



ABE-LINK UGANDA UNITY PROJECT ANNUAL PERFORMANCE REPORT

2007



Contract # EDH-I-00-05-00026-00

December 2007

This report was produced for review by the United States Agency for International Development. It was prepared by Creative Associates International, Inc.

UNITY PROJECT

ANNUAL PERFORMANCE REPORT 2007

DECEMBER 14, 2007

Acronyms

AKF	Aga Khan Foundation
AKU	Aga Khan University
CC	Coordinating Centre
CCT	Coordinating Centre Tutor
CTEP	Certificate of Teacher Education Proficiency
EUPEC	Enhancement of Universal Primary Education in the Community
FAWE	Forum for African Women Educationalists
G&C	Guidance and Counselling
HT	Head teacher
IDP	Internally Displaced Person
KyU	Kyambogo University
LL	Local Language
M&E	Monitoring and Evaluation
MOES	Ministry of Education and Sports
MRCU	Madrassa Resource Centre-Uganda
MAU	Madrassa Association of Uganda
NCDC	National Curriculum Development Centre
NREF	Northern Region Education Forum
PIASCY	Presidential Initiative on AIDS Strategy for Communication to Youth
PMP	Performance Monitoring Plan
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
SNE	Special Needs Education
STF	Straight Talk Foundation
TA	Technical Assistance
TDMS	Teacher Development Management System
UNEB	Uganda National Examinations Board
UNITY	Ugandan Initiative for TDMS and PIASCY
UPE	Universal Primary Education
UPHOLD	Uganda Program for Holistic Learning and Development
USAID	United States Agency for International Development
USE	Universal Secondary Education
WG	Working Group
ESA	Education Standards Agency
TE	Teacher Education
LF	Lead Facilitator
MT	Master Trainer
CP	Course Participant
EPD	Education Planning Department
MLA	Measuring Learning Achievement

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Introduction

The Ugandan Initiative for TDMS and PIASCY (UNITY) is a three-year project (November 7, 2006 – November 6, 2009) designed to work directly in a collaborative partnership with the Ministry of Education and Sports (MoES). UNITY is programmed to be implemented through the existing MoES structures and its Working Groups. The majority of the project activities are a continuation of interventions initiated under the BEPS project, though there are some new activities as well. Similar to the model used under BEPS, UNITY is generally implemented using the decentralized Teacher Development and Management System (TDMS). By utilizing the Ministry structures, the project aims to maximize the likelihood that its strategies and benefits will contribute to systems strengthening and ensure ownership and suitability after USAID assistance terminates.

The situation

The MoES has been at the forefront in addressing formidable challenges: a growing population receiving partial formal education, and an expanding HIV/AIDS pandemic which continues to decimate the ranks of professionals, including teachers and parents, and thereby further lowering education quality and raising the number of “AIDS orphans.” Continued insecurity, congestion and disrupted conditions in Internally Displaced Persons (IDP) camps test the resources and ingenuity of government and NGO institutions in organizing even rudimentary education for the population affected by the conflict. The success of Universal Primary Education (UPE) in enrolling more children has resulted in overcrowded schools, increasing the burden on an already struggling system (schools and their communities). It is against this context that the UNITY project is delivering its educational interventions. These interventions are implemented with the help of the sub-contractors and other implementing partners with the technical coordination and policy direction of MoES working group modality.

Implementation

Subcontractors and other implementing partners

UNITY is implemented by Creative Associates International, Inc. (Creative) with two main subcontractors: Pincer Group International Ltd., for REPLICA activity expansion in the North, and the Aga Khan Foundation (AKF), for training and support of teacher educators. AKF work on certifying teachers is done through Aga Khan University (AKU), and its work on strengthening training at the school level is done by EUPEC. In addition to these sub-contractors, School-to-School, a U.S.-based subcontractor, conducted an initial evaluation of the REPLICA program. School to School also guided the implementation of baseline data collection on student learning: Measuring Learning Achievement (MLA). UNITY also provided grants to the Madrasa Resource Centre (MRC) to develop materials for early childhood development, the Forum for African Women Educationalists (FAWE) Uganda Chapter to deliver support to girls, and Straight Talk Foundation (STF) to develop and distribute advocacy materials to primary schools nationwide. UNITY also contracts with consultants for technical support to the MoES’s Thematic Curriculum development process.

Working Group modality

For effective utilization of the MoES structures, UNITY works through its Working Groups. This indigenous mechanism ensures that project activities are coordinated by Working Group Chairpersons who are appointed by the Permanent Secretary (PS/ES). The members of the Working Groups provide both technical guidance and policy direction to project implementation. The Chairpersons are obligated to furnish the PS/ES with quarterly activity progress reports as a way of appraising him on the overall progress of project implementation. There are currently nine operational Working Groups: Teacher Education, Guidance and Counseling, Special Needs Education, Education in Conflict Areas, Early Childhood Education and Development, Policy, Responsible Sexuality (PIASCY/HIV-AIDS), Grants and Advocacy.

Strategic Objectives

The USAID strategic objective that guides UNITY is to contribute to improved quality of basic education and expanded implementation of the PIASCY program. The project has four sub-objectives, which contribute to the overarching strategic objective. These are:

1. Improved professional development;
2. Expanded implementation of PIASCY;
3. Increased parental and community participation in education; and
4. Implemented education policy agenda.

This Annual Performance Report highlights and discusses progress made during the project's first year, November 2006-07 and points out challenges and lessons learned.

Objective 1: Improved professional development

Objective 1 strengthens the Teacher Development and Management Systems (TDMS) and improves the quality of teacher education at the Primary Teacher Colleges (PTCs) and at in-service Coordinating Centers and schools. UNITY supports the implementation leadership given by the Teacher Education Department (TED) and the Teacher Education Working Group in collaborative partnership with other sister agencies and institutions. Three main interventions are being supported under this objective: the Certificate in Teacher Education proficiency (C-TEP) course, the Thematic Curriculum, and the Revitalization of Education, Participation and Learning in Conflict Areas (REPLICA) Program. Other smaller interventions also support the objective.

Certificate in Teacher Education Proficiency (C-TEP)

C-TEP is designed to enhance the proficiency of tutors in the 45 public Primary Teacher Colleges (PTCs). The course is designed and implemented under the guidance of Teacher Education Department (TED) in collaboration with Kyambogo University (KyU); Aga Khan University (AKU) and Creative provide technical assistance. The course is intensive in terms of financial resources, content and time requirement. It has involved the following activities:

Tutor training needs assessment

The TED, the Education Planning Department (EPD), KyU, AKU and Creative collaborated in the design of the needs assessment, which was conducted in March 2007. They used a bottom-up approach in order to broaden the participation of tutors in deciding the content of the course. The needs assessment report was presented and discussed during the national training of trainers meeting at Nakaseke Core PTC, which brought together representatives of the 45 PTCs. This helped in generating consensus on the areas of focus for the C-TEP course designers.

C-TEP course design

The same parties that conducted the needs assessment continued in their collaboration to design the C-TEP course. They developed course materials that included a trainers' manual, a book of readings, a handbook and a set of 24 supporting posters. UNITY printed and distributed a total of 4,832 copies of the trainers' manual, 1,500 copies of the book of readings, and 1,500 copies of the handbook to participants for use at their PTCs or other institutions.

First face-to-face training

The first face-to-face training employed a cascade approach. There were two levels of training: the national training of 150 Master Trainers and the regional training of 1,031 Tutors (covering both in-service and pre-service). The national level targeted PTC principals, their deputies and selected District Inspectors of Schools and District Education Officers. It was facilitated by a team of 34 Lead Facilitators drawn from KyU, AKU, MoES (TED and Pre-Primary Education Departments) and the Education Standards Agency (ESA). The Master Trainers facilitated the regional training programs. The country was mapped into four regions with eight training sites: Bishop Stuart and Canon Apollo Core PTCs (for Western region); Arua and Loro Core PTCs (for Northern region); Nakaseke and Bishop Willis Core PTCs (for Central region) and Soroti and St. John Bosco Nyondo Core PTCs for Eastern region). This first phase of training took place between May 16 and 29, 2007. The first Face-to-Face Trainers Manual, handbook and Book of Readings were distributed to all Master Trainers and Tutors. Each college received a set of posters.



C-TEP Training of Master Trainers – Sports View Hotel- Kampala

National monitoring and supervision of course participants

The 34 Lead Facilitators and other officers from KyU, AKU, ESA, NCDC, TED, PPED, Special Needs Education (SNE), along with UNITY project staff, were formed into monitoring and supervision teams. The purpose of this activity was to assess the progress of the course participants (Master Trainers and Tutors) in their field assignments, to provide on-spot support and mentoring and identification of areas for consolidation and improvement during the second phase of the training. This activity lasted three weeks.

Mid-term review of C-TEP course assignments

The wrap up of the field monitoring and support supervision exercise was a mid-term review, which took place at each training site. The purpose of the review was to share feedback with the Master Trainers on their course assignments: Action Research, Portfolio development, Reflective Paper and Reflective Journal Entry. The findings of this review fed into the second face-to-face training.

The review led to a meeting of Lead Facilitators to share field experiences. They highlighted regional contextual issues, best practices and lessons learned. The meeting also availed an opportunity for the Lead Facilitators to reflect on the course content and the mode of delivery and levels of conceptualization of the entire course. Following this, lead C-TEP team designed a comprehensive manual for the second face-to-face training.

Second face-to-face training

The Lead Facilitators returned for a second round of face-to-face training, followed by sessions in which they gave the Master Trainers a second round; the Master Trainers then went to the regional training sites to train Tutors. A total of 34 lead facilitators, 139 Master Trainers and 1,030 Tutors attended these training sessions. All course

participants received a copy of the second Face-to-Face Trainers Manual, covering the topics in the second session.

Third face-to-face training

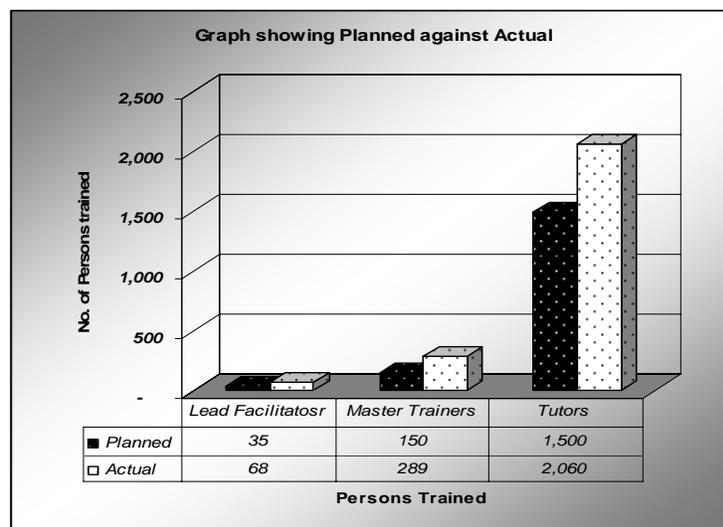
The third face-to-face of the C-TEP training comprised the following:

- Materials development. A writer’s workshop was conducted to develop the trainers’ manual. Participants came from the Aga Khan University, Kyambogo University, and Teacher Education Departments, and the Education Standards Agency.
- Review of the manual. A three-day workshop was conducted to review the trainers’ manual and to orient the Lead Facilitators to its use.
- Prior to development of the trainers’ manual, the lead facilitators went to the eight regional training sites to orient the master trainers in assessment tools for the C-TEP course.

Table 1. Number and gender of educators trained in C-TEP

	Female	Male	Total
Training of Lead Facilitators	30	38	68
Training of Master Trainers	127	162	289
Training of Tutors	906	1,154	2,060

Figure1: Graph showing number of teachers Educators Trained in C-TEP



Direct results from C-TEP

The C-TEP course has improved relations between principals of PTCs and their tutors; there is improved supervision and team work. Since all PTC principals were Master Trainers, the course has improved their supervision skills as they work with pre-service and in-service (Coordinating Center) tutors in their catchment areas. It is the requirement of the course that the principals and deputies go to the lower levels to supervise the work of the tutors.

Implementation constraints

- The course requires close contact between principals and tutors in order to supervise the course assignments. However some tutors (CCTs) are far from the 'mother PTC,' making it difficult for the Master Trainers to supervise these tutors.
- The candidates for retirement have little commitment to the course. They think that the course will not add value for them, since they will be out of the system.
- Some course participants have not fully committed to the course. Some are simply doing it for the sake of getting a certificate, rather than improving their classroom practice and professional proficiency.

Lessons Learned from the C-TEP Program

Partnerships are a complex negotiation among individuals who represent diverse institutions, having varying visions and competencies and strengths. The challenge is to bring these individuals together in collaborative work to strengthen the system that they all support. Consensus-building strategies need to be varied; agreements need to be documented; membership must be consistent; reflections must be open and candid.

Program design: Trainers' needs for training are overwhelming, since there has not been a national training in teacher education over the past five years. Hence the scope and content of CTEP were wide and intensive. They included core concepts and structural changes of continuous assessment, at the same time. There was little time for conceptualization and contextualization. The lessons herein are to:

- de-congest the program and be selective on topics;
- establish topics that need consolidation, remediation and new ones;
- review time-tabling and build into the schedule the time for mentoring;
- ensure that daily reviews are conducted and feedback is factored into program;
- Follow up with performance reviews of Lead Facilitators by the respective individuals and their institutions.

Support to thematic curriculum development and implementation

The project supports the development and implementation of a Thematic Curriculum for primary one, primary two and primary three. The process involves the entire recasting of the lower primary curriculum into a competency-based Thematic Curriculum. A second aspect of the process is the introduction of local languages as the instructional medium. This has required a third aspect, an assessment reform with the introduction of continuous assessment methods in the classroom.

The process of Thematic Curriculum development is spearheaded by the National Curriculum Development Center (NCDC) with technical assistance from Creative consultants. The development of the curriculum for primary 1 preceded UNITY; in the first year of this project, the curriculum for primary 1 was rolled out, and the curriculum for primary 2 was drafted. The following activities took place this year:

National rollout of thematic curriculum

UNITY supported the national rollout of the Thematic Curriculum by providing funds to facilitate both the training of master trainers and monitoring of their training of teachers nationwide. The monitoring was done by the MoES headquarter staff, UNITY staff, Core PTC officials and District Education Offices.

Development of a database

UNITY has worked with the NCDC to create and maintain a database of head teachers and primary 1 teachers trained during the Thematic Curriculum rollout. According to the data, a total of 42,259 teachers, 13,926 head teachers and 28,333 primary 1 teachers were trained this year.

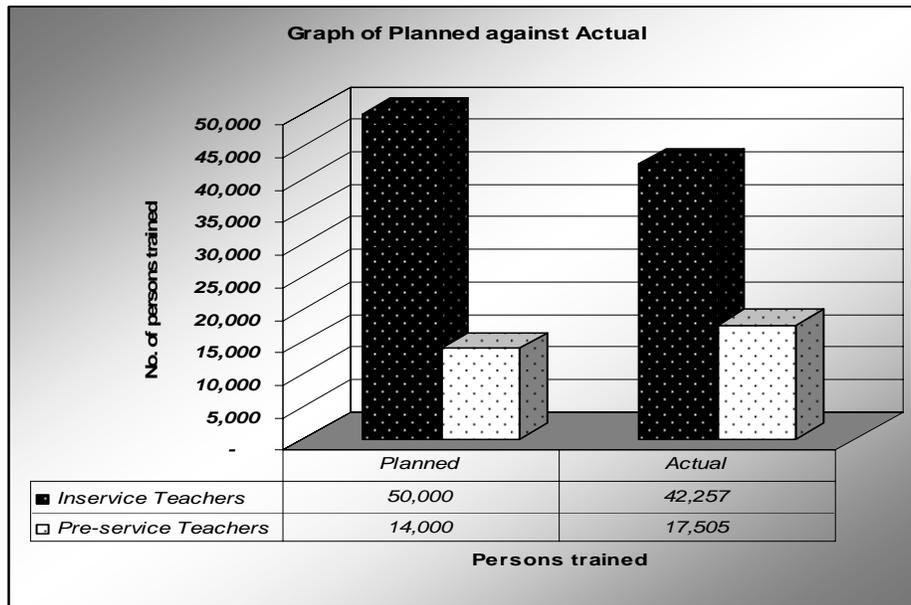
Orientation of pre-service teachers

All students, a total of 17,505, in the 45 PTCs were oriented on the Primary 1 Thematic Curriculum and the modalities for its delivery. The project provided logistical support for this training. This number surpassed USAID's target of 14,000 teachers.

Table 2. Summary data on training activities in P1 Thematic Curriculum

	Female	Male	Total
Head teachers (in-service)	3,583	10,343	13,926
Primary One Teachers (in-service)	17,187	11,144	28,331
Pre-service teachers	7,741	9,764	17,505
Totals	28,511	31,251	59,762

Figure 2: Graph showing teachers trained in P1 Thematic Curriculum



Development of assessment guidelines for Primary 1 thematic curriculum

The project worked with UNEB, NCDC and the principals of the 23 Core PTCs to develop the assessment guidelines for primary one Thematic Curriculum implementation. The project funded the printing and distribution of 20,000 copies of implementation guidelines to all primary schools and PTCs.

Primary 2 thematic curriculum pilot assessment

Primary 2 Thematic Curriculum is currently being piloted in 90 primary schools. During the second school term, the project supported NCDC in conducting the assessment of the pilot. This activity was spearheaded by NCDC in collaboration with other sister agencies and the relevant departments of the MoES.

Results of the new Thematic Curriculum

Success of the thematic curriculum and the use of local language is captured in the words of one teacher: *“Thematic Curriculum needs very much preparation. It is extra work for us teachers....But you see, for the first time now my pupils are active and learning faster. Even with this big class of 93, when all are here, these children are answering and understanding in their mother tongue. We teachers are glad for the Thematic Curriculum, but we need more training to get better at it and to focus on skills and assessment.”*

[Teacher; Iganga District]



Creating learning centers in lower primary.

Implementation constraints

Some parents are negatively responding to the Thematic Curriculum, because they have not understood the importance of starting children in local language (LL) to build a base for mastery of English and other languages. There is therefore a need for targeted multimedia advocacy and information dissemination to highlight the benefits of the Thematic Curriculum and to enthuse parents to appreciate and support its implementation.

There is dire lack of relevant instructional materials to support implementation of the Thematic Curriculum. The teachers have not yet engaged in developing learning and teaching aids using locally available materials. The teachers and the primary teacher colleges should be encouraged to collaborate with community members in authoring relevant story books for the children in the local language.

Issues to be resolved

Given the magnitude of the implementation of the Thematic Curriculum, there are numerous issues that arise from the planning, curriculum writing, materials, development, training, assessment protocols, field implementation, community advocacy and support supervision, which require strategic attention and targeted focus by the stakeholders. These issues include:

Local Languages

- Selection of local languages need to be capped in the immediate term to the current nine, plus English, to ensure that there is adequate materials development and support materials availability. It is encouraging to note that the Education Sector Consultative Committee (ESCC) meetings have reiterated the need to cap the local languages at nine, although NDCDC has approved six new local languages. In light of the need for encouraging community participation in

education, all local languages can be developed but the utilization in schools demands these new local languages to comply with the prerequisites: orthography, resource materials, dictionary, trained teachers, etc.

- The Teacher Resource Books in local language require rigorous review, to guide the teachers in the use of local language as the Language of Instruction. This is also a lesson for the P2 pilot and the development of the P2 materials.



Use of Local Language in Lower Primary

Instructional Materials [IMs]

- **Unit cost per school:** On analysis of the budget releases to MoES in the new financial year 07-08, there has been only UGX 2bn availed for IMs at the primary level. This translates into just 200,000/- per primary school for the grades P1 - P7, irrespective of the enrolled population or the varying number of streams in P1 at the lower primary level. In addition to the small IMs budget allocation per school, the UPE Capitation grants to primary schools have faced serious problems of late releases, reduction in the amounts, and high deductions on the grant at district level. Therefore, it is apparent that the expected resources for the thematic curriculum will not be realized. Hence, alternate strategies need to be considered, such as low cost locally made readers and charts on the themes and in appropriate local languages.
- **Cost of the P1 IMs:** In the current resource constrained environment, it becomes essential that the number of items/titles of IMs approved and specs developed should be reviewed. Schools will not be able to afford the wide range of materials that is in the current approved listing. Moreover, the issue of many publishers being approved works against the competitive bidding process which has resulted in the unit costs having shot up in this year's procurement.
- **Delays in IMs delivery to P1:** The implementation of the P1 Thematic Curriculum has been done in the absence of the IMs, given the delays in arrival of procurements. It is now the end of term 2 and the situation still prevails. Fortunately, through the efforts of Coordinating Centre Tutors (CCTs) & Teacher

Development Management System (TDMS), there has been adaptation of existing materials into local language and work has moved ahead. It would be more effective for P2 to have the deadlines kept and the IMs made available at the initiation of the program.

- Quality of Curriculum Materials: The curriculum materials have been in the field for just six months, and observations have already been made on the poor quality of the binding of the books. These have already come apart and it was expected that the curriculum materials would last at least three years in a school before replacement. This serves as a Lesson for the P2 Curriculum instructional materials procurement.
- Access to Private Schools: Although MoES policy is that private schools use the Thematic Curriculum, there has been a varied response from the private sector. In view of the fact that they have to be self sponsoring at trainings and they need to procure the curriculum materials, the private schools are not embracing and implementing this reform. It is an area that the MoES needs to address with urgency, given the sequential implementation of P2 and P3 with the same cohort of pupils.

Continuous Assessment [CA]

The introduction of the Thematic Curriculum required a simultaneous assessment reform. UNITY collaborated with UNEB and NCDC in drafting continuous assessment guidelines for P1. CA demands intensive training of the teachers. However, the feedback from the field has highlighted the following issues:

- The implementation requires far too much time when carried out as planned originally.
- Teacher recording on the current CA is a serious overload.
- Resources are not available for multiple books for the individual pupil progress recording.
- Wall charts appear to be more accessible; however in majority of the schools which without shutters, the wall charts are not possible.
- Interpretation of the CA scores into local language reports was not done.
- Due to delayed and insufficient UPE funds, schools could not print local language report cards for P1.
- Districts continue to prepare traditional end of term exams for P1 as a written test in English.

UNEB and NCDC need to review this situation and develop strategies so as to make CA simplified and user friendly. This will also guide the P2 work at the pilot level with good time for revisions into the National roll-out for 2008.

P2 Thematic Curriculum Pilot

The pilot of P2 was conducted in 90 primary schools in 15 districts covering the 10 languages. These are the same schools used for the P1 pilot. However there have been some missed opportunities in the P2 case, for the following reasons:

- There were just two curriculum materials sent out, i.e. the thematic curriculum and the Teachers guide.
- The teachers guide had gone out for piloting without rigorous pre-testing and editing.
- The necessary teacher resource book was not sent out in the nine local languages, which compromised the potential feedback from the pilot and rendered the exercise unscientific.
- There were no organized guidelines provided for the P2 CA and the need for sample end-of-term reports in local languages.
- Training gaps were identified, and these needed to be added to the P2 program for national roll-out, instead of correcting the training issues in mid-piloting.
- For a pilot to be maximally beneficial to the national curriculum development process, there needed to be regular, well targeted monitoring and documentation, which feeds into the on-going editing.



Functional Primary one Classroom –Thematic Curriculum Program in schools

Measuring Learning Achievement (MLA) P2 baseline

UNITY is required by USAID to demonstrate improvements in learning as a result of the interventions it supports. For this purpose, the project is conducting a test of a sample of pupils who use the new Thematic Curriculum, which is seen as the main intervention that should have an impact on learning of basic knowledge and skills. As the ministry is planning to rollout P2 Thematic Curriculum in 2008, UNITY conducted a baseline assessment in October of P2 pupils, who will use the Thematic Curriculum next year. The baseline is expected to provide a benchmark for comparing effectiveness of the old curriculum and the new curriculum in terms of pupil learning achievement. The Measuring Learning Achievement (MLA) activity employed a team representing the MoES's Education Planning Department and Teacher Education Department, the NCDC, UNEB, and selected primary two practicing teachers. Creative contracted School-to-School International (School to School) to provide technical assistance in the design and administration of the test. The team developed two versions of the pupil test booklets and administrators' guides for pre-testing. The instruments were adjusted accordingly and the final operational test tools were produced. The test was administered to 2,400 pupils in 120 primary schools selected from 8 districts of: Kabale and Mbarara (for Runyankole - Rukiga), Lira and Gulu (for Luo), Mukono and Mpigi (for Luganda) and Soroti and Kumi (for Ateso). The field administration of the test was completed successfully. The scoring was completed and test results were entered into a database. Data analysis is currently being done by School to School. Upon completion of the report, NCDC will organize a dissemination session. The measurement for P2 will be conducted in 2008 using new curriculum and baseline for P3 using the old curriculum. In 2009, there will be measurement for P3 using the new curriculum.

Special needs education

UNITY has supported the Ministry's Department of Special Needs with the following activities:

Development of guidelines on inclusive education

The project worked with the Department of Special Needs to develop guidelines for inclusive education. It funded a writer's workshop, which have been drafted but are yet to be subjected to the MoES approval process.

Psycho-social care and support

An Education Funding Agency Group (EFAG) and MoES fact-finding mission concerning a re-integration and recovery program for the North identified psycho-social trauma management, especially at post-primary level as an urgent need. The Education Sector Consultative Committee (ESCC) tasked the Department of Special Needs Education and Guidance & Counseling to follow up on commitments made by NGOs and CBOs to provide these services. UNITY collaborated with SNE to organize a meeting of psychosocial service providers in Gulu in July. Participants:

- Reviewed their activities and discussed strategies for provision of psycho-social services in PPET institutions;
- Mapped partners involved in psycho-social service provision (by district, actual coverage in terms of target group/institution, number of institutions reached);
- Generated commitment from partners to support a equitable provision of psycho-social services in the PPET institutions;
- Discussed and made recommendations regarding the status of School for the War Affected Children -Laroo Boarding Primary School;
- Discussed coordination and networking/collaboration of NGOs.

Procurement of hearing aids

UNITY funded the Department of Special Needs Education to procure 150 pieces of hearing aids for pupils in Kitgum, Gulu, Lira and Soroti Districts. They were distributed and installed by the vender in October 2007.

Development of a Framework for SNE

The Department of SNE has had no framework identifying needs and setting priorities. UNITY has helped it initiate the development of a framework, which will form the basis for interventions and for lobbying for funding. UNITY also supported a stakeholders' meeting that brought together representatives of SNE institutions, Kyambogo University and the members of Parliament's Disability Committee.

Early Childhood Development (ECD)

UNITY made a grant to the Madrasa Resource Centre (MRC) to help it implement ECD-supported activities in Muslim communities and share its methodology with the MoES offices serving those communities. MRC works in the districts of Mpigi, Kampala, Wakiso, Mityana and Arua. It uses an integrated pre-school curriculum; works with parents, communities and MoES teacher training institutions; develops advocacy materials; and holds outreach activities in Arua and Mpigi districts. The MRC interventions aim to:

- Raise the level of involvement of fathers in school activities;
- Provide professional development for teachers;
- Increase access to ECD and HIV/AIDS information and materials in the communities;
- Ease the transition of children to primary school;
- Disseminate ECD curriculum and advocacy materials;
- Increase parental participation in children's learning in 159 primary schools and pre-schools;
- Develop MoES ECD policy.

The MRC program uses participatory methods aimed at empowering communities to own and support ECD activities and ensure their sustainability.

This year the MRC has led the following activities:

- Training and support for School Management Committees (SMCs), parents, imams, women leaders and communities in children's development and education;



Imams and women leaders undergoing training

- Support to the Madrasa Association of Uganda (MAU) to improve its strategies for more effective implementation of school activities;
- Conducting awareness meetings for Muslim, political and education leaders in Arua;
- Translating rhymes, poems, songs and story books in two local languages for wider use;
- Building capacity for CCTs of Arua PTC in ECD and the transition to primary;
- Support to tutors Kabulasoke and Kibuli PTC to enrich pre-service training;
- A three-day orientation for new and graduated schools in caring for children under three;
- Monthly CBT for SMCs of the 12 graduated schools;
- Training for 45 Center Resource Teams (CRT) from the 15 schools in Wakiso;
- A refresher course for 71 teachers and SMCs in 53 communities;
- Developing messages on HIV/AIDS and family relations;

- Collaboration and Networking with the advocates of ECD: Forum for Education NGOs in Uganda (FENU), National Council of Children (NCC), MoES, Early Childhood Development Training Institutions Association (ECD -TIA), Kyambogo University (KyU) Education Standards Agency (ESA).



Teachers undergoing workshop on materials development

REPLICA program

Revitalization of Education Participation and Learning in Conflict Areas (REPLICA) is a program customized for the primary schools in the conflict-affected North and the Northeast. The program comprises six components: Leadership and Governance, Community Integration and Participation, Psychosocial Support and Care, Peace Education, Promotion of Girl Child Education, and Performing Arts and Learning in Schools. REPLICA was piloted during the BEPS project in 2005-06. The pilot phase covered 30 Coordinating Center Schools in ten districts (three in each district). Under UNITY, the REPLICA program has been expanded to cover 1,700 schools in 13 districts as reflected below:

Table 3. Sub-regions and districts covered by REPLICA

Sub-region	District
Acholi	Kitgum, Pader, Gulu & Amuru
Lango	Apac, Oyam, Lira, Dokolo & Amolatar
Teso	Soroti, Kaberamaido, Katakwi & Amuria

This program is being implemented by two subcontractors: The Pincer Group International Limited and FAWE Uganda.



Replica Program in Action at Pantongo Primary School

Evaluation of the Pilot Phase of REPLICA

In February 2007 Creative subcontracted with School-to-School to conduct an independent evaluation of the pilot phase of REPLICA. The preliminary report was shared in the stakeholders meeting and a final report was published and distributed.

REPLICA Program Materials Review

All materials of the six components of REPLICA were reviewed as recommended by the evaluation report. The materials review process was spearheaded by the department of Special Needs Education in collaboration with a team of sub-contractors and the UNITY staff. The review had two levels: the national review and the field review. This ensured the relevance, user-friendliness, harmonization and general integration of the materials.

Integrated implementation

UNITY and its partners took several measures to ensure integration of REPLICA into other Ministry activities and to make efficient use of Ministry and implementing partner staff time. The program is implemented through the ministry's TDMS and fits into the ministry's Teacher Education and Primary Education national calendar. Its rollout coincided with the C-TEP implementation. These two programs have a high degree of complementarity and are both aimed at contributing to systems strengthening and capacity building. The topical issues which form part of REPLICA are also part of the CTEP program. To ensure consensus and collaborative partnership, UNITY supported pre-rollout field awareness-raising and consensus-building activities through public engagements—a kind of forum introduced in the early stage of REPLICA.

Implementation is planned to coordinate the participation the Primary Teacher Colleges and the District Education Departments staff.

The REPLICA Baseline Survey

In May 2007 UNITY conducted a baseline survey to establish indicators upon which the results of program expansion could be tracked. A purposive sample of 101 coordinating center schools in Acholi, Lango and Teso sub-regions was selected for this survey. A team of officers from EPD (M&E section), TED, SNED, ESA, college staff from Loro, Gulu, Kitgum and Soroti Core PTCs, and staff of Pincer, FAWEU and Creative carried out the survey. The report was drafted and distributed.

Training

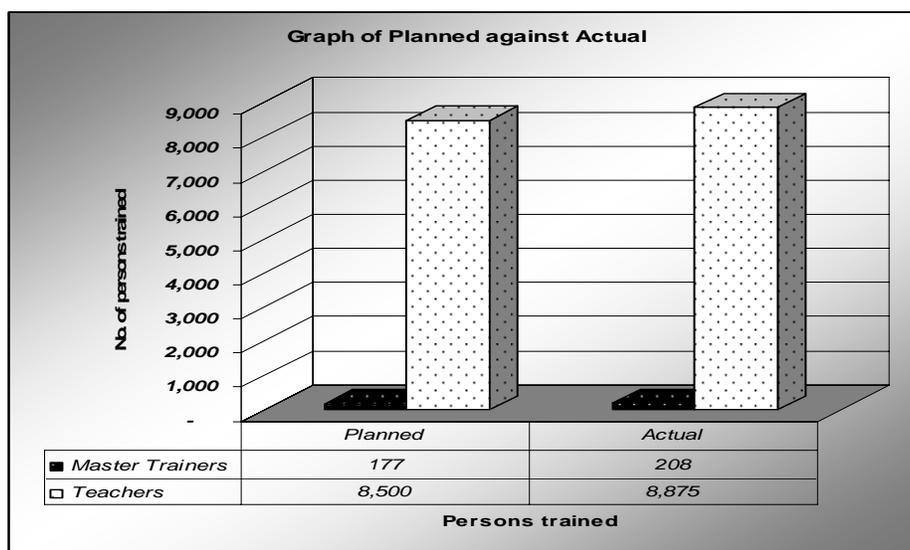
REPLICA training is conducted at three levels: The training of master trainers, orientation of head teachers and cluster-based training of teachers. Master trainers oriented head teachers and trained five teachers from each of the 1,700 participating schools. Table 4 summarizes the numbers trained.

Table 4. Educators trained in REPLICA activities

	Female	Male	Total
Training of Master trainers	42	166	208
Orientation of Head teachers	95	522	617
Training of teachers	1,862	6,396	8,258
Public Engagement	35	177	212
	2,034	7,261	9,295

Note: for the REPLICA Program, we had targeted training: 8,500 teachers and 177 master trainers. However, 8,875 teachers were trained (Head teachers plus teachers) and 208 Master trainers were trained. This is reflected in the graph below.

Figure 3: Teachers Trained in REPLICA Program



Materials production and distribution

Revised REPLICA materials were printed and distributed as follows.

Table 5. REPLICA materials

	Topic	Quantity Printed	Quantity Distributed
1	Leadership and Governance	7,070	5,592
2	Psychosocial Support and Care	16,570	9212
3	Peace Education, Learners' Book Lower	60,000	14,020
4	Peace Education, Learners' Book Upper	40,000	11,554
5	Peace Education, Teachers' Guide Lower	7,070	6,923
6	Peace Education, Teachers' Guide Upper	7,070	7,070
7	Promotion of Girls' Education	9,070	8,636
8	Community Integration and Participation	9,070	8,646
9	Performing Arts and Learning in Schools	7,070	5,458

Engaging communities in education

In the North, with the decongestion and resettlement of IDP camps, the education sector faces serious challenges. REPLICA engages community stakeholders in addressing these:

- How to provide good quality education in this post-conflict situation;
- Security of the roads that children must travel to school: de-mining;
- Ensuring pupil attendance and retention in school;
- Safety of the learning environment;
- Tracking children's performance;
- Monitoring teacher attendance and performance;
- Tracking UPE funds.

For this purpose REPLICA uses various channels: Public engagements, grants to FAWE and Straight Talk Foundation, CTEP activities and the Thematic Curriculum.

Public engagements

Three Public Engagement meetings were conducted in Gulu, Kitgum and Soroti Core PTCs catchment areas. These meetings drew participation from key stakeholders comprising Local Village Council (LVC) chairpersons, Chief Administrative Officers, Secretaries for Education, Religious Leaders, Cultural Leaders, District Inspectors of Schools and District Education Officers. The purpose of these meetings was to take stock of performance in primary education, identify contributing factors and agree on appropriate strategies for improvement. A total of 152 stakeholders attended these

meetings: Gulu 53, Kitgum 55 and Soroti 44. These meetings culminated into collective resolutions which serve as a basis for follow-up reviews.

FAWE/Uganda's Promotion of Girls' Education

Through a grant to FAWE/Uganda REPLICA gives special attention to girls' retention. The FAWE team has helped map barriers to girls' education within different clusters. This activity has been an eye opener to the parents and communities; they have identified local video-dens with X-rated movies, local drinking huts and dance halls, trading posts with "sugar daddies" and "sugar mummies". They have found that girls are vulnerable on market days. REPLICA will now begin to help communities intervene to protect girls.

Straight Talk Foundation Radio

Through the grant to the Straight Talk Foundation, UNITY has developed and run radio spots on Parent Talk issues. The topics and issues have been compiled through surveys and from MoES policy dissemination areas; these have been scripted and pre-recorded. They are broadcast on over 9 local language FM stations, since the targets are rural parents, who use local languages.

The MoES Working Group was involved vetting the scripts to ensure compliance with government policy. Following the airing of the radio spots, STF held focus groups and phone-ins to gather community responses to the issues presented. It compiled the feedback and presented it to the MoES Working Group for follow-up.

CTEP's Community Participation course integration

The CTEP course has a major component on community involvement in education. This helps school and district administrators focus on School Improvement as a school and community responsibility. This strategy requires school administrators to set up a meeting at the beginning of term of School Management Committees (SMCs) and Parent Teacher Associations (PTAs) and to assign responsible persons to develop a plan for and implement school improvement activities. The strength of this intervention is that there is a follow-up during the term to monitor progress and then at the end of the term to determine the actual achievement. To support this strategy UNITY has designed advocacy posters, which have been distributed to Coordinating Centers (CCs) and PTCs nationally. These posters were designed as interactive tools.

There is evidence that the strategy is effective (see the box below.)

School improvement success

After just one month of working on school improvement, the Canon Apollo PTC catchment in the Western Rwenzori region reported that during the CC-based training in the Kasese district, the issue of housing for student teachers during their school practice internship arose. The community collective discussed this and resolved the issue by volunteering rooms their own homes for the student teachers and meals. This case shows that practical solutions to education problems are within reach if communities are engaged.

Thematic Curriculum

In implementation of the Thematic Curriculum, community advocacy is essential, especially with regard to local language. There have been mixed responses from communities to the use of local language in the new curriculum. It has become apparent, however, that in areas where there is good community sensitization and the District Education Office and head teachers are advocating, communities respond positively. Evidence is presented in the box below.

The Eastern TESO Region in Soroti district faced the problem that UPE funds that reached the schools were delayed and reduced, and the school could not afford to provide reports to parents. Head teachers called a meeting for P1 parents and told them the problem. The parents unanimously resolved to contribute 100 shillings, which enabled the school to print and distribute the reports to parents in local languages and to share the progress of the pupils on the Thematic Curriculum.

Objective 2: Expanded implementation of PIASCY

Uganda's PIASCY program is aimed at mitigating the HIV/AIDS epidemic in the education sector. UNITY works at the primary level and the post-primary level (Post-Primary Education and Training—PPET). It implements Objective 2 through support to the Ministry's HIV/AIDS Coordination Unit, in collaboration with the user departments of Primary, Teacher Education, BTVET and Secondary Education. The major activities this year under this objective include procurement of HIV readers for primary schools, printing of PPET PIASCY materials, and development and printing of PPET Guidance and Counseling materials.

Primary PIASCY

This year UNITY's main activity at the primary level was support to the procurement of HIV/AIDS readers. This activity is a continuation of activities in the BEPS project, which created 12 readers for pupils in primary grades 5 through 7 to enhance their

understanding of HIV/AIDS and become aware of safe practices. UNITY has worked with the Procurement, HIV/AIDS and Instructional Materials units of the Ministry to have the materials printed and distributed through a competitive bidding process. The process has included placing bids in the national news papers, pre-qualification of the bids, evaluation of the bids and improvement of the readers. These processes were rigorously conducted by a team of representatives from the various MoES units and the project. The winner of the bid is yet to be approved by USAID and the award made. However, the readers are undergoing rigorous editing by moderators to ensure that they meet the standards of both the Ministry and USAID. The Ministry expects that the printing, distribution and training of teachers in effective utilization of the readers will be done in the first term of 2008. The actual districts to benefit from the HIV Readers will be determined by MoES; however it is planned that all primary schools in the agreed districts will be covered.

Post-primary (PPET) PIASCY

At the post-primary level, PIASCY activities also picked up from work done under BEPS. That project had developed student handbooks for lower and upper secondary levels, teachers' resource books, and training manuals for Master Trainers. This year, UNITY supported a Working Group to build consensus on an implementation schedule and agree on numbers of books to be produced.

PIASCY materials

The PPET PIASCY materials have been printed. These include the student handbooks (for lower and upper) and teacher guides, as enumerated in the table below.

Table 6. PPET PIASCY materials

Students Handbook Lower-	72,500
Students Handbook Upper-	13,500
Teachers Resource book-	22,500

The training was planned to take place before the close of Term 3 of 2007, but severe floods in the region and interference of the national exam schedule caused the Ministry to postpone it until Term 1 of 2008.

Guidance and Counseling (G&C) materials

The project worked in collaboration with the Departments of Special Needs Education, Secondary and BTVET to develop G&C materials for PPET institutions. The project funded both the writers' workshop and the field testing of the Teachers' Resource Book and the G&C Guidelines. The volume of materials printed is presented in the table below.

Table 7. PPET Guidance and Counseling materials

Teacher Resource book -	22,5000
G&C Guidelines for PPET-	60,000

National rollout of PPET PIASCY

PPET PIASCY will be rolled out in a phased approach. Phase I is targeted at the PPET institutions in the three sub-regions: West Nile, North and East. Phase I will reach 841 PPET Institutions in 45 districts. The launch is planned for Term 1 in 2008.

HIV/AIDS workplace policy

The MoES developed an HIV Workplace Policy and printed some copies but not enough to cover the whole country. UNITY printed an additional 40,000 copies to facilitate dissemination to all districts. Education Sector Workplace AIDS Policy Initiative (ESWAPI) will follow-up with interpretation and implementation of the policy.

Objective 3. Increased Parental and Community Participation in Education

UNITY has used a multi-pronged strategy this year to support community integration in education. This includes the following:

- The REPLICA public engagement, community integration and participation component, which raises awareness of the importance of education for girls and the legal issues hindering education, and helps district offices and communities develop and implement policies that promote education.
- The C-TEP course component on community integration in education. Tutors are required to carry out specific activities with communities and to report on achievements and outcomes at the school level.
- The Parent Talk newsletter developed and distributed periodically by Straight Talk Foundation (STF) and radio programs in local languages that deliver messages and guidance on community integration in education, also produced by STF.
- Advocacy materials (posters and brochures) by UNITY staff for dissemination through PTCs and other project activities; these have focused on community integration.
- Inclusion of community integration activities in the implementation of the Thematic Curriculum.
- Use of the FAWE youth participatory model to mobilize community support.
- Support to the MoES's Multi-Media Unit in designing and implementing a campaign that advocates parental involvement in schools and SMCs – STF.

Objective 4. Implemented education policy agenda

In collaboration with the Policy Unit of the Ministry's Education Planning Department (EPD), UNITY has helped initiate a broad policy issues framework. The EPD initiated a Policy Working Group and formed sub-committees to strengthen policy formulation,

implementation and accountability. The terms of reference and the work plan for the Working Group have been finalized.

The policy-making process

The Working Group has focused on identifying policy priority areas in three departments: Pre-primary and Primary, Teacher Education and Special Needs Education. It drafted a policy analysis matrix; the matrix will be adjusted periodically, as policy formation and review processes are dynamic in nature. The draft policy analysis framework was also developed but it is yet to be approved by the Ministry's top management. This process will help the Ministry get approval of policies by Parliament, including codification of practices that are already ongoing, such as Guidance and Counseling. It will help disseminate information about new policies, such as HIV in the workplace; facilitate monitoring of policy implementation; identify needs for policy research; and pre-test new policies, such as the local language policy related to the Thematic Curriculum.

Policy-related activities

UNITY is supporting policy development and implementation in Pre-primary and Primary Education, Teacher Education, cross-cutting issues, and issues specific to the North. Under this objective, the planned activities included the following:

Pre-primary and primary education (PPE)

In the past decade, primary education has witnessed the introduction of major national reforms. Among these are Universal Primary Education (UPE) and the Thematic Curriculum for lower primary. In this context, the issues of automatic promotion verses competency based learning; local languages of instruction, and continuous assessment have become critical policy matters that need resolution.

Class teacher system

The Thematic Curriculum requires adoption of the class teacher system, whereby one teacher teaches all subjects to the same group of pupils. This requires that the best teachers are deployed in primary one, which lays the foundation for further education. The deployment of best teachers in primary one (as class teachers) has not fully taken root. This calls for continuous provision of refresher training of teachers on methods of handling primary one pupils in the context of the Thematic Curriculum.

Automatic promoting verses competency-based learning

UPE was introduced along with an automatic promotion policy. Pupils are passed from one grade to another irrespective of their level of learning achievement or attainment of desired competencies of literacy and numeracy. The premise of this policy is to reduce congestion while avoiding wastage of resources (which are indeed limited). However, the introduction of competency based learning is a direct contradiction of this policy. Competency based learning requires that pupils are promoted based on their level of attainment of desired competencies as specified in the curriculum.

Continuous assessment (CA)

The introduction of the Thematic Curriculum brought along with it a concept of Continuous Assessment, which is meant to ensure that learning achievements are tracked on a continuum. However, implementation of CA requires continuous support supervision and monitoring, which is not permissible due to constrained budgets both at headquarters and district local governments.

Under-age enrollment

This issue is widely prevailing throughout the country and the MoES needs to develop a strategy with districts to address it. Herein lie multiple levels of problems, in that: underage children are not getting the correct age-appropriate Early Childhood Development (ECD) program; the UPE capitation is being sent for these children; their repetition is distorting the EMIS data. It is estimated from the 2005 EMIS data that there were 600,000 underage children in the system. Since 2005, it is likely that the number has increased.

Head teacher management training and Customized Performance Targets

In two recent research studies, the Efficiency Study and the Impact Study in the Primary Education sub-sector, the inefficiency of the head teachers has been identified as the most important factor in poor school leadership, limited management of staff and poor performance in primary schools. The possible strategy for addressing this problem is through institution and enforcement of the Customized Performance Targets (CPTs). An inter-ministerial decision needs to be taken on a policy on results-oriented management.

Teacher Education (TE)

The policies that need to be addressed in Teacher Education are the Certificate in Teacher Education Proficiency (C-TEP), staffing in the Primary Teacher Colleges (PTCs), and upgrading of non-core PTCs to core PTCs.

Certificate in Teacher Education Proficiency (C-TEP):

As part of the C-TEP program, UNITY is supporting the Teacher Education Department in the development of the Customized Performance Targets (CPTs). The CPTs are expected to encourage results-based performance from the college Tutors and cause general improvement in performance in teacher education. The draft CPT document is available and is yet to be finalized in collaboration with Personnel Department of MoES.

Staffing levels at the PTC

Even with the introduction of these innovations (C-TEP & CPTs), there is an observable gap in staffing levels of the PTCs, which hampers full coverage of the PTE curriculum, thus contributing to poor performance of pre-service teachers in their final and promotional exams. The in-service (outreach) department is equally understaffed, and some Coordinating Centre Tutors are covering up to 48 schools as opposed to 23, while other handle as few as few as 15. This calls for identification of funds so that the staff

ceiling at the PTCs is filled. There is also a need to re-map the Coordinating Centers to make work equitable and manageable for the outreach Tutors.

Upgrading Non-Core PTCs to Core PTCs

In the early years of the TDMS, some of the PTCs were selected to become “core” PTCs, which took on in-service responsibilities as well as pre-service training. These received extra attention from the Ministry and some of its implementing partners. Currently, there is a mismatch in capacity between the core PTCs and non-core PTCs. For equity consideration, there is a need to upgrade the non-core PTCs to the level of core PTCs. This suggestion will, however, require a desirable justification premised on comparative analysis of performance between the core PTCs and non-core PTCs.

Schemes of service

The Teacher Education Department needs to have an integration strategy for the phasing in of the schemes of service. This has not been attempted due to the high costs involved, and therefore a phased in approach is recommended. There is need to ensure that the cost implications are factored into the ESSP.

Cross-cutting issues

There are two cross-cutting policy areas which are in the interest of the UNITY Project: Gender and the HIV/AIDS workplace policy.

Gender

The integration of gender issues into UNITY interventions has been well conceived. Gender has been fully integrated in the C-TEP and REPLICA programs. C-TEP addresses the gender responsive pedagogy and also looks at gender in education generally. Gender is mainstreamed in all training components and mentoring activities of the C-TEP course. The project provides support for the development and distribution of reading and other materials on gender; to Primary Teachers' Colleges especially for dissemination to and utilization in primary schools. Under the REPLICA Program, there is a whole component on gender which addresses the promotion of girls' education and retention in schools so that they are able to complete the primary cycle of education. The project adapted the FAWEU “mapping” of barriers to girls' education initiative and mobilizing the community for support to promote girls' education. The mapping initiative engages pupils – ensuring the participation of girls to identify barriers to girls' education around their school and in the community. It follows up by involving pupils and community members in discussions to isolate the causes of the barriers and suggesting action against them.

The project supported the formulation of the Gender in Education Policy; by participating in the MoES Gender Task Force activities and providing technical support to the process. A draft Gender Policy has received comments from the key stakeholders. The project participated in a retreat to harmonize it with the Uganda education Policy and to adapt it to the MoES format. It will now be subjected to MoES review before being submitted to other levels for approval. The implementation of the

Gender Policy will include examining existing policies for gender gaps and advocates for action to address them, a process the project is going to support.

The UNITY project is also providing support to the development of gender mainstream guidelines to inform stakeholders' efforts towards education for all.

HIV/AIDS work place policy

The workplace policy was finalized, and UNITY supported the printing and dissemination of 40,000 copies. The policy-related decisions that need to be explored further include: staff living positively, staff family care, access to health care, job reservation versus replacement and performance issues. The Personnel Department of the MoES needs to play a role in these critical issues of human resource management.

Education in the North

The North continues to attract both national and international attention because of its contextual realities. With a return of relative calm, the Internally Displaced Peoples (IDPs) camps have been decongested. The displaced people have now moved nearer their original settlement. Some have actually moved back to their ancestral homes. The decongestion and re-settlement has implied that schools which were formally in the IDP learning centers have moved to new settlements. This required context specific strategies to manage the administration of the Primary Leaving Examinations (PLE). During the period of PLE, the North and North Eastern part of the country experienced heavy torrential rains which resulted in widespread flooding. Some parts of the region were literally cut off, making it impossible for a number of schools to re-open in time. A distribution of exam in these areas was a memorable challenge. In most cases a military helicopter was utilized to ensure exam centers which were cut off were accessed so that the PLE candidates sat the exam.

Contract Administration

UNITY has complied with all USAID requirements over the period of Year 1.

UNITY has responded to the communications from the CTO regarding the disaggregation of the budget lines according to the source of funds: AEI, PEPFAR and PWDs.

The USAID Contracts Office has approved the Grantees during this quarter, and under the approval of the work plans by the Cognizant Technical Officer, three grantees have initiated their tasks as of June 2007. These are STF, MRC and FAWE.

Following USAID's communication to Creative regarding the budget increments, UNITY revised the budget allocations for the four main components and presented it to the CTO for approval on July 26, 2007.

Creative's Financial Controller met with the CTO on July 24, 2007, and provided an update on the systems strengthening for UNITY and sub-contractors. This exercise ensured the compliance with USAID regulations and procedures.

The CTO met and received updates from UNITY curriculum technical assistance consultants on the Thematic Curriculum reform, on August 2, 2007. Issues for follow-up by the EFAG coordination team were highlighted to the CTO.

During this last half of Year 1, Dr Thomas Leblanc was introduced to the UNITY team and debriefing meetings were held. Furthermore, technical discussions have been held over the UNITY program areas.

The USAID team has participated in field visits to monitor C-TEP and Thematic Curriculum trainings.

In addition, all CTO requests have been fulfilled:

- Bi-monthly meetings with CTO and COP
- SO8 Team leader meetings
- USAID –Quarterly COP Meeting
- PEPFAR meeting
- Joint CTO/COP/MOES consultation
- Write-ups on Bi-monthly highlights
- Participation in USG /USAID events e.g. America Day in Gulu
- Participated in consultative meetings organized by USAID with Peace Corp and UPHOLD
- Quarterly Reports
- EFAG Technical Briefing Notes
- Timely Feedback by Creative to all USAID- CO communications

Some Year 1 activities have been carried over to Year 2, on the advice of the CTO. These include PIASCY Primary; the NFE pilot, recruitment of Regional Advisors and school-based grants.

USAID has assigned an additional deliverable to UNITY, namely the procurement of HIV readers for Primary Schools, without additional funding.

As a follow-up to the ESR of October 2007, USAID has further extended support to the MoES on three activities:

- The Quality Enhancement Initiative (QEI) involves the in-depth review of performance of a selection of districts and the follow-up implementation with a package of interventions that are to be defined in a consultative meeting with EPD and the district leadership. UNITY project will be responsible for 4-5 districts within the North/North East, and to integrate this focus within current program areas and budget ceilings.
- USAID has required UNITY to hold the school based grants until further notice, due to MoES requests that are being addressed. These grants are 1/3 of the total grant package which may have to be recast upon USAID advice.

- UNITY has not recruited the Regional Advisors, as per the UNITY model. USAID has responded to the MoES recommendation that internal systems and structures need to be strengthened and therefore, UNITY will be working closely with EPD to design an appropriate intervention with ESA for 2008. This would involve the Regional ESA officers and district inspectors in the QEI districts which UNITY will be working in.

On reflecting on the Year 1 processes in the management and administration of the UNITY project, the following issues arise as needing some streamlining:

- The process of determining and approving the PMP indicators in collaboration with MEMS
- Data, accuracy and timing of submission to USAID
- UNITY input into and responsibility as regards PEPFAR
- Approval processes and coordination meetings between EPD/MoES; USAID and UNITY.

Appendix A: UNITY Project Performance Monitoring Plan (PMP)

Result	Indicator/ Unit of measure	Data collection			Baseline year	Baseline value	Timeline					
		Data source	By whom	Frequency			Year 1 target	Year 1 actual	Year 2 target	Year 2 actual	Year 3 target	Year 3 actual
Result 1. Improved professional development of teachers and administrators at the primary level, both in pre-service and in-service												
At least 14,000 pre-service teachers trained in innovative classroom practices that complement the thematic curriculum and promote participatory, child-centered learning.	Number of pre-service teachers oriented on Thematic Curriculum	PTC and project records	M&E-O/RPA	Termly	2006	0	14,000	17,505 M= 9,764 F=7,741				
At least 50,000 in-service teachers trained to provide thematic-based, early local language literacy and other innovative classroom practices.	Number of in-service teachers registered during training workshops	PTC and project records	M&E-O/RPA	Termly	2006	0	30,000	38,928 M=18,899 F=20,099				
At least 15,000 administrators trained to exercise improved management within schools.	Number of administrators registered during training workshops	PTCs and TE/D records	M&E-O/RPA	Termly	2006	0		15,331 M=11,278 F=4,053	15,000			

Curriculum and pedagogical material developed and distributed to more than 500 Coordinating Centers and at least 10,000 primary schools.	Number of CCs and schools sampled that have and are utilizing curriculum & pedagogical materials	NCDC, PTC and project records	RA	Termly	2006	0			500		10,000	
At least 10,000 schools implementing new or improved educational approaches to teaching	Number of schools sampled that are observed implementing improved educational approaches to teaching		RA	Yearly	2006	0	10,000					
At least 70 percent of surveyed children demonstrate higher levels of learning achievement as a result of pre and in-service training activities	Rate of schools sampled that show average learning gains among pupils who have used P-1, P-2, P-3 thematic curriculum and pedagogical methods introduced by the project;	UNEB	UNEB/M&E/RPA	Once	2006	0					70%	

Result 2. Expanded implementation of the Presidential Initiative on AIDS Strategy for Communication to the Youth (PIASCY)												
At least 5,000 post-primary teachers trained to deliver ongoing HIV prevention messages and to coordinate and implement in-school HIV prevention activities	Number of post-primary teachers registered during training workshops	SE/D, BTVET and project records	M&E-O/RPA	Termly	2006	257	5,000					
At least 2,000 post-primary schools implementing PIASCY plans that include, among others, guidance and counseling, anti-AIDS clubs, and parental dialogue.	Rate of schools sampled that are observed implementing PIASCY school based activities	Project records	RA	Once	2006	40	2,000				12,000	
Guidance & Counseling (G&C) materials produced and distributed to at least 12,000 primary and 2,000 secondary schools.	Rate of primary and PPET Institutions sampled that have and use G&C materials.	Project records	RA	Once	2006	3,131	2,000					
At least 80 percent of surveyed children demonstrate higher levels of HIV knowledge, self perception of risk, and practice HIV prevention skills.	Rate of children sampled who meet an acceptable standard on self reports	Project records	M&E-O/RPA	Once	2006	4.30%					80%	

Result 3. Increased parental and community participation in education												
At least 25 percent of schools with school development plans that elaborate roles and responsibilities for parents and community	Rate of schools sampled that can present plans to the monitor	Project records	RA/M&E-O/PRA	Once	2006	0					4,000	
At least 20 percent of schools with increased resources (funding or in-kind) to support school administration or programs	Rate of schools sampled that can present evidence of resources to the monitor	Project records	GM	Once	2006						4,000	
Result 4. Implemented educational policy agenda												
At least 5 education policies implemented that lead to improved learning outcomes	Costed Action Plans	MoES	CoP	Year	2006							
	Policy dissemination	MoES	CoP	Year	2006							
	Resource allocation	MoES	CoP									
	evidence of implementation	MoES	CoP									
<i>Policies for Adoption of Parliament: (i) Early Childhood Development Policy; (ii) Customized Performance Targets HIV/AIDS Workplace New Policies for Adoption by MoES: (i) Guidance & Counseling; (ii) Thematic Curriculum; (iii) Policy for the North</i>												
RA: Regional Advisor RPA: Research & Policy Analyst GM: Grants Manager M&E- O: Monitoring and Evaluation Officer CoP: Chief of Party BEM: Basic Education Manager												