

# **QUARTERLY REPORT**

**# 3**

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**JANUARY - MARCH 2001**

## **Basic Education and Policy Support (BEPS) Activity**

United States Agency for International Development  
Contract No. HNE-I-00-00-00038-00  
Creative Associates International, Inc., Prime Contractor

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## **GLOSSARY**

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

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# **BASIC EDUCATION AND POLICY SUPPORT (BEPS) ACTIVITY**

**Quarterly Performance Report: 1 January - 31 March, 2001**

**Contractor:** Creative Associates International, Inc.  
**Contract # :** BEPS/Uganda Project # 748-05  
**Position:** Education Policy & Institutional Advisor  
**Reporting Period:** 1 January - 31 March, 2001

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## **1. INTRODUCTION**

This report has been prepared by the Education Policy & Institutional Advisor and is submitted as a quarterly report, which covers the period 1 January - 31 March, 2000. The report is organized into four major sections: Introduction, which includes the background and scope of work; Second Quarter Progress & Accomplishments; Challenges & Emerging Issues; and Plans for the Next Quarter.

### **1.1 BACKGROUND**

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

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

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

## 1.2 SCOPE OF WORK

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

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

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\* Events in the country have overtaken this task. There are to be four new Core PTCs in the next term. The EPI Advisor has been delegated the task by the MOES to work with these new PTCs to upgrade them.

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

## 2. ACCOMPLISHMENTS AND PROGRESS IN SECOND QUARTER

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

### 2.1 TDMS Expansion & Monitoring

#### *Goal:*

Extend the Teacher Development Management System (TDMS) to eight Primary Teachers Colleges (PTC) and complete nationwide implementation of TDMS.

#### *Objectives:*

- Monitoring the impact of reform activities
- PTC to institutionalize TDMS activities
- Monitoring start-up and closure of the school term
- PTC, CCTs, District officials supervised

#### *Activities Undertaken:*

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

- \* Attending & participating in the meetings for administrator's planning.
- \* January residential monitored - for the PTE in-service students
- \* Review of remediation & revision schedules for PTE teachers
- \* Follow-up with District officials on reform issues

#### *Achievements:*

- 2.1.1 The EPIA was actively involved in the January residential preparation for the PTE in-service students. The National TOF was attended, and the EPIA facilitated topics. The PTC schedules were reviewed and feedback was provided on the required areas for improvement. The national topics for training at the PTC level were reviewed, and editing recommendations were provided. The EPIA worked with the ITEK staff to identify resource persons in instructional materials development, and Craig Esbeck was contracted for the January training in Busuubizi.

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

**TABLE 1: ACHIEVEMENTS AT PTCs**

PTCs	ACHIEVEMENTS AT PTC LEVEL
1. Shimoni	<p>This PTC has shown a marked improvement in the PTE Residential activities. There were CPD sessions conducted for both the pre-service and in-service staff. The principal had an opportunity to counsel the under-performing staff members. Adequate time was given to the identification of areas needing remediation. The academic boards were involved in the preparation of activities for the term for the students in the most difficult subject areas of math and science. It is good to note that the collaboration between Mukono District and the Shimoni PTC is strong. In addition, the Kampala District officials are integrating their activities with the CCTs to improve the quality of teacher support and supervision in Kampala Municipality.</p>
2. Bushenyi	<p>Although Bushenyi is a phase 1 PTC, they held residential trainings for the pre-service PTE students who were repeating. The numbers were extensive, given that there was integration of students into Bushenyi, from the neighboring rationalized institutions. The Bushenyi DEO and his team are commended for their continued professional collaboration with the Principal and his team. It was good to note that the new O/DP has settled in well at the PTC.</p>
3. Nyondo	<p>Nyondo PTC administration has made good progress over the term. The intensive support and close interaction with the Mbale DEO has been productive and instrumental in improved management of the PTC. A noticeable change is in the closer BOG activities with the Principal and PTC Administration. The new admin team, including the Principal, have visited/monitored all the CCs in the Kapachorwa, Sironko, and Mbale catchment areas. The plan for the staff reshuffle was reviewed, and this should reinvigorate the outreach activities.</p>

<p>4. Mukuju</p>	<p>Mukuju PTC has been able to do an intensive remediation program for their repeating PTE in-service students from their catchment areas of Pallisa, Tororo, and Busia Districts. This was combined with the revision for the pre-service students. The new administration was able to plan this activity successfully. A joint team of CCTs and pre-service tutors as well as the administrators conducted it. The EPIA reviewed these schedules and the final reports on completion of the activities.</p> <p>An innovation at Mukuju PTC this last quarter was the collaboration with Plan International an NGO. The PTC, District officials, and the NGO educationists planned a CPD for the teachers in the district of Tororo. This was a unique activity, based on the needs assessment conducted by the inspectors of schools and the CCTs.</p>
<p>5. Nakaseke</p>	<p>The two new Deputy principals at Nakaseke PTC have settled in well. Their respective programs and departments have been implementing the minimum standards. The pre-service staff has improved in their on-campus tasks, and their attendance at PTC activities have greatly improved.</p> <p>The TDMS second intake of PTE in-service students was successfully carried out in January. The EPIA attended some of these sessions. This expansion of TDMS activities to Nakasongola district for the underqualified teachers was a joint venture by the following partners: MOES – CE/TE; Save the Children USA; Nakasongola District; and Nakaseke PTC.</p> <p>It is envisioned that this serves as a pilot for cost sharing and inter-organizational collaboration, which the other 53 districts can follow. Given the mass recruitment of 40,000 teachers required to improve the pupil teacher ratio, this would be an example to take seriously.</p>

6. Kabulasoke	<p>The issues of pre-service staff establishments and staff development were reviewed, and the tutors needing follow-up were interviewed by the Commissioners office. There continues to be poor attendance by some members of the pre-service staff. This is compounded by tutors being non-resident on the campus and therefore not fulfilling their full quota of duties. This has negatively impacted the support and quality of teaching the pre-service students are receiving.</p> <p>The administrators have conducted staff meetings over this quarter, which the EPIA attended. In addition, a list of CCTs needing additional support were discussed with the administrators. Following field monitoring trips with the chairperson of the cluster and the O/DP, the EPIA made recommendations to the respective CCTs and the Kabulasoke PTC Admin. Some CCTs need to be reshuffled and seriously followed-up, given their low level of performance and limited implementation of reform activities.</p>
7. Bishop Stuart	<p>The EPIA has focused on the building of capacity with the DPs, with an emphasis on planning and staff supervision. During the last visit to the PTC, work was conducted with the HOP- CPD with emphasis on the follow-up of the EIC activities in the districts of Mbarara and Ntungamo.</p> <p>An innovative staff development retreat was planned between Bishop Stuart PTC and Kabale Bukinda PTC. The Pre-service staff members and administrators visited the neighboring institutions and had three intensive days of sessions. This was initiated by the PTCs themselves and the costs were met by the PTCs. It is hoped that other institutions emulate this idea which was initially started by Nakaseke PTC and Kabulasoke PTC two years ago.</p>
8. Kabale	<p>Kabale Bukinda PTC has made remarkable progress with their self-initiated construction and campus expansion. This has improved the class sizes tremendously. The serious constraint faced by the PTC is the understaffing. There are vacancies of seven CCTs and eight Pre-Service tutors. This has compromised the quality of work. The CE/TE is aware of this problem but is herself constrained since the ESC has not completed the validation exercise of tutors and therefore there is now a delay in deployment of tutors.</p>

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

### ***Background:***

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

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

### ***Goal:***

Develop strategies to institutionalize EIC activities and monitoring tools.

### ***Objectives:***

- Review the appropriateness of the tools for assessment
- Engage PTCs in the setting of targets /minimum performance standards
- Organize and conduct meetings with the EIC Advisory Committee

### ***Activities Undertaken:***

- EIC consultant recruited
- Consultative meetings held with the DE/MOES
- Organized and conducted two meetings with the EIC Advisory Committee
- Monitoring tools have been restructured and circulated for final review
- PTC had a circular issued by the DE/MOES to submit comprehensive reports on EIC activities and to reinvigorate their field activities.

### ***Achievements:***

Special reference is made to Nakaseke Core PTC, since they have made good progress in training their staff as well as in follow-up on the field implementation. The report in Appendix 3 provides a sample of the PTC report, which provides an overview of EIC achievements. It is intended that all PTCs would be able to emulate this standard and improve upon it and give consideration to the special context within which they operate.

## **2.3 PTC and District Linkages**

### ***Goal:***

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

***Objectives:***

- PTC and District planning meetings for institutionalizing TDMS activities
- Joint monitoring by PTC staff and District officials
- District officials attending staff development sessions at PTCs
- Review meetings at the end of a quarter to assess impact, progress, and bottlenecks

***Activities Undertaken:***

- \* Sample districts were visited to monitor the TDMS activities:
- \* PTC administrators were interviewed and assessments made on the level of interaction with the districts
- \* EPIA participated in joint planning meetings and made recommendations to the respective teams
- Reports and documents were reviewed on joint activities embarked on by PTCs & district administrators

***Achievements:***

The following districts were visited to monitor the TDMS activities: Mbale, Kabale, Tororo, Soroti, Nakasongola, Mukono, Mpigi, Kampala, Mbarara, and Bushenyi. The emphasis has been on the mass recruitment of teachers nationally, and follow-up was made on progress in the respective districts, which were visited. Progress was noted in all the districts, yet none of the districts visited could meet their staff establishments. They had to resort to recruiting underqualified and unqualified teachers.

During this quarter, a National Recruitment Conference was conducted by the MOES. All district officials, Local Councilors, and their respective PTC staff participated with other educational stakeholders. Each district had to analyze their staff establishment performance within the Nationally-approved staff ceilings. Strategies were put in place to encourage “floating – teachers” to apply to DSC in each districts. The EPIA participated as a chairperson for one of the working group activities in addition to attending sessions. In addition, the EPIA helped to design and develop the Advocacy media messages for the massive recruitment.

When analyzing the district /PTC collaboration on reform implementation and TDMS activities and accountability during this quarter, the following issues are apparent:

- The joint meetings of CCTs and Inspectors have not been continued in many districts visited. Only three of ten districts are continuing with these meetings: Bushenyi, Mukono, and Nakasongola Districts.

- The presidential election campaigns seriously affected the educational activities during this quarter. There were tutors, district officials, and PTC staff who were campaign managers and therefore were not on their professional tasks. This compromised some educational plans.
- School sites were used for the elections, and up to a week of school days was lost at the primary school level. At the secondary school level, there are numerous cases of as much as two weeks of school time being missed. This issue has not yet been addressed since the term time requires extension to make up for the lost hours at school.
- Recruiting teachers into the primary schools in the hard-to-reach areas continues to present a problem. The remote districts are unable to even recruit unqualified teachers. Special incentive packages are needed for these specific cases.
- Districts are constrained in their funding to the DEO for the supervision of teaching/learning activities in the schools. Some area inspectors have not supervised or inspected teachers for the entire school term. Improvements are needed in the District allocation of budgets for this monitoring and inspection activity, if quality is to be improved in the schools.
- UPE capitation grants are not being utilized as per the MOES guidelines. There is lack of accurate accountability by many HTs. Since there is limited supervision by the district officials in these schools, HTs are not performing to expectation, and there are delays in accountability and inaccuracies of these funds.

The table below illustrates the PTCs and the joint activities embarked on in specific districts. The data is derived from a synthesis of a number of activities the EPIA was involved in, including field monitoring, document review, and interviews with stakeholders.

**TABLE 2: PTC/ DISTRICT JOINT ACTIVITIES**

<b><i>PTC</i></b>	<b><i>JOINT ACTIVITIES</i></b>	<b><i>COMMENT</i></b>
<b><i>SHIMONI PTC</i></b>	<p>The district of Kampala initiated a comprehensive supervision exercise of all primary schools in the municipality. This joint activity involved the following staff :</p> <p>District - Area Inspectors of Schools &amp; DEO</p> <p>Shimoni PTC - CCTs and Admin Staff &amp; pre-service tutors</p> <p>Agha Khan - Resource Center Coordinators.</p> <p>This joint activity highlighted the needs in the schools and offered insight into the standards of teaching. In addition the HTs were monitored, and underperforming staff were counseled.</p>	<p><b><i>This activity is planned for every school term.</i></b></p> <p><b><i>The DEO has pledged to follow-up on the under-performing HTs.</i></b></p> <p><b><i>Good collaboration being developed by the different partners in the field.</i></b></p>
<b><i>NAKASEKE PTC</i></b>	<p>The TDMS second intake of PTE in-service students was successfully carried out in January. This expansion of TDMS activities to Nakasongola district for the under qualified teachers was a joint venture by the following partners: MOES – CE/TE; Nakaseke PTC; Save the Children; and Nakasongola District</p> <p>It is envisioned that this serves as a pilot for cost sharing and inter-organizational collaboration, which the other 53 districts can follow.</p>	

### 3. CHALLENGES AND EMERGING ISSUES

#### 3.1 TDMS Implementation Issues

##### Issues for the Attention of the MOES:

- Given the presidential declaration in March on the abolishing of cost-sharing at tertiary institutions, the issues related to the component of the second intake of PTE students and HTs into the TDMS training needs to be resolved. These decisions are imperative given that the ITEK schedule for examination cycles has to be adhered to and May 2001 is the start-up.
- The Induction Course for the newly recruited S4 and S6 “teachers on trial” cannot be conducted in January as originally planned. This is constrained by the delays in the feedback about the numbers of teachers from the districts. The training will therefore be rescheduled.
- Consideration needs to be given to the Reinstating of the HOPs in the Core PTCs. In view of the training of the 30,000 teachers to be recruited and the TDMS system to be utilized as the training modality, these HOPs would be required to provide quality training and support to the new recruits. This issue was also supported in the external evaluation report on TDMS.
- The rationalization of the PTC and CC boundaries becomes imperative in light of the creation of the five new Core PTCs approved by cabinet. In order for there to be equitable distribution of CCs per district and PTC there should be rationalization of boundaries. In addition, in order to improve on quality of CCT supervision, coverage of schools, and professional support to teachers, the larger CCs with schools in excess of 20, should be divided. This needs to be addressed, prior to the outreach activities being initiated in the new Core PTCs.
- Current emphasis has been on addressing teacher wastage and poor performance. There needs to be urgent redeployment of tutors to PTCs. In attempting to improve the quality of PTC trainings and face to face teaching, there needs to be staff development of all tutors and intensification of supervision and monitoring at all levels. In addition, the ESC validation exercise needs to be reinitiated and efficiently executed.
- Streamlining the work of the CCT is long overdue—their tasks are numerous and have taken them away from their initial focus of supervision and support and professional mentoring.

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

### 3.2 Context of EPIA SOW

#### Issues for the Attention of BEPS:

- This quarter heralded the Presidential elections in Uganda. The political climate in the country warranted that precautions were in place for four weeks with regard to upcountry travel. This seriously constrained the monitoring activities from mid-February - till mid-March.
- Over this quarter, the EPIA was involved in the preparation for the ESIP Review, scheduled for April. This involved intensive meetings at multiple levels within the MOES and in the FA community. Moreover, there has been massive documentation review in preparation for this six-monthly review of the educational activities in the entire sector.
- Five new Core PTCs are to be created as a phase VI activity for the year 2001. This may increase to six, with the pressures from the religious sector in the country. This involves intensive support, capacity building, and training of the new staff. The EPIA's role is therefore expanded to include these new initiatives by the MOES.
- There have been numerous presidential campaign declarations/ promises, six of which have direct implications for the policy implementation environment in the education sector. These include:
  - banning cost sharing in PTCs
  - increase of teachers' salary
  - banning parent contributions
  - banning cost sharing in NTCs
  - opening the staff ceilings
  - banning specialization at tertiary education
- Over the past quarter, the EPIA has been involved in USAID-related activities. During this term, there has been an intensive amount of consultative meetings with USAID visitors (Refer to Appendix 1 for details). Various activities have been primarily on the Strategic Planning Initiatives as well as, including site preparation, meetings at the mission and field visits with teams. In addition, the EPIA collaborates with the USAID Connect Ed activity and the health education programmes.

**4. FOCUS AREAS FOR NEXT QUARTER, EPIA : Renuka Pillay  
April - June 2001**

ACTIVITY	PERIOD
1. ESCC Meetings	April May June
2. Teacher Recruitment Follow-Up	Whole Term
3. USAID Follow-Up	April May June
4. PTC & District Support, January residential, and field monitoring:  Shimoni            Nyondo Bishop Stuart    Kabale-Bukinda Nakaseke        Kabulasoke Soroti             Mukuju	Whole Term
5. ESIP Review	April
6. Equity in the Classroom	May June
7. Remediation for Repeaters	Whole Term
8. Multi-Grade teaching	May
9. Financial Management	Whole Term
10. Consultant Support	Needs Basis

## **APPENDIX 1**

### **EPIA CONSULTATIVE MEETINGS Quarter: January – March 2001**

**EPIA CONSULTATIVE MEETINGS**  
**Quarter: January – March 2001**

#	ORGANIZATION	NAME	REMARKS
1.	USAID- Washington	Ms Ruth Ms Anne	SO 8 - Strategic Planning
2.	Creative Associates International, Inc.	Bill Kromer	Field trip to see TDMS activities Meeting on reform impact in Uganda
3.	Save the Children	Ms Catherine Kennedy	Nakasongola district – Second intake of PTE students
4.	IPC/USAID	Allen Kebba	Decentralization Project
5.	IPC/USAID	Bill Fuller	Decentralization Project
6.	Peace Corps	Conche Mc Garr	Consultative meeting on forthcoming Peace Corps volunteers training in Uganda
7.	UNESCO	Dr Elaine Carter	Reading and writing issues in lower primary - UPE support activities
8.	Kampala University Science Ed & Research	Gudula Naiga Basaza	Research areas for promotion of girls' Education
9.	World Learning	Joshua Muskin	POPSICLE training and MOES collaboration
10.	Save the Children USA	Bonita Burungi	Nakasongola District – Second intake of PTE students
11.	ITEK	Mr John Bweyo	PTE and CCT Residential Training

**CONSULTATIVE MEETINGS**  
**continued**

#	ORGANIZATION	NAME	REMARKS
12.	DANIDA	Anton Baare	Human Rights & Children Rights
13.	USAID	Elise Ayers	HIV/AIDS - Strategic Planning
14.	Univ of Dartmouth USA	Prof. Nelson Kasfir	Decentralization and Capacity Building in Local Government
15.	MOES/PPE	T.B. Kirokimu	Disaster Preparedness and Community in Transition
16.	USAID/SO 7	Gerald Wein Brian Heyers Mike Teleman	Connect Ed activities – Strategic Planning
17.	Makarere University	Tito Okumu	Preparation of UPE Booklet #2
18.	USAID / SO 9	Francis Jackson Luwangwa	USAID-Uganda- Strategic Planning
19.	USAID/SO8	Angela Lord	USAID-Uganda- Strategic Planning
20.	USAID	Dawn Libiri Pat Fluere	Meeting on R4 & Strategic Planning
21.	Learn Link	Martin and Godfrey	Connect Ed activities, in Bushenyi, Mukuju, Gulu, and Shimoni PTCs

## **APPENDIX 2**

### **SEMINARS, CONFERENCES, AND NATIONAL WORKSHOPS**

#### **EPIA Participation as Facilitator & TA Quarter: January – March 2001**

**SEMINARS, CONFERENCES, AND NATIONAL WORKSHOPS**  
**EPIA Participation as Facilitator & TA**  
**January – March 2001**

#	ACTIVITY	FOCUS
1.	<b>CAII - Making Connections Conference</b>	Washington, DC February 2001 Field and home staff networking and strategic planning for organization
2.	<b>Education Policy Workshop</b>	EPIA involved in the Teacher Education Department review of the current policies and their synthesis with the ESIP undertakings by GOU. This involved document review and attending departmental meetings and interviewing the relevant MOES officers in the preparation for the workshop.
3.	<b>USAID</b>	Integrated Strategic Planning The EPIA participated in the following Consultative Sessions: <ul style="list-style-type: none"> <li>• Social Sector – Health &amp; Education</li> <li>• Democracy, Governance, &amp; Conflict</li> <li>• Decentralization</li> </ul>
4.	<b>ESIP Retreat – Prep for April ESIP review</b>	The EPIA participated in all sessions and provided the review for the specific undertakings for the teacher education component. In addition the EPIA collaborated with the relevant departments for the teacher recruitment analysis and policy review.
5.	<b>ESCC Meetings</b> -	EPIA assigned by the DE/MOES to work on the Teacher Recruitment task force
6.	<b>Busubizi - January Residentials</b>	Coordination of ITEK on the training offered to the tutors, CCTs, the residential training, and the national TOFs for all 18 Core PTCs. Emphasis on phases four and five for CCT training.
7.	<b>Nakaseke - ITEK Residential</b>	Monitoring the sessions on the math training for the tutors from the 45 PTCs- As an attempt to upgrade the performance and quality in math, in light of the high failure rate by the PTE students.

## **APPENDIX 3**

### **Nakaseke Core Primary Teachers College**

**EIC Report  
March 2001**

(Not available electronically)