

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

SUMMIT REPORT



Report on the PRDP Leaders' summit on Education

19th -21st June 2008

St. Monica's Vocational Centre, Gulu Municipality



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FOREWORD

Poverty Reduction and development in Uganda remain the primary priorities for national and local governments in Uganda being critical for the attainment of peace and stability. For sustainable development, the imbalance between the Northern and Eastern parts of Uganda and the rest of the countries require urgent attention.

H.E. the President of the Republic of Uganda, launched the Peace, Recovery and Development Plan (PRDP). It is a framework for initiating a multi-sectoral response to the critical social-economic needs of Northern and Eastern Uganda, intended to stabilize and recover the North and Eastern parts of Uganda through a set of coherent programs developed and implemented by local leaders in partnership with relevant Ministries, district heads, technical personnel, development partners, civil society and the people of the region themselves.

Education is recognised as a major stimulant to development. According to the findings of the post-conflict Education Needs Assessment of Northern Uganda conducted by the Ministry of Education and Sports (MOES), and data on current trends, the status of education in the region, at best, is very appalling. Local government leaders from these regions have, in response, committed themselves to treat the appalling status of education as an emergency that Uganda Local Governments Association (ULGA) members of the Eastern and Northern regions have agreed to join hands and address immediately and comprehensively by declaration through a Regional Education Charter and a blueprint for education recovery in the districts of the Greater North and Eastern Uganda covered under the PRDP framework. The education summit is a move towards regional consensus on education recovery.

The genesis of the Regional Leaders Summit on Education in Northern & Eastern Uganda goes back to a side meeting of several Local Council Five (LC5) Chairpersons and Resident District Commissioners with the Pincer Group International during the launch of the Joint Monitoring of the Peace, Recovery and Development Plan (PRDP) in February 2008 at Hotel Africana. The

meeting began with a presentation by the Pincer Group on the declining standards of education in the PRDP region as illustrated by the performance of pupils leaving primary education level (reflected by the PLE results) and the implications of the perennially declining education quality and performance in the PRDP region. The meeting noted the failure of students from the PRDP region to compete for government sponsorship in science, math and engineering courses at public universities despite the fact that historically, Ugandan pioneer achievers in science, math and technology have hailed from Northern and Eastern Uganda!

The meeting both challenged and inspired the LC5 Chairpersons and Resident District Commissioners (RDCs) present who resolved to spearhead the revitalization of education in their districts in line with a saying from central Luo which when loosely translated reads “if you have diarrhoea at night, you open the door for yourself!” They agreed it was time to take action and not shift blame for the poor education quality and performance in their districts to central government.

The meeting finally resolved to convene a PRDP regional leaders’ summit on education under the auspices of ULGA-Northern and Eastern Uganda in partnership with the Ministry of Education and Sports (MoES). Consequently, Ambassador Charles Walimbwa, ULGA Eastern Region Chairman & LC5 Chairman Manafwa District/, Mr. Norbert Mao, ULGA Northern Region Chairman & LC 5 Chairman Gulu District/and I ULGA National Vice President and LC5 Chairman Arua District were appointed convenors of the Summit; the Pincer Group was mandated to provide technical support and manage the summit on behalf of ULGA.

Appropriately, “**Education Renaissance in Northern and Eastern Uganda**” was the chosen theme of the summit. All stakeholders taking advantage of the comprehensive Peace Recovery Development Program in Northern and Eastern Uganda have fully committed themselves to making a difference in their respective districts and together as members of ULGA and as regional leaders.

I have great confidence that we have established a new standard by the very fact that we have committed ourselves to revitalise education in our respective districts and regions guided by our

Charter of declaration and Blue-print that includes regional priorities, and strategies for maximising results.

The Uganda Local Government Association (ULGA) acknowledges the tireless contributions made by different organizations and individuals towards the success of the 2008 education summit for the PRDP region. Special thanks go to USAID for financing the Education Summit, to the ULGA regional and national committees from the forty Northern and Eastern PRDP districts for their individual contributions in the process. Our sincere gratitude also goes to The Pincer Group International for its technical support and guidance in conceptualising, facilitating pre-summit events, mobilising, and coordinating the summit and surrounding events.

It is our sincere hope that the deliberations of this summit and resulting Regional Education Charter and Education Recovery Blue-Print will transform the education sector and the development horizon of Northern and Eastern Uganda and forge a comprehensive way towards nationally desired welfare indices.

UGANDA LOCAL GOVERNMENT ASSOCIATION



Ferua Andama Richard

NATIONAL VICE CHAIRMAN

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GLOSSARY OF ABBREVIATIONS

EFAG	Education Funding Agencies
HIV/AIDS	Human Immune Virus/Acquired Immune Deficiency Syndrome
IDP's	Internally Displaced People
LCV	Local Council five
MDG's	Millennium Development Goals
MoES	Ministry of Education and sports
NGO's	Non governmental organizations
PIASCY	Presidential Initiative on AIDS Strategy for Communication to Youth
REPLICA	Revitalization of Education Participation and learning in conflict Areas
ULGA	Uganda Local Government Association
USAID	United States Agency for International Development
UPPET	Uganda Post Primary Education Training
ABEK	Alternative Basic Education for Karamoja
TPGIL	The Pincer Group International Limited
PRDP	Peace, Recovery and Development Plan
PLE	Primary Leaving Examinations
LRA	Lord's Resistance Army
NURP	Northern Uganda Reconstruction programme

1.0 BACKGROUND

For the past three decades, greater Northern and Eastern Uganda have been synonymous with civil war. The protracted violent wars plagued all the sub-regions including Acholi, Lango, Teso and West Nile. Despicable human rights abuses including child abduction, sexual slavery, and roadside ambushes of civilians, rape, mutilation and forced migration of unarmed civilians into internal (IDP) camps characterized the war. During its worst peak in 2002/3, nearly 2 million people were displaced into internal camps; and close to 40,000 “night commuter” children sought refuge in the towns of Gulu, Kitgum, Lira and Soroti daily, fearing abduction by rebels. Because of the long civil war, education and health services deteriorated as sustainable development indicators nose-dived. An example from NURP II profile on Gulu District below captures the stunted human resource development due to education atrophy:

Perhaps even more serious, the conflict in the region has hindered the development of the human resource enormously. The point can be illustrated by a practical example as follows: if a child (say in Gulu) who was 6 years old at the onset of the current conflict (about 1986) was unable to enroll in school as a result of the insecurity, she is now 19 years old in illiteracy...The social fabric (the family) within which children should develop has lost form as several of them are female or child headed. Information gathered in NURP II study confirmed that Gulu and Kitgum districts have the highest female headship in the country. This is attributed to the demise of the males. Women, like children, are very vulnerable groups in conflict situations¹.

Nonetheless, Government of Uganda (GoU) and its Development Partners continued to provide basic services to mitigate the worst effects of the emergencies, the latest strategy, being the Peace, Recovery and Development Plan (PRDP), a brainchild of H.E Yoweri K. Museveni, the President of Uganda. The Peace, Recovery Development Plan (PRDP) was launched in September 2007 to

¹ GoU, Executive Summary, *NURP II District Profile Study 1999*, Vol I, p.10

kick start on the 1st July 2008 and benefit 40 districts from Northern and Eastern Uganda. It reflects government's commitment to the full recovery of the region, with the intention of reducing income poverty, increasing literacy rates and access to basic services specifically health, education, water and sanitation.

The genesis of the Education summit goes back to a side meeting of LC5 Chairpersons, RDCs and the Pincer Group International on February 11, 2008 at the Hotel Africana Kampala launch of the Joint Monitoring of the Peace, Recovery and Development Plan (PRDP). The meeting heard stirring presentation on the implications of the perennial decline in education quality and performance in the PRDP region. It also noted the irony of failure of students from the PRDP region to compete for government sponsorship in science, math and engineering courses at public universities. Yet many Ugandan pioneer achievers in science, math and technology hailed from Northern and Eastern Uganda!

The LC5 Chairpersons and RDCs were challenged, but also inspired, by this history of educational excellence in Northern and Eastern Uganda. They resolved to spearhead the revitalization of education in their districts according to the saying of the Central Luo loosely translated that "if you have diarrhoea at night, you open the door for yourself!" They agreed it was time to take action and not shift blame for the poor education quality and performance in their districts.

The meeting resolved to convene a PRDP regional leaders' summit on education under the auspices of ULGA-Northern and Eastern Uganda. They agreed to partner with the Ministry of Education and Sports (MoES) and appointed the following as co-conveners of the summit: Mr. Richard Andama Ferua, LC5 Chairman Arua District/ ULGA National Vice President, Ambassador Charles Walimbwa, LC5 Chairman Manafwa District/ULGA Eastern Region Chairman, and Mr. Norbert Mao, LC 5 Chairman/ULGA Northern Region Chairman. They also mandated the Pincer Group to be their technical, advisory and liaison partner to plan prepare and manage the summit on behalf of ULGA Northern and Eastern Region. It is the history of educational excellence in Northern and

Eastern Uganda, especially in science, math and technology that inspired the local government leaders to come up with “**Education Renaissance in Northern and Eastern Uganda**” as theme of the summit.

This report presents the highlights of the proceedings of the summit that took place on the 19th -21st June 2008 at St Monica Vocational school in Gulu: delegates from the 40 districts of the PRDP region (greater Northern and Eastern Uganda), MoES, Office of the Prime Minister, NGOs, President’s Office and EFAG where present at the meeting.

2.0 Status of Education in the PRDP Region

“Seek ye first education and the rest will follow. We want to be a contributing part and not a burden for Uganda².

2.1 Introduction

The first day of the summit reviewed the appalling status of education in the PRDP regions: several key note addresses, plenary discussions and a video highlighting the appalling status of education were presented. Deliberations for the day commenced with a key note presentation by Betty Udongo a PhD scholar at the University of Michigan who presented a ground breaking paper on Critique of trends and implications of poor education in PRDP. Other key speakers for the day included the Director of Education- Dr Mbabazi who shared highlights from the MOES needs assessment of education in Northern Uganda, complementary speeches by the Irish Ambassador (H.E Kevin O ‘Kelly), the Minister of State for Higher Education (Hon Gabriel Opiyo) were crowned by the Prime Minister of the Republic of Uganda, Hon .Prof. Apollo Nsubambi who, as the guest of honour, also opened the summit.

2.2 The status of education in the greater Northern and Eastern regions

In her paper on trends and implication of poor education in Northern and Eastern Uganda, Ms Betty Udongo, traced the foundation of Uganda’s Education to the 1887 and 1889 works of the Church Missionary (CMS) and Roman Catholic Societies respectively. The system had dichotomised education setting different expectations for the North and East visa-vice the south and western parts of Uganda. Later changes in ownership that witnessed missionary schools becoming government owned was followed by another trend of private ownership resulting from the liberalization and privatisation policies, although this tended to concentrate on a few parts of the country and largely absent in Northern and Eastern Uganda. The North and Eastern parts of Uganda have been historically marginalized: the situation was worsened by the political turmoil, whose impact has been

² Introductory remarks by *“Norbert Mao, Chairman Gulu District 19th June 2008.*

clearly seen. As a result, even the best performing students from the worst affected schools could no longer get entry into public universities. For instance in 2008 only 8.7 % could access government sponsorship. Even the 75% science sponsorship policy could not benefit the greater North.

Betty presented education as the island of hope that can open locked doors. She further noted that that the current trend of educational investment in the region will not fill the gap. In her own words, “*with current state of affairs, it will take Northern Uganda 45 years to match the rest of the country.*” She recommended the revamping of education policy support structures and measures to help education recovery. She also proposed the establishment of special science scholarship schemes for the north and Eastern part of Uganda.



*Hon, Mulomi Sam, LC5 Chairman of Budaka district
leading the Summit Opening Prayer*



Ms Betty Udongo making her contribution



Dr. George Pivang Jalobo, TPGIL



Hon. Gabriel Opiio, Minister of State for Higher Education

Ms Betty Udongo's analysis was echoed by Mr *Alfred Okello, the HM Lango College* who provided a practical experience on the contextual educational challenges in the PRDP region. Mr Okello decried the big gap between the PRDP region and the rest of the country reflected in the fewer number of students from the region joining/ getting admitted to the public universities. He cited Gulu University where the region's representation is only 7.5 % as compared to the west with 35%. He further noted the role of HIV/AIDS in depleting the existing social services: the HIV/AIDS prevalence rate in Lango and Acholi Sub regions currently stand at 8.2%.

Some of the strategic implications of this has been the significant reductions in the education labour force, significant changes in family structure with increasing numbers of child headed households, high teacher attrition, drop outs due to ill-health, and poor quality of education. This situation is further compounded by the limited training opportunities at tertiary level, high poverty levels that prevent parents from contributing to education, poor career guidance and counselling services since a large number of the learners have war trauma.

The need to improve school inspection as a way of assuring standards, governance and management was observed. This could help enforce adherence to, standards, codes, regulations and encourage community participation in education support. He also noted that the UPE, UPPET and USE affirmative action for schools in PRDP region drastically increased enrolment rates and over

stretched the existing infrastructure. As a head teacher of one of the once most renowned schools in the region, Mr Okello called upon the leaders of the region to sensitise parents to engage in school activities, involve old students and invest in education.

Dr Mbabazi - Director of Education MoES presented the report of the MoES's needs assessment in the greater Northern region. This study was intended to facilitate the establishment of a database to be used for planning education recovery in the region. The report raises a number of issues and required interventions in the area of *quality, efficiency and access to education*. He noted that the Quality of education as affected by overcrowding in schools and also concurred that Northern and Eastern regions are performing below expectation. The report highlights areas for intervention that include infrastructure development, instructional materials and human resource development. Dr. Mbabazi noted that the next phase of UPE will address issues of quality nationally, with special emphasis on low cost but high quality infrastructure; restriction on the hire of unqualified teachers, and increased learning opportunities through USE. He finally recognized the increasing level of support and good will from donors like USAID, the Royal Netherlands embassy who have offered 1 million USD and 10,000 Euros respectively to kick start the process of revitalizing Education in Northern Uganda.



2.3 Comments from Government and other development partners

*We never stand until we come together*³

As the education donors' representatives, *H.E Kevin O'Kelly Irish ambassador and Current chair of EFAG* expounded on the importance EFAG attaches to harmonization, alignment and achievement of educational results (based on goal 2 and 3 of Millennium Development Goals) in partnership with local governments and other stakeholders. He acknowledged the commitment of the government of Uganda to universal education and expressed the need to separate education budgets for Northern and Eastern Uganda as a way of fast tracking regional educational parity and MDG achievement.

He called for appropriate and innovative solutions drawing on experiences from across the country to address the numerous challenges in the PRDP region, and making “hard” choices about savings and budget discipline. “*Rome was not built in one day*”. The ambassador cited the experience of Ireland as an example of a country that has successfully recovered from effects of conflict to become one of the wealthiest nations in Europe by investing in education. Finally, he observed that *a good job had been half accomplished and more is required*. The EFAG community will be expecting the blue print to see how to respond appropriately.

The Minister of State for Higher Education (Hon Gabriel Opiio) acknowledged the support from local governments and development partners for the PRDP framework. He cited some of the key intervention areas of the PRDP and what the MoES has already undertaken to implement the PRDP which include:

- Needs assessment
- Validation of the impact of floods
- Construction and catering for children in war affected areas

³ *H.E Kevin O'Kelly Irish ambassador and Current chair of EFAG*

- Study on operationalisation of ABEK
- Bursaries for students in secondary and technical education
- Implementation of the Universal Secondary Education
- Implementation of the school feeding programme supported by WFP
- Psychological support, peace education for teachers, pupils and parents
- Affirmative action for best 5 students in the north per district admitted in schools of first choice
- 1.4 billion shillings for books for the north
- Restocking all schools affected in the north
- Promoting and strengthening non formal education
- Equipping Educational resource centres
- Increasing UPE capitation grants training of School Management committees
- Scaling up Special Needs training for inclusion

The Guest on Honour, Rt. Hon Prime Minister Prof Apollo Nsibambi, commended the key note presentations. He commented that “...while they had effectively highlighted the marginalization of the north, they needed to include current Government interventions”. Prof Nsibambi cited the new government initiatives through centres of excellence and the establishment of Gulu University and the proposed new constituent college in Lango. He also noted the quota system to address the challenge of inequity in university admissions. He castigated the colonial administration for institutionalising the regional imbalances where the north was relegated to providing the military force and labour.

He also noted that some of the military did use these credentials to claim and cling to state power and contribute to development. In spite of the above, the region produced some of the great brains like Prof. Omaswa, Dr Martin Alier and others who ought to be given an opportunity to play a role in the recovery process.

The Premier highlighted the importance of security in the attainment of education. The destructive war and associated trauma, displacement, and abduction of children have imposed a far reaching burden that must be addressed. The insecurity had bred drop outs as attendance was impaired: other

problems include high repetition rates, general inadequacy of teachers, poor results, and massive vandalism of infrastructure and property, absenteeism, and human rights abuses. He emphasised the importance of education in the peace and recovery process as a potent tool in the fight against poverty, given the fact that Northern Uganda has lagged behind in quality, access and efficiency in education

Finally, the Prime Minister observed that Education is a partnership that should include all the stakeholders such as parents, guardians, government, and donors who must contribute citing the Constitutional provision (i.e. Article 32 of the 1995 Constitution of the Republic of Uganda). He noted the challenge of identifying priorities and concrete actions for the PRDP and thanked the president for spearheading the design of the PRDP, public servants, donors, EFAG, and education agencies, the Netherlands government for funding needs assessment, USAID, Irish AID, local governments, technocrats and above all God.

2.4 Education SWOT analysis in the PRDP regions

Participants were divided into 8 groups to engage in an audit (SWOT analysis- Strength, Weakness, Opportunities and Threats) of the education system in the region. The regional groupings included: ⁴West Nile, Acholi, Lango, Teso, Karamoja, Bunyoro, Mt Elgon, Tororo / Busia and the NGO Group. The SWOT analysis examined issues around learners, legal /policy frame work, infrastructure, service providers, budget and standards. The following were among the most overarching issues raised (*Ref to the related Blue print document for the full SWOT*).

There was overwhelming consensus concerning the unacceptably low standards of education in the PRDP regions and the need for affirmative action, special interventions and massive investment in the education sector by Government and other development partners towards its full recovery.

⁴ Regional SWOT analysis attached

Highlights from the SWOT analysis

Strengths	Weaknesses	Opportunities	Threats
<p>Political will and commitment of leaders</p> <p>Trained and qualified teachers are available</p> <p>Learners are available and is willing to learn</p> <p>Educational Standards are in place (UNEB , education standard agency)</p>	<p>Poor performance of learners from the region</p> <p>Limited enforcement/implementation of policies and participation in law/policy making.</p> <p>High dropout rate and Absenteeism</p> <p>Inadequate infrastructure for education (labs, dormitories, classrooms, toilets)</p> <p>Delays in accountability and release of funds</p> <p>Inadequate supervision, monitoring and documentation.</p> <p>Inadequate teachers</p> <p>Poor professional ethics and career guidance</p>	<p>Enabling laws including the constitution , education act , UPE and USE polices</p> <p>Improving security situation /stability</p> <p>Availability of land /space for educational projects</p> <p>Increasing role of the Private sector</p> <p>Increasing support from partners support</p>	<p>Negative Cultural beliefs(and practices (early marriages, gender issues)</p> <p>Poor community /parental support for education</p> <p>Corruption</p> <p>Potential threat from LRA and other rebel groups</p>

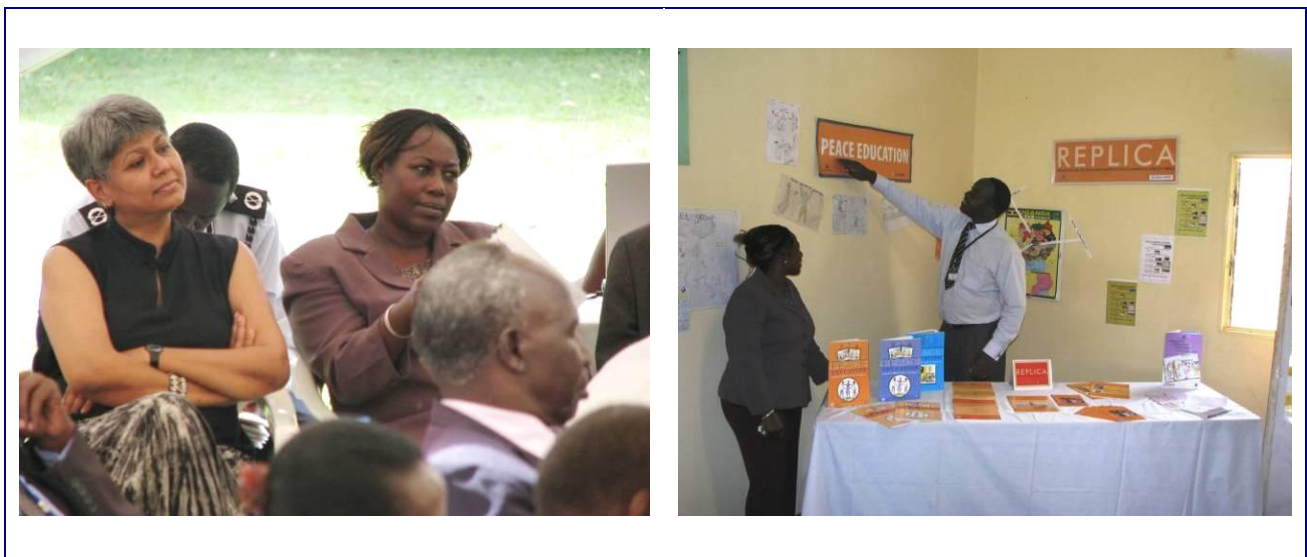
Refer to the Blue Print for full SWOT analysis

3.0 BUILDING CONSENSUS ON ROLES, RESPONSIBILITIES AND RESOURCES

Building consensus on roles, responsibilities and resources was the main theme on the second day of the summit. A brief review of the previous' days activities helped orient the day's discussion and focus the reflections of day two. The proceedings of day two were expected to stimulate emergence and development of the regional educational priorities and a platform for action (charter). Examples and models that would be emulated in different areas helped delegates reflect on alternative actions.

3.1 REPLICA Model

Ms Renuka Pillay, Chief of Party of the USAID/UNITY project, led delegates through a reflection on the implementation of the REPLICA project. The project started as a model to support local education initiatives in 13 Acholi, Lango and Teso sub-region districts of Uganda. Initially, 30 primary schools were selected from these most affected districts but currently all government aided primary schools in the 13 districts are beneficiaries of this programme. REPLICA is a cocktail of interventions including peace education, psychosocial care, and guidance and counselling, HIV/AIDS prevention and control, Promotion of girls' education, Performance arts and learning, and community integration.



Ms Renuka Pillay (COP UNITY project listens to summit proceedings

Mr Victor Avasi of TPGIL at the REPLICA booth

The REPLICA project has, by far been successful and a good and well laid foundation for the transformation of primary education in the PRDP region. However, there are still high drop out rates in the region e.g. Buliisa still has dismal completion rates of only 26%; this needs to attract a swift response from the local leaders. This clearly shows that the region and country are still far away from attaining the MDGs. The reluctance of leaders and people in authority to prioritise education has, in the past, encouraged drop outs (push outs).

In her presentation, Ms Renuka Pillay said that leadership and good governance by Local leaders is critical for education success and could increase accountability and follow-up of programs at all levels including schools (e.g. dealing with absenteeism). In her closing remarks, she called upon local leaders and technocrats to engage in constant dialogue, commitment and accountability on education *quoting from Mandela, “no country has achieved economic growth without special attention on education of its people.”*

3.2 Success story- Girls Education in science, maths and technology in PRDP region



Engineer Irene Muloni (MD UEDCL)

As daughter of a poor civil servant and his (house) wife who both struggled to assure equal opportunities to their children irrespective of culture, Irene did not achieve educational excellence on a silver plate; she faced huge challenges including interruption in her education by domestic chores, inappropriate support, and peer pressure among others.

Ms Irene Muloni was inspired by the discipline in a mission school (i.e. Budadiri) where she had to achieve the good grades that led her to Gayaza High School. Gayaza had the necessary facilities, career guidance and professional teachers. Her determination to pursue sciences saw her join Makerere University, faculty of

technology. Makerere was not all smooth sailing though, as she had to get married in her second year because of factors beyond her control: consequently, she had to skip one academic year (a “dead” year). Because of her determination, the said course of events did not deter her; instead, they helped her to mould her education carrier and future as an electrical engineer.

In her view, determinants for good education are good government policies, good infrastructure, an appropriate focus on special interest areas like gender, parental care and guidance, good governance, discipline in the education system, students’ confidence and positive attitude to education including the sciences. She noted that there is need to provide for girls’ special growth and maturational needs through appropriate and adequate sanitary facilities that promote their comfort in school. Negative cultures /challenges from her own experience including: traditional gender biases towards girl education, child labour, domestic chores, long walking distances to and from school, lack of supportive facilities like electricity, and peer pressure need to be addressed. In addition, life skills that build and boost students’ self confidence and control, and development are also important elements of an effective education system. Even in employment, these attributes will help them navigate through the professional ladders as she noted that *“one can only progress in the corporate ladders if s/he continues to learn new skills and deliver results”*

With lessons from her own struggle, she has now ventured into initiatives to encourage girls to take up sciences, with efforts like the construction of science laboratory at Budadiri Girls’ school, volunteering career guidance and introducing awards with added support from organizations like FAWE which provides scholarship schemes to students offering science. To her, each individual in his/her capacity has a role to play to turn around the pathetic state of education in the region to benefit the country at large.

“Together, we can change the situation”...Irene Muloni

3.3 Language and the thematic curriculum a worthy venture!

The testimony of excellence was followed with a presentation on the thematic curriculum as an emerging innovation in education that was receiving mixed reactions from the leaders. Ms Jane Alowo, a lecturer at Makerere University Institute of Languages, gave perspectives on the advantages of the thematic curriculum for cultural identity and development in PRDP region. According to her, Uganda has approximately 63 local dialects, and the greater North and Eastern Regions have several tribes with strong cultural heritages.

The use of local languages in the thematic curriculum is one way in which children get to learn, understand and know about their language and culture in addition to developing a sense of belonging. She suggests that the education in the PRDP region should take into consideration the inclusion of the very local languages spoken in the region.

It is anticipated that by 2050; almost half of the world will be English speaking and this poses a serious threat to the survival of indigenous languages and individual identity. The answer and immediate solution lies in the introduction and use of local language in education as an important and open equal opportunity to all children. It also facilitates the learning of democratic principles because of the ‘choice offer’ where pupils are able to bridge the gaps in their studies up to such times when they can learn the English language in primary four.

According to Jane, illiteracy, poor language policies, oral input from mother tongue, financial constraints, lack of costing of mother tongue, poor quality assurance, and language selection due to cultural reasons are some of the main reasons why many people are resisting the thematic curriculum. To her, the thematic curriculum is relevant for intergenerational transmission. With an absolute number of speakers improving upon the community attitudes’, improving upon government and institutional language attitudes and policies, including official status and use go along way to improve the type and quality of documentation. So far, the curriculum has brought special attention to local language and culture in learning with positive implications to the PRDP including specific focus of restoring our identity, self esteem, confidence and values.

Successful implementation of education under the PRDP framework will require a holistic approach to staff training, quality assurance (need for support supervision), selection of languages (political and cultural considerations) and financial costs.



Kent Noel, Ph.D. Director, Anglophone Africa Regional Center, Nairobi, Kenya

Interactive radio program for education

(A case study from Rwanda, Congo, Tanzania and Sudan)

This program (the interactive radio program) can be used for the reconstruction of the education system in the PRDP region. The Interactive radio system of daily instructional radio /audio broadcasts mediated by a mentor (teacher) is relevant for all learners but mainly intended for basic education. The interactive radio encompasses a fun component for children and focuses on objectives of learning at the time, it is simple and creative. The program requires a teacher's guide therefore having cost implication on trainings; production of materials (about 6months -1year) but the cost after initial production is only about 2-3 dollars per child. Studies by World Bank and other institutions indicate that students learn better, girls perform at par with boys while it also helps address urban -rural gaps in performance.

Because it is aired out on radio and all children can listen in, the Interactive radio program increases access to education as it helps children who dropped out of school as well as those who are still in school.

This is a good lesson that leaders in the PRDP region may think of adapting to improve and handle some of their educational challenges.

3.4 IDENTIFICATION OF PRIORITIES

Through group discussions, regional priorities in education were identified for the entire education spectrum ranging from basic, post-basic, technical and tertiary education under the eight sub themes of; learners/students, service providers, leadership, legal/policy/budgetary frame works, standards, infrastructure, parents/community and curriculum.



Delegates from West Nile



Delegates from NGOs



Delegates from Acholi



Delegates from Teso

Group discussions

General priorities included the cross-cuttings issues of access, retention, transition and equity for learners in the PRDP region. Others were; teacher welfare, training and continuous professional development, gender parity and productivity, teacher motivation, community participation, pupil retention, classroom construction, science and ICT laboratories/infrastructure, libraries, guidance and counselling, access roads, appropriate curriculum for the different areas in the PRDP region, governance, peace education and leadership: they discussed and included in the final priority matrix for the PRDP region (*ref to associated blue print*). The priority matrix would help streamline stakeholder activities and enhance coordination in the attempts to uplift education standards.

Among the specific actions identified in pursuit of the priorities were; community mobilization, identification and support for sporting talents, enforcement of existing structures to regulate learners. For teachers, capacity building, regular supervision and inspection, development of resource learning centres. |Other crucial actions identified were budget allocation for sensitisation, leadership training, infrastructure development, curriculum and legal frame works

4.0 LAUNCHING EDUCATION RENAISSANCE IN PRDP REGION

4.1 Resources, Opportunities and innovations

Day three focused on opportunities and resources for education recovery in the PRDP region. It was observed that the education sector can benefit from both internal and external resources. Internal resources available to the leaders of the region include the active and democratically elected arms of the government-parliament and the decentralization structures that would be very focal in policy formulation for USE and UPE, management, monitoring, and provision of structures and human resource. ULGA was also identified as a strong resource body in terms of composition and identification of strategies.

Other resources identified included the private sector, a typical example being the very frame work that organized the inaugural regional education summit. The private sector can help leverage resources to support service delivery and government programs like UPE, ICT and USE. Donor agencies including EFAG and NGOs too were identified as resources and opportunities within reach in the PRDP region. These agencies have access to additional human resource, materials and funds to assist in fulfilling the needs of educational programs. The USAID funded REPLICA program was also identified as a potent innovation that the region must maximize. Others included FAWE, which has provided career guidance and scholarships for disadvantaged girls in the PRDP region. The Ugandans and well-wishers in the Diaspora were also identified as part of the external resources that should be exploited in the struggle to revitalise education.

In particular, distinguished scholars and investors who have networked with associations like Africa Diaspora Health Initiative (ADHI) and the World Bank steering committee on governance identified an open door for hope and opportunities. The strength that the Diaspora would give to the PRDP would be in areas of research on issues affecting the PRDP region and increasing sponsorship opportunities for disadvantaged yet able children of the region to pursue an education.

Innovations to be embraced within the PRDP framework included an enhanced curriculum that includes peace education, guidance and counselling and psychosocial support. The thematic curriculum was also cited as a great innovation to be supported within the framework. It may however be necessary to modify them to meet needs of the sub-regions.

4.2 Education Renaissance, Diaspora Perspectives

Dr. David Dronyi MBChB [MUK], MTS-Public Policy applauded the work and commitment of the World Bank and other development agencies who are willing to bring about development in Africa through rapid changes by engaging Africans in Diaspora to stimulate drastic changes. In order to facilitate change and development, there is need to rethink and do many things different from the usual business by engaging different actors including the private sector, NGOs and other development partners to uplift the conditions of people in the Northern and Eastern parts of the country. In his opinion, Ugandans in the Diaspora are willing to engage in the development of the country. He cited the huge foreign exchange that they send back into the country compared to that contributed by the different international donors and exports. It was observed that obtaining university graduates from various fields would help local governments build up their human resource bases before they are siphoned else where.

There is need to redesign and revitalize community service programs where young professionals can be assisted in exchange for sponsorship opportunities from agencies like the World Bank, and other development partners. In his personal efforts as a member and through a new Africa Initiative for development rolled out in March 2008 by the North American Medical Association (composed of over 30,000 Black Doctors), Dr Dronyi is working towards improving the health conditions in the region. In his view, the relative peace should be exploited to increase opportunities to make concrete and sustainable plans for people of West Nile and the Entire region. Therefore local governments need to reorganize their strategies, constituency and lobby the contribution of the Diaspora. Dr Dronyi, among other things, proposed revival of Primary Health Care (PHC) training programs that

provides the community with skills. He encouraged government to promote regional trade while ensuring stability of prices, a level ground for locals and aliens by curtailing smuggling.

He proposed an improvement in the tax system through the introduction of a lower tax rate which would be attractive enough to curb down smuggling while promoting the use of bonded warehouses as an alternative for purchased goods. All these would be geared towards increasing the tax base and promoting trade rendering it easy for local governments to organize trade right to the parish levels.



Associate Prof. Stephen Lawoko of Public Health Science at the Karolinska Institute in Sweden also offered another reflective perspective by focusing on the interrelation between health and education. To him, the workings of other sectors that interrelate with education such as health, road and transport need to be critically examined and improved upon. While research has showed a lot of correlation between education and health it's difficult to establish whether the bad health situation in Northern and Eastern Uganda has had more effect on the quality of education or vice versa.



L-R: Ass. Prof. Stephen Lawoko (Karolinska Institute, Sweden), Mr. Milton Mutto (Team Leader, TPGIL), Mr Charles Kilibo, Mr Peter Lochom and Ms. Viola Mukasa, TPGIL, listen to the Summit Proceedings

According to WHO, Health refers to the *state of complete physical, social and mental well being*. Expounding on the implications of war for health including trauma, hunger, under nutrition it is evident that war related ill health has had an impact on education services and academic performance in the region.

The 2006 demographic surveys indicate suggest a relationship between current health problems and the break down of education services further compounding the vicious cycle of poor health, poor education and poverty. In his view; restoration of academic performance would largely depend on a coordinated health plan that would deal with health issues comprehensively. The school curriculum needs an enhanced (public) health component and the academic programs should be supported with school nutrition and psychosocial services. Such interventions will help improve children's health, bonding and ultimately esteem.

5.0 THE FUTURE OF EDUCATION IN THE PRDP REGION

Comparing the situation in the PRDP region with his own background, Dr Tom LeBlanc from USAID said it was only when differences in diversity are overcome in such ways as to allow excellence in individual strength that development can take root in the region. As part of EFAG, he made commitment on behalf of USAID to introduce an interactive radio program to support education in Northern Uganda in addition strengthening and expanding the great contributions from the REPLICA program.

Dr LeBlanc expressed EFAG's commitment to supporting education development in Northern and Eastern Uganda in line with Uganda government policies and standards that aim at 100% completion rates for primary education. He also cited donor commitment to support the *Blue Print* and asked all other role players like the local governments and other development actors to embrace the document and work towards its success.

As the main line minister in charge of the local government, Hon. Major Gen. Kahinda Otaffire - Minister of local government called upon delegates to reflect upon and ensure that they monitor and evaluate projects they are suggesting under the PRDP for effective implementation and its own success.

The Minister of state for Northern Uganda rehabilitation, who is also in charge of PRDP-Hon .David Wakikona, observed that the summit would inform the effective implementation of the PRDP; he urged delegates to understand the Program which would make it easy for them to sensitise their constituencies. He also asked the MoES to spearhead a policy support on the resolutions of the summit to be incorporated into the main PRDP Government framework for support by stakeholders.



Mr David Wakikona. Hon. Minister of State for Northern Uganda Reconstruction

(Right) Maj Gen. Hon Kabinda Otafure. Hon. Minister of Local Government



5.1 ENDORSEMENT OF THE CHARTER

Aware of the historical education and development imbalances of the Northern and Eastern Uganda; cognizant of the marginalisation and neglect of Karamoja, the insurgencies and insecurity in West Nile since 1980's and the 21 year old conflict in Northern Uganda: LC5 leaders agreed to commit themselves to implementing an education charter as a unifying platform for working towards uplifting the Standard of Education in their region. The LC5 leaders therefore declared on behalf of the entire region, the country and the world, pledging themselves to strive, sparing neither strength nor courage until access and quality changes in education set out in the charter would have been achieved. These were the main targets/declaration in the PRDP Region Education charter:

- Our children access quality education
- Our children shall well be taught and educated effectively
- Girls' education shall have quality towards parity
- Teachers shall live in dignity and uphold professional ethics

- Schools shall be safe and attractive to children
- Required local and regional action
- Required National Action
- The doors of learning and culture shall be opened!

The charter was therefore concluded by words of hope

“Let all people who love their people and their country now say, as we say here:

THESE ASPIRATIONS WE WILL FIGHT FOR, SIDE BY SIDE, THROUGHOUT OUR LIVES, UNTIL MARGINALIZATION IS OVERCOME AND THE DREAM OF QUALITY EDUCATION IS RESTORED IN THE PRDP REGION OF UGANDA.”

“We the undersigned unswervingly commit ourselves to the pursuit of these aspirations for the good of posterity and together to strengthen our resolve to uphold all the cherished values that have inspired this action; so help us God! ”



Hon. Walimbwa & Hon. Andama, contributing to the Regional Charter



The Regional Charter discussed in groups



The secretariat incorporating delegates' contributions to the Charter



*The Regional Charter presented to
Maj Gen. Hon . Otafiire for perusal*



*The Regional Charter endorsed by one
of the ULGA Convenors*



The signed Regional Charter



*The Regional Charter presented to The President of
Uganda*

5.2 BLUE PRINT

The Educational blue print was developed as a way of operationalizing the educational aspect of the PRDP framework. This framework is about facilitating the integration, coherence and relevance of Government of Uganda's development strategies to greater Northern Uganda. It is premised on the fact that past national sector policies, plans and strategies could not effectively address the region's specific needs to conflict, poverty indices that remained the lowest nationally and eroded internal absorptive capacity. The framework summarised a number of issues arising from preliminary meetings/activities and conclusive decisions from the summit. The framework is intended to be a demonstration of national political will and commitment to enable the PRDP region get to the same development pace with the rest of the country..

The presence of the H.E Yoweri Kaguta Museveni, the President of the Republic of Uganda at the closure of the summit was in itself a commitment of government towards the rehabilitation and development of the greater Northern and Eastern regions. Addressing the summit delegates, the President indicated that the NRM government had identified 14 points for the region's recovery as contained in the PRDP including stability, security, water provision, revival and enhancement of education, emergency relief, health, immunization and combating emergency diseases among others.

In his speech, he also affirmed government's commitment and ability to repair and restore areas destroyed by the conflict, noting the problem of education in the region as an LRA problem along with its international backers. These negative forces had caused the destruction and abandoning of newly built schools like Otugulu in Teso. He assured delegates of sustainability of the returning peace in the Northern and Teso/Karamoja sub-regions. He called for the removal of fire arms from regions like Karamoja. *"Guns are a hindrance to development"*, he said; *"there can't be development without security!"*

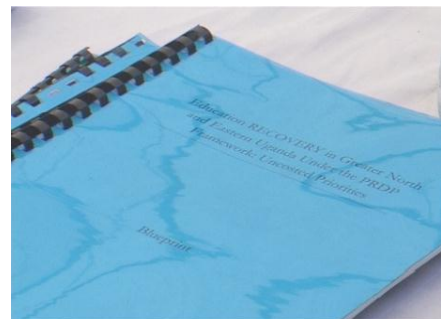
He made mention of the “Blue Print” as a framework identifying bottlenecks, actions specific for each area and a statement that these places need affirmative action. He indicated that the question of money was and is not a problem with examples of government’s determination during CHOGM and now the construction of a hydro electricity power generation dam at Bujagali using the energy fund which is now over 300 million dollars reserved by government. He added that, one of the blue print objectives should be to integrate government interventions within existing structures where accountability can be easily enforced and assured. He therefore promised government’s support to the education blue print and the PRDP even if donors do not commit finances to it. *’An African can move by himself’ he said.*

Government’s commitments

- i. His Excellency informed delegates that he would review the document
- ii. Forward for Cabinet’s approval before it gets to the NRM caucus
- iii. *He hopes all the above will take not less than two months.*
- iv. The parliament will then review it for a national response



Above: The participatory process of developing the Blue Print



H.E. Yoweri Kaguta Museveni, The President of the Republic of Uganda gladly received the PRDP Regional Education Charter and the Blue Print



CONCLUSIONS

In his closing remarks, Chairman Mao Norbert said, “while organizing this event, we realized from the onset that PRDP needs to be rolled out in each sector recalling that all countries that have successfully recovered from conflict won the battles in schools (through Education). As the main conveners, we therefore resolved on a non partisan strategy of “operation common cause.” and decided to embrace the PRDP. The overall success of this event is attributed to early preparation, in all regions, and engagement with government, donors, members of parliament and other development partners. This has been an agenda setting summit for the PRDP and we have succeeded beyond our widest expectations and other sectors need to learn and emulate from what we have done in education. “With this summit, I do believe that we have a matrix of priorities in the 3 key areas of education namely: infrastructure, instructional materials and teachers”. Besides this is the first time the president has attended a regional meeting of local governments.”

Hon. Andama Ferua “besides using consultancies, we are thinking of think tanks from the region and beyond including sons, daughters and friends in the Diaspora. This is a home grown initiative and we have been assured of central government’s support for education and other programs. We have the capacity to move issues in our local governments. This has been a very successful summit and it gives us an impetus to reconsider other programs.”

Ambassador Walimbwa; “for the first time government has accepted to involve local governments in and at the fore front of implementing and monitoring the regional development program. Realizing that the region is marginalized in education we responded and spearheaded the summit. Our biggest expectation was to have government endorse the blue print and this has been partly achieved as graced by H.E the President of Uganda, Prime Minister and other government officials and development partners. In the conclusion, the next steps for the Uganda Local Government Association in the PRDP are;

1. Follow up of governments commitments to ensure that the *Blue Print* is endorsed by cabinet /government in the next two months as promised by the president.

2. Hold a retreat with chairpersons of the 40 districts and sharing with them the detailed Research data compiled by PINCER Group International.
3. To develop a long term plan for exploration of the Natural resources in the region which would go along way in financing development of the region.
4. Continue supporting each other and working as a team to build the region for a common cause of rehabilitation and development in order to make a contribution towards National development.

The potential of the region is vast with identified resources both locally and internationally, it is evident that this same unity displayed at the summit needs to spread like “*a wild fire*” to the people of the region and the sons of the soil in the Diaspora to rally behind development. The strength is the unity displayed, the political will of the government and commitment of the key stakeholders seen in the signing of the Education Charter by all the LC5 chairpersons) of the 40 PRDP districts.

For God and My country

Appendices

1. Summit Attendance list

District: BUTALEJA		
<i>Name</i>	<i>Gender</i>	<i>Designation</i>
1 Richard Waya	M	Chairman LC V
2 Edward Wabudi	M	Resident District Commissioner
3 John Wahwesa	M	Education Secretary
4 Olike F.A.O	M	Chief Administrative Officer
5 Kalyebi Philip	M	District Education Officer
District: TORORO		
6 Osuna Emmanuel	M	Chairman LC V
7 Oburu G	F	District Woman Member of Parliament
8 Samuel Mpimbaza	M	Resident District Commissioner
9 Francis X.arono	M	Chief Administrative Officer
10 Sarah A Owiru	F	Education Secretary
11 Doya Gamusi	M	District Education Officer
District: BUSIA		
14 Were Patrick	M	Chairman LC V
13 Munyira W.R	F	District Woman Member of Parliament
17 Nabbanja Robina	F	Resident District Commissioner
16 Mudangi E. Zadock	M	For Chief Administrative Officer
15 Wandera Geoffrey	M	District Speaker
12 Wandera Paul	M	District Education Officer
District: PALISA		
18 Bantalib I. Taligra	M	Chairman LC V
19 Okoth Nyalulu	M	Resident District Commissioner
20 Otimong Moses	M	Assistant Chief Administrative Officer
21 Madautu Fred	M	District Speaker
22 Onono Christopher	M	Deputy Secretary for Education
23 Were Christpher	M	District Education Officer
District: BUDAKA		
24 Mulomi Sam	M	Chairman LC V
25 Damulira Kyeyune	M	Resident District Commissioner
26 Businge Amoti	M	Chief Administrative Officer
27 Lyadda Baker	M	District Education Officer
28 Kabise Shaban	M	District Planner

District: BULISA		Gender	Designation
29	Lukumu Fred	M	Chairman
30	Mpairwe B	F	District Woman Member of Parliament
31	Beyunga Florence	F	Resident District Commissioner
32	Kaliisa Kenneth	M	District Speaker
33	Muhumuza S.H	M	Chief Administrative Officer
34	Owinyoi Peter	M	
35	Mugisa James	M	District Inspector of Schools
District: MASINDI			
36	Birija Stephen	M	Chairman
37	Businge Mubyama	M	Resident District Commissioner
38	Kahira Julius	M	District Speaker
39	Bimbona Simon	M	For Chief Administrative Officer
40	Ajaruva J. Rose	F	For District Education Officer
District: PADER			
41	Odok P.W'Oceng	M	Chairman
42	Kurwa Charles	M	Acting Resident District Commissioner
43	Otai Charles	M	Chief Administrative Officer
44	Lamuna Florence	F	Education Secretary
45	Amone Charles	M	District Education Officer
46	Apio Grace Ogaba	F	District Inspector of Schools
KITGUM			
47	Ochola Bosco	M	Vice Chairman
48	Omony Ogaba	M	RDC
49	Okot Natalia	F	Education Secretary
50	Amo Okwe-Okaka	M	District Education Officer
51	Okunziro Helen	F	District Inspector of Schools
52	Alex Ojwe	M	Principal Kitgum Core PTC
AMURU			
52	Okello Patrick	M	Chairman
53	Edwin Yakobo	M	Resident District Commissioner
54	Lakony Micheal	M	District Speaker
55	Oloya Hawaroh	M	Acting chief Administrative Officer
56	Okwamoi Ben	M	District Education Officer
57	Olanya Gilbert	M	Education Secretary
58	Acayo Gladys	F	District Inspector of Schools

District: GULU		Gender	Designation
59	Norbert Mao	M	Chairman LC V
60	Ochola Walter	M	Resident District Commissioner
61	Aol Betty Ocan	F	District Woman Member of Parliament
62	McMot Kitara	M	Deputy Chairman
63	Mwayita Bruno	M	Representative of the Chief Administrative Officer
64	Ojara Mapenduzi	M	District Speaker
65	Rev. Ocheng Vincent	M	District Education Officer
66	Robinso Obot	M	District Inspector of Schools
67	Okello Solomon	M	Special Presidential Advisor North
68	Rebecca Mukyala	F	Lecturer Gulu University
District: DOKOLO			
69	Okello Okello	M	Chairman LC V
70	Adupa Ruth A	F	Resident District Commissioner
71	Ogwang Peter	M	District Speaker
72	Nasasa M.A	M	District Education Officer
73	Francis Ogwala	M	Education Secretary
74	Tamali Edinyu	F	District Inspector of Schools
District: LIRA			
75	Ojur Franco	M	Chairman LC V
76	Joan Pacoto	F	Resident District Commissioner
77	Rebecca Otengo	F	District Woman Member of Parliament
78	Adoko George	M	Chief Administrative Officer
79	Alex Oremo	M	District Speaker
80	Okello Q. E	M	District Education Officer
81	Ayena Patric	M	Education Secretary
82	Opio Omara	M	Principal Loro Core PTC
83	Alfred Okello	M	Head Teacher Lango College
District: OYAM			
84	Okello Engola	M	Chairman LC V
85	Okello John	M	Resident District Commissioner
86	Okello Obaro	M	District Speaker
87	Obong Tommy	M	Education Secretary
88	Okello Norman O	M	District Education Officer
89	Ogwal S P	M	District Inspector of Schools
District: AMOLATAR			
89	Adoli Ogwok Alfred	M	Chairman LC V
90	Rev. Yeko Ongora	M	Resident District Commissioner
92	Cong Nelson	M	District Speaker
93	Ben Otim	M	Chief Administrative Officer
94	Auna James	M	Education Secretary
95	Francis Offungi	M	District Education Officer

District:		Gender	Designation
District: APAC			
96	Alex Jurua	M	Resident District Commissioner
97	Okai Bob	M	Deputy Chairman LC V
98	Olila Patrick	M	Chief Administrative Officer
99	Obol Sam	M	Education Secretary
100	Okunyu Billy	M	District Education Officer
	District: MOYO		
101	Peter Iku Dolo	M	Chairman LC V
102	Abingwa John	M	Resident District Commissioner
103	Auru Anne	F	District Woman Member of Parliament
104	Tabu Job	M	Assistant Chief Administrative Officer
105	Ocokoro Mildred	F	Education Secretary
106	Abima Simon	M	Representative of the District Education Officer
	District: ARUA		
107	Andama Ferua	M	Chairman LC V
108	Ibrahim Abiriga	M	Resident District Commissioner
109	Bako Christine	F	District Woman Member of Parliament
110	Sabo Kamilo	M	Deputy Chairman
111	Okot Samuel	M	Deputy Chief Administrative Officer
112	Tembo Nicholas	M	District Education Officer
113	Atiku Benard	M	Education Secretary
	District: KOBOKO		
114	Dada William	M	Chairman LC V
115	Elizabeth Ayume	F	Resident District Commissioner
116	Yowus Aliga	M	District Education Officer
117	John Juruga	M	District Inspector of School
118	Musa Onzu		Chief Administrative Officer
	District: ADJUMANI		
119	Dulu Angel Mark	M	Chairman LC V
120	Mawadri Sunday	M	District Speaker
121	Josephine Mawawi	M	District Education Officer
122	Amoko Daniel Simba	M	Education Secretary
	District: NEBBI		
123	Betty Adima	M	Resident District Commissioner
124	Akumu Mavenina	F	District Woman Member of Parliament
125	Ahimbisibwe Nathan	M	Chief Administrative Officer
126	Doreen Odongtho	M	Deputy Chairman
127	Okila John G	M	District Education Officer
128	Joseph Yoacel	M	Education Secretary

		Gender	Designation
District :YUMBE			
129	Rashid Yiga Govole	M	Chairman LC V
130	Charles Bwabakama	M	Resident District Commissioner
131	Hajat Oleru Huda	F	District Woman Member of Parliament
132	Mbooge Isa	M	Chief Administrative Officer
133	Miria Yasini	M	Education Secretary
134	Hampton Alokole	M	District Inspector of Schools
District: MARACHA			
135	Saka Wilfred	M	Acting Chairman LC V
136	Mary Anecho	F	Resident District Commissioner
137	Flavia Droti	F	District Education Officer
District: KABERAMAIDO			
138	Engulu .R	M	Chairman LC V
139	Ibi Ekwau Florence	F	District Woman Member of Parliament
140	Mugisa Lawrence	M	Resident District Commissioner
141	Eluka Sam	M	Chief Administrative Officer
142	Emusu J.E	M	District Speaker
143	Emoru A Simon	M	District Education Officer
144	Iilado Immaculate	F	Education Secretary
145	Magimaot Charles	M	District Inspector of Schools
District: AMURIA			
146	Ochen Julius	M	Chairman
147	Omeda Max	M	Resident District Commissioner
148	Elobu Angonu Patrick	M	District Speaker
149	Kayise. C	M	Chief Administrative Officer
150	Acom Kalen	F	District Education Officer
151	Eceru Moses Aga	M	Education Secretary
152	Ojur Joseph	M	District Inspector of Schools
District: BUKEDEA			
153	Rev. Ebukatain	M	Chairman LC V
154	Akol Rose Okullu	F	District Woman Member of Parliament
155	Okot Johnson	M	Acting Resident District Commissioner
156	Gaansu Peter	M	Chief Administrative Officer
157	Auruku PA	M	District Education Officer
158	Amoding O.M	M	Education Secretary
159	Ochan Daniel	M	District Inspector of Schools

		GENDER	DESIGNATION
District: SOROTI			
160	Ochola Stephen	M	Chairman LC V
161	Etunu Ben	M	Resident District Commissioner
162	Agum Moses	M	Assistant Chief Administrator
163	Anyumel Beatrice	F	Education Secretary
164	Etoy M. O	M	District Education Officer
165	Oluka Vincent	M	Principal Soroti Core PTC
166	Okubu P.A	M	District Inspector of Schools
District: KATAKWI			
167	Ekongot	M	Chairman LC V
168	Arwata Joseph	M	Resident District Commissioner
169	Nkata B. James	M	Chief Administrative Officer
170	Okalebo Charles	M	District Speaker
171	Atim Angella	F	District Education Officer
172	Ikulot Margaret	F	Education Secretary
173	Ongwali Patrick	M	District Inspector of Schools
District: KUMI			
174	Orot Ismeal	M	Chairman LC V
175	Olaro Emmanuel	M	Assistant Chief Administrative Officer
176	Okol Charles	M	District Education Officer
177	Otai John Micheal	M	District Inspector of Schools
District: KABONG			
178	Kiwanda Godfrey	M	Resident District Commissioner
179	Tubbo Christine	F	District Woman Member of Parliament
180	Lokeris Samson	M	Vice Chairman LC V
181	Odwar S. Peter	M	District Education Officer
182	Lopeyok Hillary	M	District Inspector of Schools
District: MOROTO			
183	Nahaman Ojwe	M	Resident District Commissioner
184	Lochap Peter Ken	M	Vice Chairman LC V
185	Lomonyang Joseph	M	District Speaker
186	Koryang Timothy	M	Assistant Chief Administrative Officer
187	Abul Paul	M	District Education Officer

		Gender	Designation
District: KOTIDO			
188	Lomanis Paul	M	Chairman LC V
189	Oseku Richard	M	Resident District Commissioner
190	Mark L. Namuya	M	Assistant Chief Administrative Officer
191	Natuk Napeyok Judith	F	District Speaker
192	Lotekei Ambrose	M	District Education Officer
193	Loluk Paul	M	Education Officer
District: ABIM			
194	Wasugirya B	M	Resident District Commissioner
195	Ocheng John Bosco	M	For Chairman LC V
196	Wasugirya B	M	Chief Administrative Officer
197	Omera Mathew	M	District Education Officer
District: NAKAPIRIPIRIT			
198	Nangiro John	M	Chairman LC V
199	Napaja A.K	M	Resident District Commissioner
200	Agwang Martua		For Chief Administrative Officer
201	Amei Alice		For District Education Officer
202	Albert Loram A		District Inspector of Schools
District: MANAFWA			
203	Walimbwa M.P.C	M	Chairman LC V
204	Nanguzi Paul	M	Resident District Commissioner
205	Sarah Netalisire	M	MP
206	Bukeni Gyabi	M	MP
207	Matanda Isaac	M	District Speaker
208	Mabuya Patrick	M	District Education Officer
209	Maina Fred	M	Education Secretary
210	Wasike John	M	DIS
District: BUDUDA			
211	Watira Wilson	M	Chairman
212	Wanjuzi Wasieba	M	Resident District Commissioner
213	A.R Bujara	M	Chief Administrative Officer
214	Mawululu Patrick	M	District Speaker
215	Khainza Betty	F	District Education Officer

District: KAPCHORWA		GENDER	DESIGNATION
216	Chelimo Kaprokutu	M	Chairman LC V
217	Jane Frances	F	Resident District Commissioner
218	Patrick Otto Langoya	M	Chief Administrative Officer
219	Mike Cheptoek	M	District Education Officer
220	Joyce Mumia	F	District Inspector of Schools
District: SIRONKO			
221	Kabaale Wambi	M	Chairman LC V
222	Kamara Bayeye	M	Resident District Commissioner
223	Sam Ogenrwoth	M	Chief Administrative Officer
224	Khaukha Gertrude	F	Education Secretary
225	Bugoosi Sarah	F	District Education Officer
District: BUKWO			
226	Reuben Chelimo	M	Chairman LC V
227	Chepkurui C.S	M	Resident District Commissioner
228	Kiprotich George	M	District Speaker
229	Kyeyago David	M	Chief Administrative Officer
230	Cherop K. Augustine	M	District Education Officer
District: MBALE			
231	Bernard Mujasi	M	Vice Chairman LC V
232	Lubowa Mose Paul	M	Resident District Commissioner
233	Ouma Stephen	M	Chief Administrative Officer
234	Wakholi Fabian	M	District Education Officer
235	Wamai David	M	District Planner

Non Governmental Organizations

	Name	GENDER	Organization	DESIGNATION
236	Muhwezi Martha	F	FAWE Uganda	Coordinator
237	Samuel Otimmerizo	M	AVIS Gulu	Team Leader
239	Wanican Joyce	F	IRC Kampala	Education Advisor
240	Frank Vectreuzen	M	WAR Child	FLM
241	Muhairwe Julius	M	IYEP Gulu	Director
242	Joseph Okellowange	M	WFP Kitgum	Program Officer
243	James Ameda	M	WTU Kampala	Ex. Director
244	Okodi Jasper	M	SGU Gulu	SPO
245	Sammy G. Poro	M	UNICEF	Education Officer
246	Sara Hartles	M	Invisible Child	Program Officer
247	Odhiambo Clayton	M	Sanctuary of	Administrator
248	Liz Coggu	F	Sanctuary of	Missionary
249	Martin Opolot	M	UNITY	M&E
250	Bangirana Patrick	M	UNITY	Program Officer
251	Renuka Pillay	F	UNITY	COP
252	Rosemary .R. Rwanyange	F	IRISH AID	Education Advisor
253	Ahabwamukama Petra	F	UNITY	Data Ass
254	Kshethra Naideo	M	UNITY	Intern
255	Odue Simon	M	Presidents Office	Pres Office
256	Mayanja Sarah	F	USIAD	Education Specialist
257	McCorman Meredith	F	USIAD AIR	Researcher
258	Benjain Judy	F	USIAD AIR	Researcher
259	Barigye Kenneth	M	Presidents Office	H/PRDP
260	Winnie Lawoko-Olwe	F	NUGEN Gulu	Coordinator
261	Thomas Leblank	M	USIAD	Senior Education Advisor
262	Eyuda Celesine	M	MoES	-
263	Okecho C.W	M	MoES	AC/SNE
264	Martin Mugoya	M	MoES	AP/AC/PE
265	Kyalaba Faridah	F	FAWE Uganda	Volunteer
266	Betty Udongo	F	Western Michigan University	SC Educator
267	Ekanya G.	M	Parliament	CHAIR
268	Oyet Simon	M	Kampala	MP
269	Jane Frances Alowa	F	Makerere	-
270	Irene Muloni	F	UEDCL	Engineer
271	David Dronyi	M	Diaspora	Presenter
272	Betty Kibwota	F	Gulu	Observer
273	Joe Ocaya	M	CESVI Lira	Engineer
274	Okello Geoffrey	M	GDNF Gulu	Program Officer
275	Bait Sanka	M	WFP Gulu	HOSO
276	Muhangi Hamphry	M	LABE	Regional Manager
277	Rent Noel	F	EDC	Regional Director
278	Iyeset Ochole Francis	M	UMU	-
279	Okello Patrick	M	PTC-Gulu	DPO
280	Josephine F Ojeru	F	WFP Pader	Program Officer
281	Saidmargiotta	F	IRISH AID	ADS
282	Venis Omona	M	Radio Four	Manager
283	Patience Aber	M	Monitor	Reporter
284	Justin Moro	M	The New Vision	Reporter
285	James Budayo	M	OPM	Press
286	Adroni H. Omia	M	OPM	Press

Appendix 2: Summary report on the pre-summit sub-regional consultations

1. Introduction

As a strategy to mobilize and focus leaders from the PRDP region towards an effective inaugural educational summit, four pre-summit meetings/consultations were held: one in West Nile for the districts of Arua, Koboko, Nebbi, Moyo, Adjumani, Yumbe and Maracha/Terego, one in Lira for the districts of Gulu, Amuru, Pader, Kitgum, Masindi, Bulisa, Apac, Amolator, Oyam, Dokolo, and Lira, two in Soroti for the districts of Mbale, Manafwa, Bududa, Bukwo, Sironko, Kapchorwa, Budaka, Butaleja, Busia, Tororo, Soroti, Kumi, Kaberamaido, Amuria, Katakwi, Abim, Nakapiripirit, Kotido, and Moroto, and the 20 summit champions. The main objectives of the pre-summit meetings were as follows:

2. Objectives

- ✚ To update the respective district leaders on progress towards the PRDP summit
- ✚ To build consensus on the core summit discussion agenda and issues
- ✚ To disseminate the core discussion documents ie the PRDP and Needs assessment documents
- ✚ To agree on a way forward and mobilization strategy for the education summit

3.0 Highlights of the pre-summit meetings

3.1 Champions Meeting

The three co-conveners (Hon Ambassador Charles Walimbwa, Hon Nobert Mao and Hon Richard Andama Ferua) presided over the Champion's meeting that was held in Soroti district hall on 24th of May 2008. In the preliminary agenda discussions, the proposal from Budaka to have Economic Sustainability added to the summit agenda was received and accepted in principle, but as the next phase in subsequent PRDP related activities/ engagements. The host district chairman opened the meeting and welcomed participants to Soroti particularly to the extraordinary discussion on education.

An account of progress made towards the inaugural regional education summit that begun with the side meeting during the February Hotel Africana launch of PRDP monitoring team, where the Pincer Group International made a presentation on the status of education in the region was given by the co-conveners. The co-conveners had been mandated by their colleagues from the 40 districts to work with the PGIL towards an inaugural regional summit on education. The PRDP document was presented for discussion: members observed that the framework had presented a great opportunity for them to unpack the sectors, beginning with education. The meeting acknowledged the critical role played by the Pincer Group as the technical agency in this process and the support and goodwill stakeholders like the president, office of the Prime Minister, and USAID/EFAG. The champion's forum was premised on the need to expand the leadership team from 3 to 20 as observed: working and walking together had helped the three local leaders to know each other better and achieve more.

“When you walk alone you go faster, but when you walk as two people you go further”

Issues discussed by the Champions

Among the issues discussed were: the appalling state of development, in general, and education in particular, the need to focus on education as the hub and first base for regional recovery and

development and the need for a united concerted action. Political differences were acknowledged, and recognized as strength but also as a potential challenge and threat to a united front against poor education. The need for leaders in the PRDP region to think together and generate relevant data for action was emphasized. The conflict situation was bad, but it may have presented unique opportunities that could help affected communities to appreciate the need for peace and search for authentic solutions. It is therefore important that the moments like this are seized to turn the region's current negative image through education and development with the PRDP framework as the best available entry point. The existing good will from Government, development partners and other stakeholders must be maximized

The role of the Pincer Group International as technical agency was appreciated: proposals to embrace the Group as the think tank for ULGA especially in the area of research was presented. This would encourage the development of home grown and evidence based educational initiatives which the ministry of education could support. The need for leaders who would be willing to remove dysfunctional systems was emphasized. The PGIL was requested and mandated to provide technical skills and researched information to support evidence based and proper decision making in the region and the country as a whole. Education was to be seen as the factory that produces the building blocks of development; as the guarantor and custodian of the region's vision/dream. The factory should then be the most likely place to be sought for cues regarding the current defective educational products *“When you see violent people in Uganda, the education system may not be without blame in as far as the absence of values for peace is concerned”*.

It was also observed that the PRDP framework had provided the region a unique opportunity for educational life support, where science must be used to guide decision making. This would help the region harness the catch-up opportunity. In this way, the PRDP, therefore presents a window of opportunity that must be maximized. Re- alignment of the national agenda may therefore be necessary if all the stakeholder interests are to be met; the Prime Minister's office is, for example, expecting an educational blue print. Education is rehabilitative; it help will individuals to rediscover

greatness. It also provides an accumulation of human capital for development and is the only equalizing factor that has capacity to unleash an individual's potential and produce equity among communities. The need to come up with a structure and marketable documents about the region's education intents was emphasized.

Other issues discussed included the region's strength and track record of supporting catch-up government programs and the need to initiate other concomitant actions in other sectors like health, investment and agriculture. The need for a holistic approach to education recovery, mass community mobilization and leadership development was also emphasized along with the political divide, the need to go beyond lamentation. Local governments were called upon to use their networks to unite the people at all levels and contribute to the refocusing of the country towards more realistic and productive laws. The need for a strong voice through a formalized framework through MOUs was proposed. The MOU would set rules of engagement

Resolutions of the Champions

- ✦ A rapid appraisal of all educational institutions in the PRDP districts
- ✦ Pincer group tasked to develop and distribute appraisal template
- ✦ Lobby for poverty indices as bases for resource allocation instead of population indices.
- ✦ Education to be elevated and addressed above political differences.
- ✦ Communities to be sensitized and brought fully on board in education recovery
- ✦ NUSAF II to be combined with the PRDP initiative
- ✦ Corruption in the region to be seriously tackled
- ✦ Gap between PRDP region and the rest of Uganda to be closed.
- ✦ People/communities to be taken seriously
- ✦ Education summit to be institutionalized as a platform to articulate education priorities
- ✦ Co-conveners to continue carrying the region's mandate and organize the summit
- ✦ A concurrent educational resolution to be drafted and adopted by all PRDP local councils.
- ✦ Co-conveners to establish legal structure for PRDP wide cooperation on education.
- ✦ Co-conveners to brief key stakeholders on ongoing pursuits
- ✦ MOU with Pincer Group to be prioritized and discussed on 26th May 2008
- ✦ A time frame is to be set by which a corporation structure would have been developed.

3.2 Greater Eastern Region Leaders' Pre-summit meeting

Issues discussed by the Greater Eastern Region

The main issues discussed in the greater Eastern region pre-summit meeting included up dates on summit preparations by the co-conveners as assigned by the 11th February 2008 hotel Africana side meeting, the requisite information for the development of the education blue print, dissemination of the PRDP and Needs assessment documents and mobilization of leaders for region-wide education recovery action. The lack of women leaders in all sectors especially in science and technology was also discussed as a factor of great concern to the region.

On the question of the region's children being technically excluded from the education system because of failure to raise the required points, a number of contributing factors were identified. Among them were: lack of commitment from teachers to their job, early marriages and pregnancies, war and conflict, lack of support from parents, and negative attitudes among communities. The need for unity among the leaders (local and national) was emphasized; the need to support government's developmental initiatives for the region such as the PRPD framework, the good will from government and development partners and its strategic importance was reechoed. The challenge for the local leaders to rise above partisan politics and act in concert regarding education and other services was emphasized. Among the stakeholders currently leading in support to the PRDP region are; MoES, USAID, ULGA and TPGIL; they will work in partnership to prepare the summit. The Education Ministry PS has already appointed a technical team, headed by Mr Albert Byamugisha to work with the co-conveners and PGIL. Leaders noted the challenge to protect the proceeds that will be realized so that they can benefit the targeted people. The need to develop mutual trust and to learn from each others strength, to work as a team for the benefit of the people was stressed. The importance of the Blue print as a tool of power in the hands of local governments to direct the development process and guide development partners, the issue of donor designs that some times hinder development and the need for collaboration among the leaders as well as involving all the stake holders were also discussed.

The MoES needs assessment was presented and primary one enrollment statistics were suggestive of the fact that parents and communities are interested in sending their children to school. This interest did not, however, reflect in high basic cycle completion rates. The fact that the region with the poorest indicators was the PRDP region and yet it has the least numbers of trained human capital as highlighted. A comprehensive regional education audit was recommended to identify areas of internal weaknesses so as to bring it to the same footing with the rest of the country.

The failure of previous intentions and the need to address the PRDP program differently were pointed out. It was also observed that improvements must be made in the information flow for proper leadership and decision making. The leadership in the region has an enormous responsibility, for instance, to address the household incomes, the presence of IDPs, illiterate rates, the presence of many widows and orphans, and the difficulties in attracting trained technical personnel. The need to rise-up and solve current internal educational challenges by learning from other regions like western where leaders have helped nomadic pastoralist settle down and lead a normal modern life and raise house hold incomes was also discussed.

It was also observed that the current challenge facing the PRDP region are not challenges of the ruling party but of the local leadership which should be treated with urgency, and this will require willingness on the part of the leaders sacrifice: any leader who will fails to cooperate risks eliminating himself and his people automatically. The need to improve communication and information flow and legalize the relationship between TPGIL and ULGA as a priority was emphasized. It was recommended that the issue of corruption in the region be discussed. Others included the need to lay aside political differences, fight corruption and put this country's interests first.

Resolutions of the leaders from Greater Eastern Region

- ✦ The lack of women leaders in the region to be tackled
- ✦ A continuous up date of leaders about the preparations for the PRDP to be done
- ✦ The causes for poor performance by schools in the region to be addressed
- ✦ Human resource capacity issues to be specifically focused on
- ✦ Ordinances to be enacted and enforced by districts
- ✦ The internal weaknesses of the region to be identified and addressed
- ✦ Education blue print to be developed
- ✦ All PRDP region districts to carry out education needs assessment
- ✦ The relationship between TPGIL and ULGA to be legalized as soon as possible
- ✦ Leader exchanges for purposes of learning
- ✦ Measures to be put in place to address the challenge of house hold incomes
- ✦ Communication and information flow to be improved
- ✦ Measures to attract and retain professional and technical staff
- ✦ Measures to address negative attitudes towards education
- ✦ Forging unity among leaders

3.2. Central North pre-summit meeting

Among the pertinent issues discussed were the following: updating of local leaders about the inaugural summit preparations, review of the state of education and the education sector in the region, the PRDP program and its strategic importance for the region's recovery beginning with the education. The failure of the previous interventions and programs to address the needs of the region due to varying political and security reasons, methodological challenges, national policies and conflict vis-à-vis development framework and establishing measures to ensure that the PRDP educational innovation succeeds in a comprehensive manner.

Regarding community participation, the need to sensitize communities about negative attitudes was addressed. The role of local governments in this is critical: their ability to redefine the objectives of government programs so as to suit the region's needs, learn from other countries that have gone through similar experiences like the cases of Germany and Ireland that managed to recover quickly from the effects of the wars could help with the current recovery process. Those countries learnt from their defeat and brought everybody on board to fast-track their recovery and development.

The region's leadership needs to plan for posterity, to give direction to the development partners by appreciating the objectives of the PRDP document which include among others revitalizing the economy and rebuilding and empowering communities and there is no better way of addressing these than through education recovery. The need for the country to move together was expressed: internationally Uganda is evaluated as one country. The relationship between chronic poverty and education, the conflict that keeps arising over resources and the fact that education is a resource and a stimulant to economic development both at the individual, community and national levels was also highlighted.

The meeting also addressed itself to the need to tackle the lack of professionalism among teachers along with the rampant complacency among leaders, the challenges facing the education sector that required none conventional approaches, that fact that need to go beyond “drumming” about poverty and begging into looking for ways to address the problem, the need to compel parents to be to take active roles in the education of their children, the need to institute measures to address the low self esteem among communities, and policy challenges like such as the UPE policy vis-à-vis quality, the school management committees. It was noted that government’s commitment to fight and eliminate poverty could be done by addressing and redesigning education services; local leaders need to own this and be part and parcel of government because the Constitution gives them the mandate to carry out certain responsibilities.

Resolutions of the leaders from the Central North

- ✦ The region's need to move at same development pace as the rest of the county
- ✦ The leadership in the region to address the negative attitude towards education
- ✦ Putting measures to ensure that this intervention under the PRDP succeeds
- ✦ Leaders in the region to plan how best to implement development programs in the region.
- ✦ Lobby for affirmative policy action
- ✦ Strengthen professionalism among teachers
- ✦ Ensure and enforce active participation of parents in the education of their children.
- ✦ Enforce complacence among leaders.
- ✦ Redesign national policies that hinder progress
- ✦ Maximize the PRDP framework to fast track the region’s recovery
- ✦ The varying differences in the region to be taken into consideration.
- ✦ The local leaders to utilize the authority vested into them by the Constitution and the Local Government Act.

3.3. West Nile sub-region pre- summit meeting

Among the strategic issues were the summit and its out comes for the region but also successful completion of the series of pre-summit meetings. The reason for the choice of USAID was the historical background on racial differences that were successfully fought using education. That victory can be seen today where African Americans like Obama can now run for the presidency of the USA. This summit on education is a local government initiative and will require hard work from all stakeholders. The requisite work will include peer review of local leaders; it also gives dissenting districts enough time to walk out or to be sorted.





Regarding the Blue print for education, it was discussed as a necessary document to empower local governments to make valid demands from development partners, which demands will be derived from informed bases. The summit will strengthen collaboration among districts which will in turn enable leaders to learn from each other, knowing that districts are not at same level in terms of development, weaknesses and strengths. Other issues that needed an urgent readdress the was the current trend of the region failure that could easily divide Uganda along a north - south divide, the need to invest in as the base of development: It was observed that education is not partisan nor is it a question of color, it affects every one, the issue of marginalization needs to be demonstrated empirically with figures: leaders were called upon to lead by practicing their talk. The educational summit initiative is geared towards realizing ULGA's vision and mission and this is the main reason why it is not political.

It was also noted that the wave of efforts aimed at addressing the region's challenges must not stop with the education but cover all the other sectors such as Health, Investment, and Roads among others. The need to inspire young people to aspire for higher and better goals, with leaders taking lead in designing programs and not waiting to monitoring was emphasized. The internal weaknesses and laxity of the region and its failure to appreciate the strength in our alliance as a region, is key to











of its past failures. Lamentations need to end; its time to work: the solutions to the regions problem are not going to be simple or easy, but they are within the reach.

Other challenges included the generally poor and dismal state of education in North and Eastern Uganda, the poor performance in national examination especially PLE, UCE, and UACE, The poor state/Collapse of education infrastructure: classrooms, desks, laboratory equipment, water sources, the low commitment by leaders to prioritize education in district programming, the weak school inspection and supervision. The growing poverty levels across the Greater North and Eastern Uganda, the poor attitudes by parents towards education, alcoholism by communities including leaders and teachers, corruption tendencies affecting education service delivery, the poor commitment, creativity and originality by teachers, the inadequate uptake of education services e.g. Gulu University admitted only 20 students from the Greater North, little/no action by politicians yet issues of education dominates their campaign manifestos., lack of Team-work, networking and unity by district leaders and lack of data and facts about education

DEO's Lamentation

-  *I am a DEO of pupils who can not read and write,*
-  *I am a DEO of teachers, who have lost morale and creativity,*
-  *I am a DEO of schools with no inspectors,*
-  *I am a DEO of a system that is collapsing*

Resolutions of the leaders from West Nile

-  After the education sector, other sectors such as health and investment to be tackled.
-  To consolidate the relationship between ULGA and USAID.
-  The young people to be inspired to aim for higher and better things.
-  To watch out for issues that might easily divide Uganda along the north-south divide.
-  Education to be the legacy to pass on to the children
-  Focus on education as a key investment
-  Leaders to provide direction and accountability to the people
-  No blaming and lamentation about wars, central government, and north-south divide: all to take action to address to address the problem facing education.
-  All districts to unite to ensure the success of the PRDP
-  Actions to reverse the decay in the education system in Northern and Eastern Uganda

3.5 Pre-summit participants list

3.5.1 Champions meeting

- ✚ Hon Ambassador Walimbwa Manafwa Chairman
- ✚ Hon. Norbert Mao Gulu Chairman
- ✚ Hon. Andama Ferua Arua Chairman
- ✚ Hon. Mulomi Sam Budaka Chairman
- ✚ Hon. Ochola Stephen Soroti Chairman
- ✚ Hon. Richard Waya Butalejja Chairman
- ✚ Hon. Ocheng John Bosco Abim V/ Chairman
- ✚ Hon. Kibaale Wambi Sironko Chairman
- ✚ Hon. Okello Engola Oyam Chairman
- ✚ Hon. Dada William Koboko Chairman
- ✚ Nahaman Ojwe Moroto RDC
- ✚ Hon. Ekem Charles Soroti MP
- ✚ Hon. Ochen Julius Amuria Chairman
- ✚ Okoth Nyalulu Pallisa Chairman

3.5.2 Eastern region pre-summit

- ✚ Hon. Richard Waya Butalejja Chairman
- ✚ Ambassador Walimbwa Manafwa Chairman
- ✚ Hon. Norbert Gulu Chairman
- ✚ Hon. Andama Ferua Arua Chairman
- ✚ Adima Betty Nebbi RDC
- ✚ Hon Mulomi Sam Budaka Chairman
- ✚ Hon. Bernard Mujasi Mbale Chairman
- ✚ Hon. Ocheng John Bosco Abim Chairman
- ✚ Hon. Ochen Julius Amuria Chairman
- ✚ Hon, Kibaale Wambi Sironko Chairman
- ✚ Hon. Engulu R Kaberamaido Chairman
- ✚ Ben Etom Soroti RDC
- ✚ Hon. Ikulot Margaret Katakwi Chairman
- ✚ Hon. Omoding O.M Bukedea Chairman
- ✚ Hon. Ochola Stephen Soroti Chairman

3.5.3 Central North Pre-summit Participants

- ✚ Ambassador Walimbwa Manafwa Chairman
- ✚ Hon. Okello- okello Dokolo Chairman
- ✚ Hon. Opio Bunga Apac Chairman
- ✚ Hon. Ogwok Alfred Amolatar Chairman
- ✚ Ojur Franco Lira Chairman
- ✚ Hon. Chesangat Francis Kapcworwa Chairman
- ✚ Chelangat Johns Bukwa Chairman
- ✚ Bantalib Taligola Pallisa Chairman
- ✚ Odok Peter Pader Chairman
- ✚ Watira Wilson Bududa Chairman
- ✚ Osuna Emmanuel Tororo Chairman
- ✚ Nangiro John Nakapiripirit Chairman
- ✚ Atube Omach Amuru Chairman
- ✚ Hon. Komakech Ogwok Kitgum Chairman
- ✚ Hon. Ferua Andama Arua Chairman

3.5.4 West Nile sub-region pre-summit Participants

- ✚ Hon.Dada William Koboko chairman
- ✚ Hon. Peter Dolo Moyo Chairman
- ✚ Tembo Noinoi Arua DEO
- ✚ Droti Flavia Arua SEO
- ✚ Hon.Saka Wilfred Nyadri Chairman
- ✚ Hon. Atku Benard Arua C/man Social Services
- ✚ Hon. Yoacel Joseph Nebbi Representative
- ✚ Ambassador Walimbwa Manafwa Chairman
- ✚ Hon. Norbert Mao Gulu Chairman
- ✚ Hon. Ferua Andama Arua Chairman
- ✚ Hon. Asiku Abdul Yumbe Representative
- ✚ Hon. Sabo Kamilo Arua Vice Chairman
- ✚ Ocotoko Mercy Arua Intern