# County Summary of Submitted School Performance Reports

**Period Covered:** 1\textsuperscript{st} Term 2017

<table>
<thead>
<tr>
<th>Name of County:</th>
<th>Yargot County</th>
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<tbody>
<tr>
<td>Number of schools in county</td>
<td>14</td>
</tr>
<tr>
<td>Number of schools that submitted reports</td>
<td>14</td>
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</table>

## Schools that submitted reports in the County

- YARGOT SECONDARY
- YARGOT AES CENTRE
- UDOM
- Sudan Pentecostal Church Akuem Secondary School
- Rumdhuk Ayuop
- Richard Rural Deng Primary School
- Pankou Primary School
- Mamer
- Majak Biar Primary School
- LIETNHOM UPPER PRIMARY SCHOOL
- KUNYUK AES CENTRE
- Hal Buf Primary School
- GUENG-KOU AES SCHOOL
- GEER COMMUNITY SCHOOL

![Graph showing schools that submitted reports](image-url)
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1. **Generalized Results for the County Summary of School Performance Reports.**

26 primary schools submitted reports in Yargot County, Aweil East State of the Republic of South Sudan. 14 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.

<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>
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<tr>
<td>Proportion of schools whose actual average <em>number of learners enrolled</em> for the term is above 80% of the annual planned target.</td>
<td>% (?/14)</td>
</tr>
<tr>
<td>Proportion of schools whose actual average <em>number of learners with disabilities</em> enrolled in the term is above 80% of the annual planned target.</td>
<td>% (/)</td>
</tr>
<tr>
<td>Proportion of schools whose actual average <em>proportion of learners enrolled in p1 that have attended ECDE in the term</em> is above 80% of the annual planned target.</td>
<td>% (/)</td>
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<tr>
<td><strong>School Attendance Performance</strong></td>
<td></td>
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<tr>
<td>Proportion of schools whose actual average <em>percentage of learners attending 80% or more instructional days in a term</em> is above 80% of the annual planned target.</td>
<td>% (/)</td>
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<tr>
<td>Key Performance Indicators</td>
<td>Value</td>
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<tr>
<td>-------------------------------------------------------------------------------------------</td>
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<tr>
<td>Proportion of schools whose actual average <em>number of child mothers enrolled in schools</em> is above 80% of the annual planned target.</td>
<td>% (/)</td>
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<tr>
<td><strong>School Financial Outlook</strong></td>
<td></td>
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<tr>
<td>Proportion of schools whose actual average <em>total education financing</em> for the term is above 80% of the annual planned target.</td>
<td>% (/)</td>
</tr>
<tr>
<td>Proportion of schools whose actual average <em>number of girls receiving cash transfers</em> for the term is above 80% of the annual planned target.</td>
<td>% (/)</td>
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<tr>
<td><strong>Teaching and Support Staff</strong></td>
<td></td>
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<tr>
<td>Proportion of schools whose actual average <em>total number of teachers</em> is above 80% of the annual planned target.</td>
<td>% (/)</td>
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<tr>
<td><strong>Capacity of Teaching Staff / School Managers</strong></td>
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<tr>
<td>Proportion of schools whose actual average <em>total number of trained teachers</em> is above 80% of the annual planned target.</td>
<td>% (/)</td>
</tr>
<tr>
<td>Proportion of schools whose actual average <em>number of teachers trained on the implementation of the new national curriculum</em> is above 80% of the annual planned target.</td>
<td>% (/)</td>
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<tr>
<td><strong>Learning Outcomes Assessment</strong></td>
<td></td>
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<tr>
<td>Proportion of schools whose actual average <em>percentage of learners passing exit exams</em> is above 80% of the annual planned target.</td>
<td>% (/)</td>
</tr>
<tr>
<td>Proportion of schools whose actual average <em>percentage of early grade learners who achieved minimum proficiency standards in literacy</em> is above 30% of the annual planned target.</td>
<td>% (/)</td>
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<tr>
<td>Proportion of schools whose actual average <em>percentage of early grade learners who achieved minimum proficiency standards in numeracy</em> is above 40% of the annual planned target.</td>
<td>% (/)</td>
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<tr>
<td>Proportion of schools whose actual average <em>number of the learners repeating</em> is below 80% of the annual planned target.</td>
<td>% (/)</td>
</tr>
<tr>
<td>Proportion of schools whose actual average <em>number of dropouts</em> is below 80% of the annual planned target.</td>
<td>% (/)</td>
</tr>
<tr>
<td><strong>Curriculum and Instructional Materials</strong></td>
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<tr>
<td>Proportion of schools whose actual average <em>number of learners/teachers who lack textbook/instructional materials in Mathematics</em> is above 80% of the annual planned target.</td>
<td>% (/)</td>
</tr>
<tr>
<td>Proportion of schools whose actual average <em>number of learners/teachers who lack textbook/instructional materials in English</em> is above 80% of the annual planned target.</td>
<td>% (/)</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 <em>total number of times an inspector / supervisor visited the school</em> is above 80% of the annual planned target.</td>
<td>% (/)</td>
</tr>
<tr>
<td>Proportion of schools whose actual average <em>number of teachers receiving an observation score above 70%</em> is above 80% of the annual planned target.</td>
<td>% (/)</td>
</tr>
<tr>
<td>Proportion of schools whose actual average <em>number of teachers attending 80% or more of the total instructional days in a term</em> is above 60% of the annual planned target.</td>
<td>% (/)</td>
</tr>
<tr>
<td>Proportion of schools whose actual average <em>proportion of teachers complying with teaching practice in record keeping</em> is above 50% of the annual planned target.</td>
<td>% (/)</td>
</tr>
<tr>
<td><strong>School Child Friendliness and Clubs</strong></td>
<td></td>
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<tr>
<td>Proportion of schools whose actual average <em>CFS Index</em> is above 90% of the annual planned target.</td>
<td></td>
</tr>
<tr>
<td>Proportion of schools with <em>average total number of classrooms</em> is above 90% of the annual planned target.</td>
<td>% (/)</td>
</tr>
<tr>
<td>Proportion of schools whose estimated number of <em>out of school children in the catchment area</em> is above 80% of the annual planned target.</td>
<td>% (/)</td>
</tr>
<tr>
<td><strong>School Governance and Implementation of Policies</strong></td>
<td></td>
</tr>
<tr>
<td>Proportion of schools whose actual average total <em>number of meetings conducted</em> is above 80% of the annual planned target.</td>
<td>% (/)</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.
This section provides a graphic illustration of how learners are distributed in schools in Yargot County based on submitted School Performance Reports. The graphs below show that more girls than boys were enrolled in Yargot county in that 472 (63%) out of an annual target of 750 female learners were reached as compared to 367 (43%) of an annual target of 852 for males.

![Graphs showing enrolment of male and female learners in Yargot County schools.](image-url)
In total 839 learners were enrolled in the county out of an annual planned target of 1602, accounting for 52% achievement of the total percent annual target reached. Richard Rural Deng primary school reached more children in the county by enrolling 52% of the annual planned target followed by Pankou and Majak Biar primary schools with 48% each. Sudan Pentecostal church Akuem secondary school was the lowest achiever with only 40%. The county director of education should plan for awareness meetings with parents to dram up campaign for parents to take children to school.

4.2 Learners with Disabilities.
This section addressed the number of children both male and female with disabilities enrolled in the county in the term.
The graphs above show that there were more male children than females enrolled in the county because the annual planned target for male the female was almost half that of the males yet only 1 girl out of the expected 8 was enrolled. It total 10 (37%) out of a target of 27 children with disabilities were reached in the county.

According to the target achievement performance graph, Hal bul primary school enrolled the most achieving 60% of their annual planned target followed by Rumdhuk Ayiop with 50%. The other schools performed dismally below 50% with Sudan Pentecostal Church Akuem secondary school and Majak Biar primary reporting 0% achievement.
The county director of education should launch campaign to encourage parents to take children with special needs to school without fear of contradiction.

### 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.

Yargot county schools registered 51 male learners in P1 as having had the ECDE experience. This is 51% of the annual percent target of 102 as had been set. For the female learners, the county achieved 40% of the annual target having reported 34 out of 84 target. This was very low and worrying because children should enroll in ECDE before P1.

In overall, 46% of the annual target of P1 learners with ECDE experience in Yargot County was reached. Majak Biar primary schools is the only school in the county that reported in this area. 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.

### 5. School Attendance Performance.

The graphs below present’s data on school attendance performance of learners in Yargot County.
The data analyzed shows that more girls than boys attended 80% or more of instructional days in Yargot county having achieved 92% of their annual planned targets than the male who had 82%. The county performed considerably well.

Majak Biar primary school was the best with Learners attending 80% or more of instructional days in a term with 95% learners achieved followed by Sudan Pentecostal Church Akuem secondary school which achieved 94%. The least was 68% which is well above 50%. Besides this record, 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.


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.

From the graphs below, Hal-bul primary school was the highest in capitation grants recording 180,000 SSP followed by Majak Biar with 36,870. Richard Rural Deng Primary School recorded 35,194 SSP Pankou was the lowest with 10,700 SSP. For the Girls Cash Transfer, Hal bul primary was again the highest spender with 667,000 SSP followed by Gueng-Kou AES with 69,000 SSP. Geer Community school accounted for 64,400 SSP. It may look to be the lowest but the difference in the amounts involved is not big. The accountability of the capitation grant and girls cash transfers should be improved through training of the accounting officers on finance management.
6.3 Community Support.
NO reports were submitted on community support resources.

6.4 Incentives.
This area addressed the issue of incentives for teachers and the support given to volunteer teachers.
Hal Bul Primary school still was the highest in this area having spent and accounted for 180,000 SSP followed by Geer community school with 36,870 SSP and Gueng Kou AES school with 35,194 SSP. Majak Biar was the lowest with 10,700 SSP. The MoGE&I 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 Yargot County. This will look at all the categories in general.

In overall school financing in Majak Biar primary school achieve 83% of the Percent Annual Target in the county. Two school; Pankou and Hal bul primary achieved 72% each while Richard Rural Deng had 63%. All the other schools performed dismally reporting nil (0%) achievement. The County Education Director should organize inspections with a purpose of needs assessment followed by training in finance management for school heads and deputies and encourage more schools to widen their financial management skills.

7. Teaching and Support Staff.

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

7.1 Teachers by Gender and Pay-roll.

This section will address the number of teachers of all genders on pay-roll in the county.
The graph above show that the number of female teachers on the pay-roll in lower than that of their male counterparts in all schools in the county. The annual planned target for female teachers to be put on the pay-roll was 50 yet only 16 (32%) was achieved whereas the males’ was 90 of which 63 (70%) was achieved.

On overall, the total number achieved for teachers on pay roll was 218 out of an annual planned target of 382. This translated to 57% achievement. There was dire need to have more female teachers on payroll to boost their morale and performance.

7.2 Teachers on Government Pay-roll.

This section addressed the number of teachers in the government payroll and those supported by the community in the county.
The graph above present data analysis that show that the number of teachers on government payroll are less than half the annual planned targets. Out of a target of 30 teachers only 12 were absorbed by the government in the term while only 3 out of 8 were supported by the community. The government should endeavor to employ more teachers to solve the teacher shortage issue for the benefit of the learners.

On overall the percent of annual target for number of teachers achieved on inclusion on the payrolls indicated that at Majak Biar primary school 157% of the teachers were on payroll as Pankou and Richahrd Rural Deng primary schools had more than 50% on payroll. The rest like Sudan Pentecostal Church Akuem Secondary were in serious need of teachers on payroll. Efforts need to be made by education officials at all government levels to increase the number, 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 whereby some leave the due to 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 on the lookout for any opportunity to leave the profession for what they referred to as “greener pastures”. 88% left due to non-payment while 7% left the profession.

7.4 Trained and Untrained Teachers.

The section deals with teachers’ capacity in Yargot County in several categories i.e. those who are trained, untrained, those undergoing training and both male and female volunteers.

The annual target for the teachers to undergo training in the county was 5 of which only all were achieved translating to 100%.
The target for trained teachers was put at 25 of which 13 were recorded as trained in the term (52%). This indicated notable understaffing of trained teachers and even those undergoing training may not fill the gap. The Untrained target was 58 of which 57% were teaching in schools in the county.

The analysis shows that there were 36% of an annual planned target of 22 female Volunteer teachers on duty in the county. The male teachers on volunteer basis were 28 out of an annual planned target of 36 translating to 78%. This showed that the number of female volunteer teachers was negligible in relation to that of the males.

On overall therefore, the percent annual target achieved for total number of trained teachers showed that the county experienced acute shortage of trained teachers. Only one school, (Pankou primary) achieved above 50% in having 50% and above, 64% to be precise trained teachers on their staff. The rest of the schools experienced disturbing shortages. 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.
8. Capacity of Teaching Staff in School Management.

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

There was only 1 female teacher trained out of a target of 2 in the school, a mere 50% while 4 out of 18 translating to 22% were trained in the sampled school. The reasons behind the low target setting and low numbers of trained teachers need be researched and investigated for improvement.
The analysis on the teachers trained in various categories showed that the county set an annual percent target of training 206 teachers in textbook management of which their achievement exceeded the target by 294 teachers therefore over achieving with 253%. The county achieved 200% in the category of training teachers in the new curriculum where 6 instead of the expected 3 teachers were trained. This was commendable.

In school leadership and inspection the annual targets were 7 of which 3 were trained (43%) as that of BOG/SMC/PTA guidelines was 2 and was achieved in total at 100%.

The teachers trained in curriculum framework were 6 instead of the targeted 2 annually, while those targeted for training in accounting and record keeping were 7 but only 2 (29%) were trained.
In life skills and peace building, the annual target was set at 3 but 2 trained giving it a 67% achievement which was good. However, in the management of Teachers trained in Multi-grade Teaching, 1 teachers out of 2 was trained achieving 50%.

The data above shows that the annual planned target for training teachers in School Based Assessment was 2 but 3 teachers were trained exceeding the expectation and achieving 150%. However, the county dropped in training teachers in School Development Plan where out of 3 which the target, 2 was (67%) were trained.
The county failed to train teachers in teacher professional code of conduct hence never reported on the same. However, Majak Biar primary school was outstanding in the county for having built the capacity of their teachers to 153% of the annual planned target. The County Education Office should emphasize training in these areas. Also, trainings need to be spread equitably between schools.


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 Yargot 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 in education negatively impacting on the teaching and learning and render the education system ineffective. To prepare young learners to evade that situation, testing is recommended so that remedies are found early enough.
The analysis based on the reports availed indicated that 12 out of an annual planned target of 53 pupils in the county were only tested in literacy skills translating to 23% achievement. The essence of the matter is that all the learners should be tested in both competences. Therefore the county education director should endeavor to test all the P3 learners in the schools.

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 P8.

The annual planned targets for girls were slightly higher than those for boys in the county i.e. 54 to 53 for boys. They both exceeded their annual targets in performance whereby 175% of the target for the male learners passed the exit exams as compared to 126% for the females. 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 record on learners with disabilities were no availed to the research team. However, the graph above shows the total number of learners who passed the P8 exit examinations in the county. The analysis revealed that out of the annual target of 107 learners, 219 (205%) passed the exit exams. 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, Majak Biar primary school posted the best performance having exceeded their annual targets to achieve 1017% of their targets passing the p8 exit exams. Sudan Pentecostal Church Akuem secondary school achieved 51% of their target. All the other schools’ performance was below the 50% average. 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.
The section addresses the dropout rates of both female and male learner in the county.

The annual planned target for the female dropouts was 2 but exceeded their own target by 1 realizing a dropout of 150% in the county. However, the dropout rate for the male learners was 1 but exceeded by 1 making it 2 hence 200% achievement. There were more male dropouts than female in all schools in the county. The dropout rates were predictable and therefore can be reduced.
The data on the orphan’s dropout rates were analyzed and revealed that the county based its analysis on one school; Majok Biar primary. The annual targets for the county was 3 orphans and 5 dropped out of school in the term which is 167% dropout rate in relation to the annual planned targets. The total dropout in the county was arrived at as 167%.

The analyzed data revealed that Majok Biar primary school achieved 167% of their annual percent targets. This means that the dropout rates are high and they affect teaching and learning. Therefore the county needs to liaise with school managers to address the 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 7 annually but only 3 (43%) of girls repeated. For the male learners, it had been planned that 7 would repeat grades in the in two schools but 6 (86%) repeated. Therefore, it is evident that more males than females repeated a grade in the term. Reasons causing these disparities should be looked into by the county director of education through intensified inspections.

There was no data reported on Orphans repeating grades. The total for the county, 9 out of 14 repeated. That meant that 64% repeated at least a grade in the county in the term.

The data presented above on the Percent of annual target for learners repeating achieved in the county indicated that Majak Biar primary school reported the highest repeater rate with 100% as Richard Rural Deng Primary school reported 44% repeaters’ rate in the school. The total number of repeaters and dropouts is 14 and the total target was 17 which translates to 82% of the learners. 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.


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, one school, Majok Biar primary school did very well, cutting the target number by 66% which is more than half. The case with Richard Rural Deng primary school was unique because the annual target was so high; 1585 out of which only 30 (2%) were achieved. This shows that there was total shortage of these materials calling for immediate 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. The submitted report had information on science subject only as shown below.
The analyzed data shows that the number of learners lacking textbooks and materials in science in schools in the county were enormous. This was serious because other than Makuac girls' primary school which had 72% of their annual planned target in science having materials, the other schools had problems availing textbooks to their learners. It is imperative that learners are issued with textbooks and other support materials for learning. It therefore calls for serious intervention by stakeholders to avail the materials. 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.

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 on this area.

11. 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. A case in point is Sudan Pentecostal Church Akuem secondary school whose 86% of the annual targets was achieved. Pankou achieved 52% as Majak Biar exceeded their targets by achieving 143%. Onn overall, 31% of the county target was achieved.
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 in the pie chart above shows that in as much as there was an effort by the county directors of education to accomplish their obligations on school visits, the achievement was below the expectation of the office based on the annual targets. The issue of school assessment should be prioritized to enhance quality.

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 33 targeted male teachers, 27 (82%) actually attended 80% or more instructional days in the county while the annual planned target of female teachers was 14 of which 5 (36%) attended. It is evident from the results that female teachers were few affecting their targets and achievement.
In total the county had an annual planned target of 47 but achieved 32 a number translating to 68%. This is was affair trend but the county education officials have to mount inspections to ensure that all the teachers attended to their duties when required to.

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 27, male teachers who received a score of 70% and above were 26(96%). Whereas for the female teachers whose annual target was 13, only 5 of them received the 70% and above score in observation making it 38% achievement.
In overall, the number of teachers receiving a score of 70% and above in the county were 31 out of an annual target of 40 which translates to 78%. The fact that all the schools had 50% and above of their annual targets achieved, with an exemption of Majak Biar primary with 350% shows that teachers in the county were serious with their work and could perform even better when their welfare is taken care of. 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 192 (64%) of teachers were complying with the practice of records keeping. Whereas 10 out of 20 which is 50% were practicing lesson planning.

The data presented above shows that teachers who adhered to schemes of work were 10 out of an annual planned target of 18. This means that 56% of the teachers in the county were adhering to the schemes of work. Ramdhuk Ayuop primary school achieved the highest with 84% followed by Majak Biar with 81%. In overall, most teachers in the county were adhering to the teacher professionalism. 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. 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, the common clubs were the Environmental club with 100% and the Debate club with 61% learners’ participation in the county.

![Distribution of clubs and societies in schools](image)

The figures above present data on the status of child friendly schools in the Yargot County. The county had an annual target of 34 schools establishing these clubs and societies for learners. However, only 24 (71%) were achieved. Music and dance had the least number of school whereas Peace club had the most. The county director of education should enforce the establishment of the various clubs and societies in all schools.

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.
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. All the schools achieved at least 1 or 2 of the annual planned targets. It was noted that only Hal Bul Primary achieve 50% of its annual planned targets. 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 type provide space for pupils to access learning. The researcher intended to establish the status of the physical facilities in schools in Yargot 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. There were reports on permanent and open air classrooms only. The results show that 10 out of an annual planned target of 17 permanent classrooms had been established. This is 59% of the expected total number. The county expected to have not less than 20 open air classrooms but they managed to reduce them by 15 which is 75% achievement realized. The County director of education in conjunction with the school managers should mobilize stakeholders to improve the physical facilities in schools.
The county education authorities will need to assist school administrations on target setting.

### 13. 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 presented in the graphs above represents the number of Orphans and female children out of school in the catchment areas of schools in all the county. Out of an annual planned target of 3 in two schools, 10 (333%) of the targeted orphans were actually out of school in the catchment areas of those schools. While out of 396 expected number of female children out of school in the catchment area, 328, 83% of the annual target were recorded to be out of school in the catchment area. This calls for quick intervention by the County director of education in liaison with local leaders to get these children back to school.
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The graphs above present information gathered on the number of Male children out of school in the catchment area and the total number of the out of school children in the catchment area. It was noted that out of the annual planned target of 553 male children, 394 were recorded to be out of school translating to 71%. This is very serious. The total number of children out of school but in the catchment areas of the school in Majokyiethiu County were 722 although the annual planned target was 948. The number out of school is 76% of the expected target. The county director of
education should liaise with other partners and the local administration to create awareness on free schooling to encourage parents to enroll these children in schools.

The Percent Annual Target Achieved for number of out of school children in the catchment area shows that Majok Yinh-Thiou Primary School had the highest number of out of school children with 346% followed by Newlife Basic Academy primary with 167%. Majok Town AES School had 45% while Rum-Acholdit primary school had the lowest number with only 31%. The school Managers and all levels of government should continue working on getting school age children into school.


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, both PTA General and PTA Executive held meetings but the former exceeded their annual planned target by achieving 130% unlike the later who achieved 50%. At the school level, there were administrative meetings in various categories. i.e. staff meetings 62%, SMC 55%, PTA General 130%, PTA Executive 50%, Parents meetings 75% and BOG meetings achieved 67% of their annual targets. Apparently records on meeting with Partners were not available. It is evident that PTA general held more meetings than planned for which 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, the annual planned target for meetings to enhance good governance and implementation of education policies in schools in Yargot County was 54 per school but they managed 40 which translated to 74%. The PTA general held the most followed by parents meeting with class teachers. It was not a uniform performance by schools. Majak Biar primary school held 92% of their annual planned targets as Sudan Pentecostal Church Akuem secondary school held 76%. The other schools had below 50% achievement in this area. The County director of education should mount workshops on school management for school managers to harmonize all aspects of school administration.
## 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>School Enrolment Growth Analysis.</td>
<td>4.1</td>
<td>Enroll learners with disabilities. Awareness raising campaign on free primary education.</td>
<td>SMC, PTA County Education Office</td>
<td>Annually</td>
<td>Many children are still out of school.</td>
</tr>
<tr>
<td>2</td>
<td>Learners with Disabilities.</td>
<td>4.2</td>
<td>Parents with children with disabilities should be encouraged to take them to school like others</td>
<td>State Ministry of Education/ County Director of education.</td>
<td>Annually</td>
<td>many in P1 without ECDE</td>
</tr>
<tr>
<td>3</td>
<td>Learners in P1 who Attended ECDE.</td>
<td>4.3</td>
<td>Parents to be enlightened on the importance of ECDE and provide more learning space</td>
<td>State Ministry of Education/ County Director of education.</td>
<td>Annually</td>
<td>many absentees</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>6.0.</td>
<td>train head teachers on accounting</td>
<td>State Ministry of Education/ County Director of education.</td>
<td>Termly</td>
<td>Poor accountability in schools.</td>
</tr>
<tr>
<td>5</td>
<td>School Attendance Performance.</td>
<td>5.0</td>
<td>school management to make schools and learning attractive and enjoyable for learners</td>
<td>National Ministry of general Education and instruction.</td>
<td>Annually</td>
<td>Acute shortage</td>
</tr>
<tr>
<td>6</td>
<td>School Financial output</td>
<td>6.0.</td>
<td>train head teachers on finance management and accounting</td>
<td>State Ministry of Education/ County Director of education.</td>
<td>Termly</td>
<td>Poor accountability in schools.</td>
</tr>
<tr>
<td>7</td>
<td>Teaching and Support Staff.</td>
<td>7.0</td>
<td>train enough teachers, deploy equitably and remunerate them handsomely.</td>
<td>National Ministry of general Education and instruction.</td>
<td>Annually</td>
<td>acute shortage</td>
</tr>
<tr>
<td>No.</td>
<td>Title</td>
<td>Score</td>
<td>Details</td>
<td>Responsible Authority</td>
<td>Frequency</td>
<td>Status</td>
</tr>
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<td>-----</td>
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<td>--------------------------------------------</td>
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</tr>
<tr>
<td>8</td>
<td>Capacity of Teaching Staff in school management.</td>
<td>8.0</td>
<td>intensive inspections and capacity building workshops for teachers</td>
<td>State Ministry of Education/ County Director of education.</td>
<td>Termly</td>
<td>irregular</td>
</tr>
<tr>
<td>9</td>
<td>Learning Outcomes Assessment.</td>
<td>9.0</td>
<td>Uniformity in teaching methodology, testing and exams time tabling.</td>
<td>National Ministry of general Education and instruction.</td>
<td>Annually</td>
<td>acute shortage</td>
</tr>
<tr>
<td>10</td>
<td>Curriculum and Instructional Materials.</td>
<td>10</td>
<td>mobilize stakeholders to support with textbooks</td>
<td>State Ministry of Education/ County Director of education.</td>
<td>Termly</td>
<td>negligence of duty is rampant</td>
</tr>
<tr>
<td>11</td>
<td>Inspection and Supervision.</td>
<td>11</td>
<td>enhance inspection visits and write reports with workable recommendations</td>
<td>County directors of education</td>
<td>Termly</td>
<td>very few clubs in schools</td>
</tr>
<tr>
<td>12</td>
<td>School Child Friendliness and Clubs.</td>
<td>12</td>
<td>encourage more clubs for learners mobilize the community and other stakeholders to build permanent classrooms in all schools</td>
<td>State Ministry of Education/ County Director of education.</td>
<td>Continuous</td>
<td>open air classrooms are many yet not conducive for teaching and learning</td>
</tr>
<tr>
<td>13</td>
<td>Out of School Children in the School Catchment Area.</td>
<td>13</td>
<td>all school age children to be taken to school regardless of their status.</td>
<td>National ministry of General education and instructions, state ministry of education and the county director of education.</td>
<td>continuous</td>
<td>Orphans and girls dominate the number of children out of school.</td>
</tr>
<tr>
<td>14</td>
<td>Meetings for School Governance and Implementation of Policies</td>
<td>14</td>
<td>all meetings should focus on the welfare of the learners</td>
<td>County Director of education.</td>
<td>always</td>
<td>many meetings held were on management</td>
</tr>
</tbody>
</table>
Overall, the data illustrates that schools are trying to educate students with limited resources. The schools in Yargot County, fell short on the majority 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 everyone who values education 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 are needed.