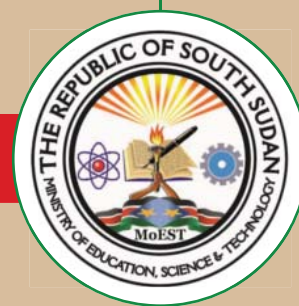




GOVERNMENT OF THE REPUBLIC OF SOUTH SUDAN



EDUCATION STATISTICS

FOR THE REPUBLIC OF SOUTH SUDAN



EASTERN 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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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 Paska Hifita Oduho



On behalf of the Ministry of Education, Science & Technology (MoEST), I am pleased to present the 2015 edition of the *Eastern 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,

A handwritten signature in black ink, appearing to read 'Paska Hifita Oduho', followed by a horizontal line.

Honourable Paska Hifita Oduho
Eastern 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."

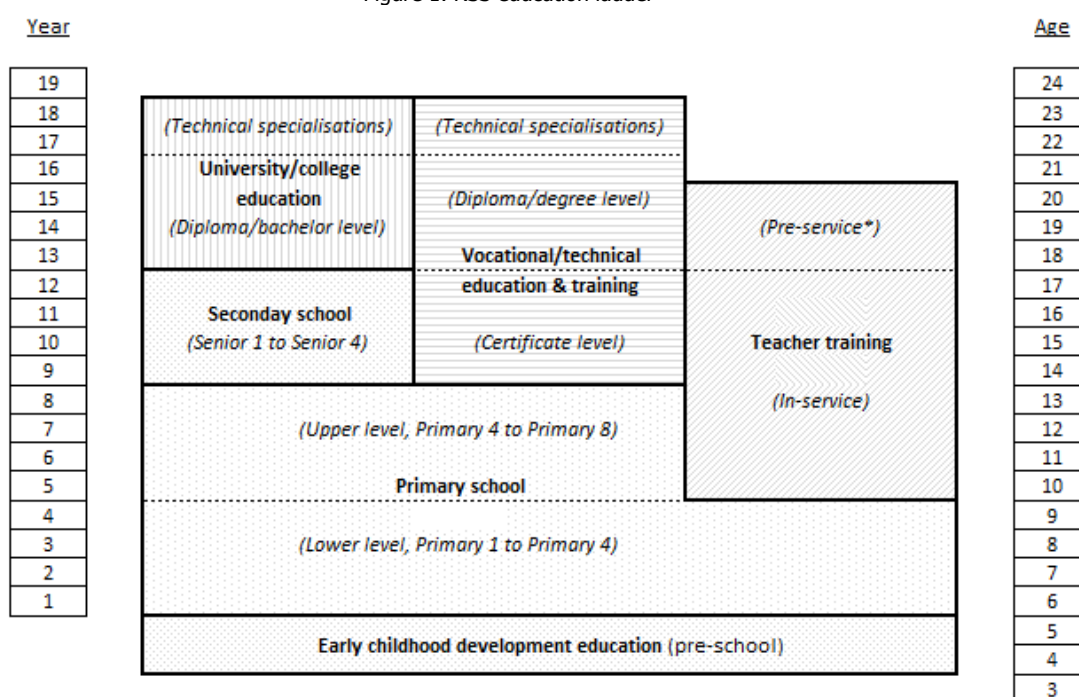
RSS MoEST mission, 1994

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



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.

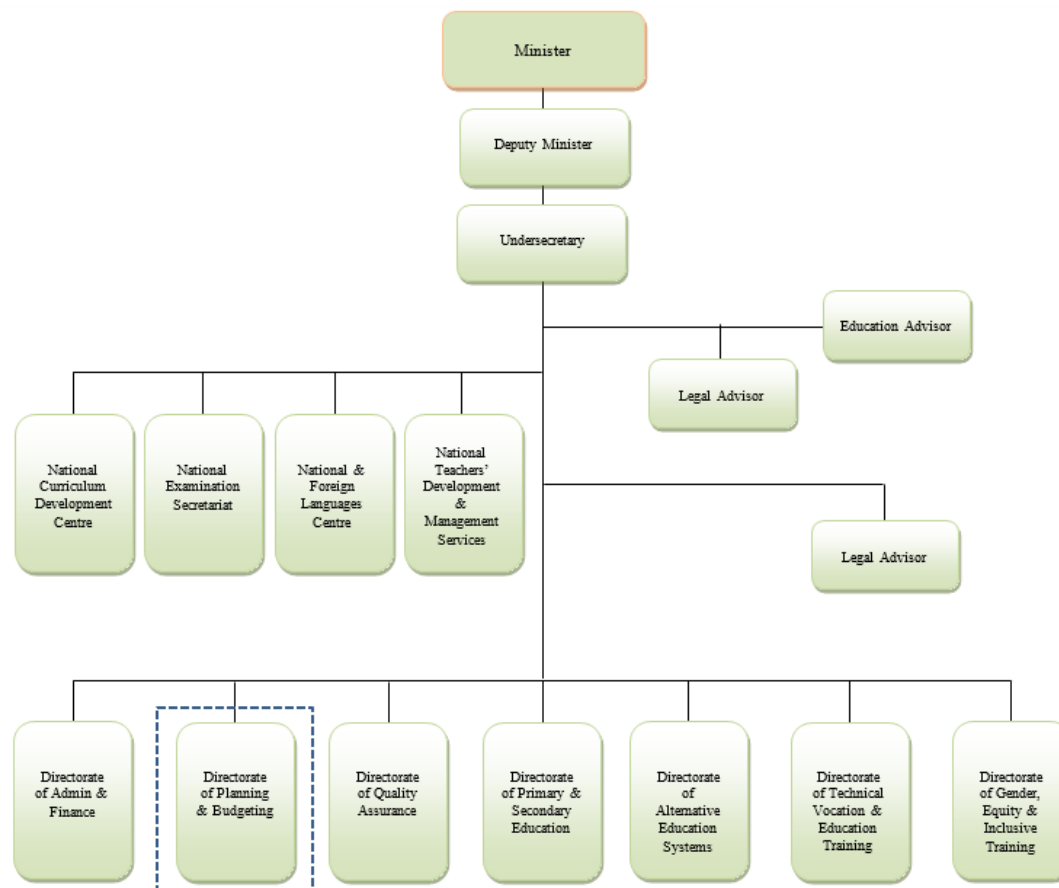
¹ Some university degrees take more than 4 years, including medicine, engineering, and other technical specialisations.

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. By collecting 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%
<hr/>			
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 (SSAMS).

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:

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

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

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:

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

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:

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

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

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
NO

I’m attending P1 for the very first time.
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:

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

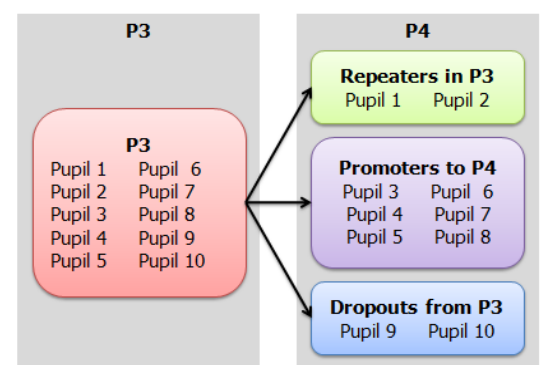
$$\text{PTextR (Math)} = \frac{\text{Total number of students}}{\text{Total number of Math textbooks}}$$

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.

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



⁴Permanent 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:

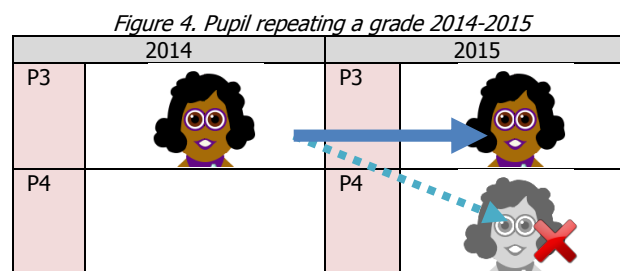
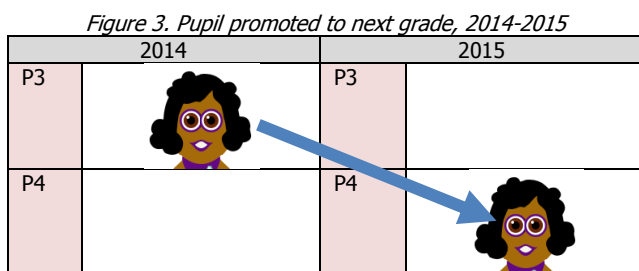
$$\text{Dropout Rate} = \frac{\text{Dropouts in cohort in } \gamma+1}{\text{Enrolment in cohort in } \gamma} \times 100\%$$

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 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.

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

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).



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.

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

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	72	52	72.2%	20	27.8%
ECDE	128	48	37.5%	80	62.5%
PRI	327	216	66.1%	111	33.9%
SEC	31	18	58.1%	13	41.9%
TTI	4	4	100.0%		0.0%
TVET	5	5	100.0%		0.0%
UNI	0				
Total	567	343	60.5%	224	39.5%

3.2. Students

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

Type	Total	Male		Female	
		Count	%	Count	%
AES	4,179	2,211	52.9%	1,968	47.1%
ECDE	16,524	8,400	50.8%	8,124	49.2%
PRI	112,041	64,314	57.4%	47,727	42.6%
SEC	6,296	4,369	69.4%	1,927	30.6%
TTI	271	177	65.3%	94	34.7%
TVET	227	113	49.8%	114	50.2%
UNI	0				
Total	139,538	79,584	57.0%	59,954	43.0%

Enrolment rates per school type, 2015

Type	GER	NER	GIR	NIR
PRI	45.7%	29.6%	55.6%	14.0%
SEC	5.5%	1.4%	6.1%	0.1%

3.3. Teachers

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

Type	Total	Male	Female	PTR	% of total
AES	320	285	35	13.1	320
ECDE	505	183	322	32.7	505
PRI	3,161	2,644	517	35.4	3,161
SEC	461	399	62	13.7	461
TTI	39	31	8	6.9	39
TVE	34	26	8	6.7	34
UNI	0				
Total	4,520	3,568	952	30.9	4,520

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	320	194	60.6%	86	26.9%	40	12.5%
ECDE	505	236	46.7%	190	37.6%	79	15.6%
PRI	3,161	1,097	34.7%	1,459	46.2%	605	19.1%
SEC	461	302	65.5%	127	27.5%	32	6.9%
TTI	39	28	71.8%		0.0%	11	28.2%
TVE	34	20	58.8%	12	35.3%	2	5.9%
Total	4,520	1,877	41.5%	1,874	41.5%	769	17.0%

* 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	313	150	74	17	3	69.00	0	18.7
ECDE	383	141	149	20	17	56.00	0	57.0
PRI	2,218	918	663	207	20	387.00	23	70.9
SEC	176	160	16	0	0	0.00	0	35.8
TTI	6	6	0	0	0	0.00	0	20.3
TVE	24	23	1	0	0	0.00	0	9.5
UNI	0							
Total	3,097	1,398	903	244	40	512		60.6

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	72	37	51.4%	47	65.3%
ECDE	128	54	42.2%	80	62.5%
PRI	327	128	39.1%	180	55.0%
SEC	31	21	67.7%	29	93.5%
TTI	4	2	50.0%	2	50.0%
TVE	5	3	60.0%	4	80.0%
UNI	0				
Total	567	245	43.2%	342	60.3%

* No access to latrine data for Universities.

3.6. Gender Parity

Gender parity index by county and school type, 2015

Type	GPI
PRI	0.79
SEC	0.50

* GER data available only for primary and secondary schools.

4. EMIS DATA, 2012-2015

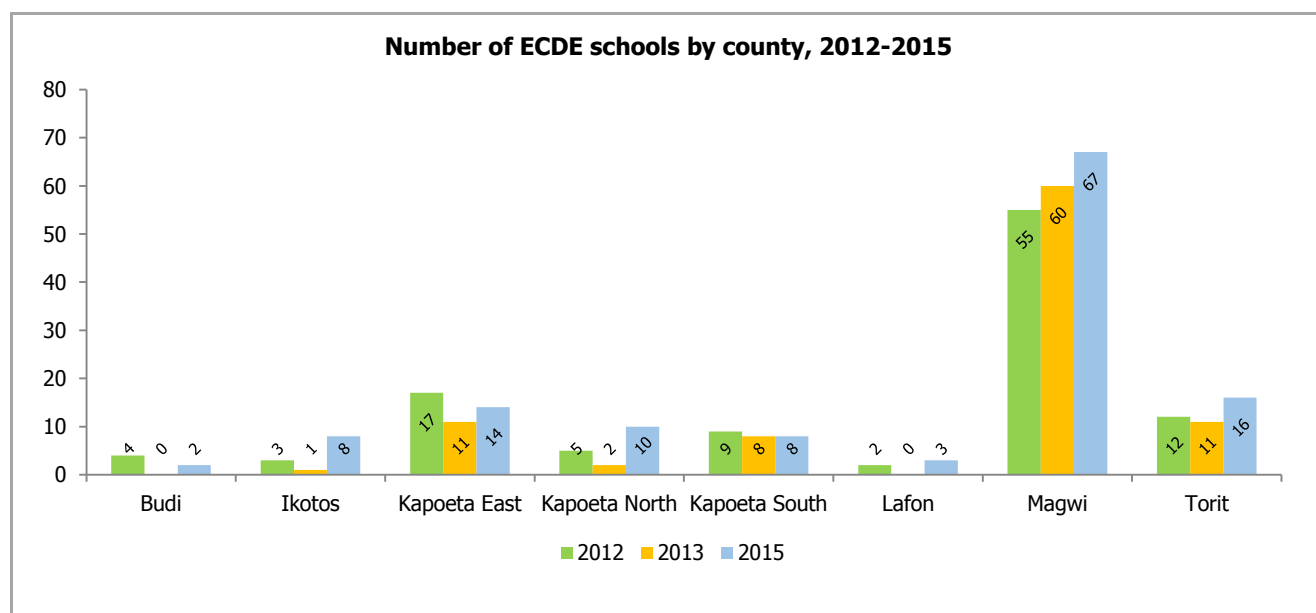
4.1. Early Childhood Development and Education

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 %
Budi	2015	2	2	0	0	100.0%
	2012	4	3	1	0	75.0%
Ikotos	2015	8	1	7	0	12.5%
	2013	1	0	1	0	0.0%
	2012	3	0	3	0	0.0%
Kapoeta East	2015	14	7	7	0	50.0%
	2013	11	2	9	0	18.2%
	2012	17	7	10	0	41.2%
Kapoeta North	2015	10	8	2	0	80.0%
	2013	2	1	1	0	50.0%
	2012	5	4	1	0	80.0%
Kapoeta South	2015	8	4	4	0	50.0%
	2013	8	2	6	0	25.0%
	2012	9	3	6	0	33.3%
Lafon	2015	3	2	1	0	66.7%
	2012	2	0	2	0	0.0%
Magwi	2015	67	20	47	0	29.9%
	2013	60	23	37	0	38.3%
	2012	55	19	36	0	34.5%
Torit	2015	16	4	12	0	25.0%
	2013	11	4	7	0	36.4%
	2012	12	6	6	0	50.0%
Total	2015	128	48	80	0	37.5%
	2013	93	32	61	0	34.4%
	2012	107	42	65	0	39.3%

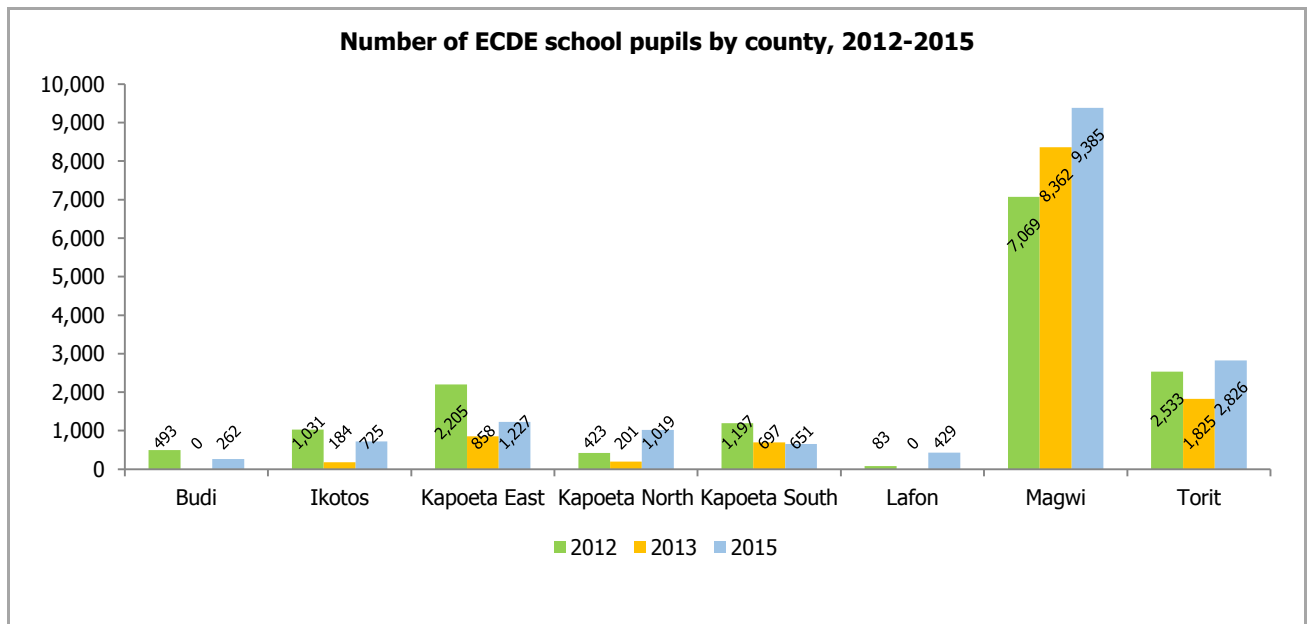
* "Government" includes government and government-aided schools. "Non-government" includes community, NGO-supported, private, other, and unknown ownership type schools.



4.1.2. Pupils

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

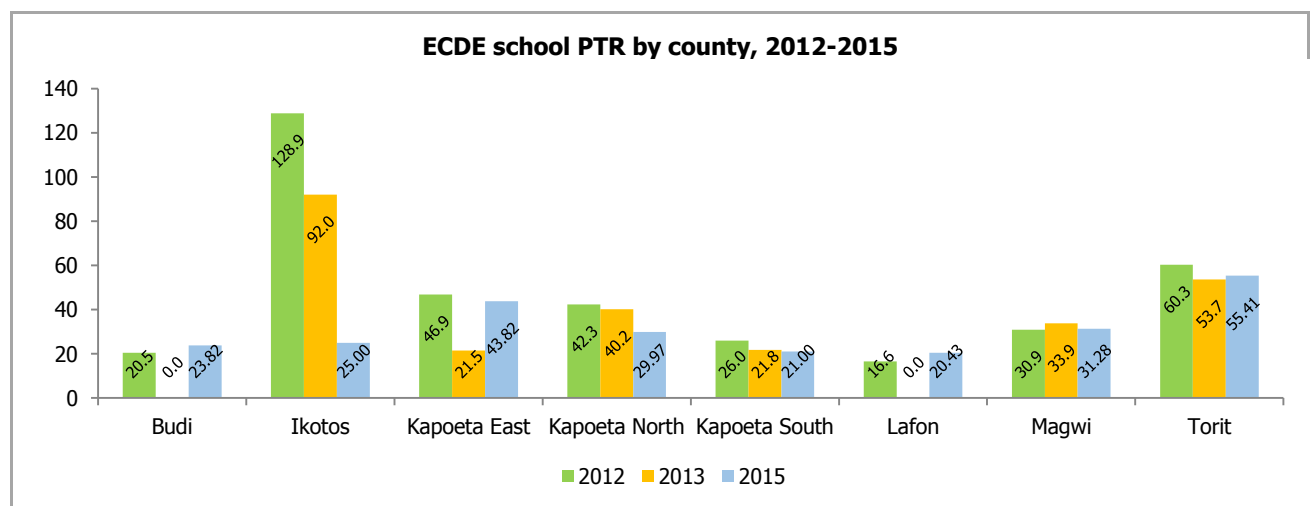
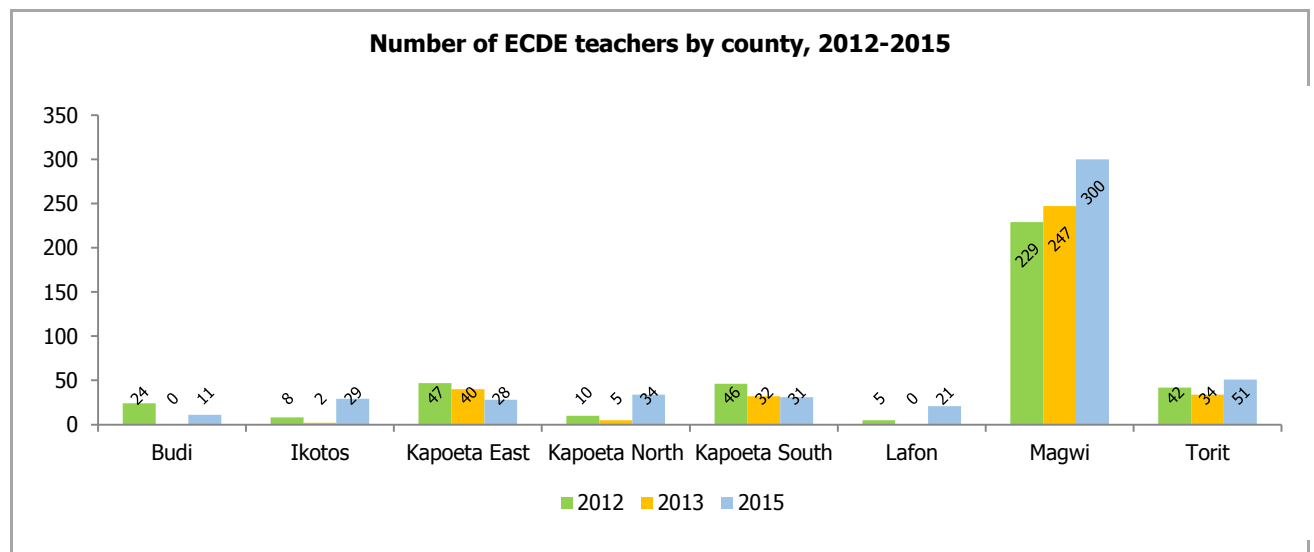
County	Year	Total	Male	Female	Male %	Female %
Budi	2015	262	122	140	46.6%	53.4%
	2012	493	280	213	56.8%	43.2%
Ikotos	2015	725	382	343	52.7%	47.3%
	2013	184	87	97	47.3%	52.7%
	2012	1,031	604	427	58.6%	41.4%
Kapoeta East	2015	1,227	674	553	54.9%	45.1%
	2013	858	417	441	48.6%	51.4%
	2012	2,205	1,300	905	59.0%	41.0%
Kapoeta North	2015	1,019	566	453	55.5%	44.5%
	2013	201	116	85	57.7%	42.3%
	2012	423	250	173	59.1%	40.9%
Kapoeta South	2015	651	376	275	57.8%	42.2%
	2013	697	367	330	52.7%	47.3%
	2012	1,197	693	504	57.9%	42.1%
Lafon	2015	429	213	216	49.7%	50.3%
	2012	83	44	39	53.0%	47.0%
Magwi	2015	9,385	4,630	4,755	49.3%	50.7%
	2013	8,362	4,155	4,207	49.7%	50.3%
	2012	7,069	3,468	3,601	49.1%	50.9%
Torit	2015	2,826	1,437	1,389	50.8%	49.2%
	2013	1,825	893	932	48.9%	51.1%
	2012	2,533	1,230	1,303	48.6%	51.4%
Total	2015	16,524	8,400	8,124	50.8%	49.2%
	2013	12,127	6,035	6,092	49.8%	50.2%
	2012	15,034	7,869	7,165	52.3%	47.7%



4.1.3. Teachers

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

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %	PTR
Budi	2015	11	2	9	18.2%	81.8%	23.8
	2012	24	5	19	20.8%	79.2%	20.5
Ikotos	2015	29	20	9	69.0%	31.0%	25.0
	2013	2	0	2	0.0%	100.0%	92.0
	2012	8	4	4	50.0%	50.0%	128.9
Kapoeta East	2015	28	10	18	35.7%	64.3%	43.8
	2013	40	19	21	47.5%	52.5%	21.5
	2012	47	22	25	46.8%	53.2%	46.9
Kapoeta North	2015	34	27	7	79.4%	20.6%	30.0
	2013	5	3	2	60.0%	40.0%	40.2
	2012	10	8	2	80.0%	20.0%	42.3
Kapoeta South	2015	31	16	15	51.6%	48.4%	21.0
	2013	32	18	14	56.3%	43.8%	21.8
	2012	46	34	12	73.9%	26.1%	26.0
Lafon	2015	21	16	5	76.2%	23.8%	20.4
	2012	5	5	0	100.0%	0.0%	16.6
Magwi	2015	300	85	215	28.3%	71.7%	31.3
	2013	247	61	186	24.7%	75.3%	33.9
	2012	229	70	159	30.6%	69.4%	30.9
Torit	2015	51	7	44	13.7%	86.3%	55.4
	2013	34	5	29	14.7%	85.3%	53.7
	2012	42	12	30	28.6%	71.4%	60.3
Total	2015	505	183	322	36.2%	63.8%	32.7
	2013	360	106	254	29.4%	70.6%	45.9
	2012	411	160	251	38.9%	61.1%	40.2

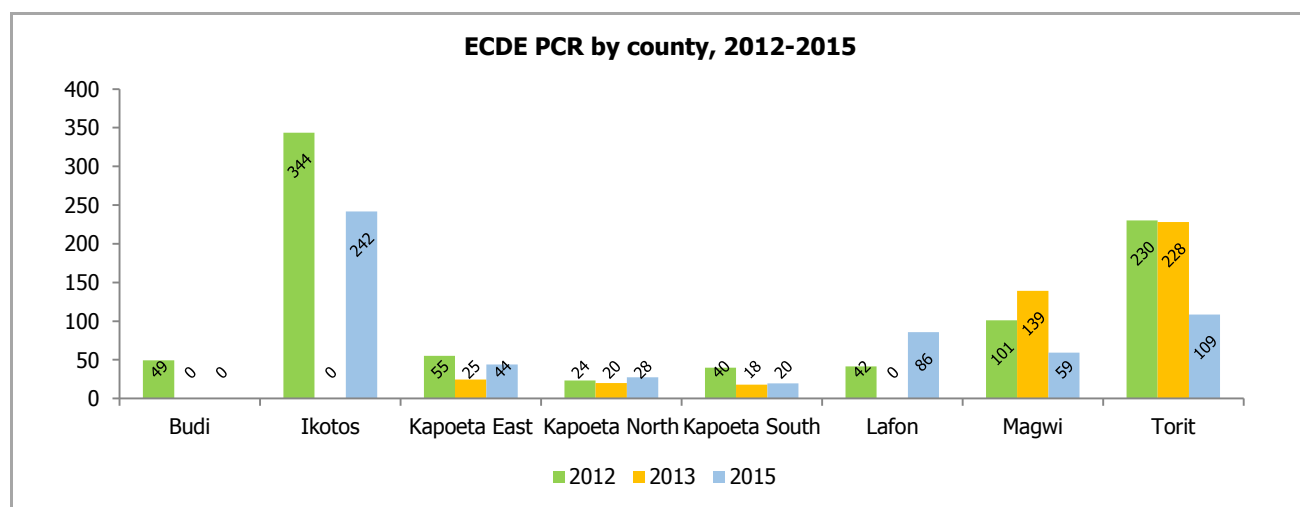
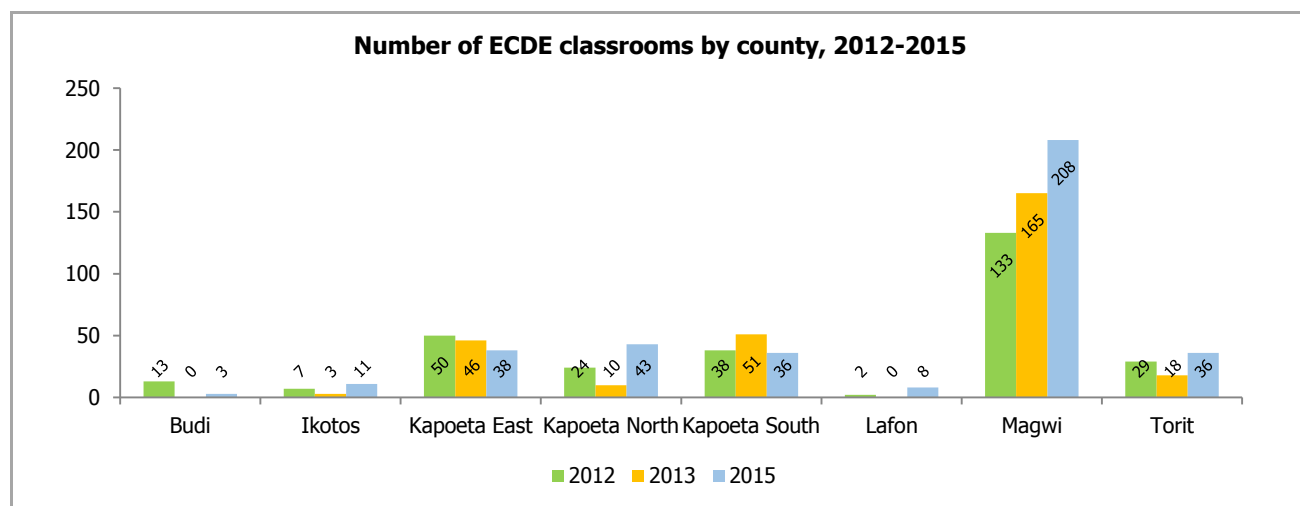


4.1.4. Classrooms

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

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %	PTR
Budi	2015	3	0	0	3	0	0.0
	2012	13	10	0	1	2	49.3
Ikotos	2015	11	3	0	8	0	241.7
	2013	3	0	0	3	0	0.0
	2012	7	2	1	3	1	343.7
Kapoeta East	2015	38	15	13	10	0	43.8
	2013	46	18	17	7	4	24.5
	2012	50	27	13	9	1	55.1
Kapoeta North	2015	43	35	2	6	0	27.5
	2013	10	10	0	0	0	20.1
	2012	24	18	0	6	0	23.5
Kapoeta South	2015	36	26	7	0	3	19.7
	2013	51	18	21	8	4	17.9
	2012	38	17	13	7	1	39.9
Lafon	2015	8	0	5	0	3	85.8
	2012	2	2	0	0	0	41.5
Magwi	2015	208	52	106	22	28	59.4
	2013	165	19	41	89	16	139.4
	2012	133	15	55	33	30	101.0
Torit	2015	36	10	16	7	3	108.7
	2013	18	3	5	6	4	228.1
	2012	29	1	10	8	10	230.3
Total	2015	383	141	149	56	37	57.0
	2013	293	68	84	113	28	79.8
	2012	296	92	92	67	45	81.7

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



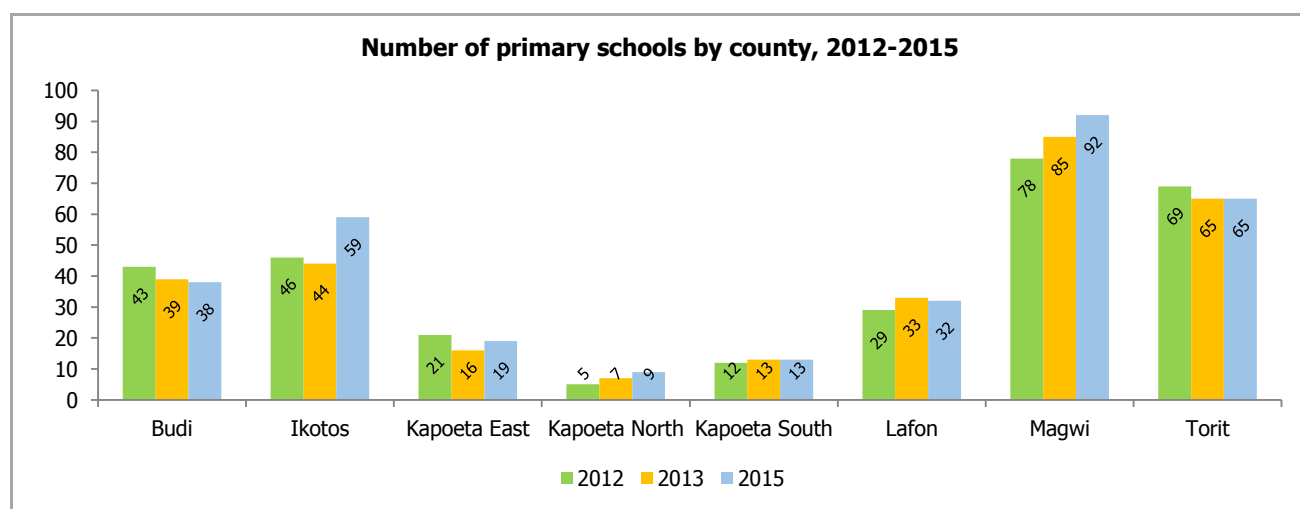
4.2. Primary Schools

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 %
Budi	2015	38	35	3	92.1%	7.9%
	2013	39	24	15	61.5%	38.5%
	2012	43	30	13	69.8%	30.2%
Ikotos	2015	59	40	19	67.8%	32.2%
	2013	44	34	10	77.3%	22.7%
	2012	46	33	13	71.7%	28.3%
Kapoeta East	2015	19	10	9	52.6%	47.4%
	2013	16	2	14	12.5%	87.5%
	2012	21	10	11	47.6%	52.4%
Kapoeta North	2015	9	8	1	88.9%	11.1%
	2013	7	6	1	85.7%	14.3%
	2012	5	5	0	100.0%	0.0%
Kapoeta South	2015	13	8	5	61.5%	38.5%
	2013	13	7	6	53.8%	46.2%
	2012	12	8	4	66.7%	33.3%
Lafon	2015	32	24	8	75.0%	25.0%
	2013	33	23	10	69.7%	30.3%
	2012	29	18	11	62.1%	37.9%
Magwi	2015	92	44	48	47.8%	52.2%
	2013	85	54	31	63.5%	36.5%
	2012	78	35	43	44.9%	55.1%
Torit	2015	65	47	18	72.3%	27.7%
	2013	65	48	17	73.8%	26.2%
	2012	69	56	13	81.2%	18.8%
Total	2015	327	216	111	66.1%	33.9%
	2013	302	198	104	65.6%	34.4%
	2012	303	195	108	64.4%	35.6%

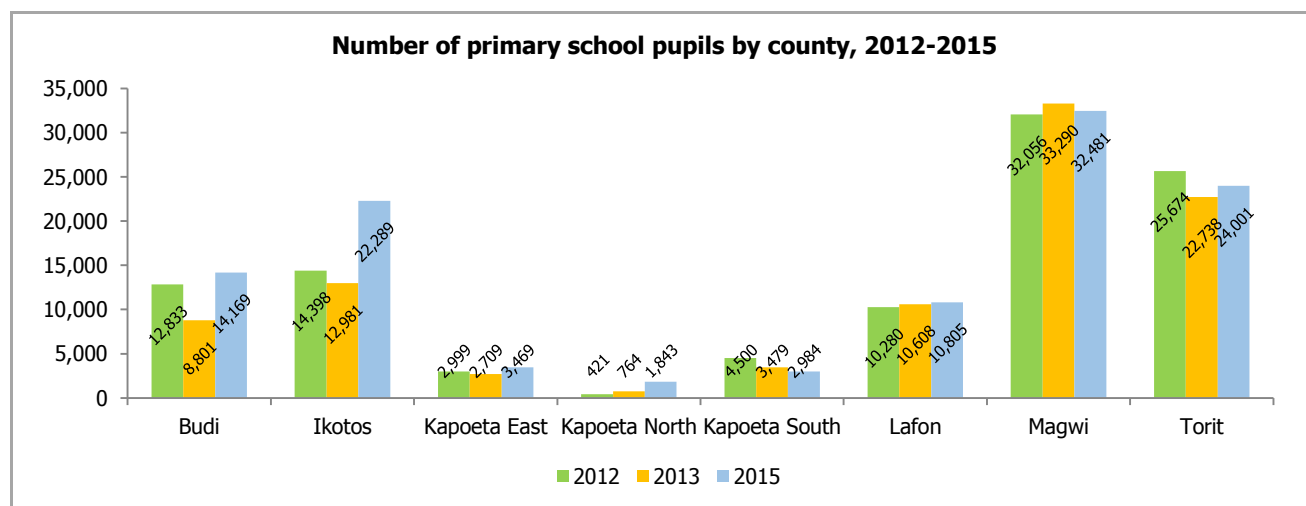
*"Government" includes government and government-aided schools. "Non-government" includes community, NGO-supported, private, other, and unknown ownership type schools.



4.2.2. Pupils

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

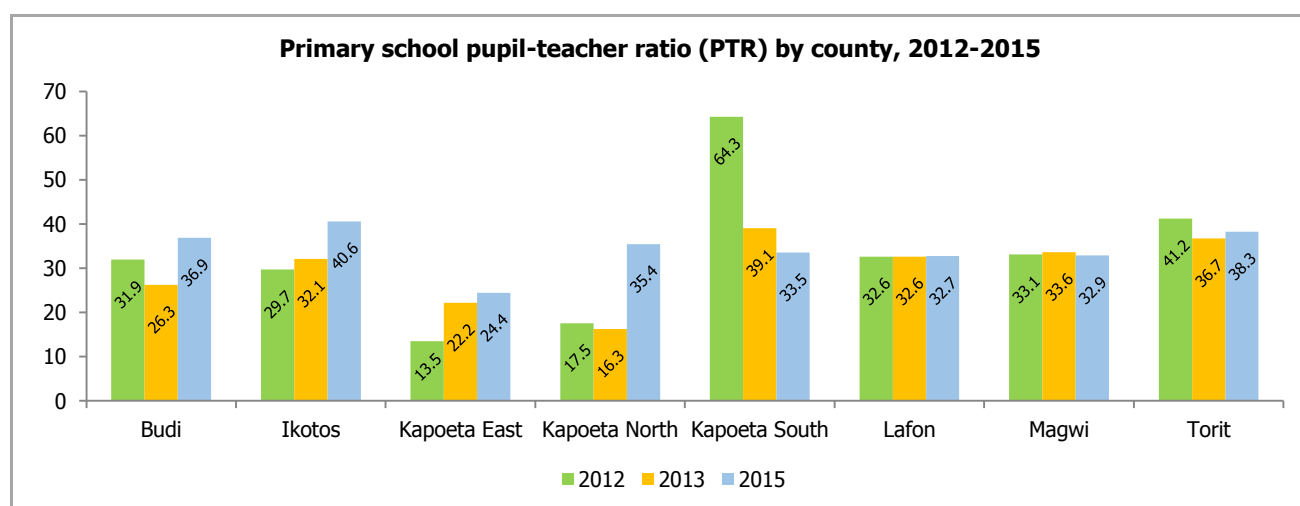
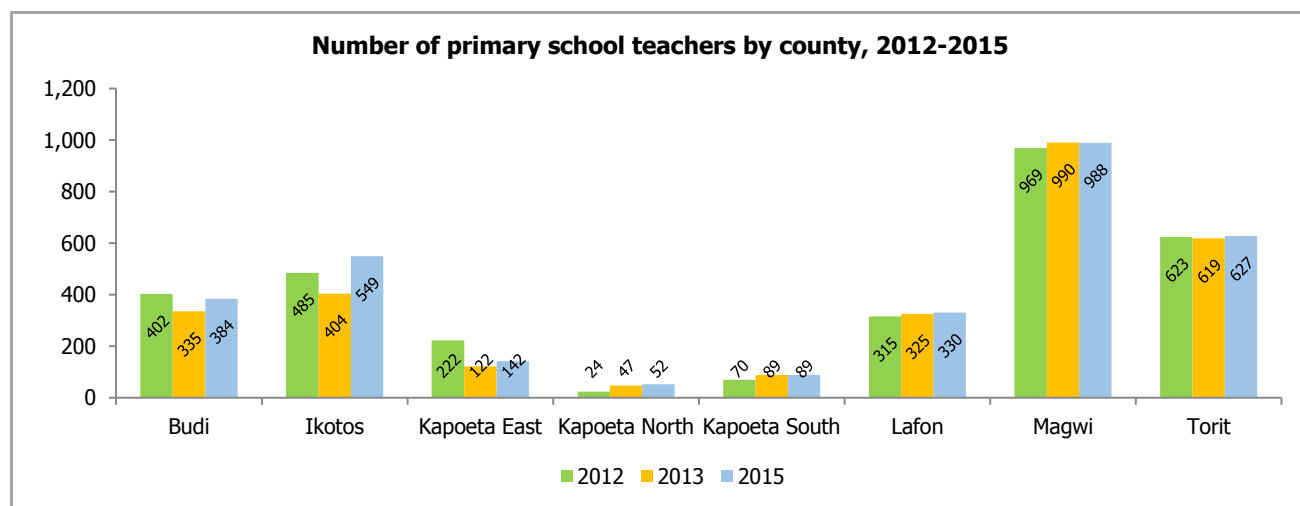
County	Year	Total	Male	Female	Male %	Female %
Budi	2015	14,169	8,293	5,876	58.5%	41.5%
	2013	8,801	5,607	3,194	63.7%	36.3%
	2012	12,833	8,225	4,608	64.1%	35.9%
Ikotos	2015	22,289	13,457	8,832	60.4%	39.6%
	2013	12,981	7,989	4,992	61.5%	38.5%
	2012	14,398	8,612	5,786	59.8%	40.2%
Kapoeta East	2015	3,469	2,121	1,348	61.1%	38.9%
	2013	2,709	1,690	1,019	62.4%	37.6%
	2012	2,999	1,820	1,179	60.7%	39.3%
Kapoeta North	2015	1,843	1,354	489	73.5%	26.5%
	2013	764	437	327	57.2%	42.8%
	2012	421	309	112	73.4%	26.6%
Kapoeta South	2015	2,984	1,968	1,016	66.0%	34.0%
	2013	3,479	2,189	1,290	62.9%	37.1%
	2012	4,500	2,905	1,595	64.6%	35.4%
Lafon	2015	10,805	6,865	3,940	63.5%	36.5%
	2013	10,608	6,760	3,848	63.7%	36.3%
	2012	10,280	6,851	3,429	66.6%	33.4%
Magwi	2015	32,481	16,708	15,773	51.4%	48.6%
	2013	33,290	17,447	15,843	52.4%	47.6%
	2012	32,056	16,867	15,189	52.6%	47.4%
Torit	2015	24,001	13,548	10,453	56.4%	43.6%
	2013	22,738	12,994	9,744	57.1%	42.9%
	2012	25,674	14,969	10,705	58.3%	41.7%
Total	2015	112,041	64,314	47,727	57.4%	42.6%
	2013	95,370	55,113	40,257	57.8%	42.2%
	2012	103,161	60,558	42,603	58.7%	41.3%



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
Budi	2015	384	354	30	92.2%	7.8%	36.9
	2013	335	308	27	91.9%	8.1%	26.3
	2012	402	376	26	93.5%	6.5%	31.9
Ikotos	2015	549	496	53	90.3%	9.7%	40.6
	2013	404	376	28	93.1%	6.9%	32.1
	2012	485	429	56	88.5%	11.5%	29.7
Kapoeta East	2015	142	116	26	81.7%	18.3%	24.4
	2013	122	86	36	70.5%	29.5%	22.2
	2012	222	167	55	75.2%	24.8%	13.5
Kapoeta North	2015	52	43	9	82.7%	17.3%	35.4
	2013	47	39	8	83.0%	17.0%	16.3
	2012	24	22	2	91.7%	8.3%	17.5
Kapoeta South	2015	89	65	24	73.0%	27.0%	33.5
	2013	89	66	23	74.2%	25.8%	39.1
	2012	70	56	14	80.0%	20.0%	64.3
Lafon	2015	330	313	17	94.8%	5.2%	32.7
	2013	325	316	9	97.2%	2.8%	32.6
	2012	315	301	14	95.6%	4.4%	32.6
Magwi	2015	988	748	240	75.7%	24.3%	32.9
	2013	990	776	214	78.4%	21.6%	33.6
	2012	969	771	198	79.6%	20.4%	33.1
Torit	2015	627	509	118	81.2%	18.8%	38.3
	2013	619	507	112	81.9%	18.1%	36.7
	2012	623	504	119	80.9%	19.1%	41.2
Total	2015	3,161	2,644	517	83.6%	16.4%	35.4
	2013	2,931	2,474	457	84.4%	15.6%	38.2
	2012	3,110	2,626	484	84.4%	15.6%	36.0

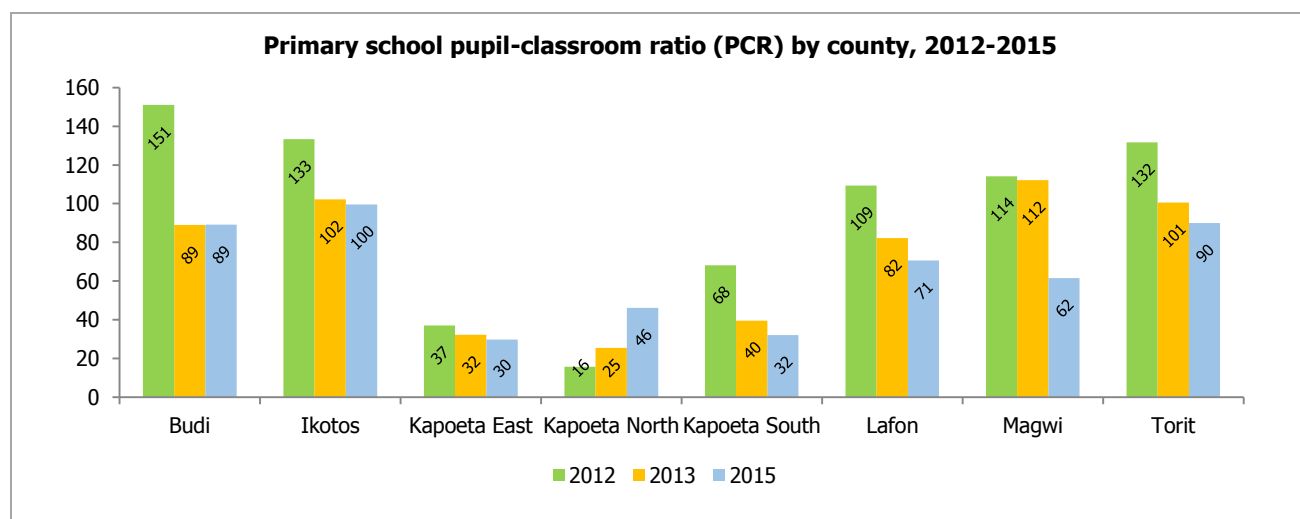
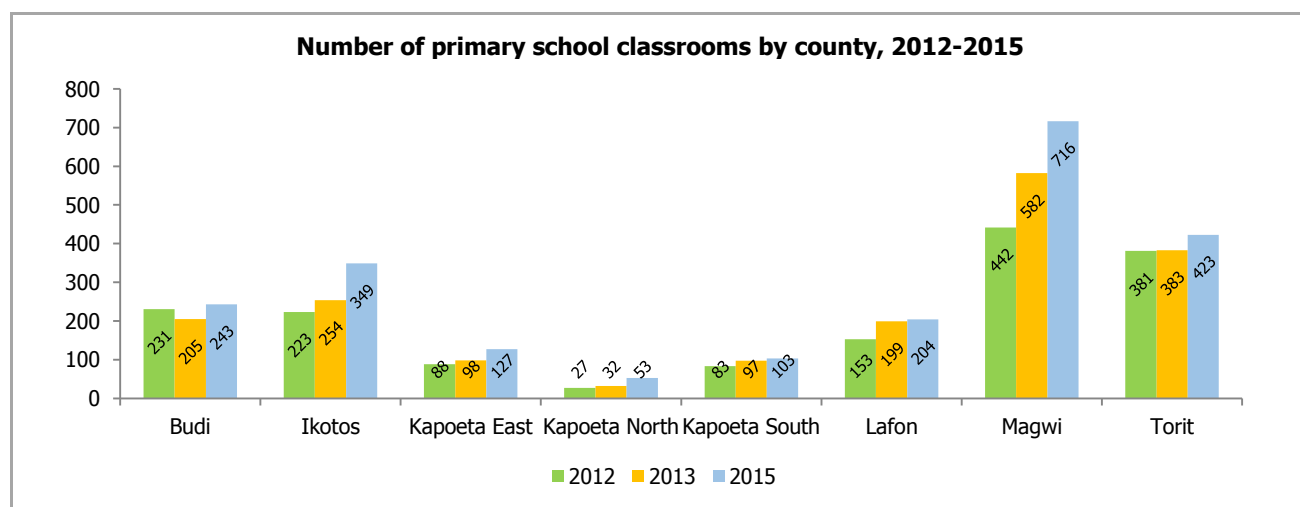


4.2.4. Classrooms

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
Budi	2015	243	83	76	58	26	89.1
	2013	205	78	21	95	11	88.9
	2012	231	62	23	117	29	151.0
Ikotos	2015	349	121	103	56	69	99.5
	2013	254	106	21	68	59	102.2
	2012	223	106	2	66	49	133.3
Kapoeta East	2015	127	92	25	10	0	29.6
	2013	98	57	27	8	6	32.3
	2012	88	55	26	6	1	37.0
Kapoeta North	2015	53	38	2	10	3	46.1
	2013	32	27	3	2	0	25.5
	2012	27	24	3	0	0	15.6
Kapoeta South	2015	103	61	32	3	7	32.1
	2013	97	61	27	8	1	39.5
	2012	83	55	11	6	11	68.2
Lafon	2015	204	90	63	30	21	70.6
	2013	199	117	12	53	17	82.2
	2012	153	78	16	49	10	109.4
Magwi	2015	716	273	255	111	77	61.5
	2013	582	227	70	205	80	112.1
	2012	442	174	107	79	82	114.1
Torit	2015	423	160	107	109	47	89.9
	2013	383	145	81	124	33	100.6
	2012	381	138	57	142	44	131.7
Total	2015	2,218	918	663	387	250	70.9
	2013	1,850	818	262	563	207	88.3
	2012	1,628	692	245	465	226	110.1

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



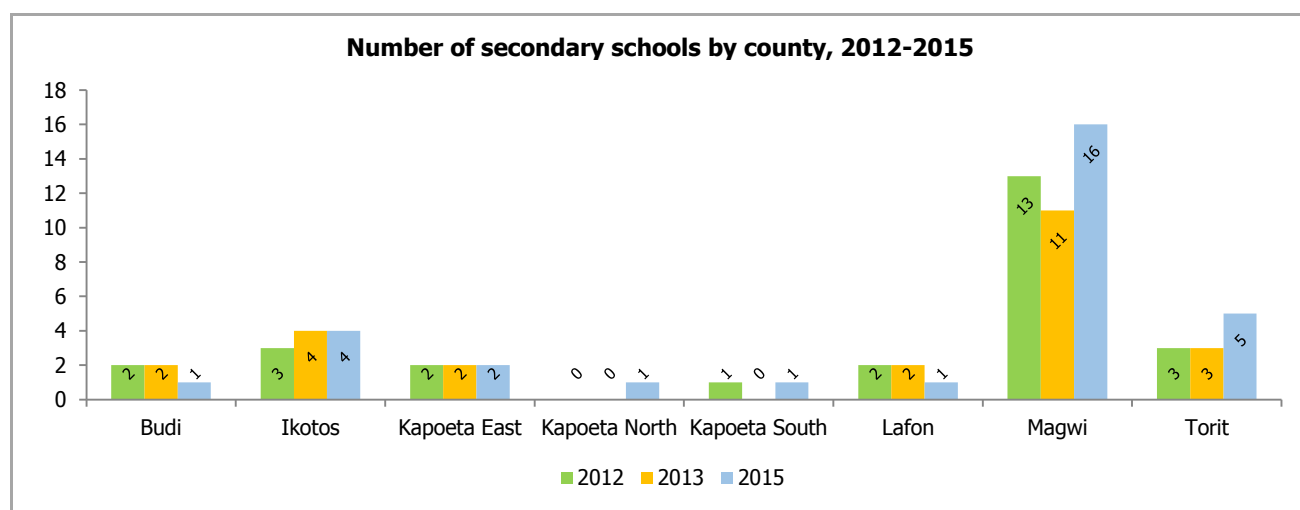
4.3. Secondary Schools

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 %
Budi	2015	1	1	0	100.0%	0.0%
	2013	2	1	1	50.0%	50.0%
	2012	2	2	0	100.0%	0.0%
Ikotos	2015	4	1	3	25.0%	75.0%
	2013	4	1	3	25.0%	75.0%
	2012	3	0	3	0.0%	100.0%
Kapoeta East	2015	2	1	1	50.0%	50.0%
	2013	2	1	1	50.0%	50.0%
	2012	2	0	2	0.0%	100.0%
Kapoeta North	2015	1	1	0	100.0%	0.0%
Kapoeta South	2015	1	1	0	100.0%	0.0%
	2012	1	1	0	100.0%	0.0%
Lafon	2015	1	1	0	100.0%	0.0%
	2013	2	1	1	50.0%	50.0%
	2012	2	1	1	50.0%	50.0%
Magwi	2015	16	8	8	50.0%	50.0%
	2013	11	9	2	81.8%	18.2%
	2012	13	7	6	53.8%	46.2%
Torit	2015	5	4	1	80.0%	20.0%
	2013	3	2	1	66.7%	33.3%
	2012	3	3	0	100.0%	0.0%
Total	2015	31	18	13	58.1%	41.9%
	2013	24	15	9	62.5%	37.5%
	2012	26	14	12	53.8%	46.2%

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



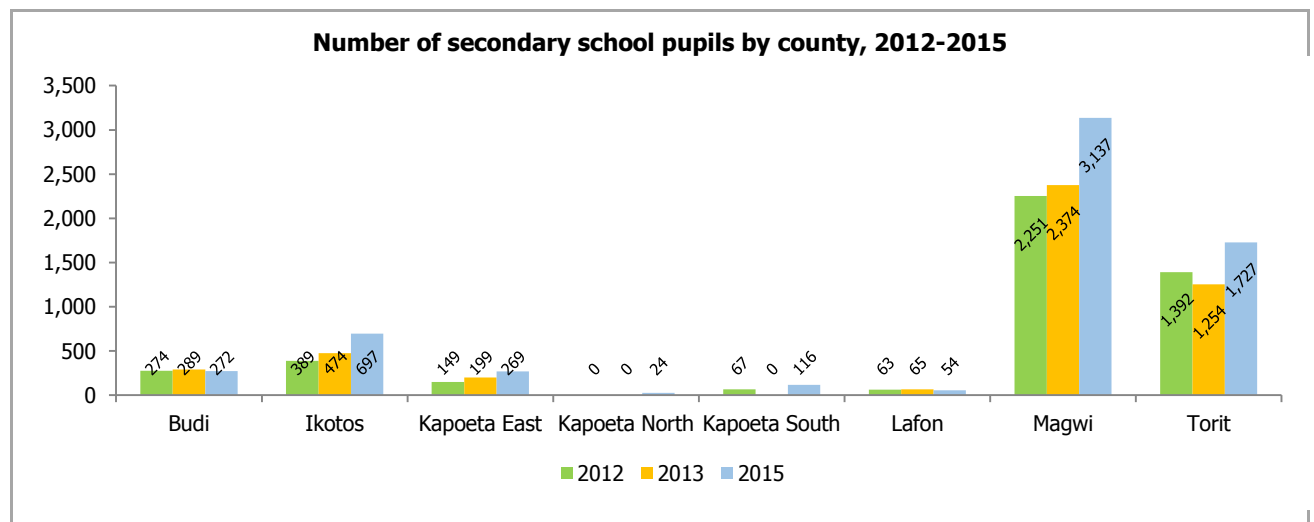
4.3.2. Pupils

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

County	Year	Total	Male	Female	Male %	Female %
Budi	2015	272	180	92	66.2%	33.8%
	2013	289	205	84	70.9%	29.1%
	2012	274	199	75	72.6%	27.4%
Ikotos	2015	697	460	237	66.0%	34.0%
	2013	474	325	149	68.6%	31.4%
	2012	389	280	109	72.0%	28.0%
Kapoeta East	2015	269	144	125	53.5%	46.5%
	2013	199	120	79	60.3%	39.7%
	2012	149	92	57	61.7%	38.3%
Kapoeta North	2015	24	23	1	95.8%	4.2%
Kapoeta South	2015	116	105	11	90.5%	9.5%
	2012	67	58	9	86.6%	13.4%
Lafon	2015	54	48	6	88.9%	11.1%
	2013	65	59	6	90.8%	9.2%
	2012	63	52	11	82.5%	17.5%
Magwi	2015	3,137	2,183	954	69.6%	30.4%
	2013	2,374	1,699	675	71.6%	28.4%
	2012	2,251	1,675	576	74.4%	25.6%
Torit	2015	1,727	1,226	501	71.0%	29.0%
	2013	1,254	871	383	69.5%	30.5%
	2012	1,392	1,034	358	74.3%	25.7%
Total	2015	6,296	4,369	1,927	69.4%	30.6%
	2013	4,655	3,279	1,376	70.4%	29.6%
	2012	4,585	3,390	1,195	73.9%	26.1%

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

* "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.

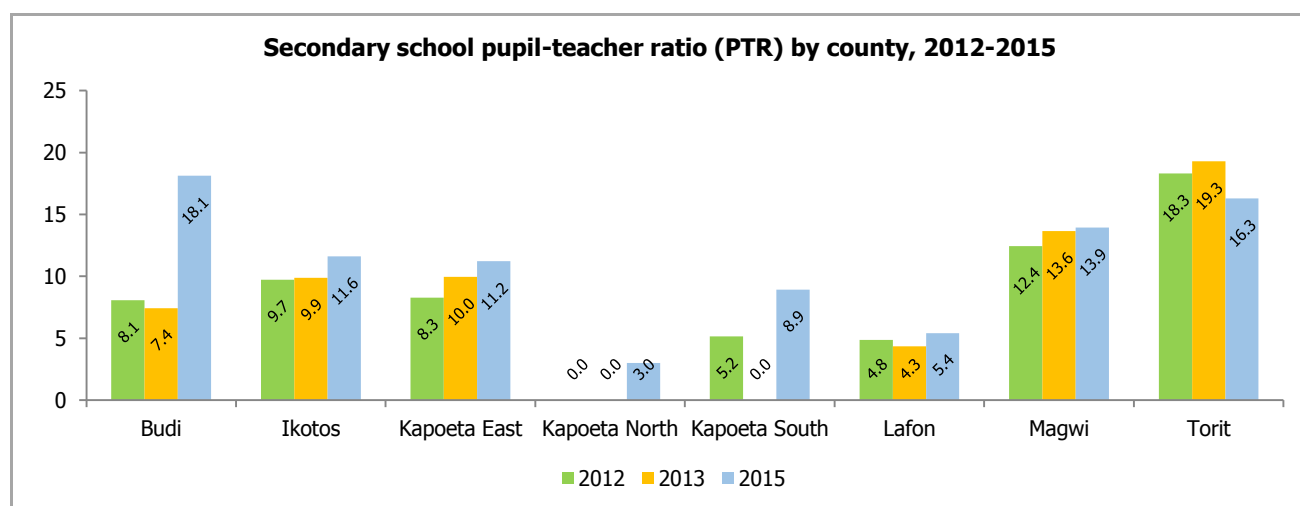
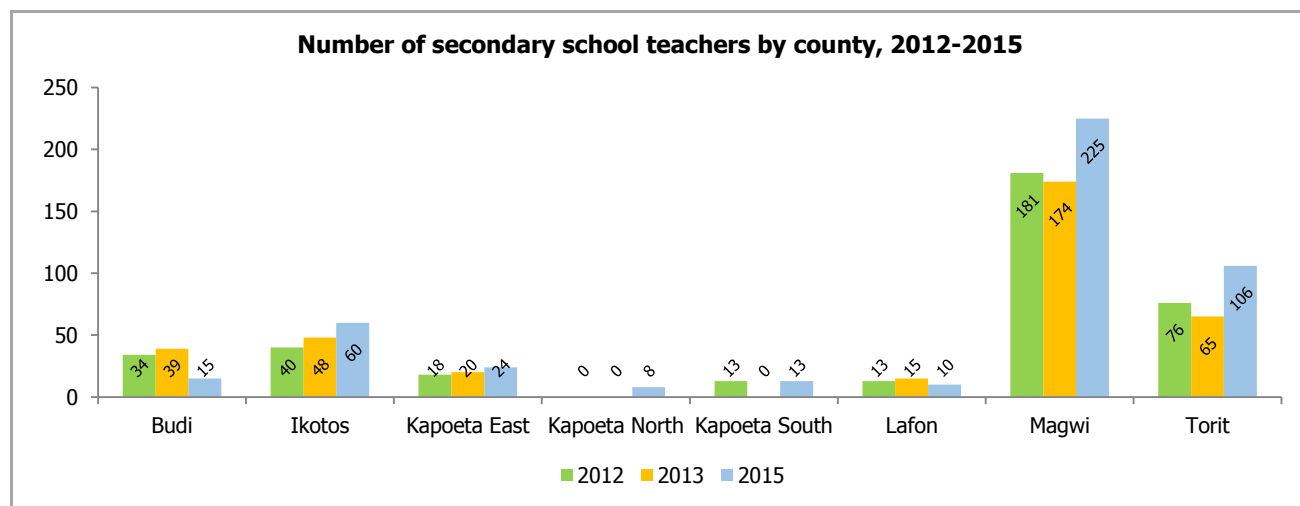


4.3.3. Teachers

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
Budi	2015	15	14	1	93.3%	6.7%	18.1
	2013	39	36	3	92.3%	7.7%	7.4
	2012	34	33	1	97.1%	2.9%	8.1
Ikotos	2015	60	55	5	91.7%	8.3%	11.6
	2013	48	42	6	87.5%	12.5%	9.9
	2012	40	35	5	87.5%	12.5%	9.7
Kapoeta East	2015	24	21	3	87.5%	12.5%	11.2
	2013	20	16	4	80.0%	20.0%	10.0
	2012	18	15	3	83.3%	16.7%	8.3
Kapoeta North	2015	8	8	0	100.0%	0.0%	3.0
Kapoeta S.	2015	13	11	2	84.6%	15.4%	8.9
	2012	13	12	1	92.3%	7.7%	5.2
Lafon	2015	10	10	0	100.0%	0.0%	5.4
	2013	15	12	3	80.0%	20.0%	4.3
	2012	13	10	3	76.9%	23.1%	4.8
Magwi	2015	225	187	38	83.1%	16.9%	13.9
	2013	174	155	19	89.1%	10.9%	13.6
	2012	181	162	19	89.5%	10.5%	12.4
Torit	2015	106	93	13	87.7%	12.3%	16.3
	2013	65	60	5	92.3%	7.7%	19.3
	2012	76	59	17	77.6%	22.4%	18.3
Total	2015	461	399	62	86.6%	13.4%	13.7
	2013	361	321	40	88.9%	11.1%	17.4
	2012	375	326	49	86.9%	13.1%	16.8

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



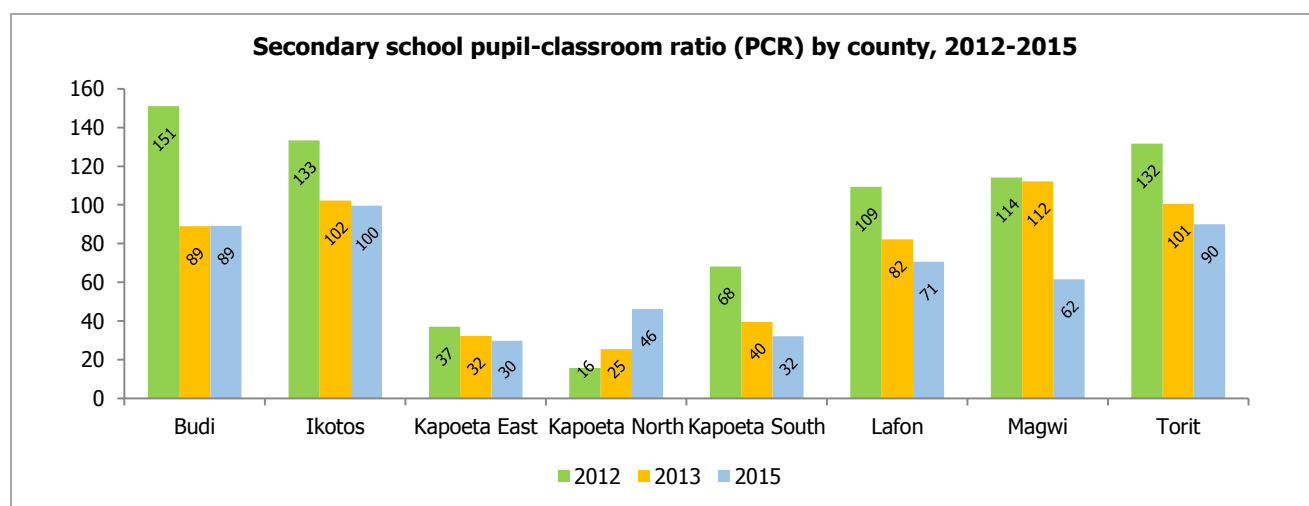
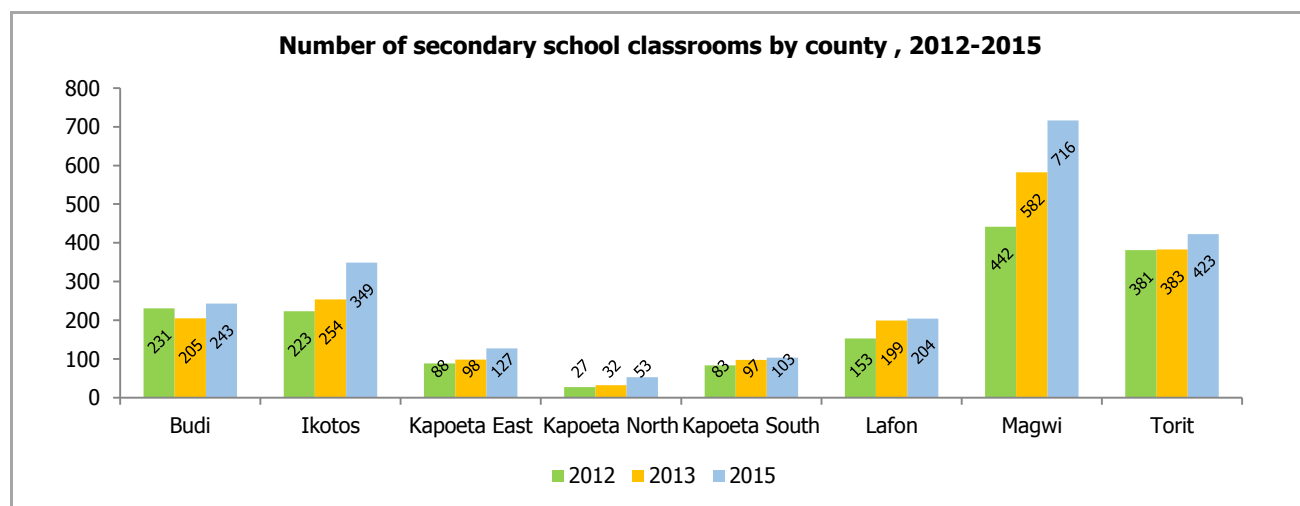
4.3.4. Classrooms

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
Budi	2015	243	83	76	58	26	89.1
	2013	205	78	21	95	11	88.9
	2012	231	62	23	117	29	151.0
Ikotos	2015	349	121	103	56	69	99.5
	2013	254	106	21	68	59	102.2
	2012	223	106	2	66	49	133.3
Kapoeta East	2015	127	92	25	10	0	29.6
	2013	98	57	27	8	6	32.3
	2012	88	55	26	6	1	37.0
Kapoeta North	2015	53	38	2	10	3	46.1
	2013	32	27	3	2	0	25.5
	2012	27	24	3	0	0	15.6
Kapoeta South	2015	103	61	32	3	7	32.1
	2013	97	61	27	8	1	39.5
	2012	83	55	11	6	11	68.2
Lafon	2015	204	90	63	30	21	70.6
	2013	199	117	12	53	17	82.2
	2012	153	78	16	49	10	109.4
Magwi	2015	716	273	255	111	77	61.5
	2013	582	227	70	205	80	112.1
	2012	442	174	107	79	82	114.1
Total	2015	2,218	918	663	387	250	70.9
	2013	1,850	818	262	563	207	88.3
	2012	1,628	692	245	465	226	110.1

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

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



4.4. Alternative Education Systems (AES)

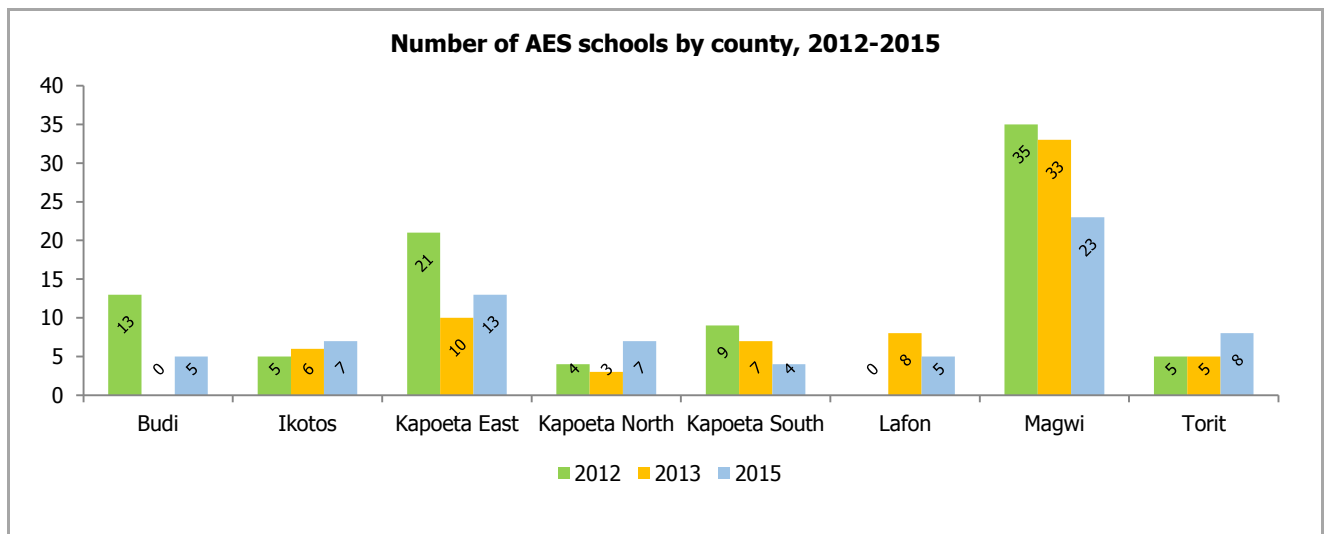
4.4.1. Centres

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

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Budi	2015	5	5	0	100.0%	0.0%
	2012	13	0	0	0.0%	0.0%
Ikotos	2015	7	6	1	85.7%	14.3%
	2013	6	0	0	0.0%	0.0%
	2012	5	0	0	0.0%	0.0%
Kapoeta East	2015	13	8	5	61.5%	38.5%
	2013	10	0	0	0.0%	0.0%
	2012	21	0	0	0.0%	0.0%
Kapoeta North	2015	7	4	3	57.1%	42.9%
	2013	3	0	0	0.0%	0.0%
	2012	4	0	0	0.0%	0.0%
Kapoeta South	2015	4	1	3	25.0%	75.0%
	2013	7	0	0	0.0%	0.0%
	2012	9	0	0	0.0%	0.0%
Lafon	2015	5	5	0	100.0%	0.0%
	2012	8	0	0	0.0%	0.0%
Magwi	2015	23	17	6	73.9%	26.1%
	2013	33	0	0	0.0%	0.0%
	2012	35	0	0	0.0%	0.0%
Torit	2015	8	6	2	75.0%	25.0%
	2013	5	0	0	0.0%	0.0%
	2012	5	0	0	0.0%	0.0%
Total	2015	72	52	20	72.2%	27.8%
	2013	72	0	0	0.0%	0.0%
	2012	92	0	0	0.0%	0.0%

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

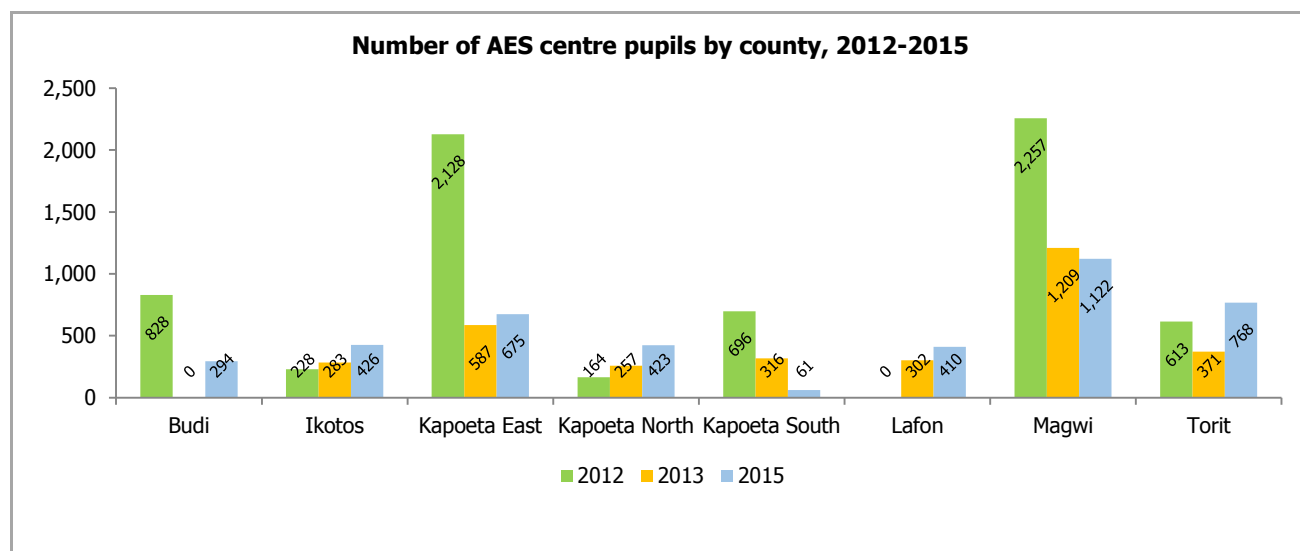
** Ownership data was not properly collected in 2012 and 2013



4.4.2. Pupils

Number and % AES centre pupil enrolment by county and gender, 2012-2015

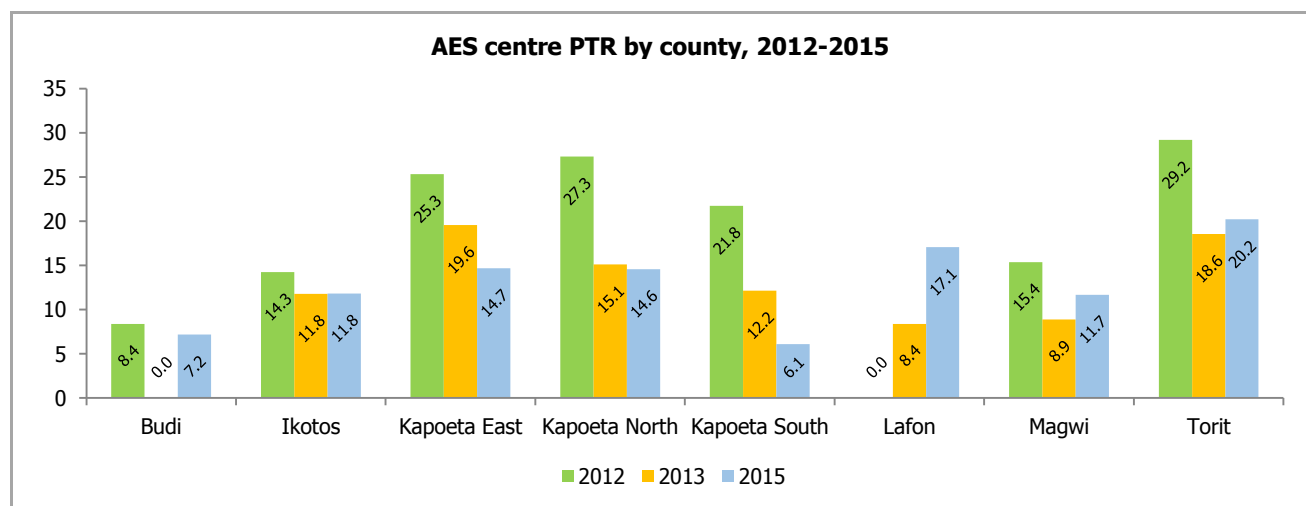
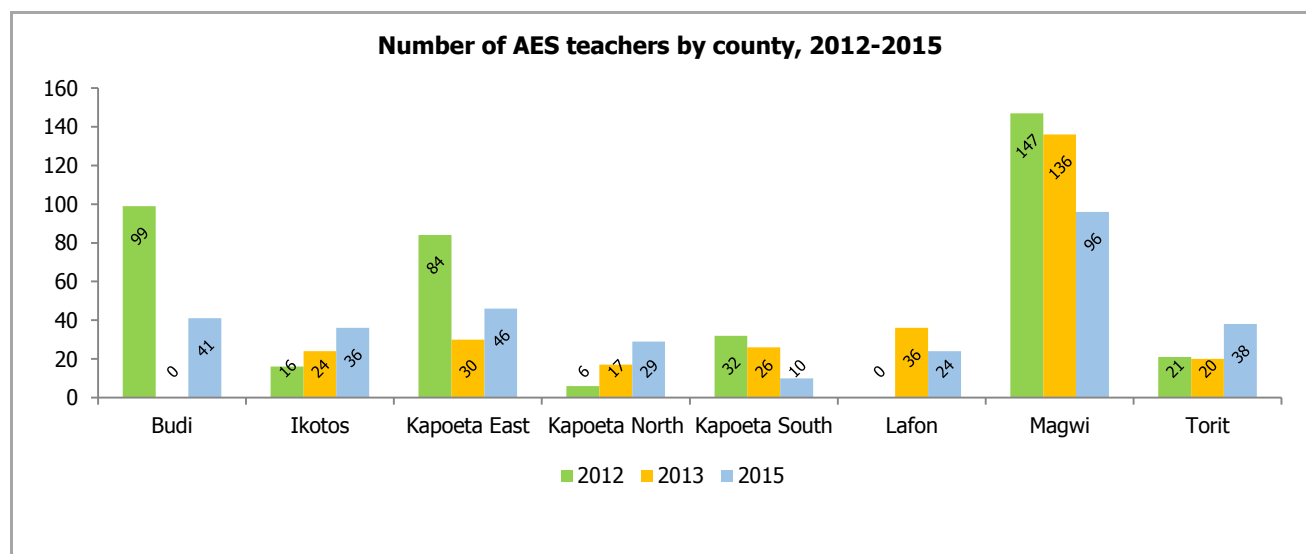
County	Year	Total	Male	Female	Male %	Female %
Budi	2015	294	181	113	61.6%	38.4%
	2012	828	464	364	56.0%	44.0%
Ikotos	2015	426	228	198	53.5%	46.5%
	2013	283	109	174	38.5%	61.5%
	2012	228	97	131	42.5%	57.5%
Kapoeta East	2015	675	446	229	66.1%	33.9%
	2013	587	379	208	64.6%	35.4%
	2012	2,128	1,343	785	63.1%	36.9%
Kapoeta North	2015	423	296	127	70.0%	30.0%
	2013	257	181	76	70.4%	29.6%
	2012	164	113	51	68.9%	31.1%
Kapoeta South	2015	61	40	21	65.6%	34.4%
	2013	316	242	74	76.6%	23.4%
	2012	696	496	200	71.3%	28.7%
Lafon	2015	410	188	222	45.9%	54.1%
	2012	302	185	117	61.3%	38.7%
Magwi	2015	1,122	483	639	43.0%	57.0%
	2013	1,209	454	755	37.6%	62.4%
	2012	2,257	841	1,416	37.3%	62.7%
Torit	2015	768	349	419	45.4%	54.6%
	2013	371	235	136	63.3%	36.7%
	2012	613	418	195	68.2%	31.8%
Total	2015	4,179	2,211	1,968	52.9%	47.1%
	2013	3,325	1,785	1,540	53.7%	46.3%
	2012	6,914	3,772	3,142	54.6%	45.4%



4.4.3. Teachers

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

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %	PTR
Budi	2015	41	38	3	92.7%	7.3%	7.2
	2012	99	89	10	89.9%	10.1%	8.4
Ikotos	2015	36	33	3	91.7%	8.3%	11.8
	2013	24	22	2	91.7%	8.3%	11.8
	2012	16	14	2	87.5%	12.5%	14.3
Kapoeta East	2015	46	41	5	89.1%	10.9%	14.7
	2013	30	24	6	80.0%	20.0%	19.6
	2012	84	66	18	78.6%	21.4%	25.3
Kapoeta North	2015	29	27	2	93.1%	6.9%	14.6
	2013	17	15	2	88.2%	11.8%	15.1
	2012	6	5	1	83.3%	16.7%	27.3
Kapoeta South	2015	10	9	1	90.0%	10.0%	6.1
	2013	26	22	4	84.6%	15.4%	12.2
	2012	32	26	6	81.3%	18.8%	21.8
Lafon	2015	24	23	1	95.8%	4.2%	17.1
	2012	36	34	2	94.4%	5.6%	8.4
Magwi	2015	96	83	13	86.5%	13.5%	11.7
	2013	136	109	27	80.1%	19.9%	8.9
	2012	147	107	40	72.8%	27.2%	15.4
Torit	2015	38	31	7	81.6%	18.4%	20.2
	2013	20	17	3	85.0%	15.0%	18.6
	2012	21	19	2	90.5%	9.5%	29.2
Total	2015	320	285	35	89.1%	10.9%	13.1
	2013	289	243	46	84.1%	15.9%	14.5
	2012	405	326	79	80.5%	19.5%	10.3

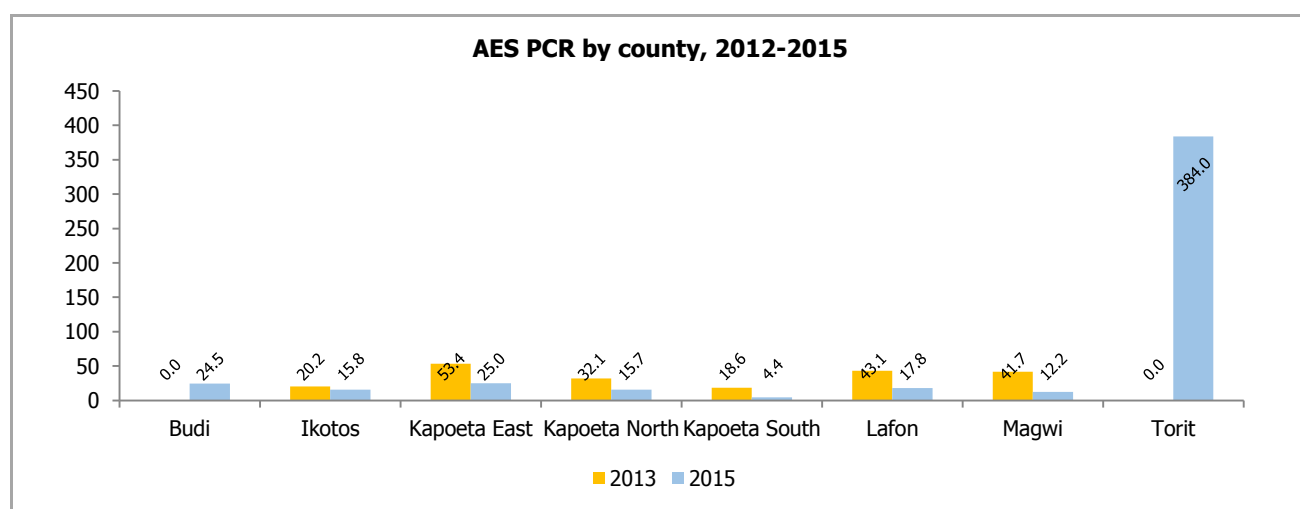
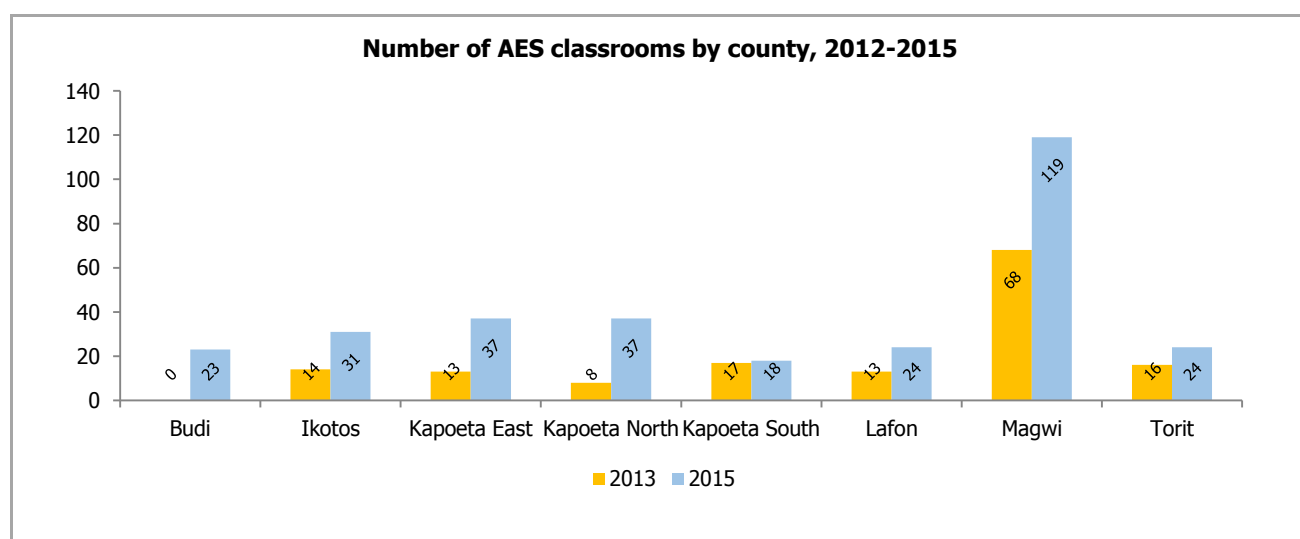


4.4.4. Classrooms

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

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Budi	2015	23	4	8	11	0	24.5
Ikotos	2015	31	20	7	4	0	15.8
	2013	14	14	0	0	0	20.2
Kapoeta East	2015	37	21	6	10	0	25.0
	2013	13	11	0	2	0	53.4
Kapoeta North	2015	37	25	2	7	3	15.7
	2013	8	8	0	0	0	32.1
Kapoeta South	2015	18	14	0	0	4	4.4
	2013	17	17	0	0	0	18.6
Lafon	2015	24	19	4	0	1	17.8
	2013	13	7	0	6	0	43.1
Magwi	2015	119	46	46	15	12	12.2
	2013	68	24	5	32	7	41.7
Torit	2015	24	1	1	22	0	384.0
	2013	16	0	0	10	6	0.0
Total	2015	313	150	74	69	20	18.7
	2013	149	81	5	50	13	38.7

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



4.5. Technical and Vocational Education and Training (TVET)

4.5.1. Institutes

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

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Budi	2015	1	1	0	100.0%	0.0%
Ikotos	2015	2	2	0	100.0%	0.0%
Magwi	2015	1	1	0	100.0%	0.0%
Torit	2015	1	1	0	100.0%	0.0%
Total	2015	5	5	0	100.0%	0.0%

4.5.2. Trainees

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

County	Year	Total	Male	Female	Male %	Female %
Budi	2015	29	10	19	34.5%	65.5%
Ikotos	2015	59	32	27	54.2%	45.8%
Magwi	2015	95	55	40	57.9%	42.1%
Torit	2015	44	16	28	36.4%	63.6%
Total	2015	227	113	114	49.8%	50.2%

4.5.3. Trainers

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

County	Year	Total	Male	Female	Male %	Female %	PTR
Budi	2015	7	5	2	71.4%	28.6%	4.1
Ikotos	2015	12	9	3	75.0%	25.0%	4.9
Magwi	2015	11	9	2	81.8%	18.2%	8.6
Torit	2015	4	3	1	75.0%	25.0%	11.0
Total	2015	34	26	8	76.5%	23.5%	6.7

* "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 institute classrooms and pupil-classroom ratio (PCR) by county and type, 2015

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Budi	2015	6	6	0	0	0	4.8
Ikotos	2015	9	9	0	0	0	6.6
Magwi	2015	6	5	1	0	0	15.8
Torit	2015	3	3	0	0	0	14.7
Total	2015	24	23	1	0	0	9.5

* "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 %
Ikotos	2015	1	1	0	100.0%	0.0%
Kapoeta South	2015	1	1	0	100.0%	0.0%
Magwi	2015	1	1	0	100.0%	0.0%
Torit	2015	1	1	0	100.0%	0.0%
Total	2015	4	4	0	100.0%	0.0%

4.6.2. Students

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

County	Year	Total	Male	Female	Male %	Female %
Ikotos	2015	34	16	18	47.1%	52.9%
Kapoeta South	2015	41	27	14	65.9%	34.1%
Magwi	2015	88	59	29	67.0%	33.0%
Torit	2015	108	75	33	69.4%	30.6%
Total	2015	271	177	94	65.3%	34.7%

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
Ikotos	2015	16	10	6	62.5%	37.5%	2.1
Kapoeta S.	2015	5	5	0	100.0%	0.0%	8.2
Magwi	2015	11	10	1	90.9%	9.1%	8.0
Torit	2015	7	6	1	85.7%	14.3%	15.4
Total	2015	39	31	8	79.5%	20.5%	5.8

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
Ikotos	2015	2	2	0	0	0	17.0
Magwi	2015	4	4	0	0	0	22.0
Total	2015	6	6	0	0	0	20.3

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

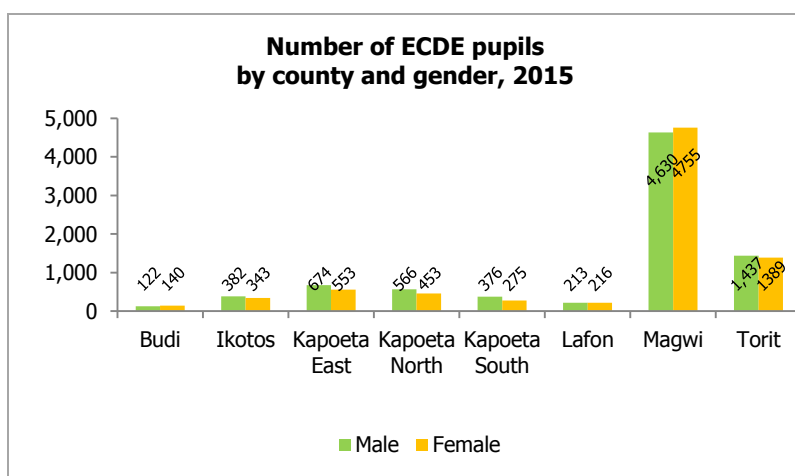
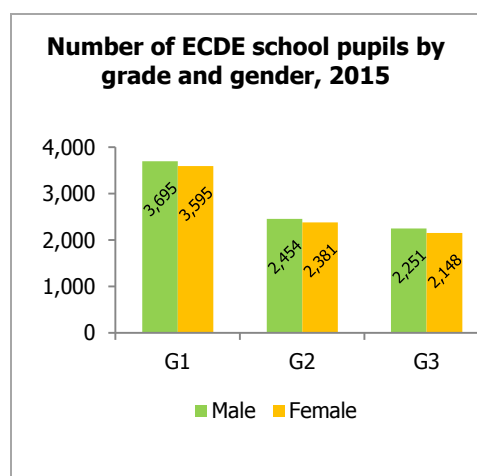
5. EARLY CHILDHOOD DEVELOPMENT AND EDUCATION (ECDE), 2015

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
Budi	262	120	99	43
Ikotos	725	395	190	140
Kapoeta East	1,227	509	334	384
Kapoeta North	1,019	461	296	262
Kapoeta South	651	334	108	209
Lafon	429	172	183	74
Magwi	9,385	4,058	4,058	2,455
Torit	2,826	1,241	1,241	832
Total	16,524	7,290	6,509	4,399

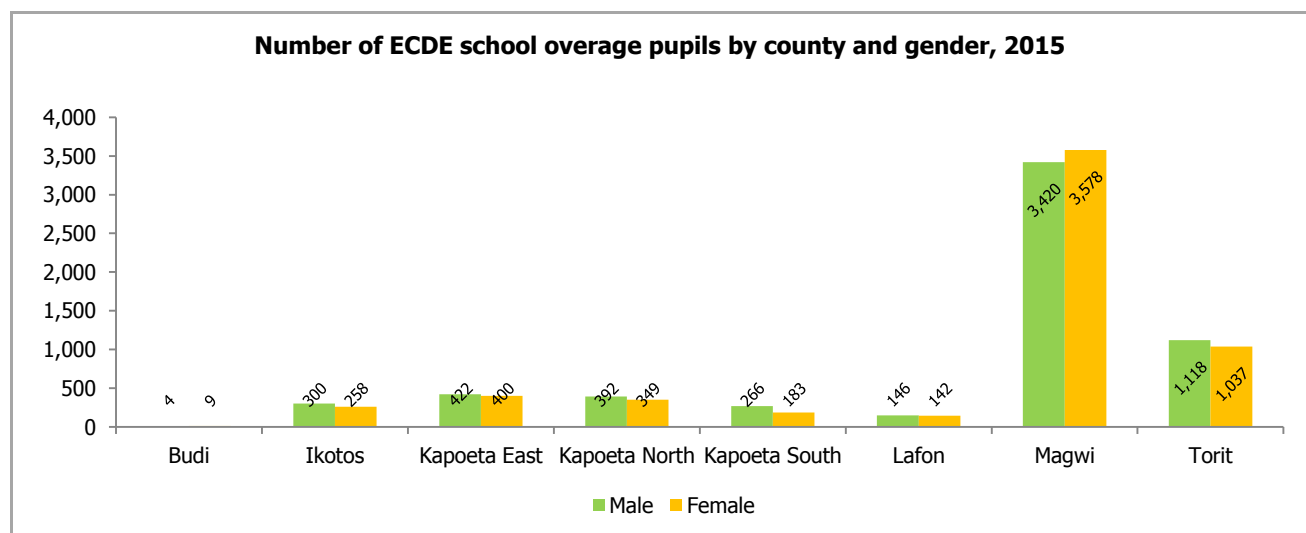


5.1.2. Overage Pupils

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
Budi	249	13	5.0%	118	4	3.3%	131	9	6.4%
Ikotos	167	558	77.0%	82	300	78.5%	85	258	75.2%
Kapoeta East	405	822	67.0%	252	422	62.6%	153	400	72.3%
Kapoeta North	278	741	72.7%	174	392	69.3%	104	349	77.0%
Kapoeta South	202	449	69.0%	110	266	70.7%	92	183	66.5%
Lafon	141	288	67.1%	67	146	68.5%	74	142	65.7%
Magwi	2,387	6,998	74.6%	1,210	3,420	73.9%	1,177	3,578	75.2%
Torit	671	2,155	76.3%	319	1,118	77.8%	352	1,037	74.7%
Total	4,500	12,024	72.8%	2,332	6,068	72.2%	2,168	5,956	73.3%

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

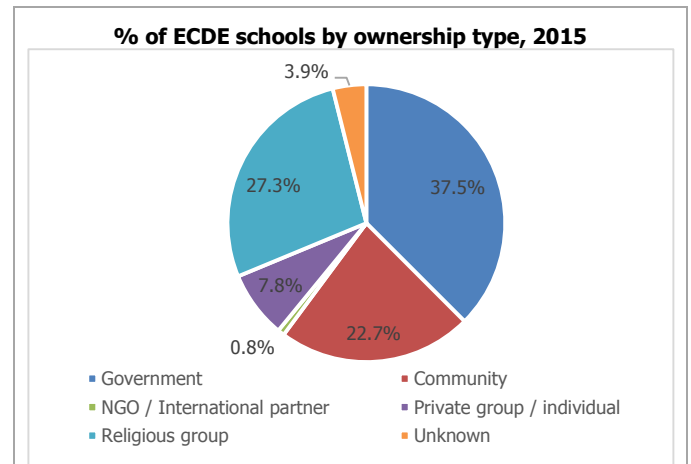


5.2. Resources

5.2.1. Schools

Number of ECDE schools by ownership, 2015

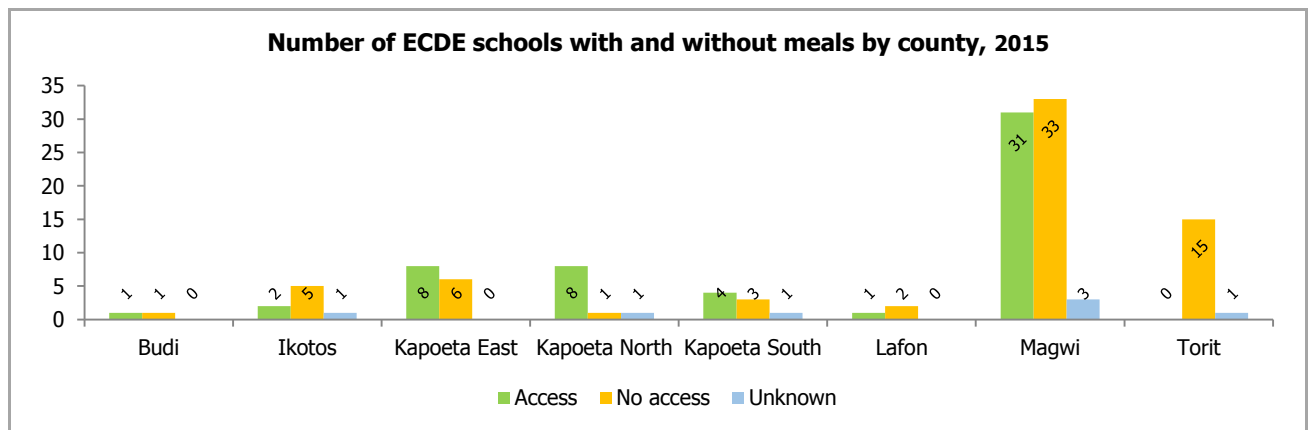
Ownership type	Schools
Government	48
Community	29
NGO / International partner	1
Private group / individual	10
Religious group	35
Unknown	5
Total	128



Number and % of ECDE schools with meals by county, 2015

County	Schools	Schools w/ meals		Schools w/o meals		Unknown	
		Count	% total	Count	% total	Count	% total
Budi	2	1	50.0%	1	50.0%	0	0.0%
Ikotos	8	2	25.0%	5	62.5%	1	12.5%
Kapoeta East	14	8	57.1%	6	42.9%	0	0.0%
Kapoeta North	10	8	80.0%	1	10.0%	1	10.0%
Kapoeta South	8	4	50.0%	3	37.5%	1	12.5%
Lafon	3	1	33.3%	2	66.7%	0	0.0%
Magwi	67	31	46.3%	33	49.3%	3	4.5%
Torit	16	0	0.0%	15	93.8%	1	6.3%
Total	128	55	43.0%	66	51.6%	7	5.5%

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

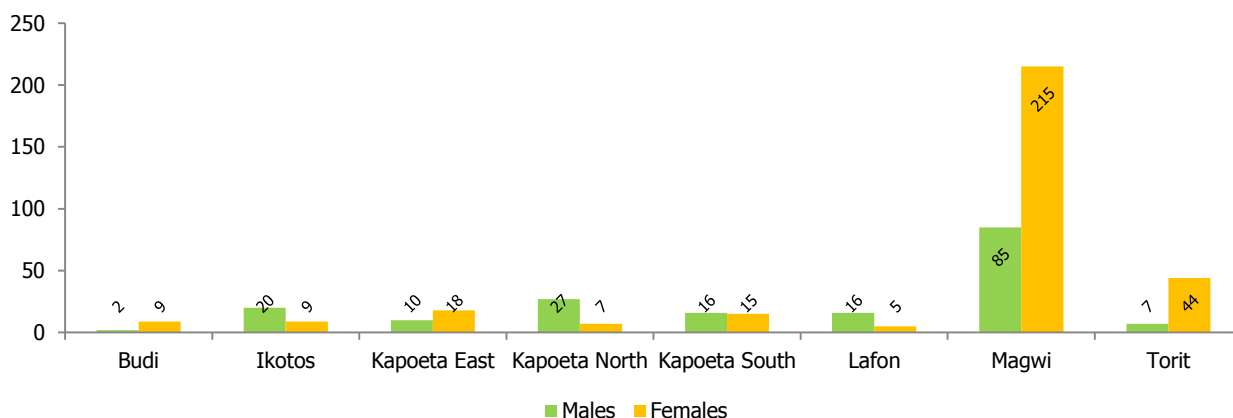


5.2.2. Teachers

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

County	Total	Male		Female	
		Count	% total	Count	% total
Budi	11	2	18.2%	9	81.8%
Ikotos	29	20	69.0%	9	31.0%
Kapoeta East	28	10	35.7%	18	64.3%
Kapoeta North	34	27	79.4%	7	20.6%
Kapoeta South	31	16	51.6%	15	48.4%
Lafon	21	16	76.2%	5	23.8%
Magwi	300	85	28.3%	215	71.7%
Torit	51	7	13.7%	44	86.3%
Total	505	183	36.2%	322	63.8%

Number of ECDE school teachers by county and gender, 2015

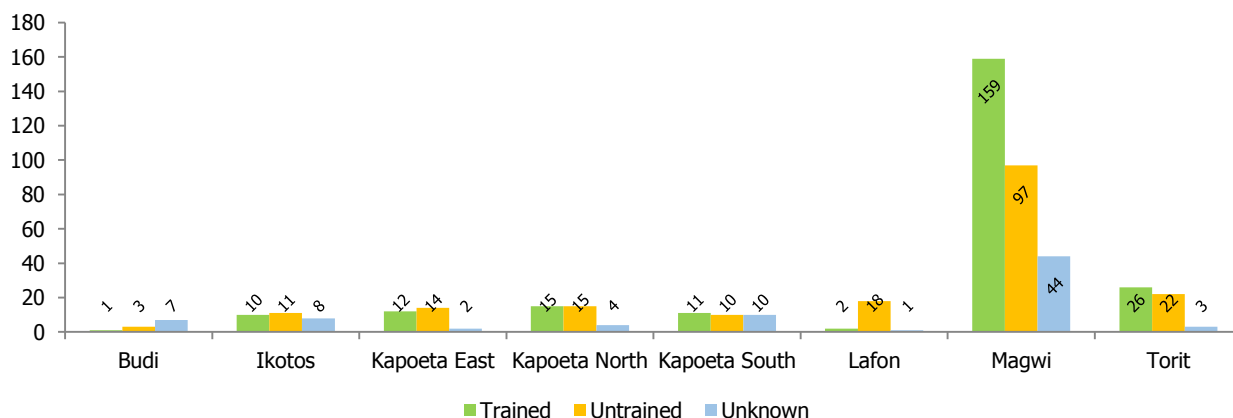


Number and % of ECDE teachers by professional qualification and county, 2015

County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Budi	11	1	9.1%	3	27.3%	7	63.6%
Ikotos	29	10	34.5%	11	37.9%	8	27.6%
Kapoeta East	28	12	42.9%	14	50.0%	2	7.1%
Kapoeta North	34	15	44.1%	15	44.1%	4	11.8%
Kapoeta South	31	11	35.5%	10	32.3%	10	32.3%
Lafon	21	2	9.5%	18	85.7%	1	4.8%
Magwi	300	159	53.0%	97	32.3%	44	14.7%
Torit	51	26	51.0%	22	43.1%	3	5.9%
Total	505	236	46.7%	190	37.6%	79	15.6%

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

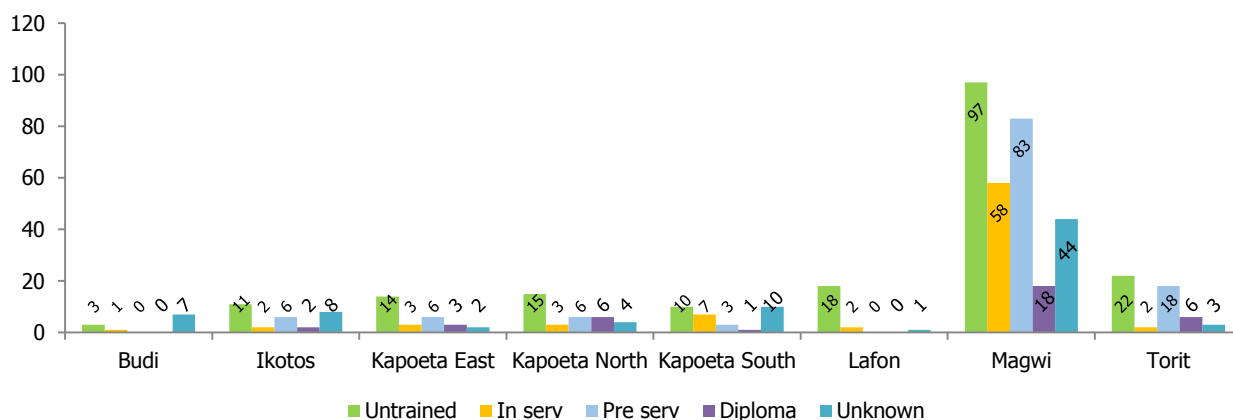
Number of ECDE school teachers by professional qualification and county, 2015



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

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Budi	11	3	27.3%	1	9.1%	0	0.0%	0	0.0%	7	63.6%
Ikotos	29	11	37.9%	2	6.9%	6	20.7%	2	6.9%	8	27.6%
Kapoeta East	28	14	50.0%	3	10.7%	6	21.4%	3	10.7%	2	7.1%
Kapoeta North	34	15	44.1%	3	8.8%	6	17.6%	6	17.6%	4	11.8%
Kapoeta South	31	10	32.3%	7	22.6%	3	9.7%	1	3.2%	10	32.3%
Lafon	21	18	85.7%	2	9.5%	0	0.0%	0	0.0%	1	4.8%
Magwi	300	97	32.3%	58	19.3%	83	27.7%	18	6.0%	44	14.7%
Torit	51	22	43.1%	2	3.9%	18	35.3%	6	11.8%	3	5.9%
Total	505	190	49%	78	20%	122	31%	36	7.1%	79	15.6%

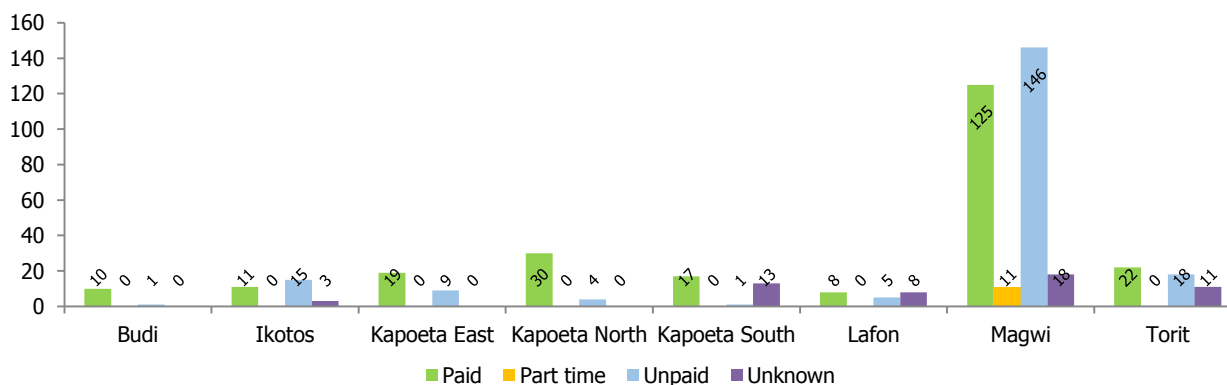
Number of ECDE school teachers by professional qualification and gender, 2015



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

County	Total	Paid		Part time		Unpaid		Unknown	
		Count	%	Count	%	Count	%	Count	%
Budi	11	10	90.9%	0	0.0%	1	9.1%	0	0.0%
Ikotos	29	11	37.9%	0	0.0%	15	51.7%	3	10.3%
Kapoeta East	28	19	67.9%	0	0.0%	9	32.1%	0	0.0%
Kapoeta North	34	30	88.2%	0	0.0%	4	11.8%	0	0.0%
Kapoeta South	31	17	54.8%	0	0.0%	1	3.2%	13	41.9%
Lafon	21	8	38.1%	0	0.0%	5	23.8%	8	38.1%
Magwi	300	125	41.7%	11	3.7%	146	48.7%	18	6.0%
Torit	51	22	43.1%	0	0.0%	18	35.3%	11	21.6%
Total	505	242	47.9%	11	2.2%	199	39.4%	53	10.5%

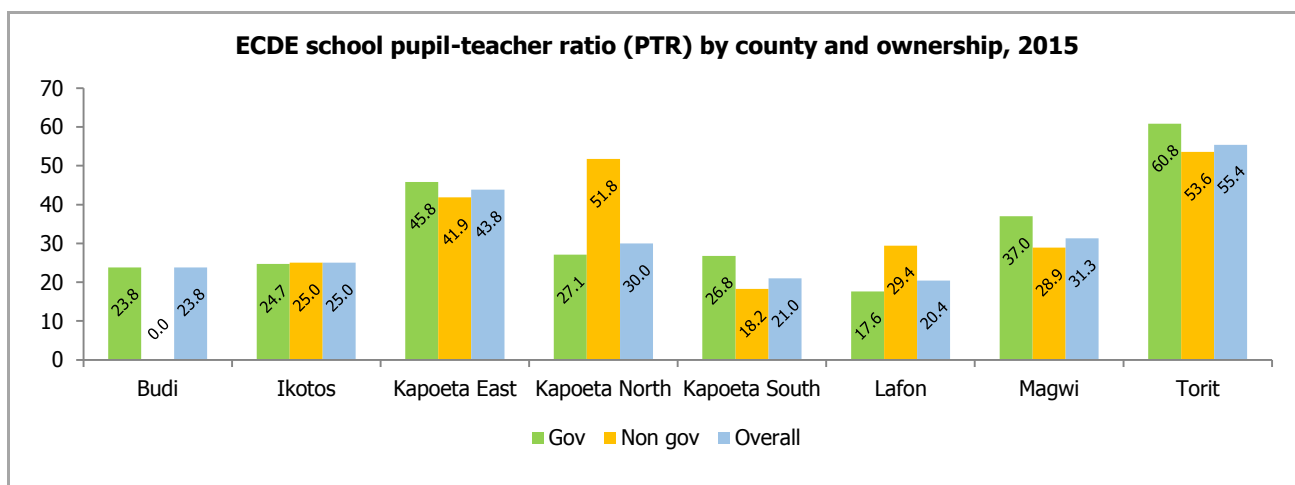
Number of ECDE school teachers by employment status and county, 2015



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
Budi	262	11	23.8	262	11	23.8	0	0	0.0
Ikotos	725	29	25.0	74	3	24.7	651	26	25.0
Kapoeta East	1,227	28	43.8	641	14	45.8	586	14	41.9
Kapoeta North	1,019	34	30.0	812	30	27.1	207	4	51.8
Kapoeta South	651	31	21.0	268	10	26.8	383	21	18.2
Lafon	429	21	20.4	282	16	17.6	147	5	29.4
Magwi	9,385	300	31.3	3253	88	37.0	6132	212	28.9
Torit	2,826	51	55.4	791	13	60.8	2035	38	53.6
Total	16,524	505	32.7	6,383	185	34.5	10,141	320	31.7

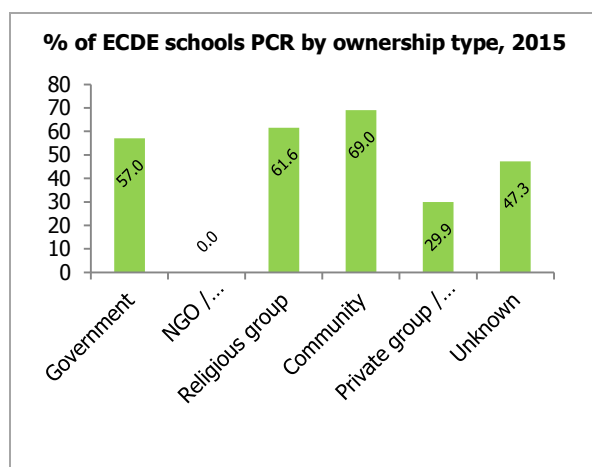
* "Non-government" here includes schools under community, private, NGO-supported, religious group, and unknown ownership.



5.2.3. Classrooms

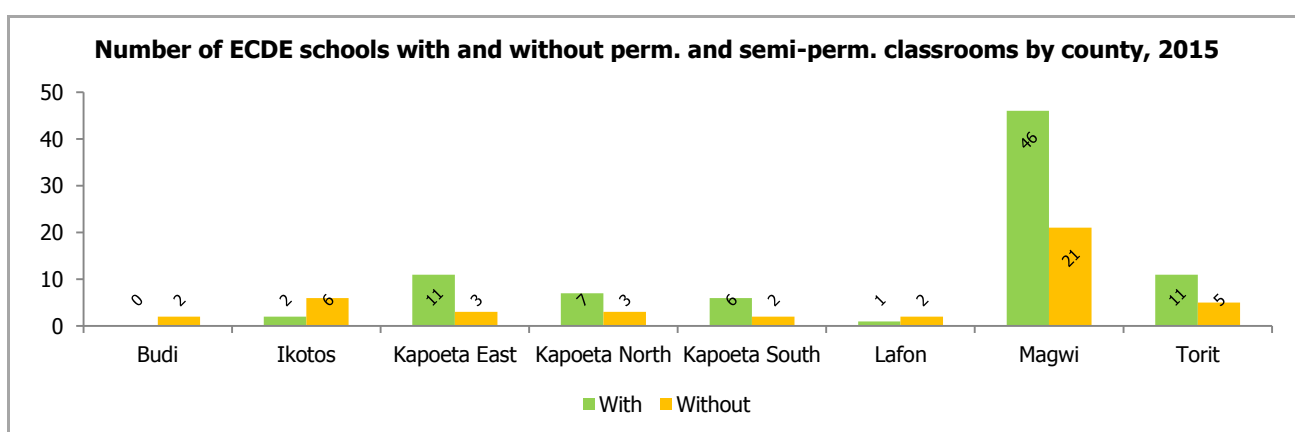
Number of ECDE schools classrooms by ownership, 2015

Ownership	Classrooms	PCR
Government	146	57.0
NGO / International partner	4	0.0
Religious group	106	61.6
Community	73	69.0
Private group / individual	42	29.9
Unknown	12	47.3
Total	383	57.0



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
Budi	2	0	0.0%	2	100.0%
Ikotos	8	2	25.0%	6	75.0%
Kapoeta East	14	11	78.6%	3	21.4%
Kapoeta North	10	7	70.0%	3	30.0%
Kapoeta South	8	6	75.0%	2	25.0%
Lafon	3	1	33.3%	2	66.7%
Magwi	67	46	68.7%	21	31.3%
Torit	16	11	68.8%	5	31.3%
Total	128	84	65.6%	44	34.4%



5.2.4. Curriculum and Instruction

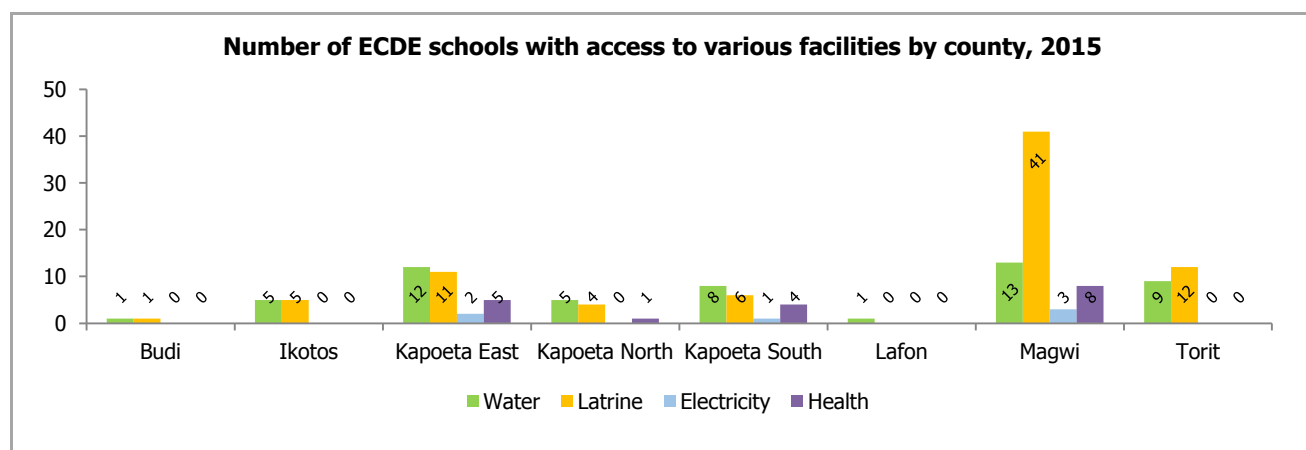
Number of ECDE schools by language of instruction and grade, 2015

Language	Baby/Infant	Nursery/Middle	Top/Graduate
English	82	89	95
Arabic	21	17	16
Mother Tongue	78	66	65
Other	0	0	0

5.2.5. Facilities

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

County	Schools	Water		Latrine		Electricity		Health Centre	
		Count	%	Count	%	Count	%	Count	%
Budi	2	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Ikotos	8	5	62.5%	5	62.5%	0	0.0%	0	0.0%
Kapoeta East	14	12	85.7%	11	78.6%	2	14.3%	5	35.7%
Kapoeta North	10	5	50.0%	4	40.0%	0	0.0%	1	10.0%
Kapoeta South	8	8	100.0%	6	75.0%	1	12.5%	4	50.0%
Lafon	3	1	33.3%	0	0.0%	0	0.0%	0	0.0%
Magwi	67	13	19.4%	41	61.2%	3	4.5%	8	11.9%
Torit	16	9	56.3%	12	75.0%	0	0.0%	0	0.0%
Total	128	54	42.2%	80	62.5%	6	4.7%	18	14.1%



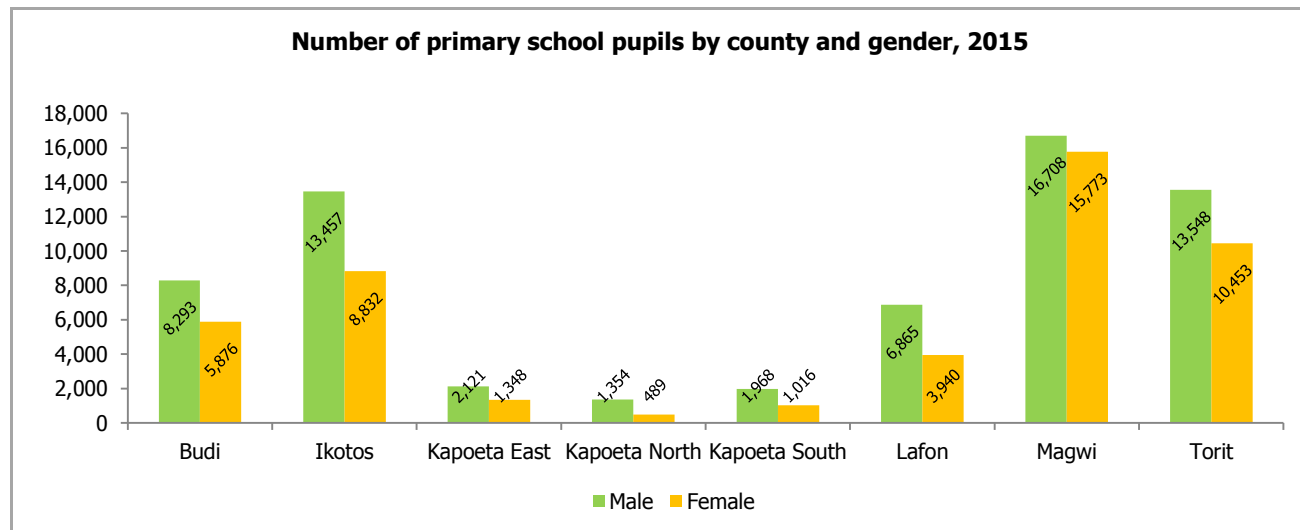
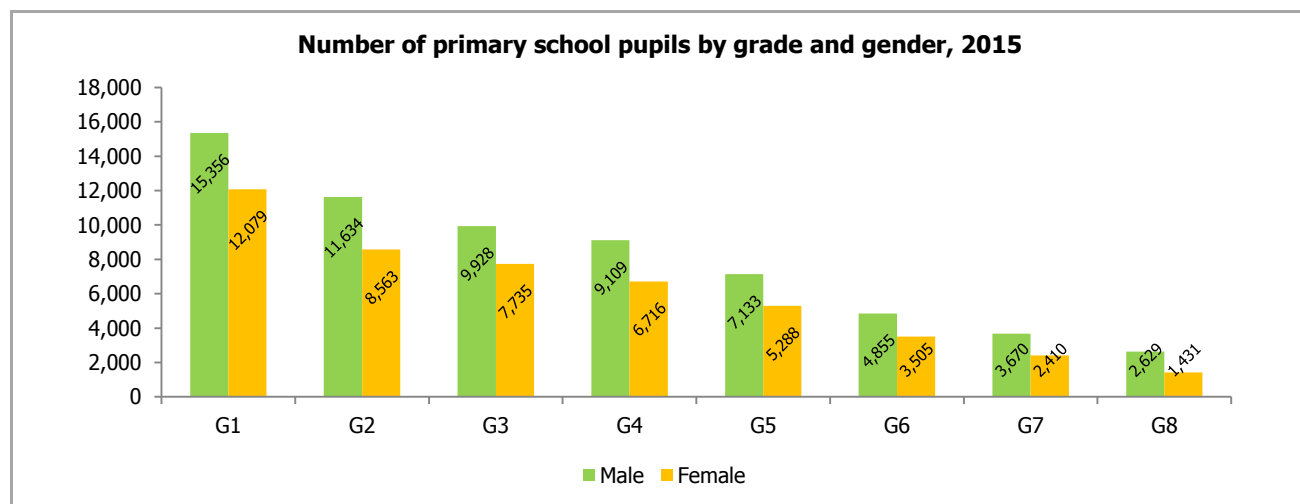
6. PRIMARY SCHOOL (PRI), 2015

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
Budi	14,169	3,755	2,781	2,489	2,304	1,566	584	411	279
Ikotos	22,289	6,986	4,419	3,281	2,810	2,105	1,300	882	506
Kapoeta East	3,469	842	578	483	526	350	314	253	123
Kapoeta North	1,843	481	434	353	197	150	128	75	25
Kapoeta South	2,984	905	504	434	345	271	210	183	132
Lafon	10,805	3,669	2,259	1,815	1,187	937	459	309	170
Magwi	32,481	5,129	5,129	4,969	5,271	4,583	3,476	2,593	1,849
Torit	24,001	5,668	5,668	3,839	3,185	2,459	1,889	1,374	976
Total	112,04	27,435	21,772	17,663	15,825	12,421	8,360	6,080	4,060

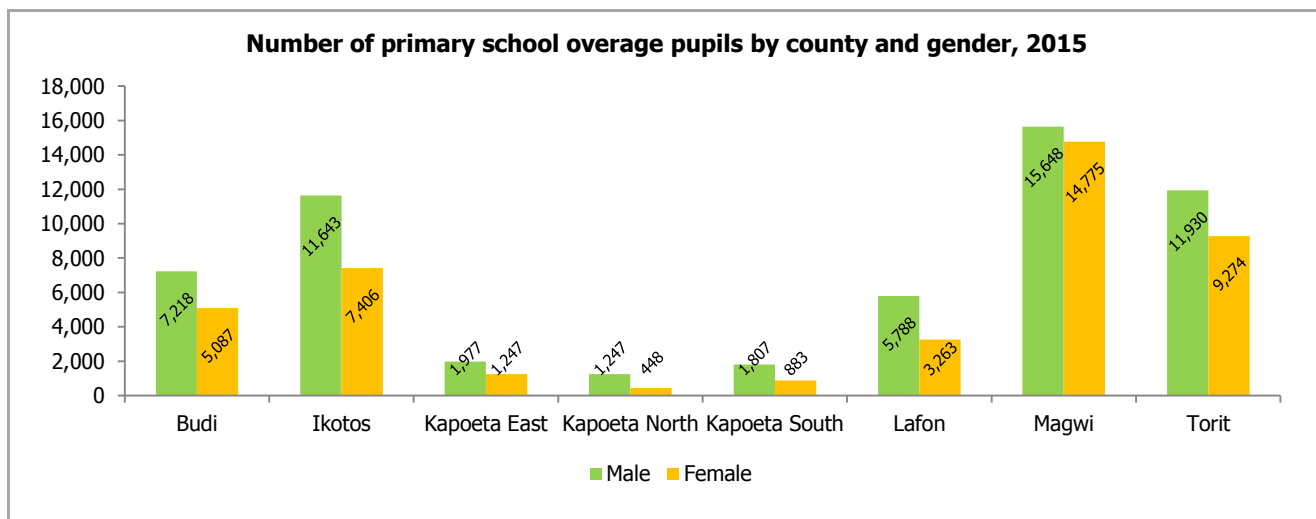


6.1.2. Overage Pupils

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 %
Budi	1,864	12,305	86.8%	1,075	7,218	87.0%	789	5,087	86.6%
Ikotos	3,240	19,049	85.5%	1,814	11,643	86.5%	1,426	7,406	83.9%
Kapoeta East	245	3,224	92.9%	144	1,977	93.2%	101	1,247	92.5%
Kapoeta North	148	1,695	92.0%	107	1,247	92.1%	41	448	91.6%
Kapoeta South	294	2,690	90.1%	161	1,807	91.8%	133	883	86.9%
Lafon	1,754	9,051	83.8%	1,077	5,788	84.3%	677	3,263	82.8%
Magwi	2,058	30,423	93.7%	1,060	15,648	93.7%	998	14,775	93.7%
Torit	2,797	21,204	88.3%	1,618	11,930	88.1%	1,179	9,274	88.7%
Total	12,400	99,641	88.9%	7,056	57,258	89.0%	5,344	42,383	88.8%

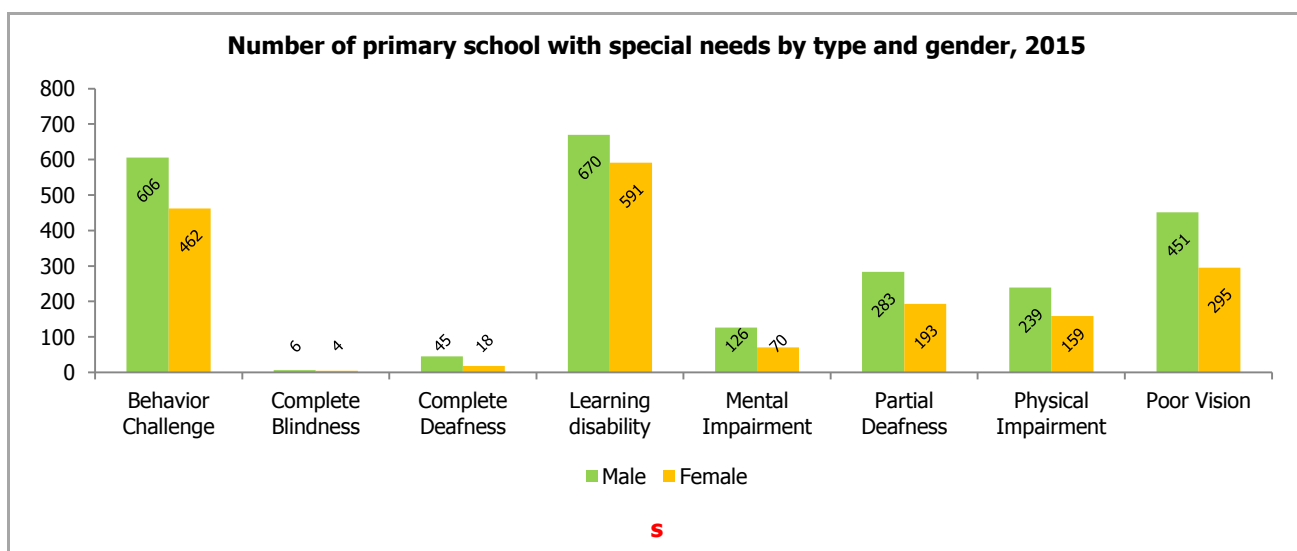
* "At age" includes under-age and at-age pupils.



6.1.3. Pupils with Special Needs

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

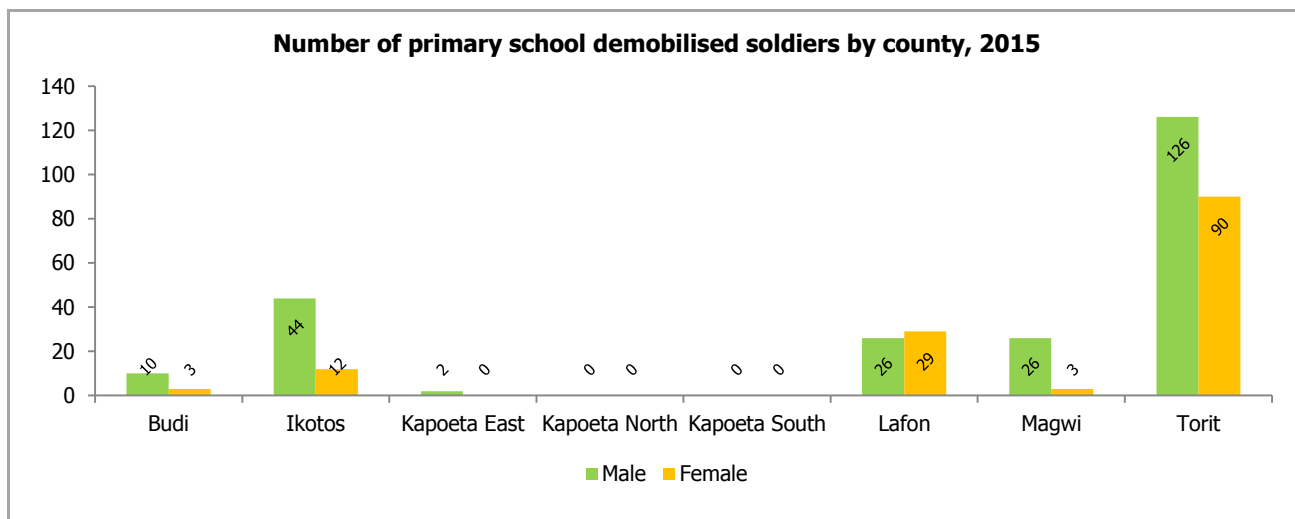
County	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
Budi	14,169	234	1.7%	8,293	142	1.7%	5,876	92	1.6%
Ikotos	22,289	1,087	4.9%	13,457	663	4.9%	8,832	424	4.8%
Kapoeta East	3,469	115	3.3%	2,121	62	2.9%	1,348	53	3.9%
Kapoeta North	1,843	70	3.8%	1,354	44	3.2%	489	26	5.3%
Kapoeta South	2,984	62	2.1%	1,968	39	2.0%	1,016	23	2.3%
Lafon	10,805	414	3.8%	6,865	263	3.8%	3,940	151	3.8%
Magwi	32,481	1,816	5.6%	16,708	946	5.7%	15,773	870	5.5%
Torit	24,001	420	1.7%	13,548	267	2.0%	10,453	153	1.5%
Total	112,041	4,218	3.6%	64,314	2,426	3.6%	47,727	1,792	3.6%



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

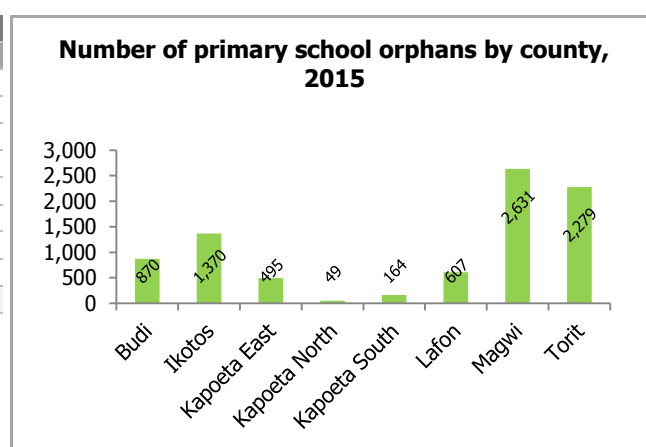
Number and % of primary school demobilised soldiers by county and gender, 2015

County	Total			Male			Female		
	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %
Budi	14,169	13	0.1%	8,293	10	0.1%	5,876	3	0.1%
Ikotos	22,289	56	0.3%	13,457	44	0.3%	8,832	12	0.1%
Kapoeta East	3,469	2	0.1%	2,121	2	0.1%	1,348	0	0.0%
Kapoeta North	1,843	0	0.0%	1,354	0	0.0%	489	0	0.0%
Kapoeta South	2,984	0	0.0%	1,968	0	0.0%	1,016	0	0.0%
Lafon	10,805	55	0.5%	6,865	26	0.4%	3,940	29	0.7%
Magwi	32,481	29	0.1%	16,708	26	0.2%	15,773	3	0.0%
Torit	24,001	216	0.9%	13,548	126	0.9%	10,453	90	0.9%
Total	112,041	371	0.3%	64,314	234	0.4%	47,727	137	0.3%



Number and % of primary school orphans by county, 2015

County	Students	Total	
		Count	% enrolment
Budi	14,169	870	6.1%
Ikotos	22,289	1,370	6.1%
Kapoeta East	3,469	495	14.3%
Kapoeta North	1,843	49	2.7%
Kapoeta South	2,984	164	5.5%
Lafon	10,805	607	5.6%
Magwi	32,481	2,631	8.1%
Torit	24,001	2,279	9.5%
Total	112,041	8,465	7.6%



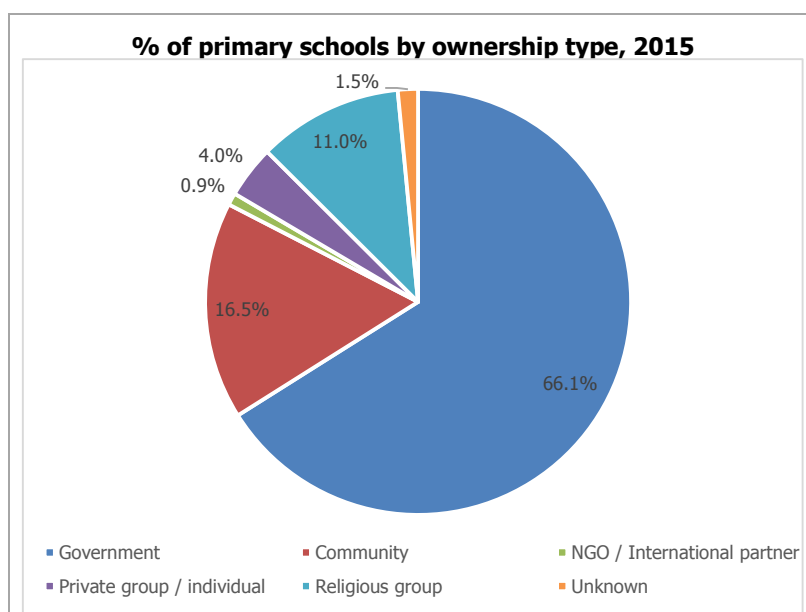
6.2. Resources

6.2.1. Schools

Number of primary schools by ownership, 2015

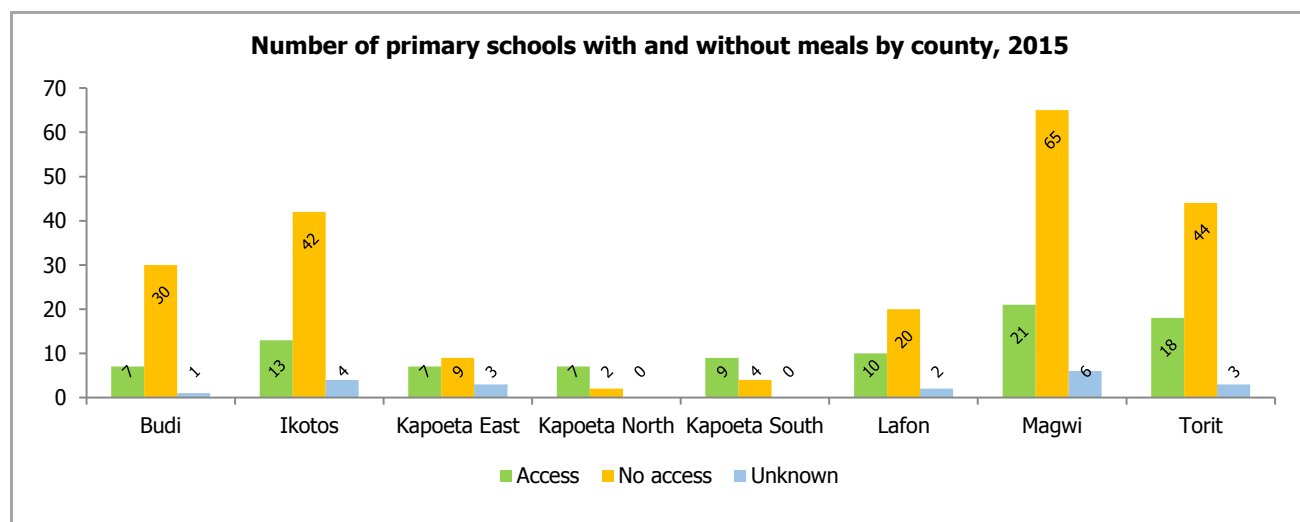
Ownership	Schools
Government	216
Community	54
NGO / International partner	3
Private group / individual	13
Religious group	36
Unknown	5
Total	327

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



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

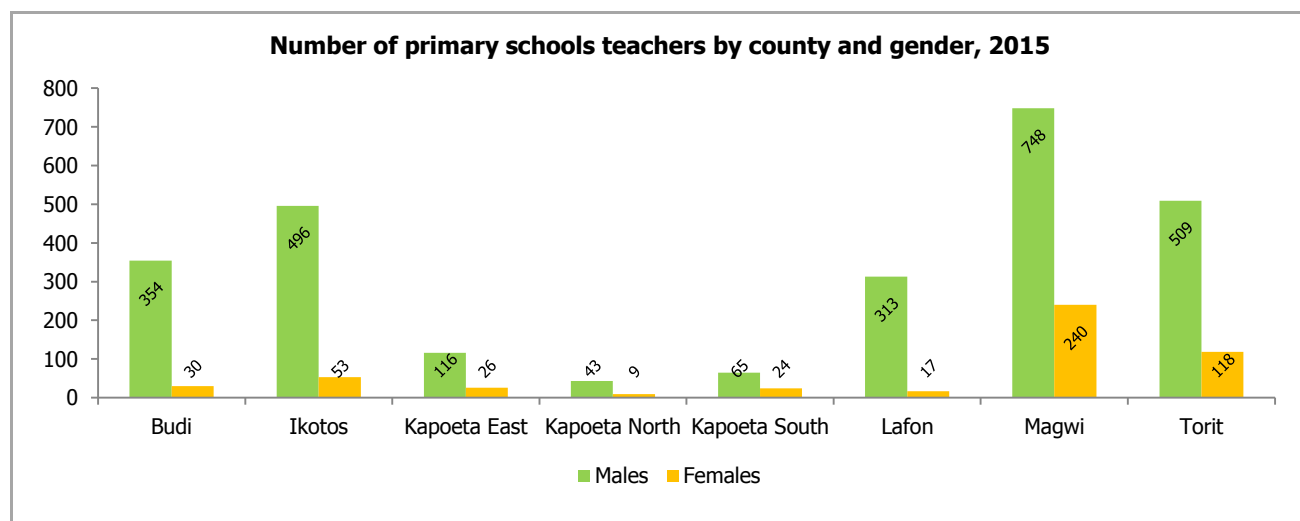
County	Schools	Schools with meals		Schools without meals		Unknown	
		Count	%	Count	%	Count	%
Budi	38	7	18.4%	30	78.9%	1	2.6%
Ikotos	59	13	22.0%	42	71.2%	4	6.8%
Kapoeta East	19	7	36.8%	9	47.4%	3	15.8%
Kapoeta North	9	7	77.8%	2	22.2%	0	0.0%
Kapoeta South	13	9	69.2%	4	30.8%	0	0.0%
Lafon	32	10	31.3%	20	62.5%	2	6.3%
Magwi	92	21	22.8%	65	70.7%	6	6.5%
Torit	65	18	27.7%	44	67.7%	3	4.6%
Total	327	92	28.1%	216	66.1%	19	5.8%



6.2.2. Teachers

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

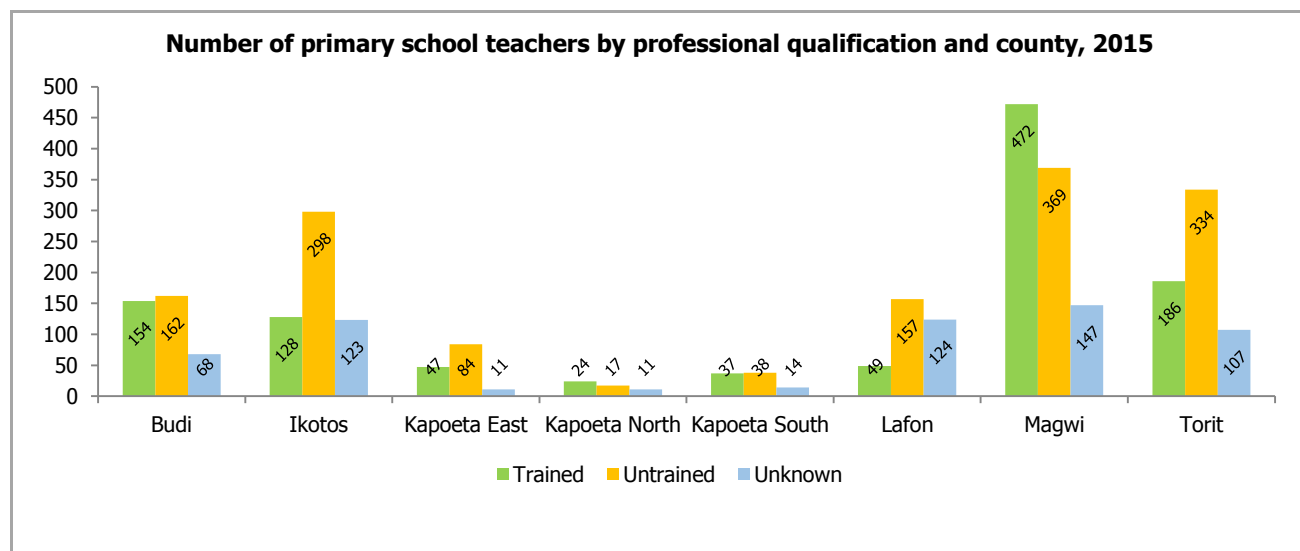
County	Total	Male		Female	
		Count	% total	Count	% total
Budi	384	354	92.2%	30	7.8%
Ikotos	549	496	90.3%	53	9.7%
Kapoeta East	142	116	81.7%	26	18.3%
Kapoeta North	52	43	82.7%	9	17.3%
Kapoeta South	89	65	73.0%	24	27.0%
Lafon	330	313	94.8%	17	5.2%
Magwi	988	748	75.7%	240	24.3%
Torit	627	509	81.2%	118	18.8%
Total	3,161	2,644	83.6%	517	16.4%



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

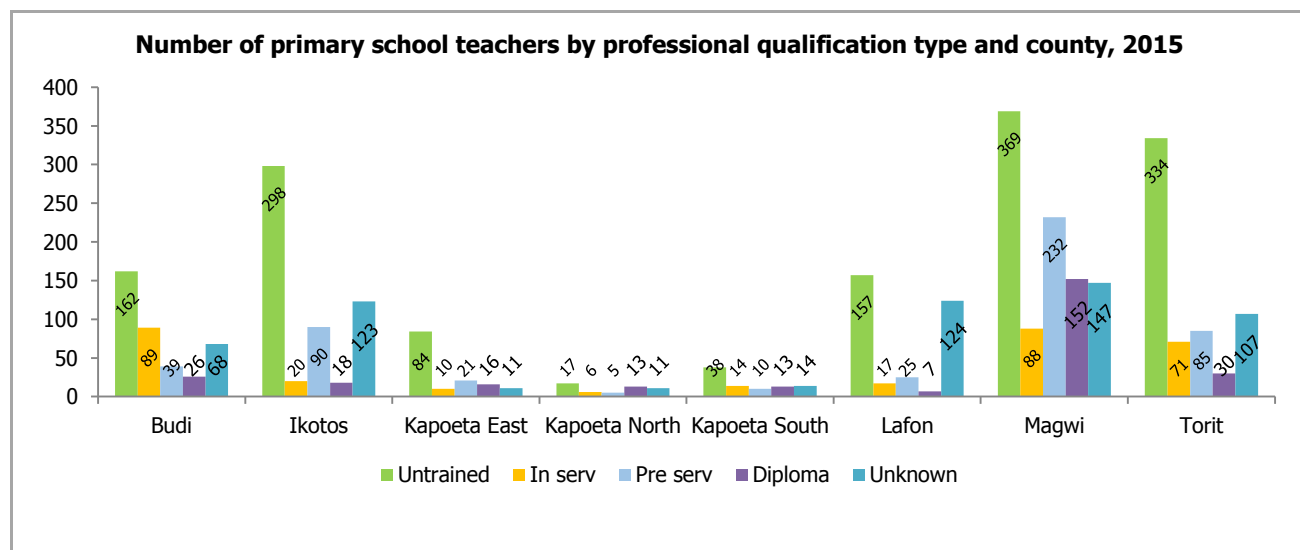
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Budi	384	154	40.1%	162	42.2%	68	17.7%
Ikotos	549	128	23.3%	298	54.3%	123	22.4%
Kapoeta East	142	47	33.1%	84	59.2%	11	7.7%
Kapoeta North	52	24	46.2%	17	32.7%	11	21.2%
Kapoeta South	89	37	41.6%	38	42.7%	14	15.7%
Lafon	330	49	14.8%	157	47.6%	124	37.6%
Magwi	988	472	47.8%	369	37.3%	147	14.9%
Torit	627	186	29.7%	334	53.3%	107	17.1%
Total	3,161	1,097	34.7%	1,459	46.2%	605	19.1%

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



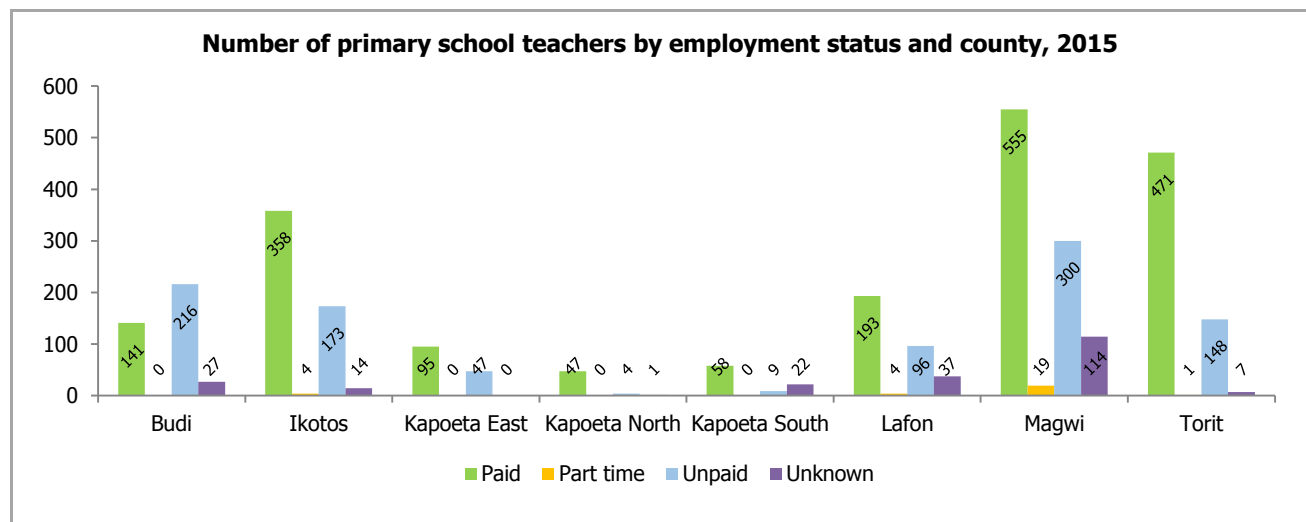
Number and % of primary school teachers by county and qualification type, 2015

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	%	Count	%	Count	%	Count	%	Count	%
Budi	384	162	42.2%	89	23.2%	39	10.2%	26	6.8%	68	17.7%
Ikotos	549	298	54.3%	20	3.6%	90	16.4%	18	3.3%	123	22.4%
Kapoeta East	142	84	59.2%	10	7.0%	21	14.8%	16	11.3%	11	7.7%
Kapoeta North	52	17	32.7%	6	11.5%	5	9.6%	13	25.0%	11	21.2%
Kapoeta South	89	38	42.7%	14	15.7%	10	11.2%	13	14.6%	14	15.7%
Lafon	330	157	47.6%	17	5.2%	25	7.6%	7	2.1%	124	37.6%
Magwi	988	369	37.3%	88	8.9%	232	23.5%	152	15.4%	147	14.9%
Torit	627	334	53.3%	71	11.3%	85	13.6%	30	4.8%	107	17.1%
Total	3,161	1,459	46.2%	315	10.0%	507	16.0%	275	8.7%	605	19.1%



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

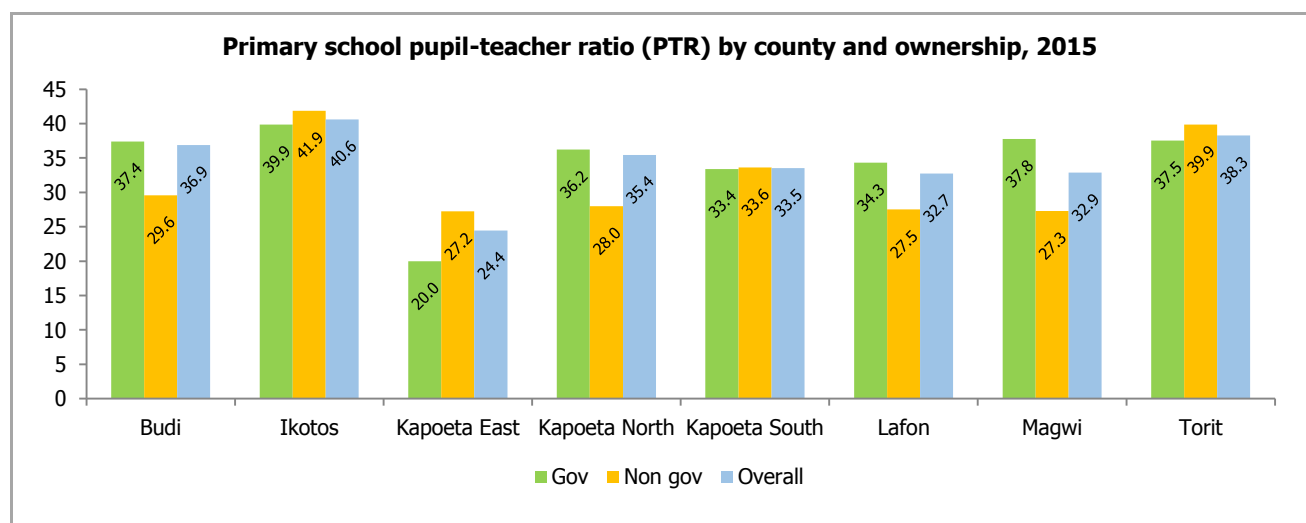
County	Total	Paid		Part time		Unpaid		Unknown	
		Count	%	Count	%	Count	%	Count	%
Budi	384	141	36.7%	0	0.0%	216	56.3%	27	7.0%
Ikotos	549	358	65.2%	4	0.7%	173	31.5%	14	2.6%
Kapoeta East	142	95	66.9%	0	0.0%	47	33.1%	0	0.0%
Kapoeta North	52	47	90.4%	0	0.0%	4	7.7%	1	1.9%
Kapoeta South	89	58	65.2%	0	0.0%	9	10.1%	22	24.7%
Lafon	330	193	58.5%	4	1.2%	96	29.1%	37	11.2%
Magwi	988	555	56.2%	19	1.9%	300	30.4%	114	11.5%
Torit	627	471	75.1%	1	0.2%	148	23.6%	7	1.1%
Total	3,161	1,918	60.7%	28	0.9%	993	31.4%	222	7.0%



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
Budi	14,169	384	36.9	13,459	360	37.4	710	24	29.6
Ikotos	22,289	549	40.6	13,916	349	39.9	8,373	200	41.9
Kapoeta East	3,469	142	24.4	1,100	55	20.0	2,369	87	27.2
Kapoeta North	1,843	52	35.4	1,703	47	36.2	140	5	28.0
Kapoeta South	2,984	89	33.5	1,135	34	33.4	1,849	55	33.6
Lafon	10,805	330	32.7	8,714	254	34.3	2,091	76	27.5
Magwi	32,481	988	32.9	19,869	526	37.8	12,612	462	27.3
Torit	24,001	627	38.3	16,028	427	37.5	7,973	200	39.9
Total	112,041	3,161	35.4	75,924	2,052	37.0	36,117	1,109	32.6

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

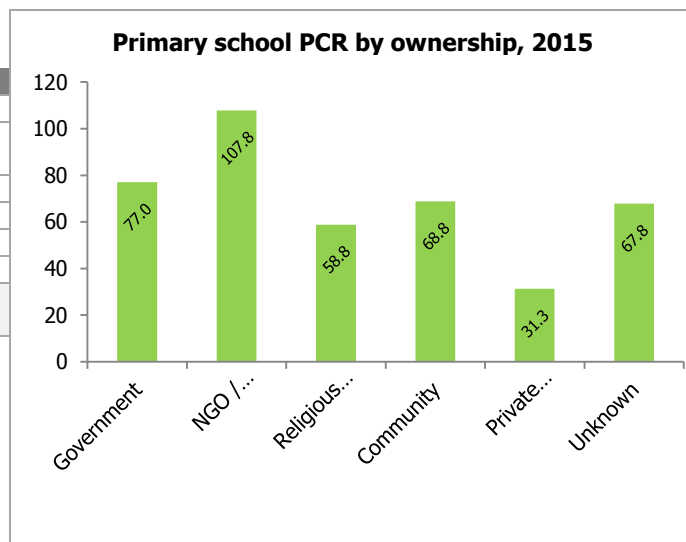


6.2.3. Classrooms

Number of primary schools classrooms and PCR by ownership, 2015

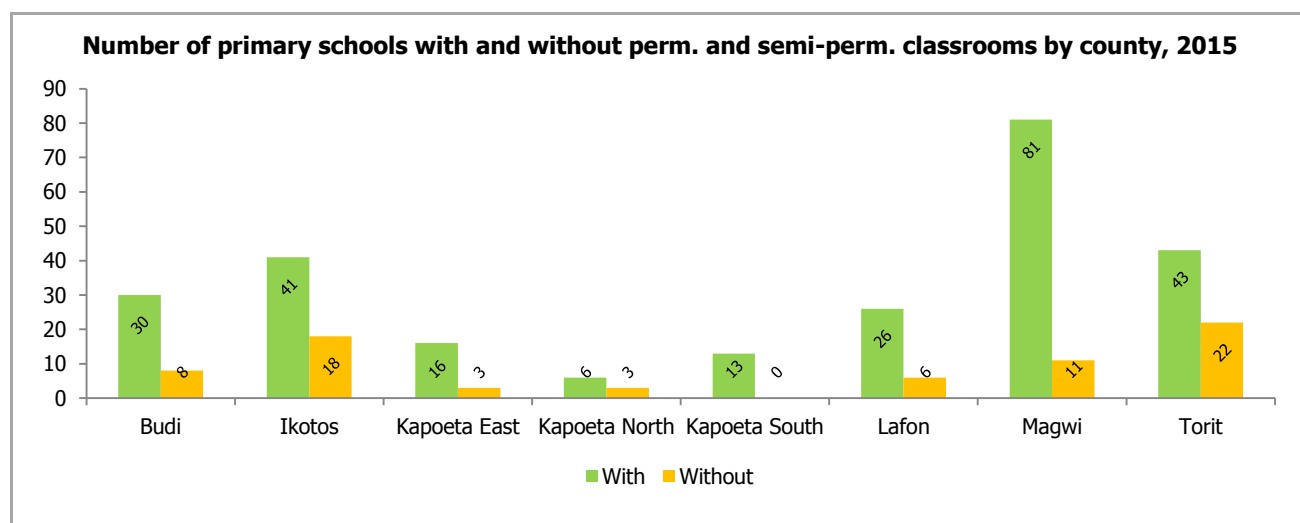
Ownership	Classrooms	PCR	PCR
Government	1,437	77.0	77.0
NGO / International partner	18	107.8	107.8
Religious group	284	58.8	58.8
Community	360	68.8	68.8
Private group / individual	87	31.3	31.3
Unknown	32	67.8	67.8
Total	2,218	70.9	70.9

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



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

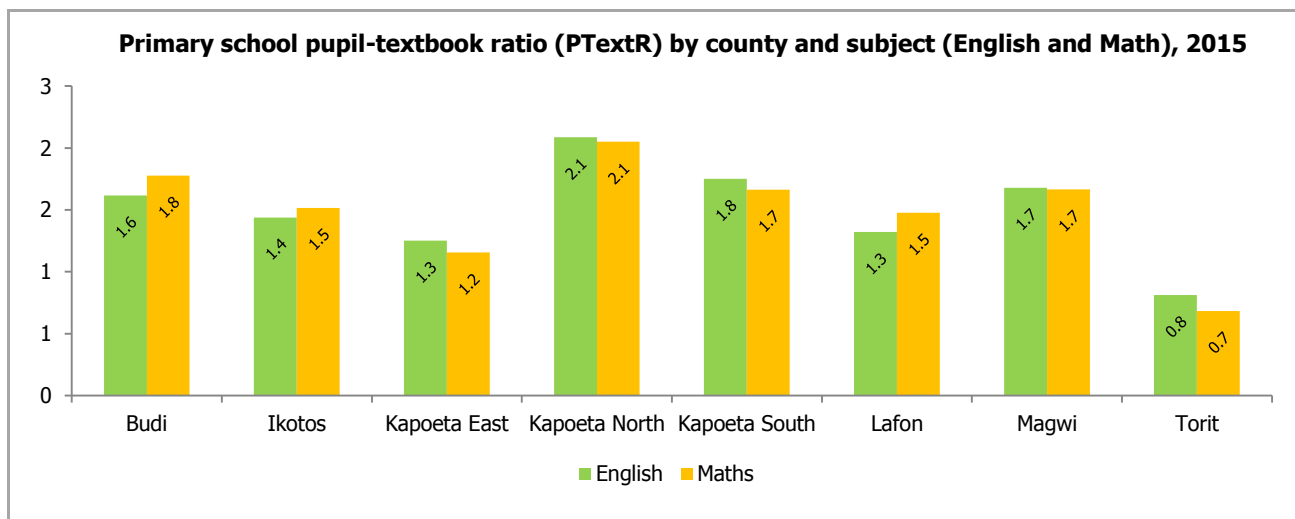
County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Budi	38	30	78.9%	8	21.1%
Ikotos	59	41	69.5%	18	30.5%
Kapoeta East	19	16	84.2%	3	15.8%
Kapoeta North	9	6	66.7%	3	33.3%
Kapoeta South	13	13	100.0%	0	0.0%
Lafon	32	26	81.3%	6	18.8%
Magwi	92	81	88.0%	11	12.0%
Torit	65	43	66.2%	22	33.8%
Total	327	256	78.3%	71	21.7%



6.2.4. Curriculum and Instruction

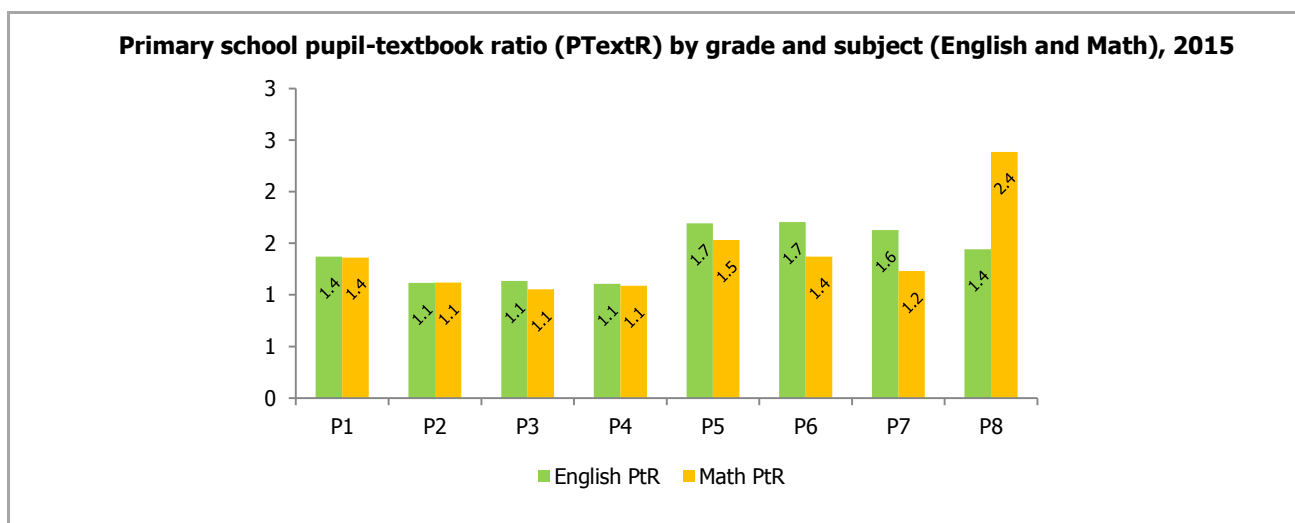
Primary school pupil-textbook ratio (PTextR) by county and subject (English and Math), 2015

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Budi	14,169	8,767	1.6	7,972	1.8
Ikotos	22,289	15,491	1.4	14,695	1.5
Kapoeta East	3,469	2,772	1.3	3,003	1.2
Kapoeta North	1,843	883	2.1	899	2.1
Kapoeta South	2,984	1,704	1.8	1,794	1.7
Lafon	10,805	8,182	1.3	7,321	1.5
Magwi	32,481	19,355	1.7	19,506	1.7
Torit	24,001	29,574	0.8	35,155	0.7
Total	112,041	86,728	1.3	90,345	1.2



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	27,435	20,006	1.4	20,136	1.4
P2	20,197	18,079	1.1	18,057	1.1
P3	17,663	15,567	1.1	16,769	1.1
P4	15,825	14,283	1.1	14,527	1.1
P5	12,421	7,338	1.7	8,114	1.5
P6	8,360	4,902	1.7	6,103	1.4
P7	6,080	3,736	1.6	4,938	1.2
P8	4,060	2,817	1.4	1,701	2.4
Total	112,041	86,728	1.3	90,345	1.2



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

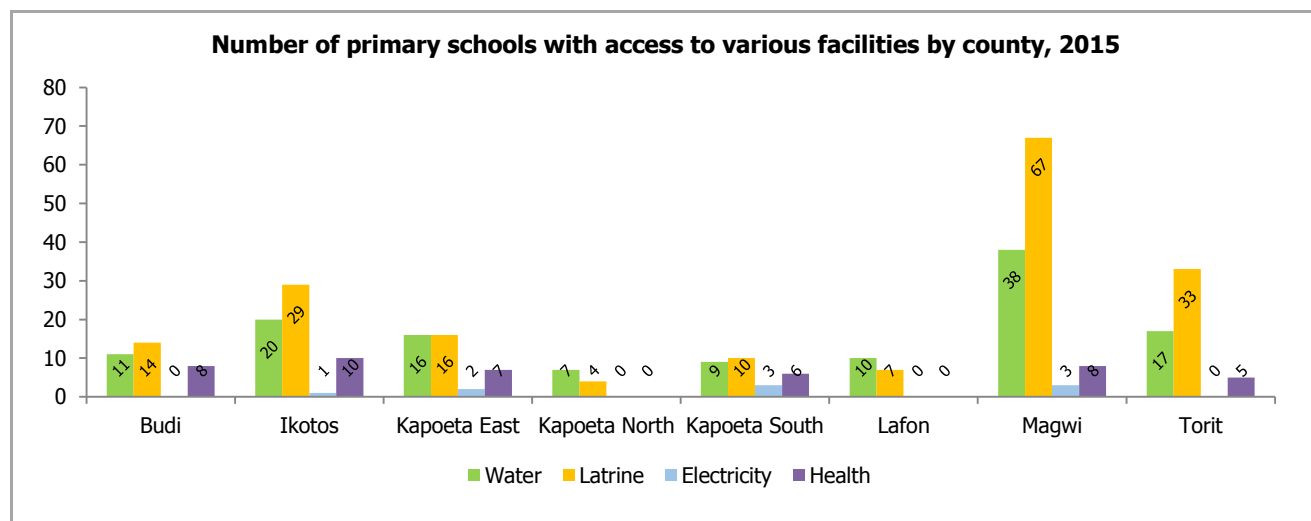
Language	P1	P2	P3	P4	P5	P6	P7	P8
English	191	204	236	268	240	191	147	111
Arabic	44	40	27	16	6	2	2	2
Mother tongue	205	188	142	60	15	9	4	2
Other	0	0	0	0	0	0	0	0

*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	%
Budi	38	11	28.9%	14	36.8%	0	0.0%	8	21.1%
Ikotos	59	20	33.9%	29	49.2%	1	1.7%	10	16.9%
Kapoeta East	19	16	84.2%	16	84.2%	2	10.5%	7	36.8%
Kapoeta North	9	7	77.8%	4	44.4%	0	0.0%	0	0.0%
Kapoeta South	13	9	69.2%	10	76.9%	3	23.1%	6	46.2%
Lafon	32	10	31.3%	7	21.9%	0	0.0%	0	0.0%
Magwi	92	38	41.3%	67	72.8%	3	3.3%	8	8.7%
Torit	65	17	26.2%	33	50.8%	0	0.0%	5	7.7%
Total	327	128	39.1%	180	55.0%	9	2.8%	44	13.5%



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
Budi	76.7%	100.1%	104.0%	97.4%	64.0%	63.1%	72.7%
Ikotos	69.1%	91.3%	100.4%	90.8%	83.9%	79.2%	71.8%
Kapoeta East	83.5%	87.2%	89.1%	96.5%	89.4%	97.2%	83.4%
Kapoeta North	60.5%	90.0%	113.8%	117.3%	194.0%	223.6%	150.8%
Kapoeta South	57.1%	59.7%	62.2%	64.3%	78.6%	80.6%	99.2%
Lafon	57.8%	67.1%	67.8%	65.0%	60.4%	59.5%	54.7%
Magwi	79.9%	85.2%	93.7%	84.3%	70.1%	64.8%	63.1%
Torit	71.9%	78.8%	77.3%	74.5%	72.3%	75.5%	76.8%
Total	70.6%	82.8%	87.7%	82.1%	72.6%	70.3%	69.0%

* 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

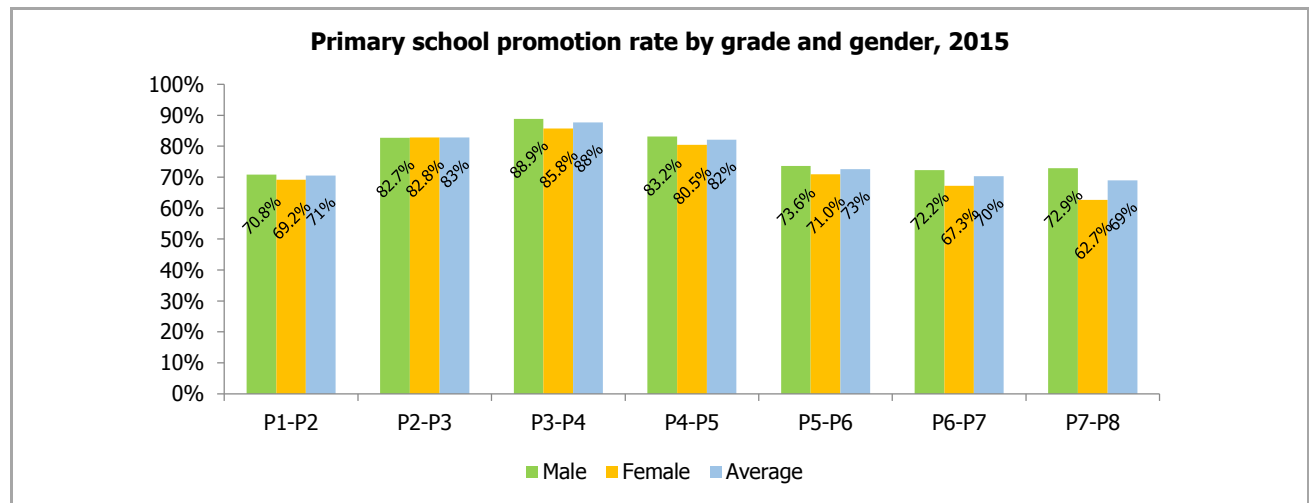
County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Budi	77.0%	96.8%	102.7%	94.7%	55.8%	64.2%	73.0%
Ikotos	70.0%	92.8%	102.6%	92.2%	86.2%	80.9%	75.0%
Kapoeta East	78.7%	84.9%	85.9%	97.5%	86.2%	94.9%	85.6%
Kapoeta North	64.6%	105.9%	135.7%	125.4%	221.5%	271.6%	158.1%
Kapoeta South	57.5%	60.6%	64.8%	67.6%	89.6%	91.7%	114.9%
Lafon	60.8%	70.3%	69.5%	69.9%	63.1%	62.4%	53.7%
Magwi	79.2%	82.5%	94.2%	83.6%	72.1%	67.8%	68.7%
Torit	72.6%	78.0%	79.5%	77.7%	72.7%	73.3%	78.9%
Total	70.8%	82.7%	88.9%	83.2%	73.6%	72.2%	72.9%

* 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
Budi	76.1%	105.6%	106.3%	101.5%	77.3%	61.3%	72.2%
Ikotos	64.3%	89.0%	97.0%	88.7%	80.1%	76.3%	65.4%
Kapoeta East	81.2%	88.6%	83.4%	90.7%	89.7%	93.2%	79.1%
Kapoeta North	51.3%	64.2%	65.0%	84.0%	138.7%	151.2%	44.7%
Kapoeta South	56.8%	58.2%	56.8%	56.2%	58.8%	60.7%	68.5%
Lafon	53.0%	61.6%	64.8%	55.2%	54.3%	53.7%	57.1%
Magwi	80.6%	87.7%	93.2%	85.0%	68.0%	61.5%	56.0%
Torit	71.2%	79.8%	74.7%	70.3%	71.8%	79.0%	73.4%
Total	69.2%	82.8%	85.8%	80.5%	71.0%	67.3%	62.7%

* 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

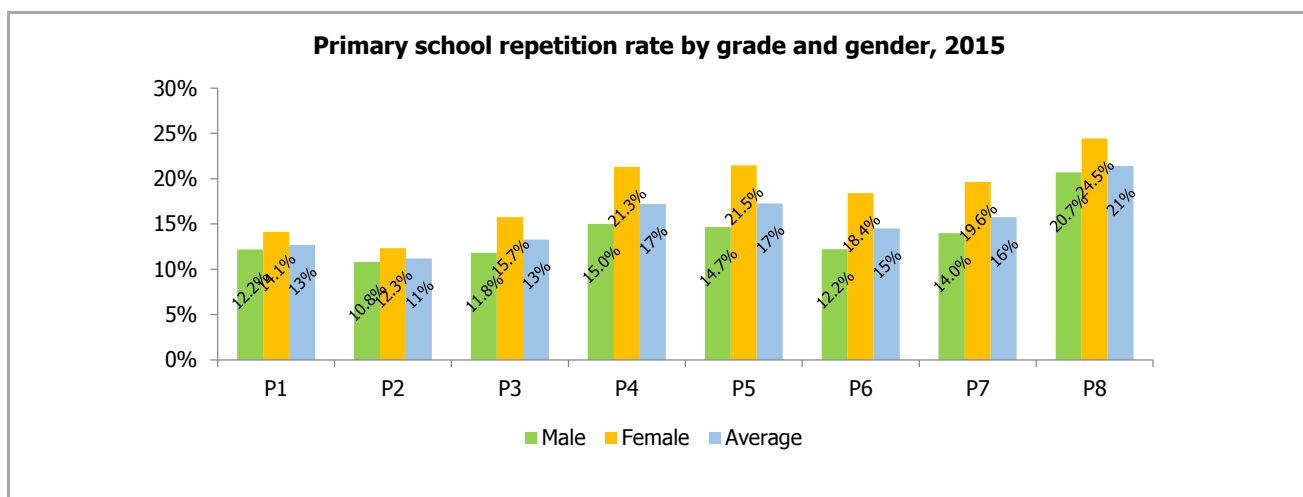
County	P1	P2	P3	P4	P5	P6	P7	P8
Budi	8.7%	7.5%	7.9%	6.6%	11.2%	8.9%	15.2%	52.7%
Ikotos	23.1%	15.7%	14.5%	16.1%	15.3%	11.6%	11.7%	11.7%
Kapoeta East	5.0%	3.5%	2.3%	13.7%	3.5%	5.1%	10.2%	3.2%
Kapoeta North	10.2%	8.8%	5.3%	6.4%	12.1%	0.0%	0.0%	#DIV/0!
Kapoeta South	3.6%	3.4%	1.3%	4.2%	5.1%	5.2%	9.8%	34.0%
Lafon	13.4%	12.6%	13.0%	11.0%	17.5%	10.2%	11.4%	13.8%
Magwi	13.2%	12.4%	18.1%	28.3%	26.1%	21.2%	21.9%	33.2%
Torit	11.4%	11.7%	15.2%	15.5%	10.6%	10.7%	11.0%	5.9%
Total	13.0%	11.5%	13.5%	17.6%	17.5%	14.7%	16.1%	22.0%

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

County	P1	P2	P3	P4	P5	P6	P7	P8
Budi	7.6%	6.5%	5.9%	4.5%	9.2%	8.4%	9.7%	46.2%
Ikotos	21.7%	14.4%	12.7%	13.4%	13.2%	8.7%	10.3%	8.6%
Kapoeta East	4.5%	2.4%	1.8%	7.8%	3.3%	5.2%	14.5%	3.7%
Kapoeta North	10.6%	7.3%	4.2%	4.3%	10.8%	0.0%	0.0%	0.0%
Kapoeta South	3.6%	4.8%	1.4%	3.4%	2.9%	2.8%	8.1%	48.1%
Lafon	12.3%	9.2%	12.1%	10.0%	14.7%	9.9%	11.6%	13.9%
Magwi	13.7%	14.3%	17.4%	27.5%	23.5%	18.6%	19.7%	29.8%
Torit	10.6%	11.3%	13.6%	12.6%	8.2%	8.6%	9.1%	6.8%
Total	12.2%	10.8%	11.8%	15.0%	14.7%	12.2%	14.0%	20.7%

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

County	P1	P2	P3	P4	P5	P6	P7	P8
Budi	10.8%	9.2%	11.3%	9.7%	14.2%	9.8%	25.4%	65.2%
Ikotos	25.1%	17.9%	17.5%	20.2%	19.1%	17.0%	14.6%	19.2%
Kapoeta East	6.0%	5.9%	3.2%	23.0%	3.8%	5.0%	3.5%	0.0%
Kapoeta North	9.8%	12.2%	9.6%	14.0%	16.6%	0.0%	0.0%	
Kapoeta South	3.6%	1.1%	1.2%	6.5%	10.5%	10.9%	14.9%	7.8%
Lafon	15.1%	18.8%	14.6%	13.7%	24.6%	11.0%	10.9%	9.8%
Magwi	12.8%	10.7%	18.9%	29.1%	29.0%	24.4%	25.2%	40.2%
Torit	12.3%	12.2%	17.2%	19.7%	14.2%	13.9%	14.2%	4.5%
Total	14.1%	12.3%	15.7%	21.3%	21.5%	18.4%	19.6%	24.5%



6.3.3. Dropout Rate

Primary school dropout rate by county and grade, 2015

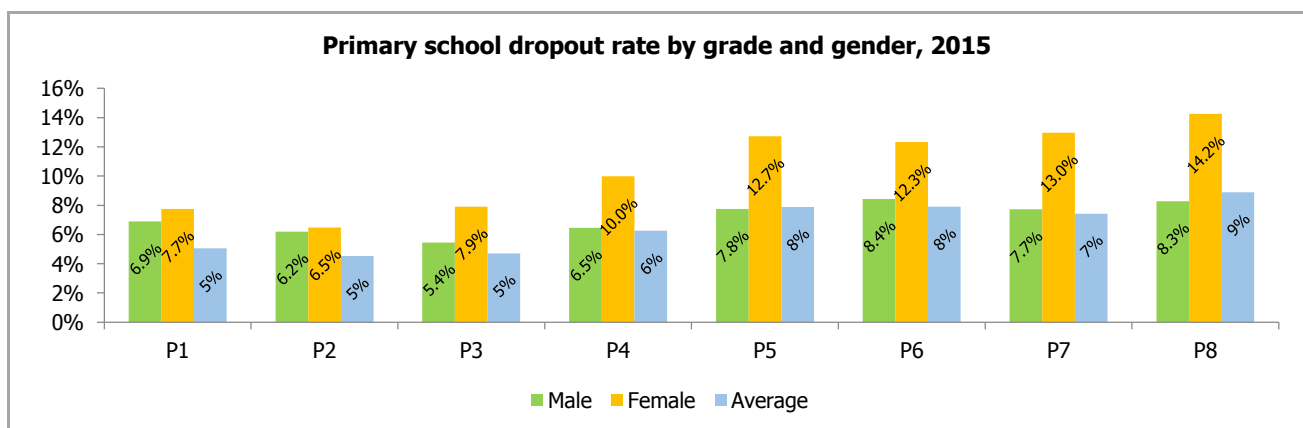
County	P1	P2	P3	P4	P5	P6	P7	P8
Budi	6.1%	6.9%	3.8%	8.0%	14.4%	6.5%	8.0%	50.4%
Ikotos	13.6%	10.1%	10.4%	9.5%	12.9%	14.5%	14.9%	10.4%
Kapoeta East	0.4%	2.7%	2.7%	5.9%	3.5%	3.6%	9.5%	6.4%
Kapoeta North	26.8%	14.5%	31.3%	17.7%	33.3%	38.8%	7.5%	
Kapoeta South	13.2%	4.3%	2.5%	5.2%	11.5%	4.2%	19.5%	10.2%
Lafon	4.8%	4.6%	6.3%	9.7%	19.3%	22.0%	8.0%	14.8%
Magwi	6.6%	6.4%	6.5%	6.9%	7.5%	8.9%	9.6%	8.2%
Torit	3.8%	4.4%	5.8%	8.0%	8.0%	8.7%	7.1%	4.3%
Total	7.3%	6.3%	6.5%	7.9%	9.8%	10.0%	9.7%	10.4%

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

County	P1	P2	P3	P4	P5	P6	P7	P8
Budi	6.2%	6.3%	2.2%	6.5%	9.7%	6.3%	3.2%	30.8%
Ikotos	11.9%	9.2%	7.5%	7.6%	11.0%	13.1%	13.8%	8.2%
Kapoeta East	0.0%	1.3%	2.1%	4.1%	1.4%	1.3%	4.4%	0.0%
Kapoeta North	26.0%	11.4%	23.5%	9.6%	32.3%	46.0%	0.0%	
Kapoeta South	13.0%	4.6%	2.8%	3.4%	6.4%	1.4%	20.9%	16.0%
Lafon	4.1%	3.8%	5.0%	5.8%	11.6%	23.6%	8.3%	18.8%
Magwi	6.7%	6.8%	5.9%	6.6%	6.2%	6.2%	7.3%	6.3%
Torit	4.0%	5.4%	6.1%	6.6%	6.7%	7.0%	5.2%	3.2%
Total	6.9%	6.2%	5.4%	6.5%	7.8%	8.4%	7.7%	8.3%

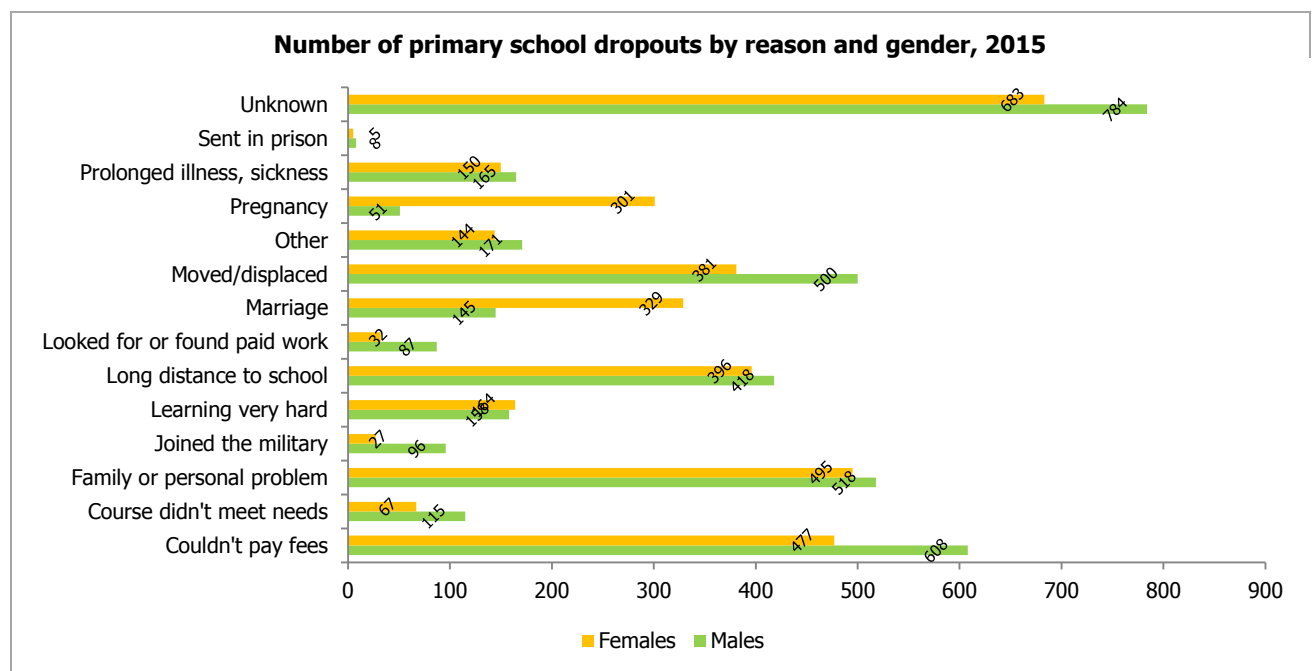
Primary school dropout rate for female pupils by county and grade, 2015

County	P1	P2	P3	P4	P5	P6	P7	P8
Budi	5.8%	7.9%	6.5%	10.2%	21.5%	7.0%	16.6%	86.9%
Ikotos	15.8%	11.4%	15.0%	12.4%	16.0%	17.3%	17.6%	15.7%
Kapoeta East	1.1%	5.9%	3.6%	8.6%	6.8%	7.0%	17.6%	27.4%
Kapoeta North	27.8%	21.4%	60.1%	45.5%	38.8%	28.3%	44.7%	
Kapoeta South	13.6%	3.9%	1.8%	10.1%	23.5%	10.9%	17.9%	0.0%
Lafon	5.9%	6.0%	8.9%	18.6%	38.4%	18.6%	7.3%	7.4%
Magwi	6.6%	6.0%	7.1%	7.3%	8.9%	12.3%	13.0%	12.2%
Torit	3.7%	3.2%	5.3%	10.0%	9.8%	11.4%	10.4%	5.9%
Total	7.7%	6.5%	7.9%	10.0%	12.7%	12.3%	13.0%	14.2%



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

Reason	Total	Male		Female	
		Count	% total	Count	% total
Couldn't pay fees	1,085	608	56.0%	477	44.0%
Course didn't meet needs	182	115	63.2%	67	36.8%
Family or personal problem	1,013	518	51.1%	495	48.9%
Joined the military	123	96	78.0%	27	22.0%
Learning very hard	322	158	49.1%	164	50.9%
Long distance to school	814	418	51.4%	396	48.6%
Looked for or found paid work	119	87	73.1%	32	26.9%
Marriage	474	145	30.6%	329	69.4%
Moved/displaced	881	500	56.8%	381	43.2%
Other	315	171	54.3%	144	45.7%
Pregnancy	352	51	14.5%	301	85.5%
Prolonged illness, sickness	315	165	52.4%	150	47.6%
Sent in prison	13	8	61.5%	5	38.5%
Unknown	1,467	784	53.4%	683	46.6%
Total	7,475	3,824	51.2%	3,651	48.8%



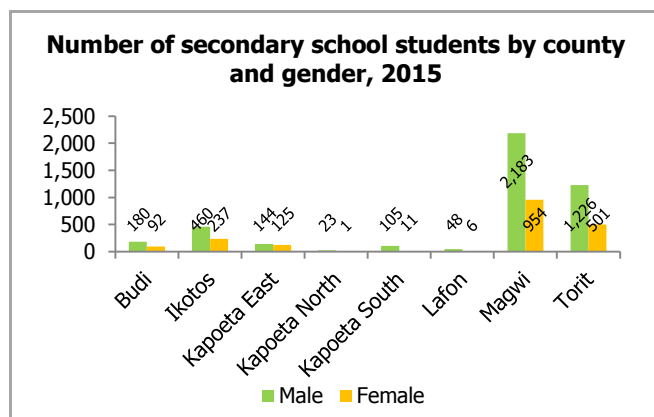
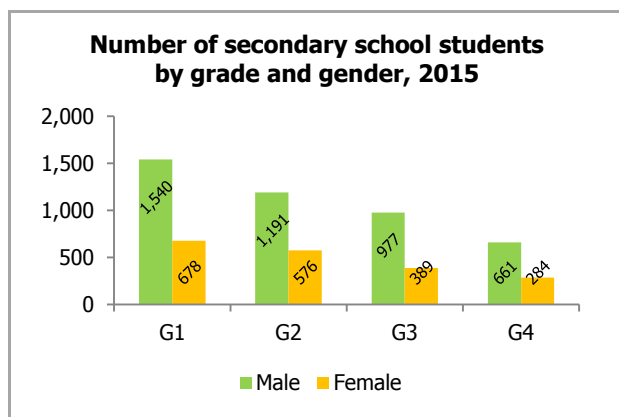
7. SECONDARY SCHOOL (SEC), 2015

7.1. Access

7.1.1. Enrolment

Number of secondary school students by county and grade, 2015

County	Total	S1	S2	S3	S4
Budi	272	64	67	70	71
Ikotos	697	259	189	139	110
Kapoeta East	269	94	80	50	45
Kapoeta North	24	24	0	0	0
Kapoeta South	116	48	30	14	24
Lafon	54	7	3	23	21
Magwi	3,137	1,103	1,103	718	463
Torit	1,727	619	619	352	211
Total	6,296	2,218	2,091	1,366	945

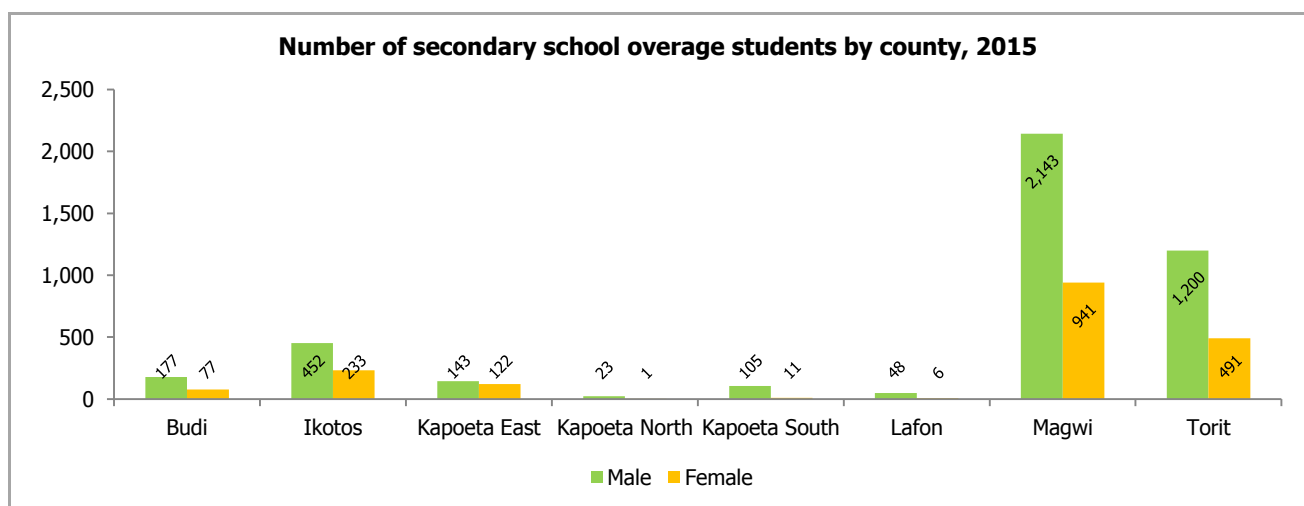


7.1.2. Overage Pupils

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 %
Budi	18	254	93.4%	3	177	98.3%	15	77	83.7%
Ikotos	12	685	98.3%	8	452	98.3%	4	233	98.3%
Kapoeta East	4	265	98.5%	1	143	99.3%	3	122	97.6%
Kapoeta North	0	24	100.0%	0	23	100.0%	0	1	100.0%
Kapoeta South	0	116	100.0%	0	105	100.0%	0	11	100.0%
Lafon	0	54	100.0%	0	48	100.0%	0	6	100.0%
Magwi	53	3,084	98.3%	40	2,143	98.2%	13	941	98.6%
Torit	36	1,691	97.9%	26	1,200	97.9%	10	491	98.0%
Total	123	6,173	98.0%	78	4,291	98.2%	45	1,882	97.7%

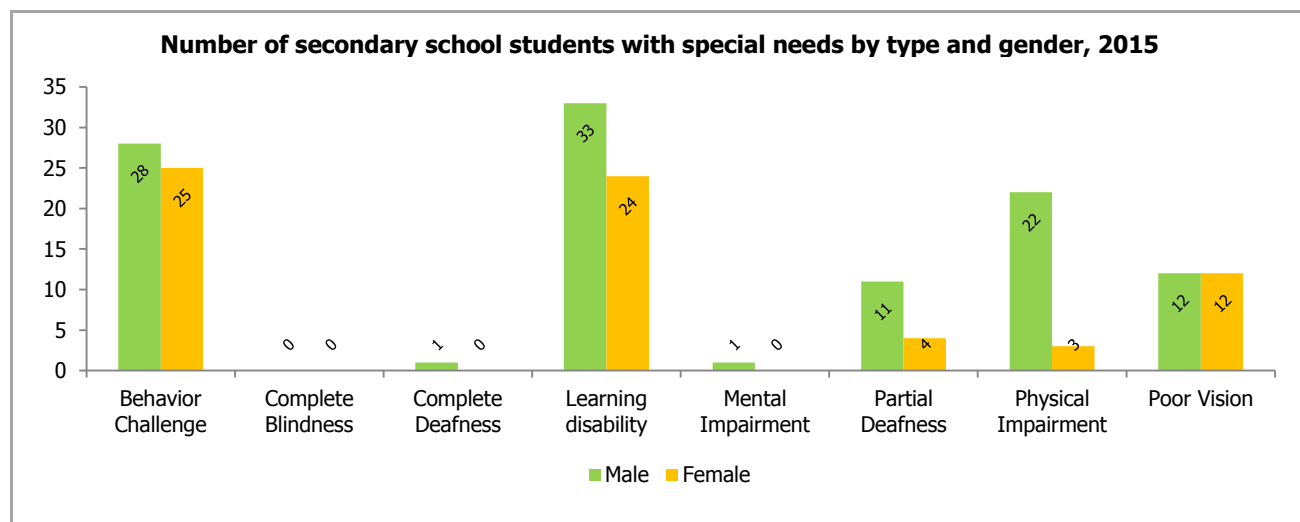
* "At age" includes under-age and at-age pupils.



7.1.3. Students with Special Needs

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

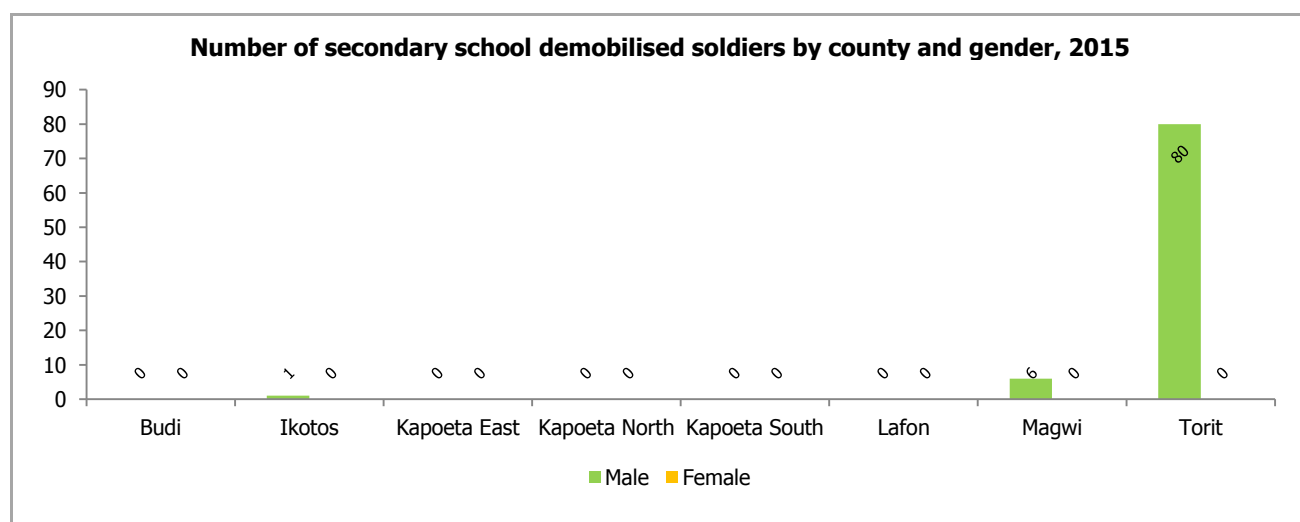
County	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
Budi	272	0	0.0%	180	0	0.0%	92	0	0.0%
Ikotos	697	5	0.7%	460	2	0.4%	237	3	1.3%
Kapoeta East	269	3	1.1%	144	2	1.4%	125	1	0.8%
Kapoeta North	24	0	0.0%	23	0	0.0%	1	0	0.0%
Kapoeta South	116	1	0.9%	105	1	1.0%	11	0	0.0%
Lafon	54	3	5.6%	48	3	6.3%	6	0	0.0%
Magwi	3,137	68	2.2%	2,183	44	2.0%	954	24	2.5%
Torit	1,727	96	5.6%	1,226	56	4.6%	501	40	8.0%
Total	6,296	176	2.7%	4,369	108	2.4%	1,927	68	3.4%



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

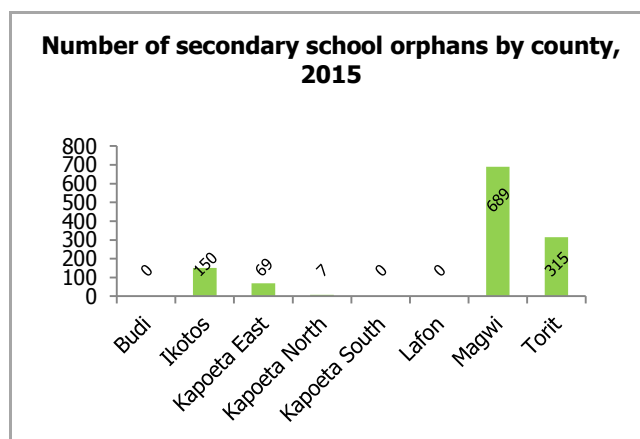
Number and % of secondary school demobilised soldiers by county and gender, 2015

Grade	Total			Male			Female		
	Count	Demob.	%	Count	Demob.	%	Count	Demob.	%
Budi	272	0	0.0%	180	0	0.0%	92	0	0.0%
Ikotos	697	1	0.1%	460	1	0.2%	237	0	0.0%
Kapoeta East	269	0	0.0%	144	0	0.0%	125	0	0.0%
Kapoeta North	24	0	0.0%	23	0	0.0%	1	0	0.0%
Kapoeta South	116	0	0.0%	105	0	0.0%	11	0	0.0%
Lafon	54	0	0.0%	48	0	0.0%	6	0	0.0%
Magwi	3,137	6	0.2%	2,183	6	0.3%	954	0	0.0%
Torit	1,727	80	4.6%	1,226	80	6.5%	501	0	0.0%
Total	6,296	87	1.4%	4,369	87	2.0%	1,927	0	0.0%



Number and % of secondary school orphans by county, 2015

Grade	Students	Total	
		Count	% students
Budi	272	0	0.0%
Ikotos	697	150	21.5%
Kapoeta East	269	69	25.7%
Kapoeta North	24	7	29.2%
Kapoeta South	116	0	0.0%
Lafon	54	0	0.0%
Magwi	3,137	689	22.0%
Torit	1,727	315	18.2%
Total	6,296	1,230	19.5%



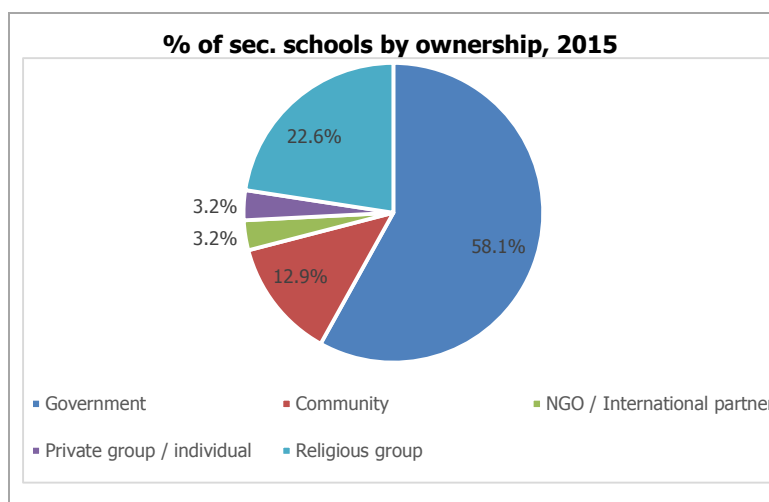
7.2. Resources

7.2.1. Schools

Number of secondary schools by ownership, 2015

Ownership type	Schools
Government	18
Community	4
NGO / International partner	1
Private group / individual	1
Religious group	7
Total	31

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

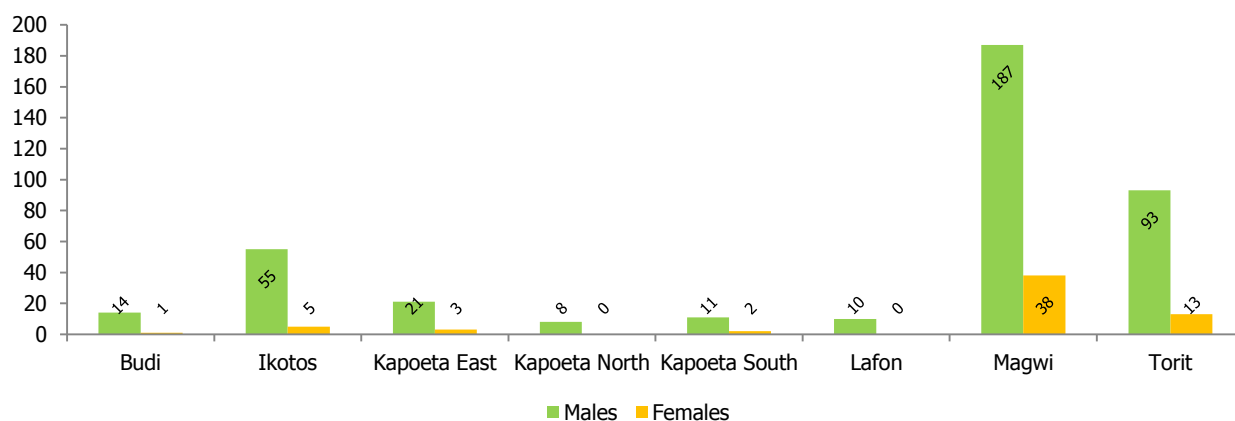


7.2.2. Teachers

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

County	Total	Male		Female	
		Count	% total	Count	% total
Budi	15	14	93.3%	1	6.7%
Ikotos	60	55	91.7%	5	8.3%
Kapoeta East	24	21	87.5%	3	12.5%
Kapoeta North	8	8	100.0%	0	0.0%
Kapoeta South	13	11	84.6%	2	15.4%
Lafon	10	10	100.0%	0	0.0%
Magwi	225	187	83.1%	38	16.9%
Torit	106	93	87.7%	13	12.3%
Total	461	399	86.6%	62	13.4%

Number of secondary schools teachers by county and gender, 2015

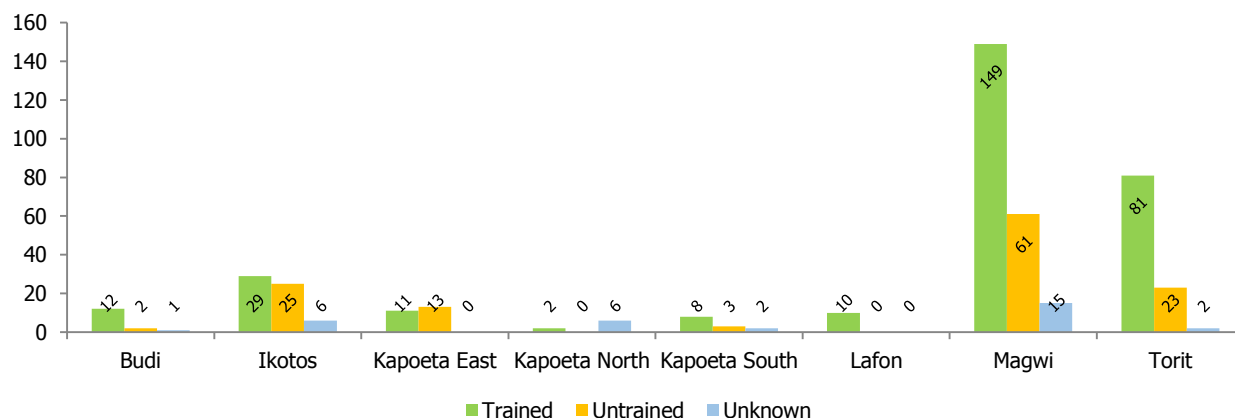


Number and % of secondary school teachers by professional qualification and county, 2015

County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Budi	15	12	80.0%	2	13.3%	1	6.7%
Ikotos	60	29	48.3%	25	41.7%	6	10.0%
Kapoeta East	24	11	45.8%	13	54.2%	0	0.0%
Kapoeta North	8	2	25.0%	0	0.0%	6	75.0%
Kapoeta South	13	8	61.5%	3	23.1%	2	15.4%
Lafon	10	10	100.0%	0	0.0%	0	0.0%
Magwi	225	149	66.2%	61	27.1%	15	6.7%
Torit	106	81	76.4%	23	21.7%	2	1.9%
Total	461	302	65.5%	127	27.5%	32	6.9%

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

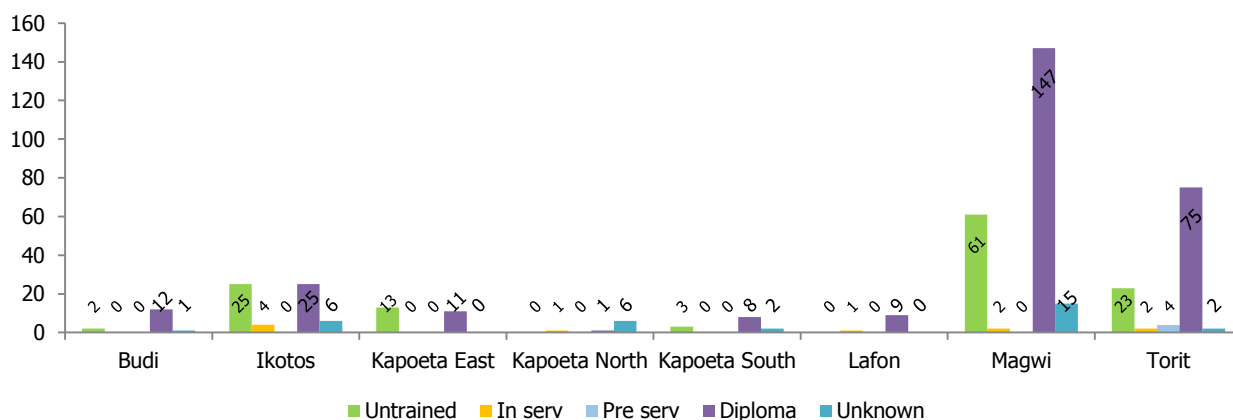
Number of secondary school teachers by professional qualification and county, 2015



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
Budi	15	2	13.3%	0	0.0%	0	0.0%	12	80.0%	1	6.7%
Ikotos	60	25	41.7%	4	6.7%	0	0.0%	25	41.7%	6	10.0%
Kapoeta East	24	13	54.2%	0	0.0%	0	0.0%	11	45.8%	0	0.0%
Kapoeta North	8	0	0.0%	1	12.5%	0	0.0%	1	12.5%	6	75.0%
Kapoeta South	13	3	23.1%	0	0.0%	0	0.0%	8	61.5%	2	15.4%
Lafon	10	0	0.0%	1	10.0%	0	0.0%	9	90.0%	0	0.0%
Magwi	225	61	27.1%	2	0.9%	0	0.0%	147	65.3%	15	6.7%
Torit	106	23	21.7%	2	1.9%	4	3.8%	75	70.8%	2	1.9%
Total	461	127	28%	10	2.2%	4	0.9%	288	62%	32	6.9%

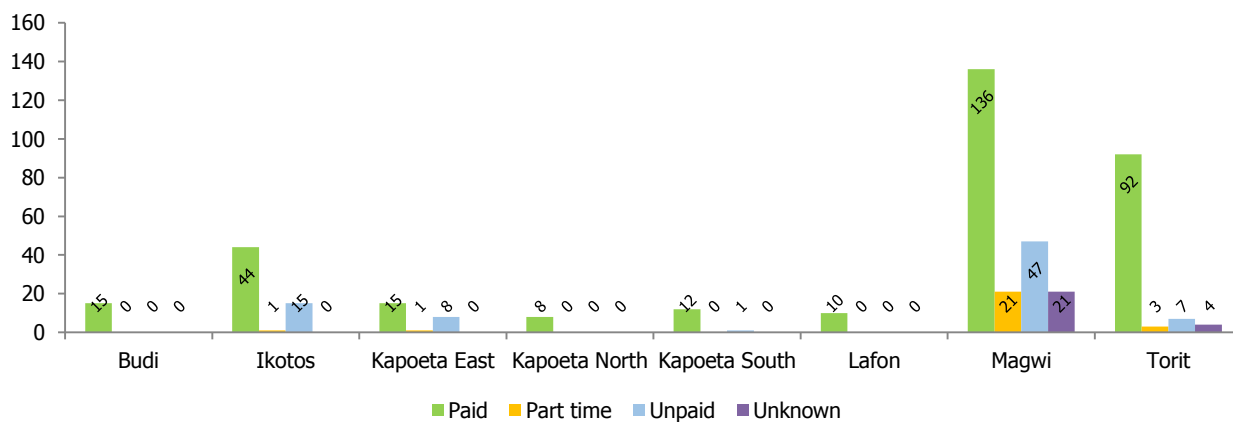
Number of secondary school teachers by professional qualification type and county, 2015



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

County	Total	Paid		Part time		Unpaid		Unknown	
		Count	%	Count	%	Count	%	Count	%
Budi	15	15	100.0%	0	0.0%	0	0.0%	0	0.0%
Ikotos	60	44	73.3%	1	1.7%	15	25.0%	0	0.0%
Kapoeta East	24	15	62.5%	1	4.2%	8	33.3%	0	0.0%
Kapoeta North	8	8	100.0%	0	0.0%	0	0.0%	0	0.0%
Kapoeta South	13	12	92.3%	0	0.0%	1	7.7%	0	0.0%
Lafon	10	10	100.0%	0	0.0%	0	0.0%	0	0.0%
Magwi	225	136	60.4%	21	9.3%	47	20.9%	21	9.3%
Torit	106	92	86.8%	3	2.8%	7	6.6%	4	3.8%
Total	461	332	72.0%	26	5.6%	78	16.9%	25	5.4%

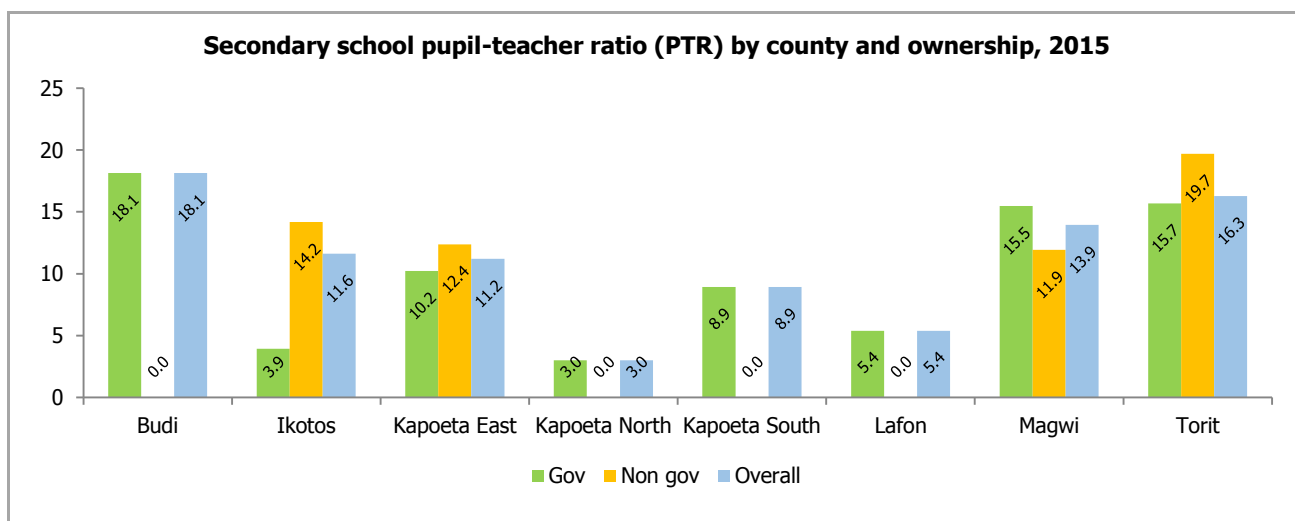
Number of secondary school teachers by employment status and county, 2015



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
Budi	272	15	18.1	272	15	18.1	0	0	0.0
Ikotos	697	60	11.6	59	15	3.9	638	45	14.2
Kapoeta East	269	24	11.2	133	13	10.2	136	11	12.4
Kapoeta North	24	8	3.0	24	8	3.0	0	0	0.0
Kapoeta South	116	13	8.9	116	13	8.9	0	0	0.0
Lafon	54	10	5.4	54	10	5.4	0	0	0.0
Magwi	3,137	225	13.9	1,980	128	15.5	1,157	97	11.9
Torit	1,727	106	16.3	1,412	90	15.7	315	16	19.7
Total	6,296	461	13.7	4,050	292	13.9	2,246	169	13.3

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

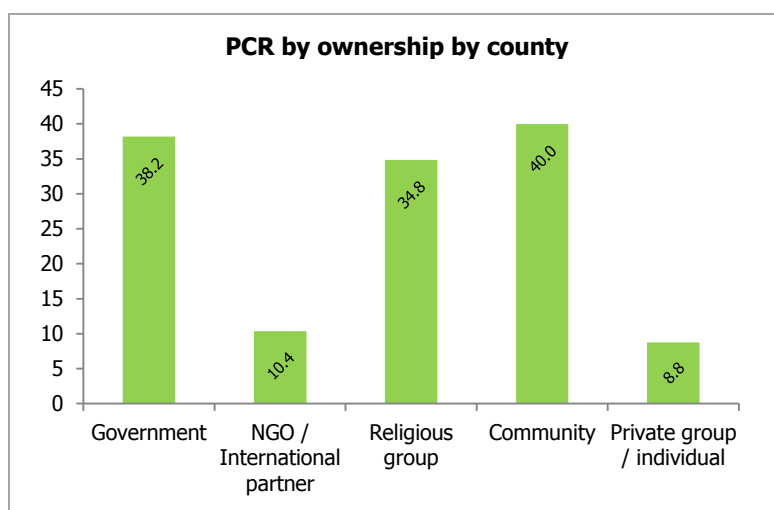


7.2.3. Classrooms

Number of primary schools classrooms and PCR by ownership

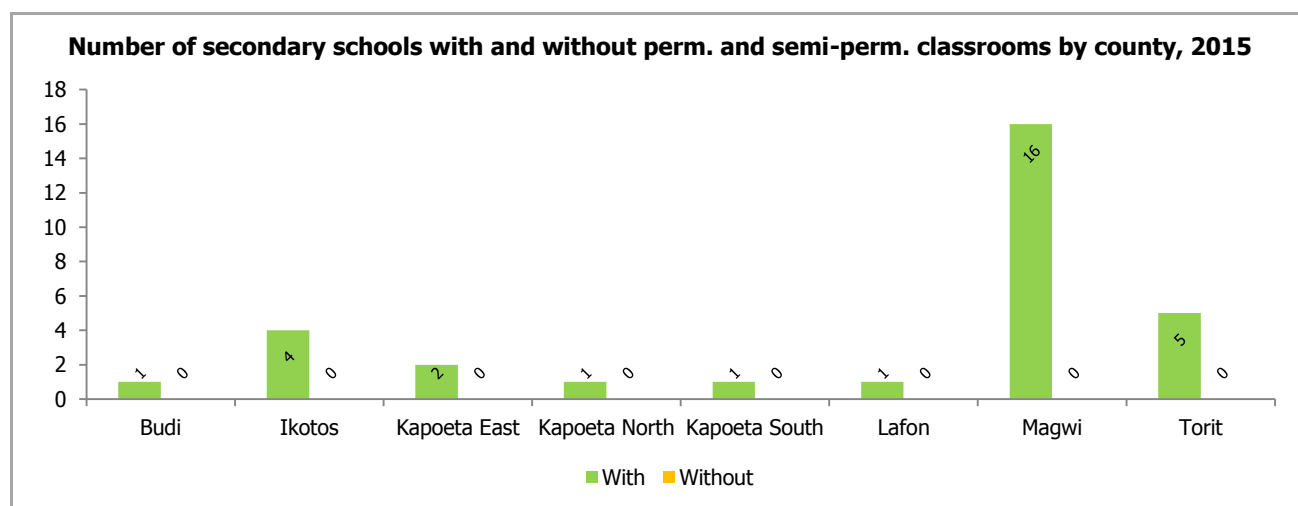
Ownership	Classrooms	PCR
Government	106	38.2
NGO / International partner	8	10.4
Religious group	37	34.8
Community	21	40.0
Private group / individual	4	8.8
Total	176	35.8

* "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
Budi	1	1	100.0%	0	0.0%
Ikotos	4	4	100.0%	0	0.0%
Kapoeta East	2	2	100.0%	0	0.0%
Kapoeta North	1	1	100.0%	0	0.0%
Kapoeta South	1	1	100.0%	0	0.0%
Lafon	1	1	100.0%	0	0.0%
Magwi	16	16	100.0%	0	0.0%
Torit	5	5	100.0%	0	0.0%
Total	31	31	100.0%	0	0.0%

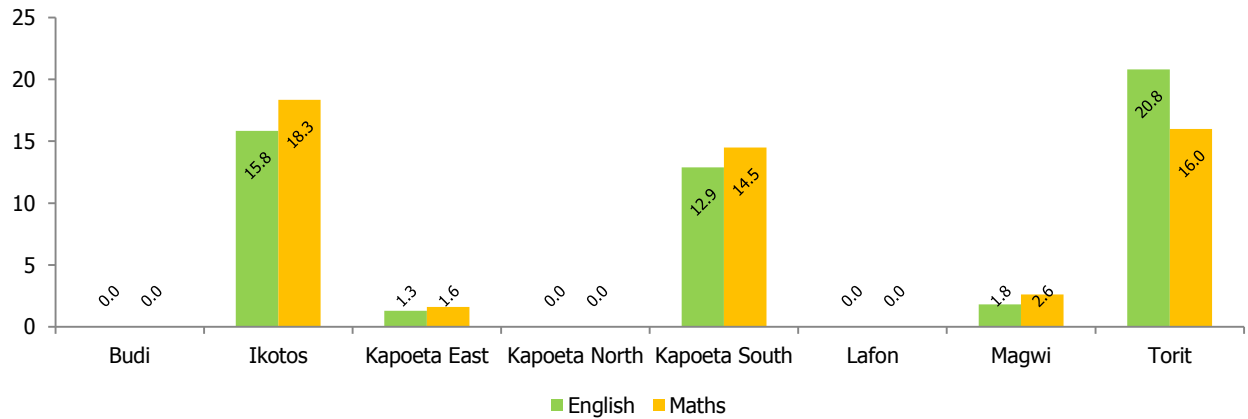


7.2.4. Curriculum and Instruction

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

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Budi	272	0	0.0	0	0.0
Ikotos	697	44	15.8	38	18.3
Kapoeta East	269	207	1.3	168	1.6
Kapoeta North	24	0	0.0	0	0.0
Kapoeta South	116	9	12.9	8	14.5
Lafon	54	0	0.0	0	0.0
Magwi	3,137	1,726	1.8	1,200	2.6
Torit	1,727	83	20.8	108	16.0
Total	6,296	2,069	3.0	1,522	4.1

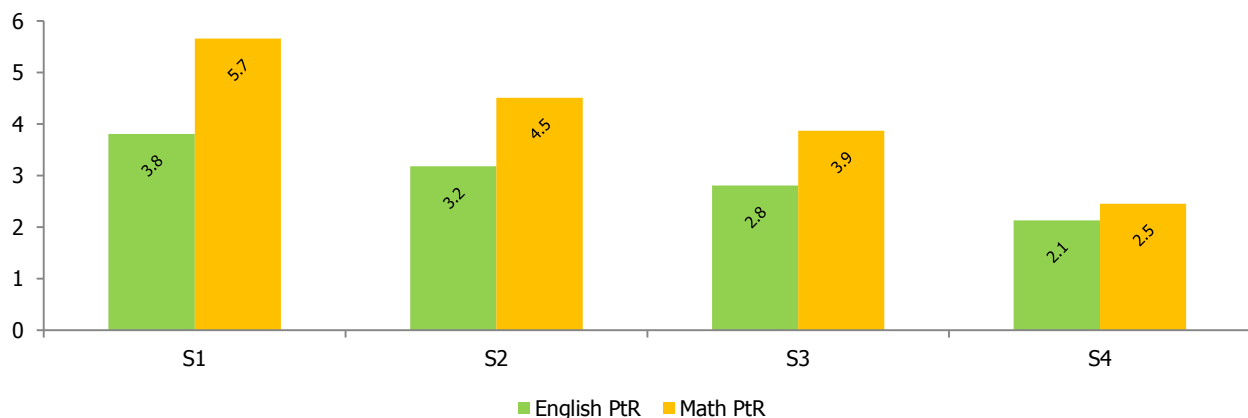
Secondary school pupil-textbook ratio (PTextR) by county and subject (English and Math), 2015



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	2,218	583	3.8	392	5.7
S2	1,767	556	3.2	392	4.5
S3	1,366	487	2.8	353	3.9
S4	945	443	2.1	385	2.5
Total	6,296	2,069	3.0	1,522	4.1

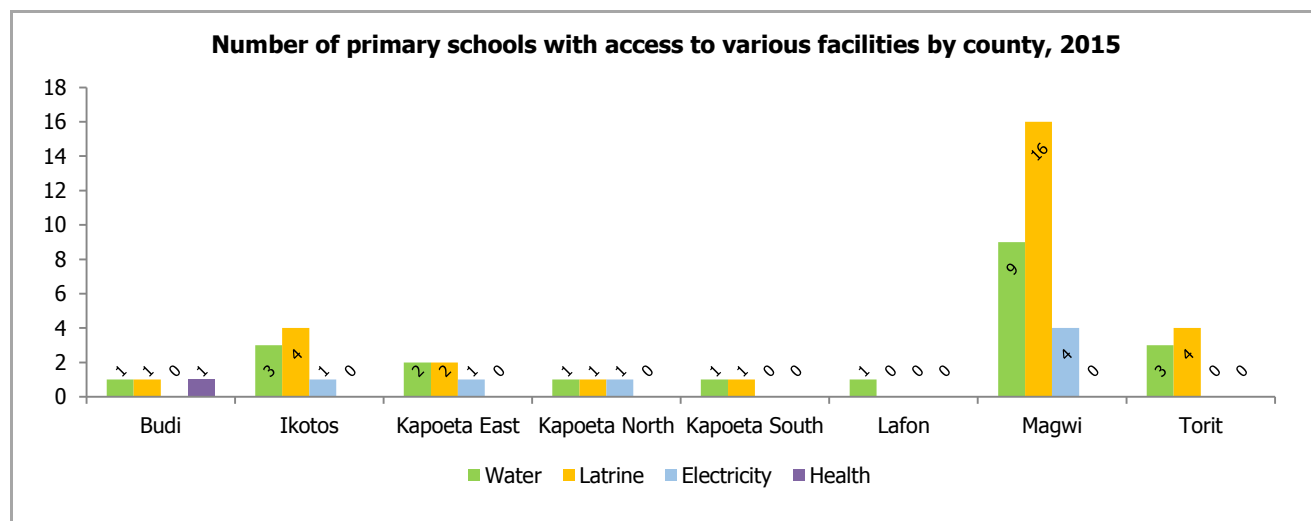
Secondary school pupil-textbook ratio (PTextR) by county and subject (English and Math), 2015



7.2.5. Facilities

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

County	Schools	Water		Latrine		Electricity		Health Centre	
		Count	%	Count	%	Count	%	Count	%
Budi	1	1	100.0%	1	100.0%	0	0.0%	1	100.0%
Ikotos	4	3	75.0%	4	100.0%	1	25.0%	0	0.0%
Kapoeta East	2	2	100.0%	2	100.0%	1	50.0%	0	0.0%
Kapoeta North	1	1	100.0%	1	100.0%	1	100.0%	0	0.0%
Kapoeta South	1	1	100.0%	1	100.0%	0	0.0%	0	0.0%
Lafon	1	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Magwi	16	9	56.3%	16	100.0%	4	25.0%	0	0.0%
Torit	5	3	60.0%	4	80.0%	0	0.0%	0	0.0%
Total	31	21	67.7%	29	93.5%	7	22.6%	1	3.2%



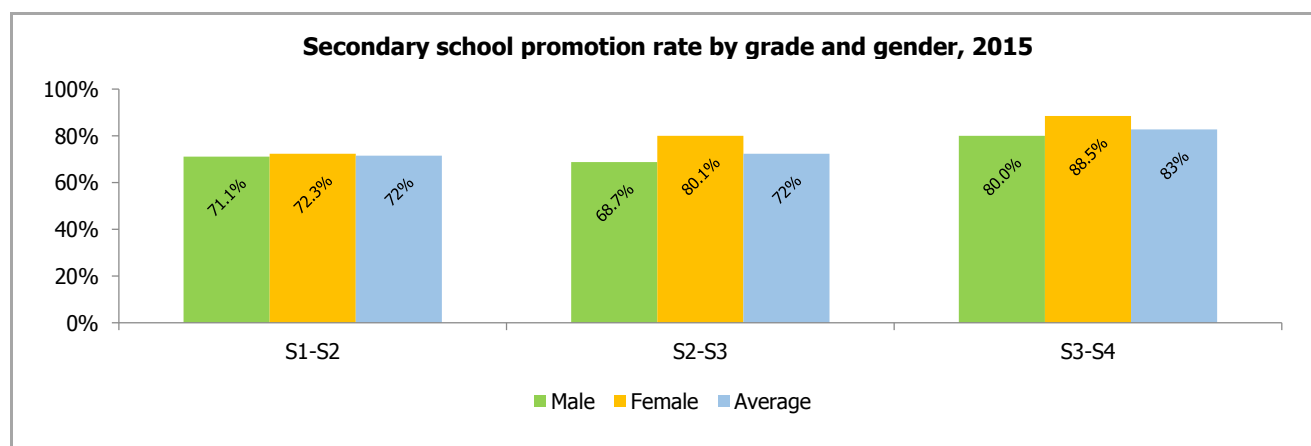
7.3. Student Flow

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
Budi	71.2%	81.6%	96.0%	67.5%	78.0%	86.9%	82.2%	89.8%	113.7%
Ikotos	70.6%	88.7%	89.9%	69.4%	87.4%	88.7%	73.2%	90.9%	92.6%
Kapoeta East	84.5%	77.6%	81.3%	81.6%	76.4%	86.2%	91.6%	79.6%	74.3%
Kapoeta North									
Kapoeta South									
Lafon	60.7%	97.9%	118.3%	61.7%	97.8%	129.1%	53.3%	100.0%	57.7%
Magwi	77.4%	84.0%	86.7%	77.8%	82.6%	89.9%	79.3%	87.4%	79.8%
Torit	60.8%	31.1%	51.1%				60.2%	62.2%	103.8%
Total	71.5%	72.3%	82.7%	67.5%	78.0%	86.9%	72.3%	80.1%	88.5%

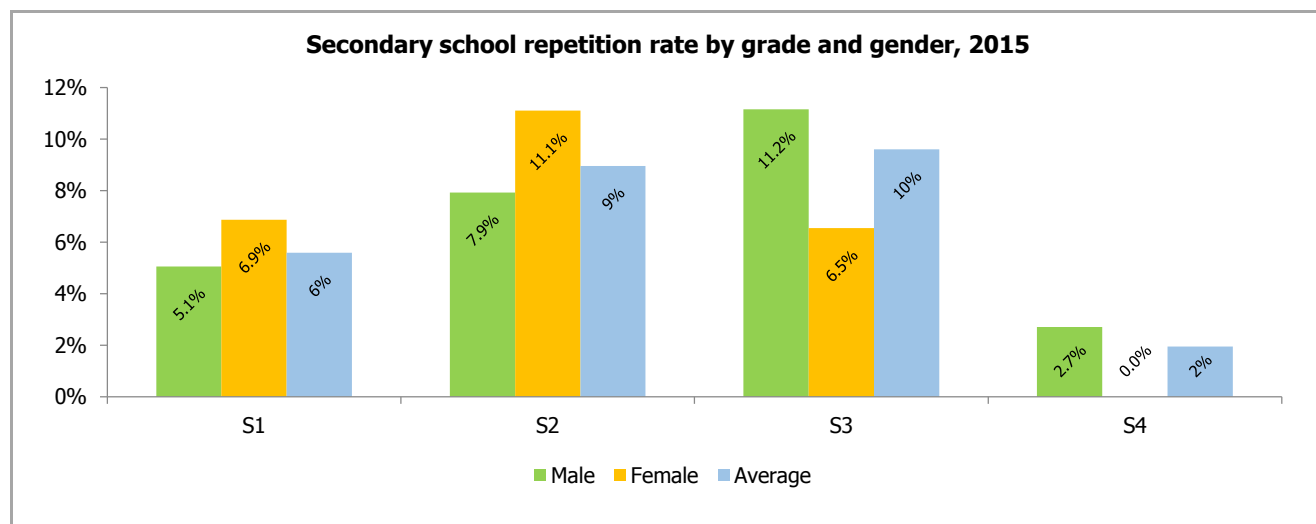
* Promotion exceeding 100% occur due to massive increase in enrolment between 2014 and 2015.



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
Budi	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Ikotos	5.1%	8.7%	4.9%	0.0%	5.8%	7.6%	6.0%	0.0%	3.5%	10.5%	2.6%	0.0%
Kapoeta East	9.4%	16.5%	5.4%	0.0%	4.9%	10.9%	8.9%	0.0%	17.1%	25.1%	0.0%	0.0%
Kapoeta North												
Kapoeta South	4.3%				3.2%				0.0%			
Lafon	0.0%	8.5%	0.0%	0.0%	0.0%	8.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Magwi	3.8%	7.7%	12.0%	3.1%	3.0%	7.2%	12.9%	4.2%	5.7%	9.0%	10.0%	0.0%
Torit	9.0%	20.6%	15.2%	1.6%	8.6%			2.4%	9.8%	15.8%	6.0%	0.0%
Total	5.6%	9.0%	9.6%	2.0%	5.1%	7.9%	11%	2.7%	6.9%	11%	6.5%	0.0%

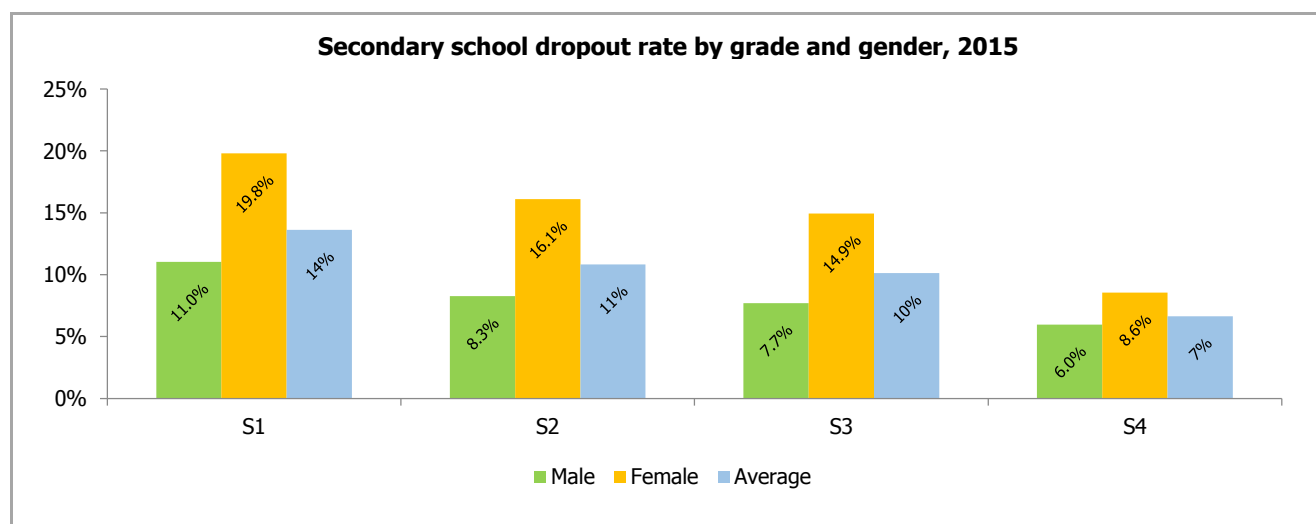


7.3.3. Dropout Rate

Secondary school dropout rate by county and grade, 2015

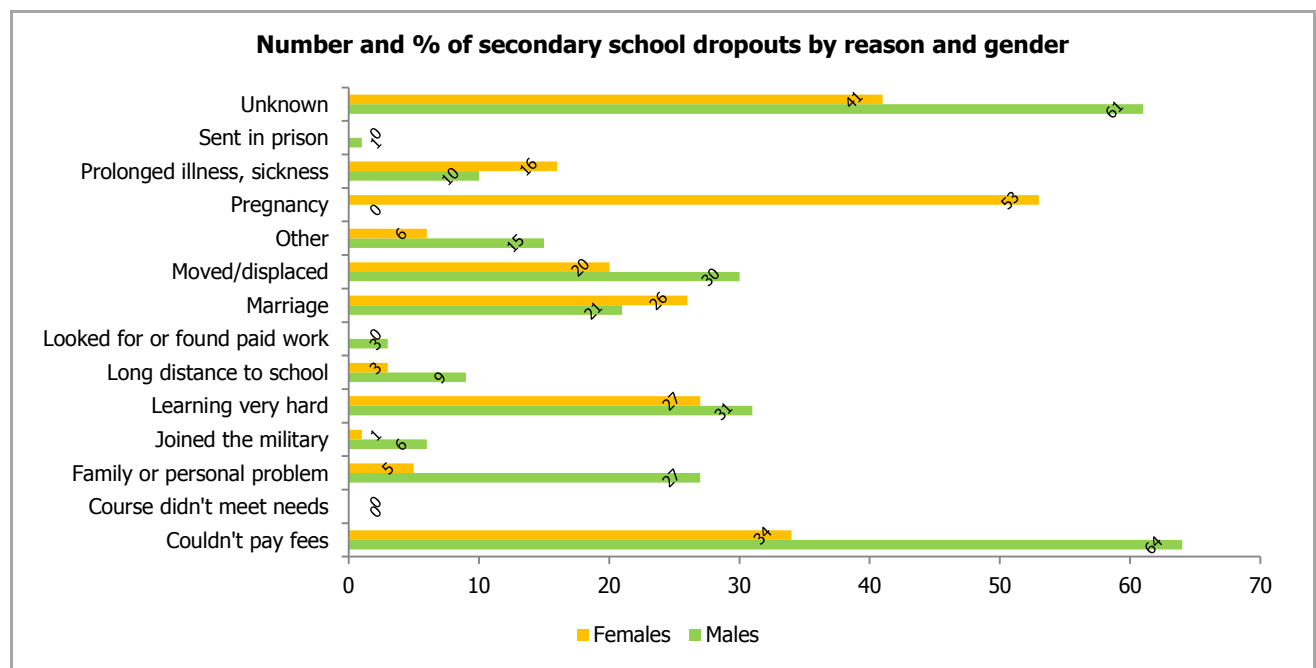
County	Overall				Male				Female			
	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4
Budi	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0%	0%	0%
Ikotos	9.0%	7.3%	5.7%	7.6%	8.2%	6.5%	3.6%	1.9%	10.6%	8.7%	10.3%	29.4%
Kapoeta East	4.7%	13.2%	12.7%	4.0%	2.5%	5.5%	11.9%	7.1%	8.6%	25.1%	13.9%	0.0%
Kapoeta North												
Kapoeta South	4.3%				0.0%				25.0%			
Lafon	10.6%	29.8%	28.2%	101%	12.0%	31.1%	25.8%	102%	0.0%	0.0%	57.7%	0.0%
Magwi	7.8%	9.0%	10.9%	5.5%	5.9%	6.3%	8.8%	6.8%	12.7%	15.7%	15.6%	1.5%
Torit	29.3%	28.5%	15.2%	8.0%	24.8%			3.5%	39.4%	23.2%	21.1%	19.9%
Total	14%	11%	10%	6.6%	11%	8.3%	7.7%	6.0%	20	16%	15%	8.6%

* 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	98	64	65.3%	34	34.7%
Course didn't meet needs	0	0	0.0%	0	0.0%
Family or personal problem	32	27	84.4%	5	15.6%
Joined the military	7	6	85.7%	1	14.3%
Learning very hard	58	31	53.4%	27	46.6%
Long distance to school	12	9	75.0%	3	25.0%
Looked for or found paid work	3	3	100.0%	0	0.0%
Marriage	47	21	44.7%	26	55.3%
Moved/displaced	50	30	60.0%	20	40.0%
Other	21	15	71.4%	6	28.6%
Pregnancy	53	0	0.0%	53	100.0%
Prolonged illness, sickness	26	10	38.5%	16	61.5%
Sent in prison	1	1	100.0%	0	0.0%
Unknown	102	61	59.8%	41	40.2%
Total	510	278	54.5%	232	45.5%



8. ALTERNATIVE EDUCATION SYSTEM (AES), 2015

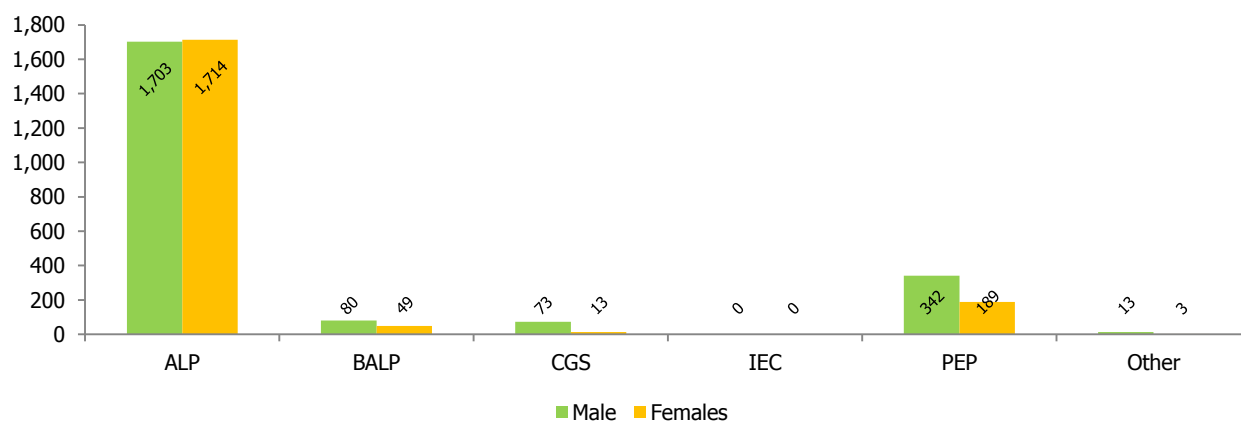
8.1. Access

8.1.1. Enrolment

Number of AES centre learners by county and programme, 2015

County	Total	ALP	BALP	CGS	IEC	PEP	Other
Budi	294	294	0	0	0	0	0
Ikotos	426	326	50	50	0	0	0
Kapoeta East	675	289	67	0	0	303	16
Kapoeta North	423	195	0	0	0	228	0
Kapoeta South	61	49	12	0	0	0	0
Lafon	410	410	0	0	0	0	0
Magwi	1,122	1,122	0	0	0	0	0
Torit	768	732	0	36	0	0	0
Total	4,179	3,417	129	86	0	531	16

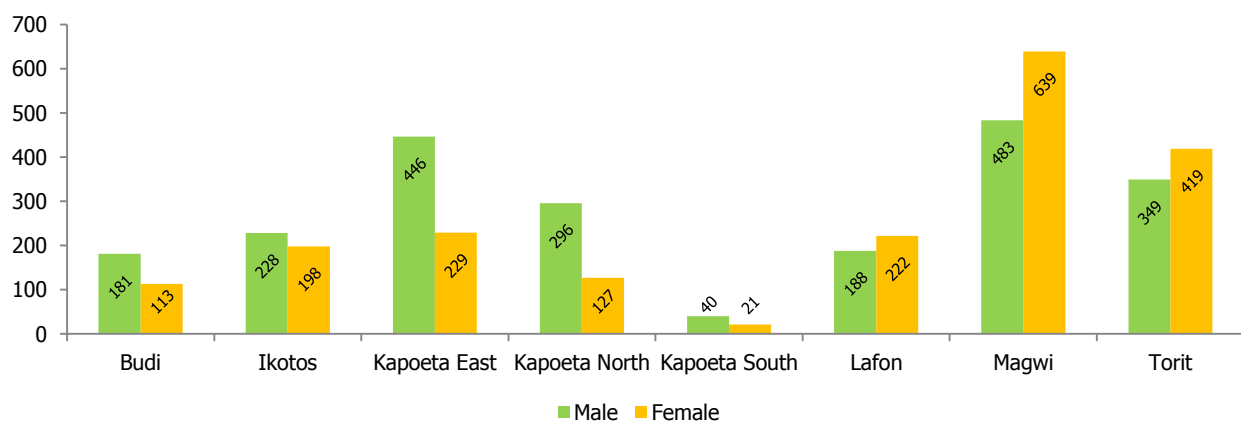
Number of AES centre learners by programme and gender, 2015



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

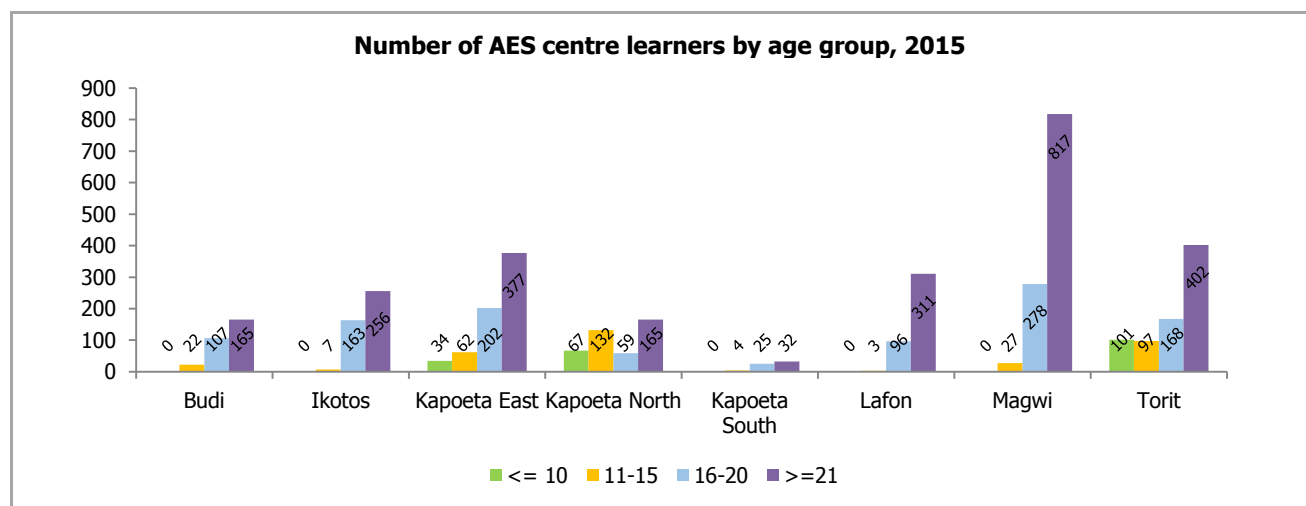
County	Centres	Male		Female	
		Count	% total	Count	% total
Budi	294	181	61.6%	113	38.4%
Ikotos	426	228	53.5%	198	46.5%
Kapoeta East	675	446	66.1%	229	33.9%
Kapoeta North	423	296	70.0%	127	30.0%
Kapoeta South	61	40	65.6%	21	34.4%
Lafon	410	188	45.9%	222	54.1%
Magwi	1,122	483	4300.0%	639	57.0%
Torit	768	349	34900.0%	419	54.6%
Total	4,179	2,211	83562.6%	1,968	348.9%

Number of AES centre learners by county and gender, 2015



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

County	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
Budi	294	0	22	107	165
Ikotos	426	0	7	163	256
Kapoeta East	675	34	62	202	377
Kapoeta North	423	67	132	59	165
Kapoeta South	61	0	4	25	32
Lafon	410	0	3	96	311
Magwi	1,122	0	27	278	817
Torit	768	101	97	168	402
Total	4,179	202	354	1,098	2,525



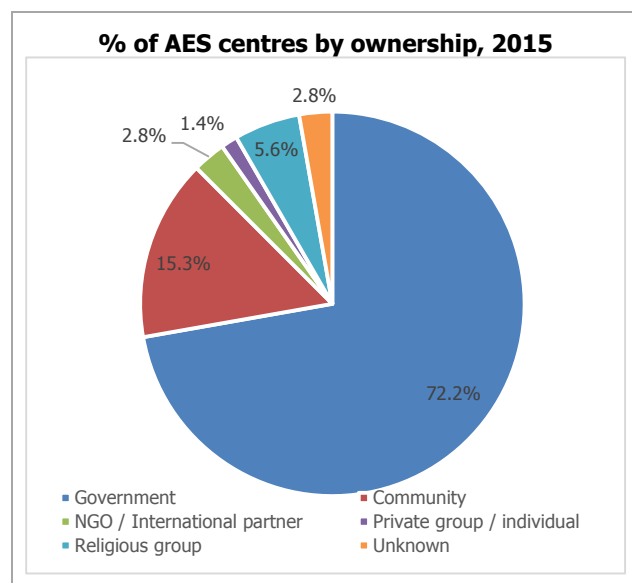
8.2. Resources

8.2.1. Centres

Number of AES centres by ownership, 2015

Ownership	No. centres
Government	52
Community	11
NGO / International partner	2
Private group / individual	1
Religious group	4
Unknown	2
Total	72

* Some centres have more than one programme.



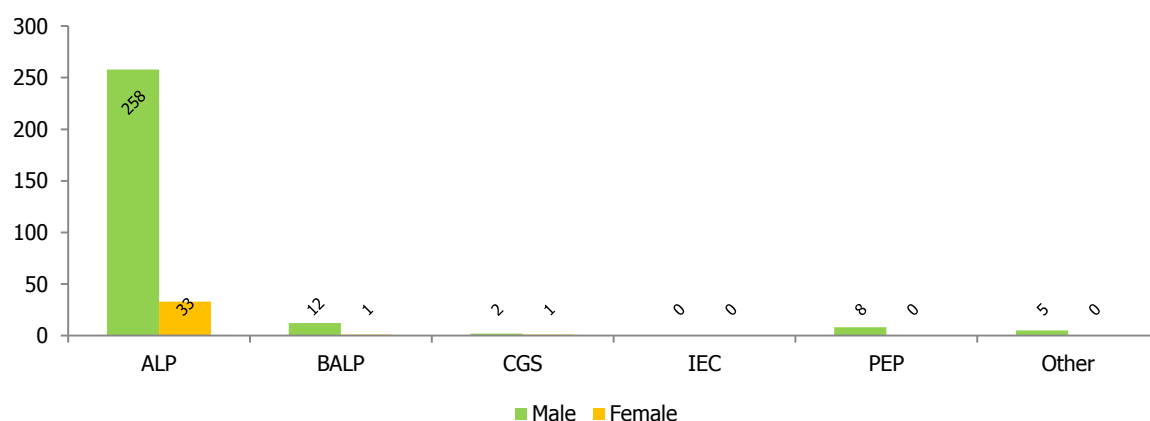
8.2.2. Teachers

Number of AES centre teachers by county and programme, 2015

County	Total	ALP	BALP	CGS	IEC	PEP	Other/Multiple
Budi	41	41	0	0	0	0	0
Ikotos	36	28	6	2	0	0	0
Kapoeta East	46	32	5	0	0	4	5
Kapoeta North	29	25	0	0	0	4	0
Kapoeta South	10	8	2	0	0	0	0
Lafon	24	24	0	0	0	0	0
Magwi	96	96	0	0	0	0	0
Torit	38	37	0	1	0	0	0
Total	320	291	13	3	0	8	5

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

Number of AES centre teachers by programme and gender, 2015

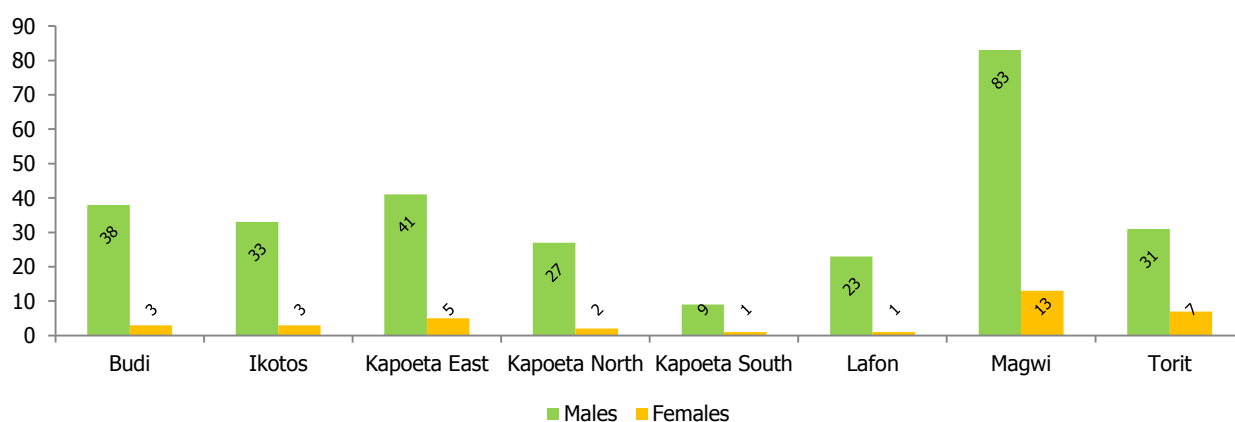


*"Other" includes centres with multiple programmes.

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

County	Total	Male		Female	
		Count	% total	Count	% total
Budi	41	38	92.7%	3	7.3%
Ikotos	36	33	91.7%	3	8.3%
Kapoeta East	46	41	89.1%	5	10.9%
Kapoeta North	29	27	93.1%	2	6.9%
Kapoeta South	10	9	90.0%	1	10.0%
Lafon	24	23	95.8%	1	4.2%
Magwi	96	83	86.5%	13	13.5%
Torit	38	31	81.6%	7	18.4%
Total	320	285	89.1%	35	10.9%

Number of AES centre teachers by county and gender, 2015

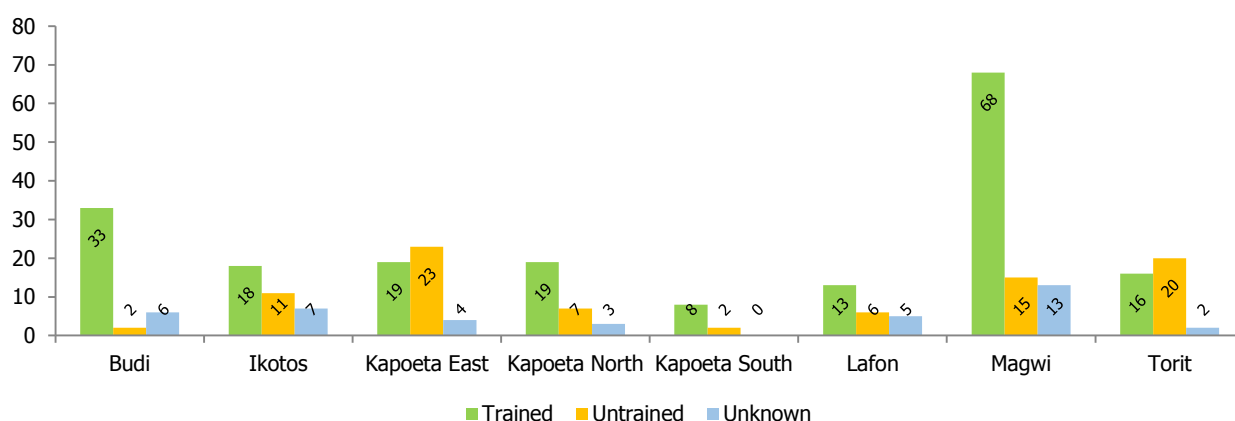


Number and % of AES centre teachers by professional qualification and county, 2015

County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Budi	41	33	80.5%	2	4.9%	6	14.6%
Ikotos	36	18	50.0%	11	30.6%	7	19.4%
Kapoeta East	46	19	41.3%	23	50.0%	4	8.7%
Kapoeta North	29	19	65.5%	7	24.1%	3	10.3%
Kapoeta South	10	8	80.0%	2	20.0%	0	0.0%
Lafon	24	13	54.2%	6	25.0%	5	20.8%
Magwi	96	68	70.8%	15	15.6%	13	13.5%
Torit	38	16	42.1%	20	52.6%	2	5.3%
Total	320	194	60.6%	86	26.9%	40	12.5%

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

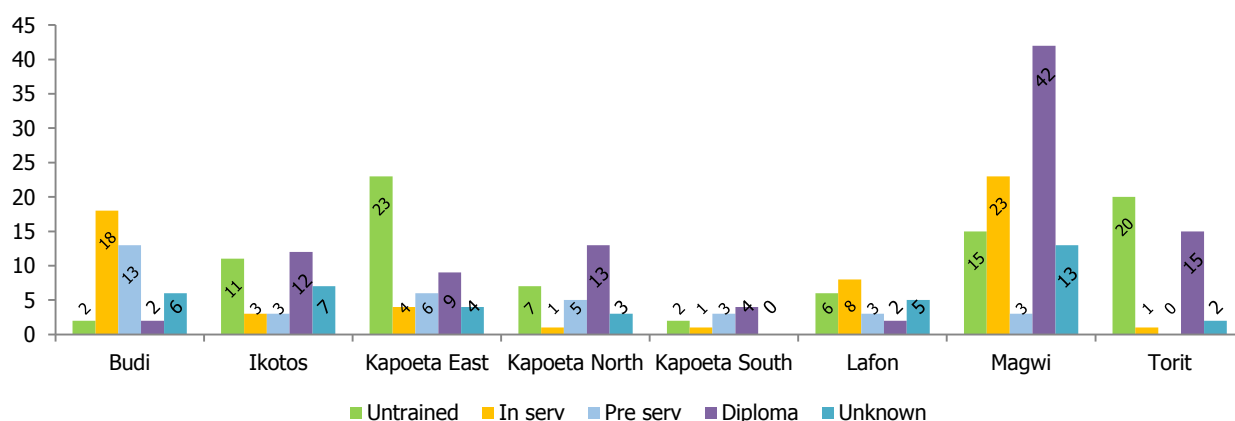
Number of AES centre teachers by professional qualification and county, 2015



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

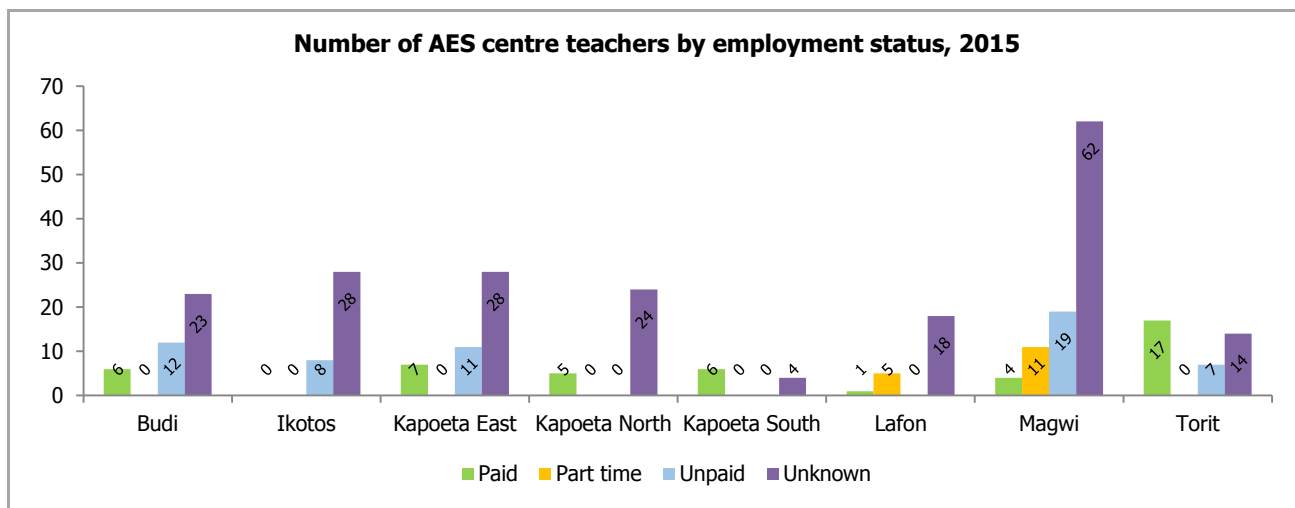
County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Budi	41	2	4.9%	18	43.9%	13	31.7%	2	4.9%	6	14.6%
Ikotos	36	11	30.6%	3	8.3%	3	8.3%	12	33.3%	7	19.4%
Kapoeta East	46	23	50.0%	4	8.7%	6	13.0%	9	19.6%	4	8.7%
Kapoeta North	29	7	24.1%	1	3.4%	5	17.2%	13	44.8%	3	10.3%
Kapoeta South	10	2	20.0%	1	10.0%	3	30.0%	4	40.0%	0	0.0%
Lafon	24	6	25.0%	8	33.3%	3	12.5%	2	8.3%	5	20.8%
Magwi	96	15	15.6%	23	24.0%	3	3.1%	42	43.8%	13	13.5%
Torit	38	20	52.6%	1	2.6%	0	0.0%	15	39.5%	2	5.3%
Total	320	86	47.5%	59	32.6%	36	19.9%	99	30.9%	40	12.5%

Number of AES centre teachers by professional qualification and gender, 2015



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

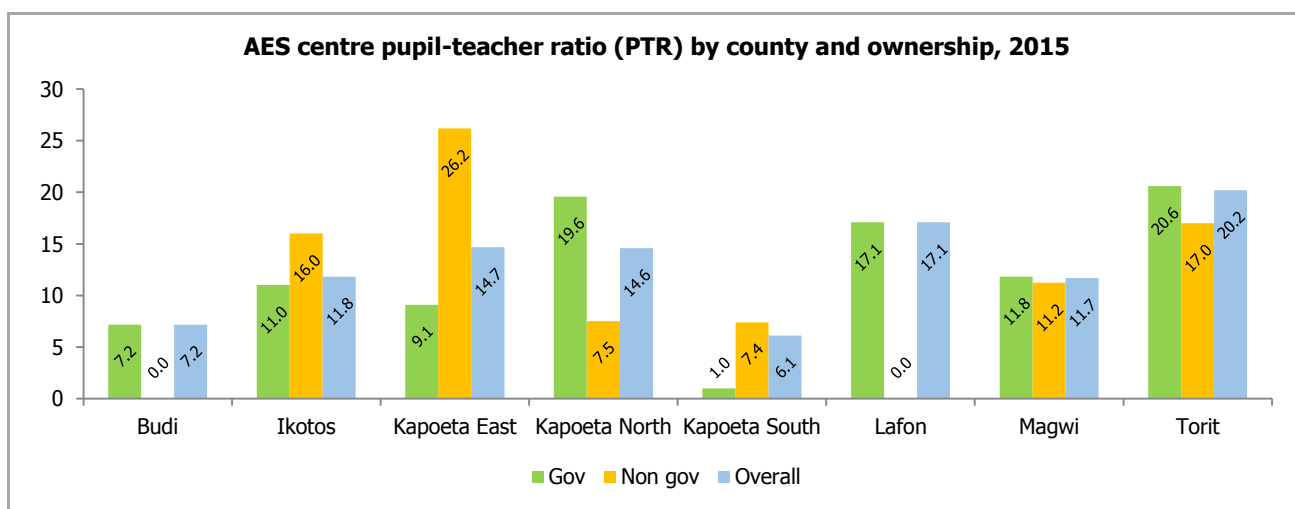
County	Total	Paid		Part time		Unpaid		Unknown	
		Count	%	Count	%	Count	%	Count	%
Budi	41	6	14.6%	0	0.0%	12	29.3%	23	56.1%
Ikotos	36	0	0.0%	0	0.0%	8	22.2%	28	77.8%
Kapoeta East	46	7	15.2%	0	0.0%	11	23.9%	28	60.9%
Kapoeta North	29	5	17.2%	0	0.0%	0	0.0%	24	82.8%
Kapoeta South	10	6	60.0%	0	0.0%	0	0.0%	4	40.0%
Lafon	24	1	4.2%	5	20.8%	0	0.0%	18	75.0%
Magwi	96	4	4.2%	11	11.5%	19	19.8%	62	64.6%
Torit	38	17	44.7%	0	0.0%	7	18.4%	14	36.8%
Total	320	46	14.4%	16	5.0%	57	17.8%	201	62.8%



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

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Budi	294	41	7.2	294	41	7.2	0	0	0.0
Ikotos	426	36	11.8	330	30	11.0	96	6	16.0
Kapoeta East	675	46	14.7	282	31	9.1	393	15	26.2
Kapoeta North	423	29	14.6	333	17	19.6	90	12	7.5
Kapoeta South	61	10	6.1	2	2	1.0	59	8	7.4
Lafon	410	24	17.1	410	24	17.1	0	0	0.0
Magwi	1,122	96	11.7	875	74	11.8	247	22	11.2
Torit	768	38	20.2	700	34	20.6	68	4	17.0
Total	4,179	320	13.1	3,226	253	12.8	953	67	14.2

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

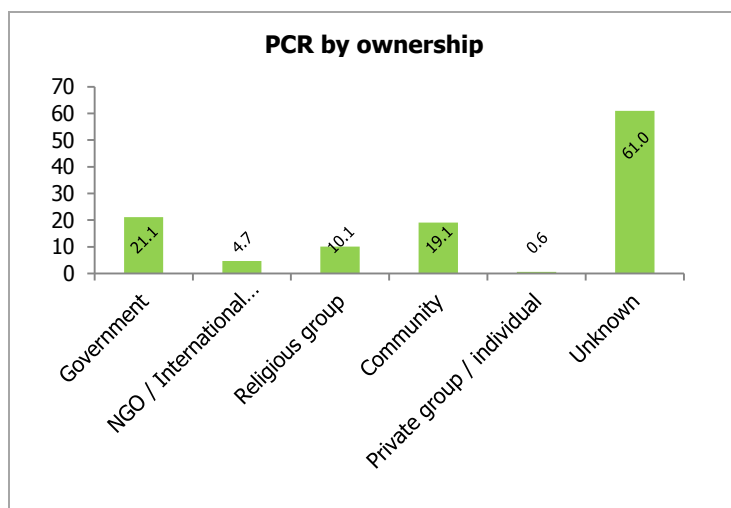


8.2.3. Classrooms

Number of primary schools classrooms and PCR by ownership

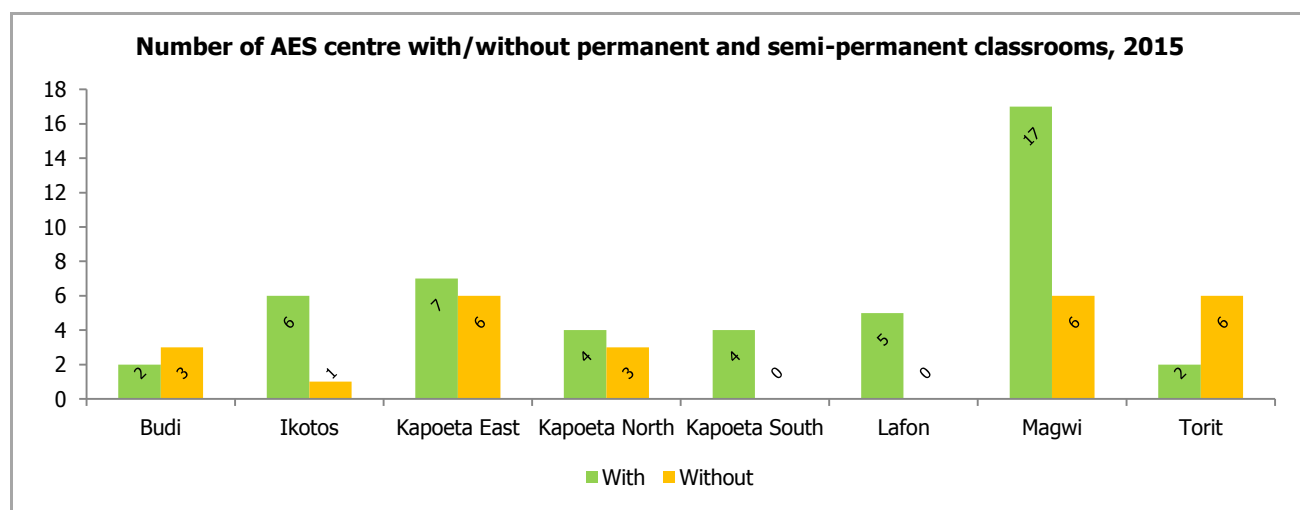
Ownership	Classrooms	PCR
Government	221	21.1
NGO / International partner	10	4.7
Religious group	17	10.1
Community	51	19.1
Private group / individual	8	0.6
Unknown	6	61.0
Total	313	18.7

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



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

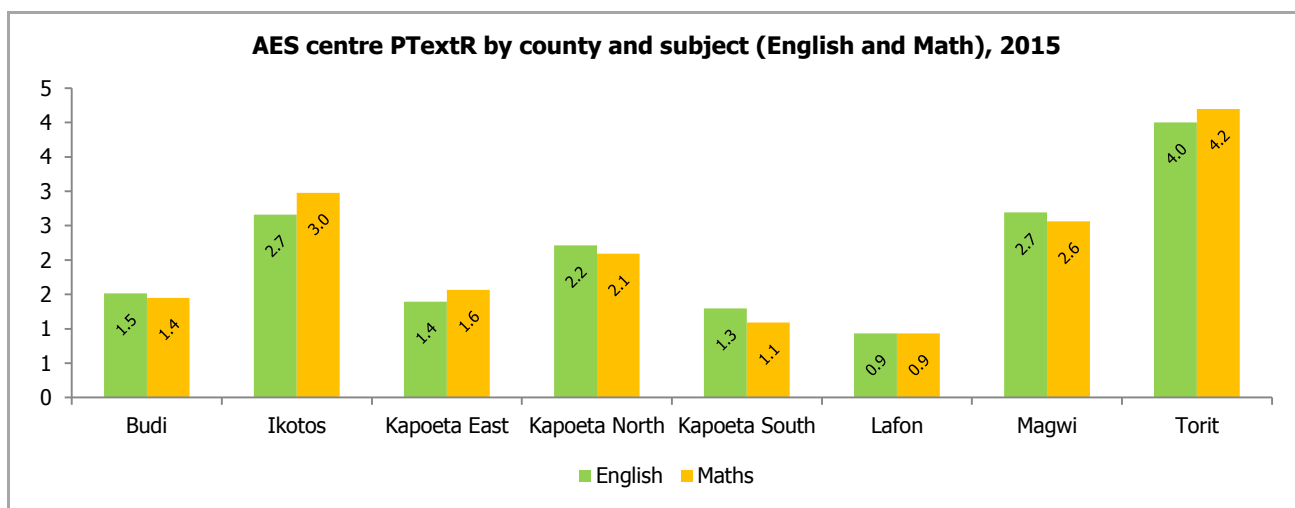
County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Budi	5	2	40.0%	3	60.0%
Ikotos	7	6	85.7%	1	14.3%
Kapoeta East	13	7	53.8%	6	46.2%
Kapoeta North	7	4	57.1%	3	42.9%
Kapoeta South	4	4	100.0%	0	0.0%
Lafon	5	5	100.0%	0	0.0%
Magwi	23	17	73.9%	6	26.1%
Torit	8	2	25.0%	6	75.0%
Total	72	47	65.3%	25	34.7%



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
Budi	294	194	1.5	203	1.4
Ikotos	426	160	2.7	143	3.0
Kapoeta East	675	484	1.4	431	1.6
Kapoeta North	423	191	2.2	202	2.1
Kapoeta South	61	47	1.3	56	1.1
Lafon	410	440	0.9	440	0.9
Magwi	1,122	417	2.7	438	2.6
Torit	768	192	4.0	183	4.2
Total	4,179	2,125	2.0	2,096	2.0

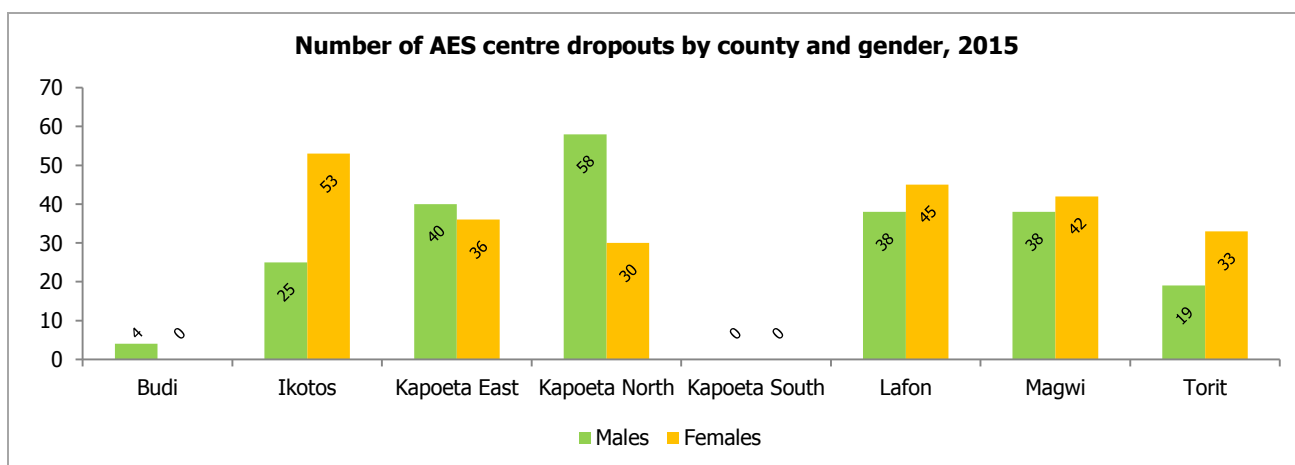


8.3. Student Flow

8.3.1. Dropouts

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

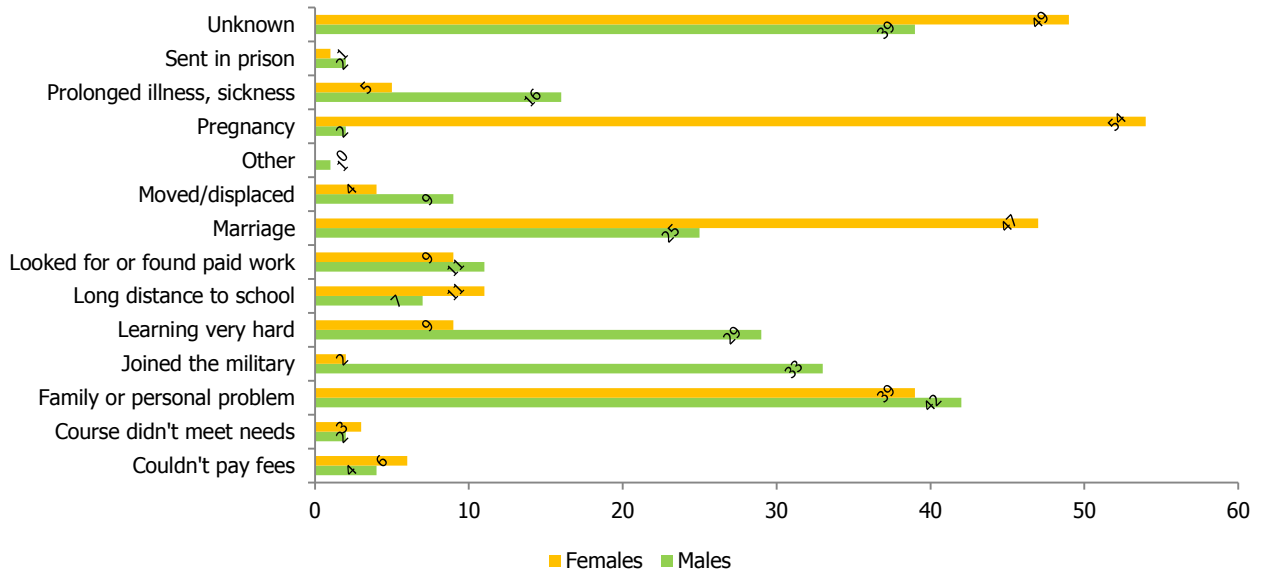
County	Total	Male		Female	
		Count	% total	Count	% total
Budi	4	4	100.0%	0	0.0%
Ikotos	78	25	32.1%	53	67.9%
Kapoeta East	76	40	52.6%	36	47.4%
Kapoeta North	88	58	65.9%	30	34.1%
Kapoeta South	0	0	0.0%	0	0.0%
Lafon	83	38	45.8%	45	54.2%
Magwi	80	38	47.5%	42	52.5%
Torit	52	19	36.5%	33	63.5%
Total	461	222	48.2%	239	51.8%



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

Reason	Total	Male		Female	
		Count	% total	Count	% total
Couldn't pay fees	10	4	40.0%	6	60.0%
Course didn't meet needs	5	2	40.0%	3	60.0%
Family or personal problem	81	42	51.9%	39	48.1%
Joined the military	35	33	94.3%	2	5.7%
Learning very hard	38	29	76.3%	9	23.7%
Long distance to school	18	7	38.9%	11	61.1%
Looked for or found paid work	20	11	55.0%	9	45.0%
Marriage	72	25	34.7%	47	65.3%
Moved/displaced	13	9	69.2%	4	30.8%
Other	1	1	100.0%	0	0.0%
Pregnancy	56	2	3.6%	54	96.4%
Prolonged illness, sickness	21	16	76.2%	5	23.8%
Sent in prison	3	2	66.7%	1	33.3%
Unknown	88	39	44.3%	49	55.7%
Total	461	222	48.2%	239	51.8%

Number of AES centre dropouts by reason and gender, 2015



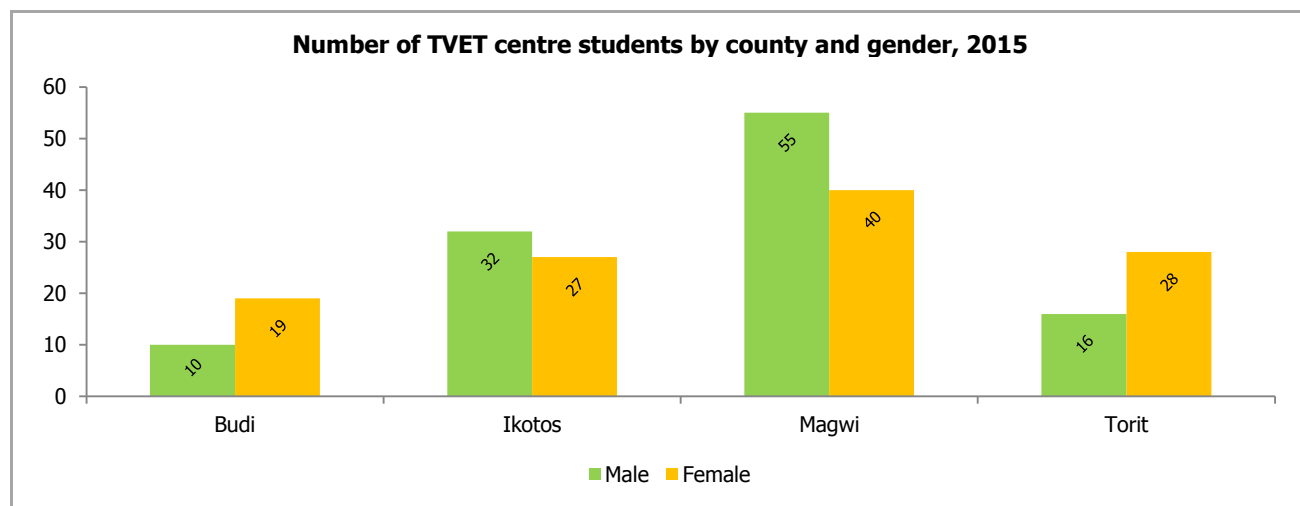
9. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET), 2015

9.1. Access

9.1.1. Enrolment

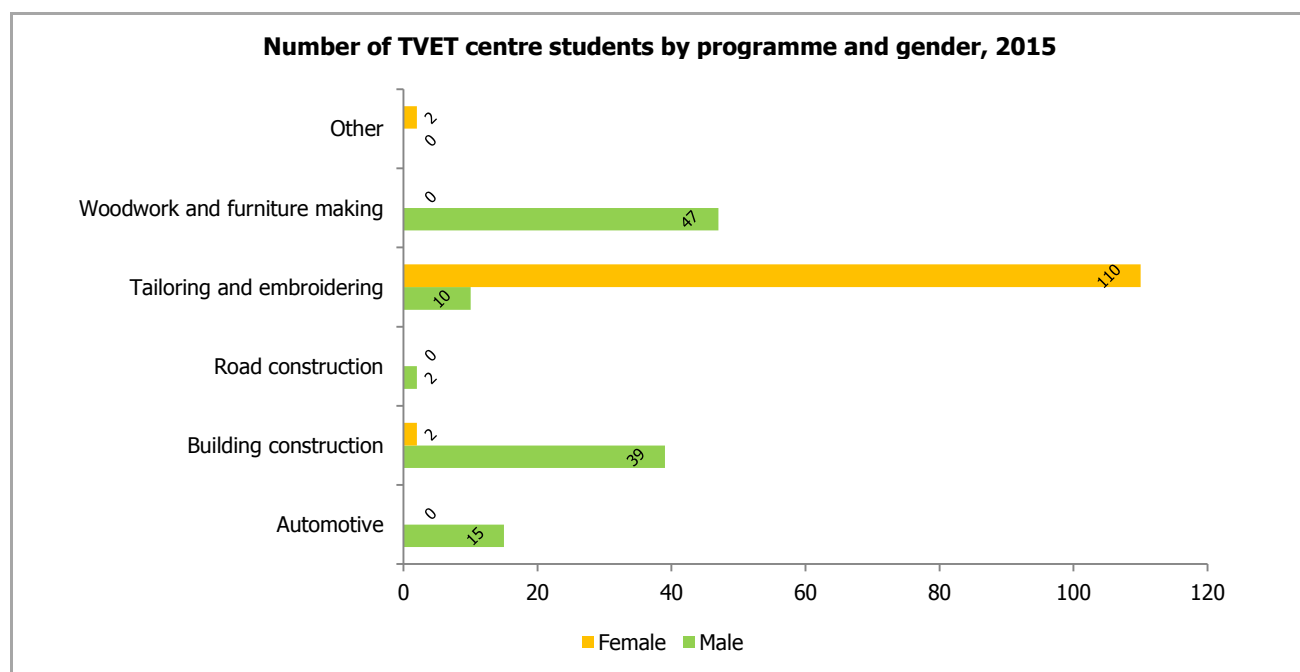
Number and % TVET centre students by county and gender, 2015

County	Total	Male		Female	
		Count	% total	Count	% total
Budi	29	10	34.5%	19	65.5%
Ikotos	59	32	54.2%	27	45.8%
Magwi	95	55	57.9%	40	42.1%
Torit	44	16	36.4%	28	63.6%
Total	227	113	49.8%	114	50.2%



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

Programme	Total	Male		Female	
		Count	% total	Count	% total
Automotive	15	15	100.0%	0	0.0%
Building construction	41	39	95.1%	2	4.9%
Road construction	2	2	100.0%	0	0.0%
Tailoring and embroidering	120	10	8.3%	110	91.7%
Woodwork and furniture making	47	47	100.0%	0	0.0%
Other	2	0	0.0%	2	100.0%
Total	227	113	49.8%	114	50.2%



9.2. Resources

9.2.1. Centres

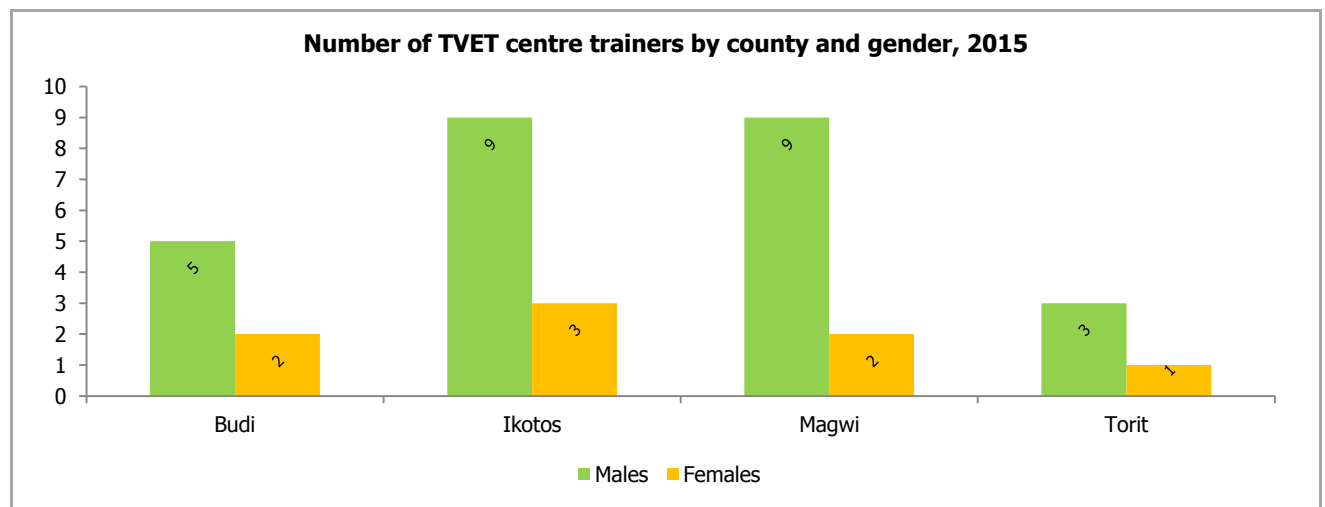
Number of TVET by ownership, 2015

Ownership	Schools
Government	4

9.2.2. Trainers

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

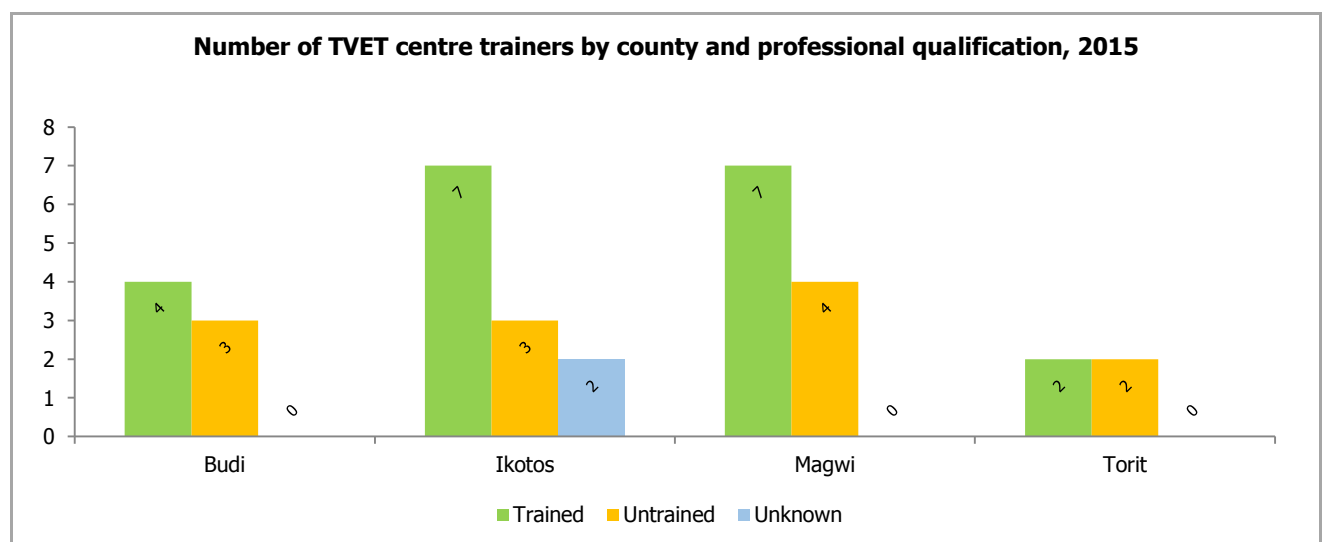
County	Total	Male		Female	
		Count	% total	Count	% total
Budi	7	5	71.4%	2	28.6%
Ikotos	12	9	75.0%	3	25.0%
Magwi	11	9	81.8%	2	18.2%
Torit	4	3	75.0%	1	25.0%
Total	34	26	76.5%	8	23.5%



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

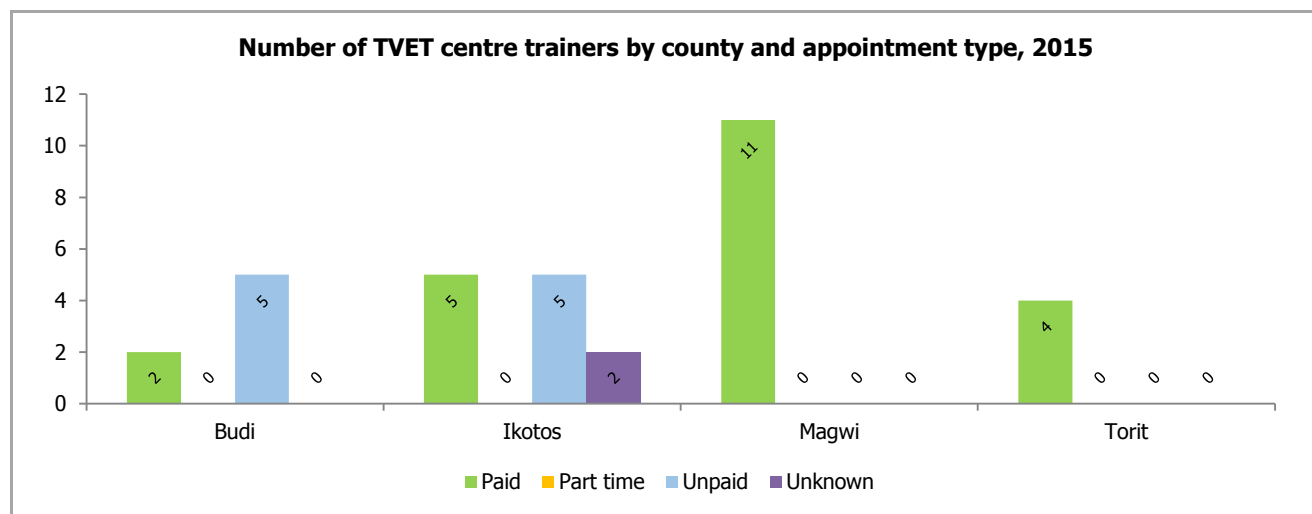
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Budi	7	4	57.1%	3	42.9%	0	0.0%
Ikotos	12	7	58.3%	3	25.0%	2	16.7%
Magwi	11	7	63.6%	4	36.4%	0	0.0%
Torit	4	2	50.0%	2	50.0%	0	0.0%
Total	34	20	58.8%	12	35.3%	2	5.9%

* "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

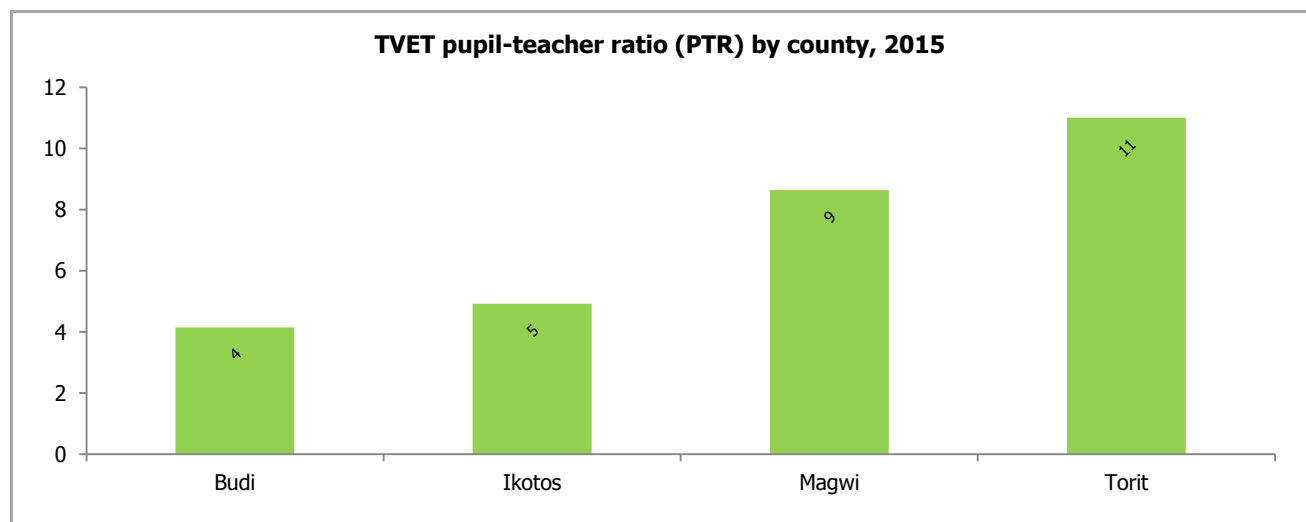
County	Total	Paid		Part Time		Unpaid		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
Budi	7	2	28.6%	0	0.0%	5	71.4%	0	0.0%
Ikotos	12	5	41.7%	0	0.0%	5	41.7%	2	16.7%
Magwi	11	11	100.0%	0	0.0%	0	0.0%	0	0.0%
Torit	4	4	100.0%	0	0.0%	0	0.0%	0	0.0%
Total	34	22	64.7%	0	0.0%	10	29.4%	2	5.9%



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

County	Overall			Government			Non-government		
	Trainee	Trainer	PTR	Trainee	Trainer	PTR	Trainee	Trainer	PTR
Budi	29	7	4.1	29	7	4.1	0	0	0.0
Ikotos	59	12	4.9	59	12	4.9	0	0	0.0
Magwi	95	11	8.6	95	11	8.6	0	0	0.0
Torit	44	4	11.0	44	4	11.0	0	0	0.0
Total	227	34	6.7	227	34	6.7	0	0	0

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



9.2.3. Curriculum

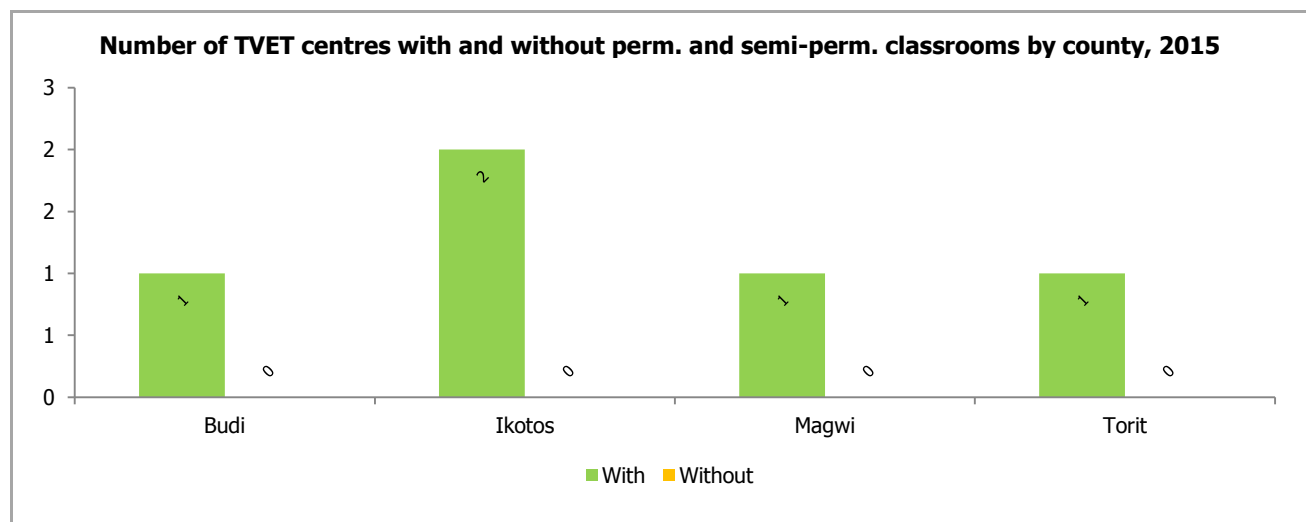
Number of TVET centres with textbooks/instructions manuals for programmes, 2015

Subject	Schools
Automotive	1
Building construction	5
Tailoring and embroidering	2
Wood work	4
Other	1

9.2.4. Facilities

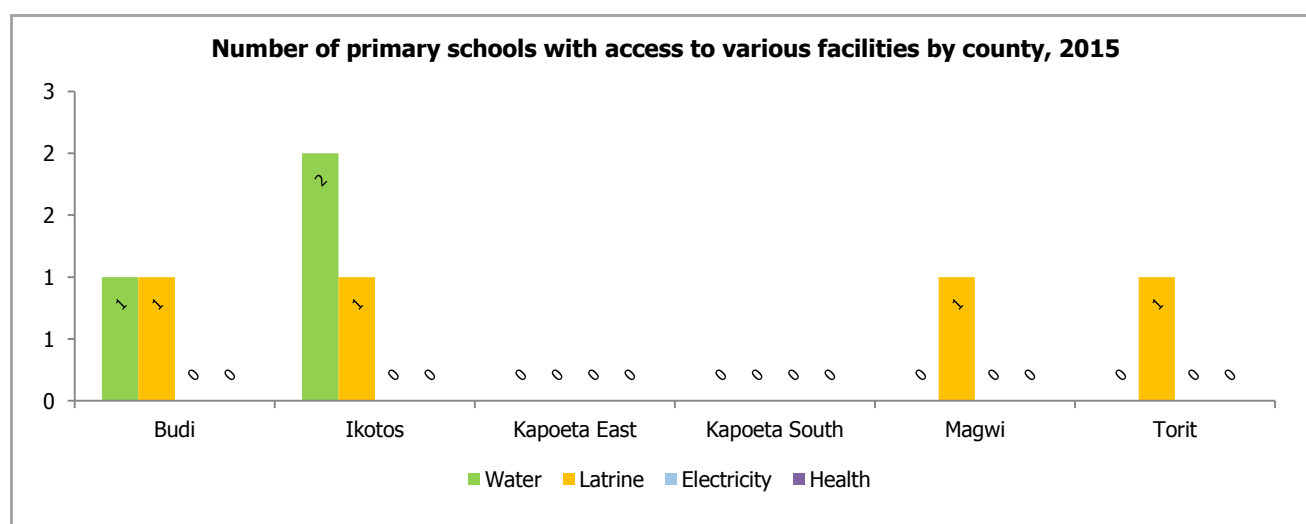
Number and % of TVET centres with permanent and semi-permanent classrooms by county, 2015

County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Budi	1	1	100.0%	0	0.0%
Ikotos	2	2	100.0%	0	0.0%
Magwi	1	1	100.0%	0	0.0%
Torit	1	1	100.0%	0	0.0%
Total	5	5	100.0%	0	0.0%



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

County	Schools	Water		Latrine		Electricity		Health Centre	
		Count	%	Count	%	Count	%	Count	%
Budi	1	1	100.0%	1	100.0%	0	0.0%	0	0.0%
Ikotos	2	2	100.0%	1	50.0%	0	0.0%	0	0.0%
Magwi	1	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Torit	1	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Total	5	3	60.0%	4	80.0%	0	0.0%	0	0.0%

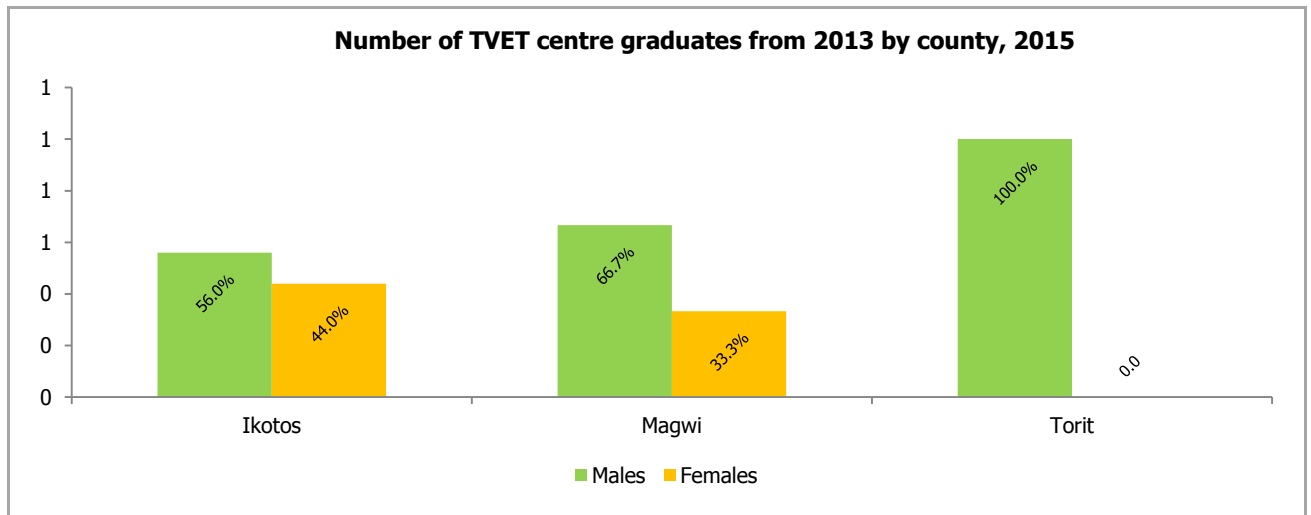


9.3. Student Flow

9.3.1. TVET Centre Completion

Number and % of TVET centre graduates by county, 2015

County	Total	Male		Female	
		Count	% total	Count	% total
Ikotos	25	14	56.0%	11	44.0%
Magwi	30	20	66.7%	10	33.3%
Torit	5	5	100.0%	0	0.0%
Total	60	39	65.0%	21	35.0%



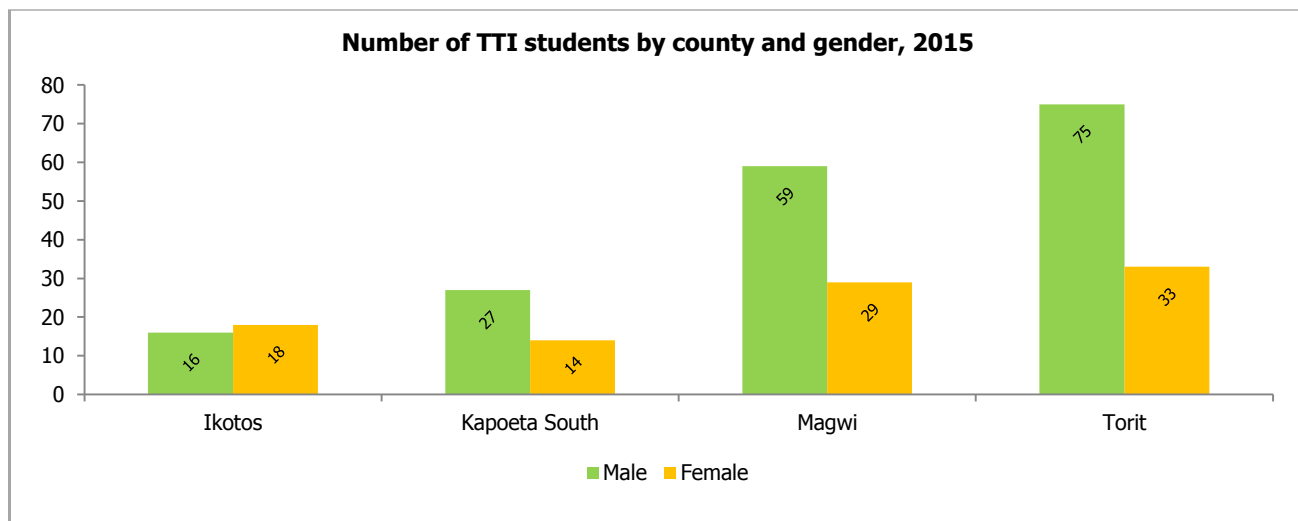
10. TEACHER TRAINING INSTITUTE (TTI), 2015

10.1. Access

10.1.1. Enrolment

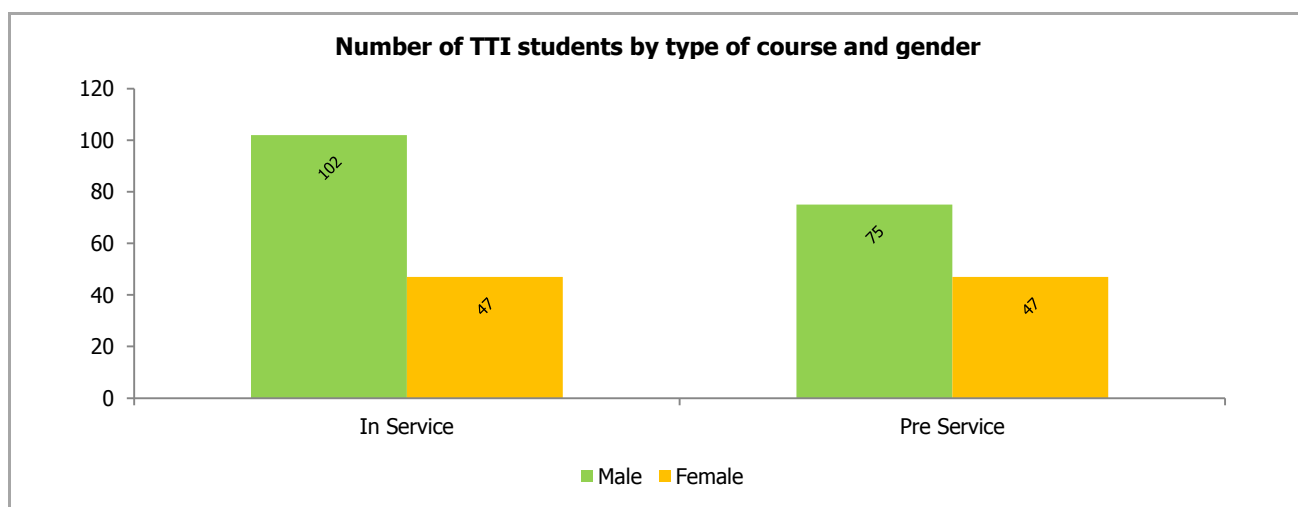
Number and % of TTI students by county and gender, 2015

County	Total	Male		Female	
		Count	% total	Count	% total
Ikotos	34	16	47.1%	18	52.9%
Kapoeta South	41	27	65.9%	14	34.1%
Magwi	88	59	67.0%	29	33.0%
Torit	108	75	69.4%	33	30.6%
Total	271	177	65.3%	94	34.7%



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

County	Total	Male		Female	
		Count	% total	Count	% total
In Service	149	102	68.5%	47	31.5%
Pre Service	122	75	61.5%	47	38.5%
Total	271	177	65.3%	94	34.7%



10.2. Resources

10.2.1. Institutes

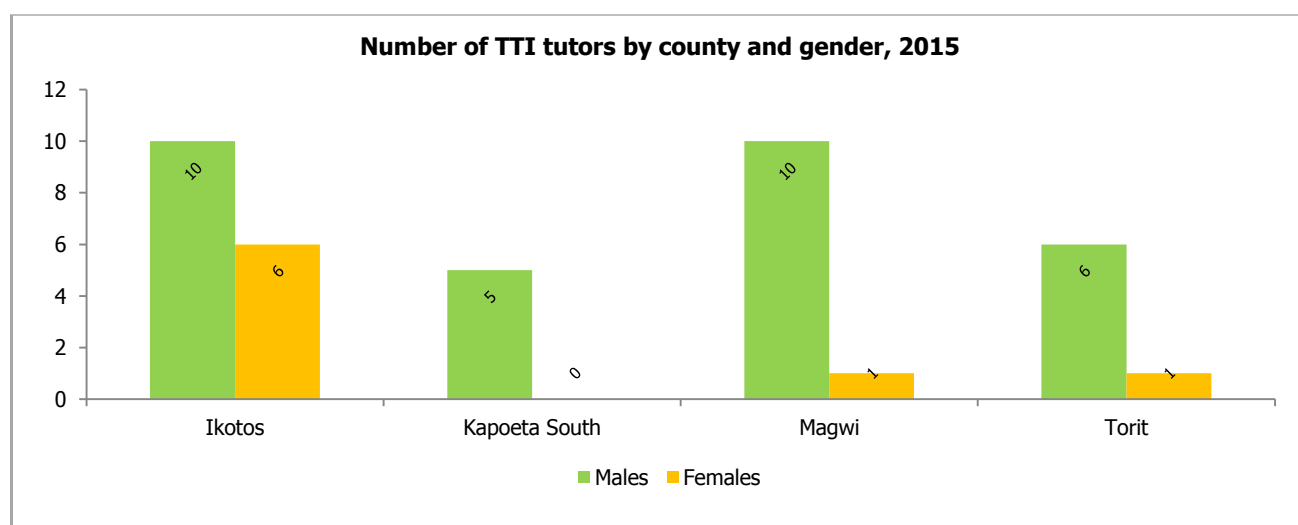
Number of TTIs by ownership, 2015

Ownership	Schools
Government	4

10.2.2. Tutors

No. and % of TTI tutors by county and gender, 2015

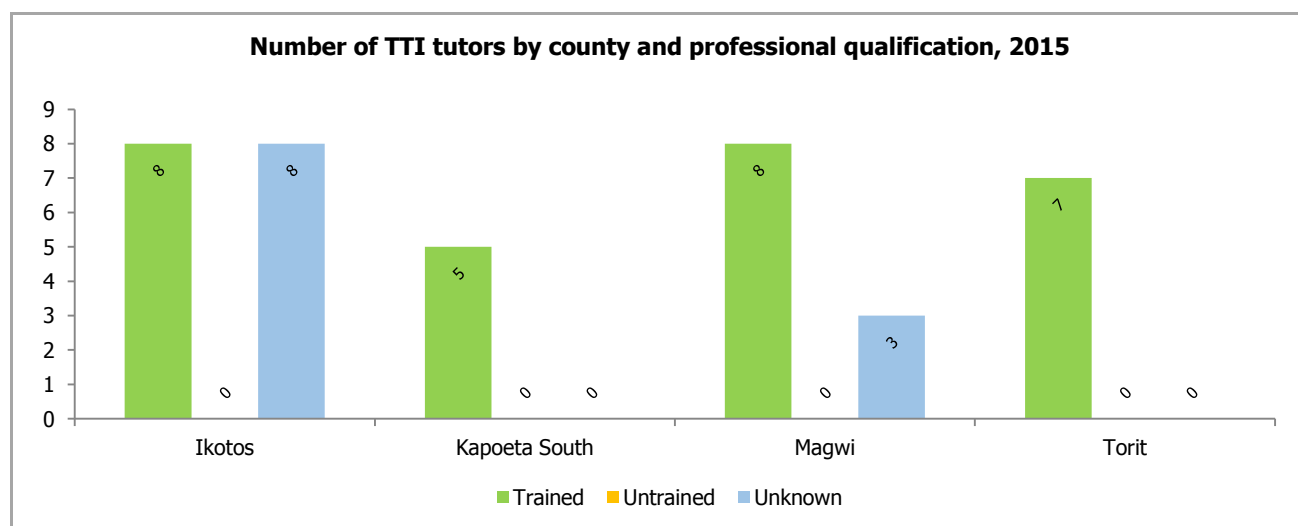
County	Total	Male		Female	
		Count	% total	Count	% total
Ikotos	16	10	62.5%	6	37.5%
Kapoeta South	5	5	100.0%	0	0.0%
Magwi	11	10	90.9%	1	9.1%
Torit	7	6	85.7%	1	14.3%
Total	39	31	79.5%	8	20.5%



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

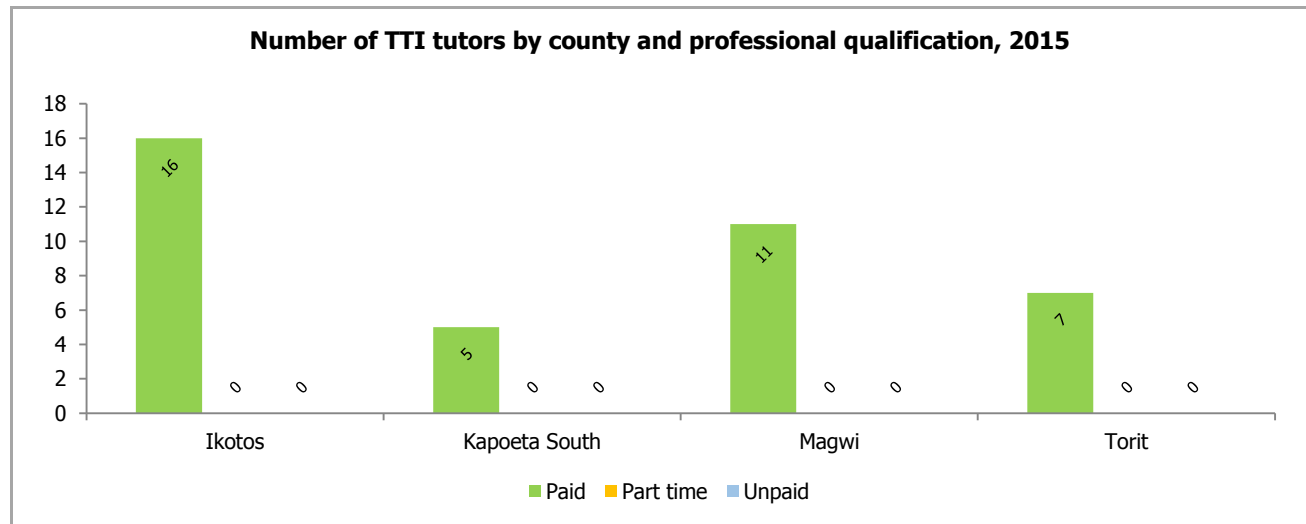
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Ikotos	16	8	50.0%	0	0.0%	8	50.0%
Kapoeta South	5	5	100.0%	0	0.0%	0	0.0%
Magwi	11	8	72.7%	0	0.0%	3	27.3%
Torit	7	7	100.0%	0	0.0%	0	0.0%
Total	39	28	71.8%	0	0.0%	11	28.2%

* "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.



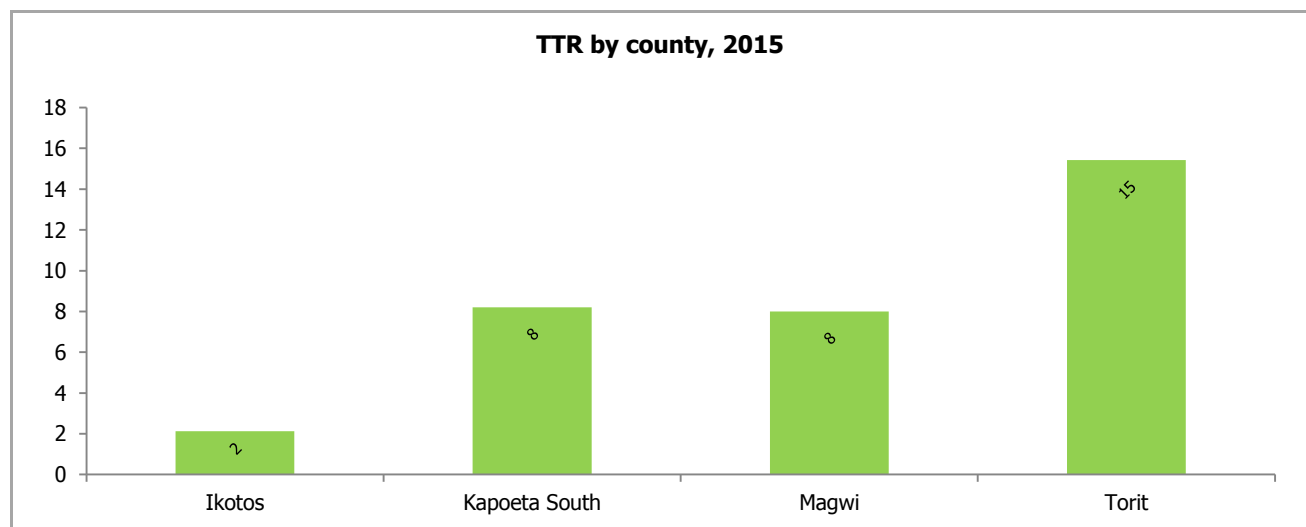
Number and % of TTI tutors by county and appointment type, 2015

County	Total	Paid		Unpaid	
		Count	% total	Count	% total
Ikotos	16	16	100.0%	0	0.0%
Kapoeta South	5	5	100.0%	0	0.0%
Magwi	11	11	100.0%	0	0.0%
Torit	7	7	100.0%	0	0.0%
Total	39	39	100.0%	0	0.0%



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

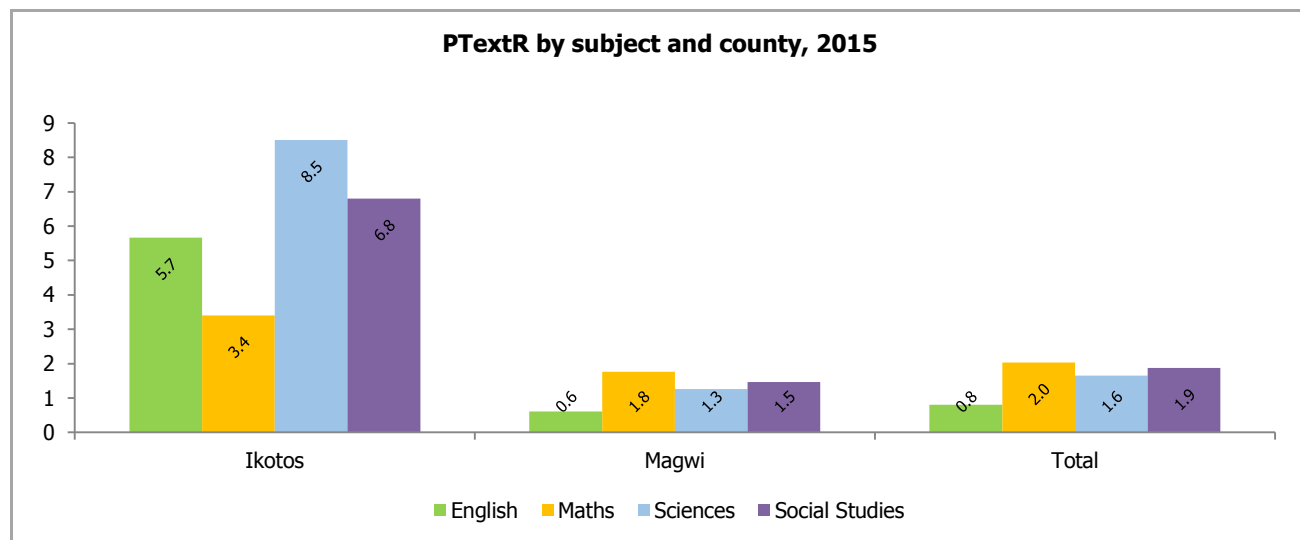
County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Ikotos	34	16	2.1	34	16	2.1	0	0	0.0
Kapoeta South	41	5	8.2	41	5	8.2	0	0	0.0
Magwi	88	11	8.0	88	11	8.0	0	0	0.0
Torit	108	7	15.4	108	7	15.4	0	0	0.0
Total	271	39	6.9	271	39	6.9	0	0	0



10.2.3. 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
Ikotos	34	6	5.7	10	3.4	4	8.5	5	6.8
Magwi	88	145	0.6	50	1.8	70	1.3	60	1.5
Total	122	151	0.8	60	2.0	74	1.6	65	1.9
Total	244	302	0.8	120	2.0	148	1.6	130	1.9



10.2.4. Facilities

Number and % of TTIs with/without permanent and semi-permanent classrooms by county, 2015

County	Schools	With perm and semi-perm		Without perm and semi-perm	
		Count	% total	Count	% total
Ikotos	1	1	100.0%	0	0.0%
Kapoeta South	1	0	0.0%	1	100.0%
Magwi	1	1	100.0%	0	0.0%
Torit	1	0	0.0%	1	100.0%
Total	4	2	50.0%	2	50.0%

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
Ikotos	33	27	81.8%	6	18.2%
Magwi	44	28	63.6%	16	36.4%
Total	77	55	71.4%	22	28.6%

