



Community Empowerment for Progress Organization
CEPO

Central Equatoria State Women Union Building
Hai. Nieem-Juba

email: ceposudan@yahoo.co.uk or
ceposouthsudan@gmail.com

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Holistic Education for social transformation Morobo County Baseline Survey

Background information:

CEPO won a grant of Euro 25.232,1 from **ICCO** to undertake soft education project activities in Morobo County for a period of one year from 2011-1012.

The main problem that led to this project is the issue of teachers and parents association in educational development. Before the grant is received, CEPO thought wisely to conduct a situation analysis in Morobo County before designing and developing the actual project activities implementation plan.

The major problem that triggered CEPO to under take this project is the weak performance of the school pupils in their yearly academic examinations. Additionally, it is realized that the less focus on the soft part of education development has attributed to weak education systems and results. Therefore CEPO feel to intervene and improve the educational scheme by focusing mainly on the soft educational development projects.

The best option that CEPO as an institution think could be carryout for improving the education is through working on holistic education for social transformation by taking Morobo County as a pilot project.

Why Morobo County?

It is realized by CEPO that in Central Equatoria state, Morobo County has high enrolment of girls at the beginning of the year and a drastic dropout at the end of the year; on the other hand Morobo county communities are committed for ensuring that their schools have effective Parents and teachers associations to run the schools in each Payam.

Executive Summary:

Besides Morobo being the county with high school-girl dropout and with commitment for parents and association, it has a challenge with the primary schools governing bodies such as the PTA and SMC in executing their roles and responsibilities due to limited knowledge on school management, absences of funding, and attitudinal barriers are some of the major challenges affecting the role of PTA despite the fact that the County has limited Human resource in terms of qualified teachers, hence service delivery has become ineffective.

Among the key findings of the situation analyses are;

1. Morobo County registers high figures for girls enrollment for schooling but towards the end of the year, the number of school girls dropout is higher than the boys

2. Three quarters of the Payam have reasonable school structure for primary education
3. 70% of the teachers are untrained
4. The parents and teachers association are ineffective despite the communities struggle to make them functional.

The identified challenges that attributed to weakening the educational system in Morobo County are centered on the following reasons;

1. Lack of specific policy guidelines to guide the PTA bodies
2. No support from Ministry of education both at the state and the county.
3. Inadequate number of teachers resulting to high pupil-teacher ratio in most schools in the county
4. Low remuneration for the few teachers currently employed in the schools by PTAs.
5. Inadequate educational resources, for example, text books, stationery, furniture and lack of adaptive devices for learners with special needs.
6. Education of girl-child is not seen as a priority within the County
7. Education of children with special needs is not prioritized by the parents due to poverty, ignorance, cultural prejudices and negative attitudes.
8. Inadequate and inappropriately trained education managers (education officers, head teachers and members of PTAs).
9. Timeframe for the baseline survey was short and some of the Payams are distant from the County center
10. Most PTA executives don't know their duties and responsibilities; they think is a source of employment

There is need to have a clear viewpoint about the activity's strengths, weaknesses, opportunities and threats in order to draw reasonable conclusion on it, in relation to the activity successes, effectiveness, gaps and failures as bases for measuring sustainability and identifying areas of improvements. In this regard, the SWOT analysis tool is used.

Therefore these issues mentioned above have met the expectations of CEPO for intervening to improve the educational development in Morobo County through carrying out Holistic Education for social transformation. It is confirmed by this situation analysis findings that Morobo County requires intervention from CEPO.

Overall Goal of the survey:

The aim of the baseline survey is to provide quality with quantitative data to aid the design and development of an action plan with the County and Payam education authorities.

Objectives of the baseline survey:

1. Provide quality baseline data on the performance of PTA in the Primary schools of Morobo County.
2. Identify levels of needs in relation to the outcomes in order to aid CEPO deciding where best to target the intervention.
3. Situation analysis in relation to parents and teachers association functioning including first teachers teaching knowledge and skills capacity gaps.
4. Designing of the project actual implementation plan in partnership with the county department of education.

Methodology: The data collection was conducted in two folds as follow;

First fold: Sample primary schools from each Payam participated in the survey through answering the standard questionnaire. They were randomly selected, stratified by CEPO education officer. The respondents were categorized as

- Payam education officers,
- PTA chairpersons of the sample schools
- Head teachers and teaching staff

Head teachers' uptake the responsibility of gathering the teachers and the PTA executives and gives valuable information on whether the school has PTA/SMC and how these bodies function, and their term of office, these information is further verified with the data in the questionnaire. In total, 120 people took part in the survey: 5 were Payam education Officers, 25 were PTA Chairpersons and the rest were teachers. The data was collected in the five Payams of Morobo County through sampling technique:

Second fold: Alongside the questionnaire, school statistics with full enrollment details was drawn from each school then cross-checked with the County education department of statistic and planning to give the accurate number of schools and pupils within the County.

- a) Observation and focus group discussions were used in small scale for crosschecking the provided data via the standard designed questionnaires
- b) Two literature reviews were conducted: one in the Payams of Morobo County specifically on how the PTA functions and determining the impact of the project to the PTA and the types of interventions to be put in place

To accompany the methodology of the project findings of the study in sample way that is understandable, SWOT analyses tool was used a key tool for summarizing the findings

Data collection and Analysis

Data was collected through questionnaire and school records. The study participants were categorized and the same questionnaire is administered.

The quantitative data was summarized and organized into thematic areas using the triangulation approach. This was done in order to synthesize and interpret data from the life stories and experiences collected in order to converge an accurate representation of reality

Discussion of results

This section presents the baseline study findings in regards to challenges facing the schools of Morobo County, results for ineffective performance of PTA, role of parents and community leaders in school activities

Rationale of the situation analysis

Confirmation of the current situation of education in Morobo County per the project objectives and activities is the principle for designing this study before starting the project activities implementation on the ground. Among the key aspects that required confirmation are:

- a) Are the parents and teachers associations functioning in the county primary schools and up to what level is their influence and role in education development?
- b) Are the county teachers trained or untrained?
- c) What are the key barriers to primary education in Morobo County and per each selected primary school in the county?

To get accurate answers to the above mentioned questions (concerns), it is necessary to conduct situation analysis and come out with key findings and recommendations for advising the implementation of this project. To get the genuine response for addressing the rationale of this study, SWOT analysis tool was used to summarize the findings of the study.

SWOT ANALYSIS

RESULTS OF THE SWOT ANALYSIS

Strengthens	Weaknesses
<p>Advantages of the educational situation in Morobo county</p> <ul style="list-style-type: none"> • Each Payam at least has good number of school structure • There are trained teachers present at least one per school • Each Payam has the sense of why teachers and presents association matters in educational setting • Each Payam has reasonable and organized educational department or structure • County educational department has regular visits for inspecting the Payams performance <p>Innovative aspects for the project</p> <ul style="list-style-type: none"> • The county authorities donated land for CEPO to build a structure for the project • The county education department accepted on voluntary bases to inspect the Payam education department commitment for this project • All parents accepted to be effective in running the PTA • Innovation of peer Payam education department and PTA review • <p>What are your capabilities as county educational system/departments</p> <ul style="list-style-type: none"> • Well informed about the context and content of 	<p>Disadvantages of the educational situation in Morobo county</p> <ul style="list-style-type: none"> • Shortage of trained teachers for primary education • More voluntary teachers who are not paid salaries regularly • Weak monitoring of the education system by the PTA and SMC • Poor funding of the educational sector by the government • Low financial capacities of the families in encouraging private education <p>Gaps in educational situation</p> <ul style="list-style-type: none"> • No proper plan for teachers training • No regular PTA meetings • The county education department are under staff including unqualified staff presence • PTA are not properly informed about the key roles and functions for strengthening the educational system • Lack of effective educational inspections <p>Gaps in capabilities of PTA</p> <ul style="list-style-type: none"> • Most schools lack effective PTA structure • Three quarters of the PTA members are not informed about the roles and functions of the PTA • No full monitoring and evaluation of the PTA • Lack of management and administration within the

<p>educational situation in the county</p> <ul style="list-style-type: none"> • Knew the social and political set up of the county • By being as community member, commitment for ensuring the success of the project is not a question <p>Added value of the project</p> <ul style="list-style-type: none"> • Proper boarder understanding of PTA in educational development • Do bring community approach for educational development • 	<p>PTA</p> <p>What are your own vulnerabilities?</p> <ul style="list-style-type: none"> • PTA lack office space • More untrained teachers available in schools • Delay in salary payment that affects teachers commitment for teaching • PTA are not monitored and evaluated in a year
<p>Opportunities</p>	<p>Threats</p>
<p>What are the interests for the improving educational situation</p> <ul style="list-style-type: none"> • Weak PTA presences that are interested for empowerment • Open space for establishing PTA is available • Strengthening and encouraging joint parents and teachers participation in educational development <p>What do people say about the current educational situation positively?</p> <ul style="list-style-type: none"> • There is commitment for educational development and this is indicated by the presence of huge voluntary teachers. • Families realize that education of their children is a good long term investment <p>What help have you done in your community for improving the current educational situation</p> <ul style="list-style-type: none"> • Focusing on PTA role in education development • Establishing Payam educational departments • Mobilizing young secondary educated youth to act as teachers for primary education 	<p>What are the negative aspects of educational situation that people do speak about?</p> <ul style="list-style-type: none"> • Limited involvement and participation of the PTA • The low teachers salary payment may impacted negatively on the educational system <p>What are the future challenges that may affect the educational situation/system</p> <ul style="list-style-type: none"> • Inadequate and inappropriately trained education managers (education officers, head teachers and members of PTAs). • Most PTA executives don't know their duties and responsibilities; they think is a source of employment • Inadequate number of teachers resulting to high pupil-teacher ratio in most schools in the county • No designed curriculum <p>What are the things that may prevent the sustainability of educational improvement</p> <ul style="list-style-type: none"> • Lack of timely implementation of the reached recommendations and resolutions • Poor designed follow-up plans by the stakeholders • No proper defined roles and responsibilities for all the stakeholders in ensuring accurate monitoring and evaluation of given recommendations

Key matters arising during the study

1. The first priority should have been given for teacher training since there is only 30% of the teachers who are trained with 70 acting as volunteers.
2. CEPO should mobilize teachers to the County since there is shortage of human resource in terms of service delivery.
3. The education director should allocate a portion of land for CEPO in the site allotted for education
4. A county supervisor will be introducing CEPO Program officer for education to the various Payams so as to familiarized with the respective head teachers
5. CEPO should lobby for teacher training so as to measure their output in the educational field after strengthening the PTA and SMC capacities.

Facts obtained during the study

1. There is need for both teacher and PTA trainings.
2. Some parents don't know their roles and it will be the PTA to sensitize such parents.
3. Some of the PTA demand for payments and such training should aim at addressing this problem.

Despite the barriers noted during the study, it was found out that there are PTA bodies existing although without support relevant to their diverse needs from the schools and teachers.

Key Recommendations

Drawing from the study findings, the below are the measures to be undertaken by development partners and stakeholders to ensure the viability of PTA and effective primary schools in Morobo County

1. Developing policy guidelines on the role of PTA for the county
2. Enhancing and promoting community participation through empowering the PTAs by training the members on basic management skills.
3. Prioritizing and enhancing the training and in-servicing of county education officers, teachers and PTA executives
4. Adapting the curriculum to be more flexible to meet the diverse needs of all children including those with special needs.
5. Establishing Special Needs Assessment and Training Centers (SNTAC) the county/locality to provide services for early detection, intervention and proper placement of children with special needs and also to carry out outreach services.
6. Developing and enhancing strong links between schools, homes and communities through networking and partnerships.
7. Involving parents, local communities, local NGOs and relevant government departments in improving and creating sufficient and appropriate infrastructure and also making sanitation facilities safe, clean and accessible to all, especially those with physical disabilities.
8. Empowering and involving parents in school management
9. Improving school buildings and learning environments to be able to accommodate all learners.

Annex 1: Photos demonstrating activities of the study



James Hitler explaining the content of the project to Morobo County Commissioner Ofeni Ngota



James Hitler explaining the purpose of his visit at Pabanga Primary to parents and PTA executives during PTA general elections (Gulumbi Payam)



Pupils of Nyei Primary school, Wudabi Payam during communal work



Image of Ombachi Keliko Primary School, Lujulo Payam



Pupils of Ombahi Keliko Primary school during a communal work



Image of Wudabi Primary school, Wudabi Payam Morobo County



Teachers of Wudabi Primary school participate in answering the questionnaire



A Primary 3 pupil studying during lunch break at RAS College-Kaya, Kimba Payam



One of the classroom under a tree in Rodoba Primary School

Annex: 2 list of primary schools with full enrolment details

**CEPO HOLISTIC EDUCATION FOR SOCIAL TRANSFORMATION
MOROBO COUNTY PRIMARY SCHOOLS STATISTICS 2011**

GOVERNMENT SCHOOLS

S/no	School Name	Payam	Girls	Boys	Total
1	Morobo Primary School	Gulumbi	336	340	676
2	Nyori Primary School	Gulumbi	67	97	146
3	Rodoba Primary school	Gulumbi	199	235	434
4	Gulumbi Primary School	Gulumbi	180	160	340
5	Kendila Primary School	Gulumbi	109	130	239
6	Pabanga Primary School	Gulumbi	108	135	143
7	Kanza Primary School	Gulumbi	94	99	193
8	Pakujo Primary School	Gulumbi	56	57	113
9	Iraga Primary School	Gulumbi	18	16	30
10	Ojipako Primary School	Gulumbi	14	16	30
	Sub Total		1217	1236	2453

PRIVATE SCHOOLS

11	Rock the Desert Primary School	Gulumbi	147	168	315
12	Morobo Public Primary School	Gulumbi	74	63	137
13	Nyapea Primary School	Gulumbi	149	143	292
14	Alpha Primary School	Gulumbi	51	69	120
15	Ligo Primary School	Gulumbi	55	83	148
16	Injili Primary School	Gulumbi	193	122	315
	Sub total				

GOVERNMENT SCHOOLS

17	Ombachi Keliko Primary School	Lujolo	172	208	380
18	Panyana Primary School	Lujolo	129	195	324
19	Aworu Primary School	Lujolo	163	158	321
20	Kirinya Primary School	Lujolo	121	148	269
21	Yugufe Primary School	Lujolo	158	173	331
22	Laiza Primary School	Lujolo	132	161	293
23	Lujulo West Primary School	Lujolo	43	28	71
24	Paika Primary School	Lujolo	83	93	176
	Sub Total		1,001	1164	2165

PRIVATE SCHOOLS

25	Jaba Primary School	Lujolo	173	224	397
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26	Gomoja Primary School	Lujulo	36	72	108
27	Ududra Primary School	Lujulo	39	53	92
	Sub Total		248	349	597
28	Panyume Primary School	Panyume	75	96	171
29	Lujulo East Primary School	Panyume	63	89	152
30	Yaribe Primary School	Panyume	43	63	106
31	Nyori 1 Primary School	Panyume	23	50	73
32	Wongoboro Primary School	Panyume	36	25	61
33	Dongoda Primary School	Panyume	24	38	62
			246	361	625
34	Nyei Primary School	Wudabi	224	310	554
35	Arimbe Primary school	Wudabi	76	95	171
36	Okollowa Primary School	Wudabi	83	106	189
37	Yondu West Primary School	Wudabi	19	25	44
38	Iwatoka Primary School	Wudabi	69	60	129
39	Wudabi Primary School	Wudabi	70	75	145
GOVERNMENT SCHOOLS					
40	Kimba Primary School	Kimba	105	128	233
41	Kaya Primary School	Kimba	123	139	262
42	Yondu East Primary School	Kimba	62	100	162
43	Ryokapoto Primary School	Kimba	57	80	137
44	Dudulabe Primary School	Kimba	67	85	152
45	Renu Primary School	Kimba	74	63	137
46	Midigo Primary School	Kimba	36	25	61
			524	620	1144
PRIVATE SCHOOLS					
47	Ambassador Primary School	Kimba	167	151	319
48	Highway Primary School	Kimba	84	114	198
49	Happy Hours	Kimba	47	46	93
50	RAS College Primary School	Kimba	13	25	38
51	St. Bakita Priamry School	Kimba	226	163	389
52	Rego Primary School	Kimba	15	22	37
53	Zion Primary School	Kimba	36	22	37
54	Asomuko Primary School	Kimba	49	36	85
55	Ripuga Primary School	Kimba	58	62	120
56	Alikate Primary School	Kimba	83	68	151
57	Bindu Primary School	Kimba	56	58	114
			835	767	1602

SUMMARY OF GOVERNMENT SCHOOLS

S/no	Payam	Girls	Boys	Total
1	Gulumbi	1217	1236	2453
2	Lujulo	1001	1164	2165
3	Panyume	265	361	625
4	Wudabi	561	671	1232
5	Kimba	524	620	1144

SUMMARY OF PRIVATE PRIMARY SCHOOLS

S/no	Payam	Girls	Boys	Total
1	Gulumbi	679	648	1327
2	Lujulo	248	348	597
3	Kimba	835	767	1602
		1762	1764	3526

SUMMARY OF PRIMARY SCHOOL ENROLLMENT

S/no	Section	Girls	Boys	Total
1	Government	3567	4052	7619
2	Private	1762	1764	3526
		5329	5816	11145

Annex 3: The questionnaire:

Education situation analysis questionnaire-Morobo
Standard of the primary education

Background information

Social history

1. Gender Male () Female ()
2. Payam:.....
3. Marital status: Married () Single () Divorced () Separated () widow ()
4. Level of education: Primary () Secondary () Tertiary () University ()
5. Occupation:.....

What can you tell us about the standard of primary education in the county? And Why?

.....

.....

.....

.....

.....

Which year do you describe as the “year of best primary education”? and why?

.....

.....

What is missing for the improvement of the primary education?

1.
2.
3.
4.
5.

What are the indicators of best primary education?

1.
2.
3.
4.
5.

Teachers and parents relationship

How satisfied are you with the teachers and parents relationship

- a) Very satisfied () why?
.....
- b) Satisfied ()

c) Not satisfied () why?

.....

Who is the key player in the teachers and parents relationship?

a) Parents () why?

.....

b) Teachers () why?

.....

c) Both ()

Do the teachers and parents relationship have great role in the improvement of primary education?
Why?

.....
.....

Teacher and parents associations or councils

Have you heard of teacher and parent association or council?

a) Yes () what is it

.....

b) No ()

Give five key importance of Parents and teachers association or council?

1.

2.

3.

4.

5.

When did you first hear of teachers and parents council or association in Morobo County?

.....

How is the performance of these teachers and parents associations and council?

a) Effective () because of

.....

b) Reasonable ()

c) Not effective () why?

.....

Who plays effective role in school affair management and improvement of the education standard?

.....

.....

.....

If the relationship between the teachers and parents need to be improved, it should be through;

a) Association () why?

.....

b) Council () why?

.....

c) Committee () why?

.....

Mention five functions for association or Council or committee

1.
2.
3.
4.
5.

End
Thank You