



The Republic of Uganda

# A Whole School Approach to School-Based Quality Reform: The Uganda Experience

Presented by  
Dorothy Aanyu Angura

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# Outline of presentation



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- Background and Context
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- Program coverage
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- Rationale for Whole School Approach
- Framework of Interventions
- The Study
- Methodology
- Results
- Conclusion



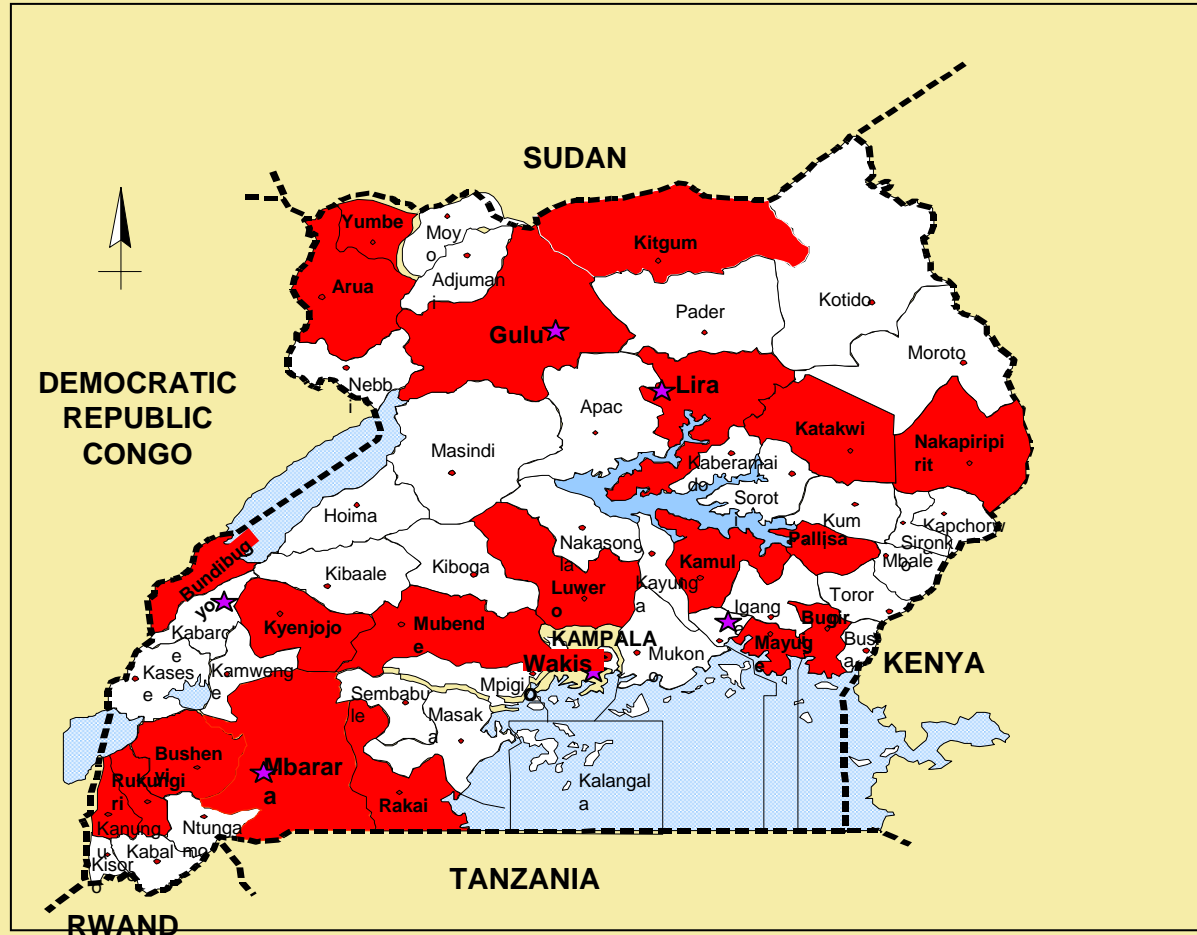


UGANDA PROGRAM FOR HUMAN AND HOLISTIC DEVELOPMENT

# Program coverage



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# Background/Context

- 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





# Background/Context



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- 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



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- 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.





# Whole School Approach



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“Developing a durable and active relationship between each school and the community, and actively involving teachers in changing their pupils’ learning environment”

(World Bank Report: 2002)







# Assumptions



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- Change is most effectively made at the lowest level.
- A bottom-up voluntary approach
- School and community partnerships are a result of close durable relationship between school and community
- All stakeholders' actions, participation, and decisions make a difference in their school



# Principles



Components of change should be:

- Intimately connected and interdependent
- Integrated and mutually reinforcing each other



# Rationale for Whole School Approach



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- Build capacity of an individual and the system within which s/he works
- Support and empower decision-making at all levels
- Promote collaboration between all primary school stakeholders (education managers, teachers, parents and students)
- Promote integration across the three components of :
  - Education Management Strengthening
  - Teacher Effectiveness
  - Community involvement in Education

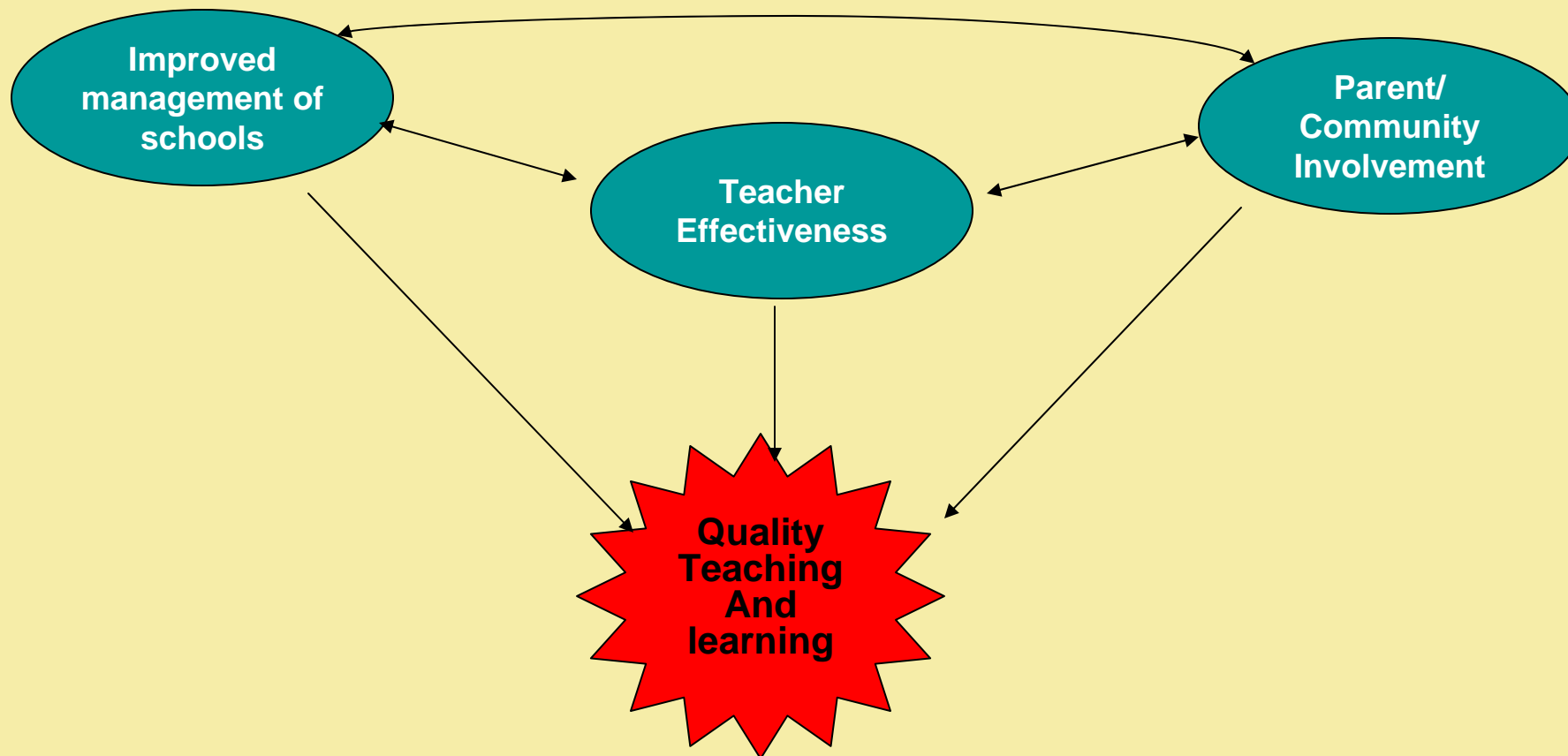




# Framework



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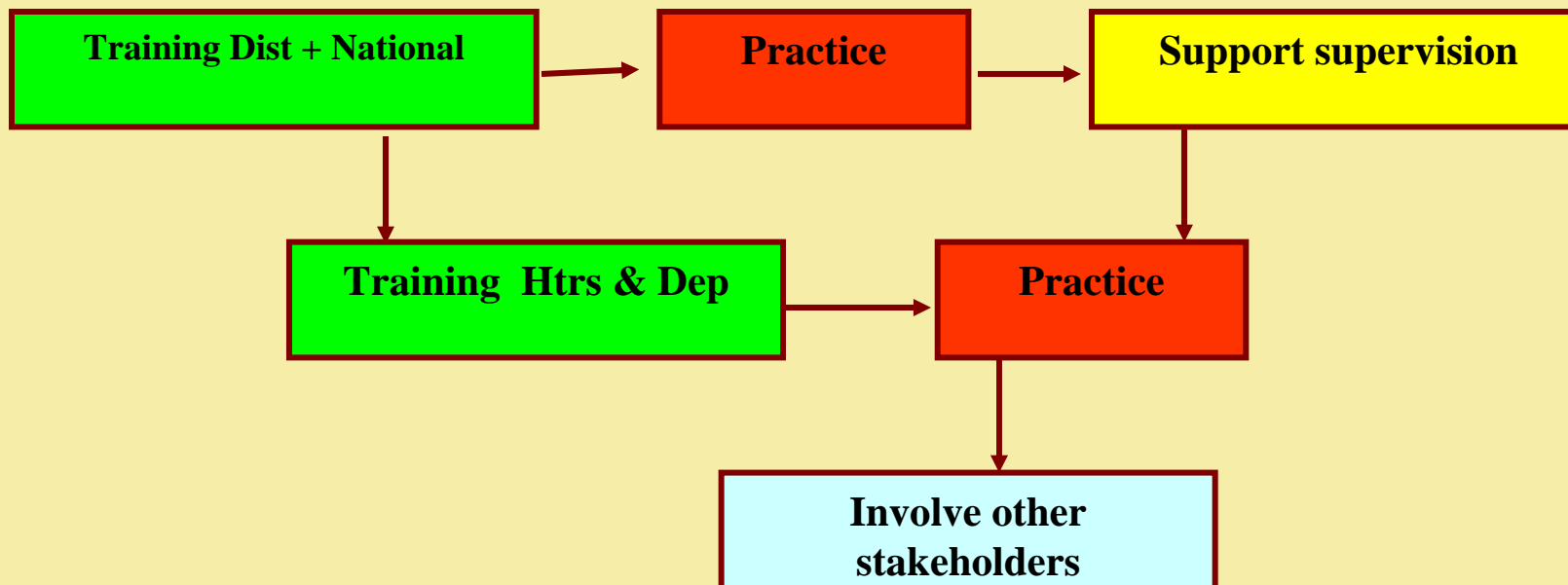




# Education Management Strengthening



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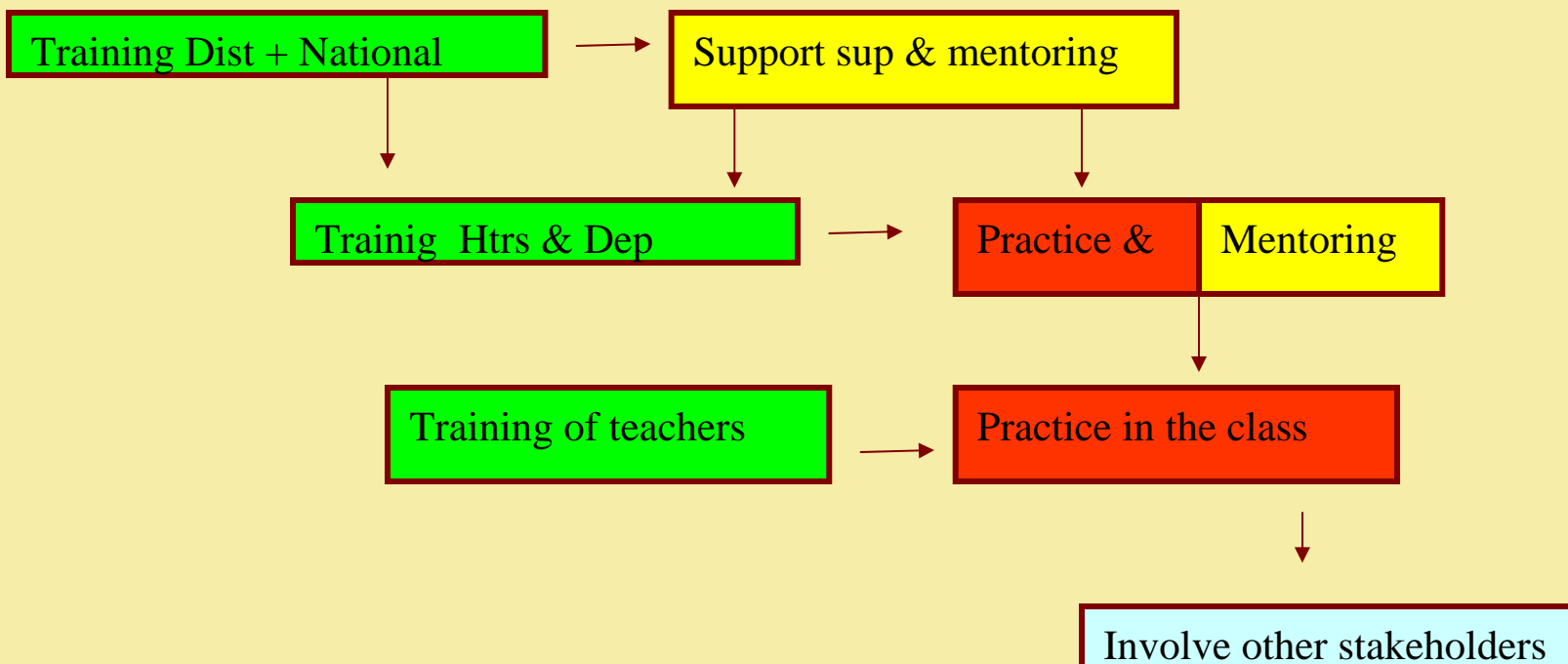


- Participants
  - District education staff + Senior training mentors
  - Coordinating Center Tutors
  - Head teachers
  - Teachers, Parents and Community members





# Teacher Effectiveness



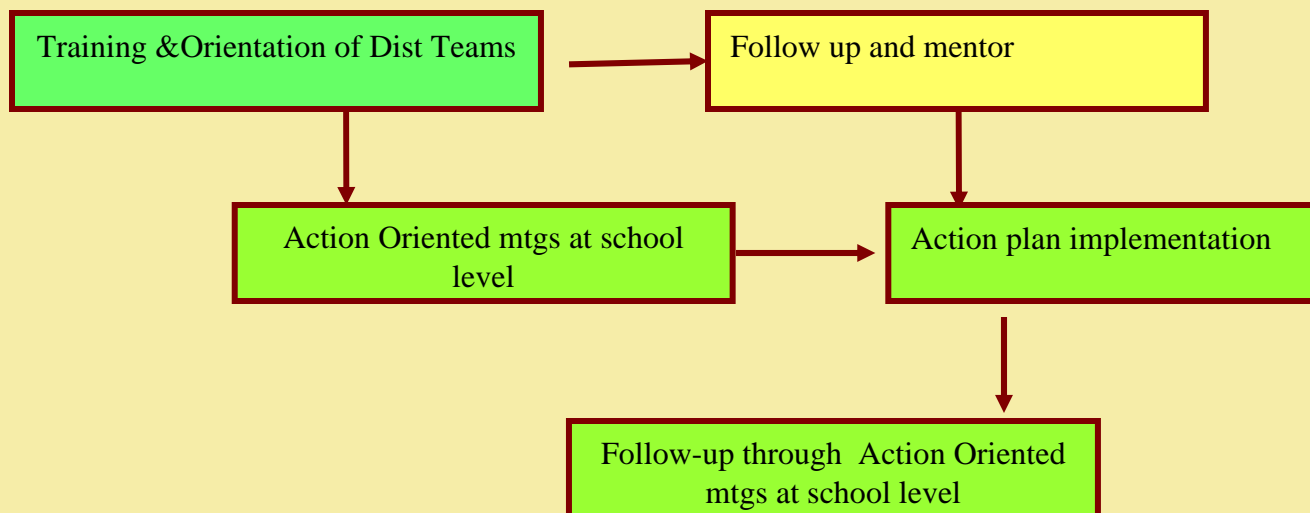
- Participants
  - District education staff + Senior training mentors
  - Coordinating Center Tutors
  - Head teachers
  - Teachers, Parents and Community members



# Community Involvement/ participation



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- Participants

- District education staff, District development workers+ CIE mentors
- Coordinating Center Tutors
- Head teachers
- Teachers, Parents and Community members





# What has been done



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- 3 sets of training modules in TE,EMS&CIE
- Training of Education managers from 34 districts and 19 PTC level
- 7,462 Headteachers and Deputies trained from 3731 schools
- 31,648 Classroom teachers trained across the 34 district
- Orientation of Community development workers and District education teams from 27 districts
- 2,023 Action Oriented meetings for parents and community stakeholders at school level
- Behaviour change communication & advocacy





# Methodology



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## Data collection

- Formative Evaluation using:
  - Surveys with pupils, teachers & Headteachers
  - Key informant Interviews & Focus Group Discussions

## Data analysis

- Quantitative – Predictive analysis in cross tabulations in SPSS using the Chi square.
- Qualitative- content and thematic analysis





# Sample size



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- 16 districts out of the 34 districts
- 118 schools
- Categories of respondents
  - 118 Headteachers/deputies
  - 664 Teachers
  - 444 Pupils
  - 15 groups of Parents







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# RESULTS

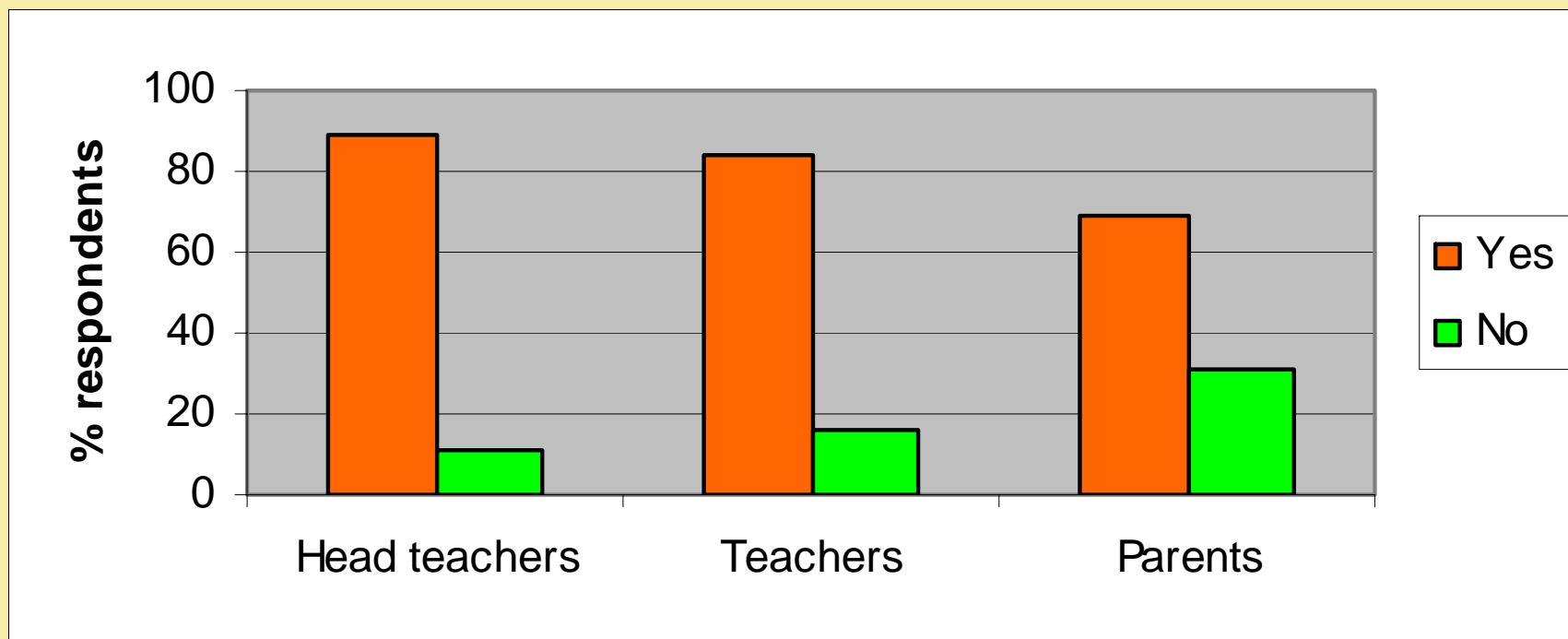




# Knowledge & Understanding Program Interventions



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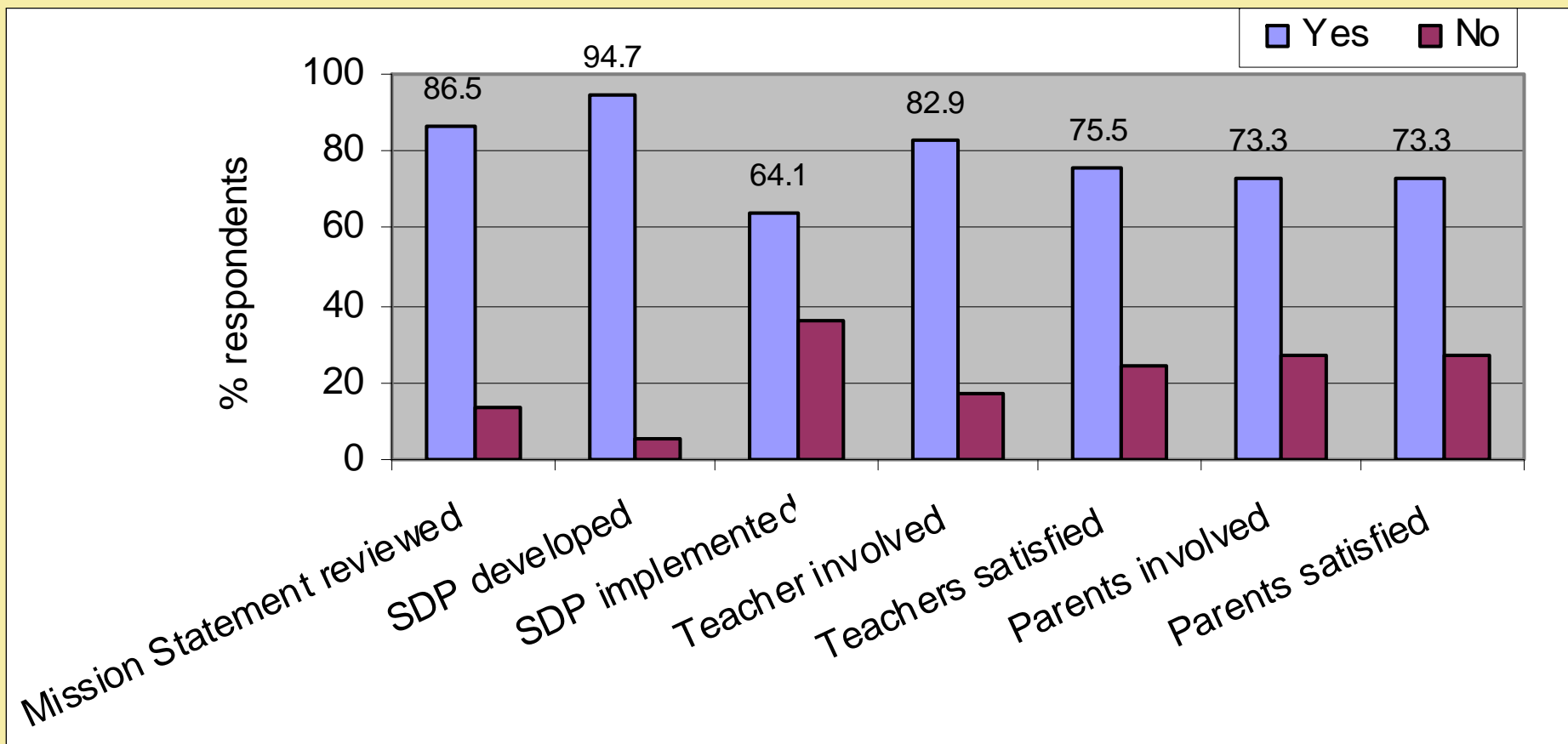




# Achievements in School Management



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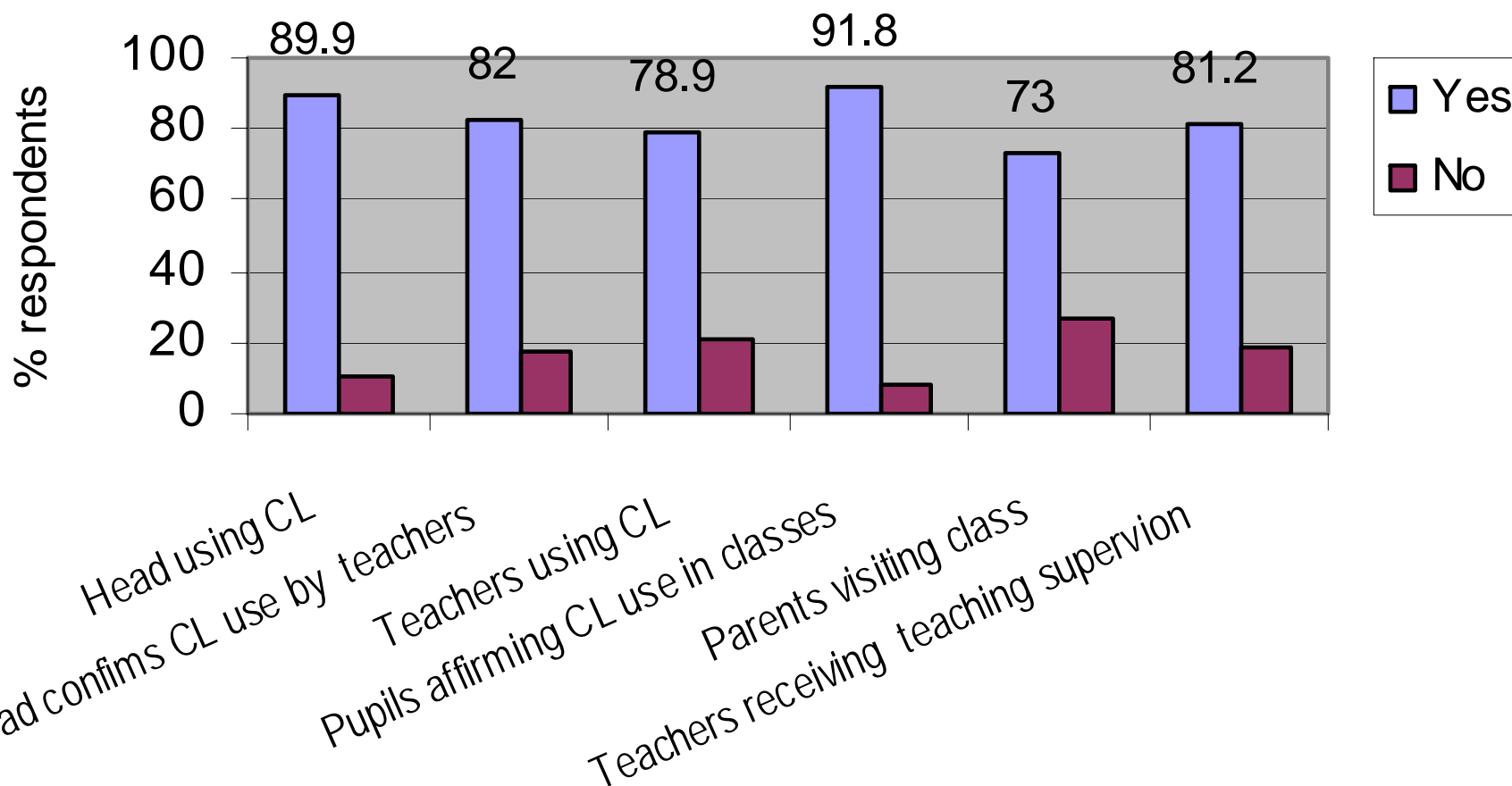




# Classroom Instruction



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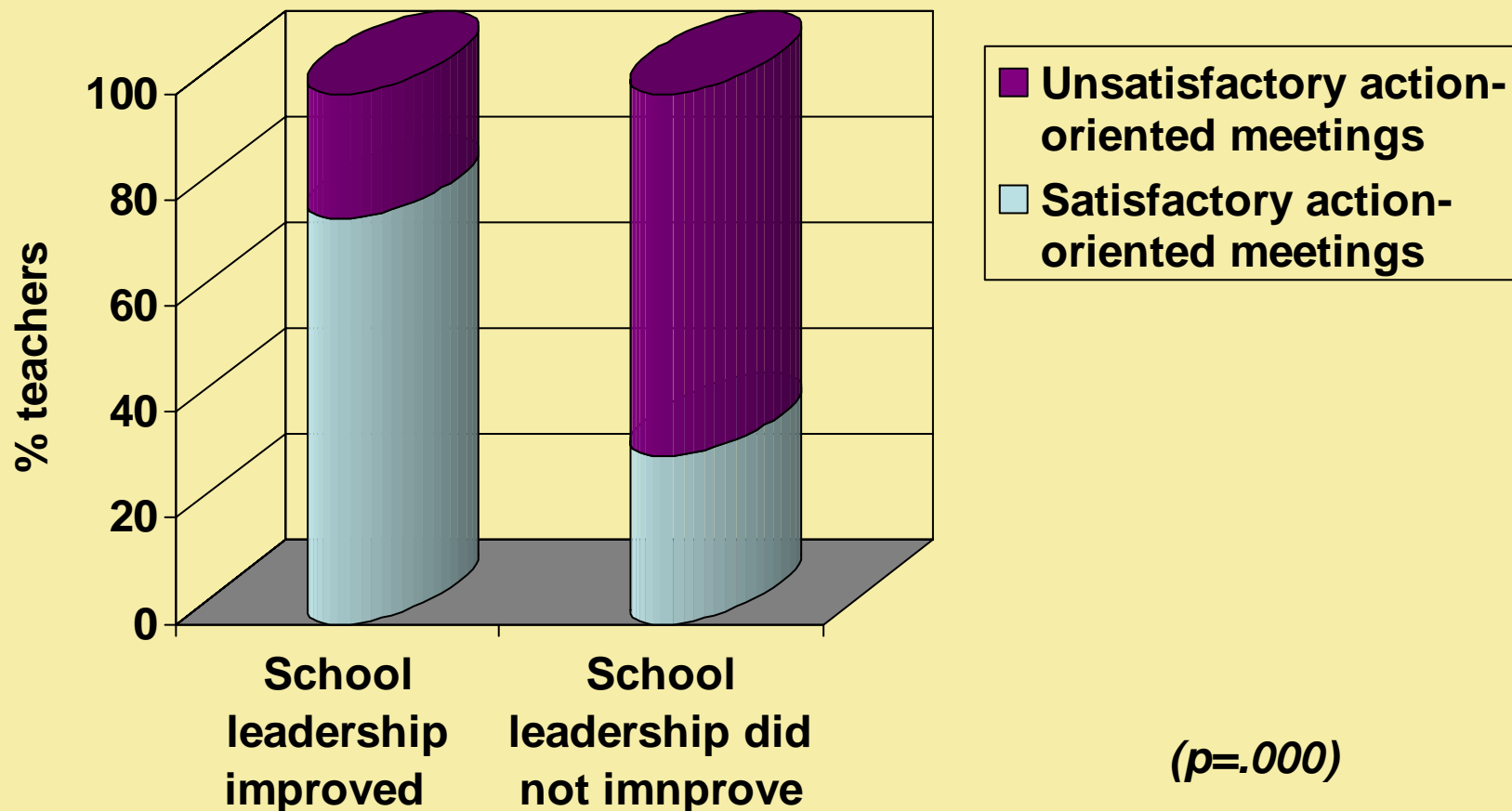




# Improved school leadership increases CIE



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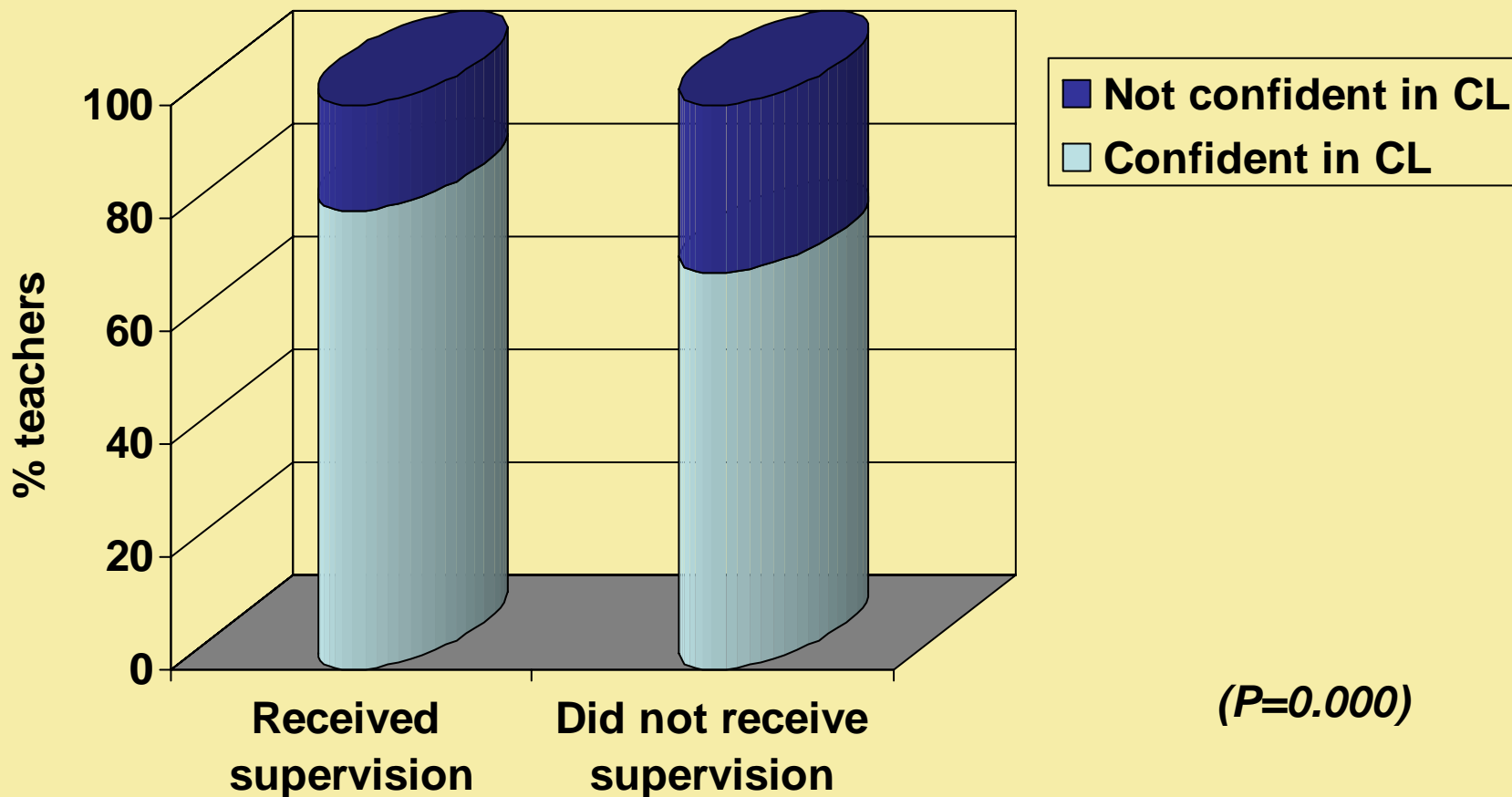




# Support supervision improves use of Cooperative Learning



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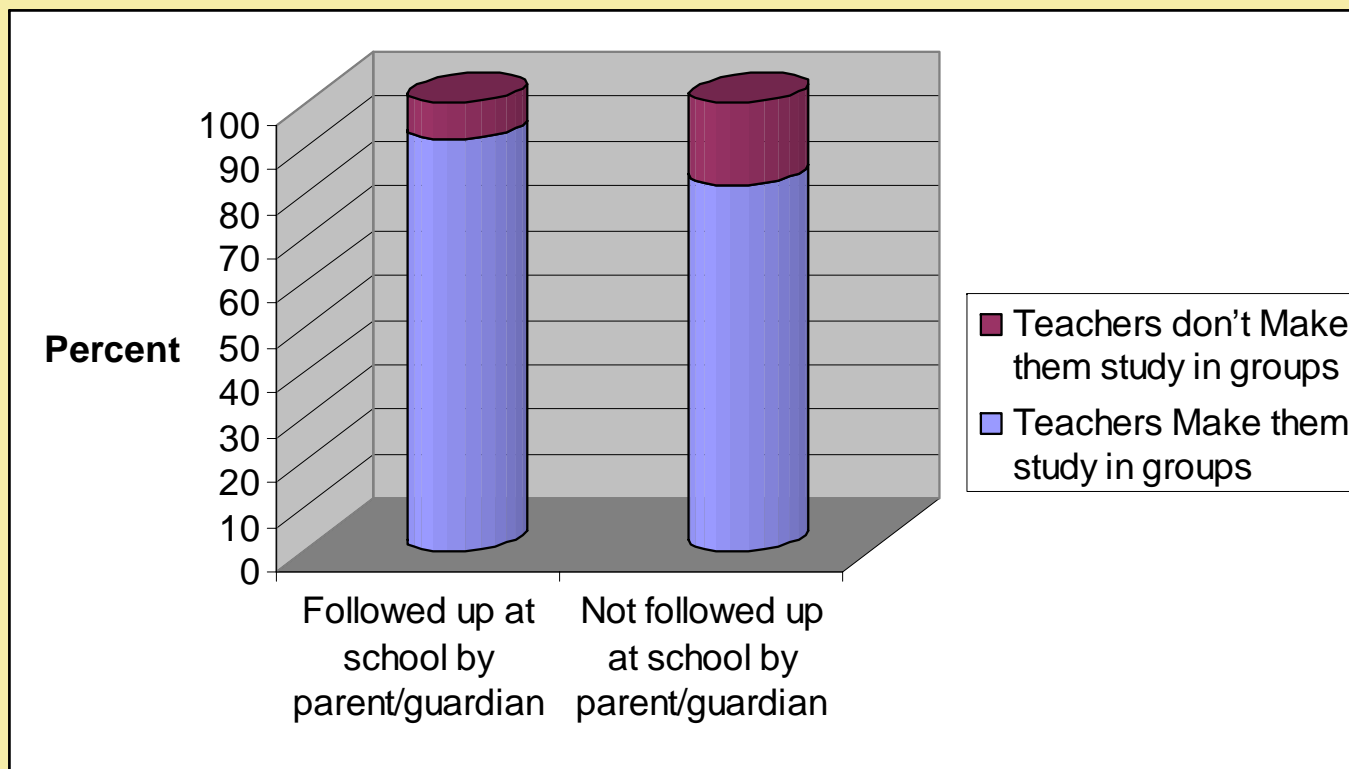




# Regular class visits by parents encourages participatory teaching



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*(P=0.003)*

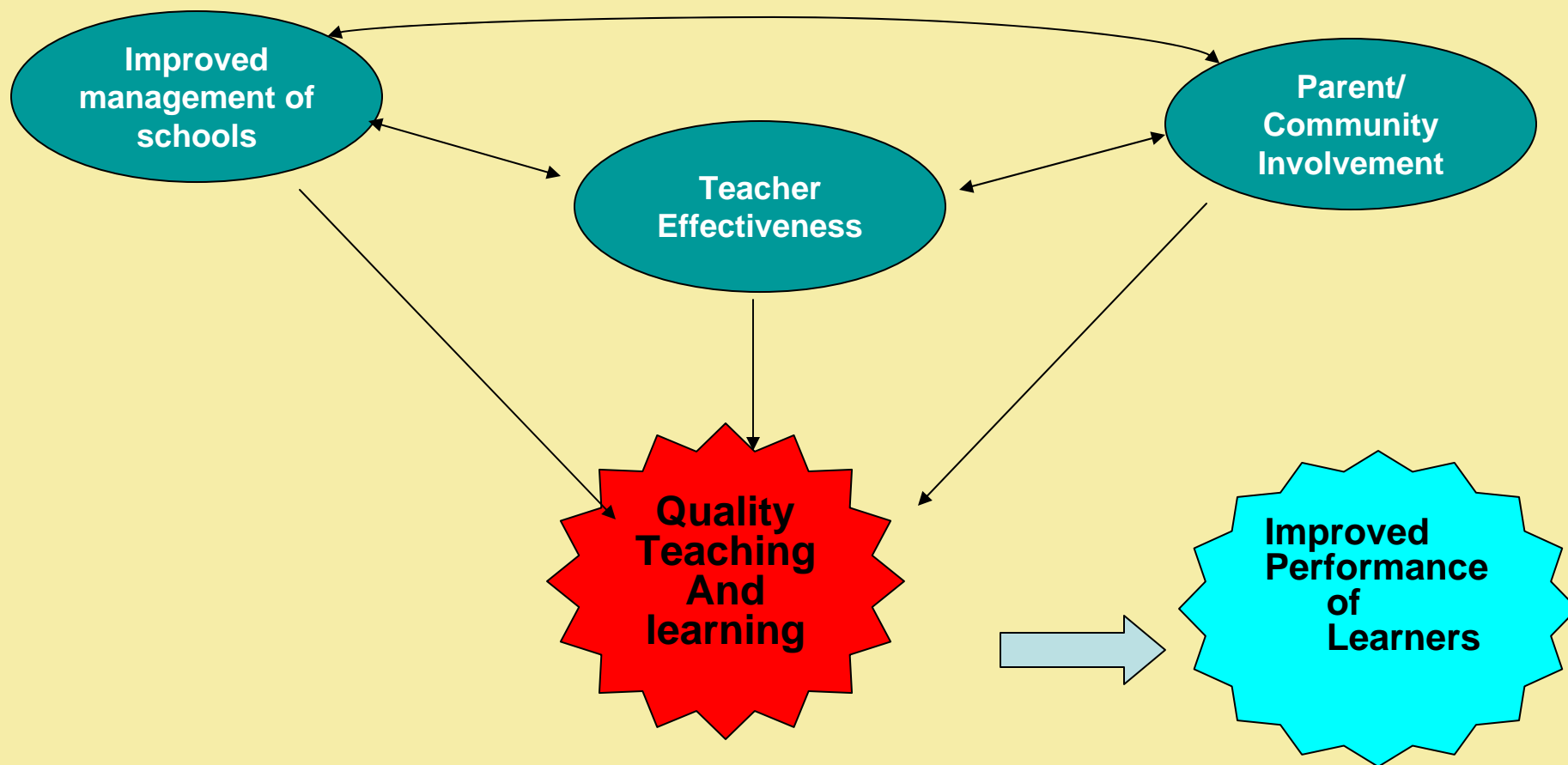




# Conclusion



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# Conclusion



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There is need to promote multilevel interventions within and outside the school so as to create a more collegial environment with emphasis on collaboration and professional relations among staff and the local community including the engagement of external professionals & non- professional agents of change for quality education





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# Thank you for listening





# For more information



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**Dr. Samson Kironde**

[skironde@upholduganda.org](mailto:skironde@upholduganda.org)

**Dorothy Aanyu-Angura**

[dangura@upholduganda.org](mailto:dangura@upholduganda.org)

**Rita Laura Lulua**

[Rlulua@upholduganda.org](mailto:Rlulua@upholduganda.org)

**Elizabeth Ekochu**

[Eekochu@upholduganda.org](mailto:Eekochu@upholduganda.org)

**Apollo Nkwake**

[Ankwake@upholduganda.org](mailto:Ankwake@upholduganda.org)

**Barbara Durr**

[bdurr@upholduganda.org](mailto:bdurr@upholduganda.org)

**Megan J. Thomas**

[mthomas@upholduganda.org](mailto:mthomas@upholduganda.org)

**Elizabeth Jawoko**

[Ejawoko@upholduganda.org](mailto:Ejawoko@upholduganda.org)

**Xavier Nsabasagani**

[Xnsabasagani@upholduganda.org](mailto:Xnsabasagani@upholduganda.org)

**Judith Oki**

[joki@upholduganda.org](mailto:joki@upholduganda.org)

