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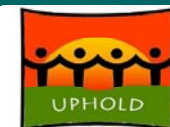
# District Experience in Education Interventions

## *Yumbe District*

3<sup>rd</sup> July 2006



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## District Profile

- ◆ Yumbe District is located in West Nile region
- ◆ Created in 2000 from Arua District
- ◆ It is 1 county and 8 sub-counties
- ◆ Population: 254,000
- ◆ 122 primary schools, with 79,000 out of 102,000 in schools
- ◆ Post-conflict district and predominantly Muslim (80%)



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# LQAS in Yumbe District



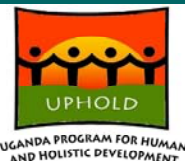
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District was divided into 5 supervision areas as follows:

Supervision area	Area covered
Aringa A	Yumbe TC, Apo and Romogi sub-Counties
Aringa B	Kei and Midigo sub-Counties
Aringa C	Kuru sub-County
Aringa D	Drajani sub-County
Aringa E	Odravu sub-County



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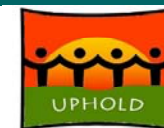
# Results of August 2004 LQAS School Facility Survey showed:

Management and school administration

- ◆ 53% of Head Teachers were present during day of interview
- ◆ 42% of schools had documented supervision of teacher's planning and assessment
- ◆ 34% of schools had documented system for classroom observation
- ◆ 42% of schools reported conducting school-based continuous professional development workshops
- ◆ 23% of schools received more than one support supervision visits per term from CCTs
- ◆ 77% of pupils attended school the previous school day before the survey



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# District Education Office Response



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- ◆ Education Office convened a technical meeting to deliberate on LQAS findings
- ◆ Technical team designed another District LQAS study to assess the performance standards in schools *qualitatively* in :
  - School Management and administration
  - Teaching and Learning processes



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# District Education LQAS Assessment Study Areas



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## School Management and Administration

- Leadership
- Monitoring and evaluation of teaching/learning and the curriculum
- Effectiveness and deployment of staff
- Implementation and management of special needs programmes
- Management of accommodation and resources
- Overall levels of attainment of primary school children

## Teaching and Learning processes

- Quality of teachers' planning process
- Classroom environment
- Level of pupils learning, understanding and attainment
- Assessment of pupils' needs
- Quality of classroom teaching/learning experience



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# Results of the Yumbe District LQAS Assessment



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## School Management and Administration

- ◆ Poor time management and late arrivals of teachers
- ◆ Most schools do not house head teachers and teachers within the school quarters
- ◆ Majority of Head teachers were absent during the survey

## Teaching and Learning processes

- ◆ No critical self-evaluation of lessons in some schools except use of words like "the lesson was taught".
- ◆ Teachers' preparation of lessons was inadequate in most schools
- ◆ High dropout of adolescent girls due to early marriages and teenage pregnancies
- ◆ 30% of pupils were absent from school



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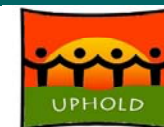
# Actions Taken based on the findings of the District LQAS Study

Disseminated and discussed the district LQAS study results with various stakeholders in line with UPE Policy whereby:

- Rationalized staff ceilings
- Re-organized staffing in schools
- Sought capacity-building of Head teachers, teachers and CIE interventions from UPHOLD
- Sought support from WFP on housing for teachers
- Established a coordination mechanism with the Core Primary Teachers College



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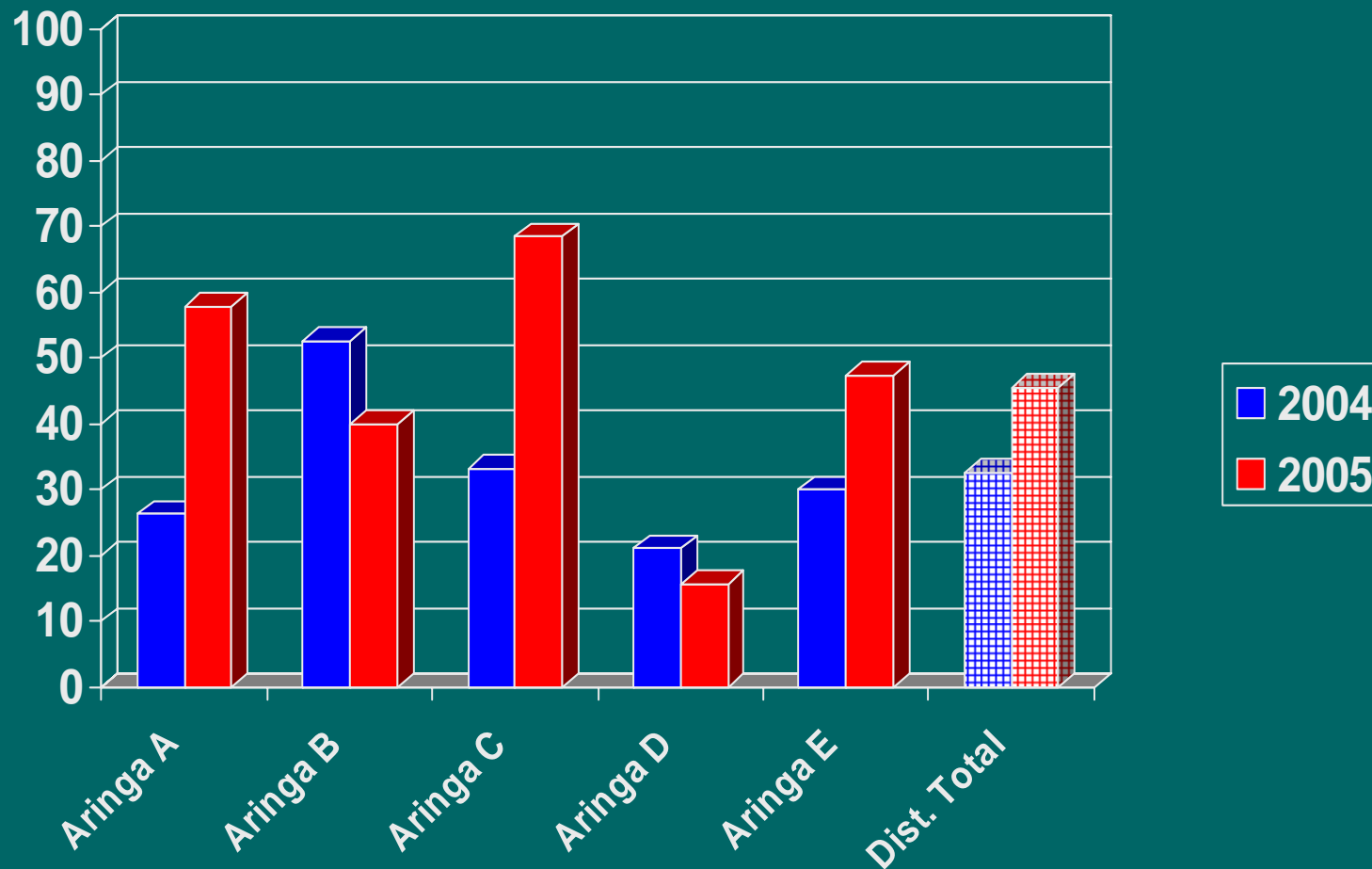


# Children Taking Homework as a result of CL and CIE



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Percent of Households with children of primary age who brought home school homework from school



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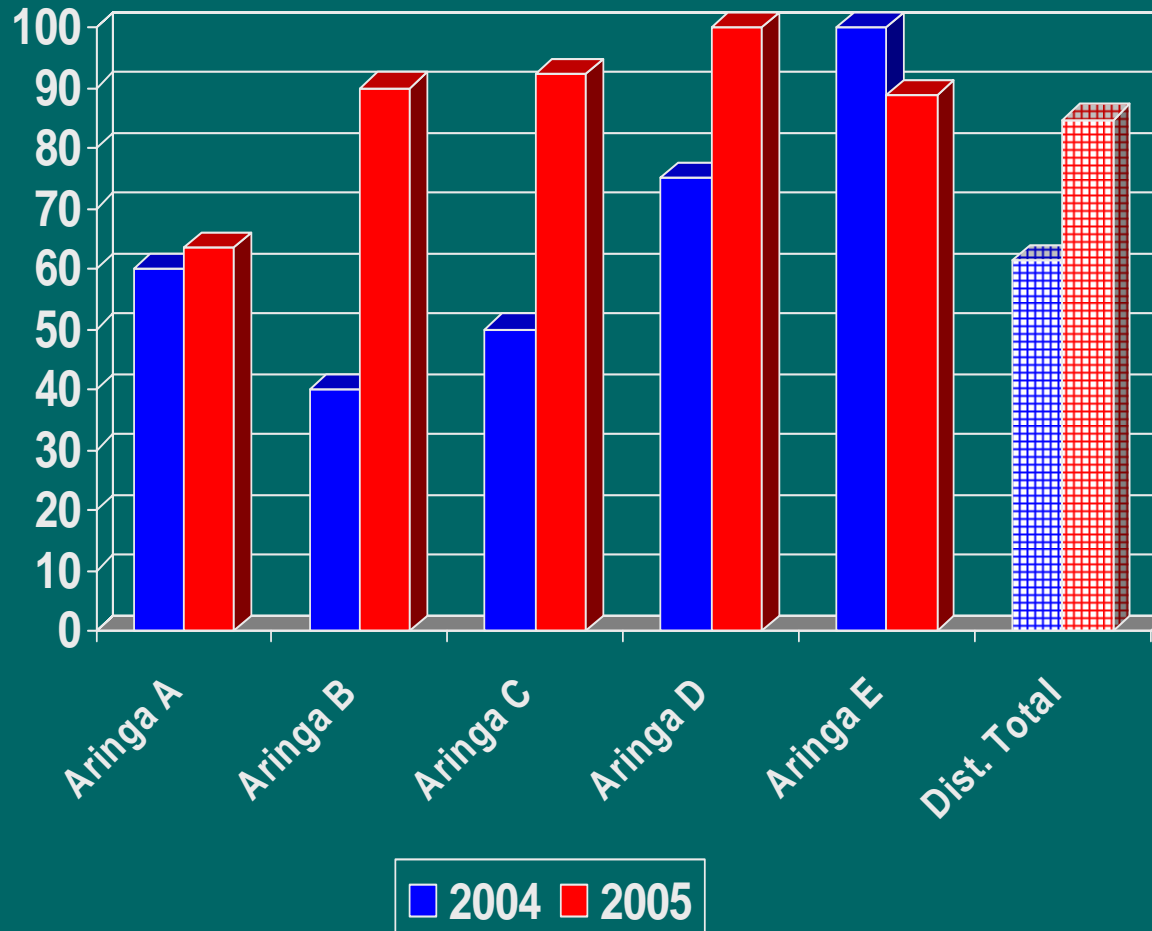


# Parents assisting their children with home work



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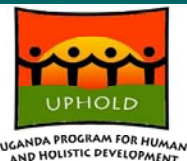
Percent of parents/caretakers who assisted their children with school homework



- School open days in areas where CIE interventions have been implemented has increased parental involvement in child's learning



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# Conclusions



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- ◆ LQAS opened our eyes to several challenges at school level enabling us to intervene.
- ◆ LQAS has also helped us measure results of District interventions to address key issues. We have been able to measure results in management improvement and parent support for children's learning
- ◆ Applying the LQAS on our own helped us better understand the issues and recognize the need for continuous capacity building at the district level in the application of LQAS.
- ◆ Close collaboration and working together with all stakeholders to improve quality in primary school education



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