County Summary of Submitted School Performance Reports

Period Covered: 1st Term 2017

Name of County: Madhol County

<table>
<thead>
<tr>
<th>Number of schools in county</th>
<th>Number of schools that submitted reports</th>
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<tbody>
<tr>
<td></td>
<td>19</td>
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</table>

### Schools that submitted reports in the County

- **WAR CUM PRIMARY SCHOOL**: 1
- **RUMROL PRIMARY**: 1
- **Rialdit Ajuong Primary**: 1
- **Mayom Piol Dr Primary School**: 1
- **Marnal Ding**: 1
- **MANGOK DIANG PRIMARY SCHOOL**: 6
- **MALUALDIT**: 1
- **Malith Aleth Yal Primary School**: 4
- **Majok Dut Primary School**: 4
- **Medhol**: 4
- **Mabok Gang Primary School**: 4
- **KUEL PRIMARY SCHOOL**: 4
- **Khar-Agoch primary School**: 4
- **Gumeel Primary School**: 4
- **Dok-Kul**: 4
- **Dhial Alp**: 4
- **Atuong Rial primary School**: 4
- **ARIAKRUK PRIMARY SCHOOL**: 4
- **Adoor Primary School**: 4
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1. **Generalized Results for the County Summary of School Performance Reports.**

19 primary schools in Aweil East State filled and returned their report forms. Overall, the data in these forms show that all schools are trying to educate students with limited resources and teachers. 99 schools were chosen as a representative sample of primary schools in Madhol Bungu County, Aweil East State of the Republic of South Sudan. 19 schools completed and returned all the forms. The forms take time to complete and none of the schools answered all the questions. Overall, the data in the forms show that all schools are trying to educate students with limited resources and teachers. There remains a great need for more support, governmentally and community-wide, so they can successfully educate the next generation of our citizens.

Several points stand out. (After completing the report, insert a couple of the most important/unique things that came up.)
### Key Performance Indicators

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Value</th>
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<tbody>
<tr>
<td><strong>School Enrolment Growth Analysis</strong></td>
<td>Proportion of schools whose actual average number of learners enrolled for the term is above 80% of the annual planned target.</td>
<td>(3/19)</td>
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<tr>
<td></td>
<td>Proportion of schools whose actual average number of learners with disabilities enrolled in the term is above 80% of the annual planned target.</td>
<td>% (2/9)</td>
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<td></td>
<td>Proportion of schools whose actual average proportion of learners enrolled in p1 that have attended ECDE in the term is above 80% of the annual planned target.</td>
<td>% (4/19)</td>
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<tr>
<td><strong>School Attendance Performance</strong></td>
<td>Proportion of schools whose actual average percentage of learners attending 80% or more instructional days in a term is above 80% of the annual planned target.</td>
<td>% (5/19)</td>
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<tr>
<td></td>
<td>Proportion of schools whose actual average number of child mothers enrolled in schools is above 80% of the annual planned target.</td>
<td>% (2/9)</td>
</tr>
<tr>
<td><strong>School Financial Outlook</strong></td>
<td>Proportion of schools whose actual average total education financing for the term is above 80% of the annual planned target.</td>
<td>% (6/19)</td>
</tr>
<tr>
<td></td>
<td>Proportion of schools whose actual average number of girls receiving cash transfers for the term is above 80% of the annual planned target.</td>
<td>% (7/19)</td>
</tr>
<tr>
<td><strong>Teaching and Support Staff</strong></td>
<td>Proportion of schools whose actual average total number of teachers is above 80% of the annual planned target.</td>
<td>% (8/19)</td>
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<tr>
<td><strong>Capacity of Teaching Staff / School Managers</strong></td>
<td>Proportion of schools whose actual average total number of trained teachers is above 80% of the annual planned target.</td>
<td>% (9/19)</td>
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<td>Proportion of schools whose actual average number of teachers trained on the implementation of the new national curriculum is above 80% of the annual planned target.</td>
<td>% (10/19)</td>
</tr>
<tr>
<td><strong>Learning Outcomes Assessment</strong></td>
<td>Proportion of schools whose actual average percentage of learners passing exit exams is above 80% of the annual planned target.</td>
<td>% (11/19)</td>
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<td>Proportion of schools whose actual average percentage of early grade learners who achieved minimum proficiency standards in literacy is above 30% of the annual planned target.</td>
<td>% (12/19)</td>
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<tr>
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<td>Proportion of schools whose actual average percentage of early grade learners who achieved minimum proficiency standards in numeracy is above 40% of the annual planned target.</td>
<td>% (13/19)</td>
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<td>Proportion of schools whose actual average number of the learners repeating is below 80% of the annual planned target.</td>
<td>% (14/19)</td>
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<tr>
<td></td>
<td>Proportion of schools whose actual average number of dropouts is below 80% of the annual planned target.</td>
<td>% (15/19)</td>
</tr>
<tr>
<td><strong>Curriculum and Instructional Materials</strong></td>
<td>Proportion of schools whose actual average number of learners/teachers who lack textbook/instructional materials in Mathematics is above 80% of the annual planned target.</td>
<td>% (16/19)</td>
</tr>
<tr>
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<td>Proportion of schools whose actual average number of learners/teachers who lack textbook/instructional materials in English is above 80% of the annual planned target.</td>
<td>% (17/19)</td>
</tr>
<tr>
<td><strong>Inspection and Supervision</strong></td>
<td>Proportion of schools whose actual average total number of times an inspector / supervisor visited the school is above 80% of the annual planned target.</td>
<td>% (18/19)</td>
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<td>Proportion schools whose actual average number of teachers receiving an observation score above 70% is above 80% of the annual planned target.</td>
<td>% (19/19)</td>
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<td></td>
<td>Proportion of schools whose actual average number of teachers attending 80% or more of the total instructional days in a term is above 60% of the annual planned target.</td>
<td>% (20/19)</td>
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<tr>
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<td>Proportion of schools whose actual average proportion of teachers complying with teaching practice in record</td>
<td>% (21/19)</td>
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2. Introduction.

3. Introduction

The Ministry of General Education and Instruction (MoGEI) contracted with Swift Consulting for Results (SCoRe LTD) on the 28th of April 2017 to provide technical support to Jubek State and its counties, MoGEI and UNICEF for the implementation of a proof of concept exercise for the Monitoring and Evaluation (M&E) Strategy funded through the Global Partnership for Education (GPE).

The M&E reference group and the senior management of MoGEI recommended extending the exercise to a remote state to ascertain if the current plan is realistic, and to ensure a well-informed implementation plan for the M&E Strategy. MoGEI chose Aweil East State and revised the contract awarded to SCoRe Ltd.

This Aweil East State report was generated from the data collected from two hundred and twenty-seven schools that participated in the state level proof of concept workshop. The primary target audience of this report consists of officials at national and state MoGEI, county education offices and UNICEF-South Sudan.

The M&E Technical Working Group, headed by the MoGEI and UNICEF-South Sudan, drafted three evaluation tools to understand the practicality of implementing the approved M&E Strategy at school, county, and state levels throughout the country. This will provide the states with a baseline for future evaluations.

Before the tools are rolled out across the country, feedback meetings in both states will be conducted to review and incorporate comments from the stakeholders. Based on the process and lessons learned in these states, the tools will be improved. Once the M & E Technical Working Group feels confident that the proof of concept tools will collect all the needed performance results on the delivery of basic primary and secondary education services, the project will roll out to all the states.

4. Methods

The M&E Strategy was first developed with comprehensive achievement indicators for schools, counties and states. Three tools were then developed, the state/county/school performance reports, a teacher classroom observation scoring tool, and a child friendly school index scoring tool matrix. Each
of these tools focuses on a different aspect of education. The performance reports focus on school administration, resources, and numbers of students and teachers, as well as giving a glimpse at the larger catchment area. The teacher classroom observation scoring tool focuses on how teachers act, interact with students and teach within the classrooms. The child friendly school index focuses on school management, physical environment, and curriculum delivery.

Head Teachers at each of the sample schools were trained on the purpose, use and implementation of all three tools. These teachers then had the responsibility of administering the tools, completing and filing the paperwork for their school. The trained Head Teachers aimed to administer the classroom observation tools to all the teachers in his or her school. The other two forms relied on the perusal of existing documentation. The trained Head Teachers filled out the child friendly scoring tools and the school performance report template using records generated at the school level. The reports were sent to SCRe Ltd in Juba. There, trained data entry staff entered this data from all the schools’ forms into a specialized database management system. After this, it was analysed using the automated Analysis Module in Excel Spreadsheet developed by Swift Consulting for Results Ltd.

5 Methods

The committee chose three evaluation tools: state/county/school performance reports, a teacher classroom observation scoring tool, and a child friendly school index scoring tool matrix. Each of these tools focuses on a different aspect of education. The performance reports looks at school administration, resources, and numbers of students and teachers as well as a glimpse at the larger catchment area. The teacher classroom observation scoring tool focuses on how teachers act, interact with students and teach within the classrooms. The child friendly school index looks at school management, physical environment, and curriculum delivery.

The teams called the head teacher of the school to make sure the day chosen for the evaluation would work for the school. Teams of 2-4 people visited each school.

The tools were each administered
Limitations

6.5. School Enrolment Growth Analysis.

4.1 Learners Enrolled in School.

This section provides a graphic illustration of how learners are distributed in schools across Madhol County based on submitted School Performance Reports.

The graphs above show that schools in the county achieved more of the annual planned targets for male learners than for the female annual planned targets. This is to say 68% (3264 of 4796) of the targeted number of male learners, 3264, were enrolled representing 68% of the annual target, and 63% (2405 female learners were enrolled out of 3808) of the targeted number of female learners were enrolled, as a projected target translating to 63%. In as much as the male targets were low, it is evident that it was possible to enroll more male learners.
The actual enrollment was in total 53% (5627) of learners were enrolled in the County instead of an annual planned target of 10,653, accounting for 53% achievement of the total annual target reached.

Amar Jal Primary School reached most children in the County and managed to enroll 92% of its target. Mayen Lual Primary School reached only 36%. The County Director of Education should plan for awareness meetings with parents to encourage them to enroll their children into school.

4.2 Learners with Disabilities.
This section addressed the number of children with disabilities. All schools are expected to enroll any children with disabilities, male and female enrolled in schools in the County in the term.
The graphs above show that most schools have few learners with disabilities. 83% (10 of 12) of the target for the number of female children with disabilities enrolled was reached and 59% (22 of 37) of the annual target for in the county was 10 out of a target of 12 achieving 83% while the number of males was achieved, was 22 out of 32 achieving 59% of their annual planned targets. A Total of 32 learners out of the expected 49 children with disabilities were reached in the county.
A Total of 65% (32 of 49) of expected learners out of the expected 49 children with disabilities were reached in the county. According to the target achievement performance graph, Gameel primary school enrolled the most achieving 117% of their annual planned target followed by Dhiak School 100%. Most schools performed dismally with Kuanyduhor primary reporting 0% achievement. The County Director of Education should launch a campaign to encourage parents to take children with special needs to school without fear of contradiction/rejection.

4.3 Learners in p1 who Attended ECDE.

The Early Childhood Development Education (ECDE) is a priority area for the General Education Strategic Plan (GESP) 2016-2022 and critical for enhancing learning outcomes in the early grades.
Madhol County schools registered 50% of the annual planned target of male learners and 60% for female learners in P1 as having had the ECDE experience. While 60% of the annual planned target of the female learners with disabilities were enrolled in the term. This was very low and worrying because all children should enroll in ECDE before P1.
Overall, Mabok Tong Primary School achieved the highest percentage with 175% followed by Adoor primary school with 100%. However, 40% of the schools responding did not make it even half way to the target, some schools performed poorly like Pagai and Khar-Agoch Primary School was the lowest with that achieved 18% and 24% respectively of target. The County Education Director should liaise with the local government administrators to encourage parents to take children to the ECDE to prepare them for P1.

7.6 School Attendance Performance.

The graphs below present data on the school attendance performance of P1 learners in Madhol County.
The data analyzed shows that more boys than girls attended 80% or more of instructional days in Madhol County having achieved 108% of their annual planned targets than the females who had 58%. The county performed considerably well. Individual schools, like Man-Awan, achieved 100% performing exemplarily well. The County Director of Education should endeavor to inspect and supervise all schools to ensure learners attend tuitions in order to benefit from free quality education.

8.7 School Financial Outlook.

School finances are broken into a number of categories: capitation grants, girls cash transfers, community, PTA, teacher incentive and volunteer teacher incentives.

6.2 Government Support.

This section addresses the financial support channeled to schools through the government, its expenditure and accountability.
From the graphs above, Dhiak Alp Primary School was the highest in capitation grants, recording 139,600 SSP, followed by Gumeel Primary with 49,400 SSP. Nevertheless, for the Girls Cash Transfer, Amar Jal Primary School was the highest spender with 292,100 SSP, followed by Dok Kul with 207,000 SSP. The accountability of the capitation grants and girls cash transfers should be improved through training of the accounting officers on financial management.

6.3 Community Support.

Adoor Primary reported the highest amounts in community contributions and PTA contributions with 1,900 SSP and 800 SSP accounted for in the term. The accountability of the capitation grant and girls cash transfers should be improved through training of the accounting officers on financial management. More schools need to find ways to bring in community support and the County Education Office should offer guidance.

6.4 Incentives.

This area addresses the issue of incentives for teachers and the support given to volunteer teachers.
In the two areas of both teacher incentive and volunteer teachers’ incentive, ADOOR Adoor Primary School accounted for the largest amount receiving 139,600 SSP. The MoGE should give teachers attractive incentives to better their welfare and boost their morale hence become productive.

6.5 Overall Financing

The section addresses the overall overview of the cash inflow and its accountability in the schools in Madhol County. This looked at all the categories in general.

Commented [KG26]: Please remove the schools that did not answer this question from the graphs.
The analysis of the percent annual target achieved for overall school financing shows that, most schools only receive a fraction of the financing they expected. Majok Dut Primary achieved 85% of its target; otherwise the highest was 62% of target. The school reporting on girls cash transfer did fairly well with only Dhiak Alp Primary School falling below 50% of target. Mabok Tong Primary School achieved 97%, Majok Dut Primary School achieved 80% as Man-Awan Primary School achieved 78% of target for the girls cash transfer target. There are those that achieved below 50% which in poor. The County Education Director should organize inspections with a purpose of conduct a needs assessment followed by training in financial management for school heads and deputies and administrators encourage more schools to widen their financial management skills. The County Education Office also needs to help and encourage schools to widen their financial bases.

9.8 Teaching and Support Staff.

This area addresses the adequacy of qualified teachers’ by their different genders and deployment along with other employees who serve in schools.

7.1 Teachers by Gender and Pay-roll.

This section addresses the number of teachers of all genders on pay-roll in the county.
The graphs above show that the number of female teachers on the payroll achieved in the county was 41 out of the annual planned target of 112 (37%). The male annual planned target was 376 of which 293 (78%) was achieved. This indicates that many more female teachers are needed; teachers are actually volunteers rather than employed.
On overall, the total number achieved for teachers on payroll was 1,091 out of an annual planned target of 3,093. This translated to a 35% achievement of target. There was a dire need to have more teachers, particularly more female teachers, on payroll to boost their morale and performance.

7.2 Teachers on Government Pay-roll

This section addresses the number of teachers in the government payroll and those supported by the community in the county.
The graph above present data analysis that shows that the number of teachers on government payroll was less than half the annual planned target. Out of a target of 183 teachers, only 67 (representing 37%) were absorbed by the government in the term. The number of teachers supported by the community was 108 out of the planned annual target of 48. The government should endeavor to employ more teachers to solve the teacher shortage issue for the benefit of the learners.
Generally, overall, the percent of annual target met for the number of teachers was low, achieved on inclusion on the payrolls with the exception of four schools which achieved over 100% of their targets indicated at Khar Agoch primary school achieved 245% of the teachers on payroll as Adoor primary schools had 189% and 114% for Pagai primary. This is evidence enough that the county was trying to have most teachers paid for their services. Efforts need to be made by education officials at all government levels to increase the number of teachers, especially on the government payroll.

7.3 Teachers Leaving.
This analysis will address the issue of teachers’ turn-over in all schools in the county considering whereby leave taken without pay some leave the because of lack of pay while others leave the profession all together.
From the data reported from sample schools, it was noted that many teachers stayed in schools teaching while they watched out for any opportunity to leave the profession for what they referred to as “greener pastures”. 55% were leaving without pay. Those teachers who were leaving due to non-payment of salaries were 33% of the annual planned target. The government at all levels should work with schools to reduce the number of teachers leaving.

7.4 Trained and Untrained Teachers.

The section deals with teachers’ capacity in Madhol County in several categories i.e. those who are trained, untrained, those undergoing training and both male and female volunteers.
The annual target for teachers to undergo training was 96, out of which 65 were achieved, representing 68% of the annual planned target. The target for trained teachers was 168, of which 38 were achieved, representing 23% achievement. This was a very low achievement of only 23%.

The target for the number of untrained teachers in schools exceeded expectations, was put at 138 of which 148 were recorded, achieving 107% of the annual planned target, having exceeded the expectations. This did not indicate that the County had enough teachers, but rather shows that the efforts to acquire enough trained teachers...
were unsuccessful. However, the annual planned target for male volunteer teachers was 139 out of which 107, representing 77%, was achieved. This indicated good efforts by the county to have schools indicate a lack of volunteers and staffed with teachers.

Data analyzed on female volunteer teachers showed that out of an annual planned target of 32, the county achieved 18, which is 56% of the annual target. Mayom Pio Dit achieved 100% of their target, which was a good attempt. However, overall, the percent annual target achieved for the total number of trained teachers showed that the county experienced an acute shortage of trained teachers. The county education office should liaise with the national ministry of general education and instruction to have many of these volunteers trained through the in-service mode to improve the staffing of professional status teachers.

10.9 Capacity of Teaching Staff

This section focuses on the results of the analysis of capacity building initiatives for teachers in schools in the County.
There were 9 female teachers trained, out of a target of 36, in the county. While out of 188, 46 male teachers were trained, translating to 25% and 24% of the annual planned target, respectively. In total, the county trained 55 teachers out of an annual planned target of 224. This translates to only 25% of the target reached. The reasons behind the low target setting and low numbers of trained teachers need to be researched and investigated for improvement.
The analysis of the teachers trained in various categories showed that the county set an annual percent target of training teachers in textbook management at 292 but trained 870, exceeding their target and achieving 298%. In the category of training teachers in the new curriculum, the target was 920 but 826 were trained, achieving 90%. The county did very well in these two categories.

In school leadership and inspection, the annual target was 53, of which 24 were trained (45%). The teachers trained in BOG/SMC/PTA guidelines were 59 out of a target of 58 exceeding the target by one and achieving 102%. We can note that where the decline came in, leadership.
The county trained 80% of their annual planned targets in curriculum framework and only 20% of the annual target for the teacher-to-be trained in accounting and record keeping was achieved.

The county trained 29% of the annual planned target in Lifeskills and Peace Building, while 25% were trained in Multigrade Teaching in the county. These two categories were undertrained and the county director of education needs to re-train them.

Commented [KG31]: Check to see if zero was added in Gumeel target.
Teachers trained in School Based Assessment were 47% of the annual planned target while 34% were trained in School Development Plan.

The graph above showing teachers trained in teachers’ professional code of conduct, indicates that 39% of the teachers were trained out of the annual target of 37. Overall, the analysis of the percent of annual achieved target for number of teachers trained on the implementation of new curriculum, showed that; Adoor and Mayen Lual Primary Schools achieved above 100%, Mayom Poi D Primary and Dang Primary Schools achieved 50% while the rest underperformed, achieving below 50%. The County Education Office needs to look into the reason behind this. The County Education Office should emphasize training in these areas. Also, trainings need to be spread equitably between schools.
Learning Outcomes Assessment.

This section details the results of the learning outcomes, literacy and numeracy assessments, and performance of P8 exit exams, drop outs and repeaters in the schools in Madhol County.

9.1 Literacy and Numeracy Testing.

This section will address the number of P3 learners tested in both numeracy and literacy. Low levels of literacy and numeracy skills are carried over to further phase levels of education, thus negatively impacting on the teaching and learning and rendering the education system ineffective. To prepare young learners to evade this situation, testing is recommended so that remedies are found early enough.

The data analyzed in the graph above indicates that 181 learners in P3 were tested in literacy skills in the county. There was no information on the number tested in numeracy skills. This information needs to be collected and records kept.
9.2. Exit Exams Performance.

The section addresses analyzed data on the performance differences between male and female candidates in the primary school exit examinations at the P8 level.

The annual planned target for girls was 709, while for boys it was 374 in the county. The county achieved 97% of the annual planned target for female learners while only 66% was achieved for the males. It is suggested therefore that there should be concerted efforts by the state and county education offices to ensure quality grades in learner output.

The information analyzed on learners with disabilities' exit examinations performance showed that 48% of the annual planned targets of 29 were achieved by 14 candidates passing the exams. However, the graph on total exit exams performance shows that the number of learners who passed the P8 exit examinations in the county were 697 out of the annual target of 1065 learners, representing 65% of the target. The county...
director of education, in liaison with the state ministry of education, should inspect all schools to ensure that school managers observe inclusivity in education.

In overall performance, Amar Jal Primary School posted the best achievement, having passed 87% of their annual targets for children with disabilities who passed the p8 exit exams. Dang followed with 84%, while Rumjok and Mabok Tong Primary schools achieved 81% and 80% respectively. The county directors of education should endeavor to unify the delivery of the curriculum in terms of scope methodology and testing as directed by the Education Act 2012 to improve the performance at this level.

9.3 Drop-out rates.
This section addresses the dropout rates of both female and male learners in the county.
The annual planned target for the dropouts among the female learners was 92, out of which 92 were recorded as having dropped out of school, an equivalent of 100%, while that of the male learners was set at 144, but 110 dropped out representing 76%. The dropout rates were worrying and predictable. It was therefore recommended that the county director of education organize for research to discover the best ways to root out the problem.
The data on the orphan’s dropout rates were not available. However, the distribution of total dropouts in the county was 205, having had an annual target of 242, which means that 85% was achieved. This percentage is too big for the county. It calls for interventions to ensure that children stay in school and undergo transition to the last level. The county education authorities need to look into the causes of this and find remedies to solve this problem and the vice.

The analyzed data revealed that Adoor and Aduet Dit Primary Schools with respectively had 433% and 300% of their annual percent targets for dropout, respectively. This is very discouraging, although some schools like Rumjok and Dhiak Primary cut their dropout targets by half. Therefore the county needs to liaise with school managers to address this issue without further delay.

9.4 Repeaters.

This section addresses the number of repeaters among the learners, both male and female, in the county as per reports submitted from schools. Each school had targets for the number of learners expected to repeat forms/grades.
The number of learners repeating among the female were projected to be 137 annually but 137 (114%) of girls repeated. For the male learners, it had been planned that 139 would repeat grades in the in two schools but 157 (113%) repeated. The number of repeaters in the county between the female and male learners was almost equal with a difference of 1 pupil for the males. Reasons causing these disparities should be looked into by the county director of education through intensified inspections.
The data reported on Orphans repeating grades showed that 65% of the annual planned target of 216 repeated. The total for the county’s annual planned target for repeaters was 405 but 380 repeated. That meant that 94% repeated at least a grade in the county in the term. This rate is worryingly high.

The overall data presented above on the Percent of annual target for learners repeating achieved in the county indicated that Mabok Tong primary school reported the highest repeater rate with 471% followed by Dang Primary and Adoor primary schools with more worrying dropout rates of 333% and 300% respectively. Most schools in the county recorded high dropout rates above 50% indicating that there is exodus from schools. This is worrying and the county director of education should research on the causes of especially repeaters and recommend for 100% transition because it encourages dropouts.

12.11. Curriculum and Instructional Materials.

This section addresses the status of the curriculum requirements like text books and instructional materials in all subjects in schools in the county.

10.1 Learners Lacking Instructional Material in all Core Areas.

Inadequacy of Textbooks and instructional material is a major challenge in all schools. However, it was expected as it seems to be suggested by the targets.
From the data presented in the graphs on Learners lacking instructional materials in all core curriculum areas above, Gumeel primary School did very well, cutting the target number by 66% which is more than half. The other schools like Pagai and Dhiak reduced their annual planned targets by 50% each. Man-Awan and Malith Aleth Yai primary schools performed dismally achieving the least percentages of 5% and 25 respectively. This cumulatively meant that the county lacked instructional materials in all core curriculum areas. This calls for interventions by all stakeholders guided by the County director of education.

10.2 Learners Lacking Instructional Materials by Area.
This section will look at individual core subjects and the status of the availability of the instructional materials in the county.
No data was availed.

10.3 Teachers Lacking Instructional Materials.
This section was to address the issue of teacher preparedness and how well equipped the teachers were to prepare for curriculum implementation. However, no data was captured in this area.

13.12 Inspection and Supervision.

11.1 Frequency of Inspection and Supervision.
This section presents results from the data analyzed on inspections visits, visits by focus area and teachers attending at least 80% of instructional days in a term.
The graphs above show that achievement of school visits by inspectors and supervisors in relation to the planned annual visits varied. Adoor primary school achieved the most with 151% of their annual planned targets for visits by inspector and supervisors achieved. Mabok Tong and Majok Dut primary schools followed with 128% and 91% respectively. Schools like Dok-Kul, Lino Foundation Machar, Gierchok and Tar Weng Ajuong registered nil achievement with 0% of their annual targets.
Data on school visits by focus area was analyzed based on five categories: community involvement, management of physical facilities, pupils’ welfare, quality of education and school administration. The information presented in the figure above shows that there was an effort by the County directors of education to accomplish their targets on school visits, most achieved was by Pupils’ welfare with 167% followed by school Management of physical facilities with 123%, Quality assurance and standards of education offered in school with 117%, School Administration achieving 96% and community involvement achieving the 79% was the least visited. The issue of school assessment should be prioritized to enhance quality. The County Education Office has an obligation to offer professional guidance.

11.2 Teacher Attendance.

The section addressed the issues pertaining to teachers’ attendance to lessons in class and their performance.
The graphs above show the data analyzed on the numbers of both Female and Male teachers attending 80% or more of instructional days. It was noted that out of 73 targeted female teachers, 36 (49%) actually attended 80% or more instructional days in the county while the annual planned target of male teachers was 606 of which 545 (90%) attended. It is evident from the results that most female teachers were missing most of their lessons affecting the curriculum implementation in the county.
In total the county had an annual planned target of 718 of which 608 was achieved, a figure translating to 85% of the total number of teachers attending 80% or more instructional days in a term. This is a fair trend but the county education officials have to mount inspections to ensure that all the teachers attended to their duties when required.

On overall, Adoor School achieved the highest in the county with 450% while Malou Muy secondary school achieved the lowest with 25%. These two extremes indicate inconsistency in school management in the county. The county education officials have to mount inspections to ensure that all the teachers attended to their duties when required promptly.
11.3 Teacher Observation Scores.

This section will address data analyzed on the number of teachers receiving a lesson observation score of above 70% in the County.

The graph above presents data from both the male and female teachers whereby out of an annual target of 143, male teachers who received a score of 70% and above were 97(69%). Whereas for the female teachers whose annual target was 75, the count realized 24 of them received the 32% and above score in observation making a county achievement of 50.1%.
In overall, the number of teachers receiving a score of 70% and above in the county were 129 out of an annual target of 229 which translates to 56% achieving slightly above the halfway threshold. The fact that some schools had achieved as low as 33% and 27% of their annual targets showed that teachers in the county needed more motivation besides training to perform better. It was therefore recommended that the county education office enhance inspections, supervision and training to improve curriculum delivery.

11.4 Instructional Planning and Scheduling.

This section presents the proportion of teachers complying with Teaching Practice in three areas; record keeping, lesson planning and schemes of work.
The analyzed data on Teachers complying with Teaching Practice in record keeping and adhering to Lesson plans presented above indicates that out of the annual planned target of 1554 teachers, 1117 of them were complying with the practice of records keeping which is 72%. Whereas 213 out of 269 i.e. 79% were practicing lesson planning.
On overall, analysis of data on the percent of annual target achieved for teachers complying with teaching practice in record keeping showed that most schools achieved above 50% of their targets with many having 100%. However, there are those like Ramjok, War-baai, and Adoor primary that failed to hit the 50% threshold. This indicated that there were some teachers in the county who did not observe teacher professionalism calling for capacity seminars and workshops organized by the county director of education in collaboration with the national ministry of education. Nevertheless, school administrations should enhance internal inspection, supervision and monitoring to continually improve the performance of teachers in schools.

11.5 Implementation Status of Corrective Actions from Inspection and Supervision Visits.

Corrective actions should be addressed the moment they surface. The number of open actions is very high, particularly since none of the schools received more than 6 visits.

This section will look at data analysis to determine how much a school has been put in a status that favors the learner. The presumed child friendliness of a school includes the exposure of the learners to peace clubs, music and drama, scouts and girl guiding, life skills clubs just to mention but a few.

12.1 Clubs

A number of clubs are registered in schools around the county. Most schools offered at least two clubs, by far the most popular was the Peace Club, the common clubs were the Environmental club with 100% and the Debate club with 61% learners’ participation in the county.

12.2 School Feeding Program

Schools are encouraged to provide learners with a meal, either on their own with a garden/school farm or in partnership with NGOs and the community. The feeding program is known for playing a major role in improving enrolment in schools and even boosting both the retention and transition rates.

Commented [KG32]: In the second graph as a zero need to be removed from Rumjok.
Data analyzed from the samples presented above showed that there was availability of the school feeding program in most schools but on a lower scale. Schools achievement ranged between 10% and 150% indicating that this venture was possible to feed school children without failure. This calls for more intervention by the national ministry of education and instructions in mobilizing partners to help in the school feeding program.

### 12.3 Classroom Type.

Schools have four types of classrooms: permanent, semi-permanent, temporary and open air. All these types provide space for pupils to access learning. The researcher intended to establish the status of the physical facilities in schools in Madhol County to determine the availability and adequacy of the facilities.
The figures above present data on the number of classrooms, especially permanent classrooms in the schools in the county. The analyzed data indicated that the county achieved 71% of their annual planned target to have permanent classrooms in schools with Pagai primary achieving 100% of their targets. 74% achieved for Semi-permanent, 66% for temporary structures to provide learning space and 75% for the open air classrooms. The total number of open air classrooms in the county were 59 out of the planned annual target of 96. This is 61% of the expected total number. The County Director of Education in conjunction with the school managers should mobilize stakeholders to improve the physical facilities in schools especially in Malou Muy secondary school.

### Out of School Children in the School Catchment Area.

This section addressed the number of children who were not in school for various reasons but were in the catchment areas of the schools in the sample. Not all eligible children in the area covered by the school actually attended school. The children were categorized into three i.e. Orphans, Females and Males.

Not all eligible children in the area covered by the school actually attend school.
Data analysis in the graphs above represents the number of Orphans and female children out of school in the catchment areas of schools in the county. Out of an annual planned target of 319, 122 orphans were actually out of school in the catchment areas in the county. While a total of 1716 female children were out of school in the catchment areas in the county. This calls for quick intervention by the County director of education in liaison with local leaders to get these children back to school.
Data presented in the graphs above represents the number of male children out of school in the catchment areas of schools in the county. Out of an annual planned target of 1,954, a full 1,975 of the targeted male children were actually out of school in the catchment areas exceeding the expected number achieving 101%. The total number of children out of school in the catchment area was 3,691. This calls for quick intervention by the County Director of Education in liaison with local leaders to get these children back to school.
The Percent Annual Target Achieved for number of out of school children in the catchment area shows that Mabok Tong primary school had the highest number of out of school children with 12272% followed by Majok Dut Primary School with 2651%. The school managers and all levels of government should continue working on getting school age children into school.

### Meetings for School Governance and Implementation of Policies.

This area will address the data analysed focusing on management and administrative meetings held in schools in the County with the purpose of enhancing good governance and implementation of ministry policies.

School administrations and PTAs both held meetings.
Analysis of the data presented in the graphs shows that the PTA General planned for 154 meetings but managed 92 achieving 60% while the PTA Executive held meetings 106 out of 46 achieving 43% of the annual set target.

At the school level, there were administrative meetings in various categories. I.e. staff meetings 54%, SMC 72%, PTA General 64%, PTA Executive 43%, Partners or Visitors 39%, Parents meetings 33% and BOG meetings achieved 67% of their annual targets. It is evident that the SMC, PTA General and BOG meetings were the most
prioritized by the school management in the county. This is an indicator of more administrative concerns in schools in the county. The County director of education should encourage more meetings on learners’ welfare.

In overall, Adoor primary school achieved 122% of their planned meeting while Atuet Dit only managed 18%. The County director of education should mount workshops on school management for school managers to harmonize all aspects of school administration the annual planned target for meetings to enhance good governance and implementation of education policies in schools in Madhol County.
### Issues, Recommendations for Corrective Actions from the Report.

<table>
<thead>
<tr>
<th>S/No</th>
<th>Issue</th>
<th>Section</th>
<th>Recommendation</th>
<th>Responsible</th>
<th>Timeframe</th>
<th>Status</th>
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<tbody>
<tr>
<td>1</td>
<td>Enrolment</td>
<td>4.1</td>
<td>Focus on retention and transition of the learners.</td>
<td>State MoGEI/ Ministry of Education/ County Director of Education</td>
<td>Termly/ Each Term</td>
<td>good enrolment records in lower primary/Poor attendance, too many children out of/leaving school.</td>
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<tr>
<td>2</td>
<td>Learners with Disabilities.</td>
<td>4.2</td>
<td>No records on learners with disabilities. Keep records on learners with disabilities. Schools must embrace all-inclusive education.</td>
<td>Head teacher/ SMC</td>
<td>Annually</td>
<td>Lack of information and low numbers, many in P1 without ECDE</td>
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<td>3</td>
<td>Learners in P1 who Attended ECDE.</td>
<td>4.3</td>
<td>Improve enrolment into ECDE.</td>
<td>State MoGEI/ Ministry of Education/ County Director of Education</td>
<td>Annually</td>
<td>Many absentees, few P1 learners with ECDE experience.</td>
</tr>
<tr>
<td>6</td>
<td>Teaching and Support Staff.</td>
<td>7.1</td>
<td>Shortage of both male and female teachers. Train enough teachers, both male and female, and then deploy them equitably.</td>
<td>National Ministry of General Education and instruction MoGEI</td>
<td>Annually</td>
<td>Acute shortage.</td>
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<tr>
<td>7</td>
<td>Capacity of Teaching Staff in School Management.</td>
<td>8.0</td>
<td>No Records. These should be availed and controlled. Provide training. Very few trained.</td>
<td>State MoGEI/ Ministry of Education/ County Director of Education</td>
<td>Each Term/ Termly</td>
<td>Irregular and poorly trained.</td>
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<td>Page</td>
<td>County Summary of School Performance Reports.</td>
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<td>8</td>
<td>Learning Outcomes Assessment.</td>
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<td>9.0</td>
<td>Test all learners in p3 for both literacy and numeracy.</td>
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<td>National MoGEI Ministry of general Education and instruction.</td>
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<td>Annually</td>
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<td>Few tests administered acute shortage.</td>
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<td>5</td>
<td>Curriculum and Instructional Materials.</td>
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<td>10</td>
<td>Mobilize stakeholders to support children by providing with textbooks.</td>
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<td>State Ministry of Education MoGEI / County Director of Education.</td>
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<td>Each Term Termly</td>
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<td>Acute shortage negligence of duty is rampant.</td>
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<td>10</td>
<td>Inspection and Supervision.</td>
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<td>11.0</td>
<td>Enhance inspection visits, especially in school focus areas.</td>
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<td></td>
<td>County Directors of Education</td>
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<td>Each Term Termly</td>
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<td>Negligence of duty is rampant.</td>
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<td>12</td>
<td>School Child Friendliness and Clubs.</td>
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<td>12</td>
<td>Encourage more clubs for learners.</td>
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<td></td>
<td>Mobilize the community and other stakeholders to build permanent classrooms in all schools.</td>
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<td>All school age children to be taken to school regardless of their status.</td>
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<td>SMC/PTA/County Director of Education</td>
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<td>National and State-state MoGEI Ministry of Education / County Director of Education.</td>
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<td>Continuous</td>
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<td>Very few clubs in schools.</td>
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<td></td>
<td>Open air classrooms are many, yet not conducive for teaching and learning.</td>
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<td>Orphans and girls dominate the number of children out of school.</td>
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<td>13</td>
<td>Out of School Children in the School Catchment Area.</td>
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<td>National and state MoGEI / County Director of Education / SMCs.</td>
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</table>

Overall, the data illustrates that schools are trying to educate students with limited resources. The schools in Madhol County, as in the other counties throughout Aweil East State, fell short on most of their annual targets. More support and training are recommended on target setting and the importance of targets. All the stakeholders in education, guided by the government, have plenty of work left to do to increase...
enrollment and performance along with providing textbooks, teachers and a supportive environment. South Sudan’s government and partners are dedicated to not only ensuring that school age children attend school but receive an education that helps them improve both their futures and that of their community. To accomplish this goal continued dedication, work, support and monitoring will be instrumental.