



The Republic of Uganda

# Using Action-Oriented Meetings to Improve Parents' Support to Education in Uganda

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# Outline of presentation



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- Objectives of the presentation
- Program Coverage
- Background and Context
- UPHOLD Program
- UPHOLD's Integrated Education Strategy
- UPHOLD's Community Involvement in Education (CIE) objectives
- Action oriented meetings (AOMs)
- Implementation process
- Methodology of data collection
- Findings: AOM experiences (Achievements, Challenges, Lessons learned)
- Conclusions





# Objectives of the presentation



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- To discuss the experiences on Action oriented meetings (AOMs) in Uganda
- To share the achievements, perspectives, challenges and way forward on AOMs



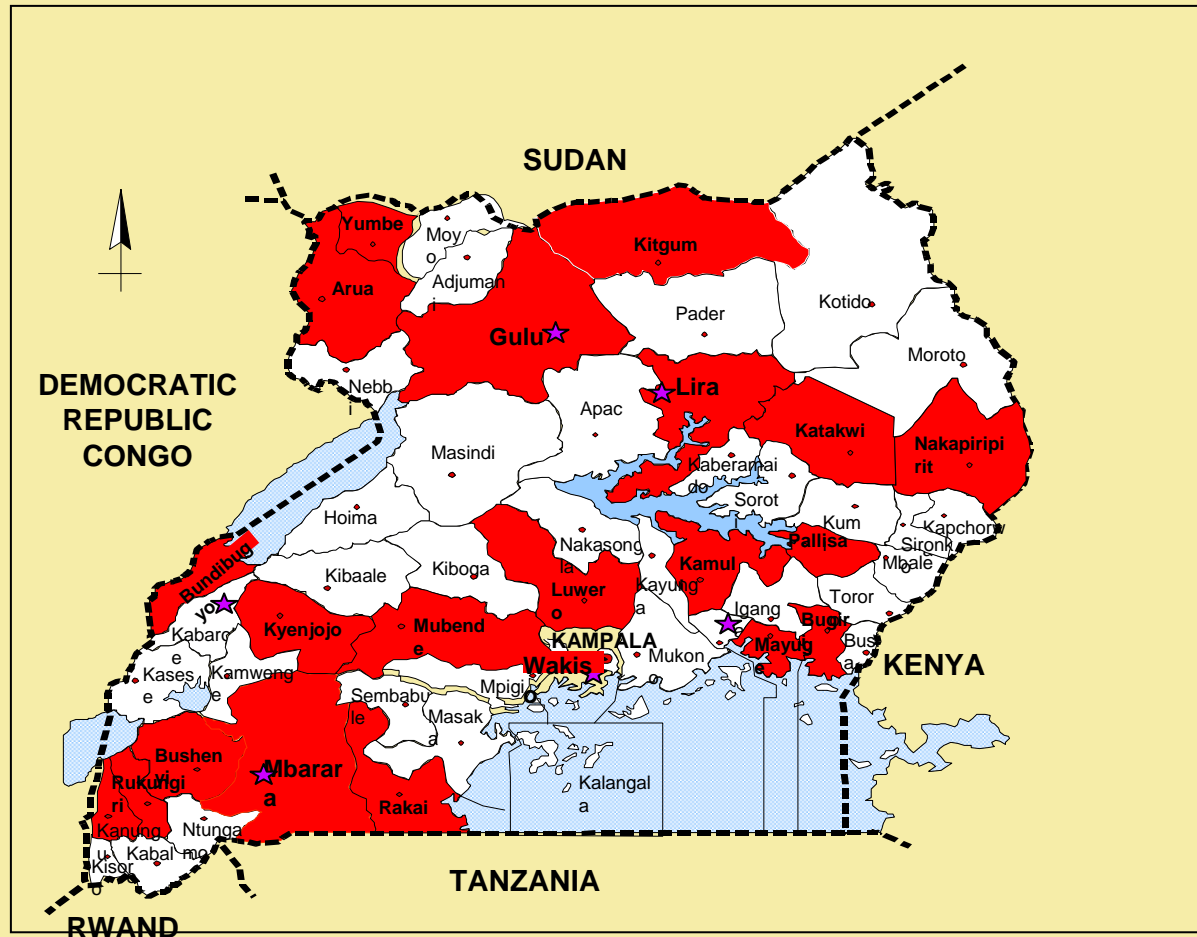


UGANDA PROGRAM FOR HUMAN AND HOLISTIC DEVELOPMENT

# Program coverage



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A





# Peter



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Peter:

represents majority of Ugandan children for whom UPE has provided access to schooling, however quality still remains a challenge

UPHOLD's Integrated Education Program was set up to improve the quality of education for children like Peter





# Background/Context



The Republic of Uganda

- School enrolment rose from 2m -7m (UPE)
- Overcrowded classroom/ shortage of teachers
- High rates of absenteeism of headteachers/teachers and children (*NAPE report, Uganda*)
- Insufficient distribution of materials





UGANDA PROGRAM FOR HUMAN  
AND HOLISTIC DEVELOPMENT

# Background/Context



The Republic of Uganda

- Issues of transition to decentralised system
- Conflict affected areas
- Many parents do not value education, especially for girl children
- Defilement
- Misconception of parental/community roles in UPE
- Low parental and community involvement
- Children are under-utilized as a resource





# Background/Context



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- + Strong policy framework
- + Wide network of Teacher Development support
- + Active participation of development partners in Education







# UPHOLD Program



The Republic of Uganda

- Uganda Program for Human & Holistic Development
- 5 year USAID project in 34 out of 81 districts
- Works to achieve improved quality and access to services in three integrated social sectors of health, HIV/AIDS and primary education
- Partners with the Uganda Government Line Ministries district local governments, Civil Society Organizations, Education system.

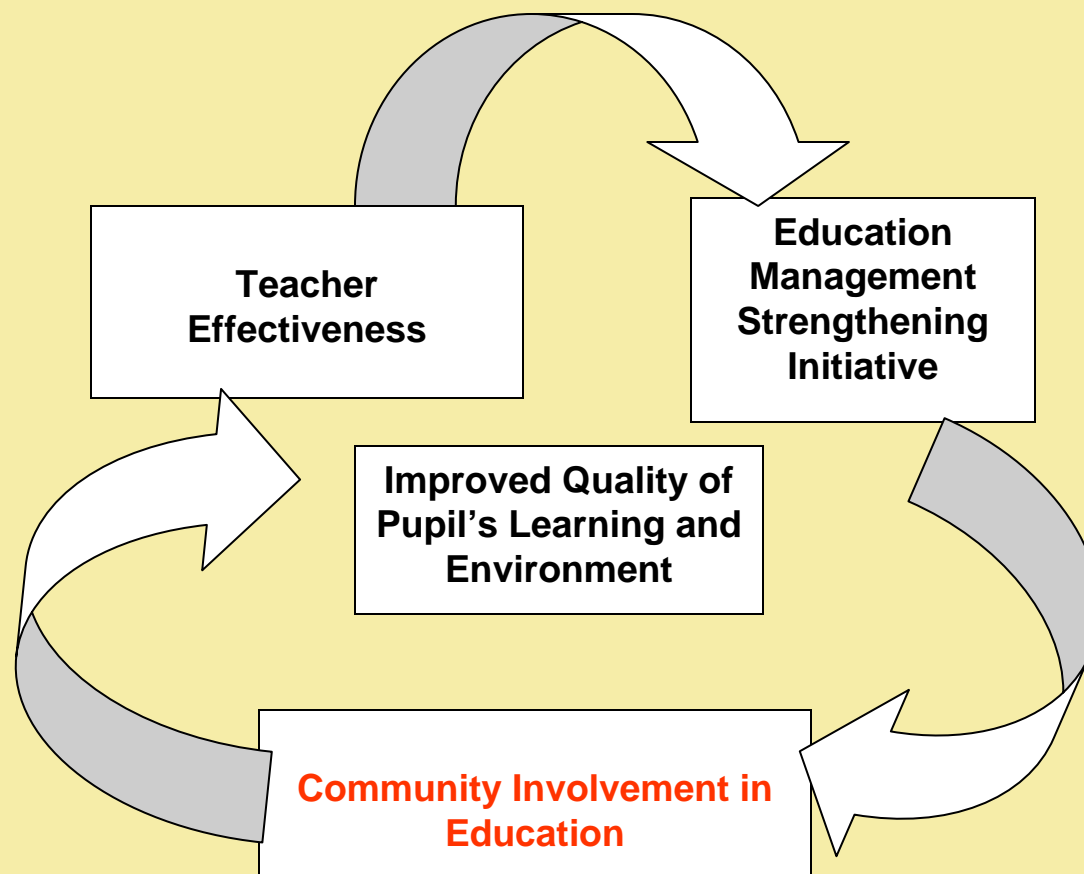




# UPHOLD's Integrated Education Strategy



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The Republic of Uganda

# Using Action-Oriented Meetings to Improve Parents' Support to Education in Uganda as a Strategy for CIE





# Community Involvement in Education (CIE) objectives



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- To enhance the collective efforts of all key stakeholders to improve the quality of learning for pupils in primary schools
- To improve parents' support to:
  - Attendance/retention
  - Homework
  - School health and nutrition
  - HIV/AIDS prevention and care
- To involve children in promoting their own safety & learning





# Key elements of CIE



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1. Action-Oriented Meetings (AOMs);
2. School open days
3. Behaviour Communication initiatives
  - Parent Talk Radio
  - Print
  - Advocacy with religious leaders
  - Children taking part to promote their own safety





# Action-Oriented meetings



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- Involve school-community stakeholders in :
  - actively participating in practical assessment of the school environment,
  - participatory discussions to build consensus and agreement on practical actions they can take to improve their school
  - meeting teachers to discuss children's learning





The Republic of Uganda

AOMs involve stakeholders in:

- promoting parents' guidance & counselling to their children
- giving children a voice and participating in discussing issues that affect them
- planning for improvements needed and how parents and communities can support them





# Implementation Process



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- Production of highly interactive pictorial materials
- Orientation of 762 district and Core Primary Teachers' Colleges staff on how to conduct AOMs
- Implementing AOMs in 2,023 schools,
- Support Supervision visits
- Follow up meetings/Reviews







# Methods of data collection



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1. Support Supervision Visits
2. Lot Quality Assurance Sampling Survey (LQAS)
3. Education Formative Evaluation Survey





The Republic of Uganda

# ACHIEVEMENTS



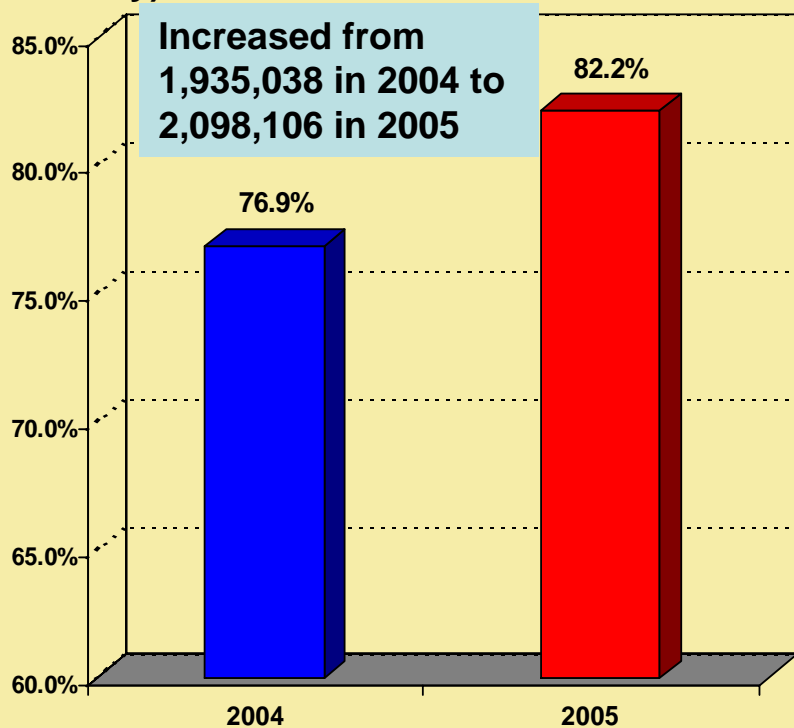


# School attendance & support to home work



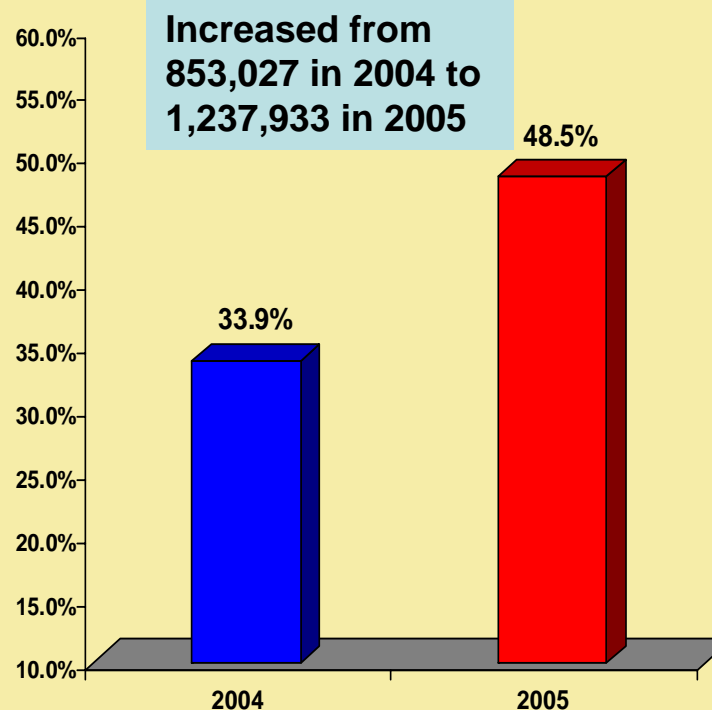
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Percent of primary school children who attended school regularly (all 5 days preceding survey)



Source: UPHOLD LQAS Reports 2004 & 2005

Percent of primary school children who were able to take home some homework from school during the term





# Feeding & uniforms



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- 60% of the pupils in the 60 schools feed at school, 70% have uniforms as a result of the AOMs. (*Support Supervision reports*)





# Support to physical infrastructure



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- Parents have constructed teachers house, latrines and classrooms for pupils in schools

*(Support Supervision reports)*



# School visits

- Parents visit schools to see what the children are doing (*Support Supervision reports*)





# Children perform for their parents



The Republic of Uganda

- Children perform MDD and display their work for parents to see (*Support Supervision reports*)





# School open days



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- 62.6% of the 118 schools surveyed were able to hold a School Open Day after the AOM. (*EFE report*)
- Initiative adopted by the MoES for use in all primary and secondary schools in Uganda







# Hygiene and Sanitation



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- Some improvement in hygiene with parents providing hand washing facilities, changing rooms for girls and separate latrines for boys and girls



# Instructional Material support

- Motivated parents to be part of the school and contribute to learning materials : Nabulanganga P/S –Pallisa district) (*Support Supervision reports*)





# Comments on AOMs



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“Nothing is easy, but AOMs helps focus on the final target of wanting a better child this keeps us motivated to continue making improvements within our limited resources.” SMC chair person



- Children enjoy participating in AOMs because their views are recognized and safety improved through safety friends *(Children at Arua primary school)*





# Comments on AOMs



The Republic of Uganda

“Helped parents understand teachers’ and pupils’ problems and find solutions, now parents understand the need to provide children with meals and books for writing”  
Head teacher, Kinyasano P/S-Rukungiri.





# Challenges



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- Parents are working hard to support their children's education but are resource constrained .
- Cultural beliefs and practices still limits parents' participation in HIV/AIDS prevention discussions with children in some communities
- More female parents attend AOMs than their male counter parts who control resources (Mityana district, support supervision report, Dec. 2006)





# Lessons Learned



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## Action-oriented meetings:

- Require careful planning and coordination between all school-community stakeholders
- Are inexpensive to organize, yet yields concrete actions
- Action points made do not necessarily have financial implications on parents





# Conclusion



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Action-Oriented Meetings provide feasible practices to promote parents' support to education, it improves school-community relationships, leads to quality improvement in education and is appreciated by key stakeholders.







# WAY FORWARD



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- UPHOLD is currently involving the MoES in Support Supervision to see for themselves what the AOMs have done in schools to explore the possibility of adoption of this intervention .





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# Thank You!





# For more information



The Republic of Uganda

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