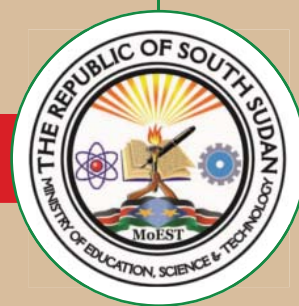


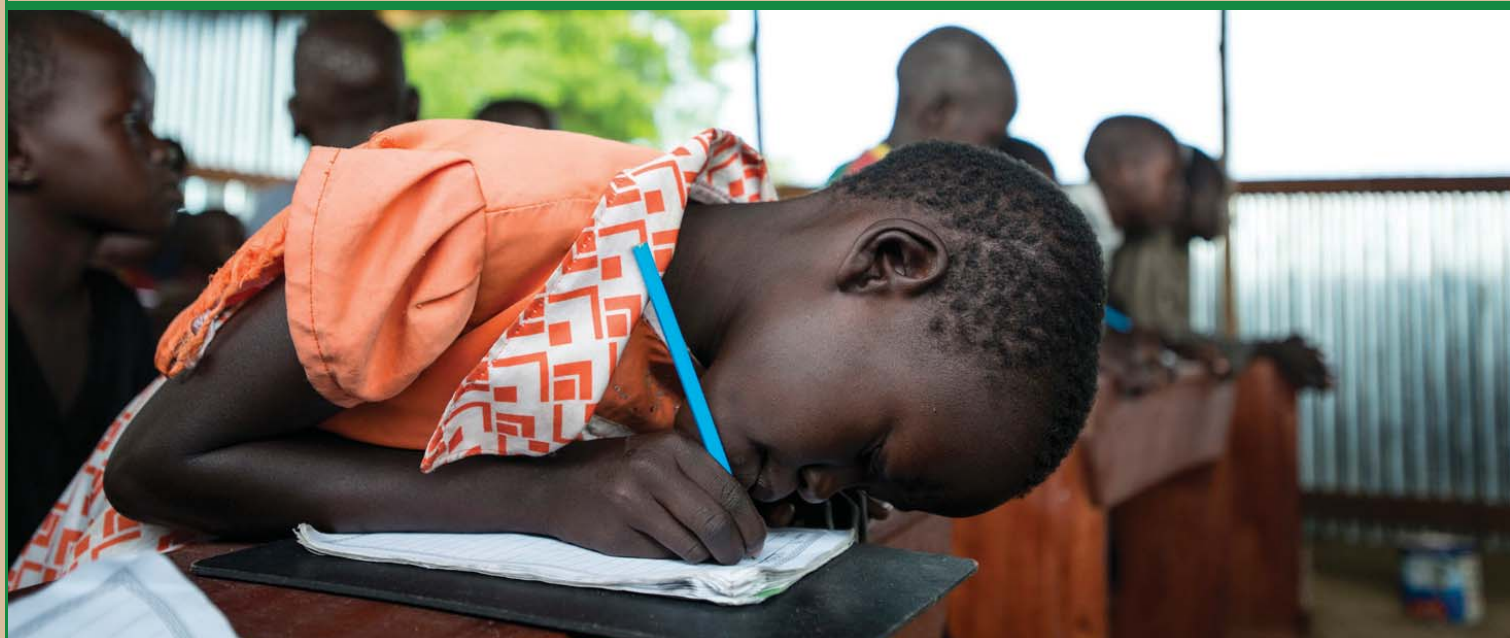


GOVERNMENT OF THE REPUBLIC OF SOUTH SUDAN



# EDUCATION STATISTICS

FOR THE REPUBLIC OF SOUTH SUDAN



LAKES

# 2015



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

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

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

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

George Mogga / Director of Planning and Budgeting / MoEST [mgeorgebenjamin@yahoo.com](mailto:mgeorgebenjamin@yahoo.com)

Giir Mabior / EMIS Manager / MoEST [giirabun@gmail.com](mailto:giirabun@gmail.com)

Data & Statistics Unit / MoEST [emissouthsudan@gmail.com](mailto:emissouthsudan@gmail.com)

Phuong Nguyen / Chief, Education & Adolescent Development / UNICEF [ptnguyen@unicef.org](mailto:ptnguyen@unicef.org)

Akshay Sinha / Education Officer / UNICEF [asinha@unicef.org](mailto:asinha@unicef.org)

Daniel Skillings / Project Director / Altai Consulting [dskillings@altaiconsulting.com](mailto:dskillings@altaiconsulting.com)

Philibert De Mercey / Senior Methodologist / Altai Consulting [pdemercey@altaiconsulting.com](mailto:pdemercey@altaiconsulting.com)



Message from the Honourable Minister Dut Makoi Kuok



On behalf of the Ministry of Education, Science & Technology (MoEST), I am pleased to present the 2015 edition of the *Lakes Education Statistical Booklet* of the Republic of South Sudan (RSS). It is the 8<sup>th</sup> 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 'Dut Makoi Kuok'. The signature is stylized and somewhat cursive. Below the signature, there is a faint stamp that appears to say 'Ministry of Education, Science &amp; Technology'.

Honourable Dut Makoi Kuok  
Lakes State Minister of Education, Science & Technology



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## ACRONYMS

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

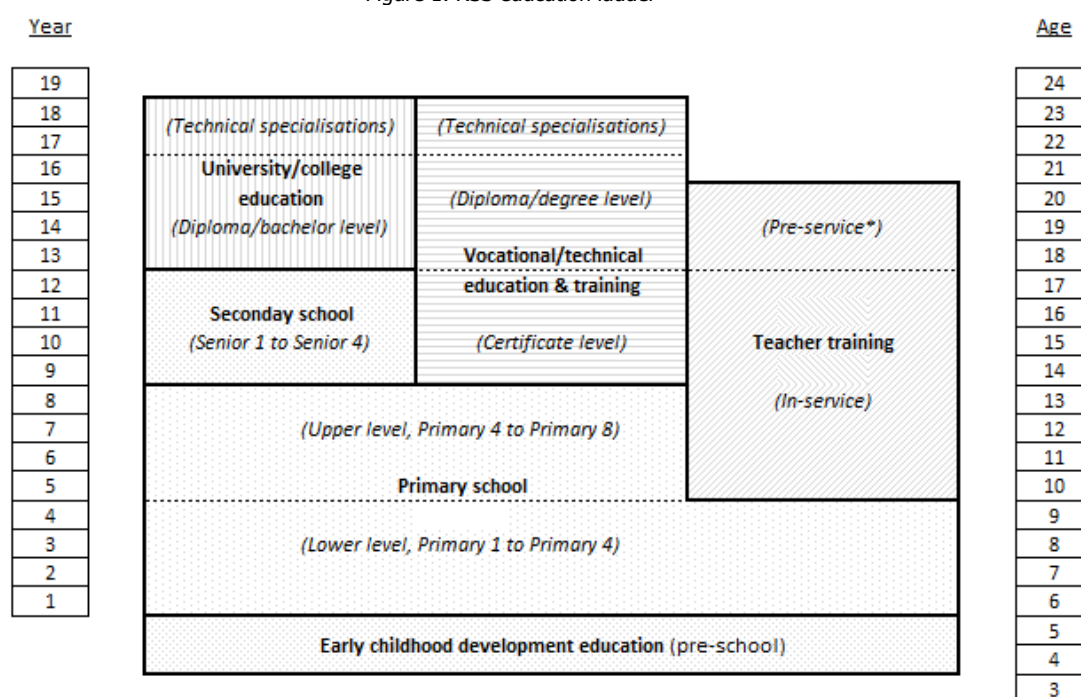
RSS MoEST mission, 1994

### 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.<sup>1</sup> 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.

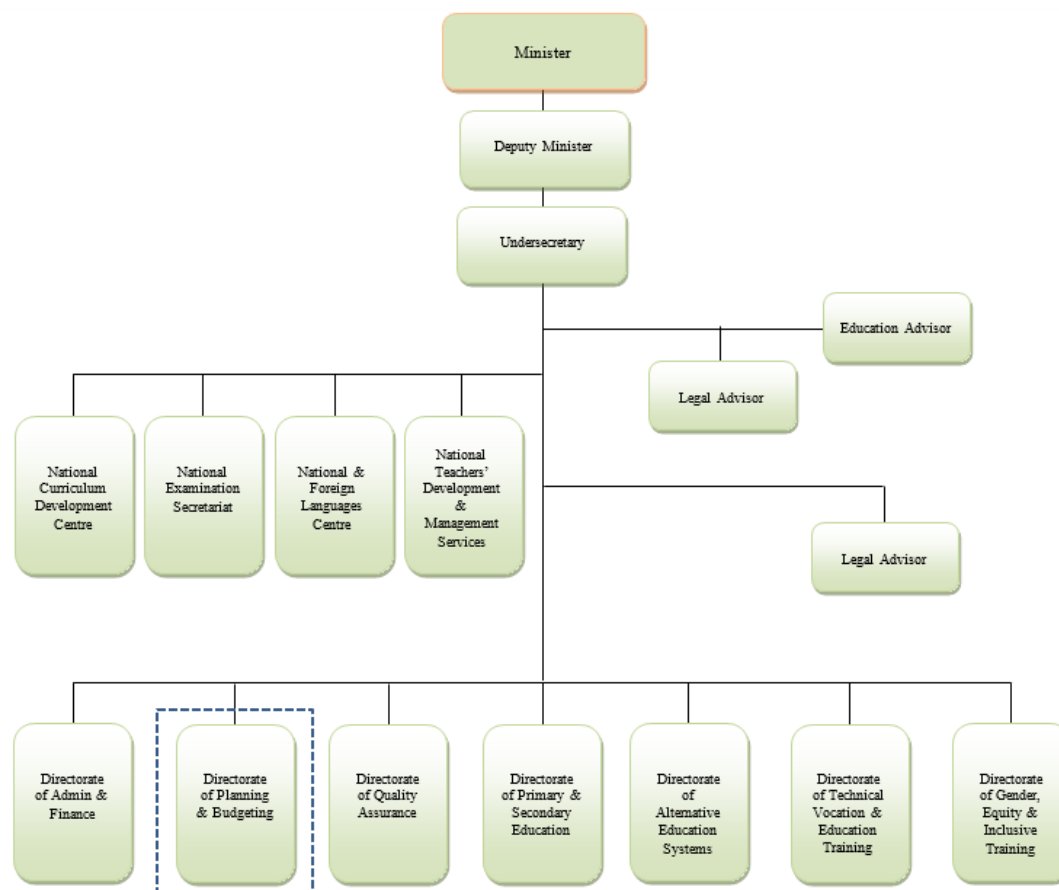
<sup>1</sup> Some university degrees take more than 4 years, including medicine, engineering, and other technical specialisations.

## 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.<sup>2</sup> 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](http://www.southsudanemis.org).<sup>3</sup> The DSU can also provide hard and soft copies upon request (see contact information on pg. 1 of this booklet).

<sup>2</sup> Population growth rates provided to calculate the 2015 education statistics have not been verified by the UNESCO Institute of Statistics (UIS).

<sup>3</sup> 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 <b>NEW ENTRANT?</b> ”	<b>YES</b>	I’m attending P1 for the very first time.
	<b>NO</b>	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.<sup>4</sup> 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:

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

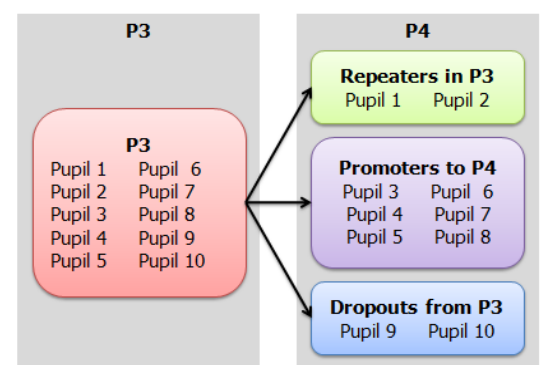
$$\text{PTextR (Math)} = \frac{\text{Total number of students}}{\text{Total number of Math textbooks}}$$

### 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.

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



<sup>4</sup>Permanent classrooms refer to those constructed of bricks or cement. Semi-permanent classrooms refer to those constructed of mud.

**2.4.2. Dropout Rate** monitors education system coverage and student progression by measuring the proportion of students in a given cohort dropping out of—or leaving—the system altogether. The formula for dropout rate is:

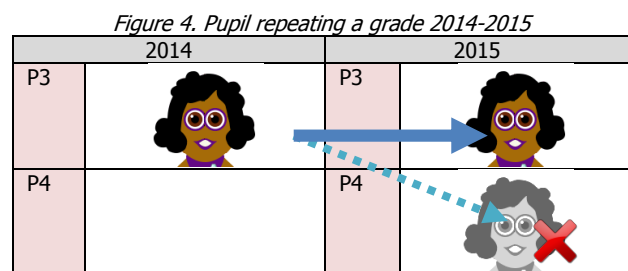
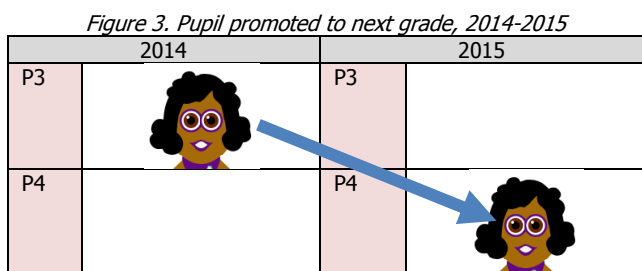
$$\text{Dropout Rate} = \frac{\text{Dropouts in cohort in } \gamma+1}{\text{Enrolment in cohort in } \gamma} \times 100\%$$

**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	203	114	56.2%	89	43.8%
ECDE	38	27	71.1%	11	28.9%
PRI	347	312	89.9%	35	10.1%
SEC	16	6	37.5%	10	62.5%
TTI	0				
TVET	2	1	50.0%	1	50.0%
UNI	0				
<b>Total</b>	<b>606</b>	<b>460</b>	<b>75.9%</b>	<b>146</b>	<b>24.1%</b>

#### 3.2. Students

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

Type	Total	Male		Female	
		Count	%	Count	%
AES	21,819	14,034	64.3%	7,785	35.7%
ECDE	5,002	3,118	62.3%	1,884	37.7%
PRI	128,949	85,595	66.4%	43,354	33.6%
SEC	3,049	2,038	66.8%	1,011	33.2%
TTI	0				
TVET	236	117	49.6%	119	50.4%
UNI	0				
<b>Total</b>	<b>159,055</b>	<b>104,902</b>	<b>66.0%</b>	<b>54,153</b>	<b>34.0%</b>

**Enrolment rates per school type, 2015**

Type	GER	NER	GIR	NIR
PRI	70.2%	41.6%	68.6%	15.6%
SEC	3.6%	1.4%	3.7%	0.7%

#### 3.3. Teachers

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

Type	Total	Male	Female	PTR	% of total
AES	715	638	77	30.5	715
ECDE	125	100	25	40.0	125
PRI	2,475	2,281	194	52.1	2,475
SEC	175	164	11	17.4	175
TTI	0				
TVE	21	19	2	11.2	21
UNI	0				
<b>Total</b>	<b>3,511</b>	<b>3,202</b>	<b>309</b>	<b>45.3</b>	<b>3,511</b>

**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	715	320	44.8%	311	43.5%	84	11.7%
ECDE	125	44	35.2%	47	37.6%	34	27.2%
PRI	2,475	942	38.1%	1,054	42.6%	479	19.4%
SEC	175	107	61.1%	21	12.0%	47	26.9%
TTI	0						
TVE	21	2	9.5%	5	23.8%	14	66.7%
<b>Total</b>	<b>3,511</b>	<b>1,415</b>	<b>40.3%</b>	<b>1,438</b>	<b>41.0%</b>	<b>658</b>	<b>18.7%</b>

\* 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	687	165	174	57	2	281	8	64.4
ECDE	139	37	48	4	1	49	0	58.8
PRI	2,322	558	380	202	31	1,122	29	137.5
SEC	90	67	20	2	1	0	0	35.0
TTI	0							
TVE	8	8	0	0	0	0	0	29.5
UNI	0							
<b>Total</b>	<b>3,246</b>	<b>835</b>	<b>622</b>	<b>265</b>	<b>35</b>	<b>1,452</b>	<b>37</b>	<b>109.2</b>

### 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	203	83	40.9%	84	41.4%
ECDE	38	25	65.8%	22	57.9%
PRI	347	143	41.2%	127	36.6%
SEC	16	9	56.3%	11	68.8%
TTI	0				
TVE	2	1	50.0%	1	50.0%
UNI	0				
<b>Total</b>	<b>606</b>	<b>261</b>	<b>43.1%</b>	<b>245</b>	<b>40.4%</b>

\* No access to latrine data for Universities.

### 3.6. Gender Parity

**Gender parity index by county and school type, 2015**

Type	GPI
PRI	0.54
SEC	0.57

\* GER data available only for primary and secondary schools.

## 4. EMIS DATA, 2012-2015

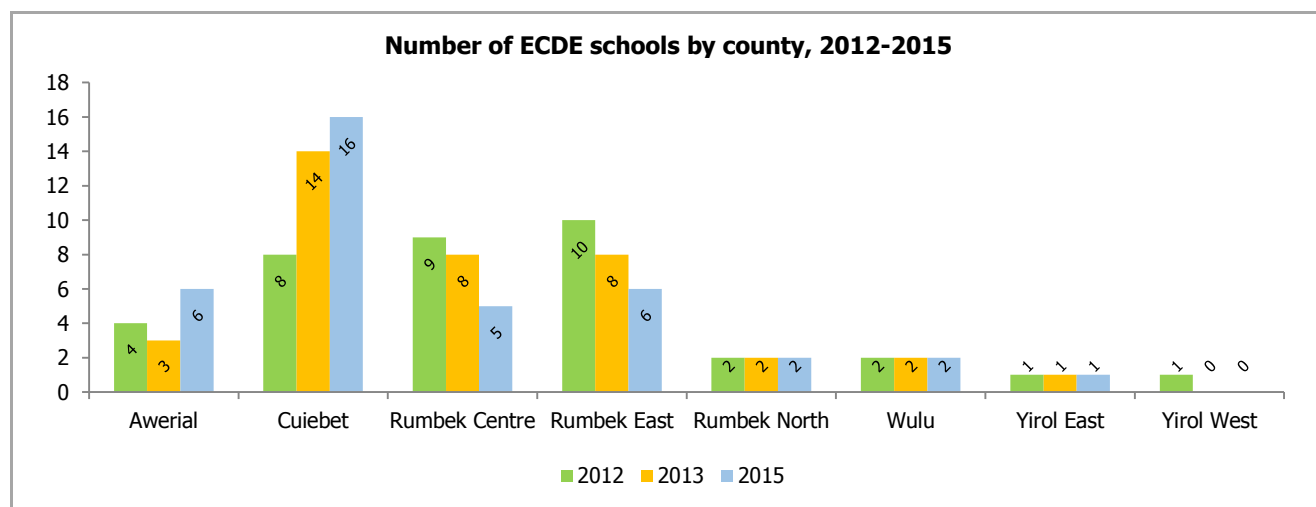
### 4.1. Early Childhood Development and Education

#### 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 %
Awerial	2015	6	1	5	16.7%	83.3%
	2013	3	2	1	66.7%	33.3%
	2012	4	4	0	100.0%	0.0%
Cuiebet	2015	16	15	1	93.8%	6.3%
	2013	14	12	2	85.7%	14.3%
	2012	8	7	1	87.5%	12.5%
Rumbek Centre	2015	5	4	1	80.0%	20.0%
	2013	8	5	3	62.5%	37.5%
	2012	9	6	3	66.7%	33.3%
Rumbek East	2015	6	4	2	66.7%	33.3%
	2013	8	7	1	87.5%	12.5%
	2012	10	8	2	80.0%	20.0%
Rumbek North	2015	2	2	0	100.0%	0.0%
	2013	2	2	0	100.0%	0.0%
	2012	2	0	2	0.0%	100.0%
Wulu	2015	2	0	2	0.0%	100.0%
	2013	2	2	0	100.0%	0.0%
	2012	2	2	0	100.0%	0.0%
Yirol East	2015	1	1	0	100.0%	0.0%
	2013	1	1	0	100.0%	0.0%
	2012	1	1	0	100.0%	0.0%
Yirol West	2012	1	0	1	0.0%	100.0%
<b>Total</b>	<b>2015</b>	<b>38</b>	<b>27</b>	<b>11</b>	<b>71.1%</b>	<b>28.9%</b>
	<b>2013</b>	<b>38</b>	<b>31</b>	<b>7</b>	<b>81.6%</b>	<b>18.4%</b>
	<b>2012</b>	<b>37</b>	<b>28</b>	<b>9</b>	<b>75.7%</b>	<b>24.3%</b>

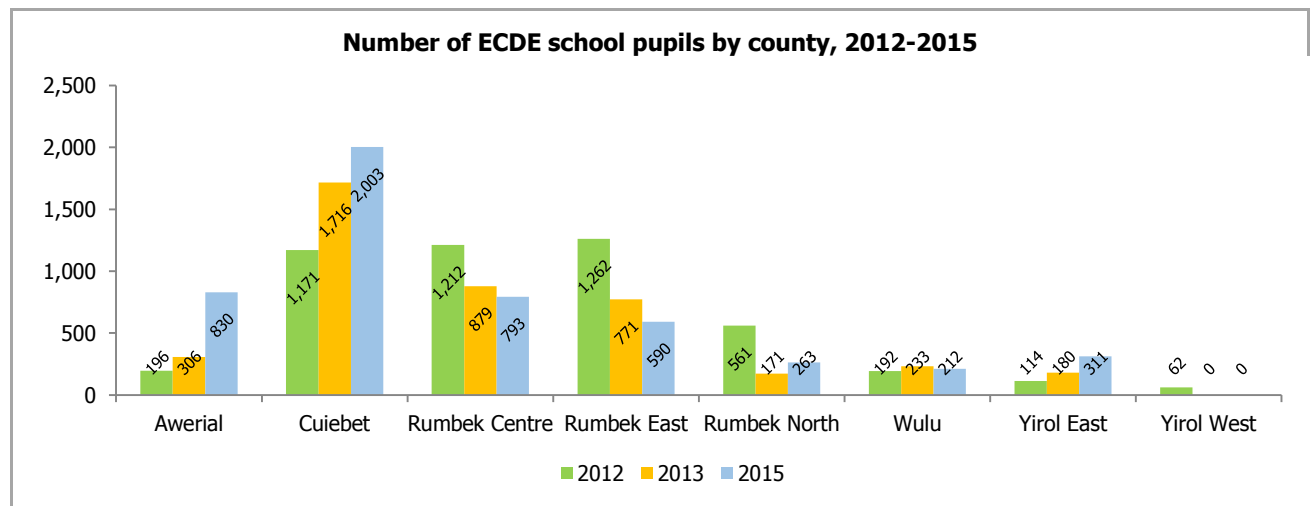
\* "Government" includes government and government-aided schools. "Non-government" includes community, NGO-supported, private, other, and unknown ownership type schools.



#### 4.1.2. Pupils

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

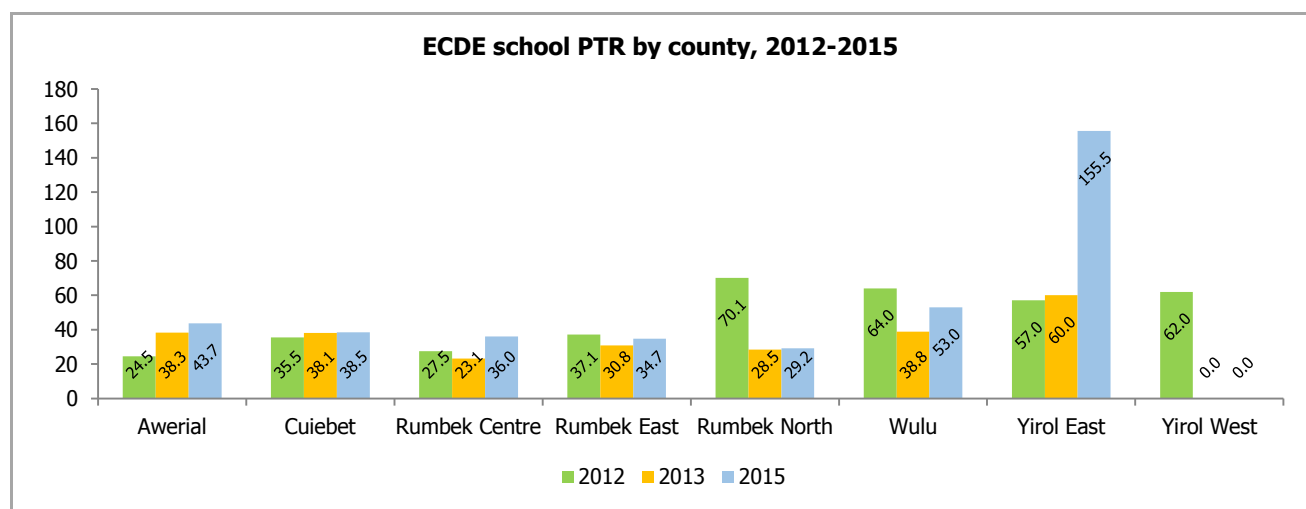
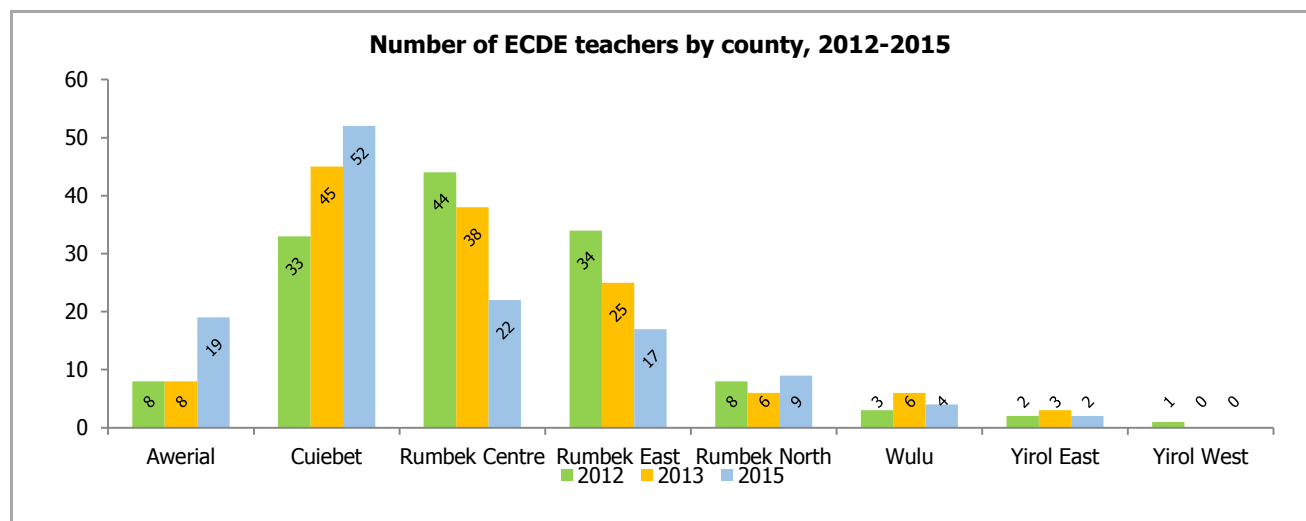
County	Year	Total	Male	Female	Male %	Female %
Awerial	2015	830	492	338	59.3%	40.7%
	2013	306	167	139	54.6%	45.4%
	2012	196	128	68	65.3%	34.7%
Cuiebet	2015	2,003	1,197	806	59.8%	40.2%
	2013	1,716	1,215	501	70.8%	29.2%
	2012	1,171	912	259	77.9%	22.1%
Rumbek Centre	2015	793	481	312	60.7%	39.3%
	2013	879	513	366	58.4%	41.6%
	2012	1,212	664	548	54.8%	45.2%
Rumbek East	2015	590	387	203	65.6%	34.4%
	2013	771	485	286	62.9%	37.1%
	2012	1,262	672	590	53.2%	46.8%
Rumbek North	2015	263	182	81	69.2%	30.8%
	2013	171	95	76	55.6%	44.4%
	2012	561	360	201	64.2%	35.8%
Wulu	2015	212	148	64	69.8%	30.2%
	2013	233	140	93	60.1%	39.9%
	2012	192	114	78	59.4%	40.6%
Yirol East	2015	311	231	80	74.3%	25.7%
	2013	180	149	31	82.8%	17.2%
	2012	114	64	50	56.1%	43.9%
Yirol West	2012	62	34	28	54.8%	45.2%
<b>Total</b>	<b>2015</b>	<b>5,002</b>	<b>3,118</b>	<b>1,884</b>	<b>62.3%</b>	<b>37.7%</b>
	<b>2013</b>	<b>4,256</b>	<b>2,764</b>	<b>1,492</b>	<b>64.9%</b>	<b>35.1%</b>
	<b>2012</b>	<b>4,770</b>	<b>2,948</b>	<b>1,822</b>	<b>61.8%</b>	<b>38.2%</b>



### 4.1.3. Teachers

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

County	Year	Total	Male	Female	Male %	Female %	PTR
Aerial	2015	19	15	4	78.9%	21.1%	43.7
	2013	8	6	2	75.0%	25.0%	38.3
	2012	8	6	2	75.0%	25.0%	24.5
Cuiebet	2015	52	43	9	82.7%	17.3%	38.5
	2013	45	40	5	88.9%	11.1%	38.1
	2012	33	27	6	81.8%	18.2%	35.5
Rumbek Centre	2015	22	15	7	68.2%	31.8%	36.0
	2013	38	25	13	65.8%	34.2%	23.1
	2012	44	32	12	72.7%	27.3%	27.5
Rumbek East	2015	17	16	1	94.1%	5.9%	34.7
	2013	25	23	2	92.0%	8.0%	30.8
	2012	34	32	2	94.1%	5.9%	37.1
Rumbek North	2015	9	7	2	77.8%	22.2%	29.2
	2013	6	5	1	83.3%	16.7%	28.5
	2012	8	7	1	87.5%	12.5%	70.1
Wulu	2015	4	2	2	50.0%	50.0%	53.0
	2013	6	3	3	50.0%	50.0%	38.8
	2012	3	1	2	33.3%	66.7%	64.0
Yirol East	2015	2	2	0	100.0%	0.0%	155.5
	2013	3	3	0	100.0%	0.0%	60.0
	2012	2	2	0	100.0%	0.0%	57.0
Yirol West	2012	1	0	1	0.0%	100.0%	62.0
<b>Total</b>	<b>2015</b>	<b>125</b>	<b>100</b>	<b>25</b>	<b>80.0%</b>	<b>20.0%</b>	<b>40.0</b>
	<b>2013</b>	<b>131</b>	<b>105</b>	<b>26</b>	<b>80.2%</b>	<b>19.8%</b>	<b>38.2</b>
	<b>2012</b>	<b>133</b>	<b>107</b>	<b>26</b>	<b>80.5%</b>	<b>19.5%</b>	<b>37.6</b>

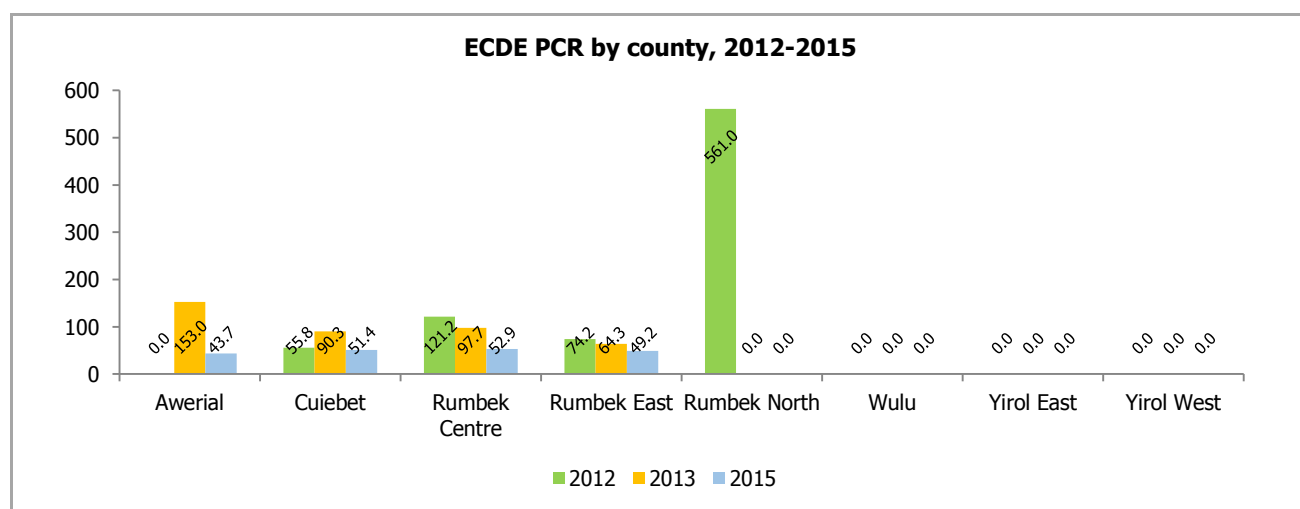
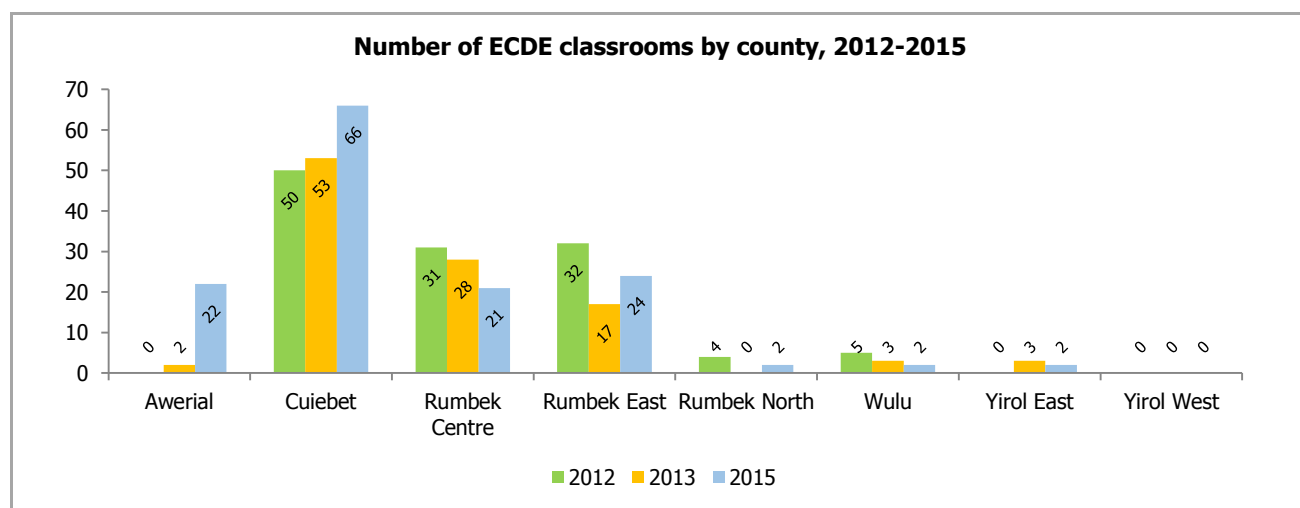


#### 4.1.4. Classrooms

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

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Aerial	2015	22	8	11	3	0	43.7
	2013	2	2	0	0	0	153.0
	2012	0	0	0	0	0	0.0
Cuiebet	2015	66	11	28	24	3	51.4
	2013	53	9	10	32	2	90.3
	2012	50	14	7	26	3	55.8
Rumbek Centre	2015	21	12	3	6	0	52.9
	2013	28	7	2	17	2	97.7
	2012	31	6	4	20	1	121.2
Rumbek East	2015	24	6	6	11	1	49.2
	2013	17	8	4	5	0	64.3
	2012	32	11	6	10	5	74.2
Rumbek North	2015	2	0	0	2	0	0.0
	2013	0	0	0	0	0	0.0
	2012	4	0	1	3	0	561.0
Wulu	2015	2	0	0	1	1	0.0
	2013	3	0	0	2	1	0.0
	2012	5	0	0	3	2	0.0
Yirol East	2015	2	0	0	2	0	0.0
	2013	3	0	0	3	0	0.0
	2012	0	0	0	0	0	0.0
Yirol West	2015	0	0	0	0	0	0.0
	2013	0	0	0	0	0	0.0
	2012	0	0	0	0	0	0.0
<b>Total</b>	<b>2015</b>	<b>139</b>	<b>37</b>	<b>48</b>	<b>49</b>	<b>5</b>	<b>58.8</b>
	<b>2013</b>	<b>106</b>	<b>26</b>	<b>16</b>	<b>59</b>	<b>5</b>	<b>101.3</b>
	<b>2012</b>	<b>122</b>	<b>31</b>	<b>18</b>	<b>62</b>	<b>11</b>	<b>97.3</b>

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





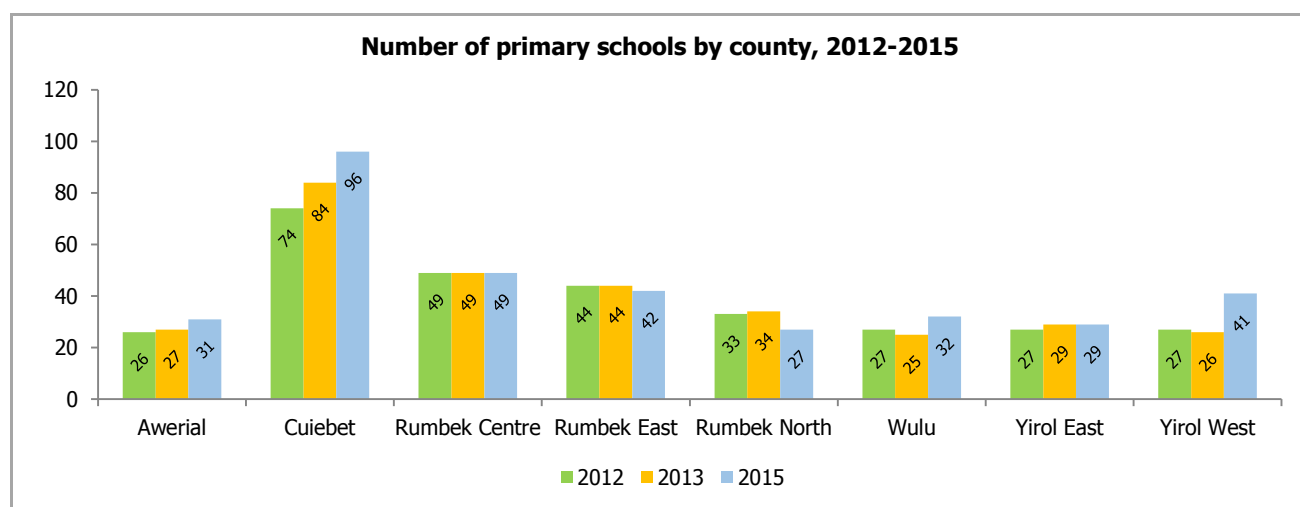
## 4.2. Primary Schools

### 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 %
Awerial	2015	31	26	5	83.9%	16.1%
	2013	27	24	3	88.9%	11.1%
	2012	26	23	3	88.5%	11.5%
Cuiebet	2015	96	92	4	95.8%	4.2%
	2013	84	74	10	88.1%	11.9%
	2012	74	65	9	87.8%	12.2%
Rumbek Centre	2015	49	42	7	85.7%	14.3%
	2013	49	40	9	81.6%	18.4%
	2012	49	42	7	85.7%	14.3%
Rumbek East	2015	42	34	8	81.0%	19.0%
	2013	44	35	9	79.5%	20.5%
	2012	44	31	13	70.5%	29.5%
Rumbek North	2015	27	26	1	96.3%	3.7%
	2013	34	28	6	82.4%	17.6%
	2012	33	29	4	87.9%	12.1%
Wulu	2015	32	29	3	90.6%	9.4%
	2013	25	25	0	100.0%	0.0%
	2012	27	22	5	81.5%	18.5%
Yirol East	2015	29	29	0	100.0%	0.0%
	2013	29	25	4	86.2%	13.8%
	2012	27	23	4	85.2%	14.8%
Yirol West	2015	41	34	7	82.9%	17.1%
	2013	26	20	6	76.9%	23.1%
	2012	27	17	10	63.0%	37.0%
<b>Total</b>	<b>2015</b>	<b>347</b>	<b>312</b>	<b>35</b>	<b>89.9%</b>	<b>10.1%</b>
	<b>2013</b>	<b>318</b>	<b>271</b>	<b>47</b>	<b>85.2%</b>	<b>14.8%</b>
	<b>2012</b>	<b>307</b>	<b>252</b>	<b>55</b>	<b>82.1%</b>	<b>17.9%</b>

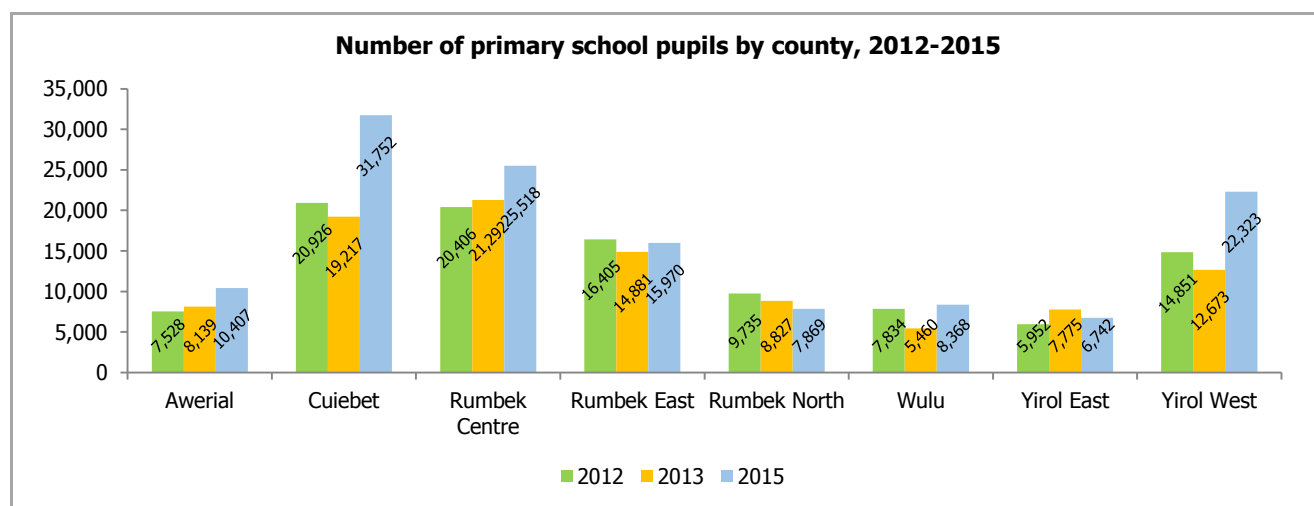
\*"Government" includes government and government-aided schools. "Non-government" includes community, NGO-supported, private, other, and unknown ownership type schools.



#### 4.2.2. Pupils

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

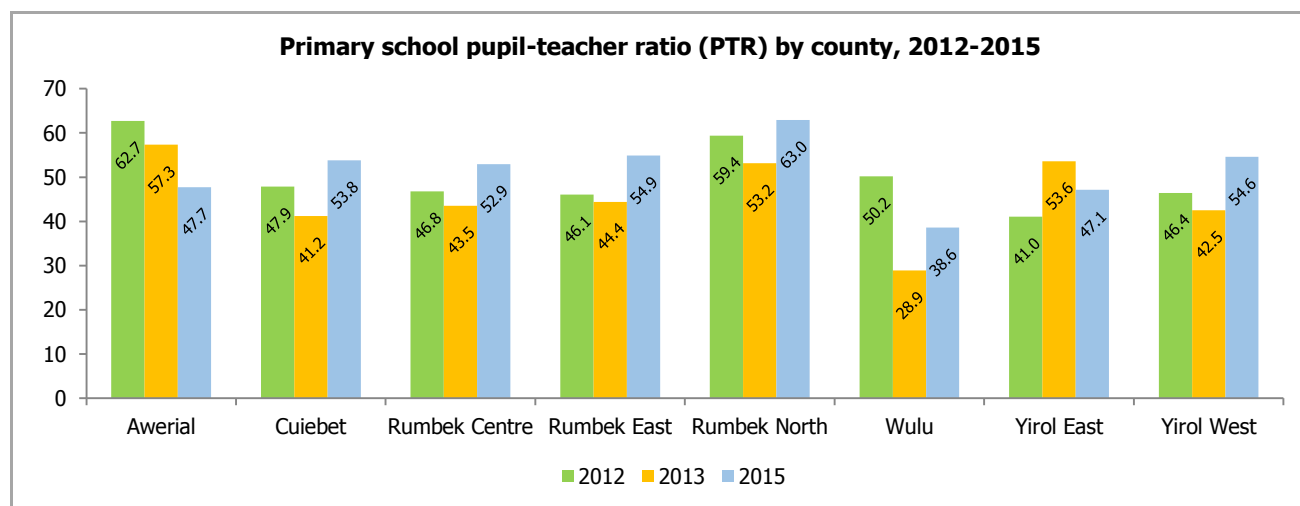
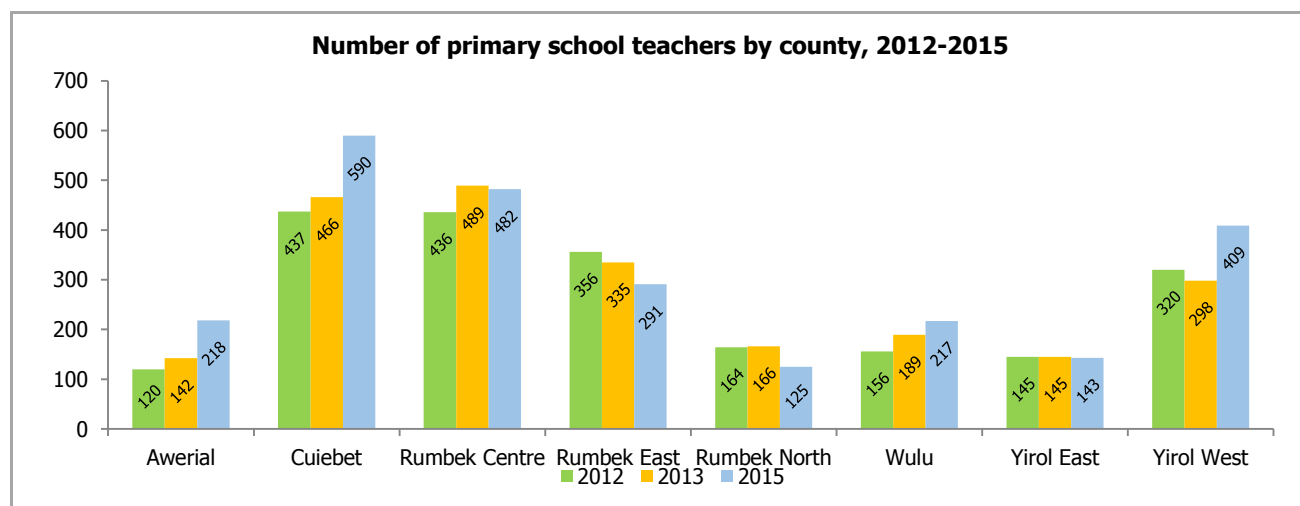
County	Year	Total	Male	Female	Male %	Female %
Awerial	2015	10,407	7,475	2,932	71.8%	28.2%
	2013	8,139	6,173	1,966	75.8%	24.2%
	2012	7,528	5,926	1,602	78.7%	21.3%
Cuiebet	2015	31,752	21,037	10,715	66.3%	33.7%
	2013	19,217	13,145	6,072	68.4%	31.6%
	2012	20,926	14,310	6,616	68.4%	31.6%
Rumbek Centre	2015	25,518	15,699	9,819	61.5%	38.5%
	2013	21,292	13,717	7,575	64.4%	35.6%
	2012	20,406	13,429	6,977	65.8%	34.2%
Rumbek East	2015	15,970	10,175	5,795	63.7%	36.3%
	2013	14,881	9,223	5,658	62.0%	38.0%
	2012	16,405	10,075	6,330	61.4%	38.6%
Rumbek North	2015	7,869	5,328	2,541	67.7%	32.3%
	2013	8,827	5,847	2,980	66.2%	33.8%
	2012	9,735	7,088	2,647	72.8%	27.2%
Wulu	2015	8,368	4,963	3,405	59.3%	40.7%
	2013	5,460	3,362	2,098	61.6%	38.4%
	2012	7,834	4,807	3,027	61.4%	38.6%
Yirol East	2015	6,742	4,965	1,777	73.6%	26.4%
	2013	7,775	5,639	2,136	72.5%	27.5%
	2012	5,952	4,296	1,656	72.2%	27.8%
Yirol West	2015	22,323	15,953	6,370	71.5%	28.5%
	2013	12,673	8,996	3,677	71.0%	29.0%
	2012	14,851	10,758	4,093	72.4%	27.6%
<b>Total</b>	<b>2015</b>	<b>128,949</b>	<b>85,595</b>	<b>43,354</b>	<b>66.4%</b>	<b>33.6%</b>
	<b>2013</b>	<b>98,264</b>	<b>66,102</b>	<b>32,162</b>	<b>67.3%</b>	<b>32.7%</b>
	<b>2012</b>	<b>103,637</b>	<b>70,689</b>	<b>32,948</b>	<b>68.2%</b>	<b>31.8%</b>



### 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
Awerial	2015	218	199	19	91.3%	8.7%	47.7
	2013	142	133	9	93.7%	6.3%	57.3
	2012	120	115	5	95.8%	4.2%	62.7
Cuiebet	2015	590	534	56	90.5%	9.5%	53.8
	2013	466	435	31	93.3%	6.7%	41.2
	2012	437	402	35	92.0%	8.0%	47.9
Rumbek Centre	2015	482	441	41	91.5%	8.5%	52.9
	2013	489	453	36	92.6%	7.4%	43.5
	2012	436	396	40	90.8%	9.2%	46.8
Rumbek East	2015	291	264	27	90.7%	9.3%	54.9
	2013	335	317	18	94.6%	5.4%	44.4
	2012	356	341	15	95.8%	4.2%	46.1
Rumbek North	2015	125	113	12	90.4%	9.6%	63.0
	2013	166	147	19	88.6%	11.4%	53.2
	2012	164	155	9	94.5%	5.5%	59.4
Wulu	2015	217	207	10	95.4%	4.6%	38.6
	2013	189	183	6	96.8%	3.2%	28.9
	2012	156	149	7	95.5%	4.5%	50.2
Yirol East	2015	143	131	12	91.6%	8.4%	47.1
	2013	145	135	10	93.1%	6.9%	53.6
	2012	145	132	13	91.0%	9.0%	41.0
Yirol West	2015	409	392	17	95.8%	4.2%	54.6
	2013	298	290	8	97.3%	2.7%	42.5
	2012	320	305	15	95.3%	4.7%	46.4
<b>Total</b>	<b>2015</b>	<b>2,475</b>	<b>2,281</b>	<b>194</b>	<b>92.2%</b>	<b>7.8%</b>	<b>52.1</b>
	<b>2013</b>	<b>2,230</b>	<b>2,093</b>	<b>137</b>	<b>93.9%</b>	<b>6.1%</b>	<b>57.8</b>
	<b>2012</b>	<b>2,134</b>	<b>1,995</b>	<b>139</b>	<b>93.5%</b>	<b>6.5%</b>	<b>60.4</b>

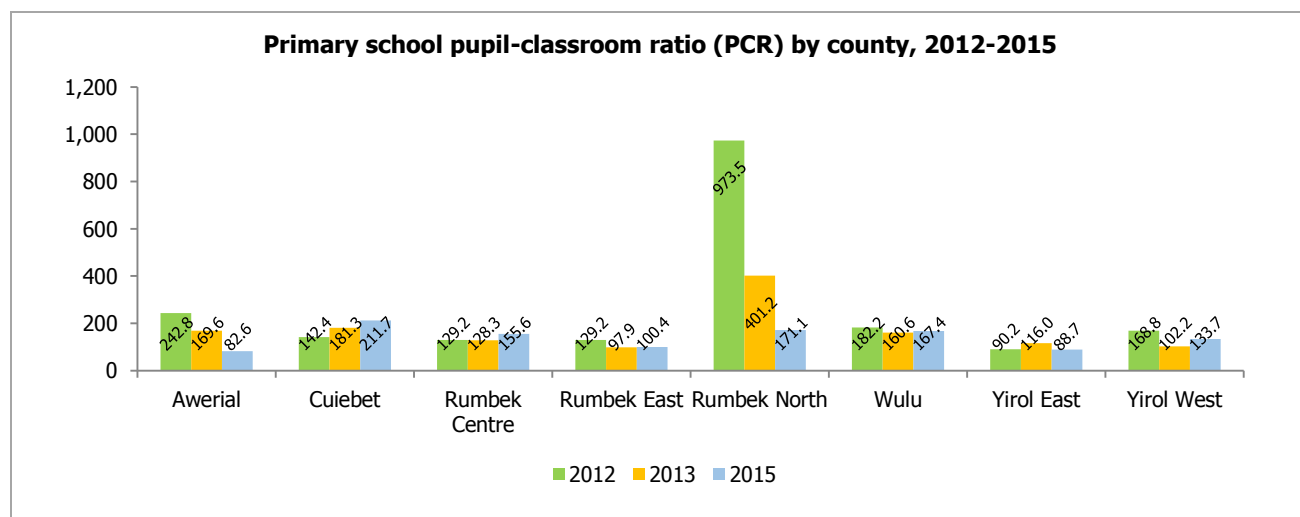
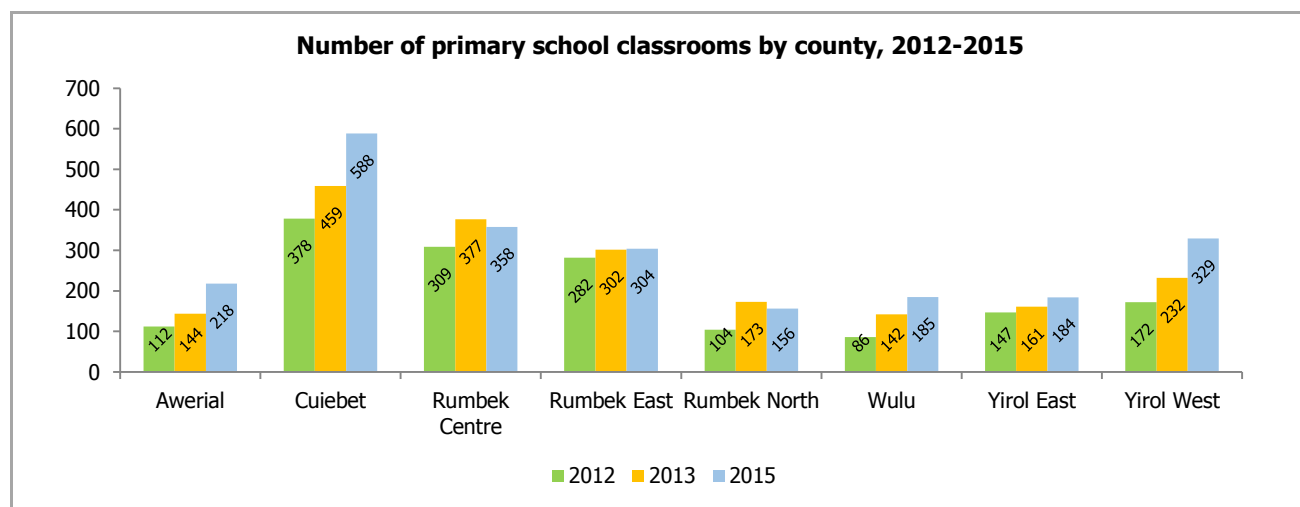


#### 4.2.4. Classrooms

**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
Awerial	2015	218	44	82	41	51	82.6
	2013	144	45	3	86	10	169.6
	2012	112	31	0	81	0	242.8
Cuiebet	2015	588	61	89	348	90	211.7
	2013	459	59	47	253	100	181.3
	2012	378	67	80	186	45	142.4
Rumbek Centre	2015	358	137	27	176	18	155.6
	2013	377	140	26	195	16	128.3
	2012	309	114	44	140	11	129.2
Rumbek East	2015	304	78	81	133	12	100.4
	2013	302	90	62	130	20	97.9
	2012	282	81	46	132	23	129.2
Rumbek North	2015	156	14	32	94	16	171.1
	2013	173	20	2	149	2	401.2
	2012	104	10	0	87	7	973.5
Wulu	2015	185	29	21	95	40	167.4
	2013	142	12	22	101	7	160.6
	2012	86	31	12	19	24	182.2
Yirol East	2015	184	70	6	94	14	88.7
	2013	161	57	10	91	3	116.0
	2012	147	53	13	75	6	90.2
Yirol West	2015	329	125	42	141	21	133.7
	2013	232	108	16	80	28	102.2
	2012	172	65	23	69	15	168.8
<b>Total</b>	<b>2015</b>	<b>2,322</b>	<b>558</b>	<b>380</b>	<b>1,122</b>	<b>262</b>	<b>137.5</b>
	<b>2013</b>	<b>1,990</b>	<b>531</b>	<b>188</b>	<b>1,085</b>	<b>186</b>	<b>136.7</b>
	<b>2012</b>	<b>1,590</b>	<b>452</b>	<b>218</b>	<b>789</b>	<b>131</b>	<b>154.7</b>

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



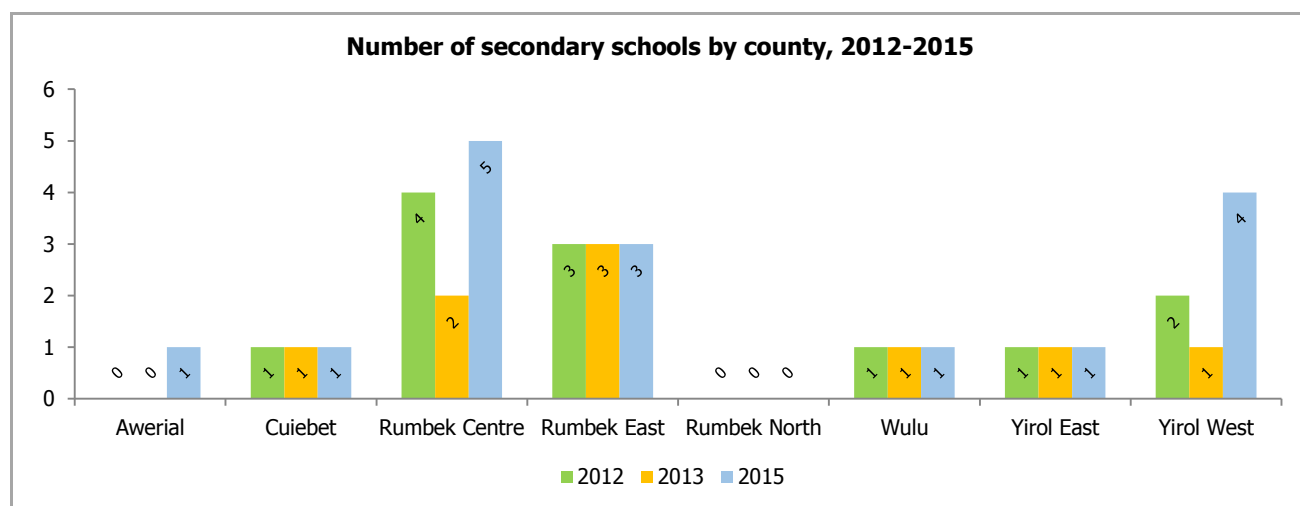
### 4.3. Secondary Schools

#### 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 %
Awerial	2015	1	1	0	100.0%	0.0%
Cuiebet	2015	1	0	1	0.0%	100.0%
	2013	1	1	0	100.0%	0.0%
	2012	1	1	0	100.0%	0.0%
Rumbek Centre	2015	5	1	4	20.0%	80.0%
	2013	2	1	1	50.0%	50.0%
	2012	4	3	1	75.0%	25.0%
Rumbek East	2015	3	1	2	33.3%	66.7%
	2013	3	2	1	66.7%	33.3%
	2012	3	2	1	66.7%	33.3%
Wulu	2015	1	1	0	100.0%	0.0%
	2013	1	1	0	100.0%	0.0%
	2012	1	1	0	100.0%	0.0%
Yirol East	2015	1	1	0	100.0%	0.0%
	2013	1	0	1	0.0%	100.0%
	2012	1	1	0	100.0%	0.0%
Yirol West	2015	4	1	3	25.0%	75.0%
	2013	1	0	1	0.0%	100.0%
	2012	2	1	1	50.0%	50.0%
<b>Total</b>	<b>2015</b>	<b>16</b>	<b>6</b>	<b>10</b>	<b>37.5%</b>	<b>62.5%</b>
	<b>2013</b>	<b>9</b>	<b>5</b>	<b>4</b>	<b>55.6%</b>	<b>44.4%</b>
	<b>2012</b>	<b>12</b>	<b>9</b>	<b>3</b>	<b>75.0%</b>	<b>25.0%</b>

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



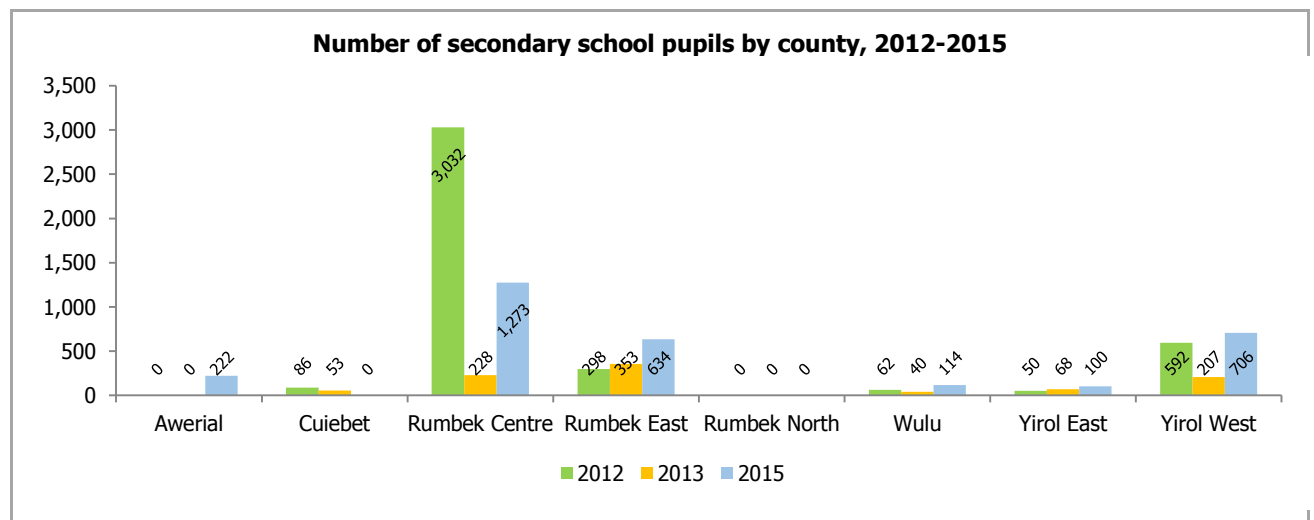
#### 4.3.2. Pupils

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

County	Year	Total	Male	Female	Male %	Female %
Awerial	2015	222	167	55	75.2%	24.8%
Cuiebet	2015	0	0	0		
	2013	53	49	4	92.5%	7.5%
	2012	86	82	4	95.3%	4.7%
Rumbek Centre	2015	1,273	675	598	53.0%	47.0%
	2013	228	48	180	21.1%	78.9%
	2012	3,032	2,523	509	83.2%	16.8%
Rumbek East	2015	634	431	203	68.0%	32.0%
	2013	353	250	103	70.8%	29.2%
	2012	298	218	80	73.2%	26.8%
Wulu	2015	114	98	16	86.0%	14.0%
	2013	40	37	3	92.5%	7.5%
	2012	62	59	3	95.2%	4.8%
Yirol East	2015	100	84	16	84.0%	16.0%
	2013	68	64	4	94.1%	5.9%
	2012	50	45	5	90.0%	10.0%
Yirol West	2015	706	583	123	82.6%	17.4%
	2013	207	180	27	87.0%	13.0%
	2012	592	530	62	89.5%	10.5%
<b>Total</b>	<b>2015</b>	<b>3,049</b>	<b>2,038</b>	<b>1,011</b>	<b>66.8%</b>	<b>33.2%</b>
	<b>2013</b>	<b>949</b>	<b>628</b>	<b>321</b>	<b>66.2%</b>	<b>33.8%</b>
	<b>2012</b>	<b>4,120</b>	<b>3,457</b>	<b>663</b>	<b>83.9%</b>	<b>16.1%</b>

\* "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.

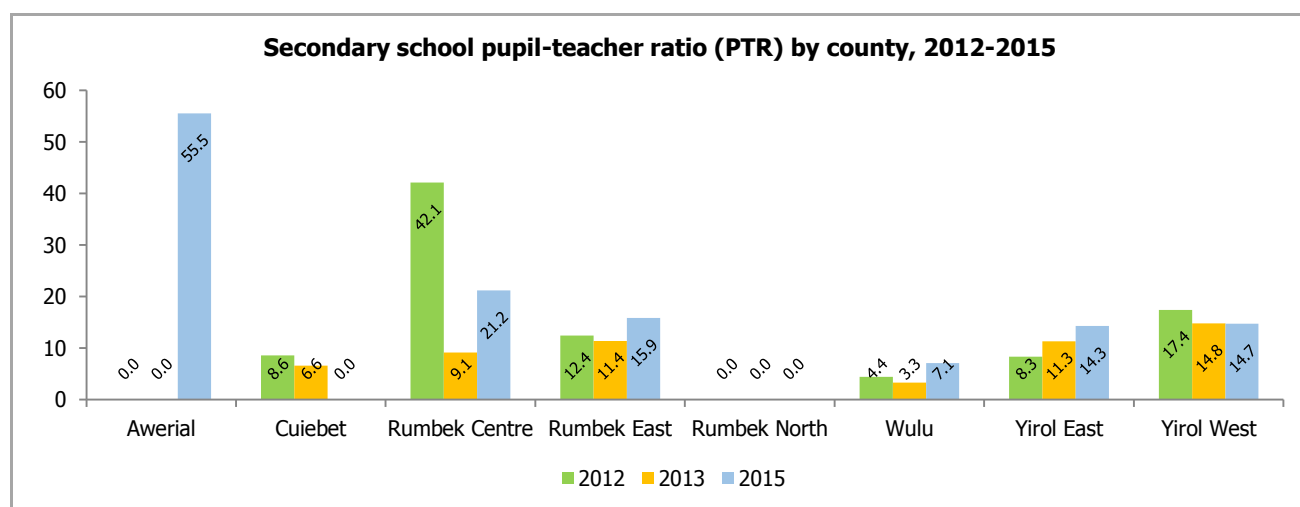
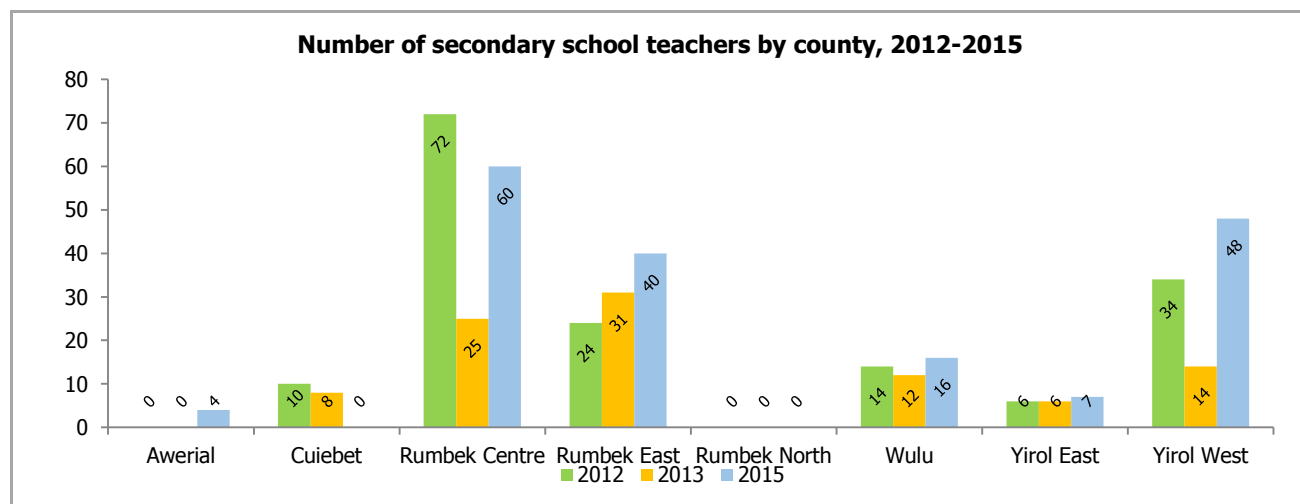
\*\* In Cuiebet, the only secondary school that returned its questionnaire didn't report any enrolment.



### 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
Aerial	2015	4	4	0	100.0%	0.0%	55.5
Cuiebet	2015	0	0	0			0.0
	2013	8	8	0	100.0%	0.0%	6.6
	2012	10	10	0	100.0%	0.0%	8.6
Rumbek Centre	2015	60	53	7	88.3%	11.7%	21.2
	2013	25	19	6	76.0%	24.0%	9.1
	2012	72	61	11	84.7%	15.3%	42.1
Rumbek East	2015	40	39	1	97.5%	2.5%	15.9
	2013	31	29	2	93.5%	6.5%	11.4
	2012	24	23	1	95.8%	4.2%	12.4
Wulu	2015	16	13	3	81.3%	18.8%	7.1
	2013	12	11	1	91.7%	8.3%	3.3
	2012	14	12	2	85.7%	14.3%	4.4
Yirol East	2015	7	7	0	100.0%	0.0%	14.3
	2013	6	6	0	100.0%	0.0%	11.3
	2012	6	6	0	100.0%	0.0%	8.3
Yirol West	2015	48	48	0	100.0%	0.0%	14.7
	2013	14	13	1	92.9%	7.1%	14.8
	2012	34	31	3	91.2%	8.8%	17.4
<b>Total</b>	<b>2015</b>	<b>175</b>	<b>164</b>	<b>11</b>	<b>93.7%</b>	<b>6.3%</b>	<b>17.4</b>
	<b>2013</b>	<b>96</b>	<b>86</b>	<b>10</b>	<b>89.6%</b>	<b>10.4%</b>	<b>31.8</b>
	<b>2012</b>	<b>160</b>	<b>143</b>	<b>17</b>	<b>89.4%</b>	<b>10.6%</b>	<b>19.1</b>

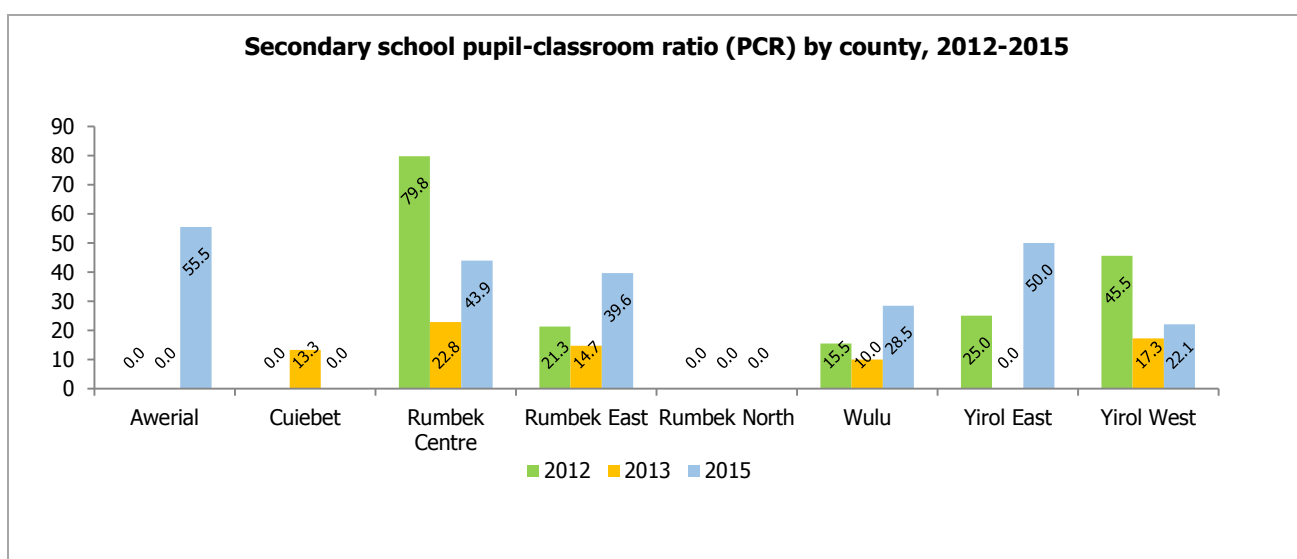
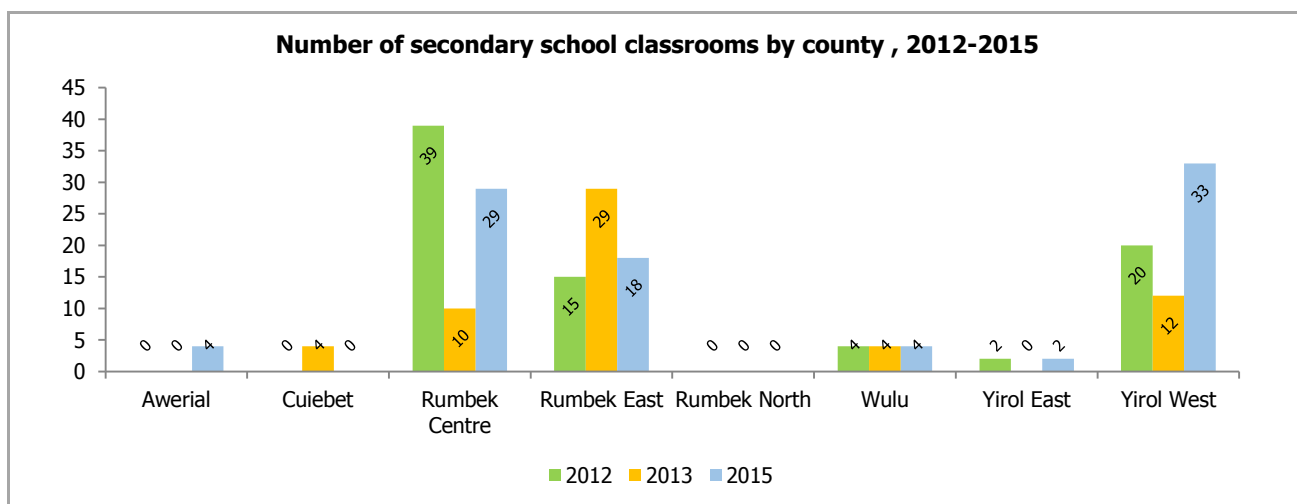


#### 4.3.4. Classrooms

**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
Awerial	2015	4	0	4	0	0	55.5
Cuiebet	2015	0	0	0	0	0	0.0
	2013	4	4	0	0	0	13.3
	2012	0	0	0	0	0	0.0
Rumbek Centre	2015	29	26	3	0	0	43.9
	2013	10	10	0	0	0	22.8
	2012	39	33	5	0	1	79.8
Rumbek East	2015	18	16	0	0	2	39.6
	2013	29	23	1	0	5	14.7
	2012	15	10	4	0	1	21.3
Wulu	2015	4	4	0	0	0	28.5
	2013	4	4	0	0	0	10.0
	2012	4	4	0	0	0	15.5
Yirol East	2015	2	2	0	0	0	50.0
	2013	0	0	0	0	0	0.0
	2012	2	2	0	0	0	25.0
Yirol West	2015	33	19	13	0	1	22.1
	2013	12	7	5	0	0	17.3
	2012	20	13	0	0	7	45.5
<b>Total</b>	<b>2015</b>	<b>90</b>	<b>67</b>	<b>20</b>	<b>0</b>	<b>3</b>	<b>35.0</b>
	<b>2013</b>	<b>59</b>	<b>48</b>	<b>6</b>	<b>0</b>	<b>5</b>	<b>17.6</b>
	<b>2012</b>	<b>80</b>	<b>62</b>	<b>9</b>	<b>0</b>	<b>9</b>	<b>58.0</b>

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





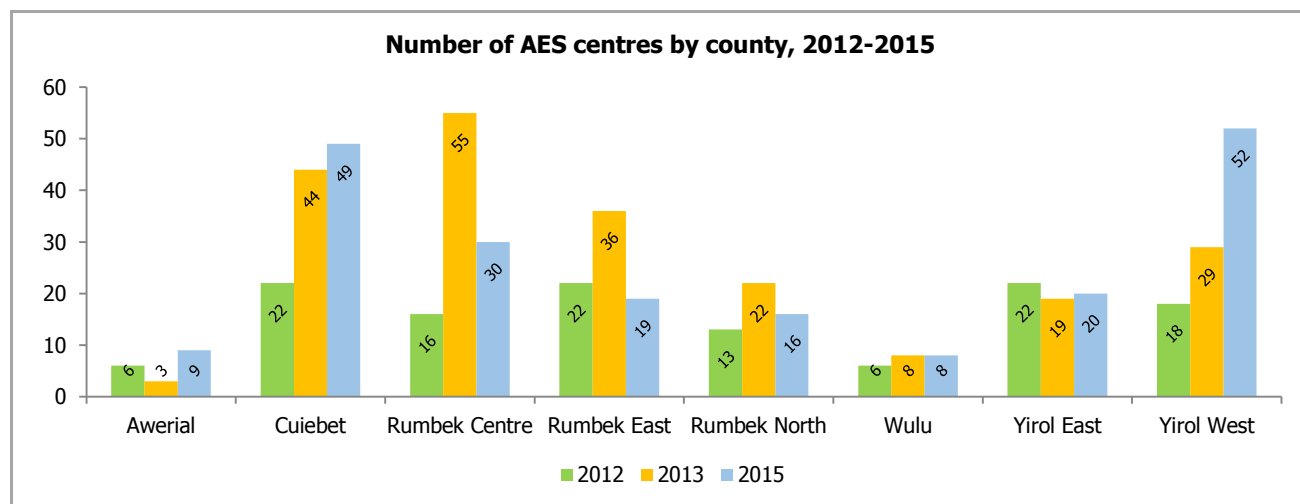
#### 4.4. Alternative Education Systems (AES)

##### 4.4.1. Centres

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

County	Year	Total	Gov	Non gov	Gov %	Non gov %
Awerial	2015	9	5	4	55.6%	44.4%
	2013	3	0	0	0.0%	0.0%
	2012	6	0	0	0.0%	0.0%
Cuiebet	2015	49	39	10	79.6%	20.4%
	2013	44	0	0	0.0%	0.0%
	2012	22	0	0	0.0%	0.0%
Rumbek Centre	2015	30	8	22	26.7%	73.3%
	2013	55	0	0	0.0%	0.0%
	2012	16	0	0	0.0%	0.0%
Rumbek East	2015	19	4	15	21.1%	78.9%
	2013	36	0	0	0.0%	0.0%
	2012	22	0	0	0.0%	0.0%
Rumbek North	2015	16	13	3	81.3%	18.8%
	2013	22	0	0	0.0%	0.0%
	2012	13	0	0	0.0%	0.0%
Wulu	2015	8	6	2	75.0%	25.0%
	2013	8	0	0	0.0%	0.0%
	2012	6	0	0	0.0%	0.0%
Yirol East	2015	20	18	2	90.0%	10.0%
	2013	19	0	0	0.0%	0.0%
	2012	22	0	0	0.0%	0.0%
Yirol West	2015	52	21	31	40.4%	59.6%
	2013	29	0	0	0.0%	0.0%
	2012	18	0	0	0.0%	0.0%
<b>Total</b>	<b>2015</b>	<b>203</b>	<b>114</b>	<b>89</b>	<b>56.2%</b>	<b>43.8%</b>
	<b>2013</b>	<b>216</b>	<b>0</b>	<b>0</b>	<b>0.0%</b>	<b>0.0%</b>
	<b>2012</b>	<b>125</b>	<b>0</b>	<b>0</b>	<b>0.0%</b>	<b>0.0%</b>

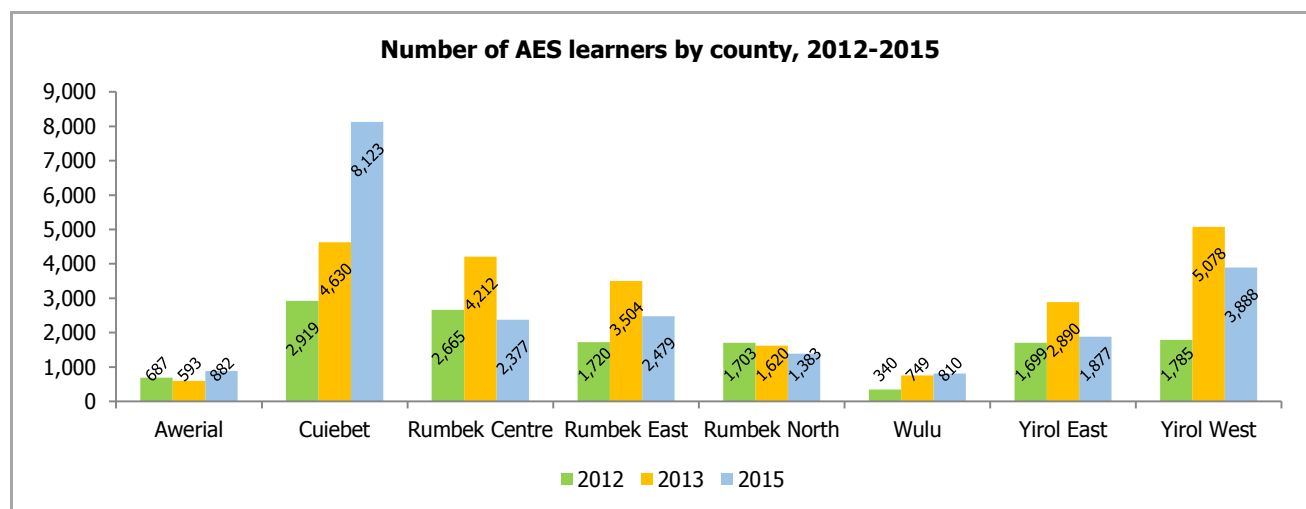
\* No data is available for ownership of AES schools before 2015



#### 4.4.2. Learners

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

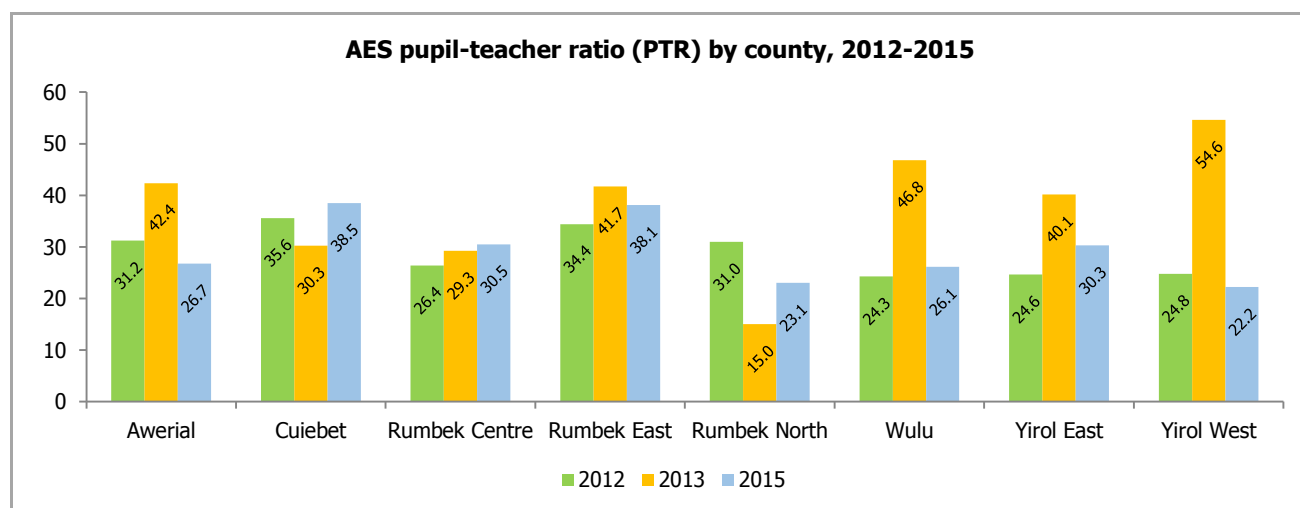
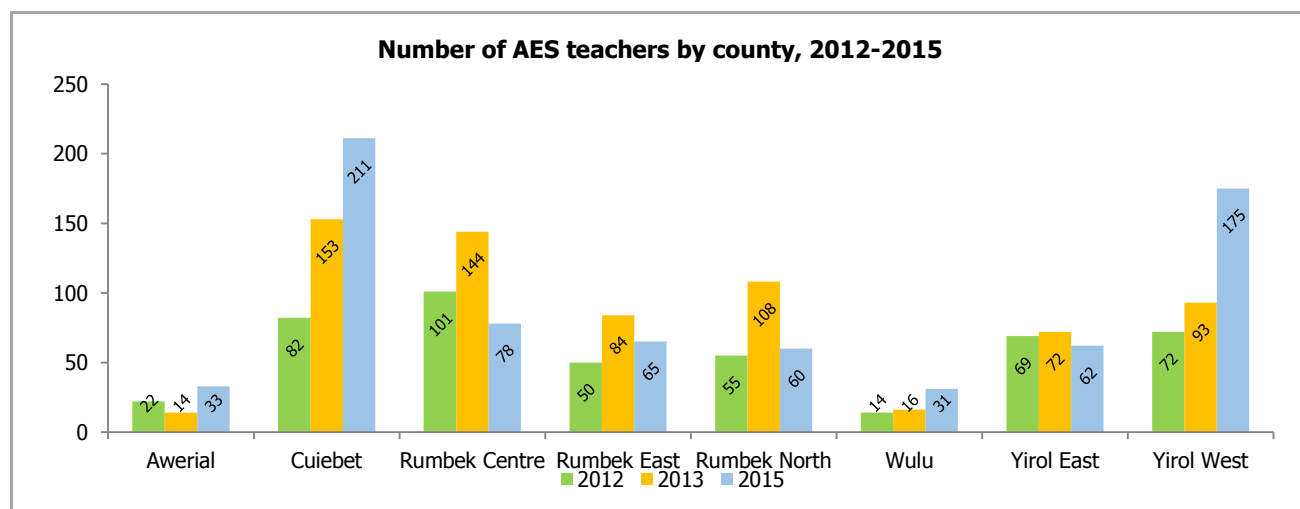
County	Year	Total	Male	Female	Male %	Female %
Awerial	2015	882	637	245	72.2%	27.8%
	2013	593	414	179	69.8%	30.2%
	2012	687	456	231	66.4%	33.6%
Cuiebet	2015	8,123	5,087	3,036	62.6%	37.4%
	2013	4,630	2,792	1,838	60.3%	39.7%
	2012	2,919	1,712	1,207	58.7%	41.3%
Rumbek Centre	2015	2,377	1,416	961	59.6%	40.4%
	2013	4,212	2,230	1,982	52.9%	47.1%
	2012	2,665	1,649	1,016	61.9%	38.1%
Rumbek East	2015	2,479	1,523	956	61.4%	38.6%
	2013	3,504	2,181	1,323	62.2%	37.8%
	2012	1,720	1,039	681	60.4%	39.6%
Rumbek North	2015	1,383	984	399	71.1%	28.9%
	2013	1,620	1,016	604	62.7%	37.3%
	2012	1,703	1,104	599	64.8%	35.2%
Wulu	2015	810	397	413	49.0%	51.0%
	2013	749	513	236	68.5%	31.5%
	2012	340	213	127	62.6%	37.4%
Yirol East	2015	1,877	1,350	527	71.9%	28.1%
	2013	2,890	1,940	950	67.1%	32.9%
	2012	1,699	1,067	632	62.8%	37.2%
Yirol West	2015	3,888	2,640	1,248	67.9%	32.1%
	2013	5,078	2,657	2,421	52.3%	47.7%
	2012	1,785	1,129	656	63.2%	36.8%
<b>Total</b>	<b>2015</b>	<b>21,819</b>	<b>14,034</b>	<b>7,785</b>	<b>64.3%</b>	<b>35.7%</b>
	<b>2013</b>	<b>23,276</b>	<b>13,743</b>	<b>9,533</b>	<b>59.0%</b>	<b>41.0%</b>
	<b>2012</b>	<b>13,518</b>	<b>8,369</b>	<b>5,149</b>	<b>61.9%</b>	<b>38.1%</b>



#### 4.4.3. Teachers

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

County	Year	Total	Male	Female	Male %	Female %	PTR
Awerial	2015	33	31	2	93.9%	6.1%	26.7
	2013	14	13	1	92.9%	7.1%	42.4
	2012	22	18	4	81.8%	18.2%	31.2
Cuiebet	2015	211	197	14	93.4%	6.6%	38.5
	2013	153	140	13	91.5%	8.5%	30.3
	2012	82	73	9	89.0%	11.0%	35.6
Rumbek Centre	2015	78	61	17	78.2%	21.8%	30.5
	2013	144	107	37	74.3%	25.7%	29.3
	2012	101	94	7	93.1%	6.9%	26.4
Rumbek East	2015	65	63	2	96.9%	3.1%	38.1
	2013	84	72	12	85.7%	14.3%	41.7
	2012	50	40	10	80.0%	20.0%	34.4
Rumbek North	2015	60	57	3	95.0%	5.0%	23.1
	2013	108	91	17	84.3%	15.7%	15.0
	2012	55	50	5	90.9%	9.1%	31.0
Wulu	2015	31	28	3	90.3%	9.7%	26.1
	2013	16	16	0	100.0%	0.0%	46.8
	2012	14	14	0	100.0%	0.0%	24.3
Yirol East	2015	62	55	7	88.7%	11.3%	30.3
	2013	72	67	5	93.1%	6.9%	40.1
	2012	69	67	2	97.1%	2.9%	24.6
Yirol West	2015	175	146	29	83.4%	16.6%	22.2
	2013	93	90	3	96.8%	3.2%	54.6
	2012	72	66	6	91.7%	8.3%	24.8
<b>Total</b>	<b>2015</b>	<b>715</b>	<b>638</b>	<b>77</b>	<b>89.2%</b>	<b>10.8%</b>	<b>30.5</b>
	<b>2013</b>	<b>684</b>	<b>596</b>	<b>88</b>	<b>87.1%</b>	<b>12.9%</b>	<b>31.9</b>
	<b>2012</b>	<b>465</b>	<b>422</b>	<b>43</b>	<b>90.8%</b>	<b>9.2%</b>	<b>46.9</b>

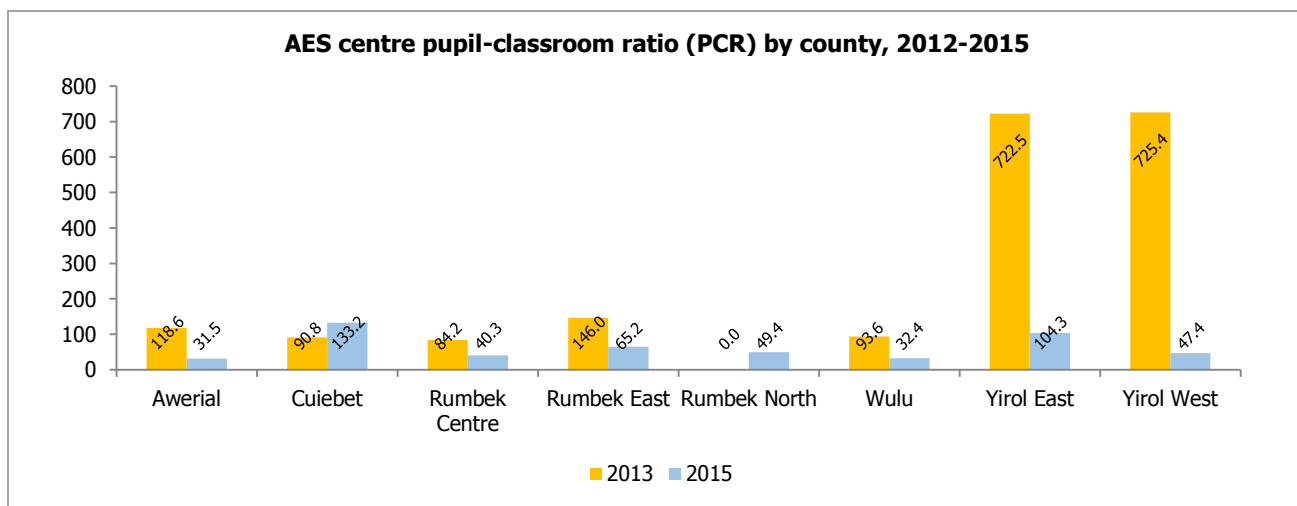
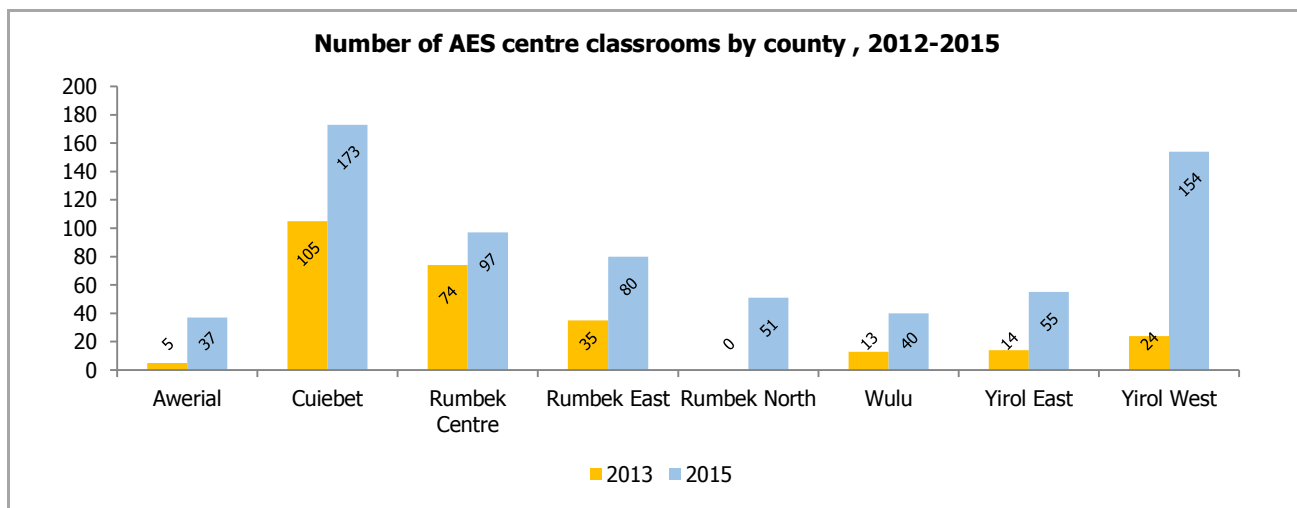


#### 4.4.4. Classrooms

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

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Awerial	2015	37	16	12	9	0	31.5
	2013	5	2	3	0	0	118.6
Cuiebet	2015	173	30	31	84	28	133.2
	2013	105	27	24	43	11	90.8
Rumbek Centre	2015	97	37	22	29	9	40.3
	2013	74	48	2	21	3	84.2
Rumbek East	2015	80	14	24	39	3	65.2
	2013	35	18	6	9	2	146.0
Rumbek North	2015	51	4	24	23	0	49.4
	2013	0	0	0	0	0	0.0
Wulu	2015	40	15	10	7	8	32.4
	2013	13	5	3	5	0	93.6
Yirol East	2015	55	14	4	35	2	104.3
	2013	14	4	0	10	0	722.5
Yirol West	2015	154	35	47	55	17	47.4
	2013	24	5	2	14	3	725.4
<b>Total</b>	<b>2015</b>	<b>687</b>	<b>165</b>	<b>174</b>	<b>281</b>	<b>67</b>	<b>64.4</b>
	<b>2013</b>	<b>270</b>	<b>109</b>	<b>40</b>	<b>102</b>	<b>19</b>	<b>156.2</b>

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



\* No data on classrooms is available for AES schools in 2012

#### 4.5. Technical and Vocational Education and Training (TVET)

##### 4.5.1. Centres

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

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Rumbek Centre	2015	1	0	1	0.0%	100.0%
Yirol West	2015	1	1	0	100.0%	0.0%
<b>Total</b>	<b>2015</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>50.0%</b>	<b>50.0%</b>

##### 4.5.2. Trainees

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

County	Year	Total	Male	Female	Male %	Female %
Rumbek Centre	2015	136	117	19	86.0%	14.0%
Yirol West	2015	100	0	100	0.0%	100.0%
<b>Total</b>	<b>2015</b>	<b>236</b>	<b>117</b>	<b>119</b>	<b>49.6%</b>	<b>50.4%</b>

##### 4.5.3. Trainers

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

County	Year	Total	Male	Female	Male %	Female %	PTR
Rumbek Centre	2015	8	7	1	87.5%	12.5%	17.0
Yirol West	2015	13	12	1	92.3%	7.7%	7.7
<b>Total</b>	<b>2015</b>	<b>21</b>	<b>19</b>	<b>2</b>	<b>90.5%</b>	<b>9.5%</b>	<b>11.2</b>

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

##### 4.5.4. Classrooms

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

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Rumbek Centre	2015	3	3	0	0	0	45.3
Yirol West	2015	5	5	0	0	0	20.0
<b>Total</b>	<b>2015</b>	<b>8</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>29.5</b>

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

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

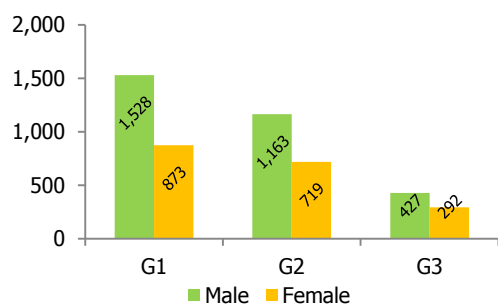
### 5.1. Access

#### 5.1.1. Enrolment

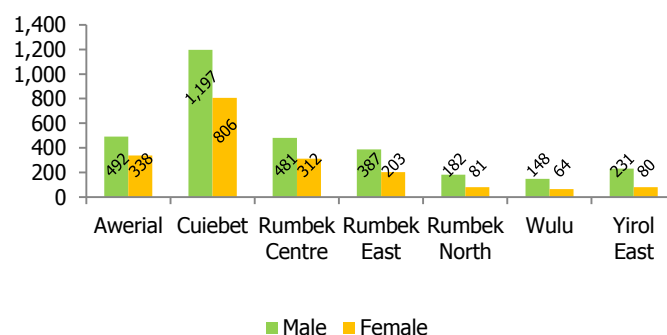
**Number of ECDE school pupils by county and grade, 2015**

County	Total	Baby/Infant	Middle/Nursery	Top/Graduate
Awerial	830	501	329	0
Cuiebet	2,003	827	770	406
Rumbek Centre	793	468	203	122
Rumbek East	590	251	245	94
Rumbek North	263	110	96	57
Wulu	212	58	114	40
Yirol East	311	186	186	0
<b>Total</b>	<b>5,002</b>	<b>2,401</b>	<b>1,943</b>	<b>719</b>

**Number of ECDE school pupils by grade and gender, 2015**



**Number of ECDE pupils by county and gender, 2015**



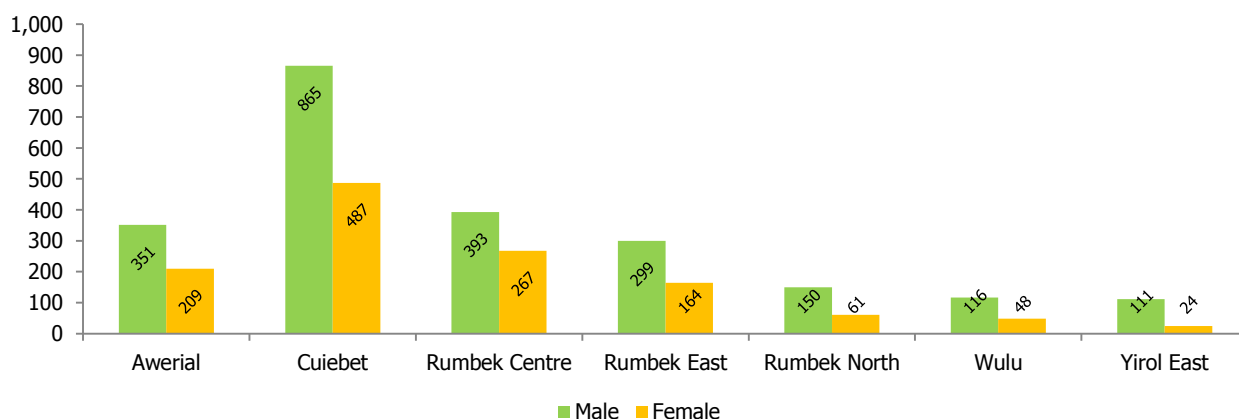
#### 5.1.2. Overage Pupils

**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
Awerial	270	560	67.5%	141	351	71.3%	129	209	61.8%
Cuiebet	651	1,352	67.5%	332	865	72.3%	319	487	60.4%
Rumbek Centre	133	660	83.2%	88	393	81.7%	45	267	85.6%
Rumbek East	127	463	78.5%	88	299	77.3%	39	164	80.8%
Rumbek North	52	211	80.2%	32	150	82.4%	20	61	75.3%
Wulu	48	164	77.4%	32	116	78.4%	16	48	75.0%
Yirol East	176	135	43.4%	120	111	48.1%	56	24	30.0%
<b>Total</b>	<b>1,457</b>	<b>3,545</b>	<b>70.9%</b>	<b>833</b>	<b>2,285</b>	<b>73.3%</b>	<b>624</b>	<b>1,260</b>	<b>66.9%</b>

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

**Number of ECDE school overage pupils by county and gender, 2015**



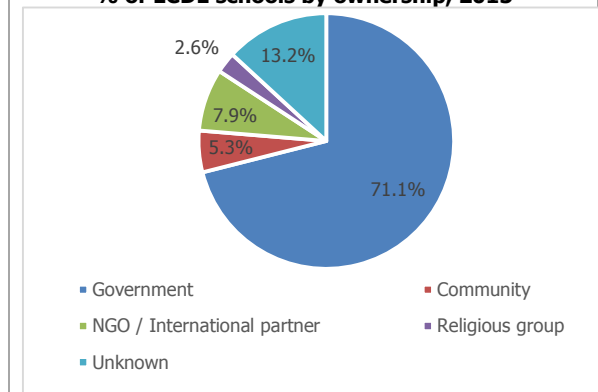
## 5.2. Resources

### 5.2.1. Schools

**Number of ECDE schools by ownership, 2015**

Ownership type	Schools
Government	27
Community	2
NGO / International partner	3
Religious group	1
Unknown	5
<b>Total</b>	<b>38</b>

**% of ECDE schools by ownership, 2015**

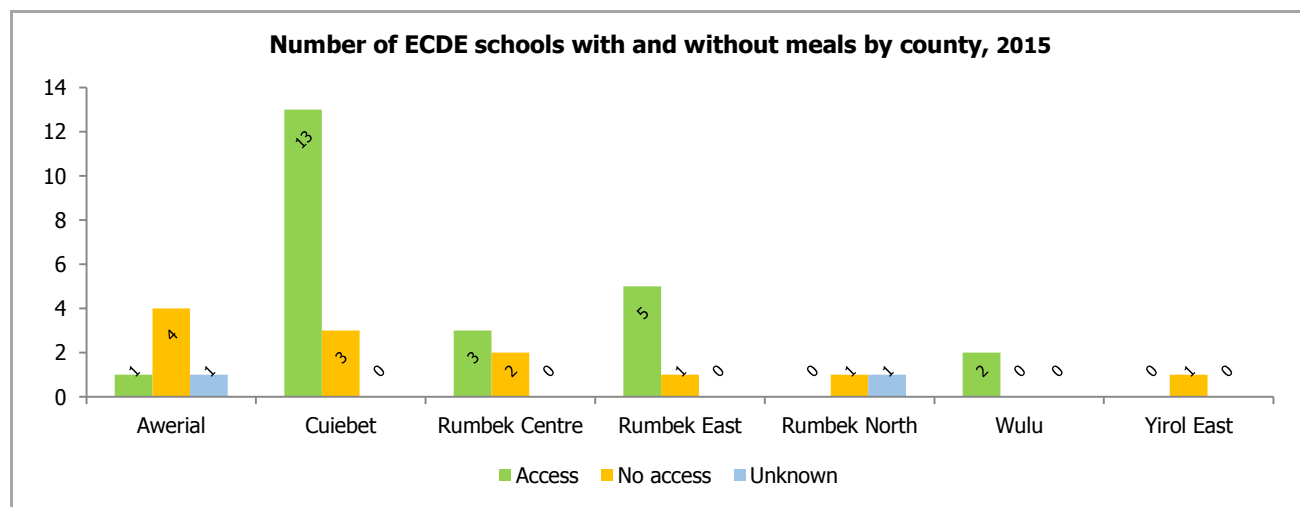


**Number and % of ECDE schools with and without meals by county, 2015**

County	Schools	Schools w/ meals		Schools w/o meals		Unknown	
		Count	% total	Count	% total	Count	% total
Awerial	6	1	16.7%	4	66.7%	1	16.7%
Cuiebet	16	13	81.3%	3	18.8%	0	0.0%
Rumbek Centre	5	3	60.0%	2	40.0%	0	0.0%
Rumbek East	6	5	83.3%	1	16.7%	0	0.0%
Rumbek North	2	0	0.0%	1	50.0%	1	50.0%
Wulu	2	2	100.0%	0	0.0%	0	0.0%
Yirol East	1	0	0.0%	1	100.0%	0	0.0%
<b>Total</b>	<b>38</b>	<b>24</b>	<b>63.2%</b>	<b>12</b>	<b>31.6%</b>	<b>2</b>	<b>5.3%</b>

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

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

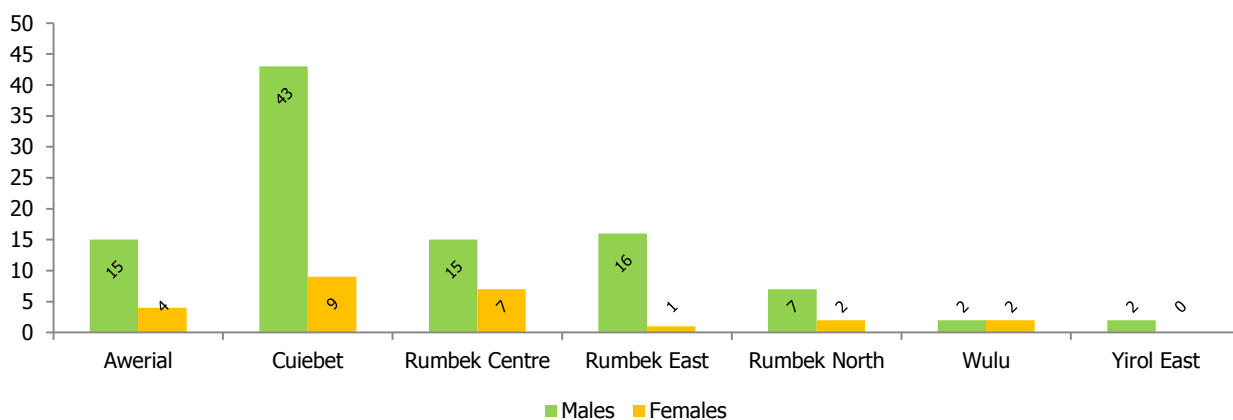


### 5.2.2. Teachers

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

County	Total	Male		Female	
		Count	% total	Count	% total
Awerial	19	15	78.9%	4	21.1%
Cuiebet	52	43	82.7%	9	17.3%
Rumbek Centre	22	15	68.2%	7	31.8%
Rumbek East	17	16	94.1%	1	5.9%
Rumbek North	9	7	77.8%	2	22.2%
Wulu	4	2	50.0%	2	50.0%
Yirol East	2	2	100.0%	0	0.0%
<b>Total</b>	<b>125</b>	<b>100</b>	<b>80.0%</b>	<b>25</b>	<b>20.0%</b>

**Number of ECDE school teachers by county and gender, 2015**

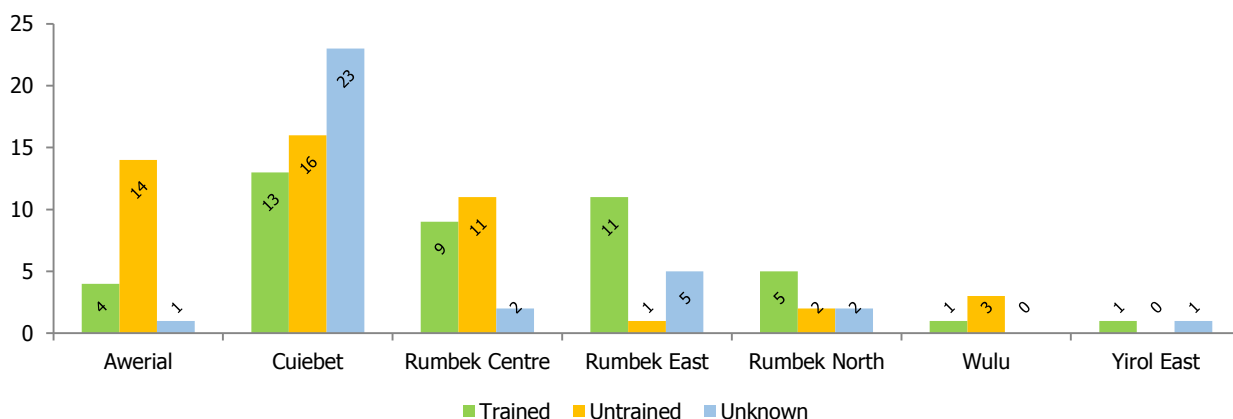


**Number and % of ECDE teachers by professional qualification and county, 2015**

County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Awerial	19	4	21.1%	14	73.7%	1	5.3%
Cuiebet	52	13	25.0%	16	30.8%	23	44.2%
Rumbek Centre	22	9	40.9%	11	50.0%	2	9.1%
Rumbek East	17	11	64.7%	1	5.9%	5	29.4%
Rumbek North	9	5	55.6%	2	22.2%	2	22.2%
Wulu	4	1	25.0%	3	75.0%	0	0.0%
Yirol East	2	1	50.0%	0	0.0%	1	50.0%
<b>Total</b>	<b>125</b>	<b>44</b>	<b>35.2%</b>	<b>47</b>	<b>37.6%</b>	<b>34</b>	<b>27.2%</b>

\* "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**

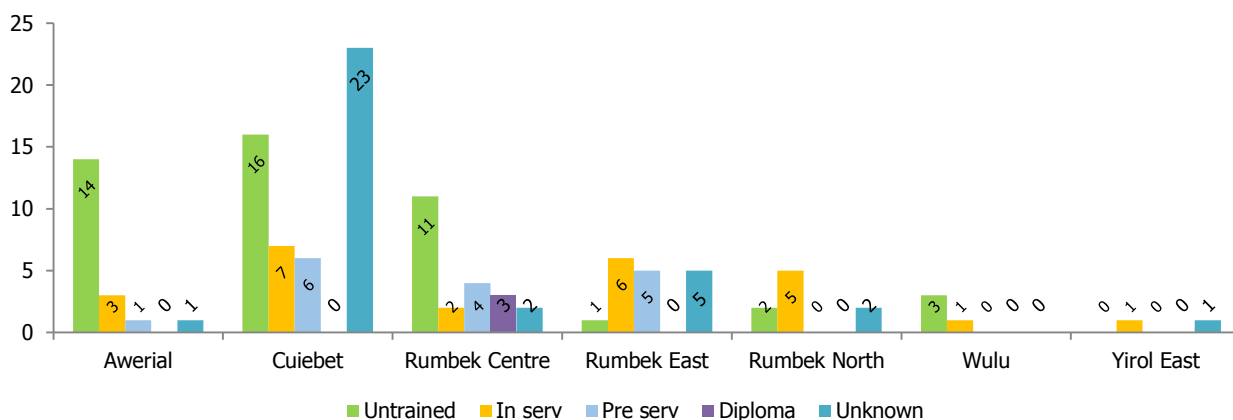


**Number and % of ECDE school teachers by professional qualification type and county, 2015**

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Awerial	19	14	73.7%	3	15.8%	1	5.3%	0	0.0%	1	5.3%
Cuiebet	52	16	30.8%	7	13.5%	6	11.5%	0	0.0%	23	44.2%
Rumbek Centre	22	11	50.0%	2	9.1%	4	18.2%	3	13.6%	2	9.1%
Rumbek East	17	1	5.9%	6	35.3%	5	29.4%	0	0.0%	5	29.4%
Rumbek North	9	2	22.2%	5	55.6%	0	0.0%	0	0.0%	2	22.2%
Wulu	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%
Yirol East	2	0	0.0%	1	50.0%	0	0.0%	0	0.0%	1	50.0%
<b>Total</b>	<b>125</b>	<b>47</b>	<b>53%</b>	<b>25</b>	<b>28%</b>	<b>16</b>	<b>18%</b>	<b>3</b>	<b>2.4%</b>	<b>34</b>	<b>27.2%</b>



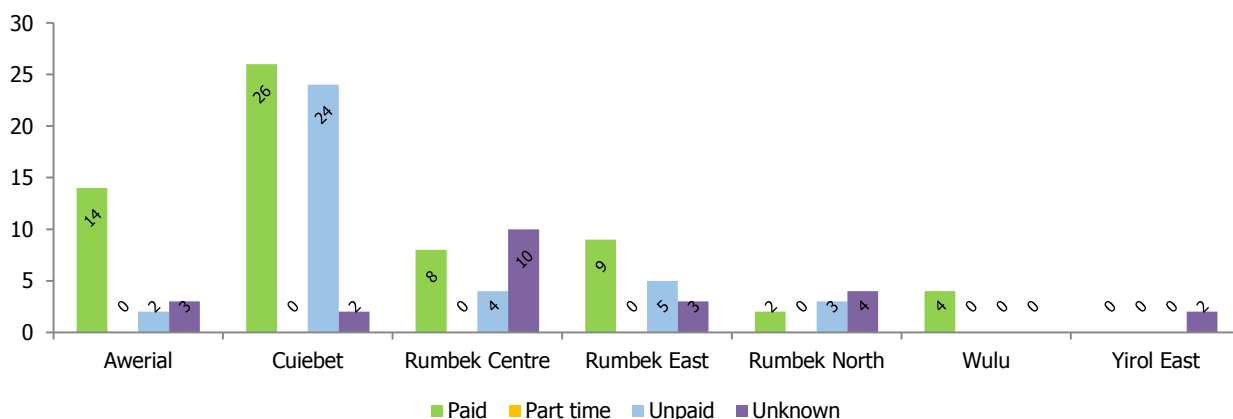
**Number of ECDE school teachers by professional qualification type and county, 2015**



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

County	Total	Paid		Part time		Unpaid		Unknown	
		Count	%	Count	%	Count	%	Count	%
Awerial	19	14	73.7%	0	0.0%	2	10.5%	3	15.8%
Cuiebet	52	26	50.0%	0	0.0%	24	46.2%	2	3.8%
Rumbek Centre	22	8	36.4%	0	0.0%	4	18.2%	10	45.5%
Rumbek East	17	9	52.9%	0	0.0%	5	29.4%	3	17.6%
Rumbek North	9	2	22.2%	0	0.0%	3	33.3%	4	44.4%
Wulu	4	4	100.0%	0	0.0%	0	0.0%	0	0.0%
Yirol East	2	0	0.0%	0	0.0%	0	0.0%	2	100.0%
Awerial	19	14	73.7%	0	0.0%	2	10.5%	3	15.8%
<b>Total</b>	<b>125</b>	<b>63</b>	<b>50.4%</b>	<b>0</b>	<b>0.0%</b>	<b>38</b>	<b>30.4%</b>	<b>24</b>	<b>19.2%</b>

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

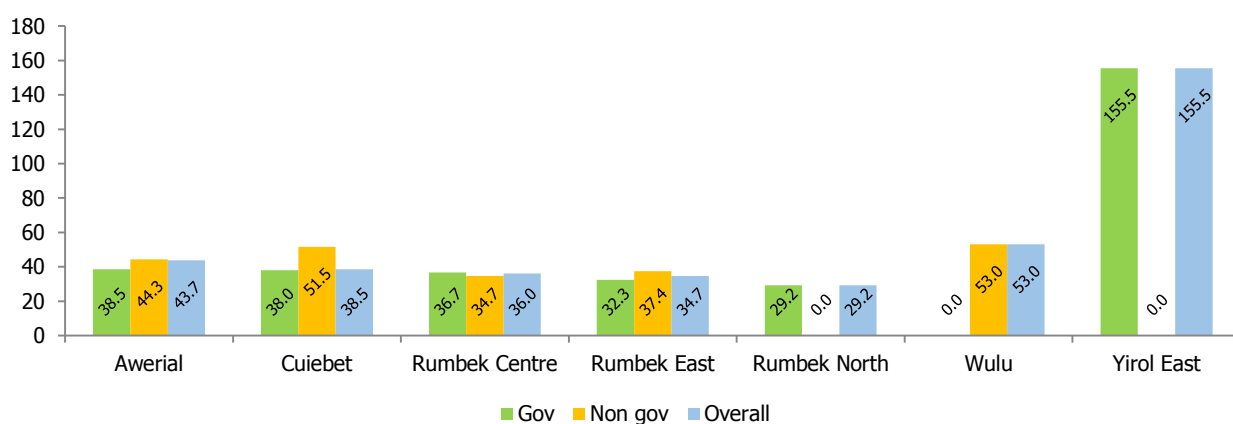


**ECDE school pupil-teacher ratio (PTR) by county and ownership, 2015**

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Awerial	830	19	43.7	77	2	38.5	753	17	44.3
Cuiebet	2,003	52	38.5	1,900	50	38.0	103	2	51.5
Rumbek Centre	793	22	36.0	550	15	36.7	243	7	34.7
Rumbek East	590	17	34.7	291	9	32.3	299	8	37.4
Rumbek North	263	9	29.2	263	9	29.2	0	0	0.0
Wulu	212	4	53.0	0	0	0.0	212	4	53.0
Yirol East	311	2	155.5	311	2	155.5	0	0	0.0
<b>Total</b>	<b>5,002</b>	<b>125</b>	<b>40.0</b>	<b>3,392</b>	<b>87</b>	<b>39.0</b>	<b>1,610</b>	<b>38</b>	<b>42.4</b>

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

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

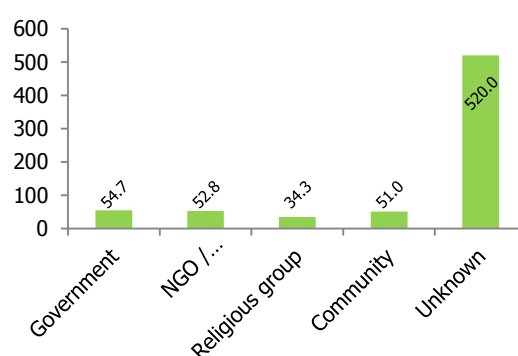


### 5.2.3. Classrooms

**Number of ECDE schools classrooms by ownership, 2015**

Ownership	Classrooms	PCR
Government	110	54.7
NGO / International partner	13	52.8
Religious group	3	34.3
Community	9	51.0
Unknown	4	520.0
<b>Total</b>	<b>139</b>	<b>58.8</b>

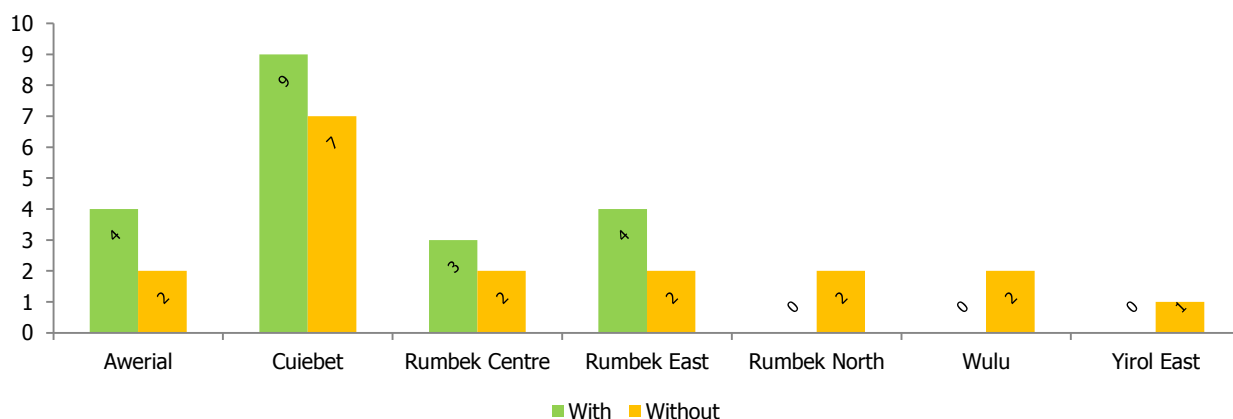
**% of ECDE schools PCR by ownership, 2015**



**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
Awerial	6	4	66.7%	2	33.3%
Cuiebet	16	9	56.3%	7	43.8%
Rumbek Centre	5	3	60.0%	2	40.0%
Rumbek East	6	4	66.7%	2	33.3%
Rumbek North	2	0	0.0%	2	100.0%
Wulu	2	0	0.0%	2	100.0%
Yirol East	1	0	0.0%	1	100.0%
<b>Total</b>	<b>38</b>	<b>20</b>	<b>52.6%</b>	<b>18</b>	<b>47.4%</b>

**Number of ECDE schools with and without perm. and semi-perm. classrooms by county, 2015**



## 5.2.4. Curriculum and Instruction

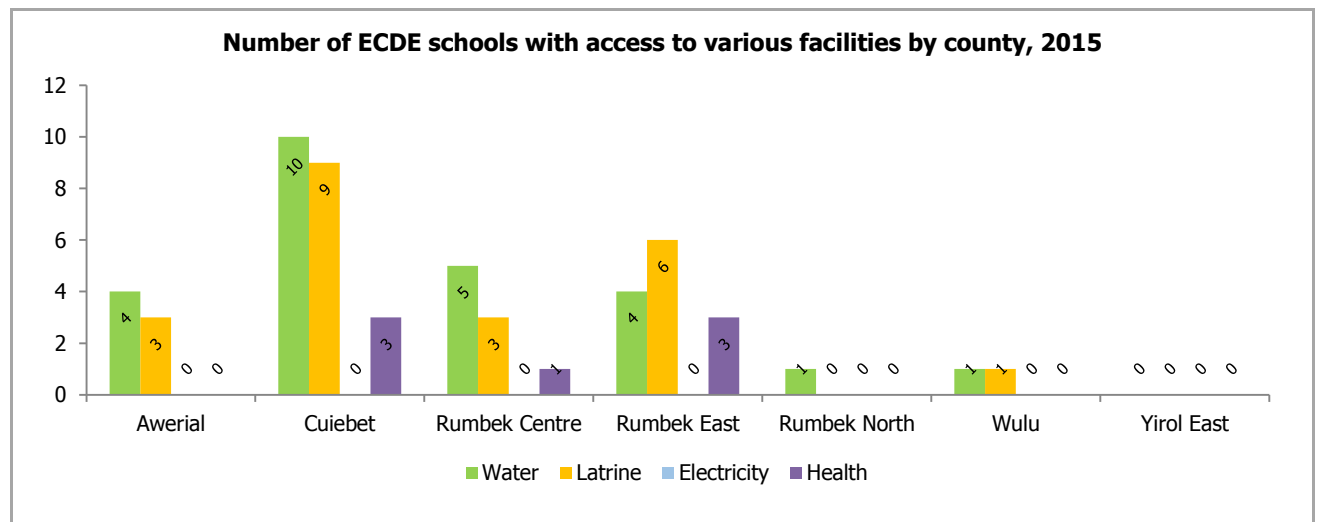
**Number of ECDE schools by language of instruction and grade, 2015**

Language	Baby/Infant	Nursery/Middle	Top/Graduate
English	18	23	20
Arabic	1	1	1
Mother Tongue	26	27	16
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	%
Awerial	6	4	66.7%	3	50.0%	0	0.0%	0	0.0%
Cuiebet	16	10	62.5%	9	56.3%	0	0.0%	3	18.8%
Rumbek Centre	5	5	100.0%	3	60.0%	0	0.0%	1	20.0%
Rumbek East	6	4	66.7%	6	100.0%	0	0.0%	3	50.0%
Rumbek North	2	1	50.0%	0	0.0%	0	0.0%	0	0.0%
Wulu	2	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Yirol East	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>38</b>	<b>25</b>	<b>65.8%</b>	<b>22</b>	<b>57.9%</b>	<b>0</b>	<b>0.0%</b>	<b>7</b>	<b>18.4%</b>



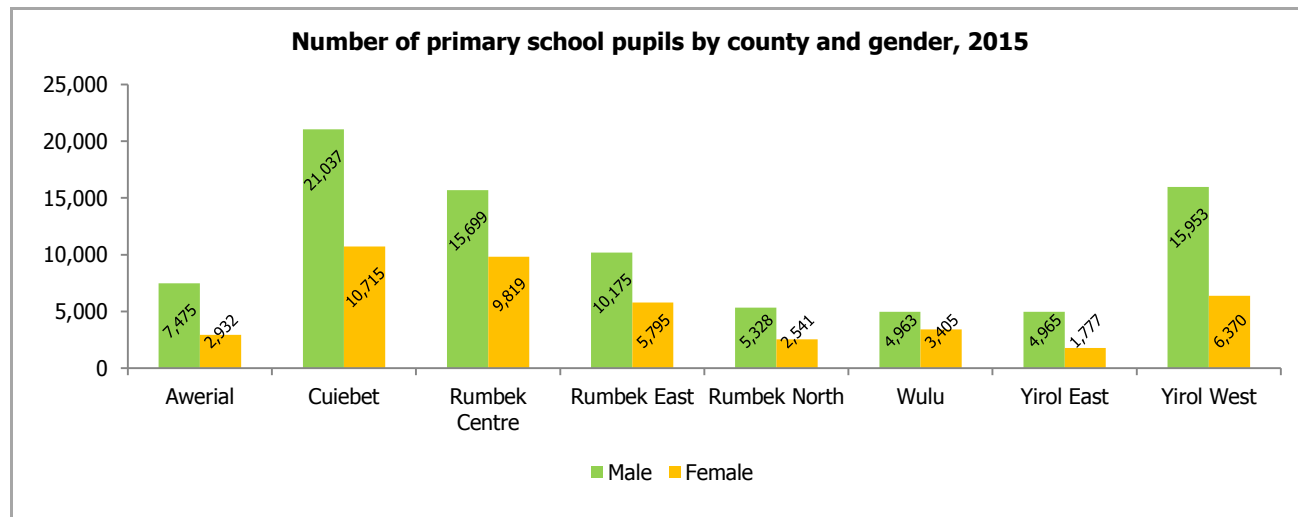
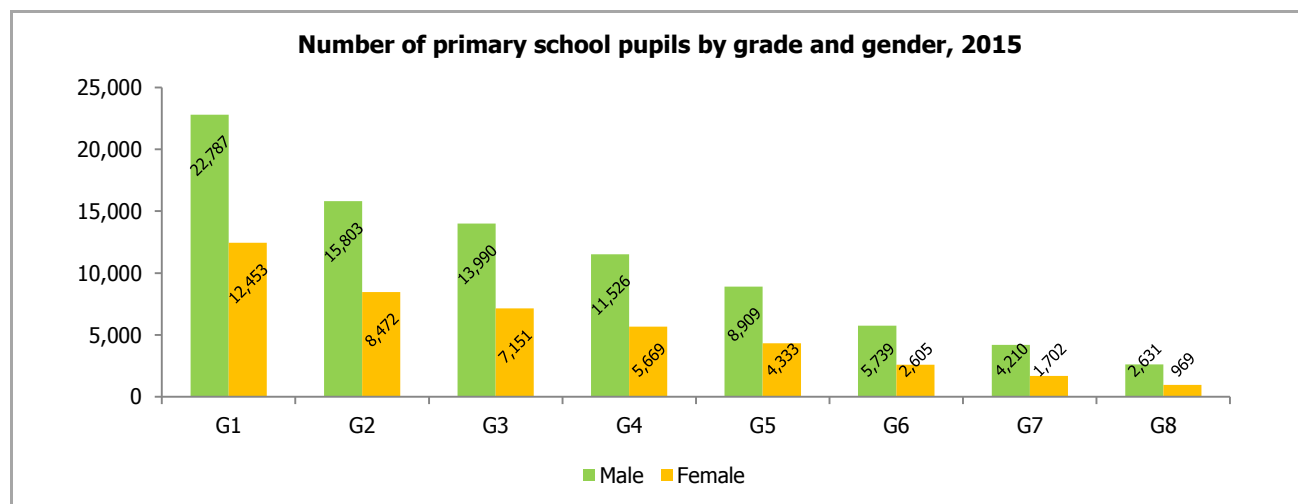
## 6. PRIMARY SCHOOL (PRI), 2015

### 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
Awerial	10,407	3,945	2,075	1,639	1,340	681	367	260	100
Cuiebet	31,752	8,421	6,661	5,720	4,619	3,244	1,710	1,036	341
Rumbek	25,518	6,264	4,090	3,924	3,384	2,824	1,993	1,701	1,338
Rumbek East	15,970	4,743	2,477	2,104	1,875	1,524	1,339	1,060	848
Rumbek North	7,869	2,279	1,477	1,448	1,116	959	390	128	72
Wulu	8,368	2,000	1,613	1,517	1,185	936	592	410	115
Yirol East	6,742	2,232	2,232	1,023	763	583	354	234	205
Yirol West	22,323	5,356	5,356	3,766	2,913	2,491	1,599	1,083	581
<b>Total</b>	<b>128,949</b>	<b>35,240</b>	<b>25,981</b>	<b>21,141</b>	<b>17,195</b>	<b>13,242</b>	<b>8,344</b>	<b>5,912</b>	<b>3,600</b>

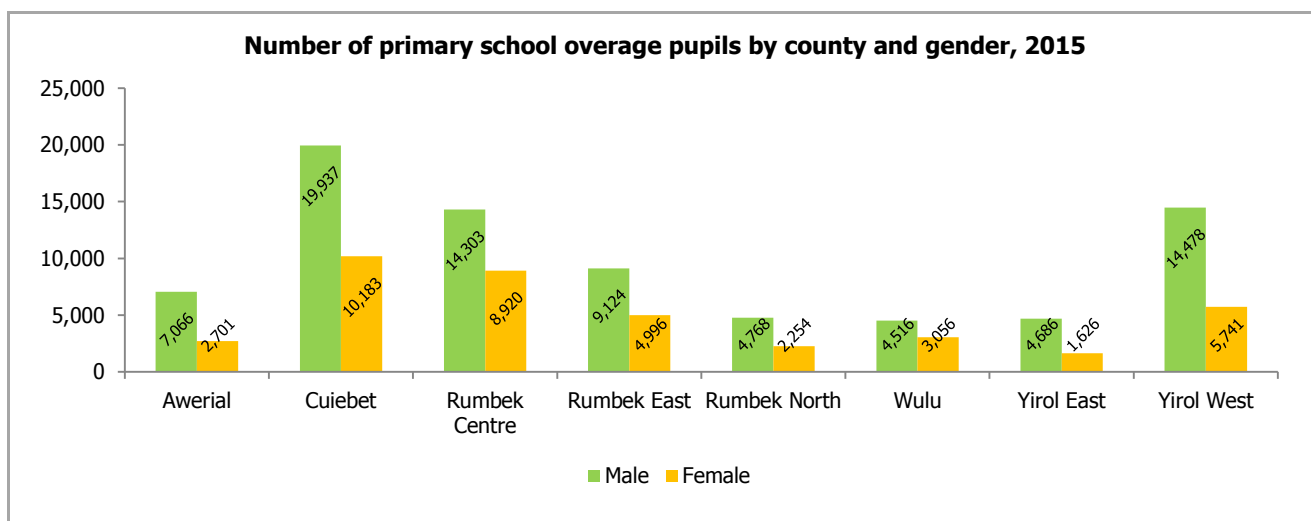


#### 6.1.2. Overage Pupils

**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 %
Awerial	640	9,767	93.9%	409	7,066	94.5%	231	2,701	92.1%
Cuiebet	1,632	30,120	94.9%	1,100	19,937	94.8%	532	10,183	95.0%
Rumbek Centre	2,295	23,223	91.0%	1,396	14,303	91.1%	899	8,920	90.8%
Rumbek East	1,850	14,120	88.4%	1,051	9,124	89.7%	799	4,996	86.2%
Rumbek North	847	7,022	89.2%	560	4,768	89.5%	287	2,254	88.7%
Wulu	796	7,572	90.5%	447	4,516	91.0%	349	3,056	89.8%
Yirol East	430	6,312	93.6%	279	4,686	94.4%	151	1,626	91.5%
Yirol West	2,104	20,219	90.6%	1,475	14,478	90.8%	629	5,741	90.1%
<b>Total</b>	<b>10,594</b>	<b>118,355</b>	<b>91.8%</b>	<b>6,717</b>	<b>78,878</b>	<b>92.2%</b>	<b>3,877</b>	<b>39,477</b>	<b>91.1%</b>

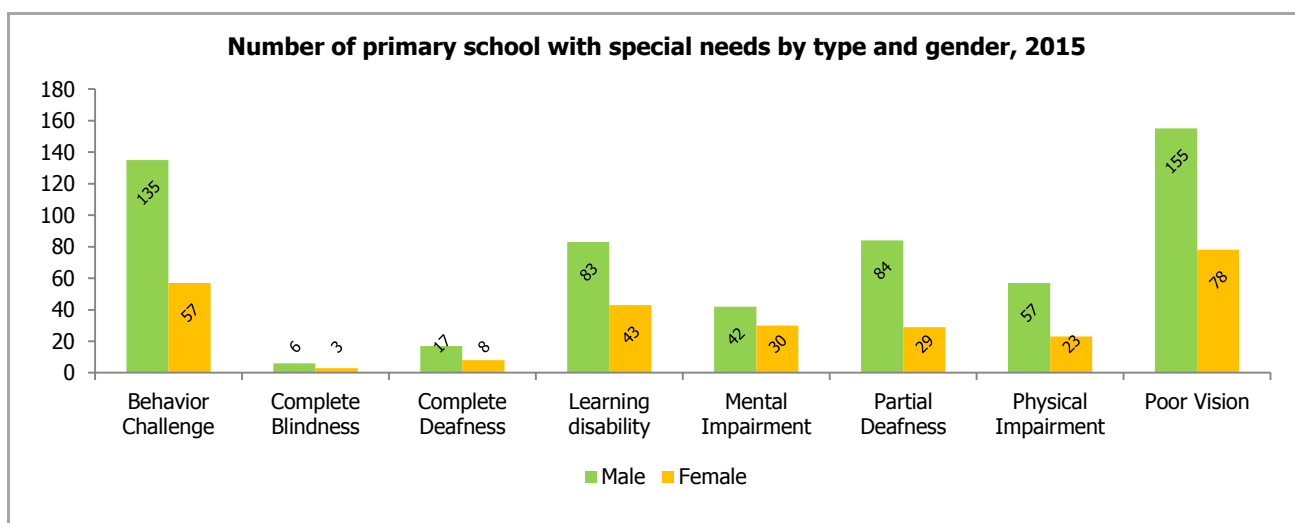
\* "At age" includes under-age and at-age pupils.



### 6.1.3. Pupils with Special Needs

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

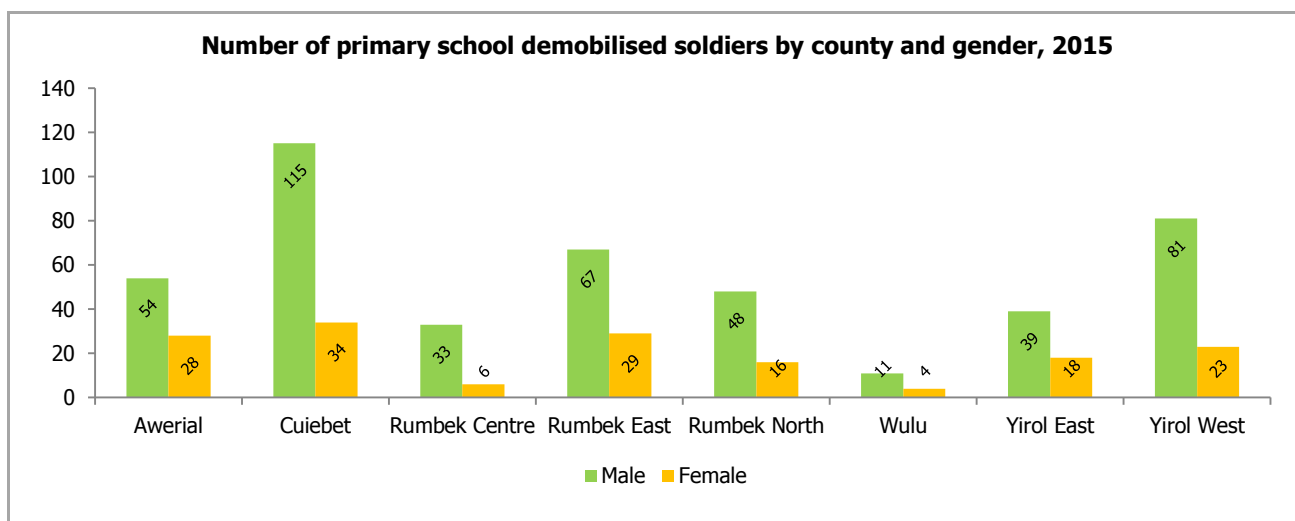
County	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
Awerial	10,407	59	0.6%	7,475	42	0.6%	2,932	17	0.6%
Cuiebet	31,752	241	0.8%	21,037	167	0.8%	10,715	74	0.7%
Rumbek Centre	25,518	140	0.5%	15,699	92	0.6%	9,819	48	0.5%
Rumbek East	15,970	122	0.8%	10,175	82	0.8%	5,795	40	0.7%
Rumbek North	7,869	20	0.3%	5,328	12	0.2%	2,541	8	0.3%
Wulu	8,368	45	0.5%	4,963	32	0.6%	3,405	13	0.4%
Yirol East	6,742	44	0.7%	4,965	33	0.7%	1,777	11	0.6%
Yirol West	22,323	179	0.8%	15,953	119	0.7%	6,370	60	0.9%
<b>Total</b>	<b>128,949</b>	<b>850</b>	<b>0.7%</b>	<b>85,595</b>	<b>579</b>	<b>0.7%</b>	<b>43,354</b>	<b>271</b>	<b>0.6%</b>



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

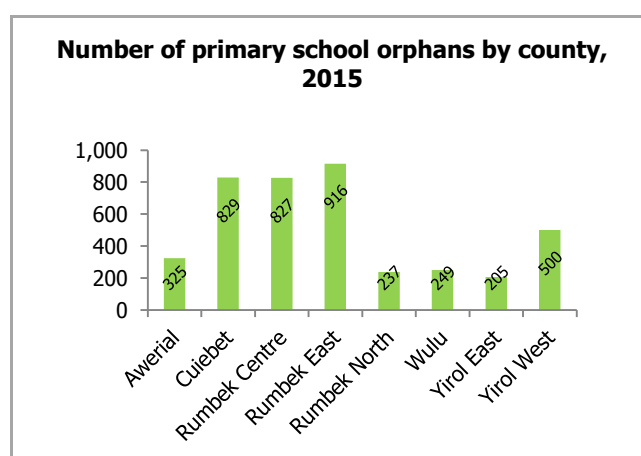
**Number and % of primary school demobilised soldiers by county and gender, 2015**

County	Total			Male			Female		
	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %
Awerial	10,407	82	0.8%	7,475	54	0.7%	2,932	28	1.0%
Cuiebet	31,752	149	0.5%	21,037	115	0.5%	10,715	34	0.3%
Rumbek Centre	25,518	39	0.2%	15,699	33	0.2%	9,819	6	0.1%
Rumbek East	15,970	96	0.6%	10,175	67	0.7%	5,795	29	0.5%
Rumbek North	7,869	64	0.8%	5,328	48	0.9%	2,541	16	0.6%
Wulu	8,368	15	0.2%	4,963	11	0.2%	3,405	4	0.1%
Yirol East	6,742	57	0.8%	4,965	39	0.8%	1,777	18	1.0%
Yirol West	22,323	104	0.5%	15,953	81	0.5%	6,370	23	0.4%
<b>Total</b>	<b>128,949</b>	<b>606</b>	<b>0.5%</b>	<b>85,595</b>	<b>448</b>	<b>0.5%</b>	<b>43,354</b>	<b>158</b>	<b>0.4%</b>



### Number and % of primary school orphans by county, 2015

Grade	Students	Total	
		Count	% enrolment
Awerial	10,407	325	3.1%
Cuiebet	31,752	829	2.6%
Rumbek Centre	25,518	827	3.2%
Rumbek East	15,970	916	5.7%
Rumbek North	7,869	237	3.0%
Wulu	8,368	249	3.0%
Yirol East	6,742	205	3.0%
Yirol West	22,323	500	2.2%
<b>Total</b>	<b>128,949</b>	<b>4,088</b>	<b>3.2%</b>



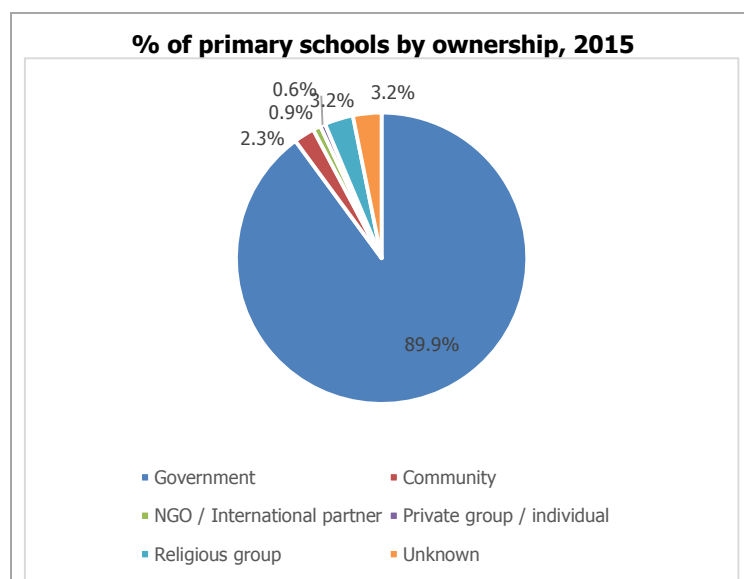
## 6.2. Resources

### 6.2.1. Schools

#### Number of primary schools by ownership, 2015

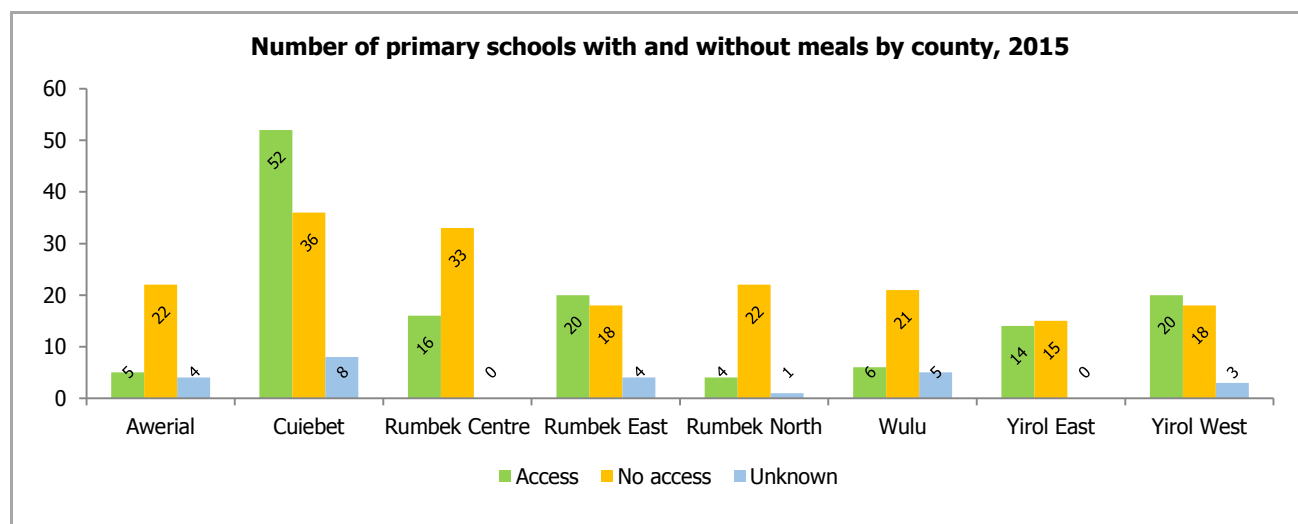
Ownership	Schools
Government	312
Community	8
NGO / International partner	3
Private group / individual	2
Religious group	11
Unknown	11
<b>Total</b>	<b>347</b>

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



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

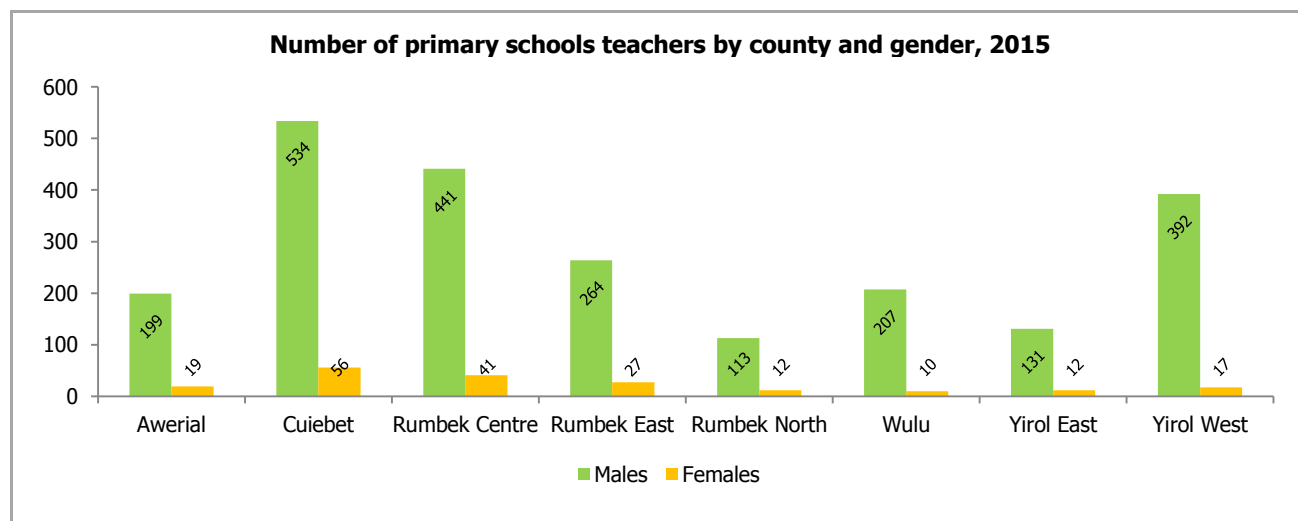
County	Schools	Schools with meals		Schools without meals		Unknown	
		Count	%	Count	%	Count	%
Awerial	31	5	16.1%	22	71.0%	4	12.9%
Cuiebet	96	52	54.2%	36	37.5%	8	8.3%
Rumbek Centre	49	16	32.7%	33	67.3%	0	0.0%
Rumbek East	42	20	47.6%	18	42.9%	4	9.5%
Rumbek North	27	4	14.8%	22	81.5%	1	3.7%
Wulu	32	6	18.8%	21	65.6%	5	15.6%
Yirol East	29	14	48.3%	15	51.7%	0	0.0%
Yirol West	41	20	48.8%	18	43.9%	3	7.3%
<b>Total</b>	<b>347</b>	<b>137</b>	<b>39.5%</b>	<b>185</b>	<b>53.3%</b>	<b>25</b>	<b>7.2%</b>



### 6.2.2. Teachers

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

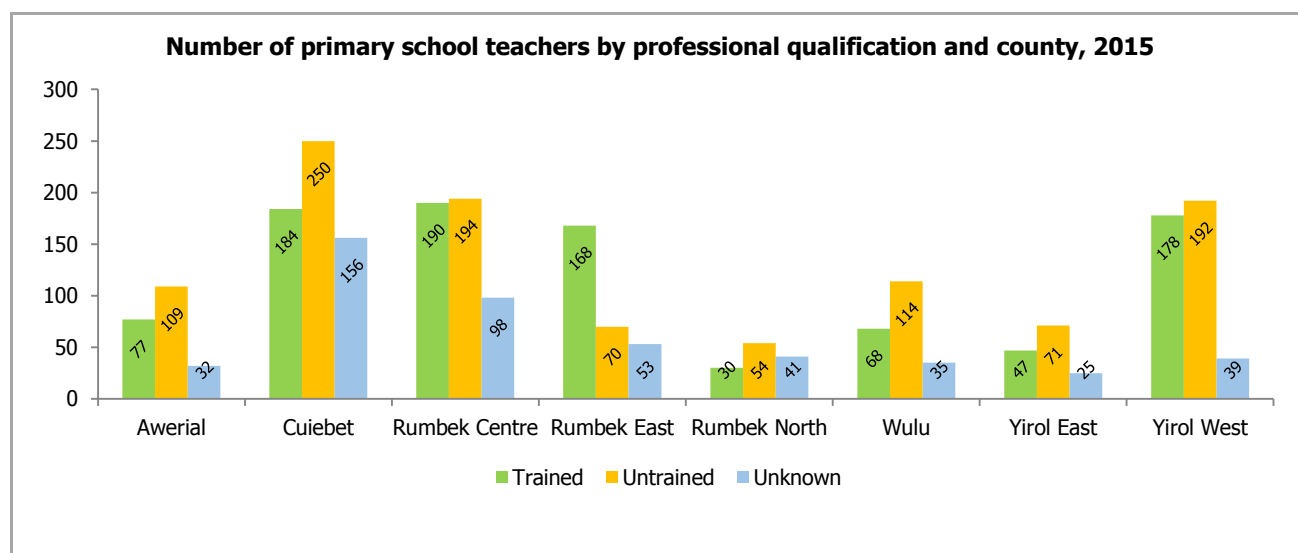
County	Total	Male		Female	
		Count	% total	Count	% total
Awerial	218	199	91.3%	19	8.7%
Cuiebet	590	534	90.5%	56	9.5%
Rumbek Centre	482	441	91.5%	41	8.5%
Rumbek East	291	264	90.7%	27	9.3%
Rumbek North	125	113	90.4%	12	9.6%
Wulu	217	207	95.4%	10	4.6%
Yirol East	143	131	91.6%	12	8.4%
Yirol West	409	392	95.8%	17	4.2%
<b>Total</b>	<b>2,475</b>	<b>2,281</b>	<b>92.2%</b>	<b>194</b>	<b>7.8%</b>



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

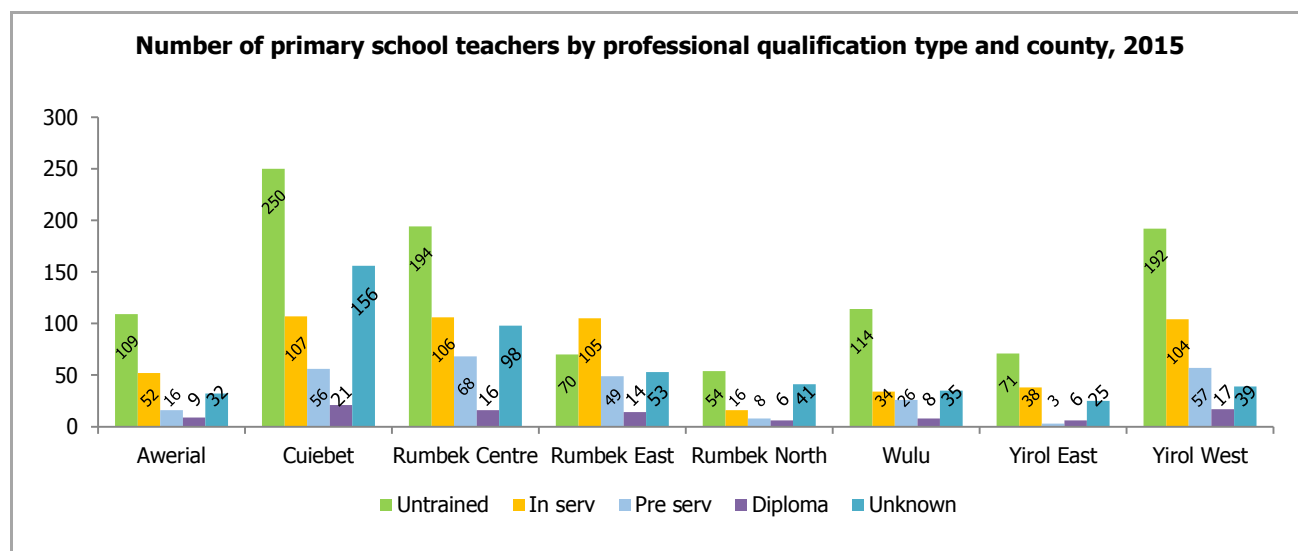
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Awerial	218	77	35.3%	109	50.0%	32	14.7%
Cuiebet	590	184	31.2%	250	42.4%	156	26.4%
Rumbek Centre	482	190	39.4%	194	40.2%	98	20.3%
Rumbek East	291	168	57.7%	70	24.1%	53	18.2%
Rumbek North	125	30	24.0%	54	43.2%	41	32.8%
Wulu	217	68	31.3%	114	52.5%	35	16.1%
Yirol East	143	47	32.9%	71	49.7%	25	17.5%
Yirol West	409	178	43.5%	192	46.9%	39	9.5%
<b>Total</b>	<b>2,475</b>	<b>942</b>	<b>38.1%</b>	<b>1,054</b>	<b>42.6%</b>	<b>479</b>	<b>19.4%</b>

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



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

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Awerial	218	109	50.0%	52	23.9%	16	7.3%	9	4.1%	32	14.7%
Cuiebet	590	250	42.4%	107	18.1%	56	9.5%	21	3.6%	156	26.4%
Rumbek Centre	482	194	40.2%	106	22.0%	68	14.1%	16	3.3%	98	20.3%
Rumbek East	291	70	24.1%	105	36.1%	49	16.8%	14	4.8%	53	18.2%
Rumbek North	125	54	43.2%	16	12.8%	8	6.4%	6	4.8%	41	32.8%
Wulu	217	114	52.5%	34	15.7%	26	12.0%	8	3.7%	35	16.1%
Yirol East	143	71	49.7%	38	26.6%	3	2.1%	6	4.2%	25	17.5%
Yirol West	409	192	46.9%	104	25.4%	57	13.9%	17	4.2%	39	9.5%
<b>Total</b>	<b>2,475</b>	<b>1,054</b>	<b>42.6%</b>	<b>562</b>	<b>22.7%</b>	<b>283</b>	<b>11.4%</b>	<b>97</b>	<b>3.9%</b>	<b>479</b>	<b>19.4%</b>

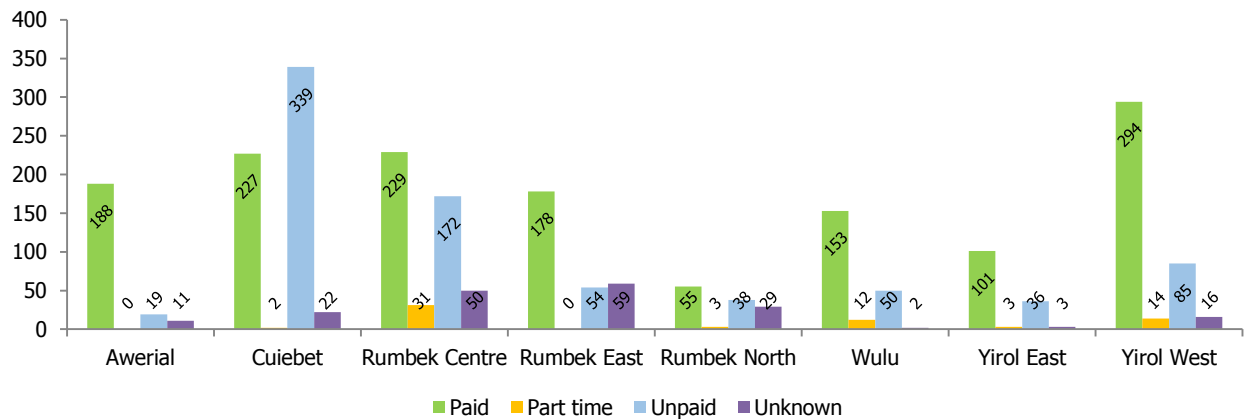




### Number and % of primary school teachers by employment status and county, 2015

County	Total	Paid		Part time		Unpaid		Unknown	
		Count	%	Count	%	Count	%	Count	%
Awerial	218	188	86.2%	0	0.0%	19	8.7%	11	5.0%
Cuiebet	590	227	38.5%	2	0.3%	339	57.5%	22	3.7%
Rumbek Centre	482	229	47.5%	31	6.4%	172	35.7%	50	10.4%
Rumbek East	291	178	61.2%	0	0.0%	54	18.6%	59	20.3%
Rumbek North	125	55	44.0%	3	2.4%	38	30.4%	29	23.2%
Wulu	217	153	70.5%	12	5.5%	50	23.0%	2	0.9%
Yirol East	143	101	70.6%	3	2.1%	36	25.2%	3	2.1%
Yirol West	409	294	71.9%	14	3.4%	85	20.8%	16	3.9%
<b>Total</b>	<b>2,475</b>	<b>1,425</b>	<b>57.6%</b>	<b>65</b>	<b>2.6%</b>	<b>793</b>	<b>32.0%</b>	<b>192</b>	<b>7.8%</b>

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

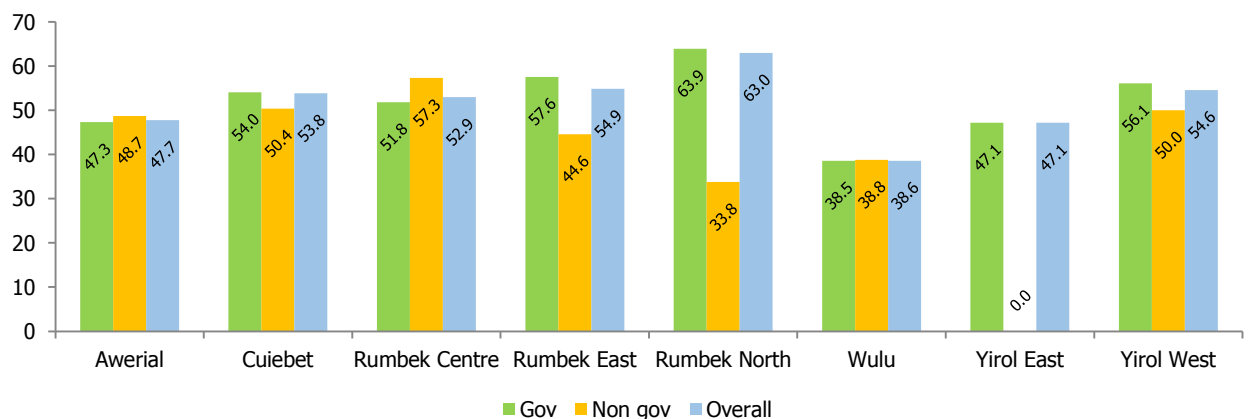


### Primary school pupil-teacher ratio (PTR) by county and ownership, 2015

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Awerial	10,407	218	47.7	7,096	150	47.3	3,311	68	48.7
Cuiebet	31,752	590	53.8	29,938	554	54.0	1,814	36	50.4
Rumbek Centre	25,518	482	52.9	19,959	385	51.8	5,559	97	57.3
Rumbek East	15,970	291	54.9	13,297	231	57.6	2,673	60	44.6
Rumbek North	7,869	125	63.0	7,734	121	63.9	135	4	33.8
Wulu	8,368	217	38.6	7,515	195	38.5	853	22	38.8
Yirol East	6,742	143	47.1	6,742	143	47.1	0	0	0.0
Yirol West	22,323	409	54.6	17,221	307	56.1	5,102	102	50.0
<b>Total</b>	<b>128,949</b>	<b>2,475</b>	<b>52.1</b>	<b>109,502</b>	<b>2,086</b>	<b>52.5</b>	<b>19,447</b>	<b>389</b>	<b>50.0</b>

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

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

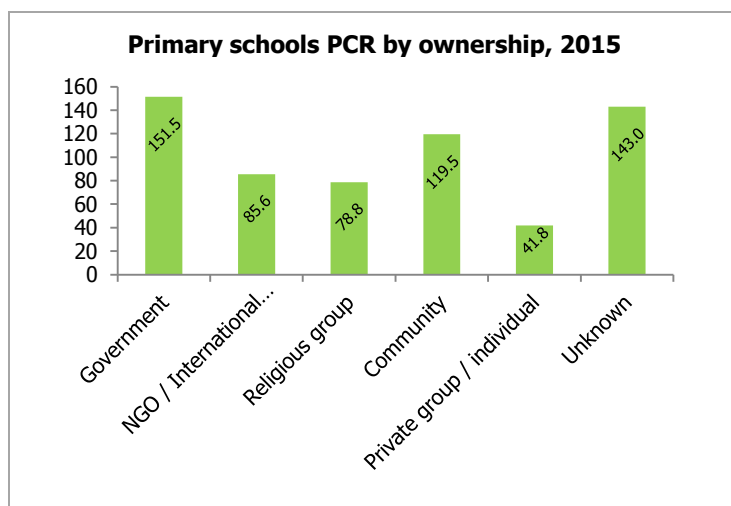


### 6.2.3. Classrooms

#### Number of primary schools classrooms and PCR by ownership

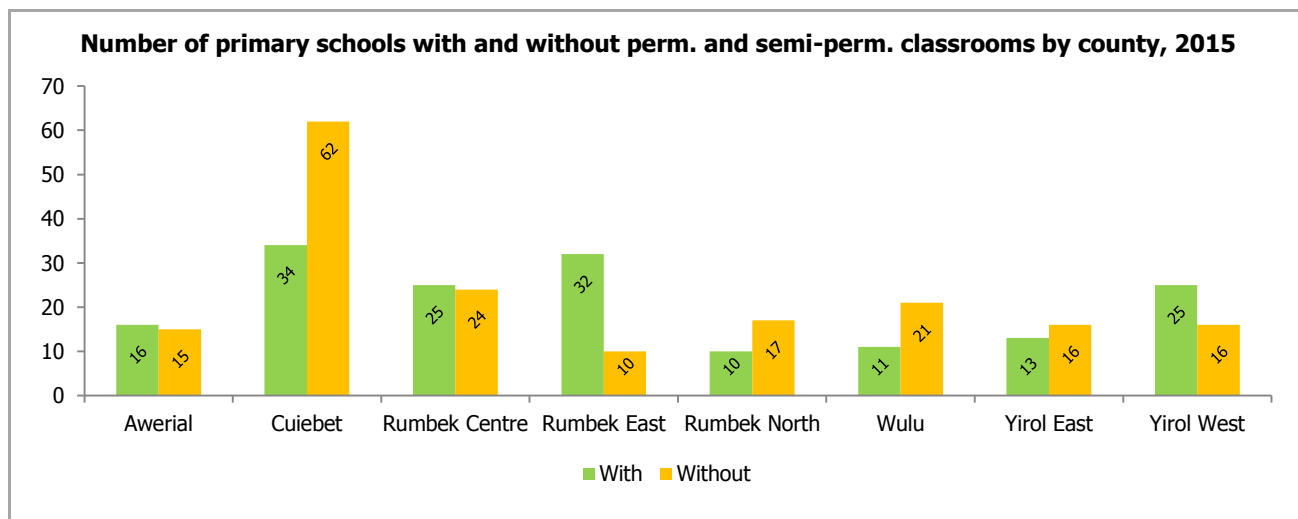
Ownership	Classrooms	PCR
Government	2,009	151.5
NGO / International partner	46	85.6
Religious group	141	78.8
Community	41	119.5
Private group / individual	13	41.8
Unknown	72	143.0
<b>Total</b>	<b>2,322</b>	<b>137.5</b>

\* "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
Awerial	31	16	51.6%	15	48.4%
Cuiebet	96	34	35.4%	62	64.6%
Rumbek Centre	49	25	51.0%	24	49.0%
Rumbek East	42	32	76.2%	10	23.8%
Rumbek North	27	10	37.0%	17	63.0%
Wulu	32	11	34.4%	21	65.6%
Yirol East	29	13	44.8%	16	55.2%
Yirol West	41	25	61.0%	16	39.0%
<b>Total</b>	<b>347</b>	<b>166</b>	<b>47.8%</b>	<b>181</b>	<b>52.2%</b>

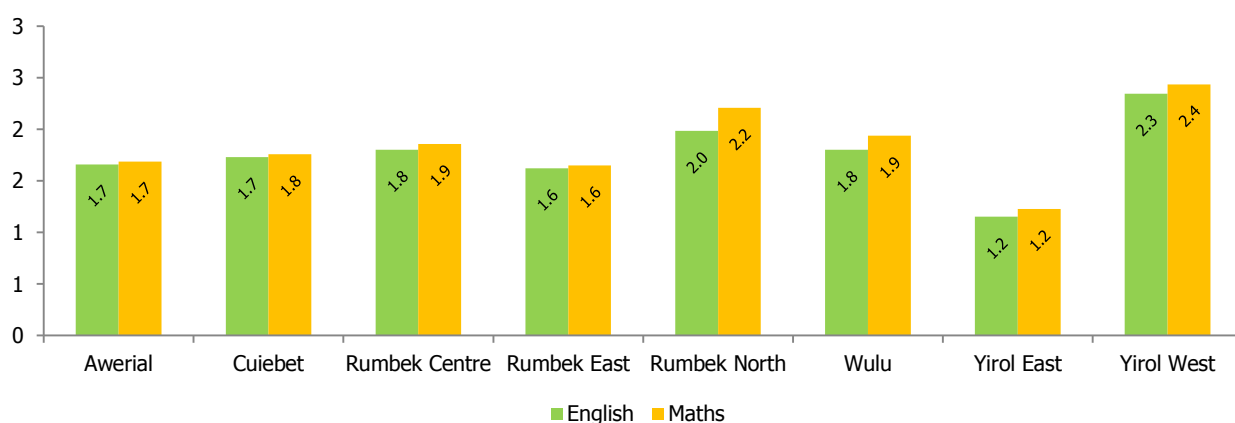


### 6.2.4. Curriculum and Instruction

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

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Awerial	10,407	6,269	1.7	6,168	1.7
Cuiebet	31,752	18,362	1.7	18,072	1.8
Rumbek Centre	25,518	14,163	1.8	13,732	1.9
Rumbek East	15,970	9,855	1.6	9,687	1.6
Rumbek North	7,869	3,966	2.0	3,562	2.2
Wulu	8,368	4,647	1.8	4,321	1.9
Yirol East	6,742	5,850	1.2	5,490	1.2
Yirol West	22,323	9,518	2.3	9,168	2.4
<b>Total</b>	<b>128,949</b>	<b>72,630</b>	<b>1.8</b>	<b>70,200</b>	<b>1.8</b>

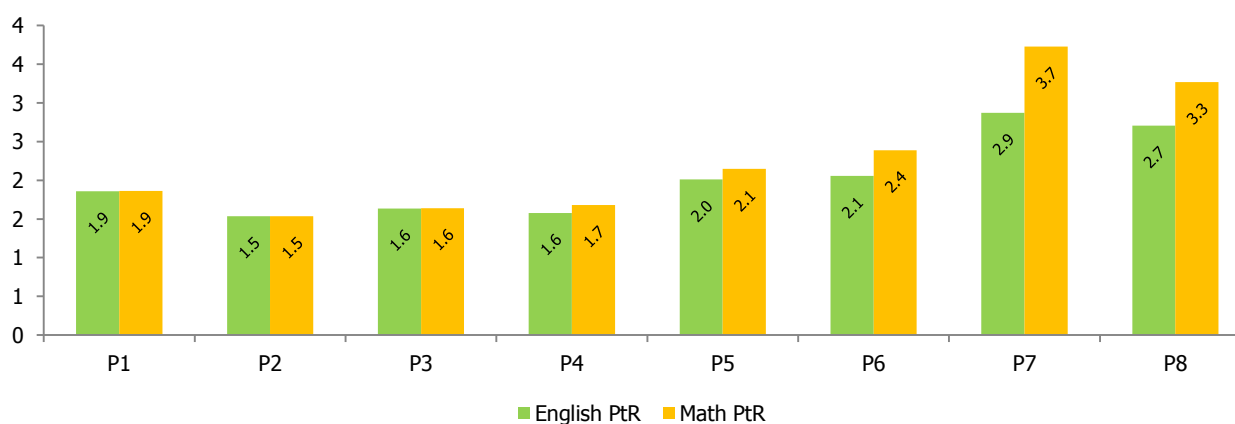
**Primary school pupil-textbook ratio (PTextR) by county and subject (English and Math), 2015**



**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	35,240	18,948	1.9	18,919	1.9
P2	24,275	15,810	1.5	15,813	1.5
P3	21,141	12,943	1.6	12,882	1.6
P4	17,195	10,898	1.6	10,238	1.7
P5	13,242	6,588	2.0	6,170	2.1
P6	8,344	4,056	2.1	3,492	2.4
P7	5,912	2,057	2.9	1,585	3.7
P8	3,600	1,330	2.7	1,101	3.3
<b>Total</b>	<b>128,949</b>	<b>72,630</b>	<b>1.8</b>	<b>70,200</b>	<b>1.8</b>

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



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

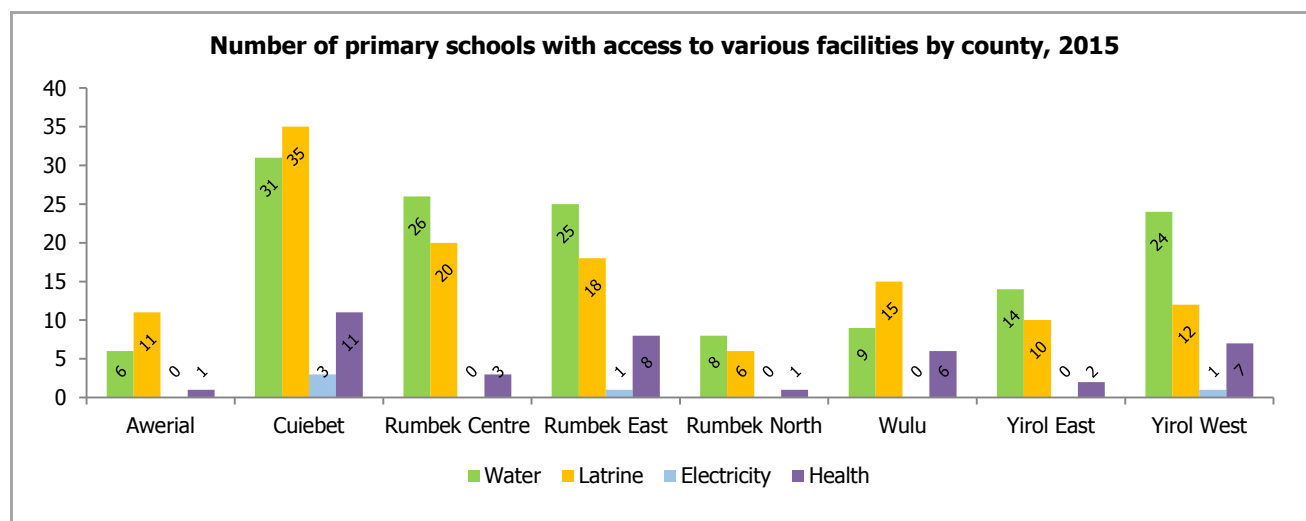
Language	P1	P2	P3	P4	P5	P6	P7	P8
English	181	210	252	275	251	192	142	97
Arabic	4	4	3	5	3	2	2	2
Mother tongue	300	272	204	124	31	18	11	8
Other	2	1	0	0	1	1	1	1

\*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	%
Awerial	31	6	19.4%	11	35.5%	0	0.0%	1	3.2%
Cuiebet	96	31	32.3%	35	36.5%	3	3.1%	11	11.5%
Rumbek Centre	49	26	53.1%	20	40.8%	0	0.0%	3	6.1%
Rumbek East	42	25	59.5%	18	42.9%	1	2.4%	8	19.0%
Rumbek North	27	8	29.6%	6	22.2%	0	0.0%	1	3.7%
Wulu	32	9	28.1%	15	46.9%	0	0.0%	6	18.8%
Yirol East	29	14	48.3%	10	34.5%	0	0.0%	2	6.9%
Yirol West	41	24	58.5%	12	29.3%	1	2.4%	7	17.1%
<b>Total</b>	<b>347</b>	<b>143</b>	<b>41.2%</b>	<b>127</b>	<b>36.6%</b>	<b>5</b>	<b>1.4%</b>	<b>39</b>	<b>11.2%</b>



## 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
Awerial	66.4%	64.9%	80.7%	69.0%	58.4%	81.5%	83.1%
Cuiebet	74.4%	95.1%	101.5%	97.4%	83.4%	81.0%	61.4%
Rumbek Centre	66.3%	80.9%	94.0%	90.4%	85.3%	87.2%	89.5%
Rumbek East	65.9%	68.9%	81.9%	82.2%	81.5%	78.9%	76.2%
Rumbek North	73.0%	75.5%	78.8%	80.0%	52.5%	37.0%	31.9%
Wulu	72.3%	93.4%	106.1%	99.2%	82.1%	79.5%	56.2%
Yirol East	54.8%	58.6%	64.9%	61.6%	64.1%	68.6%	68.8%
Yirol West	80.3%	110.2%	102.6%	108.7%	94.4%	84.5%	73.4%
<b>Total</b>	<b>69.0%</b>	<b>82.8%</b>	<b>91.5%</b>	<b>89.4%</b>	<b>79.3%</b>	<b>78.7%</b>	<b>72.9%</b>

\* 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**

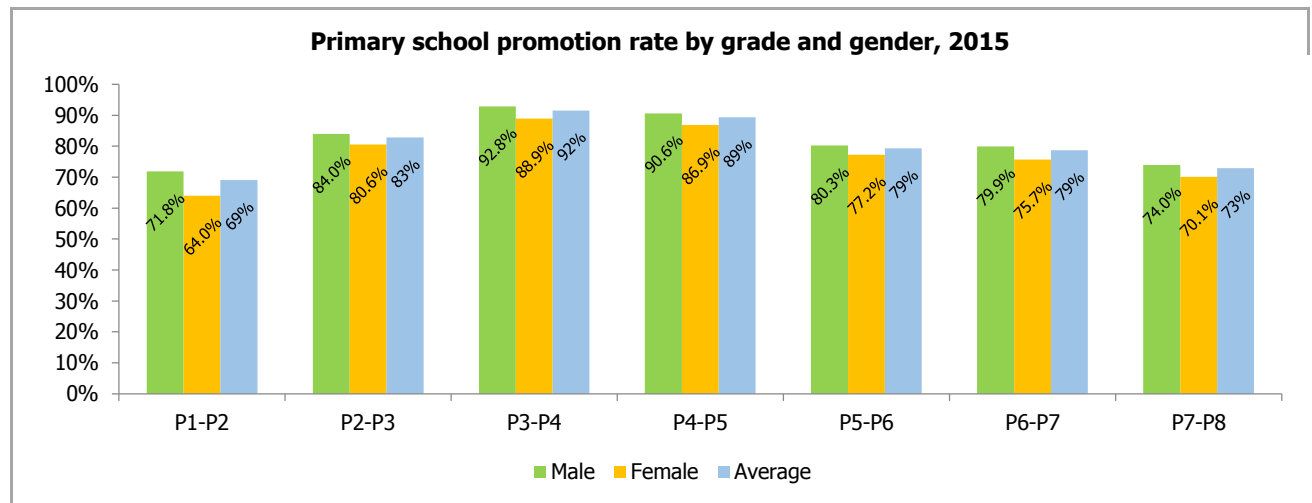
County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Awerial	72.8%	66.9%	81.6%	68.9%	56.9%	78.2%	79.6%
Cuiebet	78.2%	97.6%	101.2%	95.8%	81.8%	81.4%	63.1%
Rumbek Centre	68.8%	81.7%	95.7%	90.4%	84.7%	85.8%	88.6%
Rumbek East	70.2%	71.4%	83.3%	84.2%	83.7%	81.0%	82.8%
Rumbek North	70.4%	76.8%	82.4%	83.9%	56.4%	44.5%	26.6%
Wulu	69.9%	87.9%	106.6%	104.0%	80.1%	77.8%	58.0%
Yirol East	56.5%	59.0%	66.6%	63.3%	65.2%	71.8%	67.5%
Yirol West	85.4%	112.8%	106.5%	115.0%	101.4%	88.7%	76.2%
<b>Total</b>	<b>71.8%</b>	<b>84.0%</b>	<b>92.8%</b>	<b>90.6%</b>	<b>80.3%</b>	<b>79.9%</b>	<b>74.0%</b>

\* 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
Awerial	52.2%	59.8%	77.8%	69.3%	64.3%	101.0%	116.8%
Cuiebet	67.6%	90.6%	102.3%	100.9%	87.2%	80.2%	55.5%
Rumbek Centre	62.8%	79.5%	91.2%	90.4%	86.3%	90.6%	91.6%
Rumbek East	59.9%	65.0%	79.4%	79.3%	77.7%	75.1%	64.2%
Rumbek North	80.9%	72.8%	72.3%	71.8%	44.5%	12.6%	43.5%
Wulu	76.0%	101.8%	105.4%	92.3%	85.0%	82.6%	52.0%
Yirol East	51.1%	57.5%	60.5%	57.2%	61.3%	58.7%	73.4%
Yirol West	70.3%	104.6%	93.2%	94.0%	75.8%	71.8%	64.2%
<b>Total</b>	<b>52.2%</b>	<b>59.8%</b>	<b>77.8%</b>	<b>69.3%</b>	<b>64.3%</b>	<b>101.0%</b>	<b>116.8%</b>

\* 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

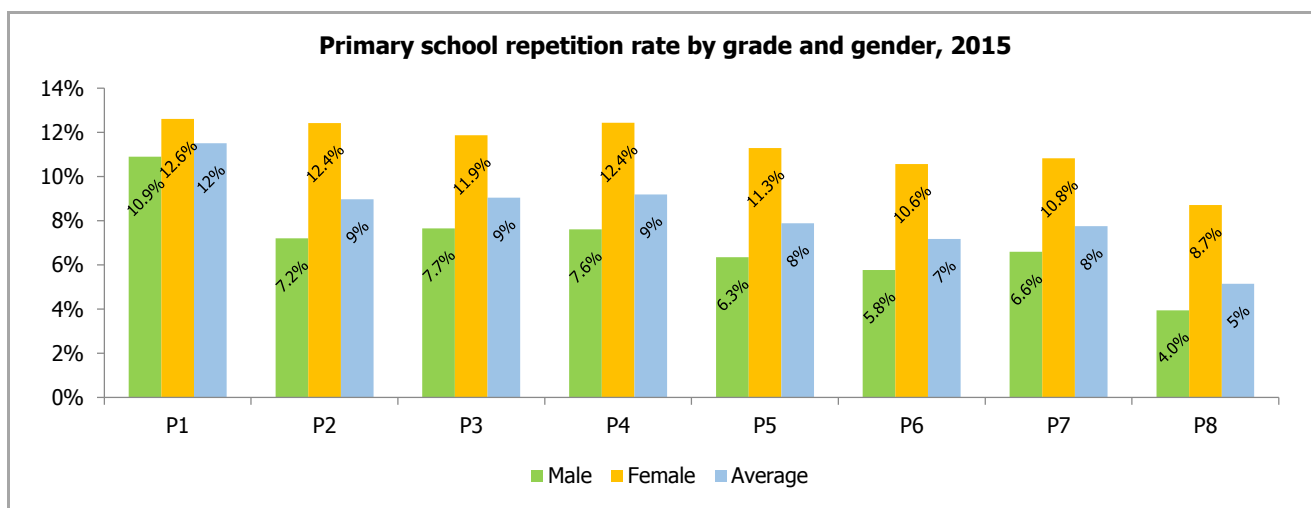
County	P1	P2	P3	P4	P5	P6	P7	P8
Awerial	16.9%	13.2%	11.2%	17.6%	13.2%	11.9%	11.9%	14.5%
Cuiebet	8.8%	6.6%	5.6%	5.3%	3.7%	2.8%	5.0%	4.0%
Rumbek Centre	9.1%	9.8%	9.8%	7.8%	8.6%	5.5%	8.0%	2.1%
Rumbek East	12.5%	9.7%	10.9%	13.2%	9.5%	9.9%	9.8%	11.3%
Rumbek North	7.1%	4.2%	5.0%	5.8%	1.8%	0.9%	0.0%	0.0%
Wulu	11.0%	12.7%	15.1%	12.5%	8.9%	6.4%	13.0%	4.4%
Yirol East	10.0%	7.8%	9.3%	7.2%	10.7%	10.8%	3.8%	5.3%
Yirol West	19.9%	11.2%	11.3%	12.3%	11.0%	12.2%	9.5%	6.9%
<b>Total</b>	<b>11.5%</b>	<b>9.0%</b>	<b>9.0%</b>	<b>9.2%</b>	<b>7.9%</b>	<b>7.2%</b>	<b>7.8%</b>	<b>5.1%</b>

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

County	P1	P2	P3	P4	P5	P6	P7	P8
Awerial	15.7%	10.9%	10.7%	13.7%	11.2%	11.5%	9.6%	14.9%
Cuiebet	9.0%	5.7%	5.0%	4.6%	3.5%	2.7%	4.3%	3.8%
Rumbek Centre	8.6%	7.4%	8.0%	7.3%	6.3%	3.8%	6.5%	1.5%
Rumbek East	11.7%	8.9%	9.5%	10.3%	7.2%	8.0%	7.6%	8.4%
Rumbek North	5.8%	2.3%	4.1%	5.2%	0.8%	1.1%	0.0%	0.0%
Wulu	9.6%	10.7%	15.4%	12.2%	9.9%	5.8%	13.4%	3.4%
Yirol East	10.7%	7.0%	7.9%	6.7%	10.2%	9.2%	4.1%	0.0%
Yirol West	17.9%	7.9%	7.8%	8.3%	7.7%	8.8%	8.8%	6.9%
<b>Total</b>	<b>10.9%</b>	<b>7.2%</b>	<b>7.7%</b>	<b>7.6%</b>	<b>6.3%</b>	<b>5.8%</b>	<b>6.6%</b>	<b>4.0%</b>

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

County	P1	P2	P3	P4	P5	P6	P7	P8
Awerial	19.6%	19.4%	13.2%	32.0%	20.9%	14.4%	31.1%	0.0%
Cuiebet	8.5%	8.4%	6.9%	6.9%	4.2%	3.1%	7.7%	5.1%
Rumbek Centre	9.9%	13.8%	12.6%	8.7%	12.8%	9.3%	11.5%	3.8%
Rumbek East	13.7%	11.1%	13.3%	17.8%	13.7%	13.3%	14.7%	17.1%
Rumbek North	10.6%	8.3%	6.6%	7.0%	4.1%	0.0%	0.0%	0.0%
Wulu	13.2%	15.7%	14.7%	12.9%	7.5%	7.5%	12.1%	250.0%
Yirol East	8.3%	9.9%	13.2%	8.5%	11.8%	16.4%	3.1%	25.6%
Yirol West	24.1%	18.5%	20.6%	22.9%	21.5%	23.7%	12.4%	6.7%
<b>Total</b>	<b>12.6%</b>	<b>12.4%</b>	<b>11.9%</b>	<b>12.4%</b>	<b>11.3%</b>	<b>10.6%</b>	<b>10.8%</b>	<b>8.7%</b>



### 6.3.3. Dropout Rate

#### Primary school dropout rate by county and grade, 2015

County	P1	P2	P3	P4	P5	P6	P7	P8
Awerial	5.1%	4.8%	4.4%	7.7%	10.6%	9.9%	43.2%	36.1%
Cuiebet	7.5%	6.4%	7.2%	5.8%	9.5%	8.3%	7.6%	8.7%
Rumbek Centre	7.9%	4.5%	5.0%	6.8%	6.8%	4.6%	3.4%	3.3%
Rumbek East	15.2%	9.5%	10.9%	9.3%	10.7%	12.5%	13.0%	24.8%
Rumbek North	2.1%	1.8%	2.8%	2.1%	2.3%	3.2%	1.3%	0.0%
Wulu	9.2%	7.9%	11.0%	9.4%	11.8%	7.0%	9.5%	17.8%
Yirol East	8.7%	4.3%	6.6%	4.3%	6.6%	6.5%	7.6%	3.0%
Yirol West	12.1%	11.9%	11.2%	11.0%	15.8%	16.2%	20.9%	17.5%
<b>Total</b>	<b>8.6%</b>	<b>6.5%</b>	<b>7.3%</b>	<b>7.1%</b>	<b>9.5%</b>	<b>8.9%</b>	<b>10.1%</b>	<b>10.8%</b>

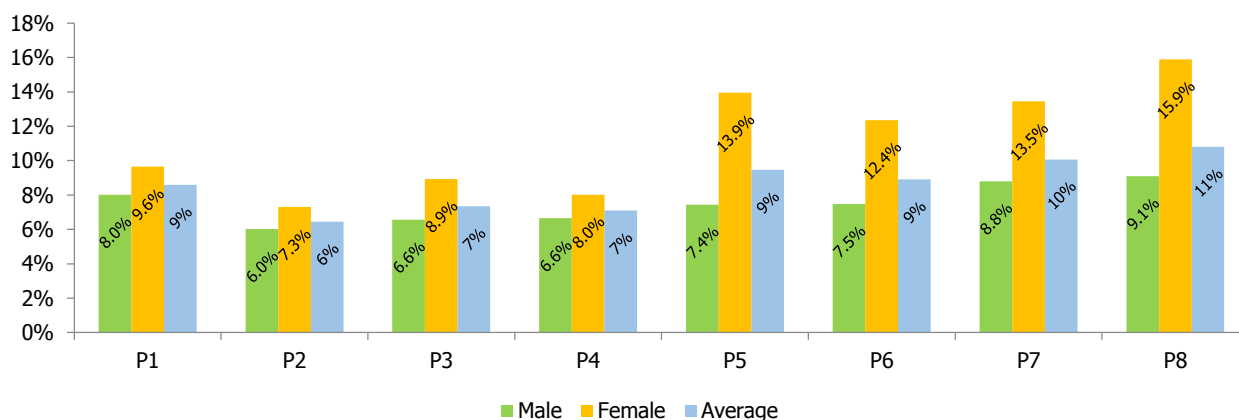
#### Primary school dropout rate for male pupils by county and grade, 2015

County	P1	P2	P3	P4	P5	P6	P7	P8
Awerial	4.7%	3.8%	3.6%	6.5%	8.1%	6.0%	37.4%	14.9%
Cuiebet	7.2%	5.5%	7.2%	5.6%	7.9%	7.1%	6.5%	6.8%
Rumbek Centre	7.1%	3.9%	4.5%	5.9%	4.6%	4.5%	2.9%	3.1%
Rumbek East	14.7%	10.0%	10.0%	9.4%	8.8%	11.1%	11.2%	20.8%
Rumbek North	1.4%	1.4%	2.9%	1.8%	1.2%	2.2%	2.2%	0.0%
Wulu	8.5%	7.2%	9.1%	8.8%	11.9%	5.2%	7.1%	15.2%
Yirol East	10.6%	4.2%	6.3%	5.3%	6.1%	6.4%	8.1%	3.7%
Yirol West	10.3%	12.2%	8.7%	10.2%	11.4%	12.4%	16.8%	14.6%
<b>Total</b>	<b>8.0%</b>	<b>6.0%</b>	<b>6.6%</b>	<b>6.6%</b>	<b>7.4%</b>	<b>7.5%</b>	<b>8.8%</b>	<b>9.1%</b>

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

County	P1	P2	P3	P4	P5	P6	P7	P8
Awerial	6.0%	7.7%	6.9%	12.3%	20.1%	30.9%	93.4%	188.9%
Cuiebet	8.0%	8.0%	7.0%	6.2%	13.4%	11.3%	12.0%	20.4%
Rumbek Centre	9.1%	5.6%	5.9%	8.3%	10.8%	4.7%	4.6%	3.8%
Rumbek East	16.0%	8.7%	12.6%	9.2%	14.2%	15.1%	17.1%	33.3%
Rumbek North	3.9%	2.8%	2.6%	2.8%	5.0%	12.6%	0.0%	0.0%
Wulu	10.2%	8.9%	13.5%	10.3%	11.7%	10.3%	15.6%	750.0%
Yirol East	4.5%	4.7%	7.4%	1.7%	8.1%	6.8%	6.1%	0.0%
Yirol West	15.6%	11.2%	18.0%	13.0%	29.8%	29.2%	36.4%	33.4%
<b>Total</b>	<b>9.6%</b>	<b>7.3%</b>	<b>8.9%</b>	<b>8.0%</b>	<b>13.9%</b>	<b>12.4%</b>	<b>13.5%</b>	<b>15.9%</b>

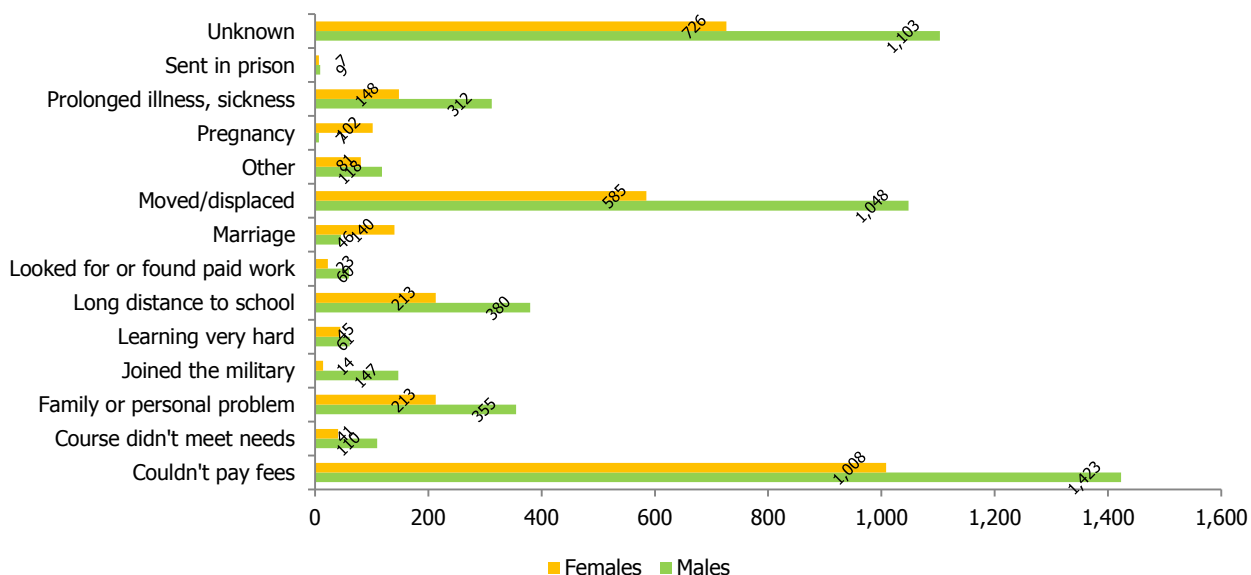
**Primary school dropout rate by grade and gender, 2015**



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

Reason	Total	Male		Female	
		Count	% total	Count	% total
Couldn't pay fees	2,431	1,423	58.5%	1,008	41.5%
Course didn't meet needs	151	110	72.8%	41	27.2%
Family or personal problem	568	355	62.5%	213	37.5%
Joined the military	161	147	91.3%	14	8.7%
Learning very hard	106	61	57.5%	45	42.5%
Long distance to school	593	380	64.1%	213	35.9%
Looked for or found paid work	83	60	72.3%	23	27.7%
Marriage	186	46	24.7%	140	75.3%
Moved/displaced	1,633	1,048	64.2%	585	35.8%
Other	199	118	59.3%	81	40.7%
Pregnancy	109	7	6.4%	102	93.6%
Prolonged illness, sickness	460	312	67.8%	148	32.2%
Sent in prison	16	9	56.3%	7	43.8%
Unknown	1,829	1,103	60.3%	726	39.7%
<b>Total</b>	<b>8,525</b>	<b>5,179</b>	<b>60.8%</b>	<b>3,346</b>	<b>39.2%</b>

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



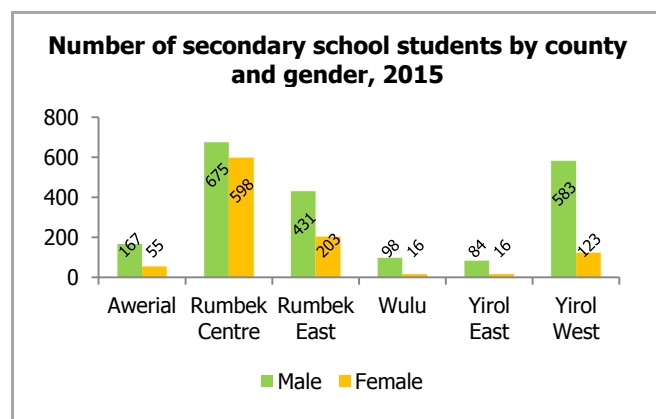
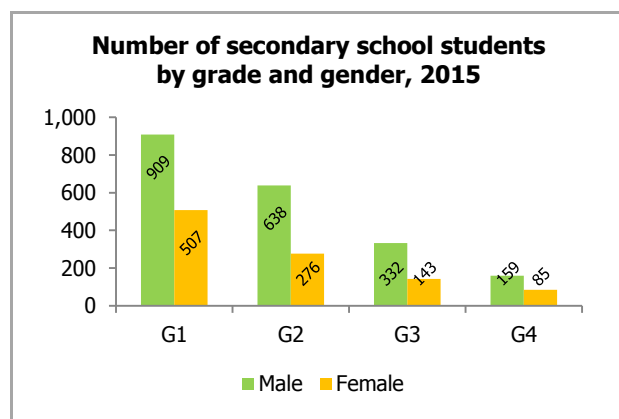
## 7. SECONDARY SCHOOL (SEC), 2015

### 7.1. Access

#### 7.1.1. Enrolment

**Number of secondary school students by county and grade, 2015**

County	Total	S1	S2	S3	S4
Awerial	222	124	98	0	0
Rumbek Centre	1,273	717	306	154	96
Rumbek East	634	259	164	125	86
Wulu	114	57	37	20	0
Yirol East	100	52	48	0	0
Yirol West	706	207	261	176	62
<b>Total</b>	<b>3,049</b>	<b>1,416</b>	<b>914</b>	<b>475</b>	<b>244</b>

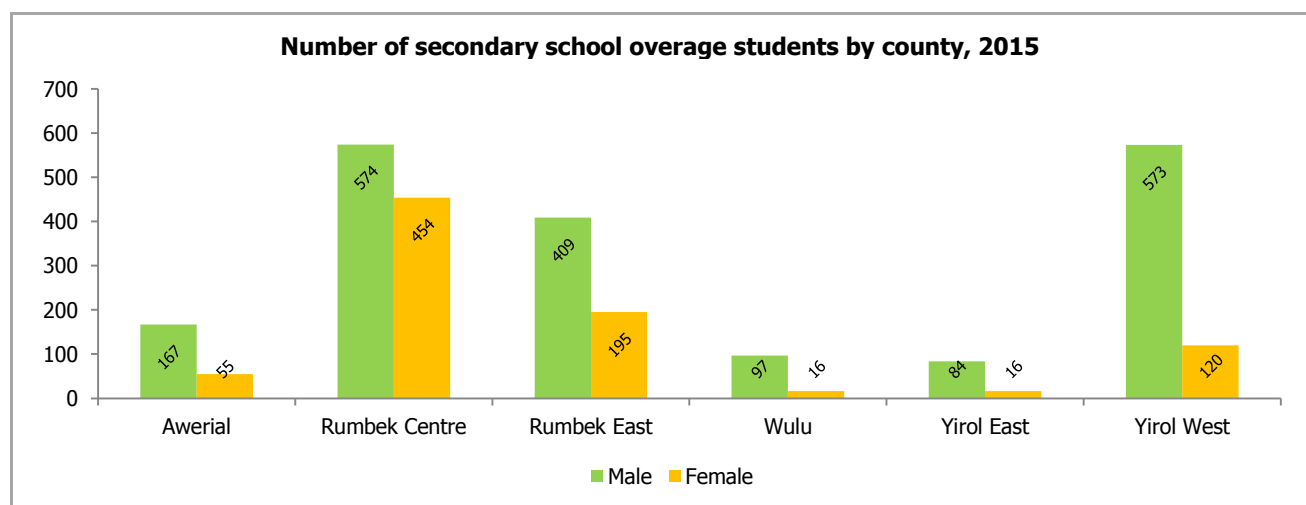


#### 7.1.2. Overage Pupils

**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 %
Awerial	0	222	100.0%	0	167	100.0%	0	55	100.0%
Rumbek Centre	245	1,028	80.8%	101	574	85.0%	144	454	75.9%
Rumbek East	30	604	95.3%	22	409	94.9%	8	195	96.1%
Wulu	1	113	99.1%	1	97	99.0%	0	16	100.0%
Yirol East	0	100	100.0%	0	84	100.0%	0	16	100.0%
Yirol West	13	693	98.2%	10	573	98.3%	3	120	97.6%
<b>Total</b>	<b>289</b>	<b>2,760</b>	<b>90.5%</b>	<b>134</b>	<b>1,904</b>	<b>93.4%</b>	<b>155</b>	<b>856</b>	<b>84.7%</b>

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



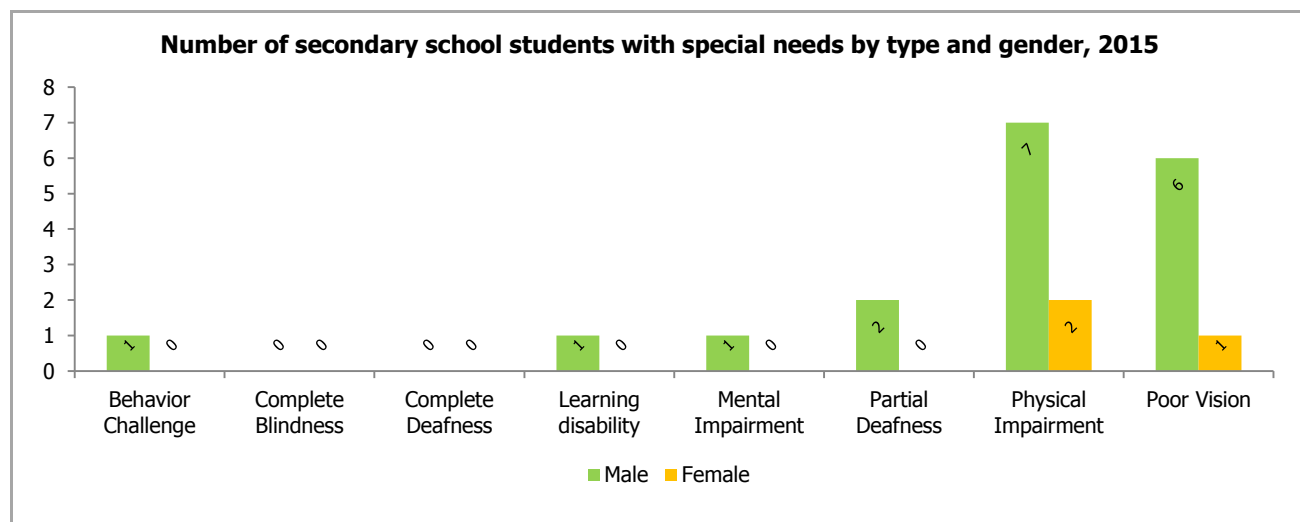
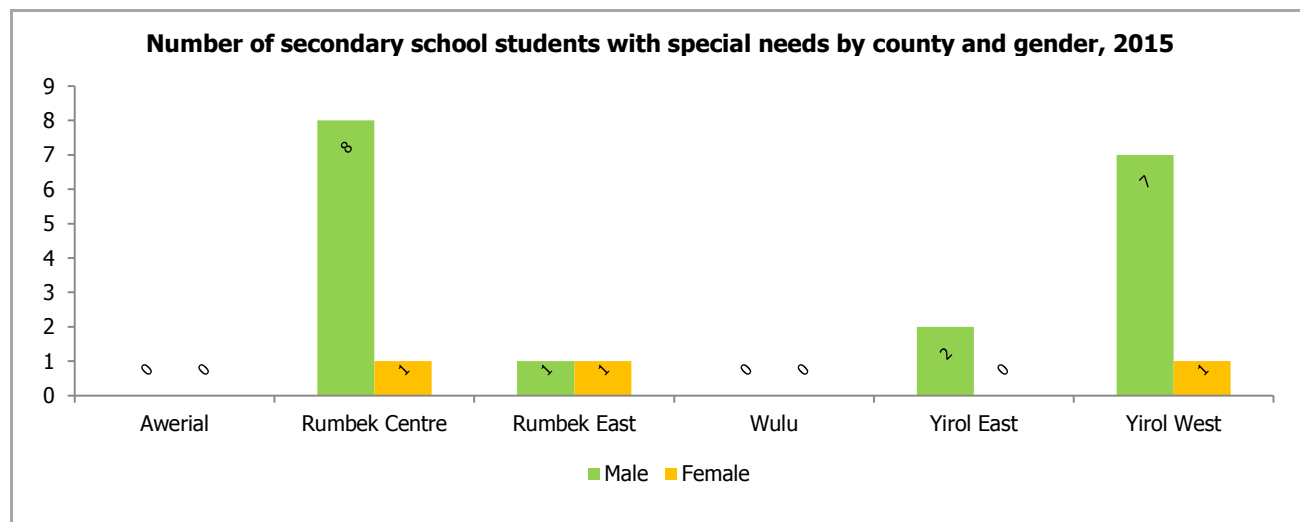
"At age" includes under-age and at-age pupils.



### 7.1.3. Students with Special Needs

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

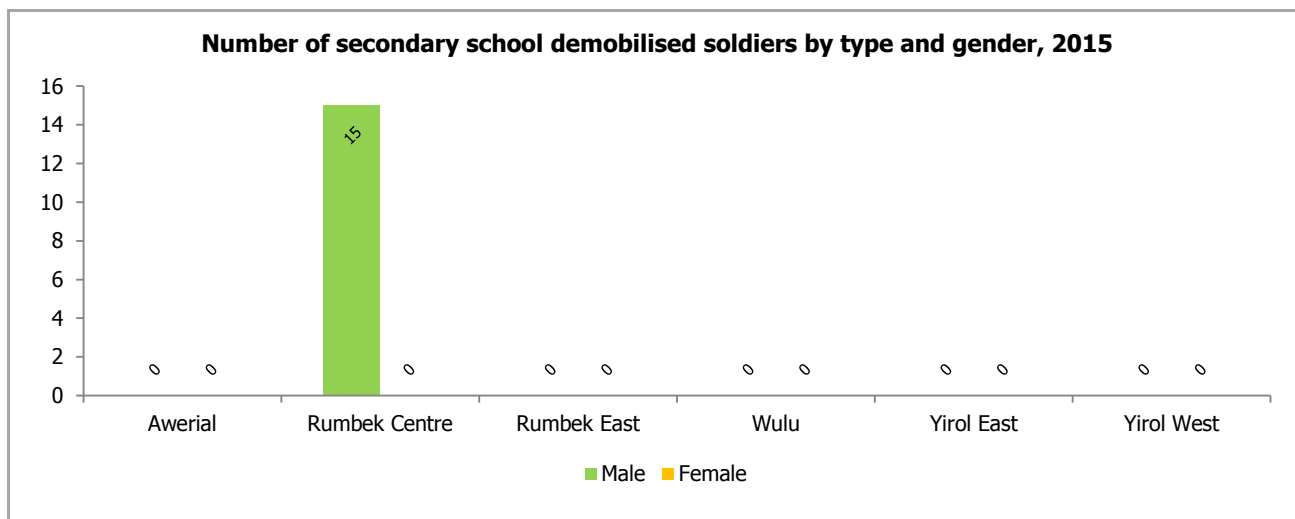
County	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
Awerial	222	0	0.0%	167	0	0.0%	55	0	0.0%
Rumbek Centre	1,273	9	0.7%	675	8	1.2%	598	1	0.2%
Rumbek East	634	2	0.3%	431	1	0.2%	203	1	0.5%
Wulu	114	0	0.0%	98	0	0.0%	16	0	0.0%
Yirol East	100	2	2.0%	84	2	2.4%	16	0	0.0%
Yirol West	706	8	1.1%	583	7	1.2%	123	1	0.8%
<b>Total</b>	<b>3,049</b>	<b>21</b>	<b>0.7%</b>	<b>2,038</b>	<b>18</b>	<b>0.9%</b>	<b>1,011</b>	<b>3</b>	<b>0.3%</b>



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

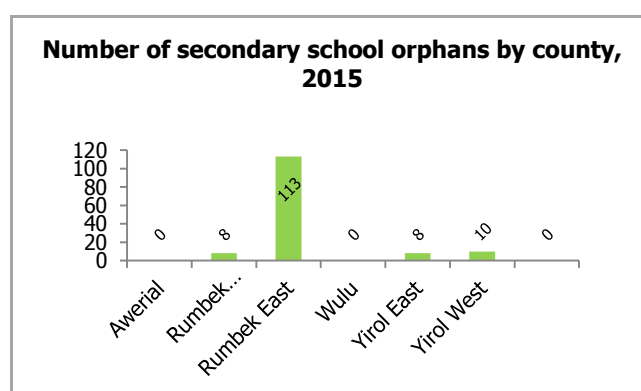
**Number and % of secondary school demobilised soldiers by grade and gender, 2015**

County	Total			Male			Female		
	Count	Demob.	%	Count	Demob.	%	Count	Demob.	%
Awerial	222	0	0.0%	167	0	0.0%	55	0	0.0%
Rumbek Centre	1,273	15	1.2%	675	15	2.2%	598	0	0.0%
Rumbek East	634	0	0.0%	431	0	0.0%	203	0	0.0%
Wulu	114	0	0.0%	98	0	0.0%	16	0	0.0%
Yirol East	100	0	0.0%	84	0	0.0%	16	0	0.0%
Yirol West	706	0	0.0%	583	0	0.0%	123	0	0.0%
<b>Total</b>	<b>3,049</b>	<b>15</b>	<b>0.5%</b>	<b>2,038</b>	<b>15</b>	<b>0.7%</b>	<b>1,011</b>	<b>0</b>	<b>0.0%</b>



### Number and % of secondary school orphans by county, 2015

Grade	Students	Total	
		Count	% enrolment
Awerial	222	0	0.0%
Rumbek Centre	1,273	8	0.6%
Rumbek East	634	113	17.8%
Wulu	114	0	0.0%
Yirol East	100	8	8.0%
<b>Total</b>	<b>3,049</b>	<b>139</b>	<b>4.6%</b>



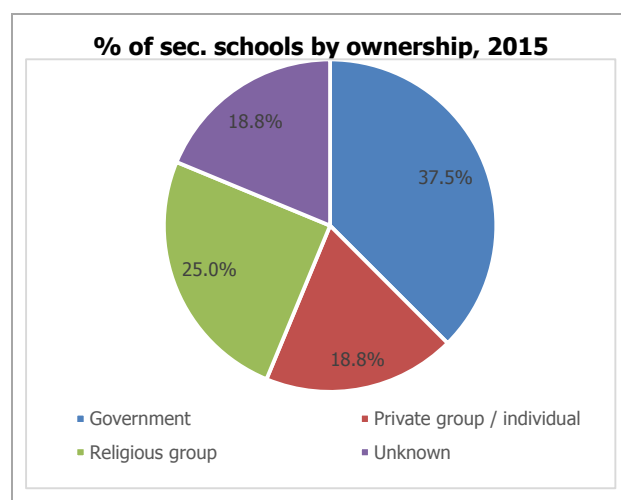
## 7.2. Resources

### 7.2.1. Schools

#### Number of secondary schools by ownership, 2015

Ownership type	Schools
Government	6
Private group / individual	3
Religious group	4
Unknown	3
<b>Total</b>	<b>16</b>

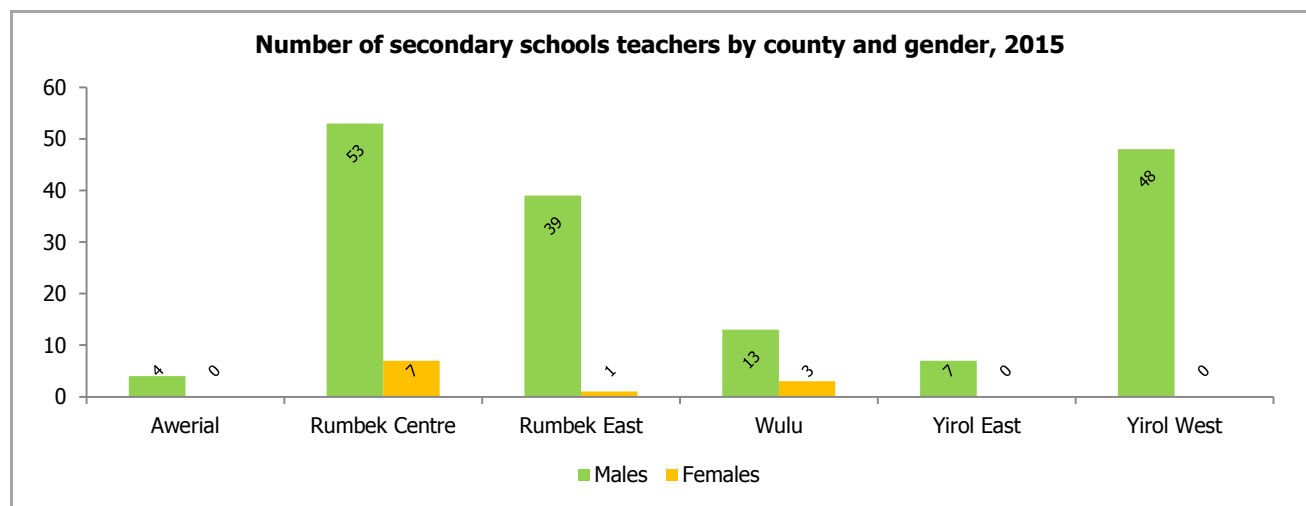
\* "Other" includes NGO-supported, unknown, and unspecified other ownership types.



## 7.2.2. Teachers

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

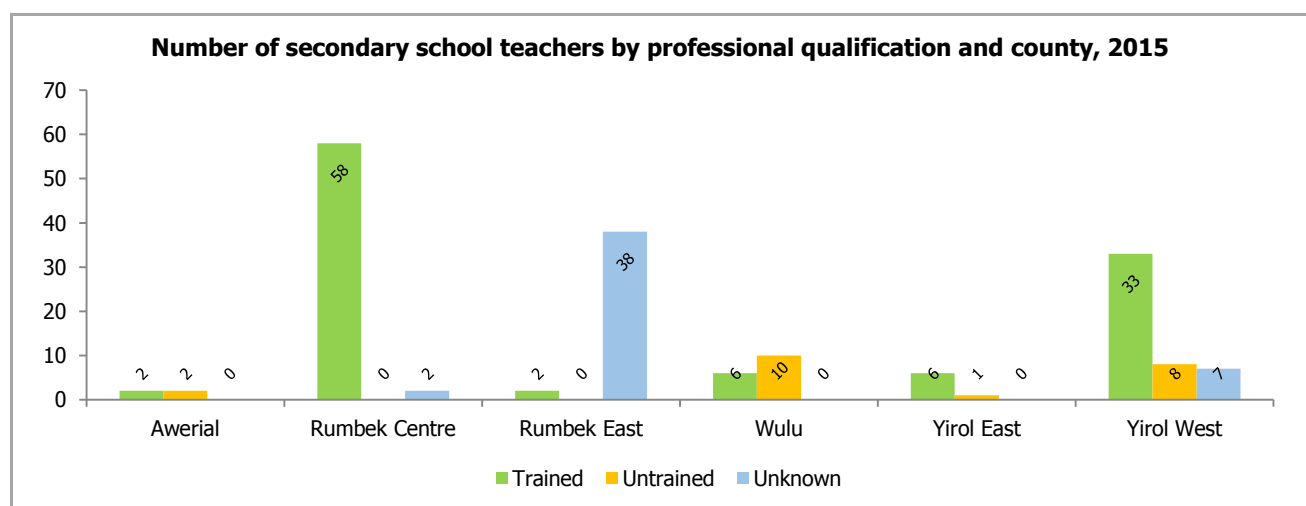
County	Total	Male		Female	
		Count	% total	Count	% total
Awerial	4	4	100.0%	0	0.0%
Rumbek Centre	60	53	88.3%	7	11.7%
Rumbek East	40	39	97.5%	1	2.5%
Wulu	16	13	81.3%	3	18.8%
Yirol East	7	7	100.0%	0	0.0%
Yirol West	48	48	100.0%	0	0.0%
<b>Total</b>	<b>175</b>	<b>164</b>	<b>93.7%</b>	<b>11</b>	<b>6.3%</b>



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

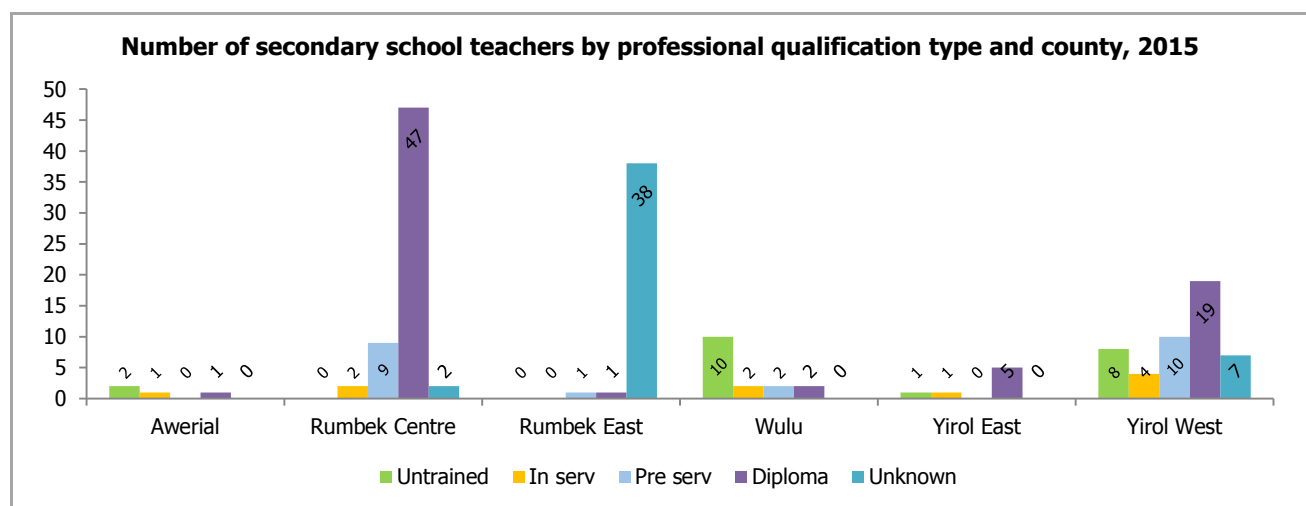
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Awerial	4	2	50.0%	2	50.0%	0	0.0%
Rumbek Centre	60	58	96.7%	0	0.0%	2	3.3%
Rumbek East	40	2	5.0%	0	0.0%	38	95.0%
Wulu	16	6	37.5%	10	62.5%	0	0.0%
Yirol East	7	6	85.7%	1	14.3%	0	0.0%
Yirol West	48	33	68.8%	8	16.7%	7	14.6%
<b>Total</b>	<b>175</b>	<b>107</b>	<b>61.1%</b>	<b>21</b>	<b>12.0%</b>	<b>47</b>	<b>26.9%</b>

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



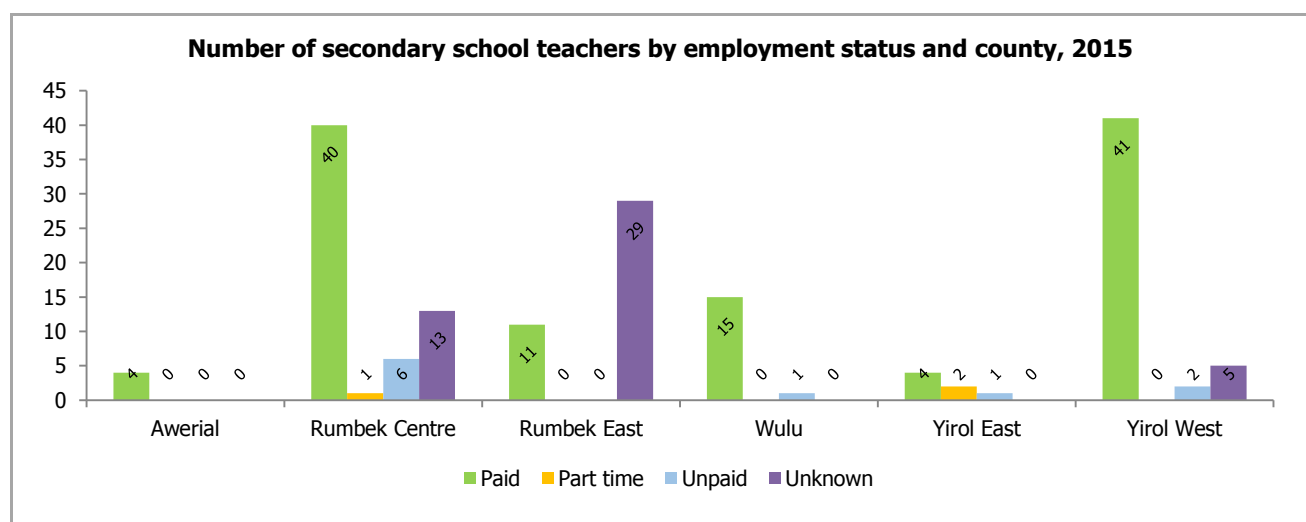
### Number and % of secondary school teachers by professional qualification type and county, 2015

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Awerial	4	2	50.0%	1	25.0%	0	0.0%	1	25.0%	0	0.0%
Rumbek Centre	60	0	0.0%	2	3.3%	9	15.0%	47	78.3%	2	3.3%
Rumbek East	40	0	0.0%	0	0.0%	1	2.5%	1	2.5%	38	95.0%
Wulu	16	10	62.5%	2	12.5%	2	12.5%	2	12.5%	0	0.0%
Yirol East	7	1	14.3%	1	14.3%	0	0.0%	5	71.4%	0	0.0%
Yirol West	48	8	16.7%	4	8.3%	10	20.8%	19	39.6%	7	14.6%
<b>Total</b>	<b>175</b>	<b>21</b>	<b>12%</b>	<b>10</b>	<b>5.7%</b>	<b>22</b>	<b>12%</b>	<b>75</b>	<b>43%</b>	<b>47</b>	<b>27%</b>



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

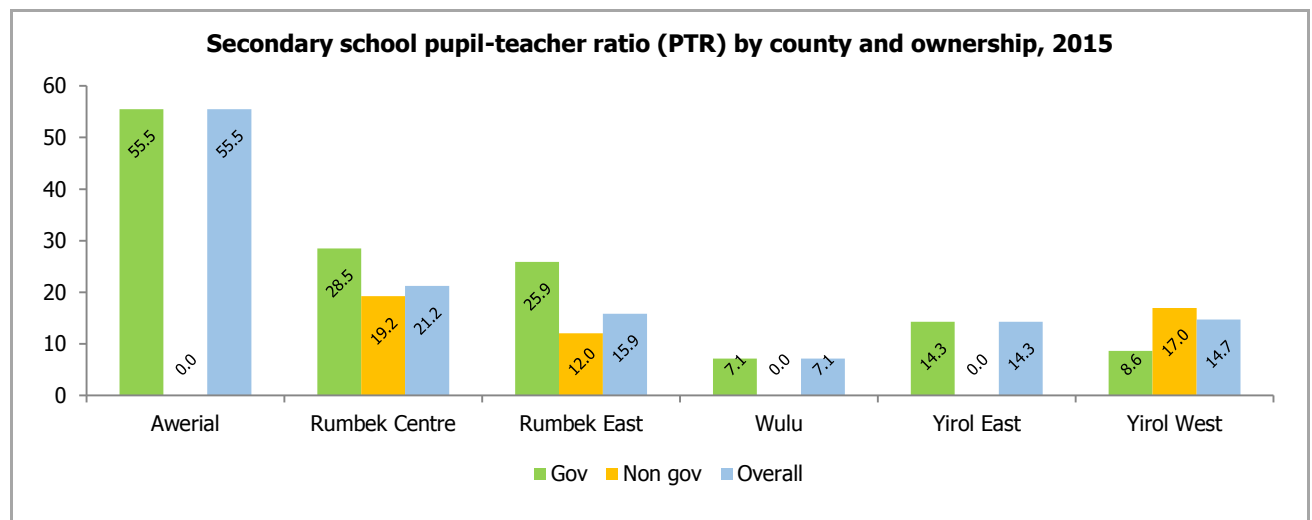
County	Total	Paid		Part time		Unpaid		Unknown	
		Count	%	Count	%	Count	%	Count	%
Awerial	4	4	100.0%	0	0.0%	0	0.0%	0	0.0%
Rumbek Centre	60	40	66.7%	1	1.7%	6	10.0%	13	21.7%
Rumbek East	40	11	27.5%	0	0.0%	0	0.0%	29	72.5%
Wulu	16	15	93.8%	0	0.0%	1	6.3%	0	0.0%
Yirol East	7	4	57.1%	2	28.6%	1	14.3%	0	0.0%
Yirol West	48	41	85.4%	0	0.0%	2	4.2%	5	10.4%
<b>Total</b>	<b>175</b>	<b>115</b>	<b>65.7%</b>	<b>3</b>	<b>1.7%</b>	<b>10</b>	<b>5.7%</b>	<b>47</b>	<b>26.9%</b>



### 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
Awerial	222	4	55.5	222	4	55.5	0	0	0.0
Rumbek Centre	1,273	60	21.2	370	13	28.5	903	47	19.2
Rumbek East	634	40	15.9	285	11	25.9	349	29	12.0
Wulu	114	16	7.1	114	16	7.1	0	0	0.0
Yirol East	100	7	14.3	100	7	14.3	0	0	0.0
Yirol West	706	48	14.7	112	13	8.6	594	35	17.0
<b>Total</b>	<b>3,049</b>	<b>175</b>	<b>17.4</b>	<b>1,203</b>	<b>64</b>	<b>18.8</b>	<b>1,846</b>	<b>111</b>	<b>16.6</b>

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

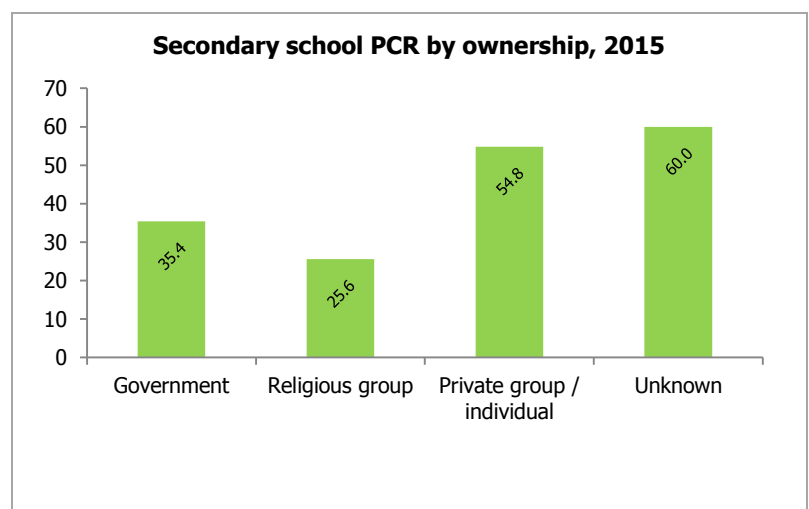


### 7.2.3. Classrooms

#### Number of secondary schools classrooms and PCR by ownership

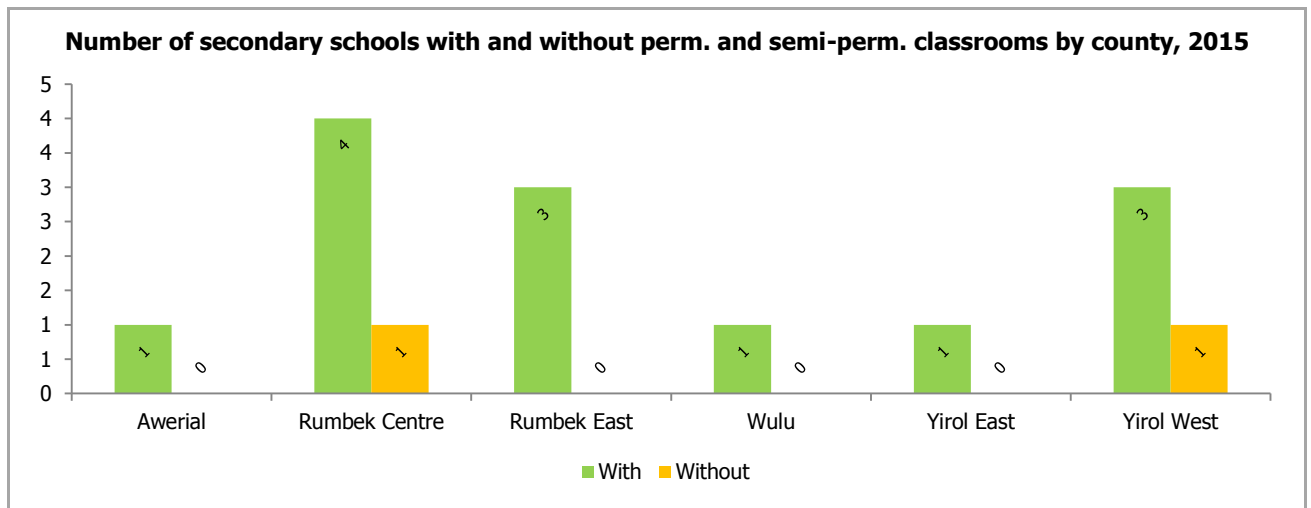
Ownership	Classrooms	PCR
Government	35	35.4
Religious group	39	25.6
Private group / individual	12	54.8
Unknown	4	60.0
<b>Total</b>	<b>90</b>	<b>35.0</b>

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



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

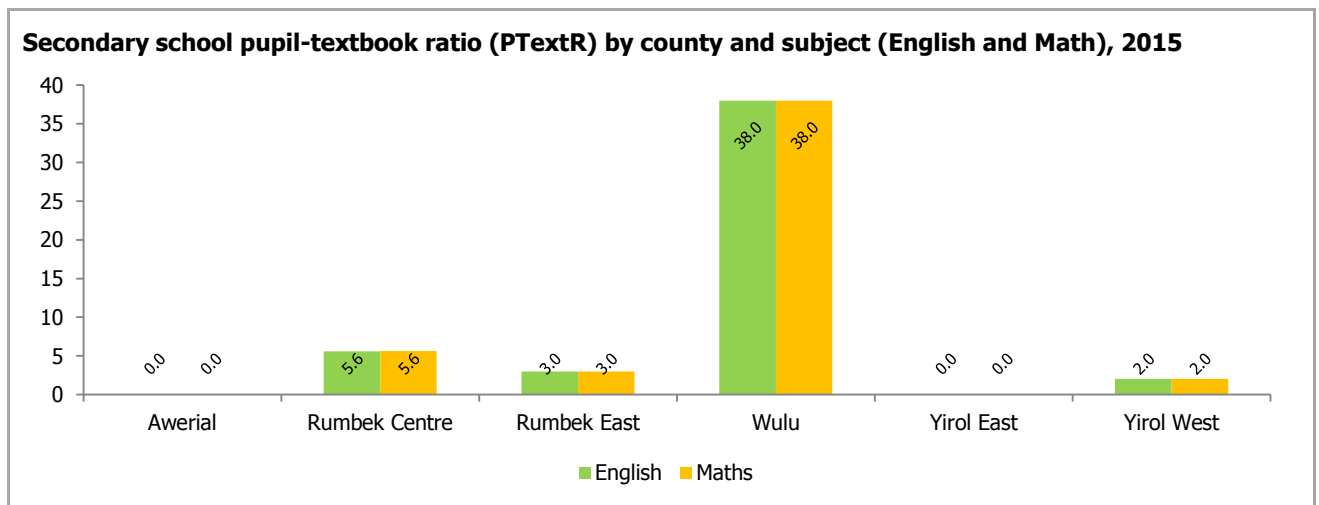
County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Awerial	1	1	100.0%	0	0.0%
Rumbek Centre	5	4	80.0%	1	20.0%
Rumbek East	3	3	100.0%	0	0.0%
Wulu	1	1	100.0%	0	0.0%
Yirol East	1	1	100.0%	0	0.0%
Yirol West	4	3	75.0%	1	25.0%
<b>Total</b>	<b>15</b>	<b>13</b>	<b>86.7%</b>	<b>2</b>	<b>13.3%</b>



#### 7.2.4. Curriculum and Instruction

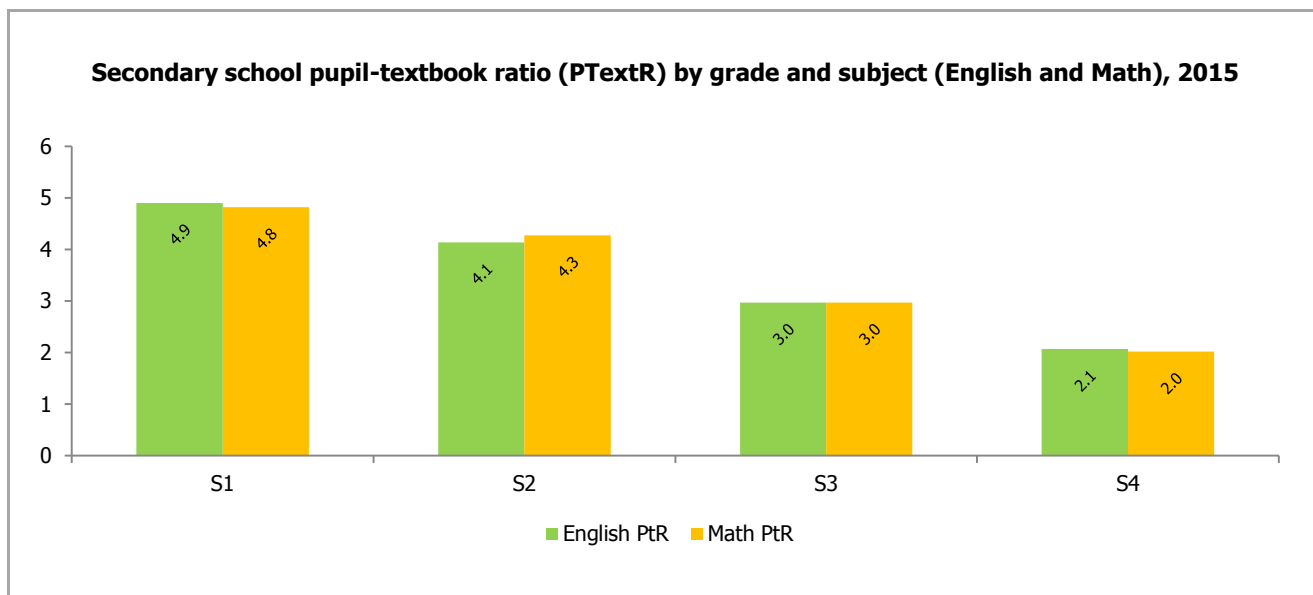
##### Secondary school pupil-textbook ratio (PTextR) by county and subject (English and Math), 2015

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Aerial	222	0	0.0	0	0.0
Rumbek Centre	1,273	227	5.6	226	5.6
Rumbek East	634	212	3.0	212	3.0
Wulu	114	3	38.0	3	38.0
Yirol East	100	0	0.0	0	0.0
Yirol West	706	346	2.0	348	2.0
<b>Total</b>	<b>3,049</b>	<b>788</b>	<b>3.9</b>	<b>789</b>	<b>3.9</b>



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

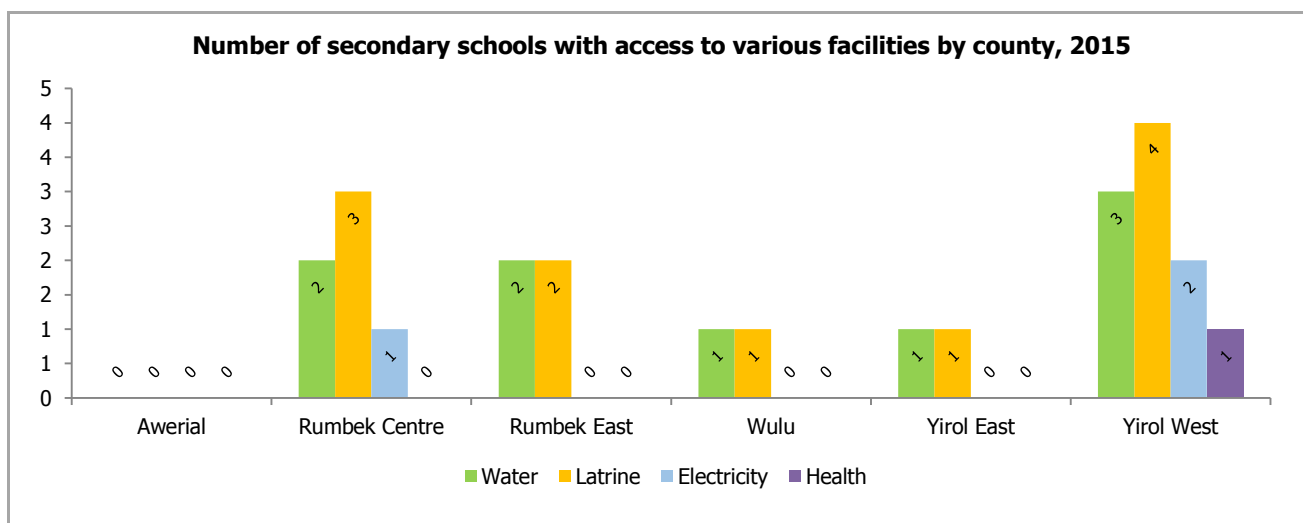
Grade	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
S1	1,416	289	4.9	294	4.8
S2	914	221	4.1	214	4.3
S3	475	160	3.0	160	3.0
S4	244	118	2.1	121	2.0
<b>Total</b>	<b>3,049</b>	<b>788</b>	<b>3.9</b>	<b>789</b>	<b>3.9</b>



## 7.2.5. Facilities

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

County	Schools	Water		Latrine		Electricity		Health Centre	
		Count	%	Count	%	Count	%	Count	%
Awerial	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Rumbek Centre	5	2	40.0%	3	60.0%	1	20.0%	0	0.0%
Rumbek East	3	2	66.7%	2	66.7%	0	0.0%	0	0.0%
Wulu	1	1	100.0%	1	100.0%	0	0.0%	0	0.0%
Yirol East	1	1	100.0%	1	100.0%	0	0.0%	0	0.0%
Yirol West	4	3	75.0%	4	100.0%	2	50.0%	1	25.0%
<b>Total</b>	<b>15</b>	<b>9</b>	<b>60.0%</b>	<b>11</b>	<b>73.3%</b>	<b>3</b>	<b>20.0%</b>	<b>1</b>	<b>6.7%</b>



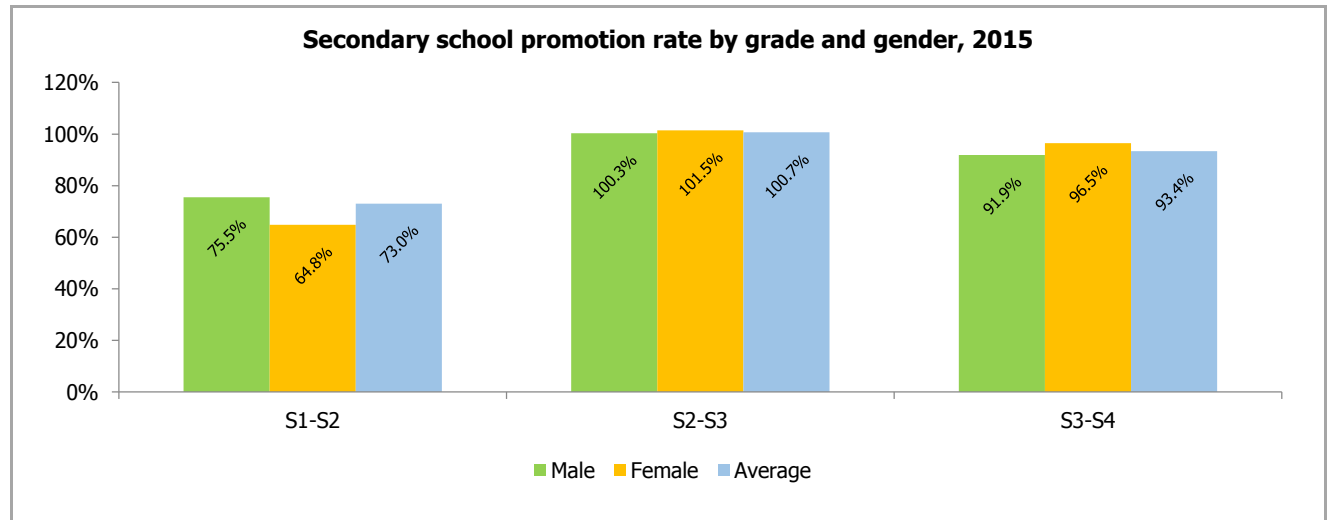
### 7.3. Student Flow

#### 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
Awerial									
Cuiebet									
Rumbek Centre	132.5%	122.5%	48.0%	198.6%	175.3%	46.9%	108.5%	103.0%	50.6%
Rumbek East	79.6%	92.3%	68.7%	80.8%	98.4%	67.4%	75.8%	77.5%	68.8%
Rumbek North									
Wulu	90.9%	0.0%		87.3%	0.0%		122.5%	0.0%	
Yirol East									
Yirol West	134.6%	105.2%	85.5%	131.4%	101.0%	78.0%	155.5%	141.4%	
<b>Total</b>	<b>100.7%</b>	<b>93.4%</b>	<b>51.6%</b>	<b>100.3%</b>	<b>91.9%</b>	<b>50.5%</b>	<b>101.5%</b>	<b>96.5%</b>	<b>52.4%</b>

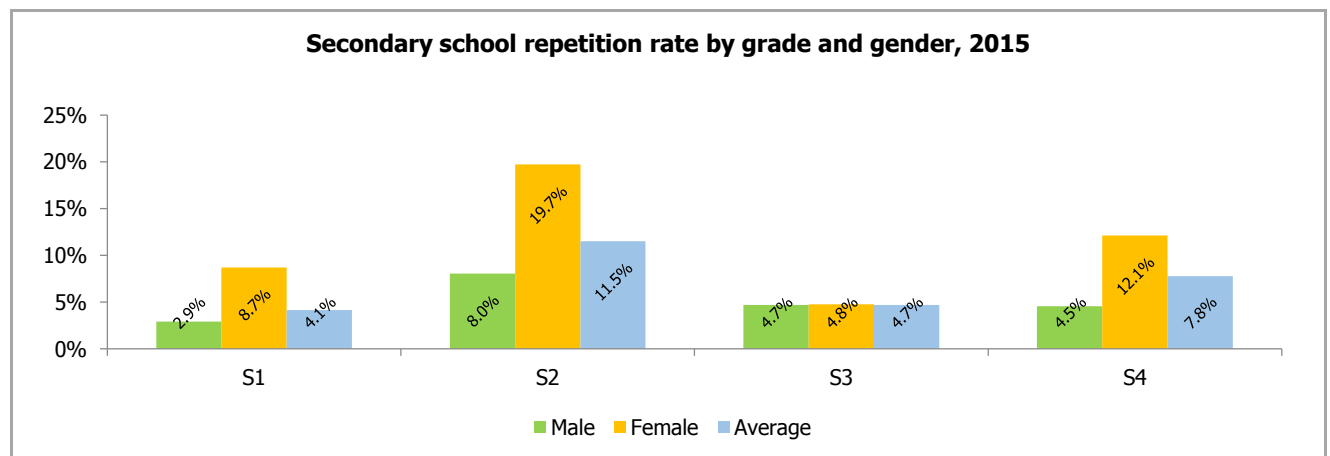
\* Promotion exceeding 100% occur due to massive increase in enrolment between 2014 and 2015.



#### 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
Awerial												
Cuiebet												
Rumbek Centre	1.4%	6.1%	3.8%	0.0%	1.0%	8.4%	8.2%	0.0%	2.6%	5.4%	1.9%	0.0%
Rumbek East	3.4%	6.7%	6.9%	17.8%	2.7%	3.5%	4.8%	9.9%	5.4%	16.8%	12.9%	30.6%
Rumbek North												
Wulu	15.4%	33.5%			16.2%	32.7%			0.0%	40.8%		
Yirol East												
Yirol West	0.7%	2.3%	3.4%	0.0%	0.7%	2.7%	3.9%	0.0%	0.0%	0.0%	0.0%	
<b>Total</b>	<b>4.1%</b>	<b>11%</b>	<b>4.7%</b>	<b>7.8%</b>	<b>2.9%</b>	<b>8.0%</b>	<b>4.7%</b>	<b>4.5%</b>	<b>8.7%</b>	<b>20%</b>	<b>4.8%</b>	<b>12%</b>



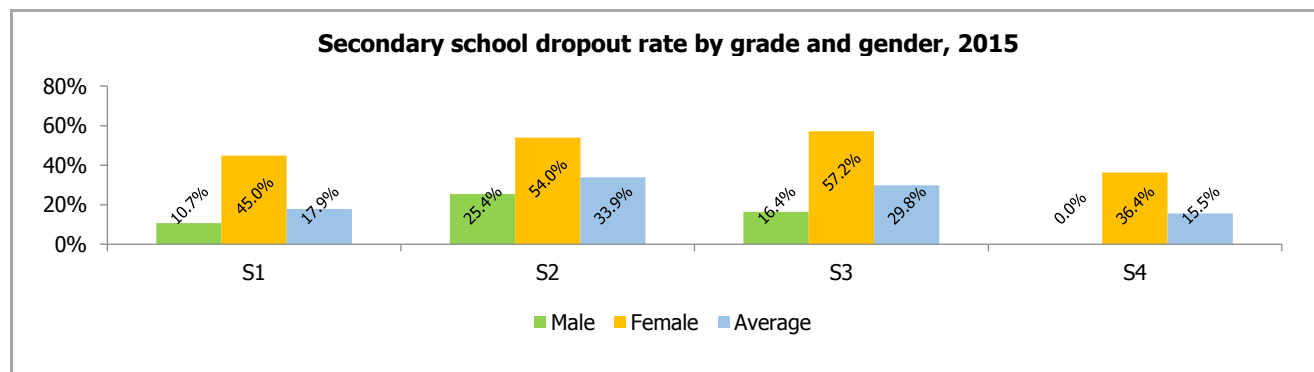


### 7.3.3. Dropout Rate

#### Secondary school dropout rate by county and grade, 2015

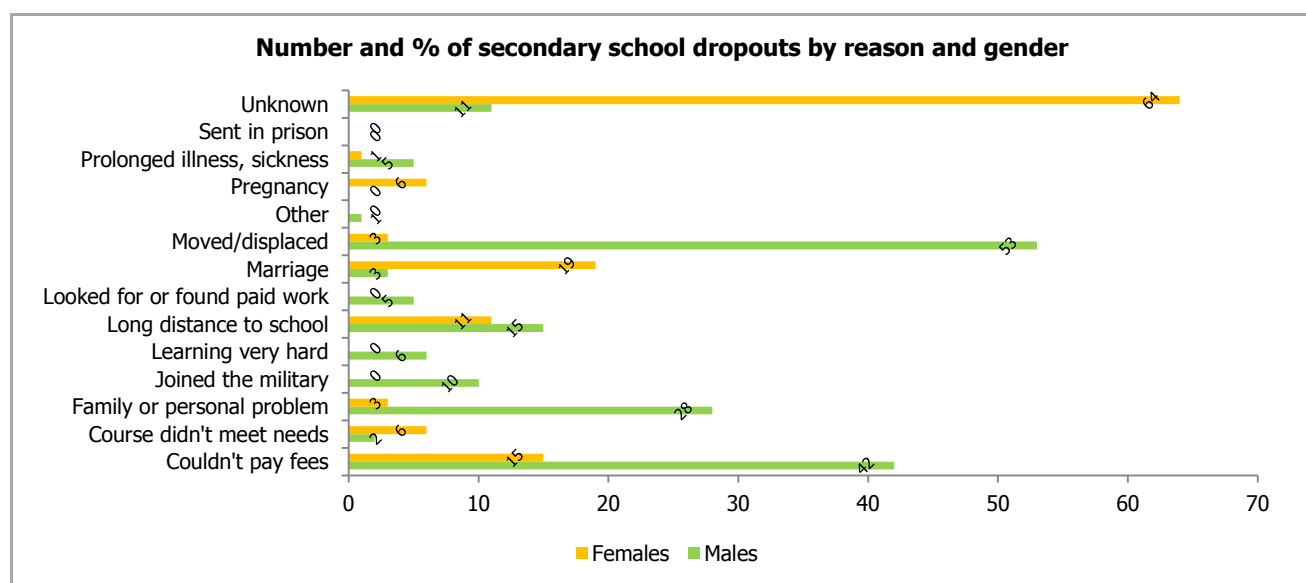
County	Overall				Male				Female			
	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4
Awerial												
Cuiebet												
Rumbek Centre	5.8%	36.9%	7.7%	0.0%	7.2%	100%	12.2%	0.0%	1.3%	8.1%	5.8%	0.0%
Rumbek East	7.5%	10.0%	17.3%	0.0%	10.0%	13.2%	23.8%	0.0%	0.0%	0.0%	0.0%	0.0%
Rumbek North	30.0%											
Wulu												
Yirol East												
Yirol West	56.2%	36.4%	39.0%	26.4%	18.5%	17.2%	17.5%	0.0%	<i>324%</i>	<i>150%</i>	<i>198%</i>	
<b>Total</b>	<b>18%</b>	<b>34%</b>	<b>30%</b>	<b>15%</b>	<b>11%</b>	<b>25%</b>	<b>16%</b>	<b>0.0%</b>	<b>45%</b>	<b>54%</b>	<b>57%</b>	<b>36%</b>

\* Figures in italic are suspicious and should be carefully considered. See methodology section for more information.



#### Number of secondary school dropouts by reason and gender, 2015

Reason	Total	Male		Female	
		Count	% total	Count	% total
Couldn't pay fees	57	42	73.7%	15	26.3%
Course didn't meet needs	8	2	25.0%	6	75.0%
Family or personal problem	31	28	90.3%	3	9.7%
Joined the military	10	10	100.0%	0	0.0%
Learning very hard	6	6	100.0%	0	0.0%
Long distance to school	26	15	57.7%	11	42.3%
Looked for or found paid work	5	5	100.0%	0	0.0%
Marriage	22	3	13.6%	19	86.4%
Moved/displaced	56	53	94.6%	3	5.4%
Other	1	1	100.0%	0	0.0%
Pregnancy	6	0	0.0%	6	100.0%
Prolonged illness, sickness	6	5	83.3%	1	16.7%
Sent in prison	0	0	0.0%	0	0.0%
Unknown	75	11	14.7%	64	85.3%
<b>Total</b>	<b>309</b>	<b>181</b>	<b>58.6%</b>	<b>128</b>	<b>41.4%</b>



## 8. ALTERNATIVE EDUCATION SYSTEM (AES), 2015

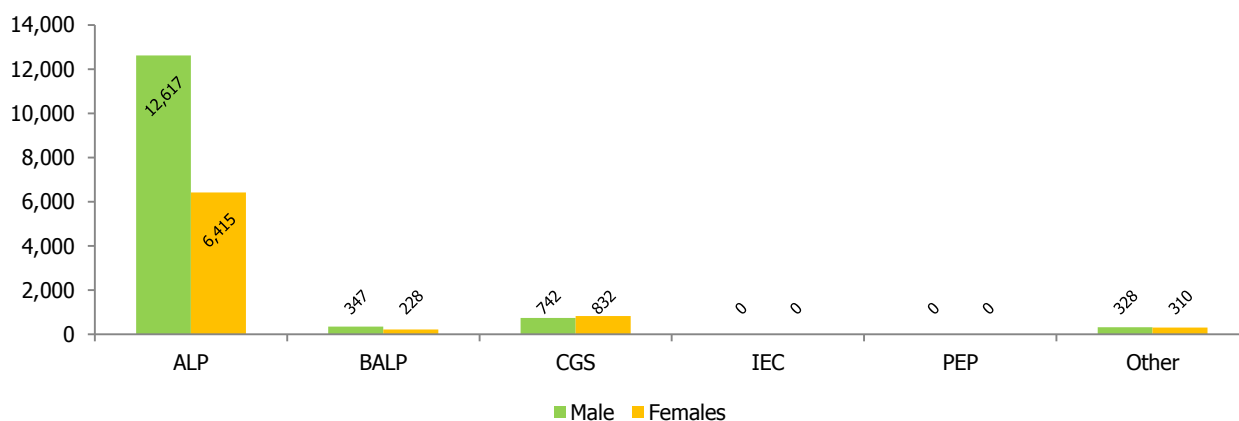
### 8.1. Access

#### 8.1.1. Enrolment

**Number of AES centre learners by county and programme, 2015**

County	Total	ALP	BALP	CGS	IEC	PEP	Other
Awerial	882	882	0	0	0	0	0
Cuiebet	8,123	8,042	0	36	0	0	45
Rumbek Centre	2,377	1,812	0	565	0	0	0
Rumbek East	2,479	2,023	190	60	0	0	206
Rumbek North	1,383	988	89	57	0	0	249
Wulu	810	672	0	0	0	0	138
Yirol East	1,877	1,772	36	69	0	0	0
Yirol West	3,888	2,841	260	787	0	0	0
<b>Total</b>	<b>21,819</b>	<b>19,032</b>	<b>575</b>	<b>1,574</b>	<b>0</b>	<b>0</b>	<b>638</b>

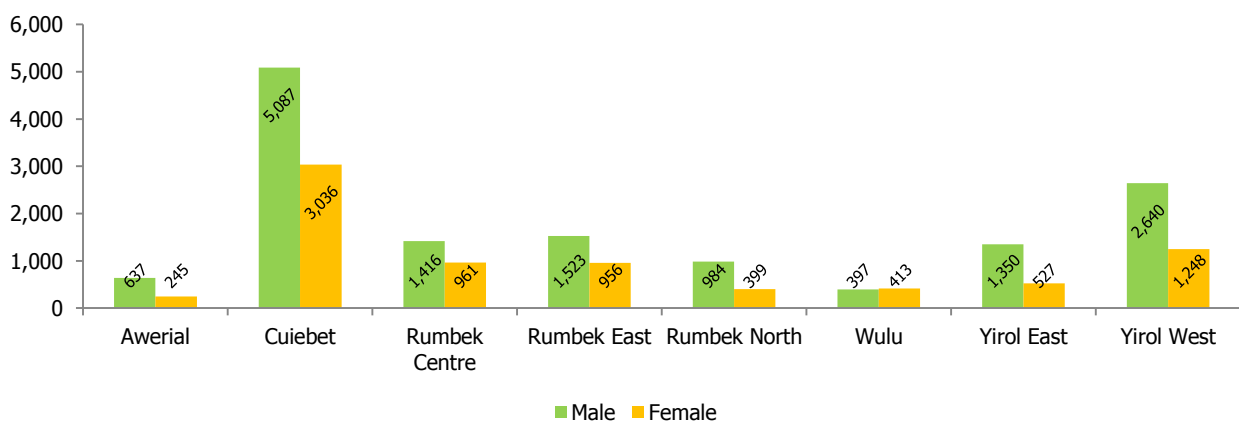
**Number of AES centre learners by programme and gender, 2015**



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

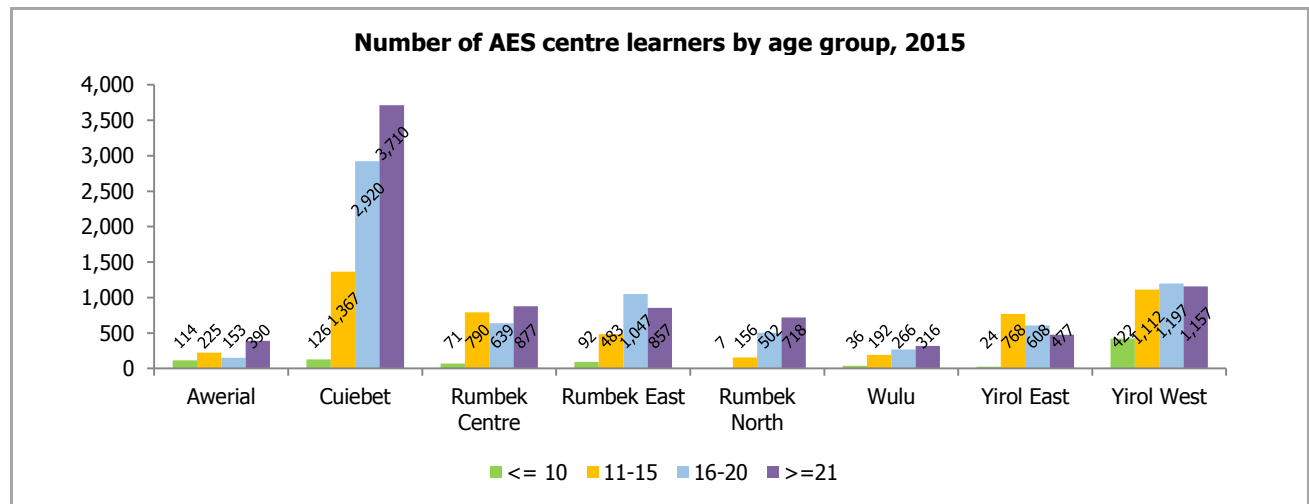
County	Students	Male		Female	
		Count	% total	Count	% total
Awerial	882	637	72.2%	245	27.8%
Cuiebet	8,123	5,087	62.6%	3,036	37.4%
Rumbek Centre	2,377	1,416	59.6%	961	40.4%
Rumbek East	2,479	1,523	61.4%	956	38.6%
Rumbek North	1,383	984	71.1%	399	28.9%
Wulu	810	397	49.0%	413	51.0%
Yirol East	1,877	1,350	71.9%	527	28.1%
Yirol West	3,888	2,640	67.9%	1,248	32.1%
<b>Total</b>	<b>21,819</b>	<b>14,034</b>	<b>64.3%</b>	<b>7,785</b>	<b>35.7%</b>

**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
Awerial	882	114	225	153	390
Cuiebet	8,123	126	1,367	2,920	3,710
Rumbek Centre	2,377	71	790	639	877
Rumbek East	2,479	92	483	1,047	857
Rumbek North	1,383	7	156	502	718
Wulu	810	36	192	266	316
Yirol East	1,877	24	768	608	477
Yirol West	3,888	422	1,112	1,197	1,157
<b>Total</b>	<b>21,819</b>	<b>892</b>	<b>5,093</b>	<b>7,332</b>	<b>8,502</b>



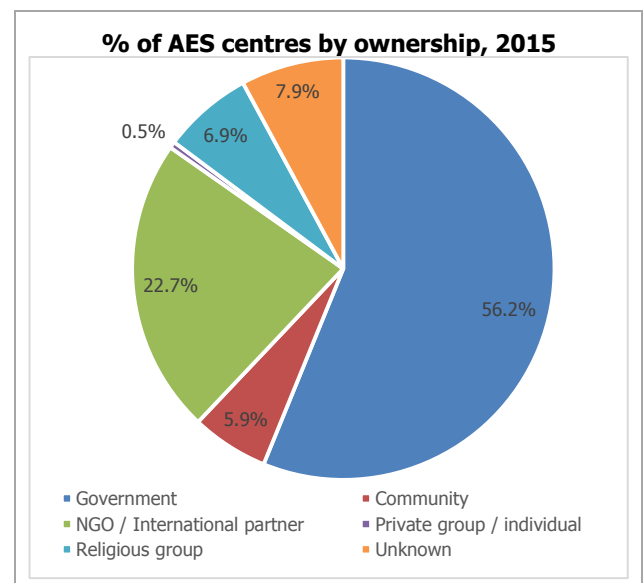
## 8.2. Resources

### 8.2.1. Centres

#### Number of AES centres by ownership, 2015

Ownership	No. centres
Government	114
Community	12
NGO / International partner	46
Private group / individual	1
Religious group	14
Unknown	16
<b>Total</b>	<b>203</b>

\* Some centres have more than one programme.



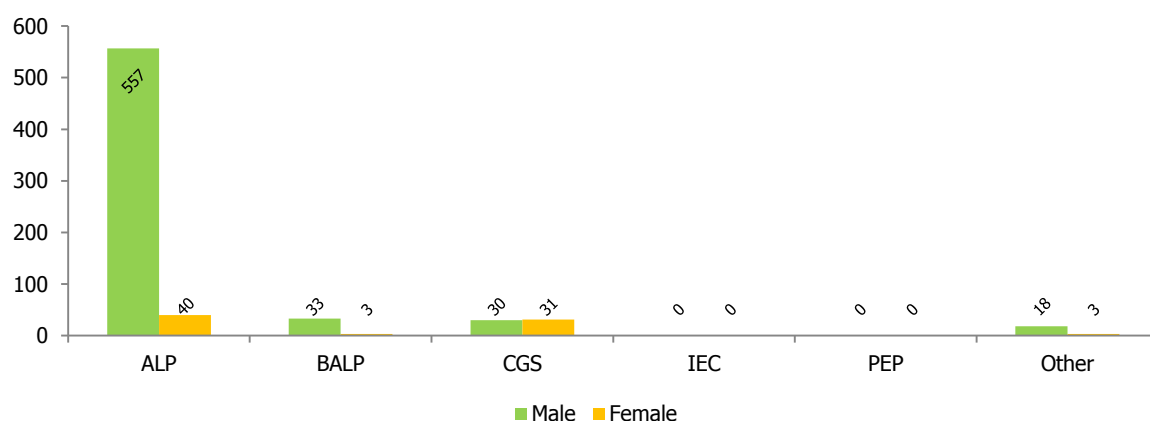
### 8.2.2. Teachers

#### Number of AES centre teachers by county and programme, 2015

County	Total	ALP	BALP	CGS	IEC	PEP	Other/Multiple
Awerial	33	33	0	0	0	0	0
Cuiebet	211	204	0	3	0	0	4
Rumbek Centre	78	62	0	16	0	0	0
Rumbek East	65	49	10	4	0	0	2
Rumbek North	60	42	7	5	0	0	6
Wulu	31	22	0	0	0	0	9
Yirol East	62	55	2	5	0	0	0
Yirol West	175	130	17	28	0	0	0
<b>Total</b>	<b>715</b>	<b>597</b>	<b>36</b>	<b>61</b>	<b>0</b>	<b>0</b>	<b>21</b>

\* 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**

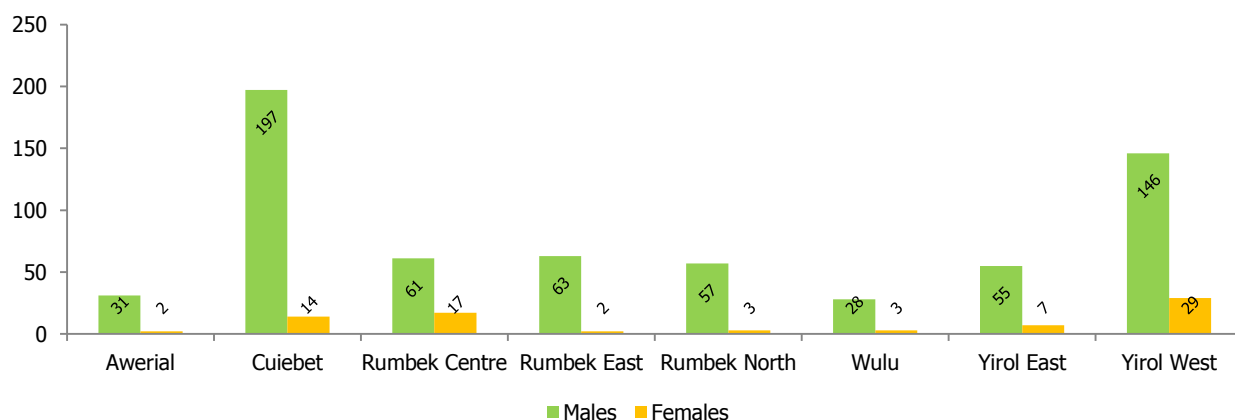


\*"Other" includes centres with multiple programmes.

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

County	Total	Male		Female	
		Count	% total	Count	% total
Awerial	33	31	93.9%	2	6.1%
Cuiebet	211	197	93.4%	14	6.6%
Rumbek Centre	78	61	78.2%	17	21.8%
Rumbek East	65	63	96.9%	2	3.1%
Rumbek North	60	57	95.0%	3	5.0%
Wulu	31	28	90.3%	3	9.7%
Yirol East	62	55	88.7%	7	11.3%
Yirol West	175	146	83.4%	29	16.6%
<b>Total</b>	<b>715</b>	<b>638</b>	<b>89.2%</b>	<b>77</b>	<b>10.8%</b>

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

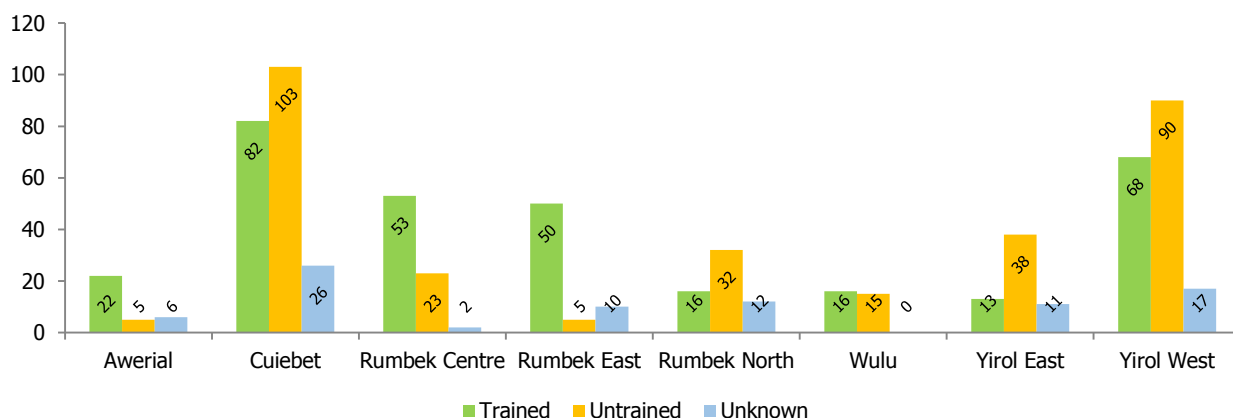


**Number and % of AES centre teachers by professional qualification and county, 2015**

County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Awerial	33	22	66.7%	5	15.2%	6	18.2%
Cuiebet	211	82	38.9%	103	48.8%	26	12.3%
Rumbek Centre	78	53	67.9%	23	29.5%	2	2.6%
Rumbek East	65	50	76.9%	5	7.7%	10	15.4%
Rumbek North	60	16	26.7%	32	53.3%	12	20.0%
Wulu	31	16	51.6%	15	48.4%	0	0.0%
Yirol East	62	13	21.0%	38	61.3%	11	17.7%
Yirol West	175	68	38.9%	90	51.4%	17	9.7%
<b>Total</b>	<b>715</b>	<b>320</b>	<b>44.8%</b>	<b>311</b>	<b>43.5%</b>	<b>84</b>	<b>11.7%</b>

\* "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.

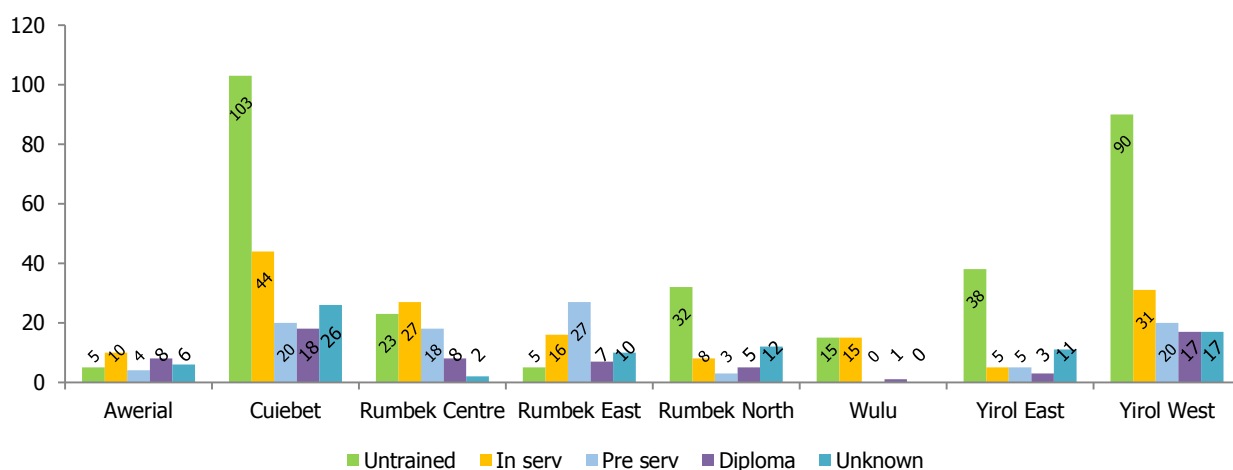
**Number of AES centre teachers by professional qualification and county, 2015**



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

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	%	Count	%	Count	%	Count	%	Count	%
Aerial	33	5	15.2%	10	30.3%	4	12.1%	8	24.2%	6	18.2%
Cuiebet	211	103	48.8%	44	20.9%	20	9.5%	18	8.5%	26	12.3%
Rumbek Centre	78	23	29.5%	27	34.6%	18	23.1%	8	10.3%	2	2.6%
Rumbek East	65	5	7.7%	16	24.6%	27	41.5%	7	10.8%	10	15.4%
Rumbek North	60	32	53.3%	8	13.3%	3	5.0%	5	8.3%	12	20.0%
Wulu	31	15	48.4%	15	48.4%	0	0.0%	1	3.2%	0	0.0%
Yirol East	62	38	61.3%	5	8.1%	5	8.1%	3	4.8%	11	17.7%
Yirol West	175	90	51.4%	31	17.7%	20	11.4%	17	9.7%	17	9.7%
<b>Total</b>	<b>715</b>	<b>311</b>	<b>55.1%</b>	<b>156</b>	<b>27.7%</b>	<b>97</b>	<b>17.2%</b>	<b>67</b>	<b>9.4%</b>	<b>84</b>	<b>11.7%</b>

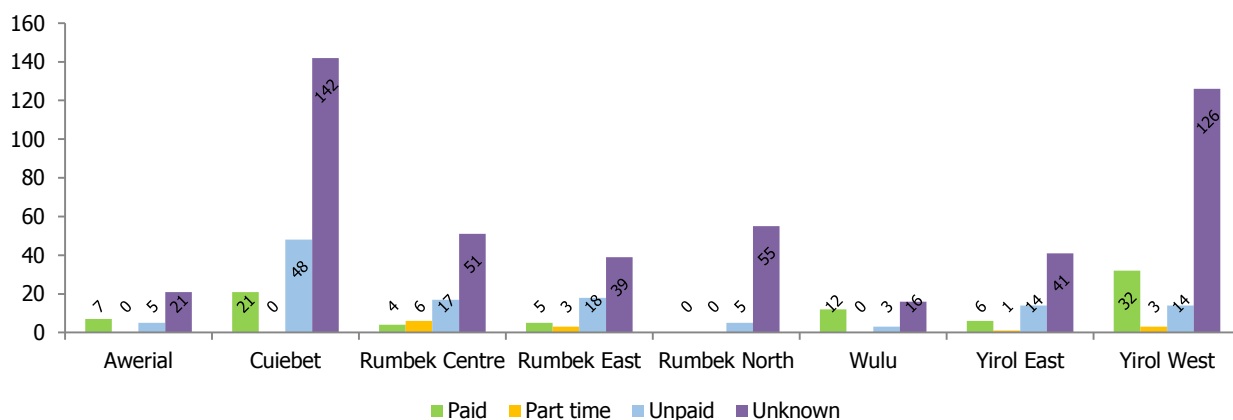
**Number of AES centre teachers by professional qualification type and county, 2015**



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

County	Total	Paid		Part time		Unpaid		Unknown	
		Count	%	Count	%	Count	%	Count	%
Aerial	33	7	21.2%	0	0.0%	5	15.2%	21	63.6%
Cuiebet	211	21	10.0%	0	0.0%	48	22.7%	142	67.3%
Rumbek Centre	78	4	5.1%	6	7.7%	17	21.8%	51	65.4%
Rumbek East	65	5	7.7%	3	4.6%	18	27.7%	39	60.0%
Rumbek North	60	0	0.0%	0	0.0%	5	8.3%	55	91.7%
Wulu	31	12	38.7%	0	0.0%	3	9.7%	16	51.6%
Yirol East	62	6	9.7%	1	1.6%	14	22.6%	41	66.1%
Yirol West	175	32	18.3%	3	1.7%	14	8.0%	126	72.0%
<b>Total</b>	<b>715</b>	<b>87</b>	<b>12.2%</b>	<b>13</b>	<b>1.8%</b>	<b>124</b>	<b>17.3%</b>	<b>491</b>	<b>68.7%</b>

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

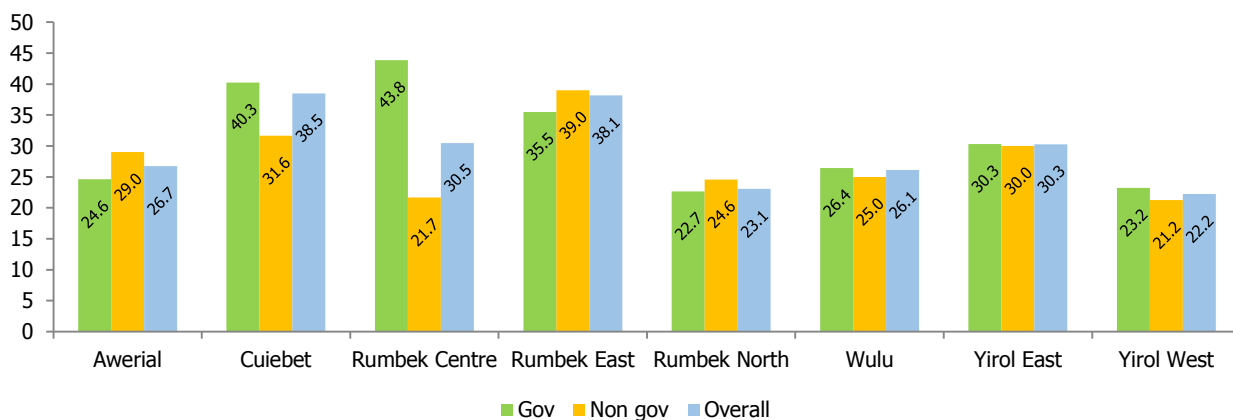


**AES centre pupil-teacher ratio (PTR) by county and ownership, 2015**

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Awerial	882	33	26.7	418	17	24.6	464	16	29.0
Cuiebet	8,123	211	38.5	6,763	168	40.3	1,360	43	31.6
Rumbek Centre	2,377	78	30.5	1,359	31	43.8	1,018	47	21.7
Rumbek East	2,479	65	38.1	568	16	35.5	1,911	49	39.0
Rumbek North	1,383	60	23.1	1,088	48	22.7	295	12	24.6
Wulu	810	31	26.1	660	25	26.4	150	6	25.0
Yirol East	1,877	62	30.3	1,637	54	30.3	240	8	30.0
Yirol West	3,888	175	22.2	1,998	86	23.2	1,890	89	21.2
<b>Total</b>	<b>21,819</b>	<b>715</b>	<b>30.5</b>	<b>14,491</b>	<b>445</b>	<b>32.6</b>	<b>7,328</b>	<b>270</b>	<b>27.1</b>

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

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



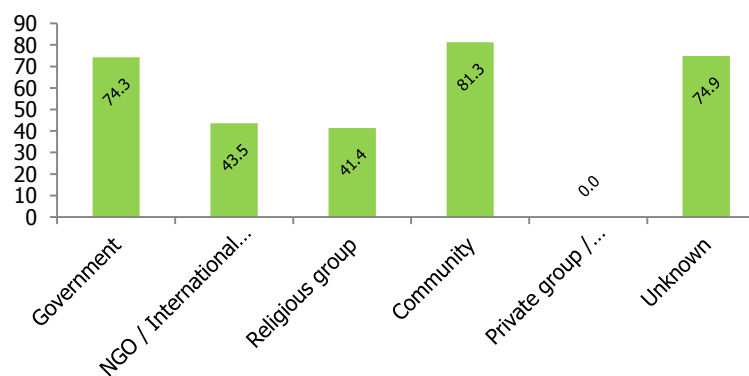
### 8.2.3. Classrooms

**Number of AES school classrooms and PCR by ownership**

Ownership	Classrooms	PCR
Government	438	74.3
NGO / Intrnal partner	105	43.5
Religious group	51	41.4
Community	33	81.3
Private group / indiv.	1	0.0
Unknown	59	74.9
<b>Total</b>	<b>687</b>	<b>64.4</b>

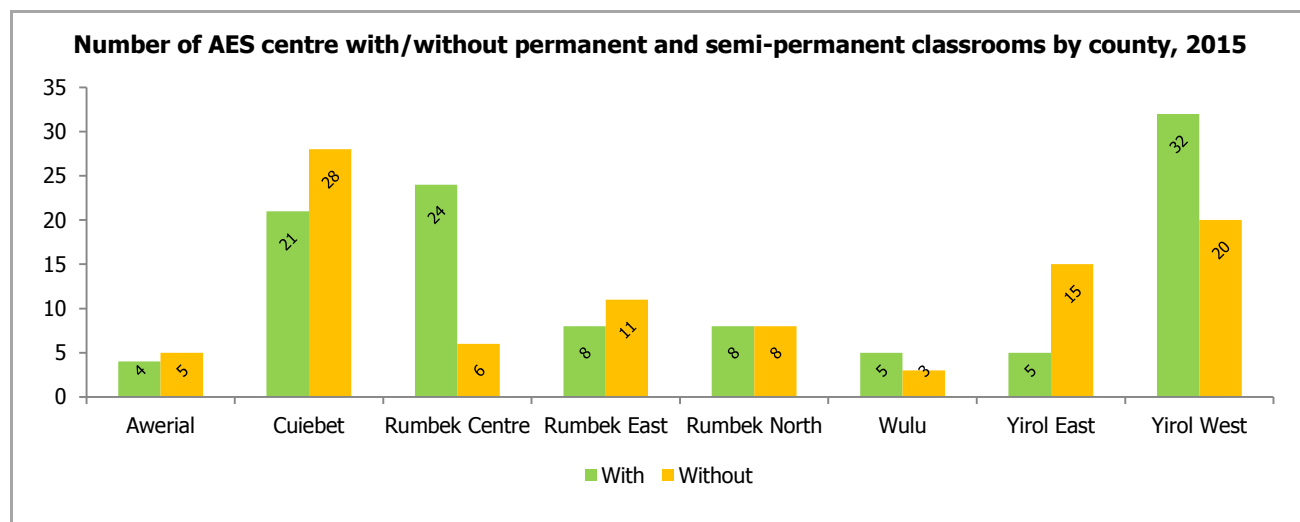
\* "Other" includes NGO-supported, unknown, and unspecified other ownership types.

**AES centre PCR by ownership, 2015**



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

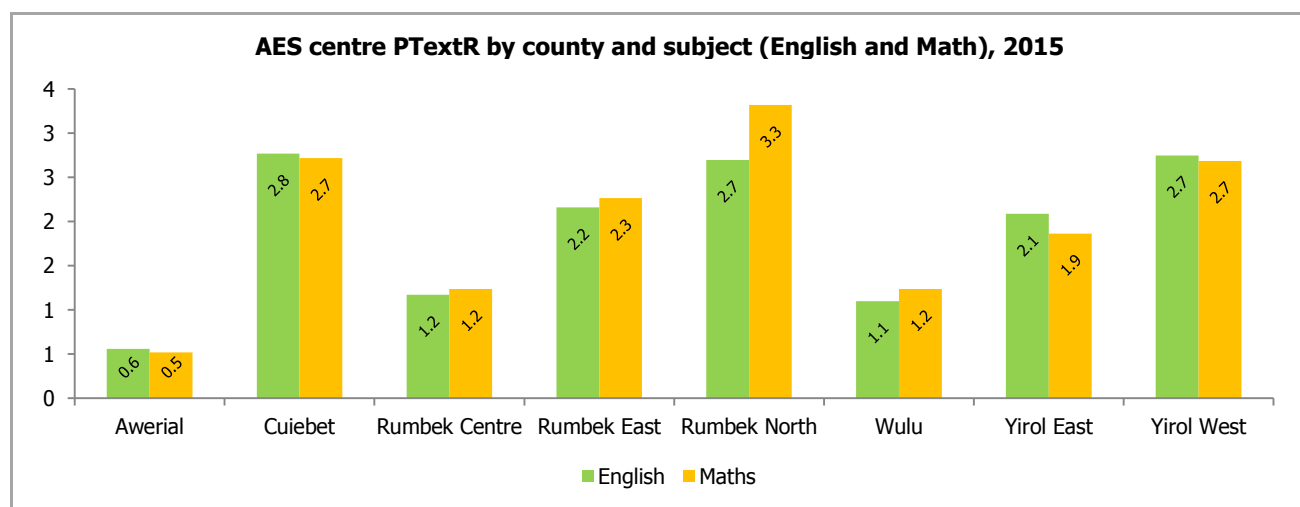
County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Awerial	9	4	44.4%	5	55.6%
Cuiebet	49	21	42.9%	28	57.1%
Rumbek Centre	30	24	80.0%	6	20.0%
Rumbek East	19	8	42.1%	11	57.9%
Rumbek North	16	8	50.0%	8	50.0%
Wulu	8	5	62.5%	3	37.5%
Yirol East	20	5	25.0%	15	75.0%
Yirol West	52	32	61.5%	20	38.5%
<b>Total</b>	<b>203</b>	<b>107</b>	<b>52.7%</b>	<b>96</b>	<b>47.3%</b>



#### 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
Awerial	882	1,574	0.6	1,703	0.5
Cuiebet	8,123	2,936	2.8	2,991	2.7
Rumbek Centre	2,377	2,030	1.2	1,921	1.2
Rumbek East	2,479	1,148	2.2	1,095	2.3
Rumbek North	1,383	513	2.7	417	3.3
Wulu	810	737	1.1	655	1.2
Yirol East	1,877	900	2.1	1,007	1.9
Yirol West	3,888	1,415	2.7	1,448	2.7
<b>Total</b>	<b>21,819</b>	<b>11,253</b>	<b>1.9</b>	<b>11,237</b>	<b>1.9</b>

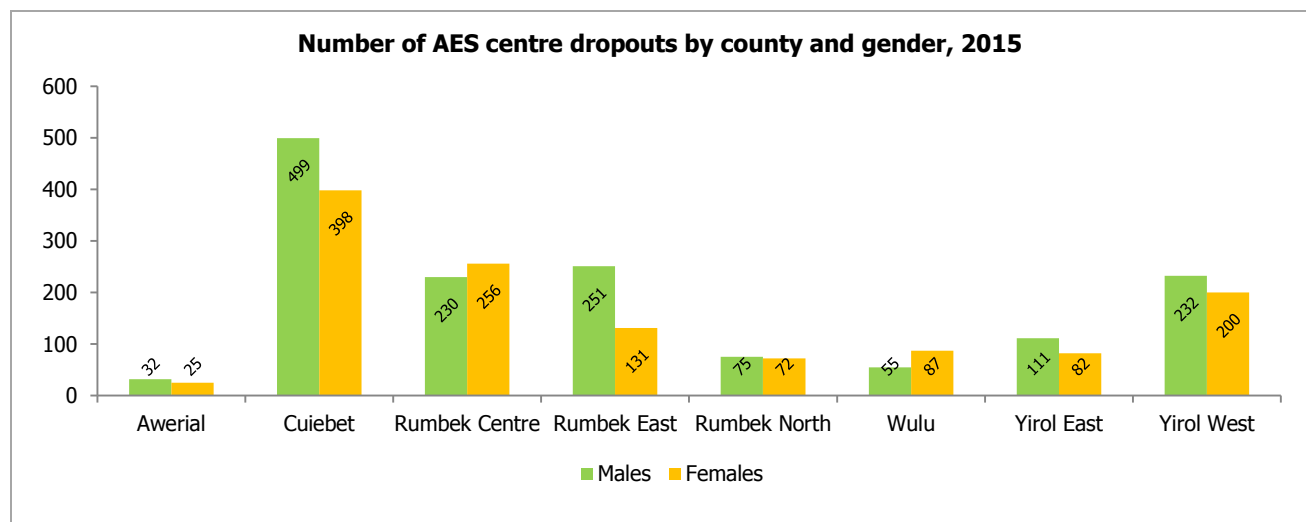


### 8.3. Student Flow

#### 8.3.1. Dropouts

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

County	Total	Male		Female	
		Count	% total	Count	% total
Awerial	57	32	56.1%	25	43.9%
Cuiebet	897	499	55.6%	398	44.4%
Rumbek Centre	486	230	47.3%	256	52.7%
Rumbek East	382	251	65.7%	131	34.3%
Rumbek North	147	75	51.0%	72	49.0%
Wulu	142	55	38.7%	87	61.3%
Yirol East	193	111	57.5%	82	42.5%
Yirol West	432	232	53.7%	200	46.3%
<b>Total</b>	<b>2,736</b>	<b>1,485</b>	<b>54.3%</b>	<b>1,251</b>	<b>45.7%</b>

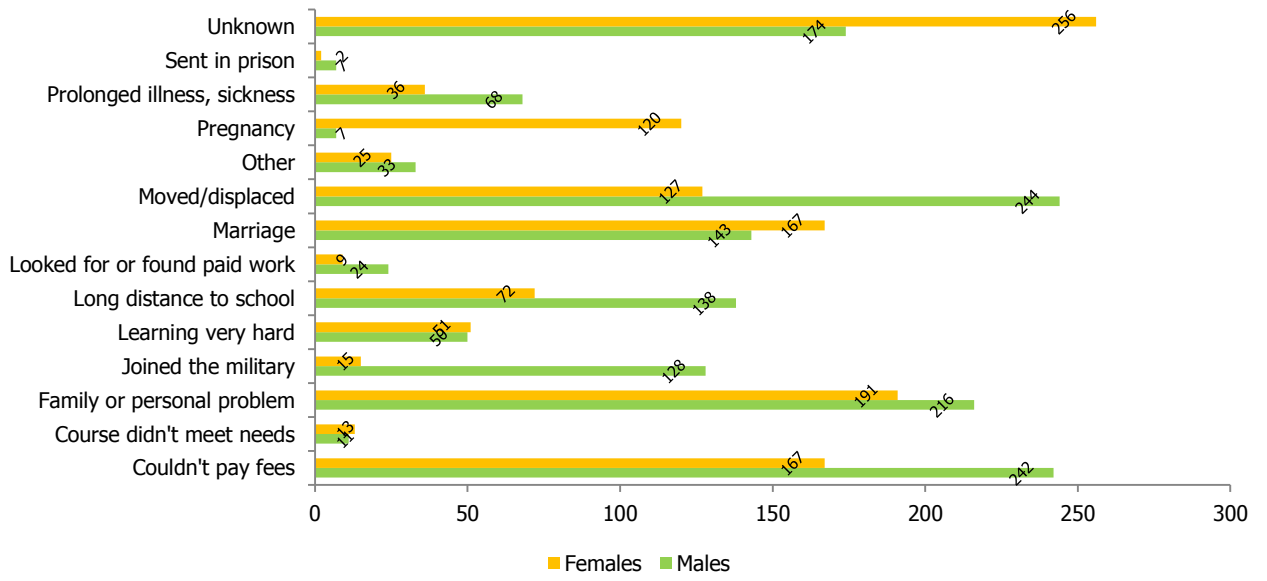


**Number and % of AES centre dropouts by reason and gender, 2015**

Reason	Total	Male		Female	
		Count	% total	Count	% total
Couldn't pay fees	409	242	59.2%	167	40.8%
Course didn't meet needs	24	11	45.8%	13	54.2%
Family or personal problem	407	216	53.1%	191	46.9%
Joined the military	143	128	89.5%	15	10.5%
Learning very hard	101	50	49.5%	51	50.5%
Long distance to school	210	138	65.7%	72	34.3%
Looked for or found paid work	33	24	72.7%	9	27.3%
Marriage	310	143	46.1%	167	53.9%
Moved/displaced	371	244	65.8%	127	34.2%
Other	58	33	56.9%	25	43.1%
Pregnancy	127	7	5.5%	120	94.5%
Prolonged illness, sickness	104	68	65.4%	36	34.6%
Sent in prison	9	7	77.8%	2	22.2%
Unknown	430	174	40.5%	256	59.5%
<b>Total</b>	<b>2,736</b>	<b>1,485</b>	<b>54.3%</b>	<b>1,251</b>	<b>45.7%</b>



**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
Rumbek Centre	136	117	86.0%	19	14.0%
Yirol West	100	0	0.0%	100	100.0%
<b>Total</b>	<b>236</b>	<b>117</b>	<b>49.6%</b>	<b>119</b>	<b>50.4%</b>

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

Programme	Total	Male		Female	
		Count	% total	Count	% total
Building construction	53	53	100.0%	0	0.0%
Hairdressing	20	0	0.0%	20	100.0%
Tailoring and embroidering	20	0	0.0%	20	100.0%
Other	123	64	52.0%	59	48.0%
<b>Total</b>	<b>236</b>	<b>117</b>	<b>49.6%</b>	<b>119</b>	<b>50.4%</b>

### 9.2. Resources

#### 9.2.1. Centres

##### Number of TVET centres by ownership, 2015

Ownership	Schools
Government	1
NGO	1

#### 9.2.2. Trainers

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

County	Total	Male		Female	
		Count	% total	Count	% total
Rumbek Centre	8	7	87.5%	1	12.5%
Yirol West	13	12	92.3%	1	7.7%
<b>Total</b>	<b>21</b>	<b>19</b>	<b>90.5%</b>	<b>2</b>	<b>9.5%</b>

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

County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Rumbek Centre	8	1	12.5%	5	62.5%	2	25.0%
Yirol West	13	1	7.7%	0	0.0%	12	92.3%
<b>Total</b>	<b>21</b>	<b>2</b>	<b>9.5%</b>	<b>5</b>	<b>23.8%</b>	<b>14</b>	<b>66.7%</b>

\* "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
Rumbek Centre	8	5	62.5%	1	12.5%	0	0.0%	0	0.0%
Yirol West	13	0	0.0%	0	0.0%	0	0.0%	1	7.7%
<b>Total</b>	<b>21</b>	<b>5</b>	<b>23.8%</b>	<b>1</b>	<b>4.8%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>4.8%</b>

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

County	Overall			Government			Non-government		
	Trainee	Trainer	PTR	Trainee	Trainer	PTR	Trainee	Trainer	PTR
Rumbek Centre	136	8	17.0	0	0	0.0	136	8	17.0
Yirol West	100	13	7.7	100	13	7.7	0	0	0.0
<b>Total</b>	<b>236</b>	<b>21</b>	<b>11.2</b>	<b>100</b>	<b>13</b>	<b>7.7</b>	<b>136</b>	<b>8</b>	<b>17.0</b>

\* "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
Building construction	1
Other	2

#### 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
Rumbek Centre	1	1	100.0%	0	0.0%
Yirol West	1	1	100.0%	0	0.0%
<b>Total</b>	<b>2</b>	<b>2</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>

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

County	Schools	Water		Latrine		Electricity		Health Centre	
		Count	%	Count	%	Count	%	Count	%
Rumbek Centre	1	1	100.0%	1	100.0%	1	100.0%	0	0.0%
Yirol West	1	0	0.0%	0	0.0%	0	0.0%	1	100.0%
<b>Total</b>	<b>2</b>	<b>1</b>	<b>50.0%</b>	<b>1</b>	<b>50.0%</b>	<b>1</b>	<b>50.0%</b>	<b>1</b>	<b>50.0%</b>

#### 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
Rumbek Centre	22	22	100.0%	0	0.0%



