancement of education institutions.

The Ministry's main aim is to increase access to quality education and to promote equity. In order to facilitate the implementation of education reforms, the Ministry wants to build institutional and human capacity both at state and central levels, and at county, *payam*, and school levels. The Ministry is also working on improved partnerships among key stakeholders in education, including civil society actors.

Additionally, the MoEST is currently embarking on a very ambitious reform process, including the development of a new policy framework, the formulation of a new long-term strategic plan, a restructuring of the Ministry and related state Ministries, and the introduction of new minimum standards for operations. This will be followed by the development of new operational manuals and the introduction of a new performance management system aiming to improve the effectiveness and efficiency of Ministry operations, and ultimately the improvement of the delivery of education services.

While these ambitious goals will take time and resources to be implemented, a number of interim successes have already been achieved, including the setting up of a transfer system to send salaries and operating costs to states and counties, capitation grants to schools and TTIs, as well as the development of a new curriculum. Similarly, collecting credible and reliable education data through EMIS will help in strengthening existing systems and building new ones.

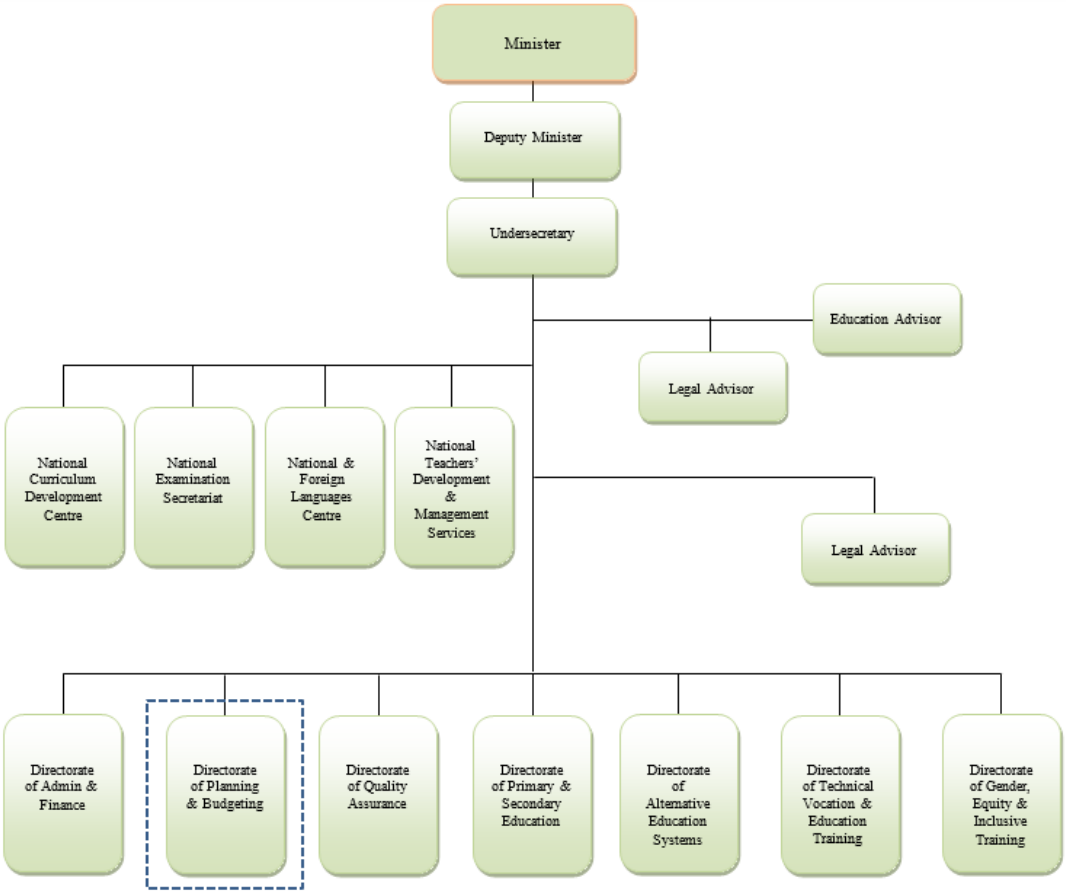
[1] Some university degrees take more than 4 years, including medicine, engineering, and other technical specialisations.

1.2. About EMIS and the Data and Statistics Unit

EMIS is a government programme housed within the MoEST, under the Directorate for Planning and Budgeting's DSU. EMIS facilitates information-driven policy discussions and decision-making by collecting, processing, storing, analysing, and disseminating education information.

The DSU is primarily responsible for conducting the AEC of all educational establishments in the country. The AEC covers all areas of the country's education system (pre-primary, primary, secondary, and AES) and has recently been expanded to include TTIs, TVET, and universities. The DSU also undertakes school mapping, field verification, and Information Communication Technology (ICT) preparedness activities, and provides oversight over all data collection activities implemented across the country.

Figure 2. Structure of the MoEST



1.3. History of EMIS

EMIS in the RSS has come a long way. During the decades of conflict in South Sudan, the Sudan People's Liberation Movement (SPLM) authorities together with development partners on the ground did not forget education, which was managed by the Secretariat of Education (SoE). In 1998, UNICEF, in collaboration with the SoE, contracted the African Education Trust (AET) to collect and compile data on primary education in rebel-held areas. Data was analysed and documented in a booklet entitled Schools Baseline Assessment (SBA) released in 2002.

After the signing of the Comprehensive Peace Agreement (CPA) in 2005, the SoE decided to expand the programme and initiated the first collection of EMIS raw data in 2005, thanks to the support of the Sudan Basic Education Programme (SBEP) funded by the United States Agency for International Development (USAID). In 2006, additional baseline data was collected through the Rapid Assessment of Learning Spaces (RALS). From 2006 to 2013, EMIS activities were supported by UNICEF through funding from various donors, with contribution from the government, and technically assisted by FHI360.

Since 2014, EMIS activities have been funded by the EU, managed by UNICEF, and Altai Consulting has been providing technical assistance with a key focus on decentralisation, ownership, and sustainability. Although no census was done in 2014 as a result of delays in resource mobilisation, a comprehensive baseline exercise was conducted in October 2014 to prepare for the 2015 census. The exercise consisted of assembling as complete a list of schools as possible from a variety of sources and verified through a combination of methods, including ground verification of 993 schools for which the data available needed to be confirmed.

Data collection for the 2015 census was completed between February and April 2015 across 7 states, with more than 6,000 Head Teachers being reached out to. This was followed by data entry from April to June 2015, including the verification of about 7,500 questionnaires and decentralised data entry centres in Central Equatoria and Western Bahr-el-Ghazal states. Between June and September 2015, for the first time, data analysis was performed by the EMIS team in South Sudan.

1.4. Relevance and Utilisation of EMIS Data

To plan and manage its education system effectively, South Sudan needs reliable and credible data. Bycollecting and providing systematic and quality knowledge to education stakeholders about the status of the education system as a whole and the country's learning outcomes, EMIS assists the GoSS in identifying educational needs and priorities, designing appropriate interventions, and allocating limited resources in the face of competing priorities. For instance, this year's EMIS data will notably be used as a key data source to inform the development of the 2015 Education Sector Analysis (ESA), which will in turn inform the proposed review of the Education Sector Plan (ESP).

EMIS also assists the Ministry and other relevant agencies in providing critical information to monitor progress against key targets of the EFA, the Global Partnership for Education (GPE), and the new SDGs, among others. When institutionalised and guided by a clear vision and strategy, EMIS has the potential to help policy makers manage an education system able to produce quality outputs.

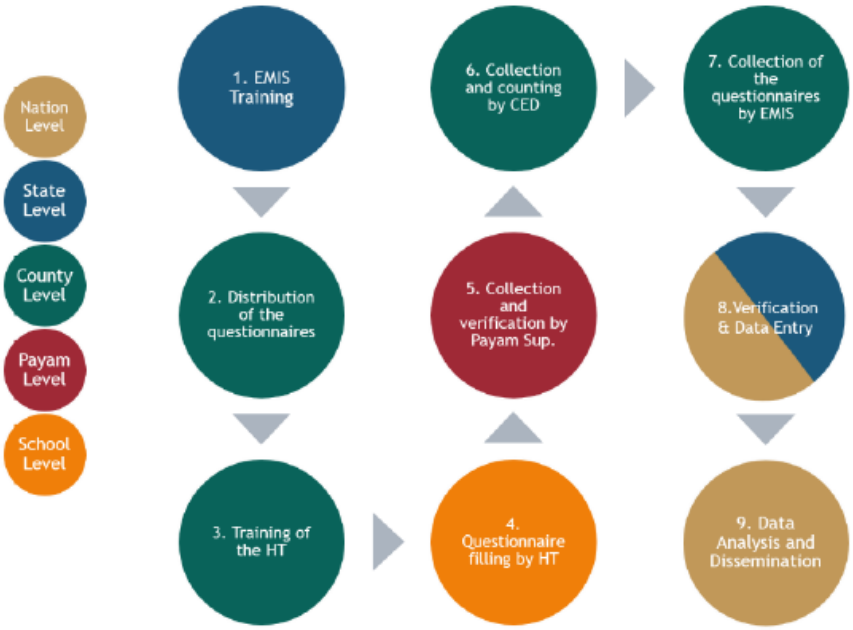
1.5. EMIS Process

The "EMIS process" consists of five (5) steps:

1) **Fieldwork planning:** Designing, reviewing, and printing of the AEC questionnaires, verifying the EMIS baseline list of schools, and preparing the schedules, budgets, and other necessary administrative and logistical arrangements.
2) **Data collection:** Conducting training of Head Teachers on questionnaire completion, verifying the data through the *Payam* and County Education Offices (CEO) and SMoE, and retrieval of the completed questionnaires.
3) **Data processing:** Entering of data into the EMIS database (including at decentralised level), merging of all data, and final data cleaning and verification prior to analysis.
4) **Data dissemination:** Production of tools for distribution and use in education planning and management. The *Education Statistical Booklets* are such tools, along with other outreach activities at regional and state levels.
5) **Data utilisation:** Series of training sessions that guide 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 coordination with stakeholders at state, county, *payam*, and school levels, as illustrated below.

Figure 3. 2015 AEC Workflow



1.6. About the 2015 Booklet

As a result of insecurity and limited access across GUN areas at the time of data collection, **the 2015 AEC only covered 7 out of 10 states**. Additional data collection was undertaken independently in most of Jonglei and parts of Unity and Upper Nile, covering 45% of all counties across these three states. The results are presented in an annexed report using both quantitative and qualitative analysis.

EMIS data was collected from government schools as well as private and community-run schools. Overall, comparisons with previous such exercises suggest that the 2015 education statistics are coherent and of good quality. However, as there are no school registration and operational status reporting protocols, the DSU is not able to track all schools in South Sudan. The booklet reports unadjusted numbers.

When preparing for the 2015 AEC, there were 10,027 potential schools in the EMIS database. This corresponded to the baseline list, which included many schools that were thought closed or duplicates, plus a number of blank questionnaires filled in by schools not previously identified in any database. Of these, 2,444 belonged to GUN states, not analysed here, leaving 7,537 in non-GUN states. Of these, 332 were not distributed because the school was reported as not existing; 759 because the school was reported as closed; 597 because the school was identified as a duplicate; and 96 for other reasons (e.g. schools temporarily closed, schools opened but no pupils, etc.). This left 5,763 questionnaires distributed in the 7 non-GUN states. Of these, 5,223 questionnaires were filled, entered, and analysed. This represents 90.6% of questionnaires distributed to non-GUN states. 540 remaining questionnaires did not come back from the field, for the most part because the schools did not exist, were closed, or had already filled a questionnaire, and are listed at the end of the booklet.

Table 1: Questionnaires Status, non-GUN states

	Qty	**Remains**	
In baseline DB	7,537		
School does not exist	322	7,215	4.3%
School is closed	759	6456	10.1%
Duplicate	597	5859	7.9%
Other reason	96	5763	1.3%
Distributed	5,763		
Have data	5,223		90.6%
Missing	540		9.4%

For comparison, the 2013 AEC claimed a coverage rate of 98%, far above the 91% found this year. This can be explained by two factors: 1) in 2015, data was collected from many more schools than in 2013, suggesting that the coverage rate computed in 2013 was optimistic; and 2) a large part of the missing questionnaires were probably aimed at invalid entries (i.e., closed schools, non-existing schools, duplicates).The 2015 AEC process also included mechanisms to discard duplicates and record new schools. A new baseline list was prepared as a result, including a total of 5,883 operational schools. Given the volatility of the current context, further verification will be required on a regular basis, including additional field visits and cross-referencing with other databases such as the South Sudan School Attendance Monitoring System (SSSAMS).

1.7. How to Read the Data in this Booklet

This booklet is a reference document for government and other relevant organisations, agencies, and individuals. Its purpose is to present a summary of the data that was reported by individual schools' Head Teachers and verified by its respective CEO and SMoE. The data consists of present and previous AEC data. Consistent updates are necessary to ensure their continued utilisation.

The booklet displays information in three ways: **1)** tables, **2)** graphs with numbers, and **3)** graphs with percentages. At the national and state level, ratios are derived from aggregate data, which lowers the margin of error. At the school level, however, data is more prone to errors given the potential risk of misreporting.

Two types of data were used in the compilation of this booklet: **1)** 2010-2013 AEC outputs and **2)** population projections based on the 2008 population data from the National Bureau of Statistics (NBS), which were provided as unadjusted and did not include migration estimates.[2] Additionally, the potential spillover effect of the conflict from GUN into neighbouring states, making some computations and comparisons with previous years more difficult (e.g. Gross Enrolment Rate, student flows).Finally, incoherent 2013 AEC data and the lack of 2014 AEC data made it even more complicated to perform certain calculations based on approximate estimates.

Electronic copies of this booklet and state booklets can be accessed at www.southsudanemis.org.[3] The DSU can also provide hard and soft copies upon request (see contact information on pg. 1 of this booklet).

[2] Population growth rates provided to calculate the 2015 education statistics have not been verified by the UNESCO Institute of Statistics (UIS).
[3] The EMIS website contains more up-to-date information as well as more dashboards based additional different extractions.

2. DEFINITIONS

2.1. Indicator Used to Measure Coverage

2.1.1. **Coverage Rate** refers to the percentage of "known" schools reached out to and accounted for in the AEC. For instance, a coverage rate of 90% means 90% of known schools received the AEC questionnaire, responded, and the completed questionnaire was entered into the EMIS database. "Known" schools include schools for which a reference exists in the database, a questionnaire was printed, and attempted to be delivered. Among these, "missing" schools did not return a questionnaire to the DSU, either because the school was not operational or because the school simply did not or could not return the questionnaire (for logistical or security reasons for example). Schools that confirmed they were out of operation were not included in coverage rate calculations, as well as schools yet to be identified and entered into the EMIS database. The AEC exercise discovers new schools each year. In 2015, the overall coverage rate was 91%.

2.2. Indicators Used to Measure Access

2.2.1. **Gross Enrolment 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:

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

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

2.2.2. **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:

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

2.2.3. **Net Enrolment 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:

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

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

2.2.4. **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 are beginning 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 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.

2.2.5. **Net Intake Rate (NIR)** shows the level of access to primary education of the eligible population of those with a 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 the goal of universal primary education, a NIR of 100% is the ultimate objective. 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 ratios indicates the rate of deviation from the official age intake.

2.3. Indicators Used to Measure Resource

2.3.1. Pupil-Classroom Ratio (PCR) measures the level of basic facilities available in terms of the 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 from 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.[4] The formula for PCR is:

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

2.3.2. 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 is responsible for a large number of pupils; the higher the PTR, the lower 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 pupils. The formula for PTR is:

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

2.3.3. 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 assumed that a low PTextR signifies a condition more conducive to learning, likely in the long run to result in a better performance of pupils. To support education reform towards providing all students with textbooks for core subjects, only English and Mathematics textbooks are counted in the calculation. The formula for PTextR for English/Math textbooks are:

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

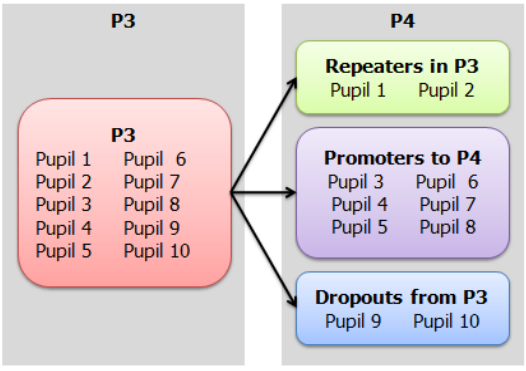
$$\text{PTextR (Math)} = \frac{\text{Total number of students}}{\text{Total number of Math textbooks}}$$

2.4. Indicators Used to Measure Student Flow

DISCLAIMER: As explained in Section 1.7, for truly accurate calculations of student flows, data over consecutive years is required. Since the AEC was not conducted in 2014, alternative formulas were designed to calculate student flows indicators. To compute them, variations between 2013 and 2015 were split equally between 2013-2014 and 2014-2015. For P1-P2, a value was computed for 2014, obtained by averaging corresponding values over the past 3 years.

2.4.1. 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 made between dropouts and repeaters was that while repeaters were not promoted to the next grade level in the following year, they did remain in the school system, whereas dropouts were considered to no longer be in the system at all.

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



[4]Permanent classrooms refer to those constructed of bricks or cement. Semi-permanent classrooms refer to those constructed of mud.

2.4.2. **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:

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

2.4.3. **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 pupil is considered a promoter. The diagram below illustrates this scenario (see Figure 3 below).

2.4.4. **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 should 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, and where a more in depth study of causes and possible remedies should be carried out.

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

2.4.5. **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 they were in 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).

Figure 3. Pupil promoted to next grade, 2014-2015

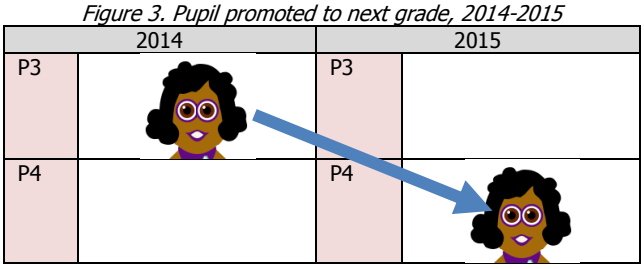
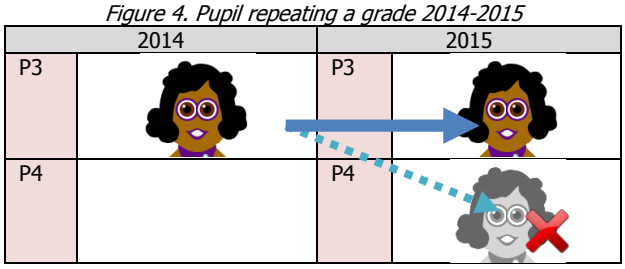


Figure 4. Pupil repeating a grade 2014-2015



2.4.6. **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. An 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, and where a more in depth study of causes and possible remedies should be undertaken.

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

2.5. Indicator Used to Measure Gender Parity

2.5.1. **Gender parity index (GPI)** measures the relative access to education of boys and girls. It is calculated as the ratio of the number of female students enrolled at different levels of education to the number of male students in each level. To standardise the effects of the population structure of the appropriate age groups, the GPI of the GER for each level of education is used. A GPI of 1 indicates parity between the sexes; a GPI that varies between 0 and 1 typically means a disparity in favour of males; whereas a GPI greater than 1 indicates a disparity in favour of females. The indicator is an imperfect measure of the accessibility of schooling for girls because it does not allow a determination of whether improvements in the ratio reflect an increase in girls' school enrolment (desirable) or a decrease in boys' school enrolment (undesirable). It also does not show whether the overall level of participation in education is now lower or higher.

$$\text{GPI} = \frac{\text{Female Growth Enrolment Ratio}}{\text{Male Growth Enrolment Ratio}}$$

3. EMIS DATA SUMMARY, 2015

3.1. Schools

Number and % of schools per school type and ownership, 2015

Type	Total	Gov		Non gov	
		Count	%	Count	%
AES	302	137	45.4%	165	54.6%
PPR	301	50	16.6%	251	83.4%
PRI	566	305	53.9%	261	46.1%
SEC	81	34	42.0%	47	58.0%
TTI	4	2	50.0%	2	50.0%
TVE	20	12	60.0%	8	40.0%
UNI	11	1	9.1%	10	90.9%
Total	**1,285**	**541**	**42.1%**	**744**	**57.9%**

3.2. Students

Number and % of students per school type and gender, 2015

Type	Total	Male		Female	
		Count	%	Count	%
AES	12,673	6,129	48.4%	6,544	51.6%
PPR	38,266	19,461	50.9%	18,805	49.1%
PRI	194,230	101,255	52.1%	92,975	47.9%
SEC	25,506	15,824	62.0%	9,682	38.0%
TTI	459	298	64.9%	161	35.1%
TVE	2,106	1,288	61.2%	818	38.8%
UNI	8,741	6,672	76.3%	2,069	23.7%
Total	**281,981**	**150,927**	**53.5%**	**131,054**	**46.5%**

Enrolment rates per school type, 2015

Type	GER	NER	GIR	NIR
PRI	69.7%	45.9%	58.6%	18.1%
SEC	20.3%	7.4%	20.4%	1.5%

3.3. Teachers

Number and % of teachers, and PTR per school type and gender, 2015

Type	Total	Male	Female	PTR
AES	524	294	230	24.2
ECDE	1,224	390	834	31.3
PRI	5,835	4,275	1,560	33.3
SEC	1,351	1,149	202	18.9
TTI	45	37	8	10.2
TVE	198	148	50	10.6
UNI	515	39	476	33.9
Total	**9,692**	**6,332**	**3,360**	**29.1**

Number and % of teachers per school type and qualification, 2015

Type	Total	Trained		Untrained		Unknown	
		Count	% of total	Count	% of total	Count	% of total
AES	524	243	46.4%	195	37.2%	86	16.4%
PPR	1,224	575	47.0%	446	36.4%	203	16.6%
PRI	5,835	2,624	45.0%	1,946	33.4%	1,265	21.7%
SEC	1,351	864	64.0%	198	14.7%	289	21.4%
TTI	45	36	80.0%		0.0%	9	20.0%
TVE	198	140	70.7%	19	9.6%	39	19.7%
Total	**9,177**	**4,482**	**48.8%**	**2,804**	**30.6%**	**1,891**	**20.6%**

* Data for UNI was not collected

3.4. Classrooms

Number of classrooms and PCR per school and classroom types, 2015

Type	Total	Perm	Semi-Perm	Roof only	Tent	Open air	Other	PCR
AES	539	189	291	13	4	34.00	8	26.4
PPR	925	372	405	20	8	109.00	11	49.2
PRI	3,943	2,010	1,480	155	28	217.00	53	55.7
SEC	472	366	101	0	1	3.00	1	50.1
TTI	24	20	0	4	0	0.00	0	21.4
TVE	97	86	7	2	0	1.00	1	22.6
UNI	154	148	6	0	0	0.00	0	49.7
Total	**6,154**	**3,191**	**2,290**	**194**	**41**	**364**	**74**	**49.9**

3.5. Facilities

Number and % of schools with/without access to drinking water per school type, 2015

Type	Total schools	Water		Latrines	
		Count	%	Count	%
AES	302	67	22.2%	203	67.2%
PPR	301	129	42.9%	220	73.1%
PRI	566	277	48.9%	414	73.1%
SEC	81	47	58.0%	60	74.1%
TTI	4	2	50.0%	3	75.0%
TVE	20	12	60.0%	17	85.0%
Total	**1,285**	**534**	**41.6%**	**917**	**71.4%**

* No access to latrine data for Universities.

3.6. Gender Parity

Gender parity index by county and school type, 2015

Type	GPI
PRI	0.98
SEC	0.67

* GER data available only for primary and secondary schools.

4. EMIS DATA, 2012-2015

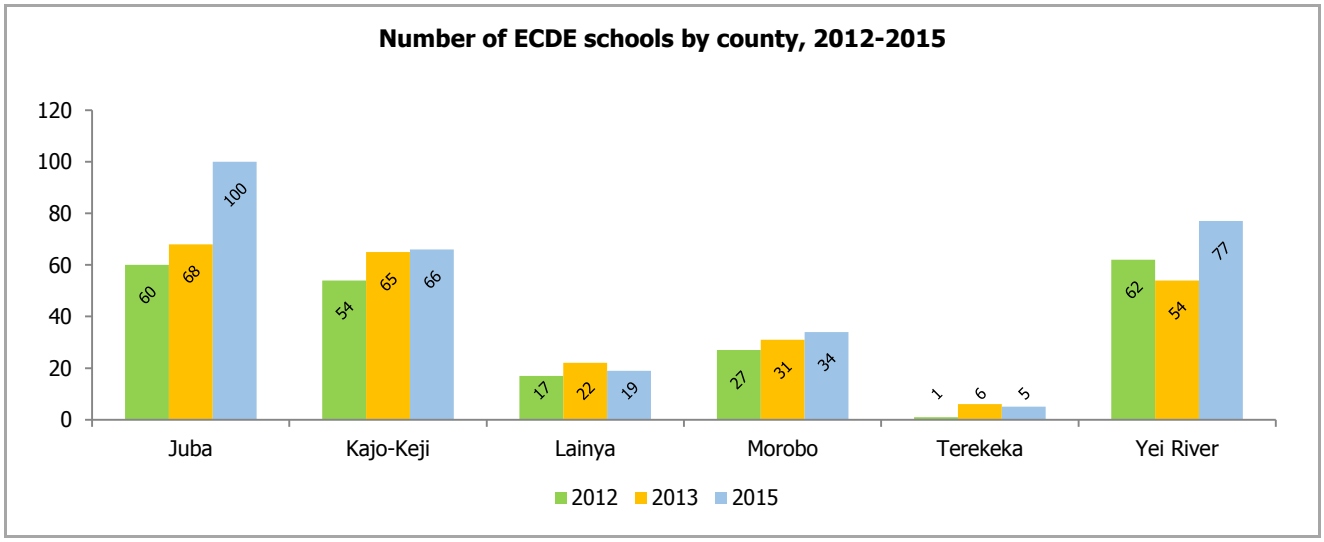
4.1. Early Childhood Development and Education

4.1.1. Schools

Number and % of ECDE schools by county and ownership type, 2012-2015

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Juba	2015	100	14	86	14.0%	86.0%
	2013	68	14	54	20.6%	79.4%
	2012	60	15	45	25.0%	75.0%
Kajo-Keji	2015	66	20	46	30.3%	69.7%
	2013	65	21	44	32.3%	67.7%
	2012	54	13	41	24.1%	75.9%
Lainya	2015	19	3	16	15.8%	84.2%
	2013	22	2	20	9.1%	90.9%
	2012	17	3	14	17.6%	82.4%
Morobo	2015	34	7	27	20.6%	79.4%
	2013	31	6	25	19.4%	80.6%
	2012	27	6	21	22.2%	77.8%
Terekeka	2015	5	1	4	20.0%	80.0%
	2013	6	1	5	16.7%	83.3%
	2012	1	0	1	0.0%	100.0%
Yei River	2015	77	5	72	6.5%	93.5%
	2013	54	6	48	11.1%	88.9%
	2012	62	3	59	4.8%	95.2%
Total	**2015**	**301**	**50**	**251**	**16.6%**	**83.4%**
	2013	**246**	**50**	**196**	**20.3%**	**79.7%**
	2012	**221**	**40**	**181**	**18.1%**	**81.9%**

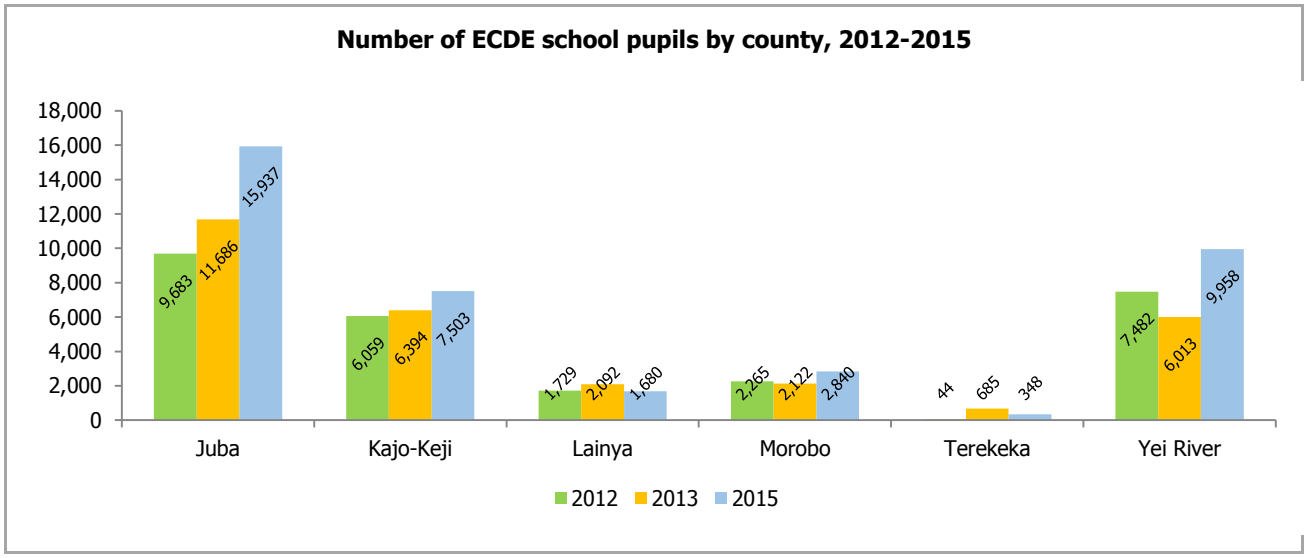
* "Government" includes government and government-aided schools. "Non-government" includes community, NGO-supported, private, other, and unknown ownership type schools.



4.1.2. Pupils

Number and % ECDE school pupil enrolment by county and gender, 2012-2015

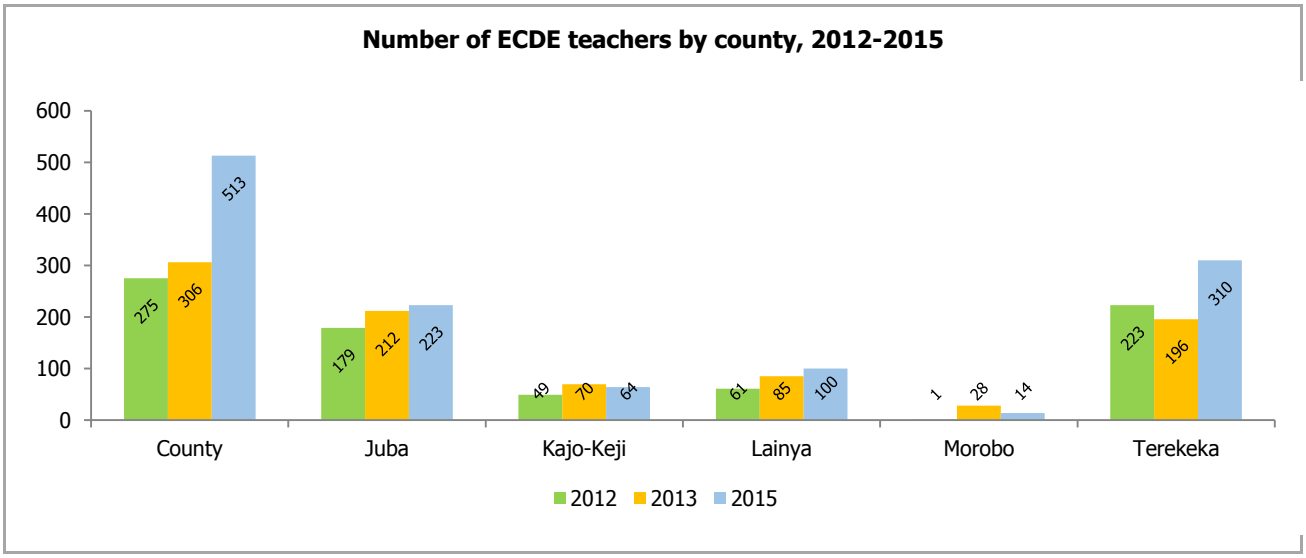
County	Year	Total	Male	Female	Male %	Female %
Juba	2015	15,937	8,082	7,855	50.7%	49.3%
	2013	11,686	5,901	5,785	50.5%	49.5%
	2012	9,683	4,899	4,784	50.6%	49.4%
Kajo-Keji	2015	7,503	3,811	3,692	50.8%	49.2%
	2013	6,394	3,183	3,211	49.8%	50.2%
	2012	6,059	2,991	3,068	49.4%	50.6%
Lainya	2015	1,680	905	775	53.9%	46.1%
	2013	2,092	1,116	976	53.3%	46.7%
	2012	1,729	898	831	51.9%	48.1%
Morobo	2015	2,840	1,411	1,429	49.7%	50.3%
	2013	2,122	1,031	1,091	48.6%	51.4%
	2012	2,265	1,130	1,135	49.9%	50.1%
Terekeka	2015	348	202	146	58.0%	42.0%
	2013	685	375	310	54.7%	45.3%
	2012	44	22	22	50.0%	50.0%
Yei River	2015	9,958	5,050	4,908	50.7%	49.3%
	2013	6,013	3,032	2,981	50.4%	49.6%
	2012	7,482	4,017	3,465	53.7%	46.3%
Total	**2015**	**38,266**	**19,461**	**18,805**	**50.9%**	**49.1%**
	2013	**28,992**	**14,638**	**14,354**	**50.5%**	**49.5%**
	2012	**27,262**	**13,957**	**13,305**	**51.2%**	**48.8%**

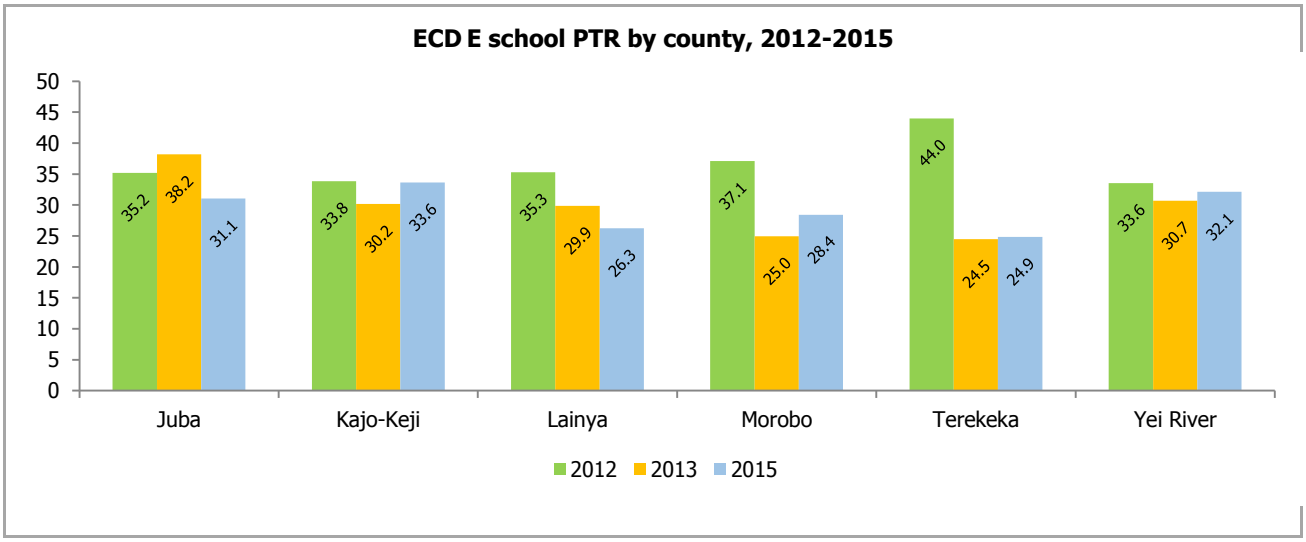


4.1.3. Teachers

No. and % of ECDE teachers and pupil-teacher ratio (PTR) by county and gender, 2012-2015

County	Year	Total	Male	Female	Male %	Female %	PTR
Juba	2015	513	120	393	23.4%	76.6%	31.1
	2013	306	50	256	16.3%	83.7%	38.2
	2012	275	41	234	14.9%	85.1%	35.2
Kajo-Keji	2015	223	62	161	27.8%	72.2%	33.6
	2013	212	79	133	37.3%	62.7%	30.2
	2012	179	58	121	32.4%	67.6%	33.8
Lainya	2015	64	36	28	56.3%	43.8%	26.3
	2013	70	55	15	78.6%	21.4%	29.9
	2012	49	39	10	79.6%	20.4%	35.3
Morobo	2015	100	54	46	54.0%	46.0%	28.4
	2013	85	51	34	60.0%	40.0%	25.0
	2012	61	36	25	59.0%	41.0%	37.1
Terekeka	2015	14	4	10	28.6%	71.4%	24.9
	2013	28	15	13	53.6%	46.4%	24.5
	2012	1	0	1	0.0%	100.0%	44.0
Yei River	2015	310	114	196	36.8%	63.2%	32.1
	2013	196	106	90	54.1%	45.9%	30.7
	2012	223	106	117	47.5%	52.5%	33.6
Total	**2015**	**1,224**	**390**	**834**	**31.9%**	**68.1%**	**31.3**
	2013	**897**	**356**	**541**	**39.7%**	**60.3%**	**42.7**
	2012	**788**	**280**	**508**	**35.5%**	**64.5%**	**48.6**



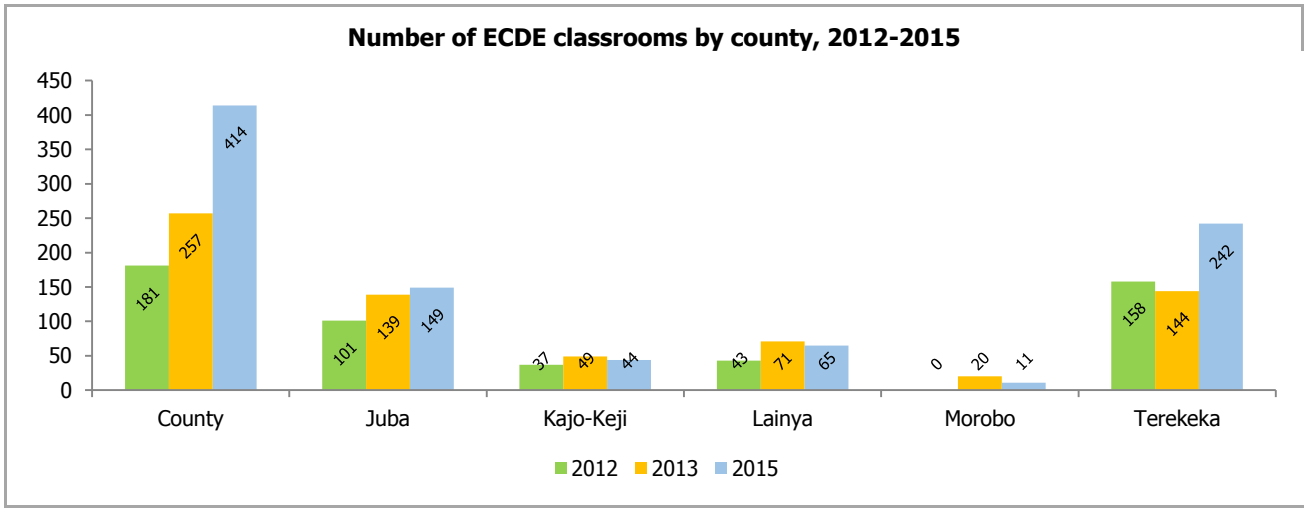


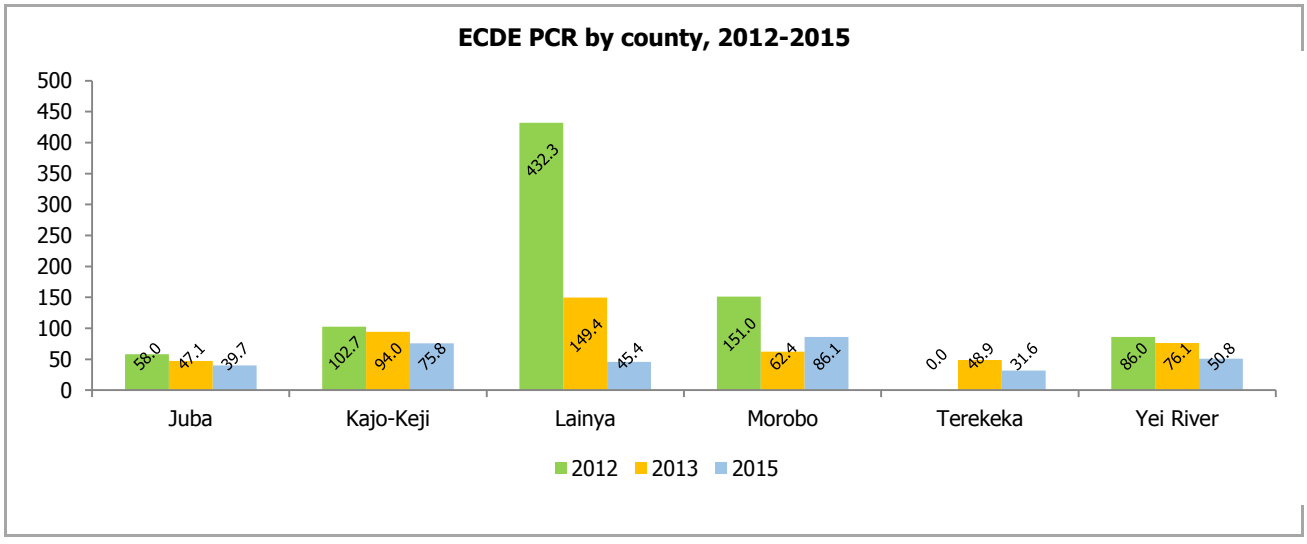
4.1.4. Classrooms

Number of ECDE classrooms and pupil-classroom ratio (PCR) by county and type, 2012-2015

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Juba	2015	414	207	194	4	9	39.7
	2013	257	116	132	6	3	47.1
	2012	181	71	96	6	8	58.0
Kajo-Keji	2015	149	49	50	38	12	75.8
	2013	139	40	28	52	19	94.0
	2012	101	40	19	33	9	102.7
Lainya	2015	44	4	33	6	1	45.4
	2013	49	1	13	30	5	149.4
	2012	37	1	3	27	6	432.3
Morobo	2015	65	5	28	23	9	86.1
	2013	71	12	22	24	13	62.4
	2012	43	3	12	15	13	151.0
Terekeka	2015	11	6	5	0	0	31.6
	2013	20	10	4	2	4	48.9
	2012	0	0	0	0	0	0.0
Yei River	2015	242	101	95	38	8	50.8
	2013	144	39	40	45	20	76.1
	2012	158	56	31	50	21	86.0
Total	**2015**	**925**	**372**	**405**	**109**	**39**	**49.2**
	2013	**680**	**218**	**239**	**159**	**64**	**63.4**
	2012	**520**	**171**	**161**	**131**	**57**	**82.1**

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





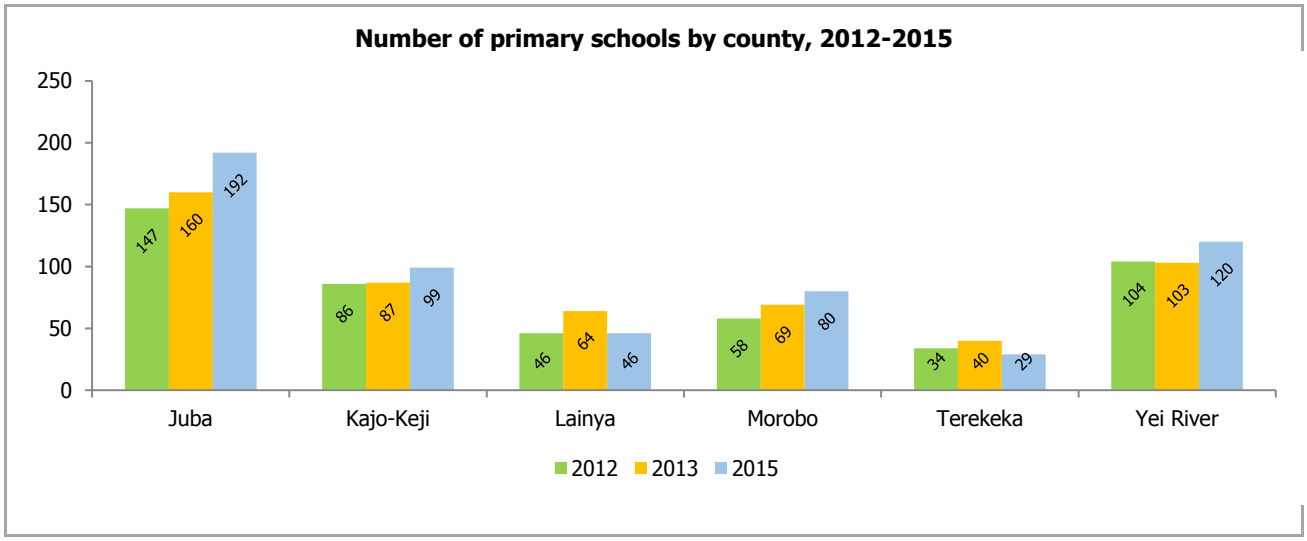
4.2. Primary Schools

4.2.1. Schools

Number and % of primary schools by county and ownership type, 2012-2015

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Juba	2015	192	83	109	43.2%	56.8%
	2013	160	75	85	46.9%	53.1%
	2012	147	65	82	44.2%	55.8%
Kajo-Keji	2015	99	66	33	66.7%	33.3%
	2013	87	57	30	65.5%	34.5%
	2012	86	63	23	73.3%	26.7%
Lainya	2015	46	31	15	67.4%	32.6%
	2013	64	30	34	46.9%	53.1%
	2012	46	27	19	58.7%	41.3%
Morobo	2015	80	49	31	61.3%	38.8%
	2013	69	42	27	60.9%	39.1%
	2012	58	35	23	60.3%	39.7%
Terekeka	2015	29	19	10	65.5%	34.5%
	2013	40	26	14	65.0%	35.0%
	2012	34	13	21	38.2%	61.8%
Yei River	2015	120	57	63	47.5%	52.5%
	2013	103	53	50	51.5%	48.5%
	2012	104	54	50	51.9%	48.1%
Total	**2015**	**566**	**305**	**261**	**53.9%**	**46.1%**
	2013	**523**	**283**	**240**	**54.1%**	**45.9%**
	2012	**475**	**257**	**218**	**54.1%**	**45.9%**

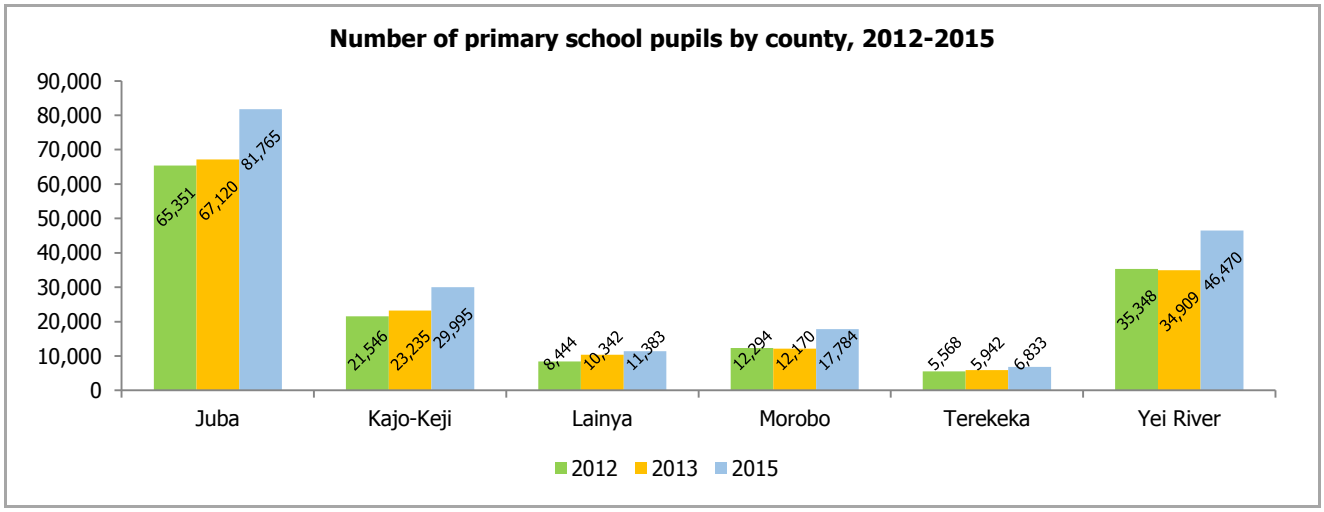
*"Government" includes government and government-aided schools. "Non-government" includes community, NGO-supported, private, other, and unknown ownership type schools.



4.2.2. Pupils

Number and % of primary school pupils by county and gender, 2012-2015

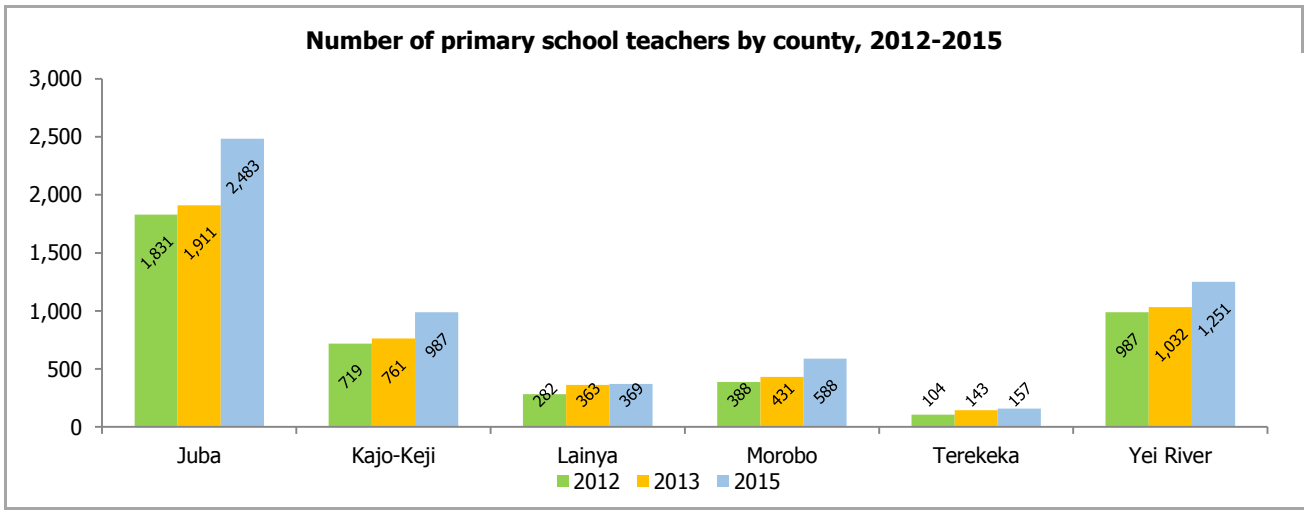
County	Year	Total	Male	Female	Male %	Female %
Juba	2015	81,765	41,577	40,188	50.8%	49.2%
	2013	67,120	34,761	32,359	51.8%	48.2%
	2012	65,351	34,101	31,250	52.2%	47.8%
Kajo-Keji	2015	29,995	14,929	15,066	49.8%	50.2%
	2013	23,235	11,740	11,495	50.5%	49.5%
	2012	21,546	10,739	10,807	49.8%	50.2%
Lainya	2015	11,383	6,277	5,106	55.1%	44.9%
	2013	10,342	5,587	4,755	54.0%	46.0%
	2012	8,444	4,582	3,862	54.3%	45.7%
Morobo	2015	17,784	9,305	8,479	52.3%	47.7%
	2013	12,170	6,421	5,749	52.8%	47.2%
	2012	12,294	6,388	5,906	52.0%	48.0%
Terekeka	2015	6,833	4,290	2,543	62.8%	37.2%
	2013	5,942	4,182	1,760	70.4%	29.6%
	2012	5,568	4,140	1,428	74.4%	25.6%
Yei River	2015	46,470	24,877	21,593	53.5%	46.5%
	2013	34,909	19,335	15,574	55.4%	44.6%
	2012	35,348	19,299	16,049	54.6%	45.4%
Total	**2015**	**194,230**	**101,255**	**92,975**	**52.1%**	**47.9%**
	2013	**153,718**	**82,026**	**71,692**	**53.4%**	**46.6%**
	2012	**148,551**	**79,249**	**69,302**	**53.3%**	**46.7%**

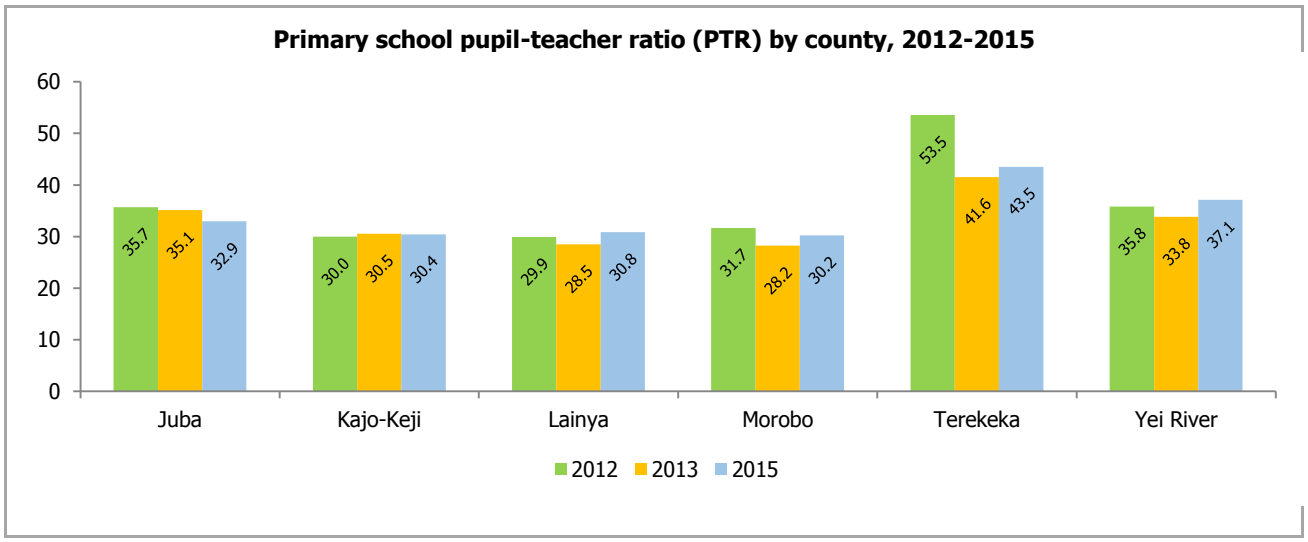


4.2.3. Teachers

Number and % of primary school teachers, and pupil-teacher ratio (PTR) by county and gender, 2012-2015

County	Year	Total	Male	Female	Male %	Female %	PTR
Juba	2015	2,483	1,680	803	67.7%	32.3%	32.9
	2013	1,911	1,301	610	68.1%	31.9%	35.1
	2012	1,831	1,265	566	69.1%	30.9%	35.7
Kajo-Keji	2015	987	710	277	71.9%	28.1%	30.4
	2013	761	556	205	73.1%	26.9%	30.5
	2012	719	530	189	73.7%	26.3%	30.0
Lainya	2015	369	309	60	83.7%	16.3%	30.8
	2013	363	297	66	81.8%	18.2%	28.5
	2012	282	237	45	84.0%	16.0%	29.9
Morobo	2015	588	476	112	81.0%	19.0%	30.2
	2013	431	354	77	82.1%	17.9%	28.2
	2012	388	317	71	81.7%	18.3%	31.7
Terekeka	2015	157	135	22	86.0%	14.0%	43.5
	2013	143	129	14	90.2%	9.8%	41.6
	2012	104	99	5	95.2%	4.8%	53.5
Yei River	2015	1,251	965	286	77.1%	22.9%	37.1
	2013	1,032	825	207	79.9%	20.1%	33.8
	2012	987	804	183	81.5%	18.5%	35.8
Total	**2015**	**5,835**	**4,275**	**1,560**	**73.3%**	**26.7%**	**33.3**
	2013	**4,641**	**3,462**	**1,179**	**74.6%**	**25.4%**	**41.9**
	2012	**4,311**	**3,252**	**1,059**	**75.4%**	**24.6%**	**45.1**



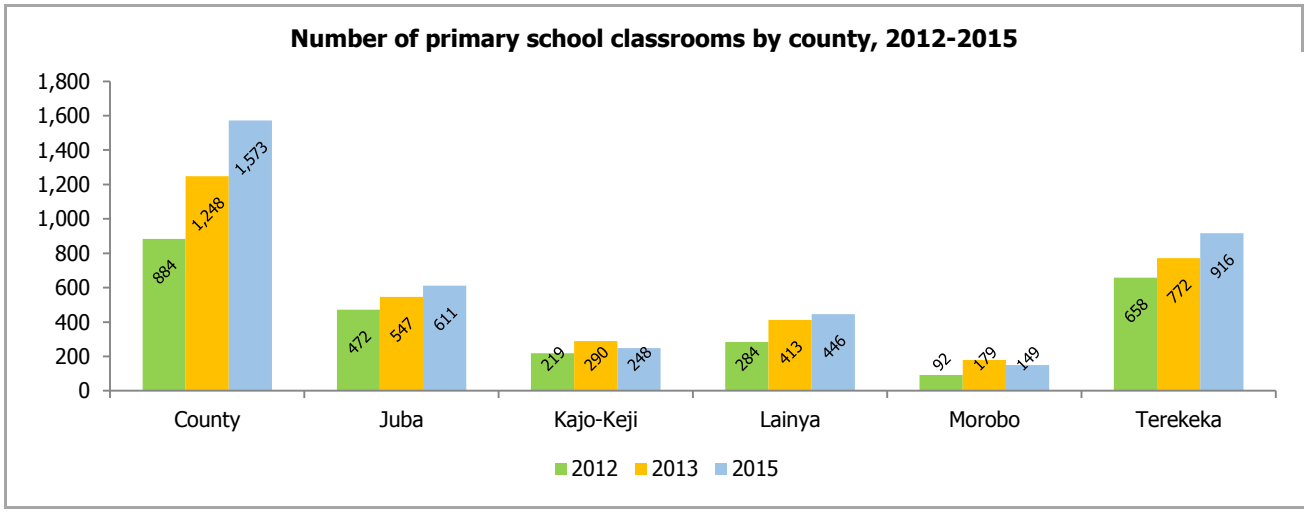


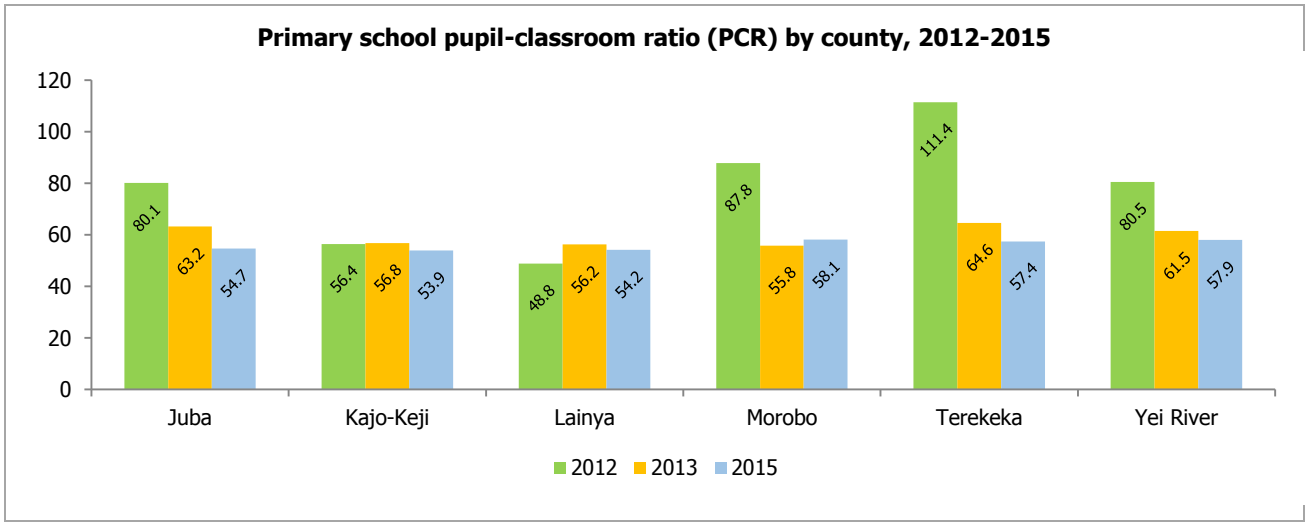
4.2.4. Classrooms

Number of primary school classrooms and pupil-classroom ratio (PCR) by county and type, 2012-2015

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Juba	2015	1,573	906	590	29	48	54.7
	2013	1,248	639	423	127	59	63.2
	2012	884	438	378	29	39	80.1
Kajo-Keji	2015	611	359	198	17	37	53.9
	2013	547	326	83	77	61	56.8
	2012	472	294	88	37	53	56.4
Lainya	2015	248	153	57	29	9	54.2
	2013	290	143	41	93	13	56.2
	2012	219	152	21	34	12	48.8
Morobo	2015	446	134	172	90	50	58.1
	2013	413	112	106	117	78	55.8
	2012	284	97	43	74	70	87.8
Terekeka	2015	149	75	44	18	12	57.4
	2013	179	59	33	67	20	64.6
	2012	92	38	12	38	4	111.4
Yei River	2015	916	383	419	34	80	57.9
	2013	772	348	220	138	66	61.5
	2012	658	291	148	61	158	80.5
Total	**2015**	**3,943**	**2,010**	**1480**	**217**	**236**	**55.7**
	2013	**3,449**	**1,627**	**906**	**619**	**297**	**60.7**
	2012	**2,609**	**1,310**	**690**	**273**	**336**	**74.3**

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





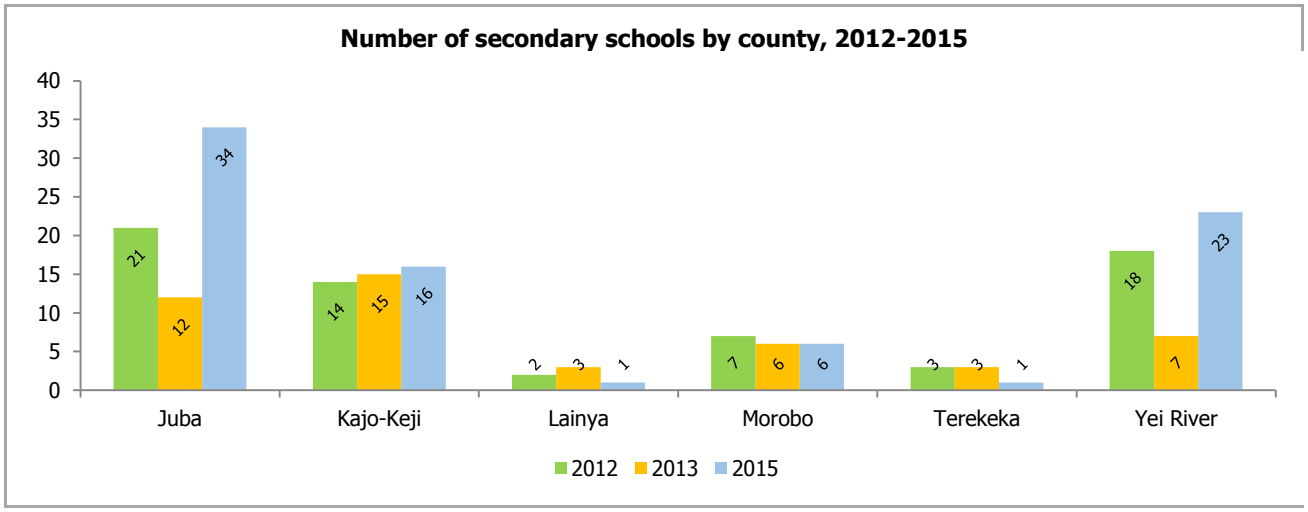
4.3. Secondary Schools

4.3.1. Schools

Number and % of secondary schools by county and ownership type, 2012-2015

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Juba	2015	34	15	19	44.1%	55.9%
	2013	12	7	5	58.3%	41.7%
	2012	21	13	8	61.9%	38.1%
Kajo-Keji	2015	16	8	8	50.0%	50.0%
	2013	15	5	10	33.3%	66.7%
	2012	14	7	7	50.0%	50.0%
Lainya	2015	1	1	0	100.0%	0.0%
	2013	3	2	1	66.7%	33.3%
	2012	2	1	1	50.0%	50.0%
Morobo	2015	6	3	3	50.0%	50.0%
	2013	6	2	4	33.3%	66.7%
	2012	7	1	6	14.3%	85.7%
Terekeka	2015	1	1	0	100.0%	0.0%
	2013	3	2	1	66.7%	33.3%
	2012	3	2	1	66.7%	33.3%
Yei River	2015	23	6	17	26.1%	73.9%
	2013	7	4	3	57.1%	42.9%
	2012	18	4	14	22.2%	77.8%
Total	**2015**	**81**	**34**	**47**	**42.0%**	**58.0%**
	2013	**46**	**22**	**24**	**47.8%**	**52.2%**
	2012	**65**	**28**	**37**	**43.1%**	**56.9%**

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

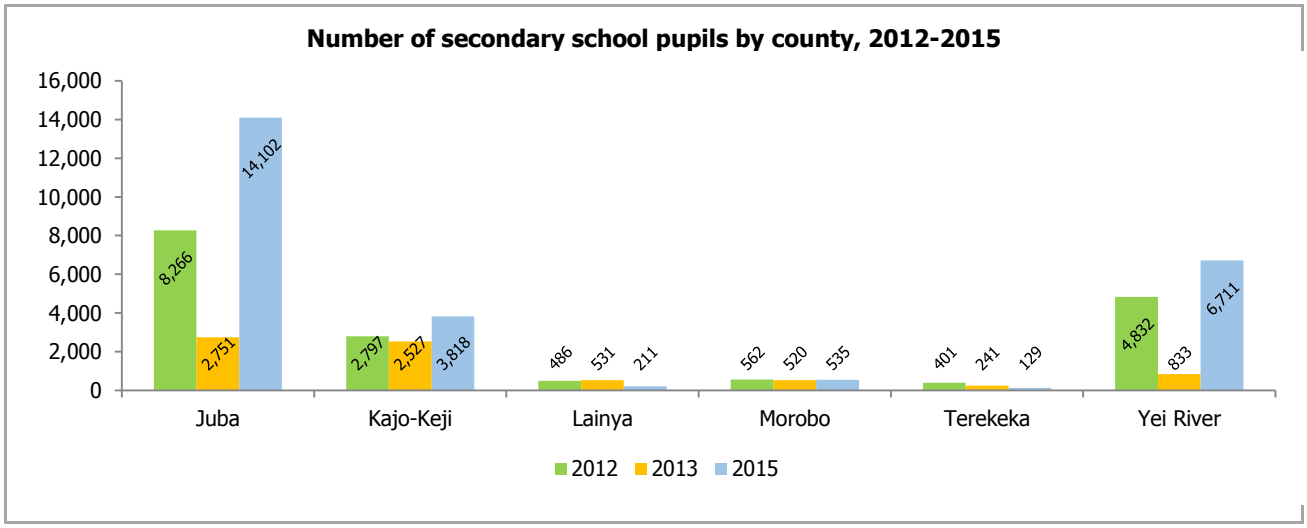


4.3.2. Pupils

Number and % of secondary school pupils by county and gender, 2012-2015

County	Year	Total	Male	Female	Male %	Female %
Juba	2015	14,102	8,443	5,659	59.9%	40.1%
	2013	2,751	2,087	664	75.9%	24.1%
	2012	8,266	4,734	3,532	57.3%	42.7%
Kajo-Keji	2015	3,818	2,148	1,670	56.3%	43.7%
	2013	2,527	1,287	1,240	50.9%	49.1%
	2012	2,797	1,598	1,199	57.1%	42.9%
Lainya	2015	211	169	42	80.1%	19.9%
	2013	531	372	159	70.1%	29.9%
	2012	486	341	145	70.2%	29.8%
Morobo	2015	535	371	164	69.3%	30.7%
	2013	520	383	137	73.7%	26.3%
	2012	562	394	168	70.1%	29.9%
Terekeka	2015	129	80	49	62.0%	38.0%
	2013	241	164	77	68.0%	32.0%
	2012	401	251	150	62.6%	37.4%
Yei River	2015	6,711	4,613	2,098	68.7%	31.3%
	2013	833	633	200	76.0%	24.0%
	2012	4,832	3,402	1,430	70.4%	29.6%
Total	**2015**	**25,506**	**15,824**	**9,682**	**62.0%**	**38.0%**
	2013	**7,403**	**4,926**	**2,477**	**66.5%**	**33.5%**
	2012	**17,344**	**10,720**	**6,624**	**61.8%**	**38.2%**

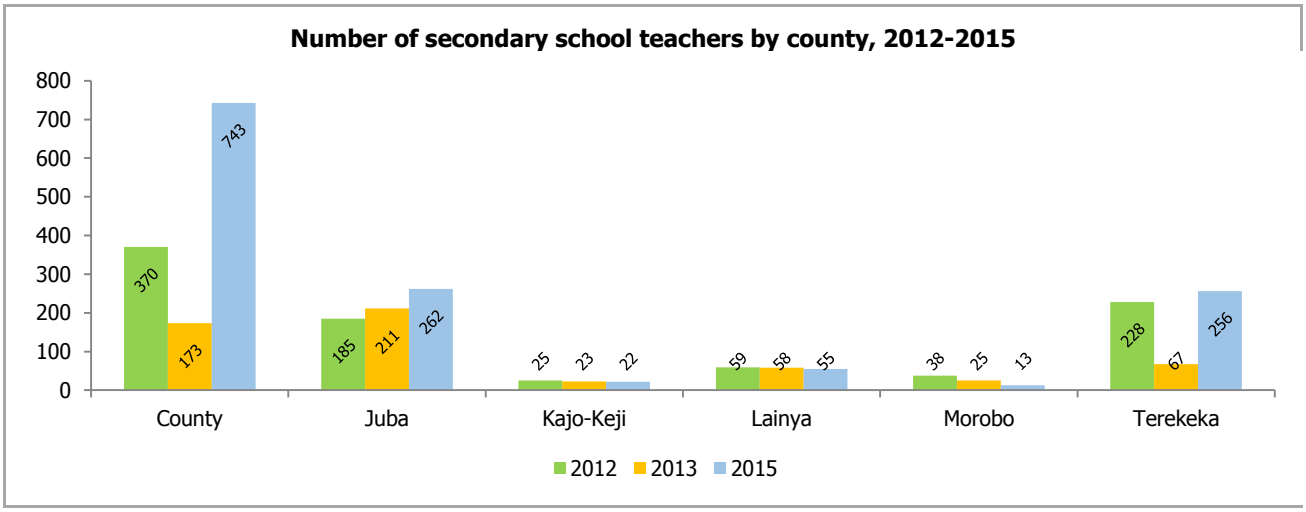
* "Secondary school pupils" include only pupils in S1-S4. S5 and S6 pupils in schools following the Uganda and Kenyan secondary school system are excluded from the count.

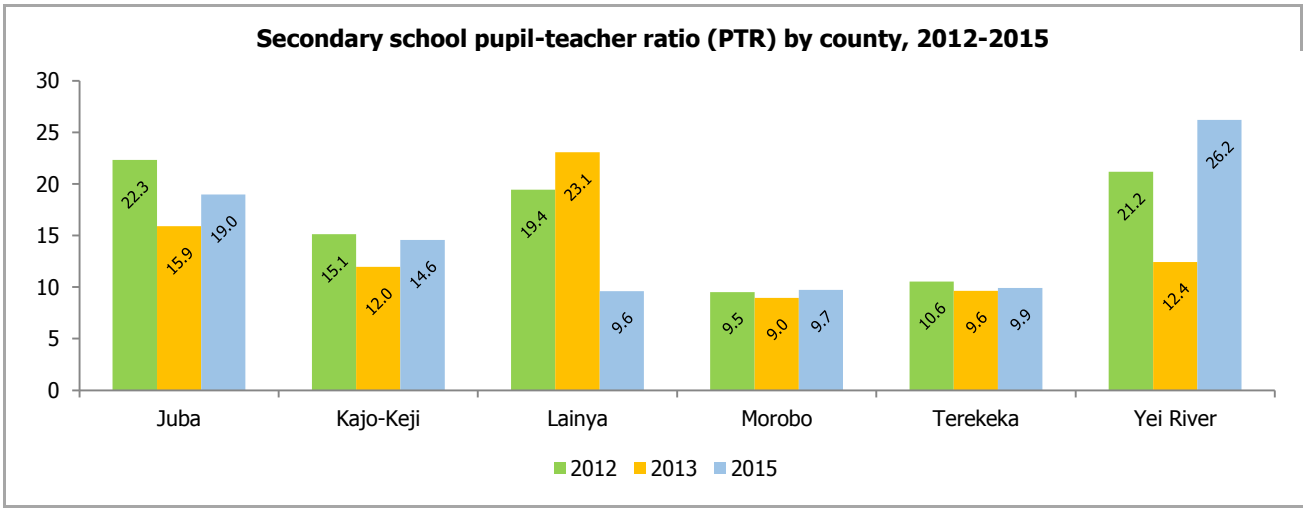


4.3.3. Teachers

Number and % of secondary school teachers and pupil-teacher ratio (PTR) by county and gender, 2012-2015

County	Year	Total	Male	Female	Male %	Female %	PTR
Juba	2015	743	614	129	82.6%	17.4%	19.0
	2012	370	299	71	80.8%	19.2%	15.9
	2013	173	136	37	78.6%	21.4%	22.3
Kajo-Keji	2015	262	222	40	84.7%	15.3%	14.6
	2012	185	162	23	87.6%	12.4%	12.0
	2013	211	176	35	83.4%	16.6%	15.1
Lainya	2015	22	21	1	95.5%	4.5%	9.6
	2012	25	22	3	88.0%	12.0%	23.1
	2013	23	21	2	91.3%	8.7%	19.4
Morobo	2015	55	52	3	94.5%	5.5%	9.7
	2012	59	56	3	94.9%	5.1%	9.0
	2013	58	51	7	87.9%	12.1%	9.5
Terekeka	2015	13	12	1	92.3%	7.7%	9.9
	2012	38	36	2	94.7%	5.3%	9.6
	2013	25	22	3	88.0%	12.0%	10.6
Yei River	2015	256	228	28	89.1%	10.9%	26.2
	2012	228	200	28	87.7%	12.3%	12.4
	2013	67	56	11	83.6%	16.4%	21.2
Total	**2015**	**1,351**	**1149**	**202**	**85.0%**	**15.0%**	**18.9**
	2013	**557**	**462**	**95**	**82.9%**	**17.1%**	**45.8**
	2012	**905**	**775**	**130**	**85.6%**	**14.4%**	**28.2**



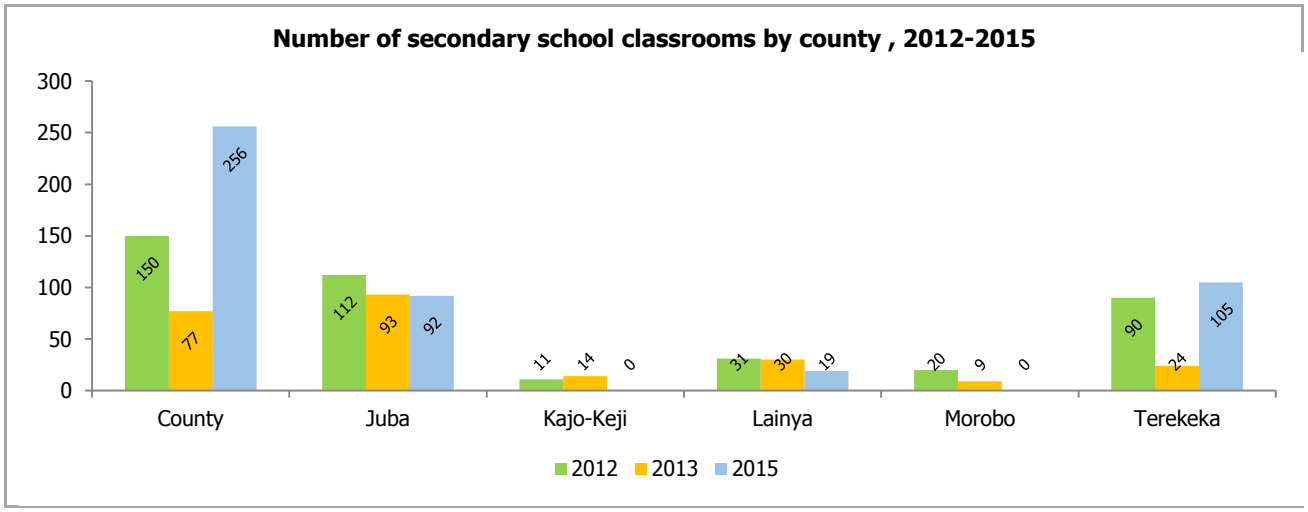


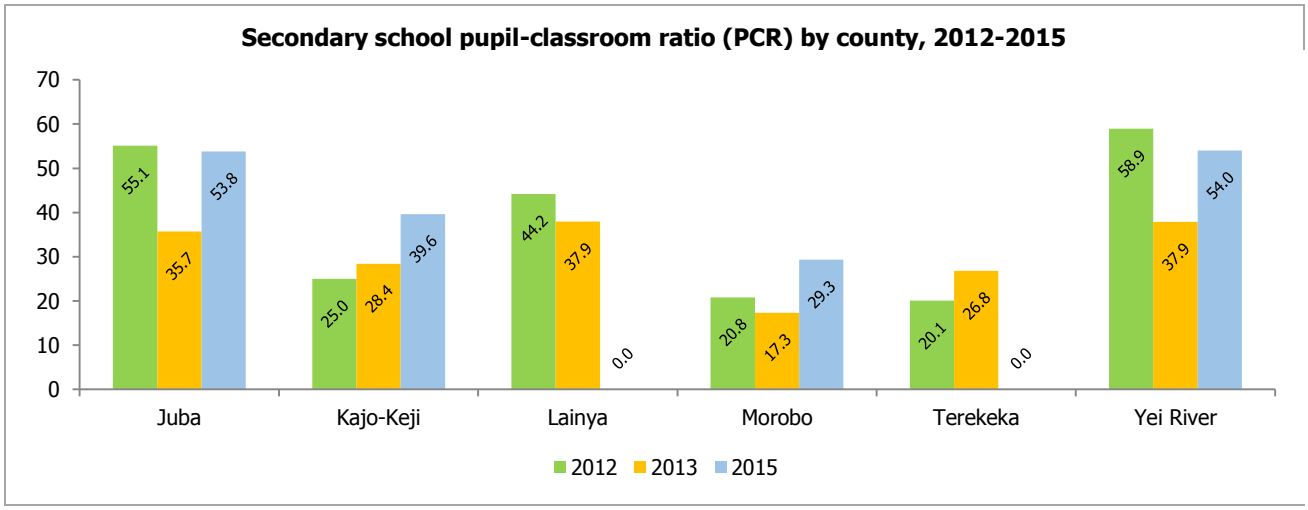
4.3.4. Classrooms

Number of secondary school classrooms and pupil-classroom ratio (PCR) by county and type, 2012-2015

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Juba	2015	256	206	50	0	0	53.8
	2013	77	63	14	0	0	35.7
	2012	150	143	7	0	0	55.1
Kajo-Keji	2015	92	80	11	0	1	39.6
	2013	93	71	18	0	4	28.4
	2012	112	55	57	0	0	25.0
Lainya	2013	14	11	3	0	0	37.9
	2012	11	11	0	0	0	44.2
Morobo	2015	19	12	6	1	0	29.3
	2013	30	20	10	0	0	17.3
	2012	31	19	8	0	4	20.8
Terekeka	2013	9	9	0	0	0	26.8
	2012	20	18	2	0	0	20.1
Yei River	2015	105	68	34	2	1	54.0
	2013	24	10	12	0	2	37.9
	2012	90	53	29	1	7	58.9
Total	**2015**	**472**	**366**	**101**	**3**	**2**	**50.1**
	2013	**247**	**184**	**57**	**0**	**6**	**30.7**
	2012	**414**	**299**	**103**	**1**	**11**	**43.1**

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





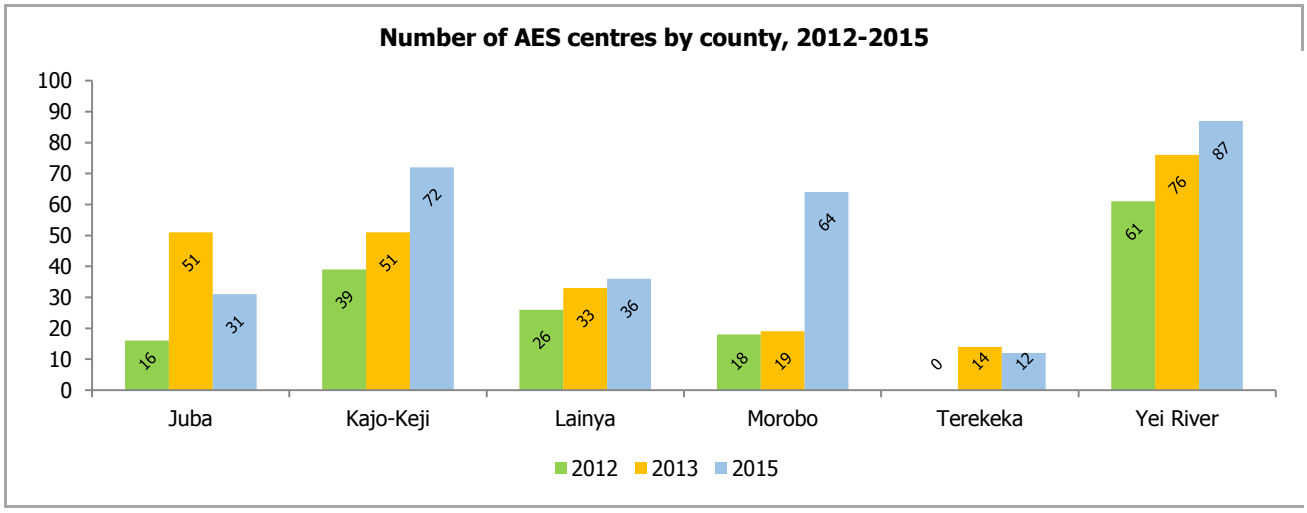
4.4. Alternative Education Systems (AES)

4.4.1. Centres

Number and % of AES centres by county and ownership, 2012-2015

County	Year	Total	Gov	Non Gov	Gov %	Non Gov %
Juba	2015	31	11	20	35%	65%
	2013	51	0	0	0%	0%
	2012	16	0	0	0%	0%
Kajo-Keji	2015	72	57	15	79%	21%
	2013	51	0	0	0%	0%
	2012	39	0	0	0%	0%
Lainya	2015	36	21	15	58%	42%
	2013	33	0	0	0%	0%
	2012	26	0	0	0%	0%
Morobo	2015	64	27	37	42%	58%
	2013	19	0	0	0%	0%
	2012	18	0	0	0%	0%
Terekeka	2015	12	7	5	58%	42%
	2013	14	0	0	0%	0%
Yei River	2015	87	14	73	16%	84%
	2013	76	0	0	0%	0%
	2012	61	0	0	0%	0%
Total	**2015**	**302**	**137**	**165**	**45.4%**	**54.6%**
	2013	**244**	**0**	**0**	**0.0%**	**0.0%**
	2012	**160**	**0**	**0**	**0.0%**	**0.0%**

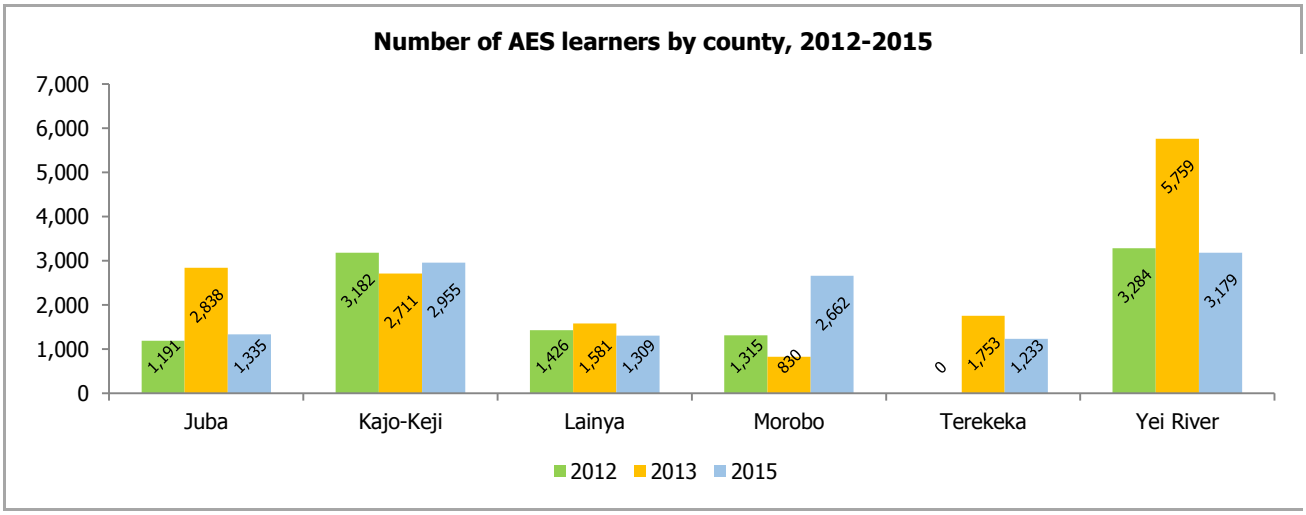
* No data is available for ownership of AES schools before 2015



4.4.2. Learners

Number and % of AES learners by county and gender, 2012-2015

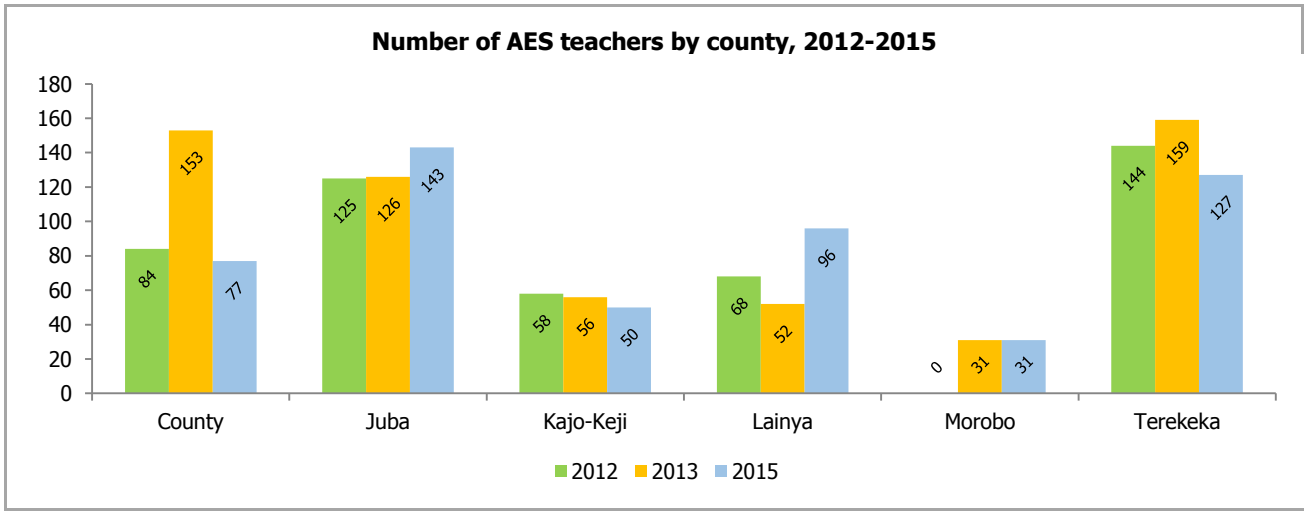
County	Year	Total	Male	Female	Male %	Female %
Juba	2015	1,335	608	727	45.5%	54.5%
	2013	2,838	1,515	1,323	53.4%	46.6%
	2012	1,191	630	561	52.9%	47.1%
Kajo-Keji	2015	2,955	1,286	1,669	43.5%	56.5%
	2013	2,711	1,291	1,420	47.6%	52.4%
	2012	3,182	1,424	1,758	44.8%	55.2%
Lainya	2015	1,309	599	710	45.8%	54.2%
	2013	1,581	723	858	45.7%	54.3%
	2012	1,426	702	724	49.2%	50.8%
Morobo	2015	2,662	1,226	1,436	46.1%	53.9%
	2013	830	449	381	54.1%	45.9%
	2012	1,315	768	547	58.4%	41.6%
Terekeka	2015	1,233	1,000	233	81.1%	18.9%
	2013	1,753	1,246	507	71.1%	28.9%
Yei River	2015	3,179	1,410	1,769	44.4%	55.6%
	2013	5,759	2,738	3,021	47.5%	52.5%
	2012	3,284	1,435	1,849	43.7%	56.3%
Total	**2015**	**12,673**	**6,129**	**6,544**	**48.4%**	**51.6%**
	2013	**15,472**	**7,962**	**7,510**	**51.5%**	**48.5%**
	2012	**10,398**	**4,959**	**5,439**	**47.7%**	**52.3%**

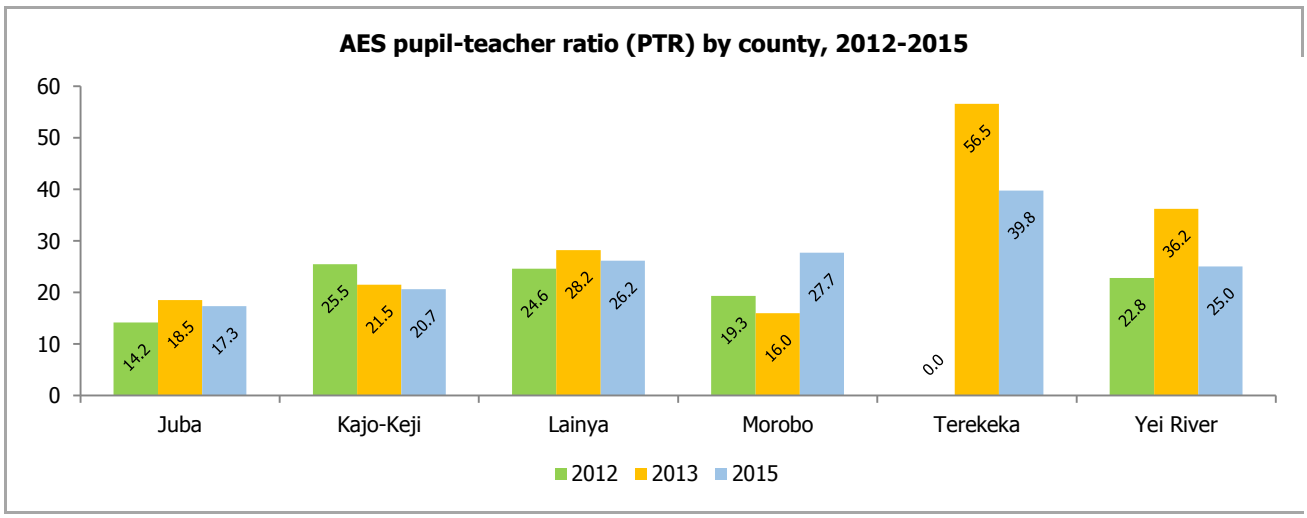


4.4.3. Teachers

Number and % of AES teachers and pupil-teacher ratio (PTR) by county and gender, 2012-2015

County	Year	Total	Male	Female	Male %	Female %	PTR
Juba	2015	77	50	27	64.9%	35.1%	17.3
	2013	153	112	41	73.2%	26.8%	18.5
	2012	84	70	14	83.3%	16.7%	14.2
Kajo-Keji	2015	143	73	70	51.0%	49.0%	20.7
	2013	126	84	42	66.7%	33.3%	21.5
	2012	125	87	38	69.6%	30.4%	25.5
Lainya	2015	50	25	25	50.0%	50.0%	26.2
	2013	56	51	5	91.1%	8.9%	28.2
	2012	58	50	8	86.2%	13.8%	24.6
Morobo	2015	96	64	32	66.7%	33.3%	27.7
	2013	52	45	7	86.5%	13.5%	16.0
	2012	68	54	14	79.4%	20.6%	19.3
Terekeka	2015	31	28	3	90.3%	9.7%	39.8
	2013	31	28	3	90.3%	9.7%	56.5
Yei River	2015	127	54	73	42.5%	57.5%	25.0
	2013	159	100	59	62.9%	37.1%	36.2
	2012	144	97	47	67.4%	32.6%	22.8
Total	**2015**	**524**	**294**	**230**	**56%**	**44%**	**24.2**
	2013	**577**	**420**	**157**	**73%**	**27%**	**22.0**
	2012	**479**	**358**	**121**	**75%**	**25%**	**26.5**



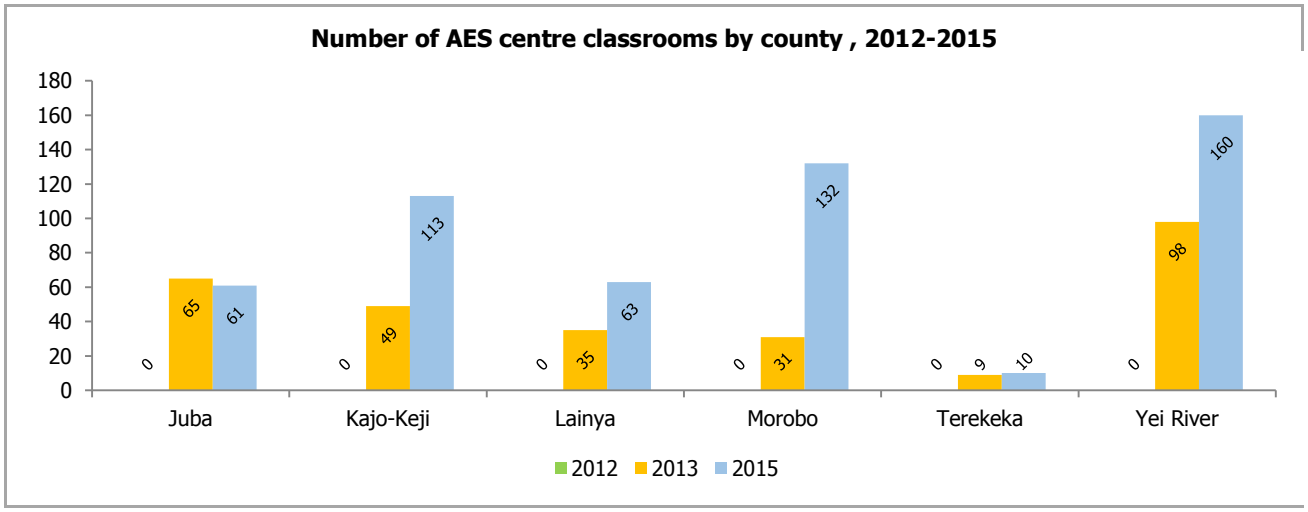


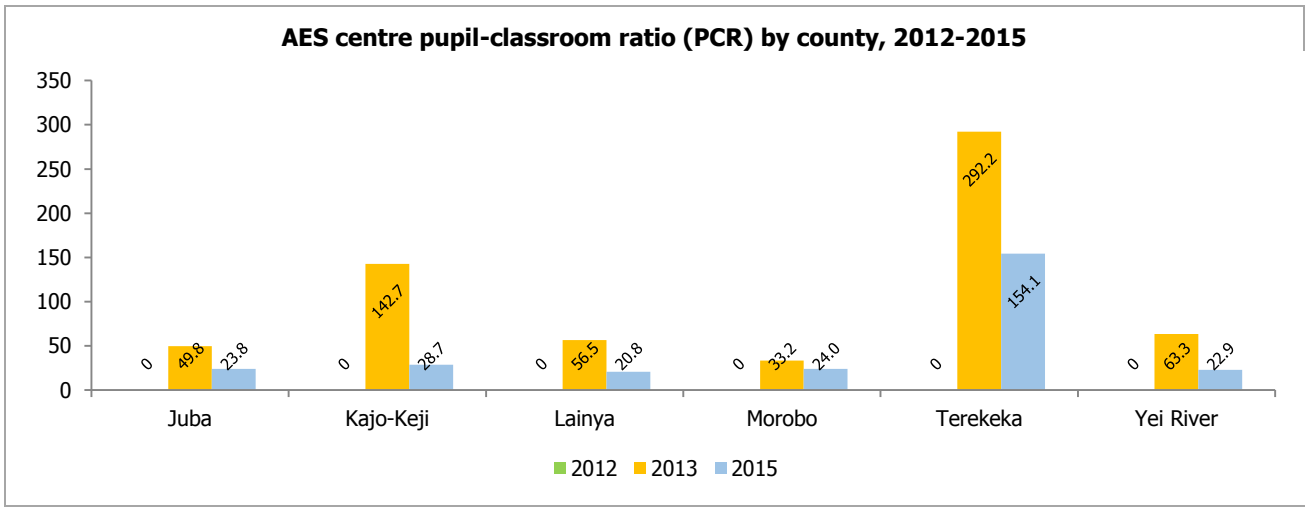
4.4.4. Classrooms

Number of AES centre classrooms and pupil-classroom ratio (PCR) by county and type, 2012-2015

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Juba	2015	61	24	32	2	3	23.8
	2013	65	30	27	6	2	49.8
Kajo-Keji	2015	113	47	56	10	0	28.7
	2013	49	17	2	25	5	142.7
Lainya	2015	63	28	35	0	0	20.8
	2013	35	12	16	4	3	56.5
Morobo	2015	132	52	59	11	10	24.0
	2013	31	7	18	1	5	33.2
Terekeka	2015	10	0	8	2	0	154.1
	2013	9	4	2	3	0	292.2
Yei River	2015	160	38	101	9	12	22.9
	2013	98	26	65	3	4	63.3
Total	**2015**	**539**	**189**	**291**	**34**	**25**	**26.4**
	2013	**287**	**96**	**130**	**42**	**19**	**68.5**

* "Other" includes roof-only, tent, and others.
** Not classroom data is available for AES schools before 2013





4.5. Technical and Vocational Education and Training (TVET)

4.5.1. Institutes

Number and % of TVET centres by county and ownership type, 2015

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Juba	2015	9	6	3	66.7%	33.3%
Kajo-Keji	2015	4	3	1	75.0%	25.0%
Yei River	2015	7	3	4	42.9%	57.1%
Total	**2015**	**20**	**12**	**8**	**60.0%**	**40.0%**

4.5.2. Trainees

Number and % of TVET centre trainees by county and gender, 2015

County	Year	Total	Male	Female	Male %	Female %
Juba	2015	1,472	969	503	65.8%	34.2%
Kajo-Keji	2015	321	84	237	26.2%	73.8%
Yei River	2015	313	235	78	75.1%	24.9%
Total	**2015**	**2,106**	**1,288**	**818**	**61.2%**	**38.8%**

4.5.3. Trainers

No. and % of TVET centre trainers and pupil-teacher ratio (PTR) by county and gender, 2015

County	Year	Total	Male	Female	Male %	Female %	PTR
Juba	2015	111	87	24	78.4%	21.6%	13.3
Kajo-Keji	2015	29	21	8	72.4%	27.6%	11.1
Yei River	2015	58	40	18	69.0%	31.0%	5.4
Total	**2015**	**198**	**148**	**50**	**75%**	**25.3%**	**10.6**

* "Trained" encompasses the trainers who were formally certified/trained from an accredited institute. "Untrained" includes those who were not formally certified/trained from an accredited institute.

4.5.4. Classrooms

Number of TVET centre classrooms and pupil-classroom ratio (PCR) by county and type, 2015

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Juba	2015	61	55	4	0	2	24.9
Kajo-Keji	2015	5	4	0	0	1	80.3
Yei River	2015	31	27	3	1	0	10.4
Total	**2015**	**97**	**86**	**7**	**1**	**3**	**22.6**

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

4.6. Teacher Training Institutes (TTI)

4.6.1. Institutes

Number and % of institutes by county and ownership type, 2015

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Kajo-Keji	2015	1	1	0	100.0%	0.0%
Yei River	2015	3	1	2	33.3%	66.7%
Total	**2015**	**4**	**2**	**2**	**50.0%**	**50.0%**

4.6.2. Students

Number and % of TTI students by county and gender, 2015

County	Year	Total	Male	Female	Male %	Female %
Kajo-Keji	2015	28	17	11	60.7%	39.3%
Yei River	2015	431	281	150	65.2%	34.8%
Total	**2015**	**459**	**298**	**161**	**64.9%**	**35.1%**

4.6.3. Tutors

No. and % of TTI tutors and pupil-teacher ratio (PTR) by county and gender, 2015

County	Year	Total	Male	Female	Male %	Female %	PTR
Kajo-Keji	2015	16	16	0	100.0%	0.0%	1.8
Yei River	2015	29	21	8	72.4%	27.6%	14.9
Total	**2015**	**45**	**37**	**8**	**82%**	**17.8%**	**10.2**

4.6.4. Classrooms

Number of TTI classrooms and pupil-classroom ratio (PCR) by county and type, 2015

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Kajo-Keji	2015	8	8	0	0	0	3.5
Yei River	2015	16	12	0	0	4	33.3
Total	**2015**	**24**	**20**	**0**	**0**	**4**	**21.4**

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

4.7. Universities

4.7.1. Universities

Number and % of universities by county and ownership type, 2015

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Juba	2015	10	1	9	10%	90%
Yei River	2015	1	0	1	0%	100%
Total	**2015**	**11**	**1**	**10**	**9.1%**	**90.9%**

4.7.2. Students

Number and % of university students by county and gender, 2015

County	Year	Total	Male	Female	Male %	Female %
Juba	2015	8,459	6,456	2,003	76.3%	23.7%
Yei River	2015	282	216	66	76.6%	23.4%
Total	**2015**	**8,741**	**6,672**	**2,069**	**76.3%**	**23.7%**

4.7.3. Professors/Lecturers

No. and % of university professors/lecturers and pupil-teacher ratio (PTR) by county and gender, 2015

County	Year	Total	Male	Female	Male %	Female %	PTR
Juba	2015	493	454	39	92.1%	7.9%	34.3
Yei River	2015	22	22	0	100.0%	0.0%	25.6
Total	**2015**	**515**	**476**	**39**	**92.4%**	**7.6%**	**17.0**

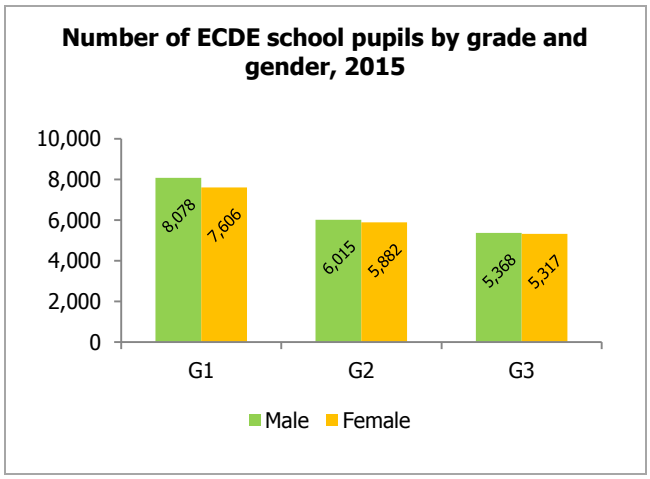
5. EARLY CHILDHOOD DEVELOPMENT AND EDUCATION (ECDE), 2015

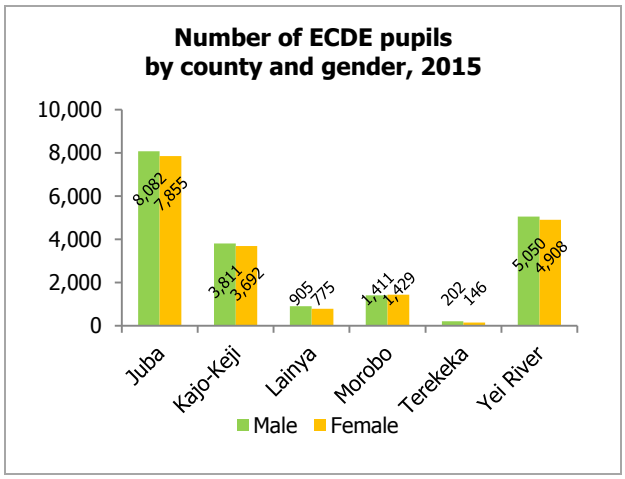
5.1. Access

5.1.1. Enrolment

Number of ECDE school pupils by county and grade, 2015

County	Total	Baby/Infant	Middle/Nursery	Top/Graduate
Juba	15,937	6,402	4,743	4,792
Kajo-Keji	7,503	3,195	2,312	1,996
Lainya	1,680	713	630	337
Morobo	2,840	1,210	912	718
Terekeka	348	96	158	94
Yei River	9,958	4,068	3,142	2,748
Total	**38,266**	**15,684**	**11,897**	**10,685**



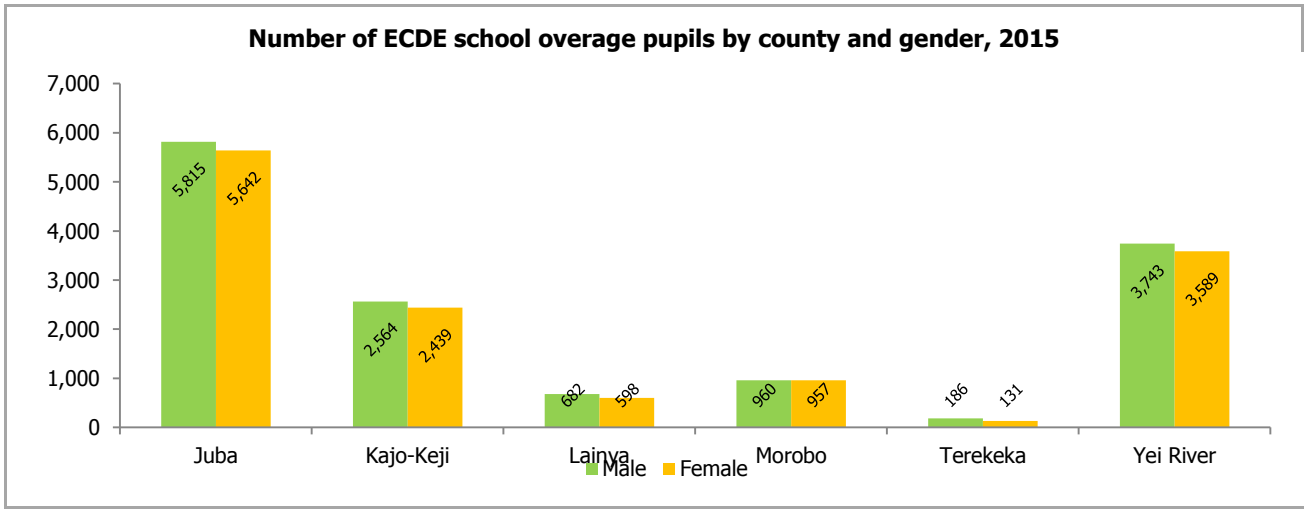


5.1.2. Overage Pupils

Number and % of ECDE school at-age and overage pupils by county and gender, 2015

County	Total			Male			Female		
	At age	Overage	% overage	At age	Overage	% overage	At age	Overage	% overage
Juba	4,480	11,457	71.9%	2,267	5,815	72.0%	2,213	5,642	71.8%
Kajo-Keji	2,500	5,003	66.7%	1,247	2,564	67.3%	1,253	2,439	66.1%
Lainya	400	1,280	76.2%	223	682	75.4%	177	598	77.2%
Morobo	923	1,917	67.5%	451	960	68.0%	472	957	67.0%
Terekeka	31	317	91.1%	16	186	92.1%	15	131	89.7%
Yei River	2,626	7,332	73.6%	1,307	3,743	74.1%	1,319	3,589	73.1%
Total	**10,960**	**27,306**	**71.4%**	**5,511**	**13,950**	**71.7%**	**5,449**	**13,356**	**71.0%**

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

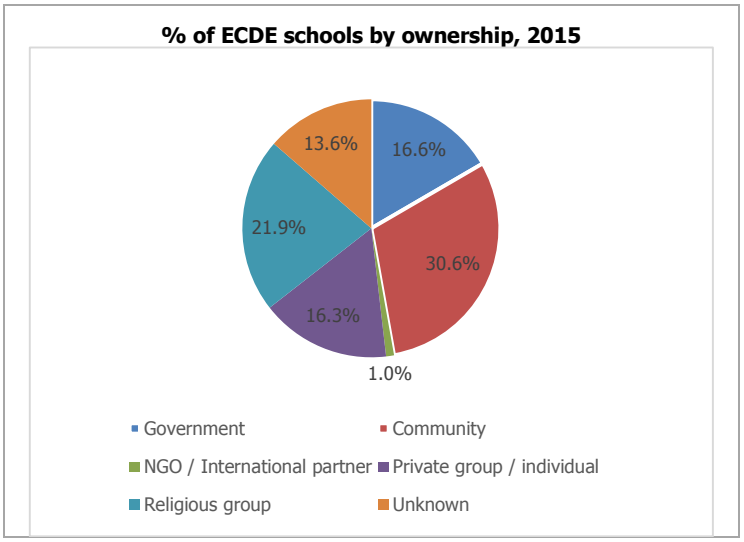


5.2. Resources

5.2.1. Schools

Number of ECDE schools by ownership, 2015

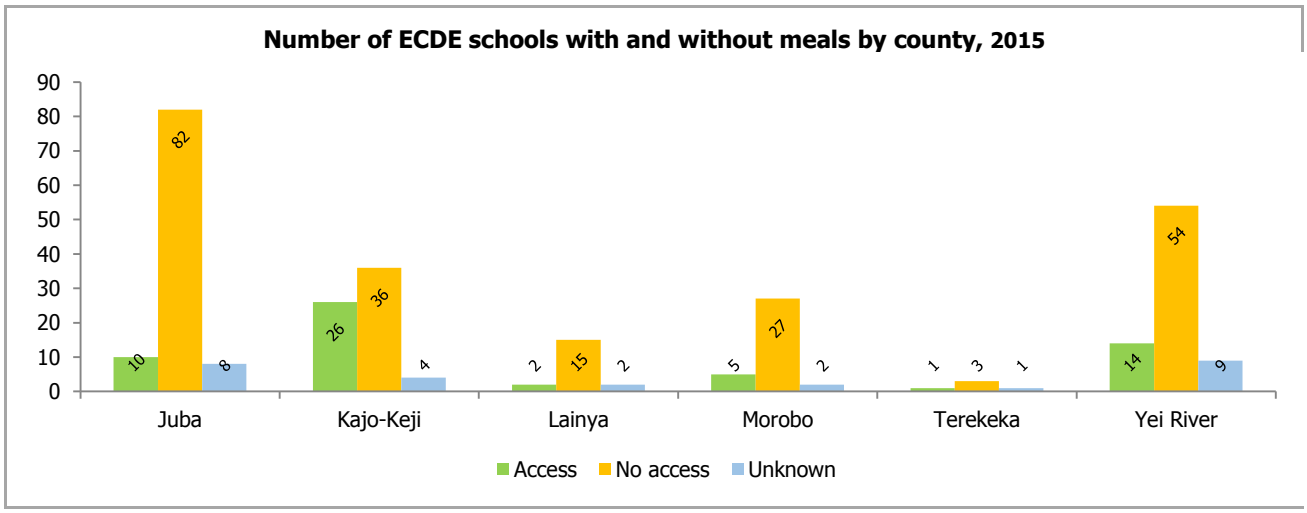
Ownership type	Schools
Government	50
Community	92
NGO / International partner	3
Private group / individual	49
Religious group	66
Unknown	41
Total	**301**



Number and % of ECDE schools with and without meals by county, 2015

County	Schools	Schools w/ meals		Schools w/out meals		Unknown	
		Count	% total				
Juba	100	10	10.0%	82	82.0%	8	8.0%
Kajo-Keji	66	26	39.4%	36	54.5%	4	6.1%
Lainya	19	2	10.5%	15	78.9%	2	10.5%
Morobo	34	5	14.7%	27	79.4%	2	5.9%
Terekeka	5	1	20.0%	3	60.0%	1	20.0%
Yei River	77	14	18.2%	54	70.1%	9	11.7%
Total	**301**	**58**	**19.3%**	**217**	**72.1%**	**26**	**8.6%**

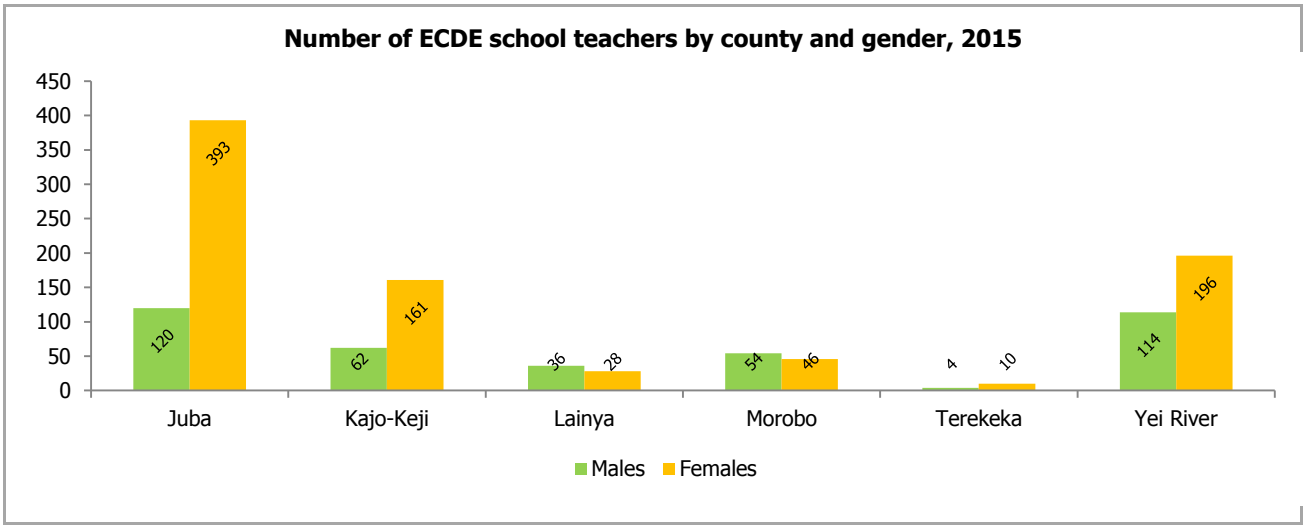
* "Schools with meals" refers to schools that have reported to be receiving meals from an external entity. Remaining schools either do not receive meals from an external entity or did not respond.



5.2.2. Teachers

Number and % of ECDE teachers by county and gender, 2015

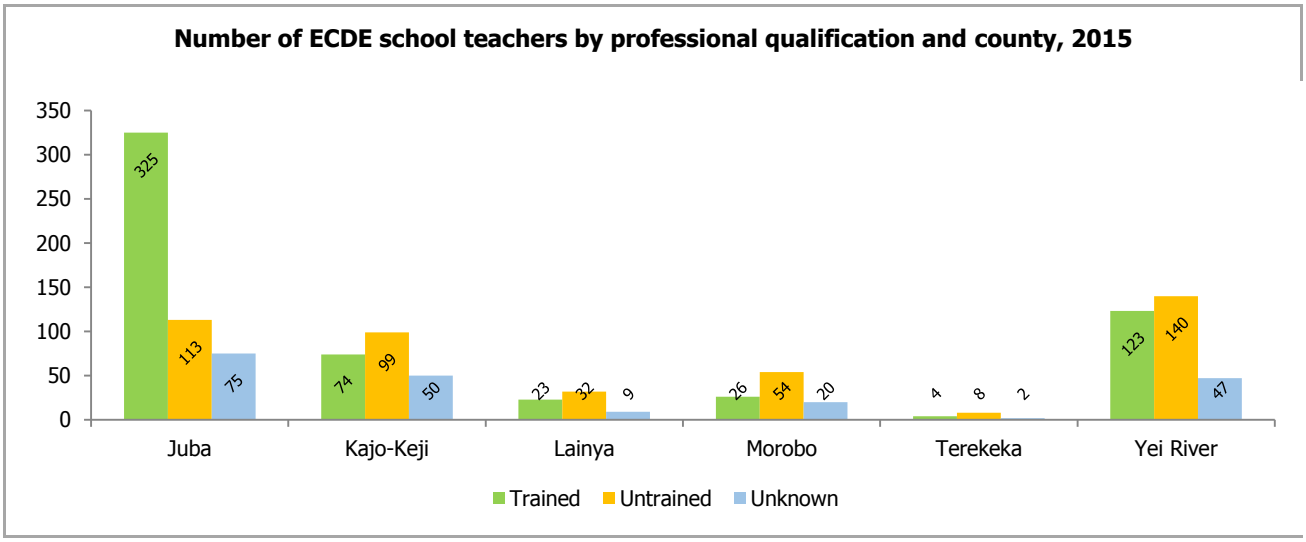
County	Total	Male		Female	
		Count	% total	Count	% total
Juba	513	120	23.4%	393	76.6%
Kajo-Keji	223	62	27.8%	161	72.2%
Lainya	64	36	56.3%	28	43.8%
Morobo	100	54	54.0%	46	46.0%
Terekeka	14	4	28.6%	10	71.4%
Yei River	310	114	36.8%	196	63.2%
Total	**1,224**	**390**	**31.9%**	**834**	**68.1%**



Number and % of ECDE teachers by professional qualification and county, 2015

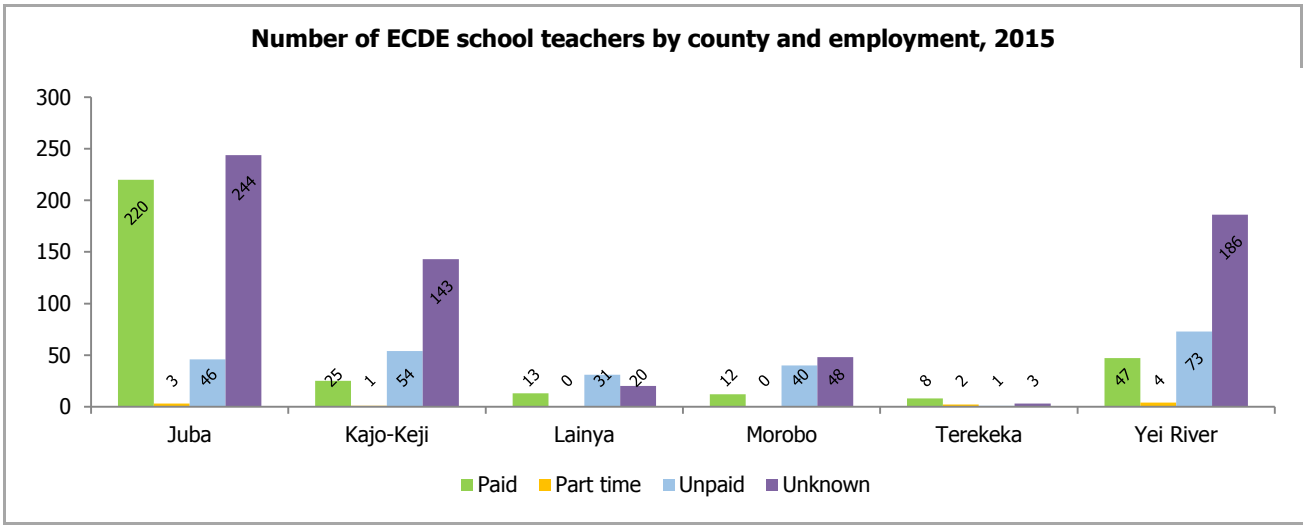
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Juba	513	325	63.4%	113	22.0%	75	14.6%
Kajo-Keji	223	74	33.2%	99	44.4%	50	22.4%
Lainya	64	23	35.9%	32	50.0%	9	14.1%
Morobo	100	26	26.0%	54	54.0%	20	20.0%
Terekeka	14	4	28.6%	8	57.1%	2	14.3%
Yei River	310	123	39.7%	140	45.2%	47	15.2%
Total	**1,224**	**575**	**47.0%**	**446**	**36.4%**	**203**	**16.6%**

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



Number and % of ECDE school teachers by employment status and county, 2015

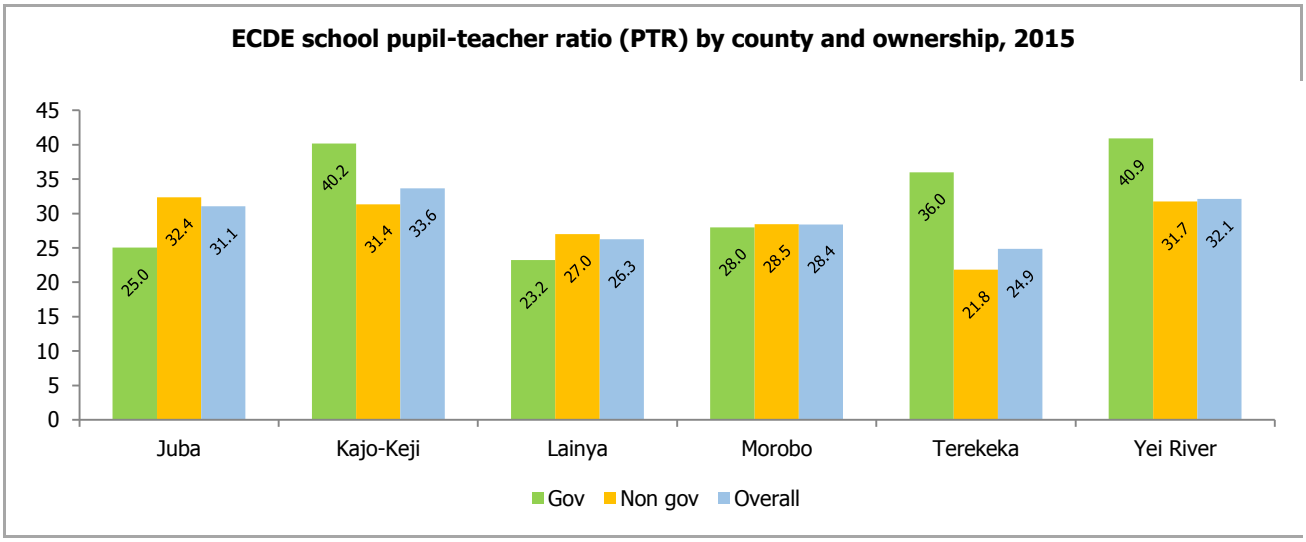
County	Total	Paid		Part-Time		Unpaid		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
Juba	513	220	42.9%	3	0.6%	46	9.0%	244	47.6%
Kajo-Keji	223	25	11.2%	1	0.4%	54	24.2%	143	64.1%
Lainya	64	13	20.3%	0	0.0%	31	48.4%	20	31.3%
Morobo	100	12	12.0%	0	0.0%	40	40.0%	48	48.0%
Terekeka	14	8	57.1%	2	14.3%	1	7.1%	3	21.4%
Yei River	310	47	15.2%	4	1.3%	73	23.5%	186	60.0%
Total	**1,224**	**325**	**26.6%**	**10**	**0.8%**	**245**	**20.0%**	**644**	**52.6%**



ECDE school pupil-teacher ratio (PTR) by county and ownership, 2015

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Juba	15,937	513	31.1	2,278	91	25.0	13,659	422	32.4
Kajo-Keji	7,503	223	33.6	2,330	58	40.2	5,173	165	31.4
Lainya	1,680	64	26.3	302	13	23.2	1,378	51	27.0
Morobo	2,840	100	28.4	392	14	28.0	2,448	86	28.5
Terekeka	348	14	24.9	108	3	36.0	240	11	21.8
Yei River	9,958	310	32.1	532	13	40.9	9,426	297	31.7
Total	**38,266**	**1,224**	**31.3**	**5,942**	**192**	**30.9**	**32,324**	**1,032**	**31.3**

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

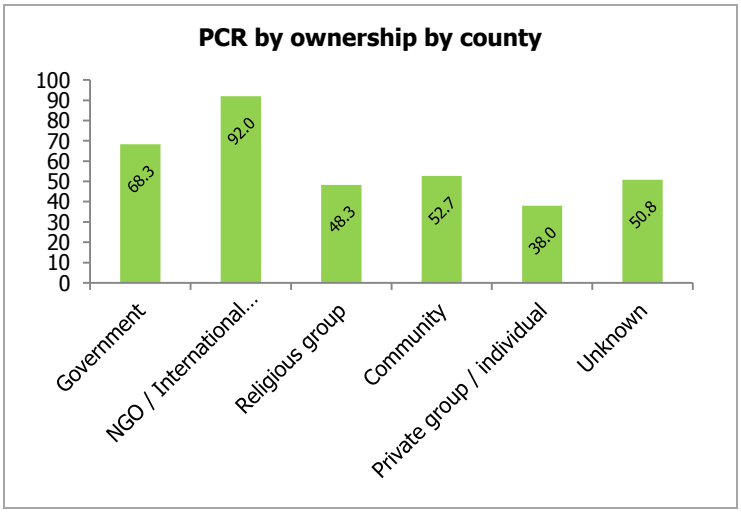


5.2.3. Classrooms

Number of primary schools classrooms and PCR by ownership

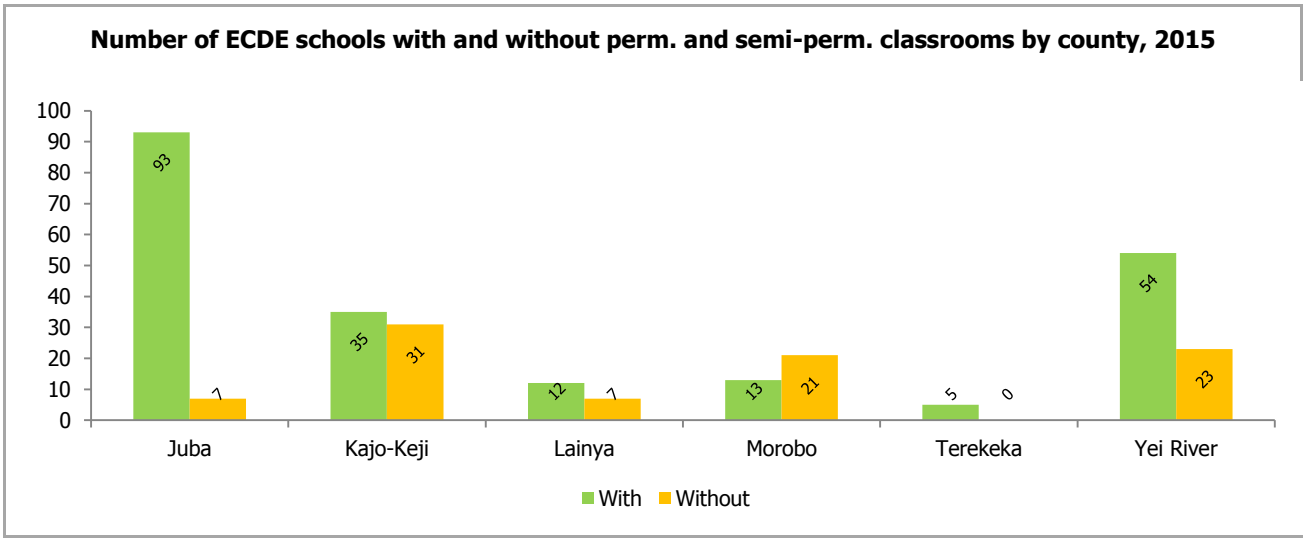
Ownership	Classrooms	PCR
Government	118	68.3
NGO / Intanl. partner	7	92.0
Religious group	229	48.3
Community	241	52.7
Private group / indiv.	208	38.0
Unknown	122	50.8
Total	**925**	**49.2**

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



Number and % of ECDE schools with permanent and semi-permanent classrooms by county, 2015

County	Schools	With perm and semi-perm		Without perm and semi-perm	
		Count	% total	Count	% total
Juba	100	93	93.0%	7	7.0%
Kajo-Keji	66	35	53.0%	31	47.0%
Lainya	19	12	63.2%	7	36.8%
Morobo	34	13	38.2%	21	61.8%
Terekeka	5	5	100.0%	0	0.0%
Yei River	77	54	70.1%	23	29.9%
Total	**301**	**212**	**70.4%**	**89**	**29.6%**



5.2.4. Curriculum and Instruction

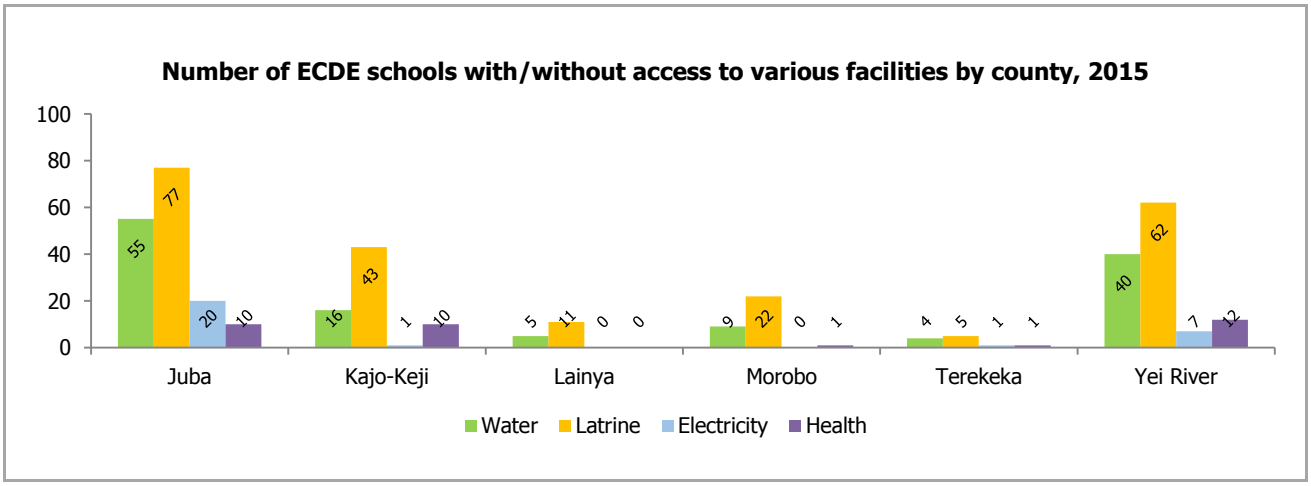
Number of ECDE schools by language of instruction and grade, 2015

Language	Baby/Infant	Nursery/Middle	Top/Graduate
English	236	251	252
Arabic	54	46	44
Mother Tongue	116	106	98
Other	4	6	4

5.2.5. Facilities

Number and % of ECDE schools with/without access to various facilities by county, 2015

County	Schools	Water		Latrine		Electricity		Health Centre	
		Count	%	Count	%	Count	%	Count	%
Juba	100	55	55.0%	77	77.0%	20	20.0%	10	10.0%
Kajo-Keji	66	16	24.2%	43	65.2%	1	1.5%	10	15.2%
Lainya	19	5	26.3%	11	57.9%	0	0.0%	0	0.0%
Morobo	34	9	26.5%	22	64.7%	0	0.0%	1	2.9%
Terekeka	5	4	80.0%	5	100.0%	1	20.0%	1	20.0%
Yei River	77	40	51.9%	62	80.5%	7	9.1%	12	15.6%
Total	**301**	**129**	**42.9%**	**220**	**73.1%**	**29**	**9.6%**	**34**	**11.3%**



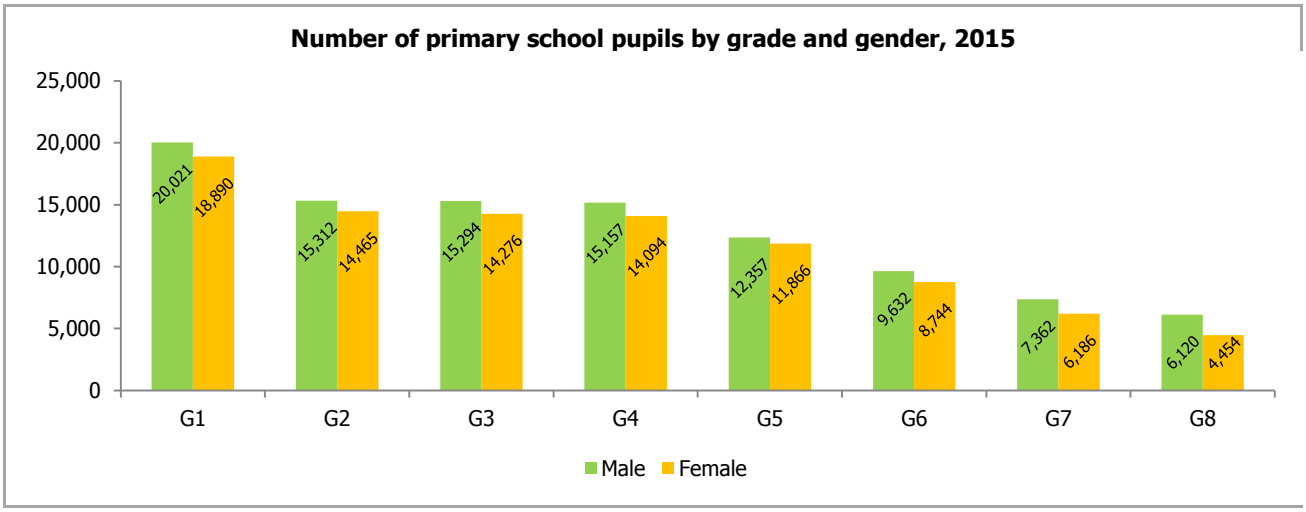
6. PRIMARY SCHOOL (PRI), 2015

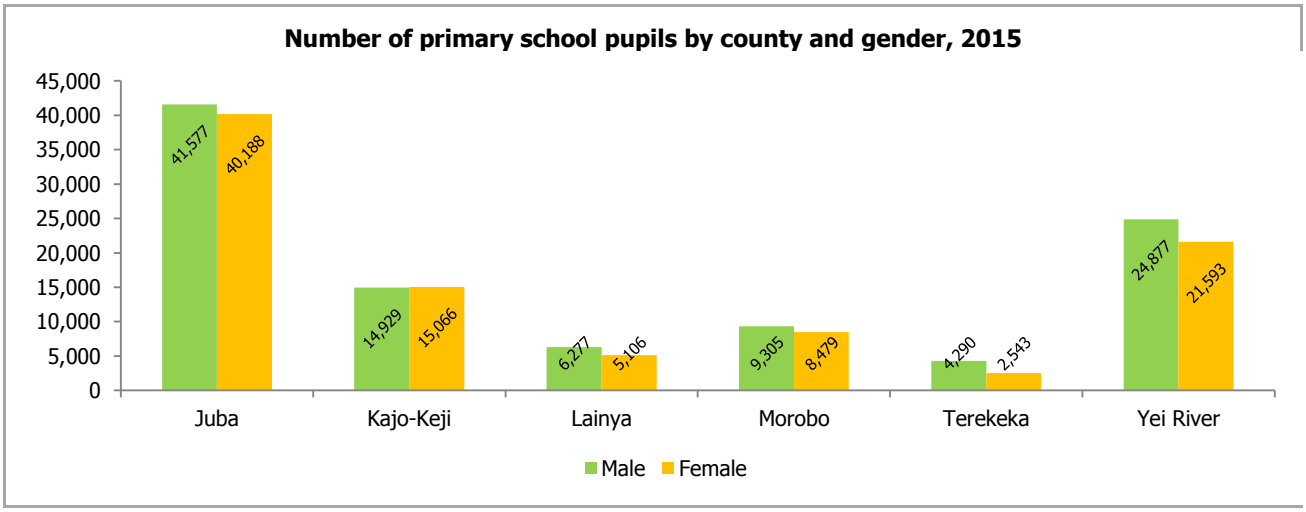
6.1. Access

6.1.1. Enrolment

Number of primary school pupils by county and grade, 2015

County	Total	P1	P2	P3	P4	P5	P6	P7	P8
Juba	81,765	15,338	12,911	12,971	11,668	9,637	7,862	6,047	5,331
Kajo-Keji	29,995	5,254	4,213	3,945	5,175	4,712	3,163	2,183	1,350
Lainya	11,383	2,777	1,968	1,859	1,575	1,219	969	611	405
Morobo	17,784	5,017	2,873	2,635	2,496	2,066	1,291	893	513
Terekeka	6,833	1,916	1,511	1,209	1,071	561	271	175	119
Yei River	46,470	8,609	6,301	6,951	7,266	6,028	4,820	3,639	2,856
Total	**194,23**	**38,911**	**29,777**	**29,570**	**29,251**	**24,223**	**18,376**	**13,548**	**10,574**



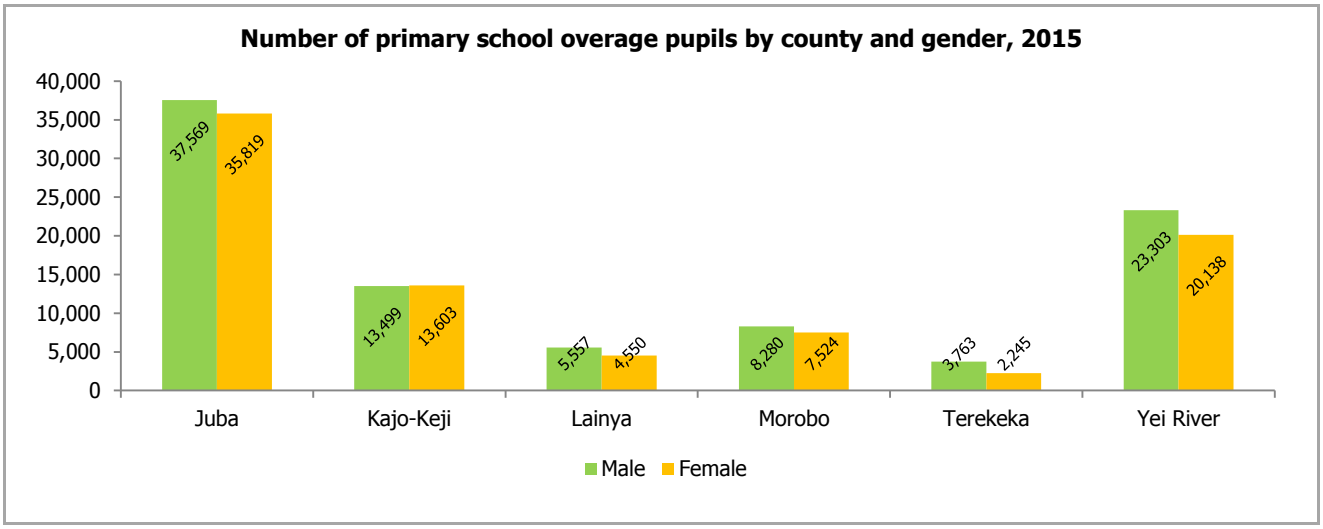


6.1.2. Overage Pupils

Number and % of primary school at-age and overage pupils by county and gender, 2015

County	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
Juba	8,377	73,388	89.8%	4,008	37,569	90.4%	4,369	35,819	89.1%
Kajo-Keji	2,893	27,102	90.4%	1,430	13,499	90.4%	1,463	13,603	90.3%
Lainya	1,276	10,107	88.8%	720	5,557	88.5%	556	4,550	89.1%
Morobo	1,980	15,804	88.9%	1,025	8,280	89.0%	955	7,524	88.7%
Terekeka	825	6,008	87.9%	527	3,763	87.7%	298	2,245	88.3%
Yei River	3,029	43,441	93.5%	1,574	23,303	93.7%	1,455	20,138	93.3%
Total	**18,380**	**175,850**	**90.5%**	**9,284**	**91,971**	**90.8%**	**9,096**	**83,879**	**90.2%**

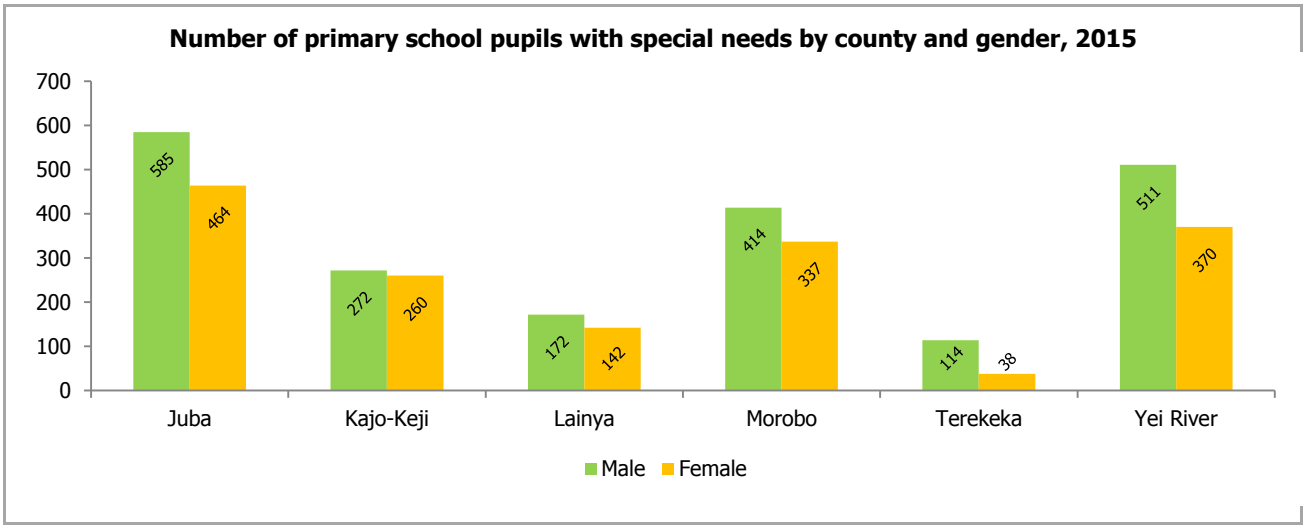
* "At age" includes under-age and at-age pupils.

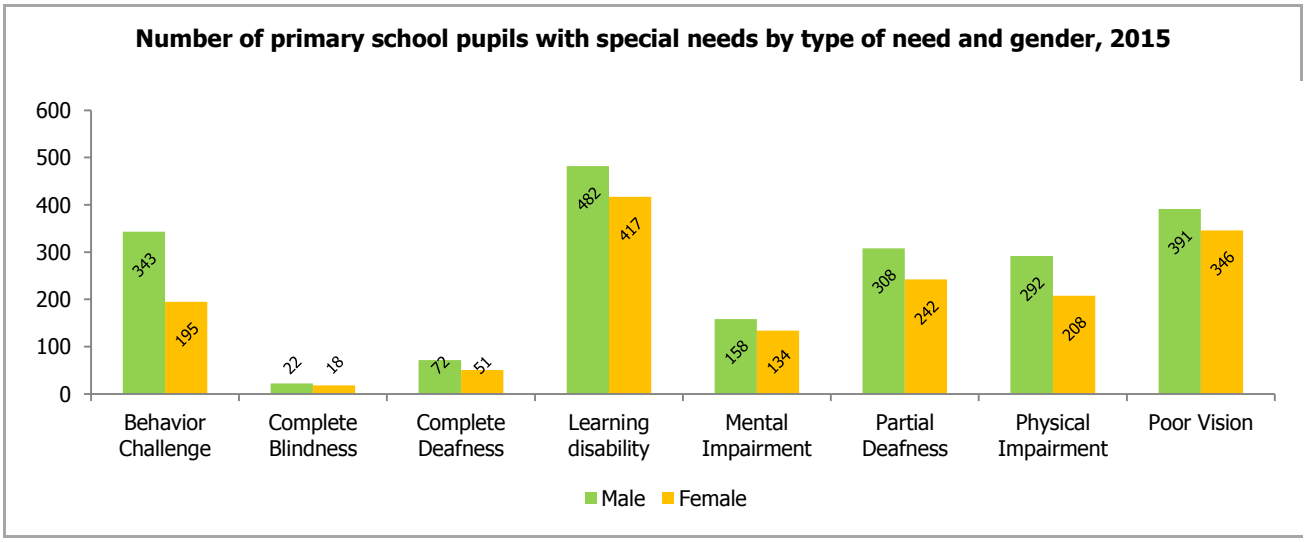


6.1.3. Pupils with Special Needs

Number and % of primary school pupils with special needs by county and gender, 2015

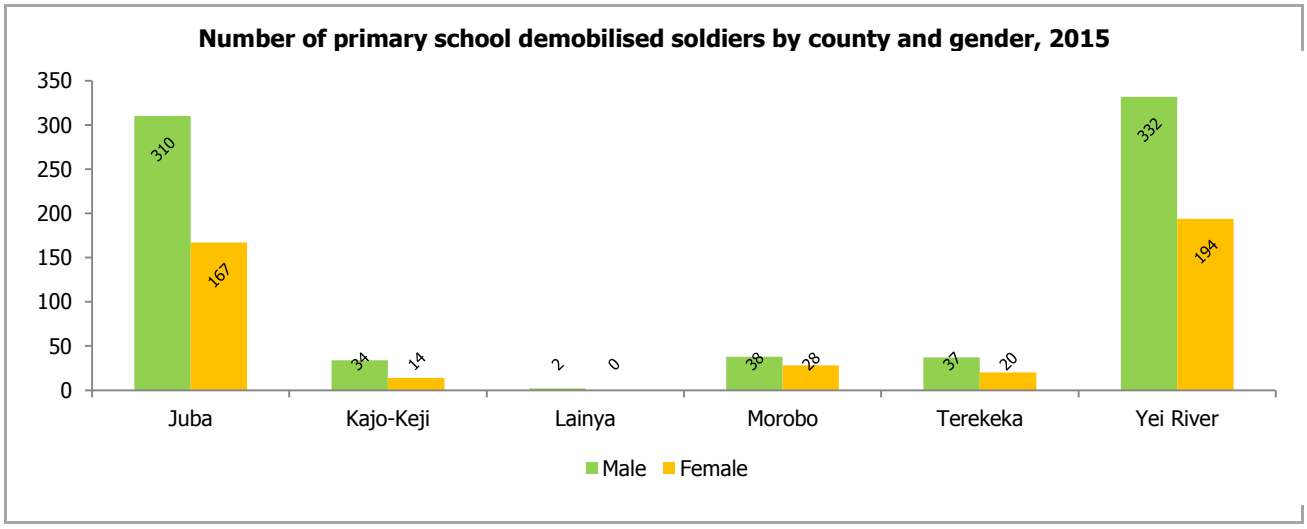
County	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
Juba	81,765	1,049	1.3%	41,577	585	1.4%	40,188	464	1.2%
Kajo-Keji	29,995	532	1.8%	14,929	272	1.8%	15,066	260	1.7%
Lainya	11,383	314	2.8%	6,277	172	2.7%	5,106	142	2.8%
Morobo	17,784	751	4.2%	9,305	414	4.4%	8,479	337	4.0%
Terekeka	6,833	152	2.2%	4,290	114	2.7%	2,543	38	1.5%
Yei River	46,470	881	1.9%	24,877	511	2.1%	21,593	370	1.7%
Total	**194,230**	**3,679**	**1.9%**	**101,255**	**2,068**	**2.0%**	**92,975**	**1,611**	**1.7%**





Number and % of primary school demobilised soldiers by county and gender, 2015

County	Total			Male			Female		
	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %
Juba	81,765	477	0.6%	41,577	310	0.7%	40,188	167	0.4%
Kajo-Keji	29,995	48	0.2%	14,929	34	0.2%	15,066	14	0.1%
Lainya	11,383	2	0.0%	6,277	2	0.0%	5,106	0	0.0%
Morobo	17,784	66	0.4%	9,305	38	0.4%	8,479	28	0.3%
Terekeka	6,833	57	0.8%	4,290	37	0.9%	2,543	20	0.8%
Yei River	46,470	526	1.1%	24,877	332	1.3%	21,593	194	0.9%
Total	**194,230**	**1,176**	**0.6%**	**101,255**	**753**	**0.7%**	**92,975**	**423**	**0.5%**



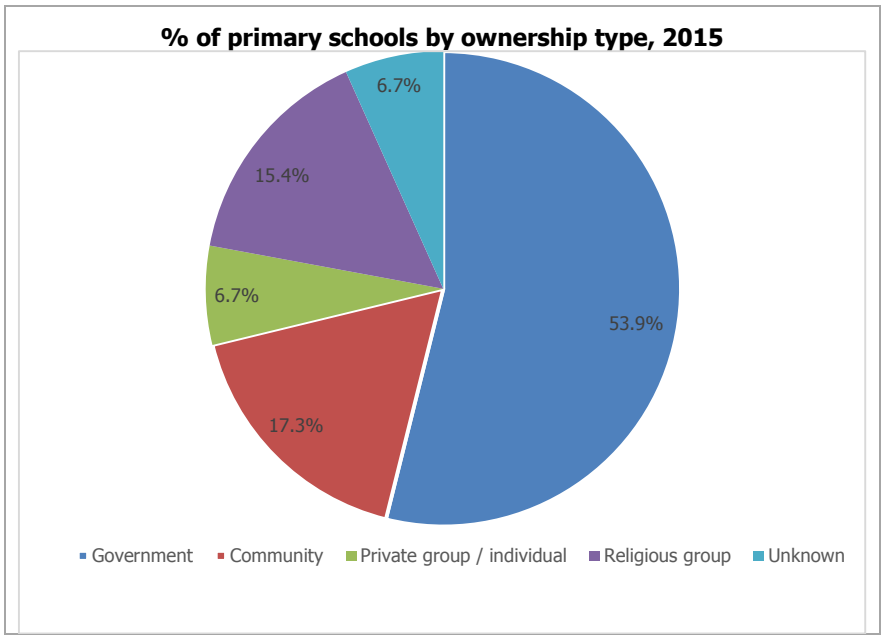
6.2. Resources

6.2.1. Schools

Number of primary schools by ownership, 2015

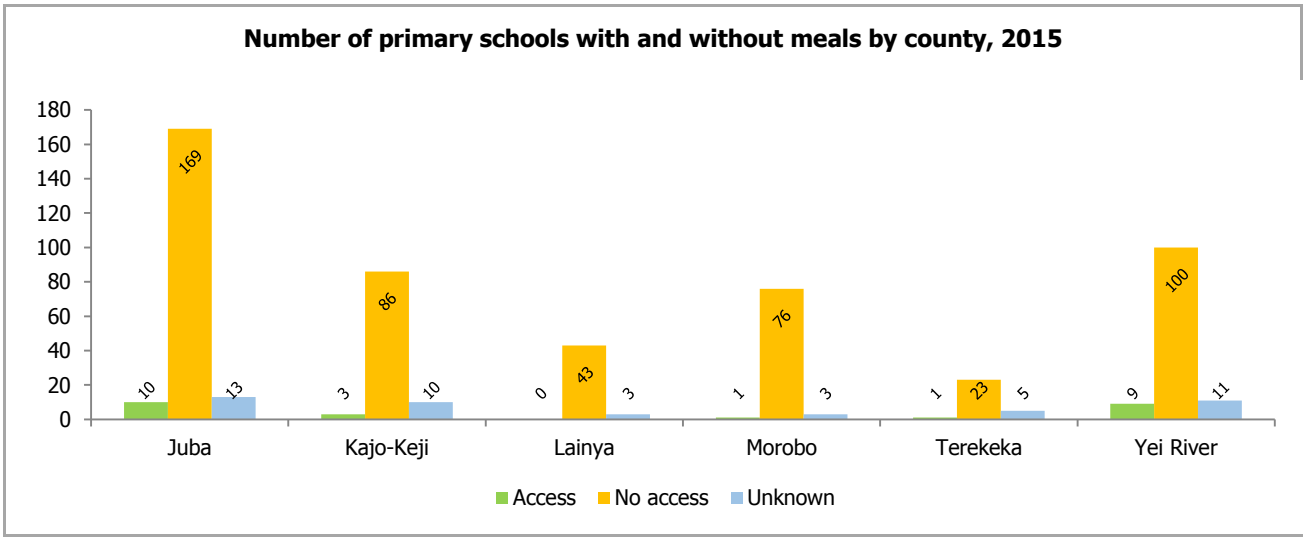
Ownership	Schools
Gov	305
Community	98
International	38
Private group/indiv	87
Unknown	38
Total	**566**

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



Number and % of primary schools with and without meals by county, 2015

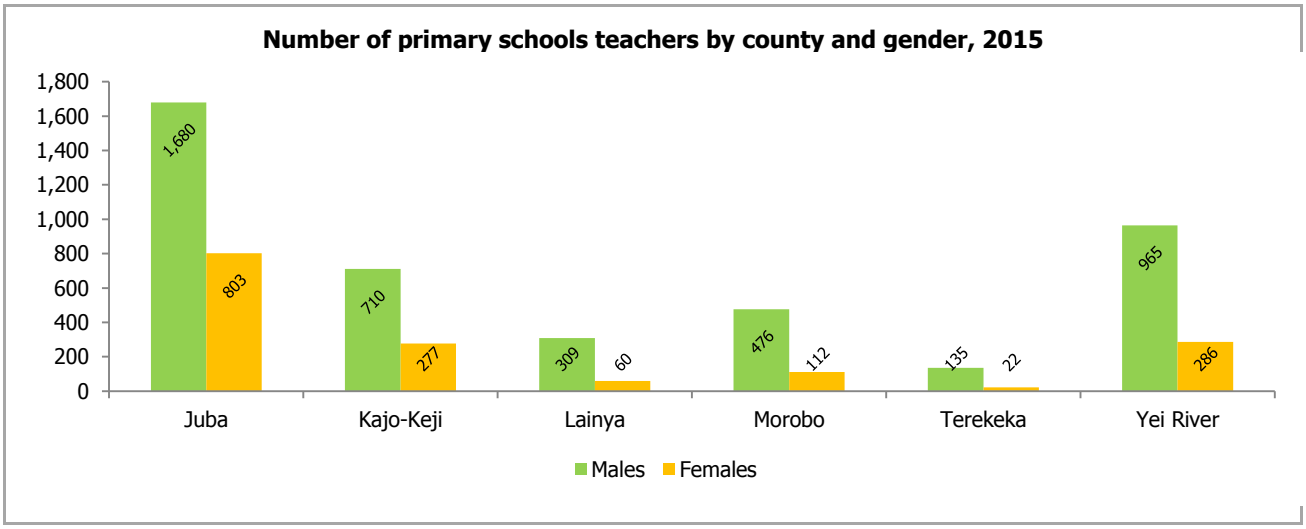
County	Schools	Schools with meals		Schools without meals		Unknown	
		Count	%	Count	%	Count	%
Juba	192	10	5.2%	169	88.0%	13	6.8%
Kajo-Keji	99	3	3.0%	86	86.9%	10	10.1%
Lainya	46	0	0.0%	43	93.5%	3	6.5%
Morobo	80	1	1.3%	76	95.0%	3	3.8%
Terekeka	29	1	3.4%	23	79.3%	5	17.2%
Yei River	120	9	7.5%	100	83.3%	11	9.2%
Total	**566**	**24**	**4.2%**	**497**	**87.8%**	**45**	**8.0%**



6.2.2. Teachers

Number and % of primary school teachers by county and gender, 2015

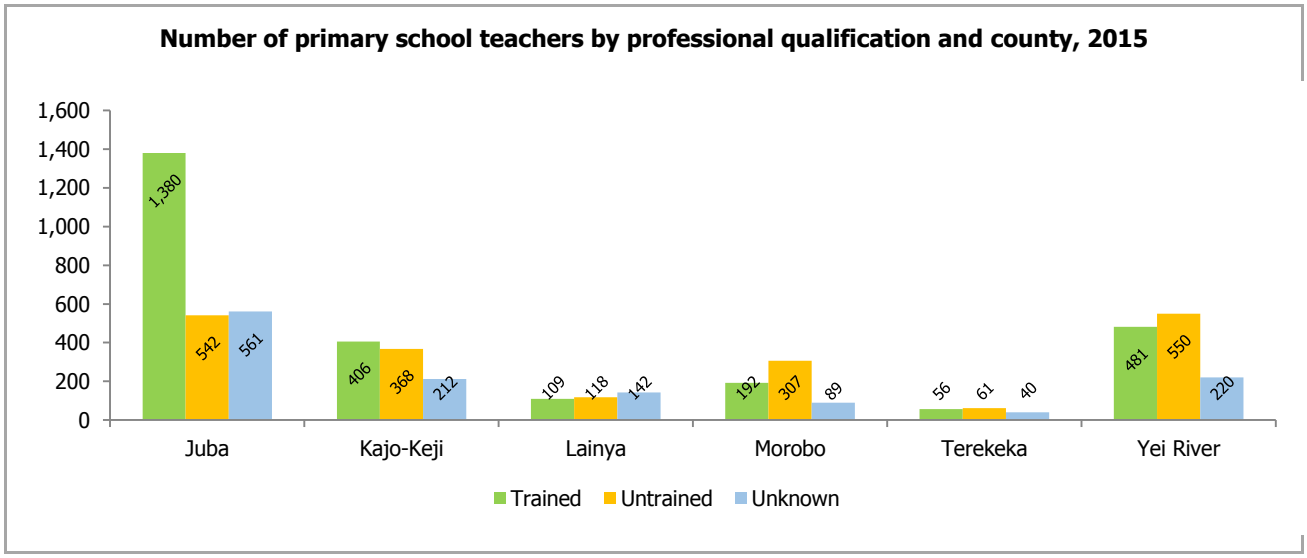
County	Total	Male		Female	
		Count	% total	Count	% total
Juba	2,483	1,680	67.7%	803	32.3%
Kajo-Keji	987	710	71.9%	277	28.1%
Lainya	369	309	83.7%	60	16.3%
Morobo	588	476	81.0%	112	19.0%
Terekeka	157	135	86.0%	22	14.0%
Yei River	1,251	965	77.1%	286	22.9%
Total	**5,835**	**4,275**	**73.3%**	**1,560**	**26.7%**



Number and % of primary school teachers by professional qualification and county, 2015

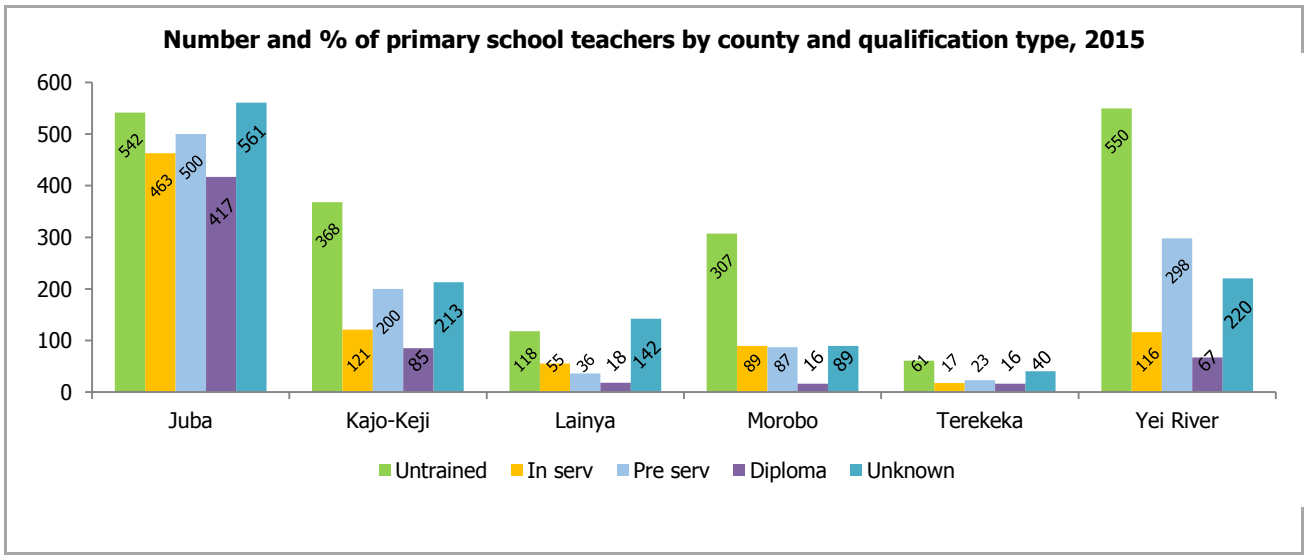
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Juba	2,483	1,380	55.6%	542	21.8%	561	22.6%
Kajo-Keji	987	406	41.2%	368	37.3%	213	21.5%
Lainya	369	109	29.5%	118	32.0%	142	38.5%
Morobo	588	192	32.7%	307	52.2%	89	15.1%
Terekeka	157	56	35.7%	61	38.9%	40	25.5%
Yei River	1,251	481	38.4%	550	44.0%	220	17.6%
Total	**5,835**	**2,624**	**45.0%**	**1,946**	**33.4%**	**1,265**	**21.7%**

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



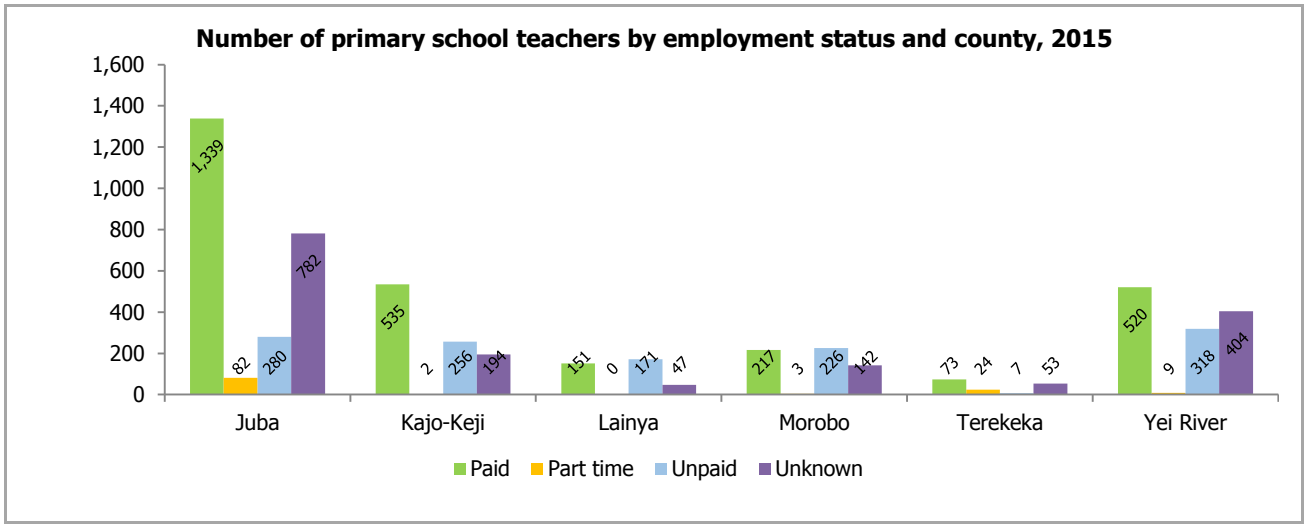
Number and % of primary school teachers by county and qualification type, 2015

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Juba	2,483	542	21.8%	463	18.6%	500	20.1%	417	16.8%	561	22.6%
Kajo-Keji	987	368	37.3%	121	12.3%	200	20.3%	85	8.6%	214	21.6%
Lainya	369	118	32.0%	55	14.9%	36	9.8%	18	4.9%	142	38.5%
Morobo	588	307	52.2%	89	15.1%	87	14.8%	16	2.7%	89	15.1%
Terekeka	157	61	38.9%	17	10.8%	23	14.6%	16	10.2%	40	25.5%
Yei River	1,251	550	44.0%	116	9.3%	298	23.8%	67	5.4%	220	17.6%
Total	**5,835**	**1,946**	**33.4%**	**861**	**14.8%**	**1,144**	**19.6%**	**619**	**10.6%**	**1,266**	**21.7%**



Number and % of primary school teachers by employment status and county, 2015

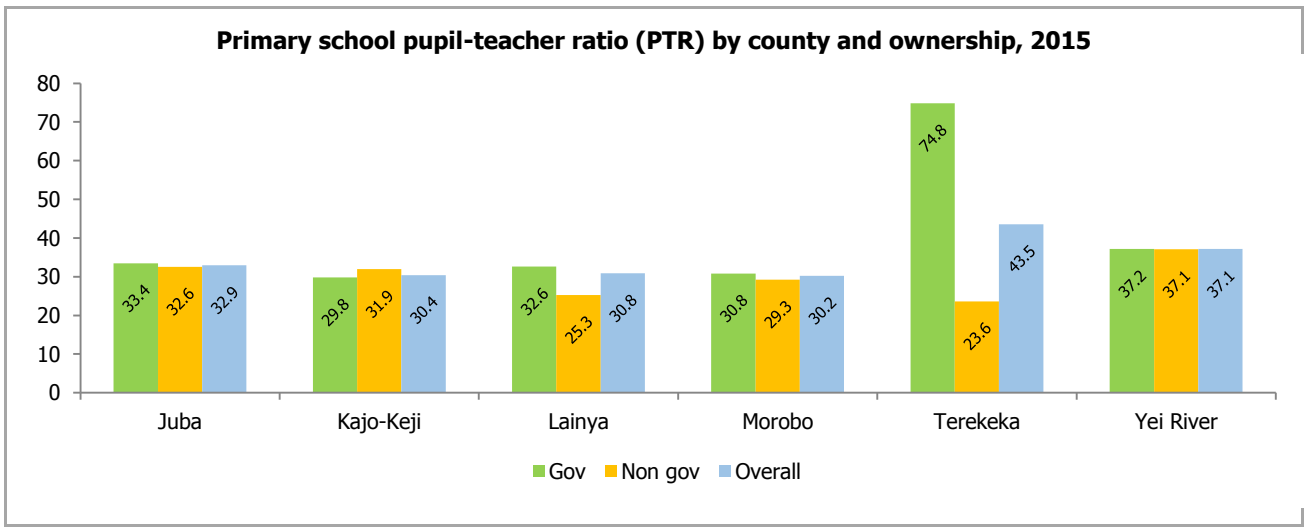
County	Total	Paid		Part Time		Unpaid		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
Juba	2,483	1,339	53.9%	82	3.3%	280	11.3%	782	31.5%
Kajo-Keji	987	535	54.2%	2	0.2%	256	25.9%	195	19.7%
Lainya	369	151	40.9%	0	0.0%	171	46.3%	47	12.7%
Morobo	588	217	36.9%	3	0.5%	226	38.4%	142	24.1%
Terekeka	157	73	46.5%	24	15.3%	7	4.5%	53	33.8%
Yei River	1,251	520	41.6%	9	0.7%	318	25.4%	404	32.3%
Total	**5,835**	**2,835**	**48.6%**	**120**	**2.1%**	**1,258**	**21.6%**	**1,623**	**27.8%**



Primary school pupil-teacher ratio (PTR) by county and ownership, 2015

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Juba	81,765	2,483	32.9	35,332	1,057	33.4	46,433	1,426	32.6
Kajo-Keji	29,995	987	30.4	21,209	712	29.8	8,786	275	31.9
Lainya	11,383	369	30.8	9,157	281	32.6	2,226	88	25.3
Morobo	17,784	588	30.2	11,464	372	30.8	6,320	216	29.3
Terekeka	6,833	157	43.5	4,564	61	74.8	2,269	96	23.6
Yei River	46,470	1,251	37.1	20,776	559	37.2	25,694	692	37.1
Total	**194,230**	**5,835**	**33.3**	**102,502**	**3,042**	**33.7**	**91,728**	**2,793**	**32.8**

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

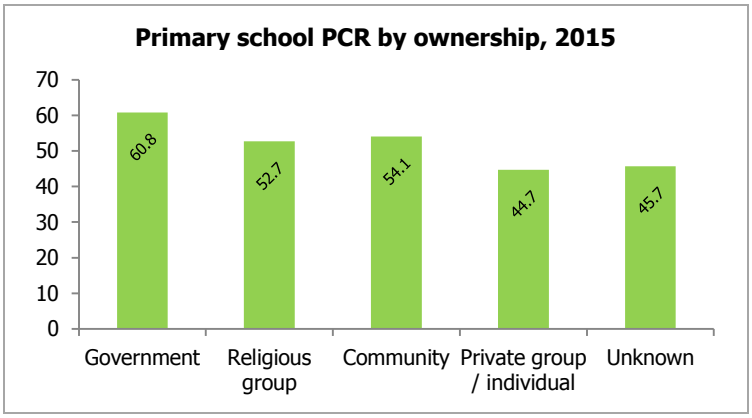


6.2.3. Classrooms

Number of primary schools classrooms and PCR by ownership

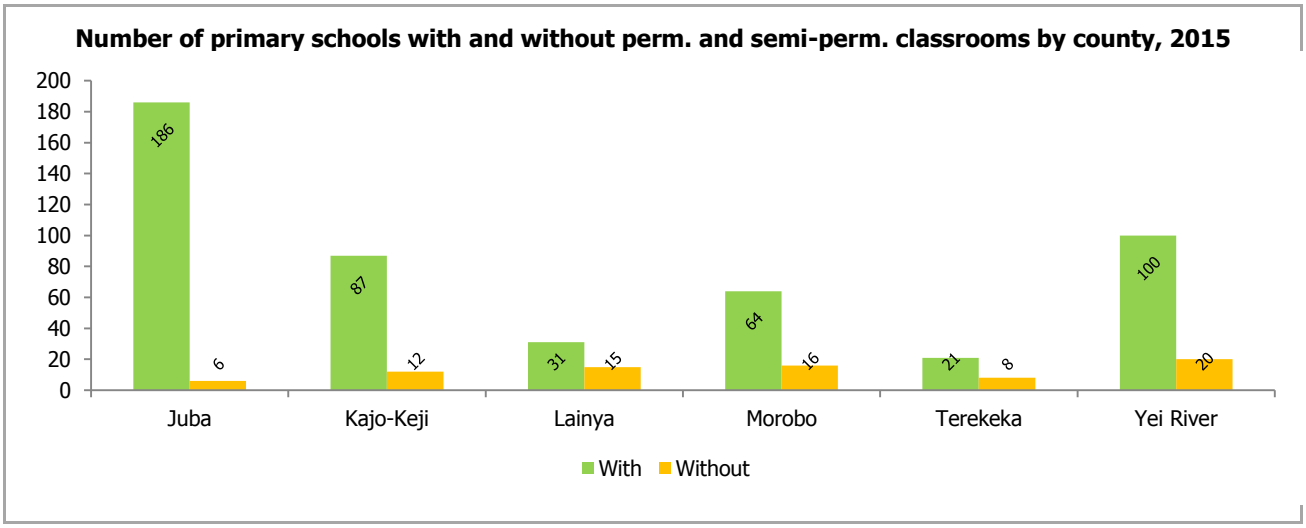
Ownership	Classrooms	PCR
Government	1,960	60.8
Religious group	830	52.7
Community	583	54.1
Private group / indiv.	311	44.7
Unknown	259	45.7
Total	**3,943**	**55.7**

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



Number and % of primary schools with permanent and semi-permanent classrooms by county, 2015

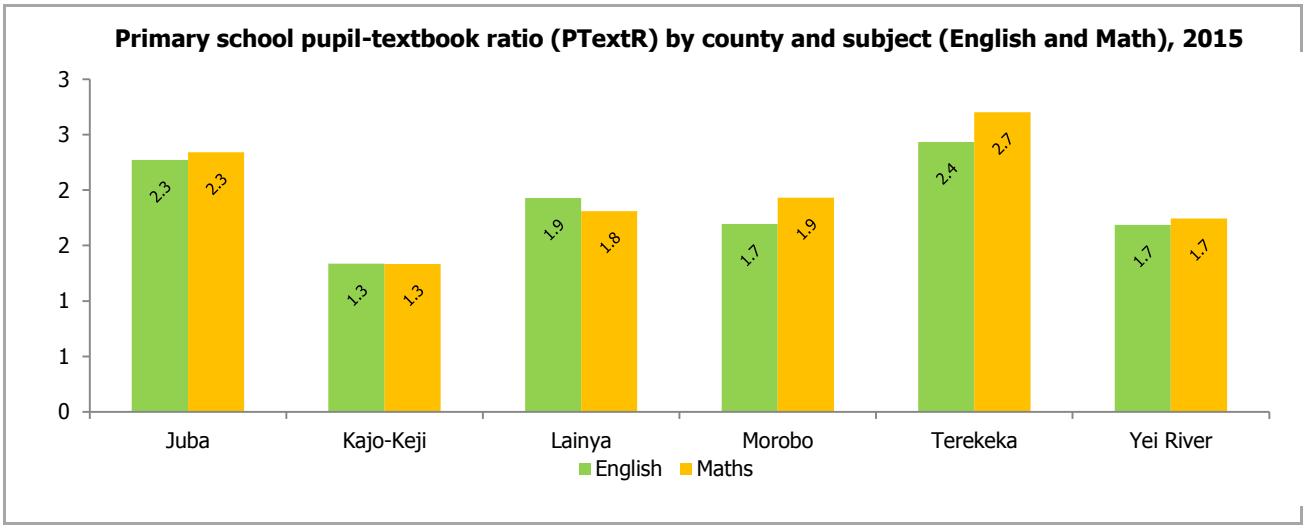
County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Juba	192	186	96.9%	6	3.1%
Kajo-Keji	99	87	87.9%	12	12.1%
Lainya	46	31	67.4%	15	32.6%
Morobo	80	64	80.0%	16	20.0%
Terekeka	29	21	72.4%	8	27.6%
Yei River	120	100	83.3%	20	16.7%
Total	**566**	**489**	**86.4%**	**77**	**13.6%**



6.2.4. Curriculum and Instruction

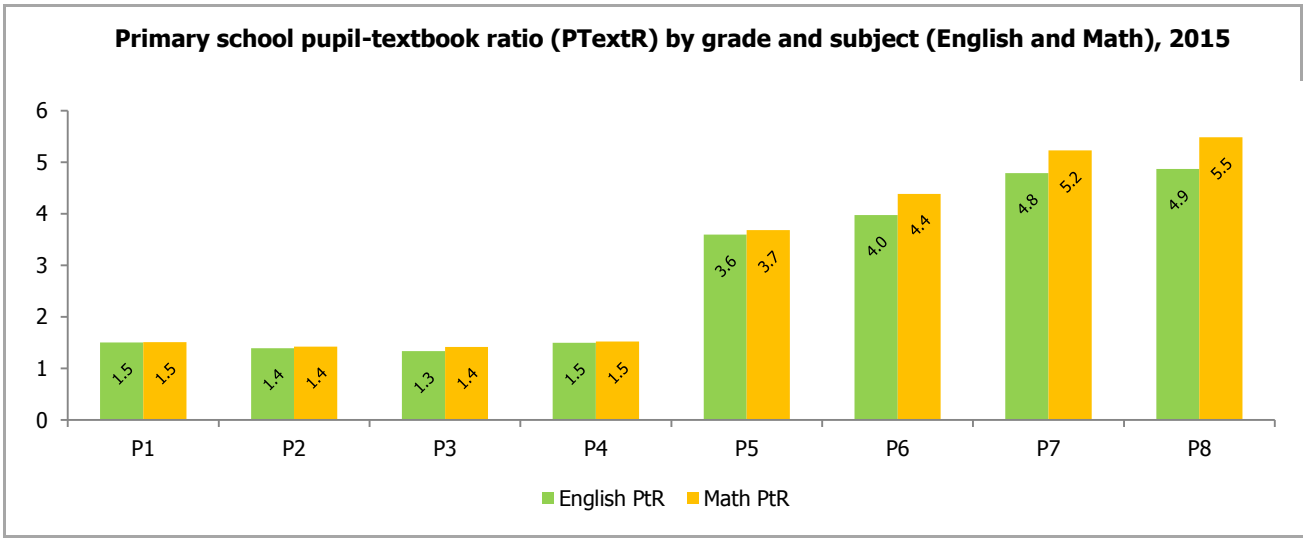
Primary school pupil-textbook ratio (PTextR) by county and subject (English and Math), 2015

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Juba	81,765	36,011	2.3	34,948	2.3
Kajo-Keji	29,995	22,458	1.3	22,472	1.3
Lainya	11,383	5,907	1.9	6,287	1.8
Morobo	17,784	10,502	1.7	9,205	1.9
Terekeka	6,833	2,809	2.4	2,529	2.7
Yei River	46,470	27,584	1.7	26,671	1.7
Total	**194,230**	**105,271**	**1.8**	**102,112**	**1.9**



Primary school pupil-textbook ratio (PTextR) by grade and subject (English and Math), 2015

Grade	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
P1	38,911	25,903	1.5	25,804	1.5
P2	29,777	21,358	1.4	20,897	1.4
P3	29,570	22,114	1.3	20,878	1.4
P4	29,251	19,528	1.5	19,238	1.5
P5	24,223	6,738	3.6	6,582	3.7
P6	18,376	4,628	4.0	4,194	4.4
P7	13,548	2,829	4.8	2,591	5.2
P8	10,574	2,173	4.9	1,928	5.5
Total	**194,230**	**105,271**	**1.8**	**102,112**	**1.9**



Number of primary schools by language of instruction and grade, 2015

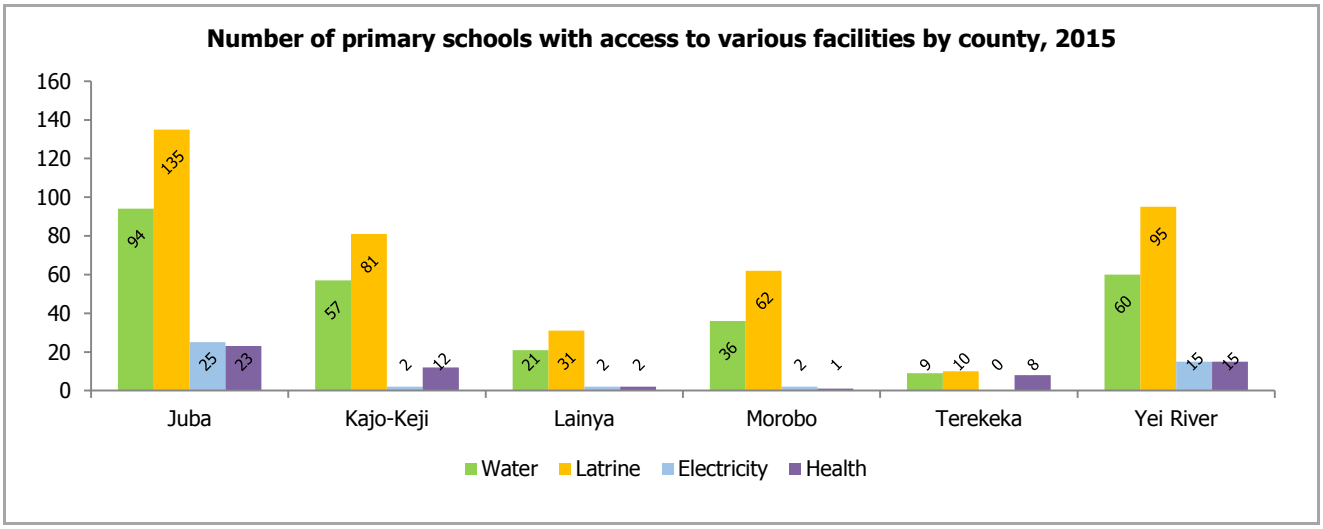
Language	P1	P2	P3	P4	P5	P6	P7	P8
English	445	457	472	505	461	398	323	278
Arabic	66	65	51	30	20	17	13	11
Mother tongue	237	221	190	67	12	10	8	7
Other	7	5	5	4	4	3	2	2

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

6.2.5. Facilities

Number and % of primary schools with access to various facilities by county, 2015

County	Schools	Water		Latrine		Electricity		Health Centre	
		Count	%	Count	%	Count	%	Count	%
Juba	192	94	49.0%	135	70.3%	25	13.0%	23	12.0%
Kajo-Keji	99	57	57.6%	81	81.8%	2	2.0%	12	12.1%
Lainya	46	21	45.7%	31	67.4%	2	4.3%	2	4.3%
Morobo	80	36	45.0%	62	77.5%	2	2.5%	1	1.3%
Terekeka	29	9	31.0%	10	34.5%	0	0.0%	8	27.6%
Yei River	120	60	50.0%	95	79.2%	15	12.5%	15	12.5%
Total	**566**	**277**	**48.9%**	**414**	**73.1%**	**46**	**8.1%**	**61**	**10.8%**



6.3. Student Flow

6.3.1. Promotion Rate

Primary school promotion rate by county and grade, 2015

County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Juba	83.3%	92.1%	96.6%	89.5%	87.5%	83.5%	90.9%
Kajo-Keji	82.0%	98.7%	111.7%	105.6%	77.9%	74.3%	79.3%
Lainya	69.9%	75.5%	89.4%	77.2%	75.6%	66.7%	65.9%
Morobo	59.7%	84.5%	104.0%	94.6%	80.5%	77.1%	71.8%
Terekeka	54.8%	71.0%	79.1%	73.6%	61.0%	75.6%	84.4%
Yei River	79.6%	101.0%	110.5%	96.2%	87.9%	85.1%	86.9%
Total	**75.4%**	**91.3%**	**101.0%**	**92.6%**	**83.9%**	**80.8%**	**85.7%**

* Promotion exceeding 100% occur due to high increase in enrolment between 2014 and 2015.

Primary school promotion rate for male pupils by county and grade, 2015

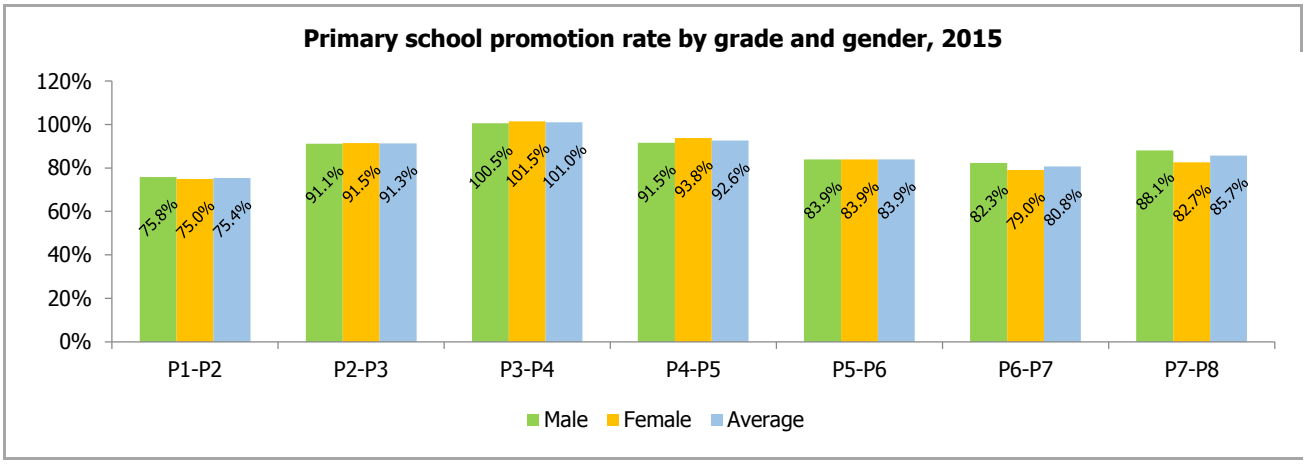
County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Juba	83.3%	92.3%	97.2%	88.8%	86.5%	83.0%	92.4%
Kajo-Keji	82.5%	97.7%	111.3%	104.0%	78.2%	76.2%	84.6%
Lainya	72.3%	80.2%	90.0%	80.3%	78.9%	71.1%	69.5%
Morobo	60.3%	86.7%	104.1%	95.4%	80.6%	81.0%	70.9%
Terekeka	56.8%	67.7%	74.3%	70.2%	59.6%	79.1%	86.9%
Yei River	80.7%	100.4%	110.6%	95.1%	89.5%	87.9%	90.4%
Total	**75.8%**	**91.1%**	**100.5%**	**91.5%**	**83.9%**	**82.3%**	**88.1%**

* Promotion exceeding 100% occur due to high increase in enrolment between 2014 and 2015.

Primary school promotion rate for female pupils by county and grade, 2015

County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Juba	83.4%	91.8%	95.9%	90.2%	88.6%	84.2%	89.1%
Kajo-Keji	81.5%	99.7%	112.1%	107.0%	77.7%	72.3%	73.3%
Lainya	67.3%	70.3%	88.7%	73.6%	71.4%	60.8%	60.4%
Morobo	59.2%	82.1%	104.0%	93.6%	80.4%	72.8%	73.1%
Terekeka	52.1%	77.7%	89.2%	82.7%	64.5%	67.0%	79.5%
Yei River	78.5%	101.8%	110.4%	97.5%	86.0%	81.3%	81.5%
Total	**75.0%**	**91.5%**	**101.5%**	**93.8%**	**83.9%**	**79.0%**	**82.7%**

* Promotion exceeding 100% occur due to high increase in enrolment between 2014 and 2015.



6.3.2. Repetition Rate

Primary school repetition rate by county and grade, 2015

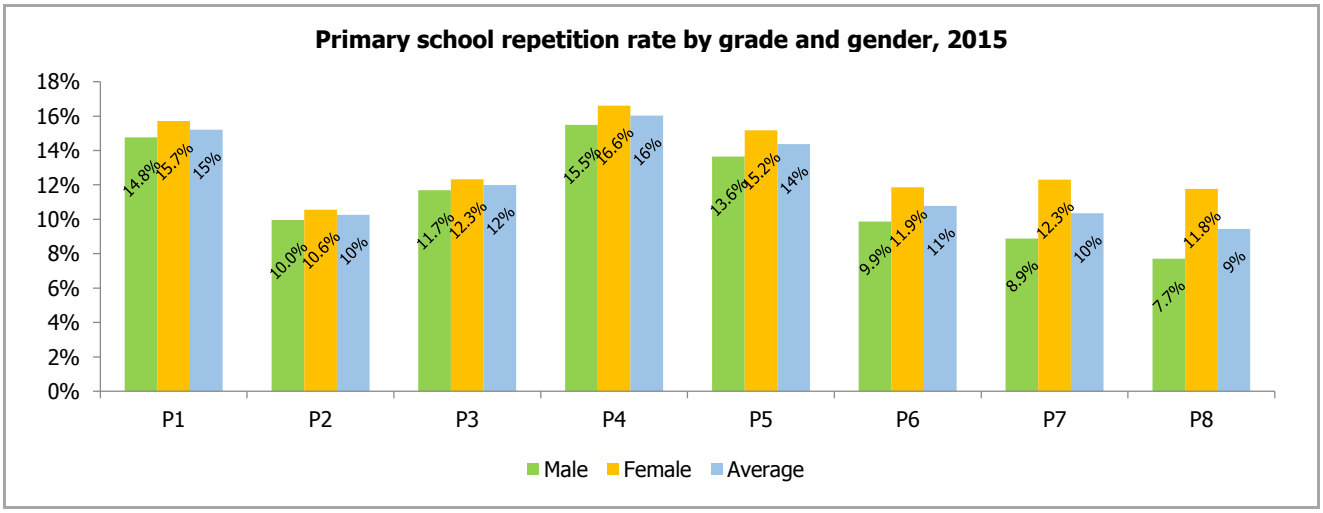
County	P1	P2	P3	P4	P5	P6	P7	P8
Juba	14.1%	10.9%	13.7%	13.6%	12.0%	9.9%	9.5%	4.0%
Kajo-Keji	15.3%	6.6%	7.6%	24.8%	21.1%	10.8%	12.1%	15.2%
Lainya	23.0%	12.1%	15.9%	16.6%	17.5%	18.6%	22.4%	40.6%
Morobo	20.4%	10.3%	10.1%	13.8%	15.3%	12.3%	14.3%	82.2%
Terekeka	6.4%	10.8%	10.9%	12.3%	7.3%	8.8%	8.0%	7.1%
Yei River	15.4%	10.5%	11.9%	15.8%	13.0%	10.5%	8.5%	25.8%
Total	**15.2%**	**10.3%**	**12.0%**	**16.0%**	**14.4%**	**10.8%**	**10.4%**	**9.4%**

Primary school repetition rate for male pupils by county and grade, 2015

County	P1	P2	P3	P4	P5	P6	P7	P8
Juba	13.7%	10.8%	13.6%	13.1%	12.2%	10.0%	8.7%	2.9%
Kajo-Keji	15.5%	5.8%	7.6%	25.0%	19.6%	9.3%	9.2%	8.5%
Lainya	22.8%	11.6%	14.5%	15.0%	16.3%	15.1%	20.0%	33.1%
Morobo	20.1%	9.3%	9.0%	12.1%	13.1%	10.1%	12.0%	64.6%
Terekeka	6.0%	10.0%	10.1%	10.6%	4.8%	7.0%	4.3%	8.0%
Yei River	15.2%	10.6%	11.8%	16.1%	12.4%	9.2%	6.9%	18.6%
Total	**14.8%**	**10.0%**	**11.7%**	**15.5%**	**13.6%**	**9.9%**	**8.9%**	**7.7%**

Primary school repetition rate for female pupils by county and grade, 2015

County	P1	P2	P3	P4	P5	P6	P7	P8
Juba	14.5%	11.1%	13.8%	14.0%	11.9%	9.8%	10.4%	5.4%
Kajo-Keji	15.1%	7.3%	7.6%	24.7%	22.7%	12.4%	15.7%	24.5%
Lainya	23.2%	12.7%	17.4%	18.7%	19.0%	23.6%	26.7%	56.9%
Morobo	20.8%	11.4%	11.2%	15.7%	17.8%	14.9%	17.9%	125.0%
Terekeka	7.1%	12.4%	12.4%	16.7%	13.4%	13.4%	15.5%	0.0%
Yei River	15.6%	10.4%	12.0%	15.4%	13.7%	12.4%	11.2%	41.9%
Total	**15.7%**	**10.6%**	**12.3%**	**16.6%**	**15.2%**	**11.9%**	**12.3%**	**11.8%**



6.3.3. Dropout Rate

Primary school dropout rate by county and grade, 2015

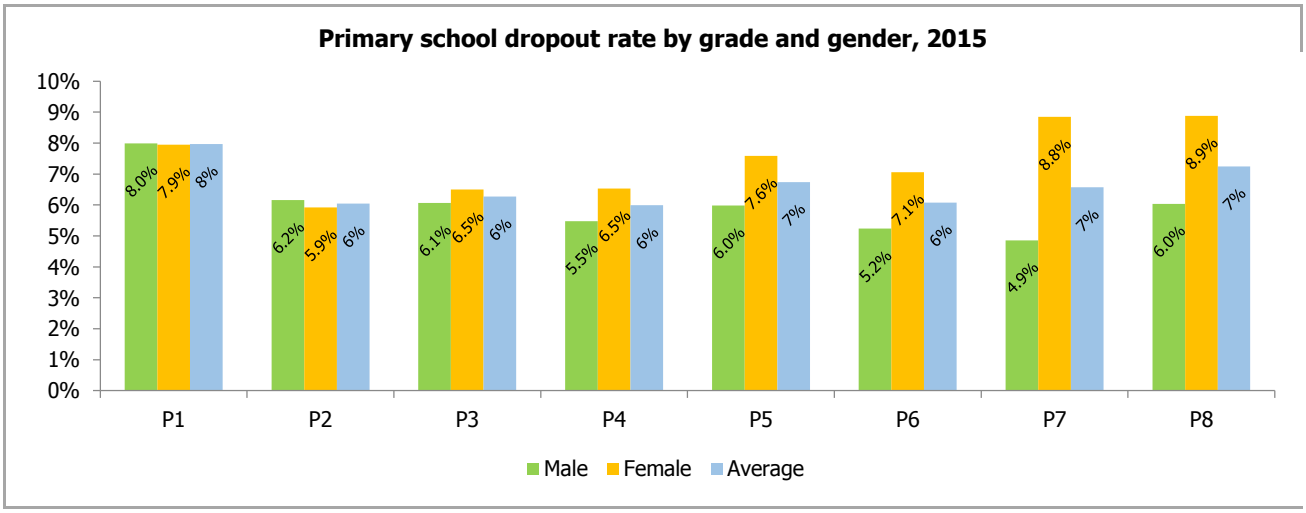
County	P1	P2	P3	P4	P5	P6	P7	P8
Juba	6.3%	5.5%	5.8%	4.7%	5.9%	4.1%	4.8%	3.3%
Kajo-Keji	7.3%	2.5%	2.3%	3.6%	5.3%	5.5%	4.5%	14.6%
Lainya	10.1%	7.3%	8.2%	8.7%	8.1%	11.0%	8.7%	11.1%
Morobo	16.5%	11.4%	13.9%	13.1%	13.5%	12.6%	16.0%	48.0%
Terekeka	2.3%	5.2%	5.5%	6.5%	8.7%	8.8%	1.5%	19.0%
Yei River	8.4%	6.7%	6.6%	6.8%	6.9%	7.1%	9.0%	22.1%
Total	**8.0%**	**6.0%**	**6.3%**	**6.0%**	**6.7%**	**6.1%**	**6.6%**	**7.3%**

Primary school dropout rate for male pupils by county and grade, 2015

County	P1	P2	P3	P4	P5	P6	P7	P8
Juba	6.0%	6.2%	6.0%	4.3%	6.2%	4.3%	4.2%	3.0%
Kajo-Keji	7.4%	2.4%	2.3%	3.9%	3.3%	3.3%	2.8%	10.8%
Lainya	11.1%	5.6%	7.1%	7.2%	6.6%	7.8%	2.9%	5.0%
Morobo	17.8%	11.0%	12.9%	11.6%	11.8%	11.3%	10.6%	32.3%
Terekeka	2.2%	5.2%	5.9%	5.1%	5.8%	7.0%	2.2%	10.6%
Yei River	8.7%	6.6%	6.1%	5.9%	5.8%	5.7%	6.3%	16.0%
Total	**8.0%**	**6.2%**	**6.1%**	**5.5%**	**6.0%**	**5.2%**	**4.9%**	**6.0%**

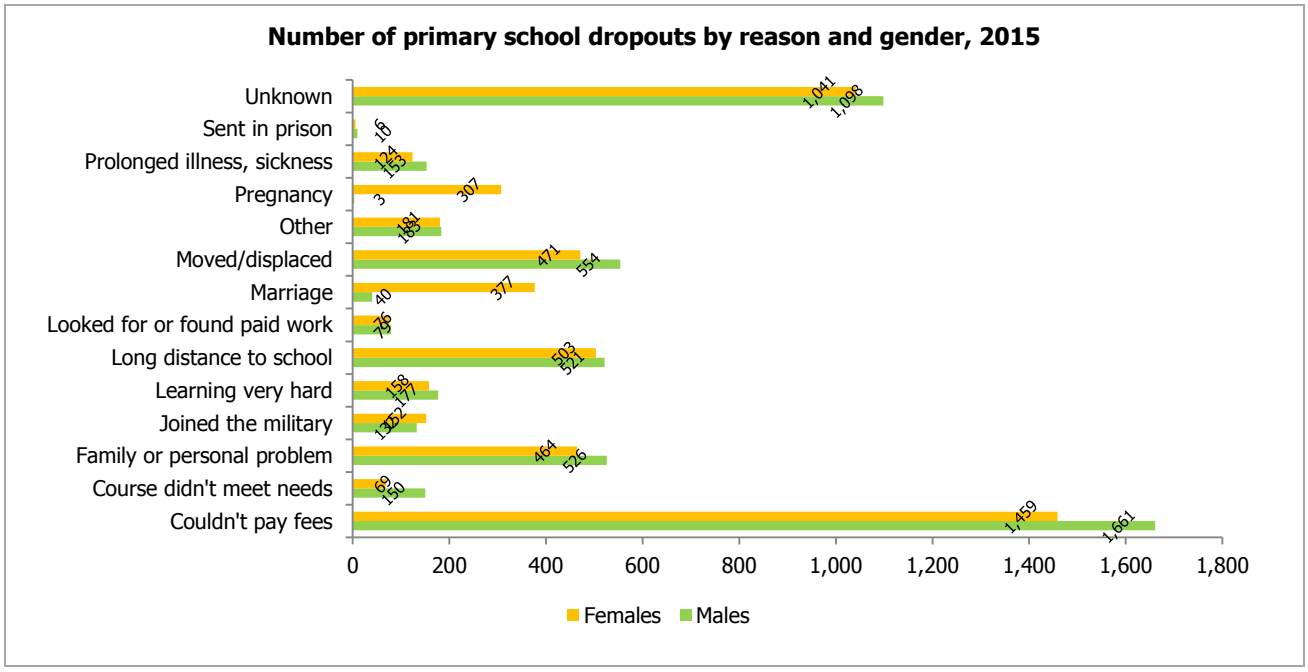
Primary school dropout rate for female pupils by county and grade, 2015

County	P1	P2	P3	P4	P5	P6	P7	P8
Juba	6.7%	4.7%	5.7%	5.0%	5.5%	3.9%	5.6%	3.8%
Kajo-Keji	7.2%	2.6%	2.4%	3.2%	7.5%	7.7%	6.7%	19.8%
Lainya	9.1%	9.3%	9.4%	10.6%	10.0%	15.5%	18.7%	24.2%
Morobo	15.1%	11.8%	14.9%	14.6%	15.4%	14.3%	24.0%	87.5%
Terekeka	2.4%	5.2%	4.8%	10.0%	15.9%	13.4%	0.0%	46.1%
Yei River	8.2%	6.8%	7.3%	7.7%	8.2%	9.0%	13.3%	35.7%
Total	**7.9%**	**5.9%**	**6.5%**	**6.5%**	**7.6%**	**7.1%**	**8.8%**	**8.9%**



Number and % of primary school dropouts by reason and gender, 2015

Reason	Total	Male		Female	
		Count	% total	Count	% total
Couldn't pay fees	3,120	1,661	53.2%	1,459	46.8%
Course didn't meet needs	219	150	68.5%	69	31.5%
Family or personal problem	990	526	53.1%	464	46.9%
Joined the military	284	132	46.5%	152	53.5%
Learning very hard	335	177	52.8%	158	47.2%
Long distance to school	1,024	521	50.9%	503	49.1%
Looked for or found paid work	155	79	51.0%	76	49.0%
Marriage	417	40	9.6%	377	90.4%
Moved/displaced	1,025	554	54.0%	471	46.0%
Other	364	183	50.3%	181	49.7%
Pregnancy	310	3	1.0%	307	99.0%
Prolonged illness, sickness	277	153	55.2%	124	44.8%
Sent in prison	16	10	62.5%	6	37.5%
Unknown	2,139	1,098	51.3%	1,041	48.7%
Total	**10,675**	**5,287**	**49.5%**	**5,388**	**50.5%**


Number of primary school dropouts by reason and gender, 2015
Unknown
Sent in prison
Prolonged illness, sickness
Pregnancy
Other
Moved/displaced
Marriage
Looked for or found paid work
Long distance to school
Learning very hard
Joined the military
Family or personal problem
Course didn't meet needs
Couldn't pay fees
1,041
1,098
10
16
124
153
3
307
181
185
471
554
377
40
75
76
503
521
158
171
132
152
464
526
69
150
1,459
1,661
0
200
400
600
800
1,000
1,200
1,400
1,600
1,800
Females
Males

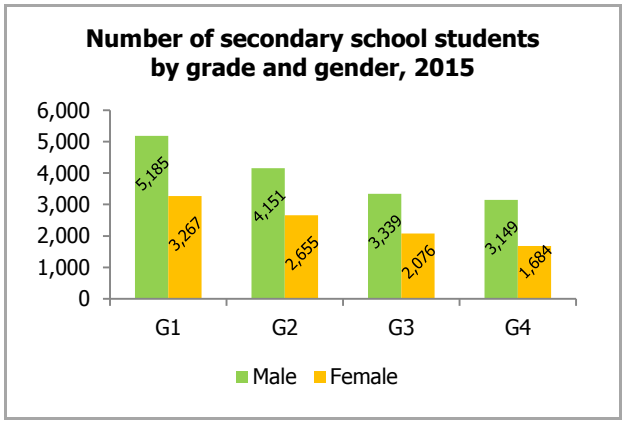
7. SECONDARY SCHOOL (SEC), 2015

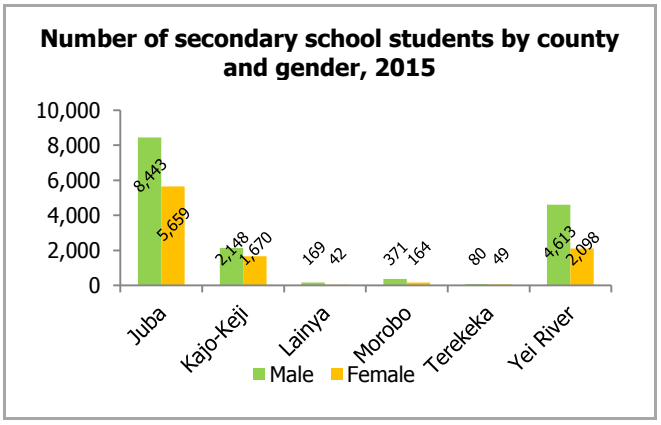
7.1. Access

7.1.1. Enrolment

Number of secondary school students by county and grade, 2015

County	Total	S1	S2	S3	S4
Juba	14,102	4,233	3,809	3,632	2,428
Kajo-Keji	3,818	1,435	1,007	613	763
Lainya	211	87	67	37	20
Morobo	535	157	133	119	126
Terekeka	129	52	38	25	14
Yei River	6,711	2,488	1,752	989	1,482
Total	**25,506**	**8,452**	**6,806**	**5,415**	**4,833**



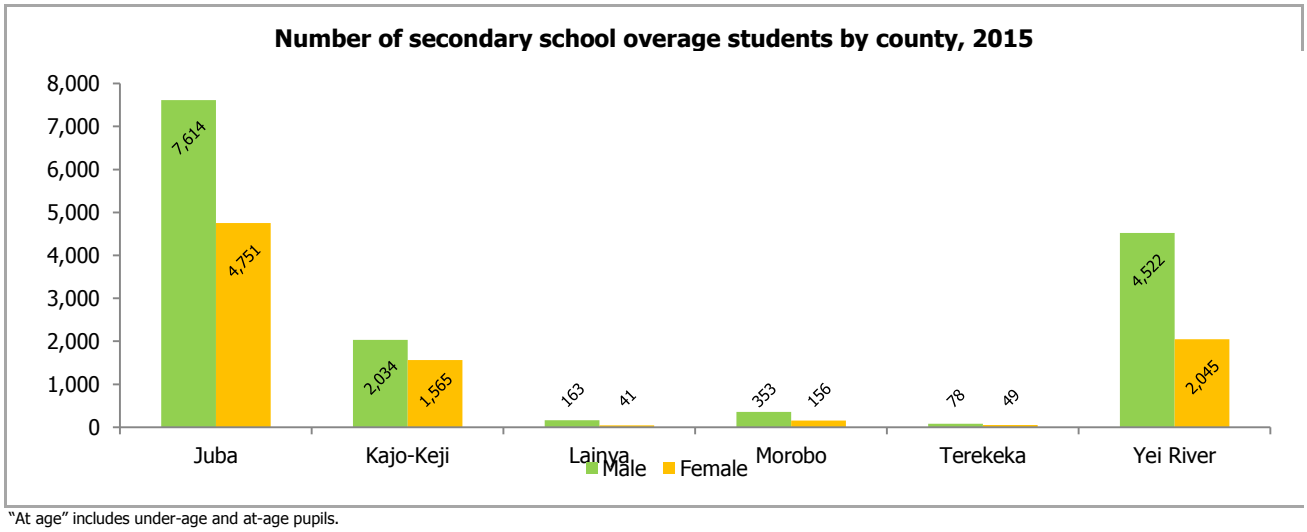


7.1.2. Overage Pupils

Number and % of secondary school at-age and overage students by county and gender, 2015

County	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
Juba	1,737	12,365	87.7%	829	7,614	90.2%	908	4,751	84.0%
Kajo-Keji	219	3,599	94.3%	114	2,034	94.7%	105	1,565	93.7%
Lainya	7	204	96.7%	6	163	96.4%	1	41	97.6%
Morobo	26	509	95.1%	18	353	95.1%	8	156	95.1%
Terekeka	2	127	98.4%	2	78	97.5%	0	49	100.0%
Yei River	144	6,567	97.9%	91	4,522	98.0%	53	2,045	97.5%
Total	**2,135**	**23,371**	**91.6%**	**1,060**	**14,764**	**93.3%**	**1,075**	**8,607**	**88.9%**

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

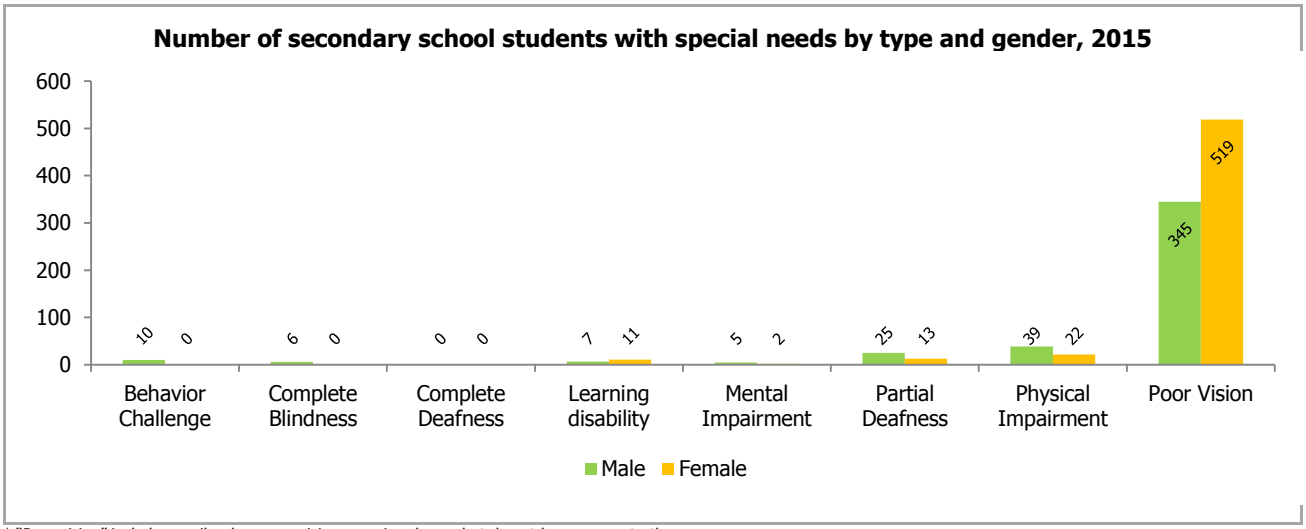


"At age" includes under-age and at-age pupils.

7.1.3. Students with Special Needs

Number and % of secondary school students with special needs by county and gender, 2015

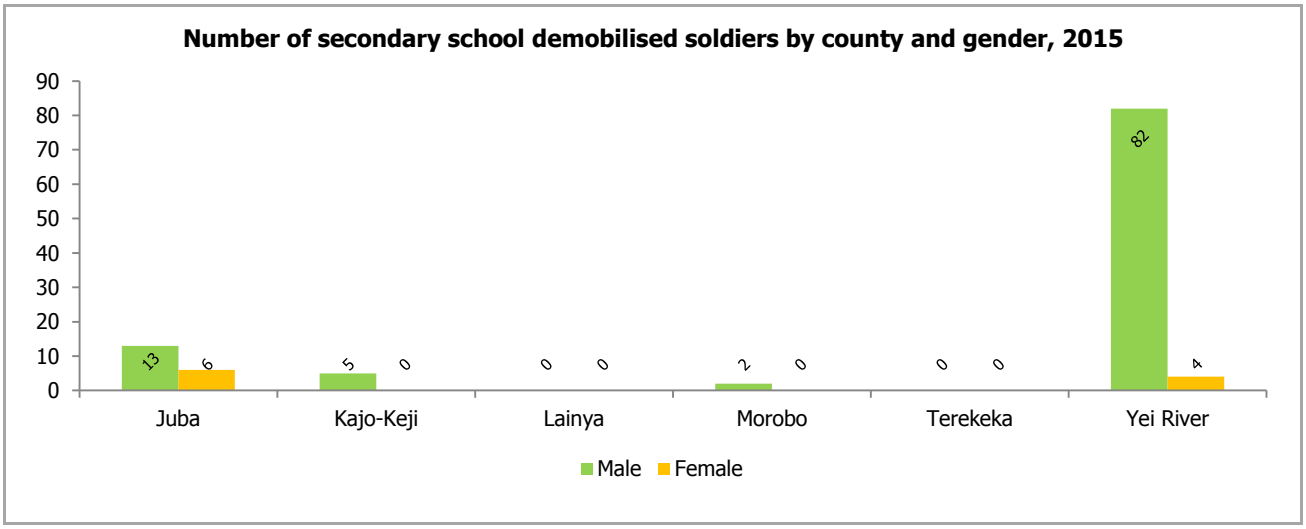
County	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
Juba	14,102	885	6.3%	8,443	370	4.4%	5,659	515	9.1%
Kajo-Keji	3,818	43	1.1%	2,148	19	0.9%	1,670	24	1.4%
Lainya	211	0	0.0%	169	0	0.0%	42	0	0.0%
Morobo	535	16	3.0%	371	5	1.3%	164	11	6.7%
Terekeka	129	0	0.0%	80	0	0.0%	49	0	0.0%
Yei River	6,711	60	0.9%	4,613	43	0.9%	2,098	17	0.8%
Total	**25,506**	**1,004**	**3.8%**	**15,824**	**437**	**2.7%**	**9,682**	**567**	**5.5%**



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

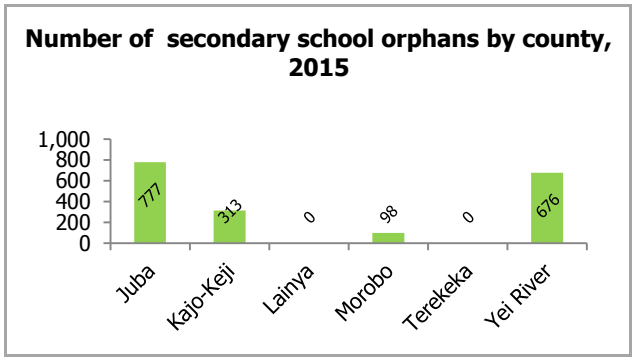
Number and % of secondary school demobilised soldiers by county and gender, 2015

Grade	Total			Male			Female		
	Count	Demob.	%	Count	Demob.	%	Count	Demob.	%
Juba	14,102	19	0.1%	8,443	13	0.2%	5,659	6	0.1%
Kajo-Keji	3,818	5	0.1%	2,148	5	0.2%	1,670	0	0.0%
Lainya	211	0	0.0%	169	0	0.0%	42	0	0.0%
Morobo	535	2	0.4%	371	2	0.5%	164	0	0.0%
Terekeka	129	0	0.0%	80	0	0.0%	49	0	0.0%
Yei River	6,711	86	1.3%	4,613	82	1.8%	2,098	4	0.2%
Total	**25,506**	**112**	**0.4%**	**15,824**	**102**	**0.6%**	**9,682**	**10**	**0.1%**



Number and % of secondary school orphans by county, 2015

County	Enrolment	Total	
		Count	% enrolment
Juba	14,102	777	5.5%
Kajo-Keji	3,818	313	8.2%
Lainya	211	0	0.0%
Morobo	535	98	18.3%
Terekeka	129	0	0.0%
Yei River	6,711	676	10.1%
Total	**25,506**	**1,864**	**7.3%**



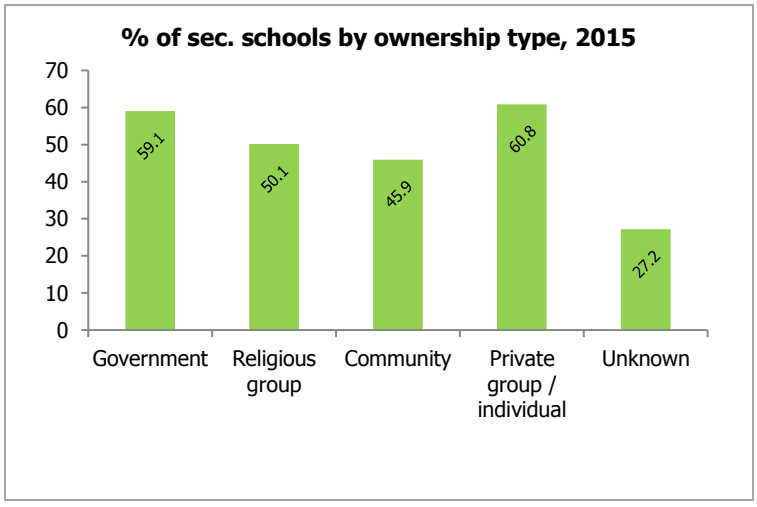
7.2. Resources

7.2.1. Schools

Number of secondary schools by ownership, 2015

Ownership type	Schools
Government	213
Religious group	125
Community	35
Private group / individual	77
Unknown	22
Total	**472**

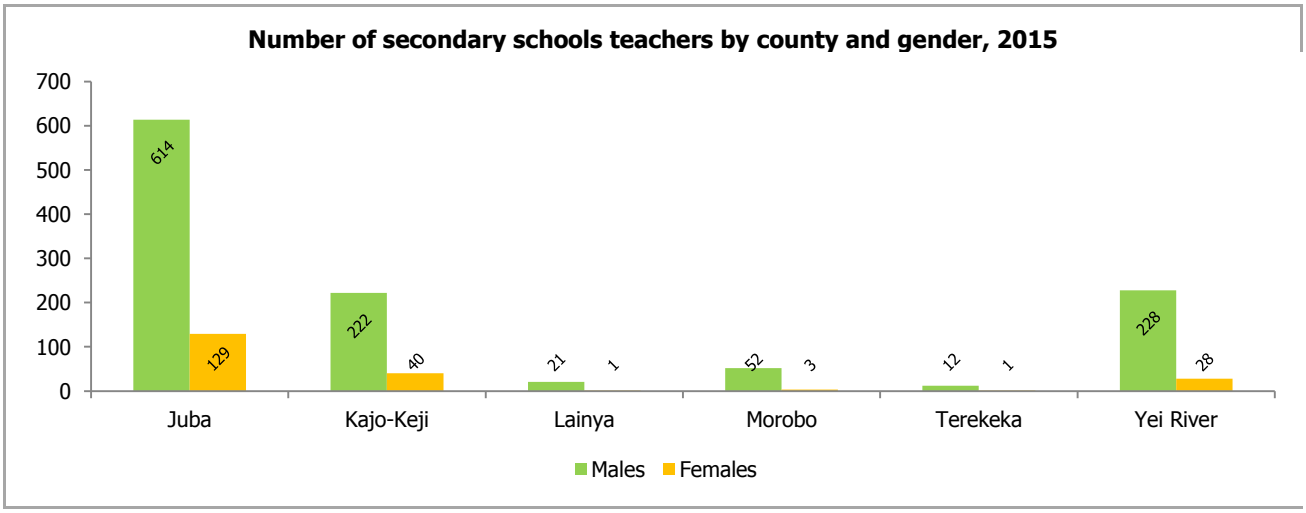
* "Other" includes NGO-supported, unknown, and unspecified other ownership types.



7.2.2. Teachers

Number and % of secondary school teachers by county and gender, 2015

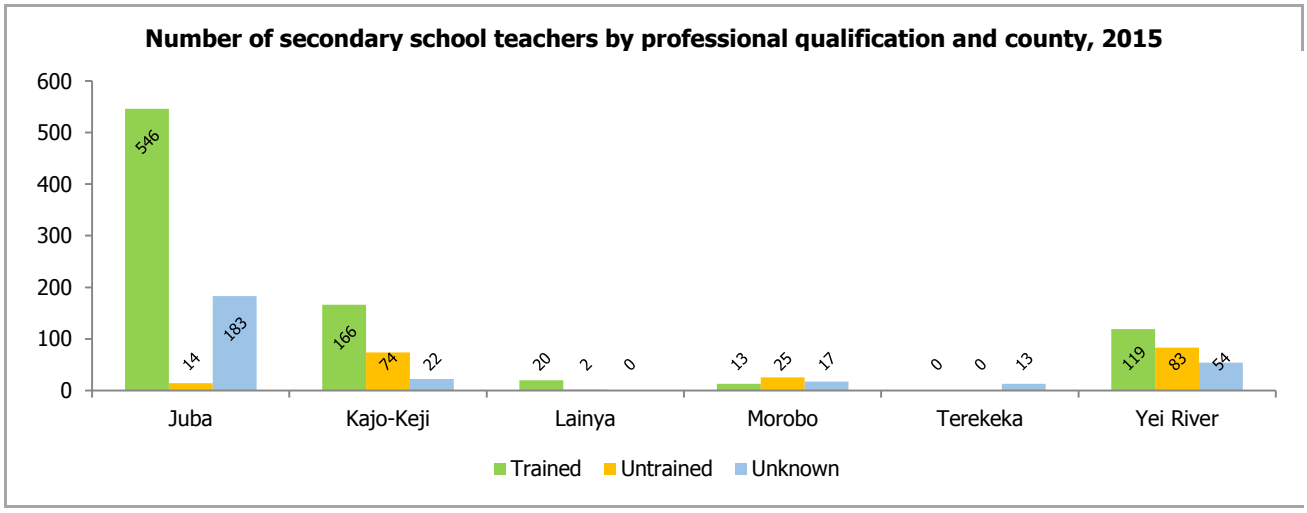
County	Total	Male		Female	
		Count	% total	Count	% total
Juba	743	614	82.6%	129	17.4%
Kajo-Keji	262	222	84.7%	40	15.3%
Lainya	22	21	95.5%	1	4.5%
Morobo	55	52	94.5%	3	5.5%
Terekeka	13	12	92.3%	1	7.7%
Yei River	256	228	89.1%	28	10.9%
Total	**1,351**	**1,149**	**85.0%**	**202**	**15.0%**



Number and % of secondary school teachers by professional qualification and county, 2015

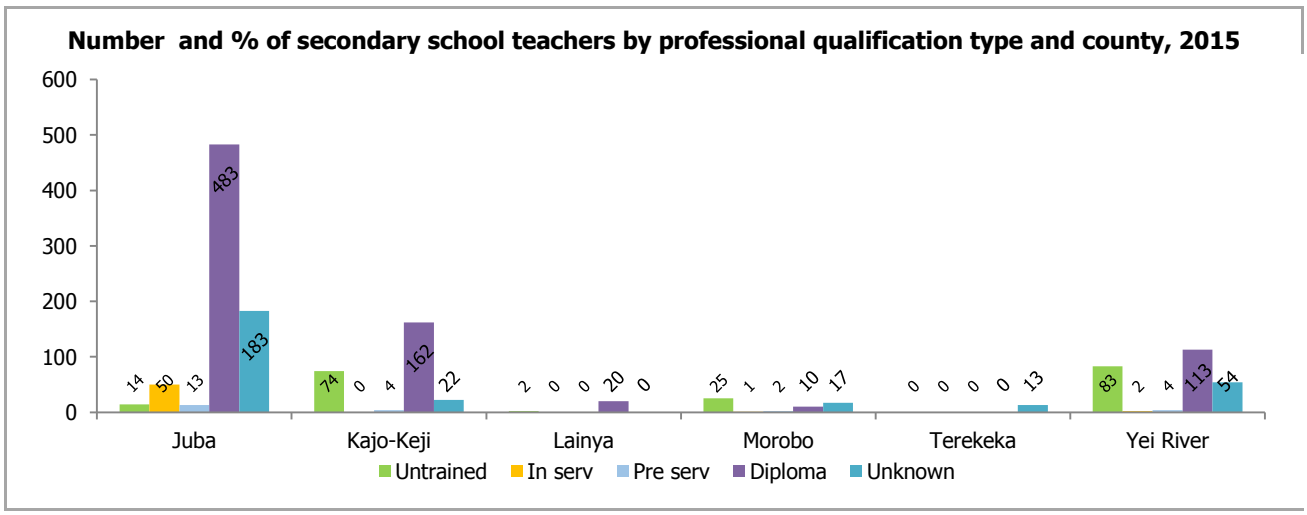
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Juba	743	546	73.5%	14	1.9%	183	24.6%
Kajo-Keji	262	166	63.4%	74	28.2%	22	8.4%
Lainya	22	20	90.9%	2	9.1%	0	0.0%
Morobo	55	13	23.6%	25	45.5%	17	30.9%
Terekeka	13	0	0.0%	0	0.0%	13	100.0%
Yei River	256	119	46.5%	83	32.4%	54	21.1%
Total	**1,351**	**864**	**64.0%**	**198**	**14.7%**	**289**	**21.4%**

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



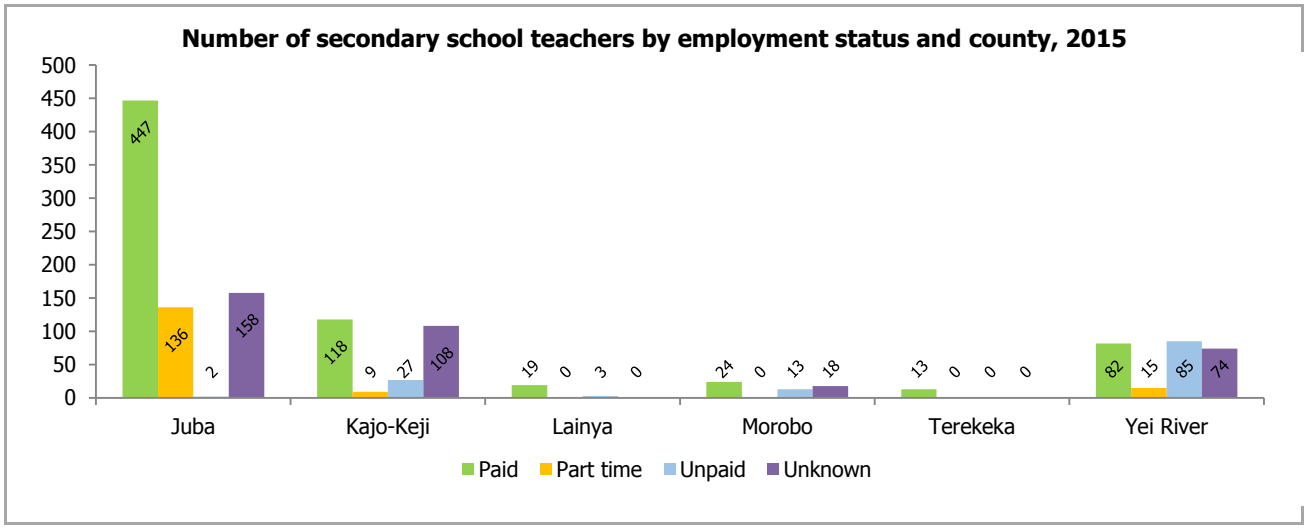
Number and % of secondary school teachers by professional qualification type and county, 2015

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Juba	743	14	1.9%	50	6.7%	13	1.7%	483	65.0%	183	24.6%
Kajo-Keji	262	74	28.2%	0	0.0%	4	1.5%	162	61.8%	22	8.4%
Lainya	22	2	9.1%	0	0.0%	0	0.0%	20	90.9%	0	0.0%
Morobo	55	25	45.5%	1	1.8%	2	3.6%	10	18.2%	17	30.9%
Terekeka	13	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13	100.0%
Yei River	256	83	32.4%	2	0.8%	4	1.6%	113	44.1%	54	21.1%
Total	**1,351**	**198**	**14.7%**	**53**	**3.9%**	**23**	**1.7%**	**788**	**58.3%**	**289**	**21.4%**



Number and % of secondary school teachers by employment status and county, 2015

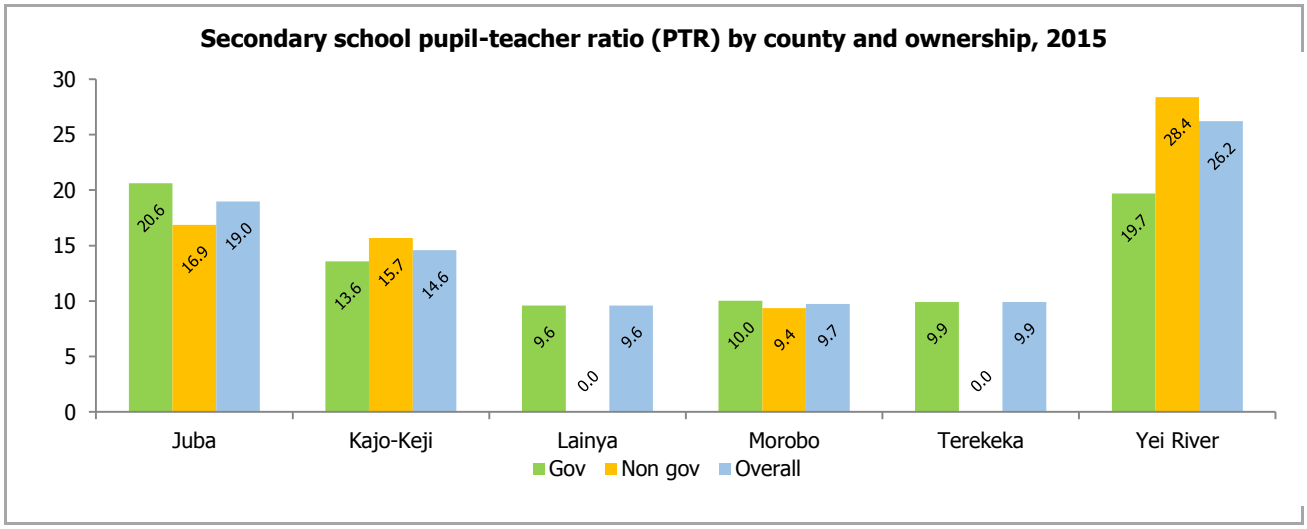
County	Total	Paid		Part Time		Unpaid		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
Juba	743	447	60.2%	136	18.3%	2	0.3%	158	21.3%
Kajo-Keji	262	118	45.0%	9	3.4%	27	10.3%	108	41.2%
Lainya	22	19	86.4%	0	0.0%	3	13.6%	0	0.0%
Morobo	55	24	43.6%	0	0.0%	13	23.6%	18	32.7%
Terekeka	13	13	100.0%	0	0.0%	0	0.0%	0	0.0%
Yei River	256	82	32.0%	15	5.9%	85	33.2%	74	28.9%
Total	**1,351**	**703**	**52.0%**	**160**	**11.8%**	**130**	**9.6%**	**358**	**26.5%**



Secondary school pupil-teacher ratio (PTR) by county and ownership, 2015

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Juba	14,102	743	19.0	8,617	418	20.6	5,485	325	16.9
Kajo-Keji	3,818	262	14.6	1,888	139	13.6	1,930	123	15.7
Lainya	211	22	9.6	211	22	9.6	0	0	0.0
Morobo	535	55	9.7	301	30	10.0	234	25	9.4
Terekeka	129	13	9.9	129	13	9.9	0	0	0.0
Yei River	6,711	256	26.2	1,260	64	19.7	5,451	192	28.4
Total	**25,506**	**1,351**	**18.9**	**12,406**	**686**	**18.1**	**13,100**	**665**	**19.7**

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

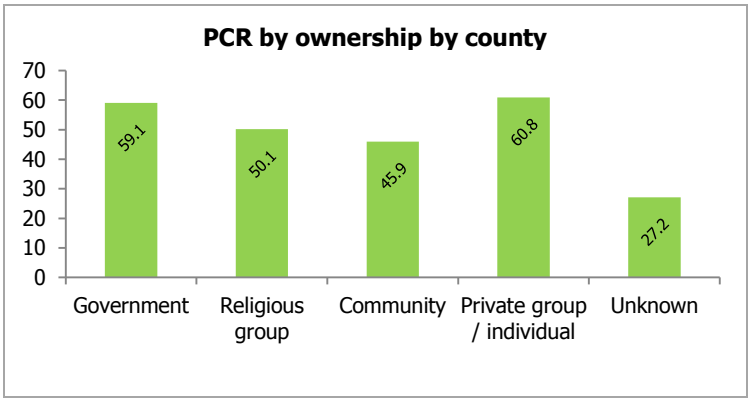


7.2.3. Classrooms

Number of primary schools classrooms and PCR by ownership

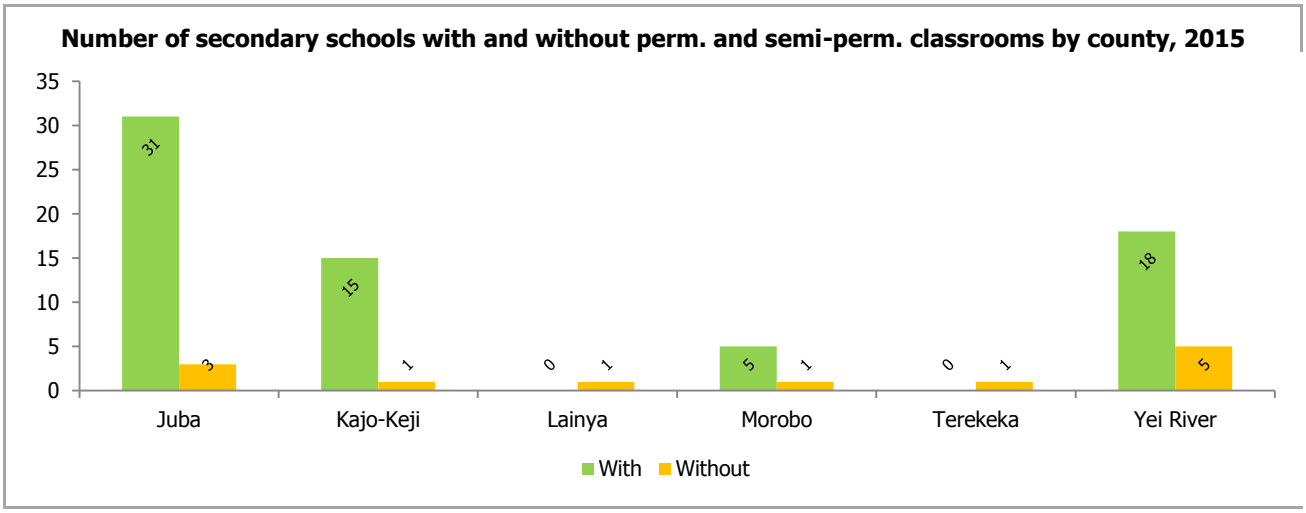
Ownership	Classrooms	PCR
Government	213	59.1
Religious group	125	50.1
Community	35	45.9
Private group / individual	77	60.8
Unknown	22	27.2
Total	**472**	**54.6**

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



Number and % of secondary schools with permanent and semi-permanent classrooms by county, 2015

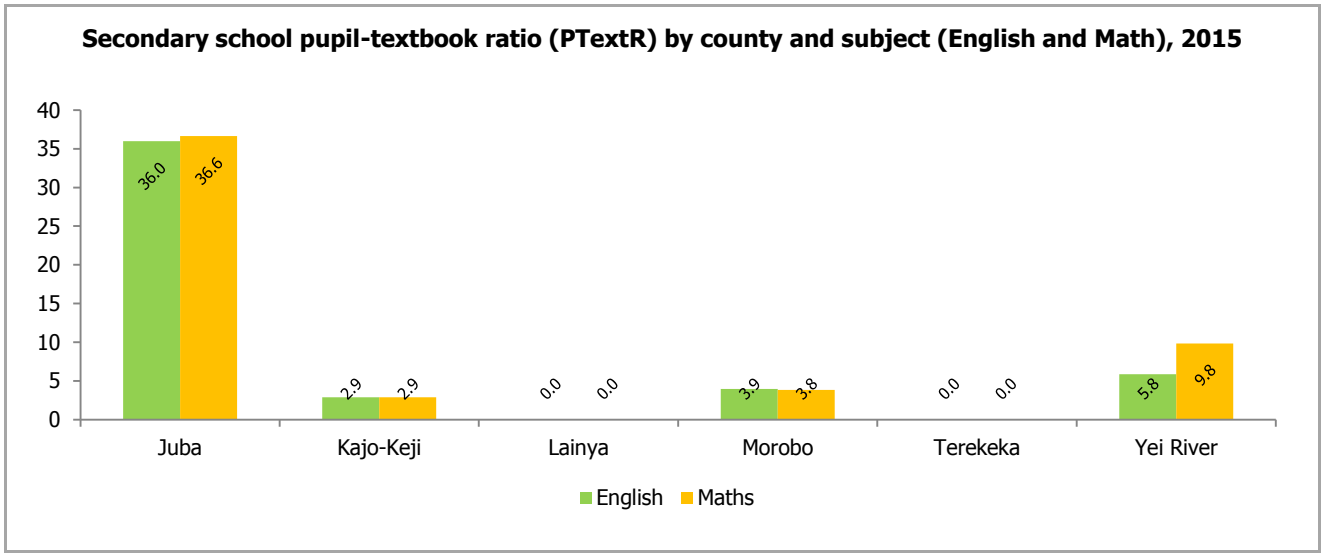
County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Juba	34	31	91.2%	3	8.8%
Kajo-Keji	16	15	93.8%	1	6.3%
Lainya	1	0	0.0%	1	100.0%
Morobo	6	5	83.3%	1	16.7%
Terekeka	1	0	0.0%	1	100.0%
Yei River	23	18	78.3%	5	21.7%
Total	**81**	**69**	**85.2%**	**12**	**14.8%**



7.2.4. Curriculum and Instruction

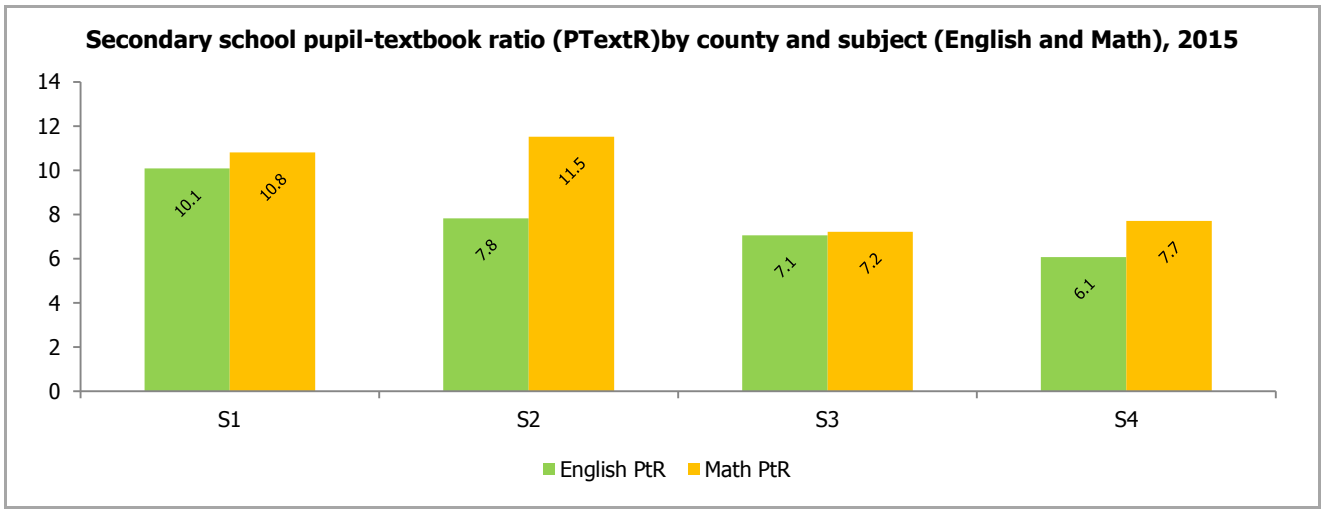
Secondary school pupil-textbook ratio (PTextR) by county and subject (English and Math), 2015

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Juba	14,102	392	36.0	385	36.6
Kajo-Keji	3,818	1,331	2.9	1,326	2.9
Lainya	211	0	0.0	0	0.0
Morobo	535	136	3.9	139	3.8
Terekeka	129	0	0.0	0	0.0
Yei River	6,711	1,149	5.8	682	9.8
Total	**25,506**	**3,008**	**8.5**	**2,532**	**10.1**



Secondary school pupil-textbook ratio (PTextR) by grade and subject (English and Math), 2015

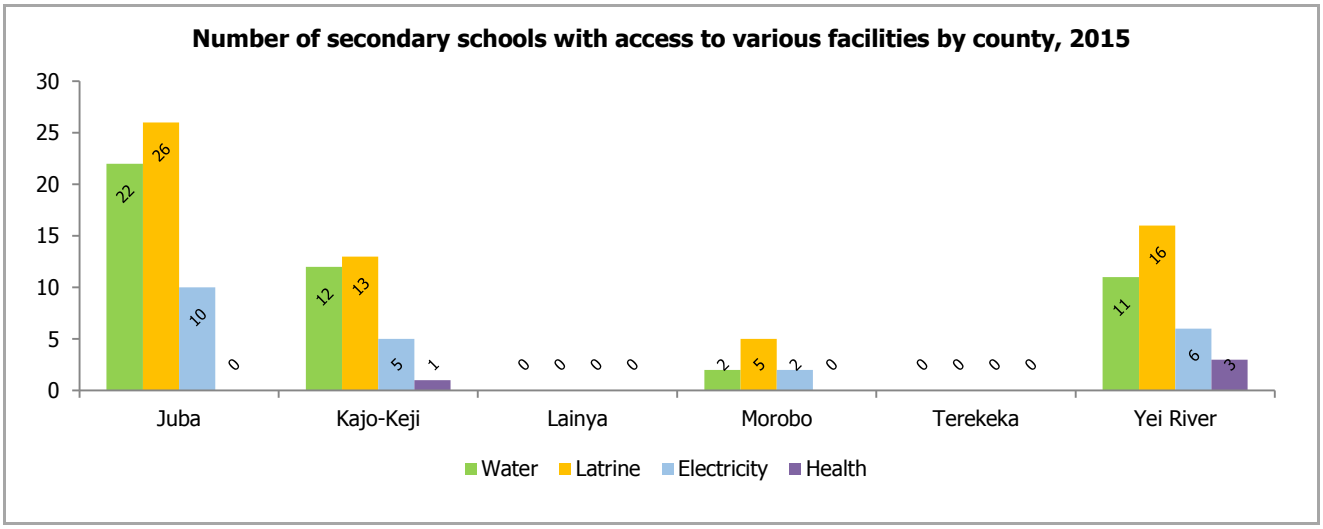
Grade	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
S1	7,650	759	10.1	708	10.8
S2	6,200	792	7.8	538	11.5
S3	5,148	729	7.1	713	7.2
S4	4,417	728	6.1	573	7.7
Total	**23,415**	**3,008**	**7.8**	**2,532**	**9.2**



7.2.5. Facilities

Number and % of secondary schools with and without access to various facilities by county, 2015

County	Schools	Water		Latrine		Electricity		Health Centre	
		Count	%	Count	%	Count	%	Count	%
Juba	34	22	64.7%	26	76.5%	10	29.4%	0	0.0%
Kajo-Keji	16	12	75.0%	13	81.3%	5	31.3%	1	6.3%
Lainya	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Morobo	6	2	33.3%	5	83.3%	2	33.3%	0	0.0%
Terekeka	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Yei River	23	11	47.8%	16	69.6%	6	26.1%	3	13.0%
Total	**81**	**47**	**58.0%**	**60**	**74.1%**	**23**	**28.4%**	**4**	**4.9%**



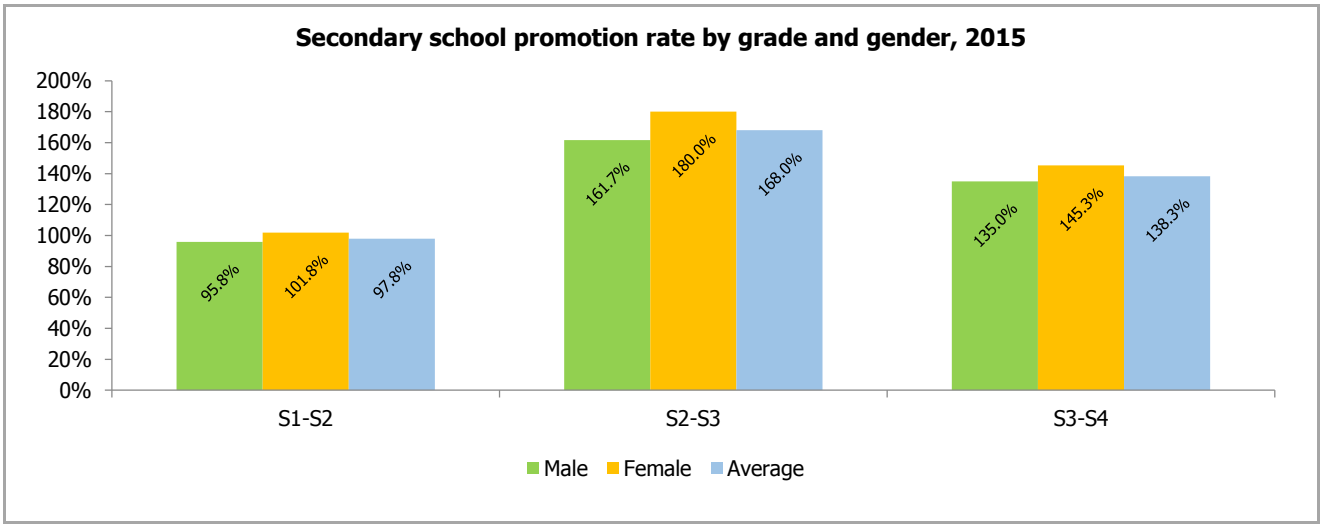
7.3. Student Flow

7.3.1. Promotion Rate

Secondary school promotion rate by county, grade, and gender, 2015

County	Overall			Male			Female		
	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4
Juba	108.1%	192.8%	172.6%	101.5%	172.6%	157.9%	124.5%	241.8%	209.6%
Kajo-Keji	99.8%	120.1%	97.9%	103.0%	131.8%	102.2%	98.5%	110.4%	92.6%
Lainya	86.7%	57.0%	29.9%	86.1%	58.4%	35.4%	91.9%	51.1%	0.0%
Morobo	77.6%	86.9%	75.5%	78.0%	82.1%	77.8%	76.1%	96.6%	68.0%
Terekeka	72.4%	64.5%	42.4%	81.0%	62.0%	38.6%	60.1%	69.0%	60.3%
Yei River	105.9%	229.9%	197.7%	108.3%	236.4%	190.3%	99.6%	212.4%	221.2%
Total	**97.8%**	**168.0%**	**138.3%**	**95.8%**	**161.7%**	**135.0%**	**101.8%**	**180.0%**	**145%**

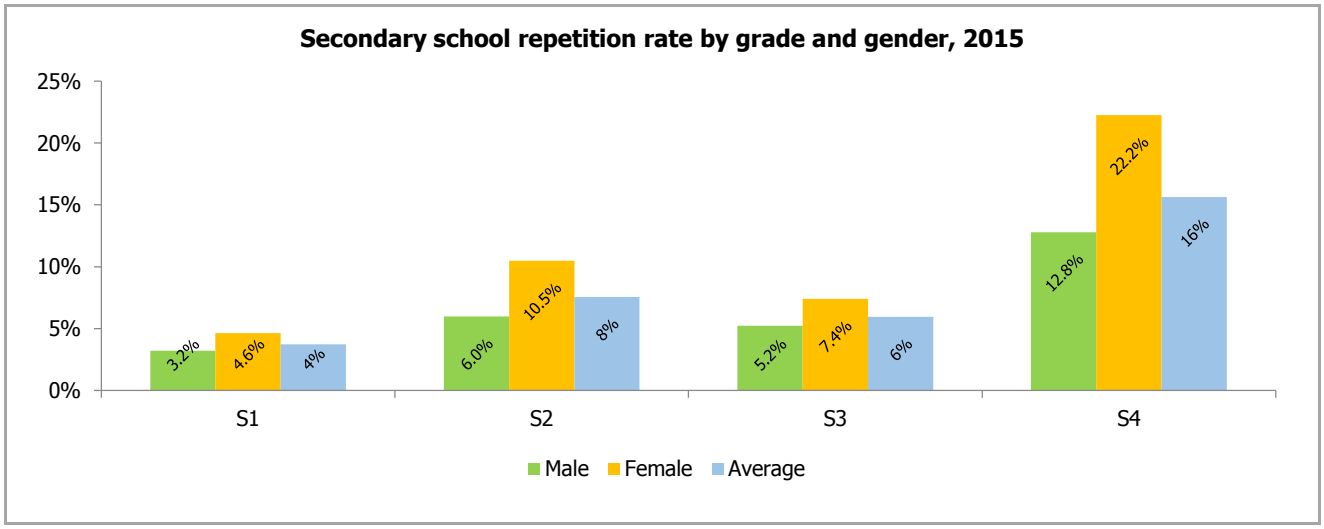
* Promotion exceeding 100% occur due to massive increase in enrolment between 2014 and 2015.



7.3.2. Repetition Rate

Secondary school repetition rate by county, grade, and gender, 2015

County	Overall				Male				Female			
	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4
Juba	4.4%	7.8%	9.3%		3.9%	6.2%	8.7%	77.0%	5.2%	11.2%	10.9%	
Kajo-Keji	2.7%	6.1%	3.4%	1.8%	2.9%	6.9%	2.5%	2.8%	2.4%	5.5%	4.5%	0.8%
Lainya	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%
Morobo	3.3%	2.4%	6.6%	1.5%	3.4%	1.2%	6.2%	0.0%	3.2%	4.6%	8.2%	6.8%
Terekeka	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Yei River	4.1%	14.7%	5.2%	56.8%	3.0%	8.9%	3.5%	39.5%	6.7%	31.4%	10.4%	129%
Total	**3.7%**	**7.6%**	**6.0%**	**15%**	**3.2%**	**6.0%**	**5.2%**	**12%**	**4.6%**	**10%**	**7.4%**	**22%**

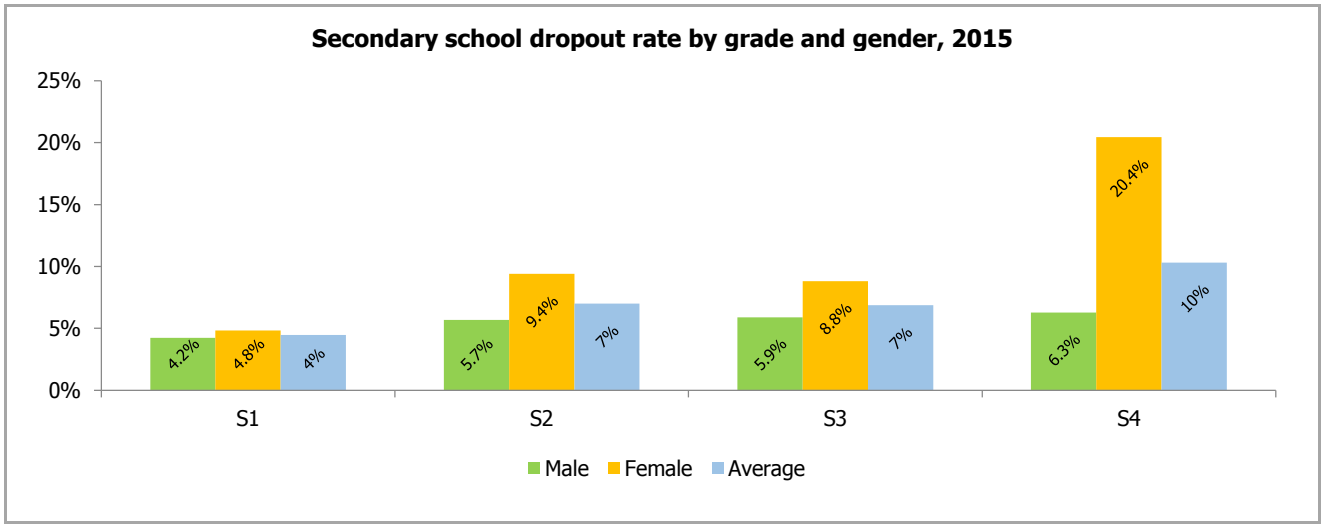


7.3.3. Dropout Rate

Secondary school dropout rate by county and grade, 2015

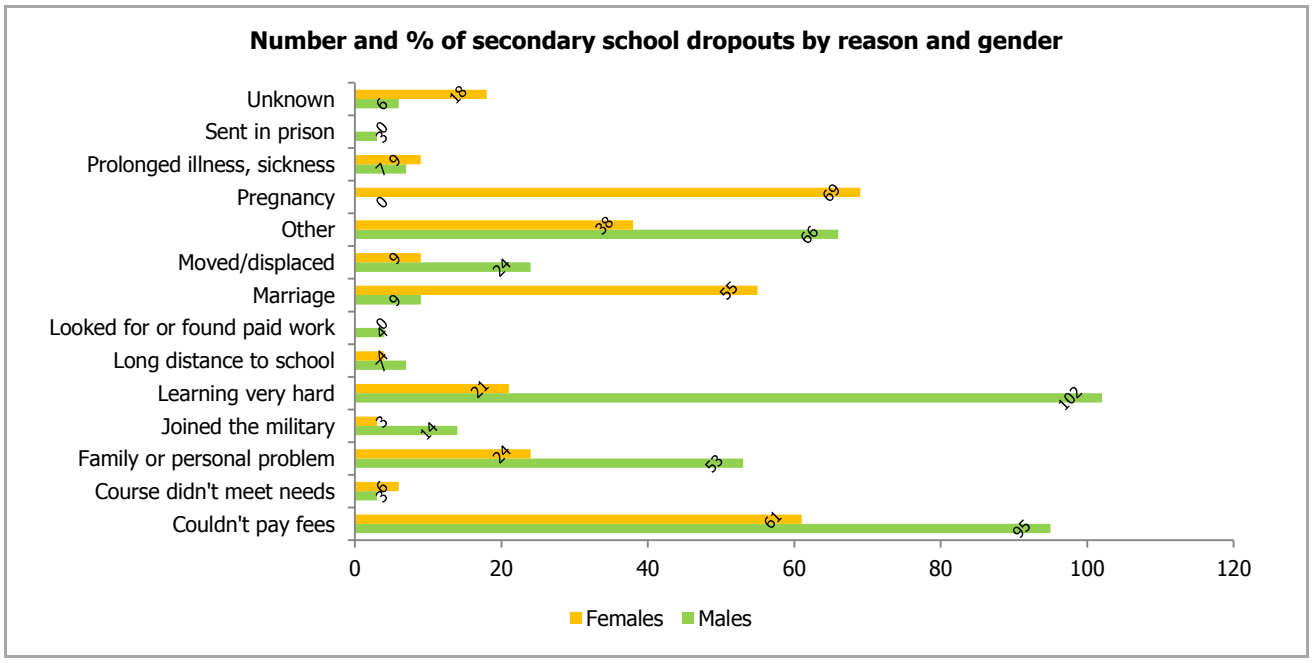
County	Overall				Male				Female			
	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4
Juba	3.6%	4.7%	4.9%	27.0%	4.2%	4.6%	5.1%	16.7%	2.6%	5.1%	4.7%	87.1%
Kajo-Keji	6.9%	8.6%	6.8%	4.7%	6.8%	6.5%	5.8%	4.5%	6.9%	10.5%	8.0%	4.9%
Lainya	0.0%	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	8.5%		0.0%
Morobo	11.9%	18.5%	16.3%	10.8%	8.8%	14.9%	11.7%	6.0%	19.3%	25.3%	32.7%	27.2%
Terekeka	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Yei River	4.2%	15.7%	12.1%	28.4%	3.4%	9.8%	8.7%	10.6%	6.2%	32.3%	22.3%	
Total	**4.5%**	**7.0%**	**6.9%**	**10%**	**4.2%**	**5.7%**	**5.9%**	**6.3%**	**4.8%**	**9.4%**	**8.8%**	**20%**

* Negative dropout rates occur due to high increase in enrolment between 2014 and 2015.



Number of secondary school dropouts by reason and gender, 2015

Reason	Total	Male		Female	
		Count	% total	Count	% total
Couldn't pay fees	156	95	60.9%	61	39.1%
Course didn't meet needs	9	3	33.3%	6	66.7%
Family or personal problem	77	53	68.8%	24	31.2%
Joined the military	17	14	82.4%	3	17.6%
Learning very hard	123	102	82.9%	21	17.1%
Long distance to school	11	7	63.6%	4	36.4%
Looked for or found paid work	4	4	100.0%	0	0.0%
Marriage	64	9	14.1%	55	85.9%
Moved/displaced	33	24	72.7%	9	27.3%
Other	104	66	63.5%	38	36.5%
Pregnancy	69	0	0.0%	69	100.0%
Prolonged illness, sickness	16	7	43.8%	9	56.3%
Sent in prison	3	3	100.0%	0	0.0%
Unknown	24	6	25.0%	18	75.0%
Total	**710**	**393**	**55.4%**	**317**	**44.6%**



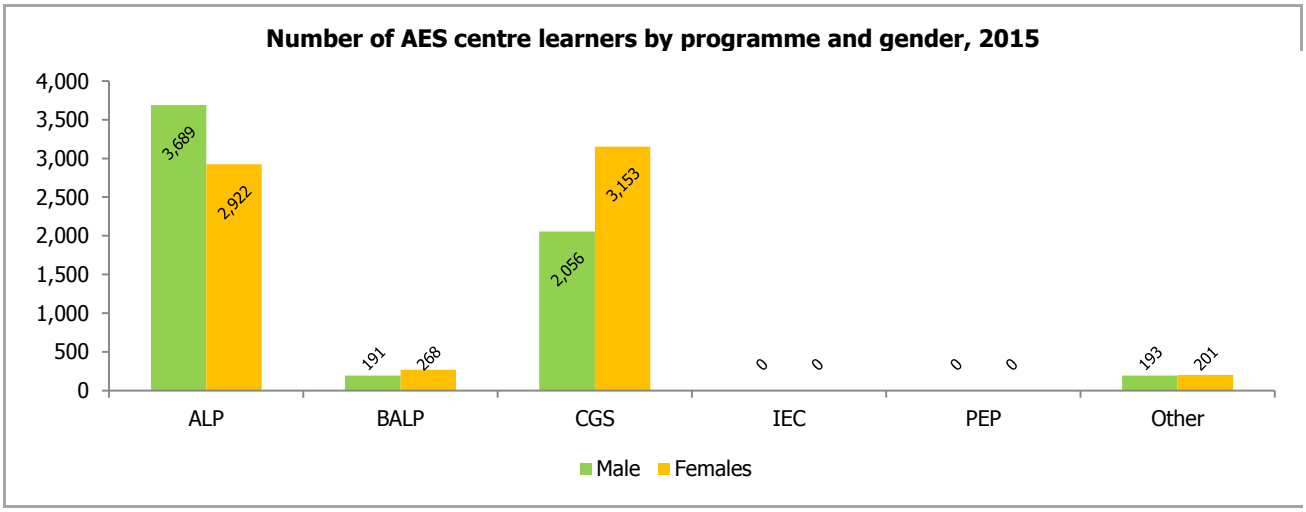
8. ALTERNATIVE EDUCATION SYSTEM (AES), 2015

8.1. Access

8.1.1. Enrolment

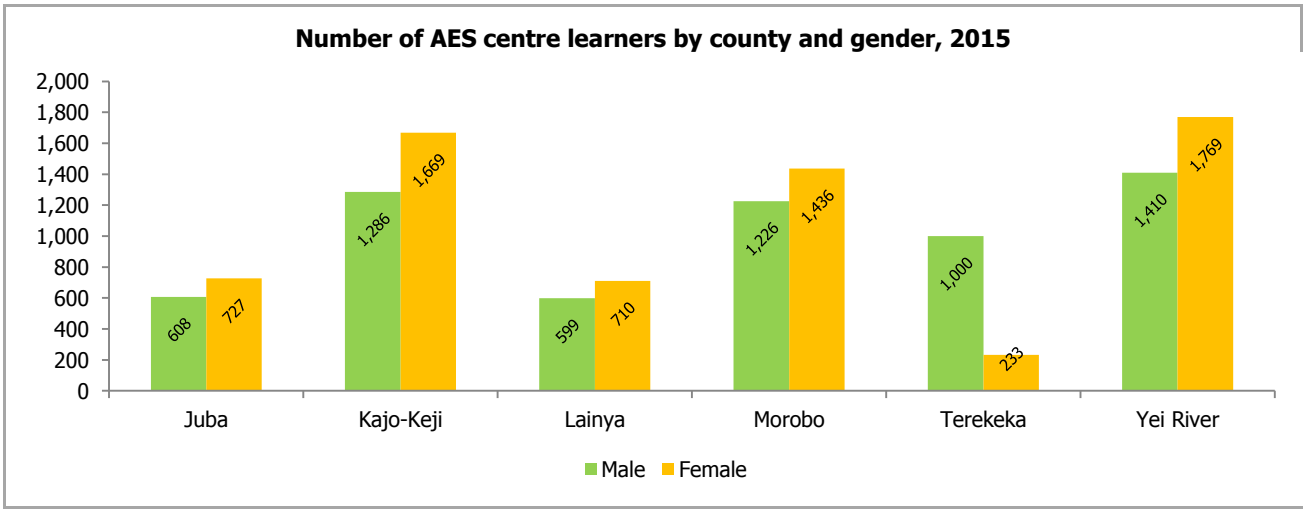
Number of AES centre learners by county and programme, 2015

County	Total	ALP	BALP	CGS	IEC	PEP	Other
Juba	1,335	514	112	533	0	0	176
Kajo-Keji	2,955	1,728	0	1,227	0	0	0
Lainya	1,309	565	0	744	0	0	0
Morobo	2,662	1,680	145	739	0	0	98
Terekeka	1,233	1,072	131	30	0	0	0
Yei River	3,179	1,052	71	1,936	0	0	120
Total	**12,673**	**6,611**	**459**	**5,209**	**0**	**0**	**394**



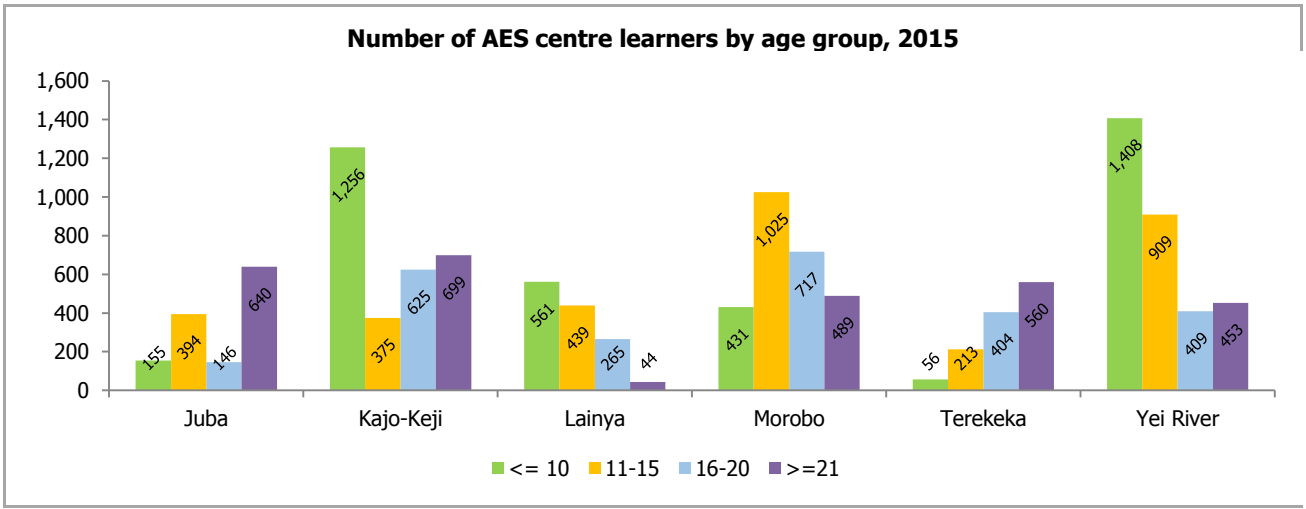
Number and % of AES centre learners by county and gender, 2015

County	Centres	Male		Female	
		Count	% total	Count	% total
Juba	1,335	608	45.5%	727	54.5%
Kajo-Keji	2,955	1,286	43.5%	1,669	56.5%
Lainya	1,309	599	45.8%	710	54.2%
Morobo	2,662	1,226	46.1%	1,436	53.9%
Terekeka	1,233	1,000	81.1%	233	18.9%
Yei River	3,179	1,410	44.4%	1,769	55.6%
Total	**12,673**	**6,129**	**48.4%**	**6,544**	**51.6%**



Number of AES centre learners by county and age group, 2015

County	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
Juba	1,335	155	394	146	640
Kajo-Keji	2,955	1,256	375	625	699
Lainya	1,309	561	439	265	44
Morobo	2,662	431	1,025	717	489
Terekeka	1,233	56	213	404	560
Yei River	3,179	1,408	909	409	453
Total	**12,673**	**3,867**	**3,355**	**2,566**	**2,885**



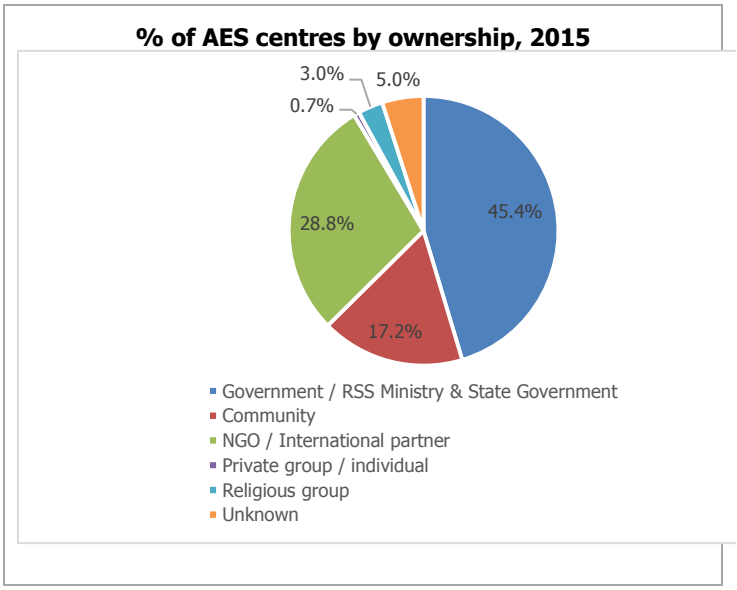
8.2. Resources

8.2.1. Centres

Number of AES centres by programme, 2015

Ownership	No. centres
Government & State Government	137
Community	52
NGO / International partner	87
Private group / individual	2
Religious group	9
Unknown	15
Total	**302**

* Some centres have more than one programme.

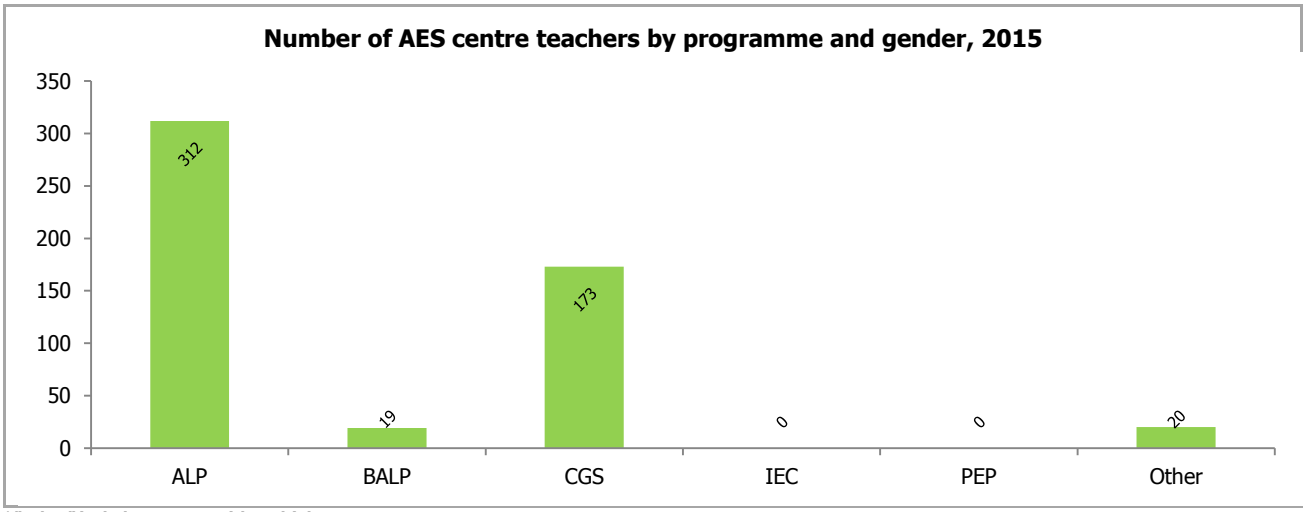


8.2.2. Teachers

Number of AES centre teachers by county and programme, 2015

County	Total	ALP	BALP	CGS	IEC	PEP	Other/Multiple
Juba	77	39	8	20	0	0	10
Kajo-Keji	143	102	0	41	0	0	0
Lainya	50	25	0	25	0	0	0
Morobo	96	65	7	21	0	0	3
Terekeka	31	30	1	0	0	0	0
Yei River	127	51	3	66	0	0	7
Total	**524**	**312**	**19**	**173**	**0**	**0**	**20**

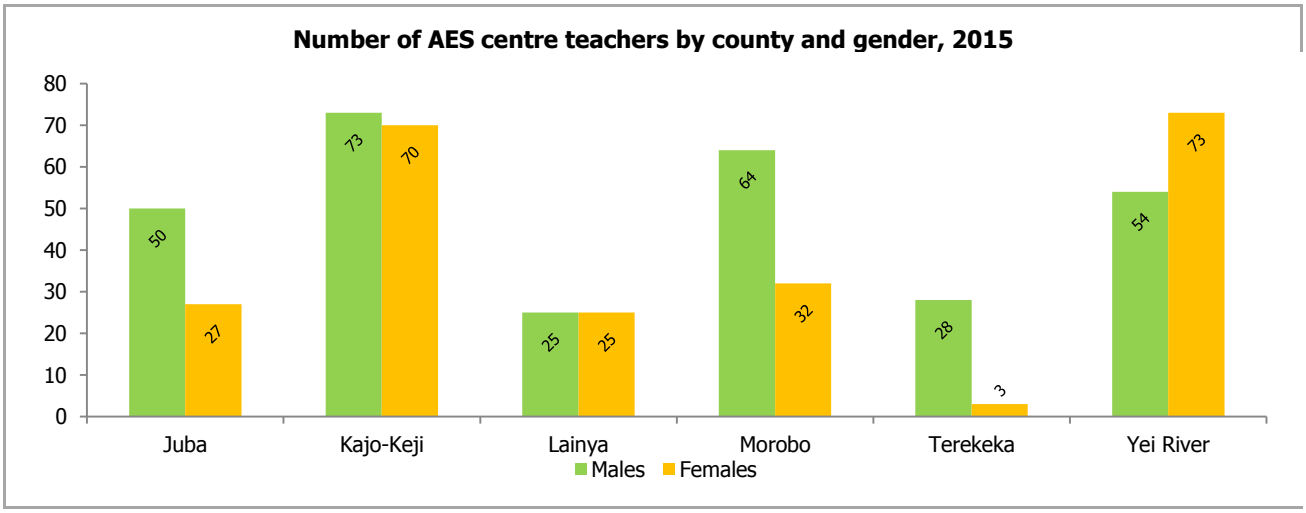
* Some centres have more than one programme. Hence, some teachers may teach more than one programme.



*"Other" includes centres with multiple programmes.

Number and % of AES centre teachers by county and gender, 2015

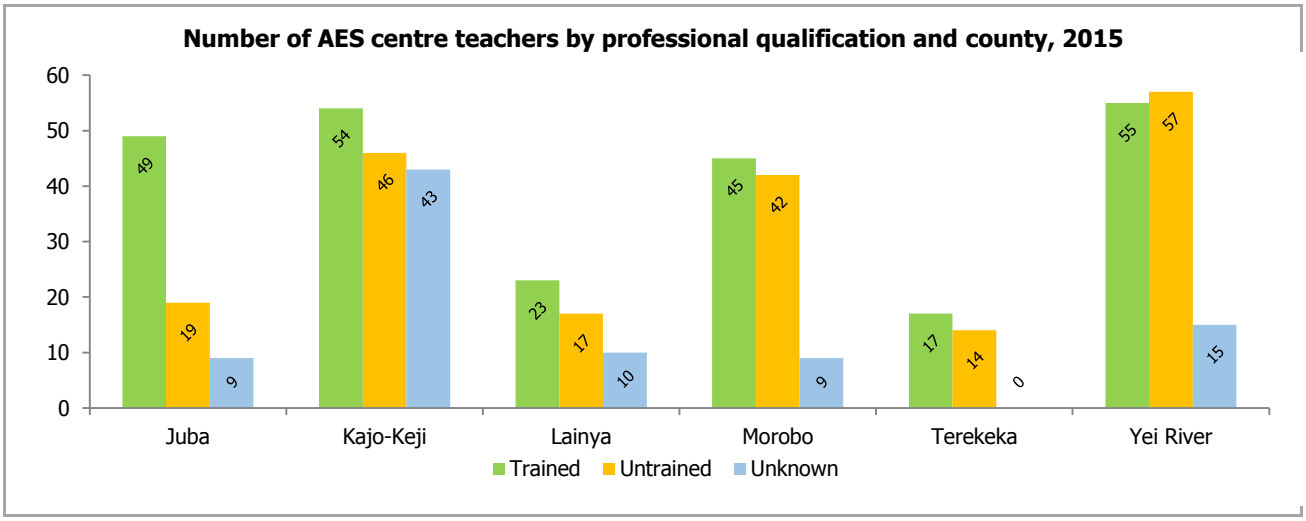
County	Total	Male		Female	
		Count	% total	Count	% total
Juba	77	50	64.9%	27	35.1%
Kajo-Keji	143	73	51.0%	70	49.0%
Lainya	50	25	50.0%	25	50.0%
Morobo	96	64	66.7%	32	33.3%
Terekeka	31	28	90.3%	3	9.7%
Yei River	127	54	42.5%	73	57.5%
Total	**524**	**294**	**56.1%**	**230**	**43.9%**



Number and % of AES centre teachers by professional qualification and county, 2015

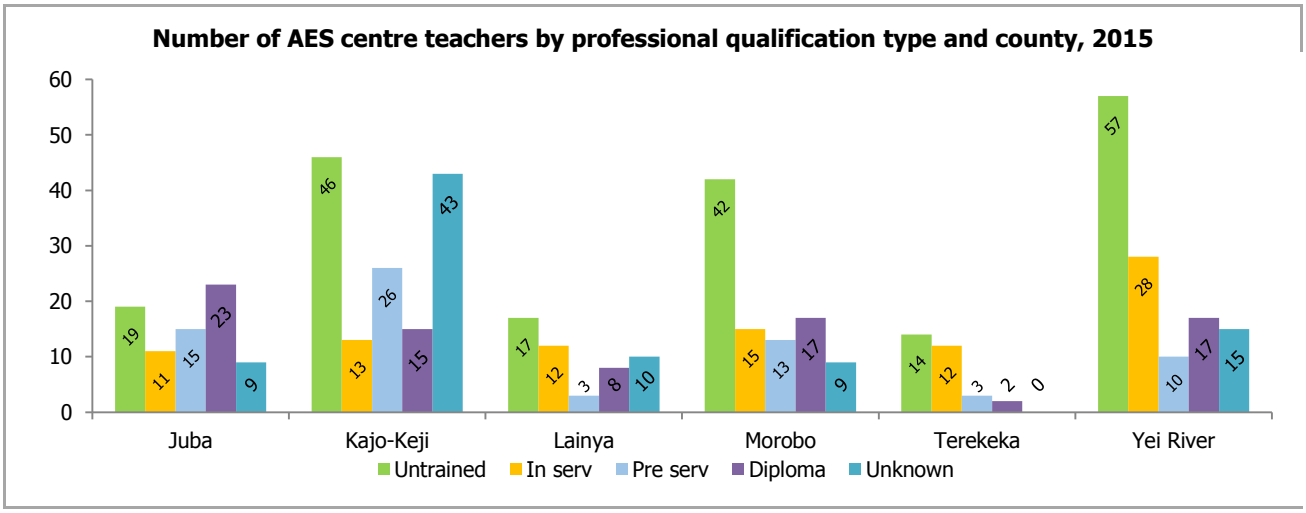
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Juba	77	49	63.6%	19	24.7%	9	11.7%
Kajo-Keji	143	54	37.8%	46	32.2%	43	30.1%
Lainya	50	23	46.0%	17	34.0%	10	20.0%
Morobo	96	45	46.9%	42	43.8%	9	9.4%
Terekeka	31	17	54.8%	14	45.2%	0	0.0%
Yei River	127	55	43.3%	57	44.9%	15	11.8%
Total	**524**	**243**	**46.4%**	**195**	**37.2%**	**86**	**16.4%**

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



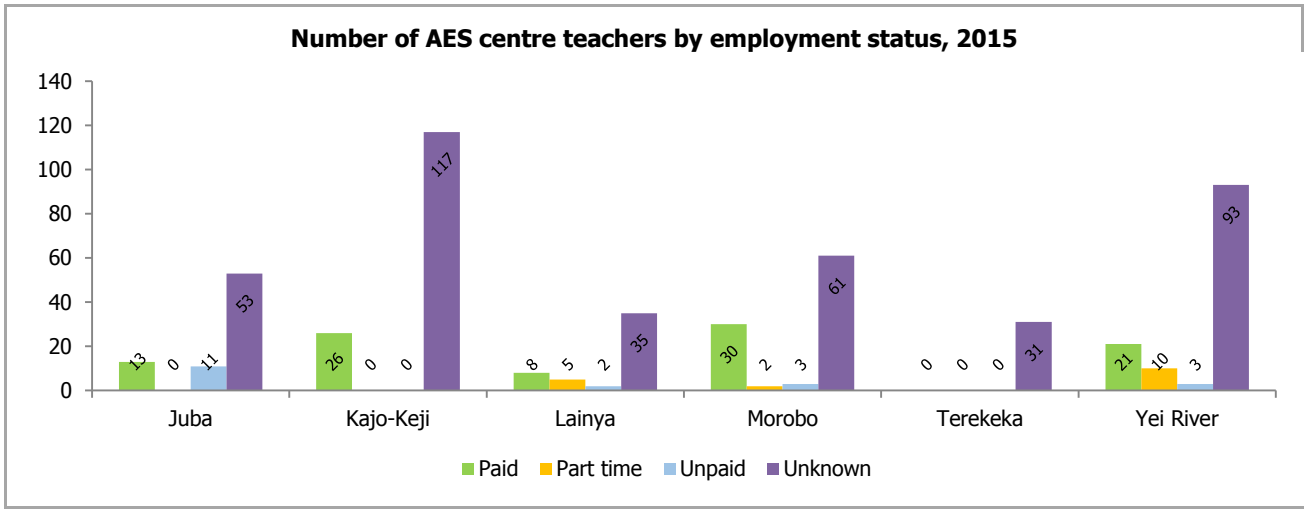
Number and % of AES centre teachers by professional qualification and county, 2015

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Juba	77	19	24.7%	11	14.3%	15	19.5%	23	29.9%	9	11.7%
Kajo-Keji	143	46	32.2%	13	9.1%	26	18.2%	15	10.5%	43	30.1%
Lainya	50	17	34.0%	12	24.0%	3	6.0%	8	16.0%	10	20.0%
Morobo	96	42	43.8%	15	15.6%	13	13.5%	17	17.7%	9	9.4%
Terekeka	31	14	45.2%	12	38.7%	3	9.7%	2	6.5%	0	0.0%
Yei River	127	57	44.9%	28	22.0%	10	7.9%	17	13.4%	15	11.8%
Total	**524**	**195**	**37.2%**	**91**	**17.4%**	**70**	**13.4%**	**82**	**15.6%**	**86**	**16.4%**



Number and % of AES centre teachers by employment status and county, 2015

County	Total	Paid		Part time		Unpaid		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
Juba	77	13	16.9%	0	0.0%	11	14.3%	53	68.8%
Kajo-Keji	143	26	18.2%	0	0.0%	0	0.0%	117	81.8%
Lainya	50	8	16.0%	5	10.0%	2	4.0%	35	70.0%
Morobo	96	30	31.3%	2	2.1%	3	3.1%	61	63.5%
Terekeka	31	0	0.0%	0	0.0%	0	0.0%	31	100.0%
Yei River	127	21	16.5%	10	7.9%	3	2.4%	93	73.2%
Total	**524**	**98**	**18.7%**	**17**	**3.2%**	**19**	**3.6%**	**390**	**74.4%**

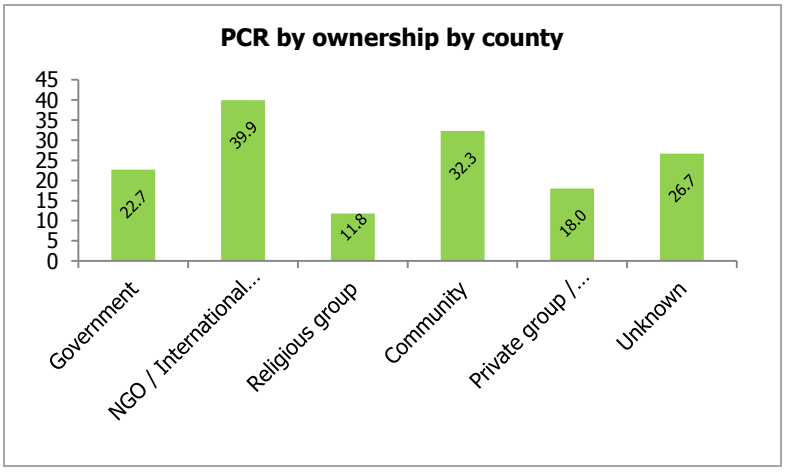


8.2.3. Classrooms

Number of AES centre classrooms and PCR by ownership

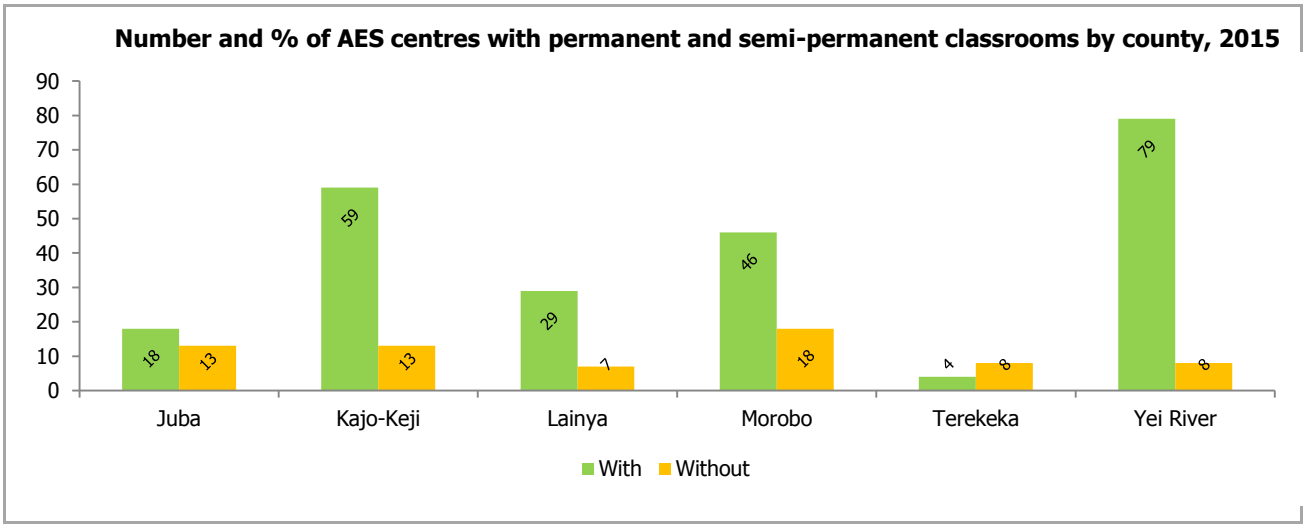
Ownership	Classrooms	PCR
Gov	322	22.7
NGO	94	39.9
Religious group	29	11.8
Community	65	32.3
Private group	5	18.0
Unknown	24	26.7
Total	**539**	**26.4**

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



Number and % of AES centres with permanent and semi-permanent classrooms by county, 2015

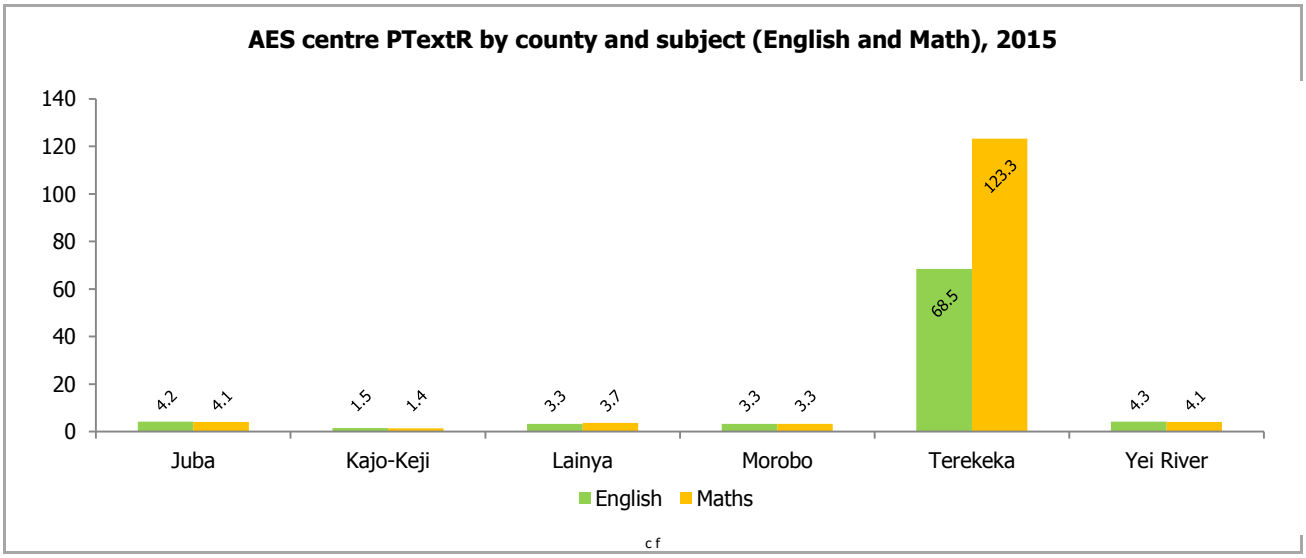
County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Juba	31	18	58.1%	13	41.9%
Kajo-Keji	72	59	81.9%	13	18.1%
Lainya	36	29	80.6%	7	19.4%
Morobo	64	46	71.9%	18	28.1%
Terekeka	12	4	33.3%	8	66.7%
Yei River	87	79	90.8%	8	9.2%
Total	**302**	**235**	**77.8%**	**67**	**22.2%**



8.2.4. Curriculum and Instruction

AES centre pupil-textbook ratio (PTextR) by county and subject (English and Math), 2015

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Juba	1,335	317	4.2	326	4.1
Kajo-Keji	2,955	1,964	1.5	2,087	1.4
Lainya	1,309	401	3.3	352	3.7
Morobo	2,662	801	3.3	802	3.3
Terekeka	1,233	18	68.5	10	123.3
Yei River	3,179	744	4.3	781	4.1
Total	**12,673**	**4,245**	**3.0**	**4,358**	**2.9**

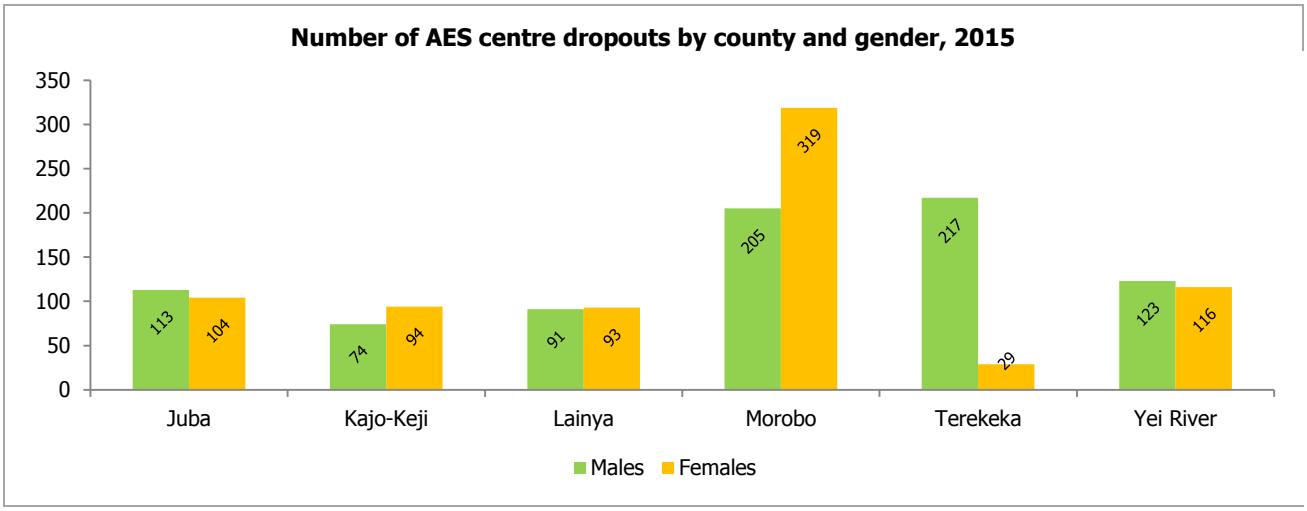


8.3. Student Flow

8.3.1. Dropouts

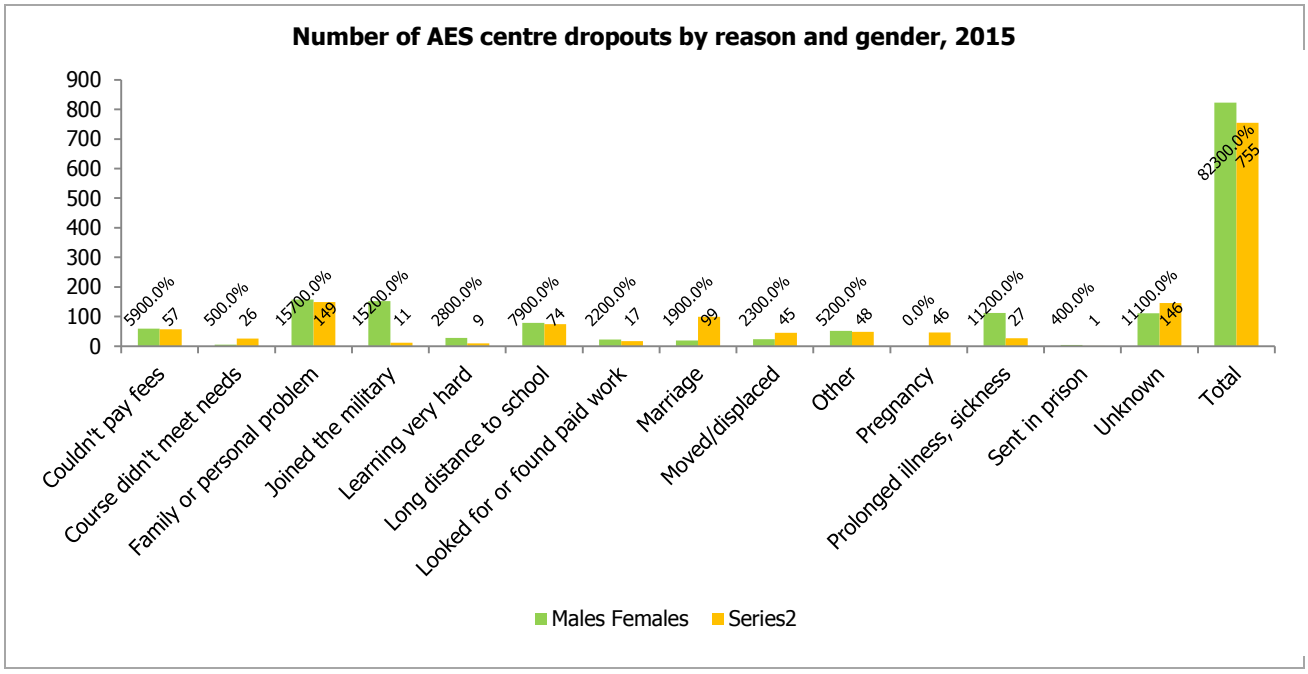
Number and % of AES centre dropouts by county and gender, 2015

County	Total	Male		Female	
		Count	% total	Count	% total
Juba	217	113	52.1%	104	47.9%
Kajo-Keji	168	74	44.0%	94	56.0%
Lainya	184	91	49.5%	93	50.5%
Morobo	524	205	39.1%	319	60.9%
Terekeka	246	217	88.2%	29	11.8%
Yei River	239	123	51.5%	116	48.5%
Total	**1,578**	**823**	**52.1%**	**755**	**47.8%**



Number and % of AES centre dropouts by reason and gender, 2015

Reason	Total	Male		Female	
		Count	% total	Count	% total
Couldn't pay fees	116	59	50.9%	57	49.1%
Course didn't meet needs	31	5	16.1%	26	83.9%
Family or personal problem	306	157	51.3%	149	48.7%
Joined the military	163	152	93.3%	11	6.7%
Learning very hard	37	28	75.7%	9	24.3%
Long distance to school	153	79	51.6%	74	48.4%
Looked for or found paid work	39	22	56.4%	17	43.6%
Marriage	118	19	16.1%	99	83.9%
Moved/displaced	68	23	33.8%	45	66.2%
Other	100	52	52.0%	48	48.0%
Pregnancy	46	0	0.0%	46	100.0%
Prolonged illness, sickness	139	112	80.6%	27	19.4%
Sent in prison	5	4	80.0%	1	20.0%
Unknown	257	111	43.2%	146	56.8%
Total	**1,578**	**823**	**52.2%**	**755**	**47.8%**


Number of AES centre dropouts by reason and gender, 2015
900
800
700
600
500
400
300
200
100
0
5900.0%
57
500.0%
26
15700.0%
149
15200.0%
11
2800.0%
9
7900.0%
74
2200.0%
17
1900.0%
99
2300.0%
45
5200.0%
48
0.0%
46
11200.0%
27
400.0%
1
11100.0%
146
82300.0%
755
Couldn't pay fees
Course didn't meet needs
Family or personal problem
Joined the military
Learning very hard
Long distance to school
Looked for or found paid work
Marriage
Moved/displaced
Other
Pregnancy
Prolonged illness, sickness
Sent in prison
Unknown
Total
Males Females
Series2

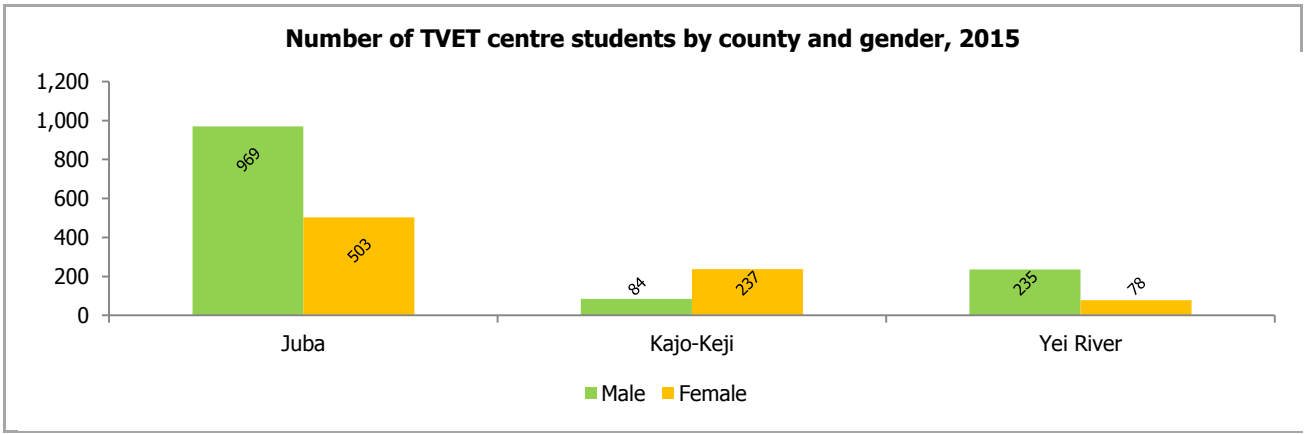
9. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET), 2015

9.1. Access

9.1.1. Enrolment

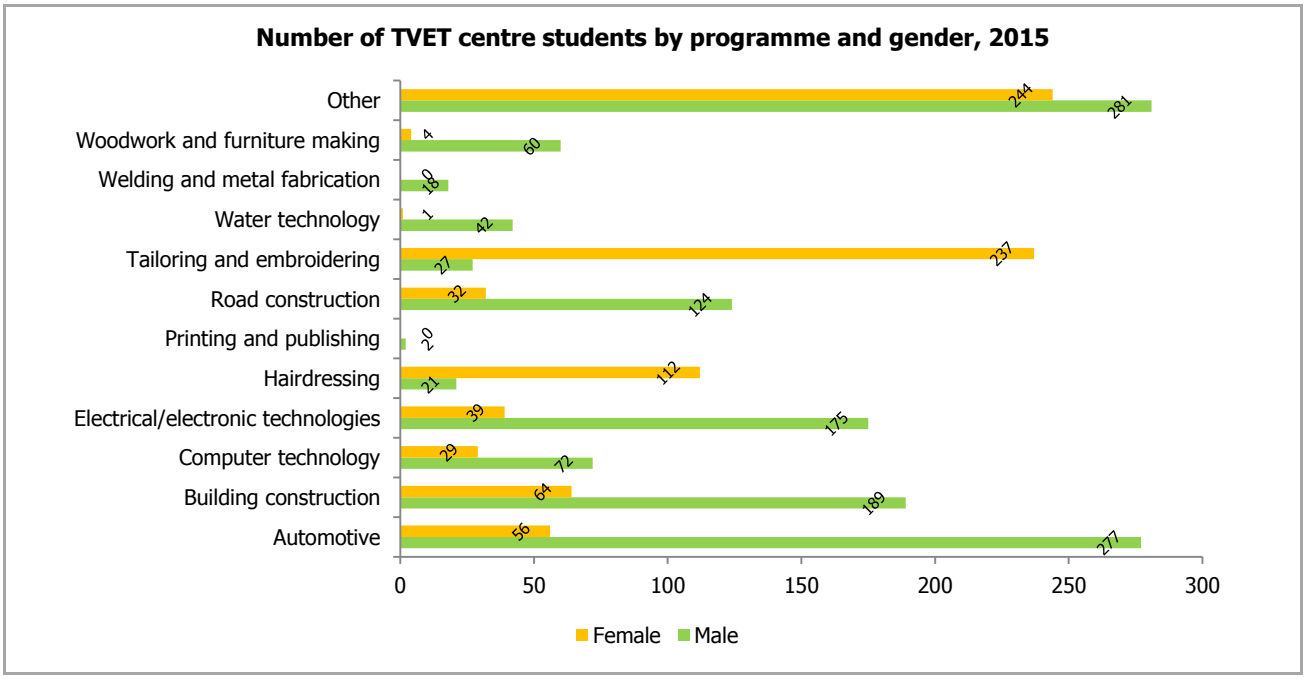
Number and % TVET centre students by county and gender, 2015

County	Total	Male		Female	
		Count	% total	Count	% total
Juba	1472	969	65.8%	503	34.2%
Kajo-Keji	321	84	26.2%	237	73.8%
Yei River	313	235	75.1%	78	24.9%
Total	**2,106**	**1,288**	**61.2%**	**818**	**38.8%**



Number and % TVET centre students by programme and gender, 2015

Programme	Total	Male		Female	
		Count	% total	Count	% total
Automotive	333	277	83.2%	56	16.8%
Building construction	253	189	74.7%	64	25.3%
Computer technology	101	72	71.3%	29	28.7%
Electrical/electronic technologies	214	175	81.8%	39	18.2%
Hairdressing	133	21	15.8%	112	84.2%
Printing and publishing	2	2	100.0%	0	0.0%
Road construction	156	124	79.5%	32	20.5%
Tailoring and embroidering	264	27	10.2%	237	89.8%
Water technology	43	42	97.7%	1	2.3%
Welding and metal fabrication	18	18	100.0%	0	0.0%
Woodwork and furniture making	64	60	93.8%	4	6.3%
Other	525	281	53.5%	244	46.5%
Total	**2,106**	**1,288**	**61.2%**	**818**	**38.8%**



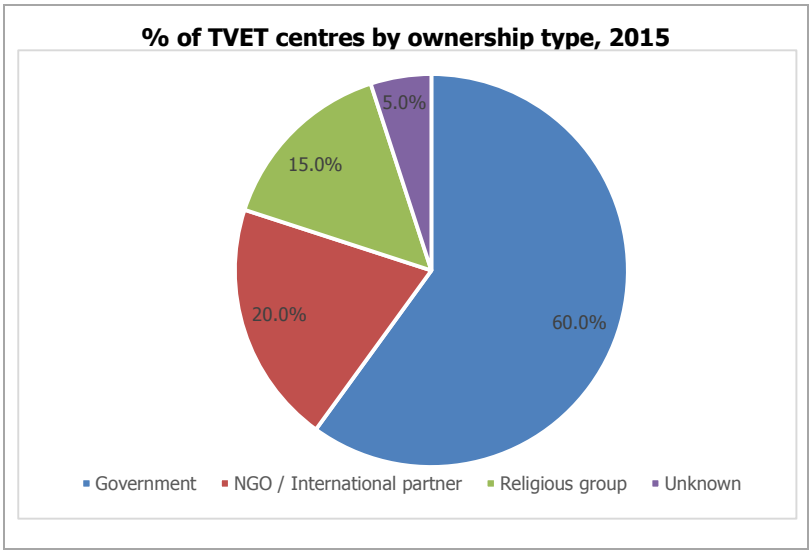
9.2. Resources

9.2.1. Centres

Number of TVET centres by ownership, 2015

Ownership	Schools
Gov	12
Community	4
International	3
Private group/indiv	1
Unknown	12
Total	**20**

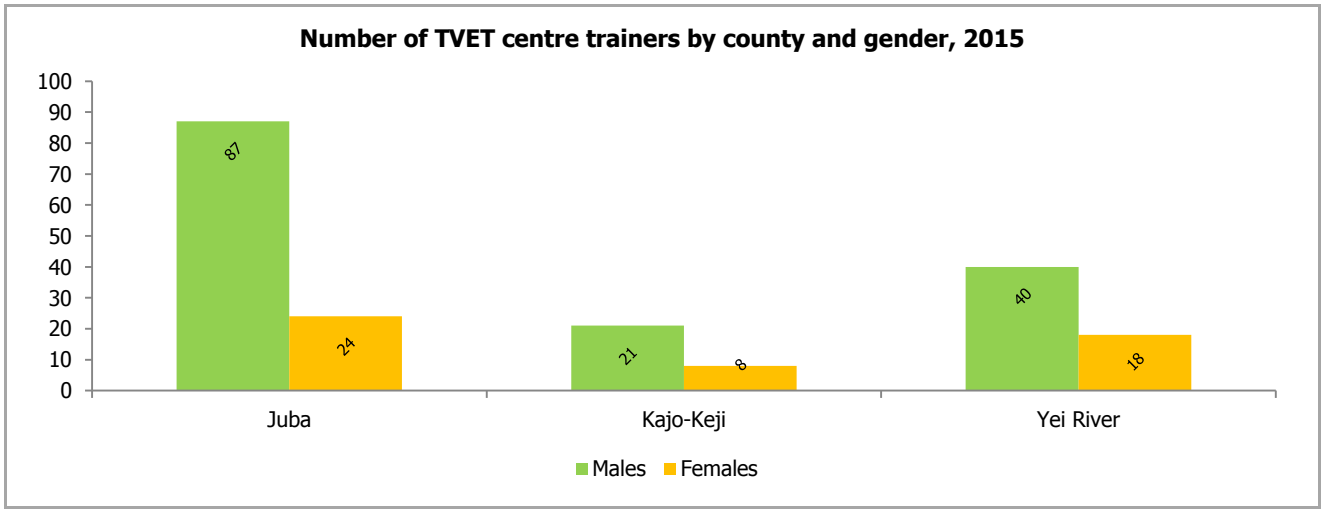
* "Other" includes NGO-supported, unknown, and unspecified other ownership types.



9.2.2. Trainers

Number and % of TVET centre trainers by county and gender, 2015

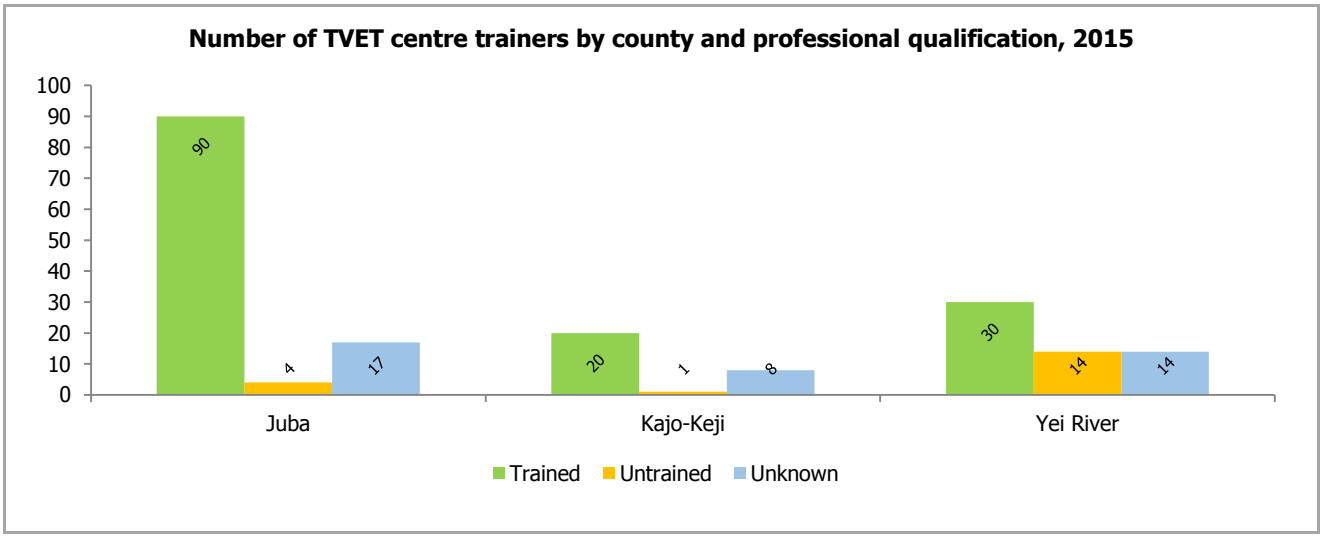
County	Total	Male		Female	
		Count	% total	Count	% total
Juba	111	87	78.4%	24	21.6%
Kajo-Keji	29	21	72.4%	8	27.6%
Yei River	58	40	69.0%	18	31.0%
Total	**198**	**148**	**74.7%**	**50**	**25.3%**



Number and % of TVET centre trainers by county and professional qualification, 2015

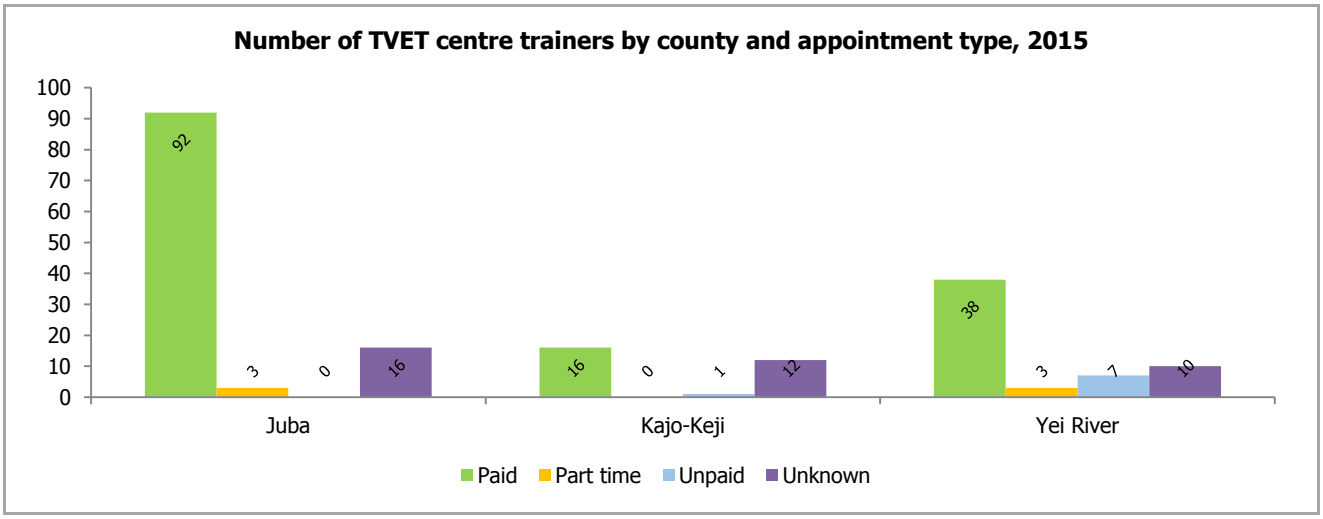
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Juba	111	90	81.1%	4	3.6%	17	15.3%
Kajo-Keji	29	20	69.0%	1	3.4%	8	27.6%
Yei River	58	30	51.7%	14	24.1%	14	24.1%
Total	**198**	**140**	**70.7%**	**19**	**9.6%**	**39**	**19.7%**

* "Trained" encompasses the trainers who were formally certified/trained from an accredited institution. "Untrained" includes those who were not formally certified/trained from an accredited institution.



Number and % of TVET centre teachers/trainers by county and appointment type, 2015

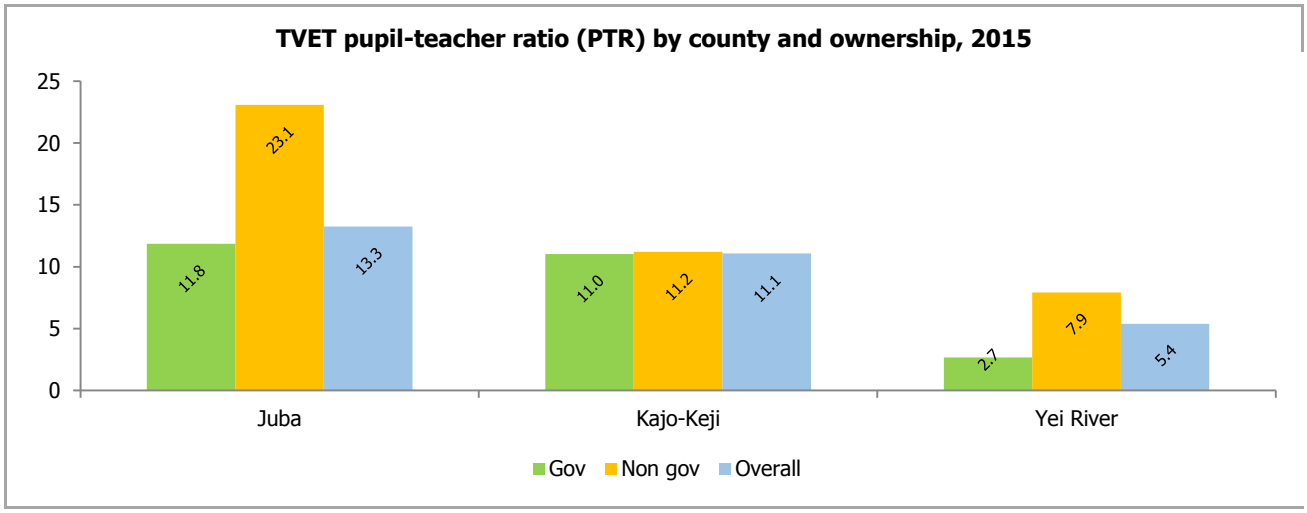
County	Total	Paid		Part Time		Unpaid		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
Juba	111	92	82.9%	3	2.7%	0	0.0%	16	14.4%
Kajo-Keji	29	16	55.2%	0	0.0%	1	3.4%	12	41.4%
Yei River	58	38	65.5%	3	5.2%	7	12.1%	10	17.2%
Total	**198**	**146**	**73.7%**	**6**	**3.0%**	**8**	**4.0%**	**38**	**19.2%**



TVET centre pupil-teacher ratio (PTR) by ownership, 2015

County	Overall			Government			Non-government		
	Trainee	Trainer	PTR	Trainee	Trainer	PTR	Trainee	Trainer	PTR
Juba	1,472	111	13.3	1,149	97	11.8	323	14	23.1
Kajo-Keji	321	29	11.1	265	24	11.0	56	5	11.2
Yei River	313	58	5.4	75	28	2.7	238	30	7.9
Total	**2,106**	**198**	**10.6**	**1,489**	**149**	**10.0**	**617**	**49**	**12.6**

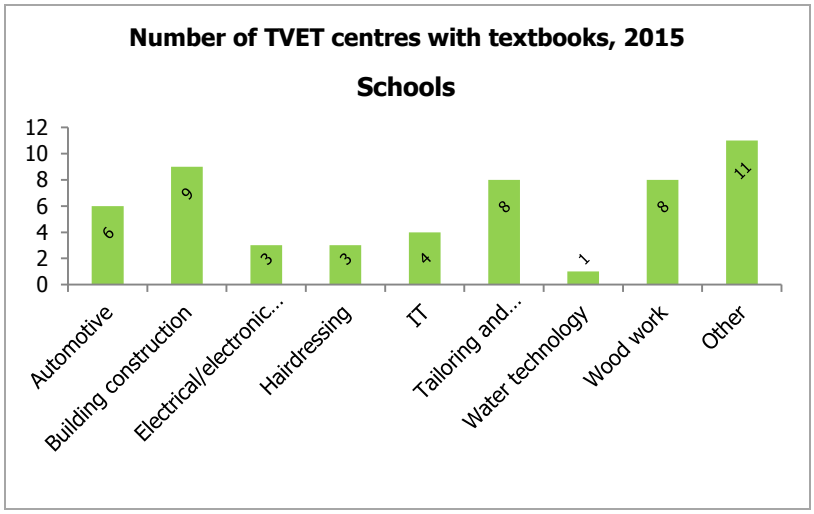
* "Non-government" here includes schools under community, private, NGO-supported, religious group, and unknown ownership.



9.2.3. Curriculum

Number of TVET centres with textbooks/instructions manuals for programmes, 2015

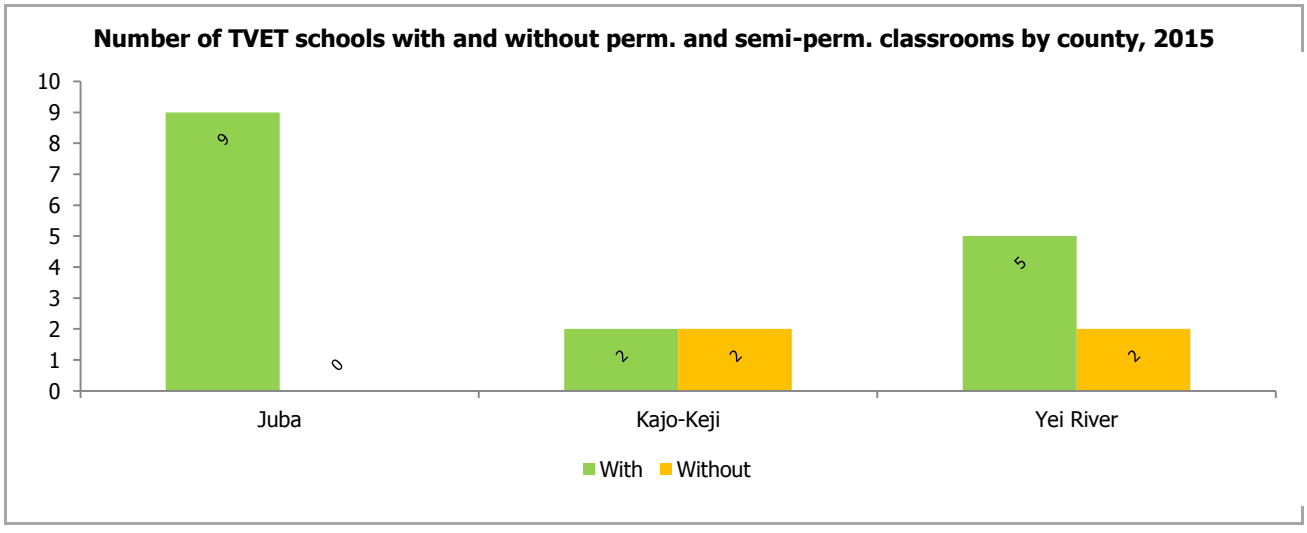
Subject	Schools
Automotive	6
Building construction	9
Electrical/electronic technologies	3
Hairdressing	3
IT	4
Tailoring and embroidering	8
Water technology	1
Wood work	8
Other	11



9.2.4. Facilities

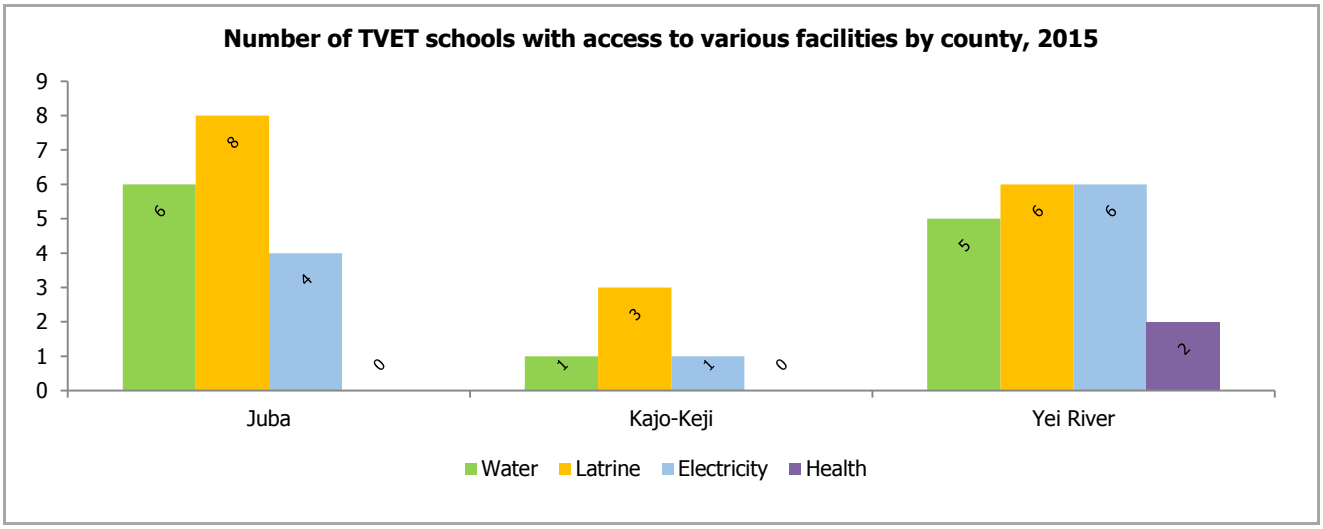
Number and % of TVET centres with permanent and semi-permanent classrooms by county, 2015

County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Juba	9	9	100.0%	0	0.0%
Kajo-Keji	4	2	50.0%	2	50.0%
Yei River	7	5	71.4%	2	28.6%
Total	**20**	**16**	**80.0%**	**4**	**20.0%**



Number and % of TVET centres with access to various facilities by county, 2015

County	Schools	Water		Latrine		Electricity		Health Centre	
		Count	%	Count	%	Count	%	Count	%
Juba	9	6	66.7%	8	88.9%	4	44.4%	0	0.0%
Kajo-Keji	4	1	25.0%	3	75.0%	1	25.0%	0	0.0%
Yei River	7	5	71.4%	6	85.7%	6	85.7%	2	28.6%
Total	**20**	**12**	**60.0%**	**17**	**85.0%**	**11**	**55.0%**	**2**	**10.0%**

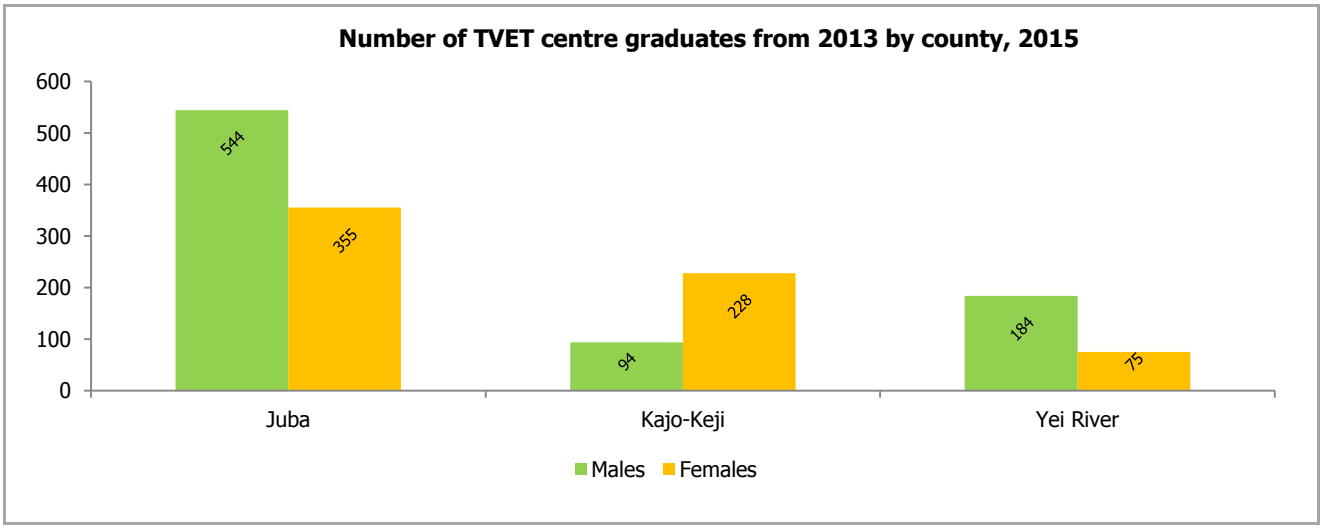


9.3. Student Flow

9.3.1. TVET centre completion

Number and % of TVET centre graduates by county, 2015

County	Total	Male		Female	
		Count	% total	Count	% total
Juba	899	544	60.5%	355	39.5%
Kajo-Keji	322	94	29.2%	228	70.8%
Yei River	259	184	71.0%	75	29.0%
Total	**1,480**	**822**	**55.5%**	**658**	**44.5%**



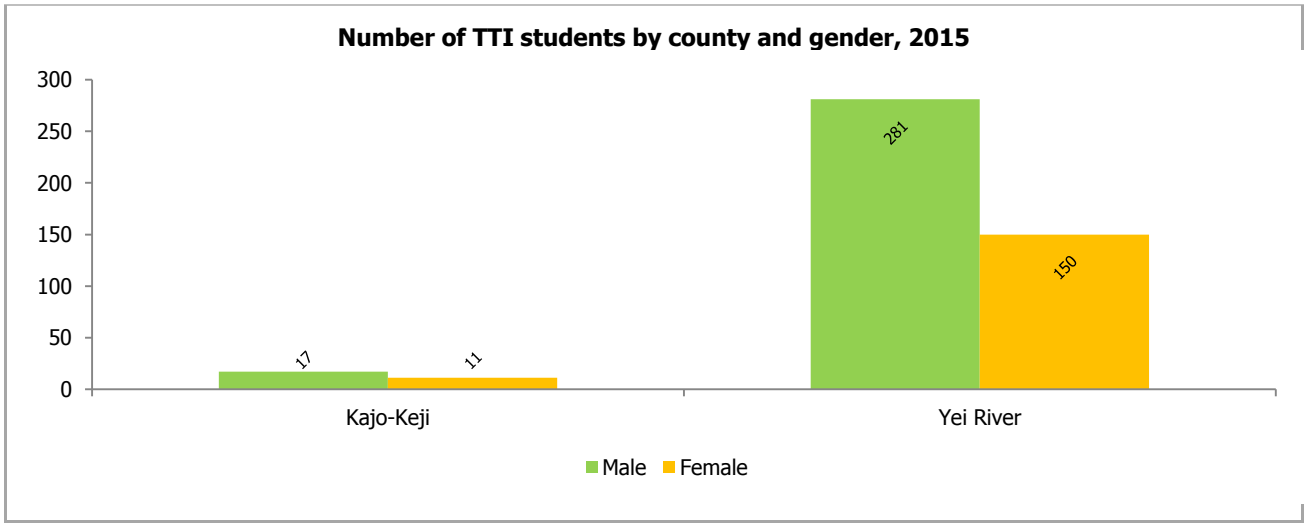
10. TEACHER TRAINING INSTITUTE (TTI), 2015

10.1. Access

10.1.1. Enrolment

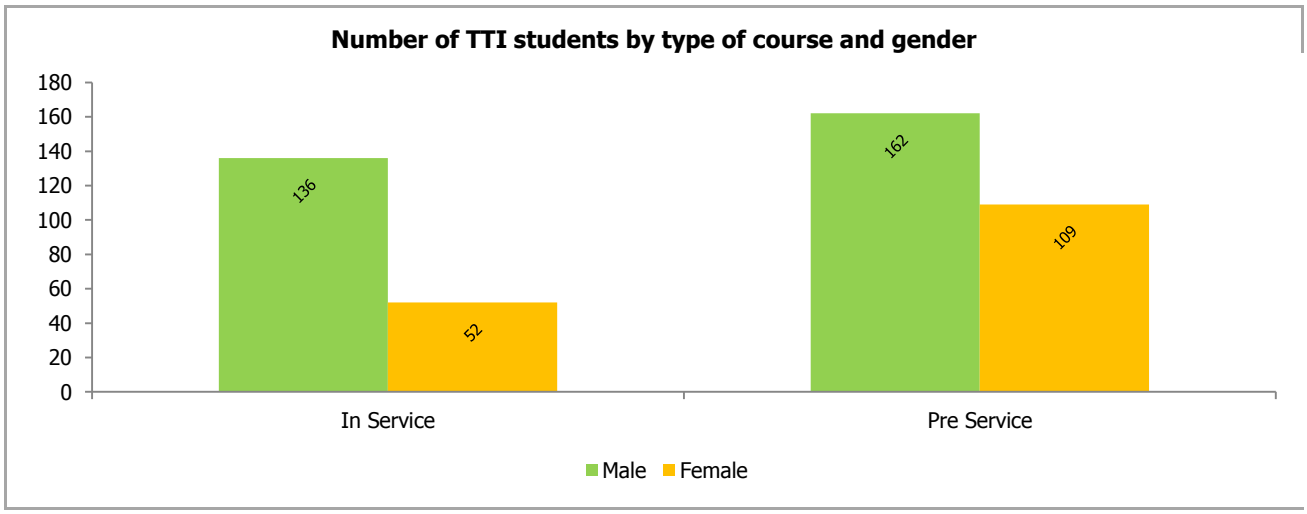
Number and % of TTI students by county and gender, 2015

County	Total	Male		Female	
		Count	% total	Count	% total
Kajo-Keji	28	17	60.7%	11	39.3%
Yei River	431	281	65.2%	150	34.8%
Total	**459**	**298**	**64.9%**	**161**	**35.1%**



Number and % TTI students by type of course and gender, 2015

Course	Total	Male		Female	
		Count	% total	Count	% total
In Service	188	136	72.3%	52	27.7%
Pre Service	271	162	59.8%	109	40.2%
Total	**459**	**298**	**64.9%**	**161**	**35.1%**



10.2. Resources

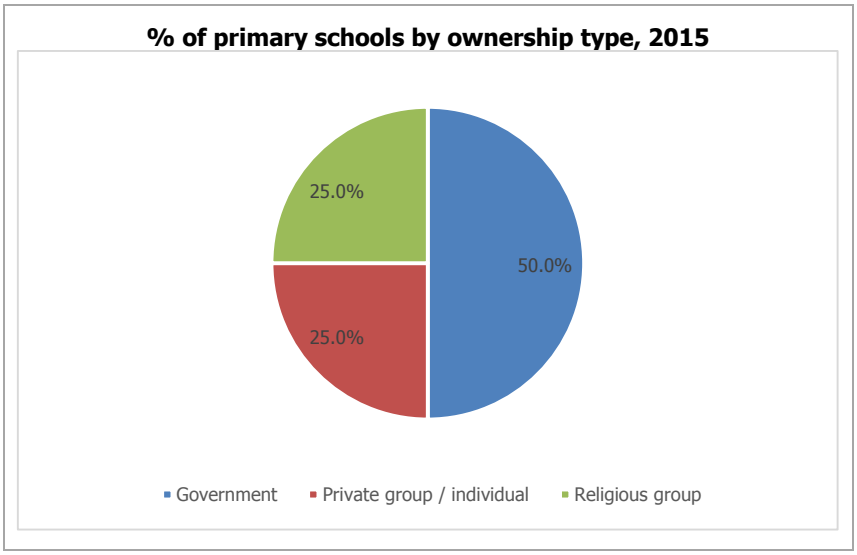
10.2.1. Institutes

10.2.2. Schools

Number of TTIs by ownership, 2015

Ownership	Schools
Gov	2
Community	1
International	1
Total	**4**

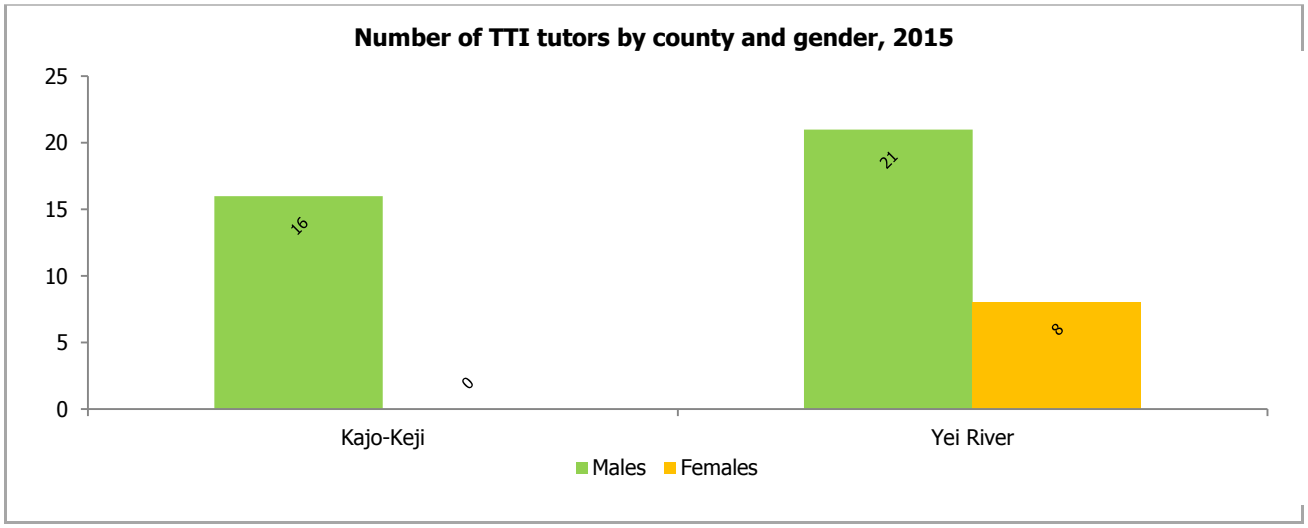
* "Other" includes NGO-supported, unknown, and unspecified other ownership types.



10.2.3. Tutors

Number and % of TTI tutors by county and gender, 2015

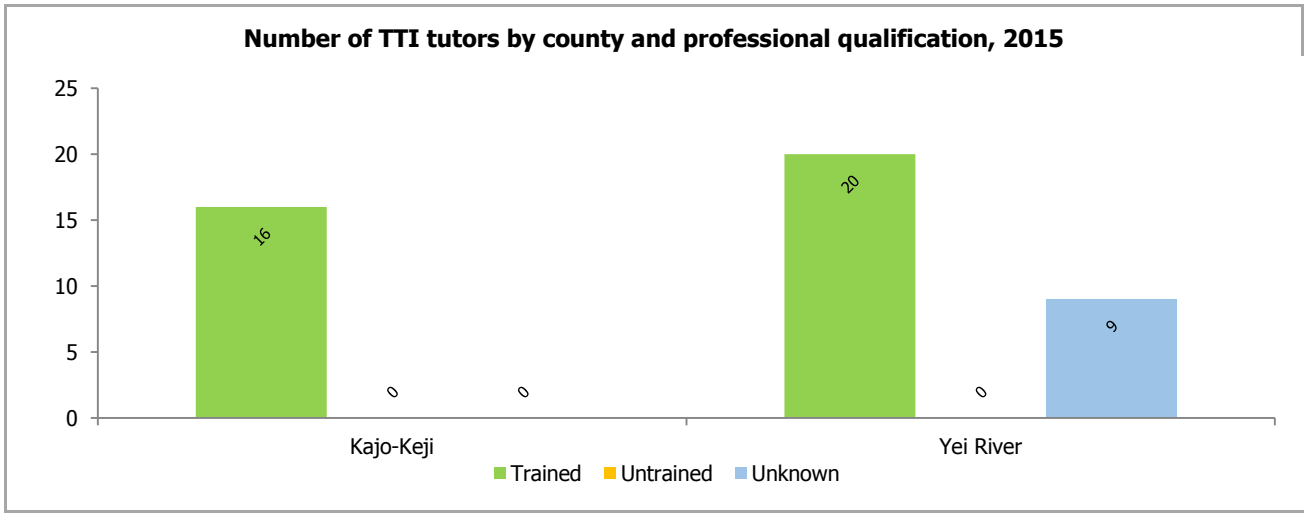
County	Total	Male		Female	
		Count	% total	Count	% total
Kajo-Keji	16	16	100.0%	0	0.0%
Yei River	29	21	72.4%	8	27.6%
Total	**45**	**37**	**82.2%**	**8**	**17.8%**



Number and % of TTI tutors by county and professional qualification, 2015

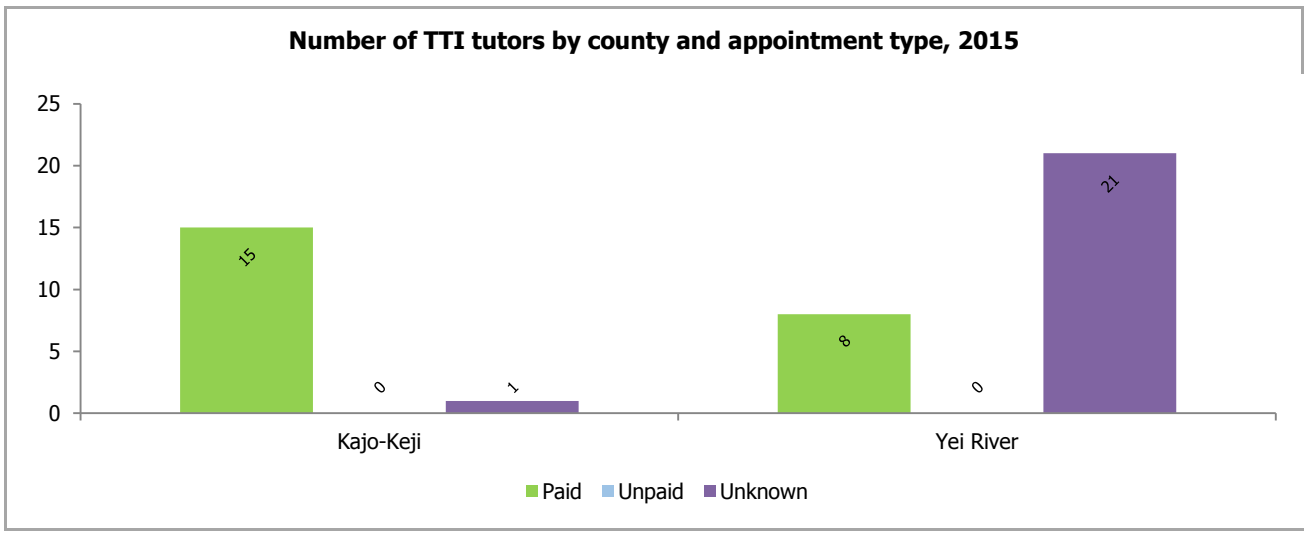
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Kajo-Keji	16	16	100.0%	0	0.0%	0	0.0%
Yei River	29	20	69.0%	0	20	9	31.0%
Total	**156**	**126**	**80.8%**	**4**	**2.6%**	**26**	**16.7%**

* "Trained" encompasses the teachers who were formally certified/trained from an accredited institution. "Untrained" includes those who were not formally certified/trained from an accredited institution.



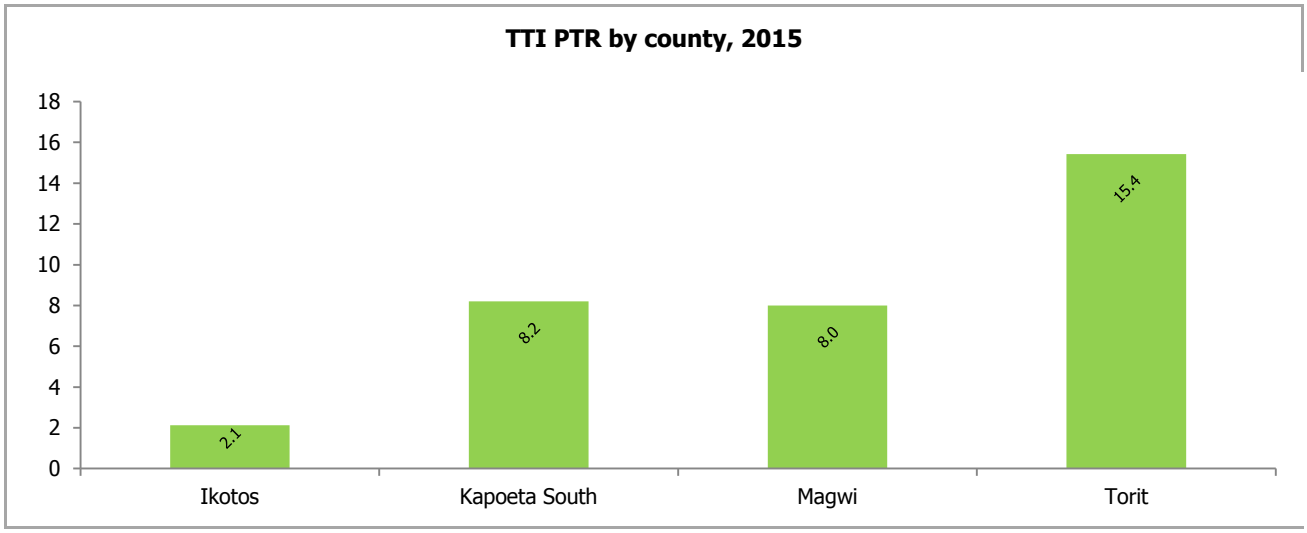
Number and % of TTI tutors by county and appointment type, 2015

County	Total	Paid		Unpaid		Unknown	
		Count	% total	Count	% total	Count	% total
Kajo-Keji	16	15	93.8%	0	0.0%	1	6.3%
Yei River	29	8	27.6%	0	0.0%	21	72.4%
Total	**45**	**23**	**51.1%**	**0**	**0.0%**	**22**	**48.9%**



TTI pupil-teacher ratio (PTR) by ownership, 2015

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Ikotos	34	16	2.1	34	16	2.1	0	0	0.0
Kapoeta South	41	5	8.2	41	5	8.2	0	0	0.0
Magwi	88	11	8.0	88	11	8.0	0	0	0.0
Torit	108	7	15.4	108	7	15.4	0	0	0.0
Total	**271**	**39**	**6.9**	**271**	**39**	**6.9**	**0**	**0**	**0**



10.2.4. Curriculum

Number of textbooks and pupil-textbook ratio (PTextR) by county and subject (English, Maths, Science and Social Studies), 2015

County	Enrolment	English textbooks		Math textbooks		Science		Social Studies	
		Count	PTextR	Count	PTextR	Count	PTextR	Count	PTextR
Kajo-Keji	28	9	3.1	22	1.3	7	4.0	5	5.6
Yei River	431	2,288	0.2	1,517	0.3	1,521	0.3	1,506	0.3
Total	**459**	**2,297**	**0.2**	**1,539**	**0.3**	**1,528**	**0.3**	**1,511**	**0.3**

10.2.5. Facilities

Number and % of TTI classrooms by county and type, 2015

County	Schools	With perm and semi-perm		Without perm and semi-perm	
		Count	% total	Count	% total
Kajo-Keji	1	1	100.0%	0	0.0%
Yei River	3	2	66.7%	1	33.3%
Total	**4**	**3**	**75.0%**	**1**	**25.0%**

10.3. Student Flow

10.3.1. TTI Completion

Number and % of TTI graduates (pre service) by county, 2014

County	Total	Male		Female	
		Count	% total	Count	% total
Kajo-Keji	27	22	81.5%	5	18.5%
Yei River	87	48	55.2%	39	44.8%
Total	**114**	**70**	**61%**	**44**	**39%**

Number and % of TTI centre graduates (in service) by county, 2015

County	Total	Male		Female	
		Count	% total	Count	% total
Kajo-Keji	0	0	0.0%	0	0.0%
Yei River	24	12	0.0%	12	0.0%
Total	**24**	**12**	**50%**	**12**	**50%**

11. UNIVERSITY (UNI), 2015

11.1. Access

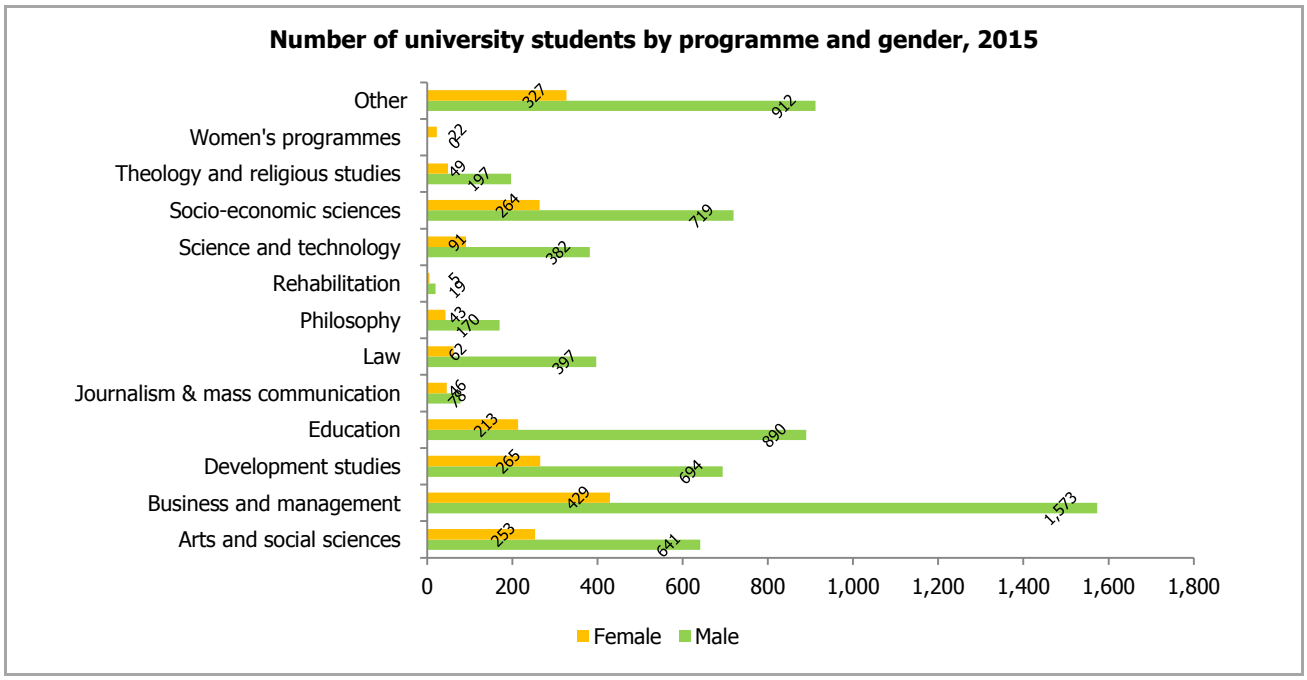
11.1.1. Enrolment

Number and % of university students by county and gender, 2015

County	Total	Male		Female	
		Count	% total	Count	% total
Juba	8,459	6,456	76.3%	2003	23.7%
Yei River	282	216	76.6%	66	23.4%
Total	**8,741**	**6,672**	**76.3%**	**2,069**	**23.7%**

Number and % university students by programme and gender, 2015

Programme	Total	Male		Female	
		Count	% total	Count	% total
Arts and social sciences	894	641	71.7%	253	28.3%
Business and management	2,002	1,573	78.6%	429	21.4%
Development studies	959	694	72.4%	265	27.6%
Education	1,103	890	80.7%	213	19.3%
Journalism & mass communication	124	78	62.9%	46	37.1%
Law	459	397	86.5%	62	13.5%
Philosophy	213	170	79.8%	43	20.2%
Rehabilitation	24	19	79.2%	5	20.8%
Science and technology	473	382	80.8%	91	19.2%
Socio-economic sciences	983	719	73.1%	264	26.9%
Theology and religious studies	246	197	80.1%	49	19.9%
Women's programmes	22	0	0.0%	22	100.0%
Other	1,239	912	73.6%	327	26.4%
Total	**8,741**	**6,672**	**76.3%**	**2,069**	**23.7%**



11.2. Resources

11.2.1. Centres

No. and % of universities by ownership, 2015

Ownership	Univ.
Government	1
NGO / International partner	4
Private group / individual	6

11.2.2. Professors/Lecturers

Number and % of university professors/lecturers by county and gender, 2015

County	Total	Male		Female	
		Count	% total	Count	% total
Juba	493	454	92.1%	39	7.9%
Yei River	22	22	100.0%	0	0.0%
Total	**515**	**476**	**92.4%**	**39**	**7.6%**

University pupil-teacher ratio (PTR) by county and ownership, 2015

County	Overall			Government			Non-government		
	Students	Teachers	PTR	Students	Teachers	PTR	Students	Teachers	PTR
Juba	8,459	493	17.2	4,424	210	21.1	4,035	283	14.3
Yei River	282	22	12.8	0	0	0.0	282	22	12.8
Total	**8,741**	**515**	**17.0**	**4,424**	**210**	**21.1**	**4,317**	**305**	**14.2**

11.2.3. Facilities

Number and % of university with/without permanent and semi-permanent classrooms, 2015

County	Total	With permanent and semi-permanent		Without permanent and semi-permanent	
		Count	% total	Count	% total
Juba	10	6	60.0%	4	40.0%
Yei River	1	1	100.0%	0	0.0%
Total	**11**	**7**	**63.6%**	**4**	**36.4%**

11.3. Student Flow

11.3.1. University Completion

Number and % of university graduates from 2014 by county

County	Total	Male		Female	
		Count	% total	Count	% total
Juba	1,615	1,287	79.7%	328	20.3%
Yei River	52	35	67.3%	17	32.7%
Total	**1,667**	**1,322**	**79.3%**	**345**	**20.7%**