



# Education Statistics for Eastern Equatoria

**Government of  
Republic of  
South Sudan**

**Ministry of General Education  
and Instruction**



State Statistical Booklet

**2011**

Republic of South Sudan  
Ministry of General Education and Instruction  
Directorate of Planning and Budgeting  
Department of Data and Statistics  
Education Management Information Systems Unit  
Juba, South Sudan

[www.goss.org](http://www.goss.org)  
© Ministry of General Education and Instruction 2012

This publication may be used as a part or as a whole, provided that the MoGEI is acknowledged as the source of information.

This publication has been produced with financial and technical support from UNICEF, FHI360, and SCISS.

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

George Mogga / Director for Planning and Budgeting / [mgeorgebenjamin@yahoo.com](mailto:mgeorgebenjamin@yahoo.com)  
Fahim Akbar / Senior EMIS Advisor / [fakbar@fhi360.org](mailto:fakbar@fhi360.org)  
Moses Kong / EMIS Officer / [m21kong@yahoo.com](mailto:m21kong@yahoo.com)  
Paulino Kamba / EMIS Officer / [yakalakenyi@gmail.com](mailto:yakalakenyi@gmail.com)  
Joanes Odera / Programme Associate / [jahodero@yahoo.com](mailto:jahodero@yahoo.com)  
Deng Chol Deng / Programme Associate / [dddeng19@gmail.com](mailto:dddeng19@gmail.com)

## Foreword

### Message from Minister Joseph Ukel Abango



On behalf of the Ministry of General Education and Instruction (MoGEI), I am pleased for the fifth education census data for the Republic of South Sudan (RSS). The collection and consolidation of the Education Management Information System (EMIS) have come a long way since the baseline assessment, or the Rapid Assessment of Learning Spaces (RALS) conducted in 2006. RALS covered less than half of the primary schools operating in the country at the time. By 2011, data from pre-primary, primary, secondary, an Alternative Education Systems (AES), and technical and vocational education and training (TVET) schools, centres, and institutes were collected.

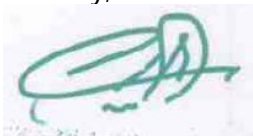
To plan and budget effectively a country needs reliable and relevant data. It also needs information about how the educational system is developing and changing. The needs in the education sector, as in most other sectors in RSS are vast, and the limited resources have to be used strategically to ensure cost-effectiveness. In light of this, the EMIS data assists us identifying needs and priorities and design the appropriate interventions. Once implemented, EMIS assists us in monitoring if the interventions are having the desired outcome.

The RSS encompasses vast geographical areas. Due to the decades of civil war, roads are few. This, coupled with temporary insecurities in some areas, have made data collection challenging. However, due to commitment and hard work, the Annual Education Census (AEC) coverage has grown rapidly, from 77% in 2007 to 94% in 2011.

However, great amounts of work remain ahead. Having established the fundamental aspects of EMIS and its process, the MoGEI EMIS Unit has begun to focus on decentralisation of EMIS to the State Ministries of Education (SMoE) via capacity building. Universal school registers were piloted in all—or 700 plus—schools of Eastern Equatoria and Northern Bahr-el-Ghazal. The SMoE EMIS focal points in the five states of Central Equatoria, Eastern Equatoria, Western Equatoria, Northern Bahr-el-Ghazal, and Unity received training on data capture—that is, AEC questionnaire data verification and electronic data entry. The EMIS Unit worked closely with the County Education Directors and Payam Inspectors in the Equatorias, Western Bahr-el-Ghazal, parts of Jonglei, and parts of Upper Nile to collect geographic information system (GIS) coordinates of primary, secondary, and AES schools and centres. The MoGEI EMIS Unit hopes to roll out the school registers, decentralised data capture, and GIS data collection in all ten states by 2013.

This publication would not have been possible without the cooperation, involvement, and support from the SMoE—in particular, the SMoE EMIS focal points. Their dedication and hard work have been crucial in increasing the education census coverage rates and ensuring the quality of the information gathered. We also thank our partners in the education environment, especially UNICEF and Family Health International 360 (FHI360), for their continuous support in improving the RSS EMIS.

Sincerely,

A handwritten signature in blue ink, appearing to be 'J. Abango', written over a light blue rectangular stamp.

Hon Joseph Ukel Abango  
Ministry of General Education and Instruction

## Table of Contents

<b>1.0. ACRONYMS</b>	<b>5</b>
<b>2.0. INTRODUCTION</b>	<b>6</b>
2.1. Background and Context	6
2.2. About the EMIS Unit	6
2.3. Utilisation of EMIS Data	7
2.4. History of EMIS	7
2.5. EMIS Process	7
2.6. About the Booklet	7
2.7. How to read the data in this booklet	8
<b>3.0. DEFINITIONS</b>	<b>9</b>
3.1. Indicators used to measure coverage	9
3.2. Indicators used to measure access	9
3.3. Indicators used to measure resource	10
3.4. Indicators used to measure student flow	10
<b>4.0. EMIS DATA, 2009-2011</b>	<b>12</b>
4.1. Pre-primary school	12
4.1.1. Schools	12
4.1.2. Pupils	12
4.1.3. Teachers	13
4.1.4. Classrooms	14
4.2. Primary school	15
4.2.1. Schools	15
4.2.2. Pupils	15
4.2.3. Teachers	16
4.2.4. Classrooms	17
4.3. Secondary school	18
4.3.1. Schools	18
4.3.2. Students	18
4.3.3. Teachers	19
4.3.4. Classrooms	20
4.4. Alternative Education System (AES) Centres	21
4.4.1. Centres	21
4.4.2. Students	22
4.4.3. Teachers	22
4.5. Technical and Vocational Education and Training (TVET)	24
4.5.1. Centres	24
4.5.2. Trainees	24
4.5.3. Teachers/trainers	24
4.5.4. Programmes	25
<b>5.0. PRE-PRIMARY SCHOOL, 2011</b>	<b>26</b>
5.1. Access	26
5.1.1. Enrolment	26
5.1.2. Overage pupils	27
5.2. Resources	28
5.2.1. Schools	28
5.2.2. Teachers	28
5.2.3. Classrooms	31
5.2.4. Curriculum and instruction	33
5.2.5. Facilities	33
<b>6.0. PRIMARY SCHOOL, 2011</b>	<b>35</b>
6.1. Access	35
6.1.1. Enrolment	35
6.1.2. Overage pupils	36
6.1.3. New entrants	37
6.1.4. Pupils with special needs	38
6.2. Resources	40
6.2.1. Schools	40
6.2.2. Teachers	41
6.2.3. Classrooms	44

6.2.4.	Curriculum and instruction.....	46
6.2.5.	Facilities .....	48
6.3.	Student flow.....	51
6.3.1.	Promotion rate.....	51
6.3.2.	Repetition rate .....	52
6.3.3.	Dropout rate.....	52
<b>7.0.</b>	<b>SECONDARY SCHOOL, 2011 .....</b>	<b>54</b>
7.1.	Access .....	54
7.1.1.	Enrolment.....	54
7.1.2.	Overage pupils.....	54
7.1.3.	Students with special needs.....	55
7.2.	Resources .....	57
7.2.1.	Schools.....	57
7.2.2.	Teachers.....	57
7.2.3.	Classrooms .....	60
7.2.4.	Curriculum and instruction.....	61
7.2.5.	Facilities .....	62
7.3.	Student flow.....	63
7.3.1.	Promotion rate.....	63
7.3.2.	Repetition rate .....	63
7.3.3.	Dropout rate.....	63
<b>8.0.</b>	<b>ALTERNATIVE EDUCATION SYSTEM (AES), 2011 .....</b>	<b>64</b>
8.1.	Access .....	64
8.1.1.	Enrolment.....	64
8.2.	Resources .....	65
8.2.1.	Centres.....	65
8.2.2.	Teachers.....	66
8.2.3.	Classrooms .....	70
8.2.4.	Curriculum and instruction.....	70
8.3.	Student flow.....	71
8.3.1.	Dropouts .....	71
8.4.	Programme profiles .....	72
8.4.1.	Accelerated Learning Programme (ALP) .....	72
8.4.2.	Basic Functional Adult Literacy (BFAL).....	74
8.4.3.	Community Girl School (CGS) programme .....	75
8.4.4.	Intensive English Course (IEC) programme .....	76
8.4.5.	Pastoralist Mobile School (PMS) programme .....	76
8.4.6.	Other programme .....	77
<b>9.0.</b>	<b>TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET), 2011.....</b>	<b>79</b>
9.1.	Access .....	79
9.1.1.	Enrolment.....	79
9.2.	Resources .....	80
9.2.1.	Centres.....	80
9.2.2.	Teachers/trainers.....	80
9.2.3.	Curriculum .....	82
9.2.4.	Facilities .....	83
9.3.	Student flow.....	83
9.3.1.	TVET centre completion .....	83
9.4.	Operations .....	83
9.4.1.	Operational status.....	83
9.4.2.	Fee/tuition .....	83
<b>10.0.</b>	<b>Missing schools.....</b>	<b>84</b>
10.1.	Pre-primary schools .....	84
10.2.	Primary schools .....	84
10.3.	Secondary schools.....	84
10.4.	TVET centres.....	84

## 1.0. ACRONYMS

---

<b>AEC</b>	Annual Education Census
<b>AES</b>	Alternative Education System
<b>ALP</b>	Accelerated Learning Programme
<b>BFAL</b>	Basic Functional Adult Literacy
<b>CE</b>	Central Equatoria
<b>CEC</b>	County Education Centre
<b>CGS</b>	Community Girls School
<b>CRS</b>	Catholic Relief Services
<b>DDM</b>	(Global ED*ASSIST) Data Dissemination Module
<b>ED*ASSIST</b>	(Global) Education Automated Statistical Information System Toolkit
<b>EDC</b>	Education Development Centre
<b>EE</b>	Eastern Equatoria
<b>EMIS</b>	Education Management Information System
<b>FHI360</b>	Family Health International 360 (formerly Academy for Educational Development)
<b>GER</b>	Gross enrolment rate
<b>GIR</b>	Gross intake rate
<b>GIS</b>	Geographic information system
<b>IEC</b>	Intensive English Course
<b>Kapoeta E.</b>	Kapoeta East
<b>Kapoeta N.</b>	Kapoeta North
<b>Kapoeta S.</b>	Kapoeta South
<b>MDG</b>	Millennium Development Goals
<b>MoGEI</b>	Ministry of General Education and Instruction
<b>MoHEST</b>	Ministry of Higher Education, Science, and Technology
<b>NBG</b>	Northern Bahr-El-Ghazal
<b>NBS</b>	National Bureau of Statistics (formerly South Sudan Centre for Census, Statistics and Evaluation)
<b>NER</b>	Net enrolment rate
<b>NIR</b>	Net intake rate
<b>PCR</b>	Pupil-classroom ratio
<b>PMS</b>	Pastoralist Mobile School
<b>PTR</b>	Pupil-teacher ratio (also known as the student-teacher ratio (STR))
<b>PTextR</b>	Pupil-textbook ratio
<b>RALS</b>	Rapid Assessment of Learning Spaces
<b>RSS</b>	Republic of South Sudan
<b>SCiSS</b>	Save the Children in South Sudan
<b>SMoE</b>	State Ministry of Education
<b>TTI</b>	Teacher Training Institute
<b>TVET</b>	Technical / Vocational Education and Training
<b>UIS</b>	UNESCO Institute of Statistics
<b>UN</b>	Upper Nile
<b>UNICEF</b>	United Nations Children's Fund
<b>WBG</b>	Western Bahr-El-Ghazal
<b>WE</b>	Western Equatoria

## 2.0. INTRODUCTION

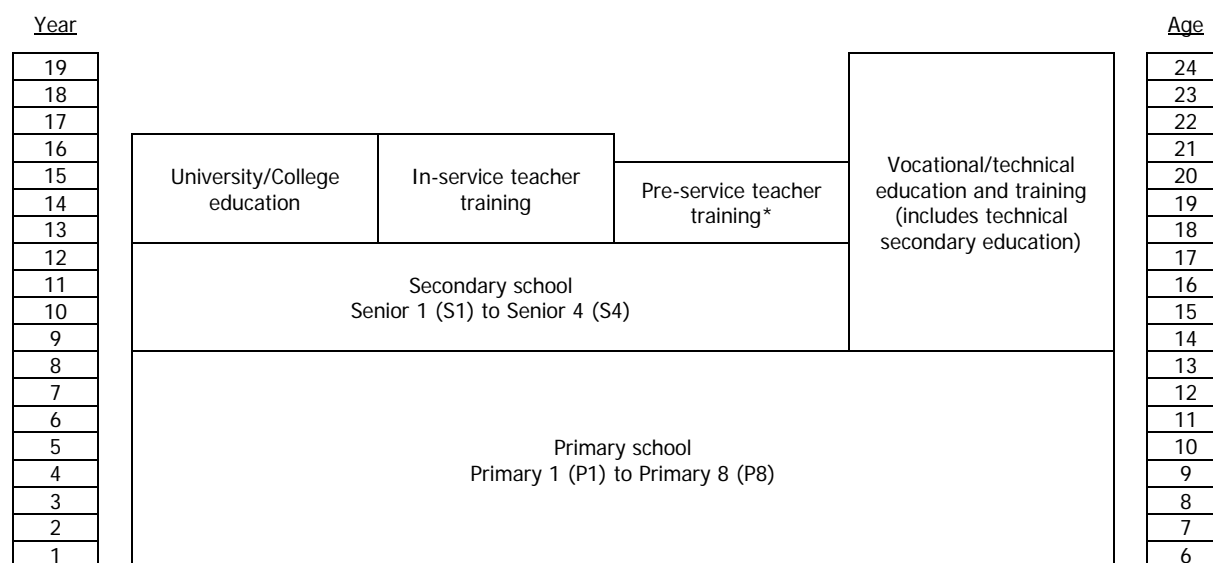
*"We cherish education for all our people equally and aim to provide a lifelong education for all children and adults of South Sudan, an education that is relevant and based on the needs of the people, to enable them to be responsible and productive citizens."*

RSS MoGEI mission

## 2.1. Background and Context

In South Sudan, 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 the little infrastructure that did exist was difficult. As a strategy to achieving the goals above the Republic of South Sudan (RSS) Ministry of Education (MoGEI) constructed a parallel system of formal and alternative education systems. 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. The **alternative education system** (AES) consists of 6 different programs, and offers flexible entry and exit points for children, youth, and adults. The **technical and vocational education and training** (TVET) prepares trainees for practical and applicable skills that will lead to occupations either in the form of a job or as livelihood.

Figure 1. RSS education ladder

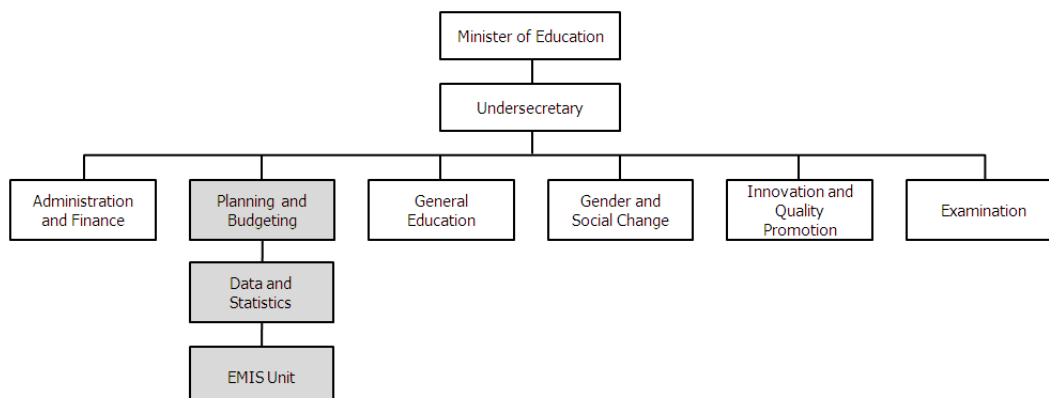


\*Pre-service teacher training lasts three (3) years for P8 leavers and two (2) years for secondary leavers.

The Ministry's main aim is to ensure that all individuals have access to primary school education regardless of age, special needs, and gender. These goals reflect the government's commitment to achieve two of the eight Millennium Development Goals (MDGs) 2 and 3. To this end the Ministry is focusing on developing the basic education sector through **1)** teacher education and professional development, **2)** capital investment, **3)** Alternative Education System, **4)** gender equity and access for all, **5)** capacity enhancement of education institutions.

## 2.2. About the EMIS Unit

Figure 2. RSS MoGEI organogram



The EMIS Unit is housed within MoGEI under the Directorate for Planning and Budgeting in the Department for Data and Statistics. The Unit was established in early 2007, and since then has administered the AEC and managed the storing,

analysis, utilisation, and distribution of education information. The organogram below illustrates the structure of the MoGEI.

## 2.3. Utilisation of EMIS Data

EMIS gives an overview of the education system and its performance in a country. It facilitates decision-and policy-making by providing information on the current condition of the system. EMIS data plays an important role in mapping the educational needs so authorities may decide how to best allocate the limited resources in the face of competing priorities. EMIS can be used for **1)** monitoring progress, **2)** identifying challenges, and **3)** strategizing possible solution at the national, state, county, and school levels. It is equally important to recognise that EMIS is merely a tool; it does not give answers to challenges. The data presented in this booklet form a set of present and baseline data. Consistent updates are necessary to ensure their continued utilisation.

## 2.4. History of EMIS

EMIS in South Sudan has come a long way since collecting baseline data in 2006, which provided the first baseline figures on the South Sudan's education system.<sup>1</sup> EMIS commenced in 2007, the year that the EMIS Unit was integrated with the Ministry. Since then, its coverage rate—or the percentage of known schools reached by the AEC exercise—has increased rapidly: from 77% coverage of Primary and AES in 2007 to 94% coverage rate of Pre-primary, Primary, Secondary, and AES in 2011.

Coverage Rates by Education Sector, 2006-2011

Year	Pre-primary	Primary	Secondary	AES*	Average**
2006	-	81%	-	Combined with Primary	81%
2007	-	77%	-	Combined with Primary	77%
2008	-	87%	96%	-	86.5%
2009	-	95%	90%	-	95%
2010	96%	96.8%	93.5%	-	96%
2011	82.2%	96%	85.2%	-	94%

\* There is no baseline number and list of AES centres provided by the Ministry. Therefore coverage rate remains unknown.

\*\* Primary education coverage rate is the dominant part of this calculation. As of 2011, there were more than 3,440 primary schools, while there were less than 200 secondary schools.

In addition to the pre-primary, primary, secondary, and AES sectors, TVET centres and technical secondary schools were covered in the 2011 Annual Education Census. As 2011 was the first year of comprehensive coverage for the sector, the 2011 data comprises the baseline.<sup>2</sup>

## 2.5. EMIS Process



The EMIS Process consists of four (4) steps:

- 1) Data collection:** Designing and reviewing of the AEC questionnaires, training of head teachers on questionnaire completion, verifying the data through the County Education Centres (CEC) and State Ministries of Education (SMoE), and retrieval of the completed questionnaires.
- 2) Data processing:** Entering of data into a common database, merging of all data, and final data cleaning prior to analysis.
- 3) Data dissemination:** Analysis and production of tools for use in planning and budgeting. The National and State Education Statistical Booklets comprise one of the tools.
- 4) Data utilisation:** Series of training that guide the 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 planning and coordination with stakeholders at the state, county, payam (a sub-geographic unit to the county), and school levels.

## 2.6. About the Booklet

EMIS data is collected from government schools as well as private and community-run schools. As there exists no school registration and operational status reporting protocols, the EMIS Unit is not able to track all schools in South Sudan. The booklet reports unadjusted numbers. For instance, the 2011 Primary school coverage was 96% comprised of 3,447 schools. The booklet reports on the 3,447 schools, leaving aside the remaining 4% of unknown schools. There exists no baseline data for AES; MoGEI currently possesses no list of AES centres or total number AES centres. Missing schools are listed in the Section 10 of this booklet.

<sup>1</sup> Preceding the RALS study were: School Based Assessment (SBA) project in 2003; *Towards a Baseline* study by the New Sudan Centre for Statistics and Evaluation and UNICEF in 2004; and Sudan Basic Education Program (SBEP)-led Annual Education Census (AEC) in 2005.

<sup>2</sup> This booklet covers 61 TVET centres. While this number does not represent all of South Sudan's TVET centres, it serves a solid baseline. Statistical inferences are limited due to the small amount of representation.



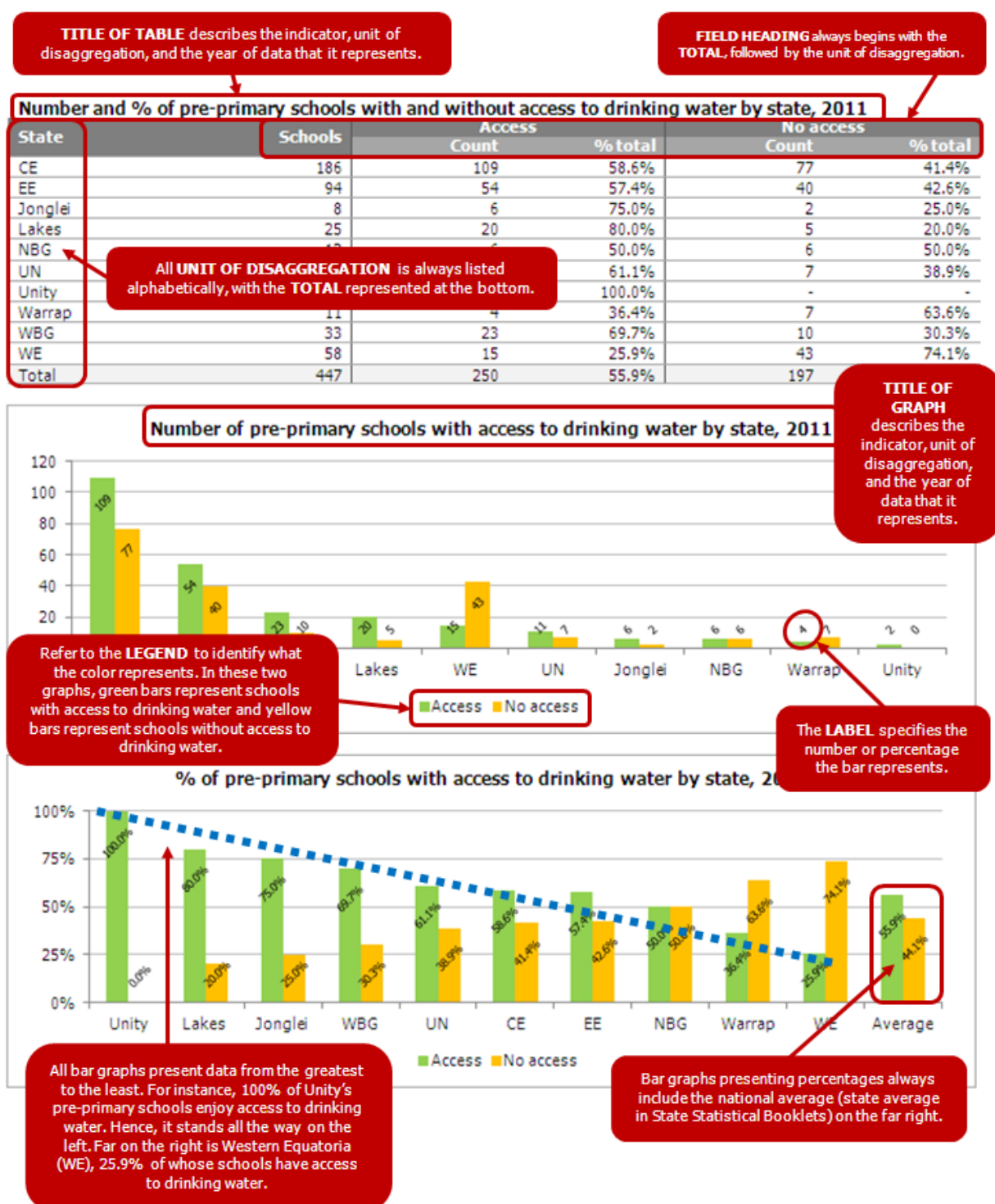
Two (2) types of data were used in the compilation of this booklet: **1)** 2009-2011 AEC outputs and **2)** population projection based on the 2008 population data from the National Bureau of Statistics (NBS).<sup>3</sup>

This booklet is a reference document for government and others relevant organisations, agencies, and individuals. Its purpose is to simply report what was reported by individual schools' head teachers and verified by its respective CEC and SMOE.

The electronic copy of this booklet, state booklets, and the Global Data Dissemination Module (DDM) can be accessed at <http://southsudan.ed-assist.net/>. The DDM contains the latest data and reports more information than this booklet. The EMIS Unit provides interested parties with the installation CD upon request.

## 2.7. How to read the data in this booklet

The booklet displays information in three ways: **1)** table, **2)** graph with raw numbers, and **3)** graph with percentages.<sup>4</sup> There are only two types of graphs: **1)** bar graph and **2)** pie graph. Below describes the various aspects of data presentation for increased understanding and interpretation of the numbers.



<sup>3</sup> Projections have been made using UNESCO Institute of Statistics (UIS)-defined population growth rates. The population numbers do not include migration estimates.

<sup>4</sup> Not all means are used for information that such detailed reporting is not necessary due to the simple representation of data in a table.

### 3.0. DEFINITIONS

#### 3.1. Indicators used to measure coverage

**3.1.1. Coverage rate** refers to the percentage of known schools reached and accounted for in the AEC. For instance, a coverage rate of 95% means 95% of the known schools received the AEC questionnaire, responded, and the completed questionnaire was entered into the EMIS database. The schools that were covered in the previous year but did not respond to this year's AEC questionnaire are considered "missing." Security situations and severe weather conditions comprise the primary reasons for missed coverage. Schools confirmed to be out of operation are not included in the coverage rate calculation. Also excluded are schools yet to be identified and entered into the EMIS database. The AEC exercise discovers new schools each year. In 2011, the overall coverage rate was 94%.

#### 3.2. Indicators used to measure access

**3.2.1. 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 beginning in 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 gross intake rate (GIR) and net intake rate (NIR) (also further defined below).

"Am I a NEW ENTRANT?"	<b>YES</b>	I'm attending P1 for the very first time.
	<b>NO</b>	I was in P1 last year at your school.

**3.2.2. 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:

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

**3.2.3. Net intake rate (NIR)** shows the level of access to primary education of the eligible population of 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 goal of universal primary education, a NIR of 100% will be a necessary. 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 (2) ratios indicates the rate of deviation from the official age intake.

**3.2.4. Gross enrollment 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:

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

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

**3.2.5. Net enrollment 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:

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

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

### 3.3. Indicators used to measure resource

**3.3.1. 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 has to be responsible for a large number of pupils. In other words, the higher the PTR, the lower is 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 the pupils. The formula for PTR is:

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

**3.3.2. Pupil-classroom ratio (PCR)** measures the level of basic facilities available in terms of 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 of the pupils. *To support the education reform towards providing all students with stable learning spaces, this report counts only permanent and semi-permanent classrooms in the calculation.*<sup>5</sup> The formula for PCR is:

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

**3.3.3. 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 generally assumed that a low PTextR signifies a condition more conducive to learning, likely in the long run to result in a better performance of the pupils. *To support the education reform towards providing all students with textbooks for core subjects, this report counts only English and Mathematics textbooks in the calculation.* The formula for PTextR for English and Math textbooks are:

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

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

### 3.4. Indicators used to measure student flow

**3.4.1. 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 pupils is considered a promoter. The diagram below illustrates this scenario (see Figure 3 below).

**3.4.2. 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 ideally should 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, hence requiring more in depth study of causes and possible remedies.

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

**3.4.3. 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 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).

<sup>5</sup> Permanent classrooms refer to those constructed of bricks or cement. Semi-permanent classrooms refer to those constructed of mud.

Figure 3. Pupil promoted to next grade, 2010-2011

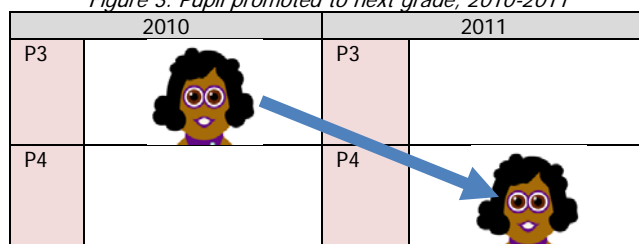
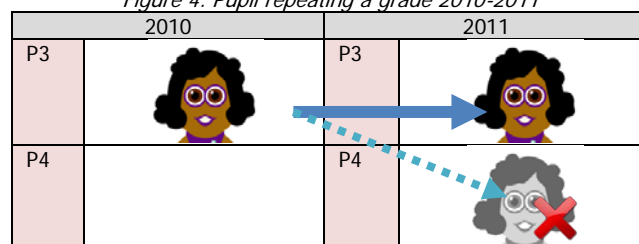


Figure 4. Pupil repeating a grade 2010-2011

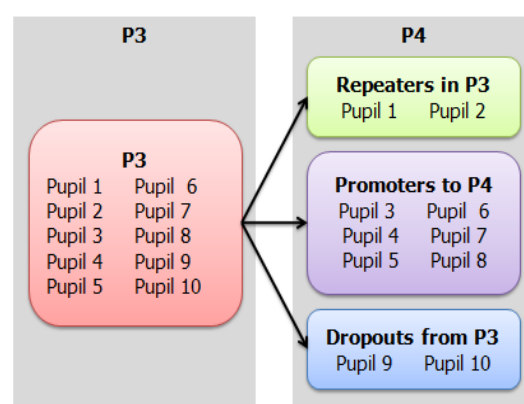


**3.4.4. Repetition rate** measures the phenomenon of pupils from a cohort repeating a grade, and its effect on the internal efficiency of education systems. It is one of the key indicators for analysing and projecting pupil flows from grade to grade within the education cycle. Repetition rate should ideally be 0%; a high repetition rate signals problems in the internal efficiency of the education system. 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, hence requiring more in depth study of causes and possible remedies.

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

**3.4.5. 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 between dropouts and repeaters: repeaters, though not promoted to the next grade level in the following year, do remain in the school system. Dropouts are considered not to.

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



**3.4.6. 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:

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

#### 4.0. EMIS DATA, 2009-2011

#### 4.1. Pre-primary school

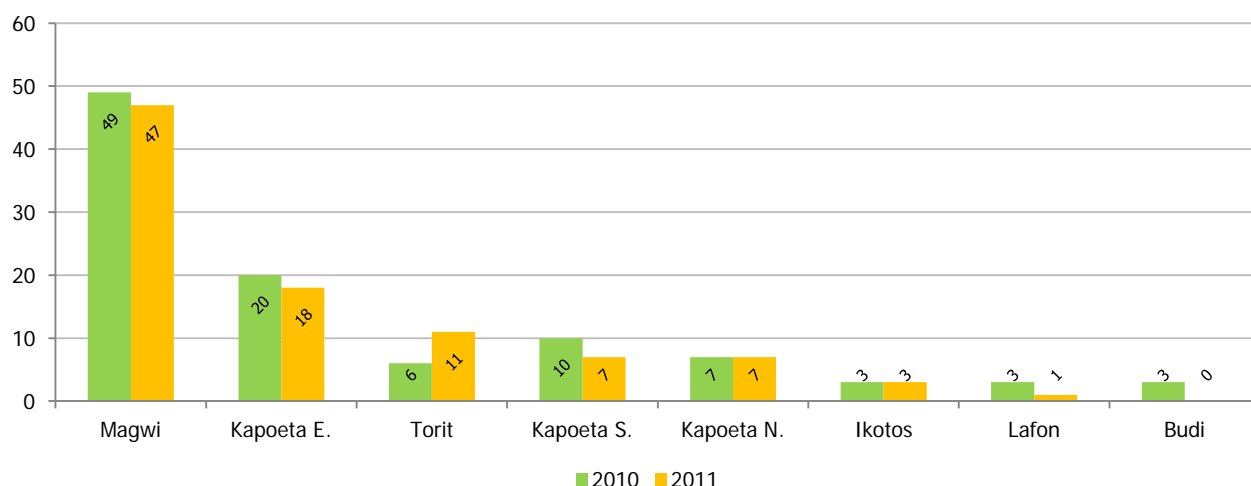
##### 4.1.1. Schools

**Number and % of pre-primary schools by county and ownership type, 2010-2011**

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Budi	2011	-	-	-	-	-
	2010	3	3	-	100.0%	-
Ikotos	2011	3	2	1	66.7%	33.3%
	2010	3	3	-	100.0%	-
Kapoeta E.	2011	18	17	1	94.4%	5.6%
	2010	20	11	9	55.0%	45.0%
Kapoeta N.	2011	7	6	1	85.7%	14.3%
	2010	7	6	1	85.7%	14.3%
Kapoeta S.	2011	7	3	4	42.9%	57.1%
	2010	10	7	3	70.0%	30.0%
Lafon	2011	1	-	1	-	100.0%
	2010	3	3	-	100.0%	-
Magwi	2011	47	22	25	46.8%	53.2%
	2010	49	34	15	69.4%	30.6%
Torit	2011	11	5	6	45.5%	54.5%
	2010	6	3	3	50.0%	50.0%
Total	2011	94	55	39	58.5%	41.5%
	2010	101	70	31	69.3%	30.7%

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

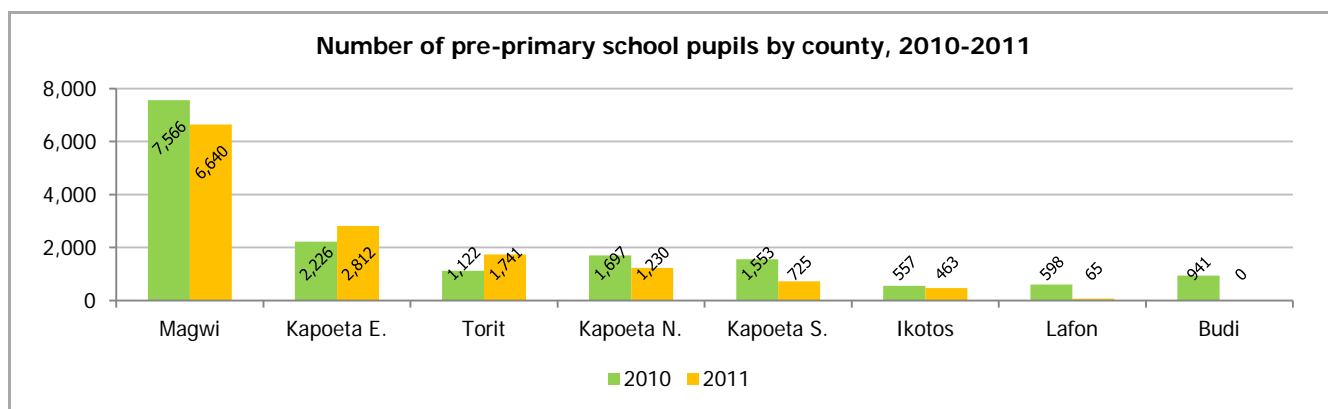
**Number of pre-primary schools by county, 2010-2011**



##### 4.1.2. Pupils

**Number and % pre-primary school pupil enrolment by county and gender, 2010-2011**

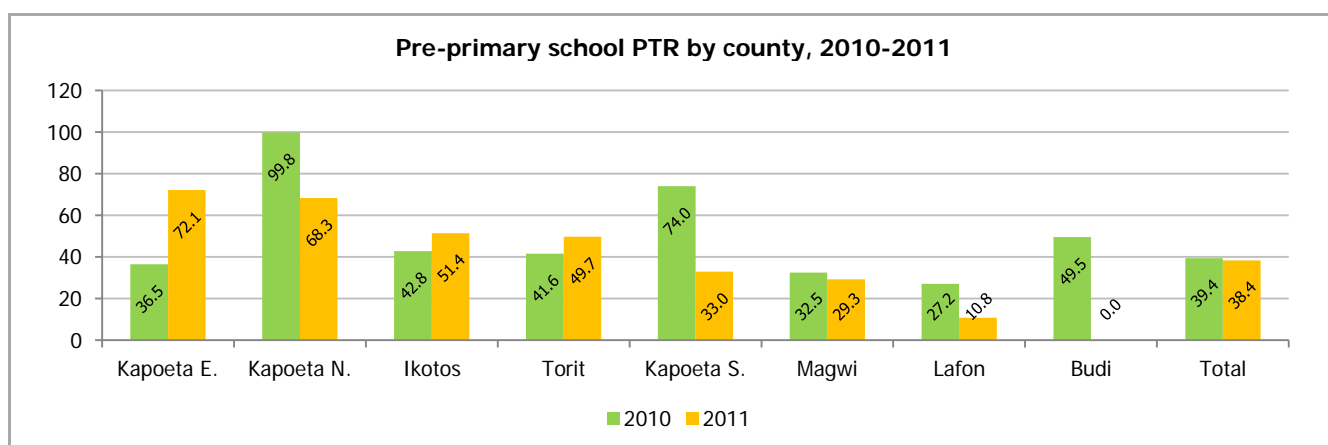
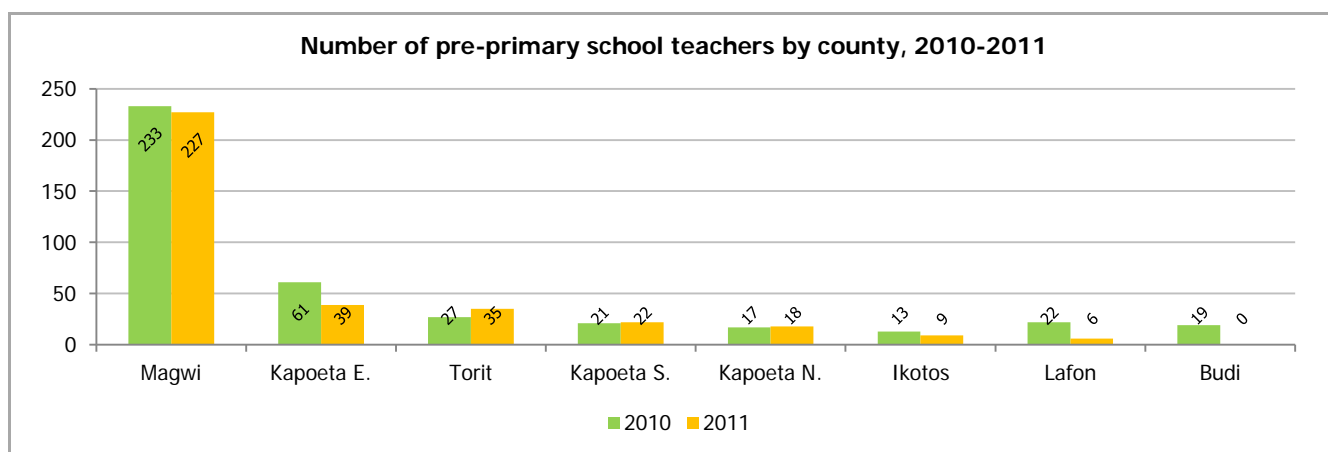
County	Year	Total	Male	Female	Male %	Female %
Budi	2011	-	-	-	-	-
	2010	941	622	319	66.1%	33.9%
Ikotos	2011	463	258	205	55.7%	44.3%
	2010	557	306	251	54.9%	45.1%
Kapoeta E.	2011	2,812	1,486	1,326	52.8%	47.2%
	2010	2,226	1,144	1,082	51.4%	48.6%
Kapoeta N.	2011	1,230	640	590	52.0%	48.0%
	2010	1,697	1,041	656	61.3%	38.7%
Kapoeta S.	2011	725	396	329	54.6%	45.4%
	2010	1,553	916	637	59.0%	41.0%
Lafon	2011	65	32	33	49.2%	50.8%
	2010	598	241	357	40.3%	59.7%
Magwi	2011	6,640	3,233	3,407	48.7%	51.3%
	2010	7,566	3,765	3,801	49.8%	50.2%
Torit	2011	1,741	874	867	50.2%	49.8%
	2010	1,122	563	559	50.2%	49.8%
Total	2011	13,676	6,919	6,757	50.6%	49.4%
	2010	16,260	8,598	7,662	52.9%	47.1%



#### 4.1.3. Teachers

**Number and % of pre-primary school teachers and pupil-teacher ratio (PTR) by county and gender, 2010-2011**

County	Year	Total	Male	Female	Male %	Female %	PTR
Budi	2011	-	-	-	-	-	-
	2010	19	10	9	52.6%	47.4%	49.5
Ikotos	2011	9	-	9	-	100.0%	51.4
	2010	13	1	12	7.7%	92.3%	42.8
Kapoeta E.	2011	39	20	19	51.3%	48.7%	72.1
	2010	61	43	18	70.5%	29.5%	36.5
Kapoeta N.	2011	18	17	1	94.4%	5.6%	68.3
	2010	17	16	1	94.1%	5.9%	99.8
Kapoeta S.	2011	22	15	7	68.2%	31.8%	33.0
	2010	21	15	6	71.4%	28.6%	74.0
Lafon	2011	6	-	6	-	100.0%	10.8
	2010	22	11	11	50.0%	50.0%	27.2
Magwi	2011	227	58	169	25.6%	74.4%	29.3
	2010	233	71	162	30.5%	69.5%	32.5
Torit	2011	35	7	28	20.0%	80.0%	49.7
	2010	27	4	23	14.8%	85.2%	41.6
Total	2011	356	117	239	32.9%	67.1%	38.4
	2010	413	171	242	41.4%	58.6%	39.4



#### 4.1.4. Classrooms

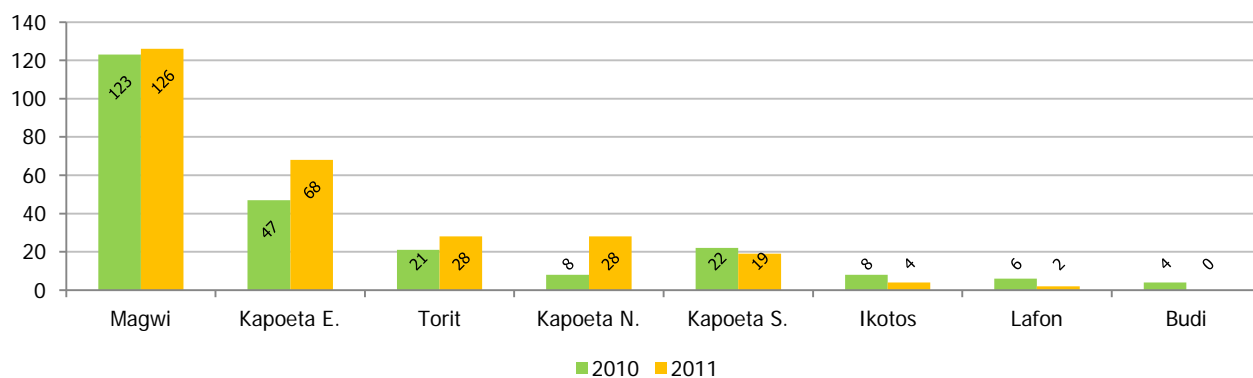
**Number of pre-primary school classrooms and pupil-classroom ratio (PCR) by county and type, 2010-2011**

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Budi	2011	-	-	-	-	-	-
	2010	4	-	1	2	1	941.0
Ikotos	2011	4	1	-	3	-	463.0
	2010	8	2	-	6	-	278.5
Kapoeta E.	2011	68	19	19	23	7	74.0
	2010	47	19	13	14	1	69.6
Kapoeta N.	2011	28	9	-	19	-	136.7
	2010	8	2	-	6	-	848.5
Kapoeta S.	2011	19	5	9	5	-	51.8
	2010	22	2	5	15	-	221.9
Lafon	2011	2	2	-	-	-	32.5
	2010	6	2	-	-	4	299.0
Magwi	2011	126	8	56	51	11	103.8
	2010	123	9	49	49	16	130.4
Torit	2011	28	9	11	7	1	87.1
	2010	21	9	7	2	3	70.1
Total	2011	275	53	95	108	19	92.4
	2010	239	45	75	94	25	135.5

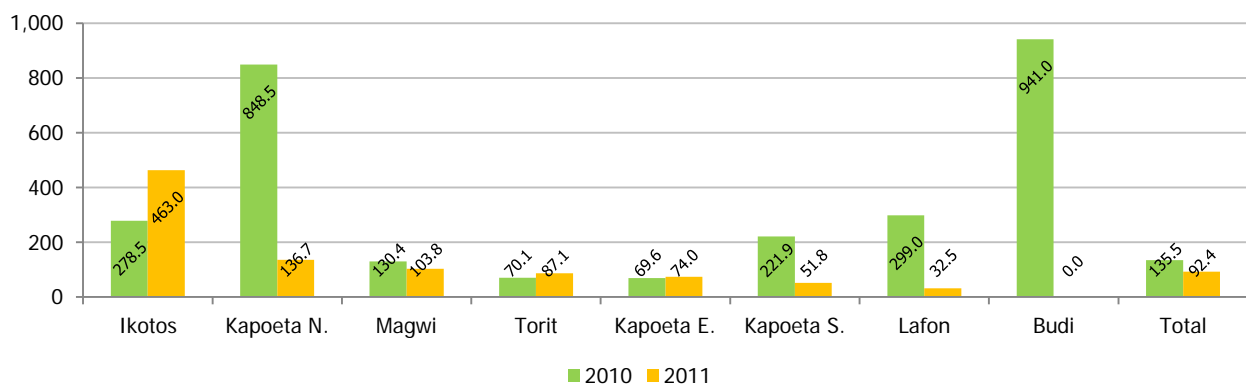
\* "Other" includes roof-only, tent, and others.

\*\* PCR only accounts for permanent and semi-permanent classrooms.

**Number of pre-primary school classrooms by county, 2010-2011**



**Pre-primary school PCR by county, 2010-2011**



## 4.2. Primary school

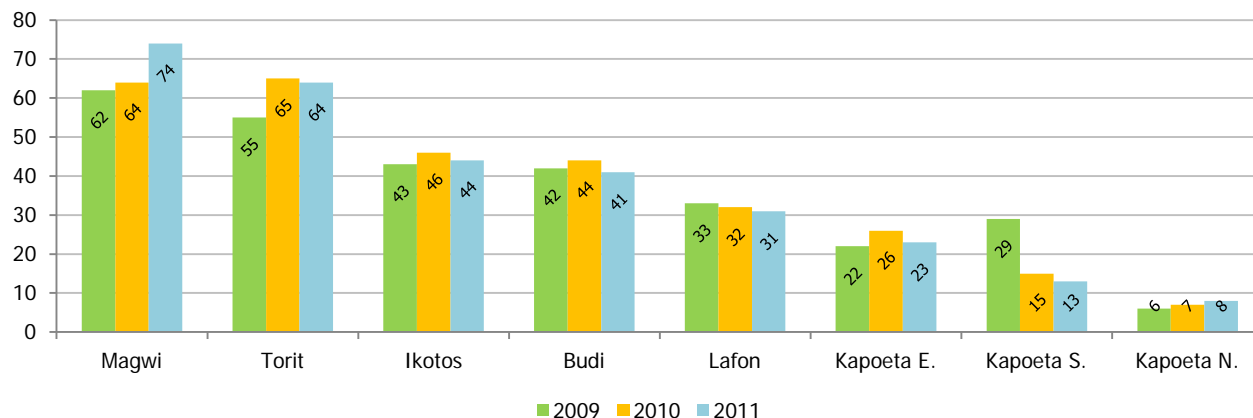
### 4.2.1. Schools

**Number and % of primary schools by county and ownership type, 2009-2011**

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Budi	2011	41	27	14	65.9%	34.1%
	2010	44	22	22	50.0%	50.0%
	2009	42	12	30	28.6%	71.4%
Ikotos	2011	44	27	17	61.4%	38.6%
	2010	46	26	20	56.5%	43.5%
	2009	43	25	18	58.1%	41.9%
Kapoeta E.	2011	23	19	4	82.6%	17.4%
	2010	26	21	5	80.8%	19.2%
	2009	22	20	2	90.9%	9.1%
Kapoeta N.	2011	8	7	1	87.5%	12.5%
	2010	7	6	1	85.7%	14.3%
	2009	6	5	1	83.3%	16.7%
Kapoeta S.	2011	13	9	4	69.2%	30.8%
	2010	15	13	2	86.7%	13.3%
	2009	29	26	3	89.7%	10.3%
Lafon	2011	31	25	6	80.6%	19.4%
	2010	32	25	7	78.1%	21.9%
	2009	33	33	-	100.0%	-
Magwi	2011	74	44	30	59.5%	40.5%
	2010	64	47	17	73.4%	26.6%
	2009	62	46	16	74.2%	25.8%
Torit	2011	64	55	9	85.9%	14.1%
	2010	65	56	9	86.2%	13.8%
	2009	55	39	16	70.9%	29.1%
Total	2011	298	213	85	71.5%	28.5%
	2010	299	216	83	72.2%	27.8%
	2009	292	206	86	70.5%	29.5%

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

**Number of primary schools by county, 2009-2011**



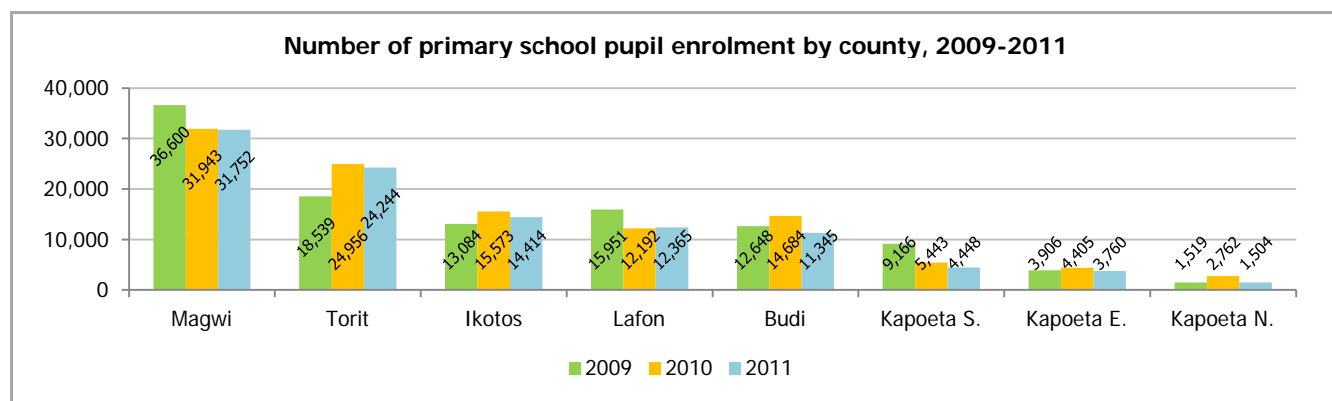
### 4.2.2. Pupils

**Number and % of primary school pupils by county and gender, 2009-2011**

County	Year	Total	Male	Female	Male %	Female %
Budi	2011	11,345	7,465	3,880	65.8%	34.2%
	2010	14,684	9,430	5,254	64.2%	35.8%
	2009	12,648	8,384	4,264	66.3%	33.7%
Ikotos	2011	14,414	8,958	5,456	62.1%	37.9%
	2010	15,573	9,853	5,720	63.3%	36.7%
	2009	13,084	8,649	4,435	66.1%	33.9%
Kapoeta E.	2011	3,760	2,520	1,240	67.0%	33.0%
	2010	4,405	2,973	1,432	67.5%	32.5%
	2009	3,906	2,806	1,100	71.8%	28.2%
Kapoeta N.	2011	1,504	902	602	60.0%	40.0%
	2010	2,762	1,624	1,138	58.8%	41.2%
	2009	1,519	1,097	422	72.2%	27.8%
Kapoeta S.	2011	4,448	2,863	1,585	64.4%	35.6%
	2010	5,443	3,481	1,962	64.0%	36.0%
	2009	9,166	6,228	2,938	67.9%	32.1%



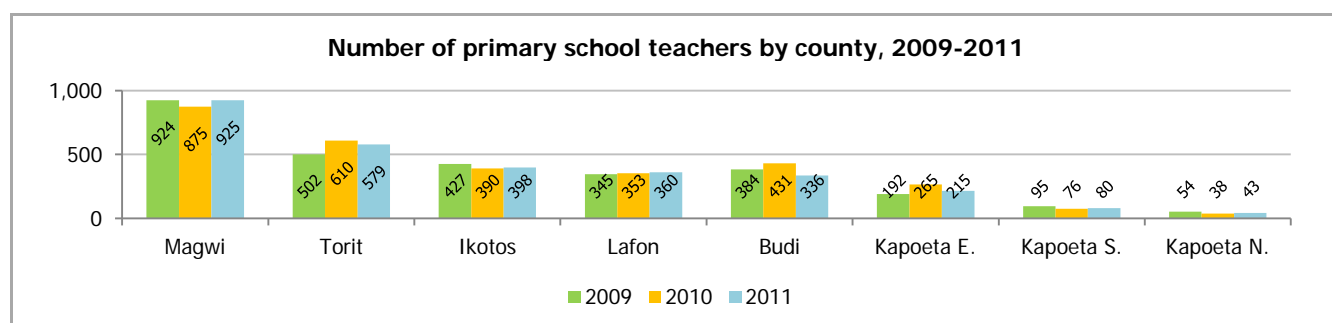
County	Year	Total	Male	Female	Male %	Female %
Lafon	2011	12,365	8,180	4,185	66.2%	33.8%
	2010	12,192	8,130	4,062	66.7%	33.3%
	2009	15,951	9,481	6,470	59.4%	40.6%
Magwi	2011	31,752	16,728	15,024	52.7%	47.3%
	2010	31,943	16,744	15,199	52.4%	47.6%
	2009	36,600	19,352	17,248	52.9%	47.1%
Torit	2011	24,244	14,267	9,977	58.8%	41.2%
	2010	24,956	15,196	9,760	60.9%	39.1%
	2009	18,539	11,027	7,512	59.5%	40.5%
Total	2011	103,832	61,883	41,949	59.6%	40.4%
	2010	111,958	67,431	44,527	60.2%	39.8%
	2009	111,413	67,024	44,389	60.2%	39.8%



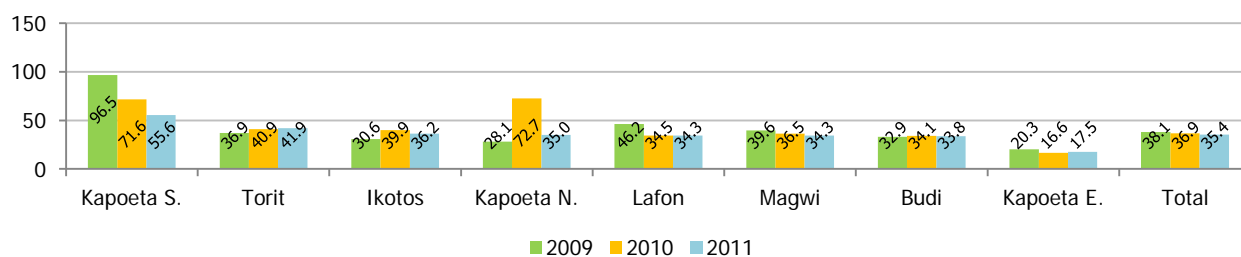
#### 4.2.3. Teachers

**Number and % of primary school teachers, and pupil-teacher ratio (PTR) by county and gender, 2009-2011**

County	Year	Total	Male	Female	Male %	Female %	PTR
Budi	2011	336	318	18	94.6%	5.4%	33.8
	2010	431	401	30	93.0%	7.0%	34.1
	2009	384	364	20	94.8%	5.2%	32.9
Ikotos	2011	398	363	35	91.2%	8.8%	36.2
	2010	390	360	30	92.3%	7.7%	39.9
	2009	427	386	41	90.4%	9.6%	30.6
Kapoeta E.	2011	215	165	50	76.7%	23.3%	17.5
	2010	265	202	63	76.2%	23.8%	16.6
	2009	192	140	52	72.9%	27.1%	20.3
Kapoeta N.	2011	43	40	3	93.0%	7.0%	35.0
	2010	38	35	3	92.1%	7.9%	72.7
	2009	54	49	5	90.7%	9.3%	28.1
Kapoeta S.	2011	80	65	15	81.3%	18.8%	55.6
	2010	76	59	17	77.6%	22.4%	71.6
	2009	95	76	19	80.0%	20.0%	96.5
Lafon	2011	360	340	20	94.4%	5.6%	34.3
	2010	353	340	13	96.3%	3.7%	34.5
	2009	345	325	20	94.2%	5.8%	46.2
Magwi	2011	925	737	188	79.7%	20.3%	34.3
	2010	875	713	162	81.5%	18.5%	36.5
	2009	924	766	158	82.9%	17.1%	39.6
Torit	2011	579	486	93	83.9%	16.1%	41.9
	2010	610	522	88	85.6%	14.4%	40.9
	2009	502	451	51	89.8%	10.2%	36.9
Total	2011	2,936	2,514	422	85.6%	14.4%	35.4
	2010	3,038	2,632	406	86.6%	13.4%	36.9
	2009	2,923	2,557	366	87.5%	12.5%	38.1



**Primary school pupil-teacher ratio (PTR) by county, 2009-2011**



#### 4.2.4. Classrooms

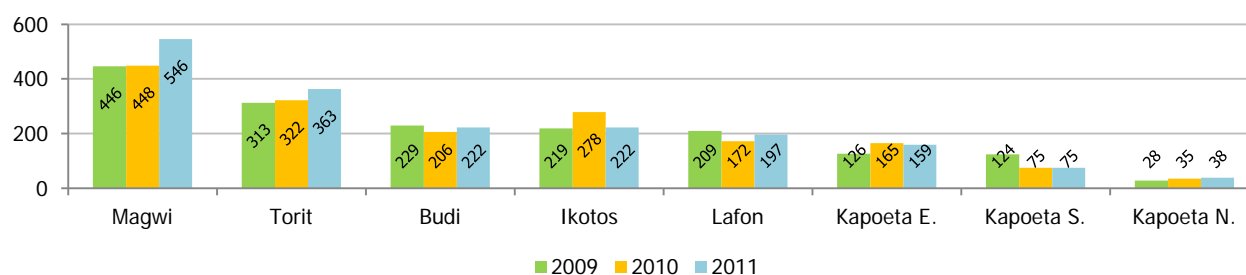
**Number of primary school classrooms and pupil-classroom ratio (PCR) by county and type, 2009-2011**

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Budi	2011	222	53	26	120	23	143.6
	2010	206	48	40	80	38	166.9
	2009	229	54	69	90	16	102.8
Ikotos	2011	222	86	33	56	47	121.1
	2010	278	84	84	48	62	92.7
	2009	219	70	33	38	78	127.0
Kapoeta E.	2011	159	85	41	18	15	29.8
	2010	165	98	32	9	26	33.9
	2009	126	80	15	19	12	41.1
Kapoeta N.	2011	38	32	-	5	1	47.0
	2010	35	29	-	5	1	95.2
	2009	28	24	2	2	-	58.4
Kapoeta S.	2011	75	35	13	26	1	92.7
	2010	75	39	13	12	11	104.7
	2009	124	44	13	61	6	160.8
Lafon	2011	197	88	19	71	19	115.6
	2010	172	65	25	70	12	135.5
	2009	209	70	17	96	26	183.3
Magwi	2011	546	177	134	134	101	102.1
	2010	448	160	121	100	67	113.7
	2009	446	107	101	118	120	176.0
Torit	2011	363	92	100	130	41	126.3
	2010	322	70	54	132	66	201.3
	2009	313	100	52	107	54	122.0
Total	2011	1,822	648	366	560	248	102.4
	2010	1,701	593	369	456	283	116.4
	2009	1,694	549	302	531	312	130.9

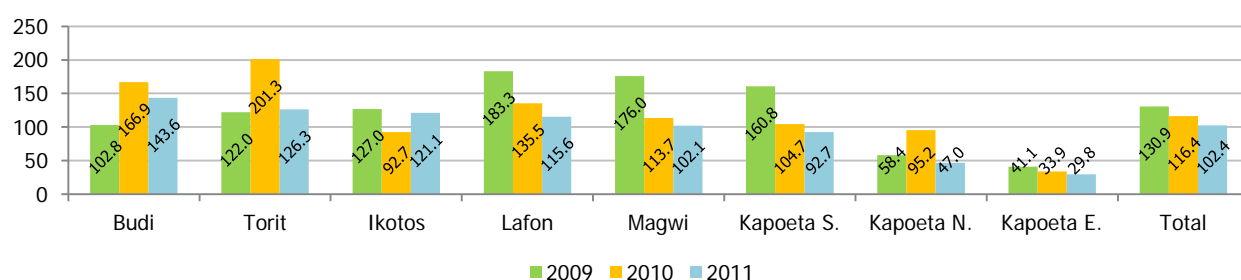
\* "Other" includes roof-only, tent, and others.

\*\* PCR only accounts for permanent and semi-permanent classrooms.

**Number of primary school classrooms by county, 2009-2011**



**Primary school pupil-classroom ratio (PCR) by county, 2009-2011**



### 4.3. Secondary school

#### 4.3.1. Schools

**Number and % of secondary schools by county and ownership type, 2009-2011**

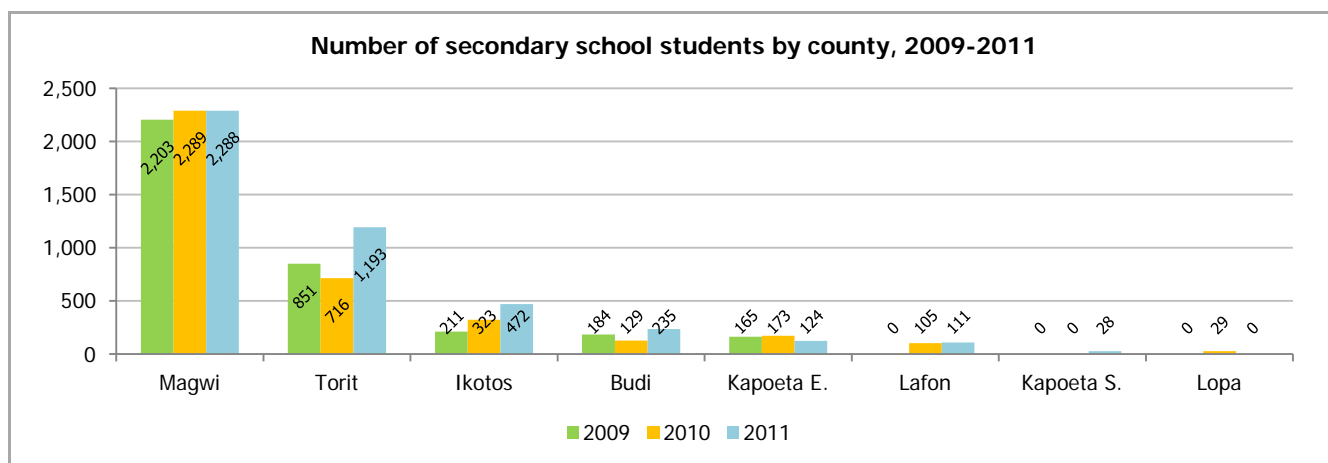
County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Budi	2011	2	2	-	100.0%	-
	2010	2	2	-	100.0%	-
	2009	2	2	-	100.0%	-
Ikotos	2011	4	2	2	50.0%	50.0%
	2010	4	2	2	50.0%	50.0%
	2009	2	2	-	100.0%	-
Kapoeta E.	2011	1	1	-	100.0%	-
	2010	1	-	1	-	100.0%
	2009	1	1	-	100.0%	-
Kapoeta S.	2011	1	1	-	100.0%	-
	2010	-	-	-	-	-
	2009	-	-	-	-	-
Lafon	2011	2	1	1	50.0%	50.0%
	2010	1	1	-	100.0%	-
	2009	-	-	-	-	-
Lopa	2011	-	-	-	-	-
	2010	1	-	1	-	100.0%
	2009	-	-	-	-	-
Magwi	2011	12	8	4	66.7%	33.3%
	2010	12	11	1	91.7%	8.3%
	2009	11	10	1	90.9%	9.1%
Torit	2011	3	3	-	100.0%	-
	2010	3	3	-	100.0%	-
	2009	1	1	-	100.0%	-
Total	2011	25	18	7	72.0%	28.0%
	2010	24	19	5	79.2%	20.8%
	2009	17	16	1	94.1%	5.9%

#### 4.3.2. Students

**Number and % of secondary school students by county and gender, 2009-2011**

County	Year	Total	Male	Female	Male %	Female %
Budi	2011	235	179	56	76.2%	23.8%
	2010	129	96	33	74.4%	25.6%
	2009	184	120	64	65.2%	34.8%
Ikotos	2011	472	346	126	73.3%	26.7%
	2010	323	230	93	71.2%	28.8%
	2009	211	140	71	66.4%	33.6%
Kapoeta E.	2011	124	82	42	66.1%	33.9%
	2010	173	113	60	65.3%	34.7%
	2009	165	106	59	64.2%	35.8%
Kapoeta S.	2011	28	26	2	92.9%	7.1%
	2010	-	-	-	-	-
	2009	-	-	-	-	-
Lafon	2011	111	101	10	91.0%	9.0%
	2010	105	92	13	87.6%	12.4%
	2009	-	-	-	-	-
Lopa	2011	-	-	-	-	-
	2010	29	23	6	79.3%	20.7%
	2009	-	-	-	-	-
Magwi	2011	2,288	1,632	656	71.3%	28.7%
	2010	2,289	1,687	602	73.7%	26.3%
	2009	2,203	1,618	585	73.4%	26.6%
Torit	2011	1,193	902	291	75.6%	24.4%
	2010	716	520	196	72.6%	27.4%
	2009	851	723	128	85.0%	15.0%
Total	2011	4,451	3,268	1,183	73.4%	26.6%
	2010	3,764	2,761	1,003	73.4%	26.6%
	2009	3,614	2,707	907	74.9%	25.1%

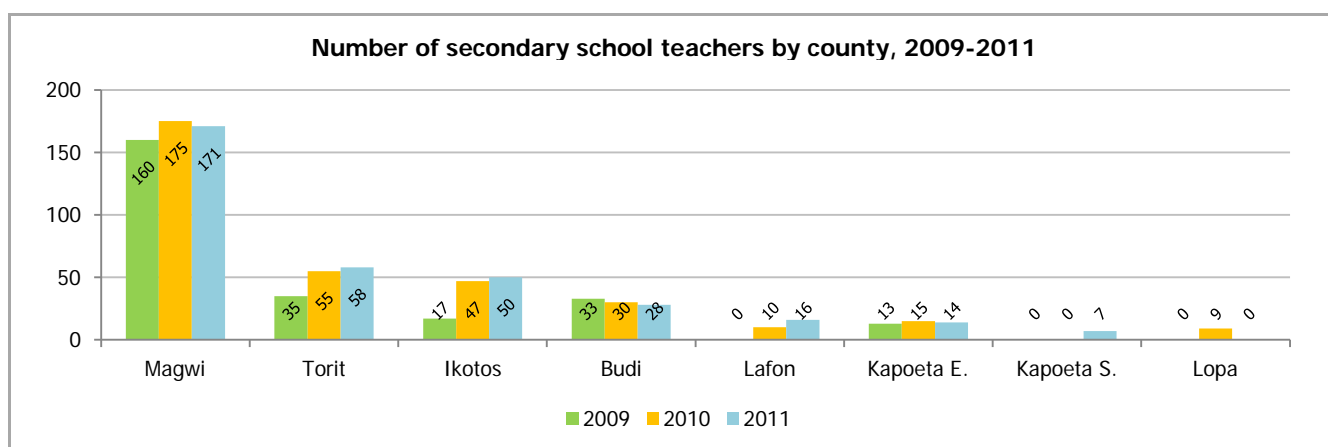
\* "Secondary school students" include only students in S1-S4. S5 and S6 students in schools following the Uganda and Kenyan secondary school system are excluded from the count.

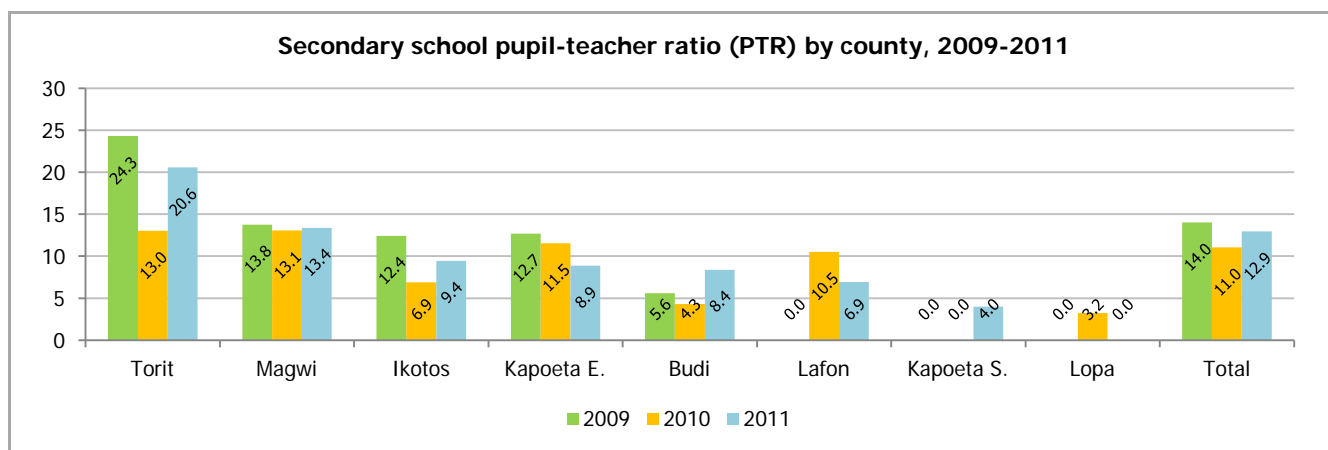


#### 4.3.3. Teachers

**Number and % of secondary school teachers and pupil-teacher ratio (PTR) by county and gender, 2009-2011**

County	Year	Total	Male	Female	Male %	Female %	PTR
Budi	2011	28	28	-	100.0%	-	8.4
	2010	30	30	-	100.0%	-	4.3
	2009	33	33	-	100.0%	-	5.6
Ikotos	2011	50	46	4	92.0%	8.0%	9.4
	2010	47	43	4	91.5%	8.5%	6.9
	2009	17	14	3	82.4%	17.6%	12.4
Kapoeta E.	2011	14	11	3	78.6%	21.4%	8.9
	2010	15	11	4	73.3%	26.7%	11.5
	2009	13	11	2	84.6%	15.4%	12.7
Kapoeta S.	2011	7	7	-	100.0%	-	4.0
	2010	-	-	-	-	-	-
	2009	-	-	-	-	-	-
Lafon	2011	16	12	4	75.0%	25.0%	6.9
	2010	10	10	-	100.0%	-	10.5
	2009	-	-	-	-	-	-
Lopa	2011	-	-	-	-	-	-
	2010	9	6	3	66.7%	33.3%	3.2
	2009	-	-	-	-	-	-
Magwi	2011	171	154	17	90.1%	9.9%	13.4
	2010	175	152	23	86.9%	13.1%	13.1
	2009	160	143	17	89.4%	10.6%	13.8
Torit	2011	58	45	13	77.6%	22.4%	20.6
	2010	55	44	11	80.0%	20.0%	13.0
	2009	35	32	3	91.4%	8.6%	24.3
Total	2011	344	303	41	88.1%	11.9%	12.9
	2010	341	296	45	86.8%	13.2%	11.0
	2009	258	233	25	90.3%	9.7%	14.0





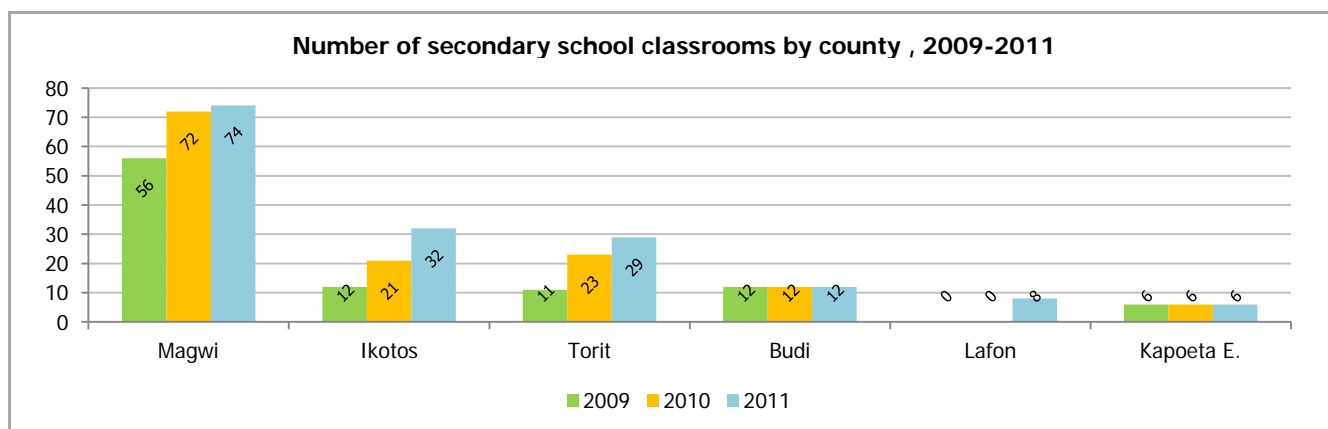
#### 4.3.4. Classrooms

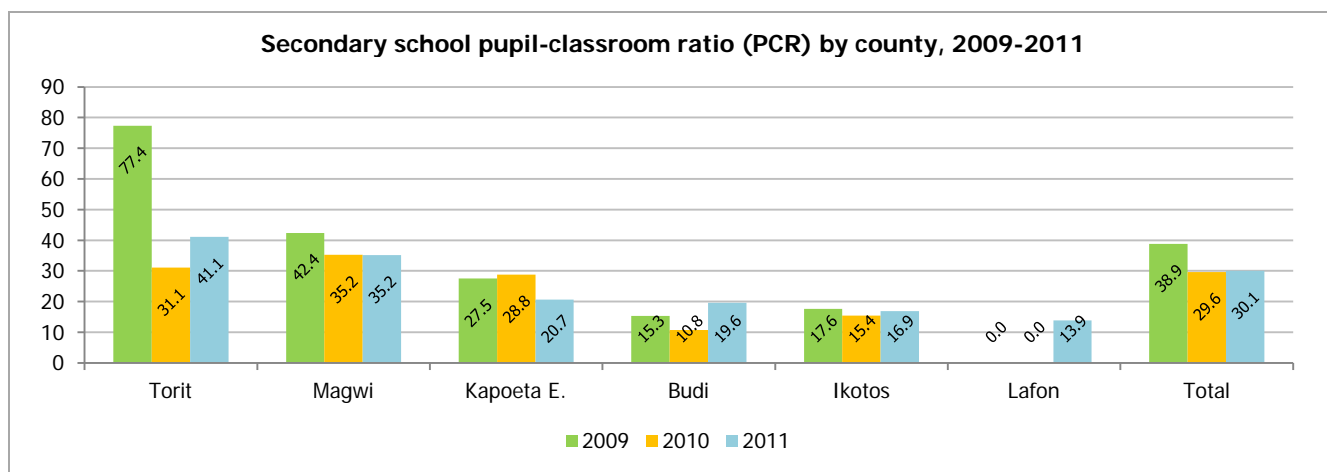
**Number of secondary school classrooms and pupil-classroom ratio (PCR) by county and type, 2009-2011**

County	Year	Total	Perm	Semi-perm	Open-air	Other	PCR
Budi	2011	12	12	-	-	-	19.6
	2010	12	12	-	-	-	10.8
	2009	12	12	-	-	-	15.3
Ikotos	2011	32	22	6	-	4	16.9
	2010	21	21	-	-	-	15.4
	2009	12	12	-	-	-	17.6
Kapoeta E.	2011	6	6	-	-	-	20.7
	2010	6	6	-	-	-	28.8
	2009	6	6	-	-	-	27.5
Kapoeta S.	2011	-	-	-	-	-	-
	2010	-	-	-	-	-	-
	2009	-	-	-	-	-	-
Lafon	2011	8	7	1	-	-	13.9
	2010	-	-	-	-	-	-
	2009	-	-	-	-	-	-
Lopa	2011	-	-	-	-	-	-
	2010	-	-	-	-	-	-
	2009	-	-	-	-	-	-
Magwi	2011	74	54	11	1	8	35.2
	2010	72	56	9	1	6	35.2
	2009	56	45	7	4	-	42.4
Torit	2011	29	29	-	-	-	41.1
	2010	23	23	-	-	-	31.1
	2009	11	11	-	-	-	77.4
Total	2011	161	130	18	1	12	30.1
	2010	134	118	9	1	6	29.6
	2009	97	86	7	4	-	38.9

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

\*\* PCR only accounts for permanent and semi-permanent classrooms.



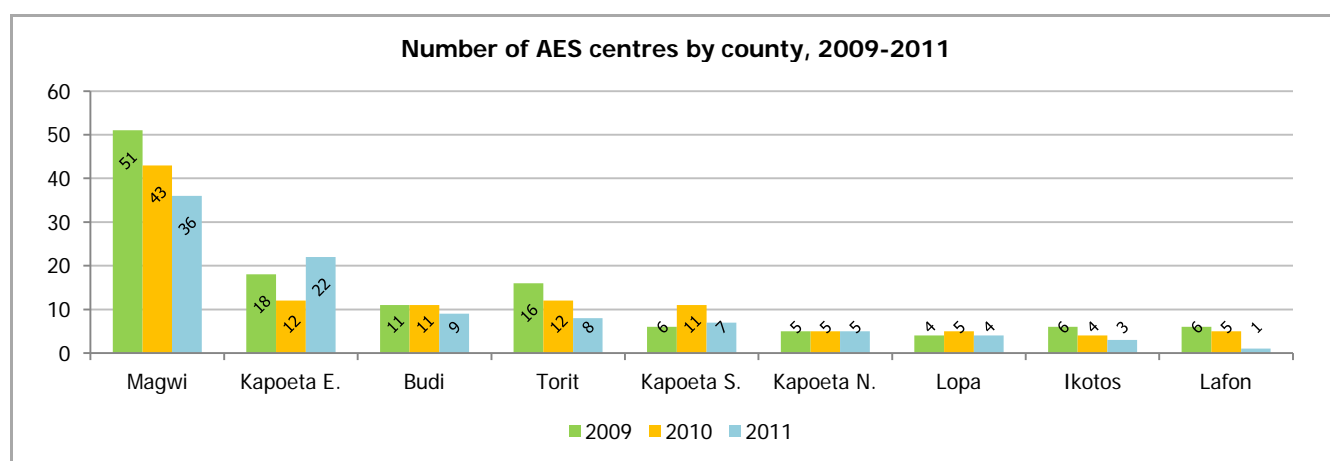


#### 4.4. Alternative Education System (AES) Centres

##### 4.4.1. Centres

**Number and % of AES centres by county and programme type, 2009-2011**

County	Year	Total	ALP	Non-ALP	ALP %	Non-ALP %
Budi	2011	9	7	2	77.8%	22.2%
	2010	11	1	10	9.1%	90.9%
	2009	11	5	6	45.5%	54.5%
Ikotos	2011	3	3	-	100.0%	-
	2010	4	1	3	25.0%	75.0%
	2009	6	-	6	-	100.0%
Kapoeta E.	2011	22	11	11	50.0%	50.0%
	2010	12	7	5	58.3%	41.7%
	2009	18	3	15	16.7%	83.3%
Kapoeta N.	2011	5	-	5	-	100.0%
	2010	5	3	2	60.0%	40.0%
	2009	5	5	-	100.0%	-
Kapoeta S.	2011	7	7	-	100.0%	-
	2010	11	10	1	90.9%	9.1%
	2009	6	5	1	83.3%	16.7%
Lafon	2011	1	1	-	100.0%	-
	2010	5	4	1	80.0%	20.0%
	2009	6	5	1	83.3%	16.7%
Lopa	2011	4	4	-	100.0%	-
	2010	5	4	1	80.0%	20.0%
	2009	4	4	-	100.0%	-
Magwi	2011	36	35	1	97.2%	2.8%
	2010	43	33	10	76.7%	23.3%
	2009	51	32	19	62.7%	37.3%
Torit	2011	8	8	-	100.0%	-
	2010	12	9	3	75.0%	25.0%
	2009	16	2	14	12.5%	87.5%
Total	2011	95	76	19	80.0%	20.0%
	2010	108	72	36	66.7%	33.3%
	2009	123	61	62	49.6%	50.4%

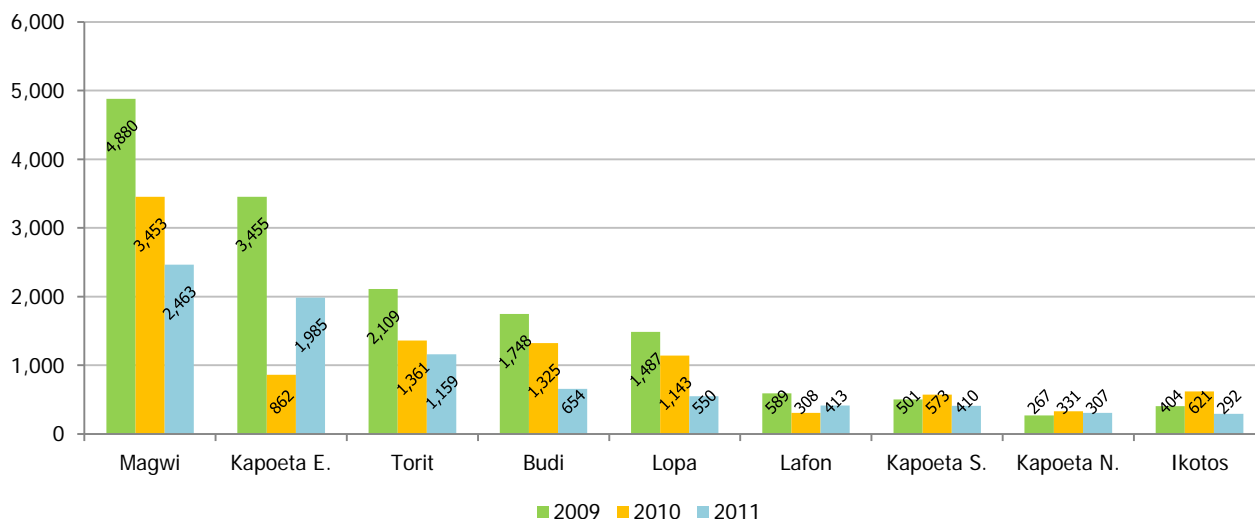


#### 4.4.2. Students

**Number and % of AES learners by county and gender, 2009-2011**

County	Year	Total	Male	Female	Male %	Female %
Budi	2011	654	339	315	51.8%	48.2%
	2010	1,325	803	522	60.6%	39.4%
	2009	1,748	1,414	334	80.9%	19.1%
Ikotos	2011	292	67	225	22.9%	77.1%
	2010	621	147	474	23.7%	76.3%
	2009	404	244	160	60.4%	39.6%
Kapoeta E.	2011	1,985	1,247	738	62.8%	37.2%
	2010	862	588	274	68.2%	31.8%
	2009	3,455	2,780	675	80.5%	19.5%
Kapoeta N.	2011	307	191	116	62.2%	37.8%
	2010	331	211	120	63.7%	36.3%
	2009	267	220	47	82.4%	17.6%
Kapoeta S.	2011	410	324	86	79.0%	21.0%
	2010	573	385	188	67.2%	32.8%
	2009	501	448	53	89.4%	10.6%
Lafon	2011	413	198	215	47.9%	52.1%
	2010	308	177	131	57.5%	42.5%
	2009	589	332	257	56.4%	43.6%
Lopa	2011	550	254	296	46.2%	53.8%
	2010	1,143	670	473	58.6%	41.4%
	2009	1,487	878	609	59.0%	41.0%
Magwi	2011	2,463	927	1,536	37.6%	62.4%
	2010	3,453	1,376	2,077	39.8%	60.2%
	2009	4,880	2,166	2,714	44.4%	55.6%
Torit	2011	1,159	623	536	53.8%	46.2%
	2010	1,361	878	483	64.5%	35.5%
	2009	2,109	1,276	833	60.5%	39.5%
Total	2011	8,233	4,170	4,063	50.6%	49.4%
	2010	9,977	5,235	4,742	52.5%	47.5%
	2009	15,440	9,758	5,682	63.2%	36.8%

**Number of AES learners by county, 2009-2011**

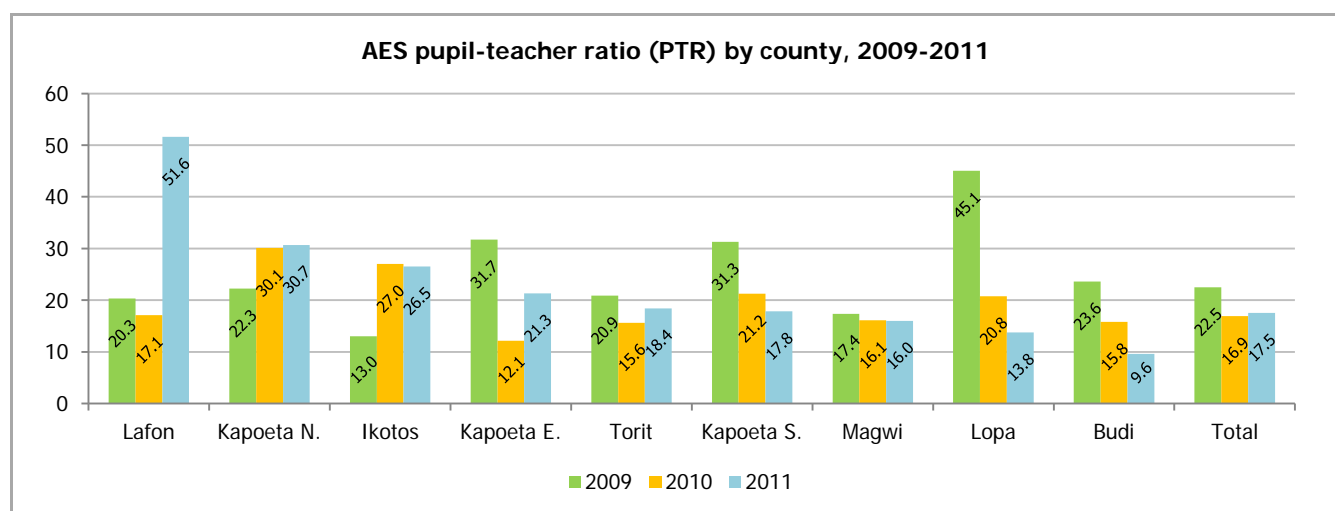
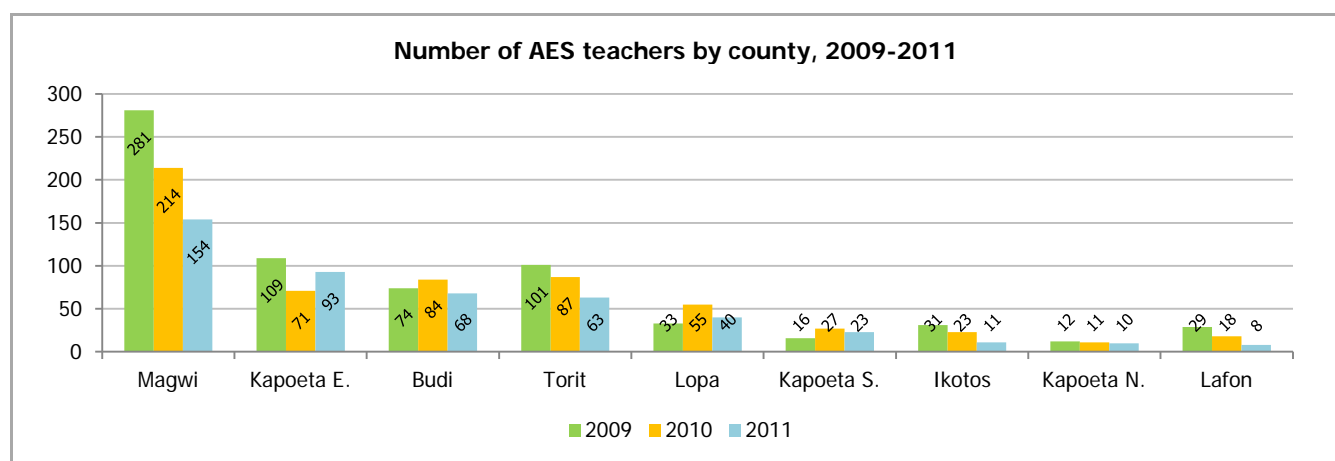


#### 4.4.3. Teachers

**Number and % of AES teachers and pupil-teacher ratio (PTR) by county and gender, 2009-2011**

County	Year	Total	Male	Female	Male %	Female %	PTR
Budi	2011	68	66	2	97.1%	2.9%	9.6
	2010	84	79	5	94.0%	6.0%	15.8
	2009	74	66	8	89.2%	10.8%	23.6
Ikotos	2011	11	8	3	72.7%	27.3%	26.5
	2010	23	21	2	91.3%	8.7%	27.0
	2009	31	28	3	90.3%	9.7%	13.0
Kapoeta E.	2011	93	67	26	72.0%	28.0%	21.3
	2010	71	57	14	80.3%	19.7%	12.1
	2009	109	97	12	89.0%	11.0%	31.7
Kapoeta N.	2011	10	9	1	90.0%	10.0%	30.7
	2010	11	10	1	90.9%	9.1%	30.1
	2009	12	10	2	83.3%	16.7%	22.3

Kapoeta S.	2011	23	20	3	87.0%	13.0%	17.8
	2010	27	27	-	100.0%	-	21.2
	2009	16	16	-	100.0%	-	31.3
Lafon	2011	8	8	-	100.0%	-	51.6
	2010	18	18	-	100.0%	-	17.1
	2009	29	29	-	100.0%	-	20.3
Lopa	2011	40	37	3	92.5%	7.5%	13.8
	2010	55	50	5	90.9%	9.1%	20.8
	2009	33	30	3	90.9%	9.1%	45.1
Magwi	2011	154	120	34	77.9%	22.1%	16.0
	2010	214	168	46	78.5%	21.5%	16.1
	2009	281	219	62	77.9%	22.1%	17.4
Torit	2011	63	51	12	81.0%	19.0%	18.4
	2010	87	73	14	83.9%	16.1%	15.6
	2009	101	89	12	88.1%	11.9%	20.9
Total	2011	470	386	84	82.1%	17.9%	17.5
	2010	590	503	87	85.3%	14.7%	16.9
	2009	686	584	102	85.1%	14.9%	22.5





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

### 4.5.1. Centres

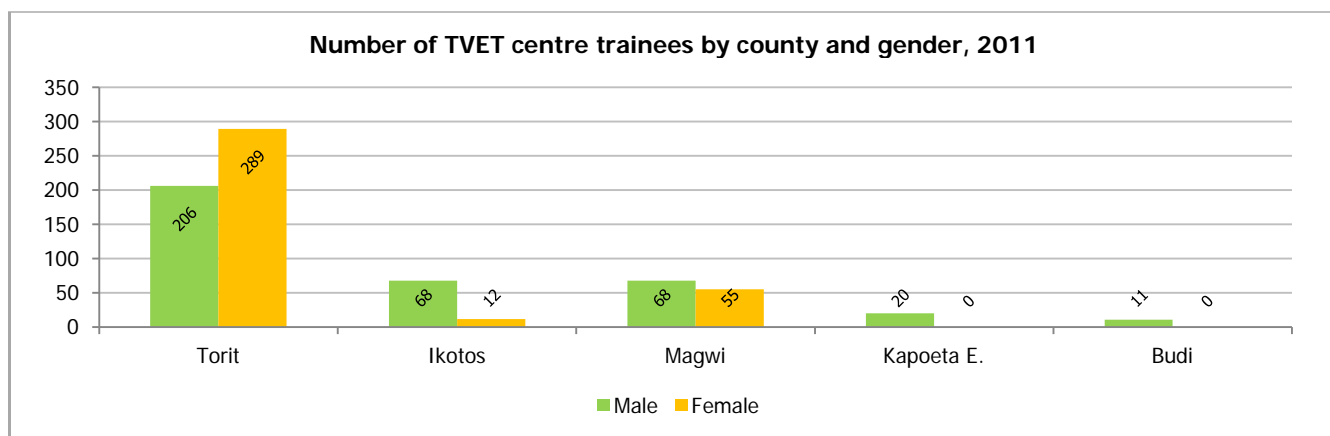
**Number and % of TVET centres by county and ownership type, 2011**

County	Year	Total	Gov	Non-gov	Gov %	Non-gov %
Budi	2011	1	1	-	100.0%	-
Ikotos	2011	1	1	-	100.0%	-
Kapoeta E.	2011	1	-	1	-	100.0%
Magwi	2011	2	1	1	50.0%	50.0%
Torit	2011	3	1	2	33.3%	66.7%
Total	2011	8	4	4	50.0%	50.0%

### 4.5.2. Trainees

**Number and % of TVET centre trainees by county and gender, 2011**

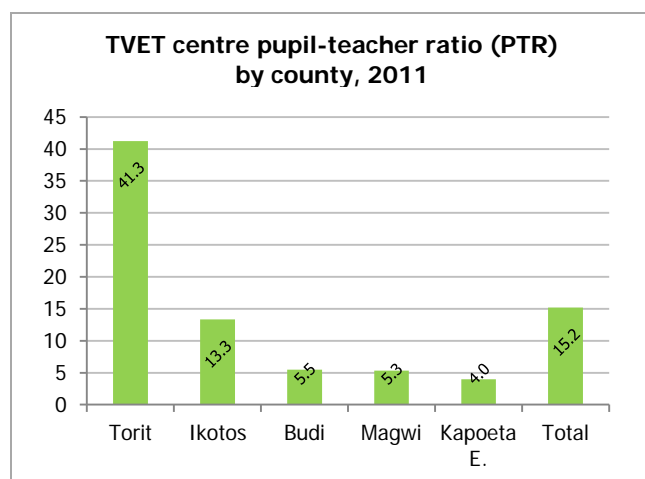
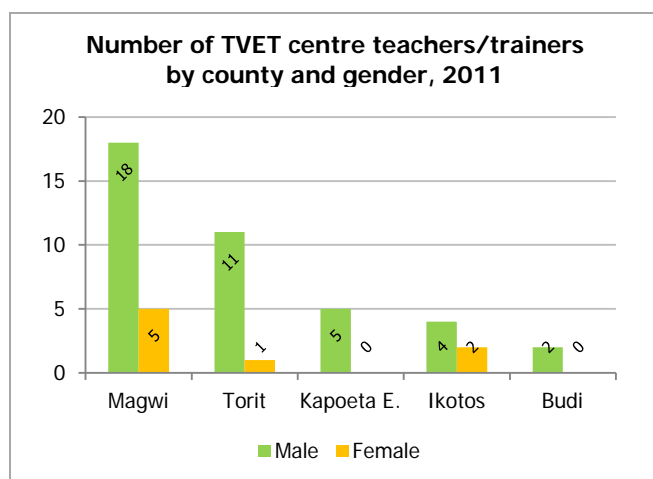
County	Year	Total	Male	Female	Male %	Female %
Budi	2011	11	11	-	100.0%	-
Ikotos	2011	80	68	12	85.0%	15.0%
Kapoeta E.	2011	20	20	-	100.0%	-
Magwi	2011	123	68	55	55.3%	44.7%
Torit	2011	495	206	289	41.6%	58.4%
Total	2011	729	373	356	51.2%	48.8%



### 4.5.3. Teachers/trainers

**Number and % of TVET centre teachers/trainers and pupil-teacher ratio (PTR) by county and gender, 2011**

County	Year	Total	Male	Female	Male %	Female %	PTR
Budi	2011	2	2	-	100.0%	-	5.5
Ikotos	2011	6	4	2	66.7%	33.3%	13.3
Kapoeta E.	2011	5	5	-	100.0%	-	4.0
Magwi	2011	23	18	5	78.3%	21.7%	5.3
Torit	2011	12	11	1	91.7%	8.3%	41.3
Total	2011	48	40	8	83.3%	16.7%	15.2



#### 4.5.4. Programmes

Number of centres by county and course offered, 2011

County	Year	Agriculture	Automotive technology	Carpentry	Computer technology	Electrical technology	Masonry/ Construction	Plumbing	Tailoring/ Embroidering	Welding technology	Other
Budi	2011	-	-	1	-	-	-	-	-	-	-
Ikotos	2011	-	-	1	-	-	1	-	1	-	-
Kapoeta E.	2011	-	1	1	-	-	1	-	-	1	-
Magwi	2011	1	2	1	-	1	2	-	2	-	1
Torit	2011	-	1	2	1	1	1	1	2	-	2
Total	2011	1	4	6	1	2	5	1	5	1	3

## 5.0. PRE-PRIMARY SCHOOL, 2011

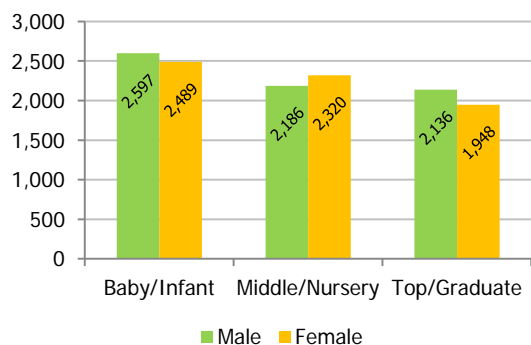
### 5.1. Access

#### 5.1.1. Enrolment

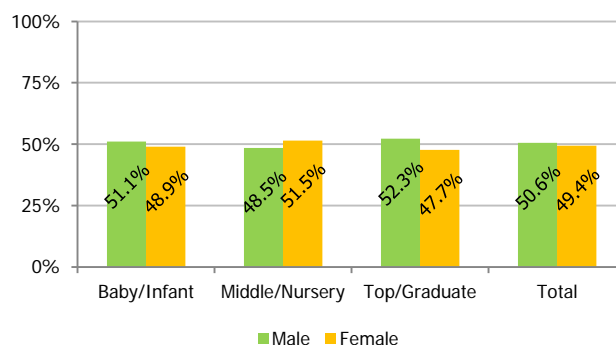
**Number of pre-primary school pupils by county and grade, 2011**

County	Total	Baby/Infant	Middle/Nursery	Top/Graduate
Ikotos	463	108	211	144
Kapoeta E.	2,812	1,176	866	770
Kapoeta N.	1,230	434	454	342
Kapoeta S.	725	166	262	297
Lafon	65	14	18	33
Magwi	6,640	2,597	2,184	1,859
Torit	1,741	591	511	639
Total	13,676	5,086	4,506	4,084

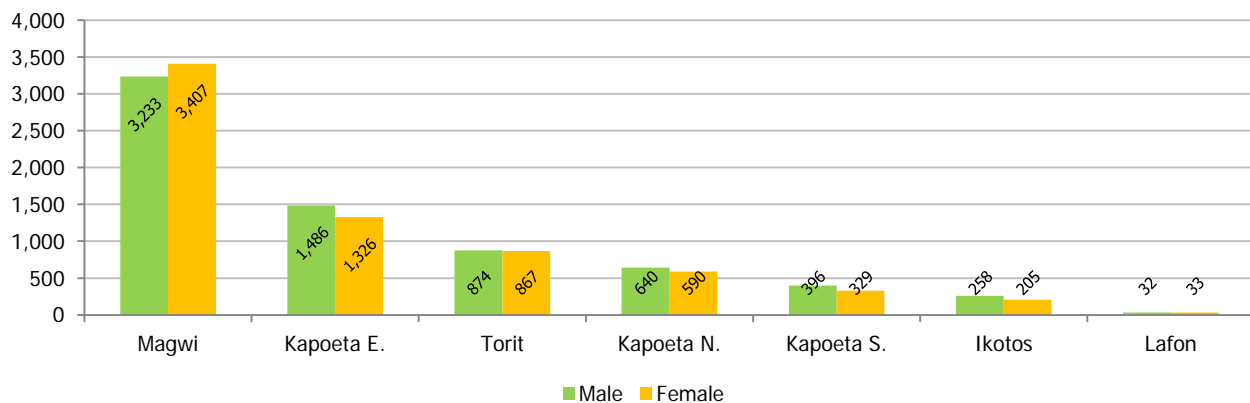
**Number of pre-primary school pupils by grade and gender, 2011**



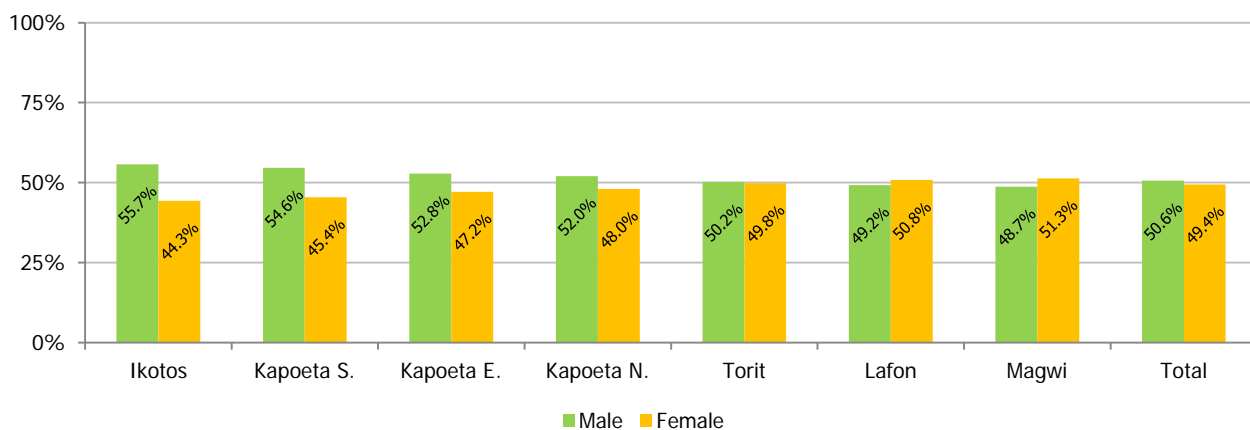
**% of pre-primary school pupils by grade and gender, 2011**



**Number of pre-primary pupils by county and gender, 2011**



**% of pre-primary pupils by county and gender, 2011**

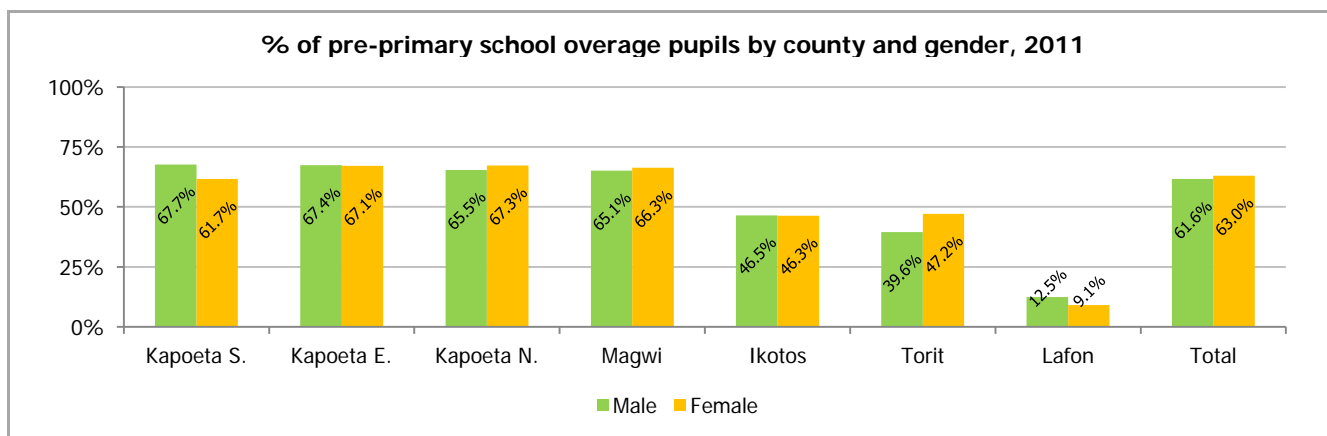
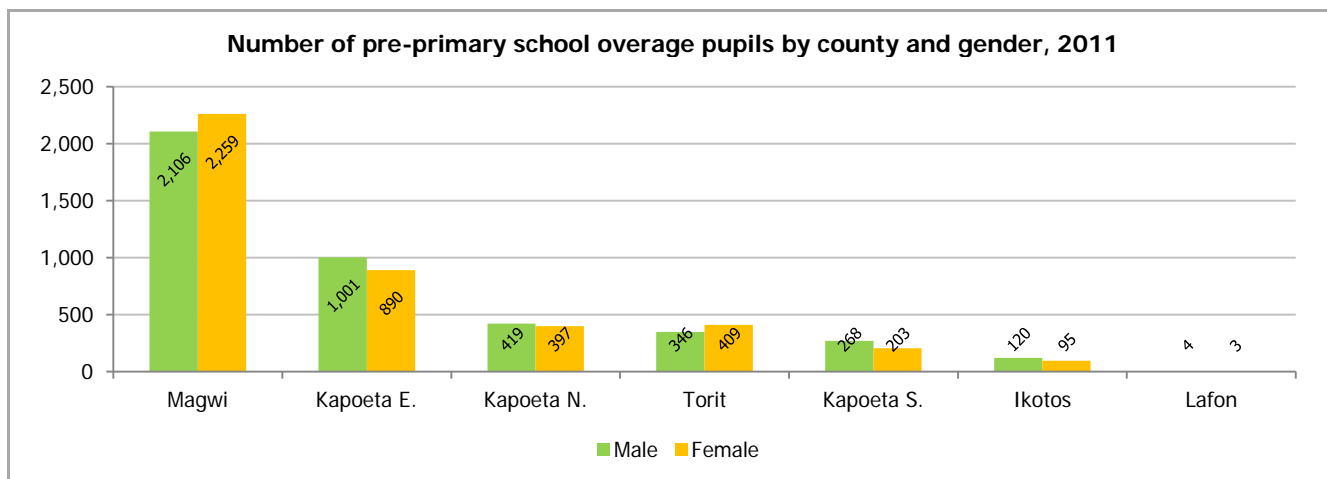


### 5.1.2. Overage pupils

**Number and % of pre-primary school at-age and overage pupils by county and gender, 2011**

County	Total			Male			Female		
	At age	Overage	% overage	At age	Overage	% overage	At age	Overage	% overage
Ikotos	248	215	46.4%	138	120	46.5%	110	95	46.3%
Kapoeta E.	921	1,891	67.2%	485	1,001	67.4%	436	890	67.1%
Kapoeta N.	414	816	66.3%	221	419	65.5%	193	397	67.3%
Kapoeta S.	254	471	65.0%	128	268	67.7%	126	203	61.7%
Lafon	58	7	10.8%	28	4	12.5%	30	3	9.1%
Magwi	2,275	4,365	65.7%	1,127	2,106	65.1%	1,148	2,259	66.3%
Torit	986	755	43.4%	528	346	39.6%	458	409	47.2%
Total	5,156	8,520	62.3%	2,655	4,264	61.6%	2,501	4,256	63.0%

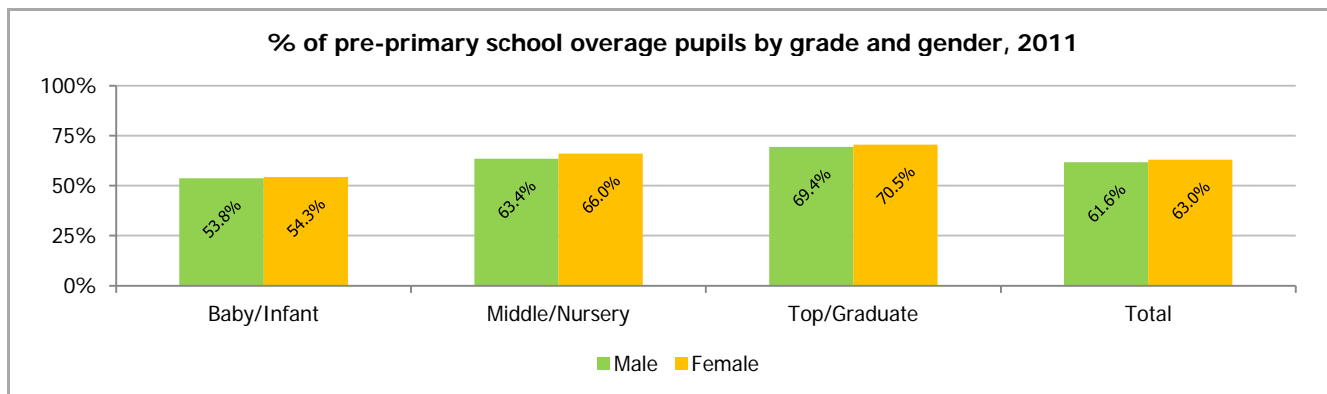
\* "At age" includes under-age and at-age pupils.



**Number and % of pre-primary school at-age and overage pupils by grade and gender, 2011**

Grade	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
Baby/Infant	2,338	2,748	54.0%	1,201	1,396	53.8%	1,137	1,352	54.3%
Middle/Nursery	1,589	2,917	64.7%	800	1,386	63.4%	789	1,531	66.0%
Top/Graduate	1,229	2,855	69.9%	654	1,482	69.4%	575	1,373	70.5%
Total	5,156	8,520	62.3%	2,655	4,264	61.6%	2,501	4,256	63.0%

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



## 5.2. Resources

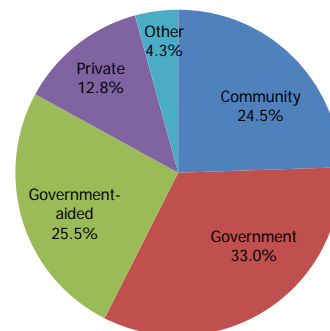
### 5.2.1. Schools

**Number of pre-primary schools by ownership, 2011**

Ownership type	Schools
Community	23
Government	31
Government-aided	24
Private	12
Other	4
<b>Total</b>	<b>94</b>

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

**% of pre-primary schools by ownership type, 2011**

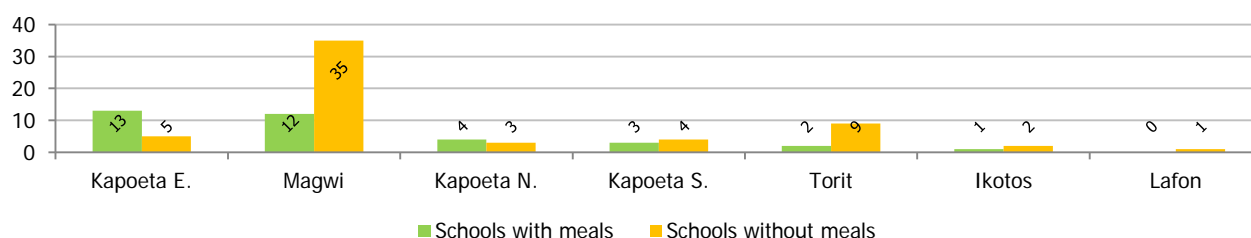


**Number and % of pre-primary schools with meals by county, 2011**

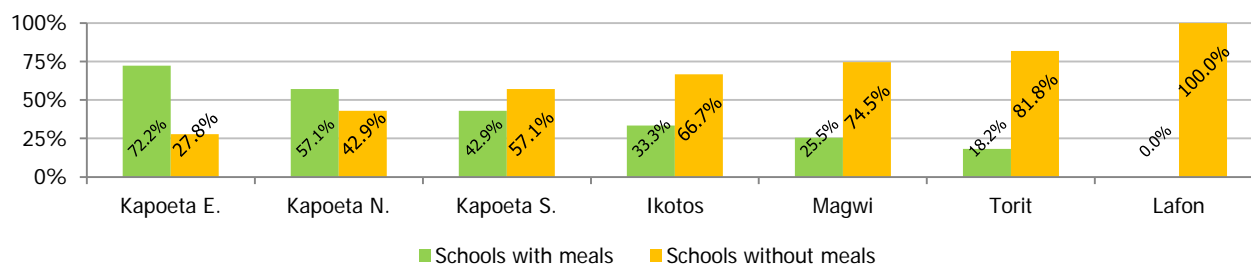
County	Schools	Schools w/ meals		Schools w/out meals	
		Count	% total	Count	% total
Ikotos	3	1	33.3%	2	66.7%
Kapoeta E.	18	13	72.2%	5	27.8%
Kapoeta N.	7	4	57.1%	3	42.9%
Kapoeta S.	7	3	42.9%	4	57.1%
Lafon	1	-	-	1	100.0%
Magwi	47	12	25.5%	35	74.5%
Torit	11	2	18.2%	9	81.8%
<b>Total</b>	<b>94</b>	<b>35</b>	<b>37.2%</b>	<b>59</b>	<b>62.8%</b>

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

**Number of pre-primary schools with and without meals by county, 2011**



**% of pre-primary schools with and without meals by county, 2011**

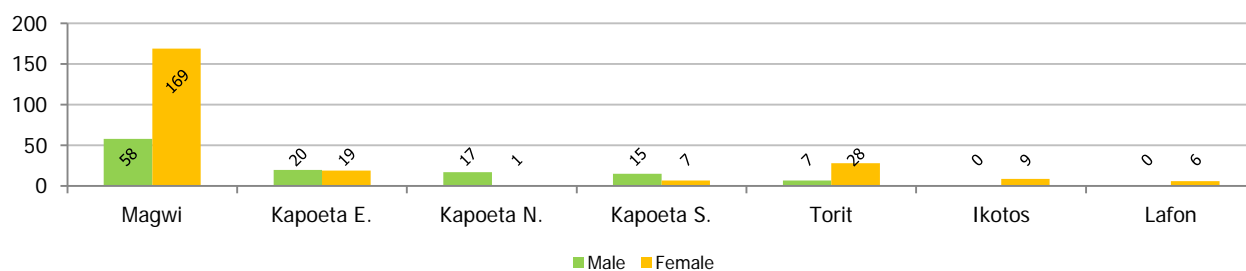


### 5.2.2. Teachers

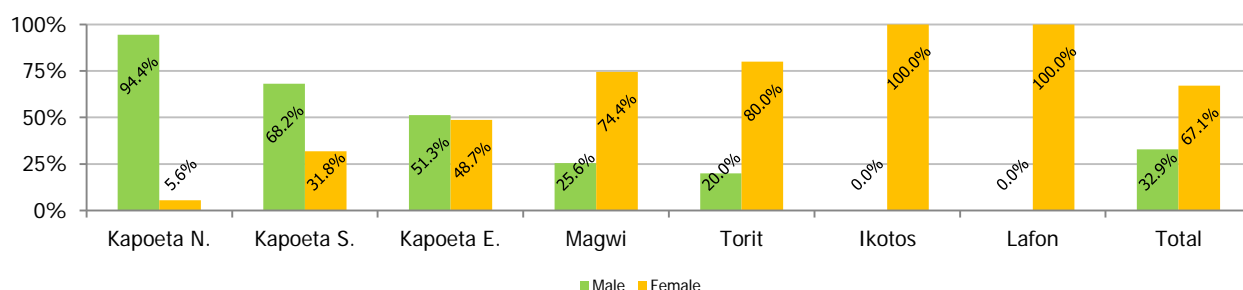
**Number and % of pre-primary school teachers by county and gender, 2011**

County	Total	Male		Female	
		Count	% total	Count	% total
Ikotos	9	-	-	9	100.0%
Kapoeta E.	39	20	51.3%	19	48.7%
Kapoeta N.	18	17	94.4%	1	5.6%
Kapoeta S.	22	15	68.2%	7	31.8%
Lafon	6	-	-	6	100.0%
Magwi	227	58	25.6%	169	74.4%
Torit	35	7	20.0%	28	80.0%
<b>Total</b>	<b>356</b>	<b>117</b>	<b>32.9%</b>	<b>239</b>	<b>67.1%</b>

**Number of pre-primary school teachers by county and gender, 2011**



**% of pre-primary school teachers by county and gender, 2011**

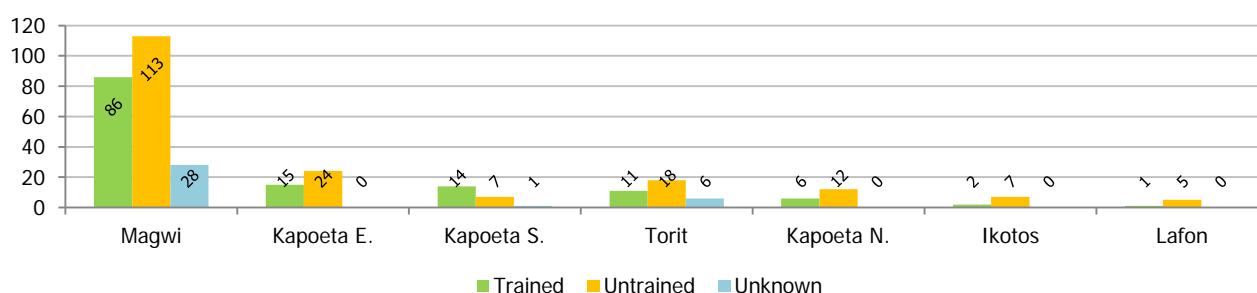


**Number and % of pre-primary school teachers by professional qualification and county, 2011**

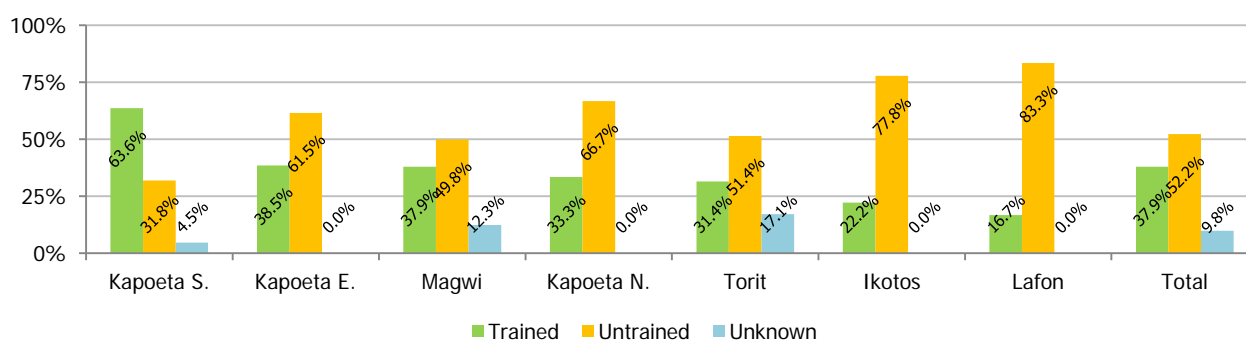
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Ikotos	9	2	22.2%	7	77.8%	-	-
Kapoeta E.	39	15	38.5%	24	61.5%	-	-
Kapoeta N.	18	6	33.3%	12	66.7%	-	-
Kapoeta S.	22	14	63.6%	7	31.8%	1	4.5%
Lafon	6	1	16.7%	5	83.3%	-	-
Magwi	227	86	37.9%	113	49.8%	28	12.3%
Torit	35	11	31.4%	18	51.4%	6	17.1%
Total	356	135	37.9%	186	52.2%	35	9.8%

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

**Number of pre-primary school teachers by professional qualification and county, 2011**



**% of pre-primary school teachers by professional qualification and county, 2011**

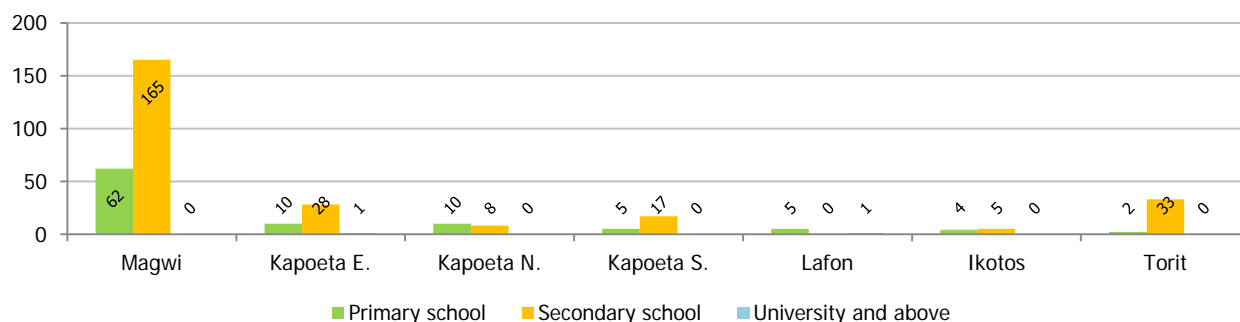


### Number and % of pre-primary school teachers by academic qualification and county, 2011

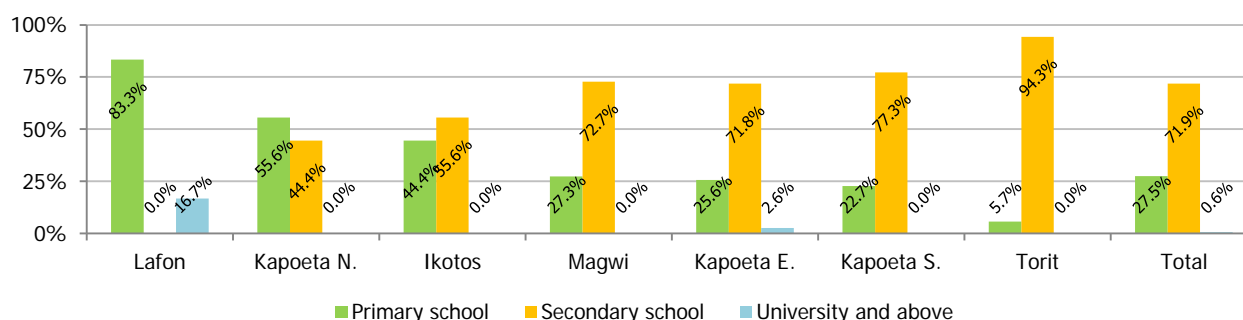
County	Total	Primary School		Secondary School		University and above	
		Count	% total	Count	% total	Count	% total
Ikotos	9	4	44.4%	5	55.6%	-	-
Kapoeta E.	39	10	25.6%	28	71.8%	1	2.6%
Kapoeta N.	18	10	55.6%	8	44.4%	-	-
Kapoeta S.	22	5	22.7%	17	77.3%	-	-
Lafon	6	5	83.3%	-	-	1	16.7%
Magwi	227	62	27.3%	165	72.7%	-	-
Torit	35	2	5.7%	33	94.3%	-	-
Total	356	98	27.5%	256	71.9%	2	0.6%

\* "Primary school" includes completion of primary and intermediate/lower secondary education levels. "Secondary school" attainment includes completion of secondary, O-level, and/or A-level education levels. "University and above" attainment includes completion of four (4) years of university education or its equivalent.

### Number of pre-primary school teachers by academic qualification and county, 2011



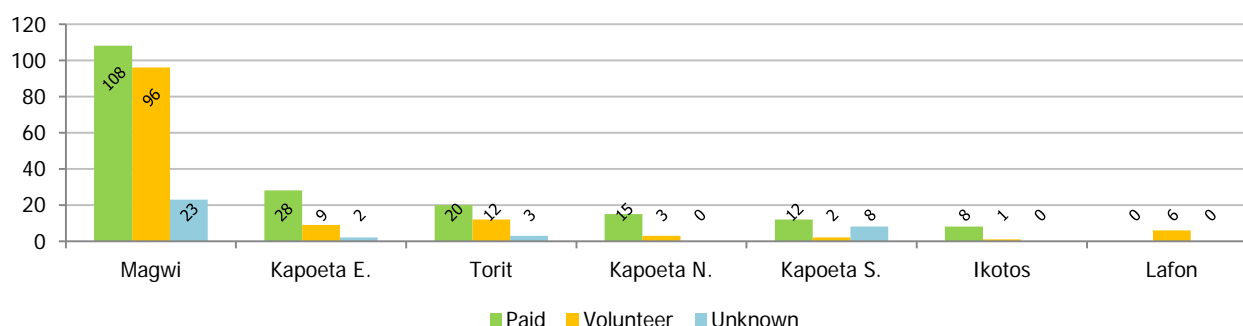
### % of pre-primary school teachers by academic qualification and county, 2011

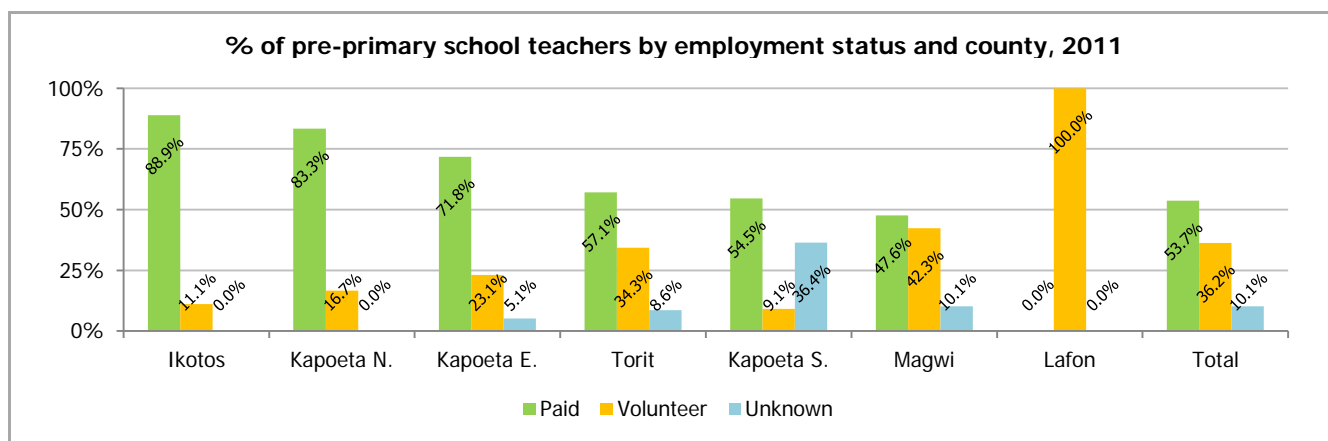


### Number and % of pre-primary school teachers by employment status and county, 2011

County	Total	Paid		Volunteer		Unknown	
		Count	% total	Count	% total	Count	% total
Ikotos	9	8	88.9%	1	11.1%	-	-
Kapoeta E.	39	28	71.8%	9	23.1%	2	5.1%
Kapoeta N.	18	15	83.3%	3	16.7%	-	-
Kapoeta S.	22	12	54.5%	2	9.1%	8	36.4%
Lafon	6	-	-	6	100.0%	-	-
Magwi	227	108	47.6%	96	42.3%	23	10.1%
Torit	35	20	57.1%	12	34.3%	3	8.6%
Total	356	191	53.7%	129	36.2%	36	10.1%

### Number of pre-primary school teachers by employment status and county, 2011

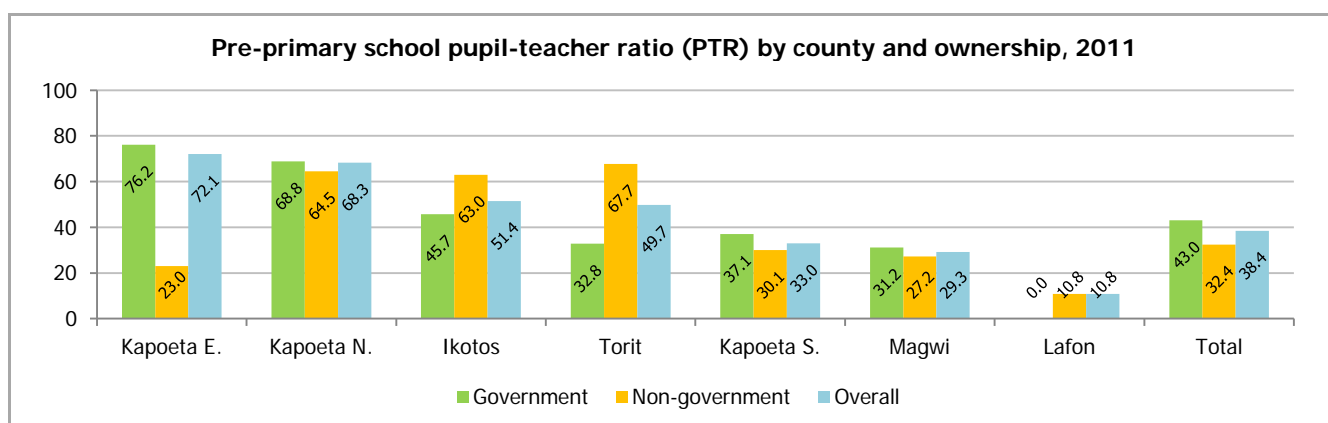




**Pre-primary school pupil-teacher ratio (PTR) by county and ownership, 2011**

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Ikotos	463	9	51.4	274	6	45.7	189	3	63.0
Kapoeta E.	2,812	39	72.1	2,743	36	76.2	69	3	23.0
Kapoeta N.	1,230	18	68.3	1,101	16	68.8	129	2	64.5
Kapoeta S.	725	22	33.0	334	9	37.1	391	13	30.1
Lafon	65	6	10.8	-	-	-	65	6	10.8
Magwi	6,640	227	29.3	3,646	117	31.2	2,994	110	27.2
Torit	1,741	35	49.7	590	18	32.8	1,151	17	67.7
Total	13,676	356	38.4	8,688	202	43.0	4,988	154	32.4

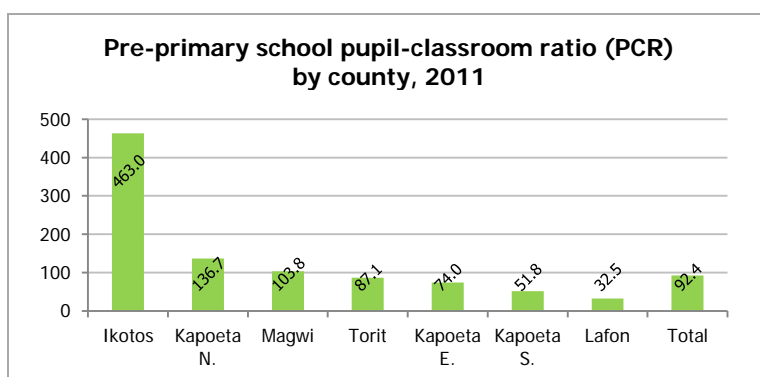
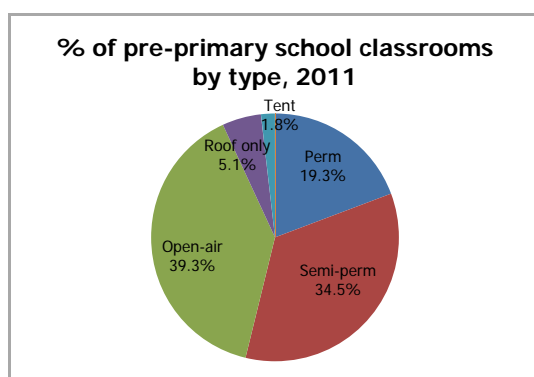
\* "Non-government" here includes schools under community, private, NGO-supported, other, and unknown ownership.



### 5.2.3. Classrooms

**Number of pre-primary school classrooms and pupil-classroom ratio (PCR) by county and type, 2011**

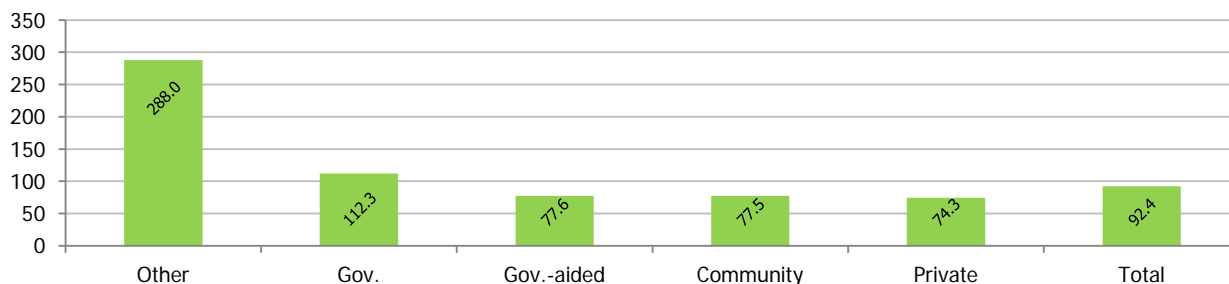
County	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
Ikotos	4	1	-	3	-	-	-	463.0
Kapoeta E.	68	19	19	23	2	5	-	74.0
Kapoeta N.	28	9	-	19	-	-	-	136.7
Kapoeta S.	19	5	9	5	-	-	-	51.8
Lafon	2	2	-	-	-	-	-	32.5
Magwi	126	8	56	51	11	-	-	103.8
Torit	28	9	11	7	1	-	-	87.1
Total	275	53	95	108	14	5	-	92.4



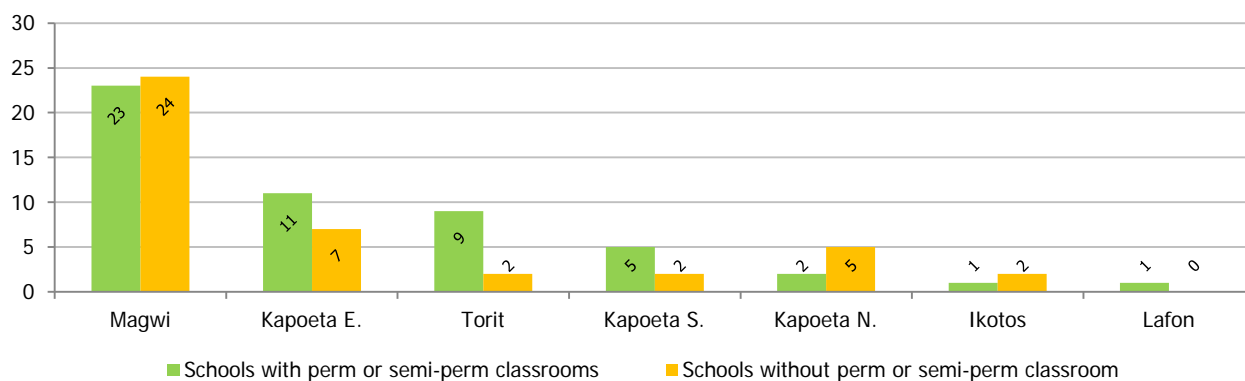
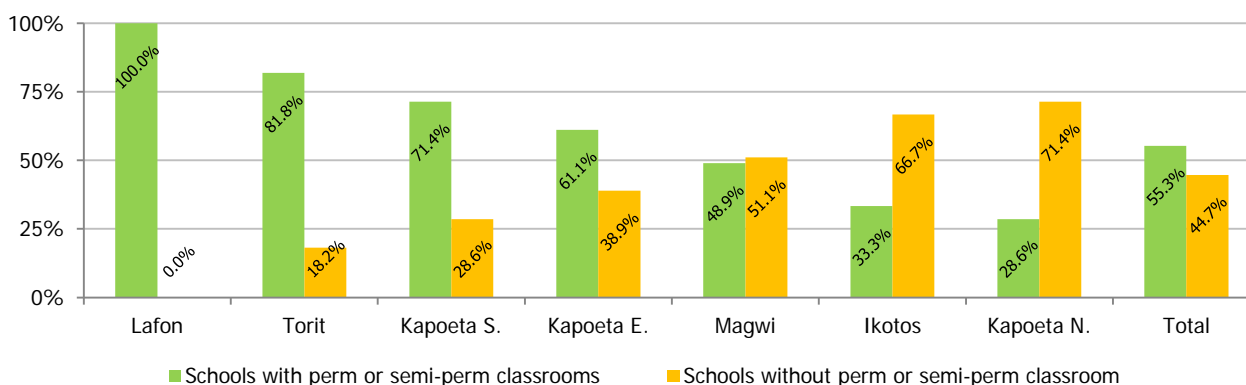


**Number of pre-primary school classrooms and pupil-classroom ratio (PCR) by ownership type, 2011**

Ownership	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
Community	58	6	23	21	8	-	-	77.5
Gov.	100	22	27	50	1	-	-	112.3
Gov.-aided	75	20	21	24	5	5	-	77.6
NGO-supported	-	-	-	-	-	-	-	-
Private	34	5	22	7	-	-	-	74.3
Other	8	-	2	6	-	-	-	288.0
Total	275	53	95	108	14	5	-	92.4

**Pre-primary school pupil-classroom ratio (PCR) by ownership, 2011**

**Number and % of pre-primary schools with permanent and semi-permanent classrooms, 2011**

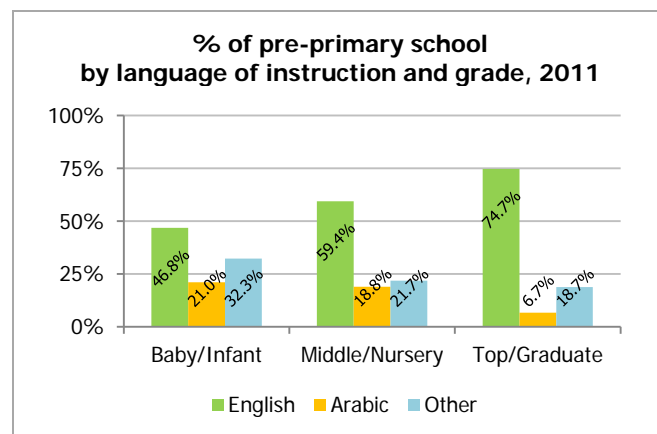
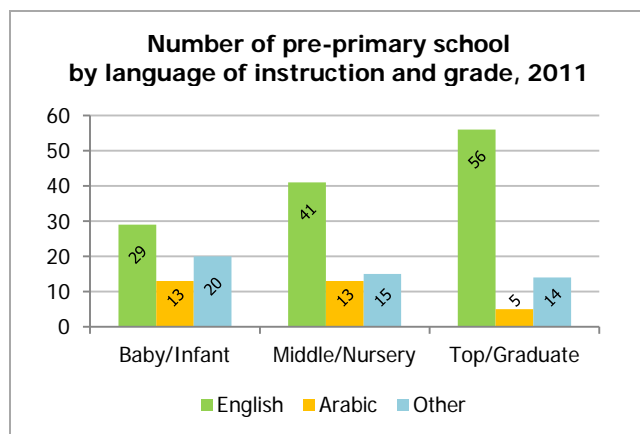
County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Ikotos	3	1	33.3%	2	66.7%
Kapoeta E.	18	11	61.1%	7	38.9%
Kapoeta N.	7	2	28.6%	5	71.4%
Kapoeta S.	7	5	71.4%	2	28.6%
Lafon	1	1	100.0%	-	-
Magwi	47	23	48.9%	24	51.1%
Torit	11	9	81.8%	2	18.2%
Total	94	52	55.3%	42	44.7%

**Number of pre-primary schools with and without perm. and semi-perm. classrooms by county, 2011**

**% of pre-primary schools with and without permanent and semi-permanent classrooms by county, 2011**


## 5.2.4. Curriculum and instruction

**Number and % of pre-primary school by language of instruction and grade, 2011**

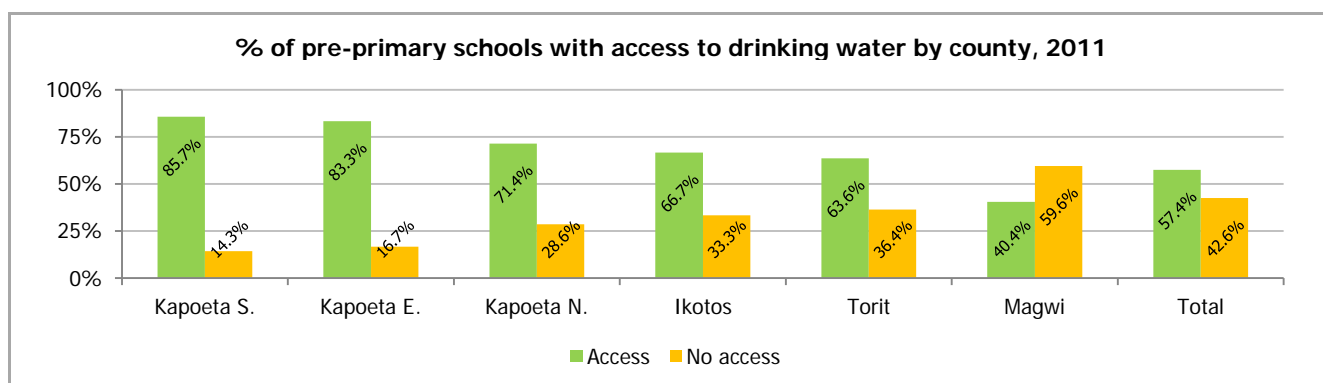
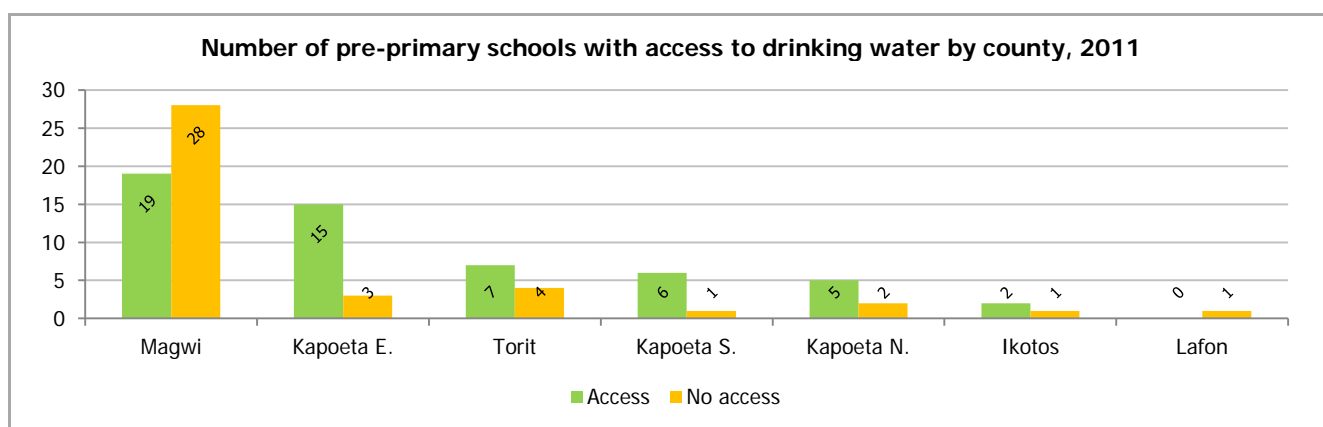
Language	Baby/Infant	Nursery/Middle	Top/Graduate
English	29 46.8%	41 59.4%	56 74.7%
Arabic	13 21.0%	13 18.8%	5 6.7%
Other	20 32.3%	15 21.7%	14 18.7%
Total	62	69	75



## 5.2.5. Facilities

**Number and % of pre-primary schools with and without access to drinking water by county, 2011**

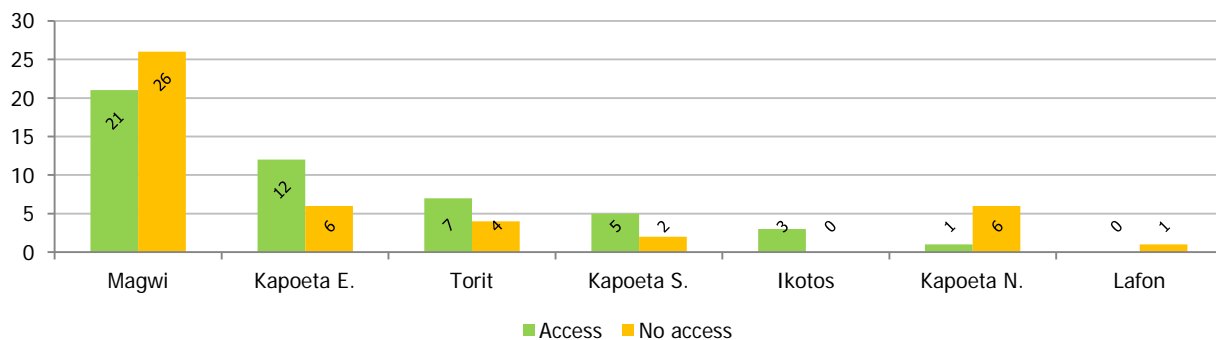
County	Schools	Access		No access	
		Count	% total	Count	% total
Ikotos	3	2	66.7%	1	33.3%
Kapoeta E.	18	15	83.3%	3	16.7%
Kapoeta N.	7	5	71.4%	2	28.6%
Kapoeta S.	7	6	85.7%	1	14.3%
Lafon	1	-	-	1	100.0%
Magwi	47	19	40.4%	28	59.6%
Torit	11	7	63.6%	4	36.4%
Total	94	54	57.4%	40	42.6%



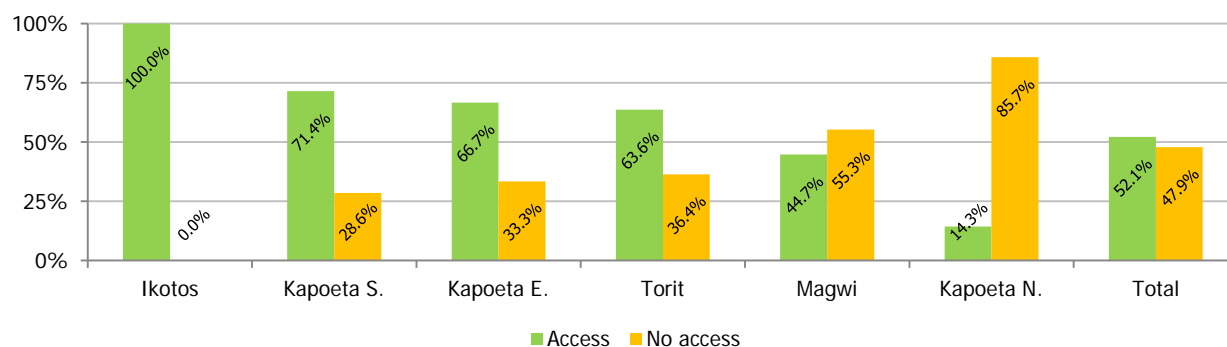
### Number and % of pre-primary schools with and without access to latrine by county, 2011

County	Schools	Access		No access	
		Count	% total	Count	% total
Ikotos	3	3	100.0%	-	-
Kapoeta E.	18	12	66.7%	6	33.3%
Kapoeta N.	7	1	14.3%	6	85.7%
Kapoeta S.	7	5	71.4%	2	28.6%
Lafon	1	-	-	1	100.0%
Magwi	47	21	44.7%	26	55.3%
Torit	11	7	63.6%	4	36.4%
Total	94	49	52.1%	45	47.9%

Number of pre-primary schools with access to latrine by county, 2011



% of pre-primary schools with access to latrine by county, 2011



## 6.0. PRIMARY SCHOOL, 2011

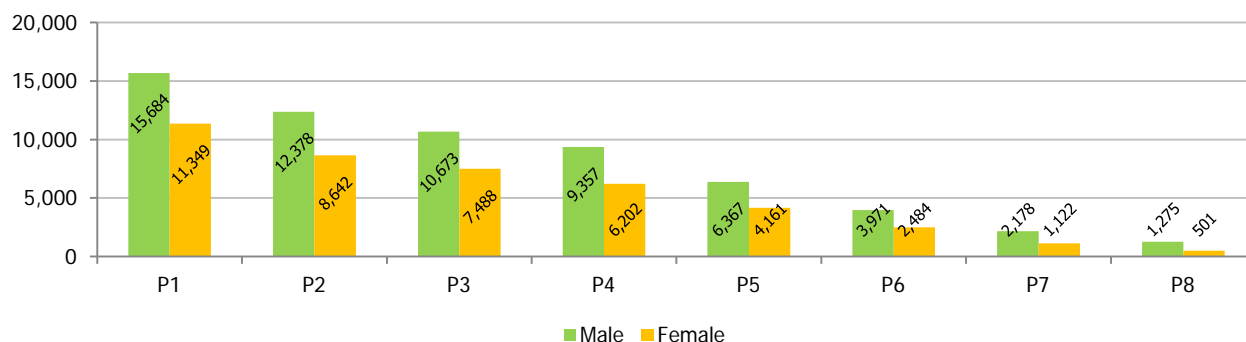
### 6.1. Access

#### 6.1.1. Enrolment

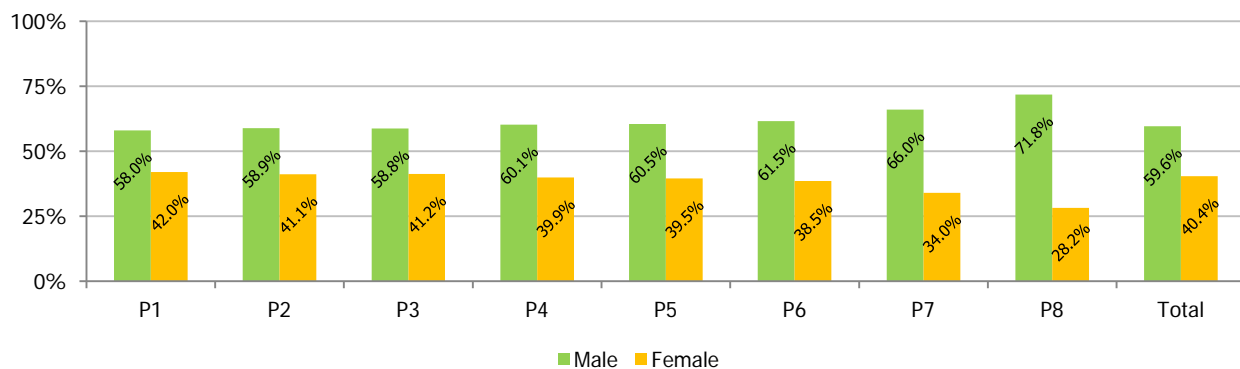
Number of primary school pupils by county and grade, 2011

County	Total	P1	P2	P3	P4	P5	P6	P7	P8
Budi	11,345	3,423	2,566	2,172	1,667	1,056	336	70	55
Ikotos	14,414	4,374	3,125	2,447	2,066	1,272	612	330	188
Kapoeta E.	3,760	1,006	806	538	501	357	274	187	91
Kapoeta N.	1,504	699	447	272	70	16	-	-	-
Kapoeta S.	4,448	1,587	1,124	766	449	250	186	60	26
Lafon	12,365	4,324	2,661	2,082	1,825	849	433	128	63
Magwi	31,752	5,203	5,099	5,525	5,300	4,569	3,312	1,850	894
Torit	24,244	6,417	5,192	4,359	3,681	2,159	1,302	675	459
Total	103,832	27,033	21,020	18,161	15,559	10,528	6,455	3,300	1,776

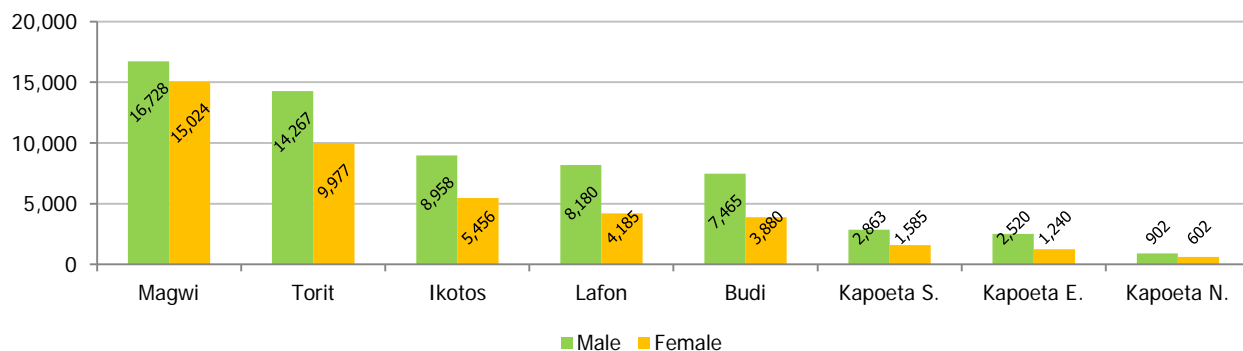
Number of primary school pupils by grade and gender, 2011

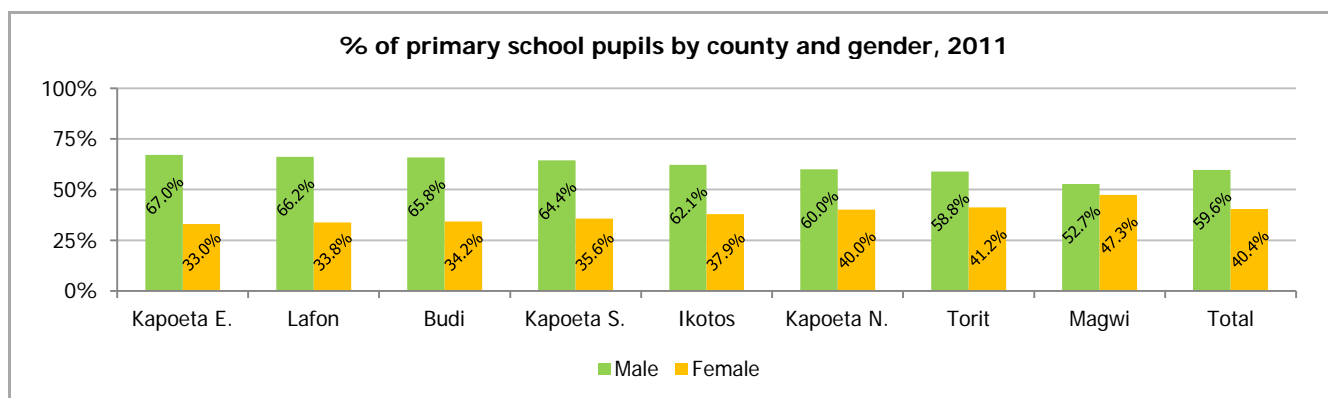


% of primary school pupils by grade and gender, 2011



Number of primary school pupils by county and gender, 2011



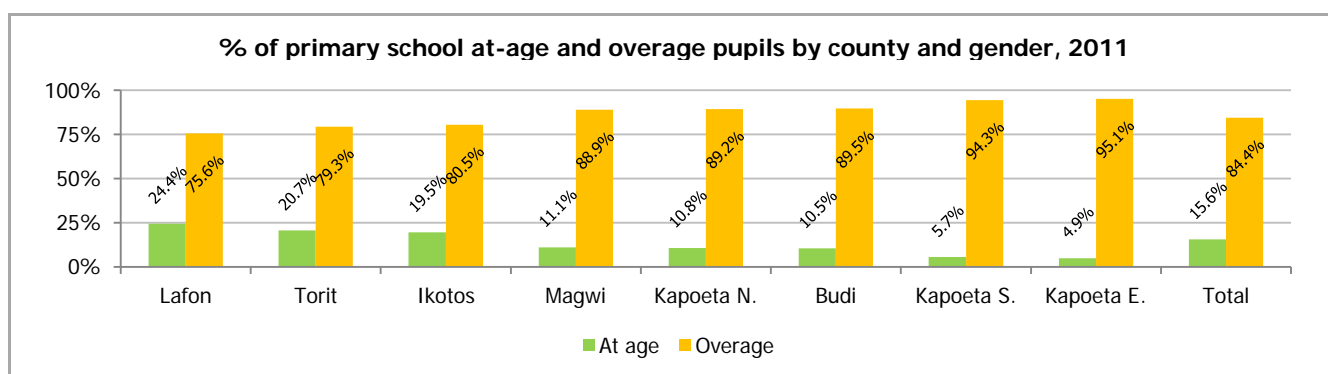
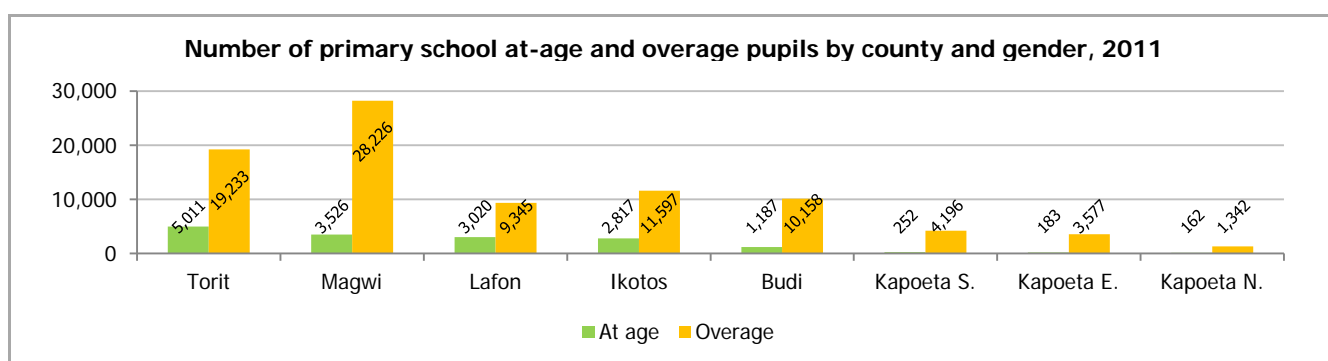


### 6.1.2. Overage pupils

**Number and % of primary school at-age and overage pupils by county and gender, 2011**

County	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
Budi	1,187	10,158	89.5%	733	6,732	90.2%	454	3,426	88.3%
Ikotos	2,817	11,597	80.5%	1,619	7,339	81.9%	1,198	4,258	78.0%
Kapoeta E.	183	3,577	95.1%	126	2,394	95.0%	57	1,183	95.4%
Kapoeta N.	162	1,342	89.2%	90	812	90.0%	72	530	88.0%
Kapoeta S.	252	4,196	94.3%	133	2,730	95.4%	119	1,466	92.5%
Lafon	3,020	9,345	75.6%	1,969	6,211	75.9%	1,051	3,134	74.9%
Magwi	3,526	28,226	88.9%	1,788	14,940	89.3%	1,738	13,286	88.4%
Torit	5,011	19,233	79.3%	2,877	11,390	79.8%	2,134	7,843	78.6%
Total	16,158	87,674	84.4%	9,335	52,548	84.9%	6,823	35,126	83.7%

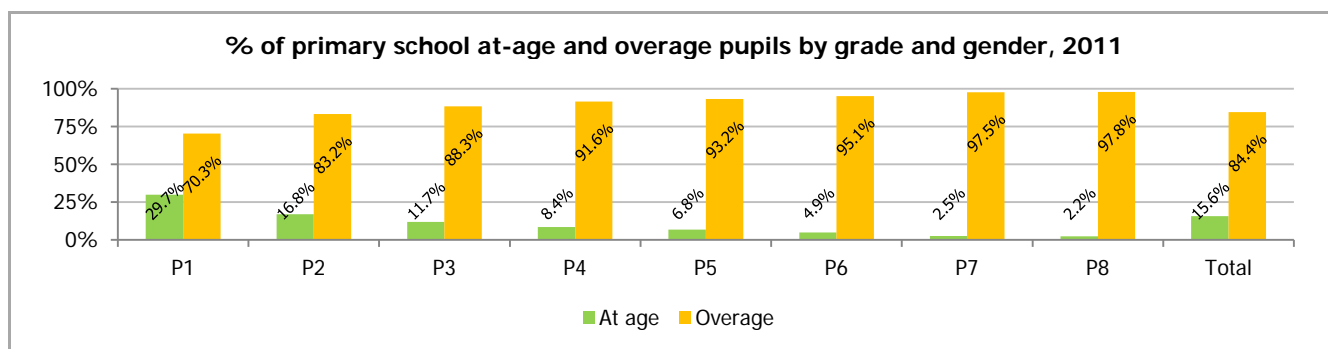
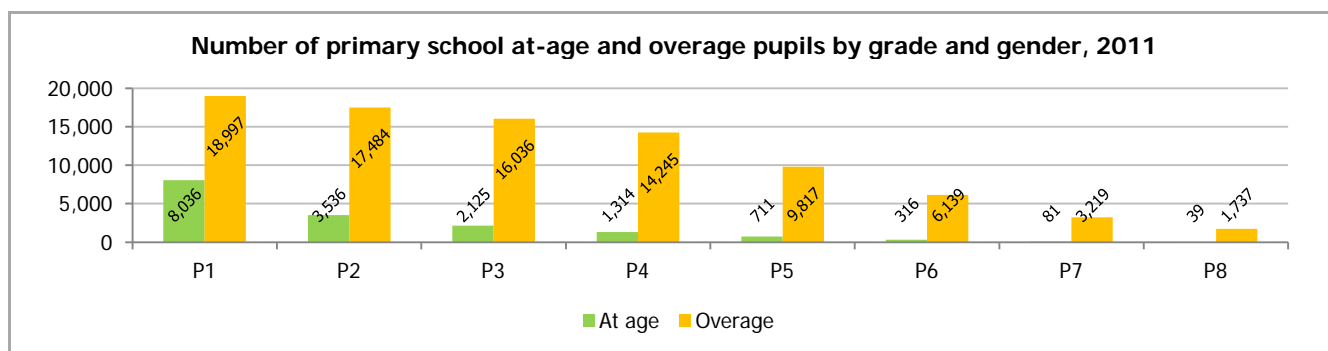
\* "At age" includes under-age and at-age pupils.



**Number and % of primary school at-age and overage pupils by grade and gender, 2011**

Grade	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
P1	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
P2	8,036	18,997	70.3%	4,499	11,185	71.3%	3,537	7,812	68.8%
P3	3,536	17,484	83.2%	2,054	10,324	83.4%	1,482	7,160	82.9%
P4	2,125	16,036	88.3%	1,208	9,465	88.7%	917	6,571	87.8%
P5	1,314	14,245	91.6%	782	8,575	91.6%	532	5,670	91.4%
P6	711	9,817	93.2%	478	5,889	92.5%	233	3,928	94.4%
P7	316	6,139	95.1%	242	3,729	93.9%	74	2,410	97.0%
P8	81	3,219	97.5%	49	2,129	97.8%	32	1,090	97.1%
Total	39	1,737	97.8%	23	1,252	98.2%	16	485	96.8%

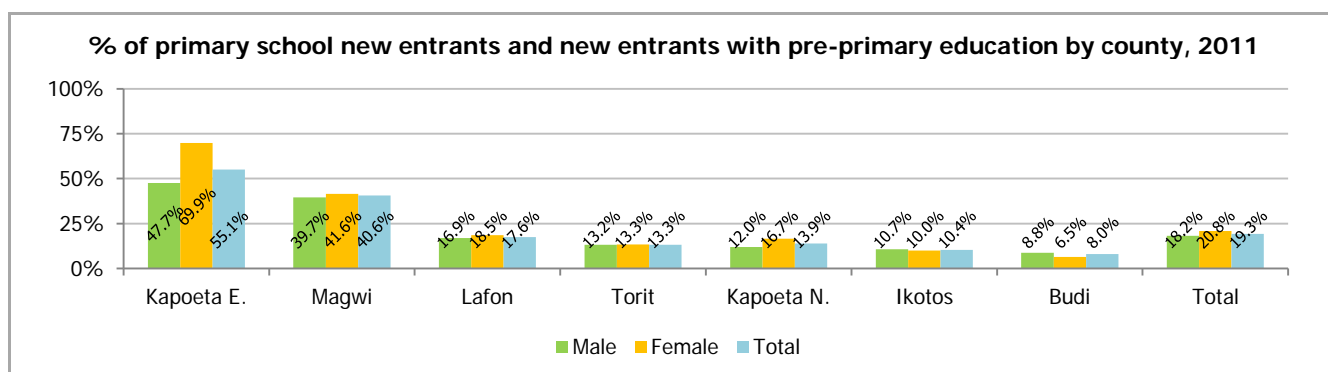
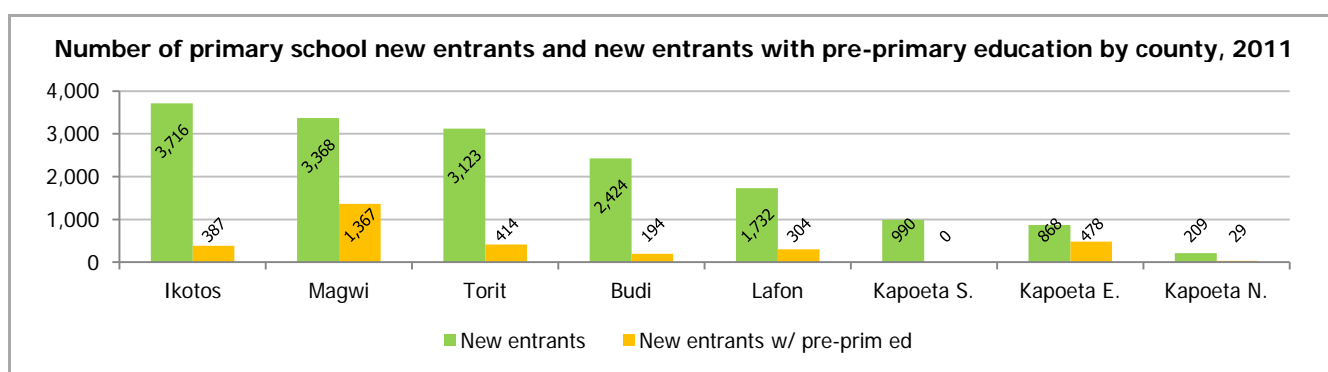
\* "At age" includes under-age and at-age pupils.



### 6.1.3. New entrants

**Number and % of primary school new entrants with pre-primary education by county and gender, 2011**

County	New entrants	Total		New entrants	Male		New entrants	Female	
		New entrants w/ pre-prim ed	New entrants w/ pre-prim ed %		New entrants w/ pre-prim ed	New entrants w/ pre-prim ed %		New entrants w/ pre-prim ed	New entrants w/ pre-prim ed %
Budi	2,424	194	8.0%	1,582	139	8.8%	842	55	6.5%
Ikotos	3,716	387	10.4%	2,203	235	10.7%	1,513	152	10.0%
Kapoeta E.	868	478	55.1%	579	276	47.7%	289	202	69.9%
Kapoeta N.	209	29	13.9%	125	15	12.0%	84	14	16.7%
Kapoeta S.	990	-	-	656	-	-	334	-	-
Lafon	1,732	304	17.6%	1,029	174	16.9%	703	130	18.5%
Magwi	3,368	1,367	40.6%	1,730	686	39.7%	1,638	681	41.6%
Torit	3,123	414	13.3%	1,637	216	13.2%	1,486	198	13.3%
Total	16,430	3,173	19.3%	9,541	1,741	18.2%	6,889	1,432	20.8%

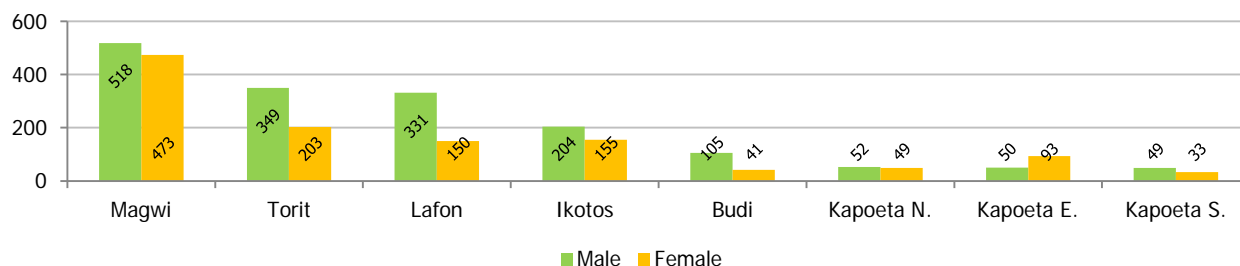


#### 6.1.4. Pupils with special needs

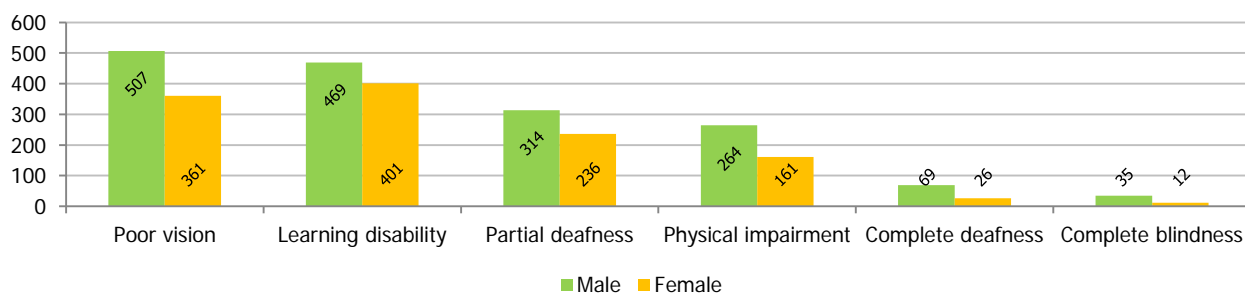
**Number and % of primary school pupils with special needs by county and gender, 2011**

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 %
Budi	11,345	146	1.3%	7,465	105	1.4%	3,880	41	1.0%
Ikotos	14,414	359	2.4%	8,958	204	2.2%	5,456	155	2.8%
Kapoeta E.	3,760	143	3.7%	2,520	50	1.9%	1,240	93	7.0%
Kapoeta N.	1,504	101	6.3%	902	52	5.5%	602	49	7.5%
Kapoeta S.	4,448	82	1.8%	2,863	49	1.7%	1,585	33	2.0%
Lafon	12,365	481	3.7%	8,180	331	3.9%	4,185	150	3.5%
Magwi	31,752	991	3.0%	16,728	518	3.0%	15,024	473	3.1%
Torit	24,244	552	2.2%	14,267	349	2.4%	9,977	203	2.0%
Total	103,832	2,855	2.7%	61,883	1,658	2.6%	41,949	1,197	2.8%

**Number of primary school pupils with special needs by county and gender, 2011**



**Number of primary school pupils with special needs by type and gender, 2011**

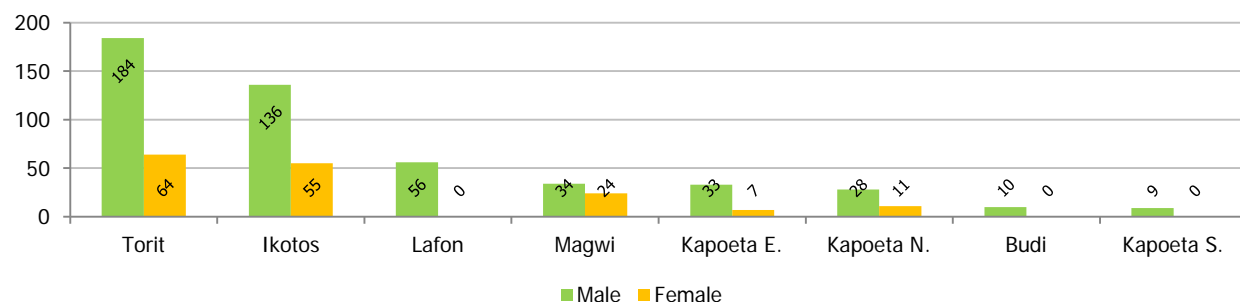


\* "Poor vision" includes pupils whose eye visions require glasses but do not have access to them.

**Number and % of primary school demobilised soldiers by county and gender, 2011**

County	Total			Male			Female		
	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %
Budi	11,345	10	0.1%	7,465	10	0.1%	3,880	-	-
Ikotos	14,414	191	1.3%	8,958	136	1.5%	5,456	55	1.0%
Kapoeta E.	3,760	40	1.1%	2,520	33	1.3%	1,240	7	0.6%
Kapoeta N.	1,504	39	2.5%	902	28	3.0%	602	11	1.8%
Kapoeta S.	4,448	9	0.2%	2,863	9	0.3%	1,585	-	-
Lafon	12,365	56	0.5%	8,180	56	0.7%	4,185	-	-
Magwi	31,752	58	0.2%	16,728	34	0.2%	15,024	24	0.2%
Torit	24,244	248	1.0%	14,267	184	1.3%	9,977	64	0.6%
Total	103,832	651	0.6%	61,883	490	0.8%	41,949	161	0.4%

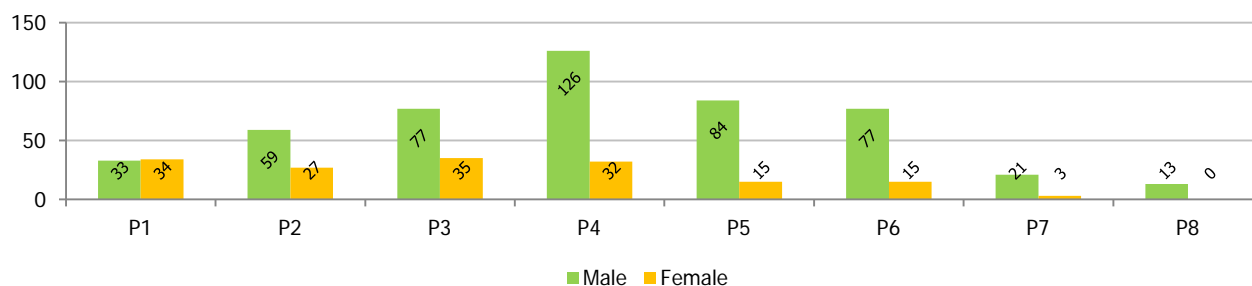
**Number of primary school demobilised soldiers by county, 2011**



### Number and % of primary school demobilised soldiers by grade and gender, 2011

Grade	Total			Male			Female		
	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %	All pupils	Demob soldiers	Demob. soldiers %
P1	27,033	67	0.2%	15,684	33	0.2%	11,349	34	0.3%
P2	21,020	86	0.4%	12,378	59	0.5%	8,642	27	0.3%
P3	18,161	112	0.6%	10,673	77	0.7%	7,488	35	0.5%
P4	15,559	158	1.0%	9,357	126	1.3%	6,202	32	0.5%
P5	10,528	99	0.9%	6,367	84	1.3%	4,161	15	0.4%
P6	6,455	92	1.4%	3,971	77	1.9%	2,484	15	0.6%
P7	3,300	24	0.7%	2,178	21	1.0%	1,122	3	0.3%
P8	1,776	13	0.7%	1,275	13	1.0%	501	-	-
Total	103,832	651	0.6%	61,883	490	0.8%	41,949	161	0.4%

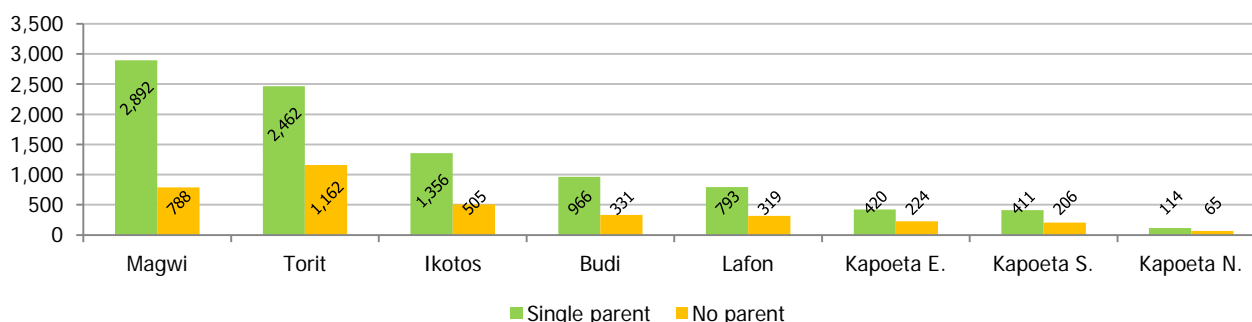
Number of primary school demobilised soldiers by grade, 2011



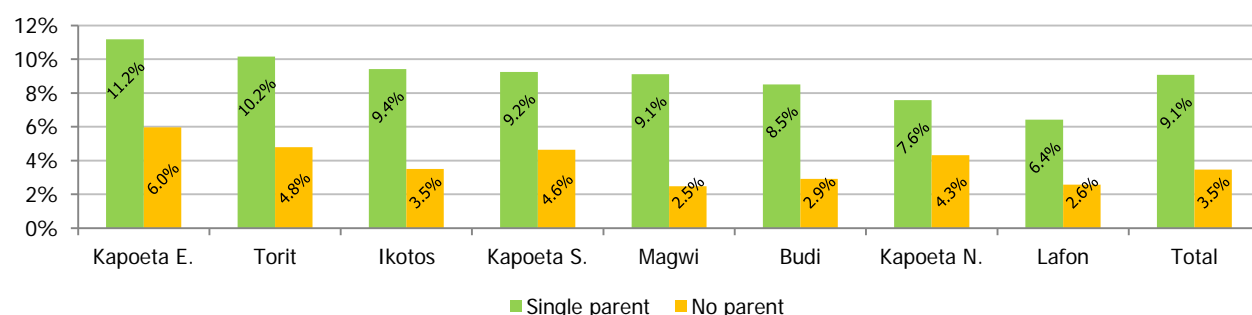
### Number and % of primary school orphans by county and type, 2011

County	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
Budi	11,345	1,297	11.4%	966	8.5%	331	2.9%
Ikotos	14,414	1,861	12.9%	1,356	9.4%	505	3.5%
Kapoeta E.	3,760	644	17.1%	420	11.2%	224	6.0%
Kapoeta N.	1,504	179	11.9%	114	7.6%	65	4.3%
Kapoeta S.	4,448	617	13.9%	411	9.2%	206	4.6%
Lafon	12,365	1,112	9.0%	793	6.4%	319	2.6%
Magwi	31,752	3,680	11.6%	2,892	9.1%	788	2.5%
Torit	24,244	3,624	14.9%	2,462	10.2%	1,162	4.8%
Total	103,832	13,014	12.5%	9,414	9.1%	3,600	3.5%

Number of primary school orphans by county and type, 2011



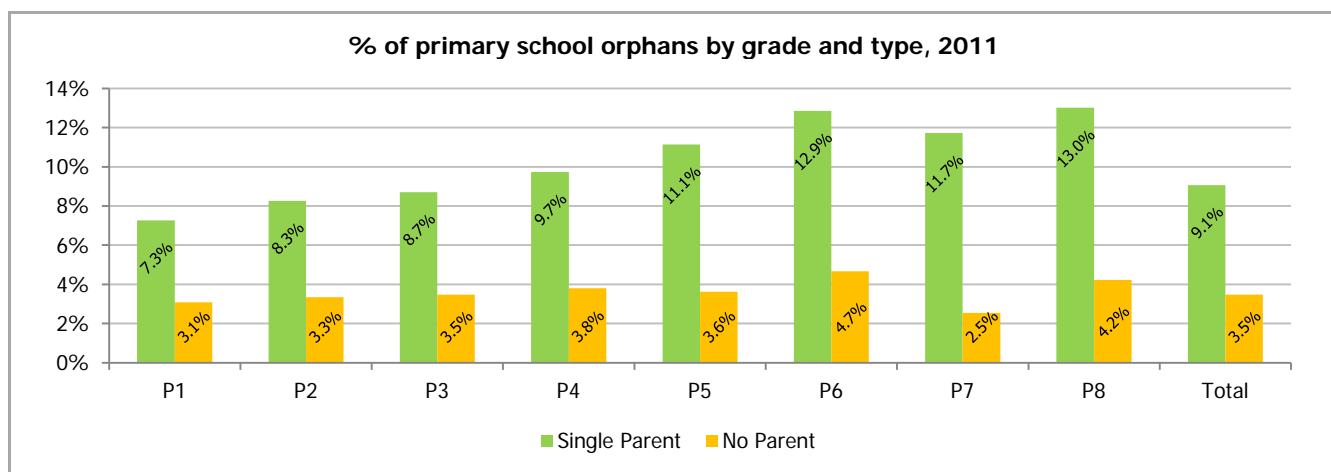
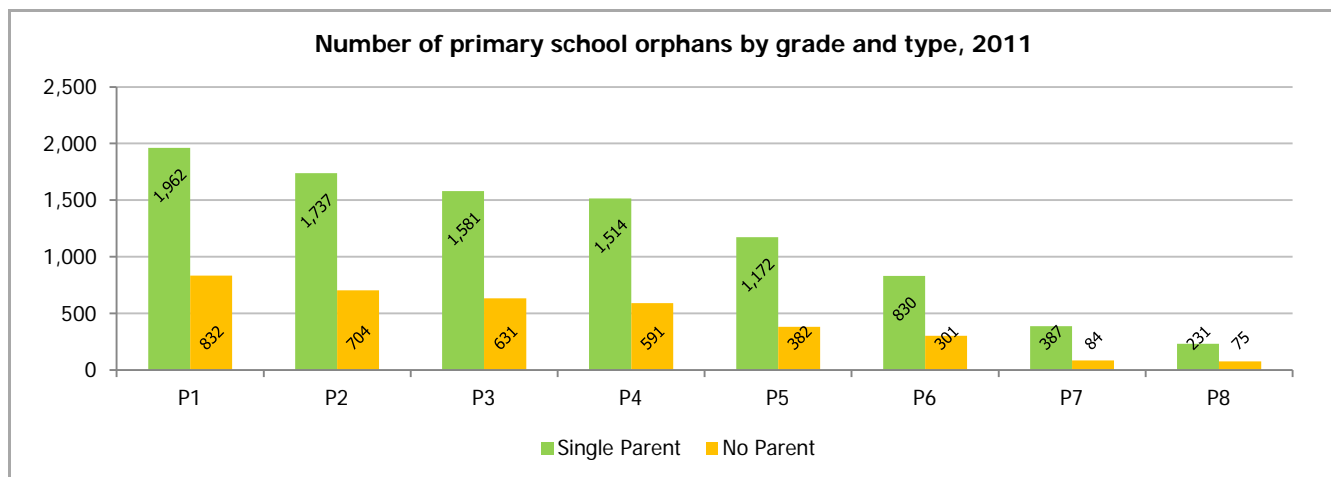
% of primary school orphans by county and type, 2011





### Number and % of primary school orphans by grade and type, 2011

County	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
P1	27,033	2,794	10.3%	1,962	7.3%	832	3.1%
P2	21,020	2,441	11.6%	1,737	8.3%	704	3.3%
P3	18,161	2,212	12.2%	1,581	8.7%	631	3.5%
P4	15,559	2,105	13.5%	1,514	9.7%	591	3.8%
P5	10,528	1,554	14.8%	1,172	11.1%	382	3.6%
P6	6,455	1,131	17.5%	830	12.9%	301	4.7%
P7	3,300	471	14.3%	387	11.7%	84	2.5%
P8	1,776	306	17.2%	231	13.0%	75	4.2%
Total	103,832	13,014	12.5%	9,414	9.1%	3,600	3.5%



## 6.2. Resources

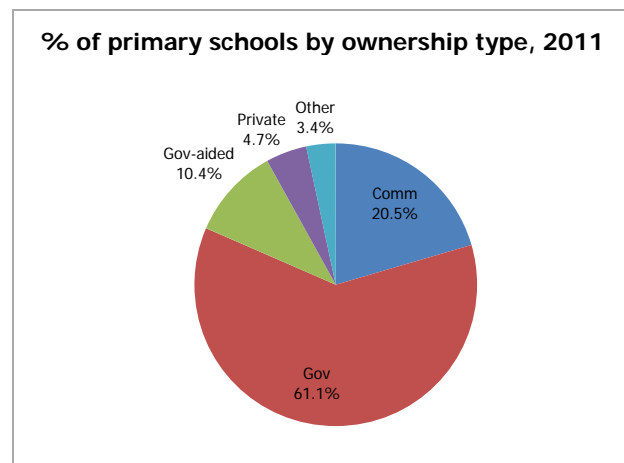
### 6.2.1. Schools

#### Number of primary schools by ownership, 2011

Ownership type	Schools
Community	61
Government	182
Government-aided	31
Private	14
Other	10
Total	298

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

#### % of primary schools by ownership type, 2011

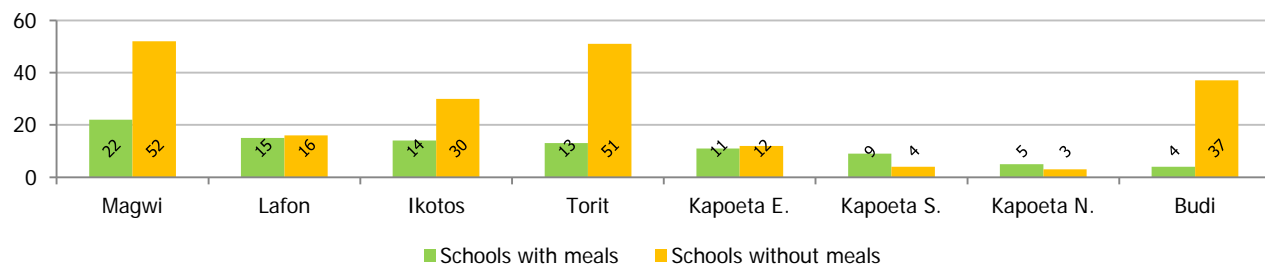


**Number and % of primary schools with meals by county, 2011**

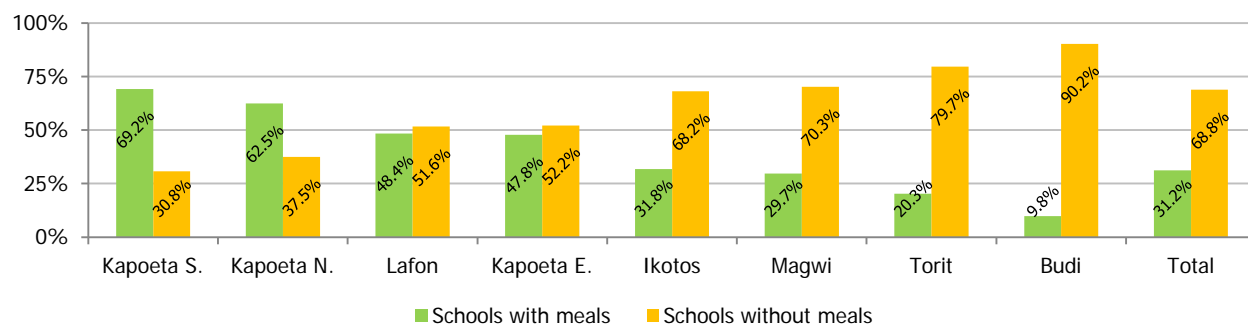
County	Schools	Schools w/ meals		Schools w/out meals	
		Count	% total	Count	% total
Budi	41	4	9.8%	37	90.2%
Ikotos	44	14	31.8%	30	68.2%
Kapoeta E.	23	11	47.8%	12	52.2%
Kapoeta N.	8	5	62.5%	3	37.5%
Kapoeta S.	13	9	69.2%	4	30.8%
Lafon	31	15	48.4%	16	51.6%
Magwi	74	22	29.7%	52	70.3%
Torit	64	13	20.3%	51	79.7%
Total	298	93	31.2%	205	68.8%

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

**Number of primary schools with and without meals by county, 2011**



**% of primary schools with and without meals by county, 2011**

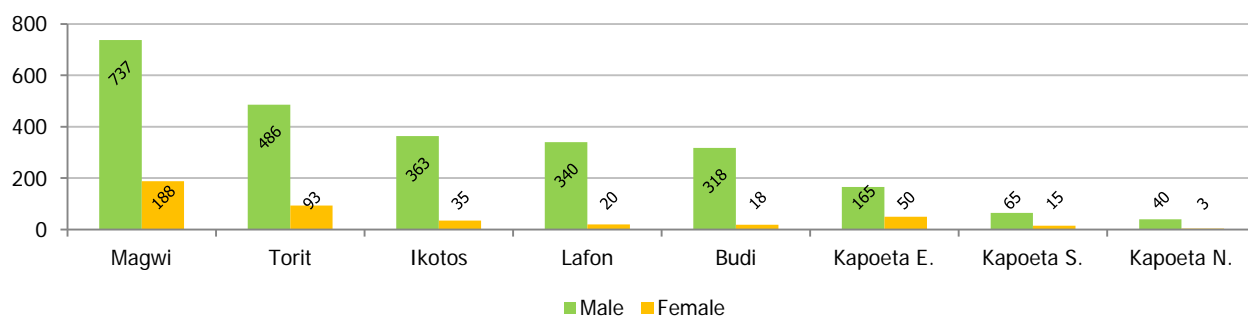


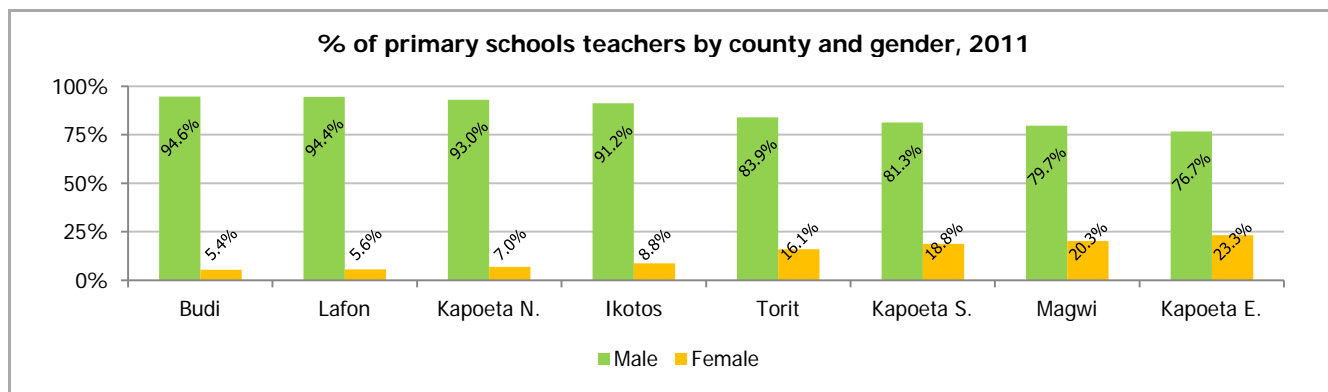
## 6.2.2. Teachers

**Number and % of primary school teachers by county and gender, 2011**

County	Total	Male		Female	
		Count	% total	Count	% total
Budi	336	318	94.6%	18	5.4%
Ikotos	398	363	91.2%	35	8.8%
Kapoeta E.	215	165	76.7%	50	23.3%
Kapoeta N.	43	40	93.0%	3	7.0%
Kapoeta S.	80	65	81.3%	15	18.8%
Lafon	360	340	94.4%	20	5.6%
Magwi	925	737	79.7%	188	20.3%
Torit	579	486	83.9%	93	16.1%
Total	2,936	2,514	85.6%	422	14.4%

**Number of primary schools teachers by county and gender, 2011**

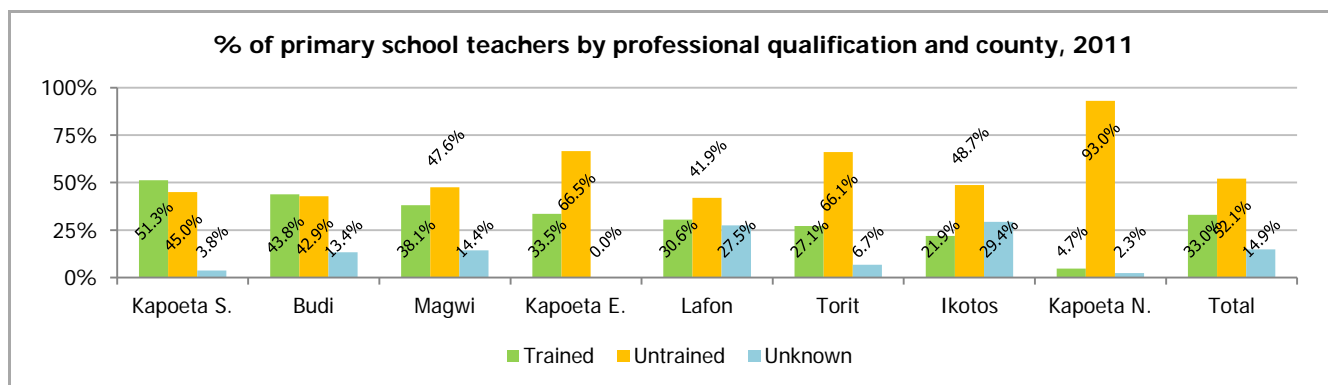
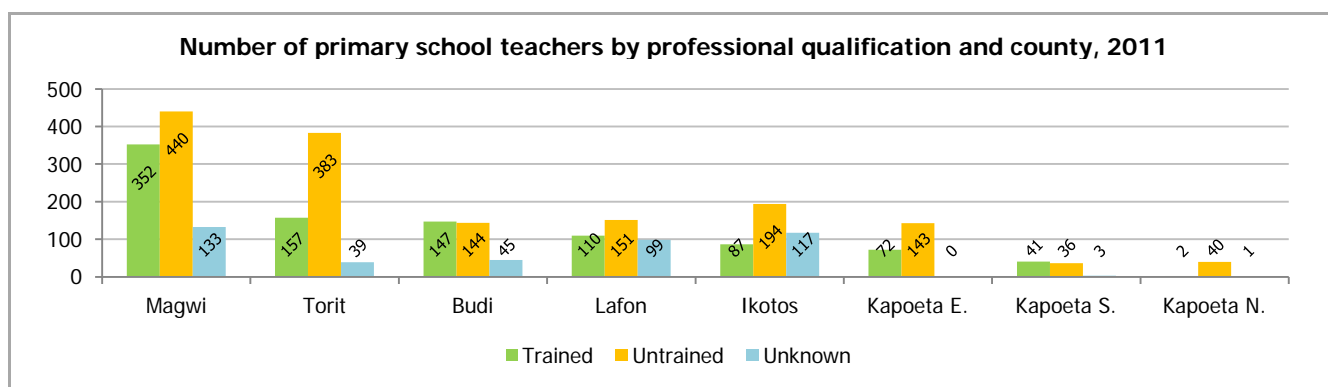




**Number and % of primary school teachers by professional qualification and county, 2011**

County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Budi	336	147	43.8%	144	42.9%	45	13.4%
Ikotos	398	87	21.9%	194	48.7%	117	29.4%
Kapoeta E.	215	72	33.5%	143	66.5%	-	-
Kapoeta N.	43	2	4.7%	40	93.0%	1	2.3%
Kapoeta S.	80	41	51.3%	36	45.0%	3	3.8%
Lafon	360	110	30.6%	151	41.9%	99	27.5%
Magwi	925	352	38.1%	440	47.6%	133	14.4%
Torit	579	157	27.1%	383	66.1%	39	6.7%
Total	2,936	968	33.0%	1,531	52.1%	437	14.9%

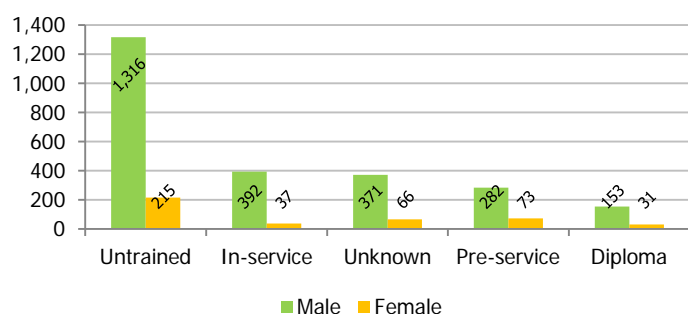
\* "Trained" encompasses teachers with pre-service teacher training, in-service teacher training, and higher education diploma. "Unknown" teachers include those whose professional qualification was not reported.



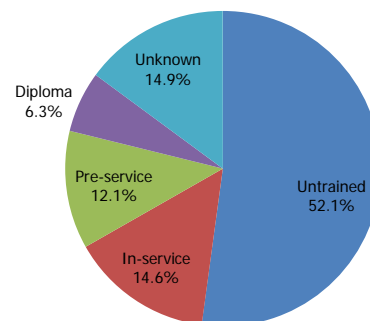
**Number and % of primary school teachers by county and qualification type, 2011**

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Budi	336	144	42.9%	126	37.5%	13	3.9%	8	2.4%	45	13.4%
Ikotos	398	194	48.7%	27	6.8%	47	11.8%	13	3.3%	117	29.4%
Kapoeta E.	215	143	66.5%	38	17.7%	22	10.2%	12	5.6%	-	-
Kapoeta N.	43	40	93.0%	2	4.7%	-	-	-	-	1	2.3%
Kapoeta S.	80	36	45.0%	24	30.0%	13	16.3%	4	5.0%	3	3.8%
Lafon	360	151	41.9%	81	22.5%	15	4.2%	14	3.9%	99	27.5%
Magwi	925	440	47.6%	62	6.7%	181	19.6%	109	11.8%	133	14.4%
Torit	579	383	66.1%	69	11.9%	64	11.1%	24	4.1%	39	6.7%
Total	2,936	1,531	52.1%	429	14.6%	355	12.1%	184	6.3%	437	14.9%

**Number of primary school teachers by professional qualification and gender, 2011**



**% of primary school teachers by professional qualification, 2011**

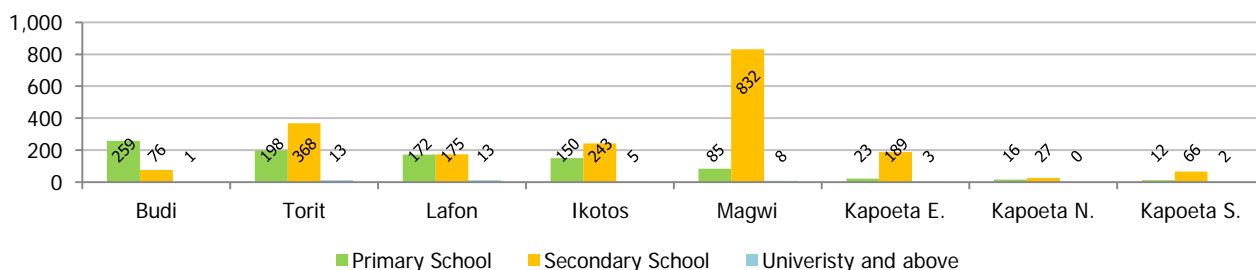


**Number and % of primary school teachers by academic qualification and county, 2011**

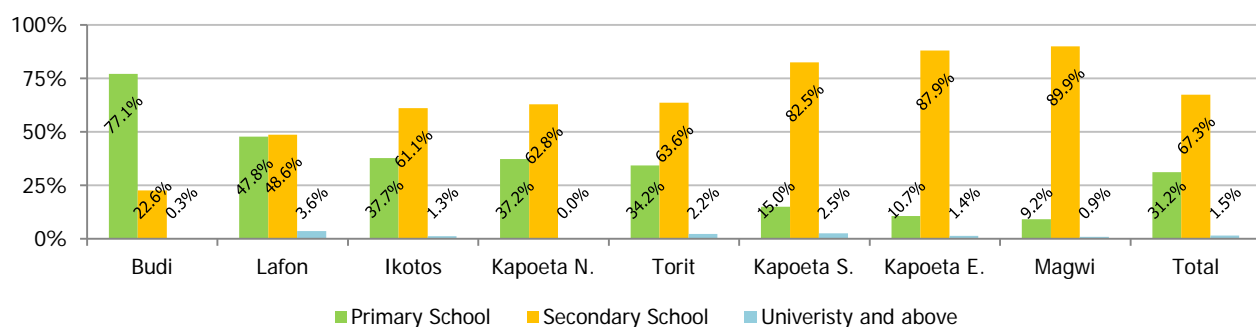
County	Total	Primary School		Secondary School		University and above	
		Count	% total	Count	% total	Count	% total
Budi	336	259	77.1%	76	22.6%	1	0.3%
Ikotos	398	150	37.7%	243	61.1%	5	1.3%
Kapoeta E.	215	23	10.7%	189	87.9%	3	1.4%
Kapoeta N.	43	16	37.2%	27	62.8%	-	-
Kapoeta S.	80	12	15.0%	66	82.5%	2	2.5%
Lafon	360	172	47.8%	175	48.6%	13	3.6%
Magwi	925	85	9.2%	832	89.9%	8	0.9%
Torit	579	198	34.2%	368	63.6%	13	2.2%
<b>Total</b>	<b>2,936</b>	<b>915</b>	<b>31.2%</b>	<b>1,976</b>	<b>67.3%</b>	<b>45</b>	<b>1.5%</b>

\* "Primary school" includes completion of primary and intermediate/lower secondary education levels. "Secondary school" attainment includes completion of secondary, O-level, and/or A-level education levels. "University and above" attainment includes completion of four (4) years of university education or its equivalent.

**Number of primary school teachers by academic qualification and county, 2011**



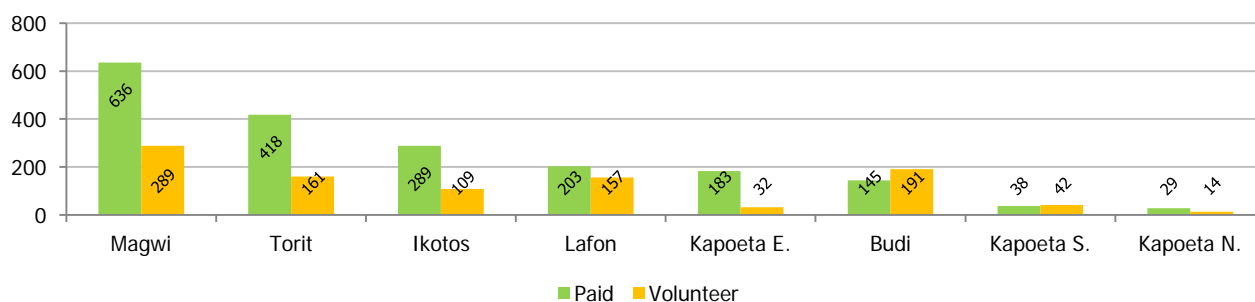
**% of primary school teachers by academic qualification and county, 2011**



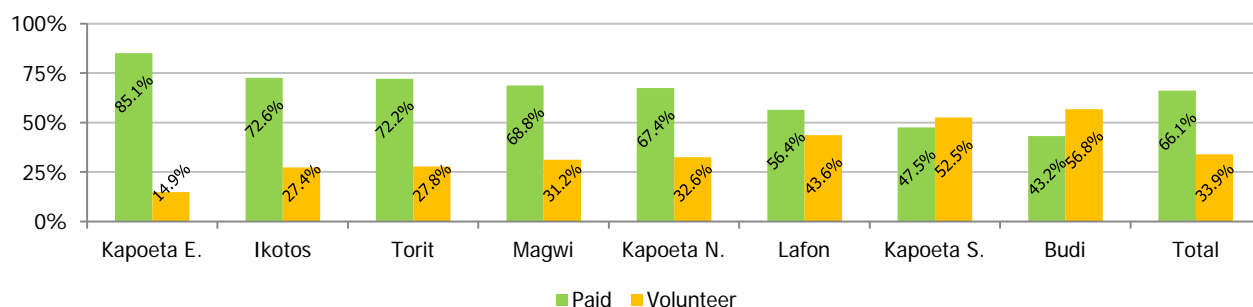
**Number and % of primary school teachers by employment status and county, 2011**

County	Total	Paid		Volunteer	
		Count	% total	Count	% total
Budi	336	145	43.2%	191	56.8%
Ikotos	398	289	72.6%	109	27.4%
Kapoeta E.	215	183	85.1%	32	14.9%
Kapoeta N.	43	29	67.4%	14	32.6%
Kapoeta S.	80	38	47.5%	42	52.5%
Lafon	360	203	56.4%	157	43.6%
Magwi	925	636	68.8%	289	31.2%
Torit	579	418	72.2%	161	27.8%
<b>Total</b>	<b>2,936</b>	<b>1,941</b>	<b>66.1%</b>	<b>995</b>	<b>33.9%</b>

**Number of primary school teachers by employment status and county, 2011**



**% of primary school teachers by employment status and county, 2011**

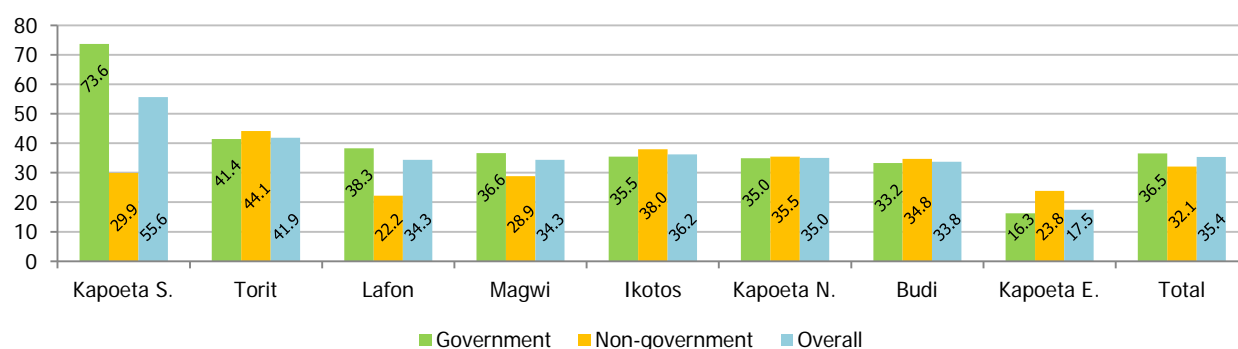


**Primary school pupil-teacher ratio (PTR) by county and ownership, 2011**

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Budi	11,345	336	33.8	7,314	220	33.2	4,031	116	34.8
Ikotos	14,414	398	36.2	9,970	281	35.5	4,444	117	38.0
Kapoeta E.	3,760	215	17.5	2,927	180	16.3	833	35	23.8
Kapoeta N.	1,504	43	35.0	1,433	41	35.0	71	2	35.5
Kapoeta S.	4,448	80	55.6	3,460	47	73.6	988	33	29.9
Lafon	12,365	360	34.3	10,412	272	38.3	1,953	88	22.2
Magwi	31,752	925	34.3	23,868	652	36.6	7,884	273	28.9
Torit	24,244	579	41.9	20,140	486	41.4	4,104	93	44.1
Total	103,832	2,936	35.4	79,524	2,179	36.5	24,308	757	32.1

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

**Primary school pupil-teacher ratio (PTR) by county and ownership, 2011**

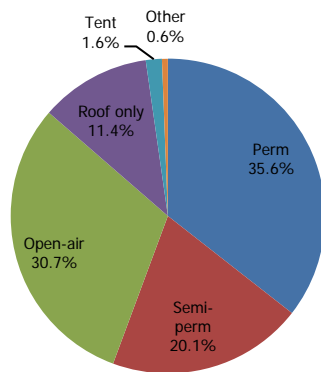


### 6.2.3. Classrooms

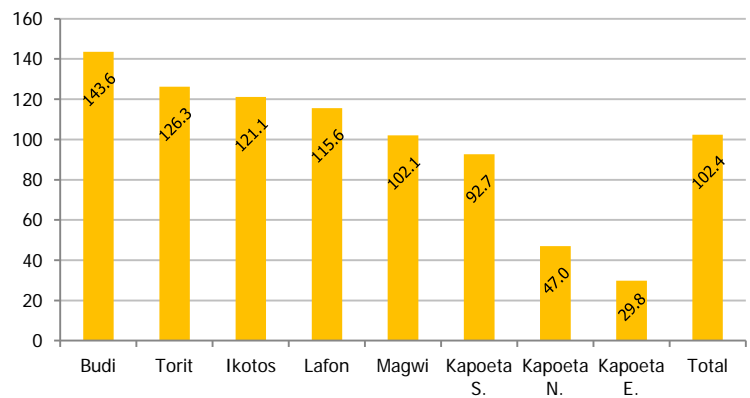
**Number of primary school classrooms and pupil-classroom ratio (PCR) by county and type, 2011**

County	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
Budi	222	53	26	120	20	-	3	143.6
Ikotos	222	86	33	56	44	1	2	121.1
Kapoeta E.	159	85	41	18	12	3	-	29.8
Kapoeta N.	38	32	-	5	1	-	-	47.0
Kapoeta S.	75	35	13	26	1	-	-	92.7
Lafon	197	88	19	71	19	-	-	115.6
Magwi	546	177	134	134	89	12	-	102.1
Torit	363	92	100	130	21	14	6	126.3
Total	1,822	648	366	560	207	30	11	102.4

**% of primary school classrooms by type, 2011**



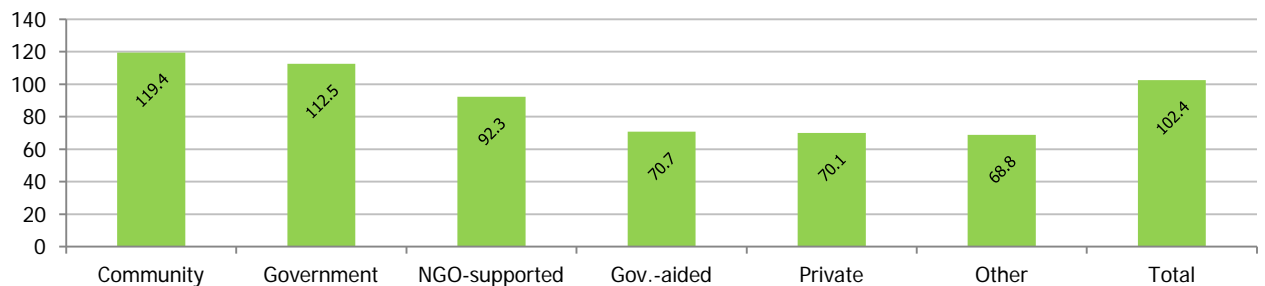
**Primary school pupil-classroom ratio (PCR) by county, 2011**



**Number of primary school classrooms and pupil-classroom ratio (PCR) by ownership type, 2011**

Ownership	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
Community	320	45	89	116	70	0	0	119.4
Gov.-aided	227	128	44	41	10	4	0	70.7
Government	1,130	398	201	380	120	21	10	112.5
NGO-supported	40	31	0	7	2	0	0	92.3
Private	81	29	31	10	5	5	1	70.1
Other	24	17	1	6	0	0	0	68.8
Total	1,822	648	366	560	207	30	11	102.4

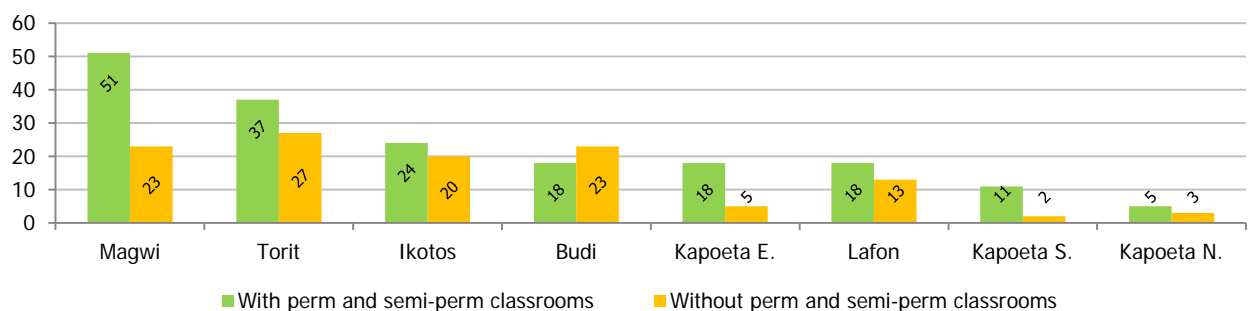
**Primary school pupil-classroom ratio (PCR) by ownership, 2011**

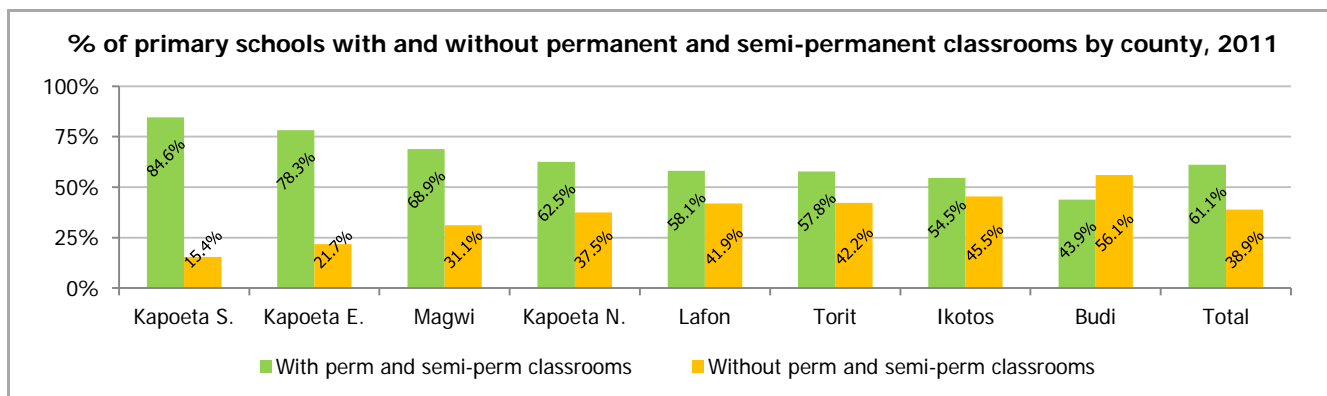


**Number and % of primary schools with permanent and semi-permanent classrooms, 2011**

County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Budi	41	18	43.9%	23	56.1%
Ikotos	44	24	54.5%	20	45.5%
Kapoeta E.	23	18	78.3%	5	21.7%
Kapoeta N.	8	5	62.5%	3	37.5%
Kapoeta S.	13	11	84.6%	2	15.4%
Lafon	31	18	58.1%	13	41.9%
Magwi	74	51	68.9%	23	31.1%
Torit	64	37	57.8%	27	42.2%
Total	298	182	61.1%	116	38.9%

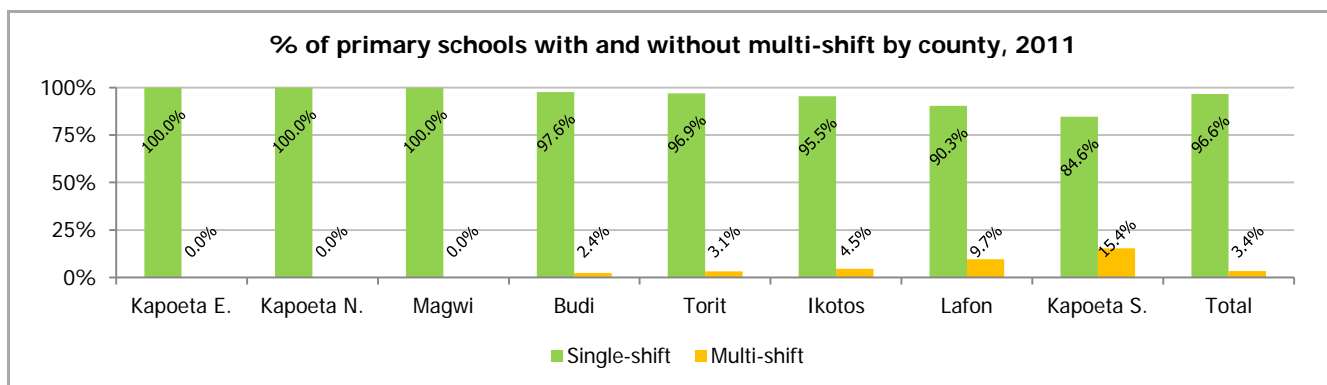
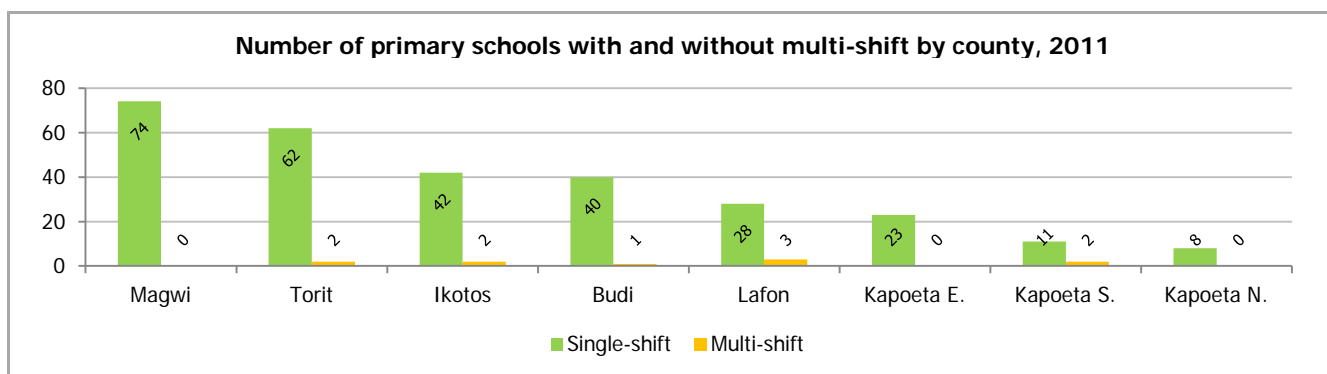
**Number of primary schools with and without perm. and semi-perm. classrooms by county, 2011**





**Number and % of primary schools with and without multi-shift by county, 2011**

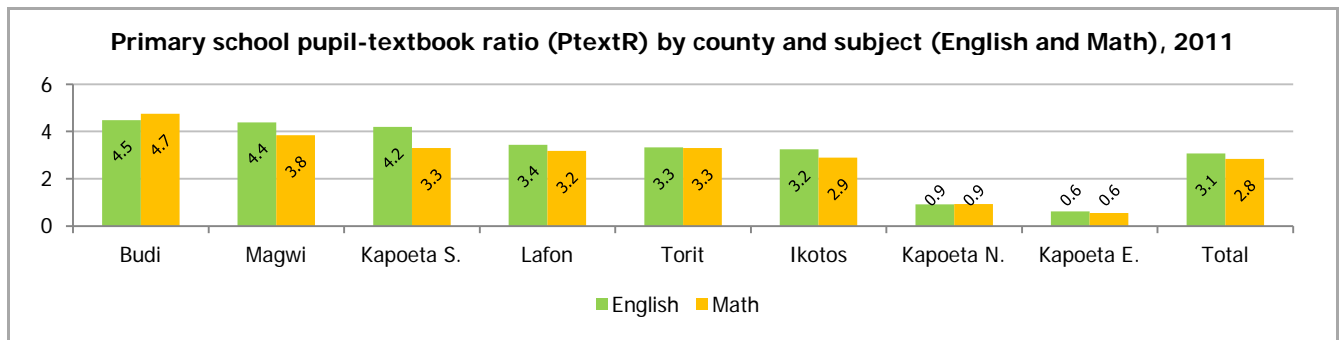
County	Total	Single-shift		Multi-shift	
		Count	% total	Count	% total
Budi	41	40	97.6%	1	2.4%
Ikotos	44	42	95.5%	2	4.5%
Kapoeta E.	23	23	100.0%	-	-
Kapoeta N.	8	8	100.0%	-	-
Kapoeta S.	13	11	84.6%	2	15.4%
Lafon	31	28	90.3%	3	9.7%
Magwi	74	74	100.0%	-	-
Torit	64	62	96.9%	2	3.1%
Total	298	288	96.6%	10	3.4%



#### 6.2.4. Curriculum and instruction

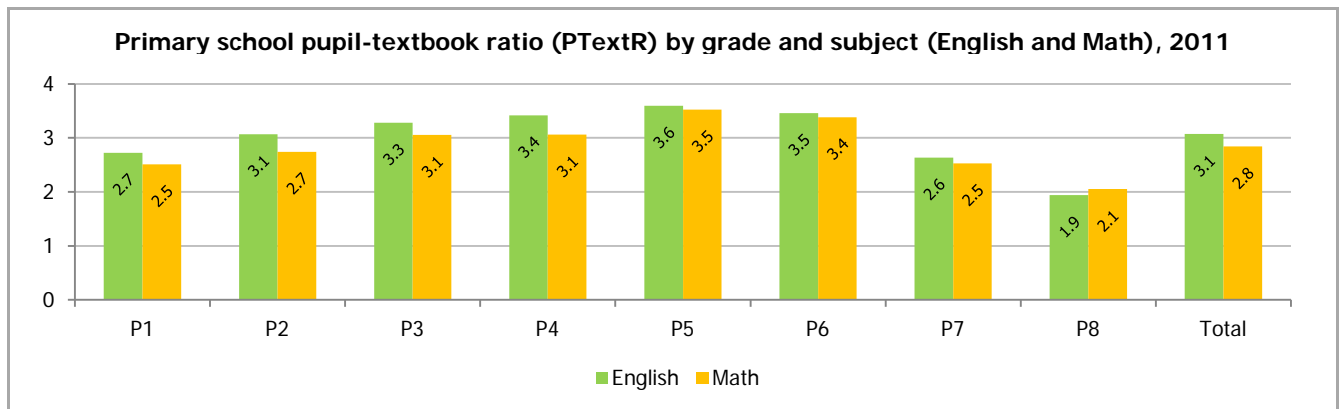
**Primary school pupil-textbook ratio (PTextR) by county and subject (English and Math), 2011**

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Budi	11,345	2,531	4.5	2,390	4.7
Ikotos	14,414	4,436	3.2	4,975	2.9
Kapoeta E.	3,760	6,036	0.6	6,745	0.6
Kapoeta N.	1,504	1,638	0.9	1,606	0.9
Kapoeta S.	4,448	1,060	4.2	1,346	3.3
Lafon	12,365	3,598	3.4	3,885	3.2
Magwi	31,752	7,248	4.4	8,252	3.8
Torit	24,244	7,269	3.3	7,334	3.3
Total	103,832	33,816	3.1	36,533	2.8



**Primary school pupil-textbook ratio (PTextR) by grade and subject (English and Math), 2011**

Grade	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
P1	27,033	9,919	2.7	10,773	2.5
P2	21,020	6,849	3.1	7,663	2.7
P3	18,161	5,532	3.3	5,945	3.1
P4	15,559	4,553	3.4	5,085	3.1
P5	10,528	2,929	3.6	2,987	3.5
P6	6,455	1,866	3.5	1,908	3.4
P7	3,300	1,252	2.6	1,306	2.5
P8	1,776	916	1.9	866	2.1
Total	103,832	33,816	3.1	36,533	2.8

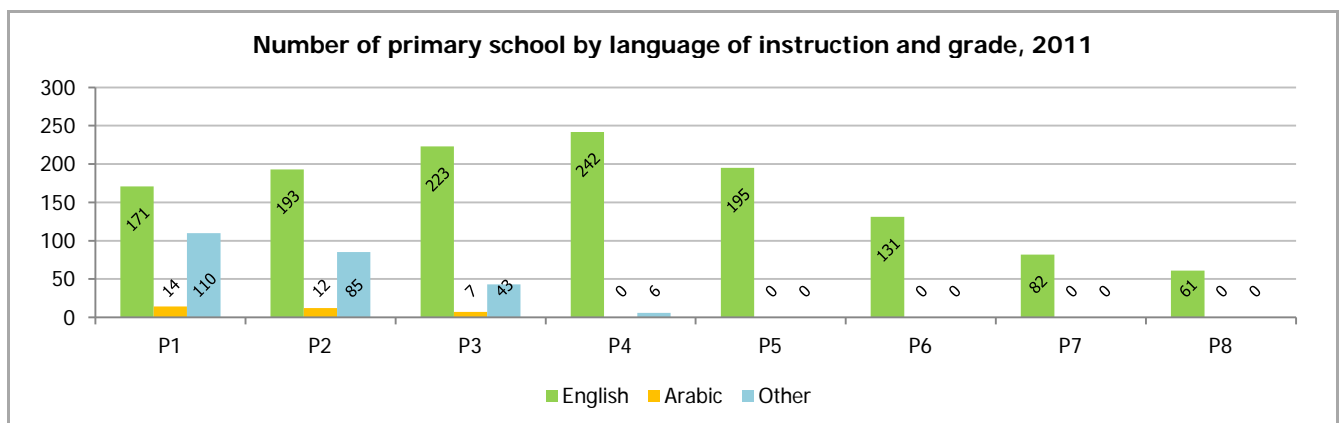


**Number of primary schools by language of instruction and grade, 2011**

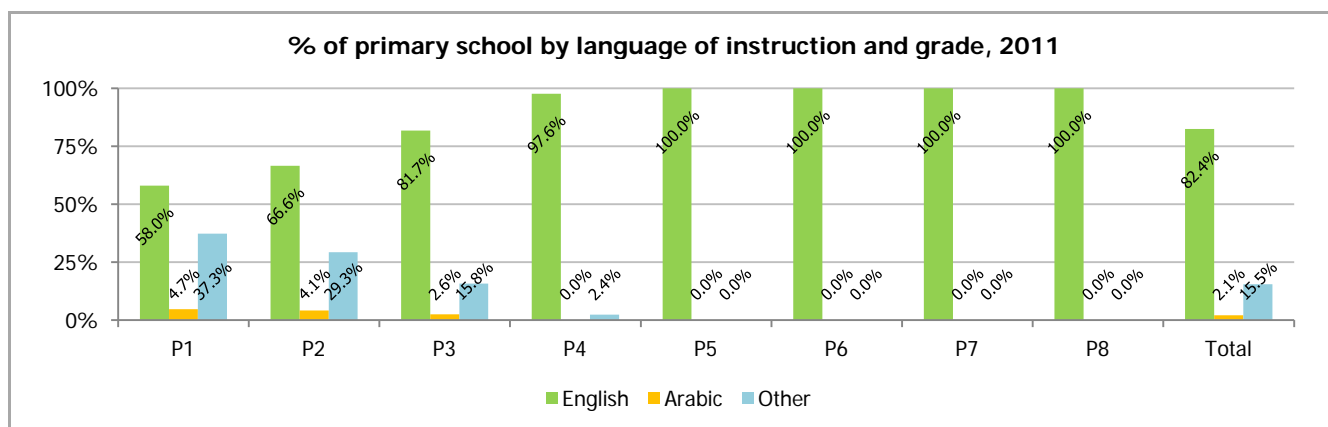
Language	P1	P2	P3	P4	P5	P6	P7	P8
English	171	193	223	242	195	131	82	61
	58.0%	66.6%	81.7%	97.6%	100.0%	100.0%	100.0%	100.0%
Arabic	14	12	7	-	-	-	-	-
	4.7%	4.1%	2.6%	-	-	-	-	-
Other	110	85	43	6	-	-	-	-
	37.3%	29.3%	15.8%	2.4%	-	-	-	-
Total	295	290	273	248	195	131	82	61

\* This section only counted the schools who responded to this question. Those who did not respond were not accounted for.

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





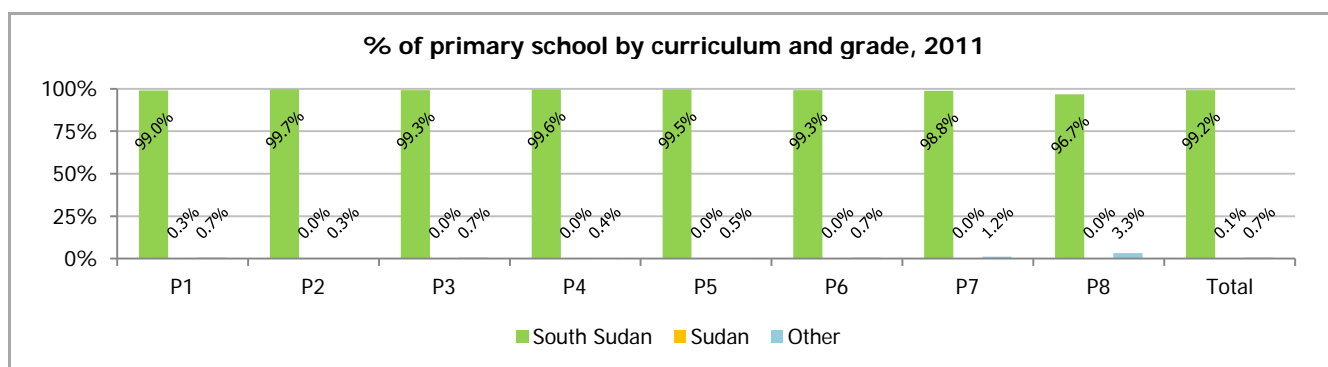
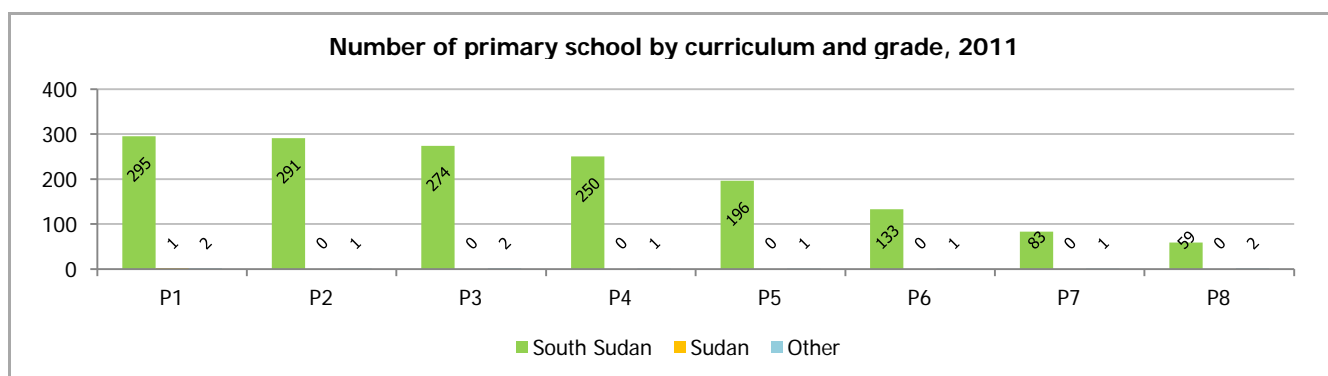


**Number and % of primary school by curriculum and grade, 2011**

Curriculum	P1	P2	P3	P4	P5	P6	P7	P8
South Sudan	295 99.0%	291 99.7%	274 99.3%	250 99.6%	196 99.5%	133 99.3%	83 98.8%	59 96.7%
Uganda	1 0.3%	-	-	-	-	-	1 1.2%	1 1.6%
Kenya	1 0.3%	1 0.3%	2 0.7%	1 0.4%	1 0.5%	1 0.7%	-	1 1.6%
Sudan	1 0.3%	-	-	-	-	-	-	-
Total	298	292	276	251	197	134	84	61

\* This section only counts the schools who responded to this question. Those who did not respond were not accounted for.

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

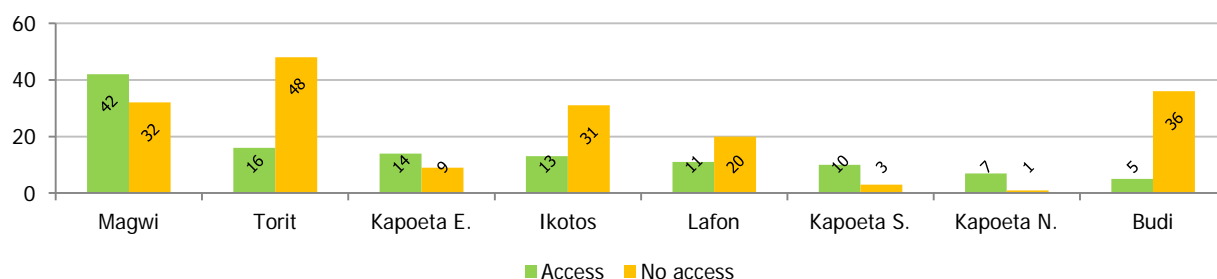


## 6.2.5. Facilities

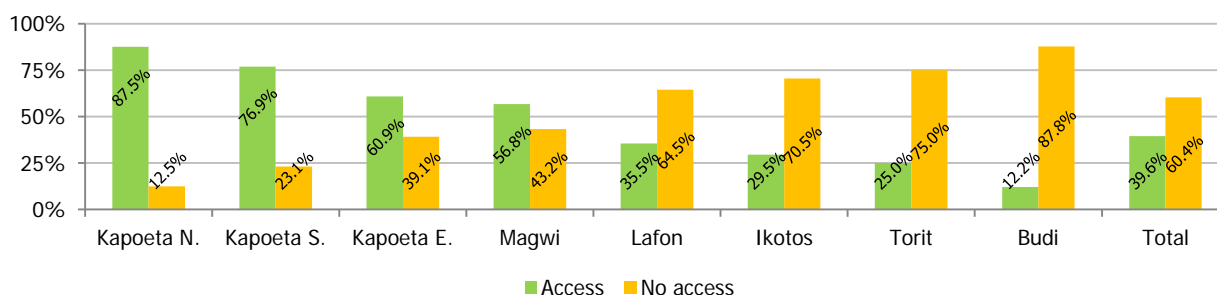
**Number and % of primary schools with and without access to drinking water by county, 2011**

County	Schools	Access		No access	
		Count	% total	Count	% total
Budi	41	5	12.2%	36	87.8%
Ikotos	44	13	29.5%	31	70.5%
Kapoeta E.	23	14	60.9%	9	39.1%
Kapoeta N.	8	7	87.5%	1	12.5%
Kapoeta S.	13	10	76.9%	3	23.1%
Lafon	31	11	35.5%	20	64.5%
Magwi	74	42	56.8%	32	43.2%
Torit	64	16	25.0%	48	75.0%
Total	298	118	39.6%	180	60.4%

**Number of primary schools with access to drinking water by county, 2011**



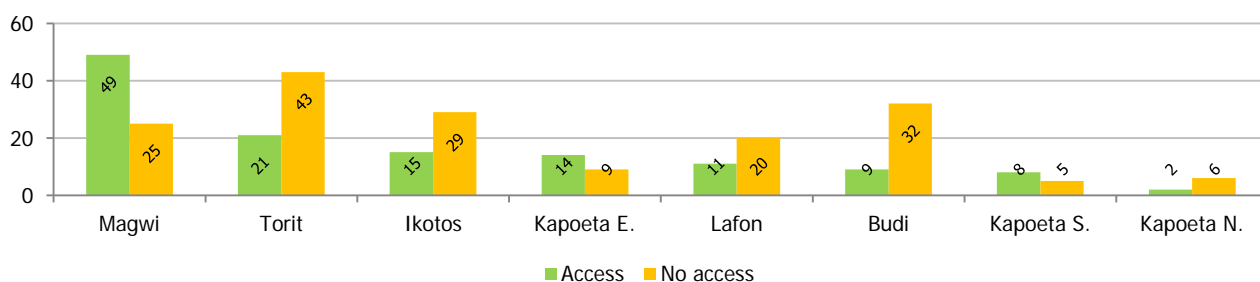
**% of primary schools with access to drinking water by county, 2011**



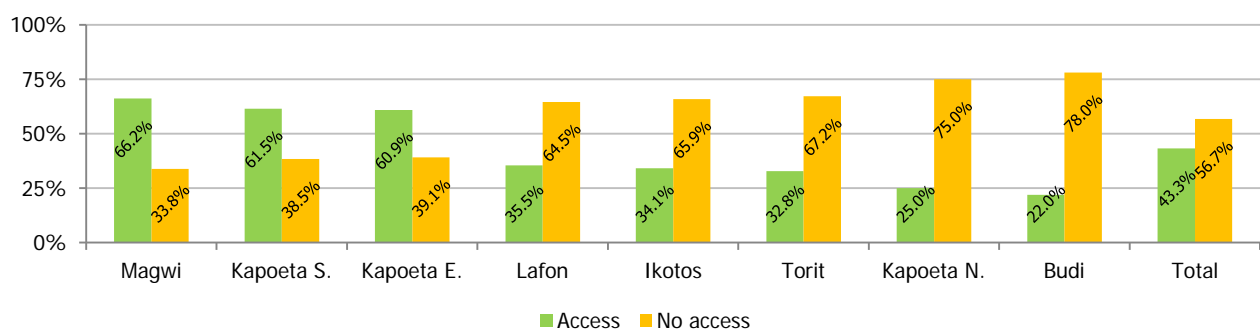
**Number and % of primary schools with and without access to latrine by county, 2011**

County	Schools	Access		No access	
		Count	% total	Count	% total
Budi	41	9	22.0%	32	78.0%
Ikotos	44	15	34.1%	29	65.9%
Kapoeta E.	23	14	60.9%	9	39.1%
Kapoeta N.	8	2	25.0%	6	75.0%
Kapoeta S.	13	8	61.5%	5	38.5%
Lafon	31	11	35.5%	20	64.5%
Magwi	74	49	66.2%	25	33.8%
Torit	64	21	32.8%	43	67.2%
Total	298	129	43.3%	169	56.7%

**Number of primary schools with access to latrine by county, 2011**



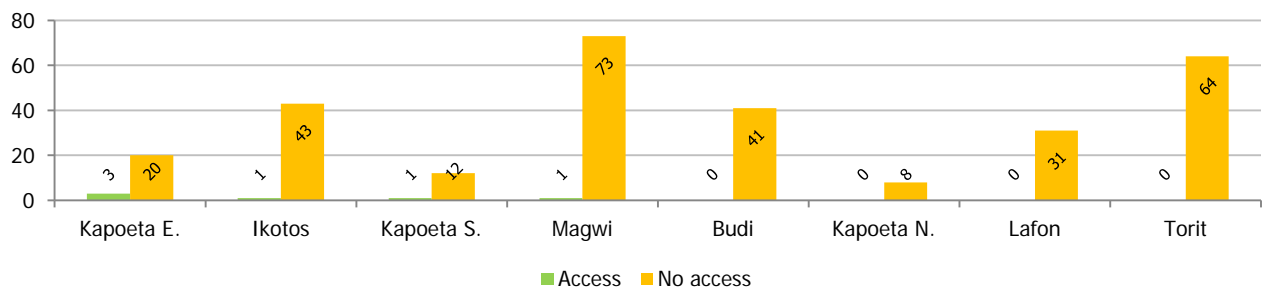
**% of primary schools with access to latrine by county, 2011**



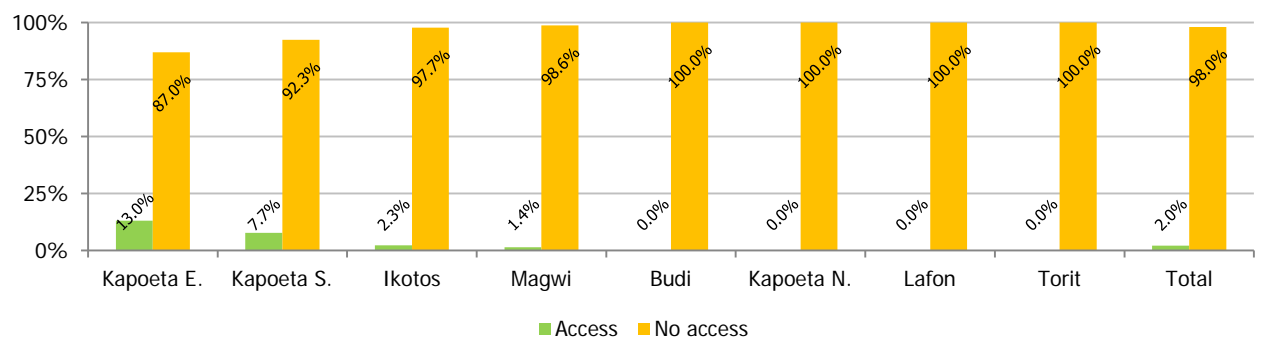
**Number and % of primary schools with and without access to electricity by county, 2011**

County	Schools	Access		No access	
		Count	% total	Count	% total
Budi	41	-	-	41	100.0%
Ikotos	44	1	2.3%	43	97.7%
Kapoeta E.	23	3	13.0%	20	87.0%
Kapoeta N.	8	-	-	8	100.0%
Kapoeta S.	13	1	7.7%	12	92.3%
Lafon	31	-	-	31	100.0%
Magwi	74	1	1.4%	73	98.6%
Torit	64	-	-	64	100.0%
Total	298	6	2.0%	292	98.0%

**Number of primary schools with access to electricity by county, 2011**



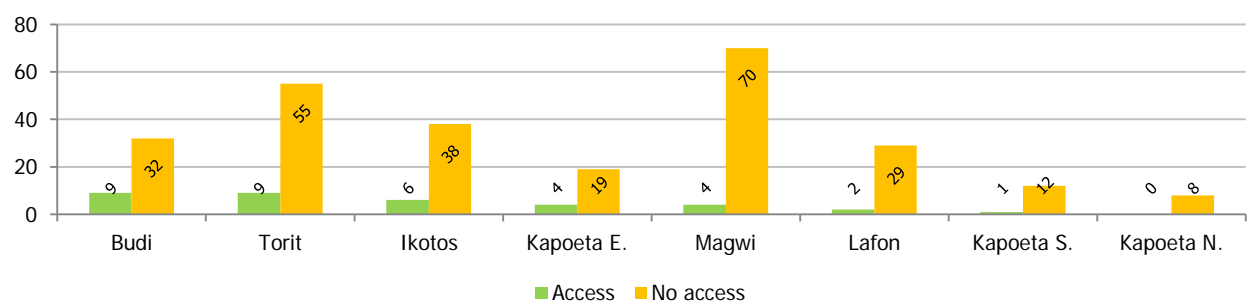
**% of primary schools with access to electricity by county, 2011**

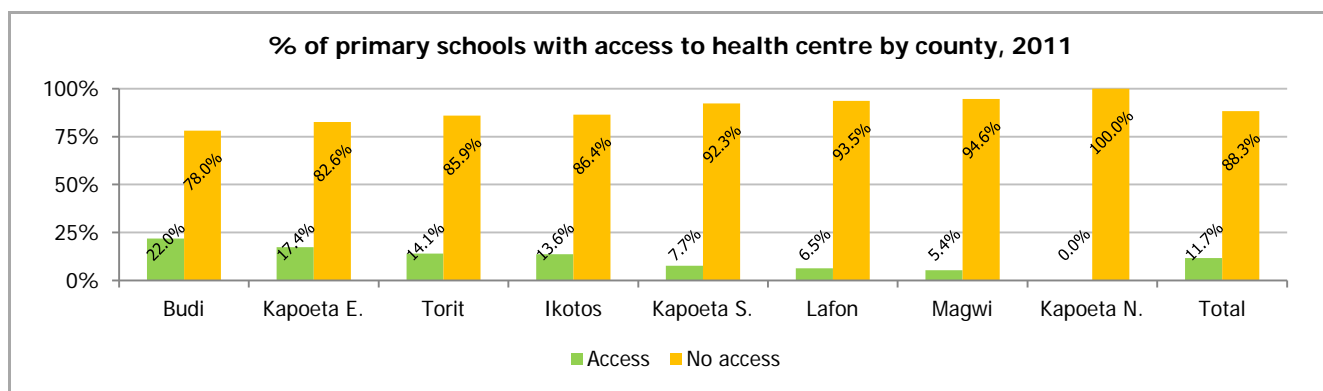


**Number and % of primary schools with and without access to health centre by county, 2011**

County	Schools	Access		No access	
		Count	% total	Count	% total
Budi	41	9	22.0%	32	78.0%
Ikotos	44	6	13.6%	38	86.4%
Kapoeta E.	23	4	17.4%	19	82.6%
Kapoeta N.	8	-	-	8	100.0%
Kapoeta S.	13	1	7.7%	12	92.3%
Lafon	31	2	6.5%	29	93.5%
Magwi	74	4	5.4%	70	94.6%
Torit	64	9	14.1%	55	85.9%
Total	298	35	11.7%	263	88.3%

**Number of primary schools with access to health centre by county, 2011**





### 6.3. Student flow

#### 6.3.1. Promotion rate

**Primary school promotion rate by county and grade, 2010-2011**

County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Budi	53.4%	61.4%	56.2%	51.3%	25.9%	13.3%	21.3%
Ikotos	53.9%	64.9%	67.9%	51.2%	50.9%	48.3%	52.5%
Kapoeta E.	50.2%	52.8%	67.8%	81.3%	76.5%	84.3%	50.3%
Kapoeta N.	28.3%	32.6%	18.7%	15.4%	-	-	-
Kapoeta S.	40.2%	38.6%	35.4%	49.2%	110.6%*	80.6%	96.2%
Lafon	46.4%	74.7%	95.1%	58.1%	48.4%	18.4%	22.9%
Magwi	81.1%	88.5%	81.6%	65.2%	60.1%	50.2%	54.7%
Torit	62.3%	67.8%	77.8%	64.5%	62.3%	75.6%	82.1%
Average	56.9%	68.0%	72.3%	60.3%	55.6%	49.2%	54.7%

\* Promotion exceeding 100% occur due to high increase in enrolment between 2010 and 2011.

**Primary school promotion rate for male pupils by county and grade, 2010-2011**

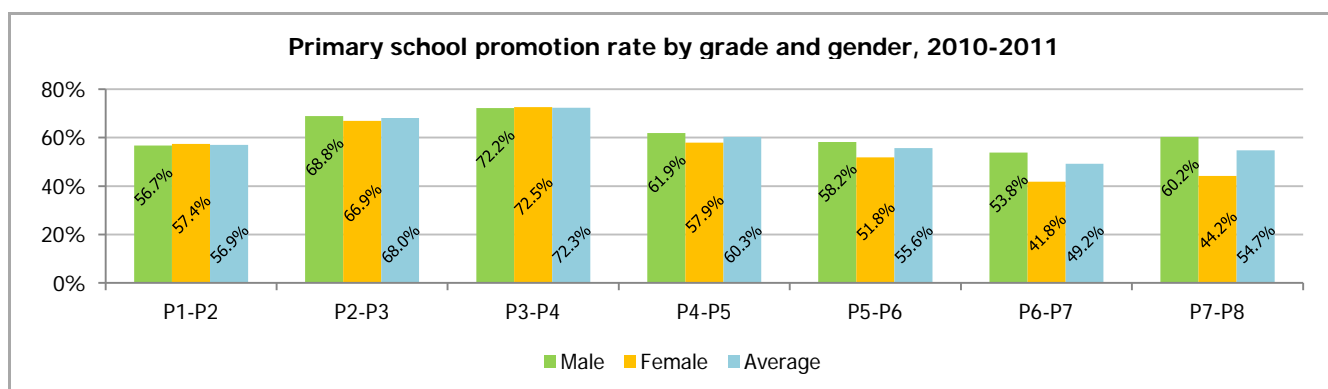
County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Budi	55.8%	62.6%	57.7%	53.8%	25.3%	11.7%	26.2%
Ikotos	56.9%	68.5%	70.8%	49.5%	55.1%	49.6%	51.4%
Kapoeta E.	47.0%	51.7%	73.8%	92.1%	87.2%	85.5%	52.6%
Kapoeta N.	30.6%	33.6%	23.1%	22.5%	-	-	-
Kapoeta S.	40.0%	37.9%	34.0%	48.6%	124.1%*	109.8%*	110.0%*
Lafon	45.9%	80.9%	94.2%	71.1%	53.0%	22.1%	25.2%
Magwi	80.5%	85.3%	81.9%	69.0%	65.6%	59.4%	63.4%
Torit	61.6%	71.5%	75.7%	62.1%	59.8%	75.9%	85.6%
Average	56.7%	68.8%	72.2%	61.9%	58.2%	53.8%	60.2%

\* Promotion exceeding 100% occur due to high increase in enrolment between 2010 and 2011.

**Primary school promotion rate for female pupils by county and grade, 2010-2011**

County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Budi	49.5%	59.2%	53.6%	45.9%	26.8%	17.2%	14.1%
Ikotos	49.4%	58.9%	62.7%	54.7%	42.7%	45.5%	55.1%
Kapoeta E.	57.7%	55.2%	56.5%	65.7%	61.3%	80.7%	43.8%
Kapoeta N.	25.4%	31.2%	10.2%	-	-	-	-
Kapoeta S.	40.5%	39.9%	38.3%	51.0%	82.7%	34.6%	50.0%
Lafon	47.4%	64.7%	97.4%	30.9%	30.6%	6.3%	15.2%
Magwi	81.7%	91.9%	81.2%	61.4%	54.2%	39.6%	40.9%
Torit	63.2%	62.8%	81.4%	68.4%	66.9%	74.8%	74.3%
Average	57.4%	66.9%	72.5%	57.9%	51.8%	41.8%	44.2%

\* Promotion exceeding 100% occur due to high increase in enrolment between 2010 and 2011.



### 6.3.2. Repetition rate

**Primary school repetition rate by county and grade, 2010-2011**

County	P1	P2	P3	P4	P5	P6	P7	P8
Budi	7.6%	5.1%	4.6%	4.5%	3.1%	2.0%	0.8%	4.5%
Ikotos	5.6%	11.6%	9.4%	10.9%	10.2%	5.4%	2.5%	3.3%
Kapoeta E.	4.3%	7.1%	7.6%	4.4%	2.9%	4.6%	2.8%	-
Kapoeta N.	1.7%	3.9%	4.8%	-	-	-	-	-
Kapoeta S.	12.7%	14.4%	12.6%	31.1%	35.6%	13.4%	23.1%	100.0%
Lafon	13.3%	11.0%	12.3%	13.4%	16.3%	10.6%	15.1%	28.1%
Magwi	14.7%	12.0%	15.4%	16.3%	18.6%	14.9%	13.4%	3.0%
Torit	11.3%	6.6%	7.7%	7.1%	7.0%	9.0%	6.9%	1.6%
Average	10.1%	9.3%	10.2%	11.8%	13.1%	11.2%	9.7%	3.6%

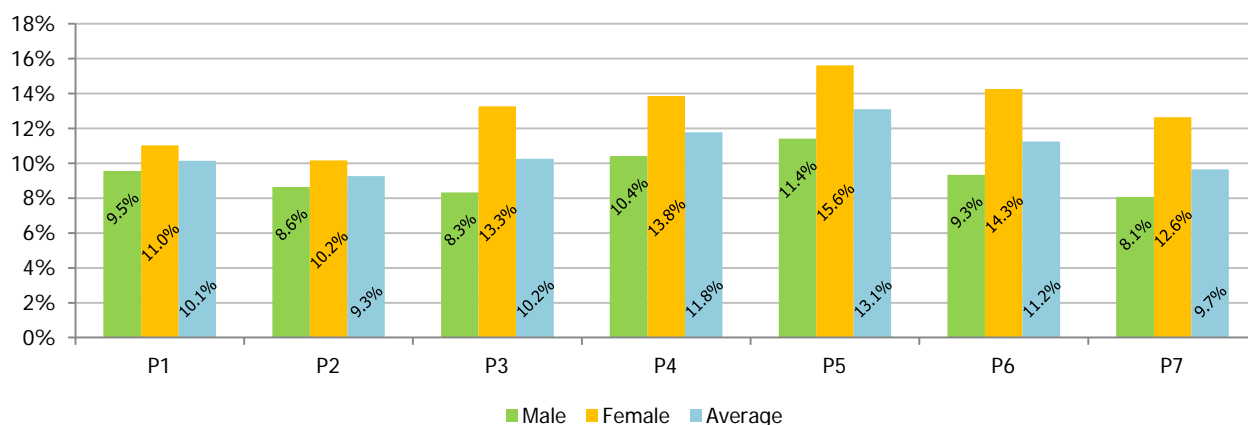
**Primary school repetition rate for male pupils by county and grade, 2010-2011**

County	P1	P2	P3	P4	P5	P6	P7	P8
Budi	8.0%	4.3%	4.3%	4.4%	3.5%	2.2%	1.4%	2.4%
Ikotos	4.9%	10.8%	7.6%	8.6%	8.0%	3.3%	0.8%	4.2%
Kapoeta E.	4.1%	6.6%	6.5%	1.6%	4.4%	5.0%	2.3%	-
Kapoeta N.	1.7%	3.1%	2.8%	-	-	-	-	-
Kapoeta S.	12.2%	13.6%	10.8%	26.7%	38.9%	19.5%	25.0%	-
Lafon	12.8%	9.4%	8.6%	11.8%	15.0%	9.0%	12.6%	32.0%
Magwi	13.4%	12.5%	14.3%	15.9%	16.7%	14.1%	11.7%	2.3%
Torit	10.7%	6.1%	5.7%	6.5%	5.5%	4.9%	5.2%	0.8%
Average	9.5%	8.6%	8.3%	10.4%	11.4%	9.3%	8.1%	3.4%

**Primary school repetition rate for female pupils by county and grade, 2010-2011**

County	P1	P2	P3	P4	P5	P6	P7	P8
Budi	6.9%	6.4%	5.2%	4.7%	2.3%	1.3%	-	8.0%
Ikotos	6.5%	13.1%	12.8%	15.7%	14.4%	10.0%	6.5%	-
Kapoeta E.	4.8%	8.2%	9.8%	8.6%	0.7%	3.5%	4.2%	-
Kapoeta N.	1.7%	4.8%	8.7%	-	-	-	-	-
Kapoeta S.	13.5%	15.9%	16.1%	43.3%	28.8%	3.8%	16.7%	-
Lafon	14.2%	13.8%	21.6%	17.0%	21.3%	15.9%	23.9%	-
Magwi	16.0%	11.4%	16.6%	16.8%	20.6%	15.9%	16.1%	4.3%
Torit	12.2%	7.3%	10.8%	8.2%	9.7%	18.0%	10.5%	3.4%
Average	11.0%	10.2%	13.3%	13.8%	15.6%	14.3%	12.6%	3.9%

**Primary school repetition rate by grade and gender, 2010-2011**



### 6.3.3. Dropout rate

**Primary school dropout rate by county and grade, 2010-2011**

County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Budi	39.0%	33.6%	39.1%	44.3%	71.0%	84.7%	77.9%
Ikotos	40.6%	23.4%	22.7%	37.9%	38.9%	46.3%	44.9%
Kapoeta E.	45.6%	40.1%	24.6%	14.3%	20.6%	11.1%	47.0%
Kapoeta N.	70.0%	63.5%	76.5%	84.6%	-	0.0%	0.0%
Kapoeta S.	47.1%	46.9%	52.0%	19.6%	-46.3%	6.0%	-19.2%
Lafon	40.2%	14.2%	-7.4%	28.4%	35.3%	71.0%	62.0%
Magwi	4.2%	-0.4%	3.0%	18.4%	21.3%	34.9%	31.9%
Torit	26.4%	25.6%	14.5%	28.4%	30.8%	15.4%	11.1%
Average	32.9%	22.7%	17.5%	27.9%	31.3%	39.6%	35.7%

\* Negative dropout rates occur due to high increase in enrolment between 2010 and 2011.

### Primary school dropout rate for male pupils by county and grade, 2010-2011

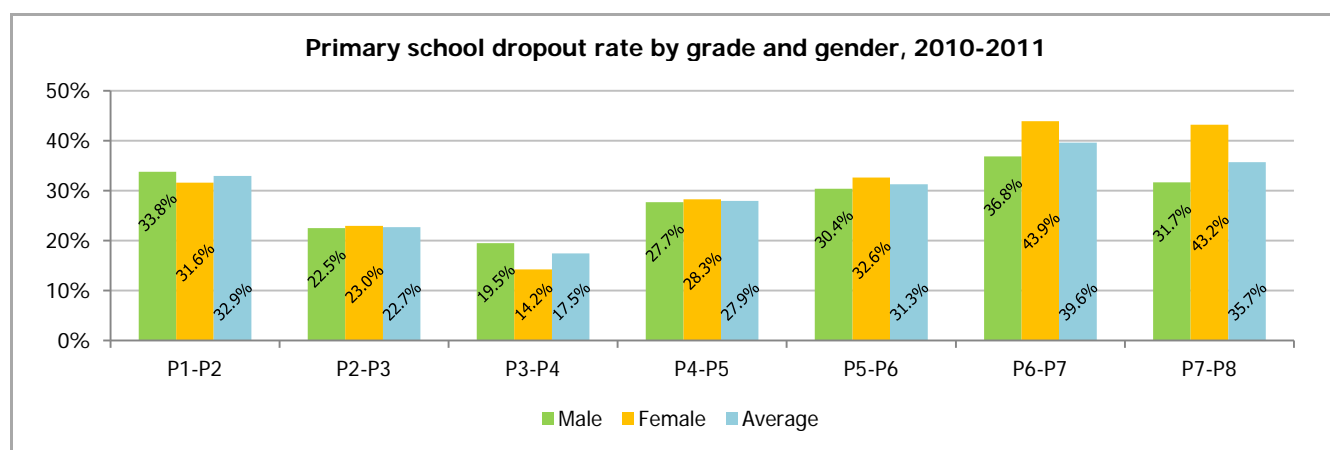
County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Budi	36.2%	33.1%	38.0%	41.8%	71.1%	86.1%	72.4%
Ikotos	38.2%	20.7%	21.6%	41.9%	36.8%	47.1%	47.8%
Kapoeta E.	49.0%	41.7%	19.8%	6.3%	8.4%	9.4%	45.1%
Kapoeta N.	67.7%	63.2%	74.1%	77.5%	-	0.0%	0.0%
Kapoeta S.	47.8%	48.5%	55.2%	24.7%	-63.0%	-29.3%	-35.0%
Lafon	41.3%	9.7%	-2.8%	17.1%	32.0%	68.9%	62.3%
Magwi	6.0%	2.2%	3.9%	15.1%	17.7%	26.5%	24.9%
Torit	27.7%	22.4%	18.6%	31.5%	34.7%	19.2%	9.2%
Average	33.8%	22.5%	19.5%	27.7%	30.4%	36.8%	31.7%

\* Negative dropout rates occur due to high increase in enrolment between 2010 and 2011.

### Primary school dropout rate for female pupils by county and grade, 2010-2011

County	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8
Budi	43.6%	34.4%	41.2%	49.5%	70.9%	81.5%	85.9%
Ikotos	44.1%	28.0%	24.5%	29.5%	42.9%	44.5%	38.3%
Kapoeta E.	37.5%	36.6%	33.7%	25.7%	38.0%	15.8%	52.1%
Kapoeta N.	72.9%	64.0%	81.1%	-	-	0.0%	0.0%
Kapoeta S.	46.0%	44.1%	45.7%	5.8%	-11.5%	61.5%	33.3%
Lafon	38.4%	21.5%	-19.0%	52.1%	48.1%	77.8%	60.9%
Magwi	2.3%	-3.3%	2.1%	21.8%	25.1%	44.5%	43.0%
Torit	24.6%	29.9%	7.7%	23.5%	23.5%	7.1%	15.2%
Average	31.6%	23.0%	14.2%	28.3%	32.6%	43.9%	43.2%

\* Negative dropout rates occur due to high increase in enrolment between 2010 and 2011.



## 7.0. SECONDARY SCHOOL, 2011

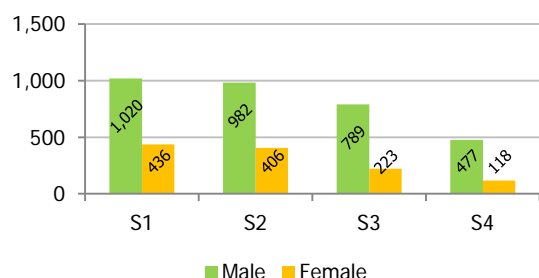
### 7.1. Access

#### 7.1.1. Enrolment

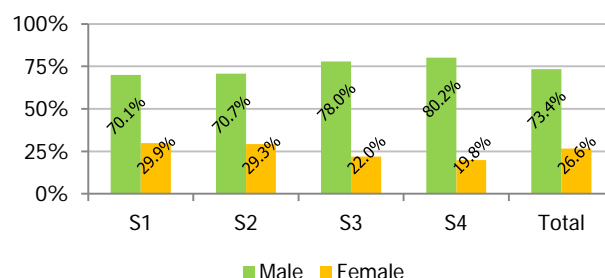
**Number of secondary school students by county and grade, 2011**

County	Total	S1	S2	S3	S4
Budi	235	91	53	43	48
Ikotos	472	199	158	81	34
Kapoeta E.	124	47	23	28	26
Kapoeta S.	28	28	-	-	-
Lafon	111	37	31	31	12
Magwi	2,288	647	766	580	295
Torit	1,193	407	357	249	180
Total	4,451	1,456	1,388	1,012	595

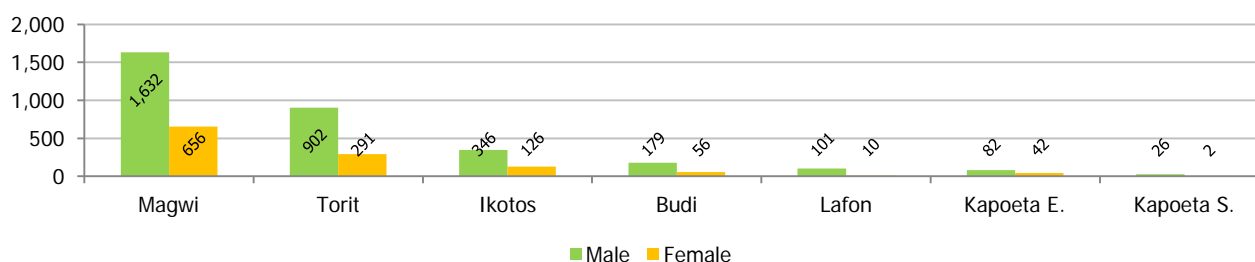
**Number of secondary school students by grade and gender, 2011**



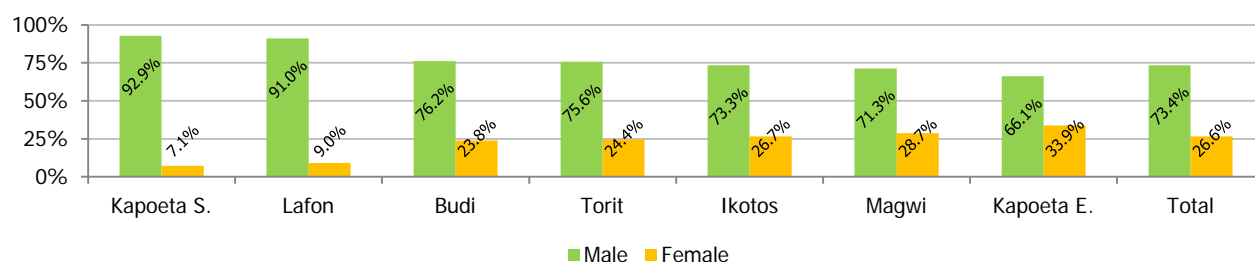
**% of secondary school students by grade and gender, 2011**



**Number of secondary school students by county and gender, 2011**



**% of secondary school students by county and gender, 2011**

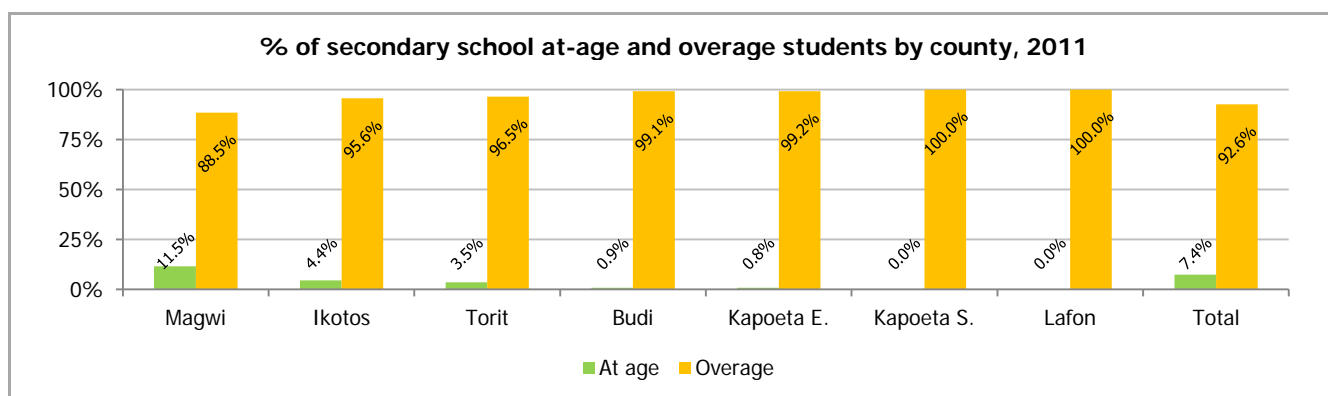
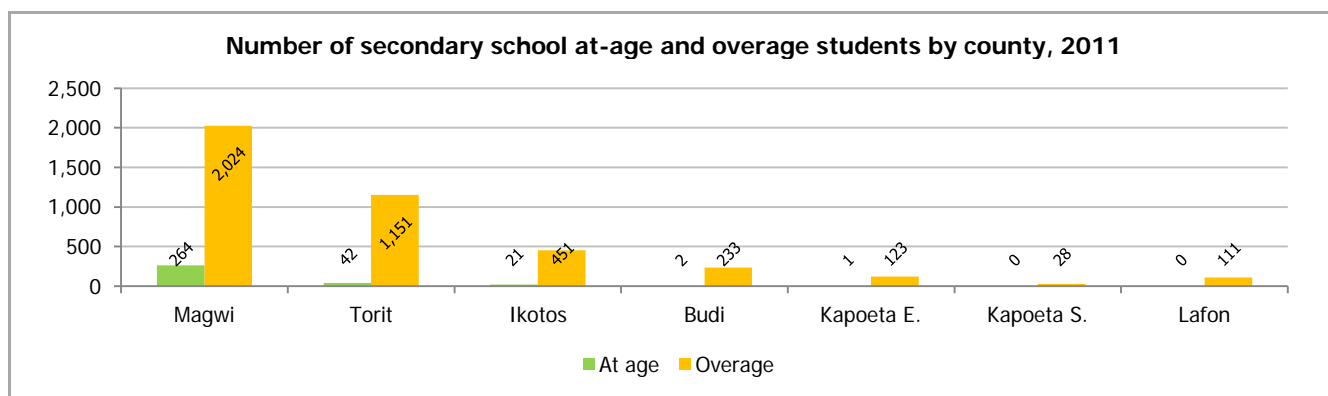


#### 7.1.2. Overage pupils

**Number and % of secondary school at-age and overage students by county and gender, 2011**

County	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
Budi	2	233	99.1%	2	177	98.9%	-	56	100.0%
Ikotos	21	451	95.6%	17	329	95.1%	4	122	96.8%
Kapoeta E.	1	123	99.2%	-	82	100.0%	1	41	97.6%
Kapoeta S.	-	28	100.0%	-	26	100.0%	-	2	100.0%
Lafon	-	111	100.0%	-	101	100.0%	-	10	100.0%
Magwi	264	2,024	88.5%	217	1,415	86.7%	47	609	92.8%
Torit	42	1,151	96.5%	24	878	97.3%	18	273	93.8%
Total	330	4,121	92.6%	260	3,008	92.0%	70	1,113	94.1%

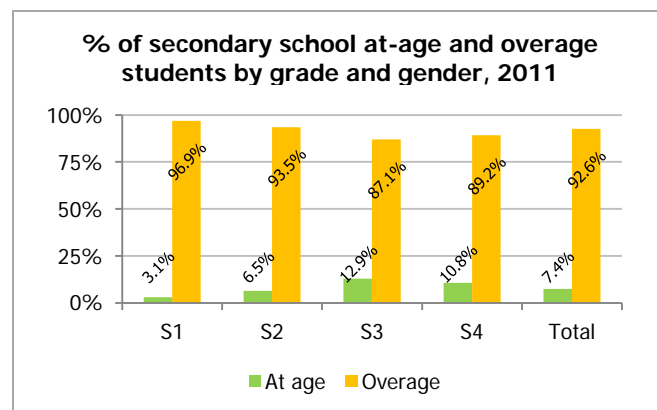
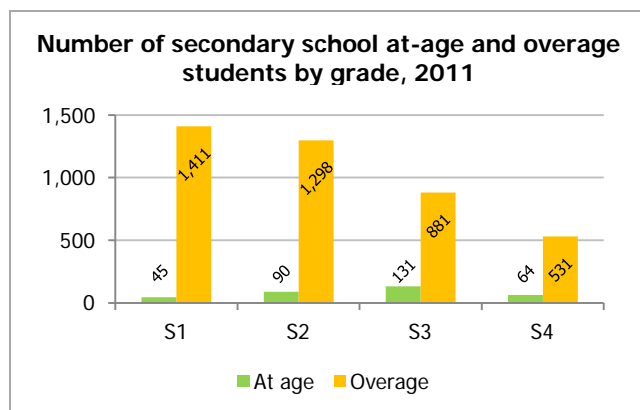
\* "At age" includes under-age and at-age pupils.



**Number and % of secondary school at-age and overage students by grade and gender, 2011**

Grade	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
S1	45	1411	96.9%	32	988	96.9%	13	423	97.0%
S2	90	1298	93.5%	60	922	93.9%	30	376	92.6%
S3	131	881	87.1%	119	670	84.9%	12	211	94.6%
S4	64	531	89.2%	49	428	89.7%	15	103	87.3%
Total	330	4121	92.6%	260	3008	92.0%	70	1113	94.1%

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



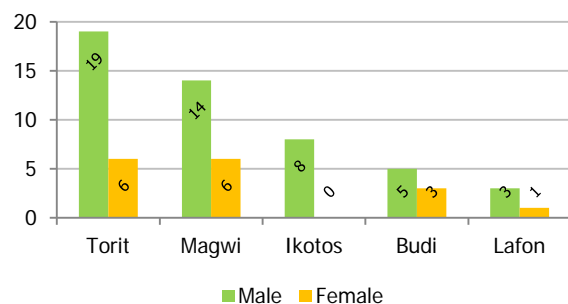
### 7.1.3. Students with special needs

**Number and % of secondary school students with special needs by county and gender, 2011**

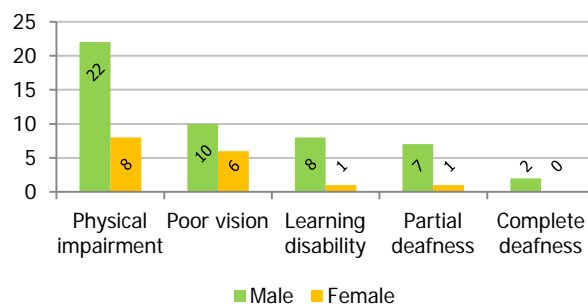
County	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
Budi	235	8	3.3%	179	5	2.7%	56	3	5.1%
Ikotos	472	8	1.7%	346	8	2.3%	126	-	-
Kapoeta E.	124	-	-	82	-	-	42	-	-
Kapoeta S.	28	-	-	26	-	-	2	-	-
Lafon	111	4	3.5%	101	3	2.9%	10	1	9.1%
Magwi	2,288	20	0.9%	1,632	14	0.9%	656	6	0.9%
Torit	1,193	25	2.1%	902	19	2.1%	291	6	2.0%
Total	4,451	65	1.4%	3,268	49	1.5%	1,183	16	1.3%



**Number of secondary school students with special needs by county and gender, 2011**



**Number of secondary school students with special needs by type and gender, 2011**

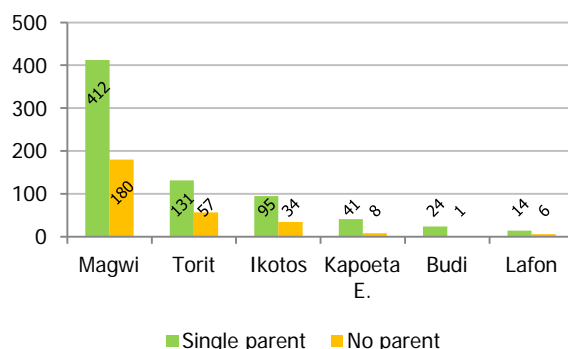


\* "Poor vision" includes pupils whose eye visions require glasses but do not have access to them.

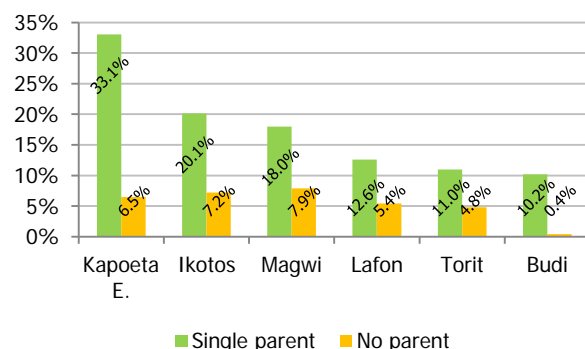
**Number and % of secondary school orphans by county and type, 2011**

County	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
Budi	235	25	10.6%	24	10.2%	1	0.4%
Ikotos	472	129	27.3%	95	20.1%	34	7.2%
Kapoeta E.	124	49	39.5%	41	33.1%	8	6.5%
Kapoeta S.	28	-	-	-	-	-	-
Lafon	111	20	18.0%	14	12.6%	6	5.4%
Magwi	2,288	592	25.9%	412	18.0%	180	7.9%
Torit	1,193	188	15.8%	131	11.0%	57	4.8%
Total	4,451	1,003	22.5%	717	16.1%	286	6.4%

**Number of secondary school orphans by county and type, 2011**



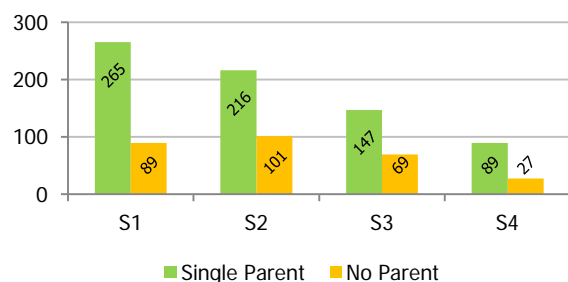
**% of secondary school orphans by county and type, 2011**



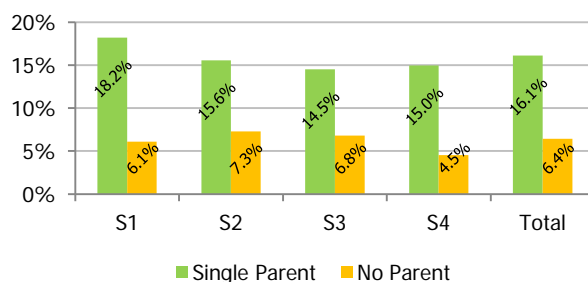
**Number and % of secondary school orphans by grade and type, 2011**

County	Enrolment	Total		Single parent		No parent	
		Count	% enrolment	Count	% enrolment	Count	% enrolment
S1	1,456	354	24.3%	265	18.2%	89	6.1%
S2	1,388	317	22.8%	216	15.6%	101	7.3%
S3	1,012	216	21.3%	147	14.5%	69	6.8%
S4	595	116	19.5%	89	15.0%	27	4.5%
Total	4,451	1,003	22.5%	717	16.1%	286	6.4%

**Number of secondary school orphans by grade and type, 2011**



**% of secondary school orphans by grade and type, 2011**



## 7.2. Resources

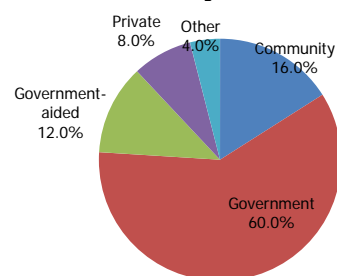
### 7.2.1. Schools

**Number of secondary schools by ownership, 2011**

Ownership type	Schools
Community	4
Government	15
Government-aided	3
Private	2
Other	1
<b>Total</b>	<b>25</b>

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

**% of sec. schools by ownership type, 2011**

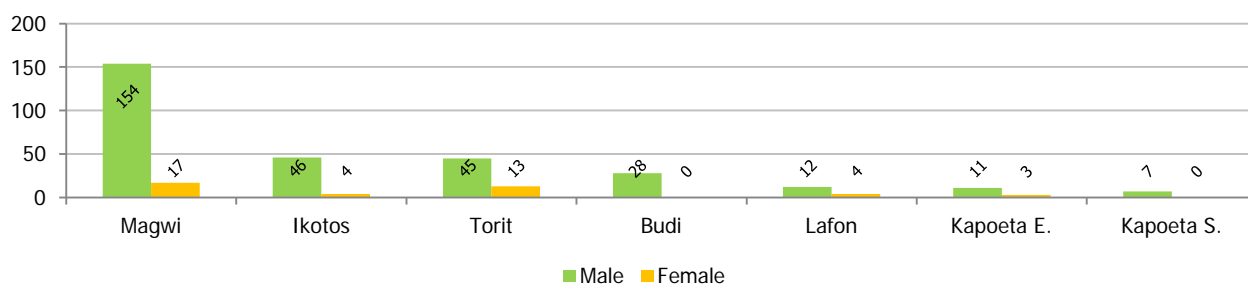


### 7.2.2. Teachers

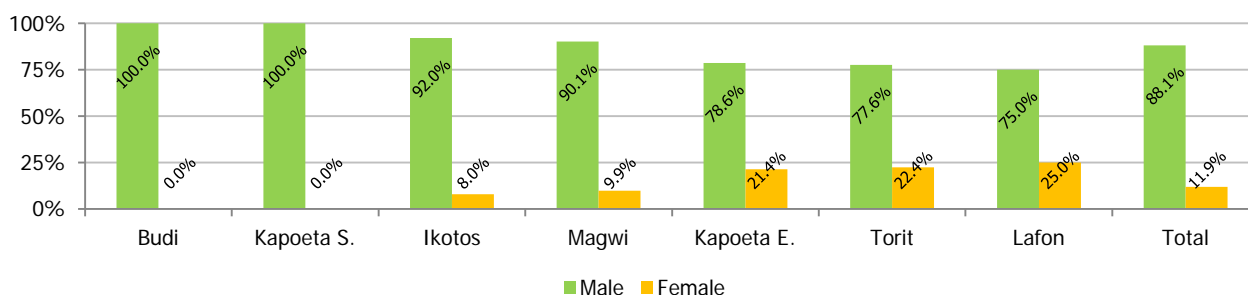
**Number and % of secondary school teachers by county and gender, 2011**

County	Total	Male		Female	
		Count	% total	Count	% total
Budi	28	28	100.0%	-	-
Ikotos	50	46	92.0%	4	8.0%
Kapoeta E.	14	11	78.6%	3	21.4%
Kapoeta S.	7	7	100.0%	-	-
Lafon	16	12	75.0%	4	25.0%
Magwi	171	154	90.1%	17	9.9%
Torit	58	45	77.6%	13	22.4%
<b>Total</b>	<b>344</b>	<b>303</b>	<b>88.1%</b>	<b>41</b>	<b>11.9%</b>

**Number of secondary schools teachers by county and gender, 2011**



**% of secondary schools teachers by county and gender, 2011**

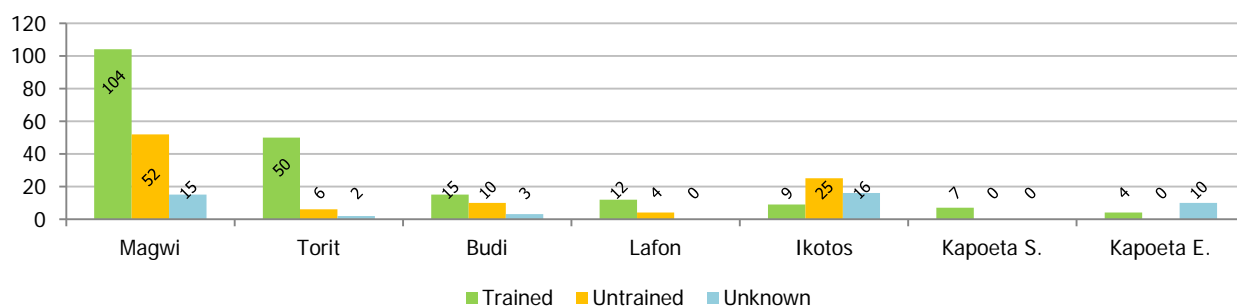


**Number and % of secondary school teachers by professional qualification and county, 2011**

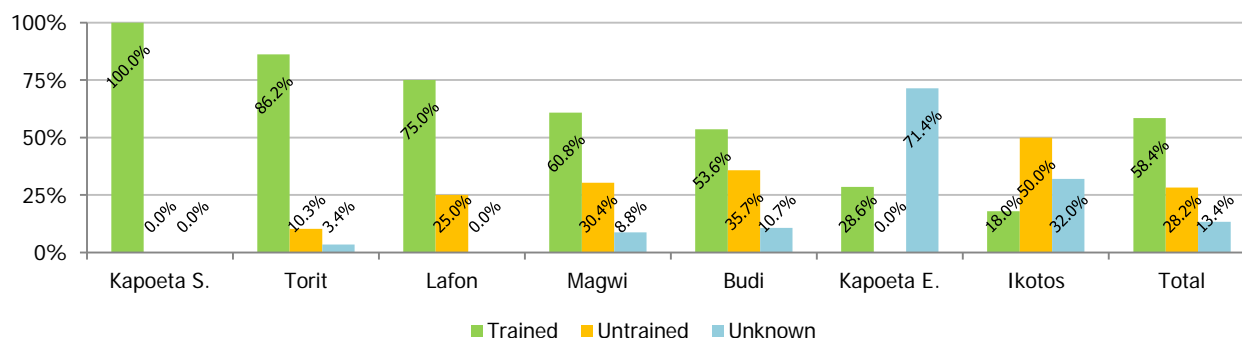
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Budi	28	15	53.6%	10	35.7%	3	10.7%
Ikotos	50	9	18.0%	25	50.0%	16	32.0%
Kapoeta E.	14	4	28.6%	-	-	10	71.4%
Kapoeta S.	7	7	100.0%	-	-	-	-
Lafon	16	12	75.0%	4	25.0%	-	-
Magwi	171	104	60.8%	52	30.4%	15	8.8%
Torit	58	50	86.2%	6	10.3%	2	3.4%
<b>Total</b>	<b>344</b>	<b>201</b>	<b>58.4%</b>	<b>97</b>	<b>28.2%</b>	<b>46</b>	<b>13.4%</b>

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

**Number of secondary school teachers by professional qualification and county, 2011**



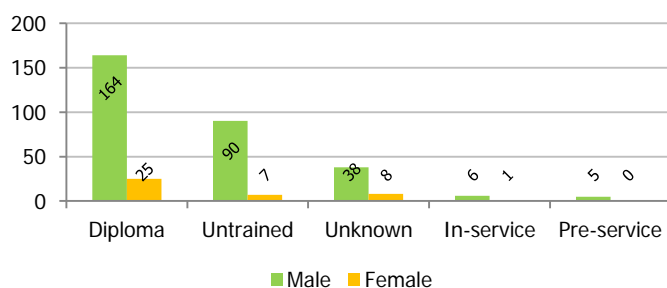
**% of secondary school teachers by professional qualification and county, 2011**



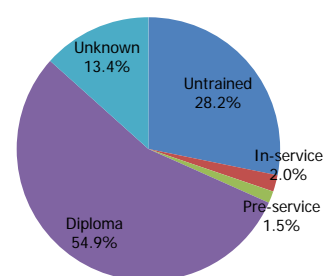
**Number and % of secondary school teachers by professional qualification and county, 2011**

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Budi	28	10	35.7%	-	-	3	10.7%	12	42.9%	3	10.7%
Ikotos	50	25	50.0%	-	-	-	-	9	18.0%	16	32.0%
Kapoeta E.	14	-	-	-	-	-	-	4	28.6%	10	71.4%
Kapoeta S.	7	-	-	-	-	1	14.3%	6	85.7%	-	-
Lafon	16	4	25.0%	-	-	-	-	12	75.0%	-	-
Magwi	171	52	30.4%	7	4.1%	-	-	97	56.7%	15	8.8%
Torit	58	6	10.3%	-	-	1	1.7%	49	84.5%	2	3.4%
Total	344	97	28.2%	7	2.0%	5	1.5%	189	54.9%	46	13.4%

**Number of secondary school teachers by professional qualification and gender, 2011**



**% of secondary school teachers by professional qualification, 2011**

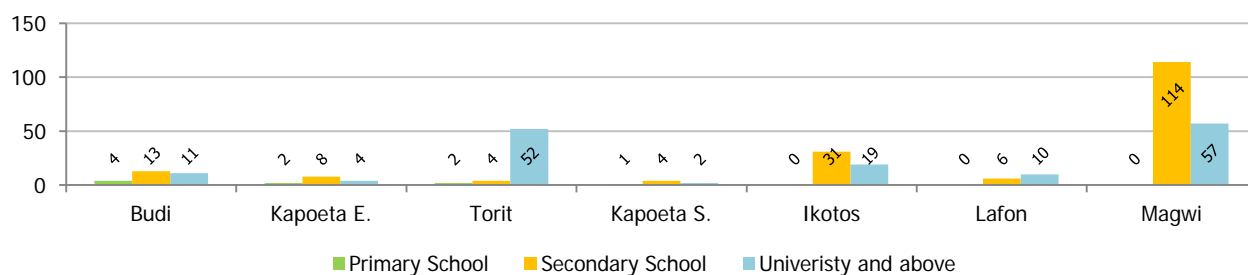


**Number and % of secondary school teachers by academic qualification and county, 2011**

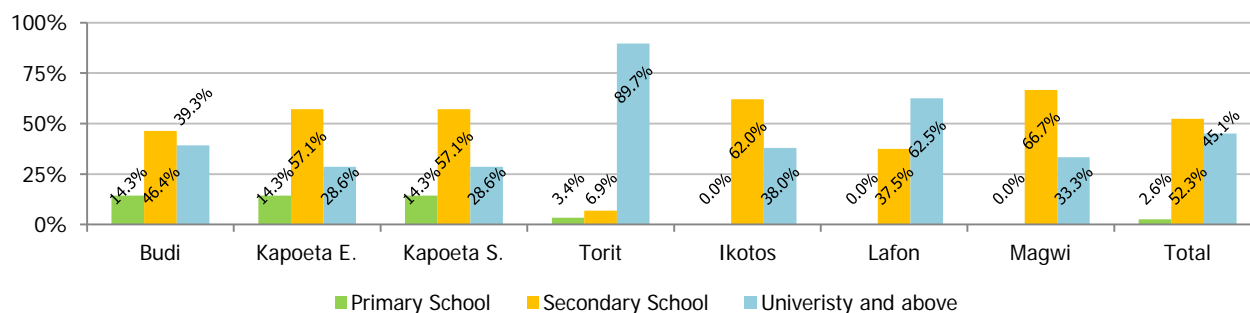
County	Total	Primary School		Secondary School		University and above	
		Count	% total	Count	% total	Count	% total
Budi	28	4	14.3%	13	46.4%	11	39.3%
Ikotos	50	-	-	31	62.0%	19	38.0%
Kapoeta E.	14	2	14.3%	8	57.1%	4	28.6%
Kapoeta S.	7	1	14.3%	4	57.1%	2	28.6%
Lafon	16	-	-	6	37.5%	10	62.5%
Magwi	171	-	-	114	66.7%	57	33.3%
Torit	58	2	3.4%	4	6.9%	52	89.7%
Total	344	9	2.6%	180	52.3%	155	45.1%

\* "Primary school" includes completion of primary and intermediate/lower secondary education levels. "Secondary school" attainment includes completion of secondary, O-level, and/or A-level education levels. "University and above" attainment includes completion of four (4) years of university education or its equivalent.

**Number of secondary school teachers by academic qualification and county, 2011**



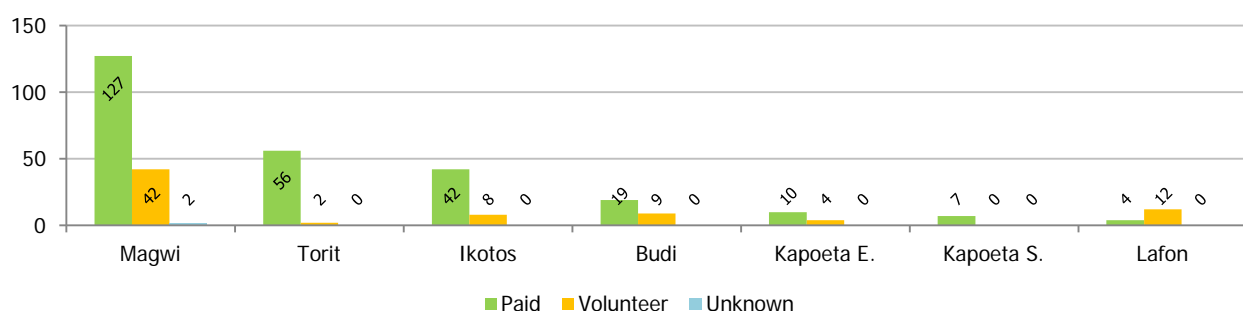
**% of secondary school teachers by academic qualification and county, 2011**



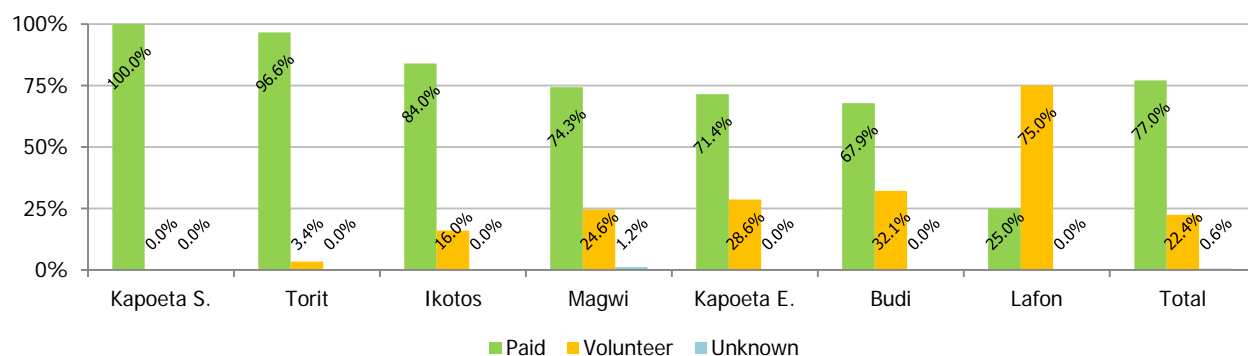
**Number and % of secondary school teachers by employment status and county, 2011**

County	Total	Paid		Volunteer		Unknown	
		Count	% total	Count	% total	Count	% total
Budi	28	19	67.9%	9	32.1%	-	-
Ikotos	50	42	84.0%	8	16.0%	-	-
Kapoeta E.	14	10	71.4%	4	28.6%	-	-
Kapoeta S.	7	7	100.0%	-	-	-	-
Lafon	16	4	25.0%	12	75.0%	-	-
Magwi	171	127	74.3%	42	24.6%	2	1.2%
Torit	58	56	96.6%	2	3.4%	-	-
Total	344	265	77.0%	77	22.4%	2	0.6%

**Number of secondary school teachers by employment status and county, 2011**



**% of secondary school teachers by employment status and county, 2011**

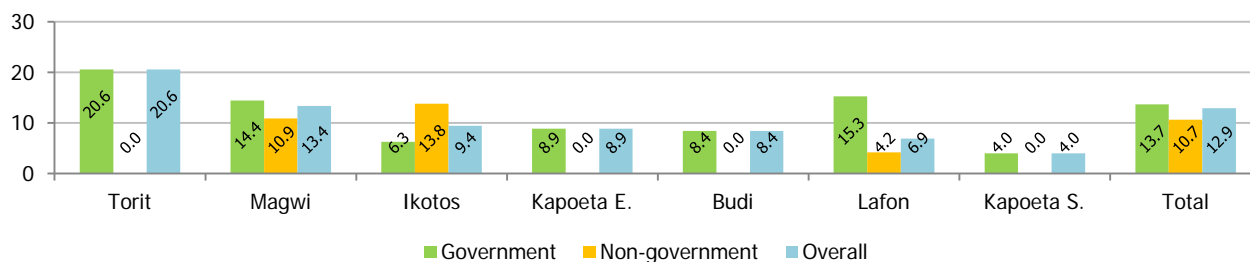


### Secondary school pupil-teacher ratio (PTR) by county and ownership, 2011

County	Overall			Government			Non-government		
	Pupil	Teacher	PTR	Pupil	Teacher	PTR	Pupil	Teacher	PTR
Budi	235	28	8.4	235	28	8.4	-	-	-
Ikotos	472	50	9.4	182	29	6.3	290	21	13.8
Kapoeta E.	124	14	8.9	124	14	8.9	-	-	-
Kapoeta S.	28	7	4.0	28	7	4.0	-	-	-
Lafon	111	16	6.9	61	4	15.3	50	12	4.2
Magwi	2,288	171	13.4	1,732	120	14.4	556	51	10.9
Torit	1,193	58	20.6	1,193	58	20.6	-	-	-
Total	4,451	344	12.9	3,555	260	13.7	896	84	10.7

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

### Secondary school pupil-teacher ratio (PTR) by county and ownership, 2011

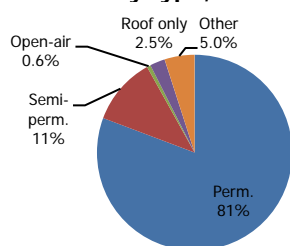


### 7.2.3. Classrooms

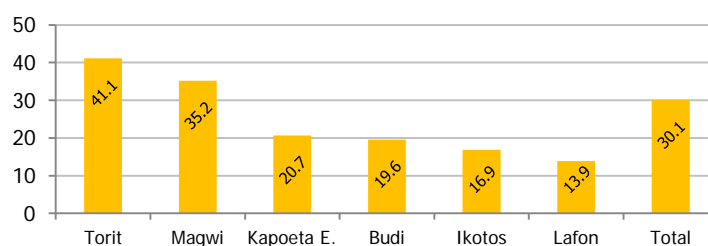
#### Number of secondary school classrooms and pupil-classroom ratio (PCR) by county and type, 2011

County	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
Budi	12	12	-	-	-	-	-	19.6
Ikotos	32	22	6	-	-	-	4	16.9
Kapoeta E.	6	6	-	-	-	-	-	20.7
Kapoeta S.	-	-	-	-	-	-	-	-
Lafon	8	7	1	-	-	-	-	13.9
Magwi	74	54	11	1	4	-	4	35.2
Torit	29	29	-	-	-	-	-	41.1
Total	161	130	18	1	4	-	8	30.1

#### % of secondary school classrooms by type, 2011



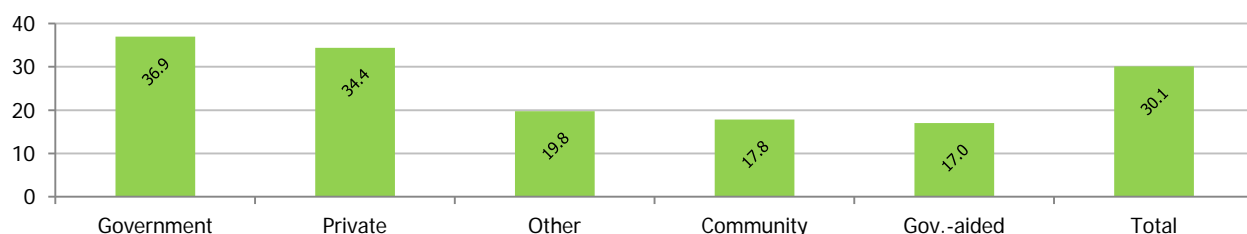
#### Secondary school pupil-classroom ratio (PCR) by county, 2011



#### Number of secondary school classrooms and pupil-classroom ratio (PCR) by ownership type, 2011

Ownership	Total	Perm	Semi-perm	Open-air	Roof only	Tent	Other	PCR
Community	26	14	12	-	-	-	-	17.8
Gov.-aided	22	18	-	-	-	-	4	17.0
Government	97	83	5	1	4	-	4	36.9
Private	8	7	1	-	-	-	-	34.4
Other	8	8	-	-	-	-	-	19.8
Total	161	130	18	1	4	-	8	30.1

#### Secondary school pupil-classroom ratio (PCR) by ownership, 2011



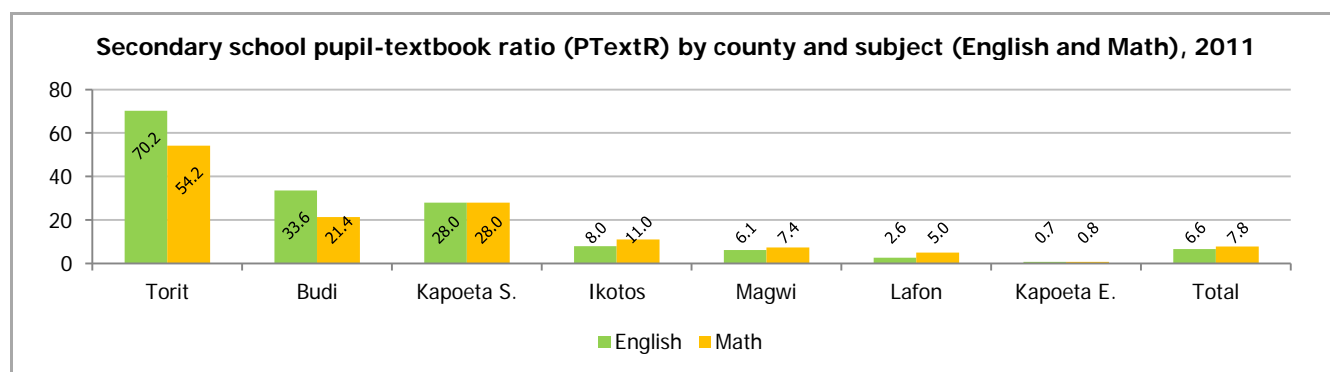
### Number and % of secondary schools with permanent and semi-permanent classrooms, 2011

County	Total	With perm and semi-perm classrooms		Without perm and semi-perm classrooms	
		Count	% total	Count	% total
Budi	2	2	100.0%	-	-
Ikotos	4	4	100.0%	-	-
Kapoeta E.	1	1	100.0%	-	-
Kapoeta S.	1	-	-	1	100.0%
Lafon	2	2	100.0%	-	-
Magwi	12	12	100.0%	-	-
Torit	3	3	100.0%	-	-
Total	25	24	96.0%	1	4.0%

### 7.2.4. Curriculum and instruction

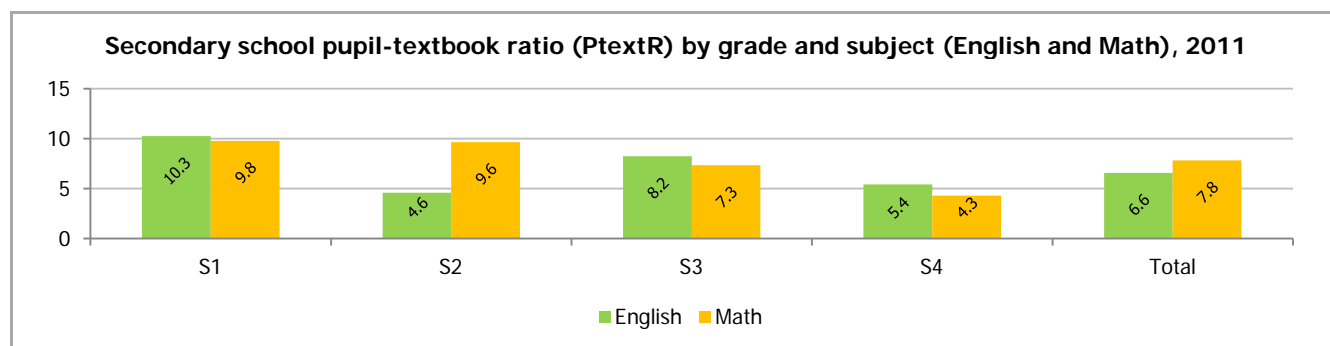
#### Secondary school pupil-textbook ratio (PTextR) by county and subject (English and Math), 2011

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Budi	235	7	33.6	11	21.4
Ikotos	472	59	8.0	43	11.0
Kapoeta E.	124	178	0.7	161	0.8
Kapoeta S.	28	1	28.0	1	28.0
Lafon	111	43	2.6	22	5.0
Magwi	2,288	374	6.1	310	7.4
Torit	1,193	17	70.2	22	54.2
Total	4,451	679	6.6	570	7.8



#### Secondary school pupil-textbook ratio (PTextR) by grade and subject (English and Math), 2011

Grade	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
S1	1,456	142	10.3	149	9.8
S2	1,388	304	4.6	144	9.6
S3	1,012	123	8.2	138	7.3
S4	595	110	5.4	139	4.3
Total	4,451	679	6.6	570	7.8

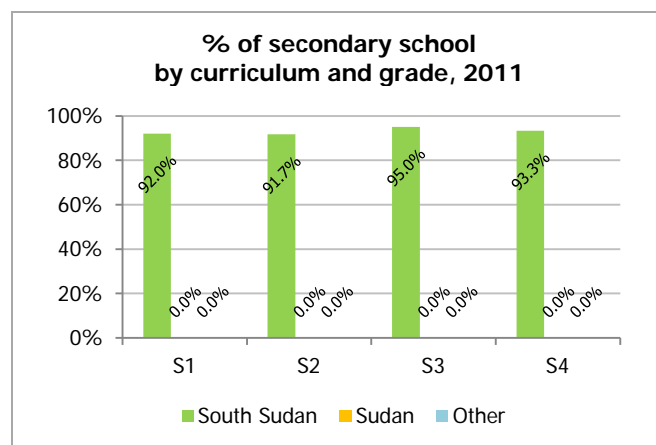
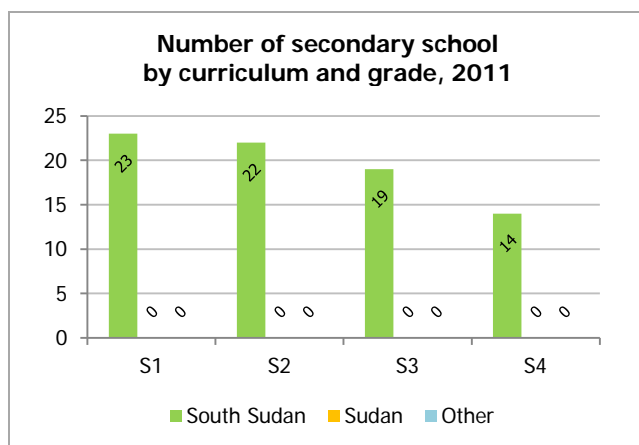


#### Number and % of secondary school by curriculum and grade, 2011

Curriculum	S1	S2	S3	S4
South Sudan	23 92.0%	22 91.7%	19 95.0%	14 93.3%
Uganda	2 8.0%	2 8.3%	1 5.0%	1 6.7%
Total	25	24	20	15

\* This section only counted the schools who responded to this question. Those who did not respond were not accounted for.

\*\* Not all secondary schools offer S1-S4; the grade levels served vary across schools. Some schools serve S1-S2, some serve S3-S4, some serve only S1, etc.



## 7.2.5. Facilities

**Number and % of secondary schools with and without access to drinking water by county, 2011**

County	Schools	Access		No access	
		Count	% total	Count	% total
Budi	2	2	100.0%	-	-
Ikotos	4	4	100.0%	-	-
Kapoeta E.	1	1	100.0%	-	-
Kapoeta S.	1	1	100.0%	-	-
Lafon	2	1	50.0%	1	50.0%
Magwi	12	6	50.0%	6	50.0%
Torit	3	3	100.0%	-	-
Total	25	18	72.0%	7	28.0%

**Number and % of secondary schools with and without access to latrine by county, 2011**

County	Schools	Access		No access	
		Count	% total	Count	% total
Budi	2	2	100.0%	-	-
Ikotos	4	4	100.0%	-	-
Kapoeta E.	1	1	100.0%	-	-
Kapoeta S.	1	-	-	1	100.0%
Lafon	2	1	50.0%	1	50.0%
Magwi	12	10	83.3%	2	16.7%
Torit	3	2	66.7%	1	33.3%
Total	25	20	80.0%	5	20.0%

**Number and % of secondary schools with and without access to electricity by county, 2011**

County	Schools	Access		No access	
		Count	% total	Count	% total
Budi	2	-	-	2	100.0%
Ikotos	4	1	25.0%	3	75.0%
Kapoeta E.	1	1	100.0%	-	-
Kapoeta S.	1	-	-	1	100.0%
Lafon	2	-	-	2	100.0%
Magwi	12	2	16.7%	10	83.3%
Torit	3	-	-	3	100.0%
Total	25	4	16.0%	21	84.0%

**Number and % of secondary schools with and without access to health centre by county, 2011**

County	Schools	Access		No access	
		Count	% total	Count	% total
Budi	2	-	-	2	100.0%
Ikotos	4	1	25.0%	3	75.0%
Kapoeta E.	1	-	-	1	100.0%
Kapoeta S.	1	-	-	1	100.0%
Lafon	2	-	-	2	100.0%
Magwi	12	-	-	12	100.0%
Torit	3	-	-	3	100.0%
Total	25	1	4.0%	24	96.0%

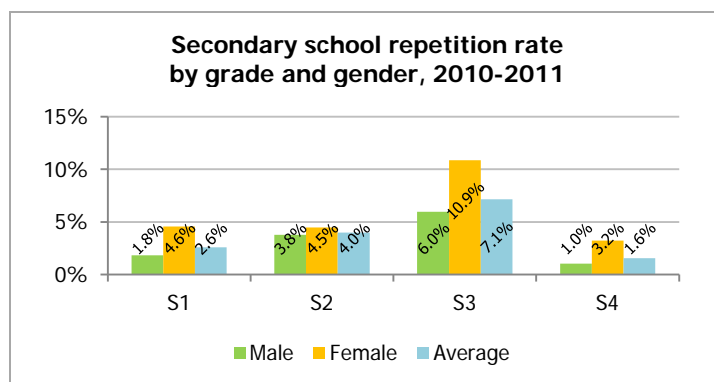
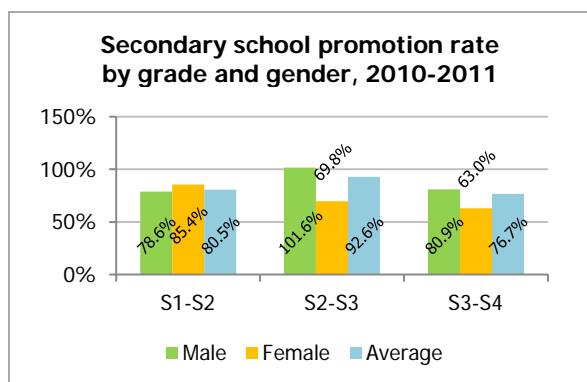
### 7.3. Student flow

#### 7.3.1. Promotion rate

**Secondary school promotion rate by county, grade, and gender, 2010-2011**

County	Overall			Male			Female		
	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4
Budi	98.1%	107.5%*	137.1%*	89.5%	113.8%*	141.4%*	118.8%*	90.9%	116.7%*
Ikotos	108.2%*	90.0%	75.6%	113.0%*	89.1%	80.0%	94.7%	92.3%	66.7%
Kapoeta E.	41.8%	47.3%	59.1%	35.7%	41.2%	61.5%	61.5%	57.1%	55.6%
Kapoeta S.	-	-	-	-	-	-	-	-	-
Lafon	48.4%	75.6%	-	44.4%	96.6%	-	300.0%*	25.0%	-
Magwi	70.6%	89.4%	67.8%	66.4%	98.4%	69.8%	81.0%	66.1%	60.2%
Torit	110.5%*	119.1%*	82.6%	118.4%*	131.6%*	89.4%	91.3%	83.0%	63.2%
Average	80.5%	92.6%	76.7%	78.6%	101.6%*	80.9%	85.4%	69.8%	63.0%

\* Promotion exceeding 100% occur due to high increase in enrolment between 2010 and 2011.



#### 7.3.2. Repetition rate

**Secondary school repetition rate by county, grade, and gender, 2010-2011**

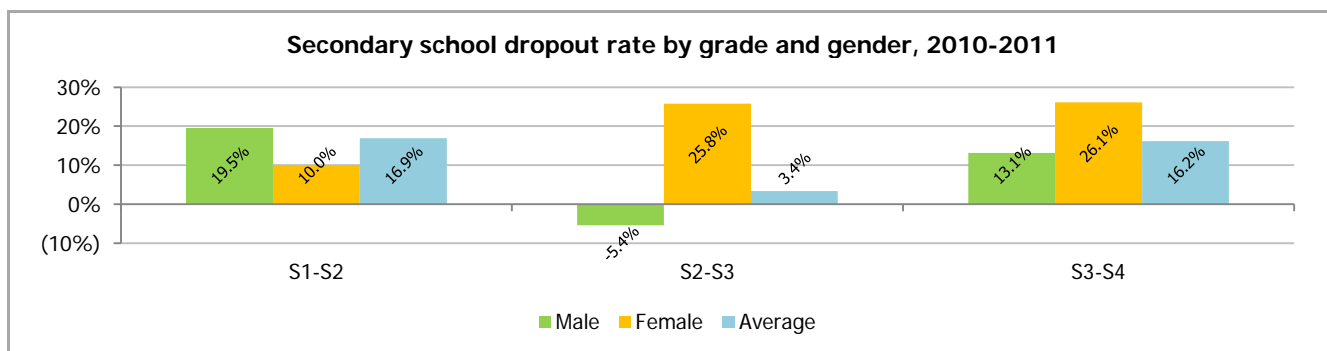
County	Overall				Male				Female			
	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4
Budi	-	-	-	-	-	-	-	-	-	-	-	-
Ikotos	3.4%	-	-	-	3.7%	-	-	-	2.6%	-	-	-
Kapoeta E.	-	-	4.5%	-	-	-	7.7%	-	-	-	-	-
Kapoeta S.	-	-	-	-	-	-	-	-	-	-	-	-
Lafon	1.6%	-	-	-	-	-	-	-	100.0%	-	-	-
Magwi	3.0%	5.1%	5.1%	2.0%	2.0%	4.7%	4.1%	1.3%	5.3%	6.3%	9.1%	5.0%
Torit	1.9%	4.9%	14.2%	-	1.3%	5.1%	11.8%	-	3.3%	4.3%	21.1%	-
Average	2.6%	4.0%	7.1%	1.6%	1.8%	3.8%	6.0%	1.0%	4.6%	4.5%	10.9%	3.2%

#### 7.3.3. Dropout rate

**Secondary school dropout rate by county, grade, and gender, 2010-2011**

County	Overall			Male			Female		
	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4	S1-S2	S2-S3	S3-S4
Budi	1.9%	-7.5%*	-37.1%*	10.5%	-13.8%*	-41.4%*	-18.8%*	9.1%	-16.7%*
Ikotos	-11.6%*	10.0%	24.4%	-16.7%	10.9%	20.0%	2.6%	7.7%	33.3%
Kapoeta E.	58.2%	52.7%	36.4%	64.3%	58.8%	30.8%	38.5%	42.9%	44.4%
Kapoeta S.	-	-	-	-	-	-	-	-	-
Lafon	50.0%	24.4%	-	55.6%	3.4%	-	-300.0%*	75.0%	-
Magwi	26.4%	5.4%	27.0%	31.5%	-3.1%*	26.1%	13.7%	27.6%	30.7%
Torit	-12.4%*	-24.0%*	3.2%	-19.7%*	-36.8%*	-1.2%*	5.4%	12.8%	15.8%
Average	16.9%	3.4%	16.2%	19.5%	-5.4%*	13.1%	10.0%	25.8%	26.1%

\* Negative dropout rates occur due to high increase in enrolment between 2010 and 2011.





## 8.0. ALTERNATIVE EDUCATION SYSTEM (AES), 2011

### 8.1. Access

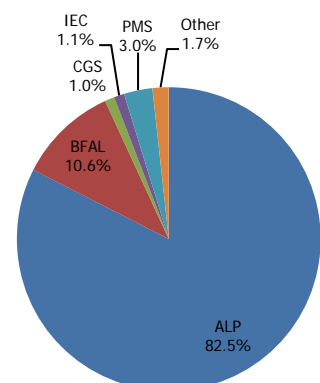
#### 8.1.1. Enrolment

**Number of AES centre learners by county and program, 2011**

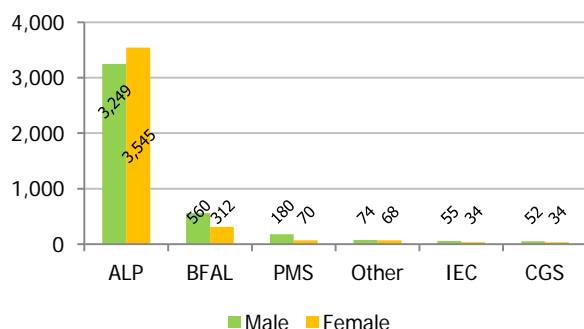
County	Total	ALP	BFAL	CGS	IEC	PMS	Other
Budi	654	523	45	86	-	-	-
Ikotos	292	292	-	-	-	-	-
Kapoeta E.	1,985	1,026	651	-	-	250	58
Kapoeta N.	307	-	176	-	89	-	42
Kapoeta S.	410	410	-	-	-	-	-
Lafon	413	413	-	-	-	-	-
Lopa	550	550	-	-	-	-	-
Magwi	2,463	2,421	-	-	-	-	42
Torit	1,159	1,159	-	-	-	-	-
Total	8,233	6,794	872	86	89	250	142

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

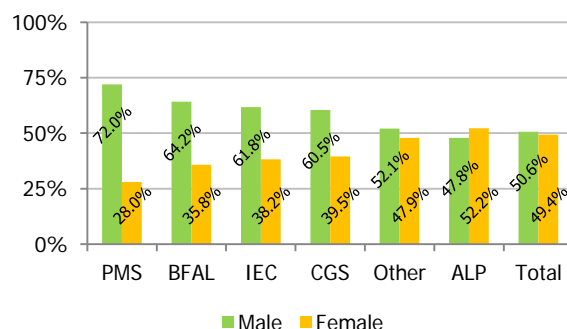
**% of AES centre learners by program, 2011**



**Number of AES centre learners by programme and gender, 2011**



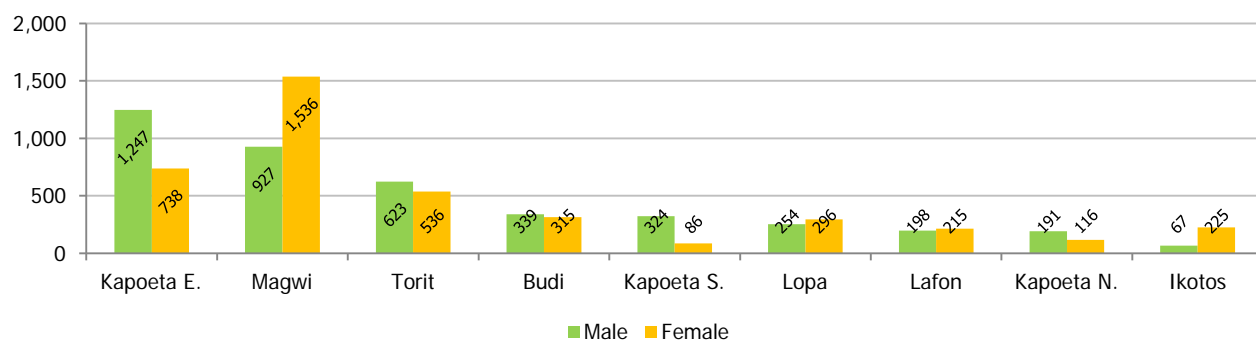
**% of AES centre learners by programme and gender, 2011**

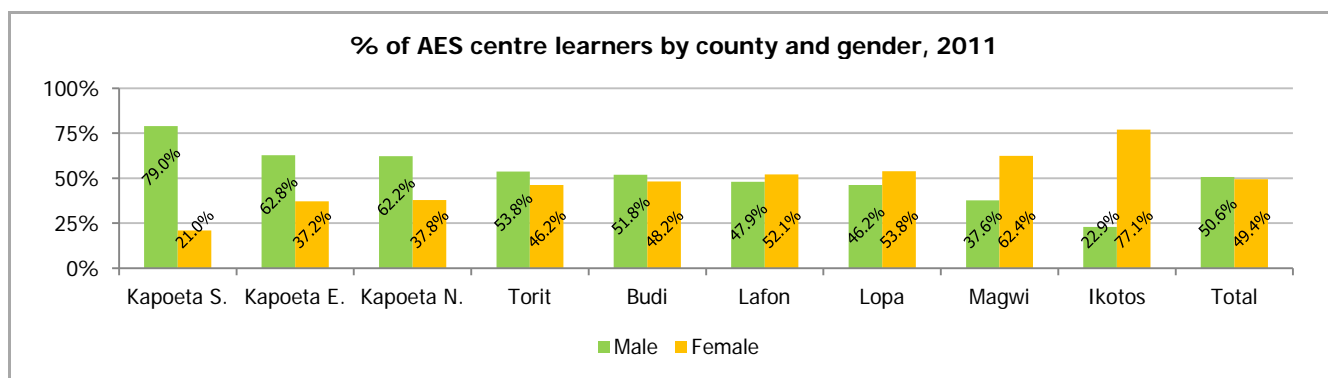


**Number and % of AES centre learners by county and gender, 2011**

County	Centres	Male		Female	
		Count	% total	Count	% total
Budi	654	339	51.8%	315	48.2%
Ikotos	292	67	22.9%	225	77.1%
Kapoeta E.	1,985	1,247	62.8%	738	37.2%
Kapoeta N.	307	191	62.2%	116	37.8%
Kapoeta S.	410	324	79.0%	86	21.0%
Lafon	413	198	47.9%	215	52.1%
Lopa	550	254	46.2%	296	53.8%
Magwi	2,463	927	37.6%	1,536	62.4%
Torit	1,159	623	53.8%	536	46.2%
Total	8,233	4,170	50.6%	4,063	49.4%

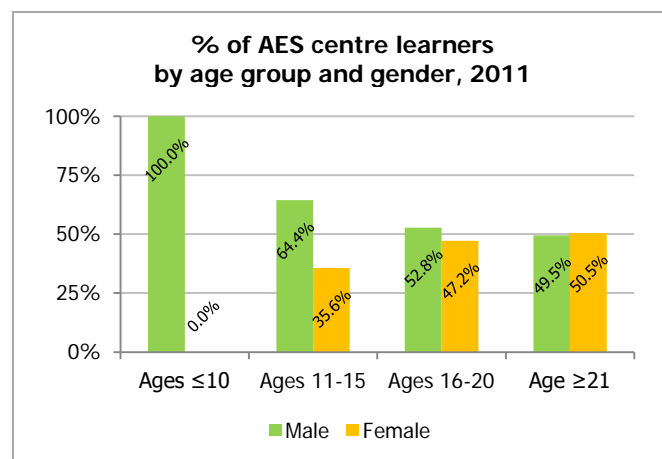
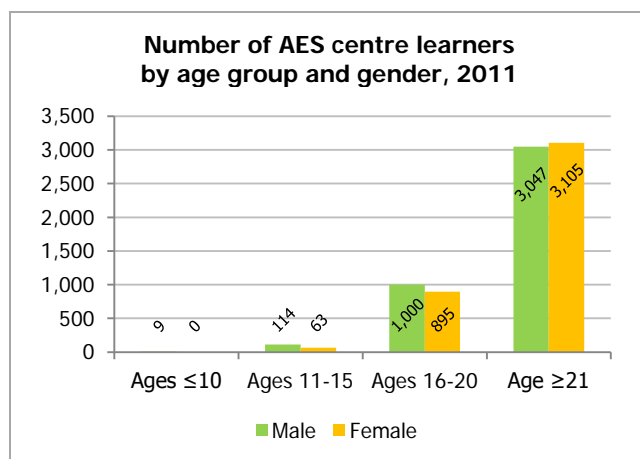
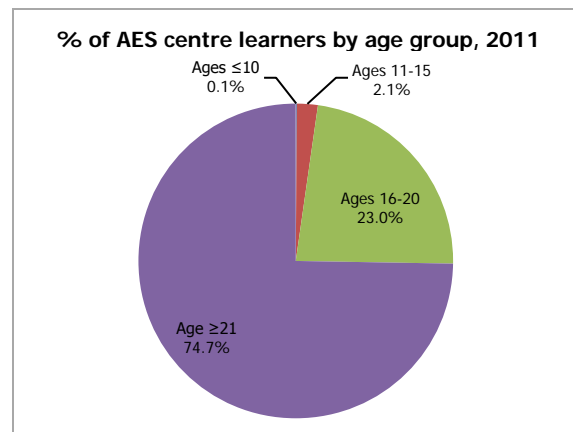
**Number of AES centre learners by county and gender, 2011**





**No. of AES centre learners by county and program, 2011**

County	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
Budi	654	-	25	133	496
Ikotos	292	-	-	44	248
Kapoeta E.	1,985	9	105	365	1,506
Kapoeta N.	307	-	-	104	203
Kapoeta S.	410	-	31	178	201
Lafon	413	-	-	117	296
Lopa	550	-	1	125	424
Magwi	2,463	-	-	485	1,978
Torit	1,159	-	15	344	800
Total	8,233	9	177	1,895	6,152



## 8.2. Resources

### 8.2.1. Centres

**Number of AES centres by programme, 2011**

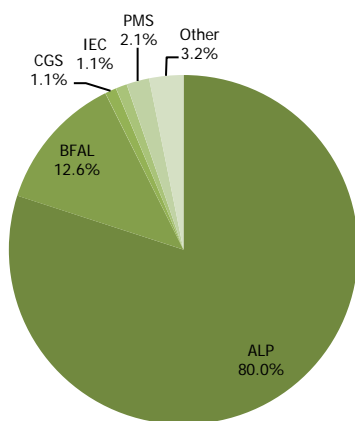
Programme	No. centres
Accelerated Learning Programme (ALP)	76
Basic Functional Adult Literacy (BFAL)	12
Community Girls School	1
Intensive English Course (IEC)	1
Pastoralist Mobile School (PMS)	2
Other	3
Total	95

\* Some centres have more than one program.

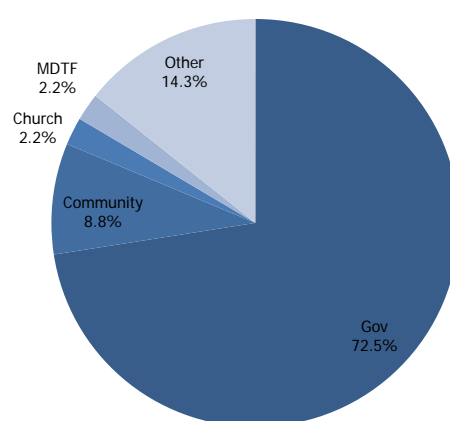
**Number of AES centres by funder, 2011**

Funder	No. centres
Government	66
Community	8
Church	2
Mosque	-
Multi-Donor Trust Fund (MDTF)	2
Other	13
Unknown	4
Total	95

**% of AES centres by programme, 2011**



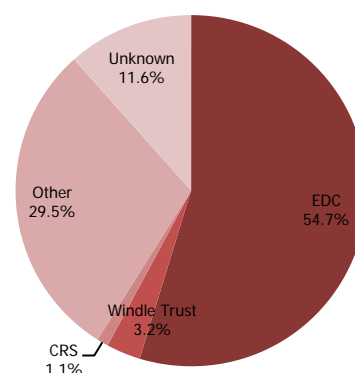
**% of AES centres by funder, 2011**



**No. of AES centres by implementation agency, 2011**

Implementation agency	No. centres
Education Development Centre (EDC)	60
Save the Children in South Sudan (SCISS)	2
Catholic Relief Services (CRS)	1
Other	97
Unknown	29
<b>Total</b>	<b>189</b>

**% of AES centres by implementation agency, 2011**



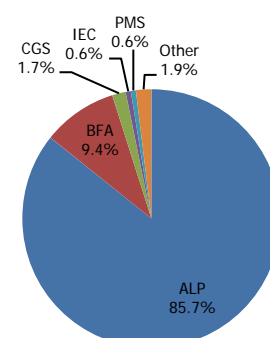
## 8.2.2. Teachers

**Number of AES centre teachers by county and program, 2011**

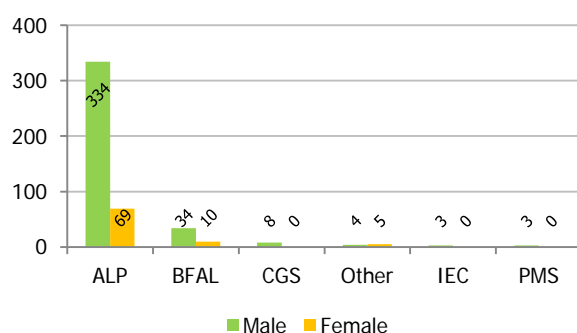
County	Total	ALP	BFAL	CGS	IEC	PMS	Other
Budi	68	54	6	8	-	-	-
Ikotos	11	11	-	-	-	-	-
Kapoeta E.	93	54	32	-	-	3	4
Kapoeta N.	10	-	6	-	3	-	1
Kapoeta S.	23	23	-	-	-	-	-
Lafon	8	8	-	-	-	-	-
Lopa	40	40	-	-	-	-	-
Magwi	154	150	-	-	-	-	4
Torit	63	63	-	-	-	-	-
<b>Total</b>	<b>470</b>	<b>403</b>	<b>44</b>	<b>8</b>	<b>3</b>	<b>3</b>	<b>9</b>

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

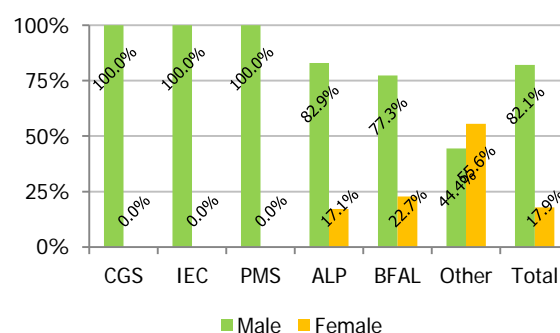
**% of AES centre teachers by program, 2011**



**Number of AES centre teachers by programme and gender, 2011**



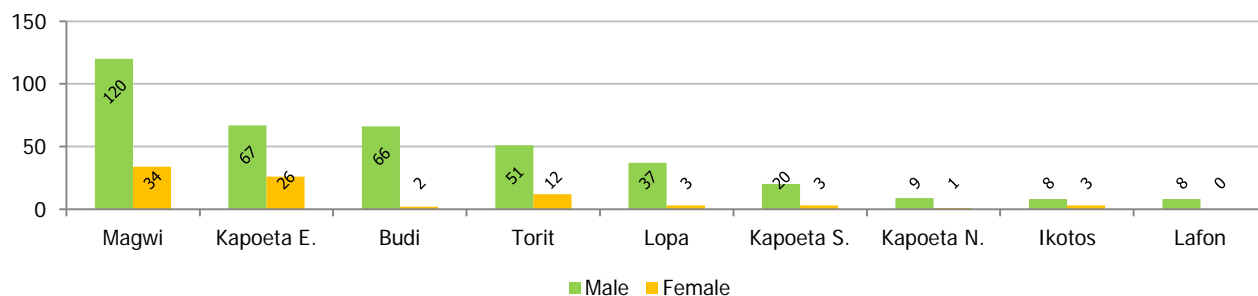
**% of AES centre teachers by programme and gender, 2011**



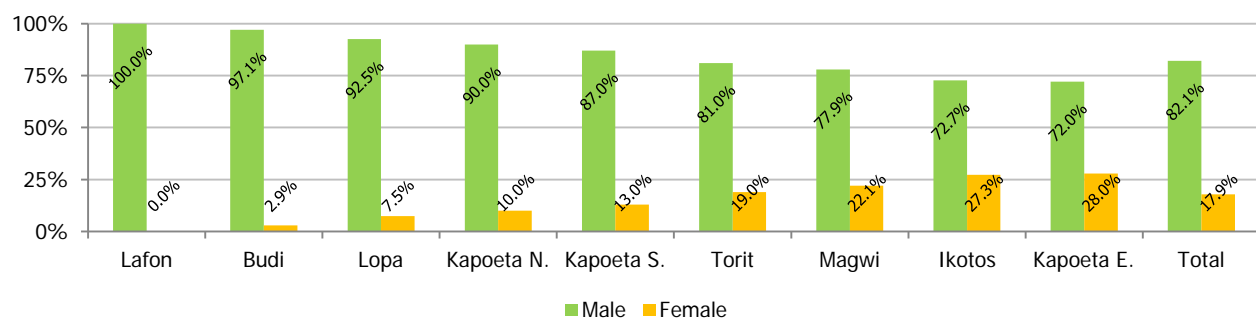
**Number and % of AES centre teachers by county and gender, 2011**

County	Total	Male		Female		PTR
		Count	% total	Count	% total	
Budi	68	66	97.1%	2	2.9%	9.6
Ikotos	11	8	72.7%	3	27.3%	26.5
Kapoeta E.	93	67	72.0%	26	28.0%	21.3
Kapoeta N.	10	9	90.0%	1	10.0%	30.7
Kapoeta S.	23	20	87.0%	3	13.0%	17.8
Lafon	8	8	100.0%	-	-	51.6
Lopa	40	37	92.5%	3	7.5%	13.8
Magwi	154	120	77.9%	34	22.1%	16.0
Torit	63	51	81.0%	12	19.0%	18.4
Total	470	386	82.1%	84	17.9%	17.5

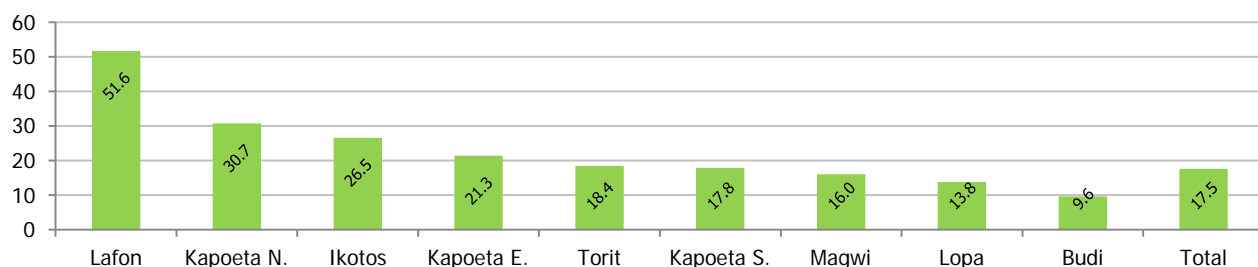
**Number of AES centre teachers by county and gender, 2011**



**% of AES centre teachers by county and gender, 2011**



**AES centre pupil-teacher ratio (PTR) by county, 2011**

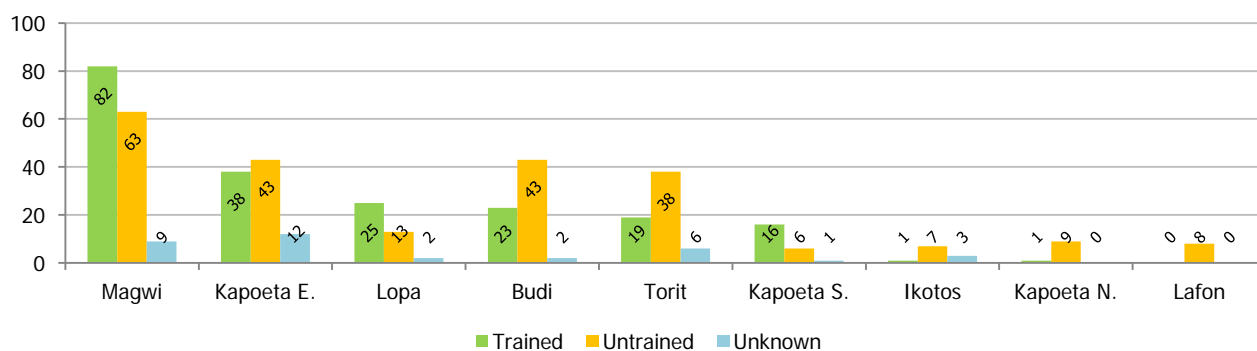


**Number and % of AES centre teachers by professional qualification and county, 2011**

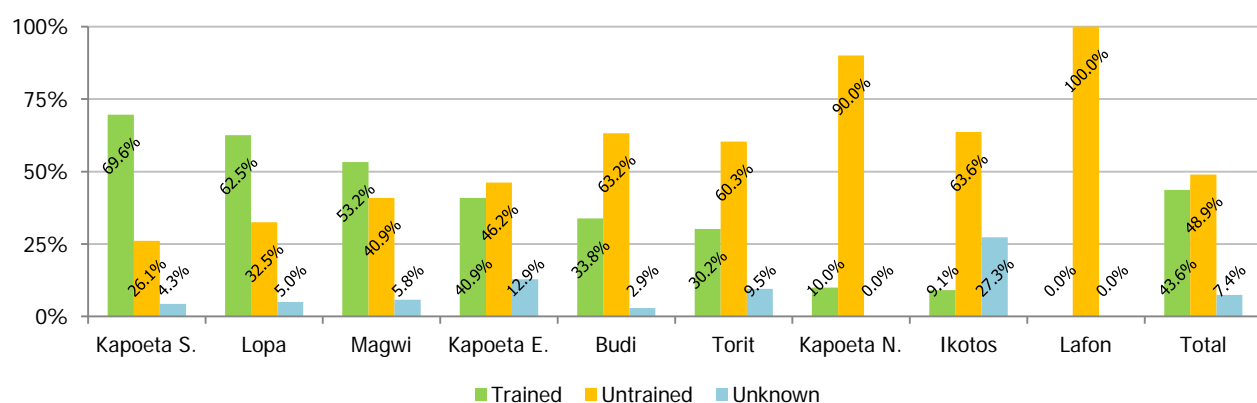
County	Total	Trained		Untrained		Unknown	
		Count	% total	Count	% total	Count	% total
Budi	68	23	33.8%	43	63.2%	2	2.9%
Ikotos	11	1	9.1%	7	63.6%	3	27.3%
Kapoeta E.	93	38	40.9%	43	46.2%	12	12.9%
Kapoeta N.	10	1	10.0%	9	90.0%	-	-
Kapoeta S.	23	16	69.6%	6	26.1%	1	4.3%
Lafon	8	-	-	8	100.0%	-	-
Lopa	40	25	62.5%	13	32.5%	2	5.0%
Magwi	154	82	53.2%	63	40.9%	9	5.8%
Torit	63	19	30.2%	38	60.3%	6	9.5%
Total	470	205	43.6%	230	48.9%	35	7.4%

\* "Trained" encompasses teachers with pre-service teacher training, in-service teacher training, and higher education diploma. "Untrained" teachers include those who have undergone phase training.

**Number of AES centre teachers by professional qualification and county, 2011**



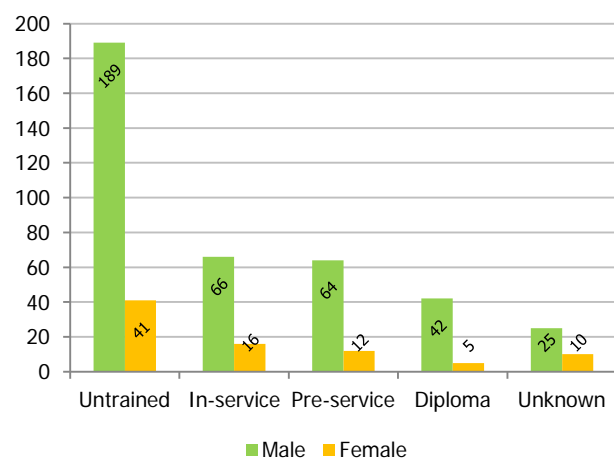
**% of AES centre teachers by professional qualification and county, 2011**



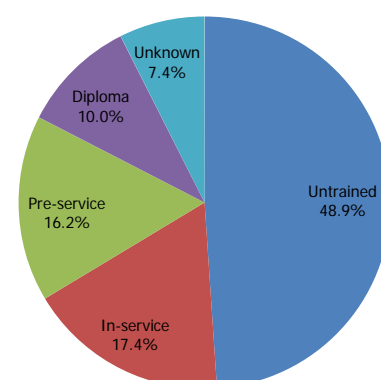
**Number and % of AES centre teachers by professional qualification and county, 2011**

County	Total	Untrained		In-service		Pre-service		Diploma		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total	Count	% total
Budi	68	43	63.2%	11	16.2%	12	17.6%	-	-	2	2.9%
Ikotos	11	7	63.6%	-	-	1	9.1%	-	-	3	27.3%
Kapoeta E.	93	43	46.2%	15	16.1%	12	12.9%	11	11.8%	12	12.9%
Kapoeta N.	10	9	90.0%	-	-	1	10.0%	-	-	-	-
Kapoeta S.	23	6	26.1%	6	26.1%	6	26.1%	4	17.4%	1	4.3%
Lafon	8	8	100.0%	-	-	-	-	-	-	-	-
Lopa	40	13	32.5%	13	32.5%	9	22.5%	3	7.5%	2	5.0%
Magwi	154	63	40.9%	34	22.1%	27	17.5%	21	13.6%	9	5.8%
Torit	63	38	60.3%	3	4.8%	8	12.7%	8	12.7%	6	9.5%
Total	470	230	48.9%	82	17.4%	76	16.2%	47	10.0%	35	7.4%

**Number of AES centre teachers by professional qualification and gender, 2011**



**% of AES centre teachers by professional qualification, 2011**

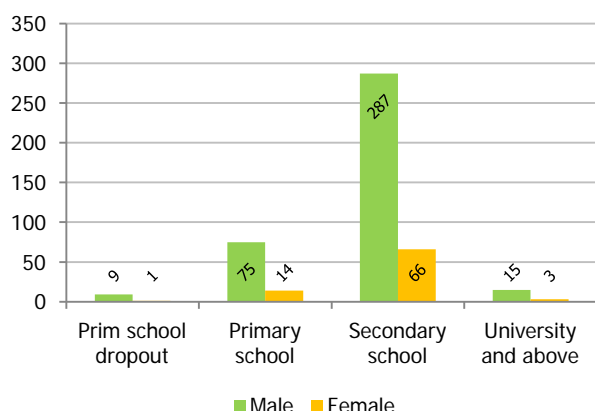


### Number and % of AES teachers by academic qualification and county, 2011

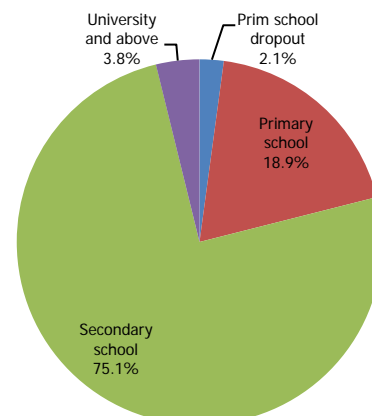
County	Total	Prim school dropout		Primary school		Secondary school		University and above	
		Count	% total	Count	% total	Count	% total	Count	% total
Budi	68	2	2.9%	32	47.1%	34	50.0%	-	-
Ikotos	11	-	-	2	18.2%	9	81.8%	-	-
Kapoeta E.	93	-	-	8	8.6%	84	90.3%	1	1.1%
Kapoeta N.	10	-	-	-	-	10	100.0%	-	-
Kapoeta S.	23	1	4.3%	2	8.7%	20	87.0%	-	-
Lafon	8	1	12.5%	3	37.5%	3	37.5%	1	12.5%
Lopa	40	2	5.0%	13	32.5%	21	52.5%	4	10.0%
Magwi	154	1	0.6%	17	11.0%	135	87.7%	1	0.6%
Torit	63	3	4.8%	12	19.0%	37	58.7%	11	17.5%
Total	470	10	2.1%	89	18.9%	353	75.1%	18	3.8%

\* "Primary school" includes completion of primary and intermediate/lower secondary education levels. "Secondary school" attainment includes completion of secondary, O-level, and/or A-level education levels. "University and above" attainment includes completion of four (4) years of university education or its equivalent.

Number of AES centre teachers by professional qualification and gender, 2011



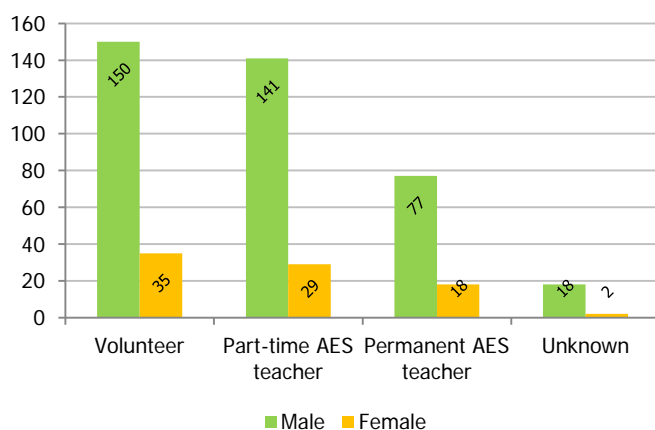
% of AES centre teachers by professional qualification, 2011



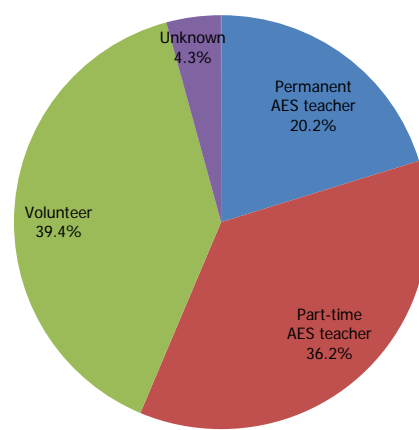
### Number and % of AES centre teachers by employment status and county, 2011

County	Total	Permanent AES teacher		Part-time AES teacher		Volunteer		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
Budi	68	10	14.7%	17	25.0%	34	50.0%	7	10.3%
Ikotos	11	-	-	8	72.7%	3	27.3%	-	-
Kapoeta E.	93	13	14.0%	29	31.2%	51	54.8%	-	-
Kapoeta N.	10	2	20.0%	7	70.0%	1	10.0%	-	-
Kapoeta S.	23	1	4.3%	17	73.9%	5	21.7%	-	-
Lafon	8	-	-	4	50.0%	4	50.0%	-	-
Lopa	40	11	27.5%	6	15.0%	22	55.0%	1	2.5%
Magwi	154	46	29.9%	53	34.4%	47	30.5%	8	5.2%
Torit	63	12	19.0%	29	46.0%	18	28.6%	4	6.3%
Total	470	95	20.2%	170	36.2%	185	39.4%	20	4.3%

Number of AES centre teachers by employment status, 2011



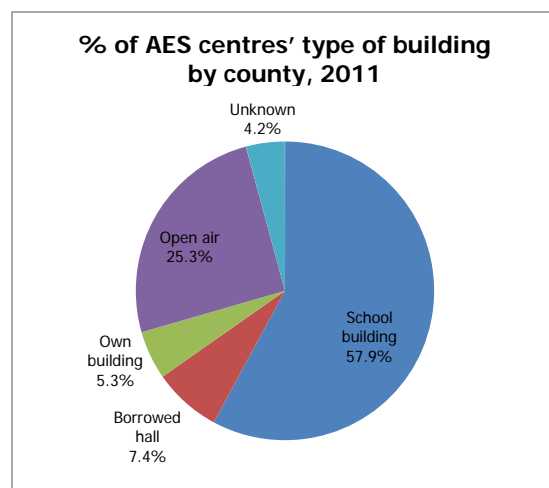
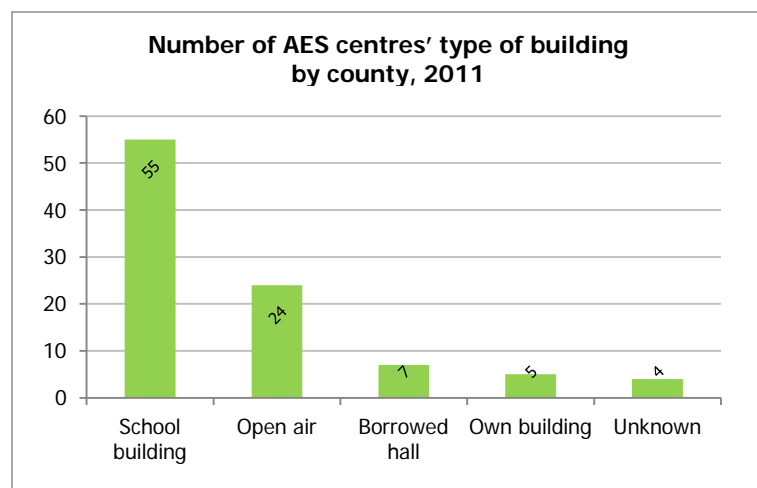
% of AES centre teachers by employment status, 2011



### 8.2.3. Classrooms

**Number and % of AES centres' type of building by county, 2011**

County	Total	School building	Borrowed hall	Own building	Open air	Unknown
Budi	9	4	1	-	4	-
Ikotos	3	2	-	-	-	1
Kapoeta E.	22	10	-	2	10	-
Kapoeta N.	5	4	-	-	1	-
Kapoeta S.	7	6	-	-	1	-
Lafon	1	-	-	-	-	1
Lopa	4	3	-	-	-	1
Magwi	36	23	4	3	6	-
Torit	8	3	2	-	2	1
Total	95	55	7	5	24	4

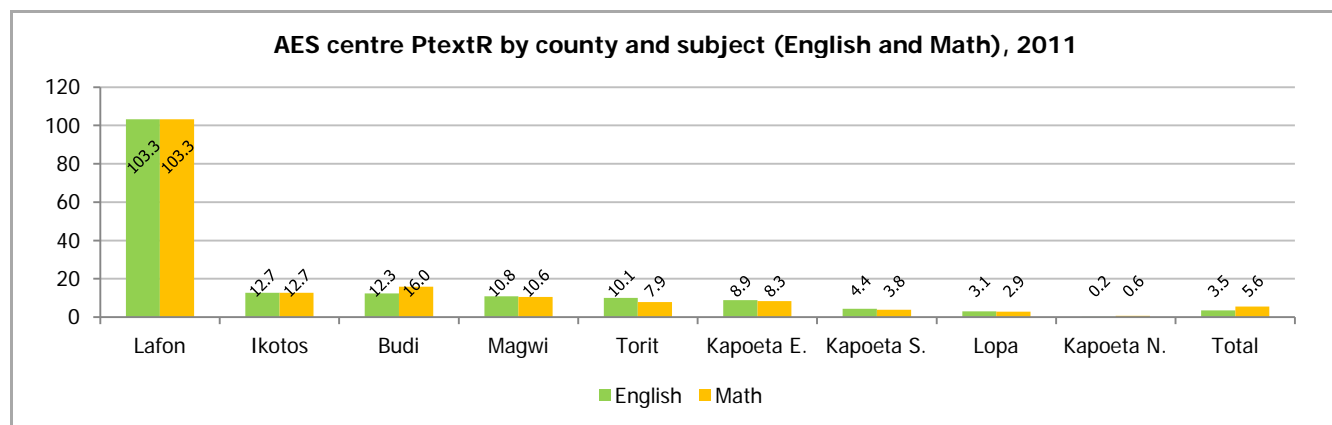


### 8.2.4. Curriculum and instruction

**AES centre pupil-textbook ratio (PTextR) by county and subject (English and Math), 2011**

County	Enrolment	English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR
Budi	654	53	12.3	41	16.0
Ikotos	292	23	12.7	23	12.7
Kapoeta E.	1,985	223	8.9	239	8.3
Kapoeta N.	307	1,448	0.2	488	0.6
Kapoeta S.	410	93	4.4	107	3.8
Lafon	413	4	103.3	4	103.3
Lopa	550	180	3.1	192	2.9
Magwi	2,463	228	10.8	233	10.6
Torit	1,159	115	10.1	147	7.9
Total	8,233	2,367	3.5	1,474	5.6

\* "English" encompasses English reading, writing, and listening/speaking.



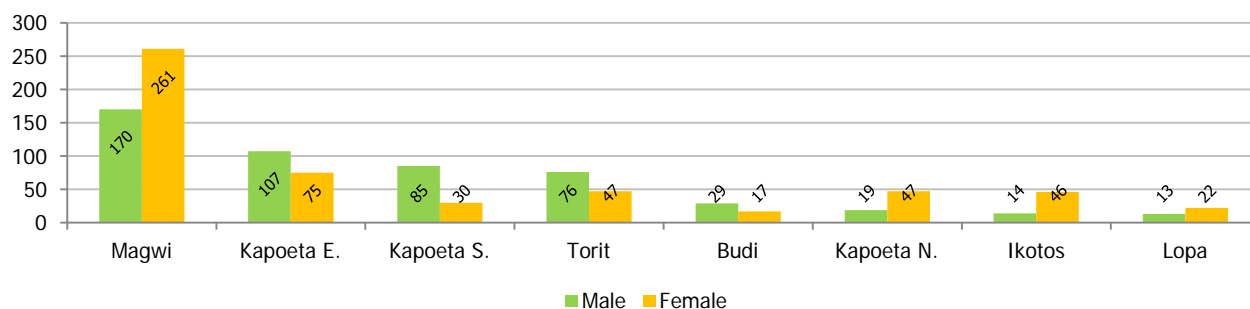
### 8.3. Student flow

#### 8.3.1. Dropouts

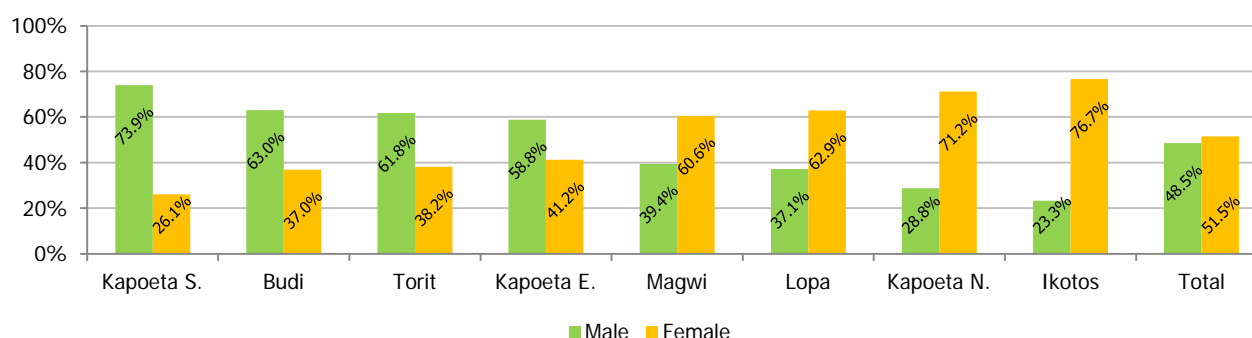
**Number and % of AES centre dropouts by county and gender, 2010-2011**

County	Total	Male		Female	
		Count	% total	Count	% total
Budi	46	29	63.0%	17	37.0%
Ikotos	60	14	23.3%	46	76.7%
Kapoeta E.	182	107	58.8%	75	41.2%
Kapoeta N.	66	19	28.8%	47	71.2%
Kapoeta S.	115	85	73.9%	30	26.1%
Lafon	-	-	-	-	-
Lopa	35	13	37.1%	22	62.9%
Magwi	431	170	39.4%	261	60.6%
Torit	123	76	61.8%	47	38.2%
Total	1,058	513	48.5%	545	51.5%

**Number of AES centre dropouts by county and gender, 2010-2011**



**% of AES centre dropouts by county and gender, 2010-2011**



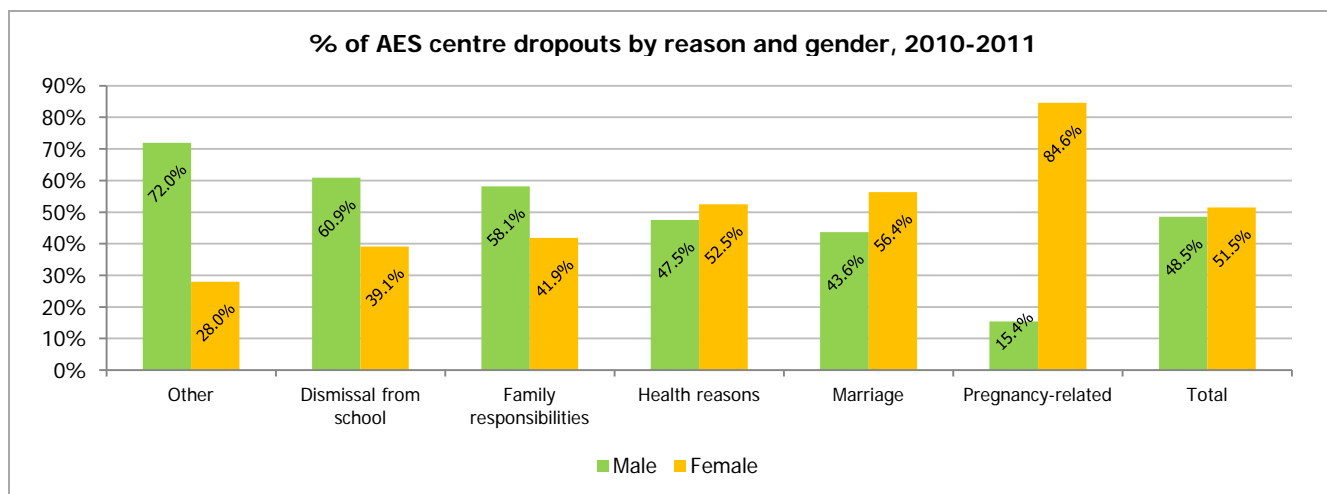
**Number of AES centre dropouts by reason and gender, 2010-2011**

Reason	Total	Male		Female	
		Count	% total	Count	% total
Dismissal from school	23	14	60.9%	9	39.1%
Family responsibilities	332	193	58.1%	139	41.9%
Health reasons	160	76	47.5%	84	52.5%
Marriage	204	89	43.6%	115	56.4%
Pregnancy-related	182	28	15.4%	154	84.6%
Other	157	113	72.0%	44	28.0%
Total	1,058	513	48.5%	545	51.5%

**Number of AES centre dropouts by reason and gender, 2010-2011**







## 8.4. Programme profiles

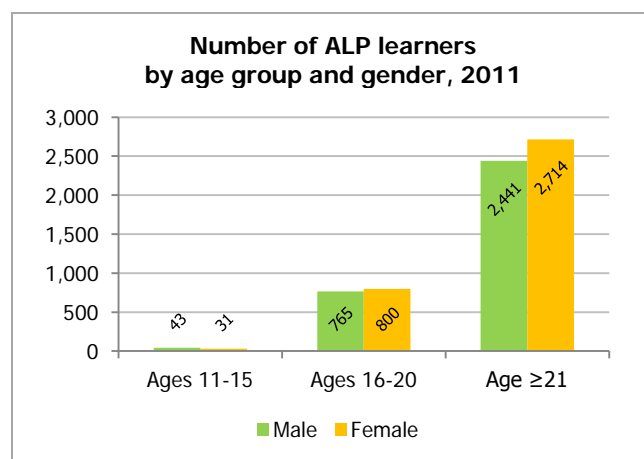
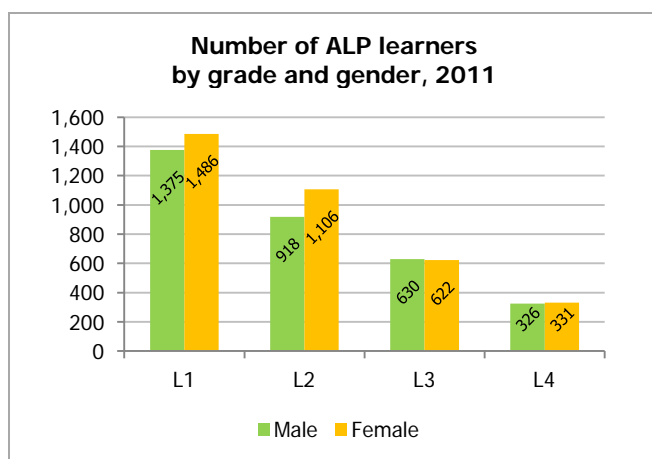
### 8.4.1. Accelerated Learning Programme (ALP)

**Number of ALP learners by county and grade, 2011**

County	Total	L1	L2	L3	L4
Budi	523	223	186	96	18
Ikotos	292	120	100	39	33
Kapoeta E.	1,026	469	372	140	45
Kapoeta S.	410	177	119	77	37
Lafon	413	413	-	-	-
Lopa	550	191	175	144	40
Magwi	2,421	749	682	584	406
Torit	1,159	519	390	172	78
Total	6,794	2,861	2,024	1,252	657

**Number and % of ALP learners by grade and age group, 2011**

County	Total	Ages 11-15	Ages 16-20	Ages ≥21
L1	2,861	60 2.1%	901 31.5%	1,900 66.4%
L2	2,024	11 0.5%	357 17.6%	1,656 81.8%
L3	1,252	3 0.2%	220 17.6%	1,029 82.2%
L4	657	-	87 13.2%	570 86.8%
Total	6,794	74 1.1%	1,565 23.0%	5,155 75.9%

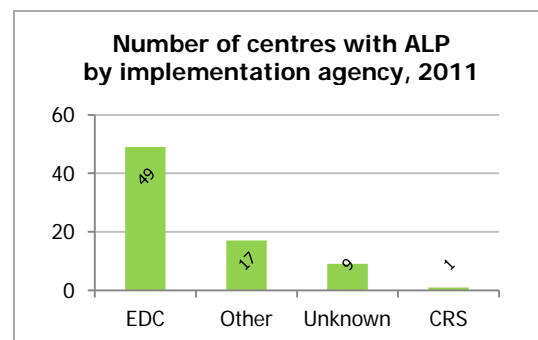
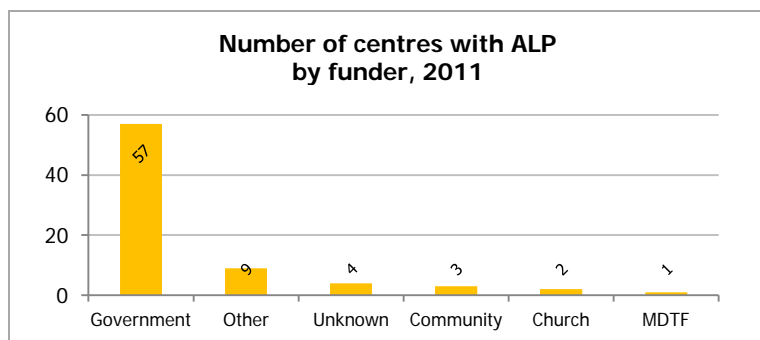


**Number of centres with ALP by funder, 2011**

Funder	Centres	Centres %
Church	2	2.6%
Community	3	3.9%
Government	57	75.0%
MDTF	1	1.3%
Other	9	11.8%
Unknown	4	5.3%
Total	76	100.0%

**Number of centres with ALP by implementing agency, 2011**

Agency	Centres	Centres %
CRS	1	1.3%
EDC	49	64.5%
Other	17	22.4%
Unknown	9	11.8%
Total	76	100.0%

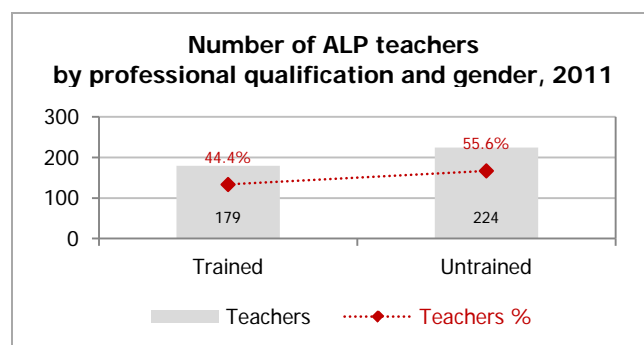
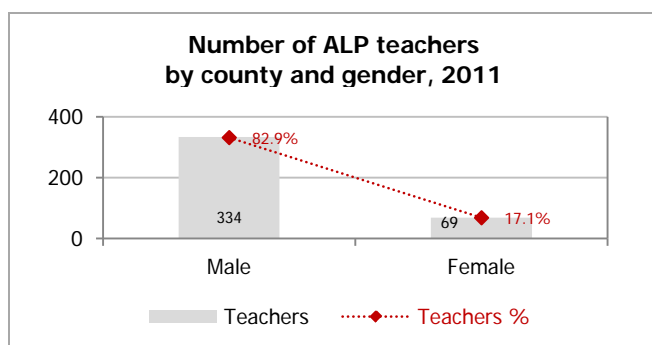


**Number and % of ALP teachers by county and gender, 2011**

County	Total	Male		Female	
		Count	% total	Count	% total
Budi	54	52	96.3%	2	3.7%
Ikotos	11	8	72.7%	3	27.3%
Kapoeta E.	54	39	72.2%	15	27.8%
Kapoeta S.	23	20	87.0%	3	13.0%
Lafon	8	8	100.0%	-	-
Lopa	40	37	92.5%	3	7.5%
Magwi	150	119	79.3%	31	20.7%
Torit	63	51	81.0%	12	19.0%
Total	403	334	82.9%	69	17.1%

**Number and % of ALP teachers by county and professional qualification, 2011**

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Budi	54	20	37.0%	34	63.0%
Ikotos	11	1	9.1%	10	90.9%
Kapoeta E.	54	19	35.2%	35	64.8%
Kapoeta S.	23	16	69.6%	7	30.4%
Lafon	8	-	-	8	100.0%
Lopa	40	25	62.5%	15	37.5%
Magwi	150	79	52.7%	71	47.3%
Torit	63	19	30.2%	44	69.8%
Total	403	179	44.4%	224	55.6%

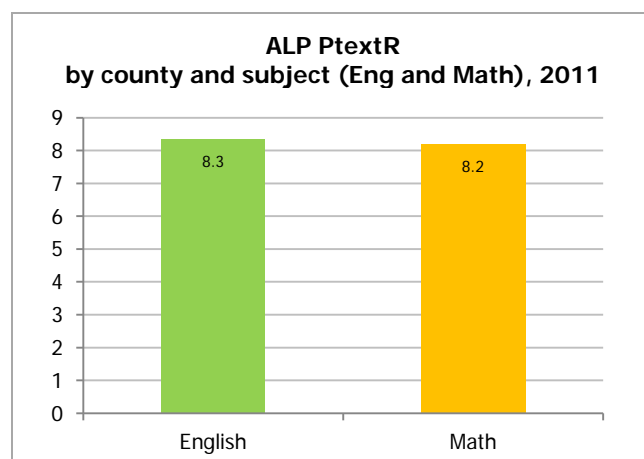
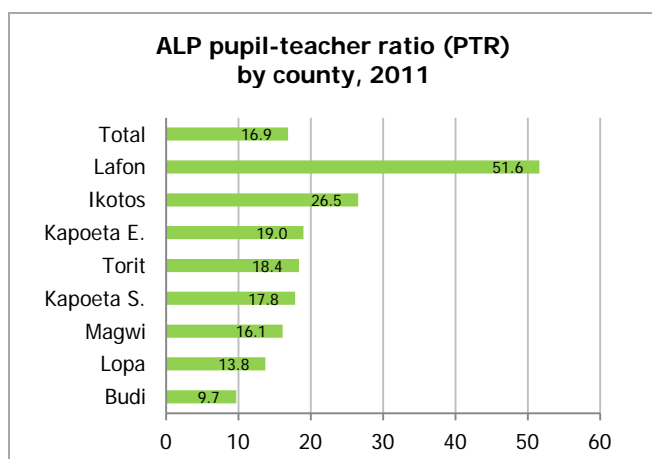


**ALP pupil-teacher ratio (PTR) by county, 2011**

County	Learner	Teacher	PTR
Budi	523	54	9.7
Ikotos	292	11	26.5
Kapoeta E.	1,026	54	19.0
Kapoeta S.	410	23	17.8
Lafon	413	8	51.6
Lopa	550	40	13.8
Magwi	2,421	150	16.1
Torit	1,159	63	18.4
Total	6,794	403	16.9

**ALP PTextR by county and subject (English and Math), 2011**

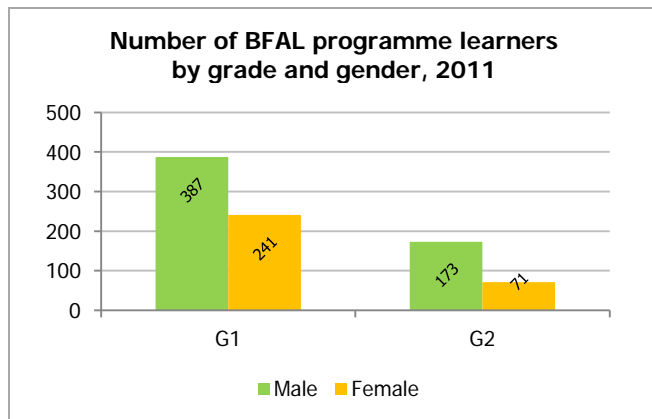
County	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
Budi	523	53	9.9	41	12.8
Ikotos	292	23	12.7	23	12.7
Kapoeta E.	1,026	119	8.6	83	12.4
Kapoeta S.	410	93	4.4	107	3.8
Lafon	413	4	103.3	4	103.3
Lopa	550	180	3.1	192	2.9
Magwi	2,421	228	10.6	233	10.4
Torit	1,159	115	10.1	147	7.9
Total	6,794	815	8.3	830	8.2



#### 8.4.2. Basic Functional Adult Literacy (BFAL)

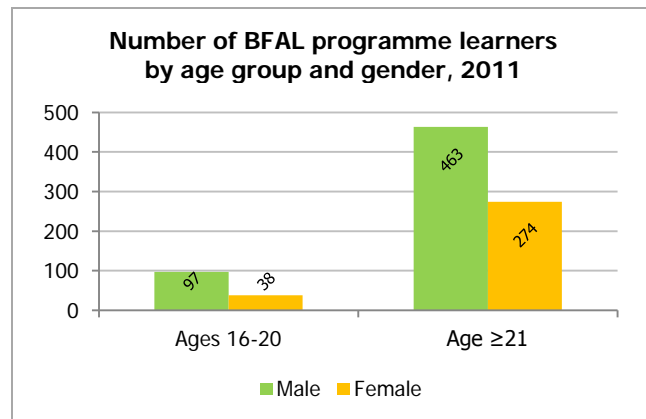
**Number of BFAL programme learners by county and grade, 2011**

County	Total	G1	G2
Budi	45	25	20
Kapoeta E.	651	484	167
Kapoeta N.	176	119	57
Total	872	628	244



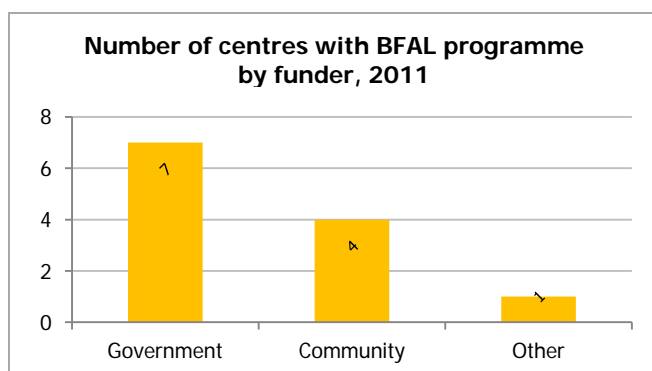
**Number and % of BFAL programme learners by grade and age group, 2011**

County	Total	Ages 16-20	Ages 21+
G1	628	114	514
		18.2%	81.8%
G2	244	21	223
		8.6%	91.4%
Total	872	135	737
		15.5%	84.5%



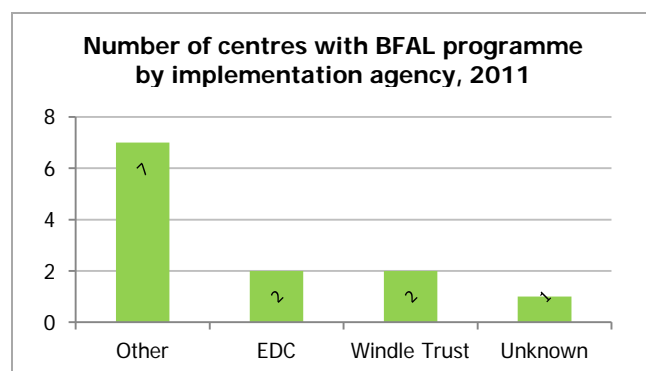
**Number and % of centres with BFAL programme by funder, 2011**

Funder	Centres	Centres %
Community	4	33.3%
Government	7	58.3%
Other	1	8.3%
Total	12	100.0%



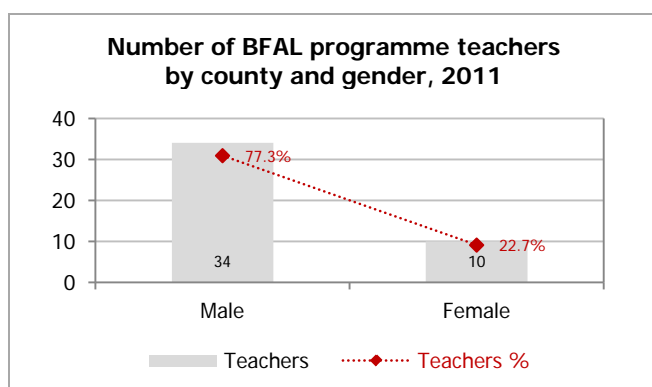
**Number and % of centres with BFAL programme by implementing agency, 2011**

Agency	Centres	Centres %
EDC	2	16.7%
Windle Trust	2	16.7%
Other	7	58.3%
Unknown	1	8.3%
Total	12	100.0%



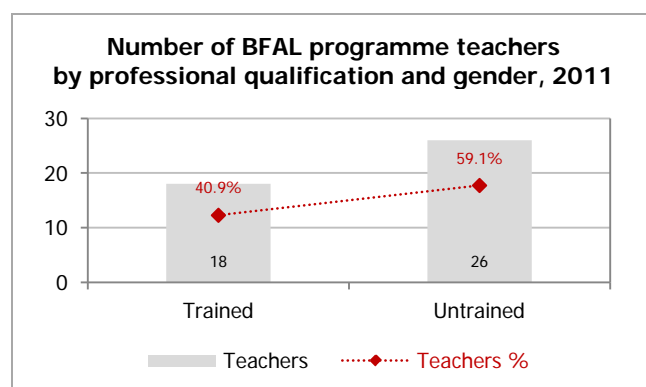
**Number and % of BFAL programme teachers by county and gender, 2011**

County	Total	Male		Female	
		Count	% total	Count	% total
Budi	6	6	100.0%	-	-
Kapoeta E.	32	22	68.8%	10	31.3%
Kapoeta N.	6	6	100.0%	-	-
Total	44	34	77.3%	10	22.7%



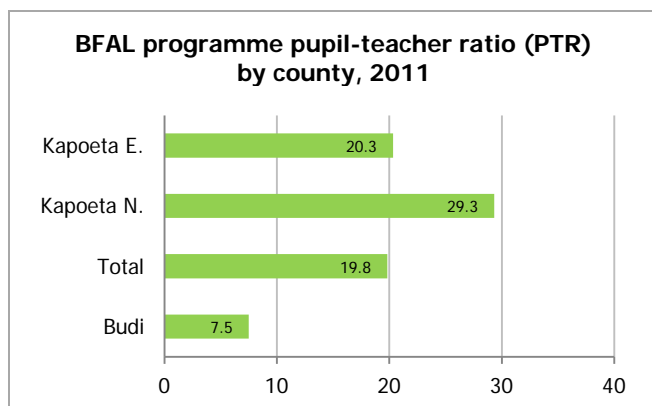
**Number and % of BFAL programme teachers by county and professional qualification, 2011**

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Budi	6	1	16.7%	5	83.3%
Kapoeta E.	32	16	50.0%	16	50.0%
Kapoeta N.	6	1	16.7%	5	83.3%
Total	44	18	40.9%	26	59.1%



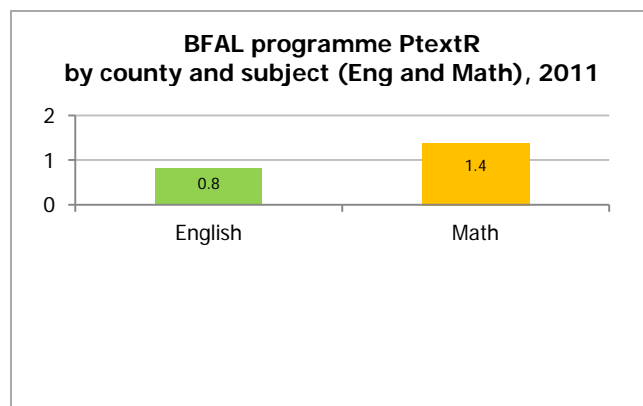
#### BFAL programme pupil-teacher ratio (PTR) by county, 2011

County	Learner	Teacher	PTR
Budi	45	6	7.5
Kapoeta E.	651	32	20.3
Kapoeta N.	176	6	29.3
Total	872	44	19.8



#### BFAL programme PTextR by county and subject (English and Math), 2011

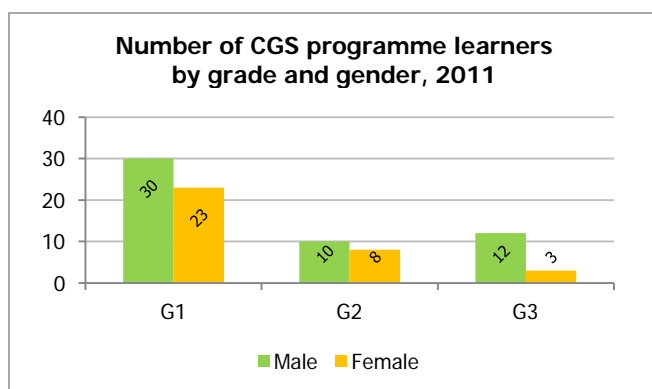
County	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
Budi	45	-	-	-	-
Kapoeta E.	651	100	6.5	152	4.3
Kapoeta N.	176	960	0.2	480	0.4
Total	872	1,060	0.8	632	1.4



#### 8.4.3. Community Girl School (CGS) programme

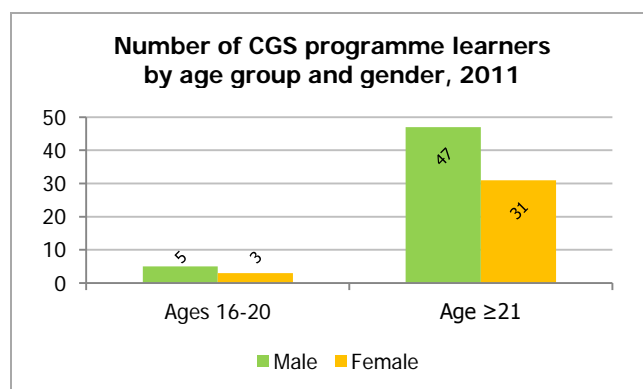
##### Number of CGS programme learners by county and grade, 2011

County	Total	G1	G2	G3
Budi	86	53	18	15
Total	86	53	18	15



##### Number and % of CGS programme learners by grade and age group, 2011

County	Total	Ages 16-20	Ages ≥21
G1	53	8 15.1%	45 84.9%
G2	18	-	18 100.0%
G3	15	-	15 100.0%
Total	86	8 9.3%	78 90.7%



##### Number and % of centres with CGS programme by funder, 2011

Funder	Centres	Centres %
Community	1	100.0%
Total	1	100.0%

##### Number and % of centres with CGS programme by implementing agency, 2011

Agency	Centres	Centres %
Unknown	1	100.0%
Total	1	100.0%

##### Number and % of CGS programme teachers by county and gender, 2011

County	Total	Male		Female	
		Count	% total	Count	% total
Budi	8	8	100.0%	-	-
Total	8	8	100.0%	-	-

##### Number and % of CGS programme teachers by county and professional qualification, 2011

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Budi	8	2	25.0%	6	75.0%
Total	8	2	25.0%	6	75.0%

##### CGS programme pupil-teacher ratio (PTR) by county, 2011

County	Learner	Teacher	PTR
Budi	86	8	10.8
Total	86	8	10.8

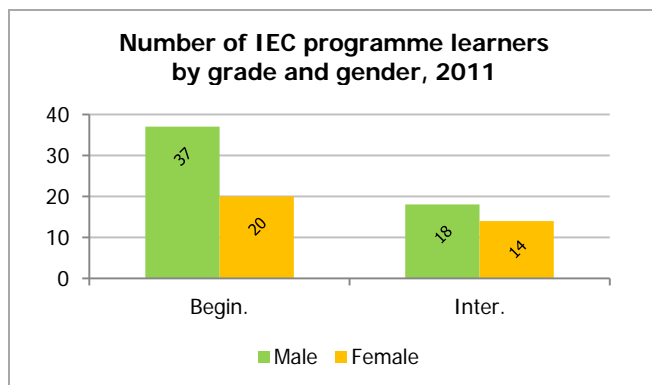
##### CGS programme PTextR by county and subject (English and Math), 2011

County	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
Budi	86	-	-	-	-
Total	86	-	-	-	-

#### 8.4.4. Intensive English Course (IEC) programme

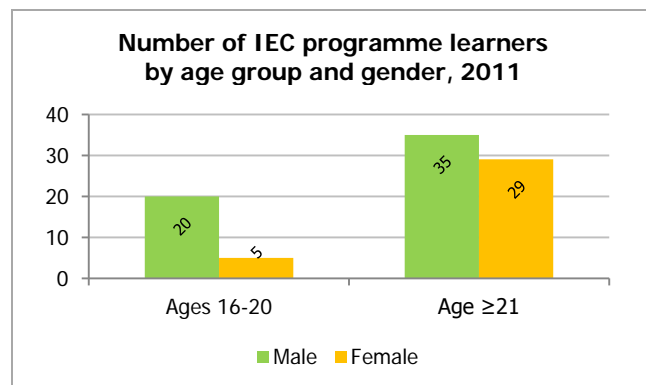
**Number of IEC programme learners by county and grade, 2011**

County	Total	Begin.	Inter.
Kapoeta N.	89	57	32
Total	89	57	32



**Number and % of IEC programme learners by grade and age group, 2011**

County	Total	Ages 16-20	Ages ≥21
Beginner	57	25 43.9%	32 56.1%
Intermediate	32	-	32 100.0%
Total	89	25 28.1%	64 71.9%



**Number of centres with IEC programme by funder, 2011**

Funder	Centres	Centres %
Government	1	100.0%
Total	1	100.0%

**Number of centres with IEC programme by implementing agency, 2011**

Agency	Centres	Centres %
Windle Trust	1	100.0%
Total	1	100.0%

**Number and % of IEC programme teachers by county and gender, 2011**

County	Total	Male		Female	
		Count	% total	Count	% total
Kapoeta N.	3	3	100.0%	-	-
Total	3	3	100.0%	-	-

**Number and % of IEC programme teachers by county and professional qualification, 2011**

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Kapoeta N.	3	-	-	3	100.0%
Total	3	-	-	3	100.0%

**IEC programme pupil-teacher ratio (PTR) by county, 2011**

County	Learner	Teacher	PTR
Kapoeta N.	89	3	29.7
Total	89	3	29.7

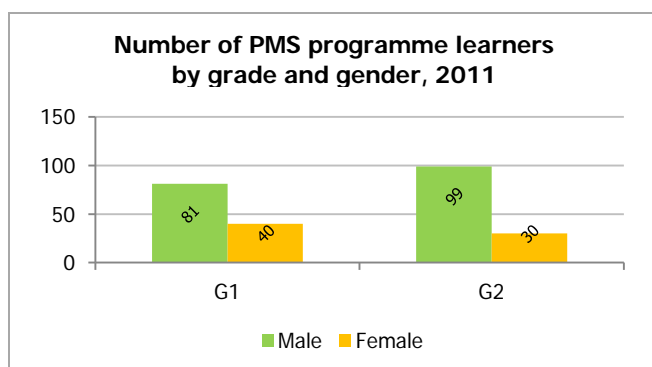
**IEC programme PTextR by county and subject (English and Math), 2011**

County	Enrol.	English	
		Count	PTextR
Kapoeta N.	89	480	0.2
Total	89	480	0.2

#### 8.4.5. Pastoralist Mobile School (PMS) programme

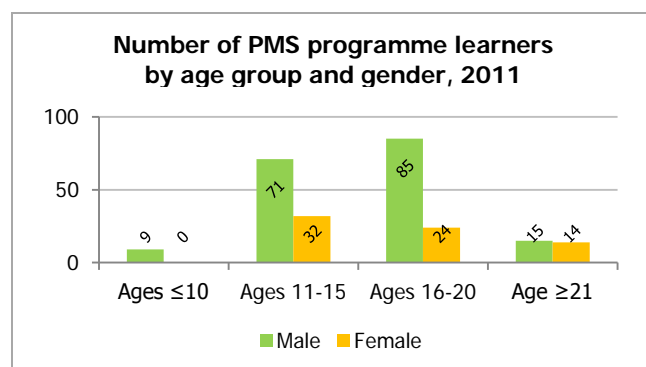
**Number of PMS programme learners by county and grade, 2011**

County	Total	G1	G2
Kapoeta E.	250	121	129
Total	250	121	129



**Number and % of PMS programme learners by grade and age group, 2011**

County	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
G1	121	9 7.4%	70 57.9%	27 22.3%	15 12.4%
G2	129	-	33 25.6%	82 63.6%	14 10.9%
Total	250	9 3.6%	103 41.2%	109 43.6%	29 11.6%



#### Number of centres with PMS programme by funder, 2011

Funder	Centres	Centres %
Other	2	100.0%
Total	2	100.0%

#### Number and % of PMS programme teachers by county and gender, 2011

County	Total	Male		Female	
		Count	% total	Count	% total
Kapoeta E.	3	3	100.0%	-	-
Total	3	3	100.0%	-	-

#### PMS programme pupil-teacher ratio (PTR) by county, 2011

County	Learner	Teacher	PTR
Kapoeta E.	250	3	83.3
Total	250	3	83.3

#### Number of centres with PMS programme by implementing agency, 2011

Agency	Centres	Centres %
Other	2	100.0%
Total	2	100.0%

#### Number and % of PMS programme teachers by county and professional qualification, 2011

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Kapoeta E.	3	-	-	3	100.0%
Total	3	-	-	3	100.0%

#### PMS programme PTextR by county and subject (English and Math), 2011

County	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
Kapoeta E.	250	4	62.5	4	62.5
Total	250	4	62.5	4	62.5

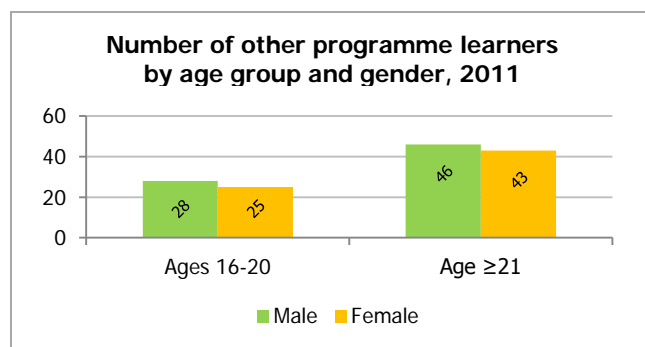
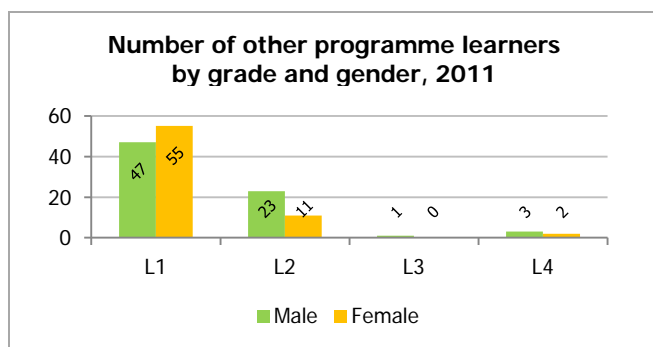
#### 8.4.6. Other programme

#### Number of other programme learners by county and grade, 2011

County	Total	L1	L2	L3	L4
Kapoeta E.	58	36	22	-	-
Kapoeta N.	42	42	-	-	-
Magwi	42	24	12	1	5
Total	142	102	34	1	5

#### Number and % of other programme learners by grade and age group, 2011

County	Total	Ages 16-20	Ages ≥21
L1	102	52 51.0%	50 49.0%
L2	34	-	34 100.0%
L3	1	1 100.0%	-
L4	5	-	5 100.0%
Total	142	53 37.3%	89 62.7%



#### Number of centres with other programmes by funder, 2011

Funder	Centres	Centres %
Government	1	33.3%
MDTF	1	33.3%
Other	1	33.3%
Total	3	100.0%

#### Number of centres with other programmes by implementing agency, 2011

Agency	Centres	Centres %
EDC	1	33.3%
Other	2	66.7%
Total	3	100.0%

#### Number and % of other programme teachers by county and gender, 2011

County	Total	Male		Female	
		Count	% total	Count	% total
Kapoeta E.	4	3	75.0%	1	25.0%
Kapoeta N.	1	-	-	1	100.0%
Magwi	4	1	25.0%	3	75.0%
Total	9	4	44.4%	5	55.6%

#### Number and % of other programme teachers by county and professional qualification, 2011

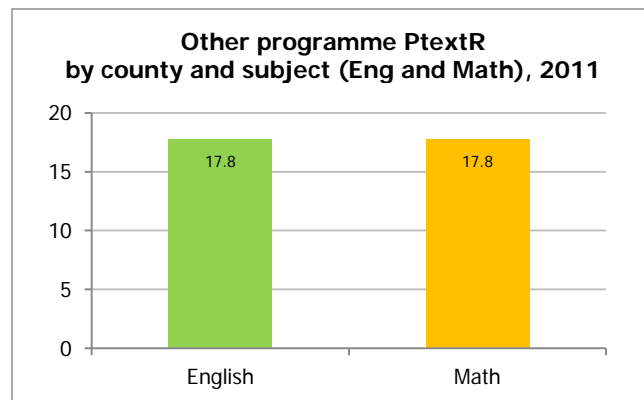
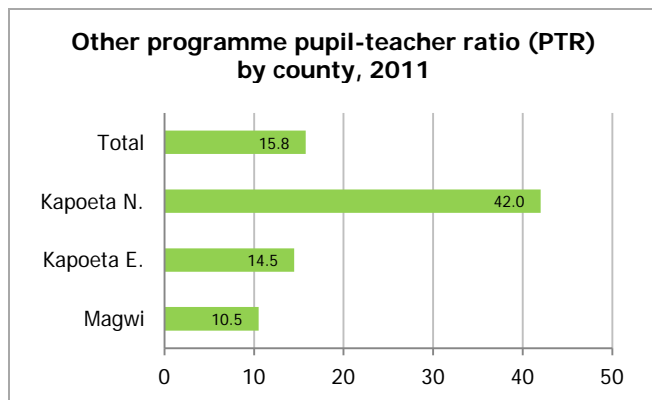
County	Total	Trained		Untrained	
		Count	% total	Count	% total
Kapoeta E.	4	3	75.0%	1	25.0%
Kapoeta N.	1	-	-	1	100.0%
Magwi	4	3	75.0%	1	25.0%
Total	9	6	66.7%	3	33.3%

#### Other programme pupil-teacher ratio (PTR) by county, 2011

County	Learner	Teacher	PTR
Kapoeta E.	58	4	14.5
Kapoeta N.	42	1	42.0
Magwi	42	4	10.5
Total	142	9	15.8

#### Other programme PTextR by county and subject (English and Math), 2011

County	Enrol.	English		Math	
		Count	PTextR	Count	PTextR
Kapoeta E.	58	-	-	-	-
Kapoeta N.	42	8	5.3	8	5.3
Magwi	42	-	-	-	-
Total	142	8	17.8	8	17.8



## 9.0. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET), 2011

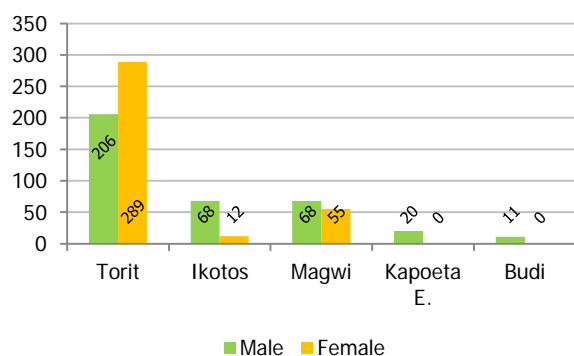
### 9.1. Access

#### 9.1.1. Enrolment

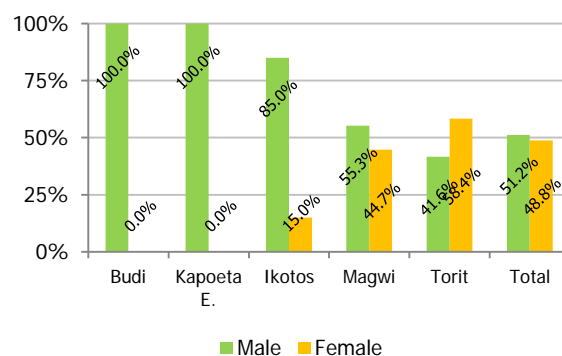
Number and % TVET centre trainees by county and gender, 2011

County	Total	Male		Female	
		Count	% total	Count	% total
Budi	11	11	100.0%	-	-
Ikotos	80	68	85.0%	12	15.0%
Kapoeta E.	20	20	100.0%	-	-
Magwi	123	68	55.3%	55	44.7%
Torit	495	206	41.6%	289	58.4%
Total	729	373	51.2%	356	48.8%

Number of TVET centre trainees by county and gender, 2011



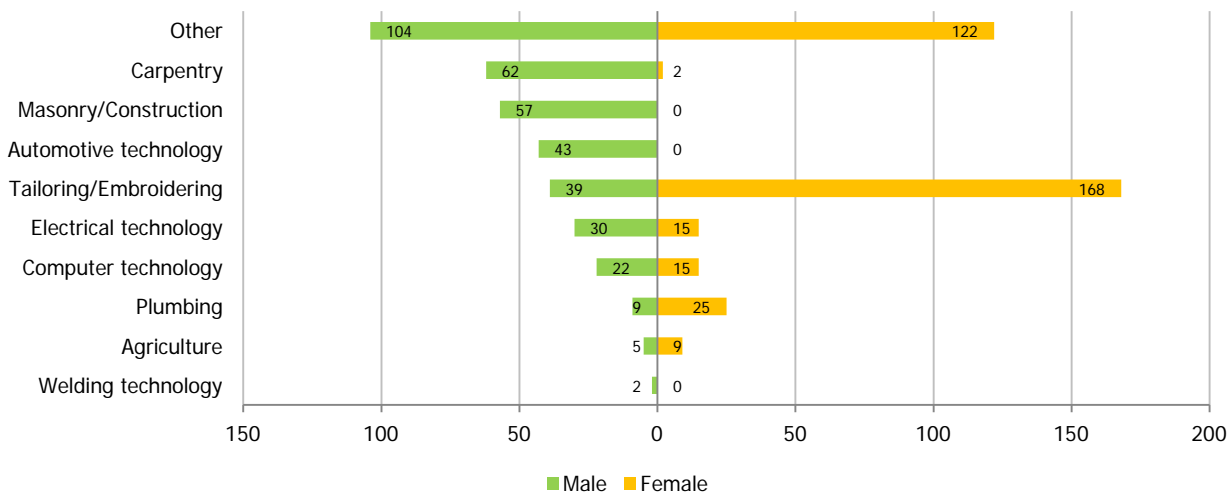
% of TVET centre trainees by county and gender, 2011



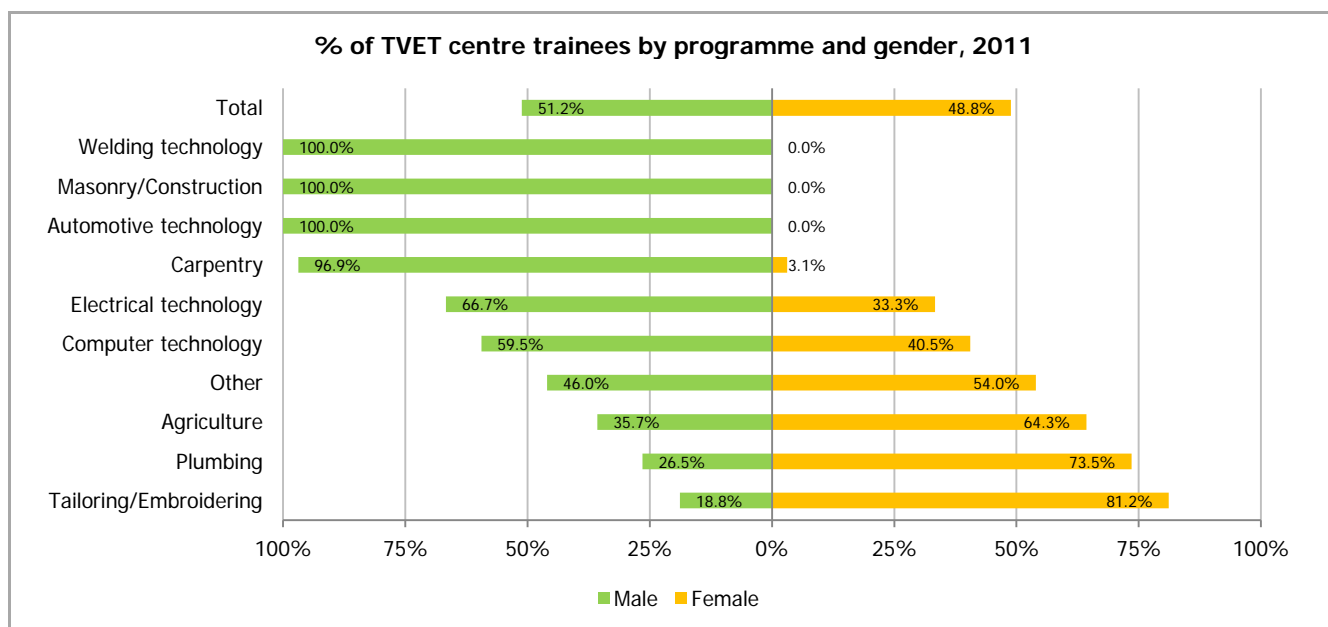
Number and % TVET centre trainees by programme and gender, 2011

Program	Total	Male		Female	
		Count	% total	Count	% total
Agriculture	14	5	35.7%	9	64.3%
Automotive technology	43	43	100.0%	-	-
Carpentry	64	62	96.9%	2	3.1%
Computer technology	37	22	59.5%	15	40.5%
Electrical technology	45	30	66.7%	15	33.3%
Masonry/Construction	57	57	100.0%	-	-
Other	226	104	46.0%	122	54.0%
Plumbing	34	9	26.5%	25	73.5%
Tailoring/Embroidering	207	39	18.8%	168	81.2%
Welding technology	2	2	100.0%	-	-
Total	729	373	51.2%	356	48.8%

Number of TVET centre trainees by programme and gender, 2011







#### Number and % of TVET centres with service for female trainees, 2011

Type of service for female trainees	Centres	Centres%
Flexible school hours for girls	1	33.3%
Other	2	66.7%
Total	3	100.0%

\* One centre may have more than one type of service for female trainees.

#### Number and % of TVET centres by admission minimum age requirement, 2011

Minimum age requirement	Centres	Centres %
Below 18	3	37.5%
18 to 25	5	62.5%
Total	8	100.0%

\* One centre may have more than one type of service for female trainees.

## 9.2. Resources

### 9.2.1. Centres

#### Number and % of TVET centres by agency of administration, 2011

Agency of administration	Centres	Centres %
Community	1	12.5%
NGO/Int'l partner	2	25.0%
Religious group	1	12.5%
State gov	4	50.0%
Total	8	100.0%

\* One centre may have more than one type of service for female trainees.

#### Number and % of TVET centres by funding source, 2011

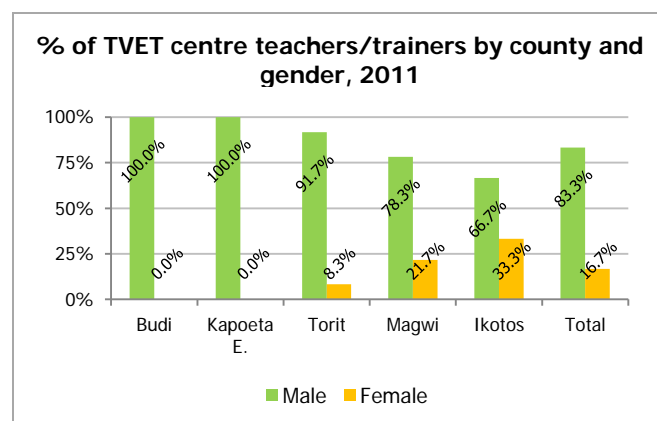
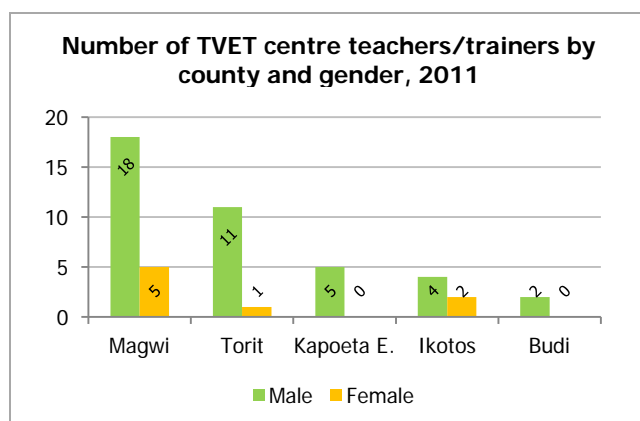
Minimum age requirement	Centres	Centres %
County gov	5	50.0%
External org	5	50.0%
Total	10	100.0%

\* Some centres have more than one funding source.

### 9.2.2. Teachers/trainers

#### Number and % of TVET centre teachers/trainers by county and gender, 2011

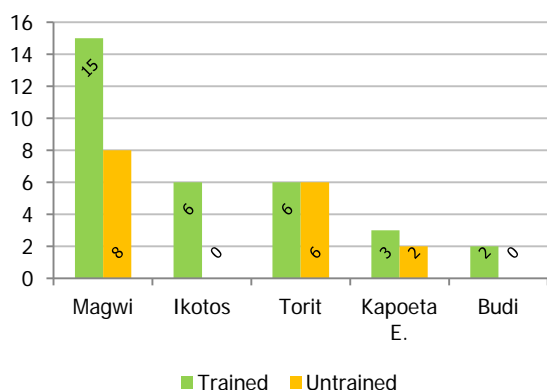
County	Total	Male		Female	
		Count	% total	Count	% total
Budi	2	2	100.0%	-	-
Ikotos	6	4	66.7%	2	33.3%
Kapoeta E.	5	5	100.0%	-	-
Magwi	23	18	78.3%	5	21.7%
Torit	12	11	91.7%	1	8.3%
Total	48	40	83.3%	8	16.7%



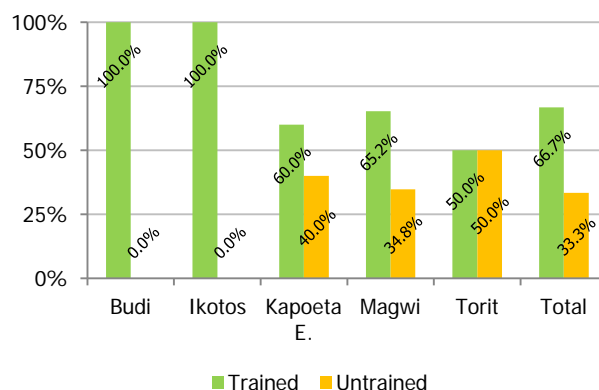
**Number and % of TVET centre teachers/trainers by county and professional qualification, 2011**

County	Total	Trained		Untrained	
		Count	% total	Count	% total
Budi	2	2	100.0%	-	-
Ikotos	6	6	100.0%	-	-
Kapoeta E.	5	3	60.0%	2	40.0%
Magwi	23	15	65.2%	8	34.8%
Torit	12	6	50.0%	6	50.0%
Total	48	32	66.7%	16	33.3%

**Number of TVET centre teachers/trainers by county and professional qualification, 2011**



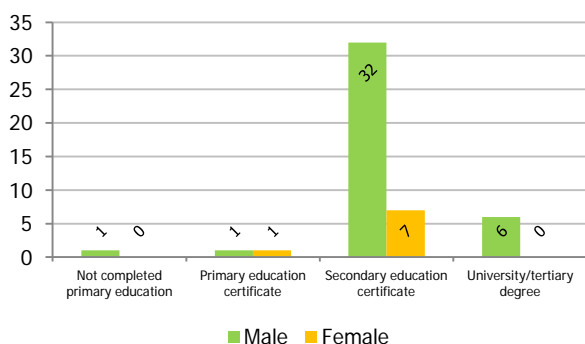
**% of TVET centre teachers/trainers by county and professional qualification, 2011**



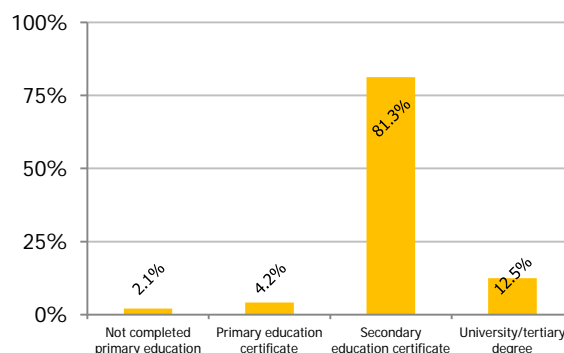
**Number and % of TVET centre teachers/trainers by county and academic qualification, 2011**

County	Total	Not completed primary education		Primary education certificate		Secondary education certificate		University/tertiary degree	
		Count	% total	Count	% total	Count	% total	Count	% total
Budi	2	-	-	-	-	2	100.0%	-	-
Ikotos	6	-	-	-	-	6	100.0%	-	-
Kapoeta E.	5	-	-	-	-	3	60.0%	2	40.0%
Magwi	23	-	-	2	8.7%	21	91.3%	-	-
Torit	12	1	8.3%	-	-	7	58.3%	4	33.3%
Total	48	1	2.1%	2	4.2%	39	81.3%	6	12.5%

**Number of TVET centre teachers/trainers by academic qualification and gender, 2011**



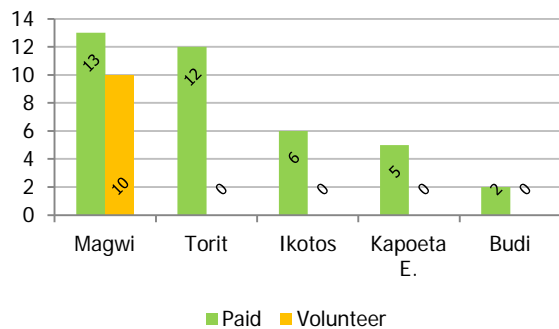
**% of TVET centre teachers/trainers by county and academic qualification, 2011**



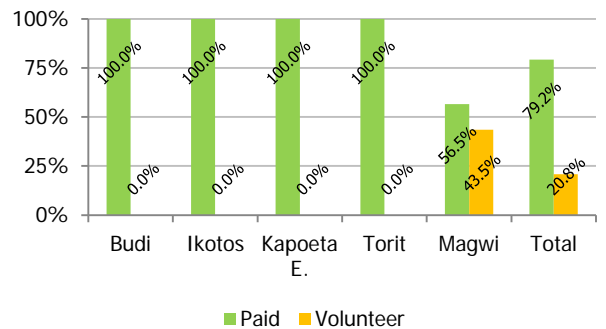
**Number and % of TVET centre teachers/trainers by county and appointment type, 2011**

County	Total	Paid		Volunteer	
		Count	% total	Count	% total
Budi	2	2	100.0%	-	-
Ikotos	6	6	100.0%	-	-
Kapoeta E.	5	5	100.0%	-	-
Magwi	23	13	56.5%	10	43.5%
Torit	12	12	100.0%	-	-
Total	48	38	79.2%	10	20.8%

**Number of TVET centre teachers/trainers by county and appointment type, 2011**



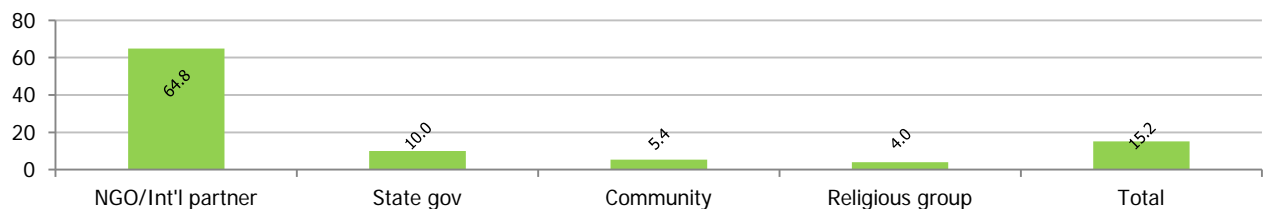
**% of TVET centre teachers/trainers by county and appointment type, 2011**



**TVET centre pupil-teacher ratio (PTR) by ownership, 2011**

Ownership	Trainees	Teachers/trainers	PTR
County gov	261	26	10.0
NGO/Int'l partner	389	6	64.8
Religious group	20	5	4.0
Community	59	11	5.4
Total	729	48	15.2

**TVET centre PTR by ownership, 2011**



### 9.2.3. Curriculum

**Number and % of TVET centres by programmes offered, 2011**

Programme	Centres	Centres %
Agriculture	1	3.4%
Automobile tech	4	13.8%
Carpentry	6	20.7%
Computer tech	1	3.4%
Electrical tech	2	6.9%
Masonry/construction	5	17.2%
Plumbing	1	3.4%
Tailoring/embroidering	5	17.2%
Welding tech	1	3.4%
Other	3	10.3%
Total	29	100.0%

\* Some centres teach more than one programme.

**Number and % of TVET centres with textbooks/ instruction manuals for programmes, 2011**

Programme	Centres	Centres %
Agriculture	1	3.6%
Automobile tech	4	14.3%
Carpentry	6	21.4%
Computer tech	1	3.6%
Electrical tech	2	7.1%
Masonry/construction	5	17.9%
Plumbing	1	3.6%
Tailoring/embroidering	4	14.3%
Welding tech	1	3.6%
Other	3	10.7%
Total	28	100.0%

\* Some centres teach more than one programme.

**Number and % of TVET centres teaching general skills, 2011**

Skill	Centres	Centres %
Eng. language	5	38.5%
Entrepren.	1	7.7%
IT skills	1	7.7%
Literacy	2	15.4%
Life skills	1	7.7%
Numeracy	3	23.1%
Total	13	100.0%

\* Some centres teach more than one skill.

**Number and % of TVET centres offering services that enhance employability, 2011**

Service	Centres	Centres %
Apprenticeship	1	9.1%
Entrepren. training	3	27.3%
Internship	1	9.1%
Job counselling	1	9.1%
Job promotion activities	1	9.1%
Toolkit	4	36.4%
Total	11	100.0%

\* Some centres teach more than one skill.

**Number and % of TVET centres by source of curriculum, 2011**

Source of curriculum	Centres	Centres %
Gov curriculum	3	33.3%
Borrowed curriculum	4	44.4%
School-dev curriculum	2	22.2%
Total	9	100.0%

\* Some centres offer more than one service.

## 9.2.4. Facilities

**Number and % of TVET centre classrooms by county and type, 2011**

County	Total	Permanent		Semi-permanent		Other	
		Count	% total	Count	% total	Count	% total
Budi	3	3	100.0%	-	-	-	-
Ikotos	2	2	100.0%	-	-	-	-
Kapoeta E.	1	-	-	-	-	1	100.0%
Magwi	5	3	60.0%	2	40.0%	-	-
Torit	14	14	100.0%	-	-	-	-
Total	25	22	88.0%	2	8.0%	1	4.0%

**Number and % of TVET centres with selected facilities, 2011**

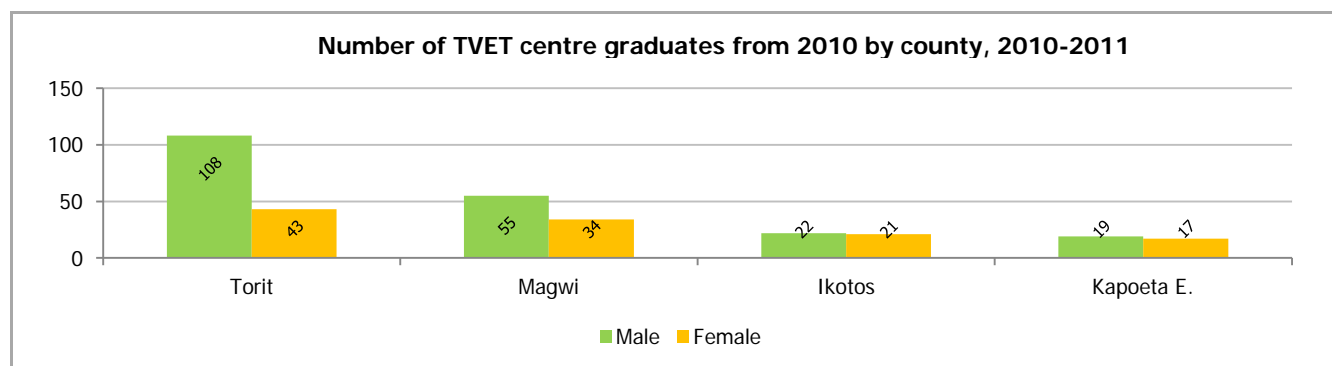
Facility	Centres with the facility	Centres with the facility %
Dormitory for trainees	1	12.5%
Hand washing facility	4	50.0%
Latrine	5	62.5%
Production space/incubator	1	12.5%
Electricity	2	25.0%
Laboratory/workshop	2	25.0%
Library	2	25.0%
Safe drinking water	3	37.5%

## 9.3. Student flow

### 9.3.1. TVET centre completion

**Number and % of TVET centre graduates by county, 2010-2011**

County	Total	Male		Female	
		Count	% total	Count	% total
Budi	-	-	-	-	-
Ikotos	22	21	95.5%	1	4.5%
Kapoeta E.	19	17	89.5%	2	10.5%
Magwi	55	34	61.8%	21	38.2%
Torit	108	43	39.8%	65	60.2%
Total	204	115	56.4%	89	43.6%



## 9.4. Operations

### 9.4.1. Operational status

**Number and % of TVET centres by operational status, 2011**

Source of curriculum	Centres	Centres %
Operational	8	100.0%
Total	8	100.0%

### 9.4.2. Fee/tuition

**Number and % of TVET centres by fees/tuition**

Fees/tuition	Centres	Centres %
<1,000	2	100.0%
Total	2	100.0%

## 10.0. Missing schools

## 10.1. Pre-primary schools

No.	State	County	Payam	EMIS code	School
1	EE	Budi	Budi	10039	chukudum Model Pre Primary
2	EE	Budi	Budi	10061	faith Pre Primary
3	EE	Budi	Kimotong	10062	kimotong Pre Primary
4	EE	Kapoeta E.	Katodori	10030	Lokuma Pre Primary
5	EE	Kapoeta E.	Katodori	10036	Goodshepherd-Nanyangacor Pre Primary
6	EE	Kapoeta E.	Katodori	10055	St Anthony Napirtasikiria Pre primary
7	EE	Kapoeta E.	Katodori	10057	African Inland Charch Pre Primary
8	EE	Kapoeta E.	Katodori	10102	St. anthony Napiratasikirea pre-primary
9	EE	Kapoeta E.	Narus	10042	narus Mixed Pre Primary
10	EE	Kapoeta E.	Narus	10046	kamee day Pre Primary
11	EE	Kapoeta N.	Najje	10011	NANGO letirne pre-unit
12	EE	Kapoeta S.	Kapoeta	10091	Kapoeta Mixed Pre Primary
13	EE	Kapoeta S.	Kapoeta	10098	Good Shepherd Pre Primary
14	EE	Kapoeta S.	Machi I	10083	Katiko Pre Primary
15	EE	Kapoeta S.	Machi II	10085	nakware Pre Primary
16	EE	Kapoeta S.	Pwata	10093	Machukut Pre Primary
17	EE	Lafon	Burgilo	10002	LAFOD nursery
18	EE	Lafon	Lohutok	10003	IMEHEJEK nusery
19	EE	Magwi	Lobone	10009	Lobone Pre Primary
20	EE	Magwi	Lobone	10060	LOBONE nursery
21	EE	Magwi	Magwi	10033	IMOLONGO nursery
22	EE	Magwi	Magwi	10034	AYII centra nursery
23	EE	Magwi	Magwi	10038	AGORO central nursery
24	EE	Magwi	Mugali	10028	ANUMADRICI nursery
25	EE	Magwi	Mugali	10080	MUTEBWA nursery
26	EE	Magwi	Mugali	10082	MUGALI nursery
27	EE	Magwi	Pageri	10049	NYANGIRI nursery
28	EE	Magwi	Pageri	10064	AVE MARIA LOA nursery
29	EE	Magwi	Pageri	10070	PATIBI nursery

## 10.2. Primary schools

No.	State	County	Payam	EMIS code	School
1	EE	Budi	Komiri	10234	Helecit Primary school
2	EE	Budi	Lotukei	10226	New Cush Primary School
3	EE	Budi	Loudo	10228	Lobitang Primary school
4	EE	Ikotos	Katire	10273	Imilai Primary School
5	EE	Ikotos	Lomohidang South	10025	Okorohore Primary School
6	EE	Magwi	Mugali	10314	Mutebwa Primary School
7	EE	Magwi	Pageri	10341	Moli Andru Primary
8	EE	Torit	Bur	10145	oriaju Primary School
9	EE	Torit	Bur	10387	Lomorwo Primary
10	EE	Torit	Hiyala	10144	Loguruny Primary School
11	EE	Torit	Hiyala	10147	Tirrangore Primary School
12	EE	Torit	Ifwotu Isaloro	10151	Iluma Primary School

## 10.3. Secondary schools

No.	State	County	Payam	EMIS code	School
1	EE	Magwi	Magwi	10016	Abara Secondary

## 10.4. TVET centres<sup>6</sup>

No.	State	County	Payam	EMIS code	Centre
1	EE	Ikotos	Imotong	50	Imatong Life Skills
2	EE	Kapoeta E.	Narus	56	St Joseph TVET
3	EE	Magwi	Magwi	55	Magwi TVET
4	EE	Magwi	Lobone	52	For God TVET
5	EE	Torit	Hiyala	54	Hiyala TVET
6	EE	Torit	Torit	51	Torit Technical Secondary School (IOM DDR training centre)
7	EE	Torit	Torit	57	Torit Asset Building Group
8	EE	Budi	Komiri	53	Chukudum TVET

<sup>6</sup> The full list of TVET centres is provided here upon the request of the Ministry of Labor.