



## The Uganda Program for Human and Holistic Development

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# Report on Education Management Strengthening Interventions

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UPHOLD is implemented by JSI Research Institute Inc. with Funding from USAID under Cooperative Agreement number 617-A-00-02-00012-00 in Collaboration with the Education Development Centre (EDC), Costella Futures, The Malaria Consortium, The Manoff Group Inc. and World Education.



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**ACRONYMS**

CBU	Capacity Building Unit
CC	Coordinating Centre
CCT	Coordinating Centre Tutor
CPD	Continuing Professional Development
DDP	District Development Project
DEO	District Education Officer
DIS	District Inspector of Schools
EMIS	Educational Management Information System
EO	Education Officer
ESA	Educational Standards Agency
ESC	Education Service Commission
ESIP	Education Sector Investment Plan
ESR	Education Sector Review
EUPEK	Enhancement of Universal Primary Education in Kampala
GoU	Government of Uganda
IS	Inspector of Schools
LGDP	District Development Programme
MoES	Ministry of Education and Sports
PEAP	Poverty Eradication Action Programme
PERP	Primary Education Reform Programme
PLE	Primary Leaving Exam
PMU	Project Management Unit
PTA	Parent/ Teacher Association
PTDMP	Primary Teacher Development and Management Plan
PTC	Primary Teachers' College
SMC	School Management Committee
SMT	School Management Teams
TDMS	Teacher Development and Management System
UPE	Universal Primary Education
UPHOLD	Uganda Program for Human and Holistic Development

## EXECUTIVE SUMMARY

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### Background

Since 1986, the Government of Uganda has undertaken extensive educational reforms aimed at expanding access and improving the quality of primary education. There is broad agreement among government, education officials, and development partners that the introduction of Universal Primary Education (UPE) in 1997 expanded access to primary education to a sizeable number of children previously excluded from the system. However, the sharp rise in enrolment, from 2.7 million in 8,000 schools in 1996 to 7.6 million in 13,300 schools in 2003, has put an incredible strain on all components of the system. As an immediate consequence of the rapid rise in enrolment, achieving quality education has remained a considerable challenge.

Education policy over the last few years has placed emphasis on identifying those factors that influence the quality of primary education. While there are many determinants of quality, it has been noted that quality improvements are best achieved in a climate of partnership and participatory decision-making among key stakeholders and education managers at different levels. In a decentralized system the management of education ceases to be the sole responsibility of the Ministry of Education and Sports (MoES) and becomes a collective responsibility of District education staff (officers and inspectors), head teachers, Coordinating Center Tutors (CCTs) and local communities. Thus, the nature of the relationships among these different actors and the capacity to effectively manage and integrate their different roles and responsibilities becomes critical to the overall objective of quality improvement in schools.

To respond to these challenges and based upon extensive consultations and a situational analysis at national and district levels, UPHOLD has developed an *Integrated Education Strategy*. The strategy aims to improve student learning through school-based quality reform rooted in effective partnerships among parents, teachers and administrators that create effective learning environments.

To realize its management strengthening strategy, UPHOLD commissioned a two-phased research activity consisting of literature, document and programme review, and a rapid action research. The terms of reference for the two phases of the research are outlined below.

### Terms of Reference

As per the terms of reference (see Appendix 9), the overall objective of the research was to examine current and past management strengthening programs, identify gaps in current management capacity, as well as good and poor management practices, and to recommend from these a variety of potentially useful designs for UPHOLD's future management strengthening interventions. In addition, the research also set out to examine the extent to which principles behind UPHOLD's approach to management strengthening and its proposed six core competency areas<sup>1</sup> are realistic.

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<sup>1</sup> Core competencies include: Planning for quality; using good information for decision-making; Personnel management and performance improvement; Supervision and monitoring of schools; Managing the use of instructional materials; Increasing community and parental involvement in the education of their children.

### **Objectives**

The specific objectives of Phase I were (to):

1. Review current programmes and training materials and modules to identify good practices, tools, approaches and lessons meriting support and scale up.
2. Document good practices in the area of education management capacity building for district and sub-county education staff and head teachers (especially looking at current and past training programmes and activities).
3. Identify possible gaps in programming and knowledge for education managers. Particular focus should be placed on the content areas UPHOLD has so far identified as potentially critical areas of strengthening (for example, participatory planning for quality, the use of good information for decision making, personnel management, etc.).
4. In consultation with UPHOLD and her partners, identify priority areas in need of capacity strengthening for district and sub-county education staff and head teachers and strategies for filling these gaps.

The specific objectives of Phase II were to:

1. To examine the views and attitudes of head teachers, district education staff, CCTs and CPTC staff to the content, relevance and methods of past management training.
2. Rapidly assess the management capacity of education managers at the district, county and sub-county, and school levels.
3. Assess the management training needs (content and methodology) of head teachers, education officers, CCTs and selected PTC staff; focusing on the content areas UPHOLD has identified as critical areas of strengthening<sup>2</sup>.
4. Document the availability and accessibility of management training programs.
5. Identify the strengths and weaknesses of current capacity building programs.
6. Identify the key attitudes, behaviours, professional work ethics, and institutional norms needed to be promoted for effective educational programs and school management.
7. Identify possible strategies and interventions to improve the quality of district education and school management.

### **Methodology**

Two complimentary research phases were used to meet the above objectives.

Phase one consisted of literature review of relevant studies, policy/program documents, and where it necessitated, key informant interviews with program coordinators. Special attention was to be paid to the TDMS' Head Teacher Management Training programme, District Capacity Building Programme, and management strengthening programmes of two NGOS, namely Link Community

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<sup>2</sup> These include: participatory planning for quality; use of information for good decision making; community and parental involvement in education; personnel management and performance improvement; supervision and monitoring; and management of instructional materials.

Development – Masindi project, and the Aga Khan School Improvement Program. Literature review covered the current management strengthening programs, training materials, modules and identified good practices, tools, approaches and lessons meriting support and scale up.

Building on the findings of Phase 1, Phase 2 adopted a rapid assessment study design to assess the extent to which the current management practices correspond to the content and method of management-training modules, the professed management training needs and preferences of the beneficiaries of the training.

The study is part of the wider three-step intervention strategy of (1) assessing the achievements and limitations of the current management strengthening efforts, influencing factors and based on these (2) developing and implementing interventions based on the the study recommendations and, (3) and finally doing a formative evaluation of the effect of the interventions. This report covers the first component.

A variety of methods, including in-depth interviews, focus group discussions, and observation were used to capture the views, attitudes, and perceptions of training recipients<sup>3</sup> about the content, appropriateness and relevance of training. In addition, the rapid action research sought to assess the management capacity needs of district and school-level education managers.

### **Limitations of the Research**

The main limitations of this research relate to the timing, duration of the study and the geographical scope.

Field work for this study was undertaken at the beginning of the school year, which presented several problems related to the availability of key informants in schools. Although the Head teachers and teachers generally welcomed the study and were interested in participating, many of them were extremely busy and had little time to spend with the research teams. The time frame for the field research was ten days in all and as a result, repeat appointments and the use of more drawn out methods of investigation were not possible.

Like most qualitative studies, the study suffered the problem of the limited sample size. It only covered two districts out of the 20 districts in which UPHOLD is operational and 56 districts that comprise the entire country. Hence it did not provide a good representation of regional diversities and other unique conditions such as conflict situations. Nevertheless, these limitations notwithstanding, the findings provide an in-depth diagnosis of the ideal district current capacity and knowledge gaps, which are important and sufficient enough for the design of UPHOLD's interventions.

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<sup>3</sup> District Education Officers (DEO/ DIS), selected PTC staff, CCTs and Head Teachers

## **Key Findings**

### ***Management Strengthening Programmes: Scope and Objectives***

There exist a number of interesting and innovative approaches to education management training in Uganda, specifically the three programs reviewed in the Literature and Program review. TDMS was also found to be a conceptually useful program for education managers. Research findings from the field reveal that in addition to the TDMS head teacher-training program, there were several short-term courses available in the districts. The courses on offer are wide ranging<sup>4</sup> and capture some of the important aspects of school management; however, there is a lack of consistency and integration amongst training opportunities.

### ***Coverage of Management Strengthening Programmes***

The study revealed that the number of head teachers and district officials who underwent the TDMS management training was limited. While the objective of the TDMS was to conduct training among different education managers, in reality this objective was not realised. In some instances, head teachers missed out on training when the TDMS was discontinued, while in other cases, PTAs and SMCs officials were not prioritised for training and therefore did not benefit from it. Similarly, while, it was originally envisaged that district level education managers would receive training under TDMS, no training program was ever developed for them.

In the sample districts, other short-term courses targeted district level education managers and not school level managers. In addition, there was also an expressed concern among those interviewed, over the nature of the short-term courses, which are often not part of a planned programme and therefore occur at inconvenient times.

### ***Content of Management Strengthening Programmes: Relevance and Appropriateness***

The TDMS training modules covered a range of education management needs, including, Education Management, Personnel Management, Financial Management, School Governance, and Curriculum Management.

Findings from the field reveal that there was an overall satisfaction with the range of topics covered under the TDMS, which head teachers and a few District education officers believed had helped them to do their work better. However, there is an observed discrepancy between these favourable reviews of the training program and the persistent gaps in the practical implementation of management skills at the school level. There are several explanations for this discrepancy which lie outside the training programme, however, other possible explanations for this discrepancy relate to insufficient follow up support, gaps in knowledge and skills among school managers and the need for targeted training to address specific training needs. In addition, findings from the field reveal that participants expressed a view for the

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<sup>4</sup> Universal Primary Education Policy Guidelines Training (UPE); Decentralized Instructional material Procurement Training (DIMP); School Facility Grant Policy Guidelines Training (SFG); Early Childhood Development (ECD); Presidential Initiative on AIDS Strategy for Communication to Youth (PIASCY); District Capacity Building Program (DCBP); Education Management Information System (EMIS); New UPE Curriculum Training; Training of Facilitators.

need for benchmarks for training and for the development of a realistic profile of a school manager.

### *Methods of Management Strengthening Programmes*

The principal methods of training under the TDMS were: Reading of the Modules; Assignments; Peer Group Meetings and Group Discussions. Other courses currently available use workshops and seminars as the main methods of training. While most of the participants expressed overall satisfaction with the methods used, they indicated that the participatory methods (used in group discussions and meetings) were the most effective. Dissatisfaction was expressed with the follow up of trainees, which was found to be weak, and in some cases non-existent.

### **Conclusions and Recommendations**

The research set out to examine past and current management-strengthening programmes. The overall objective of the two phased research was to identify gaps in current management capacity, as well as good and poor management practices, and to recommend from these a variety of potentially useful designs for UPHOLD's future management strengthening interventions. Implicit in this objective was the need to assess the feasibility and appropriateness of the principles behind UPHOLD's approach to management strengthening and its proposed six core competency areas.

Based on the findings of this research, there are two levels of recommendations. The first set of recommendations are directed at UPHOLD and are grouped around the objectives, coverage, content, and methods of management strengthening programs. The second set of recommendations relate to policy and system level issues, which lie outside the UPHOLD mandate yet nonetheless seriously impact the effectiveness of management strengthening programs.

### **Structure of the Report**

This report is divided into five sections. Section One presents the background, context, objectives, design, and methodology of the research.

Section Two presents the findings of the literature and programme review. First it examines the objectives, content, coverage and methods of the TDMS Head Teacher Training Programme and District Capacity Building Programme. This analysis provides the context for examining project based management programmes - the AgaKhan School Improvement Programmes, and the Link Community Development - Masindi Project. The discussion of the key characteristics of the management programs highlights interesting innovations and "good" practices<sup>5</sup> emerging out of the new management strengthening activities as well as identifies gaps.

Section Three presents the findings from the study and focuses on attitudes of education practitioners toward past and current management training programs. The focus of the investigation is participants' views about coverage, content (i.e., relevance, appropriateness), and methods of management training programmes, as

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<sup>5</sup> For the purposes of this study, "good" practices refer to those management-strengthening activities that show promise because of their added value to quality improvements to the management of primary schools in ways that can be replicated and scaled up.

well as the management capacity building needs of education managers at district, county/sub-county and school levels.

Section Four synthesises the findings from the two phases into preliminary conclusions. The discussion is organised around objectives, coverage, content, methods, and accessibility/availability context in an attempt to identify gaps and highlight good management practices. It also highlights some policy and systems issues, which impact on the effectiveness of management strengthening interventions.

## SECTION ONE

### BACKGROUND, RESEARCH CONTEXT, AND METHODOLOGY

#### 1. Background

Since 1986, the Government of Uganda has undertaken extensive educational reforms aimed at expanding access and improving the quality of primary education. There is broad agreement among government, education officials, and development partners that the introduction of Universal Primary Education (UPE) in 1997 expanded access to primary education to a sizeable number of children previously excluded from the system. However, the sharp rise in enrolment, from 2.7 million in 8,000 schools in 1996 to 7.6 million in 13,300 schools in 2003, has put an incredible strain on all components of the system. As an immediate consequence of the rapid rise in enrolment, realizing quality education has remained a considerable challenge..

Education policy over the last few years has placed emphasis on identifying those factors that influence the quality of primary education. While there are many determinants of quality, it has been noted that quality improvements are best achieved in a climate of partnership and participatory decision-making among key stakeholders and education managers at different levels. In a decentralized system the management of education ceases to be the sole responsibility of the Ministry of Education and Sports (MoES) and becomes a collective responsibility of District education staff (officers and inspectors), head teachers, Coordinating Centre Tutors (CCTs), local government authorities and the communities. Thus, the nature of the relationships among these different actors and the capacity to effectively manage and integrate their different roles and responsibilities becomes critical to the overall objective of quality improvement in schools.

The importance government, education officials and development partners attach to quality concerns is evidenced by the creation of The Education Standards Agency (ESA) charged with developing a set of quality indicators, as well as the focus on quality through teacher education and management strengthening in the Second Education Sector Investment Plan (ESIP II). Recent initiatives, such as the new schemes of service for teachers and the Primary Teacher Development and Management Plan, provide the means for putting into practice this policy focus on quality at the school level.

However, for government to realise its objective of quality education requires local administrative infrastructure and management capacity, which in the course of implementing decentralization policies, was noted to be weak. Specifically in education, it has been observed that under decentralization little focus has been put on strengthening capacity of district education staff. Although ultimately responsible for the quality of primary education in districts, district education staff has not received adequate training and support to accomplish this important task. Further education officials in districts feel "abandoned" by the national level. (Draft CCT Evaluation Report 2003:19; SPRP 2003)<sup>6</sup>.

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<sup>6</sup> Comments made by a Ministry of Local Government - Capacity Building Unit (CBU) staff endorsed this observation stating that a substantial amount of the Capacity Building Grant under LGDP I broadly focused on local governance capacity needs (Financial management,

Another local education structure that has come under tremendous strain, particularly since the introduction of UPE, is the Teacher Development Management System (TDMS). Under this system, the CCTs' main responsibilities are in-service training for new teachers and support to all other teachers (Makau 2002). Despite that their mandate is not clearly streamlined in the district education structure, district education officers have come to rely on them for information on everything that goes on in schools, including needs and problems related to facilities, teachers and school operations. While this development can create opportunities for closer collaboration with the district education office, this reliance on CCTs has distorted their roles and responsibilities. Thus, in order for CCTs to remain effective, their roles and responsibilities have to be rationalized with those of other district education staff, particularly inspectors of schools. In addition, greater emphasis needs to be placed on the coordination and collaboration between PTC staff and district education staff, and by enhancement of CCTs capacity to carry out these functions.

Within schools, despite the training of approximately 4000 head teachers under the Teacher Development Management System, poor school performances, staff absenteeism, the erosion of teachers' codes of conduct, as well as poor school community relations are attributed to the weak management capacity of head teachers (Education Sector Review 2002, 2003; interviews MoES 2004). The management capacity of head teachers to plan, account for school resources, manage staff, as well as their ability to foster active and participative community involvement needs to be increased and reinforced.

To respond to these challenges UPHOLD has developed an *Integrated Education Strategy* based on extensive consultations and a situational analysis at national and district levels. The strategy aims to improve student learning through school-based quality reform, which is rooted in effective partnerships among parents, teachers and administrators that create effective learning environments. All of these key actors will be encouraged to participate in the change process, to engender joint ownership and joint responsibility for quality education.

While UPHOLD's strategy focuses ultimately in outcomes at the school level, it uses a system-wide approach with activities designed to clarify working relationships between the district and Primary Teacher's College and build the capacity of district and county/sub-country education officers and inspectors to provide effective support to school-communities.

To this end, through its Education Management Systems Support Strategy, UPHOLD proposes to build core management competencies in:

- Participatory planning for quality;
- Use of information for good decision making;
- Community and parental involvement in education;
- Personnel management and performance improvement;
- Supervision and monitoring; and

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development planning and procurement, and roles and responsibilities) rather than specific sector (technical) related capacity building needs.

- Management of instructional materials.

Acknowledging the role attitudes and behaviours have on practice, the strategy focuses not only on knowledge and skills building, but also on a behaviour-centered communication approach to improve the performance of education managers at multiple levels.

The targets for management support system interventions are at two levels:

1. The district level includes education decision makers (District Education Officers), education managers (District Inspectors and County Education Officers and inspectors) and the district's partners in implementation at the district Primary Teachers' Colleges (Principals and Heads of Departments for Outreach, Management, and Community Mobilisation) and coordinating centres (Coordinating Centre Tutors).
2. The school and community level includes head teachers and School Management Committees (SMCs), and all education stakeholders (teachers, parents, community leaders, etc.). At this level the different stakeholders are empowered to plan for quality improvements in their schools and to monitor these improvements.<sup>7</sup>

In order to identify appropriate activities and strategies to strengthen management capacity of education managers at different levels of the education system, UPHOLD undertook a two-pronged study to review selected management strengthening programs. Phase One consisted of a review of key policy and program documents and training programs. Phase Two used a rapid assessment methodology to gather perspectives from education managers themselves regarding the appropriateness and relevance of training content and methods. Special attention was to be paid to reviewing/analysing the need for and feasibility of conducting training in the content areas proposed in UPHOLD's *Integrated Education Strategy*.

### **1.1 Objectives of the Research**

The overall objective of the research was to identify lessons learned from four current and past management strengthening programs, gaps in current management capacity, and good and poor management practices, and recommend from these a variety of potentially useful designs for UPHOLD's future management strengthening interventions. In addition, the research also set out to examine the extent to which the findings validated the principles behind UPHOLD's approach to management strengthening and its proposed six core competency areas.

#### **1.1.1 Specific Objectives of Phase I of the research were:**

1. To review current programmes and training materials and modules to identify good practices, tools, approaches and lessons meriting support and scale up;

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<sup>7</sup> A number of School Management Committees will also be strengthened to complement district and school level management strengthening efforts. A review of capacity building programs for SMCs is being undertaken under a separate scope of work..

2. To document good practices in the area of education management capacity building for district and sub-county education staff and head teachers (especially looking at current and past training programmes and activities);
3. To identify possible gaps in programming and knowledge for education managers. Particular focus should be placed on the content areas UPHOLD has so far identified as potentially critical areas of strengthening (for example, participatory planning for quality, the use of good information for decision making, personnel management);
4. In consultation with UPHOLD and her partners, to identify priority areas in need of capacity strengthening for district and sub-county education staff and head teachers and strategies for filling these gaps.

### **1.1.2 Specific Objectives of Phase II of the research were to:**

1. Examine the views and attitudes of head teachers, district education staff, CCTs and CPTC staff to the content, relevance and methods of past management training;
2. Assess the management capacity of education managers at the district, county and sub-county, and school levels;
3. Assess the management training needs (content and methodology) of head teachers, education officers, CCTs and selected PTC staff; focusing on the content areas UPHOLD has identified as critical areas of strengthening<sup>8</sup>;
4. Document the availability and accessibility of management training programs;
5. Identify the strengths and weaknesses of current capacity building programs;
6. Identify the key attitudes, behaviours, professional work ethics, and institutional norms needed to be promoted for effective educational programs and school management;
7. Identify possible strategies and interventions to improve the quality of district education and school management.

## **1.2 Research Design and Methods**

Phase one consisted of a rapid literature, program, and materials review of selected current and past education management capacity strengthening programs. Special attention was to be paid to the TDMS Head Teacher Management Training programme, District Capacity Building Programme, and Link Community Development –the Aga Khan Development Network’s management strengthening programmes. Building on the findings from phase one, Phase two adopted a rapid assessment design.

### **1.2.1 Literature and Programme Review**

Two categories of documents were reviewed in Phase I of this research. The first category of the literature consisted of policy documents, commissioned studies by MoES, and UPHOLD’s *Integrated Education Strategy*. The second category of the documents reviewed comprised the Teacher Development and Management System (TDMS) training manuals and the management training manuals from EUPEK and

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<sup>8</sup> These include: participatory planning for quality; use of information for good decision making; community and parental involvement in education; personnel management and performance improvement; supervision and monitoring; and management of instructional materials.

CEM and materials from the Link programme.<sup>9</sup> In addition, key informant interviews were conducted with Ministry of Education and Sports (MoES) officials, programme officers with The Aga Khan Development Network, Link Community Development, Ireland Aid, and a committee member of the Capacity Building Unit (CBU) in the Ministry of Local Government<sup>10</sup>.

The literature review covered current management strengthening programs, training materials, modules and to identify good practices, tools, approaches and lessons meriting support and scale up.

### **1.2.2 Rapid Assessment Study Design**

UPHOLD acknowledges the reality that services can not be strengthened without considering the context in which they are being implemented. The study was designed to provide an insight into the understanding of the system that regulates and influences education management at district and school levels. At the same time, it was also meant to provide an opportunity to examine specific district and school conditions that can explain the current state of management. The research questions were designed to capture behaviours and attitudes of the education managers at different levels. The study paved way for the design of the education management strengthening strategy since the study districts became the first six districts selected for roll out of the training cascade.

#### **1.2.2.1 Scope of the Research**

The study was conducted in two districts of Luwero and Mayuge, over a 10-day period. The choice of these two districts, out of the six districts targeted for UPHOLD training in year one, was to capture possible differences between an old and a new district. Furthermore, juxtaposing the districts in this way would obviate management gaps and their causes to enable a comparative analysis of the different management capacities that exist in each of these districts.

To select the primary schools to study the research team used the following criteria:

1. Geographic location: rural, peri-urban, or urban;
2. Good PLE performing school with reasonably good infrastructure;
3. Poor PLE performing school with poor infrastructure;
4. Presence in school of head teacher trained under TDMS;
5. Presence in school of head teacher with no TDMS training;

Using the above criteria, seven primary schools were selected for both Luwero and Mayuge. In Luwero three schools were selected: one peri-urban, two from the rural setting (one large school with good infrastructure and well performing, another small and poor performing). In Mayuge, four schools were selected. All were rural schools with two large and good performing schools and, two small and poorly performing schools. <sup>11</sup>.

The rationale for selecting the schools was to capture some of the important differences among them in terms of size, socio-economic profiles and location

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<sup>9</sup> Please see Appendix 7 for a list of documents reviewed.

<sup>10</sup> Please see Appendix 4 for a list of people interviewed.

<sup>11</sup> A matrix with the list of schools selected is in Appendix 2

(rural/urban) that may be responsible for variations in quality and school management practices. The research attempted to assess whether observed management practices were related to management training received or other factors that impact upon management practices in schools.

### **1.2.2.2 The Study Sample**

Overall there were 99 respondents involved in the study. The sample included District Education Officers, District Inspectors of Schools, Education Officers, Inspectors of School, Coordinating Center Tutors, selected PTC staff, Head Teachers, Deputy Head Teachers and Teachers<sup>12</sup>. In total, 99 people were interviewed or participated in the focus group discussions.

### **1.2.2.3 Data Collection Methods**

Based on a matrix of data needs, source, methods and instruments, research instruments<sup>13</sup> were developed for each category of informants. The research used qualitative methods of data collection including in-depth interviews, focus group discussions and observation.<sup>14</sup>

#### ***In-depth Interviews***

In-depth interviews were held with the District Education Officers; the District Inspectors of Schools, the Head teachers and their Deputies in the three selected primary schools, and the Deputy Principal of Nakaseke Core PTC.

#### ***Focus Group Discussions (FGDs)***

Focus Group Discussions were held with Coordinating Centre Tutors; the District Education Officers and Inspectors of Schools; six Head teachers who had undergone TDMS training, six Head teachers who had not undergone TDMS training, and the teachers in each of the three selected primary schools<sup>15</sup>.

#### ***Observation***

Observation in the selected districts was carried out at two levels – at the district and within schools. At the district, the team were interested in observing the availability of key policy documents, including the various guidelines relating to the UPE initiative, the Instructional Materials Program, the SFG, Education Standards Agency Quality Guidelines, and the Local Government Act. Other important information and documents included district work plans, school inspection reports, planning workshop reports.

Within schools, the team observed school environments for indications of the general physical state of school that might provide useful information about its overall functioning. The research team also examined teachers' work plans, minutes of management and other meetings.

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<sup>12</sup> Appendix 5 lists the categories of action research participants, indicating type of training received by each category, as well as training provider.

<sup>13</sup> The research instruments are found in Appendix 8

<sup>14</sup> Appendix 1

<sup>15</sup> A list of the names of the action research participants is attached as Appendix 3 and 4.

## SECTION TWO

### FINDINGS: PROGRAM AND LITERATURE REVIEW

#### 2. Introduction

This section presents the findings of the literature and programme review. First, it examines the coverage, content and methods of two key education management training programs providing support to districts and schools in management: the TDMS program and the District Capacity Building program. The study provided an opportunity for examining other management strengthening programs, including the Link Community Development program for Masindi district and the Aga Khan Development Network's school improvement projects. These programs, which are project based are also reviewed in light of the principles that underpin UPHOLD's integrated education strategy and proposed management strengthening interventions. While these programs have not been formally evaluated, an attempt is made to identify "good" practices,<sup>16</sup> where they exist, which can inform UPHOLD's education management strengthening efforts.

#### 2.1 The Teacher Development and Management System (TDMS)

Over the past decade the professional development of teachers and head teachers in primary schools has largely been effected through the Teacher Development and Management System (TDMS), which began operating in 1993. It was initially envisaged that that the TDMS would be implemented in 10 of the then 39 districts of Uganda. However, in September 1993, it was decided that the TDMS should be extended to 25 districts with a network of the 10 core Primary Teachers Colleges (PTCs) would cover more than one district. In 1995, the MoES and its partners agreed that: (a) the implementation design should be adjusted so that all districts are covered; and (b) the GoU would be free to solicit additional funds to cover expenses from other donors. By the time project wound up in June 2001, the whole country was covered by a network of 18 core PTCs. A total of 23 core PTCs are now in existence.

The Teacher Development and Management System was established under the Uganda Primary Education and Teacher Education project (PETDP) that was financed by an IDA credit, with co-funding through a USAID grant.

##### 2.1.1 Objectives

The overall objective of the TDMS was to develop a teacher education (TE) system that integrated pre-and in-service training. The specific objectives were:

- (1) To develop and streamline TE curricula for (a) teacher educators; and (b) trainees for professional positions in primary schools (i.e. Head teachers and classroom teachers).
- (2) To develop materials (training modules, texts and guides) to foster the implementation of the new curricula.

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<sup>16</sup> "Good practice" in the context of this study refers to those practices that are viewed to add value the quality of management of primary schools in ways that can be replicated and scaled up.

- (3) To conduct training of teacher educators so as to equip them with skills and knowledge necessary for undertaking TE outreach functions
- (4) To set up a TE framework based on a network of core primary education teacher colleges (PTCs) and associated coordination centres (CCs) and outreach primary schools (OSs);
- (5) To use core PTC based network to conduct the following programmes:
  - a. Management training for serving Head teachers and district level officials.
  - b. Pre-service training of Grade III primary school teachers
  - c. In-service upgrading of selected untrained teachers to Grade III level.
  - d. In-service refresher courses for trained serving primary school teachers

The impact of the head teacher management-training component on improving education quality in schools is discussed in a 2001 evaluation report. This report and consultations with MoES officials highlight a number of issues relevant to this research.

### **2.1.2 Coverage**

The TDMS project had a district-wide scope. In addition to providing education management training for head teachers, pre-service teachers and support to in-service teachers, the TDMS was intended to strengthen the professional support systems through capacity improvement training of other organs which have a direct bearing on primary school quality. In this regard, local government authorities (LGAs); District Education Officers (DEOs,) School Management Committees (SMCs) and Parent Teacher Associations (PTAs) were also to be targeted for training.

Approximately 4000 of the nearly 6000 Head Teachers (HTs) targeted received education management training. However, only about 108 district education staff received training, and SMCs and PTAs did not receive management training as had been envisaged.

### **2.1.3 Content**

The Head Teacher Management Training Course consists of five modules - Education Management, Personnel Management, Financial Management, School Governance, and Curriculum Management. The content of these modules is described in Table 3 below.

**Table 3: TDMS Head Teacher training program: modules and content**

Modules	Course Content	Training Methods
<b>Module 1. Educational Management</b>	<ul style="list-style-type: none"> <li>- School Missions and Objectives</li> <li>- Leadership Skills</li> <li>- Productive Staff Meetings</li> <li>- Time Management</li> </ul>	<ol style="list-style-type: none"> <li>1. Attendance of five residential courses lasting <i>three</i> days each during the holidays;</li> <li>2. Attending bi-monthly Peer Group meetings;</li> <li>3. Carrying out self study sessions at home and school practice; and</li> <li>4. Writing assignments contained in the modules.</li> </ol>
<b>Module 2. Personnel Management</b>	<ul style="list-style-type: none"> <li>- Staff recruitment</li> <li>- Staff Motivation and Welfare</li> <li>- Staff Development</li> <li>- Performance Appraisal and Feedback</li> <li>- Staff Discipline</li> <li>- Personnel Records and Forms</li> </ul>	Same methods as above
<b>Module 3. Financial Management</b>	<ul style="list-style-type: none"> <li>- The School Budget</li> <li>- Keeping Financial records</li> <li>- Financial Statement and Reports</li> <li>- Accountability</li> <li>- Mobilizing Financial Resources</li> </ul>	Same methods as above
<b>Module 4. School Governance</b>	<ul style="list-style-type: none"> <li>- School Management and the Law</li> <li>- The School Management Committee</li> <li>- The Parent Teachers Association</li> <li>- School - Community mobilization</li> </ul>	Same methods as above
<b>Module 5. Curriculum Management</b>	<ul style="list-style-type: none"> <li>- Instructional Materials Management</li> <li>- Instructional Supervision and Support</li> <li>- Managing Pupil Assessment and Examinations</li> <li>- Organizing Curriculum Schedules</li> <li>- Increasing Pupil Performance</li> <li>- Working with parents and Pupils</li> </ul>	Same methods as above

Overall, the content of the TDMS modules and courses is consistent with the functions of head teachers. However, although originally targeted for training there is little in the content that addresses the specific needs of other school managers, namely district education officers, district inspectors of schools, SMCs and PTAs. Similarly, the relationships among these different education managers is not clearly outlined or highlighted in the training.

Ministry of Education and Sports officials also point to the policy changes that have taken place since the TDMS training modules were developed as a possible

explanation for the lack of qualitative improvements in the management of schools despite the extensive training of head teachers. The policy changes that have overtaken the TDMS course content include:

- The deepening of the decentralisation policy and as a result changes in the relationships among different education administrative units and lines of reporting;
- The introduction of UPE and the changes in both the administrative and financial functions of district education officers and head teachers with regard to financial transfers and accountability procedures;
- Changes in the curriculum and as result the need for improved skills in the supervision and follow-up of teachers by CCTs and head teachers and in the construction and supervision of teachers' schemes of work;
- The increasing importance and centrality of codes of conduct among teachers and head teachers in schools for improved quality;
- The importance of information gathering and sharing (data collection and management) by district officials and head teachers for the purposes of teacher education and deployment, payroll management as well as overall quality enhancement.
- Complex relations among different education management components - Schools and District officials; schools and different inspection and school support units (CCTs and DISs; school and community through the SMCs and PTAs);

Training in Financial Management and School Governance was not undertaken in Phase II of TDMS head teacher training due to these policy changes.

### **2.1.4 Methods**

As indicated in the matrix above, the five modules covered different aspects of school management and the knowledge skills that a head teacher needs to become an effective school manager.

The methods used for training head teachers under the TDMS were: (1) five residential courses lasting three days each during the holidays; (2) attendance at bi-monthly Peer Group meetings; (3) self study sessions at home and school practice; and (4) writing assignments contained in the modules; and (5) examination at the end of each module completed and a certification process.

The TDMS modules, each containing no less than 200 pages, were given only 15 days of face-to-face instruction sessions split into three parts. The modules are well illustrated and the language appears to be easy to understand. However, containing approximately 30% self-guided and self assessed training exercises means that knowledge and skills acquisition is highly dependent on the assumption that the trainee is motivated to study on his/her own and that an intensive follow up support supervision system is in place. Additionally, the sheer size of the books and the volume of the content therein make them less than ideally user friendly.

The training design assumed that CCTs would supplement the face-to-face training sessions through progressive supervision and monitoring. Furthermore, training was to be reinforced through practices to be monitored by district level staff, PTAs

and SMCs who would have had similar training, and therefore the capacity to monitor and demand for quality education.

However, the TDMS evaluation report (Makau, 2001) shows that there was lack of follow-up of trainees partly due to lack of supervision and monitoring capacity within the district and among CCTs. It is further noted that the methods of instruction and delivery relied on CCTs who did not only lack practical experience of leadership to conduct the courses but also were not easily respected by head teachers they were supposed to supervise since most of them were of lower qualification and socio-economic status than the head teachers. It is not clear as to what extent planned periodic peer group meetings and follow up actions actually took place or were used for self reflection among participants. As a result, there are still important gaps in skills acquisition and behaviour change processes such as reflection and critical assessment.

### **2.1.5 Benefits of the TDMS Programs**

The TDMS system is widely considered a success for its role in restructuring teacher education and development. Furthermore, through the development of the CCT networks it provided the essential linkage between national policy intents and their implementation within schools and classrooms. Specifically, the TDMS was responsible for:

- (a) The provision of physical facilities, equipment, curriculum development system and associated materials;
- (b) The development of human resources for TE and a new Teacher development system; and
- (c) The training of approximately 3,863 head teachers; 5,223 untrained teachers and refresher courses to approximately 45,784 serving teachers. (Makau 2001).

### **2.1.6 Challenges of the TDMS and Management Strengthening Programmes**

The number of head teachers and teachers trained, the supply of materials and upgrading of physical facilities point TDMS' success. However, the TDMS evaluation report (2001) reveals that while many Head Teachers underwent training, the results in terms of effective school management, including the preparation of school development plans, and close school/community collaboration remains less than satisfactory. In addition, there are several other shortcomings related to monitoring and supervision of teachers' schemes of work and a lack of transparency in handling finances and accountability.

The findings of the National Inspection Programme (NIP) (2002/2003) suggest that there is a direct correlation between poor management at the school level and poor school performance. Specifically, that study found a significant correlation between organisation of teaching and learning of the curriculum and leadership and management. In other words where school leadership is strong there is better organisation of teaching and learning.

Based on these findings, the NIP recommends that to improve school management national and district level inspectors intensify the levels of school inspection, monitoring and supervision. Furthermore, management training of head teachers should strengthen professional codes of conduct and ethics, and provide the

knowledge and skills needed to strengthen school/institutional management processes.

While the lack of tangible results in the form of positive changes in school management could largely be attributed to inadequate management training, there are also a number of additional factors related to such things as poor facilities, limited resources, low teacher morale and even changes under decentralization and the attendant slow growth of accountability procedures (Makau 2001; NIP 2002/3) which could in part explain the persistent quality issues discussed above. Based on this it is clear that training alone is not sufficient improving management quality at school level.

## **2.2. District Capacity Building Programme**

A main feature of both the District Development Programme (DDP) and its successor, the Local Government Development Programme (LGDP Phase II) has been the link between the development grant and opportunities for capacity building either to fill capacity gaps in order to meet minimum conditions or to improve upon local government performance.

### **2.2.1 Objectives**

The overall objectives of district capacity building activities were to increase the competence of local government officials to manage decentralised functions and to fill capacity gaps in order to meet minimum conditions and to further improve upon local government performance.

There are important differences in the objectives and methods of capacity building programmes under DDP and LGDP I. Under DDP, capacity needs were identified principally through the Project Management Unit (PMU), and funds were made available on a "supply side driven" basis. Under LGDP, capacity-building activities targeted identified gaps in skills and/or knowledge.

### **2.2.2. Coverage**

Under the Local Government Development Programme, capacity building was split into two components; Component One focused on key national institutions, and Component Two sought to address identified gaps in performance implementation of locally mandated functions. Among those targeted for capacity building training were local technical officers, Chief Administrative Officers (CAOs), District Planners and Engineers.

### **2.2.3 Content**

To meet the above objectives, local government capacity building was provided by different private providers and falls under three main categories: institutional supplier that provided a wide range of open and tailor-made courses; institutional providers that focus on the financial sub-sector; and private providers. As a result of the different course providers, the content of capacity building courses varied.

Broadly, local government capacity building was supposed to address pre-determined Local Government capacity needs arising out of centrally identified functional gaps or job delivery requirements around financial management; local council roles and responsibilities and development planning and procurement.

Under the Local Government Development Programme (LGDP II) the Ministry of Local Government District Capacity Building has developed 26 Capacity Building Training Courses to strengthen the capacity of Upper and Lower local government officials to carry out decentralized functions. The courses to meet this need are as follows:

**Table 4: District Capacity Building Program Training Courses**

	<b>Name</b>
1.	Management and Leadership skills in LGs
2.	Human Resources Management in Local Governments
3.	Training of Trainers
4.	Ethics and Integrity
5.	Financial Management for Non Finance Managers
6.	Financial Management: Budgeting & Accounting
7.	Financial Management: Internal Control / Audit
8.	Revenue Mobilisation in Local Government
9.	Monitoring Revenue Collection
10.	Procurement and Contract Management
11.	Supervision of Project Implementation
12.	Project Monitoring and Evaluation
13.	CSOs and Public /Private sector Partnerships
14.	Community Participation and Mobilisation
15.	Computer Skills (ICT)
16.	Data Collection, Records and Data Management
17.	LG - Responsibilities in Communication and Information Flow
18.	Decentralisation - Local Government Act and systems
19.	Legislation in Local Councils and Making of By-Laws
20.	Development Planning for LGs and LLGs
21.	Investment Appraisal / Project Appraisal
22.	Urban Management and Planning
23.	Organizational Assessment and Institutional Development
24.	Gender awareness Training
25.	Gender Training (for Gender Focal Point Persons and CSD)
26.	Environmental Assessment

#### **2.2.4 Methods**

According to the LGDP II Final Report (2002), the methods used as well as the duration of courses and capacity building activities vary reflecting the different methods and approaches used by the various training providers.

Apart from retooling, under LGDP capacity building was mainly delivered in the form of in-house training events – bringing together district level and sub-country trainees for a specific training event that was dispensed by either the district or a contracted party. There were a few instances of on job training, attachments, secondments and understudy training events, but these were not pronounced.

#### **2.2.5 Challenges of the District Capacity Building Programme**

An observed weakness of previous district capacity building training and courses has been the disparate nature of the content and methods used by the different suppliers of training. As a result, training materials reflected these differences and

as the Ministry has argued, this led to a lack of uniformity and cohesion making the monitoring and evaluation of the impact of such training activities difficult.

Another observed weakness was the lack of sector-specific technical skills development courses. In this regard it is important to note that education is a decentralized function under the Local Government Act 1997.

The DIS and DEO are jointly responsible for:

- i. Ensuring effective school management and the implementation of national and district policies and procedures;
- ii. Planning, coordinating and contributing to the provision of in-service teacher education and to the refresher courses and classroom support for trained teachers.

In 2000, a Joint ESIP review reiterated the government's commitment to deepen the process of transferring responsibilities from the centre to the districts with a view to enhancing opportunities for improved management of the education sector. The following priorities and policies are of particular interest to the sector, namely Universal Primary Education, Wage Bill Planning and Budgeting and the decentralization of Instructional Materials. These examples of specific district level education capacity building needs suggest that additional management strengthening activities to address them are required.

While capacity building for upper and lower local government officers under LGDP II has been streamlined and standardized, the courses are still not designed to address specific (technical) management capacity gaps issues. According to a Ministry of Local Government official, it is possible that incidental training of other officers may have occurred in the districts, but this was not part of a deliberate Ministry of Local Government capacity building program. It was assumed that sector ministries would provide sector (technical) related training to their line departments at the district level.

The various reports analysed, including the TDMS evaluation report, the NIP report, the PAF report<sup>17</sup> (August 2003) and an analysis of the District Capacity Building programs, highlight a lack of management skills, which translate into the lack of quality improvements in schools. Recognizing these challenges, other education management strengthening programmes have sought to build on the TDMS experience while at the same time incorporating innovations in the content, methods and coverage of management training.

The next section examines management strengthening programmes under Link Community Development and the Aga Khan Development Network in order to identify differences in the scope, program content and methods as well as good practices that can be replicated and scaled up.

### **2.3 Link Community Development (LCD)**

Link Community Development (LCD) supports management capacity building in Masindi district. For the last three years LCD has worked at the district level and in

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<sup>17</sup> Monitoring District Implementation of Programmes under the Poverty Action Fund (PAF) in the Education Sector. Prepared by the M&E Section – Education Planning Department – MoES.

30 schools to improve education management, strengthen school leadership, and school quality. Linked with Voluntary Services Organization (VSO), LCD places mentor inspectors at the district level and voluntary mentor head teachers in schools. LCD staff also works directly to build the capacity of district level education staff.

### **2.3.1 Objectives**

The overall aim of the Link Community Development Project – Masindi District is to improve the quality of teaching and learning in Masindi District. The specific objectives of the project are:

1. To improve learner outcomes in all schools in Masindi district.
2. To improve the quality of the teaching process in all schools in Masindi district.
3. Improve the effectiveness of management and governance in all schools in Masindi district.
4. To promote meaningful parental and community participation in their schools.
5. To improve the effectiveness and responsiveness of educational management at the district level.
6. To disseminate lessons to positively influence decentralization in Uganda and beyond.

### **2.3.2 Coverage**

The target groups for training are those individuals considered to have a change agent function in school settings in ways that can influence the quality of education as well as the sustainability of change. The projects target groups include:

1. Learners at all target schools (estimated 125,000, primary school completion – 49% boys and 25% girls);
2. Educators at all 186 target schools (A total estimate of 1000)
3. School Management Committees and head teachers in each school;
4. All district Inspectors and CCTs.

LCD does not interact directly with pupils, but seeks to influence them through interaction with school management and district officials.

### **2.3.3 Programme Content and Activities**

The LCD project's activities consist of:

- Training and school support for School Management Teams (SMTs) and School Management Committees (SMCs) in: school development planning, curriculum management, financial management training, human resource management, gender and HIV/AIDS policy;
- School Development Plans (SDPs) supported by school improvement grants and regular support visits from the district;
- Global Teachers Programme (GTP) that places experienced UK teachers in project schools;
- Capacity Building – coaching and training for district officials especially the inspectorate and CCTs;
- Developing the capacity of the District Office to use information more efficiently in planning;

- The documentation of models of district management and their dissemination at national level;
- The construction and completion of the Masindi District education building.

#### **2.3.4 Methods**

The LCD project uses a comprehensive set of methods designed to improve the quality of teaching and learning in schools and to strengthen the management capacity of school managers within schools and at the district level.

At the district level, emphasis is placed on building strategic planning skills using frequent on-the-job coaching for inspectors from LCD staff who are experienced school inspectors. In addition, LCD has helped Masindi district education office to design and produce triplicate, carbon copy school visit reports books to enable inspectors to give instant feedback on school visits.

Within schools, all school development planning and School Financial management training is being co-facilitated by Link and the inspectorate.

Workshops by the Global Teachers (GTs) during a five week Global Teacher placement in Masindi schools are used to assist head teachers to develop and strengthen the following skills:

- a. Preparation of school development plans,
- b. Timetabling,
- c. Improvements to school record keeping,
- d. Curriculum planning,
- e. Implementation of teacher appraisals
- f. Positive discipline strategies.

LCD works in close collaboration with the principal of the PTC to bring CCTs into the programme for the purposes of training delivery and monitoring of programme implementation. An important dimension of these various activities is LCD's development and piloting of data collection instruments.

#### **2.3.5 "Good" Practices**

The Masindi project has not been externally evaluated; however, LCD's work with Masindi District is being recognised as noteworthy. Masindi's reputation as an effectively managed district is in part due to its rise among the best performing districts in the primary leaving examinations (PLE) and its position as the best performing outlying rural district.

As a result of its work with building district capacity, Masindi has been called upon by ESA to share its experiences in the mobilisation of school inspectors through intensive support and mentoring of inspectors by project staff, as well as its experiences with data collection and its use in district planning (Community Fund 2004).

These signs of success are in part due to LCD's intensive approach to working with the district. District education officers and Head Teachers both benefit from mentoring and on-the-job training by volunteer inspectors and head teachers and teachers. LCD and the district staff have also collaboratively identified specific performance indicators and targets. Interventions and training content is limited to key areas in line with agreed upon goals and outcomes.

## **2.4 Aga Khan Development Network's EUPEK Programme and Certificate in Education Management Course**

The Enhancement of Universal Primary Education in Kampala (EUPEK) project is a continuation of the School Improvement Project (SIP) completed in Kampala in June 1999.

In July 1999, EUPEK began work in 5 schools in the city in addition to the 15 schools under the SIP. These five schools were the coordinating center schools established under the Teacher Development and Management Support System (TDMS), one each per Kampala division. The overall aim of the initiative was to work within the existing national teacher education delivery structure that had been established through TDMS. Following a baseline survey on poverty levels in 2000, a further 15 schools were added to the project in 2001, 9 more in 2002, and a further 5 schools in 2003. A total of 49 schools are currently covered by EUPEK. EUPEK's approach is based upon the principle of school-based quality reform through increased partnerships at the school level. EUPEK also works with Kampala City Council education officers to strengthen their capacity and to plan for improved delivery of primary education.

In 2000, EUPEK, in collaboration with the East Africa Lead-in Project and the Institute for Educational Development of the Aga Khan University in Karachi, Pakistan, introduced a Certificate in Education Management (CEM) Course for Head Teachers and district officials. The CEM course was designed to improve the capacity of education managers, including Education Officers, Inspectors, CCTs, and Head Teachers. Capacity building focussed on development at three levels: personal, interpersonal, and organizational. The first CEM course was conducted for Kampala Head Teachers in 2001. In 2002, the course was conducted for Education Officers, Inspectors, and CCTs. In 2003, the CEM course was conducted for Head Teachers from EUPEK-supported schools who had not yet received training.

### **2.4.1 Objectives**

The overall objective of the Enhancement of Uganda Primary Education in Kampala project is to improve the quality of teaching and learning in a selected number of government-aided primary schools in Kampala.

EUPEK's specific objectives are:

1. To strengthen the nature of school-based professional development in Kampala City Schools;
2. To work closely with City Education authorities to develop their capacity to support primary education in the city;
3. To encourage local communities to participate in the school improvement and development process;
4. To complement existing initiatives amongst other stakeholders who are responsible for improvement, particularly the CCTs through the core PTC and Kyambogo University;
5. To undertake a research and documentation programme to record and share the lessons learnt with other stakeholders and those interested in school improvement.

There are important similarities between the specific objectives of the CEM course for Head Teachers and the one for other education managers. The main difference between the two courses is the emphasis on skills acquisition. In the case of the CEM for head teachers, participants are expected to:

1. Reconceptualize their role through critical analysis of the current roles and responsibilities;
2. Develop their understanding of pedagogical leadership and its implications for school management, teaching, and learning practices;
3. Understand the importance and strategies of staff development and use these for making their schools more effective;
4. Gain insight into financial management and develop better skills in handling school finance in order to make schools more effective;
5. Develop basic research skills and competencies for conducting small-scale action research projects;
6. Improve professional knowledge, managerial skills, and attitudes required for developing effective leadership practices;
7. Acquire better understanding of managing change for school improvement; develop skills for producing a workable framework for monitoring and evaluating of school performance ensuring sustainability of their school improvement initiatives;
8. Seek understanding about school development plan and their use for making schools more effective;
9. Gain more insight into inclusive Special Needs Education; and
10. Develop skills and competencies to mobilize community support and participation required for effective school management and development.

In the case of the CEM course for education officers, participants are expected to:

1. Reconceptualize their roles and current managerial, leadership, and supervisory practices through critical reflection in order to become effective educational leaders within the framework of the current educational policies;
2. Develop personal, interpersonal, and technical skills required for improving their managerial, leadership, and supervisory practices;
3. Understand the process of change and its implication for their role as change agents.
4. Acquire basic skills and competencies for conducting small-scale action research in order to make schools effective;
5. Formulate a workable framework for monitoring and evaluating school performance;
6. Broaden their understanding of supervision and inspectorial practice and use them as vehicles for teacher' professional development; and
7. Enhance understanding of processes engaged in community mobilization for developing sustainable school community relationship/partnership in order to build school capacity.

### **2.4.2 Coverage**

Following a pattern set by the Kampala SIP project, the scope of the EUPEK project is the "whole" school. By working with teachers, head teachers, and SMCs it seeks to create sufficient momentum for change within a school so that the teaching and learning culture in both staff room and classroom is re-moulded to promote quality

education. In addition, the programme is designed to strengthen the capacity of the Kampala City Council to professionally manage monitoring and supervision functions.

**2.4.3 Programme Content and Activities**

EUPEK derives its content from the assessed and expressed needs of the beneficiaries. Prior to each course, prospective participants are invited to a meeting to discuss needs and priorities, information that is then incorporated into the training program.

The CEM course is a field-based modular program containing six modules divided into three phases. The program contains a total of 300 learning hours of which 120 should be devoted to the school-based practicum. The program is offered in three phases:

- Phase I: Theory and practice (First three modules)
- Phase II: Fieldwork including action research
- Phase III: Theory and practices (Last three modules)

The content areas of the CEM courses for head teachers and for education officers are illustrated in the table below.

**Table 5: EUPEK/PDC Certificate in Education Management (CEM) Modules and Content**

<b>Modules</b>	<b>Content for CEM for Education Officers</b>	<b>Content for CEM for Head Teachers</b>
<b>Module 1: Reconceptualization of Roles and Responsibilities</b>	<ul style="list-style-type: none"> <li>-Critical analysis of roles and responsibilities</li> <li>-Role demands, choices, and constraints</li> <li>-Enhancement of roles and responsibilities</li> <li>-Notion of reconceptualization and reflective practice</li> <li>-Review of education statuses</li> </ul>	<ul style="list-style-type: none"> <li>-Exploring Head Teachers a learner</li> <li>-Exploring themselves as teachers;</li> <li>Critical analysis of head teachers current roles and responsibilities</li> <li>-Notions of reconceptualization and reflective practice</li> <li>-Exploring head teachers as pedagogical leaders</li> </ul>
<b>Module 2:</b>	<p><b>Effective Leadership and Management Practices</b></p> <ul style="list-style-type: none"> <li>-Understanding self and others</li> <li>-Critical analysis of current leadership and management practice</li> <li>-Exploring different leadership styles</li> <li>-Resolving controversy and conflict</li> <li>-Team building</li> <li>-Meetings</li> <li>-Resources Management</li> <li>-Qualities of effective leadership</li> </ul>	<p><b>Effective School Leadership and Management Practices</b></p> <ul style="list-style-type: none"> <li>-Understanding management and leadership sties</li> <li>-Analyzing management and leadership styles and their implications</li> <li>-Analyzing case studies of effective management an leadership styles</li> <li>-Dynamics of effective management practices (i.e., decision making, communication, team building, and delegation)</li> <li>-Notion of resource management - human, materials, financial, and psychological</li> <li>-Analysis of current practices of teacher appraisal and alternatives</li> <li>-Staff development for self an others</li> </ul>
<b>Module 3:</b>	<p><b>Role as Change Agent/Action Researcher</b></p> <ul style="list-style-type: none"> <li>-Notions and processes of education change</li> <li>-Factors facilitating and hindering educational change</li> <li>-Notion and process of action research</li> <li>-The role of action research in educational change</li> <li>-Development of action research proposals and its implementation</li> </ul>	<p><b>Understanding Action Research</b></p> <ul style="list-style-type: none"> <li>-Identifying personal experiences of action research</li> <li>-Notions of action research and its importance in school improvement</li> <li>-Process and strategies of action research</li> <li>-Identification of areas that need improvement in schools</li> <li>-Selection of areas for action research projects</li> <li>-Development f action research framework</li> <li>Making meaning of data and writing a practicum report</li> </ul>

<b>Module 4: Monitoring and Evaluating School Performance</b>	-Notions of monitoring and evaluating -Current monitoring and evaluation practices -Purpose of monitoring and evaluation -Monitoring and evaluation strategies -Development of performance indicators -Development and use of monitoring and evaluation instruments	-Discussing the current practices of monitoring, evaluation and implications -Analyzing the role of the head teacher as monitor, evaluator, and supervisor -Identifying alternative monitoring and evaluation practices -Process of using feedback for further improvement -Making school development plans as a tool for making school effective
<b>Module 5:</b>	<b>Managing Professional Development</b> -Analysis of current supervisory and inspectoral practices -Notions of inspection and supervision -Development and use of checklists for supervision -Professional development approaches and strategies -Making a professional development plan	<b>Managing Change for School Improvement and School Effectiveness</b> -Exploring change process within self -Exploring change process in organization -Discussing head teachers as agents of change -Analyzing the role of school culture in school improvement and school effectiveness -Examining dynamics of effective schools
<b>Module 6: Managing School - Community Relationships</b>	-Notion of community -- school partnership -The role of different stakeholders in the community -Strategies and models for community participation -Effective management and mobilization of resources -Challenge regarding school-community relationships -Development of action plans to improve the quality of education	-Exploring current practices of school and community relationship -Head teacher's role as relationship builder between school and community -Dynamics of school-community partnership -Models and approaches related to community participation -Head teachers' role in enhancing community participation and implications for effective school management -The role of stakeholders such as NGO, school management committees, parent/teacher associations, and government department officials in school improvement

#### **2.4.4 Methods**

EUPEK staff work to improve teachers' understanding of the subjects they teach and how best children learn on a continuous basis, through the following activities:

- On the job training of teachers;
- Production and use of low cost teaching materials;
- Establishment and Use of Teachers' Resource Centres; and
- Workshops and Seminars for senior management, head teachers, teachers, parents and other community members.

The on-the-job training of teachers involves a cycle of pre-observational conferencing, observation, and post observational conferencing and feedback of teachers by tutors/mentors. Trainees are encouraged to develop presentations related to Problems, Causes, and Solutions in their school settings that are then used as the basis for reflective thinking and planning.

Workshops are carried out weekly for groups of teachers to debate specific themes and topics. Workshops also include other aspects such as:

- Access to new materials/books and exchange of ideas;
- Planned demonstration lessons – simulations;
- Practical workshops to make low cost instructional materials;
- Review of work in the classroom;
- School Management Committee training programs; and
- Community Partnership programmes.

Training methods are participatory with an emphasis on self-reflection, where the training is developed according to the needs of the groups being trained. The topics for training are left open and individuals are encouraged to contribute individual experiences to enrich the learning process. As a result there is no single training product because all modules undergo modification in response to the training needs of participants and are used for training by the program facilitators.

For the CEM course, a wide range of instructional strategies is used, including brainstorming, role-playing, simulation, large group and small group discussion, case studies, and problem-based learning embedded in action learning. The course participants are also encouraged to keep a regular reflective journal to enhance their professional learning, which is shared with their assigned facilitator for feedback.

Participants are also provided with a package of “essential” and “suggested” readings. Each module has four to six readings. The participants are encouraged to critique these articles and share them with their peers in the classroom and to use them to actively participate in class discussion. Each participant is required to submit one reflective paper and one written practicum based on action research related to school improvement initiatives.

The purpose of the fieldwork portion of the course is to facilitate the course participants to develop the confidence to apply new knowledge and skills and to document their learning experiences as a way of developing a better understanding of the dynamics and context of management practices. In addition to these individual work practices, course participants receive two to four visits from their assigned tutor/facilitator at their site of work.

During the fieldwork phase course participants are expected to participate in monthly Saturday seminars, which consist of diverse topics, including, financial management, education statutes and networking, office management, special education, performance management, and guidance and counseling. To consolidate this learning process, during the course of the programme, participants are expected to visit one another’s workplace to share information, to network and to benefit from different management practices.

#### **2.4.5 “Good” Practices**

The success of the EUPEK/PDC CEM course is dependent on several inter-related strategies, including:

- Intensive site-based follow-up;
- Active, dynamic training methodology emphasizing participation;
- Training content designed to meet the articulated needs of the participants; and
- Facilitating opportunities for peer learning and sharing.

Intensive site-based follow up is critical to the success of the CEM programs because it provides site-based support by program tutors using coaching and mentoring approaches. Participants’ exchange visits and regular Saturday workshops where issues and problems, are discussed and resolved provide another form of follow-up.

The wide ranging instructional methods, including brainstorming, role-playing, simulation, group discussions, case studies, and the problem solving embedded in action learning is reinforced by the course emphasis on self-reflection and assessment and partnerships and networking. The EUPEK and PDC newsletters, with articles written by education managers and teachers are another means of keeping an open dialogue between education practitioners.

## SECTION THREE

### FINDINGS FROM THE FIELD

#### 3. Introduction

This section presents the findings from the study. The findings are a reflection of the views and attitudes of education practitioners on the past and current management training programs. In respect to training, the focus was on participants' views about coverage, content (i.e., relevance, appropriateness), and methods of management training programmes, as well as the management capacity building needs of education managers at district, county/sub-county and school levels. The other areas of focus include the benefits and challenges of the education management strengthening initiatives in the districts.

#### 3.1 Management Training Programs Operating in Luwero and Mayuge

Information from the study districts revealed that in addition to the TDMS head teacher-training program, there were several other short term courses designed to update education managers on policy issues and provide technical competencies. These included:

- Universal Primary Education Policy Guidelines Training (UPE);
- Decentralized Instructional Material Procurement Training (DIMP);
- School Facility Grant Policy Guidelines Training (SFG);
- Early Childhood Development (ECD);
- Presidential Initiative on AIDS Strategy for Communication to Youth (PIASCY)
- District Capacity Building Program (DCBP)
- Education Management Information System (EMIS)
- New UPE Curriculum Training
- Training of Facilitators

##### 3.1.1 Coverage of the Programmes

The exact number of District, PTC staff, CCTs, Education Officers, Inspectors of Schools, Head teachers and teachers who attended the various of courses was not available, however, it was possible to get an indication of the coverage of the TDMS and the other courses indicated above.

Only appointed head teachers were eligible to attend the TDMS course; acting Head Teachers and Deputy Head Teachers were not included in the TDMS training programme. Similarly, Head Teachers attending other courses, including academic courses missed the chance of participating in the TDMS course.

In Luwero, the first cohort of eligible head teachers attended the TDMS, while the second cohort of eligible head teachers started the course but did not complete the course because the program stopped. As a result, many head teachers who were eligible for the TDMS course never received training.

In Mayuge, no Deputy Head Teachers or Teachers attended the TDMS course. Although it was originally envisaged that district level education managers would

receive training under TDMS, no training program was ever developed for them. As a result, except for the DEO (who received the training while he was a head teacher), none of the other District Staff received management training under TDMS.

The short-term courses generally lasting a week, were provided by various institutions, including the MoES, Local Government, ADRA, Plan International and by the CCTs. These were mainly attended by the District Education Staff.

### **3.1.2 Availability, Accessibility, and Relevance of Management Training**

There were mixed views among the participants about the availability and accessibility of management training courses. In terms of availability, the training programs that were offered were indeed available to the targeted groups. However, there was a concept of availability that was expressed in one of the FGDs as follows:

*The courses were not readily available because they are once and for all courses. In other words if you miss it then it will not be offered again. The courses are not like those offered in established institutions where one can plan to take them when and if it is convenient.*

In response to whether or not courses were accessible, there were mixed views. While some participants thought that the programs were accessible because they are free, others were of the view that the timing and location of training (with distance considerations) made the courses inaccessible. Pressure of work was also sited as an important dimension of accessibility.

### **3.2 Content of the Programmes**

The full TDMS Head Teacher training program covered the five modules of the program: Education Management; Personnel Management; Financial Management; School Governance; Curriculum Management. For those head teachers who partially received training under the programme, they covered three modules: school governance, curriculum development and personnel management.

The content of the short-term training courses for the District Staff covered different topics including, among others:

- Education Administration and Management;
- Education Evaluation;
- Curriculum design;
- Participatory Planning;
- Cash Budgeting;
- Project Appraisal;
- Continuous Assessment;
- Examination Management;
- Data Information Management;
- Results Oriented Management;
- Writing Inspection Reports;
- Financial Management and Reporting;
- Use of ESA Instruments<sup>18</sup>.

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<sup>18</sup> Other courses were conducted in Early Childhood Development; Environment Management; Management of Women Affairs; UPE Policy Guidelines and the New UPE Curriculum.

According to most of the research participants, the content of the training programmes is relevant to their roles as noted by the DEO – Luwero:

*The Budgeting training was good in that it enabled the District Office to prepare their Budget every year.*

Similarly, according to the CCTs of Mayuge:

*The training received was appropriate and helped us do our work better. Examples in this regard include improved capacity of teachers in preparing their scheme of work, improved classroom environment, as well change in the mentoring of teachers which is now friendly rather than fault finding.*

The teachers of Ssekamuli Primary School in Luwero District reported that since their head teacher completed the TDMS course:

*The balancing of the school's books of account has improved to such an extent that their school had been ranked as having the best-balanced books in the district.*

The direct benefits of financial management training are underscored by the following comment from a head teacher in Mayuge:

*I, at one time, took off when I saw the vehicle from Finance. I knew they were going to ask for books etc., which I did not know. But after the course at least we no longer run away. I discovered that I really knew very little. I know how to add entries into books of accounts as well as write vouchers, etc.*

Despite the evidence that some skills had been acquired during training as well as the relevance of such training on individual roles, there are mixed views about the actual impact of training on the management practices of Head Teachers. As the above comments illustrate, some Head Teachers and teachers attribute improved Head Teacher practices, including, improved public relations, improved accountability procedures, and community mobilization, to the training they received under the TDMS Head Teacher training programme. However, in the case of Mayuge, teachers during focus group discussions reported no significant observable change in practice and were generally unaware whether their Head Teacher received management training or what the content of that training was.

Among the schools visited, the research team observed that in some of the schools, such as Ssekamuli, UPE information, as well as work plans were clearly displayed on the notice boards. In the same school the research team was informed that a system had been devised for making pupils responsible for the UPE instructional materials given the fact that the parents had refused to sign for the materials. The research team was also shown school budgets, which were in order. However, the head teacher informed the research team that the school did not have a development plan simply because UPE funds are so limited and expenditure lines so rigid that it is not worth making any development plan based on UPE funds. The School Management

Committee budget was also made available and was being kept separately from the UPE budget.

In Buluuba Primary School, a model school in Mayuge, the receipts and expenditures of the Capitation Grant and UPE funds were well displayed on the school notice boards. The head teacher attributed this organisation to TDMS training.

While comments from the head teachers in Luwero and Mayuge demonstrate that the management training received had some good impact, the participants in the study emphasized that the training was insufficient. The duration of courses was very short and since the TDMS training targeted Head Teachers who had no previous management training, the training was no more than a sensitisation exercise.

To address perceived capacity gaps, participants identified several key capacity needs where core competencies and skills need to be developed<sup>19</sup>: Education or School Management; Community mobilization; Financial Management; Curriculum/Instructional Management; Personnel Management; and other skill areas, including, Trainer of trainers skills, Computer training, , and training in moral ethics.

### **3.3 Methods of Delivery of the Courses**

The TDMS training was offered through a combination of methods, including individual study and reading of the Modules, assignments, peer group meetings, and group discussions. On the other hand, the short-term training programmes mainly consisted of lectures in seminars and sensitization workshops.

According to respondents in Luwero, course assignments were mainly done for the purposes of obtaining a training certificate and not used to effect changes in their management practices and noted that there was insufficient follow up of training. Most of the participants were of the view that participatory methods, including peer group meetings and discussions, when used, were the most the most useful because they enabled them to discuss course readings with their colleagues.

In response to questions about what methods participants thought would be the most effective, participants proposed a range of training methods. There were some differences between the methods proposed by head teachers and teachers and those proposed by CCTs.

According to the teachers and Head teachers, training delivery methods should be:

- Participatory and creative with an emphasis on practical activities and mentoring;
- Short and modular courses preferably conducted during the term time, although there were others who preferred courses to be conducted during school holidays;
- Well planned with follow-up activities;
- Residential workshops and short-term training.

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<sup>19</sup> The corresponding skills to these core competencies are outlined in a matrix in Appendix 6.

Furthermore, participants proposed that training courses should avail participants with pamphlets and other reference materials. They also proposed that training should include a study tour for participants to learn about best practices. Another proposal was the need to design courses for distance learning using the Internet where possible.

CCTs and other respondents from the core PTC, were more concerned about the training being clustered according to the core structure of the PTC to enable the heads of programmes to meet in the same place over weekends. According to this group, training should not be based on modules, but rather contained in handbooks, which would be available in the school library, which would be complimented by occasional face-to-face sessions, particularly during the holidays.

### **3.4 Management Strengthening Programmes: The Benefits**

In addition to exposing participants to new ideas and courses that addressed issues relevant to their job descriptions, there were other often-cited benefits of training. The benefits singled out by the participants include improvements in management, administrative, and practical capacities.

Participants noted that improved management skills at district and school level were evident in improved skills in participatory planning; budgeting; prioritisation of needs; decision-making; time management; and delegation. Better administrative skills were translated into better record keeping and knowledge of staff development issues. It was also noted that as a result of the training, there was increased involvement of SMCs in school management and improvements in teaching methods. The training also enabled head teachers to organize workshops for their teachers. TDMS training was also viewed as responsible for enhanced supervision and monitoring in schools, greatly contributing to improvements in teachers' skills in writing lesson plans and schemes of work.

#### **3.4.2 Management Strengthening Programmes: The Challenges and limitations**

While there were numerous benefits reported, there were also several persistent challenges to effective school management were also highlighted. These relate to the organisation, coverage, duration, content and delivery of training. Other problems however, reflect more systemic and environment related challenges.

Amongst the often-cited criticisms of management training was the limited coverage of the TDMS, which participants noted, left deputy head teachers out of the training and yet in reality they are the ones that shoulder the burden of school administration. Another set of challenges included the content of courses which in most cases was too heavy given the limited time frame for training. This problem was aggravated by lack of follow-up on training to ensure that head teachers implemented the new ideas and practices they were exposed to.

The delivery of training was another area that participants felt lacked cohesion particularly in relation to the TDMS, which was criticised for engaging resource persons who were not experienced in some of the TDMS modules. The fact that the last cohort of TDMS head teachers did not receive modules to take back to their schools meant that they had no point of reference. Furthermore, given that training modules were not readily available in school libraries for teachers to read through

meant that teachers were left ignorant of good management practices and had to rely on the Head teacher to effect positive change in their school.

Another shortcoming of management training highlighted by participants relate to the CCTs' lack of both the time and facilitation (fuel and their salaries) to adequately carry out 'clinical supervisions'.

In both districts, there was concern about lack of coordination between the organizers of training courses and district officials. There was dissatisfaction in respect of the fact that the program did not offer certificates in respect of the TDMS training course and corresponding professional development.

Participants also observed that often training couldn't take care of some of the attitudinal and or ethical issues presented by some education managers. Interviewees provided the research team with their idea of the desirable qualities, behaviour, attitudes and work ethics that management strengthening programmes should foster. The profile of an effective manager would reflect the following qualities and attitudes:

- *A good listener*
- *A good Communicator*
- *Open mindedness and consultative*
- *Enthusiastic and with a high level of initiative*
- *A positive attitude towards work*
- *Conscious of time management*
- *Understanding, caring and willing to promote team spirit*
- *Tolerant, genuine and honest*
- *A visionary*

"Honesty," "moral uprightness," "collegiality," and "transparency" were consistently emphasised by the participants as the most important qualities for education managers to embrace.

Participants believed that often mismanagement in districts and schools is not caused by lack of capacity, knowledge or skills but by the lack of vision and "uprightness." It was felt that in recent years for a variety of reasons, the strong moral fibre and commitment to education among education managers has been eroded. From the perspective of education managers at the district and school levels, management training should target the moral fibre of education managers to effect changes in attitudes and behaviours.

Similarly it was noted that financial management issues extend beyond just capacity and skills. Many respondents noted the lack of transparency of head teachers, in particular with regard to financial matters. This lack of transparency has caused suspicion among teachers and parents, which erodes the credibility of the head teacher and the school.

The next section synthesises the findings of the literature and programme review and the rapid assessment study to arrive at some conclusions from which to draw recommendations.



## SECTION FOUR

### SYNTHESIS AND CONCLUSIONS

#### 4. Introduction

Using a two-phased research design, UPHOLD undertook a rapid review of current and past management strengthening programs and their results in order to inform the design of its own management strengthening interventions. Specifically, the research sought to identify gaps, strengths and weaknesses, as well as good practices in current management strengthening programs. The research also aimed at identifying current management capacity and capacity building needs from the perspective of education managers at the district and school levels.

This section synthesises and thematically organises the findings from both phases of the research around the following areas: objectives, coverage, content and methodology of management strengthening programmes. It also highlights some policy and system level issues, which need addressing to effect improvements in management practice and performance.

#### 4.1 Objectives of Management Strengthening Programmes

The objectives of all of the management strengthening programs reviewed are similar- to build the capacity of either district education staff and or head teacher to manage educational processes and or systems and thereby contribute positively to children's learning. In relation to the TDMS, most respondents felt that at the time they were developed the TDMS management training objectives were relevant and the content of the programmes generally addressed what head teachers needed. However, when probed, district officials and CCTs felt that the objectives of training should be broadened to cater for other needs. In this respect, many of the participants believed that the core competencies targeted in UPHOLD's Integrated Education Strategy (especially participatory planning for quality and community mobilization) were critical areas for management strengthening.

#### 4.2 Coverage of Management Strengthening Programmes

Findings from the literature review, specifically the TDMS evaluation (Makau, 2001), reveals that despite its original intent, the TDMS did not cover a broad cross-section of education managers, a fact that was confirmed by the findings of this study. Additionally, not all head teachers targeted for training were trained.<sup>20</sup> Other current training programmes, such as the District Capacity Building Programme and those identified in Luwero and Mayuge districts, do not sufficiently address the management strengthening needs of district education managers. On the other hand, LCD's and the Aga Khan Development Network's management strengthening programmes target managers at all levels creating the conditions necessary for system-wide impact and effective monitoring and supervision.

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<sup>20</sup> The full TDMS head teacher-training programme included five modules on: education management, personnel management, financial management, school governance, and curriculum management. The second cohort of teachers received only the three modules on personnel management, school governance, and curriculum management.

### **4.3 Content of Management Strengthening Programmes**

TDMS management training modules cover the following competency areas: Educational Management, Personnel Management, Financial Management, School Governance, and Curriculum Management. Despite the fact that participants felt that TDMS head teacher training was relevant to their work, most felt that there were several new policies and regulations, which require specific skills and knowledge. Thus, the TDMS manuals and training need to be updated to reflect these changes.

During interviews and focus group discussions, Head Teachers often used the TDMS training programme as their frame of reference and expressed their desire to participate in and/or complete the TDMS programme. However, in response to questions about training needs, participants referred to training needs in general terms, i.e., “management training,” “financial management,” “personnel management,” or “community mobilisation.” This may not be too surprising and perhaps suggests that many managers may have only a vague sense of the specific knowledge and skills they need to perform their roles.

Despite this general vagueness, some of the participants identified key management areas they felt need strengthening. In this respect District staff was generally more specific about their training needs than head teachers. The skill areas that were discussed at length include: financial management, personnel management, and community mobilisation.

Within financial management respondents indicated they still had a need for training in areas such as keeping ledger books, budgeting, and planning. Within personnel management, head teachers reported that they needed more training in motivating staff, discipline, conflict resolution and the new appraisal system now in place.

DEOs, DISs, CCTs, and Head Teachers all noted the difficulties in mobilising communities particularly in the context of Universal Primary Education which has eroded many parents’ and communities’ motivation to contribute to schools. What emerged from the discussions on community mobilisation was the fact that most head teachers and district education managers had a narrow view of mobilisation and as a result few knew how to go about mobilising communities.

The other management strengthening programs reviewed have taken the TDMS content areas and enriched the delivery of knowledge and skills in these areas by making the content more relevant to trainees everyday work lives. The EUPEK and CEM, in particular, emphasis self-reflection and action research to foster participants’ application of learning to on-the-job practice.

Findings in the two districts reveal that participants in their different management capacities and at all levels of the education system believe that the leadership qualities of good managers were not sufficiently emphasised and have not been effectively internalized by those trained. Respondents emphasised the importance of leadership qualities of good head teachers over other qualities, in some cases even more important than their management capacity. For example, interviewees looked to head teachers to be visionaries, creative and innovative, role models and of sound character. Consistently, respondents used the terms “trust worthy,” “collegial,” “open minded,” “good listener,” “participatory,” and “transparent” to express the desired qualities of head teachers. Many respondents indicated that a head teacher

should have a “parental” attitude. As managers, respondents felt that head teachers should be good decision makers, good planners, and effective communicators. A profile of an education manager, which highlights the key qualities of a good manager, would be a useful guide for future management strengthening interventions.

An important issue that came out during discussions relates to the levels of political interference as a hindrance to education management at different levels. Many head teachers, for example, highlighted the problem of outside political influences affecting the running of the school and asked for training in ways to address this. While this is obviously a larger systemic issue related to district and school level accountability and transparency, training could address such ethical issues and strengthen participants’ commitment to handling such situations appropriately.

#### **4.4 Methods of Management Strengthening Programmes**

Participants, in general, favoured participatory training methods, when they were actually used as designed, over all other methods. Participants also reported that they liked the practical approaches that involved some level of mentoring and coaching. Link Community Development’s success may be partly attributable to the intensive one-one mentoring of head teachers, teachers and district education officers by experienced expatriate teachers, head teacher and inspectors on a day-to-day basis. The expressed preference for peer meetings is also consistent with the good practices identified in the EUPEK, Link Community Development programme and the approach proposed for the Rwenzori region under Ireland Aid. In the EUPEK and CEM programmes, for example, peer-to-peer meetings are an integral part of the training process and one that has been found to be very effective for problem identification and solution, as well as as a means of self-reflection.

It is important to note, however, that these methods, especially those involving intensive mentoring are more possible where the target group is small relative to UPHOLD’s target of 20 districts. The challenge for UPHOLDS is therefore how to borrow from this experience, modify it and apply it to a much larger programme and target.

Follow-up support through site-based supportive supervision is a key element in both the EUPEK/CEM programmes and LCD-Masindi. Participants interviewed in the two districts stressed the need for follow up supervision and, in general, were dissatisfied with the follow-up they received after the training. In some cases it was inadequate, but in other cases it was totally lacking, despite being part of the original program design. The lack of follow up is result of the interplay of several factors. However, the literature review and interviews with participants highlight the issue of the perception by trainees that CCTs, who were to provide the follow up, were not capable of providing effective supervision. Questions were raised as to CCTs’ status, experience, and qualifications.

Some Head Teachers, especially those that have been in their post for a long time, expressed a concern about the qualifications and practical experience of some CCTs to deliver management strengthening programmes to head teachers. CCTs in many cases are younger; less experienced, less qualified, and paid less than head teachers.

One CCT noted:

*"Head teachers overlook the things they are told. They are paid better than us. They despise us."*

Under TDMS, questionnaires were administered to head teachers in order to get feedback on the training program. From the perspective of the head teachers it is unclear if or how this feedback was used in improving the course.

#### **4.5 Availability/Accessibility of Management Strengthening Programmes**

In addition to TDMS, other management strengthening courses are being offered in Luwero and Mayuge, but these are in many cases limited to district officers, including education staff, but not available to school level personnel. Such courses are being provided by the MoES, Local Government, ADRA, Plan International, and by Coordinating Centre Tutors.

Participants noted that although often no fees are charged for these courses, frequently the timing and location of the courses, in terms of distance from workstation, made them inaccessible. In addition, the participants noted that the pressures of work itself made it difficult to take time off from work to participate in courses that are/were available.

Participants noted that they were sometimes barred from attending the TDMS course if they were attending another course, which in some cases, meant that head teachers chose academic courses over the skills-based TDMS course, because of the widely held perception that academic courses facilitate career advancement more than other types of programmes.

Participants were of the view that in some cases, the TDMS course dragged on for too long which resulted in a loss of motivation and enthusiasm of participants. The original course was supposed to consist of five modules with a three-day duration each spread over a year. In practice, some of the courses lasted more than 18 months. And in the case of the second cohort of TDMS head teacher training, the program has never been completed.

#### **4.6 Policy and Systems Issues**

There are a number of policy and or systems issues which stand to impact the effectiveness of any management strengthening interventions put in place. The literature and programmes reviewed and the perception of those interviews all highlight the need for effective follow up. Follow up to the TDMS management training was to be provided by CCTs. However, this critical element was left to those with little status and experience in the eyes of the trainees. CCTs also reported that they are not well facilitated to fulfil their roles. Specific constraints highlighted by CCT participants relate to the large number of schools each CCT is expected to cover, variety of tasks assigned to them, other competing priorities concerning day to day survival needs, low salaries, and insufficient fuel for the means of transport used to complete their work. A lack of coordination between district education staff and the CPTC was also cited as negatively impacting the effectiveness of the TDMS training programme.

The issue of certification and the length of the TDMS training was also raised as a limiting factor. Participants point out their desire that trainings should be certifiable

while at the same time acknowledging that being trained and getting a certificate does not necessarily lead to changes in practice. Some even felt that trainees were more motivated by getting a certificate than by actually learning and applying their learning. In some cases the duration of the training was extended due to issues at the central level. Such extensions serve to de-motivate participants.

While the field research found that there have been a number of management training opportunities provided to district level staff, such programmes are not well coordinated and do not holistically address the various capacity gaps of district level managers. It is unclear how these gaps will be filled and yet under decentralization it is district level managers who are responsible for improving the quality of primary education.

## SECTION FIVE

### RECOMMENDATIONS

#### 5.0 Introduction

There was considerable consensus that the TDMS management training programme was relevant to the needs of head teachers. However, challenges in implementing the programme and policy and system level changes during the last five years require corresponding changes in the content and methods of existing management strengthening interventions. Further, the narrow scope of the TDMS training has meant that other key management actors in the system, who could be supporting improved management practice at the school level, have not been trained. There are a number of other worthwhile training programs being offered in districts; however, they are not well integrated into an overall training scheme. Two programs discussed in this paper- Link Community Development's Masindi programme and Aga Khan school improvement programmes- have a number of good practices which can inform UPHOLD's education management strengthening interventions.

The following recommendations are based on the findings from the literature and program review and the field research. UPHOLD's mandate is to improve services at the district level and below. Therefore not all of the gaps can be filled through UPHOLD interventions nor can all the good practices identified be taken on board by UPHOLD. Nonetheless, the recommendations identify gaps that could be addressed through UPHOLD's management strengthening interventions, those approaches and interventions that should be scaled-up, and policy issues which must be addressed for management strengthening interventions to succeed.

There are two sets of recommendations. The first set of recommendations are directed at UPHOLD and are grouped around the objectives, coverage, content, and methods of management strengthening programs. The second set of recommendations is related to policy and system level issues.

#### 5.1 Objectives and Coverage of Management Strengthening Programmes

- Continue the focus on developing the capacity of education managers to more effectively manage district education systems and schools. While the objectives of management strengthening interventions should remain the same a more practical approach should be adopted in order to ensure real change in practice.
- Develop an education management strengthening programme that targets a broad cadre of education managers at the district and school levels with management responsibility in their schools for system-wide performance improvement. At the school level, deputy head teachers and teachers should receive training and related materials.
- Package and offer management strengthening courses as part of continuous professional development programme for education managers. The timing of courses should be flexible enough to meet the demand of education managers.
- Explore distance learning and self-directed methodologies to address the time constraints of working professionals.

## 5.2 Content of Management Strengthening Programmes

- Redesign the content of management strengthening programs with a strong practical, “how to” component to reflect existing and emerging capacity needs among education managers<sup>21</sup>.
- All six proposed competency areas are useful according to research participants; reconsider the inclusion of financial management and prioritizing participatory planning, community mobilization and personnel management in training materials.
- Provide reference materials for trainees to use during and after trainings.
- Redesign the content of management strengthening programs to provide information on roles and responsibilities of different stakeholders (including education officers, school inspectors, CCTs, Head Teachers, and SMCs) and how they relate to each other and with communities.
- Integrate behaviour / attitude change into all training courses.
- Focus training on education managers (particularly head teachers) as Visionaries and Role Models. Consider the development of a Profile of Education Manager.
- Pay closer attention to the congruence between course content, duration, and timing.
- Use bottom up and participatory methods in the identification and design of management strengthening programmes. Ireland Aid, for example, has adopted a bottom-up approach in the planning process, which is important in identifying management training gaps/needs, as well as a basis for designing locally acceptable and appropriate training methods. Similarly, each time the CEM course is conducted it is immediately preceded by a workshop where “assessed and expressed” needs and priorities of participants are discussed.
- Develop an understanding of *how* to training manual/tool that links the theory and practice of community mobilisation for both school managers and community members.

## 5.3 Methods and Approaches of Management Strengthening Programmes

- Mainstream behaviour and attitude change in training materials and methods.
- Develop dynamic and flexible training modules capable of addressing emerging training needs and which can stand the test of time.
- Explore options for certifying management strengthening programmes in such a way that certification is in part based on performance so as to motivate trainees to apply and practice what they learn in trainings.
- Identify, train and ground multi-disciplinary teams of trainers/facilitators<sup>22</sup> in practical and participatory methodologies to ensure that skills, attitudes, and behaviours are part of everyday practice of trainees.
- Ensure regular interactive follow up activities for those trained.

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<sup>21</sup> A comprehensive list of training needs identified by stakeholders in Luwero and Mayuge can be found in Appendix 6

<sup>22</sup> The teams could include technical staff from the MoES, districts, PTCs, NGOs, and experienced head teachers to facilitate sharing of experience between school level managers.

- Build the capacity of education managers at district and PTC levels (Education Officers, Inspectors, and CCTs) to monitor and evaluate performance improvement collaboratively.
- Institute innovative peer coaching, mentoring, and practical modelling approaches into all management strengthening interventions.<sup>23</sup>
- Cluster trainings around groups of schools for accessibility.
- Make training materials available to a wide range of education managers and potential managers (i.e. teachers).
- Adopt a comprehensive range of performance improvement activities/strategies to support management strengthening training. These could include hands-on coaching and mentoring, peer coaching; site-based support/supervision; and self-reflection and action research. Additional activities could include training education managers in clusters to build their sense of “team;” peer meetings; and facilitating joint planning and training among district education staff and PTCs/CCTs.
- Develop and integrate a broad communication strategy to reinforce training messages around positive attitudes and behaviors conducive to performance improvement.
- Develop a strategy to recognise high performing schools, education officers and inspectors, or head teachers to promote performance-based career advancement, and to mitigate media’s tendency to highlight the problems in education and schools.
- Ensure that time allocated for the training is sufficient for the course content.

### 5.4 Policy and System Level Recommendations

- The Ministry of Education and Sports and Kyambogo University to provide support for and certify education management strengthening programs. Institutionalising education management strengthening programs would meet the continuing need to train newly appointed head teachers and provide continuous professional development opportunities for education managers and other educators interested in education management.
- Recognise skills-based professional development courses as complements to academic courses when posting or promoting head teachers and deputies.
- Develop guidelines to clarify and strengthen the roles and relationships between district education officials, CCTs and PTCs, and school-level stakeholders (both within the schools and within the communities). This will increase opportunities for collaboration and coordination as a way of establishing an effective system in support of quality education.
- Design a continuous professional development programme of regular monitoring and supportive supervision of wider systems reforms as a complement to management strengthening training.
- Institute programmes for joint supervision by district and PTC staff.
- Review the management capacity building needs of district education staff and streamline training opportunities for district level education managers.
- Identify and institute a process to regularly review management strengthening training materials (including feedback from participants) to

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<sup>23</sup> A strong head teacher could be paired with a weak head teacher of a neighboring school.

ensure that they are up-to-date and promote the practices and performance improvements required and envisioned.

- CCTs

# APPENDICES

## **Appendix 1: Data Needs Matrix**

<b>Objective</b>	<b>Data Needs</b>	<b>Source</b>	<b>Method</b>	<b>Instrument</b>
1. To examine the views and attitudes of head teachers, district education staff, CCTs, and CPTC staff to the content, relevance and methods of past management training.	Views, opinions and attitudes (focusing on the content, relevancy and methods of past management training.	H/T; DEOs; DISs; CCTs; ISS;	Interviews, probing and discussion	Interview guide, FGD guide
2. To rapidly assess the management capacity of education managers at the district, county and sub-county, and school level.	Level of resources (financial, human & physical), skills, experience & knowledge, institutional provisions.	As above, and teachers, selected core PTC staff (Dep. Principal outreach, H/programs and H/ community mobilisation	Interviews, FGD and observation.	As above and observation guide
3. To assess the management training needs (content and methodology) of head teachers, education officers, CCTs and selected PTC staff; particular focus should be placed on the content areas UPHOLD has so far identified as potentially critical areas of strengthening:  1. Planning for quality, 2. Use of good information for good decision making; 3. Community and parental involvement in education; 4. Personnel management and performance improvement; 5. Supervision and monitoring; 6. Management of instructional materials.	User perception of training needs (content and methods).	As above.	Interviews	Guide
4. To document the availability and accessibility of management training programmes	Info on availability, accessibility, management, (work plan Vs implementation)	Training reports, & plans, and as above except teachers.	Interviews, documents review.	Interview guide.
5. To identify the strengths and weaknesses of current capacity building training programs.	Strength and weaknesses.	As above except teachers	Interviews	Interview guide
6. Identify the key	Attitudes, behaviour,	All the respondents.	VIP	VIP guide

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attitudes, behaviors, professional work ethics, and institutional norms needed to be promoted for effective education programs and school management.	norms, work ethics, (existing and desired)			
7. To identify possible strategies and interventions to improve the quality of district and school management.	Recommendations, opinions, and desires.	All the respondents.	Interviews, FGD, Observations.	Interview guide, FGD guide, and observation checklist.

**Appendix 2: Primary Schools Sampled and Sample Criteria**

<b>Criteria</b>	<b>School</b>	<b>District/County</b>
Peri-urban school with a non-TDMS head teacher	Kyegombwa Primary School	Luwero, Katikamu
Rural, large, good performing school, with good infrastructure	Sekamuli Primary School 16 teachers	Luwero District, Bamunanika County (27 Kilometers from Luwero Town)
	Buluuba RC Primary School	Mayuge District 20 kilometers from the District A
	Mpungwe RC Primary School	Mayuge District (30 kilometers from the DA
Rural small school , poor PLE performer	Nakigulube RC Primary School Nakaseke Nakigulube 9 teachers	Luwero District, Nakaseke 35 kilometers from Luwero Town
	Namatale CU Primary School	Mayuge 45 Kilometers from the DA
	Luubu CUPrimary School	Mayuge 38 kilometers from the DA

**Appendix 3: List of Participants of Luwero District**

<b>SNO.</b>	<b>Name</b>	<b>Qualification</b>	<b>Designation</b>	<b>Institution</b>
1	Edward Kiseka		DEO	Education Department
2	Rev.Charles Serwambala	Degree in Divinity	Deputy DIS	-Ditto-
3	Joachim Ssekibengo	Diploma	EO-Administration	-Ditto-
4	Fred Murabire	Bachelor of Education	IS-Nakaseke County	- Ditto-
5	Mary Mugisa	Bachelor of Education	IS- Special Needs Education	-Ditto-
6	Sammuel Enyutu	-	Deputy Principal-Out reach	Nakaseke PTC
7	Jane Serubogo	Bachelor of Education	Head of Programme-CPD	Nakaseke PTC
8	Anthony Nsubuga	Bachelor of Philosophy	Head of Programme	Nakaseke PTC
9	Nichole Nabulya	BA-Elementary Education	Volunteer	Luweero Boys CC
10	Sam Muteesasira	Bachelor of Education	CCT	- Ditto-
11	Richard Paul Kasala	Bachelor of Education	-Ditto-	Kijagugo CC
12	David Okwi	Diploma	- Ditto-	Liziba R., CC
13	Loy Kulazikulabe	Diploma	- Ditto-	Katikamu C.O.U. CC
14	Kalamu George Wilson	Bachelor of Education	- Ditto-	Ndeje Junior CC
15	John Sekaya	Diploma	- Ditto-	Kiziba C.O.U CC
16	Ceaser Oryem	Bachelor of Education	- Ditto-	Kalasa CC
17	Moses Byansi	Undergraduate-MUK	- Ditto-	Kasuso CC
17	Boniface Ssentongo		Head teacher	Sekkamuli P. S.
18	Justine Nvule	Diploma	Deputy Head teacher	- Ditto-
19	Kyanzi Celestine	Grade III	Head teacher	Nakigulube P. S
20	Nakimwero Rosemary	Grade III	Deputy Head Teacher	- Ditto-
21	Josephine Nalubwama	Diploma	Head teacher	St. Jude Kyegombwa C.P.S
22	Robina Senkima	Undergraduate-MUK	Head teacher	Luteete Mixed P.S
23	Edward Muwonge	Bachelor of Education	Head teacher	Kiwoko C.O.U.P.S
24	Kizza Kijjambu John	Bachelor of Education	Head teacher	Luweero Boys
24	Alex Onzima Dralega	Diploma	DeputyHead teacher	Kijaguzo P.S
25	Nalugo Justine	Diploma	Deputy Head teacher	Bombo Community
26	Godfrey Mutyaba Katyaba	Diploma	Head teacher	Tongo P.S
27	Rev. Israel Kamulegeya	Diploma in Theology	Head teacher	Kyetume
28	Ochera Mary Nabukenya	Bachelor of Education	Head teacher	Kiziba R.C P.S
29	Damalie Nanteza		Teacher	Nakigulube P. S
30	Keefa Luyirika		- Ditto-	- Ditto-
31	Martin Nsimbi		- Ditto-	-Ditto-
32	Joanita Nakamya		- Ditto-	- Ditto
33	Noelina Nabakooza		- Ditto-	-Ditto-
34	Eddy Kasozi		- Ditto-	-Ditto-
35	Isaac Ssewanyana		- Ditto-	Sekamuli
36	Lydia Kayaga		- Ditto-	Sekamuli
37	Teddy Namayanja		- Ditto-	-Ditto-
38	Fred Katende		- Ditto-	- Ditto-
39	Rebecca Kaggwa		- Ditto	-Ditto-
40	Godfrey Semakula		- Ditto	-Ditto-
41	Edith Namuka		- Ditto	Sekamuli P.S
42	Dan Denson Mugoya		- Ditto	- Ditto -
43	G. Namuli		-Ditto-	-Ditto-
44	Ester Nantanda		-Ditto-	St.Jude Kyegombwa P.S
45	Beatrice Nansamba		-Ditto-	St.Jude Kyegombwa P.S
46	Mary Kaligirwa		-Ditto-	-Ditto-
47	Ruth Namaulond		-Ditto-	-Ditto-
48	John Bosco Kaboggoza		-Ditto-	-Ditto-
49	Joseph Lule		-Ditto-	-Ditto
50	Sarah Nakasi		- Ditto-	Sekamuli-Primary School

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51	E. Kinuge		- Ditto	-Ditto-
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### Appendix 4: List of Respondents from Mayuge

NUMBER	NAME	DESIGNATION	LOCATION
1.	Mr. Kyakwise. S.	DEO/Mayuge	District Headquarters
2.	Mr. Magooma. S.	DIS/Mayuge	District Headquarters
3.	Mr. Basalirwa Peter	Asst. EO/Administration	District Headquarters
4.	M/s Nabirye J	Asst. DIS/Mayuge	District Headquarters
5.	Mr. Munyhaga Fred	EO/ Sports	District Headquarters
6.	Mr. Kigeere Lukeman	Army Education liaison officer	District Headquarters.
7.	Mr. Mwandha. H.	CCT	Kaluba Cluster
8.	Mr. Mawerere J	CCT	Ikulwe Cluster
9.	Mr Oumo Oula	CCT	Baitambogwe Cluster.
10.	Mr. Tulingakubi P	Head –teacher	Ikulwe Primary School
11.	M/s Muteesi Ndizaawa	Head-teacher	Baitambogwe Primary School
12.	Mr. Batanda Fred	Head-teacher	Army sch. Magamaga
13.	Mr. Baliraine P	Head teacher	Mulingilire Primary School
14.	Mr. Ntale K	Head-teacher	Nango Primary School
15.	Mr. kiranda .P	Head-teacher	Luwerere Primary School
16.	Mr. Ojwang D	Head-teacher	Buluuta Primary School
17.	Mr. Muwubani	Head-teacher	Igeyero Primary School
18.	Mr. Mulembe D	Head-teacher	Buseera Primary School
19.	Mr. kyondere D	Head-teacher	Wandegeya Primary School
20.	Mr. Mudooba S	Head- teacher	Musubi Primary School
21.	Mr. Kiryagana M	Head- teacher	Baliita Primary School
22.	Mr. Bituli Mises K	Head-teacher	Buluuba Primary School
23.	Mr. Okwakol	D/Head-teacher	Buluuba Primary School
24.	MOSES	HOP – CPD (Refresher Courses)	Bishop Willis CPTC
25.	Bamutiire David	(Hop pte)	Bishop Willis CPTC
26.	Naigaga R. Mary	(Hop dit/cm)	Bishop Willis CPTC
27.	Olinga James Fredrick	P.3 Teacher	Buluuba Primary School
28.	Nantambi Fatty	P.3 Teacher	Buluuba Primary School
29.	Suuni Micheal	P.6. P.7 Teacher	Buluuba Primary School
30.	Nakiyuka Rebecca	P.1 Teacher	Buluuba Primary School
31.	Mukusike Joy	P.4 Teacher	Buluuba Primary School
32.	Nankwanga Sarah	P.2 Teacher	Buluuba Primary School
33.	Kayuki Simon Peter	P.6, P.7 Teacher	Buluuba Primary School
34.	Wasoko Alex	P.4 Teacher	Buluuba Primary School
35.	Etyang Paul	P.5, P.6, P.7 Teacher	Buluuba Primary School
36.	Gamusi Eric	P.3 Teacher	Buluuba Primary School
37.	Namukose Rosemary	P.3 Teacher	Buluuba Primary School
38.	Tigaiza Joshua	P.5, P.6 & P.7 Teacher	Buluuba Primary School
39.	Kakungulu Eriakes	P.4 Teacher	Mpfungwe Primary School
40.	Namaganda Betty	P.5 Teacher	Mpfungwe Primary School
41.	Tibesigwa Lydia	P.5 Teacher	Mpfungwe Primary School
42.	Kalinaki Aliyi	P.5 & P.6 Teacher	Mpfungwe Primary School

**Appendix 5: Action Research Participants**

<b>Category</b>	<b>Number</b>	<b>Training Received</b>	<b>Training Agency</b>
District Education Officers	2	Management of Decentralized Systems UPE and SFG Policy Guidelines Education Administration and Management Education Evaluation Curriculum Design DIMP Community and Parental Involvement	MoES
District Inspectors of Schools	2	Management of Education Systems Financial Management Management of Data and Information	MoES
Education Officers	5	UPE, SFG Policy Guidelines DIMP	MoES
CPTC Staff	6	UPE Policy Guidelines DIMP New Primary School Curriculum	MoES
Coordinating Center Tutors	11	TDMS, CPD, Community Mobilization, Resource Center Development Instructional Materials Management Management of the New Curriculum, ECP, PIACSY UPE Policy	Nakaseke PTC  MoES
Head Teachers of the Selected Primary Schools	7	TDMS DCBP	Nakaseke PTC MoES
Deputy Head Teachers of the Selected Primary Schools	7	No TDMS training UPE Instructional Management Use of UPE funds	CCTs
Head Teachers Trained in TDMS	9	TDMS	Nakaseke PTC Iganga, CCTs
Head Teacher not trained in TDMS	11	3 Half trained in TDMS Training 8 Untrained in TDMS	N/A
Teachers	39	No training in TDMS	N/A
<b>TOTAL SAMPLE SIZE</b>	<b>99</b>		

**Appendix 6: Capacity Needs Identified by Research Participants**

Area	Skill
Education or School Management	<ul style="list-style-type: none"> <li>▪ <i>Participatory planning</i></li> <li>▪ <i>School administration</i></li> <li>▪ <i>Office management</i></li> <li>▪ <i>Time management</i></li> <li>▪ <i>Project planning, management and implementation</i></li> <li>▪ <i>Leadership, Entrepreneurship and Innovation</i></li> <li>▪ <i>Management training such as in TDMS</i></li> <li>▪ <i>Accountability of financial and non-financial operations</i></li> <li>▪ <i>Formulation of development plans for districts and schools</i></li> <li>▪ <i>Development and Work plan preparation, research and report writing</i></li> <li>▪ <i>Supervision and monitoring and evaluation of schools</i></li> <li>▪ <i>Facilities planning and management</i></li> </ul>
Community mobilization;	<ul style="list-style-type: none"> <li>▪ <i>Management of school management committees</i></li> <li>▪ <i>Community and parental involvement</i></li> </ul>
Financial Management	<ul style="list-style-type: none"> <li><i>Keeping ledger books</i></li> <li><i>Planning and budgeting</i></li> </ul>
Curriculum/Instructional Management	<ul style="list-style-type: none"> <li>▪ <i>Management and use of instructional materials</i></li> <li>▪ <i>Development and use of low-cost, locally available teaching and learning materials</i></li> <li>▪ <i>Management of new curriculum</i></li> <li>▪ <i>Setting and marking examinations</i></li> <li>▪ <i>Management of music, dance, and drama</i></li> <li>▪ <i>Training in change of attitudes towards the new subjects in the new school curriculum</i></li> <li>▪ <i>Gender awareness and equity</i></li> <li>▪ <i>Teaching of co-curricula subjects under the new UPE curriculum</i></li> <li>▪ <i>Early childhood development – why from early childhood education to early childhood development</i></li> <li>▪ <i>Special needs</i></li> <li>▪ <i>Teacher effectiveness</i></li> <li>▪ <i>Guidance and counselling skills</i></li> <li>▪ <i>Librarianship</i></li> </ul>

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Personnel Management	<ul style="list-style-type: none"><li>▪ <i>Conflict resolution</i></li><li>▪ <i>Effective Communication</i></li><li>▪ <i>Motivating staff</i></li><li>▪ <i>Discipline and Sanctions</i></li><li>▪ <i>New staff appraisal system</i></li></ul>
Other	<ul style="list-style-type: none"><li>▪ <i>Trainer of trainers skills</i></li><li>▪ <i>Computer training</i></li><li>▪ <i>Information Communication Technology</i></li><li>▪ <i>Training in moral ethics</i></li></ul>

**Appendix 7: People Interviewed at National Level**

**Ministry of Education and Sports (MoES)**

Mr. Sam Onek – Commissioner for Primary and Pre-Primary Education

Mrs. Margaret Nsereko – Assistant Commissioner for Teacher Education

**Ministry of Local Government – Capacity Building Unit (CBU)**

Ms. Asumpta Tibamwenda

**Education Standards Agency**

Ms. Frances Atima – Senior Inspector, Secondary

**Link Community Development**

Dr. Steve Harvey – Programme Director

Barbara Harvey – Teacher Development Advisor

**EUPEK and Professional Development Centre**

Dr. Lawrence Kanyike – EUPEK Project Director

Mrs. Scolastica Tiguryera – Educational Management Coordinator of the East Africa Professional Development Centre

**Ireland Aid**

Ms. Liz Higgins

Mrs. Rosemary Rwanyange

Mrs. Alice Ndidde

**Appendix 8: Documents Reviewed**

Development Cooperation Ireland (DCI). 2003. *Factors Contributing to School Effectiveness in the Districts of Kibale, Kiboga and Kumi.*

Draft Discussion Paper. 2004. *A Road Map – Enhancing Primary School Quality and Teacher Effectiveness.*

Education Service Commission. 2003. *The Scheme of Service for Teaching Personnel in the Uganda Education Service.*

Education Funding Agencies (EFAG) Technical Note 17.2002. *Comments on The Teacher Development and Management Plan.*

Link Community Development Project - Masindi Project. 2003. *End of Year Three Monitoring Report.*

**Ministry of Education and Sports:**

1999. *Guidelines on Policy, Roles, and responsibilities of Stakeholders in the Implementation of Universal primary education (UPE).*

2001. B.M Makau. *Uganda: Primary Education and Teacher Development Project (PETDP), Final Supervision Mission.*

2002. *Education Sector Review Report*

2003. *Education Sector Review Report*

2003. *Monitoring District Implementation of Programmes Under Poverty Action Fund (PAF) in the Education Sector*

2003. *Report: National Inspection Programme (NIP) (2002/2003)*

**TDMS Head Teacher Training Series:**

Module 1: Educational Management

Module 2: Personnel Management

Module 3: Financial Management

Module 4: School Governance

Module 5: Curriculum Management

1995. *Manual for Primary Education Managers in Uganda.*

2003. *Pre-primary and Primary Education Sub-sector. Support to Pre-primary and Primary Department as Part of the Poverty Eradication Action Plan.*

2003. *Sector PEAP Revision Paper.*

2003. Sugure, C., Muwanga, N., Ojoo, Z. *Primary Teacher Development and Management Plan.*

2003. *The Quality of Education: Some Policy Suggestions Based on a Survey of Primary Schools in 2000.*

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Ministry of Local Government – Local Government Development

Programme. 2003. *Capacity Building Experiences and Terms of Reference for LGDP II.*  
2003. *Framework for Standardized Capacity Building Materials*

The Aga Khan University. 2002. *Certificate in Educational Management (CEM),  
Programme Handbook.*

UPHOLD. 2003. *Integrated Education Strategy.*

## **ACTION RESEARCH DATA ANALYSIS MATRICES**

### **OBJECTIVE ONE: TO EXAMINE THE VIEWS AND ATTITUDES OF HEAD TEACHERS, DISTRICT EDUCATION STAFF, CCTS AND CPTC STAFF ON THE CONTENT, RELEVANCE AND METHODS OF PAST MANAGEMENT TRAINING**

RESPONDENT	FINDINGS					
	Type of Training	Scope	Content	Relevance	Method	Adequacy
DEOs	Short term Management Training Courses	District team members according to their roles responsibilities	<ul style="list-style-type: none"> <li>➤ Education administration and management;</li> <li>➤ Education evaluation;</li> <li>➤ Curriculum design;</li> <li>➤ Participatory planning;</li> <li>➤ Cash Budgeting</li> <li>➤ Project Appraisal</li> <li>➤ Continuous assessment;</li> <li>➤ Examination management</li> </ul>	The training was relevant to his job	<ul style="list-style-type: none"> <li>➤ Seminars;</li> <li>➤ Short term training;</li> <li>➤ Orientation;</li> <li>➤ sensitization</li> </ul>	Adequate (Luwero) Inadequate( Mayuge)
DIS	<ul style="list-style-type: none"> <li>➤ Short term Management Training Courses, e.g. Management of Decentralised system (M)</li> <li>➤ EMIS</li> </ul>	Members of his staff	<ul style="list-style-type: none"> <li>➤ Results oriented management;</li> <li>➤ Financial management and reporting structures;</li> <li>➤ Data and information management;</li> <li>➤ Planning, budgeting and management;</li> <li>➤ Writing inspection reports;</li> <li>➤ Developing quality assessment documents;(L)</li> </ul>	The training was relevant to his job	Seminars; Workshops;	Good but inadequate(M) No follow-up(L)
EOs and ISs	<p>Mayuge Short term Management Training Courses e.g. Education Standard Agency for 2 days; TDMS ROM training-MOLG</p> <p>Luwero: Short workshops</p>	Personnel Office and Heads of Departments	<ul style="list-style-type: none"> <li>➤ Participatory training methods;</li> <li>➤ Class room teaching;</li> <li>➤ Environment management;</li> <li>➤ Teacher methods; and Roles of [parents in education;</li> <li>➤ Filing system;</li> <li>➤ Management of women affairs;</li> <li>➤ Use of ESA instruments;</li> </ul>	The training was relevant with particular reference to elementary skills in performance appraisal	Short workshops and seminars	Inadequate in terms of duration of training and content.
CCTs	Training under the TDMS Through continuous professional development at	These were specifically for CCTs	<ul style="list-style-type: none"> <li>➤ New curriculum, community mobilisation against the HIV/AIDS,</li> <li>➤ child friendly school)</li> </ul>	Training was appropriate and relevant,	Workshops, seminars.	In-adequate especially since it did not include EMIS

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RESPONDENT	FINDINGS					
	Type of Training	Scope	Content	Relevance	Method	Adequacy
	Nakaseke teachers' college (MoES). Workshops on management of in-service training.		<ul style="list-style-type: none"> <li>➤ Early childhood development,</li> <li>➤ Presidential Initiative on HIV/AIDS Communication Strategy for the Youth. (PIASCY)</li> <li>➤ community mobilisation</li> <li>➤ Resource centre development</li> <li>➤ Instructional materials management.</li> </ul>	has helped do their work better. Improved feeding of children by the parents Improved provision of local materials for the construction of teachers houses as well as attracting NGOs such as ADRA to assist in the effort		
<b>CPTC</b>						
<b>Luwero</b>	National training of facilitators	Deputies and heads of programs	Guidelines in UPE and DIMP	Relevant to their roles	Workshops and Seminars	inadequate
<b>Mayuge</b>	Continuous professional development	Deputies and heads of programs	Guidelines in UPE and DIMP Management of challenges such as large classes	Relevant to their roles	Workshops and Seminars	Inadequate, particularly on the TDMS programs in terms of quantity
<b>TDMS Trained HEAD TEACHERS</b>						
<b>Luwero</b>	TDMS management courses Management Training through DCBP Management training from Plan International Short term training courses conducted CCTs	Some head teachers	The five modules of TDMS Management of Schools Financial Management	Relevant	Workshops Practical Participatory Modules Assignments Peer group meeting Group discussions	Inadequate
<b>Mayuge</b>	TDMS management courses	Some head teachers	The five modules of TDMS	Relevant	Workshops	Inadequate

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RESPONDENT	FINDINGS					
	Type of Training	Scope	Content	Relevance	Method	Adequacy
	Management Training through DCBP Management training from Plan International Short term training courses conducted CCTs		Management of Schools Financial Management		Modules Assignments Peer group meeting Group discussions	
<b>TDMS untrained trained HEAD TEACHERS</b>						
<b>Luwero</b>	TDMS incomplete	3 half trained head teachers and 2 untrained deputies	The 3 half trained had received training in the following TDMS modules: School governance Curriculum management personnel management the 2 deputies had got no training at all	For Those with raining it had been relevant	Workshops Modules Assignments Peer group meeting Group discussions	Adequate
<b>TEACHERS</b>						
<b>Luwero</b>	In all the schools, Most of the teachers were aware training obtained by HdTs and that the courses were conducted by Nakaseke	Heat teachers	The teachers were aware that the teachers had obtained training in Management	Relevant because management of the school had improved in terms of accountability and management of the children	The teachers were not aware of the methods	adequate
<b>Mayuge</b>	In all the schools, most of the teachers were not aware of the training obtained by HdTs .	Not aware	Not aware	Not aware	Not aware	Not aware

**OBJECTIVE TWO: TO RAPIDLY ASSESS THE MANAGEMENT CAPACITY OF EDUCATION MANAGERS AT THE DISTRICT, SUB-COUNTY AND SCHOOL LEVEL**

PARTICIPANT	District	FINDINGS	Agency Responsible for the training	Skills gained	Adequacy	Impact
DEO	Luwero	UPE, SFG	MoES	Improved public relations Good trained of teachers in handling UPE materials	inadequate	Head teachers are handling UPE funds better
	Mayuge	DIMP Community and parental involvement	MoES	Acquired skills to manage instructional materials and usage	inadequate	Instructional materials were better managed in the schools.
DIS	Luwero	DIMP EMIS	MoES	Organization of data	inadequate	Made staff lists for the whole district and can provide information on the district
	Mayuge	TDMS Has read UPE guidelines Has read SGF guidelines	MoES	Monitoring UPE funds and use UPE funds	inadequate	Improved use of UPE and SFG grants Improved mobilisation of parents for specific causes
EOs and ISs	Luwero	UPE SFG DIMP	MoES	No skills gained	Just orientation on the policies	n/a
	Mayuge	Not training	n/a	n/a	n/a	n/a
CCTs	Luwero	ECD PIACSY UPE	MoES	No skills gained	Inadequate	n/a
	Mayuge	No training in these areas	n/a	n/a	n/a	n/a
CPTC	Luwero	UPE DIMP	MoES	Managing UPE funds Community mobilization Management of instructional materials	Inadequate	Books can now secure books according to their needs HdT are accounting for UPE better Community-School relationship has improved and parents are contributing to the welfare of the children and teachers
	Mayuge	UPE DIMP Volume II of Primary School	MoES	Handling and management of large classes	Inadequate	Better management of large classes in schools

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PARTICIPANT	District	FINDINGS	Agency Responsible for the training	Skills gained	Adequacy	Impact
		Curriculum, especially IPS				
TDMS Trained HEAD TEACHERS	Luwero	Aware but not trained in the new policies	MoES	No skills gained	Simple sensitization workshops on these policies except EMIS	
	Mayuge	No training on the guidelines	n/a	n/a	n/a	n/a
TDMS untrained HEAD TEACHERS	Luwero	UPE(Orientation-crush program) SFG Orientation EMIS – seen forms but no training	MoES Programs offered through DCBP	Skills in accountability	inadequate	Effective planning for use of UPE funds
	Mayuge had combined trained an non-trained head teachers					
TEACHERS	Luwero	Aware of the policy guidelines In isolated cases some teachers had been trained in DIMP – e.g. teachers of Sekamuli Primary School	Those who had been trained had been trained through the DCBP	They were keeping DI MP stock registers	Inadequate	Improved use of instructional materials
	Mayuge	Not aware	n/a	n/a	n/a	n/a

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**OBJECTIVE THREE: TO ASSESS THE MANAGEMENT TRAINING NEEDS (CONTENT AND METHODOLOGY) OF HEAD TEACHERS, EDUCATION OFFICERS, CCTS AND SELECTED PTC STAFF; PARTICULAR FOCUS SHOULD BE PLACED ON THE CONTENT AREAS UPHOLD HAS SO FAR IDENTIFIED AS POTENTIALLY CRITICAL AREAS OF STRENGTHENING.**

PARTICIPANT	District	FINDINGS	Preferred Training Methods
DEO	Luwero	Computer training Personnel management Finance management All UPHOLD Core competences	Participatory method
	Mayuge	Financial management Personnel management Planning and budgeting Usage of locally available materials	Residential to save time Creative methodology
DIS	Luwero	Financial management Human resource management Management of school management committees Formulation of development plans for districts and schools School administration Curriculum management Supervision and monitoring All UPHOLD core competences	Participatory methods as opposed to lecture which send participants to sleep
	Mayuge	Monitoring and supervision Management of new curriculum Setting and marking examinations Financial management Use of computers Evaluation Management of data use of information	Residential
EOs and ISs	Luwero	Personnel management Proper management and use of instructional materials Supervision and monitoring and evaluation of schools Community and parental participation All UPHOLD core competences EMIS	Peer learning and discussion Short term sessions for at most a week during term time
	Mayuge	ICT Management of music dance and drama Co-curricula Personnel management and performance improvement Financial management	Participatory training methods Residential properly facilitated with meals

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PARTICIPANT	District	FINDINGS	Preferred Training Methods
		Work plan, research and report writing Stakeholder roles and responsibilities to resolve conflict between HdTs, SMC and PTA.	
CCTs	Luwero	EMIS Office management ICT Project planning and management All UPHOLD core competences	Modules and short courses of up to 5 days only and it should be done during the holidays, planned well so that there is follow-up
	Mayuge	Resource centre development Management training such as in TDMS	Residential workshops and short term training
CPTC	Luwero	Guidance in implementation of new curriculum for primary schools Trainer of trainers skills Project planning and implementation Community mobilization; Personnel management Accountability of financial and non-financial operations Purposeful monitoring and supervision Development and management of instructional materials including low cost materials ICT	Training clustered according to the core structure of the PTC so that head of the programs will gather in a place over weekends  Training should not be by modules, rather it should be topical in hand-books which are available in a library and with occasional face to face facilitation  Study tours to learn about best practices  Use of internet
	Mayuge	Personnel management e.g. Confidence and commitment building Leadership ICT Participatory planning Harmonization of college and school curriculum Monitoring and supervision Quality control and improvement Guidance and counselling skills	Peer learning Tours and visits for better practices Residential training workshops
TDMS Trained HEAD TEACHERS	Luwero	ICT Guidance and counselling	Modules Face to face

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PARTICIPANT		FINDINGS	
	District	Training needs	Preferred Training Methods
		Librarianship Co-curricula activities Training in change of attitudes towards the new subjects in the new school curriculum Entrepreneurship and innovation for school income generating projects	Interactive sessions Group discussions Distance learning Assignments Mentoring Peer group meetings
	Mayuge	TDMS training in all the modules for those who did not have the training More training in TDMS for those who received the training since what they had was not sufficient Financial management Personnel management Teacher effectiveness Time management School community links	Face to face during holidays Residential Modules and pamphlets Reference materials
TDMS untrained HEAD TEACHERS	Luwero	School management and administration –delegation-team building conflict resolution and coordinating all the activities Financial management-keeping books of accounts and budgeting Modern skills in supervision and monitoring Community mobilization Managing school – community relationships Curriculum management Instructional material management Early childhood development – why from early childhood education to early childhood development [participatory planning and personnel management	One week training during the holidays Modules Practical activities and ground discussions
	Mayuge had combined trained an non-trained head teachers	Training in TDMS	Modules
TEACHERS	Luwero	For the head teachers: ICT Instructional materials Supervision in order to stop teachers from harassing the teachers New curriculum for the new primary school subjects, especially IPS Special needs School management and administration Guidance and counselling Finance management Skills in community mobilization	Five days only during the holidays Participatory Learner cantered Practical

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PARTICIPANT	District	FINDINGS	Preferred Training Methods
		Public administration	
	Mayuge	HdT should be trained in moral ethics Should be trained in the utilization of finance committees Leadership and personnel management Gender awareness and equity Labour laws-female teachers should be given due maternity leave	Residential workshops Modules Face to face Reference materials

**OBJECTIVE FOUR: TO DOCUMENT THE AVAILABILITY AND ACCESSIBILITY OF MANAGEMENT TRAINING PROGRAMMES**

PARTICIPANT	District	FINDINGS	Programs Attended	Accessibility	Agency Responsible
DEO	Luwero	TDMS ESA Monitoring and Evaluation Courses EMIS Special Needs Education Financial Management (PLAN International)	ESA on Record Management Supervision and Monitoring	Not easily accessible due to lack of transport and poor timing	MoES ESA Plan International
	Mayuge	TDMS LGDP CBP	TDMS LGDP CBP	Accessible But TDMS has stalled due to lack of funds	MoES Local Government
DIS	Luwero	TDMS EMIS LGDP at Sub-County Level Associate Assessor Programs of ESA	Associate Assessor Program of ESA EMIS	Accessible especially the ESA program where the participants were well participated Local Government Programs were scanty due to lack of funds	MoES Local Government
	Mayuge	TDMS LGDP CBP	TDMS LGDP CBP	Accessible	MoES Local Government
EOs and ISs	Luwero	TDMS Management Training for Senior Women (PLAN)	None	Accessible to the Head Teachers who had been appointed and had schools Course for PLAN International was for female head teachers	MoES PLAN International
	Mayuge	LGDP CBP - ROM	None	Accessible to education officers and inspectors of	Local Government

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PARTICIPANT	District	FINDINGS	Programs Attended	Accessibility	Agency Responsible
		Management training programs available in the district		schools	
CCTs	Luwero	TDMS ADRA	None-programs were for head teachers	They were not easily accessible due to transport costs and poor timing	MoES ADRA
	Mayuge	TDMS Teacher Outreach training program	TDMS Teacher Outreach training program	Easily accessible and all CCTs get to attend	
CPTC	Luwero	TDMS ADRA	None	Limited accessibility due to pressure of work on the head teachers The practicing head teachers were the only ones whose were eligible to attend the course yet they had no funds for transport	MoES ADRA
	Mayuge	TDMS DCBP	None	Accessible	MoES
TDMS Trained HEAD TEACHERS	Luwero	TDMS Financial Management (PLAN) Financial Management (DCBP)	TDMS Financial Management (PLAN) Financial Management (DCBP)	For TDMS head teachers in practice were appointed  For PLAN it as mainly teachers who received information costly in terms of transport	MoES PLAN
	Mayuge	TDMS LGDP CBP	TDMS LGDP CBP	Accessible to some while for others	MoES Local Government

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PARTICIPANT	District	FINDINGS	Programs Attended	Accessibility	Agency Responsible
		Management training programs available in the district		accessibility was limited due to transport costs and poor timing	
TDMS untrained HEAD TEACHERS	Luwero	TDMS ADRA	TDMS were available for head teachers who were appointed and they had schools. Some head teachers were barred on the reasoning that if they were attending another course they could not attend TDMS  None had attended ADRA	Limited Accessibility. Some head teachers had attended half way because the course had stalled.  The course was costly because some of the head teachers were coming from afar.	
TEACHERS	Luwero	TDMS	None	Not accessible	MoES
	Mayuge	TDMS Administration and Management	None	Not accessible	MoES

**OBJECTIVE FIVE: TO IDENTIFY THE STRENGTHS AND WEAKNESSES OF CURRENT CAPACITY BUILDING TRAINING PROGRAMS**

PARTICIPANT	FINDINGS		
	District	Strength	Weaknesses
DEO	Luwero	<p>Many people were given chance to be exposed to new ideas</p> <p>There has been service delivery in the aspects in which training was given</p> <p>The short courses had addressed the relevant issues</p>	<p>The inadequate follow-up or no follow-up at all</p> <p>Lack implementation of policies on which training is done</p>
	Mayuge	<p>TDMS training has been able to enhance supervision and monitoring in schools</p> <p>It has also contributed to improvement in teachers skills in writing lesson plans and schemes of work</p> <p>The district there is some improvement in management capacity</p>	<p>Training is at times too short to enable officials to internalize issues</p> <p>Trainings are non-residential with trainers coming from far which results into loss of time</p> <p>CCTs who are entrusted with the role of supervision are not well facilitated, for instance they do not have sufficient fuel and their salaries are poor at 200,000 a month</p>
DIS	Luwero	<p>Participants were able to get knowledge they would not have got</p> <p>People had the opportunity to share experience where the training programs were interactive</p> <p>Participants are provided with Funds for transport, and, sometimes, per diem which boosts their morale.</p> <p>Participants are provided with Funds for transport, and, sometimes, per diem which boosts their morale.</p>	<p>Sometimes the time is short, in other words, too much is covered in too little time.</p> <p>The programs end at an anti-climax because there is no follow up in most cases</p> <p>Sometimes the training programs are seen as just income generating opportunities for example participants are paid for 3 days when, in the actual sense, they have had a workshop for one day.</p>
	Mayuge	<p>TDMS training has contributed to good management in schools in terms of time, improved record management, cleanliness, improvement in quality of teaching</p> <p>Intensified supervision</p> <p>Promotion of participatory training methods or child centered methods of training</p> <p>Improved knowledge on how local governments work and how he rates with other departments</p> <p>Improved knowledge of reporting structures under decentralization</p> <p>More effective service delivery</p>	<p>TDMS has stalled because government does not have funds;</p> <p>Lack of transport for dissemination of information and knowledge;</p> <p>Poor remuneration of CCTs who are in charge of mentoring and supervision of teachers and head teachers;</p> <p>CCTs have got too many schools and yet clinical supervision requires a lot of time;</p> <p>CCTs are also few in numbers;</p> <p>Politicians have been given too much power and yet they are not objective in taking decisions.</p>
EOs and ISs	Luwero	<p>Improved performance in accountability</p> <p>Improved mobilization of School Management committees</p> <p>Improved teaching methods through head teachers' initiatives in organizing workshops for their teachers</p>	<p>Some of the head teachers who have attended the course are relaxed-they over delegate</p> <p>The course was not given due recognition because some newly qualified head teachers who did not attend it were promoted the head very bid schools while the</p>

## Report on Education Management Strengthening Interventions

PARTICIPANT	FINDINGS		
	District	Strength	Weaknesses
			trained ones were heading small schools or even demoted
	Mayuge	ROM has good objectives, especially records management as well as performance appraisal element The program has vehicles for effective service delivery	The methodology used is bad Time period is too short
CCTs	Luwero	Good content Imparted skills to the participants Improved record management Good case study methodology	No certification No promotion or other incentives for the training undertaken Time and again new responsibilities were added but there was no additional training or incentives There was not module for attitude change There were no incentives attached to training
	Mayuge	As a result of the outreach program CCT post is going to institutionalized CCTs have been motivated to upgrade their training as a result of the demands of their work	Currently CCT post is not institutionalised The outreach course has dragged on for too long and the CCTs have lost interest and enthusiasm The course administrators do not take the course seriously.
CPTC	Luwero	The course was focused The timing –holiday- was appropriate The content was balance in that it covered a wide scope of areas. The language used in the modules was understandable The idea of process assignments that were supposed to enable the head teachers to put in practice some of their new learning was good	Follow-up not consistent The process assignments were done to pass exams but after exams, the head teachers stopped practicing what they had started on The TDMS courses were not given due recognition by the DEO. They felt that for any one to be a head of a School he/she should he undergo management training. This is not the case presently because some headteachers have acquired headship offices recently with no training in management. District officials have not been as supportive as they are expected to be. For example they were required to attend the holiday management trainings so as be informed on what are supposed to monitor but their turn up was not encouraging., The halting of a training programme in the middle of a process is a major weakness in strategic planning.
	Mayuge	The programs were important and relevant to the roles of the participants	The programs do not reach all those who need them Follow-up is almost non-existent
TDMS Trained HEAD TEACHERS	Luwero	Peer group meetings allowed members to learn from each other's experiences CCTs have been of great help Training modules were useful	Training was far away from the district and this imposed transport costs on the participants There was lack of coordination between the organizers of

## Report on Education Management Strengthening Interventions

PARTICIPANT	FINDINGS		
	District	Strength	Weaknesses
		<p>The training enhanced the performance of duties</p> <p>The training has led to the improvement in the management of the school</p> <p>Most of the facilitators in the training programs are quite knowledgeable in the areas of specialization</p> <p>The training programs were relevant in terms of the roles and responsibilities of the participants</p>	<p>the courses and the districts</p> <p>Construction of CCs was tendered from the center and this did not allow the beneficiaries to supervise the construction of these centers. The result was a waste of resources. In other words host head teachers could have done better with less money.</p> <p>Deputy head teachers were not trained</p> <p>Training was not used in promotion and placement of head teachers</p> <p>Resource persons were not experienced in some of the modules</p>
	Mayuge	<p>Improved skills in participatory planning</p> <p>Learning to consult with other stakeholders before implementation of any program</p> <p>Improved budget making process skills and prioritization of the needs</p> <p>Improved record keeping</p> <p>Knowledge of staff development, time management, and delegation</p> <p>Participatory planning and decision making</p>	<p>TDMS have stalled</p> <p>Time allocated to training under LGDP is not sufficient</p> <p>Trainings are not tailored to user needs</p>
TDMS untrained HEAD TEACHERS	Luwero		
TEACHERS	Luwero		
	Mayuge	<p>Since the teachers were not aware of the training programs they had not information under this objectives</p>	

**OBJECTIVE SIX: IDENTIFY THE KEY ATTITUDES, BEHAVIORS, PROFESSIONAL WORK ETHICS, AND INSTITUTIONAL NORMS NEEDED TO BE PROMOTED FOR EFFECTIVE EDUCATION PROGRAMS AND SCHOOL MANAGEMENT**

PARTICIPANT	DISTRICT	QUALITIES	BEHAVIOR	ATTITUDES	WORK ETHICS	INSTITUTIONAL, CULTURAL, RELIGIOUS NORMS
DEO	Luwero	Be more educated than the people he/she is leading; have an experience on not less than 15 years in his area of management; be kind but firm; be Decisive –should be able to take decision and stand by it; be counselor for the people he is leading; be a parent; be a good planner; be a visionary – this means being able to foresee and anticipate the future;	Open minded, approachable, kind, ready to listen to advice, a role model	A positive attitude to work, to learning and to change; Optimism; Should for the good in the people and help them to improve	Time management: Following programs according to plan; Being organized, predictable.	Confidentiality; Giving constructive criticism at the right time and right place; Respect for everybody in the institution. Dedication, devotion, intellectualism, sacrifice, trustworthiness, compassionate, collegial, having the spirit of comradeship
	Mayuge	Good listener Willing to communicate effectively Willing to consult both horizontally and vertically Ability to take decisions Should know the law	Confident, outgoing, approachable, communicative and morally upright Should be respectful to colleagues in the department and must be pleasant	Understanding, caring Brotherly, Role model, Willing to give advice, Should promote team spirit, should be able to build a rapport, Ready to delegate, Should be cordial and should like his job.	Should be able to respect time management and give reasons when ever late, Should desist from over drinking, Should avoid indecent dressing.	Should be religious as this would promote good morals in institutions, Should be supportive of others in difficult times like when a colleague loses a dear one (to promote a sense of belonging and identity among the team), Circumcision should be promoted among all the school children for good hygiene,
DIS	Luwero	taking initiative, being enthusiastic, Confident and having foresight. being intelligent, able to understand and assess	should be friendly but not too familiar with his subordinates. should not undermine or black mail others, he/she	caring, wishing others success, having a supportive and accommodative spirit; nurturing,	he enumerated efficiency, effectiveness, moral uprightness and professionalism	time management, participatory staff meetings, and democracy. respect for elders Fearing God,

## Report on Education Management Strengthening Interventions

PARTICIPANT	DISTRICT	QUALITIES	BEHAVIOR	ATTITUDES	WORK ETHICS	INSTITUTIONAL, CULTURAL, RELIGIOUS NORMS
		causes of challenges and come up with solutions. industrious, energetic have a sense of vocation. have a desire to work, have a positive influence on others, lead by example, he should be decisive and have integrity; Create trust in his leadership through a sense of responsibility and should have good morals and character.	should be genuine.	tolerant and collegial attitudes.		prayer and promoting commonalities/ essential components
	Mayuge	Should be well informed, Should be current and up-to date; Should be a good time manager; Should be able to make reports and must be principled.	Should be understanding, Should be hard working, Should be objective, Should be pleasant, Should be exemplary, Should be well dressed, Males should tuck in their shirts and should not smoke on the compound, Should not sexually harass or defile his pupils or even females with whom he works.	Should be accommodative, Should be patient, Should be caring, Should be collegial, Should be authoritative, Should not be fault finding, Should be able to motivate his stuff to achieve.	Should not be biased and corruptible, Should have respect for all the stuff with in the inspectorate, Should come up with a scheduled duty,	
EOs and ISs	Luwero	Devoted/dedicated, a role model, kind, patient, sympathetic, hard working, time conscious, orderly and flexible, should accept criticism, be aware of other people's needs, keep secrets Be a good planner and organizer.	<i>(Not typed)</i>	were commitment to work and being parental planning a head of time assessing children performance, observing morals being honest, trustworthy impartial and having a sense of time.	Daily parade and an institutional motto.	The cultural and religious norms stated were greeting parents with special respect, birth relations, good eating habits, daily prayers , prayer after meals weekly worship and respect foe religion
	Mayuge	He or She must have a self-sacrificing spirit.		Should be tolerant, sincere, trustworthy	It is vital to keep time and manage it	

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PARTICIPANT	DISTRICT	QUALITIES	BEHAVIOR	ATTITUDES	WORK ETHICS	INSTITUTIONAL, CULTURAL, RELIGIOUS NORMS
		Should be devoted and innovative in the implementation of the Curriculum instead of depending on artificial aids only by localizing the teaching. That person should be a role model. He should be able to follow the teachers' code of conduct.		and ready to learn from others. He should be ready to plan with others and not just walk to class without any plans and imagine that he has it all in his head. He should be positive about accountability by providing all that is necessary for learning rather than imagine that it is only chalk for the lessons	because it is a resource. Should attend regularly. Should be duty conscious and not always wait to be pushed to do something. Should be ready to write reports as this puts on record what has been done. Should be accountable and transparent.	
CCTs	Luwero	Tolerant, reliable, educated, dedicated, trustworthy, accountable, efficient, networking, sociable, time , conscious, role model, knowledgeable, inquisitive, flexible, morally adjusted, confidentiality, skilful, resourceful, respectable, loving,	shows empathy, sympathetic, shows , confidentiality, endures and is patient, is a role model, exemplary, is an opinion , leader, is punctual, dresses decently, is morally upright highly disciplined	caring, parental, respecting, hard working, sympathetic, empathetic, honest, with a sense of belonging, optimistic, collegial	Decent, professional, time, management, respectful	Decent, polite, good leadership, fear of God, upright morals
	Mayuge	Must be effective at communication. Must be committed. Must be knowledgeable.	Should be exemplary, should be willing to listen, should be empathetic, and should be parental and courteous.	caring, parental, collegial, tolerant, willing to promote solidarity through team work, have a positive attitude towards work	high moral standards, able to run a stable home, punctual, be willing to work diligently, politically neutral	Should promote the spirit of togetherness and should be willing to put duty first before other things. Should be willing to sacrifice; Circumcision should be promoted amongst all male school children as it is good for their hygiene
CPTC	Luwero	an effective communicator; visionary or foresighted; a team player; integrity; ability to plan and achieve the desired outputs Must be loyal, willing to apply professional skills, and knowledge.	-	Portraying a positive image to colleagues Having a parental attitude Desire to impart the best we can to our pupils	-	-

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PARTICIPANT	DISTRICT	QUALITIES	BEHAVIOR	ATTITUDES	WORK ETHICS	INSTITUTIONAL, CULTURAL, RELIGIOUS NORMS
		<p>Must manage time properly, should strike a balance between official time and leisure time. He/she must be able to make proper decisions and to develop essential net works with other educationists or professionals. He/ she must be positive to change show exhibit dynamism in hi operations, He/she must account effectively in all areas of responsibility. Must have interest in research; Commitment to work Readiness to accept innovations and to implement them Willingness accept change and criticism; willingness to share and work with others; Being a role model.</p>		<p>Awareness that we are preparing children who will be useful to the nation in 15-20 years to come</p>		
	Mayuge	<p>Role model – should serve as an example. Goal decision maker Must be knowledgeable. Confidence and self esteem Creativity so as to deal with area specific challenges. Adaptability. Willingness to continue with studies for self-development and coping with new demands. Being humble</p>	<p>Should be Tolerance Should be Patience Moral uprightness experienced</p>	-	<p>Honest, Punctual, Disciplined, Approachable, Committed, Responsible, Articulate , Parental Respectable, Humble, team work spirit, smart</p>	-
TDMS Trained HEAD TEACHERS	Luwero	<p>disciplined honest sympathetic</p>	<p>disciplined well trained integrity love of duty confidence building</p>	<p>Exemplary Morally upright Respectful Should know what is right and just</p>	<p>Being devoted to work Working for the improvement of the institution Setting mission and vision of the institution</p>	<p>Setting norms that cross cultural and religious boundaries Promoting norms that encourage tolerance</p>

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PARTICIPANT	DISTRICT	QUALITIES	BEHAVIOR	ATTITUDES	WORK ETHICS	INSTITUTIONAL, CULTURAL, RELIGIOUS NORMS
					Making plans that are desirable and manageable Time management Effective communication Delegation of duties	
	Mayuge	Innovative. A planner. Time manager. Approachable. Clean, smart, exemplary must taste the bitter part before telling others to follow. democratic. able to submit any information on request. Be accountable Letting parents and others know what is happening and express their views.		Should have a parental attitude Should be accommodative Should be committed Should value his work Should not focus too much on personal gain and money Should be willing to learn from even his subordinates	Must have Good morals Must have Integrity	
TDMS untrained HEAD TEACHERS	Luwero	kind, honest, quick in making decisions, knowledgeable, responsible, Neat, creative, exemplary, active, well informed, cooperative, empathetic, sympathetic, efficient, a good planner and listener.	transparency, punctuality, hospitality, dressing decently and being a role model	a parental, caring and considerate attitude. institutional norms to promote	integrity, regularity, time management, responsibility, discipline, cleanliness, soberness, descent dressing and Excellency in executing duties	obedience, discipline, courage, daily prayers, integrity, honesty, patience and respect for others.
TEACHERS	Luwero	exemplary, principled, patient, trustworthy, social, smart, knowledgeable, friendly and democratic but firm; ability to motivate staff, tolerance, kindness, being a counselor, friendly sober and cooperative;	social, considerate, kind and punctual, descent dressing, moral uprightiness, integrity and; Being a good role model; being social, considerate, kind and punctual	parental, impartial, accommodative, optimistic and empathetic feelings or predispositions; just, parental, caring, loving, God fearing,	punctual, dressing decently, responsible, being knowledgeable and morally upright;	proper discipline; Punctuality and cleanliness; respect for elders /other people, fearing God and discerning right and wrong things; efficiency, punctuality, availability in the school and Discipline; appreciation, interdependence; Generosity, and helping one another;

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PARTICIPANT	DISTRICT	QUALITIES	BEHAVIOR	ATTITUDES	WORK ETHICS	INSTITUTIONAL, CULTURAL, RELIGIOUS NORMS
		exemplary, principled, patient, trustworthy, social, smart, knowledgeable, friendly and democratic but firm		sympathetic and trust worthy; parental, impartial, accommodative, optimistic and empathetic feelings or predispositions		proper discipline.
	<b>Mayuge</b>	Should be a good listener Should guide and counsel Shares all information Faithful and transparent-income and expenditure. Should be able to prioritize. Must be exemplary. Must be parental Should recommend other teachers under him for promotions. Should learn to appreciate at least say thanks. Should be objective. No segregation, - gender balance in upper primary. Should put new teachers on payroll early. They tend to keep teachers' papers in the office for so long and at times fail even to advise the teachers on what to do. Should be academically fit.	Should learn how to delegate effectively, not just delegate to some one and keep his office locked Should be honest Should be the champion of the teachers' needs Should be smart	Should not have a bossy attitude Should be a teacher. Should be accommodative of other peoples' views	Should be respectful even to the pupils Should be punctual Should be non sectarian Should not favour some people and treat others badly Should not be biased He should not threaten like deleting a teacher off the pay roll	-

**OBJECTIVE SEVEN: IDENTIFY POSSIBLE STRATEGIES AND INTERVENTIONS TO IMPROVE THE QUALITY OF DISTRICT AND SCHOOL MANAGEMENT**

PARTICIPANT	DISTRICT	STRATEGIES/INTERVENTION
DEO	Luwero	professional development; formulation of monitoring and evaluation framework; constant transfer of head teachers; promotions and demotions
	Mayuge	Training of the District Education Officer, the District Inspector of Schools, Center Coordinating Tutors, head-teachers, deputy head-teachers, teachers as well as School Management Committees; Housing teachers; motivate the classroom teacher through provision of minimum incentives such as lunch for them while at school. A hungry teacher can not teach effectively; improve and intensify the Supervision and monitoring
DIS	Luwero	Training of district staff and teachers
EOs and ISS	Luwero	Management training should be part of the PTC curriculum District staff should continue to make lists of head teachers to be involved in the management training District staff should be involved in the management training of head teachers School management committees should be trained Head teacher management refresher courses should be organized to improve the quality of management in schools. There should be management training workshops for district officials including the political wing officers.
	Mayuge	upgrade community schools that have been initiated and are still operating under trees with no structures, no textbooks and no furniture. look into accommodation of teachers with priority to be given to "hard to reach areas" such as Malongo sub-county where it is impossible to retain teachers unless incentives such as housing are given. recruit more trained teachers to improve on the quality of service delivery. do away with negative attitudes against Licensed teachers who are operating in "hard to reach areas". This is because such teachers get appointments and leave if conditions are harsh. sensitize all stakeholders about their roles such as the LCs, PTAs and others. sensitize political leaders to avoid conflict between themselves and the technical officers Transport should be strengthened for quality management of education. provide more scholastic materials for instance the ratio of 1:7 is too high. Teachers have not been trained to use the existing textbooks and this should be done.
CCTs	Luwero	The CCTs should be given more institutional support in terms of supervision, decision making and report writing; Education officers in the district should be increased; Powers of head teachers should be reduced; The powers of school management committees should be reduced; CCTs need more manpower support;

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PARTICIPANT	DISTRICT	STRATEGIES/INTERVENTION
		<p>Programs should be phased to give each one time to be established;</p> <p>Sufficient incentives should be given to the teachers so that they are not forced to be part-timers in the schools in which they are supposed to teach full-time;</p> <p>CCTs need to be given more incentives such as promotions;</p> <p>Monitoring and supervision should be increased.</p>
	Mayuge	<p>head-teachers should be trained in Management.</p> <p>deputy head-teachers should also be trained.</p> <p>head-teachers need to be assured of their stay in a given school.</p> <p>more sensitization should be conducted and the Resident District Commissioner (RDC) should be involved to educate the various stakeholders on their respective roles.</p>
CPTC	Luwero	<p>Lobbying for support through writing proposals;</p> <p>Planning more refresher courses;</p> <p>Enhancing the existing college initiatives such as UPLIFT- Uniting to Provide;</p> <p>Literacy instruction to teachers;</p> <p>Establishment of a monitoring and evaluation framework in partnership with relevant stakeholders;</p> <p>Support in enhancing sexual maturation, hygiene and sanitation;</p> <p>Enhancing Community Mobilization to enable all stake holders to participate in Education quality;</p> <p>Regular Joint meetings between the DEO and the college;</p> <p>The DEO to have one specific day two for head teacher to visit him so that monitoring of the Schools by CCTs and heads of program is done with no much hassle. This is because it had been discovered that some head teacher were always using the excuse of going to see the DEO all week through as a way of avoiding being asked about developments or improvements in the Schools;</p> <p>Streamlining the CCT reporting system to the District. The college wants the CCTs to report to them before information reaches the District and they decide which information to send to the district. The District on the other hand, would like to have the reports directly, they wonder why they cannot be availed with information that is about their mandated area of operation.</p>
	Mayuge	<p>management training should part and parcel of the Primary Teacher training program. "when we train teachers, we are training managers. A teacher today is the head teacher of tomorrow.</p>
TDMS Trained HEAD TEACHERS	Luwero	<p>Sensitization of the communities about government policies and programs so as to encourage ownership of the programs;</p> <p>Provide support staff to the CCT, such bursar and secretary;</p> <p>Empower primary school management so that they can supervise the resources given to the schools – for example shoddy work was done by contractors who built the SFG class rooms and the school managers were powerless about it.</p>

## Report on Education Management Strengthening Interventions

PARTICIPANT	DISTRICT	STRATEGIES/INTERVENTION
		<p>Give school management leeway to manage UPE funds so that they can put it to the most appropriate use in the given circumstances of the school;</p> <p>Upgrade head teachers;</p> <p>Secularize primary school administration – for example single mothers in primary schools should be official maternity leave regardless of the morality principles of the school founders and the district education managers;</p> <p>CC schools should be made model or demonstration schools;</p> <p>Teachers should be trained in the new subjects in the curriculum;</p> <p>Training and follow-up should be enhanced with improved mode of training;</p> <p>Parents should be sensitized about the problems of school management-in other words they should not be an additional problem for school management;</p> <p>Political sweeping statements which send confusing messages to the stakeholders should be avoided-an example is where the President announced that parents should not be charged any money for the lunch of the children;</p> <p>There should monitoring and supervision on a timely basis-in other words currently inspection is not consistent and regular;</p> <p>Provide cupboard and cabinets for storing instructional materials;</p> <p>MoES should train HdTs and deputies about administration;</p> <p>Reduce the teacher/pupil ratio and reduce subjects being taught by one teacher;</p> <p>Assist in the construction of teacher's houses;</p> <p>Increase the classroom facilities;</p> <p>Provide offices and storage facilities;</p> <p>Provide clean water to the school.</p>
	Mayuge	<p>Continued sensitization of parents and LCs.</p> <p>Promotion of PTA meetings.</p> <p>There should be intensified communication to pupils at the assembly with Senior woman teacher talking to girls and Senior male teacher talking to the boys.</p> <p>There should be seminars for all teachers on school management.</p> <p>There is need for training in guidance and counselling;</p> <p>Regular seminars to managers and subordinates.</p> <p>Better Remuneration;</p> <p>Recognition for hard work.</p>
TDMS untrained HEAD TEACHERS	Luwero	<p>Integrate Management training into Pre-service teacher education curriculum;</p> <p>Cluster Management training in counties so as to it accessible to many aspiring head teachers and deputies;</p> <p>Provide self study modules to the learners to take home and study on their own;</p> <p>Supply each School with a set of management training modules so that teachers can read them and get an idea</p>

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		<p>of the content and get prepared for future learning;</p> <p>Give each head teacher and other stake- holders opportunity to in important decisions such as the SFG;</p> <p>Provide management training to head teachers, deputies and senior staff members;</p> <p>The certificate offered should be code- named post graduate certificate for those who attain it after getting a degree;</p> <p>Professional development for the managers and teachers;</p> <p>Improve infrastructure such as class rooms, teacher's houses, furniture, etc;</p> <p>Provide instructional materials for the pupils;</p> <p>Improve the sports facilities and equipment;</p> <p>Provide refresher courses for the managers and teachers.</p>
TEACHERS	Luwero	<p>Supervision of all levels of the education system should be increased by the DIS and the ISS;</p> <p>Teachers should be more motivated by giving scholarships for example;</p> <p>Teachers should be given refresher courses;</p> <p>Teachers should be paid more;</p> <p>Head teachers should be trained to undertake income generating projects for their schools;</p> <p>The powers of the head teachers should be trimmed;</p> <p>Teachers should be given a voice in the management of the school;</p> <p>There should be egalitarianism in schools.</p> <p>Continuous Professional Development for head teachers and teachers;</p> <p>Enhanced community participation in School Development activities;</p> <p>Creation of a forum where the teacher's voice can be heard;</p> <p>Refresher courses for heads and staff;</p> <p>Regular supervision and monitoring.</p> <p>Upgrading teachers' salaries-</p> <p>Lifting the teachers' ceiling because new subjects have been introduced and more children have been enrolled in Primary Schools because of UPE.</p> <p>Advising the inspectors to change their approach to inspection. They humiliate teachers to the extent of abusing them in front of pupils. They do not conduct post-observational conferences but instead, they write nasty comments such "No work done or You deserve to be dismissed and throw them to the teachers.</p> <p>There should be departmental allowances- the teachers who head departments at this school do not get allowances.</p> <p>Provision of science equipment and for other practical subjects or aspects of subjects</p> <p>Children should be provided with Lunch at school-parents should pay a standard amount for meals</p> <p>There should be a scholarship scheme for children who excel in PLE but come from families that are unable to send</p>

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		<p>them to secondary schools. Some of the children who successfully completed their PLE from their school will not go to secondary school because their parents cannot afford fees.</p> <p>Need for enough and up to date Lower Primary materials such as writing and reading books, slates and wall charts.</p> <p>The new subjects in the volume 2 Curriculum document for Primary Schools have no accompanying text books</p> <p>Attention to be paid to the pay roll- some teacher have spent two years in the schools but their names are not yet on the pay roll. Those who were paid have never been given their arrears.</p> <p>The School needs assistance in taking their children for a study tour. They suggested a 50% partnership with whoever offers to give aid to them</p>
	Mayuge	<p>Continued sensitization of parents and LCs.</p> <p>Promotion of PTA meetings.</p> <p>There should be intensified communication to pupils at the assembly with Senior woman teacher talking to girls and Senior male teacher talking to the boys.</p> <p>There should be seminars for all teachers on school management.</p> <p>There is need for training in guidance and counselling;</p> <p>Supervision &amp; Inspection should be intensified.</p> <p>There should be a limit on the number of children enrolment;</p> <p>Sensitize communities about the value of education: Some parents are simply forced by the CCTs to take their children to school.</p> <p>Religious leaders should take on their roles. People are no longer religious, which has resulted into moral decay.</p> <p>Recognition of teachers – salary increases and Top-ups.</p> <p>Lower the tax to the teachers</p> <p>Teachers accommodation and lunch need to be addressed</p> <p>Provide Good and safe water to the schools.</p> <p>Teachers should be trained in management right from the college.</p>