County Summary of Submitted School Performance Reports

Period Covered: 1st Term 2017

Name of County: Mangong County

<table>
<thead>
<tr>
<th>Number of schools in county</th>
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<tbody>
<tr>
<td>12</td>
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Number of schools that submitted reports: 12

Schools that submitted reports in the County:

- WUNRAK PRIMARY SCHOOL: 1
- WATH MALUAL PRIMARY: 1
- Rum-adleny Primary: 1
- MANGONG A.E.S: 1
- MANGOK UPPER PRIMARY: 1
- MAKUAC WUN DIING PRIARY SCHOOL: 1
- MAKER ANEI PRIMARY: 1
- MABIOR WUNDING SCHOOL AES: 1
- Mabler Wun Dling Upper Primary School: 1
- Gukic Upper Primary School: 1
- Gukic A.E.S: 1
- Adong Loc Pastoralists: 1
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1. Generalized Results for the County Summary of School Performance Reports.

12 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.

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>Value</th>
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<tbody>
<tr>
<td><strong>School Enrolment Growth Analysis</strong></td>
<td></td>
</tr>
<tr>
<td>Proportion of schools whose actual average number of learners enrolled for the term is above 80% of the annual planned target.</td>
<td>% (1/12)</td>
</tr>
<tr>
<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>% (0/12)</td>
</tr>
<tr>
<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>% (0/12)</td>
</tr>
<tr>
<td><strong>School Attendance Performance</strong></td>
<td></td>
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<tr>
<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>% (0/12)</td>
</tr>
<tr>
<td>Proportion of schools whose actual average number of child mothers enrolled in schools is above 80% of the annual planned target.</td>
<td>% (0/12)</td>
</tr>
<tr>
<td><strong>School Financial Outlook</strong></td>
<td></td>
</tr>
<tr>
<td>Proportion of schools whose actual average total education financing for the term is above 80% of the annual planned target.</td>
<td>% (0/12)</td>
</tr>
<tr>
<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>% (0/12)</td>
</tr>
<tr>
<td><strong>Teaching and Support Staff</strong></td>
<td></td>
</tr>
<tr>
<td>Proportion of schools whose actual average total number of teachers is above 80% of the annual planned target.</td>
<td>% (0/12)</td>
</tr>
<tr>
<td><strong>Capacity of Teaching Staff / School Managers</strong></td>
<td></td>
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<tr>
<td>Proportion of schools whose actual average total number of trained teachers is above 80% of the annual planned target.</td>
<td>% (0/12)</td>
</tr>
<tr>
<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>% (0/12)</td>
</tr>
<tr>
<td><strong>Learning Outcomes Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Proportion of schools whose actual average percentage of learners passing exit exams is above 80% of the annual planned target.</td>
<td>% (1/12)</td>
</tr>
<tr>
<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>% (0/12)</td>
</tr>
<tr>
<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>% (0/12)</td>
</tr>
<tr>
<td>Proportion of schools whose actual average number of the learners repeating is below 80% of the annual planned target.</td>
<td>% (2/12)</td>
</tr>
<tr>
<td>Proportion of schools whose actual average number of dropouts is below 80% of the annual planned target.</td>
<td>% (0/12)</td>
</tr>
<tr>
<td><strong>Curriculum and Instructional Materials</strong></td>
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<tr>
<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>% (0/12)</td>
</tr>
<tr>
<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>% (0/12)</td>
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<tr>
<td><strong>Inspection and Supervision</strong></td>
<td></td>
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<tr>
<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>% (0/12)</td>
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<tr>
<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>% (1/12)</td>
</tr>
<tr>
<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>% (1/12)</td>
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2. 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 Technical Working 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.


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 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 SCoRe 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.

4. School Enrolment Growth Analysis.

4.1 Learners Enrolled in School.

Only three schools, or 25% of schools reporting, in Mangong County recorded the number for male and female learners in the school.

The graphs above show that schools in the county surpassed the target for learners. Male learners reached 202% (343 of 170) of the target and female learners 163% (506 of 310) of target. Gukic Upper Primary School accounted for the county surpassing the target as the other two schools reporting were both under target. In two schools, female learners out-numbered males and at the third school there were only 5 less female learners than males.
Overall, 177% (849 of 480) of the targeted number of learners were enrolled in the county. Gukic Upper Primary School reached far more children than expected, enrolling 664% of the annual planned target. The County Director of Education should plan awareness meetings with parents to campaign for parents to take their children to school.

### 4.2 Learners with Disabilities.
Two schools (17%) reported enrolling children with disabilities.

The two schools in the county reporting on learners with disabilities achieved 40% and 43% respectively of the annual target for male and female learners. A total of 41% (19 of 46) of the annual target for children with disabilities was reached in the county.
Gukic Upper Primary School enrolled the most learners with disabilities, achieving 67% of their annual planned target, followed by Adong Loc Pastoralists School at 40%. The other schools needed to be audited to obtain information on inclusion. The County Director of Education should launch a campaign to ensure that all schools practice inclusion.

### 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.

Mangong County schools registered 34% of the annual planned target of male learners and 44% for female in p1 as having had the ECDE experience. This was very low and worrying because all children should enroll in ECDE before p1.
In total, only 37% of the annual target of p1 learners with ECDE experience in Mangong County was reached. Gukic Upper Primary School achieved the highest percentage with 38% of its target, followed by Adong Loc Pastoralists Primary School with 24%. The County Education Director should work with local government administrators to encourage parents to take children to the ECDE to prepare them for p1.

5. **School Attendance Performance.**

The graphs below present data on school attendance for learners in Mangong County.
This data shows that more males than females attended 80% or more of instructional days in Mangong County, with 71% of the annual planned targets for males achieved and only 49% for females. The county performed well against the targets; however Gukic A.E.S School should be inspected to find out why only 18% of female learners attended regularly. The County Director of Education should endeavor to inspect and supervise all schools to ensure learners attend tuitions to benefit from the free, quality education.


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

6.2 Government Support.

Financial support is channeled to schools through the government. Schools need to both use the funds and account for them.
Mangong A.E.S Primary School received by far the highest amount in capitation grants recording 8,826,890 SSP, followed by Mangong Upper Primary School with 136,000 SSP. In girls cash transfer, Gukic Upper Primary School received the most with 328,900 SSP, followed by Gukic A.E.S school with 158,000 SSP. The fact that so few schools reported and accounted for their government funding is of concern. The accountability of the capitation grant and girls' cash transfers and other government funds should be improved through training accounting officers on finance management.

### 6.3 Community Support.

Mangong A.E.S School reported the highest amounts in the community contributions with 602 SSP while Wath Malual Primary School was the only school to record PTA contributions, and even then the contributions were small.

### 6.4 Incentives.

Teachers in several schools received incentives and volunteer teachers were given support.
In both teacher incentives and volunteer teachers’ incentives, Mabior Wun Diing Upper Primary School accounted for the largest amount, receiving 8,826,890 SSP. MoGEI should give teachers attractive incentives to better their welfare and boost their morale.

6.5 Overall Financing.
Schools are expected to maintain cash inflow and accountability.

Overall school financing shows that Mangong A.E.S school achieved 1382% of its target, Gukic Upper Primary School achieved 64% followed by Rum-Adieny Primary School with 58% and Wath Malual Primary School received only 54% of target. Rum-Adieny Primary school achieved the largest portion of its target for girls cash transfer followed by Gukic Upper Primary School with 66% and Mangok Upper Primary School with 53%. The rest of the
schools performed poorly, achieving below 15% of their targets. The County Education Director should organize inspections to conduct a needs assessment followed by training in financial management for school heads and deputies. County officers need to encourage schools to widen both their financial management skills and their funding base.

7. Teaching and Support Staff.

Schools hire teachers with varying qualifications. Teachers are either on the government payroll or supported by the community.

7.1 Teachers by Gender and Pay-roll.

This section will address the number of teachers of all genders on payroll in Mangong County.

The graphs above show that the number of female teachers was only 20% (4 of 20) of the annual planned target, for male teachers it was 52% (17 of 33). The vast majority of teachers are male; at the most, females account for 25% of teachers in any one school. Schools need more female teachers on payroll to boost their morale and encourage female learners.
Overall, the total number of teachers was 40% (60 of 150) of the annual planned target. The school with the most teachers had the lowest number of students enrolled. Adong Loc Pastoralists School had 12 learners per teacher, Gukic A.E.S. School 21:1 and Gukic Upper Primary School 104:1.

7.2 Teachers on Government Pay-roll

Some teachers in the county are on government payroll and others are supported by the community. Unfortunately only one school reported on this topic.

This graph shows that the number of teachers on government payroll is less than half the annual planned targets. Out of a target of 7 teachers, only 2 (29%) were paid by the government during the term. This is only 8% of the teachers in the school. There was no data on those supported by the community. An investigation should be made.
into how teachers are compensated. The government should endeavor to employ more teachers to solve the teacher shortage for the benefit of the learners.

Overall, the percent of the annual target for the number of teachers achieved on inclusion on the payrolls remains low. Gukic A.E.S Primary School was the highest, achieving 66% of its target, Gukic Upper Primary School achieved 29% and Adong Loc Pastoralists 23% of their targets. The rest of the schools did not report. Efforts need to be made by education officials at all levels of government to increase the number of teachers, especially those on the government payroll.

7.3 Teachers Leaving.

Only one school answered questions related to teachers turnover, whereby some take leave without pay while others leave the profession altogether.
Adong Loc Pastoralists School had 23% of its annual target for teachers leaving; this is also 29% of all the school’s teachers. All levels of government need to work together to figure out how to stem the tide of teachers leaving.

7.4 Trained and Untrained Teachers.

The capacity of teachers varied in Mangong County depending on whether they were trained, untrained, those undergoing training or volunteer.

Adong Loc Pastoralists School met 40% (4 of 10) of its annual target for teachers undergoing training. Together, Gukic Upper and A.E.S Schools depressingly only meet 23% (5 of 23) of the target for teachers trained.
61% (11 of 18) was achieved of the target for untrained teachers. There is a significant understaffing of trained teachers in the county.

Data on male volunteer teachers shows that 57% (12 of 21) of the annual planned target was achieved, while 25% (3 of 12) of the target for female volunteer teachers was met. Overall, the percent of the annual target achieved for total number of trained teachers shows that the county experienced an acute shortage of trained teachers. The County Education Office should liaise with the national MoGEI to provide in-service training for volunteer teachers to improve their professional status.
8. Capacity of Teaching Staff

This section focuses on the results for the analysis of capacity building initiatives for teachers in schools across Mangong County.

There were no female teachers trained and a target of only 1 in the only school to answer the question. Overall, 23% (5 of 22) of the annual target for teachers were trained in capacity building initiatives in the two sampled schools. The reasons behind the low target setting and low numbers of trained teachers needs be researched and investigated for improvement.
The analysis of teachers trained in various categories shows that few schools in the county set, or at least reported, annual targets for capacity building training. Even fewer teachers than targeted received any capacity building. The county achieved 29% (2 of 7) of the targeted teachers trained in the new curriculum. This is very low.

In school leadership and inspection, the annual target was 7 of which 1 was trained (14%). There was no data on those trained in the management of text books and BOG/SMC/PTA guidelines.
Very few capacity building initiatives occurred in the county, no targets were even set in most areas. The County Education Office should emphasize training in these areas. Trainings need to be spread equitably between schools and records must be kept where they can be retrieved on demand.


The learning outcomes assessed are: literacy and numeracy assessments, performance of p8 exit exams, dropouts and learners repeating forms in Mangong 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 at this level make it difficult to successfully navigate through further levels of education, rendering the education system ineffective. To prepare young learners to avoid this situation, testing is recommended so that learners who do poorly can be given the assistance needed to be brought up to form level.
Analysis based on the reports availed indicates that 80% of the targeted p1 learners in Adong Loc Pastoralists School were tested in literacy skills. The essence of the matter is too few schools reported on testing and all learners should be tested in both competences. The county education director should endeavor to test all the p3 learners in the schools.

9.2 Exit Exams Performance.
Only two schools, 16%, provided information on male and female candidates in the primary school exit examinations at p8.
Together, the two schools achieved 74% of the annual planned target for females and 40% for males. There should be coordinated efforts by the state MoGEI and County Education Office to ensure quality learner output. None of the schools registered any learners with disabilities taking exams.

The graph above shows that the total number of learners in the county who passed the p8 exit examinations was 56% (107 to 190) of the annual target. The County Director of Education, in liaison with the state MoGEI, needs to inspect all schools to ensure that school managers observe inclusivity in education.

In overall performance, Gukic A.E.S Primary School posted the best, achieving 82% of its annual target for children who passed the p8 exit exams while Gukic Upper Primary School only managed 10%. The County Director 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 performance at this level.

9.3 Drop-out rates.
Only one school, 8% of the schools, reported dropout rates for both female and male learners in the county.
The female dropout rate was 70% (7 of 10) of the annual planned target while that of the male learners was 25% (2 of 8). The dropout rates were predictable and work must be done to reduce them.

The data on orphans’ dropout rates were not available. 39% (7 of 18) of the dropouts target was reached. This percentage may appear minute but it was 6% of the total learners at Gukic A.E.S. Schools and calls for intervention to ensure that children stay in school. The county education authorities need to look into the reasons learners dropout and find ways to keep them in school.
The dropout rates were slightly below 50% of target but still affect teaching and learning. Therefore the county needs to liaise with school managers to address the issue without further delay.

9.4 Repeaters.
Two schools (17%) reported on repeaters among learners, both male and female, in the county as per reports submitted from schools.

The number of learners repeating among the females was 214% (15 of 7) of the projected annual target, for the male learners it was 200% (10 of 5). It is evident that in numbers, more females than males repeated a grade in the term. Reasons causing these disparities should be looked into by the County Director of Education through intensified inspections.
The number of orphans repeating grades showed that 50% (7 of 14) of the annual planned target repeated. 208% (25 of 12) of the target repeated at least a grade in the county within the term. This rate is worryingly high. Even compared to the number of actual learners in the schools it is high, accounting for 6% of students at Gukic A.E.S. School and 2% of students at Gukic Upper Primary School. Together, dropouts and repeaters account for 12% of learners at Gukic A.E.S. School, the one school reporting numbers in both areas. Officials from the school level all the way to the national MoGEI must work on reducing the number of learners not performing at form level or giving up on school entirely.

Both schools were at least 200% over target. This is worrisome and the County Director of Education should research the causes and recommend how to keep learners in school and at form level.
10. **Curriculum and Instructional Materials.**

Ensuring learners have access to textbooks and instructional materials is recognized as an important step towards learner success.

10.1 **Learners Lacking Instructional Material in all Core Areas.**

The inadequacy of textbooks and instructional material is a major challenge in all schools. However, it was an expected one, as seen in the targets set.

![Bar chart showing learners lacking instructional materials in all core curriculum areas](chart.png)

All the schools made a significant reduction in the targeted number of learners without materials for all core curriculum areas. However, these represent a significant portion of actual learners in the schools with 70% for Adong Loc Pastoralists, 20% for Gukic Upper Primary School and 15% for Gukic A.E.S. School. 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 availability of instructional materials in schools across the county.
The number of learners lacking textbooks and materials in science and mathematics was serious in the county. The target in mathematics was to have 241 pupils without textbooks and they managed to reduce the number to 42 students. The County Education Office should collect data from all schools on the availability of these materials and use the data to solicit for donations to help the children.

11. Inspection and Supervision.

This portion of the paper details inspection visits made and teachers attending at least 80% of instructional days in a term.

11.1 Frequency of Inspection and Supervision.
The graphs above show that school visits by inspectors and supervisors varied greatly between schools. A case in point is that Adong Loc Pastoralists School received 13 visits (52% of its annual target), whereas Gukic A.E.S School received 3 visits (50% of its target).

School visits were divided into five groups: community involvement, management of physical facilities, pupils’ welfare, quality of education and school administration. The information in the figure above shows that efforts were made by inspectors and the County Director of Education to accomplish school visits. Community involvement accounts for 38% of all visits, followed by school administration accounting for 35%, pupils’ welfare made up 17% and quality assurance and standards of education offered in schools come last at 10% of total visits. The issue of school assessment should be prioritized to enhance quality. This is a clear indicator that there are notable challenges which need to be addressed. The County Education Office has an obligation to offer professional guidance.

11.2 Teacher Attendance.
Teachers need be in class to be effective, but only three schools (25%) reported on teacher attendance.
Together the three schools had 130% (65 of 50) of the targeted number of female teachers and 46% (87 of 188) of the targeted number for male teachers actually attend 80% or more instructional days. It is evident from the results that male teachers missed many of their lessons, affecting the curriculum implementation in the county.

In total, the county reached 65% (157 of 242) of its annual target for the total number of teachers attending 80% or more instructional days in a term. Adong Loc Pastoralists School achieved the highest in the county with 86%, followed by Gukic Upper Primary School with 59% and Gukic A.E.S School with 56%. County education officials have to mount inspections to ensure that all the teachers attend to their duties to learners.
11.3 **Teacher Observation Scores.**

This section addresses the number of teachers receiving a lesson observation score of above 70% in Mangong County.

These graphs present data for both the male and female teachers whereby 67% (104 of 156) of the annual target for male teachers and 51% (52 of 102) for female teachers were met.
The fact that all the schools had 50% and above of their annual targets achieved, shows that teachers in the county are serious about their work. The County Education Office should enhance inspections, visiting all schools to observe teachers.

11.4 Instructional Planning and Scheduling.

Teachers were audited to check for compliance with Teaching Practice in three areas; record keeping, lesson planning and schemes of work.

Data on teachers complying with Teaching Practice in record keeping shows that 54% (136 of 250) of the annual planned target complied with the practice of record keeping, whereas 45% (26 out of 56) of the targeted number practiced lesson planning. Teachers were most likely to comply with completing actual forms, such as roll and duty records, and least likely to create and follow plans such as schemes of work and lesson plans. Setting and following a class timetable appears to be particularly difficult for teachers. This suggests that teachers need time, training, and/or support in order to complete the more time consuming tasks of professional planning.
These graphs show that 55% (17 of 31) of the annual targeted number of teachers adhered to the schemes of work. Rum-Adieny Primary School achieved the highest with 86% of its targeted number following schemes of work. Only one school, Gukic Upper Primary School fell below 50% of its target. This indicates some teachers are not as professional as they should be. This calls for capacity building seminars and workshops organized by the County Director of Education in collaboration with the national MoGEI. School administrations should also enhance internal inspection, supervision and monitoring to improve the performance of teachers in their 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 too high at the three schools reporting in this area.
12. **School Child Friendliness and Clubs.**

The presumed child friendliness of a school includes the presence of a school feeding program and the exposure of the learners to clubs.

12.1 **Clubs.**

None of the schools provided data on the number and types of clubs available to their learners.

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. Feeding programs are known for playing a major role in improving enrolment in schools and even boosting both the retention and transition rates. Unfortunately none of the schools provided data on this.
12.3 Classroom Type.
Schools have four types of classrooms: permanent, semi-permanent, temporary and open air.
13. **Out of School Children in the School Catchment Area.**

Not all eligible children in the area covered by any of the schools actually attend school.
Too few schools (17%) provided data on school age children in their catchment area but not in school. Out of an annual planned target for orphans out of school, 100% (7 of 7) were out of school and 67% (101 of 150) of the expected number of female children out of school in the catchment area were recorded to be out of school. This calls for quick intervention by the County Director of Education and local leaders to get these children back, or into, school.

These graphs illuminate the number of male children out of school in the catchment areas of schools in the county. Out of an annual planned target for two schools, 63% (120 of 190) for male children were actually out of school in the catchment areas of those schools and 92% (221 of 239) of the target for total children out of school.
While both schools were below target, there are far too many out of school children. In Gukic Upper Primary School 20% of all children in the catchment area were out of school and 29% at Gukic A.E.S. School. This calls for quick intervention by the County Director of Education in coordination with local leaders to get these children back to, or into, school.

The percent of the annual target achieved for number of out of school children in the catchment area shows that Gukic A.E.S Primary School had the highest number of out of school children with 75%, followed by Adong Loc Pastoralists Primary School with 67%, and Gukic Upper Primary School, with 63%, came third. School managers and all levels of government should continue working to ensure that all school age children attend school.


Schools and their PTAs held management and administrative meetings to ensure good governance and implementation of MoGEI policies.
Of the two schools reporting, only one held any PTA executive meetings, and then it was only one meeting which was 33% of its annual target. The PTA held 63% (5 of 8) of its annual target for general meetings.

At the school level, several types of administrative meetings were held. All these types fell far below the annual planned target; staff meetings 63%, SMC 50%, partner meetings 36% parents meetings 33%. It is evident that SMC held the most meetings. The County Director of Education should encourage meetings to focus on learners’ welfare.

Gukic A.E.S School held 61% of its annual planned meetings in all categories, followed by Gukic Upper Primary School which held 55% and Adong Lac Pastoralists School with 36% of their annual planned targeted number for meetings. The County Director of Education should mount workshops on school management for school managers to harmonize all aspects of school administration and enhance both good governance and implementation of education policies in schools across Mangong County.
## 15. 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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Enrolment.</td>
<td>4.1</td>
<td>Focus on retention and transition of learners.</td>
<td>State MoGEI/ County Director of Education.</td>
<td>Each term</td>
<td>Need for good enrolment records in lower primary.</td>
</tr>
<tr>
<td>2</td>
<td>Learners with Disabilities.</td>
<td>4.2</td>
<td>Provide records on learners with disabilities. Schools must embrace all-inclusive education.</td>
<td>State MoGEI/ County Director of Education/ School Head.</td>
<td>Annually</td>
<td>No records.</td>
</tr>
<tr>
<td>3</td>
<td>Learners in p1 who Attended ECDE.</td>
<td>4.3</td>
<td>Increase enrolment into ECDE.</td>
<td>State MoGEI/ County Director of Education.</td>
<td>Annually</td>
<td>Many in P1 without ECDE.</td>
</tr>
<tr>
<td>4</td>
<td>School Financial Recordkeeping.</td>
<td>6</td>
<td>Train head teachers on finance management and accounting.</td>
<td>State MoGEI/ County Director of Education.</td>
<td>Each term</td>
<td>Poor accountability in schools.</td>
</tr>
<tr>
<td>5</td>
<td>Teaching and Support Staff.</td>
<td>7.1</td>
<td>Train enough teachers and deploy them equitably.</td>
<td>National MoGEI.</td>
<td>Annually</td>
<td>Acute shortage.</td>
</tr>
<tr>
<td>6</td>
<td>Capacity of Teaching Staff in School Management.</td>
<td>8</td>
<td>Make records available and increase capacity building initiatives/trainings.</td>
<td>State MoGEI/ County Director of Education.</td>
<td>Each term</td>
<td>Irregular</td>
</tr>
<tr>
<td>7</td>
<td>Learning Outcomes Assessment.</td>
<td>9</td>
<td>Test all p3 learners in both literacy and numeracy.</td>
<td>National and state MoGEI.</td>
<td>Annually</td>
<td>Lack of accountability for learner progress.</td>
</tr>
<tr>
<td>8</td>
<td>Curriculum and Instructional Materials.</td>
<td>10</td>
<td>Mobilize stakeholders to support with textbooks.</td>
<td>State MoGEI/ County Director of Education.</td>
<td>Each term</td>
<td>Many learners without materials.</td>
</tr>
<tr>
<td>9</td>
<td>Inspection and Supervision.</td>
<td>11</td>
<td>Enhance inspection visits, especially in school focus areas.</td>
<td>County Director of Education.</td>
<td>Each term</td>
<td>Divide visits equitably among schools.</td>
</tr>
<tr>
<td>10</td>
<td>School Child Friendliness and Clubs.</td>
<td>12</td>
<td>Encourage more clubs for learners.</td>
<td>School heads/County Director of Education.</td>
<td>Continuous</td>
<td>Very few clubs in schools.</td>
</tr>
</tbody>
</table>
|   | Provision of permanent classrooms | Mobilize the community and other stakeholders to build permanent classrooms in all schools | State MoGEI/ County Director of education/ SMC/ School heads. | Inadequate number of permanent classrooms.
|---|-----------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------
| 11 | Out of School Children in the School Catchment Area. | All school age children to be in school. | National and state MoGEI/County Director of Education. | Continuous Orphans and girls dominate the out of school children. |

Overall, the data illustrates that schools are trying to educate students with limited resources. The schools in Mangong 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. Schools also need support in reporting. 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 future and that of their community. To accomplish this goal, continued dedication, work, support and monitoring will be instrumental.