County Summary of Submitted School Performance Reports

Period Covered: 1st Term 2017

Name of County: Majokyienthiu Municipality

<table>
<thead>
<tr>
<th>Number of schools in county</th>
<th>Number of schools that submitted reports</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

Schools that submitted reports in the County

| War-Ayen Upper Primary School | 1 |
| Rum-Acholdit Primary School  | 1 |
| Newlife Basic Academic Primary School | 1 |
| Mayom Akot Primary School    | 1 |
| Marol Dulult Upper Primary   | 1 |
| Majok Ynh-Thiou primary School | 1 |
| Majok Town A.E.S School      | 1 |
| Dhony Dhony Primary School   | 1 |

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1. Generalized Results for the County Summary of School Performance Reports.

8 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>
</tr>
</thead>
<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>% (3/8)</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>% (2/8)</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>% (0/8)</td>
</tr>
<tr>
<td><strong>School Attendance Performance</strong></td>
<td></td>
</tr>
<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>% (6/8)</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>% (0/8)</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>% (3/8)</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>% (1/8)</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>% (2/8)</td>
</tr>
<tr>
<td><strong>Capacity of Teaching Staff / School Managers</strong></td>
<td></td>
</tr>
<tr>
<td>Proportion of schools whose actual average total number of trained teachers is above 80% of the annual planned target.</td>
<td>% (0/8)</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>% (0/8)</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>% (0/8)</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>% (0/8)</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>% (0/8)</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>% (0/8)</td>
</tr>
<tr>
<td>Proportion of schools whose actual average number of dropouts is below 80% of the annual planned target.</td>
<td>% (1/8)</td>
</tr>
<tr>
<td><strong>Curriculum and Instructional Materials</strong></td>
<td></td>
</tr>
<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>% (0/8)</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>% (0/8)</td>
</tr>
<tr>
<td><strong>Inspection and Supervision</strong></td>
<td></td>
</tr>
<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>% (0/8)</td>
</tr>
<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>% (5/8)</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>% (0/8)</td>
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</table>
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.
This section provides a graphic illustration of how learners are distributed in Aweil East State counties and municipalities based on submitted School Performance Reports. The graphs below show that Warguet County had the lowest number of both boys and girls enrolled. Except for Mangong County, enrolment targets were not met. Wunlang County and Majokyienthiu Municipality missed the targets for females by less than 25 learners.

5. School Enrolment Growth Analysis.

4.1 Learners Enrolled in School.
Below is a graphic illustration of learner distribution in Majokyienthiu Municipality schools; Majok Town A.E.S School was the closest to target with 89% of its target, followed by Mayom Akot Primary School with 87%. The War-Ayen Upper Primary School and Majok Yinh-Thiou Primary School both had far more boys and girls enrolled than expected.
93% (1,907 of 2,051) of targeted learners were enrolled in schools across Majokyienthiu Municipality. Two schools more than doubled their target. Even the school with the least reached 50% of its target.

4.2 Learners with Disabilities.

50% of schools recorded enrolling learners with disabilities. Newlife Academic Primary School exceeded expectations by achieving 151% of its target. Marol Duluit Upper Primary School achieved 100% of its annual targets for both girls and boys, while War-Ayen Upper Primary School achieved only 33% of its targets. Majok
Yinh-Thiou Primary School had no target, but enrolled 4 students. The 50% who did not report should be encouraged to include children with disabilities.

The target for total number of learners with disabilities was exceeded by 35%. At Newlife Basic Academic Primary School this accounts for 10% of the total learners. At the other schools this is less than 1% of the total.

This is analysis of data from four schools only, state and municipality/county officials need to work with all schools to ensure that children with disabilities are welcome. The County Director of Education should organize for inspections to obtain data from all schools.
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.

Four schools in Majokyienthiu Municipality registered 50% (149 of 298) of targeted male learners and 34% (112 of 332) of targeted females learners in p1 as having attended ECDE. This was too low.
War-Ayen and Newlife Academy Primary schools with 70% came close to their target for numbers of P1 learners. Majok Yinh-Thiou Primary School meanwhile came in at only 23% 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.


School attendance varied between 52% and 84% of students attending 80% of instructional days at schools across Majokyienthiu Municipality.

More males than females attended 80% or more of instructional days in all schools, except Rum-Acholdit Primary School and Majok-Yinh Thiou Primary School. Fortunately every reporting school had at least 50% of learners attending 80% of the days. The County Director of Education should endeavor to inspect and supervise all schools to ensure learners attend tuition.

7. School Financial Outlook.

School finances are separated into the following categories: capitation grants, girls cash transfers, community, PTA, teacher incentive and volunteer teacher incentives.
6.1 Government Support.
Only three schools reported receiving capitation grants, Marol Duluit received the most with 58,800 SSP followed by Majok Yinh-Thiou with 36,000 SSP. Mayom Akot Primary School was the lowest with 21,000 SSP. The accountability of the capitation grant and girls cash transfers should be improved through training of school accounting officers in financial management.

6.2 Community Support.
Majokyienthiu Municipality schools received a total of 50,033 SSP in PTA contributions and no significant community contributions.

6.3 Incentives.
This section addresses the issue of incentives for teachers and those volunteers working in the schools.
Majokyienthiu Municipality has a comparatively low incentive for those counties reporting in East Aweil State with 12,000 SSP for both teachers and volunteer teachers. The financial management systems and the accountability of schools for public funds flowing into them need professionalization through trainings for school managers and administrators by the County Education Office.

6.5 Overall Financing.

Below is an overview of the cash inflow and the accountability of the schools within Majokyienthiu Municipality.

Of all school financing in Majokyienthiu Municipality, Major Yinh-Thiou Primary School received more funding (108%) than planned in the annual targets. Only one of the schools reporting fell below the 50% of target threshold. However, with the girls’ cash transfer, the achievement varied greatly; Majok Yinh-Thiou Primary School managed an amazing 253% of target, Marol Duluit fell in the middle with 70% while Mayom Akot Primary School received nil. The County Education Director should organize inspections and conduct a needs assessment.
followed by training in finance management for school heads and deputies and encourage more schools to widen their financial bases.

8. Teaching and Support Staff.

This area addresses the adequacy of qualified teachers’ by genders and.

7.1 Teachers by Gender and Payroll.

The graphs below show a common phenomenon where there are fewer female teachers than their male counterparts in all schools in the municipality. However, the actual discrepancy varies by school, for example Majok Yinh-Thiou Primary School expected to have only two female teachers in the year, instead they had seven (350%) exceeding the target. The annual target for male teachers was 61 but only 39 (64%) were on duty in the schools. Five schools reported having male teachers but only two also reported female teachers; at these school females account for 18% and 35% of teachers. There is a dire need to have more female teachers in schools.
Overall, 63% (207 of 330) of the targeted number of teachers were in schools. This gives an overall ratio of 9 learners to 1 teacher. The responses in this section showed the apparent need for trained teachers, especially female. Each school hoped to improve but fell short of its targets. The County Director of Education should encourage and train school learners to return as teachers to fill the gap.

7.2 Teachers by Payroll.

This research sought to lay bare the discrepancies in teacher pay experienced in Majokyienthiu Municipality. Unfortunately only 1 school (11%) answered these questions. This school, Majok-Yinh-Thiou Primary School had 6 teachers (120%) of annual target or 11% of its total teachers on government payroll. No data was received on those teachers on the community support programme.
Newlife Basic Academy Primary School surpassed the targeted number of teachers on payroll by 178% and Majok-Yinh-Thiou Primary School was close to target with 90%. Mayom-Akot primary school had no teachers on payroll registering 0% of their annual percent target. This calls for a united effort between the state and the national MoGEI to employ more teachers on the government payroll and train those volunteers who are unqualified through in-service courses, so they may inspire learners and perform their duties in their current stations.

### 7.3 Teachers Leaving.

There is considerable teacher turnover in schools throughout the municipality.
Data presented in the graph above show that 91% (29 of 32) of the annual planned target for teachers on leave without pay was met. No teachers were reported as leaving the profession. The inspector should talk to Newlife Basic Academic Primary School of find out why 11 teachers were on leave without pay, particularly since the school only expected to have one. In total, 14% of teachers were on leave without pay, which is too high. This situation discourages the delivery of the curriculum and contributes to poor quality teaching and poor learner performance. The County Education Office should seek to improve the teachers’ welfare and should talk with teachers to find out the reasons they are taking leave.

### 7.4 Trained and Untrained Teachers.

Teachers’ capacity in Majokyienthiu Municipality in Aweil State is reviewed below.

<table>
<thead>
<tr>
<th>Majokyienthiu Municipality</th>
<th>Teachers undergoing training</th>
<th>Trained teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majok Town A.E.S School</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Rum-Acholdit Primary School</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Newlife Basic Academic Primary School</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Majok Yinh-Thiou primary School</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Majok Town A.E.S School</td>
<td>8</td>
<td>2</td>
</tr>
</tbody>
</table>

- **Teachers Annual Planned Target - Leave without pay**
- **Teachers Actual for the term - Leave without pay**

- **Teachers Annual Planned Target - Undergoing Training**
- **Teachers Actual for the term - Undergoing Training**

- **Teachers Annual Planned Target - Trained**
- **Teachers Actual for the term - Trained**
Overall, 37% (27 of 46) of the annual target for the teachers undergoing training in the municipality was achieved. The portion of the target met for trained teachers was even lower at 16% (3 of 19). There is acute understaffing of trained teachers, and even the number undergoing training is not enough. War-Ayen Upper Primary, Majok Town A.E.S. School and Rum-Acholdit Primary School all have at least 50% of their teachers registered as trained or undergoing training. The lowest ratio of learners to teachers with at least some training was 35:1 at Newlife Basic Academic Primary School, even though it only has 1 teacher who is currently undergoing training. Half the schools reporting have over 100 learners per teacher. The highest ratio is 148:1 at Majok Yinh-Thiou Primary School.
63% (27 of 43) was recorded for the annual target for untrained teachers. Schools fell well below target for the number of volunteer teachers, 56% (23 of 41) for male volunteers and 50% (3 of 6) for female volunteers. The County Education Office should liaise with the MoGEI to provide in-service training for the volunteer teachers to improve the professional status of staff.
9. Capacity of Teaching Staff in school management.

Only Majok Town A.E.S School submitted data on capacity building initiatives for teachers, and only one teacher (a man) in the school received training.

There was only 1 male teacher trained out of a target of 5 in the school, a mere 20%. The reasons behind the low numbers need to be investigated, and the schools who did not respond need to be audited.
Teachers at Majok Town A.E.S School were trained in three areas; in each case the total trained was well below target. 60% (3 of 5) of its target number of teachers received training in the new curriculum and the BOG/SMC/PTA training, while 20% (1 of 5) of its target received school leadership and inspection training. There were no teachers trained in the rest of the categories, such as management of text books in the schools, accounting and records keeping. This shows that the state MoGEI needs to liaise with counties to build the capacity of teachers in crucial areas..

The capacity building that did occur fell far below target with schools not training teachers in very important management aspects including EGMA/EGRA, multi-grade teaching, peace building and school based assessment. The County Education Office needs to research this issue and identify the best way to train teachers in all areas.
10. Learning Outcomes Assessment

This section details the results of learning outcomes, literacy and numeracy assessments of p3 learners, and performance of p8 exit exams, drop outs and repeaters in Majokyiento Municipality schools.

9.1 Learners tested in both Literacy and Numeracy skills in p3

Low levels of literacy and numeracy skills at p3 are carried over to further levels of education, negatively impacting both teaching and learning. To prepare young learners to do well in their future, testing is recommended so that low performing learners can be assisted and brought up to form level.

Four schools submitted reports on the number of learners tested in literacy at p3 level in the municipality, 65% (88 out of 135) of the targeted number were tested. The essence of the matter is that all learners should be tested; therefore the County Education Director should endeavor to test all p3 learners in all schools.
9.2 Exit Examinations at p8 level.

The graphs above show the performance differences between male and female candidates in the primary school exit examinations at p8. The annual planned target for females was more than three times the target set for males. In actuality only 61 more females than males passed. This means that only 32% of the target was met for females but 89% for male learners.

The graph above shows performance of learners with disabilities in the P8 exit examinations in three schools. 50% of the target was met for learners with disabilities passing the exit exams and, overall, 73% (557 of 788) of the total learner target passed. The County Director of Education in liaison with the state MoGEI should inspect all schools to ensure that school managers observe inclusivity in education.
In overall performance, all four schools that submitted data achieved over 50% of their annual targets; Majok Yinh-Thiou Primary School led with 76% followed by Rum-Acholdit Primary School with 70% of targeted learners passing P8 exit exams. Dhony Dhony Primary School was the lowest with 50% exactly. In order to improve learners’ performance in all schools, 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.

9.3 Dropout rates.
Three schools (38%) reported dropout rates for both female and male learners in the municipality.
Across the municipality, 73% (11 of 15) of targeted females dropped out, and 82% of targeted males dropped out. Newlife Basic Academic School had more males drop out than expected, exceeding the annual target by 50%. All together drop outs account for 2%-6% of learners at each reporting school. County and school staff must work to reduce the number of drop outs.

Newlife Basic Academic Primary School and Dhony Dhony Primary School were the only schools submitting reports on orphan dropout rates. Together, the 2 schools meet 71% (15 of 21) of annual dropout target. The total number of dropouts in the municipality was arrived at by using the same sample of three schools, placing it at 81% of target. This means that the dropout rate is high and affects learning. The County Education Office needs to liaise with school managers to address the issue without further delay.

9.4 Repeaters.
Schools set targets for the number of learners expected to repeat forms.
Only two schools (25%) reported on the number male and female learners repeating forms. At these two schools, 44% (8 of 18) of the annual planned targets for female learners and 54% (7 of 3) for males was reached. The reasons causing these disparities should be looked into by the County Director of Education through intensified inspections.

The Newlife Basic Academic Primary School was the one school to report orphans repeating and it had 85% (11 of 13) of its annual target repeat a grade in the term. Orphan repeaters account for 10% of the total learners enrolled. Newlife Basic Academic Primary School did not report any other repeaters. In the four other schools reporting, 67% (104 of 155) of the annual target number of learners repeated a form. Majok Town AES School had a worrying 55% of total targeted learners enrolled repeat a grade, the other two schools had 5% or less of their targets repeat.
The data presented above indicates that Majok Town A.E.S School reported 72% of expected repeaters, reaching the highest percent of the annual target for learners repeating a form. Rum-Acholdit Primary School reported the lowest with 45% of its target achieved.

The total number of repeaters and dropouts reached 70% (142 of 202) of the annual target. Only 3 schools reported on both repeaters and dropouts at Newlife Basic Academic Primary where they account for 17% of all learners, 8% at Dhony Dhony Primary, and 7% at War-Ayen Upper Primary. This is worrying and the County Director of Education should research the reasons behind the trends and then provide recommendations on increasing transition rates.

11. Curriculum and Instructional Materials.

This section addresses the status of the official curriculum requirements and presence of instructional materials for all subjects in schools across the Municipality.

10.1 Learners Lacking Instructional Material in all Core Areas.

Not having enough textbooks and instructional materials is a problem in every school but, as seen in the targets, not an unexpected problem. One school, Majok Yinh-Thiou did very well, cutting the target number by 90% which is more than half. The whole municipality had only 23% (218 of 957) of the targeted number of learners without instructional materials. One of the reasons this percentage is low is that most schools did not have as many learners actually enrol in school as they set the target for learners without materials.
Dhony Dhony Primary School reduced the expected number of learners without textbooks by half from 48 to 24 while Majok Town A.E.S School reduced the number down from 343 to 42, an impressive 88% reduction. 77% of the expected portion of learners in Majokyienthiu Municipality actually did lack instructional materials in all core curriculum areas.

At Newlife Basic Academic Primary, 49% of total learners enrolled did not have materials for any of the core subject, at Rum-Acholdit Primary it was 26%. The other two schools reporting did better, 13% of learners at Dhony Dhony Primary and 12% at Majok Yinh-Thiou Primary were without materials for any core subject. Together all level of government must mobilize stakeholders to provide and distribute needed materials to all schools and all learners.

10.2 Learners Lacking Instructional Materials by Area.
This section will look at the availability of instructional materials in individual core subjects. The submitted report had information only on the subject of science as shown below.
The number of learners lacking textbooks and materials in science remains high. It is imperative that students have textbooks and other support materials for learning. Serious intervention is needed by all stakeholders to make the materials available. 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.

12. Inspection and Supervision.

11.1 Frequency of Inspection and Supervision.

This section presents information on inspections visits and teachers attending at least 80% of instructional days in a term. The graphs below shows school visits by inspectors and supervisors ranged from nil to 70% of the annual target for visits. Mayom Akot Primary School was not visited at all. Overall, the municipality recorded 52% (27) of the targets set.
All but two schools received at least 50% of the targeted number of school visits.

Data on school visits were divided into five focus areas: community involvement, management of physical facilities, pupils’ welfare, quality of education and school administration. The County Director of Education, inspectors and supervisors visited schools and tried to accomplish their obligations on school visits, but the number of visits fell far below the annual target. 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. The issue of school assessment should be prioritized to enhance quality.

11.2 Teacher Attendance.
Schools answered a number of questions related to teachers’ attendance and performance in class during lessons. Newlife Basic Academy was the only school to submit information on female teacher attendance and 67% (2 of 3) of the annual target attended 80% and above instructional days.
It was noted that 69% (29 of 42) of the annual target for male teachers actually attended 80% or more instructional days. The total number of teachers who attended 80% or more instructional days was 69% (31 out of 45) targeted. County education officials must conduct inspections to ensure that all the teachers attend to their duties.
All schools reporting had more than 50% of the targeted number of teachers attending 80% or more instructional days in the term. However, the ratio of learners enrolled to teachers actually attending is too high with the lowest ratio being 35:1 at Newlife Basic Academic Primary to a high of 148:1 at Majok Yinh-Thiou Primary. The County Education Office urgently needs to do a research or audit in all schools to get an accurate count of the number of teachers who do not meet the 80% threshold, and advise accordingly.

11.3 Teacher Observation Scores.
This section analyzes data on the number of teachers receiving a lesson observation score of above 70% in the municipality.

The graphs below show that 74% (31 of 42) of targeted male teachers and of 100% (4 of 4) of targeted female teachers received an observation score of 70% and above.
Only two schools in the municipality submitted data on female teachers, making the study sample small. Newlife Basic Academic Primary School achieved the highest number of total teachers scoring above 70% with 89% of the target and Majok Town A.E.S. School was the lowest with 60%.

Overall, 76% (35 of 46) of the target for teachers received an observation score of 70% and above. The fact that all the schools had 50% and above of their annual targets achieved, shows that teachers in the municipality are serious about their work and could perform even better when their welfare is taken care of. It is therefore recommended that the County Education Office enhance inspections, supervision and training to improve curriculum delivery.

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.
Overall, 75% (95 of 126) of the targeted annual number of teachers complied with the practice of records keeping. Whereas 74% (8 of 11) of the targeted number of teachers practiced lesson planning, 64% (9 of 14) of the targeted number of teachers developed schemes of work. 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 timetables and lesson plans. This suggests that teachers need time, training, and/or support in order to complete the more time consuming tasks of professional planning.
Majok Town AES School reached 136% of the annual target for teachers complying with teaching practice in record keeping. Majok Yinh-Thiou Primary School, with 100%, was second highest followed by War-Ayer Upper Primary School with 79%. At 64%, the lowest achiever was Dhony Dhony Primary School but even that school was way above 50% marker. Professionalism is vital for proper curriculum implementation. The County Education Office should organize capacity building for teachers which will allow them to improve their capacity and effectiveness. The school administration 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 and in Majokyienthiu Municipality none of the schools answered the question about open actions.

The presumed child friendliness of a school includes a school feeding program and exposure of the learners to peace clubs such as music, scouts and, life skills.

12.1 Clubs
A number of clubs are registered in schools around the municipality. Most schools offered at least two clubs, the most common clubs being the Environmental Club with 100% of targeted participation (4 students) and the Debate Club with 61% of the targeted number of learners’ (18 students) participation in the municipality.
Education officials need to assess and inspect schools and encourage offering learners more clubs like the Peace Club and subject based clubs.

### 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. 33% (3) of the schools report having a feeding program.
A school feeding program was present in the three schools that answered the question, but on a lower scale. All the schools achieved only 1 or 2. It was noted that only Newlife Basic Academy Primary achieved even 50% of its annual planned targets. This calls for more intervention by the national MoGEI to mobilize partners to support school feeding programmes.

12.3 Classroom Type.
Schools have four types of classrooms: permanent, semi-permanent, temporary and open air.
These figures show that classrooms, especially permanent classrooms, are lacking in the schools. Only one school recorded information on permanent classrooms, and even that school had as many open air classes as it had permanent classrooms. Including open air classes, the number of learners per class varied from a low of 18:1 at War-Ayen Upper Primary to a high of 85:1 at Mayom Akot Primary. The number of teachers to class varied as well. War-Ayen Upper Primary listed more classrooms than teachers while Rum-Acholdit Primary has 2.75 teachers per class and Newlife Basic Academic Primary school has 0.7 teachers per classroom. The state MoGEI, in conjunction with the County Director of Education, should mobilize stakeholders to improve the physical facilities in schools and encourage a reasonable teacher/student ratio.
14. Out of School Children in the School Catchment Area.

Not all eligible children in the area covered by each school actually attended school.

Data in the graphs above represents the number of orphans and female children out of school in the catchment areas of schools in the municipality. An overwhelming three times (10 of 3) the number for the annual planned target of orphans were actually out of school. Both schools reporting on orphans out of school had more than planned. 83% (328 of 396) of targeted female children were indeed out of school in the catchment area. This calls for quick intervention by the County Director of Education in conjunction with local leaders to get these children into/back to school.
Overall, 71% (394 of 553) of targeted male children were out of school. The total targeted number of children out of school but in the catchment areas for the schools responding in Majokyienthiu Municipality was 76% (722 of 948) of the annual planned target.

A high proportion of eligible children are not in school. Newlife Basic Academic Primary record highest portion of children in school, only 2% of children in the catchment area were out of school. The three other schools had much higher percentages for out of school children; Majok Yinh-Thiou Primary School had 46%, Majok Town A.E.S. School 50%, and Rum-Acholdit Primary School 62%. The County Director of Education should liaise with partners and the local administration to create awareness on free schooling and encourage parents to enroll these children in schools.

Unfortunately Majok Yinh-Thiou Primary School and Newlife Basic Academy Primary exceeded their target for the number of out of school children. Rum-Acholdit Primary School fell the furthest below target with 31%. School managers and all levels of government should continue working on enrolling school age children in school.

Schools held management and administrative meetings to ensure good governance and implementation of MoGEI policies.

PTA General and PTA Executive committees underperformed in the number of meetings held and only managed to meet 39% and 31% of their annual targets respectively. At the school level, there were administrative meetings in various categories. Staff meetings reached 40% of the annual target, SMC 56%, meetings with partners 36%, parents meetings 39% and BoG meetings achieved 18% of their annual targets.
Overall, schools held more BoG and partners’ meetings than any others. At the school level, there were enough meetings in all areas to reach at least 50% of their annual planned targets. Overall, 66% (103 of 155) of the annual target for meetings in schools was actually met. This averages 13 meetings per school. Dhony Dhony Primary School had the highest achievement with 100% of annual planned meetings in all categories and Majok Town A.E.S School had the lowest achievement with 48%. The County Director of Education should mount workshops on school management for school managers to improve management.
### 16. 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>2.1</td>
<td>Awareness raising campaign on free primary education. Enroll learners with disabilities and orphans.</td>
<td>SMC, PTA, County Education Office SMC, PTA, County Education Office</td>
<td>Annually</td>
<td>Many children are still out of school.</td>
</tr>
<tr>
<td>2</td>
<td>ECDE</td>
<td>4.3</td>
<td>All children enrolling in p1 should have attended ECDE. Enlighten parents on the importance of ECDE.</td>
<td>State MoGEI/ County Director of Education.</td>
<td>Annually</td>
<td>Many in p1 without ECDE experience.</td>
</tr>
<tr>
<td>3</td>
<td>Attendance</td>
<td>5.0</td>
<td>Work with schools to identify the reasons for absenteeism, and how to alleviate them.</td>
<td>State MoGEI/ County Director of Education.</td>
<td>Annually</td>
<td>Many absentee.</td>
</tr>
<tr>
<td>4</td>
<td>Finance management</td>
<td>6.0.</td>
<td>Increase capitation grants and train head teachers on 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>Staffing</td>
<td>7.4</td>
<td>More female teachers should be trained and paid by the government as role models for girls.</td>
<td>National MoGEI.</td>
<td>Annually</td>
<td>Acute shortage</td>
</tr>
<tr>
<td>6</td>
<td>Exit examinations</td>
<td>9.1</td>
<td>More children with disabilities should transit to the next level after the exit examinations at p8</td>
<td>National MoGEI.</td>
<td>Continuous</td>
<td>Discrepancies in results.</td>
</tr>
<tr>
<td></td>
<td>Theme</td>
<td>Section</td>
<td>Key Actions</td>
<td>Responsible Authority</td>
<td>Frequency</td>
<td>Notes</td>
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<tr>
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<tr>
<td>7</td>
<td>Curriculum materials</td>
<td>10.1</td>
<td>Mobilize stakeholders to support with textbooks to achieve a 1:1 ratio of one learner per textbook.</td>
<td>National MoGEI.</td>
<td>Annually</td>
<td>Acute shortage.</td>
</tr>
<tr>
<td>8</td>
<td>Teacher professionalism</td>
<td>11.3</td>
<td>Organize training of teachers to increase work performance and professionalism.</td>
<td>State MoGEI / County Director of Education.</td>
<td>Each term</td>
<td>Negligence of duty is rampant.</td>
</tr>
<tr>
<td>9</td>
<td>Child friendly schools</td>
<td>12.1</td>
<td>Schools should encourage more clubs for learners.</td>
<td>County Director of Education.</td>
<td>Each term</td>
<td>Few clubs in schools.</td>
</tr>
<tr>
<td>10</td>
<td>School feeding program</td>
<td>12.2</td>
<td>Increase number of school feeding programmes.</td>
<td>National and State MoGEI.</td>
<td>Annually</td>
<td>Very few children receiving school feeding.</td>
</tr>
<tr>
<td>12</td>
<td>Classrooms</td>
<td>12.3</td>
<td>School physical resources like buildings should be permanent, especially for classrooms in all schools.</td>
<td>State MoGEI/ County Director of Education.</td>
<td>Continuous</td>
<td>Open air classrooms are many, but are not conducive to effective teaching and learning.</td>
</tr>
<tr>
<td>13</td>
<td>Out of school children</td>
<td>13</td>
<td>Out of school children, especially orphans, should be assisted to attend school.</td>
<td>National and State MoGEI/ County Director of Education.</td>
<td>continuous</td>
<td>Orphans and girls dominate the number of children out of school.</td>
</tr>
<tr>
<td>13</td>
<td>School governance meetings</td>
<td>14</td>
<td>Too many meetings on management compared to those focused on learners and curriculum implementation.</td>
<td>State MoGEI/ County Director of Education.</td>
<td>Continuous</td>
<td>Many meetings held were on administration</td>
</tr>
</tbody>
</table>
Overall, the data illustrates that schools are using limited resources to try and educate children. Schools in Majokyienthiu Municipality fell short on most of their annual targets. This suggests that additional support and training are needed on how to set targets and why setting targets is important. The schools, government and stakeholders in education have plenty of work left to increase enrollment and performance. This goes with the provision of textbooks, staffing of teachers and a supportive environment. South Sudan’s government and partners are dedicated to not only ensuring that school age children attend school but also 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 are needed.