Strategy for the North/North Eastern Uganda

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Ministry of Education and Sports

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ACRONYMS

1. **BEPS** - Basic Education in Primary Schools
2. **CPD** – Continuous Professional Development
3. **CPTs** - Customised Performance Targets
4. **EFA** - Education For All
5. **EMIS** – Education Management Information Systems
6. **ESSP** - Education Sector Strategic Plan
7. **EUPEC** – Enhancement of Universal Primary Education and Community project
8. **FAWE** - Forum of African Women Educationists
9. **MDGs** - Millennium Development Goals
10. **MoES** – Ministry of Education and Sports
11. **OVC** – Orphans and Vulnerable Children
12. **PIASCY** – Presidential Initiative on AIDS and Strategy for Communication to the Youth
13. **REPLICA** - Revitalizing Education Participation and Learning in Conflict Areas
14. **SMC** - School Management Committees
15. **TDMS** - Teacher Development and Management System
16. **TED** – Teacher Education Department
17. **UNITY** – Uganda Initiative for TDMS and PIASCY

1. Introduction

The "Revitalizing Education Participation and Learning in Conflict Areas" (REPLICA) Programme is a Government Of Uganda (GOU) response to the unique war related constraints to education nin the North and North East. The programme was initiated in 2005 under the Basic Education in Primary Schools (BEPS) III project, with funding from USAID. It was piloted in 30 Model schools in the 10 most affected Districts of Gulu, Kitgum, Pader, Lira, Apac, Amolator, Kaberamaido, Soroti, Amuria and Katakwi. The program is set for a scale-up with USAID funding at the request of MoES under the "UNITY" project. The Pincer Group International Ltd in collaboration with FAWE (Forum of African Women Educationists) and EUPEC (Enhancement of Universal Primary Education and Community) have been contracted to expand the REPLICA programme to at least 1,700 primary schools in the North and North-East with a focus on the following objectives:

- To improve School level management (Leadership & Governance)
- To strengthen the teaching of peace in schools

To ensure effective provision of psychosocial support and Guidance & Counseling services to children affected by the trauma of violence and HIV/AIDS.
To increase community integration and participation in education interventions
To promote girl's education
To promote the use of performing arts

The programme will be implemented in the decentralized arrangement with the TDMS(Teacher Development and Management System) structures and in close collaboration with Teacher Education Department of Ministry of Education and Sports, EPD and the other relevant MoES departments together with the UNITY project team. Policy direction, coordination and regular reviews of field implementation shall be shared with the relevant Ministry of Education and Sports Working Groups on request/invitation of the UNITY project team. The Pincer Group will use its expertise and capacity to strengthen the TDMS in the North and the North East (area of operation) to ensure effective implementation of the programme, while addressing issues of cost effectiveness, ownership and sustainability. Collaboration and networking between the wider community members and the schools will be enhanced through community integration and participation.

2. Rationale

The GOU has taken a number of policy and strategic initiatives to respond to the unique educational limitations of educationally disadvantaged populations. However, huge challenges emanating from the complexity of the constraints including the socio-political and economic situations continue to curtail the realization of the full benefits of the

interventions. Many schools have continued to perform below capacity and expectation; many children continue to drop out before logically completing the education cycle; many stakeholders continue to abdicate their roles and responsibilities in education, the policy frame work continues to be unclear to some stakeholders and the management and governance systems need strengthening to ably respond to the current realities. Among the key constraints to basic education are war, poverty, ill health (HIV/AIDS, malaria etc), negative cultural practices, values and norms, weak systems and inadequate human capacity. Weaknesses in coordination have resulted in fragmentation of interventions and contradictions that have, on many occasions, left the beneficiary communities in confusion. In some cases, the lack of clear understanding of the strategic frameworks have caused confusion with regard to the different interventions in the region, their bedrock program assumptions, financing, roles and responsibilities.

3. Objective

The main objective of the strategy is provide a framework for operationalizing specific provisions of the Education For All policy (EFA), Education Service Strategic Plan (ESSP) Orpans and Vulnerable Children (OVC), Millennium Development Goals (MDC), and IDP policies and guidelines, through the REPLICA and other programmes: issues of improved access, community participation, quality assurance and systems strengthening are central in the strategy.

4. Operational Context

The Government of Uganda has made enormous progress towards universalising access to basic education through UPE, in line with its commitment to provide basic education to all its citizens (Gov White Paper 1992). In recognition of some challenges and impediments hindering progress in this regard, the MoES, in 2002, developed the Basic Education Policy for Educationally disadvantaged children. The policy underpinned the country's commitment to the millennium development goals especially ensuring that boys and girls complete the full course of primary schooling by 2015 and elimination of gender disparity at all levels not later than 2015. Children in conflict settings, those infected and or affected by the HIV pandemic and girls were included among the educationally disadvantaged. The policy aimed at increasing community participation in education, universalising access to basic education, strengthening linkages between formal and non-formal education delivery, improving quality of delivery and provision of appropriate learning materials, eliminating disparities and ensuring retention of beneficiaries.

In April 2004 the MoES released its 10 year strategic plan (ESSP). The Plan listed pupil's acquisition on basic skills of literacy, numeracy and life skills among its top three priorities. The others included the accommodation of more students at post-primary and tertiary levels with equitable levels of participation among families of all economic statuses and rural and urban settings. In the same year, the MoES also released its draft strategic framework for education for all in conflict and post conflict district as a way of operationalizing the Basic Education Policy for Educationally disadvantaged children. These strategic and policy intervention have gone a long way in integrating the disadvantaged into the education system

enabling them share the benefits of the governments investment into the sector. MoES with support from UNITY and the Pincer Group will scale up the REPLICA programme to further operationalize some of the aspects of these frame works: specifically;

4.1 Promoting guidance and counselling services in schools to support of disadvantaged children and youth
4.2 Tracking school attendance and engaging communities to lower social cultural barriers to girl's education.
4.3 Supporting the teaching force through the TDMS structure, integrate peace Education into existing curriculum, support specific quality assurance measures
4.4 Increase effectiveness and efficiency of education services delivery by improving accountability and participation at all levels
4.5 Support compliance with statutory standards and regulations

5. Components of strategy

The REPLICA programme will focus on the following key issues:

5.1 Policy

The pertinent policies will be tracked; issues of clarity, applicability, acceptability, gaps, impact, assumptions, challenges and emerging issues will be tracked. Some of the critical policies will also be disseminated to beneficiaries. The pertinent policies are : -
Educationally disadvantaged children's policy – specifically, issues of quality improvement at classroom level, gender parity and teacher education enhancement through centres of excellence.
The Basic Education Policy –specifically, access through non formal education
Retention or completion of the primary school cycle.
The ESSP – specifically, TDMS strengthening focusing on tutors, head teachers and district officials.
Others will include the Customised Performance Targets (CPTs), the Education For All policy (EFA), the Millennium Development Goals (MDGs), OVCs and IDP policies.
This will be done in collaboration with EUPEC and FAWE.

REPLICA will also operationalize some of the aspects of the above policies by:

Supporting the thematic curriculum
Supporting the optimal management and use of the EMIS for monitoring key indicators
Tracking of beneficiaries.
Supporting relevant life skills development in the North particularly conflict resolution skills, problem solving skills, negotiation skills, communication skills, community mobilization skills. PIASY activities will also be supported.
Addressing some of the socio-cultural issues and values that impede access to basic education especially for the girl child in partnerships with other specialized units like the Loro School. Attention will be paid to the social capital in the North.
Strengthening governance and leadership in educational institutions

Strengthening the TDMS
Strengthening quality management
Supporting to School Management Committees (SMC), and local resource mobilization
Strengthening working relationships between the various sector agencies and institutions, and promote community participation and ownership of educational institutions.
Engaging communities in facilitated dialogue over relevant policies, their roles and responsibilities as beneficiary and host communities.
Promoting local initiatives/projects that add value and support to the policy.
Strengthen community participation in school goal setting, implementation and monitoring and evaluation
In collaboration with the policy unit of the MoES, popularise local best practices and potentially beneficial innovations such as the child friendly initiative in Pajule, and Loro .

5.2 Professional Development

Professional development strategy will focus on the critical knowledge, skill and attitudes gaps regarding current and future trends in the sector, prevailing and emerging challenges especially HIV/AIDS, violence related trauma, resettlement and other pertinent peripheral issues that greatly impact the broader sector goals. The strategy will embrace the existing structures and programs of the MoES and local governments to support the following:

5.2.1 Support the review and strengthening of the relevant management training program at Kyambogo University.

5.2.2 Support the development of master national trainers for management: the above strategies will be implemented by the Aga Khan University (AKU) in collaboration with Kyambogo University and the Unity Project team

5.2.3 Revamp the Certificate training of tutors (Teacher education course) and certify the best trainers and upgrade them into master national trainers: this strategy will also be implemented by AKU in collaboration with Kyambogo University.

5.2.4 Review and synchronize the Pre-and in-service PTC Curriculum; Kyambogo University will implement this strategy in collaboration with MoES and Unity.

5.2.5 Re-cluster the PTCs into a network to be served by nine regional centers (RCs) Each RC being a hub for CCT training and support, material production and distribution and support to other PTCs in the region. The RCs will support the implementation of the thematic curriculum and instruction in the region's local language. The existing Connect-Ed facilities in some of the centers will be upgraded; additional equipment and software for desktop publication of materials in local languages will be provided. The NCDC will work with the RCs and local language boards to support this.

5.2.6 Accelerated learning program for children in the north will be supported; existing non-formal education (NFE) programs and models will be reviewed, adapted and piloted in specific areas.

5.2.7 Increase school level capacity to roll out the REPLICA interventions and promote best practices that address emerging issues.

5.2.8 Increase school level capacity to conduct training needs assessments plan, implement and evaluate internal Continuous Professional Development (CPD)

5.2.9 Increase school level capacity to collect, manage and use information.

5.2.10 Develop PTC based district Master trainers for Peace Education, Psychosocial support, Leadership and Governance, Community Integration and Girl Education in all districts. The master trainers will include district officials and TDMS staff with local language capabilities.

5.2.11 Support some PTCs as Centers of Excellence with capacities to undertake relevant research and documentation, training, quality management and desk top publication in relation to the REPLICA areas/programme

5.2.4 Support CC based training of school leadership and management teams.

5.3 Advocacy

Using a multi media communication strategy in collaboration with the MoES' communication unit, the REPLICA interventions will be promoted for adoption at all relevant levels. The targets for advocacy will include communities, teachers, children, and parents. Radio programmes, Newsletters and magazines, Brochures, Feed Back meetings, peer to peer (Child to child, teacher to teacher), child to community programs will be supported, These programs (NREP) will also be collaboratively implemented with the Northern Region Education Forum and other partners like Save The Children Fund, Straight Talk foundation and other key players.

5.3.1 Communities are expected to buy in and initiate relevant local actions, laws and regulations to support basic education. Healthy sexual behaviours are envisaged with reductions in new HIV infections and stigma. Better school – community cohesion and interrelationships are also expected

5.3.2 Teachers are expected to adopt and implement the REPLICA Interventions

5.3.3 The Children are expected to disseminate the benefits of the interventions to the community.

5.3.4 Parents are expected to spear head the pupil retention drive and participate in follow up of school programmes.

5.4 Public engagement

The public engagement component will contribute to the goals of increasing community participation in education, universalising access to basic education, strengthening linkages between formal and non-formal education delivery, improvement of quality of delivery of education, eliminating disparities and ensuring retention of beneficiaries. The REPLICA program will:

5.4.1 Ensure and promote constructive dialogue with stake holders on relevant issues. The key stakeholders will include the MPs, the District Education officials, RDCs, Parents, Cultural leaders, Religious leaders, organised faith based groups like mothers' unions etc.

5.4.2 Support the elimination of the barriers to community involvement in education

5.4.3 Identify community concerns, aspirations and values for incorporation into the program and pursue inclusive approaches to educational services within the decentralized framework.

5.4.4 Promote understanding of the relevant educational policies and guidelines

5.4.5 Public engagement will be undertaken through academic seminars, debates, Talk shows, guided community dialogue meetings, Child parliament, Policy briefs, Dissemination workshops, Parent forums, networking with relevant institutions such as the Peace centre in Gulu, NRC, ICRC, AVSI, CFC, War Child, NUSAF, UNICEF, World Vision, Red Cross

5.5 Systems Strengthening

The ESSP envisages an effective and efficient education sector that delivers on its targets. This has been a big challenge within the decentralized framework. Critical system issues for focus will be:

5.5.1 The TDMS-training of CCTs in all aspects of REPLICA

5.5.2 Better School performance; emphasis will be on attendance by teachers and children, time on task and professional, technical and service quality.

5.5.3 Systems and guidelines for scaling up Peace education and school based psychosocial services in the North

5.5.4 Quality assurance systems focusing on the tracking of attendance by teachers and pupils, home work, feeding and feedback mechanisms.

5.5.5 Resource management systems– specifically the UPE grants, Motorcycles usage, Budget preparation processes, costed work plans, procurements processes

5.5.6 Inter-ministerial follow up of the issues of the North – in order to maximise benefits from synergies arising from multi-sectoral

5.5.7 The National plan for the conflict affected areas (North) – Operatinalising government policies for the conflict affect regions specifically for the North.

5.6 Research

The dynamism within the socio-political and economic context of educational services, especially in the North, necessitates an equally dynamic and adaptive approach; the need for an information led approach cannot therefore be over emphasized. This will require a system with a high sensitivity to field experiences and robust enough to withstand extremes. The research agenda will be comprehensive with input from the EPD and NREF .It will help track: -

5.6.1 The experiences of the educationally disadvantaged, EFA, OVC, MDG, CPT, ESSP, IDP policies
5.6.2 Emerging issues for policy action; specifically, the resettlement and decongestion programme, PRDP from an education sector perspective
5.6.3 Effectiveness of current interventions; specifically, the thematic curriculum, community and public response to use of local languages, the transition from use of vernacular to English and the centres of excellence
5.6.4 Performance of relevant sector goals and indicators; of particular interest will be the CPTs, materials utilisation, retention and attendance (both teachers and pupils),
5.6.5 Cost effectiveness of current strategies; specifically the centre of excellence and the model schools approach.
5.6.6 Innovations-this will focus on tracking innovations within the Primary Education sector from a teacher effectiveness perspective.

5.7 Monitoring & Evaluation strategy

Experiences from the BEPS III project will be integrated into the M&E strategy. Some of the key strategies will include: -
Team work
Peer review
Feed back sessions
Support supervision
Joint monitoring at multiple levels
Review sessions after major field M&E activities
Follow up – highlighting relevant issues for corrective action.
Peer support supervision.
Think tank

The Pincer Group will be responsive to the reporting demands of UNITY in conformity with the comprehensive Monitoring & Evaluation Plan.
Deliverables will be tracked by the Pincer Group in collaboration with FAWE, EUPEC and other key players with the funding from the UNITY project;

An appropriate data base will be developed and maintained. The database will capture figures of individuals trained at all levels and the primary school pupils reached by the programme.

A summary data table will also be maintained to collate all the data from the field. The data table will be kept for the life of the programme and will be used for tracking performance.

The categories of individuals to be tracked include PTC tutors and administrators, CC tutors, primary school head teachers, primary school teachers, pupils, district education officers and inspectors and community members.

The data base will be developed in collaboration with the M&E Specialist of UNITY project.

Monitoring and formative evaluations will be conducted by the Pincer Group and other stake holders in close collaboration with the UNITY project team. As appropriate, the relevant working group members will on recommendation of the UNITY project management, periodically be involved in field tracking of implementation and formative assessment of performance of programme activities. The M&E tool will be used consistently for the life of the project (to ensure consistency in measurement). As specified, in the contract agreement, The Pincer Group has an obligation to furnish the UNITY project management with training reports, quarterly reports, annual reports and end of project report.

Performance Management Plan (PMP)

Indicator	Indicator definition & unit of measure	Data Source	Collaborators	Frequency	Baseline year	Baseline value	2007					
							T1 Target	T1 Actual	T2 Target	T2 Actual	T3 Target	T3 Actual
Master Trainers trained	This will include a total number of core trainers selected from each REPLICA districts to facilitate the roll out of training of teachers. **(Disaggregated by sex)**	Pincer Group	Pincer Group, FAWE, PTCs, CCTs	Termly	2006	0	118					
Primary school teachers trained.	This will be a total number of teachers trained to implement REPLICA components at the school level. **(Disaggregated by gender)**	Pincer Group	Pincer Group, FAWE, PTCs, CCTs	Termly	2006	500	200		200		200	
Primary school children reached	This will be total number primary school pupils receiving direct REPLICA program benefits. **(Desegregated by gender)**	Pincer Group	Pincer Group, FAWE, PTCs, CCTs	Termly	2006	18,000	15,200		15,200		15,200	

Indicator	Indicator definition & unit of measure	Data Source	Collaborators	Frequency	Baseline year	Baseline value	2007					
							T1 Target	T1 Actual	T2 Target	T2 Actual	T3 Target	T3 Actual
Schools with improved learning environment.	Proportion of REPLICA Schools with gender segregated sanitation facilities, designated and appropriate counseling rooms/spaces, good teacher pupil relationship, availability of teaching aids, positive school-community collaboration, safety of children in school & well maintained and talking compounds	Pincer group	Pincer Group, FAWE, PTCs, CCTs	Termly	2006	30	38		38		38	
Reduced school drop out.	Percentage of REPLICA Schools having reduced school drop outs of pupils.	Pincer Group	Pincer Group, FAWE, PTCs, CCTs	Termly	2006		2%		5%		10%	

Schools adopting and applying the REPLICA programme components.	Total number of Model Schools implementing all components of REPLICA	Pincer Group	Pincer Group, FAWE, PTCs, CCTs	Termly	2006	30	38		38		38	
Schools with improved staff attendance.	Percentage of Model Schools showing reduced incidences of staff absenteeism as a result of the REPLICA programme implementation.	Pincer Group	Pincer Group, FAWE, PTCs, CCTs	Termly	2006		20%		40%		60%	
Schools with good records keeping practices.	Percentage of Model Schools having well maintained records and filling systems as a result of the REPLICA programme implementation.	Pincer Group	Pincer Group, FAWE, PTCs, CCTs	Termly	2006		20%		40%		75%	
Community-school development projects proposals arising from the dialogues	Action plans arising from the community/school dialogue	Pincer Group	Pincer Group, FAWE, PTCs, CCTs	Termly	2006	1	5		5		5	

Local Monitoring Teams that are meeting regularly	Individuals elected from among the participants of community dialogues to monitor and implement the community action plans	Pincer Group	Pincer Group, FAWE, PTCs, CCTs	Termly	2006	0	5		5		5
Number of activities held and activity reports	Activities that are specifically organized by schools to extend school based benefits to their catchment communities	Pincer Group	Pincer Group, FAWE, PTCs, CCTs	Termly	2006	0	0		5		5
A clear system that tracks all the children registered for the purposes of M & E, and a computerized data base	A computerised system for identifying, following up, and recording the children	Pincer Group	Pincer Group, FAWE, PTCs, CCTs	Termly	2006	0	1	1			
An evaluation report	The report detailing the effect/impact of interventions	Pincer Group	Pincer Group, FAWE, PTCs, CCTs	Termly	2006	0	0				1
An M &E strategy document	The document that defines the M & E framework	Pincer Group	Pincer Group, FAWE, PTCs, CCTs	Termly	2006	0	1				

Number of policy analysis studies conducted and their reports	Policy related studies to be conducted regarding the impact of the service delivery related policies	Pincer Group	Pincer Group, FAWE, PTCs, CCTs	Annually	2006	0			0		1	
Policy briefs, dissemination meeting reports	Documents the highlight the pertinent issues for policy action, reports that capture the proceedings of the dissemination meetings	Pincer Group	Pincer Group, FAWE, PTCs, CCTs	Annually	2006	0			0		1	

6. Specific Outcomes

The following results which are expected to emanate from the implementation of the REPLICA programme: improved school Leadership and Governance, strengthened teaching of peace education in schools, improved provision of psychosocial support and Guidance & Counseling to the pupils, increased community integration, participation and ownership of education interventions, improved retention of girl child in school, and effective utilization of performing arts in schools as a tool for communication and information dissemination.

The measurable indicators will include:
(i). Number of schools reached by the programme
(ii). Number of the master trainers trained (disaggregated by gender)
(iii). Number of primary school teachers trained (disaggregated by gender & location)
(iv). Number of primary school children reached (disaggregated by gender)
(v). % of primary schools with improved learning environment
(vi). Number of schools with improved records management
(vii). % reduction in the drop out of girl child
(viii). % of schools adopting and applying the REPLICA programme components
(ix). % of schools with improved school attendance.
(x). Number of schools having improved support & participation from the community

7. Sustainability

The interventions in the North will strengthen the local agencies, structures and systems so as to be able to orchestrate and manage the process of change in the North, promote local ownership, identify and use local resource and harness the emerging local public-private sector partnerships

8. Cross-cutting issues

8.1 Gender
8.2 HIV/AIDS
8.3 Special needs
8.4 Other emerging issues