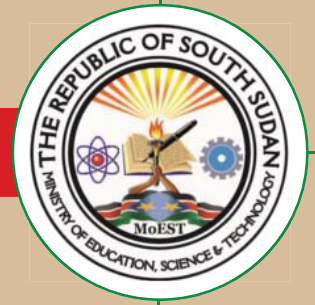




GOVERNMENT OF THE REPUBLIC OF SOUTH SUDAN



EDUCATION STATISTICS

FOR THE REPUBLIC OF SOUTH SUDAN



WESTERN EQUATORIA

2015



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

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

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

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

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

Data & Statistics Unit / MoEST emissouthsudan@gmail.com

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

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

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

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

Message from the Honourable Minister Pia Philip Michael



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

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

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

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

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

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read 'Pia Philip Michael'. The signature is stylized and cursive.

Honourable Pia Philip Michael
Western Equatoria State Minister of Education, Science & Technology

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ACRONYMS

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

1. INTRODUCTION

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

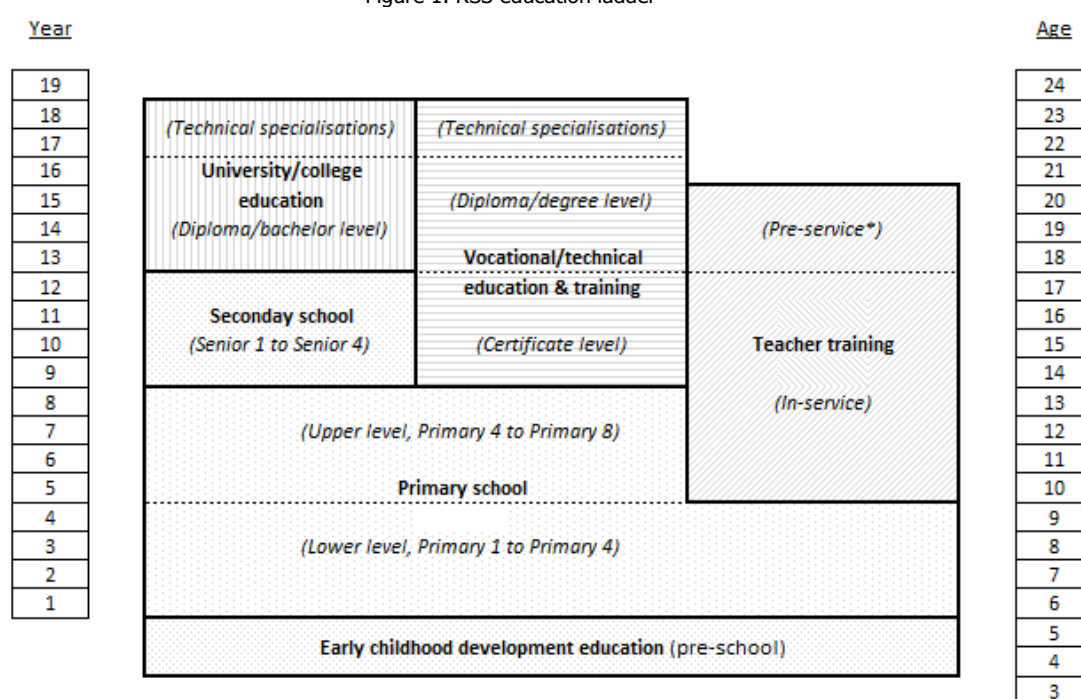
RSS MoEST mission, 1994

1.1. Background and Context

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

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

Figure 1. RSS education ladder



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

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

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

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

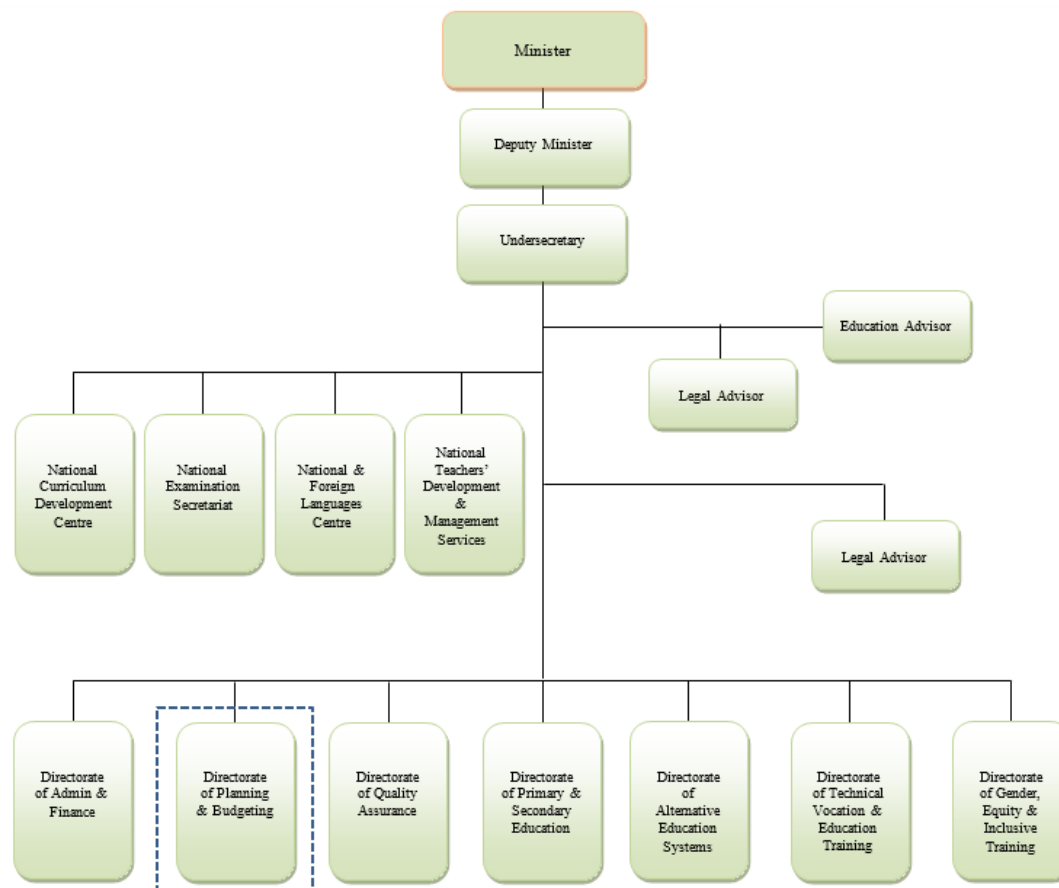
¹ Some university degrees take more than 4 years, including medicine, engineering, and other technical specialisations.

1.2. About EMIS and the Data and Statistics Unit

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

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

Figure 2. Structure of the MoEST



1.3. History of EMIS

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

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

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

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

1.4. Relevance and Utilisation of EMIS Data

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

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

1.5. EMIS Process

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

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



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

Figure 3. 2015 AEC Workflow



1.6. About the 2015 Booklet

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

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

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

Table 1: Questionnaires Status, non-GUN states

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

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

1.7. How to Read the Data in this Booklet

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

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

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

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

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

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

2. DEFINITIONS

2.1. Indicator Used to Measure Coverage

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

2.2. Indicators Used to Measure Access

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

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

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

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

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

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

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

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

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

“Am I a NEW ENTRANT? ”	YES	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:

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

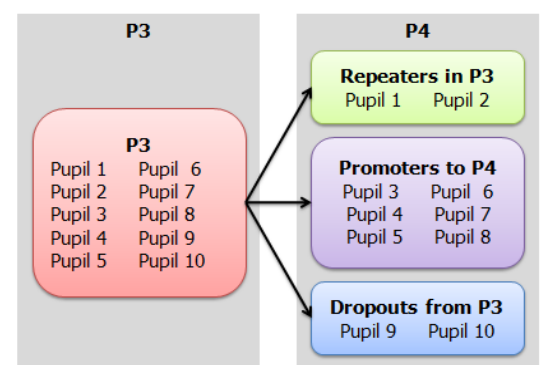
$$\text{PTextR (Math)} = \frac{\text{Total number of students}}{\text{Total number of Math textbooks}}$$

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:

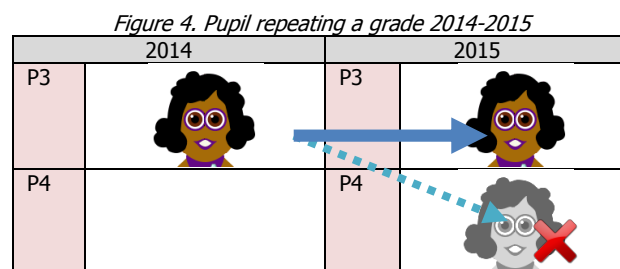
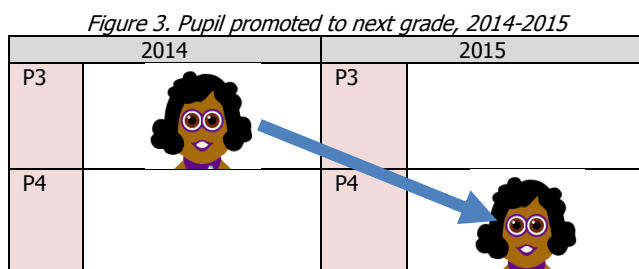
$$\text{Dropout Rate} = \frac{\text{Dropouts in cohort in } \gamma+1}{\text{Enrolment in cohort in } \gamma} \times 100\%$$

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	186	122	65.6%	64	34.4%
ECDE	99	31	31.3%	68	68.7%
PRI	380	261	68.7%	119	31.3%
SEC	33	18	54.5%	15	45.5%
TTI	3		0.0%	3	100.0%
TVET	2	1	50.0%	1	50.0%
UNI	1		0.0%	1	100.0%
Total	704	433	61.5%	271	38.5%

3.2. Students

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

Type	Total	Male		Female	
		Count	%	Count	%
AES	12,434	6,294	50.6%	6,140	49.4%
ECDE	10,085	5,000	49.6%	5,085	50.4%
PRI	91,457	49,558	54.2%	41,899	45.8%
SEC	5,444	3,717	68.3%	1,727	31.7%
TTI	244	192	78.7%	52	21.3%
TVET	100	69	69.0%	31	31.0%
UNI	329	249	75.7%	80	24.3%
Total	120,093	65,079	54.2%	55,014	45.8%

Enrolment rates per school type, 2015

Type	GER	NER	GIR	NIR
PRI	66.4%	44.0%	68.7%	23.1%
SEC	8.3%	2.1%	9.3%	0.2%

3.3. Teachers

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

Type	Total	Male	Female	PTR
AES	641	582	59	19.4
ECDE	311	147	164	32.4
PRI	2,752	2,283	469	33.2
SEC	334	304	30	16.3
TTI	16	10	6	15.3
TVE	9	7	2	11.1
UNI	35	0	35	18.8
Total	4,098	3,333	765	29.3

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

Type	Total	Trained		Untrained		Unknown	
		Count	% of total	Count	% of total	Count	% of total
AES	641	336	52.4%	180	28.1%	125	19.5%
ECDE	311	139	44.7%	110	35.4%	62	19.9%
PRI	2,752	1,261	45.8%	843	30.6%	648	23.5%
SEC	334	231	69.2%	45	13.5%	58	17.4%
TTI	16	16	100.0%		0.0%		0.0%
TVE	9	7	77.8%		0.0%	2	22.2%
Total	4,063	1,990	49.0%	1,178	29.0%	895	22.0%

* 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	711	343.00	105.00	34	8	216.00	5	27.8
ECDE	252	81.00	76.00	24	7	64.00	0	64.2
PRI	2,298	911.00	370.00	148	27	797.00	45	71.4
SEC	165	137.00	15.00	4	3	4.00	2	35.8
TTI	7	7.00	0.00	0	0	0.00	0	24.6
TVE	9	9.00	0.00	0	0	0.00	0	11.1
UNI	7	6.00	1.00	0	0	0.00	0	47.0
Total	3,449	1,494	567	210	45	1,081	52	58.3

3.5. Facilities

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

Type	Total schools	Schools with water		Schools with latrines	
		Count	%	Count	%
AES	186	38	20.4%	86	46.2%
ECDE	99	22	22.2%	52	52.5%
PRI	380	76	20.0%	204	53.7%
SEC	33	20	60.6%	24	72.7%
TTI	3	1	33.3%	1	33.3%
TVE	2		0.0%	2	100.0%
UNI	1		0.0%		0.0%
Total	704	157	22.3%	369	52.5%

* No access to latrine data for Universities.

3.6. Gender Parity

Gender parity index by county and school type, 2015

Type	GPI
PRI	0.90
SEC	0.53

* GER data available only for primary and secondary schools.

4. EMIS DATA, 2012-2015

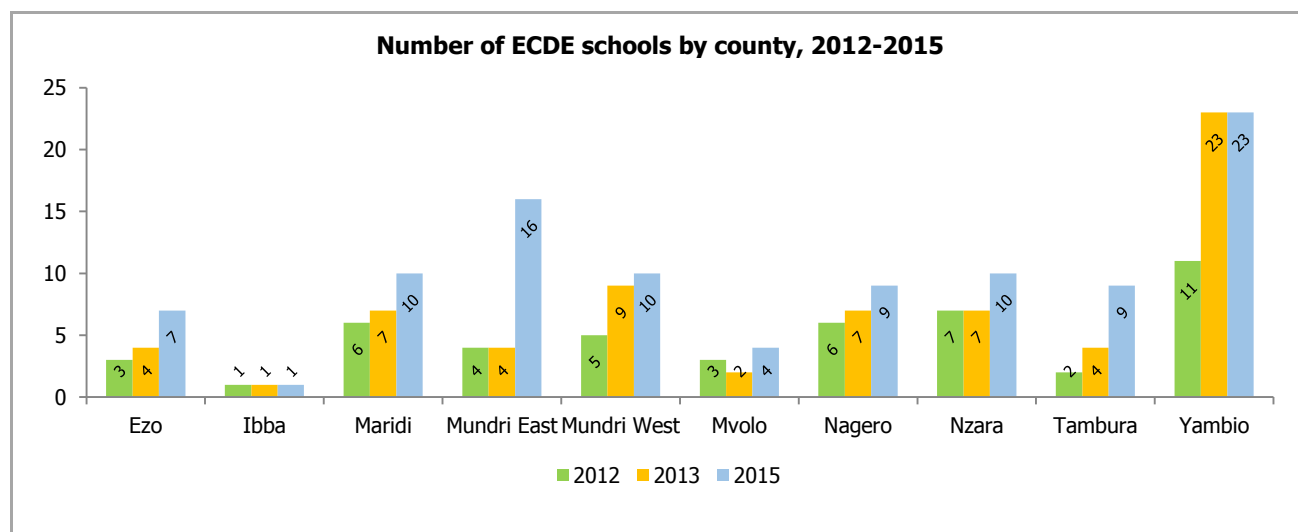
4.1. Early Childhood Development and Education

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 %
Ezo	2015	7	4	3	57%	43%
	2013	4	2	2	50%	50%
	2012	3	2	1	67%	33%
Ibba	2015	1	0	1	0%	100%
	2013	1	0	1	0%	100%
	2012	1	0	1	0%	100%
Maridi	2015	10	1	9	10%	90%
	2013	7	0	7	0%	100%
	2012	6	0	6	0%	100%
Mundri East	2015	16	3	13	19%	81%
	2013	4	4	0	100%	0%
	2012	4	1	3	25%	75%
Mundri West	2015	10	4	6	40%	60%
	2013	9	4	5	44%	56%
	2012	5	3	2	60%	40%
Mvolo	2015	4	2	2	50%	50%
	2013	2	1	1	50%	50%
	2012	3	1	2	33%	67%
Nagero	2015	9	9	0	100%	0%
	2013	7	6	1	86%	14%
	2012	6	5	1	83%	17%
Nzara	2015	10	4	6	40%	60%
	2013	7	3	4	43%	57%
	2012	7	3	4	43%	57%
Tambura	2015	9	1	8	11%	89%
	2013	4	1	3	25%	75%
	2012	2	1	1	50%	50%
Yambio	2015	23	3	20	13%	87%
	2013	23	3	20	13%	87%
	2012	11	1	10	9%	91%
Total	2015	99	31	68	31%	69%
	2013	68	24	44	35%	65%
	2012	48	17	31	35%	65%

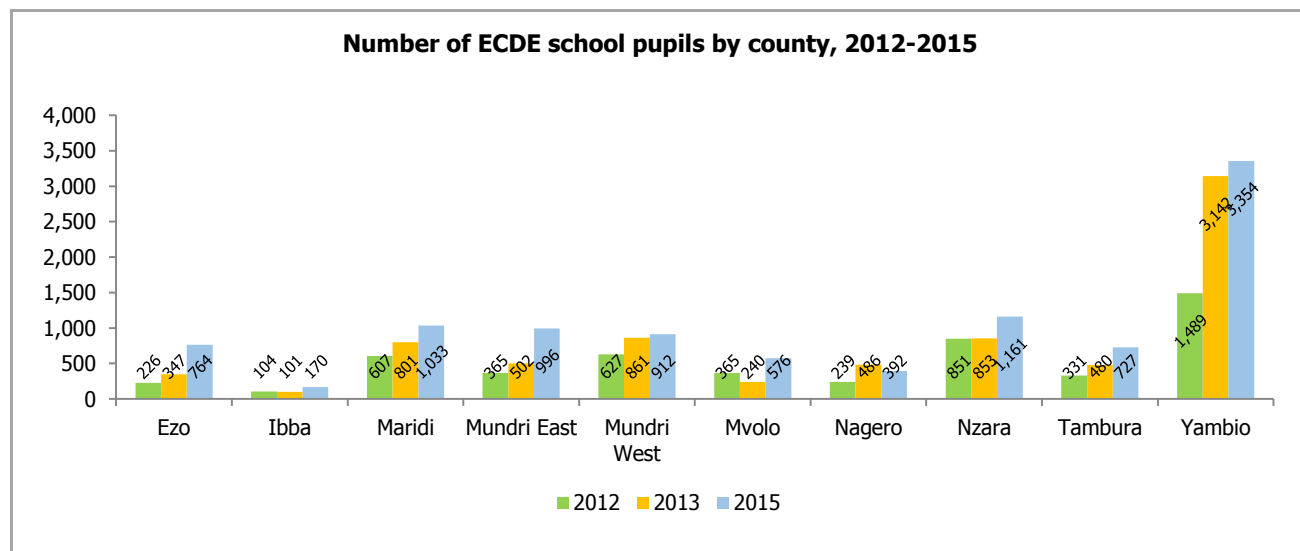
* "Government" includes government and government-aided schools. "Non-government" includes community, NGO-supported, private, other, and unknown ownership type schools.



4.1.2. Pupils

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

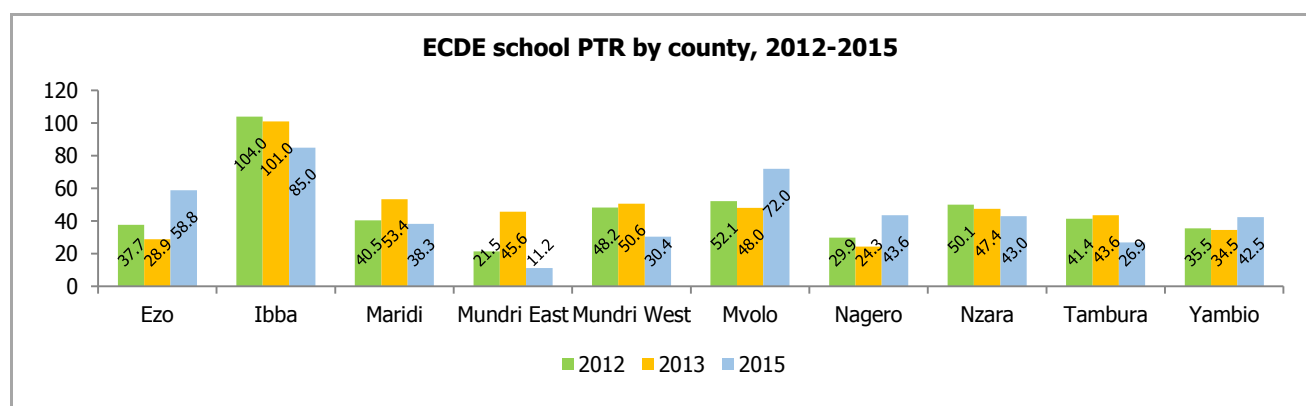
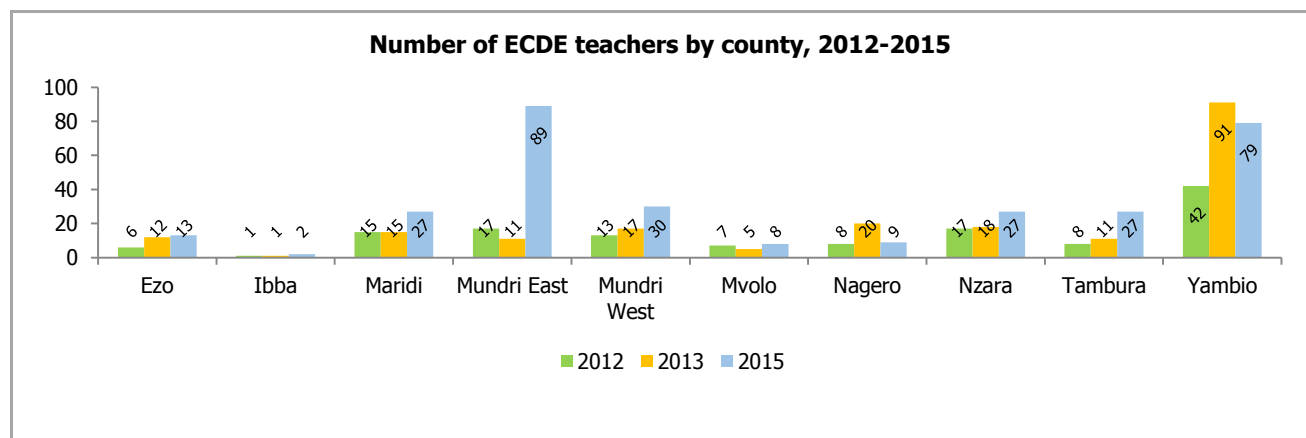
County	Year	Total	Male	Female	Male %	Female %
Ezo	2015	764	435	329	57%	43%
	2013	347	199	148	57%	43%
	2012	226	109	117	48%	52%
Ibba	2015	170	93	77	55%	45%
	2013	101	51	50	50%	50%
	2012	104	55	49	53%	47%
Maridi	2015	1,033	519	514	50%	50%
	2013	801	390	411	49%	51%
	2012	607	298	309	49%	51%
Mundri East	2015	996	496	500	50%	50%
	2013	502	313	189	62%	38%
	2012	365	176	189	48%	52%
Mundri West	2015	912	436	476	48%	52%
	2013	861	410	451	48%	52%
	2012	627	301	326	48%	52%
Mvolo	2015	576	278	298	48%	52%
	2013	240	146	94	61%	39%
	2012	365	192	173	53%	47%
Nagero	2015	392	195	197	50%	50%
	2013	486	270	216	56%	44%
	2012	239	140	99	59%	41%
Nzara	2015	1,161	583	578	50%	50%
	2013	853	462	391	54%	46%
	2012	851	392	459	46%	54%
Tambura	2015	727	360	367	50%	50%
	2013	480	253	227	53%	47%
	2012	331	174	157	53%	47%
Yambio	2015	3,354	1,605	1,749	48%	52%
	2013	3,142	1,600	1,542	51%	49%
	2012	1,489	756	733	51%	49%
Total	2015	10,085	5,000	5,085	50%	50%
	2013	7,813	4,094	3,719	52%	48%
	2012	5,204	2,593	2,611	50%	50%



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
Ezo	2015	13	3	10	23.1%	76.9%	58.8
	2013	12	2	10	16.7%	83.3%	28.9
	2012	6	2	4	33.3%	66.7%	37.7
Ibba	2015	2	1	1	50.0%	50.0%	85.0
	2013	1	0	1	0.0%	100.0%	101.0
	2012	1	0	1	0.0%	100.0%	104.0
Maridi	2015	27	7	20	25.9%	74.1%	38.3
	2013	15	2	13	13.3%	86.7%	53.4
	2012	15	4	11	26.7%	73.3%	40.5
Mundri East	2015	89	66	23	74.2%	25.8%	11.2
	2013	11	6	5	54.5%	45.5%	45.6
	2012	17	12	5	70.6%	29.4%	21.5
Mundri West	2015	30	7	23	23.3%	76.7%	30.4
	2013	17	3	14	17.6%	82.4%	50.6
	2012	13	3	10	23.1%	76.9%	48.2
Mvolo	2015	8	7	1	87.5%	12.5%	72.0
	2013	5	2	3	40.0%	60.0%	48.0
	2012	7	4	3	57.1%	42.9%	52.1
Nagero	2015	9	7	2	77.8%	22.2%	43.6
	2013	20	20	0	100.0%	0.0%	24.3
	2012	8	8	0	100.0%	0.0%	29.9
Nzara	2015	27	10	17	37.0%	63.0%	43.0
	2013	18	8	10	44.4%	55.6%	47.4
	2012	17	8	9	47.1%	52.9%	50.1
Tambura	2015	27	8	19	29.6%	70.4%	26.9
	2013	11	6	5	54.5%	45.5%	43.6
	2012	8	4	4	50.0%	50.0%	41.4
Yambio	2015	79	31	48	39.2%	60.8%	42.5
	2013	91	47	44	51.6%	48.4%	34.5
	2012	42	18	24	42.9%	57.1%	35.5
Total	2015	311	116	116	37.3%	37.3%	32.4
	2013	201	49	61	24.4%	30.3%	50.2
	2012	134	41	43	30.6%	32.1%	75.3

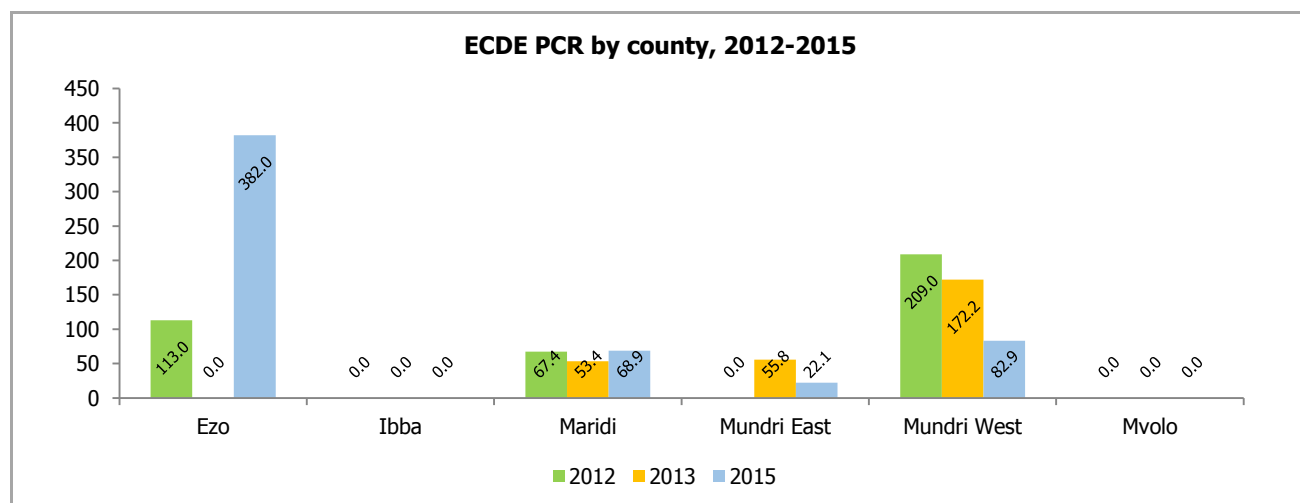
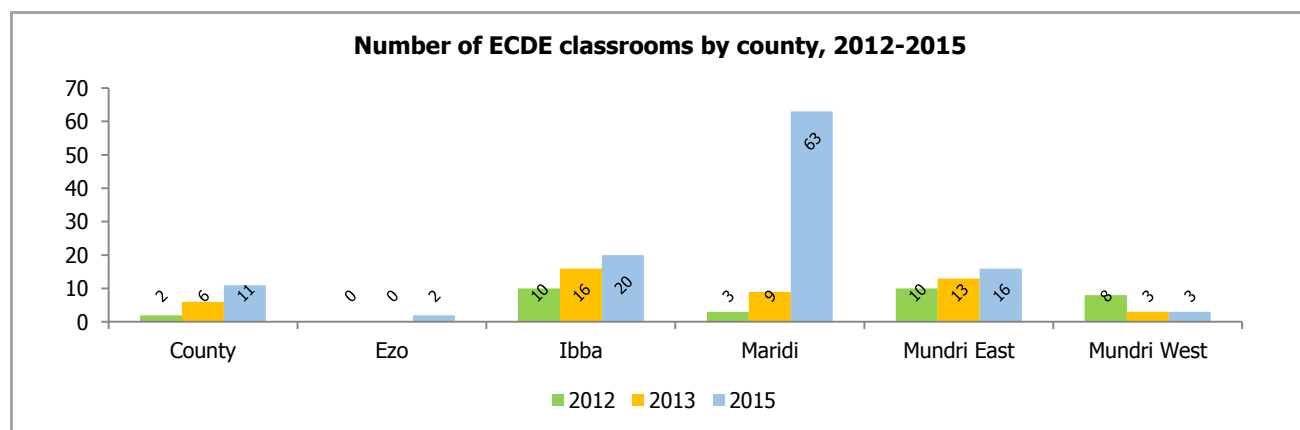


4.1.4. Classrooms

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
Ezo	2015	11	0	2	8	1	382.0
	2013	6	0	0	3	3	0.0
	2012	2	2	0	0	0	113.0
Ibba	2015	2	0	0	1	1	0.0
	2013	0	0	0	0	0	0.0
	2012	0	0	0	0	0	0.0
Maridi	2015	20	11	4	2	3	68.9
	2013	16	15	0	1	0	53.4
	2012	10	8	1	0	1	67.4
Mundri East	2015	63	34	11	17	1	22.1
	2013	9	0	9	0	0	55.8
	2012	3	0	0	3	0	0.0
Mundri West	2015	16	5	6	5	0	82.9
	2013	13	2	3	8	0	172.2
	2012	10	0	3	7	0	209.0
Mvolo	2015	3	0	0	3	0	0.0
	2013	3	0	0	3	0	0.0
	2012	8	0	0	6	2	0.0
Nagero	2015	9	0	1	8	0	392.0
	2013	10	0	0	10	0	0.0
	2012	6	1	0	5	0	239.0
Nzara	2015	23	10	0	7	6	116.1
	2013	10	7	2	1	0	94.8
	2012	11	6	0	4	1	141.8
Tambura	2015	27	4	18	2	3	33.0
	2013	6	2	2	2	0	120.0
	2012	4	2	1	1	0	110.3
Yambio	2015	78	17	34	11	16	65.8
	2013	68	15	28	10	15	73.1
	2012	31	21	6	1	3	55.1
Total	2015	252	64	42	53	15	95.1
	2013	73	26	16	28	3	186.0
	2012	50	17	4	25	4	247.8

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



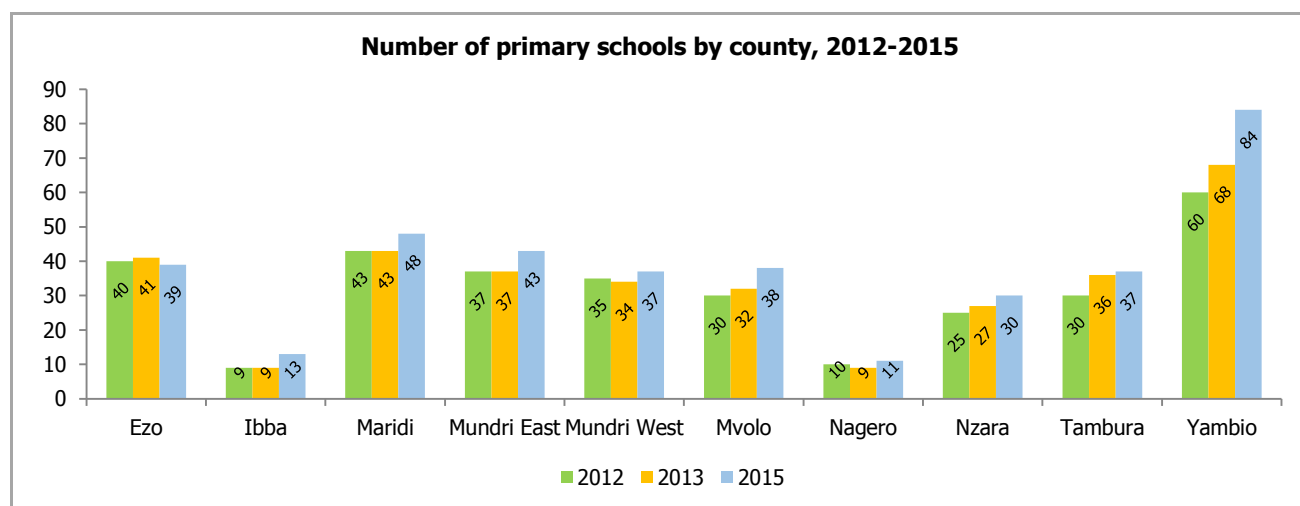
4.2. Primary Schools

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 %
Ezo	2015	39	29	10	74%	26%
	2013	41	24	17	59%	41%
	2012	40	24	16	60%	40%
Ibba	2015	13	5	8	38%	62%
	2013	9	6	3	67%	33%
	2012	9	5	4	56%	44%
Maridi	2015	48	35	13	73%	27%
	2013	43	29	14	67%	33%
	2012	43	27	16	63%	37%
Mundri East	2015	43	31	12	72%	28%
	2013	37	30	7	81%	19%
	2012	37	22	15	59%	41%
Mundri West	2015	37	29	8	78%	22%
	2013	34	29	5	85%	15%
	2012	35	23	12	66%	34%
Mvolo	2015	38	25	13	66%	34%
	2013	32	24	8	75%	25%
	2012	30	20	10	67%	33%
Nagero	2015	11	8	3	73%	27%
	2013	9	8	1	89%	11%
	2012	10	6	4	60%	40%
Nzara	2015	30	22	8	73%	27%
	2013	27	19	8	70%	30%
	2012	25	20	5	80%	20%
Tambura	2015	37	25	12	68%	32%
	2013	36	25	11	69%	31%
	2012	30	18	12	60%	40%
Yambio	2015	84	52	32	62%	38%
	2013	68	35	33	51%	49%
	2012	60	35	25	58%	42%
Total	2015	380	261	119	69%	31%
	2013	336	229	107	68%	32%
	2012	319	200	119	63%	37%

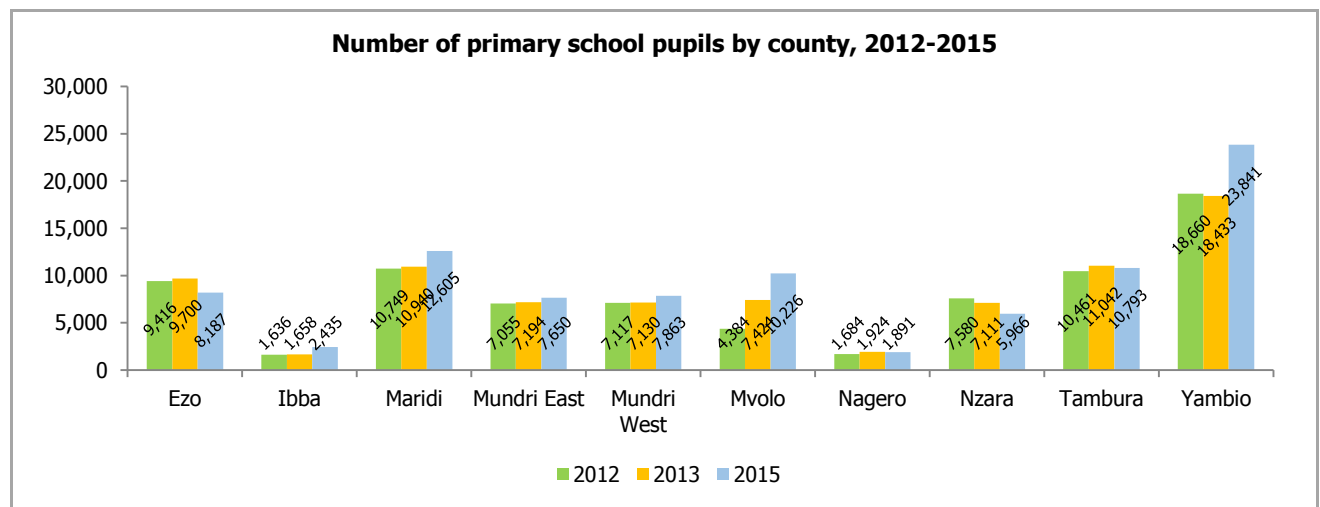
*"Government" includes government and government-aided schools. "Non-government" includes community, NGO-supported, private, other, and unknown ownership type schools.



4.2.2. Pupils

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

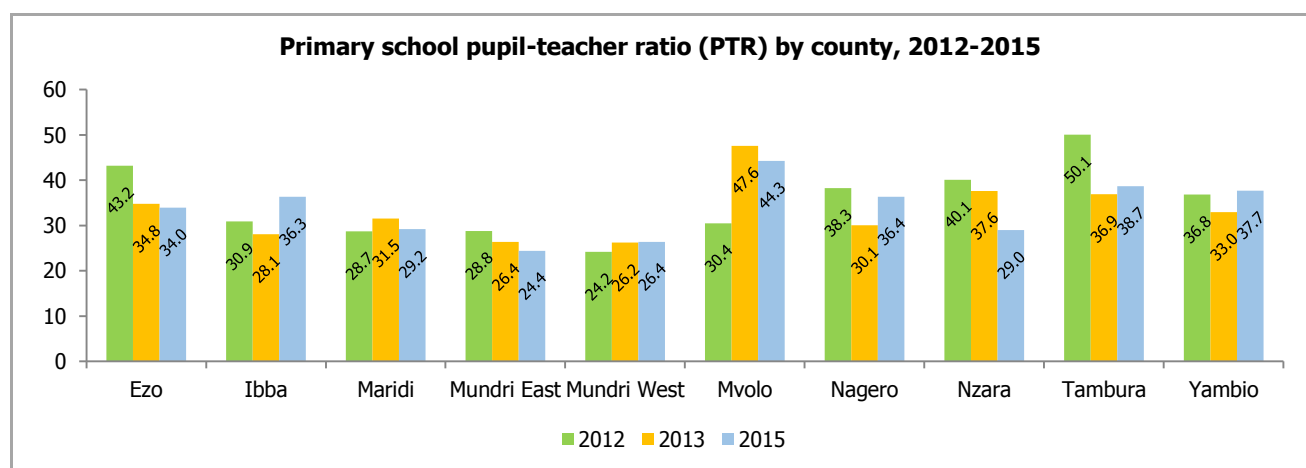
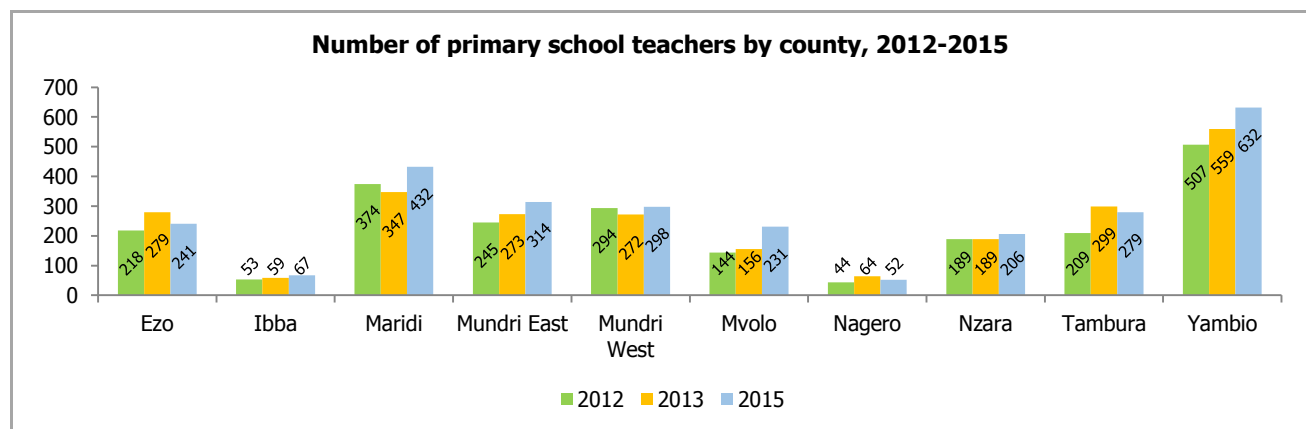
County	Year	Total	Male	Female	Male %	Female %
Ezo	2015	8,187	4,357	3,830	53.2%	46.8%
	2013	9,700	4,546	5,154	46.9%	53.1%
	2012	9,416	4,586	4,830	48.7%	51.3%
Ibba	2015	2,435	1,300	1,135	53.4%	46.6%
	2013	1,658	982	676	59.2%	40.8%
	2012	1,636	937	699	57.3%	42.7%
Maridi	2015	12,605	6,946	5,659	55.1%	44.9%
	2013	10,940	6,037	4,903	55.2%	44.8%
	2012	10,749	6,049	4,700	56.3%	43.7%
Mundri East	2015	7,650	4,021	3,629	52.6%	47.4%
	2013	7,194	3,838	3,356	53.4%	46.6%
	2012	7,055	3,871	3,184	54.9%	45.1%
Mundri West	2015	7,863	4,236	3,627	53.9%	46.1%
	2013	7,130	3,915	3,215	54.9%	45.1%
	2012	7,117	3,811	3,306	53.5%	46.5%
Mvolo	2015	10,226	6,121	4,105	59.9%	40.1%
	2013	7,424	4,482	2,942	60.4%	39.6%
	2012	4,384	2,659	1,725	60.7%	39.3%
Nagero	2015	1,891	989	902	52.3%	47.7%
	2013	1,924	1,113	811	57.8%	42.2%
	2012	1,684	997	687	59.2%	40.8%
Nzara	2015	5,966	3,189	2,777	53.5%	46.5%
	2013	7,111	3,915	3,196	55.1%	44.9%
	2012	7,580	4,258	3,322	56.2%	43.8%
Tambura	2015	10,793	5,953	4,840	55.2%	44.8%
	2013	11,042	6,418	4,624	58.1%	41.9%
	2012	10,461	5,797	4,664	55.4%	44.6%
Yambio	2015	23,841	12,446	11,395	52.2%	47.8%
	2013	18,433	9,962	8,471	54.0%	46.0%
	2012	18,660	9,880	8,780	52.9%	47.1%
Total	2015	91,457	49,558	41,899	54.2%	45.8%
	2013	82,556	45,208	37,348	54.8%	45.2%
	2012	78,742	42,845	35,897	54.4%	45.6%



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
Ezo	2015	241	208	33	86.3%	13.7%	34.0
	2013	279	242	37	86.7%	13.3%	34.8
	2012	218	199	19	91.3%	8.7%	43.2
Ibba	2015	67	55	12	82.1%	17.9%	36.3
	2013	59	53	6	89.8%	10.2%	28.1
	2012	53	51	2	96.2%	3.8%	30.9
Maridi	2015	432	374	58	86.6%	13.4%	29.2
	2013	347	317	30	91.4%	8.6%	31.5
	2012	374	334	40	89.3%	10.7%	28.7
Mundri East	2015	314	249	65	79.3%	20.7%	24.4
	2013	273	226	47	82.8%	17.2%	26.4
	2012	245	196	49	80.0%	20.0%	28.8
Mundri West	2015	298	221	77	74.2%	25.8%	26.4
	2013	272	209	63	76.8%	23.2%	26.2
	2012	294	219	75	74.5%	25.5%	24.2
Mvolo	2015	231	216	15	93.5%	6.5%	44.3
	2013	156	150	6	96.2%	3.8%	47.6
	2012	144	138	6	95.8%	4.2%	30.4
Nagero	2015	52	50	2	96.2%	3.8%	36.4
	2013	64	61	3	95.3%	4.7%	30.1
	2012	44	42	2	95.5%	4.5%	38.3
Nzara	2015	206	178	28	86.4%	13.6%	29.0
	2013	189	169	20	89.4%	10.6%	37.6
	2012	189	165	24	87.3%	12.7%	40.1
Tambura	2015	279	245	34	87.8%	12.2%	38.7
	2013	299	267	32	89.3%	10.7%	36.9
	2012	209	189	20	90.4%	9.6%	50.1
Yambio	2015	632	487	145	77.1%	22.9%	37.7
	2013	559	426	133	76.2%	23.8%	33.0
	2012	507	398	109	78.5%	21.5%	36.8
Total	2015	2,752	1,796	324	65.3%	11.8%	33.2
	2013	2,497	1,694	244	67.8%	9.8%	36.6
	2012	2,277	1,344	217	59.0%	9.5%	40.2

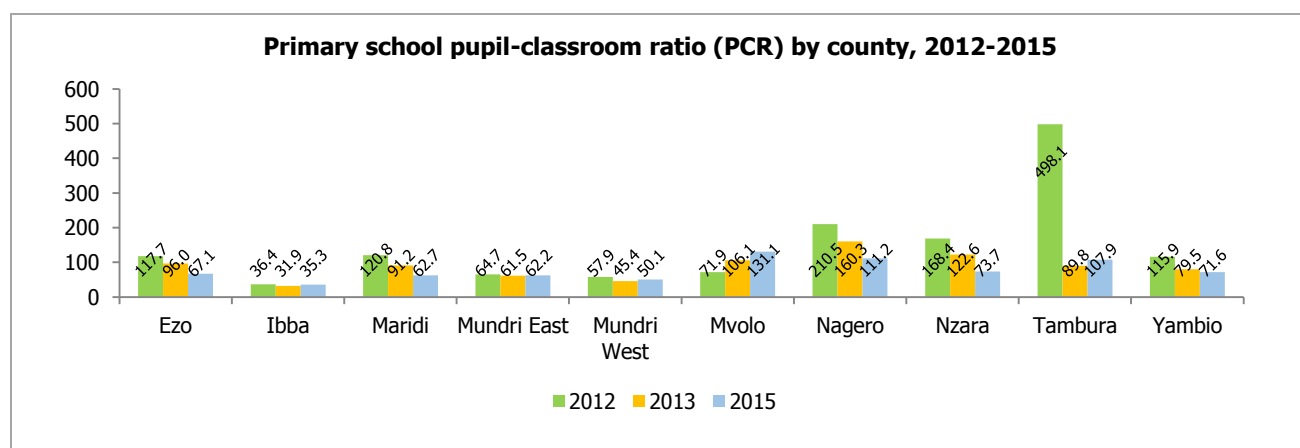
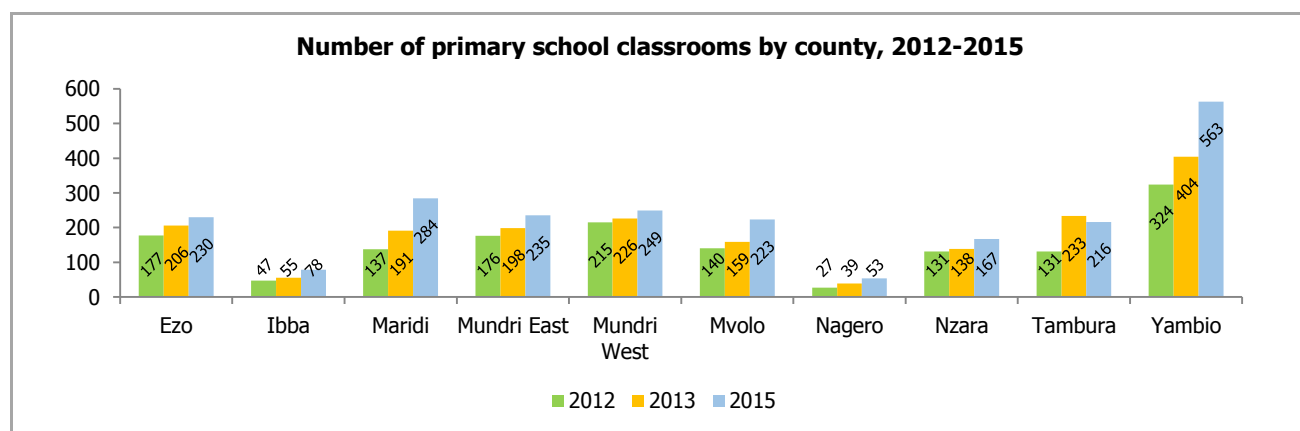


4.2.4. Classrooms

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
Ezo	2015	230	102	20	79	29	67.1
	2013	206	84	17	77	28	96.0
	2012	177	73	7	74	23	117.7
Ibba	2015	78	62	7	9	0	35.3
	2013	55	45	7	3	0	31.9
	2012	47	36	9	2	0	36.4
Maridi	2015	284	150	51	70	13	62.7
	2013	191	108	12	53	18	91.2
	2012	137	77	12	22	26	120.8
Mundri East	2015	235	81	42	101	11	62.2
	2013	198	87	30	75	6	61.5
	2012	176	62	47	49	18	64.7
Mundri West	2015	249	141	16	75	17	50.1
	2013	226	135	22	61	8	45.4
	2012	215	96	27	79	13	57.9
Mvolo	2015	223	63	15	122	23	131.1
	2013	159	56	14	85	4	106.1
	2012	140	50	11	61	18	71.9
Nagero	2015	53	17	0	25	11	111.2
	2013	39	12	0	22	5	160.3
	2012	27	8	0	19	0	210.5
Nzara	2015	167	56	25	73	13	73.7
	2013	138	37	21	69	11	122.6
	2012	131	19	26	79	7	168.4
Tambura	2015	216	59	41	95	21	107.9
	2013	233	92	31	82	28	89.8
	2012	131	20	1	94	16	498.1
Yambio	2015	563	180	153	148	82	71.6
	2013	404	152	80	103	69	79.5
	2012	324	78	83	86	77	115.9
Total	2015	2,298	731	217	649	138	96.5
	2013	1,445	656	154	527	108	101.9
	2012	1,050	421	139	385	105	140.6

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



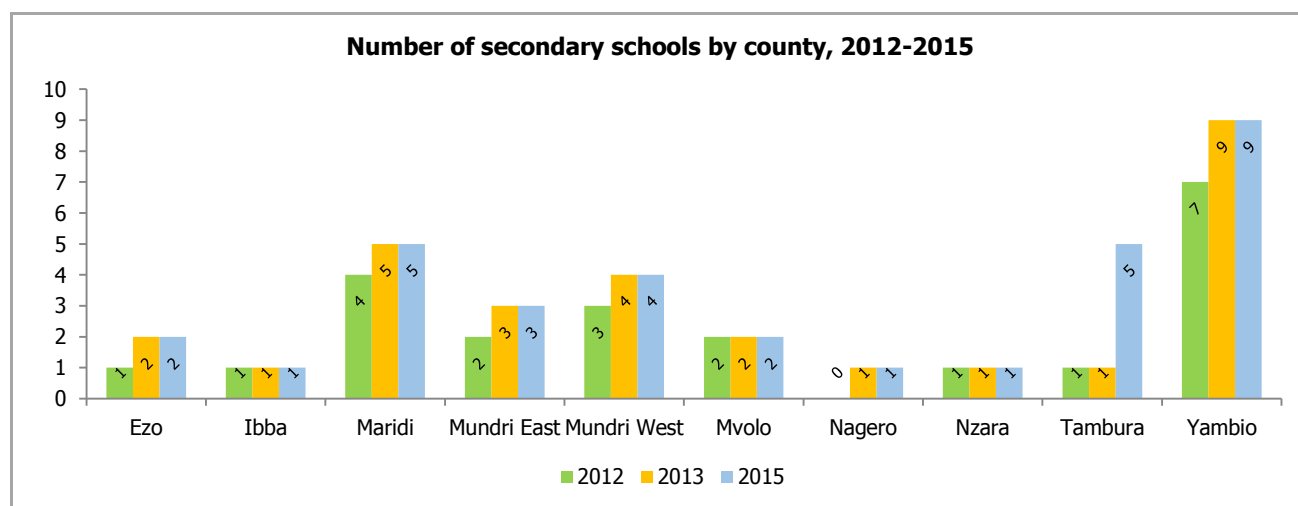
4.3. Secondary Schools

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 %
Ezo	2015	2	2	0	100.0%	0.0%
	2013	2	2	0	100.0%	0.0%
	2012	1	1	0	100.0%	0.0%
Ibba	2015	1	1	0	100.0%	0.0%
	2013	1	1	0	100.0%	0.0%
	2012	1	1	0	100.0%	0.0%
Maridi	2015	5	0	5	0.0%	100.0%
	2013	5	1	4	20.0%	80.0%
	2012	4	1	3	25.0%	75.0%
Mundri East	2015	3	3	0	100.0%	0.0%
	2013	3	3	0	100.0%	0.0%
	2012	2	2	0	100.0%	0.0%
Mundri West	2015	4	3	1	75.0%	25.0%
	2013	4	3	1	75.0%	25.0%
	2012	3	2	1	66.7%	33.3%
Mvolo	2015	2	2	0	100.0%	0.0%
	2013	2	2	0	100.0%	0.0%
	2012	2	2	0	100.0%	0.0%
Nagero	2015	1	0	1	0.0%	100.0%
	2013	1	1	0	100.0%	0.0%
	2012	1	0	1	0.0%	100.0%
Nzara	2015	1	1	0	100.0%	0.0%
	2013	1	1	0	100.0%	0.0%
	2012	1	0	1	0.0%	100.0%
Tambura	2015	5	2	3	40.0%	60.0%
	2013	1	1	0	100.0%	0.0%
	2012	1	1	0	100.0%	0.0%
Yambio	2015	9	4	5	44.4%	55.6%
	2013	9	5	4	55.6%	44.4%
	2012	7	3	4	42.9%	57.1%
Total	2015	33	18	15	54.5%	45.5%
	2013	29	20	9	69.0%	31.0%
	2012	22	13	9	59.1%	40.9%

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

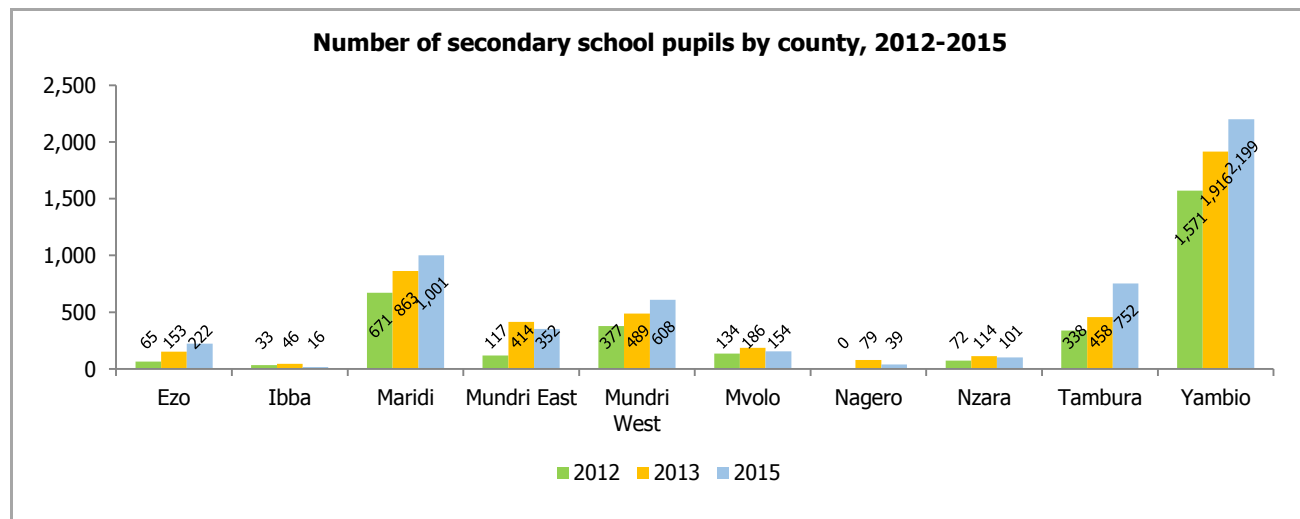


4.3.2. Pupils

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

County	Year	Total	Male	Female	Male %	Female %
Ezo	2015	222	147	75	66.2%	33.8%
	2013	153	109	44	71.2%	28.8%
	2012	65	51	14	78.5%	21.5%
Ibba	2015	16	10	6	62.5%	37.5%
	2013	46	33	13	71.7%	28.3%
	2012	33	13	20	39.4%	60.6%
Maridi	2015	1,001	631	370	63.0%	37.0%
	2013	863	566	297	65.6%	34.4%
	2012	671	484	187	72.1%	27.9%
Mundri East	2015	352	252	100	71.6%	28.4%
	2013	414	264	150	63.8%	36.2%
	2012	117	83	34	70.9%	29.1%
Mundri West	2015	608	452	156	74.3%	25.7%
	2013	489	365	124	74.6%	25.4%
	2012	377	281	96	74.5%	25.5%
Mvolo	2015	154	129	25	83.8%	16.2%
	2013	186	138	48	74.2%	25.8%
	2012	134	111	23	82.8%	17.2%
Nagero	2015	39	34	5	87.2%	12.8%
	2013	79	49	30	62.0%	38.0%
	2015	101	76	25	75.2%	24.8%
Nzara	2013	114	52	62	45.6%	54.4%
	2012	72	54	18	75.0%	25.0%
	2015	752	560	192	74.5%	25.5%
Tambura	2013	458	316	142	69.0%	31.0%
	2012	338	259	79	76.6%	23.4%
	2015	2,199	1,426	773	64.8%	35.2%
Yambio	2013	1,916	1,132	784	59.1%	40.9%
	2012	1,571	680	891	43.3%	56.7%
	Total	2015	5,444	3,717	1,727	68.3%
	2013	4,718	3,024	1,694	64.1%	35.9%
	2012	3,378	2,016	1,362	59.7%	40.3%

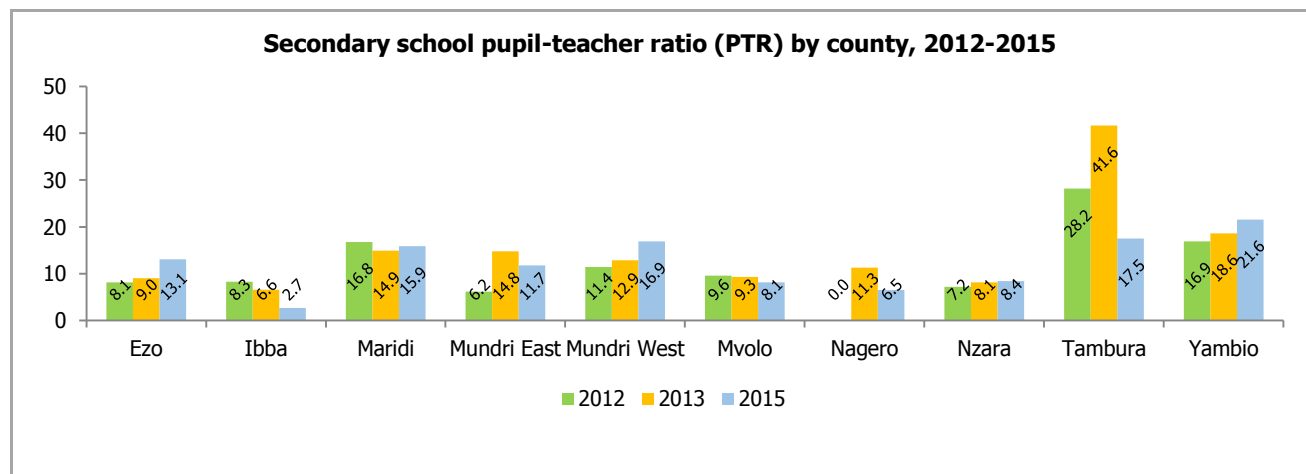
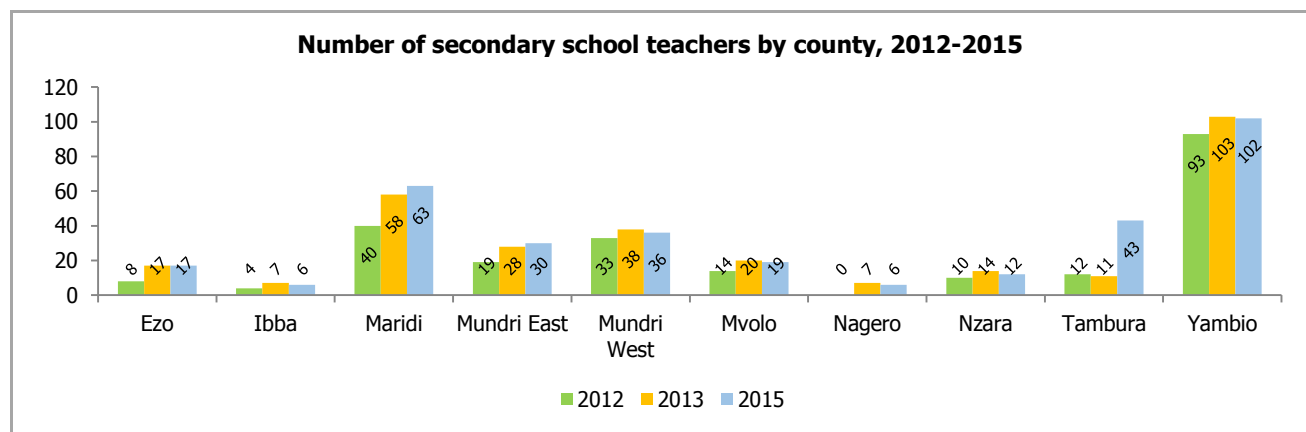
* "Secondary school pupils" include only pupils in S1-S4. S5 and S6 pupils in schools following the Uganda and Kenyan secondary school system are excluded from the count.



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
Ezo	2015	17	17	0	100.0%	0.0%	13.1
	2013	17	16	1	94.1%	5.9%	9.0
	2012	8	8	0	100.0%	0.0%	8.1
Ibba	2015	6	6	0	100.0%	0.0%	2.7
	2013	7	7	0	100.0%	0.0%	6.6
	2012	4	4	0	100.0%	0.0%	8.3
Maridi	2015	63	55	8	87.3%	12.7%	15.9
	2013	58	54	4	93.1%	6.9%	14.9
	2012	40	36	4	90.0%	10.0%	16.8
Mundri East	2015	30	25	5	83.3%	16.7%	11.7
	2013	28	23	5	82.1%	17.9%	14.8
	2012	19	15	4	78.9%	21.1%	6.2
Mundri West	2015	36	33	3	91.7%	8.3%	16.9
	2013	38	35	3	92.1%	7.9%	12.9
	2012	33	32	1	97.0%	3.0%	11.4
Mvolo	2015	19	18	1	94.7%	5.3%	8.1
	2013	20	19	1	95.0%	5.0%	9.3
	2012	14	13	1	92.9%	7.1%	9.6
Nagero	2015	6	6	0	100.0%	0.0%	6.5
	2013	7	6	1	85.7%	14.3%	11.3
	2012	0	0	0	0.0%	0.0%	0.0
Nzara	2015	12	12	0	100.0%	0.0%	8.4
	2013	14	14	0	100.0%	0.0%	8.1
	2012	10	10	0	100.0%	0.0%	7.2
Tambura	2015	43	42	1	97.7%	2.3%	17.5
	2013	11	11	0	100.0%	0.0%	41.6
	2012	12	12	0	100.0%	0.0%	28.2
Yambio	2015	102	90	12	88.2%	11.8%	21.6
	2013	103	90	13	87.4%	12.6%	18.6
	2012	93	81	12	87.1%	12.9%	16.9
Total	2015	334	214	18	64.1%	5.4%	16.3
	2013	303	185	15	61.1%	5.0%	18.0
	2012	233	130	10	55.8%	4.3%	23.4

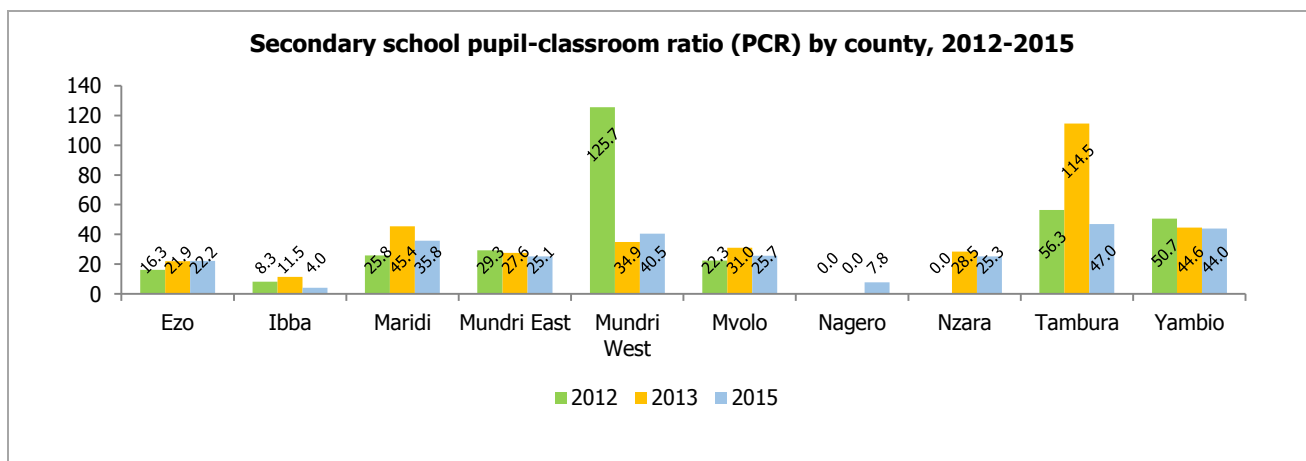
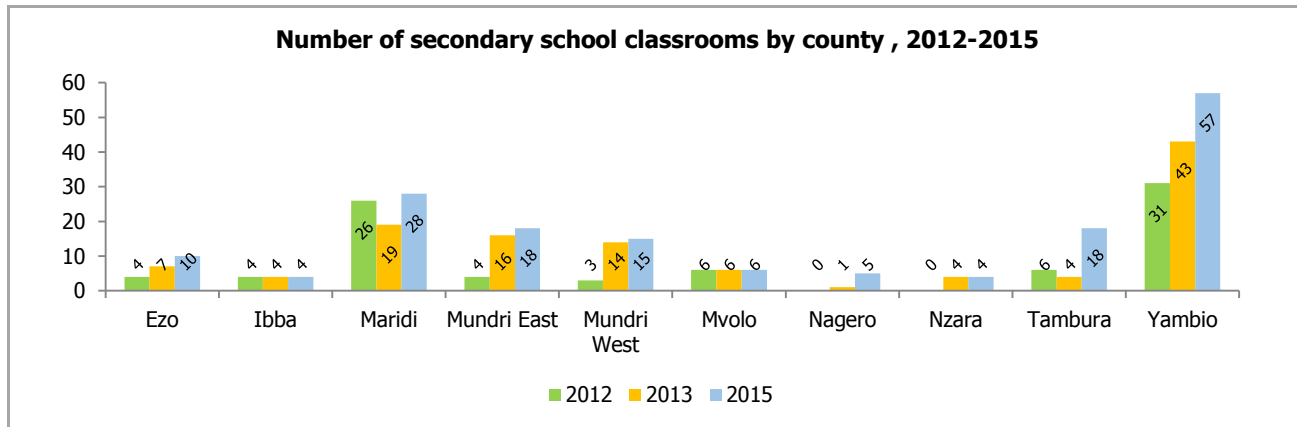


4.3.4. Classrooms

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

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Ezo	2015	10	10	0	0	0	22.2
	2013	7	7	0	0	0	21.9
	2012	4	4	0	0	0	16.3
Ibba	2015	4	4	0	0	0	4.0
	2013	4	4	0	0	0	11.5
	2012	4	4	0	0	0	8.3
Maridi	2015	28	28	0	0	0	35.8
	2013	19	19	0	0	0	45.4
	2012	26	26	0	0	0	25.8
Mundri East	2015	18	10	4	0	4	25.1
	2013	16	11	4	0	1	27.6
	2012	4	4	0	0	0	29.3
Mundri West	2015	15	8	7	0	0	40.5
	2013	14	9	5	0	0	34.9
	2012	3	3	0	0	0	125.7
Mvolo	2015	6	6	0	0	0	25.7
	2013	6	6	0	0	0	31.0
	2012	6	6	0	0	0	22.3
Nagero	2015	5	5	0	0	0	7.8
	2013	1	0	0	1	0	0.0
	2012	0	0	0	0	0	0.0
Nzara	2015	4	4	0	0	0	25.3
	2013	4	4	0	0	0	28.5
	2012	0	0	0	0	0	0.0
Tambura	2015	18	16	0	2	0	47.0
	2013	4	4	0	0	0	114.5
	2012	6	4	2	0	0	56.3
Yambio	2015	57	46	4	2	5	44.0
	2013	43	43	0	0	0	44.6
	2012	31	31	0	0	0	50.7
Total	2015	165	91	11	2	4	53.4
	2013	75	64	9	1	1	64.6
	2012	53	51	2	0	0	63.7

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



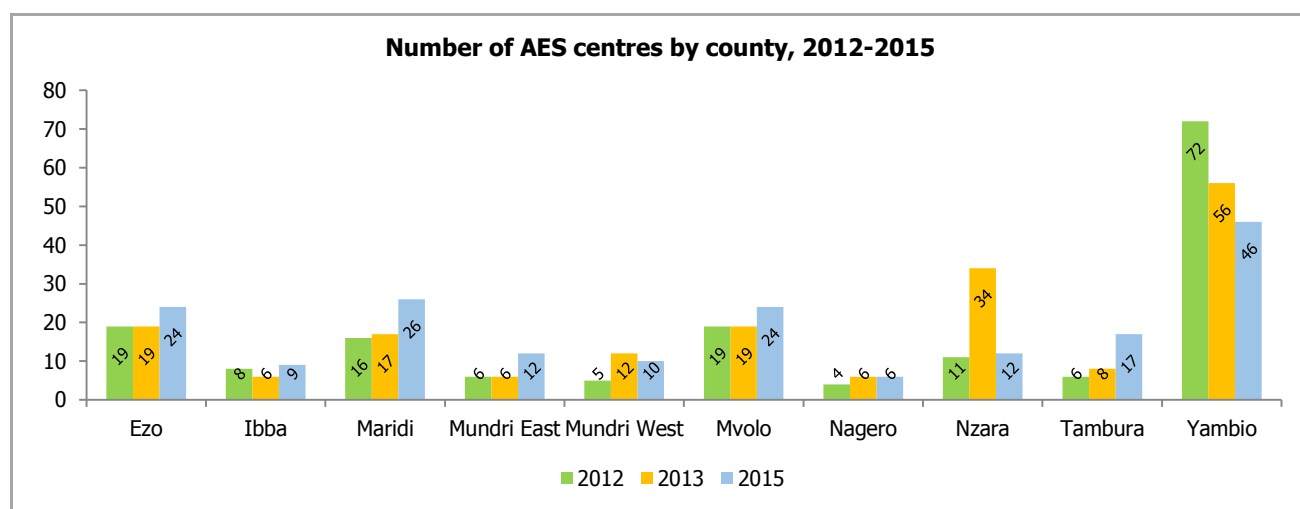
4.4. Alternative Education Systems (AES)

4.4.1. Centres

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

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Ezo	2015	24	20	4	83.3%	16.7%
	2013	19	0	0	0.0%	0.0%
	2012	19	0	0	0.0%	0.0%
Ibba	2015	9	7	2	77.8%	22.2%
	2013	6	0	0	0.0%	0.0%
	2012	8	0	0	0.0%	0.0%
Maridi	2015	26	18	8	69.2%	30.8%
	2013	17	0	0	0.0%	0.0%
	2012	16	0	0	0.0%	0.0%
Mundri East	2015	12	7	5	58.3%	41.7%
	2013	6	0	0	0.0%	0.0%
	2012	6	0	0	0.0%	0.0%
Mundri West	2015	10	5	5	50.0%	50.0%
	2013	12	0	0	0.0%	0.0%
	2012	5	0	0	0.0%	0.0%
Mvolo	2015	24	14	10	58.3%	41.7%
	2013	19	0	0	0.0%	0.0%
	2012	19	0	0	0.0%	0.0%
Nagero	2015	6	5	1	83.3%	16.7%
	2013	6	0	0	0.0%	0.0%
	2012	4	0	0	0.0%	0.0%
Nzara	2015	12	9	3	75.0%	25.0%
	2013	34	0	0	0.0%	0.0%
	2012	11	0	0	0.0%	0.0%
Tambura	2015	17	10	7	58.8%	41.2%
	2013	8	0	0	0.0%	0.0%
	2012	6	0	0	0.0%	0.0%
Yambio	2015	46	27	19	58.7%	41.3%
	2013	56	0	0	0.0%	0.0%
	2012	72	0	36	0.0%	50.0%
Total	2015	186	122	64	65.6%	34.4%
	2013	183	0	0	0.0%	0.0%
	2012	166	0	36	0.0%	21.7%

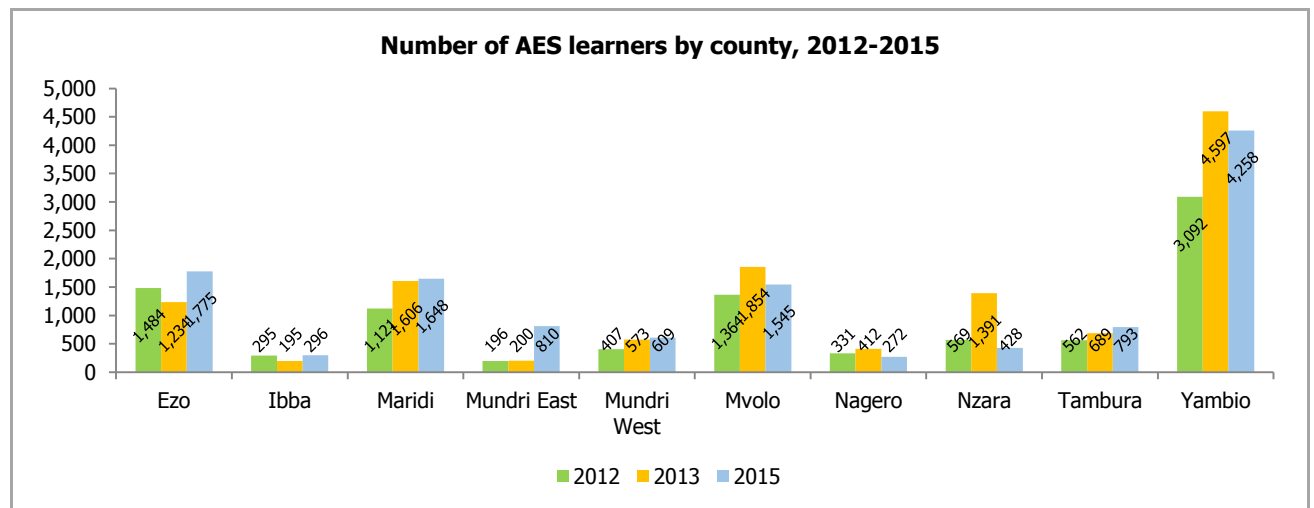
* Ownership information was not properly collected in 2012 and 2013 and it is not possible to tell whether AES schools were government-run or not.



4.4.2. Learners

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

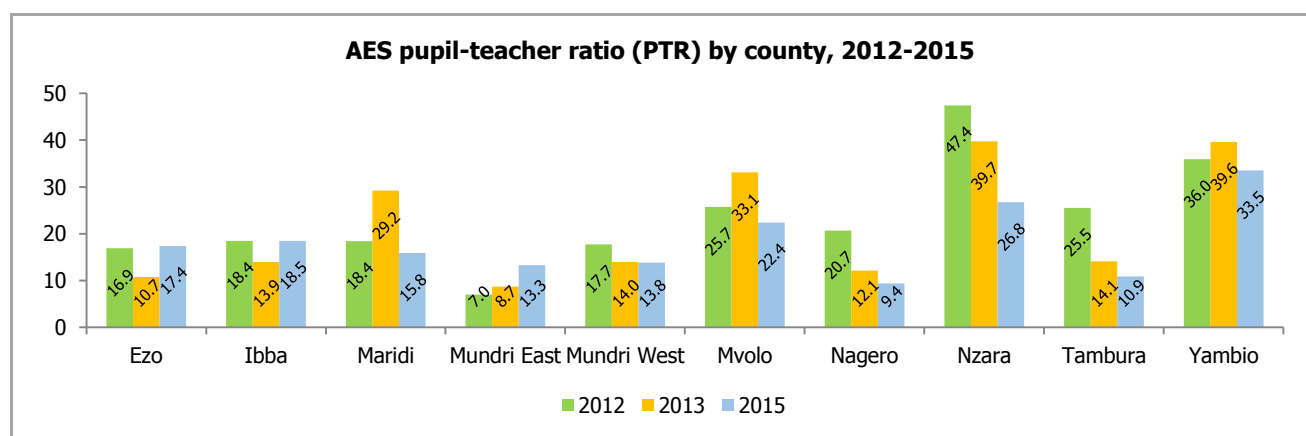
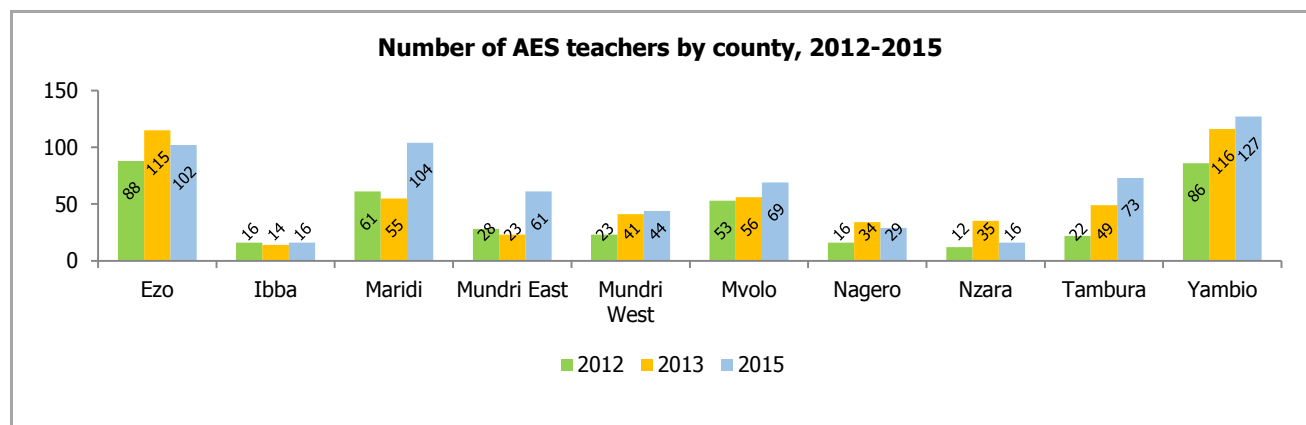
County	Year	Total	Male	Female	Male %	Female %
Ezo	2015	1,775	861	914	48.5%	51.5%
	2013	1,234	633	601	51.3%	48.7%
	2012	1,484	854	630	57.5%	42.5%
Ibba	2015	296	142	154	48.0%	52.0%
	2013	195	109	86	55.9%	44.1%
	2012	295	178	117	60.3%	39.7%
Maridi	2015	1,648	908	740	55.1%	44.9%
	2013	1,606	887	719	55.2%	44.8%
	2012	1,121	521	600	46.5%	53.5%
Mundri East	2015	810	403	407	49.8%	50.2%
	2013	200	100	100	50.0%	50.0%
	2012	196	98	98	50.0%	50.0%
Mundri West	2015	609	294	315	48.3%	51.7%
	2013	573	175	398	30.5%	69.5%
	2012	407	216	191	53.1%	46.9%
Mvolo	2015	1,545	794	751	51.4%	48.6%
	2013	1,854	913	941	49.2%	50.8%
	2012	1,364	667	697	48.9%	51.1%
Nagero	2015	272	140	132	51.5%	48.5%
	2013	412	197	215	47.8%	52.2%
	2012	331	200	131	60.4%	39.6%
Nzara	2015	428	211	217	49.3%	50.7%
	2013	1,391	870	521	62.5%	37.5%
	2012	569	202	367	35.5%	64.5%
Tambura	2015	793	399	394	50.3%	49.7%
	2013	689	332	357	48.2%	51.8%
	2012	562	255	307	45.4%	54.6%
Yambio	2015	4,258	2,142	2,116	50.3%	49.7%
	2013	4,597	2,482	2,115	54.0%	46.0%
	2012	3,092	1,465	1,627	47.4%	52.6%
Total	2015	12,434	6,294	6,140	50.6%	49.4%
	2013	12,751	6,698	6,053	52.5%	47.5%
	2012	9,421	4,656	4,765	49.4%	50.6%



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
Ezo	2015	102	96	6	94.1%	5.9%	17.4
	2013	115	110	5	95.7%	4.3%	10.7
	2012	88	81	7	92.0%	8.0%	16.9
Ibba	2015	16	12	4	75.0%	25.0%	18.5
	2013	14	11	3	78.6%	21.4%	13.9
	2012	16	13	3	81.3%	18.8%	18.4
Maridi	2015	104	100	4	96.2%	3.8%	15.8
	2013	55	51	4	92.7%	7.3%	29.2
	2012	61	55	6	90.2%	9.8%	18.4
Mundri East	2015	61	55	6	90.2%	9.8%	13.3
	2013	23	21	2	91.3%	8.7%	8.7
	2012	28	24	4	85.7%	14.3%	7.0
Mundri West	2015	44	32	12	72.7%	27.3%	13.8
	2013	41	22	19	53.7%	46.3%	14.0
	2012	23	14	9	60.9%	39.1%	17.7
Mvolo	2015	69	63	6	91.3%	8.7%	22.4
	2013	56	51	5	91.1%	8.9%	33.1
	2012	53	49	4	92.5%	7.5%	25.7
Nagero	2015	29	29	0	100.0%	0.0%	9.4
	2013	34	33	1	97.1%	2.9%	12.1
	2012	16	14	2	87.5%	12.5%	20.7
Nzara	2015	16	15	1	93.8%	6.3%	26.8
	2013	35	34	1	97.1%	2.9%	39.7
	2012	12	12	0	100.0%	0.0%	47.4
Tambura	2015	73	63	10	86.3%	13.7%	10.9
	2013	49	45	4	91.8%	8.2%	14.1
	2012	22	19	3	86.4%	13.6%	25.5
Yambio	2015	127	117	10	92.1%	7.9%	33.5
	2013	116	101	15	87.1%	12.9%	39.6
	2012	86	76	10	88.4%	11.6%	36.0
Total	2015	641	465	49	72.5%	7.6%	19.4
	2013	538	378	44	70.3%	8.2%	23.1
	2012	405	262	35	64.7%	8.6%	30.7

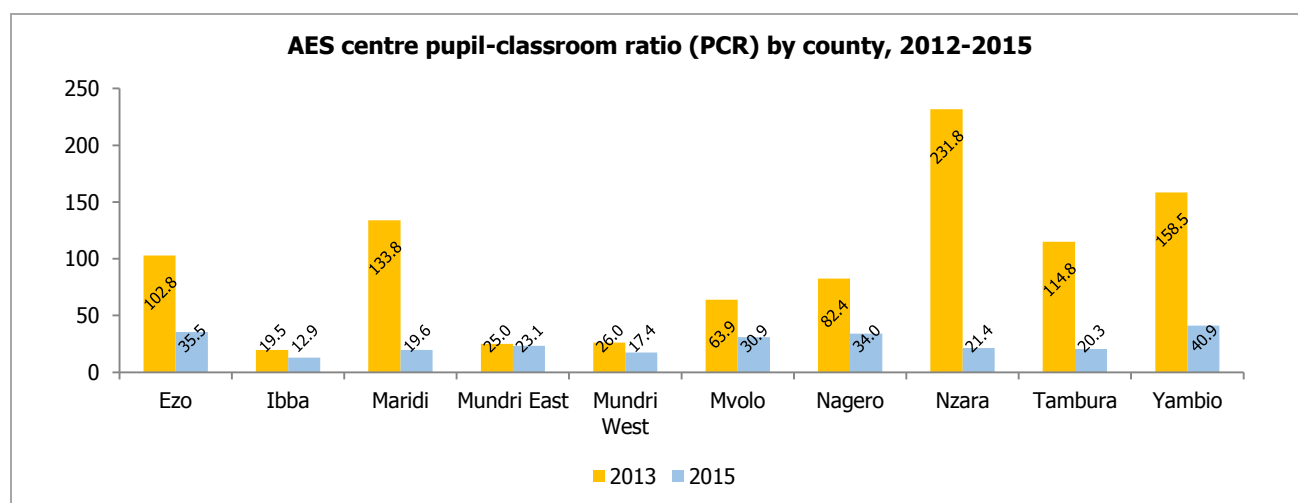
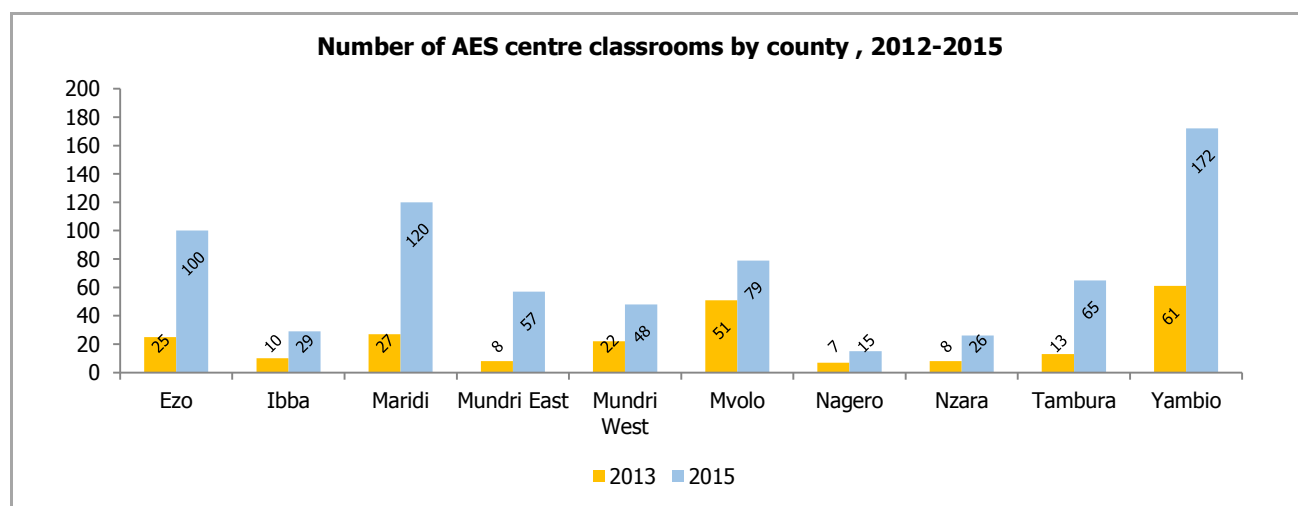


4.4.4. Classrooms

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
Ezo	2015	100	49	1	38	12	35.5
	2013	25	12	0	10	3	102.8
Ibba	2015	29	19	4	6	0	12.9
	2013	10	10	0	0	0	19.5
Maridi	2015	120	74	10	23	13	19.6
	2013	27	12	0	8	7	133.8
Mundri East	2015	57	26	9	22	0	23.1
	2013	8	8	0	0	0	25.0
Mundri West	2015	48	35	0	13	0	17.4
	2013	22	16	6	0	0	26.0
Mvolo	2015	79	39	11	29	0	30.9
	2013	51	22	7	19	3	63.9
Nagero	2015	15	8	0	7	0	34.0
	2013	7	5	0	2	0	82.4
Nzara	2015	26	9	11	6	0	21.4
	2013	8	0	6	0	2	231.8
Tambura	2015	65	29	10	20	6	20.3
	2013	13	4	2	7	0	114.8
Yambio	2015	172	55	49	52	16	40.9
	2013	61	25	4	25	7	158.5
Total	2015	711	343	105	216	47	27.8
	2013	232	114	25	71	22	91.7

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



4.5. Technical and Vocational Education and Training (TVET)

4.5.1. Institutes

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

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Maridi	2015	1	0	1	0	0.0%
Yambio	2015	1	1	0	0	100.0%
Total	2015	2	1	1	0	50.0%

4.5.2. Trainees

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

County	Year	Total	Male	Female	Male %	Female %
Maridi	2015	30	24	6	80.0%	20.0%
Yambio	2015	70	45	25	64.3%	35.7%
Total	2015	100	69	31	69.0%	31.0%

4.5.3. Trainers

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

County	Year	Total	Male	Female	Male %	Female %	PTR
Maridi	2015	4	2	2	50.0%	50.0%	7.5
Yambio	2015	5	5	0	100.0%	0.0%	14.0
Total	2015	9	7	2	77.8%	22.2%	11.1

4.5.4. Classrooms

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

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Maridi	2015	5	5	0	0	0	6.0
Yambio	2015	4	4	0	0	0	17.5
Total	2015	9	9	0	0	0	11.1

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

4.6. Teacher Training Institutes (TTI)

4.6.1. Institutes

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

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Mundri West	2015	1	0	1	0	100.0%
Yambio	2015	1	0	1	0	100.0%
Tambura	2012	1	0	1	0	100.0%
Total	2015	3	0	3	0	100.0%

* Tambura TTI has returned a questionnaire but not reported any data

4.6.2. Students

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

County	Year	Total	Male	Female	Male %	Female %
Mundri West	2015	72	59	13	81.9%	18.1%
Yambio	2015	172	133	39	77.3%	22.7%
Total	2015	244	192	52	78.7%	21.3%

4.6.3. Tutors

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

County	Year	Total	Male	Female	Male %	Female %	PTR
Mundri West	2015	7	7	0	100.0%	0.0%	10.3
Yambio	2015	9	3	6	33.3%	66.7%	19.1
Total	2015	16	10	6	62.5%	37.5%	15.3

4.6.4. Classrooms

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

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Yambio	2015	7	7	0	0	0	24.6
Total	2015	7	7	0	0	0	24.6

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

** Mundri West TTI didn't report any classroom data.

4.7. Universities

4.7.1. Universities

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

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

4.7.2. Students

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

County	Year	Total	Male	Female	Male %	Female %
Yambio	2015	329	249	80	75.7%	24.3%

4.7.3. 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
Yambio	2015	35	0	35	0.0%	100.0%	18.8

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

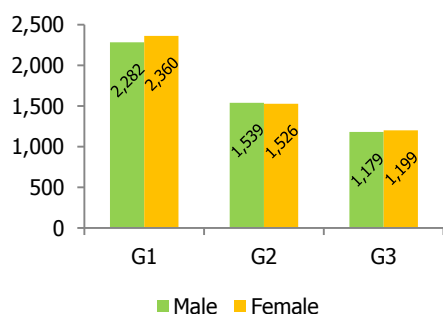
5.1. Access

5.1.1. Enrolment

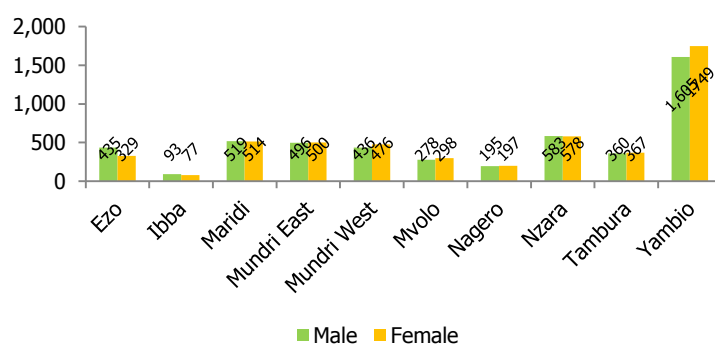
Number of ECDE school pupils by county and grade, 2015

County	Total	Baby/Infant	Middle/Nursery	Top/Graduate
Ezo	764	374	319	71
Ibba	170	96	35	39
Maridi	1,033	485	337	211
Mundri East	996	418	323	255
Mundri West	912	409	291	212
Mvolo	576	257	182	137
Nagero	392	198	198	39
Nzara	1,161	579	579	245
Tambura	727	252	252	334
Yambio	3,354	1,574	1,574	835
Total	10,085	4,642	4,090	2,378

Number of ECDE school pupils by grade and gender, 2015



Number of ECDE pupils by county and gender, 2015

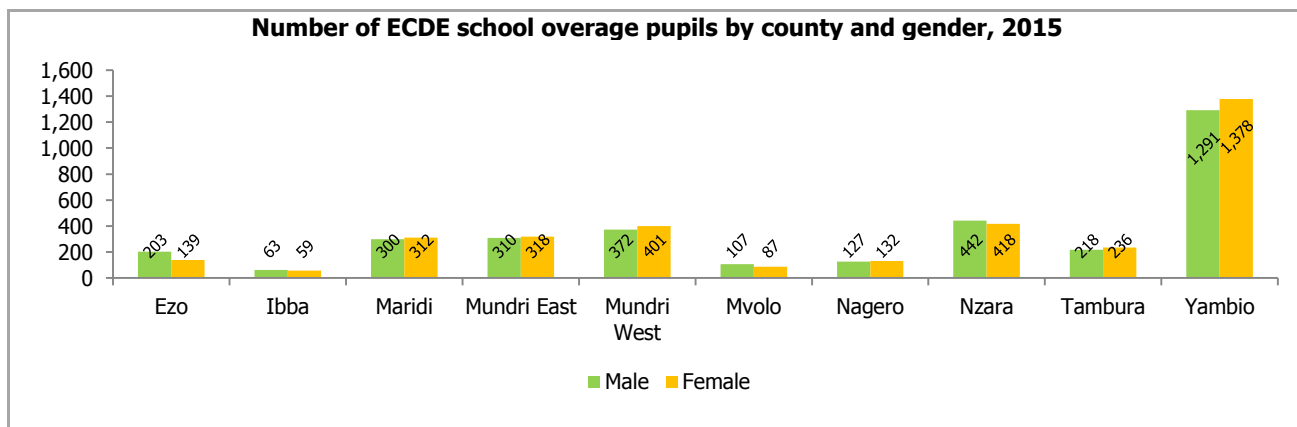


5.1.2. Overage Pupils

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

County	Total			Male			Female		
	At age	Overage	% overage	At age	Overage	% overage	At age	Overage	% overage
Ezo	422	342	44.8%	232	203	46.7%	190	139	42.2%
Ibba	48	122	71.8%	30	63	67.7%	18	59	76.6%
Maridi	421	612	59.2%	219	300	57.8%	202	312	60.7%
Mundri East	368	628	63.1%	186	310	62.5%	182	318	63.6%
Mundri West	139	773	84.8%	64	372	85.3%	75	401	84.2%
Mvolo	382	194	33.7%	171	107	38.5%	211	87	29.2%
Nagero	133	259	66.1%	68	127	65.1%	65	132	67.0%
Nzara	301	860	74.1%	141	442	75.8%	160	418	72.3%
Tambura	273	454	62.4%	142	218	60.6%	131	236	64.3%
Yambio	685	2,669	79.6%	314	1,291	80.4%	371	1,378	78.8%
Total	3,172	6,913	68.5%	1,567	3,433	68.7%	1,605	3,480	68.4%

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

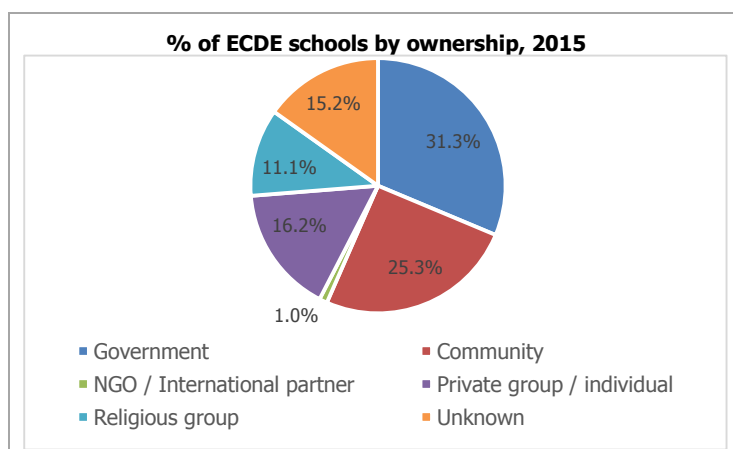


5.2. Resources

5.2.1. Schools

Number of ECDE schools by ownership, 2015

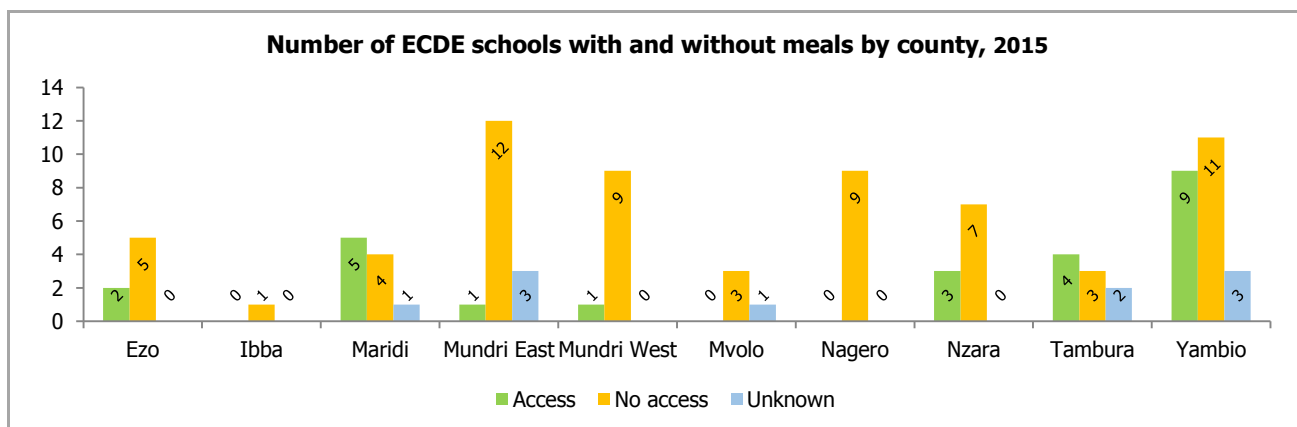
Ownership type	Schools
Community	31
Government	25
NGO / International partner	1
Private group / individual	16
Religious group	11
Unknown	15
Total	99



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

County	Schools	Schools w/ meals		Schools w/out Meals		Unknown	
		Count	% total	Count	% total	Count	% total
Ezo	7	2	28.6%	5	71.4%	0	0.0%
Ibba	1	0	0.0%	1	100.0%	0	0.0%
Maridi	10	5	50.0%	4	40.0%	1	10.0%
Mundri East	16	1	6.3%	12	75.0%	3	18.8%
Mundri West	10	1	10.0%	9	90.0%	0	0.0%
Mvolo	4	0	0.0%	3	75.0%	1	25.0%
Nagero	9	0	0.0%	9	100.0%	0	0.0%
Nzara	10	3	30.0%	7	70.0%	0	0.0%
Tambura	9	4	44.4%	3	33.3%	2	22.2%
Yambio	23	9	39.1%	11	47.8%	3	13.0%
Total	99	25	25.3%	64	64.6%	10	10.1%

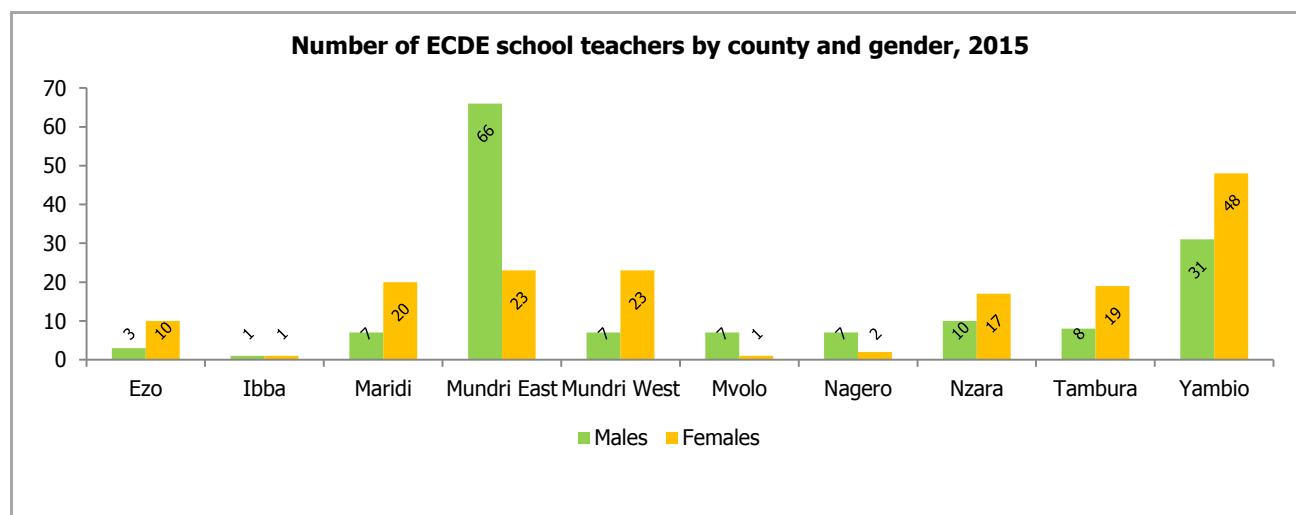
* "Schools with meals" refers to schools that have reported to be receiving meals from an external entity. Remaining schools either do not receive meals from an external entity or did not respond.



5.2.2. Teachers

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

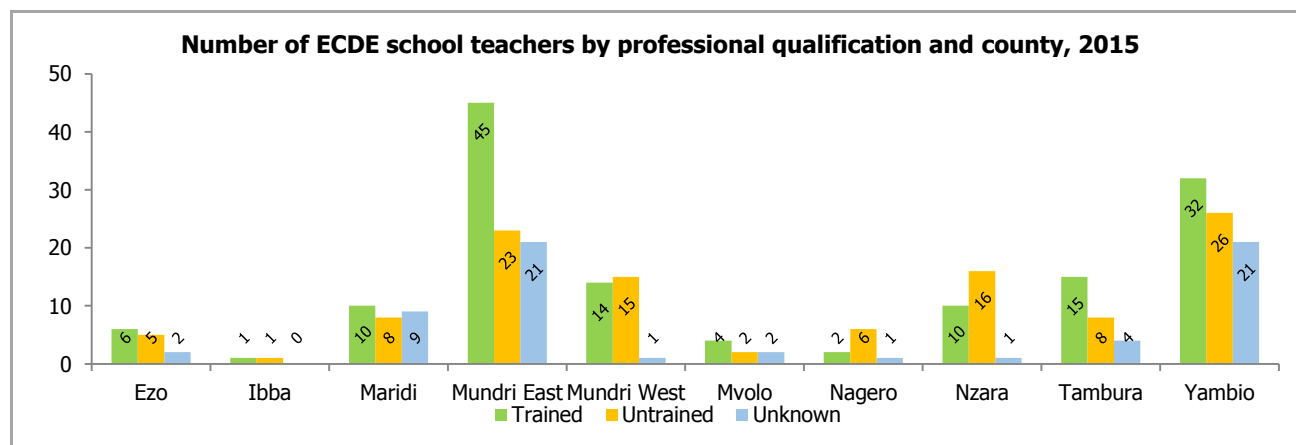
County	Total	Male		Female	
		Count	% total	Count	% total
Ezo	13	3	23.1%	10	76.9%
Ibba	2	1	50.0%	1	50.0%
Maridi	27	7	25.9%	20	74.1%
Mundri East	89	66	74.2%	23	25.8%
Mundri West	30	7	23.3%	23	76.7%
Mvolo	8	7	87.5%	1	12.5%
Nagero	9	7	77.8%	2	22.2%
Nzara	27	10	37.0%	17	63.0%
Tambura	27	8	29.6%	19	70.4%
Yambio	79	31	39.2%	48	60.8%
Total	311	147	47.3%	164	52.7%



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

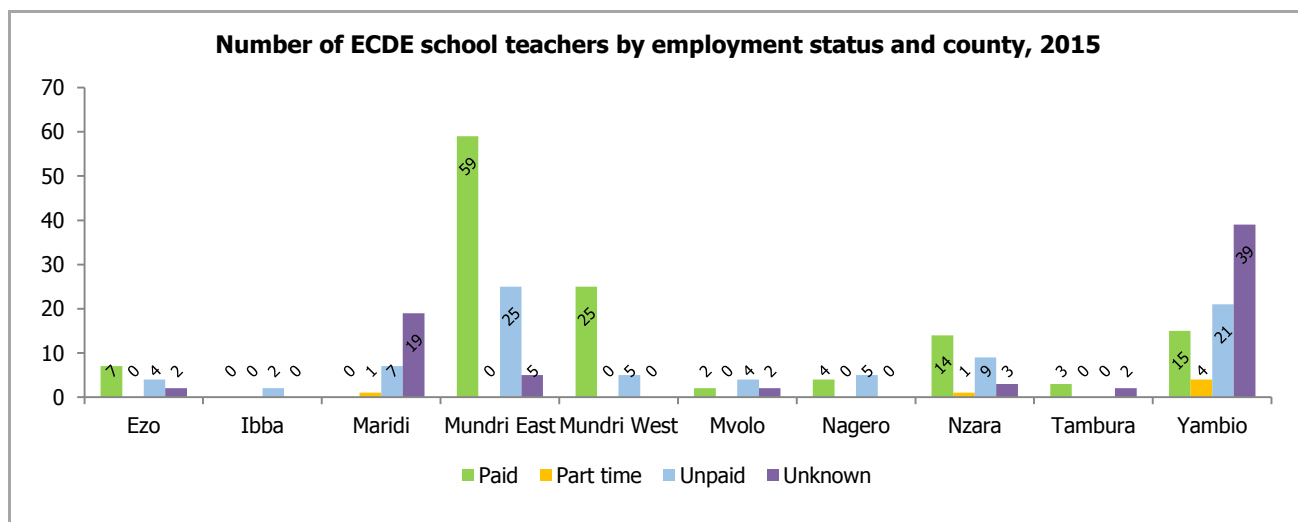
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Ezo	13	6	46.2%	5	38.5%	2	15.4%
Ibba	2	1	50.0%	1	50.0%	0	0.0%
Maridi	27	10	37.0%	8	29.6%	9	33.3%
Mundri East	89	45	50.6%	23	25.8%	21	23.6%
Mundri West	30	14	46.7%	15	50.0%	1	3.3%
Mvolo	8	4	50.0%	2	25.0%	2	25.0%
Nagero	9	2	22.2%	6	66.7%	1	11.1%
Nzara	27	10	37.0%	16	59.3%	1	3.7%
Tambura	27	15	55.6%	8	29.6%	4	14.8%
Yambio	79	32	40.5%	26	32.9%	21	26.6%
Total	311	139	44.7%	110	35.4%	62	19.9%

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



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

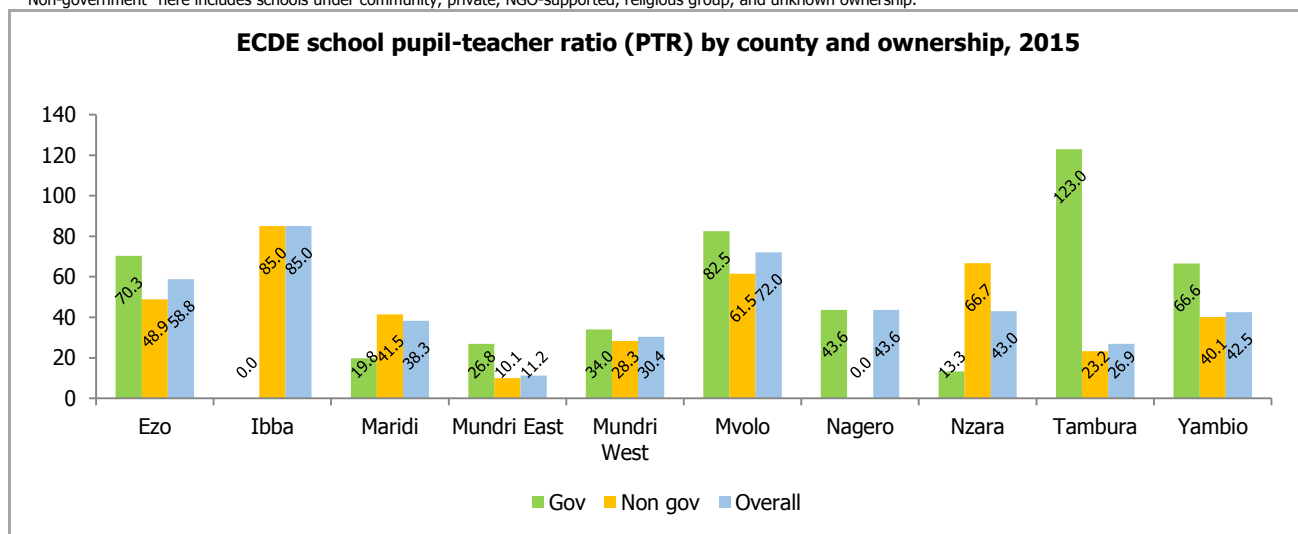
County	Total	Paid		Part-Time		Unpaid		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
Ezo	13	7	53.8%	0	0.0%	4	30.8%	2	15.4%
Ibba	2	0	0.0%	0	0.0%	2	100.0%	0	0.0%
Maridi	27	0	0.0%	1	3.7%	7	25.9%	19	70.4%
Mundri East	89	59	66.3%	0	0.0%	25	28.1%	5	5.6%
Mundri West	30	25	83.3%	0	0.0%	5	16.7%	0	0.0%
Mvolo	8	2	25.0%	0	0.0%	4	50.0%	2	25.0%
Nagero	9	4	44.4%	0	0.0%	5	55.6%	0	0.0%
Nzara	27	14	51.9%	1	3.7%	9	33.3%	3	11.1%
Tambura	5	3	11.1%	2	7.4%	20	74.1%	2	7.4%
Yambio	79	15	19.0%	4	5.1%	21	26.6%	39	49.4%
Total	289	129	44.6%	6	2.1%	82	28.4%	72	24.9%



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
Ezo	764	13	58.8	422	6	70.3	342	7	48.9
Ibba	170	2	85.0	0	0	0.0	170	2	85.0
Maridi	1,033	27	38.3	79	4	19.8	954	23	41.5
Mundri East	996	89	11.2	161	6	26.8	835	83	10.1
Mundri West	912	30	30.4	374	11	34.0	538	19	28.3
Mvolo	576	8	72.0	330	4	82.5	246	4	61.5
Nagero	392	9	43.6	392	9	43.6	0	0	0.0
Nzara	1,161	27	43.0	160	12	13.3	1001	15	66.7
Tambura	727	27	26.9	123	1	123.0	604	26	23.2
Yambio	3,354	79	42.5	466	7	66.6	2888	72	40.1
Total	10,085	311	32.4	2,507	60	41.8	7,578	251	30.2

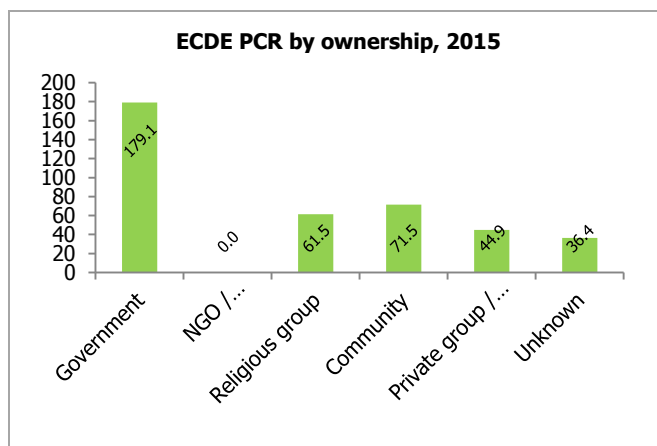
* "Non-government" here includes schools under community, private, NGO-supported, religious group, and unknown ownership.



5.2.3. Classrooms

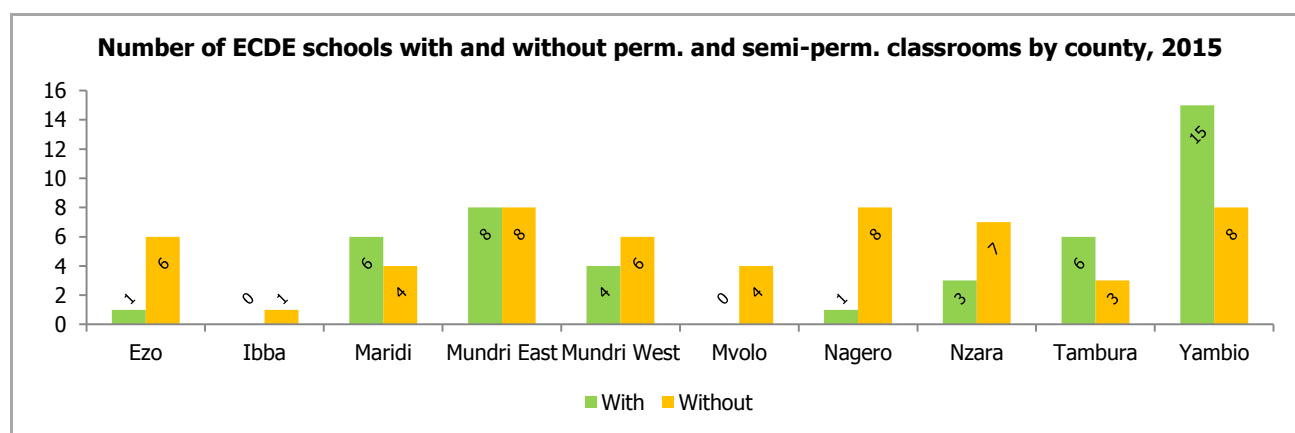
Number of ECDE classrooms by ownership, 2015

Ownership	Classrooms	PCR
Government	45	179.1
NGO / International partner	2	0.0
Religious group	35	61.5
Community	69	71.5
Private group / individual	52	44.9
Unknown	49	36.4
Total	252	64.2



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
Ezo	7	1	14.3%	6	85.7%
Ibba	1	0	0.0%	1	100.0%
Maridi	10	6	60.0%	4	40.0%
Mundri East	16	8	50.0%	8	50.0%
Mundri West	10	4	40.0%	6	60.0%
Mvolo	4	0	0.0%	4	100.0%
Nagero	9	1	11.1%	8	88.9%
Nzara	10	3	30.0%	7	70.0%
Tambura	9	6	66.7%	3	33.3%
Yambio	23	15	65.2%	8	34.8%
Total	99	44	44.4%	55	55.6%



5.2.4. Curriculum and Instruction

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

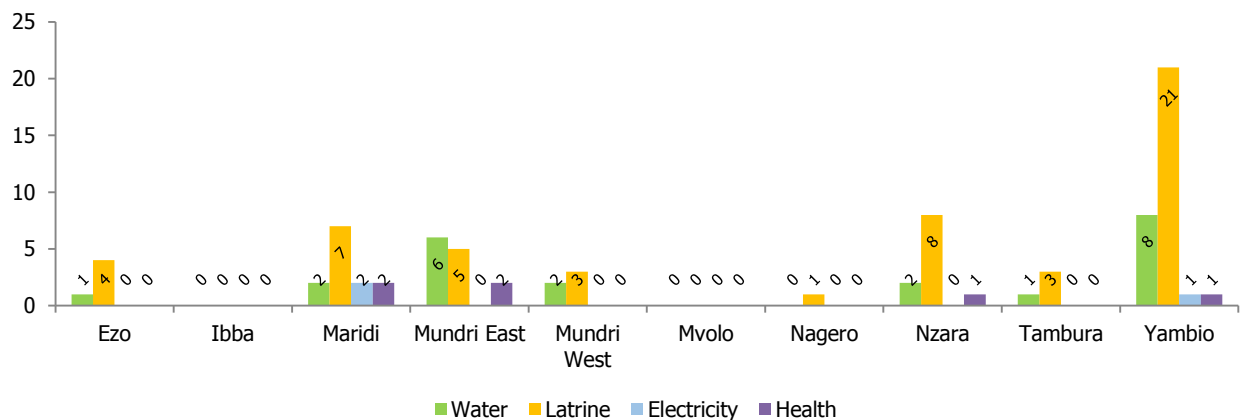
Language	Baby/Infant	Nursery/Middle	Top/Graduate
English	47	42	43
Arabic	20	18	14
Mother Tongue	57	36	30
Other	2	0	0

5.2.5. Facilities

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

County	Schools	Water		Latrine		Electricity		Health Centre	
		Count	%	Count	%	Count	%	Count	%
Ezo	7	1	14.3%	4	57.1%	0	0.0%	0	0.0%
Ibba	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Maridi	10	2	20.0%	7	70.0%	2	20.0%	2	20.0%
Mundri East	16	6	37.5%	5	31.3%	0	0.0%	2	12.5%
Mundri West	10	2	20.0%	3	30.0%	0	0.0%	0	0.0%
Mvolo	4	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Nagero	9	0	0.0%	1	11.1%	0	0.0%	0	0.0%
Nzara	10	2	20.0%	8	80.0%	0	0.0%	1	10.0%
Tambura	9	1	11.1%	3	33.3%	0	0.0%	0	0.0%
Yambio	23	8	34.8%	21	91.3%	1	4.3%	1	4.3%
Total	99	22	22.2%	52	52.5%	3	3.0%	6	6.1%

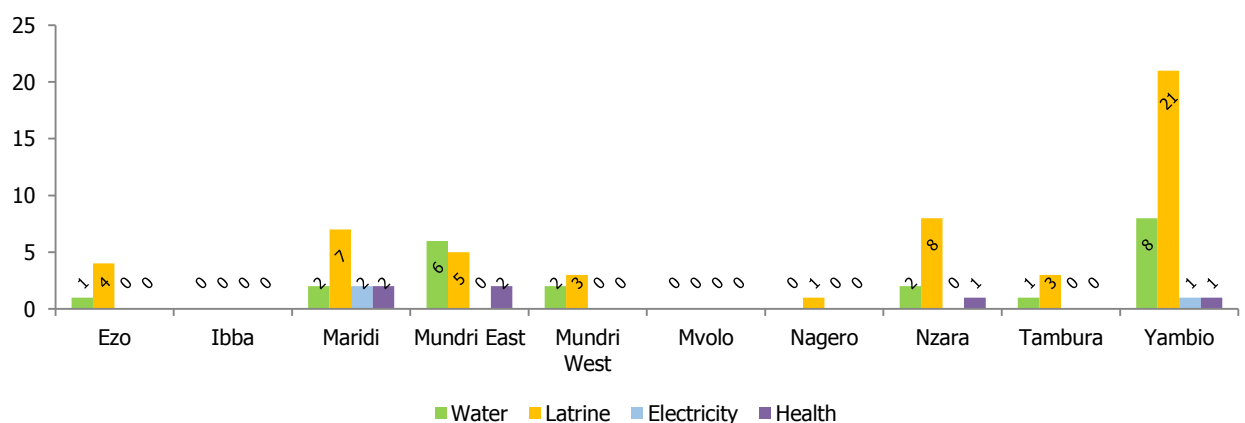
Number of ECDE schools with/without access to drinking water by county, 2015



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

County	Schools	Water		Latrine		Electricity		Health Centre	
		Count	%	Count	%	Count	%	Count	%
Ezo	7	1	14.3%	4	57.1%	0	0.0%	0	0.0%
Ibba	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Maridi	10	2	20.0%	7	70.0%	2	20.0%	2	20.0%
Mundri East	16	6	37.5%	5	31.3%	0	0.0%	2	12.5%
Mundri West	10	2	20.0%	3	30.0%	0	0.0%	0	0.0%
Mvolo	4	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Nagero	9	0	0.0%	1	11.1%	0	0.0%	0	0.0%
Nzara	10	2	20.0%	8	80.0%	0	0.0%	1	10.0%
Tambura	9	1	11.1%	3	33.3%	0	0.0%	0	0.0%
Yambio	23	8	34.8%	21	91.3%	1	4.3%	1	4.3%
Total	99	22	22.2%	52	52.5%	3	3.0%	6	6.1%

Number of ECDE schools with/without access to different facilities by county, 2015



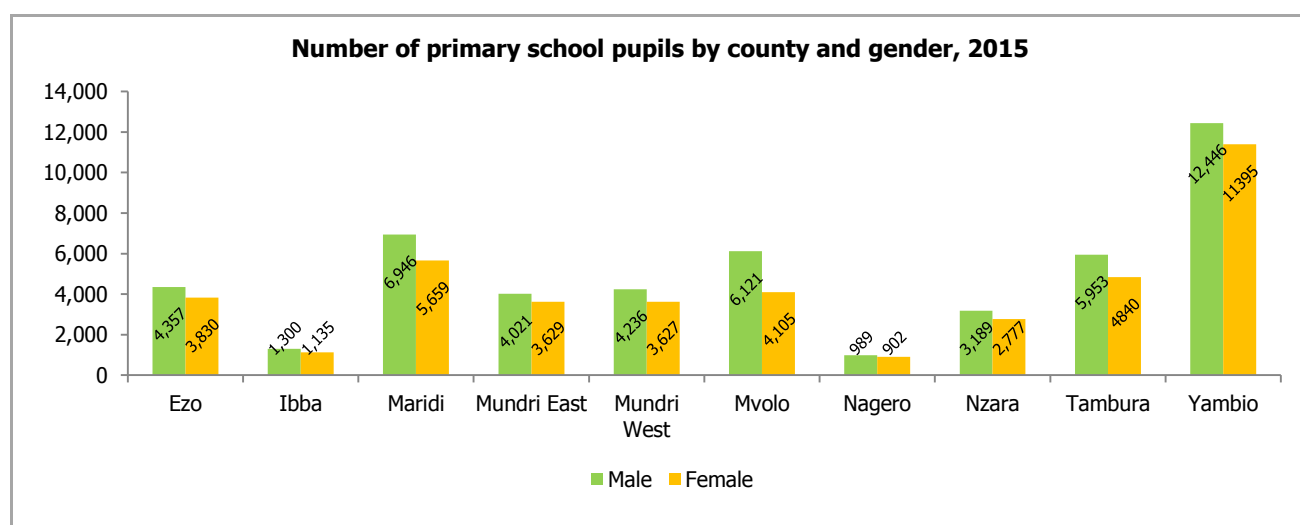
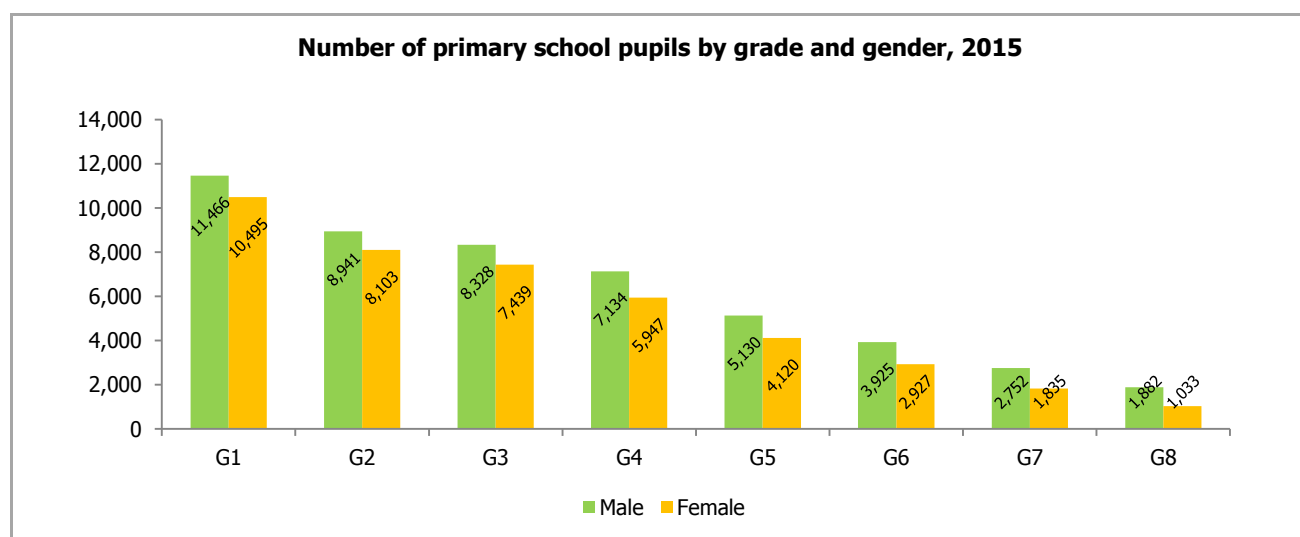
6. PRIMARY SCHOOL (PRI), 2015

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
Ezo	8,187	2,068	1,508	1,475	1,189	818	560	386	183
Ibba	2,435	814	488	445	345	207	68	44	24
Maridi	12,605	2,602	2,321	2,397	2,003	1,272	832	699	479
Mundri East	7,650	2,012	1,337	1,307	1,080	805	568	332	209
Mundri West	7,863	1,505	1,252	1,332	1,167	786	820	605	396
Mvolo	10,226	2,609	2,055	1,725	1,595	1,094	583	360	205
Nagero	1,891	552	552	355	219	208	74	27	23
Nzara	5,966	1,445	1,445	1,025	880	571	446	234	192
Tambura	10,793	2,668	2,668	1,736	1,400	1,033	886	600	372
Yambio	23,841	5,686	5,686	3,970	3,203	2,456	2,015	1,300	832
Total	91,457	21,961	19,312	15,767	13,081	9,250	6,852	4,587	2,915

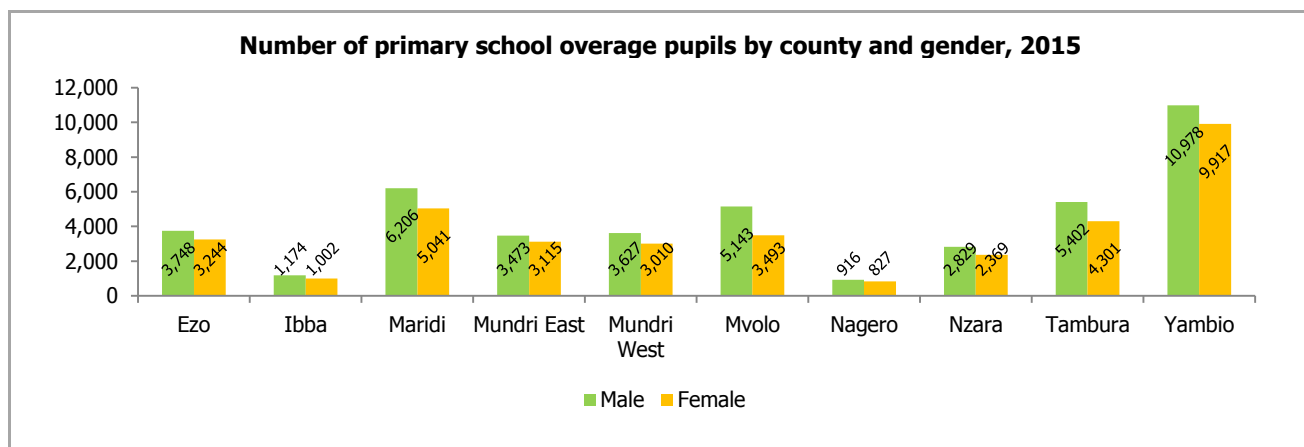


6.1.2. Overage Pupils

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 %
Ezo	1,195	6,992	85.4%	609	3,748	86.0%	586	3,244	84.7%
Ibba	259	2,176	89.4%	126	1,174	90.3%	133	1,002	88.3%
Maridi	1,358	11,247	89.2%	740	6,206	89.3%	618	5,041	89.1%
Mundri East	1,062	6,588	86.1%	548	3,473	86.4%	514	3,115	85.8%
Mundri West	1,226	6,637	84.4%	609	3,627	85.6%	617	3,010	83.0%
Mvolo	1,590	8,636	84.5%	978	5,143	84.0%	612	3,493	85.1%
Nagero	148	1,743	92.2%	73	916	92.6%	75	827	91.7%
Nzara	768	5,198	87.1%	360	2,829	88.7%	408	2,369	85.3%
Tambura	1,090	9,703	89.9%	551	5,402	90.7%	539	4,301	88.9%
Yambio	2,946	20,895	87.6%	1,468	10,978	88.2%	1,478	9,917	87.0%
Total	11,642	79,815	87.3%	6,062	43,496	87.8%	5,580	36,319	86.7%

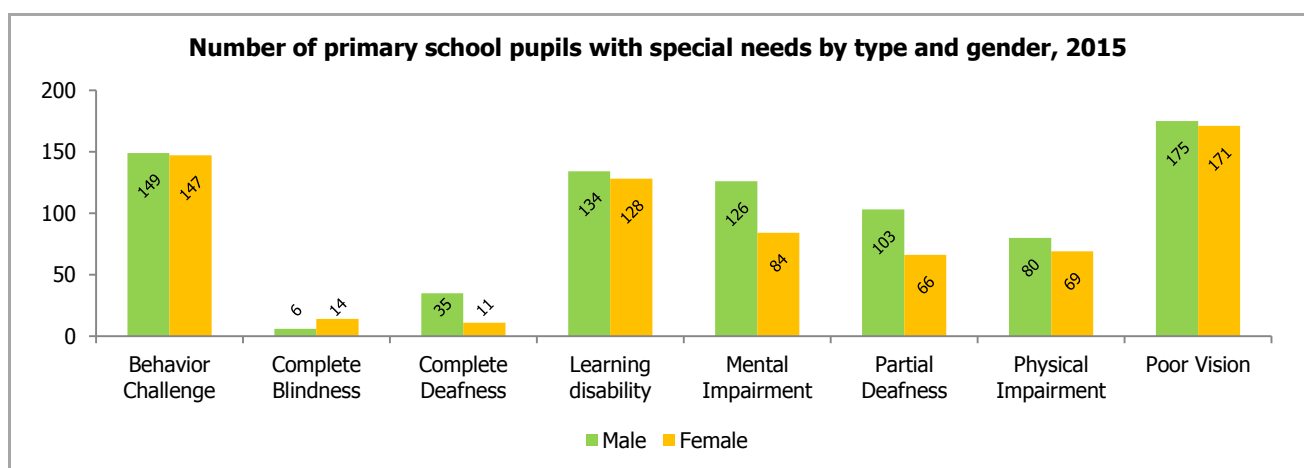
* "At age" includes under-age and at-age pupils.



6.1.3. Pupils with Special Needs

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

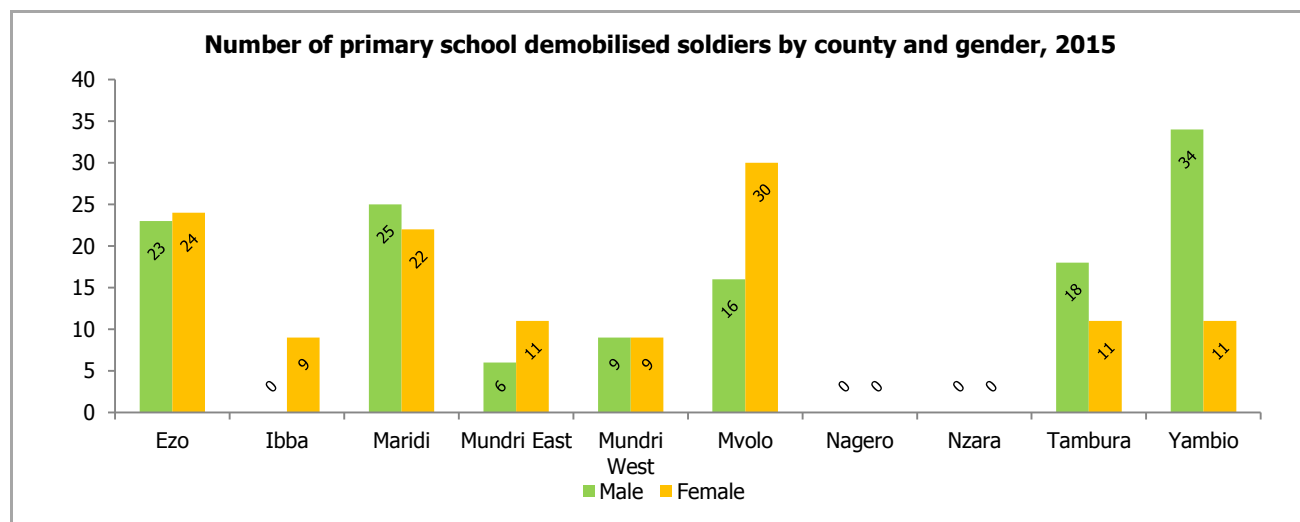
County	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
Ezo	8,187	220	2.7%	4,357	92	2.1%	3,830	128	3.3%
Ibba	2,435	61	2.5%	1,300	39	3.0%	1,135	22	1.9%
Maridi	12,605	126	1.0%	6,946	71	1.0%	5,659	55	1.0%
Mundri East	7,650	160	2.1%	4,021	92	2.3%	3,629	68	1.9%
Mundri West	7,863	155	2.0%	4,236	90	2.1%	3,627	65	1.8%
Mvolo	10,226	81	0.8%	6,121	49	0.8%	4,105	32	0.8%
Nagero	1,891	74	3.9%	989	43	4.3%	902	31	3.4%
Nzara	5,966	92	1.5%	3,189	58	1.8%	2,777	34	1.2%
Tambura	10,793	114	1.1%	5,953	61	1.0%	4,840	53	1.1%
Yambio	23,841	415	1.7%	12,446	213	1.7%	11,395	202	1.8%
Total	91,457	1,498	1.6%	49,558	808	1.6%	41,899	690	1.6%



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

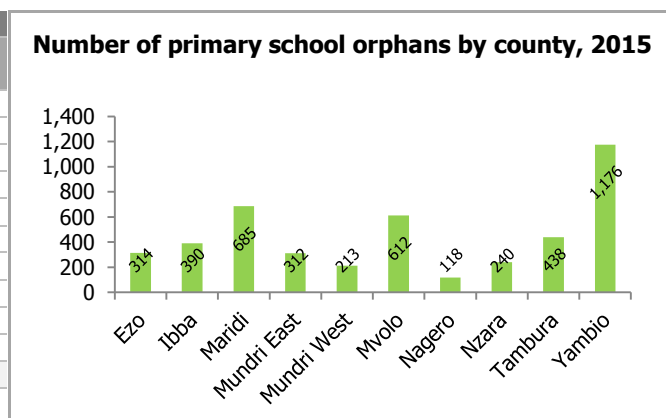
Number and % of primary school demobilised soldiers by county and gender, 2015

County	Total			Male			Female		
	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %
Ezo	8,187	47	0.6%	4,357	23	0.5%	3,830	24	0.6%
Ibba	2,435	9	0.4%	1,300	0	0.0%	1,135	9	0.8%
Maridi	12,605	47	0.4%	6,946	25	0.4%	5,659	22	0.4%
Mundri East	7,650	17	0.2%	4,021	6	0.1%	3,629	11	0.3%
Mundri West	7,863	18	0.2%	4,236	9	0.2%	3,627	9	0.2%
Mvolo	10,226	46	0.4%	6,121	16	0.3%	4,105	30	0.7%
Nagero	1,891	0	0.0%	989	0	0.0%	902	0	0.0%
Nzara	5,966	0	0.0%	3,189	0	0.0%	2,777	0	0.0%
Tambura	10,793	29	0.3%	5,953	18	0.3%	4,840	11	0.2%
Yambio	23,841	45	0.2%	12,446	34	0.3%	11,395	11	0.1%
Total	91,457	258	0.3%	49,558	131	0.3%	41,899	127	0.3%



Number and % of primary school orphans by county, 2015

County	Enrolment	Total	
		Count	% enrolment
Ezo	8,187	314	3.8%
Ibba	2,435	390	16.0%
Maridi	12,605	685	5.4%
Mundri East	7,650	312	4.1%
Mundri West	7,863	213	2.7%
Mvolo	10,226	612	6.0%
Nagero	1,891	118	6.2%
Nzara	5,966	240	4.0%
Tambura	10,793	438	4.1%
Yambio	23,841	1,176	4.9%
Total	91,457	4,498	4.9%



6.2. Resources

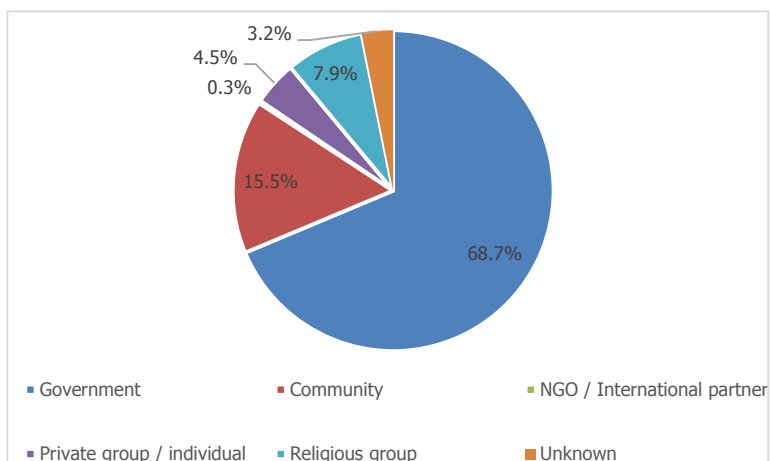
6.2.1. Schools

Number of primary schools by ownership type, 2015

Ownership	Schools
Government	261
Community	59
NGO / International partner	1
Private group / individual	17
Religious group	30
Unknown	12
Total	380

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

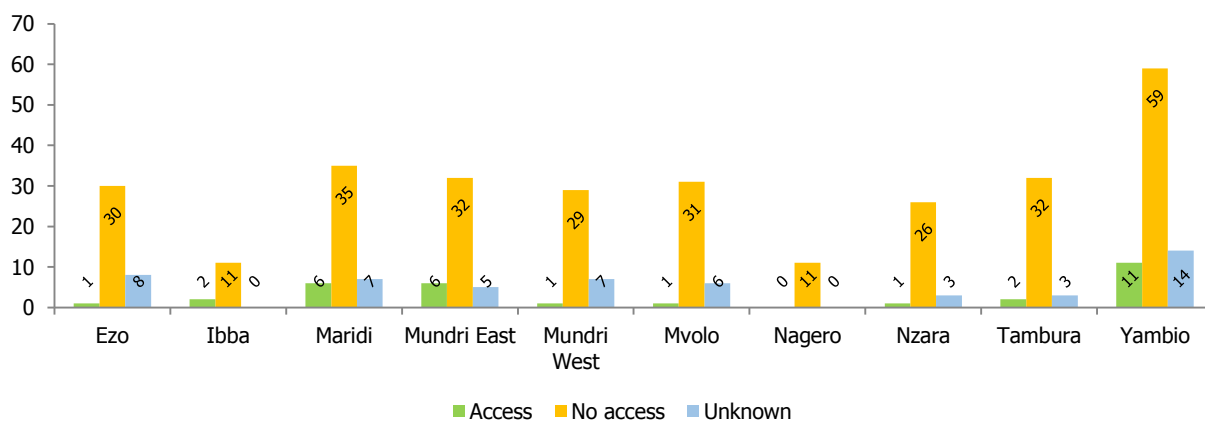
% of primary schools by ownership type, 2015



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

County	Schools	Schools with meals		Schools without meals		Unknown	
		Count	%	Count	%	Count	%
Ezo	39	1	2.6%	30	76.9%	8	20.5%
Ibba	13	2	15.4%	11	84.6%	0	0.0%
Maridi	48	6	12.5%	35	72.9%	7	14.6%
Mundri East	43	6	14.0%	32	74.4%	5	11.6%
Mundri West	37	1	2.7%	29	78.4%	7	18.9%
Mvolo	38	1	2.6%	31	81.6%	6	15.8%
Nagero	11	0	0.0%	11	100.0%	0	0.0%
Nzara	30	1	3.3%	26	86.7%	3	10.0%
Tambura	37	2	5.4%	32	86.5%	3	8.1%
Yambio	84	11	13.1%	59	70.2%	14	16.7%
Total	380	31	8.2%	296	77.9%	53	13.9%

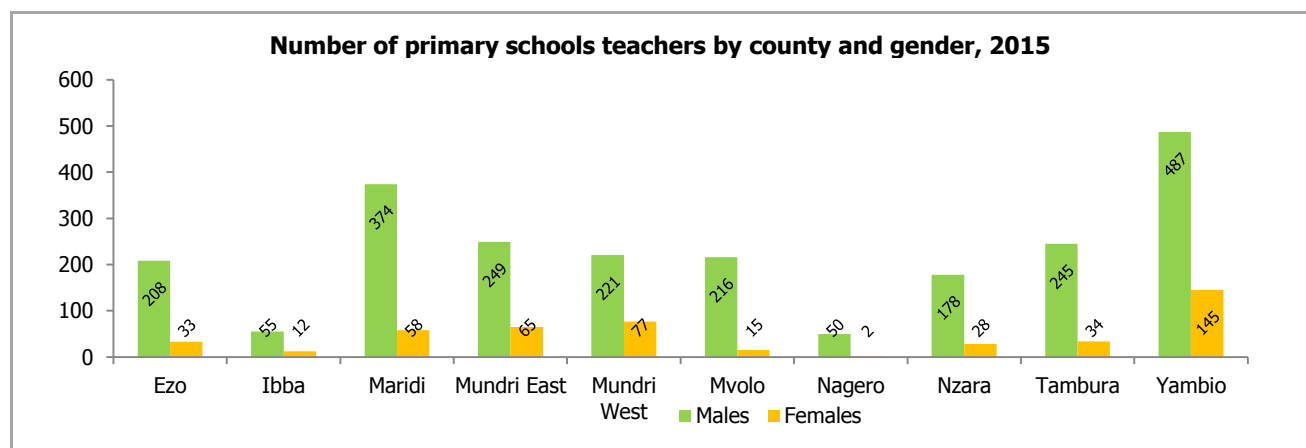
Number of primary schools with and without meals by county, 2015



6.2.2. Teachers

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

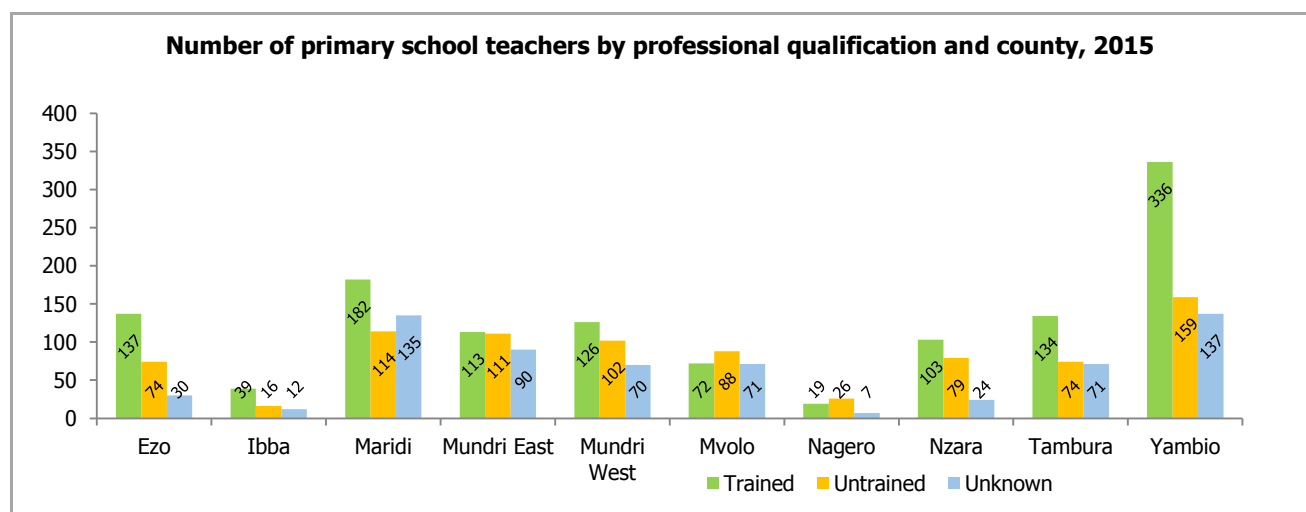
County	Total	Male		Female	
		Count	% total	Count	% total
Ezo	241	208	86.3%	33	13.7%
Ibba	67	55	82.1%	12	17.9%
Maridi	432	374	86.6%	58	13.4%
Mundri East	314	249	79.3%	65	20.7%
Mundri West	298	221	74.2%	77	25.8%
Mvolo	231	216	93.5%	15	6.5%
Nagero	52	50	96.2%	2	3.8%
Nzara	206	178	86.4%	28	13.6%
Tambura	279	245	87.8%	34	12.2%
Yambio	632	487	77.1%	145	22.9%
Total	2,752	2,283	83.0%	469	17.0%



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

County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Ezo	241	137	56.8%	74	30.7%	30	12.4%
Ibba	67	39	58.2%	16	23.9%	12	17.9%
Maridi	432	182	42.2%	114	26.5%	135	31.3%
Mundri East	314	113	36.0%	111	35.4%	90	28.7%
Mundri West	298	126	42.3%	102	34.2%	70	23.5%
Mvolo	231	72	31.2%	88	38.1%	71	30.7%
Nagero	52	19	36.5%	26	50.0%	7	13.5%
Nzara	206	103	50.0%	79	38.3%	24	11.7%
Tambura	279	134	48.0%	74	26.5%	71	25.4%
Yambio	632	336	53.2%	159	25.2%	137	21.7%
Total	2,752	1,261	45.8%	843	30.6%	647	23.5%

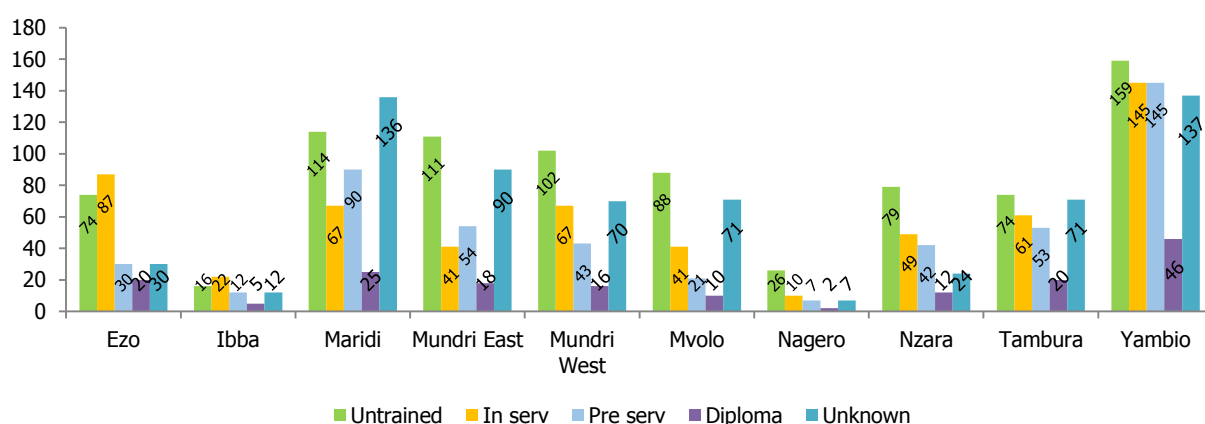
* "Trained" encompasses teachers with pre-service teacher training, in-service teacher training, and higher education diploma. "Unknown" teachers include those whose professional qualification was not reported.



Number 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
Ezo	241	74	30.7%	87	36.1%	30	12.4%	20	8.3%	30	12.4%
Ibba	67	16	23.9%	22	32.8%	12	17.9%	5	7.5%	12	17.9%
Maridi	432	114	26.4%	67	15.5%	90	20.8%	25	5.8%	136	31.5%
Mundri East	314	111	35.4%	41	13.1%	54	17.2%	18	5.7%	90	28.7%
Mundri West	298	102	34.2%	67	22.5%	43	14.4%	16	5.4%	70	23.5%
Mvolo	231	88	38.1%	41	17.7%	21	9.1%	10	4.3%	71	30.7%
Nagero	52	26	50.0%	10	19.2%	7	13.5%	2	3.8%	7	13.5%
Nzara	206	79	38.3%	49	23.8%	42	20.4%	12	5.8%	24	11.7%
Tambura	279	74	26.5%	61	21.9%	53	19.0%	20	7.2%	71	25.4%
Yambio	632	159	25.2%	145	22.9%	145	22.9%	46	7.3%	137	21.7%
Total	2,752	843	30.6%	590	21.4%	497	18.1%	174	6.3%	648	23.5%

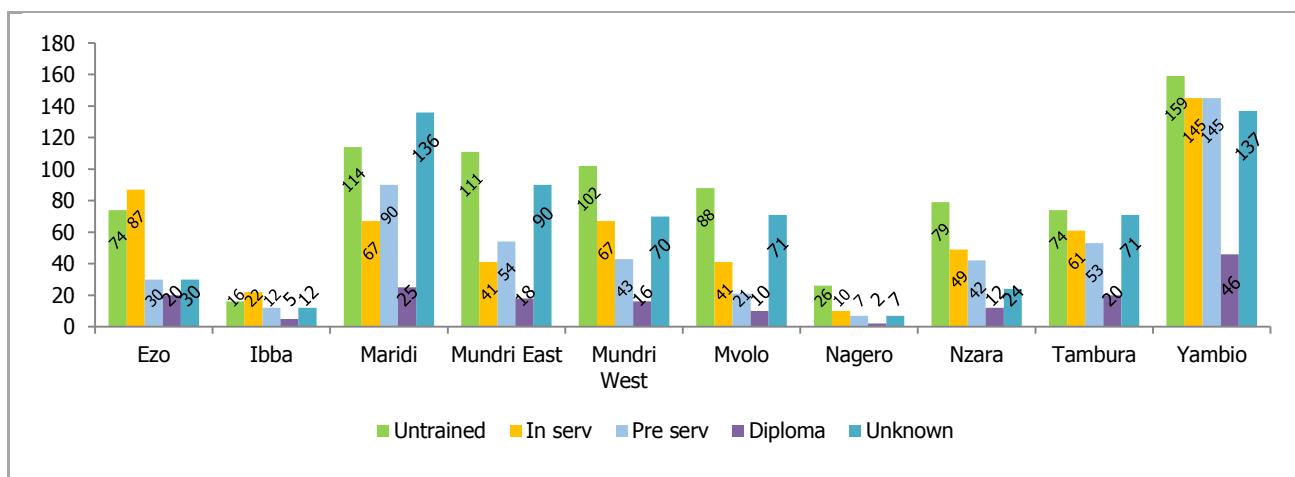
Number of primary school teachers by professional qualification and county, 2015



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
Ezo	241	74	30.7%	87	36.1%	30	12.4%	20	8.3%
Ibba	67	16	23.9%	22	32.8%	12	17.9%	5	7.5%
Maridi	432	114	26.4%	67	15.5%	90	20.8%	25	5.8%
Mundri East	314	111	35.4%	41	13.1%	54	17.2%	18	5.7%
Mundri West	298	102	34.2%	67	22.5%	43	14.4%	16	5.4%
Mvolo	231	88	38.1%	41	17.7%	21	9.1%	10	4.3%
Nagero	52	26	50.0%	10	19.2%	7	13.5%	2	3.8%
Nzara	206	79	38.3%	49	23.8%	42	20.4%	12	5.8%
Tambura	279	74	26.5%	61	21.9%	53	19.0%	20	7.2%
Yambio	632	159	25.2%	145	22.9%	145	22.9%	46	7.3%
Total	2,752	843	30.6%	590	21.4%	497	18.1%	174	6.3%

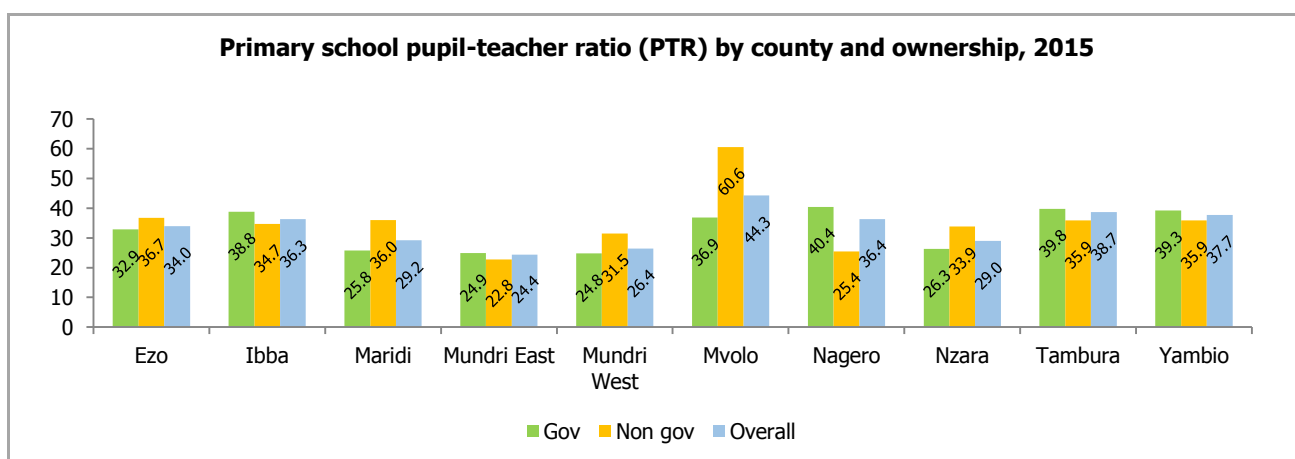
Number of primary school teachers by employment status and county, 2015



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
Ezo	8,187	241	34.0	5,691	173	32.9	2,496	68	36.7
Ibba	2,435	67	36.3	1,047	27	38.8	1,388	40	34.7
Maridi	12,605	432	29.2	7,423	288	25.8	5,182	144	36.0
Mundri East	7,650	314	24.4	5,850	235	24.9	1,800	79	22.8
Mundri West	7,863	298	26.4	5,658	228	24.8	2,205	70	31.5
Mvolo	10,226	231	44.3	5,863	159	36.9	4,363	72	60.6
Nagero	1,891	52	36.4	1,535	38	40.4	356	14	25.4
Nzara	5,966	206	29.0	3,527	134	26.3	2,439	72	33.9
Tambura	10,793	279	38.7	7,883	198	39.8	2,910	81	35.9
Yambio	23,841	632	37.7	13,275	338	39.3	10,566	294	35.9
Total	91,457	2,752	33.2	57,752	1,818	31.8	33,705	934	36.1

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

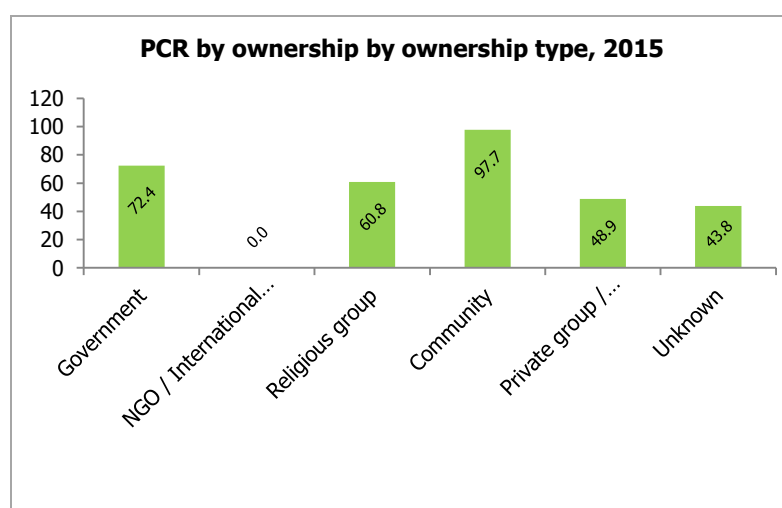


6.2.3. Classrooms

Number of primary school classrooms and PCR by ownership type, 2015

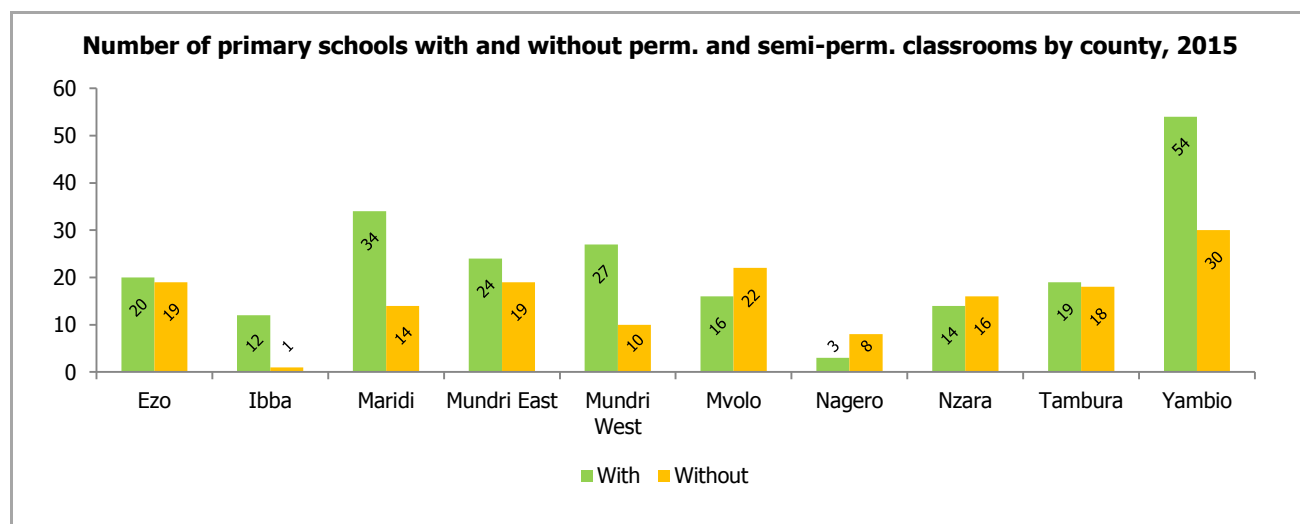
Ownership	Classrooms	PCR
Gov	1,552	72.4
NGO	8	0.0
Religious group	198	60.8
Community	345	97.7
Private group	118	48.9
Unknown	77	43.8
Total	2,298	71.4

* "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
Ezo	39	20	51.3%	19	48.7%
Ibba	13	12	92.3%	1	7.7%
Maridi	48	34	70.8%	14	29.2%
Mundri East	43	24	55.8%	19	44.2%
Mundri West	37	27	73.0%	10	27.0%
Mvolo	38	16	42.1%	22	57.9%
Nagero	11	3	27.3%	8	72.7%
Nzara	30	14	46.7%	16	53.3%
Tambura	37	19	51.4%	18	48.6%
Yambio	84	54	64.3%	30	35.7%
Total	380	223	58.7%	157	41.3%

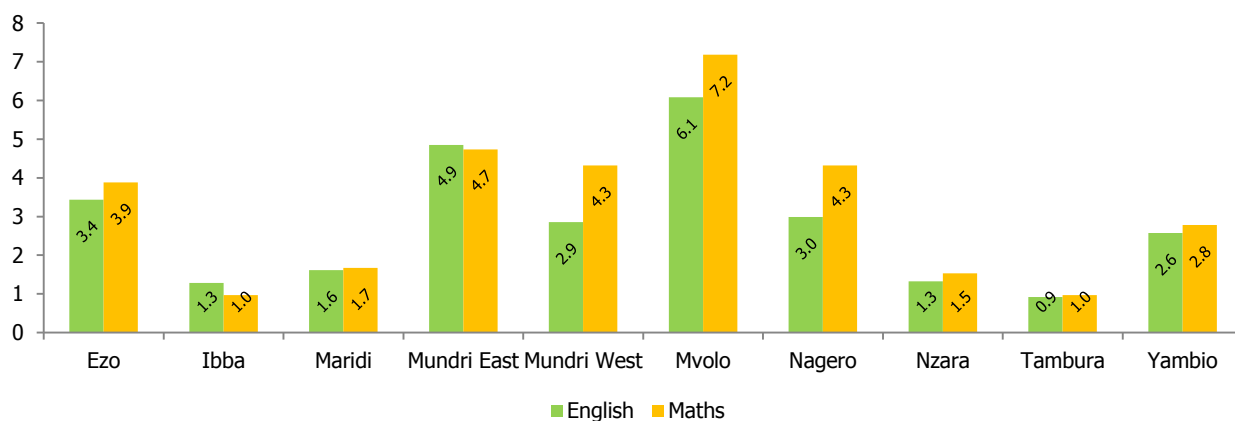


6.2.4. Curriculum and Instruction

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

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Ezo	8,187	5,167	1.6	5,731	1.4
Ibba	2,435	1,015	2.4	1,125	2.2
Maridi	12,605	8,412	1.5	8,789	1.4
Mundri East	7,650	3,697	2.1	3,728	2.1
Mundri West	7,863	6,033	1.3	5,646	1.4
Mvolo	10,226	4,106	2.5	4,023	2.5
Nagero	1,891	594	3.2	522	3.6
Nzara	5,966	5,440	1.1	5,292	1.1
Tambura	10,793	9,343	1.2	6,741	1.6
Yambio	23,841	13,831	1.7	14,081	1.7
Total	91,457	57,638	1.6	55,678	1.6

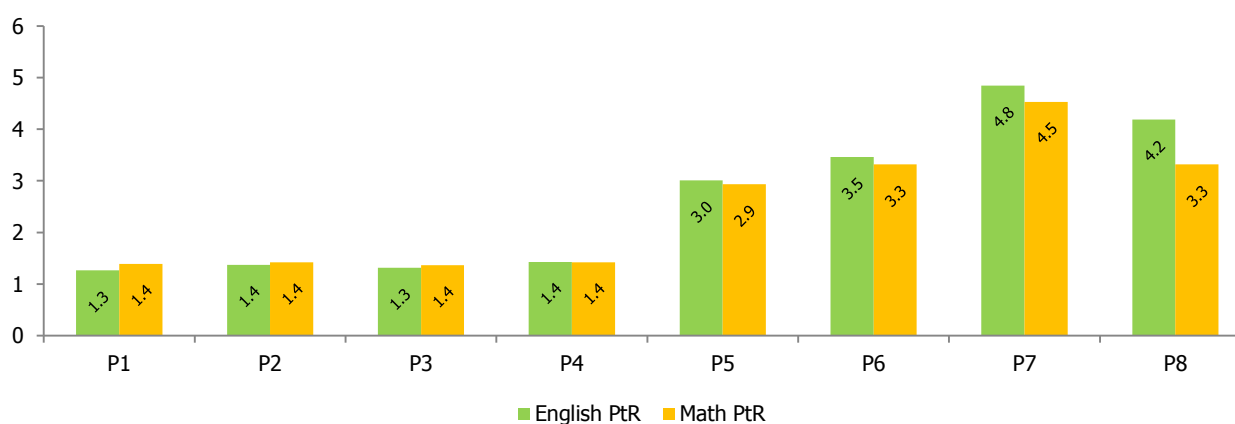
Primary school pupil-textbook ratio (PTextR) by county and subject (English and Math), 2015



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

Grade	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
P1	21,961	17,355	1.3	15,784	1.4
P2	17,044	12,447	1.4	12,017	1.4
P3	15,767	11,980	1.3	11,571	1.4
P4	13,081	9,160	1.4	9,196	1.4
P5	9,250	3,073	3.0	3,153	2.9
P6	6,852	1,980	3.5	2,066	3.3
P7	4,587	947	4.8	1,012	4.5
P8	2,915	696	4.2	879	3.3
Total	91,457	57,638	1.6	55,678	1.6

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



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

Language	P1	P2	P3	P4	P5	P6	P7	P8
English	185	191	242	295	267	214	146	105
Arabic	72	75	73	57	34	24	11	9

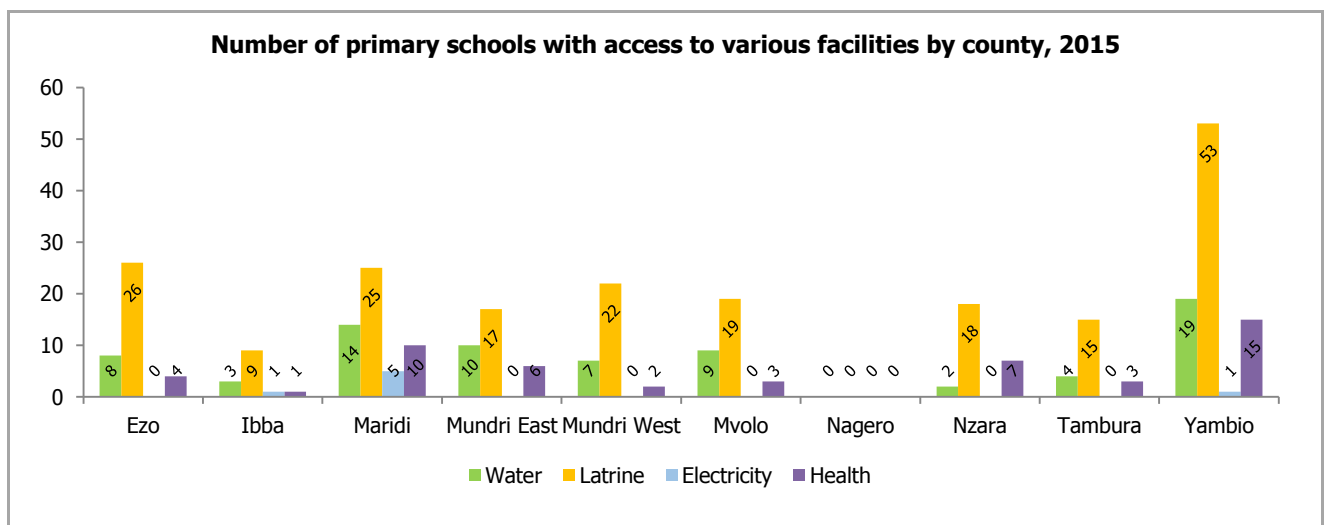
Mother tongue	243	229	183	82	18	11	3	3
Other	2	3	2	1	0	0	0	0

*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	%
Ezo	39	8	20.5%	26	66.7%	0	0.0%	4	10.3%
Ibba	13	3	23.1%	9	69.2%	1	7.7%	1	7.7%
Maridi	48	14	29.2%	25	52.1%	5	10.4%	10	20.8%
Mundri East	43	10	23.3%	17	39.5%	0	0.0%	6	14.0%
Mundri West	37	7	18.9%	22	59.5%	0	0.0%	2	5.4%
Mvolo	38	9	23.7%	19	50.0%	0	0.0%	3	7.9%
Nagero	11	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Nzara	30	2	6.7%	18	60.0%	0	0.0%	7	23.3%
Tambura	37	4	10.8%	15	40.5%	0	0.0%	3	8.1%
Yambio	84	19	22.6%	53	63.1%	1	1.2%	15	17.9%
Total	380	76	20.0%	204	53.7%	7	1.8%	51	13.4%



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
Ezo	70.3%	70.6%	71.7%	61.9%	65.8%	65.0%	57.7%
Ibba	79.7%	83.6%	87.1%	78.1%	47.0%	59.4%	64.9%
Maridi	73.4%	85.4%	96.2%	78.9%	75.7%	79.2%	77.6%
Mundri East	65.5%	76.1%	81.8%	77.0%	65.3%	60.2%	57.1%
Mundri West	71.0%	87.9%	92.0%	73.2%	82.5%	77.7%	71.6%
Mvolo	88.1%	87.6%	94.8%	86.4%	66.8%	71.3%	68.8%
Nagero	67.5%	73.5%	68.4%	72.2%	49.3%	38.8%	44.9%
Nzara	72.7%	68.3%	71.5%	62.0%	63.5%	57.6%	63.5%
Tambura	80.2%	73.8%	75.7%	73.1%	76.7%	74.4%	60.7%
Yambio	74.5%	87.9%	92.8%	85.1%	83.9%	84.0%	78.8%
Total	73.8%	80.7%	85.3%	76.0%	73.7%	73.4%	69.2%

* 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

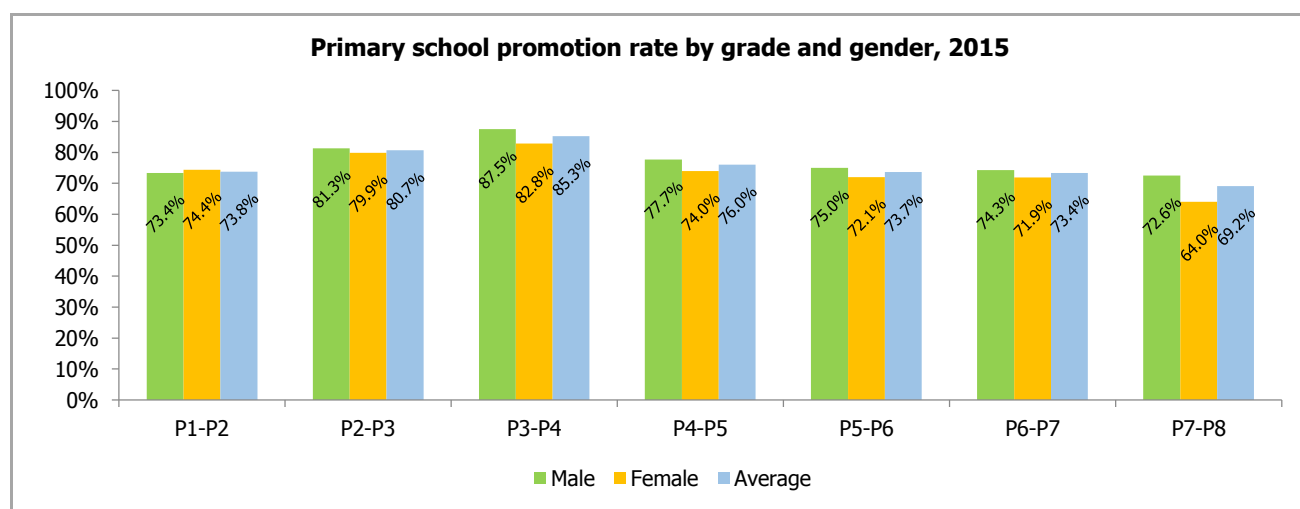
County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Ezo	72.0%	78.2%	82.5%	72.4%	67.2%	69.2%	64.7%
Ibba	84.1%	84.0%	80.4%	73.5%	46.2%	66.4%	60.5%
Maridi	74.4%	87.8%	98.3%	82.2%	77.7%	80.5%	82.2%
Mundri East	65.1%	75.5%	82.7%	78.2%	70.4%	61.7%	61.2%
Mundri West	72.5%	89.3%	92.7%	75.5%	84.2%	77.1%	71.8%
Mvolo	87.8%	88.9%	93.5%	87.7%	68.5%	71.9%	67.0%
Nagero	63.2%	67.2%	71.0%	69.4%	48.1%	47.7%	54.1%
Nzara	69.1%	64.8%	74.5%	61.9%	66.8%	60.5%	65.6%
Tambura	77.7%	72.0%	77.9%	72.9%	77.5%	73.6%	65.2%
Yambio	73.5%	87.2%	93.2%	83.3%	84.2%	84.8%	84.1%
Total	73.4%	81.3%	87.5%	77.7%	75.0%	74.3%	72.6%

* 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
Ezo	68.9%	64.6%	63.2%	53.0%	63.9%	58.6%	45.6%
Ibba	74.0%	83.0%	97.3%	83.8%	48.5%	43.6%	75.0%
Maridi	72.3%	82.6%	93.8%	74.8%	73.2%	77.5%	69.6%
Mundri East	65.9%	76.8%	80.9%	75.6%	59.7%	57.9%	52.0%
Mundri West	69.5%	86.4%	91.3%	70.5%	80.4%	78.5%	71.3%
Mvolo	89.0%	85.7%	96.8%	84.6%	64.0%	70.3%	72.1%
Nagero	73.6%	82.4%	65.0%	76.0%	50.9%	19.2%	27.1%
Nzara	76.9%	72.1%	68.2%	62.2%	58.9%	52.8%	60.4%
Tambura	83.4%	75.9%	72.9%	73.2%	75.6%	75.9%	52.1%
Yambio	75.8%	88.7%	92.5%	87.3%	83.5%	83.1%	72.1%
Total	74.4%	79.9%	82.8%	74.0%	72.1%	71.9%	64.0%

* 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
Ezo	13.8%	9.6%	10.0%	9.6%	8.4%	7.3%	7.4%	17.3%
Ibba	35.9%	19.5%	22.4%	33.8%	19.2%	19.8%	5.4%	0.0%
Maridi	14.3%	11.1%	12.8%	12.6%	7.2%	8.7%	9.0%	6.9%
Mundri East	15.8%	15.0%	21.5%	22.9%	15.1%	24.8%	26.9%	25.4%
Mundri West	22.7%	19.9%	24.7%	23.1%	14.6%	12.8%	16.4%	19.7%
Mvolo	16.9%	10.3%	12.7%	9.5%	8.8%	9.4%	14.5%	11.9%
Nagero	24.7%	14.8%	27.9%	12.7%	15.7%	15.5%	15.7%	4.1%
Nzara	18.4%	19.0%	19.7%	18.0%	6.5%	6.7%	4.4%	13.8%
Tambura	13.7%	11.5%	11.5%	10.5%	6.3%	6.3%	6.1%	15.4%
Yambio	16.2%	10.7%	12.6%	10.8%	9.0%	8.5%	7.9%	8.7%
Total	16.7%	12.6%	14.8%	13.7%	9.4%	9.9%	10.5%	13.8%

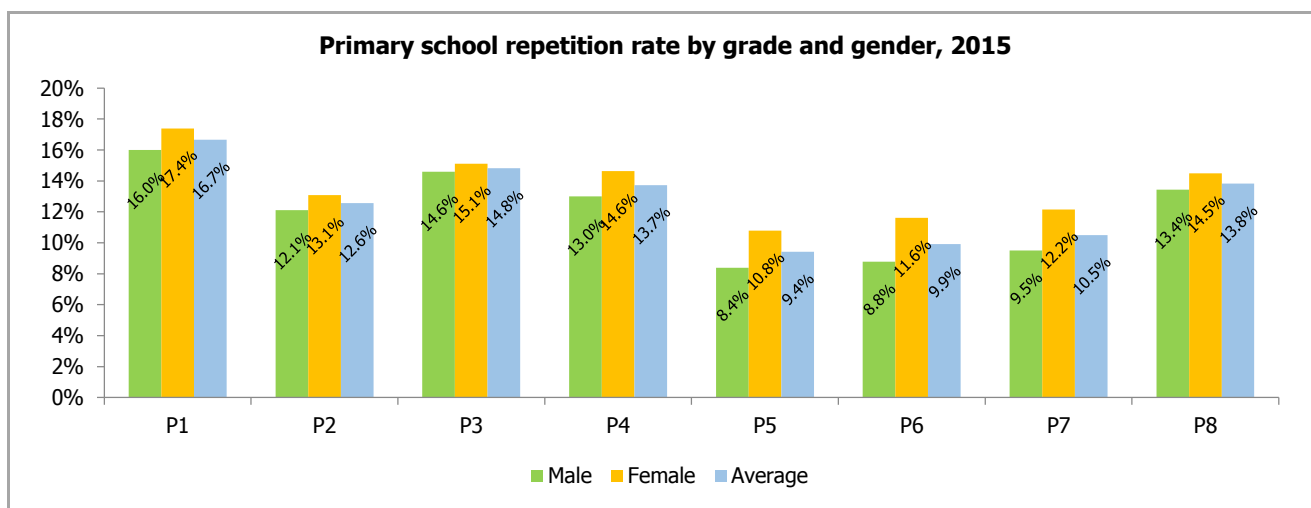
Primary school repetition rate for male pupils by county and grade, 2015

County	P1	P2	P3	P4	P5	P6	P7	P8
Ezo	16.1%	11.0%	9.7%	9.7%	7.7%	6.9%	7.8%	18.4%
Ibba	32.6%	22.1%	17.1%	25.3%	16.3%	19.5%	4.0%	0.0%

Maridi	12.8%	11.0%	12.6%	11.5%	7.3%	7.0%	6.0%	6.1%
Mundri East	15.6%	13.8%	22.7%	22.0%	12.6%	22.0%	27.5%	23.4%
Mundri West	23.2%	20.4%	25.8%	21.8%	13.5%	11.8%	15.0%	19.9%
Mvolo	15.5%	9.5%	12.3%	10.3%	7.8%	7.9%	16.2%	15.5%
Nagero	17.6%	11.8%	23.9%	13.7%	13.0%	8.0%	6.4%	7.5%
Nzara	16.8%	17.4%	23.3%	18.6%	5.3%	4.9%	3.6%	13.1%
Tambura	13.1%	10.0%	11.0%	8.5%	4.4%	4.4%	5.6%	15.8%
Yambio	15.4%	10.2%	11.1%	10.1%	8.6%	8.7%	7.3%	5.6%
Total	16.0%	12.1%	14.6%	13.0%	8.4%	8.8%	9.5%	13.4%

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

County	P1	P2	P3	P4	P5	P6	P7	P8
Ezo	12.0%	8.6%	10.5%	9.8%	9.3%	8.0%	6.8%	15.2%
Ibba	39.8%	16.6%	29.8%	43.7%	24.3%	21.8%	8.3%	0.0%
Maridi	15.9%	11.2%	13.2%	13.9%	7.0%	11.1%	14.6%	8.1%
Mundri East	16.0%	16.4%	20.2%	24.1%	18.3%	29.0%	26.4%	30.2%
Mundri West	22.1%	19.4%	23.5%	24.6%	16.0%	14.2%	18.2%	19.4%
Mvolo	19.1%	11.4%	13.2%	8.4%	10.5%	11.8%	11.4%	7.4%
Nagero	34.6%	18.6%	33.3%	11.5%	19.3%	48.1%	45.1%	0.4%
Nzara	20.3%	20.8%	15.5%	17.2%	8.3%	9.9%	5.6%	15.0%
Tambura	14.4%	13.2%	12.1%	13.1%	8.9%	9.5%	7.1%	14.3%
Yambio	17.0%	11.2%	14.4%	11.6%	9.4%	8.3%	8.8%	14.2%
Total	17.4%	13.1%	15.1%	14.6%	10.8%	11.6%	12.2%	14.5%



6.3.3. Dropout Rate

Primary school dropout rate by county and grade, 2015

County	P1	P2	P3	P4	P5	P6	P7	P8
Ezo	7.2%	5.5%	5.1%	6.4%	8.5%	7.1%	6.7%	14.1%
Ibba	35.0%	20.8%	18.7%	31.7%	20.9%	5.7%	5.4%	9.7%
Maridi	7.2%	5.4%	9.1%	9.1%	9.7%	9.8%	15.2%	13.3%
Mundri East	6.6%	4.4%	4.8%	5.4%	8.9%	12.2%	22.3%	16.8%
Mundri West	3.3%	1.7%	3.8%	5.2%	7.2%	6.2%	6.7%	8.1%
Mvolo	13.4%	6.8%	7.4%	7.9%	13.2%	15.7%	16.9%	23.9%
Nagero	11.2%	13.2%	15.4%	4.6%	9.7%	11.6%	18.0%	6.8%
Nzara	4.9%	5.1%	6.4%	6.5%	5.3%	6.2%	8.0%	14.6%
Tambura	10.2%	7.1%	7.2%	7.0%	6.4%	10.2%	9.9%	6.7%
Yambio	8.4%	6.5%	5.4%	6.3%	9.8%	13.4%	13.4%	18.6%
Total	8.5%	6.2%	6.7%	7.3%	8.9%	10.3%	12.3%	13.3%

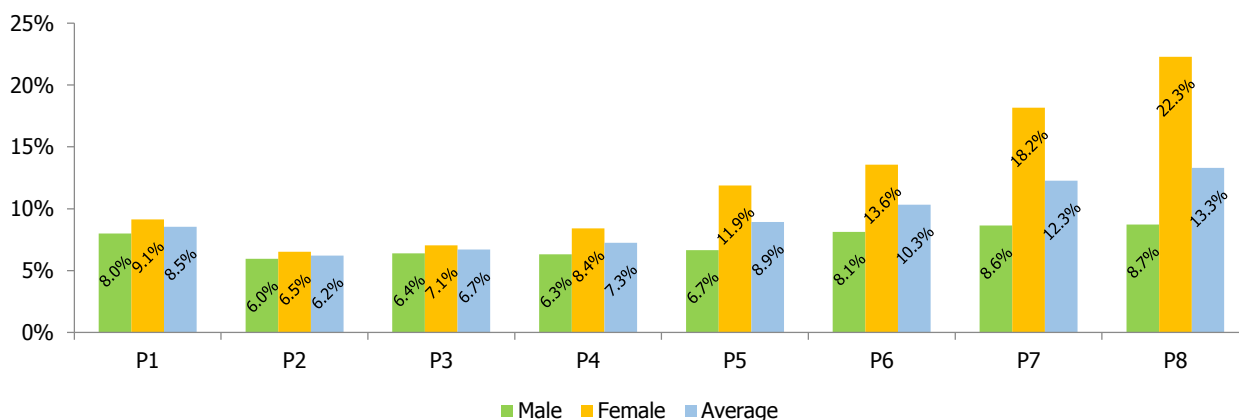
Primary school dropout rate for male pupils by county and grade, 2015

County	P1	P2	P3	P4	P5	P6	P7	P8
Ezo	7.7%	5.7%	5.4%	7.3%	5.3%	5.1%	3.9%	11.6%
Ibba	28.5%	19.1%	16.0%	24.5%	5.4%	2.0%	0.0%	0.0%
Maridi	7.5%	5.4%	9.0%	7.8%	8.0%	8.5%	8.4%	8.9%
Mundri East	5.8%	3.8%	5.5%	4.6%	4.2%	9.0%	19.3%	9.5%
Mundri West	3.2%	1.6%	3.9%	4.1%	4.9%	3.3%	4.9%	3.0%
Mvolo	11.2%	7.2%	7.9%	7.9%	11.1%	16.6%	10.8%	31.0%
Nagero	9.0%	7.6%	12.9%	2.1%	6.5%	8.0%	12.7%	11.3%
Nzara	4.5%	5.3%	6.2%	5.5%	2.3%	5.4%	7.2%	10.5%
Tambura	8.2%	6.4%	6.3%	5.4%	3.9%	7.1%	5.0%	4.8%
Yambio	8.7%	6.2%	4.2%	5.2%	9.3%	10.4%	11.3%	11.5%
Total	8.0%	6.0%	6.4%	6.3%	6.7%	8.1%	8.6%	8.7%

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

County	P1	P2	P3	P4	P5	P6	P7	P8
Ezo	6.9%	5.5%	4.9%	5.7%	13.0%	10.4%	12.6%	18.9%
Ibba	42.8%	22.8%	22.8%	40.1%	48.5%	16.4%	16.7%	22.2%
Maridi	6.9%	5.4%	9.3%	10.8%	11.9%	11.7%	28.2%	21.3%
Mundri East	7.5%	5.0%	4.0%	6.3%	14.5%	16.8%	26.4%	33.5%
Mundri West	3.5%	1.9%	3.7%	6.6%	10.0%	10.0%	9.1%	20.6%
Mvolo	16.9%	6.2%	6.7%	7.8%	16.9%	14.2%	27.5%	14.7%
Nagero	14.4%	20.4%	18.8%	8.0%	14.0%	28.9%	36.1%	0.9%
Nzara	5.3%	4.9%	6.6%	7.6%	9.8%	7.7%	9.3%	21.5%
Tambura	12.8%	7.8%	8.4%	9.2%	9.8%	15.5%	20.6%	11.9%
Yambio	8.1%	6.9%	6.8%	7.6%	10.3%	17.1%	16.3%	31.3%
Total	9.1%	6.5%	7.1%	8.4%	11.9%	13.6%	18.2%	22.3%

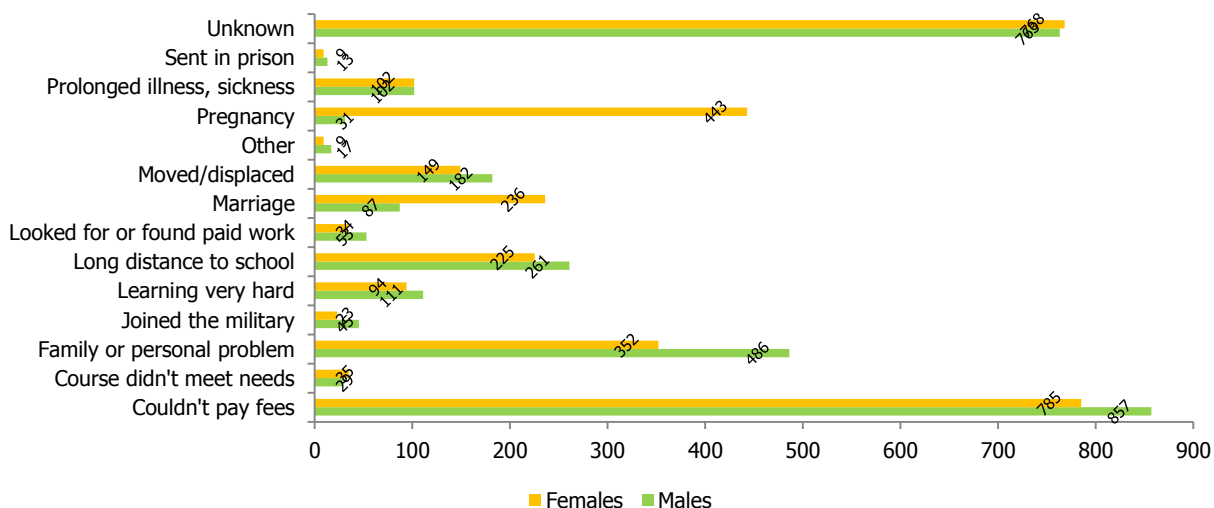
Primary school dropout rate by grade and gender, 2015



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

Reason	Total	Male		Female	
		Count	% total	Count	% total
Couldn't pay fees	1,642	857	52.2%	785	47.8%
Course didn't meet needs	64	29	45.3%	35	54.7%
Family or personal problem	838	486	58.0%	352	42.0%
Joined the military	68	45	66.2%	23	33.8%
Learning very hard	205	111	54.1%	94	45.9%
Long distance to school	486	261	53.7%	225	46.3%
Looked for or found paid work	87	53	60.9%	34	39.1%
Marriage	323	87	26.9%	236	73.1%
Moved/displaced	331	182	55.0%	149	45.0%
Other	26	17	65.4%	9	34.6%
Pregnancy	474	31	6.5%	443	93.5%
Prolonged illness, sickness	204	102	50.0%	102	50.0%
Sent in prison	22	13	59.1%	9	40.9%
Unknown	1,531	763	49.8%	768	50.2%
Total	6,301	3,037	48.2%	3,264	51.8%

Number of primary school dropouts by reason and gender, 2015



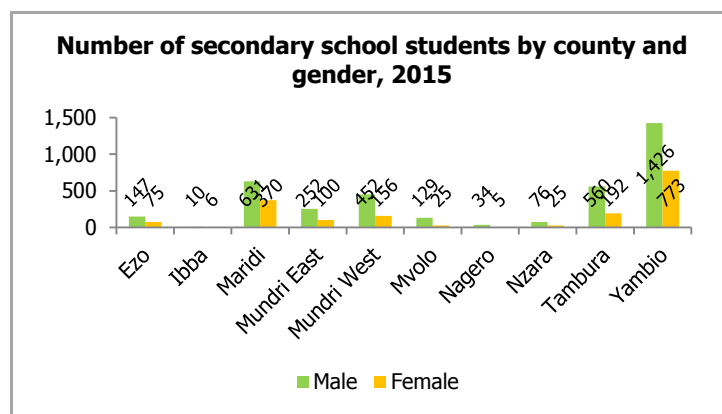
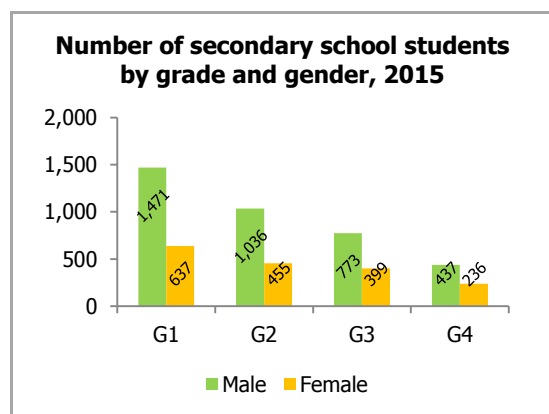
7. SECONDARY SCHOOL (SEC), 2015

7.1. Access

7.1.1. Enrolment

Number of secondary school students by county and grade, 2015

County	Total	S1	S2	S3	S4
Ezo	222	80	53	59	30
Ibba	16	3	9	4	0
Maridi	1,001	431	251	201	118
Mundri East	352	135	89	82	46
Mundri West	608	277	212	112	7
Mvolo	154	89	49	16	0
Nagero	39	18	18	6	0
Nzara	101	48	48	12	8
Tambura	752	318	318	157	51
Yambio	2,199	709	709	523	413
Total	5,444	2,108	1,756	1,172	673

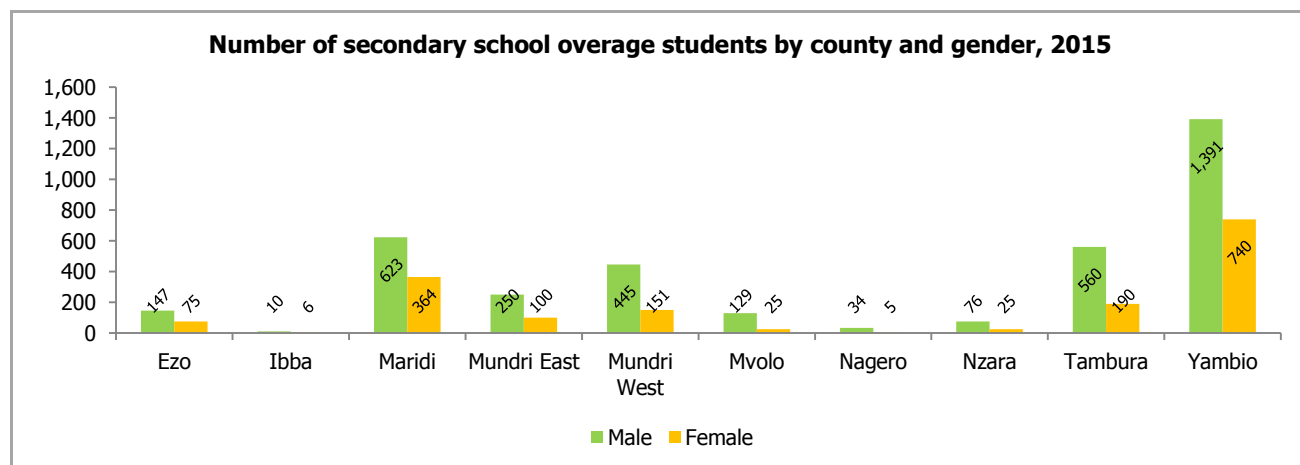


7.1.2. Overage Pupils

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 %
Ezo	0	222	100.0%	0	147	100.0%	0	75	100.0%
Ibba	0	16	100.0%	0	10	100.0%	0	6	100.0%
Maridi	14	987	98.6%	8	623	98.7%	6	364	98.4%
Mundri East	2	350	99.4%	2	250	99.2%	0	100	100.0%
Mundri West	12	596	98.0%	7	445	98.5%	5	151	96.8%
Mvolo	0	154	100.0%	0	129	100.0%	0	25	100.0%
Nagero	0	39	100.0%	0	34	100.0%	0	5	100.0%
Nzara	0	101	100.0%	0	76	100.0%	0	25	100.0%
Tambura	2	750	99.7%	0	560	100.0%	2	190	99.0%
Yambio	68	2,131	96.9%	35	1,391	97.5%	33	740	95.7%
Total	98	2,465	96.2%	52	3,665	98.6%	46	1,681	97.3%

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

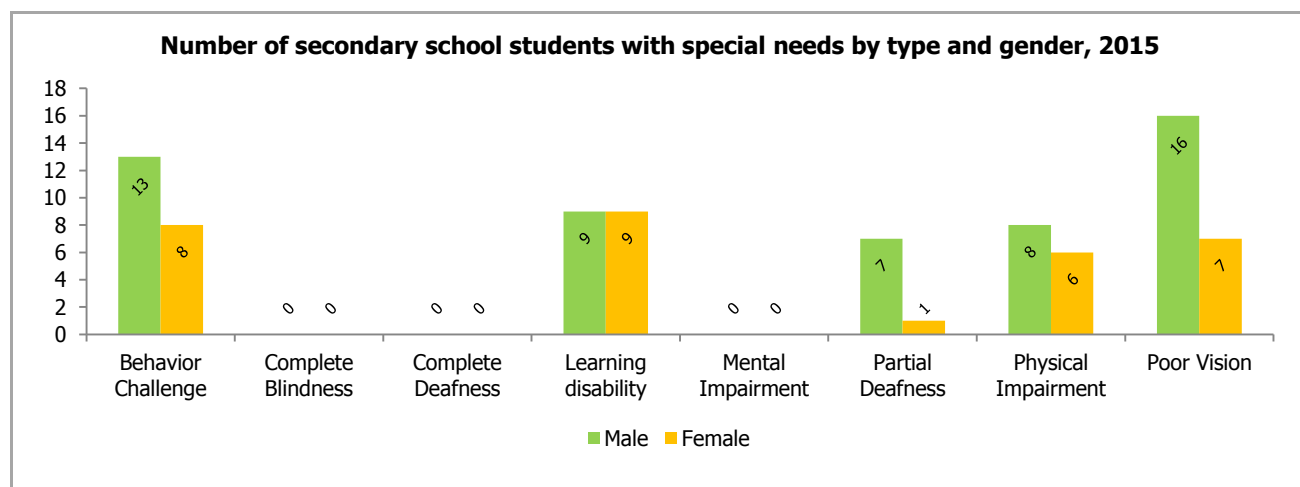


* "At age" includes under-age and at-age pupils.

7.1.3. Students with Special Needs

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

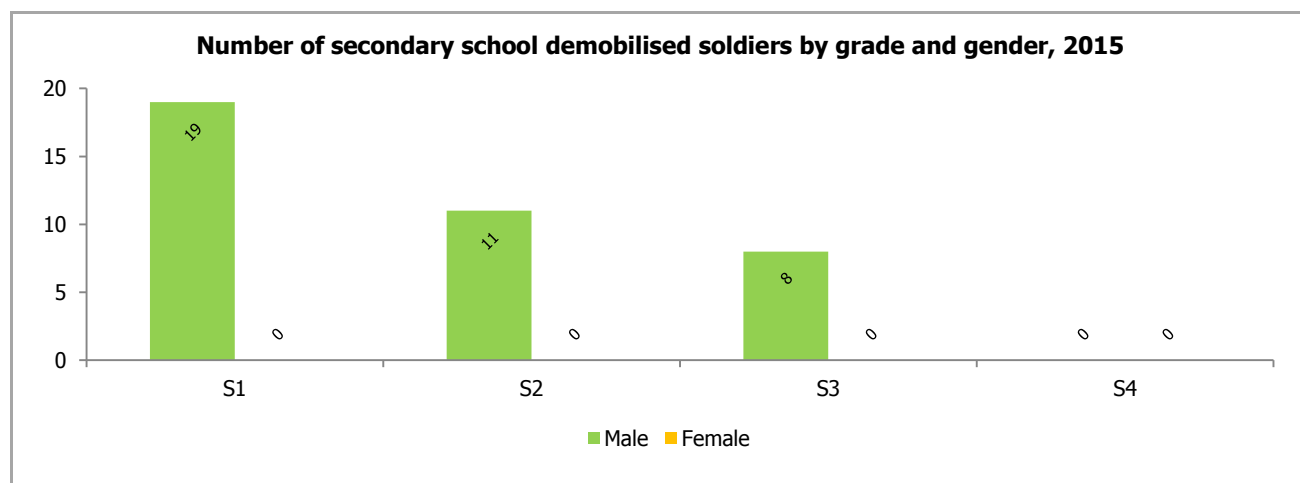
County	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
Ezo	222	18	8.1%	147	16	10.9%	75	2	2.7%
Ibba	16	0	0.0%	10	0	0.0%	6	0	0.0%
Maridi	1,001	10	1.0%	631	7	1.1%	370	3	0.8%
Mundri East	352	0	0.0%	252	0	0.0%	100	0	0.0%
Mundri West	608	1	0.2%	452	1	0.2%	156	0	0.0%
Mvolo	154	3	1.9%	129	2	1.6%	25	1	4.0%
Nagero	39	0	0.0%	34	0	0.0%	5	0	0.0%
Nzara	101	2	2.0%	76	2	2.6%	25	0	0.0%
Tambura	752	2	0.3%	560	1	0.2%	192	1	0.5%
Yambio	2,199	48	2.2%	1,426	24	1.7%	773	24	3.1%
Total	5,444	84	1.5%	3,717	53	1.4%	1,727	31	1.8%



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

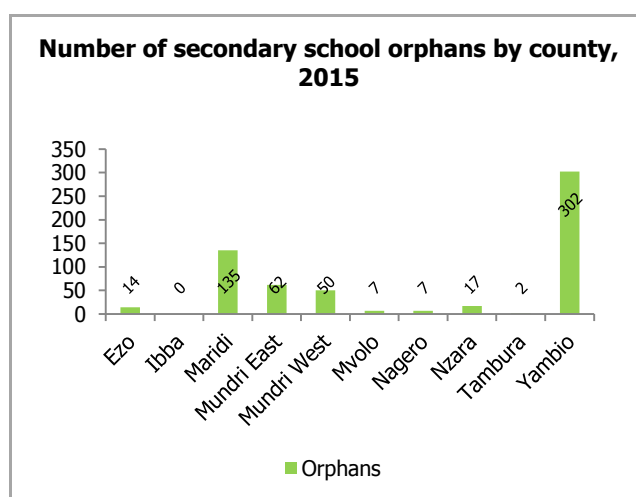
Number and % of secondary school demobilised soldiers by grade and gender, 2015

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



Number and % of secondary school orphans by county, 2015

County	Enrolment	Total	
		Count	% enrolment
Ezo	222	14	6.3%
Ibba	16	0	0.0%
Maridi	1,001	135	13.5%
Mundri East	352	62	17.6%
Mundri West	608	50	8.2%
Mvolo	154	7	4.5%
Nagero	39	7	17.9%
Nzara	101	17	16.8%
Tambura	752	2	0.3%
Yambio	2,199	302	13.7%
Total	5,444	596	10.9%



7.2. Resources

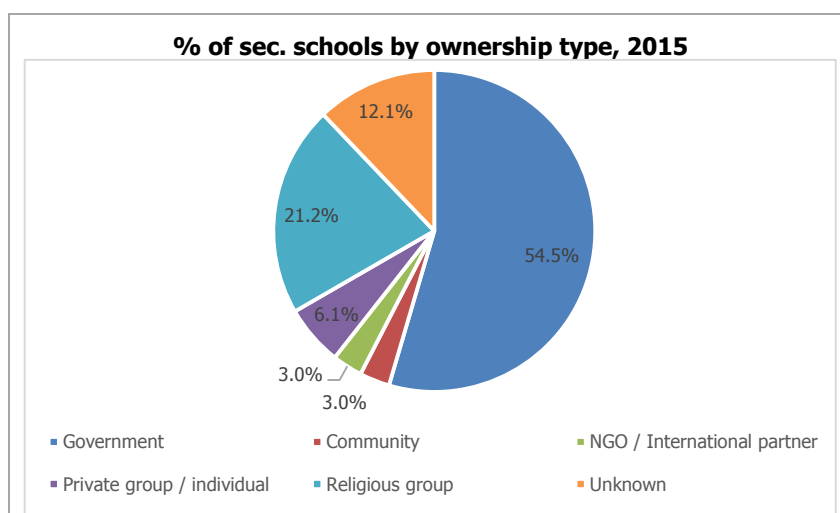
7.2.1. Schools

Number of secondary schools by ownership type, 2015

Ownership type	Schools
Community	18
Government / RSS Ministry	1
NGO / International partner	1
Private group / individual	2
Religious group	7
County Government	4
Unknown	33
Total	18

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

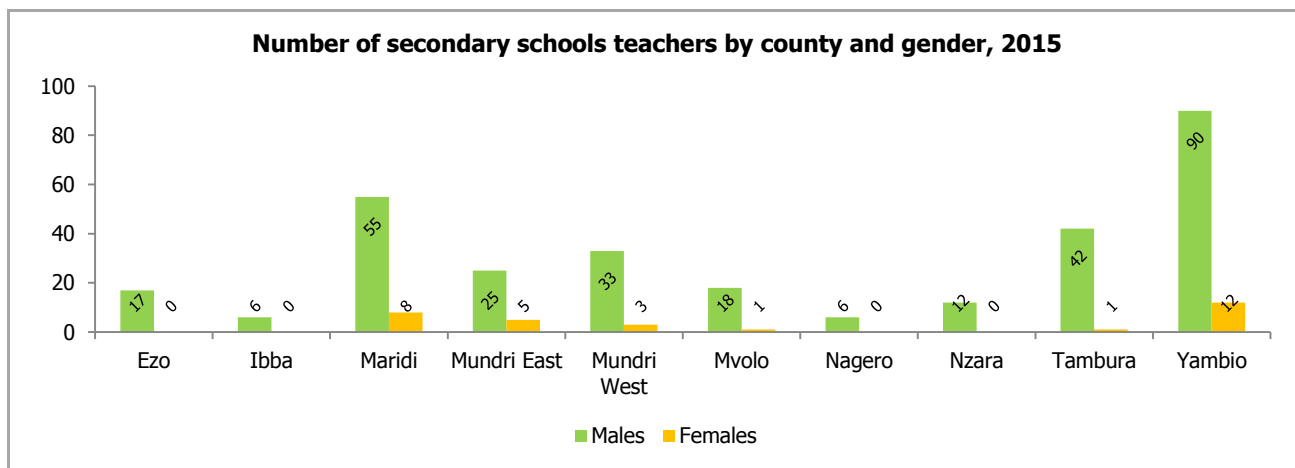
% of sec. schools by ownership type, 2015



7.2.2. Teachers

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

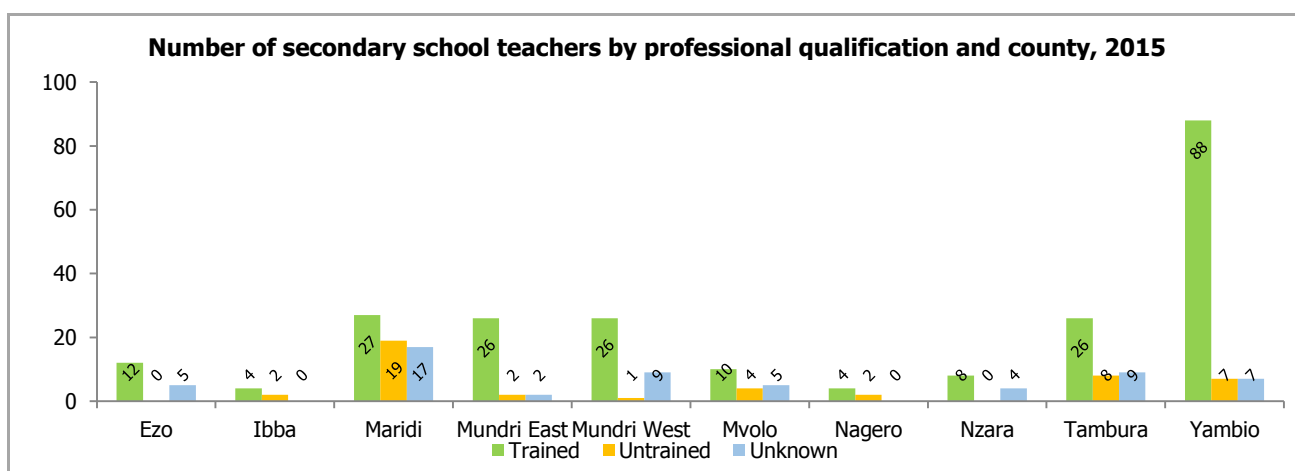
County	Total	Male		Female	
		Count	% total	Count	% total
Ezo	17	17	100.0%	0	0.0%
Ibba	6	6	100.0%	0	0.0%
Maridi	63	55	87.3%	8	12.7%
Mundri East	30	25	83.3%	5	16.7%
Mundri West	36	33	91.7%	3	8.3%
Mvolo	19	18	94.7%	1	5.3%
Nagero	6	6	100.0%	0	0.0%
Nzara	12	12	100.0%	0	0.0%
Tambura	43	42	97.7%	1	2.3%
Yambio	102	90	88.2%	12	11.8%
Total	334	304	91.0%	30	9.0%



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

County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Ezo	17	12	70.6%	0	0.0%	5	29.4%
Ibba	6	4	66.7%	2	33.3%	0	0.0%
Maridi	63	27	42.9%	19	30.2%	17	27.0%
Mundri East	30	26	86.7%	2	6.7%	2	6.7%
Mundri West	36	26	72.2%	1	2.8%	9	25.0%
Mvolo	19	10	52.6%	4	21.1%	5	26.3%
Nagero	6	4	66.7%	2	33.3%	0	0.0%
Nzara	12	8	66.7%	0	0.0%	4	33.3%
Tambura	43	26	60.5%	8	18.6%	9	20.9%
Yambio	102	88	86.3%	7	6.9%	7	6.9%
Total	334	231	69.2%	45	13.5%	58	17.4%

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

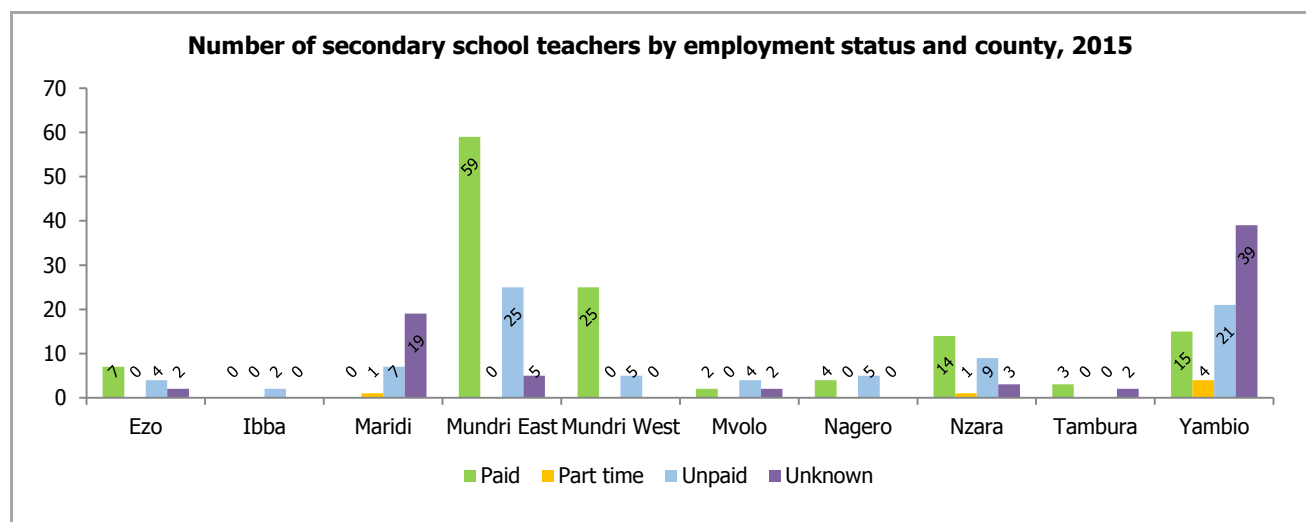


Number and % of secondary school teachers by professional qualification type and county, 2015

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Ezo	17	0	0.0%	2	11.8%	1	5.9%	9	52.9%	5	29.4%
Ibba	6	2	33.3%	0	0.0%	0	0.0%	4	66.7%	0	0.0%
Maridi	63	19	30.2%	2	3.2%	1	1.6%	24	38.1%	17	27.0%
Mundri East	30	2	6.7%	0	0.0%	0	0.0%	26	86.7%	2	6.7%
Mundri West	36	1	2.8%	0	0.0%	5	13.9%	21	58.3%	9	25.0%
Mvolo	19	4	21.1%	2	10.5%	1	5.3%	7	36.8%	5	26.3%
Nagero	6	2	33.3%	0	0.0%	0	0.0%	4	66.7%	0	0.0%
Nzara	12	0	0.0%	0	0.0%	1	8.3%	7	58.3%	4	33.3%
Tambura	43	8	18.6%	4	9.3%	1	2.3%	21	48.8%	9	20.9%
Yambio	102	7	6.9%	5	4.9%	5	4.9%	78	76.5%	7	6.9%
Total	334	45	13.5%	15	4.5%	15	4.5%	201	60.2%	58	17.4%

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

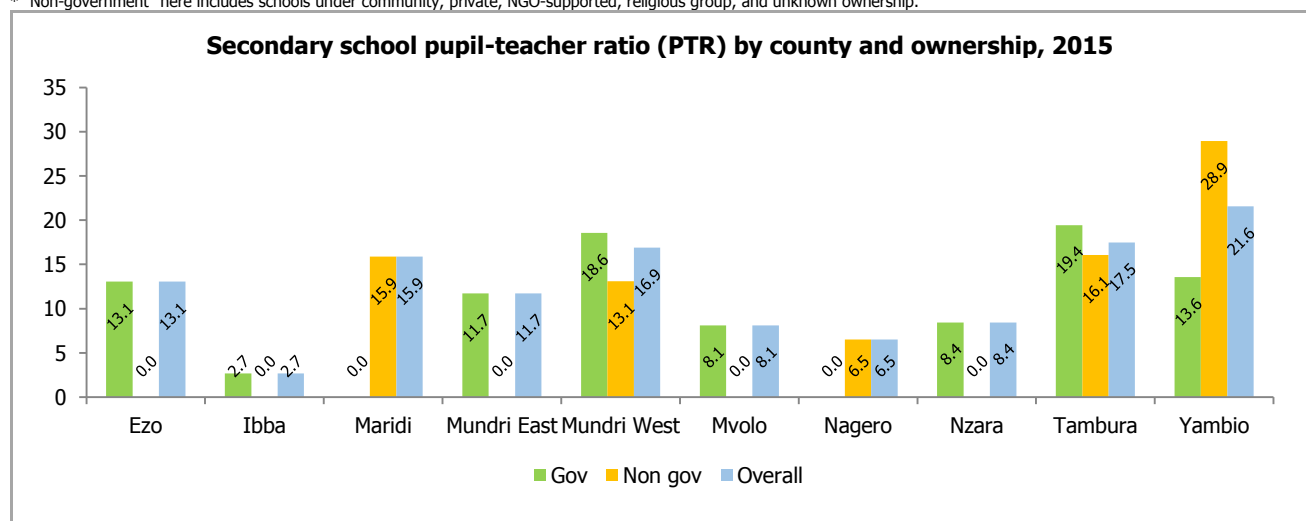
County	Total	Paid		Part Time		Unpaid		Unknwon	
		Count	% total	Count	% total	Count	% total	Count	% total
Ezo	17	8	47.1%	4	23.5%	3	17.6%	2	11.8%
Ibba	6	4	66.7%	0	0.0%	0	0.0%	2	33.3%
Maridi	63	30	47.6%	16	25.4%	5	7.9%	12	19.0%
Mundri East	30	23	76.7%	3	10.0%	0	0.0%	4	13.3%
Mundri West	36	21	58.3%	0	0.0%	8	22.2%	7	19.4%
Mvolo	19	10	52.6%	1	5.3%	8	42.1%	0	0.0%
Nagero	6	5	83.3%	0	0.0%	1	16.7%	0	0.0%
Nzara	12	11	91.7%	1	8.3%	0	0.0%	0	0.0%
Tambura	43	11	25.6%	14	32.6%	9	20.9%	9	20.9%
Yambio	102	77	75.5%	0	0.0%	21	20.6%	4	3.9%
Total	334	200	59.9%	39	11.7%	55	16.5%	40	12.0%



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
Ezo	222	17	13.1	222	17	13.1	0	0	0.0
Ibba	16	6	2.7	16	6	2.7	0	0	0.0
Maridi	1,001	63	15.9	0	0	0.0	1,001	63	15.9
Mundri East	352	30	11.7	352	30	11.7	0	0	0.0
Mundri West	608	36	16.9	464	25	18.6	144	11	13.1
Mvolo	154	19	8.1	154	19	8.1	0	0	0.0
Nagero	39	6	6.5	0	0	0.0	39	6	6.5
Nzara	101	12	8.4	101	12	8.4	0	0	0.0
Tambura	752	43	17.5	350	18	19.4	402	25	16.1
Yambio	2,199	102	21.6	665	49	13.6	1,534	53	28.9
Total	5,444	334	16.3	2,324	176	13.2	3,120	158	19.7

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

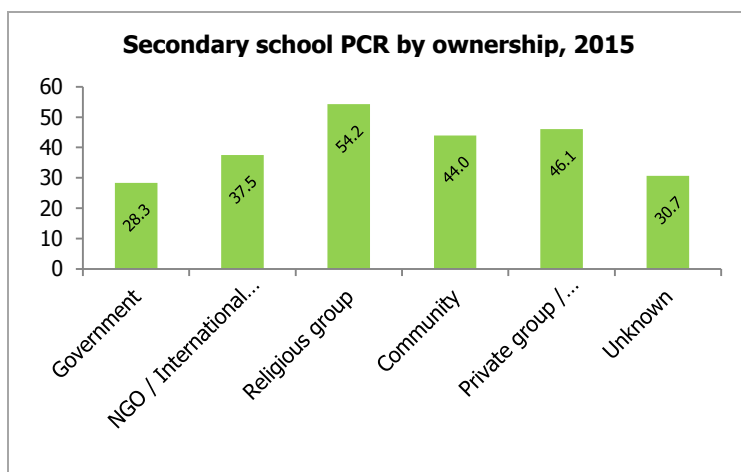


7.2.3. Classrooms

Number of secondary schools classrooms and PCR by ownership

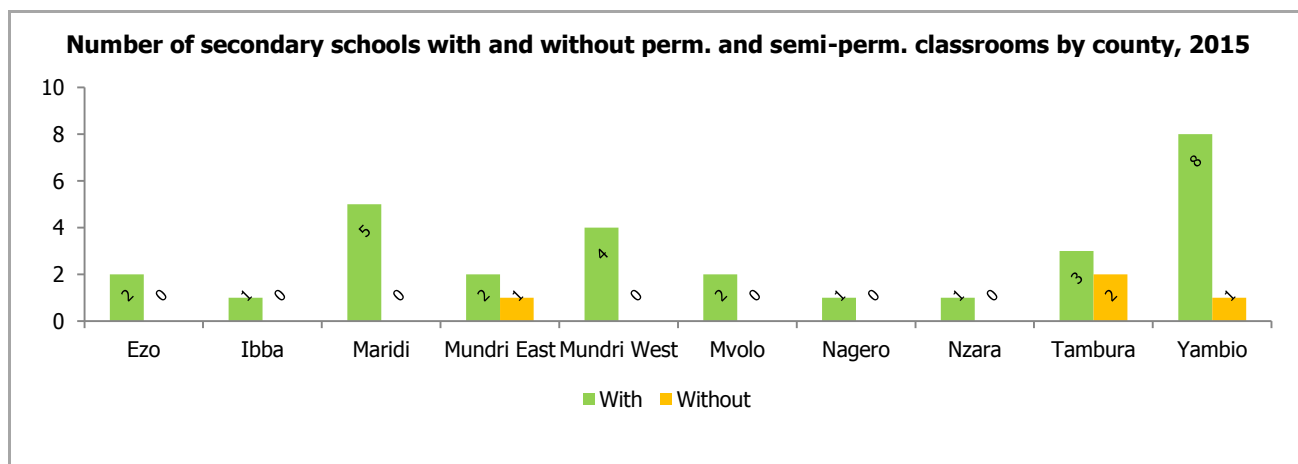
Ownership	Classrooms	PCR
Government	86	28.3
NGO / International partner	4	37.5
Religious group	36	54.2
Community	7	44.0
Private group / individual	12	46.1
Unknown	20	30.7
Total	165	35.8

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



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

County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Ezo	2	2	100.0%	0	0.0%
Ibba	1	1	100.0%	0	0.0%
Maridi	5	5	100.0%	0	0.0%
Mundri East	3	2	66.7%	1	33.3%
Mundri West	4	4	100.0%	0	0.0%
Mvolo	2	2	100.0%	0	0.0%
Nagero	1	1	100.0%	0	0.0%
Nzara	1	1	100.0%	0	0.0%
Tambura	5	3	60.0%	2	40.0%
Yambio	9	8	88.9%	1	11.1%
Total	33	29	87.9%	4	12.1%

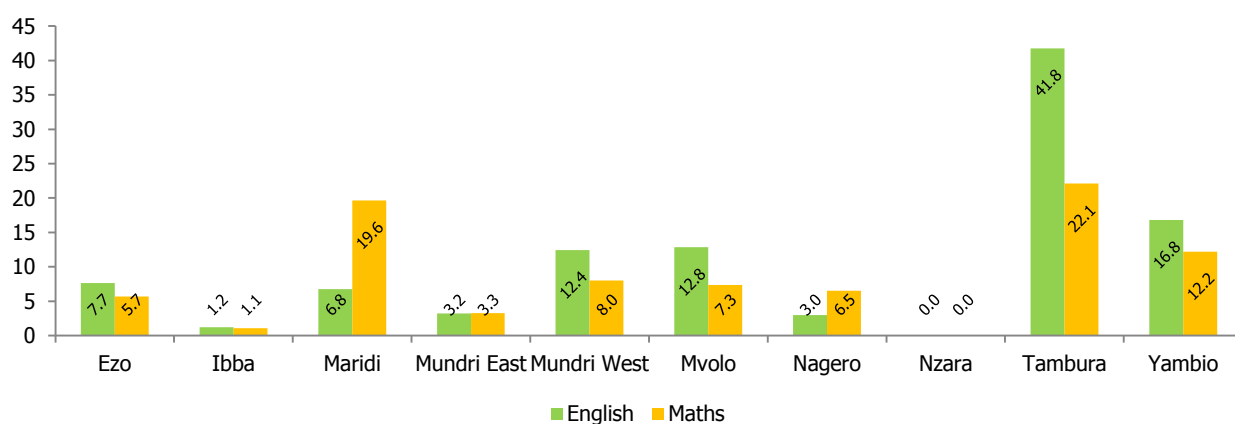


7.2.4. Curriculum and Instruction

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

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Ezo	222	29	7.7	39	5.7
Ibba	16	13	1.2	15	1.1
Maridi	1,001	148	6.8	51	19.6
Mundri East	352	109	3.2	108	3.3
Mundri West	608	49	12.4	76	8.0
Mvolo	154	12	12.8	21	7.3
Nagero	39	13	3.0	6	6.5
Nzara	101	0	0.0	0	0.0
Tambura	752	18	41.8	34	22.1
Yambio	2,199	131	16.8	180	12.2
Total	5,444	522	10.4	530	10.3

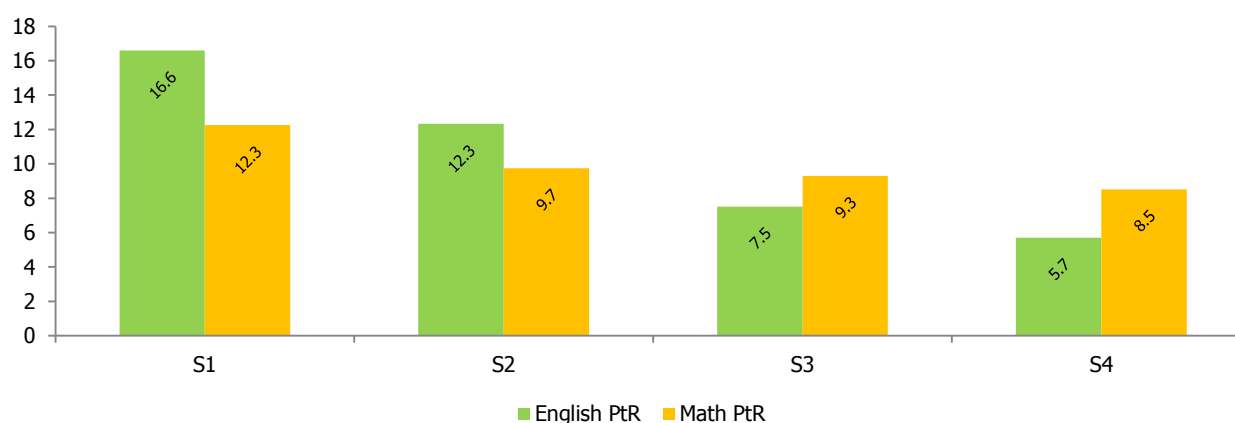
Secondary school pupil-textbook ratio (PTextR) by county and subject (English and Math), 2015



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	2,108	127	16.6	172	12.3
S2	1,491	121	12.3	153	9.7
S3	1,172	156	7.5	126	9.3
S4	673	118	5.7	79	8.5
Total	5,444	522	10.4	530	10.3

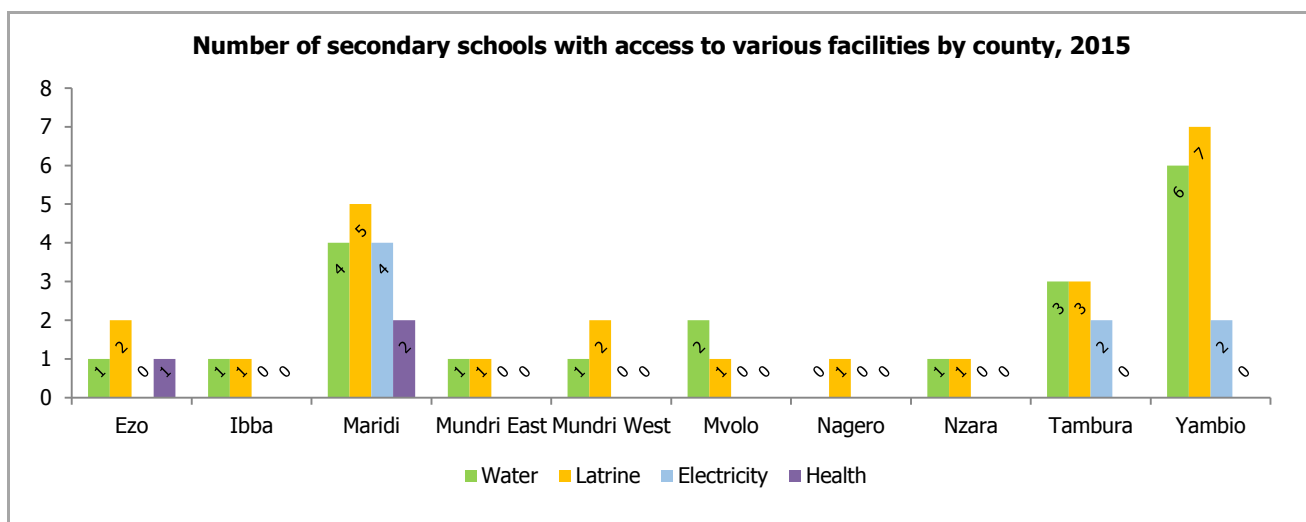
Secondary school pupil-textbook ratio (PTextR) by county and subject (English and Math), 2015



7.2.5. Facilities

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

County	Schools	Water		Latrine		Electricity		Health Centre	
		Count	%	Count	%	Count	%	Count	%
Ezo	2	1	50.0%	2	100.0%	0	0.0%	1	50.0%
Ibba	1	1	100.0%	1	100.0%	0	0.0%	0	0.0%
Maridi	5	4	80.0%	5	100.0%	4	80.0%	2	40.0%
Mundri East	3	1	33.3%	1	33.3%	0	0.0%	0	0.0%
Mundri West	4	1	25.0%	2	50.0%	0	0.0%	0	0.0%
Mvolo	2	2	100.0%	1	50.0%	0	0.0%	0	0.0%
Nagero	1	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Nzara	1	1	100.0%	1	100.0%	0	0.0%	0	0.0%
Tambura	5	3	60.0%	3	60.0%	2	40.0%	0	0.0%
Yambio	9	6	66.7%	7	77.8%	2	22.2%	0	0.0%
Total	33	20	60.6%	24	72.7%	8	24.2%	3	9.1%



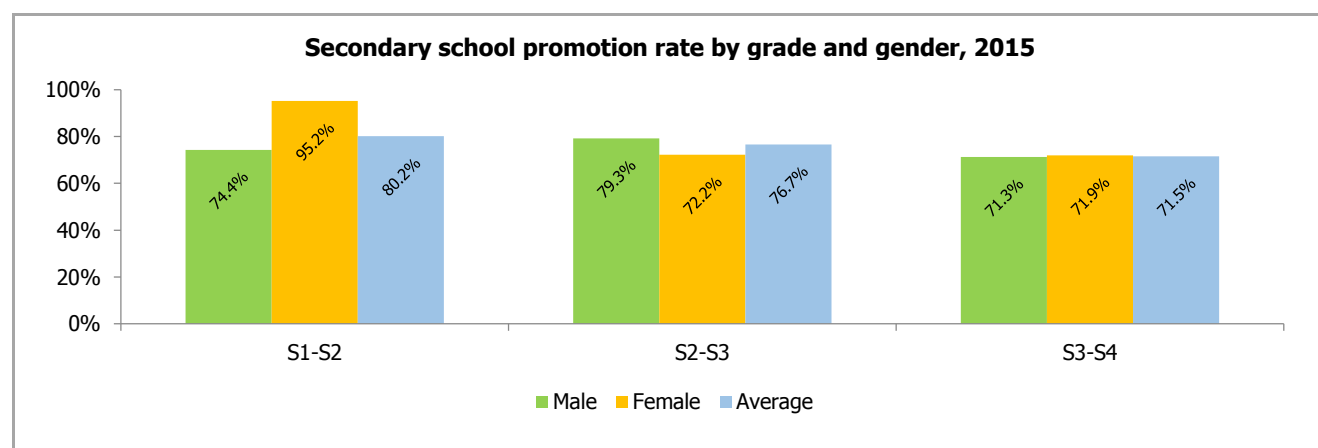
7.3. Student Flow

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
Ezo	69.5%	77.3%	91.3%	60.7%	77.6%	88.5%	113.0%	76.4%	96.1%
Ibba	102.4%	51.6%	0.0%	86.8%	47.1%	0.0%	132.6%	57.7%	0.0%
Maridi	83.6%	71.4%	70.4%	86.1%	70.9%	73.2%	77.3%	72.2%	64.8%
Mundri East	105.9%	69.8%	64.1%	103.8%	75.8%	68.6%	108.2%	54.2%	56.4%
Mundri West	58.7%	72.4%	23.8%	58.6%	75.4%	25.7%	58.8%	62.0%	17.4%
Mvolo	68.2%	39.7%	0.0%	59.0%	32.9%	0.0%	117.2%	57.7%	0.0%
Nagero		27.6%			31.9%			18.3%	
Nzara	68.1%	48.0%	47.1%	70.1%	80.2%	43.0%	102.7%	28.1%	57.7%
Tambura	92.5%	91.9%	56.8%	102.1%	95.1%	55.2%	79.4%	84.8%	61.2%
Yambio	90.7%	87.5%	87.2%	73.9%	91.9%	88.9%	133.6%	81.7%	84.7%
Total	80.2%	76.7%	71.5%	74.4%	79.3%	71.3%	95.2%	72.2%	71.9%

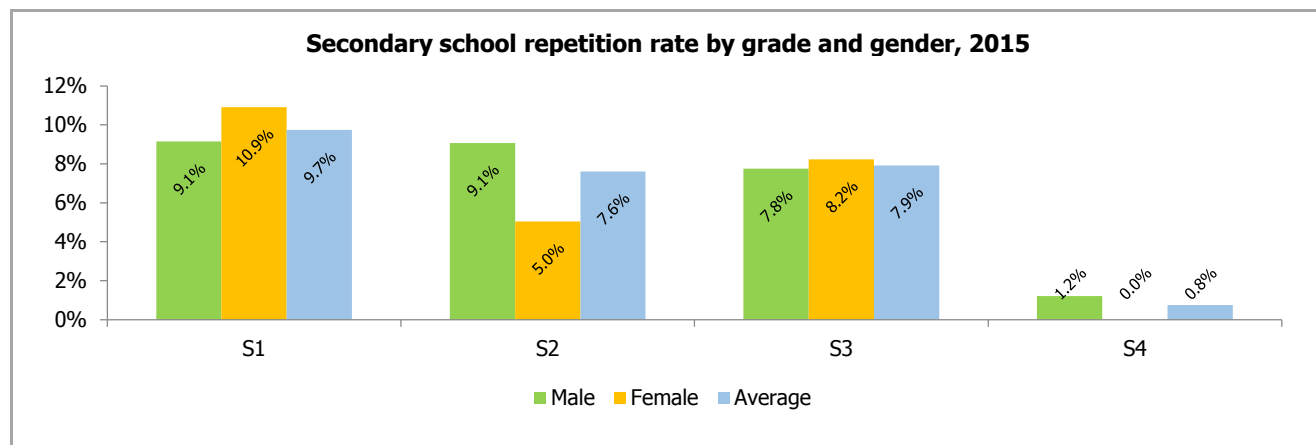
* Promotion exceeding 100% occur due to massive increase in enrolment between 2014 and 2015.



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
Ezo	1.7%	8.4%	12.2%		2.2%	7.6%	9.8%		0.0%	10.9%	16.0%	
Ibba	0.0%	0.0%			0.0%	0.0%			0.0%	0.0%		
Maridi	24.5%	18.8%	18.2%	1.6%	25.4%	24.8%	17.0%	2.2%	22.7%	10.7%	21.0%	0.0%
Mundri East	14.1%	6.1%	2.8%	0.0%	12.1%	4.7%	0.0%	0.0%	18.4%	10.8%	8.1%	0.0%
Mundri West	1.4%	3.9%	3.4%	0.0%	1.2%	4.1%	4.3%	0.0%	1.8%	3.1%	0.0%	0.0%
Mvolo	21.5%	21.2%			14.0%	32.9%			55.3%	0.0%		
Nagero												
Nzara	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Tambura	7.4%	6.9%	12.3%		8.2%	8.2%	10.7%		5.9%	4.1%	16.3%	
Yambio	6.5%	4.0%	5.3%	0.7%	5.8%	4.9%	6.0%	1.0%	7.6%	2.9%	4.3%	0.0%
Total	9.7%	7.6%	7.9%	0.8%	9.1%	9.1%	7.8%	1.2%	10.9%	5.0%	8.2%	0.0%

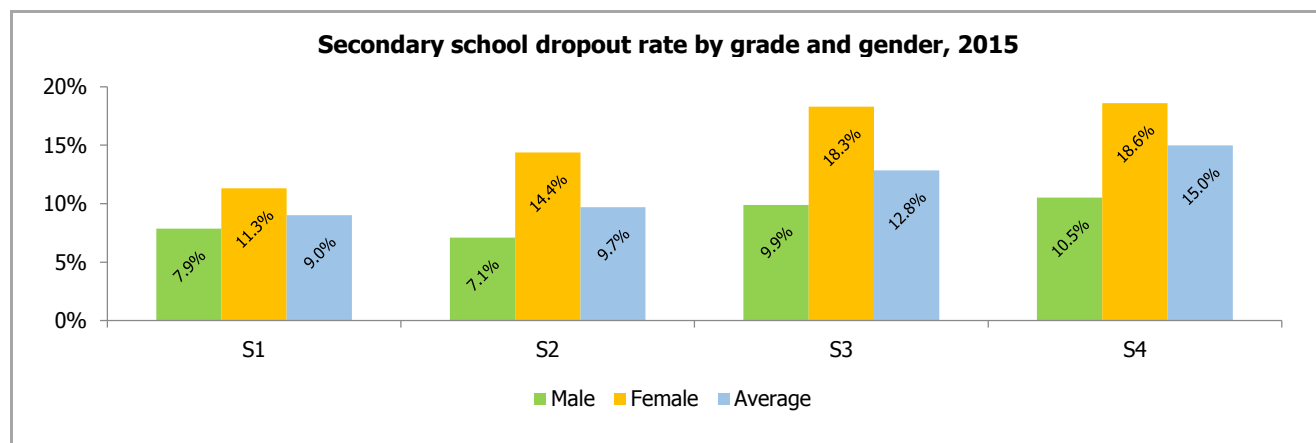


7.3.3. Dropout Rate

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

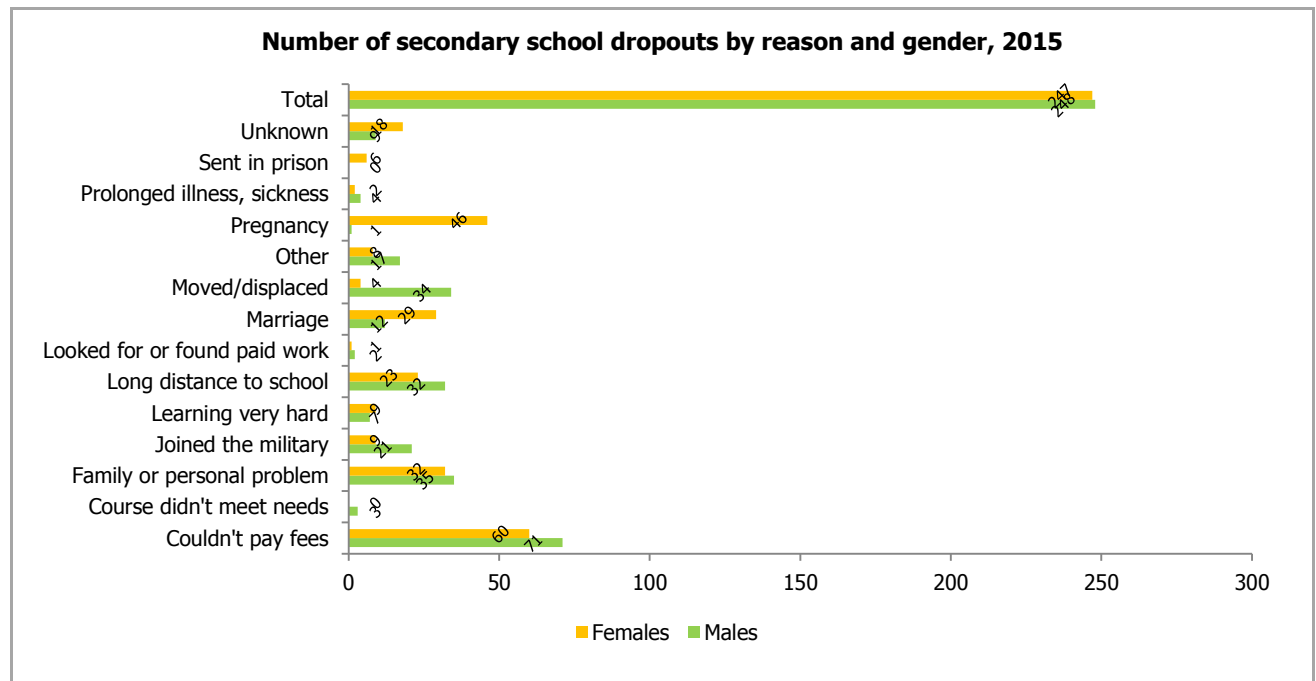
County	Overall				Male				Female			
	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4
Ezo	3%	1%	3%		0%	2%	5%		16%	0%	0%	
Ibba	38%	65%			36%	94%			43%	29%		
Maridi	10%	7%	10%	12%	11%	7%	5%	12%	9%	7%	21%	13%
Mundri East	5%	35%	81%	13%	5%	26%	79%	21%	5%	65%	85%	2%
Mundri West	20%	18%	61%	105%	16%	8%	34%	84%	32%	53%	174%	138%
Mvolo	4%	3%			2%	0%			16%	8%		
Nagero												
Nzara	0%	16%	18%	28%	0%	0%	0%	0%	0%	37%	58%	
Tambura	13%	8%	9%		12%	6%	6%		14%	12%	16%	
Yambio	5%	5%	3%	7%	3%	4%	1%	1%	8%	8%	5%	9%
Total	9%	10%	13%	15%	8%	7%	10%	11%	11%	14%	18%	19%

* 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	131	71	54.2%	60	45.8%
Course didn't meet needs	3	3	100.0%	0	0.0%
Family or personal problem	67	35	52.2%	32	47.8%
Joined the military	30	21	70.0%	9	30.0%
Learning very hard	16	7	43.8%	9	56.3%
Long distance to school	55	32	58.2%	23	41.8%
Looked for or found paid work	3	2	66.7%	1	33.3%
Marriage	41	12	29.3%	29	70.7%
Moved/displaced	38	34	89.5%	4	10.5%
Other	25	17	68.0%	8	32.0%
Pregnancy	47	1	2.1%	46	97.9%
Prolonged illness, sickness	6	4	66.7%	2	33.3%
Sent in prison	6	0	0.0%	6	100.0%
Unknown	27	9	33.3%	18	66.7%



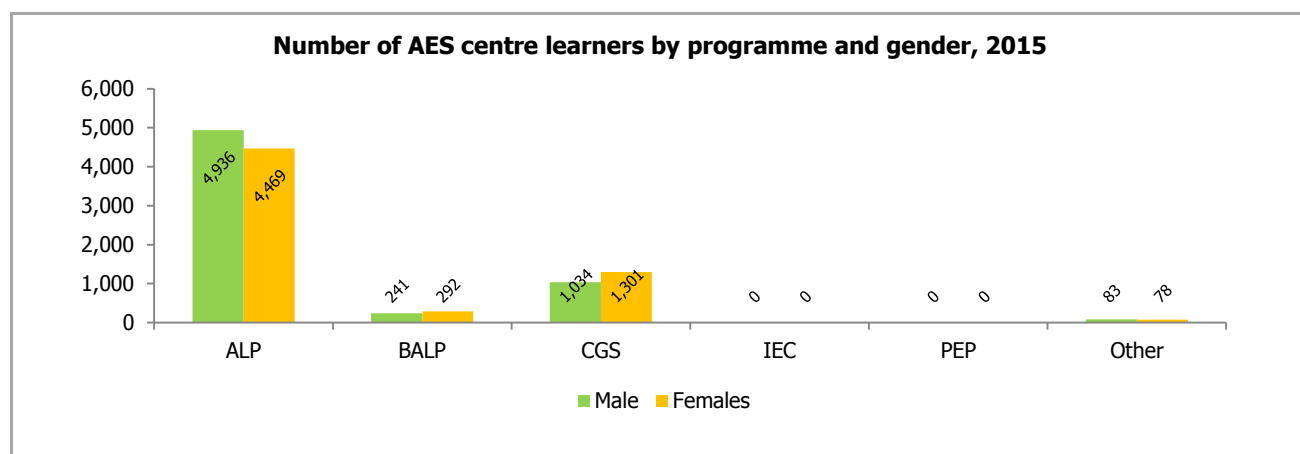
8. ALTERNATIVE EDUCATION SYSTEM (AES), 2015

8.1. Access

8.1.1. Enrolment

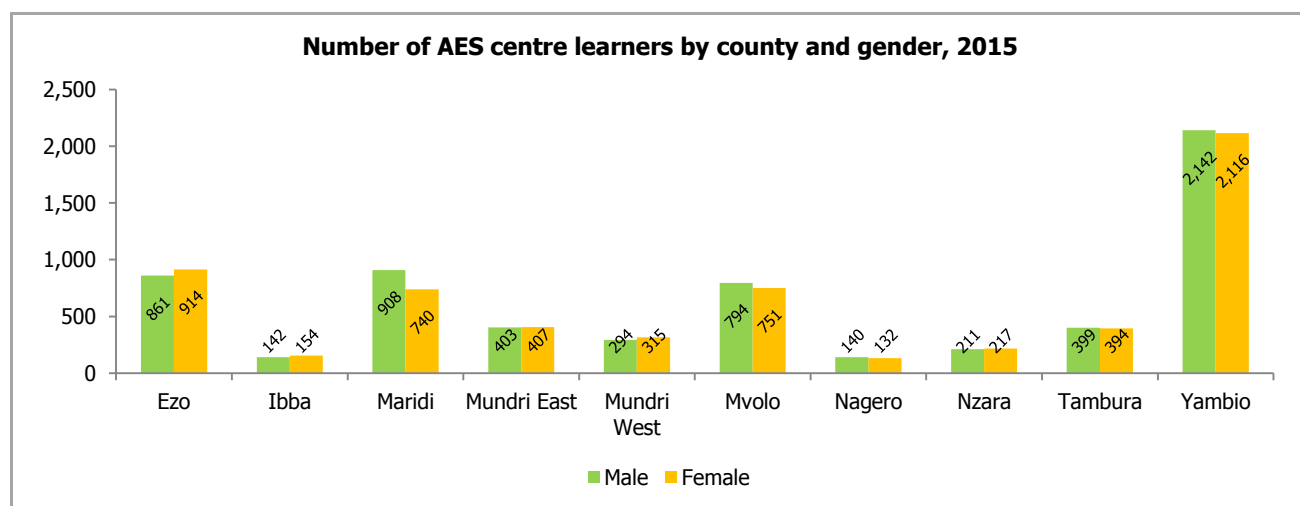
Number of AES centre learners by county and programme, 2015

County	Total	ALP	BALP	CGS	IEC	PEP	Other
Ezo	1,775	1,775	0	0	0	0	0
Ibba	296	213	0	83	0	0	0
Maridi	1,648	1,116	0	455	0	0	77
Mundri East	810	704	106	0	0	0	0
Mundri West	609	561	48	0	0	0	0
Mvolo	1,545	1,178	131	236	0	0	0
Nagero	272	272	0	0	0	0	0
Nzara	428	143	0	285	0	0	0
Tambura	793	708	62	23	0	0	0
Yambio	4,258	2,735	186	1,253	0	0	84
Total	12,434	9,405	533	2,335	0	0	161



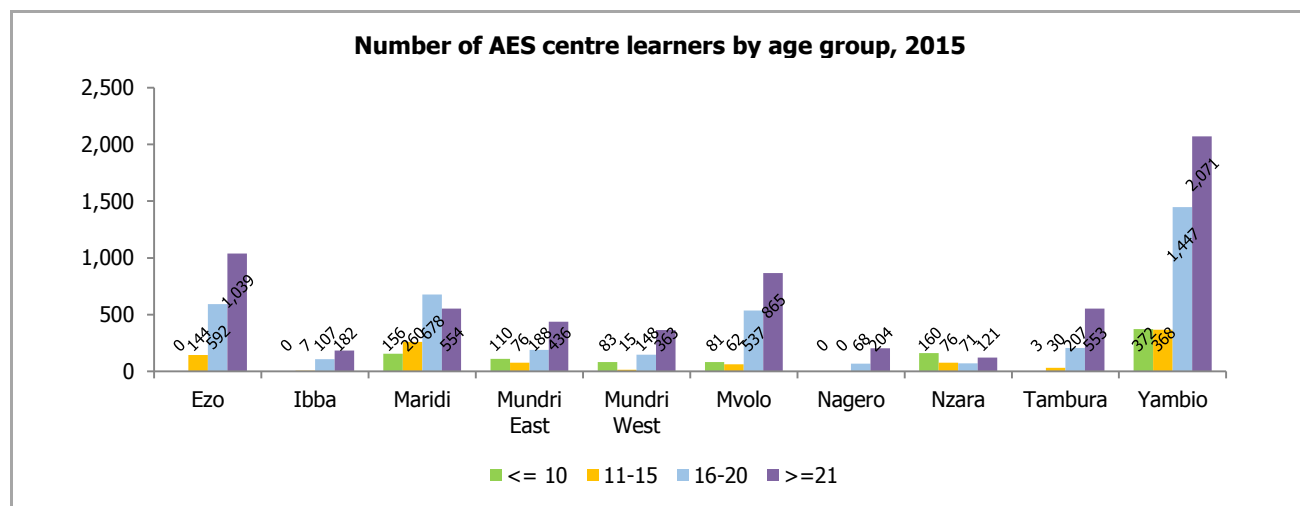
Number and % of AES centre learners by county and gender, 2015

County	Centres	Male		Female	
		Count	% total	Count	% total
Ezo	1,775	861	48.5%	914	51.5%
Ibba	296	142	48.0%	154	52.0%
Maridi	1,648	908	55.1%	740	44.9%
Mundri East	810	403	49.8%	407	50.2%
Mundri West	609	294	48.3%	315	51.7%
Mvolo	1,545	794	51.4%	751	48.6%
Nagero	272	140	51.5%	132	48.5%
Nzara	428	211	49.3%	217	50.7%
Tambura	793	399	50.3%	394	49.7%
Yambio	4,258	2,142	50.3%	2,116	49.7%
Total	12,434	6,294	50.6%	6,140	49.4%



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

County	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
Ezo	1,775	0	144	592	1,039
Ibba	296	0	7	107	182
Maridi	1,648	156	260	678	554
Mundri East	810	110	76	188	436
Mundri West	609	83	15	148	363
Mvolo	1,545	81	62	537	865
Nagero	272	0	0	68	204
Nzara	428	160	76	71	121
Tambura	793	3	30	207	553
Yambio	4,258	372	368	1,447	2,071
Total	12,434	965	1,038	4,043	6,388



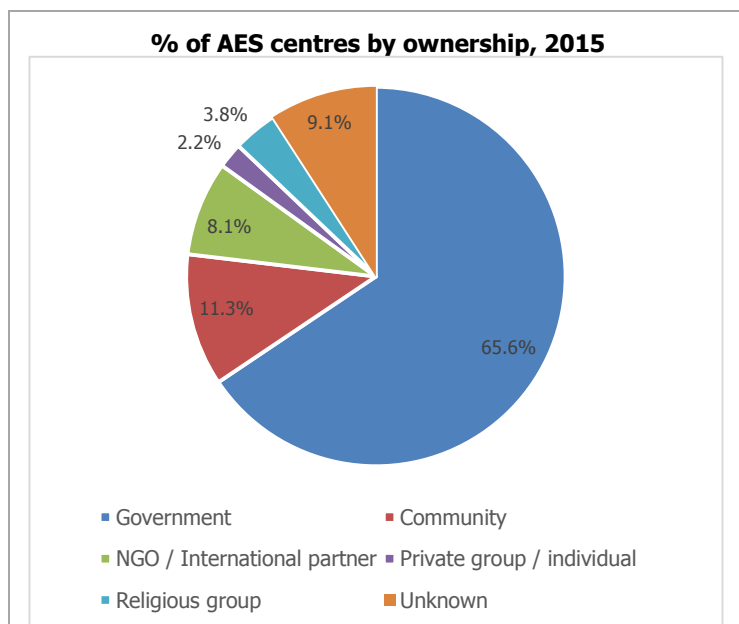
8.2. Resources

8.2.1. Centres

Number of AES centres by ownership, 2015

Ownership	Centres
Government	122
Community	21
NGO / International partner	15
Private group / individual	4
Religious group	7
Unknown	17
Total	186

* Some centres have more than one programme.

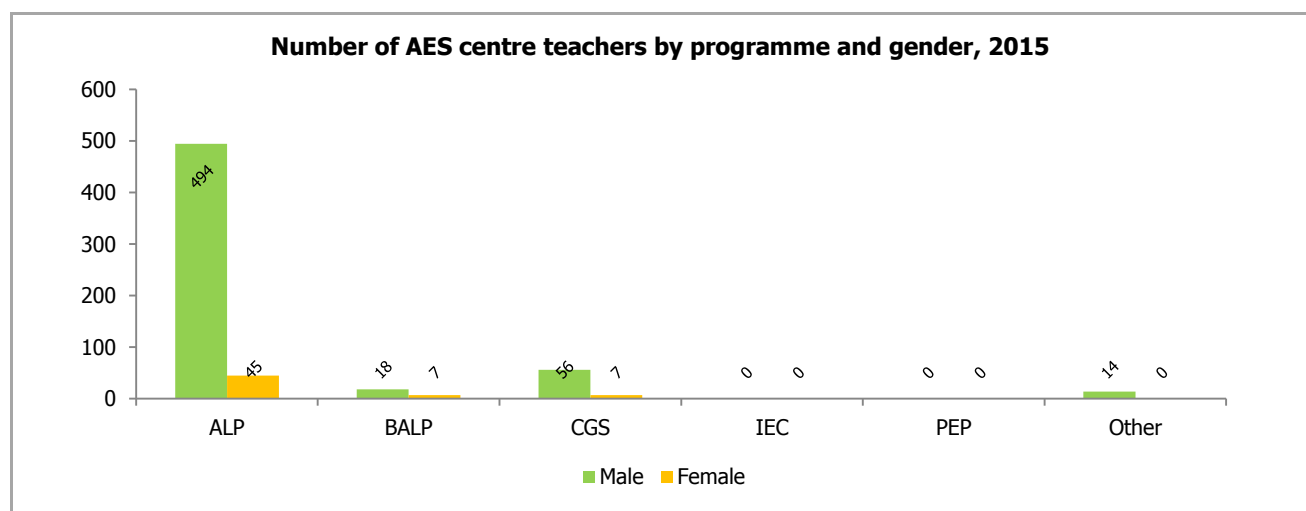


8.2.2. Teachers

Number of AES centre teachers by county and programme, 2015

County	Total	ALP	BALP	CGS	IEC	PEP	Other/Multiple
Ezo	102	102	0	0	0	0	0
Ibba	16	12	0	4	0	0	0
Maridi	104	87	0	11	0	0	6
Mundri East	61	51	10	0	0	0	0
Mundri West	44	42	2	0	0	0	0
Mvolo	69	51	6	12	0	0	0
Nagero	29	29	0	0	0	0	0
Nzara	16	8	0	8	0	0	0
Tambura	73	66	4	3	0	0	0
Yambio	127	91	3	25	0	0	8
Total	641	539	25	63	0	0	14

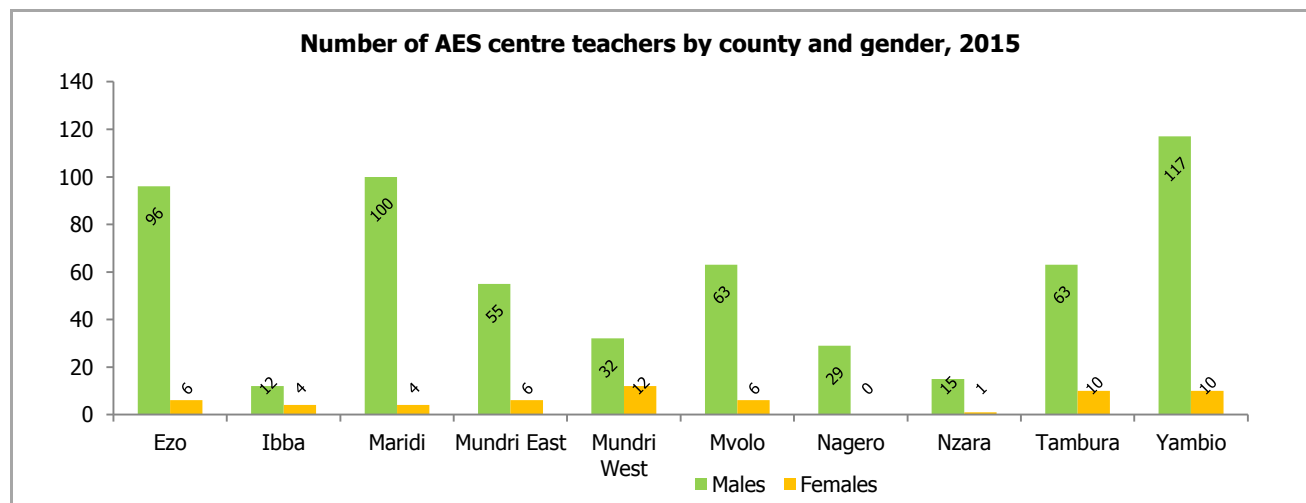
* Some centres have more than one programme. Hence, some teachers may teach more than one programme.



**Other* includes centres with multiple programmes.

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

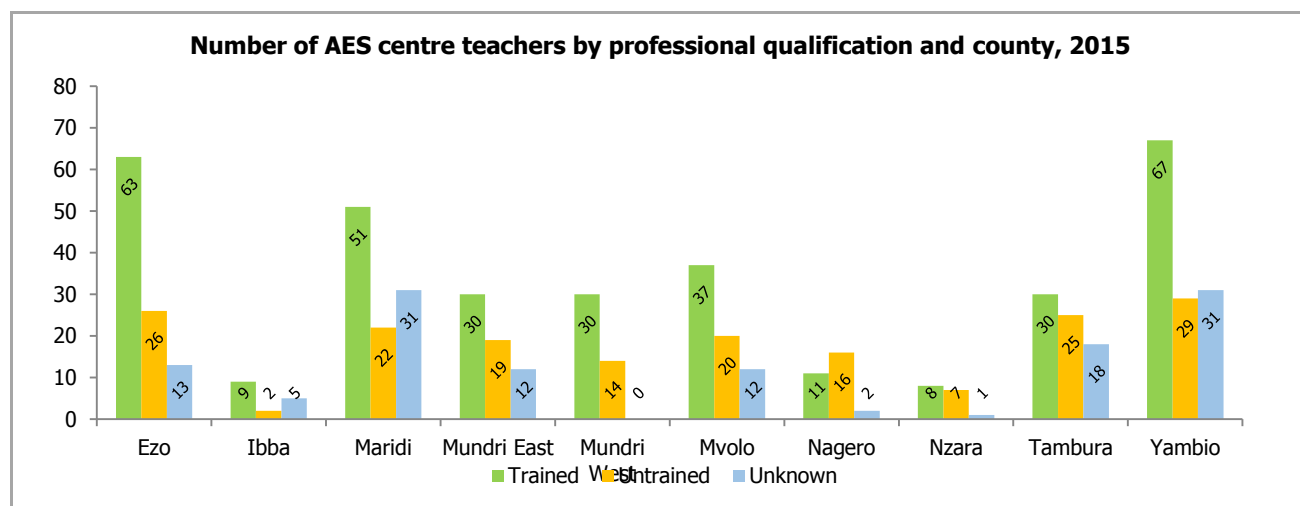
County	Total	Male		Female	
		Count	% total	Count	% total
Ezo	102	96	94.1%	6	5.9%
Ibba	16	12	75.0%	4	25.0%
Maridi	104	100	96.2%	4	3.8%
Mundri East	61	55	90.2%	6	9.8%
Mundri West	44	32	72.7%	12	27.3%
Mvolo	69	63	91.3%	6	8.7%
Nagero	29	29	100.0%	0	0.0%
Nzara	16	15	93.8%	1	6.3%
Tambura	73	63	86.3%	10	13.7%
Yambio	127	117	92.1%	10	7.9%
Total	641	582	90.8%	59	9.2%



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

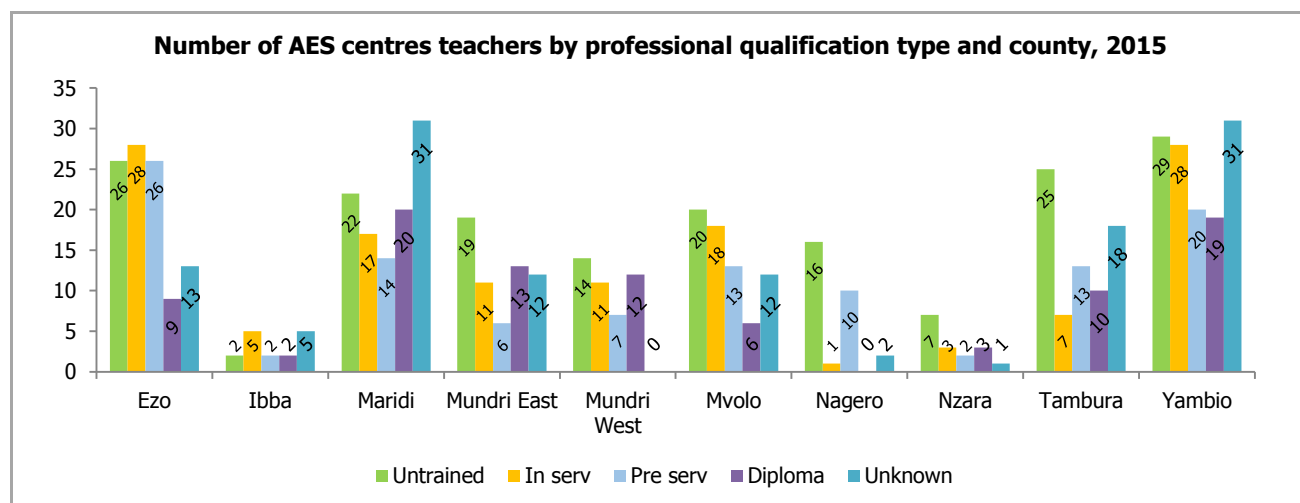
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Ezo	102	63	61.8%	26	25.5%	13	12.7%
Ibba	16	9	56.3%	2	12.5%	5	31.3%
Maridi	104	51	49.0%	22	21.2%	31	29.8%
Mundri East	61	30	49.2%	19	31.1%	12	19.7%
Mundri West	44	30	68.2%	14	31.8%	0	0.0%
Mvolo	69	37	53.6%	20	29.0%	12	17.4%
Nagero	29	11	37.9%	16	55.2%	2	6.9%
Nzara	16	8	50.0%	7	43.8%	1	6.3%
Tambura	73	30	41.1%	25	34.2%	18	24.7%
Yambio	127	67	52.8%	29	22.8%	31	24.4%
Total	641	336	52.4%	180	28.1%	125	19.5%

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



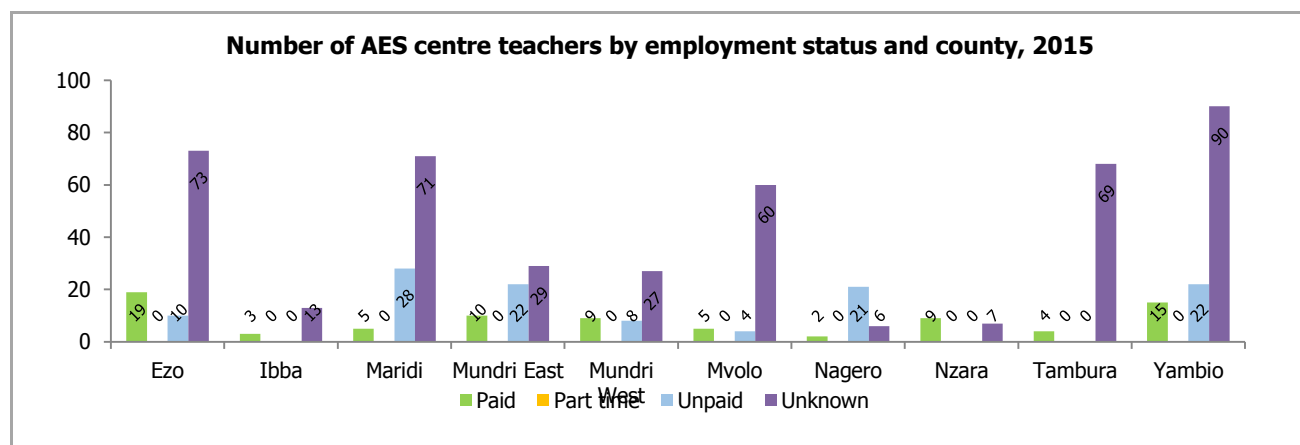
Number and % of AES centre teachers by professional qualification type and county, 2015

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Ezo	102	26	25.5%	28	27.5%	26	25.5%	9	8.8%	13	12.7%
Ibba	16	2	12.5%	5	31.3%	2	12.5%	2	12.5%	5	31.3%
Maridi	104	22	21.2%	17	16.3%	14	13.5%	20	19.2%	31	29.8%
Mundri East	61	19	31.1%	11	18.0%	6	9.8%	13	21.3%	12	19.7%
Mundri West	44	14	31.8%	11	25.0%	7	15.9%	12	27.3%	0	0.0%
Mvolo	69	20	29.0%	18	26.1%	13	18.8%	6	8.7%	12	17.4%
Nagero	29	16	55.2%	1	3.4%	10	34.5%	0	0.0%	2	6.9%
Nzara	16	7	43.8%	3	18.8%	2	12.5%	3	18.8%	1	6.3%
Tambura	73	25	34.2%	7	9.6%	13	17.8%	10	13.7%	18	24.7%
Yambio	127	29	22.8%	28	22.0%	20	15.7%	19	15.0%	31	24.4%
Total	641	180	28.1%	129	20.1%	113	17.6%	94	14.7%	125	19.5%



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

County	Total	Paid		Unpaid		Part time		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
Ezo	102	19	18.6%	0	0.0%	10	9.8%	73	71.6%
Ibba	16	3	18.8%	0	0.0%	0	0.0%	13	81.3%
Maridi	104	5	4.8%	0	0.0%	28	26.9%	71	68.3%
Mundri East	61	10	16.4%	0	0.0%	22	36.1%	29	47.5%
Mundri West	44	9	20.5%	0	0.0%	8	18.2%	27	61.4%
Mvolo	69	5	7.2%	0	0.0%	4	5.8%	60	87.0%
Nagero	29	2	6.9%	0	0.0%	21	72.4%	6	20.7%
Nzara	16	9	56.3%	0	0.0%	0	0.0%	7	43.8%
Tambura	73	4	5.5%	0	0.0%	0	0.0%	69	93.2%
Yambio	127	15	11.8%	0	0.0%	22	17.3%	90	70.9%
Total	641	81	12.7%	0	0.0%	115	18.0%	445	69.4%

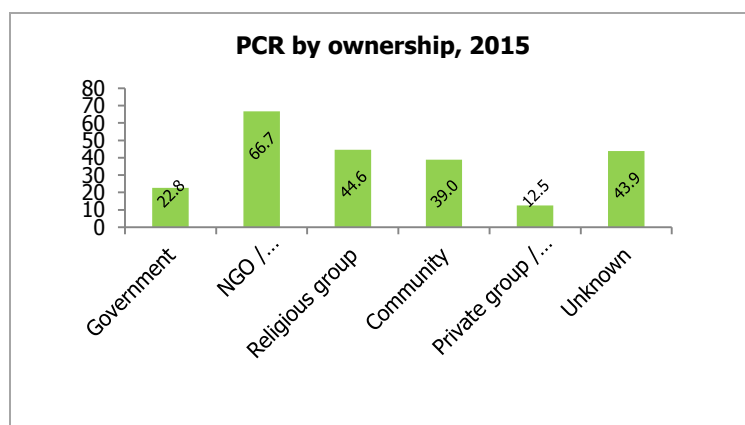


8.2.3. Classrooms

Number of AES centre classrooms and PCR by ownership, 2015

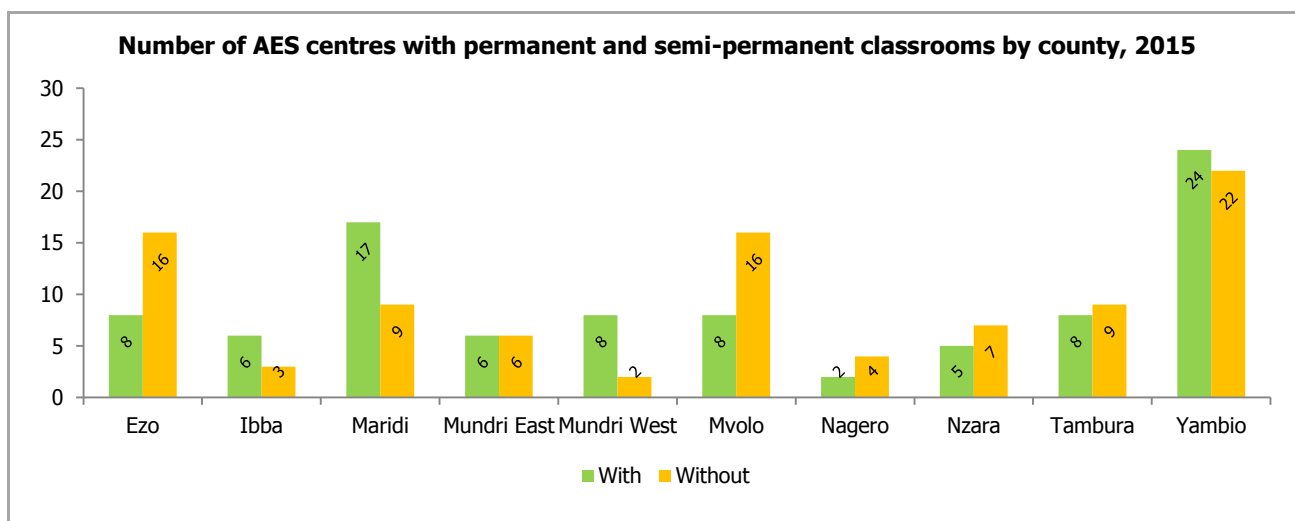
Ownership	Classrooms	PCR
Government	483	22.8
NGO / Intnal. partner	39	66.7
Religious group	26	44.6
Community	85	39.0
Private group / individual	26	12.5
Unknown	52	43.9
Total	711	27.8

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



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

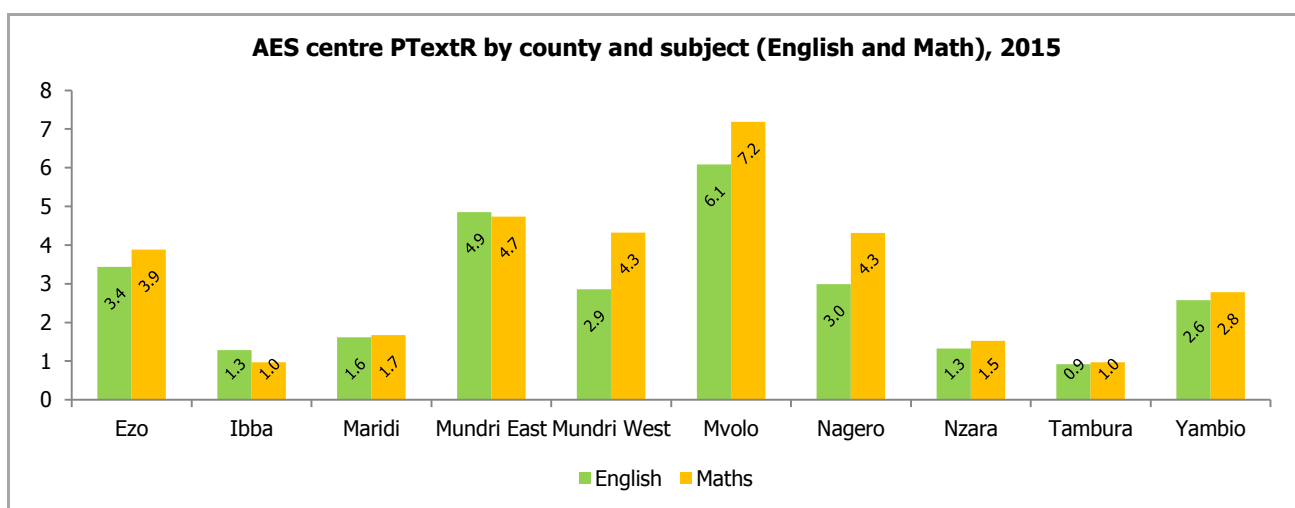
County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Ezo	24	8	33.3%	16	66.7%
Ibba	9	6	66.7%	3	33.3%
Maridi	26	17	65.4%	9	34.6%
Mundri East	12	6	50.0%	6	50.0%
Mundri West	10	8	80.0%	2	20.0%
Mvolo	24	8	33.3%	16	66.7%
Nagero	6	2	33.3%	4	66.7%
Nzara	12	5	41.7%	7	58.3%
Tambura	17	8	47.1%	9	52.9%
Yambio	46	24	52.2%	22	47.8%
Total	186	92	49.5%	94	50.5%



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
Ezo	1,775	517	3.4	457	3.9
Ibba	296	230	1.3	305	1.0
Maridi	1,648	1,022	1.6	986	1.7
Mundri East	810	167	4.9	171	4.7
Mundri West	609	213	2.9	141	4.3
Mvolo	1,545	254	6.1	215	7.2
Nagero	272	91	3.0	63	4.3
Nzara	428	323	1.3	280	1.5
Tambura	793	861	0.9	818	1.0
Yambio	4,258	1,653	2.6	1,532	2.8
Total	12,434	5,331	2.3	4,968	2.5

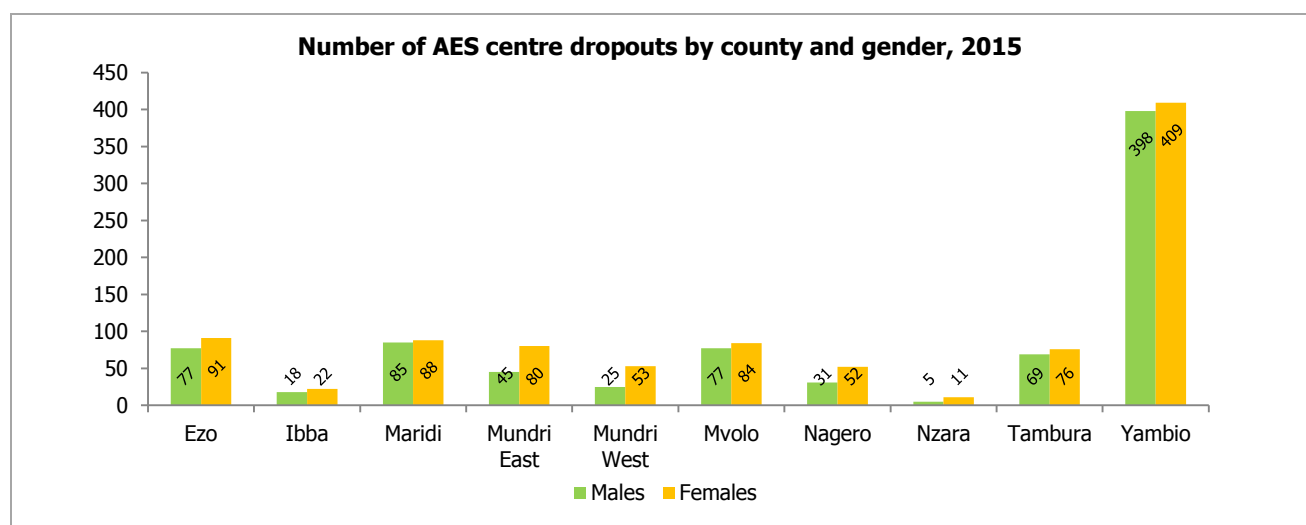


8.3. Student Flow

8.3.1. Dropouts

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

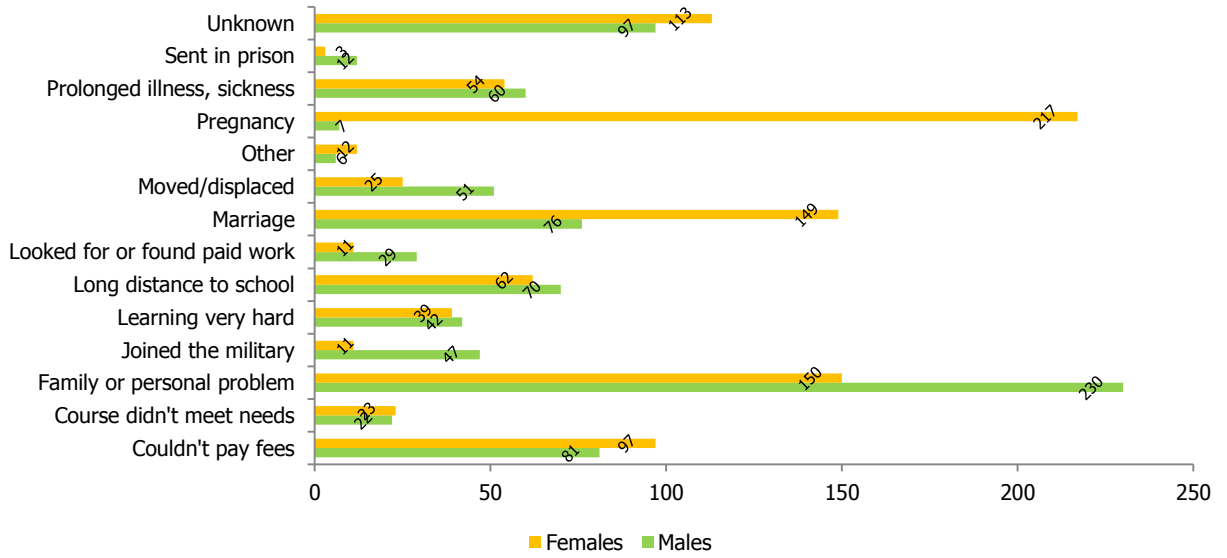
County	Total	Male		Female	
		Count	% total	Count	% total
Ezo	168	77	45.8%	91	54.2%
Ibba	40	18	45.0%	22	55.0%
Maridi	173	85	49.1%	88	50.9%
Mundri East	125	45	36.0%	80	64.0%
Mundri West	78	25	32.1%	53	67.9%
Mvolo	161	77	47.8%	84	52.2%
Nagero	83	31	37.3%	52	62.7%
Nzara	16	5	31.3%	11	68.8%
Tambura	145	69	47.6%	76	52.4%
Yambio	807	398	49.3%	409	50.7%
Total	1,796	830	46.2%	966	53.8%



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

Reason	Total	Male		Female	
		Count	% total	Count	% total
Couldn't pay fees	178	81	45.5%	97	54.5%
Course didn't meet needs	45	22	48.9%	23	51.1%
Family or personal problem	380	230	60.5%	150	39.5%
Joined the military	58	47	81.0%	11	19.0%
Learning very hard	81	42	51.9%	39	48.1%
Long distance to school	132	70	53.0%	62	47.0%
Looked for or found paid work	40	29	72.5%	11	27.5%
Marriage	225	76	33.8%	149	66.2%
Moved/displaced	76	51	67.1%	25	32.9%
Other	18	6	33.3%	12	66.7%
Pregnancy	224	7	3.1%	217	96.9%
Prolonged illness, sickness	114	60	52.6%	54	47.4%
Sent in prison	15	12	80.0%	3	20.0%
Unknown	210	97	46.2%	113	53.8%
Total	1,796	830	46.2%	966	53.8%

Number of AES centre dropouts by reason and gender, 2015



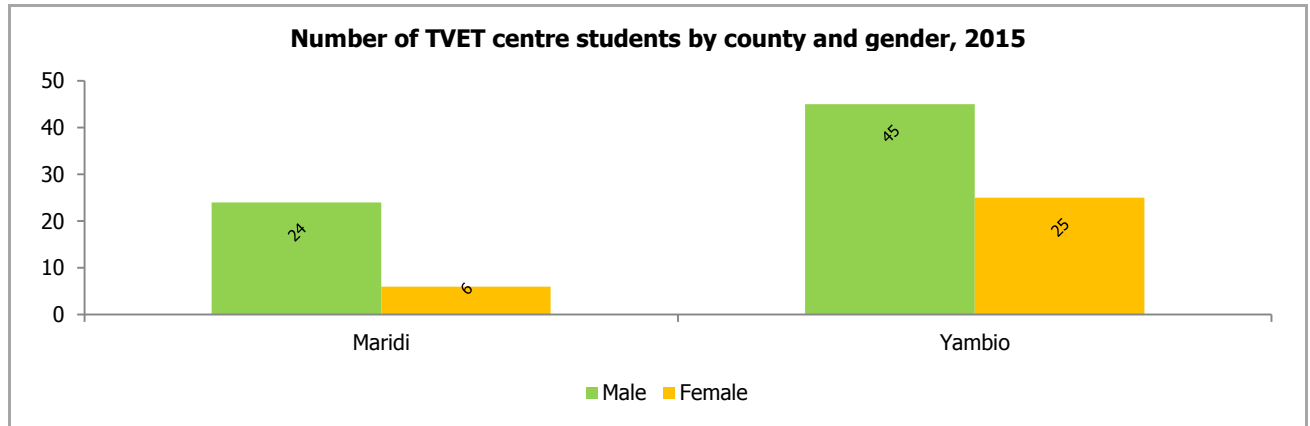
9. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET), 2015

9.1. Access

9.1.1. Enrolment

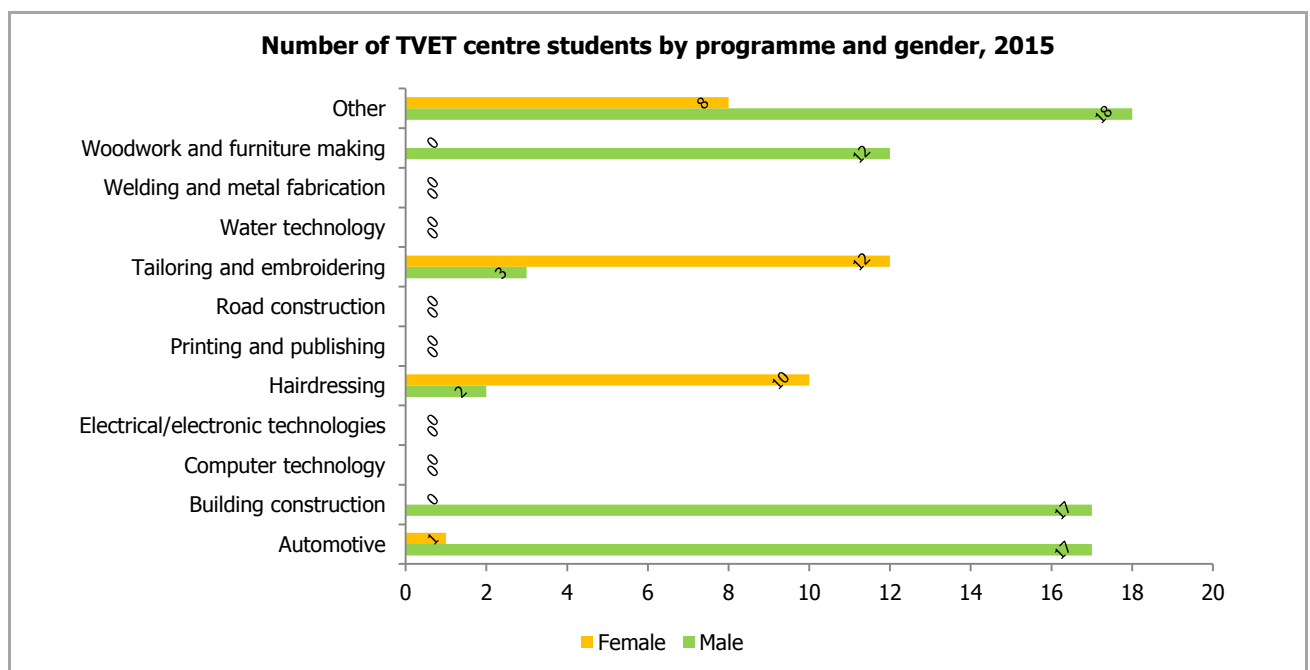
Number and % TVET centre students by county and gender, 2015

County	Total	Male		Female	
		Count	% total	Count	% total
Maridi	30	24	80.0%	6	20.0%
Yambio	70	45	64.3%	25	35.7%
Total	100	69	69.0%	31	31.0%



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

Programme	Total	Male		Female	
		Count	% total	Count	% total
Automotive	18	17	94.4%	1	5.6%
Building construction	17	17	100.0%	0	0.0%
Computer technology	0	0	0.0%	0	0.0%
Electrical/electronic tech.	0	0	0.0%	0	0.0%
Hairdressing	12	2	16.7%	10	83.3%
Printing and publishing	0	0	0.0%	0	0.0%
Road construction	0	0	0.0%	0	0.0%
Tailoring and embroidering	15	3	20.0%	12	80.0%
Water technology	0	0	0.0%	0	0.0%
Welding and metal fabrication	0	0	0.0%	0	0.0%
Woodwork and furniture making	12	12	100.0%	0	0.0%
Other	26	18	69.2%	8	30.8%
Grand Total	100	69	69.0%	31	31.0%



9.2. Resources

9.2.1. Centres

Number of TVET centres by ownership, 2015

Ownership	Schools
Government	1
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
Maridi	4	2	50.0%	2	50.0%
Yambio	5	5	100.0%	0	0.0%
Total	9	7	77.8%	2	22.2%

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

County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Maridi	4	4	100.0%	0	0.0%	0	0.0%
Yambio	5	3	60.0%	0	0.0%	2	40.0%
Total	9	7	77.8%	0	0.0%	2	22.2%

* "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
Maridi	4	0	0.0%	0	0.0%	0	0.0%	4	100.0%
Yambio	5	5	100.0%	0	0.0%	0	0.0%	0	0.0%
Total	9	5	55.6%	0	0.0%	0	0.0%	4	44.4%

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

County	Overall			Government			Non-government		
	Trainee	Trainer	PTR	Trainee	Trainer	PTR	Trainee	Trainer	PTR
Maridi	30	4	7.5	0	0	0.0	30	4	7.5
Yambio	70	5	14.0	70	5	14.0	0	0	0.0
Total	100	9	11.1	70	5	14.0	30	4	7.5

* "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	2
Building construction	2
Electrical/electronic technologies	1
Tailoring and embroidering	2
Welding / metal	1
Wood work	2
Other	1

9.2.4. Facilities

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

County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Maridi	1	1	100.0%	0	0.0%
Yambio	1	1	100.0%	0	0.0%
Total	2	2	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	%
Maridi	1	0	0.0%	1	100.0%	1	100.0%	1	100.0%
Yambio	1	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Total	2	0	0.0%	2	100.0%	1	50.0%	1	50.0%

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
Maridi	18	14	77.8%	4	22.2%
Yambio	60	41	68.3%	19	31.7%
Total	78	55	70.5%	23	29.5%

10. TEACHER TRAINING INSTITUTE (TTI), 2015

10.1. Access

10.1.1. Enrolment

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

County	Total	Male		Female	
		Count	% total	Count	% total
Mundri West	72	59	81.9%	13	18.1%
Yambio	172	133	77.3%	39	22.7%
Total	244	192	78.7%	52	21.3%

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

County	Total	Male		Female	
		Count	% total	Count	% total
In Service	72	55	76.4%	17	23.6%
Pre Service	172	137	79.7%	35	20.3%
Total	244	192	78.7%	52	21.3%

10.2. Resources

10.2.1. Institutes

Number of TTIs by ownership, 2015

Ownership	Schools
NGO / International partner	1
Religious group	1
Total	2

10.2.2. Tutors

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

County	Total	Male		Female	
		Count	% total	Count	% total
Mundri West	7	7	100.0%	0	0.0%
Yambio	9	3	33.3%	6	66.7%
Total	16	10	62.5%	6	37.5%

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

County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Mundri West	7	7	100.0%	0	0.0%	0	0.0%
Yambio	9	9	100.0%	0	0.0%	0	0.0%
Total	16	16	100.0%	0	0.0%	0	0.0%

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

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

County	Total	Paid		Unpaid		Unknown	
		Count	% total	Count	% total	Count	% total
Mundri West	7	0	0.0%	0	0.0%	7	100%
Yambio	9	0	0.0%	0	0.0%	9	100%
Total	16	0	0.0%	0	0.0%	16	100%

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

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Mundri West	72	7	10.3	0	0	0.0	72	7	10.3
Yambio	172	9	19.1	0	0	0.0	172	9	19.1
Total	244	16	15.3	0	0	0.0	244	16	15.3

10.2.3. Curriculum

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

County	Enrolment	English textbooks		Math textbooks		Science		Social Studies	
		Count	PTextR	Count	PTextR	Count	PTextR	Count	PTextR
Mundri West	72	0	0.0	0	0.0	0	0.0	0	0.0
Yambio	172	4	43.0	8	21.5	4	43.0	4	43.0
Total	344	8	43.0	16	21.5	8	43.0	8	43.0

10.2.4. Facilities

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

County	Schools	With perm and semi-perm		Without perm and semi-perm	
		Count	% total	Count	% total
Mundri West	1	0	0.0%	0	0.0%
Yambio	1	1	100.0%	1	100.0%
Total	3	1	33.3%	1	33.3%

10.3. Student Flow

10.3.1. TTI Completion

Number and % of TTI graduates (pre service) by county, 2014

County	Total	Male		Female	
		Count	% total	Count	% total
Mundri West	31	20	64.5%	11	35.5%
Total	31	20	64.5%	11	35.5%

Number and % of TTI graduates (in service) by county, 2014

County	Total	Male		Female	
		Count	% total	Count	% total
Yambio	11	8	72.7%	3	27.3%
Total	11	8	72.7%	3	27.3%

11. UNIVERSITY (UNI), 2015

11.1. Access

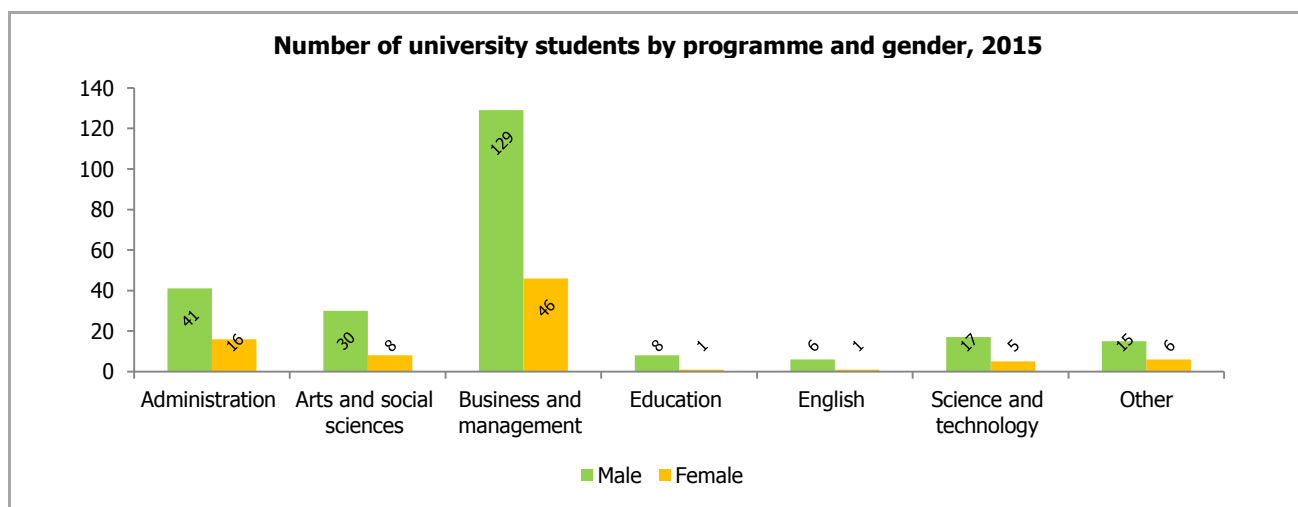
11.1.1. Enrolment

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

County	Total	Male		Female	
		Count	% total	Count	% total
Yambio	329	249	75.7%	80	24.3%

Number and % university students by programme and gender, 2015

Programme	Total	Male		Female	
		Count	% total	Count	% total
Administration	57	41	71.9%	16	28.1%
Arts and social sciences	38	30	78.9%	8	21.1%
Business and management	175	129	73.7%	46	26.3%
Education	9	8	88.9%	1	11.1%
English	7	6	85.7%	1	14.3%
Science and technology	22	17	77.3%	5	22.7%
Other	21	15	71.4%	6	28.6%
Total	329	246	74.8%	83	25.2%



11.2. Resources

11.2.1. Centres

No. and % of universities by ownership, 2015

Ownership	Univ.
NGO	1

11.2.2. Professors/Lecturers

Number and % of university professors/lecturers by county and gender, 2015

County	Total	Male		Female	
		Count	% total	Count	% total
Yambio	35	35	100.0%	0	0

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

County	Overall			Government			Non-government		
	Students	Teachers	PTR	Students	Teachers	PTR	Students	Teachers	PTR
Yambio	329	35	9.4	0	0	0.0	329	35	9.4

11.2.3. Facilities

Number and % of university with/without permanent and semi permanent classrooms, 2015

County	Total	With permanent and semi permanent		Without permanent and semi permanent	
		Count	% total	Count	% total
Yambio	1	1	100.0%		

11.3. Student Flow

11.3.1. University Completion

Number and % of university graduates from 2014 by county

County	Total	Male		Female	
		Count	% total	Count	% total
Yambio	57	42	73.7%	15	26.3%

