

BEPS SUPER Project

Quarterly Report: April – June 2004



BEPS

Basic Education and Policy Support (BEPS) Activity

CREATIVE ASSOCIATES INTERNATIONAL²

In collaboration with

CARE, THE GEORGE WASHINGTON UNIVERSITY, AND GROUNDWORK



United States Agency for International Development
Contract No. HNI-4-00-00-00038-00

BEPS SUPER Project
Quarterly Report: April – June 2004

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Basic Education and Policy Support (BEPS) Activity
US Agency for International Development
Contract No. HNE-I-00-00-00038-00, Task Order 817
BEPS/Uganda Task Order

June 2004

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GLOSSARY

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

I. INTRODUCTION

Background, Goals and Objectives

USAID has been active in Uganda's education sector since 1992. The Support to Uganda Primary Education Reform (SUPER) Program comprised Non-Project Assistance (NPA) in support of overall policy reform and Project Assistance (PA) to strengthen teacher training. Most of SUPER's activities closed in 2002, with an evaluation undertaken in 2003.

Complementing SUPER, the Basic Education Policy Support (BEPS) Activity has provided technical assistance through an Education Policy and Institutional Advisor (EPIA) in the Ministry of Education and Sports (MOES) since 2000. Additional funding was added to BEPS in 2002 when the government of Uganda found itself unable to meet the conditions for releasing an NPA sub-tranche of \$1.5 million and USAID decided to convert the funds into project assistance. A one-year set of transition activities, undertaken between September 2002 and October 2003, was developed to provide lessons for USAID's new Integrated Strategic Plan.

The BEPS/SUPER Project activities have expanded to focus on four priority issues that were identified by MOES and are consistent with USAID's strategic focus:

- (a) Educationally disadvantaged children
- (b) Teacher effectiveness
- (c) Responsible sexuality & HIV mitigation.
- (d) UPE advocacy

BEPS assistance has been extremely successful. Technical assistance in costing non-formal education programs allowed MoES to develop a policy on educationally disadvantaged children. Participatory teaching methods have been piloted in Kabulasoke Primary Teachers College (PTC), and early results have generated MoES interest in expanding to other PTCs and Districts.

BEPS-supported UPE advocacy materials were launched by President Museveni in March 2003. The PIASCY¹ manuals are now in use and were highlighted by Ambassador Kolker during a meeting between Presidents Bush and Museveni in Washington in June 2003.

BEPS II activity includes four areas of activity that individually and collectively will contribute to three IRs:

- IR 8.1, through sustained access to primary education;
- IR 8.2, through improved quality of primary education; and
- IR 8.3, through increased community mobilization in support of primary education.

¹ Presidential Initiative on AIDS Strategy for Communication to Youth

The activities will generate information and experience in implementation that will shape Uganda's education direction. In addition, the successes and lessons learned will contribute to the MoES-informed decision making on quality improvement within the Pre-primary and Primary Sub-sectors of the Ministry. Issues dealing with the scaling up of best practices will be demonstrated by the BEPS Project interventions, and will enable MoES to plan for national coverage.

Managing and Coordinating Project Activities

In managing and coordinating project activities, BEPS works with the Teacher Education, Education Planning, and Pre-primary and Primary Departments to improve the quality of instruction in the classroom through appropriate classroom interventions, and delivers training and interventions in a pilot district.

BEPS also works with the Pre-primary and Primary Department to develop community advocacy and UPE messages that clarify the responsibilities of parents and enhance knowledge, understanding and action of stakeholders towards a common agenda to support the health and education of Ugandan children.

There is also work done with Pre-primary and Primary Department to develop reproductive health messages and pilot delivery of messages to a pilot district.

The BEPS programmes are reflected as specific interventions in the following areas:

- 1. Education in Conflict Areas**
- 2. Non formal Education**
- 3. UPE Advocacy**
- 4. Early Childhood Development**
- 5. Teacher Effectiveness**
- 6. Responsible Sexuality/ PIASCY**
- 7. Guidance & Counselling**

II. ACCOMPLISHMENTS IN 2nd QUARTER

Overview of the Quarter

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

The main focus during the months of April through June was the continuation of the seven central USAID project activities. Through USAID support, and through the BEPS /SUPER Project management & coordination mechanism, the EPIA participated in the following activities based on the MOES Priorities & the EPIA Projected Activities:

- Strategic Planning Meetings within MOES
- Initiating seven Separate Working Groups [WG] for all Activities
- Coordinating the Work plans for the WGs
- Management of the seven (7) Projects
- Liaison Between MOES & field Implementing Institutions
- Support to Local & International TA
- Coordination of Vendors & Sub-contractors
- Participation in Monitoring & evaluation WG meetings
- Serve on the Curriculum Taskforce
- Coordination of BEPS/SUPER staff
- Preparation & Management of Financial Accounts

Highlights from the Quarter

UPE ADVOCACY

1) UPE Workshops

During the month of May 2004, five regional workshops were held on UPE advocacy. The workshops were held in the traditional regions (i.e. Northern, Eastern, Central, Western and the West Nile).

Profile of workshop participants

The workshops drew a cross section of stakeholders comprising the following:

- Chairperson LCV
- Secretaries for Education
- District Education Officers
- District Inspector of Schools
- Education officers
- Assistant Inspectors of Schools
- Chairpersons Headteachers' Association (primary)
- Principals of Primary Teachers Colleges (PTCs)
- Deputy Principals of PTCs, outreach

- Headteachers, and
- Teachers.

A total of 300 participants attended the regional workshops.

Objective of the workshops

The overall objective was to review stakeholder perceptions, experiences and evaluate the progress of the implementation of UPE programme.

Specifically, the workshops were meant to:

- Bring stakeholders together to address the high drop out rates, absenteeism and repetition in primary schools;
- Draw mechanisms of enhancing community access and utilisation of the of the new UPE handbook and other multimedia materials and commitment to the implementation of the UPE programme;
- Draw action plan on the way forward especially in increasing community access and mobilisation towards the enhancement of the UPE programme in districts; and
- Find strategies to improve equitable retention of pupils in schools.

Selection of Facilitators

The facilitators for the UPE regional workshops were mainly drawn from the relevant Departments of the Ministry Headquarters.

Topics Covered

The following is the highlight of the thematic areas which were covered during the workshops:

- Orientation and discussion of the UPE handbook
- Analysis of enrolment flows since the inception of UPE programme
- Strategies to improve equitable retention of pupils in school
- Teacher effectiveness as a strategy to quality UPE
- Teacher education and quality learning
- The School Facility Grant (SFG) programme, the gains, challenges and way forward
- Retention Campaign
- Non formal education initiatives; and
- The strategy for PIASCY roll-out.

2) Retention Campaign

The challenge of the government of Uganda and the funding agencies is to ensure retention of pupils in school until they complete the primary cycle of education. Apparently, available research findings highlight that the school drop out rate is increasing. The main reasons advanced for school drop out are economic, political and socio-cultural.

The Ministry of Education through the support of BEPS/SUPER project contracted TERP-Consult to map a strategy to address this common concern. The strategy adapted was targeted at mobilising all the stakeholders to support education to ensure that all children enrol and stay in school until they complete their primary cycle of education. Specifically, the retention campaign was meant to:

- Ascertain in clear terms, the different factors leading to school drop out, absenteeism and repetition
- Identify and focus on areas where drop out is high as a matter of priority
- Use popular channels of communication to mobilise all the stakeholders to support education and keep their children in school, and
- To empower parents and communities to become the promoters of Education For All by sending all school going age children to school

It is worthy to note that, the Hon. Minister of State for Primary Education, with the support of her colleagues the area members of parliament, has been at the forefront in the retention campaign by mobilising and sensitising stakeholders through education campaigns (Baraza's). Such campaigns have already been conducted in the Western, Eastern, Central, Northern and the West Nile region is scheduled for 5th –7th July 2004.

The Baraza's attracted the following categories of participants as highlighted below:

- Hon. Minister of State for Primary education
- All the Area members of parliament
- All heads of different religious groups in the regions
- Local council leaders and councillors (from LC I- LC V)
- Headteachers and teachers
- Children (both in school and school drop outs)
- Parents/ communities, and
- Members of local area CBOs

TEACHER EFFECTIVENESS TRAINING – KIBULI

With the success of the teacher effectiveness trainings in Kabulasoke that have taken place in the past, the efforts have now spread to a new PTC in Kibuli. Christina Rawley and Violet Mugisa trained 32 participants, both Pre-Service Tutors and District Officials, in a 10-day training. The focus was on mentoring and participatory approaches for improving the teacher-learning environment. Sessions covered mentoring and coaching skills, attitudes and behaviour, basic foundations of participatory approaches, an introduction to participatory tools and techniques, integrating PA into the curriculum, and creating classroom indicators and supervision. The participants had two opportunities for fieldwork practice as well during the workshop where they were able to apply what they were learning in the classroom setting.

The two TE facilitators also made a trip out to Kabulasoke to review the roll out progress of Teacher Effectiveness at the PTC, identify challenges and successes in the process, and also to introduce mentoring and coaching. An evening session was spent with 266-second year students to review PLA and gain an insight into what they have experienced in the classroom after the trainings that have been provided to the CCTs and Head Teachers. The following day was spent with the CCTs and Pre-Service Tutors in order to review the progress that has been made and identify the successes and challenges.

PIASCY REGIONAL WORKSHOPS

Following the successful pilot of the PIASCY in the limited districts, the roll-out plan was developed by the Ministry of Education and Sports. During the course of the month of June 2004, eight (8) regional workshops were conducted concurrently (two workshops were held in each region) in Central, Eastern, Western and Northern.

In each region, the staffs from BEPS were deployed to ensure the smooth coordination of the workshops. TERP consult was contracted to provide a backup support. TERP provided a team in each region to manage the logistical aspects of the workshops.

Profile of Participants

The workshops attracted the key stakeholders whose representation was selected from the following category of persons:

- Chief Administrative officers
- District Education Officers
- District Inspectors of Schools
- Municipal Education Officers
- Municipal Inspectors of Schools
- Secretaries for Education
- District Secretaries for Health
- District Population Officer
- Education Officer in charge special needs education
- Representatives of the CCTs
- Headteachers representatives
- Chairpersons of the district HIV/AIDS committee, and
- NGO representatives

Summary of participants by region

The table below indicates the summary of participants who actually attended the training workshops.

S/N	Region	No. of Participants
1	Central 1	88
2	Central 2	135
3	Western 1	139
4	Western 2	145
5	Eastern 1	121
6	Eastern 2	160
7	Northern 1	139
8	Northern 2	124
	<i>Total Participants</i>	<i>1,051</i>

It is expected that the persons trained during the regional workshops will facilitate the district-based trainings (which are meant to train primary school teacher's country wide).

Materials printed for the roll-out:

S/N	Item	Quantity
1	PIASCY Handbook	200,000
2	School Log Book	15,000
3	Training Manuals	130,000
4	Curriculum Matrix	130,000

Objectives of the regional training workshops

The overall objective of the training workshops was to train a cadre of trainers who would facilitate district-based trainings countrywide. This is purposefully meant to speedup PIASCY roll out.

Specifically, the workshops were meant to:

- Familiarise trainees with both the PIASCY handbook and the training manual
- Familiarise the trainees with the conceptual framework of PIASCY
- Identify ways of implementing the whole school approach model
- Review skills for guidance and counselling for children
- Develop an action plan for the PIASCY roll-out to primary schools

Topics Covered

The following topics were covered during the training of trainers:

- Understanding HIV/AIDS in Uganda and the conceptual framework of PIASCY
- A whole school approach in the implementation of PIASCY
- Guidance and Counselling and life skills
- Reproductive health and STIs, HIV/AIDS
- Gender, Children's Rights & Responsibility
- Ethics, Morals and Cultural Values
- Monitoring and Evaluation
- Action Planning

Emerging issues

The training workshops generated some pertinent issues, which are directly going to impact PIASCY roll-out and implementation. The following issues therefore merit attention.

- The timelines for rolling out the programme to primary schools is very short (especially the time allocated to district based training). There is a fear that the quality of the training will be compromised. This training will determine the achievement of the strategic objective of improved access to education on responsible sexuality and HIV/AIDS mitigation in primary schools.
- There is a question of sustainability. UPHOLD has so far only established structures in 20 districts. It is in these districts where the mandate and resources available to UPHOLD are focussed. What happens to the programme implementation in 36 districts where UPHOLD has not reached?

- Inadequacy of the PIASCY handbooks. Currently, the distribution plan targets to provide 10 copies of the handbook to each primary school in Uganda (i.e. 5 copies each, P3-P4 & P5-P7). This may limit access to these materials by the intended users.
- Developing a purposive and coordinated partnership between the implementers of the programme, communities and other service provider NGOs is crucial for the achievement of the desired results.

GUIDANCE AND COUNSELLING PILOT PROGRAM

Given the changing social patterns and escalation of conflict in the north and north east of the country, increased enrolment in schools (total enrolment in primary schools is 7.2 million children) and above all the challenge of HIV/AIDS, there has been an urgent call to establish guidance and counselling structures and to strengthen the provision of guidance and counselling services to pupils in primary school.

Before any intervention in the area of guidance and counselling could be implemented, there was a need to conduct a rapid needs assessment in the selected districts for the pilot of guidance and counselling activities. These districts are Kaseses, Ntungamo, Luwero, Lira, Katakwi, and Masindi. The rapid needs assessment was conducted in March 2004 (a report can be accessed for detailed insights).

The roll-out plan for conducting training in guidance and counselling for teachers in the above districts has been developed. There will be three levels of training:

- a) National Training of Facilitators (ToF)
- b) District based training of trainers
- c) School level training

a) National ToF

The details of the planned national ToF is summarised in the table below.

S/N	Category of participants	No. Expected	No. of districts	Total per category
1	CCTs	3	6	18
2	DISs	1	6	6
3	DPOs	1	6	6
	Total Participants			30

b) District Based Training of Trainers

Summary of expected participants

S/N	District Name	Expected No. of Participants
1	Kasese	480
2	Ntungamo	900
3	Luwero	840
4	Lira	960
5	Katakwi	660
6	Masindi	780
	Total	4,620

c) School Based Training

Summary of the expected participants of the school based training

S/N	District Name	No. School	No. of Teachers per school	Total No. Teachers per district
1	Kasese	20	8	160
2	Ntungamo	20	15	300
3	Luwero	20	14	280
4	Lira	20	16	320
5	Katakwi	20	11	220
6	Masindi	20	13	260
	Total	120	77	1,540

For the purpose of the pilot, 20 schools will be targeted from each of the pilot districts.

ASSESSMENT OF NFE PROGRAM IMPACT

The MoES has drafted a policy framework for promoting educational opportunities for out-of-school children, or disadvantaged groups, with a focus on complimentary or non-formal education programs. In moving forward with this policy framework and deepening their understanding for the various alternative options, an additional study was needed to inform the Working Group of the quality and impact of these different programs.

The goals of the study include but are not limited to the following:

- Analyse the common or particular features of NFE educational programs enabling them to attract and retain children as well as other features that could possibly be incorporated into the formal primary system in order to make the formal system more responsive to the needs of disadvantaged children. Address the characteristics of the NFE student, why they have joined the NFE programs and whether or not they have been in the formal school system.
- Assess the qualitative and quantifiable achievements of NFE programs to date. Indicators to be assessed include but are not limited to test and assessment scores, drop out and retention rates, completion rates, and community participation. Where relevant, reasons for drop out or non-completion should also be included in the assessment as well as reasons for the status of community participation.
- Identify practices and features of Uganda's NFE programs that can serve as models for the rest of the country. Where appropriate, propose a rationalized set of standards for teacher/instructor qualifications, curriculum, and quality that can cut across the different NFE programs.
- Determine differential impact intended or achieved between boys and girls as well as community dimensions such as impact on families and communities, including interests in education, participation in governance, community cohesion around the school, etc.

A qualified local consultant was contracted to conduct this assessment. The NFE Working Group has drafted the ToR for the consultant and helped in the identification of the appropriate

the consultant utilizing the MoES vetting and procurement system. The researcher will be asked to engage the NFE Working Group members throughout the assessment process. An inception was presented to the Monitoring and Evaluation Working Group of MoES.

The NFE Working Group determined a representative sample from each of the 15 districts to determine teacher recruitment needs, alternative modalities for non-conditional grants, infrastructure procedures, and short-medium, and longer-term needs to sustain development and improvements in educational quality.

III. ACTIVITY UPDATES FOR THE 2ND QUARTER

This task order incorporates four areas of activity that individually and collectively contribute to sustained access to primary education; improved quality of primary education; an increased community mobilization in support of primary education. The activities generate information and experience in implementation that will shape Uganda's education direction. The activities are as follows:

Activity 1: Improve support to disadvantaged children, particularly children in conflict areas

Activity 2: Strengthen school management and community participation in education

Activity 3: Improve the quality of education by increasing the effectiveness of teachers

Activity 4: Increase primary school student understanding of responsible sexuality & health

Activity Area 1: Improve Support to Disadvantaged Children, Particularly Children in Conflict Areas

Definition of Activity: – Disadvantaged Groups & Vulnerable Children

The conflict in Uganda continues to hinder the capacity of formal government systems to reach out to the populations in these unstable districts. The delivery of public education is one of the services seriously affected by the conflict. In response to the need and desire for education for these disadvantaged children, several programs have emerged.

The Northern Forum Working Group is tasked with responsibility of enhancing educational and other support for children who are in IDPs, refugees, or otherwise affected by conflict situations. A subset of this group has been coalesced to directly address the challenges the conflict has posed for this population that is often outside of the formal education system. Through the BEPS Activity, support is provided to the Northern Forum in becoming an active coalition to reinforce the promotion of the education agenda in the North.

The primary task that the coalition undertakes with the BEPS Activity is to assess the very dynamic education situation in the North, with its socio-political instability and a correspondingly large number of children who are IDPs and refugees.

Two MoES-endorsed Working Groups collaborate on these activities with the BEPS' EPIA. A sub-group of the Northern Regional Educational Forum (NREF) collaborates and coordinates Activities 1.1 and 1.2 (see next section) with the BEPS team, and a new NFE Working Group collaborates and coordinates with BEPS in implementing activities 1.3 and 1.4. Kyambogo University serves as a coordinating institution for the NFE Working Group.

Activity 1.1 Assessment of Educational Support to Children in Areas Affected by Conflict²

Achievements

- Procurement of TA for the Assessment of Needs of Children in the affected areas
- TORs for TA developed with MoES/WG Members
- Assessment of educational support to children in the areas affected by conflict was successfully accomplished
- Presentation of the TA Report to the Working Group was completed
- Conducted a Stakeholders' Seminar to discuss with MoES & TA the Report
- Analysis and Synthesis of the Research Report into a Strategic Framework for action is being finalized
- Developed recommendations for the MoES
- Compiled and produced Report
- Shared Report with core stakeholders

Next Steps

- MOES & EFAG to have a joint visit to the NORTH – scheduled for July 04
- Strategic framework to be Presented to the M&E Working Group

Activity 1.2 Supplementary Education Materials for Primary Schools in Conflict Area

The NFE programs operating in the North contend with daunting challenges in providing educational opportunities that stimulate the learners and bring their focus into the classroom, away from the strife around them. Teachers are often under-trained or ill-equipped to deal with the challenges they face in the classroom. The BEPS Activity, through a subcontract to Mango Tree, provides stimulating learning materials that advocate a child-centred and interactive learning approach.

Mango Tree Educational Enterprise has experience with implementing such a program in the North providing emergency assistance to schools in three northern districts that had been especially hard-hit by rebel insurgency. The Mango Tree kits, which can be used for both lower primary and upper primary levels, contain an assortment of learning materials, including educational games, wall charts, and learning kits. Training in the use of the kits has been provided via the TDMS system, with Mango Tree providing training support to prepare the Deputy Principals of Outreach (DPOs) and the Coordinating Centre Tutors (CCTs) as well as the District Inspectors of Schools (DISs). The CCTs are the ones responsible for training the teachers.³

² Thirteen districts are included in the conflict areas: Apac, Gulu, Kaberamaido, Katakwi, Kitgum, Kotido, Lira, Masindi, Moroto, Nakapiripirit, Nebbi, Pader, and Yumbe. The PTCs covering these districts are Arua, Bulera, Gulu, Kitgum, Londonga, Loro, Moroto, and Soroti.

³ TDMS training calls for a variety of activities, to include national sensitisation workshops, a national Training of Facilitators (TOF), training at participating primary teachers colleges (PTCs), and five regional trainings. The national sensitisation workshop participants include a representative group of PTC principals, members of the Social Service Sector Committee of Parliament, DEOs, DISs, and representatives from NCDC, KYU, UNEB,

The materials in the kit are meant to motivate teachers to become familiar with and reproduce as the need arises in their classrooms. It remains important to focus on the teachers' use of these materials. With increased use and a realization for the value of these materials to the effectiveness of their work in the classroom, teachers should be more likely to create materials on their own. One kit per school has been provided during this phase of activities.

Thirteen target districts identified, as districts affected by conflict are included in this intervention. The target numbers for this activity are:

Populations Reached	Target Population
Districts	13
Core PTCs	8
Coordinating Centre Tutors	191
Primary Schools	22,313
Pupils	1,387,017

Achievements

Mango Tree Education Materials

- Procurement of Supplementary Education Materials for Primary schools in Conflict Areas: All schools in 13 districts
 - Conducting a 2-day Training of Trainers Workshop
 - 13 districts and PTCs have received funds for school Training
 - Teacher Resource Guide submitted

Major accomplishments include approval of the contents of the kit package by the MoES and BEPS, development of production plan for the manufacture of the learning tools, contracting of local partners, commencement of production, contacting Principal and, Deputy Principals of Primary Teacher Colleges and District Inspectors of Schools, 1-Day Planning Meeting for DPOs and DISs in Kampala, 2-Day Training of Trainer Workshops at each of the eight "core" PTCs in the targeted districts through the TDMS system (two Mango Tree staff members facilitated,) submission of draft Teacher Resource Guide for editing and approval by MOES and BEPS staff, 2400 kits delivered to PTCs and District offices in three separate deliveries based on locations in the North, Teacher Training Workshops, and implementing the local training workshops at the coordinating centre level.

Next steps

- Mango Tree is now collecting feedback from CCTs on delivery. Teachers are using the kits in their classrooms and there will be follow-up training at individual schools by CCTs. Preliminary monitoring and evaluation is being conducted by Mango Tree and will continue through October 2004.

NGOs, and religious institutions. TOF training participants include a five-person management team from 45 PTCs. The regional workshop participants include DISs and all 539 CCTs from five regions.

Activity 1.3 Assessment of NFE Program Impact

No major activity to report this period.

Activity 1.4 Development of NFE Books and Learning Materials

Representatives from NFE programs have been called together to discuss the NFE teaching and agreed upon a set of teaching methods and practices that are universally accepted and the model that can be promoted in the UPE initiative. Preliminary activities for this meeting were to review existing NFE program materials that assist this initiative. The NFE WG, with BEPS, was responsible for reviewing the available learning materials and selecting the most appropriate resources. From the meeting with NGOs and the NFE WG appropriate participants for the writer's workshop were selected and members of the NFE WG and members of the organizations implementing NFE programs. The NFE WG and BEPS work cooperatively to develop a common guide for teachers and a training manual for NFE program officers through the series of workshops these writers undergo. Through this effort of building consensus around the teacher training for the NFE programs, some common standards and practices can emerge and this in turn can pave the way towards harmonizing the approaches of these programs. It is hoped that through this exercise relationships are strengthened to then take on a more complex task of outlining standards for NFE program curriculum.

It should be noted that the teacher guide and teacher training materials developed in this activity will be in camera ready copy format for the MoES, donor agencies, and/or NGOs to replicate for use with other NFE programs.

Achievements

- Three NFE/WGs Meetings were conducted successfully
- Negotiation has been held with Kyambogo University on designing of model, and auditing research findings to proceed with materials design

Next steps

- Producing the teacher guide and teacher training materials
- Approved Design for the Intervention
- Training pilot NFE Program Officers
- Field testing, revision, production and distribution of materials
- Training a broader range of NFE Program Officers
- Monitoring and evaluating activities for early impact and impact over time

Activity Area 1: Summary of Deliverables

#	Conflict Area/Disadvantaged Children Activity Deliverables	Target Date	Status
1.1	A comprehensive report of the educational support to children in conflict-affected areas based on the assessment and concluding with policy recommendations to the MoES as outlined above in Activity 1.1.	September 2004	Martha Bragin the consultant's report is in place. Strategic Framework for Education in conflict areas 1 st draft available.
1.2	a. A final report on numbers of non-text materials produced, and schools and pupils reached b. An evaluation of their use within the conflict area as outlined in Activity 1.2.	May 2004 July 2005	Not due yet
1.3	A comprehensive assessment of the educational status, complete with recommended NFE program models to inform the process of determining NFE program standards as described in Activity 1.3.	September 2004	In progress
1.4	Final report, to include the number and type of NFE materials developed, piloted, evaluated, and revised for use in the NFE programs.	October 2004	Not due yet

Activity Area 2: UPE Advocacy**Activity 2.1 Management Training**

School leadership is a significant contributor to improvements in school quality and quality in classroom practice. BEPS will assist the MoES in the development of the SMC manual and in the revision of the Head Teacher (HT) self-study manual that reflect leadership skills for a whole school management approach. A specific WG has been tasked with the development of these manuals as well as training modules for use by CCTs in training these groups.

Manuals for use by the School Inspectorate takes a bit more time since this population has had limited resources and technical support to date. Representatives to participate in the design of the manual for School Inspectorates, including representatives from the Education Standards Agency (ESA), will participate in the design of the SMC manual and the HT self-study manual. Through the experience of developing the first two documents, representatives will develop/enhance the knowledge and skills needed to assume responsibility for developing their own manual.

The management modules include (but are not limited to) the following topics: UPE policy, goals, and objectives; pupil attendance and retention in school; roles and responsibilities of the SMC members; resource use and accountability; and textbook policy and use.

Achievements

- WG being established
- PS has approved the development of manual for SMC
- Partnership between UPHOLD & BEPS/SUPER has been created to develop the HT Mgt books

Next Steps

- Printing and training of CCTs in the pilot districts
- Mgt training manuals for Leadership & Governance as well as School Improvement
- Field testing of two mgt manuals are scheduled for 2nd week July 04
- Revisions will be made before a final printing and then training provided through TDMS

Activity 2.2 ECD Pilot Roll-out

In the current phase, Mango Tree has refined the materials in the original ECD kit and expanded production. The learning tools in the kit provide a range of different types of instructional materials (charts, games, puzzles, books, picture cards, puppets, etc.) and model for teachers how to use a variety of local resources (grain sacks, cloth, bottle tops, recycled slipper material, plastic jerry cans, etc.). To help facilitate use of the materials (which are age and culturally appropriate), the revised kit also includes a Teacher Resource Guide and Curriculum Support Guidelines.

The target population for this activity was reduced from the suggested scope of seven PTCs to four in the Central Region: Nakaseke; Shimoni; Busuubizi; and Kibuli. The reason for the reduction was two-fold. First and the primary reason, Mango Tree is a small-scale production enterprise that creates hand-manufactured materials that can thus be replicated by teachers. The numbers now being dealt with are not “small” anymore. The ECD roll-out has added three core PTCs in addition to Nakaseke, where the pilot test was implemented during Phase I. The new PTC catchment area is nine districts, which has the potential to influence approximately: 3,684 schools, 30,436 teachers, and 1,267,407 pupils. Two kits were provided to each school for a total of 7,000 kits, with each school in Nakasongola receiving one additional kit. Thus, even with the reduced scope for this BEPS expansion, Mango Tree has produced 10,000 kits for the scope under activity 1.2 and this one.

Achievements

- Development of Teacher Resource manual
- Orientation workshop for curriculum support guidelines
- Half-day planning meetings with PTC principals and deputy principals, DISs, and Secretaries for Education LC5

- Submitted draft Teacher Resource Guide for editing and approval by MOES and USAID
- M&E forms

A three-day workshop was held in May for the Training of Trainers:

Colleges	Districts	Dates
Busuubizi PTC	Kiboga, Mubende	May 27-29
Kabulasoke PTC	Kyenjojo, Mpigi, Sembabule	May 27-29
Kibuli PTC	Kampala, Wakiso	May 24-26
Nakaseke PTC	Luweero, Nakasongola	May 24-26
Shimoni PTC	Kampala, Kayunga, Mukono	May 24-26

Next steps

- Follow up with M&E in the various districts

Activity 2.3 ECD Kids Time

Kids Time, a publication produced by the Straight Talk Foundation, is an engaging tool produced by this NGO through the BEPS program. Produced once per school term, this newsletter provides creative educational games and innovative teaching tools for teachers and pre-primary children. The newsletter is disseminated nationally to government-registered ECD centres. Radio spots continue and have increased the dissemination and use of this supplementary material. These spots, talk about the availability of the newsletter and where one can access it as well as a blurb on the content or issue it is dealing with providing a message to the listeners. The radio advertisements are aired the week after the production of each issue. Accompanying the newsletter, which is translated from English into Luganda, is the ECD calendar and ECD brochures (which are still being finalized).

Achievements

- ECD calendar developed and distributed nationally
- KIDS Time - April edition completed
- Radio spots aired on Radio One, Radio West, Capital FM and Power FM

Next Steps

- Monitoring on sampled schools on using Kids Time
- Production of brochure – ready for final editing
- Preparation of next edition of Kids Time and translation of edition into Luganda

Activity 2.4 Multi-Media UPE Advocacy Campaign and Roll-out

Through services procured by TERP, a local organization, several professionally designed high quality multi-media campaigns have been launched for the overall UPE advocacy campaign and now the messages are being taken broader and deeper. The first priority of this initiative was to translate the revised UPE manual into two more languages for national distribution. A second focus will be the development and production of three documentaries that go beyond the messages supporting ECD, UPE, and PIASCY, but delve into actual practices and case studies realized through Phase I activities. The hope is to turn the documentaries into not only an awareness raising experience but a learning experience that identifies actual behaviours and best practices that viewers can emulate.

Achievements

- Inception report was submitted, presented to and discussed with the BEPS - SUPER Project Supervisor, Ministry of Education and Sports and the Working Group meeting. It has formed the basis for the implementation of the rest of the multimedia activities.
- Research and coalition building: The team met and discussed with some of the community partners in each of the ten zones in Uganda. These included Principals editors and presenters of local area radio stations and local leaders. These are campaign partners we shall work with in implementing the rest of multimedia activities.
- TERP provided organization ad coordination services at the 5 UPE Workshop held in May 2004 as well as at the 8 PIASCY regional workshops in June 2004
- Approval by Minister of State for Education (Primary)

Next Steps

- Roll –out of the activities
- Monitoring and evaluation activities
- Compilation of UPE & PIASCY Portfolio – due July 2004

Activity 2.5 Other UPE Advocacy Campaign Activities Roll-out

PLEASE NOTE: Other portions of the UPE advocacy campaign roll-out are discussed under the ECD, Teacher Effectiveness, and PIASCY initiatives are described in this report. The subtasks are not actually discrete but interrelated. The *Kids Times*, *Young Talk*, *Teacher Talk*, and the new *Parent Talk*, along with the radio spots and the other activities under Activity 2.4 are all part of this UPE roll-out initiative.

No major activities to report.

Activity 2.6 UPE Parent/Community Campaign

A new innovation that has been introduced in BEPS Uganda Phase II activity is a newsletter for parents and community members called *Parent Talk*. Through letters received from the audiences reading *Kids Time*, *Teacher Talk*, and *Young Talk*, many issues have emerged that require parents' attention, discussion, and action. To mobilize the community in a broader

home-based support for UPE, *Parent Talk* addresses issues related to parents' engagement in their children's health and well being and continuing engagement in school. This newsletter, like each of the others, is produced once per school term to bring parents and community members into a thoughtful engagement about their children's potential and what they can do to help their child realize their potential. Each issue is disseminated nationally via national newspapers. Radio spots about this newsletter will also be aired the week after each production.

Achievements

- Contract signed
- Research has been initiated
- MoES Identified priority topics for 1st Edition
- Draft to be approved by WG

Next Steps

- Production of Edition One – due July 2004
- WG to approve distribution strategy
- Production of brochure

Activity 2.7 Madrasa Outreach

Government-registered Madrasa schools are engaged in several aspects of the ECD, UPE, and PIASCY programs. Currently, these schools receive the *Teacher Talk* and the *Kids Times* newsletters produced by Straight Talk through the BEPS Activity. In addition, representatives from the Aga Khan Foundation (AKF) and the Director of Madrasa Education sit on the ECD WG together with the Mango Tree and Straight Talk representatives, to advise on ECD and related MoES, school, and stakeholder issues.

Currently, BEPS, with AKF, supports a new, holistic approach that AKF is undertaking for their early childhood education. AKF works to build the capacity of the Madrasa Resource Centre of Uganda (MRC), and through their collaboration build the sustainable capacity of this institution. With AKF ECD programs, sustainability also is built in as communities own and operates the ECD Centre set up in their communities, while AKF provides the technical assistance and materials so that centres are operating and implementing quality programs. The AKF engagement with centres is typically about two years before the communities proceed independently. AKF supports the development of a community-based resource team that provides technical support to the centres once AKF has moved on.

This involves the development of a new curriculum for AKF training, including health, nutrition, parenting, HIV/AIDS, special education, child rights education, cultural tolerance, counselling, and first aid, while maintaining the child growth and cognitive perspective presently in the curriculum. Realizing that the program must engage parents to enhance the potential growth of the children, planners have included a parent mobilization component. The parent education and outreach component includes parenting information, practices to promote good health and nutrition, care for children with special needs and HIV/AIDS as well as information about the physical and cognitive growth of the child, which has been a constant

component of their program. Furthermore, BEPS provides ECD kits to their 38 Madrasa ECD centres.

Achievements

- Madarasa contract signed with AKF
- Inception Report finalized
- Tranche 1 of payment completed
- Training materials developed
- Writers' workshop done

Next Steps

- Conducting mobilization activities with participating communities (June – July 04)
- Training ECD teachers and community resource teams (July – Aug 04)
- Training SMCs (July –Aug 04)
- Training parents (July –Aug 04)

Activity Area 2: Summary of Deliverables

#	Deliverables	Target Date	Status
2.1	a. Training modules for CCT use in the training of HTs and SMCs, and a revised HT and SMC school leadership manual created and approved by the MoES.	September 2004	Not due yet
	b. Training modules for CCT use in the training of School Inspectors, and a revised school leadership manual created and approved by the MoES.	May 2005	Not due yet
2.2	a. A report of not more than 15 pages on the delivery of the ECD kits.	October 04	Not due yet
	b. A report of not more than 15 pages on the effectiveness of the ECD pilot Roll-out to the Central Region	May 2005	Not due yet
2.3	a. Six (6) editions of <i>Kids Time</i> (1 per term for 2 years)	January 04, April 04, July 04, October 04, February 05, June 05	Jan and April editions done
	b. A report of not more than 15 pages on the effectiveness of <i>Kids Time</i>	July 2005	Not due yet
2.4 2.5	A report of not more than (15) pages evaluating the initial impact of the multi-media campaign and the ad advocacy materials on the communities understanding and	May 2005	Not due yet

	responsibilities under UPE.		
2.6	A report of not more than 15 pages on the effectiveness of the UPE parent/community campaign	July 2005	Not due yet
2.7	A report of not more than 15 pages on the effectiveness of the Madrasa pilot activity.	May 2005	Not due yet
2.8	A final report of the assessment of the issues of retention of Students	September 2004	Not due yet

Activity Area 3: Increasing Teacher Effectiveness

Overview

Two activities begun in the first year of the BEPS Uganda program activities were IPAQUAL training and *Teacher Talk*. IPAQUAL is an evolution of the request for Participatory Learning and Action (PLA) activities to be transformed into teacher practices in the classroom. *Teacher Talk* was an outgrowth of the successful Straight Talk approach to communicating key issues raised by target audiences back to those audiences to promote healthy and constructive dialogue. Both activities were introduced through the TDMS mechanism and were designed to achieve school-based impact. The goal of both is to enhance teachers' professional quality and engagement of the learners through applied learner-centred methods.

The MoES Teacher Effectiveness Working Group continues its collaboration on these extension activities with the BEPS EPIA.

Activity 3.1 Teacher Effectiveness

The IPAQUAL pilot activity to improve teacher effectiveness in the classroom through promoting teacher practice of learner-centred methods has motivated CCTs and teachers involved. Teachers engaged in this program have been said to be better able to view their curriculum more analytically and assume a deeper level of understanding for how it translates into learning events in their classroom. There have been many positive experiences coming from this activity, and there have also been many realizations for the broad-based support needed to strengthen classroom practice. In light of these realizations, the Teacher Effectiveness WG has considered emerging issues for the growth and transformation of this program during the current phase of activity. The WG took into consideration issues of sustainability of such an approach within the TDMS system and has recognized that changes are needed to make this pilot financially viable. The pilot has informed us of three main issues that are being addressed in this current phase:

- A whole school approach is necessary for classroom improvement. There is more to a school adopting these methods than teachers being trained in their use.

- Head Teachers need additional attention, as they can make the difference between a school that supports its teachers in implementing Teacher Effectiveness activities throughout their school and a school that does not encourage, acknowledge, or communicate the new methods that have been introduced through training.
- District inspectors need to be brought into the loop since they play an important role in ensuring quality control within schools and between schools.

In this new phase, more attention is given to peer group meetings (PGMs) to develop a culture of collaboration and cooperation between colleagues and a culture of reflection, self-guided improvement, and problem solving. The activities need to integrate content and methods from ECD, PIASCY, and the UPE campaign. Furthermore, this program has to be merged with the continuing professional development (CPD) program to sustain itself.

In this expansion phase, Teacher Effectiveness refresher activities have been undertaken with the Kabulasoke PTC, and these CCTs are expected to expand their TE activities in all of their schools. Training has been conducted with Kabulasoke PTC pre-service tutors to improve the practice in the classrooms at the PTC. Training has also begun in Kibuli PTC with both the pre-service and in-service tutors.

Achievements

- New chairperson for the WG is Mrs. Margaret Nsereko
- A long-term local TA supports the Teacher Effectiveness activities in the three Districts of Mpigi, Kyenjojo and Ssembabule under Kabulasoke PTC and two districts of Wakiso and Kampala under Kibuli PTC
- Groundwork has successfully completed an intensive training in Kibuli PTC and a review seminar at Kabulasoke PTC for both the Pre-service tutors & the CCTs
- District trainings have been coordinated
- Writer's workshop on mentoring completed
- Training of pre-service and in-service tutors in Kibuli

Next Steps

- Training by CCTs of head teachers and teachers in Kibuli pilot schools
- Editing teams to finalize the mentoring manual
- Pre-testing the HT Mgt training manuals at Kabulasoke PTC in Mid-July 2004
- Monitoring and Evaluation in both Kabulasoke and Kibuli

Activity 3.2 Teacher Talk

Teacher Talk was an exciting new undertaking of Straight Talk Foundation during the first phase of the BEPS Uganda activities. This newsletter has served to promote innovative learner-centred practices within the classroom, have teachers engage with their students as individuals and to encourage teachers to be reflective practitioners in their role as a teacher and role model for pupils. This newsletter, produced in English, is another vehicle to promote teacher effectiveness and the actualization of UPE principles in the classroom. This newsletter is being supported for four terms, one print run per term, and is disseminated through the TDMS system and the public post office. Radio spots of this newsletter will be aired the week

after each production. A brochure will also be produced to elaborate on the teacher effectiveness approaches and practices.

Achievements

- 2nd Edition of *Teacher Talk* developed and approved by MoES
- National distribution done
- Radio spots aired

Next Steps

- Production of brochure
- Monitoring and Evaluation
- Collation of feedback from the field

Activity 3.3 Parent Talk

Parents' talk is a new newspaper for parents. This is a new innovation, which recognises parents as the most important people in the lives of children and adolescents. The aim of the parents talk is to help parents to talk to their children more often on serious issues such as growing up, staying safe from HIV and staying in school. The newspaper is based on family values and morals, research and real lives of Uganda's.

It will also help the parents to be good role models to their pupils of their children and live safer sexual lives. This is a very unique innovation since it is meant to encourage the parents to cultivate close and sustainable relationship with their children and to help them grow up into responsible adults.

Activity Area 3: Deliverables

#	Deliverables	Target Date	Status
3.1.a	TE modules and manuals finalized for CCTs. (TOT manual, Teacher Training manual and Brochure for teachers)	October 2004	Not due yet
3.1.b	Modules and manuals finalized for CCTs. (Training of Trainer manual, Teacher Training manual and Teacher Guide)	December 2004	Not due yet
3.1.c	A report on the TE training at Kabulasoke Core PTCs for both pre-service and in-service. A report on the TE training at Kibuli Core PTCs for both pre-service and in-service.	Dec 2004 July 2005	Not due yet Not due yet
3.1.d	A report of not more than 20 pages, evaluating the training and initial impact of the TE training on teacher use and impact of the learner centre methods and tools.	July 2005	Not due yet

3.2	a. Four (4) editions for <i>Teacher Talk</i>	February 04, June 04, October 04, February 05	February & June editions completed & distributed
	b. A final M&E report from Straight Talk Foundation on the effectiveness of <i>Teacher Talk</i> .	July 2005	Not due yet

Activity Area 4: Responsible Sexuality & Health Education Initiative

PIASCY

Overview

The support BEPS has provided to the PIASCY has perhaps been one of the most substantial and well-received initiatives. This support continues into Phase II of the BEPS activity. This advocacy campaign has been fully engaged in some powerful messages and mediums and the implementation has been made possible only through the consolidated effort of the members of the PIASCY WG. PIASCY manuals have been revised and mass produced for distribution to 15,000 primary schools (both public and private).

After evaluation exercise of the pilot, the report informed us that the design of this set should be revised. A two-book set has been maintained. However, rather than dividing the conceptual framework from teacher practice, each book includes both and the division is made by grade level. One book is for lower primary (P3 – P4) and another book for upper primary (P5 – P7).

Achievements

- PIASCY book 1- P3-P4 revised
- PIASCY book 2- P5-P7 revised
- Four consultative meetings held with National Task Force
- Inter Religious Council meeting conducted
- Editing completed and books printed for National coverage
- Eight Regional Workshops held
- Design of school based Log Book
- The PIASCY roll-out has been handed over to UPHOLD

Next Steps

- BEPS to host a national Seminar for 23 PTCs to discuss & strategize the Roll-Out Plan with UPHOLD
- Joint M&E framework to be used for the district implementation of PIASCY
- Revision of the PIASCY Trainers manual
- Editing of the curriculum matrix
- Printing of the final version of the above documents

Activity 4.1 Young Talk

The *Young Talk*, produced by Straight Talk Foundation, has been an innovative and engaging tool produced through the BEPS program. These newsletters, produced once per school term in English, help children not only understand issues of their health, well-being and gender identity, but to engage in peer dialogue over these sensitive topics. *Young Talk* serves to promote the young individuals' respect for her or his body and health needs. This newsletter continues to be disseminated nationally with radio spots aired the week after each production.

Achievements

- Second edition of *Young Talk* completed and distributed nationally
- Radio spots aired

Next steps

- School utilization to be monitored
- Next edition developed
- Brochure produced
- Monitoring and Evaluation

Activity 4.2 Advocacy Posters

Posters, while having a great appeal, have been the most expensive and not necessarily the most effective medium. It was found that posters are often taken to private homes or offices for display and not as frequently placed in public venues. The Pilot Phase indicated that the most efficient and effective approaches for relaying a greater amount of information to the public are brochures and flyers. Therefore, more emphasis is now placed on the development of these two. Calendars continue to be developed with the ECD materials and posters have been developed for the PIASCY portion of the campaign. Brochures are also being developed for several areas across this UPE campaign, which includes ECD, PIASCY, Teacher Effectiveness and UPE advocacy in more general terms.

No major updates for this quarter.

Activity 4.3 Radio Broadcasts

Like the brochure campaign, radio spots cover the scope of the UPE advocacy campaign from ECD, PIASCY, Teacher Effectiveness, and UPE advocacy as a general topic as well as messages targeting communities and parents. These messages are aired nationally, with a special focus to air radio broadcasts in the North. These radio spots are built into the work being conducted by Straight Talk Foundation. Furthermore, talk shows are conducted through a contract with TERP. Guest speakers and resource persons are selected by the WG from the pool of MoES and education stakeholders and experts in the field.

No major updates for this quarter.

Activity 4.4 PIASCY Assembly Messages

The PIASCY Handbooks – one for lower primary and one for upper primary – were developed. Field testing and revisions were made this quarter.

Activity 4.5 Guidance and Counselling Pilot Program

Given the changing social patterns and escalation of conflict in the north and north east of the country, increased enrolment in schools (total enrolment in primary schools is 7.2 million children) and above all the challenge of HIV/AIDS, there has been an urgent call to establish guidance and counselling structures and to strengthen the provision of guidance and counselling services to pupils in primary school.

The responsibility of providing Guidance and Counselling (G&C) services to the pupils falls mainly on teachers. Most school programs emphasize dissemination of information, without emphasis on practical knowledge and skills in guidance counselling and a basic understanding of what should be encompassed in guidance and counselling services. Many of the more common approaches teachers may be aware of in counselling are adult, rather than children-oriented. There is, therefore, a need to put a mechanism in place to enhance effective communication with the pupils for the purpose of enhancing the provision of guidance and counselling services in primary schools.

The purpose of this intervention is also to enhance the capacity of the Guidance and Counselling Department, of the MoES, and through the TDMS system to develop participation in the development of guidance and counselling services at the school level. A WG designed the process for the provision of guidance and counselling, focused on school-based implementation. Through CCTs (by providing CPDs), this program develops the capacity of senior women/men teachers in the primary schools to manage their own guidance and counselling programs.

The training is also meant to support the implementation of PIASCY activities in the context of guidance and counselling; reactivate and redesign health clubs in primary schools; and provide teacher–pupil supervisory support in guidance and counselling through well-established structures and strategies. To support the training, materials were developed, to include a training module for use by CCTs and a guidance and counselling booklet to put into the hands of the teachers. Further support is provided through a collaborative effort between the Guidance and Counselling Department and the Straight Talk Foundation in inserting relevant G&C topics into the newsletters that are being produced. To monitor this experimental activity, four pilot or demonstration sites were identified to look closely at the strengths and weaknesses of this intervention and gain lessons to be learned to create a stronger model. The Working Group took decision on the sample sites for Guidance & Counselling interventions.

Achievements

- Working Group started
- Local TA hired and inception report in place
- Consultative process with
 1. Universities
 2. Districts

3. Guidance & Counselling Department

- Draft training modules have been developed

Next Steps

- Printing
- Field Testing
- Training on G&C during National TOF Workshop
- District based training of trainers
- Establishing four demonstration sites for G&C in Central Region for in-depth monitoring and evaluation to inform manual and training model revision
- Community consultations to review the guidance and counselling materials/guidelines
- School support through training on basic skills in guidance and counselling, peer education/counselling, designing of programs/activities for health clubs to:
 - Senior women/men teachers
 - Other teachers
 - Peers
 - Health clubs
- Monitoring and Evaluation

Activity Area 4: Deliverables

#	Deliverables	Target Date	Status
4.1	a. Six (6) editions of <i>Young Talk</i> (1 per term for 2 years) b. A report of not more than 15 pages on the effectiveness of <i>Young Talk</i> .	February 04, May 04, August 04, November 04, March 05, June 05 July 2005	February & May editions completed Not due yet
4.2	Development and Printing of Advocacy Posters and Brochures	May 04, September 04, January 05, May 05	Posters produced; brochures delayed
4.3	A brief report describing the extent and effectiveness of the radio broadcasting to the Northern Region.	July 2005	Not due yet
4.4	Revisions and reprinting of PAISCY assembly messages	May 2004	Done
4.5	A report of not more than thirty (30) pages providing information on the course design, training package, materials production, and evaluation of program in schools and classrooms.	July 2005	Not due yet

Activity Area 5: Procurement of Furnishings and Supplies

In addition to the extension of the BEPS program activities, the project has undertaken the task of procuring two sets of procurements: the procurement of HIV Readers and the procurement of ECD Furniture.

5.1 Procurement of HIV Readers

Numerous supplementary reading materials currently exist in Uganda and are available through local printers on the theme of Responsible Sexuality and Health. These readers are both fiction and non-fiction and are appropriate for a variety of age and grade levels. The messages conveyed through the readers support the PIASCY and UPE advocacy messages in a way that is comprehensible and interesting to pupils. Through BEPS, a number of these readers have been procured and disseminated to schools. Fountain Youth Survival Kit for Schools are standard kits for a classroom of 40 pupils that consist of 1 teacher resource book, 10 pupil resource books, and 20 readers.

The 10 readers that are included in a kit for the upper primary sections are: Don't Play with Fire, I will Miss Mr. Kizito, How Kwezi Got into Trouble, Monde the Courageous Girl, Why Mother Left Home, Should I Ask Dad, The Great Temptation, Anena's Victory, The Deadly Dance.

The seven districts which received Fountain Survival Kit for primary schools are reflected in the table below:

S/N	Disticts	No. of schools
1	Mbarara	886
2	Kabarole	74
3	Jinja	165
4	Busia	125
5	Gulu	230
6	Mpigi	314
7	Luwero	466

Achievements

A total of 1,120 kits were procured through Fountain Publishers and distributed to a total of 2,260 primary schools in the seven districts mentioned above. In addition, the PTCs in each beneficiary district were provided with Kits to enable the CCTs work.

Next Steps

- Monitoring and Evaluation

5.2 *Procurement of ECD Furniture*

The UPE ECD awareness raising campaign has been effective in informing stakeholders of the special needs and programs appropriate for early childhood education. One of the major realizations has been the inappropriateness of the furnishings, or the lack of furnishings, for the early childhood classrooms.

The MoES developed a design for furniture appropriate for ECD classrooms and BEPS has received a sample design and cost for these furnishings. The items include pupil tables, pupil chairs, and classroom cupboards. Present costs per unit were validated through a bidding process.

Achievements

The Ministry invited bids from the public and so far, four firms have been pre-qualified and provided with the RFP. The firms are expected to submit to the Ministry contracts committee, their Technical and Financial Proposals by July 13, 2004. These firms include:

- (a) Zimwe Construction Ltd
- (b) HL investment Ltd
- (c) TUNPECCO Ltd
- (d) Exec Construction Ltd.

- Identification of beneficiary districts and schools

Next Steps

- Identification of the competent firm and contract award
- Production and distribution
- Monitoring and Evaluation

IV. MONITORING AND EVALUATION

BEPS currently supports seven programmes (constituting 23 activities) targeted at buttressing basic education in Uganda. Tracking the progress of the implementation of these activities requires a clear monitoring and evaluation framework. To strengthen its monitoring and evaluation capacities, BEPS has recruited an M&E officer. This is expected to bolster monitoring and evaluation activities of BEPS.

BEPS has so far developed a monitoring and evaluation framework that comprises the following:

- A results framework
- Performance Monitoring Plan
- Instruments for school based monitoring, and
- A monitoring plan for PIASCY roll-out

The M&E framework will serve as a working document and is yet to be subjected to a wider consultation and sharing so as to generate a harmonised position endorsed by all stakeholders (*refer to annex 1 for details*).

The M&E framework will contribute to enhance the efforts of the WG members involvement and participation in the implementation of BEPS activities and her sister agencies in the conduct of monitoring and evaluation of these activities. It will also enable the key stakeholders involved in the programming and implementation of these activities to track the progress made, generate timely feedback to inform decision making and demonstrating accountability of the resources involved in the implementation process. In addition, there is an opportunity for capacity building of the members of the working group in the field of M&E.

The following are briefs on monitoring and evaluation under different areas of the BEPS project:

EDUCATION IN CONFLICT AREAS

Mango Tree Educational Enterprise is one of the implementing partners of BEPS activities. In the conflict areas, Mango tree has distributed supplementary educational materials under the CASEM project. The districts which benefited under this project were; Nakapiripirit, Moroto, Kotido, Katakwi, Kaberamaido, Masindi, Nebbi, Yumbe, Gulu, Kitgum, Pader, Lira, and Apac. All government schools in these districts benefited from the CASEM kits.

Before the distribution of the materials, Mango Tree organised a one-day planning meeting for deputy principals, outreach and district inspectors of schools. This was meant to make the stakeholders gain insights of the components of the project and understand their roles and responsibilities. During the delivery of materials, a two-day ToT was conducted for CCTs, heads of programmes-continuous professional development, the deputy principals out reach, and the district inspectors of schools. The ToT was aimed at familiarising the participants with the contents of the Kit and to enable them prepare for teacher training workshops.

The CCTs organised and facilitated a one-day CPD workshop for teachers in their catchment area. This was also to make the teachers understand the content of the kit and how to utilise it in the classroom environment. Three teachers were selected for this CPD (for lower, middle and upper primary)

Mango staff and BEPS staff including the members of the working group of the northern forum monitored all the processes of the trainings. The rigorous monitoring and evaluation will be conducted during the third term of 2004. Teamwork and inclusive participation approach will be adapted. This will involve CCTs and district inspectors of schools. Uniform tools will be developed for data collection. The teachers will be interviewed on the utilisation of the contents of the kit. Mango tree will then collect the data from each college, compile it and prepare a report for MoES/BEPS as a fulfilment of their contractual obligation.

UPE ADVOCACY

UPE Advocacy workshops were conducted in the month of May 2004 in all the traditional regions: Eastern, Central, western, Northern, and West Nile. During these workshops, members of the UPE Technical Working Group constituted the monitoring and evaluation team. The team monitored and evaluated specifically the quality of workshop delivery by the facilitators and generally analysed the attendance and participation of the stakeholders. The team was headed by the Hon. Minister of State for Primary Education.

The implementation of other components of UPE advocacy (multimedia advocacy and retention campaign) has been contracted to TERP Consult. It is therefore the obligation of TERP to submit to the Ministry/BEPS quarterly monitoring and evaluation reports detailing the progress they are making in the implementation of these activities. These reports constitute part of their deliverables.

TEACHER EFFECTIVENESS

An effective teacher is said to perform better and view the curriculum more analytically and assume a deeper level of understanding on how it translates into learning events in his/her classroom. To make this a realisation, refresher courses were conducted in Kabulasoke PTC. It was targeted at pre-service tutors to improve their classroom practice at the core PTC.

District based training was also conducted for the districts of Kyenjojo, Mpigi, and Sembabule. These trainings targeted mainly the CCTs and selected Headteachers. Similarly, training has been conducted for Kibuli core PTC. A ten days training was conducted in the month of June 2004. The training focused on mentoring and coaching and participatory approaches for improving the teacher-learning environment.

All the activities of teacher effectiveness have been and are being closely monitored by members of the WG chaired by Assistant Commissioner, Department of Teacher Education in conjunction with the staff from BEPS and representative from the monitoring and evaluation section of Education Planning Department. Follow up monitoring and evaluation activities to track the progress of the delivery of skills gained by the CCTs and Headteachers have been

conducted by the same team. Lessons learnt are used to enhance the implementation of the programme in delivering the expected results.

PIASCY

With the particular focus on the PIASCY programme and roll-out, it is envisioned that monitoring and evaluation will be done by two teams (i.e. the Ministry headquarter team and the PTC/District team). The Ministry team will be constituted by the representatives of all the relevant department of the Ministry, Education standards Agency, BEPS and sister agencies (UPHOLD & AIM). The PTC based monitoring team will include the representatives of the district officials.

It is thus evident that teamwork and inclusive participation is the underlying philosophy of the BEPS/SUPER Project and it is envisioned that this will enhance the monitoring and evaluation of the PIASCY implementation.

The plan for monitoring PIASCY roll-out has two strategies. The first strategy is to deploy the Ministry headquarter and the PTC based teams to ensure the quality of district orientation meetings.

The second strategy will be school based monitoring in which the Ministry and the PTC (district) based teams will be visiting a sample of primary schools in all regions, to take stock of PIASCY implementation within the context of the whole school approach.

GUIDANCE AND COUNSELLING

During May 2004, a rapid needs assessment was conducted in the six districts of Ntungamo, Kasese, Masindi, Luwero, Lira and Katakwi. The assessment revealed pertinent issues about guidance and counselling in primary schools, among which the following deserve mention:

- In almost all school visited, there were no guidance and counselling structures
- Teachers have no in-depth training in guidance and counselling. Guidance and counselling was found to be done using unprofessional approaches
- Guidance and counselling was left in hands of the senior male and female teachers, who also do not understand the concept of guidance and counselling
- At the district level there was no person in the district education department charged with the responsibility of coordinating, supervising and monitoring guidance and counselling activities in schools
- There are no clear guidance in place for guidance and counselling in schools.

Although other NGO service providers do provide training to primary school teachers in the areas they operate in guidance and counselling, teachers were yearning for organised and sustained training in guidance and counselling. These lessons are expected to shape the agenda around which a strategy for developing guidance and counselling training for primary teachers is built.

STRAIGHT TALK FOUNDATION (STF)

As an implementing partner of BEPS, STF has been contracted to provide supplementary reading materials to primary schools (these materials include “*Kids Time*,” “*Young Talk*,” “*Teacher Talk*”, and “*Parent Talk*”). During the quarter under review, STF translated the UPE manual. STF had to engage the public to field test the translated manual for relevance and appropriateness. During the field-testing of the translated manual, district language boards, the PTC language tutors, and the members of the community were consulted to seek their approval before the manual could be mass-produced.

“Parent Talk” is a new innovation that is based on family values, research, and the real lives of Ugandans. It recognises parents as the most important people in the lives of the children and adolescents. It is aimed at helping the parents to talk to their children more often on serious issues such as growing up, staying safe from HIV, and staying in school. It will also help the parents as adults to be good role models for their children, and live safer sexual lives.

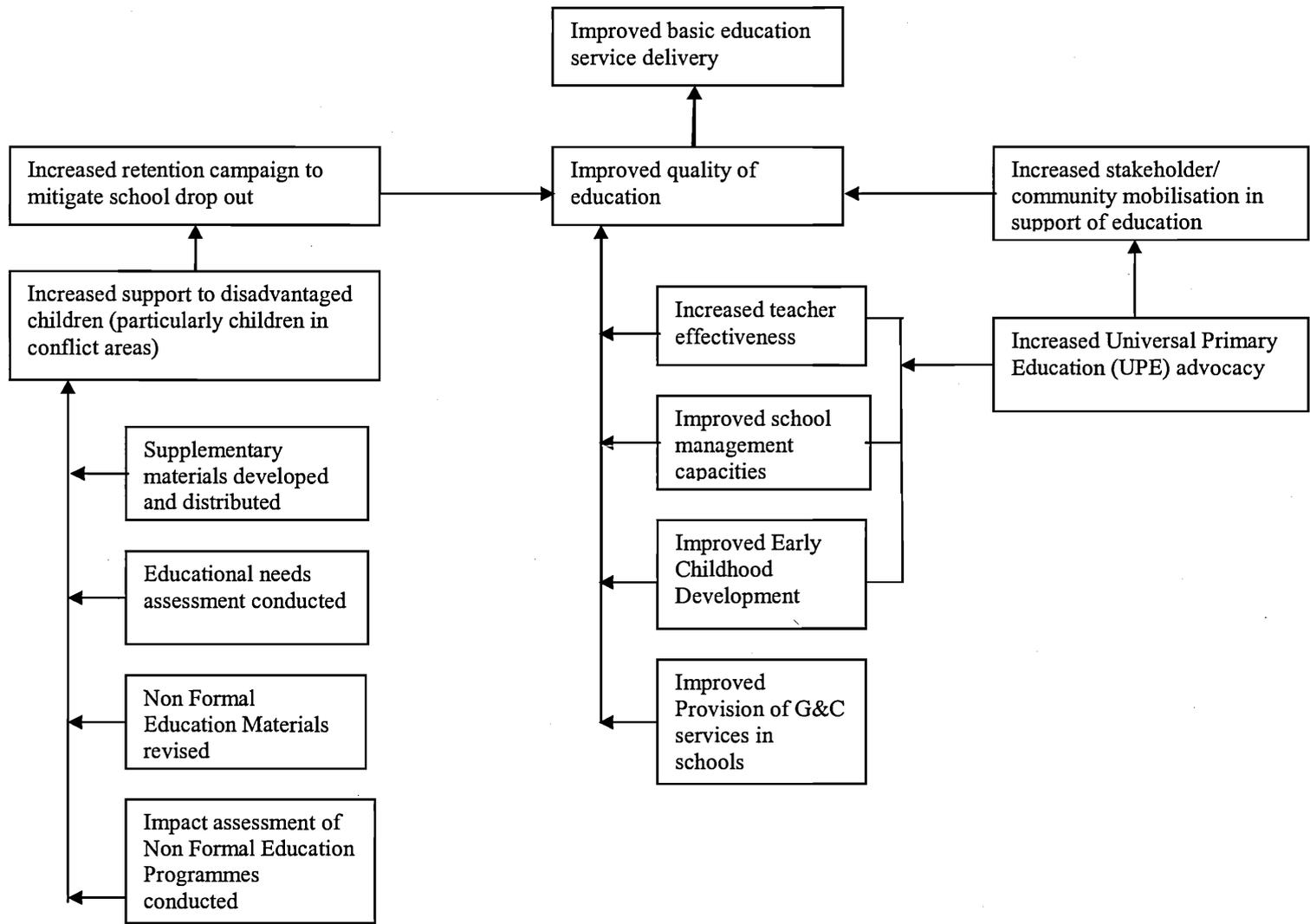
Just like TERP Consult and Mango Tree, STF is under obligation to submit quarterly progress reports to MoES/BEPS as a means of feedback on the progress of the activities they were contracted to execute.

MADRASA PROGRAM

The Madrasa programme is now jointly being implanted by the Director Madrasa and the Country Manager AGA KHAN Foundation. The detailed progress report for the period under review has been jointly prepared and submitted to BEPS. This report is attached as *annex 4*.

**ANNEX 1: MONITORING AND EVALUATION FRAMEWORK FOR
BEPS PROGRAMMES**

RESULTS FRAMEWORK FOR OTHER COMPONENTS OF BEPS



PERFORMANCE MONITORING PLAN WORKSHEET – FOR OTHER COMPONENTS

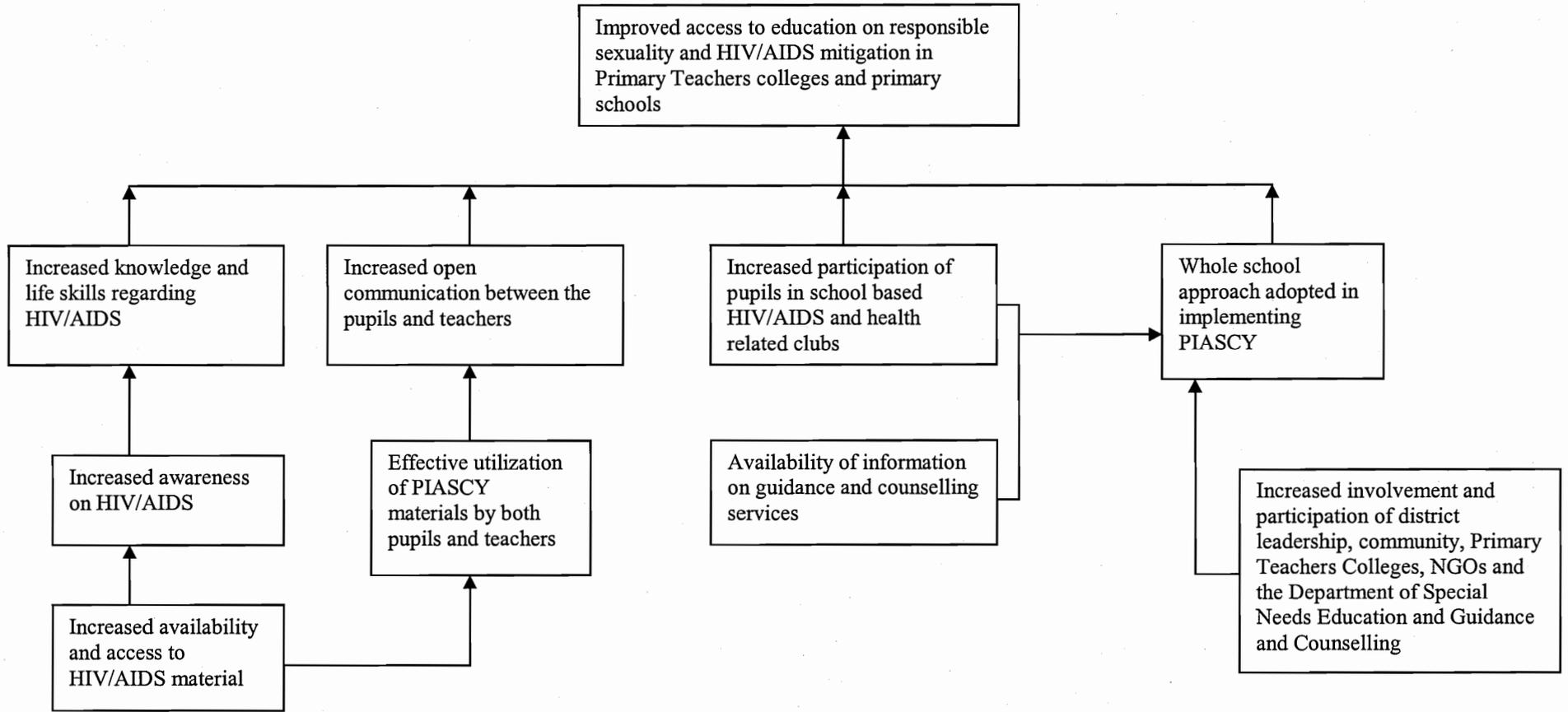
Performance indicator	Definition of terms & unit of analysis	Data source	Data Collection			Data analysis	
			Approach or method of data collection	Schedule/ Frequency	Person or entity responsible	Type/Frequency	Person or entity responsible
Number of children enrolled in schools	Definition: children who are actually studying in schools	Primary schools, district education offices and EPD	Document analysis	Annually or quarterly	BEPS and relevant departments of the ministry	Annually or quarterly- analysis depends on the nature of the data	BEPS and relevant Departments of the Ministry
Number of support activities targeted at disadvantaged children	Definition: support activities may be provision of learning materials, providing psycho- social training to teachers, CASEM, STF materials and Guidance and Counselling	Primary schools, PTCs, district education offices, Mango Tree and STF	Periodic surveys and document analysis	Quarterly	Mango Tree, STF, TERP and BEPS	Quarterly	Mango Tree, STF, TERP and BEPS
% of schools which received and utilise supplementary learning materials	Definition: Supplementary materials may include Mango Tree Kits, STF teacher talk, young talk and Kids Time	Primary schools, district education offices, Mango Tree and STF	Periodic surveys and document analysis	Quarterly	BEP, Mango Tree, TERP and STF	Quarterly	BEPS, Mango Tree and STF
Number of disadvantaged districts covered by the intervention.	Definition: actual number of disadvantaged districts benefiting from education support activities	Primary schools, district education offices, Mango Tree and STF	Periodic surveys and document analysis	Quarterly	BEPS, Mango Tree and STF	Quarterly	BEPS, Mango Tree and STF
Copy of the needs assessment report	Definition: approved copy of the assessment report outlining educational needs in disadvantaged districts	BEPS office	Document analysis	Quarterly	BEPS and relevant Departments of the Ministry	Quarterly	BEPS
% sample area covered during assessment.	Definition: number of disadvantaged districts covered during assessment	BEPS office	Document analysis	Quarterly	BEPS and relevant departments of the Ministry	Quarterly	BEPS
% of NFE programmes having and utilising NFE learning materials	Definition: number of NFE programmes which have and utilise NFE materials	NFE programmes, district education office, BEPS office and relevant Department of the Ministry	Document analysis and periodic Surveys	Quarterly	BEPS and the relevant department of the Ministry	Quarterly	BEPS and the relevant Department of the Ministry
Copy of the impact assessment report on NFE programmes	Definition: approved copy of the impact assessment report	BEPS office	Document analysis and periodic Surveys	Quarterly	BEPS and the relevant department of the Ministry.	Quarterly	BEPS and the relevant department of the Ministry
% of schools which received management training	Definition: number of schools whose Headteachers received management training	Primary schools, Department of teacher education and BEPS office	Document analysis and periodic Surveys	Quarterly	BEPS and the Department of teacher education	Quarterly	BEPS

Performance indicator	Definition of terms & unit of analysis	Data source	Data Collection			Data analysis	
			Approach or method of data collection	Schedule/Frequency	Person or entity responsible	Type/Frequency	Person or entity responsible
Number of regional workshops conducted on UPE advocacy	Definition: workshops, which actually took place	BEPS office	Reviewing the workplan	Quarterly	BEPS	Quarterly	BEPS and UPE Advocacy TWG
Number of participants who attended the UPE advocacy workshops	Definition: participants who registered their attendance	BEPS office	Reviewing attendance records	Quarterly	BEPS	Quarterly	BEPS and UPE Advocacy TWG
Number of strategies used for information dissemination during UPE advocacy campaign.	Definition: strategies include the print and electronic media, UPE manuals, posters, etc.	BEPS office, TERP and STF	Document analysis	Quarterly	BEPS	Quarterly	BEPS and UPE Advocacy TWG
% of schools benefiting from the ECD furniture.	Definition: schools actually provided with ECD furniture	BEPS office and primary schools	Document analysis and periodic Surveys	Quarterly	BEPS and ECD TWG	Quarterly	BEPS and ECD TWG
% of schools having ECD Kits	Definition: schools that actually received ECD Kits from Mango Tree Educational Enterprise	Mango Tree, BEPS and primary schools	Document analysis and periodic Surveys	Quarterly	BEPS and ECD TWG	Quarterly	BEPS and ECD TWG
% of schools provided with STF Kits Talk	Definition: schools that actually received Kids Talk from STF	STF	Document analysis and periodic Surveys	Quarterly	BEPS and ECD TWG	Quarterly	BEPS and ECD TWG
Copy of the Rapid Needs assessment survey on Guidance and Counselling in schools	Definition: approved copy of the rapid needs assessment conducted in pilot districts	BEPS office and Department of Special Needs Education	Document Analysis	Quarterly	BEPS office and Department of Special Needs Education	Quarterly	BEPS office and Department of Special Needs Education
Number of districts covered by the G&C pilot	Definition: districts where the rapid needs assessment was conducted	BEPS office and Department of Special Needs Education	Document analysis and periodic surveys	Quarterly	BEPS office and Department of Special Needs Education	Quarterly	BEPS office and Department of Special Needs Education
% of teachers who received training in G&C	Definition: actual number of teachers who received training in G&C	BEPS office and Department of Special Needs Education	Document analysis and periodic surveys	Quarterly	BEPS office and Department of Special Needs Education	Quarterly	BEPS office and Department of Special Needs Education

Key:

CASEM	Conflict Area Supplementary Educational Materials
STF	Straight Talk Foundation
NFE	Non Formal Education
EPD	Education Planning Department
BEPS	Basic Education and Policy Support
TWG	Technical Working Group
ECD	Early Childhood Development

PIASCY RESULTS FRAMEWORK



PERFORMANCE MONITORING PLAN WORKSHEET- FOR PIASCY

Performance indicator	Definition of terms & unit of analysis	Data source	Data Collection			Data analysis	
			Approach or method of data collection	Schedule/ Frequency	Person or entity responsible	Type/Frequency	Person or entity responsible
% of Pre-primary teachers who demonstrate knowledge of HIV/AIDS	Definition: demonstration of knowledge may include articulation of causes and preventative measures	PTCs	Periodic surveys	Quarterly	BEPS, PTCs, STF, TERP, PIASCY TWG and Fountain Publishers	Quarterly	BEPS & PIASCY TWG
% of pupils who demonstrate knowledge of HIV/AIDS	Definition: demonstration of knowledge may include articulation of causes and preventative measures	Primary schools	Periodic surveys	Quarterly	BEPS, PTCs, STF, TERP, PIASCY TWG, DACs and Fountain Publishers	Quarterly	BEPS & PIASCY TWG
% of teachers frequently communicating to pupils about HIV/AIDS	Definition: teachers communicating to pupils about HIV/AIDS may be within the classroom and within the school environment	Primary schools	Periodic surveys	Quarterly	BEPS, PTCs, STF, TERP, PIASCY TWG, DACs and Fountain Publishers	Quarterly	BEPS & PIASCY TWG
% of pupils frequently seeking Guidance and Counselling services	Definition: pupils being provided with G&C services	Primary schools	Periodic surveys	Quarterly	BEPS, PTCs, STF, TERP, PIASCY TWG, DACs and Fountain Publishers	Quarterly	BEPS & PIASCY TWG
% of schools which have adopted the provision of Guidance and Counselling services	Definition: schools that are actually providing guidance and counselling services	Primary schools	Periodic surveys	Quarterly	BEPS & Department of Special Needs Education (SNE)	Quarterly	BEPS & Department of SNE
% of schools having records on Guidance and Counselling sessions	Definition: schools having documented evidence of G&C services provided to pupils	Primary schools	Periodic surveys	Quarterly	BEPS & Department of SNE	Quarterly	BEPS & Department of SNE
% of PTCs with HIV/AIDS and health clubs	Definition: PTCs actually having established clubs	PTCs	Periodic surveys	Quarterly	BEPS, PTCs, STF, TERP, PIASCY TWG, DACs and Fountain Publishers	Quarterly	BEPS & PIASCY TWG
% of schools with HIV/AIDS and health clubs	Definition: schools actually having established clubs	Primary schools.	Periodic surveys	Quarterly	BEPS, PTCs, STF, TERP, PIASCY TWG, DACs and Fountain Publishers	Quarterly	BEPS & PIASCY TWG
% of Pre-service teachers participating in school clubs	Definition: Pre- service teachers actively participating in school clubs	PTCs	Periodic surveys	Quarterly	BEPS, PTCs, STF, TERP, PIASCY TWG, DACs and Fountain Publishers	Quarterly	BEPS & PIASCY TWG
% of pupils participating in school clubs	Definition: pupils actively participating in school clubs	Primary Schools	Periodic surveys	Quarterly	BEPS, PTCs, STF, TERP, PIASCY TWG, DACs and Fountain Publishers	Quarterly.	BEPS & PIASCY TWG
% of PTCs that have a variety of materials on	Definition: PTCs actually having two or more types of materials	PTCs	Periodic surveys	Quarterly	BEPS, PTCs, STF, TERP, PIASCY TWG, DACs and	Quarterly	BEPS & PIASCY TWG

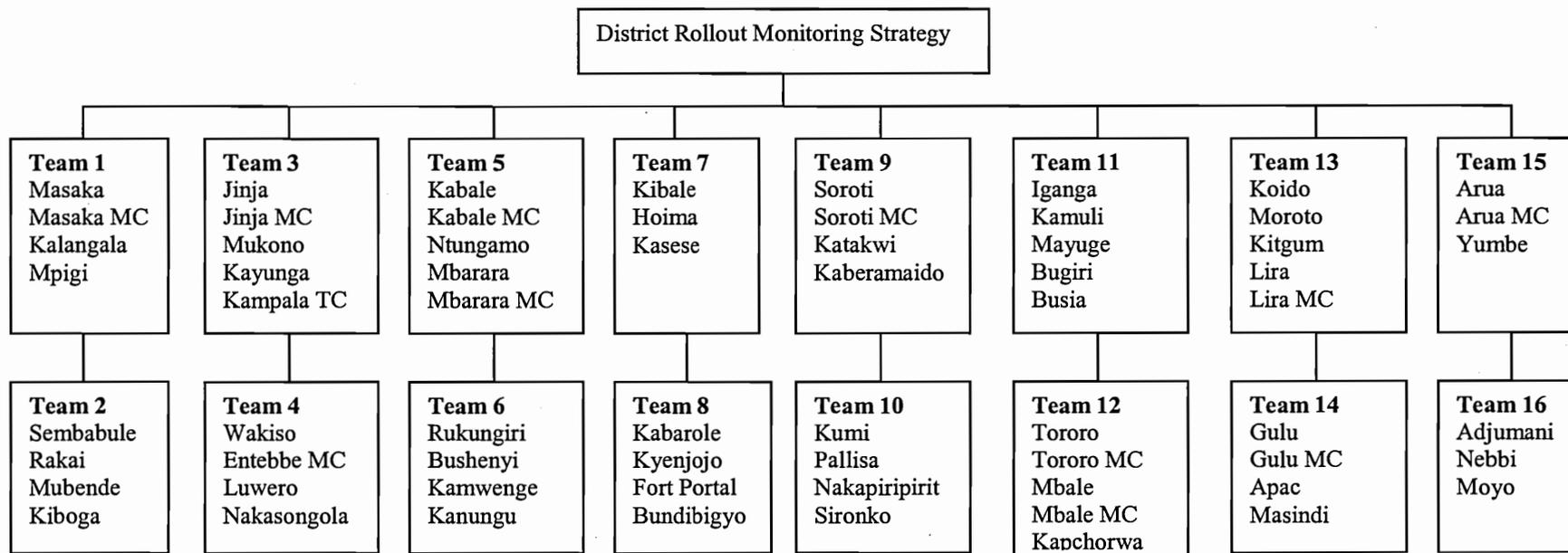
Performance indicator	Definition of terms & unit of analysis	Data source	Data Collection			Data analysis	
			Approach or method of data collection	Schedule/Frequency	Person or entity responsible	Type/Frequency	Person or entity responsible
HIV/AIDS					Fountain Publishers		
% of schools that have a variety of materials on HIV/AIDS	Definition: Primary Schools actually having two or more types of materials	Primary Schools	Periodic surveys	Quarterly	BEPS, PTCs, STF, TERP, PIASCY TWG, DACs and Fountain Publishers	Quarterly	BEPS & PIASCY TWG
% of schools practicing a whole school approach.	Definition: whole school approach involves participation of district leadership, community, PTCs and NGOs	Primary schools	Periodic surveys	Quarterly	BEPS, PTCs, STF, TERP, PIASCY TWG, DACs and Fountain Publishers	Quarterly	BEPS & PIASCY TWG
% of teachers who received training on the utilisation of PIASCY materials	Definition: number of teachers who actually received training on utilisation of PIASCY materials	Primary schools	Periodic surveys	Quarterly	BEPS, PTCs, STF, TERP, PIASCY TWG, DACs and Fountain Publishers	Quarterly	BEPS & PIASCY TWG

Key:

BEPS	Basic Education and Policy Support
PTC	Primary Teachers College
STF	Straight Talk Foundation
PIASCY	Presidential Initiative on AIDS Strategy for communication to Youth
TWG	Technical Working Group
DACs	District AIDS Committees
TERP	Public Relations Consulting Firm

MONITORING PLAN FOR PIASCY DISTRICT ROLL-OUT - Clustering of District by Region

<u>Central 1</u> (Team 1&2)	<u>Central 2</u> (Team 3&4)	<u>Western 1</u> (Team 5&6)	<u>Western 2</u> (Team 7&8)	<u>Eastern 1</u> (Team 9&10)	<u>Eastern 2</u> (Team 11&12)	<u>Northern 1</u> (Team 13&14)	<u>Northern 2</u> (Team 15&16)
Masaka	Mukono	Kabale	Mbarara	Soroti	Iganga	Lira	Arua
Kalangala	Kampala	Rukungiri	Hoima	Pallisa	Kamuli	Lira MC	Arua MC
Sembabule	Jinja	Mbarara	Kibale	Kumi	Mayuge	Gulu	Yumbe
Rakai	Wakiso	Kamwenge	Bundibugyo	Katakwi	Bugiri	Gulu MC	Nebbi
Mubende	Luwero	Ntungamo	Kabarole	Sironko	Busia	Kitgum	Moyo
Mpigi	Kiboga	Kisoro	Kyenjojo	Nakapiripirit	Mbale	Pader	Adjumani
Kiboga	Nakasongola	Bushenyi	Kasese	Kaberamaido	Tororo	Apac	
Masaka MC	Kayunga	Kanungu	Mbarara MC	Soroti MC	Kapchorwa	Kotido	
	Entebbe MC	Kabale MC	Fort Portal MC		Mbale MC	Moroto	
	Jinja MC	Mbarara MC			Tororo MC	Masindi	
	Kampala TC						



Explanatory Notes:

1. The districts are grouped in 8 regional clusters.
2. Each region will have two monitoring teams drawn from the ministry headquarters
3. The Ministry team will have a representation of:
 - (i) Teacher Education Department
 - (ii) Primary Education Department
 - (iii) Education Planning Department
 - (iv) Office of the Director of Education
 - (v) Secondary Education Department
 - (vi) Education Standards Agency
 - (vii) BEPS
 - (viii) UPHOLD
 - (ix) AIM
4. The PTCs will monitor schools in districts within their catchment area
5. School based monitoring will be conducted in the course of Term Three.

ANNEX 2: BEPS ACTIVITY IMPLEMENTATION PLAN

ANNEX 3: BEPS DELIVERABLES

ANNEX 4: MADRASA PROGRESS REPORT

MADRASA RESOURCE CENTRE UGANDA

PROGRESS REPORT FOR BEPS FUNDED ACTIVITIES: APRIL TO JUNE 2004

Objective 1: Piloting parenting component

A. Organize and facilitate capacity building activities for staff.

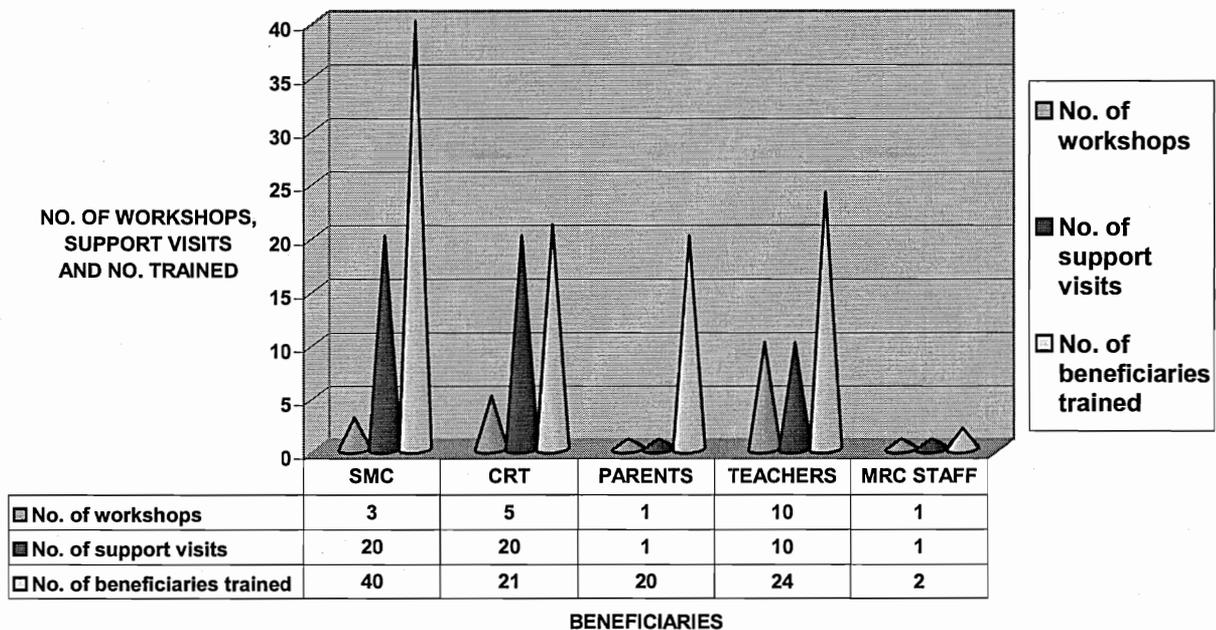
Strengthen staff's capacity to carry out monitoring and evaluation, research, data entry and analysis, report writing and dissemination

Activity: Training workshop for Monitoring Evaluation Research liaison Officers (MERLO)

Output:

- 1) The Project Director and the MERLO attended a 5 day training workshop organized and facilitated by MRC Regional Lead researcher. During the workshop staff were able to discuss and review the monitoring tools that are being used and started revision of the tools.
- 2) Draft Baseline instruments have been developed for teachers, children, SMC members, CRT, Parents and GAS

CHART 1: BENEFICIARIES IN 10 ECD GRADUATE SCHOOLS



B. Train and support 30 teachers from 10 ECD graduates schools

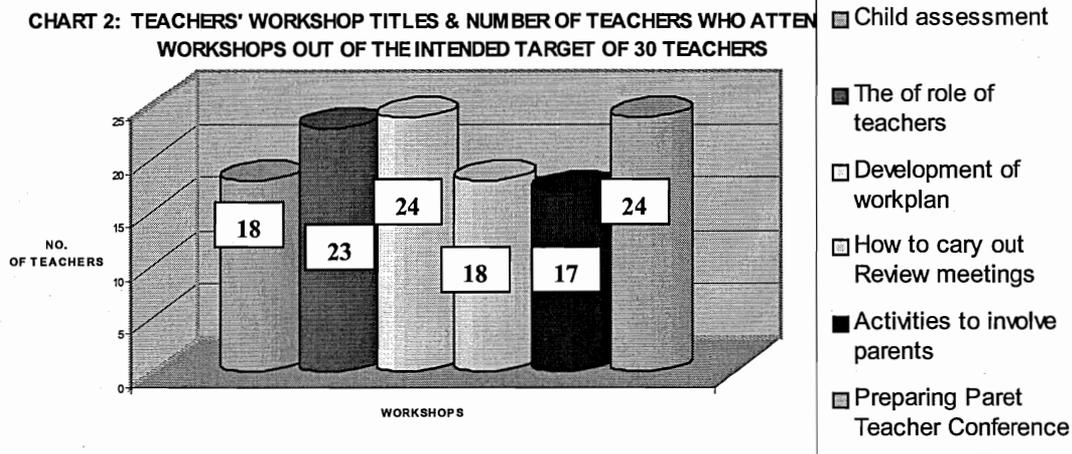
Organise and conduct centre based and on site training as well as exchange visits for teachers of ECD graduate schools

Activity One: Centre Based workshops undertaken for 30 teachers from 10 graduate Madrasa pre schools

Output:

- 1) Ten (10) workshops conducted at the Resource Centre on:
 - a) Planning and preparing for a teachers parent conference;
 - b) The role of teachers in teachers parents conference/meetings;
 - c) Planning for parents activities;
 - d) Developing work plans;
 - e) Child assessment;
 - f) How parents can involve their children in learning during open days, parents-Teachers conferences, and in the school daily routine by identifying different themes to work with children;
 - g) Review meetings with parents.

2. The following materials have been developed and activities have taken place:
 - a) Child assessment Form – currently being piloted
 - b) Open days for parents
 - c) Parents learning more about their children's development



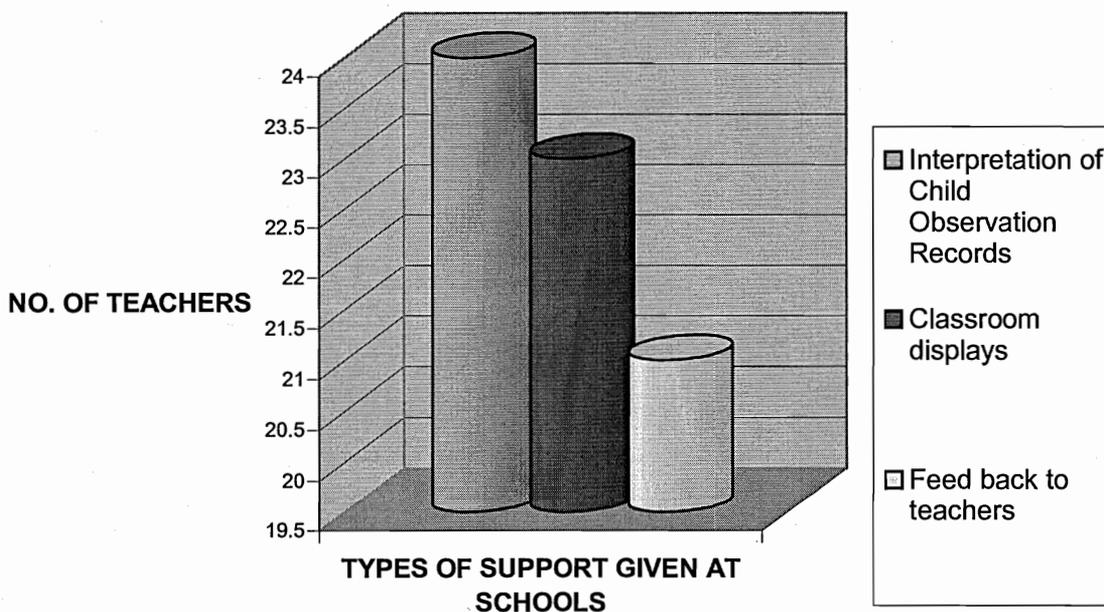
Activity Two: School-Based support for 30 teachers from 10 graduate Madrasa pre schools

Output:

Each of the 10 schools were visited four times. During these visits trainers worked with teachers to:

- a) Interpret the children's observations and write assessment reports,
- b) Improve on the classroom displays as a way of preparing for the teacher parent conferences,
- c) Attend and support teachers during conferences with parents and gave feed back to teachers.

CHART 3: TYPE OF TEACHERS' SUPPORT AT SCHOOLS & NUMBER OF TEACHERS GIVEN SUPPORT OF THE EXPECTED 30 TEACHERS



■ Interpretation of Child Observation Records	24
■ Classroom displays	23
□ Feed back to teachers	21

C. Design an implementation strategy for the review of the Teacher Training Manual

Plan and carry out activities involving the revision of the Teacher Training Manual

Activity: Compiling training outlines used during the training of teachers and keep them in a file for future use.

I. Output:

Trainers meet after every training session to evaluate the sessions. The evaluation is recorded on the training outlines which are stored in soft and hard copies. During the training teachers and trainers develop the manual content. The following content has so far been compiled:

- a) Child assessment form,
- b) Work plan format,
- c) Activities that involve parents in their children's learning.

D. Train and support 70 SMC members from 10 ECD graduate schools

Organize and conduct Centre-Based Training for SMCs of ECD graduate schools

Activity One: Conduct centre-based workshops for 70 SMC members.

Output:

3 workshops were conducted on the following topics:

- a) SMC's role in supporting parents for effective involvement in children's learning
- b) Understanding child assessment tool, and
- c) Children's rights and the parents' role

Organize and conduct School support as well as exchange visits for SMCs of ECD graduate schools

Activity Two: Participate in school management committee meetings in each of the 10 ECD graduate schools.

Output:

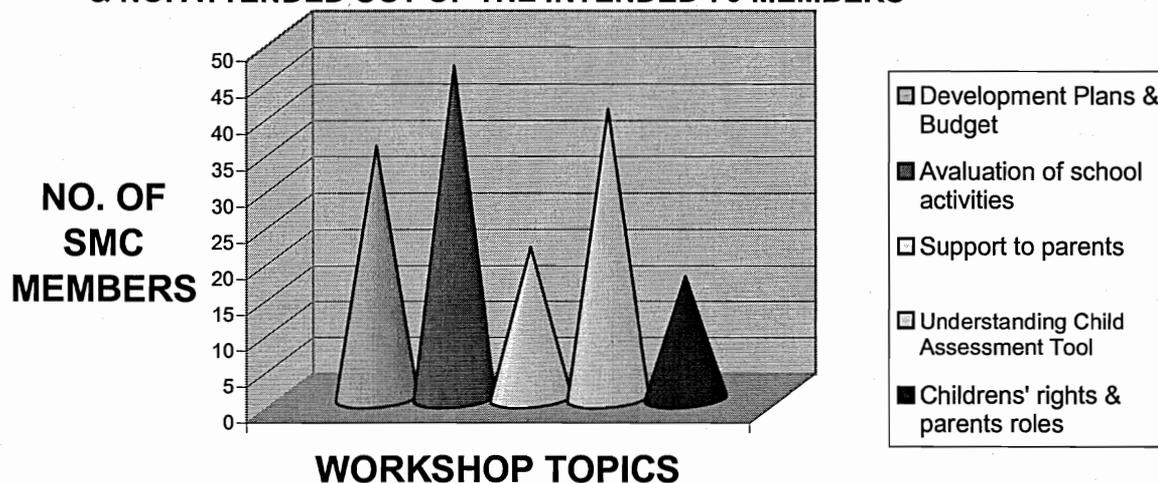
- a) CDOs attended 2 meetings in each of the 6 schools. During the meetings SMCs were supported to develop work plans and budgets for the Second School Term
- b) CDOs attended another meeting with each of the 8 SMCs to support them evaluate the school activities for the first school term.
- c) CDOs supported SMCs to organize parents meetings to form parent support groups.

Activity Three: Support each of the 10 ECD graduate schools to establish relationship with health centres and Parish Development Committees (PDCs)

Output:

- a. CDOs supported ten SMCs to visit sub county health centres in their areas. Each of the SMC wrote letters to the health centres requesting for the services.
- b. Visit each of the 10 ECD graduate schools to provide hands on support to SMC members to improve and set the pre school environment. Each of the ten schools was visited six times. During these visits the MRC staff supported SMCs to ensure that they have proper kitchens, storage facilities, flower gardens, school gardens and resting facilities for children.

CHART 4: WORKSHOP TITLES FOR SCHOOL MANAGEMENT COMMITTEES & NO. ATTENDED OUT OF THE INTENDED 70 MEMBERS



Development Plans & Budget	35
Avaluation of school activities	46
Support to parents	21
Understanding Child Assessment Tool	40
Childrens' rights & parents roles	17

E. Train and support (a) CRTs of the 10 ECD graduate schools on the evaluation procedures and training skills (b) head teachers on management and organizational skills, and lead teachers on child observations, assessment and planning

Equipping ten community resource teams with basic knowledge of child development and skills on community mobilization, parent support, facilitation and monitoring and evaluation

Activity One: Conduct centre based workshops for 30 CRT members of the 10 ECD graduate schools.

Output:

5 centre based workshops have been conducted on the following topics:

- An overview of the service delivery approaches,
- CRT review meetings
- How to carry out home visits
- Writing reference materials

Support and build capacities of CRTs in carrying out teacher parent conferences, home visits, parents' support groups.

Activity Two: Carry out school visits to provide hands on support to CRTs during parents support group activities.

Output:

So far one CRT has been supported during parent support group meetings.

Activity Three: Carry out school visits to provide hands on support to CRTs during parents open days.

Output:

CDOs visited all the ten schools twice to support the CRTs. During the visits CRTs drew out plans and shared out roles. Out of the 10 schools, 5 schools conducted open day forums.

F. Organize and facilitate activities for District Education Officers (DEOs), Community based Organizations (CBOs), Parish Development Committees (PDCs) working within the communities where MRC works

Organizing and conducting awareness raising activities for PDCs, LCIII officials, Education officers, and CBOs

Activity One: Holding meetings with each of L.C.III chairpersons of 5 sub counties and 2 divisions to make arrangements for the PDC meetings.

Output:

2 meetings with each of the LC III chairpersons were held to organize for meetings with PDCs.

Activity Two: Organize and conduct meetings with PDCs.

Output:

Three meetings for PDCs of Ngugulo, Kaliiti, Kisugu, Wakiso and Ndeje were held. During the meetings it was agreed that the Chairs of Ngugulo and Kaliiti become ex-officials on the pre school committees in the parish. Also the work plans should always be forwarded to the parish through the village committee.

G. Update the existing monitoring and evaluation tools

Develop baseline tools for the different categories of target groups.

Activity One: Holding discussion meetings with SMCs, and teachers to develop the first drafts of the tools.

Output:

Through staff meetings tools for teacher assessment, child assessment, SMC member assessment, parent assessment and school assessment have been developed.

Objective 2: Curriculum review

H. Design an implementation strategy for the review and revision of the Madrasa pre school curriculum

Organize and carry out activities for revising the pre school curriculum.

Activity One: Collecting and compiling ideas from the three MRCs (Kenya, Uganda and Zanzibar).

Output:

Each of the three countries sent in their ideas which have been compiled and shared across the three countries.

Activity Two: Collecting and compiling views from parents and teachers.

Output:

One focus group discussion with parents of each of the ten schools was held. Views were collected and compiled. The total attendance of parents in the 10 focus group discussions was 195.

I. Come up with a clear implementation strategy for the development of Madrasa pre school curriculum materials

Develop first drafts of rhymes, material development book and children's activities.

Activity One: Compose and compile a set of rhymes based on Islamic practices.

Output:

Through trainers' meeting trainer agreed to compose 4 rhymes each based on Islamic practices. So far 21 rhymes have been composed based on Seera, Hadith, Akhlaq, Ibada and Tawheed and Qiraa.

Activity Two: Organize and conduct writers' workshops for teachers.

Output:

Two workshops have been conducted with selected teachers to develop sample paper activities in line with the learning experiences that children need to go through. The experiences included sorting, matching, exploring and describing similarities, differences and attributes of things.

J. Design an implementation strategy for parenting and manuals for parents training.

Develop and try out ideas for supporting and involving parents

Activity One: Develop implementation strategy for parents support activities.

Output:

Ten (10) days workshop with staff members to review and develop the implementation strategy was held. The following were decided as parent support activities: Parents workshops, parents support groups, open days and parent teacher conferences.

K. Design an implementation strategy for the review and revision of SMC training manual and the development of CRT training manual.

Activity One: Collecting and compiling session outlines used by the CRTs for developing the manual.

Output:

So far 4 session outlines have been collected and evaluated.

Objective 3: Establishment of a satellite centre in Mpigi

L. Organizing and conducting training of the lead teachers and head teachers who in turn will support teachers through mentoring in the field

On – site support for 10 lead teachers from the 10 graduate schools.

Activity One: Organizing exchange visits.

Output:

Two exchange visits for 8 lead teachers was conducted. Six (6) schools were visited. The main focus was on:

- a) Enabling teachers to use the monitoring and evaluation instrument, and
- b) Getting more ideas on how to integrate Islam through out the daily routine.

At the end of each visit teachers met at the centre for debriefing.

M. Refurbishment of the training room (centre) at Kibibi UMEA so that effective and regular training and support can be provided.

Renovate the training room so as to incorporate a resource room, an office and a latrine.

Activity One: Develop a plan and start on the renovation.

Output:

The MRC National Board has visited the site and held a discussion on the plan for the centre. A plan has been discussed as well. So far one quotation for renovating the room has been collected.

Equip and set the resource room.

Activity One: Making a plan on what needs to be done and what is required

Output:

Much emphasis has been put on how to collect sample play materials to put in the resource room. So far wooden block of different shapes, sticks, stones, seeds, and pipes have been collected.

N. Organizing and conducting training workshops for up to 30 teachers of alternative course.

Enroll and start the training for the first intake.

Activity One: Registering teachers for the training.

Output:

Forms for registration have been developed. The management committee members have been informed about the course. Also announcement for the same have been put.

O. Train and support: (a) CRTs of ten graduate schools on evaluation procedures and training skills, (b) head teachers on management and organizational skills and (c) lead teachers on child observations, assessment and planning

Centre based training and on site support for the CRTs of the 10 graduate schools.

Activity One: Conducting training for lead teachers of the 10 graduate schools.

Output:

A program has been drawn comprising of teachers needs. The refresher course has been conducted and over 70 participants attended. A report to the Graduate Association has been written and has been handed in.

Activity Two: Conducting training for Head teachers

Output:

4 head teachers' workshops were held. The topics covered included:

- a) How to write evaluation reports
- b) How to write monthly reports
- c) The planning process, and
- d) How to prepare work plans and budgets

Activity Three: Conducting training for CRTs members of the 10 schools.

Output:

Two workshops have been held for the CRTs on the following topics:

- a) Facilitation skills and
- b) How to conduct review meetings

P. On site support to SMCs of ten graduate schools

Organizing support activities for each of the SMC of the 10 graduate schools.

Activity One: Organize and conduct refresher courses for SMC members.

Output:

One centre-based workshop for SMCs on writing a cash book was organized and conducted by the CRTs

Activity Two: Conducting site visits to support SMCs draw plans for the second school term.

Output:

Two meetings with seven SMCs were held to support SMC to make work plans and budgets.

Activity Three: Staff to attend one SMC meeting to support Head teacher present work plan and budget to school managers

Output:

One meeting in each of the seven schools was held. All the seven head teachers were supported during the presentation of the work plans.

Q. Organize and conduct center based training and on site training for SMCs of ECD and PGSS schools at Butambala

Centre Based training for SMCs on child Assessment tools

Activity One: Organize and conduct workshops for SMC members on child assessment.

Output:

2 workshops for SMCs on child assessment were done and the focus was on:

- (a) Identifying the child assessment records kept at school and any other kind of child information they would want to be kept,

(b) How the tool is filled and who is involved and how to come up with strategies of availing them to teachers and following up teachers in filling them. SMCs agreed to budget for the forms

Objective 4: Outreach activities in Arua

R. Explore ways of working with Muslim communities in Arua

Develop an implementation strategy

Activity One: Carry out familiarization visits to Arua municipality.

Output:

A familiarizations visit to Arua was organized and made between 7th to 10th June 04 to gather information upon which an implement strategy could be based, and further understand the issues from the perspective of the stakeholders.

Among the offices visited were the District Education Office, District Khadhi's office, Mayor's office, L.C V Vice chairman's office, Resident District Commissioner's office, West Nile Lady's Guide (a women's group), 3 primary schools, 2 Khaluas (traditional madrasa) and 1 nursery school. Discussions were held and key issues identified. A detailed report on the visit is attached as an annex.

Activity Two: Carry out needs assessment and situation analysis.

Output:

Various government departments have been identified and questions designed as way of collecting information.

REPORT FOR THE ARUA VISIT

BACKGROUND

Through MRCU outreach activities in Arua District the project is targeting working within government and other existing structures and systems to ensure replication and mainstreaming of the approach.

In December 2003, the Mayor of Arua approached the project requesting for extension of the Madrasa program to the District. The major reason he gave was that the children in Arua lacked schools where to go and study their religion and secular education. This is so because the existing schools are slowly losing out on religion.

A familiarizations visit to Arua was organized and made between 7th to 10th June 04. It was conducted by the project Director Hajara Ndayidde, Mr. Seth Onguti from AKF, Kasule Abu MERLO and Takia Nalwoga Trainer. The purpose of the visit was to familiarize with the area and get information to be used to draw an implement strategy. We wanted to further understand the problem from the perspective of the stakeholders.

During the visit, the following offices in Arua municipality were visited;

- The District Education Office,
- District Khadhi's office,
- Mayor's office,
- L.C V Vice chairman's office,
- Resident District Commissioner's office,
- West Nile Lady's Guide (a women's group),
- 3 primary schools,
- 2 Khaluas (traditional madrasa),
- 1 nursery school

In all the above offices, mostly discussions and interviews plus observations were conducted. Also a focus group discussion with head teachers, deputy head teachers and school management committee members of primary schools and Khaluas was held. Through out the discussions the team used already set questions to guide it collect all the necessary information needed.

All the schools visited were within Arua municipality. Over 95% of the children in these schools are Muslims. In the entire municipality, there are 9 Muslim founded primary schools and 8 Madrasas

FINDINGS

Learning systems

The following types of learning systems were found out:

- i) Khaluas – The time for the Khaluas is decided upon by the community in which the Khalua is located. The age bracket of the children who attend the Khaluas range between 3 to 7 years of age with a few children above 7 and a few below 3 years of age. The enrolment range between 80 to 300 children in each Khalua. The teacher pupil ratio is 1:60. The Khaluas teach only Islam covering the following areas: Tafsiri; Hifthi, Tajweed, Tabia Islamia (ie Hadith, seera, Tawheed and

Fiqhi), and Arabic language which includes Khati, Mutwala, Khaweed, Insha and Imlah. All Muslim children attend khaluas

- ii) Integrated learning – This is a type of learning system where the school teaches secular and Islamic education interchangeably throughout the day. The schools that have this kind of a system were three primary schools and one nursery school. Both areas have separate curriculums and have primary leaving examination at the end of the seven years. In here, a child might be in primary six in secular and primary two in Islam. According to community members met with there is only one school that does not teach Islam because it does not follow the Islam curriculum like the other schools.

The integration of Islam in the schools means having separate classes for Islam in the school. In the secular section, they follow the ministry of education syllabus and the children sit for their PLE exams. As for the Islam part, the children sit for exams that they get from some place in Kampala that is yet to be established. The Islamic curriculum areas are the same as those for Khaluas already mentioned above.

- iii) The Muslim nursery school – Tawakkal nursery school was the nursery school visited that has integrated learning system. The age range in this school is from three to seven. The school has 144 children in 3 classrooms with 3 teachers. The lessons in this school also keep on alternating from Islam to secular and then back to Islam.

Timetable

As indicated above the timetables are designed in such a way that they provide alternating periods for Islam and secular.

Teachers

There are teachers for secular and those for Islamic studies. The teachers for secular are grade three teachers employed by the government and as for the Islamic teachers, they range from primary seven drop outs to university graduates for Sudan and Egypt. The Islam teachers get their salaries from the little contributions from the parents but which doesn't come on a regular basis, and most of them are volunteers especially those in the Khaluas. Most of the schools are short of teachers in the Islam section for instance Arua parents have 1401 children with only 6 teachers though on the secular side they have 22 teachers.

Teachers in Khaluas

Teaching learning materials

In all the schools visited and mentioned above there are either no or few teaching and learning materials especially for the Islam. The schools do not have a syllabus for it and the only textbooks that they use are yassaruna and the Koran. Even there are very few copies of the books to be used by the large numbers of children in the schools.

Establishment and management of institutions

The Muslim community founds all the schools visited and they do have management committee members elected from parents. Individual community members cater for the

needs of the community found the Khaluas. All children have to attend the Khaluas before they join the primary section. The idea is that the children should first learn about their God before they can start on the secular. In all the schools as mentioned above, the principal is learning Islam because that's why the schools were all founded. The parents have deferring expectation for their children as far as Islam is concerned though most parents would prefer their children leaving the Khaluas after completing Juzu Amma.

One nursery school was founded by a women organization though still they elected a management committee.

The District Education Office

The district education office has worked closely with the primary schools to improve on the teaching and learning of the children. This has been through providing scholastic materials, providing secular teachers and paying their salaries. It is also trying to monitor and supervise what goes on in the schools and encouraging all the school to introduce secular on their timetable though they admit failure with Fauzi.

The District Khadhi's Office

The district Khadhi and the members are aware of what happening in the schools. Once in a while, they monitor the schools through the secretary for education and social services and the secretary for Daawa. But there is no concrete support given to schools in the form teaching of Islam.

Issues

i) Challenges - There are a number of issues that need attention basing on what has been said of the situation in the schools and the community as a whole:

- One is the training and certification of Islam teachers
- Secondly is coming up with a curriculum for Islamic education for the nursery
- Thirdly, mobilizing of parents to start more nursery schools in the community
- Lastly Integration of secular education in the Khaluas

The major challenges in this community include sensitization of the parents so that they can send their children to school in addition to revisiting their expectations for children in Islam. Also the language barrier is an expected challenge since all the staff members do not now the language.

ii) Aspiration - From the discussion with the parents, their most important need is for their children to learn their religion at an early age and then later go into the secular education. Parents also welcome the idea of their children taking both secular and Islam at that early age as long as what they want for Islam is covered.

Opportunities and strengths - From our observations and interviews with the community members, there are a number of factors/ areas in the community that can be tapped for the success of the intervention. The community seems very committed to the learning of their children and if mobilized, they can work towards the improvement of their children's learning. There are many senior four-drop outs who can be trained to become teachers. Also there are many Islamic teachers currently working in the schools and what they need are the methods of passing over the content to the children. If these teachers get the training, then the teaching of Islam will improve. The prevalence of a number of mosques in the municipality

which at the same time have Khaluas for women on a daily basis can be used as mobilization structures and places where training can be conducted and also where nursery schools can be set up. The women's association mentioned above carries out religious seminars in most mosques and these seminars can be used to mobilise the mothers

There is also the willingness of the local government, the District Khadhi office to work with us in any activity identified. Also the prevalence of large number of children in the area and the organization done by the community in the Khaluas is an opportunity that can be used to reach all the children.

Recommendations

We will be covering two major areas of teacher training, community development and curriculum development. We are going to work with the D.E.O's office, the CCT, SMC, head teachers and associations to deliver the training to the teachers. We will be training trainers who will in turn train the teachers to improve on the teaching and learning of the children. The district trainers will be used to mobilise parents to improve on the Khaluas in addition to setting up some new ones.

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