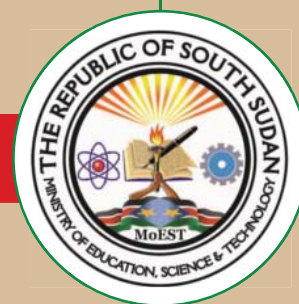


GOVERNMENT OF THE REPUBLIC OF SOUTH SUDAN



EDUCATION STATISTICS

FOR THE REPUBLIC OF SOUTH SUDAN



WARRAP

2015



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

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

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Message from the Honourable Minister Achol Cyier Rehan



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

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

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

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

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

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read 'Achol Cyier Rehan', written over a white background.

Honourable Achol Cyier Rehan
Warrap State Minister of Education, Science & Technology

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ACRONYMS

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

1. INTRODUCTION

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

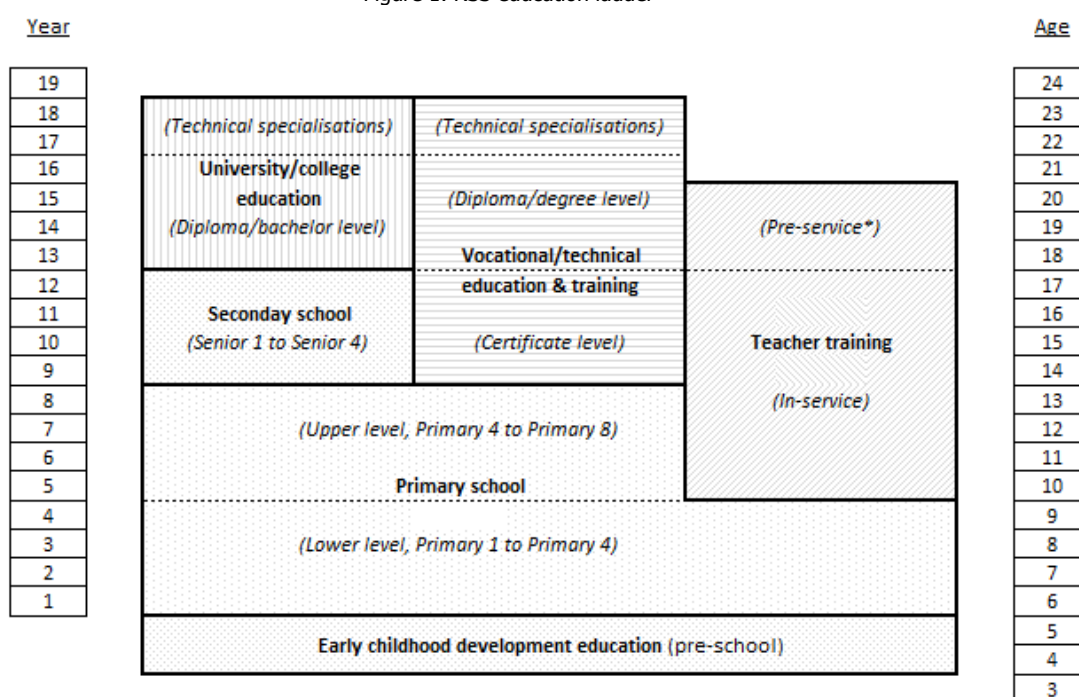
RSS MoEST mission, 1994

1.1. Background and Context

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

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

Figure 1. RSS education ladder



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

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

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

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

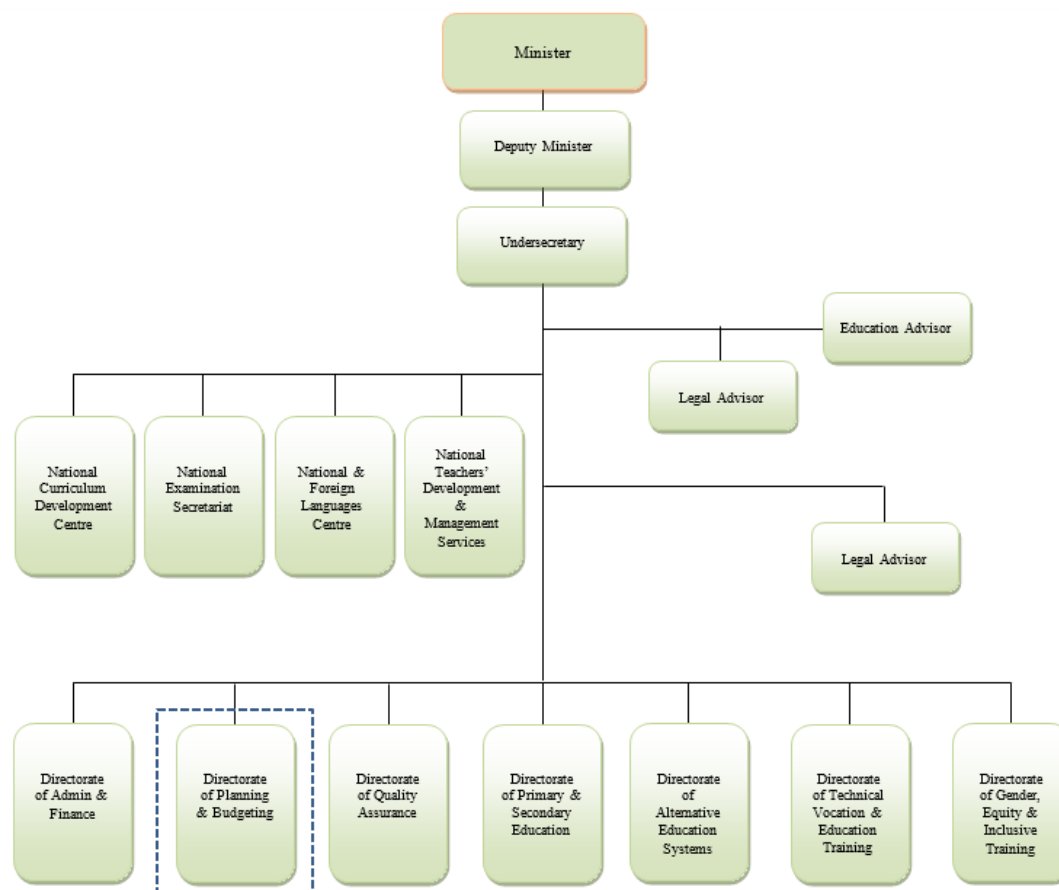
¹ Some university degrees take more than 4 years, including medicine, engineering, and other technical specialisations.

1.2. About EMIS and the Data and Statistics Unit

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

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

Figure 2. Structure of the MoEST



1.3. History of EMIS

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

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

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

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

1.4. Relevance and Utilisation of EMIS Data

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

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

1.5. EMIS Process

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

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



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

Figure 3. 2015 AEC Workflow



1.6. About the 2015 Booklet

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

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

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

Table 1: Questionnaires Status, non-GUN states

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

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

1.7. How to Read the Data in this Booklet

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

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

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

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

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

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

2. DEFINITIONS

2.1. Indicator Used to Measure Coverage

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

2.2. Indicators Used to Measure Access

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

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

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

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

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

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

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

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

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

“Am I a
NEW ENTRANT?”

YES
NO

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

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

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

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

2.3. Indicators Used to Measure Resource

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

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

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

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

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

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

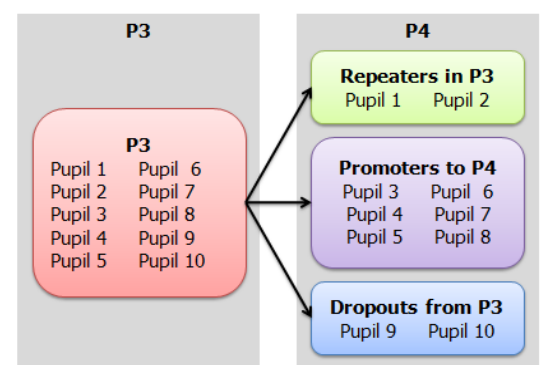
$$\text{PTextR (Math)} = \frac{\text{Total number of students}}{\text{Total number of Math textbooks}}$$

2.4. Indicators Used to Measure Student Flow

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

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

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



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

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

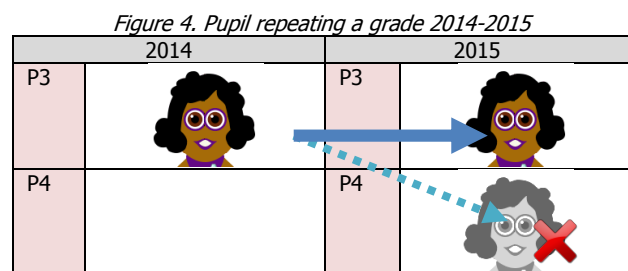
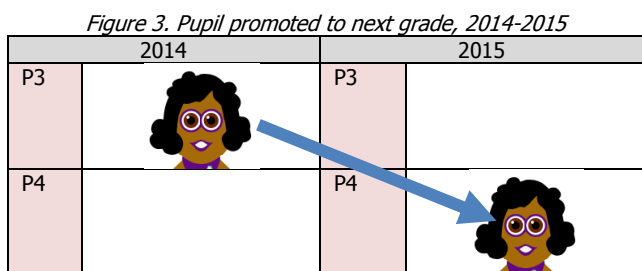
$$\text{Dropout Rate} = \frac{\text{Dropouts in cohort in } \gamma+1}{\text{Enrolment in cohort in } \gamma} \times 100\%$$

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

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

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

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



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

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

2.5. Indicator Used to Measure Gender Parity

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

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

3. EMIS DATA SUMMARY, 2015

3.1. Schools

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

Type	Total	Gov		Non gov	
		Count	%	Count	%
AES	88	67	76.1%	21	23.9%
ECDE	25	11	44.0%	14	56.0%
PRI	524	415	79.2%	109	20.8%
SEC	22	15	68.2%	7	31.8%
TTI	0				
TVET	0				
UNI	0				
Total	659	508	77.1%	151	22.9%

3.2. Students

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

Type	Total	Male		Female	
		Count	%	Count	%
AES	13,382	7,514	56.2%	5,868	43.8%
ECDE	5,875	3,376	57.5%	2,499	42.5%
PRI	203,186	133,487	65.7%	69,699	34.3%
SEC	6,054	4,953	81.8%	1,101	18.2%
TTI	0				
TVET	0				
UNI	0				
Total	228,497	149,330	65.4%	79,167	34.6%

Enrolment rates per school type, 2015

Type	GER	NER	GIR	NIR
PRI	73.0%	42.7%	101.0%	19.8%
SEC	5.0%	1.1%	7.9%	0.2%

3.3. Teachers

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

Type	Total	Male	Female	PTR	% of total
AES	524	486	38	25.5	524
ECDE	140	106	34	42.0	140
PRI	4,397	4,087	310	46.2	4,397
SEC	269	251	18	22.5	269
TTI	0				
TVE	0				
UNI	0				
Total	524	486	38	25.5	524

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

Type	Total	Trained		Untrained		Unknown	
		Count	% of total	Count	% of total	Count	% of total
AES	524	266	50.8%	147	28.1%	111	21.2%
ECDE	140	51	36.4%	49	35.0%	40	28.6%
PRI	4,397	1,496	34.0%	1,398	31.8%	1,503	34.2%
SEC	269	207	77.0%	21	7.8%	41	15.2%
TTI	0						
TVE	0						
Total	5,330	2,020	37.9%	1,615	30.3%	1,695	31.8%

* 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	355	128	75	15	1	136	0	65.9
ECDE	94	35	23	0	0	36	0	101.3
PRI	3,325	743	863	242	30	1,393	54	126.5
SEC	121	68	30	9	7	4	3	61.8
TTI	0							
TVE	0							
UNI	0							
Total	3,895	974	991	266	38	1,569	57	116.3

3.5. Facilities

Number and % of schools with access to drinking water per school type, 2015

Type	Total schools	Schools with Water		Schools with Latrines	
		Count	%	Count	%
AES	88	40	45.5%	38	43.2%
ECDE	25	10	40.0%	14	56.0%
PRI	524	201	38.4%	185	35.3%
SEC	22	12	54.5%	13	59.1%
TTI	0				
TVE	0				
UNI	0				
Total	659	263	39.9%	250	37.9%

* No access to latrine data for Universities.

3.6. Gender Parity

Gender parity index by county and school type, 2015

Type	GPI
PRI	0.53
SEC	0.23

* GER data available only for primary and secondary schools.

4. EMIS DATA, 2012-2015

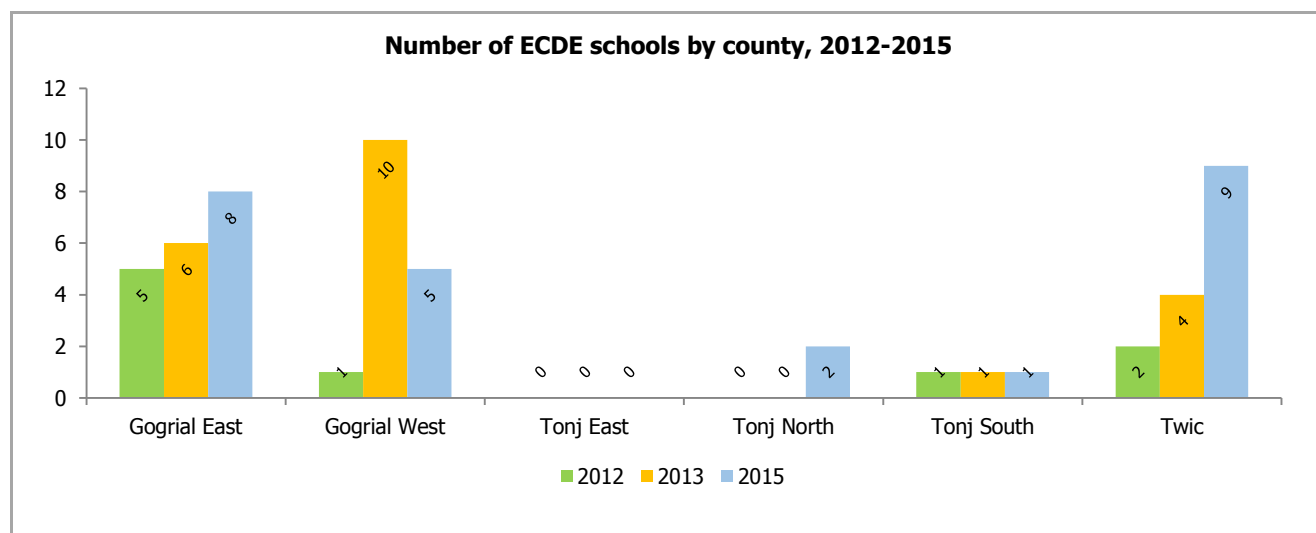
4.1. Early Childhood Development and Education

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 %
Gogrial East	2015	8	6	2	75.0%	25.0%
	2013	6	4	2	66.7%	33.3%
	2012	5	2	3	40.0%	60.0%
Gogrial West	2015	5	1	4	20.0%	80.0%
	2013	10	5	5	50.0%	50.0%
	2012	1	1	0	100.0%	0.0%
Tonj North	2015	2	1	1	50.0%	50.0%
Tonj South	2015	1	0	1	0.0%	100.0%
	2013	1	0	1	0.0%	100.0%
	2012	1	0	1	0.0%	100.0%
Twic	2015	9	3	6	33.3%	66.7%
	2013	4	4	0	100.0%	0.0%
	2012	2	0	2	0.0%	100.0%
Total	2015	25	11	14	44.0%	56.0%
	2013	21	13	8	61.9%	38.1%
	2012	9	3	6	33.3%	66.7%

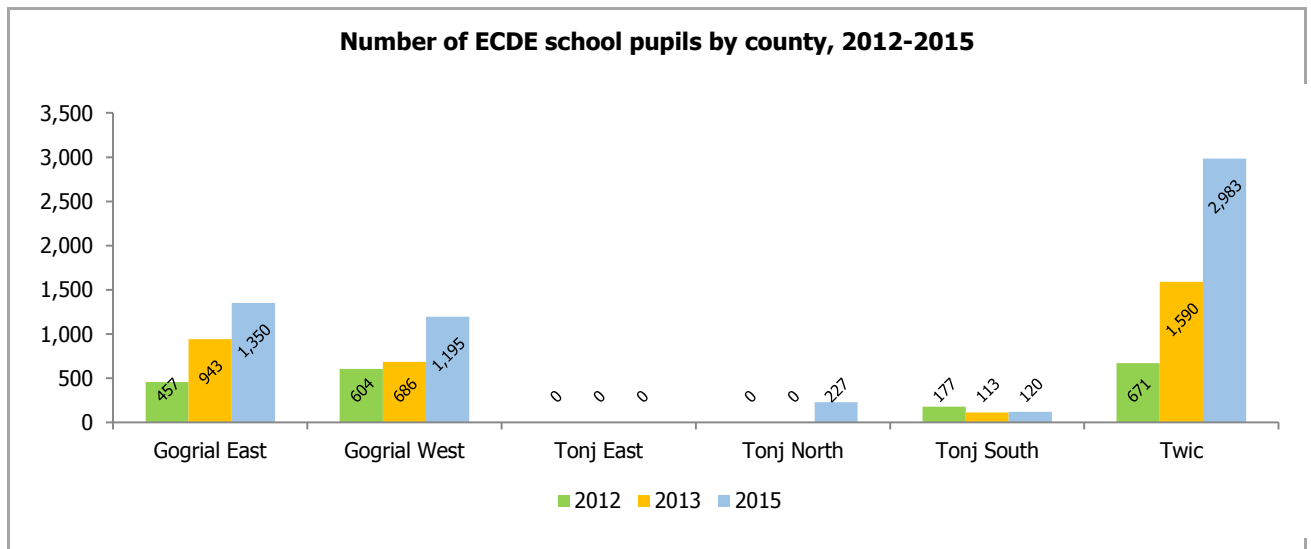
* "Government" includes government and government-aided schools. "Non-government" includes community, NGO-supported, private, other, and unknown ownership type schools.



4.1.2. Pupils

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

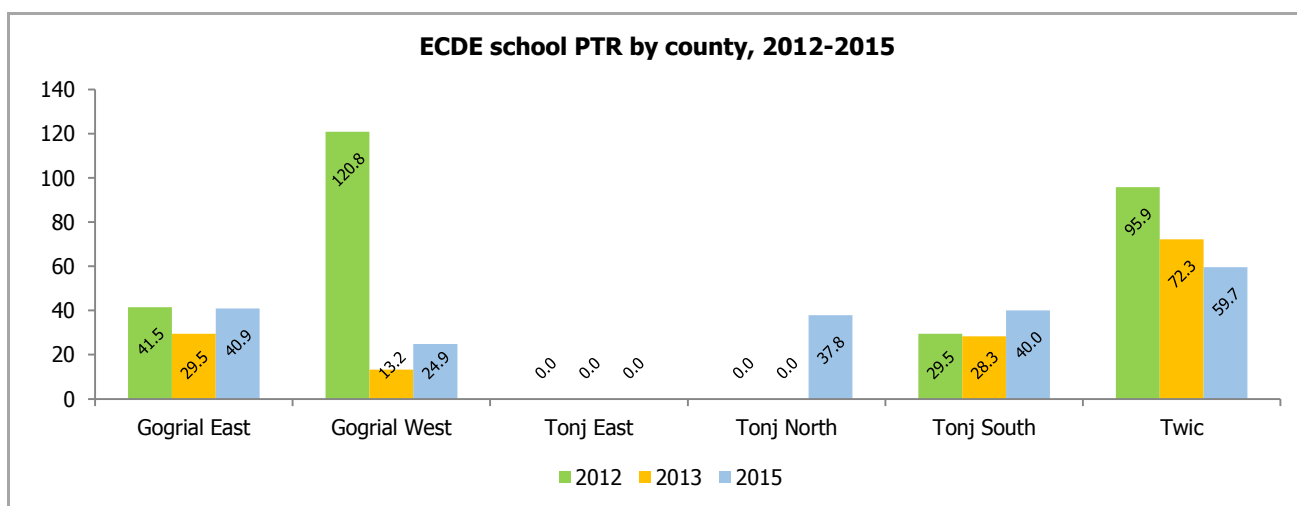
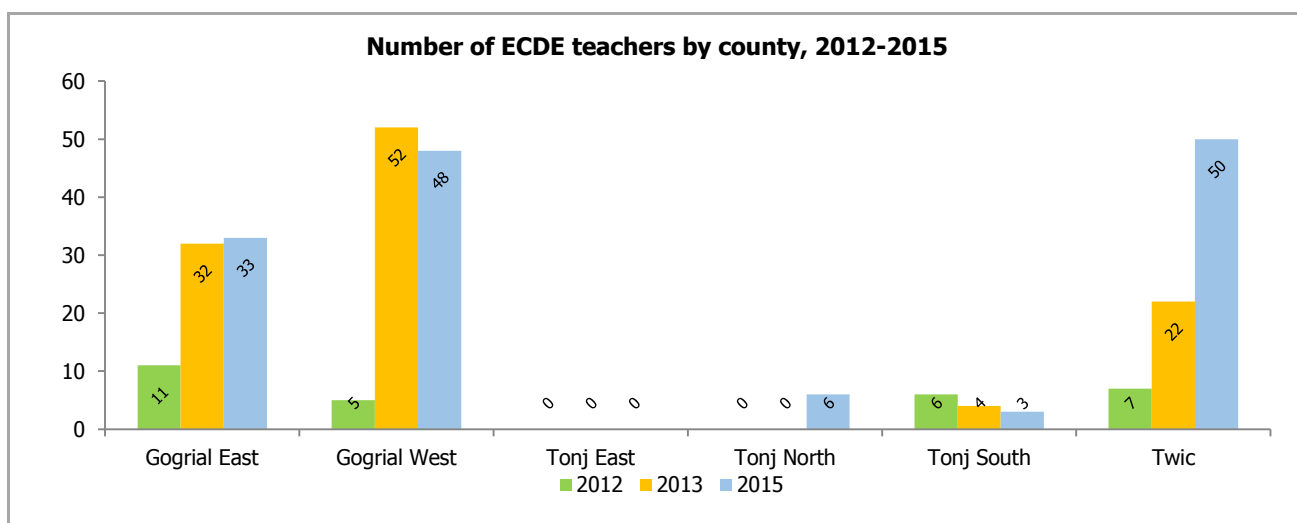
County	Year	Total	Male	Female	Male %	Female %
Gogrial East	2015	1,350	824	526	61.0%	39.0%
	2013	943	544	399	57.7%	42.3%
	2012	457	284	173	62.1%	37.9%
Gogrial West	2015	1,195	725	470	60.7%	39.3%
	2013	686	421	265	61.4%	38.6%
	2012	604	406	198	67.2%	32.8%
Tonj North	2015	227	135	92	59.5%	40.5%
Tonj South	2015	120	59	61	49.2%	50.8%
	2013	113	59	54	52.2%	47.8%
	2012	177	97	80	54.8%	45.2%
Twic	2015	2,983	1,633	1,350	54.7%	45.3%
	2013	1,590	979	611	61.6%	38.4%
	2012	671	314	357	46.8%	53.2%
Total	2015	5,875	3,376	2,499	57.5%	42.5%
	2013	3,332	2,003	1,329	60.1%	39.9%
	2012	1,909	1,101	808	57.7%	42.3%



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
Gogrial East	2015	33	25	8	75.8%	24.2%	40.9
	2013	32	25	7	78.1%	21.9%	29.5
	2012	11	9	2	81.8%	18.2%	41.5
Gogrial West	2015	48	38	10	79.2%	20.8%	24.9
	2013	52	43	9	82.7%	17.3%	13.2
	2012	5	2	3	40.0%	60.0%	120.8
Tonj North	2015	6	4	2	66.7%	33.3%	37.8
Tonj South	2015	3	0	3	0.0%	100.0%	40.0
	2013	4	1	3	25.0%	75.0%	28.3
	2012	6	4	2	66.7%	33.3%	29.5
Twic	2015	50	39	11	78.0%	22.0%	59.7
	2013	22	17	5	77.3%	22.7%	72.3
	2012	7	6	1	85.7%	14.3%	95.9
Total	2015	140	106	34	75.7%	24.3%	42.0
	2013	110	86	24	78.2%	21.8%	53.4
	2012	29	21	8	72.4%	27.6%	202.6

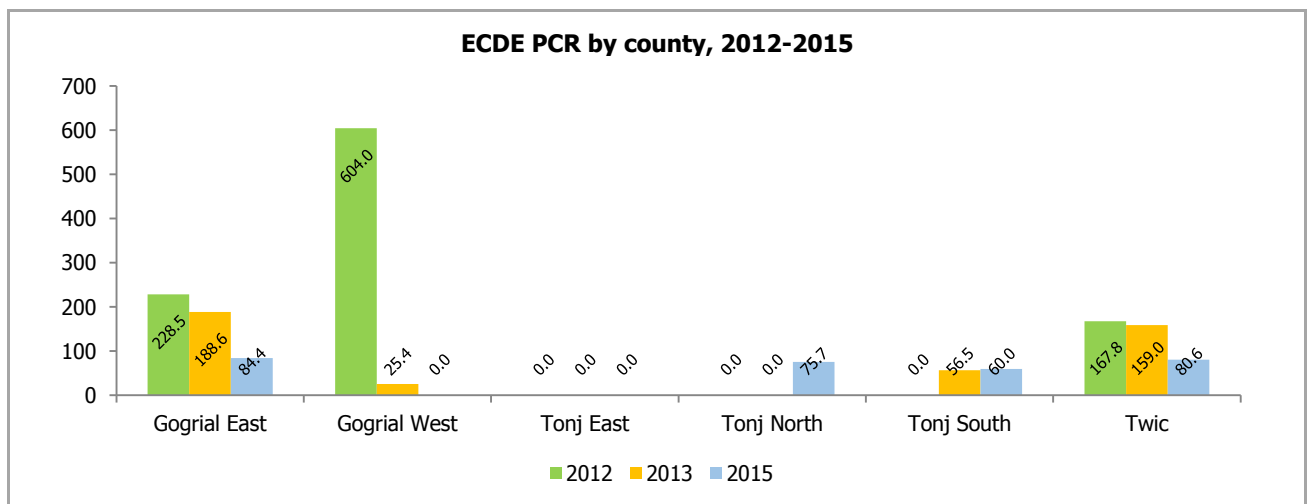
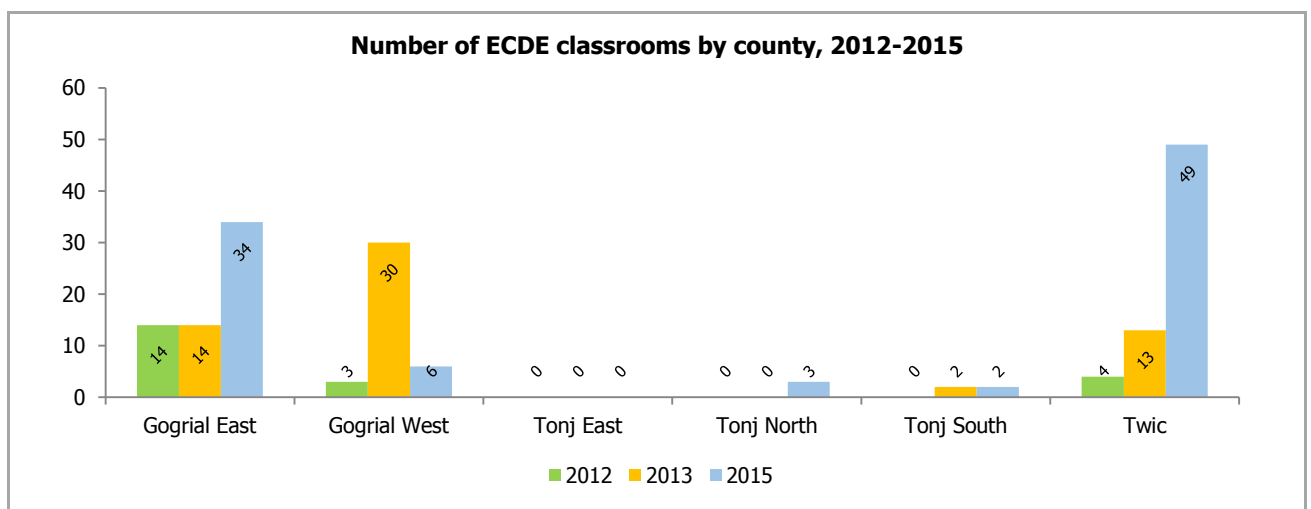


4.1.4. Classrooms

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

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Gogrial East	2015	34	8	8	18	0	84.4
	2013	14	3	2	5	4	188.6
	2012	14	1	1	5	7	228.5
Gogrial West	2015	6	0	0	6	0	0.0
	2013	30	19	8	3	0	25.4
	2012	3	1	0	2	0	604.0
Tonj North	2015	3	2	1	0	0	75.7
Tonj South	2015	2	2	0	0	0	60.0
	2013	2	2	0	0	0	56.5
	2012	0	0	0	0	0	0.0
Twic	2015	49	23	14	12	0	80.6
	2013	13	4	6	0	3	159.0
	2012	4	4	0	0	0	167.8
Total	2015	94	35	23	36	0	101.3
	2013	59	28	16	8	7	75.7
	2012	21	6	1	7	7	272.7

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



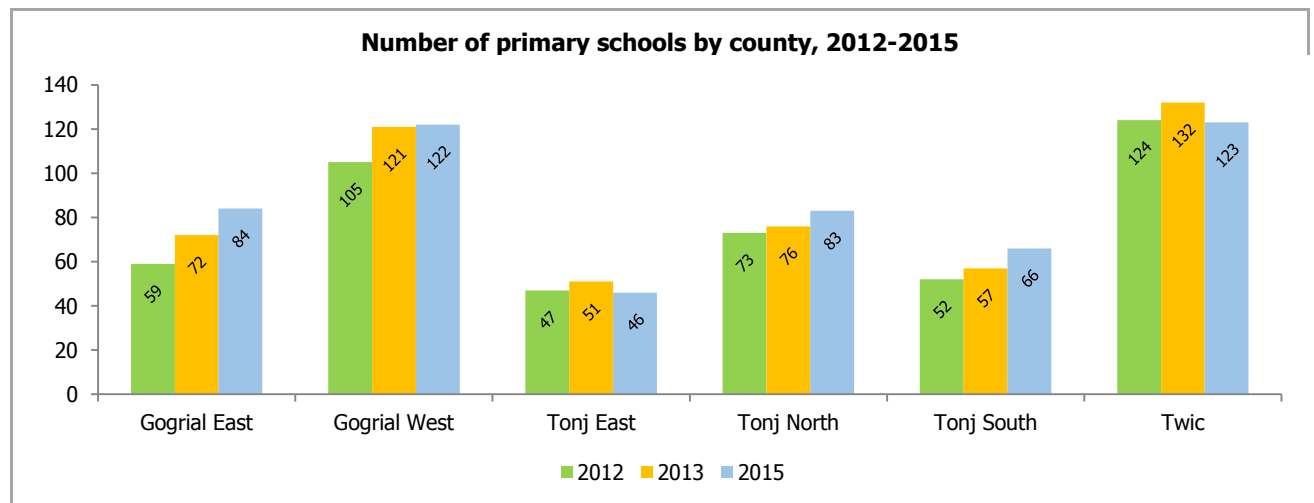
4.2. Primary Schools

4.2.1. Schools

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

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Gogrial East	2015	84	73	11	86.9%	13.1%
	2013	72	49	23	68.1%	31.9%
	2012	59	42	17	71.2%	28.8%
Gogrial West	2015	122	83	39	68.0%	32.0%
	2013	121	80	41	66.1%	33.9%
	2012	105	82	23	78.1%	21.9%
Tonj East	2015	46	36	10	78.3%	21.7%
	2013	51	37	14	72.5%	27.5%
	2012	47	30	17	63.8%	36.2%
Tonj North	2015	83	70	13	84.3%	15.7%
	2013	76	59	17	77.6%	22.4%
	2012	73	45	28	61.6%	38.4%
Tonj South	2015	66	49	17	74.2%	25.8%
	2013	57	40	17	70.2%	29.8%
	2012	52	38	14	73.1%	26.9%
Twic	2015	123	104	19	84.6%	15.4%
	2013	132	106	26	80.3%	19.7%
	2012	124	96	28	77.4%	22.6%
Total	2015	524	415	109	79.2%	20.8%
	2013	509	371	138	72.9%	27.1%
	2012	460	333	127	72.4%	27.6%

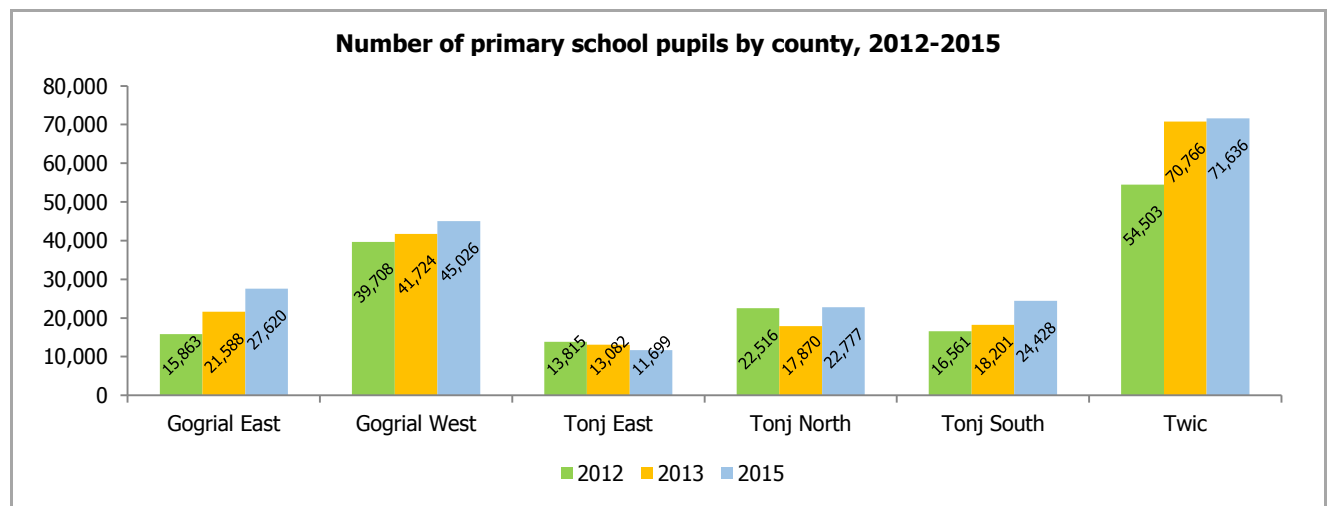
*"Government" includes government and government-aided schools. "Non-government" includes community, NGO-supported, private, other, and unknown ownership type schools.



4.2.2. Pupils

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

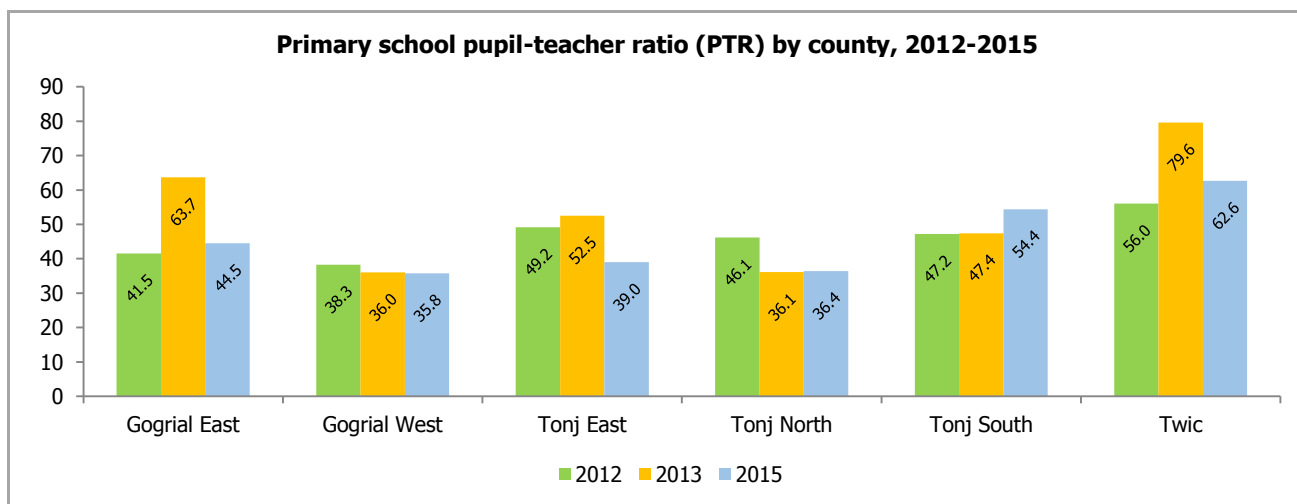
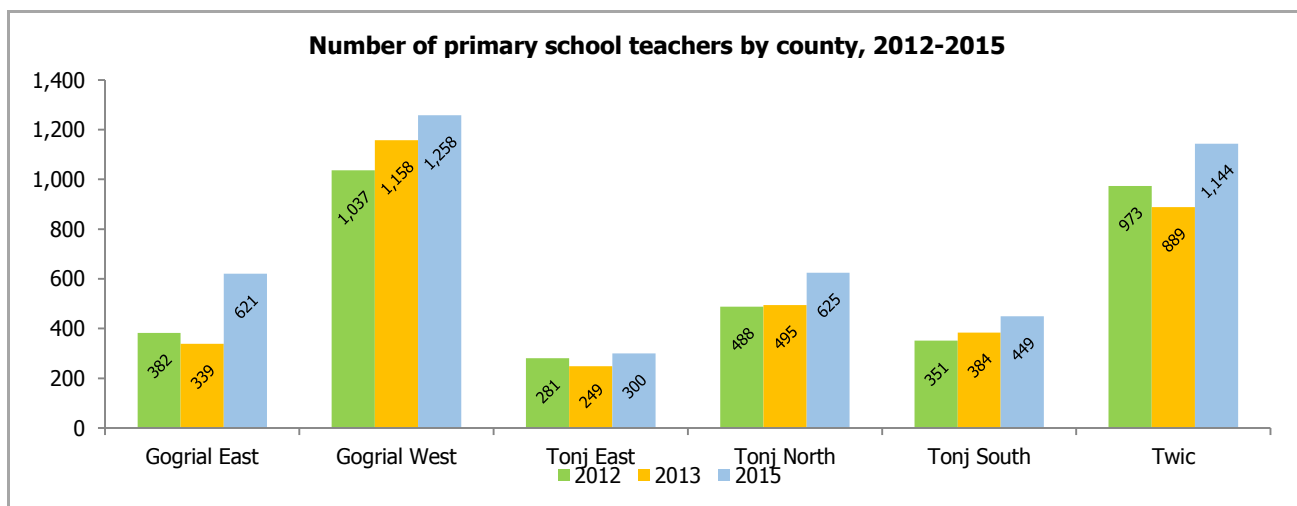
County	Year	Total	Male	Female	Male %	Female %
Gogrial East	2015	27,620	18,531	9,089	67.1%	32.9%
	2013	21,588	15,806	5,782	73.2%	26.8%
	2012	15,863	11,293	4,570	71.2%	28.8%
Gogrial West	2015	45,026	29,593	15,433	65.7%	34.3%
	2013	41,724	28,537	13,187	68.4%	31.6%
	2012	39,708	26,776	12,932	67.4%	32.6%
Tonj East	2015	11,699	8,951	2,748	76.5%	23.5%
	2013	13,082	10,133	2,949	77.5%	22.5%
	2012	13,815	10,218	3,597	74.0%	26.0%
Tonj North	2015	22,777	16,171	6,606	71.0%	29.0%
	2013	17,870	13,165	4,705	73.7%	26.3%
	2012	22,516	16,126	6,390	71.6%	28.4%
Tonj South	2015	24,428	17,487	6,941	71.6%	28.4%
	2013	18,201	13,622	4,579	74.8%	25.2%
	2012	16,561	12,288	4,273	74.2%	25.8%
Twic	2015	71,636	42,754	28,882	59.7%	40.3%
	2013	70,766	43,057	27,709	60.8%	39.2%
	2012	54,503	33,783	20,720	62.0%	38.0%
Total	2015	203,186	133,487	69,699	65.7%	34.3%
	2013	183,231	124,320	58,911	67.8%	32.2%
	2012	162,966	110,484	52,482	67.8%	32.2%



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
Gogrial East	2015	621	592	29	95.3%	4.7%	44.5
	2013	339	330	9	97.3%	2.7%	63.7
	2012	382	365	17	95.5%	4.5%	41.5
Gogrial West	2015	1,258	1,154	104	91.7%	8.3%	35.8
	2013	1,158	1,092	66	94.3%	5.7%	36.0
	2012	1,037	967	70	93.2%	6.8%	38.3
Tonj East	2015	300	282	18	94.0%	6.0%	39.0
	2013	249	237	12	95.2%	4.8%	52.5
	2012	281	262	19	93.2%	6.8%	49.2
Tonj North	2015	625	590	35	94.4%	5.6%	36.4
	2013	495	467	28	94.3%	5.7%	36.1
	2012	488	473	15	96.9%	3.1%	46.1
Tonj South	2015	449	416	33	92.7%	7.3%	54.4
	2013	384	355	29	92.4%	7.6%	47.4
	2012	351	321	30	91.5%	8.5%	47.2
Twic	2015	1,144	1,053	91	92.0%	8.0%	62.6
	2013	889	834	55	93.8%	6.2%	79.6
	2012	973	901	72	92.6%	7.4%	56.0
Total	2015	4,397	4,087	310	92.9%	7.1%	46.2
	2013	3,514	3,315	199	94.3%	5.7%	57.8
	2012	3,512	3,289	223	93.7%	6.3%	57.9

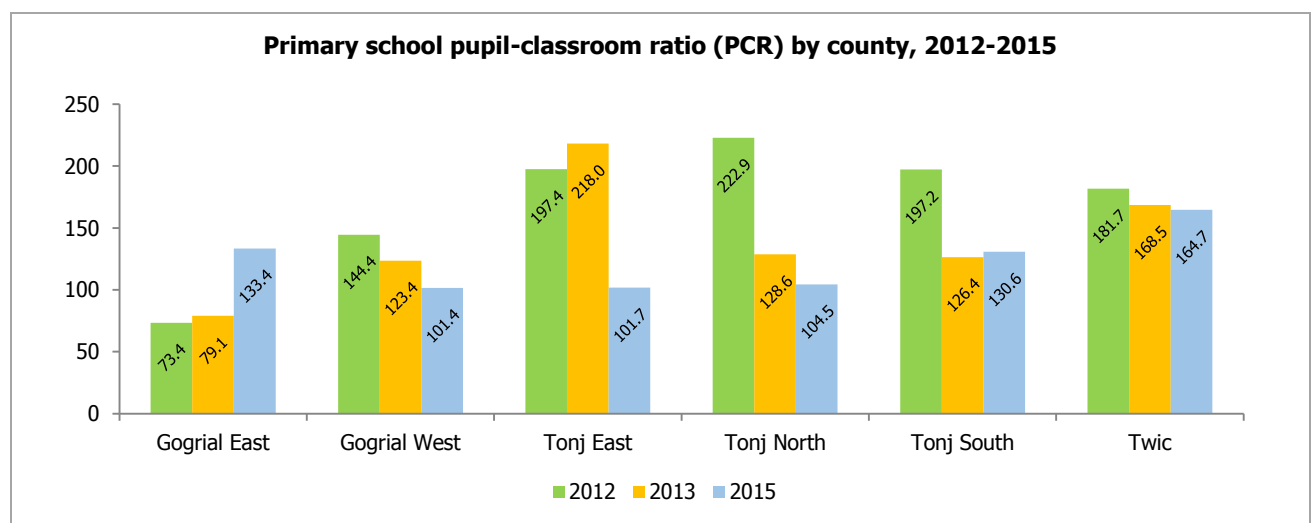
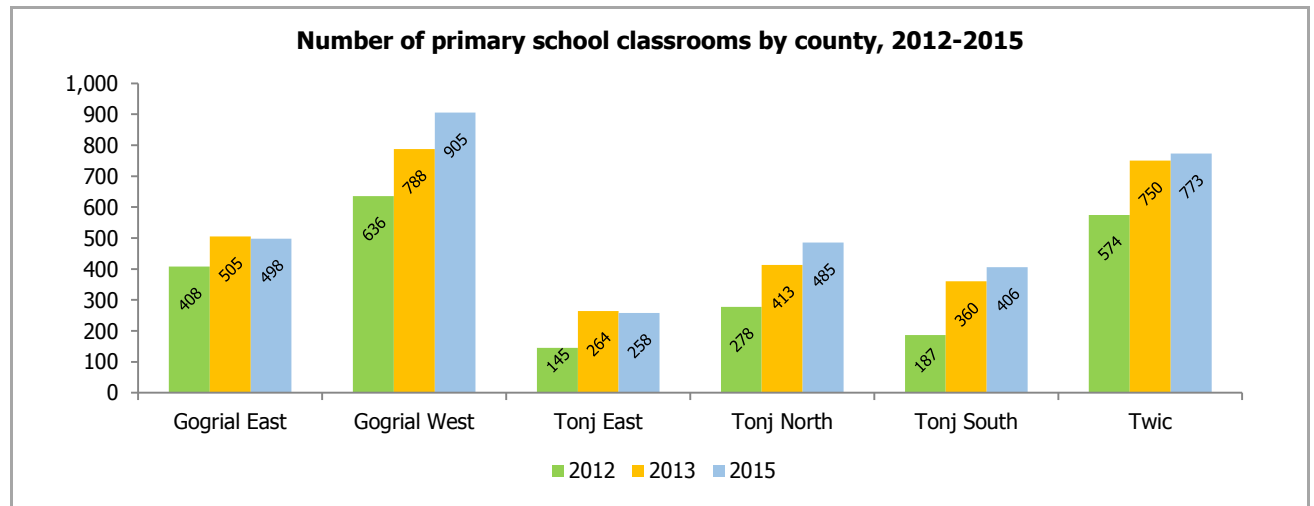


4.2.4. Classrooms

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
Gogrial East	2015	498	103	104	255	36	133.4
	2013	505	83	190	194	38	79.1
	2012	408	84	132	117	75	73.4
Gogrial West	2015	905	228	216	359	102	101.4
	2013	788	185	153	378	72	123.4
	2012	636	128	147	274	87	144.4
Tonj East	2015	258	70	45	120	23	101.7
	2013	264	36	24	196	8	218.0
	2012	145	22	48	55	20	197.4
Tonj North	2015	485	77	141	205	62	104.5
	2013	413	81	58	247	27	128.6
	2012	278	79	22	128	49	222.9
Tonj South	2015	406	96	91	194	25	130.6
	2013	360	113	31	193	23	126.4
	2012	187	53	31	91	12	197.2
Twic	2015	773	169	266	260	78	164.7
	2013	750	133	287	262	68	168.5
	2012	574	121	179	182	92	181.7
Total	2015	3,325	743	863	1,393	326	126.5
	2013	3,080	631	743	1,470	236	133.4
	2012	2,228	487	559	847	335	155.8

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



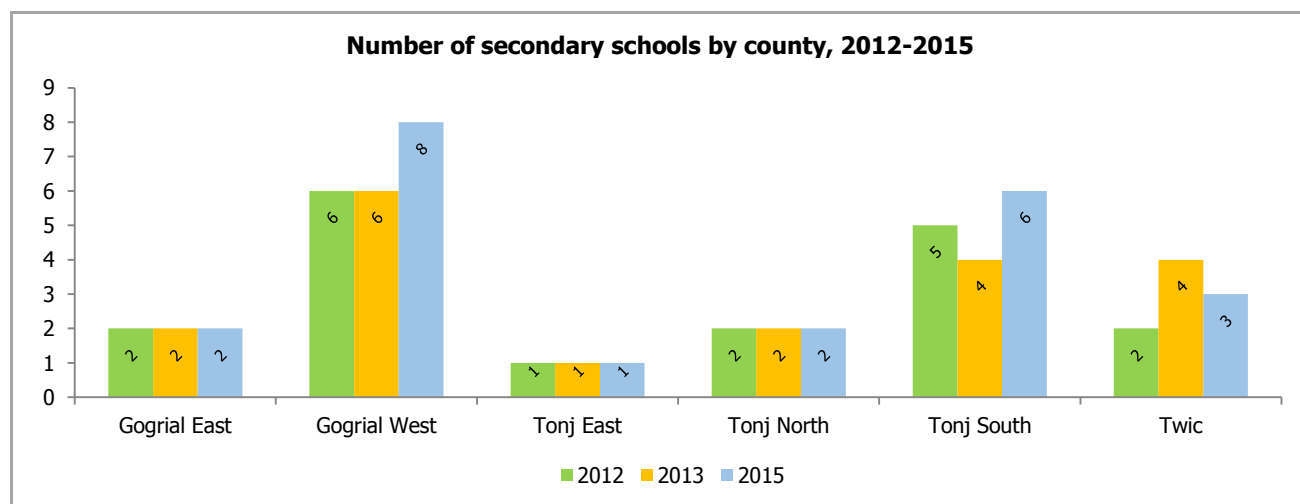
4.3. Secondary Schools

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 %
Gogrial East	2015	2	1	1	50.0%	50.0%
	2013	2	1	1	50.0%	50.0%
	2012	2	0	2	0.0%	100.0%
Gogrial West	2015	8	5	3	62.5%	37.5%
	2013	6	5	1	83.3%	16.7%
	2012	6	2	4	33.3%	66.7%
Tonj East	2015	1	1	0	100.0%	0.0%
	2013	1	1	0	100.0%	0.0%
	2012	1	1	0	100.0%	0.0%
Tonj North	2015	2	2	0	100.0%	0.0%
	2013	2	2	0	100.0%	0.0%
	2012	2	2	0	100.0%	0.0%
Tonj South	2015	6	3	3	50.0%	50.0%
	2013	4	2	2	50.0%	50.0%
	2012	5	3	2	60.0%	40.0%
Twic	2015	3	3	0	100.0%	0.0%
	2013	4	3	1	75.0%	25.0%
	2012	2	1	1	50.0%	50.0%
Total	2015	22	15	7	68.2%	31.8%
	2013	19	14	5	73.7%	26.3%
	2012	18	9	9	50.0%	50.0%

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

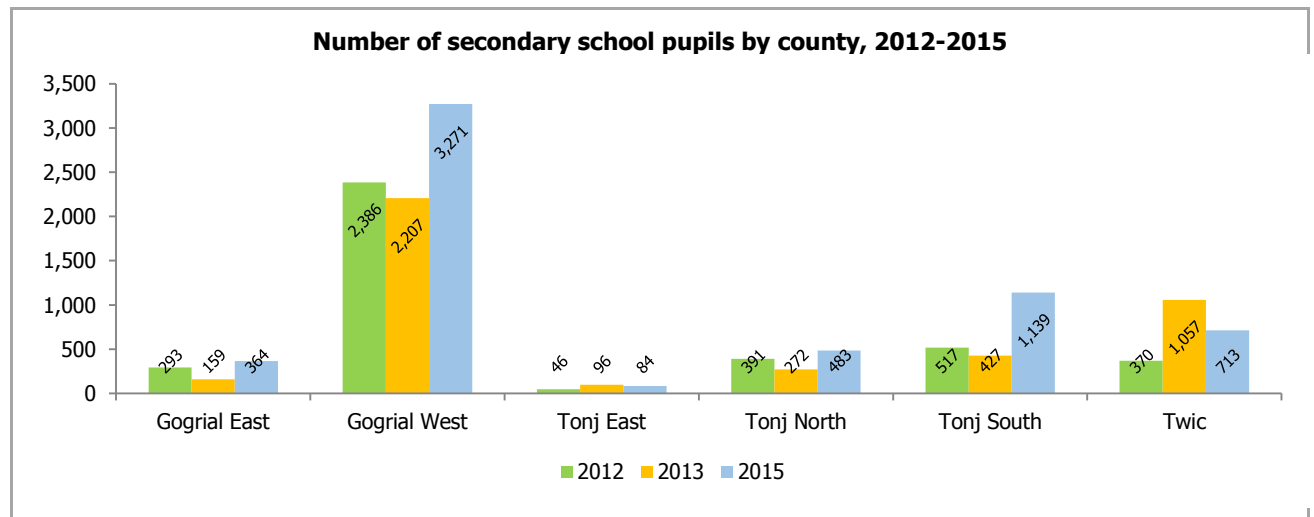


4.3.2. Pupils

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

County	Year	Total	Male	Female	Male %	Female %
Gogrial East	2015	364	314	50	86.3%	13.7%
	2013	159	144	15	90.6%	9.4%
	2012	293	255	38	87.0%	13.0%
Gogrial West	2015	3,271	2,566	705	78.4%	21.6%
	2013	2,207	1,749	458	79.2%	20.8%
	2012	2,386	2,042	344	85.6%	14.4%
Tonj East	2015	84	74	10	88.1%	11.9%
	2013	96	90	6	93.8%	6.3%
	2012	46	43	3	93.5%	6.5%
Tonj North	2015	483	434	49	89.9%	10.1%
	2013	272	236	36	86.8%	13.2%
	2012	391	346	45	88.5%	11.5%
Tonj South	2015	1,139	960	179	84.3%	15.7%
	2013	427	398	29	93.2%	6.8%
	2012	517	429	88	83.0%	17.0%
Twic	2015	713	605	108	84.9%	15.1%
	2013	1,057	771	286	72.9%	27.1%
	2012	370	308	62	83.2%	16.8%
Total	2015	6,054	4,953	1,101	81.8%	18.2%
	2013	4,218	3,388	830	80.3%	19.7%
	2012	4,003	3,423	580	85.5%	14.5%

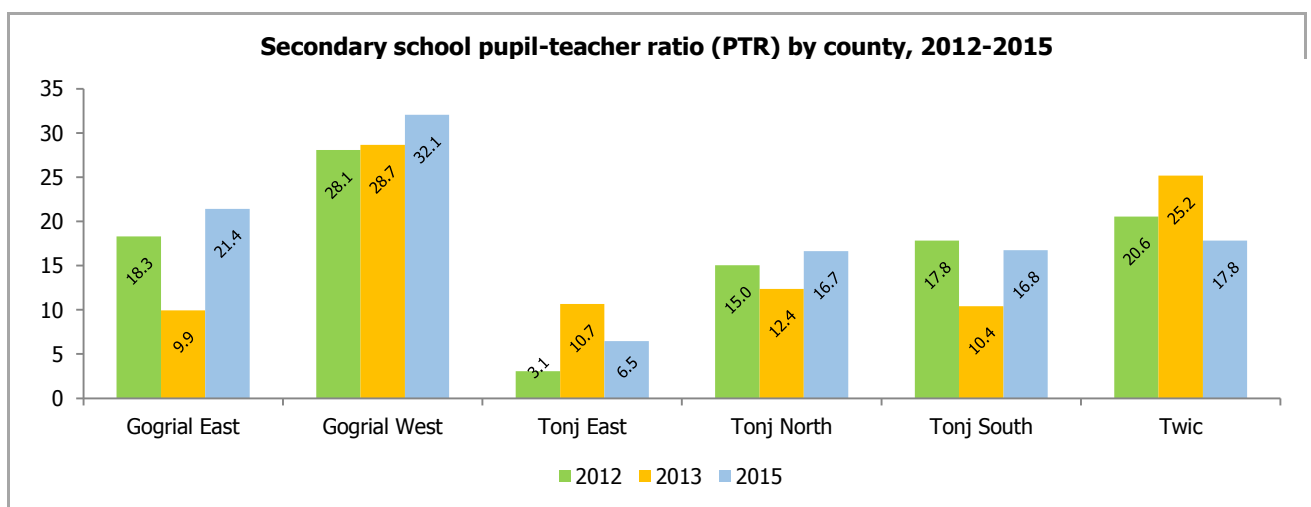
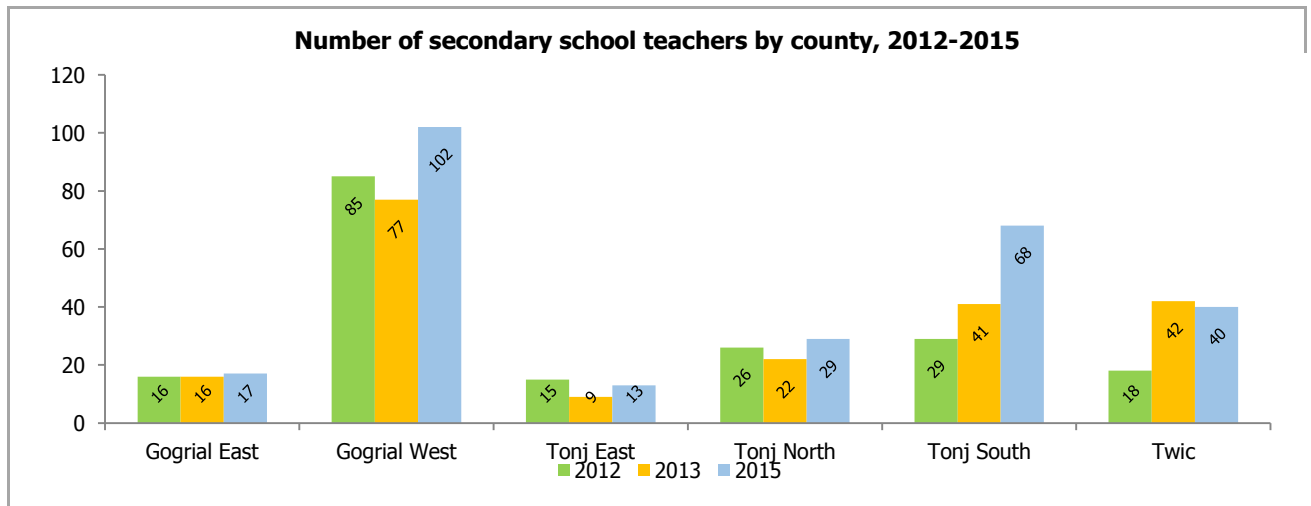
* "Secondary school pupils" include only pupils in S1-S4. S5 and S6 pupils in schools following the Uganda and Kenyan secondary school system are excluded from the count.



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
Gogrial East	2015	17	15	2	88.2%	11.8%	21.4
	2013	16	15	1	93.8%	6.3%	9.9
	2012	16	15	1	93.8%	6.3%	18.3
Gogrial West	2015	102	94	8	92.2%	7.8%	32.1
	2013	77	72	5	93.5%	6.5%	28.7
	2012	85	78	7	91.8%	8.2%	28.1
Tonj East	2015	13	13	0	100.0%	0.0%	6.5
	2013	9	9	0	100.0%	0.0%	10.7
	2012	15	15	0	100.0%	0.0%	3.1
Tonj North	2015	29	27	2	93.1%	6.9%	16.7
	2013	22	22	0	100.0%	0.0%	12.4
	2012	26	26	0	100.0%	0.0%	15.0
Tonj South	2015	68	62	6	91.2%	8.8%	16.8
	2013	41	40	1	97.6%	2.4%	10.4
	2012	29	28	1	96.6%	3.4%	17.8
Twic	2015	40	40	0	100.0%	0.0%	17.8
	2013	42	40	2	95.2%	4.8%	25.2
	2012	18	17	1	94.4%	5.6%	20.6
Total	2015	269	251	18	93.3%	6.7%	22.5
	2013	207	198	9	95.7%	4.3%	29.2
	2012	189	179	10	94.7%	5.3%	32.0

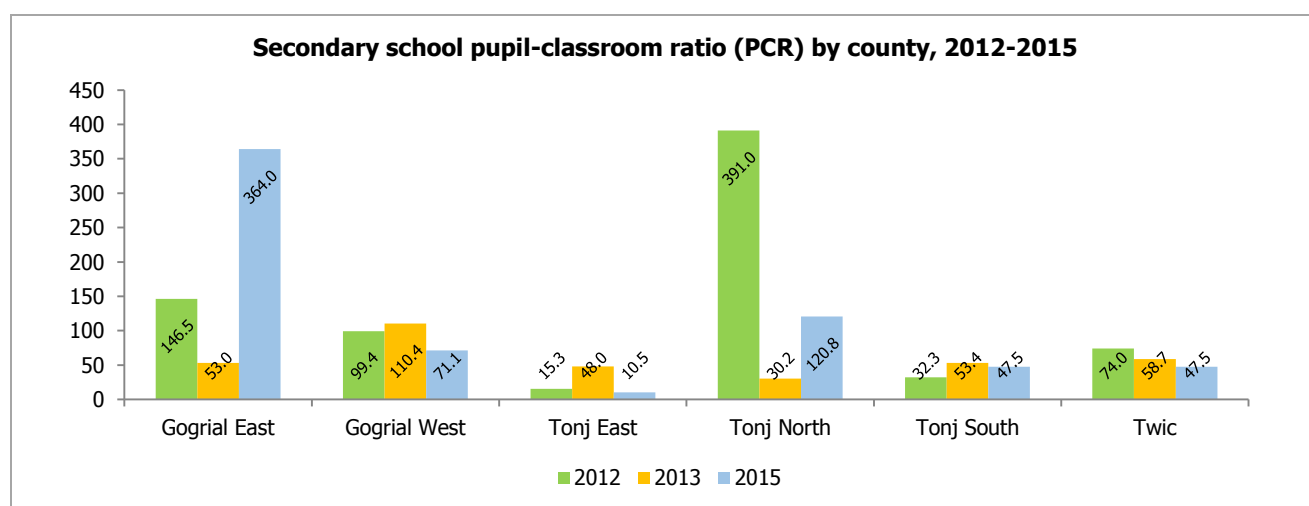
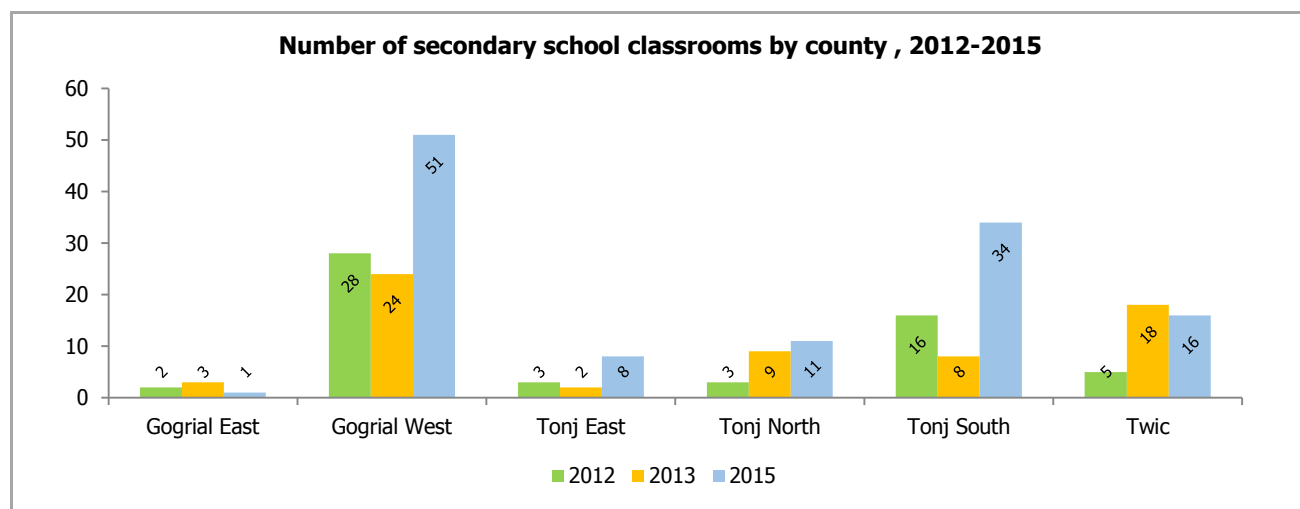


4.3.4. Classrooms

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
Gogrial East	2015	1	1	0	0	0	364.0
	2013	3	3	0	0	0	53.0
	2012	2	2	0	0	0	146.5
Gogrial West	2015	51	27	19	0	5	71.1
	2013	24	15	5	0	4	110.4
	2012	28	18	6	0	4	99.4
Tonj East	2015	8	8	0	0	0	10.5
	2013	2	0	2	0	0	48.0
	2012	3	3	0	0	0	15.3
Tonj North	2015	11	0	4	0	7	120.8
	2013	9	1	8	0	0	30.2
	2012	3	0	1	0	2	391.0
Tonj South	2015	34	20	4	3	7	47.5
	2013	8	8	0	0	0	53.4
	2012	16	16	0	0	0	32.3
Twic	2015	16	12	3	1	0	47.5
	2013	18	18	0	0	0	58.7
	2012	5	5	0	0	0	74.0
Total	2015	121	68	30	4	19	61.8
	2013	64	45	15	0	4	70.3
	2012	57	44	7	0	6	78.5

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



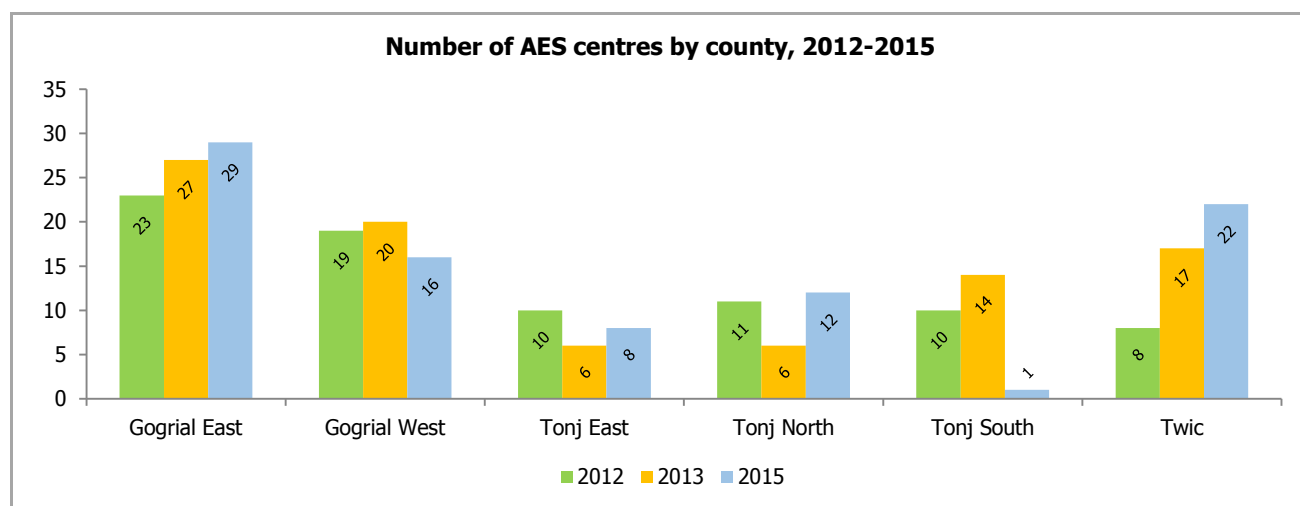
4.4. Alternative Education Systems (AES)

4.4.1. Centres

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

County	Year	Total	Gov	Non Gov	Gov %	Non Gov %
Gogrial East	2015	29	24	5	82.8%	17.2%
	2013	27	0	0	0.0%	0.0%
	2012	23	0	0	0.0%	0.0%
Gogrial West	2015	16	10	6	62.5%	37.5%
	2013	20	0	0	0.0%	0.0%
	2012	19	0	0	0.0%	0.0%
Tonj East	2015	8	6	2	75.0%	25.0%
	2013	6	0	0	0.0%	0.0%
	2012	10	0	0	0.0%	0.0%
Tonj North	2015	12	11	1	91.7%	8.3%
	2013	6	0	0	0.0%	0.0%
	2012	11	0	0	0.0%	0.0%
Tonj South	2015	1	1	0	100.0%	0.0%
	2013	14	0	0	0.0%	0.0%
	2012	10	0	0	0.0%	0.0%
Twic	2015	22	15	7	68.2%	31.8%
	2013	17	0	0	0.0%	0.0%
	2012	8	0	0	0.0%	0.0%
Total	2015	88	67	21	76.1%	23.9%
	2013	90	0	0	0.0%	0.0%
	2012	81	0	0	0.0%	0.0%

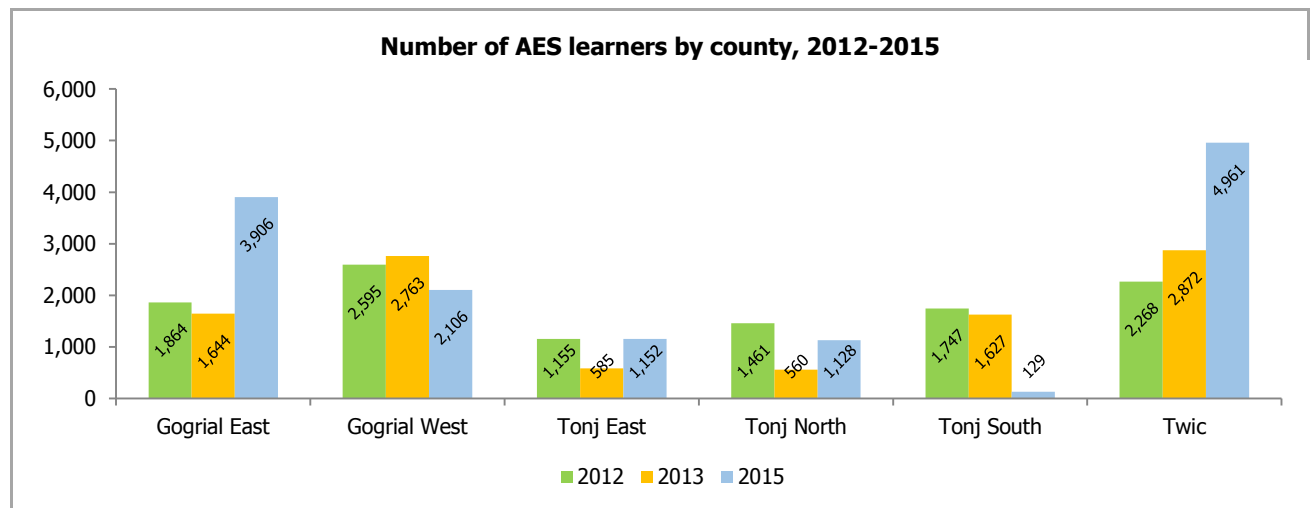
* No data is available for ownership of AES schools before 2015



4.4.2. Learners

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

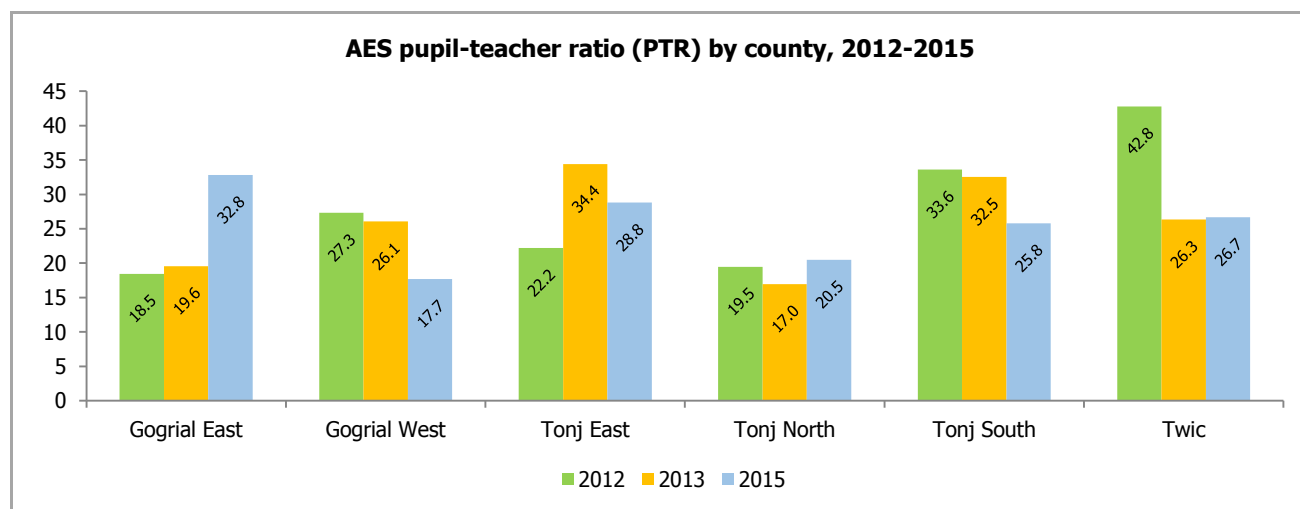
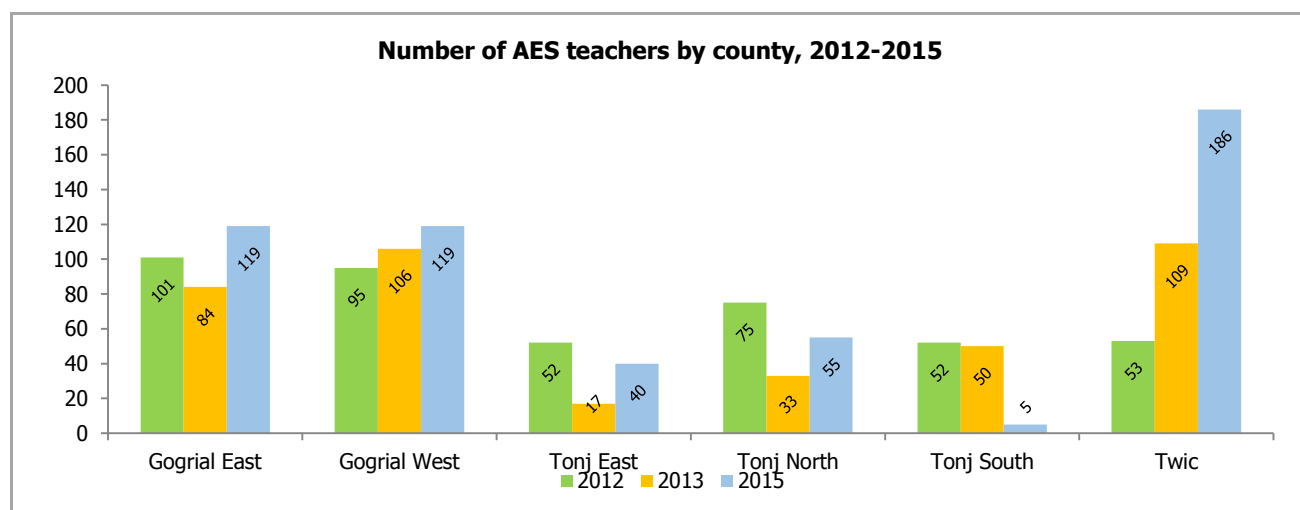
County	Year	Total	Male	Female	Male %	Female %
Gogrial East	2015	3,906	2,321	1,585	59.4%	40.6%
	2013	1,644	1,214	430	73.8%	26.2%
	2012	1,864	1,404	460	75.3%	24.7%
Gogrial West	2015	2,106	1,309	797	62.2%	37.8%
	2013	2,763	1,557	1,206	56.4%	43.6%
	2012	2,595	1,563	1,032	60.2%	39.8%
Tonj East	2015	1,152	655	497	56.9%	43.1%
	2013	585	418	167	71.5%	28.5%
	2012	1,155	756	399	65.5%	34.5%
Tonj North	2015	1,128	764	364	67.7%	32.3%
	2013	560	347	213	62.0%	38.0%
	2012	1,461	1,012	449	69.3%	30.7%
Tonj South	2015	129	105	24	81.4%	18.6%
	2013	1,627	1,044	583	64.2%	35.8%
	2012	1,747	994	753	56.9%	43.1%
Twic	2015	4,961	2,360	2,601	47.6%	52.4%
	2013	2,872	1,577	1,295	54.9%	45.1%
	2012	2,268	1,107	1,161	48.8%	51.2%
Total	2015	13,382	7,514	5,868	56.2%	43.8%
	2013	10,051	6,157	3,894	61.3%	38.7%
	2012	11,090	6,836	4,254	61.6%	38.4%



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
Gogrial East	2015	119	116	3	97.5%	2.5%	32.8
	2013	84	82	2	97.6%	2.4%	19.6
	2012	101	97	4	96.0%	4.0%	18.5
Gogrial West	2015	119	113	6	95.0%	5.0%	17.7
	2013	106	95	11	89.6%	10.4%	26.1
	2012	95	88	7	92.6%	7.4%	27.3
Tonj East	2015	40	36	4	90.0%	10.0%	28.8
	2013	17	16	1	94.1%	5.9%	34.4
	2012	52	49	3	94.2%	5.8%	22.2
Tonj North	2015	55	51	4	92.7%	7.3%	20.5
	2013	33	33	0	100.0%	0.0%	17.0
	2012	75	73	2	97.3%	2.7%	19.5
Tonj South	2015	5	4	1	80.0%	20.0%	25.8
	2013	50	47	3	94.0%	6.0%	32.5
	2012	52	51	1	98.1%	1.9%	33.6
Twic	2015	186	166	20	89.2%	10.8%	26.7
	2013	109	103	6	94.5%	5.5%	26.3
	2012	53	50	3	94.3%	5.7%	42.8
Total	2015	524	486	38	92.7%	7.3%	25.5
	2013	399	376	23	94.2%	5.8%	33.5
	2012	428	408	20	95.3%	4.7%	31.3

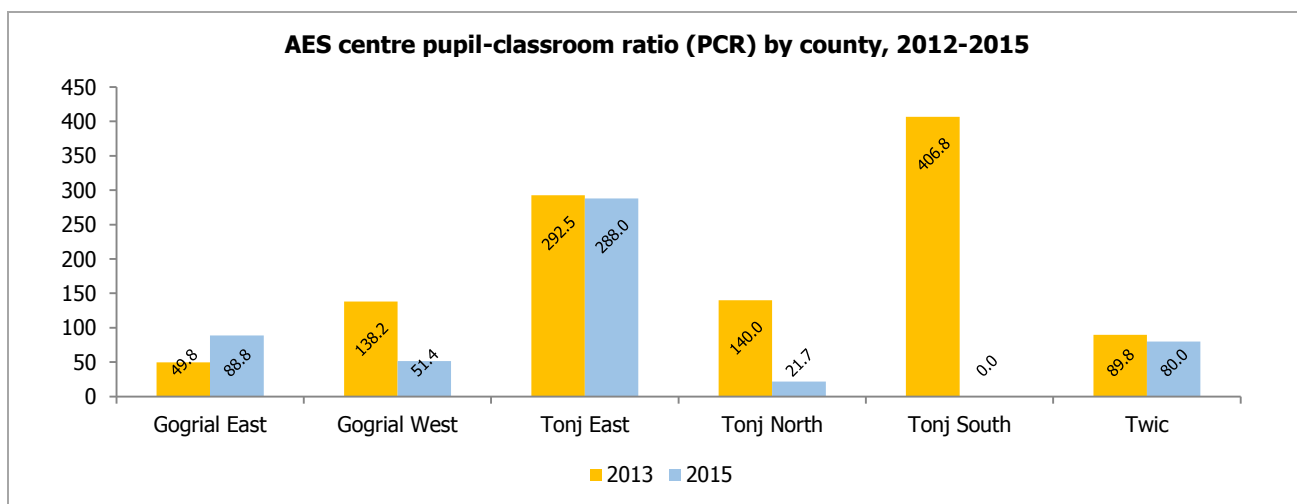
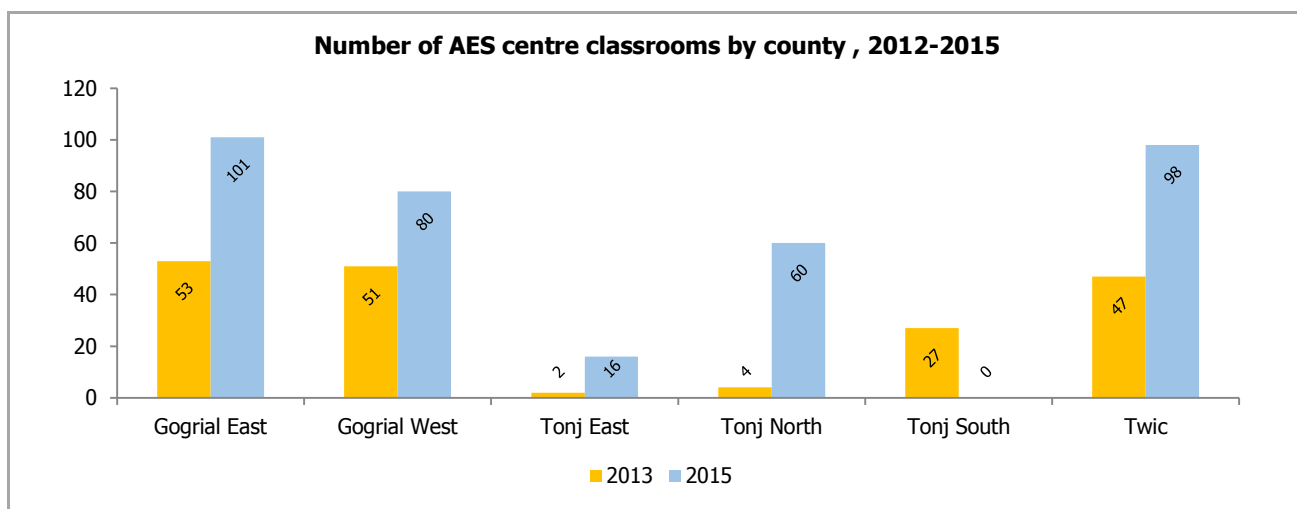


4.4.4. Classrooms

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
Gogrial East	2015	101	27	17	53	4	88.8
	2013	53	5	28	18	2	49.8
Gogrial West	2015	80	27	14	30	9	51.4
	2013	51	16	4	26	5	138.2
Tonj East	2015	16	4	0	11	1	288.0
	2013	2	2	0	0	0	292.5
Tonj North	2015	60	37	15	8	0	21.7
	2013	4	4	0	0	0	140.0
Tonj South	2015	0	0	0	0	0	0.0
	2013	27	4	0	23	0	406.8
Twic	2015	98	33	29	34	2	80.0
	2013	47	22	10	1	14	89.8
Total	2015	355	128	75	136	16	65.9
	2013	184	53	42	68	21	105.8

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



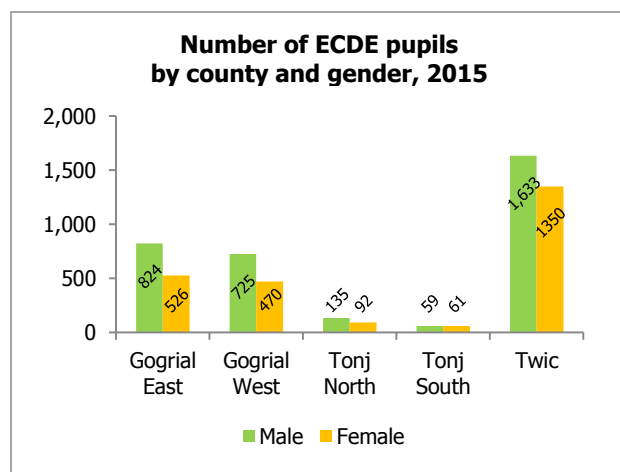
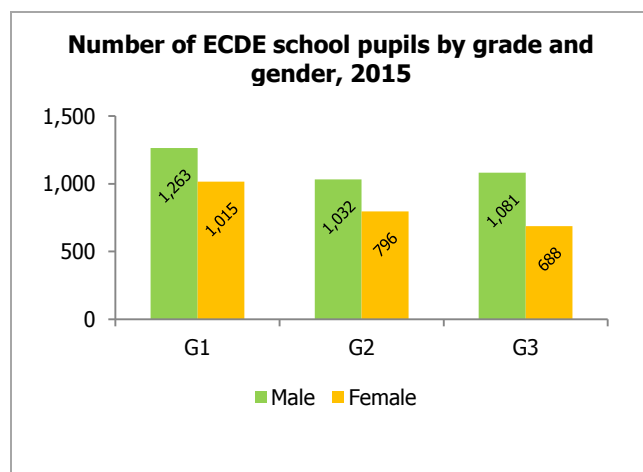
5. EARLY CHILDHOOD DEVELOPMENT AND EDUCATION (ECDE), 2015

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
Gogrial East	1,350	596	363	391
Gogrial West	1,195	441	324	430
Tonj North	227	123	53	51
Tonj South	120	0	64	56
Twic	2,983	1,118	1,024	841
Total	5,875	2,278	1,828	1,769

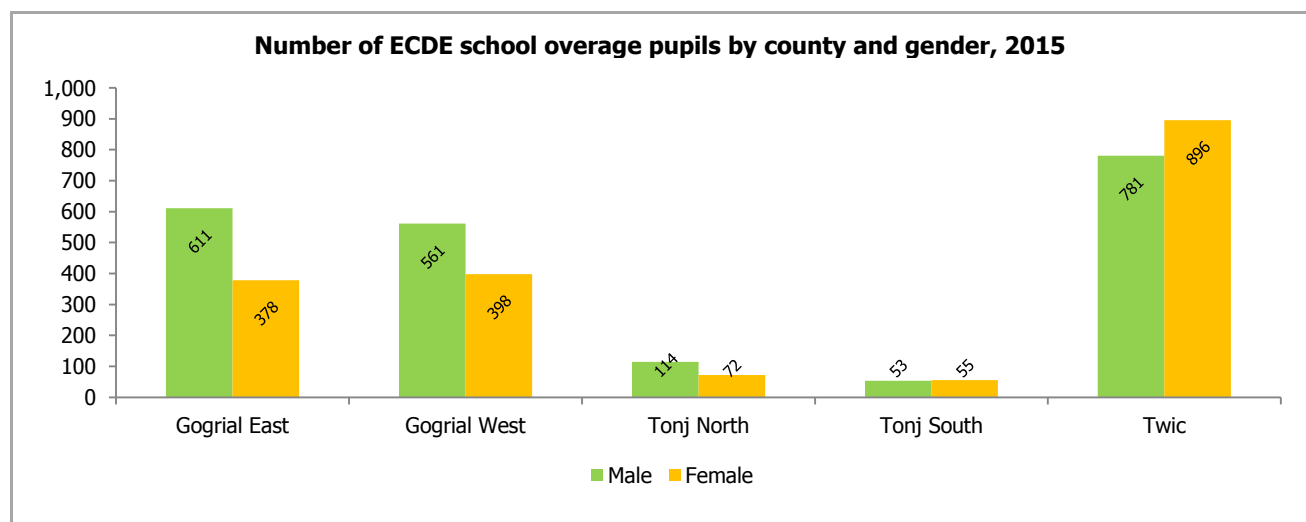


5.1.2. Overage Pupils

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
Gogrial East	361	989	73.3%	213	611	74.2%	148	378	71.9%
Gogrial West	236	959	80.3%	164	561	77.4%	72	398	84.7%
Tonj North	41	186	81.9%	21	114	84.4%	20	72	78.3%
Tonj South	12	108	90.0%	6	53	89.8%	6	55	90.2%
Twic	1,306	1,677	56.2%	852	781	47.8%	454	896	66.4%
Total	1,956	3,919	66.7%	1,256	2,120	62.8%	700	1,799	72.0%

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



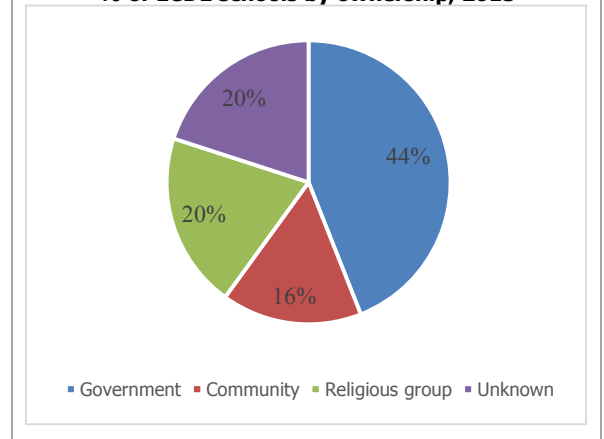
5.2. Resources

5.2.1. Schools

Number of ECDE schools by ownership, 2015

Ownership type	Schools
Government	11
Community	4
Religious group	5
Unknown	5
Total	25

% of ECDE schools by ownership, 2015

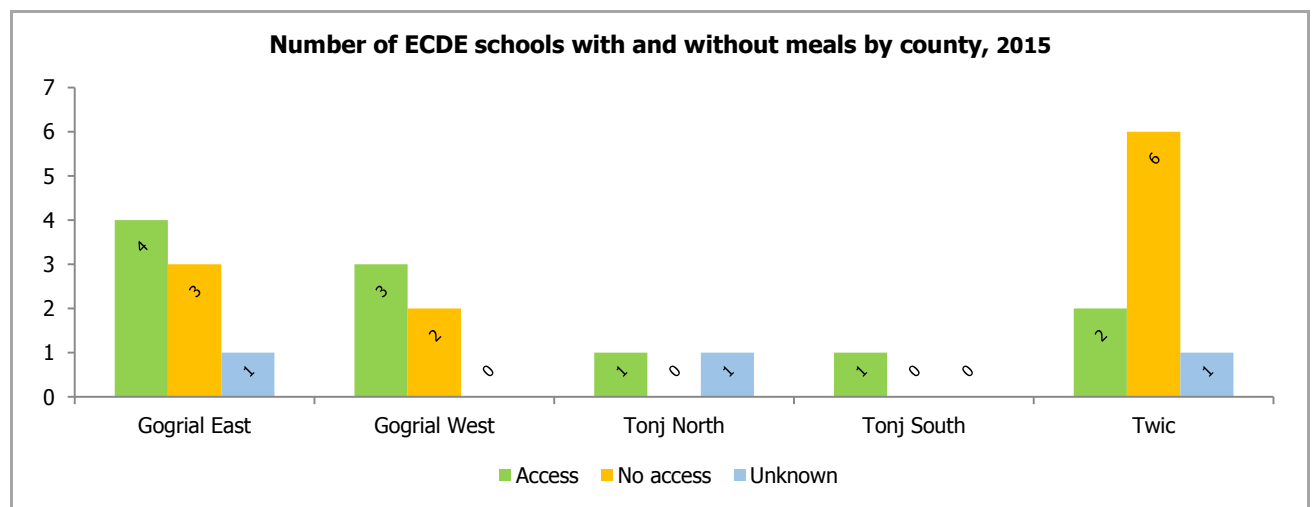


Number and % of ECDE schools with and without meals by county, 2015

County	Schools	Access		No access		Unknown	
		Count	%	Count	%	Count	%
Gogrial East	8	4	50.0%	3	37.5%	1	12.5%
Gogrial West	5	3	60.0%	2	40.0%	0	0.0%
Tonj North	2	1	50.0%	0	0.0%	1	50.0%
Tonj South	1	1	100.0%	0	0.0%	0	0.0%
Twic	9	2	22.2%	6	66.7%	1	11.1%
Total	25	11	44.0%	11	44.0%	3	12.0%

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

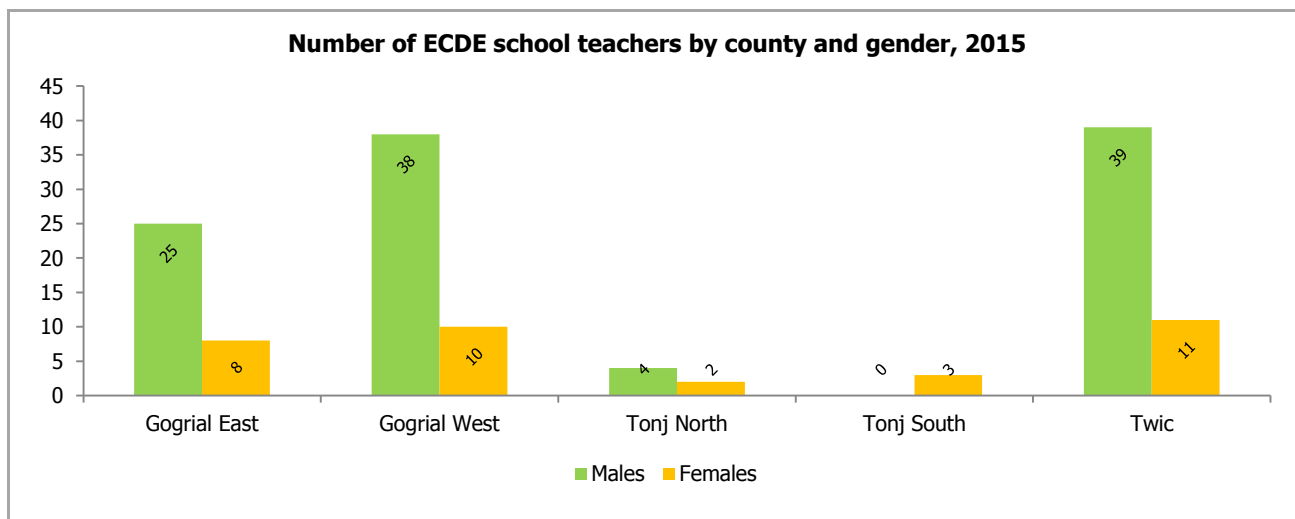
Number of ECDE schools with and without meals by county, 2015



5.2.2. Teachers

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

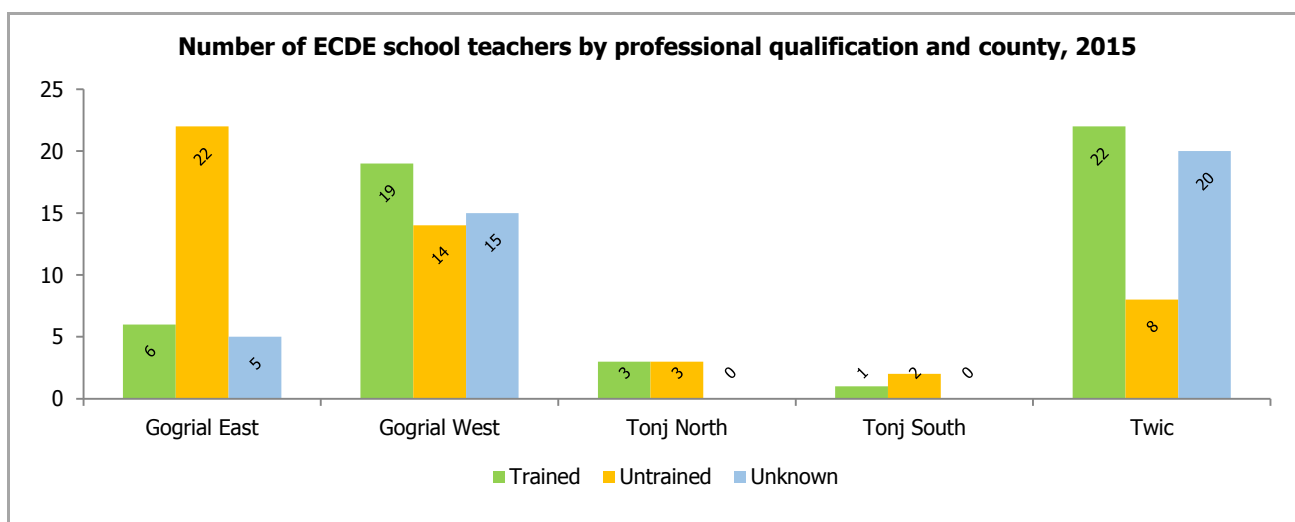
County	Total	Male		Female	
		Count	% total	Count	% total
Gogrial East	33	25	75.8%	8	24.2%
Gogrial West	48	38	79.2%	10	20.8%
Tonj North	6	4	66.7%	2	33.3%
Tonj South	3	0	0.0%	3	100.0%
Twic	50	39	78.0%	11	22.0%
Total	140	106	75.7%	34	24.3%



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

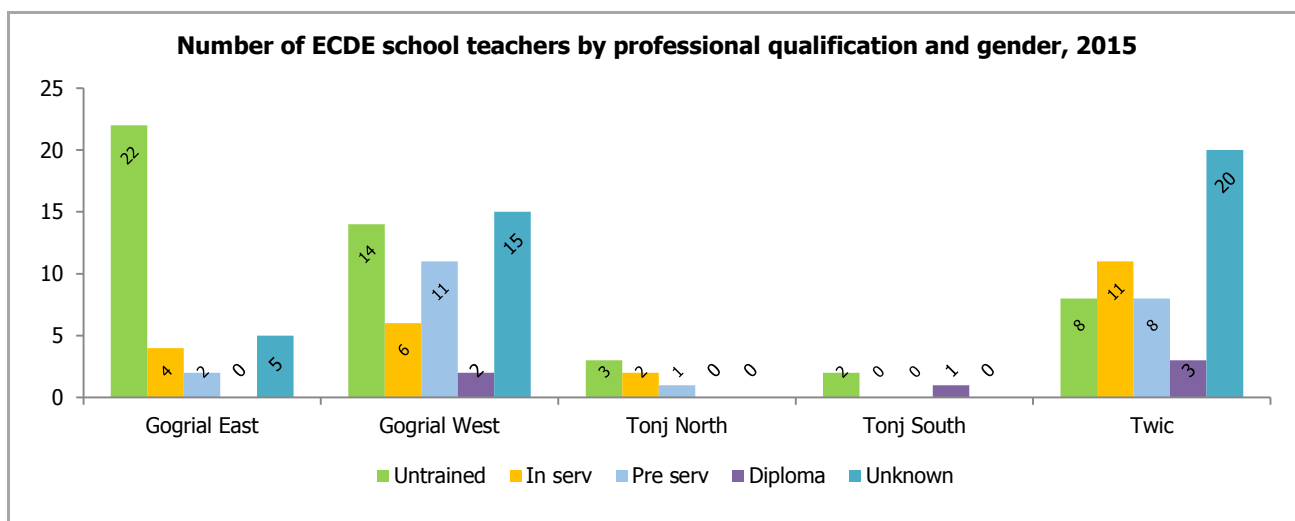
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Gogrial East	33	6	18.2%	22	66.7%	5	15.2%
Gogrial West	48	19	39.6%	14	29.2%	15	31.3%
Tonj North	6	3	50.0%	3	50.0%	0	0.0%
Tonj South	3	1	33.3%	2	66.7%	0	0.0%
Twic	50	22	44.0%	8	16.0%	20	40.0%
Total	140	51	36.4%	49	35.0%	40	28.6%

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



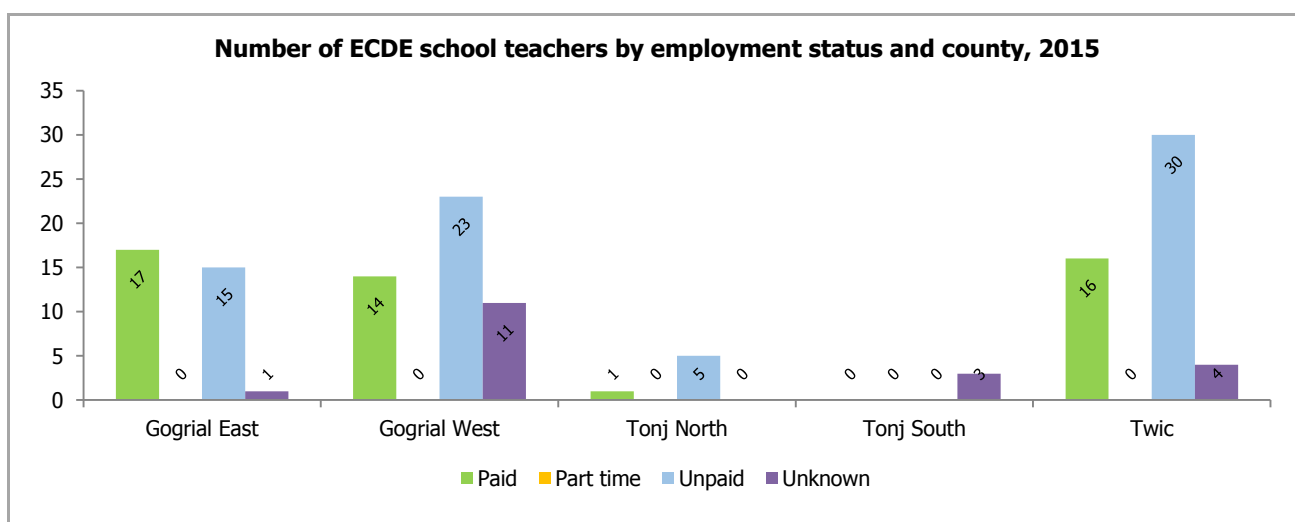
Number and % of ECDE school teachers by professional qualification and county, 2015

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Gogrial East	33	22	66.7%	4	12.1%	2	6.1%	0	0.0%	5	15.2%
Gogrial West	48	14	29.2%	6	12.5%	11	22.9%	2	4.2%	15	31.3%
Tonj North	6	3	50.0%	2	33.3%	1	16.7%	0	0.0%	0	0.0%
Tonj South	3	2	66.7%	0	0.0%	0	0.0%	1	33.3%	0	0.0%
Twic	50	8	16.0%	11	22.0%	8	16.0%	3	6.0%	20	40.0%
Total	140	49	52.1%	23	24.5%	22	23.4%	6	4.3%	40	28.6%



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

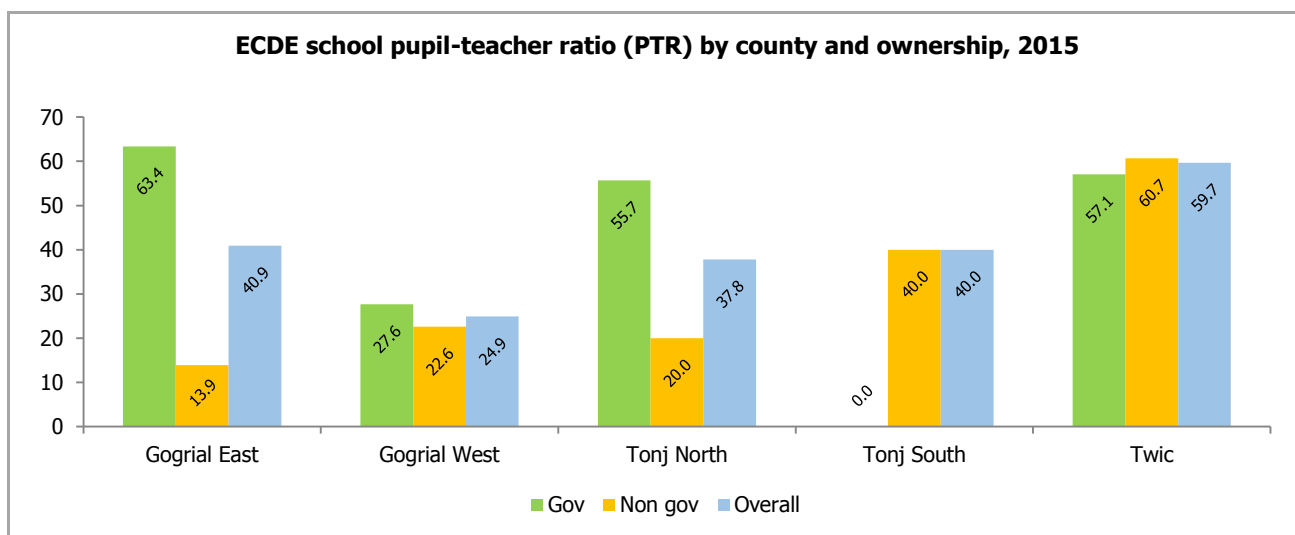
County	Total	Paid		Part time		Unpaid		Unknown	
		Count	%	Count	%	Count	%	Count	%
Gogrial East	33	17	51.5%	0	0.0%	15	45.5%	1	3.0%
Gogrial West	48	14	29.2%	0	0.0%	23	47.9%	11	22.9%
Tonj North	6	1	16.7%	0	0.0%	5	83.3%	0	0.0%
Tonj South	3	0	0.0%	0	0.0%	0	0.0%	3	100.0%
Twic	50	16	32.0%	0	0.0%	30	60.0%	4	8.0%
Total	140	48	34.3%	0	0.0%	73	52.1%	19	13.6%



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

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Gogrial East	1,350	33	40.9	1,141	18	63.4	209	15	13.9
Gogrial West	1,195	48	24.9	608	22	27.6	587	26	22.6
Tonj North	227	6	37.8	167	3	55.7	60	3	20.0
Tonj South	120	3	40.0	0	0	0.0	120	3	40.0
Twic	2,983	50	59.7	799	14	57.1	2,184	36	60.7
Total	5,875	140	42.0	2,715	57	47.6	3,160	83	38.1

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

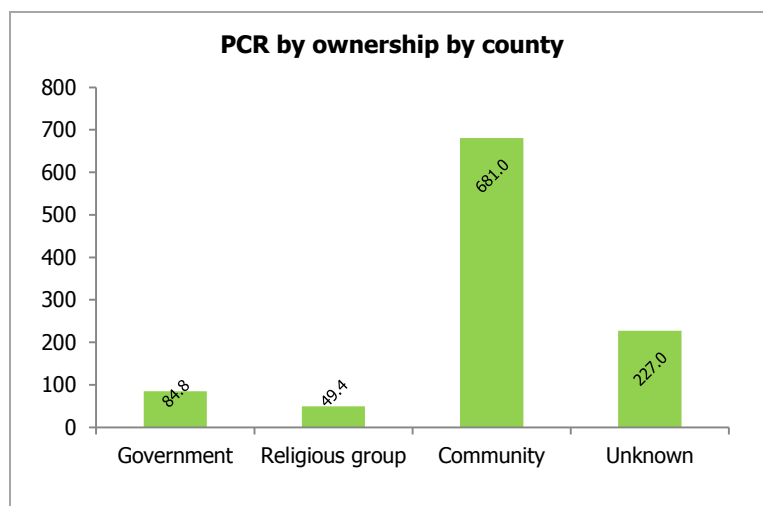


5.2.3. Classrooms

Number of ECDE schools classrooms and PCR by ownership

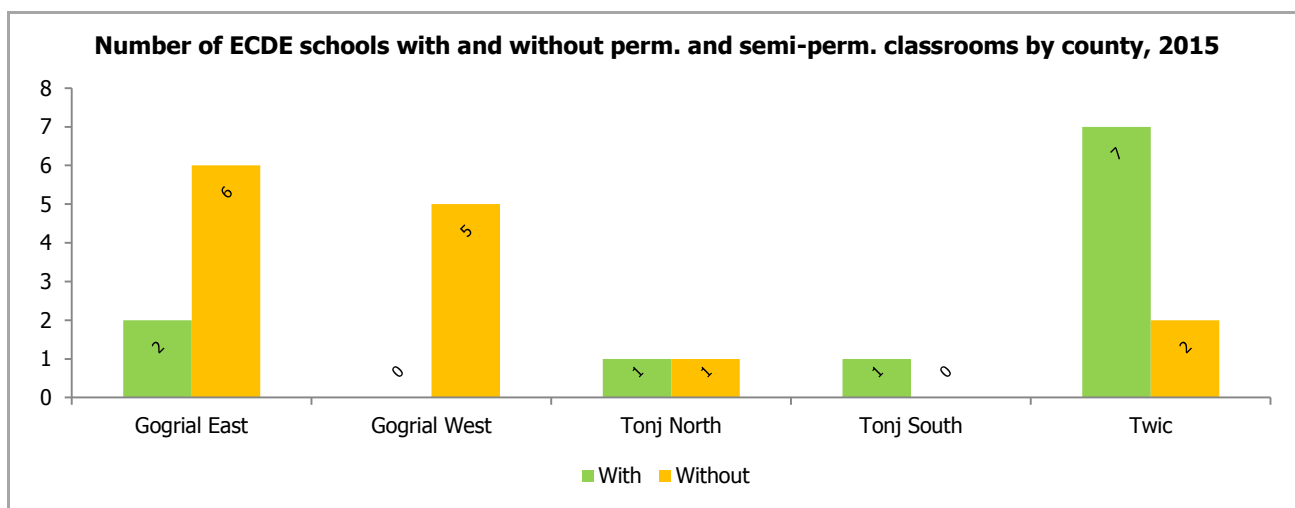
Ownership	Classrooms	PCR
Government	49	84.8
Religious group	18	49.4
Community	9	681.0
Unknown	18	227.0
Total	94	101.3

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



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

County	Schools	With perm and semi-perm		Without perm and semi-perm	
		Count	% total	Count	% total
Gogrial East	8	2	25.0%	6	75.0%
Gogrial West	5	0	0.0%	5	100.0%
Tonj North	2	1	50.0%	1	50.0%
Tonj South	1	1	100.0%	0	0.0%
Twic	9	7	77.8%	2	22.2%
Total	25	11	44.0%	14	56.0%



5.2.4. Curriculum and Instruction

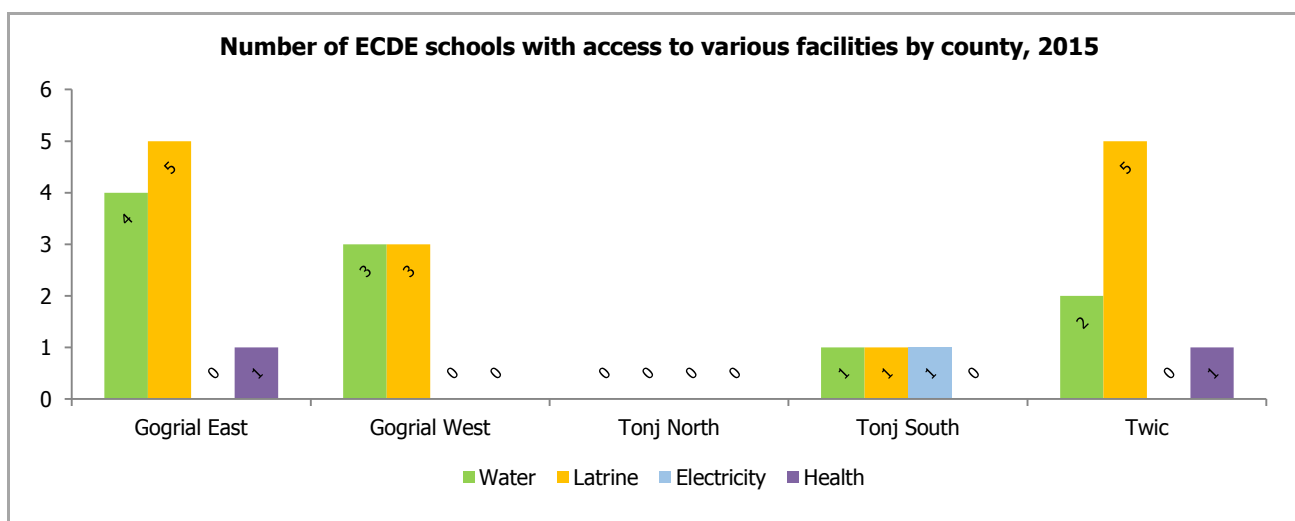
Number of ECDE schools by language of instruction and grade, 2015

Language	Baby/Infant	Nursery/Middle	Top/Graduate
English	15	18	17
Arabic	0	0	0
Mother Tongue	19	14	12
Other	0	0	0

5.2.5. Facilities

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

County	Schools	Water		Latrine		Electricity		Health Centre	
		Count	%	Count	%	Count	%	Count	%
Gogrial East	8	4	50.0%	5	62.5%	0	0.0%	1	12.5%
Gogrial West	5	3	60.0%	3	60.0%	0	0.0%	0	0.0%
Tonj North	2	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Tonj South	1	1	100.0%	1	100.0%	1	100.0%	0	0.0%
Twic	9	2	22.2%	5	55.6%	0	0.0%	1	11.1%
Total	25	10	40.0%	14	56.0%	1	4.0%	2	8.0%



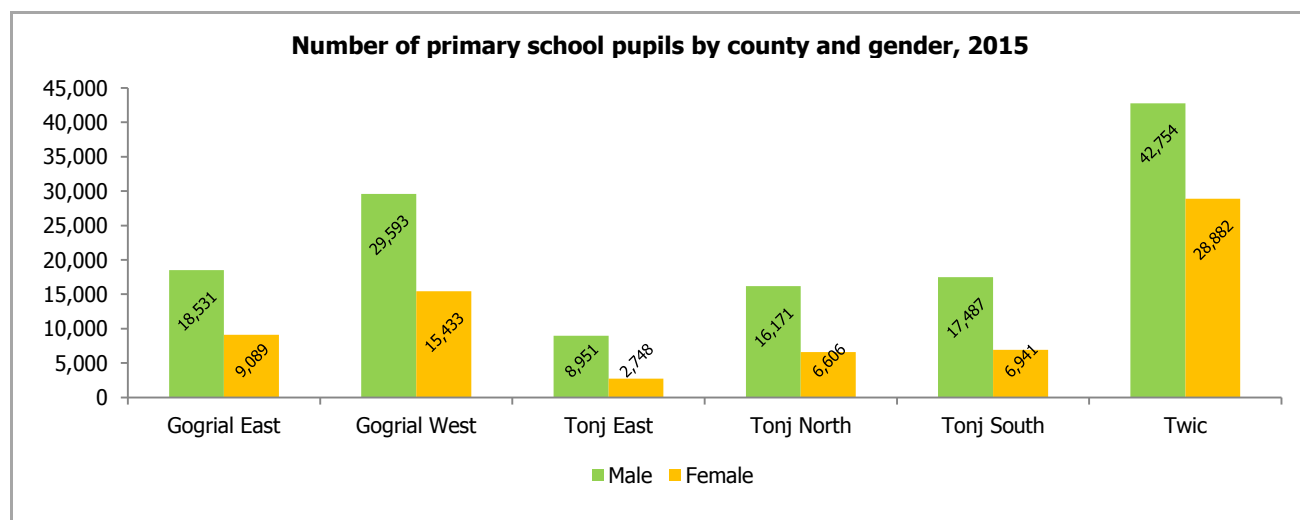
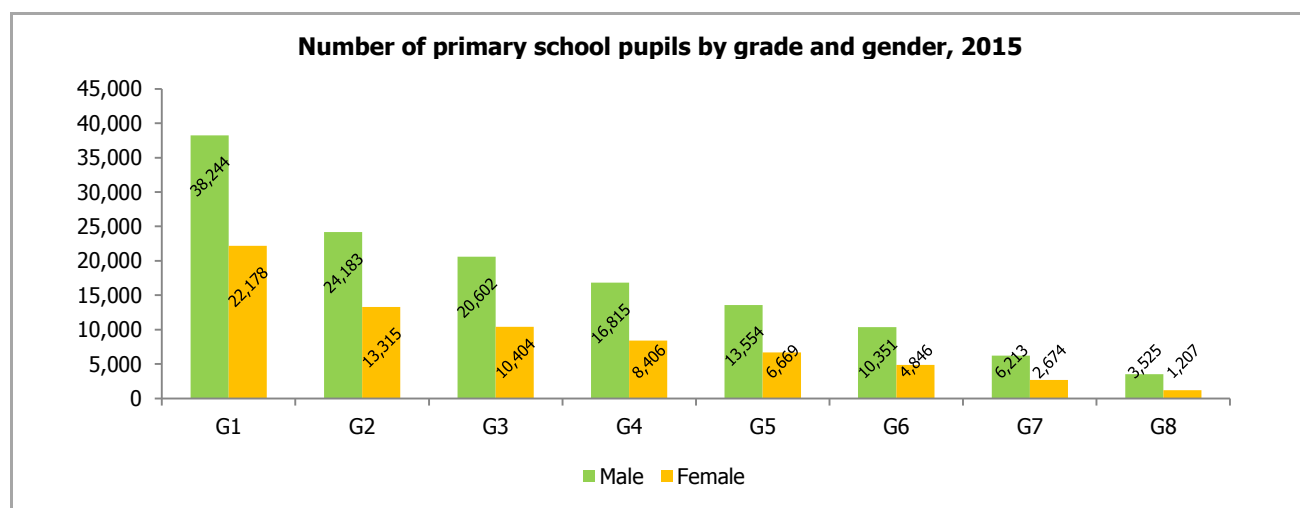
6. PRIMARY SCHOOL (PRI), 2015

6.1. Access

6.1.1. Enrolment

Number of primary school pupils by county and grade, 2015

County	Total	P1	P2	P3	P4	P5	P6	P7	P8
Gogrial East	27,620	8,194	5,362	4,360	3,441	2,663	1,701	1,144	755
Gogrial West	45,026	13,459	7,656	6,496	5,667	4,575	3,518	2,225	1,430
Tonj East	11,699	4,435	2,539	1,667	1,174	839	584	309	152
Tonj North	22,777	8,180	4,417	3,697	2,551	1,704	1,101	728	399
Tonj South	24,428	6,565	4,488	3,474	3,126	2,327	2,033	1,544	871
Twic	71,636	19,589	13,036	11,312	9,262	8,115	6,260	2,937	1,125
Total	203,18	60,422	37,498	31,006	25,221	20,223	15,197	8,887	4,732

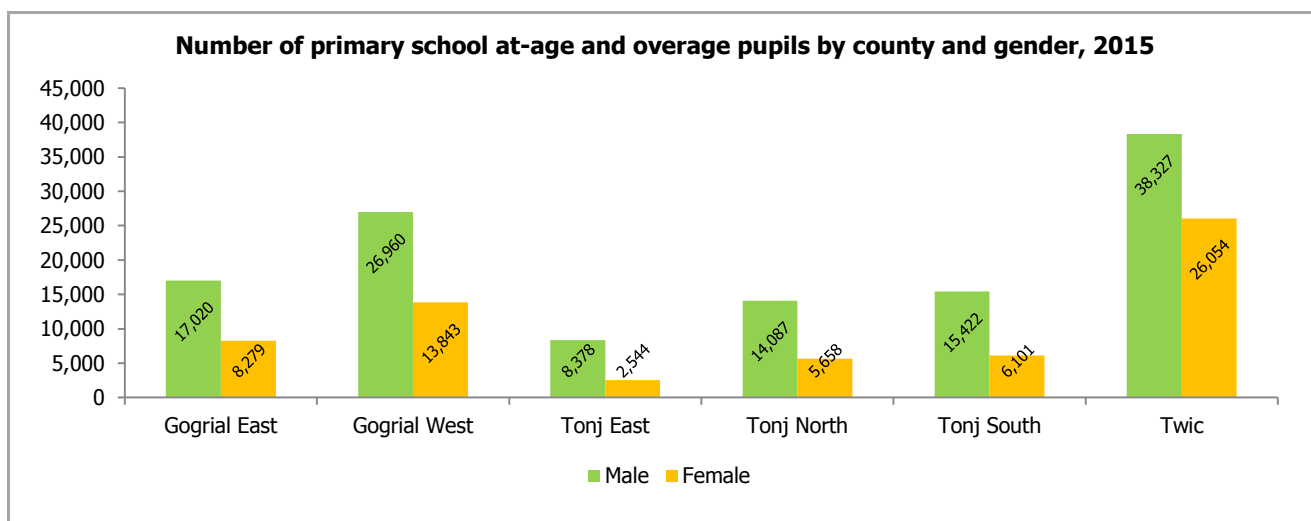


6.1.2. Overage Pupils

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

County	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
Gogrial East	2,321	25,299	91.6%	1,511	17,020	91.8%	810	8,279	91.1%
Gogrial West	4,223	40,803	90.6%	2,633	26,960	91.1%	1,590	13,843	89.7%
Tonj East	777	10,922	93.4%	573	8,378	93.6%	204	2,544	92.6%
Tonj North	3,032	19,745	86.7%	2,084	14,087	87.1%	948	5,658	85.6%
Tonj South	2,905	21,523	88.1%	2,065	15,422	88.2%	840	6,101	87.9%
Twic	7,255	64,381	89.9%	4,427	38,327	89.6%	2,828	26,054	90.2%
Total	20,513	182,673	89.9%	13,293	120,194	90.0%	7,220	62,479	89.6%

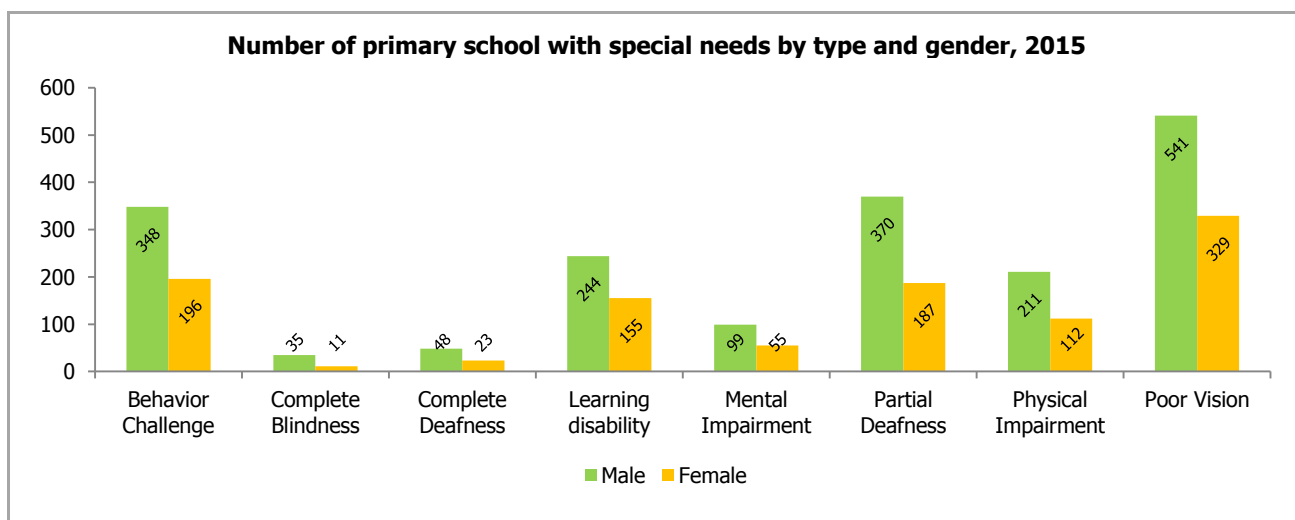
* "At age" includes under-age and at-age pupils.



6.1.3. Pupils with Special Needs

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

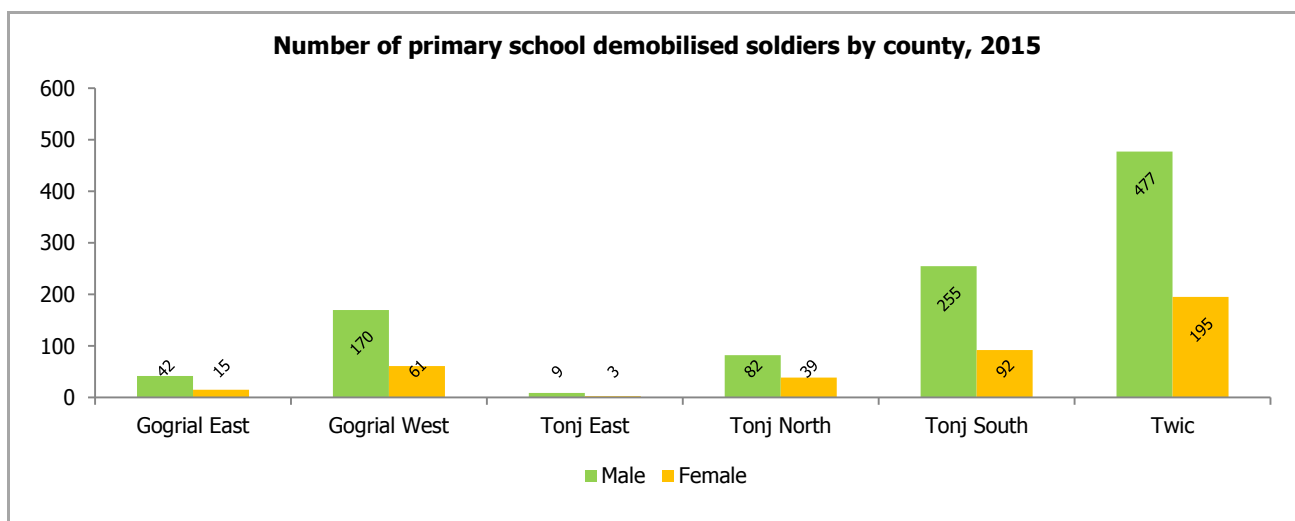
County	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
Gogrial East	27,620	440	1.6%	18,531	277	1.5%	9,089	163	1.8%
Gogrial West	45,026	611	1.4%	29,593	392	1.3%	15,433	219	1.4%
Tonj East	11,699	179	1.5%	8,951	116	1.3%	2,748	63	2.3%
Tonj North	22,777	239	1.0%	16,171	175	1.1%	6,606	64	1.0%
Tonj South	24,428	264	1.1%	17,487	183	1.0%	6,941	81	1.2%
Twic	71,636	1,231	1.7%	42,754	753	1.8%	28,882	478	1.7%
Total	203,186	2,964	1.4%	133,487	1,896	1.4%	69,699	1,068	1.5%



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

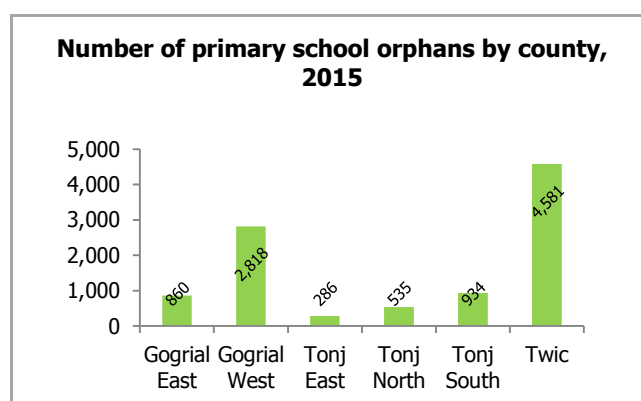
Number and % of primary school demobilised soldiers by county and gender, 2015

County	Total			Male			Female		
	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %
Gogrial East	27,620	57	0.2%	18,531	42	0.2%	9,089	15	0.2%
Gogrial West	45,026	231	0.5%	29,593	170	0.6%	15,433	61	0.4%
Tonj East	11,699	12	0.1%	8,951	9	0.1%	2,748	3	0.1%
Tonj North	22,777	121	0.5%	16,171	82	0.5%	6,606	39	0.6%
Tonj South	24,428	347	1.4%	17,487	255	1.5%	6,941	92	1.3%
Twic	71,636	672	0.9%	42,754	477	1.1%	28,882	195	0.7%
Total	203,186	1,440	0.7%	133,487	1,035	0.8%	69,699	405	0.6%



Number and % of primary school orphans by county, 2015

County	Student	Pupils	
		Count	% enrolment
Gogrial East	27,620	860	3.1%
Gogrial West	45,026	2,818	6.3%
Tonj East	11,699	286	2.4%
Tonj North	22,777	535	2.3%
Tonj South	24,428	934	3.8%
Twic	71,636	4,581	6.4%
Total	203,186	10,014	4.9%



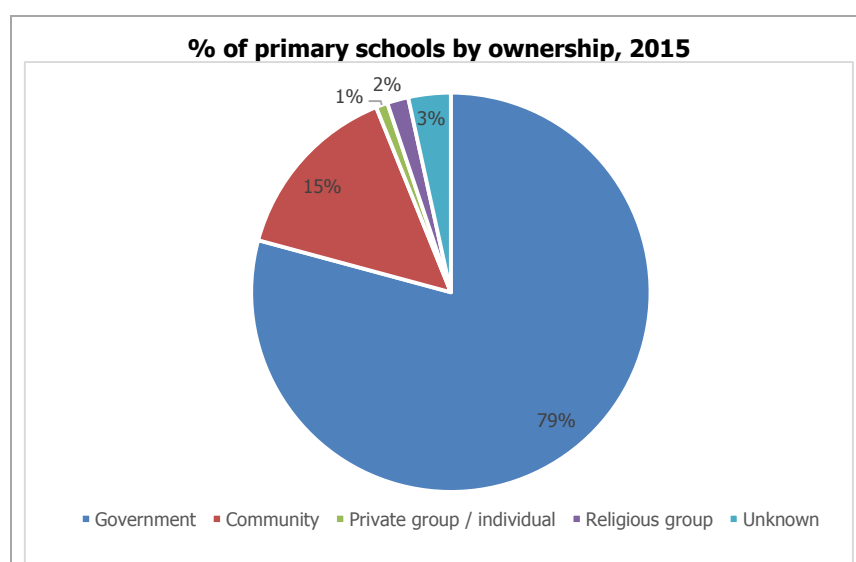
6.2. Resources

6.2.1. Schools

Number of primary schools by ownership, 2015

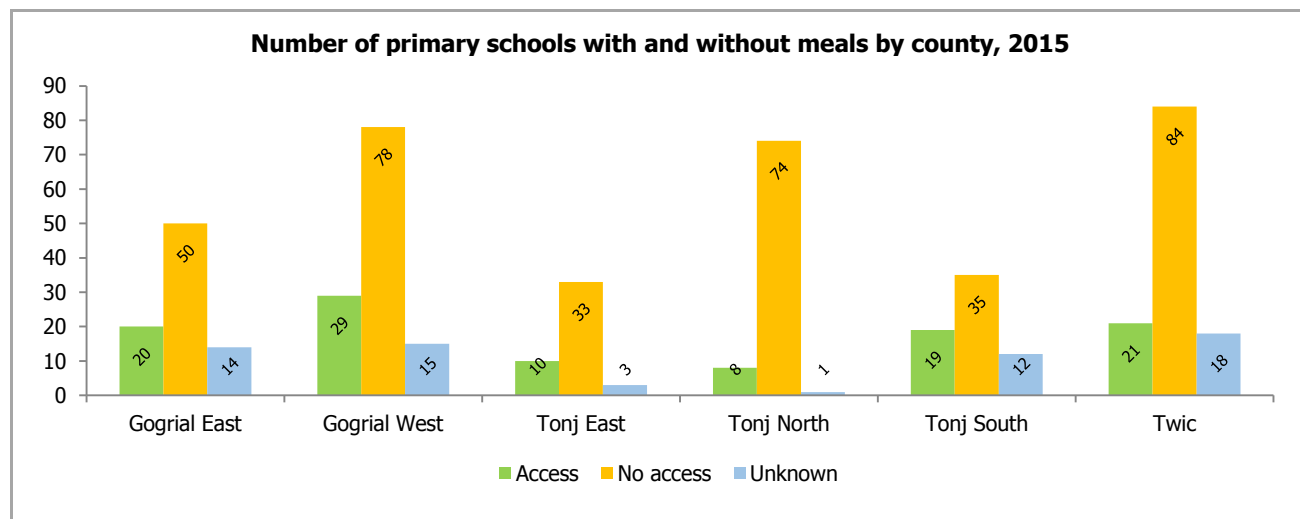
Ownership	Schools
Government	415
Community	77
Private group / individual	5
Religious group	9
Unknown	18
Total	524

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



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

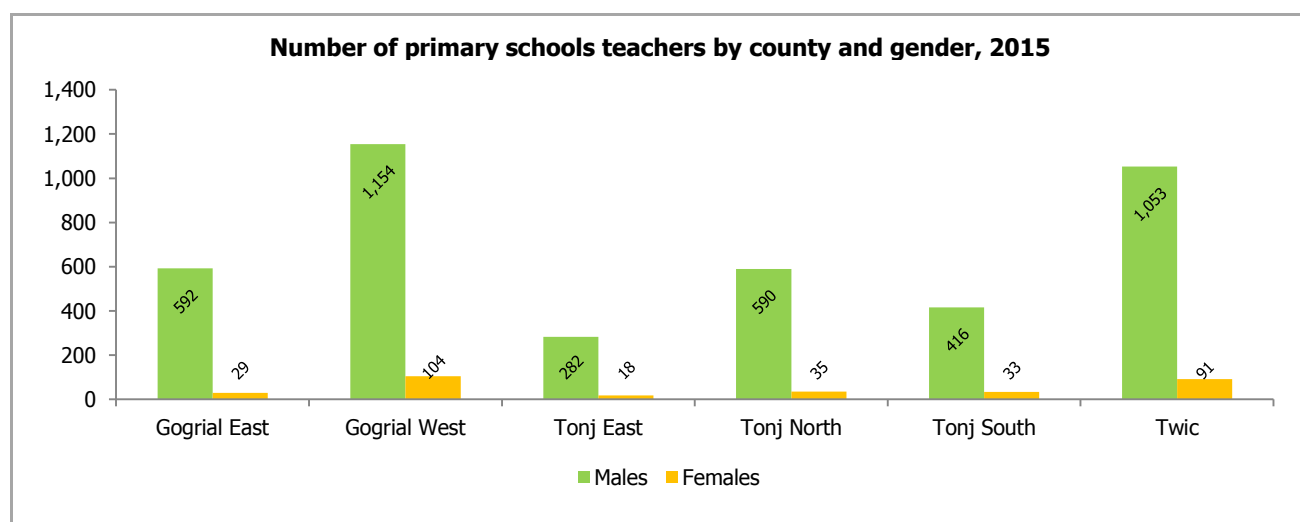
County	Schools	Schools with meals		Schools without meals		Unknown	
		Count	%	Count	%	Count	%
Gogrial East	84	20	23.8%	50	59.5%	14	16.7%
Gogrial West	122	29	23.8%	78	63.9%	15	12.3%
Tonj East	46	10	21.7%	33	71.7%	3	6.5%
Tonj North	83	8	9.6%	74	89.2%	1	1.2%
Tonj South	66	19	28.8%	35	53.0%	12	18.2%
Twic	123	21	17.1%	84	68.3%	18	14.6%
Total	524	107	20.4%	354	67.6%	63	12.0%



6.2.2. Teachers

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

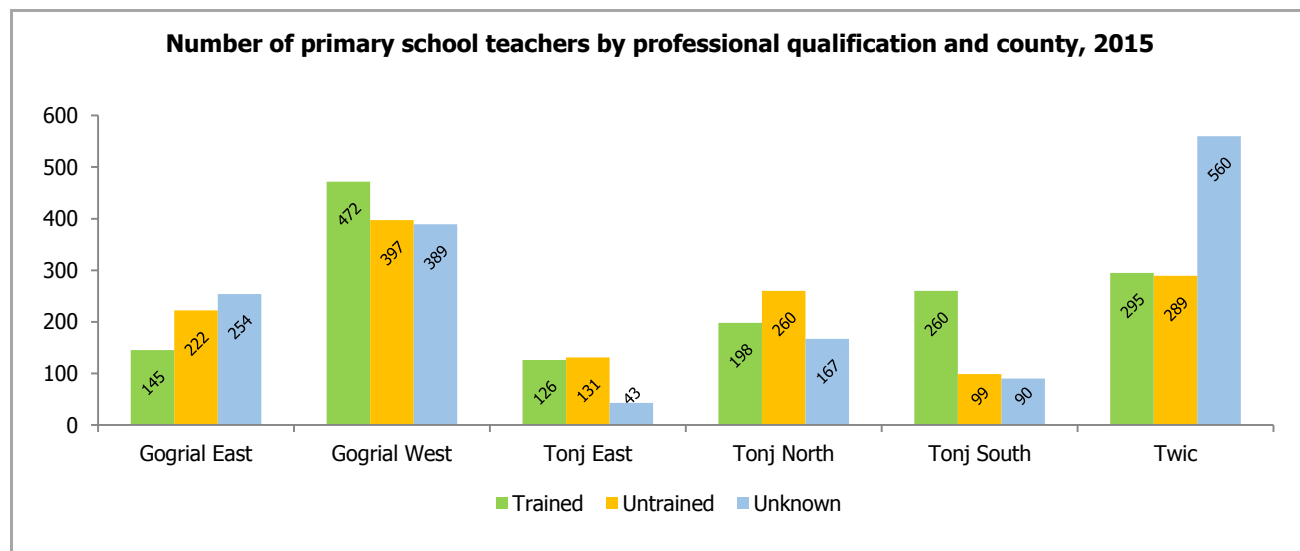
County	Total	Male		Female	
		Count	% total	Count	% total
Gogrial East	621	592	95.3%	29	4.7%
Gogrial West	1,258	1,154	91.7%	104	8.3%
Tonj East	300	282	94.0%	18	6.0%
Tonj North	625	590	94.4%	35	5.6%
Tonj South	449	416	92.7%	33	7.3%
Twic	1,144	1,053	92.0%	91	8.0%
Total	4,397	4,087	92.9%	310	7.1%



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

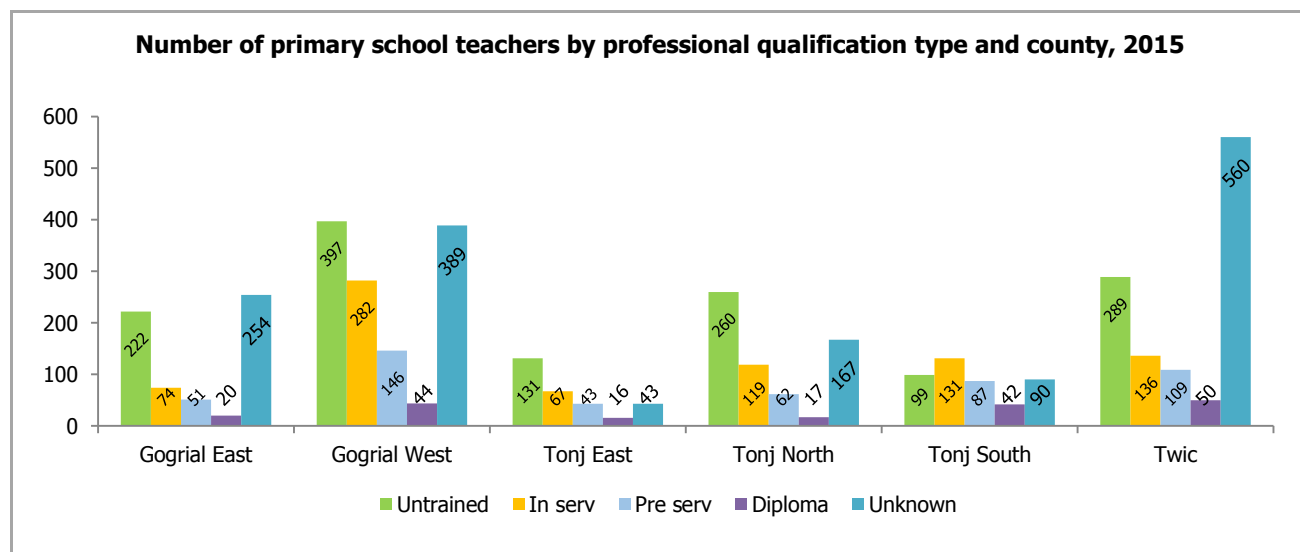
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Gogrial East	621	145	23.3%	222	35.7%	254	40.9%
Gogrial West	1,258	472	37.5%	397	31.6%	389	30.9%
Tonj East	300	126	42.0%	131	43.7%	43	14.3%
Tonj North	625	198	31.7%	260	41.6%	167	26.7%
Tonj South	449	260	57.9%	99	22.0%	90	20.0%
Twic	1,144	295	25.8%	289	25.3%	560	49.0%
Total	4,397	1,496	34.0%	1,398	31.8%	1,503	34.2%

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



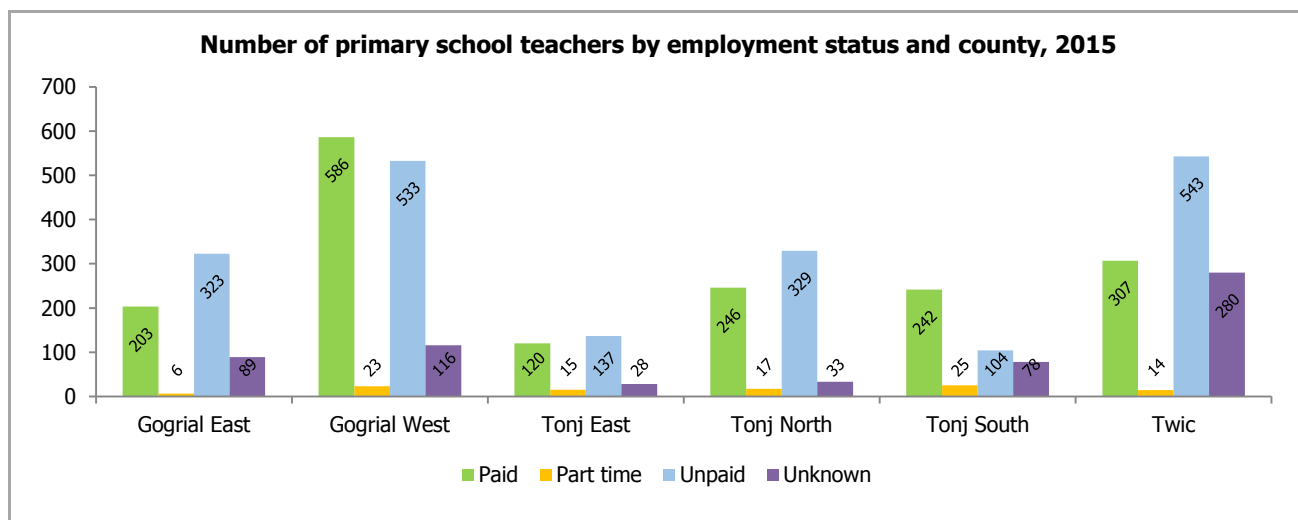
Number and % of primary school teachers by county and qualification type, 2015

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Gogrial East	621	222	35.7%	74	11.9%	51	8.2%	20	3.2%	254	40.9%
Gogrial West	1,258	397	31.6%	282	22.4%	146	11.6%	44	3.5%	389	30.9%
Tonj East	300	131	43.7%	67	22.3%	43	14.3%	16	5.3%	43	14.3%
Tonj North	625	260	41.6%	119	19.0%	62	9.9%	17	2.7%	167	26.7%
Tonj South	449	99	22.0%	131	29.2%	87	19.4%	42	9.4%	90	20.0%
Twic	1,144	289	25.3%	136	11.9%	109	9.5%	50	4.4%	560	49.0%
Total	4,397	1,398	31.8%	809	18.4%	498	11.3%	189	4.3%	1,503	34.2%



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

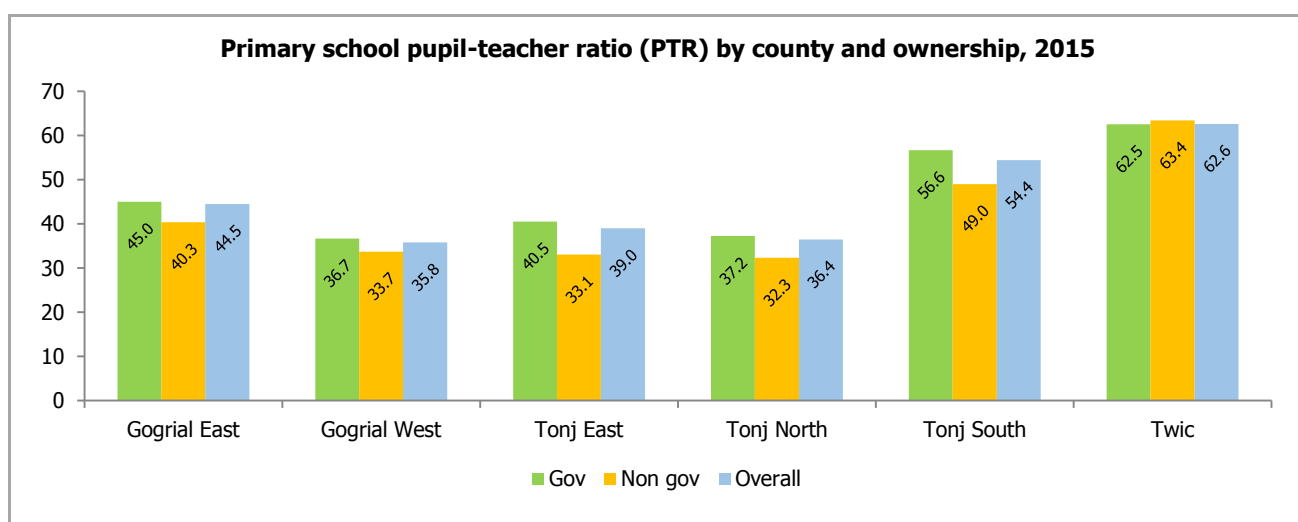
County	Total	Paid		Part time		Unpaid		Unknown	
		Count	%	Count	%	Count	%	Count	%
Gogrial East	621	203	32.7%	6	1.0%	323	52.0%	89	14.3%
Gogrial West	1,258	586	46.6%	23	1.8%	533	42.4%	116	9.2%
Tonj East	300	120	40.0%	15	5.0%	137	45.7%	28	9.3%
Tonj North	625	246	39.4%	17	2.7%	329	52.6%	33	5.3%
Tonj South	449	242	53.9%	25	5.6%	104	23.2%	78	17.4%
Twic	1,144	307	26.8%	14	1.2%	543	47.5%	280	24.5%
Total	4,397	1,704	38.8%	100	2.3%	1,969	44.8%	624	14.2%



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

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Gogrial East	27,620	621	44.5	24,917	554	45.0	2,703	67	40.3
Gogrial West	45,026	1,258	35.8	32,344	882	36.7	12,682	376	33.7
Tonj East	11,699	300	39.0	9,715	240	40.5	1,984	60	33.1
Tonj North	22,777	625	36.4	19,546	525	37.2	3,231	100	32.3
Tonj South	24,428	449	54.4	18,008	318	56.6	6,420	131	49.0
Twic	71,636	1,144	62.6	62,259	996	62.5	9,377	148	63.4
Total	203,186	4,397	46.2	166,789	3,515	47.5	36,397	882	41.3

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

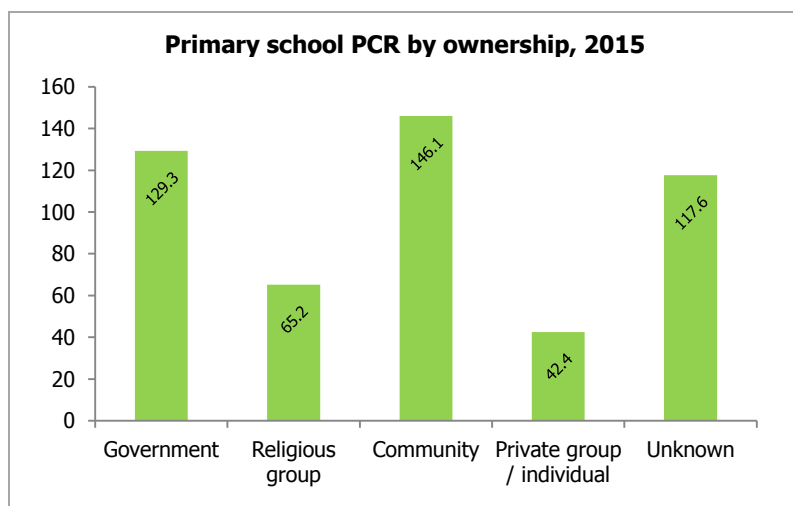


6.2.3. Classrooms

Number of primary schools classrooms and PCR by ownership

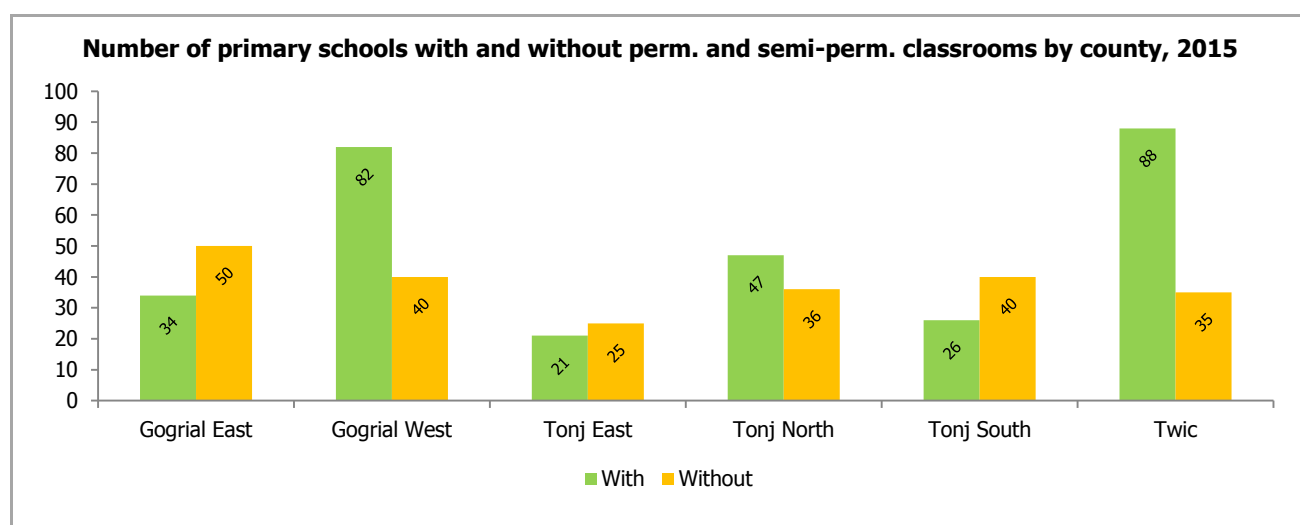
Ownership	Classrooms	PCR
Government	2,667	129.3
Religious group	58	65.2
Community	435	146.1
Private group / individual	45	42.4
Unknown	120	117.6
Total	3,325	126.5

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



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

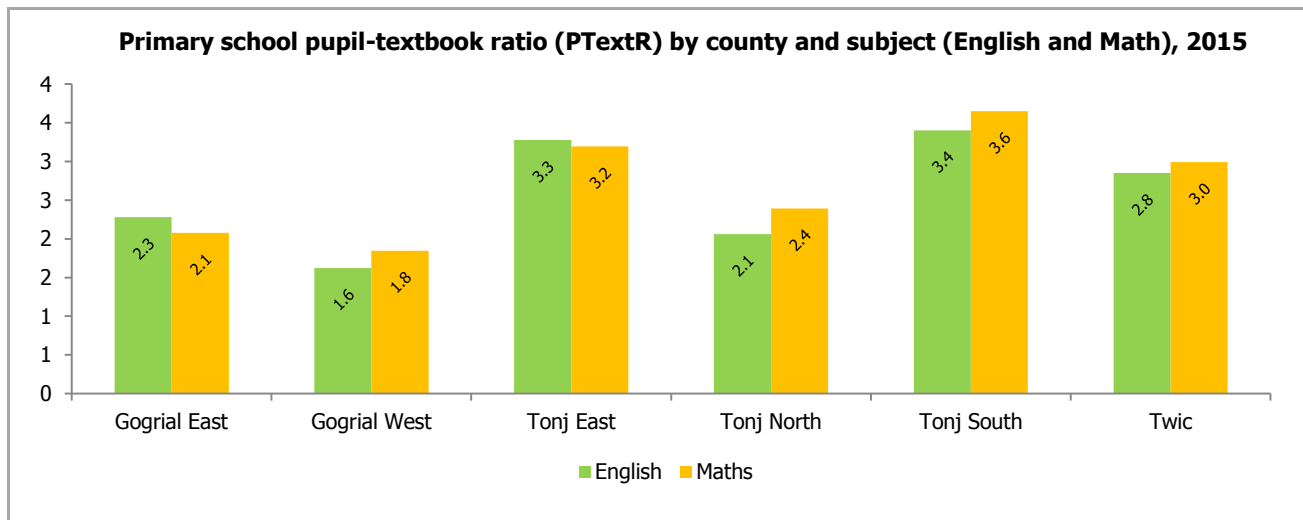
County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Gogrial East	84	34	40.5%	50	59.5%
Gogrial West	122	82	67.2%	40	32.8%
Tonj East	46	21	45.7%	25	54.3%
Tonj North	83	47	56.6%	36	43.4%
Tonj South	66	26	39.4%	40	60.6%
Twic	123	88	71.5%	35	28.5%
Total	524	298	56.9%	226	43.1%



6.2.4. Curriculum and Instruction

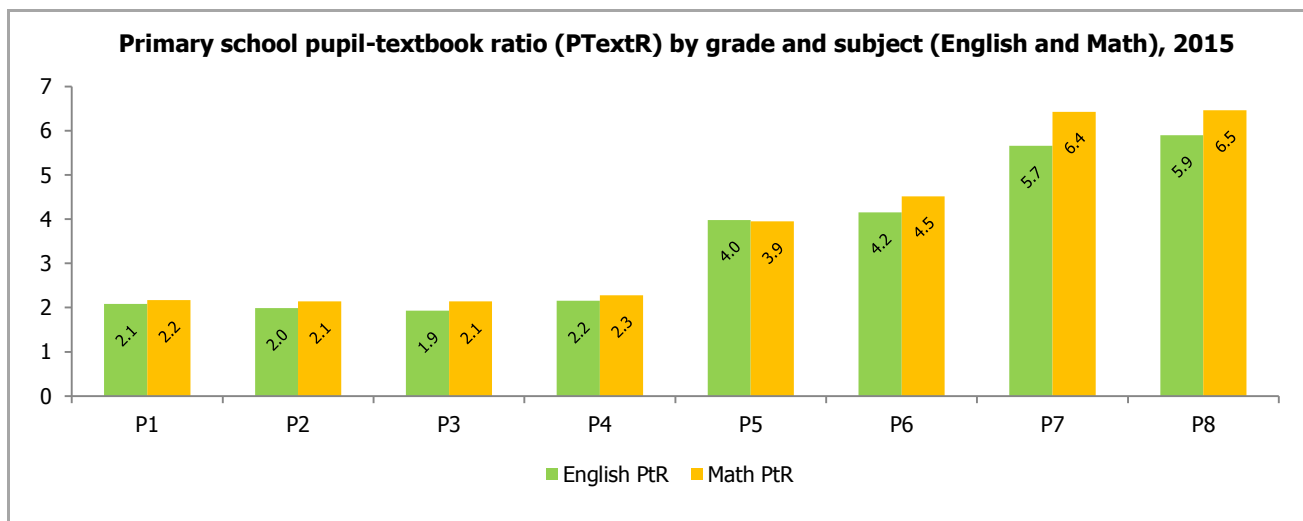
Primary school pupil-textbook ratio (PTextR) by county and subject (English and Math), 2015

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Gogrial East	27,620	12,109	2.3	13,285	2.1
Gogrial West	45,026	27,734	1.6	24,384	1.8
Tonj East	11,699	3,570	3.3	3,660	3.2
Tonj North	22,777	11,044	2.1	9,520	2.4
Tonj South	24,428	7,179	3.4	6,694	3.6
Twic	71,636	25,137	2.8	23,946	3.0
Total	203,186	86,773	2.3	81,489	2.5



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	60,422	29,000	2.1	27,833	2.2
P2	37,498	18,869	2.0	17,493	2.1
P3	31,006	16,078	1.9	14,505	2.1
P4	25,221	11,711	2.2	11,058	2.3
P5	20,223	5,083	4.0	5,122	3.9
P6	15,197	3,660	4.2	3,364	4.5
P7	8,887	1,570	5.7	1,382	6.4
P8	4,732	802	5.9	732	6.5
Total	203,186	86,773	2.3	81,489	2.5



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

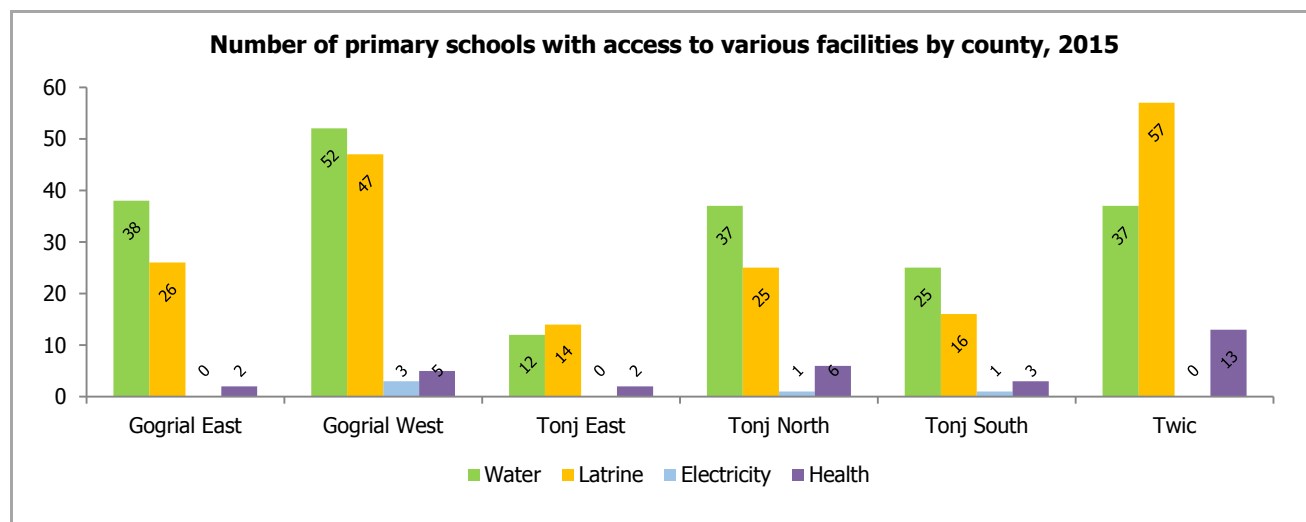
Language	P1	P2	P3	P4	P5	P6	P7	P8
English	225	241	281	375	404	330	207	123
Arabic	6	5	4	5	12	8	7	5
Mother tongue	438	421	359	205	64	35	16	10
Other	5	5	4	5	2	2	2	2

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

6.2.5. Facilities

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

County	Schools	Water		Latrine		Electricity		Health Centre	
		Count	%	Count	%	Count	%	Count	%
Gogrial East	84	38	45.2%	26	31.0%	0	0.0%	2	2.4%
Gogrial West	122	52	42.6%	47	38.5%	3	2.5%	5	4.1%
Tonj East	46	12	26.1%	14	30.4%	0	0.0%	2	4.3%
Tonj North	83	37	44.6%	25	30.1%	1	1.2%	6	7.2%
Tonj South	66	25	37.9%	16	24.2%	1	1.5%	3	4.5%
Twic	123	37	30.1%	57	46.3%	0	0.0%	13	10.6%
Total	524	201	38.4%	185	35.3%	5	1.0%	31	5.9%



6.3. Student Flow

6.3.1. Promotion Rate

Primary school promotion rate by county and grade, 2015

County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Gogrial East	61.2%	74.8%	87.9%	87.4%	80.9%	77.9%	79.2%
Gogrial West	61.4%	68.1%	83.0%	82.8%	84.3%	74.6%	70.0%
Tonj East	60.9%	55.7%	60.8%	59.6%	69.6%	59.5%	59.0%
Tonj North	58.3%	76.0%	77.5%	72.1%	75.7%	77.6%	68.8%
Tonj South	71.9%	82.5%	87.4%	84.2%	90.0%	89.8%	85.5%
Twic	67.4%	77.6%	80.1%	78.7%	72.3%	55.4%	49.7%
Total	63.7%	73.4%	80.8%	79.3%	77.8%	67.8%	65.5%

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

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

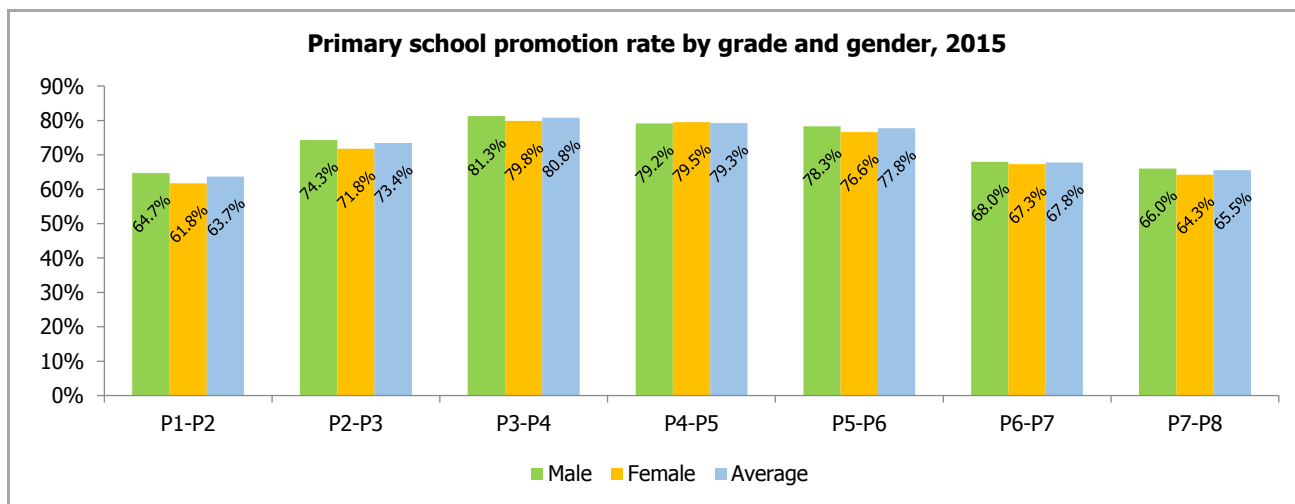
County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Gogrial East	62.4%	73.2%	85.9%	85.0%	80.7%	77.6%	77.3%
Gogrial West	62.7%	68.6%	83.4%	82.5%	84.9%	72.3%	69.0%
Tonj East	62.8%	58.4%	64.1%	62.6%	71.2%	58.6%	60.3%
Tonj North	57.9%	77.1%	79.4%	74.4%	76.3%	78.3%	67.9%
Tonj South	74.6%	83.7%	87.5%	83.5%	87.6%	89.7%	85.6%
Twic	68.8%	79.9%	80.9%	78.7%	72.8%	55.1%	50.7%
Total	64.7%	74.3%	81.3%	79.2%	78.3%	68.0%	66.0%

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

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

County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Gogrial East	58.9%	78.2%	92.5%	93.8%	81.5%	78.8%	86.0%
Gogrial West	59.1%	67.1%	82.3%	83.6%	83.1%	80.1%	72.8%
Tonj East	56.8%	47.2%	48.6%	47.7%	63.1%	65.3%	42.9%
Tonj North	60.0%	73.2%	71.9%	64.8%	73.9%	75.0%	72.3%
Tonj South	65.1%	79.3%	87.2%	86.1%	97.9%	90.0%	85.5%
Twic	65.5%	74.4%	79.0%	78.6%	71.4%	55.9%	47.8%
Total	61.8%	71.8%	79.8%	79.5%	76.6%	67.3%	64.3%

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



6.3.2. Repetition Rate

Primary school repetition rate by county and grade, 2015

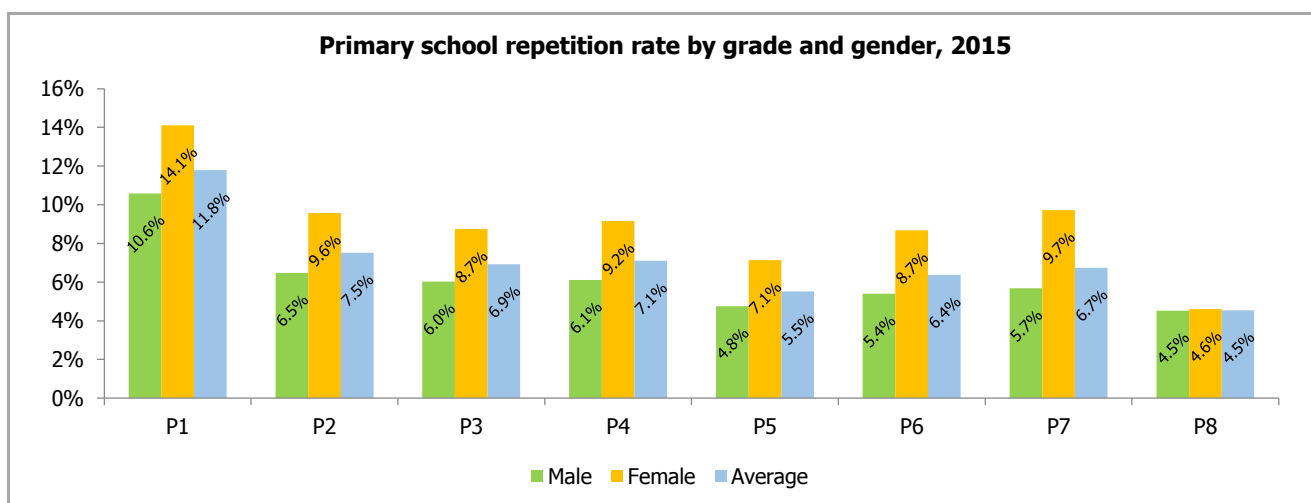
County	P1	P2	P3	P4	P5	P6	P7	P8
Gogrial East	11.0%	6.0%	6.0%	6.8%	4.7%	6.4%	3.4%	0.9%
Gogrial West	13.9%	7.8%	7.2%	6.6%	5.7%	5.9%	6.2%	3.6%
Tonj East	6.5%	5.9%	6.1%	4.9%	4.4%	3.2%	5.0%	0.0%
Tonj North	12.1%	7.9%	7.3%	6.5%	6.3%	5.0%	4.5%	4.2%
Tonj South	11.7%	8.8%	8.6%	9.6%	5.3%	4.2%	6.2%	7.8%
Twic	11.8%	7.9%	6.6%	7.3%	5.7%	8.2%	10.4%	5.4%
Total	11.8%	7.5%	6.9%	7.1%	5.5%	6.4%	6.7%	4.5%

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

County	P1	P2	P3	P4	P5	P6	P7	P8
Gogrial East	9.4%	4.9%	5.6%	5.2%	3.9%	5.9%	3.3%	0.9%
Gogrial West	12.4%	6.5%	5.9%	5.8%	4.7%	4.2%	5.3%	3.6%
Tonj East	5.8%	5.0%	5.5%	4.6%	4.1%	2.8%	5.4%	0.0%
Tonj North	10.6%	7.0%	6.6%	5.7%	6.1%	4.5%	4.5%	3.8%
Tonj South	10.4%	7.7%	6.6%	7.7%	4.3%	3.5%	6.0%	7.8%
Twic	11.2%	7.1%	6.0%	6.6%	5.1%	7.5%	8.1%	5.8%
Total	10.6%	6.5%	6.0%	6.1%	4.8%	5.4%	5.7%	4.5%

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

County	P1	P2	P3	P4	P5	P6	P7	P8
Gogrial East	14.4%	8.6%	7.1%	11.1%	7.2%	8.3%	3.8%	1.3%
Gogrial West	16.8%	10.4%	9.8%	8.4%	8.1%	9.6%	8.5%	3.7%
Tonj East	8.4%	9.2%	9.0%	6.2%	6.0%	5.7%	0.0%	0.0%
Tonj North	16.3%	10.2%	9.7%	9.5%	7.0%	6.8%	4.6%	5.0%
Tonj South	14.8%	11.9%	14.3%	14.8%	8.3%	6.3%	6.9%	5.0%
Twic	12.7%	9.0%	7.5%	8.4%	6.7%	9.4%	15.4%	4.0%
Total	14.1%	9.6%	8.7%	9.2%	7.1%	8.7%	9.7%	4.6%



6.3.3. Dropout Rate

Primary school dropout rate by county and grade, 2015

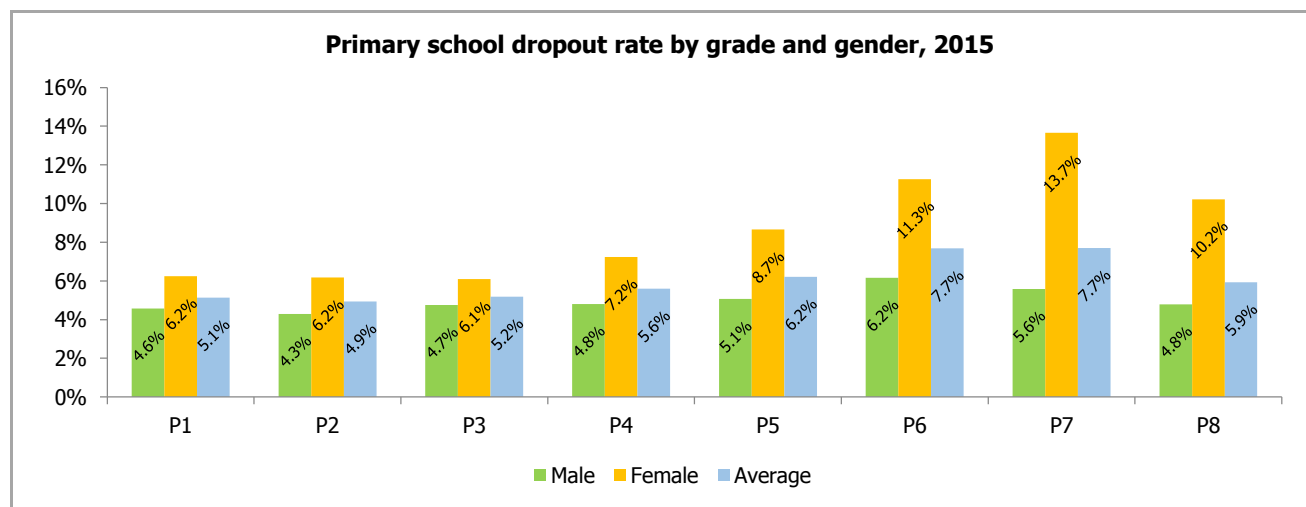
County	P1	P2	P3	P4	P5	P6	P7	P8
Gogrial East	2.3%	1.4%	1.5%	1.9%	2.7%	2.2%	4.6%	2.9%
Gogrial West	6.3%	5.6%	5.7%	6.5%	6.4%	7.0%	6.9%	8.2%
Tonj East	6.8%	8.5%	4.9%	3.6%	2.9%	3.0%	2.7%	0.3%
Tonj North	3.7%	4.6%	4.8%	5.8%	7.5%	4.6%	2.9%	13.0%
Tonj South	3.8%	3.9%	4.7%	4.7%	5.3%	4.4%	7.0%	6.8%
Twic	5.9%	5.7%	6.5%	6.7%	7.4%	12.1%	12.7%	3.7%
Total	5.1%	4.9%	5.2%	5.6%	6.2%	7.7%	7.7%	5.9%

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

County	P1	P2	P3	P4	P5	P6	P7	P8
Gogrial East	2.0%	1.3%	1.3%	1.4%	2.2%	1.5%	3.0%	2.0%
Gogrial West	5.7%	5.0%	5.1%	5.4%	4.9%	6.7%	5.7%	7.0%
Tonj East	6.0%	6.1%	4.4%	3.2%	3.2%	2.1%	2.5%	0.0%
Tonj North	3.1%	4.0%	4.5%	5.5%	6.5%	4.6%	3.1%	12.0%
Tonj South	3.5%	3.2%	3.8%	4.1%	3.8%	3.0%	5.2%	8.1%
Twic	5.4%	5.3%	6.4%	6.0%	6.4%	10.0%	8.8%	2.1%
Total	4.6%	4.3%	4.7%	4.8%	5.1%	6.2%	5.6%	4.8%

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

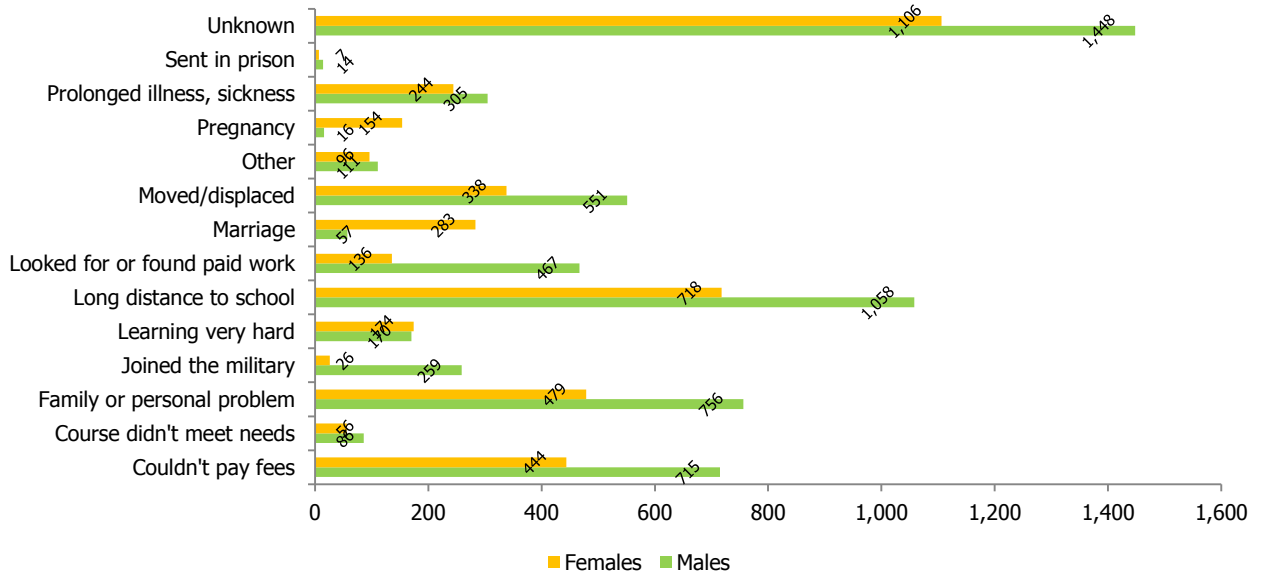
County	P1	P2	P3	P4	P5	P6	P7	P8
Gogrial East	3.1%	1.5%	2.1%	3.3%	4.1%	4.5%	10.6%	8.8%
Gogrial West	7.5%	6.6%	6.9%	8.8%	10.0%	7.9%	10.2%	12.8%
Tonj East	8.9%	17.0%	7.0%	5.4%	2.0%	8.5%	6.1%	1.8%
Tonj North	5.6%	6.2%	5.5%	6.7%	10.4%	4.7%	1.8%	13.6%
Tonj South	4.5%	5.8%	7.3%	6.4%	9.6%	9.1%	12.8%	2.3%
Twic	6.4%	6.4%	6.6%	7.9%	8.9%	15.8%	21.0%	9.0%
Total	6.2%	6.2%	6.1%	7.2%	8.7%	11.3%	13.7%	10.2%



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

Reason	Total	Male		Female	
		Count	% total	Count	% total
Couldn't pay fees	1,159	715	61.7%	444	38.3%
Course didn't meet needs	142	86	60.6%	56	39.4%
Family or personal problem	1,235	756	61.2%	479	38.8%
Joined the military	285	259	90.9%	26	9.1%
Learning very hard	344	170	49.4%	174	50.6%
Long distance to school	1,776	1,058	59.6%	718	40.4%
Looked for or found paid work	603	467	77.4%	136	22.6%
Marriage	340	57	16.8%	283	83.2%
Moved/displaced	889	551	62.0%	338	38.0%
Other	207	111	53.6%	96	46.4%
Pregnancy	170	16	9.4%	154	90.6%
Prolonged illness, sickness	549	305	55.6%	244	44.4%
Sent in prison	21	14	66.7%	7	33.3%
Unknown	2,554	1,448	56.7%	1,106	43.3%
Total	10,274	6,013	58.5%	4,261	41.5%

Number of primary school dropouts by reason and gender, 2015



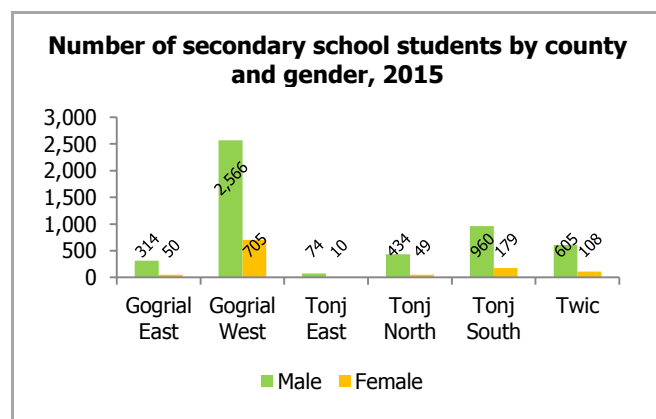
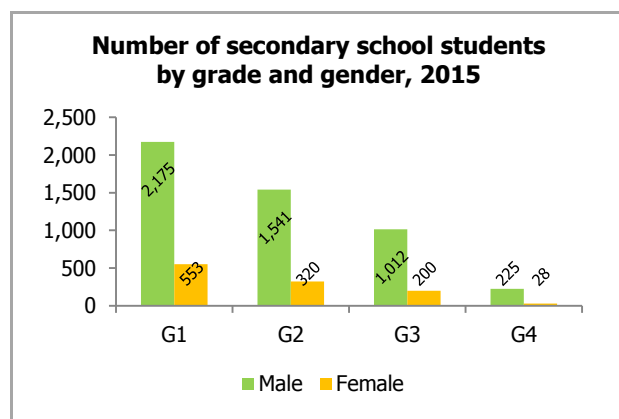
7. SECONDARY SCHOOL (SEC), 2015

7.1. Access

7.1.1. Enrolment

Number of secondary school students by county and grade, 2015

County	Total	S1	S2	S3	S4
Gogrial East	364	165	113	62	24
Gogrial West	3,271	1,383	1,028	680	180
Tonj East	84	49	16	19	0
Tonj North	483	296	124	63	0
Tonj South	1,139	514	390	235	0
Twic	713	321	190	153	49
Total	6,054	2,728	1,861	1,212	253

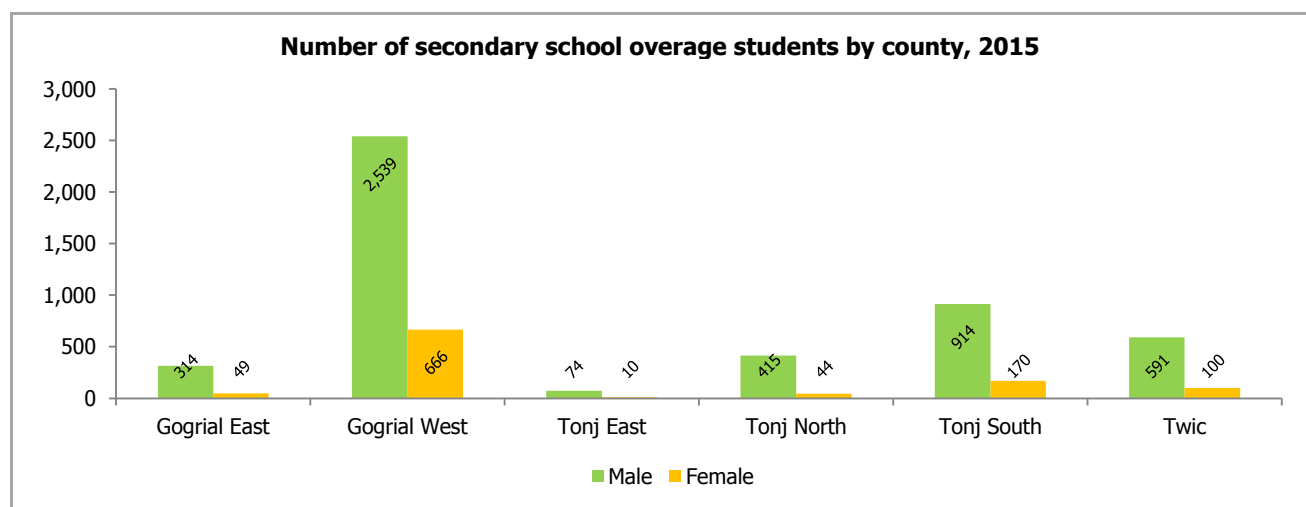


7.1.2. Overage Pupils

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

County	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
Gogrial East	1	363	99.7%	0	314	100.0%	1	49	98.0%
Gogrial West	66	3,205	98.0%	27	2,539	98.9%	39	666	94.5%
Tonj East	0	84	100.0%	0	74	100.0%	0	10	100.0%
Tonj North	24	459	95.0%	19	415	95.6%	5	44	89.8%
Tonj South	55	1,084	95.2%	46	914	95.2%	9	170	95.0%
Twic	22	691	96.9%	14	591	97.7%	8	100	92.6%
Total	168	5,886	97.2%	106	4,847	97.9%	62	1,039	94.4%

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

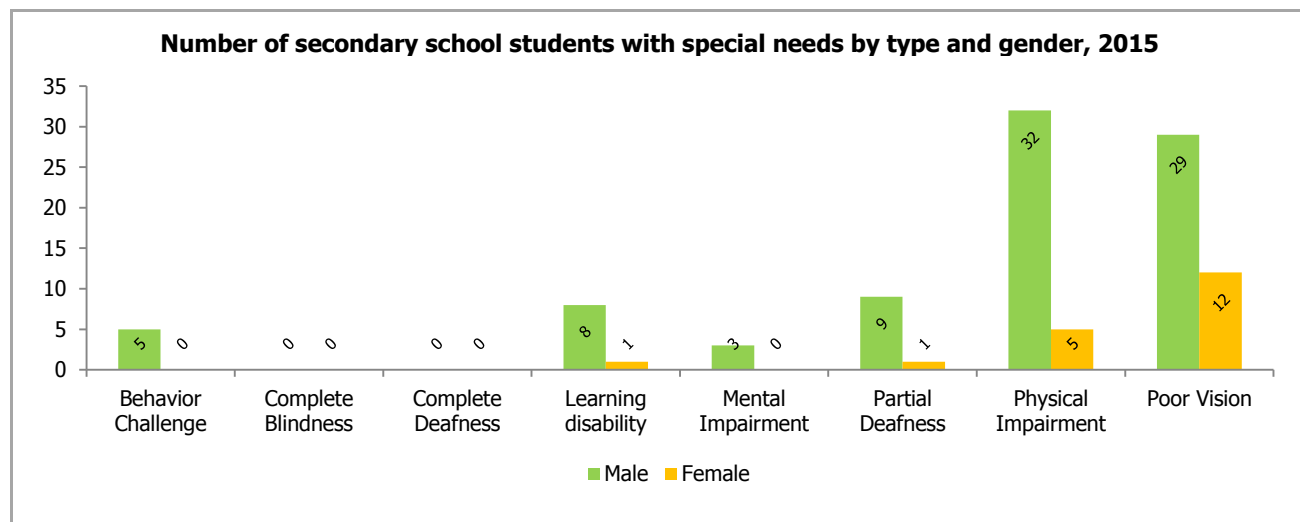


"At age" includes under-age and at-age pupils.

7.1.3. Students with Special Needs

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

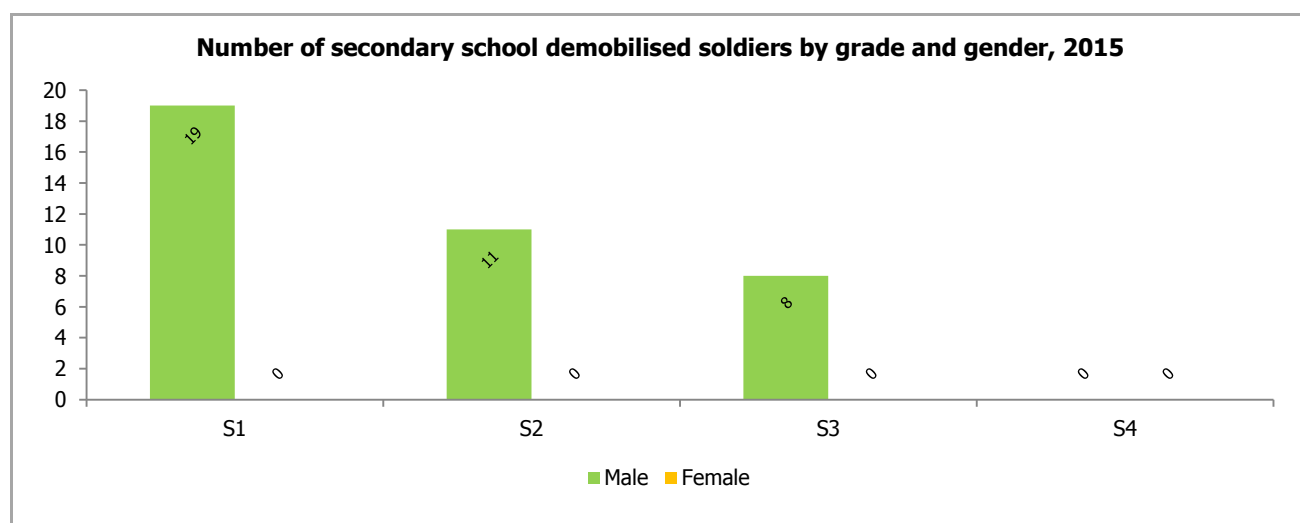
County	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
Gogrial East	364	12	3.3%	314	11	3.5%	50	1	2.0%
Gogrial West	3,271	22	0.7%	2,566	19	0.7%	705	3	0.4%
Tonj East	84	1	1.2%	74	1	1.4%	10	0	0.0%
Tonj North	483	10	2.1%	434	8	1.8%	49	2	4.1%
Tonj South	1,139	20	1.8%	960	15	1.6%	179	5	2.8%
Twic	713	40	5.6%	605	32	5.3%	108	8	7.4%
Total	6,054	105	1.7%	4,953	86	1.7%	1,101	19	1.7%



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

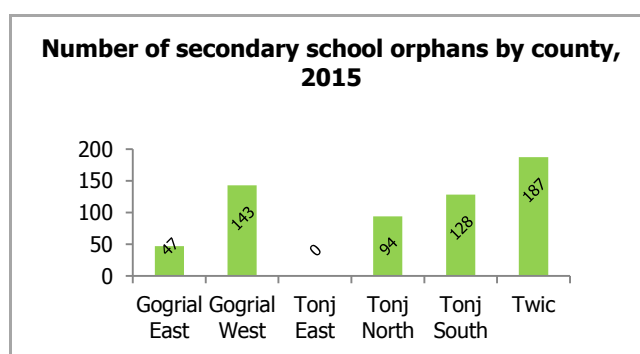
Number and % of secondary school demobilised soldiers by grade and gender, 2015

Grade	Total			Male			Female		
	Count	Demob.	%	Count	Demob.	%	Count	Demob.	%
S1	2,728	19	0.7%	2,175	19	0.9%	553	0	0.0%
S2	1,861	11	0.6%	1,541	11	0.7%	320	0	0.0%
S3	1,212	8	0.7%	1,012	8	0.8%	200	0	0.0%
S4	253	0	0.0%	225	0	0.0%	28	0	0.0%
Total	6,054	38	0.6%	4,953	38	0.8%	1,101	0	0.0%



Number and % of secondary school orphans by county, 2015

Grade	Students	Total	
		Count	% enrolment
Gogrial East	364	47	12.9%
Gogrial West	3,271	143	4.4%
Tonj East	84	0	0.0%
Tonj North	483	94	19.5%
Tonj South	1,139	128	11.2%
Twic	713	187	26.2%
Total	6,054	599	9.9%



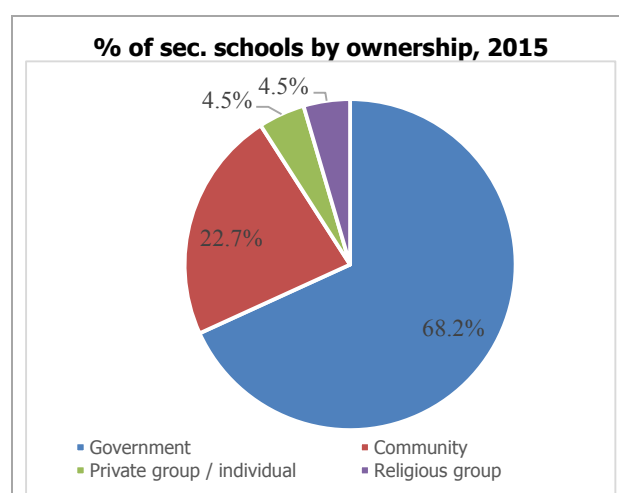
7.2. Resources

7.2.1. Schools

Number of secondary schools by ownership, 2015

Ownership type	Schools
Government	15
Community	5
Private group / individual	1
Religious group	1
Total	22

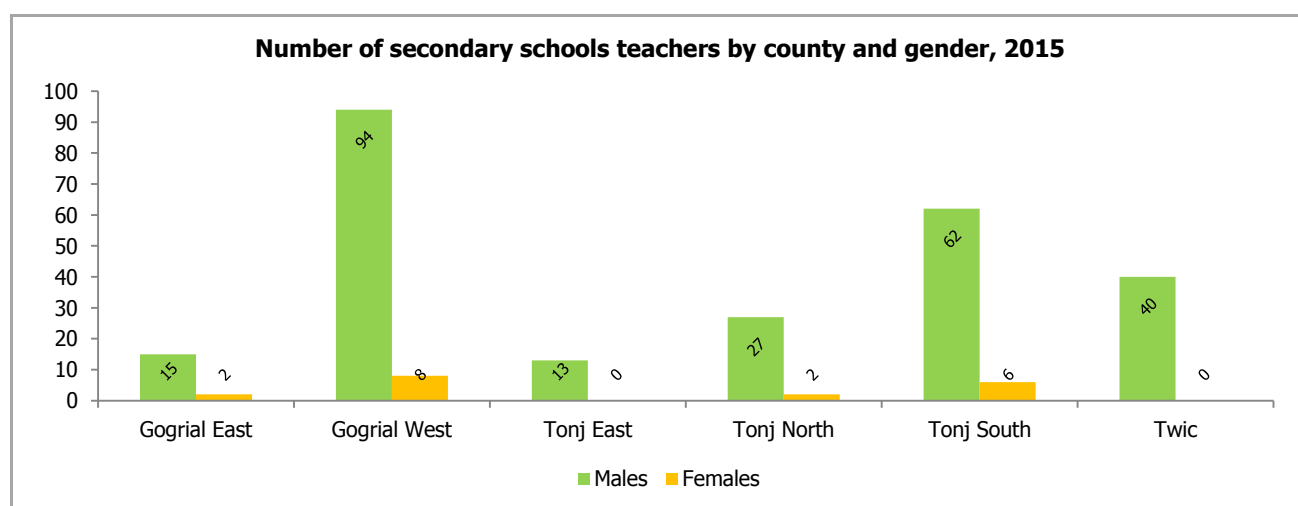
* "Other" includes NGO-supported, unknown, and unspecified other ownership types.



7.2.2. Teachers

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

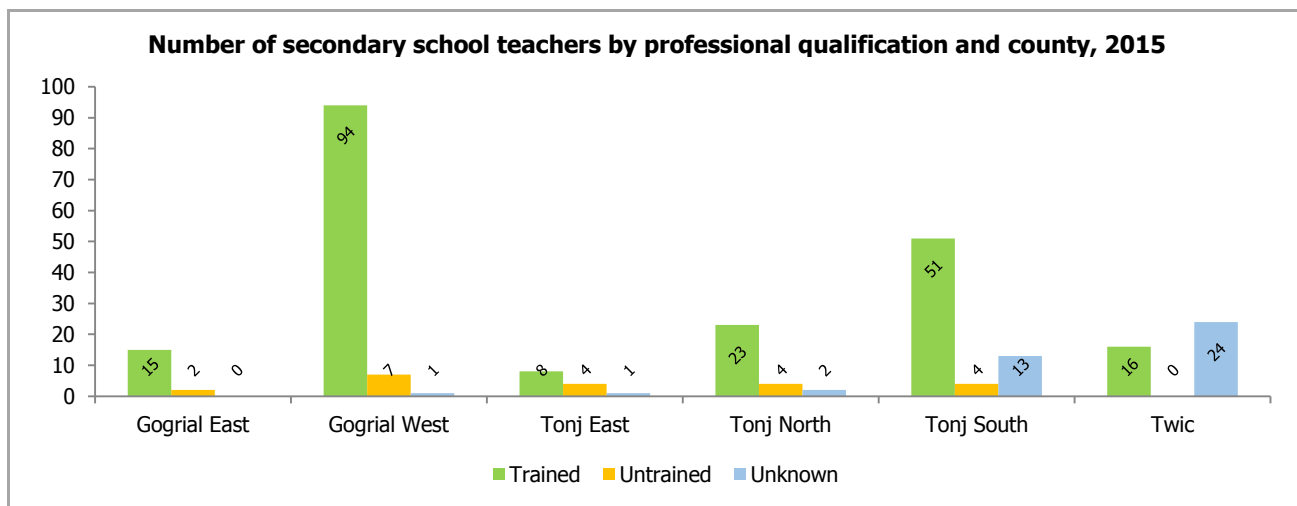
County	Total	Male		Female	
		Count	% total	Count	% total
Gogrial East	17	15	88.2%	2	11.8%
Gogrial West	102	94	92.2%	8	7.8%
Tonj East	13	13	100.0%	0	0.0%
Tonj North	29	27	93.1%	2	6.9%
Tonj South	68	62	91.2%	6	8.8%
Twic	40	40	100.0%	0	0.0%
Total	269	251	93.3%	18	6.7%



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

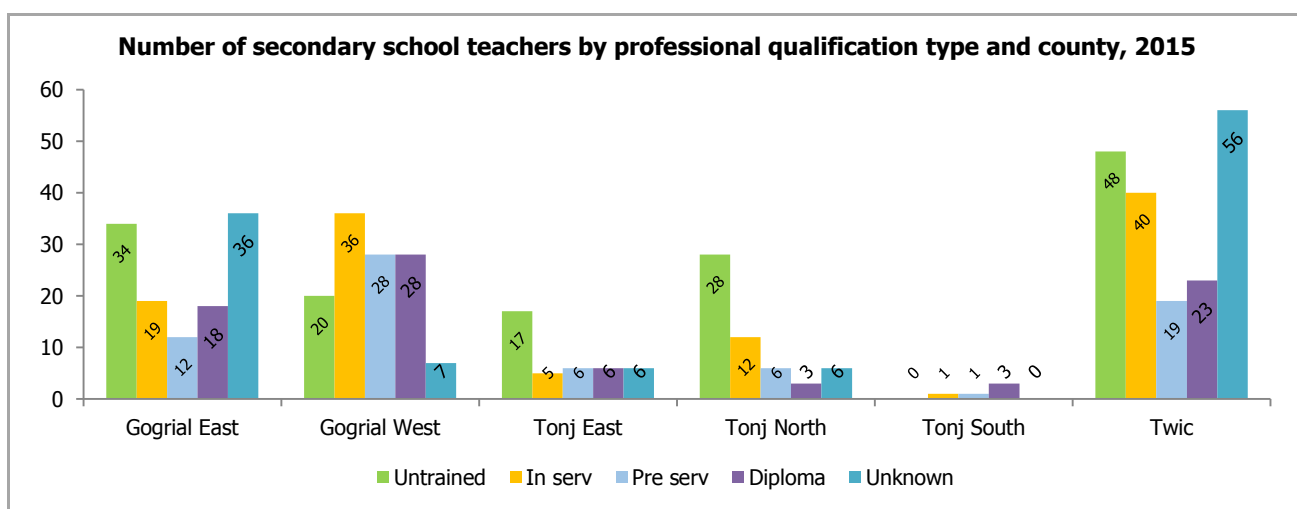
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Gogrial East	17	15	88.2%	2	11.8%	0	0.0%
Gogrial West	102	94	92.2%	7	6.9%	1	1.0%
Tonj East	13	8	61.5%	4	30.8%	1	7.7%
Tonj North	29	23	79.3%	4	13.8%	2	6.9%
Tonj South	68	51	75.0%	4	5.9%	13	19.1%
Twic	40	16	40.0%	0	0.0%	24	60.0%
Total	269	207	77.0%	21	7.8%	41	15.2%

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



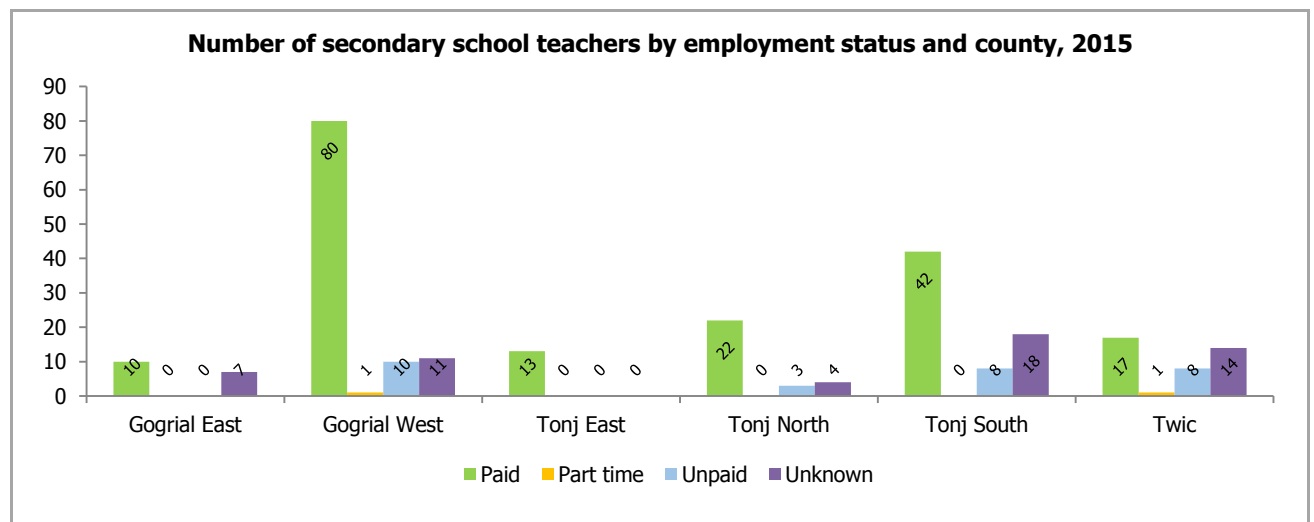
Number and % of secondary school teachers by professional qualification type and county, 2015

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Gogrial East	119	34	28.6%	19	16.0%	12	10.1%	18	15.1%	36	30.3%
Gogrial West	119	20	16.8%	36	30.3%	28	23.5%	28	23.5%	7	5.9%
Tonj East	40	17	42.5%	5	12.5%	6	15.0%	6	15.0%	6	15.0%
Tonj North	55	28	50.9%	12	21.8%	6	10.9%	3	5.5%	6	10.9%
Tonj South	5	0	0.0%	1	20.0%	1	20.0%	3	60.0%	0	0.0%
Twic	186	48	25.8%	40	21.5%	19	10.2%	23	12.4%	56	30.1%
Total	524	147	44.3%	113	34.0%	72	21.7%	81	15.5%	111	21.2%



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

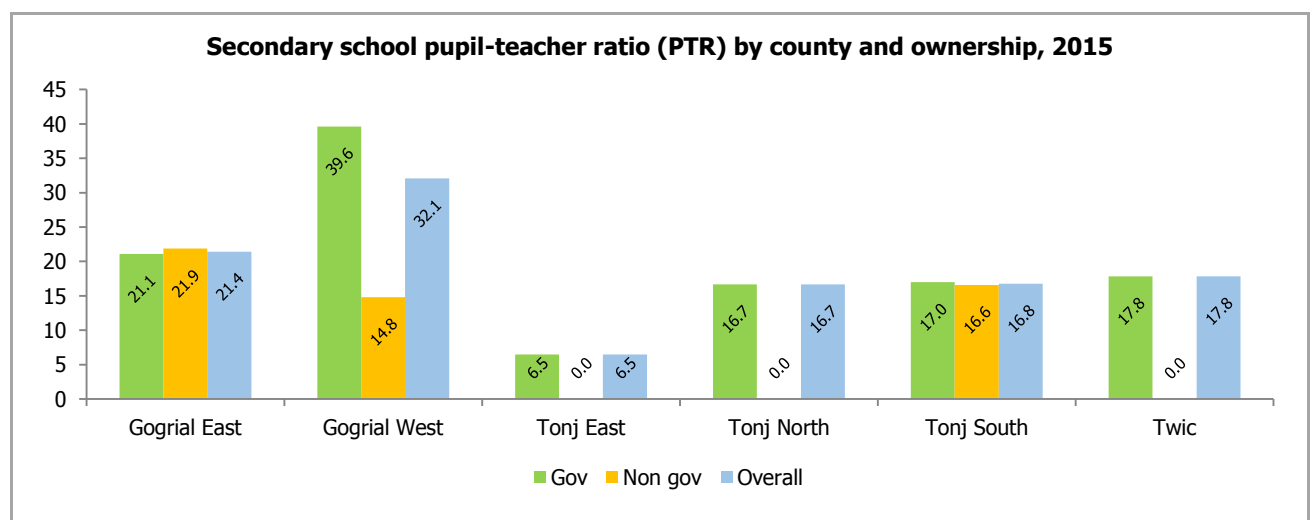
County	Total	Paid		Part Time		Unpaid		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
Gogrial East	17	10	58.8%	0	0.0%	0	0.0%	7	41.2%
Gogrial West	102	80	78.4%	1	1.0%	10	9.8%	11	10.8%
Tonj East	13	13	100.0%	0	0.0%	0	0.0%	0	0.0%
Tonj North	29	22	75.9%	0	0.0%	3	10.3%	4	13.8%
Tonj South	68	42	61.8%	0	0.0%	8	11.8%	18	26.5%
Twic	40	17	42.5%	1	2.5%	8	20.0%	14	35.0%
Total	269	184	68.4%	2	0.7%	29	10.8%	54	20.1%



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

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Gogrial East	364	17	21.4	211	10	21.1	153	7	21.9
Gogrial West	3,271	102	32.1	2,812	71	39.6	459	31	14.8
Tonj East	84	13	6.5	84	13	6.5	0	0	0.0
Tonj North	483	29	16.7	483	29	16.7	0	0	0.0
Tonj South	1,139	68	16.8	543	32	17.0	596	36	16.6
Twic	713	40	17.8	713	40	17.8	0	0	0.0
Total	6,054	269	22.5	4,846	195	24.9	1,208	74	16.3

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

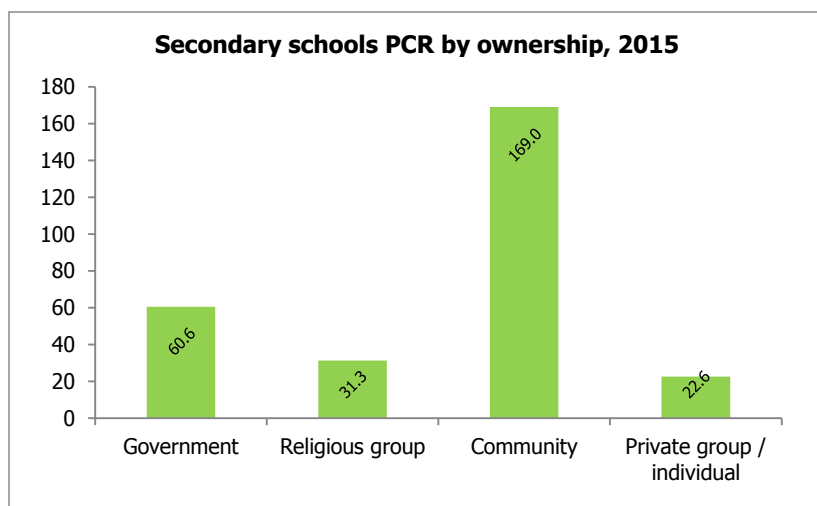


7.2.3. Classrooms

Number of primary schools classrooms and PCR by ownership

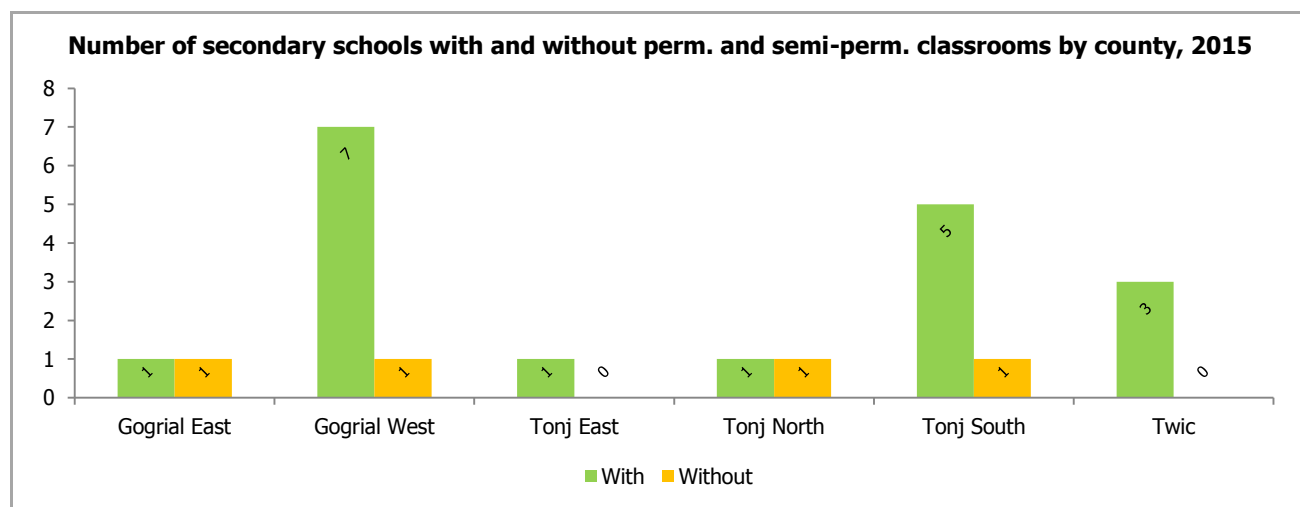
Ownership	Classrooms	PCR
Government	93	60.6
Religious group	8	31.3
Community	15	169.0
Private group / individual	5	22.6
Total	121	61.8

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



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

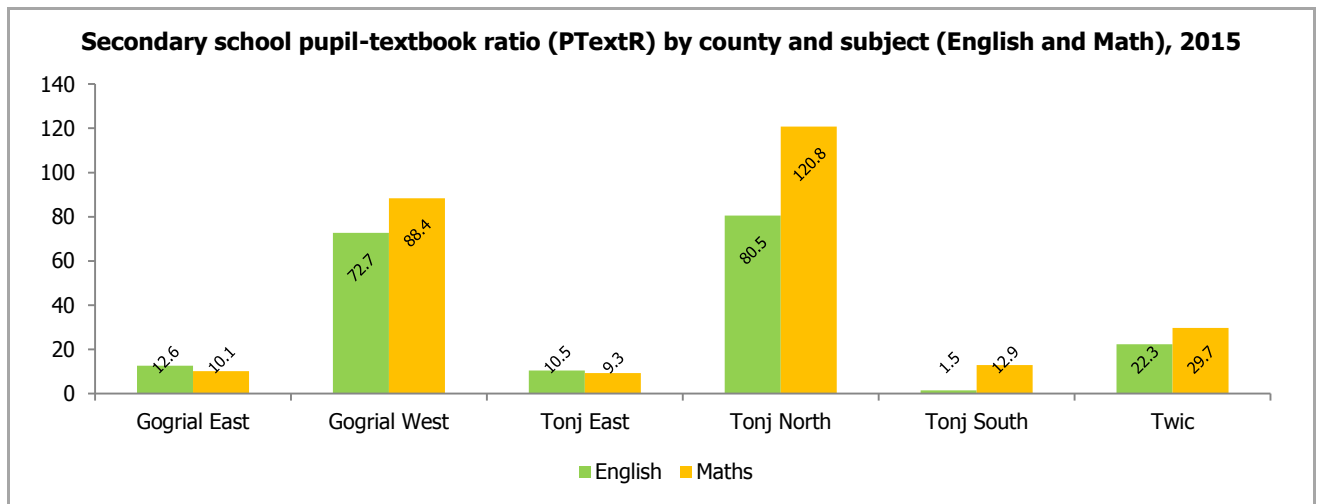
County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Gogrial East	2	1	50.0%	1	50.0%
Gogrial West	8	7	87.5%	1	12.5%
Tonj East	1	1	100.0%	0	0.0%
Tonj North	2	1	50.0%	1	50.0%
Tonj South	6	5	83.3%	1	16.7%
Twic	3	3	100.0%	0	0.0%
Total	22	18	81.8%	4	18.2%



7.2.4. Curriculum and Instruction

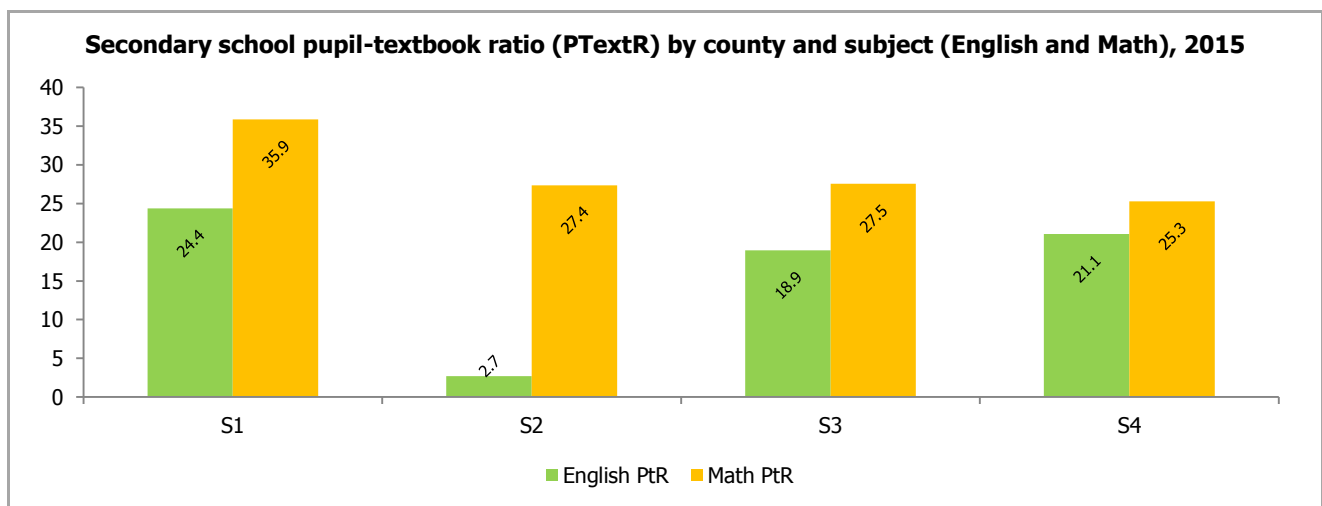
Secondary school pupil-textbook ratio (PTextR) by county and subject (English and Math), 2015

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Gogrial East	364	29	12.6	36	10.1
Gogrial West	3,271	45	72.7	37	88.4
Tonj East	84	8	10.5	9	9.3
Tonj North	483	6	80.5	4	120.8
Tonj South	1,139	762	1.5	88	12.9
Twic	713	32	22.3	24	29.7
Total	6,054	882	6.9	198	30.6



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

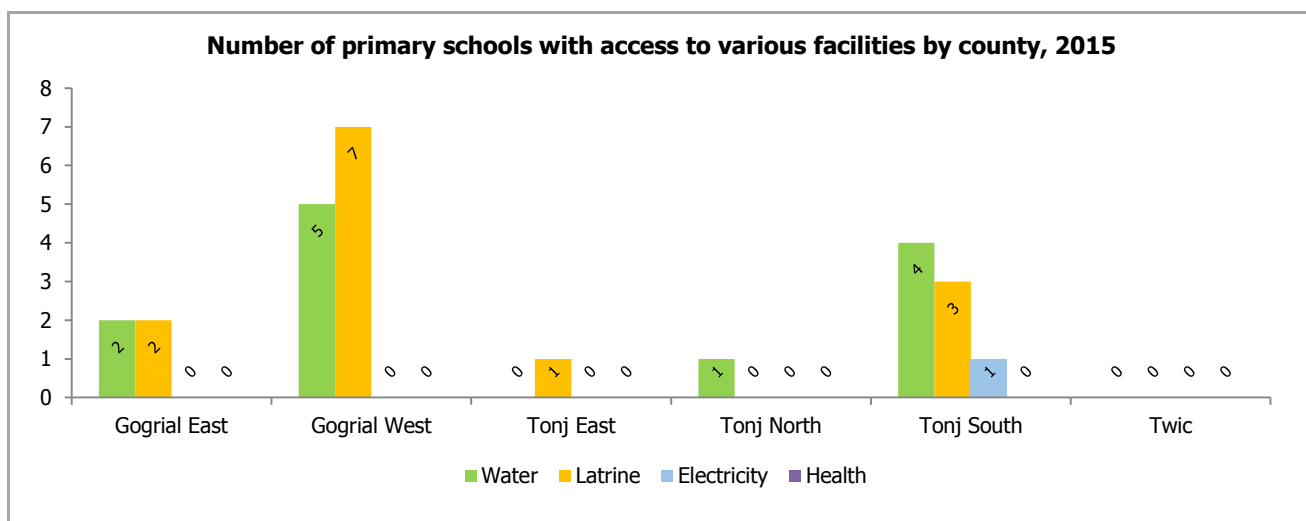
Grade	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
S1	2,728	112	24.4	76	35.9
S2	1,861	694	2.7	68	27.4
S3	1,212	64	18.9	44	27.5
S4	253	12	21.1	10	25.3
Total	6,054	882	6.9	198	30.6



7.2.5. Facilities

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

County	Schools	Water		Latrine		Electricity		Health Centre	
		Count	%	Count	%	Count	%	Count	%
Gogrial East	2	2	100.0%	2	100.0%	0	0.0%	0	0.0%
Gogrial West	8	5	62.5%	7	87.5%	0	0.0%	0	0.0%
Tonj East	1	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Tonj North	2	1	50.0%	0	0.0%	0	0.0%	0	0.0%
Tonj South	6	4	66.7%	3	50.0%	1	16.7%	0	0.0%
Twic	3	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	22	12	54.5%	13	59.1%	1	4.5%	0	0.0%



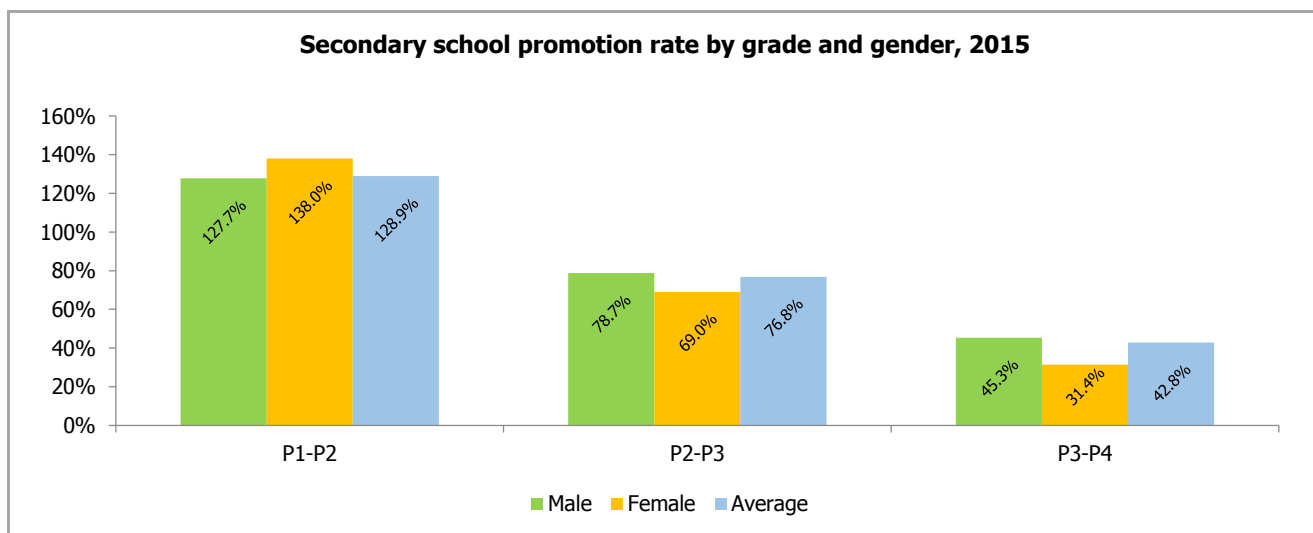
7.3. Student Flow

7.3.1. Promotion Rate

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

County	Overall			Male			Female		
	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4
Gogrial East	100.8%	81.6%	71.5%	76.5%	81.2%	74.9%	<i>982.2%</i>	86.6%	40.8%
Gogrial West	<i>467.6%</i>	82.5%	50.4%	<i>462.0%</i>	82.5%	54.6%	<i>511.3%</i>	82.5%	34.5%
Tonj East	68.7%	61.0%	0.0%	71.2%	63.6%	0.0%	22.2%	0.0%	0.0%
Tonj North	89.4%	64.8%	0.0%	86.3%	66.6%	0.0%	<i>134.5%</i>	51.6%	0.0%
Tonj South	85.3%	99.3%	0.0%	93.1%	98.3%	0.0%	55.2%	<i>109.5%</i>	0.0%
Twic	96.4%	53.1%	36.6%	91.5%	59.3%	38.8%	<i>130.8%</i>	35.0%	27.2%
Total	<i>128.9%</i>	<i>76.8%</i>	<i>42.8%</i>	<i>127.7%</i>	<i>78.7%</i>	<i>45.3%</i>	<i>138.0%</i>	<i>69.0%</i>	<i>31.4%</i>

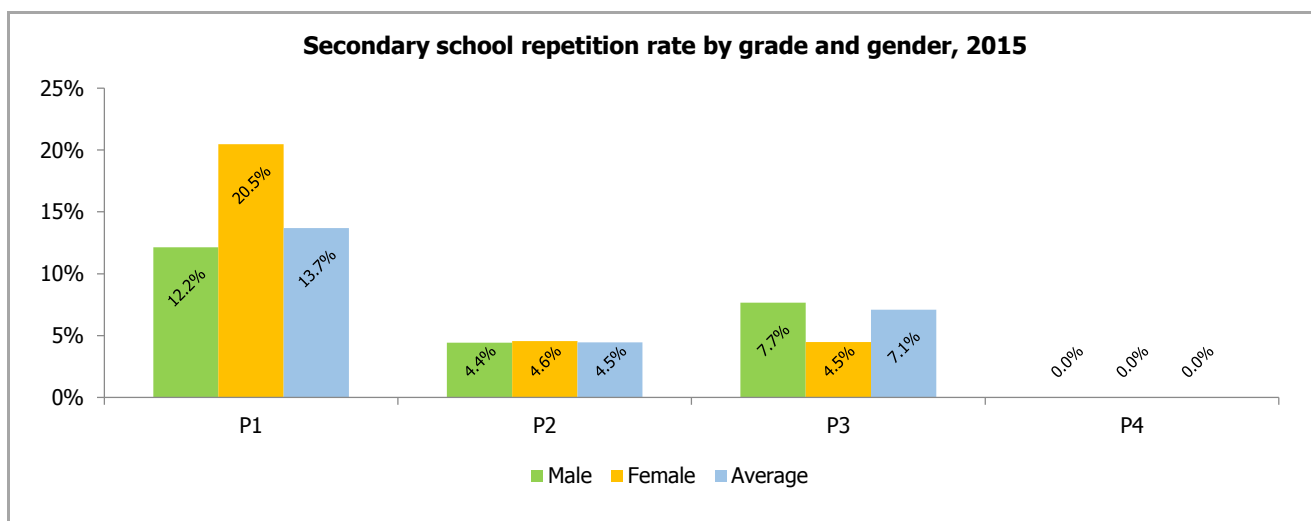
* Figures in italic are suspicious and should be carefully considered. See methodology section for more information.



7.3.2. Repetition Rate

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

County	Overall				Male				Female			
	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4
Gogrial East	13.3%	7.9%	0.0%		13.1%	8.7%	0.0%		15.8%	0.0%	0.0%	
Gogrial West	21.0%	3.4%	2.0%	0.0%	17.5%	3.3%	2.1%	0.0%	35.1%	4.0%	1.6%	
Tonj East	0.0%	0.0%			0.0%	0.0%			0.0%			
Tonj North	11.0%	15.2%			9.8%	13.9%			19.6%	25.8%		
Tonj South	5.6%	3.1%			6.9%	2.9%			0.0%	4.6%		
Twic	4.8%	5.9%	6.7%		5.0%	6.2%	7.2%		4.1%	5.5%	4.5%	
Total	14%	4.5%	7.1%	0.0%	12%	4.4%	7.7%	0.0%	20%	4.6%	4.5%	

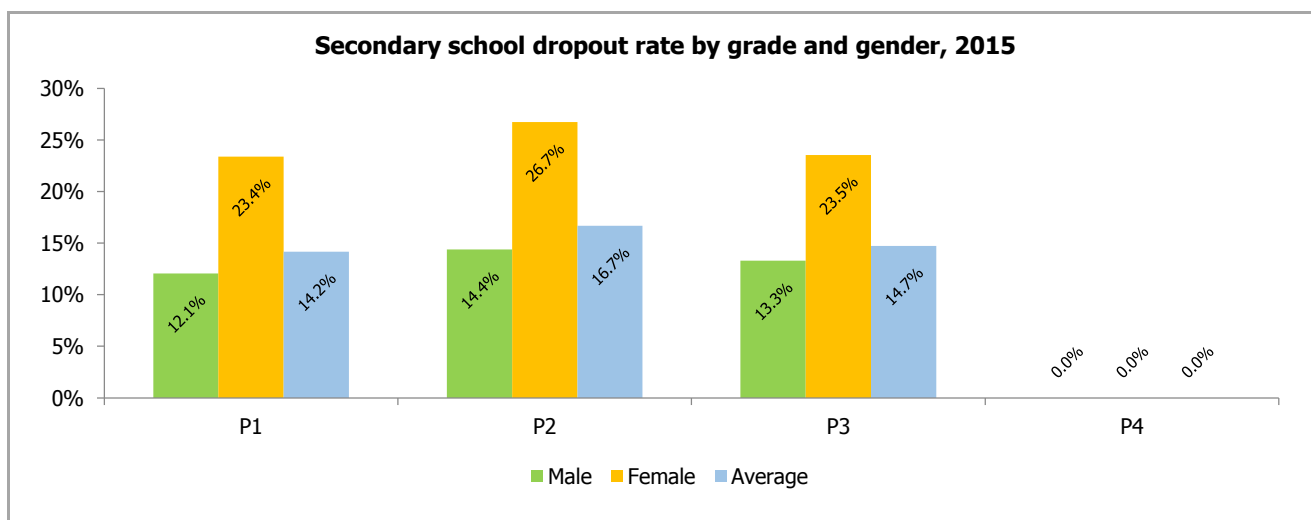


7.3.3. Dropout Rate

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

County	Overall				Male				Female			
	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4
Gogrial East	8.0%	5.3%	14%		7.5%	5.8%	13%		15%	0.0%	40%	
Gogrial West	7.3%	3.8%	3.1%	0.0%	6.6%	3.0%	2.4%	0.0%	10%	6.9%	6.6%	
Tonj East	5.3%	0.0%			2.8%	0.0%			37%			
Tonj North	28.3%	20.7%			23.2%	17.0%			65.2%	51.6%		
Tonj South	28.9%	38.4%			19.4%	23.5%			69.6%	178%		
Twic	18.1%	43.1%	28.4%		18.6%	45.5%	28.0%		16.6%	38.7%	31.8%	
Total	14%	17%	15%	0.0%	12%	14%	13%	0.0%	23%	27%	23%	

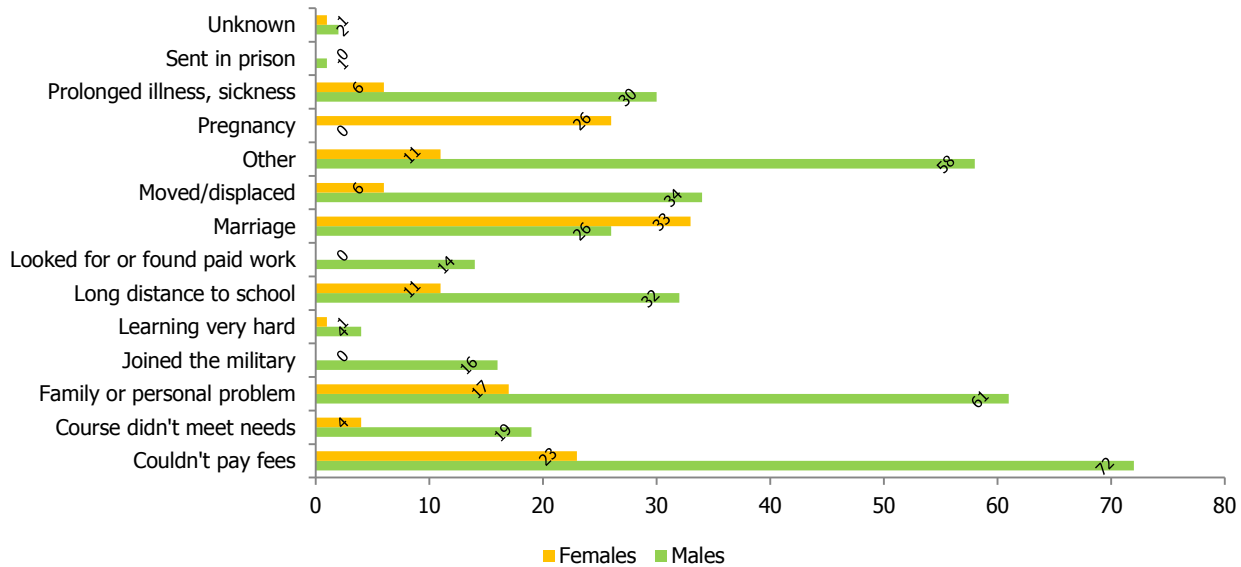
* Figures in italic are suspicious and should be carefully considered. See methodology section for more information.



Number of secondary school dropouts by reason and gender, 2015

Reason	Total	Male		Female	
		Count	% total	Count	% total
Couldn't pay fees	95	72	75.8%	23	24.2%
Course didn't meet needs	23	19	82.6%	4	17.4%
Family or personal problem	78	61	78.2%	17	21.8%
Joined the military	16	16	100.0%	0	0.0%
Learning very hard	5	4	80.0%	1	20.0%
Long distance to school	43	32	74.4%	11	25.6%
Looked for or found paid work	14	14	100.0%	0	0.0%
Marriage	59	26	44.1%	33	55.9%
Moved/displaced	40	34	85.0%	6	15.0%
Other	69	58	84.1%	11	15.9%
Pregnancy	26	0	0.0%	26	100.0%
Prolonged illness, sickness	36	30	83.3%	6	16.7%
Sent in prison	1	1	100.0%	0	0.0%
Unknown	3	2	66.7%	1	33.3%
Total	508	369	72.6%	139	27.4%

Number and % of secondary school dropouts by reason and gender



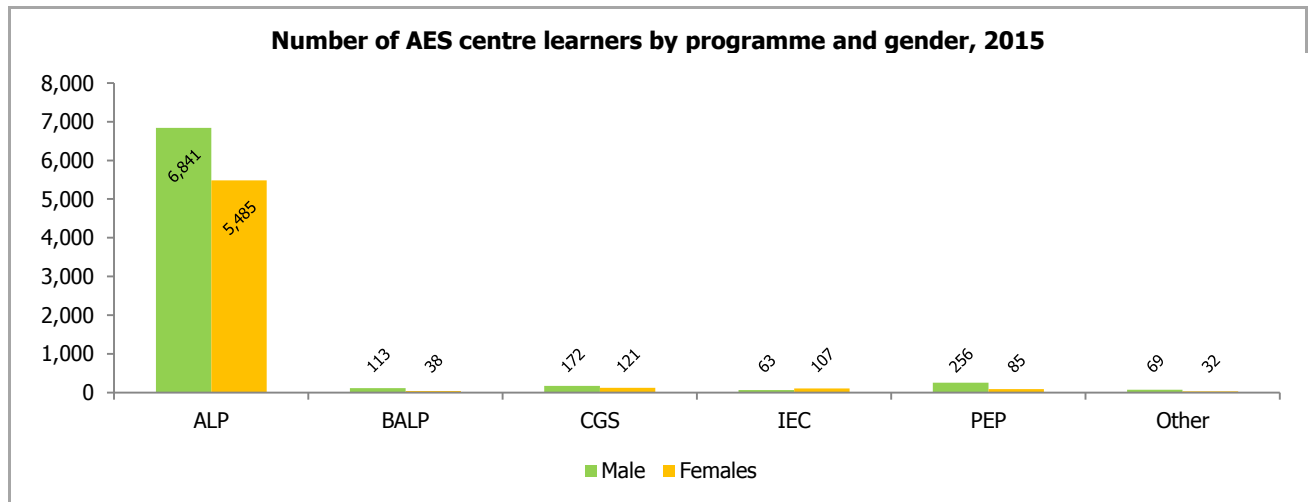
8. ALTERNATIVE EDUCATION SYSTEM (AES), 2015

8.1. Access

8.1.1. Enrolment

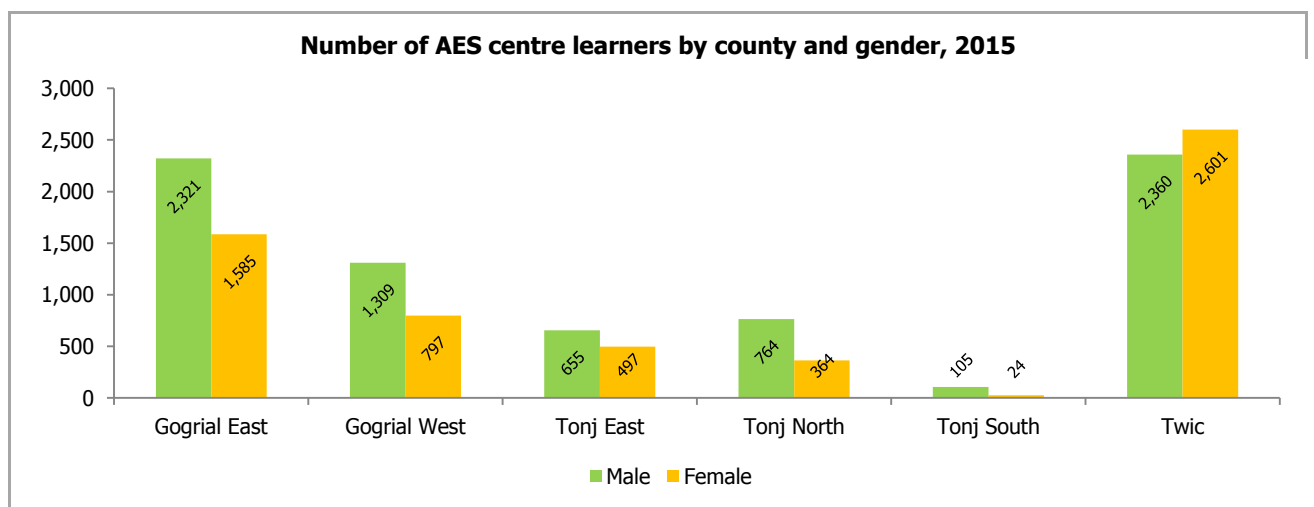
Number of AES centre learners by county and programme, 2015

County	Total	ALP	BALP	CGS	IEC	PEP	Other
Gogrial East	3,906	3,322	0	293	0	291	0
Gogrial West	2,106	2,056	0	0	0	50	0
Tonj East	1,152	1,126	26	0	0	0	0
Tonj North	1,128	902	125	0	0	0	101
Tonj South	129	129	0	0	0	0	0
Twic	4,961	4,791	0	0	170	0	0
Total	13,382	12,326	151	293	170	341	101



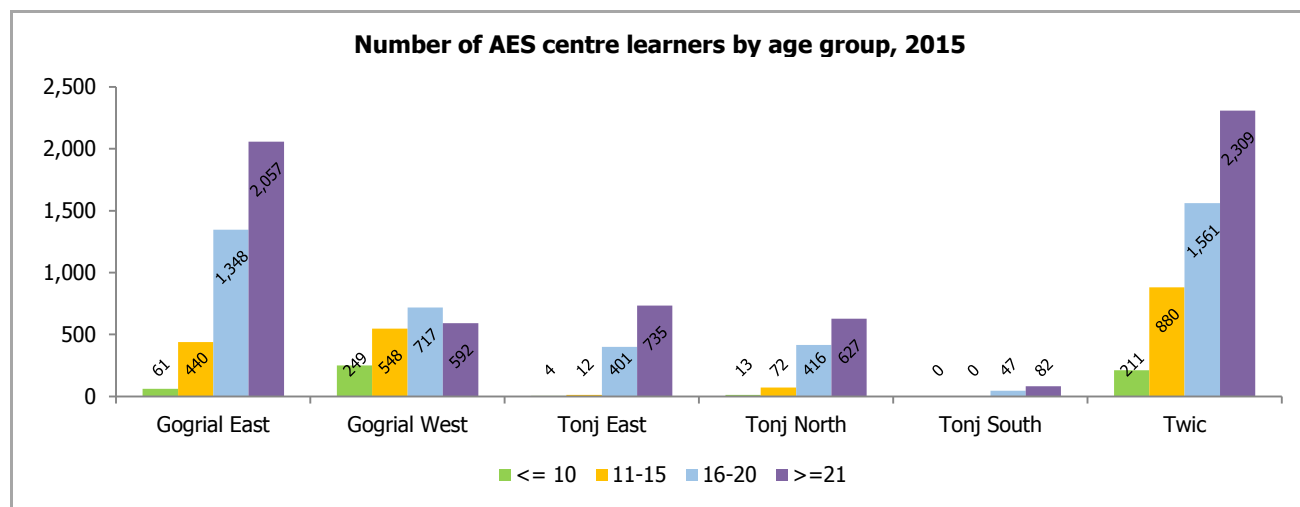
Number and % of AES centre learners by county and gender, 2015

County	Centres	Male		Female	
		Count	% total	Count	% total
Gogrial East	3,906	2,321	59.4%	1,585	40.6%
Gogrial West	2,106	1,309	62.2%	797	37.8%
Tonj East	1,152	655	56.9%	497	43.1%
Tonj North	1,128	764	67.7%	364	32.3%
Tonj South	129	105	81.4%	24	18.6%
Twic	4,961	2,360	47.6%	2,601	52.4%
Total	13,382	7,514	375.1%	5,868	224.9%



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

County	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
Gogrial East	3,906	61	440	1,348	2,057
Gogrial West	2,106	249	548	717	592
Tonj East	1,152	4	12	401	735
Tonj North	1,128	13	72	416	627
Tonj South	129	0	0	47	82
Twic	4,961	211	880	1,561	2,309
Total	13,382	538	1,952	4,490	6,402



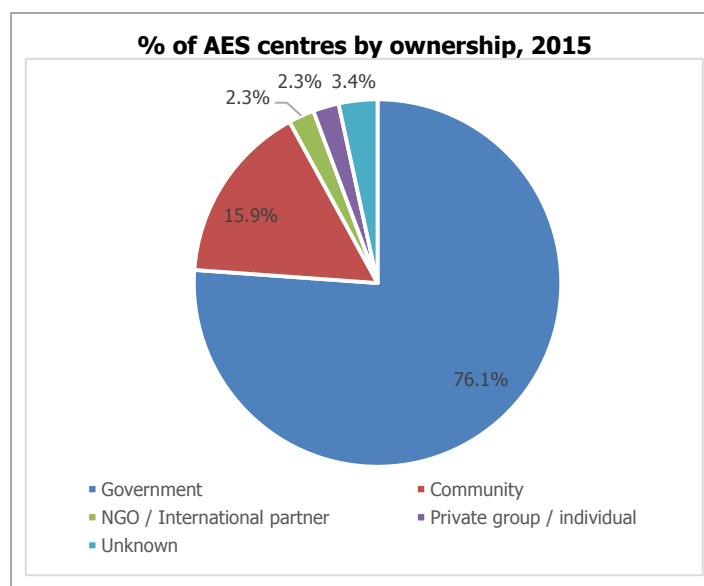
8.2. Resources

8.2.1. Centres

Number of AES centres by ownership, 2015

Ownership	No. centres
Government	67
Community	14
NGO / International partner	2
Private group / individual	2
Unknown	3
Total	88

* Some centres have more than one programme.

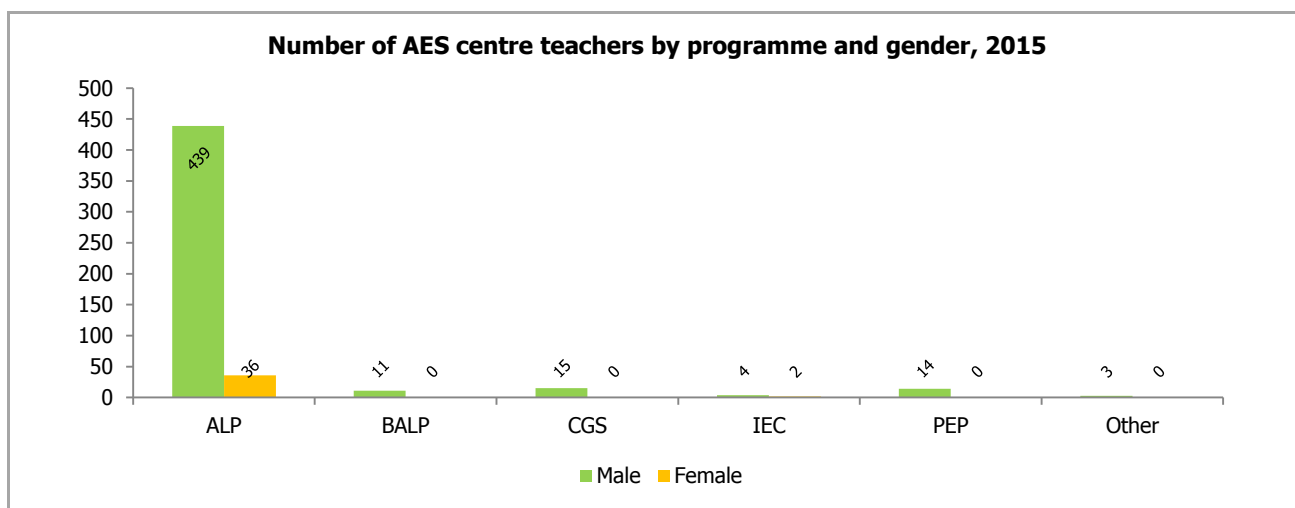


8.2.2. Teachers

Number of AES centre teachers by county and programme, 2015

County	Total	ALP	BALP	CGS	IEC	PEP	Other/Multiple
Gogrial East	119	95	0	15	0	9	0
Gogrial West	119	114	0	0	0	5	0
Tonj East	40	37	3	0	0	0	0
Tonj North	55	44	8	0	0	0	3
Tonj South	5	5	0	0	0	0	0
Twic	186	180	0	0	6	0	0
Total	524	475	11	15	6	14	3

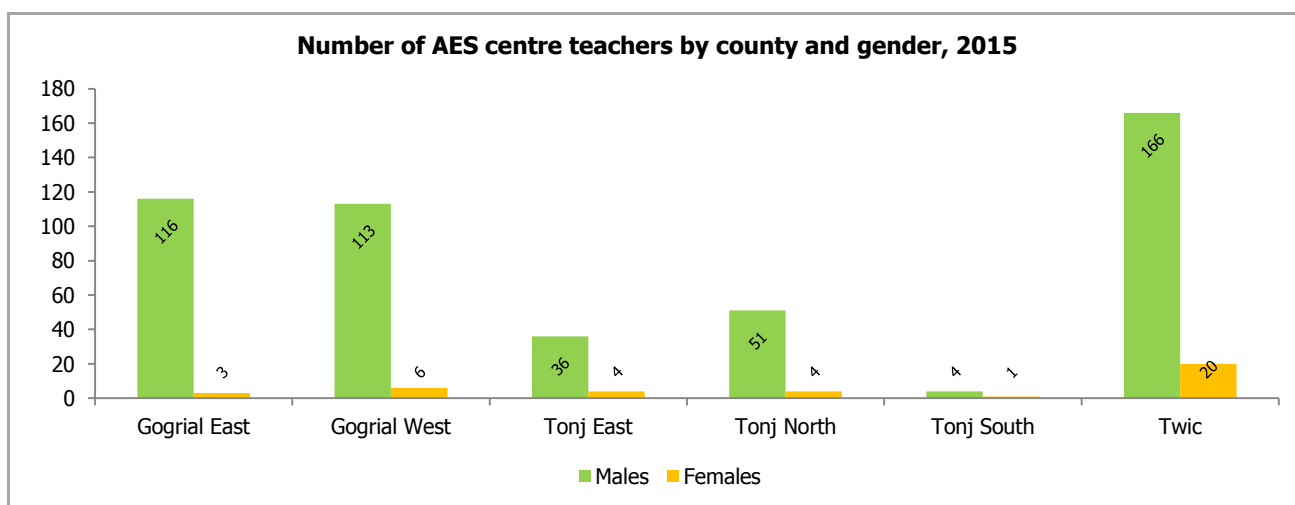
* Some centres have more than one programme. Hence, some teachers may teach more than one programme.



*"Other" includes centres with multiple programmes.

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

County	Total	Male		Female	
		Count	% total	Count	% total
Gogrial East	119	116	97.5%	3	2.5%
Gogrial West	119	113	95.0%	6	5.0%
Tonj East	40	36	90.0%	4	10.0%
Tonj North	55	51	92.7%	4	7.3%
Tonj South	5	4	80.0%	1	20.0%
Twic	186	166	89.2%	20	10.8%
Total	524	486	92.7%	38	7.3%

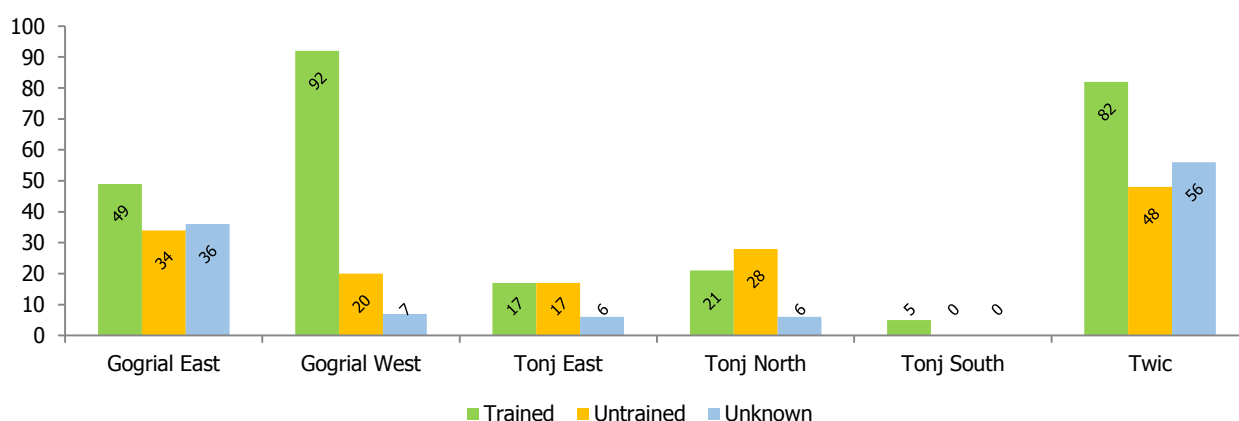


Number and % of AES centre teachers by professional qualification and county, 2015

County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Gogrial East	119	49	41.2%	34	28.6%	36	30.3%
Gogrial West	119	92	77.3%	20	16.8%	7	5.9%
Tonj East	40	17	42.5%	17	42.5%	6	15.0%
Tonj North	55	21	38.2%	28	50.9%	6	10.9%
Tonj South	5	5	100.0%	0	0.0%	0	0.0%
Twic	186	82	44.1%	48	25.8%	56	30.1%
Total	524	266	50.8%	147	28.1%	111	21.2%

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

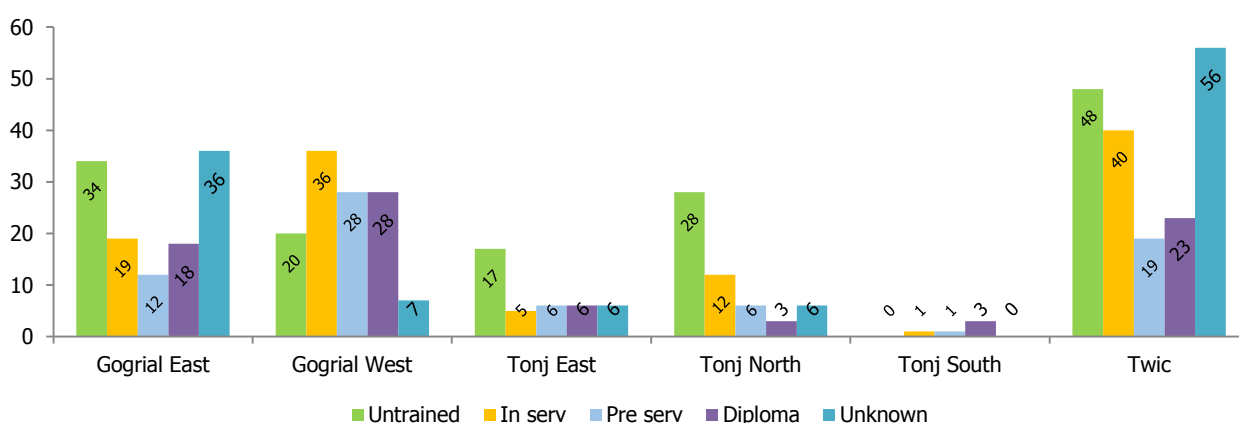
Number of AES centre teachers by professional qualification and county, 2015



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

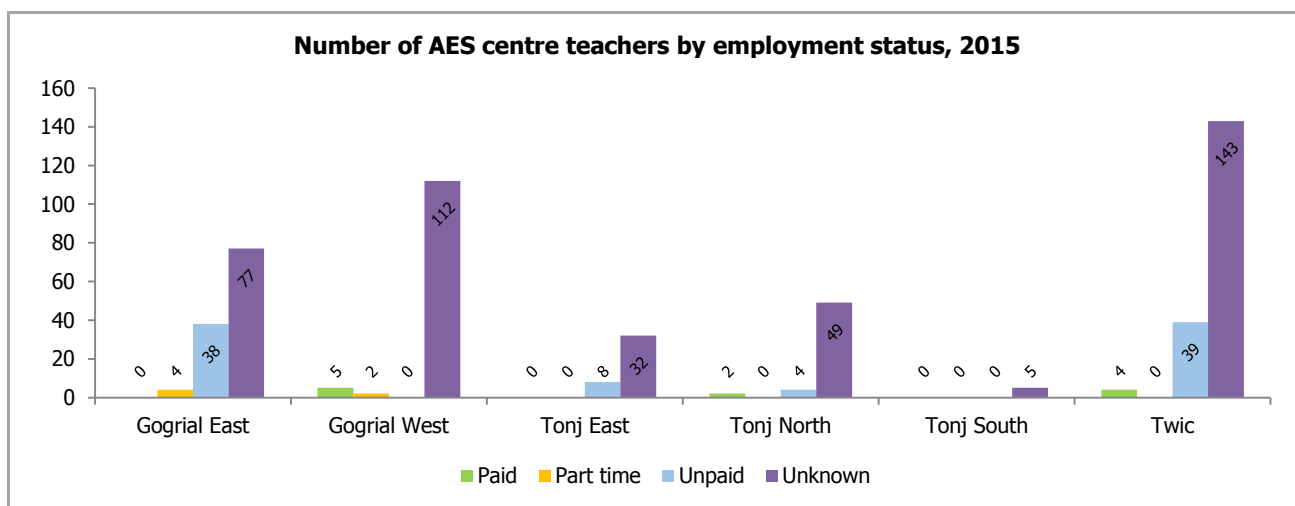
County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Gogrial East	119	34	28.6%	19	16.0%	12	10.1%	18	15.1%	36	30.3%
Gogrial West	119	20	16.8%	36	30.3%	28	23.5%	28	23.5%	7	5.9%
Tonj East	40	17	42.5%	5	12.5%	6	15.0%	6	15.0%	6	15.0%
Tonj North	55	28	50.9%	12	21.8%	6	10.9%	3	5.5%	6	10.9%
Tonj South	5	0	0.0%	1	20.0%	1	20.0%	3	60.0%	0	0.0%
Twic	186	48	25.8%	40	21.5%	19	10.2%	23	12.4%	56	30.1%
Total	524	147	44.3%	113	34.0%	72	21.7%	81	15.5%	111	21.2%

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



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

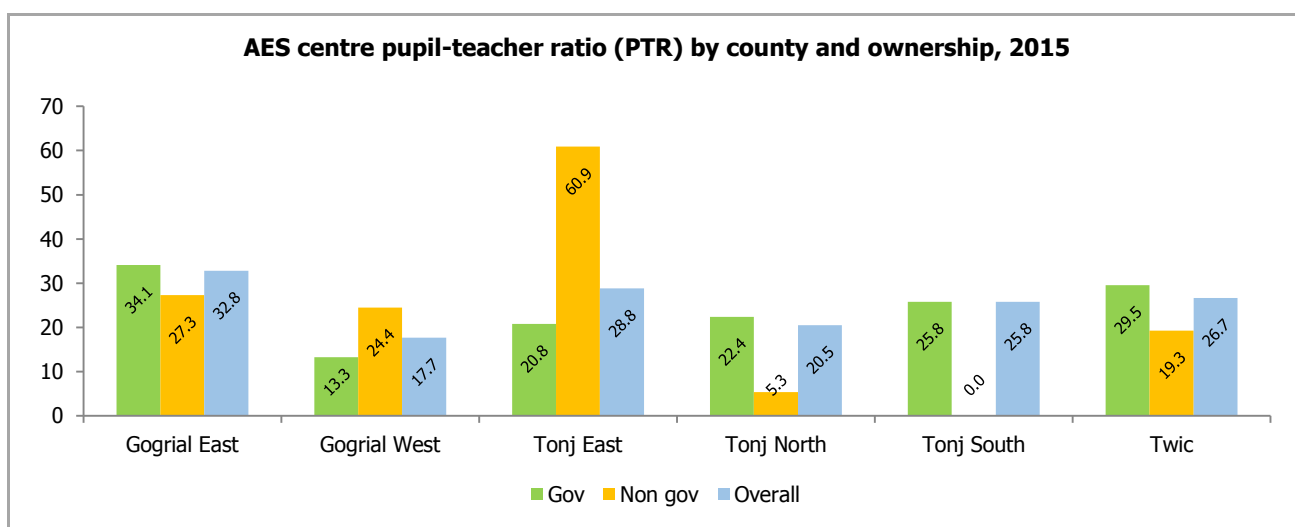
County	Total	Paid		Part time		Unpaid		Unknown	
		Count	%	Count	%	Count	%	Count	%
Gogrial East	119	0	0.0%	4	3.4%	38	31.9%	77	64.7%
Gogrial West	119	5	4.2%	2	1.7%	0	0.0%	112	94.1%
Tonj East	40	0	0.0%	0	0.0%	8	20.0%	32	80.0%
Tonj North	55	2	3.6%	0	0.0%	4	7.3%	49	89.1%
Tonj South	5	0	0.0%	0	0.0%	0	0.0%	5	100.0%
Twic	186	4	2.2%	0	0.0%	39	21.0%	143	76.9%
Total	524	11	2.1%	6	1.1%	89	17.0%	418	79.8%



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

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Gogrial East	3,906	119	32.8	3,278	96	34.1	628	23	27.3
Gogrial West	2,106	119	17.7	957	72	13.3	1,149	47	24.4
Tonj East	1,152	40	28.8	665	32	20.8	487	8	60.9
Tonj North	1,128	55	20.5	1,096	49	22.4	32	6	5.3
Tonj South	129	5	25.8	129	5	25.8	0	0	0.0
Twic	4,961	186	26.7	3,958	134	29.5	1,003	52	19.3
Total	13,382	524	25.5	10,083	388	26.0	3,299	136	24.3

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

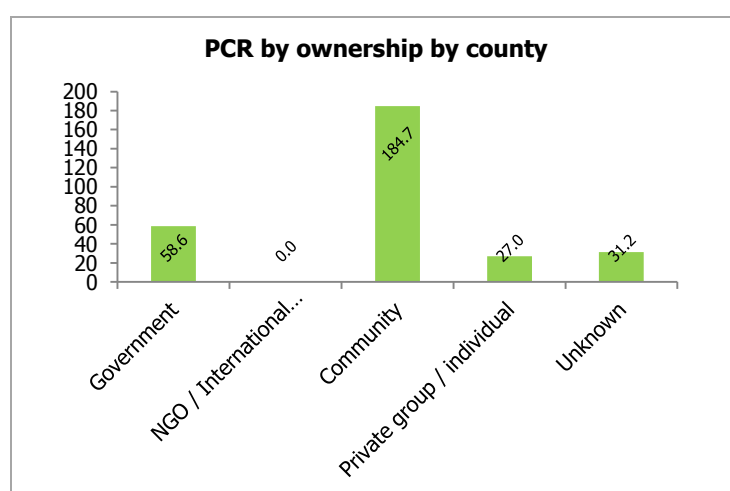


8.2.3. Classrooms

Number of primary schools classrooms and PCR by ownership

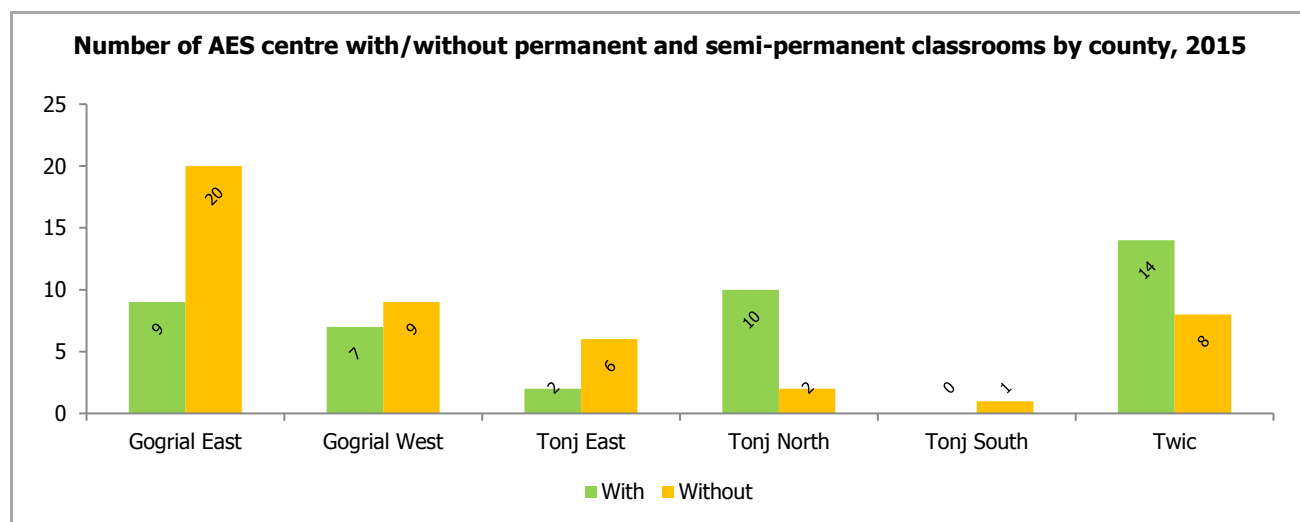
Ownership	Classrooms	PCR
Government	275	58.6
NGO / International partner	4	0.0
Community	48	184.7
Private group / individual	13	27.0
Unknown	15	31.2
Total	355	65.9

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



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

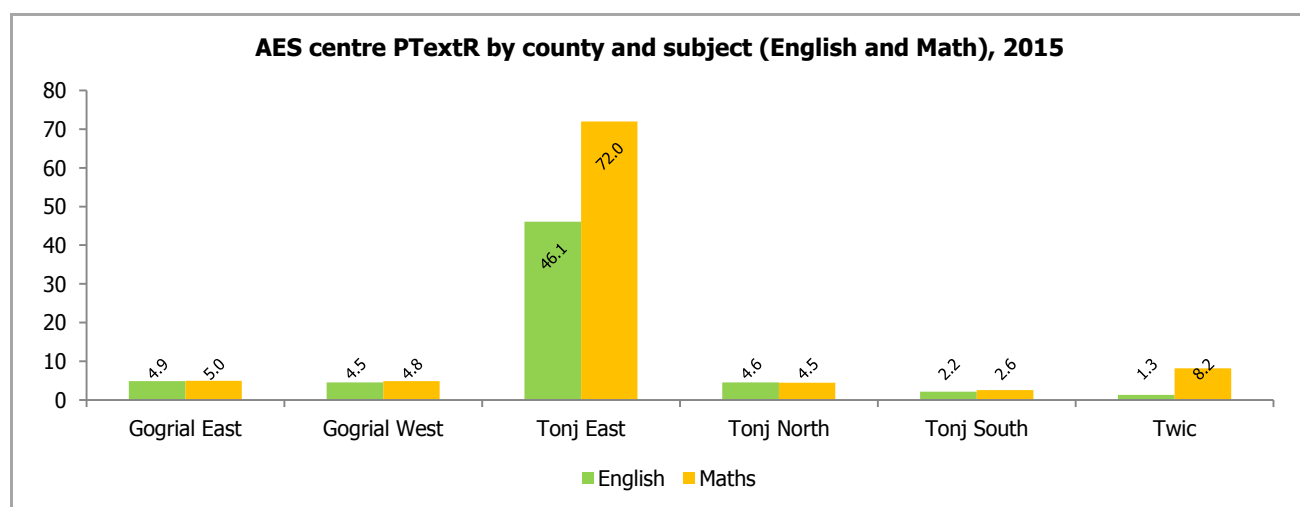
County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Gogrial East	29	9	31.0%	20	69.0%
Gogrial West	16	7	43.8%	9	56.3%
Tonj East	8	2	25.0%	6	75.0%
Tonj North	12	10	83.3%	2	16.7%
Tonj South	1	0	0.0%	1	100.0%
Twic	22	14	63.6%	8	36.4%
Total	88	42	47.7%	46	52.3%



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
Gogrial East	3,906	804	4.9	786	5.0
Gogrial West	2,106	463	4.5	435	4.8
Tonj East	1,152	25	46.1	16	72.0
Tonj North	1,128	247	4.6	252	4.5
Tonj South	129	60	2.2	50	2.6
Twic	4,961	3,787	1.3	608	8.2
Total	13,382	5,386	2.5	2,147	6.2

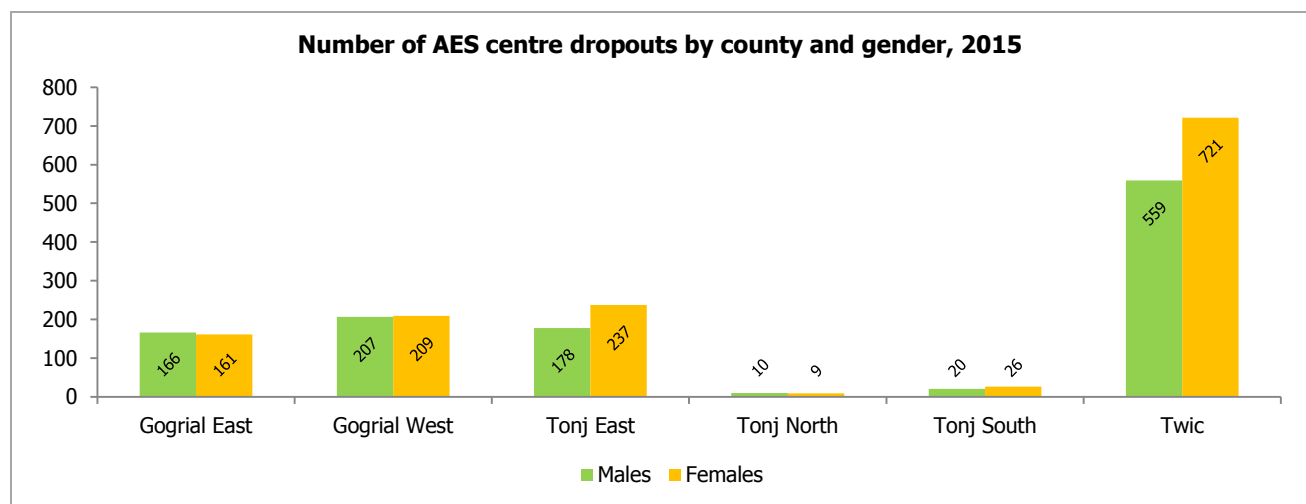


8.3. Student Flow

8.3.1. Dropouts

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

County	Total	Male		Female	
		Count	% total	Count	% total
Gogrial East	327	166	50.8%	161	49.2%
Gogrial West	416	207	49.8%	209	50.2%
Tonj East	415	178	42.9%	237	57.1%
Tonj North	19	10	52.6%	9	47.4%
Tonj South	46	20	43.5%	26	56.5%
Twic	1,280	559	43.7%	721	56.3%
Total	2,503	1,140	45.5%	1,363	54.5%



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

Reason	Total	Male		Female	
		Count	% total	Count	% total
Couldn't pay fees	295	107	36.3%	188	63.7%
Course didn't meet needs	13	9	69.2%	4	30.8%
Family or personal problem	203	85	41.9%	118	58.1%
Joined the military	186	164	88.2%	22	11.8%
Learning very hard	143	67	46.9%	76	53.1%
Long distance to school	147	71	48.3%	76	51.7%
Looked for or found paid work	60	35	58.3%	25	41.7%
Marriage	357	160	44.8%	197	55.2%
Moved/displaced	450	198	44.0%	252	56.0%
Other	100	61	61.0%	39	39.0%
Pregnancy	148	6	4.1%	142	95.9%
Prolonged illness, sickness	185	73	39.5%	112	60.5%
Sent in prison	6	5	83.3%	1	16.7%
Unknown	210	99	47.1%	111	52.9%
Total	2,503	1,140	45.5%	1,363	54.5%

Number of AES centre dropouts by reason and gender, 2015

