

Education
RECOVERY
in the Greater North,
Eastern and
North Bunyoro
Districts under
the PRDP Framework

BLUEPRINT
Abridged Version



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Education
RECOVERY
in the Greater North
Eastern and
Western
the PRDP Framework

**THE REGIONAL EDUCATION
& RECOVERY BLUE PRINT
RESULTING FROM THE DELIBERATIONS OF
THE PRDP LEADERS EDUCATION SUMMIT
HELD IN GULU IN AUGUST 2008**



BACKGROUND

For the past three decades, Greater Northern and Eastern Uganda have been synonymous with poverty and destructive conflicts that have displaced over 2 million people into makeshift camps. The internal conflicts and disturbances, affected the region's development especially in education and health. The region's poverty levels compounded the problem, with absolute poverty persisting above 60%. In, and of itself, poverty is handicap enough to affordability and access to quality education, *chronic* poverty is simply debilitating. Recent trends in primary leaving, ordinary and higher level national school examination performances are clear testimony to this. While a host of historical factors are responsible, their combined effect has been the palpable sense of national rejection and development neglect especially in the LRA rebellion ravaged areas where whole populations were internally displaced, growth and prosperity paralysed. These problems have worsened the feeling of social and political alienation, further entrenching the North-South disparity in education and development. The same effect was also sighted in the communities that were affected by cattle rustling and other rebellions.

The PRDP Framework

As peace returns to the Greater Northern Uganda, the Government has instituted the Peace, Recovery and Development Program (PRDP) to fast track the region's recovery. The framework provides an opportunity for **disaggregating** the region's needs and priorities from national priorities and rallying efforts in an integrated manner to effectively address the appalling state of development in the greater North, Eastern and North Bunyoro regions. The PRDP framework demonstrates national political will and commitment to facilitate integration, coherence and relevance of government development strategies in the Greater North, Eastern Uganda, and Northern Bunyoro, on the premise that past national sector policies, plans and strategies could not effectively address the region's specific conflict, and poverty related challenges and indices that have consistently remained the lowest nationally.

Education was identified as key stimulant to growth and good foundational basic education was seen to have direct forward out puts linkages with post primary education. Consistent with ESSP 2007-2015, post-primary education was also identified as strategic regarding *human capital* development.

Trends and Projections

These trends and projections are combined outcomes of historical, socio-economic, political and systemic equity issues affecting education and national development in Uganda. Because of decentralization, they have direct implications on human resource development, deployment and capacity in districts. This therefore necessitates an honest stocktaking of education service delivery and a proactive unified region-wide response. Because LC5 Chairpersons and RDCs in the PRDP region attach great importance to education, they convened a Local Leaders Summit on Education to develop a road map/blue print for education recovery and a unified platform for action.

Access

At the basic education level, school enrolments increased drastically under Universal Primary Education (UPE) and Universal Secondary Education (USE) In the greater North and East, enrolment rates nearly tripled between 1996 and 2007 (MoES, February 2008): Although, positive, the high enrolment rates pose serious resource challenges including need for additional classrooms, desks, teachers, and educational materials among others. The situation is worsened by the massive destruction of educational infrastructure during the wars. The poor quality of education and low completion rates have caused regional disparities regarding access to government scholarships for science and engineering courses in Uganda's higher education or tertiary institutions.

Academic performance

The region is under represented at the higher level strategic human capacity development forums: comparative analyses of government sponsored admissions to professional and engineering courses at Uganda's leading public universities reveal glaring gaps with gross under representation of the greater Northern and Eastern regions of Uganda. This has mainly been because of the lack of competitiveness of students from the region occasioned upon the poor teaching/learning facilities in the region especially science and technology equipment.

Teacher: pupil ratio

The greater north, east and northern Bunyoro continues to have a significantly higher teacher: pupil ratios, way ahead of the national average of 54:1. This contradiction is a direct consequence of the lack of qualified teaching staff, war imposed unattractiveness of the region to technical staff, statutory staff ceilings, low pupil transition from primary to secondary schools resulting from high dropout rates, low successful completion rates and the other challenges related to widespread income poverty.

Learner: Classroom Ratio

Currently, primary school pupil: classroom ratio (PCRs) is worst in the greater north and east, way above the national target of 50:1. A recent MoES (2008) survey found pupil-classroom ratios (PCR) rates more than doubling the national average; these ratios clearly highlight some of the worst constraints to the quality and quantity of teacher-pupil interface in the teaching /learning process.

Drop – out rates/Low Completion

The number of pupils failing to complete basic (primary) education has also remained consistently high in the PRDP region having risen from 32,676 in 1996 to 50,225 in 2002. Drop-out rates are relatively higher among girls as compared to boys, with rebel abductions, poverty, early marriage, teen-age pregnancy, and involvement in petty trading as common causes of low completion rates.

School Infrastructures

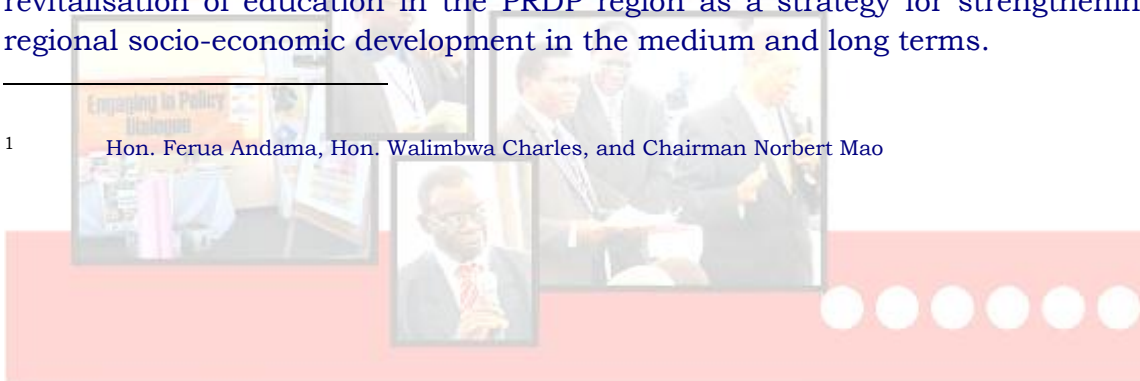
The general state of school infrastructure in the North and East is poor with many of the primary school structures destroyed during internal conflicts; Others were transformed into shelters for internally displaced communities. The increase in enrolment resulting from the UPE and USE has placed extra pressure on the existing infrastructure. Many school structures are in urgent need of rehabilitation and many more to be constructed to appropriately support the UPE and USE policies; Classrooms, furniture libraries, laboratories, safe water sources, energy and lighting, teachers' houses and latrines are infrastructures items identified as requiring urgent attention.

The national Peace, Recovery and Development (PRDP) framework was established by government to enable the greater Northern, Eastern and North Bunyoro regions that have stagnated in socio-economic growth and development in the last 30 years, to begin the process of “catching up” with the rest of the Country. The program is about facilitating the integration, coherence and relevance of Uganda government development strategies in the Greater North, Eastern Uganda, and Northern Bunyoro (PRDP) region, and is premised on the fact that past national sector policies, plans and strategies could not effectively address the region’s specific conflict, and poverty related challenges and indices that have consistently remained least nationally, along with its eroded internal absorptive capacity.

The poor state of education in the PRDP region was seen as a direct threat to the future of Uganda. If such trends persist, there are likely to be adverse implications and consequences including; failure of district local governments to find and recruit local human resource; fewer girls and women accessing post primary and tertiary education, especially in science, math and technology leading to increased gender gap and failure to meet the third Millennium Development Goals; inadequate number of graduates, from the region, in science and technology for the oil, gas and petroleum industry and other areas within the mining industry; risks of escalating local and regional resentment against students from Central and Western Uganda accessing Gulu and Busitema Universities on government scholarships; increased risks of conflict due to competition for the “national cake”, as a result of inequity in access to quality education, particularly public investments in post-primary and tertiary/university education in the region; and increased national disunity.

It was against this background that, local governments from the PRDP region in partnership with the Ministry of Education and Sports and support from development partners initiated an education renaissance and recovery process. It was a participatory process that included a critical review and audit of the region’s education system beginning with an analysis of its strengths, weaknesses, opportunities and threats (SWOT). The summit was held between 18th and 21st June 2008; in attendance were members of Uganda local Governments Association (ULGA) and district delegates from the North, East and North Bunyoro, led by three convenors.¹ The summit deliberated upon the revitalisation of education in the PRDP region as a strategy for strengthening regional socio-economic development in the medium and long terms.

¹ Hon. Ferua Andama, Hon. Walimbwa Charles, and Chairman Norbert Mao



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| | Learners | Leadership | Teachers | Curriculum | Standards | Policy | Communities | Financing | Others |
|-----------|--|---|---|---|--|---|---|--|---|
| Strengths | <p>Learners with potential to learn and excel are available</p> <p>Increased enrolment</p> <p>Strong sporting talents</p> <p>Role models exist in the region</p> | <p>A critical mass of visionary and committed local government leaders exist</p> <p>Qualified personnel in leadership positions</p> <p>Cluster coordination system exists in the conflict areas</p> <p>Goodwill and commitment of leaders</p> <p>Existing monitoring agencies at all levels</p> <p>Existing management structures at all levels</p> <p>Loyalty of local leaders to Government programs</p> <p>Vigilance of local leaders</p> <p>Clear political and administrative structures for easy organization and mobilization exist</p> <p>Flexibility in decision</p> | <p>Trained and qualified teachers are available</p> <p>District mandate to recruit primary teaching staff</p> <p>In-service training and refresher courses</p> <p>More technical support exists among the NGOs, CBOs and other development partners</p> <p>SMCs, PTAs, and BOGs in place and their support is available</p> | <p>A curriculum exists</p> <p>Some basic learning and teaching materials are available</p> <p>The positive reception of the thematic curriculum</p> <p>More vocational</p> <p>Availability of guidelines to teachers</p> <p>Ongoing retraining of teachers</p> <p>NFE curriculum exists</p> <p>ECDE framework available</p> | <p>The embracing of the minimum standards that have been set</p> <p>Adoption and signing of customized performance targets by some H/Teachers</p> <p>An Education Standard Agency exists</p> <p>Existence of standard indicator</p> <p>UNEB centre coordination Tutors</p> <p>Existence of references to Historical academic excellence</p> <p>Inspectorate structures exist</p> <p>Functional examinations and standards monitoring and</p> | <p>General acceptance and enforcement of the UPE & USE policies</p> <p>Legal framework is in place (white paper/Education strategic plan) and friendly</p> <p>Some Local Governments have enacted ordinances, bye laws and policies to strengthen education</p> <p>Dissemination of all relevant Education policies to the PRDP districts</p> <p>A lot of policy advocacy is ongoing</p> | <p>Communities willing to participate in construction</p> <p>Community roads exist</p> <p>Local construction materials are available</p> <p>Teacher training institutions(Core PTC) and opportunities exist in the region</p> <p>Increased number of schools</p> <p>Some classrooms, teachers houses, latrines, clean water sources, dormitories, furniture and ICT materials exist</p> | <p>Availability of government Grants</p> <p>Capacity to mobilize and fundraise</p> <p>District budgets</p> <p>Participatory budgeting</p> <p>The region is prioritising Education</p> <p>Hardship allowance exists</p> <p>Some level of support from parents</p> | <p>Management Information system exists</p> <p>Fair distribution of Education institutions</p> <p>Land availability</p> <p>Sub Regional Umbrella groups are in existence eg. MAYANK, ACHOLI, TESO etc</p> <p>Public – Private partnership available</p> |



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| | | making | | | assessment systems (UNEB, NAPE, UBOS, UNBS) | | | | |
| Weakness | High dropout rate | Poor scheme of service | Inadequate number of teachers especially SNE | More theoretical than practical | Examination oriented teaching | Limited stakeholder compliance with policies | Inadequate number of classrooms and furniture | Delay in district release of funds | Corruption |
| | Absenteeism | Inadequate management and leadership skills | Inadequate number of female teachers trained and deployed | Non completion of curriculum | Inadequate facilitation of inspectors | Some obsolete laws are still in force | Poorly maintained and Dilapidated structures | Delay in accountability for monies | A good number of eligible learners are not in school |
| | Early pregnancies and marriages | Low self esteem | Unprofessional conduct including nepotism, absenteeism, drunkenness and discrimination | Weakness in methods of pupil assessment | Lack of region wide targets for standards | Inadequate enforcement of existing education standards | Limited access for disabled learners | Inadequate stakeholder/comm unity mobilization and support | |
| | Poor performance in national exams | Negative attitudes to work/profession | Failure to mainstream the national and local cultural and historical heritage | No performance targets for teachers | Disparity in UNEB and actually taught syllabus | Toilets and wash rooms /structures are not girl – child friendly | Financial indiscipline | Lack of forests | |
| | Low self esteem | Limited creativity and innovation | Weak language boards | Stakeholder Resistance to curriculum changes | Lack of a region wide platform for regulating standards | Lack of laboratories and libraries | Diversion of education funds | Lack of income generating projects | |
| | Lack of exposure | Low competence and commitment | Inadequate supervision | Absence of clear regional education philosophy | Automatic promotion policy | Lack of staff rooms and staff accommodation | Delays in teacher access to the pay roll | Growing levels of drug Abuse | |
| | Poor Reading Culture | Weak relationships among stakeholders | Budget allocation skewed to particular sectors | Not applicable to the disabled and slow learners | Inadequate community involvement in enforcement of ordinances and bye laws | Lack of guidance and counselling rooms | Unrealistic budgets ignoring content, inflation, gender, disability and environmental sensitivity | Inadequate parental support | |
| | Overcrowding in class rooms | Rivalry and mistrust | Poor flow of information between DEOs other stake holders | Frequent curriculum review | Lobbying and advocacy work for educational | Inadequate technical workshops | Overcrowding in dormitories, and toilets for boys and girls | Negative cultural practices | |
| | Psychosocial Trauma | Corrupt leaders | Misunderstandings based on historical cultural and political difference | | | Inadequate roads and other support infrastructure (eg health networks, | Child labour | Lack of parenting for OVCs | |
| | Drug abuse and alcoholism | Incompetence | Limited capacity to manage and evaluate | | | | | Epidemics and other health problems | |
| | Poor time keeping | Lack of exposure | Shortage of native teachers, especially | | | | Inadequate support for sports, music dance and | | |
| | | Weak coordination of | | | | | | | |



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| Hunger | district education plans | from Karamoja | Curriculum lacks vocationalisation | reforms | communication system) | drama and other |
| Negative attitude towards education | Disconnect between different leadership centres | Lack of appreciation of time as a resource | Does not encourage individual talent | Policy/legal documents are not readily available/not disseminated to all stakeholders | Inadequate school clinics | extracurricular activities curricular active |
| Indiscipline | No shared vision for education at local government, PTC, school/institution level | Poorly coordinated staff deployment – transfers | Weak pupil/student assessment programmes | Lack of awareness of existing laws | Lack of boreholes | Lacks flexibility / Not responsive to changing circumstances |
| Defilement/ Rape | | Limited innovation and creativity | | | Lack of school kitchen facilities | |
| Poor teacher-child relationship | Lack of strategic planning for education at local government level | Competing programs that distract teachers and head teachers from their work | Inadequate instructional materials | Abolition of bursaries/scholarships in higher education. | Inadequate /poorly equipped playgrounds | Short project life cycles that do not enable long term support to children |
| Lack of parental guidance and counsel | Unclear roles and responsibilities | Minor subjects are often ignored | Rigidity of school calendar | Inaccurate record keeping affecting staff ceiling | Poor school furniture | |
| Poor reading culture | Low level of political monitoring and guidance | Poor teacher-pupil relationships | Over congestion of the primary school curriculum | Inadequate strategies to increase retention of girls and successful completion rates | Few boarding schools in the region | Rigid and fixed donor/NGO funding mandates |
| Poor interpretation of children's rights | Misunderstanding between technical and political leadership | Low teacher-pupil contact times/interface | Lack of updated teaching curriculum for secondary schools | Inadequate policy research | | Limited service coverage by NGOs and Donors |
| Poor attitudes towards education | Conflict of interest | Inadequate supervision | Co-curricular activities are often ignored | Unfavourable policies such as the automatic promotion policy | | |
| Child abuse | Low motivation among leaders | Duplication of services | | | | Inadequate local financing |
| Low enrolments (in Karamoja) | | Inadequate preparations | Inadequate orthography in some of the local languages like Kumam | | | |
| Long distance to and from school | | Unfavourable procurement laws | | | | |
| Heavy involvement in domestic chores during school | | Lack of transport | Poor binding of | | | |



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time and curriculum books
 Inadequate parental support and communication facilities
 Presence of under age children in UPE Under training of teachers on curriculum
 Girls' interests/ needs are often not well addressed

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|---------------|--|---|---|--|--|---|--|---|--|
| Opportunities | Scholarships exists Catch – up programs Existence of role models Strikes and vandalism Feeding programs exist Scholastic material support available Programs that monitor and follow up learners exist in the region | Local Government partnership with stakeholders Professional training facilities available Central Government good will Workshops, refresher courses, trainings etc Peer support from development partners and CBOs On going good governance and leadership development programs including REPLICA The regional summit | Good local service providers exist Liberalized policies(districts can realign their priorities) Job security In-service training and refresher courses Presence of the TDMS system The SMC /PTA structure and their minimum qualification Staff ceilings are reviewed regularly | Support from Development partners Local language has orthography There are traditional institutions and practices that are supportive of the thematic curriculum Thematic curriculum Amendable curriculum Wide coverage Presence of NCDC SESEMAK will | An Education standards agency exists Guidelines on minimum standards exist Professional codes of conduct exist Associate assessors exist Ongoing training on monitoring and evaluation Regular appraisals exist | White paper, education strategic plan, UPE & USE policies exist Decentralization policy Constitutional mandate to create and review policies/laws Local Government Act is supportive PRDP framework District quota system Affirmative action especially | Availability of cost effective technologies Competitive telecommunication networks The existence of cheap information hub through the internet The court system Development partners willing to support development of structures Availability of local contractors Development partners good will | EFAG, NUSAF,NUR EP Funds from NGOs Diaspora financing Community contributions Private sector support SFG and other initiatives Increased local revenue base Budgets for guidance , planning, | Improved security Existence of programs like NUSAF etc Readily available skills in NGOs and development partners The disarmament process in Karamoja Willing and supportive private sector Supportive Diaspora Anti corruption coalitions Existence of teachers |
|---------------|--|---|---|--|--|---|--|---|--|



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| | <p>Programs that promote learner participation and psychosocial care exist</p> <p>Some cultures support education</p> <p>A lot of advocacy for education is ongoing</p> <p>MDG3</p> <p>GEM</p> | on education | | <p>train teachers to teach science</p> <p>Adequate local orthography</p> | | <p>for girls</p> <p>Education act in the offing</p> <p>An active parliament</p> | | <p>monitoring and fund mobilization</p> | <p>constitutions</p> <p>Existence of evaluation meetings</p> |
| Threats | <p>Negative cultural practices and beliefs</p> <p>HIV/AIDS</p> <p>Return and resettlement of displaced communities</p> <p>Child abuse and labour</p> <p>Limited ECD support</p> <p>Poor feeding due to poverty</p> <p>Repugnant cultural practices</p> | <p>NGOs distortions</p> <p>Political interference</p> <p>Political differences</p> <p>High turn over of local leaders</p> <p>Conflicting chains of command within the education sector</p> <p>Crippling bureaucracy</p> <p>Counter - productive Influence of founder bodies</p> <p>Poor understanding of roles and responsibilities</p> | <p>Corruption</p> <p>High cost of living</p> <p>High inflation rates</p> <p>Low motivation especially salaries</p> <p>Brain drain</p> <p>Government ceiling on recruitment</p> <p>Poor facilitation for inspection</p> <p>HIV/AIDS</p> <p>Difficulties in accessing the Government pay</p> | <p>Rapidly changing curriculum content</p> <p>Continuous influence by development partners</p> <p>The numerous poorly coordinated interventions running within the system</p> <p>Too many subjects and few teachers</p> | <p>Examination oriented teaching</p> <p>Rapid growth in number of learners, educational institutions in light of limited standards monitoring</p> <p>Non skill based education</p> <p>Long distances and accessibility to schools</p> <p>Deficient and inefficient EMIS and other data</p> | <p>Inadequate local funding</p> <p>Rapidly changing Government policies</p> <p>Contradicting / unclear and inconsistent government policies – automatic promotion, paying for lunch for children</p> <p>Politicisation of education policies</p> <p>Restrictions on financing meals</p> | <p>Electrical energy is inadequate</p> <p>Mismanagement and embezzlement of funds</p> <p>Poor quality of work</p> <p>Threat of wars</p> <p>lack of community ownership</p> <p>Project approach to development</p> <p>Limited electricity supply in schools</p> <p>Natural disasters and calamities like floods</p> <p>Illegal hostels and</p> | <p>Donor dependency</p> <p>Inflexible and secretive NGO/donor budgets</p> <p>Inadequate funding for school inspection</p> <p>Unexplained Budget cuts</p> <p>Culture of poor accountability</p> <p>Untimely grant releases</p> | <p>Insecurity</p> <p>Entrenched culture of violence</p> <p>Unconsolidated peace talks</p> <p>Corruption</p> <p>Land conflicts</p> <p>Dependency syndrome/</p> <p>Lack of reliable electricity</p> <p>Cattle rusting</p> <p>Poverty</p> <p>Brain drain</p> |



Education RECOVERY

in the Greater North,

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Harmful
influence of
media and
literature

Inadequate
parental care

Lack of hostel
facilities for
students

Child sacrifices

Corporal
punishment

Child warriors

Child trafficking

FGM

Attractions to
street life

Over dependence
of learners on aid

roll

bases

Lack of
automation in
standards
management
activities

at school

Ban on boarding
fees

dormitories

corruption

High cost of building
materials

Lack of financial
institutions in the region

Poor soils that do not
support heavy structures
like pit latrines

Threat of natural
disasters like floods, land
slides and droughts

Vandalism/misuse of
school property by
communities

Epidemics and
disease

Large family sizes

Child headed
families

HIV/AIDS

OVC and child
headed families

Land grabbing

Election fever

Limited
community
participation in
education services
planning



PRDP REGIONAL EDUCATION PRIORITIES

SCOPE

The educational priorities identified span all levels of education; from basic, through post-primary to tertiary levels. They are presented under the 8 categories, namely;

1. Learners/students
2. Service providers/teachers
3. Leadership
4. Legal/policy
5. Budgetary frameworks
6. Standards
7. Infrastructure
8. Curriculum.

The specifics under each of the broad categories include issues of access, retention, transition and equity in greater Northern, Eastern and Northern Bunyoro sub-regions. Details of the issues covered include teacher-pupil ratio, gender parity, welfare, training and continuous professional development (CPD), and productivity. Motivation, vision, participation, ownership, and pride in education, innovation, pro-activity and governance are also addressed. Others include teacher accommodation/housing and preparation/rooms, class room construction, science and ICT infrastructure, guidance and counselling services, water and sanitation, (girls' friendly sanitation facilities), libraries, transportation and access roads, appropriateness and relevance the curriculum. Innovations, peace education, leadership, governance, and human centred values are also included. The REPLICA program is reflected as enhanced "software" to support the infrastructure and policy aspects of the recovery program.

The Process

The blue print was developed through a consultative process that lasted for over 2 months of intensive work/consultations. The process, that was rooted in the REPLICA program that had been ongoing for the past one and half years in thirteen of the PRDP districts, begun with a side meeting at Hotel Africana during the launch of the PRDP monitoring group. This was followed by several formal and informal discussions with Key stake holders including the Ministry of Education, OPM, USAID, EFAG and the local governments. These preliminary

meetings were followed by sub-regional consultative meetings; one in Soroti (for the greater eastern region), one in Lira, for Central North, and one in Arua for the West Nile region. The core conveners, who had been tasked by the Hotel Africana meeting to do so on behalf of the 40 districts, identified 20 champions, mainly LC V Chair persons and RDCs, to broaden the consensus building process. The champions were sensitised about the purpose of the summit, its expectation and roles and responsibilities of the different stake holders. The PRDP and Needs assessment documents were also distributed. The subsequent consultations, including the summit, were managed by the champions.

Goals

- Framework for education Recovery with clearly laid out priorities and activities for education in the region
- Greater uptake of Education services at all levels
- Higher stakeholder satisfaction and achievement of educational goals/aspirations
- Harnessing capacity to provide high quality and nationally competitive education

Priority areas

Given the state of education in the greater North and East, critical remedial areas are identified for action as a way of revitalizing and revamping education in the region and restoring the region's national competitiveness in education. The poor state of education in the region is not homogenous and this has necessitated affirmative action in a number of instances. In principle, current enrolment figures, existing infrastructure (class rooms, libraries, laboratories, pit-latrines and teachers houses) and number of teachers on the payroll formed the basis of the budgeting. However, Districts well below the minimum thresholds in the above criteria, were given special consideration in assessing some of the specific areas as a means of obtaining more realistic estimates. For example districts that have less than 5 government aided secondary schools have their secondary school threshold raised to five. They include Nakapiripirit, Kaabong, Kotido, Moroto, Abim, Bududa, Buliisa, Adjumani, Budaka, Bukedea and Bukwo



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Priority Area 1: Learners and learning

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| Category | Strategy | Activities |
|---------------------|----------------------------|--|
| Learners & learning | Making learning attractive | <ul style="list-style-type: none"> Revitalization of creative games and sports Revitalization of Music, Dance & drama (“Edutainment”) Revival of supportive learner clubs Role modelling and mentoring Scale-up implementation of REPLICA activities Interactive radio learning |
| | Making learning safe | <ul style="list-style-type: none"> Introduction of Peace education/safe schools Teaching balanced child rights & responsibilities Preventing child abuse & labour Introduction of regulations and disciplinary measures that facilitate learning and responsibility eg child courts Develop programs for student/pupil mentoring and leadership |
| | Making learning healthy | <ul style="list-style-type: none"> Provision of Guidance & Counselling services Psychosocial support services Establishment of green play areas Enforcement of safe waste disposal and cleanliness Enforcement of hand washing and hygiene Provision of safe food Provision of safe water Provision of first aid and other basic health services Provision of rooms and sanitary facilities for female learners |



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Priority Area 2: Teachers and teaching

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| Category | Strategy | Activities |
|-----------------------------|---|---|
| Service providers/ teachers | Capacity building | Recruit more/adequate teachers Introduction of mentoring programs Dissemination of Professional codes School level institutionalisation of CPD Enhancement of skill development Training of all teachers in the REPLICA package |
| | Teacher productivity/performance | Support for syllabus coverage Introduction of peer review and support Introduction of team based planning Support for on-the-job rotation Extend customized performance targets to teachers |
| | Teacher Welfare | Training teachers in self management Introduction of Teacher welfare/SACCO schemes Promotion of exchange programs Establishing Teacher advocacy and resource days Introduction of school level quality assurance and control mechanisms |
| | Affirmative opportunities for female teachers | Deployment in leadership positions Increase admissions to teacher colleges Capacity building for women leaders Fill all woman teacher vacancies Role modelling/Hall of fame |



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Priority Area 3: Community

North Bunyoro
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| Category | Strategy | Activities |
|-----------|---|---|
| Community | Extending the educational experience to homes | Improving parent supervision in timely completion of home work Home based performance monitoring |
| | Increasing community ownership | Improving community-school dialogue & engagement Training of SMCs in leadership and governance Revitalization of PTAs, SMC and BOGs Improving communication between schools and communities Enforcing parent days Promoting regular inspection of schools by parents |
| | Promoting school social responsibility | Introduction children and youth led community out reach Communities visiting, sharing and learning from each other Communities supporting teachers in school |
| | Institutionalisation of outreach and in-reach | Promotion of school open days Communities supporting children to attend school Training SMCs Introducing social responsibility within school functioning Community supporting |

Priority Area 4: Leadership and Governance

North Bunyoro
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| Category | Strategy | Activities |
|---------------------------|-----------------------------------|--|
| Leadership and governance | Capacity building | <ul style="list-style-type: none"> Train in planning, monitoring and evaluation Train in HR and deployment management Train in supervision and coordination Establish career development/professional counselling services |
| | Performance monitoring management | <ul style="list-style-type: none"> Set up attendance management & tracking systems for pupils, teachers & inspectors Conduct of regular school inspections and audits Establish syllabus management and tracking systems Facilitate technical, operational and planning interactions between school teams Implement local CPD and CPD management and tracking systems Introduce and implementation of participatory quality monitoring systems Facilitate information collection, management and use Support on-job supervision Conduct district annual performance reviews Enforce information dissemination and feed back mechanisms |
| | | <ul style="list-style-type: none"> Establish and implement performance management and tracking systems for pupils, teachers and support staff |
| | Facilitation and logistics | <ul style="list-style-type: none"> Provide transport (Vehicles, motorcycles and bicycles) Provide teaching aids Provide modern learning teaching equipment |
| | Networking and Peer support | <ul style="list-style-type: none"> Institutionalise sub-regional and regional forums Facilitate inter-district exchange visits Facilitate on-going peer support Implement the regional charter Annual peer reviews Set up a think-tank |



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Priority Area 5: Infrastructure

North Bunyoro
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| Category | Strategy | Activities |
|----------------|---|--|
| Infrastructure | Increase the attractiveness of the teaching/learning environments | <ul style="list-style-type: none"> Construct additional class rooms Construct and restock science laboratories Provide school furniture Construction and stocking of libraries Establish staff resource rooms Rehabilitate existing school infrastructure Construct adequate toilet/latrines Provide safe water/boreholes Provide alternative power sources for schools Establish talking class rooms and compounds Construct additional teacher houses Establish Guidance and counselling facilities in schools |
| | Increase access to reference material/information | <ul style="list-style-type: none"> Establish ICT hubs and training Introduce innovations (interactive radio learning program) Establish model centres of excellence Provide computing facilities |
| | Improve school inventory management and other supportive strategies | <ul style="list-style-type: none"> School land auditing, registration and fencing Construct community roads Provide sports and equipment Construct sports facilities |

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Priority Area 6: Education Materials

North Bunyoro
 Districts under
 the PPP Framework

| Category | Strategy | Activities (development, procurement and distribution) |
|---------------------|--|---|
| Education materials | REPLICA | REPLICA Books REPLICA stationery packs ECD materials IEC materials on HIV and other health issues |
| | Learning and instruction materials for the mainstream curriculum | Mathematics text books English language books Science text books SST text books Swahili text books Geography text books Biology text books Physics text books Chemistry text books History text books Agriculture text books Political education text books Literature text books Commerce text books Technical drawing text books Wood work text books Metal work text books Computer science text books Accounts/commerce/book keeping text books Stationery |



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Priority Area 7: School Health

North Bunyoro
 Districts under

| Category | Strategy | Activities |
|----------|---|--|
| Health | Strengthening community - school dialogue on health | Training SMCs in school health management Health education at school and community Joint health education during parent days |
| | Promoting school health and hygiene | Introducing social responsibility within school functioning Sensitisation on HIV/AIDs Sensitisation on epidemic prone diseases Lice management Jiggers management Deworming Oral health Immunization Menstruation management First Aid care Nutrition Health prefects School surveillance Training in good toilet/latrine habits |
| | Promoting healthy living | Training community leaders in community health management Training communities in hygiene and health protection Communities visiting, sharing and learning from each others in health education Introducing regular community health service led by children and youth Communities supporting teachers in school Communities supporting children to maintain good hygiene practices Develop public health ordinances |





Priority Area 8: Standards

| Category | Strategy | Activities |
|-----------|--|--|
| Standards | Formulation/ updating and implementation of relevant standards | <ul style="list-style-type: none"> Formulate unified PRDP wide targets and follow-up frame work Enforce the regional education charter and Blue Print Set regional & sub-regional standards targets Establish region-wide monitoring mechanism Hold PRDP regional annual education performance audits and reviews Hold sub-annual sub-regional education performance audits and reviews |
| | Monitoring and review of standards | <ul style="list-style-type: none"> Hold district education performance reviews Hold periodic teaching reviews Increase staff and support for school inspection Hold inspectors accountable for reporting education status in their areas Increase the support for school inspection Establish an education monitoring task force from among the district leaders Facilitate joint planning and inspection between inspectorate & TDMS/CCTs Set up a PRDP education week Update monitoring tools to emphasize holistic and functional education Adoption of education charter by all PRDP districts Institutionalise the education summit as a mechanism for monitoring the blue print, & regional charter |



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Priority Area 9: Curriculum

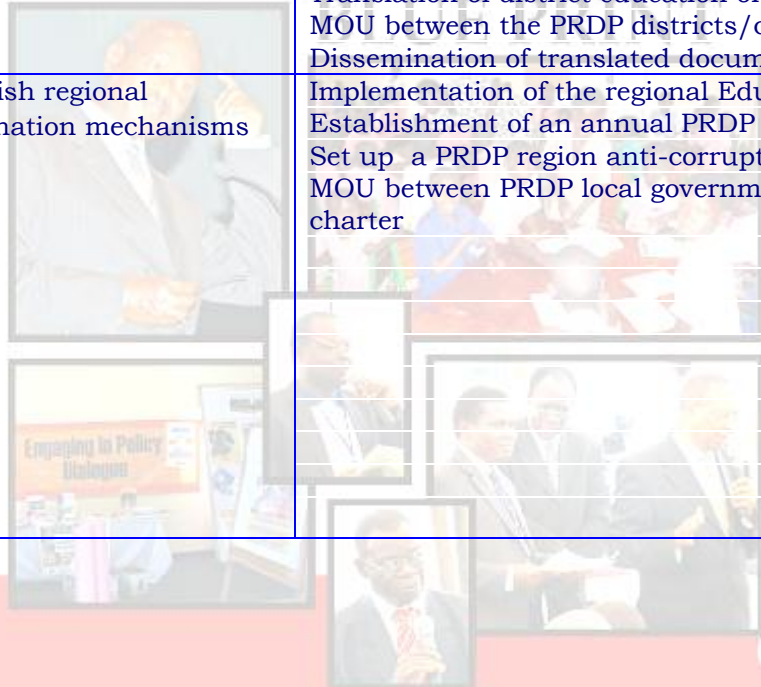
| Category | Strategy | Activities |
|------------|--|---|
| Curriculum |   | <ul style="list-style-type: none"> Introduce formal Peace education Curriculum review Revitalize/strengthen supportive Peace & GEM clubs Vocationalizing the curriculum Introduce Children's courts Promote violence sensitivity in school programming Develop and sharing of school Vision Develop and disseminate school values Develop appropriate peace slogans Restore school pride and tradition Develop basic books in local languages Conduct relevant local action Research Conduct of functional Adult literacy classes Bullying /strikes prevention forums Train teachers in trauma identification Support catch-up education for out of school children Develop practical and relevant ways of teaching the curriculum at lower levels Revitalize civic education Facilitate the development of local language readers/books Rehabilitate, revive and restock public libraries |



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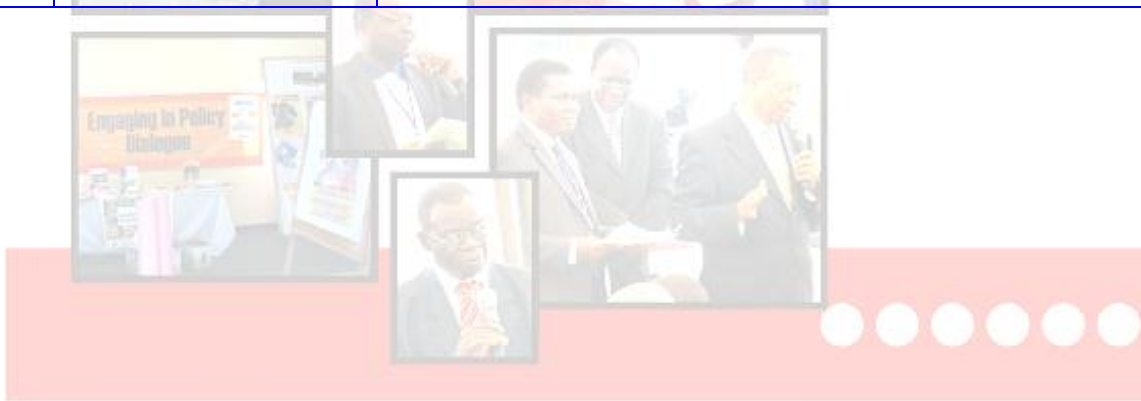
Priority Area 10: Legal/Policy

| Category | Strategy | Activities |
|-----------------|---|--|
| Legal/Policy | Strengthen the legal framework for education service delivery within the decentralization framework | Development of education ordinances/ bye-laws TPGIL /ULGA MOU/ corporation agreement Creation of affirmative opportunities for education Translation of district education ordinances and other relevant documents MOU between the PRDP districts/concurrent resolution Dissemination of translated documents |
| | Establish regional coordination mechanisms | Implementation of the regional Education charter and blue print Establishment of an annual PRDP regional education review mechanism Set up a PRDP region anti-corruption mechanism MOU between PRDP local government and EFAG for the blue print and charter |



Priority Area 11: Budget/Financing

| Category | Strategy | Activities |
|------------------|---|--|
| Budget/Financing | Developing an education funding mechanism | <ul style="list-style-type: none"> Mobilize communities to contribute towards education Establish and operate district bursaries in all districts in PRDP Explore , identify, and establish diasporas support mechanism Source, focus, and co-ordinate donor funding of education sector Mobilize private companies to support education through CSR initiatives |
| | Strengthen financial management capacity | <ul style="list-style-type: none"> Train relevant local government personnel on budget management Form anti – corruption peer review mechanisms Strengthen on-job mentoring/coaching by experienced persons Profile ‘star’ performing districts for emulations by others Encourage skill/resource sharing among the PRDP districts Create a champions task force to over see education financing |



Cost Estimates/Budget

Education

RECOVERY

in the Greater North,
Eastern and
North Bunyoro
Districts under
the PRDP Framework

Assumptions

Primary Schools Assumptions

| Primary Assumptions | Unit/ Cost |
|---|-------------------|
| Desired PCR (54:1) | 54 |
| Rehabilitation of classrooms (20% of existing stock) | 6,414 |
| Unit cost @ new classroom without furniture (VAT inclusive) | 18,000,000 |
| Rehabilitation of classrooms cost | 10,000,000 |
| Rehabilitation of Teachers Houses (20% of existing stock) | 15,000,000 |
| Repairing pupils furniture | 10,000 |
| Pupils Latrine stance (1 block of 5 stances) | 5,000,000 |
| Purchase of textbooks 1:2 ratio (4subjects) @ at a cost of | 6,500 |
| Purchase of non-textbooks (Lumpsum Per school) | 600,000 |
| Water Points (water tank of 10,000 lts capacity) | 2,500,000 |
| Teachers houses (1 Block of 5 family units) | 30,000,000 |
| Furniture in Rehabilitated classes (50% of class rooms rehabilitated receive new desks) | 3,207 |
| Cost of Replacing Furniture per unit (new) | 45,000 |
| 1 Library with shelves@ School | 35,000,000 |



Secondary Schools

| Secondary Assumptions | Unit/ Cost |
|--|------------|
| Additional classrooms (4 classes @ school) | 4 |
| Desired STC | 40 |
| Rehabilitation of classrooms (20% of existing stock) | 902 |
| Unit cost @ new classroom with furniture (VAT inclusive) | 35,000,000 |
| Rehabilitation of classrooms cost | 12,000,000 |
| Rehabilitation of Teachers Houses (20%) | 15,000,000 |
| Repairing students furniture | 10,000 |
| 1 Laboratory @ school | 86,100,000 |
| Laboratory equipment @ school (Lumpsum) | 61,950,000 |
| Laboratory chemicals @ school (Lumpsum) | 7,700,000 |
| Students Latrine stance (1 block of 5 stances) | 10,000,000 |
| Purchase of textbooks 1:3 ratio (10 subjects) | 100,000 |
| Purchase of non textbooks (Lumpsum Per school) | 2,000,000 |
| Water Points (water tank of 10,000 Its capacity) | 2,500,000 |
| Teachers houses (Block of 5 family units) | 30,000,000 |
| Furniture in Rehabilitated classes | 451 |
| Cost of Replaced Furniture per unit | 80,000 |
| Catch up in Science/ICT Model (cost per teacher) | 700,000 |
| Catch up in Science/ICT Model (3 training materials per teacher) | 75,000 |
| Secondary schools per district threshold (Minimum) | 5 |
| Average number of students per new school | 450 |



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Summary cost/budget estimates for primary and secondary education sub-sector by sub-region

| PRDP Region/Districts | | PRIMARY SUB SECTOR SUMMARY | | | SECONDARY SUB SECTOR SUMMARY | | | GRAND TOTAL |
|-----------------------|---------------|----------------------------|----------------|--------------------------|------------------------------|----------------|------------------------|--------------------------|
| Sub-region | District | Enrolment | No. of Schools | Total UGX | Enrolments | No. of Schools | Total UGX | |
| Acholi | AMURU | 54,741 | 81 | 17,093,282,500 | 3,386 | 5 | 1,826,521,667 | 18,919,804,167 |
| | GULU | 67,590 | 136 | 25,339,889,000 | 8,556 | 15 | 5,122,555,000 | 30,462,444,000 |
| | KITGUM | 107,294 | 165 | 37,398,579,667 | 4,544 | 9 | 3,488,811,667 | 40,887,391,333 |
| | PADER | 158,623 | 216 | 60,816,184,333 | 3,628 | 10 | 3,371,343,333 | 64,187,527,667 |
| Bukedi | BUDAKA | 51,615 | 52 | 14,455,674,000 | 3,583 | 6 | 2,832,788,333 | 17,288,462,333 |
| | BUSIA | 80,051 | 111 | | 5,870 | 11 | 4,085,251,667 | 26,464,371,333 |
| | BUTELEJA | 61,993 | 88 | 21,081,516,333 | 3,667 | 10 | 3,471,003,333 | 24,552,519,667 |
| | PALLISA | 126,932 | 141 | 36,394,083,667 | 6,410 | 14 | 5,148,616,667 | 41,542,700,333 |
| | TORORO | 135,414 | 172 | 45,788,425,000 | 11,336 | 19 | 6,831,821,667 | 52,620,246,667 |
| Bunyoro | BULIISA | 18,497 | 28 | 6,113,434,667 | 712 | 2 | 666,383,333 | 6,779,818,000 |
| | MASINDI | 105,024 | 154 | 31,956,469,000 | 4,422 | 9 | 2,815,685,000 | 34,772,154,000 |
| Karamoja | ABIM | 21,626 | 36 | 7,432,503,667 | 1,207 | 3 | 1,027,328,333 | 8,459,832,000 |
| | KAABONG | 34,159 | 56 | 12,773,548,333 | 941 | 2 | 682,616,667 | 13,456,165,000 |
| | KOTIDO | 12,010 | 21 | 4,334,839,333 | 1,246 | 1 | 1,080,028,333 | 5,414,867,667 |
| | MOROTO | 19,836 | 46 | 6,075,417,000 | 1,697 | 3 | 1,184,501,667 | 7,259,918,667 |
| | NAKAPIRIPIRIT | 21,675 | 53 | 7,792,355,000 | 947 | 4 | 1,319,946,667 | 9,112,301,667 |
| Lango | AMOLATAR | 28,220 | 34 | 7,540,091,667 | 2,028 | 5 | 1,723,465,000 | 9,263,556,667 |
| | APAC | 156,723 | 181 | 51,621,893,000 | 6,145 | 14 | 4,752,598,333 | 56,374,491,333 |
| | DOKOLO | 45,166 | 53 | 14,586,445,333 | 2,461 | 5 | 1,732,058,333 | 16,318,503,667 |
| | LIRA | 190,705 | 224 | 62,567,521,333 | 10,951 | 18 | 7,131,408,333 | 69,698,929,667 |
| | OYAM | 104,805 | 103 | 34,130,877,000 | 4,043 | 9 | 3,122,331,667 | 37,253,208,667 |
| Mt. Elgon | BUDUDA | 54,980 | 90 | 12,262,548,667 | 2,433 | 3 | 1,405,030,000 | 13,667,578,667 |
| | BUKWO | 18,982 | 25 | 4,801,911,333 | 1,871 | 4 | 1,391,146,667 | 6,193,058,000 |
| | KAPCHORWA | 36,219 | 63 | 9,665,191,000 | 4,621 | 7 | 2,701,703,333 | 12,366,894,333 |
| | MANAFWA | 97,901 | 134 | 34,889,851,667 | 5,269 | 11 | 3,903,168,333 | 38,793,020,000 |
| | MBALE | 75,109 | 126 | 26,662,892,333 | 10,468 | 13 | 6,330,138,333 | 32,993,030,667 |
| | SIRONKO | 99,348 | 161 | 30,107,105,000 | 3,838 | 11 | 3,587,448,333 | 33,694,553,333 |
| Teso | AMURIA | 58,088 | 103 | 21,478,427,667 | 2,285 | 5 | 1,768,271,667 | 23,246,699,333 |
| | BUKEDEA | 44,051 | 75 | 15,940,666,667 | 2,092 | 4 | 1,392,673,333 | 17,333,340,000 |
| | KABERAMAIDO | 50,025 | 83 | 16,731,364,000 | 2,195 | 6 | 2,027,476,667 | 18,758,840,667 |
| | KATAKWI | 37,717 | 66 | 12,720,826,333 | 2,021 | 5 | 1,771,211,667 | 14,492,038,000 |
| | KUMI | 94,209 | 145 | 32,018,776,000 | 4,554 | 8 | 2,782,860,000 | 34,801,636,000 |
| | SOROTI | 124,335 | 166 | 42,365,733,000 | 6,318 | 10 | 4,697,180,000 | 47,062,913,000 |
| West Nile | ADJUMANI | 33,884 | 64 | 8,700,651,667 | 1,671 | 4 | 1,387,400,000 | 10,088,051,667 |
| | ARUA | 205,131 | 169 | 73,092,738,000 | 8,966 | 17 | 6,104,591,667 | 79,197,329,667 |
| | KOBOKO | 51,348 | 45 | 17,578,078,000 | 2,706 | 5 | 1,775,265,000 | 19,353,343,000 |
| | | 138,519 | 117 | 47,671,208,000 | 3,938 | 8 | 3,021,946,667 | 50,693,154,667 |
| | MOYO | 35,236 | 72 | 10,592,507,333 | 2,990 | 6 | 2,011,886,667 | 12,604,394,000 |
| | NEBBI | 157,408 | 237 | 55,471,480,333 | 5,381 | 14 | 4,553,656,667 | 60,025,137,000 |
| | YUMBE | 84,624 | 123 | 32,021,448,000 | 2,927 | 6 | 2,082,981,667 | 34,104,429,667 |
| Grand total | | 3,099,813 | 4,215 | 1,032,445,554,500 | 164,324 | 321 | 118,113,101,667 | 1,150,558,656,167 |



| Item | Number of institutions | Unit cost/000,000 | Total cost/000,000 |
|-------------------------|------------------------|-------------------|--------------------|
| Energy | 147 | 10 | 1,470 |
| Water | 147 | 6 | 882 |
| Instructional materials | 147 | 120 | 17,640 |
| Infrastructure | 147 | 4,196 | 616,467 |
| Sports | 147 | 60 | 8,820 |
| Human resource | 147 | 210 | 3,675 |
| Total | | | 648,954 |

