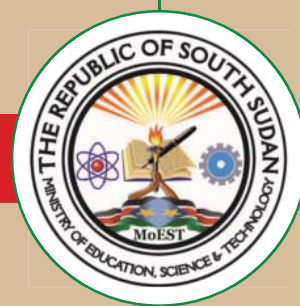


GOVERNMENT OF THE REPUBLIC OF SOUTH SUDAN



EDUCATION STATISTICS

FOR THE REPUBLIC OF SOUTH SUDAN



NORTHERN BAHR-EL-GHAZAL

2015



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

www.goss.org

© Ministry of Education, Science & Technology 2015

Photo Courtesy of UNICEF

This publication may be used as a part or as a whole, provided that the MoEST is acknowledged as the source of information. The maps used in this document are not the official maps of the Republic of South Sudan and are for illustrative purposes only.

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.

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

George Mogga / Director of Planning and Budgeting / MoEST mgeorgebenjamin@yahoo.com

Giir Mabior / EMIS Manager / MoEST giirabun@gmail.com

Data & Statistics Unit / MoEST emissouthsudan@gmail.com

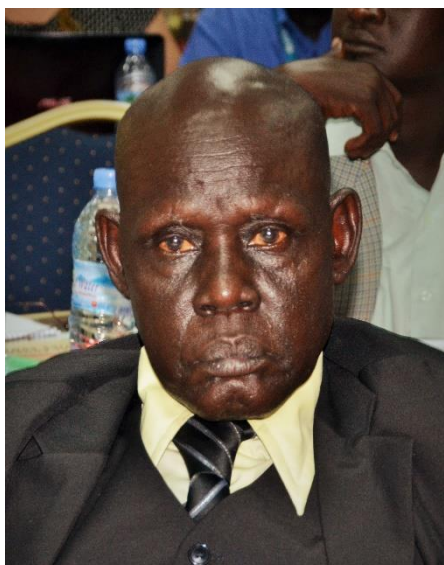
Phuong Nguyen / Chief, Education & Adolescent Development / UNICEF ptnguyen@unicef.org

Akshay Sinha / Education Officer / UNICEF asinha@unicef.org

Daniel Skillings / Project Director / Altai Consulting dskillings@altaiconsulting.com

Philibert De Mercey / Senior Methodologist / Altai Consulting pdemercey@altaiconsulting.com

Message from the Honourable Minister Garang Akok Ngor



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

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

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

Art. 8 (10): 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 'Garang Akok Ngor'. The signature is stylized and somewhat cursive.

Honourable Garang Akok Ngor
Northern Bahr-el-Ghazal State Minister of Education, Science & Technology

TABLE OF CONTENTS

FOREWORD	3
TABLE OF CONTENTS	5
ACRONYMS	9
1. INTRODUCTION	11
1.1. Background and Context.....	11
1.2. About EMIS and the Data and Statistics Unit.....	12
1.3. History of EMIS.....	12
1.4. Relevance and Utilisation of EMIS Data.....	13
1.5. EMIS Process.....	13
1.6. About the 2015 Booklet.....	13
1.7. How to Read the Data in this Booklet.....	14
2. DEFINITIONS	15
2.1. Indicator Used to Measure Coverage.....	15
2.1.1. Coverage Rate.....	15
2.2. Indicators Used to Measure Access.....	15
2.2.1. Gross Enrolment Rate (GER).....	15
2.2.2. Gross Intake Rate (GIR).....	15
2.2.3. Net Enrolment Rate (NER).....	15
2.2.4. New Entrants.....	15
2.2.5. Net Intake Rate (NIR).....	15
2.3. Indicators Used to Measure Resource.....	16
2.3.1. Pupil-Classroom Ratio (PCR).....	16
2.3.2. Pupil-Teacher Ratio (PTR).....	16
2.3.3. Pupil-Textbook Ratio (PTextR).....	16
2.4. Indicators Used to Measure Student Flow.....	16
2.4.1. Dropouts.....	16
2.4.2. Dropout Rate.....	17
2.4.3. Promoters.....	17
2.4.4. Promotion Rate.....	17
2.4.5. Repeaters.....	17
2.4.6. Repetition Rate.....	17
2.5. Indicator Used to Measure Gender Parity.....	17
2.5.1. Gender parity index (GPI).....	17
3. EMIS DATA SUMMARY, 2015	18
3.1. Schools.....	18
3.2. Students.....	18
3.3. Teachers.....	18
3.4. Classrooms.....	19
3.5. Facilities.....	19
3.6. Gender Parity.....	19
4. EMIS DATA, 2012-2015	20
4.1. Early Childhood Development and Education.....	20
4.1.1. Schools.....	20
4.1.2. Pupils.....	21
4.1.3. Teachers.....	22
4.1.4. Classrooms.....	23
4.2. Primary Schools.....	24
4.2.1. Schools.....	24
4.2.2. Pupils.....	25
4.2.3. Teachers.....	26
4.2.4. Classrooms.....	27

4.3.	Secondary Schools	28
4.3.1.	Schools	28
4.3.2.	Pupils	29
4.3.3.	Teachers	30
4.3.4.	Classrooms	31
4.4.	Alternative Education Systems (AES)	32
4.4.1.	Centres	32
4.4.2.	Learners	33
4.4.3.	Teachers	34
4.4.4.	Classrooms	35
4.5.	Technical and Vocational Education and Training (TVET)	36
4.5.1.	Institutes	36
4.5.2.	Trainees	36
4.5.3.	Trainers	36
4.5.4.	Classrooms	36
4.6.	Teacher Training Institutes (TTI)	37
4.6.1.	Institutes	37
4.6.2.	Students	37
4.6.3.	Tutors	37
4.6.4.	Classrooms	37
5.	EARLY CHILDHOOD DEVELOPMENT AND EDUCATION (ECDE), 2015.....	38
5.1.	Access	38
5.1.1.	Enrolment.....	38
5.1.2.	Overage Pupils	38
5.2.	Resources	39
5.2.1.	Schools	39
5.2.2.	Teachers	39
5.2.3.	Classrooms	42
5.2.4.	Curriculum and Instruction	43
5.2.5.	Facilities	43
6.	PRIMARY SCHOOL (PRI), 2015	44
6.1.	Access	44
6.1.1.	Enrolment.....	44
6.1.2.	Overage Pupils	44
6.1.3.	Pupils with Special Needs	45
6.2.	Resources	46
6.2.1.	Schools	46
6.2.2.	Teachers	47
6.2.3.	Classrooms	50
6.2.4.	Curriculum and Instruction	50
6.2.5.	Facilities	52
6.3.	Student Flow	52
6.3.1.	Promotion Rate	52
6.3.2.	Repetition Rate	53
6.3.3.	Dropout Rate	54
7.	SECONDARY SCHOOL (SEC), 2015.....	56
7.1.	Access	56
7.1.1.	Enrolment.....	56
7.1.2.	Overage Pupils	56
7.1.3.	Students with Special Needs.....	57
7.2.	Resources	58
7.2.1.	Schools	58
7.2.2.	Teachers	58
7.2.3.	Classrooms	61
7.2.4.	Curriculum and Instruction	61
7.2.5.	Facilities	62
7.3.	Student Flow	63

7.3.1.	Promotion Rate	63
7.3.2.	Repetition Rate	63
7.3.3.	Dropout Rate	64
8.	ALTERNATIVE EDUCATION SYSTEM (AES), 2015	66
8.1.	Access	66
8.1.1.	Enrolment.....	66
8.2.	Resources	67
8.2.1.	Centres	67
8.2.2.	Teachers	67
8.2.3.	Classrooms	70
8.2.4.	Curriculum and Instruction	71
8.3.	Student Flow	72
8.3.1.	Dropouts	72
9.	TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET), 2015	73
9.1.	Access	73
9.1.1.	Enrolment.....	73
9.2.	Resources	73
9.2.1.	Centres	73
9.2.2.	Trainers.....	73
9.2.3.	Curriculum.....	73
9.2.4.	Facilities	73
9.3.	Student Flow	74
9.3.1.	TVET Centre Completion	74
10.	TEACHER TRAINING INSTITUTE (TTI), 2015	75
10.1.	Access	75
10.1.1.	Enrolment.....	75
10.2.	Resources	75
10.2.1.	Institutes.....	75
10.2.2.	Tutors	75
10.2.3.	Curriculum.....	75
10.2.4.	Facilities	75
10.3.	Student Flow	75
10.3.1.	TTI Completion	75

ACRONYMS

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

1. INTRODUCTION

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

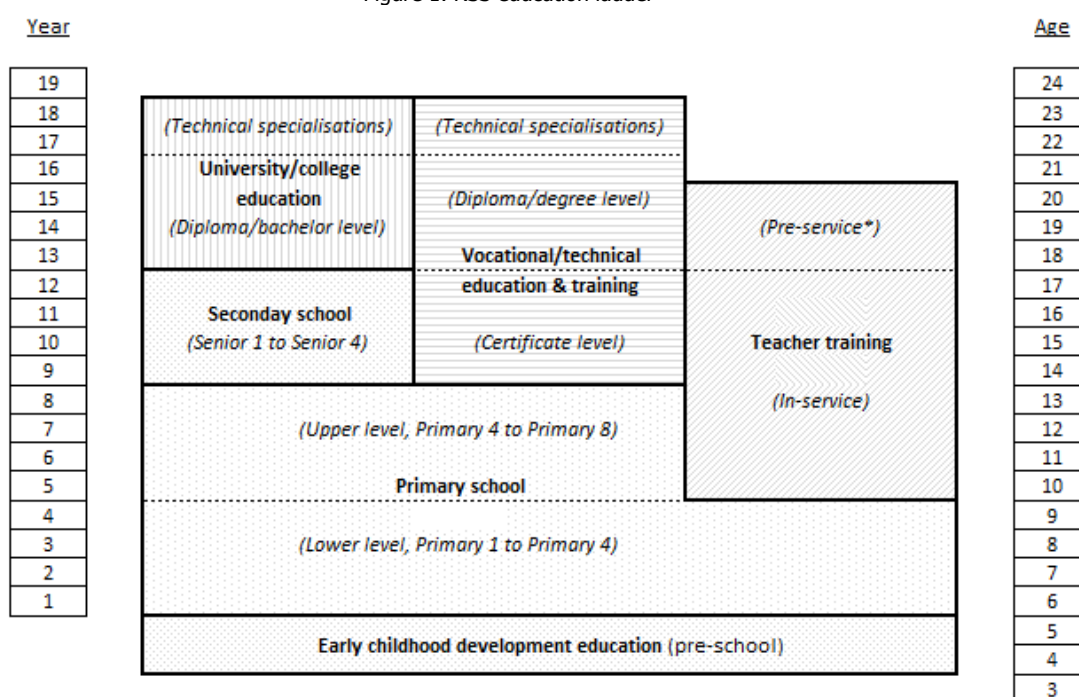
RSS MoEST mission, 1994

1.1. Background and Context

In the RSS, the majority of adults and children have not had the opportunity to attend school due to decades of civil war. During that time, the development of basic services was non-existent and accessing infrastructure was difficult. As a strategy to achieving its mission, the MoEST constructed a system of formal and Alternative Education Systems (AES).

The formal education ladder is an 8-4-4 system—that is, 8 years of primary education, 4 years of secondary education, and 4 years of higher education.¹ AES consist of 6 different programmes, including Accelerated Learning Programme (ALP) and Community Girls School (CGS), and offers flexible entry and exit points for children, youth, and adults. Teacher Training Institutes (TTI), through their in-service and pre-service training, help populate the teaching workforce. The Technical and Vocational Education and Training (TVET) prepares students with practical and applicable skills that will lead to employment via various programmes that range in length from months to years.

Figure 1. RSS education ladder



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

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

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

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

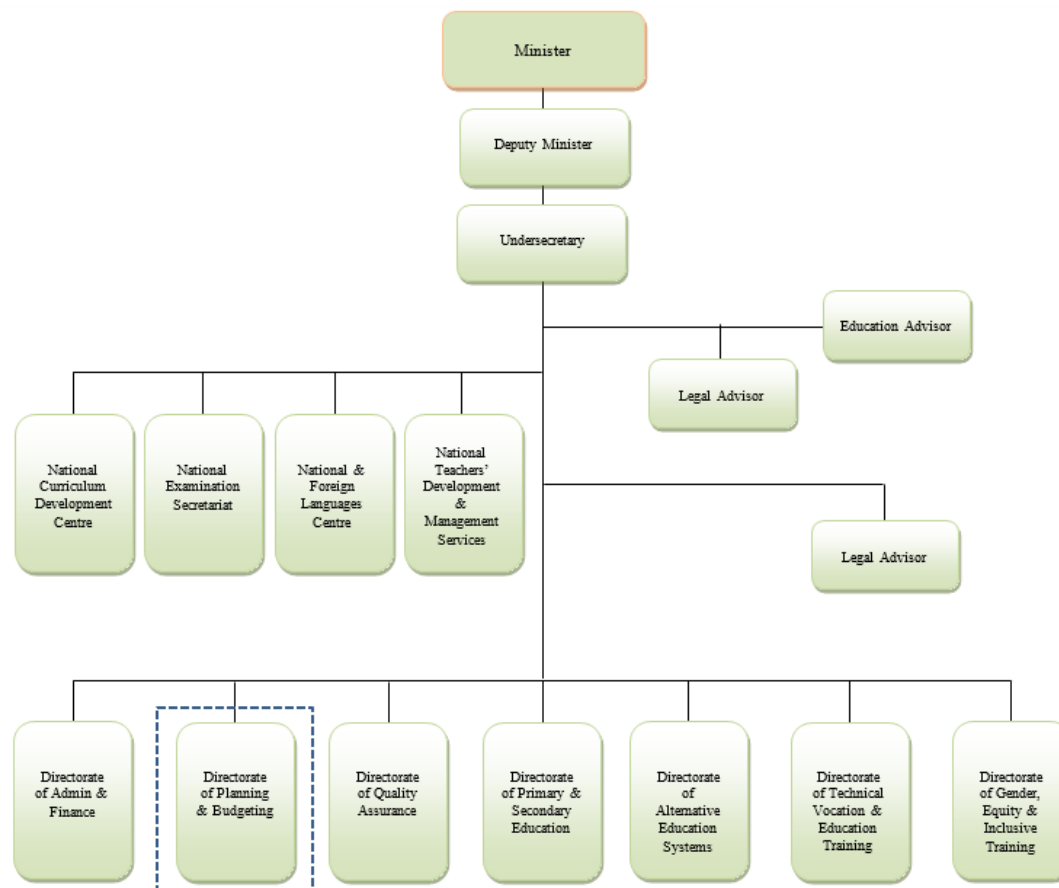
¹ Some university degrees take more than 4 years, including medicine, engineering, and other technical specialisations.

1.2. About EMIS and the Data and Statistics Unit

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

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

Figure 2. Structure of the MoEST



1.3. History of EMIS

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

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

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

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

1.4. Relevance and Utilisation of EMIS Data

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

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

1.5. EMIS Process

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

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



Each step requires extensive coordination with stakeholders at state, county, *payam*, and school levels, as illustrated below.

Figure 3. 2015 AEC Workflow



1.6. About the 2015 Booklet

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

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

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

Table 1: Questionnaires Status, non-GUN states

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

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

1.7. How to Read the Data in this Booklet

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

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

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

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

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

³ The EMIS website contains more up-to-date information as well as more dashboards based additional different extractions.

2. DEFINITIONS

2.1. Indicator Used to Measure Coverage

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

2.2. Indicators Used to Measure Access

2.2.1. Gross Enrolment Rate (GER) is used to show the general level of participation in a given level of education. A GER value of 100% indicates that a country is, in principle, able to accommodate all of its school-aged population. The “official school-age” for primary education in South Sudan is 6-13, and secondary education 14-17. The formulas for primary GER and secondary GER are:

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

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

2.2.2. Gross Intake Rate (GIR) indicates the general level of access to primary education. It also indicates the capacity of the education system to provide access to P1 for the official school entrance age population. This rate can be over 100%, when the number of over-aged and under-aged children in P1 is excessive, relative to the children of the right age of admission. The “official primary school entrance age” in South Sudan is age 6. The formula for GIR is:

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

2.2.3. Net Enrolment Rate (NER) shows the proportion of children of school age who are enrolled in school. NER applies only to children of official school age. NER below 100% provides a measure of school age children who are not enrolled in school. As NER only accounts for students of “official school-age,” NER is always less than or equal to GER. The “official school-age” for primary education in South Sudan is 6-13, and secondary education 14-17. The formulas for primary NER and secondary NER are:

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

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

2.2.4. New Entrants refer to new pupils of any age entering P1 for the first time in a school year. Entrants include pupils who have attended school elsewhere but are beginning P1 in a new school. Pupils who have left school but returned to school in P1 are also considered new entrants. Pupils attending P1 at the same school since the previous year are NOT new entrants; they are considered “repeaters” (further defined below). New entrants count is used to calculate the GIR and Net Intake Rate (NIR) (also further defined below).

“Am I a
NEW ENTRANT?”

YES
NO

I’m attending P1 for the very first time.
I was in P1 last year at your school.

2.2.5. Net Intake Rate (NIR) shows the level of access to primary education of the eligible population of those with a primary school-entrance age. A high NIR indicates a high degree of access to primary education for children of the official primary school entrance age. For countries wanting to achieve the goal of universal primary education, a NIR of 100% is the ultimate objective. The “official primary school entrance age” in South Sudan is age 6. The formula for NIR is:

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

GIR and NIR are useful when used in combination, as the difference between these two ratios indicates the rate of deviation from the official age intake.

2.3. Indicators Used to Measure Resource

2.3.1. Pupil-Classroom Ratio (PCR) measures the level of basic facilities available in terms of the number of classrooms in relation to the size of the pupil population. The higher the PCR, the lower is the relative access of pupils to classrooms. It is generally assumed that a low PCR signifies an environment more conducive to learning, likely in the long run to result in a better performance from pupils. To support the education reform towards providing all students with stable learning spaces, this report counts only permanent and semi-permanent classrooms in the calculation.⁴ The formula for PCR is:

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

2.3.2. Pupil-Teacher Ratio (PTR), also known as the Student-Teacher Ratio (STR), measures the level of human resources input in terms of number of teachers in relation to the number of pupils. A high PTR suggests that each teacher is responsible for a large number of pupils; the higher the PTR, the lower the relative access of pupils to teachers. It is generally assumed that a low PTR signifies smaller classes, which enables the teacher to pay more attention to individual students, which will likely in the long run result in a better performance of pupils. The formula for PTR is:

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

2.3.3. Pupil-Textbook Ratio (PTextR) measures the level of learning materials available in terms of number of textbooks in relation to the number of pupils. The higher the PTextR, the lower is the relative access of pupils to textbooks. It is assumed that a low PTextR signifies a condition more conducive to learning, likely in the long run to result in a better performance of pupils. To support education reform towards providing all students with textbooks for core subjects, only English and Mathematics textbooks are counted in the calculation. The formula for PTextR for English/Math textbooks are:

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

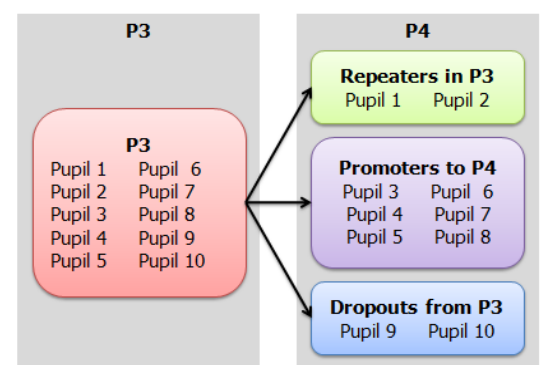
$$\text{PTextR (Math)} = \frac{\text{Total number of students}}{\text{Total number of Math textbooks}}$$

2.4. Indicators Used to Measure Student Flow

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

2.4.1. Dropouts refer to pupils who have withdrawn (for any reason) from the school system without completing a given grade in a given school year. The distinction made between dropouts and repeaters was that while repeaters were not promoted to the next grade level in the following year, they did remain in the school system, whereas dropouts were considered to no longer be in the system at all.

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



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

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

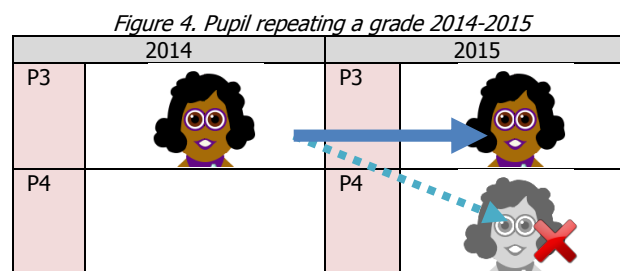
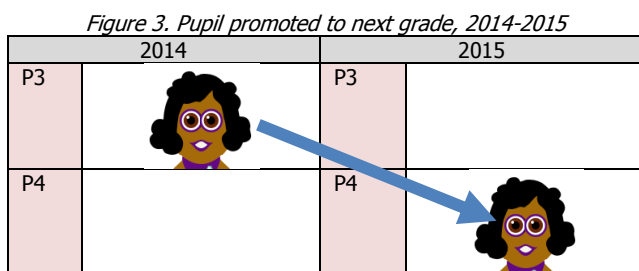
$$\text{Dropout Rate} = \frac{\text{Dropouts in cohort in } \gamma+1}{\text{Enrolment in cohort in } \gamma} \times 100\%$$

2.4.3. Promoters refer to pupils who have moved on to the next grade level from one year to the next, ending up in one grade level higher from last year. By convention, a pupil in P3 last year should be in P4 this year. If a pupil has moved on to P4 for this year, the pupil is considered a promoter. The diagram below illustrates this scenario (see Figure 3 below).

2.4.4. Promotion Rate measures the phenomenon of pupils from a cohort moving up a grade, and its effect on the internal efficiency of education systems. It is one of the key indicators for analysing and projecting pupil flows from grade to grade within the education cycle. Promotion rate should ideally approach 100%; a low promotion rate signals problems in the internal efficiency of the education system. Decreasing promotion rates serve as an early warning that the system is experiencing capacity constraints. When compared across grades, the patterns can indicate specific grades for which there is lower promotion, and where a more in depth study of causes and possible remedies should be carried out.

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

2.4.5. Repeaters refer to pupils who have not been promoted to the next grade level from one year to the next, ending up in the same grade in the current year as they were in last year. A pupil in P3 last year should be in P4 this year. If the pupil has stayed in P3 for this year, the pupil is considered a repeater. The diagram below illustrates this scenario (see Figure 4 below).



2.4.6. Repetition Rate measures the phenomenon of pupils from a cohort repeating a grade, and its effect on the internal efficiency of education systems. It is one of the key indicators for analysing and projecting pupil flows from grade to grade within the education cycle. Repetition rate should ideally be 0%; a high repetition rate signals problems in the internal efficiency of the education system. An increasing repetition rate serves as an early warning that the system is experiencing capacity constraints. When compared across grades, the patterns can indicate specific grades for which there is higher repetition, and where a more in depth study of causes and possible remedies should be undertaken.

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

2.5. Indicator Used to Measure Gender Parity

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

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

3. EMIS DATA SUMMARY, 2015

3.1. Schools

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

Type	Total	Gov		Non gov	
		Count	%	Count	%
AES	240	204	85.0%	36	15.0%
ECDE	48	19	39.6%	29	60.4%
PRI	557	408	73.2%	149	26.8%
SEC	29	15	51.7%	14	48.3%
TTI	2	2	100.0%		0.0%
TVET	1		0.0%	1	100.0%
UNI	0				
Total	877	648	73.9%	229	26.1%

3.2. Students

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

Type	Total	Male		Female	
		Count	%	Count	%
AES	31,735	18,410	58.0%	13,325	42.0%
ECDE	5,250	2,704	51.5%	2,546	48.5%
PRI	191,772	117,300	61.2%	74,472	38.8%
SEC	5,824	4,397	75.5%	1,427	24.5%
TTI	142	113	79.6%	29	20.4%
TVET	69	17	24.6%	52	75.4%
UNI	0				
Total	234,792	142,941	60.9%	91,851	39.1%

Enrolment rates per school type, 2015

Type	GER	NER	GIR	NIR
PRI	84.0%	51.8%	108.5%	26.8%
SEC	6.6%	1.3%	8.8%	0.4%

3.3. Teachers

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

Type	Total	Male	Female	PTR
AES	1,233	1,148	85	25.7
ECDE	252	188	64	20.8
PRI	4,648	4,237	411	41.3
SEC	304	290	14	19.2
TTI	18	18	0	7.9
TVE	9	9	0	7.7
UNI	0			
Total	6,464	5,890	574	36.3

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	1,233	427	34.6%	555	45.0%	251	20.4%
ECDE	252	132	52.4%	100	39.7%	20	7.9%
PRI	4,647	1,441	31.0%	1,778	38.3%	1,429	30.7%
SEC	304	165	54.3%	71	23.4%	68	22.4%
TTI	18	18	100.0%		0.0%		0.0%
TVE	9	9	100.0%		0.0%		0.0%
Total	6,464	2,192	33.9%	2,504	38.7%	1,768	27.3%

* 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	935	411	217	28	14	264	1	50.5
ECDE	266	90	126	11	1	31	7	24.3
PRI	3,399	931	884	165	26	1,336	57	105.7
SEC	137	83	43	5	0	3	3	46.2
TTI	2	2	0	0	0	0	0	40.0
TVE	20	3	4	1	0	2	10	9.9
UNI	0							
Total	4,759	1,520	1,274	210	41	1,636	78	84.0

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	240	72	30.0%	82	34.2%
ECDE	48	13	27.1%	30	62.5%
PRI	557	146	26.2%	196	35.2%
SEC	29	16	55.2%	21	72.4%
TTI	1		0.0%	1	100.0%
TVE	1	1	100.0%		0.0%
UNI	0				
Total	876	248	28.3%	330	37.7%

* No access to latrine data for Universities.

3.6. Gender Parity

Gender parity index by county and school type, 2015

Type	GPI
PRI	0.64
SEC	0.34

* GER data available only for primary and secondary schools.

4. EMIS DATA, 2012-2015

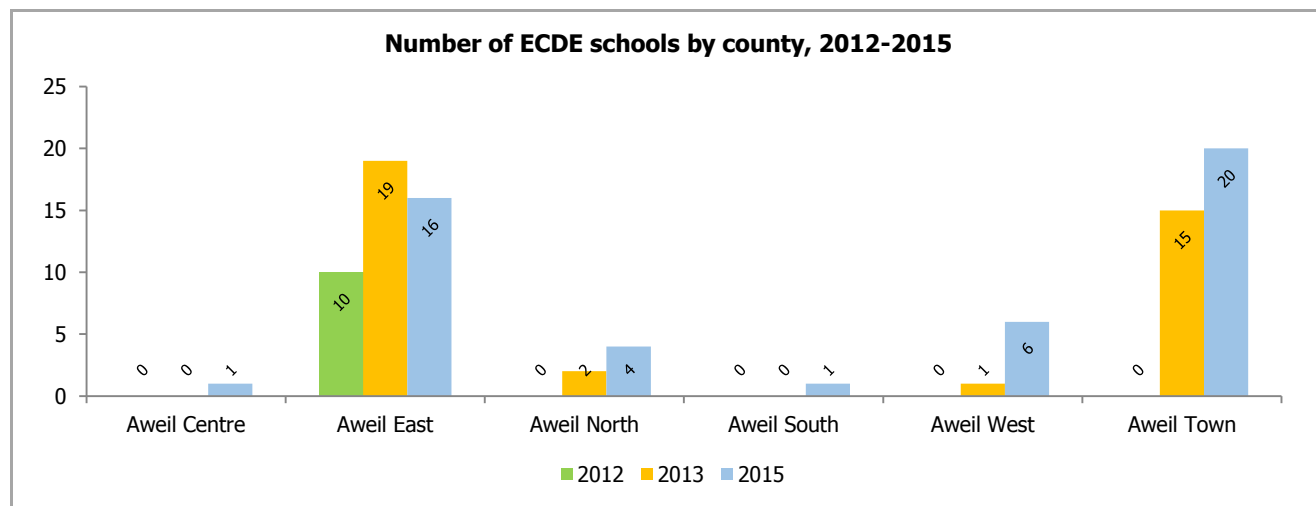
4.1. Early Childhood Development and Education

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 %
Aweil Centre	2015	1	0	1	0.0%	100.0%
Aweil East	2015	16	9	7	56.3%	43.8%
	2013	19	3	16	15.8%	84.2%
	2012	10	2	8	20.0%	80.0%
Aweil North	2015	4	2	2	50.0%	50.0%
	2013	2	1	1	50.0%	50.0%
Aweil South	2015	1	0	1	0.0%	100.0%
Aweil Town	2015	20	8	12	40.0%	60.0%
	2013	15	10	5	66.7%	33.3%
Aweil West	2015	6	0	6	0.0%	100.0%
	2013	1	0	1	0.0%	100.0%
Total	2015	48	19	29	39.6%	60.4%
	2013	37	14	23	37.8%	62.2%
	2012	10	2	8	20.0%	80.0%

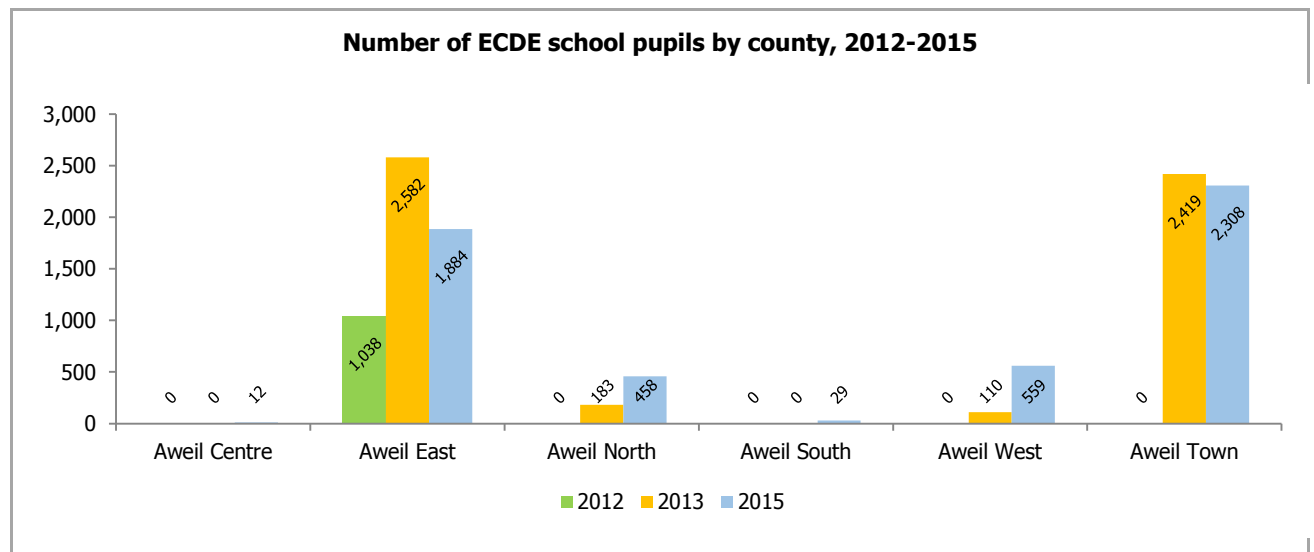
* "Government" includes government and government-aided schools. "Non-government" includes community, NGO-supported, private, other, and unknown ownership type schools.



4.1.2. Pupils

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

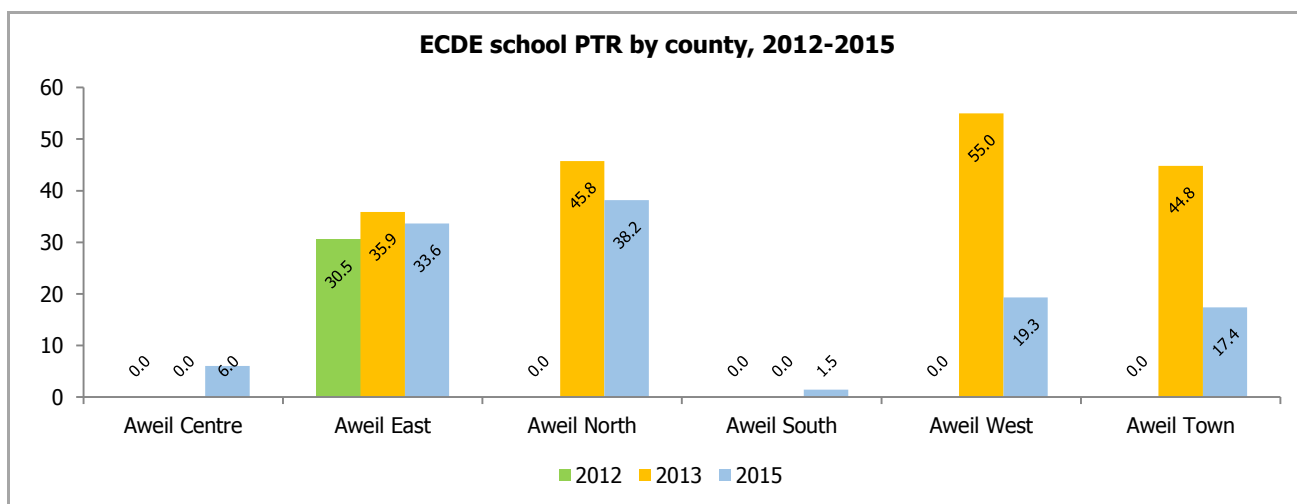
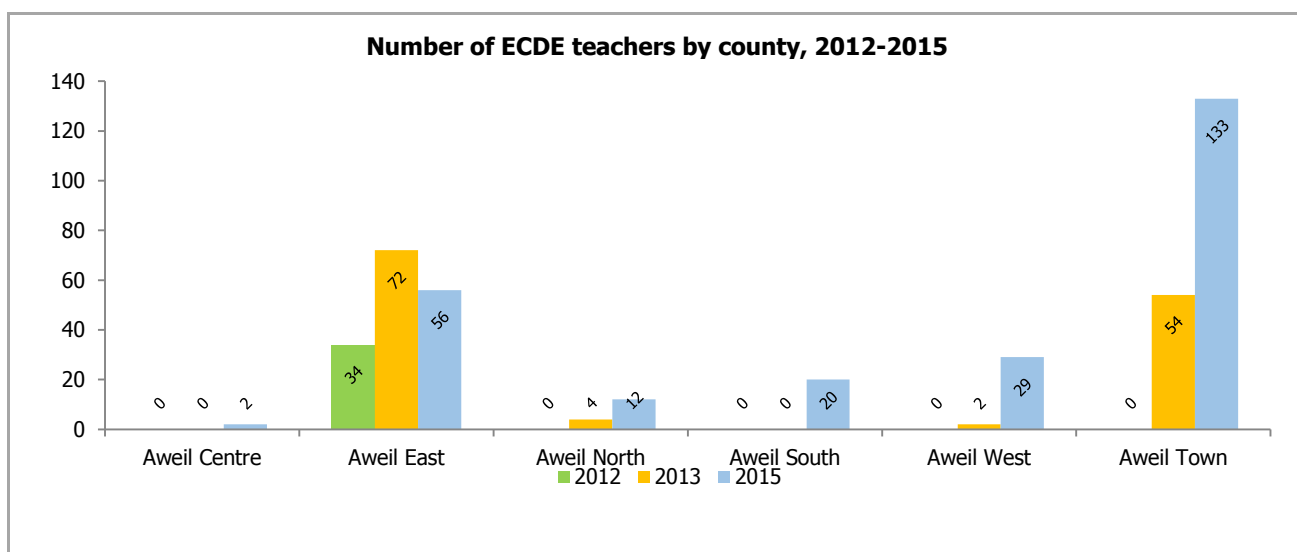
County	Year	Total	Male	Female	Male %	Female %
Aweil Centre	2015	12	5	7	41.7%	58.3%
Aweil East	2015	1,884	979	905	52.0%	48.0%
	2013	2,582	1,428	1,154	55.3%	44.7%
	2012	1,038	602	436	58.0%	42.0%
Aweil North	2015	458	237	221	51.7%	48.3%
	2013	183	97	86	53.0%	47.0%
Aweil South	2015	29	4	25	13.8%	86.2%
Aweil Town	2015	2,308	1,177	1,131	51.0%	49.0%
	2013	2,419	990	1,429	40.9%	59.1%
Aweil West	2015	559	302	257	54.0%	46.0%
	2013	110	47	63	42.7%	57.3%
Total	2015	5,250	2,704	2,546	51.5%	48.5%
	2013	5,294	2,562	2,732	48.4%	51.6%
	2012	1,038	602	436	58.0%	42.0%



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
Aweil Centre	2015	2	2	0	100.0%	0.0%	6.0
Aweil East	2015	56	41	15	73.2%	26.8%	33.6
	2013	72	54	18	75.0%	25.0%	35.9
	2012	34	31	3	91.2%	8.8%	30.5
Aweil North	2015	12	10	2	83.3%	16.7%	38.2
	2013	4	3	1	75.0%	25.0%	45.8
Aweil South	2015	20	14	6	70.0%	30.0%	1.5
Aweil Town	2015	133	100	33	75.2%	24.8%	17.4
	2013	54	30	24	55.6%	44.4%	44.8
Aweil West	2015	29	21	8	72.4%	27.6%	19.3
	2013	2	2	0	100.0%	0.0%	55.0
Total	2015	252	188	64	74.6%	25.4%	20.8
	2013	132	89	43	67.4%	32.6%	39.8
	2012	34	31	3	91.2%	8.8%	154.4

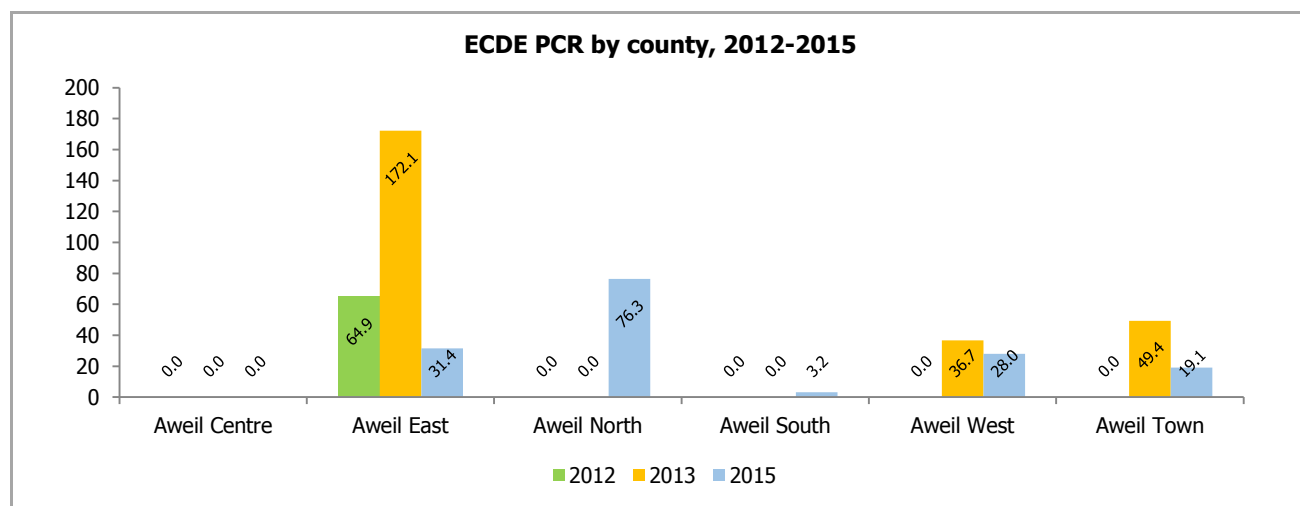
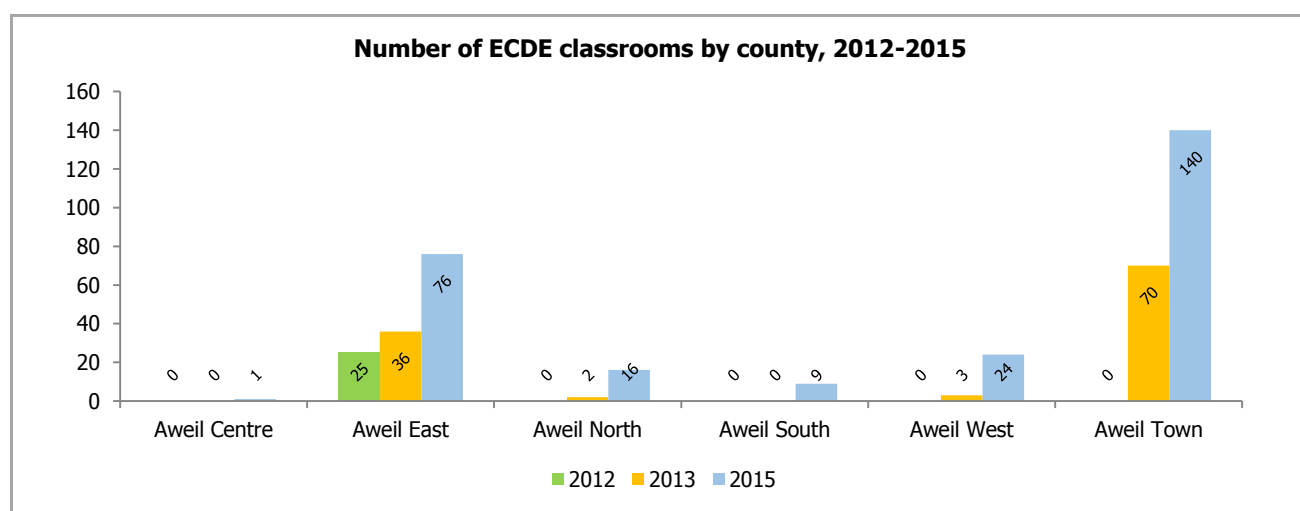


4.1.4. Classrooms

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
Aweil Centre	2015	1	0	0	1	0	0.0
Aweil East	2015	76	17	43	14	2	31.4
	2013	36	11	4	16	5	172.1
	2012	25	8	8	8	1	64.9
Aweil North	2015	16	6	0	10	0	76.3
	2013	2	0	0	2	0	0.0
Aweil South	2015	9	8	1	0	0	3.2
Aweil Town	2015	140	43	78	6	13	19.1
	2013	70	22	27	9	12	49.4
Aweil West	2015	24	16	4	0	4	28.0
	2013	3	0	3	0	0	36.7
Total	2015	266	90	126	31	19	24.3
	2013	111	33	34	27	17	79.0
	2012	25	8	8	8	1	64.9

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



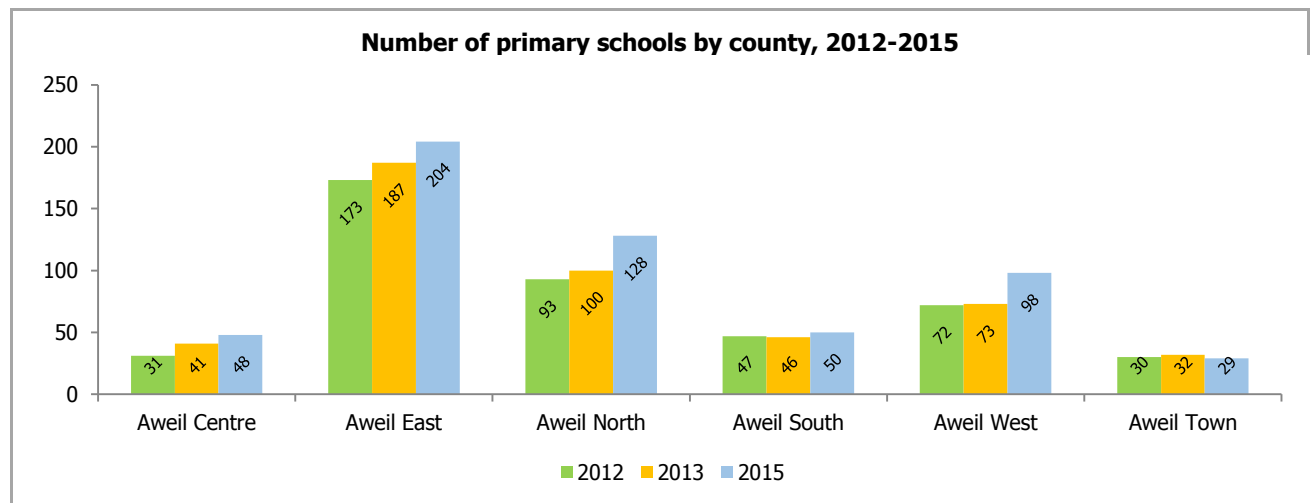
4.2. Primary Schools

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 %
Aweil Centre	2015	48	40	8	83.3%	16.7%
	2013	41	36	5	87.8%	12.2%
	2012	31	28	3	90.3%	9.7%
Aweil East	2015	204	136	68	66.7%	33.3%
	2013	187	114	73	61.0%	39.0%
	2012	173	116	57	67.1%	32.9%
Aweil North	2015	128	90	38	70.3%	29.7%
	2013	100	71	29	71.0%	29.0%
	2012	93	63	30	67.7%	32.3%
Aweil South	2015	50	48	2	96.0%	4.0%
	2013	46	39	7	84.8%	15.2%
	2012	47	38	9	80.9%	19.1%
Aweil Town	2015	29	17	12	58.6%	41.4%
	2013	32	16	16	50.0%	50.0%
	2012	30	16	14	53.3%	46.7%
Aweil West	2015	98	77	21	78.6%	21.4%
	2013	73	57	16	78.1%	21.9%
	2012	72	55	17	76.4%	23.6%
Total	2015	557	408	149	73.2%	26.8%
	2013	479	333	146	69.5%	30.5%
	2012	446	316	130	70.9%	29.1%

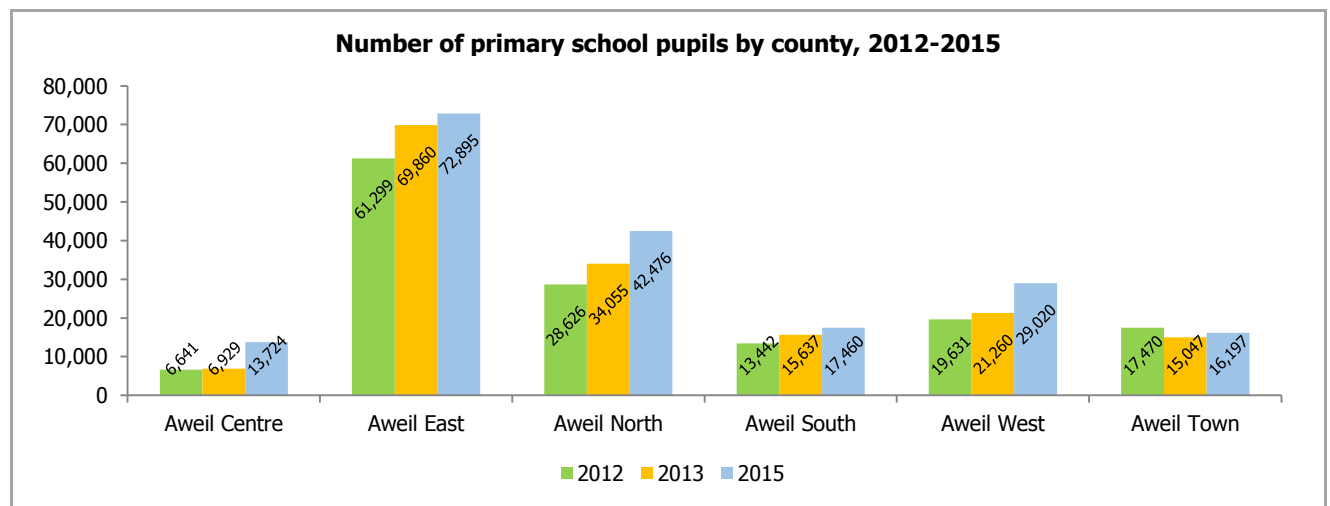
*"Government" includes government and government-aided schools. "Non-government" includes community, NGO-supported, private, other, and unknown ownership type schools.



4.2.2. Pupils

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

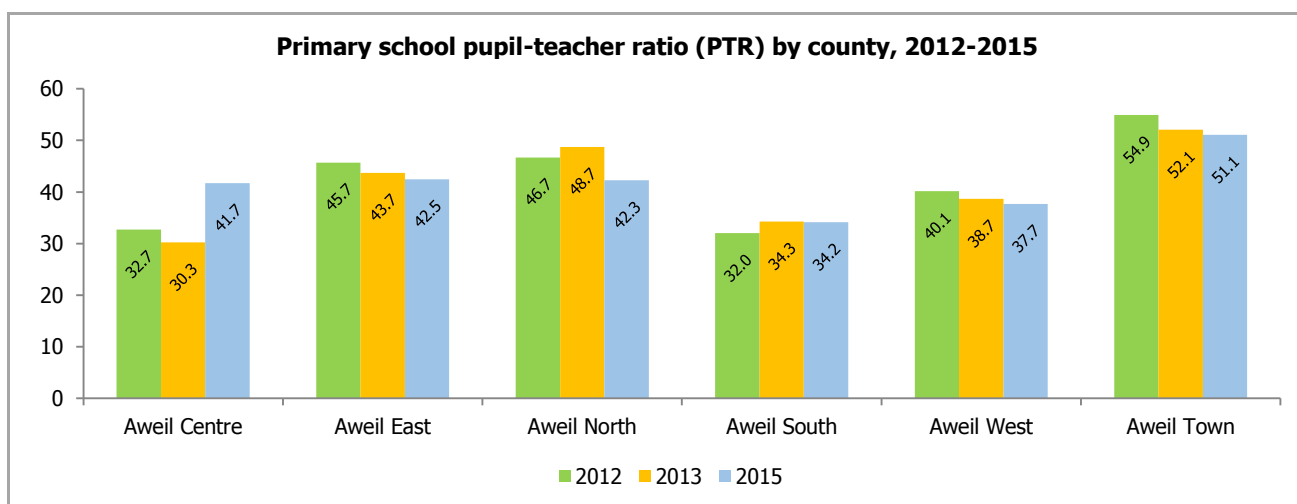
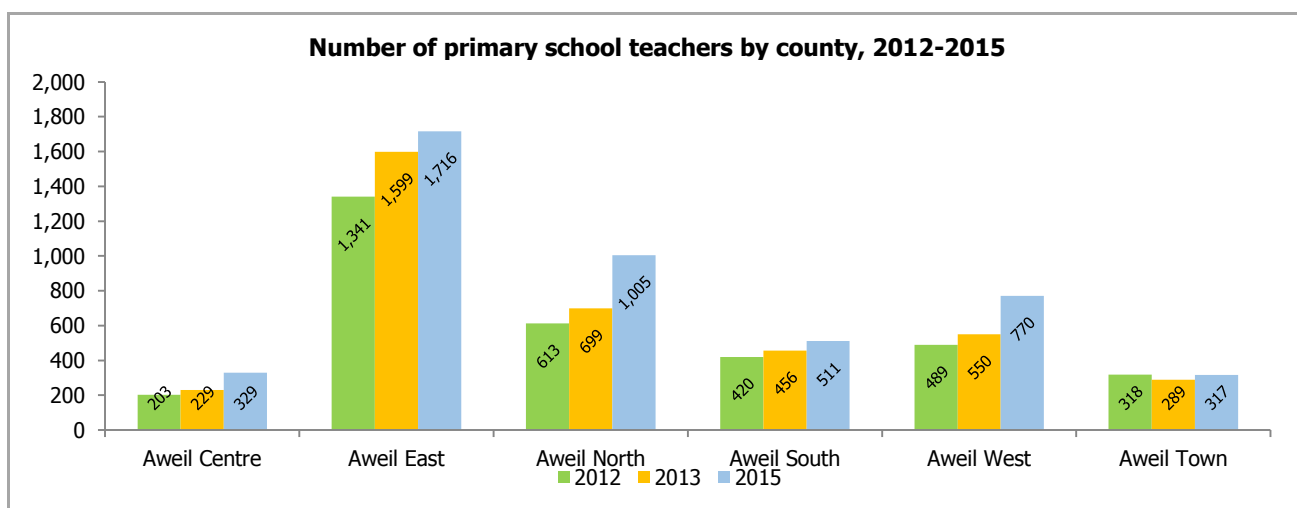
County	Year	Total	Male	Female	Male %	Female %
Aweil Centre	2015	13,724	8,461	5,263	61.7%	38.3%
	2013	6,929	4,492	2,437	64.8%	35.2%
	2012	6,641	4,371	2,270	65.8%	34.2%
Aweil East	2015	72,895	46,096	26,799	63.2%	36.8%
	2013	69,860	45,321	24,539	64.9%	35.1%
	2012	61,299	40,312	20,987	65.8%	34.2%
Aweil North	2015	42,476	25,615	16,861	60.3%	39.7%
	2013	34,055	21,750	12,305	63.9%	36.1%
	2012	28,626	17,910	10,716	62.6%	37.4%
Aweil South	2015	17,460	11,818	5,642	67.7%	32.3%
	2013	15,637	11,463	4,174	73.3%	26.7%
	2012	13,442	9,390	4,052	69.9%	30.1%
Aweil Town	2015	16,197	8,733	7,464	53.9%	46.1%
	2013	15,047	8,619	6,428	57.3%	42.7%
	2012	17,470	9,384	8,086	53.7%	46.3%
Aweil West	2015	29,020	16,577	12,443	57.1%	42.9%
	2013	21,260	12,733	8,527	59.9%	40.1%
	2012	19,631	12,060	7,571	61.4%	38.6%
Total	2015	191,772	117,300	74,472	61.2%	38.8%
	2013	162,788	104,378	58,410	64.1%	35.9%
	2012	147,109	93,427	53,682	63.5%	36.5%



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
Aweil Centre	2015	329	293	36	89.1%	10.9%	41.7
	2013	229	207	22	90.4%	9.6%	30.3
	2012	203	190	13	93.6%	6.4%	32.7
Aweil East	2015	1,716	1,568	148	91.4%	8.6%	42.5
	2013	1,599	1,491	108	93.2%	6.8%	43.7
	2012	1,341	1,276	65	95.2%	4.8%	45.7
Aweil North	2015	1,005	935	70	93.0%	7.0%	42.3
	2013	699	667	32	95.4%	4.6%	48.7
	2012	613	582	31	94.9%	5.1%	46.7
Aweil South	2015	511	470	41	92.0%	8.0%	34.2
	2013	456	414	42	90.8%	9.2%	34.3
	2012	420	388	32	92.4%	7.6%	32.0
Aweil Town	2015	317	267	50	84.2%	15.8%	51.1
	2013	289	275	14	95.2%	4.8%	52.1
	2012	318	267	51	84.0%	16.0%	54.9
Aweil West	2015	770	704	66	91.4%	8.6%	37.7
	2013	550	509	41	92.5%	7.5%	38.7
	2012	489	456	33	93.3%	6.7%	40.1
Total	2015	4,648	4,237	411	91.2%	8.8%	41.3
	2013	3,822	3,563	259	93.2%	6.8%	50.2
	2012	3,384	3,159	225	93.4%	6.6%	56.7

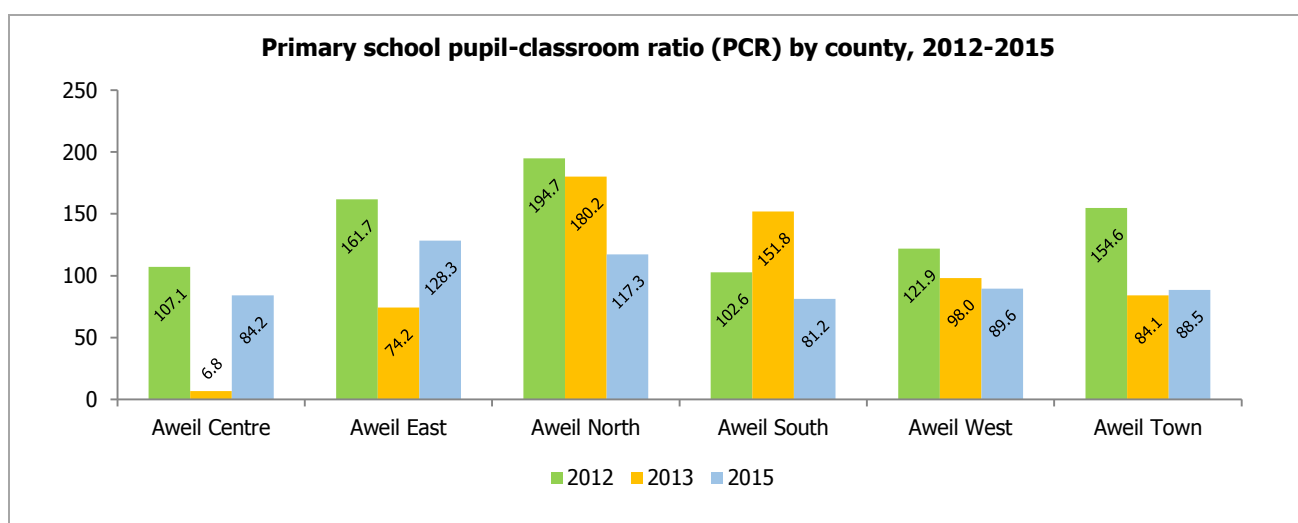
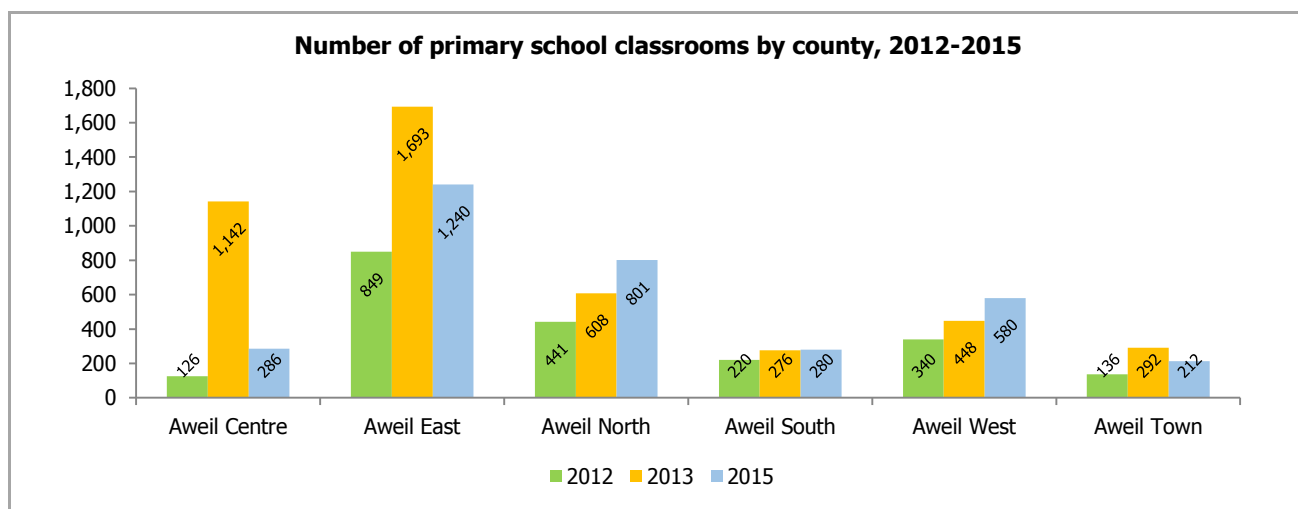


4.2.4. Classrooms

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
Aweil Centre	2015	286	90	73	103	20	84.2
	2013	1142	94	921	113	14	6.8
	2012	126	54	8	48	16	107.1
Aweil East	2015	1240	278	290	593	79	128.3
	2013	1693	602	340	668	83	74.2
	2012	849	178	201	374	96	161.7
Aweil North	2015	801	186	176	347	92	117.3
	2013	608	132	57	387	32	180.2
	2012	441	105	42	248	46	194.7
Aweil South	2015	280	78	137	56	9	81.2
	2013	276	61	42	148	25	151.8
	2012	220	58	73	60	29	102.6
Aweil Town	2015	212	85	98	13	16	88.5
	2013	292	95	84	36	77	84.1
	2012	136	73	40	4	19	154.6
Aweil West	2015	580	214	110	224	32	89.6
	2013	448	168	49	219	12	98.0
	2012	340	137	24	166	13	121.9
Total	2015	3,399	931	884	1,336	248	105.7
	2013	4,459	1,152	1,493	1,571	243	61.5
	2012	2,112	605	388	900	219	148.1

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



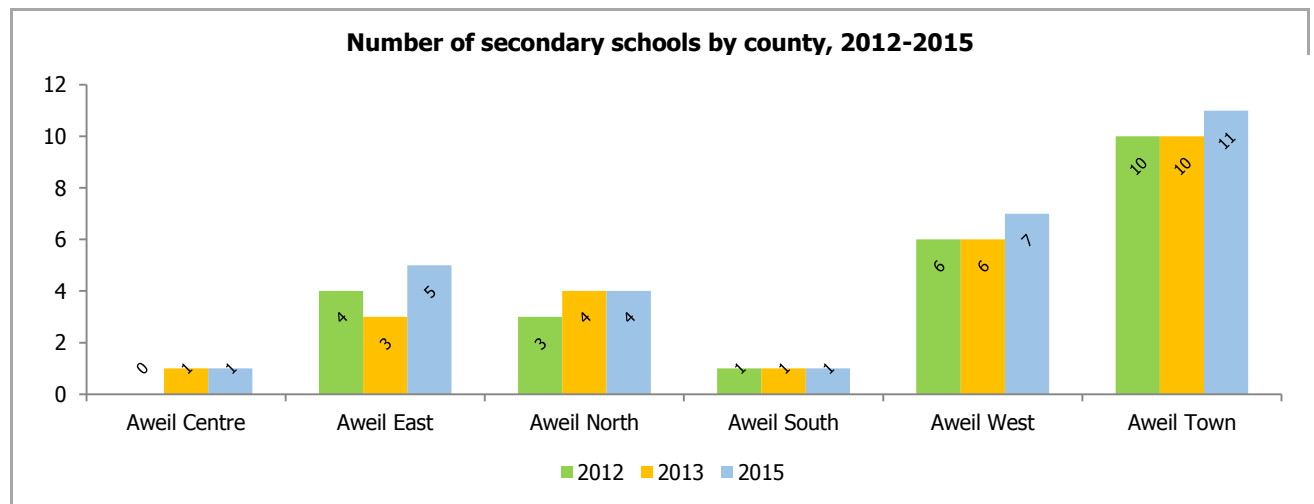
4.3. Secondary Schools

4.3.1. Schools

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

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Aweil Centre	2015	1	1	0	100.0%	0.0%
	2013	1	0	1	0.0%	100.0%
Aweil East	2015	5	3	2	60.0%	40.0%
	2013	3	0	3	0.0%	100.0%
	2012	4	1	3	25.0%	75.0%
Aweil North	2015	4	3	1	75.0%	25.0%
	2013	4	2	2	50.0%	50.0%
	2012	3	2	1	66.7%	33.3%
Aweil South	2015	1	1	0	100.0%	0.0%
	2013	1	1	0	100.0%	0.0%
	2012	1	1	0	100.0%	0.0%
Aweil Town	2015	11	5	6	45.5%	54.5%
	2013	10	5	5	50.0%	50.0%
	2012	10	3	7	30.0%	70.0%
Aweil West	2015	7	2	5	28.6%	71.4%
	2013	6	3	3	50.0%	50.0%
	2012	6	3	3	50.0%	50.0%
Total	2015	29	15	14	51.7%	48.3%
	2013	25	11	14	44.0%	56.0%
	2012	24	10	14	41.7%	58.3%

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

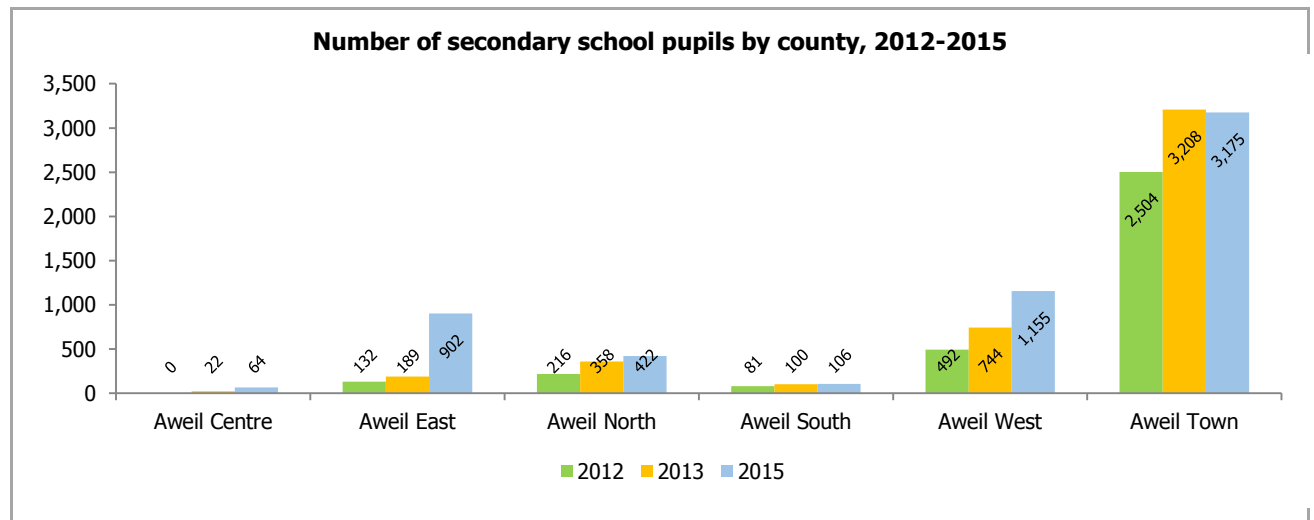


4.3.2. Pupils

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

County	Year	Total	Male	Female	Male %	Female %
Aweil Centre	2015	64	17	47	26.6%	73.4%
	2013	22	22	0	100.0%	0.0%
Aweil East	2015	902	815	87	90.4%	9.6%
	2013	189	159	30	84.1%	15.9%
	2012	132	110	22	83.3%	16.7%
Aweil North	2015	422	349	73	82.7%	17.3%
	2013	358	298	60	83.2%	16.8%
	2012	216	197	19	91.2%	8.8%
Aweil South	2015	106	84	22	79.2%	20.8%
	2013	100	88	12	88.0%	12.0%
	2012	81	70	11	86.4%	13.6%
Aweil Town	2015	3,175	2,233	942	70.3%	29.7%
	2013	3,208	2,324	884	72.4%	27.6%
	2012	2,504	1,944	560	77.6%	22.4%
Aweil West	2015	1,155	899	256	77.8%	22.2%
	2013	744	646	98	86.8%	13.2%
	2012	492	428	64	87.0%	13.0%
Total	2015	5,824	4,397	1,427	75.5%	24.5%
	2013	4,621	3,537	1,084	76.5%	23.5%
	2012	3,425	2,749	676	80.3%	19.7%

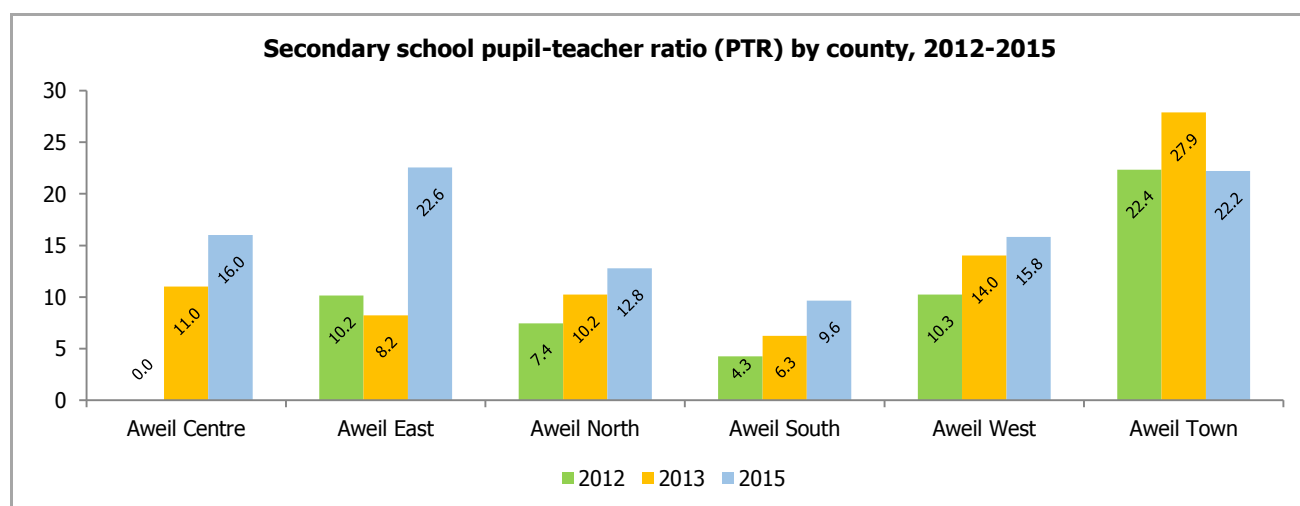
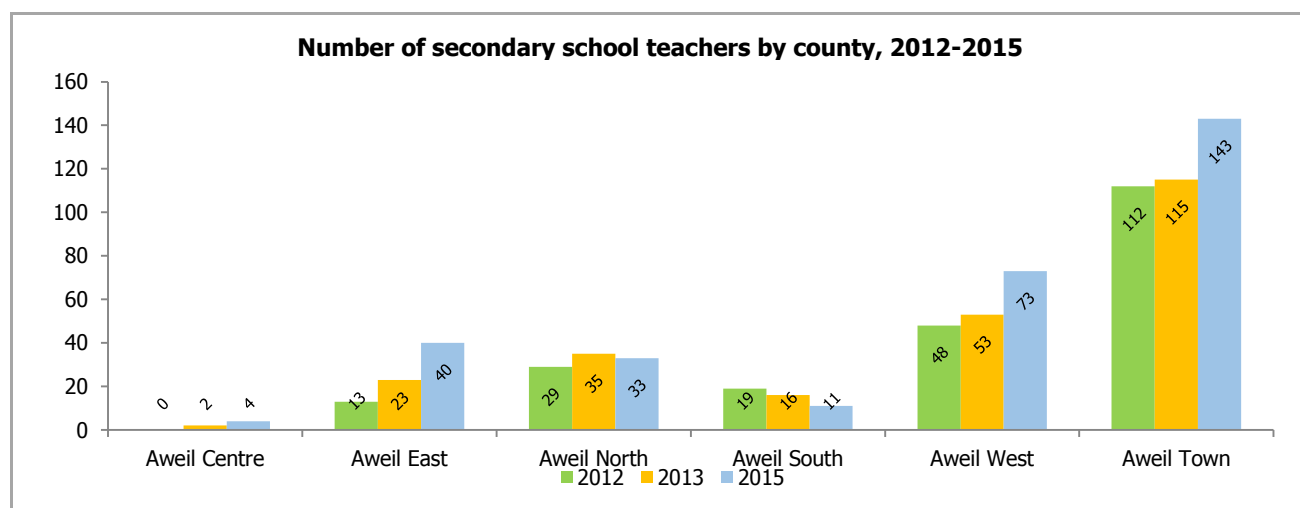
* "Secondary school pupils" include only pupils in S1-S4. S5 and S6 pupils in schools following the Uganda and Kenyan secondary school system are excluded from the count.



4.3.3. Teachers

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

County	Year	Total	Male	Female	Male %	Female %	PTR
Aweil Centre	2015	4	4	0	100.0%	0.0%	16.0
	2013	2	2	0	100.0%	0.0%	11.0
Aweil East	2015	40	38	2	95.0%	5.0%	22.6
	2013	23	21	2	91.3%	8.7%	8.2
	2012	13	12	1	92.3%	7.7%	10.2
Aweil North	2015	33	33	0	100.0%	0.0%	12.8
	2013	35	35	0	100.0%	0.0%	10.2
	2012	29	29	0	100.0%	0.0%	7.4
Aweil South	2015	11	11	0	100.0%	0.0%	9.6
	2013	16	16	0	100.0%	0.0%	6.3
	2012	19	18	1	94.7%	5.3%	4.3
Aweil Town	2015	143	136	7	95.1%	4.9%	22.2
	2013	115	104	11	90.4%	9.6%	27.9
	2012	112	101	11	90.2%	9.8%	22.4
Aweil West	2015	73	68	5	93.2%	6.8%	15.8
	2013	53	52	1	98.1%	1.9%	14.0
	2012	48	47	1	97.9%	2.1%	10.3
Total	2015	304	290	14	95.4%	4.6%	19.2
	2013	244	230	14	94.3%	5.7%	23.9
	2012	221	207	14	93.7%	6.3%	26.4

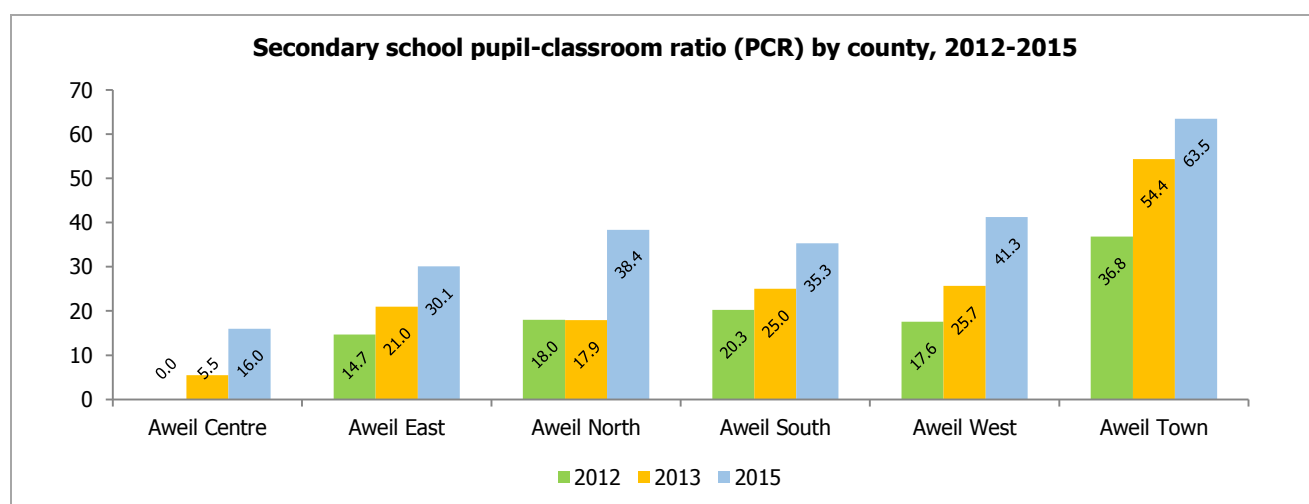
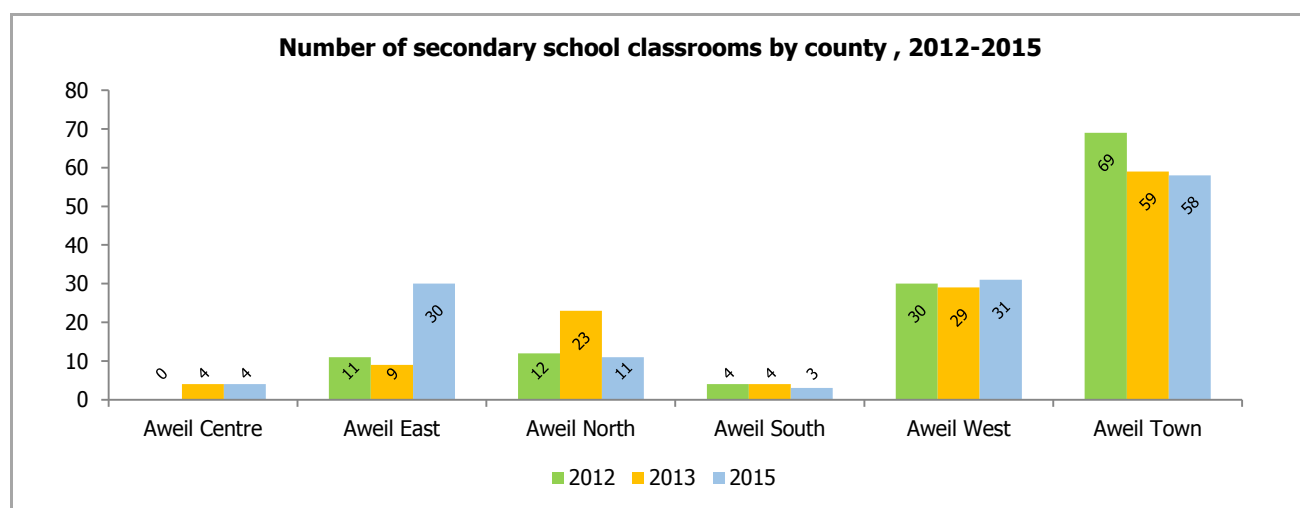


4.3.4. Classrooms

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
Aweil Centre	2015	4	4	0	0	0	16.0
	2013	4	4	0	0	0	5.5
Aweil East	2015	30	9	21	0	0	30.1
	2013	9	8	1	0	0	21.0
	2012	11	8	1	0	2	14.7
Aweil North	2015	11	10	1	0	0	38.4
	2013	23	20	0	0	3	17.9
	2012	12	12	0	0	0	18.0
Aweil South	2015	3	3	0	0	0	35.3
	2013	4	4	0	0	0	25.0
	2012	4	4	0	0	0	20.3
Aweil Town	2015	58	37	13	0	8	63.5
	2013	59	47	12	0	0	54.4
	2012	69	46	22	0	1	36.8
Aweil West	2015	31	20	8	3	0	41.3
	2013	29	27	2	0	0	25.7
	2012	30	26	2	0	2	17.6
Total	2015	137	83	43	3	8	46.2
	2013	128	110	15	0	3	37.0
	2012	126	96	25	0	5	28.3

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

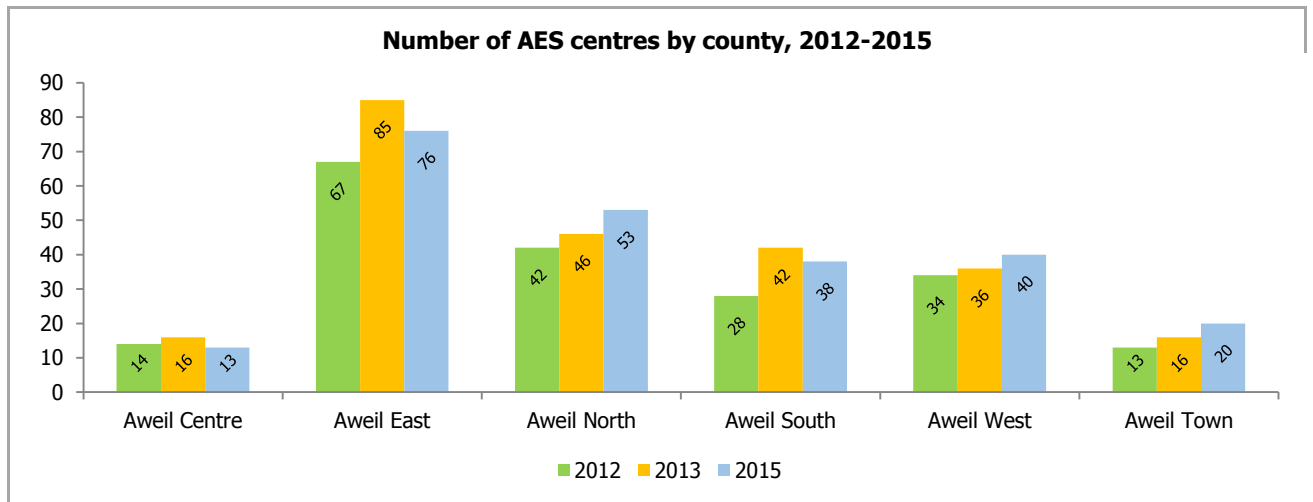


4.4. Alternative Education Systems (AES)

4.4.1. Centres

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

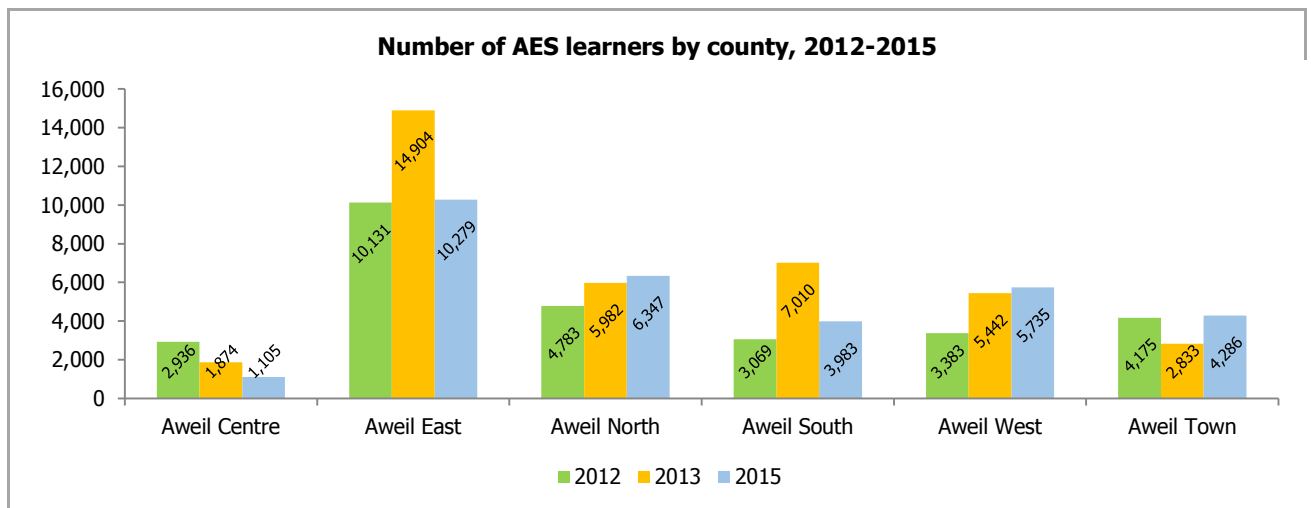
County	Year	Total	Gov	Non gov	Gov %	Non gov %
Aweil Centre	2015	13	13	0	100.0%	0.0%
	2013	16	0	0	0.0%	0.0%
	2012	14	0	0	0.0%	0.0%
Aweil East	2015	76	60	16	78.9%	21.1%
	2013	85	0	0	0.0%	0.0%
	2012	67	0	0	0.0%	0.0%
Aweil North	2015	53	44	9	83.0%	17.0%
	2013	46	0	0	0.0%	0.0%
	2012	42	0	0	0.0%	0.0%
Aweil South	2015	38	34	4	89.5%	10.5%
	2013	42	0	0	0.0%	0.0%
	2012	28	0	0	0.0%	0.0%
Aweil Town	2015	20	16	4	80.0%	20.0%
	2013	16	0	0	0.0%	0.0%
	2012	13	0	0	0.0%	0.0%
Aweil West	2015	40	37	3	92.5%	7.5%
	2013	36	0	0	0.0%	0.0%
	2012	34	0	0	0.0%	0.0%
Total	2015	240	204	36	85.0%	15.0%
	2013	241	0	0	0.0%	0.0%
	2012	198	0	0	0.0%	0.0%



4.4.2. Learners

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

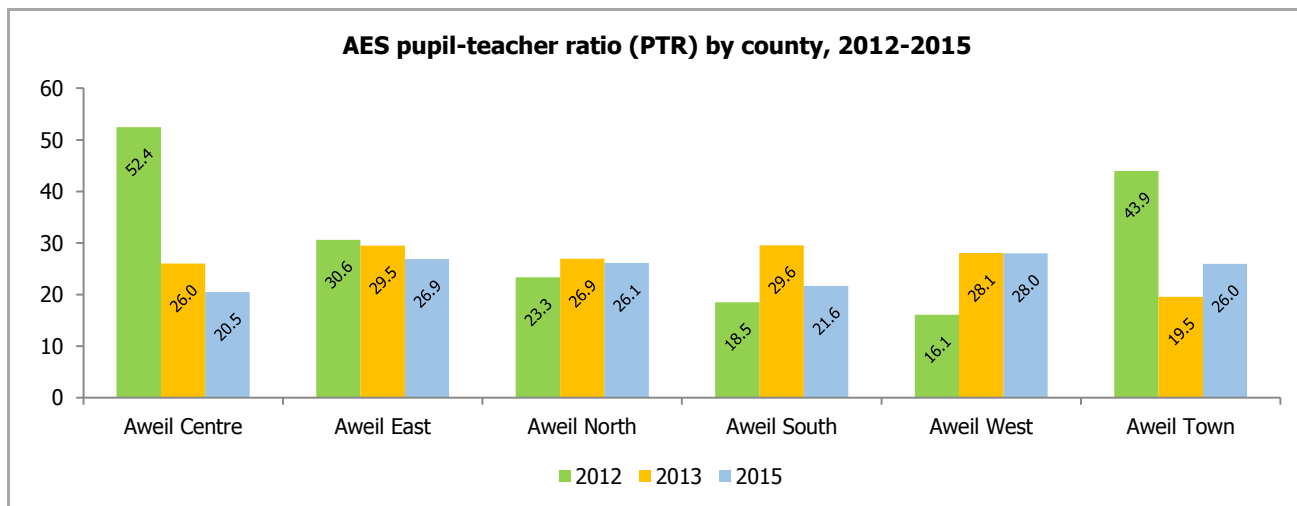
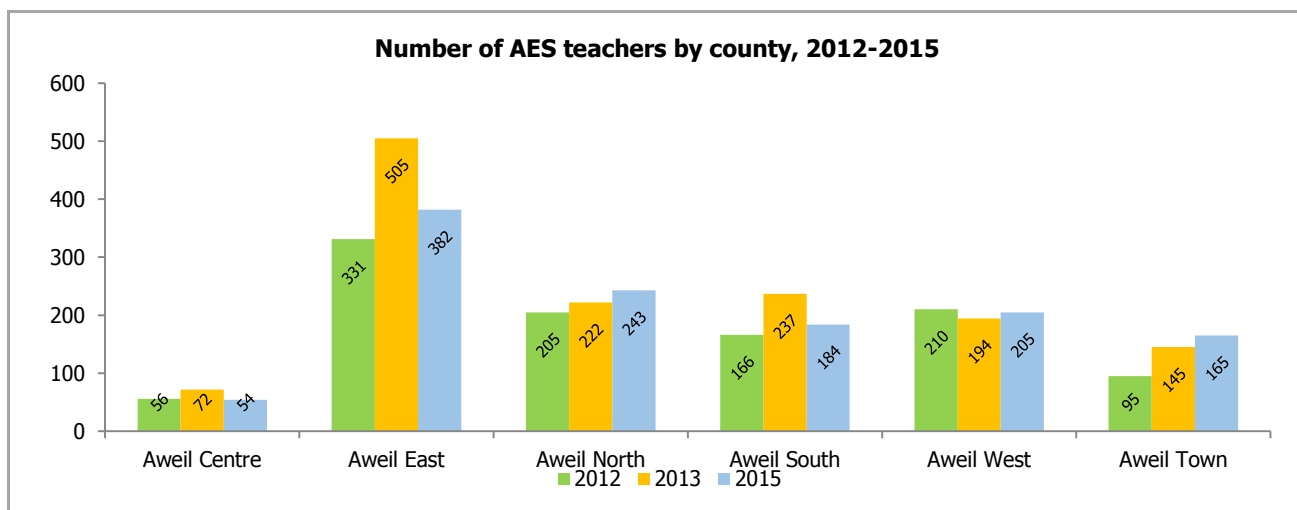
County	Year	Total	Male	Female	Male %	Female %
Aweil Centre	2015	1,105	643	462	58.2%	41.8%
	2013	1,874	1,180	694	63.0%	37.0%
	2012	2,936	1,853	1,083	63.1%	36.9%
Aweil East	2015	10,279	6,483	3,796	63.1%	36.9%
	2013	14,904	9,053	5,851	60.7%	39.3%
	2012	10,131	6,002	4,129	59.2%	40.8%
Aweil North	2015	6,347	3,552	2,795	56.0%	44.0%
	2013	5,982	3,128	2,854	52.3%	47.7%
	2012	4,783	2,560	2,223	53.5%	46.5%
Aweil South	2015	3,983	2,703	1,280	67.9%	32.1%
	2013	7,010	5,032	1,978	71.8%	28.2%
	2012	3,069	2,044	1,025	66.6%	33.4%
Aweil Town	2015	4,286	2,008	2,278	46.9%	53.1%
	2013	2,833	1,401	1,432	49.5%	50.5%
	2012	4,175	2,031	2,144	48.6%	51.4%
Aweil West	2015	5,735	3,021	2,714	52.7%	47.3%
	2013	5,442	2,924	2,518	53.7%	46.3%
	2012	3,383	2,049	1,334	60.6%	39.4%
Total	2015	31,735	18,410	13,325	58.0%	42.0%
	2013	38,045	22,718	15,327	59.7%	40.3%
	2012	28,477	16,539	11,938	58.1%	41.9%



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
Aweil Centre	2015	54	52	2	96.3%	3.7%	20.5
	2013	72	65	7	90.3%	9.7%	26.0
	2012	56	53	3	94.6%	5.4%	52.4
Aweil East	2015	382	346	36	90.6%	9.4%	26.9
	2013	505	467	38	92.5%	7.5%	29.5
	2012	331	295	36	89.1%	10.9%	30.6
Aweil North	2015	243	229	14	94.2%	5.8%	26.1
	2013	222	202	20	91.0%	9.0%	26.9
	2012	205	191	14	93.2%	6.8%	23.3
Aweil South	2015	184	175	9	95.1%	4.9%	21.6
	2013	237	224	13	94.5%	5.5%	29.6
	2012	166	155	11	93.4%	6.6%	18.5
Aweil Town	2015	165	161	4	97.6%	2.4%	26.0
	2013	145	143	2	98.6%	1.4%	19.5
	2012	95	95	0	100.0%	0.0%	43.9
Aweil West	2015	205	185	20	90.2%	9.8%	28.0
	2013	194	175	19	90.2%	9.8%	28.1
	2012	210	191	19	91.0%	9.0%	16.1
Total	2015	1,233	1,148	85	93.1%	6.9%	25.7
	2013	1,375	1,276	99	92.8%	7.2%	23.1
	2012	1,063	980	83	92.2%	7.8%	29.9

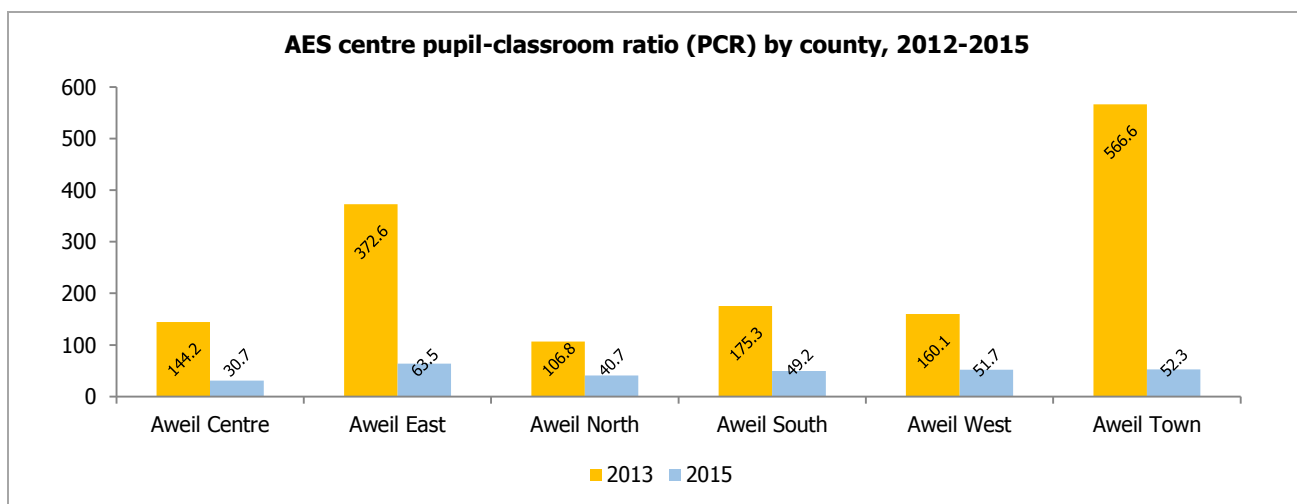
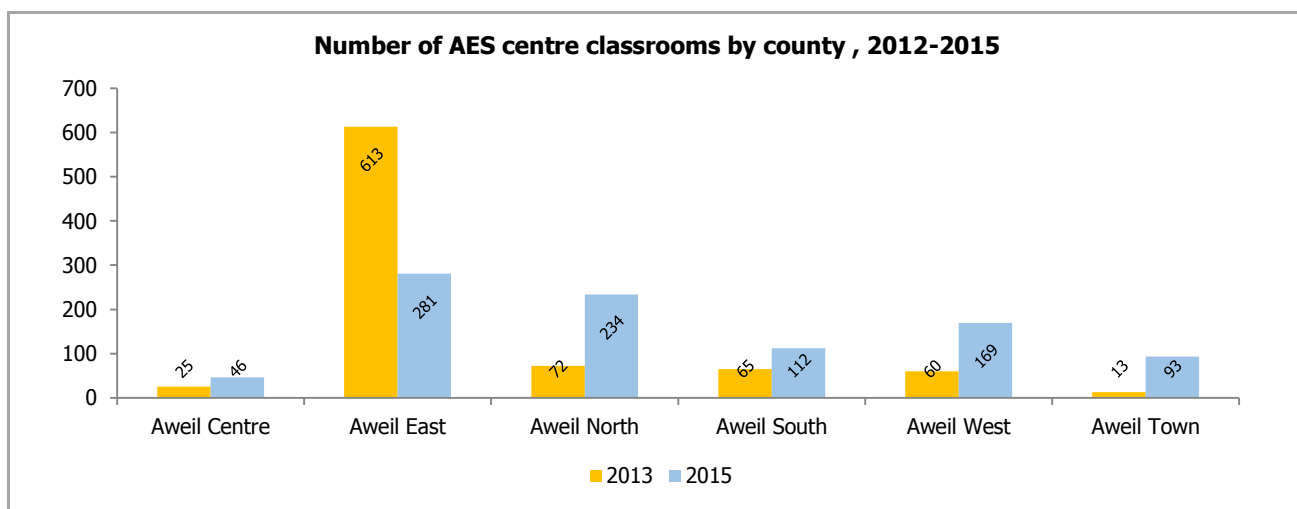


4.4.4. Classrooms

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
Aweil Centre	2015	46	20	16	7	3	30.7
	2013	25	10	3	12	0	144.2
Aweil East	2015	281	94	68	109	10	63.5
	2013	613	18	22	559	14	372.6
Aweil North	2015	234	117	39	58	20	40.7
	2013	72	35	21	14	2	106.8
Aweil South	2015	112	35	46	31	0	49.2
	2013	65	28	12	21	4	175.3
Aweil Town	2015	93	62	20	5	6	52.3
	2013	13	4	1	5	3	566.6
Aweil West	2015	169	83	28	54	4	51.7
	2013	60	34	0	26	0	160.1
Total	2015	935	411	217	264	43	50.5
	2013	848	129	59	637	23	202.4

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



4.5. Technical and Vocational Education and Training (TVET)

4.5.1. Institutes

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

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Aweil West	2015	1	0	1	0.0%	100.0%

4.5.2. Trainees

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

County	Year	Total	Male	Female	Male %	Female %
Aweil West	2015	69	17	52	24.6%	75.4%

4.5.3. Trainers

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

County	Year	Total	Male	Female	Male %	Female %	PTR
Aweil West	2015	9	9	0	100.0%	0.0%	7.7

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

4.5.4. Classrooms

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

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Aweil West	2015	20	3	4	2	11	9.9

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

4.6. Teacher Training Institutes (TTI)

4.6.1. Institutes

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

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Aweil West	2015	2	2	0	100.0%	0.0%

4.6.2. Students

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

County	Year	Total	Male	Female	Male %	Female %
Aweil West	2015	142	113	29	79.6%	20.4%

4.6.3. Tutors

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

County	Year	Total	Male	Female	Male %	Female %	PTR
Aweil West	2015	18	18	0	100.0%	0.0%	7.9

4.6.4. Classrooms

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

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Aweil West	2015	2	2	0	0	0	40.0

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

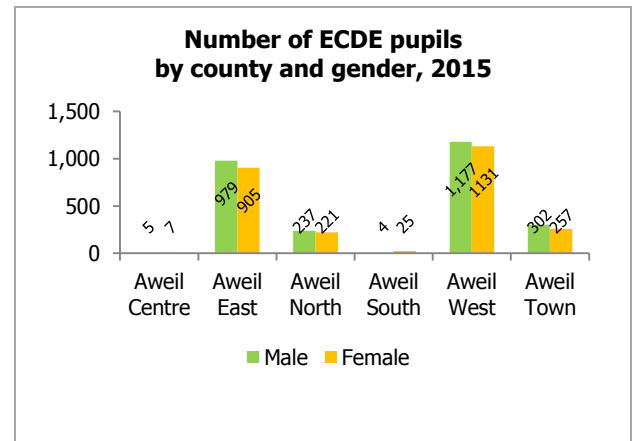
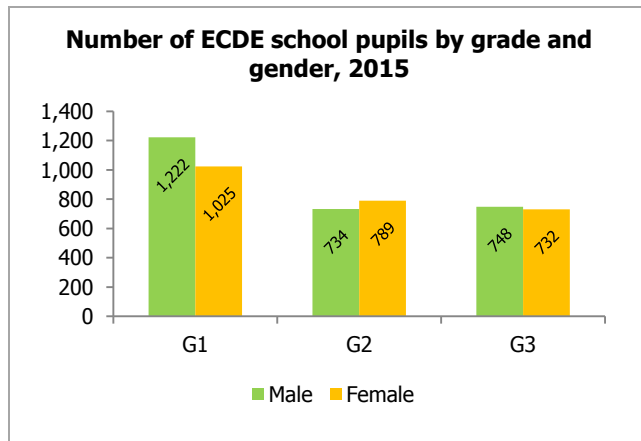
5. EARLY CHILDHOOD DEVELOPMENT AND EDUCATION (ECDE), 2015

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
Aweil Centre	12	12	0	0
Aweil East	1,884	650	720	514
Aweil North	458	255	142	61
Aweil South	29	4	5	20
Aweil Town	2,308	1,026	513	769
Aweil West	559	300	143	116
Total	5,250	2,247	1,523	1,480

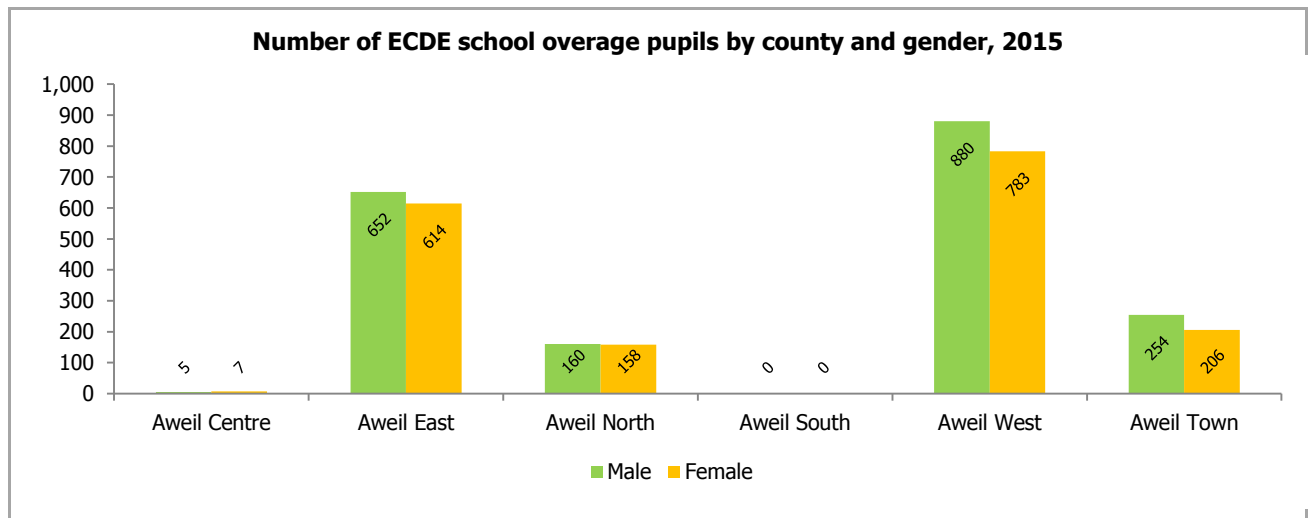


5.1.2. Overage Pupils

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
Aweil Centre	0	12	100.0%	0	5	100.0%	0	7	100.0%
Aweil East	618	1,266	67.2%	327	652	66.6%	291	614	67.8%
Aweil North	140	318	69.4%	77	160	67.5%	63	158	71.5%
Aweil South	29	0	0.0%	4	0	0.0%	25	0	0.0%
Aweil Town	645	1,663	72.1%	297	880	74.8%	348	783	69.2%
Aweil West	99	460	82.3%	48	254	84.1%	51	206	80.2%
Total	1,531	3,719	70.8%	753	1,951	72.2%	778	1,768	69.4%

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

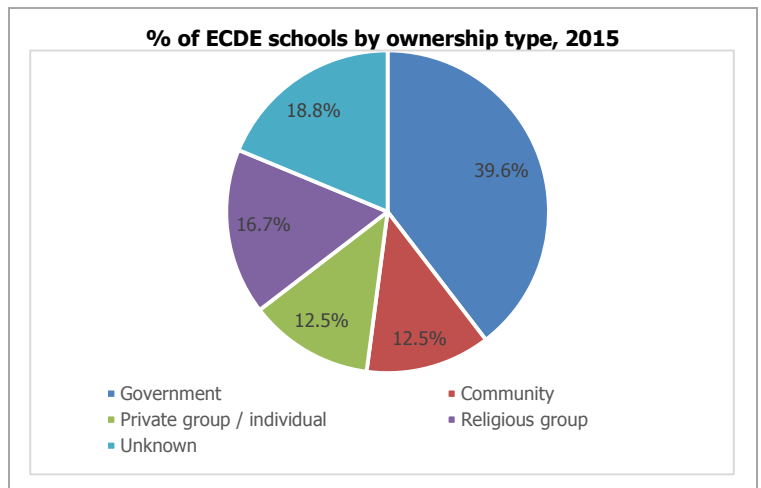


5.2. Resources

5.2.1. Schools

Number of ECDE schools by ownership, 2015

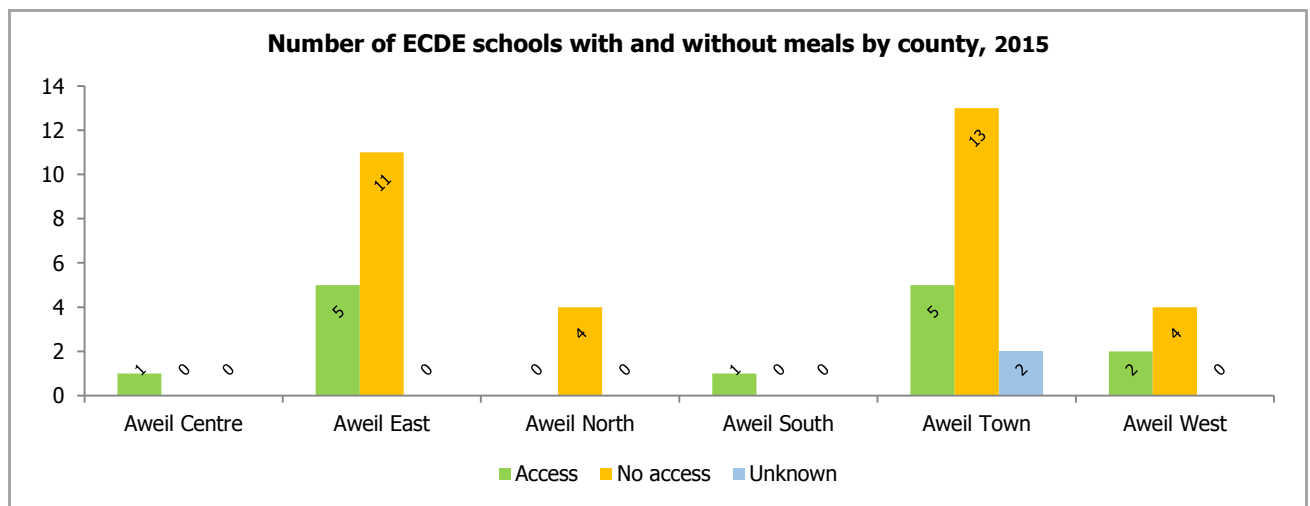
Ownership type	Schools
Government	19
Community	6
Private group / individual	6
Religious group	8
Unknown	9
Total	48



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

County	Schools	Schools w/ meals		Schools w/o meals		Unknown	
		Count	% total	Count	% total	Count	% total
Aweil Centre	1	1	100.0%	0	0.0%	0	0.0%
Aweil East	16	5	31.3%	11	68.8%	0	0.0%
Aweil North	4	0	0.0%	4	100.0%	0	0.0%
Aweil South	1	1	100.0%	0	0.0%	0	0.0%
Aweil Town	20	5	25.0%	13	65.0%	2	10.0%
Aweil West	6	2	33.3%	4	66.7%	0	0.0%
Aweil Centre	1	1	100.0%	0	0.0%	0	0.0%
Total	48	14	29.2%	32	66.7%	2	4.2%

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

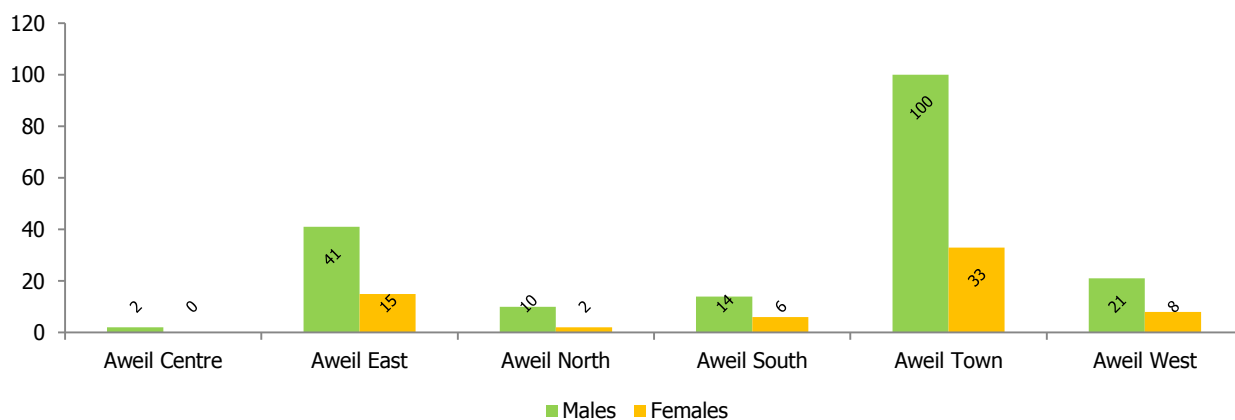


5.2.2. Teachers

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

County	Total	Male		Female	
		Count	% total	Count	% total
Aweil Centre	2	2	100.0%	0	0.0%
Aweil East	56	41	73.2%	15	26.8%
Aweil North	12	10	83.3%	2	16.7%
Aweil South	20	14	70.0%	6	30.0%
Aweil Town	133	100	75.2%	33	24.8%
Aweil West	29	21	72.4%	8	27.6%
Total	252	188	74.6%	64	25.4%

Number of ECDE school teachers by county and gender, 2015

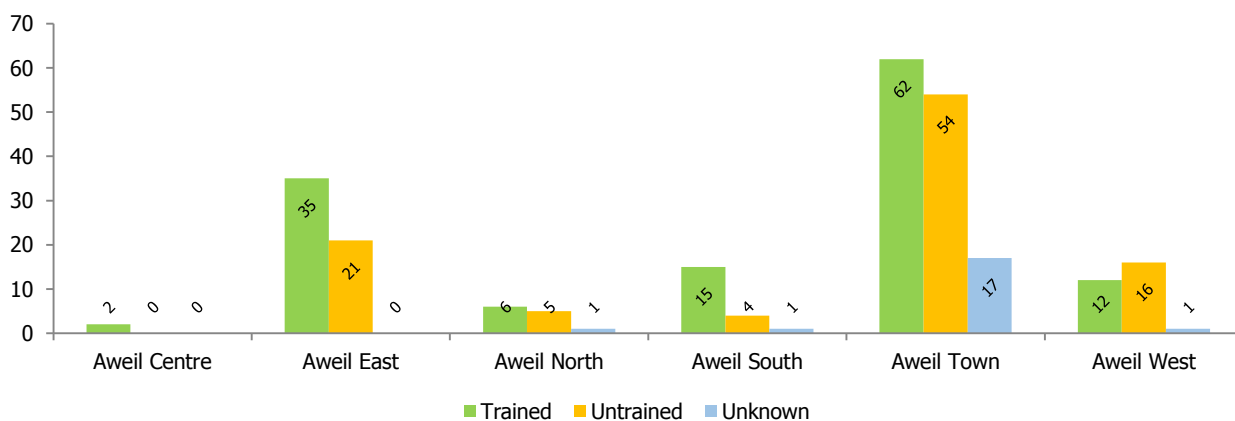


Number and % of ECDE teachers by professional qualification and county, 2015

County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Aweil Centre	2	2	100.0%	0	0.0%	0	0.0%
Aweil East	56	35	62.5%	21	37.5%	0	0.0%
Aweil North	12	6	50.0%	5	41.7%	1	8.3%
Aweil South	20	15	75.0%	4	20.0%	1	5.0%
Aweil Town	133	62	46.6%	54	40.6%	17	12.8%
Aweil West	29	12	41.4%	16	55.2%	1	3.4%
Total	252	132	52.4%	100	39.7%	20	7.9%

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

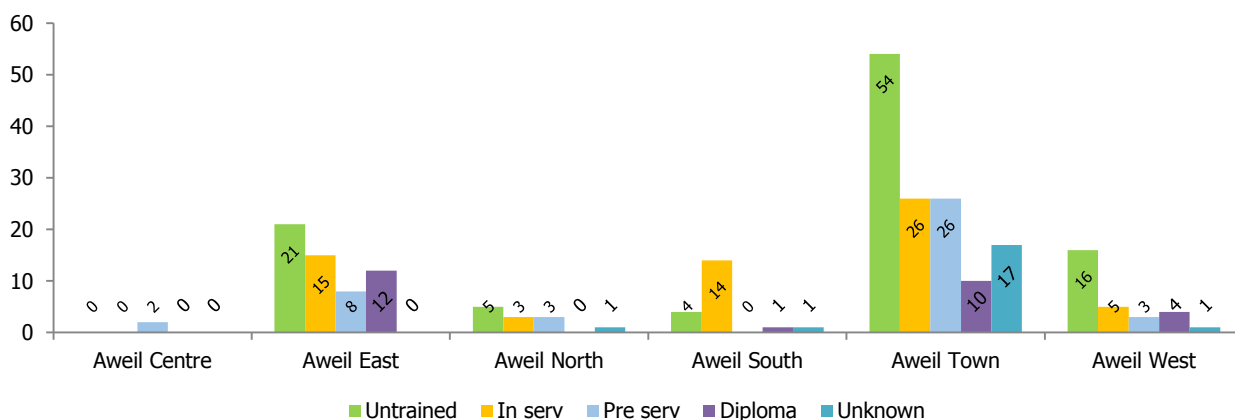
Number of ECDE school teachers by professional qualification and county, 2015



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

State	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Aweil Centre	2	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Aweil East	56	21	37.5%	15	26.8%	8	14.3%	12	21.4%	0	0.0%
Aweil North	12	5	41.7%	3	25.0%	3	25.0%	0	0.0%	1	8.3%
Aweil South	20	4	20.0%	14	70.0%	0	0.0%	1	5.0%	1	5.0%
Aweil Town	133	54	40.6%	26	19.5%	26	19.5%	10	7.5%	17	12.8%
Aweil West	29	16	55.2%	5	17.2%	3	10.3%	4	13.8%	1	3.4%
Total	252	100	48.8%	63	30.7%	42	20.5%	27	10.7%	20	7.9%

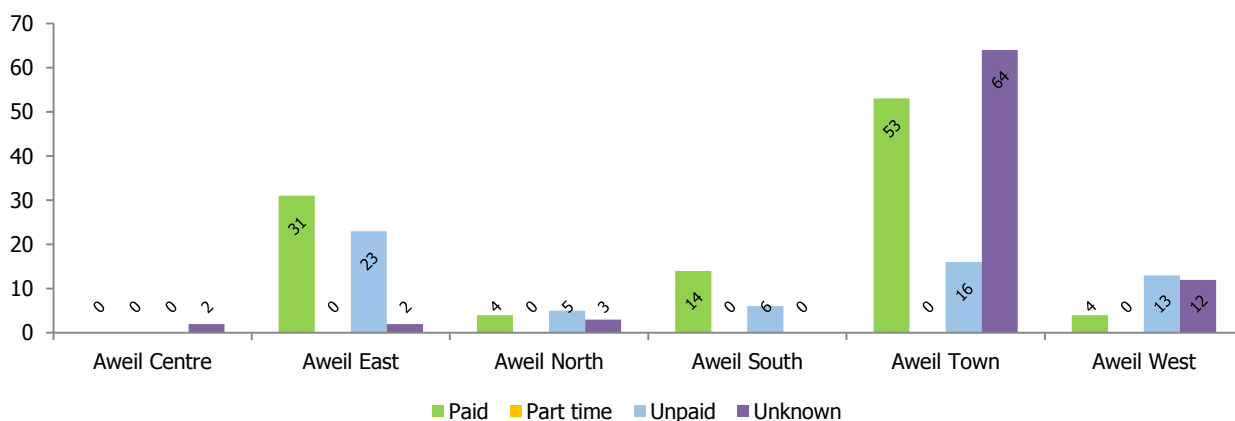
Number of ECDE school teachers by professional qualification and gender, 2015



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

County	Total	Paid		Part-Time		Unpaid		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
Aweil Centre	2	0	0.0%	0	0.0%	0	0.0%	2	100.0%
Aweil East	56	31	55.4%	0	0.0%	23	41.1%	2	3.6%
Aweil North	12	4	33.3%	0	0.0%	5	41.7%	3	25.0%
Aweil South	20	14	70.0%	0	0.0%	6	30.0%	0	0.0%
Aweil Town	133	53	39.8%	0	0.0%	16	12.0%	64	48.1%
Aweil West	29	4	13.8%	0	0.0%	13	44.8%	12	41.4%
Total	252	106	42.1%	0	0.0%	63	25.0%	83	32.9%

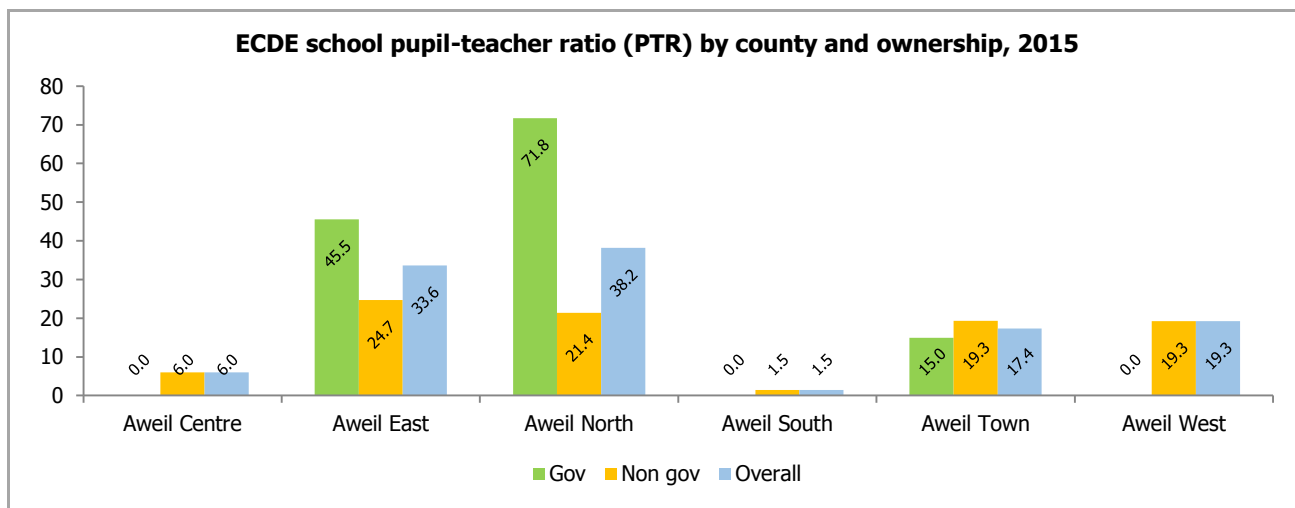
Number of ECDE school teachers by employment status and county, 2015



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
Aweil Centre	12	2	6.0	0	0	0.0	12	2	6.0
Aweil East	1,884	56	33.6	1,093	24	45.5	791	32	24.7
Aweil North	458	12	38.2	287	4	71.8	171	8	21.4
Aweil South	29	20	1.5	0	0	0.0	29	20	1.5
Aweil Town	2,308	133	17.4	898	60	15.0	1,410	73	19.3
Aweil West	559	29	19.3	0	0	0.0	559	29	19.3
Total	5,250	252	20.8	2,278	88	25.9	2,972	164	18.1

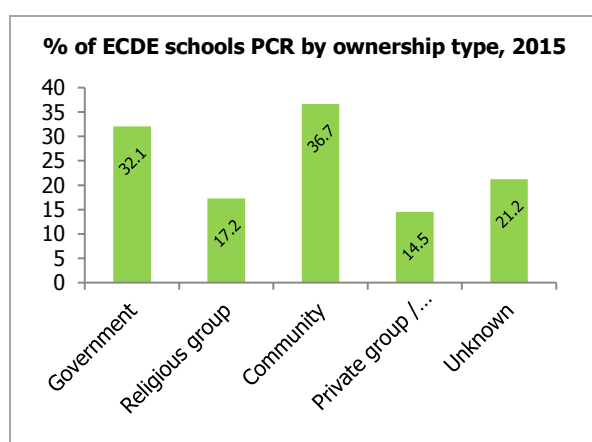
* "Non-government" here includes schools under community, private, NGO-supported, religious group, and unknown ownership.



5.2.3. Classrooms

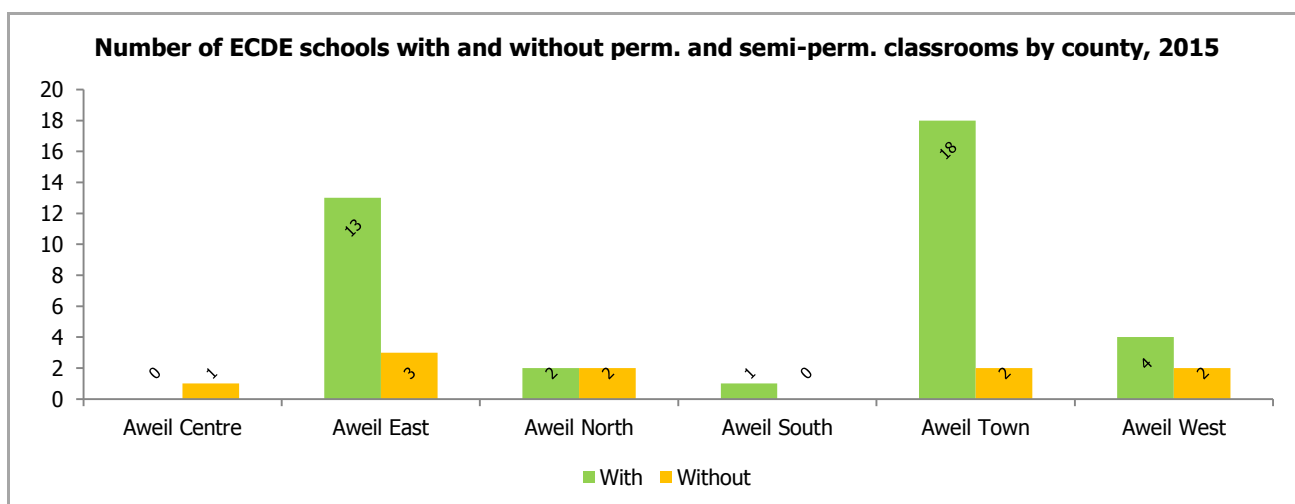
Number of ECDE schools classrooms by ownership, 2015

Ownership	Classrooms	PCR
Government	96	32.1
Religious group	40	17.2
Community	28	36.7
Private group / individual	38	14.5
Unknown	64	21.2
Total	266	24.3



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
Aweil Centre	1	0	0.0%	1	100.0%
Aweil East	16	13	81.3%	3	18.8%
Aweil North	4	2	50.0%	2	50.0%
Aweil South	1	1	100.0%	0	0.0%
Aweil Town	20	18	90.0%	2	10.0%
Aweil West	6	4	66.7%	2	33.3%
Total	48	38	79.2%	10	20.8%



5.2.4. Curriculum and Instruction

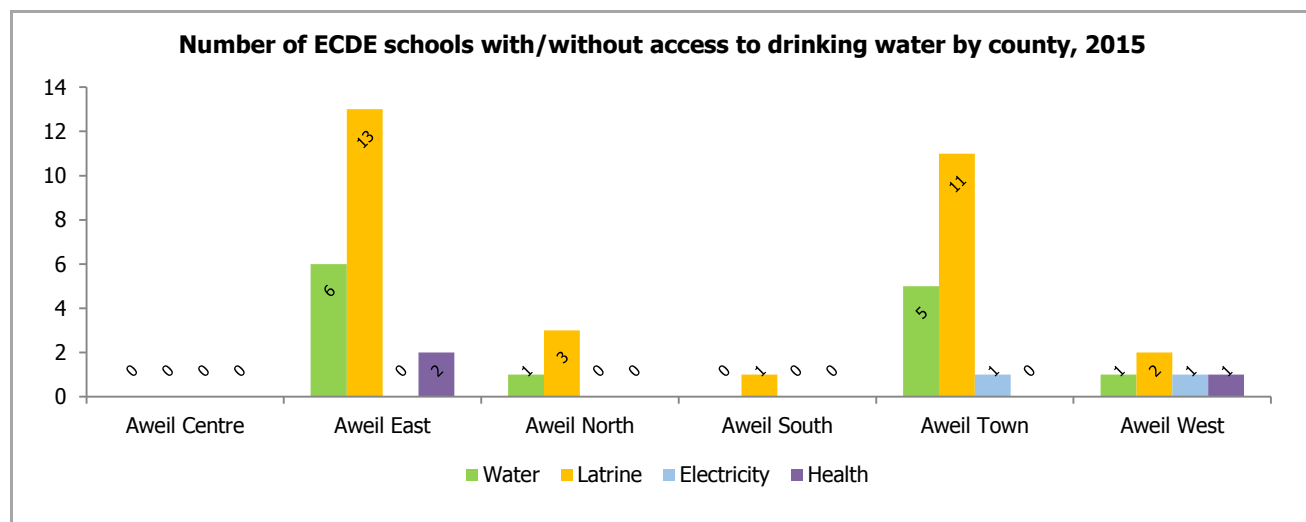
Number of ECDE schools by language of instruction and grade, 2015

Language	Baby/Infant	Nursery/Middle	Top/Graduate
English	28	22	25
Arabic	1	1	1
Mother Tongue	35	23	24
Other	2	1	1

5.2.5. Facilities

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

State	Schools	Water		Latrine		Electricity		Health Centre	
		Count	%	Count	%	Count	%	Count	%
Aweil Centre	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Aweil East	16	6	37.5%	13	81.3%	0	0.0%	2	12.5%
Aweil North	4	1	25.0%	3	75.0%	0	0.0%	0	0.0%
Aweil South	1	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Aweil Town	20	5	25.0%	11	55.0%	1	5.0%	0	0.0%
Aweil West	6	1	16.7%	2	33.3%	1	16.7%	1	16.7%
Total	48	13	27.1%	30	62.5%	2	4.2%	3	6.3%



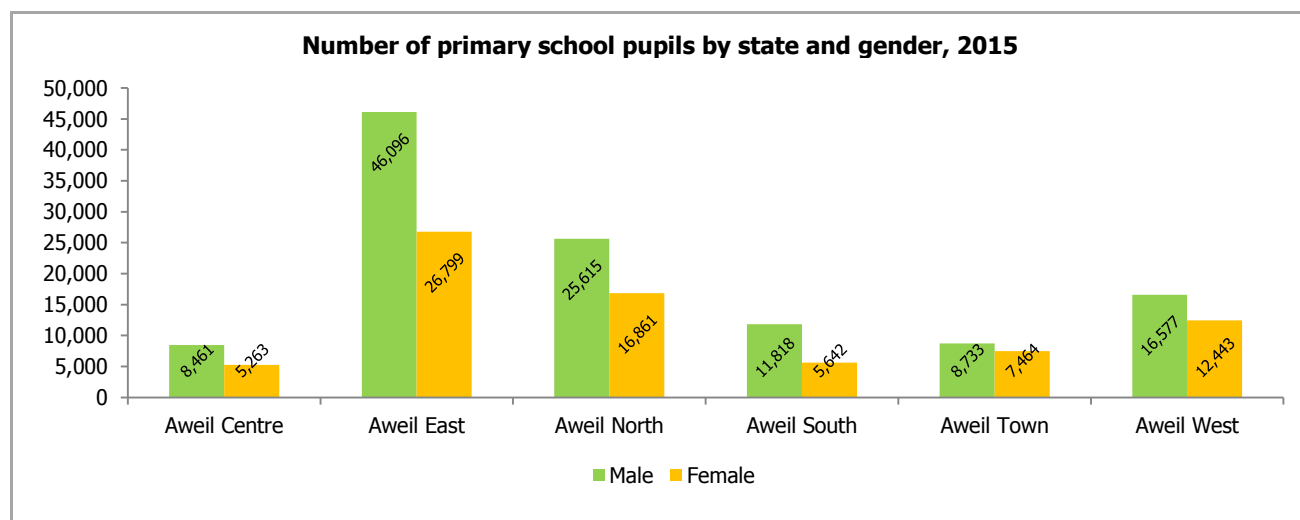
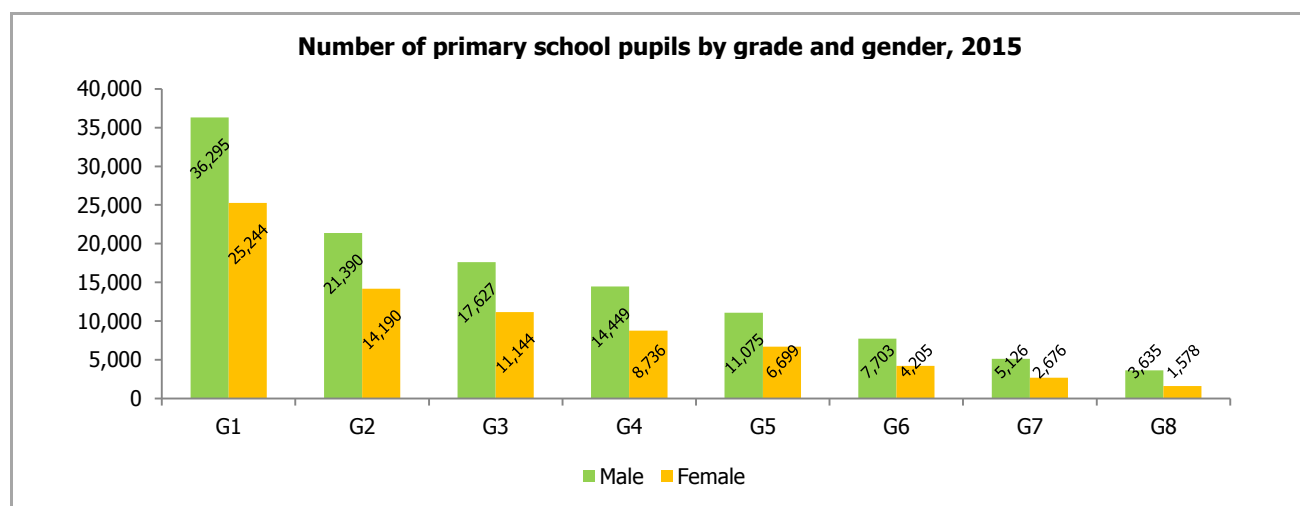
6. PRIMARY SCHOOL (PRI), 2015

6.1. Access

6.1.1. Enrolment

Number of primary school pupils by state and grade, 2015

State	Total	P1	P2	P3	P4	P5	P6	P7	P8
Aweil Centre	13,724	5,265	2,750	2,043	1,788	940	444	279	215
Aweil East	72,895	24,264	13,880	11,253	8,563	6,436	4,393	2,588	1,518
Aweil North	42,476	12,293	8,125	6,414	5,331	4,248	2,859	2,061	1,145
Aweil South	17,460	5,648	3,222	2,374	2,025	1,652	1,284	815	440
Aweil Town	16,197	5,041	2,612	2,300	1,969	1,456	1,006	888	925
Aweil West	29,020	9,028	4,991	4,387	3,509	3,042	1,922	1,171	970
Total	191,772	61,53	35,580	28,771	23,185	17,774	11,908	7,802	5,213



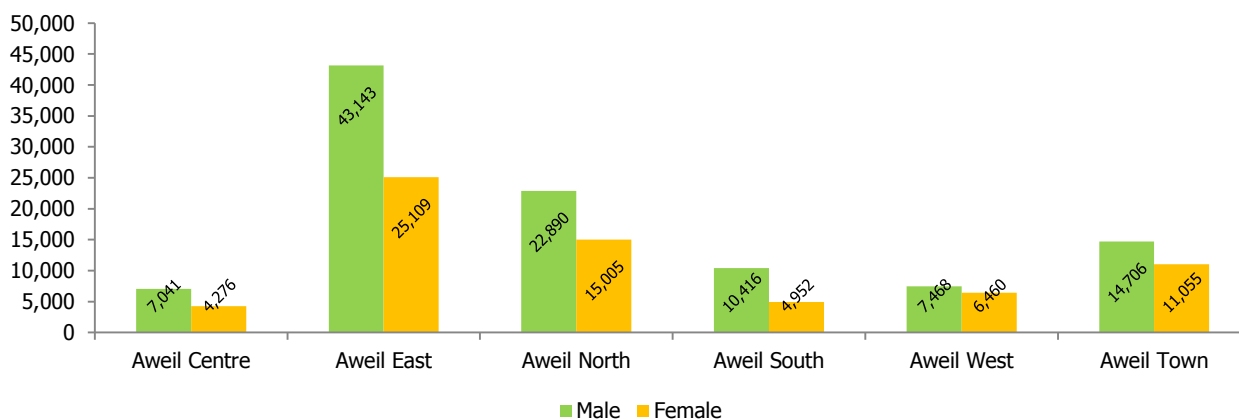
6.1.2. Overage Pupils

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

State	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
Aweil Centre	2,407	11,317	82.5%	1,420	7,041	83.2%	987	4,276	81.2%
Aweil East	4,643	68,252	93.6%	2,953	43,143	93.6%	1,690	25,109	93.7%
Aweil North	4,581	37,895	89.2%	2,725	22,890	89.4%	1,856	15,005	89.0%
Aweil South	2,092	15,368	88.0%	1,402	10,416	88.1%	690	4,952	87.8%
Aweil Town	2,269	13,928	86.0%	1,265	7,468	85.5%	1,004	6,460	86.5%
Aweil West	3,259	25,761	88.8%	1,871	14,706	88.7%	1,388	11,055	88.8%
Total	19,251	172,521	90.0%	11,636	105,664	90.1%	7,615	66,857	89.8%

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

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

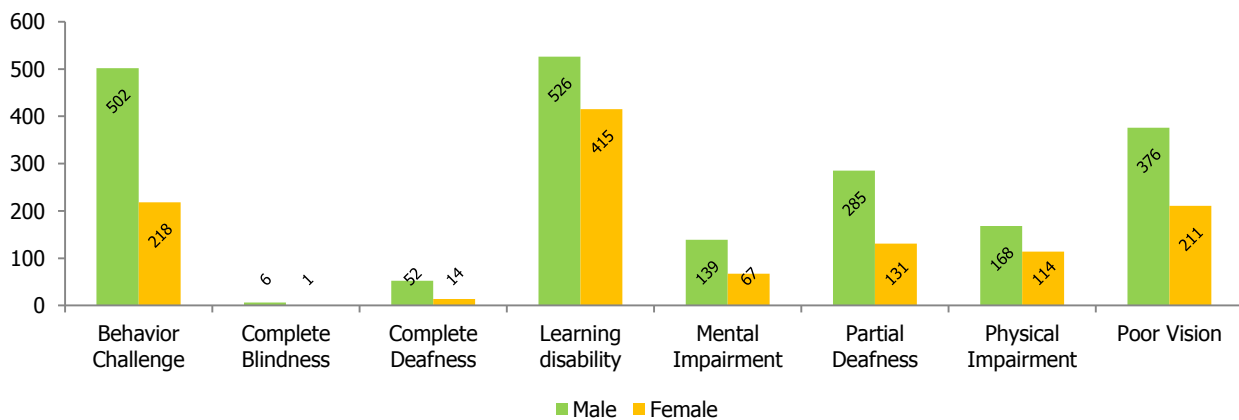


6.1.3. Pupils with Special Needs

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

State	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
Aweil Centre	13,724	109	0.8%	8,461	74	0.9%	5,263	35	0.7%
Aweil East	72,895	1,328	1.8%	46,096	825	1.8%	26,799	503	1.9%
Aweil North	42,476	789	1.9%	25,615	494	1.9%	16,861	295	1.7%
Aweil South	17,460	341	2.0%	11,818	254	2.1%	5,642	87	1.5%
Aweil Town	16,197	266	1.6%	8,733	160	1.8%	7,464	106	1.4%
Aweil West	29,020	392	1.4%	16,577	247	1.5%	12,443	145	1.2%
Total	191,772	3,225	1.7%	117,300	2,054	1.7%	74,472	1,171	1.5%

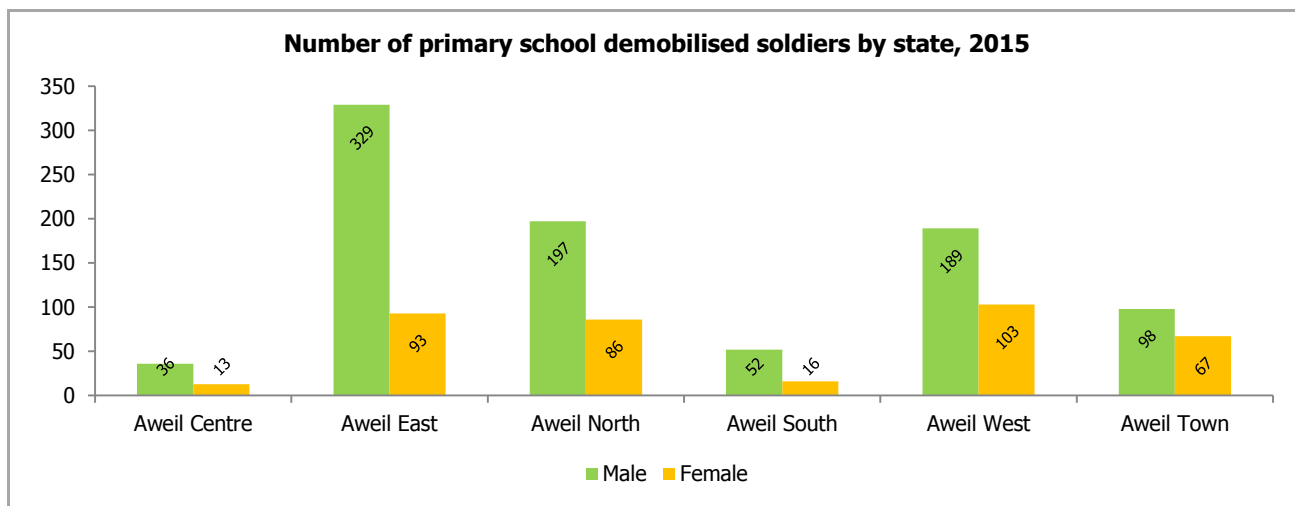
Number of primary school with special needs by type and gender, 2015



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

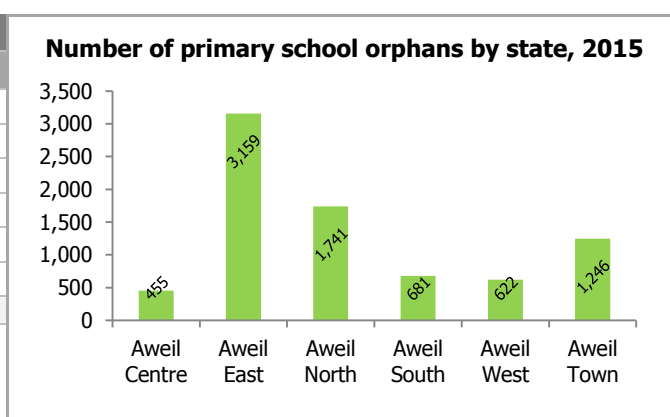
Number and % of primary school demobilised soldiers by state and gender, 2015

State	Total			Male			Female		
	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %
Aweil Centre	13,724	49	0.4%	8,461	36	0.4%	5,263	13	0.2%
Aweil East	72,895	422	0.6%	46,096	329	0.7%	26,799	93	0.3%
Aweil North	42,476	283	0.7%	25,615	197	0.8%	16,861	86	0.5%
Aweil South	17,460	68	0.4%	11,818	52	0.4%	5,642	16	0.3%
Aweil Town	16,197	292	1.8%	8,733	189	2.2%	7,464	103	1.4%
Aweil West	29,020	165	0.6%	16,577	98	0.6%	12,443	67	0.5%
Total	191,772	1,279	0.7%	117,300	901	0.8%	74,472	378	0.5%



Number and % of primary school orphans by county, 2015

County	Students	Total	
		Count	% Students
Aweil Centre	13,724	455	3.3%
Aweil East	72,895	3,159	4.3%
Aweil North	42,476	1,741	4.1%
Aweil South	17,460	681	3.9%
Aweil Town	16,197	622	3.8%
Aweil West	29,020	1,246	4.3%
Total	191,772	7,904	4.1%



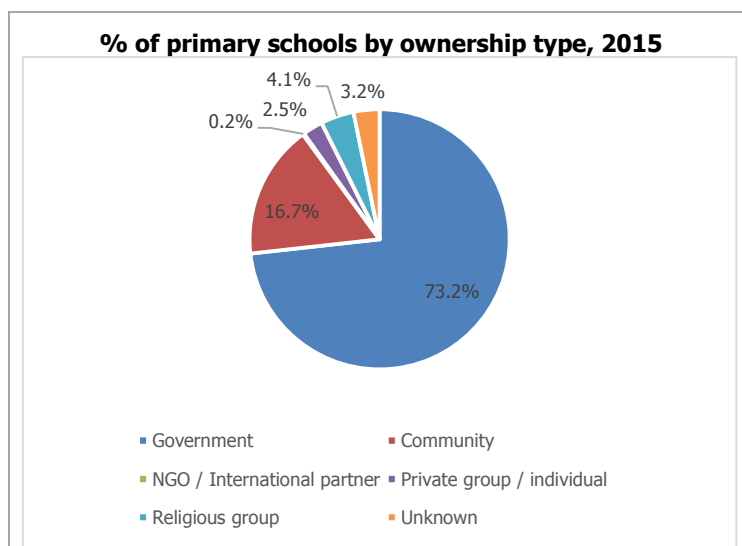
6.2. Resources

6.2.1. Schools

Number of primary schools by ownership, 2015

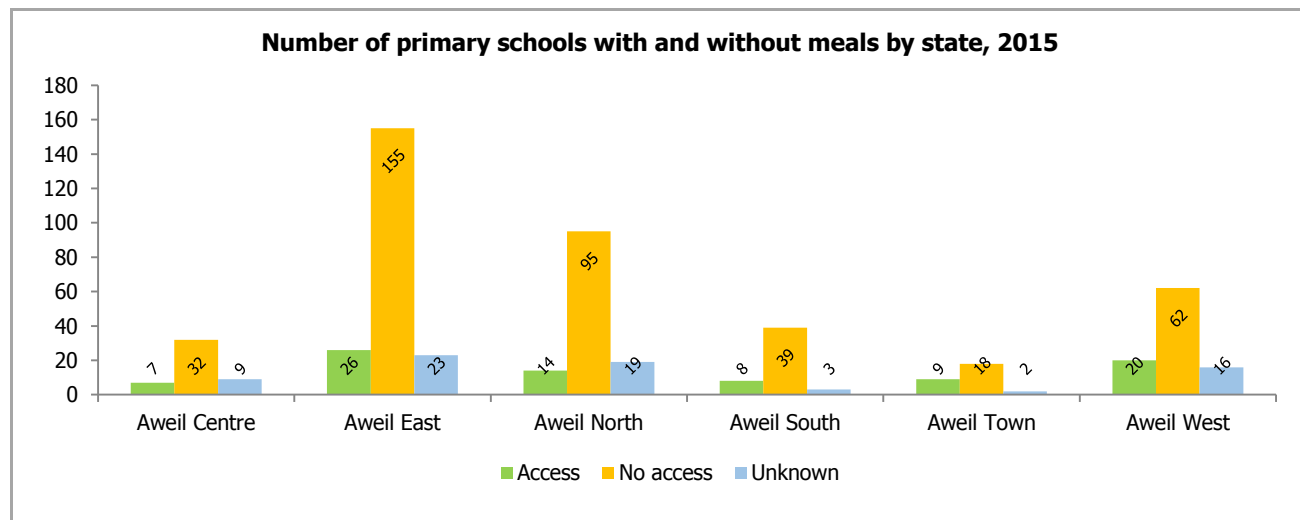
Ownership	Schools
Government	408
Community	93
NGO / International partner	1
Private group / individual	14
Religious group	23
Unknown	18
Total	557

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



Number and % of primary schools with meals by state, 2015

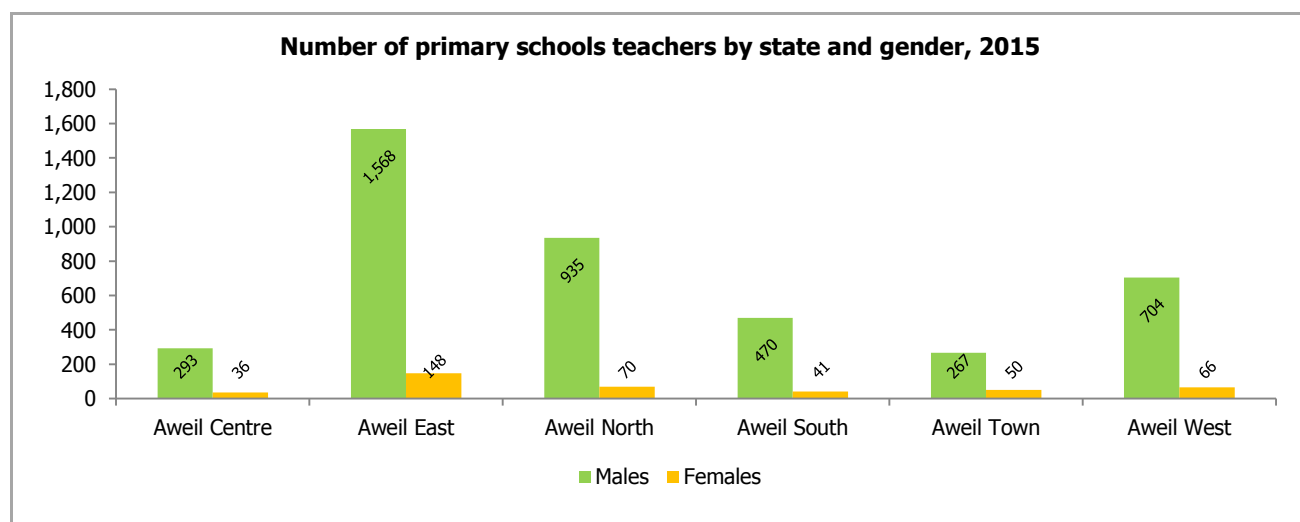
State	Schools	Schools with meals		Schools without meals		Unknown	
		Count	%	Count	%	Count	%
Aweil Centre	48	7	14.6%	32	66.7%	9	18.8%
Aweil East	204	26	12.7%	155	76.0%	23	11.3%
Aweil North	128	14	10.9%	95	74.2%	19	14.8%
Aweil South	50	8	16.0%	39	78.0%	3	6.0%
Aweil Town	29	9	31.0%	18	62.1%	2	6.9%
Aweil West	98	20	20.4%	62	63.3%	16	16.3%
Total	557	84	15.1%	401	72.0%	72	12.9%



6.2.2. Teachers

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

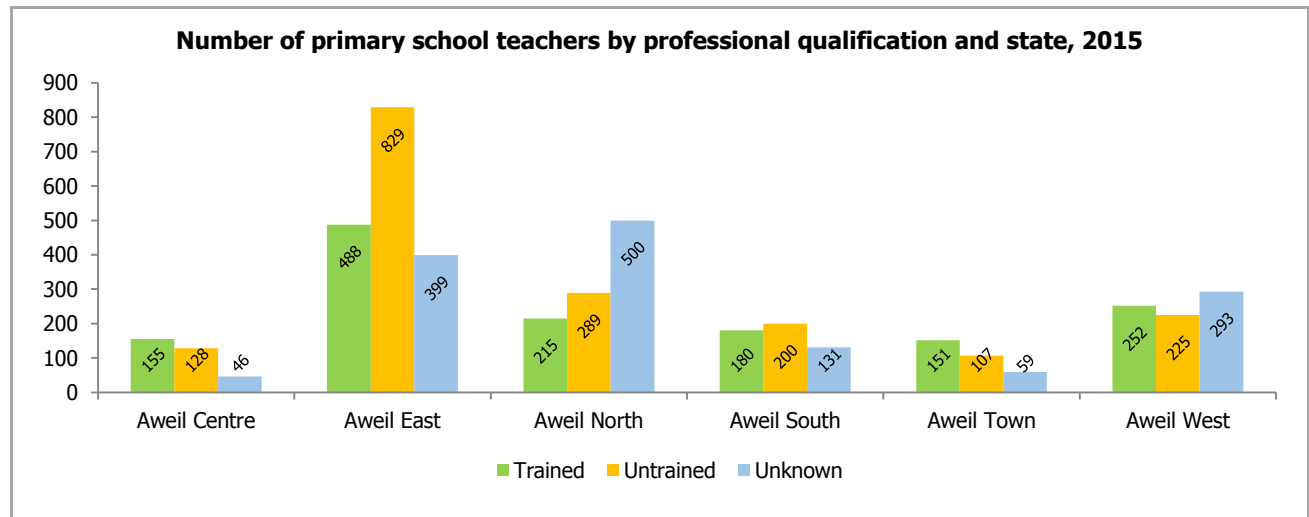
State	Total	Male		Female	
		Count	% total	Count	% total
Aweil Centre	329	293	89.1%	36	10.9%
Aweil East	1,716	1,568	91.4%	148	8.6%
Aweil North	1,005	935	93.0%	70	7.0%
Aweil South	511	470	92.0%	41	8.0%
Aweil Town	317	267	84.2%	50	15.8%
Aweil West	770	704	91.4%	66	8.6%
Total	4,648	4,237	91.2%	411	8.8%



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

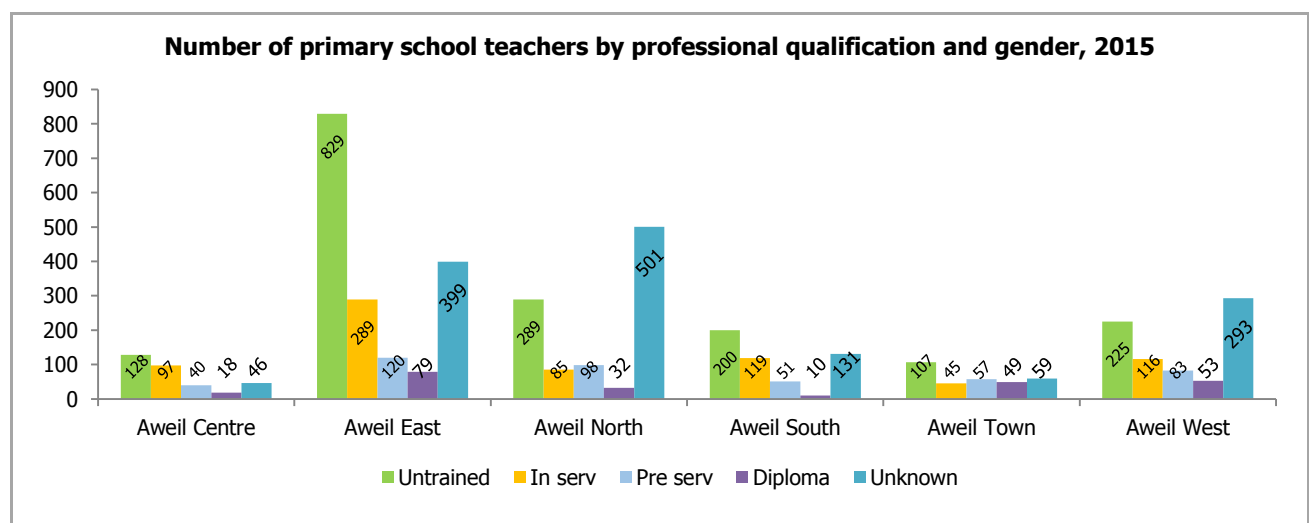
State	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Aweil Centre	329	155	47.1%	128	38.9%	46	14.0%
Aweil East	1,716	488	28.4%	829	48.3%	399	23.3%
Aweil North	1,005	215	21.4%	289	28.8%	500	49.8%
Aweil South	511	180	35.2%	200	39.1%	131	25.6%
Aweil Town	317	151	47.6%	107	33.8%	59	18.6%
Aweil West	770	252	32.7%	225	29.2%	293	38.1%
Total	4,648	1,441	31.0%	1,778	38.3%	1,428	30.7%

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



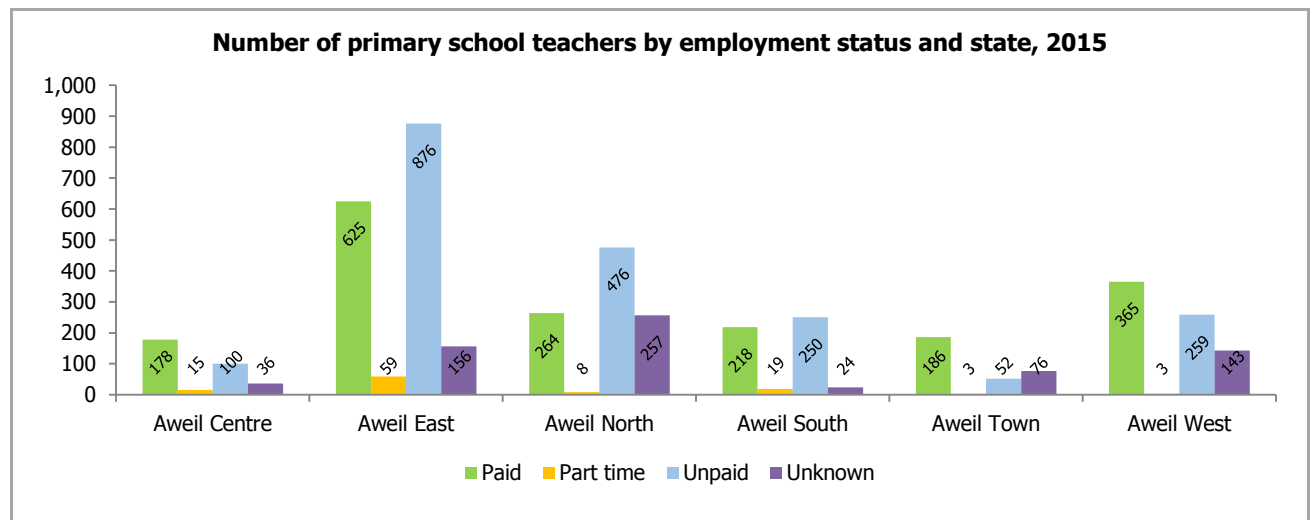
Number and % of primary school teachers by state and qualification type, 2015

State	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	%	Count	%	Count	%	Count	%	Count	%
A. Centre	329	128	38.9%	97	29.5%	40	12.2%	18	5.5%	46	14.0%
A. East	1,716	829	48.3%	289	16.8%	120	7.0%	79	4.6%	399	23.3%
A. North	1,005	289	28.8%	85	8.5%	98	9.8%	32	3.2%	501	49.9%
A. South	511	200	39.1%	119	23.3%	51	10.0%	10	2.0%	131	25.6%
A. Town	317	107	33.8%	45	14.2%	57	18.0%	49	15.5%	59	18.6%
A. West	770	225	29.2%	116	15.1%	83	10.8%	53	6.9%	293	38.1%
Total	4,648	1,778	38.3%	751	16.2%	449	9.7%	241	5.2%	1,429	30.7%



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

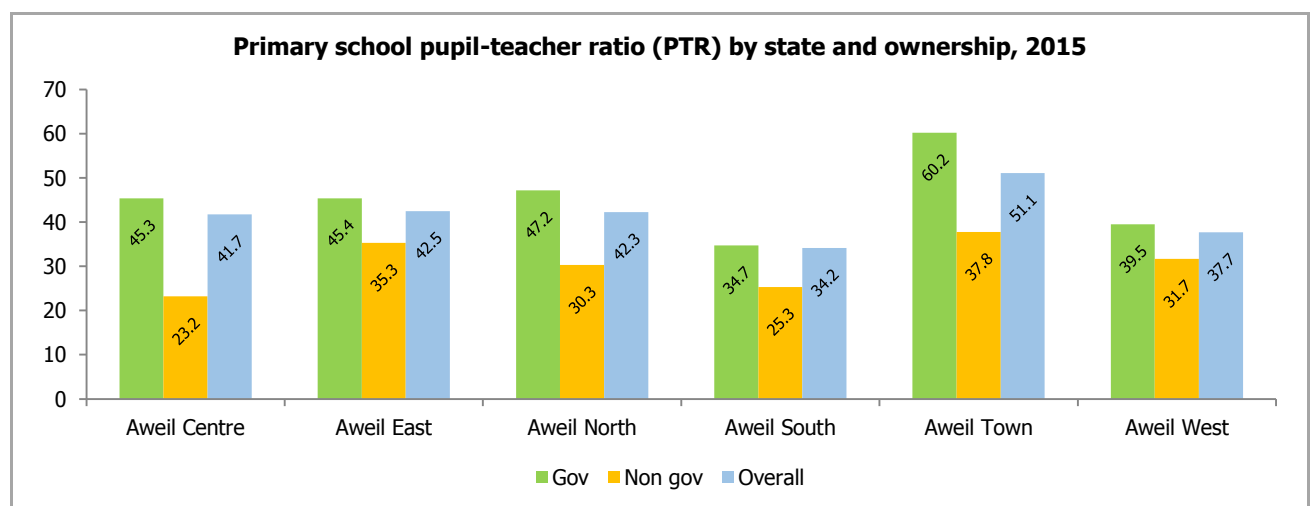
County	Total	Paid		Part time		Unpaid		Unknown	
		Count	%	Count	%	Count	%	Count	%
Aweil Centre	329	178	54.1%	15	4.6%	100	30.4%	36	10.9%
Aweil East	1,716	625	36.4%	59	3.4%	876	51.0%	156	9.1%
Aweil North	1,005	264	26.3%	8	0.8%	476	47.4%	257	25.6%
Aweil South	511	218	42.7%	19	3.7%	250	48.9%	24	4.7%
Aweil Town	317	186	58.7%	3	0.9%	52	16.4%	76	24.0%
Aweil West	770	365	47.4%	3	0.4%	259	33.6%	143	18.6%
Total	4,648	1,836	39.5%	107	2.3%	2,013	43.3%	692	14.9%



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

State	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Aweil Centre	13,724	329	41.7	12,470	275	45.3	1,254	54	23.2
Aweil East	72,895	1,716	42.5	55,556	1,225	45.4	17,339	491	35.3
Aweil North	42,476	1,005	42.3	33,602	712	47.2	8,874	293	30.3
Aweil South	17,460	511	34.2	16,725	482	34.7	735	29	25.3
Aweil Town	16,197	317	51.1	11,322	188	60.2	4,875	129	37.8
Aweil West	29,020	770	37.7	23,385	592	39.5	5,635	178	31.7
Total	191,772	4,648	41.3	153,060	3,474	44.1	38,712	1,174	33.0

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

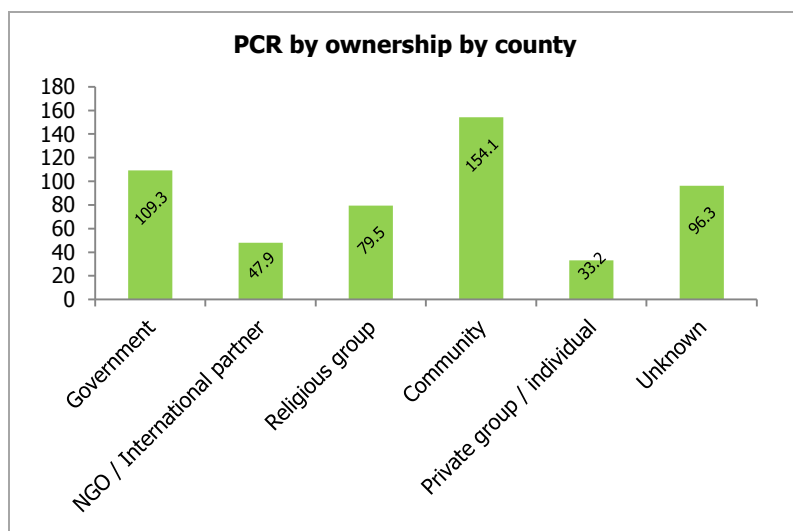


6.2.3. Classrooms

Number of primary schools classrooms and PCR by ownership

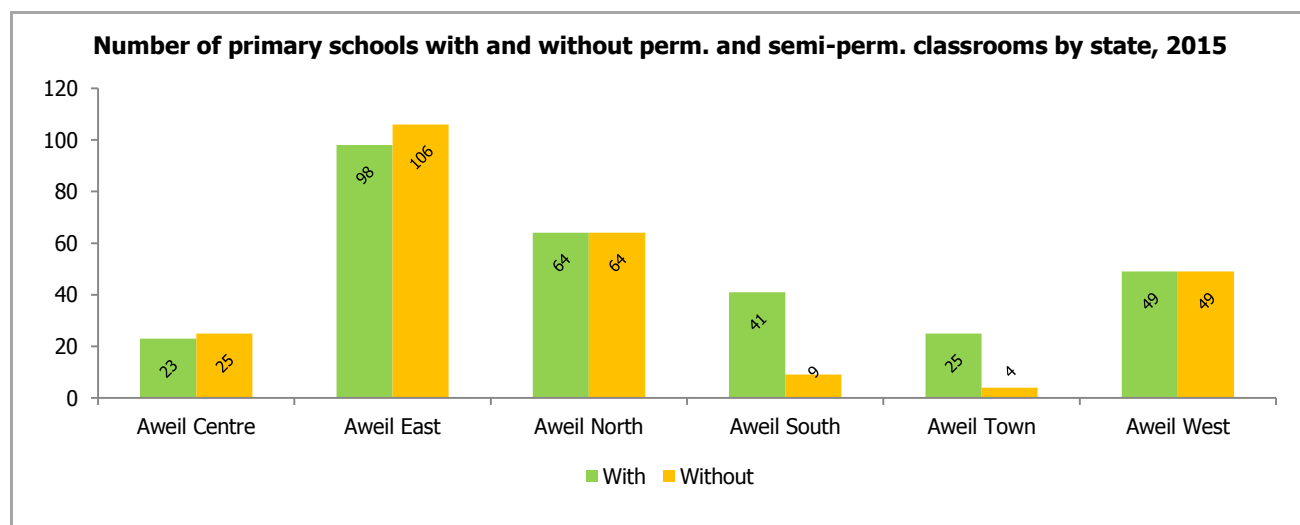
Ownership	Classrooms	PCR
Gov	2,519	109.3
NGO	9	47.9
Religious group	158	79.5
Community	481	154.1
Private group	130	33.2
Unknown	102	96.3
Total	3,399	105.7

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



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

State	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Aweil Centre	48	23	47.9%	25	52.1%
Aweil East	204	98	48.0%	106	52.0%
Aweil North	128	64	50.0%	64	50.0%
Aweil South	50	41	82.0%	9	18.0%
Aweil Town	29	25	86.2%	4	13.8%
Aweil West	98	49	50.0%	49	50.0%
Total	557	300	53.9%	257	46.1%

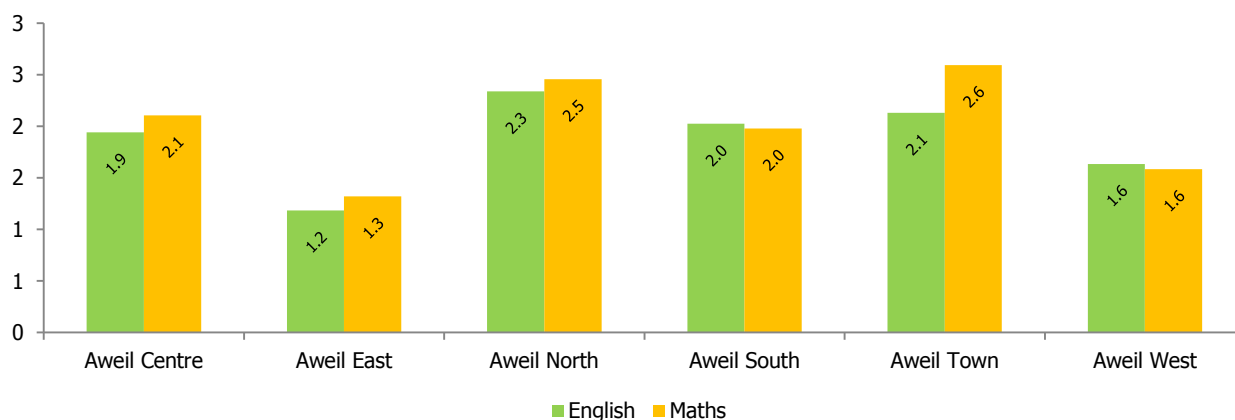


6.2.4. Curriculum and Instruction

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

State	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Aweil Centre	13,724	7,065	1.9	6,513	2.1
Aweil East	72,895	61,555	1.2	55,235	1.3
Aweil North	42,476	18,167	2.3	17,290	2.5
Aweil South	17,460	8,629	2.0	8,822	2.0
Aweil Town	16,197	7,604	2.1	6,247	2.6
Aweil West	29,020	17,765	1.6	18,327	1.6
Total	191,772	120,785	1.6	112,434	1.7

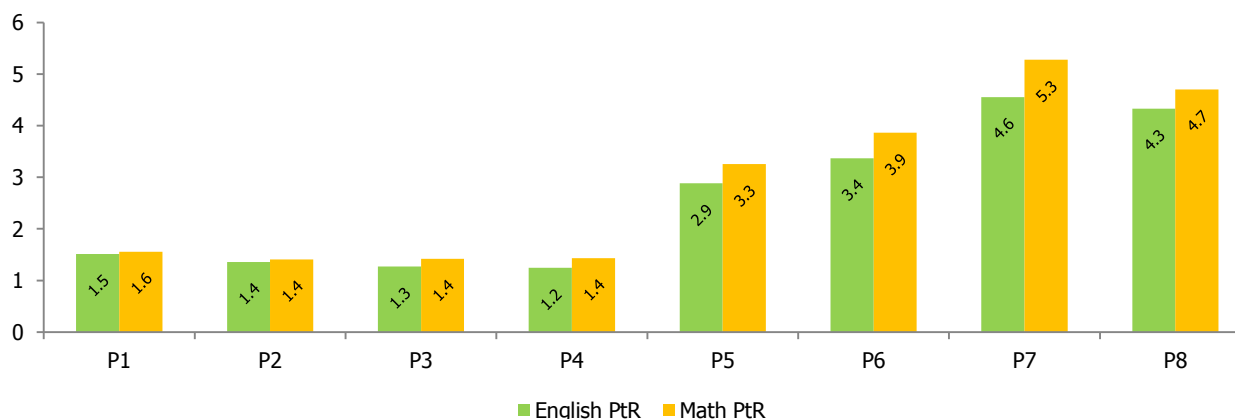
Primary school pupil-textbook ratio (PTextR) by state and subject (English and Math), 2015



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	61,539	40,676	1.5	39,498	1.6
P2	35,580	26,212	1.4	25,324	1.4
P3	28,771	22,632	1.3	20,271	1.4
P4	23,185	18,643	1.2	16,209	1.4
P5	17,774	6,169	2.9	5,463	3.3
P6	11,908	3,536	3.4	3,082	3.9
P7	7,802	1,713	4.6	1,478	5.3
P8	5,213	1,204	4.3	1,109	4.7
Total	191,772	120,785	1.6	112,434	1.7

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

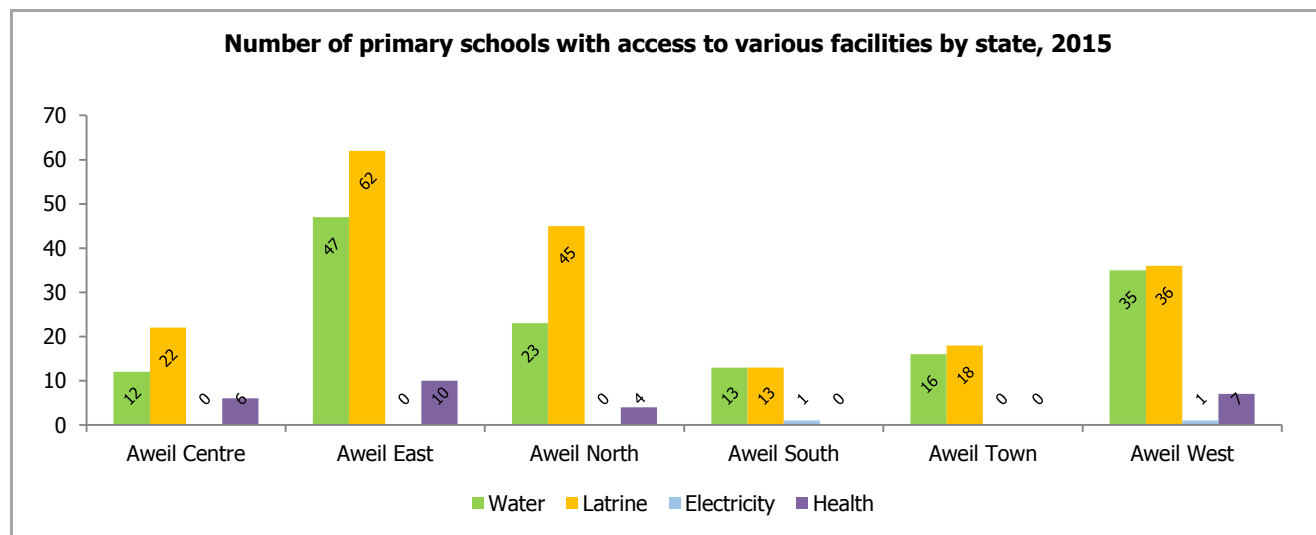
Language	P1	P2	P3	P4	P5	P6	P7	P8
English	231	250	318	425	397	279	180	113
Arabic	6	6	8	10	8	7	8	5
Mother tongue	468	451	371	232	107	63	26	17
Other	1	1	3	2	2	1	1	1

*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

State	Schools	Water		Latrine		Electricity		Health Centre	
		Count	%	Count	%	Count	%	Count	%
Aweil Centre	48	12	25.0%	22	45.8%	0	0.0%	6	12.5%
Aweil East	204	47	23.0%	62	30.4%	0	0.0%	10	4.9%
Aweil North	128	23	18.0%	45	35.2%	0	0.0%	4	3.1%
Aweil South	50	13	26.0%	13	26.0%	1	2.0%	0	0.0%
Aweil Town	29	16	55.2%	18	62.1%	0	0.0%	0	0.0%
Aweil West	98	35	35.7%	36	36.7%	1	1.0%	7	7.1%
Total	557	146	26.2%	196	35.2%	2	0.4%	27	4.8%



6.3. Student Flow

6.3.1. Promotion Rate

Primary school promotion rate by state and grade, 2015

State	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Aweil Centre	56.1%	82.0%	102.6%	89.8%	77.3%	90.4%	93.0%
Aweil East	54.4%	63.9%	76.3%	73.8%	71.8%	67.0%	64.8%
Aweil North	60.6%	72.8%	85.7%	88.3%	82.0%	82.3%	75.4%
Aweil South	65.2%	69.7%	76.5%	78.0%	74.3%	74.9%	63.5%
Aweil Town	57.8%	68.3%	75.1%	72.0%	70.7%	82.4%	94.0%
Aweil West	59.5%	77.4%	89.2%	91.4%	81.6%	78.8%	82.8%
Total	57.2%	69.3%	81.4%	80.2%	75.8%	75.2%	74.4%

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

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

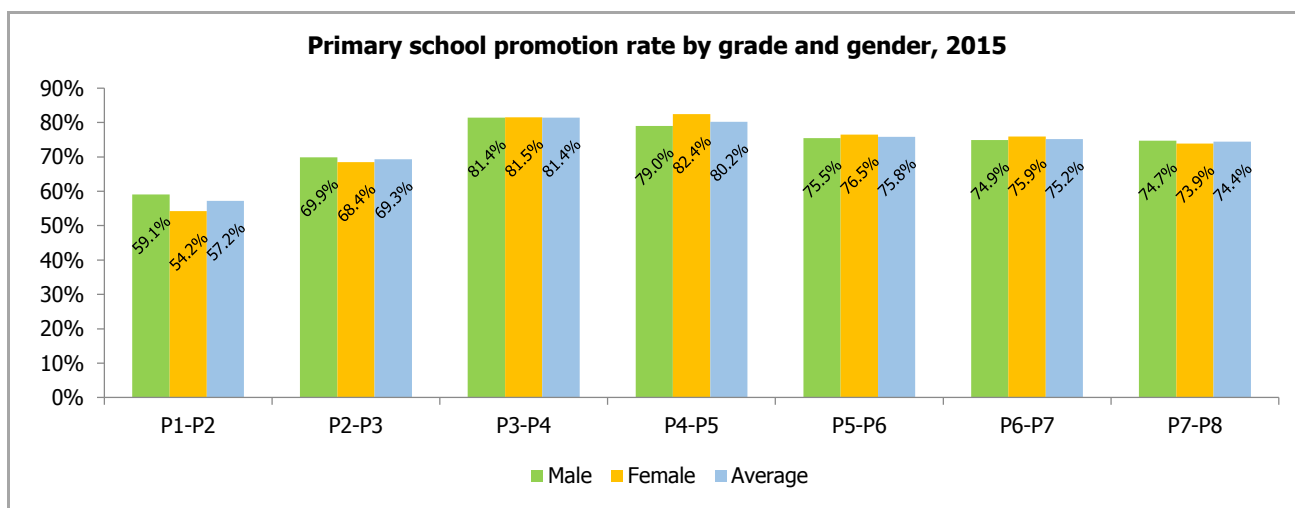
State	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Aweil Centre	59.0%	83.5%	105.2%	92.8%	77.2%	90.8%	90.6%
Aweil East	56.6%	65.9%	76.9%	74.1%	71.2%	68.1%	65.5%
Aweil North	63.0%	72.4%	84.2%	86.0%	81.4%	79.5%	75.5%
Aweil South	67.2%	67.1%	76.0%	76.0%	74.5%	74.8%	64.7%
Aweil Town	58.0%	64.3%	74.0%	69.7%	71.2%	82.6%	95.0%
Aweil West	60.0%	79.4%	89.8%	87.6%	82.1%	79.0%	86.7%
Total	59.1%	69.9%	81.4%	79.0%	75.5%	74.9%	74.7%

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

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

State	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Aweil Centre	51.6%	79.5%	97.6%	84.3%	77.5%	89.2%	99.2%
Aweil East	50.6%	60.5%	75.2%	73.0%	73.2%	64.9%	63.2%
Aweil North	56.9%	73.3%	88.2%	92.2%	83.1%	87.8%	75.0%
Aweil South	61.4%	75.6%	77.9%	83.0%	74.0%	75.1%	58.8%
Aweil Town	57.7%	73.1%	76.4%	75.3%	70.0%	82.2%	92.7%
Aweil West	58.9%	74.8%	88.5%	97.0%	80.8%	78.5%	75.2%
Total	54.2%	68.4%	81.5%	82.4%	76.5%	75.9%	73.9%

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



6.3.2. Repetition Rate

Primary school repetition rate by state and grade, 2015

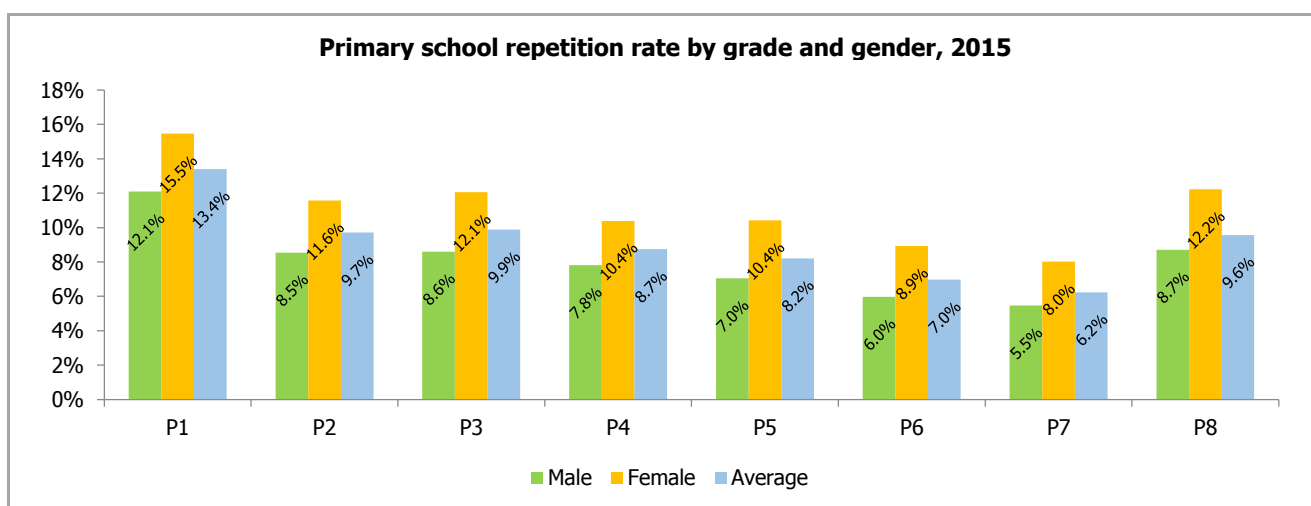
State	P1	P2	P3	P4	P5	P6	P7	P8
Aweil Centre	10.8%	9.0%	10.9%	10.2%	12.9%	8.4%	4.4%	12.5%
Aweil East	13.4%	9.5%	9.3%	7.5%	6.8%	5.5%	6.1%	10.5%
Aweil North	14.6%	8.6%	7.8%	7.6%	6.9%	5.9%	4.2%	6.9%
Aweil South	14.0%	10.0%	9.3%	9.4%	6.7%	6.5%	5.1%	5.8%
Aweil Town	9.5%	12.8%	14.9%	15.8%	12.9%	12.3%	9.7%	9.1%
Aweil West	15.4%	10.9%	11.9%	9.0%	11.2%	9.3%	7.6%	14.8%
Total	13.4%	9.7%	9.9%	8.7%	8.2%	7.0%	6.2%	9.6%

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

State	P1	P2	P3	P4	P5	P6	P7	P8
Aweil Centre	9.4%	6.6%	7.9%	8.0%	10.1%	5.4%	4.3%	9.6%
Aweil East	12.1%	8.1%	8.1%	6.7%	5.9%	4.7%	5.3%	8.2%
Aweil North	12.5%	6.9%	5.8%	6.3%	5.4%	5.1%	2.8%	7.0%
Aweil South	12.7%	9.1%	8.3%	8.0%	6.5%	6.1%	4.7%	4.6%
Aweil Town	9.6%	14.1%	16.7%	16.0%	12.0%	11.3%	10.2%	10.4%
Aweil West	14.0%	10.6%	11.2%	8.9%	9.9%	8.1%	7.1%	13.1%
Total	12.1%	8.5%	8.6%	7.8%	7.0%	6.0%	5.5%	8.7%

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

State	P1	P2	P3	P4	P5	P6	P7	P8
Aweil Centre	13.3%	13.2%	16.9%	14.6%	18.3%	17.6%	4.6%	66.3%
Aweil East	15.5%	11.8%	11.6%	9.1%	8.6%	7.2%	8.5%	25.6%
Aweil North	17.9%	11.1%	11.1%	9.8%	9.6%	7.5%	7.2%	6.6%
Aweil South	16.7%	12.0%	11.7%	12.9%	7.3%	7.9%	6.9%	13.9%
Aweil Town	9.2%	11.4%	12.8%	15.5%	14.3%	13.6%	9.0%	6.3%
Aweil West	17.2%	11.4%	12.8%	9.2%	13.4%	11.2%	8.8%	23.7%
Total	15.5%	11.6%	12.1%	10.4%	10.4%	8.9%	8.0%	12.2%



6.3.3. Dropout Rate

Primary school dropout rate by state and grade, 2015

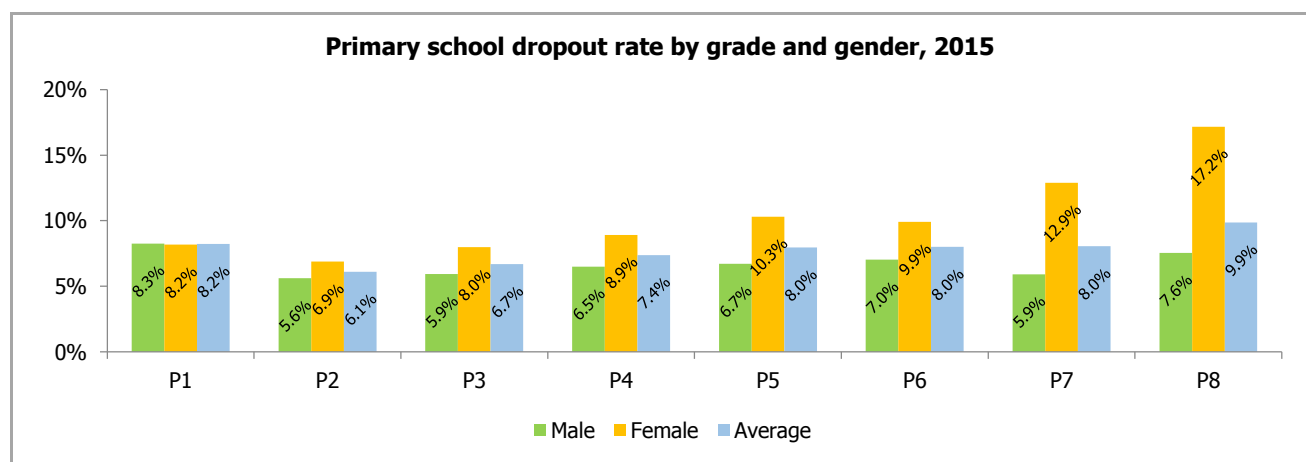
State	P1	P2	P3	P4	P5	P6	P7	P8
Aweil Centre	5.7%	4.8%	7.1%	15.3%	11.2%	12.8%	13.2%	56.2%
Aweil East	10.2%	7.0%	7.7%	7.6%	9.4%	9.1%	7.9%	13.0%
Aweil North	7.1%	4.5%	5.1%	5.9%	5.2%	4.7%	6.1%	3.7%
Aweil South	8.9%	6.9%	7.3%	6.6%	7.3%	8.8%	13.7%	11.8%
Aweil Town	3.3%	5.8%	4.9%	7.8%	7.3%	9.2%	6.3%	8.6%
Aweil West	7.5%	6.3%	6.9%	7.0%	8.3%	8.7%	8.5%	10.8%
Total	8.2%	6.1%	6.7%	7.4%	8.0%	8.0%	8.0%	9.9%

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

State	P1	P2	P3	P4	P5	P6	P7	P8
Aweil Centre	5.5%	4.2%	5.4%	11.1%	7.6%	8.5%	7.4%	54.4%
Aweil East	10.4%	6.4%	7.3%	6.9%	8.7%	8.2%	6.3%	9.9%
Aweil North	6.5%	4.0%	4.3%	5.4%	3.7%	3.6%	4.2%	2.8%
Aweil South	9.1%	6.2%	6.1%	5.6%	5.1%	7.5%	9.6%	7.2%
Aweil Town	3.5%	5.9%	3.7%	6.2%	7.1%	10.8%	4.1%	4.8%
Aweil West	6.9%	5.9%	5.9%	6.5%	6.9%	7.0%	6.1%	7.6%
Total	8.3%	5.6%	5.9%	6.5%	6.7%	7.0%	5.9%	7.6%

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

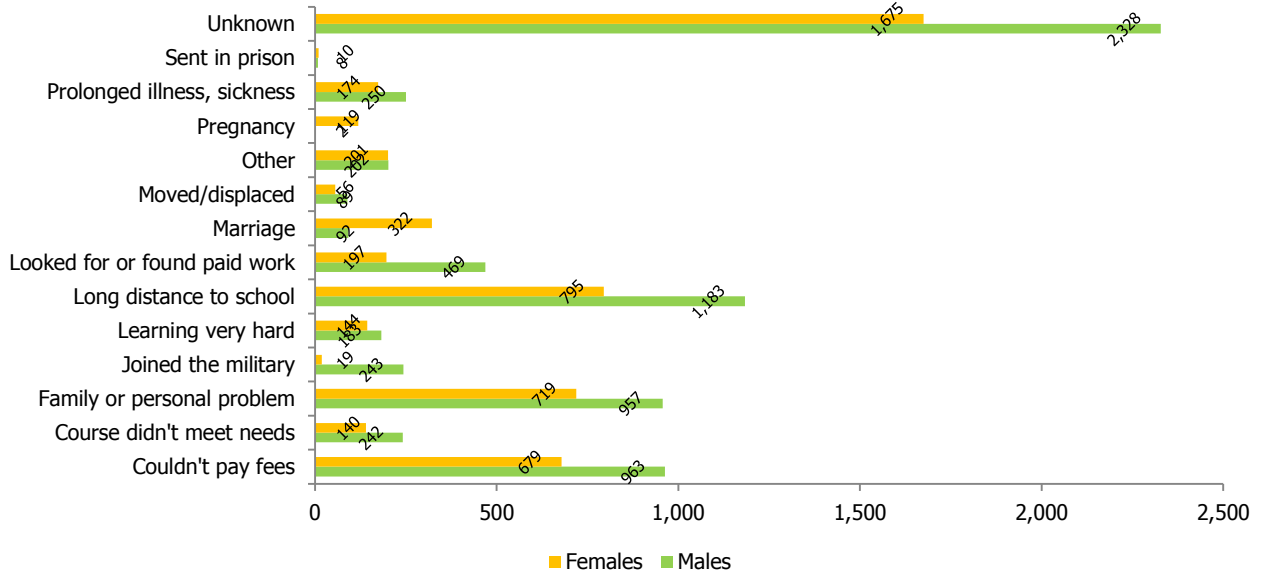
State	P1	P2	P3	P4	P5	P6	P7	P8
Aweil Centre	6.0%	6.0%	10.4%	23.4%	18.3%	25.7%	27.5%	66.3%
Aweil East	9.8%	8.0%	8.4%	9.0%	10.9%	10.9%	12.1%	32.9%
Aweil North	8.0%	5.3%	6.5%	6.8%	8.0%	6.9%	10.0%	6.2%
Aweil South	8.6%	8.4%	10.4%	9.0%	13.0%	12.7%	30.5%	44.0%
Aweil Town	3.0%	5.6%	6.4%	9.9%	7.7%	7.2%	9.2%	13.8%
Aweil West	8.3%	6.8%	8.3%	7.6%	10.6%	11.7%	13.6%	25.5%
Total	8.2%	6.9%	8.0%	8.9%	10.3%	9.9%	12.9%	17.2%



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

Reason	Total	Male		Female	
		Count	% total	Count	% total
Couldn't pay fees	1,642	963	58.6%	679	41.4%
Course didn't meet needs	382	242	63.4%	140	36.6%
Family or personal problem	1,676	957	57.1%	719	42.9%
Joined the military	262	243	92.7%	19	7.3%
Learning very hard	327	183	56.0%	144	44.0%
Long distance to school	1,978	1,183	59.8%	795	40.2%
Looked for or found paid work	666	469	70.4%	197	29.6%
Marriage	414	92	22.2%	322	77.8%
Moved/displaced	145	89	61.4%	56	38.6%
Other	403	202	50.1%	201	49.9%
Pregnancy	121	2	1.7%	119	98.3%
Prolonged illness, sickness	424	250	59.0%	174	41.0%
Sent in prison	18	8	44.4%	10	55.6%
Unknown	4,003	2,328	58.2%	1,675	41.8%
Total	12,461	7,211	57.9%	5,250	42.1%

Number of primary school dropouts by reason and gender, 2015



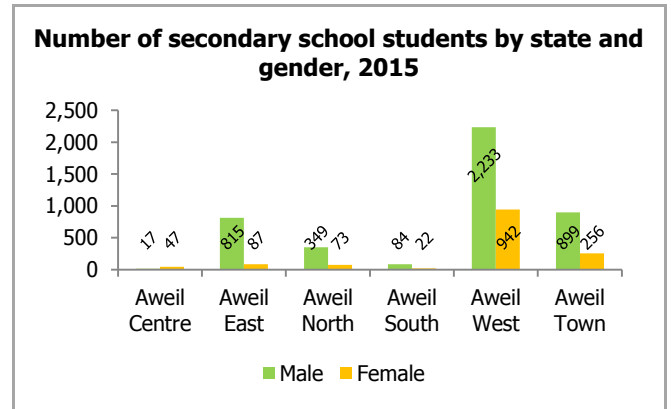
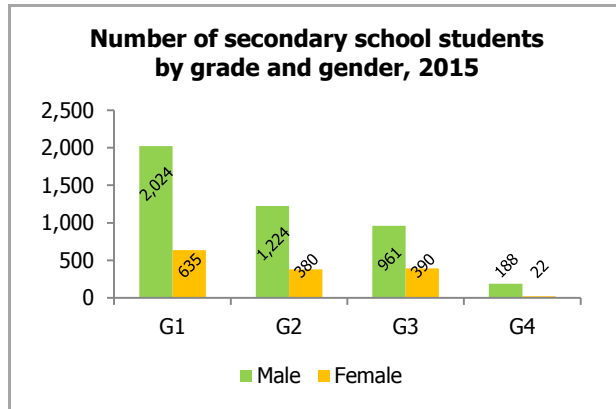
7. SECONDARY SCHOOL (SEC), 2015

7.1. Access

7.1.1. Enrolment

Number of secondary school students by state and grade, 2015

State	Total	S1	S2	S3	S4
Aweil Centre	64	64	0	0	0
Aweil East	902	612	181	79	30
Aweil North	422	211	161	50	0
Aweil South	106	81	25	0	0
Aweil Town	3,175	1,079	897	1,070	129
Aweil West	1,155	612	340	152	51
Total	5,824	2,659	1,604	1,351	210

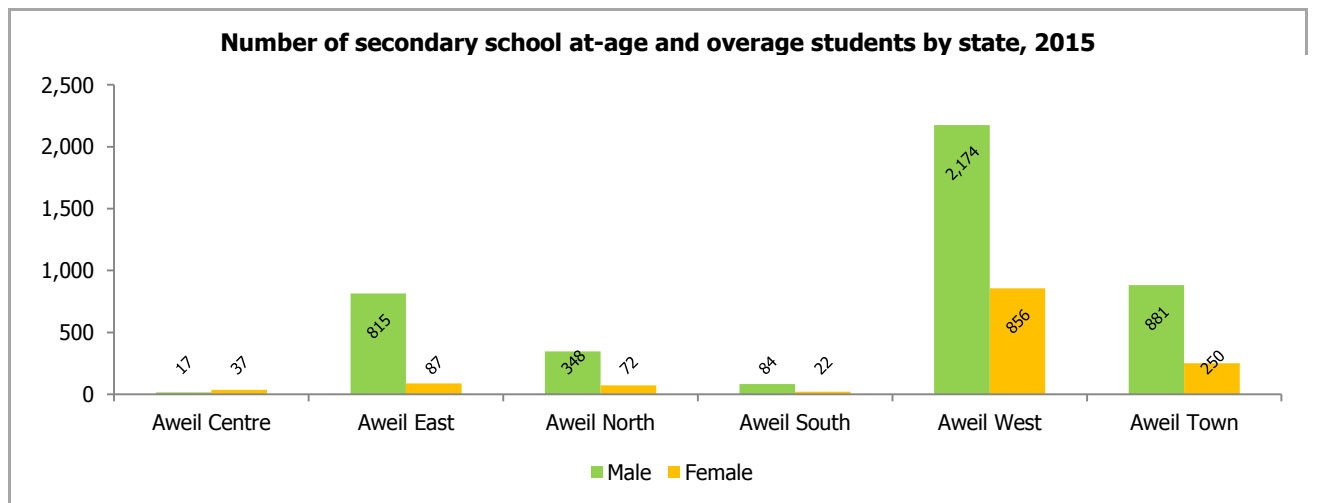


7.1.2. Overage Pupils

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

State	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
Aweil Centre	10	54	84.4%	0	17	100.0%	10	37	78.7%
Aweil East	0	902	100.0%	0	815	100.0%	0	87	100.0%
Aweil North	2	420	99.5%	1	348	99.7%	1	72	98.6%
Aweil South	0	106	100.0%	0	84	100.0%	0	22	100.0%
Aweil Town	145	3,030	95.4%	59	2,174	97.4%	86	856	90.9%
Aweil West	24	1,131	97.9%	18	881	98.0%	6	250	97.7%
Total	181	5,643	96.9%	78	4,319	98.2%	103	1,324	92.8%

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

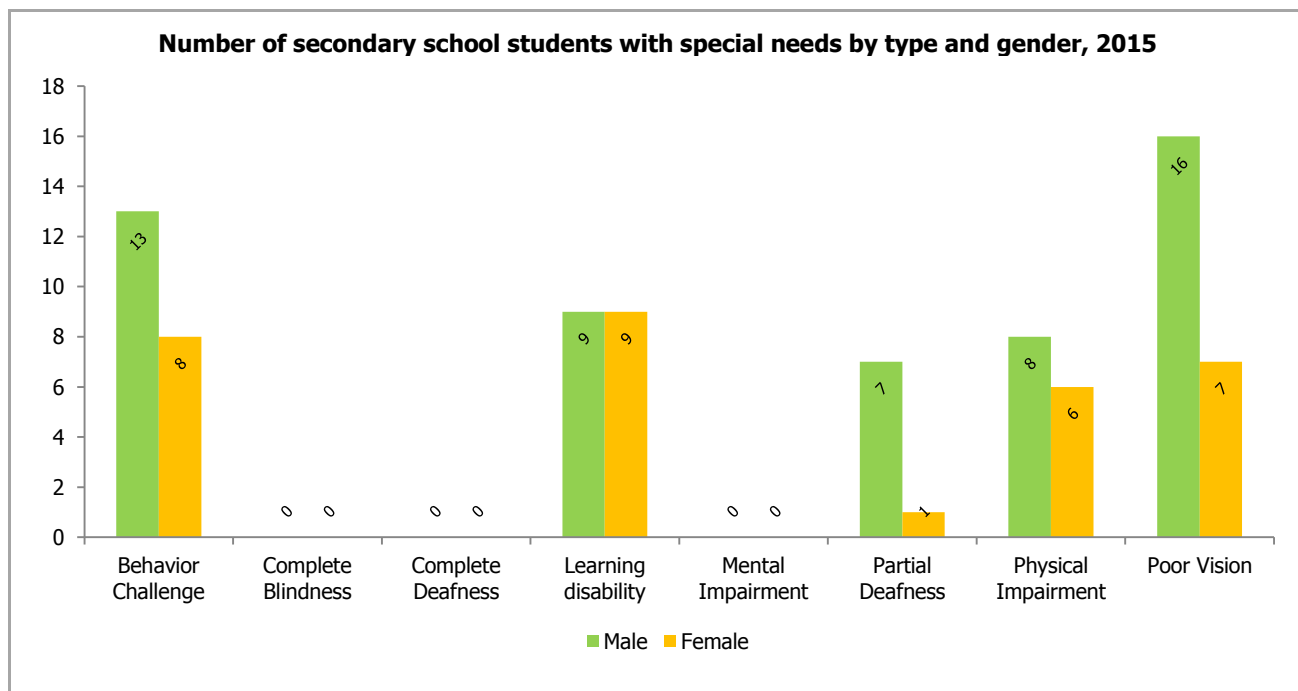


"At age" includes under-age and at-age pupils.

7.1.3. Students with Special Needs

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

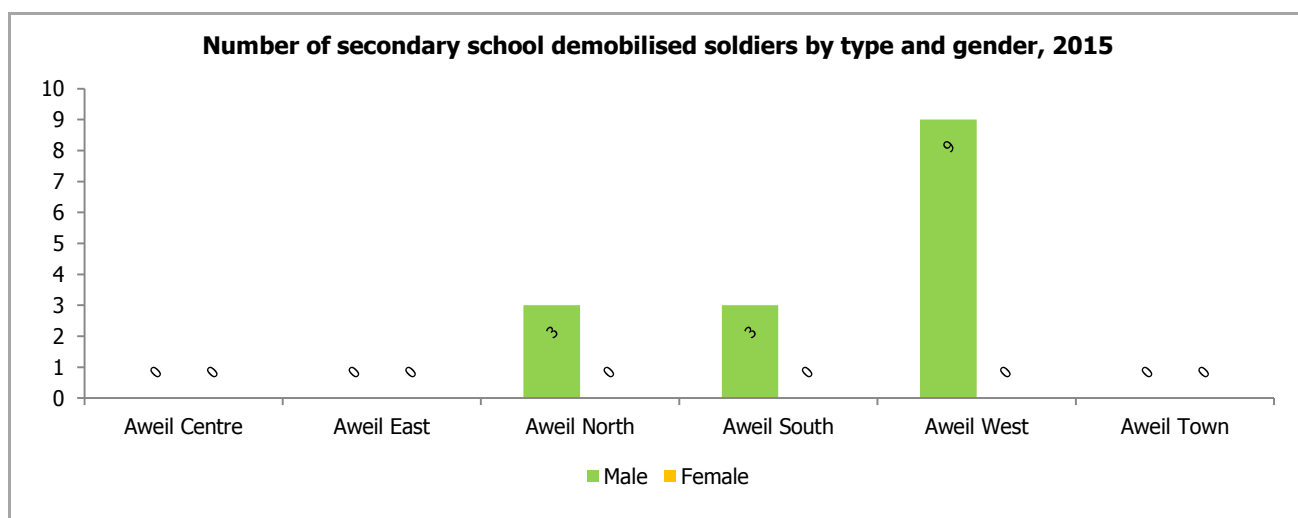
State	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
Aweil Centre	64	0	0.0%	17	0	0.0%	47	0	0.0%
Aweil East	902	44	4.9%	815	33	4.0%	87	11	12.6%
Aweil North	422	19	4.5%	349	16	4.6%	73	3	4.1%
Aweil South	106	2	1.9%	84	1	1.2%	22	1	4.5%
Aweil Town	3,175	203	6.4%	2,233	156	7.0%	942	47	5.0%
Aweil West	1,155	13	1.1%	899	12	1.3%	256	1	0.4%
Total	5,824	281	4.6%	4,397	218	4.7%	1,427	63	4.2%



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

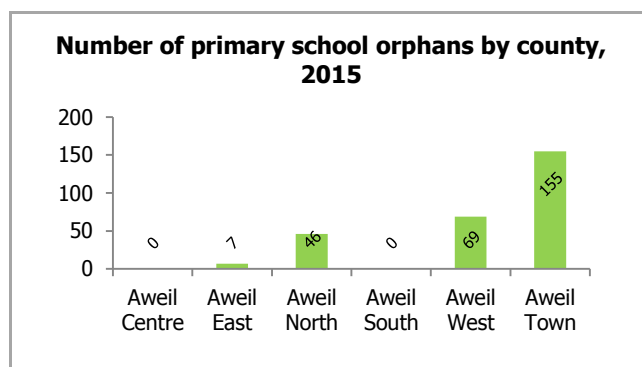
Number and % of secondary school demobilised soldiers by grade and gender, 2015

County	Total			Male			Female		
	Count	Demob.	%	Count	Demob.	%	Count	Demob.	%
Aweil Centre	64	0	0.0%	17	0	0.0%	47	0	0.0%
Aweil East	902	0	0.0%	815	0	0.0%	87	0	0.0%
Aweil North	422	3	0.7%	349	3	0.9%	73	0	0.0%
Aweil South	106	3	2.8%	84	3	3.6%	22	0	0.0%
Aweil Town	3,175	9	0.3%	2,233	9	0.4%	942	0	0.0%
Aweil West	1,155	0	0.0%	899	0	0.0%	256	0	0.0%
Total	5,824	15	0.3%	4,397	15	0.3%	1,427	0	0.0%



Number and % of primary school orphans by county, 2015

Grade	Students	Total	
		Count	% students
Aweil Centre	64	0	0.0%
Aweil East	902	7	0.8%
Aweil North	422	46	10.9%
Aweil South	106	0	0.0%
Aweil Town	3,175	69	2.2%
Aweil West	1,155	155	13.4%
Total	5,824	277	4.8%



7.2. Resources

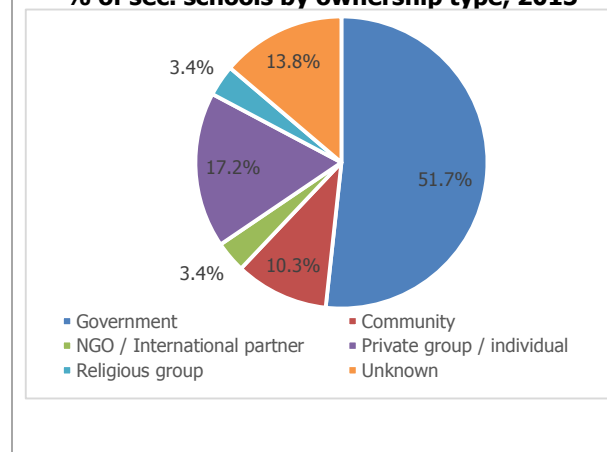
7.2.1. Schools

Number of secondary schools by ownership, 2015

Ownership type	Schools
Government	15
Community	3
NGO / International partner	1
Private group / individual	5
Religious group	1
Unknown	4
Total	29

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

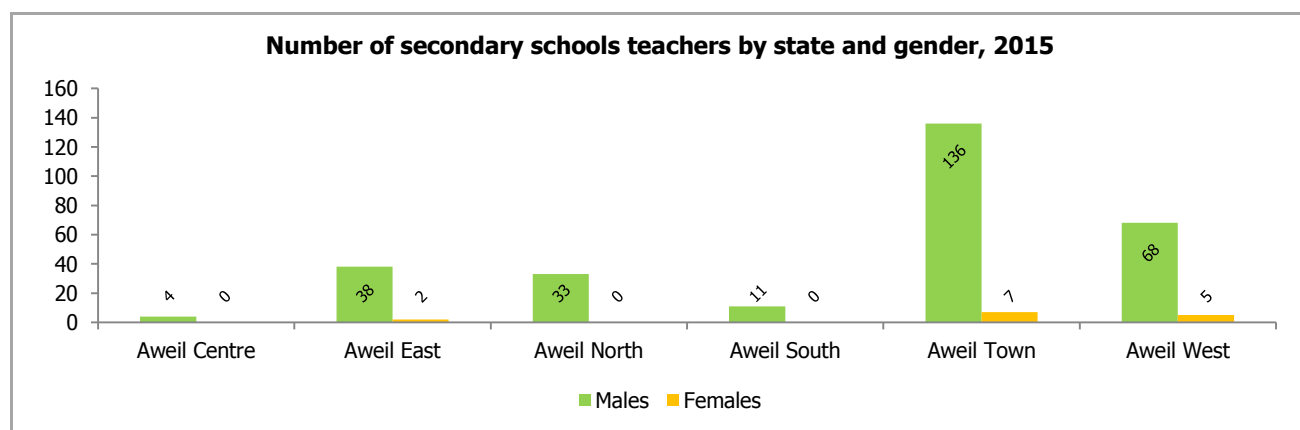
% of sec. schools by ownership type, 2015



7.2.2. Teachers

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

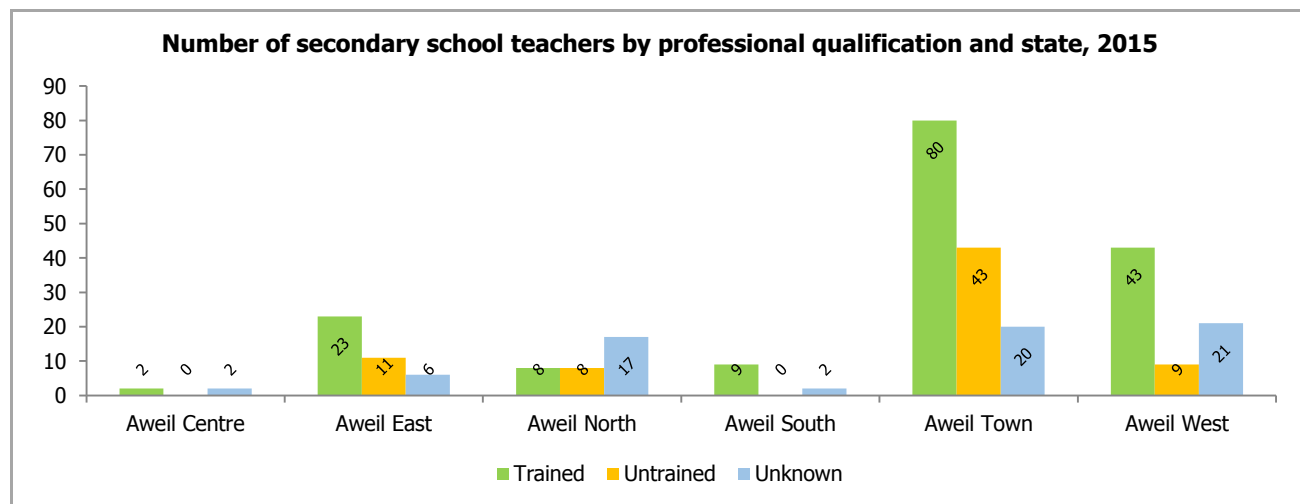
State	Total	Male		Female	
		Count	% total	Count	% total
Aweil Centre	4	4	100.0%	0	0.0%
Aweil East	40	38	95.0%	2	5.0%
Aweil North	33	33	100.0%	0	0.0%
Aweil South	11	11	100.0%	0	0.0%
Aweil Town	143	136	95.1%	7	4.9%
Aweil West	73	68	93.2%	5	6.8%
Total	304	290	95.4%	14	4.6%



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

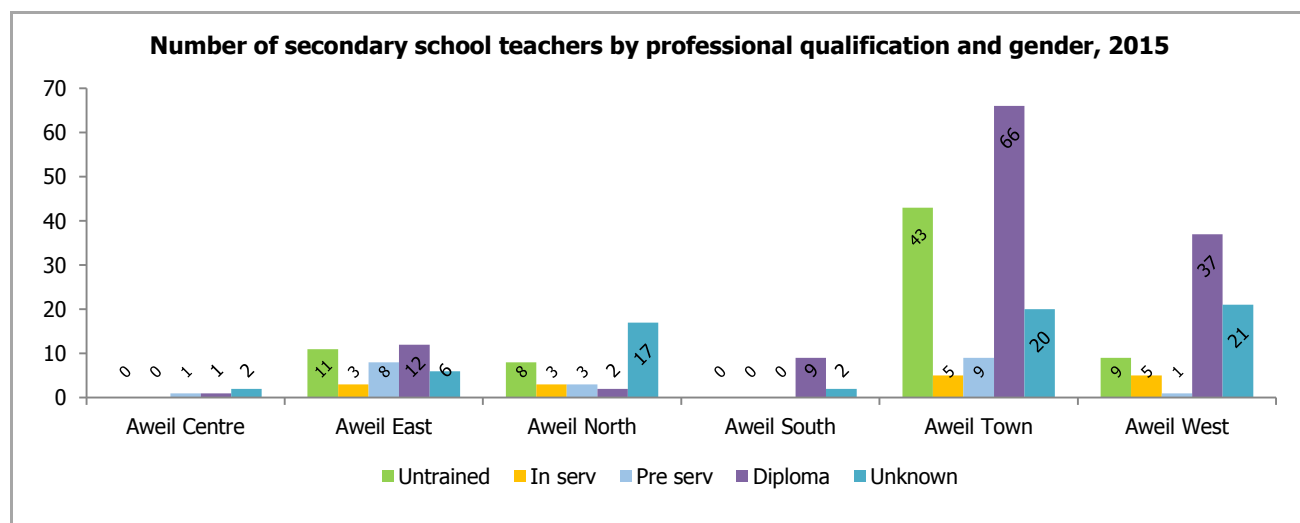
State	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Aweil Centre	4	2	50.0%	0	0.0%	2	50.0%
Aweil East	40	23	57.5%	11	27.5%	6	15.0%
Aweil North	33	8	24.2%	8	24.2%	17	51.5%
Aweil South	11	9	81.8%	0	0.0%	2	18.2%
Aweil Town	143	80	55.9%	43	30.1%	20	14.0%
Aweil West	73	43	58.9%	9	12.3%	21	28.8%
Total	304	165	54.3%	71	23.4%	68	22.4%

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



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

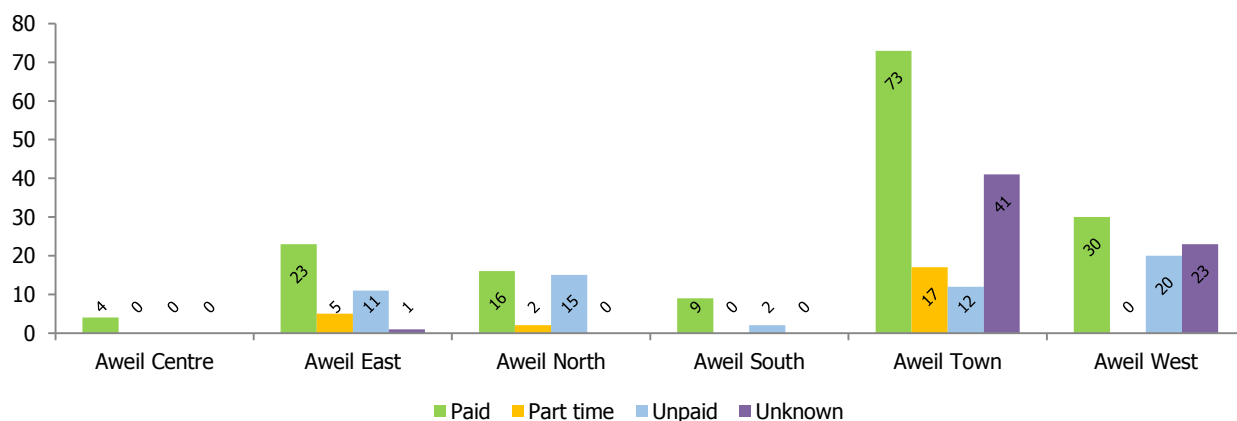
State	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Aweil Centre	4	0	0.0%	0	0.0%	1	25.0%	1	25.0%	2	50.0%
Aweil East	40	11	27.5%	3	7.5%	8	20.0%	12	30.0%	6	15.0%
Aweil North	33	8	24.2%	3	9.1%	3	9.1%	2	6.1%	17	51.5%
Aweil South	11	0	0.0%	0	0.0%	0	0.0%	9	81.8%	2	18.2%
Aweil Town	143	43	30.1%	5	3.5%	9	6.3%	66	46.2%	20	14.0%
Aweil West	73	9	12.3%	5	6.8%	1	1.4%	37	50.7%	21	28.8%
Total	304	71	23.4%	16	5.3%	22	7.2%	127	41.8%	68	22.4%



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

State	Total	Paid		Part Time		Unpaid		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
Aweil Centre	4	4	100.0%	0	0.0%	0	0.0%	0	0.0%
Aweil East	40	23	57.5%	5	12.5%	11	27.5%	1	2.5%
Aweil North	33	16	48.5%	2	6.1%	15	45.5%	0	0.0%
Aweil South	11	9	81.8%	0	0.0%	2	18.2%	0	0.0%
Aweil Town	143	73	51.0%	17	11.9%	12	8.4%	41	28.7%
Aweil West	73	30	41.1%	0	0.0%	20	27.4%	23	31.5%
Total	304	155	51.0%	24	7.9%	60	19.7%	65	21.4%

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

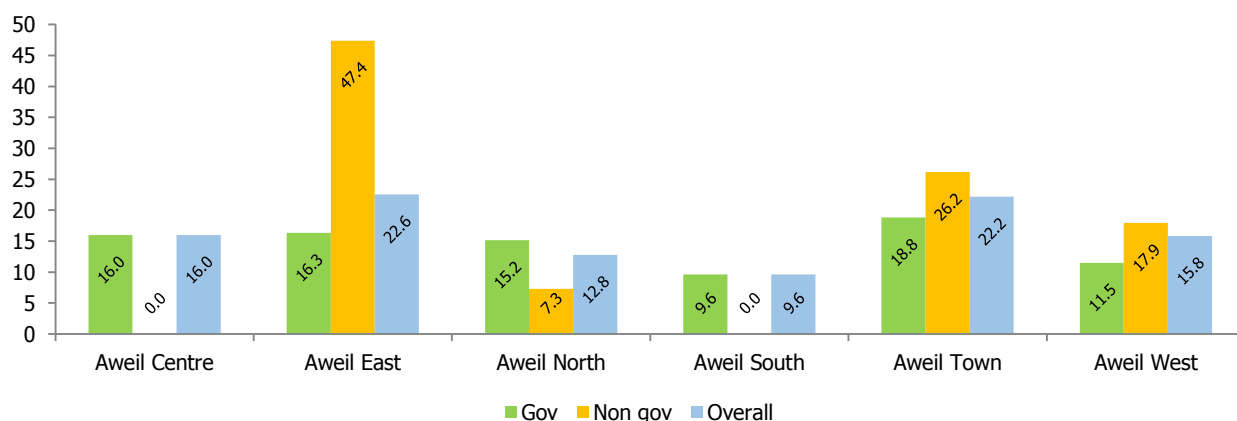


Secondary school pupil-teacher ratio (PTR) by state and ownership, 2015

State	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Aweil Centre	64	4	16.0	64	4	16.0	0	0	0.0
Aweil East	902	40	22.6	523	32	16.3	379	8	47.4
Aweil North	422	33	12.8	349	23	15.2	73	10	7.3
Aweil South	106	11	9.6	106	11	9.6	0	0	0.0
Aweil Town	3,175	143	22.2	1,448	77	18.8	1,727	66	26.2
Aweil West	1,155	73	15.8	276	24	11.5	879	49	17.9
Total	5,824	304	19.2	2,766	171	16.2	3,058	133	23.0

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

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

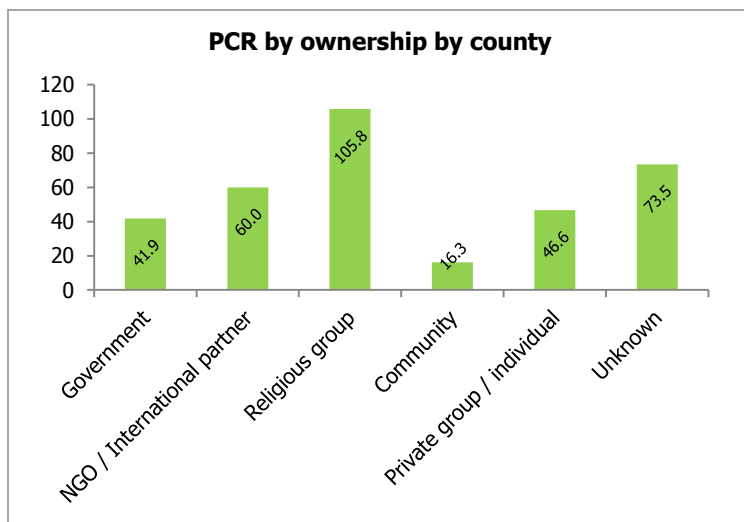


7.2.3. Classrooms

Number of primary schools classrooms and PCR by ownership

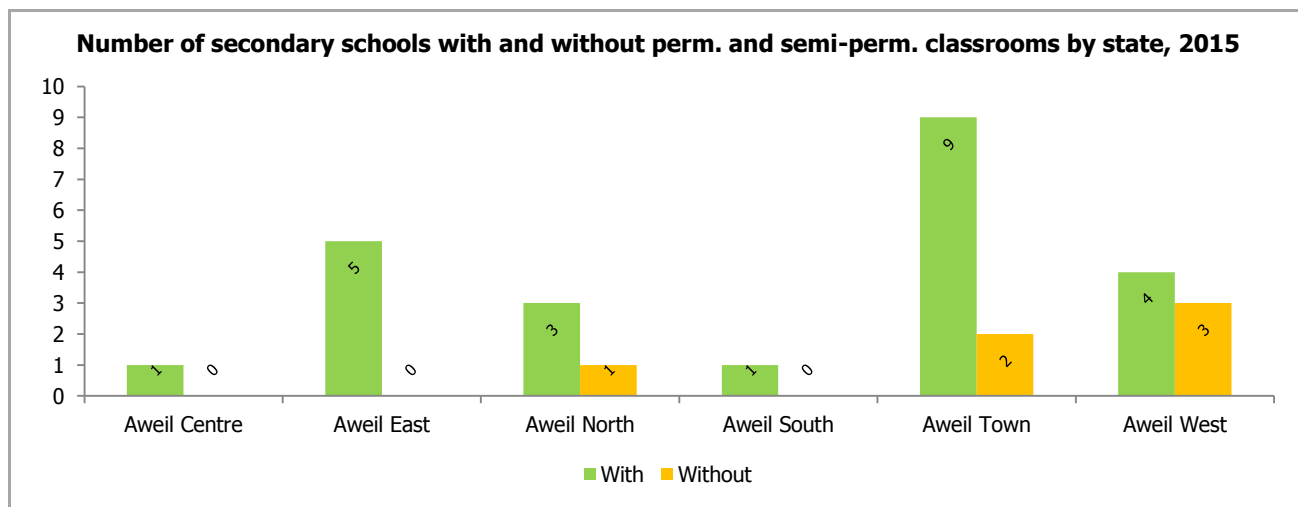
Ownership	Classrooms	PCR
Government	69	41.9
NGO / International partner	8	60.0
Religious group	4	105.8
Community	16	16.3
Private group / individual	24	46.6
Unknown	16	73.5
Total	137	46.2

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



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

State	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Aweil Centre	1	1	100.0%	0	0.0%
Aweil East	5	5	100.0%	0	0.0%
Aweil North	4	3	75.0%	1	25.0%
Aweil South	1	1	100.0%	0	0.0%
Aweil Town	11	9	81.8%	2	18.2%
Aweil West	7	4	57.1%	3	42.9%
Total	29	23	79.3%	6	20.7%

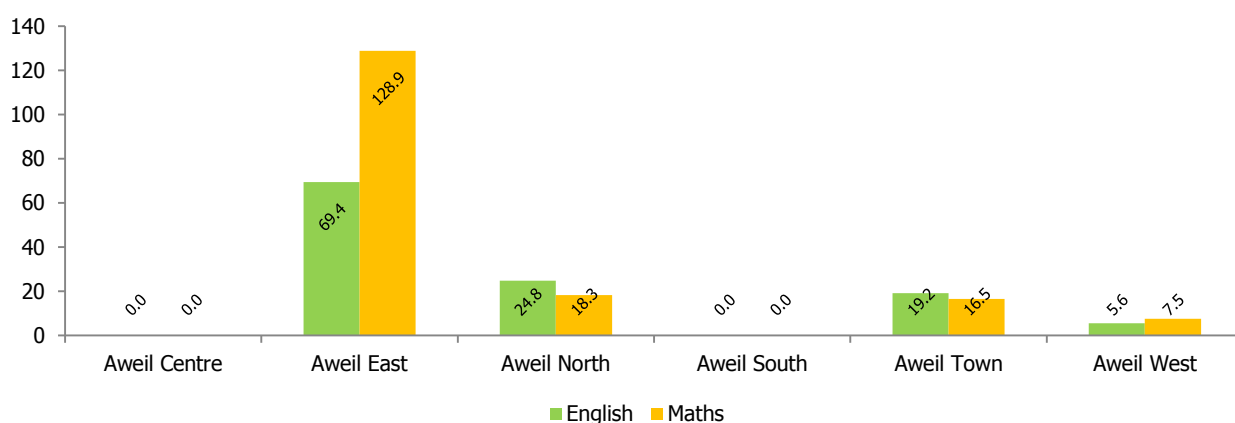


7.2.4. Curriculum and Instruction

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

State	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Aweil Centre	64	0	0.0	0	0.0
Aweil East	902	13	69.4	7	128.9
Aweil North	422	17	24.8	23	18.3
Aweil South	106	0	0.0	0	0.0
Aweil Town	3,175	165	19.2	192	16.5
Aweil West	1,155	205	5.6	153	7.5
Total	5,824	400	14.6	375	15.5

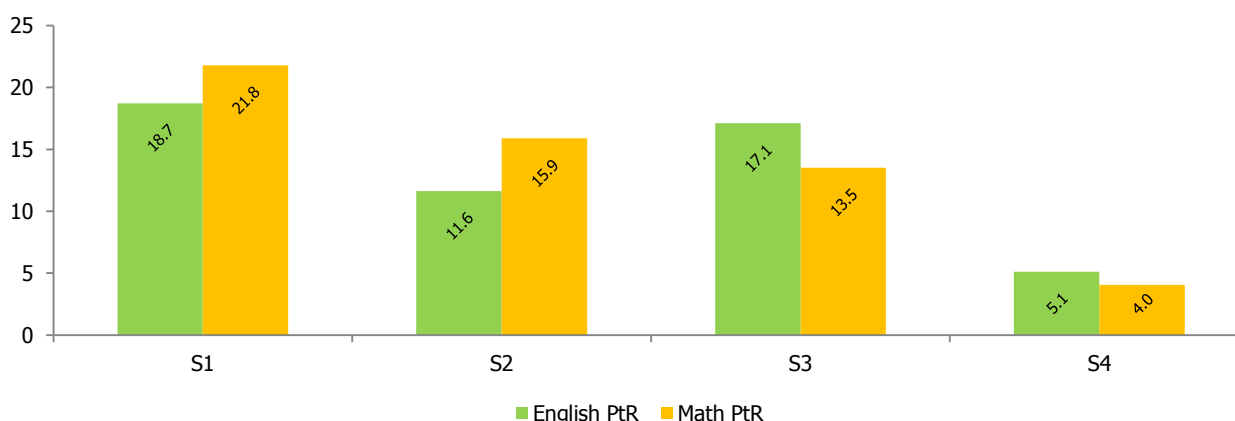
Secondary school pupil-textbook ratio (PTextR) by state and subject (English and Math), 2015



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

Grade	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
S1	2,659	142	18.7	122	21.8
S2	1,604	138	11.6	101	15.9
S3	1,351	79	17.1	100	13.5
S4	210	41	5.1	52	4.0
Total	5,824	400	14.6	375	15.5

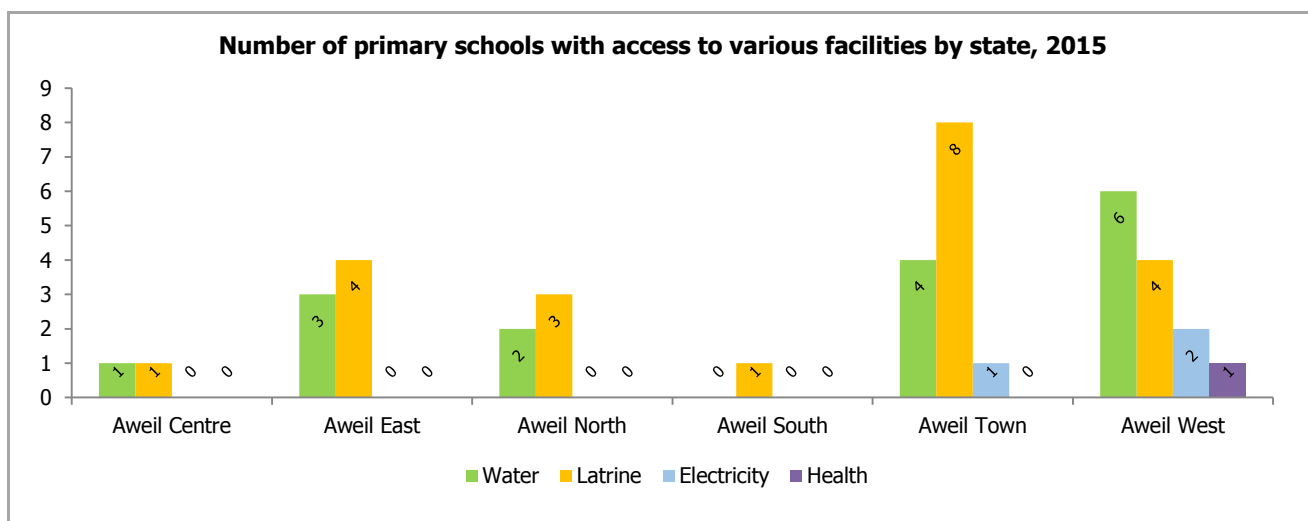
Secondary school pupil-textbook ratio (PTextR) by state and subject (English and Math), 2015



7.2.5. Facilities

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

State	Schools	Water		Latrine		Electricity		Health Centre	
		Count	%	Count	%	Count	%	Count	%
Aweil Centre	1	1	100.0%	1	100.0%	0	0.0%	0	0.0%
Aweil East	5	3	60.0%	4	80.0%	0	0.0%	0	0.0%
Aweil North	4	2	50.0%	3	75.0%	0	0.0%	0	0.0%
Aweil South	1	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Aweil Town	11	4	36.4%	8	72.7%	1	9.1%	0	0.0%
Aweil West	7	6	85.7%	4	57.1%	2	28.6%	1	14.3%
Total	29	16	55.2%	21	72.4%	3	10.3%	1	3.4%



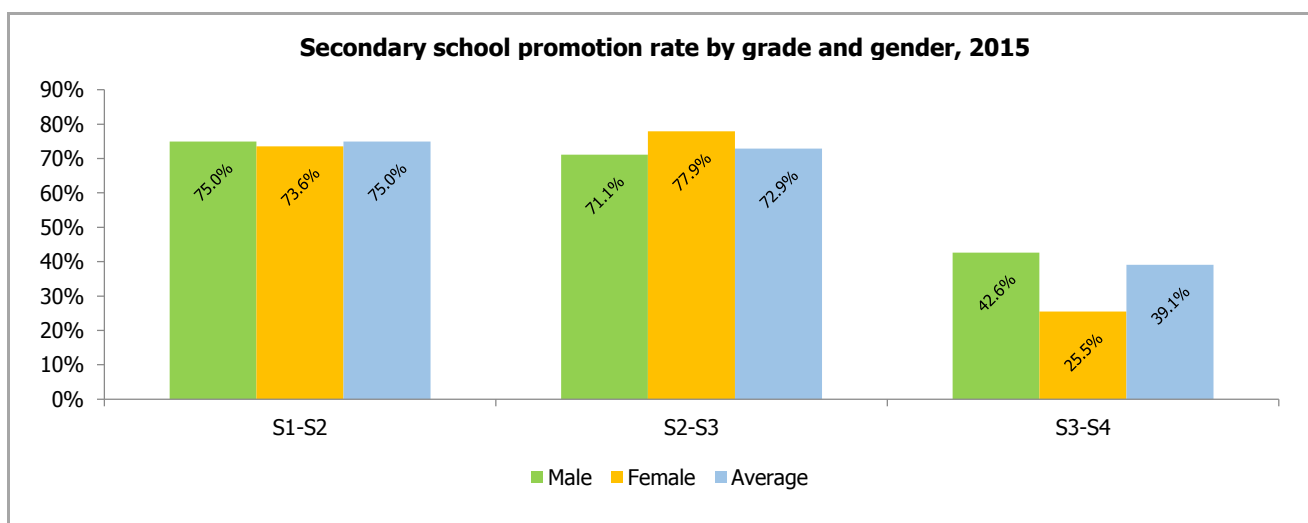
7.3. Student Flow

7.3.1. Promotion Rate

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

State	Overall			Male			Female		
	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4
Aweil Centre									
Aweil East	60.2%	80.8%	71.9%	61.3%	84.0%	79.1%	56.5%	60.7%	0.0%
Aweil North	46.6%	41.1%	0.0%	47.9%	43.7%	0.0%	35.3%	28.0%	0.0%
Aweil South	29.9%	0.0%	0.0%	31.2%	0.0%	0.0%	23.1%	0.0%	0.0%
Aweil Town	90.9%	84.0%	35.8%	93.8%	83.1%	39.9%	81.1%	86.0%	24.2%
Aweil West	53.2%	54.1%	51.0%	54.0%	53.3%	50.3%	45.0%	58.1%	63.2%
Total	75.0%	72.9%	39.1%	75.0%	71.1%	42.6%	73.6%	77.9%	25.5%

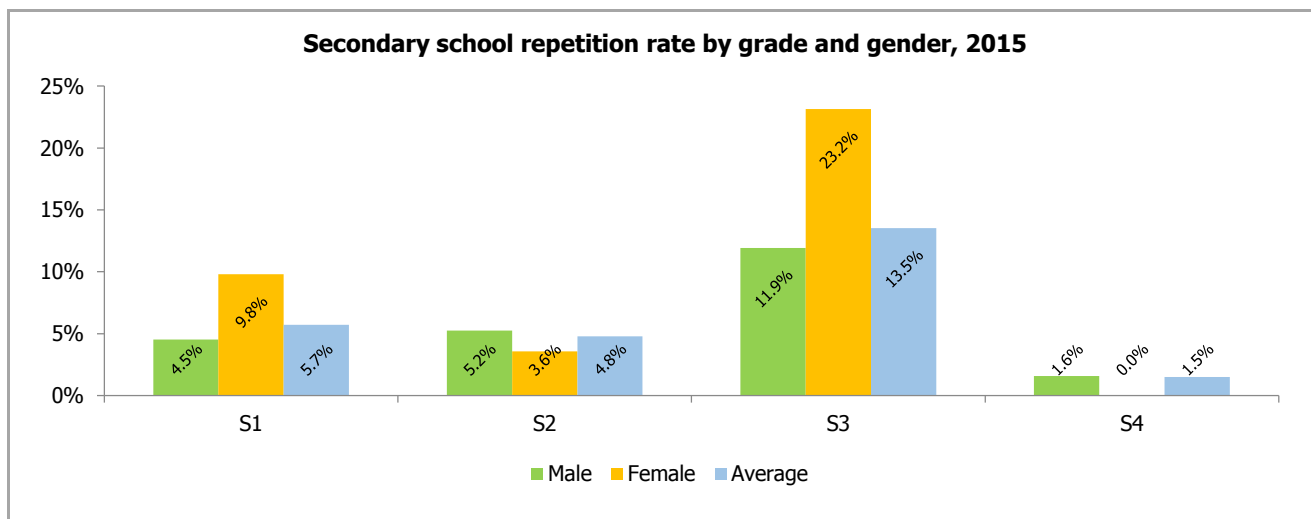
* Promotion exceeding 100% occur due to massive increase in enrolment between 2014 and 2015.



7.3.2. Repetition Rate

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

State	Overall				Male				Female			
	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4
Aweil Centre												
Aweil East	4.4%	0.0%	0.0%	0.0%	3.0%	0.0%	0.0%	0.0%	12.5%	0.0%		
Aweil North	4.3%	2.7%			3.1%	3.2%			12.5%	0.0%		
Aweil South	19.1%				18.5%				24.0%			
Aweil Town	6.6%	4.7%	18.3%	1.7%	5.3%	5.0%	16.8%	1.7%	9.7%	3.9%	25.6%	0.0%
Aweil West	1.9%	6.5%	2.0%	0.0%	1.2%	7.0%	1.1%	0.0%	5.9%	4.0%	15.8%	0.0%
Total	5.7%	4.8%	13%	1.5%	4.5%	5.2%	12%	1.6%	9.8%	3.6%	23%	0.0%

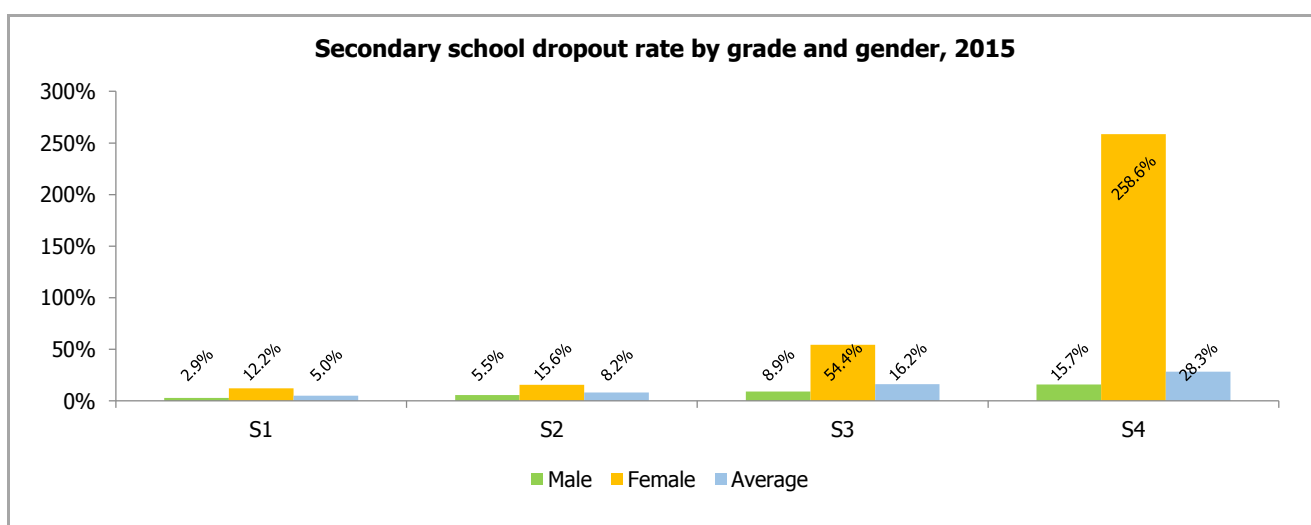


7.3.3. Dropout Rate

Secondary school dropout rate by state and grade, 2015

County	Overall				Male				Female			
	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4
Aweil Centre												
Aweil East	0.0%	13.3%	9.6%	0.0%	0.0%	11.7%	7.9%	0.0%	0.0%	26.0%		
Aweil North	6.0%	0.0%			4.4%	0.0%			16.7%	0.0%		
Aweil South	16.4%				9.2%				72.0%			
Aweil Town	3.7%	7.9%	22.5%	31.5%	3.0%	4.4%	12.8%	16.7%	5.6%	15.1%	60%	1658%
Aweil West	7.7%	10.1%	2.0%	0.0%	1.8%	7.9%	1.1%	0.0%	45.1%	20.0%	16%	0.0%
Total	5.0%	8.2%	16%	28%	2.9%	5.5%	8.9%	16%	12%	16%	54%	258%

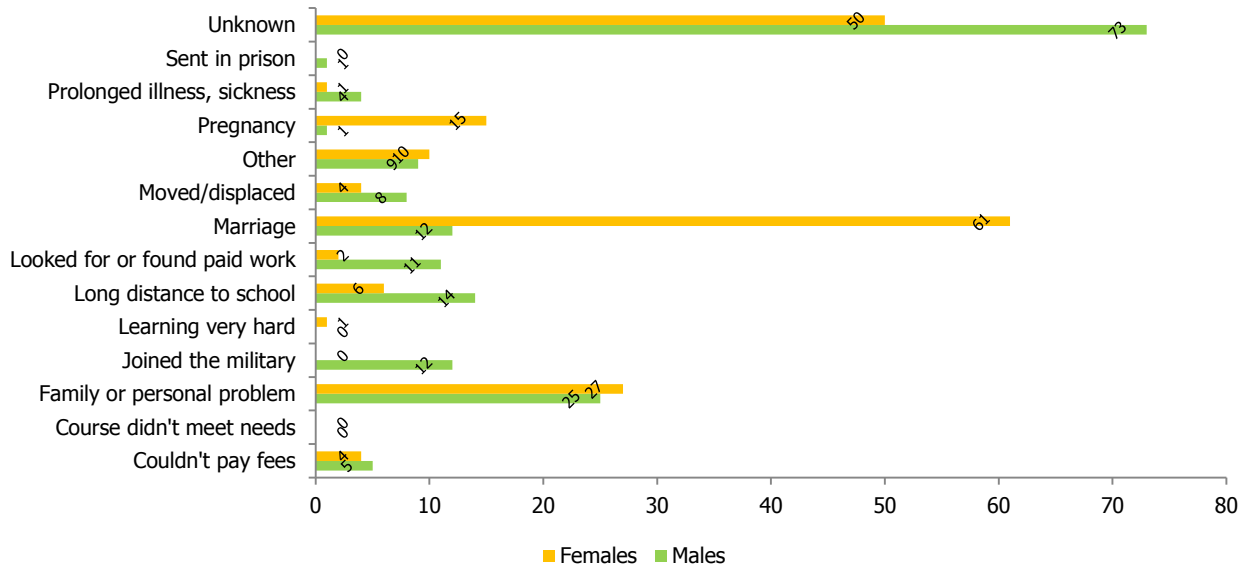
* Negative dropout rates occur due to high increase in enrolment between 2014 and 2015.



Number of secondary school dropouts by reason and gender, 2015

Reason	Total	Male		Female	
		Count	% total	Count	% total
Couldn't pay fees	9	5	55.6%	4	44.4%
Course didn't meet needs	0	0	0.0%	0	0.0%
Family or personal problem	52	25	48.1%	27	51.9%
Joined the military	12	12	100.0%	0	0.0%
Learning very hard	1	0	0.0%	1	100.0%
Long distance to school	20	14	70.0%	6	30.0%
Looked for or found paid work	13	11	84.6%	2	15.4%
Marriage	73	12	16.4%	61	83.6%
Moved/displaced	12	8	66.7%	4	33.3%
Other	19	9	47.4%	10	52.6%
Pregnancy	16	1	6.3%	15	93.8%
Prolonged illness, sickness	5	4	80.0%	1	20.0%
Sent in prison	1	1	100.0%	0	0.0%
Unknown	123	73	59.3%	50	40.7%
Total	356	175	49.2%	181	50.8%

Number and % of secondary school dropouts by reason and gender



8. ALTERNATIVE EDUCATION SYSTEM (AES), 2015

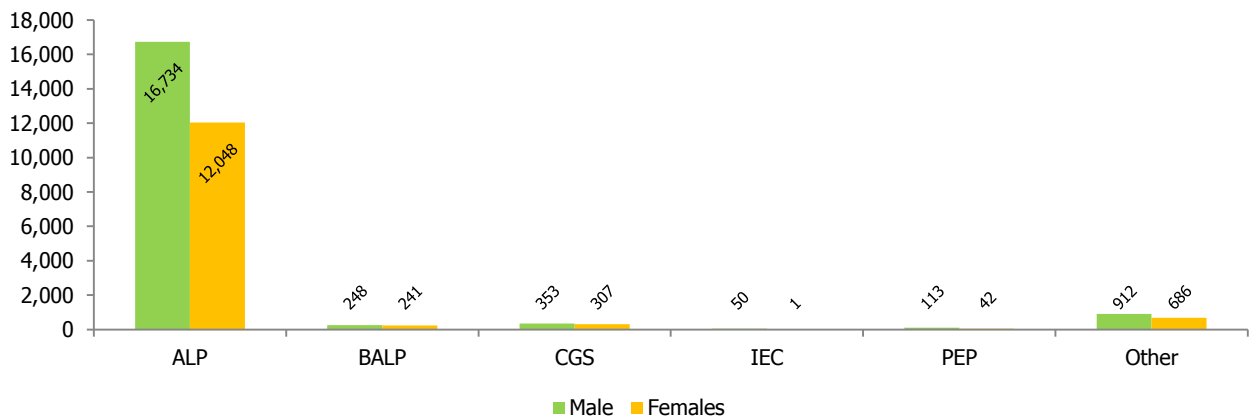
8.1. Access

8.1.1. Enrolment

Number of AES centre learners by county and programme, 2015

County	Total	ALP	BALP	CGS	IEC	PEP	Other
Aweil Centre	1,105	1,087	0	18	0	0	0
Aweil East	10,279	9,994	0	56	0	155	74
Aweil North	6,347	5,212	0	0	51	0	1,084
Aweil South	3,983	3,402	271	247	0	0	63
Aweil Town	4,286	3,997	46	243	0	0	0
Aweil West	5,735	5,090	172	96	0	0	377
Total	31,735	28,782	489	660	51	155	1,598

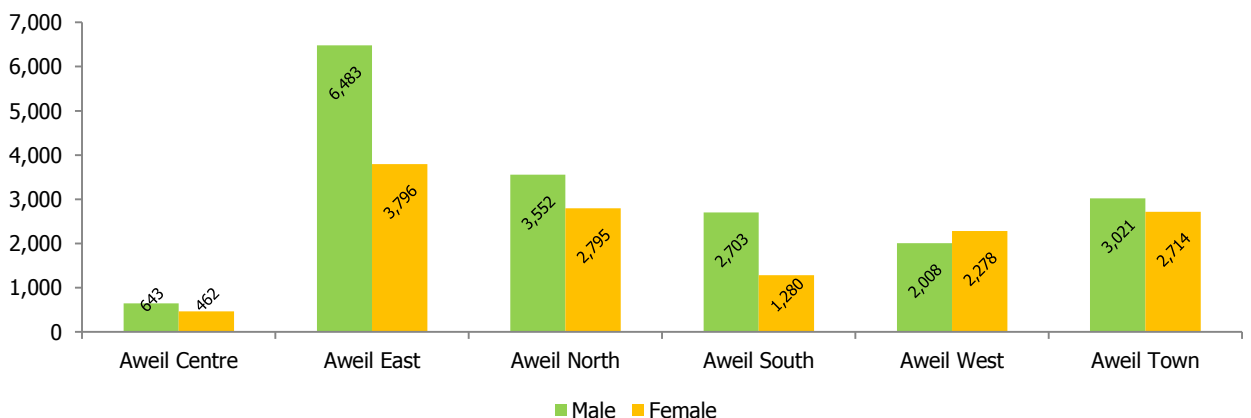
Number of AES centre learners by programme and gender, 2015



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

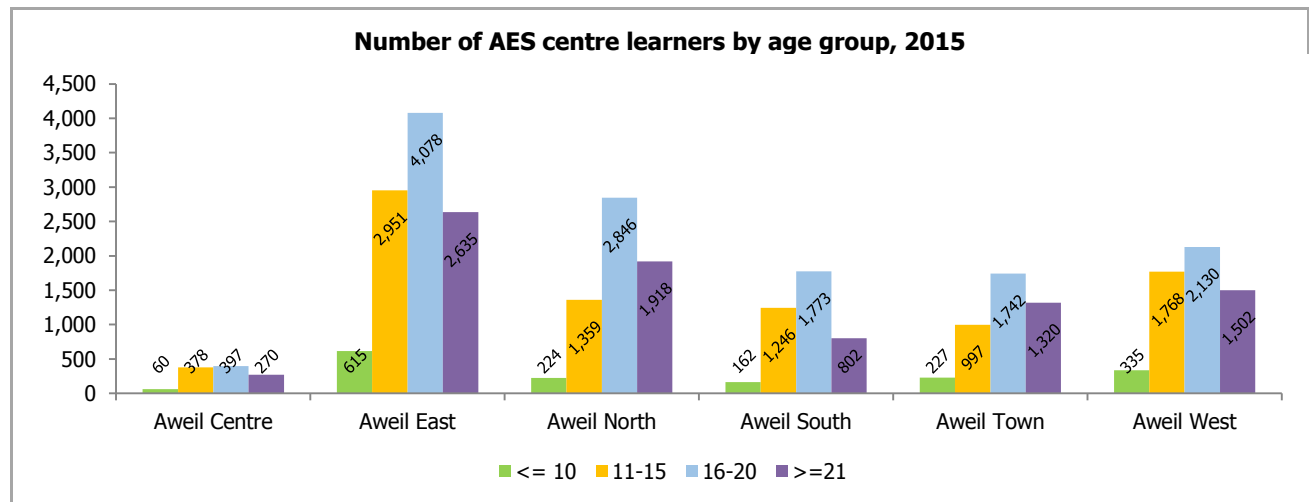
County	Total	Male		Female	
		Count	% total	Count	% total
Aweil Centre	1,105	643	58.2%	462	41.8%
Aweil East	10,279	6,483	63.1%	3,796	36.9%
Aweil North	6,347	3,552	56.0%	2,795	44.0%
Aweil South	3,983	2,703	67.9%	1,280	32.1%
Aweil Town	4,286	2,008	46.9%	2,278	53.1%
Aweil West	5,735	3,021	52.7%	2,714	47.3%
Total	31,735	18,410	344.6%	13,325	255.4%

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
Aweil Centre	1,105	60	378	397	270
Aweil East	10,279	615	2,951	4,078	2,635
Aweil North	6,347	224	1,359	2,846	1,918
Aweil South	3,983	162	1,246	1,773	802
Aweil Town	4,286	227	997	1,742	1,320
Aweil West	5,735	335	1,768	2,130	1,502
Total	31,735	1,623	8,699	12,966	8,447



8.2. Resources

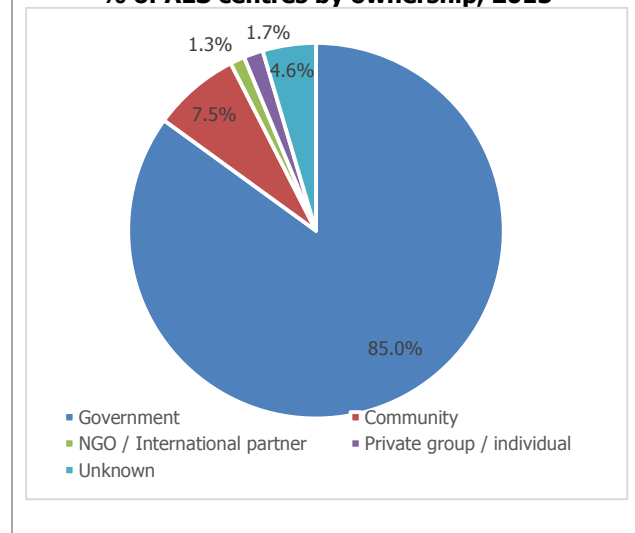
8.2.1. Centres

Number of AES centres by programme, 2015

Ownership	No. centres
Government	204
Community	18
NGO / International partner	3
Private group / individual	4
Unknown	11
Total	240

* Some centres have more than one programme.

% of AES centres by ownership, 2015



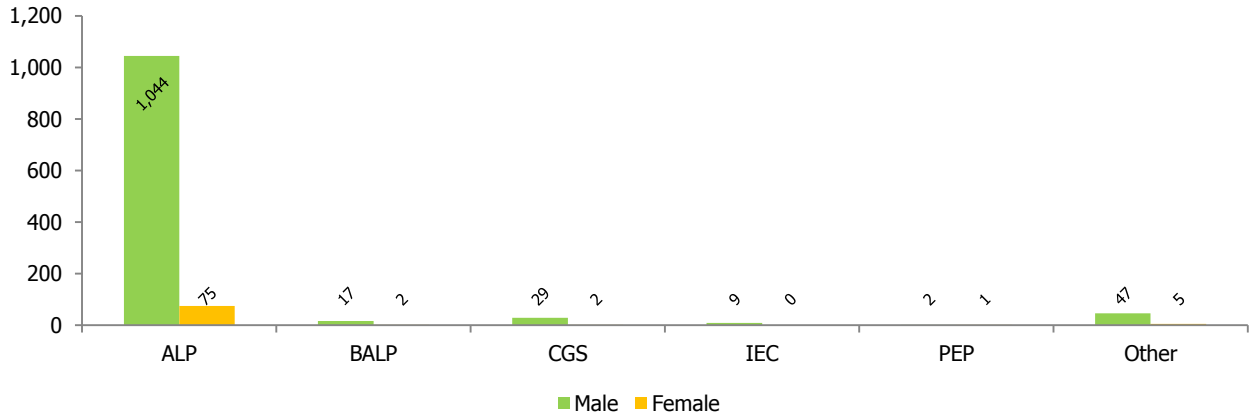
8.2.2. Teachers

Number of AES centre teachers by county and programme, 2015

County	Total	ALP	BALP	CGS	IEC	PEP	Other/Multiple
Aweil Centre	54	53	0	1	0	0	0
Aweil East	382	372	0	4	0	3	3
Aweil North	243	214	0	0	9	0	20
Aweil South	184	159	4	14	0	0	7
Aweil Town	165	149	6	10	0	0	0
Aweil West	205	172	9	2	0	0	22
Total	1,233	1,119	19	31	9	52	3

* 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

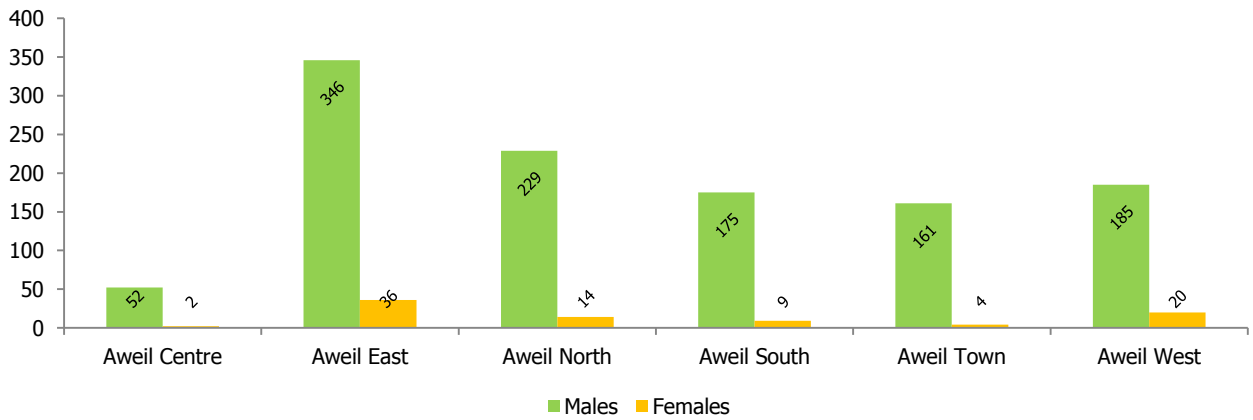


*"Other" includes centres with multiple programmes.

Number and % of AES school teachers by state and gender, 2015

State	Total	Male		Female	
		Count	% total	Count	% total
Aweil Centre	54	52	96.3%	2	3.7%
Aweil East	382	346	90.6%	36	9.4%
Aweil North	243	229	94.2%	14	5.8%
Aweil South	184	175	95.1%	9	4.9%
Aweil Town	165	161	97.6%	4	2.4%
Aweil West	205	185	90.2%	20	9.8%
Total	1,233	1,148	93.1%	85	6.9%

Number of AES centre teachers by county and gender, 2015

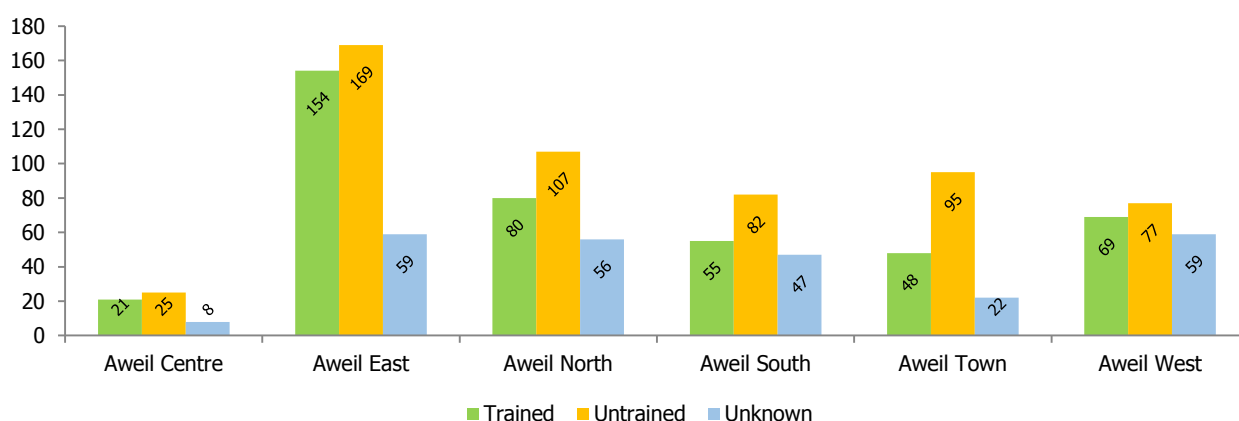


Number and % of AES centre teachers by professional qualification and county, 2015

County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Aweil Centre	54	21	38.9%	25	46.3%	8	14.8%
Aweil East	382	154	40.3%	169	44.2%	59	15.4%
Aweil North	243	80	32.9%	107	44.0%	56	23.0%
Aweil South	184	55	29.9%	82	44.6%	47	25.5%
Aweil Town	165	48	29.1%	95	57.6%	22	13.3%
Aweil West	205	69	33.7%	77	37.6%	59	28.8%
Total	1,233	427	34.6%	555	45.0%	251	20.4%

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

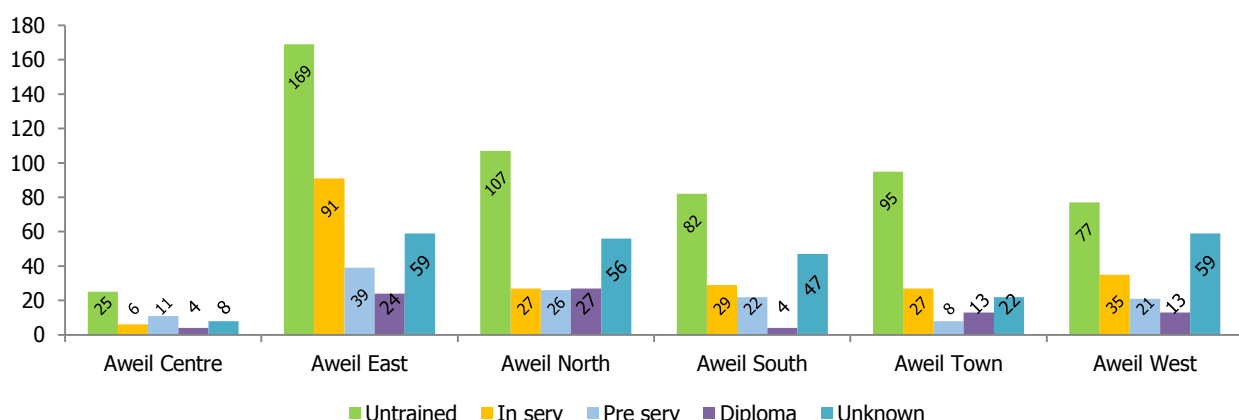
Number of AES centre teachers by professional qualification and county, 2015



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

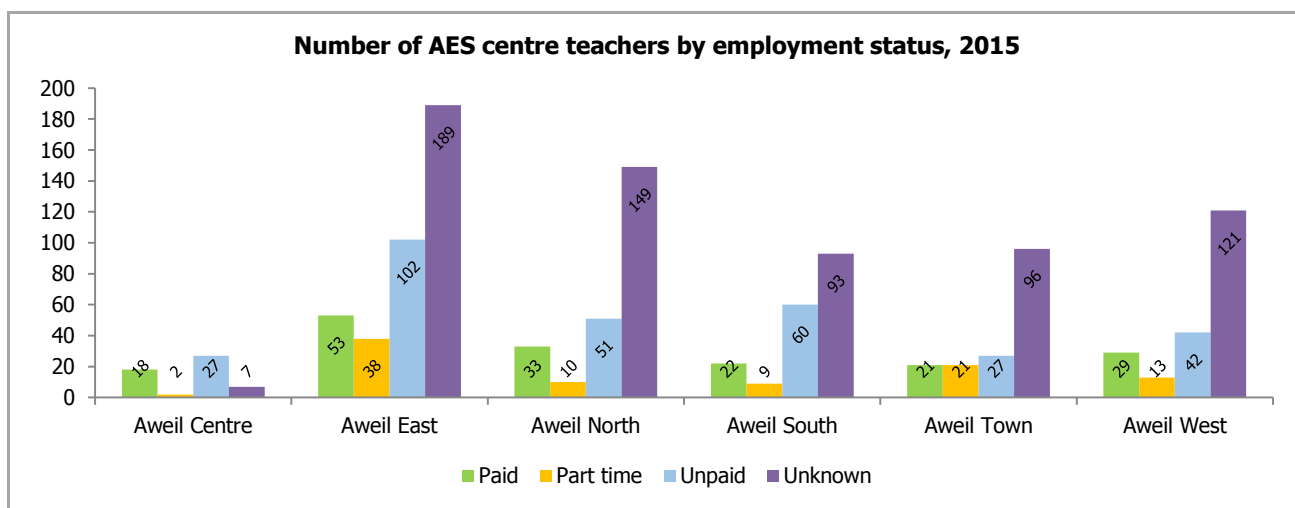
County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	%	Count	%	Count	%	Count	%	Count	%
Aweil Centre	54	25	46.3%	6	11.1%	11	20.4%	4	7.4%	8	14.8%
Aweil East	382	169	44.2%	91	23.8%	39	10.2%	24	6.3%	59	15.4%
Aweil North	243	107	44.0%	27	11.1%	26	10.7%	27	11.1%	56	23.0%
Aweil South	184	82	44.6%	29	15.8%	22	12.0%	4	2.2%	47	25.5%
Aweil Town	165	95	57.6%	27	16.4%	8	4.8%	13	7.9%	22	13.3%
Aweil West	205	77	37.6%	35	17.1%	21	10.2%	13	6.3%	59	28.8%
Total	1,233	555	61.9%	215	24.0%	127	14.2%	85	6.9%	251	20.4%

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



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

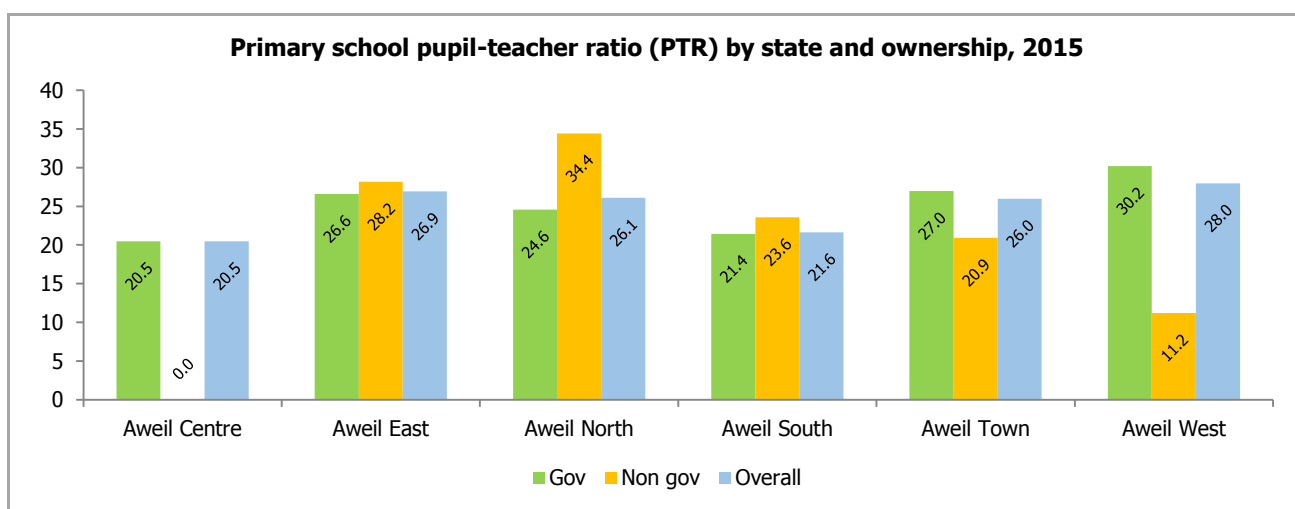
County	Total	Paid		Part time		Unpaid		Unknown	
		Count	%	Count	%	Count	%	Count	%
Aweil Centre	54	18	33.3%	2	3.7%	27	50.0%	7	13.0%
Aweil East	382	53	13.9%	38	9.9%	102	26.7%	189	49.5%
Aweil North	243	33	13.6%	10	4.1%	51	21.0%	149	61.3%
Aweil South	184	22	12.0%	9	4.9%	60	32.6%	93	50.5%
Aweil Town	165	21	12.7%	21	12.7%	27	16.4%	96	58.2%
Aweil West	205	29	14.1%	13	6.3%	42	20.5%	121	59.0%
Total	1,233	176	14.3%	93	7.5%	309	25.1%	655	53.1%



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

State	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Aweil Centre	1,105	54	20.5	1,105	54	20.5	0	0	0.0
Aweil East	10,279	382	26.9	8,082	304	26.6	2,197	78	28.2
Aweil North	6,347	243	26.1	5,039	205	24.6	1,308	38	34.4
Aweil South	3,983	184	21.6	3,535	165	21.4	448	19	23.6
Aweil Town	4,286	165	26.0	3,721	138	27.0	565	27	20.9
Aweil West	5,735	205	28.0	5,466	181	30.2	269	24	11.2
Total	31,735	1,233	25.7	26,948	1,047	25.7	4,787	186	25.7

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

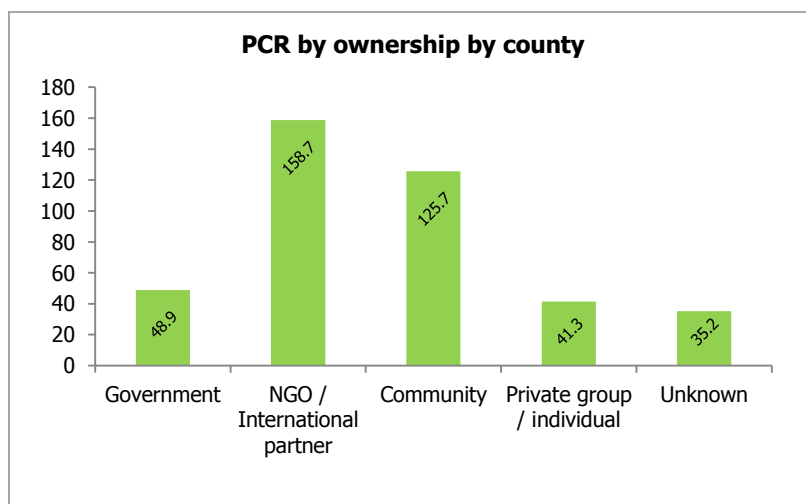


8.2.3. Classrooms

Number of primary schools classrooms and PCR by ownership

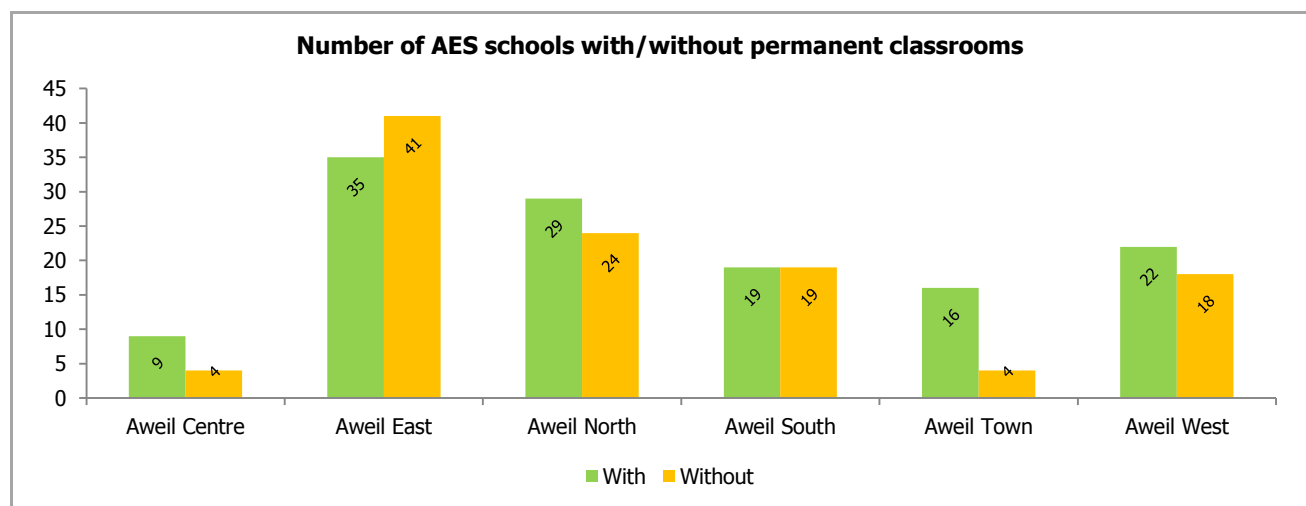
Ownership	Classrooms	PCR
Government	787	48.9
NGO	10	158.7
Community	61	125.7
Private group/individual	17	41.3
Unknown	60	35.2
Total	935	50.5

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



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

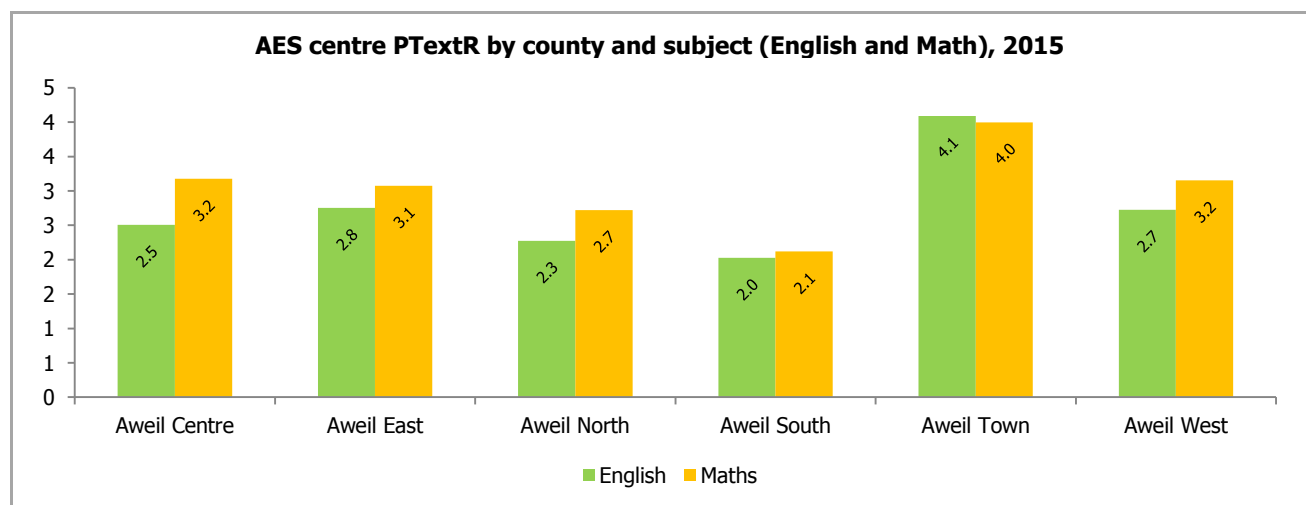
County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Aweil Centre	13	9	69.2%	4	30.8%
Aweil East	76	35	46.1%	41	53.9%
Aweil North	53	29	54.7%	24	45.3%
Aweil South	38	19	50.0%	19	50.0%
Aweil Town	20	16	80.0%	4	20.0%
Aweil West	40	22	55.0%	18	45.0%
Total	240	130	54.2%	110	45.8%



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
Aweil Centre	1,105	441	2.5	348	3.2
Aweil East	10,279	3,735	2.8	3,343	3.1
Aweil North	6,347	2,789	2.3	2,332	2.7
Aweil South	3,983	1,966	2.0	1,880	2.1
Aweil Town	4,286	1,048	4.1	1,072	4.0
Aweil West	5,735	2,104	2.7	1,819	3.2
Total	31,735	12,083	2.6	10,794	2.9

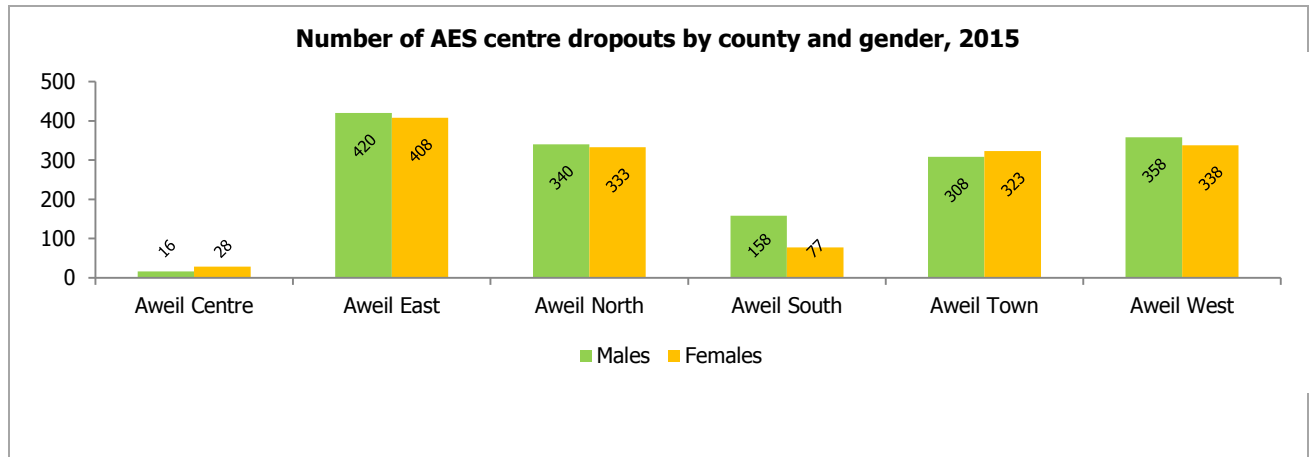


8.3. Student Flow

8.3.1. Dropouts

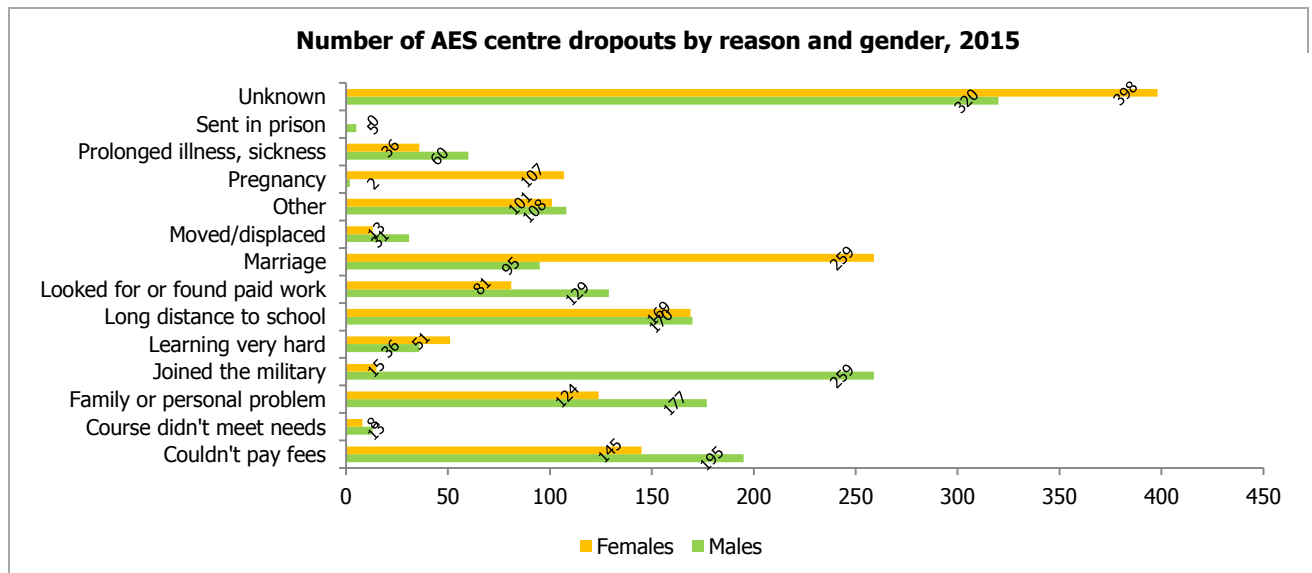
Number and % of AES centre dropouts by county and gender, 2015

County	Total	Male		Female	
		Count	% total	Count	% total
Aweil Centre	44	16	36.4%	28	63.6%
Aweil East	828	420	50.7%	408	49.3%
Aweil North	673	340	50.5%	333	49.5%
Aweil South	235	158	67.2%	77	32.8%
Aweil Town	631	308	48.8%	323	51.2%
Aweil West	696	358	51.4%	338	48.6%
Total	3,107	1,600	51.5%	1,507	48.5%



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

Reason	Total	Male		Female	
		Count	% total	Count	% total
Couldn't pay fees	340	195	57.4%	145	42.6%
Course didn't meet needs	21	13	61.9%	8	38.1%
Family or personal problem	301	177	58.8%	124	41.2%
Joined the military	274	259	94.5%	15	5.5%
Learning very hard	87	36	41.4%	51	58.6%
Long distance to school	339	170	50.1%	169	49.9%
Looked for or found paid work	210	129	61.4%	81	38.6%
Marriage	354	95	26.8%	259	73.2%
Moved/displaced	44	31	70.5%	13	29.5%
Other	209	108	51.7%	101	48.3%
Pregnancy	109	2	1.8%	107	98.2%
Prolonged illness, sickness	96	60	62.5%	36	37.5%
Sent in prison	5	5	100.0%	0	0.0%
Unknown	718	320	44.6%	398	55.4%
Total	3,107	1,600	51.5%	1,507	48.5%



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
Aweil West	69	17	24.6%	52	75.4%

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

Programme	Total	Male		Female	
		Count	% total	Count	% total
Building construction	5	5	100.0%	0	0.0%
Tailoring and embroidering	34	1	2.9%	33	97.1%
Woodwork and furniture making	7	7	100.0%	0	0.0%
Other	23	4	17.4%	19	82.6%
Total	69	17	24.6%	52	75.4%

9.2. Resources

9.2.1. Centres

Number of TTIs by ownership, 2015

Ownership	Schools
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
Aweil West	9	9	100.0%	0	0.0%

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

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Aweil West	9	9	100.0%	0	0.0%

* "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		Unpaid		Unknown	
		Count	% total	Count	% total	Count	% total
Aweil West	9	0	0.0%	1	11.1%	18	89.9%

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

County	Overall			Government			Non-government		
	Trainee	Trainer	PTR	Trainee	Trainer	PTR	Trainee	Trainer	PTR
Aweil West	69	9	7.7	0	0	0.0	69	9	7.7

* "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
Tailoring and embroidering	1
Wood work	1
Other	1

9.2.4. Facilities

Number and % of TVET 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
Aweil West	1	1	100.0%	0	0.0%

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

County	Schools	Water		Latrine		Electricity		Health Centre	
		Count	%	Count	%	Count	%	Count	%
Aweil West	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%

9.3. Student Flow

9.3.1. TVET Centre Completion

Number and % of TVET centre graduates by county, 2015

County	Total	Male		Female	
		Count	% total	Count	% total
Aweil West	68	15	22.1%	53	77.9%

10. TEACHER TRAINING INSTITUTE (TTI), 2015

10.1. Access

10.1.1. Enrolment

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

County	Total	Male	Female	Male %	Female %
Aweil West	142	113	79.6%	29	20.4%

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

County	Total	Male		Female	
		Count	% total	Count	% total
In Service	142	113	79.6%	29	20.4%
Pre Service	0	0		0	
Total	142	113	79.6%	29	20.4%

10.2. Resources

10.2.1. Institutes

Number of TTIs by ownership, 2015

Ownership	Schools
Government	2

10.2.2. Tutors

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

County	Total	Male		Female	
		Count	% total	Count	% total
Aweil West	18	18	100.0%	0	0.0%

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

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Aweil West	18	18	100.0%	0	0.0%

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

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

County	Total	Paid		Unpaid	
		Count	% total	Count	% total
Aweil West	18	18	100.0%	0	0.0%

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

State	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Aweil West	142	18	7.9	142	18	7.9	0	0	0.0

10.2.3. Curriculum

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

County	Enrolment	English textbooks		Math textbooks		Science		Social Studies	
		Count	PTextR	Count	PTextR	Count	PTextR	Count	PTextR
Aweil West	142	390	0.4	99	1.4	190	0.7	89	1.6

10.2.4. Facilities

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

County	Schools	With perm and semi-perm		Without perm and semi-perm	
		Count	% total	Count	% total
Aweil West	2	1	50.0%	1	50.0%

10.3. Student Flow

10.3.1. TTI Completion

Number and % of TTI graduates by county, 2014

County	Course	Total	Male		Female	
			Count	% total	Count	% total
Aweil West	In service	133	108	81.2%	25	18.8%
	Pre service	0	0	0.0%	0	0.0%

