

**QUARTERLY REPORT**  
**# 4**

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**APRIL - JUNE 2001**

Basic Education and Policy Support (BEPS) Activity  
United States Agency for International Development  
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## GLOSSARY

AED	-	Academy for Educational Development
BEPS	-	Basic Education & Policy Support
BOG	-	Board of Governors
CCT	-	Coordinating Center Tutors
CE/TE	-	Commissioner of Education/teacher Education Department
CPD	-	Continuous Professional Development
DEO	-	District Education Officer
DE/MOES	-	Director of Education/ Ministry of Education & Sports
DHS	-	Demographic Health Survey
DIS	-	District Inspector of Schools
DP	-	Deputy Principal
EIC	-	Equity in the Classroom
EMIS	-	Education Management & Information Systems
EPD	-	Education Planning Department
<b>EPIA</b>	-	Education Policy & Institutional Advisor
EPRC	-	Education Policy Review Commission
ESC	-	Education Service Commission
ESCC	-	Education Sector Consultative Committee
ESIP	-	Education Strategic Investment Plan
FA	-	Funding Agencies
GOU	-	Government of Uganda
HOP	-	Head of Programme
HT	-	Head Teacher
ITEK	-	Institute of Teacher Education Kyambogo
JICA	-	Japanese International Co-operation Agency
LC	-	Local Councilor
MOES	-	Ministry of Education & Sports
NGO	-	Non Governmental Organization
NTC	-	National Teacher's College
O/DP	-	Outreach/Deputy Principal
PCV	-	Peace Corp Volunteer
P/DP	-	Pre-Service Deputy Principal
P/PE	-	Pre-primary and Primary Department
PTC	-	Primary Teacher College
PTE	-	Primary Teacher Education
SMC	-	School Management Committee
SOW	-	Scope of Work
SUPER	-	Support for Uganda Primary Education Reform
TDMS	-	Teacher Development Management Systems
TDMP	-	Teacher Development Management Plan
TOF	-	Training of Facilitators
UBOS	-	Uganda Bureau of Statistics
UPE	-	Universal Primary Education
USAID	-	United States Agency for International Development

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# **BASIC EDUCATION AND POLICY SUPPORT [BEPS]**

**Quarterly Performance Report: 1 April - 20 June, 2001**

**Contractor:** Creative Associates International, Inc.  
**Contract #:** BEPS/Uganda Project # 748-05  
**Position:** Education Policy & Institutional Advisor  
**Reporting Period:** 1 April - 20 June, 2001

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## **1. INTRODUCTION**

This report has been prepared by the Education Policy & Institutional Advisor and is submitted as a quarterly report, which covers the period 1 April - 20 June, 2000. The report is organized into four major sections: Introduction, which includes the background and scope of work; Current Quarter Progress & Accomplishments; Challenges & Emerging Issues; and plans for the next quarter.

### **1.1 BACKGROUND**

The overall purpose of the Basic Education and Policy Support [BEPS] Project is to assist developing and newly independent nations to improve the quality, access, management and effectiveness of their educational systems, particularly basic education. The project goals are to:

- Improve the quality, efficiency, access and equity of education, particularly basic education
- Support educational policy dialogue and reform
- Carry out restorative and beneficially additive basic education, educational policy and planning activities in crisis countries.

The main goal of the Education Policy & Institutional Advisor is to contribute to the improvement of quality basic education in Uganda, while preserving and increasing the level of access and persistence. The specific tasks to be achieved by the advisor are provided in the next section entitled, scope of work.

## 1.2 SCOPE OF WORK

The specific tasks of the Education Policy & Institutional Advisor (EPIA) are listed below:

- Extend the Teacher Development Management System [TDMS] to eight Primary Teachers Colleges [PTC] and complete Nation-wide implementation of TDMS. \*
- Monitor the impact of TDMS by routinely visiting the field.
- Design an assessment of Continuous Professional Development [CPD]
- Strengthen linkages between the PTCs and their respective districts at the local government.
- Train facilitators to train District Management Committees, Head Teachers, SMCs and local council in local school management.
- Work with staff in P/PE department of Ministry to promote and assess new approaches to Universal Primary Education [UPE] for example Multi-grade teaching.
- Collaborate with Education Planning Department [EPD] on the local committees for the Demographic and Household Survey [DHS].\*\*
- Support the timely and efficient collection, publication and dissemination of education management information system [EMIS] data.\*\*
- Design and improve teacher training materials and examination policy by working continuously with the Institute for Teacher Education in Kyambogo [ITEK].
- Submit quarterly and annual reports on progress and activities completed.

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### **NB:**

\* Events in the country have over- taken this task. There are to be 4 new Core PTCs in the next term. The EPIA has been delegated the task by the MOES to work with these new PTCs to up-grade them.

\*\* As discussed previously, with the BEPS Coordinator, these 2 tasks are dependent on other ministries, and external donors which has delays, therefore the EPIA's collaboration is constrained.

## 2. ACCOMPLISHMENTS & PROGRESS IN QUARTER

In this section the specific tasks of the EPIA as per the scope of work, are addressed with regard to the accomplishments and progress in this quarter.

### 2.1 TDMS Expansion & Monitoring

#### *Goal*

Extend the Teacher Development Management System [TDMS] to eight Primary Teachers Colleges [PTC] and complete Nation-wide implementation of TDMS.

#### *Objectives*

- Monitoring the Impact of Reform Activities
- PTC to institutionalize TDMS activities
- Monitoring Start-up of the School Practice

#### *Activities Undertaken*

During this quarter the EPIA has worked collaboratively with, the MOES departments, of Teacher Education, Primary Education and Education Planning Dept. In addition, ITEK, select District Administrators and the PTCs, were met in the institutionalization of TDMS components. The activities undertaken by the EPIA are listed below:

- Attending & participating in the meetings for administrator's planning.
- May Residential monitored - for the PTE in-service students
- School Practice Preparation Guidelines developed
- Review of Remediation & Revision Schedules for PTE Teachers

#### *Achievements*

2.1.1 During the May residential, the EPIA was actively involved in the training of the facilitators' preparation for the PTE in-service student's residentials. The National TOF was attended and the EPIA facilitated topics. The PTC schedules were reviewed & feedback provided on the required areas for improvement. The National Topics for training at the PTC level were reviewed and editing recommendations were provided. The EPIA worked with the ITEK staff to identify resource persons in Continuous Professional Development. For the EIC topic Christine Kiganda was contracted for the May/June training in Busubizi PTC in Mitayana.

2.1.2 During the course of the last quarter, the EPIA has visited the PTCs listed below. The achievements are based upon the set priorities relevant to each PTC.

**TABLE 1: Achievements at PTCs**

ACTIVITIES	PTC ACHIEVEMENT
<p><b>1. School Practice [SP] for PTE-In-service Students</b></p>	<p>* Shimoni PTC                      * Bishop Stuart PTC  * Bishop Willis PTC                * Kabale PTC  * Nyondo PTC                        * Arua PTC  * Kitgum PTC                         * Canon Apollo PTC</p> <p>The above 8 PTCs have received guidelines on the ITEK requirements for the students final SP. During this quarter, the administrator's have been involved in intensive internal supervision of the students. This was embarked upon as a collective activity of PTC admin, the pre-service tutors, CCTs and District officers.</p> <p>This activity has enabled the PTC admin to verify the grading of the students by the CCTs. In addition, it has prepared the students for their upcoming final SP examination by ITEK.</p> <p>The ITEK official requirements for the final moderation exercise were stipulated. All the cumulative documentation required at the following multiple levels were clarified:</p> <ul style="list-style-type: none"> <li>● PTC Level</li> <li>● CC Level</li> <li>● ITEK copies</li> <li>● Moderators copies</li> </ul>

<p><b>2. Networking with NGOs / FA s / MOES &amp; PTCs</b></p>	<p><b>Nakaseke Core PTC</b></p> <p>The TDMS second intake of PTE in-service students was successfully carried out in May. The EPIA attended some of these sessions. This expansion of TDMS activities to Nakasongola district for the under qualified teachers was a joint venture by the following partners:  MOES – CE/TE  Save the Children USA  Nakasongola District  Nakaseke PTC</p> <p>This partnership with the above stakeholders has been sustained over the past two Residential trainings and it is envisioned that this serves as a pilot for cost sharing and inter-organizational collaboration, which the other 53 districts can follow.</p> <p><b>Soroti Core PTC:</b></p> <p>This PTC has worked closely with the NGO based in the eastern region of the country, called BERP – the basic education rehabilitation programme.</p> <p>The Soroti PTC administrators together with the BERP officials have planned and conducted effective Continuous Professional Development topics for the teachers in the Soroti catchment areas.</p> <p>Given that the CCTs and PTCs are involved there is capacity building which can then be transferred to the neighboring districts of Kumi and Katakwi.</p> <p><b>Mukuju Core PTC:</b></p> <p>Plan International has worked with the Tororo District officials and the Mukuju PTC administrators in the development of training activities. This is concentrated on P6 &amp; P7 teachers in the district. The subject focus was on mathematics and science teaching in upper primary. These are the 2 subjects in which national performance in the PLE exam is very poor, with 70 – 85% failure rates.</p>
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<p><b>3. PTC Professional Development &amp; Peer mentoring activities.</b></p>	<p><b>Kabale Bukinda PTC</b> <b>Bishop Stuart PTC</b></p> <p>An innovative staff development retreat was planned between Bishop Stuart PTC and Kabale Bukinda PTC. The Pre-service staff members and administrators visited the neighboring institutions and had 3 intensive days of sessions. This was initiated by the PTCs themselves and the costs were met by the PTCs. It is hoped that other institutions emulate this idea which was initially started by Nakaseke PTC and Kabulasoke PTC 2 years ago.</p> <p>* <b>Bishop Stuart PTC</b>                      * <b>Kabale Bukinda PTC</b> * <b>Bushenyi PTC</b>                                * <b>Shimoni PTC</b> * <b>Bishop Willis</b></p> <p>These PTCs collaborated well on the strategies for the support and preparation for the final SP for the PTE In-service students. Kabale PTC and Bishop Stuart PTC visited their colleagues at Bushenyi PTC since this was a Phase 1 PTC and had effectively gone through the process. Although Bishop Willis is a phase 5 PTC, Shimoni PTC visited them since the O/DP was very experienced and had come from a phase 2 PTC. These peer exchanges helped the PTC administrator’s better prepare for the final SPs</p>
<p><b>4. PTC collaboration with the PCVs.</b></p>	<ul style="list-style-type: none"> <li>• <b>Busubizi PTC</b></li> <li>• <b>Nakaseke PTC</b></li> </ul> <p>The training of the newly recruited CAPut!’ PCVs in Uganda was successfully completed. This involved the counter-part training for the PCVs in education. The CCTs from the CAPut!’ field CCs were trained with their PCV counter-parts at Buusubizi PTC.</p> <p>The visit to Nakaseke PTC, was to experience a PTE residential training in session. In addition, the PCVs were able to interact with pre-service tutors as well as CCTs in a Core PTC which operates both the traditional pre-service and the outreach TDMs programmes.</p>

## 2.2 CPD Assessment/ Equity in the Classroom Activities/ EIC:

### *Background*

The initial goal was to: Design an assessment of Continuous Professional Development [CPD]. As covered in the Quarterly Report #2, this activity in the SOW Has been partially completed and in the next 6 months it will be evaluated.

In attempting to continue in improving the professional skills & practices of the teachers focus will now be placed on Equity In the Classroom Activities. This decision was made with consultation with the DE/MOES.

### *Goal*

Develop Strategies to Institutionalize EIC activities & Monitoring Tools.

### *Objectives*

- Review the appropriateness of the tools for assessment
- organize and conduct meetings with the EIC Advisory Committee
- implement a training seminar for the outreach teams of the PTCs

### *Activities Undertaken*

- Consultative Meetings Held with the DE/MOES
- Organized and conducted 2 meetings with the EIC Advisory Committee
- Monitoring tools have been reviewed and duplicated for training
- 18 PTC outreach teams trained in EIC monitoring tools & strategies
- Debriefing of DE/MOES on the progress to date in EIC

### *Achievements*

#### Training participant profile

Christine Kiganda, EIC Consultant, and Renuka Pillay, CAII BEPS Advisor, held a half-day workshop on May 27, 2001 to initiate the results monitoring for the EIC Project in Uganda. They invited:

- Deputy Outreach Principals (O/DPs) from the 18 Core Primary Teacher's Colleges
- 80 Coordinating Center Tutors (CCTs)
- 6 Master Facilitators from the EIC workshops
- Total number to over 100 participants in the workshop.

### Objective of the Training Seminar

The objective was to introduce the five data collection instruments and guidelines for results monitoring purposes. Ten of the 18 DOPs who did not have their CCTs with them at the seminar returned to their colleges the next day to train 10 CCTs each before the gathering of data starts next week.

### Scope of the Monitoring Exercise

The scope of the results monitoring will involve the surveying of 740 schools nationally. Each of 180 CCT will collect information from four schools. The criteria for the selection of the schools is that two schools will be surveyed where some level of EIC training and sensitization has taken place. The other two schools will be selected based on the criteria that no training on equity issues has taken place that will then serve as a basis for comparison with the other two schools. In a few areas where CCTs have exposed all schools to EIC, they will select two private schools where no training has taken place in order to make a comparison. At each school, CCTs will select two teachers, one with and one without EIC exposure, to observe their classrooms. The idea is that there will be grounds for comparison even at same school level.

### Process of Follow-Up

The organization of the results monitoring involves the six Master Facilitators who will each be responsible for three PTCs in order to ensure that data is collected and sent to the Ministry of Education by the deadline. During the workshop, all those who participated in the EIC workshops completed the results monitoring questionnaire designed for EIC participants including DOPs and Master Facilitators. This information is already being analyzed by the consultant in order to determine what training and other activities have taken place in various districts in order to follow-up with visits to the field.

The 100 plus number of workshop participants were introduced, some for the first time, to the two EIC classroom observation instruments (Classroom Observation and Teacher/Pupil Classroom Exchanges) and a demonstration was given. These instruments will be utilized in the results monitoring to collect data about teacher/pupil exchanges in the classroom and this information will be fed back to the consultant from over 1,000 classrooms. Another piece of information that CCTs were asked to collect from the schools are best examples of Child Profiles that teachers have collected from their classrooms. Teachers were trained in the purpose and use of collecting Child Profiles and best practices for doing this will be reported.

The processing of the data collected from the five various instruments will require much time and effort since it will cover 18 PTCs, 45 districts, over 700 schools and over 1,000 classrooms.

## 2.3 PTC and District Linkages

### *Goal*

Strengthen linkages between the PTCs and their respective districts at the local government.

### *Objectives*

- PTC and District planning meetings for institutionalizing TDMS activities
- Joint activities by PTC staff & District officials
- Recruitment of teachers by district officials
- Attending training seminars & workshops

### *Activities Undertaken*

- Sample districts were visited to monitor the TDMS activities:
- PTC administrators interviewed the DISs attached to the 18 PTCs for their assessments on EIC in their respective districts
- EPIA participated in joint planning meetings and made recommendations to the respective teams
- District officials and representatives of the PTCs attended the Education Sector Review in April.
- District officials were involved in a workshop in K1a on the New UPE Guidelines & cost sharing issues & implications

### *Achievements*

- Recruiting Teachers into the primary schools in the hard to reach areas continues to present a problem. The remote districts are unable to even recruit unqualified teachers. Special incentive packages are needed for these specific cases.
- 15 –18 Districts participated actively in the identification of suitable sites for the newly recruited PCVs in Uganda. The DEOs ensured their settlements into their sites. The PTC staff introduced the PCVs to the stakeholders in the respective districts.

TABLE 2: PTC/ DISTRICT JOINT ACTIVITIES

<i>PTCs</i>	<i>District</i>	<i>JOINT ACTIVITIES</i>
<i>Bushenyi PTC</i>	Bushenyi	<p><b>Equity in the Classroom</b></p> <p><b>EIC Training &amp; Interviews of District Officials:</b></p> <p>The 100 plus number of workshop participants were introduced, some for the first time, to the two EIC classroom observation instruments (Classroom Observation and Teacher/Pupil Classroom Exchanges) and a demonstration was given.</p> <p>These instruments will be utilized in the results monitoring to collect data about teacher/pupil exchanges in the classroom and this information will be fed back to the consultant from over 1,000 classrooms. Another piece of information that CCTs were asked to collect from the schools are best examples of Child Profiles that teachers have collected from their classrooms.</p> <p>Teachers were trained in the purpose and use of collecting Child Profiles and best practices for doing this will be reported.</p> <p>The processing of the data collected from the five various instruments will require much time and effort since it will cover 18 PTCs, 45 districts, over 700 schools and over 1,000 classrooms.</p>
<i>Gulu PTC</i>	Gulu	
<i>Nakaseke PTC</i>	Luwero, Mubende	
<i>Kabulasoke PTC</i>	Mpigi, Sembabule Kabarole	
<i>Loro PTC</i>		
<i>Bulera PTC</i>	Lira, Apach	
<i>Mukuju PTC</i>	Masindi, Hoima, Kibaale	
<i>Moroto PTC</i>	Tororo, Pallisa, Busia	
<i>Soroti PTC</i>	Moroto, Kotido	
<i>Ndygeya PTC</i>	Soroti, Katakwi, Kumi	
<i>Canon Apollo PTC</i>	Masaka, Kalangala Sembabule, Rakai	
<i>Kitgum PTC</i>	Kabarole, Kasese	
<i>Arua PTC</i>	Bundibugo	
	Kitgum	
	Arua, Moyo, West Nile	

<p><b>Phase 5:</b></p> <p><b><i>Bishop Stuart PTC</i></b></p> <p><b><i>Kabale Bukinda PTC</i></b></p> <p><b><i>Shimoni PTC</i></b></p> <p><b><i>Nyondo PTC</i></b></p> <p><b><i>Bishop Willis PTC</i></b></p>	<p>Mbarara, Ntungamo</p> <p>Kabale, Kisoro, Rugungiri</p> <p>Mukono, Wakiso Kampala</p> <p>Mbale, Kapachorwa</p> <p>Iganga, Kamuli Jinja, Bugiri</p>	<p><b>Equity in the Classroom</b></p> <p><b>EIC Training &amp; Interviews of District Officials:</b></p> <p>A selection of CCTs from these PTCs from Phases 4 &amp; 5 were trained in Busuubizi PTC. The focus of the training was on the Monitoring Tools of EIC.</p> <p>The CCTs were thus able to return directly to the field and administer the tools on the teachers, pupils &amp; HTs in the schools in the respective districts.</p>
<p><b><i>All 18 Core PTCs</i></b></p> <p>+</p> <p><b><i>5 New Core PTCs to be started</i></b></p>	<p>All 56 Districts Nationally were involved in the workshop</p>	<p><b>National Teacher Recruitment:</b></p> <p>All districts were required to go through a massive recruitment drive to recruit new teachers into the teaching service. To date feedback has been slow from the districts. This has been followed up by the MOES &amp; MOLG. The Local Councilors have to ensure that the DEOs are working timely.</p>
<p><b><i>All 18 Core PTCs</i></b></p> <p>+</p> <p><b><i>27 non Core PTCs</i></b></p>	<p>All 56 Districts Nationally were involved in the workshop</p>	<p><b>UPE Guidelines on Capitation Grants:</b></p> <p>The capitation grants for the UPE funds which the MOES/MOFED sends out to the districts has been changed. There is now a new formulae which is being developed for the new FY. The district officials and other stakeholders were brought together to be oriented on these developments and the implications for the budget changes for schools were discussed.</p>

### 3. CHALLENGES & EMERGING ISSUES

#### 3.1 TDMS Implementation Issues Issues for the Attention of the MOES

- Given the presidential declaration on the abolishing of cost-sharing at tertiary institutions, the issues related to the component of the second intake of PTE students and HTs into the TDMS training needs to be resolved. These decisions are imperative given that the ITEK schedule for examination cycles has to be adhered to.
- The Induction Course for the newly recruited S4 & S6 “teachers on trial” cannot be conducted in January as originally planned. This is constrained by the delays in the feedback about the numbers of teachers, from the districts. The training will therefore be rescheduled.
- Consideration needs to be given to the Re-instating of the HOPs in the Core PTCs. In view of the training of the 50,000 teachers to be recruited and the TDMS system to be utilized as the training modality, these HOPs would be required to provide quality training & support to the new recruits. This issue was also supported in the external evaluation report on TDMS.
- The rationalization of the PTC and CC boundaries becomes imperative in light of the creation of the 5 new Core PTCs, approved by cabinet. In order for there to be equitable distribution of CCs per district and PTC there should be rationalization of boundaries. In addition, in order to improve on quality of CCT supervision coverage of Schools and professional support to teachers, the larger CCs with schools in excess of 20, should be divided. This needs to be addressed, prior to the outreach activities being initiated in the new Core PTCs.
- Current emphasis has been on addressing teacher wastage and poor performance. There needs to be urgent redeployment of tutors to PTCs. In attempting to improve the quality of PTC trainings & face to face teaching there needs to be staff development of all tutors and intensification of supervision and monitoring at all levels. In addition, the ESC validation exercise needs to be reinitiated and efficiently executed.
- Streamlining the work of the CCT is long overdue- their tasks are numerous and have taken them away from their initial focus of supervision and support and professional mentoring.

*Many of the above issues have been pending since last year and have been repeated for emphasis and attention for action.*

### 3.2 Context of EPIA SOW Issues for the Attention of BEPS

- During the months of May & June 2001, the parliamentary elections in Uganda. The political climate in the country and the three bomb blasts in the city warranted that precautions were in place for 4 weeks with regard to upcountry travel. This seriously constrained the monitoring activities for May / June 2001.
- Over this quarter, the EPIA was involved in the preparation for the April ESIP Review. This involved intensive meetings at multiple levels within the MOES and in the FA community. Moreover, there has been massive documentation review in preparation for this 6 monthly review of the Educational activities in the entire sector.
- The top management of the MOES and the GOU Cabinet, have approved the five new Core PTCs are to be created as a phase VI activity for the year 2001. This may increase to 6, with the pressures from the religious sector in the country. This involves re-mapping of PTC boundaries, intensive support, capacity building and training of the new staff. The EPIA's role is therefore expanded to include these new initiatives by the MOES.
- As mentioned in the last Report there have been numerous presidential campaign declarations/ promises, 6 of which have direct implications for the policy implementation environment in the education sector. None of these have been clarified and resolved yet. There are delays envisioned until the next FY. These issues include:
  - banning cost sharing in PTCs
  - increase of teachers' salary
  - banning parent contributions
  - banning cost sharing in NTCs
  - Opening the staff ceilings
  - Banning specialization at tertiary education
- In light of the new National Strategic Plans in the MOES and the new ISP of USAID, there will be changes to the current SOW of the EPIA. The new SOW will be put into operation in mid-August 2001.

#### 4. FOCUS AREAS FOR NEXT PERIOD

##### EPI A: Renuka Pillay

- **Period Covers – Mid- August 2001 to December 2001**

**Table 3: Focus Areas**

<b>ACTIVITY</b>	<b>PERIOD</b>
1. ESCC Meetings	September October December
2. Teacher Recruitment Follow-Up	Whole Term
3. USAID Follow-Up	Whole Term
4. PTC & district Support, September residential, and field monitoring: Shimoni            Nyondo Bishop Stuart    Kabale-Bukinda Nakaseke        Kabulasoke Soroti             Mukuju  New 5 PTCs	Whole Term      Needs Basis
5. ESIP Review	September October
6. Equity in the Classroom	September
7. Final School Practice & Remediation for PTE In-service	Whole Term
8. Multi-Grade teaching	September November
9. Financial Management	Whole Term
10. Consultant Support	Needs Basis

**APPENDIX 1**

**CONSULTATIVE MEETINGS  
EPIA  
Quarter: April 2001 – June 2001**

**CONSULTATIVE MEETINGS****EPIA****Quarter: April 2001 – June 2001****Table 4: Consultative meetings**

#	ORGANIZATION	NAME	REMARKS
1.	World Bank	Paud Murphy	Teacher Recruitment/ TDMS Institutionalization
2.	Creative Associates International	Bill Kromer	ESIP consultant R4 Meetings
3.	Save the Children USA	Thomas Kennedy	Expansion of Ed Outreach activities to Mukono & Luweero districts
4.	Makerere University	Muhoro Ndungu	TDMP Review
5.	European Union	Malcolm Seeth	EFAG discussions pre-ESR
6.	Peace Corp	Ms Pete	Peace Corp Volunteers training in Uganda
7.	Price Water House Coopers	Mr Philip Mitchel	TDMS Tracking Study
8.	MOES/PPE	Resty Muziribi	Early Childhood Education Seminar Prep
9.	ITEK	Mr Katsikano	National TOF – Phases 4 &5
10.	Save the Children USA	Paul Aaron	Consultant researching potential funding areas in Education
11.	ITEK	Mr John Bweyo	CCT Residential Training

## CONSULTATIVE MEETINGS

continued

#	ORGANIZATION	NAME	REMARKS
12.	USAID	Francis Luwangwa	SO9 - USAID-Uganda- ISP
13.	World Bank	Simone Kirpal	Early Childhood Development Network
14.	Makerere University	Catherine Tugaineyo	Researching Learning Materials Development for ECD
15.	European Commission	Ian Smith	ESIP Consultant – TDMS Review
16.	Ireland Aid	Ms Liz M.	Multigrade Activities – Meeting on Peer visit to Ireland
17.	EIC/ CAII	Christine Kiganda	Seminar on Equity In the Classroom
18.	Utah University	Sam Cook	Research Networks – Meeting on possible exchange students prog.
CA Put !.	USAID/SO8	Angela Lord	USAID-Uganda- Strategic Planning
20.	USAID	Margaret Diop	Field Visit – Washington delegation
21.	MOES / EPD	Humphrey Mukooyo	ICT Initiatives in ECD - NCDC activities

**APPENDIX 2**

**SEMINARS & NATIONAL WORKSHOPS  
EPIA Participation as Facilitator & TA  
Quarter: April 2001 – June 2001**

**SEMINARS, CONFERENCES & NATIONAL WORKSHOPS**  
**EPIA Participation as Facilitator & TA**  
**April 2001 – June 2001**

**Table 5: Seminars & Workshops**

#	ACTIVITY	FOCUS
1.	<b>Early Childhood Workshop</b>	The EPIA participated in a workshop which was assigned by the DE/MOES. The focus was the drafting of a National policy on Early Childhood
2.	<b>Peace Corp National Training</b>	New PCVs were trained by the EPIA on the Educational Reforms and the National TDMS delivery system in Uganda.
3.	<b>USAID</b>	Integrated Strategic Planning The EPIA participated during the months of April till mid-May in the Consultative Sessions for: <ul style="list-style-type: none"> <li>• SO8 – Health &amp; Education</li> </ul>
4.	<b>ESIP Review</b>	The EPIA participated in all sessions and provided the review for the specific undertakings for the Teacher education component.. In addition the EPIA collaborated with the relevant departments for the teacher recruitment analysis and policy review.
5.	<b>ESCC Meetings</b> -	EPIA attended all the scheduled ESCC meetings in this quarter as a follow-up to the ESIP Review.
6.	<b>Busuubizi - National training for CCTs</b>	Co-ordination ITEK on the training offered to the tutors, CCTs, the residential training and the national TOFs for all 18 Core PTCs. Emphasis, on phase 4&5 for CCT training.
7.	<b>ITEK - National TOF</b>	Monitoring the Sessions on the School Practice preparations by the Core PTC Administrators in phases 4 &5 for the PTE final year students.

**APPENDIX 3**

**Action Plan Matrix  
June 2000 – June 2001**

**ACTIVITIES ACCOMPLISHED**

**ANNUAL WORKPLAN MATRIX****June 2000 - June 2001**

Table 6: Action Plan

ACTIVITY	EXPLANATORY COMMENT	1 <sup>st</sup> Quarter			2nd Quarter			3 <sup>rd</sup> Quarter			4 <sup>th</sup> Quarter		
		J	A	S	O	N	D	J	F	M	A	M	
1.USAID Co-Ordinating Meetings	SO3 Bi-Monthly Meetings	X	X	X	X	X	X	X	X	X	X	X	X
2. Training of PTC Administrators	All PTC to administrators to be trained in Results Oriented Management [ROM]		X	X									
3. Field Follow-Up	Monitoring the Implementation of the ROM trainings					X	X		X	X			
4. CCT Trainings	Phase 3 – Tutors residential training # 5 Phase 4 & 5 Residentials training # 4		X	X									
5. National TOF	Training of Facilitators for the PTE – Inservice residentials			X									
6. PTE – Inservice Training	Phase 4 & 5 conducting residential for inservice students in 8 PTCs				X								
7. SMC – National TOF	Training of Facilitators for the National activity of School Management Com.					X							

ACTIVITY (Continued)	EXPLANATORY COMMENT	1 <sup>st</sup> Quarter			2nd Quarter			3 <sup>rd</sup> Quarter			4 <sup>th</sup> Quarter		
		J	A	S	O	N	D	J	F	M	A	M	
8. SMC – Follow - Up	Monitoring the Implementation of the School Management Com. Training at PTC, sample CC and PS						X			X	X	X	
9. Admin Support & supervision	Nakaseke Core PTC	X					X						
	Kabulasoke Core PTC		X				X			X			
	Soroti Core PTC		X	X					X		X		
	Mukuju Core PTC		X								X		
	Kabale – Bukinda Core PTC	X		X		X	X						X
	Bishop Stuart Core PTC	X		X		X	X			X			X
	Shimon Core PTC	X	X		X		X			X		X	X
	Nyondo Core PTC	X	X		X		X		X		X		X

ACTIVITY (Continued )	EXPLANATORY COMMENT	1 <sup>st</sup> quarter			2 <sup>nd</sup> quarter			3 <sup>rd</sup> quarter			4 <sup>th</sup> quarter		
		J	J	A	S	O	N	D	J	F	M	A	M
10. ESCC Meetings	Education Sector Consultative Committee meetings between the GOU, FAs and MOES officials held every alternate month		X		X		X		X		X		X
11. ESIP Review	Education Strategic Investment Plan Review meetings are held as bi-annual sessions to review Reform Performance					X						X	
12. Study Tours & Int. Conferences	Regional Collaborative Study Tour to Tanzania, to review and share professional experiences on Primary Education Reform. [ other activity to be scheduled later ]				X								
13. Local Conferences & Seminars	*Launch of National Girls' Ed. Strategy *Straight Talk – Health Promotion & Aids Education *UNICEF – Disaster preparedness & IDP education activities in refugee Camps *Equity in the Classroom – regional workshop *CPD Workshops	X		X									
			X	X		X		X	X	X	X	X	X
14. Office Admin	2 days a week spent in Kampala to administer all office activities & financial accountabilities	X	X	X	X	X	X	X	X	X	X	X	X
15. Reports	Quarterly reports to be prepared			X		X			X				X

Renuka Pillay July 2000

**APPENDIX 4**

Action Plan Matrix

**August 2001 – October 2002**

## ANNUAL WORKPLAN MATRIX

**August 2001 - October 2002**

Table 7: Action Plan

ACTIVITY	EXPLANATORY COMMENT	1 <sup>st</sup> Quarter				2 <sup>nd</sup> Quarter			3 <sup>rd</sup> Quarter			4 <sup>th</sup> Quarter				
					N	D	J	F	M	A	M	J	J	A	S	O
1.USAID Co-OrdinatingMeetings	SO3/SO8 Bi-Monthly Meetings															
2.Training of PTC Administrators	All PTC administrators to be trained & develop capacity															
3.Field Follow-Up	Monitoring the Implementation of trainings															
4.CCT Trainings	<ul style="list-style-type: none"> <li>• Tutors residential training # 6</li> <li>• Phase 4 &amp; 5 Residentials training # 5</li> <li>• Phase 6 – Residential trainings</li> </ul>															
5.National TOF	Training of Facilitators for the PTE – In-service residentials															
6.PTE – Inservice Training	<ul style="list-style-type: none"> <li>• Phase 4 &amp; 5 conducting residential for in-service students in 8 PTCs</li> <li>• National Second Intake for all 24 Core PTCs</li> </ul>															
7. National TOF	Training of Facilitators for the National activity of School Management Com.															

ACTIVITY	EXPLANATORY COMMENT	1 <sup>st</sup> Quarter				2 <sup>nd</sup> Quarter			3 <sup>rd</sup> Quarter			4 <sup>th</sup> Quarter				
				O	N	D	J	F	M	A	M	J	J	A	S	O
8.SMC – Follow - Up	Monitoring the Implementation of the School Management Com. Training at PTC, sample CC and PS															
9. Admin Support & supervision	Nakaseke Core PTC Kabulasoke Core PTC Soroti Core PTC Mukuju Core PTC Kabale – Bukinda Core PTC Bishop Stuart Core PTC Shimon Core PTC Nyondo Core PTC															

ACTIVITY	EXPLANATORY COMMENT	1 <sup>st</sup> Quarter					2 <sup>nd</sup> Quarter			3 <sup>rd</sup> Quarter			4 <sup>th</sup> Quarter				
		O	N	D	J	F	M	A	M	J	J	A	S	O			
10. ESCC Meetings	Education Sector Consultative Committee meetings between the GOU, FAs and MOES officials held every alternate month																
11. ESIP Review	Education Strategic Investment Plan Review meetings are held as bi-annual sessions to review Reform Performance																
12. Local Conferences & Seminars	* National Girls' Ed. Strategy * Health Promotion & Aids Education *UNICEF – Disaster preparedness & IDP education activities in refugee Camps *Equity in the Classroom – regional workshop *CPD Workshops * Multi-grade teaching																
13. Office Admin	2 days a week spent in Kampala to administer all office activities & financial accountabilities																
14. Reports	Quarterly reports to be prepared																
15. Health Education	Contribute to the development of H&E activities in PPE/MOES																
16. TDMS Expansion 5 New PTCs	Start-up activities in Phase 6 Core PTCs: Kibuli PTC Ibanda PTC St Alloysius PTC Ladonga PTC Busuubizi PTC																
17. Increase in Persistence of Pupils	Monitoring the school activities & girl friendly environments in sample schools																
18. District/education Sector Developments	Monitoring at district level in sample districts: <ul style="list-style-type: none"> <li>teacher recruitment &amp; deployment</li> <li>implementation of Nation Reform activities</li> <li>New UPE guidelines followed</li> <li>support to TDMS activities</li> </ul>																
CAPut!'. Disadvantaged groups	Monitoring the activities to support the orphans and vulnerable groups.																

*Renuka Pillay : EPIA*