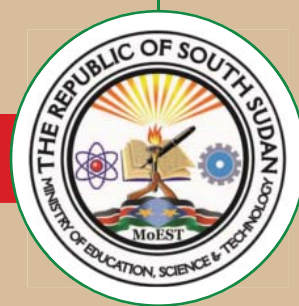
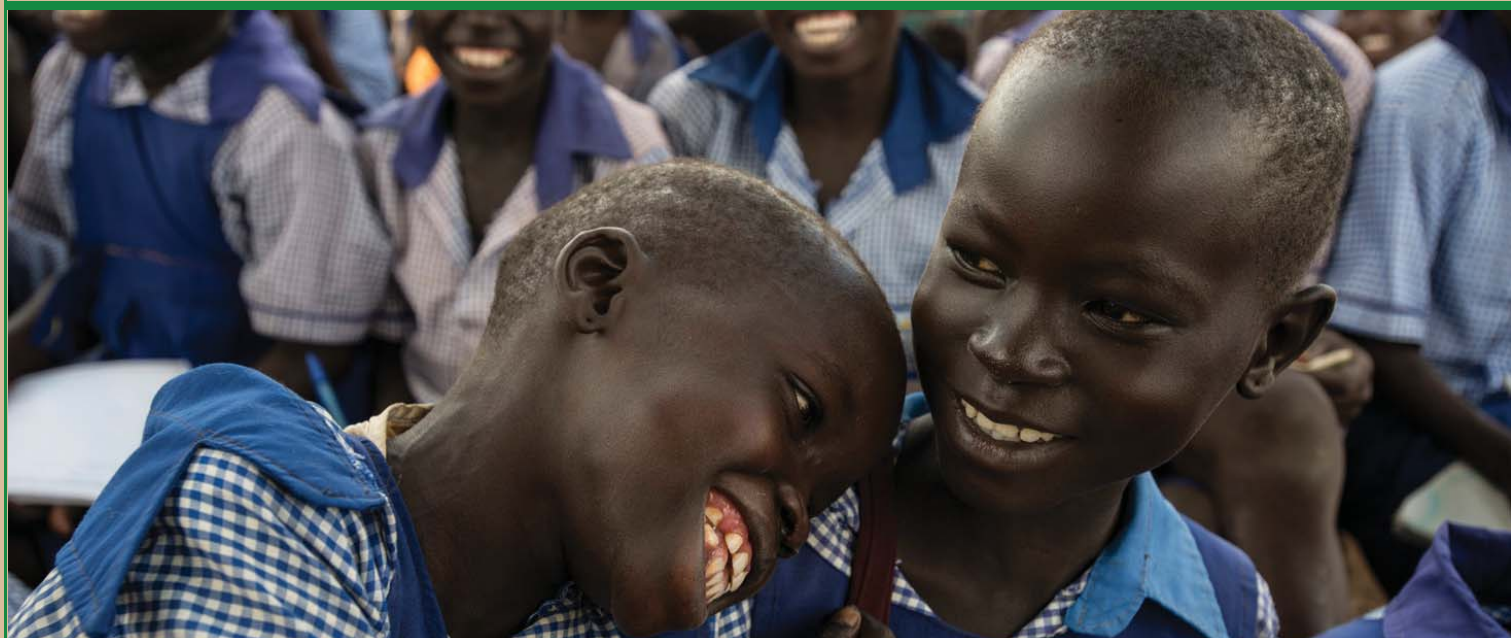


GOVERNMENT OF THE REPUBLIC OF SOUTH SUDAN



EDUCATION STATISTICS

FOR THE REPUBLIC OF SOUTH SUDAN



WESTERN BAHR-EL-GHAZAL

2015



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

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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 Adil Athanasio



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

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

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

Art. 8 (10): The National Ministry of General Education shall exercise and carry out the following roles and functions: [...] Conduct educational research to determine the quality of education system in South Sudan and use the results of such a research findings for planning purposes.

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

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to be 'Adil Athanasio', written over a large, stylized circular graphic element.

Honourable Adil Athanasio
Western Bahr-el-Ghazal 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."

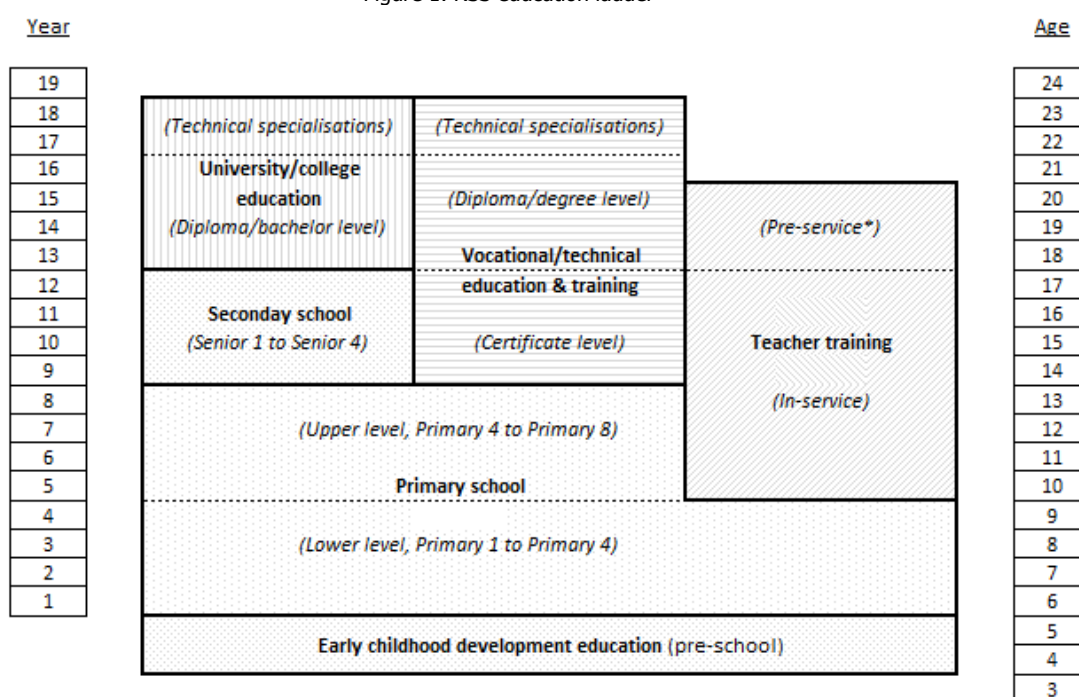
RSS MoEST mission, 1994

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.

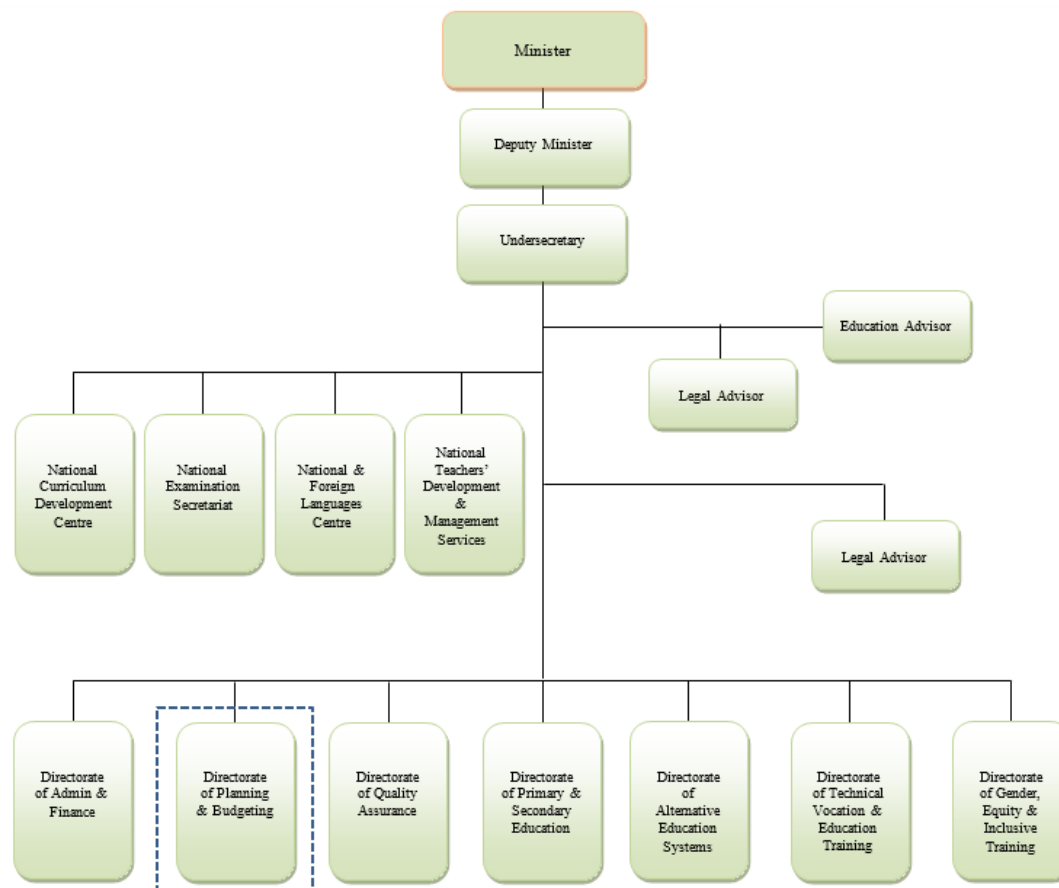
¹ Some university degrees take more than 4 years, including medicine, engineering, and other technical specialisations.

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	I’m attending P1 for the very first time.
	NO	I was in P1 last year at your school.

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

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

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

2.3. Indicators Used to Measure Resource

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

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

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

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

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

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

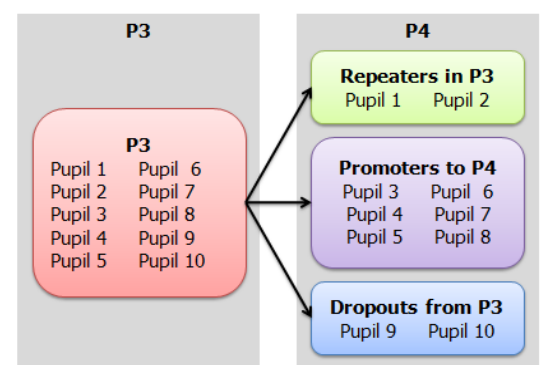
$$\text{PTextR (Math)} = \frac{\text{Total number of students}}{\text{Total number of Math textbooks}}$$

2.4. Indicators Used to Measure Student Flow

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

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

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



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:

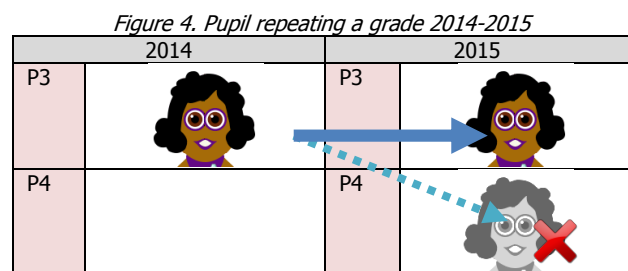
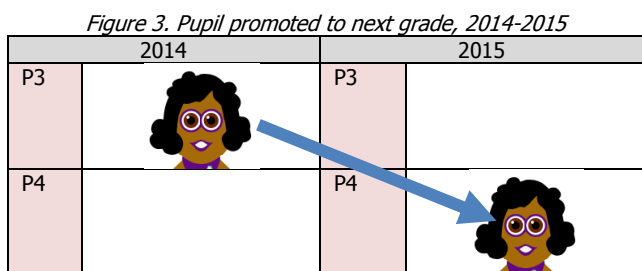
$$\text{Dropout Rate} = \frac{\text{Dropouts in cohort in } \gamma+1}{\text{Enrolment in cohort in } \gamma} \times 100\%$$

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	65	48	73.8%	17	26.2%
ECDE	94	49	52.1%	45	47.9%
PRI	211	140	66.4%	71	33.6%
SEC	33	19	57.6%	14	42.4%
TTI	0				
TVET	1			1	100.0%
UNI	1	1	100.0%		
Total	405	257	63.4%	148	36.6%

3.2. Students

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

Type	Total	Male		Female	
		Count	%	Count	%
AES	10,616	6,267	59.0%	4,349	41.0%
ECDE	8,208	4,511	55.0%	3,697	45.0%
PRI	83,727	48,774	58.3%	34,953	41.7%
SEC	6,755	4,505	66.7%	2,250	33.3%
TTI	0				
TVET	312	252	80.8%	60	19.2%
UNI	2,349	1,962	83.5%	387	16.5%
Total	109,618	66,271	60.5%	45,696	41.7%

Enrolment rates per school type, 2015

Type	GER	NER	GIR	NIR
PRI	93.9%	58.0%	54.1%	29.7%
SEC	18.1%	6.1%	15.9%	3.0%

3.3. Teachers

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

Type	Total	Male	Female	PTR
AES	440	392	48	24.1
ECDE	329	175	154	24.9
PRI	1,847	1,481	366	45.3
SEC	379	331	48	17.8
TTI	0			
TVE	19	16	3	16.4
UNI	171	146	25	13.7
Total	3,185	2,541	644	34.4

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	440	262	59.5%	105	23.9%	73	16.6%
PPR	329	175	53.2%	73	22.2%	81	24.6%
PRI	1,847	780	42.3%	572	31.0%	495	26.8%
SEC	379	221	58.3%	86	22.7%	72	19.0%
TVE	19	13	68.4%	3	15.8%	3	15.8%
Total	3,014	1,451	48.2%	839	27.8%	723	24.0%

* Data for UNI was not collected

3.4. Classrooms

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

Type	Total	Perm	Semi-Perm	Roof only	Tent	Open air	Other	PCR
AES	310	194	87	11	4	14	0	37.8
PPR	393	181	134	34	9	31	4	26.1
PRI	1,395	747	430	95	38	71	14	71.1
SEC	193	150	41	0	1	0	1	35.4
TVE	10	10	0	0	0	0	0	31.2
UNI	26	19	0	0	0	0	7	123.6
Total	2,327	1,282	692	140	52	116	19	55.5

3.5. Facilities

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

Type	Total schools	Water		Latrines	
		Count	%	Count	%
AES	65	31	47.7%	31	47.7%
PPR	94	34	36.2%	57	60.6%
PRI	211	84	39.8%	106	50.2%
SEC	33	16	48.5%	16	48.5%
TVE	1	1	100.0%		0.0%
Total	404	166	41.1%	210	52.0%

* No data for Universities.

3.6. Gender Parity

Gender parity index by county and school type, 2015

Type	GPI
PRI	0.75
SEC	0.56

* GER data available only for primary and secondary schools.

4. EMIS DATA, 2012-2015

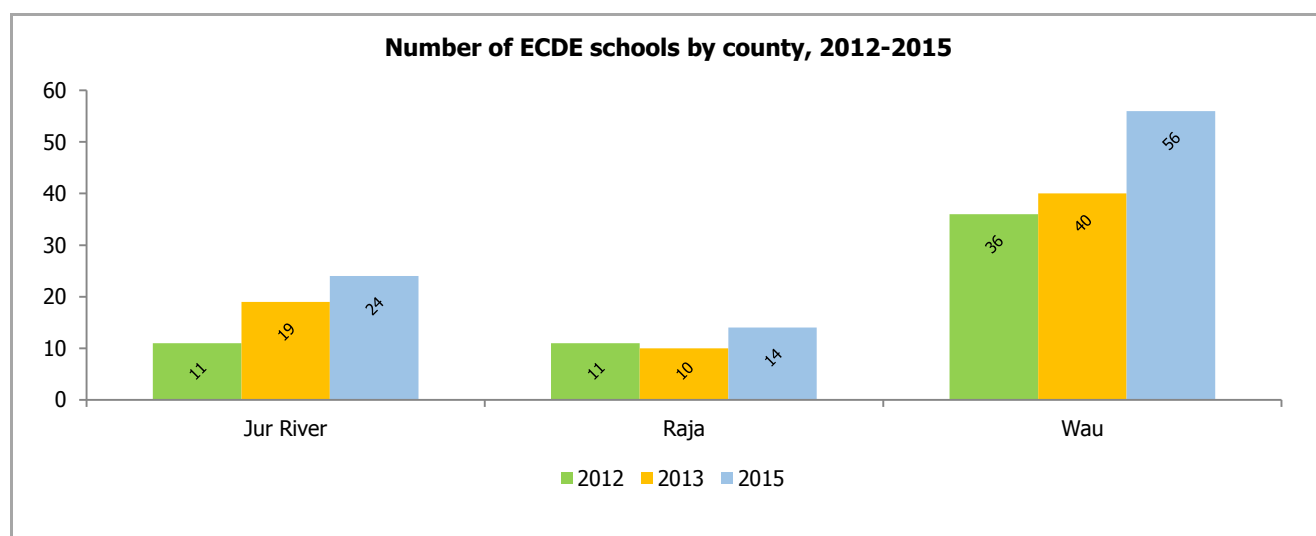
4.1. Early Childhood Development and Education

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 %
Jur River	2015	24	15	9	63%	38%
	2013	19	16	3	84%	16%
	2012	11	5	6	45%	55%
Raja	2015	14	9	5	64%	36%
	2013	10	5	5	50%	50%
	2012	11	7	4	64%	36%
Wau	2015	56	25	31	45%	55%
	2013	40	16	24	40%	60%
	2012	36	17	19	47%	53%
Total	2015	94	49	45	52%	48%
	2013	69	37	32	54%	46%
	2012	58	29	29	50%	50%

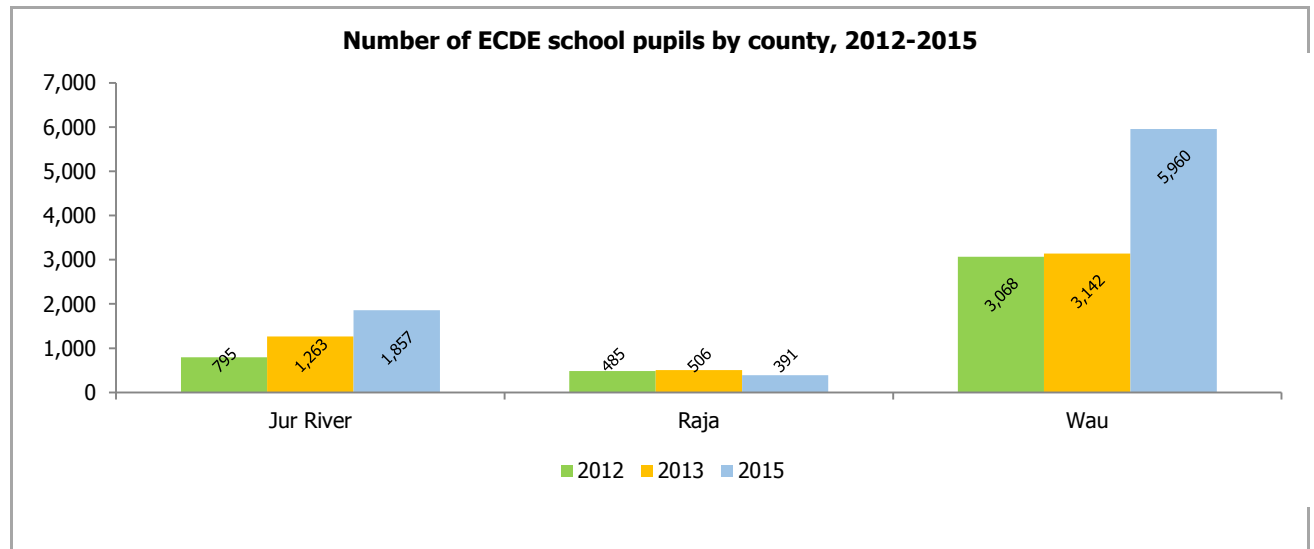
* "Government" includes government and government-aided schools. "Non-government" includes community, NGO-supported, private, other, and unknown ownership type schools.



4.1.2. Pupils

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

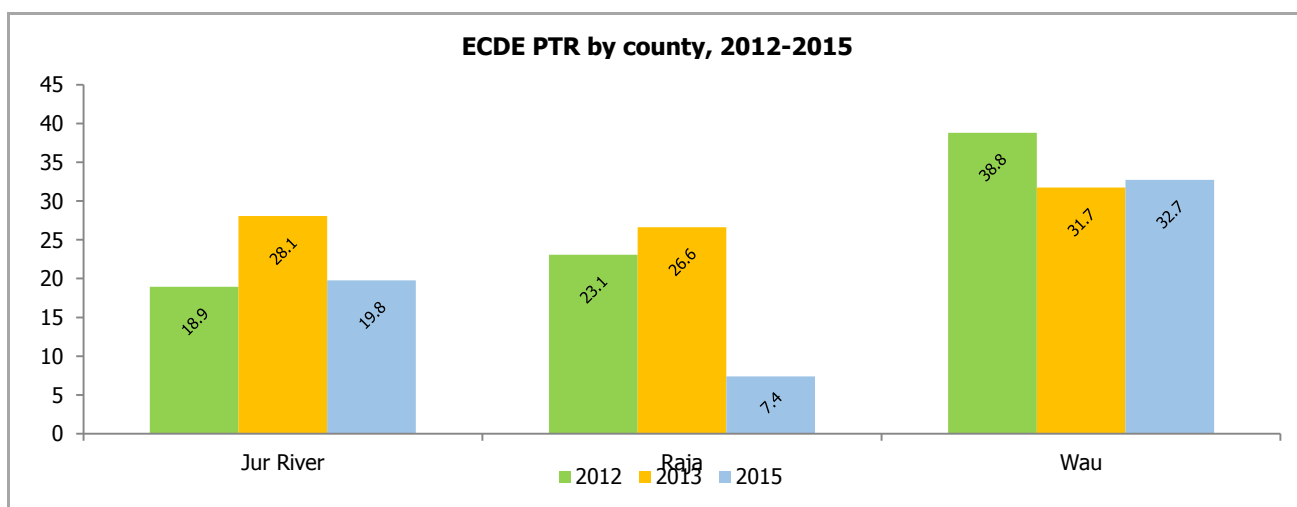
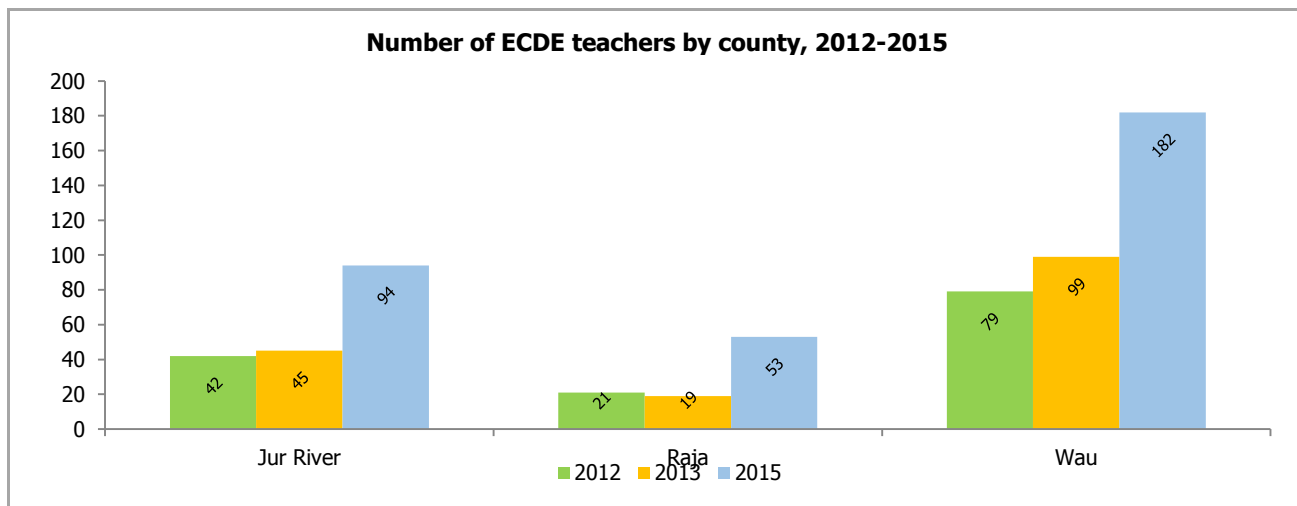
County	Year	Total	Male	Female	Male %	Female %
Jur River	2015	1,857	1,143	714	61.6%	38.4%
	2013	1,263	711	552	56.3%	43.7%
	2012	795	472	323	59.4%	40.6%
Raja	2015	391	199	192	50.9%	49.1%
	2013	506	274	232	54.2%	45.8%
	2012	485	217	268	44.7%	55.3%
Wau	2015	5,960	3,169	2,791	53.2%	46.8%
	2013	3,142	1,649	1,493	52.5%	47.5%
	2012	3,068	1,586	1,482	51.7%	48.3%
Total	2015	8,208	4,511	3,697	55.0%	45.0%
	2013	4,911	2,634	2,277	53.6%	46.4%
	2012	4,348	2,275	2,073	52.3%	47.7%



4.1.3. Teachers

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

County	Year	Total	Male	Female	Male %	Female %	PTR
Jur River	2015	94	79	15	84.0%	16.0%	19.8
	2013	45	34	11	75.6%	24.4%	28.1
	2012	42	33	9	78.6%	21.4%	18.9
Raja	2015	53	37	16	69.8%	30.2%	7.4
	2013	19	12	7	63.2%	36.8%	26.6
	2012	21	15	6	71.4%	28.6%	23.1
Wau	2015	182	59	123	32.4%	67.6%	32.7
	2013	99	21	78	21.2%	78.8%	31.7
	2012	79	23	56	29.1%	70.9%	38.8
Total	2015	329	175	154	53.2%	46.8%	24.9
	2013	163	67	96	41.1%	58.9%	50.4
	2012	142	71	71	50.0%	50.0%	57.8

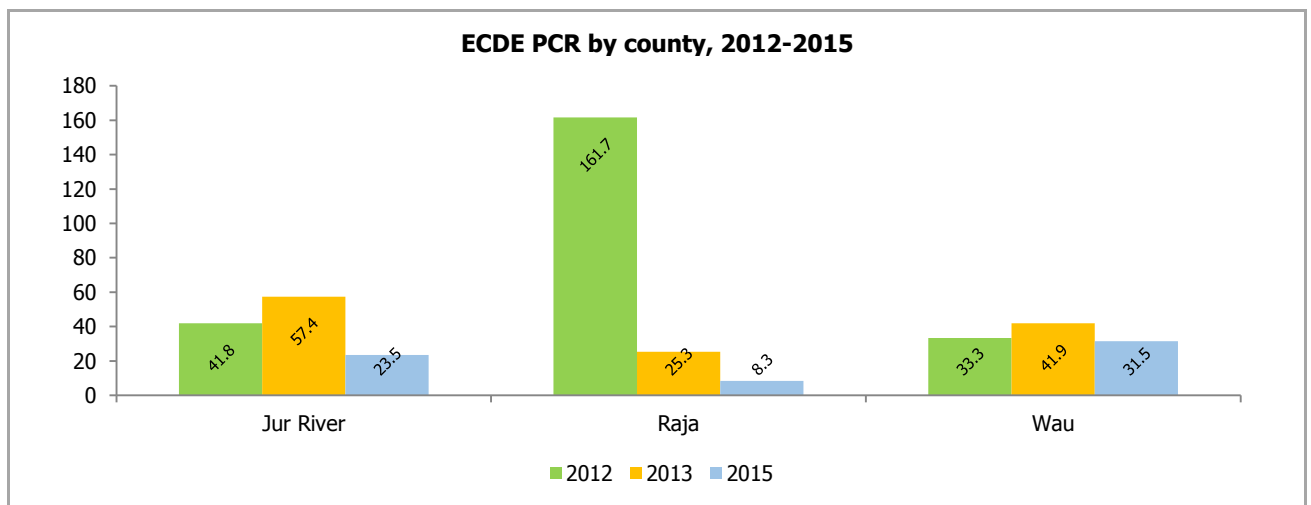
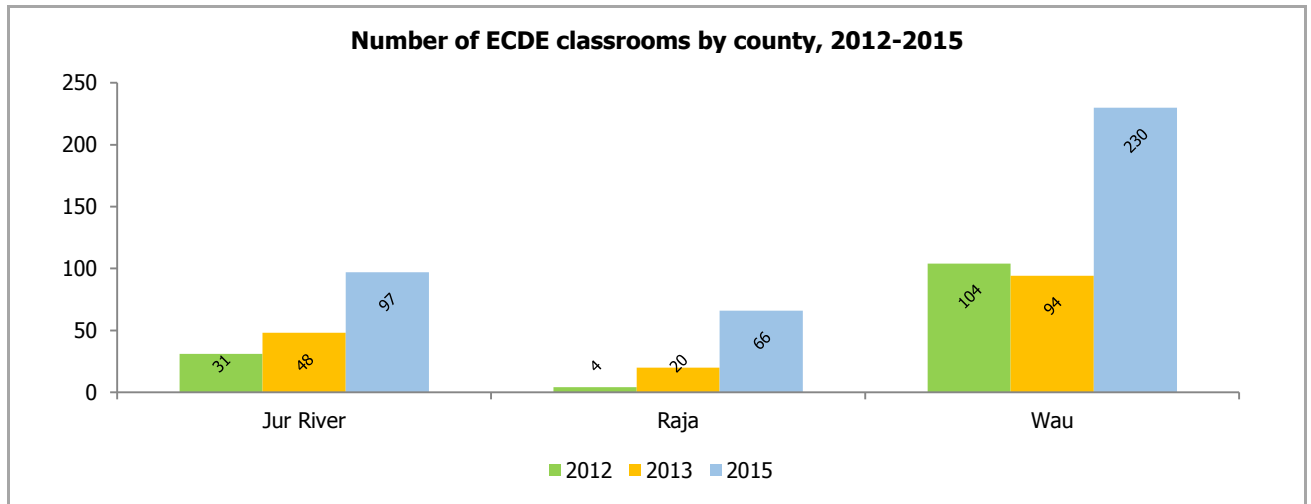


4.1.4. Classrooms

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
Jur River	2015	97	55	24	18	0	23.5
	2013	48	14	8	25	1	57.4
	2012	31	8	11	6	6	41.8
Raja	2015	66	25	22	0	19	8.3
	2013	20	10	10	0	0	25.3
	2012	4	0	3	0	1	161.7
Wau	2015	230	101	88	13	28	31.5
	2013	94	49	26	8	11	41.9
	2012	104	34	58	1	11	33.3
Total	2015	393	181	134	31	47	26.1
	2013	162	73	44	33	12	42.0
	2012	139	42	72	7	18	38.1

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



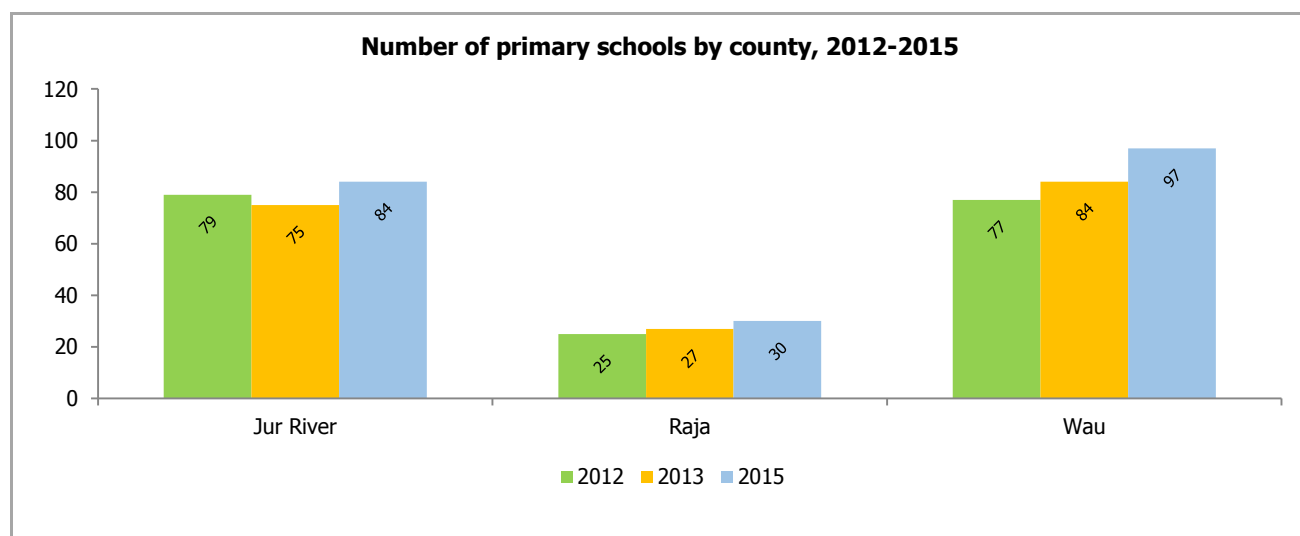
4.2. Primary Schools

4.2.1. Schools

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

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Jur River	2015	84	55	29	65.5%	34.5%
	2013	75	46	29	61.3%	38.7%
	2012	79	57	22	72.2%	27.8%
Raja	2015	30	24	6	80.0%	20.0%
	2013	27	19	8	70.4%	29.6%
	2012	25	18	7	72.0%	28.0%
Wau	2015	97	61	36	62.9%	37.1%
	2013	84	50	34	59.5%	40.5%
	2012	77	45	32	58.4%	41.6%
Total	2015	211	140	71	66.4%	33.6%
	2013	186	115	71	61.8%	38.2%
	2012	181	120	61	66.3%	33.7%

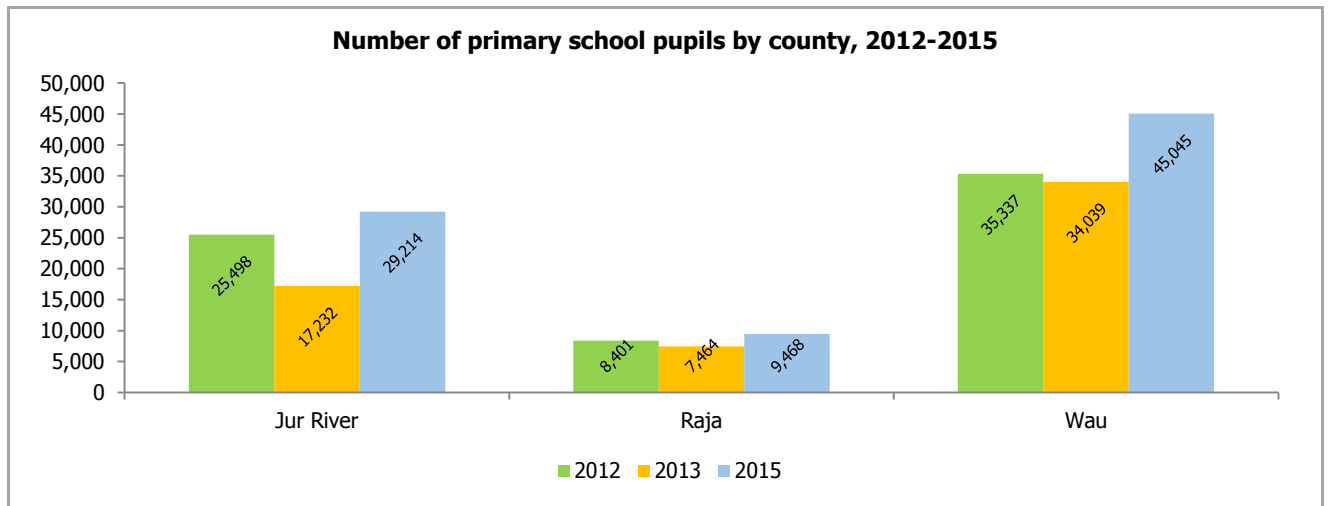
*"Government" includes government and government-aided schools. "Non-government" includes community, NGO-supported, private, other, and unknown ownership type schools.



4.2.2. Pupils

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

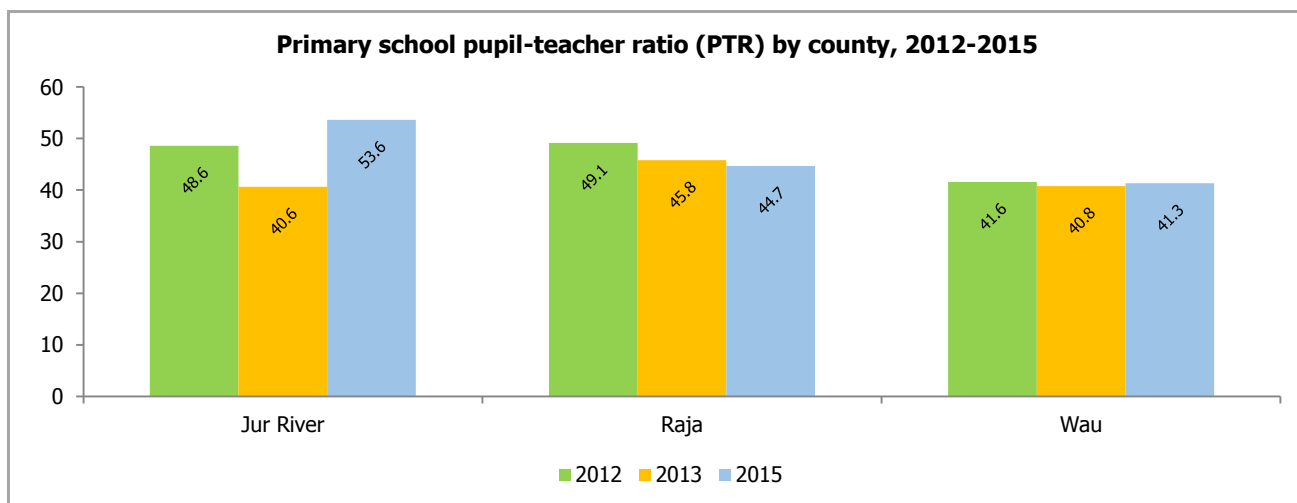
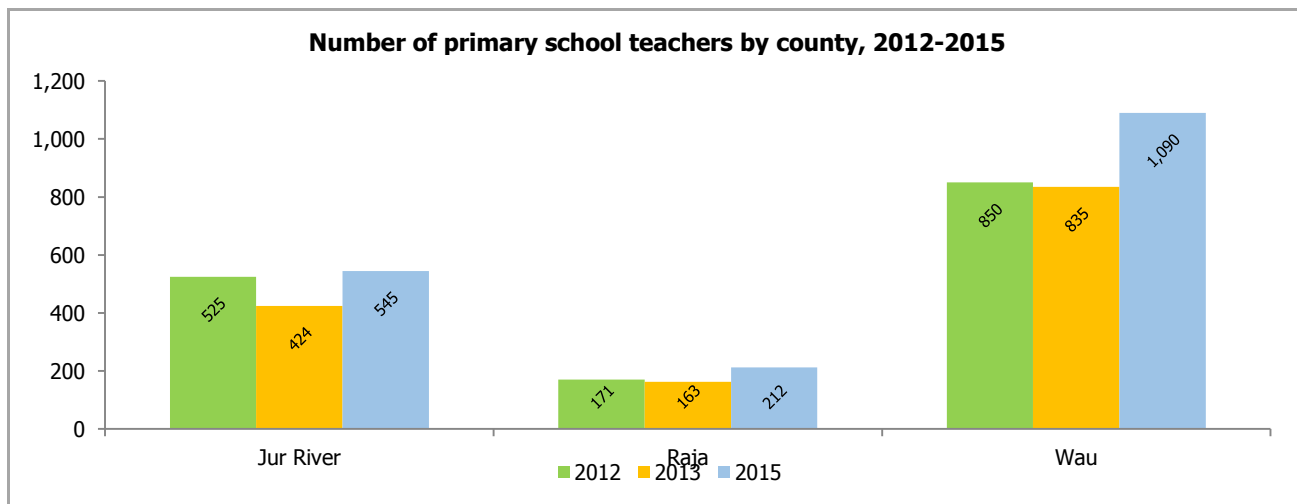
County	Year	Total	Male	Female	Male %	Female %
Jur River	2015	29,214	19,480	9,734	66.7%	33.3%
	2013	17,232	12,034	5,198	69.8%	30.2%
	2012	25,498	17,870	7,628	70.1%	29.9%
Raja	2015	9,468	5,270	4,198	55.7%	44.3%
	2013	7,464	4,311	3,153	57.8%	42.2%
	2012	8,401	4,849	3,552	57.7%	42.3%
Wau	2015	45,045	24,024	21,021	53.3%	46.7%
	2013	34,039	18,433	15,606	54.2%	45.8%
	2012	35,337	19,495	15,842	55.2%	44.8%
Total	2015	83,727	48,774	34,953	58.3%	41.7%
	2013	58,735	34,778	23,957	59.2%	40.8%
	2012	69,236	42,214	27,022	61.0%	39.0%



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
Jur River	2015	545	503	42	92.3%	7.7%	53.6
	2013	424	399	25	94.1%	5.9%	40.6
	2012	525	494	31	94.1%	5.9%	48.6
Raja	2015	212	181	31	85.4%	14.6%	44.7
	2013	163	131	32	80.4%	19.6%	45.8
	2012	171	146	25	85.4%	14.6%	49.1
Wau	2015	1,090	797	293	73.1%	26.9%	41.3
	2013	835	617	218	73.9%	26.1%	40.8
	2012	850	622	228	73.2%	26.8%	41.6
Total	2015	1,847	1,481	366	80.2%	19.8%	45.3
	2013	1,422	1,147	275	80.7%	19.3%	58.9
	2012	1,546	1,262	284	81.6%	18.4%	54.2

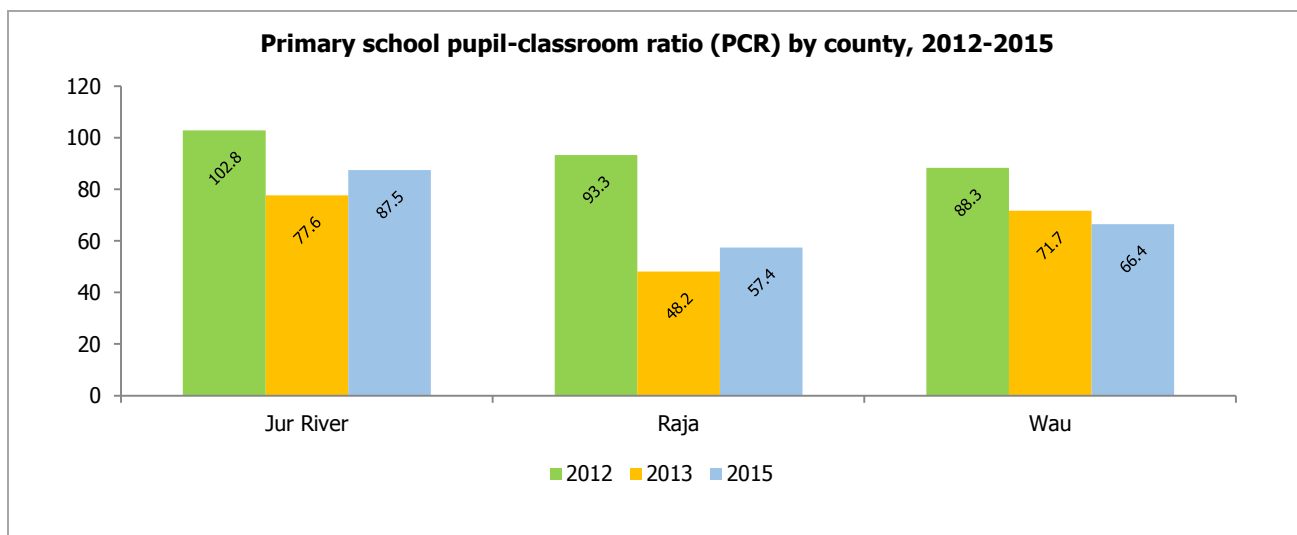
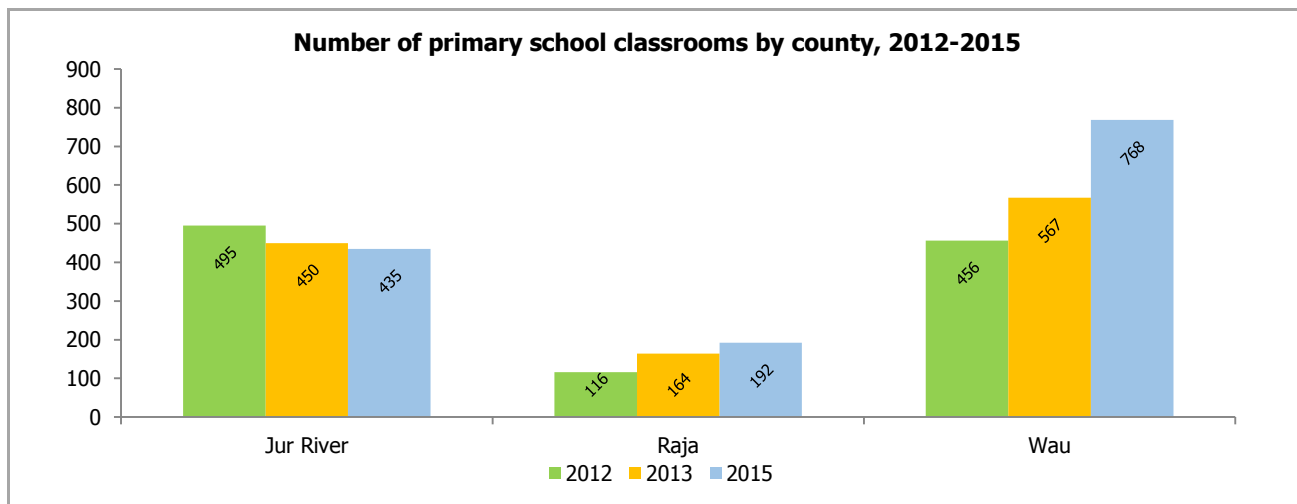


4.2.4. Classrooms

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
Jur River	2015	435	170	164	54	47	87.5
	2013	450	140	82	148	80	77.6
	2012	495	139	109	162	85	102.8
Raja	2015	192	121	44	4	23	57.4
	2013	164	118	37	6	3	48.2
	2012	116	66	24	13	13	93.3
Wau	2015	768	456	222	13	77	66.4
	2013	567	350	125	43	49	71.7
	2012	456	290	110	19	37	88.3
Total	2015	1,395	747	430	71	147	71.1
	2013	1,181	608	244	197	132	68.9
	2012	1,067	495	243	194	135	93.8

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



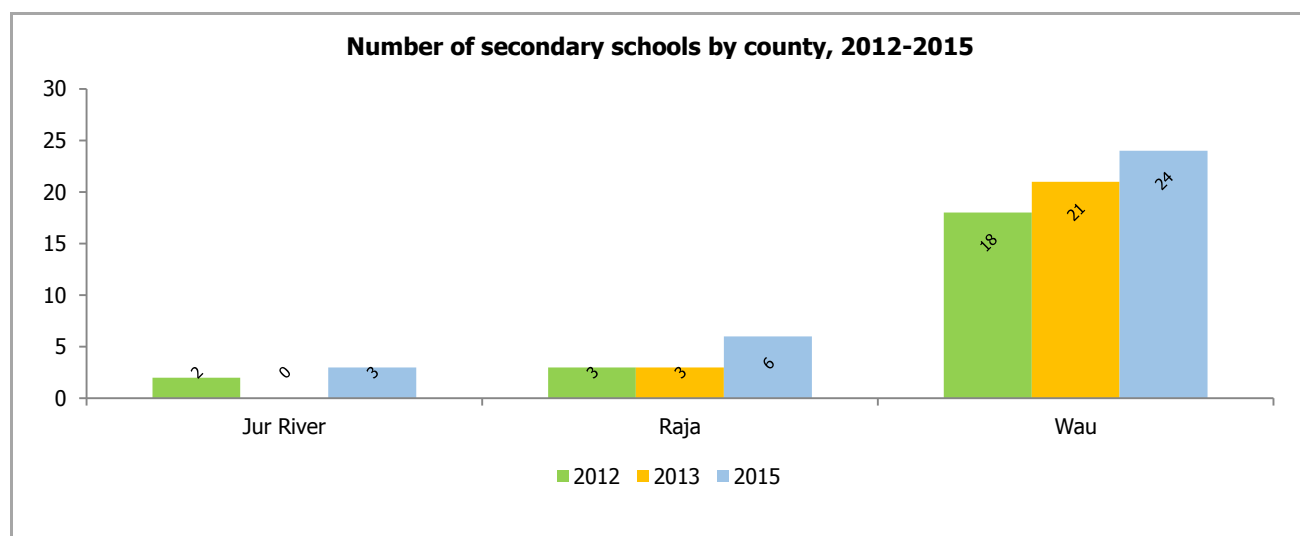
4.3. Secondary Schools

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 %
Jur River	2015	3	2	1	66.7%	33.3%
	2012	2	2	0	100.0%	0.0%
Raja	2015	6	4	2	66.7%	33.3%
	2013	3	2	1	66.7%	33.3%
	2012	3	2	1	66.7%	33.3%
Wau	2015	24	13	11	54.2%	45.8%
	2013	21	12	9	57.1%	42.9%
	2012	18	9	9	50.0%	50.0%
Total	2015	33	19	14	57.6%	42.4%
	2013	24	14	10	58.3%	41.7%
	2012	23	13	10	56.5%	43.5%

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

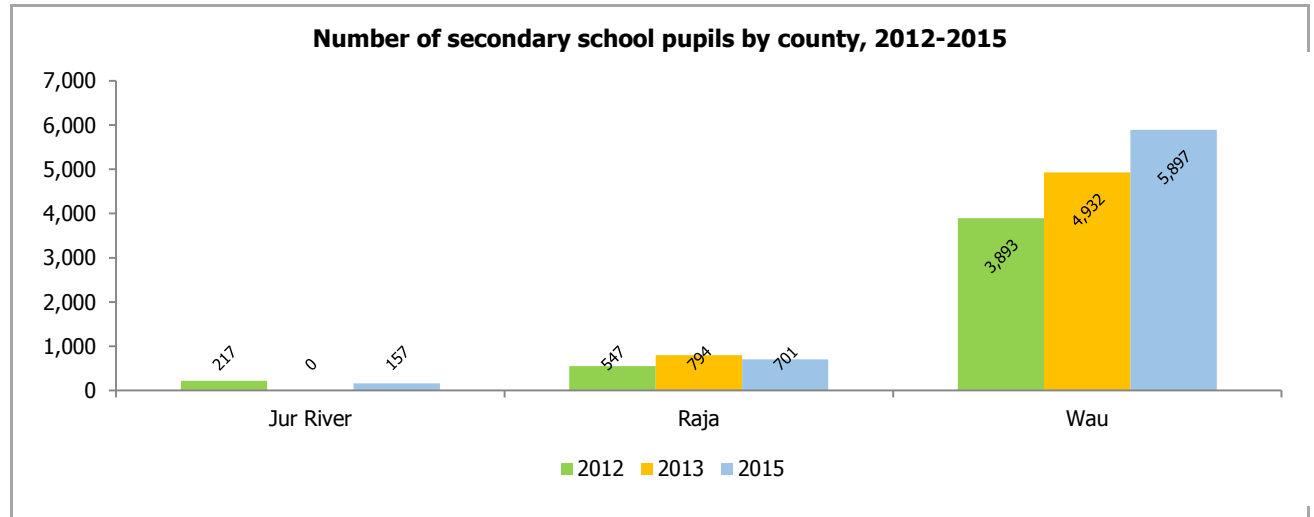


4.3.2. Pupils

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

County	Year	Total	Male	Female	Male %	Female %
Jur River	2015	157	138	19	87.9%	12.1%
	2012	217	138	79	63.6%	36.4%
Raja	2015	701	505	196	72.0%	28.0%
	2013	794	498	296	62.7%	37.3%
	2012	547	403	144	73.7%	26.3%
Wau	2015	5,897	3,862	2,035	65.5%	34.5%
	2013	4,932	2,729	2,203	55.3%	44.7%
	2012	3,893	2,718	1,175	69.8%	30.2%
Total	2015	6,755	4,505	2,250	66.7%	33.3%
	2013	5,726	3,227	2,499	56.4%	43.6%
	2012	4,657	3,259	1,398	70.0%	30.0%

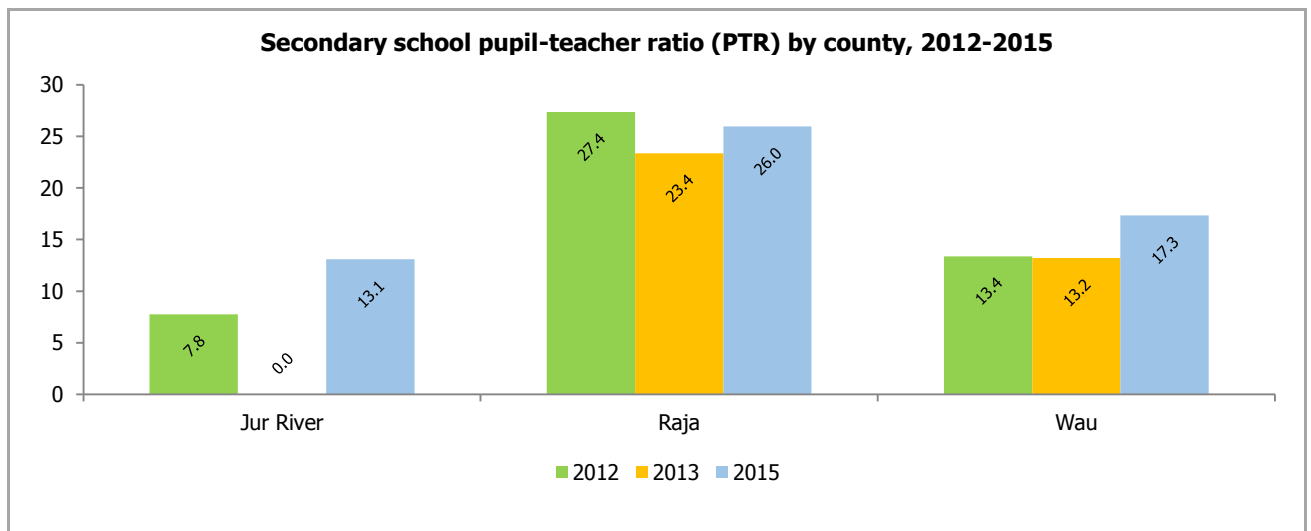
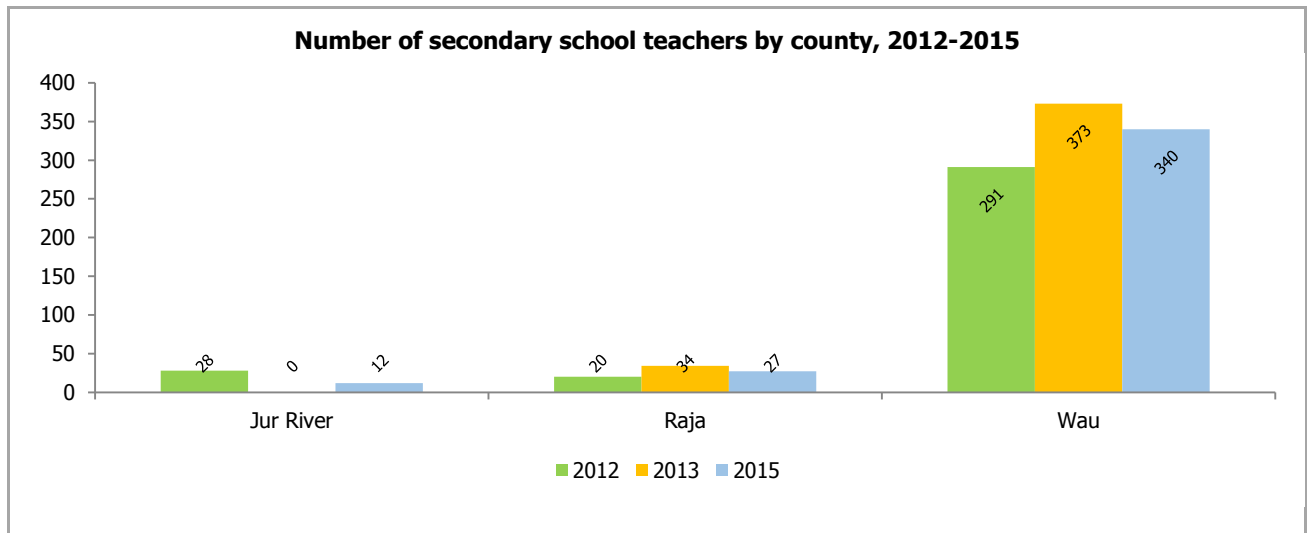
* "Secondary school pupils" include only pupils in S1-S4. S5 and S6 pupils in schools following the Uganda and Kenyan secondary school system are excluded from the count.



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
Jur River	2015	12	11	1	91.7%	8.3%	13.1
	2012	28	26	2	92.9%	7.1%	7.8
Raja	2015	27	26	1	96.3%	3.7%	26.0
	2012	20	19	1	97.1%	2.9%	23.4
	2013	34	33	1	95.0%	5.0%	27.4
Wau	2015	340	294	46	86.5%	13.5%	17.3
	2012	291	266	25	90.3%	9.7%	13.2
	2013	373	337	36	91.4%	8.6%	13.4
Total	2015	379	331	48	87.3%	12.7%	17.8
	2013	407	370	37	90.9%	9.1%	16.6
	2012	339	311	28	91.7%	8.3%	19.9

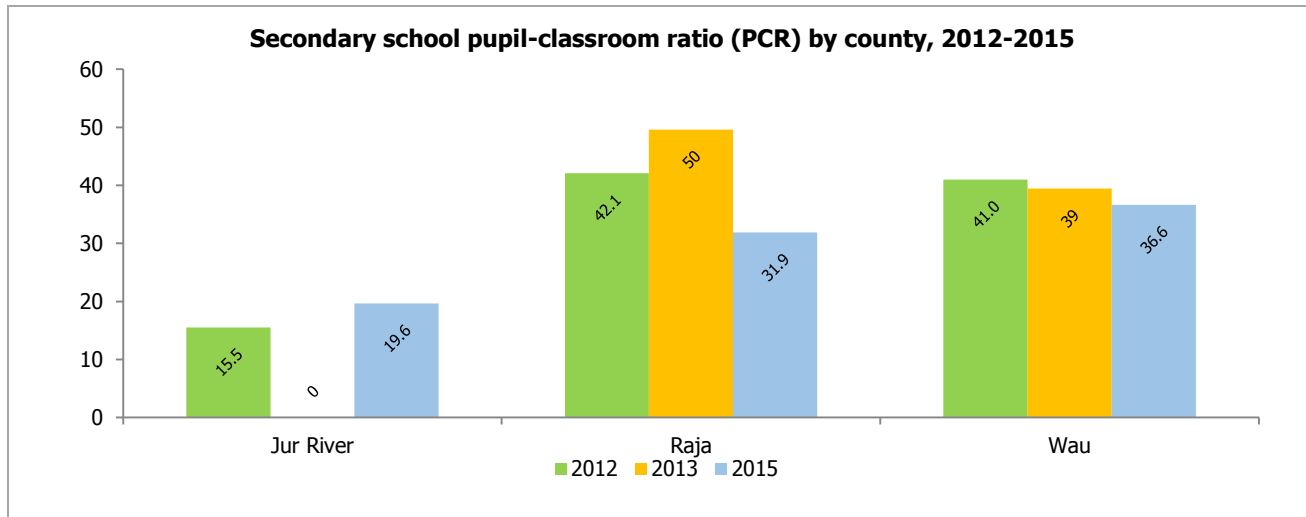
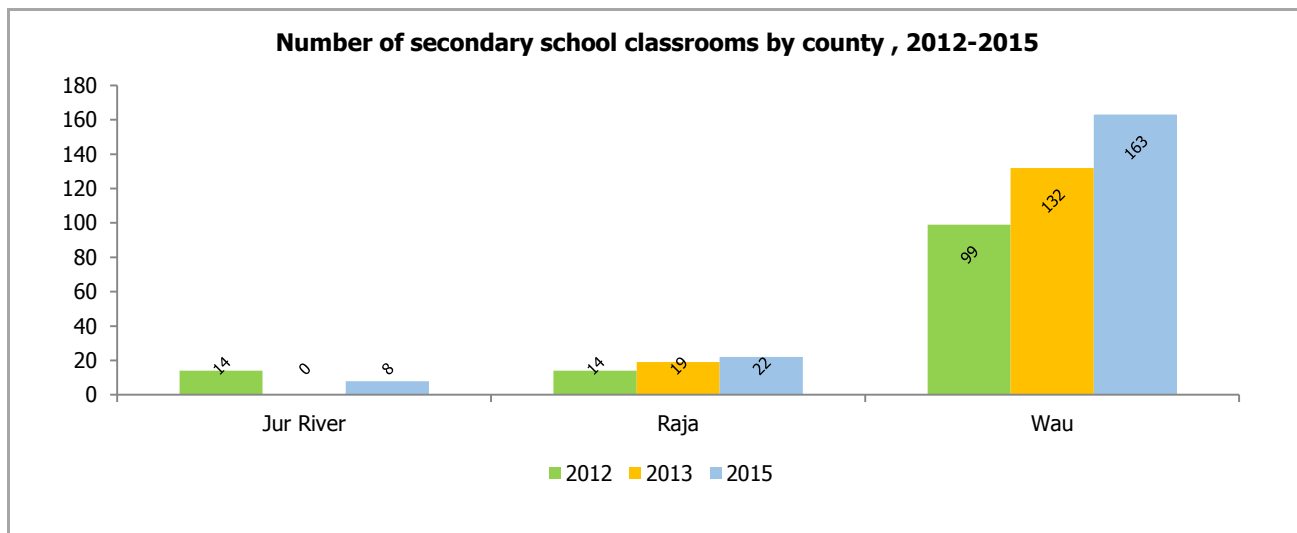


4.3.4. Classrooms

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
Jur River	2015	8	5	3	0	0	19.6
	2012	14	14	0	0	0	15.5
Raja	2015	22	17	5	0	0	31.9
	2013	19	13	3	0	3	49.6
	2012	14	11	2	0	1	42.1
Wau	2015	163	128	33	0	2	36.6
	2013	132	114	11	0	7	39.5
	2012	99	84	11	2	2	41.0
Total	2015	193	150	41	0	2	35.4
	2013	151	127	14	0	10	40.6
	2012	127	109	13	2	3	38.2

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



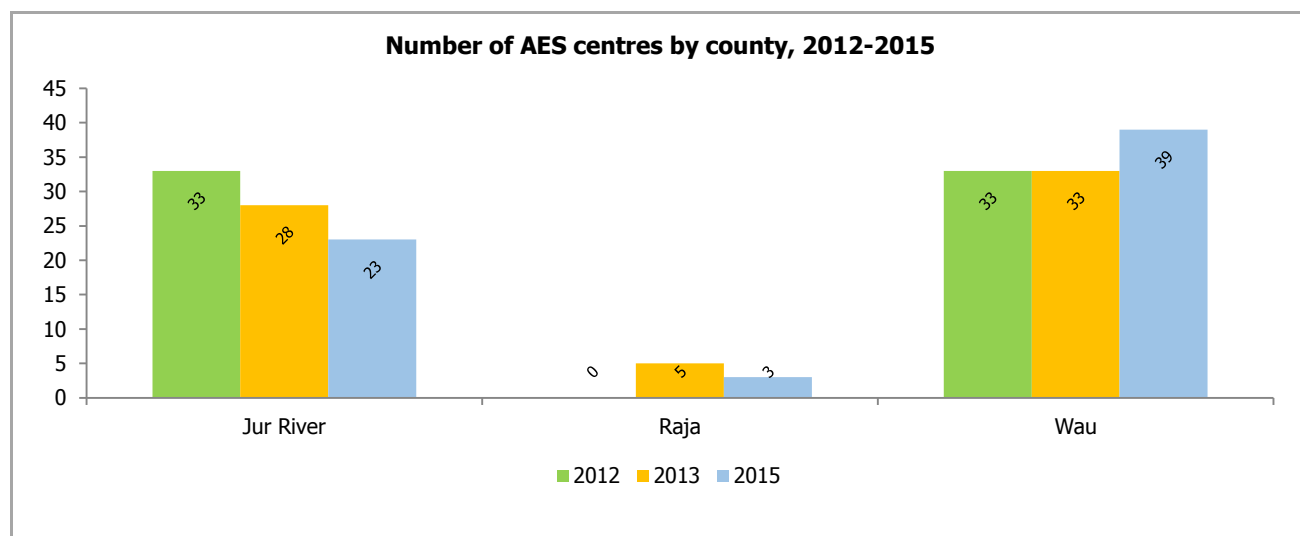
4.4. Alternative Education Systems (AES)

4.4.1. Centres

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

County	Year	Total	Gov	Non gov	Gov %	Non gov %
Jur River	2015	23	14	9	60.9%	39.1%
	2013	28	0	0	0.0%	0.0%
	2012	33	0	0	0.0%	0.0%
Raja	2015	3	2	1	66.7%	33.3%
	2013	5	0	0	0.0%	0.0%
Wau	2015	39	32	7	82.1%	17.9%
	2013	33	0	0	0.0%	0.0%
	2012	33	0	0	0.0%	0.0%
Total	2015	65	48	17	73.8%	26.2%
	2013	66	0	0	0.0%	0.0%
	2012	66	0	0	0.0%	0.0%

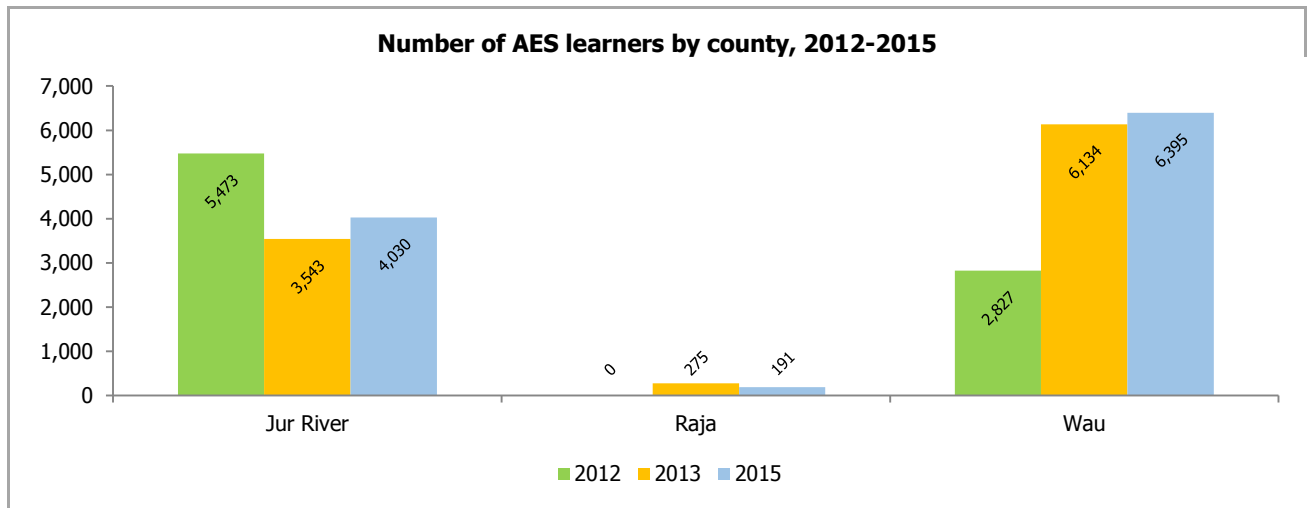
* No data is available for ownership of AES schools before 2015



4.4.2. Learners

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

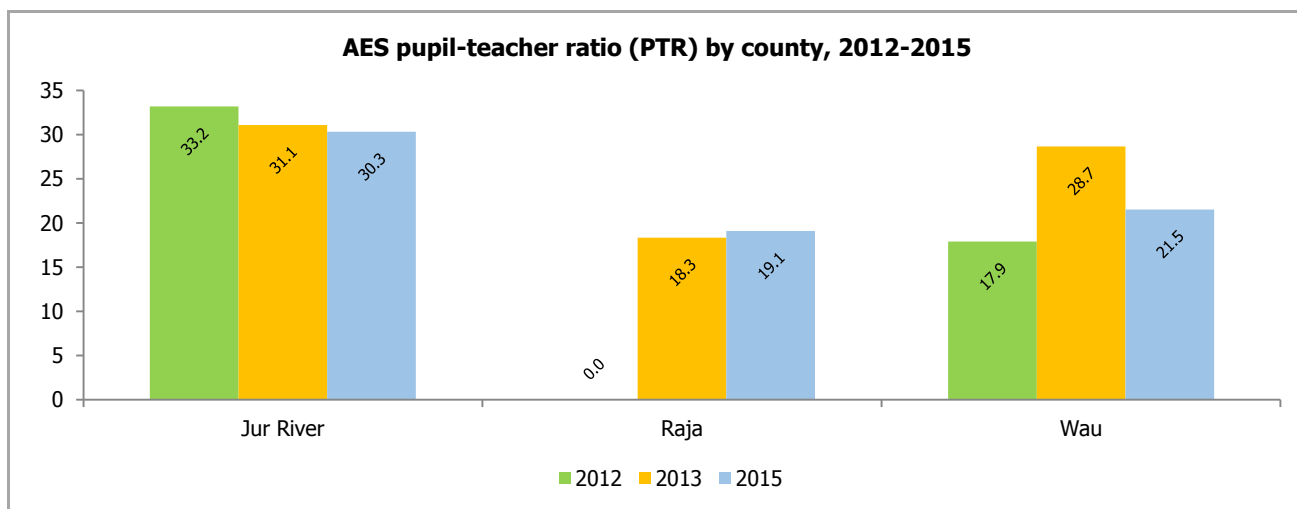
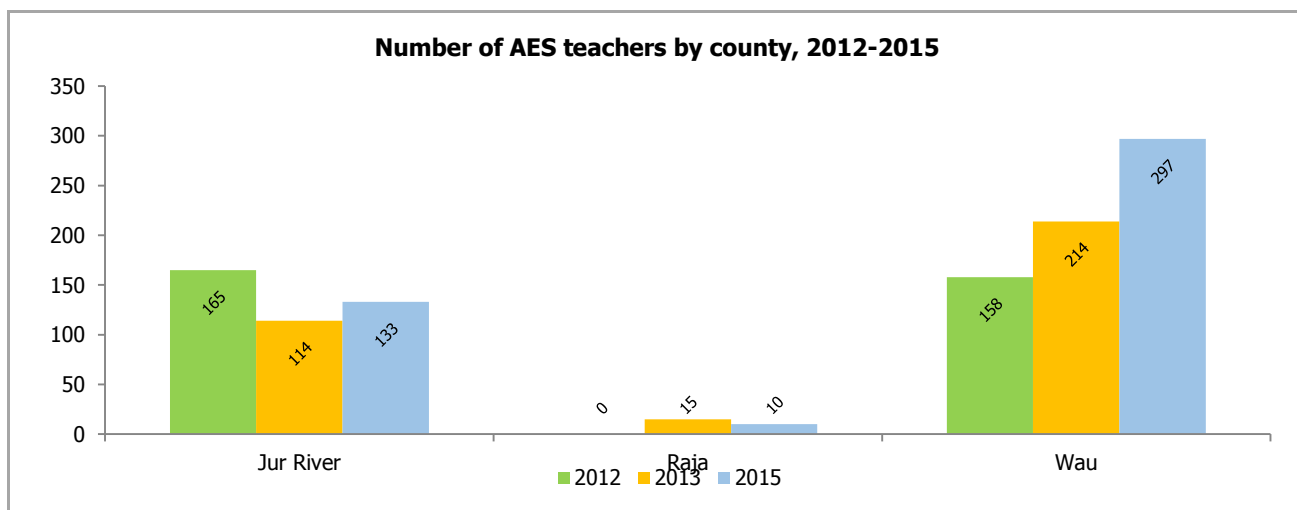
County	Year	Total	Male	Female	Male %	Female %
Jur River	2015	4,030	2,652	1,378	65.8%	34.2%
	2013	3,543	2,437	1,106	68.8%	31.2%
	2012	5,473	3,333	2,140	60.9%	39.1%
Raja	2015	191	107	84	56.0%	44.0%
	2013	275	128	147	46.5%	53.5%
Wau	2015	6,395	3,508	2,887	54.9%	45.1%
	2013	6,134	3,521	2,613	57.4%	42.6%
	2012	2,827	1,687	1,140	59.7%	40.3%
Total	2015	10,616	6,267	4,349	59.0%	41.0%
	2013	9,952	6,086	3,866	61.2%	38.8%
	2012	8,300	5,020	3,280	60.5%	39.5%



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
Jur River	2015	133	116	17	87.2%	12.8%	30.3
	2013	114	105	9	92.1%	7.9%	31.1
	2012	165	152	13	92.1%	7.9%	33.2
Raja	2015	10	9	1	90.0%	10.0%	19.1
	2013	15	13	2	86.7%	13.3%	18.3
Wau	2015	297	267	30	89.9%	10.1%	21.5
	2013	214	194	20	90.7%	9.3%	28.7
	2012	158	148	10	93.7%	6.3%	17.9
Total	2015	440	392	48	89.1%	10.9%	24.1
	2013	343	312	31	91.0%	9.0%	31.0
	2012	323	300	23	92.9%	7.1%	32.9

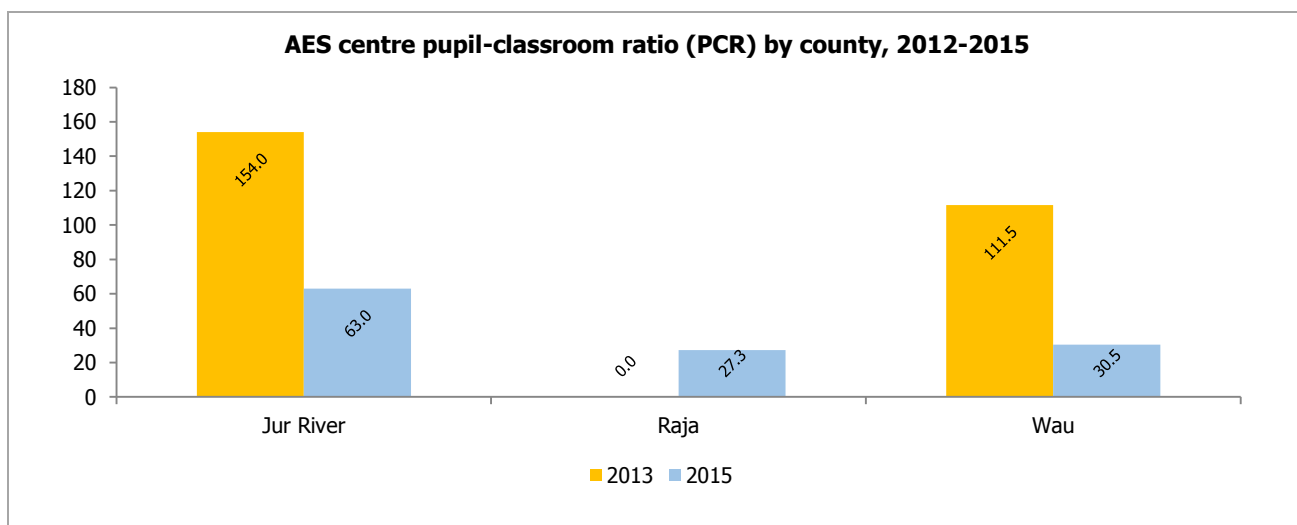
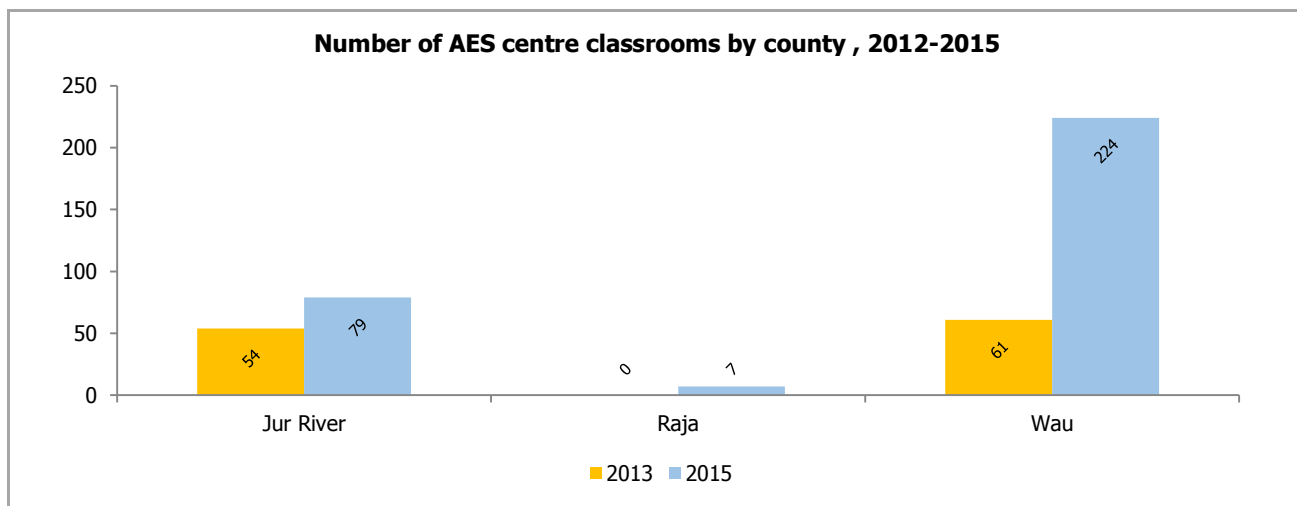


4.4.4. Classrooms

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

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Jur River	2015	79	39	25	7	8	63.0
	2013	54	18	5	19	12	154.0
Raja	2015	7	7	0	0	0	27.3
	2013	0	0	0	0	0	0.0
Wau	2015	224	148	62	7	7	30.5
	2013	61	36	19	4	2	111.5
Total	2015	310	194	87	14	15	37.8
	2013	115	54	24	23	14	127.6

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



4.5. Technical and Vocational Education and Training (TVET)

4.5.1. Institutes

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

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

4.5.2. Trainees

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

County	Year	Total	Male	Female	Male %	Female %
Wau	2015	312	252	60	80.8%	19.2%

4.5.3. Trainers

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

County	Year	Total	Male	Female	Male %	Female %	PTR
Wau	2015	19	16	3	84.2%	15.8%	16.4

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

4.5.4. Classrooms

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

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Wau	2015	10	10	0	0	0	31.2

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

4.6. Universities

4.6.1. Universities

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

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Wau	2015	1	1		100.0%	

4.6.2. Students

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

County	Year	Total	Male	Female	Male %	Female %
Wau	2015	2,349	1,962	387	83.5%	16.5%

4.6.3. Professors/Lecturers

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

County	Year	Total	Male	Female	Male %	Female %	PTR
Wau	2015	171	146	25	85.4%	14.6%	13.7

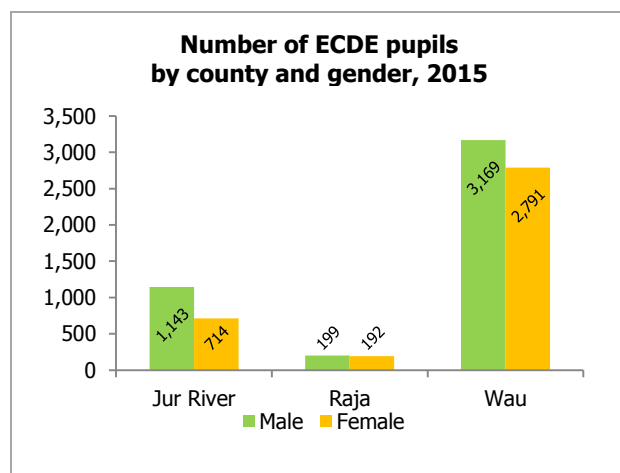
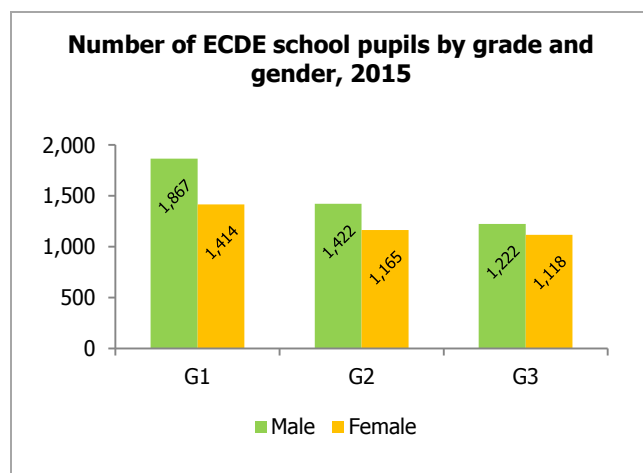
5. EARLY CHILDHOOD DEVELOPMENT AND EDUCATION (ECDE), 2015

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
Jur River	1,857	1,211	452	194
Raja	391	232	99	60
Wau	5,960	1,838	2,036	2,086
Jur River	1,857	1,211	452	194
Total	8,208	3,281	2,587	2,340

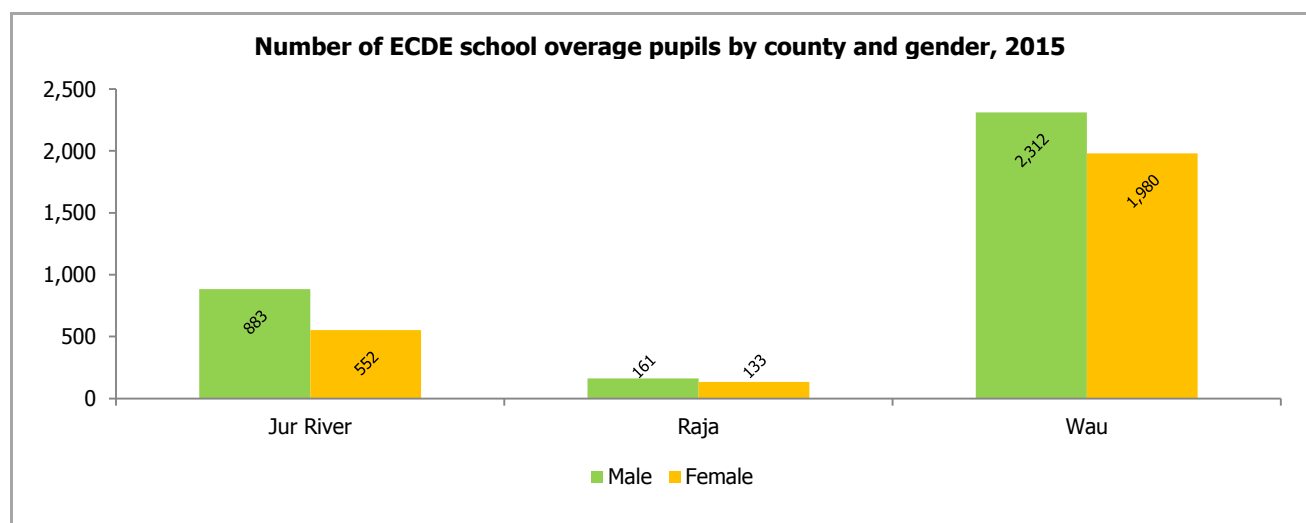


5.1.2. Overage Pupils

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
Jur River	422	1,435	77.3%	260	883	77.3%	162	552	77.3%
Raja	97	294	75.2%	38	161	80.9%	59	133	69.3%
Wau	1,668	4,292	72.0%	857	2,312	73.0%	811	1,980	70.9%
Total	2,187	6,021	73.4%	1,155	3,356	74.4%	1,032	2,665	72.1%

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



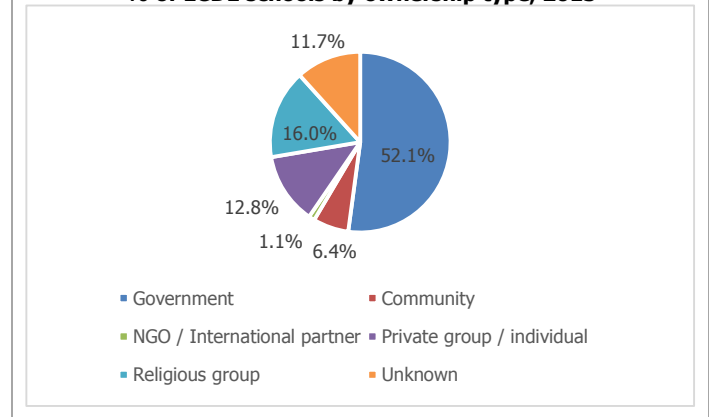
5.2. Resources

5.2.1. Schools

Number of ECDE schools by ownership, 2015

Ownership type	Schools
Community	49
Government	6
NGO / International partner	1
Private group / individual	12
Religious group	15
Unknown	11
Total	94

% of ECDE schools by ownership type, 2015

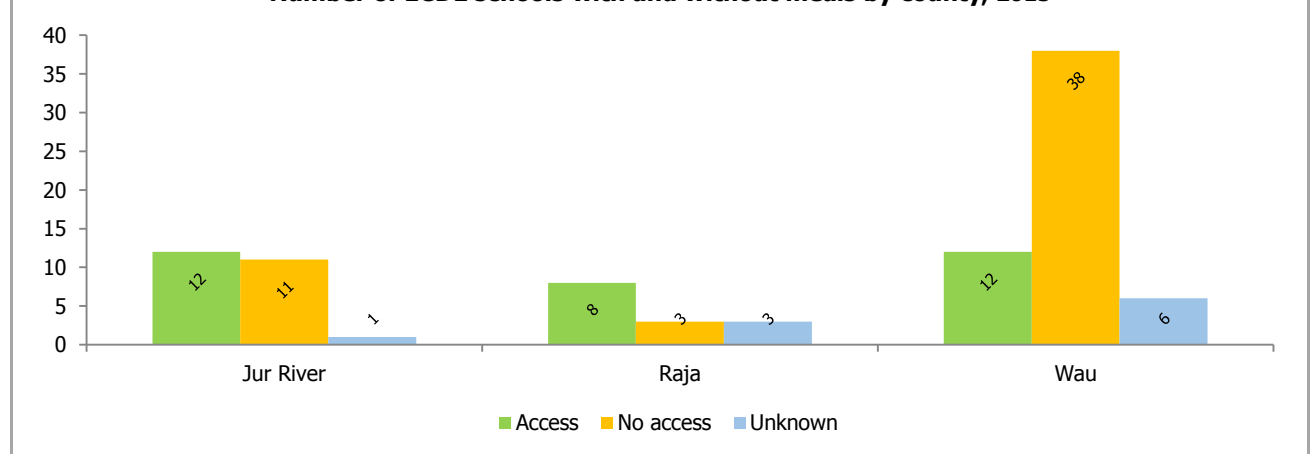


Number and % of ECDE schools with meals by county, 2015

County	Schools	Schools w/ meals		Schools w/o meals		Unknown	
		Count	% total	Count	% total	Count	% total
Jur River	24	12	50.0%	11	45.8%	1	4.2%
Raja	14	8	57.1%	3	21.4%	3	21.4%
Wau	56	12	21.4%	38	67.9%	6	10.7%
Total	94	32	34.0%	52	55.3%	10	10.6%

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

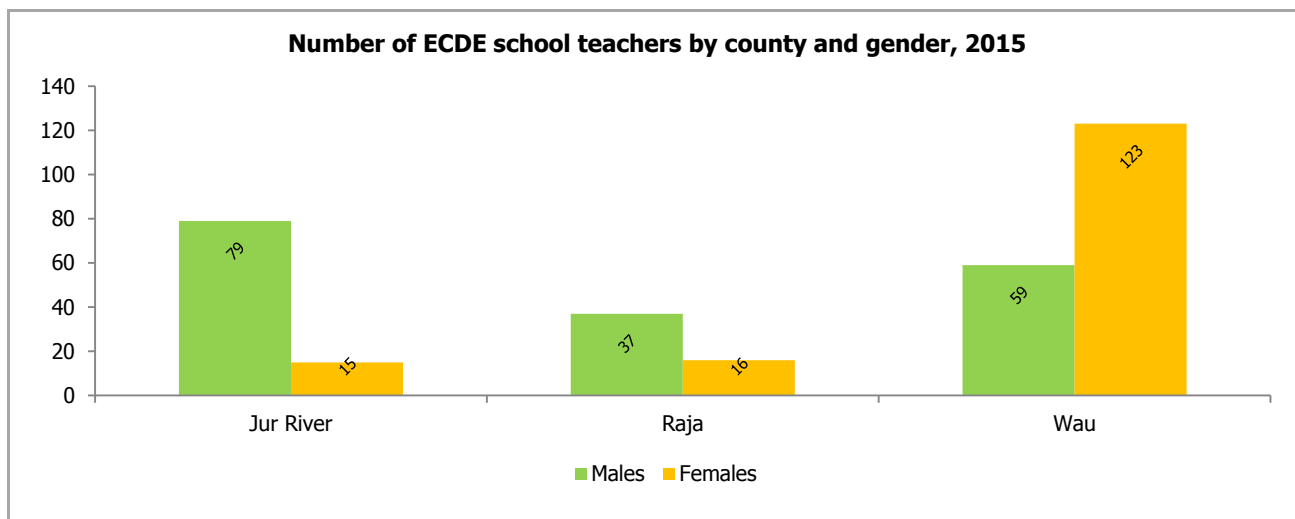
Number of ECDE schools with and without meals by county, 2015



5.2.2. Teachers

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

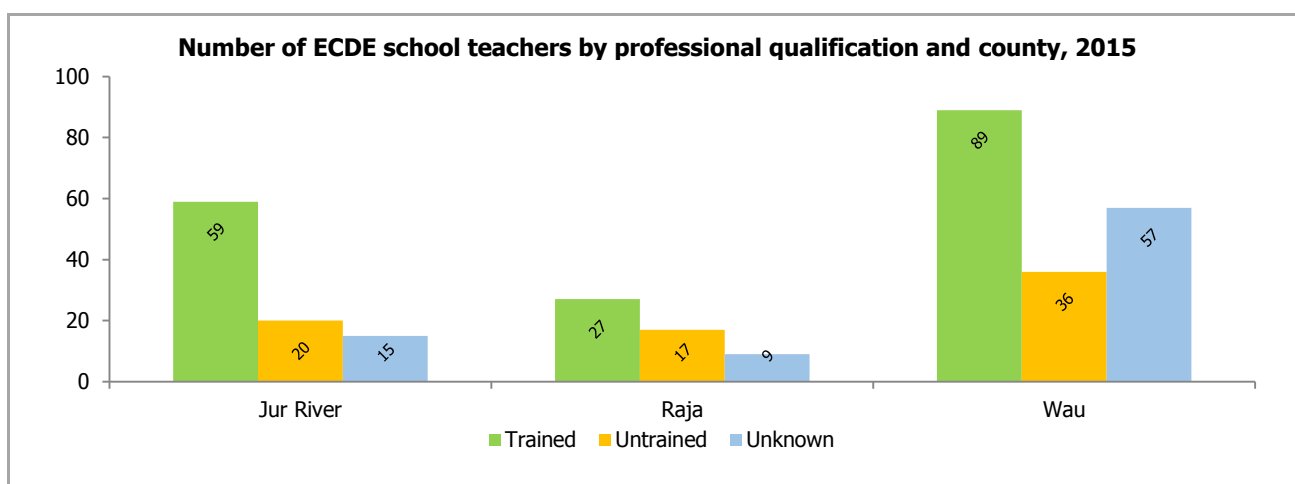
County	Total	Male		Female	
		Count	% total	Count	% total
Jur River	94	79	84.0%	15	16.0%
Raja	53	37	69.8%	16	30.2%
Wau	182	59	32.4%	123	67.6%
Total	329	175	53.2%	154	46.8%



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

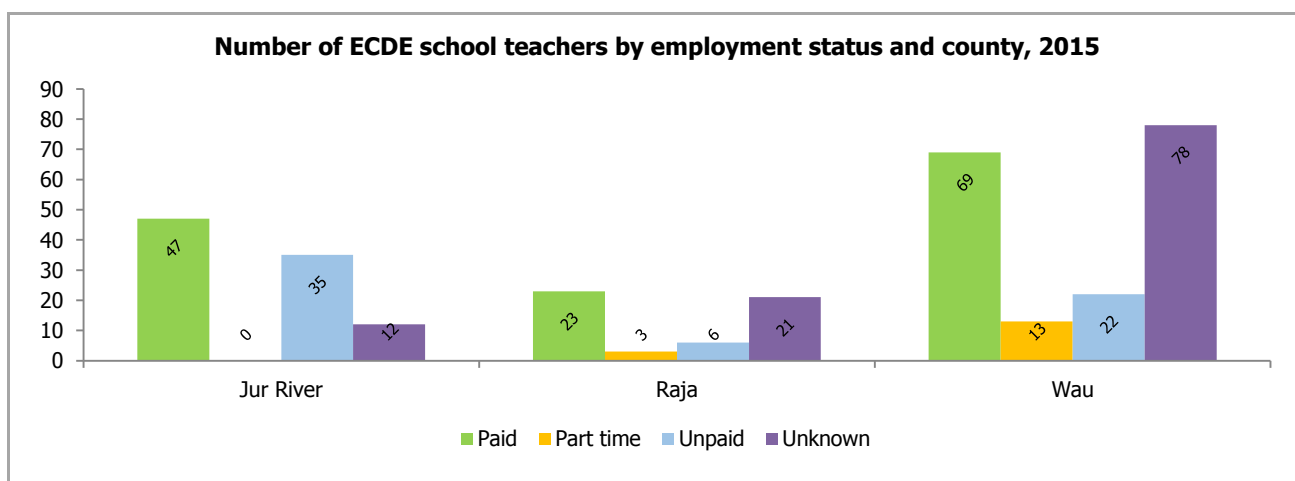
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Jur River	94	59	62.8%	20	21.3%	15	16.0%
Raja	53	27	50.9%	17	32.1%	9	17.0%
Wau	182	89	48.9%	36	19.8%	57	31.3%
Total	329	175	53.2%	73	22.2%	81	24.6%

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



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

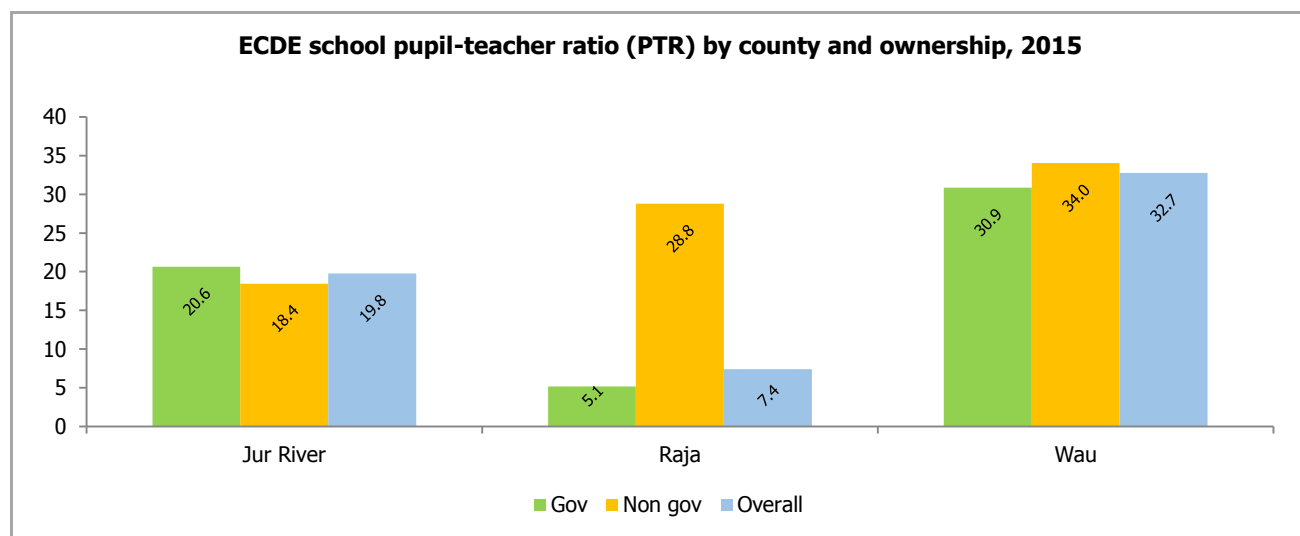
County	Total	Paid		Part-Time		Unpaid		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
Jur River	94	47	50.0%	0	0.0%	35	37.2%	12	12.8%
Raja	53	23	43.4%	3	5.7%	6	11.3%	21	39.6%
Wau	182	69	37.9%	13	7.1%	22	12.1%	78	42.9%
Total	329	139	42.2%	16	4.9%	63	19.1%	111	33.7%



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
Jur River	1,857	94	19.8	1,156	56	20.6	701	38	18.4
Raja	391	53	7.4	247	48	5.1	144	5	28.8
Wau	5,960	182	32.7	2,285	74	30.9	3,675	108	34.0
Total	8,208	329	24.9	3,688	178	20.7	4,520	151	29.9

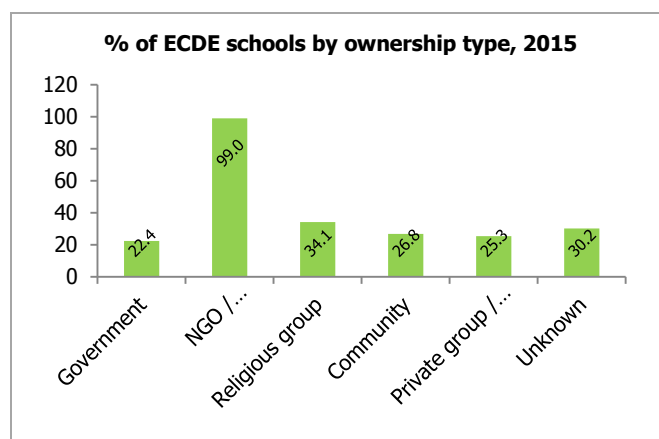
* "Non-government" here includes schools under community, private, NGO-supported, religious group, and unknown ownership.



5.2.3. Classrooms

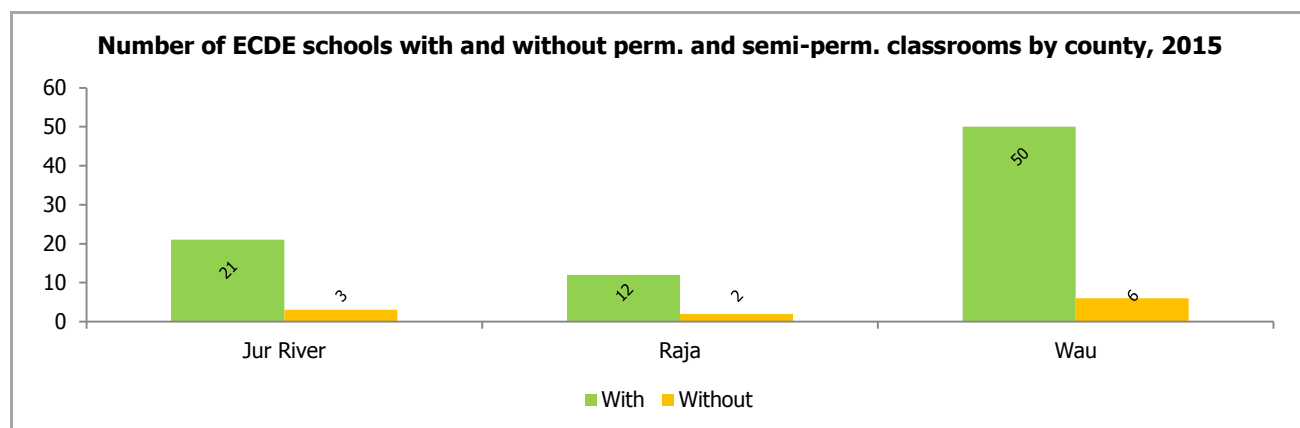
Number of ECDE schools by ownership, 2015

Ownership	Classrooms	PCR
Government	200	22.4
NGO / Intnal. partner	1	99.0
Religious group	63	34.1
Community	28	26.8
Private group / individual	60	25.3
Unknown	41	30.2
Total	393	26.1



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
Jur River	24	21	87.5%	3	12.5%
Raja	14	12	85.7%	2	14.3%
Wau	56	50	89.3%	6	10.7%
Total	94	83	88.3%	11	11.7%



5.2.4. Curriculum and Instruction

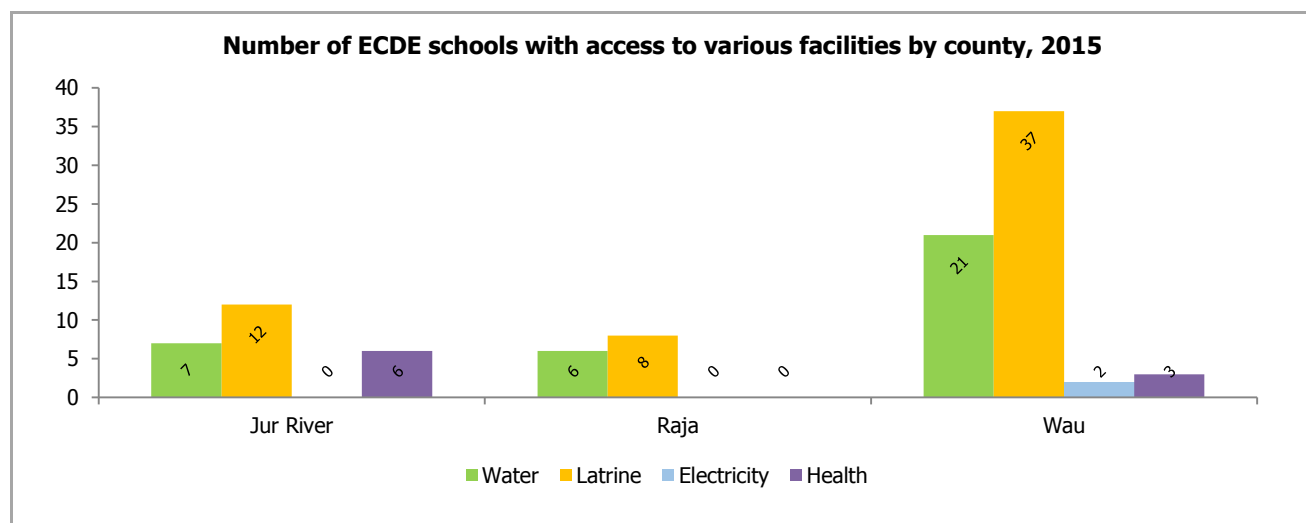
Number of ECDE schools by language of instruction and grade, 2015

Language	Baby/Infant	Nursery/Middle	Top/Graduate
English	37	41	37
Arabic	17	20	16
Mother Tongue	17	16	11
Other	2	1	2

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	%
Jur River	24	7	29.2%	12	50.0%	0	0.0%	6	25.0%
Raja	14	6	42.9%	8	57.1%	0	0.0%	0	0.0%
Wau	56	21	37.5%	37	66.1%	2	3.6%	3	5.4%
Total	94	34	36.2%	57	60.6%	2	2.1%	9	9.6%



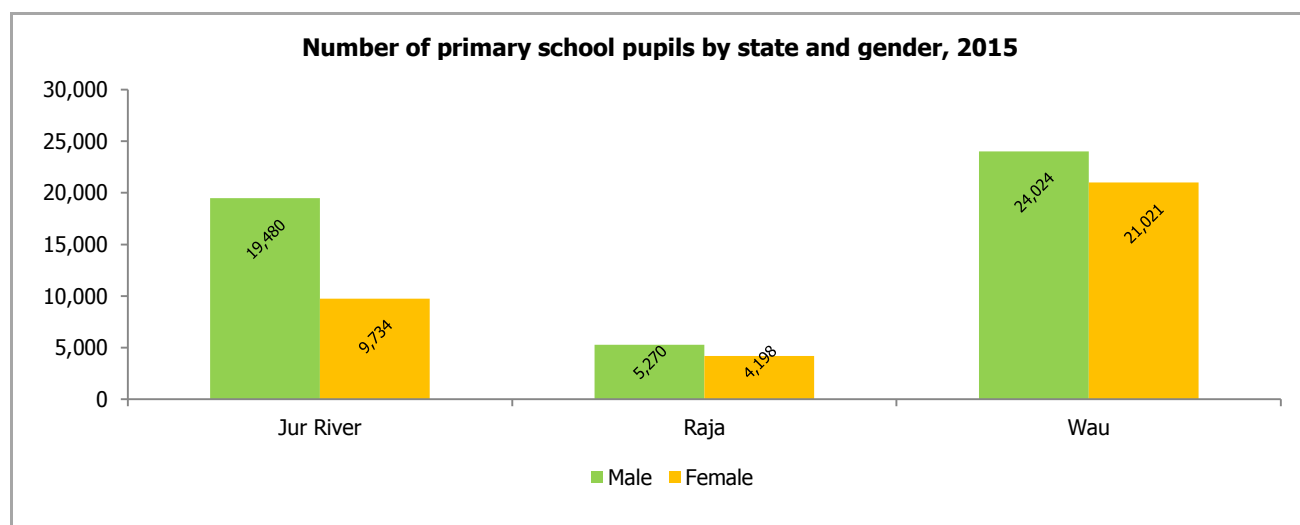
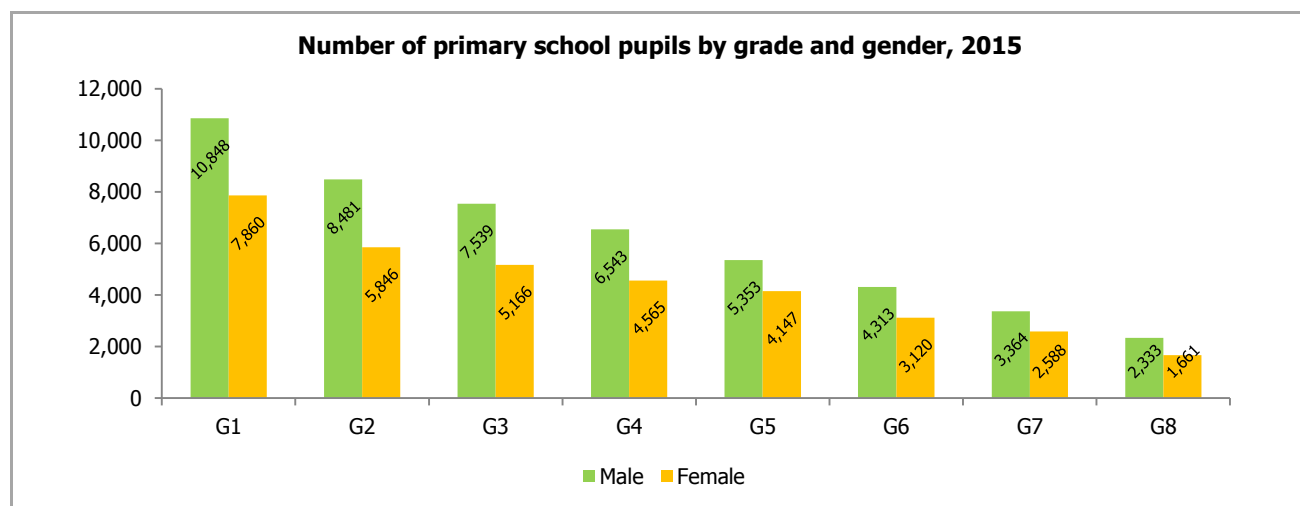
6. PRIMARY SCHOOL (PRI), 2015

6.1. Access

6.1.1. Enrolment

Number of primary school pupils by county and grade, 2015

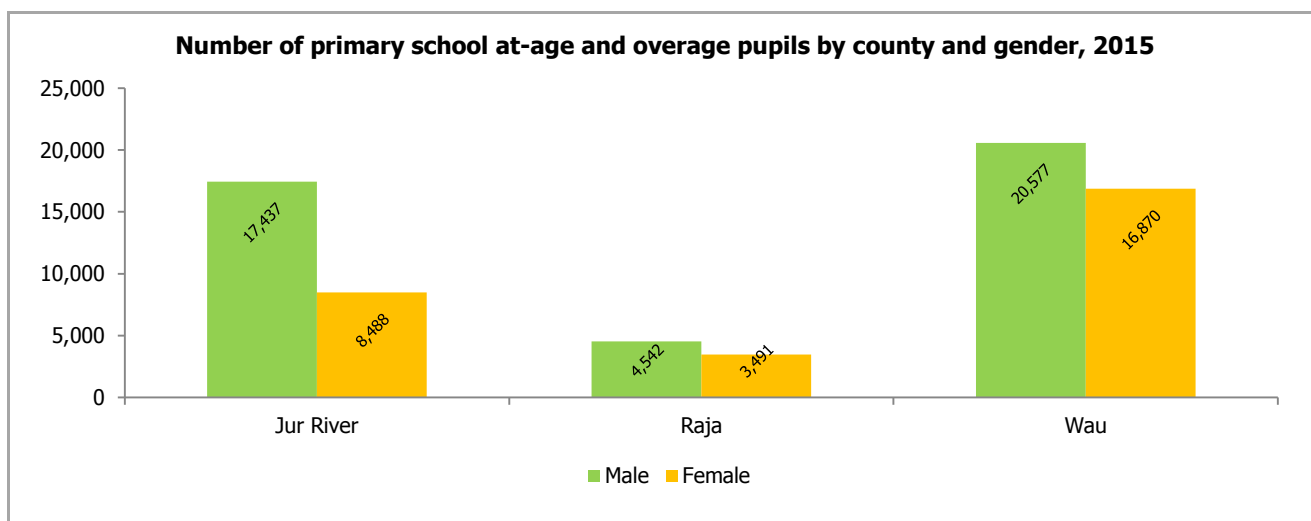
County	Total	P1	P2	P3	P4	P5	P6	P7	P8
Jur River	29,214	7,335	5,367	4,442	3,814	3,211	2,477	1,821	747
Raja	9,468	2,049	1,798	1,479	1,225	991	749	670	507
Wau	45,045	9,324	7,162	6,784	6,069	5,298	4,207	3,461	2,740
Total	83,727	18,708	14,327	12,705	11,108	9,500	7,433	5,952	3,994



6.1.2. Overage Pupils

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

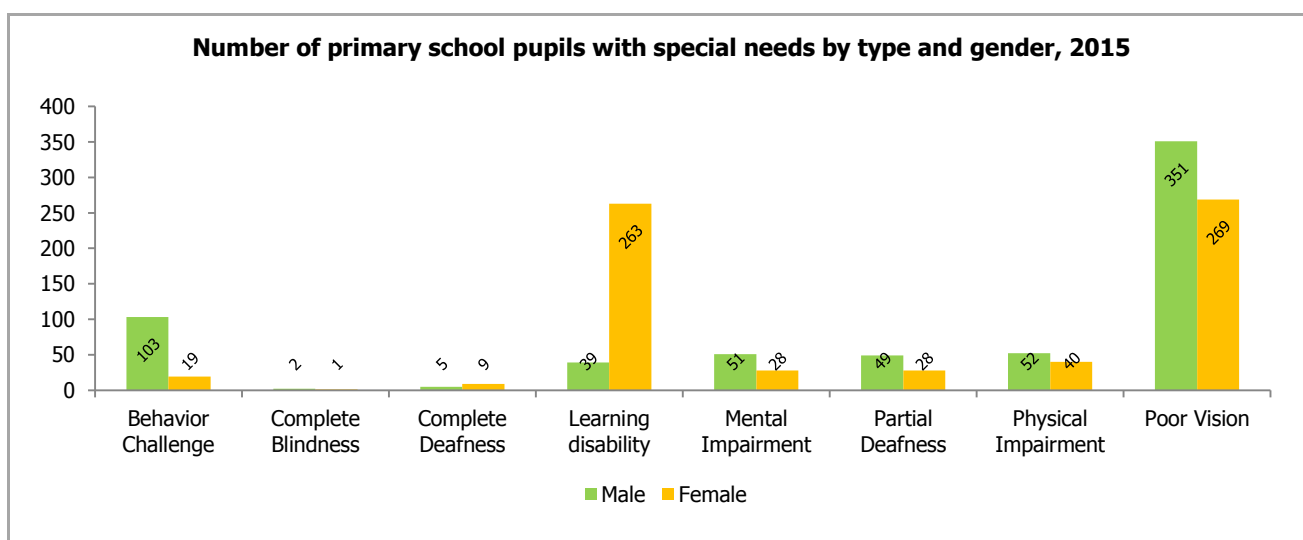
County	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
Jur River	3,289	25,925	88.7%	2,043	17,437	89.5%	1,246	8,488	87.2%
Raja	1,435	8,033	84.8%	728	4,542	86.2%	707	3,491	83.2%
Wau	7,598	37,447	83.1%	3,447	20,577	85.7%	4,151	16,870	80.3%
Total	12,322	71,405	85.3%	6,218	42,556	87.3%	6,104	28,849	82.5%



6.1.3. Pupils with Special Needs

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

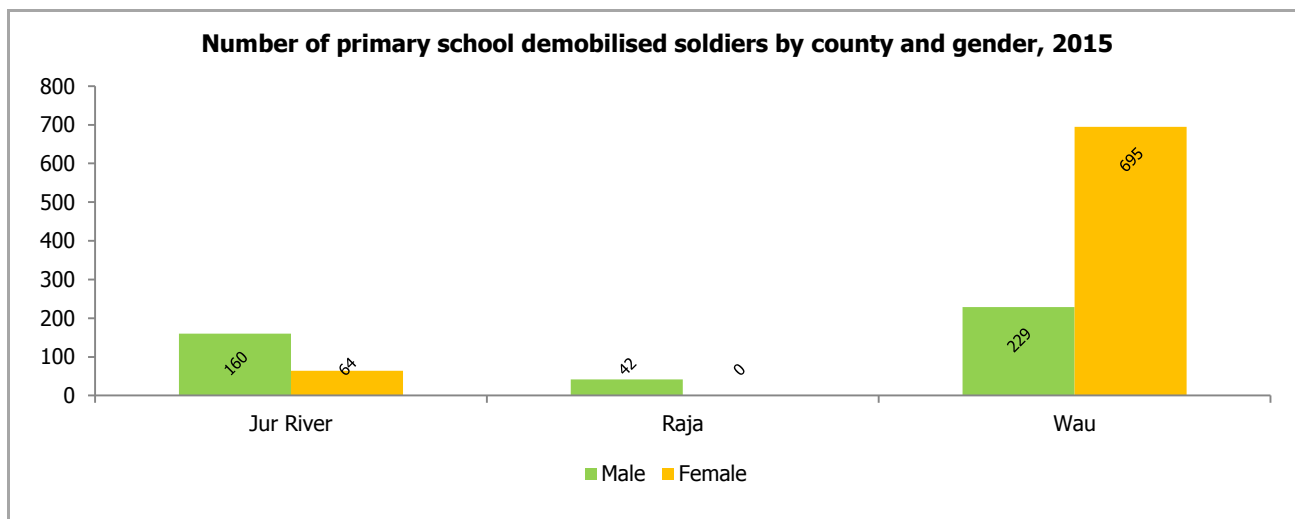
County	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
Jur River	29,214	257	0.9%	19,480	175	0.9%	9,734	82	0.8%
Raja	9,468	41	0.4%	5,270	23	0.4%	4,198	18	0.4%
Wau	45,045	1,011	2.2%	24,024	454	1.9%	21,021	557	2.6%
Total	83,727	1,309	1.5%	48,774	652	1.3%	34,953	657	1.8%



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

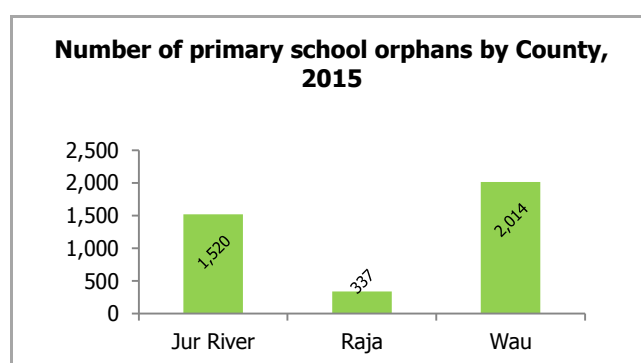
Number and % of primary school demobilised soldiers by county and gender, 2015

County	Total			Male			Female		
	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %
Jur River	29,214	224	0.8%	19,480	160	0.8%	9,734	64	0.7%
Raja	9,468	42	0.4%	5,270	42	0.8%	4,198	0	0.0%
Wau	45,045	924	2.1%	24,024	229	1.0%	21,021	695	3.3%
Total	83,727	1,190	1.4%	48,774	431	0.9%	34,953	759	2.1%



Number and % of primary school orphans by county, 2015

County	Enrolment	Total	
		Count	% enrolment
Jur River	29,214	1,520	5.2%
Raja	9,468	337	3.6%
Wau	45,045	2,014	4.5%
Total	83,727	3,871	4.6%



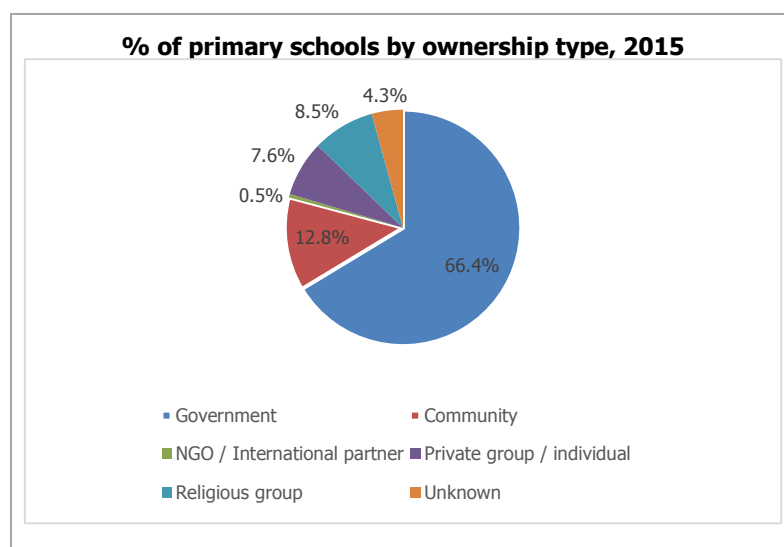
6.2. Resources

6.2.1. Schools

Number of primary schools by ownership, 2015

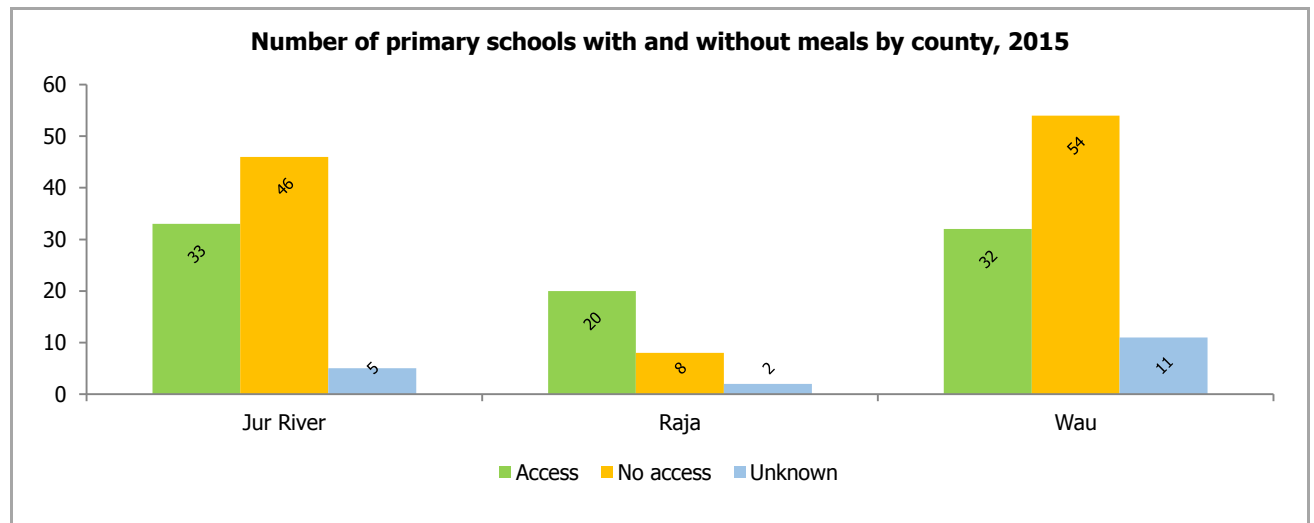
Ownership	Schools
Government	140
Community	27
NGO / International partner	1
Private group / individual	16
Religious group	18
Unknown	9
Total	211

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



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

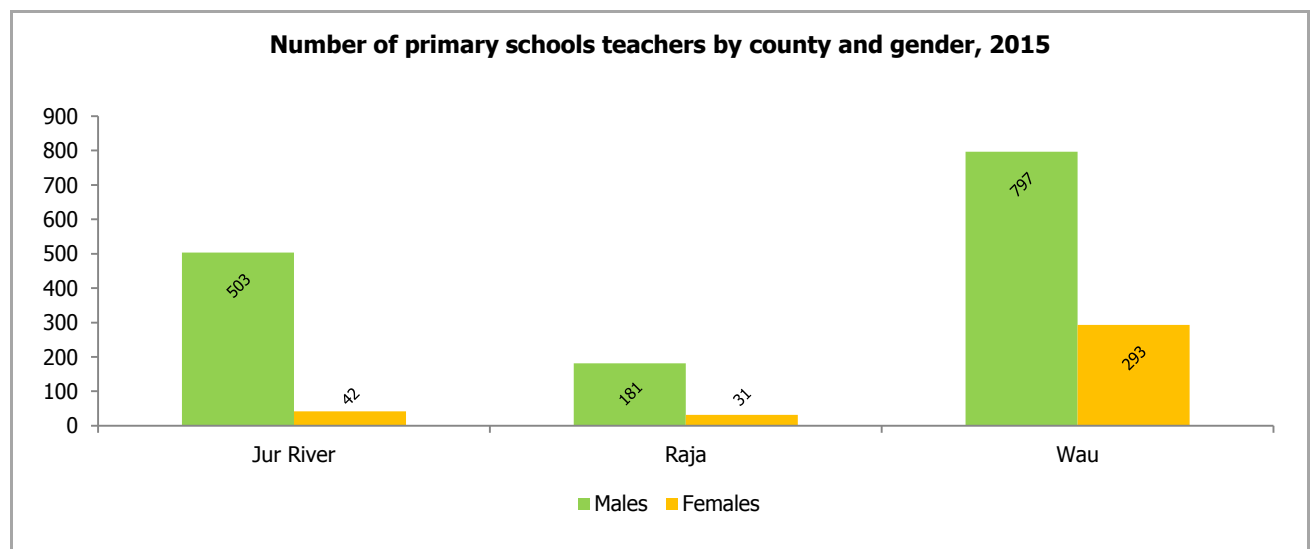
County	Schools	Schools with meals		Schools without meals		Unknown	
		Count	%	Count	%	Count	%
Jur River	84	33	39.3%	46	54.8%	5	6.0%
Raja	30	20	66.7%	8	26.7%	2	6.7%
Wau	97	32	33.0%	54	55.7%	11	11.3%
Total	211	85	40.3%	108	51.2%	18	8.5%



6.2.2. Teachers

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

County	Total	Male		Female	
		Count	% total	Count	% total
Jur River	545	503	92.3%	42	7.7%
Raja	212	181	85.4%	31	14.6%
Wau	1,090	797	73.1%	293	26.9%
Total	1,847	1,481	80.2%	366	19.8%

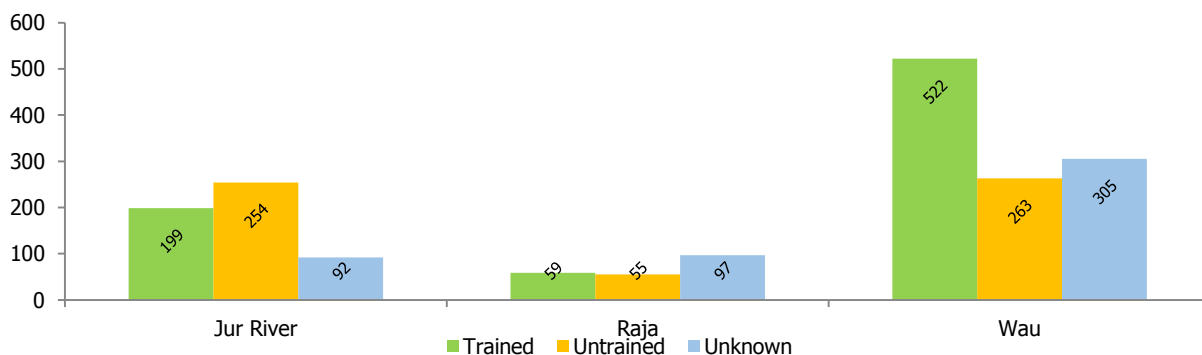


Number and % of primary school teachers by professional qualification and County, 2015

County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Jur River	545	199	36.5%	254	46.6%	92	16.9%
Raja	212	59	28.0%	55	26.1%	97	46.0%
Wau	1,090	522	47.9%	263	24.1%	306	28.0%
Total	1,847	780	42.3%	572	31.0%	495	26.8%

* "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.

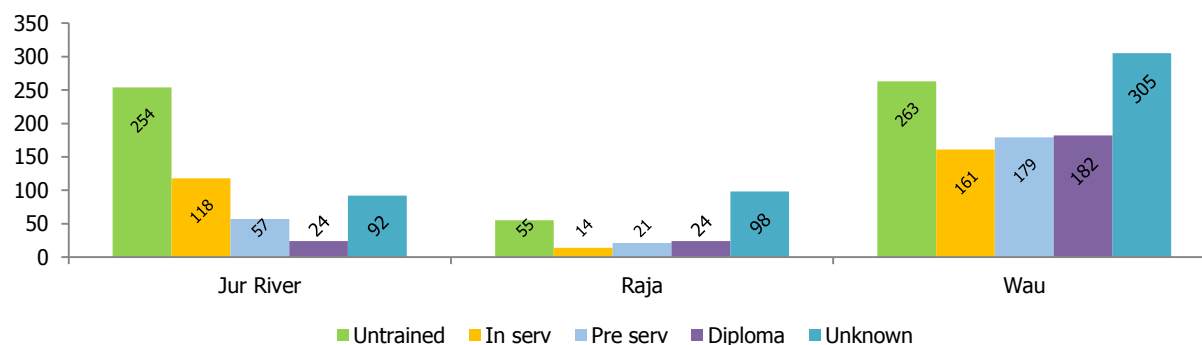
Number of primary school teachers by professional qualification and county, 2015



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
Jur River	545	254	46.6%	118	21.7%	57	10.5%	24	4.4%	92	16.9%
Raja	212	55	25.9%	14	6.6%	21	9.9%	24	11.3%	98	46.2%
Wau	1,090	263	24.1%	161	14.8%	179	16.4%	182	16.7%	305	28.0%
Total	1,847	572	31.0%	293	15.9%	257	13.9%	230	12.5%	495	26.8%

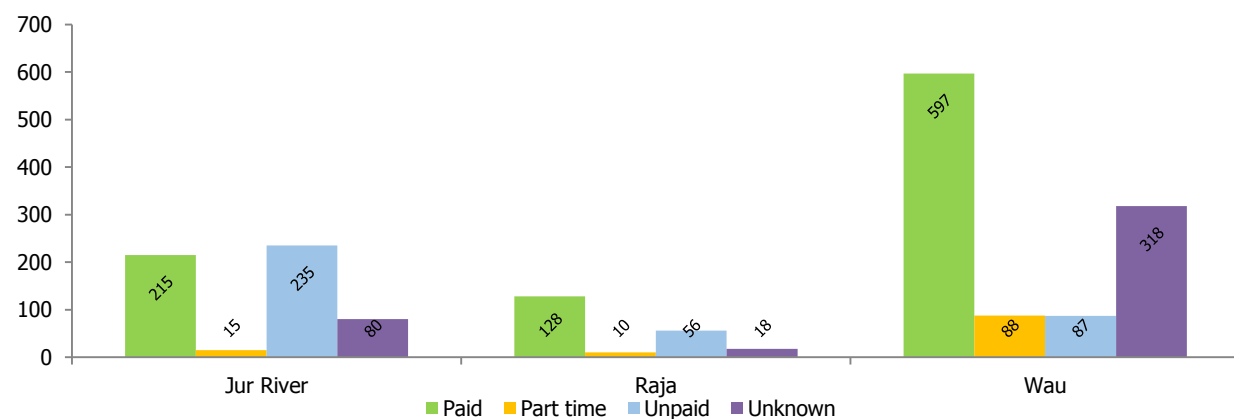
Number of primary school teachers by professional qualification type and county, 2015



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

County	Total	Paid		Part Time		Unpaid		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
Jur River	545	215	39.4%	15	2.8%	235	43.1%	80	14.7%
Raja	212	128	60.4%	10	4.7%	56	26.4%	18	8.5%
Wau	1,090	597	54.8%	88	8.1%	87	8.0%	318	29.2%
Total	1,847	940	50.9%	113	6.1%	378	20.5%	416	22.5%

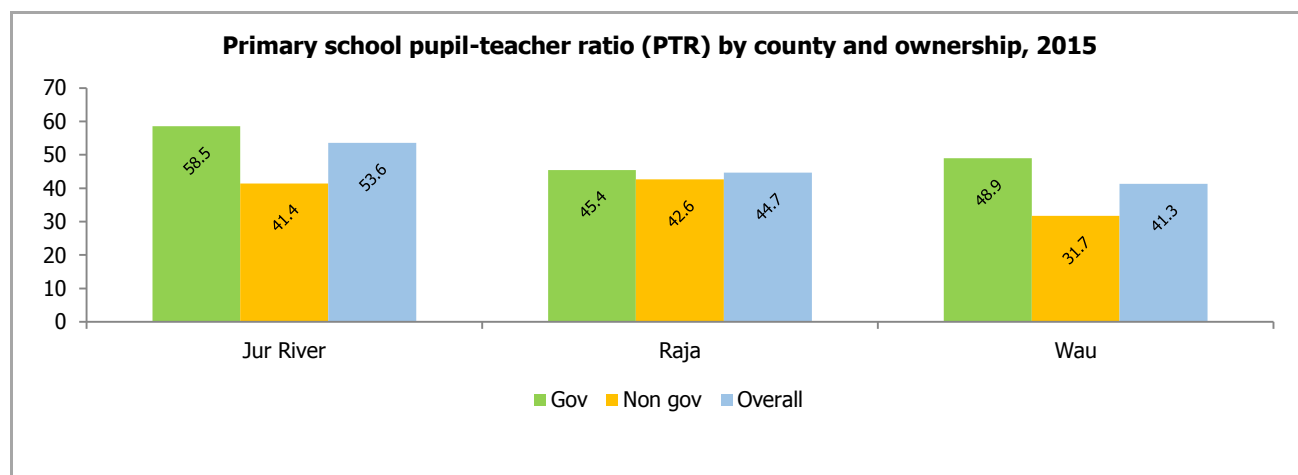
Number of primary school teachers by employment status and county, 2015



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

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Jur River	29,214	545	53.6	22,711	388	58.5	6,503	157	41.4
Raja	9,468	212	44.7	7,040	155	45.4	2,428	57	42.6
Wau	45,045	1,090	41.3	29,747	608	48.9	15,298	482	31.7
Total	83,727	1,847	45.3	59,498	1,151	51.7	24,229	696	34.8

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

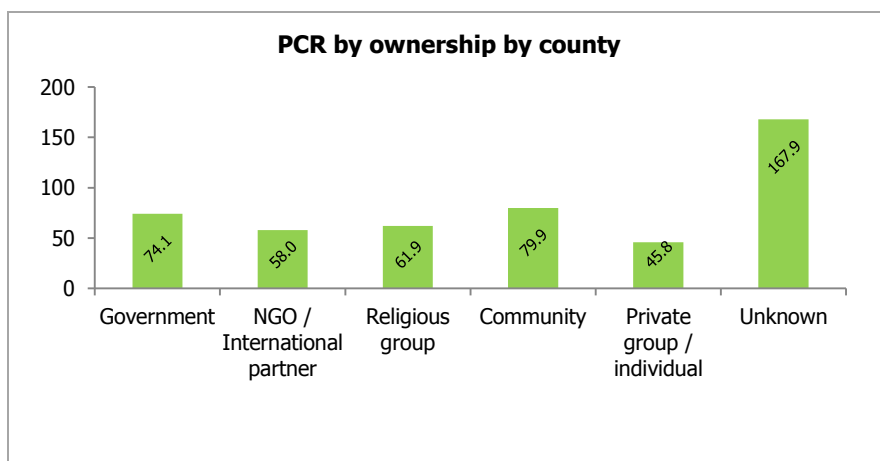


6.2.3. Classrooms

Number of primary schools classrooms and PCR by ownership

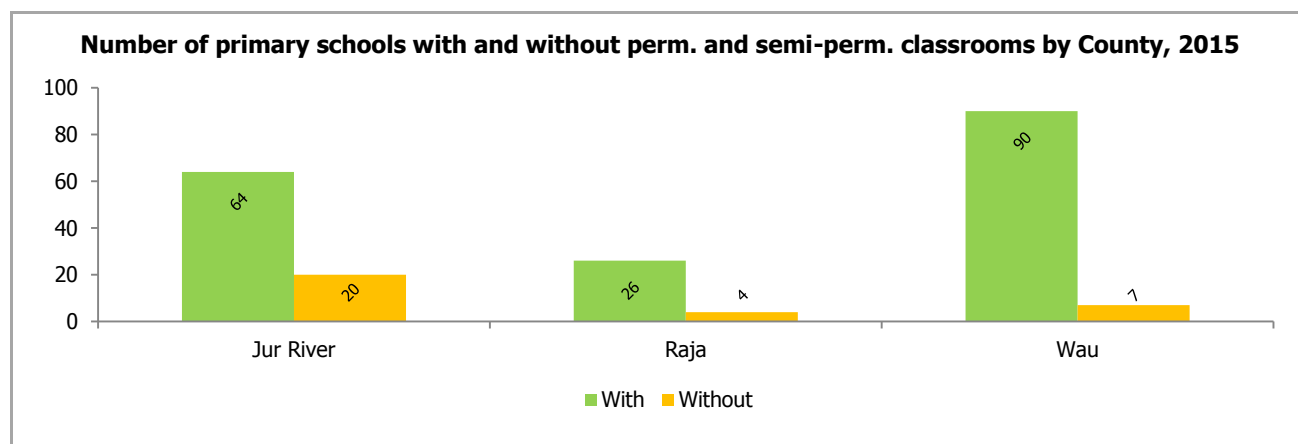
Ownership	Classrooms	PCR
Gov	967	74.1
NGO	6	58.0
Religious group	155	61.9
Community	120	79.9
Private group	123	45.8
Unknown	24	167.9
Total	1,395	71.1

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



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

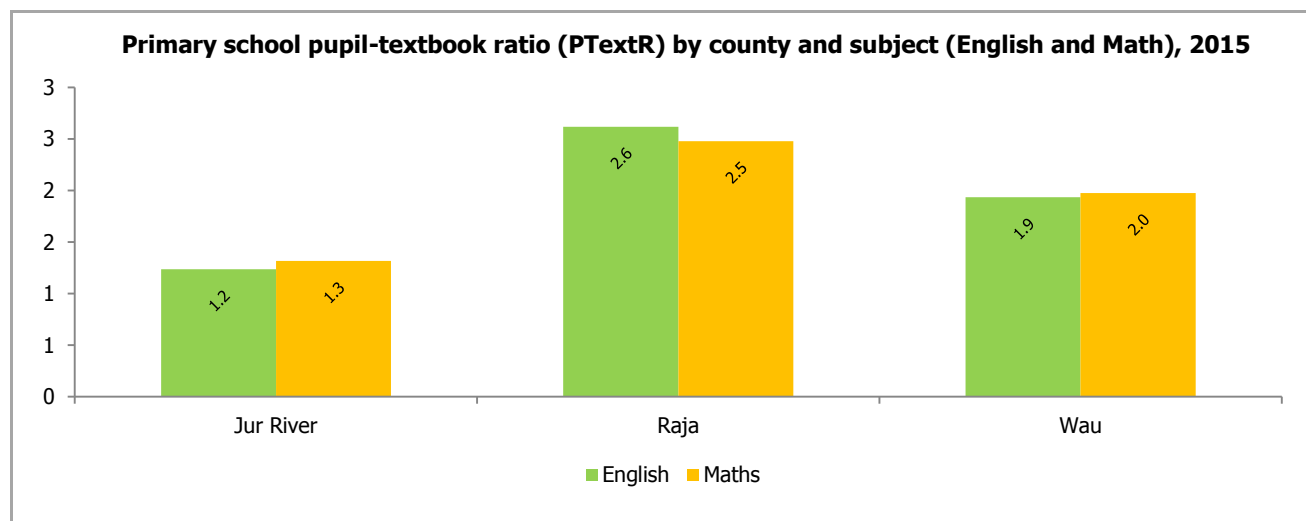
County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Jur River	84	64	76.2%	20	23.8%
Raja	30	26	86.7%	4	13.3%
Wau	97	90	92.8%	7	7.2%
Total	211	180	85.3%	31	14.7%



6.2.4. Curriculum and Instruction

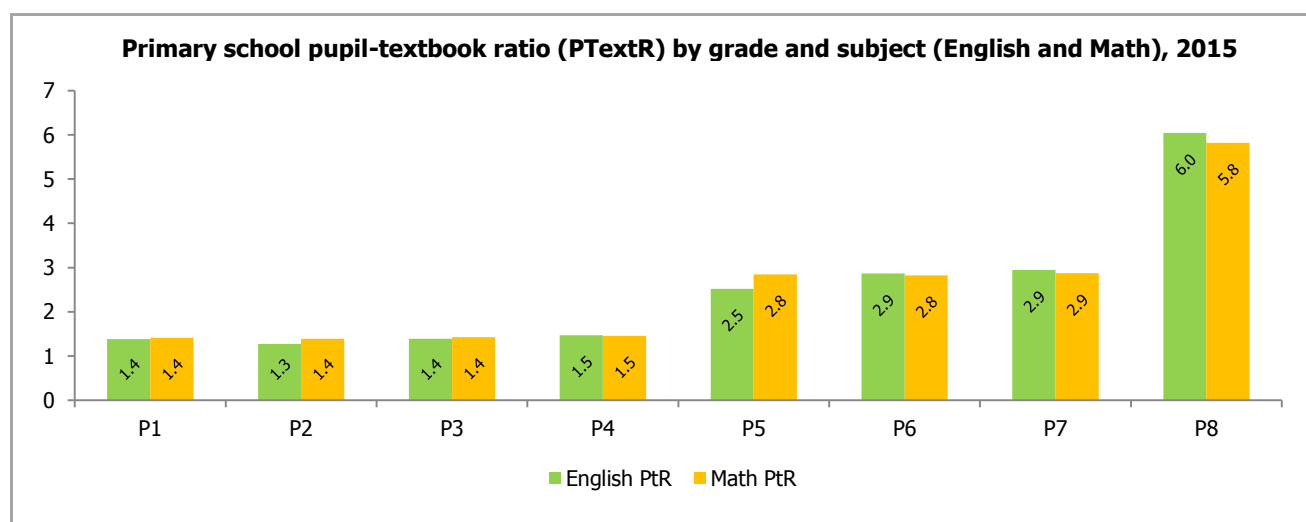
Primary school pupil-textbook ratio (PTextR) by county and subject (English and Math), 2015

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Jur River	29,214	23,618	1.2	22,203	1.3
Raja	9,468	3,616	2.6	3,820	2.5
Wau	45,045	23,291	1.9	22,800	2.0
Total	83,727	50,525	1.7	48,823	1.7



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	18,708	13,531	1.4	13,237	1.4
P2	14,327	11,247	1.3	10,311	1.4
P3	12,705	9,141	1.4	8,913	1.4
P4	11,108	7,560	1.5	7,637	1.5
P5	9,500	3,768	2.5	3,336	2.8
P6	7,433	2,596	2.9	2,630	2.8
P7	5,952	2,021	2.9	2,073	2.9
P8	3,994	661	6.0	686	5.8
Total	83,727	50,525	1.7	48,823	1.7



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

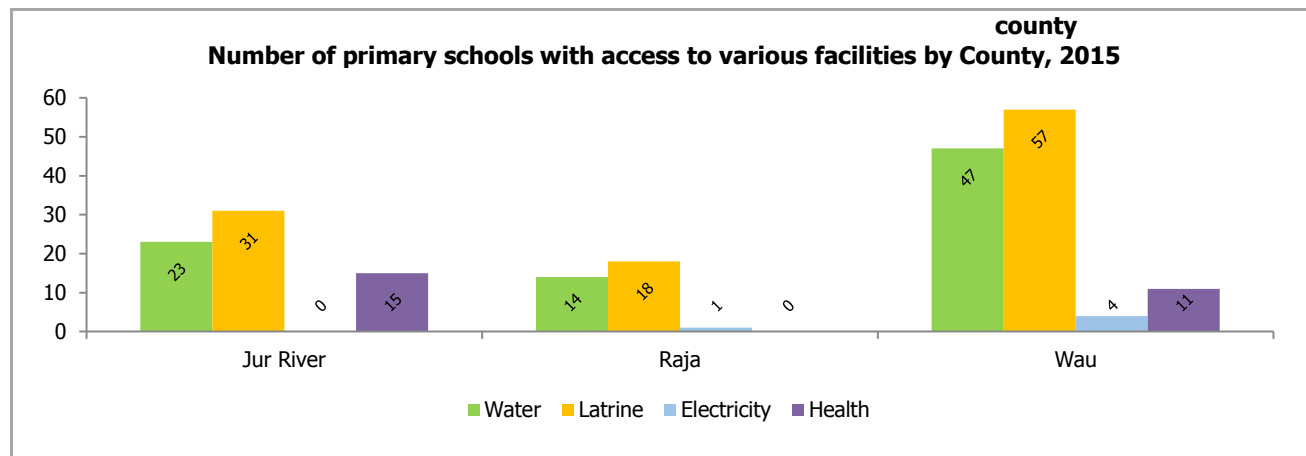
Language	P1	P2	P3	P4	P5	P6	P7	P8
English	144	147	160	163	152	131	108	73
Arabic	48	47	44	42	33	28	24	21
Mother tongue	75	70	56	39	14	11	7	1
Other	2	2	3	3	0	0	0	0

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

6.2.5. Facilities

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

County	Schools	Water		Latrine		Electricity		Health Centre	
		Count	%	Count	%	Count	%	Count	%
Jur River	84	23	27.4%	31	36.9%	0	0.0%	15	17.9%
Raja	30	14	46.7%	18	60.0%	1	3.3%	0	0.0%
Wau	97	47	48.5%	57	58.8%	4	4.1%	11	11.3%
Total	211	84	39.8%	106	50.2%	5	2.4%	26	12.3%



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
Jur River	62.2%	86.2%	100.8%	103.1%	105.9%	111.9%	88.9%
Raja	80.1%	84.4%	90.5%	91.8%	85.7%	89.4%	86.9%
Wau	77.2%	90.0%	91.5%	93.0%	92.0%	95.0%	94.7%
Total	70.8%	87.9%	94.4%	96.0%	95.3%	98.7%	92.5%

* 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

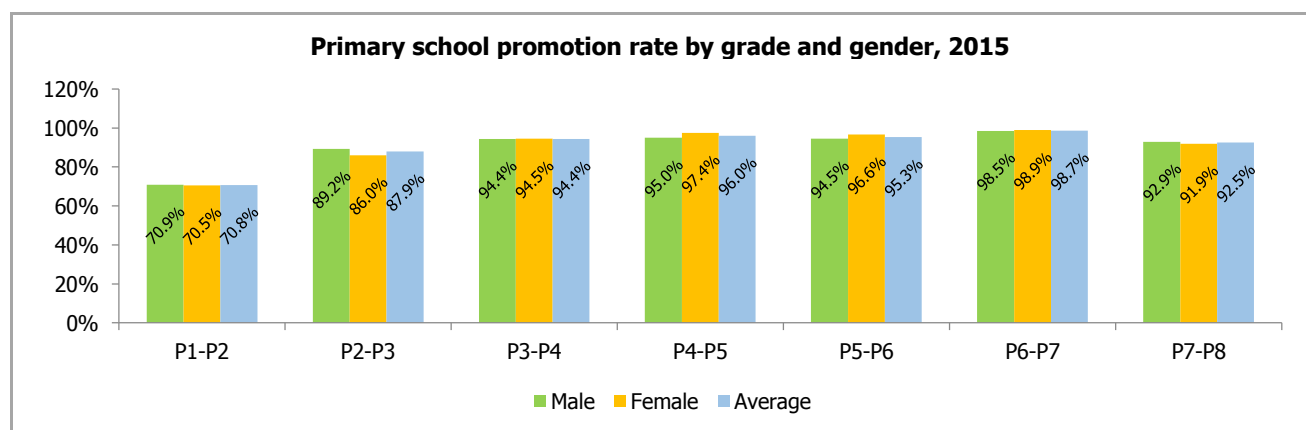
County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Jur River	63.2%	87.7%	100.4%	98.6%	103.3%	109.5%	82.7%
Raja	83.2%	89.4%	90.5%	85.6%	80.4%	85.2%	87.7%
Wau	77.9%	90.4%	90.8%	94.4%	91.8%	95.3%	98.4%
Total	70.9%	89.2%	94.4%	95.0%	94.5%	98.5%	92.9%

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

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

County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Jur River	60.2%	83.3%	101.6%	113.7%	111.9%	117.6%	106.3%
Raja	76.3%	78.7%	90.5%	100.2%	93.1%	95.3%	85.8%
Wau	76.5%	89.5%	92.4%	91.5%	92.3%	94.7%	90.5%
Total	70.5%	86.0%	94.5%	97.4%	96.6%	98.9%	91.9%

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



6.3.2. Repetition Rate

Primary school repetition rate by county and grade, 2015

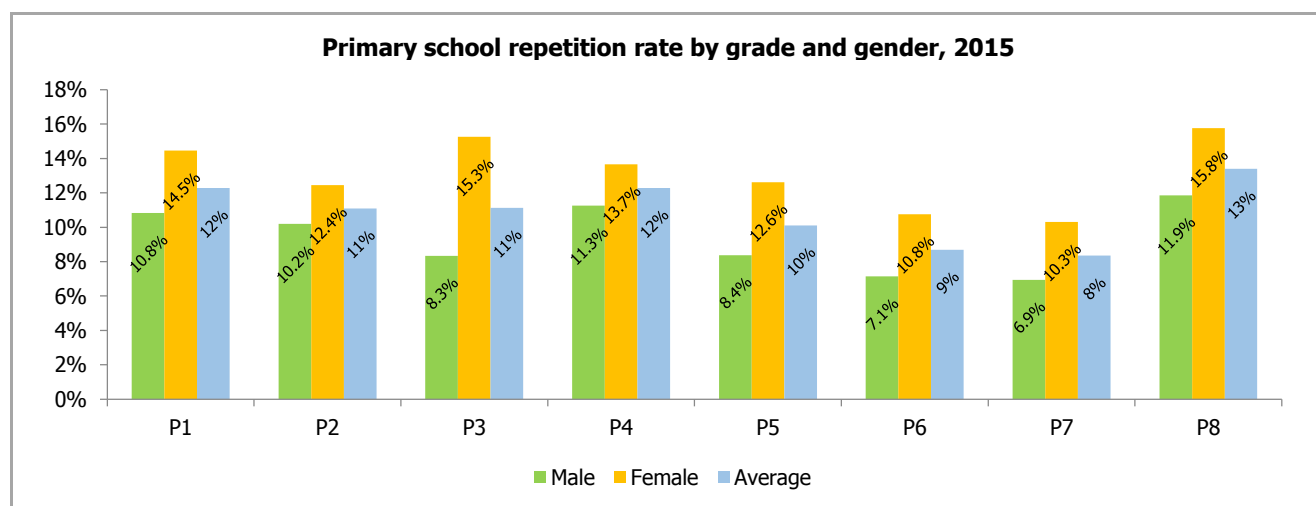
County	P1	P2	P3	P4	P5	P6	P7	P8
Jur River	10.7%	8.6%	8.6%	8.3%	6.5%	5.8%	7.3%	26.2%
Raja	6.7%	8.4%	9.1%	7.8%	5.8%	7.3%	6.6%	17.5%
Wau	15.1%	13.6%	13.1%	15.5%	12.9%	10.4%	9.0%	10.7%
Total	12.3%	11.1%	11.1%	12.3%	10.1%	8.7%	8.3%	13.4%

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

County	P1	P2	P3	P4	P5	P6	P7	P8
Jur River	9.5%	7.3%	7.7%	8.6%	5.6%	4.6%	5.6%	30.8%
Raja	4.3%	6.2%	6.1%	7.2%	5.4%	5.2%	4.9%	7.3%
Wau	14.0%	13.7%	9.4%	14.2%	10.9%	9.2%	7.9%	9.6%
Total	10.8%	10.2%	8.3%	11.3%	8.4%	7.1%	6.9%	11.9%

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

County	P1	P2	P3	P4	P5	P6	P7	P8
Jur River	13.3%	11.3%	10.8%	7.8%	8.6%	8.8%	11.7%	5.4%
Raja	9.6%	11.3%	13.3%	8.5%	6.3%	10.0%	9.0%	38.0%
Wau	16.3%	13.4%	17.6%	16.9%	15.3%	11.5%	10.3%	12.3%
Total	14.5%	12.4%	15.3%	13.7%	12.6%	10.8%	10.3%	15.8%



6.3.3. Dropout Rate

Primary school dropout rate by county and grade, 2015

County	P1	P2	P3	P4	P5	P6	P7	P8
Jur River	7.3%	5.9%	7.4%	7.1%	9.5%	9.4%	11.5%	38.8%
Raja	1.9%	2.5%	3.1%	3.9%	2.7%	5.1%	5.8%	15.5%
Wau	5.8%	6.3%	7.8%	9.0%	10.6%	10.4%	14.3%	17.5%
Total	6.0%	5.7%	7.1%	7.8%	9.4%	9.4%	12.7%	19.7%

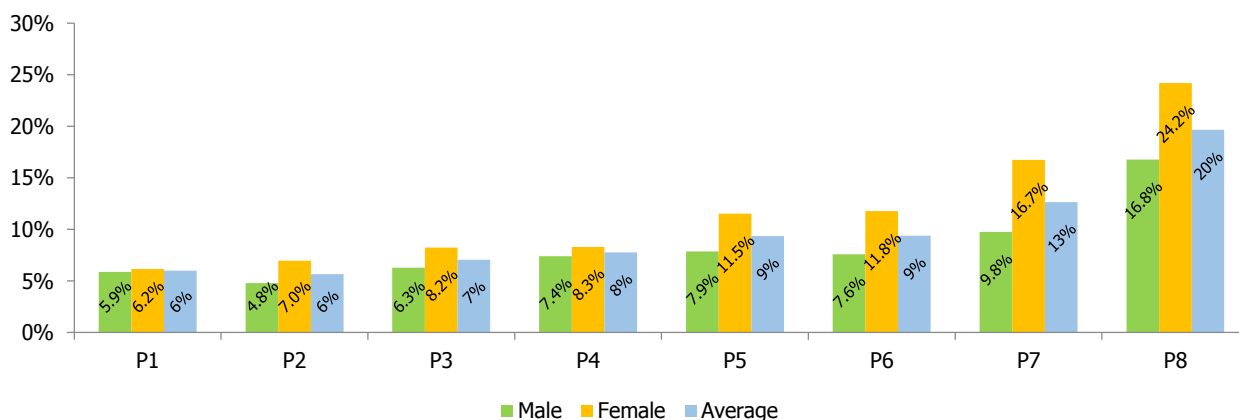
Primary school dropout rate for male pupils by county and grade, 2015

County	P1	P2	P3	P4	P5	P6	P7	P8
Jur River	7.3%	5.4%	6.5%	6.1%	6.9%	7.1%	6.5%	35.7%
Raja	1.7%	2.6%	3.1%	3.9%	2.8%	6.2%	6.6%	17.1%
Wau	5.2%	4.9%	6.8%	9.2%	9.6%	8.3%	11.7%	13.2%
Total	5.9%	4.8%	6.3%	7.4%	7.9%	7.6%	9.8%	16.8%

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

County	P1	P2	P3	P4	P5	P6	P7	P8
Jur River	7.2%	7.1%	9.3%	9.3%	15.4%	14.6%	24.3%	51.6%
Raja	2.3%	2.4%	3.0%	3.9%	2.6%	3.6%	4.7%	11.5%
Wau	6.4%	8.0%	8.9%	8.8%	11.9%	12.6%	17.5%	23.5%
Total	6.2%	7.0%	8.2%	8.3%	11.5%	11.8%	16.7%	24.2%

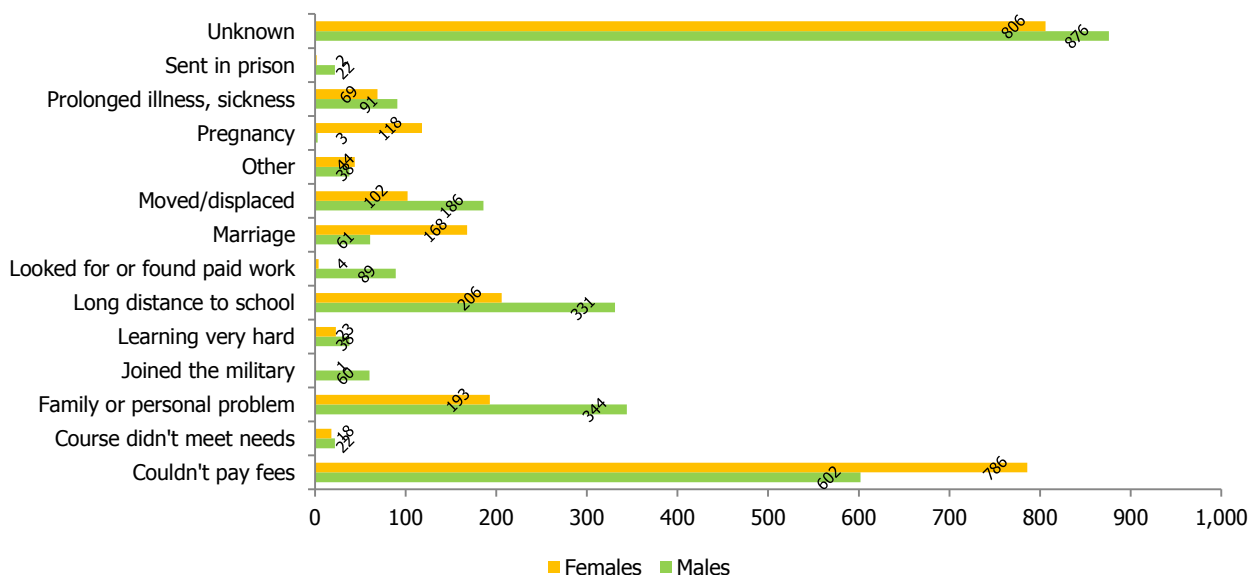
Primary school dropout rate by grade and gender, 2015



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

Reason	Total	Male		Female	
		Count	% total	Count	% total
Couldn't pay fees	1,388	602	43.4%	786	56.6%
Course didn't meet needs	40	22	55.0%	18	45.0%
Family or personal problem	537	344	64.1%	193	35.9%
Joined the military	61	60	98.4%	1	1.6%
Learning very hard	61	38	62.3%	23	37.7%
Long distance to school	537	331	61.6%	206	38.4%
Looked for or found paid work	93	89	95.7%	4	4.3%
Marriage	229	61	26.6%	168	73.4%
Moved/displaced	288	186	64.6%	102	35.4%
Other	82	38	46.3%	44	53.7%
Pregnancy	121	3	2.5%	118	97.5%
Prolonged illness, sickness	160	91	56.9%	69	43.1%
Sent in prison	24	22	91.7%	2	8.3%
Unknown	1,682	876	52.1%	806	47.9%
Total	5,303	2,763	52.1%	2,540	47.9%

Number of primary school dropouts by reason and gender, 2015



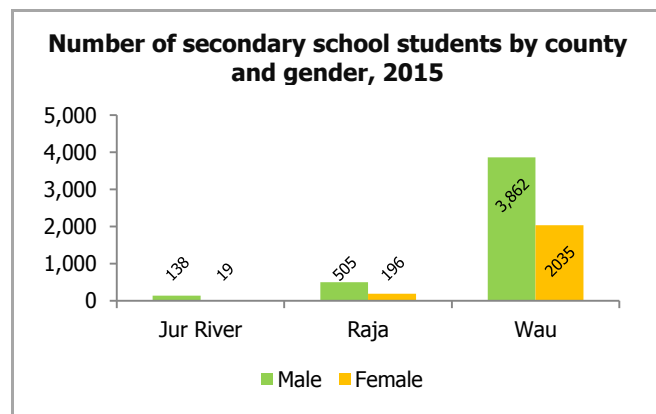
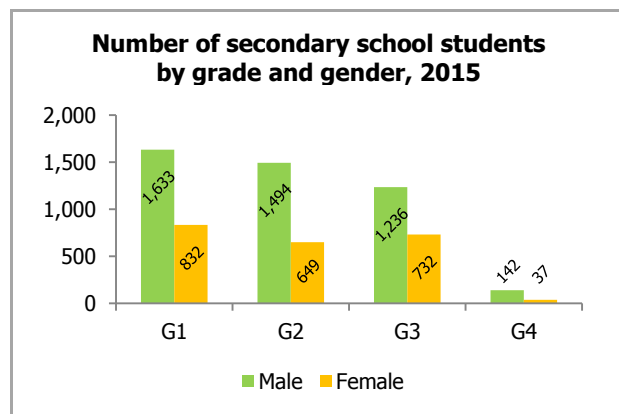
7. SECONDARY SCHOOL (SEC), 2015

7.1. Access

7.1.1. Enrolment

Number of secondary school students by county and grade, 2015

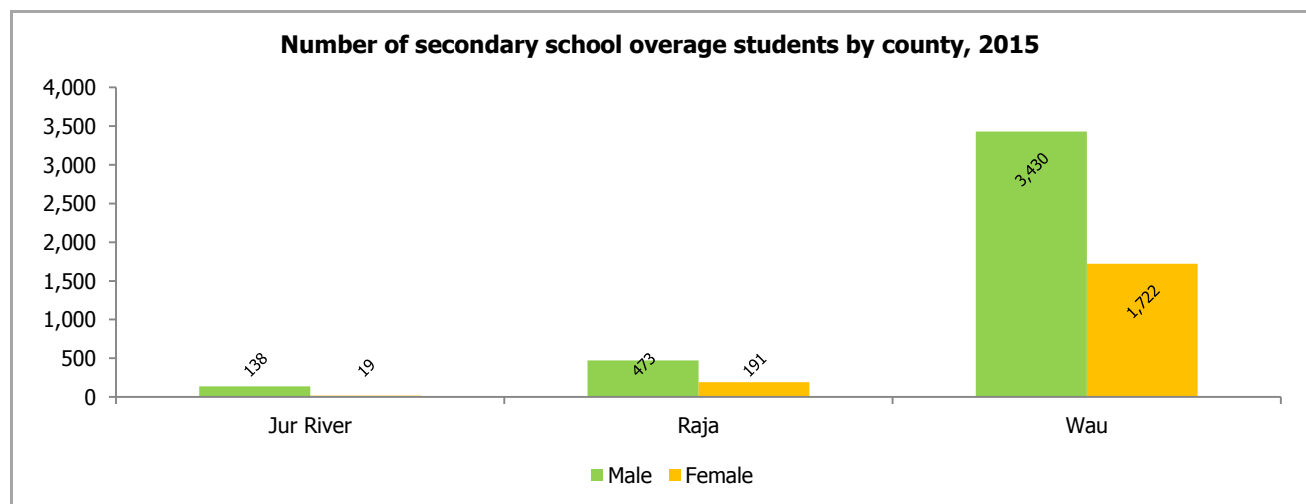
County	Total	S1	S2	S3	S4
Jur River	157	63	94	0	0
Raja	701	259	185	257	0
Wau	5,897	2,143	1,864	1,711	179
Total	6,755	2,465	2,143	1,968	179



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 %
Jur River	0	157	100.0%	0	138	100.0%	0	19	100.0%
Raja	37	664	94.7%	32	473	93.7%	5	191	97.4%
Wau	745	5,152	87.4%	432	3,430	88.8%	313	1,722	84.6%
Total	782	5,973	88.4%	464	4,041	89.7%	318	1,932	85.9%

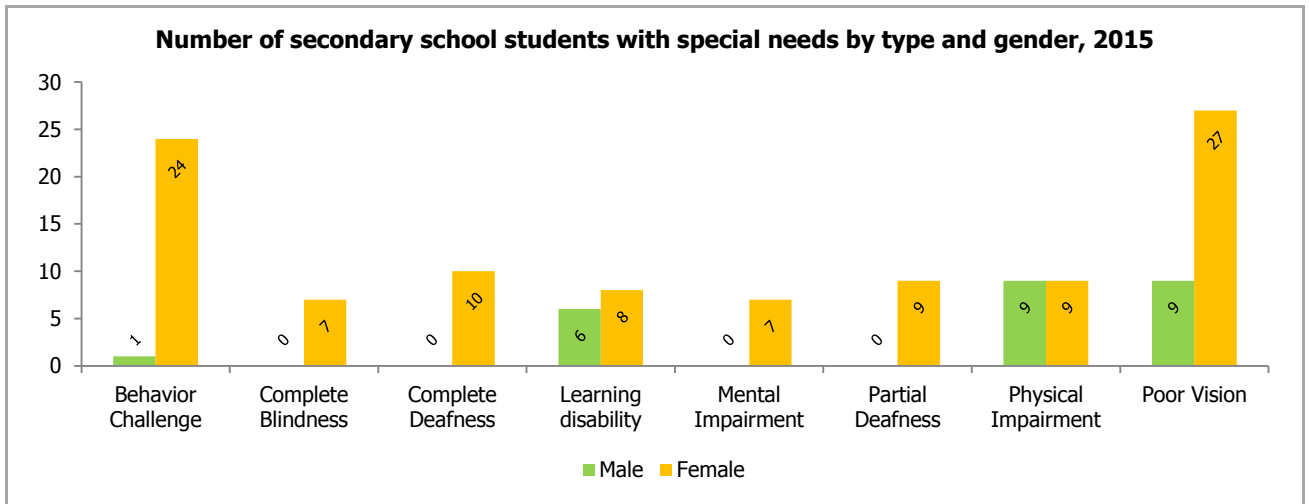


At age includes under-age and at-age pupils.

7.1.3. Students with Special Needs

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

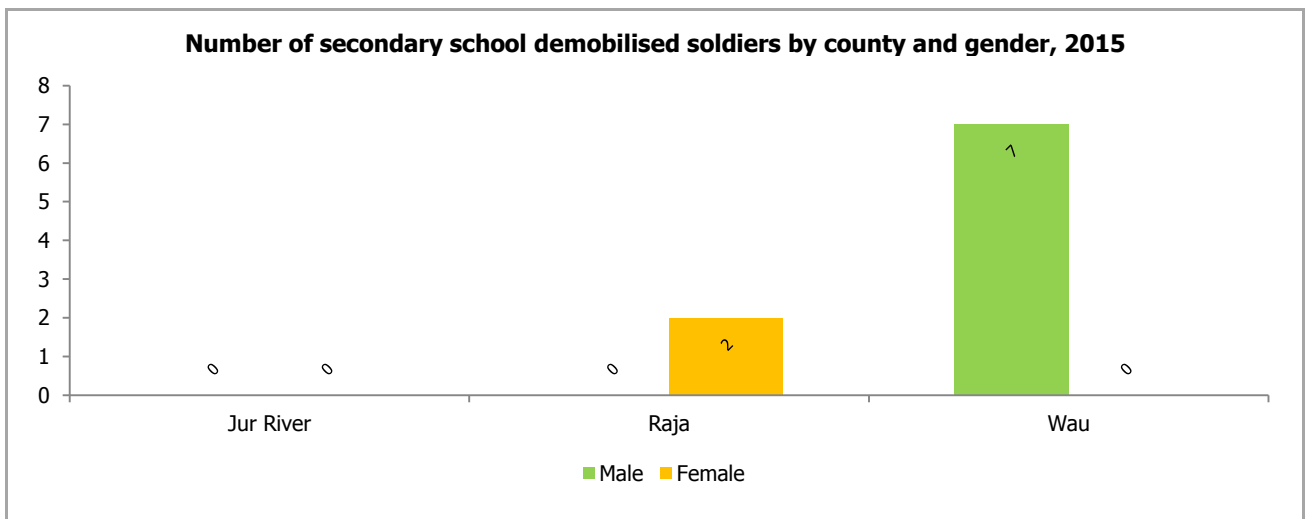
County	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
Jur River	157	0	0.0%	138	0	0.0%	19	0	0.0%
Raja	701	85	12.1%	505	1	0.2%	196	84	42.9%
Wau	5,897	41	0.7%	3,862	24	0.6%	2,035	17	0.8%
Total	6,755	126	1.8%	4,505	25	0.6%	2,250	101	4.3%



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

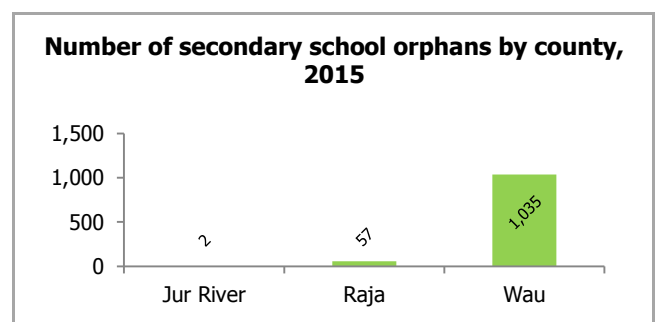
Number and % of secondary school demobilised soldiers by county and gender, 2015

Grade	Total			Male			Female		
	Count	Demob.	%	Count	Demob.	%	Count	Demob.	%
Jur River	157	0	0.0%	138	0	0.0%	19	0	0.0%
Raja	701	2	0.3%	505	0	0.0%	196	2	1.0%
Wau	5,897	7	0.1%	3,862	7	0.2%	2,035	0	0.0%
Total	6,755	9	0.1%	4,505	7	0.2%	2,250	2	0.1%



Number and % of secondary school orphans by county, 2015

County	Enrolment	Total	
		Count	% enrolment
Jur River	157	2	1.3%
Raja	701	57	8.1%
Wau	5,897	1,035	17.6%
Total	6,755	1,094	16.2%



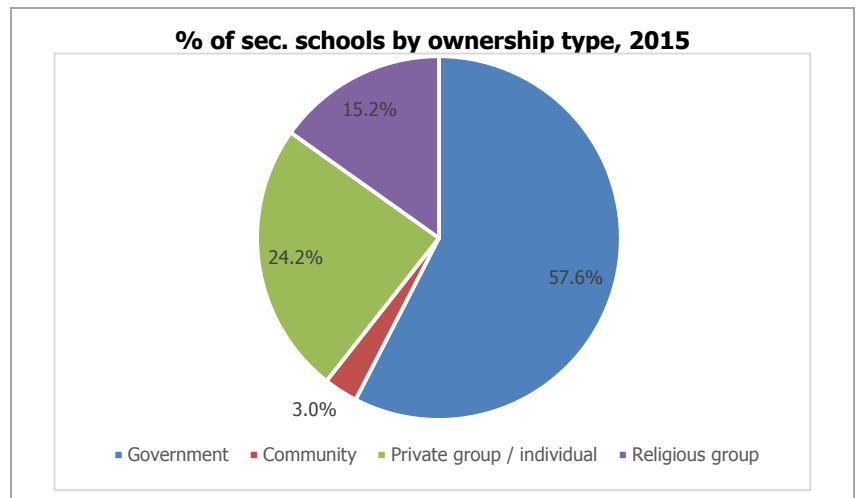
7.2. Resources

7.2.1. Schools

Number of secondary schools by ownership, 2015

Ownership type	Schools
Government	19
Community	1
Private group / individual	8
Religious group	5
Total	33

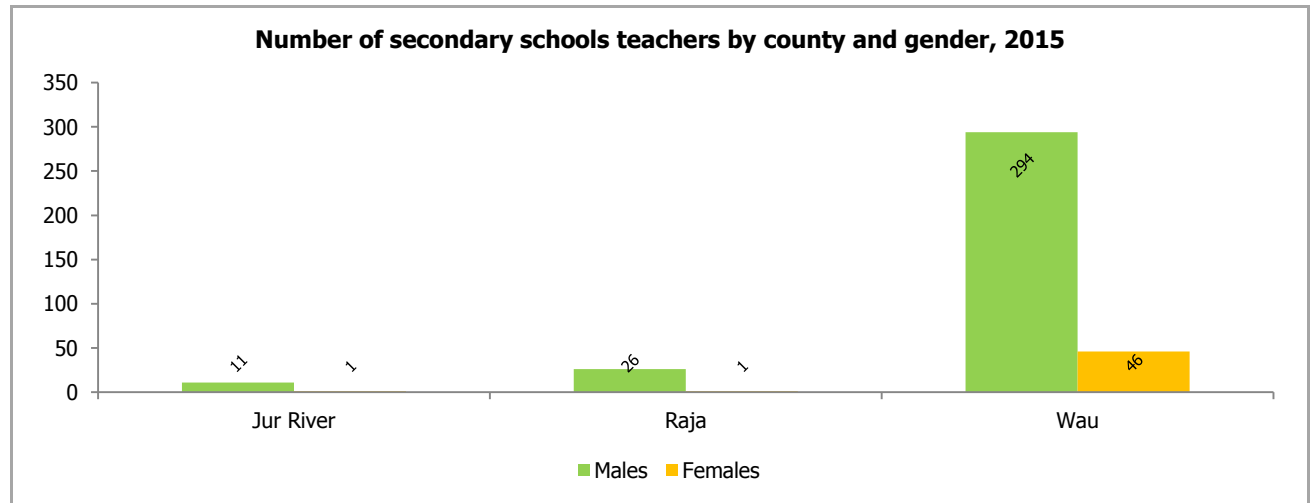
* "Other" includes NGO-supported, unknown, and unspecified other ownership types.



7.2.2. Teachers

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

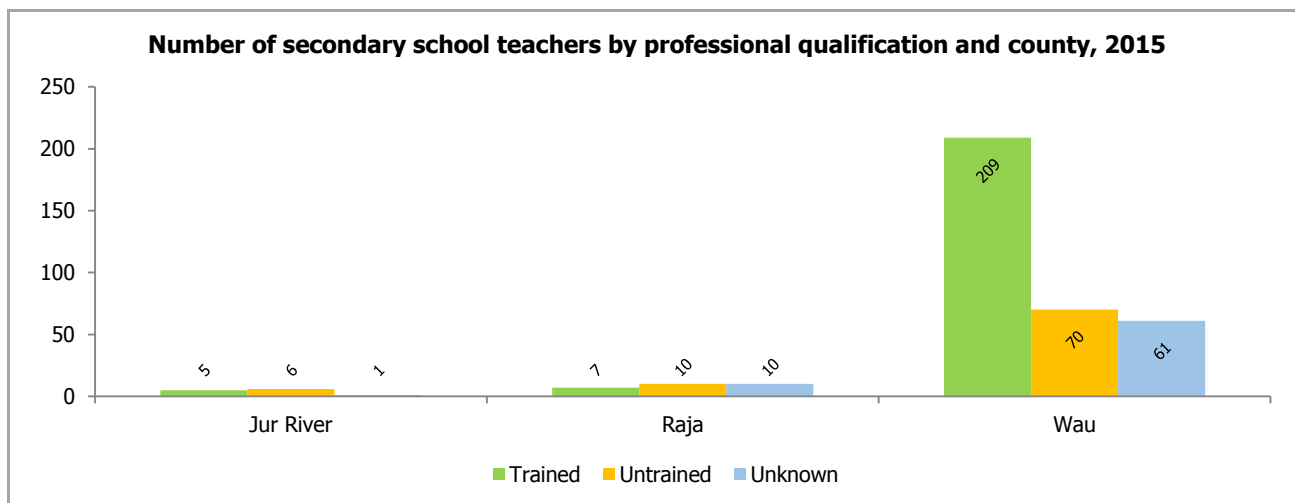
County	Total	Male		Female	
		Count	% total	Count	% total
Jur River	12	11	91.7%	1	8.3%
Raja	27	26	96.3%	1	3.7%
Wau	340	294	86.5%	46	13.5%
Total	379	331	87.3%	48	12.7%



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

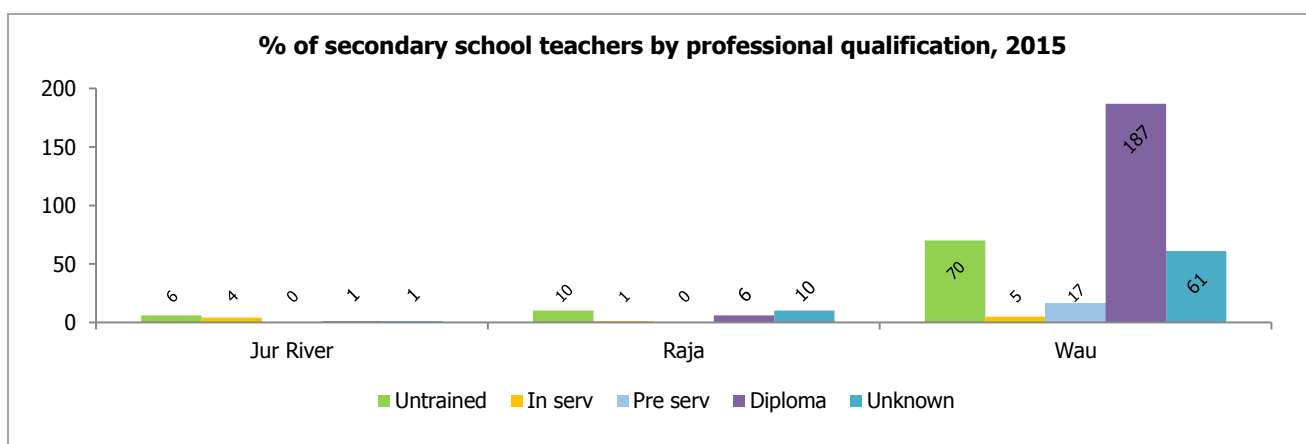
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Jur River	12	5	41.7%	6	50.0%	1	8.3%
Raja	27	7	25.9%	10	37.0%	10	37.0%
Wau	340	209	61.5%	70	20.6%	61	17.9%
Total	379	221	58.3%	86	22.7%	72	19.0%

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



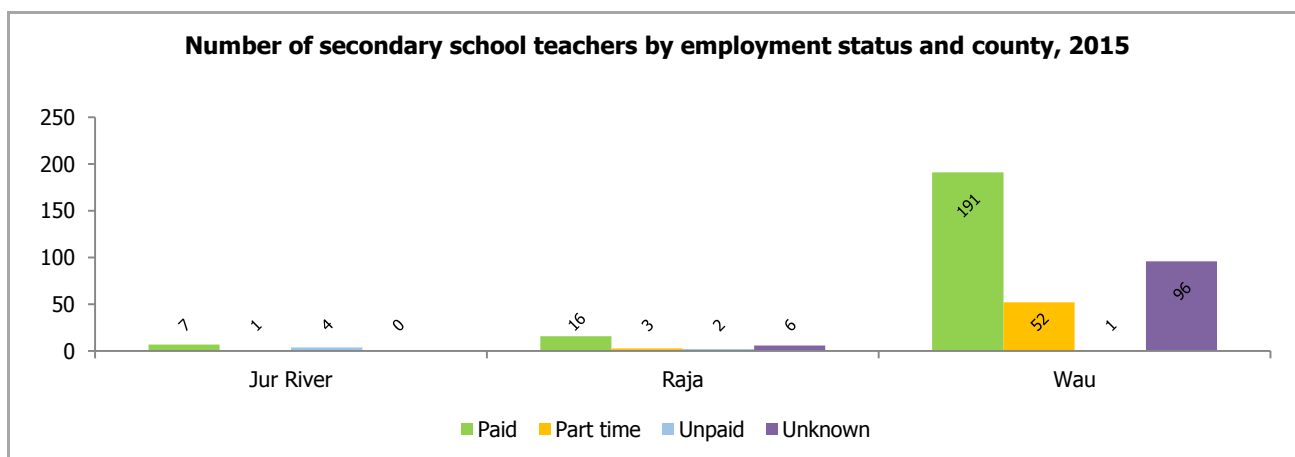
Number and % of secondary school teachers by professional qualification and county, 2015

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Jur River	12	6	50.0%	4	33.3%	0	0.0%	1	8.3%	1	8.3%
Raja	27	10	37.0%	1	3.7%	0	0.0%	6	22.2%	10	37.0%
Wau	340	70	20.6%	5	1.5%	17	5.0%	187	55.0%	61	17.9%
Total	379	86	22.7%	10	2.6%	17	4.5%	194	51.2%	72	19.0%



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

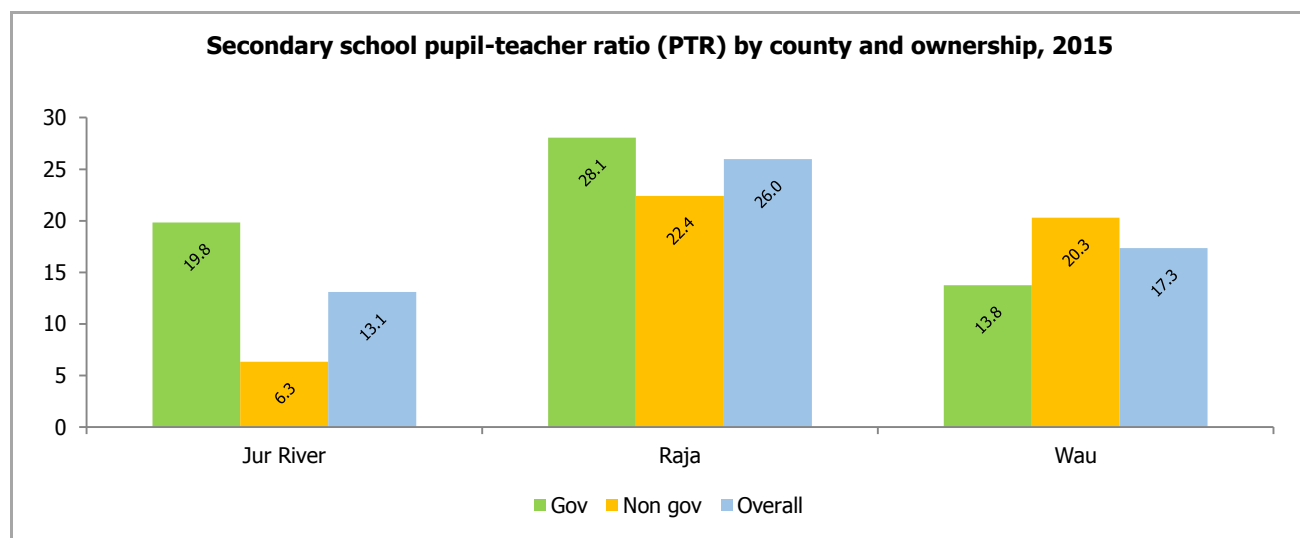
County	Total	Paid		Part Time		Unpaid		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
Jur River	12	7	58.3%	1	8.3%	4	33.3%	0	0.0%
Raja	27	16	59.3%	3	11.1%	2	7.4%	6	22.2%
Wau	340	191	56.2%	52	15.3%	1	0.3%	96	28.2%
Total	379	214	56.5%	56	14.8%	7	1.8%	102	26.9%



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
Jur River	157	12	13.1	119	6	19.8	38	6	6.3
Raja	701	27	26.0	477	17	28.1	224	10	22.4
Wau	5,897	340	17.3	2,104	153	13.8	3,793	187	20.3
Total	6,755	379	17.8	2,700	176	15.3	4,055	203	20.0

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

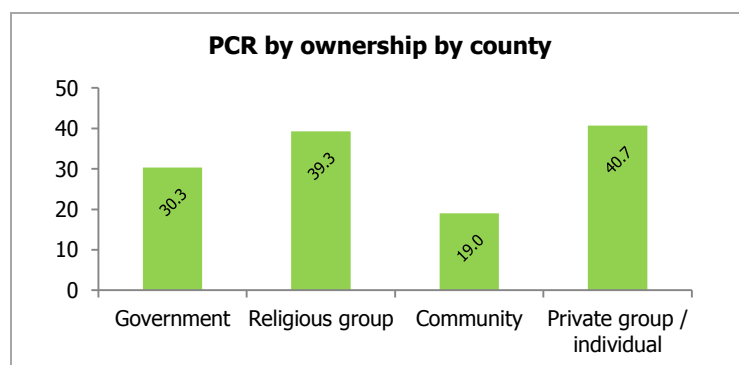


7.2.3. Classrooms

Number of primary schools classrooms and PCR by ownership

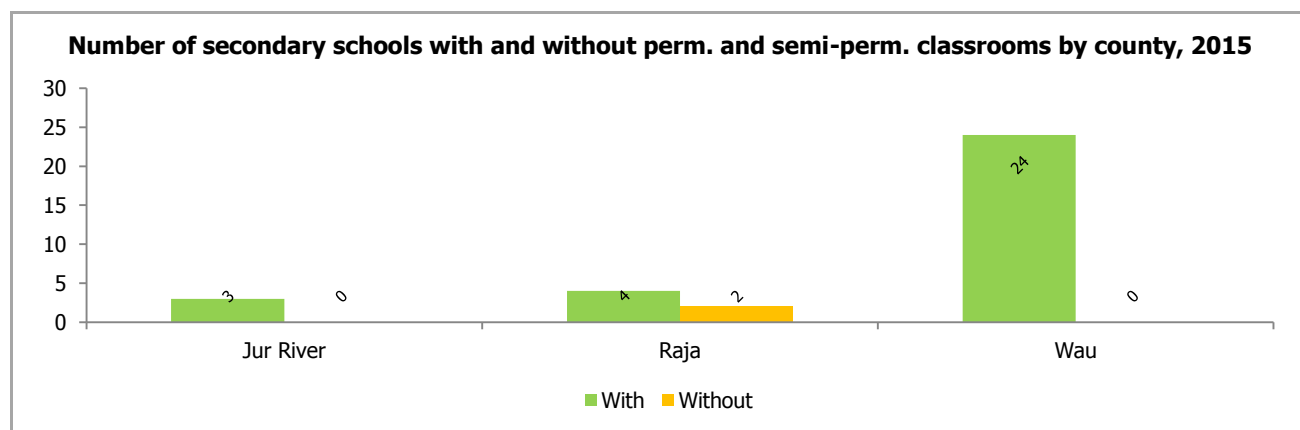
Ownership	Schools	PCR
Government	90	30.3
Religious group	36	39.3
Community	2	19.0
Private group / indiv	65	40.7
Total	193	35.4

* "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
Jur River	3	3	100.0%	0	0.0%
Raja	6	4	66.7%	2	33.3%
Wau	24	24	100.0%	0	0.0%
Total	33	31	93.9%	2	6.1%

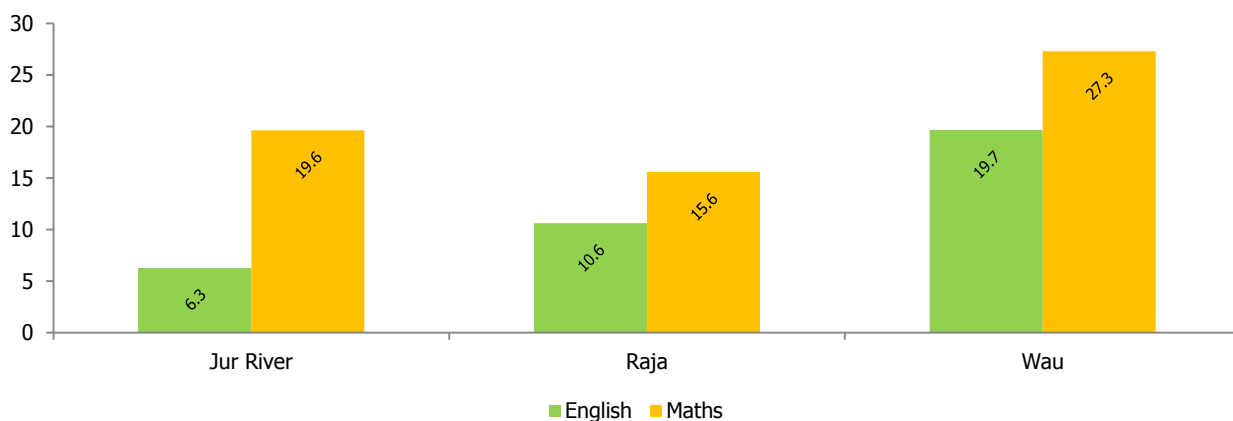


7.2.4. Curriculum and Instruction

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

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Jur River	157	25	6.3	8	19.6
Raja	701	66	10.6	45	15.6
Wau	5,897	300	19.7	216	27.3
Total	6,755	391	17.3	269	25.1

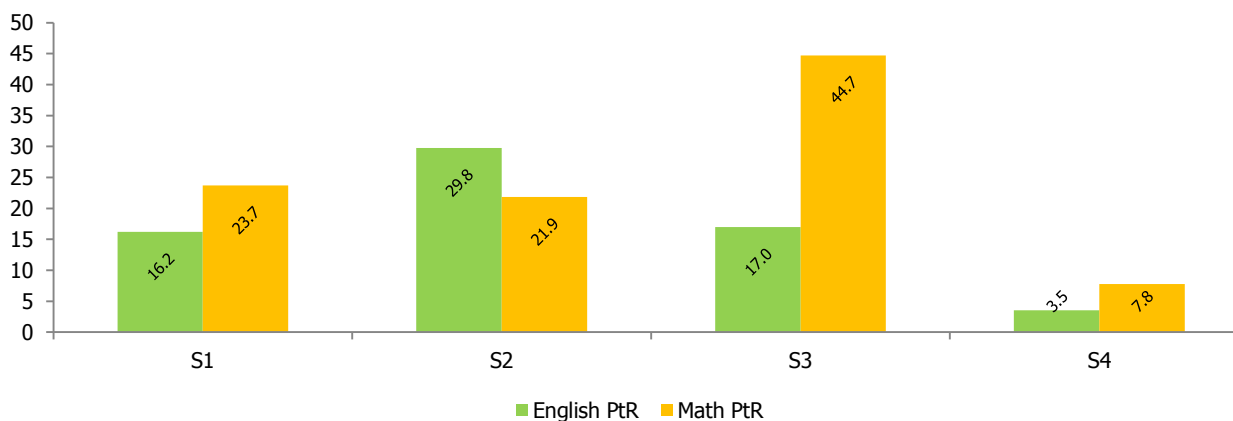
Secondary school pupil-textbook ratio (PTextR) by county and subject (English and Math), 2015



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

Grade	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
S1	2,465	152	16.2	104	23.7
S2	2,143	72	29.8	98	21.9
S3	1,968	116	17.0	44	44.7
S4	179	51	3.5	23	7.8
Total	6,755	391	17.3	269	25.1

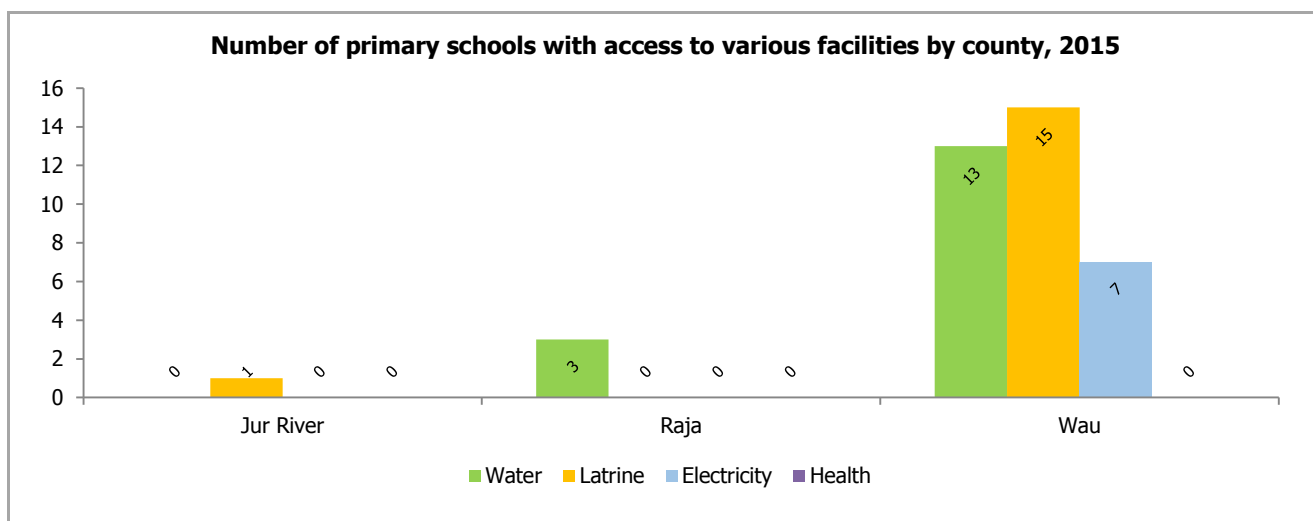
Secondary school pupil-textbook ratio (PTextR) by County and subject (English and Math), 2015



7.2.5. Facilities

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

County	Schools	Water		Latrine		Electricity		Health Centre	
		Count	%	Count	%	Count	%	Count	%
Jur River	3	0	0.0%	1	33.3%	0	0.0%	0	0.0%
Raja	6	3	50.0%	0	0.0%	0	0.0%	0	0.0%
Wau	24	13	54.2%	15	62.5%	7	29.2%	0	0.0%
Total	33	16	48.5%	16	48.5%	7	21.2%	0	0.0%



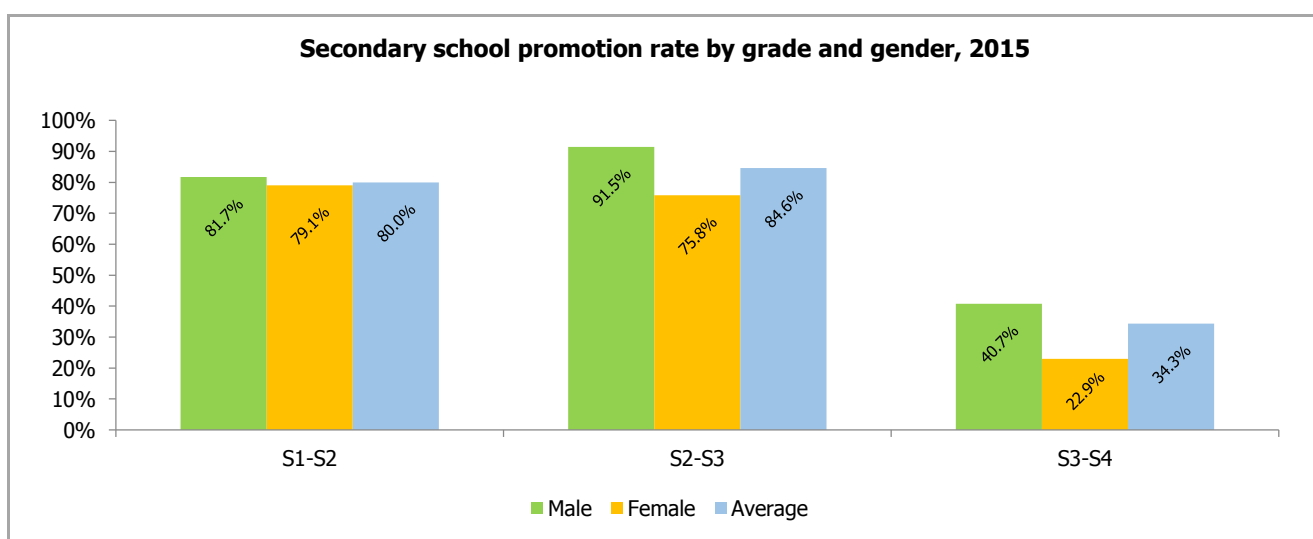
7.3. Student Flow

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
Jur River	69.4%	78.1%	0.0%	69.4%	67.7%	83.7%	0.0%	67.7%	75.9%
Raja	83.9%	85.7%	36.9%	83.9%	86.8%	93.1%	44.1%	86.8%	81.5%
Wau	80.0%	84.6%	34.3%	80.0%	81.7%	91.5%	40.7%	81.7%	79.1%
Total	69.4%	78.1%	0.0%	69.4%	67.7%	83.7%	0.0%	67.7%	75.9%

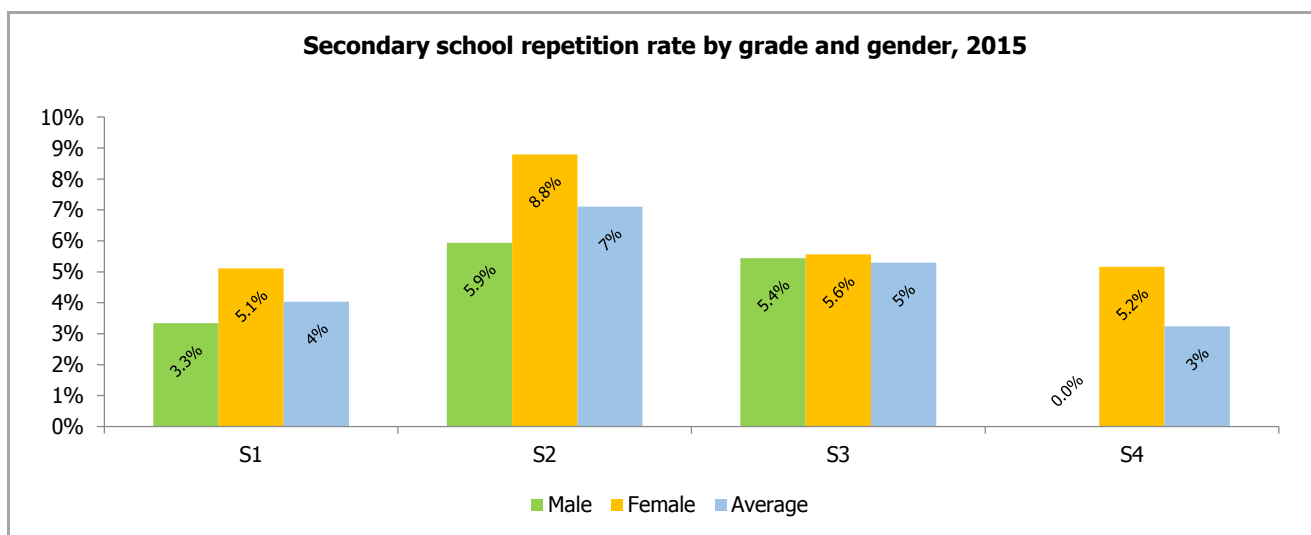
* Promotion exceeding 100% occur due to massive increase in enrolment between 2014 and 2015.



7.3.2. Repetition Rate

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

County	Overall				Male				Female			
	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4
Jur River												
Raja	8.1%	21.0%		0.0%	7.6%	19.1%		0.0%	9.0%	25.2%		
Wau	3.5%	4.8%	5.5%	3.3%	2.6%	3.4%	5.9%	0.0%	4.7%	6.6%	5.2%	4%
Total	4.0%	7.1%	5.3%	3.2%	3.3%	5.9%	5.4%	0.0%	5.1%	8.8%	5.6%	5%

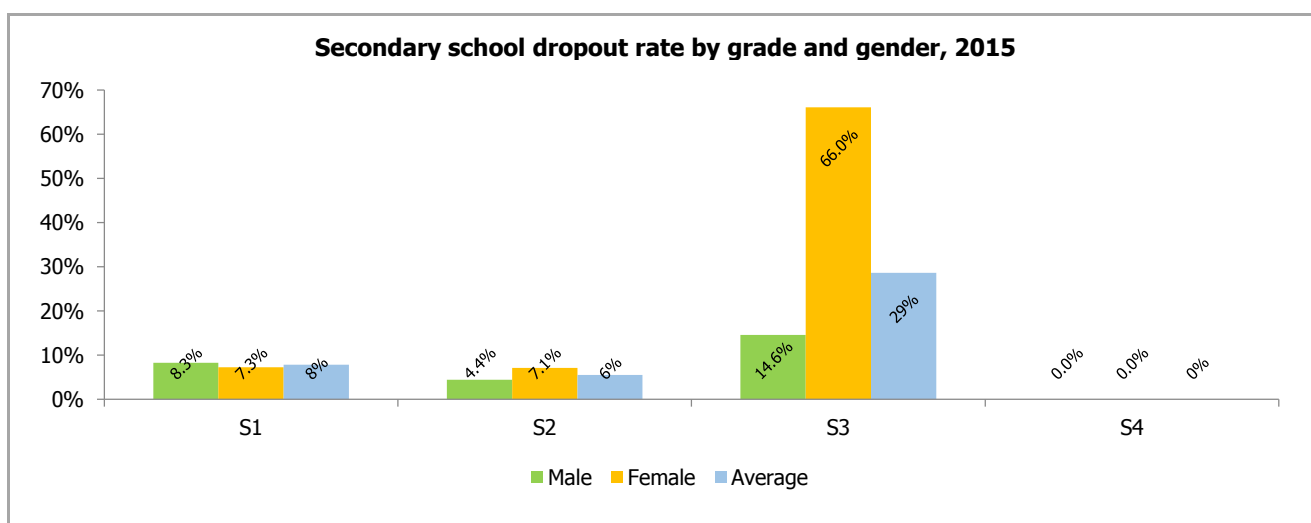


7.3.3. Dropout Rate

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
Jur River	8.3%				8.6%				0.0%			
Raja	12.6%	16.2%		0.0%	3.3%	5.1%		0.0%	32.1%	37.7%		
Wau	7.0%	3.8%	13.1%	0.0%	9.1%	4.3%	9.3%	0.0%	4.0%	3.1%	23.6%	0.0%
Total	7.9%	5.5%	29%	0.0%	8.3%	4.4%	14%	0.0%	7.3%	7.1%	66%	0.0%

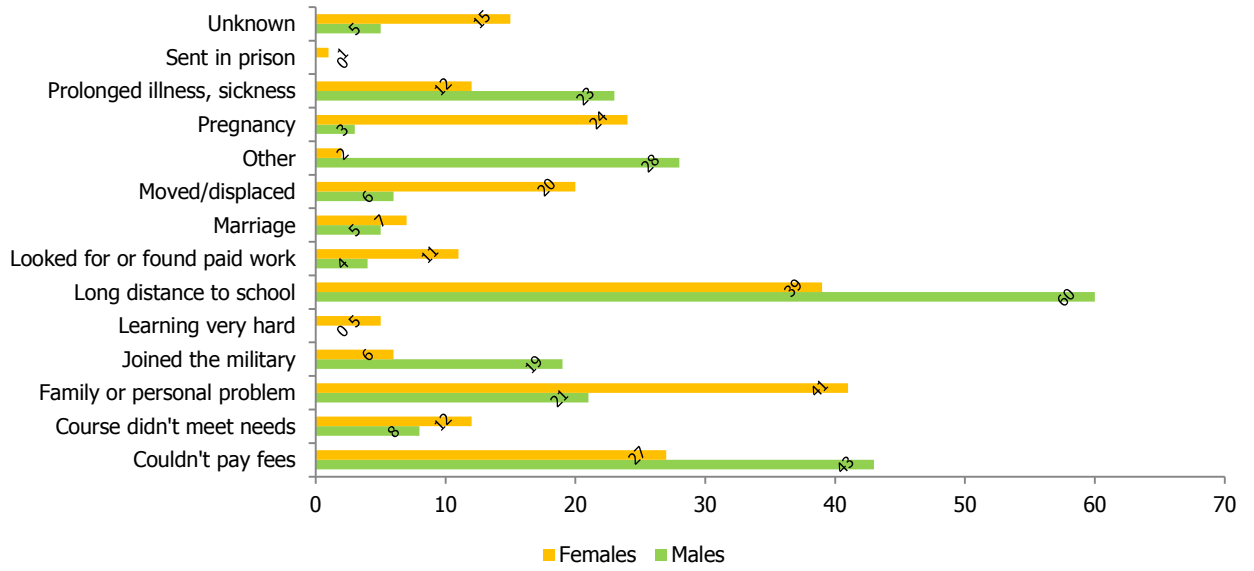
* Negative dropout rates occur due to high increase in enrolment between 2014 and 2015.



Number of secondary school dropouts by reason and gender, 2015

Reason	Total	Male		Female	
		Count	% total	Count	% total
Couldn't pay fees	70	43	61.4%	27	38.6%
Course didn't meet needs	20	8	40.0%	12	60.0%
Family or personal problem	62	21	33.9%	41	66.1%
Joined the military	25	19	76.0%	6	24.0%
Learning very hard	5	0	0.0%	5	100.0%
Long distance to school	99	60	60.6%	39	39.4%
Looked for or found paid work	15	4	26.7%	11	73.3%
Marriage	12	5	41.7%	7	58.3%
Moved/displaced	26	6	23.1%	20	76.9%
Other	30	28	93.3%	2	6.7%
Pregnancy	27	3	11.1%	24	88.9%
Prolonged illness, sickness	35	23	65.7%	12	34.3%
Sent in prison	1	0	0.0%	1	100.0%
Unknown	20	5	25.0%	15	75.0%
Total	447	225	50.3%	222	49.7%

Number and % of secondary school dropouts by reason and gender



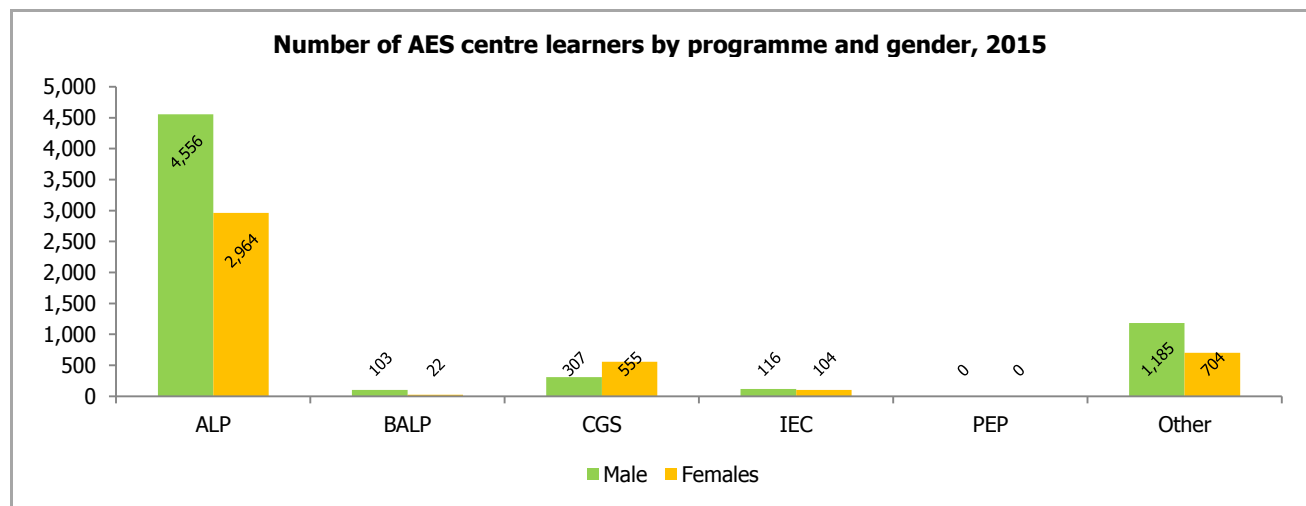
8. ALTERNATIVE EDUCATION SYSTEM (AES), 2015

8.1. Access

8.1.1. Enrolment

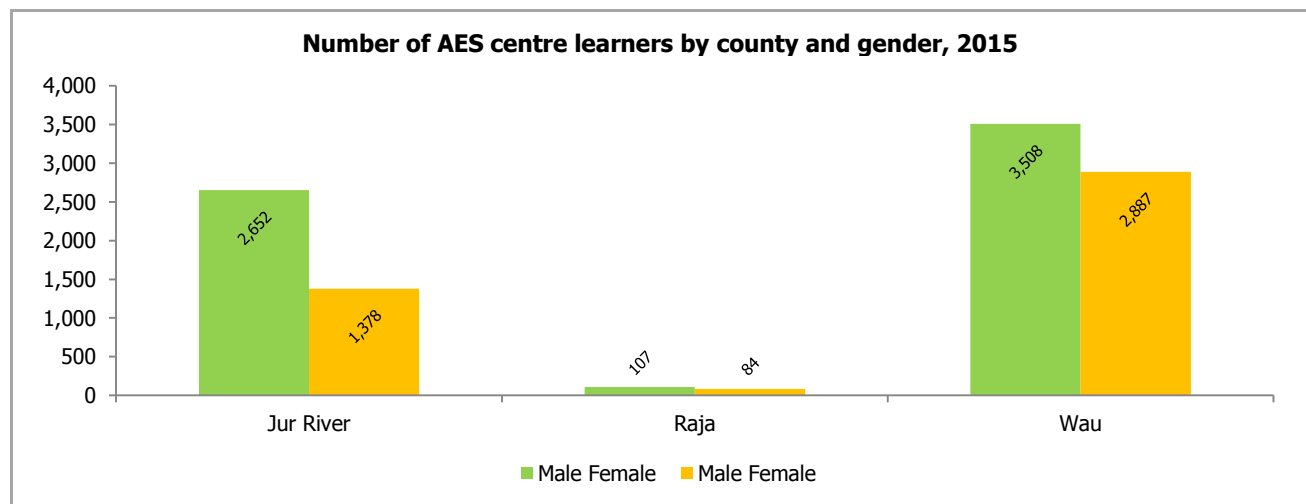
Number of AES centre learners by county and programme, 2015

County	Total	ALP	BALP	CGS	IEC	PEP	Other
Jur River	4,030	2,446	0	169	0	0	1,415
Raja	191	191	0	0	0	0	0
Wau	6,395	4,883	125	693	220	0	474
Total	10,616	7,520	125	862	220	0	1,889



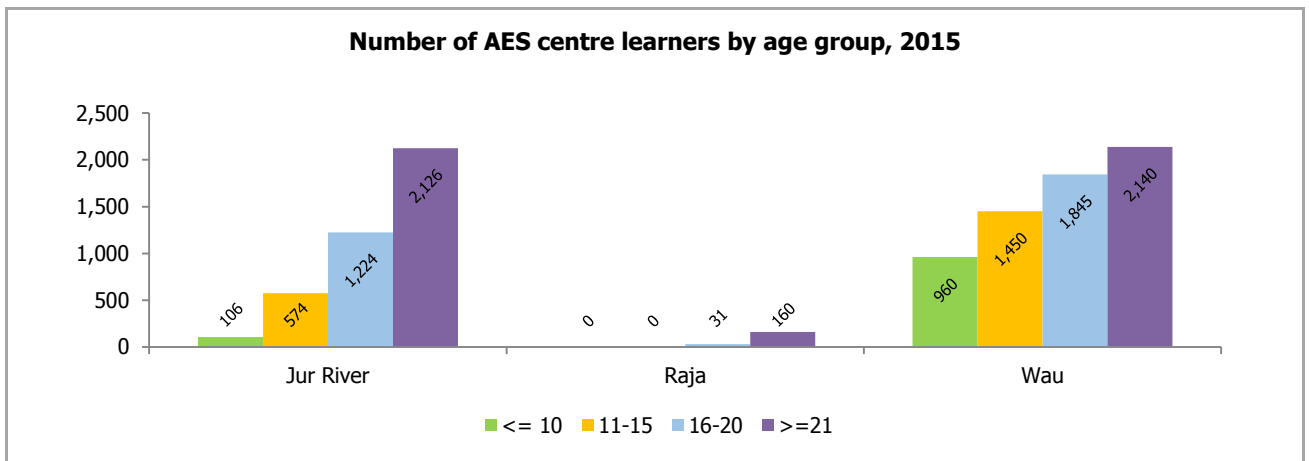
Number and % of AES centre learners by county and gender, 2015

County	Centres	Male		Female	
		Count	% total	Count	% total
Jur River	4,030	2,652	65.8%	1,378	34.2%
Raja	191	107	56.0%	84	44.0%
Wau	6,395	3,508	54.9%	2,887	45.1%
Total	10,616	6,267	176.7%	4,349	123.3%



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

County	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
Jur River	4,030	106	574	1,224	2,126
Raja	191	0	0	31	160
Wau	6,395	960	1,450	1,845	2,140
Total	10,616	1,066	2,024	3,100	4,426



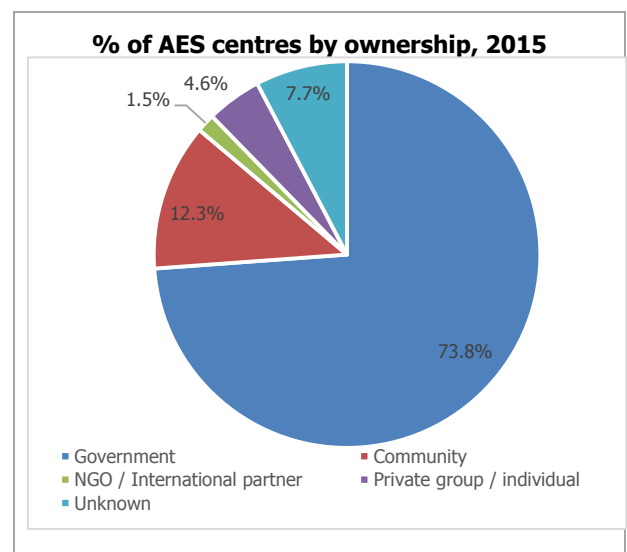
8.2. Resources

8.2.1. Centres

Number of AES centres by ownership, 2015

Ownership	No. centres
Government	48
Community	8
NGO / International partner	1
Private group / individual	3
Unknown	5
Total	65

* Some centres have more than one programme.

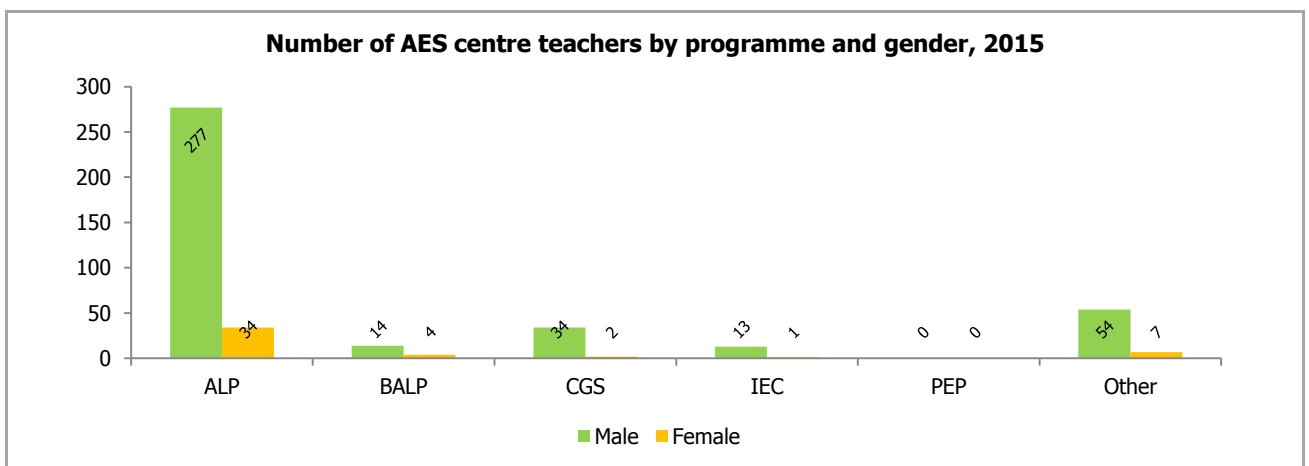


8.2.2. Teachers

Number of AES centre teachers by county and programme, 2015

County	Total	ALP	BALP	CGS	IEC	PEP	Other/Multiple
Jur River	133	86	0	8	0	0	39
Raja	10	10	0	0	0	0	0
Wau	297	215	18	28	14	0	22
Total	440	311	18	36	14	0	61

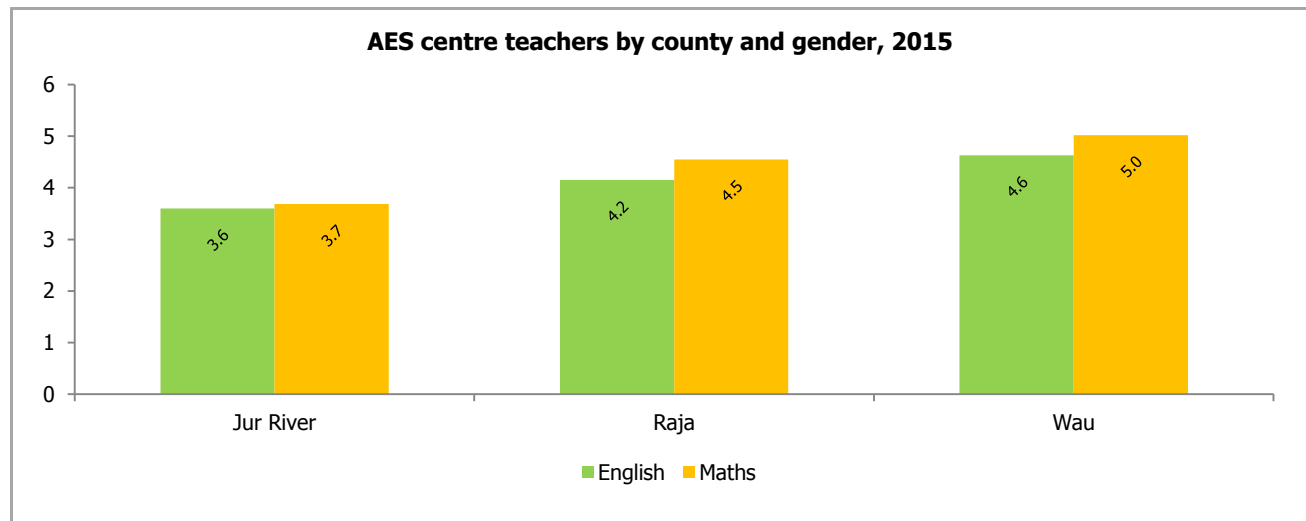
* Some centres have more than one programme. Hence, some teachers may teach more than one programme.



*"Other" includes centres with multiple programmes.

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

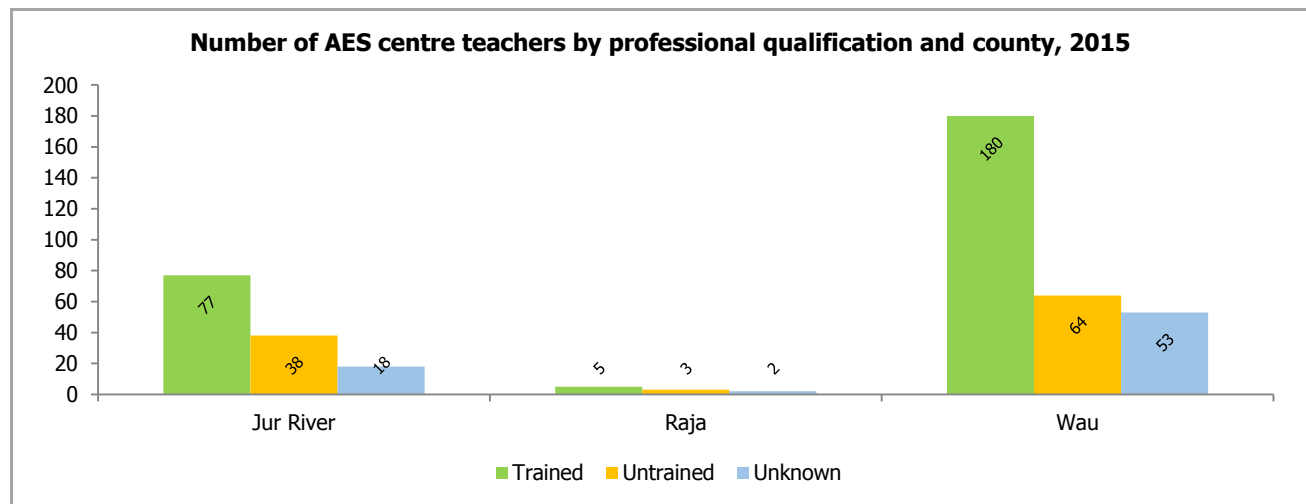
County	Total	Male		Female	
		Count	% total	Count	% total
Jur River	133	116	87.2%	17	12.8%
Raja	10	9	90.0%	1	10.0%
Wau	297	267	89.9%	30	10.1%
Total	440	392	89.1%	48	10.9%



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

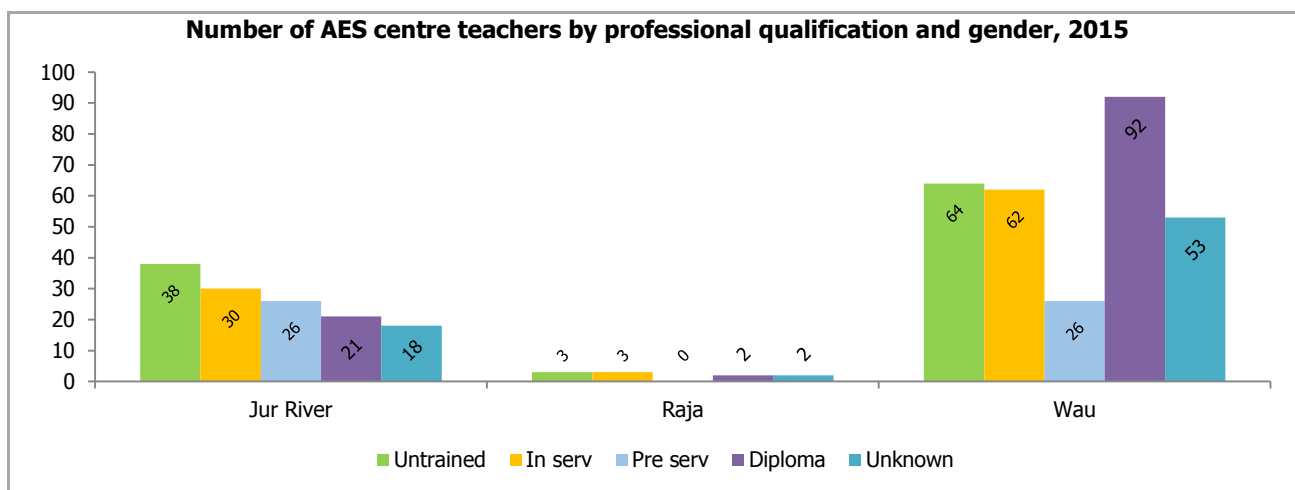
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Jur River	133	77	57.9%	38	28.6%	18	13.5%
Raja	10	5	50.0%	3	30.0%	2	20.0%
Wau	297	180	60.6%	64	21.5%	53	17.8%
Total	440	262	59.5%	105	23.9%	73	16.6%

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



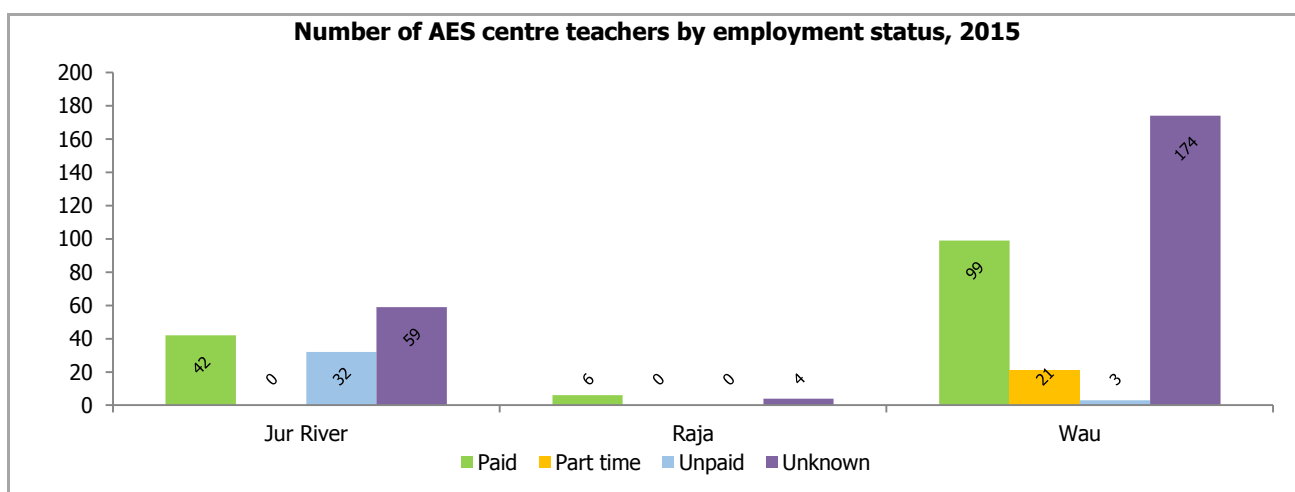
Number and % of AES centre teachers by professional qualification and county, 2015

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Jur River	133	38	28.6%	30	22.6%	26	19.5%	21	15.8%	18	13.5%
Raja	10	3	30.0%	3	30.0%	0	0.0%	2	20.0%	2	20.0%
Wau	297	64	21.5%	62	20.9%	26	8.8%	92	31.0%	53	17.8%
Total	440	105	23.9%	95	21.6%	52	11.8%	115	26.1%	73	16.6%



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

County	Total	Paid		Part-time		Unpaid		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
Jur River	133	42	31.6%	0	0.0%	32	24.1%	59	44.4%
Raja	10	6	60.0%	0	0.0%	0	0.0%	4	40.0%
Wau	297	99	33.3%	21	7.1%	3	1.0%	174	58.6%
Total	440	147	33.4%	21	4.8%	35	8.0%	237	53.9%

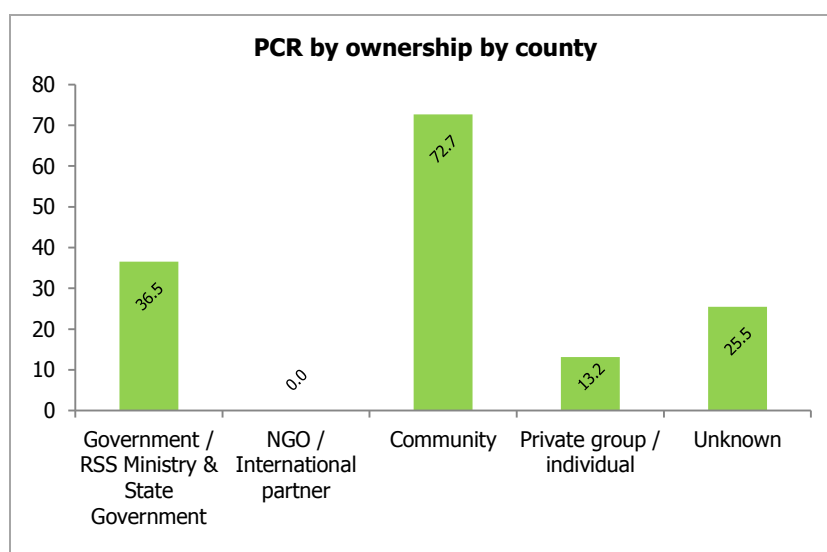


8.2.3. Classrooms

Number of primary schools classrooms and PCR by ownership

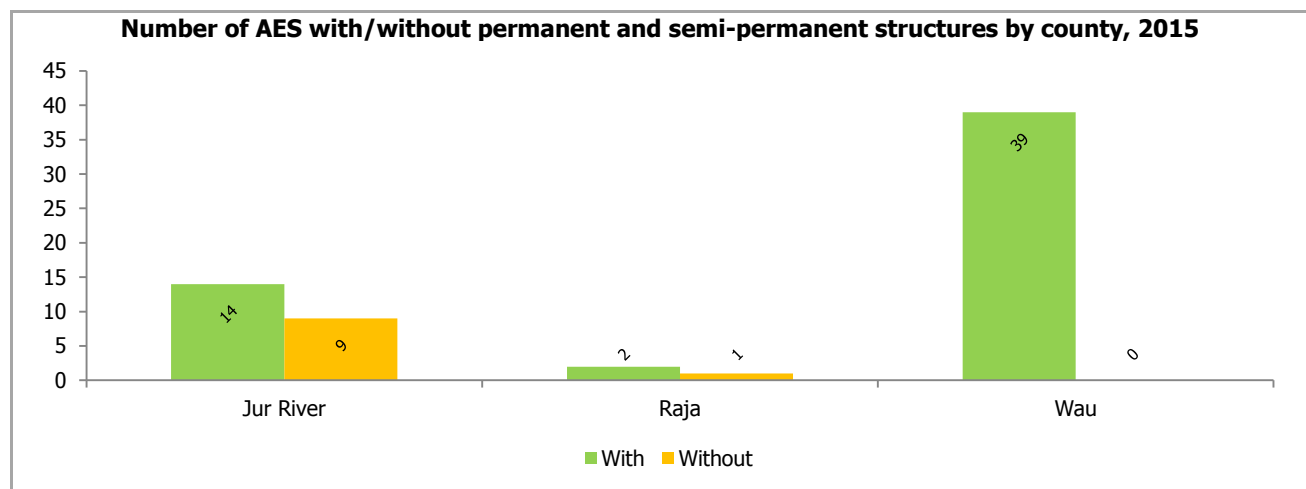
Ownership	Classrooms	PCR
Gov	240	36.5
NGO	0	0.0
Religious group	28	72.7
Community	26	13.2
Private group	16	25.5
Unknown	240	36.5
Total	310	37.8

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



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

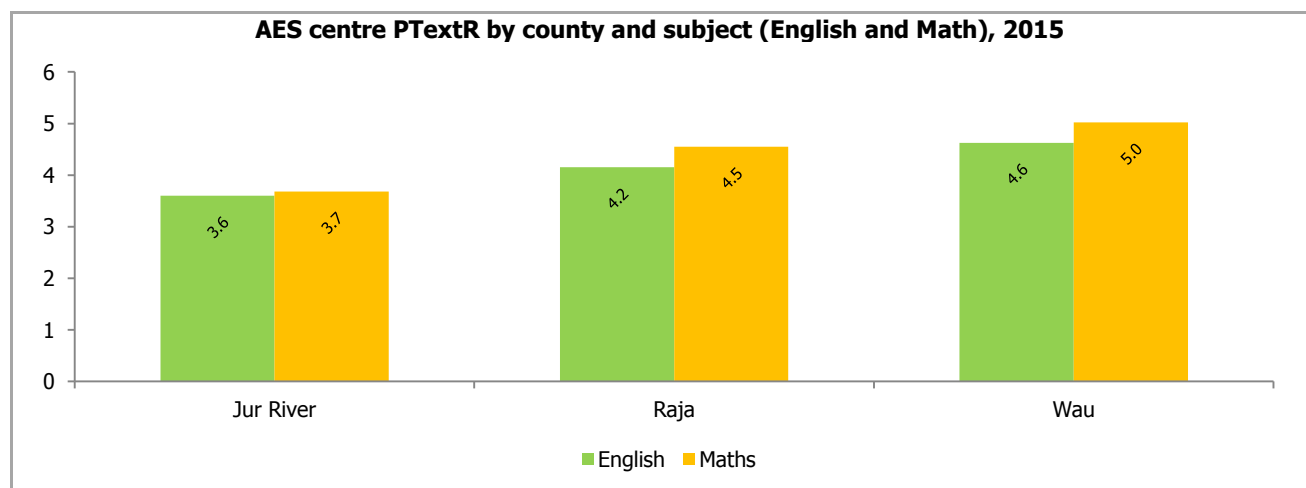
County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Jur River	23	14	60.9%	9	39.1%
Raja	3	2	66.7%	1	33.3%
Wau	39	39	100.0%	0	0.0%
Total	65	55	84.6%	10	15.4%



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
Jur River	4,030	1,119	3.6	1,094	3.7
Raja	191	46	4.2	42	4.5
Wau	6,395	1,382	4.6	1,273	5.0
Total	10,616	2,547	4.2	2,409	4.4

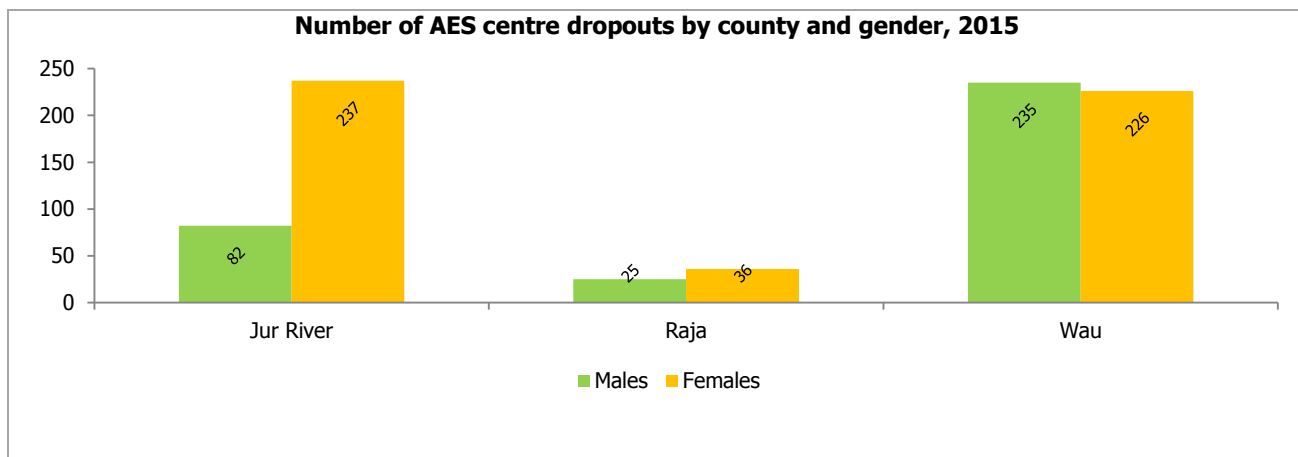


8.3. Student Flow

8.3.1. Dropouts

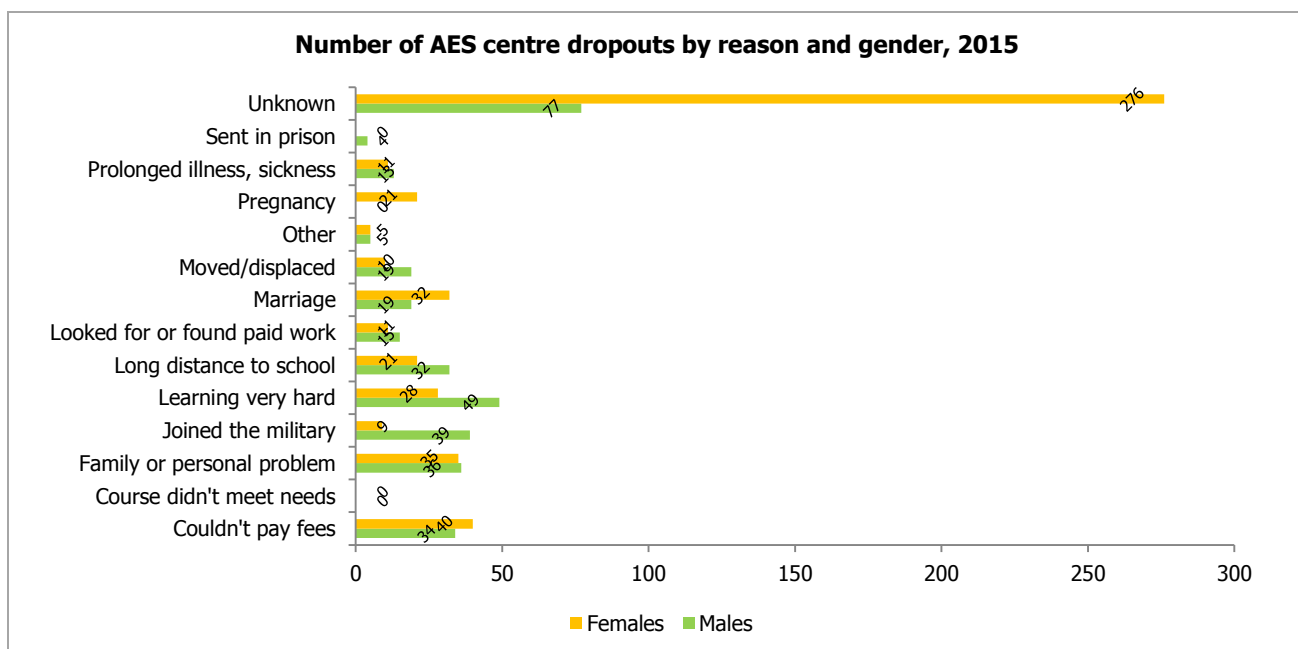
Number and % of AES centre dropouts by county and gender, 2015

County	Total	Male		Female	
		Count	% total	Count	% total
Jur River	319	82	25.7%	237	74.3%
Raja	61	25	41.0%	36	59.0%
Wau	461	235	51.0%	226	49.0%
Total	841	342	41%	499	59.3%



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

Reason	Total	Male		Female	
		Count	% total	Count	% total
Couldn't pay fees	74	34	45.9%	40	54.1%
Course didn't meet needs	0	0	0.0%	0	0.0%
Family or personal problem	71	36	50.7%	35	49.3%
Joined the military	48	39	81.3%	9	18.8%
Learning very hard	77	49	63.6%	28	36.4%
Long distance to school	53	32	60.4%	21	39.6%
Looked for or found paid work	26	15	57.7%	11	42.3%
Marriage	51	19	37.3%	32	62.7%
Moved/displaced	29	19	65.5%	10	34.5%
Other	10	5	50.0%	5	50.0%
Pregnancy	21	0	0.0%	21	100.0%
Prolonged illness, sickness	24	13	54.2%	11	45.8%
Sent in prison	4	4	100.0%	0	0.0%
Unknown	353	77	21.8%	276	78.2%
Total	841	342	40.7%	499	59.3%



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

9.1. Access

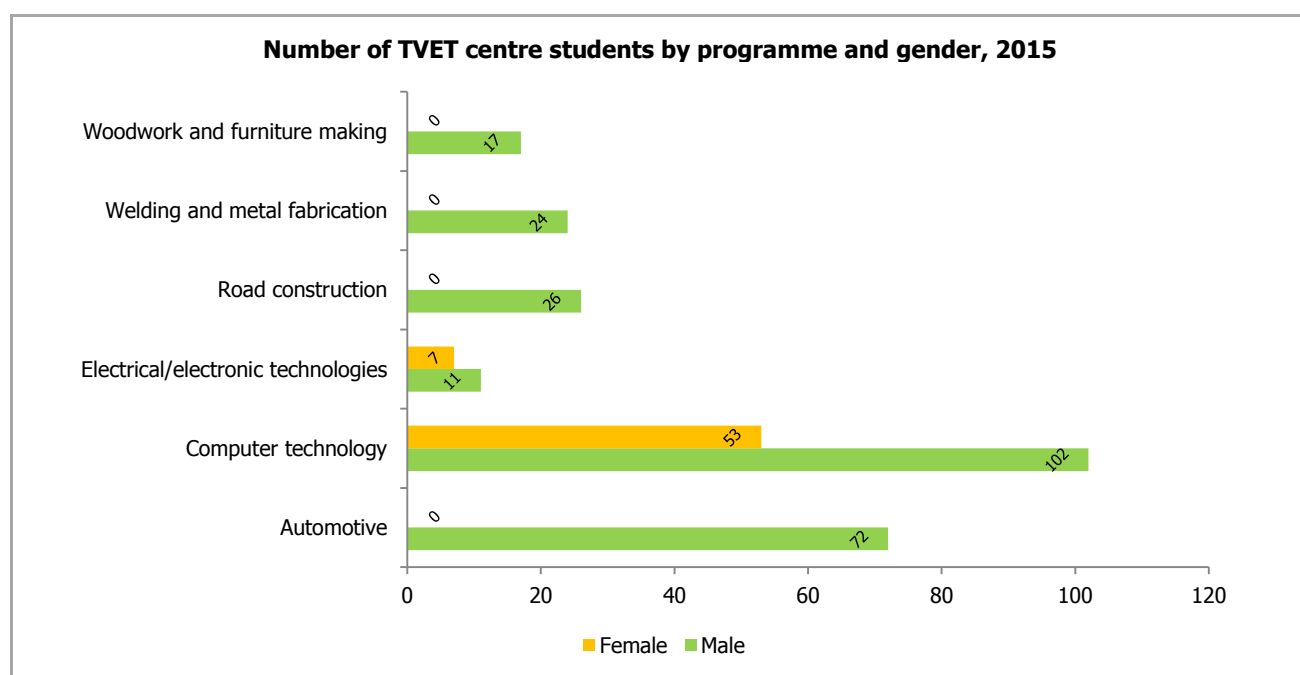
9.1.1. Enrolment

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

County	Total	Male		Female	
		Count	% total	Count	% total
Wau	312	252	80.8%	60	19.2%

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

Programme	Total	Male		Female	
		Count	% total	Count	% total
Automotive	72	72	100.0%	0	0.0%
Computer technology	155	102	65.8%	53	34.2%
Electrical/electronic technologies	18	11	61.1%	7	38.9%
Road construction	26	26	100.0%	0	0.0%
Welding and metal fabrication	24	24	100.0%	0	0.0%
Woodwork and furniture making	17	17	100.0%	0	0.0%
Total	312	252	80.8%	60	19.2%



9.2. Resources

9.2.1. Centres

Number of TTIs by ownership, 2015

Ownership	Schools
Religious group	1

9.2.2. Trainers

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

County	Total	Male		Female	
		Count	% total	Count	% total
Wau	19	16	84.2%	3	15.8%

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

County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Wau	19	13	68.4%	3	15.8%	3	15.8%

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

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

County	Total	Paid		Part Time		Unpaid		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
Wau	19	0	0.0%	1	5.3%	4	21.1%	14	73.7%

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

County	Overall			Government			Non-government		
	Trainee	Trainer	PTR	Trainee	Trainer	PTR	Trainee	Trainer	PTR
Wau	312	19	16.4	0	0	0.0	312	19	16.4

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

9.2.3. Curriculum

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

Subject	Schools
Automotive	1
Building construction	1
Electrical/electronic technologies	1
IT	1
Welding / metal	1
Wood work	1

9.2.4. Facilities

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

County	Total	With permanent and semi-permanent		Without permanent and semi-permanent	
		Count	% total	Count	% total
Wau	1	1	100.0%	0	0.0%

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

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

9.3. Student Flow

9.3.1. TVET Centre Completion

Number and % of TVET centre graduates by county, 2015

County	Total	Male		Female	
		Count	% total	Count	% total
Wau	313	253	80.8%	60	19.2%

10. UNIVERSITY (UNI), 2015

10.1. Access

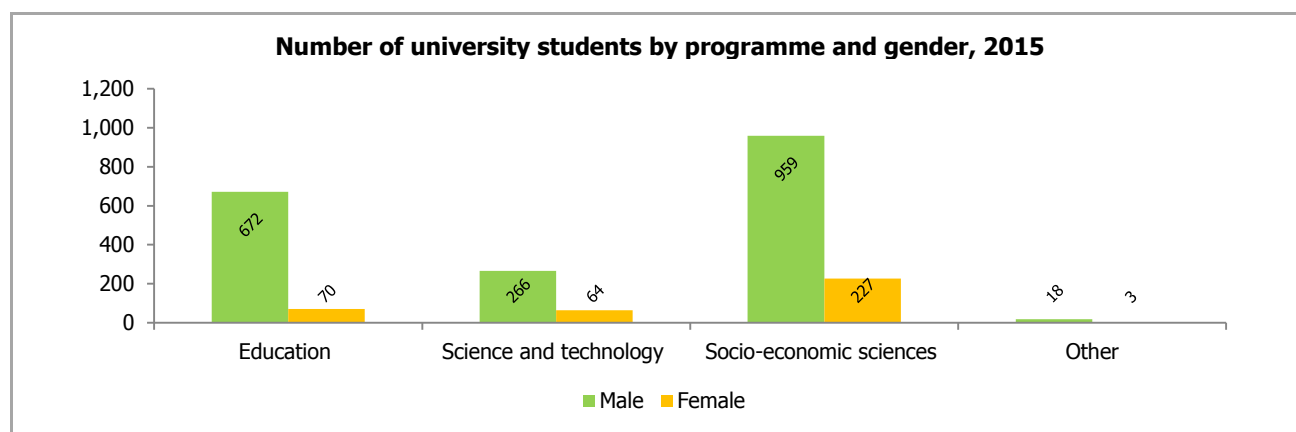
10.1.1. Enrolment

Number and % university students by county and gender, 2015

County	Total	Male		Female	
		Count	% total	Count	% total
Wau	2,349	1962	83.5%	387	16.5%

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

Programme	Total	Male		Female	
		Count	% total	Count	% total
Education	742	672	90.6%	70	9.4%
Science and technology	330	266	80.6%	64	19.4%
Socio-economic sciences	1,186	959	80.9%	227	19.1%
Other	21	18	85.7%	3	14.3%
Total	2,279	1,915	84.0%	364	16.0%



10.2. Resources

10.2.1. Centres

No. and % of universities by ownership, 2015

Ownership	Univ.
Government	1

10.2.2. Trainers

Number and % of university professors by County and gender, 2015

County	Total	Male		Female	
		Count	% total	Count	% total
Wau	171	146	85.4%	25	14.6%

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

County	Overall			Government			Non-government		
	Trainee	Trainer	PTR	Trainee	Trainer	PTR	Trainee	Trainer	PTR
Wau	2,349	171	13.7	2,349	171	13.7	0	0	0.0

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

10.2.3. Facilities

Number and % of universities 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
Wau	1	1	100.0%	0	0.0%

10.3. Student Flow

10.3.1. University completion

Number and % of university graduates by county, 2015

County	Total	Male		Female	
		Count	% total	Count	% total
Wau	376	315	83.8%	61	16.2%

