

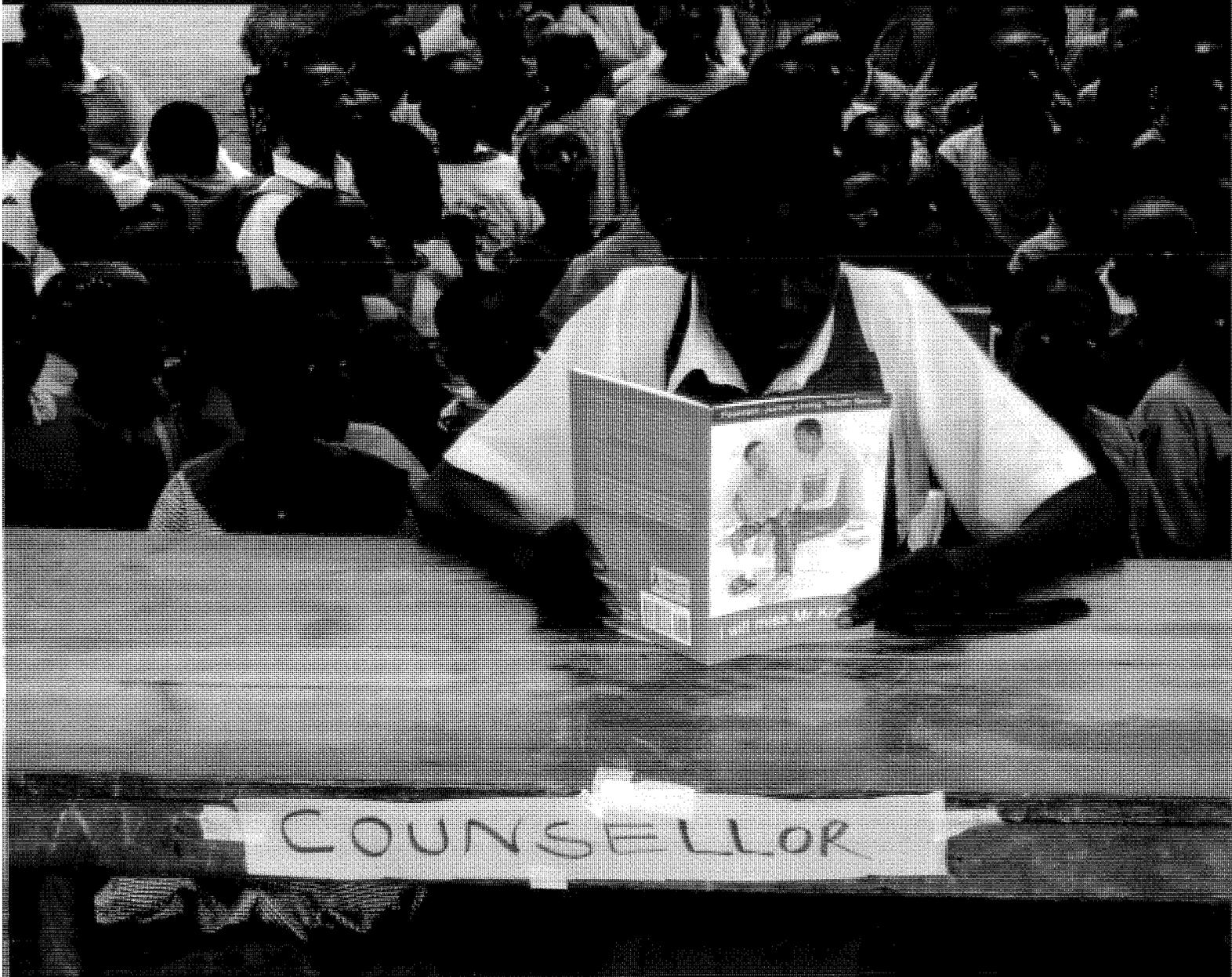


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## UGANDA EDUCATION PROJECT ASSISTANCE

FINAL REPORT



Contract No. HNE-1-00-00-00038-00, Task Order 817

August 2006

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**Basic Education and Policy Support (BEPS)  
Uganda  
Final Report**

**United States Agency for International Development  
Contract No. HNE-I-00-00-0038-00**

**Creative Associates International, Inc.  
BEPS Uganda Task Order 817**

**Prepared by Renuka Pillay, Chief of Party**

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## Acronyms

AKF	Aga Khan Foundation
BEPS	Basic Education and Policy Support
BTVET	Business, Technical, Vocational Training and Training
CAO	Chief Administration Officer
CASEM	Conflict Area Supplementary Educational Materials
CCT	Coordinating Center Tutor
CE/TE	Commissioner of Education/Teacher Education Department
CIP	Community Integration and Participation
COP	Chief of Party
CPD	Continuous Professional Development
CPTs	Customized Performance Targets
DEO	District Education Officer
DIS	District Inspector of Schools
DPO	Deputy Principal Outreach
ECD	Early Child Development
EFA	Education For All
EFAG	Education Funding Agencies Group
EMIS	Education Management and Information Systems
EPD	Education Planning Department
EPIA	Education Policy and Institutional Advisor
ESA	Education Standards Agency
ESR	Education Sector Review
ESCC	Education Sector Consultative Committee
EUPEC	Enhancement of Universal Primary Education in the Community
EUPEK	Enhancement of Universal Primary Education in Kampala
FAWE	Forum for African Women Educationists
FENU	Forum for Education NGOs in Uganda
G&C	Guidance and Counseling
GoU	Government of Uganda
HT	Head teacher

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IDPs	Internally Displaced Persons
IMU	Instructional Management Unit
INEE	Inter-Agency Network on Education in Emergencies
IPAQUAL	Integrated Participatory Action for Quality Learning
LOI	Language of Instruction
LL	Local Language
LRA	Lords Resistance Army
MAU	Madrasa Association of Uganda
M&E	Monitoring and Evaluation
MEO	Municipal Education Officer
MDG	Millennium Development Goals
MIS	Municipal Inspector of Schools
MOES	Ministry of Education and Sports
MRCU	Madrasa Resource Centre-Uganda
NAPE	National Assessment of Primary Education
NCDC	National Curriculum Development Centre
NFE	Non Formal Education
NGO	Non Governmental Organization
NREF	Northern Region Education Forum
PALS	Performing Arts and Learning in Schools
PEPFAR	Presidents Emergency Plan for AIDS Relief
PIASCY	Presidential Initiative on AIDS Strategy for Communication to Youth
PLA	Participatory Learning Action
PPE	Pre-Primary and Primary Education
PPET	Post Primary Education and Training
PTC	Primary Teachers College
REPLICA	Revitalization of Education Participation and Learning in Conflict Areas
ROM	Results Oriented Management
SMC	School Management Committee
SNE	Special Needs Education
STF	Straight Talk Foundation
SUPER	Support for Uganda Primary Education Reform

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TA	Technical Assistance
TCRP	Thematic Curriculum Review Panel
TDMS	Teacher Development Management System
TDMP	Teacher Development and Management Program
TE	Teacher Effectiveness
TOF	Training of Facilitators
TOT	Training of Trainers
TRECS	Tony Read Education Consulting Services
UJCC	Uganda Joint Christian Council
UMEA	Uganda Muslim Education Association
UNATU	Uganda National Association of Teachers Union
UNEB	Uganda National Examinations Board
UNESCO	United Nations Education, Scientific and Cultural Organization
UNISE	Uganda National Institute of Special Education
UPE	Universal Primary Education
UPHOLD	Uganda Program for Holistic Learning and Development
USAID	United States Agency for International Development
WG	Working Group

## **1.0 Background and Overview**

The Basic Education and Policy Support (BEPS) project activities in Uganda, supported by the United States Agency for Development (USAID) between June 2000 and August 2006, have contributed to basic education quality improvement through promoting access and equity. During the five-year life of BEPS, the project activities were aimed to achieve the following goals:

- Support educational policy dialogue and reform;
- Improve the equity, efficiency and quality of basic education; and
- Carry out restorative and beneficially additive basic education policy and planning activities in conflict-affected areas in the country.

BEPS has succeeded in assisting the Mission to meet Strategic Objective 8 and has provided technical assistance. BEPS funding contributed to sustained access to primary education, improved quality of primary education, and increased community mobilization in support of primary education.

### **1.1 The Three Phases of BEPS**

The two large BEPS/Uganda task orders were implemented in a phased approach. Phase I was implemented in 2002-03, Phase II in 2004-05, and Phase III in 2005-06 (both II and III under task order 817).

The three BEPS project phases aimed at achieving the following objectives:

- Improve support to disadvantaged children, especially children in conflict areas;
- Increase UPE advocacy with particular attention to girl's retention and community provision of pre-primary education;
- Strengthen school management and community participation in education;
- Improve quality of education by increasing the effectiveness of teachers;
- Improve the quality of education by improving the quality of curriculum and teaching of literacy, numeracy and life skills; and
- Increase primary school pupil understanding of responsible sexuality and reproductive health.

The activity areas for each phase are summarized below:

<b>Project Phase</b>	<b>Activity Area</b>
Phase I	Support for disadvantaged children and children in conflict-affected areas
	UPE advocacy and support through community mobilization
	Teacher Effectiveness
	Understanding of sexuality and reproductive health and teacher training in early childhood development
Phase II	Support for educationally disadvantaged children
	Teacher effectiveness
	UPE advocacy
	Responsible sexuality and HIV prevention
Phase III	Support for disadvantaged children, especially children in conflict areas
	UPE advocacy with particular attention to girl's retention and community provision of pre-primary education
	Supporting Thematic Curriculum and teaching of literacy, numeracy and life skills
	Responsible sexuality and health

The three phases were targeted at initiating, implementing, consolidating, sustaining, and ensuring ownership of the educational interventions in the primary sub-sector. Supporting these interventions required intensive materials development. With guidance and leadership from the Ministry, BEPS developed materials in different programmatic areas: UPE advocacy, Responsible Sexuality (PIASCY handbooks and Guidance and Counseling materials for primary schools), leadership and management, school management for School Management Committees, and materials to support the activities of the Education Standards Agency (ESA), which include a school inspection framework, school inspection guidelines, and the inspector handbook. Materials were also developed to support and nurture the teacher effectiveness initiatives (teachers' mentors guide). Several sub-activities/components were implemented to support the project's major activity areas.

These sub-activities are summarized below - according to the project phases.

### 1.1.1 Phase I

These initial activities were critical and triggered a process of identifying other areas that required targeted interventions. Phase I also highlighted activity areas where success was clear; achievements were carried forward in the subsequent phases of the project to increase their coverage. Phase I activities included:

- Early Childhood Development (ECD);
- Presidential Initiative on AIDS Strategy for Communication to Youth (PIASCY);
- Participatory Learning Action (PLA)/Teacher Effectiveness (TE); and

- Universal Primary Education (UPE) advocacy.

### 1.1.2 Phase II

The second phase activities consolidated achievements realized during the first phase and enabled new program areas to be identified:

- Non Formal education (NFE);
- Head teacher management training;
- Support to School Management Committee (SMC);
- Support to Education Standards Agency (ESA);
- Teacher Effectiveness (Mentoring);
- PIASCY Primary;
- Procurement of ECD Furniture;
- Procurement of ECD kits;
- Mango Tree CASEM project procurement;
- UPE Advocacy campaign;
- Reading pilot;
- NREF Support; and
- TDMS support.

### 1.1.3 Phase III

The third phase included a wide range of integrated activities meant to increase support and consolidate achievements realized during the first and second phases of the project. The third phase comprised the following activities:

- Head teacher and school management;
- Curriculum revisions and implementation strategies catering for children in the North (REPLICA);
- Guidance and Counseling and PIASCY program extension to the North;
- Continued support to Northern Region Education Forum (NREF) advocacy group;
- ECD focused communication campaign;
- *ECD Kids Time*;
- *Parent Talk*: UPE parent/community campaign;
- Islamic education initiative (Madrasa Outreach);
- P1 thematic curriculum development;
- P2 and P3 thematic curriculum drafted;

- Reading pilot – phase II;
- PIASCY PPET handbook development;
- Guidance and Counseling model for primary schools;
- HIV supplementary readers;
- HIV/AIDS in the work place policy; and
- TDMS Support.

(See Appendix A for a summary of achievements for the three phases of the BEPS project.)

## **1.2 Role of the COP**

The COP provided leadership and management of BEPS implementation, coordinated vendors and subcontractors, managed equipment, finances, and human resources, and ensured the quality of the general operations of project activities. She coordinated BEPS staff, and prepared and managed financial accounts. Within the Ministry of Education and Sports (MOES), she assisted in coordinating activities of the Working Groups, monitoring the work plans for the Working Groups, managing and coordinating the program areas of focus, and serving as liaison between MOES and field implementing institutions. She served on the Curriculum Taskforce.

## **1.3 BEPS Modality of Support**

The underlying philosophy of the project was to create opportunities for and strengthen Ugandan local leadership in the reform of primary education. Consensus building among multiple partners was central to conceptualization of Working Groups (WGs)—a mechanism envisioned to move ministry officials' role in donor-supported activities from rubber-stamping to ownership. The Working Groups created opportunity for sustainability and capacity building. The MOES was fully responsive to field issues, given that all WGs were chaired by officials assigned by the Permanent Secretary. This was critical in the decentralized context of primary education. BEPS, through WGs nurtured collaborative support from district implementers. This ensured effective and sustainable implementation of BEPS-supported interventions.

WG members were specialists in focus activity areas of the project. They were selected from the relevant MOES departments and collaborating institutions and national organizations. The field was represented by Primary Teachers Colleges (PTCs) and District Education Officials (DEOs).

The WG mechanism operated from the inception of project activities. BEPS' coordination provided the conceptual framework, the budget ceilings, and deliverables in accordance with the approved proposals by USAID. The WG was fully responsible for the comprehensive activities of planning, vetting TAs, follow-up on trainings, approving publications, assessments and monitoring and evaluation (M&E) in the field. All project activities followed the MOES reporting mechanism; the M&E working group receives quarterly updates from the chairpersons of each WG.

The working group modality allowed for in-depth consultation with multiple partners and enabled a wider range of views with varying perceptions to be heard. It enhanced the capacity of Ministry participants, giving them exposure to diverse activities, ranging from policy analysis, program design, and monitoring to evaluation and field support. BEPS helped the WGs get value for investment—large numbers, timely attendance, and focused discussions had to be instituted to benefit fully from the WGs. Having each WG chaired by the relevant MOES department ensured that all BEPS project activities were documented in the Education Sector reports.

## **1.4 Consensus Building**

The Working Group modality gave stakeholders a platform for discussing field issues that affected program implementation. Using the consensus-building approach and collective action ensured quick response in addressing field realities. This approach was instrumental in rolling out BEPS III project activities to the field. Consequently, it provided a transparent mechanism of getting feedback and identifying areas for improvement. Through consensus building, BEPS covered significant ground in providing support to basic education within the resources and time that was available. The notion of stakeholder involvement and participation has been fully utilized during the period of the project implementation.

The consensus building process varied depending on the context of the activity. Joint meetings with a range of supervisors and subordinates needed robust organization and management in order to enable an open dialogue and encourage full participation by all. It was a consuming process and required timelines to be flexible to accommodate varying views that needed to be resolved. It helped develop a mechanism to manage diverse and contradicting perspectives on sensitive issues in the process of building consensus. Strategies to arrive at resolutions were critical in this process. It shaped a sound and in-depth understanding of the national policy frameworks and reviews and also provided technical expertise to resolve contentious issues.

## **2.0 Phase III Activity Areas**

This section focuses on Phase III activities, which were in four areas:

- Support to education of disadvantaged children in the conflict-affected areas
- Universal Primary Education (UPE) advocacy
- Curriculum reform
- Responsible sexuality and health initiative

### **2.1 Supporting education of disadvantaged children in the conflict-affected areas**

Under support to education in conflict areas, the MOES recognized disruptions caused by the Lord's Resistance Army (LRA) war in the delivery of education service. Learning centers, which were established in IDP camps, had a series of daunting problems ranging from poor sanitization and hygiene, collapsed school management systems, there was

overcrowded “classrooms,” with limited instructional materials and traumatized teachers and children. The mainstream schools (which were not displaced by the conflict) had equally suffered a setback in the teaching and learning processes, and the quality of education had significantly deteriorated. Besides, the war tended to instill in people (including adult and children) the characteristic of violence, which was likely to propagate violent tendencies in them even in the absence of war.

Given this context, a bigger proportion of the budget for BEPS III was utilized to design and implement targeted activities meant to address the educational needs of the children in the conflict-affected areas. Under this activity area, the following activities were targeted: head teacher and school management; curriculum revisions and implementation strategies catering for children in the North; Guidance and Counseling and PIASCY program extension to the north; and continued support to the Northern Region Education Forum (NREF) advocacy group.

### **2.1.1 The REPLICA Model**

In order to be able to provide a holistic approach towards addressing the dire educational needs in the conflict-affected areas of the North, a customized package under the Revitalization of Education Participation and Learning in Conflict Areas (REPLICA) program was designed.

REPLICA was specifically designed to:

- Institutionalize peace education in schools;
- Institutionalize the provision of psychosocial support and Guidance and Counseling services in primary schools;
- Re-tool the district education officials, CCTs and school managers with management and leadership skills for improved management and performance in primary schools;
- Promote girl child education and retention through community support;
- Engage communities to participate and support education programs through the CIP program;
- Use performing arts as a tool for effective communication, education mobilization, sensitization and behavior change;
- Encourage action research to strengthen the reflective responsive model;
- Strengthen existing structures and build local capacity for program sustainability; and
- Establish a team approach and support system with timely feedback through effective Monitoring and Evaluation.

The model that was designed to implement the REPLICA program was very inclusive and participatory. The model comprised the following:

- District and MOES consensus-building process (at both headquarter and district levels);

- The Teacher Development Management System (utilizing both the PTCs' outreach and pre-service departments);
- Cascade training approach (this included the training of master trainers during the national training of facilitators and training of teachers);
- Consultative meetings with cultural leaders, religious leaders, and local politicians and educationists;
- Opening dialogue with academics and program implementers (this was specifically meant to share experiences and bridge gaps between theory and practice);
- Cluster meetings with the head teachers and Coordinating Center Tutors (CCTs) of the model schools (this served to generate their commitment and ownership of the program, thus guaranteeing its successful implementation); and
- Peer support supervision and monitoring (enabled the head teachers and the CCTs of the model schools to evaluate the performance, share implementation experiences, identify areas of improvement, and replicate best practices in their individual schools and centers).

The REPLICA program was designed in such a way that its components were closely intertwined to build synergies and create linkages. The complementary nature of the program components has resulted in a meaningful change in the model schools.

REPLICA components were carried out with assistance from the following subcontractors:

- Pincers Associates Ltd. (for Peace Education, Leadership and Governance and Psychosocial support);
- Teamline (for Performing Arts and Learning in Schools - PALS);
- FAWE (for promoting girls' education); and
- Sharon Cox (for community integration and participation).

### **2.1.2 REPLICA Components**

The REPLICA program had six components:

- Peace education;
- School management and leadership;
- Psychosocial support and Guidance and Counseling;
- Promotion of girl child education and mentoring;
- Community integration and participation; and
- Performing arts and learning.

Each component was implemented in the model schools, and they were meant to collectively contribute towards the realization of the program goal and objectives.

### **2.1.2.1 Leadership and Governance**

According to available field reports poor performance in primary schools was attributed to inefficient leadership and governance. The leadership and governance component of REPLICA was designed with the overall objective to empower the primary school managers so that they are able to provide visionary and accountable leadership, optimize resource utilization and initiate positive change in their respective institutions, and be able to create sustainable collaborative networks with the wider community. This component was expected to help school managers improve:

- human resource management;
- support for supervision and monitoring of school activities;
- financial resource utilization and management;
- individual attitude to accept and influence change;
- the performance of both the managers and class teachers; and
- their ability to provide exemplary leadership necessary for the nurturance of effective teams.

Under this component, relevant and targeted training was provided to the field implementers (the PTC officials, the CCTs, District Education Department personnel, and the teachers from the REPLICA model schools). To ensure effective information dissemination, the MOES, with support from BEPS, identified a consultant to design and develop the training materials and to deliver the training.

### **2.1.2.2 Peace Education**

The prolonged conflict in the Northern part of Uganda has generally affected the normal coexistence of the population and generated a chaotic environment that predisposes children to be conditioned to respond to conflict with violence. To cause a paradigm shift in the minds of children, the peace education component was designed as a measure to mitigate the violent tendencies. The goal of peace education is to produce young people who understand the cause and effect of conflict, have a strategy for responding nonviolently, and are able to reduce the effects of violence and to prevent the occurrence of violence. The benefits of peace education in the immediate and long run include safer schools, improved teaching/learning environment, improved performance of children and better problem solving skills, and more analytical learners and responsible citizens.

To enhance the implementation of the peace education component in REPLICA schools, resource materials were developed. These materials included the resource book for the teachers (lower and upper) and the pupils' handbook (for lower and upper primary). These materials were successfully developed and printed.

### **2.1.2.3 Psycho-social Support and Care**

The conflict in the North and Northeast of the country has inflicted suffering on the people, which resulted in emotional and psychological trauma. This has negatively impacted the normal development and education of children. The psychosocial support and care

component was aimed at supporting and equipping the teachers with the necessary skills to diagnose children affected by trauma and provides appropriate corrective action to help the victims move past the difficulties. This component enhances the reintegration process of the formally abducted children to a normal schooling environment.

The training package, including the designing of a handbook for teachers, was developed. This handbook enables them to provide the necessary psychosocial support and care services in the schools for the benefit of the affected children.

The training was provided to District Education Department staff, the PTC staff, the Coordinating Center Tutors, and the primary school teachers. Through the training, they acquired the basic skills upon which further experience and skills can be built.

#### **2.1.2.4 Performing Arts and Learning in Schools (PALS)**

The Ministry was aware that performing arts (music, dance, and drama) was a powerful tool for effective communication, education, mobilization, sensitization, and behavior change. It serves as a tool to create awareness and increase the visibility of educational interventions to the parents and wider community. Therefore, there was need to institutionalize the concept of performing arts in the REPLICA model schools and Primary Teachers Colleges.

Performing arts was seen not only as a way to equip the teachers and pupils in both primary schools and PTCs with sustainable skills, but also as a way of making education entertaining, relevant, and participatory. It also provided an avenue for community mobilization and sensitization, which was critical for generating their support, involvement, participation, and ownership of educational interventions for their own benefit and for the benefit of their children.

There was strong evidence indicating lack of community support and involvement in government interventions in primary schools. Performing arts was identified as a means of changing the community's attitude to positively support educational programs.

The MOES, with support from BEPS, engaged a team of performing artists to institutionalize the concept and the practice of performing arts in the REPLICA model schools and the PTCs. It was hoped that this would inspire parents and the wider community to take an active role in supporting the educational interventions in order to improve the quality of education of their children.

A training package was designed, and resource materials were developed by Teamline (the performing arts group contracted to deliver the component). The goal of the training was to equip the primary school teachers and tutors with performing arts skills (i.e., poetry, drama, music, dance, and writing).

#### **2.1.2.5 Promoting Girls' Education**

Promotion of girls' education has been identified as one the strategies for reducing gender disparity and meeting the vision for Education for All (EFA). Girls' education is described as "the single best investment." Besides being a basic human right, as a means of empowerment of a woman herself, the education of girls contributes to the well being of others, e.g., the productivity of the nations and the welfare of households and children, and

it does result in population reduction. Education of girls directly impinges on farm productivity, thus promoting economic growth. It also improves the health of the family and reduces infant and child mortality, lowers fertility, delays the age of first marriage, and enables women to participate in politics and thus in important decision-making processes. It is also known that education of girls is useful in the fight against HIV/AIDS. Promotion of girls' education does not benefit girls alone; it has far-reaching benefits to the welfare of the community in terms food security, nutrition, environmental protection, hygiene, and health.

The Ministry realized challenges facing girls' education, including:

- Girls have a lower rate of retention, completion, performance, and achievement in primary school than boys.
- The rural-urban divide results in some areas being disproportionately disadvantaged, with girls being more affected.
- The majority of girl children do not enroll into primary school, while others drop out before they complete the primary cycle.
- Gender disparities are more pronounced in the upper primary. Although most districts have managed to enroll nearly equal numbers of boys and girls in primary school, they have very low retention rates, especially for girls.

Also, special attention needed to be paid to certain categories of children who were at risk of exclusion regardless of the performance of the region/district they come from. Child workers, those heading families, orphans, young mothers, children with disabilities, and children living with HIV/AIDS were most likely to remain excluded from the education system because of their special circumstances. Of even greater concern were children from certain geographical areas such as semi-nomadic and fishing communities, and more recently, children in conflict areas.

Given this background, the MOES, through BEPS, decided to sub-contract the Forum for African Women Educationalists (FAWE) to implement a component of promoting girls' education in the REPLICA model schools in conflict areas to address the challenges affecting education provision and retention of a girl child. The training package was developed and delivered by FAWE. In addition, BEPS procured girl friendly kits and distributed them to all 30 REPLICA model schools.

### **2.1.2.6 Community Integration and Participation (CIP)**

Several evaluation studies conducted highlighted the lack of community sensitization about the program as a hindering factor with regards to implementation and children taking full advantage of services offered. There was little or no cooperation, and sometimes the actions of the community would obstruct the daily running of the school. Such acts include breaking into the schools, stealing property such as the signs promoting life skill messages, and preventing their children from attending schools. Hence an immediate sensitization and mobilization program was needed.

The main objective of this component was thus to actively engage community members in supporting educational programs and ensure successful implementation. To help address

these problems, an integrated approach looking at community involvement, outreach, and sensitization was developed.

A rapid survey conducted in the six districts to determine the level of community involvement in PIASCY and G&C also demonstrated this trend in the relationship between schools and community members. When schools have a good functioning SMC and rapport with the community, the benefits of the programs are clearly seen and appreciated by the community. In some instances, community members participate in the programs and gain positive experiences from the messages. SMC members take it on themselves to sensitize community members and act as knowledgeable resource people for the students.

There were many instances, however, where the community members did not cooperate with the school. This was due to a number of reasons ranging from lack of education of SMC members (which led to a lack of understanding of the messages), religious influences, and indifferent attitudes of the SMC members to the running of the school, to the wider community members not being aware of the benefits of educating their children.

In other cases, where the school tried to reach out to the community, they found lack of financial resources a hindrance since the community expected some financial reward or incentive for their participation.

The CIP component of REPLICA looked at ways of involving the community in school activities, and how schools reciprocate by implementing simple community outreach activities. This was envisioned to lead to a strong and positive relationship between the school and community members.

A training package was developed including a tool kit, facilitator's guide, poster, brochure, and guidelines for community workshops.

### **2.1.3 Achievements of REPLICA**

During the implementation of BEPS III, numerous achievements were registered.

The rapid needs assessment studies were conducted to generate the realities and issues on the ground that directly and indirectly affect the design and implementation of the REPLICA program. This was a prerequisite as it determined the model and strategy to be adopted. The rapid needs assessment reports on peace education, psychosocial support and Guidance and Counseling, and performing arts. Reports on girl child education and community initiative and integration are also available.

The public engagement meetings were held to build consensus about the implementation model and strategy of the REPLICA program. The initial meeting targeted the Ministry of Education and Sports headquarter folk. This constituted national-level consensus building. The second meeting was at the district level. This consultative meeting brought together the following key stakeholders: Chief Administrative Officers; District Education Officers; District Inspectors of Schools; Secretaries of Education; LC 5; Principals of four Primary Teachers Colleges; and Deputy Principals - Outreach Departments. A total of 60 people — (20 for the national level and 40 for the district level) participated in consensus building meetings. The strategy and modality of implementation of the programs was determined during these consultative meetings. These categories of stakeholders were all very crucial in determining the success of the implementation of the program. It was imperative that all

key stakeholders were brought on board at the initial stages of the program so as to address and ensure the issues of participation, ownership, and sustainability. Moreover, the feedback of the stakeholders helped to modify the design of the REPLICA activities – making them more focused, relevant, and demand driven.

The training of trainers (TOT) was conducted in the month of October 2005. A total 125 targeted participants attended (95 males and 30 females). The training particularly included the key field implementers (i.e., District Education Officers, Municipal Education Officers, Deputy Principals-Outreach departments of PTCs and college tutors and Coordinating Center Tutors). The purpose of the training was to introduce the REPLICA program (and its components) and to specifically instruct them on the REPLICA package. The philosophy was that the people trained would roll out the program components to the school level using the Teacher Development and Management System (TDMS) modality.

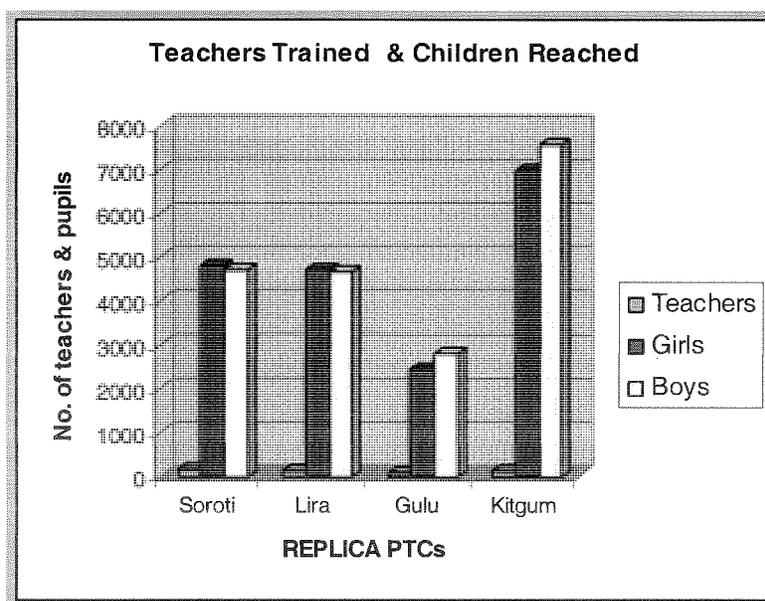
Materials were developed for all the components of REPLICA. The materials developed cover the following areas: Peace Education, School Management and Leadership, Psychosocial Support, Performing Arts and Learning in schools, Promoting Girl Child Education, and Community Integration and Participation.

Frequent consultative and review meetings were held between the subcontractors, field implementers, and the user departments of the MOES in conjunction with the technical BEPS III project staff. The major aim of these meetings was to review how the trainings were delivered at all levels (National training of facilitators, training of trainers, and training of teachers), to share the socio-political context under which the pilot was implemented, re-adjust and modify the implementation model in response to field realities, and generally to identify areas of improvement and challenges that required collective action.

With the guidance and leadership from the user departments, the district education departments worked collaboratively to identify 30 institutions that were designated as model schools. A minimum number of 3 institutions were selected from the 10 districts in the conflict-affected areas.

All teachers from the model schools were trained on the REPLICA components. A total of 521 teachers were trained and equipped with requisite skills necessary to implement all the components of the program components in their respective schools. Also, the program has benefited 38,666 pupils in the model schools. Teachers trained and pupils reached are summarized below by PTC catchment:

PTC Catchment	Teachers	Girls	Boys
<b>Soroti</b>	179	4,776	4,719
<b>Lira</b>	126	4,705	4,647
<b>Gulu</b>	76	2,432	2,816
<b>Kitgum</b>	140	6,991	7,580
<b>Totals</b>	<b>521</b>	<b>18,904</b>	<b>19,762</b>



Three elders consultative meetings were organized and facilitated for the three sub-regions of the conflict-affected areas (i.e., Lango-sub region, Acholi sub-region, and Teso sub-region). The purpose of the elders consultative meetings was to give them an opportunity to share their wisdom and vast experience and to identify how best to motivate them to actively contribute towards improving dropping standards and performance in primary schools in the region. These meetings brought together cultural leaders, religious leaders, secretaries for education-Local Council Five, District Education Officers, District Inspectors of Schools, the Coordinating Center Tutors, and the representatives of head teachers. A total of 290 elders participated. They acknowledged the deteriorating quality of education and committed themselves to collaboratively work with other stakeholders so that they can contribute towards quality education improvement.

The academic conference on Peace Building, Conflict Resolution, and Leadership and Governance was conducted March 24<sup>th</sup>-25<sup>th</sup>, 2006. The conference drew participation from the academics, representatives of government departments, representatives of the UN organizations, representatives of cultural leaders, representatives of civil society, and

program implementers to share theories and practices on the themes of the conference. A total of 47 people attended the conference.

In order to bring the model schools into the same understanding of the REPLICA components, cluster meetings were conducted for all the four catchment areas of Soroti PTC, Loro PTC, Gulu PTC, and Kitgum PTC. The cluster meetings helped the head teachers to clearly understand the customized design of the REPLICA program. This was very important since it enabled them to get focused on how to confidently proceed with the implementation of the program components in their schools.

Monitoring of the model schools was conducted. The concept of peer support supervision and monitoring was utilized, and it ensured that the head teachers from the model schools shared their unique experiences of implementing the REPLICA program components in their schools. It also allowed them to replicate best practices they found in other schools for the benefit of their own schools and collectively identified areas of improvement and suggested strategies and solutions for improvement.

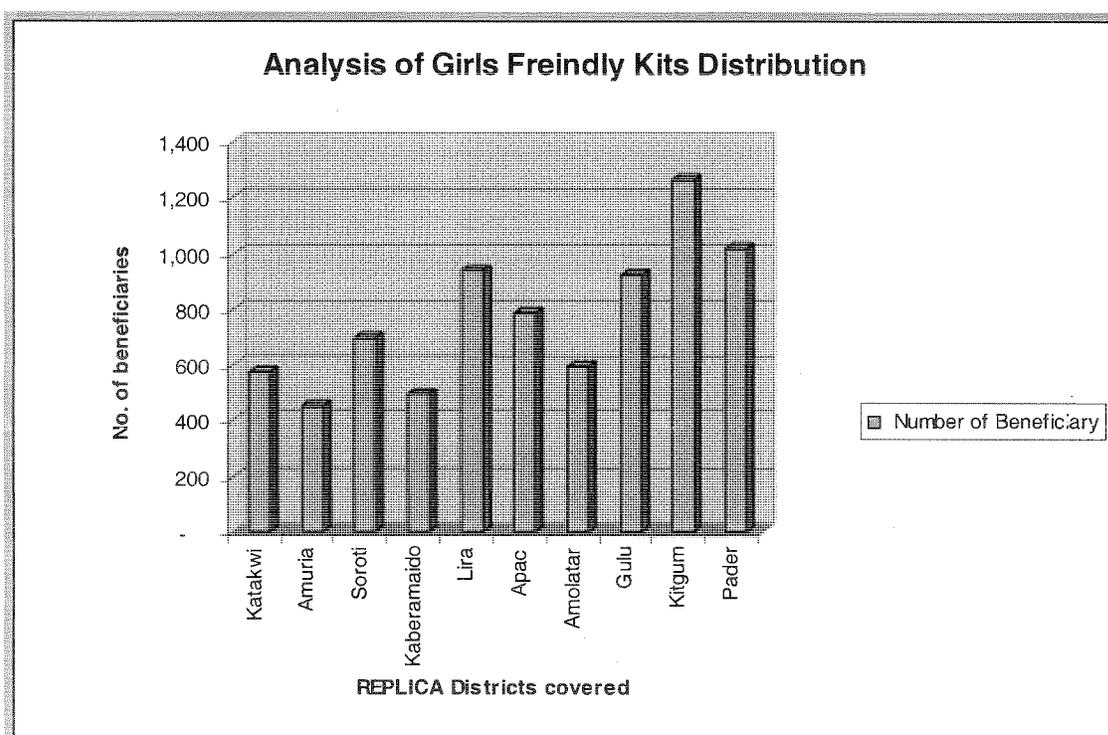
The school magazine editorial board structures were formed for all the four catchment areas. Soroti PTC catchment area with close collaboration from Teamline (subcontractor) produced the SOLOT Education Magazine. The magazine contained articles from pupils, and voices from teachers and college tutors. Three thousand copies of the magazine were printed with the support of BEPS.

Cultural musical instruments were procured for all 30 model schools and 4 Primary Teacher Colleges. These instruments were meant to revive and sustain the traditional culture of the people in the conflict-affected areas and generally to provide edutainment to both the school pupils and the members of the wider community. The instruments also served to enhance the performing arts and learning component of REPLICA in model schools.

To strengthen the component of promoting girls' education, BEPS procured 8,000 girl-friendly kits. The kits were inclusive of a school bag, a packet of sanitary towels, a piece of wrapping cloth (*lesu*), toothpaste and toothbrush, vaseline, bathing soap, note book, a pen, a nail cutter, and appropriate storybooks with customized life skills messages. The kits were provided to all girls in the model primary schools (the ultimate target group was P5-P7 and also deserving girls from P4 and P3). Although this is not sustainable, it instantly created great impact on girls' school attendance and is likely to ensure their retention and increase enrollment of girls in primary school.

**Distribution of Girls Kits to REPLICA Model Schools, by District**

S/N	District Name	Number of Beneficiaries
1	Katakwi	573
2	Amuria	452
3	Soroti	699
4	Kaberamaido	495
5	Lira	939
6	Apac	787
7	Amolatar	593
8	Gulu	923
9	Kitgum	1,266
10	Pader	1,019
	<b>Total Distributed</b>	<b>7,746</b>

**2.1.3.1 Curriculum revisions and implementation strategies catering for children in the North**

The BEPS project supported the MOES in primary curriculum revisions to include themes that are context specific to children in the conflict-affected areas. During the project life, two approaches were adapted – mainstreaming peace education, Guidance and Counseling (G&C) and PIASCY initiatives in the PTE curriculum; and using the thematic curriculum

to address themes that directly attempt to address the issues of the children in the conflict-affected areas. The Ministry, with financial support provided by BEPS, contracted a team from Kyambogo University to integrate the aspects of peace education, G&E and PIASCY initiatives in the PTE curriculum. The PTE curriculum needed to be enhanced so that the teachers who graduate from the Primary Teachers Colleges should be able to effectively integrate these very critical areas into the teaching and learning processes.

The Ministry was also reforming the traditional primary curriculum into a theme-based curriculum (thematic curriculum). USAID, through BEPS, supported the process of developing a thematic curriculum for primary 1 and primary 2 in which the developers infused themes that cater to the educational needs of pupils in the conflict-affected areas. To ensure that the themes were congruent with issues on the ground, the thematic curriculum was pre-tested in the districts of Lira and Gulu to represent the conflict-affected areas.

### **2.1.3.2 Extending Guidance and Counseling and PIASCY programs to the North**

After the initial pilot of the G&C program in a few primary schools in the selected six districts, it became apparent that G&C services were urgently required in the primary schools (and learning centers) in the conflict-affected areas. Also, results from the evaluation of the G&C pilot indicated that in primary schools where G&C was being implemented, primary PIASCY program activities were reported to be very successful. G&C and PIASCY were complementary programs.

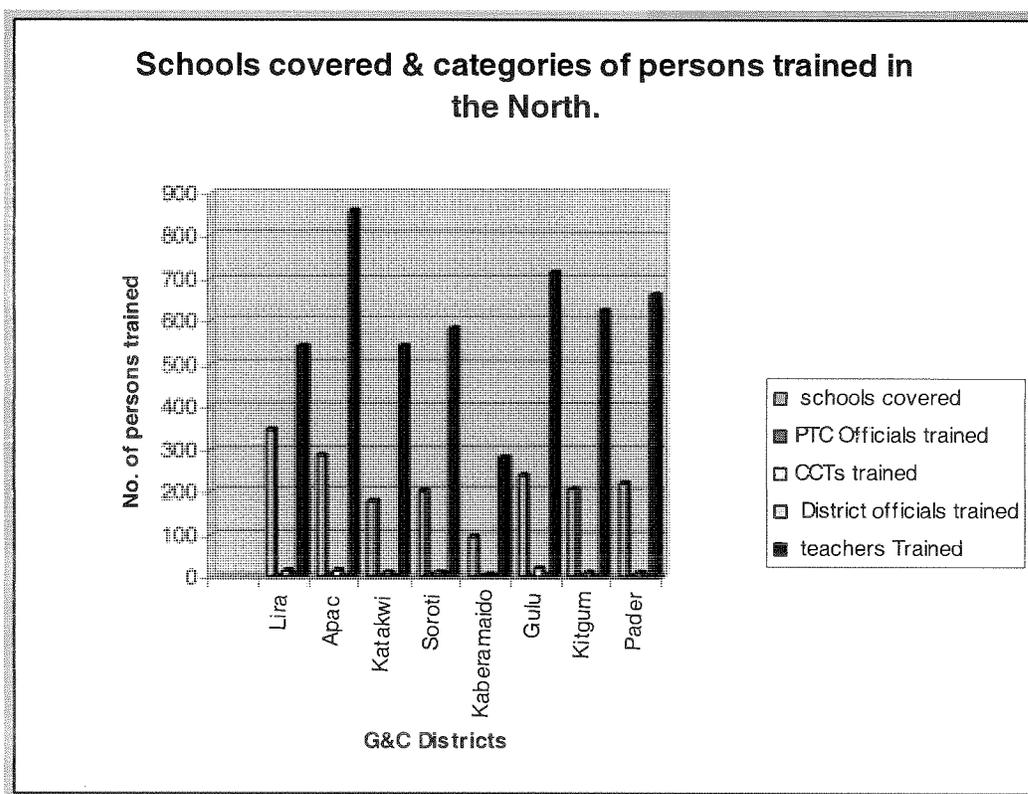
During the initial months of BEPS III, the G&C program was extended to 10 districts of the north. A nationally-based training of facilitators was conducted. The majority of those who attended the training included CCTs, DPOs, and District Inspectors of Schools. A total of 101 trainers were trained in the concepts and processes of G&C for primary school children. The Coordinating Center-based training of teachers was also conducted, and 1,221 schools were covered in the ten target districts. Three teachers were trained from each school. A total of 3,663 teachers were fully trained in the concepts and practices of G&C.

The materials developed in the initial phase for the G&C program were adopted for the North. Since the primary PIASCY program had a national covering (for all primary schools), the North benefited from the consolidation phase of the primary PIASCY program. Guidance and Counseling and PIASCY programs are closely intertwined and therefore reinforce each other. As already highlighted, experience indicated that in primary schools where G&C was implemented, PIASCY was further strengthened.

Together with the implementation of promoting the girl child education component of REPLICA, G&C has provided requisite life skills for girl children specifically, through the establishment of a friendly environment for girls. The long-term goal was to improve girls' retention so that they complete their primary cycle of education.

**Summary information for the coverage of G&C program in the North**

PTC	District	# of Schools	# of PTC Officials	# of CCTs	# of District Officials	# of Teachers Trained
Loro	Lira	346	2	16	5	540
	Apac	285	4	15	3	855
Soroti	Katakwi	180	2	12	3	540
	Soroti	203	4	12	5	582
	Kaberamaido	94	2	6	3	282
Gulu	Gulu	238	2	19	5	714
Kitgum	Kitgum	208	2	12	3	624
	Pader	220	2	9	3	660
<b>Total</b>		<b>1,774</b>	<b>20</b>	<b>101</b>	<b>42</b>	<b>4,797</b>



**2.1.3.3 Northern Region Education Forum (NREF)**

BEPS III continued supporting NREF in advocating for the necessary interventions targeted at addressing the problems affecting the delivery of quality education in the conflict-affected areas.

During the period of project implementation, BEPS supported NREF in holding two meetings - in Gulu and Arua Districts. All stakeholders—civil society representatives, district political leadership, Chief Administrative officers, District Education Officers, District Inspectors of Schools and government (the ministries and members of the social services committees of parliament) were represented in this meeting. The support from BEPS enabled the NREF to evolve from an advocacy, lobby forum to a forum that has accomplished research in the education sector in conflict-affected areas, shared the experience in the North in international conferences, documented emergency issues, and provided a coordination role with UNEB and MOES. However, the capacity of the NREF was weakened by the Local Government restructuring exercise.

<b>Conflict Area/Disadvantaged Children Activity Deliverables</b>	<b>Target Date</b>	<b>Status of Implementation</b>
School Leadership & Governance training- <ul style="list-style-type: none"> <li>• A Manual adapted, trainings designed, and manual produced</li> <li>• A report on the nature and outcome of all training sessions</li> </ul>	January 2006 June 2006	Done Done
Curriculum – Production and dissemination of the following manuals: <ul style="list-style-type: none"> <li>• Teaching and Learning for teachers in lower primary</li> <li>• Guidelines for peace education</li> <li>• Remediation and catch up training package for upper primary</li> </ul>	September 2005 – January 2006  March 2006	Done  Done
G&C and psychosocial support integration package produced <ul style="list-style-type: none"> <li>• Revised integration package</li> </ul>	June 2006	Done
Promotion of Girls' Education <ul style="list-style-type: none"> <li>• Integration training package</li> </ul>	June 2006	Done
Community Integration and Participation <ul style="list-style-type: none"> <li>• Integration Training package</li> </ul>	January 2006	Done
Performing Arts & Learning in schools <ul style="list-style-type: none"> <li>• Integration training package</li> </ul>	June 2006	Done
NREF Advocacy <ul style="list-style-type: none"> <li>• A brief report describing extent and effectiveness of support to NREF advocacy</li> </ul>	June 2006	Done

### **3.0 Universal Primary Education (UPE) Advocacy**

BEPS III continued to support the UPE advocacy activities. Under this activity area the focus was on Early Childhood Development (ECD), focused communication campaign, ECD Kids Time, Parent Talk, UPE parent/community campaign, and Islamic Education initiative. All activities were implemented by BEPS III subcontractors

The UPE advocacy program was an extension from BEPS II with streamlined activities. During the BEPS III implementation period, two major activities were implemented: the

publication of Kids Time and Parent Talk newsletters, which were produced by Straight Talk Foundation (STF) once per school term (quarterly). Other activities that were conducted within the context of enhancing UPE and quality education delivery included the Teacher's Day event, the National Training of Trainers, and the UPE conference

### **3.1 Kids Time Newsletter**

The Kids Time newsletter was based on the idea of edutainment where issues contained creative educational games and innovative teaching tools for teachers of pre-primary children. This newsletter also sought to support the issues related to underage enrollment and the teaching and learning framework for ECD classes. Three thousand copies of Kids Time were produced and distributed to primary schools.

### **3.2 Parent Talk Newsletter**

The Parent Talk newsletter was targeted at parents and the wider community. The purpose of the publication was to mobilize the parents and community to support and participate in the implementation of the Universal Primary Education (UPE) program. It also addressed issues of parent's engagement in their children's health and well-being and encouraged parents/community members to be good role models from whom their children can learn responsible adulthood and appreciate the virtues of education and work. Three thousand copies of the Parents Talk newsletter were produced and distributed to primary schools.

### **3.3 International Teachers' Day**

Since the introduction of UPE in 1997, a number of gaps were identified in the Primary Education Sector and strategies to fill gaps were proposed, developed, and implemented. There was intensive and continuous consensus building, awareness creation, and sharing of field experiences and practices. This collective action was aimed at ensuring delivery of quality basic education, through Teacher Effectiveness initiatives and strengthening TDMS.

The MOES, in conjunction with the BEPS III project, organized and held Teachers' Day on October 5, 2005. The purpose of the day was to review programs that were being implemented in a bid to improve the quality of basic education. The event in Uganda coincided with International Teachers' Day. The core objective of the day was in line with the UNESCO declaration of the 26<sup>th</sup> session of UNESCO general conference.

A cross-section of educationists, local politicians, members of parliament, representatives of the funding agencies, Hon. Ministers of Ministry of Education and Sports and sister Ministries, Commissioners, Chief Administrative Officers, Directors of NGOs, religious leaders, Senior Education Officers, members of the press, and students attended.

The day was made colorful by ~~the exhibition of~~ multiple materials, modules, manuals, and advocacy materials. The exhibitors were Primary Teachers Colleges, MOES, NGOs, projects, programs, and pupils. Themes for displays included gender, UPE, ECD, Reading Pilot, PIASCY, G&C, Promotion of Girl Child Education, Teacher Effectiveness, NFE, The North, SNE, and MDD. The guest of honor was the Hon. Minister of Education, Geraldine Bitamasire.

### **3.4 National Training of Facilitators**

BEPS III supported a national training of facilitators at Nakaseke Core PTC. The purpose of the training was to provide an overview of the programs the Ministry was implementing through the TDMS modality with support from BEPS. During the training the following programs were specifically reviewed:

- Guidance and Counseling;
- The thematic curriculum for P1-P2;
- The consolidation of Primary school PIASCY program; and
- The formulation of national work plans for the PTCs.

The training attracted all the 47 Primary Teacher Colleges (both 23 core PTCs and 24 non core PTCs) and officials from the relevant Ministry departments. From the PTCs, the training targeted principals, Deputy Principals (pre-service and outreach departments) and head of programs. A total of 171 individuals attended.

After rolling out G&C to all schools in the 14 districts of Ntungamo, Kasese, Masindi, Luweero, Apac, Lira, Amolator, Gulu, Kitgum, Pader, Kaberamaido, Soroti, Katakwi, and Amuria, there was urgent need to introduce the G&C program to PTCs. It was envisioned that for the purposes of ownership and sustainability there was need to equip the pre-service department of the colleges and student teachers with basic information on G&C so that by the time they qualify and are posted to primary schools, they can effectively provide G&C services to children under their custody. To accompany the training, BEPS provided 20 sets of G&C materials to all 47 PTCs to be utilized to strengthen the pre-service departments.

During the national training of trainers the field implementers were briefed on the progress on the development of the thematic curriculum and informed of the Ministry's roadmap for piloting the primary 1 draft thematic curriculum. The meeting also provided a platform for UPHOLD to share their plan and strategies for consolidating PIACSY for primary schools.

The national training of trainers was used to formulate the national work plan for all the Primary Teacher Colleges. The work plan served as a road map for implementing all the programs that utilize the PTC and TDMS modality. The philosophy behind this strategy was to improve program harmonization and coordination by the Teacher Education Department of the MOES. All BEPS III programs were integrated into the national action plan for implementation.

### **3.5 School Management Committee Handbook**

BEPS successfully supported the MOES in the process of developing a handbook for the School Management Committee (SMC) members. The process of writing the handbook commenced in February 2005 under the leadership of the Pre-Primary and Primary Department. The BEPS project worked collaboratively with the following stakeholders in writing and developing the manual: the Department of Pre-primary and Primary Education; selected officials from the Core PTCs of Busheneyi, Soroti, Kabulasoke, and Loro to pretest the materials; representatives from UPHOLD, and TA who was procured to support the activity.

The initiative to develop a resource material for the SMCs was based on the field findings, which indicated that the SMCs did not have any guidelines clearly stipulating their critical roles and as a result there was no clear role delineation between the SMCs and other stakeholders. The problem of poor performance and falling standards and quality in the primary education sub-sector was attributed in part to inefficiency of SMCs. Basic education is supposed to form a foundation upon which further education is built. The ramifications of poor performance in the primary school sub-sector will have a ripple effect on other levels of education.

The strategic objective of USAID support to the Ministry through BEPS-implemented interventions was to contribute towards improvement of quality basic education. The SMC handbook was developed with the following objectives:

- Clearly identifying the roles of SMCs, which include administrative, supervisory, monitoring, and consultative roles;
- Highlight the roles and responsibilities of all stakeholders in the primary schools; and
- Identify linkages of roles between different stakeholders in facilitating improved learning in school (i.e., the school leadership, the parents, the local leaders and the wider community).

The handbook was developed and subjected to Ministry structures for review, input, and approval. This was a necessary process to build consensus and generate ownership of the material. The handbook was duly endorsed by the Hon. Minister of Education and Sports.

The successful development and launch of the handbook was yet another great achievement of primary education reform that started over 10 years ago in which USAID provided enormous support.

The launch of the handbook was honored by the presence of the Hon. Minister of Education and Sports, Geraldine Bitamasire (guest of honor), the Permanent Secretary, representatives of departments of the Ministry, representatives from the USAID/Uganda Mission, and a cross section of other key stakeholders.

The Permanent Secretary, MOES, highlighted the focus of the Ministry as increasing access to education services, ensuring affordability for all, and improving the quality of education. He also emphasized that it was a mandate of the Ministry to ensure that SMCs are in place in every school. Also, to insure clear understanding of the handbook, there was need to translate the SMC handbook into major local languages.

The SMCs were seen as linkages between the government, the schools, and the communities. To improve quality required that all stakeholders internalize their roles, which are clearly spelled out in the handbook.

The challenges of streamlining the activities of the SMC were attributed to:

- Lack of initiative at the district level to induct the SMCs into their roles;
- Lack of guidelines on the crucial areas of their functions so as to provide uniformity in the management of all primary schools in the community with minor variations based on local factors;

- Negative attitude by some head teachers who felt threatened by the empowered SMCs; and
- The decline in government financial support to primary schools in the past, which gave way to the inevitable emergence of PTAs, which undermined the powers and authority of SMCs. The situation was further aggravated by the fact most SMCs—particularly in the rural areas—were not informed about government policies relating to administration of government-funded primary schools. This was also attributed to their low qualification levels.

Given the inadequacy of resources at the district level to cater for routine support supervision and monitoring and providing continuous professional support and guidance, it was imperative for the government to take a bold step to empower the SMCs to enable them to effectively play their critical and indispensable role of ensuring enhanced performance in primary schools.

BEPS supported the Ministry in printing 35,000 copies of the SMC handbook for national distribution to all primary schools in Uganda. Through the TDMS modality, orientation meetings were also conducted at district level for primary school head teachers and the chairpersons of SMCs. These meetings were financed by the BEPS project. The project also supported the Ministry in translating the handbook into six major local languages. One thousand copies of each translation were printed.

### **3.6 Special Needs Education Support**

In an attempt to address the dire needs of children with special educational needs, the BEPS III project supported the Special Needs Education Department of the MOES in the following four areas:

- Training workshop: Making and using instructional materials for children with special needs.
- The training workshop for the deaf blind teachers in Bishop Willis Core PTC.
- Orientation of the SMC chairpersons from institutions with special needs.
- Provision of girl friendly kits.

This was in support of the Government position on disadvantaged children as articulated in the Government White Paper (GWP 1995) and was consistent with Article 30 of the 1995 Constitution of the Republic of Uganda which provides that “all persons have a right to education.....that a child is entitled to basic education.....that the state shall take action in favor of the groups which are marginalized on the basis of gender, age, disability or for any other historical or traditional reason....”.

This meant that it was the responsibility of the state to provide education for all its citizens. The major categories of children that government started addressing their rights were the children with physical handicaps, visual impairment, hearing impairment, and mental retardation.

The Government of Uganda (GoU) was pursuing a policy of inclusion to provide for the needs of children with disabilities, but was also mindful of the Salamanca statement

(2000), which provided that those children who cannot benefit from the ordinary school provision should be provided with special units/school provision. According to the Education Management Information Systems (EMIS) of the Ministry of Education, there were 218,380 children with disabilities enrolled in primary schools by 2004.

The MOES through support from BEPS/USAID procured instructional kits from Mango Tree Education Enterprise. These materials are made from locally available materials and are portable, simple, and appropriate. The SNE Department was supported to train teachers from special needs schools for one week on how to make appropriate learning materials for the children with disabilities and also how to use these materials.

The department was also supported to train the teachers who handle the deaf blind children so as to make service delivery more effective. A total of 113 participants were drawn from schools with deaf units as well as deaf blind units. In addition, school inspectors in charge of special needs education were also present. The specific objectives were to:

- Equip teachers, teacher trainers, CCTs, and school inspectors with knowledge and skills for identifying deaf blind learners;
- Furnish teachers with assessment skills for deaf blind children;
- Impart knowledge and skills on how to effectively communicate with the deaf blind children; and
- Provide a guide to teachers on how to engage the community/parents to ensure their support for the deaf blind children.

It was envisioned that the training would in the long run:

- Improve the teacher's ability to identify the deaf blind children in their schools;
- Enhance their skills to appropriately assess the deaf blind children in their schools;
- Enable the teachers to develop and use individual plans for different categories of learners with specific disabilities;
- Enable school supervisors and administrators to provide appropriate professional support; and
- Help the parents provide regular support to their children.

This activity was cost shared between BEPS and the Swedish International Association for Deaf-Blind. The BEPS project supported the welfare component of the cost of the training while the Swedish International Association for Deaf-Blind paid costs for the lead facilitators who came from Nairobi to facilitate the training. The activity was conducted under the leadership of the Commissioner of Special Needs Education Department.

Orientation of the Chairpersons from the Special Needs Institutions was conducted in order to broaden the understanding of their roles and to enhance their managerial skills. Forty-seven chairpersons of the SMCs were oriented.

Girl friendly kits were also provided to P6-P7 girls in the special needs institutions as a motivating factor to keep them at school. A total of 200 girls with special educational needs benefited from the girls friendly kits.

### **3.7 The UPE Conference**

A national stakeholders workshop/conference was organized within the context of the concerns raised in the November 2005 Education Sector Review (ESR) and the May 2005 stakeholders workshop to review progress on the implementation of UPE advocacy activities, the January 2004, Mukono Workshop on improving of quality of primary education, and the November 2003 National Conference on the UPE program.

From the above workshops it was realized that challenges still existed in the realization of the sector goals and more especially in the achievement of EFA/MDGs and a number of recommendations were made.

In regard to these challenges and recommendations, the Ministry organized the stakeholders workshop (UPE conference) held on June 19, 2006, at Joka's Hotel Kireka, to track the progress on the implementation of the UPE advocacy activities and discuss concrete actions towards achieving Education for All (EFA). The workshop, funded by USAID through BEPS, had a theme of "Progress Towards Achieving Education For All and Millennium Development Goals." The workshop participants included key stakeholders such as the foundation bodies, members of the Northern Uganda Forum, UNATU, Chairpersons of the Primary Teacher's Association, District Officials from poorly performing districts, officials from newly created districts, FENU, Education Funding Agencies Group (EFAG), UJCC, MOES Officials, and officials from other line Ministries.

The specific objectives of the workshop were to:

- Discuss the recommended actions to realizing progress in the implementation of sector indicators (i.e., targeted towards achieving the MDGs/EFA);
- Discuss the league tables showing performance of districts using critical indicators;
- Discuss the progress in the implementation of the thematic curriculum;
- Create a specific communication intervention for education in conflict areas;
- Discuss and agree on concrete remedial actions for achieving EFA/MDGs, and other critical emerging issues; and
- Bring on board the newly created districts.

The major outputs/outcomes from the workshop were:

- Agreed concrete remedial actions for better implementation of the on-going EFA/MDG Advocacy activities; and
- A workshop report.

### **3.8 Islamic Education Initiative – Madrasa Resource Center**

Support to the Madrasa program in Uganda by BEPS started in 2004. The work has been geared towards providing access to quality, culturally relevant, and affordable early childhood education and development in order to increase the chances of children from underprivileged Muslim communities to access formal education and succeed in later life. The one year contract with MRCU enabled 18 communities in Kampala and Mpigi to

incorporate a parenting component in their preschool programs. During this time, over 700 children benefited and over 54 young women teachers trained in growth promotion and monitoring, parent support activities, and networked with other ECD providers in their communities. Support to the Madrasa program was a continuation of the earlier program that ended in June 2005. The period September 2005 to June 2006 extension was to enable the MRCU to consolidate its interventions by providing services and assistance to key stakeholders in Early Childhood Education in Uganda. The activities targeted included: enhancing capacity of communities and relevant institutions, awareness creation and strengthening linkages with local government structures, strengthening advocacy for ECD expansion and quality assurance, as well as improving monitoring and evaluation of ECD, and transition to lower primary. Specific components included: implementation of the integrated preschool curriculum, parenting, and capacity building at the community level and with government teacher training institutions, advocacy, as well as deepening outreach activities in Arua and Mpigi districts. Other activities were developing ECD training framework and monitoring tools.

The overall objective of the nine-month (September 2005-June 2006) MRCU/BEPS III intervention was to work towards providing access to high quality, culturally relevant, and affordable early childhood education and development in order to increase the chances of children from underprivileged communities to access formal education and to succeed in later life.

The specific objectives for the performing period were to:

- Build staff capacity in counseling and guidance, dealing with children's learning disabilities, special needs education, integrating HIV/AIDS, ECD, and child development and management skills;
- Review the effectiveness of collaboration between MRC and communities;
- Continue updating and finalize the development of the preschool curriculum, curriculum support materials and the teacher training manual;
- Strengthen capacities of Community Resource Teams (CRTs) in facilitation, planning, report writing, feedback, monitoring, and evaluation;
- Continue strengthening capacities SMC from ECD graduate schools on leadership skills, fundraising, roles of CRTs, monitoring and evaluation, holding effective meetings, and how children learn;
- Build capacities of the new SMCs in planning and budgeting, and monitoring and evaluation;
- Continue supporting home and school based activities for parents of 10 graduate schools;
- Build capacities of P1 and preschool teachers, primary school head teachers, and parents so that they can promote a smooth transition for children;
- Strengthen teachers' knowledge and skills of working with parents and children both at home and school

- Continue lobbying for policy review and implementation at national, district, and local levels; and
- Advocate and influence for improvement in the ECD initiatives in the local communities.

### **3.9 UPE Advocacy**

Seventeen staff members received capacity in mentoring so that they improve their site based training for SMC, CRT, and teachers. A three week course was conducted for staff on inclusive education conducted by the Uganda Management Institute. The focus of the course was on learning abilities, types of disabilities, and preparing and setting up an inclusive learning environment for children. Members of staff were equipped with skills on how to include children with special educational needs into the main stream education system. A three week course on G&C with special emphasis on HIV/AIDS was also conducted. This training enabled them to attain basic skills to understand how to provide G&C services to children under their care.

Ten staff meetings were conducted for 14 MRCU staff to review the curriculum and their suggested improvements were compiled into one document. A workshop was conducted for 15 teachers to review these ideas. Later, one regional workshop, with the support of a consultant, was held and attended by 20 members from the three MRCs. The draft was reviewed basing on the views collected from the three MRCs. With the help of the facilitator, the structures of the curriculum, the structure of the different sections, the content for each section and the support materials were reviewed. The improved draft was sent to the Academic and Research Advisory Committee for approval. A consultant was hired to finalize the document according to the agreed format and content.

The following curriculum support materials were developed: teacher's resource books, rhymes and songs book, teacher's idea book, and material development book. Two consultants were hired to illustrate the rhyme books, material development book and teacher's idea books before they were sent for printing.

Two site visits were made to the 20 graduate schools and the CRTs were supported to conduct two school evaluations. Two workshops were also organized to support the CRTs on writing evaluation reports. The reports were presented to parents for discussion and further planning was done. Thirteen CRTs were been supported to improve on their facilitation skills during training for new teachers and SMC. CRTs from the six graduate schools were also supported to organize and run one open day and 8 males and 38 females were helped to understand how children learn.

The SMC and CRT were trained on how to mobilizing parents to participate in school activities, ECD facilities, and food supply and storage. Site visits were also made to the graduate schools to support the SMCs in presenting evaluation reports to parents, and planning and budgeting for term two. All of the ECD graduate schools developed work plans and budgets for the school terms. In the plans each school had included at least one parent's support activity, some of which were implemented. The Community Development Officers continued following-up implementation of communities' plans and encourage community/parent support. One visit was made to the schools to support the parents and SMC set up fixed play equipment for children. All schools had at least five fixed play

equipment. Ten schools have been supported to start centralized feeding programs for children. Four workshops were conducted for the new SMCs in the schools on the MRC program, MRC contract, what ECD means, costs and benefits, and the roles of different stakeholders and SMC members.

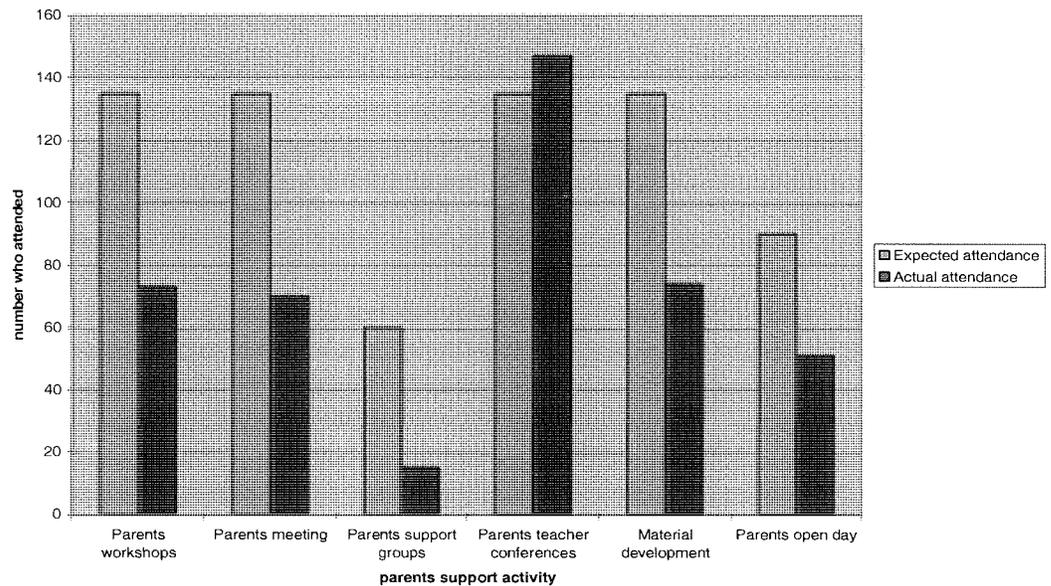
The SMCs from 18 graduate schools identified and elected new members on the committees. A training program was designed and delivered for the new 42 SMC members on the MRC program, and the roles of different stakeholders.

The SMC, CRT, and teachers were supported to organize and conduct parents support activities. Parent workshops were organized and parents were supported to develop materials for their children including dolls, ropes, and fixed play materials including swing, slider, sea-saw, and monkey bars. Parent-teacher conferences were held to discuss and share ways of supporting children at school and at home. Parents came up with activities to organize at home to support their children's development. Parents meetings were held for purposes of planning for school activities. In these meetings reflection was made on all the school activities and plans laid for improvement. Other issues discussed included fee payment, children's feeding, growth monitoring for children, and school evaluation.

**Summary of parents participating in supporting school activities in the ECD graduate schools**

Activity	Expected Attendance	Actual Attendance	% Performance
Parents workshops	135	73	54%
Parents meeting	135	70	51%
Parents support groups	60	15	25%
Parents teacher conferences	135	147	81%
Material development	135	74	55%
Parents open day	90	51	56%

Attendance of parents support activities in graduate schools.



In collaboration with EUPEC several meetings were held for different stakeholders. A workshop was held for CCTs of Kabulasoke PTC and Mpigi Education Office to sensitize them on the objectives of the intervention and its proposed implementation strategy. A group of teachers from primary schools were selected as trainers and a five-day workshop to develop training of trainer materials was conducted. Training materials were developed. Participants were also introduced to the thematic curriculum. The workshop was also attended by CCT from Kibuli and Kabulasoke Mpigi District Education Office. Three levels of training of trainers were conducted on transition, integration, and thematic curriculum. This was done by Kabulasoke PTC, Mpigi District Education Office and the Madrasa Association Uganda. Required baseline information was identified, instruments developed, and a consultant was hired to carry out a baseline in 20 primary schools. A workshop on thematic curriculum was conducted for staff by a tutor from Nakaseke PTC to equip the staff with enough information to use while conducting transition workshops.

The performance of children who went through Madrasa preschools was tracked, and a one day event was organized to reward children who were performing well. Four hundred and ninety children from primary one to four were given gifts, which included bags, food containers, and textbooks. Also, 20 schools that upheld the required standards were rewarded with certificates and the overall best school was awarded a shield.

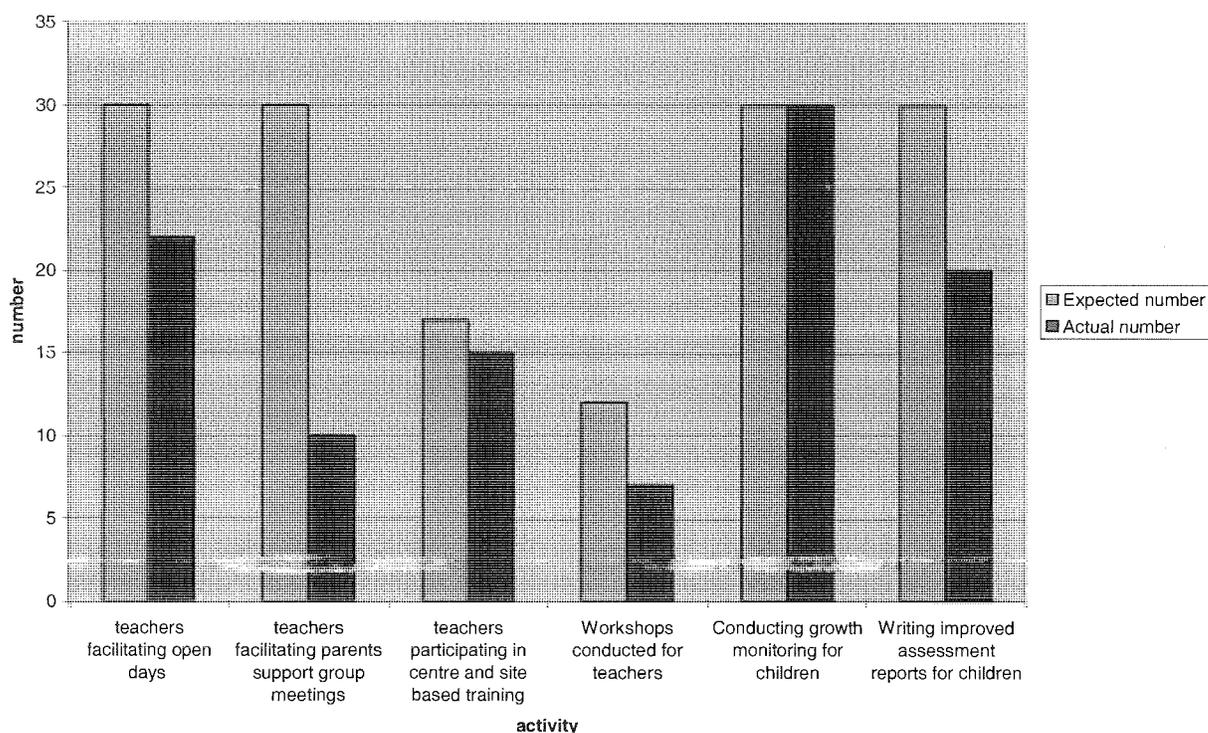
Workshops were conducted for the teachers on materials development, composing stories, songs and rhymes, methods of telling stories to children, and assessing children's progress. Fifteen out of 27 teachers of ECD graduate schools attended and participated in center based training (CBT). Nine CBTs were conducted for teachers of ECD graduate schools while 3 site-based trainings were also conducted for teachers on conferencing with parents, completing the child assessment baseline tool, registration form, and setting the learning environment. Seven teachers conducted parents-teacher conferences and 131 parents from 6 out of the 10 ECD graduate schools participated in teacher-parents conference.

A total of 42 new teachers were registered to train as preschool teachers. The identification and hiring of the teachers by SMCs delayed and thus the training started later than originally planned. The teachers have now been hired by signing contracts with the communities copies of which were sent to MRC.

The new teachers in graduate schools have equipped the classrooms with new and attractive materials. Eighteen center based workshops were organized and conducted for the teachers and the teachers were supported onsite to conduct parents' teachers' conferences, setting the learning environment, and planning for children's activities monitoring their growth. Teachers of the ECD graduate schools have more health messages and story books in their classrooms.

Activity	Expected Number	Actual Number
Teachers facilitating open days	30	22
Teachers facilitating parents support group meetings	30	10
Teachers participating in center and site-based training	17	15
Workshops conducted for teachers	12	7
Conducting growth monitoring for children	30	30
Writing improved assessment reports for children	30	20

Participation of teachers in planned activities



In collaboration with FENU, MRC staff participated in the following activities:

- A meeting to plan for the Global week of action. As part of the activities to commemorate the global week of action;
- Madrasa participated in an exhibition and a charity walk;
- A workshop to understand the thematic curriculum, participated in conference code named “A Big hearing” where experiences were shared;
- A workshop on children with disability;
- The memorandum handed over to the speaker of Parliament demanding a change to be taken by the Government to ensure the education of all children with disability was discussed; and
- A meeting to discuss the outcome of national stakeholders’ workshop on the progress towards achieving education for all millennium goals.

In collaboration with ESA quality indicators and monitoring tools for early childhood centers were developed. Twenty data collectors consisting of inspectors from ESA and partner organizations visited 43 Madrasa preschools and collected data on the teaching and learning environment, the school demographic data, and school financial data. The data has been compiled in the MRC database and was used to refine the existing ECD assessment tools as well as develop more comprehensive national ECD assessment tools, ECD basic requirements, and minimum standards (best practice) guidelines.

ECD training institutions training framework was developed in collaboration with Kyambogo University. A stakeholders’ workshop was held on January 11, 2006 at Uganda National Institute of Special needs Education (UNISE) to lay strategies for the development of the ECD training Frame work. A workshop to develop the needs assessment instruments was also held on January 12, 2006 and was attended by 12 participants. Field work was carried out from January 24-26, 2006 in 17 districts. The 12 researchers visited 53 ECD training institutions where they collected data. The first writer’s workshop was conducted from April 3-8, 2006 in a UNISE boardroom. It was attended by 30 participants who drafted the frame work for in ECD courses certification. Another stakeholders’ workshop was held on April 27, 2006 and attended by 50 participants drawn from the various ECD training institutions. The main objective of the workshop was to review the outcome of the first workshop and solicit their input into the draft ECD training frame work. A writer’s workshop was held from June 8-10, 2006. The purpose of the workshop was to refine the first draft of the ECD training framework and guidelines. A stakeholders’ meeting to disseminate the draft ECD training framework was held the second week of July 2006.

Meetings were held in October 2005 to understand the purpose of the intervention through the collaboration with EUPEC. Sensitization meetings were conducted with different stake holders including Mpigi district local government, Kabulasoke PTC, communities, schools. A one week writer’s workshop was held from January 23-27, 2006 at Kawempe Gardens Hotel. Participants were drawn from selected teachers from primary schools CDOs from Mpigi district, EUPEC staff, MRCU staff, a representative from UMEA, and an inspector of schools from Mpigi district. Training modules were developed. A trainer’s workshop was also held from May 12-13, 2006 at Kabulasoke PTC. The 45 participants included officers from the education office of Mpigi, staff from Kabulasoke PTC, MRC,

and members from MAU. The purpose of the meeting was to orient participants on the training modules. A training workshop was conducted from May 28-June 2, 2006 at Mityana Enro hotel. It was attended by 76 participants including selected primary head/deputy-teachers, teachers, directors of studies, CDOs at sub county level, and Kabulasoke and MRCU staff. A 3 day planning meeting, attended by 36 participants, was held from June 22-24, 2006 at Mpigi Town council to plan for the training of teachers. Half day cascaded training was conducted from June 26-30, 2006 for infant teachers, SMCs and head teachers, director of studies of primary schools in Kampala and Mpigi districts. The trainings were conducted at 11 training stations namely; MRCU for schools in Kampala, Gombe, St. Kizito Mpigi, Kaggulwe, Butawuka, and Mpenja coordinating centers. Each center was divided into 2 training stations. The participants were equipped with methods, knowledge, and skills of training other teachers. The construction of a resource room for Kabulasoke PTC was being finalized. In collaboration with Madrasa Association of Uganda, EUPEC purchased some scholastic materials for MRCU schools including a learning framework, textbooks, school bells, wall clocks, cupboards, and school chalk boards. The dissemination work shop was held on July 3, 2006.

In collaboration with ECD Training Institutions Association, activities included the following:

- A non-residential workshop was held from November 4-5, 2006 at Kampala Regency Hotel. It was attended by 31 ECD training institutions. They discussed the importance of mother tongue in reading and writing, the mode of supervision and practical teaching and the overview of training/learning framework.
- On November 5, 2005 an annual general meeting was held. They discussed the report of activities carried out for the period from November 2004-November 2005, a financial report was presented and work plan for 2006 was presented.
- The way forward generated focused on sustainability of the association, publicizing the association and making prompt payments of the annual subscription fee for the association.
- Quarterly meeting for the executive members was organized and held on May 5, 2006 at MRCU offices. The quarterly work plan and budgets for 2006 were reviewed. They planned to organize a work shop to orient members on the learning frame work for nursery schools, the training framework, and the guidelines.
- Another meeting was held on May 20, 2006 at MRCU. The focus of the meeting was on identifying gaps in the ECD training framework and the guidelines.
- Between October and November 2005, MRCU shared the report of the first intervention in Arua with the regional coordinator. In December 2005 a reedback meeting with stake holders on the first report, was held which was attended by:
  - Municipal Education Officer (MEO), Arua Municipality
  - District Education Officer - Arua District
  - Resident District Commissioner – Arua

- Chairperson Local Council five
- Arua Core PTC
- Representatives of West Nile Women Muslim Guide
- Muslim District Council members
- District Technical Team (DTT)
- School Management Committees
- Representatives of heads of infant classes, head of Arabic, and head teachers
- Representative of Nursery schools, Khalua, and primary teachers
- Representatives of Parents and opinion leaders

Six workshops were conducted for District Technical Team (DTT), nursery schools, and Khalua teachers at which training materials and story books were developed. Three planning meetings were held with CCTs, DTTs, MEO and DPO. The purpose of the meeting was to involve the PTC and MEO in facilitation and monitoring and evaluation. A courtesy call was made to the Mayor's office. This was intended to create partnership so that he follows up the MEOs office for implementation of the program. The reference materials that were bought for the resource room were handed over to the MEO. From May 5-9, 2006 MRCU staff conducted 12 workshops for DTT, Khalua, and Nursery and Lower Primary teachers. The purpose was to develop rhymes and songs. Out of the materials that were developed by teachers, some of them were used to equip the CCT's resource center. From May 28-30, 2006 an evaluation was conducted by a team of officials from MOES, BEPS, AKF, NCDC, MRCU, and MRC-EA. They held meetings with different stakeholders and conducted a field visit to Khalua nursery and primary schools. The visit was followed by a joint meeting with all stakeholders and a way forward was agreed upon. The following issues were noted during this visit:

- The teacher pupil ratio was too high and this makes management of the class very difficult.
- Materials for children's use were very few - the chalkboard in use was the only one and it was small.
- The teachers of lower primary classes were finding difficulties in using two curriculums (Islamic and secular). This puts pupils at a disadvantage to complete both secular and Islamic subjects fixed for implementation by both children and teachers. The teaching of Islam and secular is in ratio of 50:50.

Advocacy materials were developed and disseminated. A consultant was identified and hired to facilitate the process of developing the advocacy materials. The consultant visited the projects and people who assessed the needs of the communities and also got ideas for key messages and radio spots. Several visits were made and informal interviews were conducted with MRCU staff, members of the local communities, teachers, and parents to get their input and ideas for the advocacy materials. The consultant, in collaboration with MRCU staff, held meetings to select themes, ideas, messages, and pictures for the

advocacy materials. Basic designs and photography for the posters, calendars, booklets, leaflets, t-shirts, puzzles, brochures, and memory games were jointly agreed on. Several meetings were held with the ECD working group of the Ministry of Education and Sports, MRCU and USAID representatives for modifications, recommendations, and approval of the materials. The following materials were produced and launched:

- Three posters (3,700 copies)
- Calendars for 2006 (2,700 copies)
- Booklets for parents (3,100 copies)
- Leaflets (3,500 copies)
- T-shirts with messages for parents (5,000 t-shirts)
- Puzzles for children (300 pieces)
- Memory games for children (200)
- DVD and videos on selected program activities and radio messages (85)

The materials were launched at a function held on June 22, 2006 at MRCU gardens. The function was attended by 92 guests including the Guest of Honor, the Minister of State for Primary Education. Other guests at the function included representatives from USAID, BEPS, MOES, UPHOLD, AKF, and other NGOs.

Training for parents, teachers, and SMC on how to use the materials was done by July 15 and a dissemination workshop was conducted to map a way forward for materials distribution to the stakeholders.

To create linkages with local councils, meetings and seminars organized for sub-county chiefs and training was conducted for parish development committees. MRC staff attended budget conferences for sub-counties for purposes of understanding the activities to be done by the sub-county in addition to contributing to the debate on what should be done in the communities. Also MRC and sub-counties' community development department shared workplans to enable them participate in each others activities. MRCU CDOs met at the sub-county level to familiarize workplans with the MRCU community.

SMC visited health centers in their villages requesting for services to be extended to the schools. Two schools have formalized their collaboration with health centers and the children have now got de-worming tablets, Vitamin A supplements, growth monitoring health related workshops the health.

Those who implemented the advocacy campaign found a number of significant challenges. The long campaigns and elections period greatly contributed to low participation of parents, SMC, and CRT in school activities. Some activities were put on hold until after the elections. This meant that fewer activities were done. Government officials at the sub-county and county level expect to be facilitated with transport and other allowances which the program had not budgeted for. This led to few activities being done with the sub-county and county officers. It was difficult to identify credible organizations to conduct staff capacity building activities. This led to having most of the capacity building activities being done towards the end of the intervention. There has been a communication problem

with Arua which caused some of the targeted participants to miss training workshops. The time spent working with the teachers and other stakeholder in Arua municipality was very limited since it was only three days in one month and thus some of the planned activities were not accomplished. The intervention in primary with the help of EUPEC has not been completed as planned because the PTC being worked with was a bit slow. There is still some work that has to be done.

### 3.10 Education Standards Agency (ESA)

BEPS also continued to support Education Standards Agency (ESA) in ensuring that the agency contributes to quality basic education through effective school inspection, supervision, and monitoring. The critical areas of support centered in the development of materials and capacity of the ESA staff through training.

The materials which were developed were targeted at strengthening the operations of the inspectors during the course of their field work (i.e. quality assurance, monitoring, and supervision). These materials included the school inspection framework, school inspection guidelines, and the inspector handbook.

The capacity building support was targeted at district inspectors of schools in the selected districts of the North. The training was mainly focused at training the inspectors on how to make use of the newly developed materials. A total of 30 field based inspectors of schools were trained. Out of the 30 participants, 20 were males and 10 were females. Three thousand copies of the materials were printed and handed over to the Director of ESA for distribution.

UPE Deliverables	Target Date	Status
UPE Advocacy		
<ul style="list-style-type: none"> <li>• Report on regional Barazas</li> <li>• Establishment of EDC model at CCT level in Central Region and Arua District</li> </ul>	June 2006 June 2006	Done Done
<i>Kids Time</i>	October 2005	Done
<ul style="list-style-type: none"> <li>• Three (3) editions of <i>Kids Time</i> in English and Lugandan</li> </ul>	January 2006 May 2006	
Parent Talk	October 2005	Done
<ul style="list-style-type: none"> <li>• Three (3) editions of <i>Parent Talk</i> and translated into 4 local languages</li> </ul>	January 2006 May 2006	
Islamic Education Initiative		
<ul style="list-style-type: none"> <li>• Community mobilization Reports and Database</li> <li>• Report on Satellite Center and Arua</li> <li>• Documentation of activities including a photo novella and a video of community outreach ECD activities</li> <li>• Networking with the CCT in the central region and Arua around ECD issues</li> </ul>	June 2006 June 2006 June 2006 June 2006	Done Done Done Done

## 4.0 Curriculum Reform

The curriculum reform centered on the primary thematic curriculum and a reading pilot project.

### 4.1 Primary School Curriculum Reform

In 2003, the MOES commissioned a major review of the primary school curriculum. The Ministry appointed a Curriculum Task Force. However, to get the thematic curriculum development process up and running required significant external assistance that government could not afford. Since BEPS was focused on helping the government of Uganda to improve the quality of basic education through interventions targeted at addressing issues of literacy and numeracy, which are the building blocks for quality education delivery, BEPS III provided support to the Curriculum Task Force through the services of Tony Read Education Consulting Services (TRECS). The task of TRECS was to develop a high quality thematic curriculum for P1-P3 with the focus on early achievements of literacy and numeracy for all children in primary schools.

Through BEPS the TRECS team worked closely with the MOES and Curriculum Task Force to plan and coordinate all activities related to the development of the thematic curriculum.

The team also worked with the Education Standards Agency (ESA) and Uganda National Examinations Board (UNEB) to establish a set of realistic achievement targets by grade and term for literacy, numeracy, and life skills that would lead directly to the desired learning outcomes. Under the guidance of the Director of Education and the coordination of the BEPS Chief of Party, the following achievements were registered:

- Draft thematic curriculum for P1 was developed taking into consideration the feed back from the national stakeholders' workshop for literacy, numeracy, and life skills.
- The draft P1 thematic curriculum has been translated into major local languages.
- Draft teachers guide were developed.
- Profile for required learning and teaching materials were drafted.
- Design of Instructional Materials Unit (IMU) procurement methodology, documents, and evaluation instruments was prepared.
- The revised curriculum roadmap was developed.
- National Training of Facilitators was finalized.
- Pre-test model was formulated.
- P1 thematic curriculum was pre-tested.

### 4.2 The Reading Pilot

In support of literacy and numeracy enhancement in primary schools (P1-P3), BEPS supported the implementation of the reading pilot in the four (4) districts of Iganga, Nakasongola, Kasese, and Kaberale. The overall objective of the reading pilot was to develop and trial approaches that would accelerate the pace of acquisition of literacy and

numeracy competencies by pupils in lower primary. The reading pilot was also trialing the government policy of using local language as the language of instruction for the lower primary grades (P1-P3). The impact study was conducted by TRECS. The purpose of the impact study was to assess the significant changes in literacy and numeracy levels (if any) which resulted from the pilot. The reading pilot also intended to:

- Improve the achievement in literacy by the use of local languages as the basis of early literacy and not just as a language of verbal communication in the classroom.
- Develop and introduce practical and simple methods of teaching literacy and numeracy in local language.
- Maintain English side by side with the local language as a language subject only.
- Find ways to adapt existing learning/teaching materials in local language for teaching literacy and numeracy.
- Encourage teachers to develop their own teaching/learning aids in local languages.
- Develop an affordable profile of teaching/learning aids, to support language learning/numeracy/life skills in local languages and English.
- Develop, manage, and use classroom reading corners.
- Provide an impact evaluation on the above approaches.

At the initial phase, the following inputs were provided: basic training to 2 Master Trainers and CCTs from each pilot district; 3 days of training for each pilot school (some additional training was provided during the course of the pilot); support supervision by CCTs was modestly facilitated; Master Trainers and the Pilot Project Facilitator; Modest support for materials (Manila paper and markers etc); a baseline literacy and numeracy survey and an impact evaluation of literacy and numeracy outcomes.

The impact study of the reading pilot caused a number of improvements as reflected below:

- Changes in the classroom learning environment with a reading corner including a reading tree and number of work cards and flash cards, wall charts, story books, and a wide range of other teaching aids.
- Changes in teacher motivation and support.
- Change towards teaching in local language.

The following were anticipated outcomes:

- Working in the local language which children are familiar with as their first increases pupil participation in the classroom.
- Emphasised technical support from CCTs increases teachers' confidence and professional skills.
- Teacher involvement in making their own learning in reading and writing aids ensures that they are used everyday in the classroom and not kept in cupboards.

- Learning aids made by teachers using low cost locally available materials which can be continuously created and made available in the classroom.
- Positive pupil interest, response and achievement has given job satisfaction and increased enthusiasm to teachers.
- Regular school meetings on pilot project issues increased team work and learning from sharing if experience.
- CCTs and Master Trainers pass on good ideas from one school to another.
- Increased teacher production of learning aids which are user friendly and suiting children learning needs.
- Increased student participation and interest.
- Improved attendance in classrooms.
- Significant improvements in the speed of achievement of literacy

Transformation of parent/community attitudes towards the reading pilot: Initial opposition to the language of instruction because of fear that local language use would inhibit the acquisition of English. Parent support to children was evidenced when pupils started to demonstrate that they could read and write in their own language. There was more positive support and pupils could write letters for their parents and read (particularly the Bible). However there was still a strong minority of parents who would rather have English as the LOI. Some schools reported parents transferring children to other schools.

However, teachers' attitudes and apprehension towards continuous creation of learning and teaching aids in the classroom increased the workload. There was lack of sufficient proficiency in the local language, resulting in lack of proper use of language.

Curriculum Deliverables	Target Date	Status
• Revised thematic curriculum for P1 and a report providing evidence of consensus building	Nov 05	Done
• Revised draft thematic curriculum for P2 and a report providing evidence of consensus building	July 06	Done

## 5.0. Responsible Sexuality and Reproductive Health

Under responsible sexuality activity area, there were four components of focus: PIASCY PPET Hand book development; Guidance and Counseling model for primary schools; HIV supplementary readers; and HIV/AIDS work place policy. However, due to systemic problems within the Ministry of Education and Sports significant progress was only made in the development of the materials supporting the piloting of the PPET PIACY program.

### 5.1 Post-Primary Education and Training (PPET) PIASCY

The initial phase of the PIASCY program for the primary sub sector was very successful. It was piloted and found to be very relevant. Besides, it attracted the political will of both the President of the United States Government and the President of the Republic of Uganda.

Through disseminating age appropriate and relevant information for the primary children, the strategy for reducing the pace of the spread of the HIV/AIDS is now beginning to bear fruit. The primary children countrywide are now well informed about how HIV can be contracted and how to avoid it through values based approach of abstinence. The Ministry of Education and Sports required the duplication of the primary PIASCY program for the PPET students.

The PPET PIASCY program was thus a result of how primary PIASCY was well received. The students in PPET institutions were even seen to be the most endangered as they were the most likely to get lured into sexual activities that would pre-dispose them to the chances of becoming infected with the HIV virus.

BEPS supported the Ministry of Education and Sports in the process of implementing Post Primary Education and Training (PPET) on the Presidential Initiative on Aids Strategy for Communication to Youth (PIASCY) pilot program. The pilot was targeted at 40 institutions (secondary schools and BTVET institutions) selected with a character of regional representation.

The PPET PIASCY program was designed with a strategic objective to provide information, knowledge, and skills that empower learners, staff, and school managers to avoid risky behavior that would expose them to HIV/AIDS.

Like any other program, PPET PIASCY had a clear vision, mission, goal, and objectives which collectively define the aspirations of the program:

**Vision:** “A generation free from HIV/AIDS and equipped with knowledge, values, morals, attitudes, ethics and life planning skills for development.”

**Mission:** “To develop values, morals, attitudes, ethics and life planning skills for positive behavior.”

**Goal:** “To minimize the impact of HIV/AIDS on access, and attainment of quality education for all.

Specifically, the program was focused at pursuing the following objectives:

- To contribute towards prevention of HIV/AIDS among the learners and staff.
- To contribute towards the mitigation of the impact of HIV/AIDS among the learners and staff.
- To strengthen the capacity of the learners, staff, and school managers in the prevention and mitigation of HIV/AIDS.
- To develop an integrated and sustainable school community approach to HIV/AIDS prevention and mitigation.

During the BEPS III project, the main activity that pre-occupied the Ministry and its partners was the development of the PPET materials. The process of materials development involved a cross section of stakeholders with different perspectives on how and what the content of PPET PIASCY materials should entail. The consensus building process was significantly protracted and this caused delays in the finalization of the materials.

### 5.2.1 Achievements in PIASCY

Nonetheless, during the period of BEPS III some valuable progress was made. Three versions of PPET handbooks (Teachers handbook, O and A level student handbooks) were developed produced and subjected to a rigorous review process by different stakeholders with a view of ensuring the relevance and appropriateness of the information for the target audience. The following achievements were registered in implementing the PPET PIASCY pilot program:

- National training of Facilitators was conducted from January 16-20, 2006. A total of 42 participants were trained as a core team of trainers. This training was facilitated by the officials from the Ministry user departments and other specialized persons sourced for this purpose.
- Regional training of teachers from selected pilot institutions was conducted from January 27 to February 3, 2006. A total of 220 teachers were trained.
- The baseline assessment of the agreed program indicators was conducted.
- The logbook for monitoring on a term basis of the of PPET PIASCY school based implementation was developed and distributed to the pilot institutions.
- Draft students (O and A levels) handbooks and the teacher's handbook were finalized for training in the pilot institutions.
- The materials were pre-tested before being used for training.
- The materials (handbooks) were revised accordingly taking into consideration the results of the pre-test.
- Distribution of the handbooks to all pilot schools.
- Several stakeholders meeting were convened to review the revised materials purposefully focusing on the appropriateness of content.
- The institutions to pilot the program were identified by the Ministry user departments.
- 114 participants were oriented on the PIASCY materials.
- A total of 35,022 students have been reached with the PPET PIASCY materials.

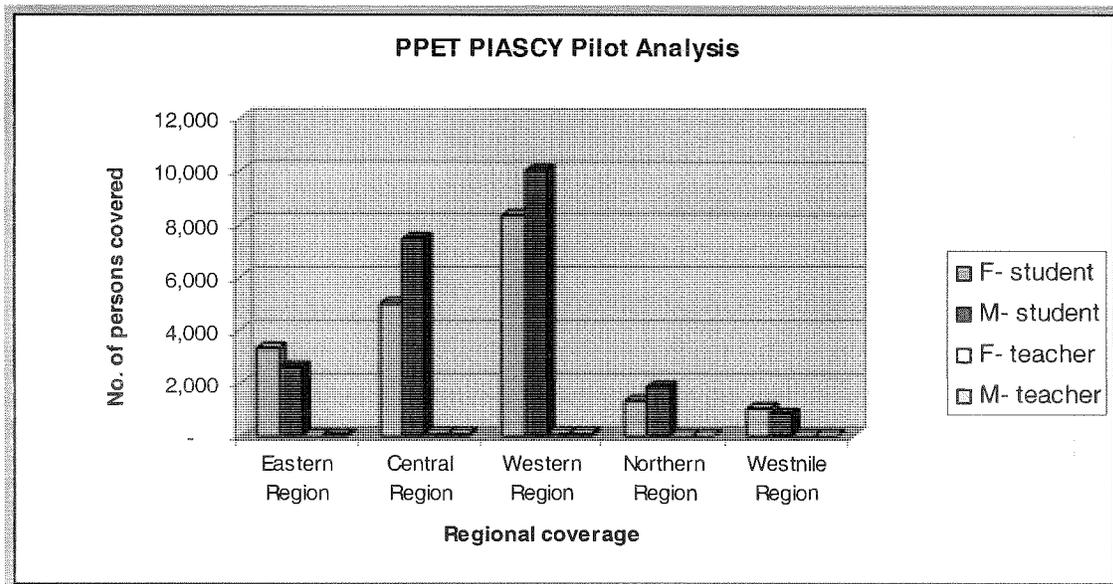
**Summary of schools covered, teachers trained and students reached by PPET PIASCY Pilot Program**

S/N	Institution	Student Enrolment		Teachers Trained	
		Female	Male	Female	Male
1	Kaliro NTC	386	577	1	1
2	Pabo S.S	99	335	-	4
3	Gulu S.S	668	455	2	4
4	Acaba T.I	22	117	-	3
5	Iceme Girls S.S	241	-	2	3
6	Unyama NTC	211	590	1	9
7	Abilonino C.P	9	70	-	3
8	Lira Town College	145	470	1	1
9	School of Enroled Comprehensive Nursing Lira	12	115	4	2
10	Makerere College School	771	947	4	5
11	Gulu Army S.S	121	287	-	1
12	Kabaale Trinity College	560	690	3	7
13	Arua Public S.S	331	774	6	4
14	Kahinju S.S	460	540	4	1
15	Nakawa VTI	35	476	1	4
16	Rwampara F.S	100	281	-	4
17	Kadogo C.P	9	423	-	7
18	Mbarara H.S	-	1,234	2	1
19	Wanyange Girls School	1,453	-	2	4
20	Iganga T.I	48	317	1	6
21	Kabaale NTC	694	1,429	3	6
22	Kalinabiri S.S	305	315	4	3
23	Teso College Aloet	-	1,313	1	2
24	Iyolwa T.I	50	220	1	2
25	Mbale S.S	1,130	2,162	4	6
26	Nagongera NTC	134	182	2	4
27	St. Andrews S.S	101	134	-	6
28	Tororo Girls School	1,297	-	8	1
29	Immaculate Heart Girls School	949	-	2	4
30	St. Peters Nsambya	511	561	4	2
31	Mubende NTC	429	823	4	6
32	Gombe C.P	45	100	1	4
33	Buddo S.S	622	702	2	5
34	Mengo S.S	844	1,589	3	5
35	Kawempe Muslim S.S	640	872	2	-
36	Kibibi S.S	466	540	1	4
37	Kabalege S.S	300	484	3	2
38	Muni Girls School	700	-	4	1

39	Kamengo TI	98	200	2	1
40	Kisubi TI	240	333	2	1
	<b>Total</b>	<b>15,236</b>	<b>20,657</b>	<b>87</b>	<b>139</b>

**Analysis of the PPET PIASCY Pilot coverage by region**

Region	Students reached		Teachers trained	
	F- student	M- student	F- teacher	M- teacher
Eastern Region	3,335	2,561	14	22
Central Region	5,006	7,458	30	40
Western Region	8,341	10,019	44	62
Northern Region	1,317	1,849	9	21
West Nile Region	1,031	774	10	5
<b>Total</b>	<b>19,030</b>	<b>22,661</b>	<b>107</b>	<b>150</b>



BEPS was also responsible for the procurement and distribution of the HIV readers. This activity was being executed under the leadership and guidance of the Ministry of Education and Sports. The activity was to be finalized by June 2006 however, due to systemic delays, the readers could not be completed by that target date.

Cognizant of the delay in the procurement of the readers, USAID through BEPS and consensus agreed with the Ministry, worked together to identify and engage a competent procurement firm to collaborate with the technical team from the MOES. This was meant to expedite the process and to have the activity finalized. The role of the consultancy firm was to facilitate and guide the procurement process, and to prepare the bid documents.

The timeframe was jointly agreed upon by all the concerned (i.e. USAID, BEPS, MOES and the consultant). Due to the delays, the timeframe goes beyond that of the BEPS project. Both Ministry and USAID are aware of the circumstances (beyond the control of BEPS) that did not permit finalization of the readers and completion of the deliverable. The timeframe for the readers is reflected below:

DATE	ACTIVITY
9 <sup>th</sup> May 06	TORs provided to the consultant
12 <sup>th</sup> May 06	WG/ Spec development
26 <sup>th</sup> July 06	Review and approval of revised bid document
27 <sup>th</sup> July 06	Submission of Bid doc or report on the process to PS/ ES
7 <sup>th</sup> August 06	Submission of Bid doc to MCC
14 <sup>th</sup> August 06	Submission of Bid doc to SG
28 <sup>th</sup> August 06	Advertisement of the tender
29 <sup>th</sup> November 06	Close and opening of Bids
December 06	Bid evaluation
January 06	Award of contract
April 07	Delivery of supplies to designated Schools

It was hoped that the Ministry of Education and Sports, in close collaboration with USAID, could expedite the process accordingly.

### 5.3 Workplace policy

It was BEPS' contractual obligation to print and disseminate the final Education and Sports Sector Policy on HIV/AIDS. The policy document was being developed by the Ministry of Education and Sports in conjunction with other key partners (i.e. the Uganda AIDS Commission – Uganda HIV/AIDS control project).

The draft policy was developed and was under the process of being finalized. The final edit and revision of the draft policy was supposed to be accomplished by the Uganda AIDS Commission Secretariat. However, the process took longer than was anticipated. The BEPS project, therefore, within its performance period could not meet its contractual obligation to print and disseminate the final Education and Sports Sector Policy on

HIV/AIDS. By July 28, 2006 the final policy document had not been submitted. USAID is aware that BEPS is unable to finalize its deliverable.

## 5.4 Guidance and Counseling

The MOES had made efforts to establish viable Guidance and Counseling (G&C) services within the school setting since the beginning of formal education in Uganda. The teacher education curriculum at all levels has aspects of G&C, which every teacher is expected to provide as part of the mainstream child education package. However, little emphasis was given to the practical perspective during the teacher-training course. The provision of G&C in primary schools was not uniform. This led to individual schools offering G&C services using their own perspective with limited coordination and supervision from the Ministry's Guidance and Counseling Department. This scenario presented a situation where there was need for a standardized school based G&C program.

The MOES was supported to pilot standardized G&C program in primary schools. Initially the program was piloted in six districts covering only a limited number of schools. When the pilot was evaluated, the evaluation report highlighted that the program was generating desired outcomes. There was therefore a need to cover all the primary schools within the pilot districts and also to extend the provision of standardized G&C services in the conflict-affected districts. In addition, the gap of community involvement was identified. BEPS III activities focused on the scaling up the G&C to cover all schools in the pilot and also to extend the program to benefit the schools in the conflict-affected areas.

The overall goal of a standardized primary school G&C program was to use the school environment to support children to acquire self knowledge and inter-personal skills necessary to enable them choose a healthy and productive life style, sustainable through out their life time.

### 5.4.1 Achievements in Guidance and Counseling

The Guidance and Counseling material was finalized and printed as detailed below:

- Teacher's Handbook 16,000
- Therapeutic play Handbook 16,000
- Tutor's Handbook 4,000
- Facilitator's Guide 4,000
- Activity chart 4,000
- Guidance and Counseling brochures 40,000

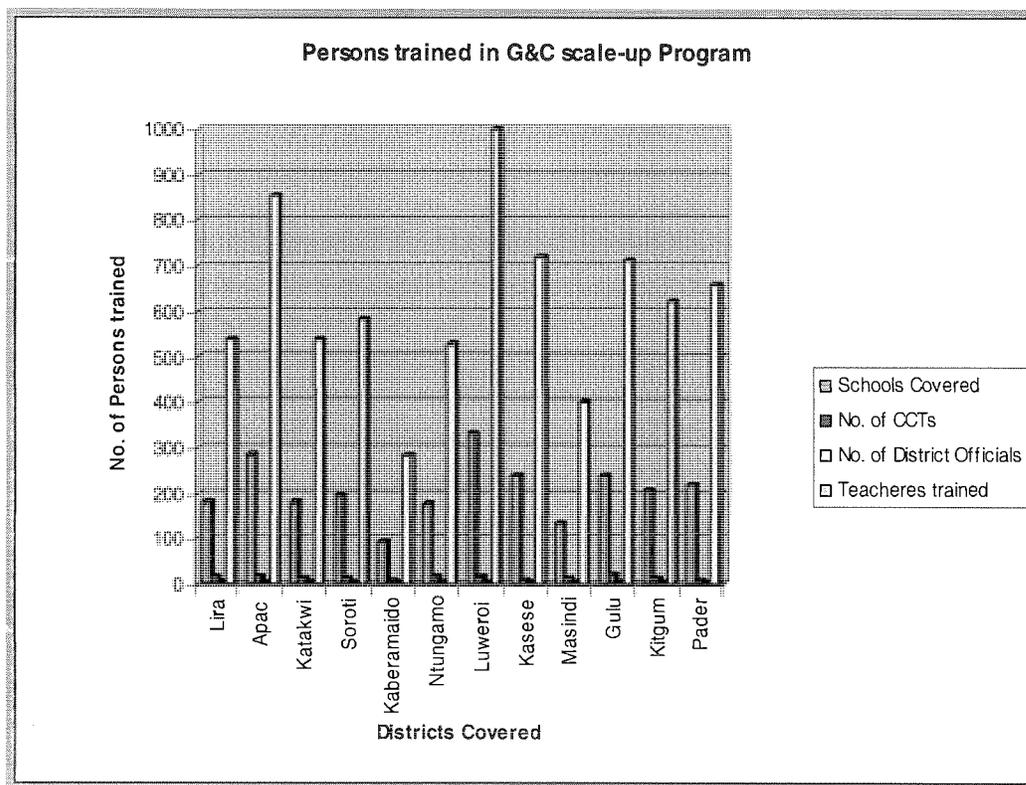
A national training of facilitators was conducted at the national level with participants drawn from the six initial pilot districts and six new districts to where the program has been extended (they include – Gulu, Kitgum, Pader, Apach, Kaberamaido, and Soroti Districts). The national facilitators were purposefully trained to cascade the training to teachers to support school-based implementation of the program. A total of 209 national trainers were trained.

- Coordinating center based training of teachers. A scale up was implemented to cover all schools in the initial pilot district. A total of 2,482 schools have been covered and three teachers from each school trained in G&C.
- A total of 3,131 schools were provided with G&C materials. These included both the schools in phase I and those in phase II.
- A total of 7,446 teachers were trained during the second phase of the G&C programs.

Comprehensive support supervision and monitoring of the program in schools was conducted. The headquarter team was supported in carrying out the support supervision and monitoring activities. The district education department and college officials were provided with a budget to monitor all the schools implementing the G&C program. A total of 3,131 primary schools were supported and monitored during the BEPS III project.

### Summary information of the overall coverage G&C Phase II

Target PTC	Target District	Total # of schools covered	# of PTC officials	# of CCTs trained	# of District education officers trained	# of Schools Phase II	# of Teachers trained in Phase II
Loro	Lira	346	2	16	5	180	540
	Apac	285		15	3	285	855
Soroti	Katakwi	180	2	12	3	180	540
	Soroti	203		12	5	194	582
	Kaberamaido	94		6	3	94	282
Bisho Stuart	Ntungamo	326	2	15	3	176	528
Nakaske	Luweroi	473	2	14	3	333	999
Canon Apolo	Kasese	320	2	8	3	240	720
Bulera	Masindi	238	2	13	3	134	402
Gulu	Gulu	238	2	19	5	238	714
Kitgum	Kitgum	208	2	12	3	208	624
	Pader	220		9	3	220	660
<b>Total</b>		<b>3,131</b>	<b>16</b>	<b>151</b>	<b>42</b>	<b>2,482</b>	<b>7,446</b>



Community Integration and Participation (CIP) program was conceived after formative evaluation of G&C pilot program. The report highlighted lack of parents/community participation in supporting the implementation of educational programs targeted at providing quality basic education. It was also noted that, the parent/community involvement in supporting the educational programs in primary schools ensures their effective implementation, ownership and sustainability. BEPS III project engaged a consultant to design a CIP program and relevant materials for mobilizing the parents/community to support the implementation of educational programs. The consultant conducted a rapid assessment of the six G&C pilot districts and used the information obtained for developing the materials to support the CIP program. A training package was designed for PTC officials, District Officials, and CCTs. The main purpose of the training was to enhance their capacity to also educate the teaching staff and school management on the strategies of establishing collaborative networks with the parents/community. A total of 85 trainers were trained and provided with the CIP materials. The CIP program was important in making attempts to re-activate the as the first line supervisors and monitors of school activities. No school can effectively operate in isolation from the community because the school is immersed within and it is the role of the community to nurture the school.

Responsible Sexuality Deliverables	Target Date	Status of implementation
PIACSY Post-Primary Handbook		Done
<ul style="list-style-type: none"> <li>Final pre-tested and post-primary education PIACSY Handbooks</li> <li>Report documenting evidence of lessons learned and consensus</li> </ul>	December 2005 June 2006	Done Done

building in developing post-primary handbooks		
Guidance and Counseling		
<ul style="list-style-type: none"> <li>Establishment of a Guidance and Counseling model for primary schools implementation</li> </ul>	November 2005	Done
<ul style="list-style-type: none"> <li>A report of not more than fifteen (15) pages providing information on the training sessions, materials production, and evaluation of G&amp;C training of tutors.</li> </ul>	June 2006	Done
HIV Supplementary Readers		
<ul style="list-style-type: none"> <li>Procurement of HIV Supplementary Readers and report outlining the extent and effectiveness of distribution</li> </ul>	September 2005 – Jan 2006 (procurement); March – May 2006 (production/distribution)	The procurement process was initiated and the activity will be finalized by the MOES under close supervision of USAID Mission - Uganda
<ul style="list-style-type: none"> <li>Develop and implement a training of trainers program for use of the readers</li> </ul>	February – May 2006	
Procurement and distribution of the HIV/AIDS in the Workplace Policy and brief report outlining extent and effectiveness of distribution.	April - June 2006	Not Done

## 6.0 Context-specific Issues

**National political elections.** The national political elections process which began in November 2005 continued into mid-March 2006. The five months seriously affected the project implementation at all levels. This resulted in constrains in the actual school based activities of three months only. Therefore, a one year contract to implement a new program of REPLICA in ten (10) districts of the North and North East resulted in a very short period of implementation and an evaluation of this program was not possible.

**Institutional capacity.** National Curriculum Development Centre (NCDC) institutional capacity needs enhancement in light of the major curriculum reforms at both the Primary and secondary levels. To handle curriculum development work effectively, NCDC needs to be supported to strengthen its capacity, especially in the areas of research and evaluation where statistical data is required. A publicity officer is required to handle concerns from the education stakeholders and the general public. This officer should be responsible for tracking, analyzing, and responding to the public opinions. In addition, staff development programs need to be instituted. It is necessary to review and restructure the Thematic Curriculum Review Panel (TCRP) and the management of primary education curriculum reform processes, given the phase the system is moving towards. NCDC is required to achieve the following in the next six months:

- P1 thematic curriculum – finalization of all materials and national print run
- Thematic curriculum pilot continuation, supervision, tracking, and analysis of issues
- National training (at multiple levels) to be planned and implemented
- P2 thematic curriculum – finalization in readiness for piloting in 2007

**Under staffing and appropriate deployment at multiple levels.** A system review evidences the high level of vacancies within the District Inspectorate and PTCs for both the pre-service tutors and CCTs. The deployment of teachers to lower primary in support of “class teacher system” needs to be institutionalized and the District Service

Commissions (DSCs) need to strategize on how to do this. The effectiveness of the thematic curriculum rollout is dependent on addressing the staffing levels. Therefore, the readiness of the education system at national, district, and school levels, to receive, support, and implement a successful Thematic Curriculum is critical.

**Decentralization Policy.** The decentralization is a good policy as it brings services near to the people and empowers the districts to supervise service delivery at the grass root levels. However, this has been affected by the number of factors:

- Limited resources;
- Lack of logistical support for effective implementation and supervision;
- Local government restructuring has affected the level of staffing in the District Inspectorate;
- Lack of a professional accountability system for education personnel at District level; and
- Needs for review and strengthening of the competencies of the inspectors.

**Motivation and attitude.** The teaching fraternity has had a long period of low morale and apathy. The intensity of this has been noted since UPE resulted in large classes. Increased numbers coupled with inadequate infrastructure and poor school management has added to the complexities at school level. Therefore, the pupils' lack of competencies in literacy and numeracy evidenced through NAPE surveys has further brought the teachers to the center of attention. Teachers' lack of competencies, morale, and context of work makes it a systemic issue requiring a critical address.

**Decongestion of the IDPs.** The current emphasis on the decongestion of and resettlement of Internally Displaced Persons in the 12 districts of the North and North East has had significant impact on the primary education sub-sector. In view of the fact that service delivery preparation at the point of resettlement has not been done, the disruption to the pupils' schooling is dramatic. Field survey has proven that the teachers are not necessarily moving with the pupils and in some instances parents go ahead without the children. This raises their vulnerability by being left alone in unprotected camps without adequate adult supervision. A more systematic and well planned settlement strategy would build on the education gains made within the IDPs camps and continue to encourage development and recovery in this region.

## 7.0 Opportunities

**Launch of the Customized Performance Targets (CPTs) for head teachers.** The Minister of Education has launched the CPTs which is a comprehensive tool for Head teacher (HT) self reflection and assessment of performance. Research findings over the past few years in Uganda, has highlighted the issues of poor school leadership and the high levels of HT absenteeism. The CPTs address these issues in a manner that holds the head teachers more accountable for their school's performance and for the development of their institutions. It is now imperative that UNATU becomes a partner and ensures the implementation of the CPTs by their head teachers. Moreover, the districts need to utilize the CPTs as an assessment tool and a professional accountability system needs to be

instituted to support the improved performance of head teachers as well as remediate the non-compliant head teachers to meet the standards of the CPTs.

**Increased staffing of the teacher education department.** The teacher education department has now two new officers recruited into the primary section of the department. This has enhanced the human capacity of the department and creates a conducive environment in which to design and follow-up innovative interventions. This increased staffing has also allowed for the senior commissioners and their assistants to be more active in field based activities. There is also noticeable enhanced coordination of the various projects which attempt to deliver their program activities through the TDMS. This is therefore a good opportunity for streamlining activities, avoiding duplication, and working on areas which are currently a gap in the system.

**Newly recruited college tutors.** The PTCs, both core and non-core, including the CCs in the TDMS system, have registered numerous vacancies. It is very encouraging to note that the Education Service Commission has met the GOU/MOES undertaking of ESR (November 2005) by recruiting the 157 new tutors for the PTCs. It is now critical that the Teacher Education Department engages in an equitable deployment plan so the PTCs have replenished staff as soon as possible.

**ESA regional inspections.** The current regional ESA officers have come at a time when the local government restructuring has depleted the area Inspectors of Schools. This has affected the rate and quality of inspection of all education institutions in the districts. Of particular note is the high absenteeism of head teachers and teachers which has seriously compromised the “time-on-task” for the primary children. Therefore, having ESA officers who are more active will help to reinvigorate the system and upgrade the competencies and performance of pupils. It would therefore be a missed opportunity to have the ESA regional officers under-funded given that they can potentially serve a greatly needed role in the education system.

**Implementation of local language.** The revised primary curriculum has been planned around a thematic approach and the introduction of local languages in the lower primary years. This is a long awaited intervention in that the issues of utilization of local language were first initiated in the GOU White Paper of 1992. Moreover, this intervention directly enables pupils to gain competencies in life skills, numeracy, and literacy. There is now research evidence from the Ugandan case studies on the reading pilot in four local districts to demonstrate the dramatic improvement in children’s literacy levels once local language was utilized as the language of instruction. This offers Uganda an opportunity to gain enhanced literacy levels right at the P1 level, a feat not many African countries can claim.

**Active UNATU.** The Uganda National Association of Teachers Union (UNATU) as a trade union of educationists has made great strides in their advocacy and lobbying for teacher salaries and conditions of work. Herein lays the enabling opportunity for UNATU to become active in the professionalization of teaching. Given the salary increments and the on-going intent of GOU to address teacher conditions of service and housing it would be critical for UNATU to ensure that there is quality service delivery. There is urgent need for dialogue to be opened on the institutionalization of an education profession accountability system as a national concern.

**Post conflict/reconciliation/restructuring in the North.** The dynamic changes in the conflict areas, particularly in TESO, has created an atmosphere and opportunity to address in a more concerted way the reconciliation and restructuring issues of the sub-region. The current changed climate enabled the REPLICA program to be initiated. Preliminary feedback from the implementing institutions confirms that after only three months of implementation there has already been positive impact. This opportunity serves a significant development in a region that has had such devastation and impoverishment. REPLICA has taken roots not only because of a comprehensive and well designed needs/research based intervention, but mainly because of the enabling climate in this sub-region in the current time. This should be capitalized and encouraged to mature into a full scale program, to further contribute to the development and recovery of the region.

## **8.0 Lessons Learned**

Reflective practice has been integrated into the operations of BEPS' project mode of work. This occurred through varying opportunities, including self reflection, team building, group assessments, and intra and inter- reflective opportunities. The BEPS team as a unit worked on internal strategies and as a follow-through other inter-group events were organized to reflect on practice within the working groups, at district levels, and then at PTC levels and school/CC levels. It is from these processes and through routine programming and implementation that this section on lessons learned has emerged.

**Policy development and engagement.** There are critical policies and guidelines in place to enhance the quality of primary education. This is a conducive environment in which to introduce the thematic curriculum. Therefore, the system needs to ensure the effective and efficient implementation of these policies and guidelines. Of particular note are the following:

- Customized Performance Targets (CPTs)
- Putting books in the hands of the pupils
- Class teachers system in lower primary
- Local language
- Teacher Development Management System (TDMS)

### **Advocacy through multi-media**

The utilization of multi-media has been an innovation of BEPS within the education sector. A successful education campaign was embarked upon through a wide range of print, television, radio talk shows, radio phone-ins, write-ins, bulletin boards, posters, flyers, newsletters, magazines, DVDs, and videos.

Exhibitions on a variety of salient themes brought the realities of the field closer to the source of decision making. The face of reality has had a dramatic effect thus far. Integrating information and facts without the sensational aspects of journalistic writers has enabled the education sector to utilize multi-media strategies to a great effect.

An important lesson to reflect upon is the use of local languages in a national campaign. This has proven to be of tremendous value for reaching those in most need of information.

By utilizing a wide range of media and coupled with the local language, there has been dramatic outreach and positive feedback from the most remote areas of Uganda.

Targeted “barazas” is an adaptation of rallies to meet a cross-section of community members in a local setting, on a selected educational topic. The processes have been varied over the years, but a system of monitoring which is followed by a district reflection session with main education stakeholders and culminating in a general baraza, has reaped longer lasting and more relevant impact.

**Systems overload.** The majority of the primary school institutions have been using TDMS as the mode of delivery. This is testimony of a well designed outreach model of service delivery. However, this has resulted in:

- An overload of work for CCTs
- Unrealistic expectations of the CCTs
- Digression from the CCTs original specification of work
- Once an effective system has become inefficient
- Overlap of roles and responsibilities
- Taking in projects and NGOs assistance without the awareness of the Ministry of Education and Sports
- Poor tracking of resources flows when local arrangements are negotiated

**Institutional capacity building.** There are multiple levels of institutions that require capacity building, beginning from the headquarters, Districts, PTCs, Coordinating Centers, and schools. The issue of enhancing capacity requires a system perspective on:

- Results Oriented Management (ROM);
- Performance related reviews;
- Customized Performance Targets;
- Routine support supervision and feedback;
- Consultative process of multiple stakeholders; and
- Open communication mechanism.

It is apparent that there is untapped potential within the Ugandan education system. With a concerted focus on capacity enhancement, the creativity of field implementers and teachers is nurtured and freely expressed. This is evidenced in the REPLICA program and the reading pilot. With conservative resources, the institutions with good management were able to demonstrate marked progress and innovations through local improvisation.

The inclusion of pupils, teachers, and community members in dialogue has built an atmosphere of openness and partnership at different levels. The Community Integration and Participation (CIP) component has introduced the concept of school outreach which further bridges the gap between school and community, teachers, and parents.

**Coordination by MOES/Districts of multiple partners.** Given the potential mismanagement of the system, the Teachers Education Department/MOES has instituted a Working Group which encourages collective planning and coordination of the PTCs/TDMS work schedules. This has been useful in streamlining activities and sharing information among implementers. The projects and NGOs need to maintain timelines agreed upon in order to achieve targets and so as to have co-existence of partners in the same districts working in harmony.

**Mapping of partners engaged in the conflict-affected areas.** The initiative by the Department of Special Needs Education to map the partners in the conflict-affected areas working on psychosocial and education interventions was an excellent strategy. Unfortunately, not all partners were willing to participate or share their materials. There was need for MOES to ensure the quality of program design, value of materials, and competencies of facilitators. Given the decentralization of primary education, it becomes more imperative that there should be enhanced coordination to ensure maximum utilization of resources and to avoid duplication of work. Improved coordination can also address equitable distribution of programs in the districts. Therefore, collaboration and open transparent planning would ultimately lead to better service delivery.

**Inclusion of cultural leaders as strategic local stakeholders:** The REPLICA program has introduced the concept of public engagement. It is through this intervention that the identification of cultural leaders emerged. In renewing the partnerships, the cultural leaders as strategic local stakeholders are well placed to become strong education advocates. The responsibility is ours as educationists to guide the cultural leaders through critical education issues, potential areas of collaboration and identifying concrete action points. This group still remains an untapped resource and need to become closer to other districts and schools, to internalize the issues and define a more active role for cultural leaders. Community mobilization is lacking in many areas. Engagement on socio-cultural practices which hinder children's education, sending children to school with mid-day meal, and undertaking and supporting local language to promote literacy, are some potential areas for cultural leaders' participation. Collective responsibility is encouraged to attain local development and national aspirations.

## 9.0 Recommendations

In planning and utilizing a final report, it will become inevitable that close analysis of performance and analysis on reflective practice will highlight areas as recommendations. This section will therefore address recommendations in programmatic areas, policy areas, and process focus areas. The ideas reflected below have been filtered through a systems reality check, budget ceilings, human resource availability, institutions capacity, field realities, political climate, and competing priorities in the sector. Having clarified the systems filter, it is still possible to consider these recommendations in the interest of delivering a relevant and improved quality of education which is the right of all children.

### 9.1 Programmatic areas

**Thematic curriculum – national launch.** This has a unique opportunity to attain reading readiness and “take off” skills in P1 pupils at term 2. This is proven in the reading pilot. With conservative inputs and high levels of commitment by all stakeholders the national

launch is possible. The success of the thematic curriculum is dependent on institutional capacity to implement a well designed strategic communications strategy. It is recommended that MOES/NCDC develops this capacity as an advocacy/multimedia communications unit. The unit will be responsible to track, analyze, document, and develop strategic responses to public opinion on major educational issues. The unit is envisioned to service the education system and it is timely given the launching of the thematic curriculum, issues around the local language, and more especially the launch of Universal Post Primary Education and Training (UPPET).

**G&C – national rollout.** The current implementation of G&C in 15 districts of Uganda yielded positive feedback and has evidenced the following:

- PIASCY primary II is enhanced and better rooted in primary schools which have a joint G&C program.
- REPLICIA schools have benefited more intensively from the intervention.
- Retention has improved in schools which have G&C activities.
- Setting up G&C spaces has given pupils more confidence to approach senior teachers for assistance.
- The use of suggestion boxes has raised the teachers' attention on pupil related issues.

Given these initial areas of impact, it is recommended that consideration be given for the national scale up of G&C.

**PPET-PIASCY – national rollout.** BEPS was involved in designing a range of appropriate materials for PPET institutions, forty of which have been instrumental in the implementation of PIASCY PPET pilot activities. Given the age of the target populations in PPET institutions and the student focus, the materials have been well received and strongly reflect the needs and the views of the students. The intense consensus building and consultation processes resulted in fully endorsed handbooks by the stakeholders. The main recommendation from the stakeholders' workshop was the urgent need for the national rollout of the PPET PIASCY to all PPET institutions.

**REPLICIA scale up.** The six components of REPLICIA had relevance to the contextual realities of the North and the North East regions of the country. Close collaboration in program design and implementation added value to the intervention. Within a performance period of only three months, the REPLICIA program positively impacted the lives of the teachers, school managers, and children. In addition, the local cultural leadership in the region has become more engaged and responsive to educational issues. Moreover, institutional linkages have been enhanced – with Gulu University and PTC with regard to peace education. REPLICIA created an opportunity to have a partnership through the subcontractors who were used. The most heartening aspect of the program was the renewed hope and rekindled motivation in those who were touched by the program. This factor in itself was testimony that every child and teacher who has endured the atrocities of the conflict deserves to be immersed in the REPLICIA program. This strategy has been designed to be sustainable and a scale up of REPLICIA is recommended by the Northern Region Education Forum (NREF).

## 9.2 Policy Areas

**The curriculum reform.** The thematic curriculum has been initiated in lower primary at P1 level. This reform needs to be continued through the P1-P3 levels and transitioning from lower to upper primary. The review of P5-P7 curriculum becomes necessary to ensure content synergy and offloading the curriculum at both levels. In order to be effective, the PTE curriculum at the PTC level needs attention as well as the tutor training course at Kyambogo University (KYU). These curriculum reforms need to be embraced in order to address issues of relevance, quality, consistency, and cohort effectiveness. These curriculum reforms imply specification and the need to address professional profiles of all education personnel and the implementation of the schemes of service.

**Early Childhood Development (ECD).** The ECD policy is in urgent need of finalization and implementation, particularly in the current period of P1 curriculum reforms. Policy guidelines which address issues of preschooling and transmitting into P1 are required. The Ministry of Education and Sports communications strategy needs to popularize public awareness of ECD. MOES needs to seriously consider the formalization of the existing field realities of the preschool class “P/B” which have taken root in the hundreds of schools in UPE. In the absence of a comprehensive nursery/ECD system in UPE, particularly in the rural areas, there is urgency to survey the current incidence of the “P/B” phenomenon and an appropriate policy guideline issued with regard to age relevant curriculum delivery.

**Language issues.** Interpretation of the GoU White Paper on language issues needs further policy dialogue and engagement at many levels. Policy guidelines are needed for clarifications to the public on local language as the language of instruction and English as a subject in lower primary. Justifications and advocacy on these issues is a strategy recommended. A public engagement campaign will be needed.

**Customized Performance Targets (CPTs).** Head teacher performance is under review and strategies to address the trends of underperformance and high levels of absenteeism have resulted in the launch by the Minister of the CPTs. Head teachers require intensified support supervision and a revitalized training to enhance their skills. It is necessary therefore that a professional accountability mechanism is instituted at the district level. This will support and enhance the basic education quality delivery system.

**Local Government Policy engagement.** Education areas that have been compromised by the restructuring of local government and decentralization include:

- Staffing of the district inspectorates
- Funding allocation to the district inspectorate
- UPE capitation disbursements
- SFG allocations
- Local head teacher, teacher, District Education Officers and District Inspectors performance and accountabilities
- District Service Commission performance on recruitment, deployment, rewards and sanctions

- Resource allocation to and utilization in the education sector
- Local procurement of textbooks
- Management of Non Governmental Organizations supporting education

The inter-ministerial task force needs to pronounce themselves strongly on the above issues and other related areas once comprehensive consultation is undertaken. The joint decision on these critical issues will go a long way in strengthening the education system and adding credibility to the decentralized system.

There exists in UPE a series of policies dealing with educational issues in the conflict-affected areas. These include:

- Educationally disadvantaged policy
- Orphan and Vulnerable Children (OVC) policy
- Internally Displaced Persons (IDPs) policy
- Refugee policy

These policies are hosted in different Ministries and are coordinated by the Office of the Prime Minister (OPM). There is need to review the currency of these policies in light of the decongestion and resettlement trends on these sub-regions. The readiness and impact on the education system requires survey and coordinated reforms. Further engagement with communities and local leadership will enhance the policy dialogue, thus creating an enabling environment for sustainable development of the sub region.

## **10.0 Conclusion**

BEPS thrived on the Working Group modality and consensus building in the process of program design and implementation, which strategically contribute to the overall objective of improved access, equity, and quality of basic education.

The successful conclusion of the BEPS project was more hinged on working under the leadership and guidance of the user Department of the Ministry of Education and Sports. Above all, understanding the workings of the MOES was critical in the projects success.

During the implementation of project activities, the existing ministry structures were fully utilized. This ensured the enhancement of the capacities of the field implementers to appreciate the interventions and their commitment to the interventions success. The issues of relevance, local participation, ownership, and sustainability were equally addressed.

The virtue of transparency with the field implementers was paramount in building sustainable partnerships and networks, without which it would have been very difficult to tell the successful story of the BEPS project in supporting Uganda's basic education sub-sector.

## Appendix A: Summary of Accomplishments

### Phase I Program focus, activities and accomplishments

S/N	Activity Area	Activities accomplished
1	UPE advocacy	<ul style="list-style-type: none"> <li>Multimedia campaign was conducted to inform the wider community on the importance of UPE in providing equitable access to all Uganda's school age going children. The multimedia campaign addressed areas such as promoting girl child education, early child hood development and HIV/AIDS sensitization. TERP Consult was engaged to do multimedia advocacy campaign.</li> </ul>
		<ul style="list-style-type: none"> <li>UPE action research was conducted by the local consultancy firm contracted by the MOES to assess the impact of UPE since its inception in 1997.</li> </ul>
		<ul style="list-style-type: none"> <li>Through a working group modality, regional workshops were organized and conducted with the purpose engaging the wider community and stakeholders in identifying the gaps, soliciting their input and delineating the responsibility of stakeholders in the process of the implementation of UPE Program. 400 stakeholders were involved in these workshops.</li> </ul>
2	Teacher Effectiveness	<ul style="list-style-type: none"> <li>Local expert on PLA was contracted by the MOES to pilot the PLA initiative in Kabulasoke PTC catchment area.</li> </ul>
		<ul style="list-style-type: none"> <li>Participatory Learning Action (PLA) was conducted to create the integrated participatory approaches for quality learning (IPAQUAL). PLA focused on elements such as: behavior &amp; attitude change, methods &amp; tools for gathering and analyzing information for improving the learning and dynamics in the classroom, sharing of information and experience and child centered learning process to promote children centered instructional strategies and classroom environment.</li> </ul>
		<ul style="list-style-type: none"> <li>Materials to support the pilot were developed. These included: trainers manual, teachers trainers manual and the teachers guide to facilitate the training process.</li> </ul>
		<ul style="list-style-type: none"> <li>A total of 24 coordinating centre tutors were trained to replicate the methodologies of PLA in the pilot schools.</li> </ul>
		<ul style="list-style-type: none"> <li>News paper supplements on Teacher Talk were developed by the BEPS sub-contractor – Straight Talk Foundation. The supplement contained topical issues to focus teachers' discussions on how to improve their effectiveness.</li> </ul>
3	Responsible sexuality & Reproductive health	<ul style="list-style-type: none"> <li>PIASCY manual was developed with 24 assembly messages to help the children stay safe. These messages were organized into 4 themes: life skills, HIV/AIDS, reproductive health and transmission of infectious deceases.</li> </ul>
		<ul style="list-style-type: none"> <li>PIASCY teachers manual for P3-4 and P5-P7 were developed with relevant and appropriate information around the 4 themes.</li> </ul>
		<ul style="list-style-type: none"> <li>Regional workshops were conducted to review PIASCY trainers' guide.</li> </ul>
		<ul style="list-style-type: none"> <li>TERP consult was contracted to develop a multimedia campaign to support PIASCY initiative.</li> </ul>
		<ul style="list-style-type: none"> <li>PIASCY was successfully launched in March 2003. Advocacy materials were developed for distribution during the launch. These included: 5,000 preprimary t-shirts, 3,000 child caps, and 2,000 adult caps. These materials</li> </ul>

		<p>had a message “<i>stay safe</i>” on them.</p> <ul style="list-style-type: none"> <li>Supplementary news letter was developed for the children. It was called <i>young talk</i>. It was meant to deliver appropriate messages to preteens and young teens in primary schools.</li> <li>The pilot was successfully implemented in the districts of Nakasongola and Luwero. This success resulted into the national rollout of PIASCY to all primary schools in Uganda during phase II of the BEPS project.</li> </ul>
4	Early childhood Development	<ul style="list-style-type: none"> <li>The project championed the formation of Early Childhood Development Working Group to coordinate the ECD activities.</li> <li>The initial ECD pilot phase was implemented in the Luwero and Nakasongola districts, under Nakaseke PTC. The results of this pilot were successful. The activity was extended to other district. The pilot focused on design, materials development, and media support.</li> <li>The learning framework for ECD was developed. This was designed with a holistic approach that addresses the needs of children. The framework focused on the five areas: taking care of self, taking care of environment, relationship with others, developing with language, and developing and using mathematical concepts and skills. It also included information on caregivers.</li> <li>Mango Tree Educational Enterprises was contracted to develop age appropriate learning materials suitable for the ECD children. These materials were made from locally available materials to enhance the concept of edutainment. Accompanying teachers resource manual was developed to enable the teachers effectively utilize the ECD kit.</li> </ul>

#### Phase II Program focus, activities and accomplishments

S/N	Activity Area	Activities accomplished
1	Education in conflict areas	<ul style="list-style-type: none"> <li>Rapid assessment of education in conflict areas was done. Assessment report available.</li> <li>Supplementary educational materials under the CASEM project were provided to 13 districts in conflict-affected areas. A total of 2,174 primary schools were covered and 6,481 teachers and 212 educational administrators were trained.</li> <li>Design of interventions and mapping of partners was done.</li> <li>Members of EFAG through the leadership of the BEPS project visited the conflict-affected areas to collect first hand information on the status of education provision in the conflict districts.</li> </ul>
2	Non Formal Education	<ul style="list-style-type: none"> <li>An evaluation of the Non Formal Education (NFE) institutions was conducted. Report is available.</li> <li>Development of learning framework for NFE Instructors was done and it formed a foundation for NFE instructors' curriculum development.</li> <li>NFE curriculum has been developed and approved by Kambogo University.</li> <li>Development of the NFE Modules. Ten copies of the Modules for training NFE instructors have been developed. BEPS facilitated the process under the guidance of the NFE Working Group of MOES.</li> </ul>

		<ul style="list-style-type: none"> <li>• Support to the Ministry of Public Service field work to assess the status of the NFE Instructors was provided.</li> </ul>
		<ul style="list-style-type: none"> <li>• The NFE Instructors have now been included on the pay roll by the Ministry of Public Service (i.e. NFE has been mainstreamed).</li> </ul>
3	UPE Advocacy	<ul style="list-style-type: none"> <li>• Head teacher management was supported. Two modules were developed (leadership in education and managing school improvement). A total of 680 head teachers and 48 educationists and politicians were trained. Mentoring of peer groups of head teachers was done.</li> </ul>
		<ul style="list-style-type: none"> <li>• UPE manuals were developed. Two-hundred thousand copies (English version) were printed and distributed through the TDMS modality to stakeholders during the regional workshops. 5 regional stakeholder workshops were held</li> </ul>
		<ul style="list-style-type: none"> <li>• A total of 220,000 UPE booklets in 5 local languages were printed and distributed to the members of the community during the UPE parent/community campaigns.</li> </ul>
		<ul style="list-style-type: none"> <li>• Five barazas were conducted countrywide to engage the wider community in supporting UPE implementation.</li> </ul>
		<ul style="list-style-type: none"> <li>• Multimedia campaign was conducted through TERP consult to enthuse the public to become active supporters of UPE.</li> </ul>
		<ul style="list-style-type: none"> <li>• ECD rollout was conducted in 8 districts. A total of 1,275 schools were covered, 3,825 teachers were trained, and 217,129 pupils were reached through the distribution of 7,041 ECD Kits.</li> </ul>
		<ul style="list-style-type: none"> <li>• Retention campaign was supported. A research to understand the courses of school dropout was commissioned by MOES and supported by BEPS Project. The report is available.</li> </ul>
		<ul style="list-style-type: none"> <li>• School management committee handbook was developed. A total of 35,000 copies were printed for distribution nation-wide.</li> </ul>
		<ul style="list-style-type: none"> <li>• Education Standards Agency (ESA) was supported. Materials supporting ESA field activities were developed, including guidelines for stakeholders, handbook for school inspectors, and framework for school inspection.</li> </ul>
		<ul style="list-style-type: none"> <li>• In support of literacy and numeracy, the reading pilot was supported in 4 districts. A total of 816 teachers were trained in the approaches that would enhance literacy and numeracy. A baseline study was conducted at the beginning of the pilot.</li> </ul>
4	Teacher Effectiveness (TE)	<ul style="list-style-type: none"> <li>• The teacher effectiveness program was implemented in two colleges (Kabulasoke and Kibuli) and three pilot districts.</li> </ul>
		<ul style="list-style-type: none"> <li>• Through the TE working group, many approaches targeted at improving the effectiveness of teachers were implemented at the colleges and pilot districts.</li> </ul>
		<ul style="list-style-type: none"> <li>• A total of 912 schools were covered and 3,533 schools were trained in mentoring. All 45 PTCs were trained in TE approaches</li> </ul>
		<ul style="list-style-type: none"> <li>• Material development – teacher effectiveness mentors guide was developed.</li> </ul>
		<ul style="list-style-type: none"> <li>• Summative evaluation of TE was conducted to assess how well the program had performed in achieving the intended objectives. The report is available.</li> </ul>
<b>S/N</b>	<b>Activity Area</b>	<b>Activities accomplished</b>
5	Responsible	<ul style="list-style-type: none"> <li>• Materials development to support PIASCY Primary rollout was finalized.</li> </ul>

	Sexuality	<ul style="list-style-type: none"> <li>• A total of 200,000 copies of PIASCY materials were printed (100,000 for P3-P4 and 100,000 for P5-P7) and distributed.</li> <li>• A total of 31,300 copies of the trainer manual were printed and distributed.</li> <li>• A total of 30,000 Log books were printed &amp; distributed.</li> <li>• Five regional workshops were conducted at which 1,051 stakeholders and 40 national facilitators were trained on PIASCY program.</li> <li>• Guidance and Counseling program was initiated and piloted in six districts.</li> <li>• Rapid assessment was conducted to assess the status of G&amp;C in primary schools. A report is available.</li> <li>• Materials to support the implementation of G&amp;C pilot were developed.</li> <li>• A total of 25,500 copies of the draft teachers' handbook was printed and distributed.</li> <li>• Capacity building completed: 30 national facilitators, 191 district trainers, and 2,340 teachers were trained, and 780 schools were covered during the pilot phase.</li> <li>• Formative evaluation was conducted to assess the pilot. Report is available.</li> </ul>
6	Procurement of furnishings & supplies	<ul style="list-style-type: none"> <li>• HIV Readers were procured from Fountain Publishers. A total of 2,260 containing 12 assorted readers were supplied.</li> <li>• A total of 2,260 schools were covered in 7 pilot districts.</li> <li>• A total of 4,649 teachers were trained on HIV/Readers.</li> <li>• Evaluation of the HIV/Readers was conducted by MEMS and the report is available.</li> <li>• Procurement of ECD furniture completed including 289 chairs, tables and cupboards for teachers, and 20,263 chairs and 2,549 tables for pupils.</li> <li>• A total of 15,384 pupils in 72 schools benefited from the ECD furniture.</li> <li>•</li> <li>•</li> <li>•</li> </ul>

### Phase III: Program focus, activities and accomplishments

S/N	Program	Activities accomplished
1	REPLICA	<ul style="list-style-type: none"> <li>• Needs assessment for all the components of REPLICA (i.e. Peace Education, Leadership and Governance, <del>Psycho-social support</del>. Promoting girls' education, Community Integration and Participation, and Performing Arts and Learning in schools).</li> <li>• <b>Materials designed and developed :</b> <ul style="list-style-type: none"> <li>(i). Peace education handbooks (teachers resource books for Lower &amp; Upper primary and pupils handbook for Lower &amp; Upper primary)</li> <li>(ii). School Leadership and Governance resource book</li> </ul> </li> </ul>

		(iii). Psycho- social resource books for teachers
		(iv). Resource materials for promoting girls education
		(v). Resource materials for Community Integration and Participation (CIP) (i.e. Facilitators guide, tool kit, flyer, chart and brochure)
		(vi). Performing Arts teachers resource book and school magazines. The magazines were produced for Soroti catchment, Gulu catchment and Kitgum catchment.
		<ul style="list-style-type: none"> <li>• Consensus building meetings were held both at the headquarters' (for the Ministry of Education and Sports officials, EFAG members &amp; representatives of the other agencies engaged in the education service delivery in the north) and the District ( for the DEOs, DISs, Secretaries for education, CAOs, head teacher representatives, Principals of Primary Teacher Colleges and their Deputies and the Coordinating Centre Tutors)</li> </ul>
		<ul style="list-style-type: none"> <li>• A selection criterion of the model schools was developed. This criteria was used jointly by the officials from the District Education Departments (from all the 10 REPLICA Districts) and their respective Primary Teacher College representatives (i.e. the 4 REPLICA PTCs)</li> </ul>
		<ul style="list-style-type: none"> <li>• National Training of facilitators/master trainers was conducted on all the components of the REPLICA program. A total of 125 master trainers were trained</li> </ul>
		<ul style="list-style-type: none"> <li>• District Based training of teachers was conducted to train the selected teachers from the pilot schools on the REPLICA components. A total of 521 teachers were trained.</li> </ul>
		<ul style="list-style-type: none"> <li>• Elders' consultative meetings were conducted for Teso, Lango and Acholi sub-regions. These meetings were meant to solicit their support. 188 elders attended these consultative meetings</li> </ul>
<b>S/N</b>	<b>Program</b>	<b>Activities accomplished</b>
	REPLICA	<ul style="list-style-type: none"> <li>• Cluster meetings were conducted for all the 4 catchment areas. These meetings were meant to help the head teachers and the CCTs understand their scope of work and also to share the basic program indicators with them</li> </ul>
		<ul style="list-style-type: none"> <li>• Academic conference was held in Soroti Hotel. The theme of the conference was "opening dialogue on Peace Building, Conflict Resolution, and Leadership and Governance in Education". The conference drew participation from MOES, Public Universities, UN organizations, Civil Society organizations, program implementers, cultural leaders and district education stakeholders</li> </ul>
		<ul style="list-style-type: none"> <li>• Peer support supervision and monitoring was conducted in all the 4 PTCs catchments. The team comprised of all the head teachers from the model schools, Deputy Principal Outreach, the CCTs and the team from the headquarters (i.e. Ministry Staff, BEPS Staff and the sub-contractors)</li> </ul>
		<ul style="list-style-type: none"> <li>• Procurement of cultural musical instruments to support the revival of cultural values. These instruments were distributed to all the 30 model schools and 4 REPLICA PTCs.</li> </ul>
		<ul style="list-style-type: none"> <li>• Procurement and distribution of the girls' friendly kits. The project procured and distributed 8,000 kits to all girls in P5-P7 in the 30 REPLICA schools. The kit comprised of a bag, sanitary towels, bathing soap, soap dish, hair brush and comb, Vaseline, three short story books with customized information for the adolescent girls, nail cutter, and a two meter piece of lesu (cloth wrap).</li> </ul>
		<ul style="list-style-type: none"> <li>• Official launch of the girls' friendly kits in Gulu District. The kit was officially</li> </ul>

		launched by the Minister of State in charge of Primary Education, Hon. Peter Lokeris.
2	UPE Advocacy	<ul style="list-style-type: none"> <li>• <i>Kids Time</i> and <i>Parent Talk</i> newsletters were produced and distributed to schools. Straight Talk Foundation was subcontracted to ensure successful implementation of this activity.</li> <li>• Support materials for Education Standards Agency were developed and printed. These materials included Inspectors guidelines, Framework and Inspectors handbook. One thousand copies of each book was printed and handed over to ESA.</li> <li>• International Teachers day was successfully organized and supported. The purpose of the teachers' day was to take stock of programs which were being implemented in a bid to improve the quality of Basic Education.</li> </ul>
<b>S/N</b>	<b>Program</b>	<b>Activities accomplished</b>
	UPE Advocacy	<ul style="list-style-type: none"> <li>• The National Training of Facilitators was held at Nakaseke PTC. The purpose of the training was to provide an over view of the programs the Ministry was implementing through the TDMS. The programs reviewed included: Guidance and Counseling, thematic curriculum, and consolidation of PIASCY for primary schools, special needs education, and the REPLICA components. This review helped the TE Department to develop the National Workplan for Primary Teacher Colleges. A total of 173 PTC staff for the 47 colleges participated.</li> <li>• Enhancing the capacity of the School Management Committees: the SMC handbook was successfully developed. A total of 35,000 copies (English version) were printed and distributed nationally to all public primary schools.</li> <li>• At the recommendation of the Minister of Education and Sports, Hon. Geraldine Bitumasire, the hand book was translated into 5 major languages (<i>Lugbara, Luo, Ateso, Luganda, Ronyoro –Rutoro, and Runyankole –Rugika</i>)</li> <li>• Orientation of the head teachers and the chairpersons of SMCs was supported by the project nationally to ensure the successful rollout of the handbook.</li> <li>• Special Needs Education Institutions were supported. A one week training of the teachers from institutions with the pupils with special education needs was conducted on how to make and utilize instructional materials SNE pupils. Mango Tree was contracted to develop a kit for SNE children. A total of 47 teachers were trained.</li> <li>• A training of teachers handling the deaf- blind children was conducted in Bishop Willis PTC. This training workshop was meant to improve the capacity of the teachers to effectively handle the pupils with special educational needs in their schools. A total of 113 teachers were trained.</li> <li>• Orientation of SMC chairpersons specifically from the institutions handling children with special educational needs. A total of 47 chairpersons were oriented.</li> <li>• The project supported the Ministry to organize the stakeholder's workshop (UPE conference) on the June 19, 2006, at Joka's Hotel Kireka to track the progress of the implementation of the UPE advocacy activities and to discuss concrete actions towards achieving Education For All (EFA).</li> </ul>
<b>S/N</b>	<b>Program</b>	<b>Activities accomplished</b>
		<ul style="list-style-type: none"> <li>• Supported the Madrasa activities such as the establishment of the Kibibi</li> </ul>

		Satellite Centre, the Arua outreach intervention, the construction of the ECD resource centre at Kabulasoke PTC, building the capacity of the Madrasa staff, the SMC members and Community Resource Teams and the development of advocacy materials (i.e. T-shirts, Leaflets, calendars, booklets, posters, memory games, children puzzle and Video vignettes)
3	<b>Primary Curriculum Reform</b>	<ul style="list-style-type: none"> <li>Support to the development process of the thematic curriculum for P1 developed was provided. International TA was procured. Thematic curriculum for P1 was developed together with the draft teachers' guide. The design of the instructional materials procurement methodology, documentation and evaluation was developed.</li> </ul>
		<ul style="list-style-type: none"> <li>The reading pilot project: in support of the process of developing the thematic curriculum, the reading pilot project was designed and implemented in the four districts of Nakasongola, Iganga, Kasese, and Kabarole. The pilot was implemented over six months. The impact study was conducted and the results were positive. Impact report is available.</li> </ul>
4	<b>Responsible Sexuality</b>	<ul style="list-style-type: none"> <li>Rapid assessment was conducted to assess the gaps in the PPET institutions. The report is available.</li> </ul>
		<ul style="list-style-type: none"> <li>Materials were developed. These materials include: Teachers handbook and the students handbooks for O-level &amp; A- level. The materials were pre-tested and were piloted in the 40 PPET institutions.</li> </ul>
		<ul style="list-style-type: none"> <li>National training of facilitators was conducted from 16<sup>th</sup> to 20<sup>th</sup> January 2006. A total of 42 participants were trained as a core team of trainers. This training was facilitated by the officials from the Ministry user departments and other specialized persons sourced for this purpose</li> </ul>
		<ul style="list-style-type: none"> <li>Regional training of teachers from selected pilot institutions was conducted from 27<sup>th</sup> January to 3<sup>rd</sup> February 2006. A total of 220 teachers were trained.</li> </ul>
		<ul style="list-style-type: none"> <li>The baseline assessment of the agreed program indicators was conducted</li> </ul>
		<ul style="list-style-type: none"> <li>The Logbook for monitoring (per term) of the of PPET PIASCY school based implementation was developed and distributed to the pilot institutions</li> </ul>
		<ul style="list-style-type: none"> <li>Several stakeholders meeting were convened to review the revised materials purposefully focusing on the appropriateness of content. A total of 114 participants were oriented on the PIASCY Materials</li> </ul>
		<ul style="list-style-type: none"> <li>A total of 35,022 students have been reached with the PPET PIASCY materials.</li> </ul>

S/N	Program	Activities accomplished
	<b>Responsible Sexuality</b>	<ul style="list-style-type: none"> <li>Guidance and counseling program was scaled up (to cover all the schools in the initial six pilot districts) as was extended to cover all the 8 districts in the North. A total of 14 districts were covered by the program.</li> </ul>
		<ul style="list-style-type: none"> <li>Guidance and Counseling materials were revised, finalized and printed and distributed to all schools in the 14 Districts.</li> </ul>
		<p>National training of facilitators was conducted at the national level. The participants were draw from 14 districts (they include – Gulu, Kitgum, Pader, Lira, Apach, Amolatar, Kaberamaido, Soroti, Katakwi, Amuria, Luwero, Nakaseke, Ntungamo, and Masindi). The national facilitators were purposefully trained to cascade the training to teachers to support school-based implementation of the program. A total of 209 national trainers were trained.</p>

	<ul style="list-style-type: none"> <li>• Coordinating centre based training of teachers. A scale up was implemented to cover all schools in the initial pilot district. 2,491 schools have been covered and three teachers from each school trained in G&amp;C.</li> </ul>
	<ul style="list-style-type: none"> <li>• A total of 3,131 schools were provided with Guidance and Counseling materials. These included both the schools in phase I &amp; those in phase II.</li> </ul>
	<ul style="list-style-type: none"> <li>• 7,473 teachers were trained during the second phase of the Guidance &amp; Counseling programs</li> </ul>
	<p>Comprehensive support supervision and monitoring of the program in schools was conducted. The headquarter team was supported in carrying out the support supervision and monitoring activities. The district education department and college officials were provided with a budget to monitor all the schools implementing G&amp;C program. Total 3,131 primary schools were supported and monitored during the BEPS III project.</p>
	<ul style="list-style-type: none"> <li>• During the whole life of the BEPS project, a total of 1,687,429 were reached with the Guidance &amp; Counseling program in the 14 districts.</li> </ul>