

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

**EDUCATION CHARTER**



**THE GREATER NORTHERN, EASTERN AND NORTH  
BUNYORO REGIONAL EDUCATION CHARTER  
(NEUREC)**

June 2008

## **ACKNOWLEDGEMENTS**

Uganda's development partners are commended for their active involvement in supporting government to deliver education services to the districts in northern and eastern Uganda, particularly those worst affected by the protracted LRA conflict.

Further appreciation goes to WFP, UNICEF, Save the Children Fund, Invisible Children, Windle Trust, the Norwegian Refugee Council and World Vision for supplementing government efforts in the sector with interventions such as providing food for schools, classroom and teacher housing construction, Provision of scholarships and scholastic materials, teacher training and support.

The Education Charter responds to the needs of the local leaders from the PRDP Region who are determined to address the challenges of poverty, ignorance and disease and restore their region to its former glory.

Appreciation goes to the USAID for its support towards this and other interventions under the REPLICA program.

This Regional Education Charter has been prepared with substantial contributions of the conveners and the participants of the Education summit.

## **GLOSSARY**

CPD	Continuous Professional Development
ESSP	Education Sector Strategic Plan
GoU	Government of Uganda
IDP	Internally Displaced Persons
ICT	Information, Communication Technology
LRA	Lord's Resistance Army
MDG	Millennium Development Goals
MoES	Ministry of Education and Sports
NEUREC	Northern and Eastern Uganda Regional Education Charter
NITEP	Northern Integrated Teacher Education Project
NURPII	Northern Uganda Reconstruction Program II
PEAP	Poverty Eradication Action Plan
PRDP	Peace, Recovery Development Plan
PLE	Primary Leaving Examinations
REPLICA	Revitalizing Education, Participation & Learning in Conflict Areas
SMC	School Management Committee
TPGIL	The Pincer Group International Limited
UACE	Uganda Advanced Certificate of Education
UCE	Uganda Certificate of Education
ULGA	Uganda Local Government Association
UNICEF	United Nations Children Fund
USAID	United States Agency for International Development
UP	Universal Primary Education
USE	Universal Secondary education
UPPET	Universal Post Primary Education & Training
WFP	World Food Programme

## **INTRODUCTION**

The Education Charter is derived from the outcomes of numerous discussions and engagements between The Pincer Group International<sup>1</sup> and Community leaders of the 13 districts of Acholi, Lango and Teso regions targeted by the Ministry of Education under the REPLICA Programme.

The participants of the community engagement sessions represented the management and staff of primary schools, colleges, school management committees, and district education offices, NGOs working in the education sector, district political leaders, and other opinion leader.

The overall purpose of the meetings was to raise awareness about the status of education, have participants identify and prioritise key issues leading to the appalling and deteriorating state of education in their districts, and suggests ways involving all stakeholders in addressing them as a means of revitalising education.

The issues raised were commonly related to teacher and learner absenteeism, learner retention and successful completion rates.

A common output of this process was the draft district education ordinances articulated by the community and submitted to the district council for debate, these would be finally submitted to the Ministry of education and the ministry of local government for their input and final submission to the Attorney General for perusal and enactment.

The community engagements helped create a common understanding of the status of education, the national policy documents and instruments on education; They also helped school, community and political leaders realise that they could work together to make a difference in their own locality;

Therefore it became clear to the leaders that the problem of poor education quality was similar in both the greater northern and eastern Uganda; The

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<sup>1</sup> *Under the auspices of The Ministry of education and Sports (MoES)*

leaders realised that tackling the challenges of education as a region would further compliment other strategies and innovation at district level; The Pincer group was thereafter tasked to draft a regional education Charter declaring an end to poor quality education and committing all leaders in the region to revitalise education, beginning with their own district.

## **BACKGROUND**

Education is a human right, and good quality primary, secondary and tertiary education has no equal in enabling people to maximize their potential, access opportunities, and actively engaging in the social and economic development of their community.

Good foundational basic education has direct forward out puts linkages with post-primary education. Consistent with Education Sector Strategic Plan (ESSP) 2007-2015, post-primary education ought to play a focal and strategic role in *human capital* development:

*“The modern workforce, toward which Uganda is heading in important industrial and agricultural sectors, will require a different set of competences than those taught today. To succeed in the workplace, young people will require the ability to follow written directions that assume an understanding of abstract concepts...writing, mathematics and problem solving, and many will need the ability to use computers at a basic level. Enterprises in every sector, including modern agriculture, industry, and the public sector, will require entering employees who know how to solve problems using rigorous methods of problem identification, hypothesis formulation, data collection and analysis, and reporting. Factory jobs and work in agriculture-based enterprises will demand the ability to reason beyond repetition of mechanical creations ...to understand a business plan, to communicate clearly in writing, to read complex instructions, and other such tasks...<sup>2</sup>”*

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<sup>2</sup> *Ibid, p.18.*

Unfortunately, the protracted 20 year internal conflict destabilized parts of Northern and Eastern Uganda, distorted social service delivery systems and dealt a negative blow to the social economic development of the two regions. Education standards deteriorated as a result of insecurity, displacement and extreme poverty. The quality of education dropped with assessments showing a growing number of children reaching their sixth year of primary school, hardly able to read and write. “The cessation of hostilities that has been held since July 2006 has created opportunities for reversing the regions social economic decline.

The traditional cattle rustling practices of the Karimojong warriors and banditry that has become associated with it, have also disrupted the peace of communities within and neighbouring Karamoja, including parts of Kenya; The districts most affected have been Katakwi, Amuria, Soroti, Kumi, Mount Elgon region, Kapchorwa, Apac and Pader. It is important to note that the floods that devastated north and eastern Uganda last year, particularly the Teso sub-region, displaced large populations and disrupted schooling for nearly two terms because of destroyed roads, schools and homesteads.

## The Historical Imbalance

Northern Uganda has been historically marginalized in education as far back as the early 19th century. Professor Tarsis Kabwegyere cites the Northern Provincial Commissioner A. Warner’s report titled *Northern Province, Education in the Nilotic District Report 10.5.38 (E.A)* in which the population of Northern Province was estimated as 250,000 “yet there was neither a full secondary school nor an institute for vocational education, with the result that those requiring this standard or type of education were obliged to go out of the area [that is, out of Northern Uganda].”<sup>3</sup>

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<sup>3</sup> Professor Tarsis Kabwegyere, *The Politics of State Formation* (Kampala: East African Publishing House 1974) p. 180

Given this imbalance, local government leaders resented the colonial government education policy of 1938 requiring local administrations, even of Northern Uganda to contribute to the support of Makerere College. In the absence of a full secondary school in their region their children had no chance of accessing Makerere university except they moved to study in Buganda and other regions, which a few did; According to Kabwegyere, Provincial Commissioner Warner had already detected an increasing resentment against this colonial education policy of 1938, Kabwegyere himself endorsed this resentment.<sup>4</sup> Finally Provincial Commissioner (PC) A. Warner “Recommended in 1938 that some schools be established to counter the increasing resentment against the education policy...he also recommended that Gulu should be the education centre for all ‘Nilotic Districts’.” These were recommendations however, the first government secondary school in the for northern Uganda , Sir Samuel Baker<sup>5</sup> secondary school, opened in 1955, and the School’s badge was made up of all the emblems of Northern Uganda.

### The Best from Northern and Eastern Uganda:

Many pioneers from the northern and eastern regions of Uganda had to travel out of their home regions to attend secondary schools, despite this challenge many excelled to become pioneer national, regional and international achievers in their various disciplines, particularly in the field of Science and Technology. Among the earliest generation of graduates from Northern and Eastern Uganda are, Professor A.M. Odonga, pioneer Ugandan consultant surgeon; Dr Martin J. Alikor pioneer African dental surgeon in East Africa, Professor V. L Ongom, pioneer Professor and Head of Public Health at Makerere University. Some like Margaret Nasinza Saanyi, studied in local primary and secondary schools but still managed to qualify for British scholarships for further studies in England;

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<sup>4</sup>In the late 1930s, people were asking, and rightly so, why should they spend money on an institution to which their children would not go for a long time in the future as there were much fewer chances for their children to qualify for entry into Makerere (*Ibid.*, p.181. )

<sup>5</sup>. *Ibid.*, p. 182.



she was the pioneer female radiologist in East and Central Africa and was recognised for it by her portrait being placed on an East African Stamp.

These early pioneers were followed by the likes of Dr Eric Adriko, the founding head of the Faculty of Technology, Makerere University; Dr Ben O. Latigo, Dean and Professor, School of Engineering and Applied Sciences, University of DC, a pioneer Ugandan PhD in Aerospace Engineering; Olara A. Otunnu, pioneer UN Under Secretary General in East Africa; Professor Okot p'Bitek, international author, poet and philosopher; Professor Anokbongo, pioneer head of pharmacology at Makerere University; Professor John Ilukor, pioneer nuclear physicist in Uganda; Janet Wesonga, pioneer female Mayor in Africa; Joshua Akol, pioneer graduate from Karamoja who helped translate the bible into NgiKarimojong; Professor Francis Omaswa, pioneer heart surgeon in sub-Saharan Africa; Professor Jovan Kiryabwire, pioneer neuro-surgeon in Africa; All these geniuses began their early primary education in Schools in Northern and Eastern Uganda, that still exist today.

Without doubt, the regions of Northern and Eastern Uganda have borne the brunt of past conflicts and marginalisation. Similarly, parts of West Nile, especially Adjumani and Moyo districts have also borne the brunt of the LRA war. But West Nile had also suffered despoliation, displacement and trauma since 1979/80 after the overthrow of the regime of Idi Amin. Karamoja's perennial conflict over water and grazing, cattle rustling has caused massive suffering in neighbouring Acholi, Lango, Mt Elgon and Teso sub regions.

By 2006, formerly great and nationally competitive "A" level schools<sup>6</sup> from Northern and Eastern Uganda were no longer competing nationally, especially in the professional science and engineering courses. Schools that formerly produced students that could compete with others anywhere in the country included: **In Northern Uganda**, *St Joseph College, Ombaci, St Charles Lwanga,*

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<sup>6</sup> From Northern Uganda: St Joseph College Ombaci, , Mvara S.S.S, Sir Samuel Baker School, Kitgum High School, Sacred Heart Girls School, St Joseph College Layibi, Lango College, Dr. Obote College Boroboro, St Katherine Girls, Moroto High School and Kangole Girls school. From Eastern Uganda: Teso College Aloet, Nabumali High School, Mbale SSS, Ngora High School, Bukedi College Kachonga, St Peter's College, Tororo, Manjansi High School, and Tororo Girls School.

*Koboko, Mvara SSS and Nyapea College in the West Nile sub region. In the Acholi sub region*, these include *Sir Samuel Baker School, Gulu High School, Kitgum High School, Sacred Heart Girls School, Y.Y Okot Memorial Girls School, St Joseph College, Layibi. In the Lango sub region*, they include *Lango College, Dr. Obote College, Boroboro, St Katherine Girls and Comboni College. In the Karamoja sub region*, they include *Moroto High School and Kangole Girls. In Eastern Uganda*, they include *Teso College, Aloet, Nabumali High School, Mbale SSS, Ngora High School, Bukedi College Kachonga, St Peter's College, Tororo, Manjansi High School, and Tororo Girls School.*

In 2006, the newspaper *Weekly Observer Ltd* captured data on the regional distribution of access to higher education on government scholarship in science and engineering courses. It observed that:

*“Government scholarships for three of the most prestigious science and technology courses in public universities are dominated by students from western and central Uganda...western Uganda has sent more students to study engineering in public universities than both East and North combined.”<sup>7</sup>*

Noting that admissions on government scholarship were *purely on merit*, the *Weekly Observer Ltd* described Northern and Eastern Uganda as in *sorry state*

## Government Initiatives towards Education

Since the mid nineteen nineties, Central Government has tried to improve access to education by expanding the national education system through policies like the Universal Primary education (UPE - 2001) and more recently, Universal Secondary education (USE - 2006). It has also tried to address the demand of higher education by encouraging private investment in the education sector and encouraging entrepreneurs to establish schools, and institutions of

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<sup>7</sup> *Weekly Observer Ltd, September 24, 2006.*

higher learning; it also strongly recommended the use of distance and open learning.

The increase in pupil and student numbers resulting from implementing UPE and USE policies, demanded an increase in teachers and learning facilities, notably classroom; In light of which the Ministry of Education and Sports (MoES) and its development partners, embarked on constructing more primary and secondary schools. For example, by end of 1999, 4,000 additional classrooms were constructed for primary school children while by end of 2001, a total of 6,321 had been completed (an additional 2,321 classrooms in one year) (Ministry of Education and Sports 2001c:3) over 7 million children countrywide have benefited from the UPE but the expectations of UPE have not been demonstrated in the PRDP region according to plan;

Government has also tried to address the lamentable education standard of northern and eastern Uganda, unfortunately with limited impact given the security and financial constraint, among other handicaps; nevertheless, efforts have been made to revitalize education in the region by reviewing the needs and roles of all stakeholders (learners, teachers, Tutors, leaders, community etc.) and adjusting methodology, curricula and strategies. There is evidence of new or rehabilitated facilities, specifically classrooms, latrines, laboratories and libraries in primary and secondary schools in these regions in the past ten years; Initiatives to boost education in northern and eastern Uganda included establishment of the northern region education forum (NoREF), a forum with a mission to advocate for flexible policies and practices to enhance access to relevant, equitable and quality education in the districts affected by armed conflicts in northern, north-eastern, north-western and north-central Uganda within local and national education frameworks. NoREF members are drawn from the District technical and political leadership, and civil society organizations working in the area of education. In 2002, the Uganda Government set up the Northern Uganda Reconstruction Programme (NURP), for affected districts to try and arrest the destabilizing consequences of the LRA conflict. The Northern Integrated Teacher Education Project (NITEP) was started

in April 1994 as part of NURP; one of the objectives of NITEP was to test the viability and cost- effectiveness of an innovative teacher training methodology so as to evaluate its worth as a model for replication on a nationwide scale (Wrightson 1998:16). The other one was to improve the quality and performance of 3,040 untrained school teachers on the Northern Districts in a two year period; the third was to increase the number of trained and qualified primary school teachers in the Northern Region by about 17 per cent in the four-year Project implementation period. The NITEP service delivery model involved the Ministry of Education and Sports, Institute of Teacher Education, Kyambogo (ITEK), Primary Teachers' Colleges and Primary Schools. Under the NITEP, 2,051 teachers were trained and passed by the end of 1998 and national interest and appreciation for distance education was boosted.

### The REPLICA Project

Historical conflicts and exacerbated historical imbalance in education between North and South Uganda have resulted in an appalling state of education in the region and form the immediate backdrop to REPLICA. Recognising that the 21-year war in Northern and Eastern Uganda has left the affected population vulnerable, inaccessible and traumatized, and with intent to revitalise education in conflict affected areas of northern and eastern Uganda, the Government of Uganda (GoU), in 2006, initiated Programme for **Revitalizing Education, Participation and Learning in Conflict Areas**; The Ministry of Education has rolled out REPLICA in 13 districts of Teso, Lango and Acholi.

REPLICA components include: Guidance & Counselling/Psychosocial care and Support, Peace Education, leadership & Governance, Promotion of Girls' Education, Performing Arts & Learning in Schools (PALS), and Community Integration Program (CIP).

REPLICA' has had appreciable outcomes that include the following:

- ✓ Improvements at school level in the six areas of REPLICA with behaviour change mechanisms in motion causing evident change in the performance and development indicators of REPLICA model schools;
- ✓ Local Government leaders have re-discovered a history of genius in education in their own backyard;
- ✓ Local Government leaders have understood the power they derive from the Uganda Constitution, particularly in education service delivery;
- ✓ Local Government leaders have been empowered to take the lead in transforming their communities through education;
- ✓ Local Government leaders have understood that they are the custodians of their communities' dreams and that the technocrats are co-workers instead of competitors;
- ✓ Local district leaders have new hope of rebuilding the standards of education in the two regions despite the ashes of the 21-year civil war and historical marginalisation.
- ✓ Redefined education framework for education investment and sparked off an education policy review;
- ✓ Receptiveness of REPLICA interventions and increasing demand for support from technical field staff, particularly in developing district education ordinances and model school development;
- ✓ Increasing support for education from local government leaders and a demand by them for a region-wide leaders' forum and Charter on Education for the PRDP Region.

## The PRDP Framework

In September 2007, the President of Uganda came up with the Peace, Recovery and Development Plan (PRDP), another window of opportunity to rally efforts in an integrated manner and effectively address the appalling state of education and development in the greater North, Eastern and North Bunyoro regions of Uganda. The PRDP framework demonstrates the national political will and commitment to improve socio-economic indicators to be in line with national

ones in those areas affected by conflict, specifically 40 districts located in North Bunyoro, the Greater North and Eastern Uganda.

PRDP is a stabilization plan which aims to disaggregate the North from national sector plans. It establishes targets which are sensitive to the needs of the population and the variations of the three sub-regional conflicts.

However, to meet its overarching goals, especially in education and sustainable development, the PRDP must hinge on unleashing and developing the human resource of Northern, Eastern Uganda and North Bunyoro, to enable the regions prioritize their education, health and sustainable development towards durable peace, recovery and national development.

Implementation of REPLICA at community level in Northern and Eastern Uganda has stimulated dynamism and home grown initiatives for revitalising education at district level, and spurred Districts to develop Education Ordinances that provide a legal framework for strengthening education services delivery at lower education levels in the decentralised framework; The formulation of district ordinances led to a demand for a regional Charter and forum to bring the regional leaders together for joint action to revitalise education in the region;

With reference to the above, the political leaders of the “PRDP region”, currently outside the original scope of REPLICA have demanded that the program be expanded to include their districts; one of the primary tasks of the leaders of the PRDP region will be to restore a sense of pride in the teaching profession.

## **THE REGIONAL EDUCATION CHARTER**

The District leaders of The Peace, recovery and Development Plan (PRDP) region covering 40 districts have acknowledged their region greatly lags behind the rest of the country in literacy, provision of quality education and affirmative opportunities;

They have acknowledged that Districts education ordinances are a basic requirement for revitalising education standards, and that the region-wide impact of historical conflicts on education and development demands a unified regional approach; together they have expressed the need for a regional Education Charter.

This Charter articulates desired changes in the education environment that are expected to facilitate a marked change in access, retention and completion and performance rates at all levels of education, particularly primary education.

## **THE PREAMBLE**

**We, the local leaders<sup>8</sup> from Greater Northern, Eastern and Northern Bonyoro regions (the region currently covered by the Peace Recovery and Development Plan-PRDP) <sup>9</sup>**

**AWARE of the historical imbalance in education affecting the region since colonial times**, and that the sense of pride for the teaching profession has been shattered;

**COGNIZANT** of the entrenchment of this historical imbalance by the marginalization of the Region, the insurgencies and displacement due to cattle rustling and insurgency since early 1980s<sup>i</sup>, and the 21-year conflict between the government forces and the LRA.

**COMMITTED** to doing our best to revitalize education individually, in our respective districts and collectively as a region;

**DO hereby commit** to implement an Education charter as a unifying platform for working towards uplifting the standard of education in our region,

**DECLARE for our entire region, the country and the world to know:**

That the children of our region deserve quality education that can enable them perform equal to or above the national standard;

That Uganda can never achieve true Universal Primary Education<sup>ii</sup> unless all the boys and girls of Northern and Eastern Uganda can complete a full education cycle;

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<sup>8</sup> LCV Chairpersons

<sup>9</sup> PRDP - region



That our country will never be prosperous until all our people live in brotherhood, enjoying equal rights and opportunities in a peaceful and secure environment;

That historical disruptions and marginalization in education must cease as they are detrimental to the sustainable development of the region and our country and jeopardise the realisation of the global millennium development goals and must therefore cease;

That Uganda belongs to all its citizens, and it can only justly claim it is developing, when citizens in all regions have access to quality education;

**And therefore, we,** the people of The Peace Recovery and Development Plan (PRDP) region, together as equal citizens and friends, **adopt this Education Charter;**

**We pledge ourselves** to strive together, sparing neither strength nor resources **to realise access and quality changes in education as agreed upon herewith;**

## **PART I**

### **ARTICLE 1: ACCESS TO QUALITY EDUCATION**

1. Primary education shall be compulsory for all children in the region;
2. All stakeholders in education shall effectively perform their duties and responsibilities as stipulated under law, and government policy;
3. All children shall have access to schools conducive for learning, with classrooms/furniture, sufficient scholastic materials, text books, health care and teachers
4. All children shall have equal rights to go to school anywhere in the country;
5. All children shall exercise their right to enrol and remain in school until they have completed their schooling;

- All schools shall ensure that teachers are supported in Continuous Professional Development;
6. All children shall have equal status in the schools, regardless of tribe, gender, religion or disability;
  7. All districts shall be supported by government to recruit and retain sufficient numbers of teachers to effectively teach children at all levels. (Emphasis on quality female teachers)
  8. All districts shall have ordinances and by-laws guaranteeing that the children's right to education is realized;

## **ARTICLE 2: EFFICIENCY AND EFFECTIVE TEACHING AND EDUCATION**

1. All schools shall ensure that teachers report for duty and teach according to the National curriculum, syllabus, a set timetable, prepared scheme of work and lesson plan;
2. All schools shall ensure 100% syllabus coverage;
3. All districts shall subscribe to an overarching Education ordinance that regulates and consolidates education in the region;
4. All parents and local community representatives shall be entitled and have a duty, to actively participate in ensuring that schools are functioning optimally;
5. All parents and local community representatives shall actively participate in the good governance of schools.
6. All children shall be entitled to food and basic healthcare while in school.
7. All children shall have access to good sanitation facilities;
8. All children shall be literate, numerate and have life skills at completion of their primary school education;
9. All schools shall ensure that teachers prepare schemes of work and lessons plans consistently;
10. All schools shall have well equipped laboratories, libraries, workshops and adequate play facilities.
11. All children shall be provided with opportunities for recreation and play as a critical part of their education;

### **ARTICLE 3: EQUITY AND PARITY IN EDUCATION**

1. All girl children shall be supported to exercise their right to attend and complete school; All girl children shall be consistently encouraged to learn and excel;
2. All girl children shall be protected by law from all forms of abuses the preaching and practice of gender inferiority and contempt;
3. All schools shall have changing rooms and emergency sanitary facilities for girls;
4. All schools shall make provision for teaching sexual maturation and menstrual management;
5. All girls who drop out due to pregnancy shall be given an opportunity to return to school;
6. All schools shall respect and uphold the right of the girl child in education with special consideration in the fight against negative cultural practices and attitudes.

### **PART II**

### **ARTICLE 4: TEACHER DIGNITY, PROFESSIONALISM AND WELFARE**

1. All teachers shall uphold professional ethics, adhere to the teachers code of conduct and conditions of service;
2. All teachers shall be exemplary, and conduct themselves in a manner that commands respect from the children and the community;
3. All teachers shall be entitled to adequate teaching facilities, basic healthcare and timely payment of retirement benefits;
4. All teachers shall be entitled to decent housing;
5. All practising teachers shall receive adequate, timely, remuneration with increment, for their services;
6. All teachers shall be entitled to timely payment of retirement benefits;
7. All teachers shall receive regular support supervision, and opportunities for continuous professional development (CPD);

8. All schools shall be proactive in supporting the personal welfare and development of their teachers;
9. All schools shall enable teachers to exercise their right to basic healthcare, and to be decently housed;
10. All schools shall have a staff room where teachers can scheme and prepare their lessons, meet and rest;
- 11 All schools shall have income generating projects to supplement teacher incomes

#### **ARTICLE 5: COMMUNITY OWNERSHIP AND PARTICIPATION**

1. All parents and community's representatives shall actively participate in good governance of schools
2. All parents shall ensure they provide their children with basic scholastic materials
3. All Parents shall provide their child with meals and be responsible for their general welfare
4. All Parents shall play a key role in ensuring their children are disciplined and participate in disciplining school children

#### **ARTICLE 6: SAFETY**

1. All schools shall become peaceable communities where peace is an established culture and non-violent means of disciplining and conflict resolution are practised by teachers and children alike;
2. All staff, pupils and students shall refrain from using insulting and aggressive language and gestures;
3. All children shall be educated in a peaceful and secure environment;
4. All schools shall be legally registered;
5. All school land shall be legally owned or leased;
6. All schools shall have adequate functional toilet facilities separate for boys and girls, and facilities to cater for children with special needs;
7. All schools shall have time allocated for children to rest, have leisure and recreation;

8. All school compounds and classrooms shall be neat, tidy and attractive;
9. All schools shall have female teachers at parity;
10. All schools shall have demonstration farms where children can also learn about farming and nature;
11. All schools shall have safe water source's on school premises
12. All schools shall strengthen psychosocial counselling and guidance
13. All schools shall have fire fighting and lightening conducting equipment;
14. All schools shall have fire prevention training for all staff and pupils and as drill routine for the children;
15. All schools shall promote child participation in decision making.

### **PART III**

#### **ARTICLE 7: REQUIRED LOCAL ACTION**

1. All government authorities shall contribute constructively to the improvement of education in the region;
2. There shall be a regional forum to bring together key stakeholders in the region, to monitor and strengthen local government capacity to deliver education services.
3. The Directorate of Standards shall be tasked to monitor and ensure quality education is developed and sustained in the region.
4. There shall be a Regional education Blue Print and Action plan to address issues of marginalisation in education;
5. There shall be a regional task force to ensure the Action plan is implemented within the agreed time frame;
6. All disputes and grievances in schools shall be solved through peaceful dialogue without recourse to violence and strikes.
7. All district inspectorates shall be facilitated for effective supervision and monitoring of the schools and institutions.

8. Available universities and research institutions shall play a key role in researching, documenting and supporting restoration of quality education in the region.

#### **ARTICLE 8: REQUIRED NATIONAL ACTION**

1. The PRDP Framework and other innovations shall be used to revitalise education in our region and address historical imbalances;
2. There shall be regional sensitivity in the national budgeting process to incorporate regional imbalances;
3. There shall be an additional budgetary allowance on top of the current district allocations and disbursements by the central government, for implementation of a Regional education action plan;
4. Children from the PRDP Region should be awarded (affirmative action) an additional two points to enable them access national institutions of higher learning;
5. Central government shall ensure parity in science, mathematics and technology infrastructure in accordance with government policy promoting science education;
6. Central and local government shall ensure that teachers housing is integral to schools infrastructure development;
7. Central and local government shall ensure timely and appropriate remuneration of teachers and make teachers scheme of service operational;
8. Central government shall review the teacher-pupil ratio at least once a year, and give opportunity for districts to increase the staff ceiling and recruit teachers;
9. Central government shall strengthen Teacher Training Colleges to extend the outreach to secondary and technical schools.
10. Remedial learning programmes shall be supported to help those who have dropped out for various reasons (abduction, conflict) to study and catch up.

11. Centres for formerly abducted child-soldiers (post disarmament) shall be put in place to address the psycho-social trauma of children affected by war.

#### **ARTICLE 9: LEARNING AND CULTURE**

1. All schools shall embrace the thematic curriculum and ensure their children shall have equal rights to use their own mother tongue, and to develop their folk culture and customs;
2. All schools shall discover, develop and encourage talent for the enhancement of cultural life;
3. The education system shall aim at teaching the children to be self-reliant, love their people, their culture, and country, to honour humanity, liberty and peace;
4. All schools in The PRDP region shall gain an optimum standard of education in the region

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

We shall nature and cherish all these aspiration, and will work hand in hand until quality education is restored in PRDP region of Uganda.

**For God and Our country**

**SIGNED BY THE said:**



**Hon Richard Andama Ferua**

(Chairman Arua District Council, Vice Chairman ULGA)



**Hon. Amb. Charles Walimbwa**

(Chairman Manafwa District Council, Chairman ULGA Eastern)



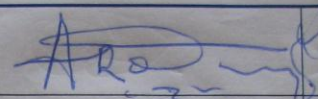
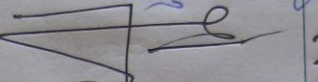
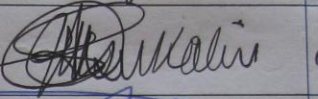

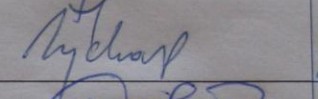
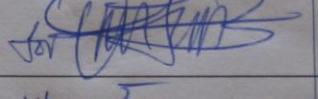
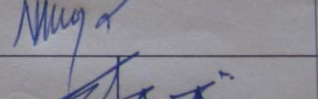
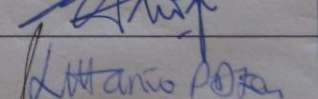
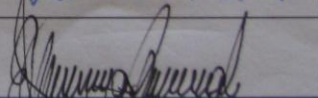
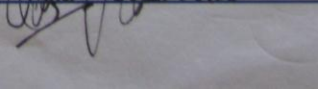
**Hon. Norbert Mao**

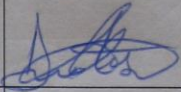
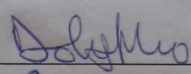
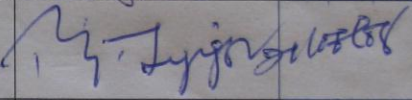
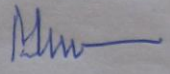
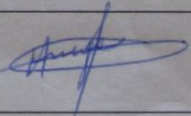
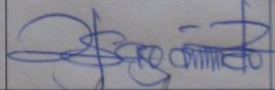
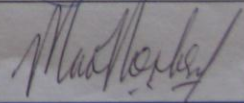
(Chairman Gulu District Council/Chairman ULGA Northern)

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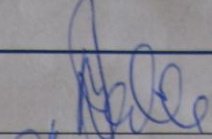
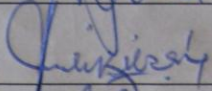
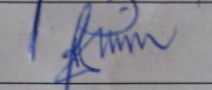
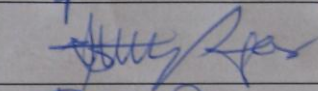
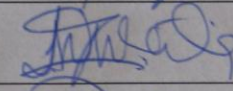
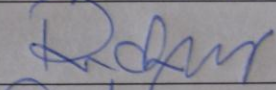
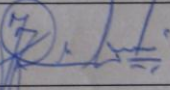
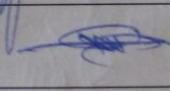
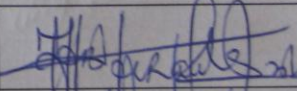
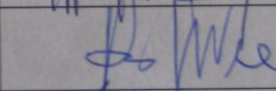
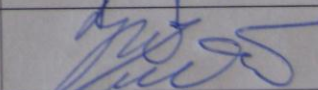
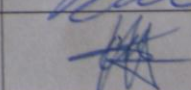
*This Greater Northern, Eastern Uganda and Northern Bunyoro Regional Education Charter, has been drafted by The Pincer Group International under the auspices of The MoES, REPLICA Project.*



19	ENGUW ROBERT	Teso	Kaberaido	Chairman		21/06/2008
20	OCHEN JULIUS	Teso	Amuria	Chairman		21.06.2008
21	Rev BUKAZIN SAM	Teso	Bukedea	Chairman		21/06/08
22	GEORGE ISMAEL	Teso	Kumi	Chairman		21/06.08
23	HON. LOCHAP PETERKENI	Karamoja	Moroto	Chairman		21/06/2008
24	HON OCHEN JOHN BASCO	Karamoja	Abim	Chairman		21/06/2008
25	NANGIRO JOHN	Karamoja	Nakapiripirit	Chairman		21/06/08
26	HON LOKERIS SAMSON	Karamoja	Kaabong	Chairman		21.06.08
27	HON. LOMANIO PAUL D	Karamoja	Kotido	Chairman		21.06.08
28	Bernard E. M. MUGABI	Mount Elgon	Mbale	Chairman		21.06.08

	Name	Sub-region	District	Position	Sign	Date
1		West-Nile	Arua	Chairman		
2	DADA WILLIAM	West-Nile	Koboko	Chairman		21/6/08
3	ODONGTHO A. DOREEN	West-Nile	Nebbi	Chairman		21/6/08
4	Rashid GUVULE Iyiga	West-Nile	Yumbe	Chairman		
5	PETER IKU DOLO	West-Nile	Moyo	Chairman		21/6/08
6	Dulu Angel MARK	West-Nile	Abjuman	Chairman		21/06/08
7	SARA WILFRED	West-Nile	Maracha/Terego	Chairman		21/06/08
8	NORBERT MAO	Acholi	Gulu	Chairman		21/6/08

9	Okello Patrick Onyema	Acholi	Amuru	Chairman		21/06/08
10	OCHOLA Bosco	Acholi	Kitgum	Chairman		21/6/08
11	ODOK PETER WOCENQ	Acholi	Pader	Chairman		21-06-08
12	Col (M.D) OKELLO ENYOLA	Lango	Oyam	Chairman		21-6-08.
13	OSUR FRANCO	Lango	Lira	Chairman		21/6/08
14	OKAE BOIL	Lango	Apac	Chairman		21/6/08
15	ADOLI NGWOK ALFRED	Lango	Amolator	Chairman		21/06/008
16	OKELLO OKELLO IB	Lango	Dokolo	Chairman		21/06/08
17	OCHOLA STEPHEN	Teso	Soroti	Chairman		21/06/08
18	EKONGOT J ROBERT	Teso	Katakwi	Chairman		21/6/08

WALIMBWA M.P. CHARLES	Mount Elgon	Manafwa	Chairman		21/06/2008
KIBAALE-WAMBI .G.D.	Mount Elgon	Sironko	Chairman		21/06/08
CHELIMO N. KAPKOKUTO	Mount Elgon	Kapchorwa	Chairman		21.06.08
CHELIMO REUBEN PAUL	Mount Elgon	Bukwo	Chairman		21-06-08
WAIIRA WILSON	Mount Elgon	Bududa	Chairman		21/06/08
RICHARD WAYA	Bukedi	Butaleja	Chairman		21/6/08
MUKOMI SAMUEL	Bukedi	Budaka	Chairman		21/6/08
OSNA EMMANUEL	Bukedi	Tororo	Chairman		21/06/08
BANTALIB ISSA TALIGOLA	Bukedi	Pallisa	Chairman		21/06/08
WERE W. PATRICK	Bukedi	Busia	Chairman		21/06/08
LUKUMU FRED	Bunyoro	Bulisa	Chairman		21-6-08
MORU BEN	Bunyoro	Masindi	Chairman		21/6/08

