### County Summary of Submitted School Performance Reports

**Period Covered:** 1st Term 2017

<table>
<thead>
<tr>
<th>Name of County: JUBA BLOCK</th>
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<tbody>
<tr>
<td>Total number of schools in block</td>
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<tr>
<td>Total number of schools that have submitted reports</td>
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#### Total number of schools that submitted reports.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Number of Schools</th>
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<tbody>
<tr>
<td>SADAKA PRIMARY SCHOOL</td>
<td>1</td>
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<tr>
<td>MAYO GIRLS PRIMARY SCHOOL</td>
<td>1</td>
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<tr>
<td>MAYA PUBLIC PRIMARY SCHOOL</td>
<td>1</td>
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<tr>
<td>Malakia Primary School</td>
<td>1</td>
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<tr>
<td>LIBYA ONE NURSERY AND PRIMARY</td>
<td>1</td>
</tr>
<tr>
<td>Juba na bari primary school</td>
<td>1</td>
</tr>
<tr>
<td>Juba 1 boys primary school</td>
<td>1</td>
</tr>
<tr>
<td>HAI MALAKAL PRIMARY SCHOOL</td>
<td>1</td>
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<tr>
<td>GIADA MODEL PRIMARY SCHOOL</td>
<td>1</td>
</tr>
<tr>
<td>Gabat Primary School</td>
<td>1</td>
</tr>
<tr>
<td>DR. JOHN GARANG BILPHAM PRIMARY SCHOOL</td>
<td>1</td>
</tr>
<tr>
<td>bulukan b primary school</td>
<td>1</td>
</tr>
<tr>
<td>Buluka 2 primary school</td>
<td>1</td>
</tr>
<tr>
<td>buluk model primary school</td>
<td>1</td>
</tr>
<tr>
<td>buluk b primary school</td>
<td>1</td>
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<tr>
<td>BULUK A 1 PRIMARY SCHOOL</td>
<td>1</td>
</tr>
<tr>
<td>ATLABARA EAST PRIMARY SCHOOL</td>
<td>1</td>
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<tr>
<td>Al-Salam (B) Primary School</td>
<td>1</td>
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1. Generalized results for the state summary of school performance reports.

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<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 with actual average <em>number of learners enrolled</em> for the term above 80% of annual planned target</td>
<td>50% (9/18)</td>
</tr>
<tr>
<td>Proportion of schools with actual average <em>number of learners with disabilities</em> enrolled in the term above 80% of annual planned target</td>
<td>6% (1/18)</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 annual planned target</td>
<td>17% (3/18)</td>
</tr>
<tr>
<td><strong>School Attendance Performance.</strong></td>
<td></td>
</tr>
<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 annual planned target</td>
<td>28% (5/18)</td>
</tr>
<tr>
<td>Proportion of schools whose actual average <em>number of child mothers enrolled in schools</em> is above 80% of annual planned target</td>
<td>-</td>
</tr>
<tr>
<td><strong>School Finances Outlook</strong></td>
<td></td>
</tr>
<tr>
<td>Proportion of schools whose actual average <em>total education financing</em> for the term is above 80% of annual planned target</td>
<td>17% (3/18)</td>
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<tr>
<td>Proportion of schools whose actual average <em>number of girls receiving cash transfers</em> for the term is above 80% of annual planned target</td>
<td>17% (3/18)</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 annual planned target</td>
<td>17% (3/18)</td>
</tr>
<tr>
<td><strong>Capacity of Teaching Staff / School Managers.</strong></td>
<td></td>
</tr>
<tr>
<td>Proportion of schools whose actual average <em>total number of trained teachers</em> is above 80% of annual planned target</td>
<td>28% (5/18)</td>
</tr>
<tr>
<td>Proportion of schools whose actual average <em>number of teachers trained on the implementation of new national curriculum</em> is above 80% of annual planned target</td>
<td>0% (0/3)</td>
</tr>
<tr>
<td><strong>Learning Outcomes Assessment.</strong></td>
<td></td>
</tr>
<tr>
<td>Proportion of schools whose actual average <em>% of learners passing exit exams</em> is above 80% of annual planned target</td>
<td>39% (7/18)</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 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 numeracy</em> is above 40% of annual planned target</td>
<td>-</td>
</tr>
<tr>
<td>Proportion of schools whose actual average <em>number of the learners repeating</em> is below 80% of annual planned target</td>
<td>22% (4/18)</td>
</tr>
<tr>
<td>Proportion of schools whose actual average <em>number of dropouts is below</em> 80% of annual planned target</td>
<td>11% (2/18)</td>
</tr>
<tr>
<td><strong>Curriculum and Instructional Materials.</strong></td>
<td></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 annual planned target</td>
<td>11% (2/18)</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 annual planned target</td>
<td>17% (3/18)</td>
</tr>
<tr>
<td><strong>Inspection and Supervision.</strong></td>
<td></td>
</tr>
<tr>
<td>Proportion of schools whose actual average <em>total number of times inspector / supervisor visited the school</em> is above 80% of annual planned target</td>
<td>17% (3/18)</td>
</tr>
<tr>
<td>Proportion schools whose actual average <em>number of teachers receiving an observation score above 70%</em> is above 80% of annual planned target</td>
<td>39% (5/18)</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 annual planned target</td>
<td>33% (6/18)</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 annual planned target</td>
<td>22% (4/18)</td>
</tr>
<tr>
<td><strong>School Child Friendliness and Clubs</strong></td>
<td></td>
</tr>
<tr>
<td>Key Performance Indicators</td>
<td>Value</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------</td>
<td>------------------------</td>
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<tr>
<td>Proportion of schools whose actual average <em>CFS Index</em> is above 90%.</td>
<td></td>
</tr>
<tr>
<td>Proportion of schools with <em>average total number of classrooms</em> is above 90%.</td>
<td>22%(4/18)</td>
</tr>
<tr>
<td>Proportion of schools whose estimated number of out of school children in the catchment area is above 80% of annual planned target.</td>
<td>11%(2/18)</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 number of meetings conducted is above 80% of annual planned target.</td>
<td>22%(4/18)</td>
</tr>
</tbody>
</table>
2. School Enrolment Growth Analysis.

2.1 Distribution of Learners in school.

This section provides graphics of learners distributed across Juba Block based on submitted School Performance Reports. According to the graphs below, Atlabara East, Hai Malakal, Juba Nabari and Maya Public have lower numbers in hundreds. In terms of girls, the highest number of females attend Mayo Girls Primary and the highest number of males attend Dr. John Garang Bilpam Primary with 1110. A total of 11,621 learners were enrolled (in the schools which actually submitted their School Performance Reports) by first term, out of the annual target of 13,329 learners. This translated to 87% enrolment target. This breaks down into meeting 97% of the target for males (6188 males) and 79% of the target for females (5433 females).
From the percentages of the annual target of learners reached, it was noted that 9 schools achieved their targets above 80% mark. Considering the percentage of out of school children in the school’s catchment area, it is imperative that the school administration endeavor to enroll more learners. It is interesting to note 197% achievement for Juba na bari primary school that should be subjected data quality assessment.

2.2 Distribution of Learners with disabilities.
The graph below presents data on the distribution of learners with disabilities in Juba Block. The data have been presented disaggregating male and female learners.
Analysis of the graphs above reveal that Moyo Girls’ Primary had the highest number of learners with disabilities. In fact Moyo Girls Primary numbers are unusually high and as such should be treated as an outlier in need of further investigation. The lowest recorded was Dr. John Garang Primary whose data presented nil number of learners with disabilities.
disabilities. The county education office should assist in creating awareness within the community and the school of the need to include children with disabilities in school. According to the above graph, 8 schools in the block reached at least 80% of the targeted number of learners with disabilities.

2.3 Distribution of Learners in P1 that Have Attended ECDE.

Early Childhood Development Education (ECDE) is a priority area for GESP 2016-2022 and critical for enhancing learning outcomes in primary school as research has shown.

The graphs show that most schools in the block registered low numbers for P1 learners with ECDE, apart from Malakia and Dr. John Garang who had 107 and 130 learners respectively. In terms of percentages, Juba 1 Boys Primary School registered 100% of the expected annual target and three other schools achieved at least 80%. This was a clear indicator that despite the adherence to the 2 year preparation period before school by many parents, there were still those who because of over-aged children, chose to skip ECDE and take their children straight to P1. The county office should increase knowledge of ECDE and encourage parents to respect the 2 years pre-school education before P1.
The graphs above show data disaggregated into boys and girls. The annual target for the boys was put at 538 and 67% of that, 362, was reached. The girl’s annual target was 401 of which 81%, 326, learners were reached.

3. School Attendance performance

In the graphs below, schools in Juba Block have no serious challenges in terms of attendance. Most schools registered at least 50% of their target. Maya and Juba 1 registered 100% attendance, Lybia, Dr. J. Garang Bilpam and Atlabara - also did well. At the lowest lie Buluk A1 and Mayo girls at 50% of their targets.
Most schools in Juba Block achieved at least 80% of the planned annual target percent of learners attending 80% or more instructional days in a term. Maya and Buluka 1 need extra support from the county education office to increase school attendance.
4. School financial outlook

School finances consist of contributions by the community, capitation grants, cash transfer for girls and teacher incentives.

Only 39% of schools reported receiving any capitation grants. The highest amount received in capitation grants is reported by Buluk Model School (529,010 SSP) followed by Dr. John Garang (139,438 SSP). 58% of schools with female learners had girls receiving cash transfers. Follow up is needed to find out why so few schools received capitation grant funds and why more schools, including the all-girls school, did have girls receiving cash transfers.
### Percent Annual Target Achieved for Girls Cash Transfers

- **MAYO GIRLS PRIMARY SCHOOL**: 50% (96%)
- **Malakia Primary School**: 39%
- **LIBYA ONE NURSERY AND PRIMARY**: 80%
- **juba na bari primary school**: 50%
- **GIADA MODEL PRIMARY SCHOOL**: 80%
- **Gabat Primary School**: 50%
- **DR. JOHN GARANG BILPHAM...**: 88%
- **buluk model primary school**: 100%
- **ATLABARA EAST PRIMARY SCHOOL**: 80%
- **Al-Salam (B) Primary School**: 0%

![Pie chart showing girls cash transfers by school](chart.png)

### Community Contribution by County

- **JCC - Juba Block DR. JOHN GARANG BILPHAM PRIMARY SCHOOL**: 301

### PTA Contribution

- **JCC - Juba Block Al-Salam (B) Primary School**: 114,500
- **JCC - Juba Block ATLABARA EAST PRIMARY SCHOOL**: 161,525
- **JCC - Juba Block Buluka 2 primary school**: 142,000
- **JCC - Juba Block Gabat Primary School**: 68,000
- **JCC - Juba Block GIADA MODEL PRIMARY SCHOOL**: 250
- **JCC - Juba Block juba 1 boys primary school**: 6,800
- **JCC - Juba Block juba na bari primary school**: 1,700
- **JCC - Juba Block LIBYA ONE NURSERY AND PRIMARY**: 448,000
- **JCC - Juba Block Malakia Primary School**: 152,400
- **JCC - Juba Block MAYO GIRLS PRIMARY SCHOOL**: 79,250

### Teacher Incentive

- **JCC - Juba Block Al-Salam (B) Primary School**: 529,010
- **JCC - Juba Block ATLABARA EAST PRIMARY SCHOOL**: 520,010
- **JCC - Juba Block Buluka 2 primary school**: 42,201
- **JCC - Juba Block Gabat Primary School**: 24,000
- **JCC - Juba Block GIADA MODEL PRIMARY SCHOOL**: 22,500
- **JCC - Juba Block HAI MALAKAL PRIMARY SCHOOL**: 0
- **JCC - Juba Block DR. JOHN GARANG BILPHAM PRIMARY SCHOOL**: 0
- **JCC - Juba Block Malakia Primary School**: 0
- **JCC - Juba Block juba 1 boys primary school**: 0
The highest amount contributed by communities to schools was reported by schools in Juba Block A, at Salam B Primary school with 448,000 SSP contributed. In Juba block, Atlabara received the lowest amount (114,500 SSP).

Three schools met 80% of their target for girls cash transfer and three schools surpassed the 80% mark, with Atlabara East Primary achieving 100%, Malakia Primary 96% and Buluk Model Primary School with 88%. Lybia One Nursery did very poorly with 39%, while three other schools only made it to 50% of their target. The results show inconsistency which could be a stumbling block to prudent financial management; this should be addressed by the County Education Office.
5. Teaching and Support Staff.

There is an overall shortage of teachers in Juba Block, as in many other areas of South Sudan. The number of female teachers in Juba block is closer to the number of male teachers than in other schools.

There is a notable shortage of female teachers in Mayo girls’ primary where, out of the targeted 32, only 16 are on duty. The shortage of teachers is reflected in both genders. The County Education Office should look into the staffing of schools in the Juba Block and focus on the balance of gender.
Distribution of male teachers

Distribution of Teachers supported by the community

Percent of Annual Target Achieved of planned teachers
Schools overall fell below target for the number of teachers. The question is, what is happening to those with lower percentages? The CEO should balance out the trained teachers in schools.

6. Capacity of Teaching Staff / School Managers.

This section looks at capacity building initiatives for teachers across the block and training level for teachers and school managers.
In terms of male trained teachers, very low figures are reported in Buluk b primary, Giada Model, and Juba Na Bari Primary schools. The highest numbers of female teachers were reported in Libya One Nursery and Maya Public Primary. However, the overall number of trained teachers was generally low and schools had hoped to have more trained teachers.

Schools set targets for teachers to receive training in a wide array of training. As usual, schools tended to fall short of the targets, though occasionally schools did meet the target for a specific training as seen in the graphs below.
The proportion of teachers trained in textbook management was 100% in Juba a Bari Primary whereas the rest only made about 10% of the target. Juba na Bari also did well in leadership, as did Maya Primary. On management of the new curriculum Maya, Buluku b and Atlabara primary schools made their target. Juba na Bari, Gebat and Maya primary trained the highest number of teachers on BoG /SMC/PTA guidelines.

Few teachers were trained in Accounting and Recordkeeping, therefore action is needed to ensure prudence in financial management. The graphs above show that teachers were exposed to EGMA and EGRA with only two schools (Maya and Juba na Bari) reporting the highest figure, whereas Lybia and Sadak trained the highest number of teachers in the multi grade section in Juba Block.
Significantly low numbers are reported for teachers trained in School Development Plan. Maya trained the highest number of teachers with 100% of its target ands Dr. John Garang Bilpam trained the least.

Lybia and Atlabara reported reaching 100% of their targets in school based assessment. Dr. John Garang Bilpam once again reported the lowest in this and in Teacher Professional Code of Conduct. This school should be subject to data quality assessment.

This means extensive work is needed by the County Education Office to improve teachers’ professionalism. As seen in the graphs, teacher training needs to be increased in these areas.


This section details the results of learning outcomes and includes exit exams, dropouts, repeaters, and literacy and numeracy assessments in Juba Block schools. First is a look at how many students passed their exit exams.
The comparative analysis of female and male learners in school in Juba Block shows that more boys than girls passed the exit exams. Maya Girl’s Primary and Gaida Model Primary should have quality assessment to find out why only 50% of their target passed the exam. The BOG/PTA/SMC and the County Education Office should address the issue so that girls are given an equal opportunity in accessing quality education.

Distribution of learners disabilities passing exit exams

The distribution of learners’ disabilities passing exit exams is shown in the chart above. It indicates that learners with disabilities in most schools have a lower percentage of learners passing exit exams compared to learners without disabilities.

Distributio
d of dropouts across the Block

This section presents data on the distribution of dropouts across the block disaggregated by male and female.
The figures above present data on the dropout rate in schools in Juba Block. Juba na Bari, Dr. John Garang Bilpam, and Atlabara reported the highest number of dropouts among the female learners with 100% realization. Bulluk Model,
Juba na Bari, Dr. John Garang Bilpam, and Atlabara also reported 100% of the dropout target for male learners. Most orphaned learners were reported to have dropped out in high numbers in Atlabara, Garbet and Juba na Bari with 100% of their target. All schools who responded to the question had at least 50% of the target number dropout. These results generally indicate a high rate of dropouts in Juba Block. This situation should be addressed by the CEO/PTA.

**REPEATERS**

The graph below shows that the highest number of learners who are repeating in Juba Block were attending Juba na Bari. Repeaters from Juba Block are orphans.

![Distribution of female learners repeating](chart1)

![Distribution of male learners repeating](chart2)

![Distribution of total learners repeating](chart3)

![Distribution of learners who are orphans and repeating](chart4)
The graphs above illustrate that there is a high rate of repeaters among both female and male learners but with higher numbers among the girls. The orphans also repeat more in Juba na Bari, Dr. J. Garang Bilpam, and Atlabara. The rate in the three schools was reported to be 100% of the target. Juba na Bari, Dr. J. Garang Bilpam, Atlabara, Malakia and Giada Model reported the highest number of repeaters among the girls. Juba 1 Boys, Dr. J. Garang bilpam, Atlabara and Malakia reported the highest numbers for the boys. The names appearing in all categories are almost the same. The County Education Offices needs to assess these schools and assist them to solve the issues causing this repeating.

### LITERACY AND NUMERACY

This data presents the number of learners tested in literacy and numeracy skills in P3.

The graphs below show that all the schools achieved at least 80% of their target. In numeracy skills, Bulluk A1 achieved only 50%, Lybia 96% and Juba 1 Boys 100%. The results indicate that schools in Juba Block who answered the question had no serious problem with both literacy and numeracy skills with learners. However, it is important to note that with the two skills even 1% matters. A quality check is needed to find out why so few schools tested students, without this information no one will know if learners are actually mastering basic skills.
The percentage of early grade learners who achieved minimum proficiency standards in numeracy and literacy skills in Juba Block are high, 82% for numeracy and an impressive 98% for literacy. Schools which tested in Juba Block (except for Buluk 1) are well placed in these skills. It is important for more schools to test P3 learners.

8. Curriculum and Instructional materials.
The data presented here shows that Atlabara, Maya Public and Dr. John Garang Bilpam primary schools met the target for number of learners lacking instructional materials, 100%. Only Lybia 1 Nursery had 50% of the expected number of teachers who lacked instructional materials. In many schools there are hundreds of students without textbooks for English and Mathematics. The graphs clearly demonstrate a need to distribute instructional materials in schools in Juba Block.
Overall, Buluk B and Buluk Model both come in far under the targeted number of learners without textbooks. Taken together, the graphs show that Juba Block needs to provide instructional materials since hundreds of students without textbook and instruction materials is unacceptable, and makes it very hard for them to learn.
9. Inspection and Supervision.

9.1 Frequency of Inspection and Supervision and educator effectiveness
Malakia, Gebet, Bulluk B and Al-Salam did not receive any visits at all. Juba 1 boys received 148% of targeted visits and Juba na Bari a full 100% of the targeted number of visits. The results show that visits by inspectors do not cover all schools in Juba Block.

Buluk 2 received 17 visits which was significantly more than the other schools, such as Sadaka which was only visited once. This indicates that the inspectors did not balance their visits to reach all schools in Juba Block. The County Education Office should access inspectors’ records to see if the disparity records here match their records; if it does, the Office needs to ask the inspectors to write a work plan that will cover all schools equitably.

The next set of graphs shows how many teachers attended 80% or more of the instructional days in a term.
The data on the number of teachers attending 80% or more of the total instructional days in a term shows that, apart from Giada Model and Bulluk A 1 primary schools, the rest in Juba Block registered at least 80% of their targets. This indicates that in many schools in Juba Block, teachers attend to their lessons.

The next set of graphs will look at how effective the teachers were, using the teacher observation scores.
The figures above present data on the number of teachers, both male and female, receiving an observation score above 70%. The analysis indicates that all schools in Juba Block achieved 80% except for 4 schools. Mayo Girls, Bulluk A1, Maya Public and Lybia Nursery did not fare as well, and the inspectors should alert the head teacher to the problem. The indicator here shows that teaching is generally well executed in schools in Juba Block. The question is whether learning also takes place at the same pace.

9.2 Instructional Planning and Scheduling.
The next group of graphs depict how well teachers comply with teaching practice in record keeping in the areas of lesson planning and scheme of work.

The data in the graphs below shows that two schools, Dr. J Garang Bilpam and Gidia Primary registered lower percentages with 30% and 50% respectively in this area. The other schools reported meeting at least 80% of the target. This raises a question about the level of internal supervision and monitoring within low performing schools.
Distribution of percentage of teachers adhering to Lesson plans

- MAYA PUBLIC PRIMARY SCHOOL: 1%
- LIBYA ONE NURSERY AND PRIMARY: 8%
- Juba 1 boys primary school: 10%
- GIADA MODEL PRIMARY SCHOOL: 15%
- DR. JOHN GARANG BILPHAM...: 30%
- Buluk n b primary school: 40%
- Buluk model primary school: 50%

Distribution of percentage of teachers adhering to Scheme of work

- MAYA PUBLIC PRIMARY SCHOOL: 24%
- LIBYA ONE NURSERY AND PRIMARY: 24%
- Juba 1 boys primary school: 20%
- GIADA MODEL PRIMARY SCHOOL: 20%
- DR. JOHN GARANG BILPHAM...: 19%
- Buluk n b primary school: 8%
- Buluk model primary school: 8%

Percent of Annual Target Achieved for Proportion of teachers complying with Teaching Practice in record keeping

- MAYA PUBLIC PRIMARY SCHOOL: 100%
- LIBYA ONE NURSERY AND PRIMARY: 89%
- Juba 1 boys primary school: 80%
- GIADA MODEL PRIMARY SCHOOL: 50%
- DR. JOHN GARANG BILPHAM...: 30%
- Buluk n b primary school: 100%
- Buluk model primary school: 100%
9.3 Implementation Status of corrective actions from Inspection and Supervision Visits.

Two schools record the number of corrective actions recommended by inspectors and which were still active. Each school has a couple of actions uncompleted. The County Education Office needs to work with schools to ensure they listen and take action on the inspectors’ recommendations.
10. School Child Friendliness and Clubs

Several schools are actively working on school child friendliness and clubs but much work remains. The data below indicates that societies and clubs were actively practiced in Atlabara East Primary School which reached it target. %.

Permanent classes in the whole Block schools as per the reports showed that 50% were permanent. This indicates that the CEO, BOG, PTA, SMC and the community have a job to do to build schools with permanent structures.
Distribution of permanent classrooms

- SADAKA PRIMARY SCHOOL: 16
- MAYA PUBLIC PRIMARY SCHOOL: 16
- Malakia Primary School: 16
- LIBYA ONE NURSERY AND PRIMARY SCHOOL: 16
- HAI MALAKAL PRIMARY SCHOOL: 16
- GIADA MODEL PRIMARY SCHOOL: 16
- Gabat Primary School: 16
- DR. JOHN GARANG BILPHAM PRIMARY SCHOOL: 16
- buluk model primary school: 16
- buluk A 1 PRIMARY SCHOOL: 16
- ATLABARA EAST PRIMARY SCHOOL: 16

Distribution of semi-permanent classrooms

- MAYA PUBLIC PRIMARY SCHOOL: 6
- LIBYA ONE NURSERY AND PRIMARY SCHOOL: 4
- GIADA MODEL PRIMARY SCHOOL: 4
- DR. JOHN GARANG BILPHAM PRIMARY SCHOOL: 4
- BULUK A 1 PRIMARY SCHOOL: 4

Distribution of Temporary Learning Spaces

- MAYA PUBLIC PRIMARY SCHOOL: 4
- buluk model primary school: 4
- BULUK A 1 PRIMARY SCHOOL: 4
- ATLABARA EAST PRIMARY SCHOOL: 4

Distribution of classrooms which are open air

- MAYA PUBLIC PRIMARY SCHOOL: 4
The majority of class rooms in Juba Block are permanent classroom and only one school reported having four classes outside. This is very encouraging to see, even though schools still have work to make all their classrooms permanent.

11. School Catchment Area.

This section captured data on the number of children out of school in each catchment area.
Distribution of OOSC in catchment area - Orphans

- Maya Public Primary School: 19
- Libya One Nursery and Primary: 5
- Buluk Model Primary School: 4
- Buluka 1 Boys Primary School: 1
- Buluka 2 Primary School: 5
- Bulukn B Primary School: 3
- Atlabara East Primary School: 40

Distribution of female OOSC in catchment area

- Maya Public Primary School: 181
- Libya One Nursery and Primary: 19
- GIADA Model Primary School: 24
- Buluk B Primary School: 11
- Buluka 2 Primary School: 11
- Buluk Model Primary School: 11
- Atlabara East Primary School: 20

Distribution of male OOSC in catchment area

- Maya Public Primary School: 274
- Libya One Nursery and Primary: 44
- GIADA Model Primary School: 13
- Buluk B Primary School: 2
- Buluka 2 Primary School: 17
- Buluk Model Primary School: 4
- Atlabara East Primary School: 14

Distribution of Total OOSC in catchment area

- Maya Public Primary School: 455
- Libya One Nursery and Primary: 35
- GIADA Model Primary School: 25
- Buluk B Primary School: 14
- Buluka 2 Primary School: 14
- Buluk Model Primary School: 20
- Atlabara East Primary School: 28

Percent Annual Target estimated for number of out of school children in the catchment area

- Maya Public Primary: 92%
- Libya One Nursery and Primary: 80%
- Juba 1 Boys Primary: 80%
- GIADA Model Primary: 77%
- Buluk B Primary: 80%
- Buluka 2 Primary: 69%
- Buluk Model Primary: 99%
- Atlabara East Primary: 99%
Buluka 2 has the largest number of children of school, but still fell 20% under target, Atlabara East primary school and Bulluk Model Primary fell the furthest below the expected/target number with a high percentage of 69%. The results show that too many children are out of school and most schools are coming in far below target. Education officials in Juba Block should focus on how to ensure that all schoolage children attend school.


This section looks at school governance through the number of meetings conducted, the presence of policy documents standards and guidelines within the schools of Juba Block.

Lybia 1 achieved 80% of the targeted meetings in a year while Gudele East managed only 28%. On access to professional documents and guidelines, Gudele East achieved 2000% of the annual set target. Gudele East all did well meeting targets for School calendar, and curriculum framework. These findings show that Gudele 2 focuses on management by democratic and consultative style where dialogue in decision making takes precedence. However, Gudele East has a major challenge in holding management meetings. The County Education Office should call for a management workshop for head teachers.
The most dominant types of meetings conducted in Juba Block Schools are; staff meetings, SME and BOG meetings. Gudele East had 3 meetings in each category out of the target of 9 per category. However, Lybia ii held 3 BOG meetings out of 3 achieving 100% of its target. This clearly shows that the schools focused more on administration than learners, and need encouragement to put learners first...
**13. ISSUES, RECOMMENDATIONS FOR CORRECTIVE ACTIONS FROM THE REPORT.**

<table>
<thead>
<tr>
<th>S/No</th>
<th>Issue</th>
<th>Section (Graph)</th>
<th>Recommendation</th>
<th>Responsible</th>
<th>Timeframe</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Annual targets on enrolment not achieved in most schools.</td>
<td>2.1 Enrolment</td>
<td>Create more awareness of free primary education within the community.</td>
<td>County Education Officer, BOG PTA</td>
<td>Dec 2017</td>
<td>Open</td>
</tr>
<tr>
<td>2</td>
<td>Pre-school (ECDE) experience in Buluk A 1 is the lowest for boys.</td>
<td>2.3 ECDE</td>
<td>Embrace the policy on ECDE before school for all children under 6. Awareness raising campaign</td>
<td>County Education Director</td>
<td>Jan 2018</td>
<td>Open</td>
</tr>
<tr>
<td>3</td>
<td>Low school attendance, particularly in Juba 1 and Mayo primary schools</td>
<td>3.0Attendance</td>
<td>Improve the CFS situation in the schools.</td>
<td>County Education Officer, BOG and PTA</td>
<td>July 2017</td>
<td>Open</td>
</tr>
<tr>
<td>4</td>
<td>Attendance of learners with disability not reported by Hai Malaka. Dr, Garang Bilpam had no data for girls. All the others had high numbers.</td>
<td>Learners with Disabilities</td>
<td>Assess why female learners with disabilities in Juba Block are the highest.</td>
<td>MoGEI Director of General Education and Planning.</td>
<td>July 2017</td>
<td>Open</td>
</tr>
<tr>
<td>5</td>
<td>Inconsistent accountability by schools on capitation grants.</td>
<td>School Finances Outlook (capitation grant)</td>
<td>Conduct inspection exercises in all school with the audit unit to ascertain the effect of capitation grants on community financial contribution to schools and the reason why only 30% reporting receiving a capitation grant.</td>
<td>County Education Office</td>
<td>July 2017</td>
<td>Open</td>
</tr>
<tr>
<td>6</td>
<td>Only 6 schools in the Block are above 80% of the annual target for girls’ cash transfers.</td>
<td>Girls Cash Transfers</td>
<td>Determine extent of coverage in the other schools using SAMS data.</td>
<td>County Education Office</td>
<td>Jan 2018</td>
<td>Open</td>
</tr>
<tr>
<td>7</td>
<td>Overall 18% of the annual target</td>
<td>Teacher and</td>
<td>Review the target in view of the</td>
<td>County Education Office</td>
<td>July 2017</td>
<td>Open</td>
</tr>
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<td>S/No</td>
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<tr>
<td>8</td>
<td>Few teachers have been trained on Accounting and Record keeping.</td>
<td>Capacity of Teachers</td>
<td>Develop a basic orientation package for Accounting and Record keeping.</td>
<td>County Education Office</td>
<td>Dec 2017</td>
<td>Open</td>
</tr>
<tr>
<td>10</td>
<td>The number of schools in the Block reporting figures on clubs is 50%.</td>
<td>School Child F</td>
<td>County/block should support schools to report on existing clubs.</td>
<td>County Education Director</td>
<td>Report July 2017</td>
<td>Open</td>
</tr>
<tr>
<td>11</td>
<td>School feeding programme is either not reported or not available in most schools.</td>
<td>School Child Friendliness</td>
<td>Partners, private and community, should increase support of school feeding programmes.</td>
<td>1.County Education Office, MoGEI Directors of General Education, Planning &amp; AES</td>
<td>Report July 2017</td>
<td>Open</td>
</tr>
<tr>
<td>12</td>
<td>Most schools in the block are not complying with teaching practices, and recordkeeping, and scheme of work is not put to use appropriately.</td>
<td>Instructional Planning and scheduling</td>
<td>Enhance inspection and create a plan to give equitable coverage to all schools.</td>
<td>County Education Directors, Head teachers and teachers</td>
<td>Comply with teaching practice by June 2017</td>
<td>Open</td>
</tr>
<tr>
<td>14</td>
<td>School inspection visits tend to focus more on school administration r than on learner welfare and quality of education.</td>
<td>Inspection and supervision</td>
<td>Should shift focus from school administration to learners.</td>
<td>Inspectors and supervisors.</td>
<td>By July-August 2017</td>
<td>Open</td>
</tr>
</tbody>
</table>
### 14. LESSONS LEARNED

<table>
<thead>
<tr>
<th>S/No</th>
<th>Description</th>
<th>General Education Strategic Plan Focus Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The reports show that the schools are doing well, yet the situation on the ground is contrary.</td>
<td>Access</td>
</tr>
<tr>
<td>2</td>
<td>Some schools consistently show the same number for both the annual target and actual figures. This is an indicator of subjectivity during the survey.</td>
<td>Access (Children with disabilities), Teacher Development and Management,</td>
</tr>
<tr>
<td>3</td>
<td>The mechanisms employed in collecting data should not vary from one school to another to avoid inconsistency of results.</td>
<td>Quality</td>
</tr>
</tbody>
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