



## ABE-LINK UGANDA UNITY PROJECT

ANNUAL PERFORMANCE REPORT

NOVEMBER 2007- OCTOBER 2008



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

December 2008

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



Ugandan Initiative for TDMS and PIASCY (UNITY)  
Annual Performance Report for Year 2  
Nov 2007 – Oct 2008

Submitted to:

U.S. Agency for International Development/Uganda

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Contract No. EDH-I-00-05-00026

Task Order No. 353

December 2008

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## 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
NGO	Non Governmental Organisation

## Executive Summary

UNITY is a three year task order under the ABE-LINK IQC with the overarching goal of contributing to improved quality of basic education and expanded implementation of PIASCY. The project has 4 broad objectives: professional development; expanded implementation of PIASCY; increased parental and community participation in education; and an implemented education policy agenda.

1. **Professional development:** is targeted at strengthening Teacher Development and Management Systems (TDMS) through professional capacity building for teacher educators and in-service primary school teachers. There are six sub-components, and the highlights of Year 2 are summarized below:

CTEP: Under this program, 34 Lead Facilitators, 150 Master Trainers and 1,030 Course Participants were trained on Education Leadership and Management. Closely linked to CTEP was a research activity focusing on “Quality of Primary Teachers Education in Uganda” which was conducted by a team of researchers from Aga Khan University, Kyambogo University, Ministry of Education and UNITY.

Thematic Curriculum: UNITY has supported MoES curriculum reform to develop Thematic Curriculum for P1, P2 and P3. Year 2 activities supported the development of P4 Curriculum. This support has resulted in A draft P4 Curriculum, alpha testing, draft P4 textbook prototype and draft P4 teachers guide prototype for term one. Related activities included: (i) Adaptation of Thematic Curriculum for Special needs Education, (ii) Development and maintenance of the national data base for P2 teachers trained on P2 Thematic Curriculum, (iii) implementation of Measuring Learning Achievement (MLA) in P2 and P3; (iv) production of Thema Magazine and advocacy brochure.

Early Childhood Development Program: UNITY (through Madrasa Resource Center or MRC) supported community empowerment to create responsive and supportive educational institutions that improve the overall well-being of young children from marginalized communities and increase access and retention in primary school for children of marginalized communities. In Year 2, UNITY/MRC supported the development of curriculum and advocacy materials; strengthened the capacity of teachers, School Management Committees (SMC), and parents; and promoted awareness on ECD policy, learning frameworks and program expansion. ECD work was nurtured in 53 pre-schools and 115 primary schools (2,736 pre-school children, 17,052 Primary 1 pupils, 11,215 Primary 2 pupils, and 172 teachers).

Enhancement of Universal Primary Education and Community (EUPEC): The aim of this intervention is to improve professional development of teachers and administrators through Teacher Educators (at the PTC level) and Administrators (at the District level), and teachers (at school level). Year 2 activities included capacity-building of SMCs, educational administrators, district political leaders, sub-county chiefs, school inspectors, Coordinating Center Tutors and Head Teachers. Fifty-eight college tutors were trained, as well as 229 administrators and 256 SMC and PTA members (representing about 55,000 primary school pupils in Kitgum and Masaka Districts).

REPLICA: REPLICA is a GoU customized educational package designed in response to specific education challenges in the North and North East. The overall goal of the program is to develop 707 model schools and 4 Centres of Excellence. For year 2, the bulk of the work focused on community integration and participation. This was accomplished through public engagement and community dialogues at district level, county level and sub-county level. Educational Ordinances have been drafted for 13 REPLICA Districts. The Peace, Reconstruction and Development Plan (PRDP) Summit held in

Gulu resulted in a PRDP Blue Print, Education Charter for the PRDP Districts, and the commitment of government and donors to fund the PRDP Blue Print.

Quality Enhancement Initiative (QEI): This is a GoU program for 12 poorly-performing Districts; UNITY supports the MoES in 4 of the 12 Districts (Oyam, Amuru, Bududa and Bukedea). UNITY funded the national stakeholders' consensus-building workshop and the program launch by the Hon. Minister of Education and Sports, as well as District-based consensus-building meetings.

**2. Expanded implementation of PIASCY**. This is GoU strategy for prevention and mitigation of HIV/AIDS at both primary and post primary education and training levels. Year 2 highlights included:

Rollout of PPET PIASCY and Guidance and Counseling. The rollout of the PPET PIASCY and Guidance and Counseling involved printing and distribution of materials, training of head teachers and teachers, and providing support supervision and monitoring. The materials included PIASCY students hand books (for lower and upper levels), PIASCY teachers resource book, Guidance and Counseling Guidelines, and Teachers Resource Book. Materials were distributed to 668 PPET Institutions in 38 Districts. Forty national facilitators and 1,830 teachers were trained. 170 institutions were supervised and supported in 34 Districts.

Rollout of HIV Readers to primary schools. The purpose of the HIV Readers is to supplement Primary PIASCY Teachers Handbooks with user friendly and age appropriate content to address HIV literacy as well life skills. Each Kit has 12 different story books. 9,774 teachers were trained and 59,465 Kits were distributed to 9,980 primary schools in 64 Districts.

Implementation of Primary PIASCY. The UNITY Project worked with the HIV/AIDS Working Group of MOES to plan and prepare for the next phase of Primary PIASCY now that USAID/UPHOLD project has concluded.

**3. Increased Parental and Community Participation in Education**. UNITY Project has mainstreamed community involvement in all its program activities (with a focus on REPLICA, ECD, and EUPEC). The project is using a multifaceted approach to deliver information to parents and communities on school related issues and to increase parents' participation in school management. The approach has included community dialogues, public engagement, consultative meetings with key stakeholders, using Performing Arts as a tool for effective communication and advocacy, and using multimedia to inform and sensitize parents/communities.

**4. Implemented Education Policy Agenda**. UNITY provided support to the MoES Policy Unit for tracking policy implementation in three areas: Thematic Curriculum; Automatic Promotion; and Local Language Policy. The purpose was to assess the efficacy of policies, seek stakeholders perceptions; establish gaps and inhibiting factors hindering policy implementation; and provide practical policy recommendations to Top Management. The policy tracking report was presented to MoES M&E Working Group for discussion and was approved.

## **I. Overview**

The Ugandan Initiative for TDMS and PIASCY (UNITY) is a three-year Task Order under the ABE-LINK IQC, with the goal of improving education in Uganda and preventing and mitigating the impact of HIV/AIDS amongst children (*in primary schools*) and youth (*in Post Primary Education and Training*). The UNITY Project team brought to the table a keen understanding of the prevailing issues in the education system both at the central Ministry level and under the Decentralization system in Uganda. The education concerns are being addressed by the four overarching objectives of the Project (improve professional development, expand implementation of PIASCY, increase parental and community participation in education, and implement educational policy agenda).

The project began on November 7, 2006 and is scheduled to terminate on November 6, 2009. The total budget of the Task Order is \$21,941,798. The majority of project activities are a continuation of interventions initiated under Creative Associates' Basic Education Policy Support (BEPS) project, with the addition of new activities. Similar to the model used under BEPS, the UNITY Project is generally implemented through the decentralized Teacher Development Management System (TDMS) and the existing Ministry of Education and Sports (MOES) structures and its Working Groups Modality. The infusion of the UNITY team's technical expertise, along with the use of consultant TA for specific activities, has offered the best support to the various MOES departments and program interventions. By utilizing existing MOES structures, sister institutions, and inter-ministerial collaboration, the project aims to maximize the likelihood that its strategies and benefits will contribute to systems-strengthening and ensure ownership and sustainability.

## **II. Project goals, components and activities**

### **A. Project goals**

USAID/Uganda's Strategic Objective (SO) 8 is to "*Improve Human Capacity*." Intermediate results for this SO seek to: 1) improve the effective use of basic social sector services; 2) increase the capacity in the public and private sectors to sustain the delivery of quality social services; and 3) strengthen the policy environment and social support for the delivery and use of these social services.

Through analysis and strategic design, UNITY has responded to this SO8 Objective, through a creative integration of program areas with varying scopes. These include program interventions which are national in scope, others that are regional, some that focus on a few districts, while others are pilot activities. This therefore offers a combination of school-based service delivery activities, PTC (Primary Teachers College) based interventions, policy activities within MOES, and activities with sister institutions.

### **B. Implementation modalities**

The UNITY Project has developed an implementation model that is unique for each of the sub-program areas. This integration of various modalities contributes to the strength of the project. Each UNITY staff member takes the lead on specific program areas; however there is a team approach to the implementation of activities. In addition, there are coordination mechanisms that enhance the Project. These mechanisms

have proven successful and include rigorous weekly or bi-weekly team meetings; bi-weekly or needs based meetings with USAID, and monthly coordination meetings with USAID, MOES and UNITY.

### **Subcontractors and other implementing partners**

UNITY is implemented by Creative Associates International, Inc. (Creative) with two main subcontractors: Pincer Group International Ltd., for UNITY's REPLICA activities in the North, and the Aga Khan Foundation (AKF), for training and support of teacher educators. AKF's work on certifying teacher educators is done through Aga Khan University (AKU), and its work on strengthening training at the school level is done by Enhancing Universal Primary Education and Community (EUPEC). A small international subcontractor, School-to-School, conducted an initial evaluation of the REPLICA program and is guiding the implementation of Measuring Learning Achievement (MLA). UNITY also provided grants to the Madrasa Resource Centre (MRC) to develop new materials for Early Childhood Development (ECD), 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 provides consultants for technical assistance to support the MOES' Thematic Curriculum development process.

### **Working Group Modality**

For effective utilization of the MOES existing structures, the project works through MOES Working Groups. This mechanism ensures that project activities are coordinated by Working Group Chairpersons who are appointed and designated by the Permanent Secretary Education and Sports (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 overall progress. 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.

## **C. Strategic Objectives**

The USAID strategic objective that guides UNITY is *to contribute to improved quality of basic education and expanded implementation of PIASCY*. The project has four sub-objectives:

1. Improve professional development of teachers and administrators at the primary level, both in pre-service and in-service;
2. Expand implementation of the Presidential Initiative on AIDS Strategy for Communication to the Youth (PIASCY);
3. Increase parental and community participation in education; and,
4. Implement educational policy agenda.

This Annual Performance Report gives a narrative of project activities which were implemented during Year 2 (Nov 07 – Oct 08). The report focuses on each objective, giving snap shots and reflections of achievements, challenges and lessons learned.

## **C.1. Objective 1: Professional development**

The professional development component is designed to strengthen the Teacher Development Management System (TDMS) and to build the professional capacity of Teacher Educators in PTCs and teachers in primary schools. All the teacher training programs of UNITY are anchored to TDMS and utilize the existing human resources within the TDMS. This objective is thus being implemented by UNITY in collaboration with the MOES/Teacher Education Department and in partnership with other sister agencies and institutions. This objective broadly comprises the following programs:

- Certificate in Teacher Education Proficiency (CTEP) course;
- Thematic Curriculum;
- Early Childhood Development - Madarasa Resource Centre;
- Enhancing Universal Primary Education and Community (EUPEC);
- REPLICA; and
- Quality Enhancement Initiative (QEI).

### **C.1.1. Certificate in Teacher Education Proficiency (CTEP)**

The CTEP Program is designed to re-tool the Teacher Educators through out the TDMS with relevant skills, pedagogical methodologies and classroom practice. Strengthening Teacher Education will result in improved quality of teaching and learning in PTCs (through pre-service training) and primary schools (through in-service training, mentoring and support). The overall goal of CTEP is to improve proficiency and professionalism in Primary Teacher Education and Training and strengthening the TDMS delivery of in-service support for better teaching and administration at the primary school level. Specifically, the CTEP course has the following five objectives:

- i. Enrich Teacher Educators' knowledge about current trends in education such as Education for All (EFA) and Millennium Development Goals (MDGs);
- ii. Sharpen Teacher Educators' skills in student-centered teaching and learning approaches/methods;
- iii. Develop attitudes appropriate among the beneficiaries for effective Teacher and Primary School Education;
- iv. Establish the use of Reflective Practice as a tool for life-long learning among Teacher Educators and Primary School Teachers, and;
- v. Initiate and sustain the use of Action Research to solve day to day problems and issues and implement innovations that improve the quality of education in PTCs and Primary Schools.

During Year 2, CTEP activities focused on two areas: (i) providing training on Education Leadership and Management to Master Trainers (Principals, Deputy Principals, District Education Officers and District Inspectors of Schools) and course participants (both pre- and in-service Tutors); and (ii) assessing Master Trainers and Course Participants. At all levels, CTEP course assignments included Action Research, Professional Portfolio Development, Reflective Journals, and Reflective Papers. The assessment was spearheaded by a team from Kyambogo University in collaboration with Aga Khan University, UNITY, and with guidance and leadership of the MOES Teacher Education Department.

## Year 2 Highlights

- i. 34 Lead Facilitators, 150 Master Trainers and 1,030 Course Participants were trained on Education Leadership and Management;
- ii. 57 Master Trainers were trained on assessment protocols;
- iii. 1,030 Course Participants were assessed;
- iv. Observation of the field practicum at two levels: Master Trainers were observed by Lead Facilitators as they taught in class and offered support supervision to Tutors while Tutors were observed by Master trainers but moderated by Lead Facilitators;
- v. CTEP Course approval has been finalized by Kyambogo University (KyU) Senate;
- vi. The results of Course Participants are in the final phase leading to their release by KyU.

*The Marking of the CTEP Course assignments  
at Spoer View Hotel, Kireka*



## Research on Quality of Primary Teacher Education in Uganda

Improving the quality of teachers has been a key objective of recent reform initiatives in Uganda such as TDMS. Uganda's desire to meet Education for All (EFA) goals will continue to demand a higher number of qualified and effective teachers in response to an expanding primary education system. UNITY, in partnership with Aga Khan University, collaborated with MOES Teacher Education Department to investigate the "Quality of Primary Teacher Education in Uganda". The purpose of the research was to:

- i. Enhance understanding of factors that contribute to the quality of Primary Teacher Education in Uganda;
- ii. Assist the Ugandan MOES to make informed decisions about how to maximize the outcomes of Primary Teacher Education programs and;
- iii. Build local research capacity.

The research framework focused on how different quality dimensions interact to affect the teaching/learning process and outcomes (quality dimensions include student teacher characteristics, teacher educator characteristics, learning environment characteristics and Primary Teacher Education curriculum). The research was guided by the following research questions:

*What is the quality of primary teacher education in Uganda?*

*How do various dimensions of quality interact and affect the outcomes of teacher education programmes in Uganda?*

*What initiatives might be needed to maximize the outcomes of primary teacher programmes in Uganda?*

To answer these broad questions, the research utilized an integrated team approach. A team of researchers was selected from MOES - Education Planning Department (EPD), Teacher Education Department, Kyambogo University (Faculty of Teacher Education), UNITY and AKU (Aga Khan University). Twelve researchers received rigorous training for three days. Eight PTCs were sampled for the study, comprising 4 Core PTCs and 4 Non-Core PTCs. Respondents included: 64 student teachers, 32 College Tutors and 8 College Principals. The team used a variety of tools for collecting data including interview guide, self-administered questionnaire, and lesson observation form. Preliminary findings have been shared with the colleges that participated, MOES Teacher Education Department and Kyambogo University for validation and input. Data analysis and report consolidation is being finalized by the principal investigator, Professor Ifat Farah of Aga Khan University. The final report is expected during the first quarter of 2009. The draft will be tabled for discussion at various MoES Working Group Meetings for endorsement and ownership.

### **C.1.2. Thematic Curriculum**

Uganda has taken a bold step in embarking on the Primary Curriculum Reform, with the objective of ensuring that children gain competencies at various grade levels without an overload of curriculum. This process has been phased in with a dramatic move to the implementation of the Thematic Curriculum in P1-P3. P4 is viewed as a transition year while P5-P7 is being modified for streamlining content and harmonizing a child centered approach to teaching with competencies as the main focus.

Regarding the Thematic Curriculum, there are 5 major reforms which include:

- Modification of the curriculum into themes instead of 10 subjects
- Introduction of Local Languages as Language of Instruction, and English as a subject
- Use of the class-teacher system
- Introduction of Continuous Assessment
- Child-Centered approaches and locally-made materials

To date the P1-P2 curriculum has been rolled-out nationally in both public and private schools. UNITY has continued to support the MOES on curriculum reform through provision of Technical Assistance (TA). The process of developing the thematic curriculum has been a learning opportunity since this is an innovation in the East African region. The TA team comprising 3 members with expertise in literacy, numeracy and life skills has given the Ugandan writing teams technical support from the beginning with the design of the framework for each of the themes; processes for prioritizing the themes themselves; reviewing and editing all materials; designing training manuals; pre-testing materials; designing pilots for each grade level; developing assessment prototypes; and developing the National Roadmap.

With the of Thematic successful development Curriculum for P1-P3, attention has shifted to P4 – which is a transition year where the medium of instruction will change from local language to English, from teaching of themes to teaching of subjects, and from class teacher system to subject teacher system. These aspects of transition call for a different modality of work. UNITY arranged for consultants to work with the National Curriculum Development Centre (NCDC). The focus for the P4 transition year involves a new

mode of working that changes the work from the Thematic Working Group to one of Subject Specialists. In light of this TA had to devise new strategies for Subject Panel modality.

NCDC worked with the UNITY consultants to accomplish the following:

- Draft P4 curriculum;
- Design, implement and analyze Alpha testing;
- Draft P4 pupil text book prototype for term one; and
- Draft P4 Teachers Guide prototype for term one.

In addition, UNITY has continuous participation in 3 national-level Taskforces, which serve as Quality Assurance mechanisms for MOES. The COP works on a routine basis to provide technical support to NCDC on the National Curriculum Taskforce, on Teacher Education, on Tutor and Teacher Training issues within TDMS, and at the ESCC at HQ on the policy level.

P1 and P2 Thematic Curricula have already been rolled out nationally through the TMDS, and UNITY worked with PTCs to ensure that CCTs were effectively trained for the roll out. UNITY worked with TE/Departments to have 8 Regional PTC Training sites identified to serve as sub-regional Centers for the Curriculum trainings. College Tutors were trained by MoES/NCDC as master trainers of teachers on Thematic Curriculum. UNITY also designed the database of teachers trained in TC and has populated the database with national data for P2.

The development of P3 Thematic Curriculum has been completed and is now being pilot tested in the selected 90 primary schools. The TA team have done field visits to assess the progress and held review sessions with the teachers of the pilot schools. Through field activities, UNITY has ensured that pilot schools for P3 are being visited and tracked. The field monitoring guides the revisions that have been made to the P3 curriculum. The TA team has finalized the Training Manual for the TOT and the teachers. The national rollout of the P3 Thematic Curriculum will be done in 2009; P4 in 2010.

The other activities related to Thematic Curriculum included (see below): (i) Adaptation of the Thematic Curriculum for Special Needs Education; (ii) Measuring Learning Achievement (MLA) in lower primary; (iii) Production of *Thema* Magazine; and (iv) Production of advocacy brochure

### **C.1.2.1. Adaptation of the Thematic Curriculum for Special Needs Education**

During Year 2, the Project worked closely with the Department of Special Needs Education (SNE) to adapt the Thematic Curriculum for all the five sub-components of special needs: *Visual impairment, Hearing impairment, Autistic, Mentally challenged and Physically challenged*.

UNITY provided all the funding for the writer workshop, the pre-testing of materials and small scale printing for pre-test in the field. The process of adapting the Thematic Curriculum involved three specialized panels: (i) visual and hearing impairment, (ii) autistic and mentally challenged and (iii) physically challenged. A forum of SNE specialists was formed by UNITY together with the MOES Department. For the first time, this afforded an opportunity for specialized teachers and university lecturers to work together in adapting the Thematic Curriculum for these categories of disabilities. Both P1 and P2 versions of the Thematic

Curriculum have been adapted. The Department of Special Needs worked in collaboration with NCDC during the entire process of adapting the Thematic Curriculum.

### **C.1.2.2. Thematic Curriculum Training of P2 Teachers**

UNITY worked with MOES to develop and print the registration forms for the national roll-out with NCDC during the training of P2 Teachers on Thematic Curriculum. This national training was done through the TDMS. UNITY Project developed and maintained a database for all P2 teachers trained on P2 Thematic Curriculum nationwide. The analysis of the data has shown that **39,930** P2 teachers (**18,858 women and 21,072 men**) were trained through TDMS on P2 Thematic Curriculum nationwide. This includes teachers from government and private schools. This analysis by the UNITY team enables the Teacher Education system to track the tutors and resource persons available in the field. Secondly, districts are able to identify the gaps on specific schools' attendance. Thirdly, UNITY tracking helped identify the topics in the training that needs remediation and follow-up. Fourthly, the abstract of the trainings are availed to the Commissioners, PS and Ministers, and thus serve as briefers to the Top Management Meeting (TMM).

### **C.1.2.3. Measuring Learning Achievement (MLA)**

UNITY is expected to demonstrate that at least 70% of pupils in lower primary (P2-P3) will attain higher levels of learning achievements as a result of the new Thematic Curriculum. In order to measure this level of learning achievement, UNITY arranged TA from School-to-School to work with MoES/NCDC and UNITY staff to design a longitudinal study. The design provides for baselines at two points (P2 and P3) and measurement also at two points (P2 and P3). In Year 1 (MLA 2007), a baseline for P2 was conducted, based on the P2 old curriculum, and the pupils were tested in English. In Year 2 (MLA 2008), two major activities were conducted: (i) The Baseline test for P3, in English, based on P3 old curriculum; and (ii) the measurement test for P2, in local language, based on P2 Thematic Curriculum. These activities were implemented concurrently and entailed:

- i. Test development for P3 Baseline
- ii. Translation of test items used in 2007 P2 Baseline for the purposes of 2008 P2 measurement
- iii. Print tools for pilot testing (Pupils booklets & administrators' guides)
- iv. Train Pilot testing Team
- v. Pilot testing of the of P2 and P3 tests
- vi. Scoring pilot test booklets
- vii. Entry of pilot test scores
- viii. Planning and preparation of materials for operational test (pupil booklets & administrators guides)
- ix. Training technical supervision team for operational test
- x. Administration of operational test
- xi. Test scoring operational test booklets
- xii. Entry of operational test scores

School-to-School International provided TA to the Ugandan MLA Technical Team, comprised of officers from the Education Planning Department (EPD), National Curriculum Development Centre (NCDC), Uganda National Examination Board (UNEB), Pre-primary and Primary Education Department (PPED), Teacher Education Department (TED), and UNITY Project staff. NCDC provided leadership on these activities as they are closely related to the Thematic Curriculum. The TA also strengthened local capacity in conducting learning achievement assessments. The following tasks were successfully accomplished:

- i. Back-to-back test translation for P2. Administered in 2007 in English only, the P2 test was translated for administration in 2008 into six local languages: Rukiga, Runyankole, Luganda, Ateso, Lango and Acoli. The translations were done by a team of language specialists, comprising retired educationists selected from the six local language areas.
- ii. Translation of P2 test administration guides into the six local languages.
- iii. Test development for P3. The P3 baseline test was developed by a team of 10 P3 teachers selected by NCDC from 8 MLA Districts. Test developers were guided by TA and two curriculum specialists from NCDC.
- iv. Sampling for MLA 2008. 2007 sample size was expanded for the 2008 P2 test to include a sufficient number of pupils for each of the 6 local languages plus English.
- v. Development of P3 test administration guides (English).
- vi. Pilot testing of the tools (for P2 and P3). A team of 8 technical team members was trained to pilot the tools. The pilot was conducted successfully in 8 MLA districts: Kabale, Mbarara, Mpigi, Mukono, Kumi, Soroti, Lira and Gulu.
- vii. Test scoring and data entry for the pilot test. Pilot tests were scored and data was entered by UNITY data assistants. This enabled School-to School to finalize the test items for the operational test on schedule.
- viii. Printing tools for operational test. Over 6,380 pupil booklets and 200 copies of administrators guides were printed for operational test.
- ix. Training of operational test technical supervisors. A team of 13 technical supervisors were trained from the MoES headquarters. The main mission of this team was to ensure that the administration of the operational test met internationally recognized standards of practice.
- x. A total of 6,380 pupils were tested during the operational test (4,040 for P2, 2,340 for P3).
- xi. Test scoring and data entry for operational tests. UNITY collaborated with NCDC and ensured that test scoring was completed accurately and in a timely manner.

As of this writing, the test data have been sent to School-to-School for analysis and report writing; data from the teacher and Head Teacher interviews are being entered and will be sent shortly. The draft report for MLA 2008 will be available by January 31, 2009. The draft report will be presented to the MoES Monitoring and Evaluation Working Group Meeting for discussion, approval and ownership.

### **C.1.3. Early Childhood Development - Madrasa Resource Center (MRC)**

UNITY-MRC focused on developing a holistic approach to early childhood development (ECD), which gives attention to young children's physical development (through health and nutrition), mental development (through education and stimulation), social-emotional development (learning through play) and spiritual development (as defined within the child's culture). The goal was to empower the community to create responsive and supportive educational institutions through their active participation in planning, implementation, monitoring, evaluation and ownership of their efforts.

The program had an integrated set of activities which addressed several issues including low parental involvement in child development activities; transition of children to primary school; teacher training; improving access to ECD and HIV/AIDS information and materials in the communities; and continuous professional development for lower primary teachers. These activities were implemented through collaborative networks between the MRC Staff and the user colleges (under the TDMS).

UNITY- MRC had the following objectives:

- To improve the overall well-being of young children from marginalized communities through ensuring a child-friendly and supportive household and pre-school environment in their early developmental years; and
- To increase access to and retention in primary school for children of marginalized communities by improving their school readiness through early childhood development services at the community level.

UNITY- MRC was implemented in five Districts - Mpigi, Kampala, Wakiso, Mityana, and Arua - to support (i) enhancing curriculum and advocacy materials; (ii) building capacity of teachers, School Management Committees (SMC), and parents; (iii) enhancing capacity of communities and relevant institutions; (iv) awareness creation on the ECD policy and learning framework, (v) strengthening linkages with local government structures; (vi) strengthening advocacy for ECD expansion and quality assurance; and (viii) improving monitoring and evaluation of ECD and transition to lower primary. The partnership between UNIT and MRC led to the implementation of the following activities in Year 2:

- Trained 1,785 parents on roles and responsibilities in their children's education.
- 23 Coordinating Centres were supported to equip their resource rooms with ECD materials using local resources. 45 lower primary classes have been equipped with ECD materials.
- 57 tutors were trained, 1,316 pre service students and 131 teachers trained as trainers.
- Awareness workshops on the ECD minimum standards and the learning framework were held for 772 participants who included; district officials, sub county officials, care givers, head teachers and school directors.
- Over 150 pre-school teachers have been trained and re trained and used the skills to support 2,400 preschool children's learning.

### **Outcomes of UNITY-MRC Support**

- ECD work was introduced and nurtured in 53 pre-schools and 115 primary schools; 2,736 pre-school children were reached (1,241 girls); 172 teachers were trained (100% female). 17,052 P1 pupils (8,817 girls) and 11, 215 P2 pupils (5,734 girls) were reached.
- Teachers are conducting growth monitoring activities and using displays in their classrooms. They are sharing with parents and helping them monitor their children's weights against their age. The learning environments were enriched with newer and more attractive materials including parent messages on health, nutrition and good parenting practices. Links were strengthened between teachers and health workers, enhancing the effectiveness of health care and growth monitoring activities at school level.
- Improvement in resource room environments in 45 primary schools, 20 Coordinators Centres and 3 Colleges. In addition, P1 and P2 primary classes were equipped with ECD materials



*MRC Pre-school Centre – Teachers and pupils in learning process*

#### **C.1.4. Enhancement of Universal Primary Education and Communities**

UNITY-EUPEC support was channeled through Aga Khan Education Services to contribute to improved professional development of teachers and administrators (through TDMS), both in pre-service and in-service. EUPEC support was implemented in two PTCs catchment areas: Kitgum Core PTC covering 12 coordinating centres and Kabukunge PTC covering 4 coordinating centres of Ndegeya Core PTC. EUPEC interventions were implemented through the TDMS and in collaboration with District Education Department. Using a cascade model, EUPEC builds the capacity of both teacher educators (at the PTC level), Administrators (at the District level), and teachers/community (at school level). In order to develop better approaches to help Teacher Educators become better trainers, following activities were implemented:

- Trained 58 college tutors in Kitgum Core PTC and Kabukunge PTC (and in all 16 coordinating centers) on participatory teaching methods
- Trained 229 administrators in Kitgum and Masaka Districts on school leadership and management.
- Conducted dialogue with 256 School Management Committee Members and Parents Teachers Association Members and oriented them on their roles and responsibilities. This was done in all 88 EUPEC supported primary schools in Kitgum and Masaka Districts.
- Reached 55,000 primary school pupils (72% Girls) in Kitgum and Masaka Districts.
- Developed stakeholder capacity through integrating diverse approaches capacity development, including training in formal workshops, participation in seminars, on-the-job coaching and mentoring, peer support, and exposure to relevant literature
- Conducted action/dialogue meetings to enhance capacities of the School Management Committees (SMCs) and institutional administrators (at the district, PTC and school), political leaders (including District Education committee members), sub-county chiefs to manage coordinate and monitor project civilities.
- Conduct capacity building workshops for School Inspectors, Coordinating Centre Tutors and Head teachers to manage and to deliver appropriate pedagogy through support supervision and peer education.
- Empowering communities/parents and pupils/learners through action/dialogues meetings and awareness creation campaigns.

Other outcomes of EUPEC support in Year 2 included:

- Improved relations between key local stakeholders in education: Linkages between the District Education Department and the Primary Teachers Colleges has been re-established and strengthened. There is strengthened collaboration between Core PTC and Non Core Primary Teachers Colleges, and between the pre-service and in-service sections of the Core primary teachers colleges. This ever improving relationship is demonstrated by joint planning, implementation, support supervision and regular joint feedback and information sharing.
- Enhanced implementation of the Thematic Curriculum: UNITY- EUPEC interventions focused on classroom pedagogy. P1 and P2 Teachers were provided with refresher training on Thematic Curriculum interpretation and delivery as well as lesson planning and scheming for Thematic Classes.
- School inspection has been demystified. It is no longer seen exclusively as the role of school inspectors but rather as support supervision and monitoring both by technical people (from District education department and the PTC), politicians, sub-county chiefs, SMCs and PTA members. This has reinforced collective responsibility and accountability.
- Enhanced Talking Environment and Resource Centres. 88 schools have established talking environment and resource centres with the help of trained teachers. Schools have also utilized the raw-materials provided to them to produce teaching and learning aids. 16 schools have established resource centres for teachers, parents, and pupils.
- Enhancement of Children's Rights: 88 schools have developed programs related to children's rights and responsibilities. 48 schools in Kitgum have integrated peace education into the curriculum. Some notable activities include development of Information, Education and Communication (IEC) messages on children rights and community sensitization and advocacy through performing arts such as music, drama, fine arts, and interactive games.
- Improved delivery of Guidance and Counseling and psycho-social services: 70 percent of UNITY-EUPEC schools in Kitgum established a psycho-social support program and guidance and counseling services.
- Enhanced dissemination of HIV/AIDS information: All EUPEC-supported schools established programs to disseminate information on HIV/AIDS prevention and mitigation. Responsible teachers have been in all the schools in the IEC materials production and dissemination.

### **C.1.5. REPLICA**

REPLICA is a package of 6 integrated components aimed at meeting the unique educational challenges in the conflict-affected North and Northeast regions: (i) Peace Education; (ii) Leadership and Governance; (iii) Psychosocial Care and Support; (iv) Community Integration and Participation; (v) Promotion of Girls' Education; and (vi) Performing Arts and Learning in Schools. The program has been expanded to cover all 1,700 Government primary schools in 13 districts of: Gulu, Amuru, Kitgum, Pader (Acholi sub-region), Lira, Apac, Dokolo, Amolatar and Oyam, (representing Lango sub-region), Kaberamaido, Soroti, Amuria and Katakwi (representing Teso sub-region). The rollout of the Program also covers 4 Core Primary Teachers Colleges, namely: Soroti, Loro, Gulu and Kitgum.

UNITY's objectives with regard to REPLICA support include: (i) develop 707 primary schools into model schools in all aspects of the REPLICA Program; and (ii) develop 4 Core Primary Teachers Colleges into Centers of Excellence on selected thematic areas. An integrated approach to implementation through the TDMS has been emphasized in order to ensure systems-strengthening and local ownership. The Pincer Group International Ltd and FAWE-U continued to work in collaboration with District Local Government Leadership, District Education Departments, Core Primary Teachers Colleges and Coordinating Centre Tutors.

### **C.1.5.1. Pincer Group International**

During Year 2, Pincer Group worked with PTC and district officials to:

- i. Conduct public engagement in all 13 REPLICA Districts.
- ii. Support the development of Centres of Excellence in 4 Core PTCs.
- iii. Provide school-based support supervision and monitoring.
- iv. Help develop Education Ordinances in 13 REPLICA Districts.
- v. Conduct the PRDP (Peace Recovery and Development Program) Summit.

Intensive and continuous work was done throughout the year on public engagements to get parents and communities meaningfully involved in the education of their children. Public engagements focused on areas such as peace education, community mobilization, and leadership development. Schools, together with community members, identified areas that required attention in order to improve education and put strategies in place to effect positive change.

### **C.1.5.2. FAWE/Uganda: Promotion of Girls' Education**

FAWE activities focused on enhancing girls' education given the gaps and challenges created by prolonged conflict in North and Northeast. The UNITY – FAWE partnership equipped stakeholders with skills and knowledge to mobilize support for girl's access to education, retention, performance, and completion of the primary cycle. In Year 2 FAWE:

- i. Provided training at the school level for 755 teachers (female=252), 1,698 pupils (female=556) in the promotion of girls' education while ensuring improved retention, performance and completion;
- ii. Increased collaboration with community members to build support for girl's education (including the formation of Girl Education Movement [GEM] clubs.;
- iii. Held public engagements at the district and community level to raise awareness on the importance of girl's education.

All strategies worked in unison toward a model for a girl-friendly school environment. Because of increased partnerships, networks and continuous dialogue with communities and key District Education Stakeholders, there are now more girls enrolled in schools and retention has improved. The crusade of promoting girls education in the conflict-affected districts has gained momentum and has been recognized and endorsed by district officials, religious leaders, local politicians, cultural leaders, parents, and the community at large.

FAWE Uganda has contributed to making schools child girl-friendly by providing wash/changing rooms, 'talking' compounds, documentation and record keeping.



*Pupils of Ngetta primary school GEM club show off their knitting work and right is an example of the Girls club objectives and structure of members elected in office*



*GEM club members from Usuku girls p/s during their visit to the home of Alungat wanting her to come back to school. Right is a child mother who the club of Gweri p/s brought back to school. She had just returned from school and began her duty of a mother at home*



Another dimension of FAWE's work was strengthening alliances with District Local Government Leadership and ensuring their involvement in providing political leadership and coordinating efforts of the partners in the quest for improved provision of basic education in the region. Strengthening alliances with the leadership of the District Local Governments was essential in ensuring that the draft Educational Ordinances are passed into law. The enactment and operationalization of educational ordinances is expected to create positive changes in the provision of basic education in REPLICA districts. Intensified community dialogue/engagement has caused excitement, commitment, involvement, support and local ownership of REPLICA interventions.

### **C.1.5.3. The future of education in the North – the PRDP Summit**

REPLICA activities and accomplishments in the North initiated broad demand for better education provision in the region. There is also increased demand for expanded implementation of the program to the other 27 districts that are not currently part of REPLICA (in the West Nile Region, the Karamoja Region, the Bugisu Region, the Bukedi districts and two district of North Bunyoro: Masindi and Bulisa). This demand has culminated into a realization by the Local Governments to define their educational needs within the context of the Peace Recovery and Development Program (PRDP). These districts are now collectively referred to

as “PRDP Districts”. The desire of the PRDP Districts to address the educational challenges and bridging the gap in education resulted in the PRDP Summit with a fitting theme: *“Education Renaissance in Northern and Eastern Uganda”*. The purpose of the summit was to unpack the education sector component of the PRDP document and to develop a framework/blue print for channeling funding to educational interventions in the PRDP Districts.

UNITY worked in partnership with MoES and local government leadership in joint planning and preparing for the PRDP Summit. Preparation for the Summit was spearheaded by the Uganda Local Governments Association (ULGA) and District Local Council chairpersons of Arua, Manafa and Gulu were chief conveners. UNITY supported three pre-summit conferences in Soroti (for Eastern region), Lira (for Northern region) and Arua (for West Nile region) to prepare and build consensus. UNITY supported all the costs and logistics of the Summit and was fully immersed in ensuring its success. The UNITY technical team coordinated and managed all the activities and organized gallery show for various facets of UNITY’s work with the Ugandan Education Sector.

An impressive turnout of 286 stakeholders and participants participated in the Summit, including Representatives of executive arm of GoU, District Chairpersons (LCV’s), Resident District Commissioners (RDCs), District Education Officers (DE’s), District Inspectors of Schools (DIS), Speakers to the District Local Council, District Secretaries for Education, Member of Parliament from the PRDP Districts, MOES Officials, Members of Education Funding Agencies, and representatives of NGOs. The summit was opened by the Ugandan Prime Minister, Prof. Apolo Nsibambi and closed by H.E. President Yoweri K. Museveni. Also in attendance were the Minister of Local Government, Maj. Gen. Kahinda Otafiire, and the Minister of State, in charge of Higher Education, Gabriel Opio, and the Minister of State in charge of the North, David Wakikhona.

In addition to promoting and publicizing the “education renaissance” in the North, and drawing significant GoU attention to the cause, the concrete outcomes of the summit included a draft Education Charter for the Northern and Eastern Region and a draft Blue Print for strategic educational interventions in the region.

In his closing remarks, the President of the Republic of Uganda, H.E. Yoweri Kaguta Museveni, lauded the organizers and participants for identifying education as an area within the PRDP which requires urgent attention and collective responsibility. The President was happy to receive the draft copies of the Education Charter and Blue Print. He promised to table these documents for discussion at three levels of government: the Cabinet, the NRM caucus (ruling party) and the Parliament. He assured participants of the government’s commitment to revitalizing education in the region. The draft Blue Print and Education Charter were also presented to the Education Sector Consultative Meeting (ESCC). MoES provided leadership in costing the Blue Print, which has been presented and discussed by members of parliament and approved for funding. Both the GoU and her development partners (Education Funding Agency Group) have earmarked funding for the Blue Print.

It was the USAID UNITY Project, working through public engagement with Government at central, district and local levels, that led to this remarkable accomplishment that has generated a resounding commitment from GoU and development partners in support of reconstruction and development efforts for the PRDP Districts.



*District Stakeholders in a focus group during the PRDP Summit in St. Monica Gulu*

### **C.1.6. Quality enhancement Initiatives (QEI)**

Over the last ten years, MoES has made enormous investments in the Primary Education sub sector to improve quality in-terms of curriculum, learning environments, teaching and learning processes, and learning achievements. However, various studies indicate that the sector has continued to register poor learning outcomes. In order to address this challenge, MoES has come up with program referred to as the Quality Enhancement initiative (QEI) to improve effectiveness and efficiency in Primary Education.

QEI is geared towards improving effectiveness and efficiency along the four pillars in primary education: The Teacher Pillar, the Pupil Pillar, the Management Pillar, and the Community Involvement Pillar. QEI is implemented under the following principles:

- Institute a systemic culture and focus on quality enhancement in education delivery
- Develop a professional teaching corps
- Sustainability of all interventions
- Strengthen existing systems and institute efficiency measures at all levels
- Institute a system of performance accountability

District Education officials are encouraged to work closely with Core PTC staff so that their complementary roles are put to effective and efficient use. District political leadership is providing the necessary leadership in community mobilization. School leadership and management is being revitalized through Head teacher and SMC training. The TDMS model is being embraced in delivering QEI interventions to the school level. Coordinating Centre Tutors are collaborating with District Education Office and Directorate of Education Standards in preparing and delivering continuous professional development sessions. Joint planning, implementation, support supervision and monitoring are being strengthened.

The UNITY project is working in collaboration with MoES and other members of the Education Funding Agency Group (EFAG) to support and implement the QEI; UNITY is responsible for implementation in 4 districts out of 12, i.e. Oyam, Amuru, Bukedea and Bududa.

UNITY supported the initial activity to kick start QEI by means of a stakeholders' workshop held in May 2008 entitled *"Quality Enhancement in the Delivery of Primary Education in 12 Intensity Districts in Uganda"*. The workshop was attended by a cross section of 120 stakeholders including Chief

Administrative Officers (CAOs); District Planners; District Education Officers; District Inspectors of Schools; Secretaries of Education; Representative from line Ministries; Representative from Education Funding Agency Group; and Representative from MOES.

The workshop provided a forum for stakeholders to agree on the following points:

- Implementation plan for the critical interventions as laid out in the Program Implementation Document (PID);
- Targets and indicators to be tracked during QEI implementation;
- Roles and responsibilities of key stakeholders;
- A Memorandum of Understanding between MOES, Ministry of Local Government, and District Local Authorities.

QEI was also officially launched by the Hon. Minister of Education and Sports in Bukedea District, on 24<sup>th</sup> October 2008, and UNITY has started its QEI activities in Amuru, Oyam, Bukedea and Bududa. District based consensus building dialogues were held in all the 4 QEI districts. The District Dialogue meetings were conducted in collaboration with Ministry of Education and Sports. The purpose of these meetings was to generate commitment from local stakeholders and agree on critical undertakings.

## **C. 2. Objective 2: Expanded implementation of PIASCY**

The PIASCY program is a key strategy initiated by the Government of Uganda to mitigate the HIV/AIDS pandemic in primary and post-primary education. UNITY is providing assistance to MoES to expand the implementation of PIASCY nationwide. To supplement PIASCY's impact at the school level, UNITY worked with MoES this year to facilitate the procurement of HIV Readers for almost 10,000 primary schools. While UNITY has been supporting Post-Primary PIASCY since 2006, in 2009 UNITY will begin to support Primary PIASCY as well.

### **C.2.1. Post-Primary Education and Training (PPET) PIASCY**

The Post Primary Sub-Sector enrolls students who are adolescents or approaching adolescence. MoES saw an urgent need to design an intervention specifically targeting these youth in order to minimize the risks of HIV/AIDS infection. PPET PIASCY is thus a response to mitigate the spread of HIV to students in PPET institutions.

The program is envisioned to contribute to a generation empowered with knowledge and facts for HIV/AIDS prevention, managing positive living and equipped with knowledge and skills for development. The program package contains customized information which is age appropriate for students in lower secondary and upper secondary or their equivalent in the Business, Tertiary, Vocational Education and Training (BTVET) Institutions. The package is meant to impart values, morals, ethics and life planning skills for positive behavior change and life skills that empower learners to avoid risky behaviors. PPET PIASCY similarly intends to minimize the impact of HIV/AIDS on access and attainment of quality education for all. The program focuses on the following specific objectives:

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

The design of the program involves materials printing/distribution, capacity building, and school-based implementation (including support supervision and monitoring). The target is to cover 2,600 Institutions and train 7,800 teachers.

#### **a. Materials development and printing**

PPET PIASCY materials included the Teachers Resource Book, Students Handbook (lower) and the Students Handbook (upper). These handbooks were developed and piloted during the USAID/BEPS project in 2005. The PPET Guidance and Counseling Materials included G&C guidelines and G&C resource book, both developed by the MoES G&C Working Group. UNITY funded the development process and piloting of draft materials. PPET PIASCY and G&C materials are complementary in nature and are targeted at PPET institutions students and teachers. UNITY collaborated with MoES Procurement Unit in procuring the printing services using open bidding. The role of UNITY was to facilitate the bidding process and support the printing of materials. UNITY also ensured the distribution of materials to all PPET institutions. Distribution of materials to respective institutions was effectively done during the regional training of teachers. A summary table of PPET PIASCY and G&C materials is reflected below.

Summary data of materials printed for PPET PIASCY and G&C

Program	Category of materials	Quantity Printed
PPET PIASCY	PIASCY – Students Lower	72,5000
	PIASCY- Students Upper	13,500
	PIASCY- Teachers Resource Book	21,500
	PIASCY- Trainers Manual	400
PPET G&C	G&C – Guidelines	60,000
	G&C – Teachers Resource Book	22,500
	Training Guides	100



**b. Training on PPET PIASCY**

UNITY worked with MoES user departments and HIV/AIDS Working Group in preparing and delivering PPET PIASCY training. The Project identified and hired the training venues for both national training and regional training and supported all the logistics. PPET PIASCY training was conducted at two levels – using a cascade approach. Level one training focused on building the capacity of national trainers (Master Trainers or MTs) and level two training was the training of teachers and instructors from PPET Institutions. At the national level, a core team of 40 MTs (F=19 and M=21) was trained. This team was drawn from a cross section of collaborating institutions within the education sector and faith-based organizations. The training of MTs fits well within the project philosophy of systems-strengthening through institutional capacity building. These MTs were responsible for training teachers and instructors during regional training.

A phased rollout modality was adopted in implementing PPET PIASCY. During phase I, 668 PPET Institutions were reached in 38 Districts in the North, North East and West Nile region and a total of 1,830 teachers were trained. The success of the training was based on strong partnership and collaborative network with key stakeholders. This ensured consensus building, participation and ownership of activities, especially at an institutional level. The table below summarizes quantitative training data.

Summary of training data for PPET PIASCY and PPET G&C

S/N	Training Site	Teachers		Head Teachers		Total
		M	F	M	F	
1	Moyo	108	50	37	04	199
2	Arua	101	68	72	09	250
3	Tororo	108	70	66	11	255
4	Soroti	114	77	72	11	274
5	Gulu	65	46	49	04	164
6	Kapchorwa	76	40	49	07	172
7	Lira	100	53	56	12	221
8	Mbale	128	74	81	09	295
	Totals	800	478	482	67	1,830

### C.2.2. Monitoring and Support Supervision of PPET PIASCY activities

Institutional implementation of PPET PIASCY requires regular support supervision and monitoring. So far, UNITY has supported two rounds of school-based support supervision and monitoring. UNITY covered all expenses related to transportation and allowances for field officers and coordinated the preparation of tools, oriented the officers before departure. UNITY then collated and synthesized the field reports into one comprehensive report.

The purpose of this support supervision and monitoring exercise was to: (i) establish whether PIASCY school-based activities had started in post primary institutions following training of teachers and distribution of materials; (ii) ascertain whether we have a reliable structure for coordinating the program in schools; and (iii) monitor and support start-up activities in schools.

The first round (June 2008) covered 36 institutions in five districts: Gulu, Amuru, Oyam, Apac and Lira. The team of monitoring officers was drawn from Secondary, BTVET, Personnel departments of the Ministry and UNITY Project and Chairpersons of the Head Teachers' Association. Round two was conducted September-October 2008 and covered 30 Districts and 95 institutions in West Nile, North Eastern and Eastern regions. The team of monitoring officers was drawn from Secondary, BTVET, Directorate of Education Standards Agency, National Curriculum Development Centre, Higher Education, Primary, Kyambogo University, Special Needs Guidance and Counseling Personnel departments of the Ministry and joined by the Chairpersons of the district Head Teachers Associations

### C.2.3. PRIMARY PIASCY Consolidation

As mentioned above, UNITY has taken over the responsibility for providing support to Primary PIASCY after another USAID project (UPHOLD) concluded. An HIV/AIDS Working Group meeting was held in September to discuss and agree on the way forward on implementing PIASCY Primary activities. In attendance were representatives of all key departments in the Ministry, Uganda National Teachers Union, Uganda Joint Christian Council, Chairperson District Education Officers, Chairperson District Inspectors of

schools, representative of Principals Primary Teacher Training Colleges, Coordinating Centre Tutors, practicing classroom teachers and Head Teachers. Achievements, emerging issues and recommendations were discussed and the following were identified as areas of focus:

- Strengthening the Whole School Approach to include all stakeholders in addressing factors that influence behavior and increase community involvement in HIV mitigation.
- In-depth approach to Guidance and Counseling and review the current G&C materials to include a component of psychosocial support and handling of vulnerable groups of children to equip teachers to support children with HIV-related trauma.
- Promote and create a risk free environment for pupils through supporting advocacy and action oriented interventions to curb sexual abuse, harassment, defilement, negative peer pressure, and corporal punishment.

Review of the G&C materials commenced and a draft Teachers Guide on how to counsel children with focus on life skills, addressing stigma and discrimination, and handling vulnerable groups of children has been developed and is being edited. This will be trialed with teachers and teacher trainers before it is presented to the Ministry for approval. Once approved, teachers from all primary schools will be oriented in its use in 2009.

#### **C.2.4. HIV Readers for primary schools**

UNITY worked with the MOES – Procurement Unit to procure HIV Readers for 31,500 HIV Readers Kits (each Kit is a set of 12 different Readers) to 4,659 Primary Schools in 32 Districts. The careful and comprehensive procurement process led to the selection of Baroque Publishers Ltd. After a rigorous process of review by MoES, the materials were printed by the publisher and distributed to primary schools.

The content of the Readers is both user-friendly and age-appropriate. The information is expected to supplement the PIASCY activities at the primary school level as well as improve pupils' HIV/AIDS literacy and skills acquisition for positive behavior change.



##### **a. Procurement and distribution of the HIV Readers**

Initially, the target was to procure 31,500 kits for 4,659 primary school in 32 Districts and to train 4,659 teachers on utilization. However, a total of **59,465 HIV Readers Kits** were procured for **9,980 primary schools in 64 districts** that had not benefited from the first phase of procurement under the BEPS Project. Each Kit contains 12 assorted story books with age appropriate messages and a variety of activities to deliver life skills. Overall, **a total of 717,580 HIV Readers and 30,138 Training Manuals were distributed to 9,980 primary schools in 64 districts**. The Readers are a series of reading books that have been developed with age appropriate information to supplement the PIASCY Teachers handbooks. They address HIV/AIDS literacy as well as skills acquisition for positive behavior change through providing real

life stories and various activities that the teachers and pupils can use through practice in the development of life skills. The list of HIV Readers series in a kit includes:

1. *Adventure of Wolu and Zara* - Theme: Myths and Misconceptions about HIV/AIDS for Grade 5
2. *Vote For Me* – Theme: Ethical, Moral and Religious Values for grade 5
3. *No More Tears* – Theme: Care and Support for Affected and Infected for grade 5.
4. *Lama the Dance* – Theme: African Culture and HIV/AIDS for grade 5.
5. *The Trap* – Theme: Spread of HIV/AIDS for grade 5.
6. *Sama and Tabu* – Theme: Prevention of HIV/AIDS for grade 6.
7. *Night of Trouble* – Theme: Peer Influence and HIV/AIDS for grade 6.
8. *Polo's Journey to Success* – Theme: Positive Living for grade 6.
9. *Vumi Sees it All* – Theme: Risky Behavior for grade 6.
10. *The Brave Girl* – Theme: Social and Economic Effects of HIV/AIDS for grade 6.
11. *Kiiso the Stool Maker* – Theme: Achieving your Goal for grade 6.
12. *Lonely Makina* – Theme: Stigma and Discrimination for grade 6

## b. Training for the rollout

Level one included a national training of 40 master trainers (F=12) in June 2008. MTs were trained on how to integrate the HIV Readers content into the school curriculum, the co-curricular activities and the PIASCY program. The training also equipped teachers on the use of Readers to nurture a reading culture of pupils in order to increase their HIV/AIDS literacy, general language comprehension and usage; in order to improve performance. Level two was district-based training of teachers in 64 districts. 9,774 teachers (F=1,832) were trained. UNITY supported all logistical costs for both levels of training.

### C.2.5. Brailing of HIV Mitigation Materials

In order to address the information needs of learners with special needs, UNITY supported the Department of Special Needs Education to braille the PPET PIASCY handbooks, the HIV Readers, and the Teachers Manuals. Brailled materials were delivered in July 2008. The next step will be to organize an orientation for the Special Needs Education teachers/instructors to utilize the materials effectively in the rollout of the training at school level. This is important to ensure that students with Special Needs are not disadvantaged or discriminated in terms of access to HIV/AIDS information and awareness.

### **C.3. Objective 3: Increased Parental and Community Participation in Education**

MOES is well aware that there is a wide gap between schools and communities/parents. This weak link partly explains why the performance in primary schools is characterized by rampant absenteeism of teachers, head teachers and pupils. Involving community and parents in education will help ensure school accountability and improved performance. This objective is thus implemented to re-establish and enhance the partnership between the community and school. UNITY has mainstreamed community involvement in all its program activities. The project is using a multifaceted approach to deliver information to parents and communities on school related issues and to increase parents' participation in school management. These approaches include: community dialogues/public engagement, consultative meeting with key stakeholders, using Performing Arts as a tool for effective communication and advocacy, and use of multimedia to inform parents and communities of their roles as far as education is concerned.

As a cross cutting component, increased parental and community participation is integrated in all community-based program activities, including REPLICA, ECD, and EUPEC. The common purpose is to ensure increased and enhanced community/parental participation in education to reinforce school accountability and performance.

#### **C.3.1. Parent and Community Participation in REPLICA**

REPLICA has a focused component on Community Integration and Participation in Education that involves wide-ranging public engagement activities with a myriad of local stakeholders at the district level (political leadership, technical education personnel, religious and cultural leaders) and county level (sub-county chiefs, local council members, and parents/community). Such public engagement has resulted in significant milestones that have increased the visibility of the dire need for collective response to the educational challenges in the North and North East. Such milestones include:

- Educational Ordinances: Because of the enormity of educational challenges in post conflict areas, the political leadership saw a need to initiate by-laws to regulate stakeholder participation and involvement in education. The by-laws are now commonly known as Educational Ordinances. All 13 REPLICA Districts have drafted Educational Ordinances which are now being reviewed by the office of the Solicitor General. This development is widely seen as setting the pace for the rest of the country to replicate. Once fully approved and operationalised, community involvement and participation in education will be increased and school accountability and performance enhanced.
- PRDP Summit: Public engagement with political leadership in REPLICA Districts culminated in a PRDP Summit in Gulu District. This summit brought together key stakeholders from 40 Districts to engage with GoU Top Leadership. It highlighted a huge inequity in education provision in North and North East due to the prolonged conflict. The political party divide was shelved and unity for purpose was evidently displayed in commitments generated by all stakeholders. The critical outcome of the summit was the PRDP Blue Print and a strategic plan for the PRDP region. The Blue Print has been presented to Government of Uganda and the funding Education Funding Agency Group (EFAG). Both GoU and EFAG are earmarking funds for supporting implementation of the Blue Print.

### **C.3.2. Parent and Community Participation in Early Child Development Program (Madrassa Resource Centre)**

MRC is working with communities to implement ECD programs in both pre-schools and primary schools. MRC worked through School Management Committees (SMCs) and Community Resource Teams (CRTs). Participatory approaches were utilized to involve parents and members from the wider community in identifying, planning and implementing ECD activities. This has generated a sense of ownership, commitment and participation. 427 SMC members and 1,540 parents were trained and motivated to support ECD and as a result, 800 new children were enrolled in UNITY- MRC supported schools.

### **C.3.3. Parent and Community Involvement in EUPEC**

UNITY/EUPEC interventions in Masaka and Kitgum targeted the wider community through community mobilization and dialogue, including community development officers, sub-county chiefs, District Education Committee members, cultural leaders, SMC members and PTA members:

- Empowerment of SMCs and PTAs: All 88 UNITY- EUPEC schools (in Kitgum and Masaka Districts) now have functioning SMCs and PTAs. Members of SMCs and PTAs were trained as master trainers on their roles and responsibilities. These master trainers have further provided coaching and mentoring to their peers and mobilized communities to support implementation of school level activities. Through community dialogue and action planning, SMCs and PTA members have clearly understood their roles and responsibilities. The clear delineation of responsibilities has eliminated role conflict and enhanced their complementary roles in education service provision.
- Increased community participation in school activities: Through community dialogues, parents and community members have realized their roles and responsibilities and increased their level of participation and involvement in school activities. Communities have been empowered to monitor school attendance of teachers, head teachers and pupils, and their enthusiasm to monitor teaching and learning processes has increased. Parents and community members are now serving as resource persons in materials development and providing Guidance and Counseling services to both teachers and pupils. Parents/community members have realized a need for teachers to be resident in the school and are now actively engaged in building huts for the purpose of housing teachers. For schools in Kitgum District which are returning to their original sites, parents/community members have provided support in clearing school compounds, access roads and school gardens.
- Improved school accountability: Because of community dialogues and meetings with parents, SMCs, PTAs, pupils, sub-county chiefs and local councils, there is now a sense of collective responsibility in the running of the schools. SMCs, PTAs, parents and community members have been empowered to monitor school activities regularly and monitor school performance in terms of teachers' time-on-task, pupils' attendance, and oversight of proper utilization of school resources.

#### **C.4. Objective 4: Implemented Education Policy Agenda**

The UNITY project is supporting the MOES Education Planning Department (EPD) - Policy Unit in pushing forward the Education Sector Policy agenda. The project works with EPD to assess the impact of the Education Sector Strategic Plan (ESSP) policy agenda and pinpoint issues that need resolution and gaps where new or revised policies are required. The project supports MoES at three levels of policy: policy development, policy implementation, and policy tracking. For implementation and tracking, certain policies have been prioritized: (i) Local Language and Thematic Curriculum; (ii) Gender; (iii) Professional Development and Schemes of Work; (iv) Early Childhood Development; and (v) Guidance and Counseling. However, the MoES has the prerogative in negotiation with USAID to identify other policy areas for UNITY project support.

In collaboration with EPD, UNITY provided technical and budgetary support to track the implementation of three policies in the Primary Education Sub-Sector: *Thematic Curriculum, Automatic Promotion and Local Language Policy*. UNITY also provided logistical and technical input for each tracking study. The purpose of tracking was to: assess the efficacy each policy, seek stakeholders' perceptions about each policy, identify gaps and inhibiting factors impinging on successful policy implementation, and provide practical policy recommendations to enable informed decision making by Top Management. The tracking involved teams of officers visiting the four QEI project districts (Amuru, Oyam, Bukedea and Bududa). The tracking report was presented to the MOES Monitoring and Evaluation Working Group in July 2008 for discussion and endorsement. General findings are summarized below:

- Thematic Curriculum. The findings of this tracking study highlight systemic issues affecting the implementation of the Thematic Curriculum such as: inadequate Thematic Curriculum support materials, high Pupil Teacher Ratio (PTR), difficulty in translating from English to local language, existence of under age children in the system, complexities of assessment, and inadequate training of teachers. Despite systemic challenges, the implementation of the Thematic Curriculum has surely been embraced in government primary schools.
- Automatic Promotion. The implementation of Automatic Promotion has the most challenges; the policy is a direct contradiction of the competency-based approach of the Thematic Curriculum. The tracking study reports that the policy was poorly disseminated and is hardly being implemented. A copy of the policy guidelines (or copy of the policy) was never seen in the field. Primary school managers and District Education Officers claim to have never seen the documents. Most (80%) community members are opposed to it because they associate it with poor performance, school drop out and absenteeism because pupils are assured of getting promoted to next grade irrespective of their performance.
- Local Language Policy. The implementation of local language policy (using local language as the medium of instruction) is taking root. The apparent difficulty of Local Language Policy was poor dissemination and interpretation. Out of the head teachers interviewed, only 9% had copies of the local language policy - a clear indicator of inadequate dissemination. Other challenges of the implementation of the local language policy include inadequate local language reference materials, difficulty in adapting and translating existing materials into local language, inadequate local language teachers, and negative attitude of the community towards using local language as a medium of instruction.

The clear lesson from the policy tracking study was that however good a policy is, if poorly disseminated, it is difficult to implement and enforce. This was also a red flag for MOES to revisit policy dissemination strategies. Perhaps intensive multi-media advocacy (using print and electronic media) and intensive

sensitization at the county level should precede policy distribution. This may improve public awareness and increase visibility of educational policies being disseminated for better implementation, improved action and performance.

### III. Contracted Deliverables or Results for Objectives

#### A. Deliverables

Deliverable/Result	Status at end of Y2
<b>Objective 1: Improved Professional Development</b>	
At least 14,000 pre-service teachers trained on Thematic Curriculum	17,505 Pre-service Teachers Trained on Thematic Curriculum
Ensure the training of 50,000 in-service teachers on Thematic Curriculum	100,576 Teachers Trained
15,000 administrators trained to exercise improved management within schools.	19,857 Administrators trained
70% of pupils who demonstrate higher levels of learning achievement as a result of in-service and pre-service training.	Baseline for P2 was conducted in Y1. Measurement for P2 and Baseline for P3 was conducted in Y2.
Improved Thematic Curriculum and other related teaching and learning materials available and distributed to at least 10,000 primary schools.	To be done in Y3
<b>Objective 2: Expanded implementation of PIASCY</b>	
Expand PPET PIASCY to 2,600 institutions nationwide and train 7,800 Teachers	In Y2, 688 Institutions were covered and 1,830 teachers were trained during phase I of the rollout. Full national coverage will be done in Y3
30,000 primary school teachers trained primary PIASCY	To be done in Y3
Print and distribute Guidance and Counseling materials to 12,000 primary schools	To be done in Y3
80% of Post Primary students will have an understanding of HIV and use prevention practices.	No assessment done yet
80% of Primary School pupils demonstrate higher knowledge and awareness of HIV and prevention practices	No assessment done yet
<b>Objective 3: Increased Parental &amp; Community Involvement in Education</b>	
Ensure 30% of schools demonstrate increased parental involvement in school management.	No assessment done yet
Ensure that 50% of community members receive information from widely distributed print media and radio on purposes of community support for education	No assessment done yet

Deliverable/Result	Status at end of Y2
<b><u>Objective 4: Implemented Education Policy Agenda</u></b>	
Ensure that 5 implemented policies are identified and tracked	Tracking study was conducted on three policy areas: Thematic Curriculum; Local Language; Automatic Promotion

## B. Status of Y2 activities and outputs

Activities	Outputs	Planned output completion dates	Actual output completion dates
<i>Component 1. Improved Professional Development</i>			
<b>Activity 1.A. Certificate in Teacher Education Proficiency(CTEP)</b>			
Modify CTEP Assessment protocol	Assessment protocols were modified by Kyambogo University in collaboration with Aga Khan University.	November 2007	November 2007
Train Lead Facilitators (LFs) on Education Leadership and Management (ELM)	34 LFs were trained on ELM.	November 2007	November 2007
Train Master Trainers on ELM	150 Master trainers were trained on ELM	December 2007	December 2007
Train Tutors on ELM	1,030 Tutors were trained on ELM.	December 2007	December 2007
Identify and appoint a team of assessors	A team of assessors were identified and appointed to assess the CTEP course participants	April 2008	April 2008
Orientation of Lead Facilitators on assessment	34 LFs were oriented on assessment.	June 2008	June 2008
Train Master Trainers (MTs) on assessment process	52 MTs were trained on assessment process	June 2008	June 2008
Assess all MTs on C-TEP assignments	150 MTs were assessed by LFs.	June 2008	June 2008
Assess the Course Participants (CPs)	1,030 tutors were assessed by MTs.	June 2008	June 2008
Field observation of the practicum	All MTs and Tutors were observed during the practicum	June 2008	July 2008
Conduct Research on Quality of Primary Teacher Education in Uganda	Field work was accomplished and preliminary results have been shared	July 2008	March 2009
Ensure finalization of course approval.	The course has been approved by Kyambogo University (KyU)	July 2007	April 2009
Release course results and Graduate 1030 C-TEP students.	Preliminary results were released by KyU on November 17 <sup>th</sup> 2008.	April 2008	Term 1 2009

Activities	Outputs	Planned output completion dates	Actual output completion dates
<i>Activity 1.B. Thematic Curriculum</i>			
<i>1. B.1 Measuring Learning Achievement (MLA)</i>			
Finalize data entry for P2 teachers trained on Thematic Curriculum	Data entry for P2 teachers trained on Thematic Curriculum accomplished. A total number of 39,930 teachers are captured in the database.	Term 1 2008	Term 2 2008
Develop tests for P3 baseline for MLA	P3 MLA baseline test items were developed	May 2008	June 2
Translate MLA 2007 tests into six local languages for measurement	MLA 07 baseline test was translated into six local languages for purposes of measurement.	May 2008	June 2
Present MLA 2007 baseline report to M&E Working Group Meeting for discussion and approval.	The MLA 07 draft baseline report was presented to M&E Working Group Meeting	July 2008	August 2008
Pilot test the P3 and P2 test items.	MLA 2008 tests for P2 and P3 were pilot tested	August 2008	August 2008
Test scoring of the pilot tests.	Test Scoring and Data Entry of piloted tests completed.	August 2008	August 2008
Finalize the selection of Test Items for P3 baseline.	Final version of the test was finalized according to schedule	September 2008	September 2008
Finalize P2 measurement tests (in six languages) tests	Final version of the test was finalized according to schedule	September 2008	September 2008
Print 6,350 pupil test booklets for operational test (P2 and P3).	6,350 pupils' booklets were printed for operational test (for P2 & P3).	September 2008	September 2008
Print 225 copies of test administration guides for operational test (P2 and P3).	225 copies of the Administrators guide were printed for operational test.	September 2008	September 2008
Train 80 test administrators for operational test	80 tutors were trained for test administration in 8 Districts	September 26 2008	September 26 2008
Administer operational test for P2 and P3.	P2 & P3 were successfully administered in 146 selected primary schools and 6,350 pupils were tested.	September 28 2008	October 5 2008
Test scoring and data entry of P2 and P3	Test scoring and Data entry was accomplished on schedule	October 2008	November 2008

Activities	Outputs	Planned output completion dates	Actual output completion dates
<b>1.B.2 Support Development of P4 Curriculum</b>			
Procure Technical Assistance for P4 Curriculum Development	A team of 3 Curriculum consultants were procured to support NCDC in P4 curriculum develop to set subject panels for P4 Curriculum.	Term 1 08	Term 2 08
Develop P4 Curriculum	Draft P4 curriculum has been developed	Term 2 08	Term 2 08
Develop P4 pupils textbook prototype for term one	Draft P4 pupil's textbook prototype for term one has been developed.	Term 2 08	Term 2 08
Develop P4 teachers resource guide prototype for term one.	Draft P4 Teachers guide prototype has been developed	Term 08	Term 08
<b>1.C: Expanded implementation of REPLICA Program</b>			
Conduct public engagement in Oyam and Amuru Districts as a follow up for Education Ordinances	Oyam District Council passed their ordinances Amuru waiting for third (final reading) at the next sitting of council Acholi subregion: 2 done, 2 pending Lango subregion: 2 done, 3 pending Teso subregion: 4 done, 0 pending	Term 1 08	Term 3 08
Support PTC on Centre of excellence development and model school development.	95 College Tutors (including administrators) were trained on Centre of excellence development and Model school development.	Term 3 07	Term 2 09
Conduct School based support supervision	<ul style="list-style-type: none"> <li>68 CCTs we conducted joint support supervision with the Pincer Group International team.</li> <li>717 teachers were supported during support supervision</li> </ul>	Term 3 08	Term 3 08
Conduct PRDP summit for 300 stakeholders.	<ul style="list-style-type: none"> <li>238 stakeholders attended the PRDP summit</li> <li>Draft copies of the Blue Print and Education Charter for the North.</li> <li>Copy of the PRDP Summit Report</li> </ul>	Term 2	Term 2

Finalize PRDP blue print and strategy for the PRDP region.	Final copies of approved Blue Print and education charter for North and North East were produced	Term 2	Term 3
Conduct CPD sessions for 70 teachers/Headteachers	632 teachers/headteachers were given an orientation on peace education in the five REPLICA Districts	Term 3	Term 3
Ensure that all the pending District Education Ordinances are pass the third reading stage.	11 REPLICA Districts have had their Education Ordinances pass the third reading.	Term 3	Term
<b><i>Component 2. Expanded Implementation of PIASCY</i></b>			
<b><i>Activity 2.A. Rollout of PPET PIASCY to PPET Institutions</i></b>			
Train Master Trainers	Trained 40 Master trainers to rollout the training to the district level.	Term 1	Term 1
Train PPET Teachers on PPET PIASCY	Trained 1,830 Teachers on PPET PIASCY.	Term 1	Term 1
Distribute PPET materials to PPET institutions	Distributed PPET student's handbooks and teachers resource books to 668 PPET institutions	Term 1	Term 1
Monitor and provide support supervision to 120 Institutions	170 institutions in 34 Districts were monitored and provided with support supervision on institutional based implementation	Term 1	Term 2 & Term 3
<b><i>Activity 2.B. Rollout HIV Readers to primary schools in selected Districts</i></b>			
Train Master Trainers.	40 Master trainers were trained to rollout the training to the teachers	Term 1	Term 2
Procure 31,500 Kits of HIV Readers.	56,465 HIV Readers Kits were procured	Term 1	Term 2
Distribute HIV Readers kits to 4,659 primary schools in 32 Districts.	HIV Readers were distributed to 9,980 primary schools in 64 District	Term 1	Term 2
Train 4,659 primary school teachers on utilization of HIV Readers	9,774 Teachers were trained on HIV Readers utilization	Term 1	Term 2
<b><i>Component 3. Increased Parental and Community participation in Education</i></b>			
Train School Management Committees and Parents Teachers Association members	In UNITY-EUPEC supported schools, 256 SMC/PTA members were trained on their roles and responsibilities. In UNITY-MRC supported schools, 427 SMCs were trained	Term 1	Term 3

	on their roles and responsibilities.		
Conduct Community Dialogue	Under REPLICA Program, 3,455 community members were engaged and educated on their roles and responsibilities. In UNITY- EUPEC supported schools, 3,000 parents were mobilized and sensitized by PTAs and SMCs to support education of their children	Term 1	Term 3
<b><i>Component 4. Implemented Education Policy Agenda</i></b>			
Conduct policy tracking study	Conducted policy tracking on three areas: Thematic Curriculum, Automatic Promotion and Local Language Policy.	Term 1	Term 2
Finalize the policy tracking report.	Report was finalized. Copy available	Term 1	Term 3
Present the report to M&E Working Group Meeting for approval.	Report was presented to M&E Working Group Meeting for discussion and was approved	Term 2	Term 3

### C. UNITY Project Performance for FY 2007 and FY 2008

Performance Indicator Description/Unit of measure and Definition - AEI			Annual Performance	
Indicator # in the PMP	Performance Indicator	Indicator Definition	Year 1	Year 2
63	Number of learners enrolled in USAID-supported pre-primary schools or equivalent non-school-based settings	Number of individuals formally enrolled in USG-supported pre-primary schools or equivalent non-school based settings for the purpose of acquiring academic basic education skills or knowledge. This may include individuals receiving USG supported educational radio and/or TV programs. However, this indicator is intended to capture direct rather than indirect beneficiaries.	F= 576	F= 1,241
			M= 575	M= 1,495
			Total= 1,151	Total= 2,736
64	Number of learners enrolled in USAID-supported primary schools or equivalent non-school-based setting	Number of individuals formally enrolled in USG-supported primary schools or equivalent non-school based settings for the purpose of acquiring academic basic education skills or knowledge. This may include individuals receiving USG supported educational radio and/or TV programs. However, this indicator is intended to capture direct rather than indirect beneficiaries.	F= 1,330,606	F= 263,076
			M= 1,252,975	M= 278,706
			Total= 2,583,581	Total= 541,782
65	Number of School Management Committee members trained in school management	The number of people receiving training in strategic information in school management. Training in school management includes any topic related to management information system and surveillance	F= 00	F= 350
			M= 00	M= 413
			Total= 00	Total = 963

66	Number of administrators and officials trained	Number of education officials (public or private) or administrators of education programs, funds or institutions who receive training in aspects of their current positions, including areas such as finance, management (e.g., logistics, monitoring, personnel use and support), governance (e.g., legislation, communication, enforcement) or infrastructure (e.g. building, supplies). Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least three working days (24 hours) in duration (based on the ADS standard for in-country training). Note also that an individual trainee, even if he/she is trained in more than one area or instance of training that year, should be counted only once.	<i>F= 4,059</i>	<i>F= 1,226</i>
			<i>M= 11,278</i>	<i>M= 3,300</i>
			<i>Total= 17,505</i>	<i>Total= 4,526</i>
67	Number of teachers/educators trained with USG support	Number of individuals who have successfully completed a pre- or in-service training program to teach in schools or equivalent non-school-based settings (pre-primary; primary; lower-secondary; upper-secondary; adult literacy), with USG support (e.g. scholarships or a training program funded in whole or in part by USG). Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least three working days (24 hours) in duration (based on the ADS standard for in-country training). Note also that an individual trainee, even if he/she is trained in more than one area or instance of training that year, should be counted only once. People trained under Fulbright or in sectors other than education who will be/are teaching in pre-primary, primary, lower-secondary, upper-secondary, adult literacy should be counted here.	<i>F= 27,840</i>	<i>F= 20,830</i>
			<i>M= 28,663</i>	<i>M= 23,243</i>
			<i>Total= 56,503</i>	<i>Total= 44,073</i>

68	Number of textbooks and other teaching and learning materials provided with USG assistance	<p>The number of teaching and learning materials provided with USG assistance (funded in whole or in part by USG). This may represent a range of final 'products', including materials that are designed and then printed and published, or documents that are purchased and distributed. For the purposes of this indicator, however, the same material should only be counted once: in its final stage of USG support. Teaching and learning materials may include textbooks, student workbooks, supplementary reading books, educational tapes and CDs, and reference material in hard or electronic copies for use in preschool, primary, secondary, adult education, and/or teacher training classes. Library books or materials, and support materials for educational radio, cassette, CD or TV broadcasts should be counted. Small materials and supplies (e.g. pencils, small materials produced as hand-outs in training etc.), even if paid for by USG funds should not be counted.</p>	244,174	329,861
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## IV. Project Management

### A. Meetings with USAID and partners

The UNITY COP attended project management and coordination meetings with USAID and other Partners. The table below summarizes significant meetings.

Organization/Representative	Agenda
Henrietta Fore/USAID -Washington	Northern Review
Catherine Miles/USAID-Washington	USAID/Ug Program Review
USA Ambassador	Northern Visit to Schools
Irish Ambassador	Gulu Summit
Dutch Ambassador	QEI Launch
USAID Mission Director	UNITY –Review Meeting Field Visit to Schools PRDP –Meeting
Rwanda Minister of Education	Primary Education Reform
Ethiopian Delegation	HIV – Mitigation Strategies
Link Community Development	EMIS
SPEAR	HIV-AIDs Mitigation
UMEMS	USAID Evaluation Meeting
MEEP	USAID-PEPFAR / M&E
Uganda Local Government Association	Northern Strategic Meetings
Office of the Prime Minister	Peace Recovery Development Plan
Aga Khan Foundation	Regional Delegation on Grants
Vice Chancellor KYU	CTEP
Joe Kits – USAID Washington	SO8 Strategic Planning
Marcy Bernbaum – USAID Washington	SO8 Strategic Planning
Xanthe Scharff	AGE –Foundation Girls scholarships
Catherine Namundu	Rockerfeller Foundation – Reading Research

## B. Consultants

During year 2, UNITY engaged the following consultancies:

Date	Name of consultant	Tasks
May 20th – August 5th 2008	Dr. Richard Bertrand	<u>Measuring Learning Achievement (MLA):</u> Development Baseline test items for P3. Guiding the Translation of P2 test items. Analyzing the Test Results and Report writing.
June 23rd – November 2008	1. Andy Smart 2. Rod Hicks 3. Part Hiddleston	Development of P4 Curriculum and prototypes for P4 pupils textbook and P4 prototype teachers guide for term one. Development of P3 Thematic Curriculum Training manual. Piloting P4 Curriculum in 90 Primary Schools.
November 2008	Ms. Victoria Kisaakye Kanobe	Development of Teachers Guide for enhancing HIV/AIDS Counseling skills for Primary Schools

## C. Major Procurements

Date	Procurement	Amount
May-August 08	Procurement of 60,194 HIV Readers Kits for distribution to 9,980 primary school in 64 Districts and	\$ 505,259

## V. Challenges and Actions Taken

**TDMS Mobility.** Due to lack of reliable transportation, Coordinating Centre Tutors are not able to provide expected professional support to all schools in their catchment areas. This has compromised the follow through of UNITY cascade training which UNITY activities are dependent on. MoES is still in negotiation phase with USAID Mission and exploring ways of procuring Motor cycles for the CCTs.

**Decentralization.** Over the course of 2008, GoU has created further new districts. These Districts have staff members who have not been trained and this presents a challenge for them to comprehensively monitor and manage the reform interventions in their districts.

**CTEP Results.** Kyambogo University has not yet released the CTEP results. A delay of three months has been noted. Numerous attempts by MoES and UNITY have been made and this has resulted in preliminary results released to MoES as a confidential document.

**Consensus Building.** The rigor of consensus building is both an opportunity and a challenge. As an opportunity, consensus building strengthens ownership; however, when there is a constant change of membership, there is a lack of continuity and herein lies a challenge to continually bringing the new folk to the main fold.

**Pressure for expansion.** UNITY has faced pressure for expansion of some of its programs, particularly REPLICA.

**QEI Implementation.** Generally, from the technical point, QEI required more time for baseline data to be collected before commencement of implementation. However, because of urgency of support for worsening performance in the primary schools in QEI Districts, MoES advised UNITY Project to go a head with implementation.

**Congestion of Programs.** There is need for Teacher Education Department to enhance coordination of field based activities at the PTC/District level. This will ensure smooth implementation of programs and full participation by relevant stakeholders and beneficiaries. During 2008, UNITY Project program activities implementation was affected due to this.

**Restructuring Under Ministry of Local Government.** This has affected District staff establishments; specifically the number of school inspectors has been reduced. This has compromised the level of school supervision and monitoring and inspection. This in turn has affected the quality of school performance and school management.

**Flow of funds.** Delay in funds from MoES to PTCs has affected their field-based work as well as compromising the pre-service activities of the colleges. Nationally, there has been a reduction in the operational funds of the PTCs and this need to be reinstated to ensure performance. Secondly, the UPE capitation grant to primary schools has faced problems of reduction of funds, delays in releases and high bank charges.

**Staffing.** Understaffing is a perennial problem in the system. The Teachers Education Department at Headquarters, PTC pre-service and in-service Departments continue to have large standing vacancies. District service commissions have had serious delays of recruiting staff which affects the school activities and morale of teaching staff. For example, in Bukedea District (a UNITY QEI District), 35 out of 81 head teachers are acting for long period without having interviews. In addition, the District Education Officer and

District Inspector of Schools are also not confirmed. These acting staff have little motivation to work and this affects the system.

The above critical emerging issues have been noted and recorded. For the interventions to be effective and for reforms to take root and innovations to be explored, these systemic issues require an urgent response by the relevant responsible departments of Government at the different levels.