



**Community Empowerment  
for Progress Organization  
CEPO**

Central Equatoria State Women Union Building  
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Date:

## **ACTIVITY REPORT**

Project Title: ***Holistic Education for Social Transformation***

Activity name: ***Training PTAs/SMCs***

Activity dates: ***18<sup>th</sup> April – 9<sup>th</sup> May 2012***

Project number: ***75-02-03-011***

Location of training: ***The five Payams of Morobo County***

Report compiled by: James Hitler

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Report Recipient: ***Kalisto Inyani, ICCO Program Officer for Education & Food Security***

Reporting Date: 1<sup>st</sup> June 2012

## **INTRODUCTION ( *Give a brief introduction of the activity* )**

CEPO won Interchurch Organization for Development Corporation ICCO 2011/12 grant for undertaking the soft aspect of education under the project title ***Holistic education for social transformation*** in Morobo County.

The activity was Parents and teachers Association trainings targeting 54 PTA/SMCs groups from the five Payams of Morobo County.

To operate effectively as a parents Association, there is need to have mechanisms in place whereby they can establish the views of the parents and pupils on matters relating to the school. In this way, they can select activities that will promote parental and pupil involvement.

While all parents of pupils of a school are members of the parents' association, the majority do not need to be involved in the day to day activities of the association. Usually the parents association will elect a committee who will manage the responsibilities of the parents association on behalf of all the parents. The size and formation of the parent committee is usually determined by the size of the school and the amount of the activities to be undertaken.

The parents association in a school works with head teacher, staff and board of management to build effective cooperation and partnership between homes and schools. The role of the parent's association is set down in the *Education ACT 1998* as follows: *A parents association shall promote the interest of the pupils in a school in cooperation with the teachers and students.*

The trainings were conducted in collaboration with the County Education Department with policies drawn from the state ministry of education.

The trainings were facilitated by **Mr. Hakim John Aseri** the training consultant who is well informed about the roles of PTA/SMCs and has facilitated several trainings in Central Equatoria state for the last two years.

The PTA/SMC training was organized with the aim of enhancing and promoting community participation through empowering the PTAs by training the members on basic management skills and resource mobilization techniques so as to perform to the

expected standards and understand their roles better in order to bring development to the schools.

The training covered the five Payams of Morobo County with four participants drawn from each of the five selected schools of the respective Payams. The training was planned for 54 groups of the PTAs/SMCs targeting all the members.

The training content includes topics on the role and responsibilities of the PTAs/SMCs, the school, community participation, team building, effective communication among others to widen the understanding of the management communities.

**OBJECTIVE OF THE ACTIVITY** (*Briefly describe the objective of the activity*)

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- 1 To train 54 parents and teachers associations on school management skills and knowledge.
  
- 2 To reduce gender disparity in Morobo county basic schools through orientation of the teachers and parents associations.
  
- 3 To use schools to build a peaceful society after a period of about 21 years of war
  
- 4 To enhance school mangers to adequately educate pupils in the Morobo county to compete favorably with those in other counties of the central Equatoria state.

**Overall Goal**

To work with Parents to make learning effective and share knowledge on HIV/AIDS through sensitization/awareness in the basic schools

**PTAs/SMCs expectations**

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- Knowledge and Skills.
- Good feeding
- Attendance Certificate.
- T-Shirts.
- Transport refund.
- Sitting allowance.

- Active participation.
- Good facilitation.
- Handouts

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**IMPLEMENTATION PROCESS** *(Describe in detail the progress of the activity and the time frame it followed)*

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- CEPO carried a baseline survey in the five Payams of Morobo County
- A feasibility study was carried through mapping the relevant stakeholders to identify the existing gaps
- Recruitment of consultant and a field officer was done based on credibility and potentiality
- Training manual was developed in line to the existing gaps
- The training manual was then tested
- The project was launched officially
- The activity started well with a good number of participants turning up for the training during the earlier stages which indicates that the receiving communities are ready to acquire the knowledge and skills for them to execute their duties diligently.
- The PTA/SMC bodies were able to attend the training in all the selected locations.
- The schedule of the training was followed during the process of the implementation of the activity with some slight changes to starting time and the number of training days
- The target group is very active, cooperative and participated well during the course of the training that enabled us to cover most of the topic within the shortest specified timeframe.

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**TARGETS** *(Provide details on the targets set for the activity, whether they have been met or not, with reasons why)*

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The trainings targeted 54 Parents and Teachers Associations/School Management Committee in Morobo County. The target is twenty members per Payam with one education supervisor

All the five Payams turned up for the training as planned in the scheduled

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**LESSONS LEARNED:** *a lesson learnt is knowledge and experience (which can be positive or negative) derived from actual implementation of an activity or intervention as well as observations during implementation)*

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- The training was a success as the content was covered and the number of training days planned were completed and the target was met.
- The PTA members feel empowered and are ready to execute their duties diligently.
- The team work building and the communication skills covered in the training has motivated the participants.
- The training methodology is simple, practical and has made the learning process easier for better understanding of the issues, challenges facing the PTAs/SMC and finding solutions.
- There has been cooperation among the project staff, participants and school administrators that enabled us to finish the activities.
- The majority of the participants had never attended such training that contributed to their low or poor performance in the schools with some few of them who have vast experience learnt from the job and others attained some training which according to them was last conducted in 2010.
- The participants are willing to learn more as stated by them during evaluation at end of the training where they even demanded that CEPO organize more training for them.
- The participants are willing to work or execute their duties but most of them are demanding for payment (salaries) in order to deliver the services to the schools.
- There has been a lot of confusion resulting from lack of job/role description among PTAs and SMCs that has led to reluctance for the committee members.
- There has been suppression from the head teachers which was due to the ignorance of the PTAs/SMCs about their roles and responsibilities.
- Some PTAs/SMCs are working very hard but lack support from the Government, NGOs and other stakeholders as such.

**SUCCESS STORY:** *(The achievement of something desired, planned, or attempted attributed to an activity or an intervention. The success story relies much on anecdotal evidence)*

- The training was carried out as planned with some few changes in regard to time and number of training days.
- Community participation is instilled to the participants through empowering the PTAs by training the members on basic management skills was achieved
- Team work spirit was instilled to the participants.
- Strong links between schools, homes and the communities was established
- The target group was met that enable the training to take place.
- The training was covered and most of the topics suites the real situation on ground basing on what the feedback from the participants
- The active participation of the trainees enabled us to cover most of the topics including unexpected issues that affect their work.
- There was gender sensitivity as men and women attended the training with good representation in all the five locations.
- The turn up for the training was so encouraging with some few irregularities in some location.
- The number of training days was completed in the five Payams of Morobo County.
- Basic school performance in relation to children rights and Protection including monitoring parents/family role in promotion of child rights is observed by the parents after the training is received.
- Knowledge Attitude and Practice (KAP) is improved in the five Payams of the County.

**CHALLENGES** *(Identify obstacles to carrying out the activity and where appropriate state how you overcame the challenge.*

*Also identify what you learned from this activity as an organization)*

- There was no common mode of communication (language) in some training locations like Wudabi and Lujulo which was addressed by use of many languages.

- The long distances from the schools to the training centre which affected the starting time was solved by offering lift to some participants and transport reimbursement.
- The weather change (rain) which partially affected the training more especially during the morning hours.
- The participants have high expectations and some could not be met.
- The participants demanded for certificates and handouts which were not available at that time. The management of CEPO, however, promised to look into the matter and avail the said items at a later date.
- The training schedule was so tight that it was not possible to exhaustively discuss the sessions as should have been the case. The time frame of 09:00 a.m. to 16:00 hours for three days wasn't enough for that matter
- There was less community contribution to the project

**CONCLUSION** *(Briefly outline the outcome of the activity)*

The training of the PTAs/SMCs is a very big bonus for this pilot project and will go a long way in ensuring the success of this project. The following recommendations will also come in hand for the sustained success of project activities:

- Any subsequent training should be conducted for a much longer duration (between 5 to 8 days) in order that all the sessions are handled exhaustively.
- CEPO should conduct some refresher trainings for the current lot of PTAs/SMCs to cover up gaps that should have been created during the three-day training.
- PTAs/SMCs should be given some identification materials like ID cards, T-shirts and caps in order to encourage them to do their work efficiently.
- The PTAs/SMCs supervisor should organize regular support meetings in order to see if there are performance gaps that need fixing.

- After conducting the training, the PTAs/SMCs should be supervised closely to see if they are doing the job to the required standards.

## **Review**

After the trainings, CEPO in conjunction with the County Education department reviewed the activities and the following are the key issues deliberated upon, some need immediate action to be taken,

1. Recreational activities should be promoted in the schools to keep the pupils busy during break times so that they will not abscond lessons
2. There is need to establish mothers units (Matrons) in the schools who will specifically focus on issues related to girl child and children with special needs by creating sufficient and appropriate environment to girls and those with physical disabilities.
3. The county education department places a request for capacity building to its staff since majority of them don't know what they are suppose to do
4. Monitoring and Evaluation should in two folds; one by the County department of education with its staff at Payam level so as to monitor the implementation process and assessing the impact and constraints of the project. The second fold will be by CEPO and ICCO M & E officers
5. CEPO should strengthen the county examination board beginning with the middle upper primary school so as to measure the impact of the project in the county.

The following are some of the activities in which Parents' Associations might be involved

- Organizing information/social events for new parents to the school

- Organizing welcome events for new pupils to the school
- Arranging talks on topics of interest to parents, e.g. guest speaker on parenting/discipline etc
- Preparing school handbooks/calendars
- Providing support/organizational input to major school events
- Channeling parents views on school policy issues to the Head teacher/Board
- Contributing to school newsletter (in future)
- Helping to organize and supervise extracurricular activities

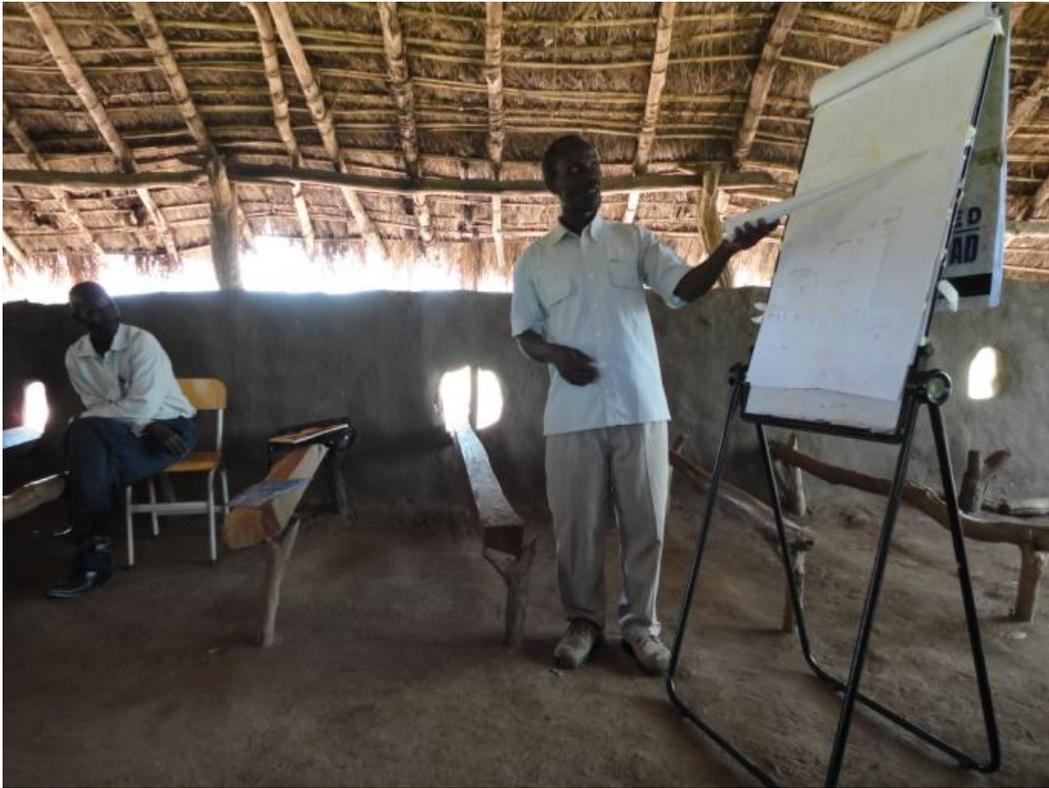
**ATTACHMENTS** *(Provide any additional information as attachments e.g. Photographs, list of beneficiaries, List of participants etc)*



*Opening speech by Morobo County Inspector for Primary Schools Mrs. Mary Ajonye Karlo Photo by Charles Wilson*



*The photo above demonstrates PTAs/SMC members in group discussions during the training in Panyume Payam*



The above photo demonstrates Alex, one of the PTA secretary presenting a group work



Participant presenting group work.



Team building



*Photo demonstrating team building exercise*



Participants attentively listening to one of the session during the training in Wudabi Payam



*Participants during physical drill exercise in Panyume Payam*



***Group photo Panyume Payam***



***Group Photo Nyei Center, Wudabi Payam***

## Annex II

### THE PRE-TEST QUESTIONNAIRE:

***Choose among the given options of Agree, Disagree and don't know as the best answer to the below questions***

- 1- PTA is about school governance aimed at achievement of defined goal, mission and vision
  - a) Agree [  ]
  - b) Disagree [  ]
  - c) Don't know [  ]
- 2- Schools are Community responsibilities
  - a) Agree [  ]
  - b) Disagree [  ]
  - c) Don't [  ]
- 3- Parents and Head teachers are not meant to work together
  - a) Agree [  ]
  - b) Disagree [  ]
  - c) Don't know [  ]
- 4- Parents and Teachers Association executive are Permanent and should be related to the head teacher
  - a) Agree [  ]
  - b) Disagree [  ]
  - c) Don't know [  ]
- 5- Parents and Teachers Association roles include supervision of teachers in the classrooms
  - a) Agree [  ]
  - b) Disagree [  ]
  - c) Don't know [  ]
- 6- The role of PTA in school management include resource mobilization
  - a) Agree [  ]
  - b) Disagree [  ]
  - c) Don't know [  ]
- 7- Have you attended similar training before this training?
  - a) Yes [  ]
  - b) No [  ]

## THE TRAINING EVALUATION QUESTIONNAIRE

***Choose among the given options of Very satisfied, Satisfied and Not satisfied as the best answer to the below questions***

- 1- How satisfied are you with the training topics
  - a) Very Satisfied [  ]
  - b) Satisfied [  ]
  - c) Not satisfied [  ]
- 2- How satisfied are you with the training methodology
  - a) Very Satisfied [  ]
  - b) Satisfied [  ]
  - c) Not satisfied [  ]
- 3- How satisfied are you with the facilitator?
  - a) Very Satisfied [  ]
  - b) Satisfied [  ]
  - c) Not satisfied [  ]
- 4- How satisfied are you with the training hall?
  - a) Very Satisfied [  ]
  - b) Satisfied [  ]
  - c) Not satisfied [  ]
- 5- How are you satisfied with the training?
  - a) Very Satisfied [  ]
  - b) Satisfied [  ]
  - c) Not satisfied [  ]
- 6- How satisfied are you with the training duration?
  - a) Very Satisfied [  ]
  - b) Satisfied [  ]
  - c) Not satisfied [  ]
- 7- How do you rate training in terms of feeding?
  - a) Good [  ]
  - b) Fair [  ]
  - c) Poor [  ]
- 8- Have you attended similar training before this training?
  - a) Yes [  ]
  - b) No [  ]

## Annex III

**Action plan for follow up**

<b>Action</b>	<b>When</b>	<b>Who is responsible/involved</b>	<b>Requirements</b>
Follow up meetings with the Payam PTA Unions	After every two months	<ul style="list-style-type: none"> <li>• Field Officer</li> </ul>	Airtime Transport and full feeding
Sending of monitoring tools	1 <sup>st</sup> Week of June 2012	<ul style="list-style-type: none"> <li>• Lokuto Bismark</li> <li>• Faida Jane</li> </ul>	Airtime Transport
Communication to the field officer about the field visit timeline	1 <sup>st</sup> week of June 2012	<ul style="list-style-type: none"> <li>• James Hitler</li> </ul>	Airtime
Follow up of activities in the five Payams of Morobo County (field visit)	2 <sup>nd</sup> week of June 2012	<ul style="list-style-type: none"> <li>• Taban Julius</li> <li>• Muto Moses (<i>Deputy County Education Director, Morobo County</i>)</li> </ul>	Transport Accommodation Refreshment Stationery
Drawing timeline for the next activity	2 <sup>nd</sup> Week of June 2012	<ul style="list-style-type: none"> <li>• Payam Education supervisors</li> <li>• County education Director</li> <li>• Personal officer</li> <li>• County Planning officer</li> <li>• Gender unit</li> <li>• CEPO team</li> </ul>	Transport Refreshment accommodation

#### Annex IV Attendant list

S/no	Name	Payam	School	Signature
1.	Khamis Alfred Luga	Kimba	Kaya Primary	
2.	Bethuel Taban Thomas	Kimba	Supervisor	
3.	Elisa Agele	Kimba	Rego Primary	
4.	Franco Moro	Kimba	Rego Primary	
5.	Logu Moses	Kimba	Bindu Primary	
6.	Cicilia Adili	Kimba	Bindu	
7.	Michael Modi Ladu Wani	Kima	Kaya Primary	
8.	Agele Samuel Amule	Kimba	Dudulabe	
9.	Bayo Charles Amule	Kimba	Dudulabe	
10.	Samuel Muto	Kimba	Bindu P/s	
11.	James Lian Eprema	Kimba	Kaya	
12.	Ezelina Gonya	Kimba	Kaya	
13.	Seme Data	Kimba	Alikate	
14.	Setepatna	Kimba	Kimba	
15.	John Moro	Kimba	Alikate	
16.	Sarah Moriba	Kimba	Bindu	
17.	Stephen Uziga	Kimba	Rego	
18.	Betty Abau	Kimba		
19.	Aya Clementina	Kimba		
20.	Michael Soro	Kimba	Dudulabe	
21.	Mary Anite	Kimba	Kimba	
22.	James Abure	Kimba	Alikate	
23.	John Towongo	Kimba	Dudulabe	
24.	Geriga Charles	Gulumbi	Gulumbi Primary	
25.	James Arike	Gulumbi	Gulumbi Primary	
26.	Betty Saki	Gulumbi	Gulumbi Primary	
27.	Dimba Safi Taban	Gulumbi	Morobo Primary	
28.	Puru Esther Gabriel	Gulumbi	Gulumbi Primary	
29.	George Rube Yairo	Gulumbi	Gulumbi Primary	
30.	Paul Lodinya Milton	Gulumbi	Morobo Primary	
31.	Julius Mawa	Lujulo	Ombachi Kaliko	
32.	John Luate	Lujulo	Ombachi kaliko	
33.	James Arike	Gulumbi	Pakujo	
34.	Ajonye Mary karlo	CEO		
35.	Taibo Susan bako	CEO		
36.	Joel Akuki	Gulumbi	Iraga Primary	
37.	Wilson Kokola	Gulumbi		
38.	Merika Poni	Gulumbi		
39.	Alex A. Amule	Panyume	Nyangolo	
40.	Lucia Luba	Panyume	Dongoda	
41.	Sosten Mawa	Panyume	Dongoda	
42.	Moses Abai	Panyume		
43.	Michael Kenyi Elioba	Panyume	Wongoboro	

44.	Hillary Mawa Thomas	Panyume	Dongoda
45.	Thomas Malish	Panyume	
46.	Jennifer Akujo Moses	Panyume	Wongoboro
47.	Wani Victor Bullen	Panyume	Dongoda
48.	Edward Taban Manas	Panyume	Pabanga P/s
49.	Benneth Baba	Supervisor	
50.	Ejol Modi	Panyume	
51.	Michael Lasuba	Panyume	
52.	Samuel Kepo Ayume	A/Supervisor	
53.	Balla Jeneso Augustine	Panyume	Panyume P/s
54.	Angel Modi	Panyume	
55.	Michal Lasuba	Panyume	
56.	Ngota Gabriel		
57.	Jackson Lasuba	Panyume	
58.	Jackson Akayo	Wudabi	Nyei Primary
59.	Otima Isaka	Wudabi	Nyei
60.	Elinaya Asega	Wudabi	Arimbe Primary
61.	Lemi Aburama	Wudabi	Nyei
62.	Festo Otima	Wudabi	Arimbe
63.	Tera Alik	Wudabi	Arimbe
64.	Julius Atige	Wudabi	Aloto Primary
65.	Anna Dezu	Wudabi	Nyei
66.	Rev. Augustino A. Ema	Wudabi	Nyei
67.	Paul Tambli	Wudabi	Yondu
68.	Arona Suruga	Wudabi	Yondu
69.	Silla Amale	Wudabi	Yondu
70.	Jorebeli Alitin	Wudabi	Nyei
71.	Magret Awate	Wudabi	Nyei
72.	Joyce Ndala	Wudabi	Arimbe
73.	Lillias Senya	Wudabi	Nyei
74.	Garce Poni	Wudabi	Nyei
75.	Jenity Nena	Wudabi	Nyei
76.	David Mawa Akayo	Wudabi	Nyei
77.	Alidri Nelson Yoma	Wudabi	Payam Educ
78.	Moses Taga	Wudabi	
79.	Mena Adiku	Wudabi	Yondu
80.	Joel Sekere	Wudabi	Yondu
81.	Canon Phenasa O. Yobo	Wudabi	Elder
82.	Jennet Phillip	Wudabi	
83.	Nemaya Wani	Wudabi	Nyei
84.	Sima Amla	Wudabi	Yondu
85.	Arona Jurugo	Wudabi	Arimbe
86.	Yorobili Alik	Wudabi	Arimbe
87.	Draga Jackson Moses	Lujulo	
88.	Alfred Dada	Lujulo	
89.	Ruben Ide Moses	Lujulo	
90.	Obadia Kalika Nigo	Lujulo	
91.	Elly Taban	Lujulo	

<b>92.</b>	Wilson Kissi	Lujulo	
<b>93.</b>	Loice Ayo Baba	Lujulo	
<b>94.</b>	Micah Draga Yosefata	Lujulo	
<b>95.</b>	Galla Joseph Buga	Lujulo	
<b>96.</b>	Rupas Wani Ajoge	Lujulo	
<b>97.</b>	Danyeleye Dowasa Pon	Lujulo	
<b>98.</b>	Joani Malish	Lujulo	
<b>99.</b>	Moses Kepo	Lujulo	
<b>100.</b>	Samuel Alege	Lujulo	
<b>101.</b>	Sarah Dakaru	Lujulo	
<b>102.</b>	Samson Mawa	Lujulo	
<b>103.</b>	Akandru Faima	Lujulo	
<b>104.</b>	Arona Matayo	Lujulo	
<b>105.</b>	John Hakim	CEPO	Consultant
<b>106.</b>	Moro Moses Peter	CEPO	Field Officer
<b>107.</b>	Faida Jane	CEPO	Logistics
<b>108.</b>	Lokuto Bismark	CEPO	Adminstrator
<b>109.</b>	Charles Wilson	CEPO	Driver
<b>110.</b>	JAMES B. Hitler	CEPO	Project Officer