

# Support for Uganda Primary Education Reform

**MINISTRY OF EDUCATION AND SPORTS**  
Talk to them about HIV/AIDS...  
Protect **70%** of Uganda's Population

**Teacher TALK**  
Corporal punishment is abuse  
Find child friendly alternatives for your school

**FRIENDSHIP**  
Children learn by interacting with each other

**play**  
stimulates children's minds and development

**BEPS**

Basic Education and Policy Support (BEPS) Activity

**CREATIVE ASSOCIATES INTERNATIONAL**

*In collaboration with*

CARE, THE GEORGE WASHINGTON UNIVERSITY, AND GROUNDWORK



United States Agency for International Development  
Contract No. HINE-1-00-00-00038-00

## **BEPS/SUPER PROJECT ACTIVITIES**

The underlying philosophy of BEPS/SUPER Project is to create opportunities for and strengthen Ugandan local leadership in the Reform of Primary Education. Partnership of multiple partners was central to conceptualization of the mechanism of Working Groups. This mechanism was envisioned to move education project activities from basic cosmetic participation or rubber-stamping by nationals to ownership of the project. Thus creating further opportunity for sustainability and capacity building. Moreover, the MoES is fully responsive to field issues, given that officials assigned by the Permanent Secretary chair all WGs. This is very strategic given that primary education is decentralized, and the MoES can now have improved collaboration from the district stakeholders.

WG Members are experts/specialists in the subject or focus area of the respective group. They are from the relevant MoES Departments; collaborating institutions and national organizations; the field is represented and the benefiting/implementing PTC participate.

The WG mechanism operates right from the inception of the project activities. The BEPS-Uganda Project coordination provides the conceptual framework; the budget ceilings and deliverables as per the approved proposal by USAID.

The WG is then fully responsible for comprehensive activities of planning, vetting TA, follow-up on trainings, approving publications, assessments and M&E in the field. The members also serve as facilitators in training sessions. All project activities continue to follow the MoES mechanism (i.e. the M&E working group receives quarterly updates from the chairpersons of each working group). The PS requires monthly briefs on the WG progress.

## Overview of BEPS' Programmes

BEPS Project is engaged in providing support to the Ministry of Education and Sports through several innovative programmes. These are shown below

- Early Childhood Development
- PIASCY
- Guidance and Counselling
- TDMS
- Procurement: -
  - Educational materials (STF)
  - HIV AIDS Survival Kits
  - ECD Furniture
- UPE Advocacy
- NFE
- Education in conflict areas

**Highlights from this quarter include:**

### EARLY CHILDHOOD DEVELOPMENT

Early Childhood Development (ECD) is a new area of focus by the Ministry of Education and Sports. Given the competing demands within the Ministry of Education and Sports, focus has to be prioritised. This has seen ECD receive limited funding from the Government. To bridge the gap created by limited funding, private individuals and NGOs were operating the ECD initiatives. There was concern by key stakeholders over ECD as a necessary foundation upon which proper growth and development of the child is built. Stakeholders initiated a dialogue on ECD. The ECD Policy has been developed. A Working Group on ECD was formulated to coordinate the ECD activities in the country. All the activities of the ECD are being supported by BEPS Project. So far a number of ECD activities have been implemented. These include advocacy publications (Kids Time, ECD Calendar and ECD Brochure) and procurement of appropriate furniture.

The ECD Kit has also been provided to piloted districts in the central region of the country. This pilot is implemented through Mango Tree Educational Enterprise. The ECD Kit contains an assortment of educational materials appropriate to ECD classes. These materials are supposed to stimulate a child's thinking ability, develop cognitive, literacy and numeracy competencies. Training was provided to CCTs, DPOs, and District Inspectors of Schools on how to use the ECD Kit.

## BEPS Intervention Successful Stories

### PILOT MODALITY FOR SOME ECD ACTIVITIES:

BEPS has undertaken pilot study for the ECD furniture in the four Districts that include Wakiso, Mpigi, Kayunga and Nakasongola. Out of the four Districts about 15 schools per district will benefit from the ECD Furniture distribution. The ECD Furniture is being manufactured and distributed by HL Investments who won the supply contract.



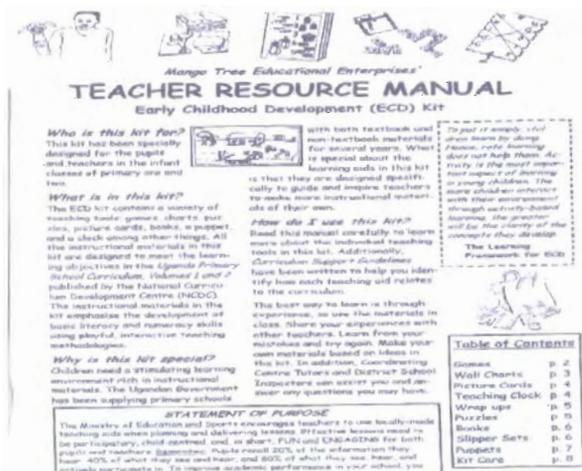
*Pupils at Kakabala P/S in Luwero*



*ECD Furniture supplied by HL Investments*

BEPS has also supported the ECD program by expanding the distribution of ECD kits from the pilot districts to eight more Districts.

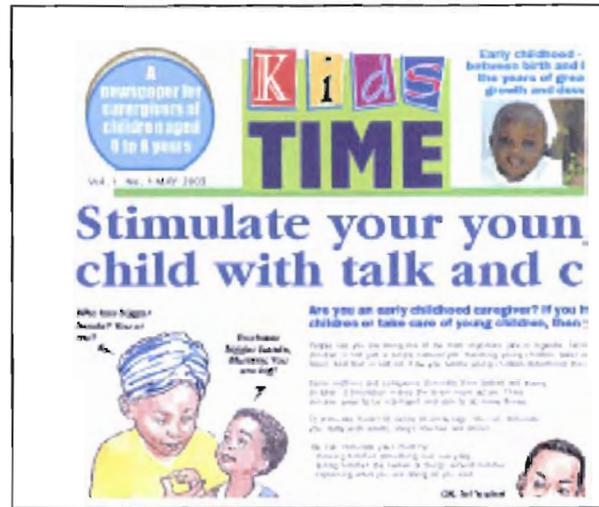
The ECD Kit was developed by Mango Tree Educational Enterprises and is being distributed among the Districts. This kit includes assortment of learning materials aimed at facilitating interactive and child centered learning for Nursery and desks. Nursery Teachers have also been trained on how to use the ECD Kits by Mango Tree Enterprise.



ECD Programme also covers the production of ECD materials like Kids Time, Posters and Calendars that are produced by Straight Talk Foundation that contain childcare and development messages.

The Kids Time has been distributed nationally to the different schools and also inserted in the New Vision Newspapers. These have also been distributed to the 45 PTCs.

Manuals have been developed such as the Learning Framework to guide teachers on the use of materials. Curriculum support guidelines have been written to help teachers identify how each teaching aid relates to the learning framework and the Uganda Primary School.



STF Publications – May 2004

### Trainings

Trainings have been done at Nakaseke PTC to train the caregivers on how to use the ECD Kits. There has been also training of trainers in early child development in order to enhance the quality education in the infants

### School Based Interventions Enhancing the classroom environment

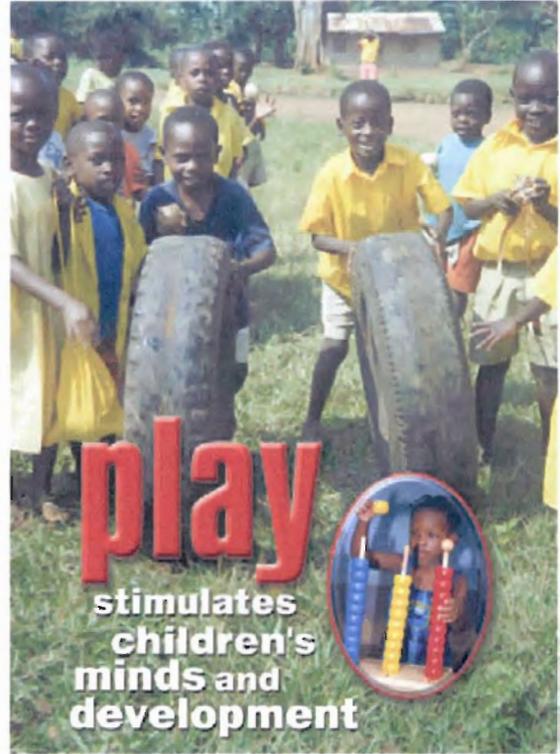


Kakabala Primary School September 2004

Developing play materials/learning aids from locally available materials. Resource constrained environment is no excuse for lack of materials and training conducted to help and demonstrate to teachers the creative ideas for developing materials.



Play Area for ECD Level



UPE Advocacy Poster

## **GUIDANCE AND COUNSELLING.**

The overall goal of Primary School Guidance and Counselling programme is to use the school environment to support children to acquire self knowledge and interpersonal skills necessary to enable them choose a healthy and productive life style, sustainable throughout their life time.

Uganda like all developing countries is being impacted by today's rapid changes happening in all developing countries. The transfer of advanced technology, new lifestyles, and products from the developed world calls for parallel capacity to adjust. The lack of capacity to handle these complex changes has affected the way pupils make their personal, social, carrier and educational choices. This means that educators need to come up with new and workable strategies to help children make realistic life choices early in their school life.

The MOES has had efforts to establish viable Guidance and Counselling services within the school setting since the beginning of formal education in Uganda. The teacher education curriculum at all levels has aspects of Guidance and Counselling, which every teacher is expected to provide as part of the mainstream child education package. However, little emphasis is given to the practical perspective during the teacher-training course. A lot more time is dedicated to lesson planning and delivery to ensure good performance of their students. The Guidance and Counselling aspects of the teacher's training are not practically examinable like lesson delivery is. This situation has led to individual schools offering Guidance and Counselling services from their own perspective with limited co-ordination and supervision from the Ministry's Guidance and Counselling Department. The MOES has policy guidelines in place, but is yet to streamline the components and training requirements for teachers to enable them offer a holistic approach to educational and other concerns of their pupils/students. This presents a situation where there is need for a standardised school based Guidance and Counselling program.

The school guidance and counselling programme should not be seen as a separate agenda but rather as an integral component of the instructional programme if pupils are to successfully apply knowledge, skills and attitudes learnt from school to challenges which occur in the course of their lifetime.

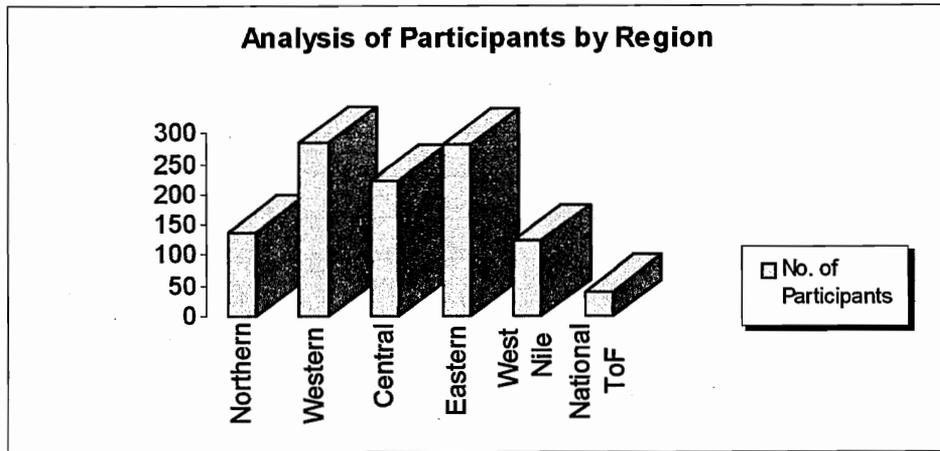
**Summary of attendance for both district and CC based training.**

<b>S/N</b>	<b>District Name</b>	<b># Of participants district based training</b>	<b># Of participants CC based training</b>	<b>Total</b>
1	Katakwi	28	396	<b>424</b>
2	Kasese	30	293	<b>323</b>
3	Lira	35	528	<b>563</b>
4	Masindi	37	424	<b>461</b>
5	Ntungamo	33	495	<b>528</b>
6	Luwero	34	463	<b>497</b>
	<b>Total</b>	<b>197</b>	<b>2,599</b>	<b>2,796</b>

## **RESPONSIBLE SEXUALITY & HEALTH EDUCATION INITIATIVE (PIASCY)**

The support BEPS has provided to the process of operational Primary PIASCY has been most substantial. PIASCY has been one of the well-received initiatives of Government of Uganda. The implementation of PIASCY has been made possible through the concerted efforts of the members of the PIASCY WG and other key stakeholders. BEPS Project supported a consultative process between the Primary School Working Group and the members of the Inter-religious Council in all stages of developing the PIASCY Teachers handbook. The draft Primary PIASCY Teachers handbook was developed and pre-tested before the scaling up was conducted. 200,000 copies of the Teachers PIASCY handbook were printed and distributed to 15,000 primary schools (both public and private). Mass training of stakeholders on Primary PIASCY was conducted countrywide. This was aimed at generating support for PIASCY implementation. The following numbers of people were trained regionally as district based facilitators.

<b>Region</b>	<b>No. Of Participants</b>
Northern	139
Western	284
Central	223
Eastern	281
West Nile	124
National ToF	40
<b>Total</b>	<b>1091</b>



BEPS Project disseminated advocacy information on responsible sexuality through Straight Talk Foundation and TERP Consult. Straight Talk Foundation published Young Talk newsletter, which was disseminated to primary schools termly. This publication contains an assortment of relevant information of growing up, body changes, reproductive health and HIV/AIDS. TERP Consult was subcontracted to run radio jingles on HIV/AIDS. Both the Young Talk Publications and the Radio Jingles were meant to create awareness and increase the vicinity of the problem of HIV/AIDS so as to generate a common vision necessary for its mitigation.

Following the success of the Primary PIASCY rollout, there has been a recommendation that Secondary PIASCY be designed and pre-tested in Secondary Schools. The Ministry of Education has already kick-started the process of developing Secondary PIASCY Handbook for both Teachers and Students by contracting a consultant. A draft Handbook has been produced. A consultative review process has been initiated to critique the draft handbooks. So far a National Task Force has met to look at the draft Handbooks and provide guiding comments necessary to adjust the handbooks to the consultant.

## National Campaign on Responsible Sexuality



**Promoting  
PIASCY  
Thru  
Committed  
Leadership**



Committed Leadership and Partnership has ensured the success of the PIASCY campaign in Primary Schools. Local and International organizations have recognized the innovative school based Interventions which have touched thousand of lives. Stakeholders share their views.

“PIASCY is a landmark, a breakthrough to behaviour change for the children of the Republic of Uganda” (*Emmanuel Kusemererwa Focal point Officer HIVAIDS MOES*)

“There are some issues and messages, some questions that remain unanswered for the children by parents and the Local leaders because of cultural constraints. PIASCY is the answer to these GAPS” (*Grace Namusisi CCT Wakiso District*).

## **PIASCY**

### **Advocacy**

### **Campaign**

Multimedia display of materials at the International conference center.



## PIASCY INTERVENTIONS



Luwero District

Wobulenzi Primary School

### Reaching the Youth Thru PIASCY Assemblies.

The PIASCY Assemblies have introduced in all Primary Schools in Uganda. The PIASCY Handbooks have been revised to include comments from the Teachers, Community leaders and inter-religious council and Uganda AIDS Commission. Assemblies are being conducted at least once a month in schools with related activities involving pupils. These Include songs, drama poetry and clubs.

Revised Handbooks are being finalized and will be distributed nationally in May 2004 Regional workshop will Follow

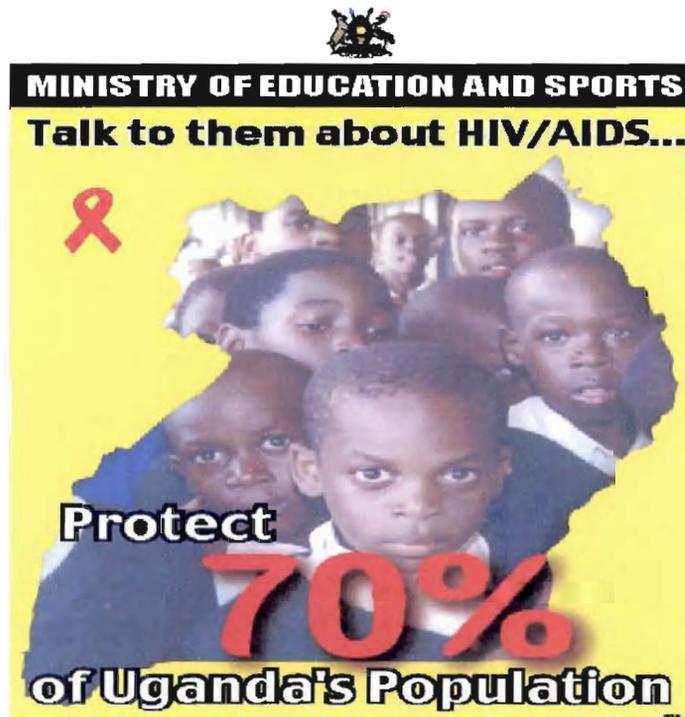


Wobulenzi Primary Six Pupils citing a HIV –AIDS Poem

## NATIONAL MULTI MEDIA CAMPAIGN

The BEPS/Super Project contracted TERP Consults to develop. The Multi –Media Campaign which was endorsed by the MOES. A multi – phased rollout plan was launched and presided over by politicians, ministers, parliamentarians, Ambassadors, local stakeholders, teachers, pupils and development partners. A wide range of activities have been initiated including

- Video documentations
- TV & radio talk shows
- Poster campaign
- Public speaking Engagements
- Educational broadcasts
- News stories for print and TV
- Jingles



## **TEACHER DEVELOPMENT AND MANAGEMENT SYSTEMS (TDMS)**

The Programme was established in 1995 under the SUPER Project. TDMS is implemented through 23 Core PTCs which were initiated in 1995 under the SUPER Project.

The programme serves to extend Outreach services to the In service Teachers from the Colleges through Co-ordinating Centres to Primary Schools.

Each coordinating centre has a catchment area of about 25 Schools coordinated by Centre Coordinating Tutor and the overall responsibility is to be a change agent in his or her Cluster of Schools with the focus on improved pupil learning.

### **The Roles of the Centre Coordinating Tutors include the following.**

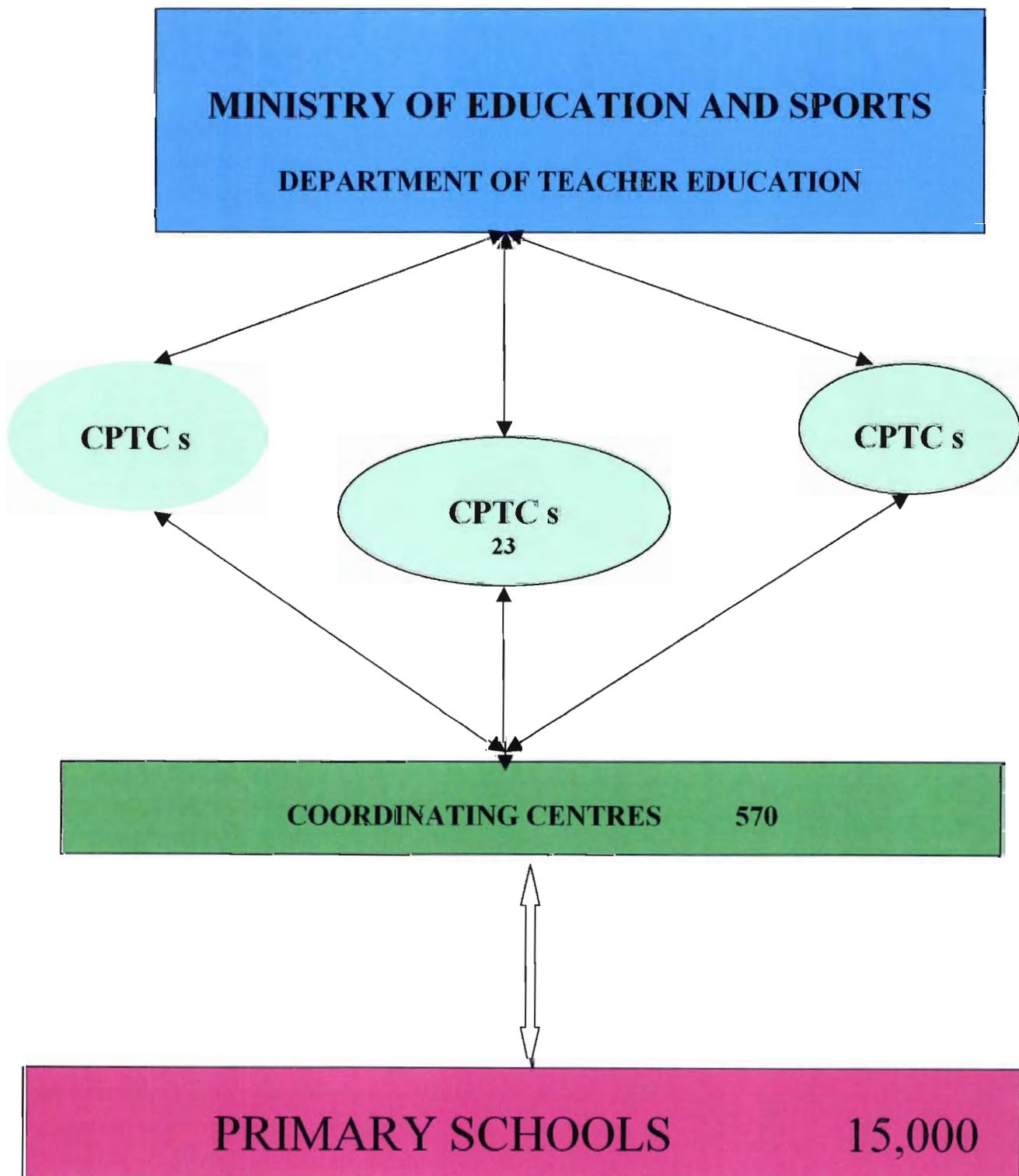
- a) Instructional Improvement at the School Site.
- b) Supporting, Guiding and Monitoring the School Leadership (Mentoring)
- c) Improving pupil learning and /or instructional skills of teachers
- d) Community mobilisation
- e) Early Childhood Development (ECD), Non - Formal Education and Special Needs

### **Roles of Centre Coordinating Tutors (at PTC site)**

- a) Registering students (in his /her catchment area)
- b) Distributing all instructional support materials to them (modules)
- c) Appraising and conducting remedial sessions on topics covered
- d) Providing guidance and counselling
- e) Organizing micro teaching, demonstrating /tutorials
- f) Ensuring that each student attends all sessions including co-curricular activities and night studies
- g) Ensuring that students plan for the new term.
- h) Work with Core PTC Administrators and Education Officers to ensure effective implementation of the residential sessions and plan for the new term.

# TEACHER DEVELOPMENT AND MANAGEMENT SYSTEM (TDMS)

## STRUCTURAL AND OPERATIONAL MODEL



## Teacher Effectiveness

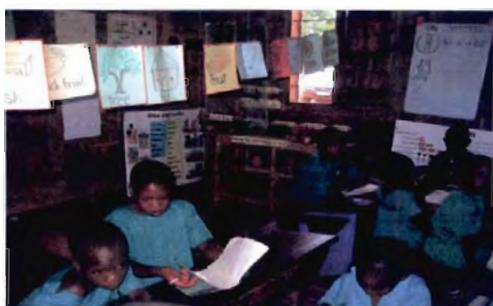
Through USAID/Uganda assistance, a system of continuous professional development and support has been introduced through the Teacher Development and Management Systems (TDMS). In order to have real and sustained improvements in the quality of teaching and learning, a pilot initiative in Participatory Learning and Action (PLA) was introduced. This intervention included: methodology of school and classroom-based assessment to train teachers to identify and analyze challenges in the classroom and develop solutions and strategies to close the gap between the teacher and learner.

The BEPS –SUPER Project designed the intervention to address the weaknesses of current teaching practices at classroom level and to introduce the whole school approach, to ensure quality learning, effective teaching and effective schools management. The PLA Program advocates for enhancing pupil participation through group work and introduces strategies in the management of large classes.



*Ms Sarah Nannozi – PTE In-service Teacher at Ssembabule RC Primary School said, "The PLA Training has greatly helped me in coping with 86 children in this P.2 Class especially when we have little furniture and books. But now you can see that the children are excited to sit in groups and learning from each other"*

PLA has encouraged conducive learning environments through the concept of "Talking Classrooms", which enables learners to practically interface with the teacher learning aids. This makes learning more practical meaningful and enjoyable.



*Nyaratunga P S – Kyenjojo District*

This PLA Intervention has introduced strategies to make learning more inter- active and relevant. A successful strategy has been **environmental excursions** and explorations around the school. This learning practice enables the pupils to directly interact and engage with their environment . This was captured effectively in the words of John Sewagudde [P.6]:

*"Before these lessons those were only trees to me but now I have connected the trees to my science book. Looking at the leaves makes my learning so easy and I can talk to my friends as we work together. I like this way of learning better.*



*Children of Kanoni P S–collecting materials for learning in the science class.*



*Mrs Betty Sonko PTE in –service teacher at Kanoni Primary School in Mpigi using PLA to explain the use of environment to the pupils*

These PLA Interventions have been piloted through Kabulasoke PTC, which covers the three districts of Kyenjojo, Mpigi and Ssembabule. These strategies have proven to be successful and have been integrated into the teacher effectiveness program in the Ministry of Education and Sports.

In the Context of large classes, under trained teachers and limited resources, PLA has offered strategies to improve the quality of teaching and learning and infusing this process with enjoyment.